



Job Title: Senior Postsecondary Transition Analyst
Reports To: Director of Postsecondary Transition Programs
Location: Metro Phoenix, AZ
Manages: Near-Peer Advisors (where applicable)
Salary: \$50,000-\$55,000; health care benefits, monthly gas and phone stipends available
Revised: May 2024

The Be A Leader Foundation is in search of a high-caliber, motivated, and equity-minded leader to serve as the organization's college advising representative at our high school partner sites. This role will offer student-centered college advising, serving as a central figure in providing strategic, focused, and direct support to our students. With a strong emphasis on equity and utilizing data, the Senior Postsecondary Transition Analyst will collaborate with site teams to establish and maintain targeted and enduring practices aimed at enhancing well-matched postsecondary enrollment for Black, Latino, and low-income students.

Summary

Under the guidance of the Director of Postsecondary Transition Programs, the Senior Postsecondary Transition Analyst facilitates the implementation of a data-driven, equity-focused strategy aimed at supporting high school seniors in their postsecondary enrollment and transition. The Senior Postsecondary Transition Analyst is embedded within school sites, collaborating with school teams to support college advising strategies and apply continuous improvement principles to support students' transition to college. The majority of the work will take place at school sites in the Phoenix Union and Tolleson Union high school districts during regular school hours, with occasional evening, weekend, and general community events to accommodate our students and their families.

Specific roles and responsibilities:

College Advising and Support

- Offer personalized college advising to students both individually and in groups, utilizing equitable and continuous improvement-based practices.
- Provide support to students in completing crucial college-going milestones such as college applications, FAFSA, scholarships, and enrollment.
- Supervise near-peer college advisors to ensure they receive proper training and oversight, ensuring high-quality student support and further assisting in the completion of college-going milestones.

Data Analysis and Reporting

- Analyze student-level data and lead reflective practices with assigned school teams.
- Gather, maintain, analyze, and submit frequent data reports related to goals for school teams and leadership in a timely manner.

Facilitation and Collaboration

- Engage teams and individuals in effective, action-oriented dialogue to determine next steps for student support.
- Support school teams in applying appropriate tools from improvement science and other practitioner-oriented research methodologies to support improvement efforts.
- Leadership and facilitation of student-centered equitable practices.
- Strong collaborative, team player who is self-reflective and brings a “learner's mind” to challenging or uncertain situations.
- Keep open communication with team members (internal and external), leadership and school sites.

Strategic Support

- Support strategic planning of school and network-wide events.

Skills and Abilities

- Strong knowledge/background in college access and readiness.
- Demonstrated commitment to advancing the mission of supporting our students.
- Some knowledge of basic concepts in continuous improvement.
- Data practices: ability to interpret data and create actionable plans; comfort with facilitating conversations about data.
- Ability to problem solve and exercise independent judgment.
- Flexibility and tolerance of ambiguity.
- Ability to lead as needed, to make gains towards the outcome.
- Ability to facilitate meaningful, engaging learning experiences for adults. Experience facilitating/leading staff in a public school setting.
- Excellent at organizing, attending to detail, meeting deadlines, and taking a task or project from concept through to completion, while also being flexible, adaptable, and eager to develop creative solutions to problems.
- Strong relationship management and communication skills.
- Ability to think strategically at the process level, while maintaining the big picture.
- Contribute positively to organizational learning, growth, and culture.

Other Qualifications/Skills/Abilities

- Possession of, or ability to obtain, a fingerprint clearance card.
- Must be able to work in a well-lit, temperature controlled work area.
- Must be able to see and work with a computer screen for extended periods of time.
- Must be able to work in an open area with other employees and volunteers
- Professional demeanor and appropriate professional dress code required
- Highly organized; strong interpersonal, communication, and organizational skills
- Excellent written and verbal communication skills
- Time management and ability to meet deadlines
- Electronic and computer skills: facility and experience with Office productivity software (Word, Excel, etc.), internet fluency
- Must have a valid driver's license and reliable transportation to travel to assigned school sites
- Independent worker with the ability to work as a member of a multidisciplinary team when needed
- Knowledge of colleges, their academic programs, admission policies, and financial policies

Education/Experience

B.A., B.S or equivalent; or at least four years related experience and/or training; or equivalent combination of education and experience; experience supporting diverse student populations. Teaching or facilitation experience, and a background in college admissions or high school college counseling is preferred.

Language Skills

Ability to read, analyze and interpret general periodicals, professional journals, etc. Ability to write reports, business correspondence, and program/activity plans. Spanish fluency is preferred.

Interested applicants should send their cover letter and resume to Laila Sarah, Director of Transition Programs, laila.sarah@bealeader.org

Disclaimer: This is not necessarily an exhaustive list of all responsibilities, skills, duties, requirements, efforts, or working conditions associated with the job. While this is intended to be an accurate reflection of the current job, management reserves the right to revise the job or to require that other or different tasks be performed when circumstances change, i.e., emergencies, changes in personnel, workload, rush jobs, or technological developments.