

District Advisor, Equity

Purpose Statement

The District Advisor, Equity advises and supports educational leaders and stakeholders regarding improving equity throughout educational systems to improve outcomes for all students, with an emphasis on historically underserved student populations.

Because each person is born with inherent worth and dignity, and because equitable access and opportunity are essential to a just, educated society, SDCOE employee commitments include being respectful of differences and diverse perspectives, and being accountable for ones actions and the resulting impact.

Essential Functions

- Communicates with districts and schools; serves as a liaison and resource to support the development and implementation of educational plans through an equity lens; identifies needs and/or develops and provides customized services or technical assistance (Equity) for school districts.
- Collaborates with district leadership, school level administrators, and other educational institutions and organizations to develop and coordinate activities and programs, resolve complex problems, exchange information, provide follow-up supports, and develop policies and procedures to encourage equity in educational systems.
- Compiles and analyzes data from a variety of sources (e.g. program, local, state, data, district, etc.) to increase equity in programs, systems, services, and student outcomes, prepare narrative and statistical reports for annual review and evaluation, measure the impact of increasing opportunities, curricular and instructional services and services as needed for underserved student populations.
- Develops and sustains robust partnerships with community organizations, districts, and Institutes of Higher Education to support equitable opportunities, alignment, and coherence of TK-12 programs and the articulation to college and career.
- Interprets and explains district, state, and federal guidance and regulations to advise district/site leadership on the responsibilities of increasing equity in school site or district programs and serving as an equity leader.
- Monitors existing budgets and pursues potential new sources of funding for the purpose of aligning expenditures to unit and division goals.
- Represents the SDCOE, serves on local, state, regional, and district committees, work groups, and advisory boards, and contributes to local and state initiatives for the purpose of supporting the implementation of school and district plans to improve student opportunities and academic achievement, and increase coherence and quality instruction; leads the work of committees and work groups as assigned and in a manner that is consistent with SDCOE and state goals, objectives, and the strategic plan.
- Researches relevant policies, new federal and state statutes, staffing requirements, financial resources, etc. to develop new programs and services in assigned subject areas to comply with regulatory requirements, secure general information, and/or respond to requests.
- Performs personnel administrative functions for assigned staff (hiring, onboarding, training, supervising, evaluating, providing professional development opportunities, developing work schedules, etc.) for the purpose of maintaining adequate staffing, reviewing and approving HCM requisitions, enhancing productivity of personnel, and ensuring department/program outcomes are achieved.
- Supports, monitors activities, mentors, and evaluates staff as assigned by the Senior Director.

- Fulfills the duties and responsibilities of a Coordinator in the assigned subject area, including but not limited to:
 - Collaborates with others (e.g. district personnel, other district personnel, community organizations, etc.) to implement and maintain quality services and/or programs.
 - Coordinates and oversees the development of written reports, guidance, tools, and curriculum resources to convey information required to support quality instruction for all students.
 - Coordinates program components and support activities (e.g. negotiating contracts with vendors, reserving space, etc.) to meet district and/or grant/program guidelines.
 - Maintains a variety of manual and electronic files and/or records (e.g. budgetary, professional learning, grants, guides and resources, etc.) to provide up-to-date reference and demographic information and to comply with regulatory requirements and established guidelines.
 - Monitors fund balances of assigned programs and related financial activity to ensure that expenses are within budget limits and/or fiscal practices are followed.
 - Prepares a variety of program-mandated reports to provide students with access to core instruction in assigned subject areas in compliance with district and/or grant/program requirements.
 - Presents information to school districts and SDCOE (e.g. program offerings, funding status, participation levels, etc.) to promote programs, gain feedback, and comply with established internal controls.
 - Researches, writes, and presents grant information to secure alternative funding and engage in innovative instructional practices and learning opportunities.

Other Functions

- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.

Job Requirements: Minimum Qualifications

Knowledge and Abilities

KNOWLEDGE OF:

Review and interpret highly technical information, write technical materials, and/or speak persuasively to implement desired actions;

Analyze situations to define issues and draw conclusions;

Specific knowledge-based competencies required to satisfactorily perform the functions of the job include: research-based strategies for equity leadership; coherent systems reflected in high achieving districts and schools that support improvement; equity coaching strategies; processes that support adult learning theory; successful programs and strategies for underserved student populations and students with disabilities;

Impact data collection and analysis;

College and career counseling;

CA state standards and standards for educational teachers/leaders/administrators.

ABILITY TO:

Manage a significant number of activities, meetings, and/or events;

Use job-related equipment;

Flexibility is required to independently work with others in a wide variety of circumstances;

Analyze data utilizing defined but different processes;

Work effectively with a significant diversity of individuals and/or groups;

Work with data of varied types and/or purposes;

Independently problem solve, analyze data, interpret guidelines, and create action plans;

Communicate effectively orally and in writing;

Establish and maintain effective working relationships;
Meet deadlines and schedules;
Work with multiple projects, frequent interruptions, and changing work priorities.

Working Environment

ENVIRONMENT:

Duties are typically performed in an office setting.
May be designated in an alternate work setting using computer-based equipment to perform duties.

PHYSICAL ABILITIES:

The usual and customary methods of performing the job's functions require the following physical demands: some lifting, carrying, pushing, and/or pulling, and significant fine finger dexterity. Generally, the job requires extended periods of time sitting, walking, and standing. The job is performed under minimal temperature variations. All requirements are subject to possible modification to reasonably accommodate individuals with a disability.

Education and Experience

Experience: At least four (4) years of experience in a district-level administrative educational setting, designing and delivering high-quality, professional learning that resulted in improved outcomes for students. Experience working with diverse student and adult learner populations is required. Professional development leading equity, diversity, inclusion, and/or cultural competency initiatives for a school district required; and

Education: A Master's degree in education, education administration, or related field; or

Equivalency: A combination of education and experience equivalent to a master's degree in education, education administration, or related field, at least four (4) years of experience in a district-level administrative educational setting, designing and delivering high-quality, professional learning that resulted in improved outcomes for students. Experience working with diverse student and adult learner populations is required. Professional development leading equity, diversity, inclusion, and/or cultural competency initiatives for a school district required.

Required Testing

N/A

Certificates

Valid CA Administrative Services Credential
Valid CA Teaching Credential
Valid CA Driver's License

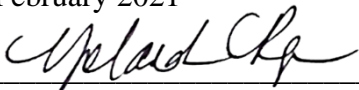
Continuing Educ./Training

As needed to maintain required certificates and/or licenses

Clearances

Criminal Justice Fingerprint/Background Clearance
Physical examination including drug screen
Tuberculosis Clearance

FLSA Status: Exempt
Salary Grade: Certificated Management, Grade 052
Approval Date: February 2021

Approved by: 

Dr. Yolanda Rogers
Assistant Superintendent, Human Resources

Revised: 3/2021