

LEAD TRANSITION COORDINATOR

Tompkins County

Classification: Competitive

Labor Grade: 0

Approved: 0

MINIMUM QUALIFICATIONS:

(a) Graduation from a regionally accredited or New York State registered four-year college or university

with a Bachelors degree; **OR**

(b) Graduation from a regionally accredited or New York State registered two-year college with an Associates degree or possession of at least 60 college credit hours **AND** two years of full-time paid (or the equivalent part-time and/or volunteer) experience working in a public agency, not-for-profit human services agency or in an educational facility; **OR**

(c) Graduation from high school or possession of a high school equivalency diploma **AND** four years of full-time paid (or the equivalent part-time and/or volunteer) experience working in a public agency, not-for-profit human services agency or in an educational facility; **OR**

(d) Any combination of training and experience equal to or greater than that specified in (a), (b), and (c) above as determined by the Commissioner of Personnel.

SPECIAL REQUIREMENT:

The successful candidate will possess a valid NYS Driver's license at the time of appointment and maintain such license throughout the life of employment. The employee is required to use his or her own personal transportation to perform the duties of this position.

Tompkins County is Committed to Equity and Inclusion. We encourage those with similar values to apply.

DISTINGUISHING FEATURES OF THE CLASS:

The Lead Transition Coordinator is responsible for the developing, implementing, and evaluating the Cayuga Lake Transition Collaborative Model Transition Program which serves students in the five (5) Central School Districts of Candor, Groton, Lansing, South Seneca, and Trumansburg. This program consists of partnering with post-secondary education, adult, and continuing education partners to provide opportunities to students who would like to obtain post-secondary educational opportunities. The Lead Transition Coordinator is expected to provide team leadership of the Cayuga Lake Transition Collaborative for its five high schools. An employee in this position works under the general direction and supervision of Lansing Central School District's Director of Special Services and Grants and is expected to lead work groups and supervise a small number of Transition Coordinators. The incumbent will perform all related duties as required.

TYPICAL WORK ACTIVITIES:

- Provide team leadership to the Transition Coordinators who serve the five high schools in the Cayuga Lake Transition Collaborative.
- Facilitate the development, implementation, and evaluation of the Cayuga Lake Transition Collaborative Model Transition Program.
- Monitor and control the Model Transition Program budget.
- Implement transition services for students at Lansing High School.
- Build a strong and cooperative relationship with the VESID District Office.
- Work with Medicaid Service Coordinators for those students who receive this service.
- Develop and facilitate a monthly cycle of assessing, planning, implementing, and evaluating the program.
- Make all reports to VESID and NY State Education Department as mandated by the Model Transition Program or as requested.

- Coordinate and partner with post-secondary education, adult, and continuing education partners to provide opportunities to students to transition to post-secondary education opportunities.
- Advise each Principal and/or District Superintendent on the status of the Model Transition Program including development, implementation, and evaluation.
- Provide case management in support of linkages for exiting students, to indicated adult services.
- Ensure that VESID eligibility and application documents and information are properly prepared for the student's entry into VESID services two years prior to student's graduation.
- Develop Individual Plans for Employment for students who have open VESID cases.
- Ensure the privacy and confidentiality rights of students and families are protected.
- Recognize and address need for intervention (e.g. drug or alcohol abuse, domestic abuse or violence, and depression).
- Participate fully with community planning groups.
- Ensure contracted services are individually beneficial to the students, will assist the student in effectively transitioning from school, and are appropriately budgeted.
- Visit each high school to assess compliance with state and federal regulations and provide constructive feedback to the supervisor.
- Identify evidence based practice and share information with teachers, partners, VESID and others as requested.
- Help hone teachers' skills in developing the transition portion of the student's IEP.
- Plan and participate in implementing a comprehensive system of staff development for teachers and transition coordinators.
- Ensure that the Model Transition Program complies with all assurances made to VESID in the Model Transition program.
- Comply with all Department of Labor regulations during activities which include the employment of students, and make good faith efforts to implement its prescribed programs.
- Assist the efforts of school-based principals, educational specialists, vocational rehabilitation counselors, teachers or paraprofessionals providing transition services for exceptional students and suggest strategies and curricula for increased effectiveness of these services.
- Provide information to families and teachers on employment opportunities, living alternatives and community resources for students with disabilities.
- Recruit and establish cooperative relationships with other community and governmental agencies, and local businesses which can assist in furthering the successful transition of students from school.
- Ensure students are appropriately connected to community organizations, resources, and supportive adults including mentors and role models.
- Provide assistance with college, FASFA, and other financial aid applications for college bound students.
- Provide opportunities to engage youth in community service and leadership activities.
- Involve families, and guardians in the assessment, planning, implementation, and evaluation of the program.
- Involve students in their own planning process by helping youth to set realistic goals and action steps, make informed choices, exercise self-determination, and actively participate in own development.
- Work with employers and their staff in how to work with and support young people, including providing disability awareness training and information about universal access and design, reasonable accommodations, auxiliary aids and services for youth with disabilities.
- Participate on the Finger Lakes, Tioga, and Tompkins County Workforce Investment Board Youth Council.
- Participate as a member of the Seneca, Tioga, and Tompkins County, Chambers of Commerce.

KNOWLEDGE, SKILLS, ABILITIES AND PERSONAL CHARACTERISTICS:

- Working knowledge of federal, state, and local regulations as it pertains to youth populations;
- Working knowledge of services available and potential barriers to employment;
- Working knowledge of labor trends in local business and industry;
- Ability to establish and maintain cooperative working relationships with partner agencies;
- Ability to organize work and carry out duties autonomously;
- Good working knowledge of local community service organizations and their programs;
- Ability to communicate effectively;
- Ability to prepare written and oral reports as needed;
- Ability to prioritize tasks and follow through effectively;
- Ability to work well in teams and work groups;
- Ability to prepare and present training curriculum as applicable;
- Ability to plan and develop training outlines;
- Ability to prepare and maintain clear and accurate reports and records;

- Ability to establish and maintain effective relationships with people;
- Ability to efficiently operate a personal computer;
- Self-motivated, highly organized;
- Strong interpersonal skills;
- Tact and good judgment;
- Physical condition commensurate with the demands of this position;