



A.D.A. Job Description* *Essential Functions*

Job Title: Site Liaison

Status: Exempt

Contact Person: Executive Director

Education/Training/Experience/License Required:

A minimum of a four (4) year college degree in business management or administration is highly preferred; 3 to 5 years of direct related work experience, including work with non-profit organizations in an educational setting is preferred; strongly demonstrate experience working with children in the field of youth development and community service; must possess a California Class C driver's license in good standing; possess a genuine desire to see youth aspire in their educational accomplishments and goals; be able to communicate in and understand the English language with knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar; must be able to demonstrate exceptional written, verbal, and interpersonal communication skills; be able to lead and motivate groups and individuals; and be able to think creatively and strategically to successfully mediate and negotiate with individuals and groups internally and externally; possess strong project management skills and be able to balance competing priorities, complex situations, and tight deadlines; possess excellent skills in word processing, working with databases, and using Microsoft Office products, such as Word, Excel, and Outlook. The position requires proven leadership skills, general understanding of human resources management and business operations. Must possess high business ethical and moral standards, attributes of honesty and trustworthiness, respectful and sensitive of others, cultural awareness, flexibility, and sound work ethic. Must be able to work in a fast paced environment; multi-task various assignments given; and be able to meet set job related goals, objectives and timelines.

Narrative Functions

Brief Narrative Description of Job Functions (tasks and activities) with approximate percentages performed per day.

The essential functions factors illustrated in this job description will demonstrate relevancy to the narrative functions described below. You may need to refer back to these functions as you read through the ADA job description.

1. Provide Afterschool Program Supervision at Assigned School Sites.

Travel to assigned school sites with sanctioned CTFE afterschool programs using a structured schedule; provide support and guidance to program site coordinators and staff while on site, including reinforcing company policy and program guidelines, assisting with site operations, and reviewing and problem solving employee performance issues; during each visit, maintain detailed documentation on overall program performance, areas within the program that may need improvement, employee concerns or grievances that need to be reported and responded too; evaluate site coordinator's work, leadership and management performance while on site;

serve as a mentor to site coordinators and provide helpful consultation with the day-to-day operations of their afterschool program; submit completed documentation of site visitations to the program manager and immediately report any employee issues that require urgent attention or investigation; as directed by the program manager, may provide assistance to site coordinators with program activities and events consistent with established program goals, objectives and policies outlined in the charter of California Teaching Fellows Foundation and various grant programs; organize site visitation documentation; maintain regular, healthy and productive relationships with school site administrative personnel, such as the school principal, vice principals and other related administrative staff; cooperatively work with school site administrative personnel with meeting CTFF contractual conditions and fostering a productive afterschool program; attend scheduled meetings for school sites and at district or county offices of education for which you are assigned; keep up-to-date with changes that may affect CTFF afterschool programs; communicate such changes to site coordinators with recommendations. **(Performs approximately 60% of day)**

2. **Recruitment and Interviewing**

Seek out, interview and screen applicant's qualifications for existing and future after school program mentoring and tutoring positions; assist the program manager in performing searches for qualified candidates according to relevant job criteria; visit college campuses to advertise and market the benefits of CTFF afterschool enrichment programs to college age students. **(Performs approximately 25% of the day)**

3. **Academies.**

Attend and support the academies held monthly; assist with coordination of academy trainings or activities; communicate upcoming academies to personnel and enforce attendance requirements; communicate and provide clarification as to what was discussed in academy sessions to personnel during site visitations; ensure academy content is being regularly communicated to personnel. **(Performs approximately 10% of the day)**

4. **Perform Other Duties as Assigned.**

Follows direction set by the executive director; may temporarily oversee CTFF operations in the absence or as directed by the executive director; offer opinions and suggestions of proposed actions and decisions that could enhance program efficiency and operations; attend staff meetings; and perform other duties as assigned. **(Performs Approximately 5% of day)**

Environment Conditions

1. **Exposure to Weather:** Exposure to hot, cold, wet, humid, or windy conditions, caused by the weather. This factor is rated important when exposure to weather results in marked body discomfort. **Exposed approximately 20% of the day, risk to self, relevant to essential all functions.**
2. **Extreme Cold:** Exposure to non-weather related cold temperatures. This factor is rated important when temperatures are sufficiently low to cause marked bodily discomfort. **Does not apply.**
3. **Extreme Heat:** Exposure to non-weather related hot temperatures. This factor is rated important when temperatures are sufficiently high to cause marked bodily discomfort. **Does not apply.**
4. **Wet and / or Humid:** Contact with weather or other liquids; or exposure to non-weather related humid conditions; this factor is rated important when contact with water or other liquids or exposure to humidity causes marked bodily discomfort. **Does not apply.**

