

# DeKalb County School District Position Specification

Title: **Executive Director, Student Mentorship and Partnerships**

**DIVISION:** Equity  
**DEPARTMENT:** Equity  
**REPORTS TO:** Chief Officer  
**RETIREMENT:** Teachers Retirement System

**GRADE/SCHEDULE:** 134  
**WORKDAYS:** 246  
**FLSA STATUS:** Exempt  
**APPROVED (HR):** November 2023

## GENERAL STATEMENT OF JOB

Under limited supervision, plans develop, and oversees the DCSD Mentorships and Partnerships Programs, parenting student initiatives, as well as other programs at DeKalb County School District that support underserved, under-resourced, and underrepresented youth. Develops special programs, including management, reporting, and evaluation that support the enrollment, persistence, and success of DCSD students through these programs.

## SPECIFIC DUTIES AND RESPONSIBILITIES

### **Essential Functions:**

The following duties are representative of this position. The omission of specific statements of duties does not exclude them from the classification if the work is similar, related, or a logical assignment for this classification. Other duties may be required and assigned.

<ul style="list-style-type: none"> <li>Leads the full implementation of mentorship and innovative programs for all DCSD students including setting up new programs, recruiting volunteer mentors to partner with DCSD to offer student opportunities, and providing leadership and support to DCSD schools.</li> </ul>
<ul style="list-style-type: none"> <li>Develops programs to ensure underserved, under-resourced, and underrepresented youth connect with mentors and build positive relationships to support their high school experience, gain an understanding of workplace expectations and networking to increase their likelihood of participating in post-secondary opportunities.</li> </ul>
<ul style="list-style-type: none"> <li>Oversees the FACE Advocates program and ensures training and development for mentors and liaisons to support the success of dysregulated youth.</li> </ul>
<ul style="list-style-type: none"> <li>Facilitates the implementation of the My Brothers' Keeper, My Sister's Keeper (MBK/MSK), and 100 Black Men programs to address opportunity gaps affecting DCSD students</li> </ul>
<ul style="list-style-type: none"> <li>Builds and orchestrates a robust community outreach program to create partnerships with the county government, businesses, faith-based organizations, stakeholder groups and foundations to connect DCSD youth to mentoring, support networks, and workforce development programs.</li> </ul>
<ul style="list-style-type: none"> <li>Collaborates and communicates with a wide range of stakeholders including students, families, volunteer mentors, institutions, businesses, and organizations to secure resources and support for mentorship programs.</li> </ul>
<ul style="list-style-type: none"> <li>Conducts outreach to engage the community, stakeholders and business partners in the mentoring process and solicit feedback and recommendations through monthly/quarterly meetings</li> </ul>
<ul style="list-style-type: none"> <li>Provides ongoing training and support to mentors and develops process for recruitment and screening DCSD mentors to ensure student safety and appropriate mentoring relationships.</li> </ul>
<ul style="list-style-type: none"> <li>Develops and utilizes evaluative tools to determine impact on mentoring outcomes within the District; compiles key findings to capture trends to inform and drive continuous improvement.</li> </ul>
<ul style="list-style-type: none"> <li>Performs other duties as assigned.</li> </ul>

## MINIMUM QUALIFICATIONS

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- Master's degree from a Professional Standards Commission approved accredited college or university is required.
- Minimum of seven (7) years previous experience with demonstrated successful advancement through the teaching and/or school or school system administrative hierarchy required.
- Valid Georgia Professional Standards Commission approved certificate in educational leadership at level L-5, NL-5, PL-6, or above required. If a level L-5, NL-5, PL-6, or above certificate is not held, the individual must be eligible for the NPL certificate in educational leadership.

