

Sacramento County Office of Education Job Description

Classification Title: Coordinator, Mentor Programs

DEFINITION

Under general supervision, develops, coordinates, and implements a mentor program for youth in Sacramento County Office of Education (SCOE) programs and schools regionally that aligns with internship and employment opportunities. Partners with SCOE programs and collaborates with local and regional district partners to develop and implement work-based learning opportunities for high school students that lead to increased equity and access for students in post-secondary and career opportunities. Participates in the development and coordination of schoolwide programs and services to support student mental health and wellness. Develops and delivers professional learning and training for educators and mentors. Performs other duties as assigned.

DIRECTLY RESPONSIBLE TO

Appropriate administrator

SUPERVISION OVER

Professional, technical, and clerical personnel as assigned

DUTIES AND RESPONSIBILITIES

(Any one position may not include all of the listed duties, nor do all of the listed examples include all tasks which may be found in positions within this classification.)

Facilitates and leads the development, coordination, and implementation of mentoring programs for all SCOE school sites, including the ongoing development and evaluation of a mentoring plan for SCOE schools that includes recruitment, media, mentor training, mentor placement and program monitoring; supports the development of peer mentoring programs in the region as part of a regional pipeline for workforce development, including but not limited to the fields of health, mental health, and educational careers; provides resources, identifies funding, builds capacity and provides assistance in the development and implementation of mentor programs that support student success to Local Education Agencies across the region; develops a scalable mentor program model for implementation in districts; develops mentor placements for high school and college students; assists in the recruitment of community members, staff and student volunteers to mentor students who need or desire a mentor relationship; collaborates with community partners to build a pool of mentors; organizes, develops, and conducts professional development and training for school site staff and mentors to support the social and academic success of students, including topics such as social engagement, Positive Behavioral Interventions and Supports (PBIS), Multi-Tiered System of Supports (MTSS), Adverse Childhood Experiences (ACEs), student connectivity to school, social emotional learning, classroom management, and other relevant strategies to improve student success; leads student engagement activities related to social emotional learning; collaborates with internal partners to develop and coordinate schoolwide social emotional learning and mental health and wellness services to support SCOE students; coordinates the use of a data system to regularly collect mentoring student data and provide reports to meet grant deliverables and support ongoing analysis and continuous program improvement; identifies and collaborates with educational, industry and community partners to establish, promote, expand and maintain College and Career pathways; facilitates the development of inclusive student outreach strategies and recruitment activities to ensure enrollment is open to all students; develops and facilitates online professional learning communities, meetings, and trainings; collects program data, prepares reports and maintains records related to assigned activities; collaborates with community college and community partners to support internships, Work Experience and Work Based Learning; assists educators in providing intervention and focused support for students enrolled in SCOE programs; facilitates a community of practice for regional education counseling programs to increase mentor and mentorship opportunities; directs and supervises the work of assigned staff; performs other related duties as assigned.

MINIMUM QUALIFICATIONS

Education, Training, and Experience

Possession of a valid California Pupil Personnel Services credential and demonstrated successful experience working with a diverse population of students, building pathways to career opportunities, and supporting adults building adult protective relationships with students. Administrative Service Credential preferred; Experience coordinating programs regionally or across multiple sites and settings, and experience building successful partnerships with community-based agencies, nonprofit organizations, K-12 schools, and institutions of higher education strongly desired.

Knowledge of:

Guidelines, procedures, trends, issues research, best practices, and strategies for mentoring and building adult protective relationships; requirements, legislation and funding for expanded learning programs; Adverse Childhood Experiences (ACEs) and trauma informed practices; Positive Behavioral Intervention and Supports (PBIS); Multi-Tiered System of Supports (MTSS) framework; Linked Learning, pathway programs, high school courses of study, college coursework, industry certifications, and career pathways; educational and community resources and services; staff development methods; effective curriculum and programs related to social emotional learning and behavioral and mental health; diverse cultural, educational, and social needs of students and adults; applicable State and federal regulations, laws, and rules related to assigned activities; interpersonal skills using tact, patience, courtesy, and culturally appropriate supports; standard software applications and video-conferencing platforms; principles and best practices related to educational data collection and data-driven decision making; strategies to increase equity and access for all students; budget preparation and control; effective supervision practices.

Skill and Ability to:

Provide positive leadership; engage staff and educational partners in collaboration, team participation, creative problem-solving, conflict resolution, and group planning; develop measurable goals and objectives, set priorities, and evaluate progress toward achievement; assess the effectiveness of school, district, and region-wide programs; organize and prioritize work; exercise a high degree of judgment and utilize various strategies in working with a variety of people; model strong interpersonal skills necessary to work cooperatively and effectively with individuals and groups from diverse backgrounds; communicate effectively in oral and written form; plan, develop, and conduct professional development and mentor training programs; effectively transmit knowledge and skills to others; collect, analyze, and interpret data; integrate the use of technology to enhance job performance; supervise and manage the work activities of assigned staff; develop and document processes and procedures, and maintain required records.

Other Characteristics

Possession of a valid California driver's license; willingness to travel locally using own transportation and willingness to travel within the state as required.