

TRANSITION EMPLOYMENT SPECIALIST

DISTINGUISHING FEATURES OF THE CLASS: This position exists in a BOCES and involves responsibility for contacting employers and placing students with disabilities in various work situations. An employee in this class is responsible for assisting program participants in formulating and modifying an employability plan, which may involve remedial education, work experience, specialized skill training, job placement and related screening and supportive services. The incumbent works cooperatively with district designees and with Work Experience Teachers, Vocational Resource Teachers, Administrators and faculty to support the transition of students with disabilities to adult services. The work is performed under the general supervision of the Principal of Special Education and Assistant Superintendent for Instruction. Supervision, dependent upon assignment or project, may be exercised over the work of clerical and paraprofessional assistants. Does related work as required.

TYPICAL WORK ACTIVITIES: (Illustrative Only)

- Assists other districts on the dynamics of transition planning and evaluation for students with disabilities ages 14-21;
- Designs and improves the referral process, including the process steps, forms, materials, etc., cooperatively with the Vocational Rehabilitation Counselor;
- Provides technical assistance to teachers of the referral process, eligibility, documentation, and functional limitations and how to document;
- Prepares a variety of narrative as well as tabular reports, including employability plans and progress reports;
- Represents supported employment program, as required, at meetings;
- Identifies, develops and delivers in-service training in the area of transition issues with others in the project;
- Formulates employability plans for eligible students, gathering information relating to their prior work experience, education, skills, physical condition, personal characteristics and social background;
- Participates in staff meetings and conferences designed to define student employment goals, problems and to evaluate progress;
- Problem solve student cases with the Vocational Rehabilitation counselor on training, future planning with families, summer experience, etc.;
- May conduct orientation and/or informal sessions with student groups regarding career opportunities in the community;
- Attends CSE Chairpersons' meetings a minimum of two times per year to discuss transition related issues;
- Completes job analyses and assists in the preparation of employment training plans for students;
- Complete other duties as assigned by the Principal of Special Education or designee;

FULL PERFORMANCE KNOWLEDGE, SKILLS, ABILITIES AND PERSONAL CHARACTERISTICS:

Good knowledge of training and educational programs sponsored by the BOCES; working knowledge of concepts of the cultural, environmental and personal factors influencing the lives of program clientele; working knowledge of interviewing practices and techniques; working knowledge of community organizations and human service agencies; working knowledge of sources of job placement; working knowledge of Federal, State and local employment rules and regulations, and ability to apply the knowledge in the performance of duties; ability to evaluate clients' needs; ability to establish and maintain effective interpersonal relationships with clients, employers and training agencies; ability to prepare as well as interpret, narrative and tabular reports; ability to communicate effectively both orally and in writing.

MINIMUM QUALIFICATIONS: Either:

- (A) Graduation from a regionally accredited or New York State registered college or university with a Bachelor Degree in social or behavioral science, human services or resources, education, vocational rehabilitation, educational rehabilitation or a closely related field **AND** three (3) years of experience working with persons with disabilities; **OR**
- (B) Graduation from a regionally accredited or New York State registered college or university with an Associate Degree in social or behavioral science, human services **AND** five (5) years of experience working with persons with disabilities.

SPECIAL REQUIREMENT: Certain assignments made to employees in this class will require access to transportation to meet field work requirements in a timely and efficient manner.