

YOUTH TRANSITION PROGRAM SPECIALIST

Classification: Instructional – School Based

Location: Assigned Department

Reports to: District Administrator

FLSA Status: Non-Exempt

Bargaining Unit: OSEA

This is a standard position description to be used for Special Education Youth Transition Program Technical Assistant positions with similar duties, responsibilities, classification and compensation. Instructional assistants assigned to the position description may or may not perform all of the essential functions indicated in this position description.

This job description does not constitute an employment agreement between the employer and employee and is subject to change by the employer as the needs of the employer and requirements of the job change.

Part I: Position Summary:

The incumbent educates and assists high school students in special education in the area of transition services, which may include: job/career exploration, job readiness skills, and exploration of post-high school programs to help students find paid and unpaid employment. Locates and creates local community transition program employment opportunities, through contact with community employers. Students receive training and support for a successful transition from school to career.

Part II: Supervision and Controls over the Work:

Program Technical Assistants work under the day-to-day direction of the certified staff member(s) supported, and under the direct supervision of an administrator.

Part III: Major Duties and Responsibilities (depending on specific assignment):

1. Provides support and training to students in the Youth Transition Program (YTP). Identify and refer students to vocational services and assist in referring eligible students to Oregon Vocational Rehabilitation Services (OVRS) and other employment related sources of assistance.
2. Assists in the development and implementation of transition and employment plans. Works with local employers to develop off-campus job activities that meet individual student's needs; shows awareness and understanding of the needs of employers and students; advocates for students and effectively explains potential job modifications.

3. Sets up potential job opportunities, provides job development and job coaching services to students in paid and unpaid positions. Maintains professional relationships with employers and community members.
4. Works independently and in collaboration with administrators and certified staff.
5. Obtains assessment information regarding student skills, interests, aptitudes, unique strengths, and barriers to employment in partnership with a vocational Rehabilitation Counselor. Collects and report data to document student progress and outcomes to comply with grant requirements. Maintains confidentiality of District and student information according to District and department standards.
6. Directly supervise and coach students with disabilities; making decisions in community situations, correctly assess difficult and emergency situations and determine best response to resolve conflicts out in the community.
7. Case manages 20-25 students, providing and sharing accurate progress notes to the appropriate OVRS Counselor and Individual Education Plan (IEP) Case Manager
8. Works with limited supervision prioritizing multiple work projects, meeting deadlines and benchmarks as set forth in the YTP grant.
9. Applies working knowledge of community programs to act as a liaison and interpreter for all stakeholders such as school staff, YTP parents, students, Vocational Rehabilitation personnel, business community, Social Security Administration, County Disability Services, etc. to work towards successful implementation of the student's Individual Plan of Employment (IPE) and transition goals on the IEP.
10. Applies working knowledge of State Bureau of Labor and Industries (BOLI) Wage and Hour Laws as well as Federal Americans with Disabilities Act (ADA), to problem solve situational work issues for employer and student.
11. Possesses knowledge of District/school procedures and policies and ability to interpret to participants, parents and community.
12. Implements Pre-employment Transition Services (PETS) for students on Individual Education Plans and those on form 504's. Assists Students on IEP and Form 504's in the completion of a variety of employment forms, including master application, resume, cover letter and letters of recommendation.
13. Self-directs, organizes, plans and initiates community contacts to promote the District Youth Transition Program.
14. Reports to Oregon VR any changes in the status of the student that impacts successful completion of the IPE.

15. Identifies potential students appropriate for the YTP by interviewing, observing, collecting Synergy information and IEP data. Once selected, collection of IEP, eligibility summary, medical documentation, transcripts, and other information that pertains to student that OVRS requires to make students eligible for services.
16. Acts as a resource for school staff in the development of appropriate education/training plans, job placements for all students.
17. Requires the use of personal vehicle and a valid driver's license or travel within community to jobsites, OVRS, between school, and training sites.
18. Advocates for students to ensure they have access to all of the District training programs and other resources such as Pivot, Job Corps, Northwest Youth Corps, Portland Youth Builders.
19. Utilizes resources and trainings available on YTP website to support and further develop an understanding of OVRS evidence based practices, including the use of Motivational Interviewing methods. Performs other Duties as Assigned.

Part IV: Minimum Qualifications:

Incumbents must have successful experience in working with culturally diverse families and communities, or have otherwise demonstrated a commitment to strengthening engagement of a diverse community and skill in communicating with a diverse population.

- Associate degree with coursework in business, education, or related areas, and two years of experience that includes working with special needs students and/or business management background. A combination of education and experience which would provide the applicant with the desired skills, knowledge and ability required to perform the job.
- Able to work in an environment with frequent interruptions and changing tasks and priorities. Able to assist, console, and manage students who may be emotional, distraught, or frustrated. Able to remain calm, focused and in control when working with students, parents, guardians, and community members who may be difficult and challenging to engage.
- Able to reach out to new business partners by researching and marketing to potential businesses to participate in the program and create and maintain partnerships. Able to communicate effectively with school staff, ORVS, University of Oregon Youth Transition Facilitator, service providers, and community partners. Effectively advocates for the program and clients; ability to keep updated on job market developments.

- Be or become knowledgeable and supportive of classroom management and student discipline procedures.
- Professional communication and presentation skills. Constantly exhibit command and proper annunciation, spelling, syntax and use of the English language to assist and model proper language usage by students.
- Able to organize work and set priorities for accomplishing work in a timely and effective manner. Protects the confidentiality of student information consistent with FERPA requirements and exercises good judgment.
- Able to work collaboratively and effectively with staff, students, parents, volunteers, and community members, and to work with limited supervision.
- Intermediate skills with computer applications to enter data regarding student information, grant documentation, and to develop reports and presentations to internal and external customers.
- May be required to be certified or to become certified in first aid, CPR, and/or operation of defibrillators.

Part V: Desired Qualifications:

- Experience with job outreach, vocational rehabilitation and job development strategies.
- Bilingual and bicultural skills in such common languages to the District as Spanish, Korean, Russian, and Vietnamese (to be determined by the specific position).

Part VI: Physical and Environmental Requirements of the Position:

The physical demands and work environment described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- The employee must lift and/or move 25 to 50 pounds, and may assist, move, or restrain students with greater weight when required to intervene in student safety issues.
- While performing the duties of this job, the employee is frequently required to sit, talk, lift, carry, move about, hear and speak. Employee may be required to perform extensive work at a computer display terminal.
- Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

- While performing the duties of this job, the employee occasionally works in outside weather conditions. The employee is occasionally exposed to wet and/or humid conditions, fumes or airborne particles, toxic or caustic chemicals. It may be expected that the individual could be exposed to blood or other potentially infectious materials during the course of their duties.
- The employee may be exposed to infectious disease as carried by students, exposed to student noise and learning resource noise levels.
- The employee may be required to travel on school owned or leased vehicles while supervising and assisting students.