

**Job Title: Bilingual Family and Community Ambassadors**

**Definition:**

Under the supervision of site or program administrator, assists in the implementation and administration of assigned special programs or projects; enlists parental involvement in students' educational programs; performs varied tasks related to the assigned programs or projects including working with program participants and assisting in facilitating positive family, school, community and student relationships.

**Distinguishing Characteristics:**

The purpose of the Bilingual Family Ambassador is to support the implementation of the District's efforts toward building a dual capacity for engagement throughout the Lancaster School District community. The position will be responsible for supporting district and site family councils and events. Bilingual Family Ambassadors will ensure that parents, guardians, and caregivers at the school have access to the PowerSchool Parent Portal, and will act as home-to-school liaisons. They will work for the expansion of family engagement and partnership opportunities while building the capacity of families to engage with school personnel to improve outcomes for their children.

**Essential Job Duties:**

The following tasks are essential for this position. Incumbents in this classification may not perform all of these tasks, or may perform similar related tasks not listed here.

- Assist in establishing and maintaining a direct line of communication between the school site and student families.
- Attend training at the district with the various district departments.
- Assist in recruiting parents and guardian as volunteers.
- Assist with specific capacity building programs to support and empower parents, guardians, and caregivers.
- Collaborate with school staff for the purpose of developing programs and classes to support all parents/guardians/caregivers and students.
- Coordinate family participation and engagement in site councils including, but not limited to, AAAC, DELAC, PTA/PTO, Parenting Partners and School Site Council.
- Assist school/program staff in the preparation and planning of family engagement activities.
- Maintain records of family attendance at site events.
- Following up with parents on attendance at site council meetings, and items that require family engagement at the district level.
- Assist with gathering family/community feedback for site and district planning purposes.
- Attend a variety of workshops and trainings in order to better meet the needs of the community which they serve.
- Support site and district family activities, including but not limited to Welcome events, Back to School nights, Open Houses, and/or District/Site specific Family events.
- May work collaboratively with family ambassadors from other sites to extend services and support to families.
- Will assist in working with teachers to build skills in engaging and partnering with parents.

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- Will be responsible for collaborating with multiple departments in order to provide information to families via multi-media, print newsletters, and various other means of communication.
- Work with the Welcome and Wellness Center to provide community resources to families, and making those resources available to school sites.
- Perform other related duties as assigned.

**Minimum Knowledge, Skill and Ability to:**

**Knowledge of:**

1. Interpersonal skills.
2. Use of tact and patience, as well as maintaining professional courtesy with families.
3. Modern business English, office procedures, and computer equipment
4. Community agencies, and the ability to get in contact with them matching need with service.

**Ability to:**

1. Must read, write and speak English and Spanish fluently and be able to perform a variety of written translations.
2. Initiate correspondence using correct grammar, spelling, and punctuation in Spanish and English.
3. Maintain confidentiality with both school staff and families.
4. Operate office equipment.
5. Accurately maintain records.
6. Able to utilize word processing applications.

**Training and Experience:**

Any combination equivalent to training and experience that could likely provide the required knowledge, skills and abilities would be qualifying. A typical way to obtain the knowledge, skills and abilities would be a high school diploma or equivalent.

**Desired Qualifications:**

- Some clerical experience desired.
- Knowledge of Microsoft word, and Excel as well as Google applications
- Ability and willingness to attend trainings at the district office, and through outside agencies.
- Ability to work evenings and/or Saturdays for family events such as back to school, open house and family nights.

**Physical Requirements and Working Conditions:**

- Require vision (which may be corrected) to read small print.
- Require the mobility to stand, stoop, reach and bend. Require mobility of arms to reach and dexterity of hands to grasp and manipulate small objects
- Perform work, which may require sitting for prolonged periods
- Is subject to inside environmental conditions
- May be required to work at a computer terminal for prolonged periods

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- Will be required to have live scan fingerprinting completed and cleared prior to beginning work
- May be required to take and pass physical examination.
- Will be required to have live scan fingerprinting completed and cleared prior to beginning work
- May be required to work evenings or weekends
- May be required to attend periodic evening meetings and/or travel within and out of District boundaries to attend meetings
- Must have a valid California driver's license and be insured
- Utilize own vehicle for transportation as needed

Range: 23

**PHYSICAL REQUIREMENT INFORMATION**

| <b>Physical Demands:</b> | <b>HPD = Hrs. Per Day</b> |                             |                       |
|--------------------------|---------------------------|-----------------------------|-----------------------|
| +                        | Rarely<br>(0 – 1.5 HPD)   | Occasionally<br>(1.5-3 HPD) | Frequently<br>(3 HPD) |
| Sitting                  |                           | X                           |                       |
| Standing                 |                           | X                           |                       |
| Walking                  |                           | X                           |                       |
| Bending (neck)           |                           | X                           |                       |
| Bending (waist)          |                           | X                           |                       |
| Kneeling                 | X                         |                             |                       |
| Reaching                 | X                         |                             |                       |
| Stooping                 | X                         |                             |                       |
| Crawling                 | X                         |                             |                       |
| Twisting (back & neck)   | X                         |                             |                       |
| Climbing                 | X                         |                             |                       |
| Pushing/Pulling          |                           | X                           |                       |

| <b>Lifting</b> |                      |                              |                          | <b>Carrying</b>      |                               |                       |
|----------------|----------------------|------------------------------|--------------------------|----------------------|-------------------------------|-----------------------|
|                | Rarely<br>(0-1.5HPD) | Occasionally<br>(1.5 – 3HPD) | Frequently<br>(3 – 6HPD) | Rarely<br>(0-1.5HPD) | Occasionally<br>(1.5 – 3 HPD) | Frequently<br>(3 HPD) |
| 0–10 lbs.      |                      | X                            |                          |                      | X                             |                       |
| 11–25 lbs.     |                      | X                            |                          |                      | X                             |                       |
| 26–50 lbs.     | X                    |                              |                          | X                    |                               |                       |
| 51–75 lbs.     | X                    |                              |                          | X                    |                               |                       |

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| <b>Mental Demands:</b> | Rarely (0 – 1.5<br>HPD) | Occasionally(1.5 – 3<br>HPD) | Frequently(3 HPD) |
|------------------------|-------------------------|------------------------------|-------------------|
| Problem Solve          |                         |                              | X                 |
| Make Decisions         |                         |                              | X                 |
| Interpret Data         |                         | X                            |                   |
| Organize               |                         |                              | X                 |
| Write                  |                         | X                            |                   |
| Plan                   |                         | X                            |                   |
| Multi-Task             |                         |                              | X                 |

| <b>Equipment Use:</b> | Rarely (0 – 1.5<br>HPD) | Occasionally(1.5 – 3<br>HPD) | Frequently (3 HPD) |
|-----------------------|-------------------------|------------------------------|--------------------|
| Telephone             |                         | X                            |                    |
| Copier                | X                       |                              |                    |
| Computer              |                         | X                            |                    |
| FAX Machine           | X                       |                              |                    |
| Radio                 | X                       |                              |                    |