

## **Educational Service Unit #1**

### **Early Learning Connection Coordinator Job Description**

It is the policy of Educational Service Unit #1 to not discriminate on the basis of sex, handicap or disability, race, color, religion, marital status, veteran status, or national or ethnic origin in its educational programs, admission policies, employment policies or other administered programs. Persons requiring accommodations to apply and/or be considered for positions are asked to make their request to the Administrator.

- A. Job Title:** Early Learning Connection Coordinator
- B. Department:** Professional Development
- C. FLSA Status:** The employee has the primary duty of performing office or non-manual work directly related to the management general business operations of ESU #1. The employee customarily and regularly exercises discretion and independent judgment or has a primary duty of performing administrative functions directly related to academic instruction or training in the school district or a department or subdivision.
- D. Education Level and Certification:** Bachelor's Degree in Education. A Nebraska Teaching Certificate with Early Childhood endorsement is preferred, but not required. Community or organizational development experience with DHHS licensing, NDE/Rule 11, or Federal/State program experience (Head Start, Early Head Start, Sixpence).
- E. Reports To:** Administrator
- F. May Receive Guidance From:** Administrator
- G. Essential Job Functions:**
  - 1. Working with adults who serve and support children ages birth through eight years and out of school time through age 12
  - 2. Develop partnerships and ensure that representation includes, but is not limited to child care centers, family child care homes and preschools; school district/ESU operated early childhood programs; K-3 programs in elementary schools; Early Childhood Planning Region Teams (PRTs); ESUs; Department of Health and Human Services inspection specialists (child care licensing); before- and after-school programs; Head Start and Early Head Start; child care food program sponsors; UNL Cooperative Extension; health/medical professionals; two-year and four-year higher education institutions; professional organizations and support groups; community service providers; local businesses; and parents/families of young children.
  - 3. Willing to travel/ possess valid driver's license
  - 4. Basic computer and technology literacy

5. Communication and mass marketing
6. Fiscal responsibility and working with grant funded programs.

**H. Working Conditions:**

1. Inside heated and air conditioned office.

**I. Job Tasks:**

1. Identify and coordinate professional development opportunities in collaboration with partners and stakeholders.
2. Work with the Nebraska Department of Education/Office of Early Childhood (NDE/OEC) to help identify and recruit trainers for priority initiatives determined by NDE to ensure a network of trainers is available to serve the region.
3. Provide documentation to NDE/OEC for all training participants who attend and complete childcare licensing required trainings using the NECPRS system.
4. Expected to participate in moderate travel and flexible scheduling to accommodate evening and weekend training events support as needed.
5. Follow policies and procedures identified by ESU fiscal expectations for registrations and payments utilizing supporting departments.
6. Collaborate with NDE/OEC on the delivery of all childcare licensing required trainings.
7. Collaborate with NDE/OEC in the development of supports and professional development for early childhood programs participating in the Nebraska Step Up to Quality Rating and Improvement System.
8. Provide professional development designed to address best practices in adult learning and actively engage participants.
9. Promote state sponsored early childhood professional development opportunities through announcements in electronic materials sent to early childhood providers, or printed materials as appropriate. Post all NDE/OEC supported trainings on the statewide training calendar as well as implement local ESU #1, #8, #17 training communication strategies.
10. Conduct a needs assessment that utilizes Nebraska's Core Competencies for Early Childhood Professionals and Nebraska's School-Age and Youth Development Core Competencies and collaborate with partners to create a complete picture of regional needs to develop plans to address the identified needs.

11. Promote licensing, credentialing and accreditation to enhance the quality of all early childcare and education programs.
12. Build and maintain cooperative working relationships with ESU management teams to facilitate shared understanding, collaboration, accountability and coordination.
13. Promote early childhood professional development and public awareness of high quality early childhood staff and programs within the region via outreach events, marketing and service on appropriate boards, task forces and committees.
14. Participate in state level meetings, trainings, and individual professional development as required.
15. Coordinate and submit annual continuation proposal, grant reports and requests for funds to meet partnership's plans and activities.
16. Participate in area advisory committees such as: NENCAP; Healthy Families and Head Start Health Advisory Committee; Preschool advisory committees as requested; EDN Planning Region meetings (PRT 1, 8, 17); and special interest committees.
17. Design and market a minimum of three ELC Partner meetings/year; facilitate child care networking sessions with a topic of interest; participate in conference planning committees.
18. Adheres to policies established by ESU #1.
19. Performs other duties as directed.

