



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

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**Coordinator, Early Learning Services**

**Class Code: 1498**

**Work Days: 210**

**GENERAL PURPOSE**

Develop, implement, and manage early learning programs and activities; provide technical assistance, advisory planning, and consultant services; serve as a liaison with school site staff, the Orange County Department of Education staff, 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 and technical 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. Coordinate and support the cooperation of agencies involved with early learning programs; prepare presentations on program goals and objectives.
  3. Recommend and assist in the implementation of goals and objectives; establish schedules and methods for providing early learning programs; implement policies and procedures.
  4. Participate in the preparation and administration of the program budget for assigned area; submit budget recommendations; monitor expenditures.
  5. Design and deliver a variety of training seminars and workshops dealing with the early learning programs; provide consultation and technical assistance to all participating programs.
  6. Select, train, supervise, and evaluate assigned personnel; work with employees to correct deficiencies.
  7. Provide coaching to employees; collaborate on goal development, set clear expectations, provide constructive feedback, and check in regularly for understanding.
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## **ESSENTIAL DUTIES AND RESPONSIBILITIES (cont.)**

8. Plan, prioritize, assign, supervise, and review the work of staff responsible for providing services within Early Learning Unit; prepare work schedules for appropriate staff.
9. Promote and coordinate specific activities within assigned early learning programs; prepare program event and marketing material including news releases, flyers, and schedules of events, pamphlets, and brochures.
10. Organize, schedule, and implement assessments and/or ratings associated with the early learning programs.
11. Monitor program compliance with laws, rules, and regulations related to provision of related programs and services.
12. Maintain records and develop reports concerning new or ongoing programs and program effectiveness; maintain records for early learning programs and activities; prepare statistical reports as required.
13. Coordinate the development and implementation of financial funding and grants to support the early learning programs.
14. Develop and monitor contracts within the school district, non-profit agencies, private business, governmental agencies, food service agreements, alternative payment agreements, and various other agreements.
15. Monitor pending legislation involving early learning programs and various relevant issues; suggest amendments to legislation; serve on advisory committees.
16. Oversee, monitor, and supervise the development of program curricula and instructional strategies and activities; coordinate the development, selection, and procurement of instructional materials and equipment.
17. Act as liaison for the early learning programs with parents, private businesses, consultants, governmental agencies, and district staff.
18. Maintain awareness of new developments in the instructional field; incorporate new developments into programs as appropriate.
19. Demonstrate attendance sufficient to complete the duties of the position as required.
20. Perform related duties similar to the above in scope and function as required.

## **QUALIFICATIONS (KNOWLEDGE, SKILL, ABILITY REQUIREMENTS)**

### **Knowledge of:**

1. Operations, services, and activities of the California early learning programs.
2. Principles of effective supervision, leadership, training, coaching and performance evaluation.
3. Procedures, methods, and techniques of project and workflow management and organization.
4. Basic procedures, methods, and techniques of budget preparation and control.

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**Knowledge of (cont.):**

5. Methods and approaches to planning early learning programs and services, according to identified needs and requirements of the assigned program.
6. Pertinent federal, state, and local laws, codes, and regulations.
7. Familiarity with the design and reliable implementation of assessments such as Environment Rating Scales (ERS) and Classroom Assessment Scoring System (CLASS).
8. Recent developments, current literature, and sources of information related to instructional area.
9. California Education Code, California Administrative Code, and the policies, rules, and regulations of the County Schools Office.

**Ability and Skill to:**

1. Select, train, lead, coach, direct the work of, supervise, and evaluate professional and technical employees; effectively delegate authority and responsibility.
2. Interpret the organizational and division strategic plan and create relevant goals and plans for assigned areas.
3. Coordinate, direct, and implement early learning programs suited to the needs of the community.
4. Elicit community and organizational support for early learning programs.
5. Establish and maintain effective working relationships with various constituencies.
6. Understand, interpret, and explain laws, codes, contracts, policies, and procedures.
7. Develop and present training materials.
8. Prepare clear and concise correspondence, reports, and other written materials.
9. Analyze problems, identify alternative solutions, project consequences of proposed actions, and implement recommendations in support of goals.
10. 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 or a related field, and four years of responsible educational experience including two years leading or supporting publicly funded early learning programs.

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## **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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