



Job Title: Specialist, Program (Title I)

Salary Schedule: Instructional

Pay Grade: Instructional

Job Code: 310600

JDE: P-12.10

MAJOR FUNCTION:

Assist the Director in planning, writing, and implementing the Title I grant. Provide support to Title I schools to meet the state and federal compliance regulations of the No Child Left Behind Act of 2001.

MINIMUM QUALIFICATIONS:

- Master's degree in education.
- Five (5) years of Highly Effective/Effective teaching experience.
- Valid Florida teaching certificate.
- Proven experience successfully managing business/department functions and staff preferred.
- Industry certification preferred.
- Lean Six Sigma Certification preferred.

Such alternatives to the above qualifications as the Board may find acceptable.

KNOWLEDGE, SKILLS, AND ABILITIES:

- Clear and concise oral and written communication skills; analytical, mathematical, organizational, and prioritization skills; flexibility and adaptability in dealing with rapidly changing priorities and demands.
- Knowledge of and the ability to interpret and enforce pertinent regulations, policies, and procedures for the functional area of assignment.
- Knowledge of and experience using multiple project management tools and methodologies.
- Knowledge of HIPAA, Public Records, Sunshine Law, FERPA, and other laws/regulations related to student and employee privacy, public information, and records retention.
- Ability to communicate technical information to technical and non-technical personnel.
- Ability to deliver high-quality customer service in a timely and professional manner.
- Ability to work flexible hours and work days.

REPORTS TO:

Director, Grants and Program Development or Designated Administrator

ESSENTIAL JOB FUNCTIONS:

- Assist in preparing, writing, and submitting the Title I Part A and D grant applications.
- Prepare annual Economic Survey used to determine Title I eligibility.
- Assist in determining the Title I allocations for schools by preparing detailed spreadsheets showing possible funding options.
- Prepare salary/benefits projections for the Title I budget; assist schools in computing salaries.
- Assist in the coordination and distribution of Title I funds to schools and provide guidance on proper spending of funds as required by the Department of Education (DOE).
- Prepare and distribute budget forms to Title I principals; input school budgets on master budget spreadsheet.
- Maintain documentation of Title I compliance documents by school (SIP, PDP, Title I Appendices, Parent Involvement Policy, and Compact) for audit purposes.
- Maintain Title I Personnel Activity Reports used to verify employees paid with Title I/Migrant funds.
- Maintain Title I property records and correspondence with DOE; prepare letters to DOE requesting permission to dispose of obsolete or beyond-repair property; assist Property Control in locating and inventorying Title I property at the District and school levels.
- Assist in organizing and planning meetings with principals or other District personnel.
- Attend Title I conferences, workshops, or Florida DOE Technical Assistance Meetings.
- Assist Title I school principals to implement the Title I regulations.
- Assist with the oversight of No Child Left Behind (NCLB) and participate in steering committees.
- Oversee the paraprofessional training design to prepare paraprofessionals in meeting the "highly qualified" requirement of NCLB; pre-test paraprofessionals; administer the ParaPro Test; and maintain documentation of all Title I paraprofessionals and their current status.
- Assist in the completion of state and federal reports, primarily yearly Title I Program Evaluation and yearly Title I Self-Evaluations (District, Title I schools, private schools).
- Respond to requests for information from District personnel, community members, and/or the media.



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- Assist the Title I schools to meet their parent involvement requirements by offering FCAT workshops for parents.
- Assist parent involvement paraprofessionals or parent involvement contact person at each Title I school in meeting the required parent involvement activities.
- Maintain the take-home computer program for Title I families that offers review and practice of reading and math skills for students; maintain the equipment, schedule training classes for parents, redistribute computers based on need, and maintain inventory records on equipment.
- Provide or facilitate inservice training for Title I/Title I Migrant staff and school faculties focusing on FCAT Writes and other areas.
- Assist Title I schools as needed on opening day or parent conference days as directed.

OTHER JOB FUNCTIONS:

- Attend staff meetings and participate in conferences and other trainings to enhance job performance.
- Seek out professional development opportunities and maintain professional licensure and certifications.
- Promote the District's interest in increasing student achievement by working with the educational interests of students in mind at all times.
- Maintain positive communication with colleagues, community members, parents, and students to promote an increase in community engagement in education.
- Support the retention of Highly Effective and Effective employees by exhibiting professionalism and making positive contributions to workplace morale.
- Promote a culture of high performance and continuous improvement by valuing learning and making a commitment to quality.

