



Transition Specialist

GENERAL PURPOSE

Under general supervision, meets with individual or small groups of students to provide guidance, support, and resources to assist them in transitioning to other school placements or the community; provides academic, vocational and life skills counseling; acts as a liaison between students, teaching staff, and administrative staff in the transition process; and performs related duties as assigned.

DISTINGUISHING CHARACTERISTICS

Transition Specialists perform a variety of difficult and highly responsible duties to assist and support youth in transitioning from alternative school environments to other school placements or to employment in the community. Incumbents meet with individual students to set goals and provide individual and group counseling and information to assist students in making successful transitions. Work requires the ability to interact with students with a diverse range of problems and issues in an effective and engaging manner.

Transition Specialist is distinguished from Senior Transition Specialist in that incumbents in the latter class are responsible for more complex work, and require a higher level of decision-making. Transition Specialist receive daily guidance and direction from a direct supervisor. The Senior Transition Specialist works with a greater independence and minimal guidance.

ESSENTIAL DUTIES AND RESPONSIBILITIES

This position description is intended to describe the general nature and level of work being performed by an employee assigned to this position. This description is not an exhaustive list of all duties, responsibilities, knowledge, skills, abilities, and working conditions associated with this position. All requirements are subject to possible modification to reasonably accommodate individuals with a disability.

1. Meet with individual students to review their current status and establish academic and other goals that will lead to their successful transition; provide guidance on a wide range of educational and career planning alternatives; assist students in completing college and financial aid applications and in registration processes; arrange for college tours and career workshops for students; and act as an advocate for students.
2. Monitor student progress in meeting academic and behavioral goals; maintain student records; and maintains program records, evaluations, and reports.
3. Assist in student transition to other schools; work with probation officers, school administrators, and post-secondary organizations to facilitate smooth transitions; interact with admission staff to ensure a smooth transition to the new school; and follow up to ensure students follow through on their assigned school or placement.

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4. Evaluate students' qualifications for employment, potential employment barriers, and other job preparation issues; assess job readiness, skills and career aspirations, and the appropriateness of students' employment objectives; assist students in determining appropriate career fields based on qualifications, interests, and aptitudes; and advise on job preparation requirements.
 5. Coach and assist students in developing resumes and cover letters and in completing applications and employment forms; and provide coaching and preparation for job interviews and job search strategies.
 6. Make referrals to community agencies for assistance and support in the development of life skills, ranging from goal setting to money management and provide guidance to parents on advocating for their child.
 7. Act as a liaison between students and OCDE staff and provide on-going support to students for nine to twelve months at their request.

OTHER DUTIES

1. Make group presentations to students; present at workshops and conferences.
2. Assist other staff in preparations for student graduations.
3. Attend a variety of meetings and training sessions as required.

QUALIFICATIONS

Knowledge of:

1. Principles and practices of educational, vocational, and career counseling, particularly as they apply to at-risk students.
2. Concepts, methods, and techniques for providing job readiness assessments and employment preparation services for at-risk students.
3. Local workforce needs and sources of needed and appropriate employment and training programs and services.
4. High school graduation and General Education Development requirements.
5. General admission requirements for community colleges and four-year institutions.
6. Community resources and agencies available to address the underlying causes of academic, behavioral, and life skills issues.
7. Methods and techniques for assessing student and family needs and making appropriate social service referrals.
8. Basic techniques of instruction used in classroom settings.
9. Principles and practices of sound business communication including correct English usage, spelling, grammar, and punctuation.
10. Administrative practices and procedures, including record-keeping and filing practices and procedures.

Ability and Skill to:

1. Interview students and others using empathy and supportive techniques, frequently involving highly sensitive personal and family issues.

2. Communicate clearly and effectively with individuals of highly diverse backgrounds and socio-economic and educational attainment levels.
3. Collect, evaluate, and interpret appropriate and applicable data, either in statistical or narrative form.
4. Coordinate activities with multiple stakeholders to ensure agreement and consensus.
5. Apply sound, creative problem-solving techniques to resolve difficult program issues and problems.
6. Understand, interpret, and respond to student needs and expectations; explain, and apply laws, regulations, ordinances, and policies applicable to assigned responsibilities.
7. Operate a computer using word processing, spreadsheets, and other standard business software; prepare clear, concise, and comprehensive correspondence, reports, and other written materials.
8. Organize, set priorities, and exercise sound independent judgment within areas of responsibility.
9. Deal with sensitive and difficult situations.
10. Establish and maintain effective working relationships with OCDE management, administrators, IEP teams, staff, local businesses and employers, community groups, social services agencies, local schools and colleges, students, parents and guardians, the public, and others encountered in the course of work.
11. Must demonstrate attendance sufficient to complete the duties of the position as required.

Education, Training, and Experience:

A typical way of obtaining the knowledge, skills, and abilities outlined above is graduation from a four-year college or university with a major in social services, psychology, public administration or a closely related field; and at least two years of progressively responsible experience in providing academic, vocational, employment and/or related services to at-risk youth; or an equivalent combination of training and experience.

Licenses; Certificates; Special Requirements:

Some assignments require background clearance conducted by probation department.

PHYSICAL AND MENTAL DEMANDS

The physical and mental demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this class.

Physical Demands

Employees must be able to perform the essential functions of the position with or without accommodation. Employees in this classification perform deskwork for extended periods; read written and electronic materials; communicate clearly with those contacted through the course of work (typically in person, on the phone, and via email); and access and operate all required equipment for job duties. The position may include occasional need to traverse uneven surfaces. May move items weighing up to 25 pounds. Employees in this classification must be able to travel countywide to a variety of sites within a reasonable time frame.

Mental Demands

While performing the duties of this class, employees are regularly required to use written and oral communication skills; read and interpret information; analyze and solve administrative problems; use mathematical reasoning; make observations; learn and apply new information or skills; perform detailed work; work on multiple, concurrent tasks often with frequent interruptions; work under deadlines and meet productivity requirements; and interact successfully with various groups of people encountered in the course of work.

WORK ENVIRONMENT

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions. Employees work in a classroom or office setting, and the noise level is generally moderate.