



**Middle School Career Development Coordinator/
District Special Populations Coordinator**

The middle School Career Development Coordinators (CDC) role is to support Career and Technical Education (CTE) and to coordinate career development services for students in grades 6-8 participating in CTE. The CDC works collaboratively with administrators, student services personnel, and teachers to ensure the delivery of career development services. CDCs facilitate linkages with parents, business/industry, high school programming and community organizations to support students' transition to high school. The CDC responsibilities incorporate the North Carolina Standard Course of Study, National Career Development Guidelines, the National Model for School Counseling Programs and Future-Ready Students For the 21st Century.

The Special Populations Coordinator facilitates services for special population students to ensure their access to, progression through, and success in the Career and Technical Education programs.

Specific Duties and Responsibilities

- Coordinate career development services.
- Promote career awareness, exploration, and planning.
- Provide career development, occupational, labor market, non-traditional career, and secondary information.
- Assists students with selection of appropriate academic and CTE courses.
- Coordinate career planning activities in classrooms, groups, or individual sessions.
- Provide and coordinate administration and interpretation of career assessments.
- Provide information on secondary education in Chatham county Schools and job shadowing opportunities.
- Facilitate career exploration opportunities.
- Provide and coordinate activities for students to develop employability skills.
- Promote the integration of career research and enhanced learning opportunities into CTE and academic courses.
- Promote the use of technology for career planning and research.

- Facilitate business, education, and community partnerships that provide opportunities for students and support CTE.
- Serve as a liaison with the business, industry, education, and military community.
- Publicize partnership resources.
- Participate in professional development activities at the local, regional, state, and national levels.
- Engage in professional growth opportunities to remain current with trends, demands, and emerging careers in a rapidly changing workforce.
- Coordinate with student services, CTE teachers, and CTSO's to promote recruitment, enrollment, and placement activities for prospective and current students in CTE.
- Provide information about CTE opportunities to prospective and current CTE students and their parents.
- Assist with district-wide event planning.
- Treats all students in a fair and equitable manner. Interacts effectively with students, co-workers, parents and the community.
- Participates in, upon request, learning communities designed to plan for various aspects of the total career and technical education program. Adheres to establish laws, policies, rules and regulations.

1. Ensuring Equity and Access: SPC should -

- a. Be knowledgeable of Perkins V legislation as it pertains equity and access for all students participating in CTE courses and Programs of Study, including members of special populations.
- b. Be knowledgeable of civil rights laws (enforced by the U. S. Department of Education Office for Civil Rights) as it pertains to equity and access for all students participating in CTE courses and Programs of Study.
- c. Provide resources to assist in overcoming biases and other behaviors and beliefs that may impede efforts in providing inclusive learning environments.
- d. Work to ensure members of special populations are provided with the opportunity to participate in all CTE-instructional activities (i.e., CTSOs, WBL, CCP, and Credentialing)

2. Recruitment and Retention: SPC should –

- a. Assess recruitment practices and materials used to promote CTE courses and Programs of Study to ensure that they are free of bias and inclusive of all students, including members of special populations.
- b. Provide support for all students, including members of special populations, in order to retain participation within their desired CTE Program of Study.
- c. Provide support for students who are progressing through CTE courses or Programs of Study which can lead to a non-traditional career path.
- d. Collaborate with stakeholders involved with supporting members of special populations in order to recruit and retain students seeking opportunities with CTE that support their postsecondary goals.

3. Progress and Success: SPC should –

- a. Be knowledgeable of PSU's Performance Indicator data and their role in the implementation of goals stated in the Local Application.
- b. Use data to evaluate the progress and success of all students participating in CTE courses and Programs of Study, including members of special populations.
- c. Implement progress monitoring procedures for tracking the progress and success for members of special populations participating in CTE courses and Programs of Study.
- d. Continue to support ongoing efforts within their PSU in order to make meaningful progress towards improving performance of all CTE participants.

4. Involvement with Stakeholders: SPC should –

- a. Educate internal and external stakeholders who support members of special populations about CTE.
- b. Develop working relationships with representatives who support members of special populations.
- c. Be knowledgeable of federal laws that external stakeholders must adhere to in their efforts November 2020 Special Populations Coordinator Job Description | 2 to support CTE students, including members of special populations (i.e., ESEA/ESSA, WIOA, IDEA, and all Civil Rights Laws enforced by the U.S. Department of Education Office for Civil Rights).

5. Professional Development: SPC should –

- a. Participate in professional development opportunities that increases knowledge in serving all students enrolled in CTE courses and Programs of Study, including members of special populations.
- b. Provide professional development with a focus on supporting members of special populations and subgroups referenced in the performance indicators.
- c. Seek professional development opportunities in the areas of equity and access in education with the goal of implementing relevant principles into CTE practices.
- d. Provide joint training with internal and external stakeholders that support members of special populations and others that are identified in the performance indicators.

KNOWLEDGE, SKILLS AND ABILITIES

Thorough knowledge of federal, state and local policies and procedures regarding CTE instruction. Considerable knowledge of School Board policies, procedures and standards. Considerable knowledge of the ethical guidelines applicable to the position as outlined by

professional organizations and/or federal, state and local laws, rules and regulations. Considerable knowledge of the current literature, trends, and developments in the field of education career development. Ability to maintain complete and accurate records and statistics and to develop meaningful reports from that information. Ability to assess the effectiveness of programs and activities. Ability to interpret policies and procedures. Ability to develop long-range plans. Ability to effectively express ideas orally and in writing. Ability to make oral presentations before large groups of people. Ability to establish and maintain effective working relationships as necessitated by work assignments including students, parents, school personnel and members of the business community.

MINIMUM TRAINING AND EXPERIENCE

Minimum of a bachelor's degree and licensed as a CDC by the NC Dept. of Public Instruction or a bachelor's degree and a clear license in any area of CTE and the ability to obtain the CDC certification.