5. **Noise:** Exposure to constant or intermittent sounds of a pitch or level sufficient to cause marked distraction or possible hearing loss. **Does not apply.**
6. **Vibration:** Exposure to a shaking object or surface. This factor is rated important when vibration causes a strain on a body or extremities. **Does not apply.**
7. **Atmospheric Conditions:** Exposure to conditions, such as fumes, noxious odors, dusts, mists, gases, and poor ventilation that affect the respiratory system, eyes, or the skin. This factor is rated important if these conditions are present to a degree or length of time sufficient to cause marked bodily discomfort or possible injury. **Does not apply.**
8. **Hazards:** A hazard is a condition in the work environment that subject or exposes the worker to the possibility of serious bodily injury or danger to the worker's life or health. A hazard is specific, related to the job, and has a greater likelihood of occurring than it would away from the job. The following conditions are evaluated as possible hazards. **Does not apply.**

Temperaments

1. **Working Alone:** Performing work activities by oneself and away from others. **Performs approximately 20% of the day; critical to performance; relevant to essential functions 1 - 4.**
2. **Directing Others:** Adaptability to accepting responsibility for the direction, control, or planning of an activity. **Performs approximately 50% of the day; critical to performance; relevant to essential functions 1 - 4.**
3. **Expressing Personal Feelings:** Adaptability to situations involving the interpretation of feelings, ideas, and facts in terms of personal viewpoint. **Performs approximately 30% of the day; critical to performance; relevant to essential function 1 - 4.**
4. **Influencing People:** Adaptability to influencing people about the opinions, attitudes, or judgments about ideas or things. **Performs approximately 80% of the day; critical to performance; relevant to essential function 1 - 4.**
5. **Making Judgments:** Adaptability to making generalizations, evaluations or decisions based on sensory or judgmental criteria. **Performs approximately 80% of the day, critical to performance, relevant to essential functions 1 - 4.**
6. **Performing Repetitive Work:** Adaptability to performing repetitive work, or to continuously perform the same work, according to procedures, sequence, or pace. **Performs approximately 60% of the day; critical to performance; relevant to essential functions 1 - 4.**
7. **Performing Under Stress:** Adaptability to performing under stress when confronted with emergency, critical, unusual, or dangerous situations; or in situations in which working speed and sustained attention are make or break aspects of the job. **Performs approximately 40% of the day, critical to performance, relevant to essential functions 1 - 4.**
8. **Attaining Tolerances:** Adaptability to situations requiring the precise attainment of set limits, tolerances, or standards. **Performs approximately 70% of the day, critical to performance, relevant to essential functions, 1 - 4.**

9. **Working Under Instructions:** Adaptability to dealing with people beyond giving and receiving instructions. **Performs approximately 20% of the day; critical to performance; relevant to essential functions 1 - 4.**
10. **Performing a Variety of Duties:** Adaptability to performing a variety of duties, often changing from one task to another of a different nature without loss of efficiency or composure. **Performs approximately 30% of the day; critical to performance; relevant to essential functions 1 - 4.**

Physical Demands

1. Strength

- **Standing:** Remaining on one's feet in an upright position at a workstation without moving about. **Performs approximately 20% of the day; critical to performance; risk to self; relevant to essential functions 1 - 4.**
- **Walking:** Moving about on foot. **Performs approximately 40% of the day; critical to performance; risk to self; relevant to essential function 1 - 4.**
- **Sitting:** Remaining in the normal seated position. **Performs approximately 40% of the day; critical to performance; risk to self; relevant to essential functions 1 - 4.**
- **Lifting:** To exert physical strength necessary to move objects from one level to another. **Performs approximately 5% of the day; critical to performance; risk to self; relevant to essential functions 1 - 4.**

Lifting under 10 lbs. is performed occasionally, 11 to 30% of the day; lifting 10 to 25 lbs. is performed rarely, 1 to 10% of the day; 26 to 60 lbs. is performed rarely, 1 to 10% of the day; heaviest item lifted is a joint-lift of a desk, approximate individual weight joint-lifted is 50 lbs., approximately 1 time a month.

- **Carrying:** Transporting an object, usually holding it in the hands or arms or shoulders. **Performs approximately 5% of the day; critical to performance; risk to self; relevant to essential functions 1 - 4.**

The carrying activity correlates with the lifting activity identified above; heaviest item carried is a joint-carry of a desk, approximate individual weight joint-carried is 50 lbs., and is carried 5 to 10 feet; approximately 1 to 2 times a year.

