

# **SAMPLE: Early College and Career Pathways Coordinator**

## **Job Description**

### **JOB DETAILS**

The Early College Pathway Coordinator is responsible for the oversight and implementation of program goals and initiatives. The person will be responsible for establishing a vision that seeks to close gaps between traditionally underrepresented students and their peers in higher education and the workforce by promoting equity, inclusiveness, and college and career readiness opportunities for all Early College students.

The Pathways Coordinator is responsible for cultivating and fostering positive working relationships between higher education partners, industry partners, and other intermediaries so as to build rigorous and developmentally appropriate programs and activities that will result in successful and positive program experiences for students, including post-secondary success. Working collaboratively with school and college staff and coordinating with industry partners, the Pathways Coordinator will provide the leadership necessary for creating, monitoring, and facilitating an effective and sustainable Early College and Career program at ABC High School.

Working together with college and high school staff and outside partners, the Pathways Coordinator seeks to maintain and develop collaborations that serve to better prepare students for college and careers while fostering mutual learning among the faculty, staff, and students at the partnering institutions. The Pathways Coordinator is instrumental in facilitating students' progress and success by ensuring that appropriate collaborative mechanisms and structures are in place by building an Early College Community within ABC High School.

### **Specific Functions:**

The Pathways Coordinator is responsible for overseeing all aspects of the Early College Program while includes the following specific job functions:

- Coordinate all activities related to college course-taking by high school students, including, but not limited to registration, assessment, course withdrawal, and the submission of final course grades and their dissemination to students, their parents, and to high school and state administrators in a timely fashion.
- Collaborate with college partners to facilitate the purchase and distribution of course materials in a timely manner. Develop, and keep up-to-date, online and print marketing and promotion strategies intended to raise awareness and understanding of the Early College program among staff, students, families, and community members.
- Plan and organize related recruitment, outreach, and informational sessions for prospective students and families.
- Design and implement orientation programs for current and future students and parents, outlining expectations, procedures, policies, and criteria for the students' successful completion of the college coursework.
- Collaborate with Family Engagement Coordinators to design multiple opportunities for family outreach and create a community environment where students are acknowledged and celebrated.
- Act as the second point-person with the proposed EC partner, XYZ College.
- Create a strong marketing plan to increase public awareness and highlight student accomplishments.
- Collaborate with the current Dual Enrollment teacher and in-house partners (HERC, Gear UP, PIC) to create a sequence of career exploration and learning opportunities that include - but are not limited to - job shadows, internships, field trips, workshops, and participation in district-level platforms such as Naviance.
- Create and maintain student files, which include updated contact information, registration materials, assessment results, and signed copies of student contracts. Perform administrative tasks such as collecting, organizing, and disseminating statistical data.
- Ensure students in the Early College Program students are coded for SIMS and other state or local reporting.
- Assess student and program performance by collecting, analyzing, and reporting student academic performance and employment data and make recommendations to improve student achievement in order to fulfill the program's mission.

- Coordinate with college faculty and staff to develop and implement programs that support early college goals and connection to college partners (e.g., college course experiences for high school students, college speakers, trips to college offices, and non-academic events connected to the college).
- Meet bi-weekly with ABC HS current Dual Enrollment teacher to discuss student enrollment, recruitment strategies, data/tracking, and deliverables. Manage Pathways budget in collaboration with the school principal and assist with grant writing and reporting as needed.
- Participate and attend workshops and training sessions with college partners, DESE, and other stakeholders.
- Attend meetings and events and serve on committees as needed.
- Maintain a working knowledge of Early College, Dual Enrollment, and Career Pathway initiatives across the state and nationally.
- Plan and facilitate weekly Early College team meetings and bi-annual retreats, and support and provide feedback to Early College staff on an ongoing basis.
- Meet regularly with the Pathways Work Based Learning Coordinator and Early College Family Coordinator to outline and assess goals, vision, and deliverables and address program needs and supports.
- Assist with the communication and support of alumni as needed.

