

**TRI-CITIES REGIONAL OCCUPATIONAL PROGRAM**

Whittier, California

**9151 (L1)**

**WORK-BASED LEARNING & PATHWAY COORDINATOR SALARY SCHEDULE**

Adopted 08-15-2019 (Revised 6-15-21)

**Certificated - 10 month assignment, 40 hours per week**

**Effective July 1, 2021**

Step 1	\$ 6,843
Step 2	\$ 7,048
Step 3	\$ 7,259
Step 4	\$ 7,477
Step 5	\$ 7,701
Step 6	\$ 7,932

Vacation Allowance

Personnel on this schedule will be entitled to 10 working days' vacation annually.

Monthly Allowance

Personnel on this schedule shall receive a monthly allowance of two hundred twenty dollars (\$220.00) for the use of his/her automobile and other related expenses.

Cell Phone

Personnel on this schedule may receive a Tri-Cities ROP issued cellular phone for ROP business use, with no additional cell phone allowance.

Salary Placement

1. New employees shall normally be placed on the first step of the appropriate range. However, when exceptional experience, education, ability, special knowledge or recruitment difficulties warrant, new employees may be placed on a higher range by the Superintendent.
2. After initial placement, advancement on the schedule shall be one step each year based upon a satisfactory performance evaluation by the Supervisor. No step will be granted should the employee's performance and evaluation not be acceptable.
3. Step increases shall be effective on the first day of each fiscal year.

**Basic Function:**

Under the direction of an assigned supervisor, plan, organize, and implement work-based learning programs for high school students; provide direct service at each high school in the implementation of work-based learning activities and events.

Plan, organize, and coordinate student pathways in career education from high schools to community college and from non-credit education to credit programs. Provide specialized information, assistance and support to the assigned Districts who receive K-12 SWP Grants within the Rio Hondo service area.

**Representative Duties for ROP CTE Pathways:**

1. In coordination with Tri-Cities ROP and local K-12 SWP and CTEIG 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. Assist with articulation agreements between Tri-Cities ROP and faculty and Rio Hondo College. 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 SWP and CTEIG administrators, committees, advisory and work groups to advise and promote Career Education program goals. Act as liaison between secondary school district and Rio Hondo Community 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. Collaborate with Instructional Supervisor 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.
5. 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.
6. Schedule, organize and conduct events and workshops for students 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.
7. Collaborate with Rio Hondo Community College to develop, organize and provide work-based learning opportunities in Career Education fields for high school students if required.
8. Serve as primary contact for K-12 CTE consortia members. Provide information and explain policies and procedures regarding programs relating to the college and applicable grants and

their rules and regulations.

9. 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 with districts served by Rio Hondo College
10. Effectively plan, implement, and oversee strategies to enhance students' college and career readiness, industry exposure and opportunities, and career pathway success.

### **Primary Function**

Support grant-funded districts. Develop work-based learning sites and assist in recruiting students for work-based learning.

- Develop and achieve objectives that are congruent with Tri-Cities ROP
- Attend meetings as required which may include site, district, county, or state meetings

### **Representative Duties for ROP Work-Based Learning:**

1. Identify new sources of career/work related opportunities for program participants.
2. Act as the primary contact for employers and staff with project issues or concerns.
3. Recruit new members to serve as Advisory Board Members.
4. Maintain track of student internship opportunities to report to funding sources.
5. Work with leadership team to plan, develop, and implement work-based outreach activities with employers and programs.
6. Assist ROP administrators and staffs to prepare students for Work-Based Learning activities and address workrelated situations with business partners at internship sites.
7. Contact business leaders, industry organizations, professional organizations and other agencies to obtain opportunities for students in career-related learning including internships, mentoring opportunities, portfolio exhibitions, labor market panels, job interview panels, teacher externships, guest speaking, and other career/work related activities.
8. Develop strategic partnerships that involve business and community-based organizations to leverage resources and opportunities for all students including special population for academic enrichment and school-to career opportunities.
9. Assist employers with program development: act as a resource to schools interested in providing employer outreach services to students.
10. Develop apprenticeship/internship opportunities in targeted career theme industries.
11. Assist with CTE recruiting activities and events.

12. Promote pathway programs to community, non-profit and private sectors.
13. Attend workshop, conferences and meetings with business and educational leaders to provide information on programs available.
14. Identify new sources of career/work related opportunities for program participants.
15. Maintain an employer/labor database to provide reports on program participants.
16. Development of work-based learning documentation (i.e., cooperative agreement, training agreement, student, business partner, and TCROP contracts.)

### **Knowledge and Abilities**

- Education Code and Title V relating to Regional Occupational Centers and Programs
- Applicable state and local laws, codes, rules and regulations related to assigned areas
- Organization, supervision and management practices, techniques, and principles
- Laws and regulations related to Career Technical Education programs
- Prepare and maintain a variety of accurate records and files
- Meet schedules and timelines
- Plan and organize work
- Work independently and within a team environment
- Communicate effectively both orally and in writing
- Operate a computer and other office equipment as assigned
- Establish and maintain cooperative and effective working relationships with others
- Knowledge of operational and instructional principles of CTE/ROPs
- Knowledge of effective administrative practices, techniques, and principles
- Develop and maintain effective liaison relationship with participating school districts and employers
- Analyze situations accurately and adopt an effective plan of action
- Behavior management strategies
- Interpersonal skills using tact, patience, and courtesy
- Keyboarding skills at an acceptable rate of speed

### **Experience/Training/Education**

#### Minimum Qualifications

- Associate's Degree. Bachelor's degree from an accredited college or university preferred, CTE Teaching Credential. CTE Level 3 Supervision and Coordination Credential preferred.
- Must demonstrate an advance working knowledge of Microsoft Office
- Must have a minimum 5 years' experience developing and placing secondary (high school) students into work-based learning sites. Experience in business relations.
- Must have a minimum 5 years CTE teaching experience at the secondary level.
- Must have knowledge of work-based learning experiences and activities.
- Must have knowledge of college and career readiness to provide guidance to high school students.

**Licenses and Certifications**

Valid California Driver License

**Physical Demands**

- Hearing and speaking to exchange information
- Dexterity of hands and fingers to operate a computer keyboard
- Seeing to read a variety of materials and perform duties
- Sitting for extended periods of time
- Available evenings and Saturdays as needed

**Environment**

- ❖ Indoor work environment
- ❖ Drive own vehicle to conduct work