



ESCCO – COUNCIL OF GOVERNMENTS

OCALI

JOB DESCRIPTION

TRANSITION AND ADULT LIVING SPECIALIST

Minimum Qualifications:

- Master's degree in an education field - preferably disability or leadership field with current valid license from the Ohio Department of Education with a Transition to Work Endorsement preferred.
- Extensive experience in the development of comprehensive transition plans as part of a multi-agency team that includes the planning and implementation of Age Appropriate Transition Assessment (AATA).
- Knowledge of Evidence Based Predictors of Postsecondary Success, Evidence Based Practices for Transition Youth, and Kohler's Taxonomy
- Experience in supporting transition age youth with complex needs.
- Extensive knowledge of agencies involved with secondary transition.
- Knowledge and experience in cross agency collaboration and educational environments.
- Experience with Career Center is preferred
- Innovation in family and youth engagement during the transition years – a plus.
- Well-versed across the spectrum of school settings, facilitating communication among school personnel, families, and other providers with an emphasis on equity and inclusivity
- Professional development or training experience including production and delivery of content
- Experience and success in facilitating teams and workgroups
- Experience with consultation and coaching educators to implement evidence-based strategies for students with complex needs.
- Experience and proficiency with technology applications (including but not limited to: Microsoft Word, Excel, PowerPoint, Internet, iChat/Skype, etc.) and online environments ^[SEP]
- Ability to host virtual meetings and conduct virtual trainings
- Ability to independently travel within the state for meetings, consultation, and professional development when needed
- Innovative thinker, strong initiative, driven to complete projects, and ability to leverage resources while maintaining focus on the global organizational mission
- Self-directed professional, with strong analytical, organizational, and problem-solving skills
- Team player who values the success of the overall group
- Documentation of a clear criminal record in compliance with state statute
- Complies with drug-free workplace rules and Board policies

Note: This assignment may require a valid driver's license and access/availability of a reliable vehicle. Employees must meet all prerequisite and ongoing qualifications to be covered by the service center's insurance carrier.

FLSA Classification: Exempt

Reports To: Lifespan Transition Center Director, Assistant Director or Executive Executive as assigned

Job Objectives:

The Lifespan Transitions Center (LTC) at OCALI offers resources, training, technical assistance, and consultation to support the successful transition of individuals with autism and multiple disabilities throughout their school careers and into their adult lives. The Transition Specialist will work with the Program Director of the LTC, and other staff on the implementation of the mission and deliverables of the Center.

Responsibilities and Essential Functions:

“The following duties are representative of performance expectations: however, the list below is not ranked in order of importance.”

- Works with the Lifespan Transitions Center program director and other staff to continue the implementation of statewide work in the area of secondary transition.
- Facilitates work with Secondary Transition and Workforce Development priorities through collaborative partnerships with SST Transition Consultants and Career Technical Planning District (CTPD) Consultants to create professional development tools, activities, guidance and materials to promote consistent information and technical assistance to school districts.
- Collaborates with state partners (Education and other agencies serving transition youth and young adults), and regional structures (SSTs, ESCs, County Boards of DD, OMJ, etc.) to ensure development of a connected network for planning and delivering resources in a coordinated way ensuring representation of under-represented groups.
- Engages in development of effective training, both online and face-to-face, for school teams, families of transition aged youth, and community partners in the area of secondary transition.
- Works collaboratively with internal and external partners to identify and develop meaningful and effective products to include online information and resources for families and professionals working with transition aged youth.
- Demonstrates accuracy, responsiveness, and excellent communication when fielding center phone calls, participating in meetings and trainings, and responding to emails and other written correspondence with internal and external customers.
- Provides consultation and coaching to regional structures (SSTs, ESC, etc.) and LEAs and their partner agencies as they work to build capacity to meet the needs of secondary transition.
- Provides technical assistance and support to agencies in the secondary transition process.
- In collaboration with other center staff, guides and supports school districts as they develop strategies to support secondary transition.
- Collects and tracks data to guide decision making for transition resource development and supports
- Completes other duties as assigned by the Lifespan Transitions Center program director and OCALI directors, which may include supporting district technical assistance initiatives, participating on grant writing teams, conference support, etc.
- In addition, performs other specific job-related duties as directed by the Superintendent or his/her designee

“Job performance is evaluated according to the policy provisions adopted by the Governing Board of the Educational Service Center of Central Ohio.”

Conduct:

Each staff member shall remain free of any alcohol or non-prescribed controlled substance and abuse of any prescribed controlled substance in the workplace throughout his/her employment with the ESC.

Terms of Employment:

Each staff member shall serve as a role model for students in how to conduct themselves as citizens and as responsible, intelligent human beings. Each staff member has a legal responsibility to help instill in students the belief in and practice of ethical principles and democratic values.

If applicable, it is the employee’s responsibility to maintain proper certification/licensure and to initiate the renewal process in sufficient time to receive the updated certificate/license prior to the expiration of the present certificate/license.

January 2020