

GUILFORD COUNTY SCHOOLS JOB DESCRIPTION

JOB TITLE: TITLE I PROGRAM SPECIALIST

GENERAL STATEMENT OF JOB

Under limited supervision, performs a variety of administrative tasks in monitoring and administering the operations of the Title I program according to federal, state and local guidelines. Employee assists with the preparation of the Federal grant applications. Employee assists with the implementation of the Title I program, providing help to eligible schools in preparing their Plans, maintaining appropriate documentation, and maintaining their budget, and ensuring adherence to federal, state and local policies and procedures. Employee also assists with the implementation of other federal programs including Title II, Title III, Title IV, Title V and other related programs. The employee reports to the Director of Title I.

SPECIFIC DUTIES AND RESPONSIBILITIES

ESSENTIAL JOB FUNCTIONS

Continuously helps to monitor the effectiveness of the Federal programs in eligible schools; visits schools to review documentation; and reviews individual school Plans and budgets

Responds to calls/inquiries about the Federal programs

Compiles data for various local and state reports

Coordinates data for reports with the supervisor of Preschools.

Maintains appropriate files and documentation as required by law for a period of five years

Works closely with the Title I District Parent Advisory Council

Monitors and assists eligible schools with the implementation of Title I Parent Components

Works closely with non-public schools who receive funds through the federal grants

Works closely with the Juvenile Detention Center and Day Reporting

Reads various publications and attends various seminars and conferences to continuously upgrade professional knowledge

TITLE I PROGRAM SPECIALIST

ADDITIONAL JOB FUNCTIONS

Performs other related work as required.

MINIMUM TRAINING AND EXPERIENCE

Master's degree in Education, Education Administration or a related field preferred, and at least 5 to 7 years of experience as a teacher, with program coordination experience preferred; 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 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 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

Thorough knowledge of federal, state and local requirements regarding the Title I program.

Considerable knowledge of the School Board policies, procedures and standards regarding education.

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

Considerable knowledge of the current literature, trends, and developments in the field of Title I programs.

Considerable knowledge of the principles of organization and administration.

Considerable knowledge of the needs of Title I students from diversified backgrounds and various learning abilities and styles.

General knowledge of the grant application and administration process.

Skill in counseling and developing staff.

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

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

Ability to develop and implement instructional policies and programs for Title I students.

Ability to assess the effectiveness of programs and activities.

Ability to interpret educational policies and procedures.

Ability to develop long range plans and annual budgets.

Ability to effectively express ideas orally and in writing.

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 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.