**Work where your work matters. Work at CCRC.**

CCRC prides itself as a workplace of choice for passionate talent, driven by our mission to cultivate child, family and community well-being. Whether the position works directly with the public or supports our programs, every position is vital to our mission's success and reputation as a leader. We are not your typical non-profit. We are 1200+ people strong and growing!

You could play a key role supporting the **CCFA** Division! Go to our job board to apply: job board

# The FRC Family & Community Trainer Project-Based job at a glance

## General Summary

Under general supervision, the Family & Community Trainer develops, schedules, coordinates, and facilitates high-quality parent education, family engagement, Early Childhood Education (ECE), and community-based training at the Family Resource Center (FRC) and throughout its service area. The Parenting & Resource Specialist implements approved and evidence-based curricula, develops appropriate training materials, builds relationships with families and community partners, and connects participants with relevant childcare and family resources.

The position is full time, non-exempt, on-site daily, and regularly requires a non-traditional work schedule including evenings and weekends. This position **project-based** and is funded through a County contract with a current end date of June 30, 2028; continuation beyond that date depends on contract renewal and available funding.

## Core Benefits!

- **Competitive Compensation** Package
- **Robust benefit offerings** -Medical, Dental, Vision, and Voluntary Life Insurance!
  - CCRC ***covers approximately 90-100% of employee and dependent*** medical and dental coverage, and ***90%*** vision coverage!
  - There are a variety of medical and dental plans offered.
  - **Basic Life Insurance and Long-Term Disability** paid for by CCRC
- **Flexible Spending Account** participation offered
- Employer Contribution and Employer Match in the **403(b) Retirement Savings Plan** with 100% vesting!
  - Upon meeting eligibility, employees receive a ***5% contribution*** and may participate in the ***match of 50% up to the 1st 7% of deferrals***
- **Generous Time Off Policy** with vacation and Sick Time, Holidays, and Paid Winter Break
- Opportunities **for learning and professional development**, such as education reimbursement and mastering skills for career progression
- **Culture**: Mission-driven, passionate, and inclusive
- **Employee Assistance and Wellness Programs**
- **501(c) (3) designation**-You can apply for Public Service Loan Forgiveness!

# The Details of the Job:

## Essential Duties And Responsibilities

Within a team structure, the FRC Family and Community Trainer is responsible for:

**Parent Education &Training Facilitation 55%**

- Develop, schedule, coordinate, and facilitate training, workshops, parent institutes, and learning activities for parents, caregivers, Early Childhood Educators, community members, and agency staff at the FRC and throughout its service area. Travel to deliver training as required.

- Implement approved, evidence-based curricula that support early learning and family engagement, including parenting education, child development, early childhood professional development, and health and safety.
- Ensure parenting education services and curricula comply with Welfare and Institutions Code Section 16507.7 and support the implementation of evidence-based and evidence-informed models.
- Independently coordinate assigned training, including materials preparation, participant communication, room or virtual-platform readiness, and participant follow-up.
- Maintain and apply knowledge of and familiarity with parent education, ECE professional development, family engagement strategies, community training, and resources offered through CCRC, and community partners.
- Facilitate or coordinate Life Skills and Wellness classes, with community partners as needed.
- Adapt training delivery methods, activities, and/or curriculum content, when appropriate and within program guidelines, to meet the learning needs to the audience. Assess, recommend, and implement ongoing improvements to training procedures, processes, materials, and curricula.
- Provide the training materials and tools needed for classes, including computers, writing utensils, paper, and booklets, and arrange hands-on activities when they are part of a class.

**Training Development & Coordination 20%**

- Enhance existing training and support new training development by identifying learning needs, building client and community partnerships, and providing education, technical assistance, guidance, and resource to parents, caregivers, early childhood educators, and community partners.
- Collaborate with internal programs and community partners to coordinate training calendars, presenters, locations, participant outreach, registration, and other logistical components necessary for successful training delivery.

**Training Data, Quality & Reporting 15%**

- Maintain accurate, complete, and organized training and service records, including registrations, attendance, participant counts and demographics, evaluations, and certificates. Prepare timely reports and tracking forms to meet program and grant requirements.
- Gather, track, and analyze training participation and feedback data to support reporting requirements and continuous quality improvement. Use participant feedback and program outcomes to recommend improvements to training content and delivery.
- Ensure training activities and documentation meet applicable program regulations, grant guidelines, funding terms and conditions, approved curricula, and agency procedures
- Report incidents involving safety concerns, injury, behavioral issues, or emergencies immediately to the Site Manager so required County reporting is completed within twenty-four (24) hours.

