

## STATE OF IOWA

TERRY BRANSTAD, GOVERNOR KIM REYNOLDS, LT. GOVERNOR DEPARTMENT OF EDUCATION JASON E. GLASS, DIRECTOR

### Dear Applicant:

Thank you for your interest in applying for the position of Education Program Consultant with the Iowa Department of Education. Attached for informational purposes are a Job Opening Announcement and a Position Description Questionnaire.

In order to be considered for this position, the applicant must provide all requested information regarding the stated qualifications. Applications for this position must be returned to this office by the date listed on the job opening announcement for this position. The selection process consists of these steps:

- I. Each applicant should forward to this office the following:
  - A. Completed Department of Education application form.
  - B. Cover letter describing your interest in the position.
  - C. Current resume/vita, which address the qualifications for this position.
  - D. Current set of college/university transcripts, including all training related to the position.
  - E. Three current letters of recommendation, which address the qualifications for the position.
  - F. Names of at least three other references with addresses and telephone numbers.

Letters of recommendation and transcripts may be sent directly to the Department of Education at the address listed below.

- II. Based upon the initial screening process, selected applicants will be invited to participate in a formal interview with department staff.
- III. The formal interview will last approximately one hour in length. The same questions will be asked of all those interviewed. There will be an opportunity to ask the committee members questions as part of the interview process.

If your application for this position should be kept confidential, please indicate that in your application materials. Should you have any questions related to the selection process, please contact me. Again, thank you for your interest in becoming a consultant with our department.

Sincerely,

Kayli Burkhart Human Resources Associate Iowa Department of Education

Attachments



# STATE OF IOWA

TERRY BRANSTAD, GOVERNOR KIM REYNOLDS, LT. GOVERNOR DEPARTMENT OF EDUCATION JASON E. GLASS, DIRECTOR

Date Job Opening Posted: February 22, 2013

IOWA DEPARTMENT OF EDUCATION JOB OPENING ANNOUNCEMENT

POSITION:

Education Program Consultant (Sped Ed Consultant/Transition)

PAY GRADE:

Pay Plan 000, Pay Grade 32

Current Salary Range - \$ 2,056.00 - \$ 3,179.20 biweekly

\$ 53,456.00 - \$82,659.20 annually

LOCATION:

Grimes State Office Building

WORK UNIT:

Department of Education, Division of Learning and Results, Bureau of Learner Strategies and Support

DESCRIPTION:

This position is responsible for the development and improvement of transition services for students with disabilities (ages 14-21) served in public and nonpublic schools in Iowa. In order to improve secondary services for youth with disabilities, job responsibilities include oversight of the collection, analysis, interpretation and use of data; and program development operation and maintenance through the use of technical assistance, outreach, development of innovation and systems change strategies.

8:00 a.m. - 4:30 p.m., Monday - Friday with some in and out of state travel, nights and weekends

QUALIFICATIONS: A Master's Degree

#### AND

three years of full time post graduate experience in any one or a combination of the following areas:

- Professional training, teaching or counseling experience;
- Professional experience evaluating compliance with state or federal law in a government setting;
- Professional experience evaluating the effectiveness of education and/or social science programs in a government or university setting.
- Professional experience in data collection, analysis, and reporting. 4.

OR

an equivalent of the required experience or a combination of the required education and experience to total five years; on the basis that one year of experience equals thirty semester hours of education.

#### DESIRABLE QUALIFICATIONS:

Strong data analysis skills, good communication skills, ability to work as part of a team, experience with IDEA data and/or secondary transition, knowledge of state government operations and approaches to affect change...