**The ideal candidate will have KNOWLEDGE OF:**

- Career technical education, Dual Enrollment, and Early College policies and frameworks locally and nationally.
- Industry outlooks with regard to Early College pathway focus (IT, Business, Health).
- A variety of age-appropriate guidance, counseling, and behavior management strategies that reflect current research and best practice and an understanding of human growth and development patterns and learning theory.
- Diverse academic, socioeconomic, cultural, ethnic, and educational backgrounds of District and ABC High School students.
- Record-keeping techniques.
- Interpersonal skills using tact, patience, and courtesy.
- Computer software, hardware, and related technology.

**The ideal candidate will have the ABILITY TO:**

- Write proficiently and create basic graphics for one-pagers, brochures, and posters.
- Present pathway information to various business and community groups in a professional manner to elicit support for increasing work-based learning within linked learning priorities.
- Effectively manage complex projects, and manage and direct volunteers and/or partners, and students.
- Establish and maintain positive relationships with ABCHS teachers and faculty, district personnel, and community-based organizations.
- Work effectively with area employers, youth, teachers, school administrators, and program partners.
- Communicate with students and adults of diverse backgrounds and build relationships with students and families.
- Work collaboratively and think creatively within a team.
- Communicate effectively in both writing and speaking.
- Understand how to use various career programs: Ex: Naviance, College Board, and MassCIS.
- Demonstrate knowledge of students' developmental levels by providing differentiated learning experiences and support that enables all students to progress toward intended outcomes.
- Actively create and maintain an environment in which students' diverse backgrounds, identities, strengths, and challenges are respected.
- Regularly reflect on practice, seek and respond to feedback, and demonstrate self-awareness and commitment to continuous learning and development.

**Other responsibilities include:**

- Dual-Enrollment Liaison
- Plan, implement and coordinate a comprehensive dual enrollment program with multiple post-secondary partners

- Synchronize the planning for dual enrollment so that high school calendars are developed to fit into college cycles and work out details to ensure that lines of communication remain open and that operations run smoothly
- Develop, and remain responsible for, an effective tracking system
- Collaborate with Directors of Instruction and XYZ College faculty regarding curriculum alignment

**Required Qualifications:**

- Bachelor's Degree in Social Work, Psychology, Counseling, or related field
- Minimum of 5 years of relevant work experience in student support and working in an urban setting
- Strong commitment to ABCHS mission, values, and educational model
- Desire to be part of a multilingual community and to meet the challenges this poses
- Ability to collaborate, work well under pressure, and maintain a sense of humor and humility
- Impeccable ethics
- Demonstrated leadership qualities, interpersonal skills, and personal characteristics necessary for working effectively with diverse students, faculty, partners, and families
- Demonstrated ability to thrive and lead in a multicultural atmosphere where respect and ethical behavior are pervasive
- Excellent written and oral communication skills
- Current authorization to work in the United States

**Preferred Qualifications:**

- Masters in Social Work, Psychology, Counseling, Education, Business, or a related field
- 5 or more years as an urban student support provider and a minimum of 3 years as a student support manager

**Applicant must submit a writing sample (from a task) to measure proficiency.**

**Applicant must also create an example of marketing materials with graphics (one-pager, brochure, flier) that can be used to promote the program.**

**TERMS:** Managerial

Please refer to [<Website/Link>](#) (under "Employee Benefits and Policies") for more information on salary and compensation. Salaries are listed by Unions and Grade/Step.

**NOTE:** School-based managerial employees will work 223 days between July 1st and June 30th each year. The 223-day work-year will include the 180 days in which school is in session, and the additional days will be determined by the employee and the principal or headmaster of the school. School-based managerial employees are not eligible for vacation time or compensatory time. In the event of school cancellation due to snow or inclement weather, school-based managerial employees need not report to work

The <NAMED School District>, in accordance with its nondiscrimination policies, does not discriminate in its programs, facilities, or employment or educational opportunities on the basis of race, color, age, criminal record (inquiries only), disability, homelessness, sex/gender, gender identity, religion, national origin, ancestry, sexual orientation, genetics or military status, and does not tolerate any form of retaliation, or bias-based intimidation, threat or harassment that demeans individuals' dignity or interferes with their ability to learn or work.