DISTRICT 1199C TRAINING & UPGRADING FUND

JOB POSTING

EMPLOYMENT TRANSITION COACH

Under the direction of the Program Coordinator, this full time, grant-funded position is responsible for ensuring that the College and Career Readiness (CCR) department meets and/or exceeds the outcome requirements mandated by the State for transitioning learners into employment or retention of employment. The Employment Transition Coach will facilitate employment skills workshops to ensure that learners have the ability to search for search for, apply, interview gain and retain employment; assist in implementing the CCR orientation program; provide the pre and post TABE Diagnostic test; as needed link students with employment opportunities and support their successful transition into employment; provide group and individual case management and employment success workshops; organize job fairs; initiate and maintain up to date databases with student outcomes; and, prepare monthly reports on student outcomes and activities. Ability to work two evenings a week is required.

Job Responsibilities and Duties:

Data and Professional Development

Weekly data collection, input, and analysis of required documentation into student databases: e-Data v.2 system, ASAP "My Place," and ETO software (attendance, student goals, goal attainment).

Create a central excel database of employment opportunities, college fairs, college open houses as well as application deadlines and requirements; disseminate information to CCR students, faculty and staff using flyers and an electronic bulletin board calendar.

Professional Development: attend PD to build skills and knowledge of the College and Career Readiness Standards and best practices for supporting students in obtaining and retaining employment.

Participate in monthly CCR staff meetings ad attend agency committee meetings. Participate in Program Improvement Committee, providing data to help inform program improvement.

Attendance, Persistence, and Maintaining Full Enrollment

Weekly analysis of student attendance using database systems with the goal of attaining a persistence rate of 70-80%.

Follow up with students who are absent from class on a weekly basis with the goal of having them return to class. Goal is to maintain full classes until students post-test, achieve an increase in their Education Functioning Level (EFL), and achieve their employment and/or post-secondary goals.

Terminate students who are not attending, and fill the empty slots monthly out of the orientation attendees to ensure that 20-22 students are maintained in every class.

Case Management, Goal Setting, and Documentation

Achieve post-secondary placement of no lower than 25-30% of the targeted CCR learners into post-secondary training and collegiate programs.

Meet with learners who have achieved or are close to achieving a high school credential (GED) to assess their goals for continuing their education. Provide guidance to help CCR students successfully transition into training post-secondary programs.

Provide group and individual coaching with goal planning, goal tracking, and goal transitioning.

Weekly input of case notes into ASAP and edata on progress towards post-secondary outcomes.

Create and implement a rubric for job readiness skill workshops for CCR learners, including information regarding job search skills, resume writing skills, interviewing skills, and networking skills. Ensure that each learner completes a career portfolio targeted to employment transition.

Collaborative Employment Partnerships
Develop and maintain relationships with local employers and CareerLinks to assist students in gaining employment. Attend meetings offsite with the objective of creating employment opportunities for learners.

Work closely with the CareerLinks to ensure that our students are registered and have the opportunity to participate in Career Link activities, such as workshops, employment coaching, job and OJT referrals.

Collaborate with instructors to ensure that the classrooms and instruction are contextualized to the workplace.

Provide leadership and take responsibility to ensure that career exposure is embedded in the CCR curriculum throughout the department.

Work with the District 1199C Training Fund Career Services Department to plan and implement job fairs.

Orientation
Coordinate and facilitate the monthly CCR Orientation.

Screen potential students during the Orientation, and select the students who will be assigned to start CCR classes based on an admissions rubric.

Assign students to CCR classes and maintain 20-22 students per class using a monthly managed enrollment process.

Coordinate with the CCR Program Coordinator and the myPlace Coordinator to establish a roster for each CCR class with carryovers that is provided to instructors prior to the start of every month following orientation. Ensure instructors have the TABE diagnostic for each student.
Ensure enrollment proper paper work is filled out completely.

Reporting:
Provide CCR Program Coordinator with monthly reports of activities and progress towards achieving full attendance for assigned classes, student outcomes and agency goals as well as a log of activities.

Provide all required documentation in a timely manner, including weekly case notes on client follow-up, and EFL and post-secondary outcome attainment.

Adhere to agency policies, procedures, and the professional code of ethics.

Other duties as assigned by supervisor.

Qualifications:

Master's Degree preferred. Bachelor's Degree required with a commitment to working toward a Master's degree in Human Resources, Education, Social Work or a related field with a minimum of one to three years' experience in workforce development or a related field. Must have a valid driver's license and be willing to travel offsite to meetings.

Technical Proficiencies: To perform this job successfully, an individual must have intermediate working knowledge of the Microsoft Office Suite including: Microsoft Excel, Microsoft Outlook, Microsoft Word, Power Point and the Windows Operating System. The ability to conduct internet research is required. Must be able to operate general office equipment. Must be highly proficient in using databases, and learn and effectively use the Pennsylvania Department of Education's "E-data" system, the Mayor's Commission on Literacy "ASAP" system, and the agency's ETO database. Must be accurate and efficient in using technology for the purpose of keeping up to date documentation.

Work Requirements: Must be able to work two evenings per week and be available for flexible hours as needed. Required to meet offsite with employers and programs in the Philadelphia area. Must possess: strong communication and interpersonal skills; ability to maintain confidentiality; ability to motivate others towards achieving goals while maintaining a clear sense of boundaries; ability to multi-task; excellent organizational skills; excellent time management skills; critical thinking skills; positive problem solving skills; the ability to work independently and with a team; the ability to work efficiently and at a highly productive rate to achieve required state outcomes; ability to work with a strong sense of focus, remain task-oriented, detail oriented and nonjudgmental.

Send resume and cover letter to Sharadora Sisco: ssisco@1199ctraining.org. Deadline: Nov 30, 2016