**Family & Community Engagement 10%**

- Conduct family engagement and strengthening activities such as parenting support groups, workshops, and other interactive learning opportunities.
- Build and maintain relationships with community organizations, Early Childhood Education partners, service providers, schools, and internal teams to expand training opportunities, strengthen the community resource network, and identify opportunities for collaborative education and outreach.
- Travel to and represent the agency at outreach events, community meetings, and collaborative activities; promote FRC programs and training.

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- Ensure a minor participant's caregiver, parent, or legal guardian is present on FRC premises whenever services are provided.

## Non-Essential Duties And Responsibilities

These duties are required but currently account for less than 5% of the daily workflow for this position:

- Attend ongoing professional development related to child development, Early Childhood Education, adult learning, parent education, family engagement, and training facilitation.
- Participate in departmental, agency, and professional meetings/workgroups as assigned.
- Attend required County CFS Contractors Fair and other mandatory County meetings.
- All other duties that may be required, as part of the essential functions of the job, as assigned.

## Job Specifications

**Minimum Required**

- **Education / Experience**:
  - Bachelor's degree in Child Development, Early Childhood Education, Psychology, Sociology, Human Development, Family Studies, Human Services, or a related field, or four years of equivalent related work experience conducting trainings, presentations, or group meetings.
  - Minimum of 2 years of experience conducting trainings, presentations, workshops, parent education, professional development, or group learning activities; demonstrated strong training facilitation and program coordination skills required.
  - Knowledge of evidence-based parenting curricula, child development, adult learning principles, family engagement strategies, and/or Early Childhood Education professional development.
  - Knowledge of community resources and systems supporting children and families, with the ability to provide information and appropriate resource connections.
- **Technical Requirements**
  - Proficiency in Microsoft Office (Word, Excel, PowerPoint, Outlook) for creating training materials, tracking attendance, and managing communication.
  - Experience using virtual training platforms (e.g., Zoom, Microsoft Teams, Google Meet) for online workshops.
  - Ability to troubleshoot and resolve basic technical issues during in-person and virtual trainings.
- **Behavioral:**
  - Demonstrate understanding of the needs of parents, caregivers, childcare providers, Early Childhood Educators, and community partners, and the ability to translate that understanding into effective training and educational experiences.
  - Excellent presenting, facilitation, and public speaking skills with the ability to engage adult learners in both in-person and virtual environments.
  - Strong interpersonal and customer service skills; ability to build relationships, honor confidentiality, and work sensitively and supportively with participants and community partners.
  - Ability to work independently, exercise sound judgment, manage multiple training activities, and adapt to changing program, audience, and community needs.
  - Ability to maintain cooperative, diplomatic working relationships with co-workers, supervisors, and the public; work as part of a team and collaborate with colleagues.

- Adherence to confidentiality, including HIPAA and PHI, in accordance with Agency policy and legal requirements.
- Adherence to technological security in accordance with Agency policy and legal requirements.
- Strong ability to complete projects, coordinate training deliverables, and achieve goals under tight deadlines even when there are competing requirements and changes in assignments.
- Cooperative work, effective Organization skills and Customer Service; collaborative teamwork, accurate work product, strong problem-solving skills, and effective critical thinking; strong leadership skills.
- Demonstrate regular, reliable, and predictable attendance to carry out the essential functions.
- Ability to prioritize work effectively, multi-task, adjust to meet multiple demands; follow up with tasks through completion; ensure deadlines are met.
- Show ability to have flexibility, maturity of judgment, and ability to work collegially.
- Ability to exercise discretion, confidentiality, apply good judgment in making decisions, work independently and take initiatives.

**Travel**:

- This position requires up to 10% travel. Will consist of travel to and from CCRC office locations, community events, and agency meetings. Staff members driving on behalf of CCRC may choose to drive a CCRC or own vehicle and must meet requirements to be an approved driver including holding and maintaining current auto insurance, a valid California Driver's License, and DMV clearance.

