



**BERKELEY UNIFIED SCHOOL DISTRICT**  
**Human Resources Department**

**CLASSIFICATION AND POSITION DESCRIPTION**

TITLE:	<b>African-American Success Project Manager</b>	REPORTS TO:	<b>Assigned Supervisor</b>
DEPARTMENT/SCHOOL:	<b>Education Services</b>	CLASSIFICATION:	<b>Classified Management</b>
FAIR LABOR STANDARDS ACT CLASSIFICATION:	<b>Exempt</b>	WORK YEAR: HOURS:	<b>12 months/Calendar 2000 8 hours per day or duty days/hours as assigned</b>
APPROVED: Commission: Board:	<b>1/9/2018 12/6/2017</b>	SALARY GRADE:	<b>Schedule: 54 Range: 76</b>

**BASIC FUNCTION:**

Develop, implement, coordinate, evaluate and research a myriad of programs in support of African-American students in grades 7 through 10 with a focus on reducing negative behaviors, improving law enforcement interaction, school engagement and graduation rates as well as cultivate livelihood for culturally specific coping skills in a system that shall provide intense support and mentoring for the targeted student demographic.

**REPRESENTATIVE DUTIES:**

**ESSENTIAL DUTIES:**

- Design and develop a system within a system to ensure daily and intensive support of a cohort of African-American secondary students.
- Facilitate affinity groups of 10-15 students; at least one at each secondary site during year one, to gather information, most notably student perspective, that will inform program design and to build foundational relationships in the community.
- Improve collective impact by working directly with Educational Services, Site Administrators and existing service providers to improve the clarity of the roles, responsibilities, frequency and content of interaction between students in the cohorts and counselors; Restorative Justice and RTI personnel; Literacy coaches and Special Education Case Managers (when applicable).
- Work with Site staff and community members to highlight success stories of African American students and pinpoint the areas of growth within the process so as to not solely focus on student deficit.
- Partner with Educational Services, Teacher Leaders, counselors and classroom teachers to analyze and maintain continuous process improvement involving classroom management and culturally inclusive classroom climates utilizing actionable and specific instructional strategies and practices.
- Streamline and establish a concentrated network of community partners and services in order to have a network of supporters for student and families that can address specific referrals for academic or social or emotional challenges.
- Develop and schedule parent workshops along with parental participation opportunities across the district in partnership with the Office of Family Engagement and Equity.
- Conduct home visits with the purpose of engaging families and students on immediate and long-term academic goals.
- Make bi-monthly presentations to Ed Services Team and Cabinet to monitor progress and support of specific student cohorts.
- Supervise staff who support work directly with students and families.
- Partner with Restorative Practices staff and intervention counselors to conduct community conferences and to develop and facilitate alternative supports and consequences for a wide variety of student needs.
- Work with teaching staff to improve culturally responsive classroom strategies.

**OTHER DUTIES:**

Perform related duties as assigned.

## MINIMUM QUALIFICATIONS

### Education:

Any combination equivalent to: Bachelor's degree in a related field, Master's degree desired. Degree concentrations in social work, psychology or counseling preferred.

### Experience:

Three (3) years leadership experience in social services or with programs that increase family engagement, enhance student achievement and develop cultural/linguistic support systems. Two (2) years experience working with secondary school age at-risk adolescent youth required. Demonstrated experience in systems change work and leading a service delivery function/model is highly desirable.

### LICENSES AND OTHER REQUIREMENTS:

Valid California Driver's License and vehicle insurability to comply with District requirements.

Employment eligibility that includes fingerprint, tuberculosis and/or other employment clearance.

Incumbents in this classification may be required to speak, read and write in a designated second language

## KNOWLEDGE AND ABILITIES:

### KNOWLEDGE OF:

Federal, state, local, and District laws, regulations, policies and practices related to assigned activities  
Principles, strategies and practices of adult learning theories, group-process facilitation, conflict resolution and outreach  
Theory and practice in developing and applying intervention methods across a wide range of issues including but not limited to: sexual harassment/assault; alternative dispute resolution; specific gender-based youth intervention; development programs  
Conflict management techniques and Trauma Informed Care protocols  
Professional responsibility and ethics in the field of social welfare necessary to manage "grey areas" in confidentiality versus mandatory reporting requirements

Public (preferably secondary education) and nonprofit institutional systems practices and processes  
Social welfare-specific policies in California secondary (7-12) educational environments  
Social science and social justice application theory and practice  
Methods to interpret apply and explain rules, regulations, policies, and procedures  
Data analysis and presentation techniques  
Principles and practices of supervision and training  
Public speaking techniques  
Technical aspects of field of specialty  
Operation of a computer and assigned software  
Oral and written communication skills  
Interpersonal skills including tact, patience and courtesy

### ABILITY TO:

Coordinate activities with multiple and diverse stakeholders and facilitate productive partnerships and networks  
Train and evaluate the performance of assigned staff  
Develop, manage, and evaluate complex operations  
Utilize data management systems to access a variety of records such as state/local assessments, discipline, and attendance as a basis for data-based decision-making  
Analyze difficult and complex issues identifying logical solutions and appropriate course of action based on objective data  
Organize and coordinate District-wide events  
Work independently with little direction  
Prioritize and complete multiple and competing tasks in a timely manner

Be a positive change agent and an effective leader with diverse groups across race, ethnicity, religion, gender, class and sexuality  
Build positive and productive relationships with students, parents, staff and community members  
Communicate effectively orally and in writing  
Prepare presentations and use expert facilitation skills  
Maintain confidentiality of sensitive information  
Understand, interpret, apply, and articulate regulations and policies related to assigned activities  
Operate a computer and assigned office equipment  
Meet schedules and time lines  
Plan and organize work  
Prepare detailed and concise records, files and reports

## WORKING CONDITIONS:

### ENVIRONMENT:

Office environment  
Driving a vehicle to conduct  
Work evening or variable hours

### PHYSICAL DEMANDS:

Hearing and speaking to exchange information and make presentations  
Seeing to read a variety of materials  
Dexterity of hands and fingers to operate a computer keyboard  
Sitting or standing for extended periods of time