

COORDINATOR OF EXPANDED LEARNING PROGRAMS

DEFINITION

Under the direction of the Director of Categorical Programs and Grants, the coordinator will provide leadership in developing, coordinating, implementing, and maintaining support service programs that meet educational, health, and social service needs in order to ensure academic success and social emotional development among students and families.

QUALIFICATIONS:

Experience: A minimum of five years of experience in public or private schools is desired. At least two years in administrative or supervisory capacity.

Education: A bachelor's degree in a related field.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Provide leadership in organizing, planning, implementing and evaluating assigned programs.
- Ensure the objectives of the programs and services are achieved within budget guidelines.
- Supervise implementation and evaluation of grant-specific activities for assigned programs.
- Provide leadership in the development of long-range plans for the expansion of family engagement.
- Develop collaborative partnerships with the community to provide services to children and families.
- Coordinate collaborative steering committees for family engagement and support services programs.
- Assist and train school staff in the areas of parent involvement and parent education.
- Plan and coordinate staff development activities for school staffs and families related to support services and family engagement.
- Provide parent training and education to improve parental involvement.
- Serve on various community and District committees or organizations in a leadership and/or advisory capacity as assigned.
- Seek alternative revenue sources and prepares grant proposals to sustain and expand engagement with programs and support services.
- Keep records and prepares required reports.
- Responsible for budget management for assigned programs.
- Promote family and student engagement with programs and support services activities and opportunities throughout the community through newsletters, special announcements, programs, and other marketing methods.
- Implement proactive measures to develop relationships between programs, parents, and other agencies for the purpose of developing cooperative educational plans.
- Work with Director to support the district's commitment to parental involvement programs that support educational equity.
- Perform a wide variety of personnel functions in coordination with the Human Resources Department (e.g. recruiting, interviewing, evaluating, supervising, etc.) for the purpose of maintaining adequate staffing, enhancing personnel productivity and achieving objectives within budget.
- Research a variety of programs and information (e.g. current practices, best practice strategies, methods, guidelines, etc.) for the purpose of developing new programs and/or goals.
- Respond to requests from various internal and external sources (e.g. school administrators, parents, outside agencies, etc.) for the purpose of advising, investigating and resolving student attendance, discipline, expulsion, student records and custody issues.
- Perform other duties as assigned.

KNOWLEDGE AND ABILITIES:

- Familiar with case management and family needs assessment systems.
- Knowledgeable about community resources and county programs that serve the needs of students and families at risk.
- The ability to cooperatively work with a broad scope of community services, funding agencies, and staff.
- An understanding of and appreciation for the cultural and ethnic pluralism of the District.
- The ability to effectively write, secure and manage grants.

PHYSICAL REQUIREMENTS:

Physical Abilities include the usual and customary methods of performing the job's functions and require the following physical demands: occasional lifting, carrying, pushing and/or pulling; some climbing and balancing, some stooping, kneeling, crouching; reaching, handling, touching and/or feeling; manual dexterity to operate a telephone and enter data into a computer.

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Significant physical abilities include ability to sit at a desk, conference table, or in meetings of various configurations for extended periods of time; see and read, with or without visual aids, laws and codes, rules, policies and other printed matter, computer screens and printouts; hear and understand speech at normal room levels and hear and understand speech on the telephone; speak in audible tones so that others may understand clearly in normal conversations.

WORK ENVIRONMENT:

- The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.
- The noise level in the work environment is usually moderate.
- Employees in this position will be required to work indoors in a standard office environment and come in direct contact with district staff and the public.