



Job Announcement

Overview of Organization

Greater Than (formerly "I Have a Dream" Oregon) is seeking applicants for the full-time position of Lincoln Street Elementary Program & Partnership Coordinator (LSES PP Coordinator). This is a great opportunity to join Greater Than, a mission-driven team unified around educational equity, racial justice, and a drive to make systemic change for historically underserved students and families.

The mission of Greater Than (GT) is to support and empower students from poverty-impacted communities to thrive in school, college and career. Working alongside parents, community partners and local school districts, Greater Than seeks to transform public education outcomes in Oregon for historically underserved students. We view every aspect of our work through the lens of racial equity, which guides our decision-making, relationships, policies, and practices. Our work is built on three pillars: education, community, and equity. Our programs aim to advance a racially just future for learning because equitable **education** is a right. We are intent on moving from a system of holding power *over* community to holding power *with* **community**. We are committed to racial **equity** and the restructuring of systems that create inequities for marginalized individuals.

Greater Than serves schools in two distinct communities: Rockwood in East County and, as of 2020, Downtown Hillsboro. While the communities are more than 30 miles apart, they share many strengths and are both high opportunity communities. These neighborhoods have been impacted by systemic racism, holding families back from thriving to their fullest potential.

The scope of the Greater Than Initiative includes programmatic supports for early learning, K-12 academics, post-secondary success, and entry into career. We continuously work to expand our partnerships and relationships to provide robust support services across all points of the education continuum. We are flexible problem solvers committed to providing equitable education for GT students in Reynolds and Hillsboro School District. This requires our approach to be a combination of direct service and deep collaboration.

In 2020, the Greater Than Board completed the process of selecting a school community for expansion. Lincoln Street Elementary School (LSES) in the Hillsboro School District has a high level of opportunity, interest, and capacity to support the project, along with alignment with our values regarding racial equity and parent leadership. 74% of LSES students are Latinx and many are bi-lingual. As the partnership grows, GT will follow students into the feeder schools of Evergreen Middle School, Glencoe High School and into their post-secondary pursuits. We are excited for this first hire as we plan and launch this partnership to serve students and families at LSES. For more information, please visit www.greater-than.org.

Equity Statement

We believe that cultural, institutional, and individual racism creates disparities and barriers that are neither fair nor equitable.

We are committed to advancing racial equity as a foundational element of all aspects of our work and with all of our stakeholders. In addition to racism, we recognize that ALL other forms of bias must also be addressed in order to create a more just and equitable society.

We remain steadfast in our commitment to comprehensive community partnerships to help close the racialized opportunity gap in our schools and colleges. We strive to create a truly equitable organization: *one where students, families, and communities are welcomed and supported, where their faces, voices, and experiences are reflected and valued.*

We listen and respond with great care and intentionality to the students and families with whom we partner. We consistently analyze our organizational commitment to equity and inclusion as expressed through our policies and practices, our workforce and board composition, and engagement of students and families as central guiders of our work. We are committed to collaborating with other organizations towards advancing equity for all.

Position Overview

Working in partnership with the building administration, school personnel and community partners, the LSES PP Coordinator will focus on:

- whole school culture and relationship building
- relationship management and program development
- family engagement and leadership within the Feeder to build community engagement
- relationship management and communication
- strategic thinking and planning
- data and reporting:- tracking, managing, organizing.

The position and the Senior Director of Impact (SDI) will work together to build district relationships and support school and district personnel in developing structures based on a strategic plan for growth tied to the school improvement plan. This individual must develop a strong understanding of Oregon's school districts dynamics, system influencers and feeder school patterns. This position is responsible for engaging and leveraging internal and external stakeholders, cultivating relationships as cultural brokers with LSES ambassadors and senior staff leaders, as well as creating an increased awareness of, and advocacy for, Greater Than's value proposition.

