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| CS-214  Rev 11/2013 |  | Position Code: REHBCSTAA26R |
|  | State of Michigan **Civil Service Commission**  Capitol Commons Center, P.O. Box 30002  Lansing, MI 48909 |  |
|  | POSITION DESCRIPTION |  |

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| This position description serves as the official classification document of record for this position. Please complete this form as accurately as you can as the position description is used to determine the proper classification of the position. | |
| 2. Employee’s Name (Last, First, M.I.) | 8. Department/Agency |
| Vacant | **Labor and Economic Development** |
| 3. Employee Identification Number | 9. Bureau (Institution, Board, or Commission) |
|  | Bureau of Services for Blind Persons |
| 4. Civil Service Position Code Description | 10. Division |
| Rehabilitation Consultant 12 | **Field Services** |
| 5. Working Title (What the agency calls the position) | 11. Section |
| Regional Transition Services Consultant | East Region |
| 6. Name and Position Code Description of Direct Supervisor | 12. Unit |
| Gwen McNeal  State Administrative Manager 15 | Detroit |
| 7. Name and Position Code Description of Second-Level Supervisor | 13. Work Location (City and Address)/Hours of Work |
| Lisa Kisiel  State Division Administrator 17 | Official Workstation will be the candidate’s home address, with access to the following regional office:  Detroit Office: Hours of Work: 8 am-5 pm M-F |
| 14. General Summary of Function/Purpose of Position | |
| This position will perform the duties of a Transition Services Consultant providing regional coordination, planning, and implementation of programs and services for blind or low-vision students who are participating in Pre-Employment Transition Services (Pre-ETS).  The Transition Services Consultant needs to obtain and maintain a comprehensive knowledge of the fiscal, internal control, technical, and regulatory requirements as defined by the Work Innovation and Opportunity Act (WIOA) and the Rehabilitation Act of 1973, as amended. The consultant will need to monitor programs ensuring compliance with state and federal regulations. The professional in this position will be part of a team of subject matter experts in providing transition services. This work will require a strong ability to communicate well, both verbally and in writing, and the ability to collaborate with internal and external partners, such as educators, community partners, businesses, and internal staff and team members.  This position requires a strong commitment to teamwork, critical thinking, communication, organization, and professional judgment. | |
| 15. Please describe the assigned duties, the percent of time spent performing each duty, and what is done to complete each duty.  List the duties from most important to least important. The total percentage of all duties performed must equal 100 percent. | |
| **Duty 1** **General Summary of Duty 1 % of Time 50**  **Provides technical consultation in developing, designing, implementing, and reviewing regional transition programs.** | |
| **Individual tasks related to the duty.**   * Supports BSBP regional and statewide team members in designing and implementing Pre-ETS programs, which are developed based on local needs incorporating the five required categories of Pre-ETS in collaboration with the Statewide Transition Team. * Consult with local business partners on providing Pre-ETS work-based learning (work experience) opportunities for students. * Consult on the development and support of local agreements in coordination with regional and statewide team members to expand resources that address identified transition service gaps. * Provide technical assistance and consultation regarding Transition and Pre-ETS activities and services to ensure compliance with state, federal, and BSBP policies and procedures in collaboration with the Statewide Transition Team to support bureau goals and objectives. * Consult with team members both externally and internally to provide ongoing and useful feedback related to program effectiveness and areas of challenge to adjust to meet the needs of the client customer, community partners such as educators and businesses, and BSBP team members, including leadership. * Evaluate regional gaps in transition service provisions to ensure that all 5 Required Categories of Pre-ETS are available to students working with LEAs (Local Education Agencies). * Assists in developing program evaluation tools based on program goals and objectives in collaboration with program/event service delivery teams. * Assists in developing resources, including service providers and community partners necessary to address regional needs. | |
| Duty 2 **General Summary of Duty 2 % of Time: 30**  **Assist with identifying and recruiting Potentially Eligible and Pre-ETS cases within the region.** | |
| **Individual tasks related to the duty.**   * Connect with the Transition Coordinator and/or relevant personnel in each school district within the designated area to identify transition-age students who are not currently connected to BSBP services. Connect interested students and families with BSBP team members who can facilitate the referral and application process. * Promote Family Engagement, educating the student and families on the 5 Pre-ETS categories, individual and group training opportunities, and their connection to successful vocational outcomes that can be achieved if a student chooses to engage with BSBP services. * Consult with and provide case management support to rehabilitation professionals who will be managing the students’ cases when there are questions and concerns relating to the provision of transition services. | |

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| Duty 3  **General Summary of Duty 4 % of Time: 10**  **Assist in the development of policies, procedures, communication, and job aides to support the provision of Pre-ETS.** |
| **Individual tasks related to the duty.**   * Serve as the regional subject matter expert on Transition/ Pre-ETS policy and procedures. * Participate in statewide Pre-ETS policy planning and implementation, including developing training strategies to ensure consistent and effective Pre-ETS across BSBP regions. * Provide presentations (in-person or virtual) on Pre-ETS topics to BSBP staff, school personnel, parents and students, vendors, and community partners. * Maintain data and reports to review and advise the bureau on policies, procedures, and other tools needed to support the regional and statewide initiatives. |
| Duty 4 **General Summary of Duty 5 % of Time 10**  **Other duties as assigned.** |
| **Individual tasks related to the duty.**   * Complete projects and assignments as directed by the Regional Manager, Field Service Division Director, and/or Bureau Director. * Support the bureau with operational needs as required. |

