

CLASS SPECIFICATION

Supervising Resident Initiatives Coordinator

Code Number: _____

GENERAL PURPOSE

Under general supervision, supervises and participates in performing difficult responsible professional duties in the design, development, implementation, monitoring and evaluation of Family Self-Sufficiency (FSS) programs and services to promote and enhance client economic self-sufficiency and quality of life; manages the development and operation of Learning Opportunity Centers (LOCs); performs counseling and case management services for assigned FSS client groups; and performs related duties as assigned.

DISTINGUISHING CHARACTERISTICS

A Supervising Resident Initiatives Coordinator is responsible for the overall design, development, implementation, monitoring and evaluation of outcomes of educational, social service, employment support and other services provided through the Family Self-Sufficiency program to assist the Commission's rental assistance and public housing clients in achieving economic self-sufficiency and/or in enhancing the healthiness of their neighborhoods and quality of their personal lives. The incumbent has overall responsibility for the FSS program and is expected to provide leadership and integration of unit priorities and staff activities to ensure planned program and client outcomes are achieved.

Supervising Resident Initiatives Coordinator is distinguished from Senior Resident Initiatives Coordinator by the incumbent's unit supervisory responsibility for FSS programs, LOCs and supportive services and assigned staff.

ESSENTIAL DUTIES AND RESPONSIBILITIES

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 position.

Plans, organizes, controls, integrates and evaluates the work of assigned staff; with staff, develops, implements and monitors work plans to achieve section or unit goals and objectives; contributes to the development of and monitors performance against the annual section budget(s); supervises and participates in developing, implementing and evaluating plans, work processes, systems and procedures to achieve annual goals, objectives and work standards.

Plans and evaluates the performance of assigned staff; establishes performance requirements and personal development targets; regularly monitors performance and provides coaching for

performance improvement and development; recommends compensation and provides other rewards to recognize performance; subject to management concurrence, recommends disciplinary action, up to and including termination, to address performance deficiencies, in accordance with Commission personnel policies and Memoranda of Understanding.

Provides day-to-day leadership and works with staff to ensure a high performance, customer service-oriented work environment which supports achieving the section's and the Commission's mission, objectives and Core Values.

Supervises, coordinates and participates in the design, development, coordination, monitoring and evaluation of self-sufficiency, upward mobility, educational, diversionary and/or preventative programs which comprise the Commission's overall Family Self-Sufficiency program; supervises and participates in designing and developing collaborative approaches to program and service delivery with other public, private and social service organizations; monitors implementation and evaluates FSS and LOC programs and services for adherence with contract terms and achievement of planned program/client outcomes; monitors FSS and LOC budget expenditures and ensures the timely preparation of required reports to funding sources; maintains relationships and interacts regularly with service delivery partners, other interested and involved organizations, community representatives, clients and others to troubleshooting and resolving design, implementation and/or partnership problems.

Oversees and participates in the development and administration of multiple Learning Opportunity Centers; oversees processes for selecting, monitoring and evaluating contractors, vendors, student interns and other volunteers; monitors and evaluates the quality and effectiveness of center programs and activities; trains, conducts capacity building activities and works with resident councils in designing and scheduling special programs and activities.

Performs counseling and case management functions for an assigned FSS client group; reviews and evaluates client personal and vocational skills and readiness and works with clients to develop multi-year individual development plans; monitors action plans and meets periodically with clients to assess progress and identify support needed, including transportation and child care, to aid clients in pursuing interim targets as planned; conducts outreach on behalf of clients and coordinates the delivery of support services to clients through community resources; arranges for special assessments to assist clients in addressing serious personal, financial, employment and/or family issues; performs crisis intervention, management and referral services; maintains and documents client case files.

Analyzes requests for funding proposals for new or continuing programs; participates in conceptual design of new program and service delivery models; performs detailed program design and development for presentation in grant proposals to be submitted by the Commission; develops or assists with the formation of grant collaborations with other governmental and community agencies vital to program success; coordinates obtaining commitments of in-kind and matching funds; coordinates gathering of data and preparation of supporting documents; writes or coordinates and participates in writing proposals and producing grant application documents; drafts reports to the Commission requesting application approval.

