

## **COORDINATOR, VOCATIONAL ENGLISH AS A SECOND LANGUAGE (VESL)**

### **DEFINITION**

Under general supervision, performs a variety of functions in support of the District's Vocational English as a Second Language (VESL) facilities and programs; manages data collection and compilation for dissemination regarding VESL students in compliance with the District, state and various grant and categorical funding sources; provides on-site administrative assistance and support to staff at various VESL facilities; assists in coordinating special events for VESL students and the community.

### **SUPERVISION RECEIVED AND EXERCISED**

Receives general supervision from the Director, English Language Learners. Exercises no supervision of staff. May provide technical and functional direction to student workers.

### **CLASS CHARACTERISTICS**

This is a coordinator classification responsible for performing a variety of direct and supportive duties and activities within the ESL department to ensure VESL students learn and perform in general subject matter areas in the noncredit VESL curriculum and Career and Technical Education (CTE) programs. Incumbents in this classification learn and perform the full range of duties as assigned, working independently, and exercising judgment and initiative to assist in assessing the academic support and resource needs of non or limited English speaking students and to facilitate English language and career education development. Incumbents at this level receive only occasional instruction or assistance as new or unusual situations arise and are fully aware of the operating procedures and policies of the department. This classification is distinguished from the Coordinator, English as a Second Language (ESL) in that the latter provides assistance and support to the ESL students population in a language development program.

### **EXAMPLES OF ESSENTIAL FUNCTIONS (Illustrative Only)**

1. Coordinates the recruitment, advisement, and program review processes for advanced ESL students transitioning into the Vocational English as a Second Language (VESL) programs, including VESL Open House, VESL Retreat, and student focus groups.
2. Provides direction, training, orientation, and guidance to assigned staff in the VESL program; prepares weekly and daily schedules; provides input and documentation for performance evaluations; assists in the recruitment and selection of staff and provides recommendations.
3. Coordinates, schedules, and administers various VESL applications and assessments, including the college's English placement test, the ESL department's placement test, and AMLA placement per ESL-AMLA articulation agreement.
4. Collects and compiles data for VESL students transitioning from noncredit ESL to credit courses and programs; gathers and analyzes data and produces reports on outreach and enrollment, testing and placement outcomes, student education plan

implementation, course/program completion and student transition data in compliance with various District, state and federal mandates.

5. Develops and facilitates dissemination of information regarding VESL program and credit/noncredit career certificate options for current ESL students as well as Mt. SAC Consortium partners and community at large.
6. Monitors access, enrollment, attrition, and wait list data for VESL programs and provides weekly updates and long-term trend data for program planning and growth.
7. Facilitates alignment of program and curriculum by the VESL faculty, conducts annual surveys and focus groups in order to propose and assist in developing program changes and new directions for career education; implements program modifications based upon evaluation results.
8. Assists the Director with developing partnerships between ESL and other CTE programs within the District as well as with the Mt. SAC Consortium; facilitates information sharing materials, scheduling of VESL courses, registering VESL students, and tracking student learning outcomes.
9. Utilizes ESL database(s); ensures validity/accuracy of data via reconciliation of data from multiple sources including Banner System, Comprehensive Adult Student Assessment Systems (CASAS), and ESL databases.
10. Assists various District personnel to plan, organize, and coordinate on- and off-campus community outreach events to attract and inform prospective VESL students of programs and available resources.
11. Performs general administrative duties; prepares, organizes, and maintains student records and files.
12. Promotes an environment of belonging as it relates to diversity, equity, inclusion, social justice, anti-racism, and accessibility.
13. Provides quality customer service when interacting with the public, vendors, students, and College staff, including individuals from minoritized groups.
14. Supports and abides by federal, state, local policies, and Board Policies and Administrative Procedures.
15. Participates on committees, task forces, and special assignments, including, but not limited to Screening and Selection Committees and mandated trainings as required.
16. Prepares and delivers oral presentations related to assigned areas as required.
17. Learns and applies emerging technologies and, as necessary, to perform duties in an efficient, organized, and timely manner.
18. Performs other related duties as assigned.

## **QUALIFICATIONS**

### **Knowledge of:**

1. Principles and practices of supporting a diverse, equitable, inclusive, socially just, anti-racist, and accessible academic and work environment.
2. Principles and practices of data collection, analysis, and reporting.
3. General subject matter areas, including mathematics, science, social studies, grammar, spelling, language, writing, and reading.

