

PROGRAM MANAGER, FOSTER/KINSHIP CARE EDUCATION**GENERAL DESCRIPTION OF CLASS:**

Under the direction of an administrator, coordinates and directs the day-to-day operations of the Foster/Kinship Care Education (FKCE) Program, Resource Family Approval Program, and Community Agencies (i.e. Butte County Children's Services, Glenn County Children's Services); exercises direct supervision over assigned staff; manages complex scheduling; leads curriculum development; mentors, trains, and evaluates professional experts; and manages budget and grant deliverables; fosters a collaborative environment; coordinates with diverse agencies and individuals.

REPRESENTATIVE DUTIES:

The duties recorded below are representative of the duties of the class and are not intended to cover all the duties performed by incumbent(s) of any particular position. The omission of specific statements of duties does not exclude them from the position if the scope of work is similar, related, or a logical assignment to this class. The essential duties of the class are indicated with an asterisk *.

BASIC FUNCTION:

The duties of this classification may involve performing the most technical and difficult tasks, requiring specialized or advanced skill in one or more areas of the work assigned. The duties below are not inclusive but characteristic of the type of work associated with the class. Individual positions may do all or some combination of the duties listed below as well as other related duties.

1. Coordinates and oversees the day-to-day activities of assigned programs such as Foster/Kinship Care Education. *
2. Meets regularly with staff and Resource Family trainers to review and implement intervention strategies and referrals to appropriate resources, as needed. *
3. Collaborates with network partners and outside evaluators to develop and maintain methods for monitoring participation and supporting progress of program participants that align with requirements of the grant project. *
4. Develops and submits the program plans, final reports, and quality assurance program review as required by the California State Chancellor's Office for the Foster/Kinship Care Education Program; meets with representatives from the Chancellor's office to assess program outcomes and ensure program compliance with the District's and college's policies, procedures, and practices. *
5. Serves as the liaison between program participants, professional experts, staff, and Butte/Glenn County Children's Services Supervisors and Case Managers; reviews program recommendations, assesses needs, and makes recommendations to the District administrator based on on-going evaluation of program needs and successes. *
6. Coordinates and schedules classes and workshops for foster parents, kinship care providers, and agency personnel. *
7. Reviews and incorporates course and curriculum requirements into trainings, classes, and workshops. *
8. Facilitates leadership and community engagement activities for currently enrolled foster youth. *
9. Conducts educational outreach to families, social workers, and community members involved in the foster care system; publicizes and implements outreach efforts to FKCE foster parents and kinship care providers to increase attendance and participation in

classes, trainings, and workshops; develops and distributes program collateral such as brochures, flyers, and announcements supporting the program's presence throughout the community and various outreach events. *

10. Partners with the grants and research development team to identify and apply for potential funding opportunities. *
11. Develops and maintains a current and ongoing list of resources, on and off campus, to assist with local Foster/Kinship legislation, activities, and community events. *
12. Assesses program outcomes to ensure the program complies with Butte College policies, procedures, and practices. *
13. Researches, collects, compiles, and verifies statistical, financial, and other diversity data into standard or ad-hoc reports and program documentation; develops and submits program plans, final reports, quality assurance and program evaluation as required by the Chancellor's Office for the FKCE. *
14. Develops, implements, and maintains methods of fiscal control over assigned budgets, including monitoring, controlling, and reconciliation of income and expenditures; prepares and submits required fiscal and accounting records. *
15. Recruits, interviews, selects, trains, and assigns work to community expert trainers, interns, and student advocates on topics required by California Department of Social Services (CDSS) and the California Community College Chancellor's Office (CCCCO). *
16. Responsible for curriculum development and adaptations on an ongoing and as needed basis in response to current needs of the Foster Care and Kinship community and in compliance with grant terms and conditions. *
17. Trains, advises, and supervises all aspects of the Foster/Kinship Care Education Program, including course offerings, childcare providers, "Train the Trainer" programming, and additional duties as needed. *
18. Ensures that data collection, tracking, and reporting is completed in accordance with grant agreement and requirements. *
19. Performs advanced-level production and complex formatting of documents, charts, and spreadsheets; inputs and extracts data from District and/or college databases and project website. *
20. Participates and attends required meetings, conferences, and trainings which are appropriately related to the program. *
21. Interacts with diverse populations and constituencies in a wide range of situations requiring judgement, tact, and diplomacy. *
22. Serves as a trusted resource to internal and external contacts for data, research, special projects, and other information. *
23. Serves on a variety of community task force and advisory committees that include county-wide Children's services. *
24. May serve on a variety of District committees as requested.
25. Performs other duties that support the overall objective of the position.

