



Community School Coordinator Job Description

Overview of Position:

A Community School is created through a set of intentional partnerships among the school and other community resources that promote student achievement, positive conditions for learning, and the well-being of families and communities so that schools become the hubs of the community. In partnership with the school principal and broader school community, the community school coordinator will assess the needs of the designated community school and will form strategic school-community partnerships based on the identified needs to help eliminate barriers to academic success for students and families.

The Community School Coordinator is a professional employee of Child First Authority working at a partner school to facilitate and provide leadership for the collaborative process and development of a continuum of services for children, families and community members including:

- Parent/Family Engagement
- Community Development
- Youth Development
- Health and Social Supports
- Academic Enrichment
- College and Career Readiness

Successful community school coordinators come from a variety of professional backgrounds but possess several key qualities: A natural relationship builder with hunger for results and a go-getter dedicated to finding solutions to intractable obstacles in order to ensure students and their families are fully supported. They are flexible in the face of changing community needs and priorities. All coordinators continuously evaluate and improve their efforts responding to data, feedback from stakeholders, and lessons gathered from their school-based and organizational team.

Ideal candidates will demonstrate strong experience and capacity in the following core competency areas: planning, asset/resource mapping, stakeholder engagement, partnership development, relationship management, student and family support, family and community engagement, communications, and reporting.

Responsibilities

Partnership and Relationship Development

- Creates a comprehensive, participatory needs/assets assessment of the school and community in partnership with the Principal and school and community stakeholders; Develops and coordinates new partnerships guided by needs assessment and School Performance Plan.
- Helps to raise funds and in-kind donations to support programming

Student and Family Support

- Serves as a member of the school student support team and attendance team to identify students at risk of chronic absence and disciplinary action, collaborating with the school, families, and community to provide necessary supports
- Refers students and families to community agencies and organizations to support their health, mental health, and family stability as appropriate

Family and Community Engagement

- Plans highly effective events that respond to the needs and interests of families, and support the achievement of their family goals
- Organizes, trains, and develops parent leaders to connect to the school, academic achievement and school decision-making.
- Recruits, trains and helps to manage volunteers in support of Community School efforts.
- Engages with neighborhood associations, residents and community leaders to understand community needs and develop two-way relationships of support.



Communication

- Organizes and staffs regular meetings of the steering committee or appropriate leadership team, comprised of school administrators, School Family Council members, students, community representatives and extended service partners, to identify, coordinate, and broker relationships for service delivery at the school.
- Implements approved action plan by establishing and coordinating partnerships, co-locating resources (within the school), developing the necessary work plans, agreements, MOUs, schedules and connecting families and community residents to those resources.

Reporting

- Aids in the evaluation of the individual Community School programs by collecting data on new partners and the use of their services as well as general school climate indicators, i.e. school attendance, school safety and academic achievement.
- Reports outcomes in a timely manner to CFA and to the Baltimore City Public Schools as required.
- Represents the initiative publicly, as requested, reporting on program successes and outcomes.

Preferred Qualifications

Education:

- Associate degree from an accredited college or institution required; Bachelor's degree preferred.
- 5+ years of relevant experience may be substituted for education

Experience:

- At least two (2) years of successful experience working with urban public school systems, including development and implementation of youth development programs, community organizing, family engagement and/or education policy including:
 - Developing and facilitating training, meetings, and/or professional development to expand the capacity of internal and external stakeholder groups.
 - Conducting needs assessments and using data to develop, implement, and adapt action plans and strategies.
 - Managing multiple projects with competing priorities and ability to oversee a cadre of staff, partners, and volunteers.

Skills:

- Ability to write and communicate clearly and effectively.
- Ability to demonstrate inclusive and equitable practice in resource development using a racial equity frame to ground the work.
- Capacity to develop effective working relationships with people from a variety of different ethnic, socioeconomic, educational, religious, sexual, and generational backgrounds to ensure the success of all children.
- Proficiency with Microsoft office, database systems, data analysis, as well as budget development and implementation

Knowledge:

- Understanding of community school principles and national standards for success; with demonstrated experience cultivating academic partnerships for powerful learning experiences, creating integrated health and social supports, and authentically engaging families and communities for student and school success.

Conditions of Employment:

The CS Coordinator is a full-time, 12-month, grant-funded position, with funding provided primarily through The State of Maryland's Concentration of Poverty and Baltimore City Public Schools. Compensation includes health care benefits and vacation, sick, and personal leave. Actual hours and schedule are based on needs of the community school. Occasional evening activities and weekend hours will be required as necessary to accommodate programming, committee meetings, and special events at the school and with Child First Authority.

How to Apply:

Interested applicants should submit a compelling cover letter, resume and three professional references to jmcdowell@childfirstauthority.org by 11:59PM on August 30, 2019. Incomplete Applications (without resume, cover letter, and professional references attached) and applications received after the deadline will not be reviewed.