



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

Program Specialist, Early Childhood Education

Class Code: 1414

Work Days: 225

GENERAL PURPOSE

Support the day-to-day development, implementation, and management of Orange County's Early Education and Support Services and Quality Rating and Improvement System (QRIS) program activities; provide school personnel with training and skills to support early childhood education; serve as a liaison and resource to school districts, county offices of education, and community agencies; 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 professional, technical, and 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; and establish schedules and methods for providing specialized services; and implement policies and procedures.
 2. Support the objectives and requirements of different early learning and care program types, such as the CA State Preschool Program (CSPP), Transitional Kindergarten (TK), general childcare, and family childcare.
 3. Serve as a county representative for Orange County's Early Education and Support Services by establishing and maintaining effective working relations with state and local community agencies, as well as the network of early childhood educators and providers.
 4. Provide coaching, information, and support to teachers, directors, and agency leadership affiliated with the program; and provide educational career guidance to early childhood professionals.
 5. Raise community awareness on the importance of high-quality early learning; prepare marketing materials, including news releases, flyers, brochures, website content, and social media.
 6. Organize, schedule, and implement various training programs, workshops, and meetings to meet the needs of early learning programs.
 7. 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.
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8. Maintain records pertaining to program services and compile reports and statistical information needed to evaluate program effectiveness and planning of duties.
 9. Attend conferences, trainings, and meetings as necessary.
 10. Demonstrate attendance sufficient to complete the duties of the position as required.
 11. Perform related duties similar to the above in scope and function as required.

QUALIFICATIONS (KNOWLEDGE, SKILL, ABILITY REQUIREMENTS)

Knowledge of:

1. Principles of effective supervision, leadership, training, coaching, and performance evaluation.
2. Basic operations, services, and activities of Quality Rating and Improvement System (QRIS) and related early learning programs.
3. Procedures, methods, and techniques of project and workflow management and organization.
4. Budget principles and best practices.
5. Recent developments, current literature, and information sources related to early care and education programs.
6. Educational career pathways for early childhood professionals.
7. The California Education Code, California Administrative Code, and the policies and procedures of the Orange County Department of Education.

Ability and Skill to:

1. Interpret the organizational and division strategic plan and create relevant goals and plans for assigned areas.
2. Select, train, lead, coach, direct the work of, supervise, and evaluate professional and technical employees; effectively delegate authority and responsibility.
3. Effectively adapt and adjust program services to meet changing priorities and customer-specific needs.
4. Establish and maintain effective working relationships with various constituencies.
5. Interpret and explain laws, codes, contracts, policies, and procedures.
6. Research, write, and gather data for program evaluation; analyze information and prepare reports.
7. Develop and present professional development activities/trainings.
8. Prepare clear and concise correspondence, reports, and other written materials.
9. Analyze problems, identify alternative solutions, project consequences of proposed actions, and communicate clearly and concisely, both orally and in writing, in English.

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, three (3) years of teaching experience in a publicly-funded early childhood education program, or an equivalent combination of training and experience.

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 essential functions.

Employee typically works in an office environment that is fast-paced with high pressure.