

GUILFORD COUNTY SCHOOLS JOB DESCRIPTION

JOB TITLE: PROGRAM ADMINISTRATOR II- ACES BUSINESS/OPERATIONS STUDENT SERVICES DIVISION AFTER-SCHOOL PROGRAMS DEPARTMENT

GENERAL STATEMENT OF JOB

Business-Under limited supervision, performs administrative, technical, analytical and instructional work to oversee and coordinate the business functions of the district's After-School Care Enrichment Services (ACES) Program in accordance with district guidelines and under the leadership of the Director of After-School Programs. Work involves training, assisting and advising site coordinators and school principals in areas such as accounting, budget, finance, payroll and purchasing. Work also involves working with agencies that provide financial assistance for ACES tuition, designing and implementing procedures and systems, compiling, reviewing and analyzing program data, and preparing financial and program reports. Employee visits schools to review ACES records and provide technical assistance, and takes appropriate steps to ensure established policies and procedures are followed.

Operations- Employee collaborates with ACES program personnel and various district, State agency and community personnel to develop, grow and sustain best practices in after-school programming that support the district's Strategic Plan, meet NC Division of Child Development and Early Education (DCDEE) standards, and align with school-age care quality indicators. Employee regularly visits schools to provide support, coaching, guidance, evaluation and feedback to ACES site coordinators and staff. Work also involves designing and implementing effective operational practices and accountability measures, conducting training, compiling and analyzing program data, and preparing program reports. Employee reports to the Director of After-school Programs.

SPECIFIC DUTIES AND RESPONSIBILITIES

ESSENTIAL JOB FUNCTIONS-Business

In accordance with Guilford County Schools financial, purchasing and other guidelines, provides leadership and assistance to site coordinators and principals in all business-related areas of the ACES program, resolving problems as non-routine situations arise

Assists in the design and implementation of procedures and systems to collect and/or review individual school's ACES business-related data and documents; compiles, reviews and analyzes various financial and other program data, prepares reports, and advises ACES staff, principals, or other departments of discrepancies and steps toward resolution of such discrepancies. Employee will print the weekly fee consolidated report every Monday and contact ACES site coordinators

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whose fees are more than \$50 overdue. Payments are due every Friday prior to services rendered. If fees are more than 2 weeks past dues, employee will work with ACES site coordinator to ensure student is dismissed from program until fees are current. Employee will print out monthly report ensuring all sites have posted fees and will assist their schools with Remote Deposit Scanner.

Provides training for site coordinators regarding federal, state, and local policies and procedures in areas such as accounting, budget, finance, payroll and purchasing and Department of Social Services and NC Division of Child Development record keeping. Each staff member will be trained and assist their sites with K-12 Payments and Online School Care.

Visits individual schools periodically to conduct more thorough reviews of ACES fiscal records and submits oral or written reports of findings and recommended steps resolving identified problems to the Director of After-School Programs; assists and advises ACES site coordinators, treasurers and principals in response to inquiries, as necessary.

Monitors ACES business-related functions, makes recommendations for improvements to the Director of After-School Programs, and implements approved program changes.

Receives incoming telephone calls, emails and written correspondence and provides information regarding program operations, procedures, and regulations, or routes to appropriate personnel.

Attends seminars, conferences, workshops, classes, lectures, etc. as appropriate, to enhance and maintain knowledge of trends and developments in business-related areas of after-school care; reviews professional journals, attends association and professional meetings, and otherwise maintains contacts with professionals to facilitate exchange of information. Employee will take part in ADO Trainings (ACES District Orientation), Substitute Orientation, Group Leader Screenings, WEOA (Wonderful Essentials of ACES-new site coordinators trainings), and WDIR (We Do It Right) bi-monthly meetings.

ESSENTIAL JOB FUNCTIONS-Operations

In accordance with Guilford County Schools guidelines, provides on-site support and technical assistance to ACES site coordinators and staff to encourage and sustain best practices in after-school programming, performing administrative, instructional and technical work and helping resolve problems as non-routine situations arise.

Collaborates with district, State agency and community personnel to implement quality after-school programming that that supports the district's personalized learning, character development, service learning and safety goals; that expands children's experiences, extends their learning, and provides warm and caring support; and that helps children develop curiosity, creativity and character.

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Provides coaching, guidance, training, evaluation, and feedback to ACES site coordinators and staff regarding program expectations and procedures, health and safety, daily plans and schedules, set-up and use of school space, developmentally appropriate resources and activities, staffing and supervision, positive classroom management strategies, promoting enrollment, communicating with parents and school staff, and completing administrative responsibilities correctly and on time.

Visits schools to observe programs, communicate district and departmental vision, expectations and procedures, and to provide feedback regarding practices and program expectations; helps site coordinators and staff identify challenges and develop solutions that enhance quality, increase efficiency, improve performance and strengthen accountability.

Coordinates activities to obtain DCDEE child care licenses and School-Age Care Environment Rating Scale (SACERS) assessments and provides guidance in how programs can continually comply with agency regulations, fulfill district expectations and align with school-age care quality indicators and best practices; helps site coordinators determine actions to correct identified areas of non-compliance and to improve program quality. Employee will ensure that all sites are taking the appropriate trainings and maintain required hours for licensing.

Assists in the design and implementation of procedures and systems to collect and/or review individual schools' ACES program data and documents; compiles, reviews and analyzes various program data; and advises ACES staff or others of discrepancies and steps toward resolution of such discrepancies.

Helps coordinate program oversight and completion of essential tasks during extended absence of ACES site coordinator.

Monitors ACES programs, prepares reports, informs supervisor of program deficiencies and makes recommendations for program improvements, and implements approved program changes.