MINIMUM QUALIFICATIONS

EDUCATION/EXPERIENCE:

- Bachelor's degree* in a social services area or related discipline; **AND**
- Three (3) years of experience working with youth (up to age 21) from under-represented groups and/or Resource Family Approval Applicants.
- Or, any combination of education and experience which would provide the required qualifications for the position.

* Bachelor's degree education equivalency is a 1 to 1 equivalency, one (1) year of responsible work experience related to the classification for each full year (24-30 units) of college.

DESIRED QUALIFICATIONS:

- Master's degree in a social services area or related discipline.
- Five (5) years of experience working with transition aged (16-21) foster youth and/or Resource Family Approval Applicants.
- Experience working in an educational setting.
- Experience working with social services agencies and collaborating with educational partners.
- Experience assisting under-represented groups in accessing resources (food stamps, Medi-Cal, student financial aid, etc.).
- Experience with federal, state, and/or local laws and legislation involving Foster Youth.

CERTIFICATES, LICENSES, REGISTRATION, SPECIAL AND/OR OTHER REQUIREMENTS:

- May be required to hold and maintain a valid driver's license 'if and when' travel is required in the course of work.
- May be required to travel for various off-site meetings, trainings, conferences, and/or events in support of the overall objective of the position.

KNOWLEDGE, SKILLS, AND ABILITIES:

(May be acquired through education, training and/or experience.)

Knowledge of:

- District and college policies, procedures, rules, and regulations related to the area of assignment.
- California Education Code and Title V as it relates to the area of assignment.
- Family Educational Rights and Privacy Act (FERPA).
- Rules, regulations, laws, and Board policies and procedures governing the District.
- Pertinent federal, state, and local laws, codes, regulations, and court decisions applicable to programs and areas of responsibility, including grant-funding regulations.
- Federal, state, and local laws and legislation involving Foster Youth.
- Student financial aid application process and regulations.
- Issues and/or concerns related to the reunification, permanency planning, and emancipation of foster youth children.
- Unique situations and special needs of children in the child welfare system.
- Preparation and administration of budgets.
- Individual interview and case management techniques and practices.
- Organizational development and administration.
- Training models, principles, theories, methods, and techniques for successfully providing services to the program participant population.
- Statistics and research techniques and methodologies.
- Principles, objectives, and practices related to public education operations, programs and services.

- Data collection and reporting; staff and program management.
- Elements of proper grammar usage, spelling, vocabulary, and punctuation.
- Composing, proofreading, and preparing correspondence.
- Record-keeping, filing, file sharing, and filing system methods and techniques.
- Effective communication skills both verbally and in writing.
- Computer software programs, applications, databases, and Enterprise Resource Planning (ERP) systems; computer hardware and peripheral equipment related to the area of the assignment.
- Microsoft Office Suite (Word, Excel, Outlook, and PowerPoint).

Ability to:

- Independently perform all essential responsibilities of the position.
- Integrate local, state, and federal laws and regulations related to the area of the assignment.
- Understand and apply District policies, procedures, rules, and regulations applicable to the area and/or program of responsibility, including grant regulations and guidelines.
- Read, understand, learn, interpret, and apply rules, regulations, policies, and procedures related to the area of the assignment.
- Organize and sequence steps that enable production of reports, special projects, and meetings.
- Understand the issues related to reunification, permanency planning, and emancipation of foster youth children.
- Prepare families to care for children exposed to drugs and alcohol; address the special needs of children in the child welfare system.
- Interpret and apply current, detailed knowledge of program specific laws and regulations, grant and program guidelines.
- Independently perform a variety of administrative duties.
- Comply with stringent confidentiality requirements.
- Conduct effective trainings, workshops, and conferences.
- Work effectively with the community, state, and local agencies.
- Communicate clearly and concisely, both verbally and in writing.
- Maintain accuracy and pay close attention to detail in a fast-paced environment of changing priorities.
- Compile, organize, and use various financial information necessary in the preparation and monitoring of budgets.
- Update and maintain files, file sharing, filing systems, and records accurately and completely.
- Compose correspondence and reports.
- Use discretion and handle students, staff, and faculty in a diplomatic manner.
- Read and write English at a level appropriate for this position.
- Effectively and fluently utilize computers and a variety of hardware and software programs to perform advanced-level production and complex formatting of documents and charts.
- Establish and maintain databases, spreadsheets, and effective record keeping systems.
- Plan, organize, direct, and evaluate program initiatives and effectiveness.
- Exercise tact and diplomacy in dealing with sensitive and complex issues and situations.

