CLASS SPECIFICATION

Upward Bound Program Specialist

FLSA Status: Nonexempt
EEOC Job Category: Professionals
Union Representation: Represented

GENERAL PURPOSE
Under general supervision, recruits and identifies appropriate Upward Bound participants; coordinates, schedules and arranges Program events and activities; provides direct assistance and support to student/participants, including advocating on behalf of the student/participant in program-related areas with external organizations/contacts; produces and maintains confidential student and Program documentation; and performs related duties as assigned.

DISTINGUISHING CHARACTERISTICS
Upward Bound Program Specialist is responsible for recruiting, advising and providing technical support and assistance to Program participants who are Long Beach Unified High School first-generation-college-bound and/or low-income students. An incumbent must possess initiative, creativity and sound judgment in order to successfully complete recruiting functions and must be able to effectively communicate with, advise and assist high school student candidates and participants, as well as their parents, teachers and high school administrators.

Upward Bound Program Specialist is distinguished from other program specialist classes by the incumbents' focus on Upward Bound programs and services.

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. Recruits and identifies appropriate candidates for program participation; via formal and informal presentations and contacts, provides technical, specialized and promotional information on program services, policies, procedures and requirements to students, high school counselors and teachers; collaborates with high school counselors and teachers to identify and recruit potential candidates; conducts eligibility in-take interviews with applicants and parent/guardians; assembles and submits personal, academic and financial need qualifying data for final participant selection and approval; monitors program participation levels and, through recruiting and selection activities, ensures that program is at full capacity to meet grant, Program and District requirements.

2. Coordinates, schedules and arranges a variety of special educational and cultural events and activities for Program participants; plans, organizes activities for and conducts regular Saturday workshops covering topics related to college preparation/admissions; assists in coordination, planning and
supervision of Summer Session; plans, schedules and arranges annual college tour, including travel accommodations.

3. Provides personal and direct assistance and support to student/participants; provides academic counseling and advice, within scope of authority and area/s of expertise; monitors and follows-up on students’ academic progress to ensure potential issues are promptly addressed; provides detailed and specialized assistance to students in the completion of college, financial aid, housing, EOP and scholarship applications; writes and submits letters of recommendations.

4. Serves as participants’ advocate with external contacts, including the College Board and District or outside University/College admissions, financial aid or other departments; makes inquiries regarding student status; requests fee waivers and materials, as appropriate; researches and resolves or recommends actions to resolve routine to more involved student issues.

5. Updates and maintains related student and program files, records and reports; drafts, creates, produces and/or distributes a variety of marketing and special event materials related to program execution.

OTHER DUTIES
1. Attends a variety of professional development meetings, workshops, conferences and seminars.

QUALIFICATIONS

Knowledge of:

1. Program administration practices and procedures.
2. District policies and procedures related to assigned areas of responsibility.
3. Federal, state and local laws, regulations and court decisions applicable to assigned areas of responsibility.
4. Basic methods and practices of public outreach and involvement, including marketing techniques and practices.
5. Principles and practices of sound business communication.
6. Uses and operations of a computer and database and other standard software to access and enter data accurately and to develop assigned records, reports and other documents.
7. Long Beach Unified District High School locations and pertinent personnel.
8. Cultural and socio-economics issue relevant to providing education and support services to Upward Bound students.
9. Interviewing principles, methods and techniques used to determine candidate eligibility.
10. Basic conflict resolution methods and techniques.
Ability to:

1. Assist in carrying out program activities to meet District/program goals and objectives with the need for only limited supervision.

2. Understand, interpret, explain and apply technical and specialized information applicable to assigned areas of responsibility, including financial aid details and college admission trends and policies.

3. Interview and provide effective guidance, assistance and information to students to support them in their efforts to attend college.

4. Successfully track students’ participation in program; identify potential problems and develop solutions to ensure student retention.

5. Operate a computer and other standard office equipment.

6. Organize, set priorities and exercise sound judgment within areas of responsibility.

7. Communicate clearly and effectively, both orally and in writing.

8. Understand and follow written and oral instructions.

9. Exercise tact and diplomacy in dealing with difficult and sensitive people, issues and situations.

10. Establish and maintain effective working relationships with participant/students, high school principals, counselors, teachers and staff; other external contacts involved in college admissions; District management and staff; the public and others encountered in the course of work.

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 sciences or a related field; and at least two years of progressively responsible experience working with individuals with diverse socio-economic and cultural backgrounds; or an equivalent combination of training and experience.

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, the employee is regularly required to sit; talk or hear, both in person and by telephone; and use hands to repetitively finger, handle and feel computers
and standard business equipment. The employee is frequently required to stand and walk and must occasionally lift up to 25 pounds.

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

**Mental Demands**

While performing the duties of this job, the incumbent is regularly required to use written and oral communication skills; read and interpret data, information and documents; analyze and solve problems; observe and interpret people and situations; use math/mathematical reasoning; perform work with constant interruptions, and interact with participant/students, high school administrators and teachers and District and outside College/University contacts; the public 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.