

COORDINATOR, HIGH SCHOOL PROGRAMS

DEFINITION

Under general supervision, plans, organizes, and coordinates operations and activities of the District's High School Programs, including the High School Referral and Adult Diploma programs; provides administrative support and program assistance to the Assistant Director, Adult Basic Education; fosters cooperative working relationships with students, staff, and faculty.

SUPERVISION RECEIVED AND EXERCISED

Receives general supervision from the Assistant Director, Adult Basic Education. Exercises no supervision of staff. May provide technical and functional oversight and training to hourly staff and student workers.

CLASS CHARACTERISTICS

This is a coordinator classification responsible for planning, organizing, and coordinating High School programs, services, and activities within the Adult Basic Education unit. Employees at this level are required to be fully trained in all procedures related to the assigned area(s) of responsibility, working with a high degree of independent judgment, tact, and initiative. Successful performance of the work requires the knowledge of departmental and District activities and extensive student, faculty, and staff contact. This class is distinguished from the Assistant Director, Adult Basic Education in that the latter assists in planning, organizing, managing, and providing administrative direction and oversight for specific Adult Basic Education programs, instruction, functions, and activities.

EXAMPLES OF ESSENTIAL FUNCTIONS (Illustrative Only)

1. Plans and coordinates high school programs, services, and activities, including the High School Referral and Adult Diploma programs; provides input on schedules and methods for providing programs, services, and activities; recommends improvements or modifications.
2. Provides training, orientation, and guidance to assigned student workers; prepares weekly and daily schedules; assists in the recruitment and selection of staff.
3. Maintains program Master Calendar; requests weekly work schedules for instructional and classified staff; compiles and submits schedules collected.
4. Tracks progress for students in the Adult High School Diploma program; provides resources to ensure students complete program requirements; monitors and maintains students' Individualized Education Plans (IEP) by coordinating information between counselors and faculty.
5. Monitors students' progress in programs; coordinates communication between counselors, students, parents, and faculty; sends out notices and letters regarding student progress and status.

6. Assists with formulating and developing program plans, goals, and objectives (PIE); solicits feedback from staff members and faculty and provides reports to Assistant Director.
7. Proofreads curriculum documents.
8. Provides various student support services related to assigned programs, including registering students, clearing graduates, and reviewing and approving transcripts.
9. Provides various administrative support services to faculty.
10. Plans, organizes, and implements program events and meetings, including orientation meetings and graduations.
11. Conducts workshops and presentations on various topics related to High School Programs; makes suggestions for changes to workshop and presentation materials, handouts, and packets.
12. Ensures schedules, supplies, materials, and facilities are ready for effective instructional operations.
13. Answers questions from and provides support services to students, parents, faculty, and other departments regarding High School programs, services, and activities; explains program and District rules, regulations, policies, and procedures.
14. Attends and participates in program-related District and community activities, committees, and professional conferences and meetings concerned with the development and implementation of assigned programs and/or projects.
15. Composes, types, edits, and proofreads a variety of documents, including forms, memos, reports, and correspondence.
16. Coordinates annual Adult Secondary Program graduation ceremony and surrounding events.
17. Learns and applies emerging technologies and, as necessary, to perform duties in an efficient, organized, and timely manner.
18. Promotes an environment of belonging as it relates to diversity, equity, inclusion, social justice, anti-racism, and accessibility.
19. Provides quality customer service when interacting with the public, vendors, students, and College staff, including individuals from minoritized groups.
20. Supports and abides by federal, state, local policies, and Board Policies and Administrative Procedures.
21. Participates on committees, task forces, and special assignments, including, but not limited to Screening and Selection Committees and mandated trainings as required.
22. Prepares and delivers oral presentations related to assigned areas as required.
23. Performs other related duties as assigned.

QUALIFICATIONS

Knowledge of:

1. Principles and practices of supporting a diverse, equitable, inclusive, socially just, anti-racist, and accessible academic and work environment.
2. Principles, practices, and service delivery needs related to high school programs such as the High School Referral and Adult Diploma programs.
3. K-12 structures and existing state Content Standards.
4. Elements of noncredit Career Development and College Preparation (CDCP) programs offered within the community college system.

