

GUILFORD COUNTY SCHOOLS JOB DESCRIPTION

JOB TITLE: DIRECTOR - VOLUNTEERS, PARTNERSHIPS AND GRANTS

GENERAL STATEMENT OF JOB

Under limited supervision, performs highly responsible leadership work to carry out school district mission and goals related to public engagement and resource development including volunteer recruitment, screening, training, deployment and evaluation; creating volunteer recruiting and training processes for district regions and their schools; fund development, including grants and sponsorships; and developing business and community partnerships that align with district goals and priorities.

SPECIFIC DUTIES AND RESPONSIBILITIES

ESSENTIAL JOB FUNCTIONS

Develops and oversees volunteer online registration processes

Works with regions and schools to engage volunteers more effectively; coordinates district's school-based volunteer coordinators

Plans and leads volunteer coordinator training in the fall; oversees communications with volunteer coordinators throughout the year to update volunteer hours, communicate with school-based partners and school volunteers

Plans, develops and coordinates partnership and volunteer recruitment campaigns and recognition at the district level

Plans, develops and coordinates district level business and community partnerships, including but not limited to, Guilford Education Alliance/Teacher Supply Warehouse, Enrichment Fund, area chambers of commerce, business and community foundations and various public and private organizations.

Assists other departments/schools in developing partnerships; provides training and assistance for regional superintendents, principals and school-based partnership coordinators on the development and retention of partnerships

Serves as a liaison to business and community partners seeking to connect with engagement opportunities within GCS

Works with business and community partners as appropriate in creating strategic opportunities for students, such as sponsored field trips and special programs

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Plans, develops and coordinates summit meetings for key community partners including but not limited to faith-based organizations, grassroots groups, parents, business leaders and elected officials

Coordinates development of materials, print and electronics, to assist with recruiting and retaining district and school-based volunteers, partnerships, and donations

Maintains database of district partnerships and community contacts, tracking data such as donations and involvement with district initiatives; maintains database of volunteers and volunteer hours

Plans, develops and coordinates volunteer training opportunities for community volunteers; plans, develops and coordinates, business/community funding for district level initiatives and events

Assists regional superintendents and principals with funding for regional and school-based initiatives and events

Serves as district spokesperson for partnership and volunteer information

Schedules and tracks speaking opportunities for the superintendent, Cabinet members and regional superintendents

Works to place Cabinet level administrators and directors on community boards, and/or identify administrators to serve as liaisons to the community for GCS

Manages and facilitates external key communicator program with GCS director of communications

Maintains frequent contact with business and opinion leaders

Conducts extensive research to identify grant-making foundations and determine available grants; review local, state and federal requests for proposals

Coordinates teams within GCS to prepare grant proposal information; writes/edits grant proposals

Compiles grant-writing literature for schools and departments

Conducts workshops on grant writing

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Communicate smaller grant opportunities on a regular basis with departments and schools via email, website and other appropriate means

Establishes clearinghouse for grants and appropriate communication/review processes within GCS for grant proposals

Prepares Board presentation materials for certain grants

Provides advice and technical assistance in writing grants

Interprets legislation, policy and guidelines relating to grants

Oversees bidding and review of contracts for grant proposal evaluation writers and evaluation service providers; convenes bid review teams from within GCS per GCS grants procedures

Monitors submission of all system wide grant proposals

Maintains database of grant awards in the district and coordinates with School Accounting Office and community partners to track grant contributions to school and district

Coordinate correspondence as appropriate for district and department leaders for grant awards

ADDITIONAL JOB FUNCTIONS

Performs other related work as required.

MINIMUM TRAINING AND EXPERIENCE

Bachelor's degree (Master's degree preferred) in education or a related field with significant coursework in technical writing. This position requires significant experience in grant writing; 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, scanners, 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.

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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 and receiving instructions, assignments or directions.

Language Ability: Requires the ability to read a variety of correspondence, reports, forms, articles, proposals, manuals, legislation, studies, etc. Requires the ability to prepare correspondence, reports, forms, research papers, statistical analysis, etc., using prescribed formats and conforming to all rules of punctuation, grammar, diction, and style. Requires the ability to speak to 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 a variety of technical and professional languages including statistical and educational research terminology.

Numerical Aptitude: Requires the ability to utilize mathematical formulas; to add and subtract; multiply and divide; utilize decimals and percentages; and to apply the theories of algebra, descriptive statistics, statistical inference and statistical theory.

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. 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.

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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 educational research methodology, including research design, program evaluation and data analysis.

Thorough knowledge of magnet schools and corner school programs.

Considerable knowledge of statistical theory.

Considerable knowledge of the current legislature, literature, trends, methods and developments in the area of identifying and obtaining grants.

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 existing grant foundations and grants available to school systems.

Considerable knowledge of the grant application process.

Considerable knowledge of the principles of organization and administration.

General knowledge of special programs in the school system.

Skill in developing and conducting presentations.

Skill in conducting extensive research projects.

Ability to write state and federal grants.

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

Ability to develop instructional literature.

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

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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.