



BOSTON DAY AND
EVENING ACADEMY

**Boston Day & Evening Academy
A Horace Mann Charter School
Pathway Coordinator (BDEA 2.0)
School Year 2020-21**

Boston Day and Evening Academy (BDEA) is seeking an extraordinary **PATHWAY COORDINATOR** excited to join a team of experienced and talented educators building a new BDEA program designed specifically for our young men of color, who have not been successful in traditional schools and are disengaged with current pedagogical models. BDEA is an innovative in-district charter high school whose mission is to serve students who are overage for grade level, many of whom have experienced life challenges that have impeded their education.

We are looking for educators eager to challenge the norm, to assist a committed team in building a new pathway for the city's most marginalized students, and to embrace with us the following mission statement, core values and guiding principles for instruction.

BDEA 2.0 Mission Statement

We are a student-led community. We collaborate to create meaningful learning experiences that give us the freedom to grow academically, develop agency, learn about ourselves, and acquire the skills to achieve our vision for the future.

Core Values:

In our community, consistently

1. We have each other's back
2. We are authentic and open with each other
3. We value transparency, integrity, and trust
4. We demonstrate mutual respect
5. We challenge mediocrity by setting high expectation for ourselves
6. We honor self growth and development
7. We hold each other accountable
8. We inspire and motivate each other
9. We build responsibility and independence through collaboration and shared leadership
10. We acknowledge the historical and present racial, cultural, and economic discrimination all around us, and we commit to leading change in creating equity.
11. We help each other navigate and thrive in the dominant culture
12. We promote versatility and adaptability

Guiding principles:

- To provide students with relevant and engaging learning and life skills experiences, we will consistently provide:
- Relevant curriculum and "learning that sticks"
- Out-of-school learning opportunities
- A balance between self-paced and social learning
- An environment that understands that relationships are central and integrated with student supports
- Varied opportunities to meet competency assessments, i.e., service learning, project-based learning, internships.
- A community that supports learning as transparent and consistent
- Opportunities to build student agency, leadership, empowerment, self-knowledge, and vision for the future
- A consistent expectation that all staff meet students where they are (emotionally, academically)

The **PATHWAY COORDINATOR** must demonstrate a commitment to working with urban youth and have a track record of working successfully with students who have faced ongoing academic and personal challenges. The **PATHWAY COORDINATOR**, in collaboration with the BDEA Post Graduate Planning Team, BDEA 2.0 Program Leader, BDEA Head of School and a wide range of current partners, will be leading the development of a robust College and Career Center for BDEA 2.0 that incorporates the following three phases of work based/real life learning.

Hook: During the preliminary Hook phase, students will take career exploration and readiness prerequisite courses, which will introduce them to various career options, and guide them towards a particular field based

upon their interests. To begin building their confidence and basic career readiness skills, students will participate in a community-based internship.

Commit: During the commit phase, students will begin to refine their career goals and co-create their own pathway based upon the education requirements of that chosen field. In this phase, students will receive access to a dedicated industry mentor, job shadowing opportunities, college experience courses, and participate in a private-sector internship.

Launch: Now that students have demonstrated their competence in guided internships, they will be ready to choose an individualized launch track: early college, Vocational Apprenticeship, or a gap year via Year Up or similar program. While completing their final academic coursework, students will have the freedom to flex their schedules in order to access Early College courses, vocational apprenticeships, and/or additional industry internships, depending upon their individual goals.

Job Responsibilities

Hook/Commit Phase

Collaborate and maintain existing internship community partners (eg. Boston Private Industry Council, Madison Park Development Corp, City of Boston, etc) to help support each student's acquisition of a job, internship and career advancing experience as they develop through the program

Identify and cultivate new corporate partnerships.

Generate a catalogue of internship experiences for students to develop internships relevant to their career aspirations,, eventually creating student ownership of process for identifying and landing internships in a variety of industries.

