

School to Work Alliance Program (SWAP)

Coordinator Position Description Guidance

This job description has been created to assist districts in developing their position descriptions for SWAP as part of the Verification for Participation process. As the employer, the School District/BOCES is responsible for defining the assignment and ensuring that their position description accurately reflects the essential job functions outlined in the contract's Statement of Work and Performance Outcomes.

I. Position Identification

SWAP Coordinator

- This position description has been created using the Colorado personnel system to assist DVR in establishing standard practices for the interagency agreement, SWAP. The Coordinator role is considered equivalent to a Rehabilitation Counselor II (RCII) in the Colorado personnel system for compensation purposes only.
- This is a contract-funded position, and its duration is dependent on continued funding.
- SWAP staff are district employees but do not take on typical ancillary duties of education staff.
- All essential job functions for SWAP providers must align with Exhibit A and Exhibit B, Statement of Work (SOW), in the contract to achieve the identified Contract Deliverables.
- The School District/BOCES determines salary placement based on education and experience relevant to the position. The salary will reflect the required skills and credentials for the position and should not solely be based on certified teacher salary classifications. If the district/BOCES requires additional credentials, they will assume responsibility for any additional personnel costs beyond State parameters.
- Representatives from DVR's Youth Services and Transition Unit, which includes members of the Colorado Department of Education, maintain an annual salary survey, suggested interview questions, sample job postings, position descriptions, and evaluations used by Education, available upon request.
- Although the District/BOCES is responsible for hiring and directly supervising SWAP personnel, these functions are understood to be a collaborative effort involving DVR's participation.
- To promote evidence-based practices, interview panels for SWAP Provider vacancies should include representation from youth with disabilities to support their development and leadership.
- A SWAP Provider Vacancy Protocol is attached for the District/BOCES to use in communicating with the State SWAP Team as positions are filled.

- Generally, the State does not require a specific staff organization, but it is expected that a Coordinator will hold a lead role within the team. For HR purposes, your district/BOCES may use a different title, such as SWAP Manager. While the Coordinator may not be the official supervisor for HR purposes, they are responsible for the day-to-day operations of the program and staff, in addition to sharing direct service provision to students and youth with disabilities while playing a contributing role to the Transition team and Interagency Transition Team.
- While SWAP complements and enhances existing transition programs and services for both Education and DVR, it is not intended to replace mandated transition activities for either.
- The district and contracted individuals must adhere to the current fiscal year contract between the Colorado Department of Labor and Employment/Division of Vocational Rehabilitation (DVR) and the District/BOCES.
- The program operates year-round and requires flexible schedules to ensure SWAP staff are available at various hours throughout the year to provide direct services to DVR-eligible individuals in a plan for employment.
- To avoid interfering with academic progress, most SWAP services (pre-employment transition services and vocational rehabilitation services) will occur outside of school hours/calendar and in collaboration with the transition team and DVR partners.

II. General Information

A. Purpose of the work unit

SWAP aims to help students and youth with disabilities successfully transition from school to employment, improve employment outcomes, strengthen community connections, and create new service models for students and youth with disabilities across all disability categories. The program's key objectives include:

- enhancing existing transition planning efforts,
- establishing career pathways through pre-employment transition services,
- addressing the case management gap for the target population, and
- fostering collaboration between DVR, local school districts, and BOCES

B. Briefly Summarize the Purpose of This Position

Designed to support students and youth with mild to moderate barriers to employment, SWAP is not a supported employment program. Instead, it offers opportunities for students and youth with disabilities to develop and refine workplace skills, explore career interests, and gain real-world work experience that can lead to competitive, integrated employment in high-demand industries.

Students and youth who are either eligible or potentially eligible for DVR services can access a range of vocational services, including guidance and counseling, job-related support, physical and mental restoration services, rehabilitation technology, training, and additional supportive services. SWAP may offer pre-employment transition services, career exploration, career development, employment-related instruction, job placement, case management, one year of follow-up, and ongoing community-based services throughout the year.

III. Primary Job Duties

Document current, permanent, primary job duties. The total of all duties must equal 100%. Document the attributes of current essential functions using the detachable listing on the last page.

