

## **SANTA CRUZ COUNTY OFFICE OF EDUCATION**

### **PROGRAM SUPERVISOR – FAMILY RESOURCE CENTER**

#### **DEFINITION**

Under general direction, organize and direct the Family Resource Center program; serve as a liaison with community agencies and resources in a training, educational and/or advisory capacity.

#### **SUPERVISION EXERCISED**

May exercise supervision over Family Resource Center staff.

#### **EXAMPLES OF IMPORTANT AND ESSENTIAL DUTIES**

Provide leadership for the Family Resource Center (FRC) program throughout the county.

Implement services to families and the community in accordance with regulations and funding requirements of the program.

Participate in the development of policies and procedures relating to the FRC programs and activities.

Assess and analyze the needs of families with infants and toddlers with special needs.

Oversee and direct program budget and contracts.

Act as a resource to the community and other staff members regarding program goals and objectives. Maintain liaison with related community agencies, media, etc. Coordinate efforts to increase awareness of program objectives.

Make presentations to schools, community groups and other organizations.

May provide supervision and training to, and evaluation of staff.

Coordinate and direct program with related tasks forces and community organizations. Coordinate with other agencies providing services to targeted population.

Prepare, write, submit and direct grants for funding of program support and resources.

Collect data and prepare reports required by grants and/or department directives.

Convene and facilitate various duties related to the FRC program. Attend Board and management meetings as required.

With direction from and in conjunction with the Special Education department, coordinate training, develop brochures and disseminate publicity through all forms of media for FRC program, projects and events.

Perform other duties as assigned.

**JOB RELATED AND ESSENTIAL DUTIES**

*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.*

**Knowledge of:**

Supervisory practices, techniques and principals, including staff training and performance evaluation.

Early intervention services and resources available to families with infants and toddlers with special needs in service delivery area.

Principles of program development, implementation and evaluation.

Grants and other funding concepts/sources.

Pertinent federal, state and local laws, codes and regulations.

Principles of budgeting and contract administration.

Modern office practices, methods and computer programs and equipment.

Principles and practices of data collection and report preparation.

**Skill and Ability to:**

Synthesize complex or diverse information; collect and research data; use intuition and experience to complement data.

Consistently at work and on time; ensure work responsibilities are covered when absent; arrive at meetings and appointments on time.

Manage difficult or emotional work related situations; respond promptly to student's needs; meet commitments in a timely manner.

Using English, speak fluently, clearly and persuasively; listen and seek clarification; participate in meetings. Using English, read and write fluently, clearly and informatively; able to read and interpret written information.

Focus on resolving conflict, not blaming; maintain confidentiality; remain open to others' ideas and try new things. Balance team and individual responsibilities; exhibit objectivity and openness to others' views; contribute to building a positive team spirit.

Prioritize and plan work activities; use time efficiently; develop realistic action plans.

Approach others in a tactful manner; react well under pressure; treat others with respect and consideration regardless of their status or position; accept responsibility for own actions; follow through on commitments.

Report potentially unsafe conditions; use equipment and materials properly.

Assess and analyze the needs of families with infants and toddlers with special needs in the service delivery area.

Research, compile and collect data and information to prepare clear and concise reports.

Work collaboratively with administrators of public and/or private agencies providing early intervention services to infants and toddlers with special needs.

Exercise good judgment, flexibility, creativity and sensitivity in response to changing situations and needs.

Adapt to changes in work environment, manage competing demands, change approach or method to best fit the situation.

Travel from work site to work site using personal vehicle.

### **EDUCATION AND EXPERIENCE**

*Any combination equivalent to experience and training that would provide the required knowledge, skills, and abilities would be qualifying. A typical way to obtain the knowledge, skills, and abilities would be:*

#### **Education:**

Bachelor's Degree with a major in child development, education or a closely related field.

#### **Experience:**

Two years of experience in administration of state and/or federally funded programs. Supervisory and grant writing experience. Targeted needs of intervention programs for children with special needs highly desirable.

#### **License or Certificate:**

Possession of, or ability to obtain, an appropriate, valid driver's license.

### **SPECIAL REQUIREMENTS**

*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 regularly required to stand and to sit, use hands to finger, handle or feel; reach with hands and arms; stoop, kneel or crouch; talk and hear. frequently required to walk, occasionally required to sit; must frequently lift and/or move up to 25 pounds, and occasionally lift or move up to 50 pounds with assistance. Specific vision abilities required by this job include close vision and distance vision. Required to operate a vehicle. The noise level in the work environment may vary.

**Approval Date:** August, 1994.

**Revision Date:** June 10, 2003 (Formerly titled: Program Coordinator – LICA/FRC)