



EARLY LEARNING P-5 COORDINATOR

Classification: Professional-Technical Level 1

Location: District Office

Reports to: Director of P-5 Instruction and Early Learning Programs

FLSA Status: Exempt

Employee Group: Professional-Technical

The job description does not constitute an employment agreement between the district and the employee and is subject to change by the district as the needs of the district and requirements of the job change.

Part I: Position Summary

This position is responsible for collaborating and coordinating with school teams, administrative staff, and facilitators in the planning, implementation, and evaluation of district early learning programs, P-5.

Part II: Supervision and Controls over the Work

Serves under the general supervision of the director, who assigns responsibilities and establishes program goals and objectives. Is held responsible for results in terms of the effectiveness of planning, policies, and programs and for the achievement of district goals and objectives. Work is guided by federal and state statutes and codes, professional standards and practice, supervisory direction, district policy and regulatory direction, and compliance with state and local regulatory agencies.

Work is performed with relative independence, with the expectation that situations and needs will be properly assessed and analyzed, and appropriate adjustments and implementation for all early learning programs will be supported.

Part III: Major Duties and Responsibilities

1. Provides program coordination, logistical support, and analysis (content and fiscal) for early learning programs to enhance and enrich the quality, alignment, and effectiveness of the programs P-5.
2. Assists with recruitment for district early learning programs, Transitional Kindergarten, Everett Ready, and Kindergarten. Coordinates with school office staff to align and implement the practices and procedures developed to support the successful implementation of a wide range of P-5 programs.
3. Attends and supports meetings and professional development classes to monitor participation, respond to technical needs, record sessions, upload and maintain the library of recordings and resources on the P-5 Instruction and Early Learning webpage, and develops and produces materials and resources, including electronic and hard copy resources, to support early learning programs in the schools and the community.

4. Participates in group sessions to design and plan programs that meet the needs of the EPS early learning community. Takes a lead role in developing and implementing new programming as well as maintaining existing programs, providing feedback and input on areas for improvement and alignment.
5. Prepares written materials (e.g., reports, instructions, guidelines, etc.) to communicate program information, provide written support, document progress, develop recommendations, and evaluate the program. Responds to program and or teacher/family-related inquiries to resolve issues, provide information, and improve programming.
6. Plans, develops, and supports professional development classes and workshops for teachers, community early learning providers, and support staff using an aligned and consistent model for the work. Coordinates community partner events such as Preschool to Kindergarten Connections. Communicates effectively with community organizations and partners.
7. Assist in the identification and development of community resources and partnerships to support the alignment of early learning programs, P-5.
8. Supports and manages the allocation of public and private grants for early learning programs, including managing the budgets and required reports.
9. Develop and maintain effective professional relationships and communication with staff, students, families, and community to create a strong collaborative environment for all P-5 programs and participants, using district communication tools such as Let's Talk and social media.

Performs other duties as assigned.

Part IV: Minimum Qualifications

1. Must have experience working or interacting successfully with culturally diverse families and communities or have otherwise demonstrated a commitment to strengthening the engagement of a diverse community and skill in communicating with a diverse population.
2. Associate's degree with a field of study in early childhood, education, and/or related fields that provided skills and knowledge appropriate to or supportive of the position OR experience working directly with education programs, P-3, students, and/or staff commensurate with the number of years required for the identified degree.
3. Minimum of three years of successful experience working with P-3/ elementary programs, which provided knowledge of the P-3 framework, supports, programs, and research relative to the program.

4. Strong analytical and problem-solving skills and understanding of “client-centered” support and services.
5. Ability to manage budgets and grant-funded programs.
6. Excellent oral, written, and interpersonal communication skills to include strong evidence of ability to work collaboratively and gain the trust and confidence of team members and school staff.
7. Ability to work both independently and cooperatively.
8. Ability to organize work, set priorities, and meet deadlines. Ability to establish effective working relationships at all levels of the organization.
9. Valid state driver’s license, ability, and willingness to travel to school locations when necessary.

Part V: Desired Qualifications

Bachelor’s degree with a field of study in early childhood, education, and/or related fields that provided skills and knowledge appropriate to or supportive of the position.

Part VI: Physical and Environmental Requirements of the Position

The physical demands and work environment described here are representative of those that an employee must meet to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform these functions.

While performing the duties of this job, the employee is frequently required to sit, talk, lift, carry, move about, hear, and speak.

The employee must occasionally lift and/or move 25 to 50 pounds.

Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

The employee may sit or stand for longer than two hours at a time, may lift objects repeatedly, and may undertake repeated motions.

The employee may be exposed to infectious diseases when working in schools and with or around students.