### **KNOWLEDGE, SKILLS & ABILITIES**

- Knowledge of organizational and department planning and operational procedures; the organization of specifically assigned areas; budgeting and spending, labor issues, and efficiencies.
- Knowledge of DCSS policies and procedures; manpower and facilities requirement forecasting; all relevant available public and private resources and services
- Knowledge of curriculum guidelines for the school system and state requirements; standardized testing in accordance with school system policies and state laws
- Knowledge of school system policies, programs, and procedures pertinent to learning disabilities, child and substance abuse, and social adjustment.
- Demonstrated excellence in training, public speaking and effective communications (written and verbal).
- Broad knowledge and experience in youth development and programming and the development and administration of ongoing professional leadership activities.
- Proficiency with data management and technology applications, including Salesforce and Microsoft Office Suite.
- Self-motivated, organized and able to manage multiple tasks simultaneously.
- Commitment to DEI and ensuring programmatic services are inclusive.
- Skilled in oral, written, and interpersonal communication; coordinating and collaborating with federal, state, regional, and local organizations and departments to establish and execute responsibilities
- Skilled in administration and management skills gained through increasingly responsible management positions, recruiting, training, and motivating employees
- Skilled in delegations; planning; public relations; public speaking; budgeting; conflict resolution; and mediation
- Ability to work effectively with staff, volunteers and collaborators from diverse backgrounds, with education and supervisory experience to manage the effectiveness of trainers, consultants and other agency representatives
- Ability to direct and administer the programs and services of a non-profit educational and/or service organization; establish objectives and procedures governing the performance of assigned activities among employees
- Ability to develop and understand financial and/or operating reports; maintain confidential information; learn and use relevant computer applications
- Ability to prioritize assignments; and manage multiple tasks simultaneously

### **PHYSICAL REQUIREMENTS AND WORKING CONDITIONS**

**Sedentary Work:** Exerting up to 10 pounds of force occasionally, and/or a negligible amount of force frequently or constantly to lift carry, push, pull or otherwise move objects, including the human body. Sedentary work involves sitting most of the time. Jobs are sedentary if walking and standing are required only occasionally, and all sedentary criteria are met.

**Reaching:** Extending hand(s) and arm(s) in any direction.

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**Fingering:** Picking, pinching, typing, or otherwise working, primarily with fingers rather than with the whole hand or arm as in handling.

**Talking:** Expressing or exchanging ideas using the spoken word. Those activities in which one must convey detailed or important spoken instructions to others accurately, loudly, or quickly.

**Hearing:** Ability to receive detailed information through oral communication and make fine discrimination in sounds, such as when making fine adjustments on machined parts with or without correction.

**Vision:** The ability to perceive the nature of objects with the eye. Acuity (near and far vision), depth perception (three-dimensional vision), accommodation (adjustment of lens to the eye to bring an object into sharp focus), the field of vision (the area that can be seen up and down or to the right or left while eyes are fixed on a given point) and color vision (ability to distinguish and identify colors) are required factors.

**Repetitive Motions:** Substantial movements (motions) of the wrists, hands, and/or fingers.

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### **PERFORMANCE FACTORS**

**Interaction with Others:** Ability to maintain, on a regular and consistent basis, relationships that are not characterized by high levels of hostility, social withdrawal, or failure to communicate. Ability to be flexible relative to daily routines. Ability to demonstrate sensitivity to the differences among diverse populations.

**Concentration:** Ability to maintain workflow and thought processes in the presence of frequent distractions. Ability to ignore irrelevant sights or sounds and intrusive thoughts or stimuli. Ability to manage multiple tasks simultaneously with only a few or no errors.

**Stressful Circumstances:** Ability to produce quality work when short or unexpected deadlines are presented. Ability to adjust work processes without incident when new and unexpected directions are given relative to a project that may be in process. Ability to maintain composure and not compound a situation when interacting with people who may be angry, demanding, or otherwise less than polite.

**Independent Judgment:** Ability to complete work tasks without being given precise directions relative to work steps or the final project.

**Decision Making:** Ability to make appropriate business decisions.

**Organizational Skills:** Ability to establish priorities; simultaneously manage multiple tasks; and deliver a quality work product by a designated deadline.

**Attention to Detail:** Ability to recognize errors or layout features that detract from the physical attractiveness or accuracy of a work product.

**Public Contact:** Ability to communicate professionally and effectively, both verbally and in writing, with superiors, colleagues, and other individuals within and external to the school system. Ability to demonstrate professionalism while interacting with others and to maintain constructive working relationships.

**Attendance and Dependability:** Ability to be depended on to report to work at the scheduled time and to seldom be absent from work. Ability to complete work in a timely, accurate manner and to be conscientious about work performance.

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