

GUILFORD COUNTY SCHOOLS JOB DESCRIPTION

JOB TITLE: PROGRAM ADMINISTRATOR III – VOLUNTEERS AND PARTNERSHIPS

GENERAL STATEMENT OF JOB

Under the supervision of the Superintendent and/or the Chief of Staff, the Program Administrator works to carry out school district mission and goals related to community relations, including identifying community leaders and groups, maintaining a key contact database on behalf of the district, strategically planning communications and meetings for the Superintendent and/or Chief of Staff with a diverse range of community leaders, managing and growing the district's External Key Communicators, who provide input to the Superintendent and/or Chief of Staff while also serving as district ambassadors to the community. This position also plans and executes groundbreakings, dedication ceremonies and other special events designed to promote and expand community engagement in and support of the District; develops communications and recognitions that promote and recognize community partnerships, contributions and volunteers, including the pitch/place of stories, development of media releases, web stories and social media outreach; fields inquiries from the public about volunteer, partnership and donation opportunities; identifies and develops partnership opportunities; and supports the Superintendent and/or Chief of Staff as needed on volunteer, partnership and funding initiatives, as well as special projects.

SPECIFIC DUTIES AND RESPONSIBILITIES

ESSENTIAL JOB FUNCTIONS

Develops and executes annual outreach and engagement plans, based on data and best practices in community relations and school public relations, to diverse community leaders and groups on behalf of the Superintendent and/or Chief of Staff and the District. Measures effectiveness against annual goals for outreach and engagement, and outcomes provided by annual public opinion polls of community members.

Represents Superintendent, Chief of Staff and/or GCS at community events, meetings and boards. Manages communications on behalf of Superintendent, Chief of Staff and/or GCS to various community leaders and organizations.

Works with various chiefs, department leaders and principals to develop presentations for about GCS on behalf of the Superintendent and/or Chief of Staff to various community groups and organizations. Aligns information and presentations with district brand and key messages; aligns presentations with district strategic plan and goals.

Plans and leads project teams and engages leaders/personnel from variety of GCS departments and community leaders/organizations (where appropriate) in designing and executing signature district events as a strategy for expanding community engagement and positioning the Superintendent and GCS brand appropriately and effectively.

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Works with the Board and Superintendent's Office as well as various principals and school teams (school personnel, parents and community leaders and volunteers) to develop and execute ground breakings, ribbon cuttings, school dedication ceremonies and other programs related to new school construction, renovations and additions as well as privately funded programs and initiatives.

- Ensures that the Board, Superintendent and district are appropriately represented and positioned at these school-based events, and that such events and any follow-up communications build community support for future capital campaigns and needs.
- Coordinates recognition, engagement and appreciation of elected officials, private donors and community leaders in these events.
- Works closely with strategic planning and fund development, Guilford Education Alliance and other district and community leaders to ensure appropriate recognition and stewardship of elected officials and private donors.
- Builds and maintains positive relationships on behalf of the Board, Superintendent, Chief of Staff and GCS with community leaders and stakeholder groups. Continually seeks ways to expand and strengthen community involvement and engagement in GCS and GCS schools.

Works with Director of Communications to identify news media pitch/place opportunities for stories related to volunteers, partnerships, donations and grants; writes media releases, web stories and share news and information on social media.

Assists departments and regions with developing partnerships; develops and executes training and communications for volunteer coordinators, principals, regionals and others within GCS who work with the public.

Represents GCS in the community at local business and community events, fosters relationships with new groups and organizations, coordinates and leads partnership development meetings with current, new and potential partners, and provides district guidance to school and regional personnel regarding partnerships.

Researches and creates partnerships that support strategic district initiatives; coaches and provides guidance into best practices for school-based partnerships. Prioritizes partnership development and community outreach based on the initiatives, goals and measures outlined in the district's strategic plan.

Conducts annual campaigns to increase public awareness regarding school and district needs and priorities and to recruit additional volunteers and partners willing to assist with and address these

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needs. Recruits volunteers and partners on an ongoing basis and helps connect them with appropriate opportunities, prioritizing high-need schools and students first.

Communicates frequently with appropriate school and district personnel regarding relevant Board policies and procedures regarding volunteers, partnerships and sponsorships/private donations, volunteer screening, criminal background checks, and other related news and information.

Maintains an accurate relational database and associated record-keeping of community leaders, non-profit organizations, faith leaders and groups/houses of worship, arts organizations, Realtors, senior citizen groups and other stakeholder groups.

Maintains accurate records regarding school and district partnerships, in-kind donations, participation in training, volunteer hours, volunteer screening, and other measures as established by the Superintendent and/or Chief of Staff.

