



Orange County Department of Education
Human Resources Department
Classified Class Specification

Class Code: 4052
Date Adopted: 7/1/2024

FLSA Status: Nonexempt
Union Representation: Represented

Community Resource Specialist

GENERAL PURPOSE

Under general supervision, provides case management for homeless students and their families; assists with providing immediate assistance; builds and maintains partnerships between school programs and community-based agencies and businesses to support student learning; and performs related duties as assigned; and performs related duties as assigned.

DISTINGUISHING CHARACTERISTICS

Community Resource Specialists perform a variety of difficult and highly responsible duties to facilitate family and community engagement in OCDE's Alternative Education Program (ACCESS). Incumbents link homeless students and families to resources and develop long-term community partnership programs to support learning. Work requires the ability to take initiative to solve time-sensitive situations and independently resolve complex problems. Incumbents must interact sensitively with families from diverse backgrounds.

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. Build and maintain effective partnerships between school programs and community-based agencies and businesses to support student learning; seek out a wide variety of partnership opportunities, including small businesses, locally headquartered corporations, community-based agencies, and public service agencies to provide program support; and develop collaborative programs to support student learning.
2. Develop engagement opportunities for parent and community volunteers at school sites; recruit, train, and oversee parents and community volunteers; create training materials; coordinate and supervise students, parents, and community volunteers at the food pantry; and organize appreciation events for volunteers.
3. Provide case management for high-risk students and their families, secure and recommend resources that support shelter and other basic needs and guide families through the interview process to apply for services.
4. Contribute as a member of the Student Intervention Team, providing updates regarding updates on family's progress and status.
5. Receive and organize community donations for ACCESS Family Resource Center and Food Pantry, including clothing, school supplies, household items, baby products, personal care products, and food;

write and submit reports and requests to donating agencies; enroll families in the resource center program and food pantry; assist families with selections; and schedule community volunteers to work in the center.

6. Serve as a liaison for community-based youth programs as needed; arrange transportation and field trips; and maintain open communication with staff regarding student needs.
7. Provide support for ACCESS Parent Advisory Committees and other parent meetings; recruit parents to participate on committees; facilitate meetings as needed; and organize materials and technology for meetings.
8. Assist with staff development activities and training for Title I Family Engagement Program staff; provide procedural training and on-going support to Family Community Liaisons; develop presentations on best practices for staff development meetings; and assist with planning, organizing, and evaluating staff development meetings and workshops.
9. Collect and analyze program data needed for the Local Control Accountability Plan, federal compliance, and other purposes; develop effective processes for continuous tracking of data on family engagement and its impact on student achievement and attendance rates; interpret complex data, analyze trends, and make recommendations for program improvement.

OTHER DUTIES

1. Assist in the review and analysis of attendance data; ensure attendance interventions are being properly implemented and recorded; and enter and maintain data related to attendance interventions, contact logs, community resources, and other relevant student concerns.
2. Identify, research, and distribute community-based activities and resources that encourage and support improved school attendance; and assist with positive attendance interventions.
3. Participate in community-based collaborative committees.
4. Serve as a consultant to school site staff regarding implementing effective family and community involvement activities.
5. May organize appreciation events for community partners and stakeholders.

QUALIFICATIONS

Knowledge of:

1. Research-based practices, techniques, methods, and procedures related to family engagement in school programs.
2. OCDE organization, rules, policies, procedures, and operating practices related to Title III or Title I mandates and family involvement.
3. Community organizations and resources.
4. Terminology, work processes, and local, state, and federal requirements applicable to areas of assigned responsibility.
5. Principles and practices of sound business communication, correct English usage, including spelling, grammar, and punctuation.
6. Administrative practices and procedures, including recordkeeping and filing practices and procedures.

Ability and Skill to:

1. Communicate clearly and effectively with individuals of highly diverse backgrounds and socio-economic and educational attainment levels.
2. Collect, evaluate, and interpret appropriate and applicable data, either in statistical or narrative form.
3. Coordinate activities with multiple stakeholders to ensure agreement and consensus.
4. Apply sound, creative problem-solving techniques to resolve difficult program issues and problems.
5. Understand, interpret, explain, and apply laws, regulations, ordinances, and policies applicable to assigned responsibilities, and respond to stakeholder needs and expectations.
6. Operate a computer using word processing, spreadsheets, and other standard business software.
7. Communicate clearly and effectively, both orally and in writing; prepare clear, concise, and comprehensive correspondence, reports, and other written materials.
8. Organize, set priorities, and exercise sound independent judgment within areas of responsibility.
9. Deal with sensitive and difficult situations; while maintaining professional boundaries.
10. Establish and maintain effective working relationships with OCDE management, administrators, staff, local businesses, community-based agencies, parents and guardians, the public, and others encountered in the course of work.
11. Must demonstrate attendance sufficient to complete the duties of the position as required.

Education, Training, and Experience:

A typical way of obtaining the knowledge, skills, and abilities outlined above is a bachelor's degree with a major in social services, psychology, or related field; two (2) years of experience in support services to families of at-risk youth; or a combination of training and experience.

Licenses; Certificates; Special Requirements:

Some assignments require background clearance conducted by 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 perform deskwork for extended periods; read written and electronic materials; communicate clearly with those contacted through the course of work (typically in person, on the phone, and via email); and access and operate all required equipment for job duties. The position may include occasional need to traverse uneven surfaces. May move items weighing up to 25 pounds. Employees in this classification must be able to travel countywide to a variety of sites within a reasonable time frame.

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 administrative problems; use mathematical reasoning; make observations; learn and apply new information or skills; perform detailed work; work on multiple, concurrent tasks often with frequent interruptions; work under 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. Employees work in a classroom or office setting, and the noise level is usually moderate.