



**BERKELEY UNIFIED SCHOOL DISTRICT**  
**Human Resources Department**

**CLASSIFICATION AND  
 POSITION DESCRIPTION**

TITLE:	<b>Director, Family Engagement &amp; Equity</b>	REPORTS TO:	<b>Superintendent or Designee</b>
DEPARTMENT/SCHOOL:	<b>Office of Family Engagement &amp; Equity</b>	CLASSIFICATION:	<b>Classified Management (Non-Rep)</b>
FAIR LABOR STANDARDS ACT CLASSIFICATION:	<b>Exempt</b>	WORK YEAR: HOURS:	<b>12 months/Calendar 2002 8 hours per day or duty days/hours as assigned</b>
APPROVED: Board Commission	<b>5-19-21 7-01-21</b>	SALARY GRADE:	<b>Schedule: 52 Range: 85</b>

**BASIC FUNCTION:**

Develop, implement, coordinate and evaluate systems designed to increase family engagement and enhance educational equity and student achievement through a holistic view of the Berkeley Unified School District (BUSD) resources; ensure the provision of supplemental offerings to families and students in need of academic, behavioral and/or emotional support; lead the District's work in the identification and collection of data about families' experiences in BUSD, with particular attention to the families of prioritized students; increase involvement of parents District-wide; train and evaluate the performance of assigned personnel; provide Cabinet-level leadership in the service of families; and perform related duties as assigned.

**REPRESENTATIVE DUTIES:****ESSENTIAL DUTIES:***Direct Systems of Support for Families*

- Articulate a clear vision for the Office of Family Engagement and Equity (OFEE), including services that all schools should have, as well as measures of the availability and effectiveness of these services
- Analyze student, staff, family, and community needs and support school and district leaders to understand these needs through the creation of communications, reports, and metrics
- Work collaboratively with school leaders and the Berkeley Research, Evaluation, and Assessment (BREA) team, support the identification of prioritized students and families
- Coordinate targeted support to families of focus students who need academic, behavioral and/or emotional support
- Develop, implement, coordinate and evaluate systems designed to increase family engagement and enhance educational equity to enhance student achievement
- Work collaboratively with various departments and agencies to develop a systematic response, support, and information system for families of students who would benefit from intervention
- Maintain accurate records about the provision of OFEE services to families for the purpose of ensuring a comprehensive approach by the District
- Develop metrics and feedback information for schools to ensure the creation and maintenance of welcoming school environments for participating families

- Support non-English speaking families to obtain essential District services in the families' primary languages; identify and respond to the cultural and linguistic needs of students and their families to improve their academic experience
- Attend and participate in School Attendance Review Board (SARB), School Attendance Review Team (SART), equity team and other meetings as assigned
- Prepare and maintain electronic records and reports related to assigned activities; analyze data and prepare summary reports for the Superintendent and Board of Education; prepare agendas for meetings; prepare parent contact sheets; prepare an annual report of OFEE activities and accomplishments.
- Work with other district administrators; coordinate OFEE activities and District parent leadership committees, including but not limited to DELAC and PAC and site level equity programs, such as the African American Success Project, AVID, Bridge and PUENTE.

#### Direct District-Level Family Empowerment Activities

- Work collaboratively with school and district leaders to coordinate parent, community, and agency organizations to support students and families
- Develop and lead family education seminars and series, with an emphasis on supporting the needs of families of prioritized students
- Work collaboratively with the Special Education department to develop and lead education seminars and series for families of students with disabilities
- Ensure that the district's and schools' efforts to support families are inclusive, and are comprised of activities focused on African American and Black families, Latinx families, English Learners, Arabic speaking families, and AAPI families.
- Develop and direct the district's "Ed Hub" - a culturally and linguistically responsive, full-service central location for families to receive educational support and materials, technology support, referrals for services, and advice; ensure schools have and distribute information about Ed Hub services

#### Direct OFEE Staff Towards Continuous Improvement

- Train and evaluate the performance of assigned personnel; interview and select employees and recommend transfers, reassignment, termination and disciplinary actions; assign employee duties and review work for accuracy, completeness and compliance with established requirements
- Communicate with school leaders, including parent committee leaders, about OFEE activities
- Through the development of a uniform method, solicit feedback from school leaders about the performance of OFEE staff, and ensure that each liaison is working in partnership with school leaders;

