

## Job Description

**Job Title:** Youth Transition Specialist

**Prepared By:** J. Hunt

**Evaluated By:** Director, Special Education

**Prepared Date:** May, 2015

**Job Summary:** The Youth Transition Specialist will assist in coordinating, planning and implementing the Youth Transition Program (YTP) for the Umatilla School district. To work in concert with the Umatilla School District Special Education Team to strengthen the YTP Program and ultimately identify community work sites that give target participants the opportunity to gain meaningful employment skills in a structured work setting.

**Essential Requirements:** To perform this job successfully an individual must be able to execute each requirement satisfactory. The requirements listed below are representative of the knowledge, skill, and/or ability needed for the position. All or some of the following tasks may be required. Other duties may be assigned.

- a. Minimum High School Diploma as required by OAR 581-37-030 Oregon Department of Education.
- b. Must meet Federal Requirements of being "Highly Qualified".
- c. 21 years of age or older
- d. Ability to work harmoniously with others and to communicate effectively (both orally and in writing) with Participants, parents, staff, and community employers
- e. Ability to understand and follow oral and written instructions
- f. Ability to communicate with parents and community members
- g. Ability to work with Participants with ethnic, cultural and language differences
- h. Ability to maintain confidentially
- i. Ability to work effectively in an environment which can be both physically and emotionally fatiguing; perform physically demanding requirements of the job
- j. Ability to develop curricular materials and participate in designing individual plans for applicable participants
- k. Ability to develop contacts in the business community to promote the district's School-to-Work Program
- l. Possess and interest in developing Participant programs in occupational choices
- m. Ability to serve as the liaison between the district and Vocational Rehabilitation Services (VR) as well as Developmental Disabilities Services (DD)
- n. Possess knowledge of district/school procedures and policies and ability to interpret to Participants, parents, staff and community
- o. Familiar with the federal and state regulations as they relate to Participant employment (i.e. Wages and Hour Laws, etc.)
- p. Ability to operate a computer, telephone and other office equipment
- q. Ability to perform secretarial and administrative support functions requiring independent judgment, decision making and problem solving
- r. Ability to respond to and direct Participants
- s. Such alternative to the above requirements as the administration may deem appropriate and acceptable.

**Essential Duties and Responsibilities:** In delivering Youth Transition Program activities and assisting Participants, the Youth Transition Specialist activities and assisting participants, the Youth Transition Specialists duties shall include:

- a. Identifying and referring Participants to VR; and as necessary or as requested by VR, Assisting VR in referring Participants to other employment related sources of assistance.

- b. For each Participant, gathering and providing school documentation of disability, and key information, and other relevant information that can be found in the Participant's Summary of Performance and/or IEP to assist VR in determining the Participant's eligibility for VR services and identifying the Participant's vocational goals and supports.
- c. Assist Participants in application with VR to acquire transportation in order to keep appointments to assess their eligibility and determine their priority for services. Assist with transportation for non-wait list Participants in order to keep appointments to access Independent Plan for Employment Services.
- d. In addition for Participants subject to a VR Order of Selection wait list:
  1. Ensure that referrals are to non-YTP or non-VR funded resources
  2. Ensure that individualized Information and Referral (I&R) is provided to non-YTP and Non-VR funded resources.
- e. In addition, for non-waitlisted YTP Participants:
  1. Coordinate with VR, School base, and Participants for additional disability assessment or career exploration activities needed to develop a Participant's Individual Plan for Employment.
  2. Identify transition and career-skill readiness deficits that need to be in Participant's Individual Plan for Employment.
  3. Coordinate Participant's individual Education Plan and Individual Plan for Employment transition activities and services with VR.
  4. In collaboration with the VR provide a variety of transition activities and services to Participants, such as: development of work experiences, job shadows, and career exploration activities; and develop paid employment consistent with the vocational goal of the Participant.
  5. Advocate for Participants to ensure that they have access to District training opportunities and resources needed to successfully transition from school-to-work or additional education and career training.
  6. Provide referral and access to individualized and group activities beyond the training or resources that are available to the general Participant body, Examples include job clubs, community-based work experiences, work skill development, job coaching, community mobility training, selection or enrollment in post-secondary training, arranging for long-term employment support, etc.
  7. Provide individualized job development for both work experience and career related employment.
  8. Take lead responsibility in assisting the Participant to ensure that the activities of the Individualized Plan for Employment are carried out.
  9. May take the lead with the Participant to develop the content of the Individualized Plan for Employment (including assisting the Participant in identification of vocational goals).
  10. Provide follow-up activities for 12 months following Participant's completion or termination of campus based secondary schooling activities, to ensure access to needed resources required for success in post-secondary training or employment.
  11. Collect and report data to VR and the University of Oregon YTP Technical Assistance Team to

document Participant progress toward completion of activities related to IEP's and Individualized Plans for Employment.