Receives incoming telephone calls, emails and written correspondence and provides information regarding program operations, procedures, and regulations, or routes to appropriate personnel.

Attends seminars, conferences, workshops, classes, lectures, etc. as appropriate, to enhance and maintain knowledge of trends and developments in after-school care; reviews professional journals, attends association and professional meetings, and otherwise maintains contacts with professionals to facilitate exchange of information. Employee will take part in ADO Trainings (ACES District Orientation), Substitute Orientation, Group Leader Screenings, WEOA (Wonderful Essentials of ACES-new site coordinators trainings), and WDIR (We Do It Right) bi-monthly meetings.

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ADDITIONAL JOB FUNCTIONS

Works cooperatively with district staff in various departments.
Performs other related work as required.

MINIMUM TRAINING AND EXPERIENCE

Bachelor's degree in Child Development, Education, Business Administration, Finance, Accounting, or closely related field with at least 5 years of experience, preferably in a North Carolina public school system, with strong data management and administrative support skills, supervisory experience, assisting site coordinators in a licensed facility, budget analysis/allotment, and/or any equivalent combination of training and experience, which provide the required knowledge, skills, and abilities.

SPECIFIC REQUIREMENTS

Must possess a valid North Carolina driver's license.

MINIMUM QUALIFICATIONS OR STANDARDS REQUIRED TO PERFORM ESSENTIAL JOB FUNCTIONS

Physical Requirements: Must be physically able to operate a variety of equipment including computers, typewriters, copiers, etc. Must be able to exert up to 25 pounds of force occasionally, and/or a negligible amount of force constantly to lift, carry, push, pull or otherwise move objects, including the human body. Light work usually requires walking or standing to a significant degree.

Data Conception: Requires the ability to compare and/or judge the readily observable, functional, structural, or composite characteristics (whether similar to or divergent from obvious standards) of data, people or things.

Interpersonal Communication: Requires the ability to speak and/or signal people to convey or exchange information. Includes giving and receiving instructions, assignments and/or directions.

Language Ability: Requires the ability to read correspondence, reports, forms, statutes, regulations, procedures, etc. Requires the ability to prepare correspondence, reports, forms, presentations, etc., using prescribed formats and conforming to all rules of punctuation, grammar, diction and style. Requires the ability to speak before groups of people with poise, voice control and confidence.

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Intelligence: Requires the ability to apply principles of logical or scientific thinking to define problems, collect data, establish facts and draw valid conclusions; to interpret an extensive variety of technical instructions in mathematical or diagrammatic form; deal with several abstract and concrete variables.

Verbal Aptitude: Requires the ability to record and deliver information, to explain procedures, to follow oral and written instructions. Must be able to communicate effectively and efficiently in Standard English.

Numerical Aptitude: Requires the ability to utilize mathematical formula; to add and subtract; to multiply and divide, and to utilize percentages and decimals.

Form/Spatial Aptitude: Requires the ability to inspect items for proper length, width and shape.

Motor Coordination: Requires the ability to coordinate hands and eyes rapidly and accurately in using automated office equipment.

Manual Dexterity: Requires the ability to handle a variety of items such as office equipment, etc. Must have minimal levels of eye/hand/foot coordination.

Color Discrimination: Requires the ability to differentiate between colors and shades of color.

Interpersonal Temperament: Requires the ability to deal with people beyond giving and receiving instructions. Must be adaptable to performing under stress and when confronted with emergency situations.

Physical Communication: Requires the ability to talk and hear: (Talking: expressing or exchanging ideas by means of spoken words. Hearing: perceiving nature of sounds by ear). Must be able to communicate via telephone.

KNOWLEDGE, SKILLS AND ABILITIES

Considerable knowledge of school finance and general accounting practices and school system policies and procedures concerning fiscal operations.

Considerable knowledge of the principles of supervision, organization and administration, especially as they apply to a central office administrator working with site-based staff.

Considerable knowledge of the County and School Board policies, procedures and standards regarding the delivery of educational and recreational services to students.

Considerable knowledge of the ACES Program's underlying principles, goals and

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objectives.

Considerable knowledge of federal and state statutes and regulations regarding provision of services to students in a licensed child-care environment.

Considerable knowledge of the SACERS quality indicators and assessments, and literature, trends, and developments in the area of quality school-age programming and care.

Considerable knowledge of the principles and practices associated with early childhood development and education.

General knowledge of federal and state statutes and regulations regarding the receipt of federal funds by a local governmental agency.

General knowledge of the ethical guidelines applicable to the position as outlined by professional organizations and/or federal, state and local laws, rules and regulations.

General knowledge of federal and state statutes and regulations regarding provision of services to students in a licensed child-care environment.

General knowledge of the North Carolina Common Core State Standards

Skill in oral and written communication.

Skill in providing consultative services to school staff.

Ability to maintain complete and accurate records to develop meaningful reports from the information.

Ability to evaluate the effectiveness of existing programs and to make recommendations for improvement.

Ability to work and effectively communicate with diverse groups and organizations both orally and in writing.

Ability to develop and conduct presentations.

Ability to use common office machines and popular computer-driven work processing, spreadsheet and file maintenance programs.

Ability to exercise considerable independent judgment and initiative in planning and directing business-related activities and in applying standards to a variety of work

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situations.

Ability to establish and maintain effective working relationships as necessitated by work assignments.

DISCLAIMER

The preceding job description has been designed to indicate the general nature and level of work performed by employees within classification. It is not designed to contain or be interpreted as a comprehensive inventory of all duties, responsibilities, and qualifications required of employees to this job.