Grimes State Office Building - 400 E 14th St - Des Moines IA 50319-0146 PHONE (515) 281-5294 FAX (515) 242-5988 www.iowa.gov/educate Championing Excellence for all Iowa Students through Leadership and Service DEADLINE:

To ensure full consideration for this position, the Department's application form, as well as other requested materials, must be returned to this office. This position will remain open until filled. For additional information regarding this position or application materials contact:

Kayli Burkhart, Human Resources Associate Iowa Department of Education Grimes State Office Building 400 E 14<sup>th</sup> St Des Moines, IA 50319-0146 515-281-3411 E-mail: education.personnel@iowa.gov

It is the policy of the Iowa Department of Education not to discriminate on the basis of race, creed, color, sexual orientation, gender identity, national origin, gender, disability, religion, age, political party affiliation, or actual or potential parental, family or marital status in its programs, activities, or employment practices as required by the Iowa Code sections 216.9 and 256.10(2), Titles VI and VII of the Civil Rights Act of 1964 (42 U.S.C. § 2000d and 2000e), the Equal Pay Act of 1973 (29 U.S.C. § 206, et seq.), Title IX (Educational Amendments, 20 U.S.C.§§ 1681 – 1688), Section 504 (Rehabilitation Act of 1973, 29 U.S.C. § 794), and the Americans with Disabilities Act (42 U.S.C. § 12101, et seq.).

If you have questions or grievances related to compliance with this policy by the Iowa Department of Education, please contact the legal counsel for the Iowa Department of Education, Grimes State Office Building, Des Moines, IA 50319-0146, telephone number 515/281-5295, or the Director of the Office for Civil Rights, U.S. Department of Education, 111 N. Canal Street, Suite 1053, Chicago, IL 60606-7204.

### DEPARTMENT OF ADMINISTRATIVE SERVICES HUMANIRESOURCES ENTERPRISE (DASARE) POSITIONIDESCRIPTION QUESTIONNAIRE (PDQ)

Please read instructions before completing this form.

answer(e)	FOR/AGENCY/USE GNLY			FOR DASHREWSE ONLY		
	EURAGENDAUGEGNET	pr	OQ#;	2013-1096		
M-5 #:			ass Title:	Education Program Consultant		
New Position			3-Digit Position #:	<u> </u>		
Position review requested			ersonnel Officer:	Jim Freese		
☐ Update only ☐ Response to DAS-HRE request			ate:	Feb 13, 2013		
PHART CO.		0. 0 40 -11-15	tualitas ii	3. Current Class Title		
			61-01071-003	Education Program Consultant		
4. Department, Division, Bureau, Section and Work Address  Bducation, Learning and Results, Learner Strategies and Support, 400 B 14th St. Des Moines, IA 50319  Bducation, Learning and Results, Learner Strategies and Support, 400 B 14th St. Des Moines, IA 50319						
W CO						
		instructioned	for a electification de	art-time (list number of hours per week):		
7. Have th	ne assigned duties changed since this position					
8. Classification requested			NAME AND ION CHIST	lification of the immediate supervisor Chief of Learner Strategies and Support		
45 5	the aftitionty Departs the work in detail	Vake the description	n on alpar that the re	edor can understand each task exactly. In the % column, I		
	10. Description of Work: Describe the work in detail. Make the description so clear that the reader can understand each task exactly. In the % column, enter the percent of time spent on each task during an average work week, not to exceed 100%. List tasks in descending order of time spent. If this is a reclassification request, the previous PDQ must be attached. This PDQ will be returned if any section is incomplete.					
reclass	sincation request, the previous FDG interne	CAST CONTRACT OF STREET				
77		WORK(PERFOR	MED	CONTRACTOR		
50%	Secondary Transition, is responsible for the development and improvement of transition services for students with disabilities (ages 14-21) served in public and nonpublic schools in Iowa. This will be done in accordance with the Individuals with Disabilities Education Act (IDEA), 2004.  Program Development and Improvement  Provide coordination between the Bureau of Learner Strategies and Supports and other agencies/units involved in transition planning and services for students with disabilities. These units include: other Bureaus in the Division of Learner Results, Division of Vocational Rehabilitation Services, Iowa Work Force Development, Department of Human Services, Iowa's Parent Training and Information Center, institutes of higher education and other agencies that provide/influence transition services for youth with disabilities.  Provide oversight to the collection, analysis, interpretation, reporting and use of B13 data to improve secondary transition services for youth with disabilities.  Review and make recommendations for disposition of grant applications for model projects in the area of secondary transition.  Demonstrate understanding and support of successful post school outcomes for students with disabilities.  Assist in mitiating Department-funded demonstration projects.  Make recommendations to university and college training programs regarding training needs, curriculum changes in career/vocational education and transition planning for students with disabilities.  Conduct statewide workshops and seminars on related transition topics for work experience coordinators, transition specialists, consultants, teachers, administrators, parents and adult agencies.  Conduct needs assessments and planning for in-service activities. Conduct and lead post school follow-up activities, including Indicator B14 data collection, analysis, reporting and use for planning improvement activities.  Provide information to work experience coordinators, transition specialists, special education administrators, special					
	services.  Provide assistance to AEAs, L  Support and provide assistance	BAs and universi to ABAs, LBAs the development	ities and colleges in and the Division o	n proposal writing to secure project funds. If Vocational Rehabilitation in the implementation of grains and service models to address needs identified		

