

**SYCAMORE SERVICES, INC.**  
**POSITION DESCRIPTION**

TITLE: Career Coach

DEPARTMENT: Employment Services/Special Projects

JOB ANALYSIS CONDUCTED: May 2014 REVISIED: September 2016

Note: Statements included in this description are the essential functions of this position. Other non-essential functions may be assigned.

Relationship

Reports to: Director of Employment Services/Director of Special Projects

Supervises: None

Other Internal contacts: Administrative Staff; Employment Consultants; Directors; Coordinators; Community Consultants; Day Services Staff (as applicable); Participants

External contacts: Businesses; Employers; State/Federal Employees; Funding Sources; Families; Care/Providers; Other Human Service Providers.

Work environment: 20% Office; 80% Businesses and Community Locations

Scheduled work hours:

Job Summary

The Career Coach will be employed by a community rehabilitation provider and will serve as the single point of contact representing the collaborative. This position will be fully embedded in the school and school culture and responsible for: 1) facilitating quality employment outcomes and career choices for students, including supporting development of work internship sites, 2) assisting VR in referral process of students for this project as needed, 3) supporting school personnel with skill development and training of students, 4) connecting students and families with necessary resources, including provider selection and 5) collecting data to support the goals of the research project, and 6) communicating with collaborative partners.

Job Qualifications

- A. Bachelor's degree in human services or related discipline preferred or related experience.
- B. Must meet the minimum level of competency for an employment specialist including experience in special education, supported employment, and/or transition service delivery.
- C. Must have a driver's license.
- D. Knowledge of transition practices from school to adult life, person-centered planning, self-determination and community support services.
- E. Knowledge of benefits planning and work incentive programs or willingness to learn.
- F. Good computer skills, oral and written communication skills, and organizational skills.
- G. Membership in professional, business, or community organizations is an asset.
- H. Must be able to keep accurate documentation.
- I. Work non-standard/flexible hours.
- J. Ability to lift a minimum of 35 pounds: upper body leverage strength required.

## Essential Functions

- A. Planning
  1. Serve as the “single point of contact” representing the collaborative in the schools regarding all aspects of the project.
  2. Partner with Vocational Rehabilitation Services (VRS) and support the Vocational Rehabilitation Counselor in identifying eligible applicants, sharing information about VRS, facilitating the VRS application process with students.
  3. Assist the Collaborative in working with the Project team to implement internal and external marketing activities and promotional materials.
  4. Participate in planning of transition/career fairs at participating schools.
  
- B. Development
  1. Provide support in identifying and providing for adaptations and job accommodations for student interns, school staff and employers.
  2. Provide benefits information and connect students with resources to provide a full benefits analysis and technical support, if needed.
  3. Partner with and assist school staff on skill development and student self-determination training using identified curricula.
  
- C. Support
  1. Be fully embedded in the school and school culture focusing on quality employment outcomes for students on this project.
  2. Support collaborative partners to develop and facilitate immersed internships/work experiences for students.
  3. Attend monthly Career Coaches’ conference calls, local collaborative meetings and statewide collaborative meetings.
  4. Support school staff and students/families at case conferences of students participating in transition planning, as necessary to enhance school staff’s ability to build capacity.
  5. Support school staff in working with identified VR personnel.
  6. Participate in Pre-Employment Transition Services in one on one and group settings.
  7. Assist school personnel in identifying “gap” students with disabilities.
  
- D. Advocacy
  1. Act as liaison with Vocational Rehabilitation Services’ staff and other employment providers who are part of the collaborative to promote students’ choice of providers, coordinate job matches, and identify support needs for the students.
  2. Partner with IN\*SOURCE staff to help families understand the process, help navigate the system, raise expectations around employment, and mentor as needed.
  
- E. Assurance
  1. Conduct weekly data collection and monitor outcomes on students engaged in the project to address specific research questions and forward on data to the Statewide Project Coordinator/Core Collaborating Partners.
  2. Model “best practices” for school personnel as they build competency in the various transition skill areas of career planning, job development, systematic instruction, jobsite analysis, and negotiating skills.
  3. Provide information for transition IEP process and participate in IEP meetings to assist in effective transition planning and implementation as needed.
  4. Gather information on students who are participating in some level of transition planning.
  5. Gather information on students who do not currently participate in transition planning, but would benefit from enhanced vocational support.
  6. Gather information on students with disabilities within each participating school system.
  7. Assist in gathering “needs assessment” data.

F. Sycamore Services Team

1. Promote and uphold the agency's mission statement.
2. Promote a sense of team through mutual respect and assisting co-workers as needed.
3. Work with a variety of individuals in different settings.
4. Work a flexible schedule with non-standard hours.
5. Perform other duties as assigned.

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Approved

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Date