



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

Project Manager, Early Education & Support Services

**Class Code: 1487
Work Days: 210**

GENERAL PURPOSE

Assist with the development and implementation of assigned Early Learning program(s); serve as a resource to school districts, early childhood program directors, and community partners; and perform a variety of technical tasks to support the goals, objectives, and action plans of Early Education and Support Services programs.

SUPERVISION RECEIVED AND EXERCISED

1. Receives general supervision from higher level management staff.
2. May exercise 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 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. Assist in coordinating and administering tasks relative to assigned Early Education Program.
 3. Organize and schedule trainings, workshops, and meetings and assist in their development and implementation; develop and prepare related materials.
 4. Provide technical assistance and information to school district staff, private early learning program staff, and community or regional groups, and assigned state workgroups affiliated with Early Education Program; provide information on early education and related issues.
 5. Identify, recommend, and implement strategies and projects to achieve program goals and objectives.
 6. Contribute to the development of grant and fee-for-service work plans, curriculum development, professional development, workshop delivery, technical assistance, and resource management.
 7. Attend conferences, departmental, and cross-division meetings as necessary to develop information for enhancement and enrichment of staff.
 8. Compile reports and statistical information needed for evaluation of program effectiveness and planning of duties.
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ESSENTIAL DUTIES AND RESPONSIBILITIES (cont.)

9. Promote the Early Education program; prepare program events and marketing materials including flyers, schedules of events, pamphlets, brochures, and web based communication.
10. Must demonstrate attendance sufficient to complete the duties of the position as required.
11. Perform related duties similar to the above in scope and impact as required.

QUALIFICATIONS (KNOWLEDGE, SKILL, ABILITY REQUIREMENTS)

Knowledge of:

1. Early learning research-based best practices, state-funded early learning program policies and procedures, K-12 curriculum standards and goals.
2. Recent developments, current literature, and sources of information related to Early Learning Programs.
3. Procedures, methods, and techniques of management and organization.
4. Principles of supervision, training, and performance evaluation.
5. Adult learning theory and effective coaching protocols and strategies
6. Action planning and event planning strategies, including the development of goals, objectives, and brainstorming activities.
7. Pertinent federal, state, and local laws, codes, and regulations.

Ability and Skill to:

1. Manage multiple competing priorities efficiently and effectively.
2. Successfully plan, organize, and direct an assigned project from start to finish.
3. Interpret the organizational and division strategic plan and create relevant goals and plans for assigned areas.
4. Establish and maintain effective working relationships with various constituencies.
5. Understand, interpret, and explain laws, codes, contracts, regulations, policies, and procedures.
6. Develop and present training materials.
7. Prepare clear and concise correspondence, reports, and other written materials.
8. Analyze problems, identify alternative solutions, project consequences of proposed actions, and implement recommendations in support of goals.
9. 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 early childhood education, human development, or related fields and two (2) years of experience as a classroom teacher or director at a licensed early learning program and two years of experience in project management.

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 moderately paced with variable pressure.

6/16, 7/17