Jobs for America’s Graduates Career Coach

**Qualifications**:

Certified by the Kentucky Department of Education

**Job Goal**:

Create a sustainable system of supports throughout the local community for students to access as they transition from high school and move into a post-secondary education and/or career path.

**Specific Performance Responsibilities for this Position**:

1. Establishes a positive and on-going supportive relationship with students, families, local principals, administrators and school faculty to support students in the local program.
2. Collaborates with school counselors, advisors, community resources, and teachers to implement the curriculum and to consistently build support for academic success, career exploration, goal setting, leadership development, college planning, personal counseling, either directly or through linkages in the community to assist in overcoming barriers to graduation and/or success in the workplace.
3. Analyzes student data and barriers and confers with advisory committee to identify and develop a pool of qualified students in need of intensive academic support such as tutoring, extended learning, mentoring, and counseling. Students with multiple barriers to success will be candidates for the class.
4. Deliver the curriculum for the targeted 35-45 students in grades 11th and 12th; ensure they receive competency in the 37 core competencies through classroom instruction, in a variety of ways including Project Based Learning, as well as 87 total competencies.
5. Administer testing including pre-/post-tests to students in the classroom and document results in the data management system (ENDMS). Coordinates the school efforts with the implementation of KPREP, EPAS, Work Keys, KOSSA and other state mandated assessments.
6. Monitor basic skills improvements; provides academic support and remediation including; access to tutoring, study skills, credit recovery to shows gains as students’ progress towards graduation.
7. Develop, implement and update monthly individualized learning plan (ILP) with all students on the program roster.
8. Monitors the attendance, credits needed for graduation, college prep course selection, enrollment in AP and dual credit courses. Coordinates Perkins-funded vocational programs, including data gathering (TEDS) and analysis.
9. Serves as a student advocate when collaborating with school staff in developing intervention plans for struggling students and assists in implementing/referring interventions as appropriate.
10. Advocates for the program and creates an employer marketing plan to develop a pool of effective community support resources by working with employers, parents, civic groups, and community leaders to build awareness of and support for this unique program; develop service learning projects, create a pool of classroom speakers, participate in public relations activities, attend meetings and speak to community groups.
11. Conducts parent/family outreach and education activities to the students to strengthen family/school partnerships and facilitate career exploration, college selection and financial planning.
12. Build appreciation for teamwork among students, sense of belonging and commitment to service learning among students by organizing and serving as advisor to the Career Association; create opportunities through hands-on activities, guest speakers and workshops; and organize civic and social development opportunities.
13. Collaborates in supporting a smooth transition from 10th grade into 11th grade; partners closely with Specialists in the 9th and 10th grade to support the classroom students into continued participation in high school classrooms as appropriate.
14. Provide supportive services to program participants for 12-month period after high school graduation to ensure successful transition to postsecondary education, employment and/or military. If students are non-graduates, specialists will provide support services to these students to ensure attainment of diploma or GED during the follow up period. Employers and/or post-secondary advisors are to be contacted 6 months out of the 12 month follow up period to ensure accuracy of data and continued students support.
15. Participates in staff, regional, and state-wide meetings, and staff development activities within the building and district as appropriate.