

## Public Education Programs Coordinator I

<b>Job Code</b>	20001081	<b>Job Family</b>	Relationship Management	<b>Professional / Knowledge Worker</b>	
<b>Department</b>	Communications & Marketing	<b>Reports to</b>	Director, Comm Mktg & Bus Readiness	<b>Union Status</b>	Non-Represented
<b>FLSA Status</b>	Exempt	<b>Pay Grade</b>	2053	<b>This Job is a Lead</b>	No
<b>Last Updated</b>	07/27/2025				

### Accountability for Workplace Culture

Our PUD values are at the center of our culture. Putting the safety, health, and well-being of our communities and those we work with is valued above all else and everyone on Team PUD must meet this commitment daily. Nothing we do in achieving our Mission is worth a single injury, and all who interact with us must feel they are valued and welcomed as individuals.

Everyone on Team PUD, in all positions, is accountable for achieving this safe and welcoming culture by:

1. Taking full ownership for the safety of themselves and their coworkers, while ensuring everyone feels valued and welcomed.
2. Taking action to identify and eliminate their own and others' at-risk behaviors, including the behaviors that may undermine another's feelings of being welcomed and valued.
3. Following all safety rules and regulations and ensuring the PUD's expectations for conduct and respect are maintained.
4. Openly sharing near-misses, safety learning opportunities, and ways we can learn to be a more welcoming place while encouraging others to do the same.
5. Utilizing Stop Work Authority to intervene with anyone, anytime, in any place.
6. Intervening or seeking guidance to stop actions that are harmful to the wellbeing, health, or sense of belonging of others, and which are detrimental to our PUD values.

## Job Summary

Learns and assists with overseeing the District's educational programs for public, private and home school students. Plans, develops, implements, promotes, teaches, coordinates and assists with evaluating the education programs offered by the District. Assists with supervising classroom teachers for the hands-on lessons.

## Accountabilities

### Accountability #1

Demonstrate powerful partnership that reflects an understanding of community needs by assisting with development and implementation of programs, lessons, materials and services built around the support of STEAM activities and in alignment with Washington State Science Standards, delivering creative, informative, curriculum, workshops, events and activities for students, parents and educators throughout our service area to educate students and educators on the basics of electricity and water, impacts on environment and how to keep safe, building strong connections between the District and its customer base, and and similar responsibilities. Seeks guidance on updating and developing new curriculums. Collaborates with organizations, associations, utilities and other outside agencies to compare, develop and share resources and similar responsibilities.

### Accountability #2

Demonstrate outstanding value relative to cost to our customers by assisting with recruiting, training and coordinatincontract/consultant educators for classroom instruction and similar responsibilities.

### Accountability #3

Demonstrates powerful community partnership by assisting with determining and developing ways educators can bring effective, transparent, timely, informative internal communications to the organization, focused on keeping employees and teams well connected, informed and educated on the happenings of the District and the daily things there are to know. Encourages organization to speak up, share, and connect through communications.

### Accountability #4

With oversight, works proactively to reach out to work groups across the District to recruit classroom and event volunteers, mentors and enthusiastic employees to assist with building relationships, increasing partnerships and sharing their stories with students, educators and community members. Works as a positive and active member of assigned committees, groups and teams as well as working productively independently.

**Accountability #5**

Demonstrate powerful partnership that serves as a valuable resource for our community by assisting with bringing creative, fun, informative, timely, consistent education and community engagement activities developed toward energizing life in our communities, increasing our positive customer outreach, providing a better understanding of the value we bring and contributing in positive, responsive ways to the diversity of community needs and similar responsibilities.

**Accountability #6****Accountability #7****Accountability #8****Accountability #9****Accountability #10****Minimum Qualifications Note**

The minimum qualifications listed below are representative of the knowledge, skills, and abilities needed to perform this job successfully, as described in the Accountabilities. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential Accountabilities (duties and responsibilities) of this position. If you need assistance and/or a reasonable accommodation due to a disability during the application or recruiting process, please contact Human Resources at [HRRecruiting@snopud.com](mailto:HRRecruiting@snopud.com), or by phone at 425-783-8655.

**Qualifications – Education and Experience****Minimum Required Education and Experience:**

Bachelor's Degree in Education, or a teaching license from any US state;

OR

Four (4) years of classroom experience, or experience in a similar position at another public agency.

***Preferred Education and Experience:***

**Qualifications – License(s) and/or Certification(s)**

***Minimum Required License(s) and/or Certification(s):***

Valid Washington State Driver's License with a good driving record

***Preferred License(s) and/or Certification(s):***

Teaching Certificate from any US state

**Qualifications – Skills and Abilities**

***Minimum Required Skills and Abilities:***

Next Generation Science Standards (NGSS).  
Presentation methods and techniques.  
Organization skills.  
Leadership and managerial styles.  
Basic electricity and related electric and water issues.  
Education/community system.  
Program and curriculum design and development.  
Project management techniques and decision-making processes.  
Customer Service techniques.  
Writing techniques. Be flexible to respond to changing situations and priorities.  
Teach all age groups.  
Comprehend and clearly communicate technical information to non-technical audiences.  
Communicate both orally and in writing effectively to both large and small groups of adults and students and with all levels in the organization and outside agencies.  
Work effectively as a team member and independently.  
Work in fast paced changing environment.  
Successfully meet critical timelines.

