



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

Program Specialist, Title I Transition

**Class Code: 1403
Work Days: 225**

GENERAL PURPOSE

Provide specialized services for the Title I Transition Program; coordinate and allocate resources for Orange County adjudicated students as they transition between school placements; collaborate with staff and community agencies to establish a cohesive model of transition service delivery; 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 professional, 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 Transition Program and monitor, develop, and provide an appropriate range of transition services for at-risk students.
 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 consultation and information to Title I instructional staff, relevant staff, parent groups, and community groups affiliated with Title I Programs; provide presentations on education-related issues at community groups or conferences.
 5. Attend conferences and departmental meetings and serve as division representative as necessary for program and staff enhancement and enrichment.
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ESSENTIAL DUTIES AND RESPONSIBILITIES (cont.)

6. Develop curriculum and intervention techniques supplementing the training of Title I transition staff.
7. Review recent research and trends, evaluate, and disseminate information concerning newly developed materials and equipment.
8. Select, train, supervise, and evaluate assigned personnel; work with employees to correct deficiencies.
9. Plan, prioritize, assign, and review the work of staff responsible for providing transition services within Title I Programs; prepare work schedules for appropriate staff.
10. Provide coaching to employees; collaborate on goal development, set clear expectations, provide constructive feedback, and check in regularly for understanding.
11. Assist in the implementation of strategies to improve academic and transitional outcomes for adjudicated students.
12. Plan and exchange information with other professionals within the educational community; acquire and deliver effective services within program parameters. Assist in the coordination of services to be provided by community-based agencies; coordinate training and implementation.
13. Serve, when needed, as county representative for Title I Programs.
14. Develop recording and documentation systems as needed under contract guidelines.
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. Clear understanding of student needs as relating to transition activities.
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.
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Knowledge of (cont.):

8. Community-based organizations, educational agencies, law enforcement agencies, Probation and Social Services agencies, and other organizations related to the services offered by Title I Programs.

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. Establish and maintain effective working relationships with various constituencies.
5. Interpret and explain laws, codes, contracts, policies, and procedures.
6. Develop and present training materials.
7. Prepare clear and concise correspondence, reports, and other written materials.
8. Analyze problems, identify alternative solutions, project consequences of proposed actions, and implement recommendations in support of goals.
9. Communicate clearly and concisely, both orally and in writing, in English; present information effectively in front of both large and small groups.

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 Work or related field, and three years of increasingly responsible experience in Title I Programs including two years of experience as a Clinical Social Worker, Transition Specialist, or School Counselor providing services to adolescents exhibiting high-risk behavior.

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