12. Meet with Vocational Rehabilitation counselor as requested by VR to provide updated information on Participant progress and status of completion of secondary school, employment, or post-secondary education activities.
  13. Report to VR any changes in the status of a Participant that impact successful completion of the IEP or IPE or identification of appropriate (I&R) resources
- f. Attending training and meetings provided by the YTP T/A Team. Training includes training intended to further the understanding and use of evidence-based vocational rehabilitation practices, including the use of Motivational Interviewing methods.
  - g. Utilizing resources and training available on the YTP website to support and further develop understanding of VR evidence-based practices.
  - h. Assist Participants in the completion of a variety of Participant information forms and job applications, in preparing for interviews and in completing GED tests.
  - i. Complete vocational and interest assessment with Participants.
  - j. Attend all staff in-service and training activities related to the vocational education.
  - k. Maintain a high level of ethical behavior and confidentiality for information about Participants and staff.
  - l. Facilitate the completion and maintenance of an individual participant work portfolio for each program Participant
  - m. Provide job coaching and on-site support to individual Participants as needed
  - n. Monitor work sites and evaluate Participant performance
  - o. Communicate on a regular basis with community employers or work-site supervisors regarding Participant performance
  - p. Organize and arrange for a variety of pre-work activities (vocational survey, shadowing, work crew on/off campus) leading to community-based work experience placement
  - q. Match interests and abilities of each Participant to potential work-site
  - r. Participate as a part of a team in designing an individual plan for applicable Participants, leading to self-sufficiency and employability
  - s. Participate, as requested, as part of a team designing an Individual Transition Plan for specific Participants
  - t. Maintain records pertaining to Wage and Hour Laws for each of the Participants on case load
  - u. Assist at-risk youth to remain in school or attain a major level of education (GED)
  - v. Act as a friendly ambassador for the Umatilla School District
  - w. Perform such other tasks (which may require knowledge of other job descriptions) as may seem to be appropriate to the Administration.
  - x. Maintains satisfactory attendance, as defined in District policy and regulations.

### **Qualifications:**

- Possession of a valid First Aid Card Preferred
- Possess a Valid Oregon Driver's license
- Blood Borne Pathogen Training
- Must have exceptional personal integrity, maturity, collaborative skills and personal interest in working with students, staff, parents and the community.

### **Physical Demands:**

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

employee is frequently required to stand, talk, see, hear, walk and sometimes sit. While performing the duties of this job, the employee may occasionally push or lift up to 50 pounds. The employee is directly responsible for the safety, well-being and work output of other people. Specific vision abilities required by this job include close vision such as to read handwritten or typed materials, and the ability to adjust focus. This position requires the individual to meet multiple demands from several people and interact with the public and other staff.

**Work Environment:**

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The noise level of the environment is moderate to loud. Work is predominately inside and generally provides protection from the weather but not necessarily from temperature changes. Some outside duties are required. Occasionally required to ascend or descend stairs or similar uneven surfaces. May be exposed to communicable diseases and blood-borne pathogens.

**Reports To:**

The Youth Transition Specialists reports to the Special Education Director

**Terms of Employment:**

Days and hours to be arranged, with salary according to current schedule. Position is full time for the 2017-2019 Biennium. Salary and work year as determined by the administration and in accordance with Board policy, individual work agreements and the collective bargaining agreement.

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**Note:** This is not necessarily an exhaustive or all inclusive list of responsibilities, skills, duties, requirements, efforts, functions or working conditions associated with the job. This job description is not a contract of employment or a promise or guarantee of any specific terms or conditions of employment. The school district may add to, modify or delete any aspect of this job (or the position itself) at any time as it deems advisable.