

ELK GROVE UNIFIED SCHOOL DISTRICT

CLASS TITLE: DIRECTOR – FAMILY AND COMMUNITY ENGAGEMENT

BASIC FUNCTION:

Under the direction of the Deputy Superintendent, Education Services and Schools, the Director is responsible for coordinating and promoting district-wide family engagement efforts, providing oversight, coaching, and support to school and team leaders whose staff are responsible for building family, partner, and school staff capacity for this work. The Director will also be responsible for the allocation and distribution of the department's resources as it relates to outreach and support of current District and school-based engagement staff. This position will provide oversight for the design, implementation, and evaluation of initiatives and programs under the Family and Community Engagement department. The Director will manage the existing and future family engagement strategies and teams including implementation and compliance.

ESSENTIAL FUNCTIONS:

Assist in the development of strategies, tools, and professional development for effectively engaging families and students in grades PreK-12.

Manage the design and provide oversight for the implementation of all initiatives and programs under the Family and Community Engagement department, working with school leaders, department directors and Superintendent's Cabinet to ensure adherence to expectations and benchmarks, providing targeted technical assistance and problem-solving support to recipient schools and principals.

Provide guidance, support and coaching for District staff focused on family and community engagement. Work with District family and student engagement staff to identify and promote effective strategies for engaging families and students, and providing opportunities to share and help replicate promising practices across the District.

Build strong relationships with external partners and organizations that support family and student engagement efforts of the District.

Plan, organize, supervise, and evaluate the operation of family and community engagement programs, committees, and services; assure program compliance with District, state, and federal laws, rules, and regulations; monitor, assess, and evaluate program effectiveness, modifying programs as necessary.

Ensure department goals and programs align with the District's mission, vision, frameworks and guiding documents.

Train, supervise, and evaluate the performance of assigned classified and certificated personnel; interview and select employees and recommend transfers, reassignment, termination, and disciplinary actions as warranted.

Direct and manage fiscal operations of the Family and Community Engagement department; assure funding from state, federal, and private sources, as appropriate; serve as a liaison between funding agencies and the District; prepare grants and funding applications, as appropriate.

Develop and prepare annual budgets for the department; analyze and review budgetary and financial data; control and authorize expenditures in accordance with established programmatic and fiscal source guidelines and requirements.

Provide technical expertise, information, and assistance to the Deputy Superintendent of Education Services and Schools regarding family and community engagement; assist in the formulation and development of policies, procedures, and programs to assure an equitable, safe, and efficient work and learning environment; advise the Deputy Superintendent of Education Services and Schools of family and community engagement challenges and recommend appropriate corrective action.

Engage in research and professional learning and development to maintain access to the latest professional information on transformative leadership for family and community engagement in school systems; communicate findings to appropriate stakeholders on a regular basis; seek out and maintain collaborative partnerships with family and community engagement experts in higher education, professional organizations, and community institutions.

Develop comprehensive professional learning and development plans for addressing family and community engagement.

Build meaningful relationships with educators, local, state, and federal partners, students, families, and community members to support the District's capacity to do action-based work in eliminating barriers for the District's most vulnerable families.

Monitor and evaluate progress on all initiatives and programs.

Collaborate with and provide consultation and coaching to District and site leadership to coordinate family and community engagement activities and programs, resolve issues, and exchange information and develop the shared ownership of family and community engagement across District stakeholders.

Operate a computer and assigned software programs; operate other office equipment as assigned; operate a vehicle to conduct work.

Attend and conduct a variety of meetings, conferences and events as assigned.

Perform related duties as assigned.

DEMONSTRATED KNOWLEDGE AND ABILITIES:**KNOWLEDGE OF:**

Family and community engagement theories, research, and practices.

Cultural proficiency.

Social and Emotional Learning (SEL) competencies.

Advocacy and coalition-building strategies.

Strategic planning, program evaluation, and continuous improvement processes.

Budget and fiscal requirements.

Research and data collection and evaluation methods and procedures.

Adult learning theory and techniques.

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

Policies and objectives of assigned programs and activities.

