

COLLEGE READINESS STUDENT ADVOCATE

DEFINITION:

Under the direction of the Assistant Superintendent of Secondary Instruction, the College Readiness Student Advocate will provide student supports for Folsom-Cordova's 9-12th grade unduplicated EL/LI pupils to ensure college readiness. This will include the promotion of students' access and successful completion of a-g coursework and matriculation to institutions of higher learning.

QUALIFICATIONS:

- Credential: Valid California Teaching Credential or Counseling Credential
CLAD Certification or equivalent
- Experience: Five (5) years of public school teaching/counseling experience. It is desirable that the experience be in lower socioeconomic and English Learner environments
- Education: An advanced degree is desirable

DISTINGUISHING CHARACTERISTICS:

The College Readiness Student Advocate will:

- Design opportunities for families and students which will improve pupil a-g course completion rates, pupil college-going rates, and college readiness of pupils
- Design and implement academic tutoring resources to support students' successful completion of a-g courses
- Provide instruction to pupils and their families related to college admission requirements and financial aid programs
- Evaluate and prescribe materials that support college readiness, including PSAT/SAT/ACT prep required for admission to a postsecondary educational institutions
- Work with counselors to assess and enhance comprehensive advising plans to support pupil completion of a-g course requirements
- Implement collaborative partnerships between high schools and postsecondary educational institutions that support pupil transition to postsecondary education (College Bridge Programs, College Academic Boot Camps)

TYPICAL DUTIES AND RESPONSIBILITIES:

The College Readiness Student Advocate will be required to:

- Analyze data from Illuminate and PowerSchool to identify targeted students
- Disaggregate data from multiple sources (Illuminate, PowerSchool, iReady, iLit, CELDT) and determine instructional goals from the data
- Design an "Every Child by Name" model, identifying and arranging for wrap-around services for each identified student
- Communicate effectively with students' teachers to gather input regarding student achievement to support instructional planning
- Assess students' progress for the purpose of providing feedback to students, parents, school and district administration, and CDE
- Communicate effectively with students and parents (legal guardians) with regard to the individual student's progress and interpret the school program
- Design and implement appropriate interventions for the purpose of improving students' academic success

- Maintain accurate and appropriate records of pupil progress, achievement, attendance and prepare required forms and reports
- Manage and assess tutoring resources and provide documentation of student attendance and progress
- Research, develop, and implement an 8th to 9th grade “Summer Bridge Program” and a “Ninth Grade Success” class
- Build leadership capacity in students by encouraging student participation in extracurricular activities necessary for college admission
- Design and conduct regularly scheduled Family Engagement Nights to share information with families about student progress, including Family “Naviance” Evenings
- Work with students, families, and counselors to assist with college application writing and submission
- Design college interest surveys within “Naviance” to assess student interest for college visits
- Assess student progress through the following metrics: a-g completion rates for the identified population; 9th grade students completing at least 60 units; growth rate of PSAT and SAT/ACT tests taken by the identified population; graduation rates for the identified population; college acceptance rates for this population; growth rate of AP,IB tests taken by these students; growth rate of AP, IB tests passed by these students

PHYSICAL REQUIREMENTS:

Physical Abilities include the usual and customary methods of performing the job’s functions and require the following physical demands: occasional lifting, carrying, pushing and/or pulling; some climbing and balancing, some stooping, kneeling, crouching; reaching, handling, touching and/or feeling; manual dexterity to operate a telephone and enter data into a computer.

Significant physical abilities include ability to sit at a desk, conference table, or in meetings of various configurations for extended periods of time; see and read, with or without visual aids, laws and codes, rules, policies and other printed matter, computer screens and printouts; hear and understand speech at normal room levels and hear and understand speech on the telephone; speak in audible tones so that others may understand clearly in normal conversations.

WORK ENVIRONMENT:

- The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.
- The noise level in the work environment is usually moderate.
- Employees in this position will be required to work indoors in a standard office environment and come in direct contact with district staff and the public.