JOB DESCRIPTION

Department: Department of Youth Services Education Initiative
Title: Education and Career Counselor
FLSA Status: Exempt
Supervisor: Assistant Regional Education Coordinator

Purpose:
The Education and Career Counselor [ECC] provides educational guidance, advising, and counseling for youth across all concentrations of study in residence and the community. In this capacity the ECC coordinates and delivers in-person services and programs designed to assure proactive, youth-centered, goal-directed education and career readiness planning for all DYS youth with varying levels of involvement from intake to re-entry and until discharge from DYS. The ECC also plays a central role in communicating youth education and career readiness efforts and ensuring education progress is awarded and sustained. This is achieved through a combination of direct service services, college and career counseling aligned to the MA Model 3.0 for Comprehensive School Counseling Programs, advocacy, collaborative relationships, monitoring, data-based decision making and strength-based, culturally responsive student and family support.

Essential Functions:
1. Provide a range of Education and Career Planning Activities
   - Provide effective guidance, advising, and coaching to youth around goal setting, planning, self-monitoring and college and career counseling from intake through re-entry and discharge from DYS, including modified services for long term (typically 30 days or more) detained youth and the full scope of services for committed youth (inclusive of those in the community and in independent living)
   - Review and discuss formal and informal assessment data with students and incorporate feedback and recommendations to inform guidance and coaching services
   - Provide guidance and advisory services consistent with the MA Model 3.0 for Comprehensive School Counseling Programs, e.g. small group sessions with students on college planning during the College and Career Seminar (EYF)
   - Know youth and their education profile well, develop effective relationships with youth, and support them in successfully making progress toward their education and career readiness plans (e.g. earning a diploma, college, technical school, and career)
   - Proactively build productive relationships with assigned caseload and their families throughout their involvement with DYS
   - Conduct assessments as identified with individual youth in accordance with CES expectations and use assessment data to inform programming (EYF playlist) in residence and as youth transition to the community (Student Success Plan)
   - Collaborate with stakeholders on the successful implementation of the EYF curriculum and support students in focusing and making progress on their EYF playlist
   - Coach students to self-advocate through such opportunities as presenting their goals, progress, and/or demonstrations of learning at staffings and/or other meetings (IEP, 504)
   - Assist parents/guardians in supporting the youth in achieving identified transitional and educational goals and routinely communicate with other caring adults through attendance at such meetings as transition focused staffings, RETT, etc.
   - Use blended learning tools and techniques, online and/or digital tools, and other identified tools and resources to support youth education and career readiness planning, progress, college success, and transition
• Prepare youth for seamless and successful reintegration to the community through a series of activities that begin at the point of entry into DYS and continue through re-entry to the community and discharge from DYS
• Assume oversight of caseloads for other ECC’s as may be required, including across regions
• Analyze student records for youth as assigned, including identified detained youth, to determine and communicate graduation requirements, routinely assess progress towards graduation in coordination with LEA’s, and monitor student progress

2. Consultation and Collaboration
• Collaborate with Administration, teachers, clinicians and staff to create a supportive culture of education and career readiness
• Collaborate with DYS regional leadership, district level management, clinical, medical, and educational personnel, as well as provider agencies regarding the students academic progress and transition goals
• Foster community relationships with education programs, Workforce Investment Boards (WIBs), and other opportunities which help youth to be successful, engaged and connected upon re-entry
• Attend community meetings to build effective partnerships and advocate with schools, police and other social service agencies on behalf of youth
• Articulate and document successful transition planning and re-entry strategies as requested

3. Provide Leadership for the systemic changes needed to promote youth attainment of personalized goals
• Practice and model Positive Youth Development and an asset-based approach at all times in working with youth, teachers, families, DYS stakeholders, community members, and other caring adults
• Actively participate on regional education transition teams and communicate key transitional activities and needs to DYS district offices and community staff
• Support end of year graduation and/or similar celebrations of student achievement and learning
• Lead the planning and facilitation of college and career fairs and/or alternative opportunities that increase youth exposure to, awareness of, and how to pursue college and/or career interests
• Develop and/or implement protocols that foster youth centered and led meetings across the continuum of care
• Carry out protocols and agreements with community based agencies and/or LEA’s that assist with successful re-entry of youth
• Support the development and implementation of activities that support the multiple concentrations of study (High School, HiSet, dual enrollment, college, vocational) for DYS involved youth
• Build relationships with representatives from community colleges, technical and vocational schools, and other post-secondary sites in order to expand access and success for our youth after graduating from high school

