

TRANSITION COORDINATOR Tompkins County

Department: School-Lansing Central

Classification: Competitive

Labor Grade: 0

Approved: 0

By: AF, Commissioner of Personnel

MINIMUM QUALIFICATIONS:

(a) 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; **OR**

(b) Graduation from high school or possession of a high school equivalency diploma **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) Any combination of training and experience equal to or greater than that specified in (a), and (b) 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 Transition Coordinator is responsible for assisting the Lead Transition Coordinator with the development, implementation, and evaluation of 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 Transition Coordinator is expected to provide service to the Cayuga Lake Transition Collaborative for its five high schools. An employee in this position works under the general direction of the Lead Transition Coordinator. Supervision of others is not a function of this position. The incumbent will perform all related duties as required.

TYPICAL WORK ACTIVITIES:

- Implement transition services for students under the direction of the Lead Transition Coordinator.
- Assist and advise the Lead Transition Coordinator on the status of the Model Transition Program for the particular schools, students, and/or service they are working with including assessment, planning, implementation, and evaluation.
- Build a strong and cooperative relationship with VESID counselors who service Candor, Groton, Trumansburg, or South Seneca students.
- Work directly with teachers in developing the transition portion of a student's IEP.
- Comply 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, and accurately provides annual and requested reports for VESID.
- Provide case management in support of linkages for exiting students, to indicated adult services.
- Work with Medicaid Service Coordinators for those students who receive this service.
- Ensure that the privacy and confidentiality rights of students and families are protected.
- Recognize and address need the for intervention (e.g. drug or alcohol abuse, domestic abuse or violence, and depression).
- Directly assist efforts of school-based principals, educational specialists, vocational rehabilitation counselors, teachers or paraprofessionals providing transition services for exceptional students and suggests 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.
- Maintain cooperative relationships with other community and governmental agencies, and local businesses which can assist in furthering the successful transition of students from school.
- Appropriately connect students to community organizations, resources, and supportive adults including mentors and role models.
- Provide opportunities to engage youth in community service and leadership activities.
- 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 (includes financial/benefits planning and educational requirements).
- Work directly with employers, supervisors, 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.
- Use information from assessments and records and recognize implications for education and employment, including any potential need for accommodations and assistive technology.
- Assess independent/community living skills and needs, including accommodations and supports.
- Assist in preparing VESID eligibility and application documents and information for the student's entry into VESID services two years prior to student's graduation.
- Facilitate job readiness skill building and assess employability strengths/barriers.
- Provide assistance with college, FASFA, and other financial aid applications for college bound students.
- Conduct job analysis, matching, customizing, and caring for youth with disabilities, including accommodations, supports, and modifications.
- Provide and advise Lead Transition Coordinator of support required to place youth in jobs, including what employers need to know about reasonable accommodations, undue burden, assistive technology, funding streams, and tax incentives.
- Develop Individual Plans for Employment for students who have open VESID cases.

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;