



Uncompahgre Board of Cooperative Educational Services

www.unboces.org

PO Box 728

Ridgway, CO 81403

(970) 626-2977

(970) 626-2978 (FAX)

School to Work Alliance Program (SWAP) Coordinator Position Description

I. POSITION IDENTIFICATION

SWAP Coordinator

- This is a contract-funded position and duration is contingent upon continued funding.
- As such the UnBOCES and those individuals contracted to provide services shall operate in accordance with the current fiscal year contract between the Colorado Department of Labor and Employment/Division of Vocational Rehabilitation (DVR) and the District/BOCES.
- Essential job function of all SWAP providers shall follow Exhibit A, Statement of Work (SOW) in the contract to achieve the identified Contract Deliverables as defined in Section 2.A. i.-v. of the SOW.
- The program is year round and requires flexible schedules so that SWAP staff are available at various hours twelve months of the year to provide direct services to DVR eligible individuals in a plan for employment.
- Pre-employment transition services (Pre-ETS), provide an opportunity for incrementally building capacity towards career pathways for students with disabilities. As to not disrupt academic progress, it is expected many Pre-ETS will be conducted outside of school hours (including UnBOCES breaks) and in collaboration with the transition team as well as DVR partners.
- SWAP staff are UnBOCES employees but do not assume typical ancillary duties of education staff.
- While SWAP complements and enhances existing transition programs and services for both Education and DVR, it cannot replace mandated transition activities for either.
- The School District/BOCES determines salary placement based on education and years of experience *directly* related to the position description.
- The Coordinator should have day-to-day responsibility for program and staff in addition to sharing direct service duties such as Pre-ETS, job development, job placement, and job coaching and playing a contributing role with the district/BOCES transition team.

II. GENERAL INFORMATION

- A. Describe the purpose of the work unit.

The purpose of the SWAP is to provide a new pattern of services to youth with disabilities to increase successful employment outcomes through collaborative efforts. At the local level, school districts, BOCES/BOCS, DVR offices, local agencies and organizations, families and employers develop a collaborative program. This collaborative effort supports a new pattern of service provision which involves local planning and the provision of transition services to youth with disabilities who are leaving school and entering into the adult community. The primary goals of the program are:

- to incorporate the highly successful efforts of existing transition services into a new pattern of services which lead to competitive employment by filling the gap in case management for youth with mild/moderate employment needs; and
- to enable the Colorado DVR to serve everyone who is eligible for services.

B. Briefly summarize the purpose of this position.

Provide case management and direct services to young adults with disabilities who are potentially eligible, applicants of or are eligible to receive DVR services (meeting disability documentation requirements and able to benefit from the program); and have mild to moderate needs in employment; need support in developing vocational awareness, career exploration, and experiencing career and employment opportunities to become competitively employed and to achieve successful employment outcomes.

Enhance transition but does not supplant those requirements of DVR and Education.

The Coordinator position holds responsibilities for program management in addition to providing direct service provision to DVR potentially eligible and eligible clients.

III. Primary Job Duties

A. Duty: Program Management

20%

Brief Duty Description: The SWAP Coordinator is the lead person responsible for overall program administration of the program. The Coordinator should:

- Make decisions about division of duties between providers that best serves the needs of the targeted population.
- Model compliance with acceptable casework practices and reporting requirements
- Contribute program knowledge to the district/BOCES completion of the annual Request for Continuation of Funds.
- Track direct program operating expenses and needs in order to contribute to district/BOCES fiscal conversations when building the budget for the following year.
- Has an understanding of the overall contract obligations and Statement of Work.
- Report to the UnBOCES Executive Director and the administrative State Team (CDE/DVR) regarding administration of the program.
- Maintain regular communication and collaboration with DVR and Education partners.
- Monitor caseload and delivery of services.
- Ensure that the program is community based, year round, providing follow along services and case management.

B. Duty: Referral and Intake

12%

Brief Duty Description: Collaborates to schedule and complete intake process for applicants, including potentially eligible students with disabilities, explains and completes DVR's Release of Information with correct signatures, obtains school records. Assist in completing and gathering further information necessary for DVR eligibility determination and service provision including referral for pre-employment transition services, DVR's application and intake, affidavit for lawful presence when appropriate, etc. Acts as a liaison to assist in the understanding of DVR processes, decisions which affect them and methods to appeal decisions if there is a disagreement.

