



**Orange County Department of Education
Human Resources Department
Supervisory Class Specification**

Class Code: 3114

**FLSA Status: Nonexempt
Union Representation: Unrepresented**

TITLE 1 PROGRAM SUPERVISOR

GENERAL PURPOSE

Under direction, plans, organizes, coordinates, supervises, and assists with day-to-day operations of OCDE's Title I Tutoring Program; assists in the development, implementation, and facilitation of Title I Programs; supervises and participates in the recruitment, employment, and training of Academic Support Assistants, Title I Tutors; collaborates with OCDE and other agency staff to ensure effective support for the children served; and performs related duties as assigned.

DISTINGUISHING CHARACTERISTICS

The Title I Program Supervisor assists with day-to-day operations of OCDE's Title I-funded tutoring program for the delivery of educational services to children residing in Short Term Residential Therapeutic Programs (STRTPs), group homes, and youth shelters throughout the County and attending Alternative Education (ACCESS) community and institutional schools/programs. To successfully meet student educational support needs, a considerable amount of the incumbent's effort and focus is placed on the selection, training, and evaluation of program staff, including many academically well-rounded tutors who are hired each school year, as well as on planning and coordinating the scheduling and delivery of tutoring and other educational services to meet student needs. The incumbent is responsible for maintaining and updating a variety of program administrative and other materials and information, including time and payroll, scheduling, budget, and grant/funding contract compliance information. Duties and responsibilities are carried out with considerable independence within the framework of established policies, procedures, and guidelines.

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. Interview, select, organize, supervise, coach, and evaluate the performance and work of assigned staff; with staff, develop, establish, implement, and monitor work plans to achieve assigned goals and objectives; provide coaching for performance growth and improvement; and subject to management concurrence, take disciplinary action, up to and including termination.
2. Participate in developing, implementing, and evaluating work programs, plans, processes, systems, and procedures to achieve department/program and OCDE goals, objectives, and performance measures consistent with OCDE's quality and service expectations.
3. Plan, organize, coordinate, and assist with the day-to-day operations of the Title I-funded tutorial, program for children in STRTPs, group homes, youth shelters, and ACCESS community and institution school sites; meet periodically with representatives of county social service and justice agencies to

evaluate service delivery and quality; and discuss integration of multi-agency programs to better meet needs of children served.

4. Plan, develop, and conduct on-going comprehensive staff development activities for tutors on matters ranging from instructional strategies to methods of dealing with difficult and disruptive students; arrange for guest speakers and tours; collect and analyze data and information to determine successful training methods; and keep current on new training practices, methods, and materials.
5. Conduct periodic visits to tutors at STRTP, group home, youth shelter, and ACCESS school sites to observe and provide feedback on methods and techniques used and other aspects of performance; monitor overall work performance of tutors; monitor work schedules, and assist in reviewing timesheets.
6. In collaboration with Human Resources, supervise, oversee, and participates in the recruitment and employment of tutors and coordinate the development of recruitment strategies and selection criteria.

OTHER DUTIES

1. Oversee implementation of student assessment tools to ensure compliance with Title I requirements; compile statistics on changes in student performance on assessments.
2. Maintain resource library and electronic database for use by tutoring program staff; upload relevant forms and documents.
3. Manage and execute supplemental events including Library Link and Career Success Week; develop contracts with community partners; manage event budgets; and collect invoices. Plan and coordinate events with community partners and ACCESS teachers; collaborate with guest speakers; prepare necessary materials; and organize field trips as needed.
4. Plan, coordinate, and oversee school supply distribution for low-income students in ACCESS community and institution school sites; order supplies, manage budget, and oversee the distribution of materials.
5. Attend a variety of meetings, seminars, workshops, and conferences.
6. May serve on OCDE/ACCESS committees as assigned.

QUALIFICATIONS

Knowledge of:

1. Principles and practices for the planning, coordination, organization, and implementation of a tutorial and supplementary educational and vocational support service program.
2. Principles and practices of effective supervision.
3. Common student needs, issues, and concerns regarding academic tutoring.
4. Resources, methods, and materials used in tutoring elementary and secondary students in a variety of academic subjects.
5. Academic curriculum and subject matter, with proficiency to the secondary level, state academic standards.
6. Instructional principles, methods, and techniques applicable to areas of assigned responsibility.
7. OCDE/ACCESS, state, and federal policies, procedures, and requirements applicable to areas of assigned responsibility.

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8. Principles and practices of sound business communication; correct English usage, including spelling, grammar, and punctuation.
 9. Basic principles and practices of public administration, including budgeting and maintenance of public records.
 10. Research methods and analysis techniques.
 11. OCDE human resources policies and procedures and labor contract provisions.

Ability and Skill to:

1. Plan, organize, coordinate, implement, and evaluate the daily operations, activities, and services of a K-12 tutorial, and supplementary education program for a widely dispersed student population.
2. Provide extensive training, information, and guidance to tutors on academic topics appropriate for K-12 students with diverse educational and personal needs.
3. Interpret, apply, explain, and reach sound decisions in accordance with regulations, policies, and procedures.
4. Prepare, maintain, and submit clear, concise, and comprehensive correspondence, presentations, reports, and other written materials.
5. Organize, set priorities, take initiative, and exercise sound independent judgment within areas of responsibility.
6. Prepare and deliver clear and effective public presentations.
7. Operate office equipment, including computers and supporting word processing, spreadsheet, and database applications.
8. Communicate clearly and concisely, both orally and in writing.
9. Deal with sensitive and difficult situations.
10. Establish and maintain effective working relationships with OCDE management, staff/tutors, mentors, students, group home staff, representatives of County social service and justice agencies, and others encountered in the course of work.
11. Demonstrate attendance sufficient to complete the duties of the position as required.

Education, Training, and Experience:

A typical way of obtaining the knowledge, skills, and abilities outlined above is a Bachelor's degree in education or related field; four (4) years of academic tutoring experience; or an equivalent combination of training and experience.

Licenses; Certificates; Special Requirements:

Some assignments require background clearance conducted by probation department.

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.

Physical Demands

Employees must be able to perform the essential functions of the position with or without accommodation. Employees in this classification must be able to travel countywide to a variety of sites within a reasonable time frame; read written and electronic materials; communicate clearly with those contacted through the course of work (typically in person, on the phone, and via email); and access and operate all required equipment for job duties. The position may include occasional need to traverse uneven surfaces. May move items weighing up to 25 pounds and may perform deskwork for extended periods.

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 essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The employee works under typical office conditions, and the noise level is usually quiet.

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