

Qualifying for a (747) license requires:

- 1. A bachelor's degree in a Career and Technical Education program area or a master's degree in school counseling**
- 2. One or more of the following:**
 - One year of industry-related career development work experience in business, industry, or labor within the past five years**
 - One year as a coordinator of work-based learning (job-shadowing, internships, cooperative education, apprenticeships) in a Career and Technical Education program area within the past five years**
 - One year as a Career and Technical Student Organization (CTSO) adviser within the past five years or**
 - One year work experience in school counseling.**
- 3. Completion of the Career Development Facilitator course available through the NC Workforce Development Training Center (in cooperation with NC DPI) and NC Workforce Development Training Board**
- 4. Complete the 10-hour New Career Development Coordinators/Special Populations Coordinators Induction Program approved by the North Carolina Department of Public Instruction, Division of Career and Technical Education.**

Physical and Cognitive Responsibilities:

Work in this classification is considered light physical work requiring the exertion of up to 20 pounds of force occasionally and a negligible amount of force frequently or constantly to move objects.

District CAREER DEVELOPMENT/SPECIAL POPULATIONS COORDINATOR JOB DESCRIPTION

Reports to: CTE Director

Purpose: The Career Development Coordinator/Special Populations Coordinator (CDC/SPC) role is to support Career and Technical Education (CTE) by working collaboratively with the CTE Director to coordinate career development services and special populations services to students in local schools and school systems participating in CTE.

The CDC/SPC as instructed by the CTE Director works with administrators, student services personnel, teachers, parents, business/industry, postsecondary institutions, military, community organizations, and other stakeholders to ensure the delivery of career development services for students to ensure transition to postsecondary education and employment.

The CDC/SPC responsibilities incorporate the North Carolina Essential Standards, National Career Development Guidelines, and the National Model for School Counseling Programs and Future-Ready Students for the 21st Century. Other models may be added as assigned by the CTE Director.

Specific Career Development Coordinator responsibilities are outline below.

Standard I: Career development coordinators demonstrate leadership, advocacy, and collaboration.

- 1.01 Career development coordinators demonstrate leadership in the school, district and community.
- 1.02 Career development coordinators enhance their profession. They strive to improve the profession by staying current in research and best practices.
- 1.03 Career development coordinators advocate for their programs and students.
- 1.04 Career development coordinators demonstrate high ethical standards. They demonstrate ethical behaviors.

Standard II: Career development coordinators promote a respectful environment for a diverse population of students.

- 2.01 Career development coordinators foster a school environment in which students have positive, nurturing relationships with caring adults.
- 2.02 Career development coordinators embrace diversity in the school community and in the world.
- 2.03 Career development coordinators treat students as individuals.
- 2.04 Career development coordinators adapt their services to accommodate diverse student populations.
- 2.05 Career development coordinators work collaboratively with the families and significant adults in the lives of students.

Standard III: Career development coordinators understand and facilitate the implementation of a comprehensive career development program.

- 3.01 Career development coordinators align their programs to support student success in the North Carolina Standard Course of Study.
- 3.02 Career development coordinators understand how their professional knowledge and skills support and enhance student success.
- 3.03 Career development coordinators recognize the interconnectedness of the comprehensive education program and academic content areas/disciplines.
- 3.04 Career development coordinators develop comprehensive career development programs relevant to students.

Standard IV: Career development coordinators promote learning for all students.

- 4.01 Career development coordinators know how students learn. They understand the teaching and learning process and how it impacts students.
- 4.02 Career development coordinators help students develop employability skills. They assist all students with developing academic, career, and personal/social skills.
- 4.03 Career development coordinators use and promote effective listening and communication skills.

Standard V: Career development coordinators actively reflect on their practice.

- 5.01 Career development coordinators analyze the impact of the career development program.
- 5.02 Career development coordinators link professional growth to the needs of their school and their program goals.
- 5.03 Career development coordinators function effectively in a complex dynamic environment.

SPECIAL POPULATIONS COORDINATOR FUNCTIONS:

Please note that “special populations” means that the identified students have been or are currently enrolled in CTE courses.

1. Accountability and Planning: Special Populations Coordinator should -

- 1.01 Assist CTE administrator and schools in identifying programs that need improvement to assist special populations students in meeting the performance indicators.
- 1.02 Assist CTE administrator and schools in providing strategies to improve supplementary services for members of special populations in meeting the performance indicators.
- 1.03 Maintain relevant record keeping and inventory systems related to job responsibilities.
- 1.04 Coordinate CTE administrator and schools, and other service providers to develop an annual plan of work based on the evaluation and needs assessment results to ensure that students within special populations are receiving adequate supplementary services and career planning.

2. Assessment and Prescription: Special Populations Coordinator should -

- 2.01 Identify students within special populations each semester and provide information to CTE teachers and suggest possible teaching strategies.
- 2.02 Assess the characteristics of students using interest inventories, learning style assessments, or similar instruments.
- 2.03 With input from the CTE teachers, individually develop, implement and monitor the CDP+.
- 2.04 Participate on the IEP Team for students enrolled in CTE courses, as needed, in the development and implementation of the CTE and transition components of the IEP.
- 2.05 Coordinate special services for special populations students.
- 2.06 Maintain a CTE resource laboratory for members of special populations and CTE teachers.
- 2.07 Assist with transition services for special populations students.

3. Coordination with Other Service Providers: Special Populations Coordinator should -

- 3.01 Collaborate with CTE teachers and other relevant service providers in providing services to special populations students.
- 3.02 Coordinate with special education, vocational rehabilitation, community agencies, businesses/industry, and significant others to provide appropriate supplementary services to members of special populations.
- 3.03 Facilitate in-service training for school personnel working with students within special populations to improve their abilities and techniques in meeting the special needs of these students.
- 3.04 Monitor the CTE component of the IEP and CDP+ to ensure that appropriate supplementary services are provided, and performance indicators are met.
- 3.05 Coordinate work experiences and educational trips for special populations students where appropriate.

4. Monitoring Access, Progress, and Success: Special Populations Coordinator should –

- 4.01 Monitor LEA, School, and course demographic and attainment data to assist in determining maintenance and improvement of access, progress, and success of students within special populations in CTE programs.
- 4.02 Assist in assessing the attainment of performance indicators for students within special populations.

5. Outreach and Recruitment: Special Populations Coordinator should –

- 5.01 Coordinate with Guidance, CTE teachers, and CTSOs to promote recruitment, enrollment, and placement activities for special populations students in CTE.
- 5.02 Provide information about CTE opportunities to special populations students and their parents.

6. Professional Development: Special Populations Coordinator should:

- 6.01 Attend workshops and meetings designed to enhance job performance.
- 6.02 Network with other SPCs in the region and state.

COMMON FUNCTIONS:

7. Major Function: INTERACTING WITHIN THE EDUCATIONAL ENVIRONMENT AND OTHER DUTIES

- 7.01 Treat all students in a fair and equitable manner.
- 7.02 Interact effectively with students, co-workers, parents and the community.
- 7.03 Participate in, upon request, LEA communities designed to plan for various aspects of the total Career and Technical Education program.
- 7.04 Adhere to establish laws, policies, rules and regulations.

*Other duties as assigned by the Director of CTE.

**Modifications may be made to this document to accommodate local needs of the school system.