



JOB DESCRIPTION

Early Childhood Education Program Specialist

Exempt () 2/04/15 Program
Non Exempt (X) Date Classification Series

General Definition

Under the supervision and direction of the Assistant Executive Director, the Early Childhood Education Program Specialist promotes the school readiness of all AKA's Head Start's preschool children, infants and toddlers by providing technical assistance, mentoring, and training to the staff and agency. The planning of children's readiness to learn involves a culturally responsive and integrated service delivery of child development, disabilities, and mental health. The Early Childhood Education Program Specialist's work will help shape the learning environments to enhance children's cognitive, social, and emotional development and promote children's growth in language, literacy, mathematics, science, social and emotional development, creative arts, physical development, and approaches to learning.

SUPERVISION RECEIVED:

Assistant Executive Director

SUPERVISION GIVEN:

None

ESSENTIAL FUNCTIONS INCLUDE, BUT ARE NOT LIMITED TO:

Integrated Technical Support and Services

1. Technical assistance: Content development and Consultation
 - a. Maintains Early Childhood Education, CLASS, and School Readiness at the Agency;
 - b. Oversees Early Childhood Education content development in their specialty and disseminates such knowledge by providing ongoing quality assistance to staff;
 - c. Develops and disseminates resources and best practices for the process of implementing quality improvement efforts, including parent activities; and
 - d. Promotes continuous quality improvement and quality assurance efforts for the agency through the systems management of Early Childhood Education.

2. Coaching and Mentoring
 - a. Facilitates peer-to-peer learning, by using both one-on-one and group settings in joint process of capacity-building strategies;
 - b. Provides skill development training and mentoring for staff in the field of Early Childhood Education;
 - c. Provides guidance to staff in building skills and competence;
 - d. Facilitates the development, implementation, and coordination of internal support plans (action plans, behavior plans) with parents, teachers, and supervisors as it pertains to Early Childhood Education;
 - e. Implements and evaluates school readiness skills and strategies, including DRDP, California Framework; and
 - f. Supports the professional development of all staff in the area of Early Childhood Education by coaching, mentoring, training and providing technical assistance.

3. Program Support & Quality Assurance: Evaluation and Assessment
 - a. Participates in site visits, conducting review of documents, interviewing staff and observations to assess program needs, compliance and planning strategies for system/process improvement and/or development of Disability Services;
 - b. Assesses the implementation of the agency's Early Childhood Education Service Plan and School Readiness Goals to ensure the Early Childhood Education Service goals and objectives are addressed and met;
 - c. Provides guidance and support to staff with implementation of curriculum/individualization plans and ongoing assessments related to Disability Services; and
 - d. Monitors the ongoing status and needs of enrolled children by ensuring the implementation of the School Readiness Goals is in alignment with the lesson plans.

4. Compliance and Review
 - a. Develops and maintains written policies and procedures, ensuring they remain in compliance with Head Start Act, Head Start Education Services Program Performance Standards and Other Regulations, Program Instructions, Information Memorandums and Policy Clarifications., with an emphasis on School Readiness requirements;
 - b. Ensures the implementation of standard operating procedures and policies throughout the agency inclusive of all program options;
 - c. Ensures the accuracy of Program Information Report with regard to Early Childhood Education Program Information Report Indicators utilizing the Monthly Reconciliation Process;
 - d. Provides results of center and program option monitoring efforts to the Director of Professional Development on a regular basis to ensure compliance; and
 - e. Monitors the developmental of enrolled children by ensuring the implementation and analysis of Child Assessment, CLASS, and Developmental Screenings.

5. Team Work: Communication and Partnership

- a. Establishes and implements a communication system to ensure that timely and accurate information is provided to parents, policy groups, staff, and the general community regarding Early Childhood Education Services;
- b. Ensures that effective two-way comprehensive communications between staff and parents are carried out on a regular basis throughout the program year regarding children with Early Childhood Education;
- c. Ensures that communication with parents are carried out in the parents' primary or preferred language or through an interpreter, to a feasible and reasonable extent;
- d. Ensures that the education and school readiness information is provided regularly to governing bodies and to members of policy groups;
- e. Employs mechanisms for regular communication among all program staff to facilitate quality outcomes for all children;
- f. Works collaboratively with other Program Specialists to ensure support of Early Childhood Education through other content areas;
- g. Works cooperatively with staff and other agencies to meet the needs of children and families served by:
 - Coordinating child and/or family education referrals;
 - Collaborating in the development of education community partnerships;
 - Providing support services of children's transition plans;
 - Communicating regularly with Site and Program Option Supervisors, Mentor Teachers, Consultants and Community Partners;
 - Participating in grantee meetings as requested; and
 - Participating in education staffing patterns.
- h. Develops, Implements and participates as an active staff member of the agency's Education Roundtable Meeting and ensures membership is composed of all required Education professions and parent representation and that it meets at least twice a year;
- i. Identifies and develops community partnerships in Early Education to ensure resources are available for children families and family support staff;
- j. Identifies and ensures Early Education type service resources within the community are included in the Community Resource Directory;
- k. Attends community based meeting as the Agency representative and advocate for Early Education services and resources for disadvantage families and children in the East County of San Diego; and
- l. Helps parents, as needed, in securing a source of affordable and accessible health care for their families to ensure preventive and intervention health services are delivered to minimize impact on a child's School Readiness.

