



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

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**Program Specialist, Early Learning & Multi-Tiered System of Supports**

**Class Code: 1481  
Work Days: 210**

**GENERAL PURPOSE**

Assist in planning and conducting professional development activities, and provide consultation and technical assistance to early learning agency and district leadership teams to support the implementation of Multi-Tiered System of Supports; provide training, technical assistance, coaching, and/or grant contract management for programs participating in QualityStart OC; 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 Orange County Department of Education Scaling Up Multi-Tiered System of Supports (SUMS) grant project goals and objectives and strategic plan.
  2. Organize, schedule, and implement a variety of training programs, workshops, and meetings to meet the needs of state-wide SUMS participants.
  3. Provide information and technical assistance to school district Early Learning Specialists.
  4. Provide technical assistance to State Preschool agency leads participating in the Quality Rating and Improvement System (QRIS) Block Grant.
  5. Raise community awareness on the importance of high-quality early learning experiences, support and assist with QualityStart OC functions.
  6. Plan, prioritize, assign, supervise, and review the work of staff responsible for providing Early Learning and MTSS services; prepare work schedules for appropriate staff.
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### **ESSENTIAL DUTIES AND RESPONSIBILITIES (cont.)**

7. Select, train, supervise, and evaluate assigned personnel; work with employees to correct deficiencies.
8. Provide coaching to employees; collaborate on goal development, set clear expectations, provide constructive feedback, and check in regularly for understanding.
9. Maintain records pertaining to program services; compile reports and statistical information needed for evaluation of program effectiveness and planning of duties.
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 publicly funded early care and education programs.
3. Multi-Tiered System of Supports model.
4. State preschool and K-12 public school policies and procedures.
5. Social-emotional learning theories and best practices, including Preschool PBIS and California Teaching Pyramid.
6. California Infant-Toddler and Preschool Learning Foundations and Desired Results assessment.
7. Early learning systems best- practices for identification and support of children with learning and/or behavior challenges, including use of developmental screening tools.
8. California Quality Rating and Improvement System.
9. Procedures, methods, and techniques of project and workflow management and organization.
10. Basic procedures, methods and techniques of budget control.
11. Recent developments, current literature, and information sources related to early care and education programs.
12. California Education Code, California Administrative Code, and the policies, rules, and regulations of the County Schools Office.

#### **Ability and Skill to:**

1. Interpret the organizational and division strategic plan and create relevant goals and plans for assigned areas.

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**Ability and Skill to (cont.):**

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 from an accredited college or university with major course work in education or a related field, and three years of educational experience with an emphasis in early childhood education.

**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.

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### **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.

1/12, 9/17