

**SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
Position Description**

TITLE:	School, Family, and Community Partnerships Trainer	CLASSIFICATION:	Non-Represented Management, Classified / Certificated
SERIES:	None	FLSA:	Exempt
JOB CLASS CODE:	1966	WORK YEAR:	200.5 Days
DEPARTMENT:	School, Family, and Community Partnerships	SALARY:	Range 01 Salary Schedule A
REPORTS TO:	Director, School, Family, and Community Partnerships	HR APPROVAL: HR REVISION:	10-22-10

BASIC FUNCTION:

Plan, formulate, coordinate, and conduct trainings to increase and improve parent and community involvement at schools and district-wide for parents, community members, school staff, and administrators; assist in coordination of district-wide parent engagement events and conferences; assist in conducting and facilitating leadership development for parents and community members.

REPRESENTATIVE DUTIES: (Incumbents may perform any combination of the essential functions shown below [E]. This position description is not intended to be an exhaustive list of all duties, knowledge, or abilities associated with this classification, but is intended to accurately reflect the principle job elements.)

Coordinate the efforts of elementary, middle, and high schools to improve the linkage between school, family, and community using the California Department of Education's (CDE) six standards of Parent Involvement in Education. **E**

Provide training and technical assistance to schools on the implementation of No Child Left Behind (NCLB) requirements for parental involvement. **E**

Build consistency in the ways that schools partner with families and the community; provide professional development training to principals, teachers, and others on the theory and methods of parent involvement in education, how to develop strong family/school partnerships, understanding families, and how to communicate with and engage families to improve student achievement. **E**

Collaborate with school-based staff and parents to assist schools in planning a comprehensive program of family and school partnerships; help recruit partners to become part of the district's family involvement program. **E**

In collaboration with a Family and Community Engagement Team and the principal, plan and assist schools in the development of programs and activities designed to engage families and improve student achievement; coordinate district-wide support for school, family, and community engagement teams. **E**

Participate in and support development of district strategic plan projects related to parent and community engagement. **E**

Formulate and deliver effective parent and community involvement presentations, workshops, and trainings for parents, staff, and the community that educate, improve, and/or enhance knowledge. **E**

Provide training to parents and community members on how the school system operates and leadership development; assist parents and guardians to understand their rights and responsibilities; inspire parents and guardians to become advocates for quality education, and contribute to developing a positive emotional climate between the home and school. **E**

Work with school administrators to reduce tangible barriers to parent engagement, such as language or cultural differences, past experiences, parents' lack of resources to help their child, transportation, child care for younger siblings, and understanding of educational jargon. **E**

Encourage school sites to focus on listening to the diverse voices of parents and community members, cultivate relational trust to help increase parent involvement in school events and activities, and empower parents to participate in shared decision making with school staff. **E**

Assist school sites in the establishment of accountability mechanisms by helping schools set goals, benchmarks of success, and an assessment timeline for their overall family and community engagement strategy. **E**

Assist school sites in gathering and interpreting data to plan, implement, and evaluate their school, family, and community partnerships; collect and use available data for program evaluation and improvement. **E**

Lead and work with school improvement initiatives that close student achievement gaps between racial, ethnic, and economic groups by working with all of the diverse communities. **E**

Participate in and supports district activities and programs for families; coordinate with other district staff to help organize district-wide events; assist in the development of information brochures, newsletters, and other related material. **E**

Direct the preparation and maintenance of a variety of narrative and statistical reports, records, correspondence, and files related to assigned services, activities, and operations; operate a computer. **E**

Supervise, evaluate, and hold accountable the performance and professionalism of assigned staff; interview and select employees, and recommend transfers, reassignments, terminations, and disciplinary actions; plan, coordinate, and arrange for appropriate training of assigned staff. **E**

Perform related duties as assigned.

TRAINING, EDUCATION, AND EXPERIENCE:

Any combination equivalent to: bachelor's degree in education, communication, or related field, and two years of experience training diverse groups, teaching, or working with community groups.

LICENSES AND OTHER REQUIREMENTS:

Valid California driver's license; provide personal automobile and proof of insurance; valid Teaching Credential preferred. Second language preferred.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

The district's Strategic Plan, CDE standards of parent involvement, and requirements of NCLB Section 1118, Parental Involvement.

Organizing events, educational workshops, and other methods of involving families.

Presentation, communication, training, and facilitation techniques.

Educational issues and procedures, and methods for home support children practices.

Effective school-to-home and home-to-school communications practices.

Theory and methods of school/family/community partnerships.

Current principles of child development.

Strategies for parent engagement.

Leadership

Diverse academic, socioeconomic, cultural, and ethnic backgrounds of students and families.

Applicable laws, codes, regulations, policies, and procedures.

District organization, operations, and objectives.

Interpersonal skills using tact, patience, and courtesy.

Effective oral and written communication skills.

Principles and practices of management, supervision, and training.
Evaluation approaches, strategies, and techniques.
Operation of a computer and related software.

ABILITY TO:

- Formulate and deliver dynamic presentations and trainings related to sections of the District’s Strategic Plan, CDE standards of parent involvement, and NCLB requirements.
- Understand class and cultural backgrounds of families.
- Think and act in ways that respect ethnic, cultural, and language diversity.
- Work well with diverse groups, including teachers, parents, principals, and area superintendents.
- Mobilize and motivate others.
- Use problem-solving analysis and decision-making skills.
- Plan and set goals; set priorities.
- Mobilize and motivate others.
- Establish and maintain effective working relationships with staff, parents, and the public.
- Lead and work with school improvement initiatives that close student achievement gaps between racial, ethnic, and economic groups by working with all of the diverse communities.
- Communicate successfully, both orally and in writing, with teachers, families, administrators, and students.
- Interpret, apply, and explain rules, regulations, policies, and procedures.
- Analyze situations accurately, and adopt an effective course of action.
- Plan and organize work to meet schedules and deadlines.
- Prepare comprehensive narrative and statistical reports.
- Operate a computer and related software.
- Meet state and district standards of professional conduct as outlined in Board Policy.

WORKING CONDITIONS:

SAMPLE ENVIRONMENT:

Office environment; drive a vehicle to conduct work.

SAMPLE PHYSICAL ABILITIES:

Hear and speak to make presentations, and exchange information in person and on the telephone; dexterity of hands and fingers to operate a computer keyboard; see to read, prepare documents and reports, and view a computer monitor; sit or stand for extended periods of time; bend at the waist, and reach overhead, above the shoulders, and horizontally to retrieve and store files; lift light objects.

HEALTH BENEFITS: Management employees purchase their own health benefits with district-offered plans.

APPROVALS:

Robert R. Garcia, Chief Human Resources Officer

Date

Jonathan P. Raymond, Superintendent

Date