A. Duty: Program Management

20%

Brief Duty Description: The SWAP Coordinator is the primary individual responsible for the overall management of the program. The Coordinator is expected to:

- Make decisions on the allocation of duties between SWAP providers to best address the needs of the targeted population.
- Act as a trainer and mentor for SWAP Specialists, providing case-specific training on policies, procedures, practices, and processes related to transitions.
- Offer input on the performance evaluations of SWAP Specialists.
- Demonstrate adherence to acceptable casework practices and reporting standards.
- Contribute to the district/BOCES's completion of the annual Verification for Participation.
- Track direct program operating expenses and needs to support the district/BOCES's fiscal discussions when developing the budget for the upcoming year.
- Understand the overall contract requirements and Statement of Work.
- Report to the District Designee and the State SWAP Team (DVR/CDE) on program administration.
- Maintain regular communication and collaboration with DVR and education partners.
- Monitor caseloads and ensure services are delivered effectively.
- Ensure the program is community-based, operates year-round, and provides follow-up services and case management
- Lead local team discussions on annual strategic planning for action plans.
- Actively contribute to Interagency Transition Teams.
- Collaborate with the State SWAP Team to ensure precise data collection that supports program decision making.

Examples of regular, ongoing decisions/activities related to this duty:

- Investigates and collects all relevant school records to determine what may be useful for DVR's eligibility process and service determination (e.g., reevaluations, IEPs, psychological assessments, medical records, 504 plans, etc.).
- Identifies potentially eligible students with disabilities who would benefit from pre-employment transition services and coordinates referral to DVR.
- Develops and implements pre-employment transition services to support and strengthen the district/BOCES' transition continuum.
- Knowledge and application of agency community programs, education practices and procedures, mediation, negotiation and conflict resolution techniques to best serve students and youth with disabilities.

B. Duty: Referral and Intake

12%

Brief Duty Description: Collaborates to schedule and complete the intake process for applicants, including potentially eligible students with disabilities. This includes explaining and completing DVR's Release of Information with the correct signatures, obtaining school records, and assisting in gathering any additional information needed for DVR eligibility determination and service provision, such as referrals for pre-employment transition services, DVR's application and intake, and affidavits for lawful presence when applicable. Acts as a liaison to help individuals understand DVR processes, decisions that affect them, and how to appeal decisions if there is a disagreement.

Examples of regular, ongoing decisions/activities related to this duty:

- Investigates and collects all relevant school records to determine what information is useful for DVR's eligibility process and service determination (e.g., reevaluations, IEPs, psychological assessments, medical records, 504 plans, etc.).
- Develops work awareness, work exploration, and work preparation activities within the Individual Education Program (IEP) and Individual Career and Academic Plan (ICAP) to assist DVR in identifying viable job goals or the pre-employment transition services needed to build capacity for a career pathway.
- Identifies potentially eligible students with disabilities who would benefit from pre-employment transition services.
- Develops and implements pre-employment transition services to support and enhance the district/BOCES' transition continuum.
- Assists in considering the individual's needs during the completion of the DVR referral and intake process.

C. Duty: Eligibility, Comprehensive Assessment and Plan Development

12%

Brief Duty Description: Once a young adult is determined eligible for services, a coordinated Individual Plan for Employment (IPE) is developed by DVR. This plan outlines the services and training needed to help the individual prepare for work and community life. The plan identifies the required services and supports, as well as the means for linking to service providers that SWAP will provide. SWAP acts as a liaison to assist individuals in understanding DVR processes, decisions affecting them, and how to appeal decisions if necessary.

Examples of regular, ongoing decisions/activities related to this duty:

- Assist DVR in gathering information to complete eligibility determinations and the comprehensive assessment.
- Identify and collect relevant school records to help identify a viable job goal and the services/resources required to achieve it (e.g., student work samples, transition-focused assessments, work experience details, sample resumes, interest inventories, Individual Career and Academic Plan (ICAP), Summary of Performance, and supplemental documents).
- Conduct additional assessments as needed to demonstrate interests, skills, and abilities in a specific vocational area.

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- Provide information on community resources and comparable benefits to be considered during the development of the IPE.

