

REGION SUPPORT COORDINATOR

DEFINITION

Assists a Region in coordinating and developing a system of support for identified schools that may be underperforming in certain critical areas.

TYPICAL DUTIES

Coordinates, develops, and implements an aligned system of support for identified schools to ensure that program goals and outcomes related to student engagement and/or achievement are met.
Liaises with principals and program stakeholders of the identified schools to ensure understanding of available resources.
Researches and analyzes data and best practices from school districts and recommends ways to integrate the practices within the District.
Develops and manages collaborative partnerships with community-based organizations to support improvement in targeted areas.
Develops, maintains, and promotes positive professional relationship with volunteers, vendors, media, community representatives, organizations, and the general public.
Coordinates with various agencies to organize trainings.
Gathers and evaluates feedback from the field to better align programs and initiatives to achieve intended outcomes.
May evaluate and strengthen existing programs to achieve academic, attendance, and other educational goals.
May participate in implementing effective school-based strategies to help increase student attendance and academic achievement.
May prepare proposals for grant funding for identified schools.
May review pertinent existing and proposed city, State, and federal legislation and reports for potential effects on the District's programs related to student engagement and/or achievement and makes recommendations.
Performs related duties as assigned.

DISTINGUISHING CHARACTERISTICS AMONG RELATED CLASSES

A Region Support Coordinator supports, identifies, and connects schools with resources in support of a strategic plan or program.

A Principal Administrative Analyst supervises and participates in a broad range of studies related to analysis of data systems, resource allocation, operational efficiency, financial management, and systems modeling for a major District organization.

SUPERVISION

General supervision is received from an Administrator of Operations (AOO), Administrator of Instruction, or designee.

CLASS QUALIFICATIONS

Knowledge of:

- Organization, staffing, functions, and goals of the District, including its educational programs, policies, and procedures
- Pertinent provisions of the State Education Code and Board of Education rules, regulations, procedures and policies that relate to the strategic plan or program
- Research techniques, including business statistical analysis and graphic presentation of data
- Statistical analyses and various methods of presentation
- Community-based organization, educational agencies, and other local, State, and federal agencies related to student engagement and/or achievement
- Utilize various computer applications such as word processing, spreadsheet, database, and email
- Grant acquisition techniques
- Grant terms and conditions

Ability to:

- Present information regarding District programs in a proactive, accurate, and media-sensitive manner
- Estimate project requirements and organize resources to meet established deadlines and goals
- Conduct meetings and make oral presentations
- Communicate effectively both orally and in writing
- Prepare clear and concise reports
- Establish and maintain effective and harmonious working relationships with other employees, officials of the District and other agencies, and the public
- Exercise independent judgment and initiative
- Effectively manage sensitive issues and find resolutions to complex problems
- Develop and translate policies and procedures into practical applications
- Make presentations to program staff, community based organizations, and others who are interested in and may be of assistance to the Persistently Underperforming Innovation Schools
- Prepare grant applications

ENTRANCE QUALIFICATIONS

Education:

Graduation from a recognized college or university with a bachelor's degree preferably in education, public policy, or a closely related field.

Experience:

Four years of professional-level experience with responsibility for coordinating and implementing a plan or program involving community outreach activities and community relations, preferably for an organization that provides educational services. A master's degree in education, public affairs, public policy, or closely related field may be substituted for up to two years of the required experience.

or

Four years of professional-level experience in a K-12 environment facilitating collaboration with stakeholders on identifying goals for student achievement, assessing progress toward meeting the goals, and serving as a resource for and liaison to the stakeholders of the school community. A master's degree in education, public affairs, public policy, or closely related field may be substituted for up to two years of the required experience.

Special:

A valid driver's license to legally operate a motor vehicle in the State of California and the use of a motor vehicle, or the ability to utilize an alternative method of transportation.

This class description is not a complete statement of essential functions, responsibilities, or requirements. Entrance requirements are representative of the minimum level of knowledge, skill, and /or abilities. To the extent permitted by law, management retains the discretion to add or change typical duties of a position at any time, as long as such addition or change is reasonably related to existing duties.

Revised & Title Change

02-09-23

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