



## **Family Advocate - Early Learning**

### **BASIC FUNCTION**

Under general direction of the Administrator, the Early Learning Family Advocate provides assistance in developing an effective working relationship between parents, schools, home and community groups; ensures all documentation is completed in accordance with program, federal, state, and district requirements through appropriate systems such as Child Plus and the District's student information system.

### **REPRESENTATIVE DUTIES**

*The classification specification does not describe all duties performed by all incumbents within the class. This summary provides examples of typical tasks performed in this classification.*

#### **Student Monitoring and Supports**

- Collaborate with education supervisors, teachers, inclusion and mental health managers, and mental health consultants to ensure each student is placed into an appropriate classroom, taking into consideration the needs and culture of the student and their family. "E"
- Monitor student attendance, contacting families when students reach absence thresholds; create an attendance plan with the family. "E"
- Provide 1:1 support to students having a hard time in class; coordinate support and communication with families and Early Learning staff. "E"
- Identify students who are receiving services through Multnomah Early Childhood Program (MECP) and provide support of the partnership including regular collaboration and communicate with program staff and families. "E"
- Provide technical assistance and support to District staff in culturally appropriate services to limited English proficient students; coordinate translation services for parent meetings. "E"
- Collect, enter, maintain, and use data including enrollment information, student immunization, health care screenings, and more; create student and family files, ensuring proper documentation is kept and maintained in appropriate files in accordance with program, district, state, and federal guidelines. "E"
- Motivate students and families and promote the importance of education, academic achievement, self-esteem, positive behavior and regular school attendance; meet with students as directed to discuss attendance, behavioral and academic concerns. "E"

#### **Family Assistance & Supports**

- Through regular home visits, perform wellness checks, administer a needs assessment at least twice a year, follow up on critical concerns or items; with the family, create, monitor and report on a measurable family goal. "E"
- Support students and families in completing social emotional and behavioral ASQ's; provide support, guidance and referrals for programs that families may be eligible for such as free and reduced lunch, homelessness supports, and more; assess health needs and provide referrals for needed providers and ensure well child check ups are completed; provide culturally responsive and appropriate trauma-informed emotional support as well as assist with referrals. "E"

- Assist in coordinating transportation and delivery of necessary items such as food boxes, clothes and cleaning items; support families with bus tickets and developing a plan for student's transportation to and from school including during inclement weather. "E"
- Schedule and facilitate regular parent meetings such as weekly coffee chats with program mental health team, teacher and staff meetings, winter resource planning, and more; secure meeting location and ensure childcare and food are provided. "E"

#### **Enrollment & Recruitment to Early Learning Program**

- Provide support to recruit and enroll students to Early Learning programs through participation at community and school events and canvassing; support families in determining program eligibility and completing enrollment paperwork; provide information and assist families in enrolling for district and community summer programs; participate in student enrollment events and registration days. "E"
- May be asked to attend school improvement team, student individualized educational plan (IEP) meetings, and other team and teacher meetings as requested by school leadership or parents to provide support; assist in coordinating external providers participation in requested meetings. "E"

#### **Program and District**

- Demonstrate a commitment to the Portland Public Schools Equity Initiative by developing a thorough knowledge and application of the district Racial Educational Equity Policy and other board policies; participate in staff development, in-services and trainings related to diversity, equity and inclusion in the workplace and in K – 12 education; model appropriate behaviors; develop, recommend and implement improvements to educational practices with awareness and understanding of their impact in a racially and culturally diverse community. "E"
- Participate in trainings, in-services, workshops and meetings related to assigned activities. "E"
- Perform related duties as assigned.

*Note: At the end of some of the duty statements there is an italicized "E", which identifies essential duties required of the classification. This is strictly for use in compliance with the Americans with Disabilities Act.*

#### **KNOWLEDGE AND ABILITIES**

##### *Knowledge of:*

- PPS Pre-K program enrollment requirements.
- Effective oral and written communication skills.
- Family engagement and student recruitment strategies.
- De-escalation and problem solving strategies.
- General principles of child adolescent behavior and development.
- Conflict resolution techniques.
- Multi-cultural and multi-ethnic communities within and surrounding the PPS boundaries.
- One-on-one and group facilitation techniques.
- Oral and written communication techniques.
- Correct oral and written usage of English language.
- Report writing and recordkeeping methods and techniques.
- Operation of a variety of office equipment including a computer and assigned software.

