



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

Coordinator, Family and Community Engagement

**Class Code: 1571
Work Days: 210**

GENERAL PURPOSE

Coordinate and provide specialized services in support of family and community engagement strategies, services, and activities for school districts and community organizations; provide expertise related to continuous improvement and stakeholder engagement; and provide responsible and complex staff assistance to higher level management staff.

SUPERVISION RECEIVED AND EXERCISED

1. Receives general supervision from higher-level management staff.
2. Exercises direct supervision over management, professional, technical, and clerical staff.

ESSENTIAL DUTIES AND RESPONSIBILITIES

This position description is intended to describe the general nature and level of work 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; implement policies and procedures.
 2. Plan and direct the scope, development, and coordination of family engagement efforts for school districts supporting the development of their Local Control Accountability Plans (LCAPs).
 3. Coordinate and facilitate Family Community Partnership (FCP) network activities, including the annual FCP Parent and Family Support Services Faire and planning and conducting meetings for school administrators, teachers, community organization leaders, and parents.
 4. Plan and facilitate the training of district, school, and community-based organization staff on effective family engagement strategies that support student achievement and wellness.
 5. Collaborate with colleagues to enhance parent involvement within their programs (e.g. TUPE, AOD, McKinney Vento).
 6. Manage the development and review of training materials for workshop participants.
 7. Establish, promote, and maintain public relations with school districts, business partners, and community organizations.
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ESSENTIAL DUTIES AND RESPONSIBILITIES (cont.)

8. Oversee the development of brochures, newsletters, social media content, and other materials.
9. Select, train, supervise, and evaluate assigned personnel; work with employees to correct deficiencies.
10. Provide coaching to employees; collaborate on goal development, set clear expectations, provide constructive feedback, and check in regularly for understanding.
11. Plan, prioritize, assign, supervise, and review the work of staff responsible for providing services within Student Achievement and Wellness Unit; prepare work schedules for appropriate staff.
12. Oversee the planning of local, county, and statewide conferences and trainings including event coordination, activity development, and workshop facilitation.
13. Attend local and non-local conferences, trainings, and division meetings and serve as an OCDE representative as necessary.
14. Participate in the preparation and administration of the program budgets, submit budget recommendations, and monitor expenditures.
15. Maintain records pertaining to program services; compile reports and statistical information needed for evaluation of program effectiveness and strategic planning.
16. Demonstrate attendance sufficient to complete the duties of the position as required.
17. Perform related duties similar to the above in scope and impact as required.

QUALIFICATIONS (KNOWLEDGE, SKILL, ABILITY REQUIREMENTS)

Knowledge of:

1. Principles of effective supervision, leadership, training, coaching and performance evaluation.
2. Procedures, methods, and techniques of project and workflow management and organization.
3. Community-based organizations, educational agencies, law enforcement agencies, and other organizations related to youth development programs.
4. LCAP stakeholder engagement.
5. Modern principles and practices of program development, implementation, and adult learning.
6. Outreach strategies for multiple and diverse cultural audiences including families and educators.
7. Effective strategies for educating parents about youth development, including resiliency, asset building, nutrition, and alcohol, tobacco, and other drug prevention.
8. California Education Code, California Administrative Code, and the policies, rules, and regulations of the County Schools Office.
9. Action planning and event planning strategies, including the development of goals, objectives, and brainstorming activities.
10. Recent developments, current literature, and information sources related to family and community involvement and organization.

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. Establish and maintain effective working relationships with various constituencies.
5. Understand, interpret, and explain laws, codes, contracts, policies, and procedures.
6. Develop and present training materials.
7. Prepare clear and concise correspondence, reports, and other written materials.
8. Analyze problems, identify alternative solutions, project consequences of proposed actions, and implement recommendations in support of goals.
9. Communicate clearly and concisely, both orally and in writing, in English; present information effectively in front of both large and small groups.

Education, Training, and Experience:

A typical way of obtaining the knowledge, skills, and abilities outlined above is a Bachelor's degree from an accredited college or university with major course work in elementary or secondary education, health education, child and adolescent studies, counseling, or a related field, and four years of increasingly responsible experience in family engagement programs, school-based programs, or elementary or secondary education.

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. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Physical Demands

While performing the duties of this job, employees are regularly required to bend, stoop, push, pull, grasp, squat, twist, kneel, walk, sit, and reach to access materials or equipment and complete other tasks as assigned; lift and carry up to 25 pounds; and lift from ground, waist, chest, shoulder, and above shoulder level. The position may include occasional need to traverse uneven surfaces.

Employees in this classification are to be able to travel countywide to a variety of sites within a reasonable time frame; read written and electronic materials; communicate clearly in person, on the phone, and via email; and operate all required equipment.

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 the essential functions.

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

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