

# **Sacramento County Office of Education Job Description**

## **Classification Title: Coordinator, Staff and Family Support**

### **DEFINITION**

Under general direction, coordinates infant, early childhood, and family support services for families of children with disabilities and/or developmental delays and staff in the Sacramento County Office of Education (SCOE) Infant Development Program (IDP) and Early Learning Programs; performs other related duties as assigned.

### **DIRECTLY RESPONSIBLE TO**

Appropriate Administrator

### **SUPERVISION OVER**

Professional, technical, and clerical personnel as assigned.

### **DUTIES AND RESPONSIBILITIES**

(Any one position may not include all of the listed duties, nor do all of the listed examples include all tasks which may be found in positions within this classification).

#### **Staff and Program Support**

- Acts as a resource for staff and families regarding mental health community programs including researching related programs and eligibility requirements for participation;
- Prepares reports related to program funding;
- Provides reflective supervision, staff development, and support to SCOE IDP and Early Learning Program Staff, including assessment, intervention, and other related trainings;
- Provides guidance to staff regarding successful conduction of home visits and providing support to families in crisis;
- Consults with team members to implement infant-family and early childhood mental health concepts;
- Assists in the planning and implementation of caregiver support activities;
- Attends meetings including participating in transdisciplinary assessment, planning and intervention representing the social emotional domain;
- Attends and may facilitate workshops, trainings, conferences, meetings, etc.;
- Coordinates early childhood mental health consultation programs including facilitating bi-weekly team meetings and completing referral intake and data entry;
- Provides mental health consultation to various SCOE Departments.

#### **Child and Family Support**

- Assists families in identifying and obtaining family centered, resource-based support and services using an asset-based approach;
- Provides culturally respectful, relationship-based interventions through individual and group instruction to families, such as Infant Massage, attachment and bonding, Pyramid model, trauma-responsive parenting, Brazelton Touchpoints, and Circle of Security Parenting;
- Participates in Individualized Family Service Plan (IFSP) meetings including transdisciplinary assessment, planning, and intervention.

### **MINIMUM QUALIFICATIONS**

#### **Education, Training, and Experience**

- Any combination of education, training and experience equivalent to a bachelor's degree in clinical services, health services, early childhood education, psychology, or a related field required. Master's degree preferred;
- Experience implementing early intervention services and home visitation programs, and administering screening tools and assessments;

- Coursework or training in relationship-based intervention and infant mental health concepts;
- Successful supervisory experience preferred.

**Knowledge of**

- Principles and techniques for providing family focused support and services, reflective supervision, and relationship-based intervention services for young children and families;
- Infant, family, and early childhood mental health concepts;
- Community social support resources;
- Current trends in early childhood special education;
- Various consultative models, including trauma-responsive strategies and practices, and the Pyramid Model;
- Developmental screening tools such as the Ages and Stages Questionnaires (ASQ);
- Challenges experienced by children and families with a wide range of support needs;
- Standard software applications and video conferencing platforms;
- Staff development, training, and support techniques.

**Skill and Ability to**

- Maintain cooperative and collaborative working relationships with families, staff, school personnel, mental health programs and community agencies;
- Communicate effectively in both oral and written forms with individuals from diverse groups;
- Plan and conduct staff development programs;
- Research, assemble, and analyze data;
- Create reports and make appropriate recommendations;
- Develop and maintain cooperative working relationships with individuals and groups;
- Work independently with limited direction;
- Maintain confidentiality and discretion;
- Evaluate and analyze complex problems, issues and concerns, recommend appropriate alternative solutions and make effective and timely decisions;
- Prepare and deliver presentations and trainings for internal and external distribution;
- Develop measurable goals and objectives, set priorities, and evaluate progress toward achievement.

**Other Characteristics**

Willingness to travel as needed to conduct work assignments and to drive or arrange for alternative transportation for such travel. Driving will require compliance with all legal requirements, including a driver's license and insurance as appropriate.

Revisions approved by Personnel Commission 9/16/25

Revisions approved by Personnel Commission 11/8/11

Approved by Personnel Commission 6/25/02