

Southern Nevada Center for Independent Living  
2950 S. Rainbow Blvd., Ste. 220  
Las Vegas, NV 89146  
702-889-4216  
[www.sncil.org](http://www.sncil.org)

## POSITION DESCRIPTION

|                 |   |
|-----------------|---|
| Position Title: | <b>INDEPENDENT LIVING COORDINATOR/ADVOCATE<br/>1.00 FTE</b> |
|-----------------|---|

|                                    |  |
|------------------------------------|--|
| Department: PROGRAMS               | Salary Range: \$20.00 to \$25.00<br>Annually with Benefits |
| Reports to: The Executive Director | FLSA Status: Exempt  |

### **POSITION SUMMARY**

The Independent Living Coordinator Advocate is a professional level, direct service position responsible for providing: intake and assessment, developing and implementing independent living skills plans utilizing all available resources under the direct supervision of the Executive Director, information and referral, independent living skills training (basic money management) equipment services, benefits counseling, peer counseling, both group and individual, barrier removal and housing location assistance, individual and systems advocacy, disability awareness and outreach, and other services as assessed.

The position purpose is to assist individuals obtain and maintain independent living situation through the utilization for existing resources, and is responsible for all assigned case maintenance, documentation, follow-up, and reports.

### **SUPERVISION EXERCISED**

No supervision, team working environment. Supervised by Executive Director.

### **ESSENTIAL JOB FUNCTIONS/DUTIES**

#### **Responsibility for reports includes:**

- Accurate data entry of all case services and information and referral calls.
- Conduct intakes and independent living service plan for minimum 120 consumers annually.
- Log a minimum of 1200 information and referrals calls annually.

- Produce a monthly, quarterly, and annual report of all activities in a timely manner.
- Conducts outreach per the outreach plan.
- Attend SNCIL Service Team Meetings that related to Independent Living referrals sources for consumers and conducts review of peer case management files.
- Maintain accurate case records, i.e. contact notes in the computer of consumer activity.
- Guide consumers develop, maintain, and implement Independent Living Plans.
- Advocate for consumers and train in self-advocacy in independent living and community advocacy to assure equal access.

Responsibility to coordinate and provide Independent Living Skills Training in: financial management, learning about community resources, and other Independent living Skills training as necessary, (only if there is no other source that can provide this training) and other life skills as needed.

Develop good working knowledge of community resources, coordinate services with other community agencies and developers, and provide updates for the SNCIL Disability Resource Matrix.

Assist or provide information in establishing independent residence for consumers requesting living arrangements:

- Coordinate with parents, guardians, and funding source representative in facilitating living arrangements.
- Educate consumers about subsidized housing lists and how to get on them.
- Research all available benefits, i.e. public housing, food stamps, etc., and assist consumers obtaining maintain benefits.
- Assist consumers utilize benefits to obtain independent living equipment.
- Advise the Executive Director about any new funding sources for program expansion or continuation if encountered.
- Assist with Disability Awareness Day preparation and facilitation.
- Assume any other responsibility as designated by the Executive Director or the Business Manager.

Assist in planning and finding activities that lead to community involvement and development of a support system for consumers.

Assume responsibility and accountability for my actions and decisions.

Maintain cooperative working relationships with co-workers, volunteers, public, vendors, suppliers, consumers, and other organizations.

Maintain loyalty towards SNCIL, discretion and confidentiality.

Carry out major assignments in conducting the business operations with limited supervision.

Work with sensitive and confidential CIL information including co-workers, volunteers, public, vendors, suppliers, consumers, and other organizations.

Provide tactful, courteous assistance to CIL staff, co-workers, volunteers, public, vendors, suppliers, consumers, and other organizations.

Communicate clearly and concisely, both orally and in writing.

Attend workshops, team meetings and other job-related meetings.

Discuss tasks assigned the previous and generate new task.

Log Tasks completed on matrix.

May be assigned training on a one-to-one basis.

Maintain Timesheet and Time to Project Log.

Research and prepare materials for workshops (i.e. Independent Living Skills Training in) financial management, learning about community resources, and other Independent Living Skills training as necessary.

Develop a good working knowledge of community resources.

Generate monthly data reports for ED to review at team and sustainability meetings; satisfaction survey specialists periodic reporting; clerical staff inventory and file inactivation.

Exercise discretion with respect to matters of significance in areas such as: accommodations, auditing, quality control, liability insurance issues, benefits regulatory compliance, and also as they pertain to the CIL.

Perform office or non-manual work directly related to CIL operations.

Process and maintain CIL database for performance assessments as required.

Exercise good judgment in performance of job duties.

Assumes any other responsibility as designated by the Executive Director and the Office Coordinator.

Report workplace safety issues, consumer injuries, consumer threats to supervisory personnel.

Complete all necessary training.