D. Duty: Service Provision

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Brief Duty Description: Provide direct services to DVR-eligible individuals and potentially eligible students with disabilities. Coordinate the delivery of services outlined in the Individual Plan for Employment (IPE) and all IPE amendments to achieve positive program outcomes. Develop and offer pre-employment transition services that enhance the district/BOCES' transition continuum for potentially eligible students with disabilities. Provide case management to connect students with community resources that promote their success. Act as a liaison to help individuals understand DVR processes, decisions affecting them, and methods for appealing decisions when necessary.

Examples of regular, ongoing decisions/activities related to this duty:

- Provide pre-employment transition services that help build a career pathway aligned with the district/BOCES' transition needs, ensuring these services complement, not replace, education:
 - Job Exploration
 - Workplace Readiness Skills Training
 - Self-Advocacy
 - Work-Based Learning Experiences
 - Post-Secondary Education and Counseling
- Collaborate with DVR to identify community resources and potential work-related activities for young adults.
- Deliver services outlined in the IPE, including:
 - Assessment
 - Vocational Guidance
 - Case Management
 - Personal Adjustment Training
 - Work Adjustment Training
 - Job Coaching
 - Job Seeking Skills Training
 - Job Development
 - Job Placement
- Collect semesterly transcripts or report cards for DVR to demonstrate measurable skill gains.
- Partner with the DVR Counselor to ensure service provision follows policy, procedure, and regulatory guidance, and that the case service record is properly documented.
- Keep participants actively engaged in service delivery, addressing complex situations and barriers that may impede progress toward achieving goals and full participation.
- Use knowledge of career pathways, sector strategies, and labor market information to assist participants in securing competitive, integrated employment.

E. Duty: Case Closure and Follow Along Services

12%

Brief Duty Description: Provide services to ensure that a young adult remains gainfully employed in a competitive, integrated setting for one year following DVR case closure. Involves notifying participants of all decisions affecting them and offering methods to appeal decisions in case of disagreements.

Examples of regular, ongoing decisions/activities related to this duty:

These services begin when it is mutually agreed between DVR and the individual being served that the case will be closed successfully. The services continue for one year after DVR case closure, focusing on maintaining employment. Follow-up services include:

- Conducting regular contact (at least quarterly) between SWAP staff and the youth to track progress and address any issues or challenges related to job retention during the transition period.
- Coordinating the provision of additional support services as needed.
- Referring individuals to adult agency service providers for new or ongoing services.
- Reconnecting the participant with DVR if the quarterly check-ins indicate the need for additional vocational rehabilitation services.

F. Duty: Programmatic Documentation

12%

Brief Duty Description: Complete all required documentation within the timelines specified by the DVR process and/or SWAP Contract, ensuring all information is accurate and appropriately provided.

Examples of regular, ongoing decisions/activities related to this duty:

- Submit monthly individualized progress reports (IPR) and monthly program reports (MPR) in the format provided by DVR, detailing each SWAP participant's progress toward their individualized outcomes for the preceding month, no later than the 10th day of each month.
- Complete the Notice of Employment form upon securing employment or placement in competitive employment.
- Maintain participant files according to the guidelines set by DVR, ensuring they are kept for the required duration.
- Provide copies of monthly progress reports to education partners if the participant is still enrolled in secondary education, contributing to the ICAP and IEP
- Complete and maintain other required reports (e.g. action plans, program improvement plans, mid-year and annual-year caseload data, etc.) as requested by the State.

Brief Duty Description: Develop and engage in interagency transition practices and procedures that create viable career pathways, leading to successful employment outcomes for students and youth with disabilities. The role involves working with local education staff, community service providers, referral sources, and DVR staff to promote vocational rehabilitation services.

Examples of regular, ongoing decisions/activities related to this duty:

- Negotiate and collaborate with various community programs and agencies, which often share common participants with DVR but may have different goals and objectives, to effectively combine resources, serve participants, and avoid duplicating services, including those related to education.
- Build employer relationships that create opportunities for young adults to succeed in today's workforce, incorporating collaborative programs that bring real-world work experiences into the classroom.
- Monitor employer connections and engage in ongoing efforts to promote the employment of individuals with disabilities in the community, including individual outreach and group presentations.
- Identify and establish partnerships with appropriate community service providers to meet the needs of individuals with disabilities.

