

Special Populations Coordinator Job Description: Major Functions

The major functions of providing special populations coordination services have been incorporated into a job description that is aligned with an appraisal system. LEAs may use these instruments or modify or create their own to evaluate and plan special populations services. 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 -

- a. Assist school and CTE administrators in identifying programs that need improvement to assist special populations students in meeting the performance indicators.
- b. Assist school and CTE administrators in providing strategies to improve supplementary services for members of special populations in meeting the performance indicators.
- c. Maintain relevant record keeping and inventory systems related to job responsibilities.
- d. Coordinate with school and CTE administrators, 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 -

- a. Identify students within special populations each semester, and provide information to CTE teachers and suggest possible teaching strategies.
- b. Coordinate with CDC and assess the characteristics of students using interest inventories, learning style assessments, or similar instruments.
- c. With input from the CTE teachers, individually develop, implement and monitor the CDP+.
- d. 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.
- e. Coordinate special services for special populations students.
- f. Maintain a CTE resource laboratory for members of special populations and CTE teachers.
- g. Assist with transition services for special populations students.

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

- a. Collaborate with CTE teachers and other relevant service providers in providing services to special populations students.
- b. Coordinate with data managers, IMC, special education, vocational rehabilitation, community agencies, businesses/industry, and others to provide supplementary services to members of special populations.
- c. 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.
- d. Monitor the CTE component of the IEP and CDP+ to ensure that appropriate supplementary services are provided and performance indicators are met.
- e. Coordinate work experiences and educational trips for special populations students where appropriate.

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

- a. 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.
- b. Assist in assessing the attainment of performance indicators for students within special populations.

5. Outreach and Recruitment: Special Populations Coordinator should –

- a. Coordinate with CDC, guidance, CTE teachers, and CTSOs to promote recruitment, enrollment, and placement activities for special populations students in CTE.
- b. Provide information about CTE opportunities to special populations students and their parents.

6. Professional Development: Special Populations Coordinator should:

- a. Attend workshops and meetings designed to enhance job performance