



High School College Coordinator

BASIC FUNCTION

The High School College Coordinator is responsible for a broad range of year-round college related school and community activities, focusing on underrepresented communities to provide resources that enable students to make informed decisions about their postsecondary options. They will provide and be the connector for the school site with available postsecondary training options including, but not limited to: 2/4 year colleges, technical/trade schools, and apprenticeships. The college coordinator will provide leadership, resource development, coordination and strategies for school administrators, counselors, career coordinator, teachers, other school staff, and partners to intentionally engage historically underrepresented students, including Black/African-American, Latinx, Native American and Pacific Islander, Special Education, ESL, low-income, and first-generation college students and families.

REPRESENTATIVE DUTIES

The classification specification does not describe all duties performed by all incumbents within the class. This summary provides examples of typical tasks performed in this classification.

School Wide Activities

- Actively represents the school in the postsecondary community through participation in college planning organizations, presentations and attendance at appropriate meetings and activities “E”
- Collaborate with College and Career Readiness, Student Success and Health, and the high school to support, create, communicate, and implement programs for college readiness by helping to develop postsecondary learning experiences, establishing partnerships, monitoring student participation, preparing students for postsecondary planning, and meeting district college readiness learning goals “E”
- Collaborate with school-based counseling teams during forecasting, classroom visits, school-based College and Career Readiness activities (example: FAFSA Night, District-wide Career & Postsecondary exploration Day, etc.) and professional development opportunities. Create a focused approach to engage and support students from underrepresented communities. “E”
- Develop close relationships with local colleges, manage ongoing development of partnership and college activities planning throughout the year and assist with transition of PPS students.
- Collaborate with staff to support student preparation in postsecondary planning and integration of guidance activities into the curriculum.
- Use PPS data systems to track student participation in postsecondary readiness related activities and establish methods to measure and evaluate the effectiveness of the postsecondary program implementation.

- Collaborates with staff to facilitate and coordinate schoolwide FAFSA completion plan, including financial aid informational evening events and FAFSA completion goals, and identifies individual students for additional support as needed.
- Based on collaboration/referrals with counselors, provide individual and group support completing college, scholarship and financial aid applications
- Coordinate campus college visits for historically underrepresented students including Black/African-American, Latinx, Native American and Pacific Islander, Special Education, ESL, low-income, and first-generation college students and families during the school year and in the summer.
- Oversee the operations of the school-site College and Career Center in collaboration with the Career Coordinator - Provide CCC supports for drop-in students, families, school staff, partners and others.
- Supervise College Access Mentors (CAMs).
- Implement and monitor ASPIRE Mentor program by identifying historically underrepresented students and connecting them to volunteer mentors.
- Develop and implement a summer program to engage historically underrepresented students to prepare and/or begin postsecondary plans, e.g. college visits/tours, advanced course prep, test prep, applications/essays, etc.
- Identify students accepted into college at risk of not enrolling in the fall and implement research-based programs to address summer melt, e.g. high school to postsecondary transition to PCC and/or other postsecondary institutions.
- Collaborate with school counselors, career coordinators and partners to provide information to assist students, parents and the community to investigate and access college and career information through a variety of resources.
- Work with the career coordinator to lead, plan and coordinate yearly informational college and career information night(s) for Juniors and Seniors.
- Assist in implementing the school-based scholarship committee.
- Collaborate with staff to lead, plan and coordinate College Application Week.
- Collaborate with school staff on how to leverage PSAT/SAT/ACT test results.
- Market scholarship applications to students and staff. Facilitate and assist students and trains other school staff on how to complete scholarship research and applications.
- Provide information, update resources and introduce students to local colleges and postsecondary educational options and maintain the annual school profile sent to colleges.
- Demonstrate a commitment to the Portland Public Schools Equity Initiative by developing a thorough knowledge and application of the district Racial Educational Equity Policy. Participate in staff development, in-services and trainings related to diversity, equity and inclusion in the workplace and in K - 12 education; model appropriate behaviors; develop, recommend and implement improvements to educational practices with awareness and understanding of their impact in a racially and culturally diverse community.

- Perform related duties as assigned.

Note: At the end of some of the duty statements there is an italicized "E", which identifies essential duties required of the classification. This is strictly for use in compliance with the Americans with Disabilities Act.

EDUCATION AND EXPERIENCE

Minimum Qualifications:

A Bachelor's degree and a minimum of two (2) years working with adolescents to affect positive academic, social and/or emotional life-skills behaviors or related field is required.

Any other combination of education, training and experience which demonstrates the candidate is likely to possess the skill, knowledge, ability and trait characteristics essential for this classification may be considered.

Preferred Qualifications:

- 3-5 years experience engaging with historically underrepresented students and families.
- Bilingual or multilingual in the district's supported languages (English, Spanish, Chinese, Vietnamese, Russian or Somali).

KNOWLEDGE AND ABILITIES

- Knowledge of college advising, FAFSA, NCAA and college recruiting standard procedures.
- Share appropriate information about students with school personnel, parents, and community agencies.
- Learn and implement Portland Public School's Racial Equity Initiative and other board policies.
- Manage workflow and perform multiple complex and responsible activities simultaneously with constantly changing priorities and deadlines.
- Demonstrate a strong customer service orientation.
- Maintain confidentiality and demonstrate discretion, initiative and good judgment.
- Demonstrated experience in organizing events in coordination with multiple stakeholders.

Special Requirements:

Some positions in this classification may require the use of a personal automobile and possession of a valid Class C Oregon driver's license.

Some positions in this classification may require variable work hours including evenings and weekends.

WORKING CONDITIONS

The conditions herein are representative of those that must be met by an employee to successfully perform the essential functions of this job. Persons with certain disabilities may be capable of performing the essential duties of this class with or without reasonable accommodation, depending on the nature of the disability.

Work Environment: Work is performed primarily in a standard office environment with extensive student, parent and public contact and frequent interruptions.

Hazards: Potential conflict situations.

Physical Demands: Primary functions require sufficient physical ability and mobility to work in an office setting; dexterity of hands and fingers to operate a computer keyboard and other office equipment; sitting or standing for extended periods of time; kneeling, bending at the waist, reaching overhead, above the shoulders and horizontally to retrieve and store files and supplies; lifting, pushing, pulling and carrying office equipment, supplies and materials weighing up to 25 pounds; repetitive hand movement and fine coordination to use a computer keyboard; hearing and speaking to exchange information in person or on the telephone; seeing to read, prepare and assure the accuracy of documents.

FLSA: Non-Exempt

Approval Date: 11/4/21

Bargaining Unit: Portland Federation of School Professionals (PFSP)

Salary Grade: Per contract

Portland Public Schools recognizes the diversity and worth of all individuals and groups and their roles in society. The District is committed to equal opportunity and nondiscrimination in all its educational and employment activities. The District prohibits discrimination based on race; national or ethnic origin; color; sex; religion; age; sexual orientation; gender expression or identity; pregnancy; marital status; familial status; economic status or source of income; mental or physical disability or perceived disability; or military service (Board of Education Policy 1.80.020-P).

Human Resources partners with district leadership to recruit, develop, and support a culturally diverse workforce dedicated to the highest standards of equity and achievement that creates an environment of empowerment and success for our students, employees, and the communities we serve.