

COMMUNITY EMPLOYMENT SPECIALIST II

Employees in this class prepare developmentally and/or physically disabled clients for supported or competitive employment placements by providing instruction in production/employment tasks and work habits. Clients are recommended for supported employment placement by higher level employees or supervisors. Employees provide client readiness evaluation which includes transportation, hygiene, and behavior issues, develop a client plan geared to client's potential, observe and document client progress toward meeting Individual goals. Employees seek a potential supported employment placement that is suitable for the client's capabilities. Employees learn the job skills duties and expectations of the employer; break the job down into manageable components; train the client to perform the job duties and provide on-site supervision and support for the client as he makes the transition into competitive paid employment. Employees provide reinforcement, supportive counseling and training on work habits, behavior, family and personal problems and other related community living skills, and provide continuing follow-up. Client evaluation and reassessment is provided by the employee and documented in the client's record. Employees serve as advocates for the client with the employer, resolve client behavior and/or production problems, and attend client staffings. Employees participate in the development of the individual client habilitation plan, coordinate habilitation planning and training with other involved human service professionals and family members, and may serve as case manager for the client.

Employees actively seek supported employment placement sites by contacting area business Chambers of Commerce civic groups and the Employment Security Commission, explaining services and advocating for the employment of clients. Employees negotiate agreements or contracts with area employers for individual client placements to include salary and number of hours to be worked. Work at this level is differentiated from the Community Employment Specialist I by the majority of time spent in the Job coaching role and job procurement activities. Employees usually report to a program manager or community employment program director.

I. DIFFICULTY OF WORK:

Complexity - Employees maintain an awareness of potential job placement sites and market the supported employment program to area business leaders, civic groups Chambers of Commerce and the Employment Security Commission by making Individual contacts or presentations to groups. Employees explain program services and advocate for the employment of clients and negotiate agreements with area employers for client placements. Employees are also responsible for providing client readiness evaluation; developing a client plan; learning the job skills, duties, and expectations of employers; breaking the job down into manageable components; training the client to perform the job duties; and providing on-site supervision and support for the client. Employees resolve all client-related behavior problems at the job site and provide follow-up after client achieves employment. Job placement may be in a variety of settings but is usually in production, food service, warehouse or janitorial environments. Employees provide supportive counseling to clients and conduct on-going evaluation of clients' progress documenting in client record.

Guidelines - Employees follow state, local mental health and vocational rehabilitation program guides, policies and procedures. Employees also follow broad plans developed by higher level professionals or supervisors regarding vocational goals for the clients served.

II. RESPONSIBILITY:

Accountability - Work is carried out primarily at external job placement sites in the community and occasionally in the workshop setting. Employees' work directly impacts on the public's view of the agency's services, on client progress in achieving the goal of competitive employment and on the availability of supported employment job placements for clients. Work also involves developing client plans geared to client's vocational potential providing on-going evaluation of clients' progress in work tasks and work behaviors as well as the determination of clients' suitability for Independent work In a particular work environment. Employees select and implement vocational activities based on established goals.

Consequence of Action - Employees' decisions affect clients' progress toward achievement of competitive employment and the availability of supported employment job placements for clients. The training and supportive work carried out with the clients may result In Improvement in social* behavioral, and vocational development.

Review - Work may be reviewed occasionally while in progress and through review of clients' records and periodic reports and conferences. Since work is primarily conducted at external job sites, review of work In progress is limited.

III. INTERPERSONAL COMMUNICATIONS:

Subject Matter - Employees provide input to a supervisor or higher level professional regarding observations and recommendations concerning clients' needs and abilities. Employees also resolve client work and/or behavior problems at the job site; represent the agency and program to employers; and negotiate agreements with employers for supported employment job placements.

Purpose - Employees instruct clients to help them achieve specific skills or behaviors* often employing techniques of behavior modification and one-to-one supportive counseling. Employees solicit potential job placements from employers and negotiate supported employment agreements.

IV. WORK ENVIRONMENT:

Nature of Working Conditions - Employees work in settings which range from sheltered workshops to varied external work sites in production food service, warehouse and other environments.

Nature and Potential of Personal Hazards Behavioral problems such as aggression of clients, lifting, or operation of industrial machinery or equipment could cause bodily Injury for employees in some settings.

V. RECRUITMENT STANDARDS:

A. Knowledges, Skills, and Abilities - General knowledge of a variety of work environments such as manufacturing, service or trades and job requirements. Basic knowledge of the local labor market. Ability to develop rapport with employers and other involved human service professionals and family members. Ability to establish rapport and relate to the population served; to evaluate client progress, observe behavior, communicate observations and recommendations effectively in written and oral form. Ability to market program services and negotiate agreements with employers. Ability to learn behavior management techniques and goal writing. Ability to learn supportive counseling and instructional techniques.

Minimum Training and Experience - Graduation from high school or equivalent and four years of work experience In production, trades or related work that provides the above knowledges and skills preferably providing exposure to the population to be served; or an equivalent combination of training and experience.

B. Knowledges, Skills and Abilities - Considerable knowledge of the practical application of task analysis and goal writing. Considerable knowledge of the practical application of behavior management techniques. General knowledge of the population served. Ability to develop rapport with employers and other involved human service professionals and family members. Ability to market program services and negotiate agreements with employers. Ability to develop supportive counseling and instructional techniques. Ability to establish rapport and relate to the population served; to evaluate client progress, observe behavior, communicate observations and recommendations effectively in written and oral form. Ability to learn a variety of jobs.

Minimum Training and Experience - Graduation from a four-year college or university with a degree in a human services field; or a four-year degree and one year of experience working with developmentally disabled clients; or graduation from a two-year associate program designed to prepare support personnel for work in human services agencies and two years of experience working with developmentally disabled clients; or graduation from high school or equivalent and four years of experience providing instruction to clients preferably involving task analysis, including two years with the population to be served.

Administering the Class - Recruitment pattern A recognizes the business/industry experience and accompanying knowledge, skills and abilities. Selection of an employee with this training and experience may be suitable if supervisors other staff, or program managers possess a human services background.

Recruitment pattern B reflects the human services degree preparation for the management of an employment program for the developmentally disabled and may be suitable if supervisors, other staff, or program managers possess an industrial or production-related background.

Management has the option of choosing either A or B in order to meet the needs of the clients and the program and achieve a desired balance.

Special Note - This is a generalized representation of positions in this class and is not intended to identify essential functions per ADA. Examples of work are primarily essential functions of the majority of positions in this class but may not be applicable to all positions.