

## SALEM-KEIZER PUBLIC SCHOOLS JOB DESCRIPTION

04/22 <b>Effective Date</b>	Family Advocate – TAPP Program (TAPP: Tribal Attendance Promising Practices) <b>Job Title</b>	2.12.37 <b>Index</b>
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### **PURPOSE**

To improve student achievement and attendance in school by performing duties involved in planning, developing, implementing, coordinating, monitoring, and evaluating extra-curricular and supplemental activities and by providing outreach, service coordination and support for bilingual/bicultural or other students and families who may need assistance in raising student academic performance, completing high school and/or applying to higher education institutions.

### **SUPERVISION RECEIVED AND EXERCISED**

The Family Advocate receives general supervision from an assigned supervisor in coordination with the Federal Programs Coordinator. Performs tasks while under the direction of the Native Education program associate and the principal of the school(s) that the family advocate is assigned to. Methods of performing tasks are usually left to the judgement of the employee with a supervisor giving occasional instructions, advice, and decisions. Work is subject to occasional review, both while in progress and upon completion.

Exercises functional and technical supervision over volunteer staff.

### **ESSENTIAL FUNCTIONS OF THE JOB** – May include, but are not limited to, the following:

Serving as a liaison between the Native Education Program, Community Partners and Agencies, the assigned school(s), Parents and Students to provide necessary resources to the family that will support American Indian/Alaska Native student(s) academic success and improve attendance.

Operating a resource center for (all students) who are bilingual/bicultural or other students who need supplemental, education and social services to complete high school or raise their academic performance.

Assisting school staff in the development, implementation, and evaluation of educational activities and programs, including family literacy programs offered at the school for parents and other community members.

Serving as a liaison between parents and community members and other agencies and organizations.

Recruiting volunteers and coordinating community education and social services staff to provide one-to-one and group classes, programs and presentations for participants.

Scheduling, coordinating and supervising implementation of all program activities at resource center.

Working with students and their families with at-risk backgrounds to develop a comprehensive service plan for education success.

Providing information and resources to students on such topics as life building classes, case management, prevention/intervention classes, alternative educational opportunities (if appropriate), and additional social services.

Assisting students with coordination and planning activities needed to access services including transportation to school; may perform home and/or school visits.

Assisting students in obtaining emergency food, clothing, shelter, and other material needs.

Reaching out to youth who are not in school to encourage them to complete their secondary education or equivalent.

Attending staff in-services and State or agency training sessions or conferences related to responsibilities.

Maintaining accurate records of program activities; participating in program data tracking, monitoring attendance and grade progress, assisting with transportation via bus re-routing, city bus passes, and/or providing transportation in a school vehicle.

Maintaining regular and consistent attendance and punctuality.

Performing related duties consistent with job description and assignment.

## **DESIRED QUALIFICATIONS**

### **Knowledge of:**

Principles and practices of organization and coordination of school and community programs, activities and facilities

Principles and practices of planning, needs assessment, management, problem solving, supervision of volunteers, group process, and program evaluation.

Educational programs and community resources

Cultural differences

### **Ability to:**

Plan, monitor, assess and evaluate education programs and services, and adapt service models to meet individual student and family needs

Gain the confidence of and work with parents, students, and community agencies

Recruit, encourage, and promote student and family participation in education programs

Analyze problems and implement developed plans and procedures

Develop and monitor program budgets as directed

Maintain accurate records for program, personnel, and budget

Maintain a flexible work schedule which may necessitate overtime based on work demand

Attend evening meetings/presentations as necessary

Operate a computer and related peripheral equipment and software including MS Word, Excel, Publisher and Synergy

Design, compose and publish public communications with information about education programs, activities, and community resources

Maintain highest level of confidentiality in all matters relating to students and families

Communicate clearly and concisely, both orally and in writing

Establish and maintain effective working relationships with those contacted in the course of work

**Experience and Training:**

Any combination of experience and training that would likely provide the required knowledge and abilities is appropriate. A representative way to obtain the knowledge and abilities would be:

**Experience:**

Three years of progressively responsible cross-cultural community education experience.

Affiliation or experience working with Native cultures and Tribes preferred.

**Training:**

Equivalent to a Bachelor's degree with training or course work in community development, community education, community service, education or a related field; or three additional years of relevant work experience.

**Work Environment:**

Climate controlled office settings and occasional home and/or school visits. Exposure to minimal noise intensity levels.

High level of contact with students, staff, and outside agencies/community.

**Physical Requirements:**

Frequent reaching, handling, fingering, talking and hearing. Mobility to work in a typical office setting and use standard office equipment, stamina to remain seated and maintain concentration for an extended period. Hearing and speech to communicate in person or over the telephone. Vision: Frequent near acuity; occasional far acuity. Vision to read printed materials, computer screens and/or other monitoring devices.

Strength: Sedentary/Light – Exert force to 15 pounds occasionally or a negligible amount of force frequently to lift, carry, push, pull or move objects.

**Salem-Keizer School District is an equal opportunity employer.**