Responsible for itinerate office outreach and intakes, VA Office, Coronado, Sandy Robinson, Shade Tree and West Care.

Responsible for outreach and intakes in North Las Vegas, Logandale, Overton, Laughlin and Mesquite.

Perform related duties and responsibilities as required.

Perform other duties as assigned.

**JOB RELATED AND ESSENTIAL KNOWLEDGE, SKILLS AND ABILITIES, AND EXPERIENCE**

Extensive knowledge of a CIL operational requirements and independent living skills.

Familiarity with CIL rules, policies, and procedures, federal, state, and local laws, including disabilities.

Strong commitment to the mission and work of a CIL.

Demonstrated commitment to the philosophy of independent living, including consumer control, peer support, self-determination, equal-access, and individual and systems advocacy.

Possess compassion and a desire to work with the disabled and impaired community.

Possess excellent “project management and case management skills.”

Extensive knowledge of benefit programs and administration, community-based services, employment rights, health care programs, and ability to navigate these programs and systems.

Experience and skills in general office procedures.

Experience in outreach, public speaking, and interpersonal communication skills.

Working knowledge of available community resources for children with disabilities and their families; or the ability to gain working knowledge.

Maintain competency in my profession through continued learning and attending and being an active participant in staff meetings and trainings.

Recognize the autonomy of the individuals receiving services while also being attentive to reducing their risk of harm.

Ability to:

- Ability to develop and implement appropriate outreach plan develop for itinerate offices and rural areas.
- Understand and follow the CIL Strategic Plan.

- Work with a diverse and underserved consumer populations.
- Ability to make and track referrals made and information and referral calls.
- Ability to communicate with people with disabilities.
- Ability to accept direction and work harmoniously with a wide range of individuals in a wide range of settings.
- Ability to promote a positive and professional image in the community.
- Perform outreach and networking with other agencies, community partners, educational institutions, and etc.
- Produce effective communications materials, written and oral.
- Assess and prioritize multiple tasks, projects, and demands.
- Balance multiple priorities at one time with a calm demeanor in high stress situations.
- Maintain strict confidentiality for all consumer information.
- Work in a team environment and as an individual.
- Observe and record programming and behavioral data.
- Promote a positive and professional image in the community and remains flexible while maintaining a good sense of humor.
- Establish effective relationships with governmental agencies, clients, staff, and vendors.
- To think and act strategically.
- Maintain financial security by adhering to internal controls.
- Problem-solve using creative and individualized approaches.
- Support individuals to learn, maintain, or improve skills through their participation in everyday life activities.
- Work safely, with difficult people, and flexible hours.
- Develop training materials and put on individual and group training events.
- Establish and maintain effective and efficient working relationship with co-workers.
- Work in a demanding and stressful environment remaining “calm and objective.”
- Exercise creative planning and documentation skills
- Complete compensation reports and data on time.
- Communicate clearly with staff and consumers orally, in writing, and with a computer.
- Use effective telephone etiquette.

Mathematical skills, addition, subtraction, multiplication, and division, and must be “detail oriented.”

Personal integrity and professionalism with the ability to work independently, utilize time management skills, ambition, loyalty, and motivation.

Must be honest, fair, dependable, and respect the rights and privacy of employees and consumers.

Update job knowledge by participating in educational opportunities; reading professional publications.

Computer skills required include:

Microsoft Word, Excel, PowerPoint, and Outlook.

Internet.  
CIL First Database Agency specific software.

Read, write, and speak English.

## **MINIMUM QUALIFICATIONS**

### **Education, Training, and Work Experience**

21 Years of age and be an individual with a disability as defined by the Americans with Disabilities Act and the Americans with Disabilities Amendment Acts.

Bachelor's or Master's Degree preferred but not required and/or five (5) years of experience in a relevant field.

Five (5) years progressive experience working in a CIL environment a plus.

Demonstrated commitment to the philosophy of independent living.

No criminal offenses relating to harming others.

Must be able to pass pre-employment substance abuse tests and a comprehensive personal background test.

### **Licenses and Certifications**

Ability to perform data input at 45 words per minute as specified by keyboarding certificate within one year of application.

Valid Nevada Driver's license and reliable transportation.

### **Physical Ability**

See the Physical Job Requirements Section at the end of this job description.

Accommodation may be made for some of these physical demands for otherwise qualified individuals who require and request such accommodation.

### **Environmental Factors**

Works in an office environment with limited exposure to adverse or extreme environmental conditions.

**EQUAL EMPLOYMENT OPPORTUNITY.**

The Agency is an Equal Opportunity Employer. In compliance with the Americans with Disabilities Act, the Agency will provide reasonable accommodations to qualified individuals and encourages both prospective and current employees to discuss potential accommodations with Human Resources.

Qualified individuals persons with disabilities, minorities, women, and the elderly who possess the capability to perform the job are encouraged to apply.

