



## ENGAGEMENT SPECIALIST

### **BASIC FUNCTION**

You will be responsible for co-leading the Portland Public Schools' collective mission to (re)build trust and maintain productive dialogue with families and communities and will build the district's--and the community's--ability to unite around the idea that a sustained, collective effort is needed to close the opportunity and achievement gap for our most underserved students. You will serve as a central office liaison working to partner with school administrators in support of parent engagement outcomes both in the schools and the broader community. You play a critical role in citywide efforts to support parent engagement across PPS schools by partnering effectively with school leaders, families, community organizations, faith-based institutions, business, and civic leaders as key collaborators and stakeholders in advocacy in educational equity.

### **REPRESENTATIVE DUTIES**

*The classification specification does not describe all duties performed by all incumbents within the class. This summary provides examples of typical tasks performed in this classification.*

#### **Build "Parent Action" Teams that provide real-time, continuous feedback and community pulse.**

- Conduct one on one relational meetings with parents and family members to identify issues and engage current and future parent leaders. To accomplish this, you must initiate and sustain a robust and regular schedule of 10 – 15 one on one meetings per week with parents and family members from across PPS.
- Organize Parent Action Teams at the central office able to take action on educational equity issues, including supporting the District's Community-based Advisory Councils and with a sharp focus on identifying an equity focused balance of representation.
- Identify, recruit and train parent and community leaders to be active participants in continuous school system transformation.

#### **Develop Bold Strategy and Organize Effective Actions and Engagement Campaigns that Support Partnership Between PPS and the Broader Community.**

- Implement organizing strategies that result in tangible success, increased parent leadership and an expanded parent power base.
- Work collaboratively and effectively, with your community engagement team, school leadership and colleagues throughout PPS, bringing problem-solving, smarts, innovations, creativity, and flexibility to every challenge.
- Foster relationships and develop champions with school leaders that lead to positive engagement of the community and neighborhoods.
- Foster relationships and develop champions with community-based organizations, faith leaders, elected officials, civic and community leaders that lead to positive engagement of the community and neighborhoods.
- Build the capacity of parents to understand the Portland educational landscape, key decision makers, and help realize the power of community voice in school district transformation.
- Actively engage PPS parents in further investing in their leadership skills by building their capacity through formal training and coaching.

### **Organize Community and Parent/Family Leaders to Support District Transformation.**

- Build and lead the mission-critical work around parent engagement, leadership, and organizing around expanding PPS' positive impact in the community.
- Recruit and mobilize a network of teachers, parents, and community stakeholders that build advocacy and engagement for PPS' impact.
- Collaborate with colleagues within the Community Engagement team and across PPS to integrate diverse family voices and their active participation in districtwide initiatives.

### **EDUCATION AND EXPERIENCE**

High School Diploma or GED AND Ten (10) or more years of full-time equivalent experience performing in areas such as community organizing, parent engagement, community partnerships, program/operations management OR Bachelor's degree in Business, Marketing, Non-Profit Leadership, Public Relations, Communications, or other subject areas closely related to a specific departmental program or Function AND five (5) or more years of full-time equivalent experience performing in areas such as community organizing, parent engagement, community partnerships, program/operations management.

*Any other combination of education and experience that would likely provide the required knowledge and abilities may be considered.*

### **KNOWLEDGE AND ABILITIES**

- Knowledge of urban public school landscapes including policies, politics, education practices and funding.
- A strong analytic, performance management, accountability, and systems-thinking orientation necessary to inform strategy development and execution.
- Demonstrate a deep understanding of the city of Portland, its community, and the needs, successes, challenges, priorities and complexities of each neighborhood and racial/ethnic community within PPS
- Strong political instincts and significant experience navigating complex environments to derive creative solutions;
- Experience and deep understanding of theories and practices in community organizing, advocacy, and campaigning, especially in galvanizing communities of color and young people.
- Thoughtful leader with an extensive network of relationships in all levels of state and local government, public, private and nonprofit sectors in Portland and Oregon;
- Excellent written and verbal communication skills, including ability to convey information to a variety of audiences (e.g., large groups, staff meetings, executive briefings, public board meetings, memos).
- Proven ability to coordinate and manage complex cross-functional projects with multiple competing priorities or perspectives.
- Demonstrated experience of establishing and maintaining effective working relationships with multi-faceted public and private agencies and District departments, community, and others of diverse backgrounds, experience, and personalities.
- Demonstrated experience designing and leading public processes; and the ability to thrive in an environment with high community mistrust and in bureaucratic institutions;
- Ability to facilitate group processes in consensus building, conflict resolution, planning, and decision-making;
- Bilingual or multilingual in the district's supported languages (English, Spanish, Chinese, Vietnamese, Russian or Somali).

### **Special Requirements:**

Some positions in this classification may require the use of a personal automobile and possession of a valid Class C Oregon driver's license.

## **WORKING CONDITIONS**

*The conditions herein are representative of those that must be met by an employee to successfully perform the essential functions of this job. Persons with certain disabilities may be capable of performing the essential duties of this class with or without reasonable accommodation, depending on the nature of the disability.*

**Work Environment:** Work is performed primarily in a standard office environment with extensive student, parent and public contact and frequent interruptions.

**Hazards:** Potential conflict situations.

**Physical Demands:** Primary functions require sufficient physical ability and mobility to work in an office setting; dexterity of hands and fingers to operate a computer keyboard and other office equipment; sitting or standing for extended periods of time; kneeling, bending at the waist, reaching overhead, above the shoulders and horizontally to retrieve and store files and supplies; lifting, pushing, pulling and carrying office equipment, supplies and materials weighing up to 25 pounds; repetitive hand movement and fine coordination to use a computer keyboard; hearing and speaking to exchange information in person or on the telephone; seeing to read, prepare and assure the accuracy of documents.

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FLSA: Exempt

Bargaining Unit: Non-represented

Salary Grade: 29

Approval Date: July 2019

*Portland Public Schools recognizes the diversity and worth of all individuals and groups and their roles in society. The District is committed to equal opportunity and nondiscrimination in all its educational and employment activities. The District prohibits discrimination based on race; national or ethnic origin; color; sex; religion; age; sexual orientation; gender expression or identity; pregnancy; marital status; familial status; economic status or source of income; mental or physical disability or perceived disability; or military service.*  
*Board of Education Policy 1.80.020-P*