

Program Coordinator

Job Description

JOB INFORMATION

Approved Date:	8/7/2024 12:37:27 PM
Working Title:	Program Coordinator
Job Family:	Program
Classification:	Program Coordinator

ORGANIZATION

Department:	Juvenile
Cost Center/Program:	9423 - Juvenile - Court Services
Exemption Status:	Non Exempt
Union:	AFSCME 1308 - Juvenile Court Services

JOB SUMMARY

Positions in this classification serve as a technical resource for work teams handling multi-disciplinary or technically challenging planning projects and programs. Positions coordinate program services and resources; provide consultation to program participants, and are responsible for planning, developing, implementing and coordinating service delivery within one or more County programs. Tasks include professional or technical duties, responding to difficult issues and monitoring service delivery. Program coordination also requires performance of tasks and application of knowledge unique to the program and not transferable or applicable to other areas of the organization. May serve as a lead over diverse programs or lower/entry level program staff.

A program is a specialized area with specific complex components and discrete tasks which distinguish it from the main body of an organization. A program is specific to a particular subject. The specialized tasks involve interpretation of policies, procedures and regulations, budget coordination/administration, independent functioning and typically, public contact. Duties are not of a general support nature transferable from one program to another. Performance of clerical duties is in support of incumbent's performance of specialized tasks.

Distinguishing Characteristics
This is the third level within a seven level Programs series. This classification is distinguished from the next level within the series in that Programs Analysts perform expert level work requiring experience in the program area, and may serve as a lead over professional level program staff and supervisor to lower level staff. It is distinguished from the Specialist class by professional level planning; implementing, monitoring, and coordinating of services; resolution of service problems; assessment of service needs and coordination of service delivery within a County program. It is also distinguished from the Specialist class by serving as a lead to lower level office support and program staff. Positions at this level work under general supervision and plan, organize, direct and coordinate operations for programs. Incumbents oversee daily and short-range program operations, coordinate major program functions as the program representative and resource, have extensive contact with program participants and outside entities, and resolve complaints and problems within a delegated area of authority. Incumbents may be delegated limited authority to approve budget expenditures and may assist higher-level staff with developing and coordinating statewide program activities.

Under direction of the assigned supervisor, the incumbent is a catalyst for improving dependency court operations and case outcomes for children and families involved in child welfare. Using data, research, and the experience of peer courts across the state, the Family and Juvenile Court Improvement (FJCIP) Coordinator convenes local system partners to identify opportunities for improvement, undertake meaningful practice change, and assess the effectiveness of their efforts. This position works with court and system leaders to foster a court culture that is trauma-responsive, equitable and respectful of families, community members and system professionals.

JOB FUNCTIONS

Essential Functions

Essential Function	% TIME
Regularly collect, assemble and distribute data to court leadership and system partners.	10%
Serve as a point of communiciation with court partners for dependency operations; develop relationships and work collaboratively with the court, system partners, and community supports to implement court programs, processes and system changes.	10%
Assess the needs of families, caregivers and court partners engaged in the dependency and family court systems.	5%
Manage and facilitate cross-system meetings and workgroups focused on understanding and improving court programs and processes to achieve better outcomes for families and professionals.	10%
Coordinate with the court and partner agencies to ensure that court and community resources are understood by and easily assessible to court participants and judicial officers.	5%
Support and promote judicial and cross-system training opportunities; coordinate trainings for judicial officers, ensuring that judicial officers meet training requirements and have access to effective educational resources.	5%
Research and analyze dependency court case managment data and related indicators. Use the research to identify and propose changes that will better enable the court to meet the needs of the families and youth involved with the dependency court process.	10%
Coordinate with the clerk's office on dependency case linking and coding as determined by dependency statistical data needs.	5%
Foster a learning environment for court staff, system partners, and community members.	5%
Utilize contiuous quality improvement principles and assist with statewide court improvement efforts.	5%
Collaborate with DCYF and court partners to identify and address areas in the system where there are inequitable outcomes and disproporionate impacts on BIPOC families and youth.	5%
Participate in continuing education programs sponsored by AOC and others, focused on subjects relating to families and youth in the child welfare system, and the legal and court requiremnts of family and juvenile court.	5%
Identify areas in need of improvement, training and programs to improve efficiencies and provide input in the monthly FJCIP Community of Practice meetings.	10%
Facilitate scheduling, filing, and reporting of genetic testing of children and alleged fathers in dependency cases as part of the "Finding Fathers" program.	5%
Produce periodic reports for the Administrative Office of the Courts, including but not limited to spending and local improvement plan, semi-annual reports, and the expenditure report.	5%