4. Management and Accountability
• Follow established intake and orientation procedures and timelines such as those regarding the review of prior student records and the development of graduation grids
• Review and synthesize educational records as directed and in order to inform educational programming and services
• Assess CES/DYS generated transcripts for content clarity and accuracy in order to ensure students accrue credits required for grade promotion and secondary school graduation upon return to their LEA
• Conduct periodic reviews of student progress in treatment and in the community and update their records and goals accordingly
• Assist in enrolling youth to public schools, special education, GED/HiSET preparation programs, higher education, alternative education programs, employment and/or vocational programs, including assisting with financial aid applications and other funding options.
• Support parents, students, teachers, vendors, school leaders, etc., in accessing clarification on pertinent education laws, including Section 28 special education regulations, IDEA, Ch. 688 referrals, and disciplinary due process including suspensions and expulsions
• Conduct ongoing programming quality assurance activities such as updating data entered in Aspen and JJEMS, transcript quality analysis, and other data collection efforts as determined by supervisor
• Work in partnership with DYS Education Director, other DYS employees, teachers, area education coordinators, and/or SEIS personnel to ensure quality educational services are delivered and legal mandates are fulfilled
• Establish and maintain updated files, computerized records, and all related data as determined by DYS and CES supervisor
• Carry out roles relative to administration of statewide tests, e.g. MCAS, as determined by supervisor
• Review education and career counseling programming and services annually with supervisor
• Proctor HiSET or other required assessments, as determined by supervisor
• Analyze data and modify programs and services as needed to improve student outcomes

Other Professional Expectations:

• In conjunction with the Supervisor, develop and maintain a personal professional development plan
• Maintain effective/positive relationships with CES, DYS, provider agencies, and all other colleagues and supervisors
• Willing and able to drive to designated locations
• Attend all identified meetings and trainings under direction of supervisor and/or Associate Director of Education and Transition Services
• Apply research based practices in professional practice
• Demonstrate caring, culturally and linguistically responsive and positive attitude with youth and their families
• Maintain accurate and complete data and records, including those in JJEMS and Aspen, regarding youth and effective time management as directed by supervisor
• Comply with all policies and procedures of the host agency
• Assume any additional responsibilities as directed by the Executive Director of the Collaborative for Educational Services or designee.

Required Qualifications:
• Bachelor’s or higher degree in related field
• Massachusetts licensure as 5-12 Guidance Counselor; School Social Worker/School Adjustment Counselor- All Levels; Moderate Disabilities and/or Intensive Special Needs - All Levels; Social Worker (MSW; LICSW); Subject Matter License allowable for incumbent ECC’s
• 1-3 years prior experience in education, legal/advocacy, juvenile justice, and/or a human service field
• Strong written and oral communication skills
• Valid driver's license and reliable vehicle are required
• Proficiency in working with diverse personalities

Preferred Qualifications:
• Experience working marginalized youth
• Ability to handle interruptions and maintain productivity
• Skilled in working independently and collaboratively

Physical Demands:
• Ability to multi-task and respond to demanding job duties with a positive mindset.
• Must be able to enter, exit, and move through and between classrooms and program locations throughout the day. At some locations this will mean moving between floors.
• Must be able to communicate and converse effectively in real time with youth and adults from multiple backgrounds and cultures.
• Must maintain situational awareness, including awareness of student activity and communication in fast-paced secure residential treatment settings.
• Requires the ability to effectively handle job stress in the performance of duties.
• Ability to use Google Classroom, Meet, and/or Zoom as well as other blended learning tools and software technologies
**Working Conditions:**

- Requires working a flexible schedule in close coordination with supervisor.
- This position includes extensive travel with mileage reimbursement.
- Ability to handle interruptions and maintain productivity.
- Ability to work with diverse personalities.
- Skilled in working both independently and collaboratively.
- May be subject to locked settings where the threat of verbal abuse and physical violence exists. Possible exposure to communicable diseases.
- Employees expected to follow CES Workplace Safety Standards and DYS Workplace Safety Standards and required COVID-19 prevention and mitigation protocols. Expectations require wearing a mask, using gloves when cleaning, attention to social distancing guidelines, and complying with hygiene standards.

**Terms of Employment:**

- 12 month contract; 40 hours per week
- Full benefits package as outlined in the CES Policy
- CES Education and Career Counselors are represented by SEIU 509

*CES is an equal opportunity employer and is particularly interested in candidates from a diverse range of cultural, ethnic, and racial backgrounds. We are especially interested in candidates whose backgrounds are well-suited to understanding and addressing the needs of the diverse student population we serve.*