

COORDINATOR, ADULT BASIC EDUCATION

DEFINITION

Under general supervision, plans, organizes, and coordinates essential functions, projects, and community outreach activities related to the Adult Basic Education Department, which offers services to concurrently enrolled high school students, re-entry students, dislocated workers, adult education students, and students receiving various types of social services benefits; promotes programs and services, including educational opportunities, vocational careers, and related services for prospective students; identifies, collaborates, and partners with community agencies and high school liaisons; meets with prospective students and determines eligibility for placement into the programs; plans, organizes, and coordinates community outreach events and programs to attract and inform prospective students about programs and to inform community partners on Adult Basic Education programs.

SUPERVISION RECEIVED AND EXERCISED

Receives general supervision from the Director, Adult Basic Education. Exercises no supervision of staff. May provide technical and functional direction and training to student workers.

CLASS CHARACTERISTICS

This is a coordinator classification responsible for planning, organizing, and coordinating a variety of community outreach and departmental activities, functions, and events. Employees at this level are required to be fully trained in all procedures related to the assigned area(s) of responsibility, working with a high degree of independent judgment, tact, and initiative. Successful performance of the work requires the knowledge of departmental and District activities and extensive student, faculty, and staff contact. This class is distinguished from the Director, Adult Basic Education, in that the latter oversees the programming and administration of the District's entire Adult Basic Education department.

EXAMPLES OF ESSENTIAL FUNCTIONS (Illustrative Only)

1. Plans and coordinates Adult Basic Education programs, services, and activities; provides input on schedules and methods for providing programs, services, and activities; recommends improvements or modifications.
2. Coordinates registration and staff orientation for the District's Adult Basic Education Summer High School; works with local K-12 district personnel to implement program; maintains Summer High School website for school site liaisons; creates documents needed for staff training and program implementation; compiles statistical reports reflecting Summer High School Program attendance and achievement outcomes.
3. Coordinates and organizes activities and services related to Work Force Investment Act (WIA), Trade Readjustment Act/Trade Act (TRA/TAA), California Training Benefits (CTB), and General Relief Opportunities for Work (GROW); assists in gathering and

compiling data for compliance with grant funding for specialized programs; works with various State and Federal agencies in implementing services to meet the needs of the students in the Adult Basic Education programs; trains other program staff on above-mentioned services and compliance requirements.

4. Coordinates outreach services to the community and local Workforce Investment Boards (WIB) and WorkSource Centers to recruit potential WIA students for vocational training; researches and compiles information on programs eligible to place on the State's Employment Training Provider List (ETPL) and I-Train List; works with WIB's and WorkSource Centers to ensure highest quality case management of referred students.
5. Serves as liaison between District staff, faculty, students, community agencies, and other key stakeholders and provides information on and support for District services; provides support in marketing specific Community Education fee-based programs; participates in community events as a representative of the District and Department.
6. Performs outreach activities to local community agencies and school district liaisons; identifies and meets with community agencies to discuss programs and student eligibility requirements; prepares information materials that inform students of program requirements and other services; answers questions from students and advocates.
7. Coordinates training for departmental staff on community services and partnerships and safety and evaluation processes; provides input and assists in updating departmental emergency and evacuation plan.
8. Coordinates focus groups with Adult Basic Education students; collects and compiles data on student input and suggests program improvements based on data collected.
9. Answers, screens, and routes telephone calls and emails; takes and distributes messages; greets and directs visitors to the appropriate office or staff member as appropriate; responds to requests for information, questions and complaints and refers questions and complaints to appropriate staff when necessary; provides general information regarding department and District policies and procedures to staff, students, parents, and the general public.
10. Learns and applies emerging technologies and, as necessary, to perform duties in an efficient, organized, and timely manner.
11. Promotes an environment of belonging as it relates to diversity, equity, inclusion, social justice, anti-racism, and accessibility.
12. Provides quality customer service when interacting with the public, vendors, students, and College staff, including individuals from minoritized groups.
13. Supports and abides by federal, state, local policies, Board policies, and Administrative procedures.
14. Participates on committees, task forces, and special assignments, including, but not limited to Screening and Selection Committees and mandated trainings as required.
15. Prepares and delivers oral presentations related to assigned areas as required.
16. Performs other related duties as assigned.

