



Orange County Department of Education  
Human Resources Department  
Supervisory Class Specification

Class Code: 3114  
Date Adopted: July 1, 2008  
Date Revised: September 19, 2014 (Title Change)

FLSA Status: Nonexempt  
Union Representation: Unrepresented

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## TITLE 1 PROGRAM SUPERVISOR

### GENERAL PURPOSE

Under direction, plans, organizes, coordinates, supervises, and oversees day-to-day operations of OCDE's Title I Tutor Program, Title 1 Career Coach Program, and the Ambassadors of Compassion (AOC) Program; assists in the development, implementation, and facilitation of Title 1 programs; supervises and participates in the recruitment, employment, and training of Title 1 Tutors and Career Coaches; 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 1 Program Supervisor is responsible for day-to-day operations of OCDE's Title I-funded tutor and career coach programs for the delivery of educational services to children residing in a large number of group homes throughout the County and attending Alternative Education 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 a large number of academically well-rounded tutors and coaches who are hired or renewed 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

*The duties listed below are intended only as illustrations of the various types of work that may be performed. The omission of specific statements of duties does not exclude them from the position if the work is similar, related or a logical assignment to this class.*

1. Interviews, selects, organizes, supervises, coaches, and evaluates the performance and work of assigned staff; with staff, develop, establish, implement, and monitor work plans to achieve assigned goals and objectives; provides coaching for performance growth and improvement; subject to management concurrence, takes disciplinary action, up to and including termination, to address performance deficiencies, in accordance with OCDE's human resources policies and labor contract provisions.
2. Participates 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.

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### **ESSENTIAL DUTIES AND RESPONSIBILITIES (cont.)**

3. Plans, organizes, coordinates, and oversees the day-to-day operations of the Title I-funded tutorial, career coach, and educational support service program for children in group homes and Alternative Education school sites; plans, coordinates, monitors, and evaluates implementation of program policies, procedures, and processes; researches and approves changes to policies and procedures to ensure compliance with all applicable legal requirements and grant terms and conditions; meets 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; plans, coordinates, and conducts survey to determine number of children to be served and to enter into/renew group home service agreements; prepares reports to the State Department of Education.
4. Develops, implements, coordinates, and evaluates the AOC Program at Alternative Education school sites; coordinates events with AOC staff; oversees and monitors mentors during their work with students; evaluates program effectiveness and future expansion opportunities within Alternative Education.
5. Networks and collaborates with community stakeholders to explore and develop additional vocational and educational options for our students; determines the viability of new program options at Alternative Education school sites.
6. Plans, develops, and conducts staff development meetings and specialized workshops cooperatively for current tutorial and career coach staff. Determines area(s) of need to be addressed, presents information and materials as needed, and contacts and prepares guest speakers.
7. Conducts periodic visits to tutors and career coaches at group home and Alternative Education school sites to observe and provide feedback on methods and techniques used and other aspects of performance; monitors overall work performance of tutors and coaches; makes decisions on termination of tutors and coaches and notifies Human Resources; monitors work schedules and reviews and approves timesheets.
8. Supervises, oversees, and participates in the recruitment and employment of tutors and career coaches, in collaboration with Human Resources; coordinates the development of recruitment strategies and selection criteria; plans and conducts on-going, comprehensive staff development activities for tutors on matters ranging from instructional strategies to methods of dealing with difficult and disruptive students; arranges for guest speakers and tours; collects and analyzes data and information to determine successful training methods; keeps current on new training practices, methods, and materials.
9. Researches and compiles data and completes reports applicable to program operations; assists in preparation of the program's annual budget; monitors and reviews budget balances; researches, identifies, and assists in requesting program grant funding; maintains detailed knowledge of and monitors compliance with grant and contract requirements related to program funding.

### **OTHER DUTIES**

1. Oversees implementation of student assessment tools to ensure compliance with NCLB requirements; compiles statistics on changes in student performance on assessments.
2. Assists with maintaining the program website for use by staff and group home personnel; converts and posts forms and documents in downloadable format; maintains lists of educational websites for reference by staff; develops new technology programs for tutor and career coach use with students.
3. Creates and edits program newsletters, brochures and other materials.
4. Attends a variety of meetings, seminars, workshops and conferences.
5. May serve on OCDE/Alternative Education committees as assigned.

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## 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. Common student needs, issues, and concerns regarding academic tutoring.
3. Resources, methods, and materials used in tutoring elementary and secondary students in a variety of academic subjects.
4. Academic curriculum and subject matter, with proficiency to the secondary level; state academic standards.
5. Instructional principles, methods, and techniques applicable to areas of assigned responsibility.
6. OCDE/Alternative Education, state, and federal policies, procedures, and requirements applicable to areas of assigned responsibility.
7. Principles and practices of sound business communication; correct English usage, including spelling, grammar, and punctuation.
8. Basic principles and practices of public administration, including budgeting and maintenance of public records.
9. Research methods and analysis techniques.
10. Principles and practices of effective supervision.
11. OCDE human resources policies and procedures and labor contract provisions.

### Ability to:

1. Plan, organize, coordinate, implement, and evaluate daily operations, activities and services of a K-12 tutorial, career coach, and supplementary education program for a widely dispersed student population.
2. Provide extensive training, information, and guidance to tutors and career coaches on vocational materials, work-related topics, and career information appropriate for K-12 students with diverse educational 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, 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, career coaches, 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.

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**Education, Training, and Experience:**

A typical way of obtaining the knowledge, skills, and abilities outlined above is graduation from a four-year college or university with a major in education, social sciences, or a related field; and at least three years of progressively responsible academic tutoring experience; or an equivalent combination of training and experience.

**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 sit, walk, and stand; talk or hear, both in person and by telephone; use hands repetitively to finger, handle, feel, or operate computers and standard office equipment; reach with hands and arms from the waist to at or above shoulder level; bend, stoop, push, pull, grasp, squat, kneel, and twist to open file cabinet drawers, and lift up to 20 pounds from ground, waist, and chest level. Travel over uneven terrain that may include gravel or dirt, carry materials on stairs; some locations may have stairs and will not have elevators.

Specific vision abilities required by this job include close vision and the ability to adjust focus.

**Mental Demands**

While performing the duties of this class, the incumbent is regularly required to use written and oral communication skills; read and interpret data, information, and documents; observe and interpret people and situations; analyze and solve problems; use math/mathematical reasoning; perform highly detailed work on multiple concurrent tasks with constant interruptions, and interact with OCDE management, staff/tutors, students, group home staff, representatives of County social service and justice agencies, and others 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. The employee works under typical office conditions, and the noise level is usually quiet.