

FAMILY RESOURCE CENTER COORDINATOR II (SPANISH-SPEAKING)

DISTINGUISHING FEATURES OF THE CLASS: This is moderately complex 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 by 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 with the opportunity to function with more independence, being more likely to lead educational programs and of exercising more judgment. In addition, the work is distinguished from a Family Resource Center Coordinator II 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 general supervision of the school principal or other district administrator. 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:

Develops a work plan and goals for the school's Family Resource Center;
Reports progress on the work plan;
Develops a needs assessment of families and staff every several years;
Increases parent involvement in children's learning through outreach devices such as newsletters, presentations or home visits, as appropriate for the community;
Establishes and maintains collaborative relationships with key local community groups and outside agencies that assists families;
Coordinates with Rockland County Department of Social Services Preventive Service Worker;
Searches for parent education programs, such as parenting, health or English as a Second Language courses and facilitates their introduction to the school;
Organizes back-to-school nights and/or other events to increase parental and community ties to the school;
Coordinates occasional and regular youth development programming from outside providers, or as developed or delivered by coordinator or other school staff;
Organizes Advisory Committee meetings;
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;
Interacts with students informally and on a drop-in basis and develops supportive relationships;
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*;
Leads parent education or academic-enhancing programs;
Acts as liaison with area early care and education programs and providers;
Gathers and maintains records (attendance at all events, demographics).

(over)

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

FULL PERFORMANCE KNOWLEDGE, SKILLS, ABILITIES AND PERSONAL CHARACTERISTICS:

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

MINIMUM QUALIFICATIONS: Possession of a Bachelor's degree or higher in psychology, sociology, social work, education, public administration (including youth services, human services, and community organization), social services, social/behavioral sciences, mental health and health sciences relating to children, families or community or related curricula and one year (or one school year) of work experience in any of the above concentrations, or in camp, childcare, community work or educational support services such as 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. 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.

PROMOTION: One (1) year of permanent competitive class status as a Family Resource Center Coordinator I (Spanish-Speaking).