

DIRECTOR OF STATE AND FEDERAL PROGRAMS AND MULTILINGUAL LEARNER SERVICES

DEFINITION:

The Director of State and Federal Programs and Multilingual Learner Services, under the general supervision of the Superintendent or designee, provides leadership for the planning, implementation, and evaluation of state and federal programs to ensure equity, compliance, and improved student outcomes. This role oversees the effective use of resources to support multilingual learners, including English Learners (EL) and Long Term English Learner (LTEL) students, and ensures alignment with the California EL Roadmap and district goals. The Director collaborates with site administrators to build capacity for integrated and designated ELD, professional learning, and data-driven decision-making, while coordinating compliance activities, parent engagement, and advisory committees to meet all state and federal requirements.

QUALIFICATIONS:

Experience:

- A minimum of five (5) years teaching experience, preferably in a Title I school; and five (5) years administrative experience
- Desirable: Bilingual/Biliterate

Education:

- Master's Degree in a related field
- Possession of a California Administrative Credential
- Possession of a valid California Teaching Credential or California Pupil Personnel Services Credential
- Other: A valid California driver's license

Credential:

- Possession of a California Administrative Credential
- Preferred: Bilingual Competency Certification of Bilingual Education Credential or Language Development Specialist Certificate

DISTINGUISHING CHARACTERISTICS:

- Knowledge of research-based practices that improve student achievement and support second language acquisition.
- Ability to collaborate with diverse stakeholders to assess needs and develop solutions that improve student outcomes.
- Understanding of state and federal laws and regulations governing categorical programs.
- Experience in curriculum design, implementation, and evaluation to support equitable instruction.
- Ability to develop, monitor, and manage state and federal program budgets.
- Demonstrated leadership in supervision, staff development, and program management.
- Proficiency in using technology and data systems to support program monitoring and decision-making.

DIRECTOR OF STATE AND FEDERAL PROGRAMS AND MULTILINGUAL LEARNER SERVICES

ESSENTIAL DUTIES AND RESPONSIBILITIES:

State and Federal Grants, Plans and Programs

- Provide leadership for all state and federal categorical programs, including the development of policies and procedures and the oversight of grant budgets and reporting.
- Provides leadership on the implementation of state and federal programs with a focus on equity, multilingual learner success, and continuous improvement aligned to the California EL Roadmap.
- Lead administrator in the development of the Local Control Accountability Plan (LCAP).
- Develops, drafts, and submits the Consolidated Application of State and Federal funds.
- Provide leadership on the creation, implementation, and monitoring of a district English Learner Master Plan in accordance with state mandates.
- Coordinates the development and implementation of district and site accountability report cards (SARC).
- Monitors schools and provides assurance to the Superintendent for coordinated compliance with state and federal program guidelines, regulations, and requirements.
- Ensure educational programs funded by local, state, and federal sources, are in alignment with LCAP goals and state/federal accountability requirements.

Student Learning, Language Development, and Instructional Support

- Collaborates with district and site leaders to select and develop culturally and linguistically responsive instructional materials that support English Learners, LTELs, and students served by state and federal programs.
- Analyzes performance data for multilingual learners and other student groups, and guides evidence-based strategies to accelerate language development and academic achievement.
- Monitors emerging trends, policy changes, and district needs related to multilingual learners and equity, and advises the Superintendent on program expansion, modification, or discontinuation.
- Provides professional learning for staff on effective practices for multilingual learners, including integrated and designated ELD, culturally responsive pedagogy, and strategies for LTEL reclassification.
- Supports classroom teachers in implementing research-based methodologies for English language development and academic language acquisition across content areas.
- Develops and implements a comprehensive professional development plan that builds staff capacity to meet federal, state, and district goals for multilingual learner success and equity.
- Collaborates with site teams to coordinate instructional support staff and ensure services for multilingual learners and students receiving multiple programs are integrated and non-conflicting.
- Ensures compliance with all state and federal requirements related to multilingual learners, including monitoring progress toward reclassification, addressing needs identified in LCAP and CSI plans, and coordinating supports for students who are dually identified as English Learners and students with disabilities to ensure integrated, non-conflicting services.
- Provide oversight and support for Expanded Learning Opportunities Program (ELO-P) afterschool and summer enrichment programs serving transitional kindergarten through sixth grade.

DIRECTOR OF STATE AND FEDERAL PROGRAMS AND MULTILINGUAL LEARNER SERVICES

Testing & Assessment:

- Collaborates with the Testing & Assessment team to analyze program effectiveness, ensure accurate data reporting, and maintain compliance with state and federal requirements, including updates to district systems and annual submissions.
- Collaborates with the Testing & Assessment team to support sites with effective ELPAC assessment and State Seal of Biliteracy processes.

General:

- Engages with parent and community groups to gather input required for state and federal programs, including LCAP, Title I, Title III, and other categorical initiatives; facilitates advisory committees such as DELAC/ELAC to ensure meaningful participation and feedback informs program planning and accountability.
- Offers guidance and assistance to site administrators regarding the evaluation of classified and certificated staff who work with categorical or grant programs.
- Attend board meetings as needed to provide updates.

KNOWLEDGE:

- California English Learner Roadmap and CDE English Learner Toolkit
- English Language Proficiency Assessment (ELPAC) system for California
- Federal Title Programs
- Federal Program Monitoring (FPM) processes and procedure
- Local Control Accountability Plan requirements and processes
- Office for Civil Rights Guidance on English Learners (including complaints & investigations)
- School Accountability Report Cards (SARC), Single Plan for Student Achievement (SPSA), processes and procedures that govern School Site Council (SSC)

ABILITIES AND SKILLS:

- Effective staff and public relations skills
- Verbal and written communication skills
- Planning and organizational techniques

PHYSICAL REQUIREMENTS:

Physical abilities include the usual and customary methods of performing the job's functions require the following physical demands: occasional lifting, carrying, pushing and/or pulling; some climbing and balancing, some stooping, kneeling, crouching; reaching, handling, touching and/or feeling; manual dexterity to operate a telephone and enter data into a computer; drive a vehicle.

DIRECTOR OF STATE AND FEDERAL PROGRAMS AND MULTILINGUAL LEARNER SERVICES

Significant physical abilities include ability to sit at a desk, conference table, or in meetings of various configurations for extended periods of time; see and read, with or without visual aids, laws and codes, rules, policies and other printed matter, computer screens and printouts; hear and understand speech at normal room levels and hear and understand speech on the telephone; speak in audible tones so that others may understand clearly in normal conversations.

WORK ENVIRONMENT:

- The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.
- The noise level in the work environment is usually moderate.
- Employee in this position will be required to work indoors in a standard office environment and come in direct contact with district staff and the public.