10. Description of Work: Describe the work in detail. Make the description so clear that the reader can understand each task exactly. In the % column, enter the percent of time spent on each task during an average work week, not to exceed 100%. List tasks in descending order of time spent. If this is a reclassification request, the previous PDQ must be attached. his PDQ will be returned if any section is incomplete.

### WORK PERFORMED Work cooperatively with other agencies in reviewing grant applications, conducting in-service training and providing information to professionals involved in career/vocational education and transition planning for students with disabilities. Provide assistance and work collaboratively with the Division of Vocational Rehabilitation to ensure youth with disabilities experience employment preparation, placement and ongoing support. Program Operation and Maintenance 25% Review and make recommendations for approval and monitoring of any ABA's corrective action plan related to secondary transition. Serve as a resource to other public and nonpublic agencies related to transition services. Respond to communication requests for information and Federal and State policy interpretation regarding transition services. Provide technical assistance to work experience coordinators, transition specialists, and teachers including assistance in program planning and evaluation, information and media, organizational and resource development. Assist in defining problems and solutions and implementation of resolution. Serve in liaison role with university training programs, secondary programs at community colleges and other post secondary/vocational institutions. Regulatory and Fiscal 20% Make recommendations for program and special project funding for transition services for students with disabilities. Make recommendations regarding licensure standards for work experience coordinators, transition specialists, and special education personnel. Assist in the monitoring of ABA, LBA and state-operated special education programs to determine compliance with Pederal and State regulations, including the Annual Performance Report. Interpret Federal and State compliance requirements for special education programs and services related to transition and career/vocational education guidelines. Professional Development Maintain professional competency through review of professional literature, on-site visitation of innovative programs 5% and continuing education activities. Participate in professional activities of National and State professional organizations. Serve on National, State, or local committees and executive boards as appropriate. Assist in the upgrading of professional competencies of personnel providing transition services to students with disabilities. Maintain ongoing contact with other professionals in the field through informal networking. This includes professionals in special education, transition, vocational education, vocational rehabilitation, and Job Training Partnership Act, and other programs that provide transition services to students with disabilities.. Complete other assignments as directed by Department and Burean administration.

