

Job Description- College and Career Readiness Council (CCRC) Member

Description:

The role of a CCRC Member is to serve as advisors to district leadership in support of the high school Academies. CCRC members respond to the specific needs of Academy Support Team (AST) members, Academy staff, and teachers within their specific Academy, and work to resolve those needs or advise district leadership in their resolution.

Responsibilities:

Provide Curriculum Guidance- Advise so that curriculum meets college-readiness and professional standards consistent with local industry environments.

Recruit Community Members- Recruit and maintain membership within Academy Support Teams (ASTs) and College and Career Readiness Council (CCRC) representative of all career pathways within the Academy.

Advise- Coordinating with Academy staff and AST members, advise district leadership on facility and equipment needs within the schools and advocate for community resources.

Identify Industry Essentials- Identify essential industry and business skills for integration into curriculum with emphasis on local opportunity.

Support Equitable Resource Distribution among high schools/Academies.

Monitor Outcomes- Monitor community support and student performance outcomes and assist in communicating successes and needs to the community.

Collaborate support- Collaborate to garner support from public and private grant sources.

Identify Gaps- Identify gaps between local workforce needs and workforce competencies for curriculum alignment.

Work Conditions:

Quarterly, 2-hour-long meetings are held at the district administration office, which are led by a community chair and vice chaired by the school district's Executive Director of College and Career Readiness. Members include community leaders, Academy staff, school principals, and Alignment Rockford staff. Community members include leaders from various industries representative of the Academy to which they are a council member (Example: HS – Health Sciences.) The teams follow an agenda, provide recommendations, make decisions, identify team members to continue progress on projects, and support the ASTs by responding to their reported needs and communicating their successes to the community. Some members meet separately with school staff, as well as continuing communications through emails and phone calls. Members choose which of the public high schools they would like to serve and within which academy they would like to offer support.

Commitment:

CCRC members attend three quarterly meetings during the school year for a minimum of one year.

Example:

A community member from the Jefferson High School BAMIT (Business, Arts, Modern World Language, IT) AST inventories the school's Graphic Design class with the teacher and observes that they do not currently have a particular design software that is the industry standard in today's marketplace. The community member then reports this discrepancy to the Academy Coach and explains that if the students are not able to learn this software in high school they will graduate without a critical skill required to gain employment in a graphic design-related field upon graduation. The Academy Coach then brings this information to the next BAMIT AST meeting to see if any of its community members can supply/sponsor the allocation of this software.

If the BAMIT AST members are unable to fulfill this need for software, the Academy Coach then submits a need form to Alignment Rockford (see page 15) and the request is addressed at the next quarterly CCRC meeting where the Academy Coach explains the need to the group. The council will discuss their options and individual resources. One member might explain that he is the director of a computer solutions company which will offer to sponsor a license of this particular software for the school.