



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

Program Specialist, Alternative Education Economic Impact Aid (EIA)

**Class Code: 1396
Work Days: 220**

GENERAL PURPOSE

Provide specialized services in support of Alternative Education's Economic Impact Aid (EIA) program; provide education and training related to the EIA program; develop and target services for K-12 students who are English learners or educationally disadvantaged; establish procedures and protocols under program guidelines; and provide responsible and complex staff assistance as required.

SUPERVISION RECEIVED AND EXERCISED

1. Receives direction from higher level management staff
2. May provide direct supervision over technical, and/or clerical staff.

ESSENTIAL DUTIES AND RESPONSIBILITIES

This position description is intended to describe the general nature and level of work 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. Provide ongoing training on the use of adopted programs, strategies, and materials designed to motivate and increase education progress and English language proficiency of Limited English Proficient (LEP) students in the program.
 3. Create and facilitate the operation of a District English Learner Advisory Committee (DELAC) to meet state and federal guidelines.
 4. Plan, assign, and review the work of EIA tutoring staff responsible for providing services funded by the EIA budget.
 5. Provide inservices for staff in order to facilitate implementation of instructional methodologies, curriculum materials, and current educational trends.
 6. Serve as a resource in curriculum and program support as it relates to EIA initiatives.
 7. Work collaboratively with other departments within ACCESS to plan and exchange information to ensure effective delivery of services to K-12 students who are English learners or educationally disadvantaged.
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ESSENTIAL DUTIES AND RESPONSIBILITIES (cont.)

8. Develop recording and documentation systems as required by EIA guidelines.
9. Maintain records pertaining to program services; compile reports and statistical information needed for evaluation of program effectiveness.
10. Promote the instructional program; prepare program events and marketing materials including flyers, schedules of events, pamphlets, and brochures.
11. Attend and participate in professional group meetings; stay abreast of new trends and innovations relevant to K-12 students who are English learners or educationally disadvantaged.
12. Must demonstrate attendance sufficient to complete the duties of the position as required.
13. Perform related duties similar to the above in scope and impact as required.

QUALIFICATIONS (KNOWLEDGE, SKILL, ABILITY REQUIREMENTS)

Knowledge of:

1. Basic operations, services, and activities of the Alternative Education program.
2. Federal and state mandates regarding the education of Limited English Proficient (LEP) students.
3. Guidelines and training requirements of English Learner Advisory Committee and District English Learner Advisory Committee.
4. Knowledge of and experience with Juvenile Court Educational systems, facilities, and safety procedures.
5. Procedures, methods, and techniques of project and workflow management and organization.
6. Instructional methodologies and strategies designed to assure Limited English Proficient (LEP) students achieve proficiency in the English language as rapidly as practicable.
7. Procedures and requirements of program assessment and evaluation.
8. Recent developments, current literature, and sources of information related to special education services, planning, and administration.
9. Effective approaches to support family involvement.
10. Pertinent federal, state, and local laws, codes, and regulations.

Ability and Skill to:

1. Interpret the organizational and division strategic plan and create relevant goals and plans for assigned areas.
2. Effectively adapt and adjust program services to meet changing priorities and customer-specific needs.
3. Establish and maintain effective working relationships with various constituencies.
4. Interpret and explain laws, codes, contracts, policies, and procedures.
5. Develop and present professional development activities/trainings.

Ability and Skill to (cont.):

6. Provide consultation and technical assistance to school-based leadership teams in the areas of data driven decision making and progress monitoring.
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 Bachelor's degree from an accredited college or university with major course work in education and three years of educational experience working with English Learners and the educationally disadvantaged.

Licenses; Certificates; Special Requirements:

A valid California credential authorizing service in a public school program; possession of CLAD/BCLAD Certification or ELD/SDAIE (395) training.

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.

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