LONG BEACH COMMUNITY COLLEGE DISTRICT

CLASSIFICATION

Upward Bound Program Supervisor

FLSA Status: Exempt
EEOC Job Category: Officials and Administrators
Union Representation: Unrepresented

GENERAL PURPOSE

Under direction of the Director of Student Relations, plans, organizes, implements, integrates and evaluates the work of the District’s two Upward Bound Programs; to increase the retention and graduate of Long Beach Unified School District’s at-risk, hard to serve student by providing support services, including academic instructions during the academic year and summer months, employment opportunities and coordinating other federal mandated pre-services and renewal training workshops for foster youth; supervise and coordinate the activities of personnel as they identify, recruit, and provide designated services for Upward Bound participants.

DISTINGUISHING CHARACTERISTICS

Upward Bound Program Supervisor is responsible for planning, organizing, managing and evaluating the operations and activities of the District’s two Upward Bound Programs. The incumbent will provide administrative and technical management and coordination on program activities. Duties and responsibilities are carried out with independence within the framework of established policies, procedures and guidelines.

Upward Bound Supervisor is distinguished from other professional district classes in that an incumbent is responsible for managing and administering a program that is providing services to Long Beach Unified School District High Schools.

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. Plans, organizes, implements, manages, integrates and evaluates the work of two Upward Bound Programs; interprets and applies current, detailed knowledge of program specific federal and state laws and regulations, program guidelines/requirements and District policies and procedures to meet program goals and objectives and carry out program management duties; with subordinate staff, establishes and implements operational plans, processes, procedures and policies to meet program goals and objectives; coordinates and integrates multiple program functions and responsibilities to achieve optimal efficiency and effectiveness; participates in developing and regularly monitoring performance against the annual programs’ budgets/grant funding requirements.

2. Plans and evaluates the performance of assigned staff; establishes performance requirements and personal development targets; monitors performance and provides coaching for performance improvement and development; provides or recommends compensation and other rewards to recognize performance; takes disciplinary action, up to and including termination, to address
performance deficiencies, subject to management concurrence, in accordance with the District’s classified human resources policies and procedures and labor contract provisions.

3. Provides day-to-day leadership and works with staff to ensure a high performance, customer service-oriented work environment which supports achieving District objectives and service expectations; provides leadership and participates in programs and activities that promote a positive employee relations environment.

4. Assists with planning, coordinating, organizing and managing the District’s Upward Bound Program; assure compliance with the grant specifications and federal regulations; organizes activities for participants and their parents/guardians; work closely with high school administrators, counselors, and instructors in identifying and supporting program participants; assist Upward Bound staff in gathering information about the college admission process (i.e. state assessments-CAHSEE, STAR, ACCUPLACER; college entrance exams-SAT/ACT; financial aid) and interpret this information to participants; plan, implement, and supervise cultural enriching activities during the academic year and summer months; identify, recruit, select and maintain an enrollment of the specified (as determined by US Department of Education) eligible number of participants each project year; following program guidelines; develop, coordinate and implement a services need assessment process to identify individual student needs, including academic strengths and weaknesses, educational career goals, course placement, and need for developmental studies, learning styles, social skills, and personality.

5. Supervise and coordinate the activities of personnel as they identify, recruit and provide designated services for Upward Bound students; work closely with Human Resources in selecting staff for the Upward Bound program; coordinate and supervise the activities/assignment of Program Specialist, instructors, residential advisors, and tutors during the academic year and summer months; maintains effective working relationships with local high school administrators, counselors, and instructors in providing appropriate support to Upward Bound students; develop and implements an effective and successful academic enrichment courses, student success workshops, postsecondary college admissions, cultural enriching activities during the academic year and summer months for program participants.

6. Supervise the collection of data for reports required by the college and appropriate federal agencies; participate in the preparation of research and proposals for continued and supplemental funding for Upward Bound; collect, interpret, and maintain evaluations of the program by staff, students, parents/guardians, and target school personnel; maintain accurate records of program activities/student contacts.

7. Prepare, monitor, and manage two program budgets to ensure compliance with federal agencies through the appropriate use of program funds.

OTHER DUTIES

None
QUALIFICATIONS

Knowledge of:
1. The mission of Long Beach City College – Upward Bound Programs; make presentations to students, staff and other educational institutions and general public and publicize the services available.
2. Federal (EDGAR/OMB) and state regulations applicable to programs and areas of responsibility, including grant funding regulations, and program guidelines/requirements.
3. Counseling and privacy laws.
5. District curricula and instructional programs.
6. High school and postsecondary graduation requirements
7. Principles and practices of public administration, including budgeting, purchasing, and maintenance of public records.
8. Research methods and data analysis techniques.
9. Principles and practices of sound business communication.
10. Standard business software, including word processing and spreadsheet programs.
11. Principles and practices of effective management and supervision.
12. District classified human resources policies and procedures and labor contract provisions.

Ability to:
1. Manage, oversee and administer the program services and staff of the Upward Bound Program.
2. Plan, organize and direct the work of program staff; establish work standards and goals; and evaluate results
3. Relate effectively to economically and educationally disadvantaged students.
4. Organize, set priorities and exercise sound independent judgment within areas of assigned responsibility.
5. Interpret, apply, explain, and reach sound decisions in accordance with Federal laws and regulations related to Program administration, implementation and funding by district policies and procedures.
6. Communicate clearly and effectively, both orally and in writing.
7. Operate a computer using word processing, data base processing, business software, and other office standard office equipments.
8. Oversee maintenance of confidential participant’s records / files and specialized programs for participants.
9. Prepare clear, concise and comprehensive correspondence, reports, studies and other written materials.
10. Exercise sound, expert independent judgment within general policy guidelines.

11. Track and interpret relevant legislation affecting program areas of responsibilities.

12. Exercise tact and diplomacy in dealing with sensitive and complex issues and situations.

13. Establish and maintain effective working relationships with District management, administrators and staff; federal, state and local agency representatives, local non-profit organizations serving at-risk, hard to serve populations, 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 an accredited institution of higher education with a Bachelor’s degree in counseling, psychology, education or a related field; and at least two years of progressive responsible experiences working in the area of high-risk, hard to serve populations. Supervisory experience and Master’s degree 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, the employee is regularly required to sit; talk or hear, both in person and by telephone; use hands to finger, handle and feel computers and standard business equipment; and reach with hands and arms. The employee is frequently required to stand and walk.

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, the incumbent is regularly required to use written and oral communication skills; read and interpret complex data, information and documents; analyze and solve complex problems; use math/mathematical reasoning; perform highly detailed work under changing, intensive deadlines, on multiple concurrent tasks; work with constant interruptions, and interact with District management, staff, faculty, administrators, applicants, students, housing providers, vendors 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, occasionally works in evenings and/or on weekends and the noise level is usually quiet.