

SCHOOL READINESS SPECIALIST I

DEFINITION

Under the direction of the Director of the Second Language Program, to assist with the daily administration and operation of the District's School Readiness and Resource Center Project (SRRC); implement project objectives and activities that meet the developmental, academic, and linguistic needs of 0-5 year olds and their families.

EXAMPLES OF DUTIES

Plan, coordinate and facilitate day-to-day school readiness project activities and provide school/community liaison support to parents, site and community services personnel; monitor the selection, ordering and care of supplies and equipment in the School Readiness and Resource Centers; assist with the monitoring of the project budget, data collection and analysis; report writing and ongoing evaluation of program measurement standards; plan, schedule and implement parent education classes; liaison with local service agency representatives; provide guidance to the District principals and staff on topics related to school readiness and early child development; assist with the child/family service referral process; establish and maintain an effective and ongoing working relationship with a variety of individuals, groups and outside agencies; plan and implement a District-wide school readiness program; serve as a resource to the school community for child care programs; make home visits when necessary; set up a child/parent joint summer school program; work with local colleges and universities to secure student volunteers as English tutors for parents of 0-5 year olds; coordinate services with other District office departments to facilitate parent access to information and programs that will promote school readiness; schedule child development classes and school readiness activities; may interpret and translate for non- and limited-English speaking parents and students, if necessary.

QUALIFICATIONS

Knowledge of

Basic data collection techniques required for state and federal child development programs, effective project management skills, knowledge of early childhood education theory and education principles.

Ability to

Organize and plan pre-school learning activities; communicate effectively both orally and in writing; work effectively with administrative, teaching staff and parents; interpret and translate in the target language. Must pass reading and writing proficiency examination in the designated second language.

Experience

One year full-time (or 2080 hours part-time) experience in a related field. Experience in coordinating interagency networking and community outreach services. Equivalencies will be granted to individuals who can demonstrate any combination of education and experience that provide equivalent knowledge, skills and abilities.

Education

B.A. degree in education, social ecology, psychology, social work or a related field.

Physical Performance Requirements

Frequent sitting, standing or walking much of the time with some bending, stooping, squatting and twisting. Lifting of office supplies and other work related materials occasionally involved. Weight of materials will vary, but generally be of less than twenty pounds.

Licenses

Possession of a valid and appropriate California Driver's License, if required.

Board Approved: October 10, 2000