

**Career Education Pathways Coordinator**

| **Reports to:** Associate Dean, Career Education | | | |
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| **Dept:** | Career Education | **Range:** | 27 |
| **FLSA:** | Nonexempt | **EEO:** | Professional/Nonfaculty |

*Class specifications are intended to present a descriptive list of the range of duties performed by employees in the class. Specifications are not intended to reflect all duties performed by individual positions.*

### BASIC FUNCTION:

Under the direction of the Associate Dean, Career Education, and in cooperation with the Coastal North County Adult Education Consortium (CNCAEC), plan, organize, and coordinate student pathways in short term career education from high schools to community college and from non-credit education to credit programs. Provide specialized information, assistance and support to the District, faculty, students, parents, local school districts and community partners, on career education pathways, including articulation process and dual enrollment. Work closely with the CNCAEC leadership to develop, promote and coordinate career education pathways for adult education students. Coordinate all aspects of the pathways work under the CTE Transitions, the Adult Education Block Grant (AEBG) and the Perkins Title I-C grants.

### ESSENTIAL DUTIES & RESPONSIBILITIES:

*The duties listed below are intended only as illustrations of the various types of work that may be performed. The omission of specific statements of duties does not exclude them from the position if the work is similar, related or a logical assignment to this class.*

1. In coordination with the School of Career Education, AEBG, and local K-12 partner institutions, identify and map K-14 career education pathways, certificates and degrees, work-based learning, transfer opportunities, labor market information, and industry certifications, as well as aspirational or in-progress curriculum and other pathway elements.
2. Manage high school articulation agreements with K-12 and community college faculty for the awarding of articulated credit for high school students. Develop new and maintain existing secondary to post-secondary multiyear sequencing of courses through documented pathways.
3. Build partnerships with K-12 administrators, committees, advisory and work groups to advise and promote Career Education program goals. Act as liaison between secondary school district and MiraCosta College faculty for the purpose of the development of K-12 to postsecondary pathways. Collaborate with other CTE Transitions program staff in the region to partner on pathways.
4. Promote K-14 Career Education pathways that are high-wage and high-demand. Prepare and disseminate informational and promotional articles and materials related to pathways using a variety of outlets, including social media. Ensure up-to-date information on the web and all marketing outlets.
5. Schedule, organize and conduct events and workshops for student and parents at school districts, Community-Based Organizations (CBO), or on college campus promoting Career Education pathways and raising awareness about available early credit options.
6. Collaborate with MiraCosta College Career Center to develop, organize and provide work-based learning opportunities in Career Education fields for high school students and adult learners.
7. Coordinate with registrars and admissions and records to ensure the efficiency of workflow processes specific to Credit by Examination (CBE) efforts, articulations, and dual enrollment across departments.
8. Coordinate all activities related to the CTE Transitions grant, track progress, manage budgets and prepare grant reporting. Support the goals of the Carl D. Perkins Career and Technical Education grant and the Strong Workforce Program by building pathways that are relevant to the outcomes targeted by these programs.

### OTHER DUTIES:

1. Work with credit and noncredit faculty to identify opportunities for dual enrollment in Career Education. In coordination with other dual enrollment efforts on campus, facilitate implementation of the Career Education dual enrollment initiatives.
2. Collaborate with student services on inclusion and/or development of critical student support services necessary for high school to college transitions and career and college readiness. Facilitate career education awareness activities for adult education students.
3. Serve as primary contact for K-12 CTE consortia members and CBOs. Provide information and explain policies and procedures regarding programs relating to the college, CTE Transitions, applicable grants and their rules and regulations.
4. Maintain accurate and up-to-date records, prepare program reports; compile and report outcomes of activities; demographic and other data regarding services provided and populations served.
5. Perform related duties as assigned.

### KNOWLEDGE AND ABILITIES:

### KNOWLEDGE OF:

District organization, operations, policies, and objectives.

Chancellor’s Office, Department of Education and Federal grants of the laws and regulations

pertaining to grants and grant administration.

Demonstrated understanding of purpose and function of adult education and problems

encountered by disadvantaged populations.

Familiarity with ESL, ABE, and CTE programs.

Organization and direction of Career Education and other workforce initiatives.

CTE Transitions program goals, objectives, regulations, and related legislation.

Early college credit, including dual enrollment, concurrent enrollment, and articulation.

Labor market information and local, state, and national occupational trends.

Methods and practices of data tracking and reporting of outcomes.

Applicable sections of State Education Code and other applicable laws, including those pertaining

to early college credit.

Principles and practices of program development and review.

Methods and techniques of research, analysis and decision making.

Modern office practices, procedures, and equipment.

Correct English usage, grammar, spelling, punctuation, and vocabulary.

Interpersonal skills using tact, patience, and courtesy.

### ABILITY TO:

Learn to interpret, apply and explain rules, regulations, policies, and procedures and apply them in a variety of procedural situations.

Operate a variety of office equipment, including computer and appropriate software.

Maintain positive working relationships with grant monitors and local partner organizations.

Research and analyze employment data, career trends, and occupational information.

Facilitate meetings and workshops effectively.

Prioritize and coordinate multiple projects and tasks simultaneously. Manage timelines.

Manage program resources.

Maintain records and prepare reports.

Respond to student and parent requests for information regarding Career Education programs and pathways.

Develop and implement workshops/seminars and presentations.

Read, understand, interpret and apply department or college rules, policies and technical materials relating to assigned field.

Use a variety of audio-visual equipment and technologies.

Generate enthusiasm for learning.

Communicate effectively both orally and in writing.

Analyze situations accurately and adopt an effective course of action.

Work as a member of a team.

Establish and maintain cooperative and effective working relationships with others.

Demonstrate sensitivity to and understanding of diverse academic, socioeconomic, cultural, ethnic and disability issues.

### EDUCATION AND EXPERIENCE:

Education and experience equivalent to a bachelor’s degree and two years of experience.

### LICENSES AND OTHER REQUIREMENTS:

Valid California driver’s license

**WORK DIRECTION, LEAD AND SUPERVISORY RESPONSIBILITIES:**

Provide work direction to departmental colleagues as needed on projects regarding grant reporting, record keeping and administrative support services for K-14 Career Education pathways.

**CONTACTS:**

College and high school administrators, faculty, staff, business, industry and workforce related personnel, community-based organizations, co-workers, and the public.

**PHYSICAL EFFORT:**

*The physical efforts described here are representative of those that must be met by employees to successfully perform the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

Primarily sedentary with intermittent standing, walking, bending and stooping; occasional light lifting and carrying of objects weighing up to 25 pounds; ability to travel to various locations on and off campus as needed to conduct district business.

**EMOTIONAL EFFORT:**

Ability to develop and maintain effective working relationships involving interactions and com­munications personally, by phone and in writing with a variety of individuals and/or groups from diverse backgrounds on a regular, ongoing basis; ability to work effectively under pressure on a variety of tasks concurrently while meeting established deadlines and changing priorities.

**WORKING CONDITIONS:**

Primarily business office environment; subject to frequent public contact and inter­ruption; inter­mittent exposure to individuals acting in a disagreeable fashion; may work at any district location or authorized facility with occasional evenings and/or week­ends on an as-needed basis. Occa­sional local travel may be requested.