

JOB TITLE: Early Native Learning Liaison – ECEAP, Educare, and HEAD START PROGRAMS

GROUP: Professional/Technical **LEVEL:** 10 **FLSA STATUS:** Non-exempt

WORK DAYS PER FISCAL YEAR: 180 **HOLIDAYS:** 11 or 12 dependent on start date

SUMMARY: The job of Early Native Learning Liaison supports equitable access to high quality culturally-responsive early learning opportunities for American Indian/Alaska Native early learners and to significantly increase school readiness, with the belief that highlighting the importance of American Indian/Alaska Native cultures, history, language, and knowledge systems can improve academic outcomes for AIAN students K-12. In the fall of 2013, the Highline Public Schools Native Education Program launched development and implementation of a strategic framework for the Highline Public Schools Native Education Program’s activities and service objectives, the *Plan for Native Student Success*, and the *Partnering for Early Native Learner Success Project (PENLSP)* a Bill and Melinda Gates Foundation-supported project which aims, in its first year grant period, to improve services to the AIAN community in the area of early childhood education by 1) Significantly increasing enrollments of AIAN early learners in Highline ECEAP, Educare, and Head Start programs, and 2) Significantly increasing Native kindergarten readiness and K-3 academic outcomes.

Visit www.highlineschools.org/nativeprogram to learn more about PENLSP and the Native Education Program.

CONTEXT AND MISSION: Highline Public Schools serves approximately 18,000 students in 36 schools. Starting in the fall of 2012, the Highline community came together to develop a four-year strategic plan outlining the community’s bold goals and big dreams for its children. The plan’s promise is that every student in Highline Public Schools is *known by name, strength, and need, and graduates prepared for college, career, and citizenship.*

The collective commitment embodied in the plan is grounded in the community’s deep belief that Highline students are capable of reaching the plan’s ambitious goals and is driven by students’ aspirations for their future.

The instructional vision articulated in the plan is organized around Four Pillars that guide professional and organizational practices:

- Equitable access to rigorous, standards-based instruction. *High-quality instruction for all students.*
- Results-focused professional learning and collaboration. *Investing in our people so they continuously fine-tune their craft and grow in their profession.*
- Strong partnerships with families and community. *Schools can’t do it alone. We are better when students, families, community and educators work hand-in-hand.*
- A culturally responsive organization. *Our diversity is a strength and an asset. We are committed to equity, excellent service for all, and continuous improvement.*

ESSENTIAL DUTIES AND RESPONSIBILITIES include the following. This list is meant to be representative, not exhaustive. Some incumbents may not perform all the duties listed while in other cases related duties may also be assigned. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Work with local early childhood education providers, families, partner agencies and organizations serving the American Indian/Alaska Native community in the Highline district and assists with planning and hosting of Native community engagement opportunities to identify new early Native learners and facilitate their enrollment at ECEAP, Head Start, and Educare sites.

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- Engage with American Indian/Alaska Native families to present culturally relevant ECE Research based early learning activities through home visits or visits at schools and community sites.
- Assists with collection, organization, and analysis of data on Native families currently participating in, or eligible for, Native Education Program services/activities.
- Work with the Highline Early Learning team and Native Education Program staff to plan, promote, and host whole-family, whole-learner early learning events/activities (e.g. PreK Play & Learn Activities) which highlight American Indian/Alaska Native culture, community, history, language, art/music, and thought systems.
- Assist with organizing, planning and hosting cross-district Early Native Learning Coalition convening's.
- Work in Early Learning Centers (ELCs) and with ELC Staff to provide regular culturally-relevant learning supports for Native students and assists in the development of culturally-rooted learning activities, family supports, and methods to reinforce the cultural identities and core competencies of Native learners.
- Establish an Indigenous-based research and resource database in early Native education.
- Create collection of culturally relevant early learning materials for use both indoors and outdoors for the purpose of supporting researched based Early Childhood Education goals and/or working with teachers to enhance Native children's early learning experiences.
- Prepare PowerPoints and written materials for the purpose of documenting activities, providing written reference and/or conveying information to parents, staff, community, and PENLSP partners.
- Assist with assessment of early Native learner and family needs (e.g. financial, medical, parenting skills, etc.) for the purpose of developing and implementing individualized plans of services to support educational objectives.
- Assist with the coordination of culturally relevant learning opportunities for Native parents (e.g. parenting skills, community resources, district programs, advocacy, etc.) to assist parents in maintaining a positive home environment, building trust between family and district and supporting child's needs.
- Coordinate activities with a variety of outside service agencies/community partner organizations (e.g. mental health, medical, housing, nutrition, transportation, family support services, etc.) for the purpose of providing referrals for families and/or students.
- Assist with the maintenance of American Indian/Alaska Native early learner files and case records for the purpose of documenting activities and complying with mandated requirements.
- Participate in meetings, trainings, workshops and seminars as assigned for the purpose of conveying and/or gathering information required to perform functions.
- Attends regular meetings with Highline Early Learning team, including the P-3 Advisory Team, service providers, and program managers.
- Responds to requests for intervention for the purpose of addressing needs of the student and/or their families in situations that could negatively impact economic success, health, mental health and crisis assistance.
- Responds to all inquiries from families of early Native learners for the purpose of providing information on community support services and/or educational programs.

