



RHODE ISLAND COLLEGE JOB DESCRIPTION

Position classification: NUNC Date created or revised: 9/8/2022 Exempt/Non-Exempt Status: Exempt Responsible individual: No Campus Security Authority: No

Title: Coordinator, Educational Advocate Program
Status: Full-time, 35 hours/week (Grant funded position, renewable, contingent upon funding)
Grade: 13
Union: NUNC (Non-Union / Non-Classified)
Reports To: Director, Paul V. Sherlock Center on Disabilities

PRIMARY PURPOSE:

To coordinate the Educational Advocate Program. This program provides Educational Advocates for children with disabilities who are in state custody.

DESCRIPTION OF DUTIES AND RESPONSIBILITIES:

Essential Job Functions:

- Collaborate with Rhode Island Family Court, Rhode Island Department of Education (RIDE), and Rhode Island Department for Children, Family, Youth (DCYF) in implementing the Educational Advocate Program.
- Oversee the daily responsibilities of a program that serves students with special education needs who are in the custody of the Child Welfare System.
- Ensure goals and objectives of program are accomplished in accordance with the Federal Consent Order (Decree).
- Establish and maintain effective communication with inter-related agencies, including but not limited to, the RIDE, DCYF, CASA, School Departments, Therapeutic Foster Care Agencies, and Residential Facilities.
- Provide consultative assistance to RIDE, DCYF and other pertinent agencies regarding policy interpretation, guidelines and program goals.
- Prepare and present quarterly reports through an Internal Review Committee comprised of representatives from the RIDE, DCYF and The RI Disability Law Center.
- Prepare annual report of compliance, progress and outcomes to the Director of the Paul V. Sherlock Center on Disabilities at Rhode Island College.
- Develop and provide presentations and trainings to community and professional groups to further the understanding and mandate of The Educational Advocate/Surrogate Parent Program.
- Review initial referrals to the program, assign cases to appropriate staff.
- Supervise and support Educational Advocate/Surrogate Parents.
- Coordinate training and support of Volunteer Educational Advocate/Surrogate Parents.
- Organize and facilitate regular meetings focusing on communication, technical assistance, policy review and professional development for staff with commitment to collaborative decision making.
- Facilitate case reviews to ensure compliance and regular staff support.
- Collect, manage and distribute data to monitor goals and outcomes.

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- Prepare internal documents required for program review.
- Maintain a caseload of students served by the program.
- Provide resources and information to Rhode Island College faculty and students.

Occasional Job Functions:

- Participate in all Sherlock Center leadership activities (i.e., Leadership Team, Action Teams, etc.).
- Perform other duties as assigned by the Director of the Sherlock Center on Disabilities.

REQUIRED QUALIFICATION STANDARDS:

Education:

Graduate Degree in special education administration and/or special education regulation, special education law, or a related field (psychology, social work, human services).

Experience:

Minimum of 10 years of experience (experience must include experience in both child welfare and education of children with disabilities).

OR

In lieu of a Graduate Degree, a Bachelor's Degree *with* 15 years of experience; the experience must include at least 10 years as a special education advocate for children with disabilities in state custody and at least 5 years of experience in other human service positions.

Skills, Knowledge and Abilities:

- Possess a thorough understanding of Federal and State Regulations governing the education of children with disabilities.
- Knowledge of the Child Welfare system.
- Knowledge of Family Court.
- Effective communication skills.

PREFERRED:

- Experience as an Educational Advocate.
- Bilingual in English / Spanish (fluent in speaking and writing).

ENVIRONMENTAL CONDITIONS:

The employee is not exposed to known adverse environmental conditions

The College requires that all applicants and employees be able to perform the essential functions of the job and will explore reasonable accommodations for individuals with disabilities.

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As an Affirmative Action/Equal Opportunity institution that values and is committed to inclusion and expanding the diversity of its faculty and staff, the College invites members of protected classes, including minorities and persons with disabilities, to identify themselves as such at the time of application.