Deep knowledge of family engagement research and practice from birth through graduation

Family and community engagement principles and the ability to conduct, analyze, and utilize research to identify, build, and promote effective and equitable strategies for family and community engagement

ABILITY TO:

Design and implement effective family and community engagement policies and programs.

Learn District organization, operations, policies, and objectives.
Maintain current knowledge of program rules, regulations, requirements, and restrictions.
Supervise the performance of assigned personnel.
Gather research and analyze data for use in statistical calculations and reporting in order to meet federal and state requirements in the area of equity, diversity and inclusion.
Promote commitment to a climate of equity and inclusion.
Work with a significant diversity of individuals and/or groups.
Conduct research and analyze and interpret data.
Understand and follow verbal and written instructions.
Prepare reports and presentations that communicate effectively both verbally and in writing to administrators, staff, students and the community.
Work independently, with minimum direction, and make decisions within the framework of established guidelines.
Work effectively with all levels of District staff, parents, families, students and the community.
Analyze and resolve problems effectively while building and strengthening relationships in the process
Establish priorities and meet deadlines.
Maintain consistent, punctual and regular attendance.
Work beyond the traditional work day when work requirements necessitate
Travel for work-related purposes.
Maintain confidential records.
Operate standard office equipment including a computer and assigned software.
Manage and provide oversight in the development and implementation of action plans, as well as evaluating programmatic outcomes and staff performance
Be highly responsive – attentive and quick to respond to support others
Be flexible – Adjust and adapt appropriately to change
Be culturally responsive – able to learn from and relate respectfully to people from one’s own culture and other cultures
Be empathetic – Is able to connect with and understand the feelings of another; is able to “walk in someone else’s shoes.”
Be team-oriented – Has the perspective that collective thinking is preferred over the views of the individual, has the desire and ability to achieve consensus and involve others in decision-making, communicating openly and honestly, caring about fellow team members, being accountable for problems and trying to understand other points of view.
Be perceptive – Has the ability to discern nuance and the unseen connections within communications, actions, and body language – reading the situation and applying it to a broader context.
Take initiative – Takes on things before being asked to do so; is motivated to act when appropriate without direction
Be self-aware – Is aware of one’s own feelings, character, strengths, and challenges; has an accurate awareness of others’ perspectives/opinions of themselves
Have an awareness of mindset – Having an awareness of the lenses through which you see yourself, others, your relationships and your work
Be creative – The ability to transcend traditional ideas, rules, patterns, and create meaningful new ideas
Be curious – Is inquisitive about why and how things occur and seeks alternative, and improved methodologies
Use systems thinking – Is able to comprehend complexity by examining all parts of the whole, their individual characteristics, the interdependencies of each, and how the whole fits into a larger system
Use critical thinking – Is able to accurately conceptualize, analyze, synthesize, and evaluate information
Be resourceful – Is able to find ways and means of addressing, responding, and being attentive in a variety of situations, particularly new and complex ones
Be imaginative – Has a creative mind to think of things that are not always based on traditional, or typical constructs

Be adaptable – Is able to adjust oneself to variable conditions

Be connected – Has a sense of belonging and being connected to something greater than oneself

Have director goals – Has a clear sense of purpose

Be persistent – Is able to stick to something and continues to focus on it, particularly under conditions that are complex, unpredictable and ever-changing

Be resilient – Is able to successfully adapt in the face of trauma, adversity, and/or conditions of everyday stress

Be optimistic – Maintains a positive and favorable attitude and outlook about people and things

EDUCATION AND EXPERIENCE REQUIRED:

Position requires a Master’s degree from an accredited college or university, preferably in educational leadership or related field, five (5) years of increasingly responsible experience in site or district-level settings, including supervisory or administrative responsibilities involving the improvement of educational programs.

LICENSES AND OTHER REQUIREMENTS:

Valid California Class C driver’s license.

Valid CA Administrative Services Credential or Certificate of Eligibility for Administrative Services Credential.

WORKING CONDITIONS:

ENVIRONMENT:

Office environment.

School Site environment.

Driving a vehicle to conduct work.

BOARD APPROVED: