

Western Placer Unified School District

POSITION DESCRIPTION

Position Title: **Grant Funded Transition Support Provider**
Department: Special Education
Report To: Director of Special Education

SUMMARY:

Supports implementation of transition programs in the district. Assists with effective transition programs including but not limited to Transitional Partnership Program (TPP) and Workability I (WAI). Conducts activities that directly support employment opportunities for students with disabilities.

ESSENTIAL WORKABILITY I PROGRAM DUTIES:

- * Administers all aspects of Workability I Program, including budget preparation and completion of required grant proposals, reports, and documents
- * Initiates and maintains ongoing personnel contacts with a variety of business and industry representatives and job replacement/training agencies to promote Workability I Programs for student placement
- * Communicates with state and regional officials
- * Supports the Workability I Program Coordinator in required follow-up to prospective business and industry contacts.
- * Assists Workability I Program Coordinator in assessing student job skills and interest for positions.
- * Monitors student effectiveness/success after students are placed in positions, both on and off the job site.
- * Works with students to obtain necessary job skills and/or review other employment options.
- * Assists in maintaining forms and reports related to placement activities.
- * Assists students during Workability I Program Coordinator presentations/activities regarding information on seeking and maintaining jobs.
- * Supports students in job seeking, interview preparation, job retention skills, and attitudes.
- * Communicates regularly with Workability I Program Coordinator
- * Generate introductory calls to potential employers to locate jobs for students
- * Assists with Workability I Program grant reporting requirements, including meetings and trainings
- * Attends all required Workability I Program meetings and trainings
- * Performs other related duties as assigned.

ESSENTIAL TPP PROGRAM DUTIES:

- * Administers all aspects of TPP Program, including budget preparation and completion of required grant proposals, reports, and documents
- * Communicates with state and local officials
- * Supports the TPP Coordinator in required follow-up to prospective business and industry contacts
- * Assists students/clients in assessing student job skills and interest for positions
- * Assists students in cover letter, general application, and resume writing
- * Assists students/clients during activities regarding information on seeking and maintaining jobs
- * Communicates regularly with TPP Coordinator
- * Provides the following required services to students/ clients – PETS, Transition Services, and Vocational Services per TPP contract
- * Monitors progress of TPP students/clients on the job

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- * Assists TPP students/clients in selecting career goals with Transition Vocational Evaluation services
 - * Research local job specific vocational training sites as necessary for the completions of IPE goal, if applicable
 - * Job Developing: In coordination with TPP Program Coordinators, develop work-based learning experiences for TPP students/clients related to their vocational IPE goal
 - * Provides follow-up and follow-along services to facilitate TPP students/clients success in employment placement
 - * Provides employer education and support as needed
 - * Maintains records and files related to contract duties
 - * Per TPP contract attends TPP contractual meetings and regular meetings with DOR counselor
 - * Attend TPP trainings per contract
 - * Performs other related duties as assigned

EMPLOYMENT STANDARDS:

Knowledge of:

- * Various types of filing systems
- * English grammar, punctuation, spelling, and computer literacy

Ability to:

- * Maintain logs
- * Operate a variety of office equipment including computers
- * Provide support for job seeking skills, resume preparation, and interview skills
- * Read, interpret and apply appropriate rules and procedures
- * Understand and carry out directions in an independent manner
- * Communicate effectively in both oral and written forms
- * Establish and maintain effective work relationships with those contracted in performance of assigned duties

QUALIFICATIONS:

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.

EDUCATION and/or EXPERIENCE:

High school diploma or general education degree (GED). Must have the ability to pass the Paraeducator/Instructional Aide exam or have completed two years of study at an institute of higher education or have an Associate of Arts (AA) degree or higher. Valid California drivers' license and evidence of insurance, access to an automobile, drug test, TB, and criminal justice fingerprint clearance.

LANGUAGE SKILLS:

Ability to read, write and comprehend simple instructions, short correspondence, and memos. Ability to effectively present information in one-on-one and small group situations to staff, parents, students, administrators and the public.

MATHEMATICAL SKILLS:

Ability to add, subtract, multiply, and divide in all units of measure, using whole numbers, common fractions and decimals. Ability to compute rate, ratio, and percent and to draw and interpret graphs.

REASONING ABILITY:

Ability to apply common sense understanding to carry out detail but uninvolved written and oral instructions. Ability to deal with problems involving several concrete variables in standardized situations.

OTHER SKILLS AND ABILITIES:

Ability to work with students with disabling conditions. Ability to maintain composure under stressful conditions. Ability to develop effective working relationships with students, staff, and the school community. Ability to communicate clearly and concisely, both orally and in writing. Ability to perform duties with awareness of all district requirements and Board of Education policies.

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 this job. Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.

While performing the duties of this job, the employee is regularly required to stand, walk, sit, and talk or hear. The employee is frequently required to use hands and fingers to handle, or feel objects, tools, or controls and stoop, kneel, crouch or crawl. The employee is frequently required to bend at the trunk more than the average person. Occasionally the employee is required to lift or move up to 90 pounds such as to move students and equipment. Specific vision abilities required by this job include close vision and peripheral vision. The employee needs to be able to tell where a sound is coming from and hear in a noisy environment. The position is exposed to infection and injury at a greater risk than the average person.

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 in the work environment is usually moderate to loud. The employee is exposed to infection at a greater risk than the average person. The employee is frequently required to interact with the public and staff and is directly responsible for the safety, well-being or work output of students.