



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

Manager, Alternative Education Multilingual Student Support Services

Class Code: 1395

Work Days: 225

GENERAL PURPOSE

Oversee and coordinate aspects of alternative education programs designed to support English Learners (ELs) and ensure compliance with Title III local, state, and federal mandates and regulations; develop and implement curriculum strategies, monitor student progress, and collaborate with various educational partners to enhance the learning experience and outcomes for EL 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 management, professional, technical, and/or 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; and implement policies and procedures.
 2. Design, develop, and implement effective alternative education programs tailored to the unique needs of English Learners in alignment with Title III guidelines.
 3. Collaborate with curriculum specialists and educators to create engaging and culturally responsive instructional materials that promote language acquisition and academic growth.
 4. Select, train, plan the work of, supervise, and evaluate staff; provide coaching to employees; collaborate on goal development; set clear expectations; provide constructive feedback; assist in improvement as needed; and check in regularly for understanding.
 5. Serve as the LEA English Language Proficiency Assessment of California (ELPAC) Coordinator and plan, train, and schedule the administration of ELPAC.
 6. Develop, implement, and monitor program effectiveness, including assessment strategies to measure English language proficiency, academic progress, and social-emotional development of EL students.
 7. Analyze assessment data to identify trends, areas of improvement, and opportunities for intervention.
 8. Collaborate with educators to design interventions and support services for students who require additional assistance.
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9. Establish and maintain effective communication channels with parents, guardians, and families of English Learners to provide updates on student progress and program offerings.
 10. Collaborate with school administrators, educational partners, and community organizations to align alternative education programs with broader educational goals and initiatives.
 11. Represent the Department at meetings, conferences, and events related to Multilingual education and Title III compliance.
 12. Maintain accurate records, documentation, and data; compile reports upon request and as mandated by local, state, and federal agencies.
 13. Stay informed of the latest research, best practices, legislative issues, and trends in Multilingual Learner education, alternative education, and Title III services.
 14. Attend meetings, workshops, and seminars on behalf of the Title III unit and school district clients.
 15. Demonstrate attendance sufficient to complete the duties of the position as required.
 16. Perform related duties similar to the above in scope and impact as required.

QUALIFICATIONS (KNOWLEDGE, SKILL, ABILITY REQUIREMENTS)

Knowledge of:

1. Title III regulations and compliance requirements.
2. Procedures, methods, and techniques of project and workflow management and organization.
3. Principles of effective supervision, leadership, communication, interpersonal skills, training, coaching, and performance evaluation.
4. Basic operations, services, activities, and guidelines of English Learners and Title III Programs.
5. Pertinent federal, state, and local legislative regulations.
6. Basic procedures, methods, and techniques of budget control.
7. Recent developments and sources of information related to English Learners and Title III programs.
8. Community-based organizations, educational agencies, law enforcement agencies, and other organizations related to the program.
9. Modern principles and practices of program development and implementation.

Ability and Skill to:

1. Select, train, lead, coach, direct the work of, supervise, and evaluate management, professional, technical employees, and/or clerical personnel; and effectively delegate authority and responsibility.
2. Interpret the organizational and division strategic plan and create relevant goals and plans for assigned areas.
3. Engage in cross-cultural interactions and collaborate with various students and families.
4. Effectively adapt and adjust program services to meet changing priorities and customer-specific needs.
5. Plan, implement, and facilitate activities and procedures designed to ensure the successful completion of projects.
6. Establish and maintain effective working relationships with various constituencies.

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7. Interpret and explain laws, codes, contracts, policies, and procedures.
 8. Develop and present training materials.
 9. Prepare clear and concise correspondence, reports, and other written materials.
 10. Analyze problems, identify alternative solutions, project consequences of proposed actions, and implement recommendations in support of goals.
 11. Communicate clearly and concisely, both orally and in writing, in English; and 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 in education or a related field and four (4) years of experience in education programs and services, including two years (2) of experience with Title III programs or English learners; or an equivalent combination of training and experience.

Licenses; Certificates; Special Requirements:

A valid California credential authorizing instruction or service in a public school program.

A valid California Administrative Credential.

Some assignments require background clearance conducted by the 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, and communicate clearly with those contacted through the course of work (typically in person, on the phone, and via email); perform deskwork for extended periods; and access and operate all required equipment for job duties. The position may include occasional need to traverse uneven surfaces and move items weighing up to 25 pounds.

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 moderate to high pressure.