**J. Knowledge:**

1. Education and Training — Knowledge of principles and methods for curriculum and training design, teaching and instruction for individuals and groups, and the measurement of training effects.
2. Administration and Management — Knowledge of business and management principles involved in strategic planning, resource allocation, human resources modeling, leadership technique, production methods, and coordination of people and resources.
7. English Language — Knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar.

8. Personnel and Human Resources — Knowledge of principles and procedures for personnel recruitment, selection, training, compensation and benefits, labor relations and negotiation, and personnel information systems.
9. Communications and Media — Knowledge of media production, communication, and dissemination techniques and methods. This includes alternative ways to inform and entertain via written, oral, and visual media.
10. Psychology — Knowledge of human behavior and performance; individual differences in ability, personality, and interests; learning and motivation; psychological research methods; and the assessment and treatment of behavioral and affective disorders.

#### **K. Skills**

1. Coordination — Adjusting actions in relation to others' actions.
2. Speaking — Talking to others to convey information effectively.
3. Reading Comprehension — Understanding written sentences and paragraphs in work related documents.
4. Writing — Communicating effectively in writing as appropriate for the needs of the audience.
5. Social Perceptiveness — Being aware of others' reactions and understanding why they react as they do.
6. Critical Thinking — Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems.
7. Judgment and Decision Making — Considering the relative costs and benefits of potential actions to choose the most appropriate one.
8. Active Listening — Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.
9. Management of Personnel Resources — Motivating, developing, and directing people as they work, identifying the best people for the job.
10. Systems Evaluation — Identifying measures or indicators of system performance and the actions needed to improve or correct performance, relative to the goals of the system.

#### **L. Abilities**

1. Oral Expression — The ability to communicate information and ideas in speaking so others will understand.
2. Written Expression — The ability to communicate information and ideas in writing so others will understand.
3. Written Comprehension — The ability to read and understand information and ideas presented in writing.
4. Oral Comprehension — The ability to listen to and understand information and ideas presented through spoken words and sentences.
5. Speech Clarity — The ability to speak clearly so others can understand you.
6. Near Vision — The ability to see details at close range (within a few feet of the observer).
7. Fluency of Ideas — The ability to come up with a number of ideas about a topic (the number of ideas is important, not their quality, correctness, or creativity).
8. Inductive Reasoning — The ability to combine pieces of information to form general rules or conclusions (includes finding a relationship among seemingly unrelated events).
9. Deductive Reasoning — The ability to apply general rules to specific problems to produce answers that make sense.
10. Originality — The ability to come up with unusual or clever ideas about a given topic or situation, or to develop creative ways to solve a problem.

**M. Work Activities:**

1. Communicating with Persons Outside Organization — Communicating with people outside the organization, representing the organization to customers, the public, government, and other external sources. This information can be exchanged in person, in writing, or by telephone or e-mail.
2. Communicating with Supervisors, Peers, or Subordinates — Providing information to supervisors, co-workers, and subordinates by telephone, in written form, e-mail, or in person.
3. Getting Information — Observing, receiving, and otherwise obtaining information from all relevant sources.
4. Provide Consultation and Advice to Others — Providing guidance and expert advice to management or other groups on technical, systems-, or process-related topics.

5. Coordinating the Work and Activities of Others — Getting members of a group to work together to accomplish tasks.
6. Training and Teaching Others — Identifying the educational needs of others, developing formal educational or training programs or classes, and teaching or instructing others.
7. Establishing and Maintaining Interpersonal Relationships — Developing constructive and cooperative working relationships with others, and maintaining them over time.
8. Staffing Organizational Units — Recruiting, interviewing, selecting, hiring, and promoting employees in an organization.
9. Developing Objectives and Strategies — Establishing long-range objectives and specifying the strategies and actions to achieve them.
10. Organizing, Planning, and Prioritizing Work — Developing specific goals and plans to prioritize, organize, and accomplish your work.