**PHYSICAL JOB REQUIREMENTS**

**POSITION**

**TITLE:** Independent Living Coordinator/Advocate **DATE:** \_\_\_\_\_

This form is used to collect information required to define the knowledge, skills, abilities, and physical essential functions of the job. Essential functions are the basic, fundamental tasks that must be performed in order to complete the job’s assigned responsibilities. Consider each item listed below and decide if it applies to the job. Fill in the columns to describe the: criticality, frequency, duration, and intensity (if applicable) of the item in relation to the job. All boxes must be filled. Leave no boxes blank. Add items at the bottom if necessary (use #74-76).

**Criticality: How important is the item to the completion of the assigned tasks?**

- 1 = Of little or no relevance
- 2 = Desirable but not required
- N/A = Not applicable
- 3 = Important
- 4 = Very important, essential to the job

**Frequency: How often does the job require the employee to demonstrate the item?**

- 1 = Rarely, less than 5% of the time
- 2 = Occasionally, up to 20% of the time
- N/A = Not applicable
- 3 = Regularly, up to 50% of the time
- 4 = Sustained, over 50% of the time

**Duration: On the average, how long is the item demonstrated each time it is required?**

- 1 = 3 minutes or less
- 2 = 10 minutes or less
- N/A = Not applicable
- 3 = 1 hour or less
- 4 = longer than 1 hour

**Intensity: Provide the requested information.**

|                          | Criticality | Frequency | Duration |             |
|--------------------------|-------------|-----------|----------|-------------|
| 1. Analyzing             | 4           | 4         | 4        |             |
| 2. Awkward Position      | 1           | 1         | 1        |             |
| 3. Balancing             | 4           | 4         | 4        |             |
| 4. Budgeting             | 4           | 4         | 4        |             |
| 5. Calculating           | 4           | 4         | 4        |             |
| 6. Carrying              | 2           | 2         | 2        | Weight = 25 |
| 7. Climbing stairs       | 1           | 1         | 1        |             |
| 8. Climbing ladder       | 1           | 1         | 1        |             |
| 9. Collecting Data       | 4           | 4         | 4        |             |
| 10. Color vision         | 1           | 1         | 1        |             |
| 11. Composing            | 4           | 4         | 4        |             |
| 12. Consulting           | 4           | 4         | 4        |             |
| 13. Counseling/Mentoring | 4           | 4         | 4        |             |



|   |     |     |     |             |
|---|-----|-----|-----|-------------|
| 14. Convincing Others/Stakeholders      | 4   | 4   | 4   |             |
| 15. Counting                            | 4   | 4   | 4   |             |
| 16. Crawling                            | 1   | 1   | 1   |             |
| 17. Crouching                           | 1   | 1   | 1   |             |
| 18. Depth perception                    | 2   | 2   | 2   |             |
| 19. Diagnosing Problems and/or          | 3   | 2   | 2   |             |
| 20. Directing                           | 2   | 2   | 2   |             |
| 21. Driving equipment                   | N/A | N/A | N/A |             |
| 22. Driving Vehicles/Transportation     | 4   | 4   | 4   |             |
| 23. Estimating                          | 4   | 4   | 4   |             |
| 24. Evaluating                          | 4   | 4   | 4   |             |
| 25. Explaining                          | 4   | 4   | 4   |             |
| 26. Feeling (touching)                  | 1   | 1   | 1   |             |
| 27. Filing                              | 4   | 4   | 4   |             |
| 28. Fingering                           | 4   | 4   | 4   |             |
| 29. Handling                            | 4   | 4   | 4   |             |
| 30. Hearing                             | 2   | 2   | 2   |             |
| 31. Holding                             | 3   | 3   | 3   |             |
| 32. Interpreting Ideas                  | 4   | 4   | 4   |             |
| 33. Jumping                             | N/A | N/A | N/A | Ht/Distance |
| 34. Kneeling                            | 1   | 1   | 1   |             |
| 35. Lifting                             | 2   | 2   | 2   | Weight = 25 |
| 36. Listening                           | 4   | 4   | 4   |             |
| 37. Organizing                          | 4   | 4   | 4   |             |
| 38. Making Presentations                | 4   | 4   | 4   |             |
| 39. Negotiating                         | 4   | 4   | 4   |             |
| 40. Planning                            | 4   | 4   | 4   |             |
| 41. Presenting                          | 4   | 4   | 4   |             |
| 42. Problem Solving                     | 4   | 4   | 4   |             |
| 43. Public Speaking                     | 4   | 4   | 4   |             |
| 44. Persuasion                          | 4   | 4   | 4   |             |
| 45. Prioritizing                        | 4   | 4   | 4   |             |
| 46. Pushing                             | 1   | 1   | 1   | Weight = 25 |
| 47. Reaching                            | 1   | 1   | 1   | Distance    |
| 48. Reading                             | 4   | 4   | 4   |             |
| 49. Reconciling                         | 4   | 4   | 4   |             |
| 50. Running                             | N/A | N/A | N/A |             |
| 51. Scheduling                          | 4   | 4   | 4   |             |
| 52. Seeing                              | 2   | 2   | 2   |             |
| 53. Setting Priorities and/or Standards | 4   | 4   | 4   |             |
| 54. Sitting                             | 4   | 4   | 4   |             |
| 55. Squatting                           | 1   | 1   | 1   |             |
| 56. Standing                            | 3   | 3   | 3   |             |
| 57. Stooping                            | 1   | 1   | 1   |             |
| 58. Supervising                         | 4   | 4   | 4   |             |
| 59. Talking                             | 4   | 4   | 4   |             |
| 60. Throwing                            | N/A | N/A | N/A | Wt/Distance |
| 61. Training                            | 4   | 4   | 4   |             |
| 62. Troubleshooting                     | 4   | 4   | 4   |             |
| 63. Turning                             | 1   | 1   | 1   |             |
| 64. Twisting                            | 1   | 1   | 1   |             |
| 65. Typing/data entry                   | 4   | 4   | 4   |             |
| 66. Walking                             | 2   | 2   | 2   |             |

