

**SACRAMENTO CITY UNIFIED SCHOOL DISTRICT**  
**Position Description**

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<b>TITLE:</b>	Program Coordinator, Homeless Services	<b>CLASSIFICATION:</b>	UPE, Certificated
<b>SERIES:</b>	Coordinator	<b>FLSA:</b>	Exempt
<b>JOB CLASS CODE:</b>	0189	<b>WORK YEAR:</b>	211 Days
<b>DEPARTMENT:</b>	Student Support and Health Services	<b>SALARY:</b>	Range 20 Salary Schedule B7
<b>REPORTS TO:</b>	Executive Director, Student Support & Health Services	<b>CABINET APPROVAL:</b>	7-20-23
		<b>HR REVISION:</b>	3-03-23
		<b>CABINET APPROVAL:</b>	4-16-96
		<b>BOARD APPROVAL:</b>	1-13-97

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**BASIC FUNCTION:**

Under the general direction of the Executive Director, Student Support & Health Services, the Program Coordinator, Homeless Services, plans, organizes and implements student services and public relations programs, in service of students and families experiencing homelessness, to provide the following; expand enrollment, improve attendance, assists in the development and administration of policies and procedures, assist with school placement, coordinate and manage support services for students and families, provide staff development, related educational services, prepare proposals and applications for federal, state, local and private agency funding of the homeless program and services.

**REPRESENTATIVE DUTIES: (Incumbents may perform any combination of the essential functions shown below [E]. This position description is not intended to be an exhaustive list of all duties, knowledge, or abilities associated with this classification, but is intended to accurately reflect the principal job elements.)**

Actively identifies students experiencing homelessness for school enrollment using multiple modalities, including but not limited to annual housing surveys, mailings, mass media, community organization meetings, bilingual materials, newspaper advertisements and community service fairs. **E**

Maintains district-wide student count and student assignment/placement rosters of students flagged as experiencing homelessness. **E**

Monitors student eligibility for, and placement in, appropriate educational programs and services. **E**

Assists in the development and administration of policies and procedures relating to homeless enrollment, staff development and related educational and social services. **E**

Works with district level and school site administrators and resource personnel in developing and implementing homeless education components of school wide program plans. **E**

Conducts and attends periodic meetings with district and school support staff relative to homeless education/at-risk students. **E**

Collaborate with Site/District Administrators and other District personnel to identify and implement evidence-based programs and interventions that support the social, emotional, behavioral, and academic achievement of students and families experiencing homelessness. **E**

Access and coordinate community-based resources, including professional personnel and public mental health clinics and agencies, and government agencies; develop positive relationships with relevant social service and governmental agencies to increase access for students and families. **E**

Experience working with the students and families facing a wide-array of barriers, including unstable housing, and familiarity with issues of particular relevance to people and organizations supporting those experiencing homelessness, including a demonstrated ability to work effectively with people of diverse races, ethnicities, nationalities, sexual orientations, gender identities, socio-economic backgrounds, religions, ages, English speaking abilities, immigration status, and physical abilities, in a culturally inclusive environment. **E**

Collaborate with District, school-site and community-based organizations to provide training that highlight the risk/protective factors and supportive resources needed for students and families experiencing homelessness. **E**

Work collaboratively with District, school-site and community based organizations to develop professional and/or youth-led conferences and/or workshops which address health, mental health, and academic disparities in youth and families experiencing homelessness and other marginalized student populations. **E**

Facilitate and/or participate in Student Study Teams (SST), Section 504 Plan (Section 504 Plan of Rehabilitation Act and the Americans with Disabilities Act), Individual Education Plans (IEP), School Attendance Review Boards (SARB), and Student Attendance Review Teams (SART), and other committees to assist in developing and providing interventions for students at-risk. **E**

Organize, participate in, and/or conduct family involvement programs focused on such issues as physical/mental health, literacy, parent engagement, school programs, and community resources; manage community outreach activities to engage at-risk students, parents, and other family members. **E**

Collaborate with District personnel and community-based organizations to develop and/or revise policies which contribute to increasing equity for marginalized and vulnerable student populations including those who are unhoused. **E**

Maintain appropriate professional and ethical boundaries with all stakeholders, i.e., school staff, students, families, and community partners. **E**

Collaborate with District staff to identify and apply for relevant grants designed to support and/or promote the health/mental health and overall well-being of at-risk students. **E**

Make written and oral presentations to parents, school staff, grantors, and community agency staff about school-based mental health services. **E**

Effectively communicate and maintain positive relationships with school, District and community stakeholders. **E**

