



**RHODE ISLAND COLLEGE
JOB DESCRIPTION**

Position classification: NUNC
Date created or revised: 9/13/2022
Exempt/Non-Exempt Status: Exempt
Responsible individual: No
Campus Security Authority: No

Title: Coordinator, Early Intervention Training and Technical Assistance Center
Status: Full Time (35 hours per week), Calendar Year; Grant-funded position, renewable, contingent upon funding
Grade: 12
Union: NUNC (Non-Union / Non-Classified)
Reports To: Director, Paul V. Sherlock Center on Disabilities

PRIMARY PURPOSE:

Coordinate the activities of the Rhode Island Early Intervention Training and Technical Assistance Center and to provide training and technical assistance to Rhode Island Early Intervention Service Providers. To collaborate with the State Director of Part C Early Intervention to implement activities that increase the efficacy of Rhode Island's Early Intervention System.

DESCRIPTION OF DUTIES AND RESPONSIBILITIES:

Essential Job Functions:

- Collaborate with the State Director of Part C Early Intervention to conduct ongoing needs assessment;
- Collaborate with the State Director of Part C Early Intervention to provide targeted technical assistance to the Early Intervention system;
- Develop technical assistance plans for specific disability areas identified by the State Director of Part C Early Intervention or the Early Intervention provider organizations.
- Coordinate training and technical assistance activities for community and specialty Early Intervention service providers;
- Develop training curricula and technical assistance materials;
- Implement training and technical assistance activities to EI and other DHS programs;
- Participate in other Sherlock Center work groups and activities as requested by the Director.

Occasional Job Functions:

Perform other duties and responsibilities as assigned by the Director of the Sherlock Center on Disabilities.

REQUIRED QUALIFICATION STANDARDS:

Education:

Bachelor's Degree in Early Childhood, Family Studies, or a related field.

Experience:

Five years of experience as an Early Intervention technical assistance specialist, or in a leadership role in an early intervention agency or as an early intervention parent consultant.

Skills, Knowledge, and Abilities:

- Knowledge of RI Early Intervention system.
- Knowledge of Child Development.
- Knowledge of Family Supports and Family Resources available in RI.
- Effective communication skills.

PREFERRED:

- Graduate degree.
- Life experience with individuals with disabilities and/or their families.

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.

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.