



Santa Rosa City Schools

Classification Description

Job title:	Migrant Education Family Support (MEFS)	Department:	MultiLingual
Reports to:	Coordinator, MultiLingual & Equitable Services	FLSA Classification:	Non-Exempt
Bargaining Unit:	CSEA 75	Work year:	10 months
Salary Range	CSEA Range 20	Board Approval:	5/28/25

Primary Function:

Under the general supervision of the MultiLingual & Equitable Services Department, the Migrant Education (ME) Family Support provides supplemental academic and support services and advocacy for migrant students PK to Out-of-School Youth in collaboration with parents, schools and community agencies.

The ME Family Support works closely with local, district, state and site-level sites and programs that serve unduplicated pupils, with a focus on Migrant populations (may also be unhoused). The ME Family Support collaborates with district and site-level staff to ensure that children of migratory workers receive the necessary educational support and resources to overcome challenges related to frequent moves, cultural barriers, and language differences, allowing them to meet the same academic standards as all students and ultimately graduate. The ME Family Support provides equitable access to quality education for a population that faces unique obstacles due to their mobile lifestyle by providing support, information and assistance to families and making referrals to appropriate community resources and public assistance agencies. The ME Family Support facilitates required parent meetings with training based on need as well as parent involvement in school activities and is able to perform a variety of tasks relative to assigned area of responsibility, including but not limited to skilled clerical tasks in support of the district programs.

The ME Family Support is able to communicate oral, visual and written materials accurately and fluently; fluency in a language other than English (preferably Spanish) is preferred given the high population of Spanish speakers represented in migratory families. The ME Family Support communicates with parents regularly via electronic platforms (i.e., ParentSquare), meetings (both virtually and in person), and phone calls regarding attendance, referrals, support programs, and student wellness.

Distinguishing Characteristics:

The ME Family Support is responsible for providing support and serves as a liaison for the district, school, students, and parents. The ME Family Support monitors migrant students' academics as well as attendance/tardies, and collaborates with district-level and site-level staff to target students who may be in need of greater support, information or resources, such as interventions, appropriate public assistance and community organizations. The ME Family Support has a flexible schedule to facilitate and help coordinate parent involvement in student educational activities and to perform duties for family outreach, which may include site visits, parent meetings with parents and schools, parent meetings at home or in the community, conferences/professional learning opportunities that include parents, etc.

The ME Family Support is distinguished from Family Engagement Facilitators or ELL Support Program & Support Technicians in the district in that the Support works directly with Migrant families throughout the entire district in partnership with the Region 2 Butte County Office of which Santa Rosa City Schools is a consortium. This role

provides additional support to site-level staff in areas of engagement, attendance, academic achievement, and intervention, including, but not limited to, unduplicated pupils facing more than one challenge. This targeted focus and support brings together a sense of community for this historically underserved community, meets the objectives of the grant under which the program is funded, and includes regular field work and office duties.

Essential Job Functions include, but are not limited to the following:

The duties listed below are intended only as illustrations of the various types of work that may be performed. The omission of specific statements of duties does not exclude them from the position if the work is similar, related or a logical assignment to this class.

1. Works with, maintains, and facilitates Centralized Migrant Ed Support

- Serves as a representative of a network of Migrant Education Support whose primary function is to support Migrant families and youth in receiving the necessary educational support, advocacy and resources to overcome challenges related to the migratory nature of their lifestyle, allowing youth to meet the same academic standards as all students. By making referrals to appropriate community resources and public assistance agencies, and providing resources, assistance and support to equitable access to quality education through Centralized Migrant Education Support, families and youth have support, they know they can rely on and go to regularly.
- Prepares and presents information in Spanish and English to appropriate community resource agencies and school meetings about the Migrant Education Program designed to support and assist students (i.e., Counselors, Administrators, Site-based Family Engagement Facilitators, District staff, Student Study Team, IEPs, etc.).
- Collaborates and facilitates parent involvement; helps coordinate parent participation at district and site meetings; assists with parent education workshops and representative meetings and training, including the preschool preparedness program (Pasitos Cientificos), Academic Interventions provided after school, Migrant Education Parent Institute in partnership with Sonoma County Office of Education and Butte County Migrant Education Program; helps prepare and distribute materials and handouts; builds, maintains, uses and trains parents on the Migrant Education ParentSquare communication groups; helps coordinate required Parent Advisory Committee (PAC); notifies parents of district and Migrant Education PAC meetings; creates parent involvement invitations, meeting minutes for PAC, and recognition awards; assists parents in completion of paperwork, including but not limited to student registration, health insurance applications and immigration paperwork; may assist parents in making appointments (i.e. doctor, dentist, etc.).