Create and use data collection and analytical systems to inform our understanding of success of the work-based learning component of BDEA 2.0 and evaluate program success on long-term (post graduation) student outcomes.

Oversee AmeriCorp Ambassador of Mentoring volunteer to create a mentorship database, determine best practices for matching students to mentors, and create a mentee handbook and onboarding strategy.

Work with Program Leader and staff to identify areas where internship experiences may align with student learning of BDEA competencies.

In partnership with crew leader, ensure that each student has a Commit (internships) and Launch (post secondary transition program) experience aligned to student's vision for post-secondary learning.

Launch Phase

Lead the development of formalized career and college partnerships for the various Launch opportunities (post secondary transition programs): early college, trades and career-advancing job training programs (Youth Build, Year Up etc.)

Work with existing thought partners to refine the design of our College and Career Roadmap, ensuring that the "recipe" for student success is correctly calibrated.

Oversee core aspects of the dual enrollment program, assist near graduates in college applications, financial aid, registration, and other necessary steps for students to be eligible for Launch (FAFSA, EITC, etc.)

Maintain regular communication with outside agencies, colleges, and any other parties involved in the lives of students as they engage in career exploration activities

Maintain regular communication with Crew Leaders regarding student progress, support student success in Launch Phase by developing (with support of AmeriCorp Volunteer) weekly study hall and peer tutoring opportunities for students

Student and Family Support and Engagement

Oversee engagement of students in internships and career exploration experiences. Track their career exploration progress on BDEA's data collection system (CONNECTS).

Work to create a school climate in which staff, students, parents and extended families, and the entire community can thrive and develop a mutual sense of trust, participation, understanding, and appreciation of diversity;

Have the knowledge and capacity to understand the social and emotional needs of adolescents and their families.

Terms: Full-time Managerial C

Terms

Managerial position (Tier C), 40 hours per week, 223 days, with BPS excellent benefits provided. As a Horace Mann Charter School, employees are paid a competitive salary in accordance with the BPS. The position is 223 work days between July 1st and June 30th each year. The employee will be required to adhere to the work conditions, including calendar, schedule and flexibility established by the School. The work schedule will be set by the staff member and the HoS according to school needs. Other benefits include Medical and Dental benefits, eligibility for City of Boston retirement.

Qualifications

Required: *A successful candidate will ...*

- Bachelor's Degree required; Master's degree preferred
- 2-3 years of teaching or college access experience preferred
- 3 plus years experience in post secondary transition services
- Experience working with non-traditional student populations
- A commitment to providing equity and access for all scholars in an educational setting
- Experience designing, launching and managing new programs
- Has demonstrated leadership experience, interpersonal skills and personal characteristics necessary for working effectively with students, teachers, administrators and parents
- Experience building relationships with external partners and stakeholders
- Has excellent writing, communication and organizational skills
- Strong analytical and program evaluation skills
- Has experience establishing a collaborative, team-oriented atmosphere that honors diversity and enhances individual and community growth
- Has experience in working in a fast-paced, challenging environment
- Have a commitment to working with the families of our students and with parenting students
- Adhere to BDEA's Non-Discrimination Policy (see below)

Preferred:

- Bilingual in Spanish, Cape Verdean or Haitian Creole a strong plus

- Prior work or volunteer experience with non-traditional students in an alternative setting
- A sense of humor

Application Procedure

Apply through Boston Public Schools' Human Capital website: <http://bostonpublicschools.org/Page/4637>

Boston Day and Evening Academy, in accordance with its non-discrimination and zero tolerance policy, does not discriminate in its programs, activities, facilities, employment and educational opportunities on the basis of race, color, age, disability, sex/gender, gender identity or expression, religious beliefs, national origin, ancestry, retaliation, sexual orientation, genetics or military status and does not tolerate any form of intimidation, threat, coercion and/or harassment that insults the dignity of others and interferes with their freedom to learn or work.