Coordinate and/or provide training and professional development opportunities for school staff and/or parents/community members and/or students on issues related to the social, emotional, and mental health needs of all students. **E**

Lead the development and implementation of school-wide and community-wide events through coordination with existing District and community resources. **E**

Document, collect, analyze, and utilize data to assess needs and develop support services. **E**

Responsible for the maintenance and security of confidential student records developed by staff; ensure adherence to all mandates regarding confidentiality of student records; supervise the development and implementation of all District/department record-keeping, data collection, mandated reporting, and student or program evaluation requirements. **E**

Lead and work with school improvement initiatives that close student achievement and equity gaps between racial, ethnic, and economic groups. **E**

Manage and supervise staff who provide support services, including but not limited to, crisis intervention services, case management, skills development, psychoeducation, stress/crisis management, parent/caregiver training, restorative mediation, screening, and linkage to other resources within the community, if needed. **E**

Hire, assign, train, supervise, and evaluate student support services staff and college interns. **E**

Provide a positive climate of interaction and communication between school staff, families, and the community. **E**

Perform related duties as assigned.

**TRAINING, EDUCATION, AND EXPERIENCE:**

Any combination equivalent to:

Master's Degree with specialization in social work, counseling, psychology or related disciplines required.

Five or more years of successful public/private school experience, agency experience, or community based organization experience which involves program development, management, supervision, and case management services.

Experience working with marginalized, vulnerable, at-risk students and families; crisis response; and working with people of diverse economic, ethnic and linguistic backgrounds preferred.

**LICENSES AND OTHER REQUIREMENTS:**

Valid California driver's license; provide personal automobile and proof of insurance. Valid Pupil Personnel Credential and Administrative Credential or eligibility for the Administrative Internship Program appointment to the position.

**KNOWLEDGE AND ABILITIES:**

KNOWLEDGE OF:

Ability to demonstrate broad knowledge of complex system organizations, school systems' functioning, educational law, curriculum and instruction, classroom and behavior management, models for working with diverse populations, including students with disabilities and models for school-based practice.

Challenges faced by children, youth, and families, who are unhoused including unaccompanied youth and preschool aged children.

Understand the rights and services provided to children and youth experiencing homelessness through the McKinney Vento Act and other Federal and State laws and programs.

Understanding of the requirements for the homeless education liaison position, and the State and school district systems in which these requirements will be enacted, including the budgeting system and State student data collection system.

Understanding of community resources that may provide assistance to students and families, especially related to being unhoused.

Working with the social, emotional, physical, and mental health needs of children, adolescents and families.

Supervision and management of staff, including interns.

Concepts of culture and intersectional identity and an ability to relate to a variety of ethnic and cultural groups in an effective manner.

Support services for students who are unhoused, at-risk, low-income, and demonstrate low academic performance.

Planning, organization, and coordination of all assigned programs.

District organization, operations, policies, and objectives.

Grant writing and budget processes.

Applicable laws, codes, regulations, policies, and procedures related to assigned duties.

Interpersonal skills and boundaries using tact, patience, and courtesy.

Effective oral and written communication skills.

**ABILITY TO:**

Plan, organize, and coordinate the development, implementation, enhancement, and improvement of school-based mental health and support services for students with academic, behavior, attendance, and/or social/emotional concerns.

Communicate effectively, both orally and in writing.

Interpret, analyze, apply, and explain rules, regulations, policies, and procedures.

Accurately and effectively analyze crisis situations, and adopt effective courses of action.

Ability to organize work projects, establish priorities and meet deadlines in a timely manner.

Establish and maintain effective working relationships with a diverse array of individuals and organizations.

Prepare comprehensive narrative and statistical reports.

Operate a computer and related software.

Supervise and evaluate the performance of assigned staff.

Meet State and District standards of professional conduct as outlined in the Board Policy and Professional Code of Conduct.

**WORKING CONDITIONS:**

**SAMPLE ENVIRONMENT:**

Office environment; K-12 school campuses; and drive a vehicle to conduct work.

**SAMPLE PHYSICAL ABILITIES:**

Hear and speak to exchange information and make presentations; dexterity of hands and fingers to generate reports, grant proposals, and correspondence utilizing a computer; see to monitor activities, read documents, and view a computer monitor; sit or stand for extended periods of time; bend at the waist, and reaching overhead, above the shoulders, and horizontally to retrieve and store files and other items; and lift light objects.

**PREVIOUS CLASSIFICATION:** Program Coordinator, Homeless Services