



**Orange County Department of Education  
Human Resources Department  
Classified Management Class Specification**

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**Coordinator, Title I Family and Community Engagement**

**Class Code: 1634**

**Work Days: 225**

**GENERAL PURPOSE**

Manage, plan, and coordinate specialized services and activities for the family and community engagement programs; develop and provide an appropriate range of family and community engagement services for at-risk students; and provide assistance to higher level management staff.

**SUPERVISION RECEIVED AND EXERCISED**

1. Receives direction from higher level management staff.
2. Exercises direct supervision over technical and clerical staff.

**ESSENTIAL DUTIES AND RESPONSIBILITIES**

*This position description is intended to describe the general nature and level of work being performed by an employee assigned to this position. This description is not an exhaustive list of all duties, responsibilities, knowledge, skills, abilities, and working conditions associated with this position. All requirements are subject to possible modification to reasonably accommodate individuals with a disability.*

1. Recommend and assist in the implementation of goals, objectives, and strategic plan; establish schedules and methods for providing specialized services; and implement policies and procedures.
  2. Coordinate organization, staffing, and implementation of activities, services, and operations of the Title I Family and Community Engagement (FACE) programs; collect, analyze, and interpret data on family and community engagement; and assist in the development of metrics and track progress as required in by Local Control Accountability Plan and other school plans and related policies.
  3. Provide staff, parents, and students with information and resources on FACE activities and services.
  4. Serve as McKinney-Vento Liaison; support the educational needs of students who are experiencing homelessness, implement best practices, and assure district compliance.
  5. Develop, coordinate, and deliver trainings for school teams, FACE staff, families, and group home staff.
  6. Present family and community engagement activities, principles, and data at conferences, in-services, and workshops.
  7. Establish, maintain, and evaluate partnerships and partnership agreements with community-based agencies that support the needs of at-risk students and their families.
  8. Select, train, plan the work of, supervise, and evaluate staff; provide coaching to employees; collaborate on goal development; set clear expectations; provide constructive feedback; assist in improvement as needed; and check in regularly for understanding.
  9. Participate in the development and administration of Title I Programs budget; project funds needed for staffing, equipment, materials, and supplies; direct the monitoring of and approve expenditures;
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recommend adjustments as necessary.

10. Serve as county representative for Title I Programs as needed.
11. Maintain records pertaining to program services; compile reports and statistical information needed for evaluation of program effectiveness and planning of duties.
12. Promote Title I Programs; prepare program events and marketing materials, including news releases, flyers, schedules of events, pamphlets, and brochures.
13. Demonstrate attendance sufficient to complete the duties of the position as required.
14. Perform related duties similar to the above in scope and function as required.

## **QUALIFICATIONS (KNOWLEDGE, SKILL, ABILITY REQUIREMENTS)**

### **Knowledge of:**

1. Basic operations, services, activities, and guidelines of Title I Programs.
2. Family and community engagement research and practices.
3. Principles of effective supervision, leadership, training, coaching, and performance evaluation.
4. McKinney-Vento federal laws, regulations, guidance, and policies.
5. Procedures, methods, and techniques of project and workflow management and organization.
6. Resources and supports for families experiencing homelessness, food insecurity, domestic violence, gang violence and culture, and other challenges.
7. Current trends in Title I and related state and federal requirements.
8. Recent developments, current literature, and sources of information related to Title I Programs.
9. Principles of Cultural Proficiency.
10. Dynamics of the gang culture.
11. Strengths and assets of families and the local community.

### **Ability and Skill to:**

1. Select, train, lead, coach, direct the work of, supervise, and evaluate professional and technical employees; effectively delegate authority and responsibility.
2. Interpret the organizational and division strategic plan and create relevant goals and plans for assigned areas.
3. Effectively adapt and adjust program services to meet changing priorities and customer-specific needs.
4. Investigate and identify needs specific to each school site and create appropriate resources addressing needs.
5. Establish and maintain effective working relationships with various constituencies.
6. Interpret and explain laws, codes, contracts, policies, and procedures.
7. Develop and present training materials.
8. Prepare clear and concise correspondence, reports, and other written materials.

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9. Analyze problems, identify alternative solutions, project consequences of proposed actions, and Communicate clearly and concisely, both orally and in writing, in English.

#### **Education, Training, and Experience:**

A typical way of obtaining the knowledge, skills, and abilities outlined above is a bachelor's degree in social services, criminal justice, or a related field and three (3) years of experience with Title I Neglected or Delinquent programs providing services to adolescents exhibiting high-risk behavior; including two (2) years of experience working directly with family and community engagement activities targeting at-risk students; or an equivalent combination of training and experience.

#### **Licenses; Certificates; Special Requirements:**

Some assignments require background clearance conducted by the probation department.

### **PHYSICAL AND MENTAL DEMANDS**

The physical and mental demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this class.

#### **Physical Demands**

Employees must be able to perform the essential functions of the position with or without accommodation. Employees in this classification must be able to travel countywide to a variety of sites within a reasonable time frame, read written and electronic materials, and communicate clearly with those contacted through the course of work (typically in person, on the phone, and via email); perform deskwork for extended periods; and access and operate all required equipment for job duties. The position may include occasional need to traverse uneven surfaces and move items weighing up to 25 pounds.

#### **Mental Demands**

While performing the duties of this class, employees are regularly required to use written and oral communication skills; read and interpret information; analyze and solve problems; use mathematical reasoning; make observations; learn and apply new information or skills; perform highly detailed work; work on multiple, concurrent tasks with frequent interruptions; work under intensive deadlines and meet productivity requirements; and interact successfully with various groups of people encountered in the course of work.

### **WORK ENVIRONMENT**

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.

Employee typically works in an office environment that is fast-paced with high pressure.