2. Serves as a liaison between administrators, faculty, staff, parents, and the community

- Collaborate with Butte County’s Migrant Education staff. Prepares letters and notices and makes calls to parents; may conduct home visits.
- Monitors student attendance and tardiness and prepares regular reports for the various Migrant Education intervention sessions using district and Migrant Education databases; calls parents to verify absences of identified students and to see what barriers exist that could be addressed to have the student return to school regularly and on time, and collects documentation to identify and reduce barriers to students academic success and long-term attendance in the program and at school.
- Research and/or work in coordination with the Butte County Migrant Education team to identify and distribute as relevant potential community resources for Migrant families.
- Refers families to appropriate community resource and public assistance agencies
- Regularly prepares, updates and distributes resource manuals to sites about the Migrant Education program and services provided to students and families.
- May assist with parent-teacher conferences or other site-level meetings when appropriate, and when other site-level resources have been provided and applied, in supporting Migrant Education families and youth.
- Refers students to Child Protective Services in accordance with legal requirements.
- Maintains confidential student lists; enters information into student information systems on a monthly basis ensuring accurate identification, recruiter and eligibility.

- Attends meetings, workshops, committees, training sessions and conferences as required; prepares materials and handouts; provides translation for Migrant family meetings as needed.
- Assists with organizing and coordinating community and district special events; compiles and distributes community information to families at community-wide events.
- May greet students and parents before and after school and sign-in parents at the school as this encourages attendance and academic achievement.

3. Assists administrators, faculty, and staff within the Multi-Tiered Systems of Support (MTSS), Including local, state-wide, district-wide, and school-wide programs

- Works closely with the Migrant Education Teacher on Special Assignment (TOSA) to support and communicate to families the work with first-quality instruction, Tier 1, strategies implemented at sites to support student achievement.
- Helps coordinate and attend meetings and appointments for Migrant Education students (i.e., SSTs, IEPs, 504s), using communication strategies through phone, text, mail, email, and other platforms to invite parent participation.
- Prepares information, packets and materials for meetings mentioned above; researches, gathers and inputs relevant data prior to and after the meeting(s).
- Provides/prepares other relevant statistical data and creates reports, findings, and recommendations
- May respond to questions from families and other representatives regarding the use of MTSS as it relates to the Migrant Education Program and/or student(s).
- Creates and/or translates correspondence to parents, students, teachers, and administrators.
- Completes annual Individual Needs Assessments/Individual Learning Plans (INA/ILP) based on one-on-one family interviews for all Migrant Education students.
- Based on identified needs in the INA/ILP, follows up with community resources to make connections and referrals to Migrant families.
- Communicates to families through multiple and ongoing modalities (i.e., texts, phone calls, email, ParentSquare) with information and invitations for student participation in academic interventions, invitations to PAC meetings.
- Reinforces consistent attendance by making calls to parents and offering information and resources; keeps updated communication notes.
- Supports district, site and community events with the creation of flyers via Canva and sending flyers via ParentSquare as well as posting on the program's webpage.
- Meets with and trains Migrant Education program students participating in intervention sessions as needed to get connected (i.e., connecting unhoused, migrant families to hotspots, if needed).
- Coordinates the Migrant Education 9th-grade Onboarding Program in collaboration with the Migrant Education TOSA and Butte County's Intervention Specialists; meets with 9th grade migrant students to support in their onboarding to 9th grade on bi-weekly basis; completes student intake forms; tracks students progress (i.e., attendance, grades, missing assignments) to support students in academic success.
- Communicates with student families to engage families in students' progress monitoring.
- Supports and advocates for students with counselors, teachers and administrators.

4. May perform other duties related to this job description.

MINIMUM QUALIFICATIONS

Education and Experience

Graduation from high school or G.E.D. equivalent is required. Additional college-level coursework in psychology, human development, sociology, police science or a closely related field (social services), at least two years of progressively responsible experience working with high-risk children or adolescents in an organized setting; or some combination of education, training and experience that produces the requisite knowledge and ability is desired. Experience in performing clerical responsibilities and experience in a public agency or school district is preferred.

Is knowledgeable of the district testing program; possesses good communication skills, is able to perform basic arithmetic functions. Ability to: score tests quickly and accurately; communicate results to students, parents, and teachers in an effective manner; prepare correspondence; maintain files and records on student progress; follow-up as necessary to assure students are given a chance to take the district tests; work cooperatively with parents, students, and teachers promoting a positive image for the testing programs; collect and organize data; type a minimum of 50 words per minute desired.

Licenses/Certifications:

A valid California Class C driver's license, a good driving record and the ability to maintain insurability under the District's vehicle insurance policy.

