



Family Community Liaison

GENERAL PURPOSE

Under general supervision, performs a wide variety of difficult, complex, and highly responsible specialized technical and administrative duties in support of OCDE's Alternative Education Support Services related to families of Alternative Education students and community involvement; interacts with families and staff to provide information, answer questions, and encourage home school connections; assists in the implementation and coordination of special family events; researches potential community resources; manages confidential documents and files; assists in report writing for federal and state mandated family programs; handles communications with community partners; and performs related duties as assigned.

DISTINGUISHING CHARACTERISTICS

Family Community Liaisons are responsible for independently performing a wide variety of difficult, complex, and highly responsible technical and administrative functions. Assigned work requires the use of initiative and judgment, the ability to develop sound solutions to difficult problems, and demonstrated skill in handling routine to complex questions, complaints, and problems based on knowledge of effective community/community partnership practice. Incumbents use advanced word processing, spreadsheet, and graphics skills in the development of technical documents and presentation materials.

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. Encourages family, school, and community partnership and collaboration; assures that families understand their rights and responsibilities as their child's advocate; contacts families and shares information about opportunities to become involved in their child's programs; creates and distributes program materials to families.
2. Identifies, collects, organizes, and distributes community resources to families; interacts with families to provide information and answer questions about programs and program content.
3. Assists with planning, coordinating, conducting, and evaluating parent advisory committee meetings as required.
4. Plans, coordinates, conducts, and evaluates a variety of school meetings and events as part of a school-wide family engagement plan.
5. Assists families with communicating their needs, suggestions, and concerns during school meetings such as Placement Reviews, Student Consultation Team meetings, and Student Attendance Review Board (SARB) meetings.

ESSENTIAL DUTIES AND RESPONSIBILITIES (cont.)

6. Assists ACCESS Homeless Liaison with identifying students who qualify for McKinney-Vento support; assesses needs of families and students; provides support and resources.
7. Develops partnerships with community agencies to support student achievement.
8. Organizes, maintains and updates a variety of records, documents, and files; compiles and analyzes data to identify program needs.

OTHER DUTIES

1. Attends a variety of meetings, training sessions, conferences, committees, workshops, and seminars.
2. Conducts special projects as assigned.
3. May assist in the planning, organization, and coordination functions and activities related to the formation of the Division English Learner Advisory Group (DELAC).
4. May serve on community agency collaborative committees.
5. May assist school site staff in developing and implementing family/community involvement activities and volunteer activities at school site.

QUALIFICATIONS

Knowledge of:

1. Title I federally mandated programs as they are articulated in OCDE's Alternative Education program.
2. OCDE organization, rules, policies, procedures, and operating practices related to Title I mandates and family involvement.
3. Community organizations and resources.
4. Principles and practices of sound business communication; correct English usage, including spelling, grammar, and punctuation.
5. Terminology, work processes, and local, state, and federal requirements applicable to areas of assigned responsibility.
6. Advanced uses of word processing, spreadsheet, database, and other software to create documents and materials requiring the interpretation and manipulation of data.
7. Research techniques, methods, and procedures.
8. OCDE administrative policies, procedures, and approval processes.

Ability to:

1. Demonstrate an understanding of and empathy with ethnic and socioeconomic subcultures
2. Organize, set priorities, take initiative, and exercise sound independent judgment within areas of responsibility.
3. Interpret, apply, explain, and reach sound decisions within established guidelines, policies, and procedures.
4. Manage multiple and rapidly changing priorities to meet the needs and expectations of program management and client school districts.

Ability to: (cont.)

5. Make advanced uses of spreadsheet and other software to develop and maintain complex master schedules to ensure enrollment targets and minimums are met, utilizing a large number of interdependent variables.
6. Represent OCDE effectively in providing program information, negotiating scheduling accommodations and encouraging program participation by school districts.
7. Compose correspondence, prepare documents, and make arrangements from brief instructions.
8. Communicate clearly and effectively, orally and in writing, in English.
9. Prepare clear, accurate, and concise records and reports.
10. Maintain highly sensitive and confidential information.
11. Deal with sensitive and difficult situations.
12. Establish and maintain highly effective working relationships with OCDE and program management; administrators, staff, teachers, and families; other interested organizations; the public and others encountered in the course of work.
13. 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 an Associate's degree in an education related field; and four years of increasingly responsible office administrative experience, at least one of which provided familiarity with OCDE's Alternative Education programs and at least one year of experience working in an educational setting for 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 25 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 and the ability to adjust focus.

Mental Demands

While performing the duties of this job, an employee is regularly required to use written and oral communication skills; read and interpret data, information, and documents; analyze and solve non-routine and difficult scheduling and administrative problems; observe and interpret people and situations; learn and apply new information or skills; perform highly detailed work on multiple, concurrent tasks; work under intensive deadlines with frequent interruptions; and interact with OCDE and program management, administrators, staff, teachers, and families, other interested organizations, 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. The employee works under typical office conditions, and the noise level is usually quiet.