



## Educational Intervention Specialist

**REPORTS TO: Intervention Program Manager**

**FLSA Status: Non-Exempt**

**Position Summary:** The Educational Intervention Specialist (EIS) works in a specific high school to support students in improving their academic performance and staying on track to graduation. This work focuses on 9<sup>th</sup> grade students earning failing grades in core courses. The EIS helps targeted students improve their academic performance through direct support in academic planning and success skills. The EIS may assist with other objectives - determined in collaboration with school staff - that helps students stay on track to graduation. This position is full-time.

### Essential Functions

- Evaluate student records and staff feedback to promptly identify students within CYC's target population
- Make contact with targeted students and facilitate one-on-one student meetings that effectively build trusting, positive relationships, maintain professional boundaries, and assess students' skills, needs and barriers
- Develop and execute individualized strategies that address students' unique challenges and support students in developing the skills needed for academic success, such as goal setting, organization, time management, study skills and self-advocacy
- Initiate and maintain contact with parents and guardians, including written communication, phone calls, coordinating meetings, and conducting home visits
- Monitor each targeted students' academic progress, creating plans for students to get or stay on track to graduation, and connecting students with credit recovery opportunities
- Work in conjunction with school staff to maximize the effectiveness of school systems that meet the needs of transitioning freshmen or off track students, including summer transition programs, RTI or MTSS teams, credit or unit recovery initiatives, academic support period, or tutoring programs
- Coordinate services by partnering with and connecting students to school staff and community providers
- Collaborate with teachers, counselors, administration, and other school staff to support students and focus on limiting course failure
- Utilize and share data to inform individual practices, programmatic practices, or school or district policies/practices

### Other Duties

- Attend and participate in staff meetings as required
- Speak on behalf of the organization when appropriate
- Attend relevant community and school meetings
- Run errands as needed using personal transportation
- Perform other duties, responsibilities, and special projects as assigned
- Complete required training courses as assigned by CYC

**Knowledge, Skills, and Abilities**

- Computer skills in Microsoft Word and Excel with an emphasis on the ability to create spreadsheets and tables in order to capture data in a useful and intelligible manner
- Excellent written and oral communication and interpersonal skills
- An ability to work independently and remain organized in multiple settings, while simultaneously keeping track of the results achieved for each youth
- Experience and comfort working with adolescents from diverse backgrounds as well as their families and support networks as it relates to education
- An ability to “change gears” and work collaboratively with internal staff and external partners
- Advocacy skills, which encourage and promote education and returning to school as the best option for youth
- An ability to find and stay informed about beneficial resources for youth throughout the Denver-Metro community
- Appreciation of clear and appropriate boundaries with youth
- A passionate and committed belief that youth can rise above seemingly insurmountable obstacles and return to school, graduate, and enter into post-secondary education
- Dependable transportation and being insurable as a driver on the auto liability policy of Colorado Youth for a Change
- Commitment to supporting and being a part of CYC’s effort to continually strive toward inclusivity and growth and appreciation of the organization and each individual’s unique strengths and perspective, including a commitment to self-development identity work
- Dedication to engaging staff and students across social identities
- Bilingual in English/Spanish preferred

**Minimum Qualifications**

- A bachelor’s degree in education, human services, or other related field and two years of experience working with high risk, adolescent populations
- Or two years of relevant college education and five years of experience working with high risk, adolescent populations

I have read, understand and am able to perform the essential functions of this position with or without accommodations.

\_\_\_\_\_  
Employee (Print Name)

\_\_\_\_\_  
Employee Signature

\_\_\_\_\_  
Date

## Educational Intervention Specialist

### PHYSICAL REQUIREMENTS AND POTENTIAL HAZARDS

The following identifies the physical demands and potential hazards typically encountered by this position. The information is necessary in part to ensure compliance with the Americans with Disabilities Act and the OSHA Blood borne Pathogens Standards. These can reasonably be anticipated in the normal and customary performance of the essential functions of your work.

**NE:** Requirement is present, but is not essential to the position.

**O:** Occasional, up to 33 percent of the time and essential to the position.

**F:** Frequent, 34-66 percent of the time.

**C:** Continuous, over 66 percent of the time.

	<b>NE</b>	<b>O</b>	<b>F</b>	<b>C</b>
Sitting			X	
Walking	X			
Standing	X			
Bending or twisting	X			
Squatting or kneeling	X			
Reaching above shoulder level	X			
Driving cars, light duty trucks	X			
Repetitive motion of hands/fingers				X
Grasping with hand, gripping		X		
Lifting/carrying 10-25 pounds	X			
Lifting/carrying 26-50 pounds	X			
Pushing/Pulling	X			

Exposure to infection, germs or contagious diseases		X		
Seeing objects at a distance	X			
Seeing objects peripherally	X			
Seeing close work (e.g., typed print)				X
Distinguishing colors		X		
Hearing conversations or sounds				X
Hearing via radio or telephone				X
Communicating through speech			X	
Communicating by writing/reading			X	
Exposure to aggressive/angry people		X		
Other:				

I have read and understand the physical requirements and potential hazards of this position and am able to perform the physical requirements as stated above with or without reasonable accommodation.

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Employee Signature

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Date