



**FOUNDATION TRANSITION PROGRAM PLANNER**

**GENERAL RESPONSIBILITIES**

Under the direction of the Coordinator of Adult Academic Programs, this grant funded position is responsible for establishing a rapport with students/teachers/guidance counselors that is conducive to helping students receive a GED® certificate and assisting in postsecondary education and/or employment opportunities. Act as a positive role model for students and model professional and ethical standards; work in a collegial and collaborative manner with peers, school personnel and the school community to promote and support the mission and goals of the school division and abide by all school division policies and procedures.

**ESSENTIAL TASKS**

(These are intended only as illustrations of the various types of work performed. The omission of specific duties does not exclude them from the position if the work is similar, related, or a logical assignment to the position.)

- Enroll qualified students into classes supporting instruction on GED® subject areas.
- Mentor identified students to develop the skills and self-esteem necessary for them to transition from high school to postsecondary education and/or employment.
- Work in a collegial and collaborative manner with peers and school personnel to ensure successful and efficient transitioning of students to college, apprenticeship, employment, or the military.
- Help guide students to develop the knowledge, skills, and attitudes necessary for success in the workplace and higher education.
- Work to ensure student earns credential(s) prior to completion of the program.
- Coordinate informational workshops with regional partners that advance students' knowledge in areas such as interviewing, creating a resume, budgeting, and establishing credit, researching colleges and apprenticeships, and applying for financial aid.
- Coordinate activities including bus trips to local colleges, interviews, and work experience opportunities for students.
- Assist in coordinating and promoting biannual Transition Fair for students.
- Use appropriate resources and technology to promote the development of critical thinking, problem solving, and good social behavior in students.
- Monitor student progress and assist in developing a work-life portfolio.
- Maintain accurate records of student progress and attendance.
- Participate in meaningful and continuous professional development that promotes student learning and engagement.
- Participate in community outreach to increase community awareness of the program, recruit program participants, and garner partnerships with organizations to support student work experience.
- Perform related work as required.

**KNOWLEDGE, SKILLS AND ABILITIES**

Must have knowledge of the local, state, and national support services and agencies that are available to eligible youth in the program. Must have the ability to maintain frequent, meaningful student/teacher communication and develop proactive partnerships between the student and other agencies to promote the grant's program activities; establish a collaborative, innovative learning environment that encourages students to develop positive self-esteem and personal and social responsibility; develop meaningful relationships with students and act as a mentor by demonstrating good character traits and professional and ethical behavior; recognize multicultural perspectives and emphasize the value of cultural diversity; collaborate and partner with agencies that can provide effective and resourceful tools and information to assist students in achieving academic and career goals. Must demonstrate an ability to work as part of a collaborative team; demonstrate effective verbal and nonverbal communication techniques to foster positive interactions with students; maintain accurate and confidential records and demonstrate computer proficiency, especially with Microsoft office software programs.



**EDUCATION AND EXPERIENCE**

**Required:**

Must have a bachelor's degree or hold a Collegiate Professional License or Postgraduate Professional License. Background working with alternative and at-risk youth in an educational setting.

**Preferred:**

A comparable amount of training and experience maybe substituted for the minimum qualifications.

**PHYSICAL REQUIREMENTS**

Must have the use of sensory skills in order to effectively communicate and interact with other employees and the public using the telephone and personal contact as normally defined by the ability to see, read, talk, hear, handle or feel objects and controls. Frequent sitting, walking, bending, grasping, fingering, repetitive motion, and reaching. Occasional standing and driving. Ability to lift 25 pounds frequently. Requires timely and regular adherence to established work schedules. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential tasks.

**SPECIAL REQUIREMENTS**

Possession of a valid driver's license.  
Regular and reliable attendance is an essential function of this position.

FLSA status: Exempt	Description: 7/17, 7/20
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