

SANTA CRUZ COUNTY OFFICE OF EDUCATION

COORDINATOR, ENVIRONMENTAL LITERACY

DEFINITION

The job of Coordinator, Environmental Literacy is done for the purpose/s of providing support to the educational process with specific responsibilities for coordinating environmental education, the California Regional Environmental Education Community (CREED) and environmental literacy initiatives; providing professional development activities; and implementing and maintaining professional services within established guidelines and standards.

This job reports to assigned administrator.

SUPERVISION EXERCISED

No supervision exercised.

EXAMPLES OF IMPORTANT AND ESSENTIAL DUTIES

Advises school district faculty, administrators, staff and others (e.g. concerning services, standards, requirements principles, practices, techniques, laws, codes, regulations, initiatives, policies and procedures, etc.) for the purpose of providing content expertise and ensuring implementation of programs in compliance with laws and regulations.

Collaborates with others (e.g. administrators, school district personnel, school leadership, outside organizations such as non-profits, municipal/government agencies, general public, etc.) for the purpose of implementing and maintaining services and/or programs.

Coordinates program components, support needs and materials (e.g. staffing, scheduling, managing communications, negotiating contracts with vendors, reserving space, obtaining supplies, etc.) for the purpose of meeting instructional needs of local school districts and students.

Facilitates professional development meetings, workshops, and seminars (e.g. group trainings, classroom coaching sessions, partnership meetings, etc.) for the purpose of building relationships and meeting program objectives.

Maintains a variety of manual and electronic files and/or records (e.g. goals/results, fund balances/budgets, etc.) for the purpose of providing up-to-date reference, communicating program results, and complying with regulatory requirements and established guidelines.

Monitors assigned programs and/or activities (e.g. effectiveness, participation levels, etc.) for the purpose of ensuring that performance objectives are met within budget and in compliance with established operational practices.

EXAMPLES OF IMPORTANT AND ESSENTIAL DUTIES (CONTINUED)

Monitors fund balances of assigned programs and related financial activity (e.g. grant funding, vendor contracts/costs, etc.) for the purpose of ensuring that expenses are within budget limits and/or fiscal practices are followed.

Participates in meetings, workshops, trainings, and seminars (e.g. curriculum/instruction team, professional group meetings, board meetings, etc.) for the purpose of conveying and/or gathering information required to guide environmental literacy and STEM programs.

Prepares a variety of written materials (e.g. instructional material guidelines and requirements, curriculum standards, assessment tools, staff reports, correspondence, information releases, website content, etc.) for the purpose of providing training, up-to-date reference, and communicating program results.

Presents information to educators, public agency representatives, and the general public (e.g. projects, events, curriculum, funding status, participation levels, etc.) for the purpose of promoting programs, gaining feedback and complying with established internal controls.

Researches, writes and presents grant information for the purpose of securing alternative funding.

Responds to inquiries from a variety of internal and external sources (e.g. parents, students, teachers, staff, outside agencies, etc.) for the purpose of providing content expertise, information and/or direction.

JOB RELATED AND ESSENTIAL QUALIFICATIONS

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

Knowledge of:

Perform basic math, including calculations using fractions, percents, and/or ratios.

Read technical information, compose a variety of documents, and/or facilitate group discussions; and solve practical problems.

Concepts of grammar and punctuation.

Grant administration and community resources.

District policies and procedures.

Principles and practices of curriculum development, standards, instruction and assessment.

Current trends, research and development in the area of environmental learning, student instruction and implementation.

Knowledge of (continued):

California Content Standards and Curriculum Frameworks and California Educational Reform documents.

Skill and Ability to:

Perform multiple, technical tasks with a need to occasionally upgrade skills in order to meet changing job conditions.

Utilize conflict resolution techniques, operating standard office equipment including pertinent software applications, planning and managing projects; and preparing and maintaining accurate records.

Schedule a significant number of activities, meetings, and/or events.

Often gather, collate, and/or classify data; and use basic, job-related equipment.

Flexibility is required to independently work with others in a wide variety of circumstances.

Work with data utilizing defined but different processes; and operate equipment using defined methods.

Ability is also required to work with a significant diversity of individuals and/or groups.

Work with data of varied types and/or purposes; and utilize specific, job-related equipment.

Independent problem solving is required to analyze issues and create action plans.

Problem solving with data frequently requires independent interpretation of guidelines; and problem solving with equipment is limited.

Adapting to changing work priorities; communicating with diverse groups; setting priorities; building collaborative relationships; and working with constant interruptions.

EDUCATION AND EXPERIENCE

Any combination equivalent to experience and training that would provide the required knowledge, skills, and abilities would be qualifying. A typical way to obtain the knowledge, skills, and abilities would be:

Education:

The above levels of Experience and Education has been found to be a minimum requirement for successful job performance. Relevant closely job-related experience, education, certificates and/or licenses may be substituted.

Experience:

Job related experience within a specialized field is required.

License or Certificate:

Valid Driver's License & Evidence of Insurability.

Qualification Requirements:

Working under limited supervision following standardized practices and/or methods; leading, guiding, and/or coordinating others; directing the use of budgeted funds within a work unit. Utilization of resources from other work units may be required to perform the job's functions. There is some opportunity to impact the organization's services.

SPECIAL REQUIREMENTS

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. Essential duties require the following physical skills and work environment:

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 70% sitting, 20% walking, and 10% standing. The job is performed under minimal temperature variations.

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