



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

**Class Code: 4051
Date Adopted: April 4, 2012**

**FLSA Status: Nonexempt
Union Representation: Represented**

Program Support Assistant – Foster Youth Services

GENERAL PURPOSE

Under general supervision, performs a wide variety of difficult and responsible specialized technical and administrative duties in support of OCDE's Foster Youth Services Program; interacts with districts and community agencies; gathers information; assists in the implementation and coordination of college fair and other events; manages confidential documents and files; provides support for foster youth to access educational resources; assists with workshops and trainings to support youth development; handles communications with community partners; and performs related duties as assigned.

DISTINGUISHING CHARACTERISTICS

Program Support Assistants – Foster Youth Services are responsible for independently performing a wide variety of difficult and responsible technical and administrative functions. Assigned work requires the use of initiative and judgment, the ability to develop sound solutions to difficult problems, and demonstrated skill in handling routine to complex questions, complaints, and problems based on knowledge gained through experience. Incumbents use advanced word processing, spreadsheet, and graphics skills in the development of technical documents and presentation materials.

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. Works with foster youth, caregivers, caseworkers, Court Appointed Special Advocates, school staff, and others to encourage participation in school activities and functions. Monitors and tracks the success and participation of foster youth in educationally related programs. Provides individual support to complete applications, enrollment and/or other tasks to assist foster youth with their educational goals.
2. Interacts with youth, district staff, caseworkers, and caregivers to obtain student records, enrollment history, and academic records; inputs student data.
3. Coordinates and makes arrangements for a variety of trainings, meetings, conferences, and special events; secures event locations; data enters participant registration information; invoices participants, collects fees and records payments; arranges room and equipment setup/cleanup and catering/refreshments.
4. Assists in the development and presentation of trainings and workshops for foster youth as needed.
5. Provides assistance to Program Administration for development of reports and special projects.

ESSENTIAL DUTIES AND RESPONSIBILITIES (cont.)

6. Develops partnerships with preschools, school districts, colleges, and community agencies to support foster youth.
7. Organizes, maintains, and updates a variety of records, documents and files; compiles and analyzes statistics to identify program needs.
8. Represents OCDE Foster Youth Services as a youth voice in collaborative meetings.

OTHER DUTIES

1. Attends a variety of meetings, training sessions, conferences, committees, workshops, and seminars.
2. Conducts special projects as assigned.

QUALIFICATIONS

Knowledge of:

1. State and federal mandates regarding educational services to foster youth.
2. OCDE organization, rules, policies, procedures, and operating practices related to Foster Youth Services.
3. Community organizations and resources.
4. Principles and practices of sound business communication; correct English usage, including spelling, grammar, and punctuation.
5. Terminology, work processes and local, state, and federal requirements applicable to areas of assigned responsibility.
6. Advanced uses of word processing, spreadsheet, database, and other software to create documents and materials requiring the interpretation and manipulation of data.
7. Research techniques, methods, and procedures.
8. OCDE administrative policies, procedures, and approval processes.

Ability to:

1. Demonstrate an understanding of and empathy with ethnic and socioeconomic subcultures.
2. Organize, set priorities, take initiative, and exercise sound independent judgment within areas of responsibility.
3. Interpret, apply, explain, and reach sound decisions within established guidelines, policies, and procedures.
4. Manage multiple and rapidly changing priorities to meet the needs and expectations of program management and school districts.
5. Make advanced uses of spreadsheet and other software to develop and maintain complex master schedules to ensure enrollment targets and minimums are met, utilizing a large number of interdependent variables.
6. Compose correspondence, prepare documents, and make arrangements from brief instructions.
7. Communicate clearly and effectively, orally and in writing, in English.

Ability to (cont.)

8. Prepare clear, accurate, and concise records and reports.
9. Maintain highly sensitive and confidential information.
10. Deal with sensitive and difficult situations.
11. Establish and maintain highly effective working relationships with OCDE and program management; administrators, staff, district staff, other interested organizations, the public, and others encountered in the course of work.
12. Must demonstrate attendance sufficient to complete the duties of the position as required.

Education, Training, and Experience:

A typical way-of obtaining the knowledge, skills and abilities outlined above is an Associate's degree in a human services related field; and three years of increasingly responsible office administrative experience, at least one of which provided familiarity with foster youth; 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. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Physical Demands

While performing the duties of this job, employees are regularly required to sit, walk, and stand; talk or hear, both in person and by telephone; use hands repetitively to finger, handle, feel, or operate computers and standard office equipment; reach with hands and arms from the waist to at or above shoulder level; bend, stoop, push, pull, grasp, squat, kneel, and twist to open file cabinet drawers, and lift up to 25 pounds from ground, waist, and chest level. Travel over uneven terrain that may include gravel or dirt, carry materials on stairs; some locations may have stairs and will not have elevators.

Specific vision abilities required by this job include close vision and the ability to adjust focus.

Mental Demands

While performing the duties of this job, an employee is regularly required to use written and oral communication skills; read and interpret data, information, and documents; analyze and solve non-routine and difficult scheduling and administrative problems; observe and interpret people and situations; learn and apply new information or skills; perform highly detailed work on multiple, concurrent tasks; work under intensive deadlines with frequent interruptions; and interact with OCDE and program management; administrators, staff, teachers, families, other interested organizations, the public, 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, and the noise level is usually quiet.