|  |     |     |     |  |
|--|-----|-----|-----|--|
| 67. Working Under Pressure   | 4   | 4   | 4   |  |
| 68. Working Well With People   | 4   | 4   | 4   |  |
| 69. Writing (physical act of)  | 4   | 4   | 4   |  |
| 70. Outside work in weather  | 2   | 2   | 2   |  |
| 71. Potential health hazards   | 2   | 2   | 2   |  |
| 72. Potential safety hazards   | 2   | 2   | 2   |  |
| 73. Public contact routine   | 4   | 4   | 4   |  |
| 74. Handle Complaints  | 4   | 4   | 4   |  |
| 75. Emergency  | 4   | 4   | 4   |  |
| 76. Leadership   | 4   | 4   | 4   |  |
| 77. Handling conflict  | 4   | 4   | 4   |  |
| 78. Dealing with angry people  | 4   | 4   | 4   |  |
| 79. Handling multiple priorities                                       | 4   | 4   | 4   |  |
| 80. Makes decisions with limited info                                  | 4   | 4   | 4   |  |
| 81. Use of tact and diplomacy  | 4   | 4   | 4   |  |
| 82. Makes non-routine judgment   | 4   | 4   | 4   |  |
| 83. Operating in the absence of clear expectations or procedures       | N/A | N/A | N/A |  |
| 84. Operating under short time frames                                  | 4   | 4   | 4   |  |
| 85. Serious consequences of error                                      | 4   | 4   | 4   |  |
| 86. Reports to multiple supervisors                                    | 1   | 1   | 1   |  |
| 87. Writing skills good grammar  | 4   | 3   | 3   |  |
| 88. Letters, memos, reports  | 4   | 4   | 4   |  |
| 89. Speeches, articles   | 4   | 4   | 4   |  |
| 90. Math skills: add, subtract.  | 4   | 4   | 4   |  |
| 91. Fractions, decimals  | 4   | 4   | 4   |  |
| 92. Basic algebra, geometry  | 2   | 2   | 2   |  |
| 93. Calculus, adv. algebra, trig.                                      | 1   | 1   | 1   |  |
| 94. Reading skills basic instructions                                  | 4   | 4   | 4   |  |
| 95. Manuals, reports, magazines  | 4   | 4   | 4   |  |
| 96. Technical or legal   | 4   | 4   | 4   |  |
| 97. Speaking skills: routine exchange                                  | 4   | 4   | 4   |  |
| 98. One on one, persuasive   | 4   | 4   | 4   |  |
| 99. Addressing groups  | 4   | 4   | 4   |  |
| 100. Information ordering: arrange                                     | 4   | 4   | 4   |  |
| 101. Reasoning: apply procedure  | 4   | 4   | 4   |  |
| 102. Develop new procedure   | 3   | 2   | 2   |  |
| 103. Concentration on task   | 4   | 4   | 4   |  |
| 104. Visualization: Imagining how                                      | 4   | 4   | 4   |  |
| 105. Comparison of letters, numbers or patterns quickly and accurately | 2   | 2   | 2   |  |
| 106. Utilization of personal protective safety equipment               | 4   | 4   | 4   |  |
| 107. Reaction time, fast response                                      | 3   | 3   | 3   |  |
| 108. Smell   | 2   | 2   | 2   |  |
| 109. Other   |     |     |     |  |
| Comments (please reference the item                                    |     |     |     |  |

Comments (please reference the item by number):

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**EVALUATION FACTORS**

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