#### Direct Staff Training on Family Partnership and Empowerment

- Collaborate with the Education Services department and Berkeley High School to integrate culturally-responsive family engagement strategies into trainings to transform instructional practices to meet the needs of focus students
- Develop accountability systems that address District-wide cultural competence; develop and coordinate the evaluation of the systems to monitor effectiveness and quality of services and use feedback from staff, families, and students to make necessary improvements

- Provide training on educational and service-oriented strategies to staff, students, and families to support cultural and linguistic differences and to create environments where diversity is celebrated
- Through surveys or other means, conduct audits of culturally-responsive systems implementation and work with other managers to improve systems to support students, families, teachers, administrators, and other employees
- Coordinate direct support to individual schools to create supportive and affirming cultural climates which provide educational opportunities for all students to achieve their full potential in ways that are culturally-appropriate and personally-affirming

Direct Community Partnerships Related to Family Support

- Working with the Education Services department, including Student Services, develop partnerships with external organizations with expertise to provide academic, mental health, and wrap-around support to families in need
- Maintain effective relationships with community and advocacy organizations with the Berkeley community, as well as City of Berkeley agencies; examples of these groups include Healthy Black Families, Latinos Unidos de Berkeley, AAPI leadership groups, etc.
- Support with districtwide culturally affirming celebrations such as the Black History Oratorical Festival, AAPI Heritage Month, Latinx Heritage Month, and the Cesar Chavez and Dolores Huerta Commemorative Period.

OTHER DUTIES

- Perform related duties as assigned

**KNOWLEDGE AND ABILITIES:**

KNOWLEDGE OF:

Federal, state, local, and District laws, regulations, policies and practices related to assigned activities  
Principles, strategies, and practices of adult learning theories, group-process facilitation, conflict resolution, and public outreach

Methods to interpret apply and explain rules, regulations, policies, and procedures

Evidence based family engagement frameworks

Data analysis and presentation techniques

Principles of budgeting, as well as common budgeting and personnel practices in public education settings

Principles and practices of supervision and training

Public speaking techniques

Technical aspects of field of specialty

Operation of a computer and assigned software

Oral and written communication skills

Interpersonal skills including tact, patience and courtesy

**ABILITY TO:**

Coordinate activities with multiple and diverse stakeholders and facilitate productive partnerships and networks

Train and evaluate the performance of assigned staff

Develop, manage, and evaluate complex operations

Utilize data management systems to access a variety of records such as state/local assessments, discipline, and attendance as a basis for data-based decision-making

Analyze difficult and complex issues identifying logical solutions and appropriate course of action based on objective data

Operate standard office equipment including a computer and assigned software; drive a vehicle to various sites to conduct work

Organize and coordinate District-wide events

Work independently with little direction Prioritize and complete multiple and competing tasks in a timely manner

Be a positive change agent and an effective leader with diverse groups across race, ethnicity, religion, gender, class, and sexuality

Build positive and productive relationships with students, parents, staff, and community members

Communicate effectively orally and in writing

Prepare presentations and use expert facilitation skills

Maintain confidentiality of sensitive information

Understand, interpret, apply, and articulate regulations and policies related to assigned activities

Operate a computer and assigned office equipment Meet schedules and time lines

Plan and organize work Prepare detailed and concise records, files and reports

**EDUCATION AND EXPERIENCE:**

Any combination equivalent to a bachelor's degree in a related field and three years of experience with services/programs to increase family engagement, enhance student achievement, and develop cultural/linguistic support systems

**LICENSES AND OTHER REQUIREMENTS:**

- Valid California driver's license;
- Incumbents in this classification may be required to speak, read and write in a designated language other than English

**WORKING CONDITIONS:**

- Driving a vehicle to conduct
- Work evening or variable hours

**PHYSICAL DEMANDS:**

- Hearing and speaking to exchange information and make presentations
- Seeing to read a variety of materials
- Dexterity of hands and fingers to operate a computer keyboard
- Sitting or standing for extended periods of time