- **Work Schedule**:
  - Full time, typically M-F, ability to at times work a non-traditional work schedule including early mornings, late evenings, and weekends.
- **Work environment:**
  - Office-Based: Mixture of working in an office work environment and working directly with the community.
- **Background & Health Clearance Requirements:**
  - Background requirements determined according to the requirements of the program(s) which the position will be supporting.
  - **Background check required**. As a grant-funded Agency supporting Children and Family Services, CCRC conducts background checks commensurate with the role to verify candidate qualifications (criminal history, employment history / experience, education, reference checks) and ensure grant compliance. Specific roles may have additional verification / clearance to the standard background check as part of the recruitment and selection process, including:
  - **Live Scan Clearance / DOJ Fingerprinting:** For positions working directly with the public in a child/ community care or child / community care adjacent setting (CA Health and Safety Code Section 1596.871 and/or Head Start Program Performance Standards 1302.90).
  - **Health Clearance:** For positions working directly with the public in a child/ community care or child / community care adjacent setting or working with "at risk" populations, CA Code of Regulations Title 22, §101216, CA Health and Safety Code 1596.7995, and/or Head Start Program Performance Standards 1302.93)
  - **MVR / DMV clearance** in accordance with CCRC's liability insurance provisions: For positions where driving is required.
  - **Child Development Permit**: For positions working in an educational capacity (California Education Code Sections 44242.5, 44340, and 44341)

- **CPR / Pediatric CPR certification:** For certain identified positions working directly with the public in a child/ community care or child / community care adjacent setting (CA Health & Safety Code 1596.865 – 1596.866)
- **Federal Debarment Checks**: For positions acting in a principal capacity to federal funds (Head Start Program Performance Standards 1304.11, Code of Federal Regulations Title 2 Grants and Agreements 2.180.320 and 2.180.995)
- **Credit & Bankruptcy Check:** For positions with fiscal responsibility (roles with authority over financial transactions), a credit and bankruptcy check will be conducted to assess financial responsibility in alignment with agency standards and applicable laws, including the federal Fair Credit Reporting Act (15 U.S.C. 1681 et seq.) and California Labor Code restrictions on credit reports (Labor Code 1025.5

**Preferred**
All minimum requirements above met, plus:

- **Education:** Bachelor's degree in Child Development, Early Childhood Education, Human Development, Family Studies, Human Services, or a related field.
- Certification or demonstrated experience in evidence-based parenting and family engagement programs such as Parent Cafés, Nurturing Fathers, Abriendo Puertas, or Effective Black Parenting/Healthy Perspectives.
- Training in family engagement strategies, adult learning, facilitation, and/or Early Childhood Education professional development.
- **Bilingual**: Ability to converse, write and/or translate in English and in Spanish or Armenian
- **Experience**:
  - 3 experience in parent education, Early Childhood Education, family engagement, community education, professional development, training facilitation, or a related field.
  - Demonstrated experience developing or adapting training materials and facilitating trainings for diverse adult audiences.
  - Strong public speaking, presentation, facilitation, and community partnership skills preferred.

## Physical Demands

The physical demands described herein are representative of those that must be met by an employee to successfully perform the essential functions of this job.

| ***Physical Activity*** | | | | | |
|---|---|---|---|---|---|
| **Activity**<br>List the number of hours spent performing the activity. | **Hours Per Day** | | | | |
| | **NA** | **0-2** | **3-4** | **5-6** | **7-8** |
| **Balancing:** Maintaining body equilibrium to prevent falling when walking, standing or crouching on narrow, slippery or erratically moving surfaces. | ☐ | X | ☐ | ☐ | ☐ |
| **Climbing:** Ascending or descending ladders, stairs, scaffolding, ramps, poles, or other similar devices. Using feet and legs and/or hands and arms. Performing activities where body agility is emphasized. | ☐ | X | ☐ | ☐ | ☐ |
| **Crawling:** Moving about on hands and knees. | X | ☐ | ☐ | ☐ | ☐ |
| **Crouching:** Bending the body downward and forward by bending the leg and spine. | ☐ | X | ☐ | ☐ | ☐ |
| **Driving:** A car, truck, forklift or other types of moving equipment. | ☐ | X | ☐ | ☐ | ☐ |

