CLASS SPECIFICATION
Foster & Kinship Care Education (FKCE) Educational Specialist

FLSA Status: Non exempt
EEOC Job Category: Professionals
Union Representation: Represented

GENERAL PURPOSE
Under general supervision, enrolls and supports eligible foster youth in their successful transition to adulthood through the Independent Living Program (ILP) training. The Coordinator will motivate foster youth ages 14-15 to begin preparing for eventual emancipation/transition from the foster care system and to identify the academic and life skills needed for successful transition.

ESSENTIAL DUTIES AND RESPONSIBILITIES
The duties listed below are intended only as illustrations of the various types of work that may be performed. The omission of specific statements of duties does not exclude them from the position if the work is similar, related or a logical assignment to this class.

1. Assist and provide feedback in developing Independent Living Plan (ILP) and administering Interest Inventories.

2. Conduct home visits with foster families to gather information on youth’s academic standing; review academic records, provide information on after school involvement, complete questionnaires, and provide resources and referrals to community agencies.

3. Provide training and workshops for foster youth.

4. Train, coach and provide direction to tutors to work with target population; meet with tutors on a weekly basis; connect youth (14-15) with a tutor; schedule and supervise tutoring sessions to address academic needs identified by assessment results; refer youth (16-20) to County transition counselor for appropriate tutoring; retest youth after the completion of tutoring services.

5. Meet and provide on-going support for caregivers of eligible foster youth; create long-term mentoring relationship with foster youth and their caregivers; provide assistance and support to foster youth and caregivers to connect with services that will promote the youth’s career and educational goals.

6. Maintain database and forms for participating youth, e.g. attendance, enrollment, contact information, involvement in activities and programs, etc; maintain and provide monthly reports to Project YESS staff, as well as the Department of Children and Family Services (DCFS) Youth Development Services.

7. Maintain contact and attend mandated meetings with social workers, parole officers, transitional counselors, Project YESS SPA Regional Administrators and staff, college personnel, departments and services to establish goals and provide guidance throughout the duration of the program.
participation.

8. Coordinate with Foster & Kinship Care Education clerical staff and instructional assistants to enhance opportunities for at risk youth through outreach events; coordinate and plan college related activities and events; work closely with peer counselors; coordinate and encourage participation in the Foster Youth Mentor Program from foster youth, community members, volunteers; schedule and conduct orientations for mentors; coordinate campus-level transportation.

9. Performs other duties as assigned.

QUALIFICATIONS

Knowledge of:

1. Foster youth population.
2. Practices and methods used to prepare detailed reports.
3. Case management skills.
4. Advanced uses of database and other software to create and maintain documents and materials requiring the interpretation and manipulation of data.
5. Terminology, work processes and local, state and federal requirements applicable to areas of assigned responsibility.
6. Reporting tracking systems.
7. Basic principles and practices of customer service and possess interpersonal skills.
8. Organization, structure and processes of other public agencies pertinent to area/s of responsibility.
9. Correct English usage, including spelling, grammar and punctuation.
10. Modern office applications, practices and procedures

Ability to:

1. Provide workshop trainings to foster youth in the Independent Living Program (ILP)
2. Provide information and work instruction to mentors, student workers and interns.
3. Work with diverse populations and communities.
4. Operate a computer and spreadsheet, communication, and presentation software.
5. Plan and organize work to meet deadlines.
6. Type at 40 words net per minute from clear copy
7. Understand, interpret and explain the application of policies and procedures pertaining to human resource program administration.

8. Prepare and maintain accurate and complete records and files.

9. Communicate clearly and effectively, orally and in writing.

10. Understand and follow written and oral instructions.

11. Work evenings and weekends.

12. Work in an environment that includes frequent interruptions and attention to multiple tasks.


14. Exercise tact and diplomacy in dealing with sensitive and complex issues, situations and individuals.

**Education, Training and Experience:**

A typical way of obtaining the knowledge, skills and abilities outlined above is graduation from a four-year college or university with a major in social science or a closely related field and two years experience working with at-risk youth in programs such as Boys and Girls Club, Americorps, CalWorks, EOP&S, or an equivalent combination of training and experience. Prior experience working with non-profit organizations is highly preferred; bilingual in English, Spanish or Khmer languages is highly desirable.

**Licenses; Certificates; Special Requirements:**

A valid California driver’s license and the ability to maintain insurability under the District’s vehicle insurance policy.

**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 sit; talk or hear, both in person and by telephone; use hands to finger, handle, feel or operate standard office equipment; and reach with hands and arms. Employees are frequently required to stand and walk and lift up to twenty-five pounds. Employees are frequently required to work at a computer workstation for periods up to six hours per day and may be required to stand for up to two hours at promotional and program related events.

Specific vision abilities required by this job include close vision and the ability to adjust focus.
**Mental Demands**

While performing the duties of this class, incumbents are regularly required to use written and oral communication skills; read and interpret data, information and documents; analyze and solve complex problems; use math/mathematical skills; perform highly detailed work under changing, intensive deadlines on multiple, concurrent tasks; work with constant interruptions, and interact with District management, faculty, administrators, staff, applicants, representatives of external agencies and others 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.

The employee works under typical office conditions, and the noise level is usually quiet.