

**PROGRAM SPECIALIST, NONCREDIT ADULT EDUCATION**

| **Reports to:** | Program Supervisor, Adult Education Block |  |  |
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| **Dept:** | Continuing Education | **Range:** | 21 |
| **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, coordinate and provide specialized administrative support to Noncredit Adult Education programs, including student registration and standard­ized and performance-based assessments as required by the Adult Education Block Grant (AEBG), and Workforce Innovation and Opportunity Act (WIOA) grant; 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. Provide orientation and training to faculty and instructional aides in Comprehensive Adult Student Assessment Systems (CASAS) and El Civics testing, performance assessment and data collection techniques required as part of the AEBG, and WIOA Title II grant.
2. Provide support to the Program Supervisor, Adult Education Block, ESL department chair, and faculty in the coordination of AEBG, and WIOA Title II grant, meetings, activities and objectives; research technical subjects, compile reports and summaries; maintain a variety of standard office and specialized records and files; generate sensitive and complex reports, documents and personnel documenta­tion.
3. Administer tests; obtain and distribute test materials; ensure security of testing supplies; observe district, state/federal and test agency policies and procedures for security/confiden­tiality of testing materials and records; score tests with computerized scoring equipment and scanner; retrieve and input placement test results into student records and program data­bases.
4. Coordinate orientation, registration and scheduling of new and continuing ESL students; provide basic information to students about ESL enrollment requirements, course selection and scheduling.
5. Plan and coordinate schedules for those assisting with ESL program registration. Provide work direction to instructional aides during ESL registration sessions.
6. Facilitate instructor and staff use of Comprehensive Adult Student Assessment Systems (CASAS) and TOPSpro Enterprise database; track and input statisti­cal, survey and student program data into appropriate systems and maintain/update student files and records; prepare routine statistical records and reports.

### OTHER DUTIES:

1. Plan, schedule, administer and oversee administration of tests, ensure test materials are ordered, received and returned in compliance with security procedures.
2. Data management of CASAS assessment tests; review documents for completeness; maintain inventory of CASAS materials and securely store materials.
3. Monitor students during test administration; monitor timing for individual tests; resolve or report test irregularities.
4. Maintain social media page for noncredit ESL.
5. May provide work direction to student and temporary workers.
6. Perform related duties as assigned.

### KNOWLEDGE AND ABILITIES:

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1. Requirements, guidelines, rules and objectives applicable to Adult Education programs funded by AEBG, WIOA Grant and general college programs/services.
2. Common student needs, issues and concerns regarding registration and schedules.
3. Practices, concepts and techniques used in customer service.
4. The department and district’s student recordkeeping systems, including accessing student test information as applicable to area of assignment.
5. Modern office practices, procedures and equipment including computers and applicable software programs.
6. Applicable federal, state and local laws, rules and regulations.
7. Principles and practices of sound business communications, including correct English usage, grammar, spelling and punctuation.

### ABILITY TO:

1. Provide information and guidance to students.
2. Analyze problems, evaluate alternatives and recommend or adopt effective courses of action.
3. Set priorities and exercise indpendent judgment within areas of responsibility.
4. Compose clear, concise and comprehensive analyses, correspondence, reports, studies, agreements, presentations and other written materials.
5. Track and analyze statistical information utilizing spreadsheets and databases.
6. Understand, interpret, explain and apply applicable laws, codes and regulations.
7. Operate a computer and standard business software.
8. Work independently.
9. Plan and organize work with frequent interruptions.
10. Maintain confidentiality of district and student files and records.
11. Use tact and diplomacy in dealing with sensitive and complex issues, situations and concerned people.
12. Demonstrate sensitivity to and understanding of diverse academic, socioeconomic, cultural, ethnic and disability issues.
13. Establish and maintain effective working relationships with all those encountered in the course of work.

### EDUCATION AND EXPERIENCE:

Education and experience equivalent to an Associate’s degree and 1 year closely related work experience.

### 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:**

Provide work direction to aides, student employees and temporary workers.

**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 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 individuals acting in a disagreeable fashion; may be required to work evening hours on an as-needed basis; may work at any district location.