

GUILFORD COUNTY SCHOOLS JOB DESCRIPTION

JOB TITLE: PROGRAM ADMINISTRATOR II – YOUTH RISK COORDINATOR

GENERAL STATEMENT OF JOB

Under general supervision, performs administrative tasks and student service work as part of Dropout Prevention designed to ensure that students at-risk due to failure in school and of dropping out of school have the opportunity to achieve their full educational and career potential. Work involves working closely with students in programs for at risk, parents, staff at schools, and community agencies to assist in linking programs and services with the school for the purpose of improving school behavior, attendance, student performance, and positive youth development. Employee is responsible for coordinating and facilitating programs, resources, services, special support classes, workshops and other activities for staff, students and parents. . Reports to the Supervisor of Dropout Prevention.

SPECIFIC DUTIES AND RESPONSIBILITIES

ESSENTIAL JOB FUNCTIONS

Provides assistance in linking programs and services with schools for the purpose of improving school behavior, attendance, student performance, and positive youth development.

Monitors support services received by assigned students and their families, to ensure that they are delivered in a personal, accountable and coordinated manner.

Produces and interprets data to effectively plan and execute appropriate programs and activities and communicates with supervisor and other staff.

Collaborates with other staff members that provide professional development activities for school staff that work to achieve the desired student outcomes in the areas of suspensions, attendance, student performance, and overall youth development.

Coordinates the scheduling of activities and sites for programs.

Attends and facilitates programs that meet the scheduling needs of families and schools.

Maintains records and documentation that demonstrates the level of service and achievement of outcomes identified through applicable services.

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Coordinates and facilitates programs, services, and other special activities for students and their families.

Attends meetings called by Supervisor of Dropout Prevention and works on departmental projects.

Advises students and their parents or guardians of available school, governmental or community-based human services programs and agencies to assist students or family members.

Builds rapport with students, parents, and staff to encourage trust and to accomplish intended goals.

Attends meetings of various public and private human services groups and agencies in the community to enhance and maintain knowledge of community problems and needs, and participates in discussions and activities of such groups, as appropriate.

ADDITIONAL JOB FUNCTIONS

Performs other related work as required.

MINIMUM TRAINING AND EXPERIENCE

Graduation from a four-year college or university with a Bachelor's degree in education, social work or a related field preferred, and at least 3 years demonstrated relevant experience in health, human service, or related fields, involving contact with disadvantaged youth and their families; or any equivalent combination of training and experience which provides the required knowledge, skills and abilities.

MINIMUM QUALIFICATIONS OR STANDARDS REQUIRED TO PERFORM ESSENTIAL JOB FUNCTIONS

Physical Requirements: Must be able to use a variety of equipment and educational and office tools such as computers, copiers, typewriters, calculators, etc. Must be able to exert a negligible amount of force frequently or constantly to lift, carry, push, pull or otherwise move objects. Due to amount of time spent standing and/or walking, physical requirements are consistent with those for Light 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.

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

Language Ability: Requires the ability to read a variety of correspondence, reports, forms, etc. Requires the ability to prepare logs, reports, etc., using prescribed 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 written, oral, 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 effectively and efficiently in standard English.

Numerical Aptitude: Requires the ability to utilize mathematical formulas; to add and subtract; multiply and divide.

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 in using office equipment.

Manual Dexterity: Requires the ability to handle a variety of office machines, 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 persons acting under stress.

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.

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KNOWLEDGE, SKILLS AND ABILITIES

Considerable knowledge of school programs and community services available.

Considerable knowledge of a variety of local community and human services agencies and resources.

Working knowledge of the principles and practices of education administration.
General knowledge of the community.

Strong interpersonal, organizational, communications, and computer skills preferred.

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

Ability to research program documents and narrative materials and to compile reports from information gathered.

Ability to plan and conduct training/information sessions.

Ability to maintain schedules records and files.

Ability to build a rapport with students, parents, and staff

Ability to communicate effectively both orally and in writing.

Ability to make administrative decisions in accordance with laws, ordinances, regulations and school system policies and procedures.

Ability to maintain logs of activity.

Ability to understand and follow oral and written instructions.

Ability to exercise considerable tact and courtesy in frequent contact with school officials, parents, and the general public.

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

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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.