

**CORNELL COOPERATIVE EXTENSION
EDUCATOR STAFF POSITION DESCRIPTION**

Date: 12/28/2011

The job title classification will be determined in accordance with the [Position Classification Process](#). *Please refer to prior to completing this document.*

Current Incumbent, if any: _____ Position #: _____
Classification Job Title: Association Program Educator II
Working Title (if different): After-School Program Educator Exempt: Nonexempt:
County Association: Cornell Cooperative Extension of Jefferson County
Immediate Supervisor's Name and Classification Job Title: Program Coordinator

POSITION SUMMARY and PREFERRED QUALIFICATIONS are combined for any associated posting.

POSITION SUMMARY: Explain the purpose for the position and summarize the responsibilities.

This position will serve as Association Program Educator II for the After-School Program. The After-School Program provides comprehensive youth development opportunities for youth in grades K-8 from the school district. The Program Educator will provide leadership and direction for after-school activities, including club and life skills, as well as assisting the collaborating teachers during the academic study portion of the program. The Program Educator will also coordinate with other Program Educators and/or Program Assistants in the implementation of the program. Will communicate with colleagues, customers, Association leaders, and government officials in a professional manner. Will appreciate and embrace diversity in all interactions with clientele, staff, volunteers, and the public. This position is responsible for carrying out other professional duties as assigned to fulfill the policies and priorities of the Association. This position supports and complies with affirmative action policies and procedures and the American with Disabilities Act.

REQUIRED QUALIFICATIONS: Specify required minimum equivalency for education, experience, skills, information systems knowledge, etc.

- Associate's Degree and two (2) years volunteer or work experience *or*
- High School Diploma and four (4) years volunteer or work experience

PREFERRED QUALIFICATIONS: Specify preferred specialized education, field and/or certifications.

- Knowledge of subject matter appropriate to area of programming.
- Demonstrated ability to organize, implement and teach informal educational programs.
- Demonstrated ability to participate in professional team efforts.
- Demonstrated ability to communicate effectively through oral, written, and visual means.
- Demonstrated ability to use standard computer programs.



Cornell University Cooperative Extension

Skills for Success

(The following skills are essential for individual and organizational success)

Skills

Examples of Demonstrated Behavior

INCLUSIVENESS

- Shows respect for differences in backgrounds, lifestyles, viewpoints, and needs in reference to areas such as ethnicity, race, gender, creed, and sexual orientation
- Promotes cooperation and a welcoming environment for all
- Works to understand the perspectives brought by all individuals
- Pursues knowledge of diversity and inclusiveness

ADAPTABILITY

- Is flexible, open and receptive to new ideas and approaches
- Adapts to changing priorities, situations and demands
- Handles multiple tasks and priorities
- Modifies one's preferred way of doing things

SELF DEVELOPMENT

- Enhances personal knowledge, skills, and abilities
- Anticipates and adapts to technological advances as needed
- Seeks opportunities for continuous learning
- Seeks and acts upon performance feedback

COMMUNICATION

- Demonstrates the ability to express thoughts clearly, both orally and in writing
- Demonstrates effective listening skills
- Shares knowledge and information
- Asks questions and offers input for positive results

TEAMWORK

- Builds working relationships to solve problems and achieve common goals
- Demonstrates sensitivity to the needs of others
- Offers assistance, support, and feedback to others
- Works effectively and cooperatively with others

SERVICE-MINDED

- Is approachable/accessible to others
- Reaches out to be helpful in a timely and responsive manner
- Strives to satisfy one's external and/or internal customers
- Is diplomatic, courteous, and welcoming

STEWARDSHIP

- Demonstrates accountability in all work responsibilities
- Exercises sound and ethical judgment when acting on behalf of the university
- Exercises appropriate confidentiality in all aspects of work
- Shows commitment to work and to consequences of own actions

MOTIVATION

- Shows initiative, anticipates needs and takes actions
- Demonstrates innovation, creativity and informed risk-taking
- Engages in problem-solving; suggests ways to improve performance and be more efficient
- Strives to achieve individual, unit, and university goals

RESPONSIBILITIES/ESSENTIAL FUNCTIONS: List the position's assigned responsibilities and estimate percentage of annual time spent on each responsibility. Include only the essential functions that are fundamental and necessary to the position. Estimate of % will vary with needs and changing priorities.

| | Approximate % of time, Annualized |
|--|-----------------------------------|
| <p><u>Program Delivery</u></p> <ul style="list-style-type: none"> • Implement, facilitate and coordinate a menu of educational after-school activities including environmental science and natural resources, violence prevention, community service, life skills development, and cultural activities such as art, music and theatre. • Assist teachers as needed during the academic/study portion of the program. • Communicate and cooperate with school personnel to foster intentional instruction and to address the needs and interests of participating youth. • Identify educational program needs of targeted audiences through supervisor, community agencies, and program participants and make appropriate referrals as needed. • Serve as a team member and cooperate with the entire Association and After-School Program staff to achieve Association and After-School Program goals. • Complete an annual implementation plan and other requirements as appropriate. • Participate in Association and program fund development efforts as appropriate. • Assist with completion of reports as required by the funding sources as well as the Association. | 85% |
| <p><u>Leadership/Marketing/Supervision</u></p> <ul style="list-style-type: none"> • Coordinate work of Program Assistants. • Initiate and maintain agency networks for the purpose of communication and program development. • Work in cooperation with After-School Program team members to help establish priorities, objectives, and programming for the After-School Program. • Utilize effective marketing strategies in the promotion of the After-School Programs and activities. • Recommend financial needs to the Program Coordinator and Team Coordinator. • Maintain effective professional relationships with other agencies, schools, committees, businesses, and the public to promote efficient utilization of resources, prevent duplication of services, and support the After-School Program's mission and objectives. | 10% |
| <p><u>EEO/EPO</u></p> <ul style="list-style-type: none"> • Appreciate and embrace diversity in all interactions with clientele, staff, volunteers, and the public. | |
| <p><u>Professional Improvement</u></p> <ul style="list-style-type: none"> • Participate in required training to meet SACC (School Age Child Care) licensing regulations. • Attend relevant in-service education, conferences and other professional development opportunities related to job duties. • Participate in appropriate orientation, training, in-service education, and formal coursework locally and at Cornell University. • Identify professional development needs in cooperation with supervisor related to After-School Program goals and the needs of the youth. | 5% |
| TOTAL | 100% |