IV. Guidance Used for All Duties Include but Are Not Limited To:

School to Work Alliance Program Contract, SWAP 101 Manual, CDE/DVR Cooperative Services Agreement, LEA/DVR Local Working Agreements, LEA/DVR/Local Employer MOU for Project Search, IHE/DVR Cooperative Services Agreement, Cooperative Services Handbook for Youth in Transition, Transition Coalition Modules, Guidepost for Success, Individuals with Disabilities Education Act, Colorado Exceptional Student Services Act, Workforce Innovation Opportunity Act, WINTAC, NTACTION, DVR Services Policy Manual, Vendor Code of Ethics, Americans with Disabilities Act, O*NET, Colorado's Interagency Sequencing of Services Initiative for Students and Youth with Disabilities

V. Functional Attributes of All Job Duties

ADAA Essential Function Yes

- Functional Attributes
 - Physical *
 - Mental 1-11
 - Environmental *
 - Hazards *

**Physical, environmental and hazards are subject to the type of vocational environment the young adult is working in. Work environments shall abide by child labor laws for pre-employment transition services and/or placement.*

VI. Experiences of Employment

Examples of typical problems or challenges encountered by this position, and the guidance used to resolve the problem:

- **Student's Individual Needs & Timing of Referral to DVR:** Each student's situation requires careful analysis to determine the optimal time for referring to DVR. The challenge lies in recognizing when a student is ready to engage in activities that build capacity for a career path or employment plan development. The timing is unique to each student and doesn't always align with a specific age or event like graduation. Guidance involves collaborating closely with educational staff to ensure that referrals are made when the student is prepared and available for transition services.
- **Managing Diverse Disabilities and Family Perspectives:** SWAP Providers work with a wide range of disabilities and must account for how each individual and their family perceives the impact of disability. Each case presents distinct challenges, as there are no one-size-fits-all solutions. Guidance is drawn from a flexible, individualized approach, considering the unique needs of the participant, and drawing on available resources to address those needs.
- **Program Implementation as Directed by DVR Counselor:** When implementing a participant's program as prescribed by the DVR Counselor, challenges can arise from the need to provide continuous feedback and adapt resources to meet individual needs. Guidance involves maintaining open communication with the DVR Counselor to ensure accurate reporting and timely adjustments to the program based on participant progress and feedback.
- **Overcoming Obstacles to Employment Success:** Common challenges include addressing issues like transportation barriers, acquiring assistive technology, or creating supportive work environments. To resolve these, SWAP Providers collaborate with families, employers, and service providers to develop creative solutions and utilize resources such as job coaching or community support programs.
- **Mediating Between Multidisciplinary Teams:** Transitioning from an educational environment to the workforce often involves mediating between different stakeholders, including education professionals, families, and vocational rehabilitation teams. This requires patience, a positive attitude, and innovation to ensure effective communication and cooperation. Guidance comes from adopting a solution-focused, collaborative approach that facilitates understanding between all parties involved.
- **Identifying and Addressing Employment Barriers:** Identifying additional challenges that hinder progress toward employment, such as inadequate skills or external barriers, can be difficult. The guidance for resolving these challenges comes from comprehensive case management, involving assessment, resource coordination, and individualized planning to ensure participants overcome obstacles.
- **Case Management of Additional Needs:** Some participants may present obstacles outside the scope of direct employment-related issues. These could include personal, social, or health-related challenges. The guidance involves ongoing case management, collaboration with other professionals, and providing support to address these needs effectively.
- **Adhering to Policies and Procedures:** It's important to stay aligned with Board of Education policies, Superintendent policies, and building procedures. Challenges can arise

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when policies conflict with participant needs or expectations. Guidance is drawn from a thorough understanding of organizational procedures and a commitment to adhering to them while advocating for participant needs.

