

**GUILFORD COUNTY SCHOOLS JOB DESCRIPTION**  
**JOB TITLE: PROJECT DIRECTOR FOR 21<sup>ST</sup> CENTURY COMMUNITY**  
**LEARNING CENTERS PROGRAM**  
**STUDENTS SERVICES**  
**GENERAL STATEMENT OF JOB**

Under general supervision, performs a variety of supervisory and administrative tasks in monitoring and administering the operation of the 21<sup>st</sup> CCLC before and after school programs according to federal, state and local guidelines. Employee oversees the implementation of programs, monitoring their effectiveness, providing staff development opportunities, and ensuring adherence to federal, state and local policies and procedures. Employee also coordinates with outside agencies to share ideas and services to better meet the needs of students. Employee reports to Supervisor of Dropout Prevention.

**SPECIFIC DUTIES AND RESPONSIBILITIES**

**ESSENTIAL JOB FUNCTIONS**

Continuously monitors the overall effectiveness of the before and school programs; conducts assessment activities to determine needs and effectiveness of the programs.

Develops and supports short and long range goals and objectives for the improvement of academic achievement of students, recruitment of students and parent participants within a school setting.

Ensures that program participants meet the enrollment criteria specified in state and federal guidelines.

Responsible for accurate and timely data collection and reporting to meet state and federal requirements. Interfaces with local program evaluator.

Represents the program to the public and responds to calls/inquiries about the before and after school programs.

Develops promotional materials (brochures, press releases, bulletins, etc.) and ensures appropriate dissemination among partners, parents, students, school staff and other interested parties.

Interfaces with partnering agencies for full implementation of the program. Establishes an Advisory Process.

## **PROJECT DIRECTOR FOR 21<sup>ST</sup> CCLC PROGRAM**

Group and conducts quarterly meetings regarding program plans, operations, effectiveness of implementation and collaboration.

Works closely with community groups during the development and implementation of the program.

Reads various publications and attends various workshops, seminars, etc., to continuously upgrade professional knowledge.

Attends North Carolina Department of Public Instruction meetings as scheduled.

### **ADDITIONAL JOB FUNCTIONS**

Performs other related work as required.

### **MINIMUM TRAINING AND EXPERIENCE**

Master's degree in Education, Education Administration or a related field, and at least 5 to 7 years of experience as a teacher, with before and after school program coordination and supervisory 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.

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**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:** Does not 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.

**PROJECT DIRECTOR FOR 21<sup>ST</sup> CCLC PROGRAM**  
**KNOWLEDGE, SKILLS AND ABILITIES**

Thorough knowledge of federal, state and local requirements regarding 21<sup>st</sup> CCLC programs.

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 before and after school programs.

Considerable knowledge of the principles of supervision, organization and administration.

Skill in counseling and developing staff.

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

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

Ability to assess the effectiveness of programs and activities.

Ability to work with various community groups involved with implementation of the program.

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.