EGAN OFFICE OF URBAN EDUCATION AND COMMUNITY PARTNERSHIPS

<table>
<thead>
<tr>
<th>Title:</th>
<th>CSI Site Coordinator</th>
<th>Campus:</th>
<th>Lincoln Park/Off-Campus</th>
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</thead>
<tbody>
<tr>
<td>Starting Salary:</td>
<td>$14.00</td>
<td>Hours:</td>
<td>15-25 hrs (hours vary by position, 4 positions open)</td>
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<td>Schedule:</td>
<td>Mostly daytime hours, but flexible schedule is needed</td>
<td>Position Starts:</td>
<td>Immediately and must be available to work for the entire 2016-17 school year</td>
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<td>Commitment:</td>
<td>Two or more years of commitment to the position highly preferred</td>
<td>Other Requirements:</td>
<td>Availability to attend weekly staff meetings (usually Wednesdays) and tutor meetings (held on Fridays from 10:00-12:00) required</td>
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About Catholic Schools Internships (CSI): The Egan UECP believes that schools are important community institutions that can contribute to and benefit from holistic community building and community development. CSI works to add value to school and community efforts to improve their situation. CSI is a community service work-study program that allows DePaul University students to serve in Chicago’s most under-resourced Catholic schools by facilitating sustainable partnership development and resource acquisition, and providing classroom assistance, tutoring, mentoring, and supplemental enrichment activities. For more information please visit our website: [http://steans.depaul.edu/UECP](http://steans.depaul.edu/UECP).

POSITION SUMMARY:
CSI Site Coordinators work with UECP staff in developing commitment to the social justice vision, mission and operational principles of what we call the “Egan Way” through modeling and through development of opportunities for study, reflection, dialogue, and praxis. In schools, Site Coordinators are key in developing positive, sustainable and mutually beneficial relationships among school, community and university partners. Schools are viewed systemically and are always understood within the context of their community and its development.

CSI Site Coordinators have three primary roles: (1) facilitate partnerships and connect school partners with university and community resources; (2) support the work and learning of a team of DePaul students who work within the schools; and (3) assist in planning, monitoring and implementing various program components and projects.

PRIMARY RESPONSIBILITIES:

I. Partnership Facilitation (8-10 hours): In collaboration with school and community partners,
   a. Develop and maintain strong relationships with principals, teachers, students, parents and school staff, through on-site participation and timely communication, in order to effectively learn about your assigned school’s strengths, goals and needs and build mutual trust
   b. Ensure that all of the components of our work are carried out in a respectful, reciprocal, sustainable and highly professional manner that adds value and addresses real school and community needs
   c. Develop strong knowledge of community and university resources by identifying and building relationships with diverse peoples, implementing asset-mapping strategies and doing research to better understand the unique history, assets and needs of your school and its community
   d. Create opportunities for inclusive participation of all stakeholders in having their voices heard and in planning, decision-making, implementation, monitoring, and evaluation of partnerships, programs and projects
   e. Ensure that community and school constituents are driving community-building efforts by setting their own goals and priorities and directing the processes involved
II. Support for Team of Tutor-Mentors (8-10 hours):
   a. Manage the relationships among school partners, community partners, CSI tutor-mentors and other DePaul staff by ensuring excellent communication, problem-solving and attention to the needs of all stakeholders
   b. Serve as the on-site supervisor for CSI tutor-mentors and reinforce high levels of professionalism and excellence in tutoring and mentoring through individual coaching, knowledge and resource sharing and mutual support
   c. Assist in developing and attending UECP and program meetings and events including weekly site coordinator meetings, planning and facilitating weekly tutor meetings and attending ad hoc meetings as needed
   d. Assist in developing and implementing professional development and other learning opportunities for the purposes of community-building, reflection, and discussion about social justice issues and practices
   e. Support students in balancing work, study and other responsibilities and intervene with information and referrals to additional resources whenever necessary
   f. Maintain administrative policies and procedures as needed including assisting with attendance monitoring, performance assessment and implementation of student employee disciplinary procedures
   g. Assist with on campus student recruitment, hiring and onboarding activities as needed

III. Program Planning and Development (5-9 hours):
   a. Contribute to ongoing & long-term program planning, implementation, monitoring and assessment
   b. Communicate and collaborate effectively with UECP, Steans and other university staff
   c. Effectively document, file and share program updates on progress, successes and challenges in your work and contribute to data gathering and reporting
   d. Contribute to scholarship and publicity about our school-based efforts, UECP and the Steans Center
   e. Serve on special committees or task forces to accomplish short terms goals, initiate new projects and other needs.

IV. Other duties as needed or assigned.

QUALIFICATIONS/REQUIREMENTS:
   a. Must be federal work-study eligible. Please contact DePaul Central to make sure you are eligible
   b. Graduate student with graduate level work in education &/or social justice related field preferred
   c. Demonstrated knowledge of and commitment to equity and social justice in schools and/or community
   d. Evidence of ability to learn from and develop positive relationships with people from diverse backgrounds and perspectives
   e. Must be able to work well both independently and as a team member
   f. Evidence of excellent written/verbal communication skills, problem-solving skills and interpersonal skills
   g. Demonstrated evidence of flexibility, creativity and overall professional demeanor including timeliness, organizational skills, excellent attendance and follow-through
   h. Experience working with schools and/or community-based organizations preferred
   i. Experience working with, leading and/or supervising college students preferred
   j. Experience with tutoring, literacy, community-building, community organizing, program development and/or child development preferred
   k. Must be willing to use public transportation as necessary; current driver’s license and willingness to drive a personal vehicle and/or a University van preferred
   l. Ability to use Microsoft Office Word, Outlook, & PowerPoint and familiarity with social media preferred

Please contact Alicia Ferraris (aferrar5@depaul.edu) with any questions.