



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

**Class Code: 4052
Date Adopted: March 5, 2014
Date Revised: October 7, 2020**

**FLSA Status: Nonexempt
Union Representation: Represented**

Community Resource Specialist

GENERAL PURPOSE

Under general supervision, provides case management for homeless students and their families; builds and maintains partnerships between school programs and community-based agencies and businesses to support student learning 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. 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

The duties listed below are intended only as illustrations of the various types of work that may be performed. The omission of specific statements of duties does not exclude them from the position if the work is similar, related or a logical assignment to this class.

1. Builds and maintains effective partnerships between school programs and community-based agencies and businesses to support student learning; seeks out a wide variety of partnership opportunities, including small businesses, locally headquartered corporations, community-based agencies, and public service agencies to provide program support; develops collaborative programs to support student learning; organizes appreciation events for community partners and stakeholders.
2. Develops engagement opportunities for parent and community volunteers at school sites; recruits, trains, and oversees parents and community volunteers; creates training materials for parent and community volunteers; organizes appreciation events for parent volunteers.
3. Provides case management for high-risk student and families, securing and recommending resources that support shelter and other basic needs. Contributes as a member of the Student Intervention Team, providing updates regarding a family's progress and status.
4. Receives and organizes community donations for ACCESS Family Resource Center including clothing, school supplies, household items, and food; enrolls families in resource center program; assists families with selections; and schedules community volunteers to work in the center.
5. Serves as a liaison for community based youth programs as needed; arranges transportation and field trips; and maintains open communication with staff regarding student needs.
6. Provides support for ACCESS Parent Advisory Committees and other parent meetings as mandated by the Local Control Funding Formula and required by federal Title I regulations; recruits parents to participate on committees; develops bilingual support materials; facilitates meetings as needed; organizes materials, technology, and logistics for meetings.

-
7. Assists with staff development activities and training for Title I Family Engagement Program staff; provides procedural training and on-going support to Family Community Liaisons; develops presentations on best practices for staff development meetings; assists with planning, organizing, and evaluating staff development meetings and workshops.
 8. Collects and analyzes program data needed for the Local Control Accountability Plan, federal compliance purposes, and OCDE Strategic Plan; develops effective processes for continuous tracking of data on family engagement and its impact on student achievement and attendance rates; interprets complex data, analyzes trends, and makes recommendations for program improvement; develops and administers surveys to measure family engagement levels and assess school climate; assists with preparing Title I Program evaluation reports.

OTHER DUTIES

1. Evaluates and orders materials for Title I Family Resource Center and other ACCESS Family Resource Centers.
2. Participates in community-based collaborative committees.
3. Serves as a consultant to school site staff regarding implementing effective family/community involvement activities.

QUALIFICATIONS

Knowledge of:

1. Research-based practices 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. Research techniques, methods, and procedures.
7. Administrative practices and procedures, including record keeping and filing practices and procedures.

Ability 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.
 6. Understand, interpret, and respond to stakeholder needs and expectations.
 7. Operate a computer using word processing, spreadsheet, and other standard business software.
 8. Prepare clear, concise, and comprehensive correspondence, reports, and other written materials.
 9. Organize, set priorities, and exercise sound independent judgment within areas of responsibility.
 10. Deal with sensitive and difficult situations.
 11. Establish and maintain effective working relationships with OCDE management, administrators, staff, local businesses, community-based agencies; parents/guardians, the public, and others encountered in the course of work.
 12. 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 graduation from a four-year college or university with a major in social services, psychology, public administration, or a closely related field; and at least two years of progressively responsible experience in providing support services to services to families of at-risk youth; or an equivalent combination of training and experience.

Licenses; Certificates; Special Requirements:

A valid California driver's license and the ability to maintain insurability under OCDE's vehicle insurance policy.

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 sit, walk and stand; talk or hear, both in person and by telephone; use hands repetitively to finger, handle, feel or operate computers and standard office equipment; reach with hands and arms from the waist to at or above shoulder level; bend, stoop, push, pull, grasp, squat, kneel, and twist to open file cabinet drawers, and lift up to 20 pounds from ground, waist and chest level. Travel over uneven terrain that may include gravel or dirt, carry materials on stairs; some locations may have stairs and will not have elevators.

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

Mental Demands

While performing the duties of this class, the employee is regularly required to use written and oral communication skills; read and interpret information; analyze and solve problems; observe and interpret people and situations; use basic math; learn and apply new information or skills; work under intensive deadlines and interact with OCDE management, administrators, IEP teams, staff, local businesses and employers, community groups, social services agencies, local schools and colleges, students, parents/guardians, the public and others 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. Employees work in a classroom or office setting and the noise level is usually moderate.