

Title I – Family Outreach Specialist/Family and Community Engagement Services (FACES)

Position Details

Class Code: 0151

Job Family: Para-Professional/Aides/Assistants

Classification: Support Professional

Terms of Employment: [Pay Grade 54 on the Support Professional Salary Schedule](#)

FLSA STATUS: NON-EXEMPT

Position Summary

Under general supervision, performs a variety of duties related to student achievement by assisting in promoting student, parent/guardian, and community involvement in school (i.e., family support activities and community outreach programs).

Essential Duties and Responsibilities

This list of Essential Duties and Responsibilities is not exhaustive and may be supplemented.

1. Works with individual schools, school staff, and school leaders to analyze data in order to develop, coordinate, and implement efforts to strengthen student/school partnerships and outreach activities.
2. Acts as a liaison between schools, parents/guardians, community groups, and other organizations to provide information on school programs and services and to gather or relay information on school-related matters.
3. Proactively seeks out resources, research and information on models and strategies in other school districts; changes in the field of family and student engagement; and share new learning with colleagues.

4. Coordinates and conducts parent/guardian and community involvement activities and services (i.e., Parent Advisory meetings, multicultural and social events, mentoring programs, Infinite Campus, Parent/Community Center activities, etc.).
 5. Seeks financial and collaborative commitments to support family engagement activities in schools from businesses (i.e., donors sponsorships, grant opportunities, etc.) through FACES.
 6. Gathers and analyzes information and data of parent and family engagement/involvement programs.
 7. Promotes and assists, when necessary, the encouragement of student and parent/guardian participation in school activities by ensuring dissemination and understanding of information on school or community flyers, social media, staff memos, or other pertinent correspondence.
 8. Refers students and/or parents/guardians to community agencies.
 9. Coordinates and/or attends meetings with other facilitators.
 10. Provides assistance and facilitates the resolution of student concerns with school staff, as directed.
 11. May be required to work variable hours to attend school/community events, complete community assignments, etc., as directed.
 12. May serve as a liaison between the Clark County School District and other agencies.
 13. Conforms to safety standards, as prescribed.
 14. Performs other tasks related to the position, as assigned.
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Distinguishing Characteristics

Responsible for performing a variety of duties related to student achievement by assisting in promoting student, parent/guardian, and community involvement in school activities and programs.

Knowledge, Skills, and Abilities (Position Expectations)

1. Knowledge of school and community programs, activities, and facilities.
2. Knowledge of educational programs and community resources.
3. Knowledge and understanding of the District Parent Involvement Policy (P-1140) and section 1118 of the Elementary and Secondary Education Act (ESEA).
4. Ability to develop rapport and gain cooperation of community.
5. Excellent communication and accurate writing skills.

6. Ability to work within a multi-cultural community, recognizing the sensitive nature of collaborating with people of different cultural backgrounds and expectations.
 7. Ability to work flexible hours or shifts, as directed.
 8. Ability to use technology for public presentations and knowledge of basic computer applications.
 9. Ability to conduct meetings and workshops, gather input, plan, and facilitate public gatherings, and conduct focus groups.
 10. Ability to maintain confidentiality and accurate records.
 11. Ability to meet predetermined deadlines.
 12. Ability to plan and organize work assignments.
 13. Ability to judge when to act independently and when to refer situations to an administrator.
 14. Ability to work cooperatively with employees, students, parents/guardians, and the public.
 15. Possess physical and mental stamina commensurate with the responsibilities of the position.
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Position Requirements

Education, Training, and Experience

1. High school graduation or other equivalent (i.e., General Educational Development (GED), foreign equivalency, etc.).
2. Bachelor's degree in business management, sociology, political science, education, or a related field; and,
One (1) year experience or volunteer work with education and/or community programs, which involves parents/guardians, students, business, and/or community; or,
Associates Degree in sociology, political science, education or a related field; and,
Three (3) years' experience or volunteer work with education and/or community programs, which involves parents/guardians, students, business, and/or community; or,
Five (5) years' experience or volunteer work with education and/or community programs, which involves parents/guardians, students, business, and/or community.
3. Minimum of 48 credit hours from an accredited college or university or passing score on the Educational Testing Service (ETS) ParaPro assessment.

Licenses and Certifications

A valid driver's license or state-issued identification card.

Preferred Qualifications

1. Fluent in both English and Spanish.
 2. Experience in public relations.
 3. Skilled in diplomacy, judgment, leadership, and problem solving.
 4. Ability to work under pressure, meet deadlines, and manage more than one project at a time.
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Document(s) Required at Time of Application

1. High school transcript or other equivalent (i.e., GED, foreign equivalency, etc.).
 2. Copy of a valid driver's license or state-issued identification card.
 3. College transcript(s), if applicable.
 4. Verification of passing score on the ETS ParaPro assessment, if applicable.
 5. Specific documented evidence of training and experience to satisfy qualifications.
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Examples of Assigned Work Areas

District facilities – schools and departmental offices.

Work Environment

Strength

Medium/heavy - exert force of 20-50 lbs., occasionally; 10-25 lbs., frequently; up to 10 lbs., constantly.

Physical Demand

Frequent sitting, standing, walking, pushing, pulling, carrying, crawling, stooping, kneeling, crouching, reaching, handling, repetitive fine motor activities, climbing, and balancing. Mobility to work in a typical office setting and use standard office equipment. Stamina to remain seated and maintain concentration for an extended period of time. Hearing and speech to communicate in person, via video conference and computers, or over the telephone. Vision: Frequent near and far acuity, and color vision. Vision to read printed and online materials, a Video Display Terminal (VDT) screen, or other monitoring devices.

Environmental Conditions

Climate controlled office setting with temperatures ranging from mild to moderate, cold/heat. Exposure to noise levels ranging from moderate to loud and occasional to frequent time periods.

Hazards

Furniture, playground/office equipment, communicable diseases, chemicals and fumes (as related to specific assignment), and power/hand operated equipment and machinery (as related to specific assignment).

Examples of Equipment/Supplies Used to Perform Tasks

Computers, peripheral equipment and software applications, printers, telephones, calculators, copy machines, fax machines, filing cabinets/equipment, etc.

AA/EOE Statement

The Clark County School District is proud to be an equal opportunity employer. The Clark County School District is committed to providing all applicants and employees equal employment opportunities without regard to race, color, religion, sex, gender identity or expression, sexual orientation, national origin, genetics, disability, age, military status, or other characteristics protected by applicable law. Here at Clark County School District, we are a diverse group of people who honor the differences that drive innovative solutions to meet the needs of our students and employees. We believe that through a culture of inclusivity, we have the power to reflect the community we serve.

Job Revision Information

- Revised: 03/31/23
- Created: 01/21/15