

## **COORDINATOR II: COLLEGE AND CAREER COUNSELING**

### **DEFINITION:**

Under general supervision of the Executive Director of Secondary Education, the Coordinator of College and Career Counseling will assist with the alignment of Career Technical Education curriculum, activities, and counseling efforts at the secondary level and in collaboration with post-secondary institutions. The Coordinator will embed career elements and education systemically and organize school counseling efforts with post-secondary counselors to include early college credit attainment, industry certifications, and work-based learning. They will work with school counselors to help students explore, plan, and pursue careers that reflect their passions, skills, and life goals in support of the District's goal that every student graduating from high school is college and career ready.

**ESSENTIAL DUTIES AND RESPONSIBILITIES** include the following. Other duties may be assigned.

- Provide expertise and support in all aspects of college and career counseling and instruction related to Career Technical Education.
- Attend regular meetings with other college and career counseling coordinators; K12 Strong Workforce Technical Assistance Providers; and pathway coordinators.
- Liaise with school site counselors to support site based guidance programs covering academic, college and career, and social/emotional domains.
- Liaise with district committees; the County Office of Education; the City; post-secondary institutions; and other organizations to support site guidance programs and students.
- Serve as a resource to school district staff in the development of career counseling components such as; college dual enrollment; regional career exploration; public perception of CTE; and high school to college to workforce transitions.
- Conduct accountability studies to assess the career education needs within the district that will serve to develop career pathways and articulate with post-secondary institutions.
- Select and monitor appropriate community resources to supplement district and school programs.
- Create marketing tools to advertise the college and career readiness programs and career pathways.
- Build counseling competencies in accessing, interpreting, and applying relevant data, while leading counseling program evaluation processes and action plan development.
- Lead efforts of counselors toward increasing college and career readiness for all students, while decreasing the achievement gap.
- Create and sustain purposeful professional learning for guidance and counseling staff, including districtwide counselor PLCs.
- Support counseling guidance procedures associated with proper student placement with regard to graduation and college and career readiness.
- Assist in the development and implementation of counseling curriculum to meet the needs of students.
- Assist with the integration of career opportunities in the core content areas.
- Collaborate with District staff, such as the Irvine Family Resource Center; Education Services; Guidance Resources; and Mental Health/Wellness departments in order to help build a continuum of social, emotional and mental health supports across the district.

- Participate in professional activities, conferences, and research to keep abreast of trends, practices and continued growth and development in services for students, including high-risk youth and families.

**QUALIFICATION REQUIREMENTS:**

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

**KNOWLEDGE AND ABILITIES**

- Demonstrate specialized knowledge of best practices in school counseling and guidance, including the needs of high-risk youth and families.
- Work collaboratively with site administrators, school counselors, and other school staff to meet student needs.
- Comprehensive knowledge of applicable state and federal laws, regulations, and compliance requirements governing educational programs in California.
- Understand and share current CTE trends, National and State standards, frameworks and model curriculum, effective staff development practices, techniques, and delivery systems.
- Practice and encourage instructional strategies including project-based learning principles.
- Understand district and Orange County graduation requirements and options for college and career readiness.
- Build and maintain strong relationships and communicate effectively across the region and with post-secondary institutions.
- Ability to effectively communicate orally and in writing in order to express ideas, thoughts, and instructions clearly to students, community, staff, and regional partners.
- Ability to collaborate with other agencies in planning and implementing effective programs, including staff and parent training, within established budget constraints.
- Ability to analyze complex situations and prepare response alternatives for consideration with decision-making groups.
- Work independently, organizing tasks, setting priorities and meeting deadlines.

**EDUCATION/EXPERIENCE:**

- Successful instructional and/or leadership experience within a school/district setting.
- Valid California credential authorizing Pupil Personnel Services (PPS) in Counseling is preferred.
- California Administrative Services or other related Services credential is preferred.
- Possession of a valid California driver's license.
- A Master's degree from an accredited college or university is preferred.

**PHYSICAL DEMANDS:**

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to sit and talk

or hear. The employee is occasionally required to walk.

Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

**WORK ENVIRONMENT:**

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee occasionally works in outside weather conditions. The noise level in the work environment is usually moderate.

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