

Champaign County Regional Planning Commission

POSITION DESCRIPTION

Position Title:	Early Childhood Assistant Director
Reports To:	Early Childhood Division Director
Supervises:	Service Area Managers
FLSA Status:	Exempt
Pay Grade:	9

General Duties:

The Early Childhood Assistant Director is responsible for supporting the Early Childhood Division Director to assure the Head Start Performance Standards are met daily. This position ensures program compliance with laws, policies, and standards for clients, students, staff, licensure, Training and Technical Assistant, and all other specialties related to comprehensive services. This position works collaboratively with the Early Head Start Division Director to build a culture of excellence and accountability. The Early Childhood Assistant Director is responsible for the day-to-day program operations in the absence of the Director. The position operates under general supervision with wide latitude for the use of independent judgment, discretion, and initiative.

This position will ensure delivery of assigned duties and program services in accordance with the Agency Vision, Mission, and Values and applicable program contracts, manuals, and guidelines.

Specific Duties and Responsibilities:

- Supports the Early Childhood Division Director in all duties effectively and carries out assigned responsibilities.
- Implement Active Supervision of Children procedures to ensure each child is always safe and accounted for.
- Develops, plans, and oversees implementation of policies and procedures to meet the needs of low-income families with sensitivity to cultural differences and group dynamics.
- Maintains knowledge of relevant federal, state, and local laws and regulations, and communicates updates to administration and staff for planning, training, and monitoring purposes, and proposes adaptation to agency procedures, as appropriate.
- Prepares and maintains grants and their requirements through regular monitoring.
- Reviews and approves program purchases and disbursements, within budget limitations and guidelines.
- Facilitates the development, implementation and/or coordination of activities designed to meet compliance with regulations.

- Provides leadership and supervision to assigned staff, and effectively communicates expectations and desired outcomes.
- Maintains effective internal and external relationships to ensure a coordinated approach to service delivery.
- Works with staff, administrative team members, Policy Council, and the Governing Boards in the development and review of program proposals, grants, budgets, and plans.
- Assures effective delivery of services through consistent ongoing monitoring, reporting, and action to correct any identified problems.
- Provides input in the completion of the Community Assessment every five years, and an up-date during the intervening years.
- Assures remediation of any non-compliances found in the agency's assessment and incorporates recommendations into planning for the improvement of the program.
- Assumes an active role in the annual program self-assessment and program planning.
- Provides feedback and input related to the performance of managers, staff, and other directly supervised grantee staff.
- Responsible for analyzing and mitigating risk for operational issues such as, but not limited to, attendance issues, low enrollment, program deliverables, licensing, retention, child accidents and injuries.
- Provides ongoing written monitoring and activity reports to the Early Childhood Division Director and prepares external reports as required.
- Provides oversight and monitoring for all sites and adherence with all programmatic, operational, and licensing requirements.
- Reviews and analyzes programs, reports, and records, and adopts changes accordingly, with appropriate prior approvals.
- Provides leadership and functions as the point person during all audits.
- Investigates incidents that may occur such as, but not limited to, accidents, incidents, complaints or concerns from staff, volunteers, parents, or other community partners.
- Attends trainings and meetings, as scheduled and/or assigned.
- Works with other organizations in the community to foster collaboration as defined by federal Head Start.
- Supports the continuation of the professional development of direct staff as part of the commitment to excellence.
- Monitors, audits, and updates partnership agreements and Memorandum of Understandings (MOU's) and or other related agreement to ensure compliance.

Required Knowledge, Skills, Characteristics and Abilities:

- Bachelor's degree from accredited college or university with a major in social work, human development, public health, nursing, early childhood education, public administration, social work, business, family services, or related field. Master's degree preferred.
- Minimum of five years of professional experience within Head Start/ Early Head Start or Early Care and Education services or related field.
- Three years of leadership experiences in management including one year of direct supervisory experience.
- Previous experience with culture management and inclusion initiatives preferred.
- Experience working in an early childhood setting preferred.
- Experience working with diverse populations preferred.

- Respect for the principles of Equal Employment Opportunity and Americans with Disabilities Act.
- Must meet all requirements of Illinois Department of Children and Family Services.
- Use oral and written communication, and interpersonal and management skills necessary to effectively supervise staff, relate to children, families, and community agencies.
- Adhere to the bargaining unit contract.
- Learn relevant federal, state, and local laws, rules, and regulations, including Head Start.
- Learn adult learning principles, case management practices, engagement, and rapport building skills.
- Be flexible to the demands of the position.
- Demonstrate initiative and resourcefulness to respond to urgent and emergent situations safely and competently (within scope of position).
- Maintain professional boundaries with other employees and with children and families.
- Maintain confidentiality of all records and information that pertain to children, families, employees, agency, and its related interests.
- Utilize information for data analysis and monitoring within multiple related databases.
- Utilize technology to meet program requirements.
- Work in a fast-paced work environment.
- Adjust to change frequently.
- Work independently and meet strict deadlines.
- Effectively engage participating children and/or families.
- Coach staff and provide reflective supervision.
- Document and provide feedback on employee performance and accountability.
- Manage multiple projects.
- Make decisions based on developmentally appropriate practices and trauma informed care.
- Self-reflect on performance and services.
- Manage time to meet deadlines, work duties, and work schedule.
- Monitor program operations.
- Reinforce curriculum and classroom management methods.
- Lead trainings and meetings.
- Provide necessary emergency response to children, families and/or staff.

