

MEMORANDUM OF UNDERSTANDING #25-26-15
between
FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT
and
THE CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION AND ITS AMERICAN RIVER
CHAPTER No. 528 (CSEA)

Strengthening Families Facilitator
February 25, 2026

This Memorandum of Understanding (“MOU”) is agreed to between the Folsom Cordova Unified School District (“District”) and the California School Employees Association, and its American River Chapter No. 528 (CSEA). Collectively, the District and CSEA will be referred to as “the Parties.”

Rationale

The Strengthening Families Facilitator is responsible for implementing the Strengthening Families Program (SFP), an evidence-based family engagement and prevention program designed to improve family communication, parenting skills, and youth resilience. Facilitators lead structured sessions (10-week per session) for parents/caregivers, children, and families in accordance with program fidelity requirements.

The Health & Wellness Department decides how many sessions of the program to offer each school year (funding and staff dependent).

For equity and consistency, this agreement ensures that both certificated and classified staff facilitating the program are compensated appropriately and equitably for their work.

This position is supplemental to the employee’s contracted regular position in the district and is not site-specific.

Salary Placement

All Strengthening Families Facilitators will be selected by the Health & Wellness Department. A full-time District employee shall be classified as a Strengthening Families Facilitator I (**Range 13 - Step 1**). A part-time District employee shall be classified as a Strengthening Families Facilitator II (**Range 29 - Step 1**).

Fiscal Impact

Cost estimated at \$43,000 by Supplemental/Miller Family Foundation (based upon three SFP sessions with extra time/over-time classified staff).

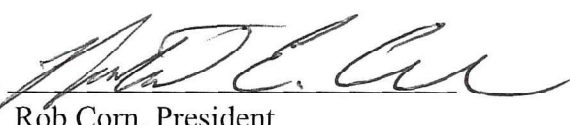
This MOU will be in effect upon board approval.

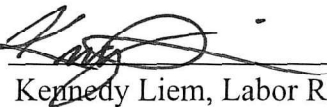
FOR THE FOLSOM CORDOVA
UNIFIED SCHOOL DISTRICT

By: 
David Byrd, Executive Director
Human Resources

Date: 3/20/26

FOR THE CALIFORNIA SCHOOL
EMPLOYEES ASSOCIATION, CH. 528

By: 
Rob Corn, President

By: 
Kennedy Liem, Labor Relations Representative

Date: 03/20/2026

Board Approved: 05/26/2026

CSEA Ratified: 04/29/2026

Strengthening Families Facilitator

DEFINITION:

Under the general supervision and direction of the Director/ Coordinator of Health & Wellness. The Strengthening Families Facilitator is responsible for facilitating evidence-based Strengthening Families programming to support students and families. This role includes preparing and delivering group sessions using the SFP curriculum, collaborating with school and district staff, supporting family engagement, maintaining accurate documentation and attendance records, and ensuring program fidelity. The facilitator creates a welcoming, inclusive environment for families and supports positive communication, skill-building, and connections between home, school, and community resources.

QUALIFICATIONS:

Experience:

- Experience working with children, youth, and/or families in a school, community-based, or social services setting

Education:

- High School Diploma
- Preferred Education, degrees related to early childhood education, behavior, physical or mental health services, or prevention

Training:

- Successful completion of required Strengthening Families Facilitator training, or commitment to complete training prior to facilitation.

DISTINGUISHING CHARACTERISTICS:

This position is distinguished by its responsibility for facilitating evidence-based Strengthening Families programming to support family engagement and student well-being. The role emphasizes group facilitation, curriculum fidelity, and prevention-focused skill building, rather than academic instruction or clinical services. Incumbents work collaboratively with school and district staff while independently managing session preparation, participant engagement, and program documentation in a culturally responsive and trauma-informed manner. This is a temporary, internal-only position available exclusively to current District employees.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Implement trauma-informed, culturally responsive, and strengths-based facilitation practices
- Prepare materials and plan engaging activities for family, caregiver, and youth sessions
- Create a welcoming, inclusive, and supportive environment for all participants
- Build positive relationships with students, families, and caregivers
- Collaborate with school site staff, administrators, and district teams to support program implementation
- Communicate program expectations, schedules, and updates to families
- Maintain accurate attendance, documentation, and required program records
- Adhere to district policies, procedures, and confidentiality requirements
- Submit claims for CYBHI (if applicable) in a timely manner
- Submit time cards and reimbursement forms for each pay period

Board Approved xx/xx/xxxx

KNOWLEDGE:

- Knowledge of the Strengthening Families program model and evidence-based practices
- Knowledge of trauma-informed and culturally responsive practices
- Understanding of child and adolescent development
- Understanding of social-emotional learning principles and positive behavior supports
- Familiarity with school systems and community-based support services

ABILITIES AND SKILLS:

- Ability to facilitate groups, manage discussions, and engage participants in a respectful and supportive manner
- Ability to speak English
- Bilingual English/Spanish preferred

PHYSICAL REQUIREMENTS:

Physical abilities include the usual and customary methods of performing the job's functions and require the following physical demands: occasional lifting, carrying, pushing, and/or pulling; some climbing and balancing, some stooping, kneeling, crouching; reaching, handling, touching and/or feeling; manual dexterity to operate a telephone and enter data into a computer.

Significant physical abilities the ability to sit at a desk, conference table, or in meetings of various configurations for extended periods of time; see and read, with or without visual aids, laws and codes, rules, policies, and other printed matter, computer screens, and printouts; to hear and understand speech at normal room levels and hear and understand speech on the telephone; speak in audible tones so that others may understand clearly in normal conversations

WORK ENVIRONMENT:

The work environment characteristics described are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.

- The noise level in the work environment is usually moderate.
- Employees in this position work primarily in a classroom or school setting, with occasional duties performed outdoors.

Board Approved xx/xx/xxxx