



FAMILY AND COMMUNITY ENGAGEMENT COORDINATOR

Classification: Professional-Technical Level 1

Location: District Office

Reports to: Director of Categorical Programs

FLSA Status: Non-Exempt

Employee Group: Professional-Technical

This job description does not constitute an employment agreement between the district and employee and is subject to change by the district as the needs of the district and requirements of the job change.

Part I: Position Summary

This position is responsible for planning, facilitating, providing, and coordinating family/community events and workshops/trainings based on need. Conducts outreach to parents and community to collaborate and coordinate. Works closely with schools to ensure strong communication and partnership between schools, families and communities. Provides leadership for site-based staff to coordinate resources to provide, student/family advocacy and mentoring services through collaboration with students, parents and staff to increase student academic and social development and achievement.

Part II: Supervision and Controls over the Work

Works under the supervision of the director of categorical programs. Work is controlled and/or guided by district policies and procedures, and directions and expectations as established by the administrator(s). Responsible for planning and carrying out assignment while connecting family, community and schools. Resolves most issues and conflicts independently.

Part III: Major Duties and Responsibilities

1. Works closely with schools and the community to ensure strong communication and partnership. Understands schools, families and the interrelationship of roles, responsibilities, and greater impact.
2. Provides leadership and coordination for site-based family support specialists (ECEAP and Title I) to ensure job responsibilities are clear, guidance and support is provided and professional development and a collaborative culture is provided for the cross-district team of family support specialists.
3. Provides leadership and facilitates required ECEAP, Title I, Title III and district family engagement activities. Ensures the district is compliant with required parent family engagement activities and deliverables.
4. Plans, executes, and reflects on family and community events and workshops/trainings based on identified needs.



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5. Conducts outreach to parents and community to encourage participation and collaboration with schools and the district.
6. Works collaboratively with school-based teams and district leadership to increase and maintain capacity of district staff to include parents and the community in leadership teams, advisory councils and overall shared responsibility.
7. Provides leadership in building the capacity of school-based staff to engage all families. Ability to collaborate with school teams to assess current practices, provide feedback and support as teams build systems to better engage families and community.
8. Coordinates school, district, and community resources to create an efficient, comprehensive, and integrated system of intervention and support. Builds strong relationships between service providers, student and parent groups, and district staff to build program support. Establishes and maintains collaboration and information sharing with mental health probation, medical, and social services agencies.
9. Provides leadership and systems for site-based staff to monitor student progress and coordinate individual student improvement plans with teachers, counselors and administrators. Provides guidance and information to help others understand and appreciate student and family interventions and identify and understand their methods of contribution.
10. Provides leadership and coordinates systems for site-based staff to assist students and families in identifying short and long-term goals. Provides information so site-based staff can provide support to students and families to assist them in meeting goals. Supports site-based staff in conducting home visits as required.
11. Keeps up to date and current on appropriate community or school resources in order to inform and support site-based staff as they make referrals. Coordinates workshops and conducts educational support groups for parents and/or students to assist parents in developing and maintaining a positive home environment, gain full parent involvement in intervention strategies, and build trust between family and schools.
12. Attends meetings at various school and community locations, traveling within the district and larger metropolitan community using own private transportation.
13. Establishes and maintains confidential records of interactions. Disseminates and collects appropriate survey/evaluation data necessary. Maintains on-going program evaluation to determine effectiveness of the program and make needed adjustments.

Performs other duties as assigned.



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Part IV: Minimum Qualifications

1. Must have experience working or interacting successfully with culturally diverse families and communities, or have otherwise demonstrated a commitment to strengthening engagement of a diverse community and skill in communicating with a diverse population.
2. Possess a bachelor's degree or equivalent in adult education, human development, human services, family support, social services, counseling, psychology, or directly related fields.
3. Possess three years of progressively responsible experience working with adolescents and families in academic, vocational, or social programs.
4. Ability to communicate effectively with parents, school staff, administration staff, and public.
5. Ability to facilitate discussion across cultures for the purpose of understanding and resolving student, family, and school issues.
6. Demonstrated knowledge of the structure, function and culture of school.
7. Demonstrated ability to maintain confidences and understands student and family information privacy rights.

Part V: Desired Qualifications

1. Advanced degree in social services, counseling or directly related fields.
2. Bilingual skills in a language common to the school district; Spanish preferred.

Part VI: Physical and Environmental Requirements of the Position

The physical demands and work environment described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is frequently required to bend, reach, perform repetitive motions, sit, stand, move about, hear and speak.

Employee is required to perform extensive work at a computer display terminal for extended periods of time. The employee must occasionally lift and/or move 25 to 50 pounds.

Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.



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Employee may be required to interact with clients, customers, and staff who are emotionally upset, angry or distraught. In such interactions, employee must be able to maintain control and decorum and professionalism.

May be exposed to infectious disease when working with students and families.

May be required to transport students and/or parents in personal vehicle subject to all policies and procedures of the district.