

BEAVERTON SCHOOL DISTRICT

Position Title: College & Career Center Specialist
Department: High Schools
Reports To: High School Principal
Pay Grade: SUPP/14
FLSA Status: Non-Exempt
Bargaining Unit: OSEA
Approved Date: October 21, 2009
Revised Date: NA

POSITION PURPOSE:

Performs a variety of complex tasks requiring initiative and independent judgment in support of the school's College & Career Center mission. Participates and assists in the planning, development and coordination of career development programs at the assigned school; provides career and post-secondary education and training information and resources to teachers, counselors, students, and parents. Connects students with community based career-related learning experiences, and develops/maintains Center resources.

SUPERVISION RECEIVED AND EXERCISED:

Reports to the school principal, assistant principal, or another assigned supervisor. May provide guidance and supervision to student teaching assistants and volunteers.

EXAMPLES OF DUTIES:

Duties may include, but are not limited, to the following:

- 1) Assists students with a variety of career awareness and exploration activities:
 - ☐ Supervises student activity in the College & Career Center; provides guidance for research activities and selection of brochures, books, labor market information and other materials; assists students with internet research. Instructs students in the use of various assessment tools to determine vocational direction; provides assistance in interpreting vocational assessment test results.
 - ☐ Develops and delivers college and career planning presentations to large and small groups of students.
 - ☐ Plans and organizes career-focused visits and presentations that are inclusive of all students, with special emphasis on careers related to Career and Technical Education (CTE) programs and non-traditional occupations. Schedules times, rooms and student attendance; sends evaluation forms to teachers and correspondence to speakers. Promotes student participation in local career awareness exploration activities.
 - ☐ Provides students with accurate, up-to-date knowledge of the broad range of careers and related post high school education opportunities. Researches and identifies new career developments and resources; keeps up-to-date on career planning materials and resources; updates resources on a regular basis.
 - ☐ Strategize with CTE teachers to encourage enrollment of non-traditional students based on gender and underrepresented populations in Perkins-Eligible CTE Programs of Study.
- 2) Researches and develops career-related learning experience (CRLE) opportunities for students, with specific emphasis on CRLE's related to building CTE Programs of Study:
 - ☐ Recruits area businesses and government agencies to participate in career-related learning experience programs.
 - ☐ Functions as a liaison between, teachers, the business community, students and parents in the coordination of career-related learning experiences including guest speakers, internships, job shadows, and work-based learning opportunities. Advertises and promotes opportunities.
 - ☐ Promote and facilitate student attendance at off-site career related learning events among students interested in a specific Perkins-Eligible CTE Program Of Study.
 - ☐ Assists students with the development of resumes; explains format and content guidelines for resumes. Develops and administers mock-interview training sessions.

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- 3) Assists students with post-secondary education planning:
 - ☐ Assists students in exploring a full spectrum of post-secondary education pathways related to identified career interests, including but not limited to industry certifications, on the job training, career/technical schools, associate/bachelor/professional degree programs with particular emphasis on CTE related post secondary opportunities.
 - ☐ Schedules and plans college, university, and career/vocational school visitations.
 - ☐ Provides a variety of standard forms for student use, such as college and scholarship applications; provides instruction and suggestions for completion and submission of forms; assists students with college and employment applications; proof-reads applications.
- 4) Provides a variety of administrative/support services for the College & Career Center:
 - Provides tracking as necessary to comply with Perkins reporting requirements. May include: CRLE's in Perkins-Eligible CTE Program Of Study courses, attendance at offsite CTE program related events, student participation in leadership organizations such as DECA or CTE related competitions such as FIRST for Robotics.
 - ☐ Participates in the development of career education goals, objectives, work plans, and timelines as they apply to the Center. Assists in the development of program evaluation or year-end reports.
 - ☐ Tracks student completion of career education credit.
 - ☐ Compiles and maintains database of participating students, businesses, and government agencies.
 - ☐ Develops and maintains information to provide effective and updated materials on student scholarship application, college selection, vocational guidance, and career research.
 - ☐ Develops and maintains materials in easily accessible filing systems. Selects and orders career materials and college information and publications; prepares materials for circulation.
 - ☐ Provides College & Career Center content for building web site.
 - ☐ Provides testing coordination and support (i.e. PSAT, SAT, ACT)
 - ☐ Cultivates and models a collaborative, respectful working and learning environment.
- 5) Coordinates the activities of parent volunteers and teacher assistants supporting the College & Career Center activities:
 - ☐ Trains and orients parents on mentoring skills and resources; assigns and reviews the work of assigned Teacher Assistants; organizes schedules and assignments. Provides support to mentor/student meetings.
- 6) Participates in building, district and regional meetings and committees related to support of Perkins-Eligible CTE Programs of Study
- 7) Participates in building, district and external meetings related to functions of the College & Career Center.
- 8) Performs related duties as assigned.