Lincoln Street Elementary (LSES) Whole School Culture and Relationship Building

- Building and fostering a relationship with Principal and Assistant Principal.
- Member of the LSES Leadership Team; work collaboratively with the administrators to problem solve the evolving needs of the school.
 - Resourcing and promoting equity training and learning at LSES.
- Building and fostering relationships with classified and licensed staff and administrators.
- Serve as a point of contact for the evolving needs of the school's educators/classroom supports.
 - Including requests for: field trips, supplies, parent teacher connections, health and wellness needs of students, groceries/food/utility assistance, etc.
- In-school programming support and Out of School Time programming
 - For ex: Career Day, College Day, College Field Trips, Field Trips in general
 - Purchasing supplies for programs
 - Making phone calls to families for program related things

- Support school personnel with after school educational and enrichment programs

Examples of duties include (but not limited to):

- Integrate with activities that promote staff team building, self-care, compassion fatigue
- Support with planning and execution of school activities that promote meaningful, positive relationships with students, families, and community and empower our diverse community
- Support the planning and implementation of school clubs, and other afterschool activities
- Support the planning and implementation of parent workshops that focus on our community needs (leadership, empowerment, parent education, etc.)

Relationship Management and Program Development (Partnerships)

- Provide proactive engagement recommendations to strengthen existing partnerships and suggestions to create new ones
 - Bringing in new and managing existing partnerships
- Identify and implement best practices related to school, district and other public partnerships
- Identify and provide opportunities to increase impact collaboratively with partners
- Identify indicators of program success and support school leaders by:
 - Collaborating in data analysis and identifying appropriate supports to increase program impact
 - Collaborating with LSES staff to identify indicators of program success and recommendations regarding additional resources for student success based on math and reading data
- Manage and coordinate relationships with local businesses, churches and individuals that provide in kind or direct financial support to Greater Than and LSES

Examples of duties include (but not limited to):

- Establish relationships with existing partnerships, and support with the coordination of established programs (food market, backpack program, counseling services, clothing, etc.)
- Build new relationships and support school administrators with the implementation of new programs (afterschool programs, clothing closet, parenting programs, mentorship, tutoring, etc.)

Family Engagement and Leadership: Feeder Schools and Community Engagement

- Promote parent and caregiver involvement/engagement and collaborate with school staff, district staff, and Greater Than staff regarding the needs students and families have as cultural brokers.
 - Work with LSES Attendance Team to help families/students create and execute school attendance plan
 - Work collaboratively with LSES Family Liaison and school administrators to support Parent Community Group (PCG) and Parent Advisory Committee (PAC) initiatives
- Work collaboratively with LSES Team to build relationships with families across feeder schools and across cultural groups
 - Help identify barriers to academic success and help develop solutions
 - Provide parents and caregivers with the tools they need to overcome the barriers in their students education

- Empower families across feeder schools and community-based organizations (CBOs) through event attendance, communication, and partnership at school or community-based events to work together.

Examples of duties include (but not limited to):

- Coordinate cultural events created and facilitated by and for our families
- Collaborate with school personnel and our PCG/PAC to plan and execute school events and other activities
- Collaborate with school administrators to develop and implement a leadership program that empowers our PCG and PAC leaders of color
- Collaborate and support our attendance team by participating in planning meetings connecting with individual teachers, students, and families to identify barriers and plan for supports
- Collaborate with school personnel to develop consistent systems for parent feedback (e.g. community listening sessions, parent surveys, individual interviews, etc.)

Relationship Management and Communication:

- Collaborate with Greater Than's Advancement Team to develop externally facing materials to effectively communicate Greater Than's value proposition to external stakeholders (including elected officials, district leaders, donors)
- Provide proactive engagement recommendations to strengthen existing partnerships and suggestions to create new ones
- Identify opportunities to increase impact collaboratively with partners

Examples of duties include (but not limited to):

- Attend or facilitate meetings with community partners
- Meet regularly with school administrators to collaborate on identifying needs, reviewing, communication, collecting and sharing feedback from partners
- Develop systems to strengthen collaboration with partners, streamline processes, and promote sustainability

Strategic Thinking and Planning:

- Utilize strategic thinking and planning to understand the complex challenges LSES neighborhood residents face and provide optimal courses of action to Senior Director of Impact (SDI)

Examples of duties include (but not limited to):

- Support school leaders in specific committees/initiatives with data collection, data analysis, identifying needs, planning next steps, and providing resources
- Support alignment of partnerships and programs to the school improvement plan
- Support the SDI in planning for programmatic expansion and implementation into middle and high school

Data and Reporting- Tracking, Managing, Organizing

- In collaboration with Impact and Evaluation Administrator (IEA) and school/district administrators, help design and identify measurable student and family outcomes
- Navigate internal database software for data entry
- Understand the importance of data integrity and helping others track specific data needed for

reporting.