ADDITIONAL COMMENTS: USE EXTRA PAGES IF NECESSARY.

- Must furnish own transportation and have ability to meet the travel requirements of the position.
- Ability to work flexible hours, including nights and weekends.
- Requires a yearly physical with TB test, finger printing and State Criminal History review.

FOR EACH FACTOR BELOW, CHECK THE PHRASE THAT BEST FITS THE CHARACTERISTICS OF THIS POSITION

Please double-click the appropriate box and then choose the option "Checked".

MINIMUM EDUCATION EQUIVALENCY:

- High School Diploma
- Training 6 months to 1 year, technical trade-no degree
- Associate's Degree
- Bachelor's Degree
- Training beyond Bachelor's, less than Master's Degree
- Master's Degree
- PhD/EdD/JD/ or LLB

MINIMUM JOB-RELATED EXPERIENCE:

- Less than 6 months
- 6 months to 1 year
- 1 to 2 years
- 2 to 3 years
- 3 to 4 years
- 4 to 5 years
- 5 to 7 years
- 7 but less than 10 years
- More than 10 years

ACCOUNTABILITY THROUGH SCOPE OF IMPACT:

- Limited; immediate work group/association
- Moderate; beyond the association
- Substantial; beyond association
- Significant; beyond State CCE System/Association

INTERACTION WITHIN ASSOCIATION:

- Receive/provide information
- Assist others; provide/obtain cooperation
- Provide guidance/coordinate activities/contribute to work groups
- Coordinate major activities/sensitive situations
- High level interaction; considerable diversity, highly sensitive and/or confidential

INTERACTION WITH VOLUNTEERS:

- None to limited
- Occasional; provide information
- Frequent; provide advice on complex issues or provide instruction on more complex equipment

INTERACTION OUTSIDE ASSOCIATION:

- Limited
- Conduct straightforward business; provide information
- Conduct complex business; provide/receive/analyze/develop guidance and advice
- Develop/make presentations and negotiate

DIRECTING OTHERS:

- No responsibility for others
- Occasional guidance to co-workers
- Supervises others who perform similar work
- Manages, assigns and reviews work of others
- Manages supervisors
- Broadly directs managers

COMPLEXITY OF WORK / DECISION-MAKING:

- Predominantly follows established procedures, practice, policy; makes routine decisions within prescribed limits
- Occasionally adapts procedures to resolve unusual cases; make some decisions requiring consideration of criteria
- Frequently adapts procedures to resolve questionable cases; often makes decisions requiring consideration of criteria
- Occasionally develops practice, suggests policy changes to resolve difficult cases
- Often develops practice, assists/influences decisions, recommends policy changes to resolve difficult cases and address emerging organizational change
- Regularly develops policy to address organizational change; regularly makes policy-setting decisions

SCOPE OF DECISION-MAKING ACTIVITY:

- Functional area within association or minimal staff/employee effect
- Multiple functional areas with limited student/employee effect
- Entire association or moderate staff/employee effect
- Several associations or significant staff/employee effect

DIRECTION RECEIVED:

- Detailed instructions or guided by standard policy/procedure
- General Supervision
- Very general direction
- Little guidance; considerable latitude for exercising judgment and self-direction

SUPPORT SKILLS-WRITING

- Limited writing required
- Usually issues standard responses
- Frequently writes non-standard responses
- Frequently writes extensive, non-standard responses based on specialized knowledge, interpretation of data and/or research

SUPPORT SKILLS-COMPUTER

- Limited use of computers; uses basic communication and time-collection tools
- Uses basic business/technical programs/applications to perform responsibilities
- Uses a variety of basic and advanced business/technical programs/applications to perform responsibilities involving data management and analysis
- Uses a wide-variety of advanced and complex business/technical programs/applications to manage data, systems, and information technology infrastructure; applies programming skills
- Applies advanced programming skills for wide-variety of advanced and complex business/technical programs/applications to refine/develop systems, information technology, and data infrastructures.

WORKING CONDITIONS

ESSENTIAL PHYSICAL REQUIREMENTS*

- Typically lifts less than 10 lbs
- Typically lifts 10 to 20 lbs
- Typically lifts 20 to 50 lbs
- Typically lifts more than 50 lbs

VISUAL

- Normal concentration
- Close concentration
- Close concentration/manual dexterity
- Acute concentration/eye-hand coordination

HAZARDS

- Limited exposure
- Chemicals/careful use
- Chemicals/safety precautions
- Highly toxic chemicals

* Check applicable level after considering reasonable accommodations.

Revised 2/07