

## **UPWARD BOUND ACADEMIC SPECIALIST**

### **DEFINITION**

Under general supervision, provides a variety of academic support services, including advising first-generation, low-income, 9-12 grade students enrolled in La Puente High School and Ganeshha High School in preparation of their academic programs by interpreting policies and procedures to promote students' achievement of their educational and career goals; providing advising, academic support, exposure to career and educational opportunities and a residential summer academic program.

### **SUPERVISION RECEIVED AND EXERCISED**

Receives general supervision from assigned management personnel. Exercises no direct supervision over staff.

### **CLASS CHARACTERISTICS**

This is a journey-level classification responsible for providing advisement services to 9-12 grade students regarding educational issues. Positions at this range perform the full range of duties as assigned, working independently, and exercising a high level of judgment and initiative. This class is distinguished from the Educational Advisor classification in that it provides a full range of academic advising in the community college setting to college-enrolled students whereas the Upward Bound Academic Specialist are focused on advising high school students in an effort to assist them in reaching their goal of becoming matriculated college students. This position is distinguished from the Student Services Program Specialist (I and II) in that positions in the Student Services Program Specialist classification provide a broad range of services to potential and currently enrolled Mt. San Antonio College students with the goal of assisting them in achieving success in their vocational and or academic goals.

### **EXAMPLES OF ESSENTIAL FUNCTIONS (Illustrative Only)**

1. Provides pre-collegiate educational guidance and assistance to 9-12 grade students by recommending courses that meet high school graduation and a-g requirements.
2. Facilitate and implement after-school, weekend and other tutoring sessions. Conduct workshop presentations, enrichment activities, facilitate one-on-one and group sessions, and facilitate student access to academic resources in the target schools and communities.
3. Conduct quarterly needs assessments for participants and monitor individualized educational plans prior to college enrollment.
4. Develop and maintain effective relationships between the program, community, and target school personnel.
5. Assist Upward Bound Program Coordinator with activities such as Saturday Academy, After-school tutoring component, Campus tours, Fieldtrips, Cultural activities, Summer

Academy and residential component, Senior Weekend Retreat

6. Maintain a caseload of students and provide advising, facilitate and implement after-school, weekend and other tutoring sessions conduct workshops presentations, enrichment activities, facilitate one-on-one and group sessions and facilitate student access to academic resources in the target schools and community.
7. Assess the needs of participants and monitor education plans for each participant prior to college admission.
8. Develop and maintain effective relationships between the program and community, and the target schools personnel.
9. Track and monitor participant activities to ensure appropriate and adequate services have been provided for the educational success of each student. Maintain confidential records of program services and update information in Blumen database system.
10. Obtain grade reports and tests scores for all project participants in order to monitor the academic progress of students.
11. Assist Upward Bound Program Coordinator with recruitment of eligible participants into the program and develop a waitlist of qualified potential participants.
12. Meet regularly with parents/guardians of participating students and design/present workshops for parent groups.
13. Assist with planning and supervising of several annual trips to visit colleges/universities and expose students to regional/national cultural, educational, and career opportunities.
14. Contribute to and actively support efforts of the Upward Bound and the TRIO staff through meetings, retreats, program planning, collaboration on activities, and participation in committees.
15. Participate in and contribute to professional development activities of the staff team, including appropriate conference and training opportunities.
16. Develop and maintain a network of academic and career resources for the benefit of the program and participants and connect students with appropriate resources based on student needs.
17. Assume a major role in one or more components of the summer program.
18. Promotes an environment of belonging as it relates to diversity, equity, inclusion, social justice, anti-racism, and accessibility.
19. Provides quality customer service when interacting with the public, vendors, students, and College staff, including individuals from minoritized groups.
20. Supports and abides by federal, state, local policies, and Board Policies and Administrative Procedures.
21. Participates on committees, task forces, and special assignments, including, but not limited to Screening and Selection Committees and mandated trainings as required.
22. Prepares and delivers oral presentations related to assigned areas as required.

### **QUALIFICATIONS:**

#### **Knowledge of:**

1. Principles and practices of supporting a diverse, equitable, inclusive, socially just, anti-racist, and accessible academic and work environment.

2. Knowledge of District policies and procedures.
3. In depth knowledge of A-G requirements for college application purposes.
4. Department of Education legislation and regulations governing Upward Bound/ TRIO Programs.
5. Strong general knowledge of local K-12, community college and university curriculum and transfer issues, and policies and procedures.
6. Computer literacy; various software applications e.g., Microsoft Word, WordPerfect.

**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. Interviewing techniques; presentation and counseling techniques.
5. Strong problem solving skills.
6. Excellent interpersonal skills.
7. Excellent negotiating skills.
8. Excellent written and oral communication.
9. Management and organizational skills.
10. Drive between school sites and Mt San Antonio College.

**Education and Experience:**

*Any combination of training and experience that would provide the required knowledge, skills, and abilities is qualifying. A typical way to obtain the required qualifications would be:*

1. Equivalent to Bachelor's degree from a regionally accredited college or university with major course work in education psychology, social work or a closely related field; and
2. 2-4 years directly related experience advising and working for a program focused on the retention and academic performance of low-income secondary students from diverse backgrounds.

**Desirable Qualifications:**

1. Fluent in Spanish; Knowledge of policies and procedures of the Department of Education legislation and regulations governing TRIO programs; Experience working with an Upward Bound or similar TRIO Program; Blumen (database) experience.
2. 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

3. 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 Certification:**

The incumbent may periodically be required to get 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 and telephone; to operate a motor vehicle and to visit various District sites; vision to read printed materials and a computer screen; and hearing and speech to communicate in person and over the telephone. Standing in and walking between work areas is frequently 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 frequently bend, stoop, kneel, reach, push, and pull drawers open and closed to retrieve and file information. Incumbents occasionally lift, carry, push, and pull materials and objects up to 20 pounds.

**ENVIRONMENTAL ELEMENTS**

Incumbents work in an office environment with moderate levels, controlled temperature conditions, and no direct exposure to hazardous physical substances. Due to the nature of work, employees may come into contact with fumes, dust, and/or odors. Incumbents may interact with staff and/or students in interpreting and enforcing departmental policies and procedures.

Amended: 7/2023