Other Functions

- Performs other related duties as assigned.

MINIMUM QUALIFICATIONS

EDUCATION AND EXPERIENCE:

Associates degree in Early Childhood Education or related field

Two years working in the field of social services and/or education (Early Education specialization preferred)

One year working specifically with and on behalf of an American Indian/Alaska Native population (urban or tribal), a Native-serving organization/entity/project/program (tribe, non-profit, agency, school district), or experience working with culturally or linguistically diverse and/or socio-economically disadvantaged populations.

PREFERRED QUALIFICATIONS:

BA in Early Childhood Education or related field

Specialized expertise in American Indian/Alaska Native education or Native American Studies

CONDITION OF EMPLOYMENT:

Criminal background clearance

Valid WA State driver's license and proof of insurance

Tuberculosis Clearance

KNOWLEDGE OF:

American Indian/Alaska Native culture, community, history, and resources in King County specifically serving the Native community

Special issues, research, and best or promising practices in Native Education (urban *and* tribal)

Issues specific to the urban American Indian/Alaska Native population (e.g. health, economy, education)

Principles and practices of social services

Community based social service resources

Curriculum development

Community development

Program/project development and capacity building (e.g. grant writing)

Staff professional development

Microcomputers and related software

Student/family data-gathering and reporting processes

Simple record keeping and report preparation

General health care and social services

School board policies and procedures

ABILITY TO:

Work effectively with American Indian/Alaska Native families, schools, and agencies/community organizations to develop problem-solving strategies and meet Native early learner needs

Provide school based social services

Communicate effectively verbally and in writing

Attend to detail and follow tasks through to completion

Organize work, problem solve and select action plans

Maintain effective working relationships with individuals and groups in a multicultural and diverse community

Remain flexible to changes in assignments or situations

Operate a variety of modern office equipment including microcomputers and related software

Make referrals to community based social services

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Accurately maintain records and prepare reports
Comply with school board policies and procedures

REPORTING RELATIONSHIP: Director of Early Learning and Native Education Program Manager

PHYSICAL DEMANDS: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to sit. The employee frequently is required to use hands to finger, handle, or feel; reach with hands and arms; and talk or hear. The employee is occasionally required to stand and walk. The employee must regularly lift and/or move up to 10 pounds and occasionally lift and/or move up to 25 pounds. Specific vision abilities required by this job include close vision, and ability to adjust focus.

WORK ENVIRONMENT: The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee regularly works in indoor conditions and regularly works near video display. The employee is occasionally exposed to outside weather conditions and uses personal vehicle and occasionally works in evenings or on weekends. The noise level in the work environment is usually moderate.

CLASSIFICATION HISTORY

Created by Human Resources as outlined by Native Education Manager, 2014.09.25

*Job descriptions are written as a representative list of the **ADA essential** duties performed by the entire classification. They cannot include, and are not intended to include, every possible activity and task performed by every specific employee.*