Communicates frequently with partners and ensures that partners are kept abreast of GCS news and information.

Leads and manages Board recognitions and communications regarding National Volunteer Week, Partnership Week, and other programs and media opportunities related to maintaining strong community support of GCS, the Board of Education, Superintendent, GCS schools and public education.

Identifies and develops speaking opportunities for GCS Superintendent, Chief of Staff and other GCS leaders in the community, such as Kiwanis Clubs, Rotary and other civic groups, non-profit groups, health and human service organizations, arts organizations, professional associations, etc.

Ensures comprehensive GCS representation on a wide range of community non-profit boards of directors, events and committees by creating and managing an executive placement program to strategically place the Superintendent, Board members and district executives as GCS representatives on non-profit boards of directors, providing training regarding GCS expectations for GCS representatives, and creating a two-way communication process to capture community input and concerns on an ongoing basis.

ADDITIONAL JOB FUNCTIONS

Performs other related work as required.

MINIMUM TRAINING AND EXPERIENCE

Bachelor's degree in public relations, communications, journalism or a related field and 5 to 10 years of experience in public relations, community relations, communications, partnership development, fundraising or graphic design; or any equivalent combination of training and experience which provides the required knowledge, skills and abilities. Accreditation in public

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relations, communications, community relations, and/or fund development by a professional association or universal accreditation board preferred.

MINIMUM QUALIFICATIONS OR STANDARDS REQUIRED TO PERFORM ESSENTIAL JOB FUNCTIONS

Physical Requirements: Must be physically able to operate a variety of automated office machines and equipment including computers, copiers, facsimile machines, calculators, cameras, etc. Must be able to exert up to 50 pounds of force occasionally, and/or up to 10 pounds of force frequently, and/or a negligible amount of force constantly to move objects. Physical demand requirements are for Light to Medium work.

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 instructions, assignments and/or directions to assistants or subordinates.

Language Ability: Requires the ability to read press releases, correspondence, reports, forms, invoices, news articles, manuscripts, etc. Requires the ability to prepare press releases, speeches, correspondence, reports, forms, brochures, requisitions, etc., using proper format. Requires the ability to talk to people with poise, voice control and confidence.

Intelligence: Requires the ability to apply rational systems to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists; to interpret a variety of instructions furnished in oral, written, diagrammatic or schedule form.

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

Numerical Aptitude: Requires the ability to utilize mathematical formulas; to add and subtract totals; to multiply and divide; to determine percentages and decimals; and to apply the principles of statistics.

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 office equipment. Must have minimal levels of eye/hand/foot coordination.

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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 persons acting under stress.

Physical Communication: Requires the ability to talk and/or 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 the principles and practices of public relations, public affairs, community relations and partnership building, marketing, journalism or related profession including but not limited to best practices, theory and research related to authentic engagement, public relations and public affairs.

Considerable knowledge of the needs of the publics, both within GCS and the Guilford County community.

Considerable knowledge and skills in writing, editing, listening, speaking and presenting information in a persuasive and compelling manner; excellent grammatical skills.

Considerable knowledge in creating and leading diverse teams (internally and externally) to accomplish common goals, projects and initiatives. Ability to identify and respond to team needs independently.

Considerable knowledge in how software and digital tools may enhance communications, project management and authentic engagement.

General knowledge of School Board policies and procedures, educational issues and concerns, GCS strategic plan(s) and initiatives.

General knowledge of different writing styles and approaches for producing collateral materials, advertising, social media posts, press releases, videos, speeches, presentations and other communications.

Ability to write, research, develop and analyze comprehensive communication/public relations plans; ability to use standard tools such as relational databases, social media, templates (action plans, Run of Shows, checklists, strategic plans, project planning tools) that assist in managing complex, multi-faceted projects and initiatives.

Skill in developing data collection instruments such as surveys, evaluations, etc.

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Ability to conceptualize, develop, research, write and produce various high quality and effective publications and communications; e.g. social media postings, infographics, digital media/publications, news releases, video scripts, talking points, speeches, annual reports, and other collateral materials.

General knowledge of photography, art/design, graphic design and best practices in developing effective content and visual images that may be used across a variety of formats and platforms (digital, video, print, broadcast, cablecast, radio, social, web, and other emerging technologies).

Ability to use a variety of office machines, including popular computer-driven word processing, spreadsheet and file maintenance programs.

Ability to establish and maintain moderately complex records and files, and to prepare reports from such data.

Ability to plan and coordinate group activities and special events.

Ability to exercise independent judgment and initiative in applying standards to a variety of work situations.

Ability to establish and maintain effective working relationships with other employees and the general public.

DISCLAIMER

The preceding job description has been designed to indicate the general nature and level of work performed by employees within this 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.