4. Structural and operational elements of noncredit Career Development and College Preparation (CDCP) programs offered within the California community college system.
5. Methods, practices, and techniques of improving student learning through specialized structured lesson plans, teaching techniques, and instructional materials.
6. Basic principles, practices, and procedures of grant funding and compliance.
7. Theories, principles, and practices of Second Language Acquisition (SLA) and their application to effectively provide high quality services to students.
8. Modern office practices, methods, and computer equipment and applications related to assigned work.
9. Basic principles of record keeping and file maintenance.
10. English usage, spelling, vocabulary, grammar, and punctuation.
11. Techniques for providing a high level of customer service by effectively dealing with the public, students, and District staff, including individuals of various ages, disabilities, various socio-economic and ethnic groups.

**Skills & Abilities to:**

1. Advocate for and communicate the College's vision and commitment to creating a diverse, equitable, inclusive, socially just, anti-racist, and accessible academic and work environment.
2. Participate in addressing gaps in diversity, equity, inclusion, social justice, anti-racism, and accessibility in the recruitment and retention of staff.
3. Participate in providing resources and support towards the goal of a diverse, equitable, inclusive, socially just, anti-racist, and accessible academic and work environment.
4. Facilitate implementation of the District's Noncredit plans, goals, objectives, policies, and procedures for VESL program and students.
5. Recognize individual student learning needs and adapt materials, program schedule, and assignments to facilitate such learning.
6. Learn, interpret, and apply District rules, regulations, policies, and procedures.
7. Learn and understand the organization and operation of the District as necessary to assume assigned responsibilities.
8. Perform responsible administrative support work with accuracy, speed, and minimal supervision.
9. Organize, maintain, and update student records and files.
10. Understand and follow oral and written instructions.
11. Operate modern office equipment including computer equipment and software programs.
12. Organize own work, set priorities, and meet critical time deadlines.
13. Use English effectively to communicate in person, over the telephone, and in writing.
14. Understand scope of authority in making independent decisions.
15. Review situations accurately and determine appropriate course of action using judgment according to established policies and procedures.
16. Establish, maintain, and foster positive and effective working relationships with those contacted in the course of work.

### **Education and Experience:**

*Any combination of training and experience which would provide the required knowledge, skills, and abilities is qualifying. A typical way to obtain the required qualifications would be:*

1. Equivalent to an Associate's degree from an accredited college or university with major coursework in liberal arts, education, or related field; and
2. Two (2) years of increasingly responsible experience working in an ESL environment.
3. A Bachelor's degree in one of the above-mentioned fields is desirable.
4. Specialized training on second language acquisition theory and methodology and completion of a Teaching English to Speakers of Other Languages (TESOL) program is preferred.

### **Desirable Qualifications:**

1. Experience working with policies and procedures relating to diversity, equity, inclusion, social justice, anti-racism, and accessibility preferably in a minority serving institution such as Hispanic Serving Institution (HSI) and Asian American and Native American Pacific Islander-Serving Institution (AANAPISI); OR
2. Experience with participation in programs relating to diversity, equity, inclusion, social justice, anti-racism, and accessibility preferably in a minority serving institution such as Hispanic Serving Institution (HSI) and Asian American and Native American Pacific Islander-Serving Institution (AANAPISI).

### **Licenses and Certifications:**

Incumbent may periodically be required to travel to a variety of locations. If operating a vehicle, employees must have the ability to secure and maintain a valid California driver's license.

### **PHYSICAL DEMANDS**

Must possess mobility to work in a standard office and classroom setting and use standard office equipment, including a computer; to operate a motor vehicle to visit various District and meeting sites; vision to read printed materials and a computer screen; and hearing and speech to communicate in person and over the telephone. This is primarily a sedentary office classification although standing and walking between work areas may be required. Finger dexterity is needed to access, enter, and retrieve data using a computer keyboard or calculator and to operate standard office equipment. Incumbents in this classification occasionally bend, stoop, kneel, reach, push, and pull drawers open and closed to retrieve and file information. Incumbents must possess the ability to lift, carry, push, and pull materials and objects up to 40 pounds.

### **ENVIRONMENTAL ELEMENTS**

Incumbents primarily work in a classroom and/or office environment with moderate noise levels and controlled temperature conditions. Incumbents may work outdoors and are

occasionally exposed to loud noise levels and cold and/or hot temperatures. Incumbents may interact with staff and/or public and private representatives in interpreting and enforcing departmental policies and procedures.

Amended: 7/2023