GUILFORD COUNTY SCHOOLS JOB DESCRIPTION

JOB TITLE: PROGRAM ADMINISTRATOR II – TITLE I PARENT INTERPRETER/TRANSLATOR/COMMUNICATIONS

GENERAL STATEMENT OF JOB

Under limited supervision, assists with parent engagement programming and communications to support Spanish-speaking parents and families at Title I schools. Work involves oral and written translation from Spanish to English and from English to Spanish. Employee is responsible for oral translations during parent meetings, special events, etc. Employee performs effective, innovative and responsible professional work to support the overall planning and programming efforts of Guilford Parent Academy (GPA), with a focus on Title I schools. Work involves out-of-the-box communications that target Spanish-speaking families with information to support student success. Complex situations arise with some frequency requiring discretionary judgment and independent action. Evening and weekend work required. Reports to the Director of Guilford Parent Academy.

SPECIFIC DUTIES AND RESPONSIBILITIES

ESSENTIAL JOB FUNCTIONS

Translates written documents from English to Spanish and from Spanish to English.

Translates orally from English to Spanish and from Spanish to English during parent engagement events, workshops, etc.

Develops out-of-the box communication channels to reach Spanish-speaking families.

Assists Spanish-speaking families with questions related to GCS.

Serves as a liaison between the school district and Latino groups and organizations in the community.

Assists staff in understanding and appreciating the Latino culture.

Fields phone calls, event/registration questions and emails related to Title I parent engagement programming from Spanish-speaking families.

Supports the planning and implementation of the Title I parent ambassador program.

Supports the district's efforts to provide an extra layer of parent engagement programming for parents of students who attend Title I schools.

Stays abreast of current research related to project management and parent engagement in public education.

Attends district and community events, including evenings and weekends.

ADDITIONAL JOB FUNCTIONS

Conducts parent engagement research.

Performs other assignments and duties as determined by Director of GPA.

MINIMUM TRAINING AND EXPERIENCE

Bachelor's degree required and 3-5 years of progressively responsible experience in administrative work, including office/project management, finance, public contact, or education administration; or any equivalent combination of training. Five to seven years of program coordination experience preferred; or any equivalent combination or training and experience which provides the required knowledge, skills and abilities. Bilingual in English and Spanish a plus.

MINIMUM QUALIFICATIONS OR STANDARDS REQUIRED
TO PERFORM ESSENTIAL JOB FUNCTIONS

Physical Requirements: Must be physically able to operate a variety of equipment including computers, facsimile machines, audio-visual equipment, copiers, calculators, etc. Must be physically able to operate a motor vehicle. Must be able to exert up to 10 pounds of force occasionally, and/or a negligible amount of force constantly to lift, carry, push, and 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 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 or directions to subordinates or assistants.

Language Ability: Requires the ability to read a variety of correspondence, reports, forms, billing statements, evaluations, etc. Requires the ability to prepare correspondence, reports, forms, evaluations, budgets, 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.

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; and to 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 formulas; to add and subtract; multiply and divide; utilize decimals and percentages; and to apply the principles of statistical inference.

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 office equipment.

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

Color Discrimination: May require 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 parent/family training, information and resources.

Considerable knowledge of adult education principles, and effective outreach and engagement of diverse groups and individuals.

Considerable knowledge of culturally relevant and sensitive parent/family curriculum and practices.

Considerable knowledge of community resources and community contacts.

Considerable knowledge of relationship-building strategies and tactics, particularly with wide variety of stakeholders and opinion leaders, from grassroots organizations/individuals to elected officials and business/community leaders.

Considerable knowledge in supervising and coordinating large programs and events.

Ability to assess and improve ways in which the district, parents/families, businesses and the community interrelate.

Ability to set high-level goals and develop and execute long range plans effectively.

Ability to develop, implement and evaluate parent/family programming for diverse audiences, including workshops, classes, conferences.

Ability to build parent/community engagement in Academy programs and services.

Ability to select appropriate instructional materials and resources for online and broadcast use by parents/families.

Ability to develop, implement and evaluate Academy programs and services.

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

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

Ability to communicate effectively both orally and in writing.

Ability to plan and manage budgets appropriately; maintain fiscal records in accordance with Board policies and procedures, relevant laws and regulations.

Ability to establish and maintain effective working relationships.

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 this job.

GCS, 6/2016