Click Here to conlinue with item #11

11.	is this position considered to be supervisory? Yes \(\sum \) No \(\sum \) (If Yes, complete the Supervisory Analysis Questionnaire form [CFN 552-0193] and attach it with this PDQ.)
12.	For what reasons are you requesting that this position be reviewed? Include, if applicable, significant changes or additions to duties, comparison(s) with other positions, etc. Be specific. Attach additional sheets, if necessary.
<u>Em</u>	ployee Signature
	I certify that I have read the instructions for the completion of this questionnaire, that the answers are my own, and that they are accurate and complete.
!	OR  The questionnaire was completed by department management. I have read and been provided a copy of this questionnaire.
	Signed
	(Incumbent Employee) (Date)
	For position review requests, if you have not been notified by your department's management of their decision to either support or not support this request within 30 days, you may send this request directly to DAS-HRE for review. Address it to: Administrator, Program Delivery Services, Iowa Department of Administrative Services – Human Resources Enterprise, Hoover Building, Level A, 1305 East Walnut, Des Moines, Iowa 50319.
Su	pervisor Review of PDQ
eithe	section must be completed within 30 days after the PDQ is received from the employee. The employee must be notified of the decision to a support or not support the request. Regardless, the request must be forwarded to DAS-HRE. This PDQ will be returned if any section is implete. Attach additional sheets, if necessary.
13.	indicate to what extent, if any, the statements on this form are, in your opinion, not correct or need clarification.
14.	Describe the origin of any new duties, i.e., those marked with an "X" in item 10. If new duties have been added, where were they performed prior to being assigned to this position? Are these duties performed by anyone else? If so, identify the person(s) and the position classification of their positions. How long have the new duties been performed?
15.	What is the basic purpose of this position?
	This position is responsible for the implementation and improvement of transition services for students with disabilities (ages 14-21) served in public and nonpublic schools in Iowa, in accordance with the Individuals with Disabilities Education Act (IDEA), 2004.
16,	Identify the essential functions that must be performed by the incumbent, with or without reasonable accommodations for disabilities, identify any certifications or licenses that are required. Refer to the instruction sheet, Section 3.15 of the Managers and Supervisors Manual, or Chapter 5 of the Applicant Screening Manual for more information on essential functions.
	Knowledge of legislation, program models, research, and issues and trends in the area of transition, including Indicators B13 and B14. Ability to interpret and apply pertinent Federal and Iowa laws, regulations, rules, case law, policies and procedures pertinent to special education. Ability to represent the Bureau, both within and outside the Department and to gain support for the Departments program goals. Ability to use sound judgment to identify, analyze, assimilate and comprehend critical elements of given situation; to extract and interpret implications of courses of action; assist in finding a solution or alternative solutions; and, assist in resolution and implementation of selection solution. Ability to incorporate innovations in the field of general and special education or discoveries about the learning process to teaching or remediation methods, techniques, strategies and curriculum and program content. Ability to motivate, train, and work effectively with Federal, SBA, ABA, LBA personnel, parents, related agencies and the general public. Ability to gain the respect and confidence of others and to deal effectively with persons representing wide backgrounds, interest, and points of view. Ability to make clear, logical and concise presentations, orally and in writing.

17.	Identify the most critical competencies required to perform the job duties of this position as described in Item 10. Competencies are observable and measurable knowledge, abilities, skills and behavior that must be applied to achieve results aligned with the goals of the organization. Refer to Chapter 5 of the Applicant Screening Manual or the State of lowa Competency Guide for more information about competencies.				
	1. Knowledge of legislation, program models, research and issues and trends in the area of secondary transition, including Indicators B13 and B14. 2. Ability to interpret and apply pertinent Federal and Iowa laws, regulations, rules, case law, policies and procedures pertinent to special education. 3. Ability to use sound judgment to identify, analyze, assimilate and comprehend critical elements of given situation; to extract and interpret implications of courses of action; assist in finding a solution or alternative solutions; and, assist in resolution and implementation of selection solution. 4. Ability to incorporate innovations in the field of general and special education or discoveries about the learning process to teaching or remediation methods, techniques, strategies and curriculum and program content, 5. Ability to gain the respect and confidence of others and to deal effectively with persons representing wide backgrounds, interest, and points of view.				
18.	If this position is non-supervisory, is it considered to be confidentially or managerially exempt from collective bargaining?  Yes No (If Yes, complete the <u>Bargaining Exemption Questionnaire</u> form (CFN 552-0631) and attach it with this PDQ.)				
Sup	pervisor Comments and Signature				
19.	Support Request				
	Signed 2 13/13 (Date)				
<u>Ap</u>	pointing Authority Comments and Signature				
	Support Request Do Not Support Request				
	Comments (if applicable):				
	Signed 2.12.13				
	(Appointing Authority) (Date)				