5. Title 5 regulations for California Community College Adult High School Diploma Programs.
6. Procedures for implementing and maintaining a variety of high school instruction and support activities and programs.
7. Theories, principles, and practices of adult basic education and adult secondary education programs.
8. Basic principles and practices of providing technical and functional direction and training to assigned staff.
9. Research and reporting methods, techniques, and procedures.
10. Principles and practices of data collection and report preparation.
11. Applicable federal, state, local, and District policies, codes, regulations, technical processes, and procedures related to programs to which assigned.
12. Modern office practices, methods, and computer equipment and applications, including word processing, database, and spreadsheet applications.
13. Record keeping principles and procedures.
14. Principles, practices, and techniques of effectively dealing with the public and basic public relations.
15. English usage, spelling, vocabulary, grammar, and punctuation.
16. Techniques for providing a high level of customer service by effectively dealing with the public, vendors, students, and District staff, including individuals of various ages, disabilities, various socio-economic and ethnic groups.

Skills & Abilities to:

1. Advocate for and communicate the College's vision and commitment to creating a diverse, equitable, inclusive, socially just, anti-racist, and accessible academic and work environment.
2. Participate in addressing gaps in diversity, equity, inclusion, social justice, anti-racism, and accessibility in the recruitment and retention of staff.
3. Participate in providing resources and support towards the goal of a diverse, equitable, inclusive, socially just, anti-racist, and accessible academic and work environment.
4. Train, motivate, and review the work of student workers.
5. Effectively coordinate high school education programs, projects, events, and administrative activities.
6. Analyze, interpret, summarize, and present administrative and technical information and data in an effective manner.
7. Prepare clear and concise reports, correspondence, procedures, and other written materials.
8. Respond to and effectively prioritize multiple phone calls and other requests for service.
9. Interpret, apply, explain, and ensure compliance with applicable District policies, rules, and regulations related to areas of responsibility.
10. Establish and maintain a variety of filing, record keeping, and tracking systems.
11. Operate modern office equipment including computer equipment and specialized software applications programs.
12. Organize own work, set priorities, and meet critical time deadlines.
13. Use English effectively to communicate in person, over the telephone, and in writing.
14. Understand scope of authority in making independent decisions.

15. Review situations accurately and determine appropriate course of action using judgment according to established policies and procedures.
16. Establish, maintain, and foster positive and effective working relationships with those contacted in the course of work.

Education and Experience:

Any combination of training and experience which would provide the required knowledge, skills, and abilities is qualifying. A typical way to obtain the required qualifications would be:

1. Equivalent to an Associate's degree from a regionally accredited college; and
2. Two (2) years of increasingly responsible experience in working with high school education program, preferably within an academic setting.
3. A Bachelor's degree from a regionally accredited college or university and/or specialized experience in adult secondary programs are highly desirable.

Master's degree in Education with a concentration in Curriculum and Instruction will qualify incumbents for an increased pay grade.

Desirable Qualifications:

1. Experience working with policies and procedures relating to diversity, equity, inclusion, social justice, anti-racism, and accessibility preferably in a minority serving institution such as Hispanic Serving Institution (HSI) and Asian American and Native American Pacific Islander-Serving Institution (AANAPISI); OR
2. Experience with participation in programs relating to diversity, equity, inclusion, social justice, anti-racism, and accessibility preferably in a minority serving institution such as Hispanic Serving Institution (HSI) and Asian American and Native American Pacific Islander-Serving Institution (AANAPISI).

Licenses and Certifications:

The incumbent may periodically be required to travel to a variety of locations. If operating a vehicle, employees must have the ability to secure and maintain a valid California driver's license.

PHYSICAL DEMANDS

Must possess mobility to work in a standard office setting and use standard office equipment, including a computer; to operate a motor vehicle to visit various District and meeting sites; vision to read printed materials and a computer screen; and hearing and speech to communicate in person, before groups, and over the telephone. This is primarily a sedentary office classification although standing and walking between work areas may be required. Finger dexterity is needed to access, enter, and retrieve data using a computer keyboard, typewriter keyboard, or calculator and to operate standard office equipment. Incumbents in this classification occasionally bend, stoop, kneel, reach, push, and pull drawers open and closed to retrieve and file information. Employees must possess the ability to lift, carry, push, and pull materials and objects up to 20 pounds.

ENVIRONMENTAL ELEMENTS

Employees work in an office environment with moderate noise levels, controlled temperature conditions, and no direct exposure to hazardous physical substances. Employees may interact with staff, students, and/or the public in interpreting and enforcing departmental policies and procedures.

Amended: 11/2017; 6/2023