



## **CAPS Program Coordinator**

### **Purpose Statement**

The job of CAPS Program Coordinator is done for the purpose/s of providing students and school staff with information regarding a Center for Advanced Placements studies program; developing business partnerships and community relationships, coordinating mentoring and internship activities; planning onsite presentations; professional development; develops CANVAS course and curriculum materials; and assisting with ongoing CTE programs.

This job is distinguished from similar jobs by the following characteristics: Teacher on Special Assignment position which may include additional summer contract days.

This job reports to Director of CTE

### **Essential Functions**

Assists work-based learning coordinators, career counselors and career technical teachers for the purpose of supporting program objectives.

Attends work regularly to fulfill duties specific to the assignment for the purpose of providing quality educational experiences and continuity for assigned students, parents, and the overall school community.

Conducts student workshops, orientations, and/or presentations for the purpose of providing students with information regarding application procedures, and potential experiences.

Creates a student application and screening process (e.g. interviews, application packet, etc.) for the purpose of selecting students to participate in the CAPS program.

Creates a comprehensive marketing plan to develop recruitment tactics (e.g. class presentations, information tables, tours, open house, press kits, etc.) for the purpose of acquiring new business partners and promoting student participation.

Designs curriculum materials, CANVAS course, and student experiences for the purpose of meeting the CAPS program objectives.

Develop a comprehensive database of Provo CAPS Alumni for the purpose of developing longitudinal data, enhancing University and Business affiliations, expansion of mentor and intern relationships, and ongoing gifting possibilities.

Develops a comprehensive plan with building Principals, CTE Director, and others to seek out, foster, and retain business partnerships and mentor relationships for the purpose of procuring guest speakers, instructors, mentoring, internships, and donations for the CAPS program.

Evaluates program effectiveness for the purpose of providing feedback related to internship activities, and to mentors, students, instructors, and other presenters.

Manages a comprehensive Partnership and Business Development database for the purpose of documenting activities, recording contributions, creating scholarship opportunities, managing compliance records, providing references, and conveying requested information as needed.

Observes CAPS program students, mentors, and partners in a variety of settings (e.g. work site observations, etc.) for the purpose of monitoring students and evaluating for program effectiveness.

Participates in a variety of meetings, in-services, and workshops (e.g. university/college conferences, class visits, community service group meetings, etc.) for the purpose of conveying and/or gathering information required to perform functions and remaining knowledgeable with program guidelines.

Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.

Prepares a variety of documents, reports, and written materials for the purpose of communicating information to parents, students, and staff; providing written support, developing recommendations and/or conveying information to business partners, and other stakeholders.

Responds to students, teachers, parents, counselors, business leaders, community leaders, and other community partners for the purpose of conveying and/or requesting information.

### **Job Requirements: Minimum Qualifications**

#### **Skills, Knowledge and Abilities**

SKILLS are required to perform multiple tasks with a need to occasionally upgrade skills in order to meet changing job conditions. Specific skill based competencies required to satisfactorily perform the functions of the job include: operating standard office equipment and office technology; planning and managing projects; preparing and maintaining accurate records; Microsoft Suite and Google tools.

KNOWLEDGE is required to perform algebra and/or geometry; read technical information, compose a variety of documents, and/or facilitate group discussions; and understand complex, multi-step written and oral instructions. Specific knowledge based competencies required to satisfactorily perform the functions of the job include: concepts of grammar, spelling and punctuation; knowledge of community resources; methods of instruction and training.

ABILITY is required to schedule a significant number of activities, meetings, and/or events; gather and/or collate data; and use job-related equipment. Flexibility is required to independently work with others in a wide variety of circumstances; work with data utilizing defined and similar processes; and operate equipment using standardized methods. Ability is also required to work with a significant diversity of individuals and/or groups; work with similar types of data; and utilize job-related equipment. Problem solving is required to analyze issues and create action plans. Problem solving with data may require independent interpretation; and problem solving with equipment is limited to moderate. Specific ability based competencies required to satisfactorily perform the functions of the job include: communicating with persons of diverse backgrounds; maintaining confidentiality; meeting deadlines and schedules; organizing tasks; working with frequent interruptions.

#### **Responsibility**

Responsibilities include: working under direct supervision using standardized procedures; leading, guiding, and/or coordinating others; operating within a defined budget. Utilization of some resources from other work units may be required to perform the job's functions. There is a continual opportunity to have some impact on the organization's services.

#### **Work Environment**

The usual and customary methods of performing the job's functions require the following physical demands: occasional lifting, carrying, pushing, and/or pulling, and significant fine finger dexterity. Generally the job requires 30% sitting, 30% walking, and 40% standing. This job is performed in a generally clean and healthy environment.

**Experience:** Job related experience with increasing levels of responsibility is desired.

**Education:** Bachelors degree in job-related area.

**Equivalency:** Possess a current Utah Educator License in a CTE endorsed area.  
3-5 years of successful Teaching experience in CTE endorsed area.

#### **Required Testing:**

#### **Certificates and Licenses**

State of Utah Teaching License

#### **Continuing Educ. / Training:**

Continuing Education Requirements  
Required to work some evenings and weekends.

#### **Clearances**

Criminal Justice Fingerprint/Background Clearance

#### **FLSA Status**

Exempt

#### **Approval Date**

2/1/2021

#### **Salary Grade**

Lane 1 Bachelor's  
Degree