Use personal computer and associated software. Use independent and discretionary judgment. Evaluate the District's classroom teachers and provide appropriate feedback for professional growth.  
Provide flexible Customer Service.  
Work flexible hours as needed.

***Preferred Skills and Abilities:***

Some examples of supervisory, management or lead experience

## Competencies

The following competencies describe the cluster of behaviors associated with job success in the job group identified as "Professional / Knowledge Worker".

- Adaptability
- Building Customer Loyalty
- Building Partnerships
- Communication
- Continuous Improvement
- Continuous Learning
- Courage
- Decision Making
- Earning Trust
- Emotional Intelligence Essentials
- Facilitating Change
- Influencing
- Initiating Action
- Innovation
- Leveraging Feedback
- Mentoring
- Planning and Organizing
- Positive Approach
- Professional Knowledge and Aptitude
- Stress Tolerance
- Technology Savvy
- Valuing Differences
- Work Standards

## Physical Demands

Physical Demands List	Frequency
Sit	Frequent (34-66%)
Walk	Frequent (34-66%)
Stand	Frequent (34-66%)
Drive	Occasional (11-33%)
Work on ladders	Never
Climb poles or trees	Never
Work at excessive heights (note heights in open text box below)	Never
Twist	Occasional (11-33%)
Bend/Stoop	Occasional (11-33%)
Squat/Kneel	Occasional (11-33%)
Crawl	Never
Reach	Seldom (1-10%)
Work above shoulders (note specific activity in open text box below)	Never
Use Keyboard /mouse	Constant (67-100%)
Use wrist (flexion/extension)	Seldom (1-10%)
Grasp (forceful)	Frequent (34-66%)
Fine finger manipulation	Constant (67-100%)
Operate foot controls	Occasional (11-33%)
Lift (note weight in open text box below)	Never
Carry (note weight in open text box below)	Never
Push/Pull (note specifics in open text box below)	Never
Work rapidly for long periods	Frequent (34-66%)
Use close vision	Constant (67-100%)
Use distance vision	Constant (67-100%)
Use color vision	Constant (67-100%)
Use peripheral depth perception	Constant (67-100%)
Speak	Constant (67-100%)
Hear	Constant (67-100%)

**Additional Physical Demands not listed above and associated frequency below.**

## Mental Demands

Communication	Frequency
Understand and carry out simple oral instructions	Frequent (34-66%)
Understand and carry out complicated oral instructions	Frequent (34-66%)
Train other workers	Constant (67-100%)
Work alone	Frequent (34-66%)
Work as a member of a team	Constant (67-100%)
Follow standards for work interactions	Constant (67-100%)
Write communications for clarity and understanding	Frequent (34-66%)
Speak with clarity with others	Constant (67-100%)
Comprehension	Frequency
Read and carry out simple instructions	Frequent (34-66%)
Read and carry out complicated instructions	Frequent (34-66%)
Retain relevant job information	Constant (67-100%)
Reasoning	Frequency
Read and interpret data	Frequent (34-66%)
Count and make simple arithmetic additions and subtractions	Frequent (34-66%)
Use intermediate and/or advanced math	Occasional (11-33%)
Organization	Frequency
Plan own work activities	Constant (67-100%)
Plan work activities of others	Constant (67-100%)
Direct work activities of others	Constant (67-100%)
Resilience	Frequency
Work under pressure	Frequent (34-66%)
Work for long periods of time	Frequent (34-66%)
Work on several tasks at the same time	Constant (67-100%)

**Additional Mental Demands not listed above and associated frequency below.**

## Work Environment

Environmental Conditions List	Frequency
Exposure to weather	Seldom (1-10%)
Wet and/or humidity	Never
Atmospheric conditions	Never

Confined/restricted working environment	Never
Vibratory Tasks – High	Never
Vibratory Tasks – Low	Never

**Additional Environmental Conditions in this job not listed above and the associated frequency below.**

<b>Risk Conditions List</b>	<b>Frequency</b>
Exposure to Heights	Never
Exposure to Electricity	Never
Exposure to Toxic or Caustic Chemicals	Never
Working with Explosives	Never
Exposure to Radiant Energy	Never
Extreme Cold	Never
Extreme Hot	Never
Proximity to Moving Mechanical Parts	Never
Noise Intensity	Never
Exposure to animals	Never
Working with angry customers	Occasional (11-33%)

**Additional Risk Conditions present in this job not listed above and the associated frequency below.**

### On-Call Status and Frequency

**On-Call is required.**

- ☐ Yes  
☒ No

**On-call activities and frequency.**

### Work Location

**The primary assignment for this position is:**



- ☐ Remote
- ☒ Office Hybrid
- ☐ On-Site
- ☐ Field/Job Site

While this description has provided an accurate overview of responsibilities, it does not restrict management's right to assign or reassign duties and responsibilities to this job at any time. This position description is designed to outline primary duties, qualifications, and job scope, but not limit our employees or the organization to complete the work identified. In order to serve our customers best, each employee will offer their services wherever and whenever necessary to ensure the success of the District in serving our customers, to further the safety, health, and inclusivity of employees and the public, and achieve expectations of the District overall, while also remaining flexible in recognition of the employee's wellbeing.