



Child Signature Program Job Description

Early Learning System Specialist (ELSS)

POSITION SUMMARY

The Early Learning Systems Specialist (ELSS) facilitates and supports the Readiness Assessment and related quality improvement activities necessary for participating counties, centers, and classrooms to: meet the Child Signature Program's Baseline Criteria and Teacher/Provider Qualifications, and/or: begin implementation of the CSP Quality Enhancement Program elements. The primary responsibilities of the ELSS include providing support to counties in: 1) completion of the Readiness Assessment; 2) development of improvement plans; 3) engagement in improvement activities, and 4) coordinating for and, in some cases, directly providing training and technical assistance to participating centers and classrooms. Outcomes of the ELSS work include improved early learning classroom quality, and site readiness to participate in future CSP Quality Enhancement opportunities.

REPORTING RELATIONSHIPS

- The ELSS reports to designated leadership staff of the local county commission.
- Participating center directors, classroom teachers, appropriate consultants, and Early Education Effectiveness Exchange (E4) staff work collaboratively with the ELSS.

MAJOR RESPONSIBILITIES AND KEY TASKS

Readiness Assessment

Coordinates the training, technical assistance, and data collection necessary to ensure completion of a county-level readiness assessment with detailed assessment information from participating centers and classrooms, specifically:

- Collaborates with the E4 to organize and provide counties and centers with training on the use and completion of the Readiness Assessment tool, Readiness Assessment roadmap, and technical assistance guide.
- Coordinates with the E4 to provide additional technical assistance to counties, centers, and classrooms during the completion of the Readiness Assessment.
- Works with centers and classrooms on data collection and completion of the Readiness Assessment tool.
- Ensures timely completion and delivery of final Readiness Assessment report to county.
- Collaborates with the E4 to complete summary and analysis of Readiness Assessments for counties and First 5 California.

Quality Improvement

Leads and coordinates planning, training, and technical assistance for improving the quality of participating centers and classrooms, specifically:

- Provides input to the E4 on development of the county quality improvement plan template.

- Works directly with centers and classrooms to develop improvement plans to achieve quality enhancements and improvement objectives (work on the improvement plans will begin no later than the second half of fiscal year 1).
- Coordinates with counties to identify additional (county-level) resources that may be available to support quality enhancements.
- Monitors and provides feedback to counties, centers, and classrooms on progress toward improvement plan objectives.
- Ensures timely completion and delivery of improvement plan status updates and final reports.

Training and Technical Assistance

Coordinates with the E4 to determine the scope and content of and delivery approaches for training and technical assistance needed by centers and classrooms to facilitate achievement of Child Signature Program's Baseline Criteria and Teacher/Provider Qualifications, and to begin implementation of the CSP Quality Enhancement Program elements:

- Collaborates with the E4 contractor to identify training and technical assistance needs informed by analysis and summary of Readiness Assessments and review of improvement plans.
- Assists the E4 to coordinate schedules, publicity, venues and media for training and technical assistance to be delivered by the E4.
- Where appropriate, serves as an extension of the E4 in providing training and technical assistance directly to centers and classrooms.
- Participates in the E4 train-the-trainer activities to ensure readiness to directly conduct training and technical assistance for centers and classrooms, when appropriate.
- Collaborates with the E4 to monitor and track participation of center and classroom (or other appropriate) staff in training and technical assistance.

Administrative Support

- Works with the local Commission leadership to ensure all assigned readiness assessment and improvement plan status reports are completed and submitted on a timely basis.
- Ensures all confidential information is protected.
- Provides formal (improvement plan status reports) and informal input to county commission on center and classroom readiness and performance.

Policy Leadership

- Participates in ECE policy development and dialogue at the local and state levels.
- Provides leadership in the coordination and implementation of emergent Early Learning policy.

Other

- Supports the local and statewide evaluation, as appropriate.
- Performs other duties as assigned within the scope of the job description.

EDUCATION AND WORK EXPERIENCE REQUIREMENTS

- Bachelor of Arts degree in Education, Child Development, or related Social Science field
- At least two years of experience as quality improvement coach, organizer or active improvement team participant
- At least one year of supervisory or other leadership experience
- At least three years of progressively more responsible job experience working in teams

- PREFERRED – Bicultural and bilingual competence in the predominant language (other than English) of the staff serving children in participating sites
- PREFERRED – At least three years of experience working with low-income children from culturally and linguistically diverse backgrounds
- PREFERRED – At least two years of experience as quality improvement coach, organizer or active improvement team participant in children's service industry
- PREFERRED – Master's degree in Child Development (CD), Early Childhood Education (ECE), or in a related Social Science field

ADDITIONAL JOB REQUIREMENTS

- Clearance of background checks as required by local, state, and federal regulations
- Physical examination and diagnostic tests as required by local, state and federal regulations

REQUIRED SKILLS/ABILITIES

- Knowledge of and ability to implement effective quality improvement approaches
- Knowledge of and experience with program appraisals, audits, or related assessment activities
- Knowledge of current ECE practices for the specific age group (0 to 3 and 3 to 5)
- Knowledge of ECE licensing requirements, funding and support systems, including, but not limited to, Head Start/Early Head Start, Title 5, Title 22, child care resource and referral agencies, etc.
- Demonstrated organizational and leadership abilities to facilitate and motivate participation (in training, technical assistance, and improvement activities)
- Knowledge of and ability to assess, analyze, and interpret qualitative (Readiness Assessment) data and information
- Ability to work as a cooperative and supportive member of team including commission leadership, E4 staff, and center and classroom staff
- Ability to communicate and cooperate with culturally, linguistically, and diverse staff, various professionals, and community groups
- Possess good interpersonal skills
- Ability and willingness to work with centers and classrooms located in a high-risk, low-income communities
- Ability to exercise discretion in handling confidential information and materials
- Intermediate knowledge of computer applications and the ability to learn and master computer technology/software programs as needed
- Ability to communicate and respond in a manner that consistently demonstrates respect and concern
- PREFERRED-Knowledge of and experience with distance learning media (e.g., video conferencing, webinars, etc.)