

Vocational Adjustment Coordinator

Job Responsibilities

The Secondary Transition/Post-School Results Network recognizes a need for statewide guidance regarding the Vocational Adjustment Class (VAC) instructional arrangement. This document has been developed using researched data from local, regional, and state sources. The intent of this document is to provide a **framework for local district development** of a vocational adjustment coordinator job description. This document should be used in conjunction with regulations, laws, and rules that govern the employment and education of students.



Job Title: Vocational Adjustment Coordinator
Reports to: Administrator as assigned
Department/Campus: Assigned campus
Wage/Hour Status: Exempt
Pay Grade: Appropriate to experience and district policy

VAC Instructional Arrangement

This instructional arrangement/setting is for providing special education and related services to a student who is placed on a job with regularly scheduled direct involvement by special education personnel in the implementation of the student's IEP. This instructional arrangement/setting shall be used in conjunction with the student's individual transition plan and only after the school district's career and technology classes have been considered and determined inappropriate for the student.

19 TAC § 89.63(c)(9)

*"This code [instructional arrangement/setting] applies to students in full-time or part-time employment, as documented in the IEP. This instructional setting code **should not be confused with general career and technical education classes that are offered by the district.**"*

*A student with a disability may participate in other occupational preparation programs (which do not generate special education contact hours), including general career and technical education and career and technical education for the disabled (CTED) classes. However, **the student must be employed**, receiving special education services as required in the IEP, and coded VAC (08) to claim special education contact hours."*

Student Attendance Accounting Handbook (2009-2010)

Qualifications

Minimum Education/Certification

- If initially assigned prior to 9/1/85:
 - Special education certificate
 - Teacher certificate plus special education endorsement
- If initially assigned after 9/1/85, but before 9/1/90:
 - Generic special education
- If initially assigned after 9/1/90:
 - Special education certificate*
 - Teacher certificate plus special education endorsement*
 - Generic special education*

*Plus 60 clock hours of specified in-service training resulting in a certificate of completion from the in-service provider (districts must maintain documentation).

NOTE: Teachers assigned to this instructional arrangement after September 1, 1990, will have three years from the date of assignment to complete the new criteria. *19 TAC Chapter 231.1(e)*

Use the vocational areas below to develop a professional development plan for obtaining 60 hours:

- Job development and job/task analysis, including job market evaluation and employment outlook
- Student vocational assessments to create job match based on
 - * student aptitudes
 - * student preferences
 - * student abilities
 - * student social skills and soft skills needed to obtain and maintain employment
- Vocational annual goals in IEP linked to postsecondary goals
- Employment supports, including but not limited to
 - * job coaching
 - * fading
 - * natural supports
 - * teacher observations
- Employment
 - * self-employment/entrepreneurship, including understanding characteristics and appropriateness of choice
 - * competitive employment in relation to work-based learning
 - * customized employment
- Employer recruitment

Documentation of the Certificate of Completion and Attendance of these 60 hours is the responsibility of the individual district and the employee.

Knowledge and Skills

- Knowledge of federal and state rules and regulations regarding:
 - Transition planning
 - Special education
 - Career and technical education
 - Employment, child labor, and wage and hour requirements
 - Workplace accommodations
 - Vocational rehabilitation
- Ability to communicate effectively, verbal and written, in a variety of environments (education,

- business and industry, parental communication)
- Understanding of the characteristics of all disabilities eligible for special education services
- General knowledge of curriculum and instruction, including Texas Essential Knowledge and Skills (TEKS) and the Texas Assessment Program

Work Conditions

- Requires travel to various sites throughout the district
- Requires ability to provide instruction in a variety of environments
- May be required to lift heavy objects

Major responsibilities and duties

The vocational adjustment coordinator's primary responsibility is to provide special education and related services and appropriate learning activities and experiences that are designed to develop student potential for intellectual, emotional, vocational, and social growth. The goal is to enable the student to develop competencies and skills to function successfully on the job and in the community.

In order to fulfill these responsibilities and to ensure student growth and development, the vocational adjustment coordinator should

- identify/develop job opportunities, assist students with completion of applications, participate in job interviews, and provide job coaching according to the individual needs of the student.
- maintain a regular schedule of direct involvement with the student in the implementation of the student's IEP, including progress toward postsecondary goals.
- train students in appropriate work-related attitudes, habits, behavior, dress, and communication skills necessary to obtain and maintain employment.
- evaluate student vocational skills and behavior to assist in determining work readiness, abilities, interests, and preferences.
- provide opportunities for the student to develop self-determination and self-advocacy skills.
- monitor and document progress toward mastery of employment goals and objectives in the implementation of the IEP.
- disseminate information to parents and students on the purpose and expected outcomes of participation in work-based learning.

To ensure parent involvement, the coordinator should

- disseminate information to parents and students on the purpose and expected outcomes of work-based learning.
- involve parents in the development, implementation, and mastery of employment goals and objectives.
- how student's work-based learning is helping student move toward attainment of postsecondary goals.
- problem solve with the parent, student and the ARD committee regarding transportation to and from work.

To ensure professional employer relationships, the coordinator should

- provide a continuum of supports and services to employers.
 - regularly scheduled job site visits
 - ongoing communication (written correspondence, phone calls, e-mail, etc.)
 - on-the-job supports/job coaching
- collaborate with employers to provide learning opportunities for students.
- maintain and document ongoing contact with employers.

To ensure appropriate community interaction, the coordinator should

- network with local business and community leaders to gain knowledge of the job market in the community and help develop job sites.
- collaborate with other service providers in building employability skills for students.
- maintain an active role in developing positive public relations between school and community.

To ensure professional growth and development, the coordinator should

- maintain current knowledge of labor market trends and needs.
- participate in ongoing professional growth opportunities.
- possess knowledge and understanding of current federal and state education and child labor laws.
- facilitate compliance with local district policies and procedures.

To ensure quality instruction and classroom management, the coordinator should

- serve as a member of the ARD committee when initial or continued participation is being considered for a student.
- participate in development of employment and other post-school adult living objectives.
- instruct students in vocational, employability, self-help skills, and access to services.
- provide on-the-job support as needed for student success. The vocational adjustment coordinator may be required to provide job coaching services or supervise the activities of job coaches assigned to students.
- monitor and report student progress toward attainment of postsecondary goals.
- maintain records as required by the local school district and assigned campus(es).
- collaborate with colleagues in the implementation of employment goals and objectives for students.

To ensure effective communication, the coordinator should

- maintain and document communication with support staff assigned to work with VAC students (job coaches, behavior specialists, etc.).
- demonstrate professional, ethical, and responsible behavior.
- maintain and document effective communication between student, parent, and employer.
- maintain confidentiality of specific student information in accordance with federal and state rules and regulations and local district policies.



This publication was developed by the Secondary Transition/Post-School Results Network and is provided by the state leadership, Education Service Center Region XI, Fort Worth, Texas.