- Make required mathematical calculations accurately.
- Maintain records accurately and with a high level of confidentiality.
- Work effectively with diverse populations.
- Remain calm and cooperative in confrontational situations.
- Perform duties in a timely manner despite interruptions.
- Exercise problem solving and critical thinking skills related to the scope of authority.
- Utilize computer software programs, applications, and databases; computer hardware and peripheral equipment related to the area of assignment.
- Communicate with students, staff, and the public in person and via a variety of communication modalities using various technology resources.
- Establish and maintain cooperative working relationships with those contacted in the course of work.

RELATIONSHIPS WITH OTHERS:

The incumbents in this class are in daily contact with department, college, District faculty, staff, administrators, students, state organizations and agencies, vendors, and the public, as needed.

SUPERVISION EXERCISED and/or RECEIVED:

The incumbent in this class may provide supervision, work direction, and/or guidance to classified staff, student workers, student assistants, and/or short-term, temporary employees. The incumbent in this class receives general supervision from the assigned manager or other administrative superiors. Supervision is provided regarding interpretation and application of District, college, and/or department policies and procedures, applicable state and/or federal regulations. Work is usually performed independently and reviewed by supervisors as needed to ensure accuracy, completeness and compliance with practices and regulatory standards. Incumbents in this class follow policies and guidelines as outlined by the District, college and/or departmental procedures, policies, and directives.

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 classification, the incumbent is regularly required to sit, walk, and/or stand, speak or hear, both in person and by telephone. Use hands repetitively to finger, handle, feel, or operate standard office equipment; reach with hands and arms; and occasionally lift and carry up to twenty-five (25) pounds. Must frequently sit and/or stand for long periods of time; dexterity of hands and fingers to operate a variety of computer and office equipment. The incumbent may be required to bend at the waist, kneel and/or crouch; move about the college or District site(s). Specific vision abilities required by this job include close vision and the ability to adjust focus and view a variety of computer screens, printed documents, and instructions.

- **Mental Demands**

While performing the duties of this class, the incumbent is regularly required to use written and oral communication skills; read and interpret data, information and documents; analyze and solve problems; observe and interpret people and situations; learn and apply new information or skills; use math/mathematical reasoning; perform highly detailed work under changing priorities

and deadlines on multiple concurrent tasks; work with frequent interruptions, and interact with District and/or college faculty, staff, management, administrators, students, educational institutions, and others encountered in the course of work.

WORK ENVIRONMENT AND CONDITIONS:

- **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 incumbent works under typical office conditions, and the noise level is usually quiet.

- **Working Conditions**

Work is performed primarily indoors where minimal safety considerations exist.

Butte-Glenn Community College District (BGCCD) IS AN EQUAL OPPORTUNITY EMPLOYER:

To accomplish this job successfully, an individual must be able to perform, with or without reasonable accommodation, each essential function satisfactorily. Reasonable accommodations may be made to help enable qualified individuals with disabilities to perform the essential functions. Butte-Glenn Community College District is committed to creating a diverse workforce focused on equity, inclusion, and accessibility for all faculty, staff, administrators, managers, and students. The District is dedicated to building an environment that supports our diverse student populations providing opportunities to mentor, encourage, and prepare our students to be successful in the world and expose them to global perspectives. Our District community of professionals is devoted to enriching our students' lives by bringing to light a variety of ways to engage and discover their individual and collective paths through education.

BGCCD is committed to the principles of equal employment opportunity. It is the District's policy to ensure that all qualified applicants for employment and employees have full and equal access to employment opportunities and are not subject to discrimination in any program or activity of the District on the basis of ethnic group identification, race, gender, gender identity, gender expression, color, national origin, language, accent, citizenship status, immigration status, ancestry, age, religion, sex, sexual orientation, parental status, marital status, veteran status, pregnancy, genetic information, physical or mental disability or medical condition, or on the basis of these perceived characteristics.