

FAMILY RESOURCE CENTER COORDINATOR II (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 position is distinguished from a Family Resource Center Coordinator I since it allows for greater autonomy and the ability to take the lead on educational programs, as well as exercising more discretion and judgment. In addition, the position 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 school principals or other district administrators. Work guidance (e.g., lead work) may be provided to volunteers and lower-level Family Resource Center staff. The position requires the ability to work flexible hours including early mornings, evenings, weekends, and the ability to work in various locations such as neighborhoods and in homes, to accommodate the needs of parents. Does related work as required.

TYPICAL WORK ACTIVITIES:

Develops the Family Resource Center's operational plan and goals;
Reports progress on the operational plan;
Conducts periodic needs assessment of families and staff;
Uses various outreach methods, including newsletters, presentations and home visits, to fit the community's needs;
Supports, establishes and/or maintains collaborative relationships with key local community groups and outside agencies that assists families (e.g., Rockland County Department of Social Services);
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;
Facilitates periodic youth development programs in collaboration with external providers or through programs developed or delivered by coordinator or other school staff;
Facilitates back-to-school nights and other events to enhance parental and community involvement with the school;
Organizes a variety of meetings (e.g., Advisory Committee);
Organizes and conducts regular programs for infants, toddlers and preschoolers, one/two hour story sessions;
Engages with students in informal settings and on an ad-hoc basis;
Delivers a wide range of information, including details on events and referral services, tailored to meet the specific needs 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;
Facilitates comprehensive early childhood initiatives at the elementary school level, encompassing various fields such as kindergarten transition programs, early literacy initiatives, home visits for families requiring additional support;
Leads parent education or academic-enhancing programs;

(over)

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:

Thorough knowledge of techniques used to build strong, trusting relationships with children, youth and community members; good knowledge of techniques involved in creating and nurturing positive relationships with school leadership and staff; good knowledge of techniques to coordinate, promote and organize school and community related programs; working knowledge of community resources and ability to utilize them; ability to speak, read and understand colloquial Spanish; ability to work independently; ability to direct the work of others; 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: Possession of a Bachelor's degree or higher in Education, Psychology, Sociology, Social Services, Human Services, Counseling or comparable curriculum and one (1) year of work experience in any of the above concentrations, or in camp counseling, childcare, community work or educational support services such as 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. 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.

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

R.C.D.P. (10.13.2015) 12.22.2023
Competitive

01.27.2025 New York State Civil Service approved Non-competitive title in the NY HELPS Program.