Required for All Jobs

- Performs other duties as assigned
- Complies with all policies and standards

This Job is Essential	☐

QUALIFICATIONS

Education

Education Level	Education Details	Required/ Preferred	
Bachelor's Degree	in a field closely related to the program, from a college or university accredited by an agency recognized by the US Department of Education	Required	or
Master's Degree	May be preferred in some programs.	Preferred	

Work Experience

Experience	Experience Details	Required/ Preferred	
1 year	progressively responsible experience related to the program assignment	Required	

Licenses and Certifications

Licenses/Certifications	Licenses/Certification Details	Time Frame	Required/ Preferred	
			Required	and
	pass annual criminal and DSHS background checks		Required	and
	Driver operates County-owned vehicles.		Required	

Equivalency

Relevant work experience demonstrating required knowledge, skills, and abilities may substitute for educational requirements. Work experience is essential and cannot be replaced by additional education.

Knowledge, Skills and Abilities

KSAs	
Appear for scheduled work and complete assigned tasks within a reasonable period of time.	
Establish and maintain effective working relationships with others using tact, courtesy and good judgment.	
Maintain confidentiality and adhere to policy and procedures of the county and department.	
Communicate effectively orally and in writing.	
Utilize various computer applications specific to the department including databases, word processing, document imaging, spreadsheets, and web-based systems for entering, retrieving and researching data and records.	
Physically perform assigned duties and essential functions of the position.	
Knowledge of philosophy and operation of the criminal justice, juvenile justice and dependency systems.	
Knowledge of relevant Washington State laws, court rules, policies and procedures pertaining to the operation of courts with a preferred emphasis in family and dependency court.	
Knowledge of systems and resources in the community relative to children and families.	
Knowledge of family dynamics applicable to the juvenile justice system and field of court services work.	
Knowledge of cultural diversity and socioeconomic status concerns.	
Knowledge of professional standards to interact and communicate with other collateral agency representatives and professionals involved within the dependency system.	
Skills in working professionally with diverse youth and families and collaborating with law enforcement, social services and other agencies.	
Skills in operating a computer for report writing, data entry and retrieval.	
Ability to maintain confidentiality and adhere to policy and procedures of the department.	
Ability to communicate effectively orally and in writing.	
Ability to collect and analyze complex data and present conclusions and recommendations to stakeholders.	
Ability to utilize various computer applications, databases, document imagining, spreadsheets and web based systems for entering, retrieving and researching data and records.	
Ability to maintain a consistently fair attitude toward families in the dependency system.	
Ability to solve problems, resolve conflict and mediate disputes.	
Ability to compile, prepare, and tabulate statistical data, reports, statements and summaries.	
Ability to interpret and implement a variety of documents, policies, procedures and laws.	
Knowledge of best practices and trends in social services and family law.	
Skills in effective problem solving and facilitation techniques.	
Satisfy training requirements established by RCW 43.101.220 and the Criminal Justice Training Commission and by the RCW 13.34.102 and the Administrative Office of the Courts.	

Core Competencies

Demonstrates values-based competencies in line with the core values that are the foundation of all activities performed by employees in order to achieve the Mission of the Company:

Time Management	Uses their time effectively and efficiently; values time; concentrates their efforts on the more important priorities; gets more done in less time than others; can attend to a broader range of activities.
Drive for Results	Can be counted on to exceed goals successfully; is constantly and consistently one of the top performers; very bottom-line oriented; steadfastly pushes self and others for results.
Customer Focus	Is dedicated to meeting the expectations and requirements of internal and external customers; gets first-hand customer information and uses it for improvements in products and services; acts with customers in mind; establishes and maintains effective relationships with customers and gains their trust and respect.

Remote Employment	
Remote Employment Type:	Flexible Hybrid – Predetermined by Management
Remote Employment Text:	

Weight Bearing Activities

Physical Activity Performed	Frequency/Percentage Time/Max Time	Examples of how activity is performed
Weight Bearing (Standing & Walking)		
Weight Bearing Standing		
Weight Bearing - Walking		
Walking on Uneven Terrain		
Running		
Jumping		
Climbing Ladder, stairs, stools		
Balancing		
Bending at the waist		
Twisting at the waist		
Stooping Slight bend at knees		
Squatting		

Other - Non-Weight Bearing

Physical Activity Performed	Frequency/Percentage Time/Max Time	Examples of how activity is performed
Sitting		
Kneeling One or both knees		
Crawling On hands and knees		
Lying Down		
Back, side or stomach		