- Work with SDI to report and track measurables for grants.

Examples of duties include (but not limited to):

- Tracking and managing parent input data
- Organizing and tracking data for a specific grant
- Compiling, organizing, and managing data provided by the school

Education and Experience Required

- Minimum undergraduate degree; preferred degree in education, school counseling, human services or related field; **OR 2-3 years** of experience working with culturally diverse youth and coordinating projects/partnerships at Title I schools
- Mentoring experience with resilient youth and historically underserved youth;
- Fingerprinting and driving check required

Preferred Qualifications/Characteristics

- **Commitment to Equity:** Background shows evidence that individual is/has been working towards creating a more inclusive environment for all individuals, continuous learner, consciousness raising, multiple perspectives represented
- **Multicultural Experience:** Identifies as someone with a multicultural and/or bilingual life experience. Is able to adapt their own attitudes, behaviors, and values to the mainstream culture and combine/blend aspects of multiple cultures
- **Program Development:** Is able to develop and manage programs in partnerships with school administration, teachers and staff to ensure the necessary conditions and resources are in place for appropriate student intervention
- **Family Engagement and Leadership:** Builds relationships with families *across* cultural groups
- **Collaborative Leadership Facilitation:** Background shows evidence of strong facilitation and process design skills
- **Culturally Sustaining Facilitation and Practices:** Knowledge of cultural customs, attitudes, and activities of Latinos, primarily living in the LSES neighborhood
- **Collaborative Leadership Facilitation:** Background shows evidence of strong facilitation and process design skills.
- **Working with resilient youth and historically underserved student groups:** Understands the challenges and barriers that our students face with navigating a system that historically was not created to serve them
- **Relationship Oriented:** Is able to communicate effectively to develop, grow, and sustain relationships rooted in trust
- **Collaborator:** Is able to promote a spirit of teamwork, is respectful, builds trust with teammates, advocates, and supports effective teamwork
- **Data- Tracking, management, and organizing:** Is able to look at and analyze data. Navigate database software, understands essentials of data integrity, managing files for merging, organizing, and helping others track specific data needed for reporting
- **Culturally Responsive Supervision and Management:** Background shows evidence that the individual has successfully helped staff members reach goals, increased individual staff members' feeling of success and feeling of being valued, motivated productivity and the achievement of group goals, increased group cohesiveness and team spirit. Background shows evidence that individual has a history of work around de-biasing, deep understanding of oppression including, but

not limited to: racism, anti-Blackness, sexism, LGBTQ oppression, ageism; strong understanding of disability justice and access awareness

Salary and Benefits

- \$51,000-\$68,500 Compensation commensurate with experience
- Fringe benefits are the equivalent of 35% of salary and include:
 - 100% employee premium paid for medical/dental/vision insurance
 - Employer paid life, long- and short-term disability insurance
 - Flexible Spending Benefit Plan and Employee Assistance Program
 - Generous paid time off: 15 days of accrued vacation, 12 days of sick, 10 flex holidays and for the past several years, the Leadership Team has gifted additional holidays. Extended weekend hours between Memorial Day and Labor Day
 - Simple IRA retirement plan with employer matching program
 - 1 month paid sabbatical after 5 years of continuous employment
- An organizational value of work/life balance with flexibility and remote work options
- Monthly cell phone stipend

To Apply

Please send a cover letter and resume to Jessica Arzate at: jessicaa@greater-than.org. Applications will be reviewed and accepted through January 29, 2021.

An Equal Opportunity Employer