

**PROGRAM SPECIALIST, COMMUNITY EDUCATION AND WORKFORCE DEVELOPMENT**

| **Reports to:** | Director, Community Education and Workforce Development | **Position:** |  |
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| **Dept:** | Community Education and Workforce Development | **Range:** |  |
| **FLSA:** | Nonexempt | **EEO:** | Technical and Paraprofessional |

*Class specifications are intended to present a descriptive list of the range of duties performed by employees in the class. Specifications are not intended to reflect all duties performed by individual positions.*

### BASIC FUNCTION:

Under general supervision, market the work skills program to the business community; assist with student outreach and intake; provide specialized program information and assist­ance students regarding job placement; maintain and provide input to databases; and perform related duties as assigned.

### ESSENTIAL DUTIES & 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. Interface and disseminate program information internally and externally to current and pro­spective students, the business community and other potential employers; conduct needs assessments and create strategies to identify and prioritize workforce gaps impacting the business community; develop and maintain relationships with community partners and businesses to provide tours for students/classes, job shadowing opportunitites and industry speakers.
2. Oversee and implement student support services for the work skills program; act as point of contact for students entering the program; assist students with course or program concerns and with career research; work one-on-one with grant-funded students to evaluate ability to meet class requirements; work with current and past students to find job shadowing and apprenticeship oppor­tunities; coordin­ate student place­ments; schedule, track and report student work hours; assist students in accessing addi­tional student services such as grants and financial aid; conduct mandated program-specific workshops and classroom presentations.
3. Administer student assessment and placement testing; assess student records; review test results, transcripts and course equivalency information, graduation requirements and transfer information; provide students with transfer information including dead­lines, restric­tions and articulation agreements; assist students in preparing resumes and applications.
4. Serve as the functional specialist for program-specific electronic databases and programs; facilitate student, instructor and staff use of systems and programs; track and input statistical and student program data into appropriate systems and maintain/update student files and records; perform outreach to former students and industry partners to gather employ­ment data; prepare routine statistical records and reports; develop and conduct studies and analyses to identify need for new programs and services and evaluate the effectiveness of current programs.
5. Provide administrative assistance to the Director and Program Supervisors; maintain a variety of standard office and specialized records and files; generate sensitive and complex reports, documents and personnel documenta­tion; process purchase requisitions and monitor budgets.

### OTHER DUTIES:

1. Develop communication tools for programs including posters, social media and any tools used on campus to promote activities.
2. Coordinate event logistics, including liaison with event participants, vendors and sponsors; assist in identifying and recruiting speakers.
3. May provide work direction to student and temporary workers.
4. Perform related duties as assigned.

### KNOWLEDGE AND ABILITIES:

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1. Requirements, guidelines, rules and objectives applicable to the work skills programs and general college programs/services.
2. Principles, methods and practices applicable to the development and implementation of public relations, community outreach and marketing programs.
3. Methods and practices of organizing and coordinating a technical job placement program.
4. Common student needs, issues and concerns regarding careers and employment.
5. Practices, concepts and techniques used in customer service.
6. The department and district’s student recordkeeping systems, including appointment setting and accessing student test information as applicable to area of assignment.
7. Modern office practices, procedures and equipment including computers and applicable software programs.
8. Applicable federal, state and local laws, rules and regulations.
9. Principles and practices of sound business communications, including correct English usage, grammar, spelling and punctuation.

### ABILITY TO:

1. Participate in the day-to-day operations, activities and services of a work skills program.
2. Plan and implement a broad range of marketing programs and services to promot­e the work skills program’s identity and image in the community, with business and industry groups and other key stakeholders.
3. Facilitate a variety of meetings and workshops.
4. Provide information and guidance to students on career planning, job placement and other career-related topics.
5. Communicate with employers and community agencies regarding job placement opportun­ities.
6. Represent the district effectively in public settings.
7. Analyze problems, evaluate alternatives and recommend or adopt effective courses of action.
8. Set priorities and exercise indpendent judgment within areas of responsibility.
9. Compose clear, concise and comprehensive analyses, correspondence, reports, studies, agreements, presentations and other written materials.
10. Track and analyze statistical information utilizing spreadsheets and databases.
11. Understand, interpret, explain and apply applicable laws, codes and regulations.
12. Operate a computer and standard business software.
13. Maintain confidentiality of district and student files and records.
14. Use tact and diplomacy in dealing with sensitive and complex issues, situations and concerned people.
15. Demonstrate sensitivity to and understanding of diverse academic, socioeconomic, cultural, ethnic and disability issues.
16. Establish and maintain effective working relationships with all those encountered in the course of work.

### EDUCATION AND EXPERIENCE:

Graduation from an accredited four-year college or university with a major in educational counseling, business administration, marketing or a related field, and one year of related work experience in student services; or an equivalent combination of training and experience. A master’s degree in educational counseling is desired.

### LICENSES AND OTHER REQUIREMENTS:

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

**WORK DIRECTION, LEAD AND SUPERVISORY RESPONSIBILITIES:**

Work direction to student workers and temporary support staff.

**CONTACTS:**

District administrators, faculty, staff, students, businesses, community organizations and the general public.

**PHYSICAL EFFORT:**

*The physical efforts described here are representative of those that must be met by employees to successfully perform the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

Primarily sedentary with intermittent standing, walking, bending, stooping or crouching; occa­sional light lifting, carrying, pulling and/or pushing of objects weighing up to 25 pounds; ability to travel and/or drive to various locations on and off campus as needed to conduct district business; ability to work at a computer station for extended periods on an as-needed basis, involving light, repetitive use of hands, wrists and forearms; ability to view small-font words/ symbols on a computer monitor for extended periods.

**EMOTIONAL EFFORT:**

Ability to develop and maintain effective working relationships involving appropriate interactions and communications personally, by phone and in writing with a variety of individuals and/or groups from diverse backgrounds on a regular, ongoing basis; ability to work effectively under pressure on a variety of tasks concurrently while meeting established dead­lines and changing priorities.

**WORKING CONDITIONS:**

Primarily indoor office learning center or classroom environments; subject to frequent contact and interruptions by individuals in person or by phone; intermittent exposure to angry and/or verbally aggressive individuals; may be required to work evening hours on an as-needed basis; may work at any district location.