**N. Required Employee Characteristics:**

1. Cooperation — Job requires being pleasant with others on the job and displaying a good-natured, cooperative attitude.
2. Attention to Detail — Job requires being careful about detail and thorough in completing work tasks.
3. Dependability — Job requires being reliable, responsible, and dependable, and fulfilling obligations.
4. Integrity — Job requires being honest and ethical.
5. Concern for Others — Job requires being sensitive to others' needs and feelings and being understanding and helpful on the job.
6. Self Control — Job requires maintaining composure, keeping emotions in check, controlling anger, and avoiding aggressive behavior, even in very difficult situations.
7. Stress Tolerance — Job requires accepting criticism and dealing calmly and effectively with high stress situations.
8. Adaptability/Flexibility — Job requires being open to change (positive or negative) and to considerable variety in the workplace.

9. Independence — Job requires developing one's own ways of doing things, guiding oneself with little or no supervision, and depending on oneself to get things done.

10. Initiative — Job requires a willingness to take on responsibilities and challenges.

**O. Essential Functions:** The essential functions of the Early Learning Connection Coordinator position include (1) regular, dependable attendance on the job; (2) the ability to perform the identified tasks and to possess and utilize the identified knowledge, skills, and abilities and to perform the identified work activities; and, (3) the ability to perform the following identified physical requirements:

<b>Physical Requirements Early Learning Connection Coordinator</b>	Item is not a requirement of the job	Occasional -- up to 33% of time	Occasional/Essential -- up to 33% of time, absolutely essential to the job	Occasional/Essential -- up to 33% of time, absolutely essential to the job	Continuous -- over 66% of time
<b>Stamina</b>					
1. Sitting				X	
2. Walking			X		
3. Standing			X		
4. Sprinting/Running	X				
<b>Flexibility</b>					
5. Bending or twisting at the neck more than the average person		X			
6. Bending or twisting at the trunk more than the average person		X			
7. Squatting/Stooping/Kneeling		X			
8. Reaching above the head		X			
9. Reaching forward		X			
10. Repeating the same hand, arm or finger motion many times (For example: typing, data entry, etc.)				X	
<b>Activities</b>					
11. Climbing (on ladders, into large trucks/vehicles, etc.)	X				
12. Hand/grip strength	X				
13. Driving on the job				X	
14. Typing non-stop		X			
<b>Use of Arms and Hands</b>					
15. Manual dexterity (using a wrench or screwing a lid on a jar)		X			
16. Finger dexterity (typing or putting a nut on a bolt)		X			
<b>Lifting Requirements</b>					
17. Lifting up to 10 pounds (Mark all that apply)					
Floor to waist		X			
Waist to shoulder		X			
Shoulder to overhead		X			
18. Lifting 11 to 25 pounds (Mark all that apply)					
Floor to waist		X			
Waist to shoulder		X			
Shoulder to overhead		X			
19. Lifting 26 to 50 pounds (Mark all that apply)					
Floor to waist		X			
Waist to shoulder		X			
Shoulder to overhead		X			
20. Lifting 51 to 75 pounds (Mark all that apply)					

Floor to waist	X				
Waist to shoulder	X				
Shoulder to overhead	X				
21. Lifting 76 plus pounds (Mark all that apply)					
Floor to waist	X				
Waist to shoulder	X				
Shoulder to overhead	X				
22. Can load/items weighing over 50 pounds that are lifted or carried be shared, or reduced into smaller loads?	X				
<b>Pushing/Pulling</b>					
23. 25 to 50 pounds		X			
24. 51 to 75 pounds	X				
25. 76 to 90 pounds	X				
26. Over 90 pounds	X				
<b>Carrying</b>					
27. 10 to 25 pounds		X			
28. 26 to 50 pounds		X			
29. 51 to 75 pounds	X				
30. 76 to 90 pounds	X				
31. Over 90 pounds	X				