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| 16. Describe the decisions made independently in this position and tell who or what those decisions affect.  The Transition Consultant will be asked to independently develop programs and events, select vendors and venues, arrange for BSBP program staffing, and negotiate service fees; these decisions will affect other rehabilitation professionals managing transition cases and local administrative support. Recommend changes to Transition-related policy, procedure, and programming. These recommendations can impact BSBP staff statewide, students with disabilities, community and educational partners, and vendors. | | | |
| 17. Describe the types of decisions that require the supervisor’s review.   * Final approval of programs. * Approval for purchased services and/or goods beyond the identified spending limit. * Approval of obligation(s) of BSBP staff time, facilities, funding source, or other resources of the BSBP. * Responding to concerns or questions that result from correspondence with stakeholders. | | | |
| 18. What kind of physical effort is used to perform this job? What environmental conditions are this position physically exposed to on the job? Indicate the amount of time and intensity of each activity and condition. Refer to instructions.   * The ability to travel to and from meetings and events in various weather. * The ability to work in an office or hybrid environment. * The ability to work independently and responsibly in a remote environment. * Due to the nature of the position, evenings and/or weekends may be scheduled based on programmatic needs. | | | |
| 19. List the names and position code descriptions of each classified employee whom this position immediately supervises or oversees on a full-time, ongoing basis. (If more than 10, list only classification titles and the number of employees in each classification.) | | | |
| NAME | CLASS TITLE | NAME | CLASS TITLE |
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| 20. This position’s responsibilities for the above-listed employees include the following (check as many as apply):  **Complete and sign service ratings. Assign work.**  **Provide formal written counseling. Approve work.**  **Approve leave requests. Review work.**  **Approve time and attendance. Guide work methods.**  **Orally reprimand. Train employees in the work.** | | | |

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| 22. Do you agree with the responses for Items 1 through 20? If not, which items do you disagree with and why? |
| 23. What are the essential functions of this position?  Duties 1 -3 highlight the essential functions of this position. These tasks are required with or without accommodations. |
| 24. Indicate specifically how the position’s duties and responsibilities have changed since the position was last reviewed.  There has been no significant change. |
| 25. What is the function of the work area, and how does this position fit into that function?  WIOA mandates BSBP to reserve and expend 15% of the VR grant on Pre-Employment Transition Services, which includes the five required services that must be made available to blind and visually impaired students in coordination with the LEAs statewide, the four coordination activities, and the nine authorized activities. The objective of the WIOA mandate and activities under Section 113 of WIOA is to increase post-secondary outcomes, including competitive integrated employment.  This position fits into the function of the work area by supporting the Pre-ETS needs on a regional level, as described in this PD. The success of the Pre-ETS goals depends on the consultant’s ability to deliver results and student outcomes aligned with the Rehabilitation Act of 1973, as amended by WIOA.  While the work location states home as the Official Workstation with access to the regional BSBP office, it is expected that the individual in this position travels throughout regional territory as necessary to perform the essential duties of their job which includes the implementation and coordination of service delivery to BSBP potentially eligible and VR Transition students. |
| 26. What are the minimum education and experience qualifications needed to perform the essential functions of this position? |
| EDUCATION:  Possession of a master’s degree with a major in rehabilitation counseling, guidance and counseling, special education, social work, or in an area of human services. |
| EXPERIENCE:  Three years of professional experience providing rehabilitation services to individuals with disabilities equivalent to a Rehabilitation Counselor, including one year equivalent to a Rehabilitation Counselor P11 |
| KNOWLEDGE, SKILLS, AND ABILITIES:  Knowledge of the principles and methods of rehabilitation counseling and training.  Knowledge of programs and providers for persons with disabilities.  Knowledge of the state and federal laws and regulations about the rehabilitation of persons with disabilities.  Knowledge of blindness, skills of blindness, and access to technology.  Knowledge of casework and interviewing techniques.  Knowledge of community organizations and services available to persons with disabilities.  Required IT skills - proficiency in MS Office & Google Workspace.  Communication skills – able to communicate verbally and in written form clearly and concisely.  Workplace skills - manage time, prioritize tasks, act, take the initiative, and display sound judgment in problem-solving.  Collaboration skills – contribute positively, inclusion, interact with integrity, relationship building.  Ability to learn Case Management and Document Management platforms.  Ability to be innovative in the creation of Transition programs.  Ability to learn through coaching methods. |
| CERTIFICATES, LICENSES, AND REGISTRATIONS:  None are required. |
| *NOTE: Civil Service approval of this position does not constitute agreement with or acceptance of the desirable qualifications for this position.* |
| *I certify that the information presented in this position description provides a complete and accurate depiction of the duties and responsibilities assigned to this position.* |
| **Supervisor’s Signature Date** |
| TO BE FILLED OUT BY APPOINTING AUTHORITY |
| Indicate any exceptions or additions to statements of the employee(s) or supervisors. |
| *I certify that the entries on these pages are accurate and complete.*    **Appointing Authority** **Signature Date** |
| TO BE FILLED OUT BY THE EMPLOYEE |
| *I certify that the information presented in this position description provides a complete and accurate depiction of the duties and responsibilities assigned to this position.*    **Employee’s Signature Date** |

**NOTE: Make a copy of this form for your records.**