



**Orange County Department of Education
Human Resources Department
Classified Class Specification**

**Class Code: 4032
Date Adopted: July 1, 2008
Date Revised: October 3, 2018**

**FLSA Status: Nonexempt
Union Representation: Represented**

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, 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 neglected and delinquent 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

The duties listed below are intended only as illustrations of the various types of work that may be performed. The omission of specific statements of duties does not exclude them from the position if the work is similar, related or a logical assignment to this class.

1. Meets with individual students to review their current status and establish academic and other goals that will lead to their successful transition; provides counseling and guidance on a wide range of educational and career planning alternatives; assists students in completing college and financial aid applications and in registration processes; arranges for college tours and career workshops for students; acts as an advocate for students.
2. Monitors student progress in meeting academic and behavioral goals; maintains student records; maintains program records, evaluations and reports.
3. Evaluates student transcripts and coordinates and assists in student transition to other schools; works with probation officers and school administrators and staff in determining appropriate school placements; compiles and sends background information on students to assigned teachers; works with enrollment staff to ensure a smooth transition to the new school; follows up to ensure student follow through in entering the assigned school.

ESSENTIAL DUTIES AND RESPONSIBILITIES (cont.)

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

OTHER DUTIES

1. Makes group presentations to students; presents at workshops and conferences.
2. Assists other staff in preparations for student graduations.
3. Attends 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 providing 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 underlying causes for 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; correct English usage, including spelling, grammar, and punctuation.
10. Administrative practices and procedures, including record keeping and filing practices and procedures.

Ability 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, explain and apply laws, regulations, ordinances, and policies applicable to assigned responsibilities.
7. Understand, interpret, and respond to student needs and expectations.
8. Operate a computer using word processing, spreadsheet, and other standard business software.
9. Prepare clear, concise and comprehensive correspondence, reports, and other written materials.
10. Organize, set priorities and exercise sound independent judgment within areas of responsibility.
11. Deal with sensitive and difficult situations.
12. 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/guardians, the public, and others encountered in the course of work.
13. 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:

A valid California driver's license and the ability to maintain insurability under OCDE's vehicle insurance policy.

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

Physical Demands

While performing the duties of this job, employees are regularly required to sit, walk and stand; talk or hear, both in person and by telephone; use hands repetitively to finger, handle, feel or operate computers and standard office equipment; reach with hands and arms from the waist to at or above shoulder level; bend, stoop, push, pull, grasp, squat, kneel, and twist to open file cabinet drawers, and lift up to 20 pounds from ground, waist and chest level. Travel over uneven terrain that may include gravel or dirt, carry materials on stairs; some locations may have stairs and will not have elevators.

Specific vision abilities required by this job include close vision, distance vision, depth perception, color vision and the ability to adjust focus.

Mental Demands

While performing the duties of this class, the employee is regularly required to use written and oral communication skills; read and interpret information; analyze and solve problems; observe and interpret people and situations; use basic math; learn and apply new information or skills; work under intensive deadlines and interact with OCDE management, administrators, IEP teams, staff, local businesses and employers, community groups, social services agencies, local schools and colleges, students, parents/guardians, the public and others 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 the essential functions. Employees work in a classroom or office setting, and the noise level is generally quiet.