



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

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**Project Liaison, Youth Development Programs**

**Class Code: 1468  
Work Days: 210**

**GENERAL PURPOSE**

Support the implementation and coordination of youth development programs related to social and emotional learning, school climate, and violence prevention education for school and community organizations; provide training and technical assistance to school district and community representatives; and provide responsible support to higher level management staff.

**SUPERVISION RECEIVED AND EXERCISED**

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

**ESSENTIAL DUTIES AND RESPONSIBILITIES**

*This position description is intended to describe the general nature and level of work 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. Assist with the development and implementation of goals, objectives, and strategic plan; establish schedules and methods for providing specialized services; implement policies and procedures.
  2. Assist with the implementation of bullying prevention and digital citizenship programs for public and private schools and community organizations.
  3. Promote, schedule, and provide training for school staff, students, and/or families on bullying prevention and intervention, digital citizenship, mental health and wellness, social and emotional learning, and youth engagement strategies; assist in the development of curriculum and training materials.
  4. Assist with the preparation of program materials including general correspondence, fliers, event schedules, programs, brochures, news releases, scripts, and marketing materials.
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## **ESSENTIAL DUTIES AND RESPONSIBILITIES (continued)**

5. Encourage and promote increased participation in youth development programs; perform outreach to schools and community partners; make presentations to schools, student groups, Parent Teacher Associations, etc.; and participate in conferences.
6. Recruit and train advisors and students at schools and youth-serving organizations; and assess needs and priorities at program sites and develop a plan of action to meet identified needs.
7. Provide technical assistance to advisors and youth to support the development of new and existing youth development programs; provide support and assistance for project/activity planning, implementation, and evaluation.
8. Assist in the preparation and administration of the program budgets, submit budget recommendations, and monitor expenditures.
9. Evaluate and disseminate information and resources concerning bullying prevention and digital citizenship programs.
10. Maintain records pertaining to program services; compile reports and statistical information needed for evaluation of program effectiveness and strategic planning.
11. Attend conferences, trainings, and meetings to remain abreast of current youth development, social and emotional learning, and bullying prevention strategies.
12. Demonstrate attendance sufficient to complete the duties of the position as required.
13. 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, bullying prevention, and digital citizenship programs.
2. Effective strategies for working with youth related to mental health and wellness, resiliency and asset building, and violence prevention.
3. Modern principles and practices of program development, implementation, and adult learning.
4. Evaluation and assessment techniques used in determining proper teaching and coaching methods for youth development and prevention programs.
5. Procedures, methods, and techniques of project and workflow management and organization.
6. Outreach strategies for multiple and diverse cultural audiences of students, families, and educators.

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**Knowledge of (continued):**

7. Current developments and research in the areas of youth development, social and emotional learning, school climate, and violence prevention.
8. Pertinent federal, state, and local laws, codes, and regulations.

**Ability and Skill to:**

1. Interpret the organizational and division strategic plan and create relevant goals and plans for assigned areas.
2. Successfully plan, organize, and direct an assigned project or event from start to finish.
3. Develop and present training materials.
4. Manage multiple competing priorities efficiently and effectively.
5. Solve complex problems under pressure and make effective decisions.
6. Establish and maintain effective working relationships with various constituencies.
7. Understand, interpret, and explain laws, codes, contracts, regulations, policies, and procedures.
8. Prepare clear and concise correspondence, reports, and other written materials.
9. Analyze problems, identify alternative solutions, project consequences of proposed actions, and implement recommendations in support of goals.
10. 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 from an accredited college or university with major course work in elementary or secondary education, health education, child and adolescent studies, counseling, or a related field, and three years of increasingly responsible experience in youth development, prevention, or school-based programs.

**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.*

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### **Physical Demands**

While performing the duties of this job, employees are regularly required to bend, stoop, push, pull, grasp, squat, twist, kneel, walk, sit, and reach to access materials or equipment and complete other tasks as assigned; lift and carry up to 25 pounds; and lift from ground, waist, chest, shoulder, and above shoulder level. The position may include occasional need to traverse uneven surfaces.

Employees in this classification are to be able to travel countywide to a variety of sites within a reasonable time frame; read written and electronic materials; communicate clearly in person, on the phone, and via email; and operate all required equipment.

### **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 the essential functions.*

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

10/17, 2/20