KNOWLEDGE, SKILLS AND ABILITIES:

Knowledge of:

- ☐ Post secondary education and career opportunities in fields related to CTE Programs of Study
- ☐ Job training, industry certifications, trade schools, associate, bachelor and professional programs related to CTE Programs of Study.
- ☐ The rigorous academic and CTE skills preparation necessary for post secondary success.
- ☐ Job skill requirements, job market trends and career planning processes
- ☐ College application process, standardized testing, scholarships and financial aid.
- ☐ Local business community.
- ☐ Office procedures and practices.

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Skills/Ability to:

- ☐ Understand the full spectrum of available careers in fields related to CTE Programs of Study.
- ☐ Research career planning opportunities and community resources; implement plans and procedures.
- ☐ Assist others in career and educational program problem solving.
- ☐ Work effectively with high school age students in large and small group settings and individually.
- ☐ Plan and organize work to meet established deadlines; ability to multi-task;
- ☐ Work independently and take initiative; work effectively in a team situation.
- ☐ Establish and maintain effective working relationships with other employees, students, families, and representatives of public agencies.
- ☐ Effectively work and communicate with students, parents, and school personnel from diverse cultures.
- ☐ Recruit, encourage, and promote school, business and government participation.
- ☐ Recruit, train, and supervise volunteers.
- ☐ Communicate clearly and concisely, both orally and in writing, and communicate effectively with other employees, students, and the general public, using tact, courtesy and good judgment.
- ☐ Develop and deliver public presentations.
- ☐ Maintain accurate records and create reports for program.
- ☐ Follow applicable District policies and work procedures.
- ☐ Maintain the integrity of confidential information relating to a student, family, colleague, or District patron.
- ☐ Familiarity & competency in use of MS Office

EDUCATION AND EXPERIENCE:

Any combination of experience and training that would provide the required knowledge and abilities is appropriate. A representative way to obtain the required knowledge and abilities would be:

- ☐ Associates of Art degree, two years of college coursework, or equivalent based on a combination of college coursework and work experience in community services, business, education, or a related field.
- ☐ Two years experience providing administrative support activities; experience in a vocational research or counseling environment and/or working with high school students in an educational setting preferred.

LICENSING/SPECIAL REQUIREMENTS:

- ☐ Possession of, or ability to obtain, a valid Oregon or Washington driver's license.

WORKING CONDITIONS:

Work is performed in a standard office setting. Requires regular focus on a computer screen. May be required to sit, keyboard, write, hear and speak for extended periods. Work activities may include bending, stooping, and kneeling. May be required to lift up to 20 pounds.

ADDITIONAL INFORMATION ABOUT THE PERKINS-ELIGIBLE CAREER & TECHNICAL EDUCATION (CTE) PROGRAMS OF STUDY & FUNDING FOR POSITIONS CLASSIFIED AS CAREER CENTER SPECIALIST:

To the extent that this position is funded in whole or in part by Perkins federal grant funds, priority must be given to providing these services to all students and their families enrolled in Perkins-Eligible Career and Technical Education (CTE) Programs of Study.

"All CTE (Career and Technical Education) students will have informational career guidance, academic advising and instructional support to assist them in progressing through a CTE program of Study in a non-duplicative manner (e.g. Pathway Templates, Education Plan & Profile, appropriate accommodations, ELL services)" (Source: Carl D. Perkins Career and technical Education Act of 2006) Priorities should be determined in discussions with assigned supervisor, CTE teachers and District CTE Specialist.

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The statements contained herein reflect general details as necessary to describe the principle functions of this job, the level of knowledge and skill typically required and the scope of responsibility, but should not be considered an all-inclusive listing of work requirements. Individuals may perform other duties as assigned, including work in other functional areas to cover absences or relief, to equalize peak work periods or otherwise to balance the workload.

The Beaverton School District recognizes the diversity and worth of all individuals and groups. It is the policy of the Beaverton School District that there will be no discrimination or harassment of individuals or groups based on race, color, religion, gender, sexual orientation, gender identity, gender expression, national origin, marital status, age, veterans status, genetic information or disability in any educational programs, activities or employment.