

## **FAMILY RESOURCE CENTER COORDINATOR I (SPANISH-SPEAKING)**

**DISTINGUISHING FEATURES OF THE CLASS:** This is coordination work performed for school districts to promote optimal growth and development of children and youth, beginning at birth. The work involves facilitating school, community and family ties, partly by reaching out to community and area organizations, by creating trusting relationships with individuals, and playing a part in bolstering the community's strengths and remediating obstacles to children's learning. The work is distinguished from a Family Resource Center Coordinator I in that some of the duties performed in this position require the incumbent to possess speaking and reading ability in Spanish at the fluency level indicated below in the Notes. The work is performed under the direct supervision of school principals or other district administrators. Provides work direction to volunteers. The position requires occasional or regular work hours other than school hours to meet the needs of parents (e.g. early mornings, evenings and weekends, work outside the school(s), in neighborhoods and in homes). May involve planning and reporting work over summer intersession. Does related work as required.

### **TYPICAL WORK ACTIVITIES:**

Participates in helping to develop work plan and goals for the assigned Family Resource Center;  
Uses outreach devices such as newsletters, presentations or home visits, as appropriate for the community;  
Supports, establishes and/or maintains collaborative relationships with key local community groups and outside agencies that assists families (such as Rockland County Department of Social Services);  
Creates and runs regular infant, toddler and/or preschooler programs (at the elementary school level) e.g. weekly one-hour to two-hour story hours;  
Coordinates occasional youth development programming from outside providers, or as developed or delivered by coordinator or other school staff;  
Interacts with students informally and on a drop-in basis;  
Organizes back-to-school nights and/or other events to increase parental and community ties to the school;  
Searches for parent education programs, such as parenting, health or English as a Second Language courses and facilitates their introduction to the school;  
Provides information, including events, and referral services to parents/guardians as requested by them;  
Establishes robust relationships with families who ask FRC for support, and seek further support from appropriate staff within school;  
Serves as a facilitator for broad parent and community concerns and issues articulated during FRC activities, considers how they can be addressed and may propose solutions or next steps;  
Arranges early childhood efforts (at the elementary school level) in some or all of the following domains – kindergarten transition programming, early literacy home visiting for families needing intensive support\*;  
Acts as liaison with area early care and education programs and providers;  
Gathers and maintains records (attendance at all events, demographics).

\*Through Parent-Child Home Program model with twice-weekly home visits for about 20 weeks for two years, or other methods.

(over)

**FULL PERFORMANCE KNOWLEDGE, SKILLS, ABILITIES AND PERSONAL CHARACTERISTICS:**

Good knowledge of techniques to establish and maintain cooperative, trusting and effective relationships with children, youth and members of the community; working knowledge of techniques involved in forging good relationships with school leadership and staff; working knowledge of techniques to coordinate, promote and run school-community programs; ability to research and utilize community resources; ability to speak, read and understand colloquial Spanish; ability to work independently; ability to direct the work of volunteers; ability to communicate effectively orally; sympathetic understanding of the social, personal and economic problems faced by families.

**MINIMUM QUALIFICATIONS:** Graduation from high school or possession of an equivalency diploma **AND** two years (or two school years) of experience in working with families, children or youth in areas such as family support, camp, childcare, social welfare, community or educational work, teacher's aide, teaching assistant, parent-partner, afterschool care, enrichment programs, recess monitor, etc.

**NOTES:**

1. Relevant volunteer work (e.g. PTA, parent member of Special Education teams, involvement in community-based programs, scouts, etc.) may be substituted for paid work experience as long as leadership, coordination and/or insightful interaction with families and children are demonstrated.
2. An Associate's degree or higher in education, psychology, sociology, social services, human services or related field shall be deemed fully qualifying.
3. Incumbents are expected to possess a level II proficiency in Spanish (as defined by the Examinations Division of the State of New York Department of Civil Service) which requires that the incumbent be able to speak the language with sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversations on practical, social and professional topics not requiring specialized vocabulary (e.g. technical engineering, medicine, etc.); can discuss particular interests and special fields of competence in general terms with reasonable ease; possesses adequate comprehension to normal rate of speech; has good control of grammar and errors do not interfere with understanding; can read with understanding standard newspaper, correspondence and official documents.

**SPECIAL REQUIREMENTS:** Possession of a valid driver's license or accessibility to transportation to meet fieldwork requirements in a timely and efficient manner.