

JOB DESCRIPTION

San Diego County Office of Education

Project Specialist, Child and Family Success

Purpose Statement

The Project Specialist, Child and Family Success is responsible for the research, development, implementation, and assessment of professional learning, instructional guidance and coaching related to Prekindergarten through Grade 3 (P-3) programs, that supports schools and districts to implement high quality, standard-based teaching and learning, maintaining services in compliance with established guidelines; and ensuring the accomplishment of the SDCOE mission, goals and objectives, and strategic plans (e.g., Equity Blueprint, P-3 Strategic Plan, etc.).

Diversity Statement:

Because each person is born with inherent worth and dignity, and because equitable access and opportunity are essential to a just, educated society, SDCOE employee commitments include being respectful of differences and diverse perspectives, and being accountable for one's actions and the resulting impact.

Essential Functions

- Develops and facilitates professional learning activities for preschool, transitional kindergarten, and kindergarten teachers and in coordination with the county's P-3 focus.
- Develops and implements and supervises the development and implementation of professional learning in specific target areas that support the P-3 alignment.
- Provides technical assistance support to other SDCOE team members facilitating effective P-3 program learning and implementation.
- Supports the expansion of universal preschool programs for three- and four-year-old children through a mixed-delivery system.
- Facilitates, maintains, and strengthens partnerships within SDCOE departments, school districts, partner organizations, the public, and various local and State agencies by coordinating communications, activities, resources, and information related to UPK programs.
- Facilitates the transition of preschool-aged children into the TK-12 educational system by aligning Early Learning and Care with the TK-12 educational system cohesively.
- Plans and facilitates training and support materials for the purpose of providing meaningful professional learning related to quality early learning practices, to individuals or groups of teachers, early care and education providers, administrators, counselors, and other program staff, specifically as related to building the P-3 workforce and increasing specific competencies of early learning professionals.
- Collaborates with a team in providing professional development for inclusive classrooms; culturally responsive instruction; dual language or multilingual learners; social-emotional learning; trauma or healing-informed and restorative practices; and mitigating implicit biases to eliminate exclusionary discipline.
- Supports with the local planning council (LPC) and resource and referral (R&R) agencies to support the mixed delivery system of UPK and relationship building between the local education agencies (LEAs), the LPC, and the R&R.

- Engages with district and site level personnel in service of the whole child and the P-3 alignment through coaching and consultation.
- Maintains current knowledge of educational methods, practices, and standards related to UPK and UTK programs and related laws, codes, regulations, policies, and procedures; assists school districts with modifying services to assure compliance with standards and requirements.
- Works with various SDCOE departments (Early Education, Curriculum and Instruction, MEGA, Equity, Student Support Services, Human Resources, Innovations, etc.) to coordinate technical assistance and professional development to school districts and charters, including community based CSPP programs in their attendance areas, as applicable.
- Participates in community activities and professional development events that promote the development and management of grant activities.
- Monitors fund balances of assigned programs and related financial activity ensuring that expenses are within budget limits and that fiscal practices are followed.
- Participates in and leads meetings, workshops, training, and seminars conveying and/or gathering information required to perform functions.
- Presents information to district and community groups (e.g., program offerings, funding status, participation levels, etc.) promoting programs, gaining feedback, and complying with established internal controls.
- Supports the ongoing efforts of family and community engagement by building strong partnerships with parents and educational partners.

Other Function

- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.

Job Requirements: Minimum Qualifications

Knowledge and Abilities

KNOWLEDGE OF:

Principles, regulation and practices relating to early learning and care programs/initiatives;
 Grant administration;
 Issues relating to at-risk youth;
 Accounting practices;
 Codes/laws/rules/regulations/policies;
 Community resources;
 Methods of instruction and training;
 Practicing cultural competency while working collaboratively with diverse groups and individuals;
 Stages of child development.

ABILITY TO:

Promote a human-centered culture that elevates the strengths of others creating a sense of belongingness;
 Practice cultural competency while working collaboratively with diverse groups and individuals;
 Schedule, meetings, and/or events;
 Analyze data utilizing and processes;
 Work with a significant diversity of individuals and/or groups;
 Analyze issues and create action plans;
 Adapt to changing work priorities;

Communicate clearly and concisely, both orally and in writing;
Meet deadlines and schedules;
Work independently as well as a member of a team;
Establish effective working relationships with staff, school district personnel, students, and the public.

Working Environment:

ENVIRONMENT:

Duties are typically performed in an office setting.
May be designated in an alternate work setting using computer-based equipment to perform duties.

PHYSICAL ABILITIES:

The usual and customary methods of performing the job’s functions require the following physical demands: some lifting, carrying, pushing, and/or pulling, and significant fine-finger dexterity. Generally, the job requires extended periods of time sitting, walking, and standing. The job is performed under minimal temperature variations. All requirements are subject to possible modification to reasonably accommodate individuals with a disability.

Education and Experience:

Experience: Three (3) years of increasingly responsible experience in conducting professional learning activities, collaborative projects implementation, and program evaluation and assessment and;

Education: A bachelor’s degree in education, educational leadership, or closely related field; or

Equivalency: A combination of education and experience equivalent to a bachelor’s degree in education, educational leadership, or related field; and three (3) years of increasingly responsible experience conducting professional learning activities, collaborative projects implementation, and assessment.

Required Testing

N/A

Certificates Licenses, Credentials

Valid CA Teaching Credential

Valid CA Driver’s License

Continuing Educ./Training

As needed to maintain required certificates and/or licenses

Clearances

Criminal Justice Fingerprint/Background Clearance


Physical Exam including drug screen

Tuberculosis Clearance

FLSA Status: Exempt

Salary Grade: Certificated Management, Grade 035

Approval Date: 08/2023

Approved by: 
Dr. Yolanda Rogers, assistant superintendent
Human Resources Services