



**Orange County Department of Education
Human Resources Department
Classified Management Class Specification**

Coordinator, Youth Development Programs

Class Code: 1519

Work Days: 210

GENERAL PURPOSE

Coordinate and provide specialized services in support of youth development programs, including Friday Night Live (FNL), Peer Assistance Leadership (PAL®), Student Advocates for Mental Health, and social-emotional learning programs for school districts and community organizations, promote the prevention of substance use, violence, and other related issues, promote youth voice and leadership, and provide assistance to higher level management staff.

SUPERVISION RECEIVED AND EXERCISED

1. Receives general supervision from higher-level management staff.
2. Exercises direct supervision over management, professional, technical, and clerical staff.

ESSENTIAL DUTIES AND RESPONSIBILITIES

This position description is intended to describe the general nature and level of work being performed by an employee assigned to this position. This description is not an exhaustive list of all duties, responsibilities, knowledge, skills, abilities, and working conditions associated with this position. All requirements are subject to possible modification to reasonably accommodate individuals with a disability.

1. Recommend and assist in the implementation of goals, objectives, and strategic plan; establish schedules and methods for providing specialized services; implement policies and procedures.
 2. Plan and direct the scope, development, and coordination of countywide youth development programs and facilitate activities to support programs.
 3. Provide direction to and support for program staff and activities, including planning and conducting orientation meetings for school administrators, teachers, youth-serving organization directors, and service delivery staff.
 4. Plan, organize, and facilitate the training of district, school, and community-based organization staff and students on peer leadership, youth development, social-emotional learning, substance use prevention, and youth development strategies.
 5. Recruit and train program advisors and students at schools and youth-serving organizations; assess needs at program sites and develop action plans to meet identified needs.
 6. Manage the development and review of training materials for students, advisors, and school staff.
 7. Establish, promote, and maintain public relations with school districts, business partners, and community organizations.
 8. Oversee the development of brochures and newsletters distributed to volunteers, businesses, community organizations, schools, and supporters of programs.
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9. Select, train, plan the work of, supervise, and evaluate staff; provide coaching to employees; collaborate on goal development; set clear expectations; provide constructive feedback; assist in improvement as needed; and check in regularly for understanding.
 10. Attend local and non-local conferences, trainings, and division meetings and serve as an OCDE representative as necessary.
 11. Participate in the preparation and administration of the program budgets, submit budget recommendations, and monitor expenditures.
 12. Maintain records pertaining to program services; compile reports and statistical information needed for evaluation of program effectiveness and strategic planning.
 13. Demonstrate attendance sufficient to complete the duties of the position as required.
 14. Perform related duties similar to the above in scope and impact as required.

QUALIFICATIONS (KNOWLEDGE, SKILL, ABILITY REQUIREMENTS)

Knowledge of:

1. Basic operations, services, activities, and guidelines of youth development and prevention programs.
2. Evaluation and assessment techniques used in determining proper teaching and coaching methods of youth development programs.
3. Modern principles and practices of program development, implementation, and adult learning.
4. Principles of effective supervision, leadership, training, coaching, and performance evaluation.
5. Procedures, methods, and techniques of project and workflow management and organization.
6. Basic procedures, methods, and techniques of the budget process.
7. Effective strategies for working with youth related to youth development, including resiliency, asset building, and substance use prevention.
8. Recent developments, current literature, and sources of information related to youth development and student wellness.
9. Outreach strategies for multiple and diverse cultural audiences of students, families, and educators.

Ability and Skill to:

1. Select, train, lead, coach, direct the work of, supervise, and evaluate professional and technical employees; effectively delegate authority and responsibility.
2. Interpret the organizational and division strategic plan and create relevant goals and plans for assigned areas.
3. Effectively adapt and adjust program services to meet changing priorities and customer-specific needs.
4. Establish and maintain effective working relationships with various constituencies.
5. Understand, interpret, and explain laws, codes, contracts, policies, and procedures.
6. Develop and present training materials.
7. Prepare clear and concise correspondence, reports, and other written materials.

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8. Analyze problems, identify alternative solutions, project consequences of proposed actions, and implement recommendations in support of goals.
 9. Communicate clearly and concisely, both orally and in writing, in English; present information effectively in front of both large and small groups.

Education, Training, and Experience:

A typical way of obtaining the knowledge, skills, and abilities outlined above is a bachelor's degree in elementary or secondary education, health education, child and adolescent studies, counseling, or a related field and four (4) years of experience in youth development programs, recreation, or school-based programs; or an equivalent combination of training and experience.

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.

Physical Demands

Employees must be able to perform the essential functions of the position with or without accommodation. Employees in this classification must be able to travel countywide to a variety of sites within a reasonable time frame, read written and electronic materials, and communicate clearly with those contacted through the course of work (typically in person, on the phone, and via email); perform deskwork for extended periods; and access and operate all required equipment for job duties. The position may include occasional need to traverse uneven surfaces and move items weighing up to 25 pounds.

Mental Demands

While performing the duties of this class, employees are regularly required to use written and oral communication skills; read and interpret information; analyze and solve problems; use mathematical reasoning; make observations; learn and apply new information or skills; perform highly detailed work; work on multiple, concurrent tasks with frequent interruptions; work under intensive deadlines and meet productivity requirements; and interact successfully with various groups of people 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 essential functions.

Employee typically works in an office environment that is variably paced with high pressure.