Lifting/Carry/Push/Pull

Lifting

Physical Activity Performed	Frequency/Percentage Time/Max Time	Examples of how activity is performed
Lifting 0-10 lbs		
Lifting 11-20 lbs		
Lifting 21-35 lbs		
Lifting 36-50 lbs		
Lifting 50 + lbs		

Carry

Physical Activity Performed	Frequency/Percentage Time/Max Time	Examples of how activity is performed
Carry 0-10 lbs		
Carry 11-20 lbs		
Carry 21-35 lbs		
Carry 36-50 lbs		

Pushing

Physical Activity Performed	Frequency/Percentage Time/Max Time	Examples of how activity is performed
Pushing 0-10 lbs		
Pushing 11-20 lbs		
Pushing 21-35 lbs		
Pushing 36-50 lbs		

Pulling

Physical Activity Performed	Frequency/Percentage Time/Max Time	Examples of how activity is performed
Pulling 0-10 lbs		
Pulling 11-20 lbs		
Pulling 21-35 lbs		
Pulling 36-50 lbs		

Upper Extremity/Arm Movement

	Dominant Arm - Frequency/Percentage Time/ Max Time	Non-Dominant Arm - Frequency/Percentage Time/ Max Time	Examples of how activity is performed
Reaching Above shoulder level			
Reaching at shoulder level			
Reaching below shoulder level			
Steering Equipment, Vehicles			

Cervical Spine/Neck Movement

Physical Activity Performed	Frequency/Percentage Time/Max Time	Examples of how activity is performed
Extension of neck looking forward		
Flexion of neck looking downward		
Twisting of neck side to side		

Upper Extremity/Hand Activities

	Dominant Arm - Frequency/Percentage Time/ Max Time	Non-Dominant Arm - Frequency/Percentage Time/ Max Time	Examples of how activity is performed
Fine Manipulation			
Keyboarding/Typing			
Simple Grasp			
Up & Down Flexion of Wrist			
Side to Side Motion of Wrist			
Turning/Rotation of wrist/hand			
Gross Manipulation			
Powerful Grasp/Tight Grasp			
Hand Controls			
Repetitive Motion			

Sensory Functions (See, Hear, Smell)

Physical Activity Performed	Frequency/Percentage Time/Max Time	Examples of how activity is performed
Sight: Distinguish objects, depth perception, field of vision, color identification, near and far acuity necessary to		

Sensory Functions (See, Hear, Smell)

Physical Activity Performed	Frequency/Percentage Time/Max Time	Examples of how activity is performed
operate equipment, machinery, etc.		
Hearing: Comprehend oral language and sounds and react appropriately. Follow oral directions.		
Speaking: Orally communicate information and ideas with comprehension		
Reading: Comprehend and retain the written word.		
Writing: Composing communications in writing		
Math: Compute a series of numeric variables, measurements		

Working Conditions

Physical Activity Performed	Frequency/Percentage Time/Max Time	Examples of how activity is performed
Uneven Ground		
Exposure to Bloodborne Pathogens		
Work Outside		
Customer/Public Contact		
Work Inside		
High Elevations		
Moving Objects		
Slippery Surface		
Wetness		
Temp.Humid/ Extremes		
Temp. Cold Temp		
Confined Spaces		
Special Clothing		
Vibration		
Use of Solvents		
Use of Detergent		
Chemical Contact		
Chemical Vapors		
Dust or Particles		
Toxic Substances		
Explosives		
Radiation		
Electricity		
Noise intensity		

Mental/Psychological Demands

Mental/Psychological Demands	Required Yes/No (Blank)	Examples
Understand & follow directions – with little or no direction		
Memory – Ability to remember and recall procedures, processes and activities routine in nature.		
Regular and reliable attendance		
Ability to problem Solve		
Ability to perform complex & varied tasks		
Ability to develop & maintain positive work environments		
Ability to supervise/lead and influence others		

Operational Equipment

Physical Activity Performed	Frequency/Percentage Time/Max Time	Examples of how activity is performed
Foot Controls		
Mechanical/Electrical parts		
Driving – Regular Vehicle		
Driving DOT/CDL Vehicle		
Operate Heavy Equipment		
Operate Heavy Machinery		
Small hand tools		
Operate power equipment such as drill/saws		

Other Requirements

Equipment, Machines, Vehicles Operated:	
Tools, Implements Used:	
Special Knowledge, Skills and Abilities:	
Respirator Use Required (other than nuisance dust mask). Describe:	

PRE-EMPLOYMENT EXAMS

Psychological Evaluation

POST-EMPLOYMENT

COMPENSATION

Annual Max:	$96,705.75
Annual Min:	$75,591.34
Hourly Max:	$0.00
Hourly Min:	$0.00