

FAMILY RESOURCE CENTER COORDINATOR I (SPANISH-SPEAKING)

DISTINGUISHING FEATURES OF THE CLASS: This position involves coordinating efforts within school districts to support the optimal growth and development of children and youth starting from birth. The work involves the ability to develop, implement and evaluate programs and services to meet the needs of families, and involves familiarity with documentation procedures, maintaining confidentiality and adhering to privacy regulations. Excellent interpersonal skills to establish and maintain relationships with community partners, organizations and stakeholders is a requirement for the position. 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. Work guidance (e.g., lead work) may be provided to volunteers. The position requires the ability to work flexible hours including early mornings, evenings, weekends, and the ability to work in various locations such as in neighborhoods and in homes, to accommodate the needs of parents. Does related work as required.

TYPICAL WORK ACTIVITIES:

Assists in developing the Family Resource Center's operational plan and goals;
Uses various outreach methods, including newsletters, presentations and home visits, as appropriate, to meet the community's needs;
Supports, establishes, and/or maintains collaborative relationships with key local community groups and outside agencies that assist families (e.g., Rockland County Department of Social Services);
Organizes and conducts regular programs for infants, toddlers and preschoolers, including one/two-hour story sessions;
Facilitates periodic youth development programs in collaboration with external providers or through programs developed or delivered by coordinator or other school staff;
Engages with students in informal settings and on an ad-hoc basis;
Facilitates back-to-school nights and other events to enhance parental and community involvement with the school;
Researches and identifies parent education programs and courses that would benefit the school community and coordinates with relevant organizations or institutions to introduce and facilitate these programs within the school;
Delivers a wide range of information, including details on events and referral services, tailored to meet the specific needs and requests of parents/guardians;
Builds strong connections with families who reach out to the Family Resource Center for assistance, facilitating their access to additional support from staff members within the school;
Acts as a facilitator for addressing and finding solutions to parent and community concerns and issues that arise during Family Resource Center activities;
Implements case management services; monitors student/family progress and status; and makes referrals to other community agencies as needed;
Facilitates comprehensive early childhood initiatives at the elementary school level, encompassing various domains such as kindergarten transition programs, early literacy initiatives and home visits for families requiring additional support;

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Acts as liaison with local area early care and education programs/providers and the community;
Gathers and maintains records (e.g., attendance at all events, demographics, etc.).

FULL PERFORMANCE KNOWLEDGE, SKILLS, ABILITIES AND PERSONAL CHARACTERISTICS:

Good knowledge of techniques used to build strong, trusting relationships with children, youth and community members; working knowledge of techniques involved in creating and nurturing positive relationships with school leadership and staff; working knowledge of techniques to coordinate, promote and organize school and community related programs; ability to research and utilize community resources; ability to speak, read and understand colloquial Spanish; ability to research and utilize community resources; ability to work independently; ability to direct the work of volunteers; ability to communicate effectively, both orally and in writing; compassionate understanding of the social, personal and economic difficulties faced by families; ability to effectively interact and communicate with people of varying backgrounds and cultures.

MINIMUM QUALIFICATIONS: Graduation from high school or possession of an equivalency diploma and two (2) years of experience engaging with families, children or youth in various settings (e.g., family support, camp counseling, childcare, social welfare, community or educational work, teacher's aide, teaching assistant, parent-partner, afterschool care, enrichment programs, recess supervision, 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, Counseling or comparable curriculum 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 REQUIREMENT: Possession of a valid driver's license or accessibility to transportation to meet fieldwork requirements in a timely and efficient manner.