



**Orange County Department of Education
Human Resources Department
Classified Management Class Specification**

Educational Liaison, Title I Programs

**Class Code: 1451
Work Days: 225**

GENERAL PURPOSE

Serve as a liaison between ACCESS, school districts, community and public agencies, and families to ensure that the academic needs of at-risk youth are met; gather and assess the educational records and credits of at-risk youth; provide support to the ACCESS Homeless Educational Services Program and Title I Programs; and provide assistance to higher level management staff.

SUPERVISION RECEIVED AND EXERCISED

1. Receives direction from higher level management staff.
2. May exercise direct supervision over professional, technical, and clerical staff.

ESSENTIAL DUTIES AND RESPONSIBILITIES

This position description is intended to describe the general nature and level of work performed by an employee assigned to this position. This description is not an exhaustive list of all duties, responsibilities, knowledge, skills, abilities, and working conditions associated with this position. All requirements are subject to possible modification to reasonably accommodate individuals with a disability.

1. Recommend and assist in the implementation of goals, objectives, and strategic plan; establish schedules and methods for providing specialized services; implement policies and procedures.
 2. Manage a caseload of approximately 100 at-risk youth; act as a liaison for the youth regarding educational issues, and interact directly with at-risk youth and families, specifically unaccompanied youth and motel/shelter families.
 3. Work collaboratively with school districts, social services, probation, and other community agencies to ensure educational supports and services are in place.
 4. Participate in school meetings to develop appropriate vocational/educational plans for at-risk youth.
 5. Obtain and review at-risk youth's educational records; facilitate smooth transition and timely school enrollment for the youth.
 6. Monitor youth's progress toward graduation requirements as well as educational and/or vocational goals; assess factors that may affect youth's progress; and identify and implement strategies to improve student learning and attendance.
 7. Monitor "bed space" at shelters to appropriately refer families to temporary housing.
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ESSENTIAL DUTIES AND RESPONSIBILITIES (cont.)

8. Provide staff assistance to higher level management on a variety of projects.
9. Demonstrate attendance sufficient to complete the duties of the position as required.
10. Perform related duties similar to the above in scope and impact as required.

QUALIFICATIONS (KNOWLEDGE, SKILL, ABILITY REQUIREMENTS)

Knowledge of:

1. Basic operations, services, activities, and guidelines of Title I Programs.
2. Resources, programs, and agencies that support at-risk youth and families.
3. Career and educational planning.
4. California Education Code, California Administrative Code, and the policies, rules, and regulations of the County Schools Office.
5. Community based organizations, education agencies, mental health providers, and other local agencies providing services to at-risk youth and families.

Ability and Skill to:

1. Plan, direct, and coordinate various projects.
2. Speak effectively before various stakeholders.
3. Research, write, and gather data for program evaluations.
4. Interpret the organizational and division strategic plan and create relevant goals and plans for assigned areas.
5. Establish and maintain effective working relationships with various constituencies.
6. Understand, interpret, and explain laws, codes, contracts, regulations, policies, and procedures.
7. Develop and present training materials.
8. Prepare clear and concise correspondence, reports, and other written materials.
9. Analyze problems, identify alternative solutions, project consequences of proposed actions, and implement recommendations in support of goals.
10. Communicate clearly and concisely, both orally and in writing, in English; present information effectively in front of both large and small groups.

Education, Training and Experience:

A typical way of obtaining the knowledge, skills, and abilities outlined above is Bachelor's degree from an accredited college or university with major course work in Human Services, Social Work, Psychology, Counseling, or related field, and two years of experience working with homeless youth and/or at-risk youth on educational planning and/or case management.

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 job, employees are regularly required to bend, stoop, push, pull, grasp, squat, twist, kneel, walk, sit, and reach to access materials or equipment and complete other tasks as assigned; lift and carry up to 25 pounds; and lift from ground, waist, chest, shoulder, and above shoulder level. The position may include occasional need to traverse uneven surfaces.

Employees in this classification are to be able to travel countywide to a variety of sites within a reasonable time frame; read written and electronic materials; communicate clearly in person, on the phone, and via email; and operate all required equipment.

Mental Demands

While performing the duties of this class, employees are regularly required to use written and oral communication skills; read and interpret information; analyze and solve problems; use mathematical reasoning; make observations; learn and apply new information or skills; perform highly detailed work; work on multiple, concurrent tasks with frequent interruptions; work under intensive deadlines and meet productivity requirements; and interact successfully with various groups of people 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.

Employee typically works in an office environment that is moderately paced with moderate to high pressure.

Revised 3/2017