- Investigates and gathers all available school records to determine what may be useful for DVR's eligibility process, and service determination (e.g. triennial, IEP, psych, medical, 504, etc.).

- Review work awareness, work exploration and work preparation activities completed in the Individual Education Program (IEP) and Individual Career and Academic Plan (ICAP) to assist DVR in identifying a viable job goal or what pre-employment transition services should be provided to incrementally build capacity towards a career pathway.
- Identification of potentially eligible students with disabilities who would benefit from pre-employment transition services.
- Development and implementation of pre-employment transition services to support and enhance the district/BOCES' transition continuum.
- Provide assistance taking the individual's needs into consideration with completion of DVR referral and intake process.

C. Duty: Eligibility, Comprehensive Assessment and Plan Development

12%

Brief Duty Description: After a young adult is determined eligible for services, a coordinated Individual Plan for Employment (IPE) is developed. This plan outlines the services and training that each will need to prepare him/her to work and live in the community. The plan is developed collaboratively and updated annually. The plan identifies service needs and supports and the means by which linkages to service providers will occur. Acts as a liaison to assist in the understanding of DVR processes, decisions which affect them and methods to appeal decisions if there is a disagreement.

- Assist DVR in gathering information to complete eligibility determination and the comprehensive assessment.
- Identify and gather appropriate school records which contribute to identifying a viable job goal and those services/goods needed to achieve the job goal (e.g. student work samples, transition focused assessments, work experience information, sample resume, interest inventories, Individual Career and Academic Plan, (ICAP), Summary of Performance and supplemental documents, etc.).
- If necessary, complete further assessments to help demonstrate interests, skills, and abilities in a vocational area.
- Contributes community resource(s) and comparable benefit information for IPE development consideration.

D. Duty: Service Provision

20%

Brief Duty Description: Providing direct service to DVR eligible individuals and potentially eligible students with disabilities. Coordinating the delivery of services as identified under an IPE and all IPE Amendments to attain positive program results. Develop and provide pre-employment transition services that support and enhance the district/BOCES' transition continuum to potentially eligible students with disabilities. Provide case management linking students to community resources that promote their success. Acts as a liaison to assist in the understanding of DVR processes, decisions which affect them and methods to appeal decisions if there is a disagreement.

- Provide pre-employment transition services that promote building a career pathway which align with the district's continuum needs but do not supplant education.
 - o Job Exploration
 - o WorkPlace Readiness Skills Training
 - o Self-Advocacy
 - o Work Based Learning Experiences
 - o Post-Secondary Education and Counseling
- Work in collaboration with DVR to identify community resources and possible work-related activities for young adults.
- Deliver services identified in an IPE
 - o Assessment
 - o Vocational Guidance
 - o Case Management
 - o Personal Adjustment Training
 - o Work Adjustment Training
 - o Job Coaching

- o Job Seeking Skills Training
- o Job Development
- o Job Placement
- Gather semesterly transcripts or report cards for DVR to demonstrate measurable skills gains.
- Works in partnership with DVR Counselor to ensure that all service provision is in compliance with policy, procedure and regulatory guidance and that the case service record reflects appropriate documentation.
- Keeping client actively engaged in service delivery when complex situations arise causing barriers that impede progress toward achieving goals and participation.
- Utilizes knowledge of career pathways, sector strategies and labor market information to assist client to enter competitive, integrated employment.

**Physical, environmental and hazards are subject to the type of vocational environment the young adult is working in. Work environments shall abide by child labor laws for pre-employment transition services and/or placement.*

E. Duty: Case Closure and Follow Along Services

12%

Brief Duty Description: The provision of services to assure that a young adult competitively employed in an integrated setting remains gainfully employed for one year after DVR case closure. Involves and notifies clients of all decisions which affect them and provides them with methods to appeal decisions if there is a disagreement.

These services begin at a point in time when it is mutually agreed that no further intensive services are needed from the SWAP Staff. This is usually at the same time as the DVR closure. These services will continue for one year beyond the end of active SWAP services. Services are geared toward the maintenance of employment. Follow-up services include:

- Regularly scheduled contacts (at LEAST quarterly) between SWAP staff and youth to document the progress and issues/problems experienced by the youth during the transition years for job retention.
- Coordinating the provision of support services as needed.
- Referral to adult agency service providers for new or additional services.
- Crisis intervention.
- Reconnection with DVR if the quarterly contact identifies the need for post-employment services through DVR.