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| ***Physical Activity*** | | | | | |
|---|---|---|---|---|---|
| **Activity**<br>List the number of hours spent performing the activity. | **Hours Per Day** | | | | |
| | **NA** | **0-2** | **3-4** | **5-6** | **7-8** |
| **Feeling:** Perceiving attributes of an object, such as its size, shape, temperature or texture by touching skin, particularly that of the fingertips. | ☐ | ☐ | ☐ | X | ☐ |
| **Grasping:** Applying pressure to an object with the fingers. | ☐ | ☐ | X | ☐ | ☐ |
| **Hearing:** Perceiving the nature of sounds with no less than a 40db loss at 500Hz, 1000Hz and 2000Hz with or without correction. Ability to receive detailed information through oral communication, and make fine discrimination in sound, such as when making fine adjustments on a piece of equipment. | ☐ | ☐ | ☐ | ☐ | X |
| **Kneeling**: Bending legs at the knee to rest the body on the knee or knees. | ☐ | X | ☐ | ☐ | ☐ |
| **Lifting (Light)**: Raising objects from a lower to a higher location / moving objects horizontally from one location to another. **Lifting up to 30lb** objects to shoulder level throughout the work shift. Requires the substantial use of the upper extremities and back muscles. | ☐ | X | ☐ | ☐ | ☐ |
| **Lifting (Med)**: Raising objects from a lower to a higher location / moving objects horizontally from one location to another. **Lifting 30lb – 50lb** objects to shoulder level throughout the work shift. Requires the substantial use of the upper extremities and back muscles. | X | ☐ | ☐ | ☐ | ☐ |
| **Lifting (Heavy)**: Raising objects from a lower to a higher location / moving objects horizontally from one location to another. **Lifting 50lb+** objects to shoulder level throughout the work shift. Requires the substantial use of the upper extremities and back muscles. | X | ☐ | ☐ | ☐ | ☐ |
| **Pulling:** Using upper extremities to exert force to draw, haul or lug objects in a sustained motion. | ☐ | X | ☐ | ☐ | ☐ |
| **Pushing:** Using upper extremities to press against something with steady force in order to thrust forward, downward or outward. | ☐ | X | ☐ | ☐ | ☐ |
| **Reaching:** Extending hand or hands and extending arm or arms in any direction. | ☐ | ☐ | X | ☐ | ☐ |
| **Repetitive motions:** Substantial movements of the wrist, hands, and/or fingers, including keyboarding. | ☐ | ☐ | ☐ | ☐ | X |
| **Sitting:** Particularly for long periods of time. | ☐ | ☐ | ☐ | X | ☐ |
| **Standing:** Standing or staying on feet for sustained periods of time. | ☐ | X | ☐ | ☐ | ☐ |
| **Stooping:** Bending body downward and forward by bending the spine at the waist, requiring full use of the lower extremities and back muscle. | ☐ | X | ☐ | ☐ | ☐ |
| **Talking:** Expressing or exchanging ideas by means of spoken words. Those activities in which detailed or important spoken instructions to co-workers are required. The instructions must be conveyed accurately, loudly, and/or quickly. | ☐ | ☐ | ☐ | ☐ | X |
| **Twisting:** Turning from right to left at the waist. | ☐ | X | ☐ | ☐ | ☐ |
| **Viewing:** The ability to distinguish colors, read a VDT or other needs for depth perception. | ☐ | ☐ | ☐ | ☐ | X |
| **Walking:** Moving about on feet to accomplish tasks. | ☐ | ☐ | X | ☐ | ☐ |
| ***Physical Activity*** | | | | | |
| **Balancing:** Maintaining body equilibrium to prevent falling when walking, standing or crouching on narrow, slippery or erratically moving surfaces. | x | | ☒ | ☐ | ☐ |
| **Climbing:** Ascending or descending ladders, stairs, scaffolding, ramps, poles, or other similar devices. Using feet and legs and/or hands and arms. Performing activities where body agility is emphasized. | x | | ☐ | ☐ | ☐ |
| **Crawling:** Moving about on hands and knees. | x | ☒ | ☐ | ☐ | ☐ |
| **Crouching:** Bending the body downward and forward by bending the leg and spine. | x | ☒ | ☐ | ☐ | ☐ |
| **Driving:** A car, truck, forklift or other types of moving equipment. | ☐ | x | ☐ | ☐ | ☐ |
| **Feeling:** Perceiving attributes of an object, such as its size, shape, temperature or texture by touching with skin, particularly that of the fingertips. | x | ☐ | ☐ | ☐ | ☒ |

