



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

Manager, Mental Health Services – Alternative Education

Class Code: 1570

Work Days: 225

GENERAL PURPOSE

Manage, plan, assign, review, and participate in the work of staff responsible for coordinating and implementing mental health services for the Division of Alternative Education (ACCESS); coordinate interagency collaboration; serve as a resource and program developer; lead the development and implementation of the programs and services; 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 mental health services; implement policies and procedures.
2. Coordinate organization and operations of mental health programs and services for ACCESS.
3. Foster working relationships between districts, probation, social service agencies, health care agencies, youth, and the Orange County Department of Education (OCDE) to ensure implementation of programs and services.
4. Organize and facilitate strategies and practices to improve academic achievement for students requiring mental health services and supports.
5. Provide direction for reports concerning new or ongoing programs and program effectiveness, and approve and facilitate reports as required.
6. 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.
7. Participate in the development and administration of program budgets; forecast and seek additional funds needed; and recommend adjustments as necessary.
8. Maintain records pertaining to program services; compile reports and statistical information needed for evaluation of program effectiveness and planning of duties and ensure that required information and reports are provided to grant funders and collaborative agency partners as needed.

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9. Provide leadership in the interpretation and application of student services policies, procedures, and regulations and communicate the information with collaborative community and district partners.
 10. Represent OCDE and ACCESS at collaborative county agency meetings, departmental meetings, conferences, and school district representative meetings.
 11. Demonstrate attendance sufficient to complete the duties of the position as required.
 12. Perform related duties similar to the above in scope and impact as required.

QUALIFICATIONS (KNOWLEDGE, SKILL, ABILITY REQUIREMENTS)

Knowledge of:

1. Current mental health practices.
2. Modern principles and practices of mental health services and crisis response.
3. Methods and approaches to planning mental health programs and services.
4. Procedures, methods, and techniques of project and workflow management and organization.
5. Ability to use data for analysis and informed decision-making.
6. Principles of effective supervision, leadership, communication, interpersonal skills, training, coaching, and performance evaluation.
7. Theories, principles, practices, and application of education services that address the needs of at-risk youth.
8. Pertinent federal, state, and local laws, codes, and safety measures.
9. Procedures, methods, and techniques of budget control.
10. Recent developments, current literature, and sources of information related to educational services, planning, and administration.
11. Community-based organizations, educational agencies, law enforcement agencies, and other organizations related to the program.
12. 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; 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. Manage, facilitate, and implement mental health activities and services programs suited to the needs of at-risk youth.
5. Elicit community and organizational partnerships for programs for at-risk youth and present materials and reports to the public.

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6. Plan, implement, and facilitate activities and procedures designed to ensure the successful completion of projects.
 7. Establish and maintain effective working relationships with various constituencies.
 8. Interpret and explain laws, codes, contracts, policies, and procedures.
 9. Develop and present training materials.
 10. Prepare clear and concise correspondence, reports, and other written materials.
 11. Analyze problems, identify solutions, project consequences of proposed actions, and implement recommendations in support of goals.
 12. 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 master's degree in education or a related field and four (4) years of experience in programs and services, including two (2) years of experience with Title III programs or grant-funded programs; or an equivalent combination of training and experience.

Licenses; Certificates; Special Requirements:

A valid California Pupil Personnel Services (PPS) Credential.

A valid California Administrative Credential.

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.