EXERTION TYPE:

- Light work. Position requires exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force frequently, and/or a negligible amount of force constantly to move objects.

OTHER PHYSICAL REQUIREMENTS:

The following selected physical activities are required to perform the essential functions of this position.

Physical Requirement	Description	Percent of Time
<input checked="" type="checkbox"/> Balancing	Maintaining body equilibrium to prevent falling and walking, standing or crouching on narrow, slippery, or erratically moving surfaces. This factor is important if the amount of balancing exceeds that needed for ordinary locomotion and maintenance of body equilibrium.	10%
<input checked="" type="checkbox"/> Climbing	Ascending or descending ladders, stairs, scaffolding, ramps, poles and the like, using feet and legs and/or hands and arms. Body agility is emphasized. This factor is important if the amount and kind of climbing required exceeds that required for ordinary locomotion.	10%
<input checked="" type="checkbox"/> Crawling	Moving about on hands and knees or hands and feet.	10%
<input checked="" type="checkbox"/> Crouching	Bending the body downward and forward by bending leg and spine.	10%
<input checked="" type="checkbox"/> Feeling	Perceiving attributes of objects, such as size, shape, temperature or texture by touching with skin, particularly that of fingertips.	80%
<input checked="" type="checkbox"/> Finger Dexterity	Picking, pinching, typing or otherwise working, primarily with fingers rather than with the whole hand as in handling.	90%
<input checked="" type="checkbox"/> Grasping	Applying pressure to an object with the fingers and palm.	10%
<input checked="" type="checkbox"/> Hearing	Perceiving the nature of sounds at normal speaking levels with or without correction. Ability to receive detailed information through oral communication, and to make the discriminations in sound.	100%
<input checked="" type="checkbox"/> Kneeling	Bending legs at knee to come to a rest on knee or knees.	10%



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<input checked="" type="checkbox"/> Lifting	Raising objects from a lower to a higher position or moving objects horizontally from position-to-position. This factor is important if it occurs to a considerable degree and requires substantial use of upper extremities and back muscles.	10%
<input checked="" type="checkbox"/> Pulling	Using upper extremities to exert force in order to draw, haul, or tug objects in a sustained motion.	10%
<input checked="" type="checkbox"/> Pushing	Using upper extremities to press against something with steady force in order to thrust forward, downward, or outward.	10%
<input checked="" type="checkbox"/> Reaching	Extending hand(s) and arm(s) in any direction.	10%
<input checked="" type="checkbox"/> Repetitive Motion	Substantial movements (motions) of the wrists, hands, and/or fingers.	90%
<input checked="" type="checkbox"/> Seeing	The ability to perceive the nature of objects by the eye.	100%
<input checked="" type="checkbox"/> Sitting	Particularly for sustained periods of time.	90%
<input checked="" type="checkbox"/> Standing	Particularly for sustained periods of time.	10%
<input checked="" type="checkbox"/> Stooping	Bending body downward and forward by bending spine at the waist. This factor is important if it occurs to a considerable degree and requires full motion of the lower extremities and back muscles.	10%
<input checked="" type="checkbox"/> Talking	Expressing or exchanging ideas by means of the spoken word. Those activities in which they must convey detailed or important spoken instructions to other workers accurately, loudly, or quickly.	80%
<input checked="" type="checkbox"/> Walking	Moving about on foot to accomplish tasks, particularly for long distances or moving from one work site to another.	10%

TERMS OF EMPLOYMENT: Work year and salary as established by the Board and the TALC bargaining unit through the collective bargaining process.

DAYS PER YEAR: 196

FLSA STATUS: Exempt

BARGAINING UNIT: TALC

WORKER'S COMP. CATEGORY: 8868 – School Professionals

BOARD ADOPTION: 12-14-04

REVISED: 11-7-18, 1-26-21

REVIEWED: COMPENSATION & LABOR RELATIONS WILL COMPLETE

Every job duty in a job description need not always be specifically described, and any omission does not preclude the required performance of all duties that are job-related.