



## **COORDINATOR, TITLE I PROGRAMS**

### **GENERAL RESPONSIBILITIES**

Under the supervision of the Director of Title I Programs (Director), the position is responsible for coordinating and managing Title I and Pre-K programs among identified school sites, families, and the larger community, while integrating knowledge of Every *Student Succeeds Act (ESSA)* to promote equity while meeting the needs of students from diversified backgrounds. In addition, the coordinator assist with keeping the communication flowing between departments, Title I/Pre-K team members and programs; scheduling meetings; helping to ensure compliance with state and federal mandates and grant application requirements; managing professional learning opportunities, and working directly with key stakeholders.

### **ESSENTIAL TASKS**

(These are intended only as illustrations of the various types of work performed. The omission of specific duties does not exclude them from the position if the work is similar, related, or a logical assignment to the position.)

- Review, understand and implement the requirements of federal mandates, Virginia Department of Education (VDOE) regulations and the Title I, Virginia Preschool Initiative (VPI) and VPI+ grants.
- Attend, along with the Director, VDOE meetings and professional development in order to meet federal and state requirements and deadlines.
- Work with the Director to ensure coordination among health services, social services, family engagement, transportation, and food services to VPI/VPI+ programs.
- Work with the Director to oversee both the Title I and VPI/VPI+ Pre-K program's priorities, activities, and plans to ensure program efficiency, accountability, and concordance with division targets and strategic goals.
- Analyze data (formal and informal); ensure compliance with VPI/VPI+ requirements (the Phonological Awareness Literacy Screening instrument—PALS).
- Assist the Director with drafting contracts, memos, proposals, handbooks, website information, advertisements, brochures, forms, and other official documents.
- Develop and oversee procedures for determining materials and supplies; maintain accurate inventories of items purchased with federal, state, and local funds.
- Communicate, collaborate, and coordinate with Title I and Pre-K teachers, administrators, families, or community agencies and groups, regarding program questions, suggestions, concerns and/or compliance issues.
- Work with Pre-K family engagement specialists and schools to maintain a full program roster of at-risk students to reduce disparities among children upon formal school entry.
- Perform related work as required.

### **KNOWLEDGE, SKILLS AND ABILITIES**

Must have a knowledge of the *Elementary and Secondary Education Act as Reauthorized by Every Student Succeeds Act of 2015 and the Virginia Standards of Learning*, and School Board policies, regulations, and procedures. Must have considerable knowledge of the needs of Title I and pre-kindergarten students from diverse backgrounds and various learning abilities and styles. Must be able to demonstrate an understanding of the job requirements and principles of effective techniques for at-risk students; exhibit professionalism when working with others, including families and members of the community; and demonstrate respect for the confidential nature of professional information. Must have the ability to submit reports on time; communicate and collaborate effectively with school division personnel, administrative and instructional staff; provide timely feedback on issues; analyze data used to evaluate the effectiveness of the program; and develop, organize, and provide in-service training for personnel. Must have strong organizational skills.



**EDUCATION AND EXPERIENCE**

**Required:**

Master's degree in education administration.  
Minimum of five (5) years successful experience as a classroom teacher.  
Experience working with Title I students.  
Administration and Supervision PreK-12 endorsement.

**Preferred:**

A comparable amount of training and experience may be substituted for the minimum qualifications.

**PHYSICAL REQUIREMENTS**

Must have the use of sensory skills in order to effectively communicate and interact with other employees and the public using the telephone and personal contact as normally defined by the ability to see, read, talk, hear, handle or feel objects and controls. Frequent sitting, walking, bending, grasping, fingering, repetitive motion, and reaching. Occasional standing, stooping, crouching, and driving. Ability to lift up to 20 pounds frequently and up to 50 pounds occasionally. Requires timely and regular adherence to established work schedules.  
Reasonable accommodations may be made to enable individuals with disabilities to perform the essential tasks.

**SPECIAL REQUIREMENTS**

Possession of a valid driver's license.  
Regular and reliable attendance is an essential function of this position.

FLSA Status: Exempt	Description: Rev. 7/18, 7/20
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