Site Coordination

- a. Participates in the atypical child program enrollments and placements;

- b. Participates as an active member of Program Specialist's Multidisciplinary Team as part of the Case Management process for individual children and families;
- c. Provides coaching and mentoring to education, family support, home visitors and consultants, including community partners as applicable;
- d. Attends Parent Committee meetings, community activities, and site events;
- e. Participates in the development, implementation and coordination of the Annual Parent Education Summit;
- f. Supports and assists site events and site based family and children education activity events;
- g. Coordinates the Mentor Teacher's development and implementation of a comprehensive Professional Development Portfolio for all education staff;
- h. Oversees and actively manages the child assessment, School Readiness Goals and CLASS processes and progress;
- i. Assists supervisor to ensure program compliance with state and local licensing agencies and grant requirements;
- j. Attends regular meetings and professional development activities as needed or requested by the supervisor;
- k. Promotes the development, implementation and coordination of the Framework for Effective Practice, "Supporting School Readiness for All Children" and the Practice Based Coaching methodology and approach;
- l. Supports and promotes the implementation of The Pyramid Model for Promoting the Social and Emotional Development of Infants and Young Children; and
- m. Provide support and resources for families and children transitioning in and out of the program.

Staff Training and Professional Development

1. Identifies program areas where the quality of services, staff productivity, or efficiency need improvement in Early Childhood Education;
2. Uses program and staff data to inform the content and design of training and intervention strategies that address specific knowledge and skill development targeted to improving performance;
3. Provides appropriate follow-up support to implement new learning and staff evaluation results;
4. Assists in the development and implementation of training to agency, center, and one-on-one professional development opportunities;
5. Develops, implements and coordinates New Employee Orientation training pertaining to Early Childhood Education;
6. Assists in the development and implementation of Staff Training & Development standard operating procedures;
7. Attends and participates in grantee-sponsored trainings and other continuing education, career and professional development opportunities;

8. Reads and reviews regulations and other resources to keep abreast of current issues and trends related to the responsibilities of the job;
9. Collaborates, plans, and delivers group or individualized Pre-Service and In-Service training for staff and parents on Early Childhood Education topics;
10. Documents and administers both positive and negative training feedback and utilizes Professional Development Plans when warranted;
11. Ensures family service and education staff progress towards professional requirements as supported by the Head Start Act, Performance Standards and agency policies and procedures;
12. Provides staff with technical assistance in the performance of their jobs as they relate to Early Childhood Education; and
13. Arranges and facilitates regular meetings with staff to provide mandated trainings and updates to policies and procedures.

Planning /Recordkeeping / Reporting

1. Develops written plan for implementing services in Early Childhood Education Services;
2. Assists, if appropriate, with the planning of the annual Program Self-Assessment and follow-up reporting;
3. Revises and updates the Early Childhood Education Service Plan as needed;
4. Develops and implements a systematic, ongoing process of content area planning that includes consultation with the program's governing body, policy groups, and program staff, and with other community organizations that serve Early Head Start and Head Start or other low-income families with young children;
5. Ensures written plans for implementing Early Childhood Education services, and the progress in meeting them are reviewed by agency staff and reviewed and approved by the Policy Committee at least annually, with revisions and updates as needed;
6. Plans and participates in the maintenance of relationships and collaborations with the mental health communities and other community agencies and partners;
7. Plans for the participation on community early education related projects, work groups, and initiatives as assigned by supervisor;
8. Works in collaboration with Systems Management Analyst on data collections to ensure that Early Childhood Education Services are tracked and validated for accuracy;
9. Develops, implements, and monitors the School Readiness Plan to enhance delivery and support;
10. Develops, implements, and monitors the Practice-Based Coaching Plan;
11. Establishes and maintains an efficient and effective record-keeping systems to provide accurate and timely Early Childhood Education information regarding children and staff;
12. Establishes and maintains efficient and effective reporting systems that generate periodic reports of Early Childhood Education operations in order to control program

- quality, maintain program accountability, and advise governing bodies, policy groups, and staff of program progress; and
13. Maintains, updates and reports monthly on the Agency's Five Year Goals and Objectives as they pertain to Early Childhood Education Services.

