

Work-Based Learning Coordinator

Purpose Statement

The job of Work-Based Learning Coordinator is done for the purpose/s of managing and developing a sustainable infrastructure within the district for aligning career pathways that are not traditionally associated with college/university programs and to ensure district students gain access and are connected to appropriate structured career pathways. The Work-Based Coordinator will work with all grade levels, 9-12, at Compass Academy, Lingle-Ft. Laramie High School, Platte River School, Southeast High School, and Torrington High School

This job reports to Director of Curriculum & Instruction, & Data Management

Essential Functions

- Coordinate with community businesses to create for-credit internships for students.
- Research and establish relationships with higher education programs that offer educational opportunities for post-secondary career pathways.
- Collaborate with all stakeholders (e.g. students, staff, families, public and private resources, education institutions, etc.) for the purpose of promoting information about career/technical pathways.
- Research the 16 career clusters and determine the alignment with current CTE pathways that are available for district students.
- Develop a structured career pathway that aligns with CTE coursework and career clusters that are not traditionally associated with college/university programs.
- Develop exit criteria to ensure students are on the trajectory for completion of certification in work-based coursework taken.
- Maintain a follow-up system for at least one year for the purpose of data monitoring of success.
- Collaborate with school counseling staff to promote a culture of college and career readiness for all students.
- Collaborate with school counseling staff to support post-secondary fairs and recruitment visits and ensure equitable access for all students.
- Collaborate with school counseling staff to coordinate community and parent events to support post-secondary plan awareness.
- Assist students with college/vocational/other post-secondary training programs and awareness of program entry processes.
- Identify gaps in college and career access and the implications of such data for addressing both intentional and unintentional biases related to college and career counseling.

Other Functions

- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.

Job Requirements: Minimum Qualifications

Skills, Knowledge and Abilities

SKILLS are required to perform multiple, technical tasks with a need to occasionally upgrade skills in order to meet changing job conditions. Specific skill-based competencies required to satisfactorily perform the functions of the job include: using pertinent software applications; planning and managing projects; preparing and maintaining accurate records; and applying assessment instruments.

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read technical information, compose a variety of documents, and/or facilitate group discussions; and understand complex, multi-step written and oral instructions. Specific knowledge-based competencies required to satisfactorily perform the functions of the job include: keyboarding; data entry; pertinent codes, policies, regulations and/or laws; participate

in educational opportunities including professional publications, networks, and organizations; and maintain knowledge of research-based practices.

ABILITY is required to schedule a number of activities, meetings, and/or events; often gather, collate, and/or classify data; and use basic, job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; analyze data utilizing defined but different processes; and operate equipment using standardized methods. Ability is also required to work with a wide diversity of individuals; work with data of varied types and/or purposes; and utilize job-related equipment. Some problem solving may be required to identify issues and select action plans. Problem solving with data frequently requires independent interpretation of guidelines; and problem solving with equipment is limited. Specific ability-based competencies required to satisfactorily perform the functions of the job include: adapting to changing work priorities; communicating with diverse groups; establishing effective relationships; maintaining confidentiality; meetings deadlines and schedules; setting priorities; working as part of a team; working with detailed information/data; and working with frequent interruptions.

Responsibility

Responsibilities include: working under direct supervision using standardized procedures; leading, guiding, and/or coordinating others; tracking budget expenditures. Utilization of significant resources from other work units is routinely required to perform the job's functions. There is some opportunity to impact the organization's services.

Work Environment

The usual and customary methods of performing the job's functions require the following physical demands: some lifting, carrying, pushing, and/or pulling, and significant fine finger dexterity. Generally, the job requires 40% sitting, 30% walking, 30% standing. This job is performed in a generally clean and healthy environment.

Experience: Job related experience with increasing levels of responsibility is desired.

Education (Minimum): Bachelor's degree in job-related area. Preference given to candidates with current Wyoming PTSB teaching endorsement in CTE or curricular-related field.

Required Testing

None Specified

Certificates and Licenses

Driver's License & Evidence of Insurability

Continuing Educ. / Training

Continued professional growth

Clearances

Criminal Justice Fingerprint/Background Clearance

FLSA Status

Exempt

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