F. Duty: Programmatic Documentation

12%

Brief Duty Description: Complete all necessary documentation within timelines identified through the DVR process and/or SWAP Contract appropriately with appropriate information.

- Submit monthly progress reports in the format supplied by DVR that includes the requested descriptions of each SWAP Participant's progress towards his or her individualized outcome during the preceding month no later than the 10th day of each month.
- Complete the Notice of Employment form upon obtaining employment or being placed in competitive employment.
- Maintain files within guidelines provided by DVR for the required amount of time.
- Maintain monthly progress reports in the format supplied by DVR for those participant's in follow along.

G. Duty: Partnerships

12%

Brief Duty Description: Develop and participate in interagency transition practices and procedures that result in the creation of viable career pathways which lead to successful employment outcomes for students and youth with disabilities. The position involves interacting with local education staff, community system providers, community referral sources and DVR staff to promote vocational rehabilitation services.

- Negotiates and collaborates with multiple community programs and agencies with which DVR often shares common clients but also often have different goals and objectives to best combine resources to serve clients and avoid duplication of services and effort including education.
- Develops employer relationships that promote opportunities that better prepare young adults for succeeding in today's workforce through collaborative programming including bringing the world of work into the classroom.
- Monitors contacts with employers and conducts on-going activity to market employment of persons with disabilities in the community by individual contacts and group presentations.
- Locating sufficient and appropriate community partners and/or service providers in order to meet the needs of individuals with disabilities.

VI. GUIDANCE USED FOR ALL DUTIES INCLUDE BUT ARE NOT LIMITED TO:

School to Work Alliance Program Contract, SWAP 101 Manual, CDE/DVR Cooperative Services Agreement, LEA/DVR Local Working Agreements, LEA/DVR/Local Employer MOU for Project Search, IHE/DVR Cooperative Services Agreement, Cooperative Services Handbook for Youth in Transition, Transition Coalition Modules, Guidepost for Success, Individuals with Disabilities Education Act, Colorado Exceptional Student Services Act, Workforce Innovation Opportunity Act, WINTAC, NTACTION, DVR Services Policy Manual, Vendor Code of Ethics, Americans with Disabilities Act, O*NET.

V. EXPERIENCES OF EMPLOYMENT

- Every individual student's situation must be analyzed and an appropriate plan of action coordinated with Education to ensure referral to DVR takes place when the student's educational need(s) warrant pre-employment transition services or focus shifts from academic to employment. The optimum timing for DVR to begin working with a student with a disability is when he or she is ready, and available, to engage in the activities necessary to incrementally build capacity towards a career pathway or work towards development of an employment plan. The time at which this occurs is unique to each individual, and does not necessarily correspond to a specific age or a specific event such as graduation.
- SWAP Providers work with all varieties of disabling differences and must account for differences in the way each individual perceives the impact of disability as well as their family members. Each situation presents unique and multiple problem-solving challenges for which clearly established solutions, approaches, etc., do not exist.
- SWAP implements a client's program as prescribed by the DVR Counselor providing feedback and useful information, resources, comparable benefits and insight from knowledge of the client.
- Helping to identify and solve complex challenges to obstacles which must be overcome in order for individuals to be successful on the job (e.g. transportation, procurement of assistive technology, creating supportive work environments, job coaching).
- Mediating between multidisciplinary professional education teams, youth, family members and vocational rehabilitation services to ensure a smoother transition from education environment to that of the adult world of work requires patience, positive attitude, personal persuasiveness and innovation.
- Identification of problem areas or additional needs which present themselves as obstacles to progressing towards employment outcomes.
- Case management of other areas of need which present themselves as obstacles for client to overcome.
- Promote and follow Board of Education policies, Superintendent policies, building and department procedures
- Communicate, interact and work effectively and cooperatively with youth, family members, education staff, DVR staff, community entities and employers.
- Recognize important safety issues in the workplace, follow safety rules, practice safe work habits, utilize appropriate safety equipment and report unsafe conditions for self, staff, and youth.

V. CONDITIONS OF EMPLOYMENT

Education and Related Work Experience:

- Bachelor's degree from an accredited college or university in human services or related field or equivalent in years of experience in related field can be considered in lieu of educational requirement

- Minimum of two (2) years experience in job development or related experience
- Experience working with diverse populations of young adults with disabilities
- Management and supervisory experience desired

Licenses, Registrations or Certifications:

- Criminal background check required for hire
- Ability to travel among school districts and community locations
- Can demonstrate legal residency