



INKSTER PUBLIC SCHOOLS

BOARD OF EDUCATION & ADMINISTRATIVE OFFICES
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Ms. Mischa Bashir, Superintendent

Graduation and Truancy Prevention Coach (GTP) SIG Funded

General Function:

The Graduation and Truancy Prevention Coach shall work to ensure the smooth transition of up to 75-90 students within the Inkster Public Schools 8-12 buildings to include alternative education to the next grade level and, if possible, high school seniors into post-secondary educational options or work. Identify students in need of additional support and at-risk of dropping out, and then work with them to achieve academic success and graduation from high school. Once students have been identified the coach will conduct and connect them to intervention programs to prevent grade retention, course failure, and/or failure to attain a standard Michigan high school diploma or equivalent. The GTP Coach is responsible for working with up to 90, at-risk youth, and their families, to facilitate the advancement of these youth within the alternative school.

Principal Activities:

Identify at-risk students

Utilize a profile of risk factors to identify up to 90 middle/ high school students at risk of dropping out in coordination with site coordinators, guidance counselors, principals and teachers. These factors include:

- History of school failure, retention, and/or being overage for grade to which assigned;
- Low standardize scores, reading and/or math achievement;
- Special education/disability;
- Attendance problems/truancy;
- Behavioral problems, history of suspensions, high-risk peer group;
- Disengagement from school, low expectations, lack of extracurricular involvement;
- Family status or risk factors: economically disadvantaged, high mobility, non-native English speakers.

Provide Direct Service and Case Management

- Develop and implement individual, small group, and whole school intervention and prevention strategies to increase the likelihood that students will stay in school and graduate. Intervention and prevention

strategies will encompass Stephen Covey's Seven Habits of Highly Effective Teens, among other materials;

- Work with students to develop a graduation and career plan to include the best program to meet academic and post-secondary goals.

Develop School-wide Support and Interventions

- Work with faculty and administrators to develop credit recovery and alternative options and to adapt curriculum and differentiate instruction to meet the needs of the identified at-risk students;
- Provide training and/or support to and high school teachers on support measures that work with youth identified as at risk of not graduating.

Develop Transition Programs and Vertical Teams with Middle and High Schools

- Collaborate with feeder middle school(s) to identify incoming middle school students at risk of high school failure;
- Conduct vertical team meetings among middle, and high school faculty and staff to develop action steps to improve individual student and subgroup transition success rates;
- Collaborate with teachers, counselors, and/or advisors to assure the continued use of the transition process for 8th graders and freshmen to help students successfully adapt to the rigors of the high school experience.

Develop Relationships with Parents or Guardians, Community Organizations, and Other Resources

Work with Parent Involvement Coordinator, to assist and support students' academic success, as well as career planning and training.

- Provide parent support seminars, financial aid workshops and other activities identified by the school administration related to gaining parental involvement.
- Assist parents in understanding their child's needs and their role in realizing their goals with the use of parent handbook using best practices.
- Coordinate and support Parent Involvement activities, engage in efforts to strengthen the number of parents involved in school programming.
- Connect individual students and their parents or guardians with community organizations, programs and/or resources
- Develop or work with mentoring programs, business and/or community coaches to connect individual students with mentors, if available;
- Provide support and outreach to parents/guardians of students identified as being at risk of not graduating.

Assessment and Reporting

- Track the progress of individual students and subgroups as they progress through the program and high school;
- Conduct and analyze ongoing formative and summative evaluation data of program effectiveness; and

- Complete appropriate school documentation and other documentation relative to capturing services provided to students, as well as other necessary documents
- Maintain electronic caseload list
- Facilitate the completion End of Year surveys (parent and student).
- Documentation and Evaluation - Work with staff to evaluate progress of students and individualized programs of support

Student Activities

Coordinate efforts to enhance life skills of students using community resources/support.

- Provide approved speakers, trainings, workshops, career opportunities and all items which might provide assistance to students for success in academics, attendance, and behavior and career planning.
- Coordinate Student Enrichment activities that foster team building, confidence building and varied social skill enhancement – such as, scouting and college and career opportunities; college tours, job shadowing, internships, service learning, wilderness adventures, rock climbing, hiking, tours to museums, and admission to sporting events...etc.
- Coordinate recognition for all enrolled students who show improvement around academics, attendance and behavior.
- Engage students in opportunities that provide occasions to give back to the community through issue oriented volunteerism or community service.
- Coordinate college visits for all CIS students to provide exposure to the college application process, financial aid, scholarships and the entire college access process.
- Support Afterschool/Tutorial programming and services (at participating sites).

Qualifications

- Bachelor's degree in the field of human services, social work, counseling, education or public administration or relevant work experience
- Experience as a social worker or counselor and in a position dealing with secondary level high risk youth for 5 or more years
- Strong interpersonal, organizational and management skills required
- Strong verbal and written communication skills
- Computer skills to include working knowledge of ALL Microsoft Office software
- Ability to analyze, develop, implement, and track intervention plans and strategies
- Knowledge of and the ability to analyze data, including that available from the Michigan Department of Education and from other sources
- An understanding of the multiplicity of social and other services available in the community to support students at risk of not graduating
- A valid Michigan driver's license

Special Requirements:

Person(s) well qualified for this role will possess the following skills:

- Sensitivity and ability to appreciate points of view of personnel within the schools, other agencies/organizations, and volunteers, including a keen awareness of their needs and goals and how to build collaborative partnerships based upon fundamental to principles of PBIS
- Ability to perceive project needs which relate to resources
- Documented and evidence of professionalism and confidentiality in processing sensitive information
- Excellent public speaking skills and execution of interpersonal communication dynamics
- Ability to acquire and maintain familiarity with all relevant sources of resources
- Ability to be flexible in a work environment often filled with ambiguous situations
- Ability to manage time, paperwork and people effectively