- **Effective Communication and Collaboration:** Engaging effectively with youth, families, education staff, DVR staff, community partners, and employers can be challenging due to varying communication styles and priorities. The guidance for resolving communication issues includes fostering a cooperative, respectful environment, and maintaining open, transparent communication channels with all involved parties.
- **Workplace Safety Issues:** Recognizing and addressing safety concerns in the workplace is a critical responsibility. Challenges may arise if safety concerns are not properly identified or communicated. Guidance comes from following established safety protocols, using the appropriate safety equipment, and ensuring any unsafe conditions are reported promptly for resolution, ensuring the well-being of all involved.

VII. Conditions of Employment

Education and Relevant Work Experience:

- Bachelor's degree in human services or a related field from an accredited college or university, or equivalent experience in a related field, may be considered in place of the educational requirement.
- At least two (2) years of experience in job development or a related area.
- Experience working with diverse populations of young adults with disabilities.
- Management and supervisory experience preferred.
- Proficiency in Microsoft Word, Excel, PowerPoint, Google Docs, Google Sheets, Google Slides, and virtual meeting platforms.

Licenses, Certifications, or Registrations:

- Criminal background check required prior to hire.
- Ability to travel between school and community locations.

FUNCTIONAL ATTRIBUTES OF JOB DUTIES

I. PHYSICAL DEMANDS

1. **SEDENTARY** - Exert up to 10 lbs. of force occasionally and/or a negligible amount of force frequently or constantly to lift, carry, push, pull, or otherwise move objects, including the human body. Involves sitting most of the time, but may involve walking or standing for brief periods of time.
2. **LIGHT** - Exert up to 20 lbs. of force occasionally, and/or up to 10 lbs. of force frequently, and/or a negligible amount of force constantly to move objects. Physical demands are in excess of those of Sedentary work. Light work usually requires walking or standing to a significant degree.
3. **MEDIUM** - Exert up to 50 lbs. of force occasionally, and/or up to 20 lbs. of force frequently, and/or up to 10 lbs. of force constantly to move objects.
4. **HEAVY** - Exert up to 100 lbs. of force occasionally, and/or up to 50 lbs. of force frequently, and/or up to 20 lbs. of force constantly to move objects.
5. **VERY HEAVY** - Exert in excess of 100 lbs. of force occasionally, and/or in excess of 50 lbs. of force frequently, and/or in excess of 20 lbs. of force constantly to move objects.
1. **CLIMBING** - Ascending or descending using feet and legs and/or hands and arms. Body agility is emphasized.
2. **BALANCING** - Maintaining body equilibrium to prevent falling on narrow, slippery, or erratically moving surfaces; or maintaining body equilibrium when performing feats of agility.
3. **STOOPING** - Bending body downward and forward. This factor is important if it occurs to a considerable degree and requires full use of the lower extremities and back muscles.
4. **KNEELING** - Bending legs at knees to come to rest on knee or knees.
5. **CROUCHING** - Bending body downward and forward by bending legs and spine.
6. **CRAWLING** - Moving about on hands and knees or hands and feet.
7. **REACHING** - Extending hand(s) and arm(s) in any direction.
8. **HANDLING** - Seizing, holding, grasping, turning, or otherwise working with hand or hands. Fingers are involved only to the extent that they are an extension of the hand.
9. **FINGERING** - Picking, pinching, or otherwise working primarily with fingers rather than with the whole hand or arm as in handling.

