



**Orange County Department of Education
Human Resources Department
Classified Management Class Specification**

Program Specialist, Title I Family Involvement

**Class Code: 1404
Work Days: 225**

GENERAL PURPOSE

Support the development, implementation, and management of Title I Family Involvement activities; develop and provide an appropriate range of family involvement services for at-risk students; and provide assistance to higher level management staff.

SUPERVISION RECEIVED AND EXERCISED

1. Receives direction from higher level management staff.
2. Exercises direct supervision over technical and clerical staff.

ESSENTIAL DUTIES AND RESPONSIBILITIES

This position description is intended to describe the general nature and level of work being performed by an employee assigned to this position. This description is not an exhaustive list of all duties, responsibilities, knowledge, skills, abilities, and working conditions associated with this position. All requirements are subject to possible modification to reasonably accommodate individuals with a disability.

1. Recommend and assist in the implementation of goals, objectives, and strategic plan; establish schedules and methods for providing specialized services; implement policies and procedures.
 2. Oversee and implement activities and operations of the Title I Family Involvement Program.
 3. Assist higher-level management in the implementation of Title I goals and objectives; establish schedules and methods for providing specialized services; implement Title I policies and procedures.
 4. Provide staff, parents, and students with information and resources on family involvement activities and services.
 5. Develop, coordinate, and deliver trainings for family involvement staff, foster parents, and group home parents.
 6. Present family involvement activities, principles, and data at conferences, in-services, and workshops.
 7. Collaborate with Alternative Education staff to enhance and implement family involvement services and activities.
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ESSENTIAL DUTIES AND RESPONSIBILITIES (cont.)

8. Contact appropriate public and private agencies to identify resources addressing family involvement issues.
9. Supervise the planning and implementation of family involvement programs and services to meet the varied needs of an at-risk student population.
10. Select, train, supervise, and evaluate assigned personnel; work with employees to correct deficiencies.
11. Provide coaching to employees; collaborate on goal development, set clear expectations, provide constructive feedback, and check in regularly for understanding.
12. Plan, prioritize, assign, and review the work of staff responsible for providing transition services within Title I Programs; prepare work schedules for appropriate staff.
13. Work with Title I program administrators to develop the annual budget and monitor expenses throughout the year.
14. Serve, when needed, as county representative for Title I Programs.
15. Maintain records pertaining to program services; compile reports and statistical information needed for evaluation of program effectiveness and planning of duties.
16. Promote Title I Programs; prepare program events and marketing materials including news releases, flyers, schedules of events, pamphlets, and brochures.
17. Demonstrate attendance sufficient to complete the duties of the position as required.
18. Perform related duties similar to the above in scope and function as required.

QUALIFICATIONS (KNOWLEDGE, SKILL, ABILITY REQUIREMENTS)

Knowledge of:

1. Basic operations, services, activities, and guidelines of Title I Programs.
2. Family involvement research and practices.
3. Principles of effective supervision, leadership, training, coaching and performance evaluation.
4. Procedures, methods, and techniques of project and workflow management and organization.
5. Current trends in Title I, and related state and federal requirements.
6. Recent developments, current literature, and sources of information related to Title I Programs.
7. Multi-ethnic and cultural differences.
8. Dynamics of the gang culture.
9. Available referral agencies and resources within the county.

Ability and Skill to:

1. Select, train, lead, coach, direct the work of, supervise, and evaluate professional and technical employees; effectively delegate authority and responsibility.
2. Interpret the organizational and division strategic plan and create relevant goals and plans for assigned areas.
3. Effectively adapt and adjust program services to meet changing priorities and customer-specific needs.
4. Investigate and identify needs specific to each Principal Administrative Unit and school site and create appropriate resources addressing needs.
5. Establish and maintain effective working relationships with various constituencies.
6. Interpret and explain laws, codes, contracts, policies, and procedures.
7. Develop and present training materials.
8. Prepare clear and concise correspondence, reports, and other written materials.
9. Analyze problems, identify alternative solutions, project consequences of proposed actions, and Communicate clearly and concisely, both orally and in writing, in English.

Education, Training and Experience:

A typical way of obtaining the knowledge, skills, and abilities outlined above is a Bachelor's degree from an accredited college or university with major course work in social services, criminal justice, or related field, and three years of increasingly responsible experience with Title I Neglected or Delinquent programs providing services to adolescents exhibiting high-risk behavior; including two years of experience working directly with family involvement activities targeting at-risk students.

PHYSICAL AND MENTAL DEMANDS

The physical and mental demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Physical Demands

While performing the duties of this job, employees are regularly required to bend, stoop, push, pull, grasp, squat, twist, kneel, walk, sit, and reach to access materials or equipment and complete other tasks as assigned; lift and carry up to 25 pounds; and lift from ground, waist, chest, shoulder, and above shoulder level. The position may include occasional need to traverse uneven surfaces.

Employees in this classification are to be able to travel countywide to a variety of sites within a reasonable time frame; read written and electronic materials; communicate clearly in person, on the phone, and via email; and operate all required equipment.

Mental Demands

While performing the duties of this class, employees are regularly required to use written and oral communication skills; read and interpret information; analyze and solve problems; use mathematical reasoning; make observations; learn and apply new information or skills; perform highly detailed work; work on multiple, concurrent tasks with frequent interruptions; work under intensive deadlines and meet productivity requirements; and interact successfully with various groups of people encountered in the course of work.

WORK ENVIRONMENT

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Employee typically works in an office environment that is fast paced with high pressure.

7/11, 8/17