



## **FAMILY RESOURCE CENTER COORDINATOR (TITLE I-HOMELESS)**

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 the employee and is subject to change as the district's needs and job requirements change.

### **Part I: Position Summary**

The Family Resource Center Coordinator is responsible for assessing family needs, setting goals, and connecting families to community resources and support services. This includes coordinating with local organizations (such as Millennia Ministries, WA Kids in Transition, and the Everett Housing Authority), as well as collaborating with each Building Point Person (BPPs), social workers, and the Kids in Transition (KIT) team. The role may involve attending community events, securing donations and grants, maintaining Family Resource Center (FRC) supplies, managing data, and transporting when necessary and appropriate. Additionally, the Coordinator may conduct staff trainings, support food pantries, and ensure effective communication between families, schools, and community partners. With a focus on advocacy, the Coordinator helps ensure that families have the resources and support they need to enhance academic and social success for their children.

### **Part II: Supervision and Controls over the Work**

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

### **Part III: Major Duties and Responsibilities**

1. Meet with families to determine needs, set goals, and create action plans. Work closely with families, schools, and community organizations to ensure effective communication and partnerships, understanding the interrelationship of roles, responsibilities, and the broader impact on families.
2. Coordinate community and agency referrals connecting families to external resources, agencies, and community partners.
3. Cultivate relationships with partners through building and maintaining relationships with community organizations, social workers, and partners (such as Millennia Ministries, WA Kids in Transition, and Everett Housing Authority).
4. Manage supplies, material goods, gift cards, and track inventory for family support services.
5. Maintain food pantry and distribute these goods, supporting and assisting the kids in transition (KIT) students with food needs.
6. Support family and community events, workshops, and trainings based on identified needs, focusing on supporting families and strengthening community ties.



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7. Coordinate seasonal support programs, including, but not limited to, overseeing winter backpacks, Thanksgiving baskets, adopt-a-family programs, and other holiday support initiatives.
8. Seek grant and fundraising opportunities through identifying and applying for small local grants, seeking out donations, and coordinating pickup or delivery of donations.
9. Support in building the capacity of school-based staff to engage all families, collaborate to assess current practices, and offer support in building systems that enhance family and community involvement.
10. Coordinate school, district, and community resources to create an integrated support system, fostering relationships between service providers, parents, and district staff to build a comprehensive family support program.
11. Coordinate systems for site-based staff to assist students and families in identifying short- and long-term goals, offering support and resources to help achieve these goals, and supporting home visits when necessary.
12. Manage the Family Resource Center (FRC) website and communication through regular maintenance of the FRC website and handling phone/email communications with families and partners.
13. Attend meetings across school and community locations, utilizing personal transportation or district vehicle, when appropriate, to travel within the district and broader metropolitan area.
14. Maintain confidential records of interactions, collect, and disseminate survey/evaluation data, and conduct ongoing program evaluation to ensure effectiveness and make necessary improvements.

Performs other duties as assigned.

### **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. Possesses three years of progressively responsible experience working with PreK-12 students and families in academic, vocational, or social programs.
4. Ability to communicate effectively with parents, school staff, administration staff, and the 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 school's structure, function, and culture.
7. Demonstrated ability to maintain confidence and understand student and family information privacy rights.



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### **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 an employee must meet to successfully perform the essential functions of this job. Reasonable accommodation may be made to enable individuals with disabilities to perform these 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.

Employees are required to perform extensive work at a computer display terminal for extended periods. 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.

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

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

They may be required to transport students and/or parents in a district vehicle, subject to all district policies and procedures.