CLASS SPECIFICATION
Project YESS Outreach Assistant

FLSA Status: Non-Exempt
EEOC Job Category: Office & Clerical
Union Representation: Represented

GENERAL PURPOSE
Under general supervision, assists staff with eligible foster youth in their successful transition to adulthood through the Independent Living Program (ILP) training.

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. Receives referrals from the FCCC office.

2. Contacts youth via telephone to confirm the validity of the referral within 3 days of receipt.

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

4. Assist with home visits to gather information on youth’s academic standing; review academic records and provide resources and referrals to community agencies.

5. Schedule, and provide information to tutors to work with target population and collect data from tutors.

6. Assist in providing on-going support for caregivers of eligible foster youth; and assist in providing mentor information.

7. Provide support and assistance to Project YESS training team.

8. Maintain contact with contracted transportation agency and Project YESS foundation for California Community Colleges to arrange and confirm transportation for foster youth.

9. Schedule visits, maintain contact, and revise foster youth roster of residence at group homes, foster care agencies, relative care and foster homes. Establishes relationships with foster youth and staff.

10. Schedule community orientations with key agencies about Project YESS services. Disseminate LBCC Emancipation program information and materials including but not limited to LBCC emancipation program specific calendars, flyers, brochures, and information.
11. Answer routine questions regarding the foster care program, enrollment, services and documents.

12. Assist with the enrollment of students in workshops.

13. Assist in scheduling, setting up, and contact sites for foster youth emancipation graduation. Provide support to training team during graduation instruction.

14. Schedule presenters for foster youth emancipation workshops.

15. Maintain case files including data entry with Project YESS. Submit paperwork to FCCC of data maintained.

16. Maintain attendance of youth to assure all tutoring takes place and youth attend all sessions of the emancipation program. Maintain files on attendance sheets and track payment of monetary incentives for foster youth and submits to FCCC for check distribution and report monthly to Project YESS.

17. 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.

18. Attends Emancipation training and peer mentor meetings.

19. Schedule and assist in Emancipation foster youth in home testing.

20. Returns the assessments and passenger manifest to FCCC.

21. Assist in providing information to enhance opportunities for at risk youth through outreach events; schedule college related activities and events; work closely with peer counselors; encourage participation in the Foster Youth Mentor Program from foster youth, community members, volunteers; provide information for mentors and schedule campus-level transportation.

22. Assist and attend FKCE community events.

23. Provide other duties as assigned.

QUALIFICATIONS

Knowledge of:

1. Relate effectively to economically and educationally disadvantaged populations; specifically Foster youth.

2. Practices and methods used to prepare reports.

3. Entry level database and other software to create and maintain documents and materials requiring the interpretation and manipulation of data.
4. Reporting tracking systems.
5. Basic principles and practices of customer service and possess interpersonal skills.
6. Organization, structure and processes of other public agencies pertinent to area/s of responsibility.
7. Correct English usage, including spelling, grammar and punctuation.
8. Modern office applications, practices and procedures.

**Ability to:**

1. Provide information and work instruction to mentors, student workers and interns.
2. Work with diverse populations and communities.
3. Operate a computer and spreadsheet, communication, and presentation software.
4. Plan and organize work to meet deadlines.
5. Type at 35 words net per minute from clear copy.
6. Prepare and maintain accurate and complete records and files.
7. Communicate clearly and effectively, orally and in writing.
8. Understand and follow written and oral instructions.
9. Work evenings and weekends.
10. Work in an environment that includes frequent interruptions and attention to multiple tasks.
11. Maintain confidential records and information.
12. Exercise tact and diplomacy in dealing with sensitive and complex issues, situations and individuals.
13. Flexibility and ability to respond to a moments change.

**Education, Training and Experience:**

A typical way of obtaining the knowledge, skills and abilities outlined above is graduation from high school or G.E.D. equivalent, one year of customer service experience or working with at-risk youth in programs such as emancipation, mentoring, school based education, or an equivalent combination of training and experience.

Prior experience working with non-profit organizations, graduation from a four-year college or university with a major in social science or a closely related field and 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.