TYPICAL DUTIES:

1. Develops and implements a systematic, ongoing process of Early Childhood Education planning;
2. Develops written plan(s) for implementing Early Childhood services;
3. Establishes and implements system to ensure that timely and accurate information is provided to parents, policy groups, staff, and the general community;
4. Creates and implements effective two-way comprehensive communication systems between staff and parents are carried out on a regular basis throughout the program year;
5. Ensures communication with parents is carried out in the parents' primary or preferred language or through an interpreter, to the extent feasible;
6. Implements communication mechanisms for regular communication among all program staff to facilitate quality outcomes for children and families;
7. Establishes and maintains efficient and effective record-keeping systems to provide accurate and timely information regarding children, families, and staff and must ensure appropriate confidentiality of this information;
8. Establishes and maintains efficient and effective reporting systems;
9. Establishes and implements ongoing monitoring and support of Early Head Start and Head Start operations, as to ensure that these operations effectively implement regulations, standards, policies and procedures;
10. Provides an orientation to all new staff, consultants, and volunteers that includes, at a minimum, the goals and underlying philosophy of Early Head Start and/or Head Start and the ways in which they are implemented by the program;
11. Implements a structured approach to staff training and development, attaching academic credit whenever possible. The system is designed to help build relationships among staff and to assist staff in acquiring or increasing the knowledge and skills needed to fulfill their job responsibilities; and
12. Develops and Implements ongoing opportunities for staff to acquire the knowledge and skills necessary to implement the content of the Early Childhood Education regulations, policy clarifications, information memorandums and standards.

Minimum Employment Qualifications/Competencies

EDUCATION AND EXPERIENCE: (Any combination equivalent to)

1. Minimum of Bachelor's degree in Early Childhood Education, Early Childhood Development, Child Development, or related field.
2. Knowledge and experience in working with Early Childhood Education.
3. Intermediate to advanced computer skills, the internet, and e-mail.

KNOWLEDGE AND ABILITIES:

Knowledge of:

1. Training and experience in areas that include theories and principles of child growth and development, early childhood education, and family support;
2. Child development and instructional theories and strategies;
3. Social services procedures, policies, and resources;
4. MS Word, Power Point, Intermediate Excel and Outlook;
5. Community resources and how to access services and maintenance of required documentation;
6. Standard record keeping including progress notes and maintenance of required documentation;
7. Human behavior and motivation;
8. Skills and knowledge concerning the Head Start / Early Head Start Program;
9. Skills and knowledge of Second Language Acquisition; and
10. Management techniques and supervisory best practices.

Ability to:

1. Utilize agency resources, technology and library to appropriately answer questions and provides guidance to Mentor Teacher, education staff and parents;
2. Train and provide presentations to large and small groups;
3. Collaborate with and have working knowledge of local community resources related to Early Childhood Education Program Services;
4. Communicate (verbal and written) effectively and appropriately with others;
5. Work independently as well as in a team environment;
6. Sustain concentration and attention to detail and accuracy;
7. Prioritize and manage work load and deadlines;
8. Meet the needs of all children specifically those with, challenging behaviors, at risk, gifted and culturally diverse populations;
9. Utilize strong written, oral and interpersonal communication skills;
10. Utilize good organizational skills, and prioritize and complete tasks within specified time frames;

11. Work in and provide leadership in a multi-cultural environment; and
12. Maintain confidentiality; and exhibit mature judgment and emotional stability.

COMPETENCIES:

To perform the job successfully, an individual should demonstrate the following competencies:

- **Positive, Goal-Oriented Relationships:** Engages in mutually respectful goal-orientated partnerships with families to promote parent-child relationships and family well-being.
- **Self-Aware and Culturally Responsive Relationships:** Respects and responds appropriately to the culture, language, values, and family structures of each family served.
- **Family Well-Being and Families as Learners:** Supports families' safety, health, financial stability, life goals, and aspirations.
- **Parent-Child Relationships and Families as Lifelong Educators:** Enhances parent-child relationship and supports parents' role as the first and lifelong educators of their children.
- **Family Connections to Peers and Community:** Facilitates networks and group activities that support families' strengths, interests, and needs.
- **Family Access to Community Resources:** Supports families in using community resources that enhance family well-being and children's learning and development.
- **Coordinated, Integrated and Comprehensive Services:** Acts as a member of a comprehensive services team so that family service activities are coordinated and integrated throughout the program.
- **Data Driven Services and Continuous Improvement:** Collects and analyses information to find new solutions to challenges as part of ongoing monitoring in order to continuously improve services.
- **Foundations for Professional Growth:** Participates actively in opportunities for continuous professional development.

PHYSICAL REQUIREMENTS:

1. Must be able to drive to sites, other agencies, and trainings;
2. Must have the ability to sit for extended periods;
3. Must be able to work at a computer for extended periods;
4. Occasionally must be able to stand and file miscellaneous documents in filing cabinet; and
5. Occasional bending, stooping and lifting up to 25 pounds.

DISCLAIMER:

“This job description is intended to convey information essential to understanding the scope of this position and it is not intended to be an exhaustive list of skills, efforts, duties, responsibilities or working conditions associated with this position. Nothing in the job description restricts AKA Head Start’s right to change, assign, or re-assign duties and responsibilities at any time for any reason.”

CERTIFICATION:

I certify that I have reviewed the role expectations of my position and understand the description of my job as outlined above.

Employee’s Printed Name: _____ *Date:* _____

Employee’s Signature: _____

BOD Approved: 9/21/15, Revised 6/20/16