QUALIFICATIONS

Knowledge of:

1. Principles and practices of supporting a diverse, equitable, inclusive, socially just, anti-racist, and accessible academic and work environment.
2. Principles, practices, and service delivery needs related to GED, High School Programs, Adult Basic Education vocational training programs, Armed Services Vocation Aptitude Battery (ASVAB) test preparation, and adult education programs.
3. Procedures and mandates for WIOA Title I, Employment Development Department (EDD), CTB, TRA/TAA, and GROW.
4. K-12 school district structures and processes.
5. Elements of noncredit Career Development and College Preparation (CDCP) programs offered within the community college system.
6. Title 5 regulations for California Community College Adult High School Diploma Programs.
7. Procedures for implementing and maintaining a variety of high school instruction and support activities and programs.
8. Theories, principles, and practices of adult basic education and adult secondary education programs.
9. Research and reporting methods, techniques, and procedures.
10. Principles and practices of data collection and report preparation.
11. Procedures for planning, organizing, and coordinating a variety of community outreach activities and events.
12. Applicable Federal, State, and local laws, regulatory codes, ordinances, and procedures relevant to assigned programs, projects, and operations.
13. Educational, cultural, age-specific, and social needs of the community as they relate to the programs to which assigned.
14. Applicable codes, regulations, policies, technical processes, and procedures related to the program to which assigned.
15. Business letter writing and the standard format for basic reports and correspondence.
16. Business mathematics and basic statistical techniques.
17. Recordkeeping principles and procedures.
18. Modern office practices, methods, computer equipment and computer applications related to work, including word processing, database, and spreadsheet applications.
19. English usage, spelling, vocabulary, grammar, and punctuation.
20. Techniques for providing a high level of customer service by effectively dealing with the public, vendors, students, and District staff, including individuals of various ages, disabilities, various socio-economic and ethnic groups.

Skills & Abilities to:

1. Advocate for and communicate the College's vision and commitment to creating a diverse, equitable, inclusive, socially just, anti-racist, and accessible academic and work environment.
2. Participate in addressing gaps in diversity, equity, inclusion, social justice, anti-racism, and accessibility in the recruitment and retention of staff.
3. Participate in providing resources and support towards the goal of a diverse, equitable, inclusive, socially just, anti-racist, and accessible academic and work environment.
4. Participate in the development of community outreach efforts for assigned programs.

5. Interpret, apply, explain, and ensure compliance with applicable policies, procedures, and regulations.
6. Coordinate assigned program activities, including outreach, brochures, flyers, and related program materials.
7. Prepare basic reports, correspondence, and other written materials.
8. Effectively represent the District in meetings with other schools, community groups, and various other organizations, and in meetings with individuals.
9. Respond to and effectively prioritize multiple phone calls and other requests for service.
10. Compose correspondence and reports independently or from brief instructions.
11. Make accurate mathematical and basic statistical computations.
12. Enter and retrieve data from a computer with sufficient speed and accuracy to perform assigned work.
13. Establish and maintain a variety of filing, recordkeeping, and tracking systems.
14. Organize and prioritize a variety of projects and multiple tasks in an effective and timely manner; organize own work, set priorities, and meet critical time deadlines.
15. Operate modern office equipment including computer equipment and specialized software applications programs.
16. Use English effectively to communicate in person, over the telephone, and in writing.
17. Understand scope of authority in making independent decisions.
18. Review situations accurately and determine appropriate course of action using judgment according to established policies and procedures.
19. Establish, maintain, and foster positive and effective working relationships with those contacted in the course of work.

Education and Experience:

1. Equivalent to an Associate's degree from a regionally accredited college or university in education, counseling, or a related field, and
2. Two (2) years of progressively responsible experience in community outreach to promote educational services.
3. A Bachelor's degree from a regionally accredited college or university and/or specialized experience in adult secondary programs are highly desirable.

Master's degree in Education with a concentration in Postsecondary and Adult Education will qualify incumbents for an increased pay grade.

Desirable Qualifications:

1. Experience working with policies and procedures relating to diversity, equity, inclusion, social justice, anti-racism, and accessibility preferably in a minority serving institution such as Hispanic Serving Institution (HSI) and Asian American and Native American Pacific Islander-Serving Institution (AANAPISI); OR
2. Experience with participation in programs relating to diversity, equity, inclusion, social justice, anti-racism, and accessibility preferably in a minority serving institution such as Hispanic Serving Institution (HSI) and Asian American and Native American Pacific Islander-Serving Institution (AANAPISI).

Licenses and Certifications:

The incumbent may periodically be required to travel to a variety of locations. If operating a vehicle, employees must have the ability to secure and maintain a valid California driver's license.

PHYSICAL DEMANDS

Must possess mobility to work in a standard office setting and use standard office equipment, including a computer; to operate a motor vehicle ~~and~~ to visit various District and meeting sites; vision to read printed materials and a computer screen; and hearing and speech to communicate in person, before groups, and over the telephone. This is partially a sedentary office classification although standing in and walking between work areas is often required. Finger dexterity is needed to access, enter, and retrieve data using a computer keyboard or calculator and to operate standard office equipment. Incumbents in this classification occasionally bend, stoop, kneel, reach, push, and pull drawers open and closed to retrieve and file information. Employees must possess the ability to lift, carry, push, and pull materials and objects weighing up to 20 pounds.

ENVIRONMENTAL ELEMENTS

Employees work in an office environment with moderate noise levels, controlled temperature conditions, and no direct exposure to hazardous physical substances. Employees may interact with staff and/or public and private representatives in interpreting and enforcing departmental policies and procedures.

Amended: 10/2017; 2/2023