##### *Ability to:*

- Work with and care for young children in a positive and supportive manner .
- Ability to collect and summarize data clearly and concisely in written form.

- Comply with all applicable district, state, and federal policies, procedures, and regulations.
- Advocate, model and implement Portland Public School's Equity Initiative and board policies.
- Maintain confidentiality and demonstrate discretion, initiative and good judgment.
- Understand and follow established program and district policies and procedures as stated in the operations manual, staff and family handbooks, and other policy guidelines.
- Work cooperatively with various internal and external stakeholders.
- Operate standard office and computer equipment.
- Model positive health and hygiene habits.
- Exercise careful judgment, diplomacy, discretion, confidentiality, and initiative in the performance of all duties involving students, families, colleagues, and the public.
- Use a variety of technologies and software programs, such as Microsoft Office Suite, Google Suite, PeopleSoft, district payroll systems and other software programs.

### **EDUCATION AND EXPERIENCE**

The completion of the equivalent to graduation from high school, supplemented by two (2) years of college-level coursework in Education, Counseling, Psychology, Sociology, Criminology, Social Work or related field is required.

One (1) year of experience working with children and/or adolescents to effect positive academic, social and/or emotional life-skills behaviors is required. Experience serving the needs of a richly diverse student and community population is highly desirable.

*Any other combination of education, training and experience which demonstrates the candidate is likely to possess the skill, knowledge, ability and trait characteristics essential for this classification may be considered.*

### **Special Requirements:**

Work hours may include on- and off-campus evening and weekend activities and meetings and district, school and student functions.

Some positions in this classification may require the use of a personal automobile and possession of a valid Class C Oregon driver's license.

Some positions in this classification may require the ability to read, write and speak in a language other than English.

### **WORKING CONDITIONS**

*The conditions herein are representative of those that must be met by an employee to successfully perform the essential functions of this job. Persons with certain disabilities may be capable of performing the essential duties of this class with or without reasonable accommodation, depending on the nature of the disability.*

**Work Environment:** Work is performed primarily in an office setting, on a school campus environment and occasionally a community setting with extensive student, parent and public contact and frequent interruptions.

**Hazards:** Potential conflict situations.

**Physical Demands:** Primary functions require sufficient physical ability and mobility to work in an office, school campus or community setting; dexterity of hands and fingers to operate a computer keyboard and other office equipment; sitting, standing and walking for extended periods of time; kneeling, bending at the waist; lifting, pushing, pulling and carrying school equipment, supplies and materials weighing up to 25 pounds; repetitive hand movement and fine coordination to use a computer keyboard; emotional stability to work effectively under

pressure and to keep all aspects of the job under control; hearing and speaking to exchange information in person or on the telephone; seeing to read, prepare and assure the accuracy of documents.

**Remote Work Eligibility:** Direct student supports.

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FLSA: Non-Exempt

Approval Date: February 2024

Bargaining Unit: PFSP

Salary Grade: Per contract

Work Year(s): 192, 260

**Portland Public Schools recognizes the diversity and worth of all individuals and groups and their roles in society.** The District is committed to equal opportunity and nondiscrimination in all its educational and employment activities. The District prohibits discrimination based on race; national or ethnic origin; color; sex; religion; age; sexual orientation; gender expression or identity; pregnancy; marital status; familial status; economic status or source of income; mental or physical disability or perceived disability; or military service (Board of Education Policy 1.80.020-P).

Human Resources partners with district leadership to recruit, develop, and support a culturally diverse workforce dedicated to the highest standards of equity and achievement that creates an environment of empowerment and success for our students, employees, and the communities we serve.