Leads in the development of assigned special, multi-agency, multi-disciplinary collaborations to partner in developing targeted self-sufficiency programs; facilitates positive relationships between

clients/residents and Commission staff, schools, businesses, community organizations, other public agencies and the public through community outreach and community building activities.

OTHER DUTIES

Designs and participates in implementing an FSS database for tracking and monitoring FSS clients and outcomes; works with Information Systems staff in its development and maintenance; trains unit staff on its operations and uses.

Maintains statistical and informational records and files; drafts required funding source reports in accordance with contractual requirements; prepares regular and periodic activity, work status, statistical and productivity reports.

Speaks at professional conferences and before public forums and committees for community outreach, program marketing and other professional purposes.

Oversees the procurement of computer hardware and software for Learning Opportunity Centers.

Represents the Commission and/or section on internal and community committees and task forces as assigned; performs special assignments and projects as required.

DESIRED MINIMUM QUALIFICATIONS

Knowledge of:

Theory, principles and practices in the design, implementation and evaluation of adult education and motivation and individual/family supportive services programs; principles and practices of service delivery design and program evaluation; practices and techniques in building community collaboratives; theory, principles and practices of social service and educational counseling, case management and crisis intervention; ethical and legal obligations regarding confidentiality, child and adult protective issues; local, state and federal law and regulation applicable to the design and delivery of self-sufficiency and supportive service programs; the community, its resources and dynamics applicable to the delivery of Commission programs in assigned areas of responsibility; administrative research and analysis methods and techniques; dispute resolution and mediation methods and techniques; principles and practices of sound business communication; grant writing methods, practices and techniques; principles and practices of public administration, including budgeting, purchasing and contracting and the maintenance of public records; principles and practices of effective supervision.

Ability to:

Provide effective supervision, leadership, guidance and coaching to other experienced professionals engaged in developing and administering the Commission's Family Self-Sufficiency programs and supportive services, while carrying out assigned professional and case management responsibilities; understand, interpret, explain and apply detailed and complex

regulations, policies and procedures governing the design, development, funding and administration of client self-sufficiency and supportive service programs in assigned areas of responsibility; define issues, collect data, evaluate alternatives and develop sound conclusions and recommendations; organize work, set priorities and exercise sound independent judgment, consistent with Commission and section mission and applicable policies and guidelines; forge, nurture and maintain first-time, innovative and multi-disciplinary partnerships with governmental, educational and community organizations to design and deliver programs; represent the Commission effectively in making presentations and conducting meetings with clients and community/public organizations; communicate effectively, orally and in writing; prepare clear, concise and comprehensive reports, studies and other written materials; handle client interactions with courtesy, tact and sensitivity to the issues involved; deal effectively with a highly diverse client and customer group, culturally and ethnically; establish and maintain highly effective and courteous working relationships with managers, clients, representatives of other public, private and social service organizations, volunteers, contractors, employees, the public and others encountered in the course of work.

Training and Experience:

A typical way of obtaining the knowledges, skills and abilities outlined above is graduation from a four year college or university with major course work in social work, planning or a closely related field; and two years of progressively responsible experience in designing, developing and implementing client self-sufficiency, upward mobility, educational, diversionary and/or preventative programs, at least at the level of Senior Resident Initiatives Coordinator; or an equivalent combination of training and experience.

Licenses; Certificates; Special Requirements:

A valid California driver's license.

PHYSICAL AND MENTAL DEMANDS

The physical and mental demands described here are representative of those that must be met by employees to successfully perform the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Physical Demands

While performing the duties of this class, the employee is regularly required to sit; stand and walk; talk or hear, both in person and by telephone; and use hands repetitively to operate, finger, handle or feel office equipment; and reach with hands and arms. The employee is occasionally required to lift up to ten pounds.

Specific vision abilities required by this job include close vision and the ability to adjust focus.

Mental Demands

While performing the duties of this class, the employee is regularly required to use written and oral communication skills; read, interpret and analyze data and information; use math and mathematical reasoning; analyze and solve problems; observe people and situations; learn and apply new information; perform highly detailed work on multiple, concurrent tasks with frequent interruptions; work under deadlines and with changing priorities and interact with managers, clients, representatives of other public, private and social service organizations, volunteers, contractors, employees, the public and others encountered in the course of work.

WORK ENVIRONMENT

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

The employee works under typical office conditions, and the noise level is usually quiet.