Abilities/Skills/Knowledge

- Takes personal safety precautions and procedures in potentially volatile or dangerous situations
- Knowledge of community resources and agencies
- Uses basic methods for assessing child and family needs for appropriate social service referrals
- Applies basic facilitation, negotiation and conflict resolution techniques
- Knowledge of values, problems and concerns of various cultural groups living in the community
- Ability to organize, set priorities and exercise sound judgment within areas of responsibility
- Able to read, become knowledgeable, understand, interpret, explain and apply school programs, district policies, procedures and guidelines, state laws and Education Code provisions
- Utilize listening, negotiation, persuasion and counseling skills in contacts with students and parents/guardians on difficult, sensitive and confidential matters, sometimes involving issues that are emotionally upsetting
- Obtain and accurately assess information, some of which may be highly sensitive or confidential, via telephone contacts and home visits
- Interact effectively with parents and children of diverse backgrounds, experiences and interests
- Recruit and maintain the interest of parents and help increase their participation in school
- Communicate clearly and concisely, both orally and in writing, in English and a designated second language as needed.
- Operate a computer, using standard business software.
- Develop and maintain files, records and reports
- Maintain detailed documentation.
- Exercise tact, objectivity, sensitivity and judgment in dealing with a variety of people in a variety of situations
- Establish and maintain effective working relationships with administrators, faculty, staff, probation officers, law enforcement, representatives of other public and governmental agencies, parents, students, the public and others encountered in the course of work, some of whom may be upset and abusive.

Working Conditions

While performing the duties of this class, the employee is regularly required to use written and oral communication skills in two languages; read and interpret complex data, information and documents; analyze and solve problems; observe and interpret people and situations; use math and mathematical reasoning; learn and apply new information or skills; perform highly detailed work on multiple, concurrent tasks with constant interruptions; work under intensive deadlines and interact with administrators, faculty, staff, probation officers, law enforcement, representatives of other public and governmental agencies, parents, students, the public and others encountered in the course of work, some of whom may be upset and abusive.

The work environment characteristics described here are representative of those an employee may encounter while performing the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Employees typically work in a school office that is subject to interruptions and noise; willingness to serve at more than one school site and work variable hours as needed.
- Hours may vary to meet school needs.
- Some local and out-of-county travel may be required for the purpose of meetings, events and other activities.

Physical Abilities

- While performing the duties of this class, an employee is regularly required to sit; talk or hear, in person, in meetings and by telephone; use hands to finger, handle, feel or operate standard office equipment; and reach with hands and arms. The employee is frequently required to walk and stand. Specific vision abilities required by this job include close vision and the ability to adjust focus.
- Sitting for extended periods of time.
- Walking for extended periods of time.
- Dexterity of hands and fingers to operate a computer keyboard, mouse, and other devices.
- Able to lift up to 25 pounds.

WORK ENVIRONMENT:

Performance of the essential job functions involves typically working in an environment as described here below.

Environmental Demands

Factor	Y	N	If yes, describe
Driving cars, trucks, forklifts and other equipment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Working around equipment and machinery	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Office equipment
Walking on uneven ground	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Outdoor surfaces
Exposure to excessive noise	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Yelling, screaming
Exposure to extremes in temperature, humidity, wetness	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Outdoor conditions
Exposure to dust, gas, fumes, or chemicals	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Working at heights	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Operation of foot controls or repetitive foot movement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Use of special visual or auditory protective equipment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Working with biohazards	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Bodily fluids

PHYSICAL DEMANDS:

Performance of the essential job functions typically requires the physical demands as described here below.

Category	Never	Rare <10%	Occas. to 33%	Freq. to 66%	Cont. > 66%
Sitting				X	
Walking				X	
Standing			X		
Bending (Neck)			X		
Bending (Waist)			X		
Twisting (Neck)			X		
Twisting (Waist)		X			
Squatting		X			
Climbing		X			
Kneeling		X			
Crawling	X				
Repetitive use of Hands?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No				
	D = Dominant Hand ND = Non-Dominant hand				
Simple Grasping (D)			X		
Simple Grasping (ND)			X		
Power Grasping (D)		X			
Power Grasping (ND)		X			
Fine Manipulation (D)			X		
Fine Manipulation (ND)			X		
Pushing & Pulling (D)		X			
Pushing & Pulling (ND)		X			
Reaching- Above Shoulder		X			
Reaching- At/Below Shoulder			X		

LIFTING

	Never	Rare <10%	Occas. to 33%	Freq. to 66%	Cont. > 66%
1-10 lbs			X		
11-25 lbs		X			
26-50 lbs	X				
51-75 lbs	X				
76-100 lbs	X				
100+ lbs	X				

CARRYING

	Never	Rare <10%	Occas. to 33%	Freq. to 66%	Cont. > 66%
1-10 lbs			X		
11-25 lbs		X			
26-50 lbs	X				
51-75 lbs	X				
76-100 lbs	X				
100+ lbs	X				

NOTE:

This Employer is an equal opportunity employer. In compliance with the Federal and State disability laws, this employer understands they have a responsibility to consider reasonable accommodations for individuals with disabilities.