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| *Physical Activity* | | | | | |
|---|---|---|---|---|---|
| **Activity**<br>List the number of hours spent performing the activity. | **Hours Per Day** | | | | |
| | **NA** | **0-2** | **3-4** | **5-6** | **7-8** |
| **Grasping:** Applying pressure to an object with the fingers. | ☐ | ☐ | ☒ | ☐ | x |
| **Hearing:** Perceiving the nature of sounds with no less than a 40db loss at 500Hz, 1000Hz and 2000Hz with or without correction. Ability to receive detailed information through oral communication, and make fine discrimination in sound, such as when making fine adjustments on a piece of equipment. | ☐ | ☐ | ☐ | ☐ | x |
| **Kneeling**: Bending legs at the knee to rest the body on the knee or knees. | x | ☐ | ☒ | ☐ | ☐ |
| **Lifting (Light)**: Raising objects from a lower to a higher location / moving objects horizontally from one location to another. **Lifting up to 30lb** objects to shoulder level throughout the work shift. Requires the substantial use of the upper extremities and back muscles. | ☐ | x | ☒ | ☐ | ☐ |
| **Lifting (Med)**: Raising objects from a lower to a higher location / moving objects horizontally from one location to another. **Lifting 30lb – 50lb** objects to shoulder level throughout the work shift. Requires the substantial use of the upper extremities and back muscles. | x | ☐ | ☒ | ☐ | ☐ |
| **Lifting (Heavy)**: Raising objects from a lower to a higher location / moving objects horizontally from one location to another. **Lifting 50lb+** objects to shoulder level throughout the work shift. Requires the substantial use of the upper extremities and back muscles. | x | ☐ | ☒ | ☐ | ☐ |
| **Pulling:** Using upper extremities to exert force to draw, haul or lug objects in a sustained motion. | ☐ | x | ☒ | ☐ | ☐ |
| **Pushing:** Using upper extremities to press against something with steady force in order to thrust forward, downward or outward. | ☐ | x | ☒ | ☐ | ☐ |
| **Reaching:** Extending hand or hands and extending arm or arms in any direction. | ☐ | x | ☒ | ☐ | ☐ |
| **Repetitive motions:** Substantial movements of the wrist, hands, and/or fingers, including keyboarding. | ☐ | ☐ | ☐ | ☐ | x |
| **Sitting:** Particularly for long periods of time. | ☐ | ☐ | ☐ | x | ☐ |
| **Standing:** Standing or staying on feet for sustained periods of time. | ☐ | ☐ | ☒ | x | ☐ |
| **Stooping:** Bending body downward and forward by bending the spine at the waist, requiring full use of the lower extremities and back muscle. | x | ☐ | ☒ | ☐ | ☐ |
| **Talking:** Expressing or exchanging ideas by means of spoken words. Those activities in which detailed or important spoken instructions to co-workers are required. The instructions must be conveyed accurately, loudly, and/or quickly. | ☐ | ☐ | ☐ | ☐ | x |
| **Twisting:** Turning from right to left at the waist. | x | ☒ | ☐ | ☐ | ☐ |
| **Viewing:** The ability to distinguish colors, read a VDT or other needs for depth perception. | ☐ | ☐ | ☐ | ☐ | x |
| **Walking:** Moving about on feet to accomplish tasks. | ☐ | ☐ | x | ☐ | ☐ |

# Notices

**Child Care Resource Center is an Equal Opportunity/Affirmative Action employer. All qualified applicants will receive consideration for employment without regard to race, color, religion, sex including sexual orientation and gender identity, national origin, disability, protected Veteran Status, or any other characteristic protected by applicable federal, state, or local law.**

The contractor will not discharge or in any other manner discriminate against employees or applicants because they have inquired about, discussed, or disclosed their own pay or the pay of another employee or applicant. However, employees who have access to the compensation information of other employees or applicants as a part of their essential job functions cannot disclose the pay of other employees or applicants to individuals who do not otherwise have access to compensation information, unless the disclosure is (a) in response to a formal complaint or charge, (b) in furtherance of an investigation, proceeding, hearing, or action, including an investigation conducted by the employer, or (c) consistent with the contractor's legal duty to furnish information. 41 CFR 60-1.35(c)

**Accommodations**
If you are a qualified individual with a disability or a disabled veteran, you have the right to request an accommodation if you are unable or limited in your ability to use or access our career center as a result of your disability. To request an accommodation, contact a Human Resources Representative at (818) 717-1000 ext. 6599 or email them at Recruiting@ccrcca.org.

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