- **Pushing:** Exerting force upon an object so that the object moves away from the force (includes slapping, striking, kicking, and treadle actions). **Performs approximately 10% of the day; critical to performance; risk to self; relevant to essential functions 1 - 4.**
- **Pulling:** Exerting force upon an object so that the object moves toward from the force (includes jerking). **Performs approximately 10% of the day; critical to performance; risk to self; relevant to essential functions 1 - 4.**

2. **Climbing:** To ascend or descend ladders, scaffolding, stairs, poles, inclined surfaces. **Performs approximately 10% of the day; critical to performance; risk to self; relevant to essential functions 1 - 4.**
3. **Balancing:** To maintain body equilibrium to prevent falling when walking, standing, crouching, or running on narrow, slippery or erratically moving surfaces. **Performs approximately 10% of the day, not critical to performance, risk to self, relevant to essential functions 1 - 4.**
4. **Stooping:** Bending the body downward and forward by bending the spine at the waist. This factor is important if it occurs to a considerable degree and requires full use of lower extremities and back muscles. **Performs approximately 30% of the day, not critical to performance, risk to self, relevant to essential function 1 - 4.**
5. **Kneeling:** Bending the legs at the knees to come to rest on the knee or knees. **Does not apply.**
6. **Crouching:** Bending body downward and forward by bending legs and spine. **Performs approximately 30% of the day, not critical to performance, risk to self, relevant to essential function 1 - 4.**
7. **Crawling:** Moving about on hands and knees or hands and feet. **Does not apply.**
8. **Reaching:** Extending the hand(s) and arm(s) in any direction. **Performs approximately 60% of the day; critical to performance; risk to self; relevant to essential functions 1 - 4.**
9. **Handling:** Seizing, holding, grasping, turning or otherwise working with hand or hands (fingering not involved). **Performs approximately 50% of the day; critical to performance; risk to self; relevant to essential functions 1 - 4.**
10. **Fingering:** Picking, pinching, or otherwise working with fingers primarily (rather than with whole hand or arm as in handling). **Performs approximately 60% of the day; critical to performance; risk to self; relevant to essential functions 1 - 4.**
11. **Feeling:** Perceiving attributes of objects such as size, shape, temperature or texture by means of receptors in skin, particularly those of fingertips. **Performs approximately 70% of the day; critical to performance; risk to self; relevant to essential functions 1 - 4.**
12. **Talking:** Expressing or exchanging ideas by means of the spoken word. **Performs approximately 60% of the day; critical to performance; risk to self and others; relevant to essential functions 1 - 4.**
13. **Hearing:** Perceiving the nature of sounds by the air. **Performs approximately 80% of the day; critical to performance; risk to self; relevant to essential functions 1 - 4.**
14. **Tasting / Smelling:** Distinguishing, with a degree of accuracy, differences or similarities in intensity or quality of flavors and/or odors, using tongue and/or nose. **Performs approximately 10% of the day; critical to performance; risk to self and others; relevant to essential functions 1 - 4.**
15. **Near Acuity:** Clarity of vision at 20 inches or less. This factor is important when special and minute or accuracy is demanded and when defective near acuity would adversely affect job performance and/or the safety of others. **Performs approximately 50% of the day; critical to performance; risk to self; relevant to functions 1 - 4.**

16. **Far Acuity:** Clarity of vision at 20 feet or more. This factor is important when visual efficiency in terms of far acuity is required and defective far acuity would adversely affect job performance and/or the safety of others. **Performs approximately 50% of the day, critical to performance, risk to self, relevant to essential function 1 - 4.**
17. **Depth Perception:** Three-dimensional vision. Ability to judge distances and spatial relationships so as to see objects where and as they really are. This factor is important when depth perception is required for successful job performance and/or for reason of safety to oneself and others. **Performs approximately 60% of the day, critical to performance, risk to self, relevant to essential functions 1 - 4.**
18. **Accommodation:** Adjustment of lens of eye to bring an object into sharp focus. This factor is important when doing near point at varying distances from eye. **Performs approximately 60% of the day; critical to performance; risk to self; relevant to functions 1 - 4.**
19. **Color Vision:** Ability to identify and distinguish colors. **Performs approximately 10% of the day, not critical to performance, risk to self, relevant to essential function 1 - 4.**
20. **Field of Vision:** Observing an area that can be seen up and down or right to left when eyes are fixed on a given point. This factor is important when job performance requires seeing a large area while keeping eye fixed. **Performs approximately 60% of the day, critical to performance, risk to self, relevant to essential functions 1 - 4.**

A.D.A Accommodation Decision Factors

The employer determines what job duties are considered essential for work performance, what functions are considered a risk to self or others and if the essential functions are considered critical or non-critical to performance. At the discretion of the employer, the identified job title may exist in order to perform one or more task(s) or activity(ies). The employer reserves the right to change the job duties at any time with or without notice to the employee.

The employer will comply with the Americans with Disabilities Act on behalf of qualified disabled individuals. Toward determination if reasonable work modification or accommodation is feasible, the employer will attempt to view available alternatives such as available employees that may assist with tasks when needed, physical changes to work environments, possible changes to work hours or any other potential consideration. Our question as to whether a job can be reasonably accommodated is based on whether the accommodation is an undue hardship to the employer in terms of cost, time, business disruption or other complications.

*Compliant with the Federal Americans with Disabilities Act.