

COMMUNITY EMPLOYMENT SPECIALIST I

Employees in this class prepare developmentally and/or physically disabled clients for supported or competitive employment placements by instructing clients in production/employment tasks and work habits and related community living skills. Instruction may be provided at the competitive worksite, in the ADAP/workshop setting, or in a mobile work crew. Employees participate in client readiness evaluation or supported employment placement, observe and document client progress toward meeting individual client goals. Employees may participate in the procurement of a job site for the client or may receive a job placement assignment from another employee in the program. 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 and supportive counseling on work habits, behavior, family and personal problems. Client evaluation and reassessment is provided by the employee and documented in the clients' records. Employees serve as advocate for the client with the employer and resolve client behavior and/or production problems. Work at this level is differentiated from the Community Employment Specialist II by the periodic assignment of employees to client training in the workshop setting and the minimal involvement in assisting with procurement of job placement sites. Employees usually report to a workshop director or program manager.

I. DIFFICULTY OF WORK:

Complexity - Employees learn a variety of job skills, duties and expectations of employers; break the job down into manageable components, train the client to perform the job duties, both in the workshop setting and at the external job sites; and provide on-site supervision and support for the client. Work also involves participating in client evaluation for potential job placement, reassessment of client progress and documenting in the client's record, resolving client behavior and/or production problems, and serving as client advocate. Employees also provide reinforcement and supportive counseling on work habits, behavior, family, and personal problems. Employees work with clients in developing work-related, personal, and community living skills goals and may also assist with the procurement of job placement sites. Employees provide training in the workshop setting when job placements for clients are not available.

Guidelines - Employees follow state, local mental health and vocational rehabilitation program guides. 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 in the workshop setting and at external job placement sites in the community and impacts on clients and other staff. Due to the extent of external contacts, the employees' work directly reflects on the public's view of the agency's services. Employees are responsible for selecting and implementing vocational activities based on established goals and for evaluating the clients' suitability for job placement in a particular work environment.

Consequence of Action - Employees' decision's can affect the clients' progress toward achievement of vocational goals and could result in the loss of supported employment agreements with employers. 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, periodic reports, and conferences.

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 and represent the agency and program to employers.

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 also may solicit potential job placements from prospective employers and explain program services.

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, and other environments.

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

V. RECRUITMENT STANDARDS:

Knowledges, Skills, and Abilities - General knowledge of a variety of work environments such as manufacturing, service, or trades and their job requirements. 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 learn marketing techniques. 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 three years of work experience in production, trades, or related work that provides the above knowledges and skills, preferable providing exposure to the population to be served; or an equivalent combination of training and experience.

Knowledges, Skills and Abilities - General knowledge of the application of the application of task analysis techniques. General knowledge of the practical application of behavior management and supportive counseling techniques. General knowledge of the population served. Ability to plan and organize to solve problems. Ability to learn manufacturing techniques, materials and workflow, job set-up, OSHA and wage and hour laws. Ability to develop rapport with the clients, staff, and contract customers. Ability to assess client skill level, evaluate client progress, observe behavior, and communicate observations and recommendations effectively in written and oral form.

Minimum Training and Experience Requirements - Graduation from high school or equivalent and three years of experience providing instruction to developmentally/physically disabled clients, preferably involving task analysis; or an associate degree in mental health or child development and one year of experience working with the population to be served which would provide the knowledges, skills, and abilities as described in recruitment pattern B; or an equivalent combination of training and experience.

Administering the Class - Recruitment pattern A recognizes the business/industry experience and accompanying knowledges, 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.