

Ontario–Montclair School District

CLASS SPECIFICATION Resource Development Administrator

GENERAL PURPOSE

Under the general direction of the Coordinator of Family & Collaborative Services, plans, organizes and manages the development and maintenance of systems to compile, analyze, and monitor data and trends for the Learning & Teaching Division. The Resource Development Administrator performs research and resource development for Family & Collaborative Services programs, and performs related duties as assigned.

DISTINGUISHING CHARACTERISTICS

The Resource Development Administrator is responsible for planning, organizing, and overseeing data for program quality improvement and the development of grant proposals.

ESSENTIAL DUTIES AND RESPONSIBILITIES

The duties listed below are intended only as illustrations of the various types of work that may be performed. The omission of specific statements of duties does not exclude them from the position if the work is similar, related or a logical assignment to this class.

1. Plans and manages the development, implementation, and monitoring of data and trends to achieve Family & Collaborative Services goals and objectives and participates in developing, implementing and evaluating work programs, plans, processes, systems and procedures to achieve District goals.
2. Researches statistical information related to student and community demographics; gathers, analyzes, and interprets statistical data; and develops reports, summaries, presentations, documents, and other types of information.
3. Designs assessments to evaluate the effectiveness of Family & Collaborative Services programs, projects and services; monitors the evaluation components and quality indicators of programs, projects and services; recommends enhancements to existing programs based on assessment data; and develops related communication materials for internal and external audiences.
4. Develops, maintains, and interprets current information on funding trends and related legislation.
5. Works in collaboration with multiple district, city, county and private agencies to develop resources for Family & Collaborative Services programs; facilitates relevant planning processes; and create, compose, and author accurate, credible, and competitive proposals/applications for federal, state, and other discretionary grant funds to meet specified district needs within appropriate designated time frames.

QUALIFICATIONS

Knowledge of:

1. Principles used to develop and analyze data, program evaluation techniques, and research methodology.
2. Evidence-based student achievement support strategies.
3. Grant development activities, grant policies, and state, federal and private funding sources, Intergovernmental fund transfers, health and human services systems, educational systems, unique needs of student sub-populations, and research-based programming models.

Ability to:

1. Conduct needs assessments, analysis, design reports, surveys and other types of assessment instruments, develop spreadsheets, use computers to develop and analyze data, use data to evaluate program effectiveness and prepare reports.

2. Interpret, apply and explain applicable laws, codes, rules and regulations.
3. Effectively plan, coordinate, and facilitate inclusive planning processes to design programs and related budgets for grant proposals.
4. Produce advanced written communications and provide effective oral presentations.
5. Coordinate, plan, and provide professional development for evaluation and program design in effective grant applications.
6. Establish and maintain effective working relationships with teachers, administrators, representatives of other public and private agencies and others encountered in the course of work.
7. Set appropriate priorities, manage multiple projects, establish and meet time lines, exercise sound judgment, and work independently.

Education, Training and Experience:

Bachelor's degree with a major pertinent to the position requirements or course work in education.
A minimum of 10 years experience in a relevant role.

Substantial portfolio of successful complex grant proposals/applications/reports/publications across a variety of topics.

PHYSICAL AND MENTAL DEMANDS

The physical and mental demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Physical Demands

While performing the duties of this class, an employee is regularly required to sit; talk or hear, in person, in meetings and by telephone; use hands to finger, handle, feel or operate standard office equipment; and reach with hands and arms. The employee is frequently required to walk and stand.

Specific vision abilities required by this job include close vision and the ability to adjust focus.

Mental Demands

While performing the duties of this class, the employee is regularly required to use written and oral communication skills; read and interpret complex data, information and documents; analyze and solve problems; observe and interpret people and situations; use math and mathematical reasoning; learn and apply new information or skills; perform highly detailed work on multiple, concurrent tasks with constant interruptions; work under intensive deadlines and interact with administrators, faculty, parents, students, representatives of other public and private agencies and others encountered in the course of work.

WORK ENVIRONMENT

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The employee works under typical office conditions, and the noise level is usually quiet.