

ATTACHMENT 3 - JOB FUNCTIONS AND QUALIFICATIONS**RFP 109245 O3 REBID****SERVICES COORDINATOR STANDARDS (JOB FUNCTIONS AND QUALIFICATIONS)****DESCRIPTION:**

The services coordination agency is responsible for hiring, contracting with, and terminating services coordination staff and for their compliance with regulations.

Under general supervision from a services coordinator supervisor, the services coordinator is responsible for the identification, referral and coordination of services for children and families. The services coordinator also serves as the single point of contact in helping parents gain needed services and assistance.

EXAMPLES OF WORK:

Conducts home visits with the family to review intake information and establish rapport.

Secures information releases to facilitate sharing of information and notifies referral source of the referral outcome, with the permission of the family.

Maintains ongoing communication with referral source and other contacts as requested by the family.

Identifies family needs, strengths and priorities on a continuing basis.

Advocates for the family to ensure family priorities remain the driving force behind the Individualized Family Service Plan (IFSP).

Assists the family in forming the IFSP team and gaining access to services.

Serves as liaison between the family and service providers relative to the needs of the family, while at the same time encouraging the family to take this role.

Assists the family in identifying gaps in services and relaying that information to the IFSP team and other agencies.

Works with the family to develop strengths and skills needed to support the child with the disability.

Facilitates and supports parents' advocacy skills.

Maintains current information base regarding services available within the community.
Develops and maintains interagency contacts.

Coordinates and chairs IFSP team meetings and conducts appropriate follow-up to assure

Plan implementation (initial, periodic reviews and others).

Completes, updates and disseminates IFSP and Family Assessment documents following confidentiality and time frame guidelines.

Facilitates communication between family and IFSP team and other service providers.

Facilitates problem solving and the collaboration of team members around changing needs and assists in modifying the IFSP.

Serves as mediator for addressing and managing conflicts among families, agencies, and service providers.

Facilitates the development of a transition plan.

Maintains record of contacts with families and agencies, including monitoring progress toward IFSP goals/outcomes and service delivery and recording further follow-up needed, in accordance to DHHS guidance, policies and regulations.

Maintains required data and confidential records.

ENTRY KNOWLEDGE, ABILITIES, AND SKILLS REQUIRED:

Knowledge of: child development; the uniqueness of families; community resources and how to access them; family systems model; empowerment theory; family-centered services; interagency collaboration; affirming minority families and their cultural diversity.

Ability to: work with families as equal partners; work with a team, including dynamics of group interaction, conflict resolution and process evaluation; make team members feel comfortable and valued; communicate with people from a variety of backgrounds and education levels; network with other professionals; understand the need for confidentiality and abide by all acceptable standards in safeguarding service coordination records and all service activity involving the family; organize records and make them understandable to others.

Skill in: listening, interviewing and conversational techniques.

FULL PERFORMANCE KNOWLEDGE, ABILITIES AND SKILLS REQUIRED (these may be acquired on the job and are needed to perform the work assigned):

Knowledge of: family dynamics; disabilities and current practices in the field of developmental disabilities; support groups and volunteers; the influence of culture on family structure, individual and group relationships and child rearing practices; American racial/ethnic minority groups, i.e., African American, Native American, Hispanic/Latino American, and Asian American.

Demonstrates ability and skill proficiency in: collaboratively working with families of children with special needs, young children, infants and/or toddlers; interviewing/assessment techniques in family-centered manner; effective communication skills; interagency collaboration; clear, objective, factual documentation of service provision as required by regulation; mediation and conflict resolution skills; adherence to all standards of

confidentiality.

MINIMUM QUALIFICATIONS:

Two years' experience in a health and/or human services field OR 24 semester hours of post high school education in behavioral sciences, social sciences or closely related field OR any combination of education and experience that equates to two years in human services, behavioral sciences, social sciences, or closely related field. Must have experience working with families of children with special needs, young children, infants and toddlers; experience with a broad variety of community agencies that provide services to young children with disabilities and families; and experience working with culturally diverse families.

SERVICES COORDINATION SUPERVISOR STANDARDS (JOB FUNCTIONS and QUALIFICATIONS)

DESCRIPTION:

Under limited supervision from the planning region team, the services coordination supervisor is responsible for supervising services coordinator positions. This includes the day-to-day management of the Early Intervention Program in regard to family needs within a specific region. The services coordination supervisor also acts as liaison between the services coordinators and the local planning region team to address gaps in family services and regional systems change to support these services.

EXAMPLES OF WORK:

Assists the local planning region team in the recruitment and selection of services coordinators.

Evaluate services coordinator's performance through discussion of family outcomes, assessment processes, resource contacts, observation of services coordinators during home visits, IFSP meetings, and regular staff meetings.

Provides day-to-day consultation to services coordinators regarding family specific needs to ensure appropriate supports are provided.

Provides staff development and program specific training to services coordinators in collaboration with the local planning region team.

Fosters the building of team relationships and utilizes conflict resolution techniques to promote collaboration among services coordinators, service providers, and families.

Develops internal procedures to operate and supervise the Early Intervention Program.

Assures the dissemination of materials and information to families and service providers to ensure adherence to the family-centered service delivery model.

Consults with the local planning region team and the services coordinators to facilitate the

development and sharing of resources to meet the needs of families with young children with disabilities in the region. This includes identification of gaps in services, issues, system changes, and administrative innovations.

ENTRY KNOWLEDGE, ABILITIES, AND SKILLS REQUIRED

Knowledge of: the principles and techniques of supervision; work performance and other standards of employee development; the methods and procedures of employee training; family dynamics; disabilities and current practices in the field of developmental disabilities; support groups, community resources, and volunteers; the influence of culture on family structure, individual and group relationships and child-rearing practices; American racial/ethnic minority groups, i.e., African American, Native American, Hispanic/Latino American, and Asian American; empowerment theory; family-centered services; interagency collaboration.

Ability to: plan, assign, direct, and evaluate the work of subordinate staff; coordinate services coordinator assignments and workloads with families of children with special needs, young children, infants and/or toddlers; work with a team, including dynamics of group interaction, conflict resolution and process evaluation; communicate orally and in writing with people from a variety of backgrounds and education levels; network with other professionals; abide by all standards of confidentiality.

FULL PERFORMANCE KNOWLEDGE, ABILITIES, AND SKILLS REQUIRED (these may be acquired on the job and are needed to perform the work assigned):

Knowledge of: the practices of management including planning, organizing, and staffing; the techniques of program research, planning, and evaluation; community-based and institutional disability services; habilitation and services coordination; habilitation services delivery.

Ability to: plan, organize and assign the work of staff; train and evaluate staff based on standards of performance; communicate with community services to exchange administrative/program information and to explain operations and management decisions; analyze the critical elements of and the operational problems pertinent to the planning and directing of program activities.

JOB PREPARATION GUIDELINES (entry knowledge, abilities, and/or skills may be acquired through, BUT ARE NOT LIMITED TO, the following coursework/training and/or experience):

Any combination of training and/or experience that will enable the incumbent to possess the required knowledge, abilities, and skills. A general qualification guideline for positions in this class is post high school coursework/training in social behavioral sciences, education, speech pathology/audiology, physical/occupational therapy, or rehabilitation counseling. Must have experience in direct services with at least three years in a supervisory/management position in a human services, education, or related field; experience working with persons with disabilities; experience with a broad variety of community agencies that provide services to young children with disabilities and families; experience working with culturally diverse families.