JOB DESCRIPTION

ALTERNATIVE EDUCATION TRANSITION COORDINATOR

Reports to:	Administrator	**Employment Group / Salary Range:**	Certificated Management
Dept:	Adult Education, Del Puerto	**FLSA:**	Exempt
Annual Work Days:	205	**Formal Review Date:** **Board Approval Date:**	10/23/23 11/06/2023

PRIMARY FUNCTIONS

The Adult Education Transition Coordinator/Counselor provides educational counseling, guidance, outreach, promotion, and related services, under the direction of the school principal or other school administrator, which will result in students' maximum progress toward individual and district educational goals. Recruit, coordinate, and collaborate with the school community and local agencies to guide and counsel students, resulting in enrollment and appropriate placement of students who completed their goal in adult education.

ESSENTIAL DUTIES & RESPONSIBILITIES

The duties listed below are intended only as illustrations of the various types of work that may be performed. The omission of specific statements of duties does not exclude them from the position if the work is similar, related or a logical assignment to this class.

- Assist in implementing the district's current educational plans and initiatives.
- Plan, write, administer and supervise State and Federal programs for adult education. Incorporate these programs into the curriculum. Monitor and review all government laws and relations, which pertain to adult education. Actively seek to obtain grant monies for programs, which meet the needs of the adult community. Ensure that all funded programs are properly implemented.
- Utilize a case management approach to link local services and resources to adult education students in conjunction with other local community agencies (educational, social, and/or labor to establish a comprehensive referral system.
- Attend and facilitate participation in ongoing professional development.
- Participate in meetings and workshops sponsored by the Office of Adult Education and other professional development activities.
- Work with district departments in support of designing and implementing effective support structures and interventions for students encountering academic and/or social-emotional challenges.
- Organizes/implements student testing/evaluation for programs/services, alternative placement screening, and referrals to other agencies as needed.
- Coordinate with local One-Stop intensive services and employment opportunities to match students with full-time or part-time employment.
- Prepare and disseminate promotional and program materials.
- Maintain complete and accurate records/reports of the program and prepare such reports as may be required by the Department of Education, Office of Adult Education.

- Maintain a student database to include contact/attendance and student placement. 12. Establish a planning calendar. Use the majority of the time providing direct services through guidance and counseling of students, individual student planning, and preventive and responsive services, with the remaining time in program management, system support, and accountability.
- Conduct a cumulative records review for all students to determine appropriate program services.
- Meet with students and/or parents to guide them in the development of students' post-secondary educational and/or career goals through discussion of test results, teaching, and/or supervision of career development activities.
- Present information about local postsecondary/other training opportunities to students and their availability.
- As appropriate, inform students and parents regarding the college admission process, including the application process, prerequisites, and financial aid.
- Report incidents and assist with mediation i.e. fights, suspected child abuse, self-destructive/self-harming behaviors i.e. cutting, suspected use of controlled substances, bullying, etc. to maintain student safety, and a positive learning environment and adhere to California Education Code, District and/or school policies.
- Maintains proper records and follows adopted procedures to comply with governing board policy and state regulations.
- Endeavors establishing a professional profile of high visibility, accessibility, caring, and willingness to help students and staff.
- Communicate to local community resources on a regular basis progress or challenges that impact the transition initiative.
- Participate in student outreach and recruitment activities
- Networks with teachers, counselors, school personnel, and Academy business/community partners to improve the quality of student outcomes, develop solutions, and/or provide information.
- Participates in in-service/staff development programs to meet professional growth state/district/credential requirements within the school of assignment and/or at the district level.
- Shares in the sponsorship of student activities and participates in faculty committees.
- Performs other related duties as assigned.
- Work a varied shift (Adult School AM and PM session)
- Other duties as assigned.

QUALIFICATIONS

Education and Experience:

- Education: Master of Arts/Science Degree from an accredited institution of higher learning; Official Transcripts.
- Credential: Possession of a valid California PPS Credential authorizing service as a School Counselor

Licenses, Certificates and Other Requirements:

- A valid California driver's license and the ability to maintain insurability under the District's vehicle insurance program may be required in some assignments.
- Annual certification for CPR and First Aid required within three months of appointment and during the course of employment.

KNOWLEDGE, SKILLS AND ABILITIES

Knowledge of:

- Laws and guidelines related to adult education.
- Policy, rules and regulations related to student eligibility.
- Organizational leadership, motivational strategies, and techniques for working with adult students.
- Organizing, planning, and scheduling events.
- Appropriate budgeting, cash handling, and basic accounting procedures related to activities and events.

Skills and Abilities to:

- Understand and carry out both oral and written instructions independently.
- Work collaboratively and communicate effectively as part of a team.
- Analyze and interpret numerical data and written information.
- Maintain confidential information.
- Maintain professional standards of conduct (model core values).
- Operate a computer, including word processing, data management software, and student information systems.
- Establish and maintain ongoing cooperative and collaborative relationships with students, school district staff, key public agencies, and other community stakeholders.
- Demonstrate ability to work effectively with at-risk populations.
- Demonstrate ability to communicate effectively with staff, students, and to respect confidential matters.

PHYSICAL AND MENTAL DEMANDS

The physical and mental demands described here are representative of those that must be met by employees to successfully perform the essential functions of this class. Reasonable accommodations may be made to enable qualified individuals with disabilities to perform the essential functions.

Physical Demands:

While performing the duties of this class, employees are regularly required to talk or hear, in person and by telephone; sit, walk and stand; use hands to finger, handle, feel or operate objects, tools or controls; reach with hands and arms; and perform repetitive movements of hands or wrists. The employee is frequently required to lift up to 10 pounds. Specific vision abilities required by this job include close vision, color vision and the ability to adjust focus.

Mental Demands:

While performing the duties of this class, employees are regularly required to use written and oral communication skills; read and interpret data, information and documents; analyze and solve problems; observe and interpret situations; use math and mathematical reasoning; observe and interpret people and situations; learn and apply new information and skills; perform highly detailed work; work on multiple, concurrent tasks.

WORKING ENVIRONMENT

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this class. Reasonable accommodations may be made to enable qualified individuals with disabilities to perform the essential functions.

Employees work under typical office conditions subject to frequent public contact and interruption and to intermittent exposure to individuals acting in a disagreeable fashion.

The employee may be required to travel to locations other than the assigned work site and to adjust to work schedule changes and requirements to work overtime.

EMPLOYEE CERTIFICATION OF JOB DESCRIPTION

I hereby acknowledge I have read and understand the content of this job description. I have had the opportunity to ask questions and have those questions answered about the general duties and responsibilities of this job. I understand that the job description may be revised from time to time in the future by the Patterson Joint Unified School District Governing Board in consultation with my professional association as needed and where applicable.

I understand and agree nothing in this job description should be construed as a contract of employment. My employment with the Patterson Joint Unified School District is contingent upon execution of a signed contract approved by the board of trustees. Continued employment is subject to my adherence to board policy, state and federal laws, the collective bargaining agreement between my association and the district where applicable, and my performance evaluation.

I further acknowledge that it is my responsibility to notify my supervisor immediately in the event I may need reasonable accommodations to perform the primary functions, general duties and responsibilities, or the physical, mental and social requirements of this job.

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Employee Signature ***Date***

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Name Printed