Western Placer Unified School District
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POSITION DESCRIPTION

Position Title:	**Family Resource Center Specialist - Grant Funded**
Department:	Education Services
Reports to:	Coordinator of Special Projects

SUMMARY:

The Family Resource Center (FRC) Specialist coordinates the daily operations, programs, services, partnerships, and resources of The Hub Family Resource Center and supports districtwide family engagement and Community Schools implementation.

The FRC Specialist serves as a culturally responsive liaison among students, families, schools, district departments, and community organizations. The position assists families in identifying barriers to student success, provides individualized resource navigation and referrals, and coordinates access to district and community-based supports. The position requires specialized knowledge of family and community resource systems, independent judgment when responding to complex and sensitive family circumstances, and the ability to coordinate services across multiple organizations and systems.

ESSENTIAL DUTIES AND RESPONSIBILITIES: (The following information is descriptive and is not restrictive as to duties required.)

- Coordinate the daily operations, programs, schedules, resources, and activities of The Hub Family Resource Center.
- Coordinate and implement family engagement programs, workshops, food distributions, resource fairs, special events, and community outreach activities.
- Assess student and family resource needs and provide individualized resource navigation, referrals, and follow-up to connect families with appropriate district, community, and public-agency services.
- Apply knowledge of community resources, program requirements, and referral processes to assist families in navigating multiple service systems and reducing barriers to student attendance, engagement, stability, and educational success.
- Exercise independent judgment and problem-solving within established district procedures when responding to sensitive, time-sensitive, complex, or non-routine family circumstances.
- Develop and maintain collaborative partnerships with nonprofit organizations, businesses, faith-based organizations, public agencies, educational institutions, and other community partners.
- Identify emerging student and family needs, community resources, service gaps, and potential partnership opportunities and communicate findings to the Coordinator of Special Projects.
- Coordinate the receipt, inventory, organization, and equitable distribution of food, clothing, hygiene products, school supplies, donated goods, and other family resources.
- Coordinate delivery and distribution of resources to school sites throughout the district.
- Drive to and from various district locations and community partners to receive and/or deliver and distribute resources.

- Serve as a liaison among families, school sites, district departments, and community organizations to facilitate communication and access to services.
- Coordinate culturally responsive family outreach and engagement using ParentSquare, phone, email, social media, newsletters, flyers, presentations, and other communication methods.
- Coordinate the recruitment, orientation, scheduling, training, and activities of Family Resource Center volunteers.
- Provide day-to-day work direction, task coordination, training, and operational guidance to staff, interns, temporary employees, and volunteers assigned to support FRC activities, as directed by the Coordinator of Special Projects.
- Maintain accurate and confidential records related to services, participation, referrals, partnerships, donations, inventory, and resource distribution.
- Collect and analyze program participation and service data; identify trends and support evaluation and continuous improvement of Family Resource Center programs and services.
- Prepare reports, summaries, presentations, outreach materials, and other communications related to Family Resource Center programs, services, partnerships, and outcomes.
- Participate in district and community meetings, trainings, and professional development related to Community Schools, family engagement, community partnerships, and integrated student supports.
- Supports billing with various agencies as appropriate
- Perform related duties as assigned.

SUPERVISORY RESPONSIBILITIES:

This position does not have formal supervisory responsibility for district employees and does not hire, evaluate, discipline, or recommend disciplinary action.
The FRC Specialist may provide day-to-day work direction, training, task coordination, scheduling, and operational guidance to staff, interns, temporary employees, and volunteers assigned to Family Resource Center programs and activities under the direction of the Coordinator of Special Projects.

QUALIFICATION REQUIREMENTS:

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION and/or EXPERIENCE:

Associate's degree or higher from an accredited college or university required; bachelor's degree in social work, sociology, human services, education, counseling, family studies, public administration, or a related field preferred. Five years of progressively responsible experience working with students, families, community-based organizations, social services, education, or related programs desired. The position requires experience with volunteer coordination, event planning, record keeping, data collection, and basic office technology and procedures.

CERTIFICATES, LICENSES, REGISTRATIONS:

Valid California Driver’s License, Evidence of insurability and acceptable driving record, TB Clearance, Criminal Justice/Fingerprint Clearance. Wellness Coach I or II certification.

LANGUAGE SKILLS:

Demonstrate effective oral and written communication skills, with the ability to interpret a variety of instructions and informational materials while effectively engaging with students, families, staff, volunteers, and community partners. Bilingual and biliterate skills in Spanish are strongly desired to support culturally responsive family engagement and outreach efforts across the district.

MATHEMATICAL SKILLS:

Ability to add, subtract, multiply, and divide in all units of measure, using whole numbers, common fractions, and decimals. Ability to compute rate, ratio, and percent, draw and interpret bar graphs.

REASONING ABILITY:

Ability to assess complex student and family needs, identify barriers to educational access and engagement, evaluate available district and community resources, and determine appropriate supports and referrals. Ability to exercise independent judgment and problem-solving when responding to sensitive, time-sensitive, and non-routine situations involving multiple variables, agencies, and service systems.

OTHER SKILLS and ABILITIES:

Establish and maintain positive, collaborative relationships with students, families, district staff, volunteers, and community partners while engaging effectively with individuals from diverse cultural, linguistic, and socioeconomic backgrounds. The position requires strong organizational, oral, and written communication skills to coordinate multiple projects, events, and responsibilities simultaneously while maintaining the highest levels of confidentiality and professionalism. The Coordinator must demonstrate flexibility, initiative, creativity, and problem-solving skills to work both independently and collaboratively as part of a team, while efficiently operating standard office equipment and assigned software programs. Ability to perform duties with awareness of all district requirements and Board of Trustee policies.

PHYSICAL DEMANDS:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this job, the employee is continuously required to sit and talk or hear. Occasionally the employee will repeat the same hand, arm or finger motion many times. The employee must be able to attend meetings in the evening and at other locations.An employee may be required to stand, walk, balance, stoop, kneel, or crouch. The employee must frequently lift and/or move up to 25 pounds. The employee must be able to push Items of 50 pounds, such as pushing boxes, donations, or moving/rearranging furniture. Specific vision abilities required by this job include close vision, distance vision, and peripheral vision. Specific vision abilities required by this job include close vision such as to read handwritten or typed material, and the ability to adjust focus. The position requires the individual to meet multiple demands from several people and interact with the public and other staff.

WORK ENVIRONMENT:

The work environment characteristics described here 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 the essential functions. Work may include evening and occasional weekend events, meetings, and family engagement activities. The position requires flexibility to support district and community events outside the traditional workday. The noise level in the

work environment can be quiet to moderate to where you have to raise your voice to be heard at times. The employee is continuously required to meet deadlines with severe time constraints, interact with the public and other staff, work irregular or extended work hours.

The information contained in this job description is for compliance with the American with Disabilities Act (A.M.) and is not an exhaustive list of the duties performed for this position. The individuals currently holding this position perform additional duties and additional duties may be assigned.