- 10. FEELING** - Perceiving attributes of objects, such as size, shape, temperature, or texture, by touching with skin, particularly that of fingertips.
- 11. TALKING** - Expressing or exchanging ideas by means of the spoken word. Talking is important for those activities in which workers must impart oral information to clients or to the public, and in those activities in which they must convey detailed or important spoken instructions to other workers accurately, loudly, or quickly.
- 12. HEARING** - perceiving the nature of sounds. Used for those activities that require ability to receive detailed information through oral communication, and to make fine discriminations in sounds, such as when making fine adjustments on running engines.
- 13. TASTING/SMELLING** - Distinguishing, with a degree of accuracy, differences, or similarities in intensity or quality of flavors and/or odors, or recognizing particular flavors and/or odors, using tongue and/or nose.
- 14. NEAR ACUITY** - Clarity of vision at 20 inches or less. Use this factor when special and minute accuracy is demanded.
- 15. FAR ACUITY** - Clarity of vision at 20 feet or more. Use this factor when visual efficiency in terms of far acuity is required in day and night/dark conditions.
- 16. DEPTH PERCEPTION** - Three-dimensional vision. Ability to judge distances and spatial relationships so as to see objects where and as they actually are.
- 17. ACCOMMODATION (FOCUS)** - Adjustment of lens of eye to bring an object into sharp focus. Use this factor when requiring near point work at varying distances.
- 18. COLOR VISION** - Ability to identify and distinguish colors.
- 19. FIELD OF VISION** - Observing an area that can be seen up and down or to right or left while eyes are fixed on a given point. Use this factor when job performance requires seeing a large area while keeping the eyes fixed.
- 20. CONTROL OF OTHERS** - seizing, holding, controlling, and/or otherwise subduing violent, assaultive, or physically threatening persons to defend oneself or prevent injury. Body strength and agility of all four limbs is necessary.

II. MENTAL FUNCTIONS

- 1. COMPARING** - Judging the readily observable functional, structural, or compositional characteristics (whether similar to or divergent from obvious standards) of data, people, or things.
- 2. COPYING** - Transcribing, entering, or posting data.
- 3. COMPUTING** - Performing arithmetic operations and reporting on and/or carrying out a prescribed action in relation to them.
- 4. COMPILING** - Gathering, collating, or classifying information about data, people, or things. Reporting and/or carrying out a prescribed action in relation to the evaluation is frequently involved.

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5. **ANALYZING** - Examining and evaluating data. Presenting alternative actions in relation to the evaluation is frequently involved.
 6. **COORDINATING** - Determining time, place, and sequence of operations or action to be taken on the basis of analysis of data. May include prioritizing multiple responsibilities and/or accomplishing them simultaneously.
 7. **SYNTHESIZING** - To combine or integrate data to discover facts and/or develop knowledge or creative concepts and/or interpretations.
 8. **NEGOTIATING** - Exchanging ideas, information, and opinions with others to formulate policies and programs and/or jointly arrive at decisions, conclusions, solutions, or solve disputes.
 9. **COMMUNICATING** - Talking with and/or listening to and/or signaling people to convey or exchange information, includes giving/receiving assignments and/or directions.
 10. **INSTRUCTING** - Teaching subject matter to others, or training others through explanation, demonstration, and supervised practice; or making recommendations on the basis of technical disciplines.
 11. **INTERPERSONAL SKILLS/BEHAVIORS** - Dealing with individuals with a range of moods and behaviors in a tactful, congenial, personal manner so as not to alienate or antagonize them.
- III. **ENVIRONMENTAL CONDITIONS & PHYSICAL SURROUNDINGS** - exposure results in marked bodily discomfort.
1. **EXPOSURE TO WEATHER** - Exposure to hot, cold, wet, humid, or windy conditions caused by the weather.
 2. **EXTREME COLD** - Exposure to nonweather-related cold temperatures.
 3. **EXTREME HEAT** - Exposure to nonweather-related hot temperatures.
 4. **WET AND/OR HUMID** - Contact with water or other liquids; or exposure to nonweather-related humid conditions.
 5. **NOISE** - Exposure to constant or intermittent sounds or a pitch or level sufficient to cause marked distraction or possible hearing loss.
 6. **VIBRATION** - Exposure to a shaking object or surface. This factor is rated important when vibration causes a strain on the body or extremities.
 7. **ATMOSPHERIC CONDITIONS** - Exposure to conditions such as fumes, noxious odors, dusts, mists, gases, and poor ventilation, that affects the respiratory system, eyes or, the skin.
 8. **CONFINED/RESTRICTED WORKING ENVIRONMENT** - Work is performed in a closed or locked facility providing safety and security for clients, inmates, or fellow workers.

IV. HAZARDS

1. Proximity to moving, mechanical parts.
2. Exposure to electrical shock.
3. Working in high, exposed places.
4. Exposure to radiant energy.
5. Working with explosives.
6. Exposure to toxic or caustic chemicals.