

Workforce Solutions Cameron Student HireAbility Navigator

Department: Research & Development

Reports to: Lead Monitor

FLSA Status: Exempt

Approved Date: 04/09/2018

Student HireAbility Navigator

Summary

The role of Student HireAbility Navigators is to improve access to employment and training services and increase employment opportunities for job seekers with disabilities. Navigators perform a defined scope of work in capacity building and systems development, partnering and collaboration, and informing and engaging employers. Other work involves reporting, and providing consultative and technical services to workforce centers, local Vocational Rehabilitation (VR) Offices, school districts, Education Service Centers, community partners, employers, other governmental agencies, community organizations, and the public. The sole focus of this position is the development, coordination, capacity-building, and provision of pre-employment transition services in the workforce development area.

Responsibilities/Duties/Functions/Tasks

Plan Development

- In consultation with the local VR offices in the workforce development area, identify the Pre-employment transition services available to students with disabilities in the workforce development area.
- Identify other, similar services available to students with disabilities in the workforce development area.
- Convene partners to discuss successful strategies and services, gaps, and opportunities for collaboration to improve the quality and/or availability of pre-employment transition services to students with disabilities.
- In consultation with the Board and the VR offices in the workforce development area, and other community partners, create a three-year action plan to achieve the deliverables.
- The plan must include goals, strategies, deliverables, accountable parties and timelines for each deliverable listed.

Capacity Building and Systems Development

- Increase community and system awareness of the resources and activities available to students with disabilities in the following five pre-employment transition services:
 - (1) Job (career) exploration counseling;
 - (2) Work-based learning experiences, which may include in school or after school opportunities, or experience outside the traditional school setting (including internships), provided in an integrated environment to the maximum extent possible;
 - (3) Counseling on opportunities for enrollment in comprehensive transition or postsecondary educational programs at institutions of higher education;
 - (4) Workplace readiness training to develop social skills and independent living; and
 - (5) Instruction in self-advocacy, which may include peer mentoring.

- Promote the use of career exploration, postsecondary education planning, and work readiness tools available through TWC's Labor Market and Career Information Department.
- In consultation with workforce center contractor, local VR offices, local education agencies, parents and students with disabilities, employers, and community partners, develop effective and innovative strategies to
 - (a) improve the transition to postsecondary activities of individuals who are members of traditionally unserved populations.
 - (b) Expand or enhance the provision of the five required pre-employment transition services to students with disabilities in the workforce development area
- Coordinate and/or monitor implementation of the strategies developed.
- Develop and/or disseminate information and resource to workforce center contractor, local VR offices, local education agencies, employers, community partners, parents and students.

Partnerships and Collaboration

- Convene and/or attend workgroups, committees, coalitions, and cross-agency teams to foster system and community coordination of pre-employment transition services and activities for students with disabilities.
- Provide information, training and technical assistance to workforce centers, local VR offices, local education agencies, community partners, and employers, regarding resources and activities available to assist students with disabilities transition successfully to postsecondary education, employment, or both.
- Develop and coordinate events, campaigns, and other activities to increase and foster student and family awareness of and access to pre-employment transition services provided by local VR offices, other workforce center programs and community partners and resources.

Inform and Engage Employers

- In consultation and coordination with local VR offices and other Board and Workforce Center staff:
 - (1) Organize events and activities to increase employers' understanding of the abilities of students with disabilities.
 - (2) Provide training and/or resources to increase employers' awareness of disability etiquette and accommodations for students with disabilities.
 - (3) Collaborate with partner agencies to develop work- based learning opportunities for students with disabilities, including internships, summer employment, other employment opportunities available throughout the school year, and apprenticeships.

Other Responsibilities

- Ensure that state and/or local VR staff receive the data and information necessary to fulfill federal reporting requirements regarding the provision of pre-employment transition services to students with disabilities.
- Comply with federal and state requirements regarding confidentiality of student data.
- Ensure that resources and materials developed are available in accessible formats for students who use screen reader software, screen magnification software, large print, and Braille.
- Ensure that reasonable accommodations are available and provided as requested for activities.

Knowledge, Skills, and Abilities

- Knowledge of the principles and practices of public administration and of local, state, and federal laws and regulations relevant to the workforce programs
- Ability to develop and maintain professional working relationships with management, community partners, coworkers, school districts, VR, and workforce center staff.

- Experience developing and managing projects.
- Demonstrated ability to establish goals and objectives.
- Proven ability to meet deadlines.
- Ability to work independently and manage multiple tasks efficiently and effectively.
- Ability to prepare concise reports and communicate effectively.
- Able to conduct public speaking presentations when representing the organization
- Knowledge of principles for providing customer service.
- Basic computer skills, with experience in Microsoft, Internet, and E-mail.
- Ability to travel/transport themselves to designated sites as assigned.
- understand, apply, and communicate rules, regulations and guidelines prepared by state and federal agencies for capacity building and systems development
- Demonstrate proficiency in both oral and written communication.
- Ability to use Microsoft and other software (PowerPoint, Word, etc.) as needed.

Qualifications

- Bachelor's degree from an accredited four-year college or university.
- One additional year of full-time qualifying experience may be substituted for each year (30 semester hours) of the required education.
- Four years of full-time work experience; preferred in the fields of education, vocational rehabilitation, workforce development programs, human services programs, or non-profit organizations serving students or persons with disabilities.
- A master's degree from an accredited college or university is desirable and may be substituted for two years of the required qualifying experience.

Physical Demands

- Employee is regularly required to sit, walk, or stand for extended periods of time.
- On occasion, the employee will be required to lift/push/ or pull up to 10lbs.

Work Environment

- Possesses ability to adapt to inclement weather conditions and /or situations.
- Ability to drive long distances within the county.
- Noise level in the office environment is moderate.

Travel Requirements

- Ability to travel by air
- Ability to travel for activities such as meetings with customers, other agencies, or any other necessity that requires travel.
- Must have a valid driver's license and current automobile liability insurance.
- Must be able to utilize a personal automobile for agency-related business
- MVR background check may be conducted by the agency.