Essential Functions:

Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Sit, stand, and walk 85% of work week
- Work weekends and evenings as needed
- Travel to meetings, training, service delivery, and other work sites
- Lift and carry equipment necessary to complete work, approximately 20 pounds
- Lift and carry a child up to 50 pounds
- Ability to make effective decisions to support the goals of the early childhood program.

Competencies:

- **Decision-Making and Analytical Skills:** Ability to make administrative and procedural decisions; ability to interpret policy and establish methods and procedures; ability to determine work procedures, assign duties, promote efficiency; collaborate with relevant leadership regarding strategic planning, marketing, and process improvements. Perform professional level work requiring a wide range of administrative, technical, budgeting, finance, legal or managerial methods applied to complex problems.
- **Leadership and Communication Skills:** Possess advanced analytical and influencing skills. Must have the ability to manage grants, contracts, projects, and processes across functional areas. Must have the ability to apply best practices and the workforce team's talent to add value to the public workforce system through successfully:
 - Leading a team and building strong community relationships
 - Researching, writing, and implementing grant agreements
 - Engaging with state and federal officials to stay current on legislation, new developments, and policy and program interpretation
 - Innovating with community and employers to offer new or enhanced workforce training and career advancement opportunities
 - Understanding the culturally diverse needs across the region and align workforce development strategies to remove barriers
 - Managing multi-year grant budgets with complex revenue streams
 - Formulating and executing strategic plans and developing innovative initiatives.
- **Motivation to Succeed:** The willingness to take self-directed or self-motivated actions to do more than is expected in the job with the aim of improving job performance and finding or creating new opportunities. Actively looks for challenges and is committed to meeting them. Enables others to acquire the tools and support they need to continuously improve their respective performance levels. Shows eagerness to develop. Is proactive in searching for new opportunities for both, himself/herself and for the organization, and follows up on these. Is willing to go beyond the requirements of the job and take on responsibilities that are not considered his/her own.
- **Cultural Competency:** Demonstrates the ability and understanding to appreciate and interact with people from cultures or belief systems different from one's own such as age, gender, ethnicity, and race in the most fair and productive way.
- **Collaboration:** Ability to work cooperatively with others, to be part of a team, to work together, as opposed to working separately or competitively. Collaboration applies when a person is a member of a group of people functioning as a team, but not the leader. Acts to promote good working relationships regardless of personal likes or dislikes; breaks down barriers across groups; builds good morale or cooperation within the team, including creating symbols of group identity or other actions to build cohesiveness; encourages or facilitates beneficial resolution to conflict.
- **Communication Proficiency:** Demonstrates the ability to speak to a variety of audiences in an effective and understandable manner; presents complex program related information to internal and external stakeholders; capable of communicating information in a variety of ways based on the audience.
- **Problem Solving/Analysis:** Even in the most complex situations, breaks down problems into their fundamental parts, identifies their root causes, analyzes costs, benefits, risks, and chances for success of potential solutions, and creatively attacks problems in ways that lead to innovative solutions.

- **Decision Making:** The thought process of selecting a logical choice from the available options. When trying to make a good decision, a person must weigh the positives and negatives of each option, and consider all the alternatives. For effective decision making, a person must be able to forecast the outcome of each option as well, and based on all these items, determine which option is the best for that particular situation.
- **Interpersonal Skills:** The qualities and behaviors a person uses to interact with others properly. An employee's ability to work well with others while performing their job. Knowledge of social expectations and customs. Sometimes described as social intelligence, which relies on paying attention to the actions and speech of others and interpreting them correctly as part of forming a response.
- **Time Management:** The process of planning and exercising conscious control of time spent on specific activities, especially to increase effectiveness, efficiency, and productivity. It involves a juggling act of various demands with the finiteness of time.
- **Ethical Conduct:** Demonstrates a sense of agency responsibility. Driven by positive moral principles that govern their approach to their work.
- **Attention to Detail:** Pays close attention to detail to avoid errors or mistakes.

Work Environment:

- Working with children is physically and emotionally demanding work, requiring patience and energy. Most likely experience children with challenging behaviors, which includes physical and verbal aggression, daily.
- Occasional adjustments of office/classroom furniture.
- Primarily climate controlled with minimal safety/health hazard potential.
- Occasional bending, squatting, pushing, pulling, lifting, carrying and/or moving up to 50 pounds.
- Noise level may fluctuate depending on visitors within the office or centers.
- Frequent near-vision use for reading and computer work.

Disclaimer:

The job description is not designed to cover or contain a comprehensive listing of activities, duties, or responsibilities that are required of the employee. The description contains examples of duties and responsibilities that may or may not be considered “essential functions” to a particular job or position within this job class. “Essential functions” are to be determined at the position or job level within each department. Other duties, responsibilities, and activities may change or be assigned at any time with or without notice.

Approved by Policy Council:

Signature of Employee _____

Date _____