



COLLEGE & CAREER READINESS (CCR) AND CAREER AND TECHNICAL EDUCATION (CTE) ADMINISTRATOR

This position coordinates the district's efforts to increase college and career readiness, expand career and technical education, and to provide multiple pathways for postsecondary success for all students in Eugene School District 4J. The responsibilities include organizing counseling, AVID, and STEM/CTE initiatives at every level with a goal of closing the opportunity gap and increasing graduation rates. This includes supporting and monitoring elementary, middle and high school programs, funding opportunities, and outcomes that lead to increased postsecondary success for all students. This position will coordinate the development, implementation and monitoring of CCR and CTE related curriculum, pathways, initiatives, events, services and projects district-wide. This position will collaborate with parents, business and community representatives, and school, district, county and state level networks and agencies to support CCR and CTE in 4J. This position is also responsible for seeking and securing funding (i.e. grants, donations, business initiatives) to expand CCR, AVID, counseling and STEM/CTE efforts.

Position Summary

- Provides leadership in developing an interconnected approach to improving CCR and multiple pathways to postsecondary success.
- Coordinates the development of a K-12 interdisciplinary approach including counseling, AVID, CTE and STEM.
- Works collaboratively with all stakeholders to provide expanded learning opportunities for students to develop 21st Century skill sets to support their success in college and career in general, and also with particular focus on occupations that require a significant level of STEM knowledge and skills.

Supervisory Relationships

This position reports to the Director of Secondary Education, in consultation with the directors of Elementary Education, Technology, and Educational Support Services.

Essential Functions

1. Facilitates the development of a short and long-term plan for the District to integrate the following STEM/CTE principles into the instructional program: Technology infusion; rigorous, project-based and applied learning experiences; school-to-career connections for students; and 21st Century skills.
2. Collaborates with Instruction Department directors, administrators, and staff to establish K-12 CCR outcome measures of success.
3. Collaborates with all stakeholders to guide implementation of K-12 career and college success programs and practices in schools.
4. Serves as a liaison to higher education partners for CCR, CTE and STEM related efforts.
5. Represents the District or the Instruction Department on selected committees and/or at selected meetings (e.g. Connected Lane County).
6. Seeks and manages multiple funding resources and grants to support CCR success programs (AVID, counseling, STEM/CTE).

7. Expands multiple CTE pathways for students.
8. Develops dual enrollment opportunities with a STEM/CTE focus for students.
9. Provides consistent support and opportunities for post-secondary and career exploration and preparation through both formal and informal student events and activities.
10. Provides and expands support for career readiness partners, including program advisory councils, local businesses, post-secondary partners, apprenticeship councils, community based organizations, city and county municipalities, students, teachers and parents.
11. Works with the Oregon Education Investment Board (OEIB) and others in the development of STEM/CTE and other career readiness and preparation plans in accordance with city, state and federal employment trends.
12. Establishes and maintains cooperative relationships with parents and the community to support District goals and program objectives.
13. Coordinates, develops, implements K-12 STEM/CTE curriculum and programs.
14. Develops, evaluates and recommends new or expanded programs and pathways in STEM/CTE education for K-12.
15. Leads an inclusive adoption process for Science textbooks and materials.
16. Assists in the development of STEM/CTE curriculum aligned with career pathways that ensure integration of academic and career technical education with 21st century skills.
17. Analyzes current best practices in STEM/CTE education.
18. Shares/presents information, best practices and implementation plans.
19. Plans and organizes partnership activities for STEM/CTE programs and events/activities.
20. Maintains current knowledge of, complies with, and meets all reporting requirements following district, state and federal laws, regulations and policies related to STEM/CTE education.
21. Uses data to recommend improvements and enrichment experiences in STEM/CTE education.
22. Collaborates with universities, as well as state, national, and local organizations, to promote STEM/CTE education in schools.
23. Serves as a liaison among the administration, school sites, and regional STEM/CTE networks, stakeholders, parents, and students to support meaningful STEM/CTE education.
24. Locates and accesses expertise in STEM/CTE education, including participating in professional learning communities.
25. Facilitates student participation in national and local STEM/CTE organizations and competitions.
26. Ensures proper adherence to District policy and procedures, and ensures proper adherence to applicable contract language that is in effect for the District.
27. Provides opportunities for parent and community forums to demonstrate the relevance of STEM/CTE education.

Required Knowledge, Skills and Abilities

1. Working knowledge of ODE Student Success Framework.
2. Working knowledge of college and career readiness and preparation.
3. Knowledge and understanding of counseling programs.
4. Ability to align budgetary, human and material resources with program goals and reporting requirements.

5. Skill in using tact, discretion, initiative and independent judgment within established guidelines.
6. Skill in organizing work, setting priorities, meeting critical deadlines, and following up on assignments with a minimum of direction.
7. Skill in communicating clearly and effectively, orally and in writing.
8. Ability to work collaboratively with a broad and diverse population of students, families, peers and colleagues.
9. Knowledge of the current theories, techniques and best practices of STEM/CTE.
10. Knowledge in the development of K-12 STEM/CTE curriculum design.
11. Ability to analyze data from multiple sources to design, implement, monitor and evaluate successful STEM/CTE initiatives and curriculum.
12. Experience in working with business, community, county and state level organizations to support district initiatives.
13. Ability to function as a productive member of a team and to work cooperatively with professional staff and various stakeholders.
14. Ability to work effectively, cooperatively and respectfully with staff, parents, students and community members regardless of race, creed, color, gender, sexual orientation, gender identity, ethnic/national origin, religion, marital status, age, socioeconomic status or disability.
15. Ability to recognize sensitive issues and maintain confidentiality.
16. Ability to meet deadlines in a timely manner.
17. Ability to establish and maintain rapport with staff, business associates, and general community.
18. Ability to work on multiple tasks and prioritize appropriately.

Minimum Qualifications

- Minimum of three (3) years of related experience teaching STEM topics.
- Minimum of three (3) years of related experience working within the CTE arena.
- Minimum of three (3) years working within educational systems in the area of promoting School, Career and College Success.
- Proven experience in student/child advocacy.
- Current state of Oregon TSPC administrative license required.

Work Environment

Employees work in a fast-paced office environment and may be required to work nights and weekends as needed.

ADDITIONAL INFORMATION	
Employee Unit	MAPS – Administrator
Pay Grade	Grade 9 (12 Month)
Reviewed by	Charis McGaughy Assistant Superintendent for Instruction
Approved by	Cydney Vandercar Director of Human Resources
Last revised	05/23/2016