

## PROJECT ASSISTANT - BILINGUAL

Code No.: 5-02-024  
COMPETITIVE

DISTINGUISHING FEATURES OF THE CLASS: This is an entry level professional position for employees working within one of the funded projects operated by a school district. The focus of this class of positions is on parent organizations both on a home school and district-wide basis. The organization may be formal parent groups such as councils or increased parental involvement through support of programs for the educationally disadvantaged or targeted cultural groups. Continuation of the projects depends on federal, state, and local funding. This class of positions differs from that of Project Worker - Bilingual primarily by its inward attention to the educational system rather than outward to the home visits and the human service oriented community contacts. Employees of this class utilize oral and written communications in both English and Spanish with organized groups within the schools or occasionally with community agency professionals. Work is performed under the direct supervision of a Project Administrator, Project Supervisor, or other administrator. Supervision may be exercised over Project Workers, paraprofessionals and clerical help who may also be bilingual. Does related work as required.

TYPICAL WORK ACTIVITIES (All need not be performed in a given position. Other related activities may be performed although not listed):

Organizes parent groups and councils by soliciting membership, conducting elections, assisting in planning the agenda and the conduct of meetings, and by preparing minutes of the meetings;

Explains policies and regulations of the school district and federal regulations governing the specific project to groups in both English and Spanish;

Recruits and interviews either independently or jointly parents interested in membership on councils or in compensated employment within an academic program for educationally disadvantaged students;

Arranges orientation and in-service training by scheduling the parent meeting and locating instructors;

Suggests and explains to parents constructive approaches to conflict resolution between the councils and administration;

Investigates and refers complaints to appropriate district administrator;

Meets with representatives of community agencies to explain the purpose and regulations of school district programs that may be of interest to their membership;

Prepares a variety of written communications in both English and Spanish such as memoranda, notices of meetings, newsletters, agendas, minutes, and correspondence for councils;

Supervises Project Workers, Project Workers-Bilingual, School Aides, and clerical help;

Reviews cumulative records and recruits students for participation in enrichment programs;

Observes paraprofessionals to ensure conformance with duties expressed in job description;

Participates in rating and evaluation of paraprofessionals;

Assists in proposal writing and recommends office budget;

Plans and conduct orientation and in-service training of subordinates.

**FULL PERFORMANCE KNOWLEDGES, SKILLS, ABILITIES AND PERSONAL**

**CHARACTERISTICS:** Good knowledge of school district policies, programs, and administrative staff; good knowledge of legislation and guidelines controlling funded programs; good knowledge of the purpose, membership, and interaction of various advisory councils; good knowledge of the leadership, interests, and programs of community organizations; good knowledge of the principles of group dynamics; good knowledge of personnel principles and practices relating to the recruitment, interviewing, and training; ability to organize and sustain groups; ability to communicate effectively orally and in writing in English and Spanish; ability to plan, coordinate, and conduct orientation and in-service training sessions; ability to provide support services to advisory councils in the areas of agenda planning, conducting meetings, taking minutes, researching issues, and drafting correspondence; ability to plan, coordinate, and conduct informational and social activities, materials and meetings; ability to recruit, interview and select parent volunteers and employees; clerical accuracy; physical condition commensurate with the demands of the position.

**MINIMUM QUALIFICATIONS:** Graduation from high school or possession of a high school equivalency diploma, plus EITHER:

- (A) Graduation from a regionally accredited or New York State registered college or university with a Bachelor's degree, plus one (1) year of paid full-time or its part-time/volunteer equivalent experience in a counseling, casework or interviewing capacity dealing with the educationally disadvantaged or with a recognized minority group; OR,
- (B) Five (5) years of paid full-time or its part-time/volunteer equivalent experience as described above in A); OR,
- (C) Any equivalent combination of training and experience as defined by the limits of (A) and (B).

**SPECIAL REQUIREMENT FOR APPOINTMENT IN SCHOOL DISTRICTS AND BOCES**

Per Chapter 180 of the Laws of 2000, and by Regulations of the Commissioner of Education, to be employed in a position designated by a school district or BOCES as involving direct contact with students, a clearance for employment from the State Education Department is required.

REVISED: October 23, 1986