CLASSIFICATION TITLE: GEAR UP Site Coordinator

DEPARTMENT: Grant Funded Student Support Programs

FLSA STATUS: Non-exempt

STAFF CATEGORY: Classified

SALARY RANGE: 23

SUPERVISION RECEIVED FROM: Supervisor, GEAR UP/GFSP

ORIGINAL DATE: August, 2013

SUPERVISION GIVEN: N/A

LAST REVISION: August, 2013

Class specifications are intended to present a descriptive list of the range of duties performed by employees in the class. Specifications are not intended to reflect all duties performed within the job.

JOB SUMMARY:

The GEAR UP Site Coordinator develops and implements academic and early college access activities, programs, events, and services designed to increase the number of educationally and economically disadvantaged middle and high school students eligible, admitted, and enrolled in assigned post-secondary education programs.

DISTINGUISHING CHARACTERISTICS:

The GEAR UP Site Coordinator is distinguished from other coordinator classifications within Grant Funded Student Support Programs by its responsibility for developing and implementing GEAR UP activities, programs, events, and services at an assigned middle or high school site.

ESSENTIAL AND MARGINAL FUNCTION STATEMENTS: Essential responsibilities and duties may include, but are not limited to, the following:

1. Oversees and coordinates various before/during/after school/evening/weekend GEAR UP activities, programs, events, and services (APES) at a GEAR UP partner middle or high school site.

2. Develops, plans, and implements APES designed to increase high school graduation with the completion of college preparatory coursework, college admission requirements, and financial literacy awareness, including in-class and after-school tutoring programs; classroom presentations; Preliminary Scholastic Assessment Test (PSAT)/Scholastic Assessment Test (SAT) preparation programs; workshops, career exploration, financial literacy programs; college visits; parent education activities; Saturday scholars academies; summer residential camps and overnight college tours; summer academies; professional development; and other interventions.

3. Provides academic enrichment, informational, and motivational opportunities and interventions for targeted middle and high school students, including mentoring activities, individual/group advising, student assemblies and pep rallies, family night events, and other student and parent support activities.

4. Assesses academic and personal needs of GEAR UP students through transcript evaluations, student interviews, and high school counselor recommendations; collaborates with school site team to develop and implement a service plan to meet students’ specific needs and monitor progress of high school graduation and college readiness, including review of completion of college preparatory coursework, submission of college admission applications, scholarship applications, and the Free Application for Federal Student Aid (FAFSA).

5. Collaborates with and provides support to GEAR UP teachers, administrators, counselors, parent groups, and staff at school sites in accordance with federal regulations to fulfill the GEAR UP grant objectives, including meetings, presentations, surveys, trainings, information sessions, and other support activities.
6. Monitors grant, student, parent, teacher, and partner performance at assigned GEAR UP school site; recommends and implements modifications to systems, policies, and procedures.

   Recommends and assists in the implementation of GEAR UP grant goals, objectives, and regulations.

7. Maintains student information, including files on academic and advisement progress and student participation in the program.

8. Performs a variety of administrative duties in support of the GEAR UP grant, including collection of volunteer and donation forms; maintaining documentation files of all APES; writing and formatting a variety of proposals, correspondence, reports, procedures, and presentations related to the GEAR UP program; and developing outreach materials, including newsletters and social media sites.

9. Completes timely collection of student data including demographics; grades and grade point averages (G.P.A.); test scores; program participation; special awards; and other relevant data; performs data collection for annual performance report; enters data into the GEAR UP database in order to produce ongoing summative and formative analysis reports on the effectiveness of GEAR UP APES; generates reports through the GEAR UP program’s database system.

10. Serves as a liaison between middle/high school faculty, staff, administrators, and Palomar College; attends GEAR UP school, college, community, and partner meetings to promote the GEAR UP program.

11. Communicates clearly and effectively with individuals and groups of varying ages and cultural backgrounds to disseminate information, resolve problems, and clarify solutions.

12. Recruits, trains, and serves as a lead to student and hourly employees, tutor/mentors, program assistants, college coaches, volunteers, and parent helpers; assigns work schedules of student and hourly staff and volunteers.

13. Works as a member of various work teams, asserting leadership when needed and/or providing support to team leaders when directed or necessary.

Marginal Functions:

1. Participates in/on a variety of committees, workshops, meetings, and/or other related groups in order to receive and/or convey information.

2. Performs related duties and responsibilities as required.

QUALIFICATIONS

Knowledge of:

1. Operations, services, activities, policies, and procedures applicable to assigned areas of responsibility.

2. Policies, procedures and operating practices applicable to student academic assessment and student services, including counseling.


4. Methods of data collection, research, and analysis.

5. Methods and techniques of student outreach and mentoring.


7. Advanced use of word processing, spreadsheet, database, and other standard office software to create documents and materials.

8. Correct English usage, including spelling, grammar, and punctuation.

9. Basic mathematical principles.
10. Principles of serving as a lead to lower-level staff, including training.
11. Practices and procedures for developing and maintaining records.
12. Pertinent Federal, State, and local codes, laws, and regulations.

**Skill in:**

1. Assessing student needs, interests, and requirements and provide appropriate interventions.
2. Developing student support programs and activities related to assigned areas of responsibility.
3. Researching, compiling, analyzing, and preparing data for a variety of reports.
4. Speaking before large groups.
5. Independently preparing correspondence, memoranda, and outreach materials for assigned areas of responsibility.
6. Organizing, setting priorities, and taking initiative within assigned area of responsibility.
7. Operating office equipment including computers and supporting word processing, spreadsheet, and database applications.
8. Typing at a speed necessary for successful job performance.
9. Interpreting and applying applicable Federal, State, and local laws, codes, and regulations and administrative policies and procedures.
10. Responding to difficult requests and inquiries from faculty, staff, students, parents, and the public.
11. Working independently in the absence of supervision.
12. Formatting, proofreading, and preparing a variety of written materials.
13. Providing lead oversight and training to assigned lower-level staff.
14. Communicating clearly and concisely, both orally and in writing.
15. Establishing and maintaining cooperative working relationships with those contacted in the course of work.

**Experience and Training Guidelines:**

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

**Experience:**

Two years of increasingly responsible, closely related experience providing academic support and outreach to students at the secondary and/or post-secondary level.

**Education/Training:**

A Bachelor's degree from an accredited college or university with major coursework in education or a field related to the responsibilities of the position.

**WORKING CONDITIONS**

**Environmental Conditions:**

Office and classroom environment; exposure to computer screens; frequent interruptions; extensive contact with students, parents, and faculty.

**Physical Conditions:**
Essential and marginal functions require maintaining physical condition necessary for ambulating for extended periods of time and performing required duties; extensive use of computer keyboard; visual acuity to read printed materials and computer screens; occasional night and weekend hours; frequent travel to other locations.

**TERMS OF EMPLOYMENT**

All positions in this classification are specially-funded, and the duration of any position in this classification is dependent upon the continuation of funding.