POSITION ANNOUNCEMENT

Position: AREA MANAGER

Position Type: Exempt; 40 hours per week at 11 months

Department: Fresno Migrant Head Start

Salary Schedule: Range 24.0 ($20.19 – $24.61 per hour)

Immediate Supervisor: Support Services Manager

Supervises: Center Director I/II & Center Director/Teacher

Definition: Under direct supervision of the Support Services Manager, directs the operation of a multicultural, comprehensive early childhood education and disabilities program designed to meet the needs of low-income children and their families. Responsible for all aspects of the Education Service Area Plans and assists in the implementation of the Disabilities Service Area Plan. Oversees and supervises quality program services for children and families within the Head Start Programs. Monitors programs for compliance with federal Head Start Performance Standards and state regulations. Oversees training of staff and parents and evaluates staff. Manages the daily operation and monitors to ensure the implementation of the education and disabilities service areas. Assists Support Services Manager with overall planning and operations of Head Start Program.

Requirements: Please submit your application with all required documents (i.e. typing certificates, teaching permits, diplomas) in order to be considered. Proof of degree is required for this position.

Application Procedure: Community Action Partnership of Madera County
1225 Gill Avenue, Madera, CA. 93637 or
4610 W. Jacquelyn Avenue, Fresno, CA. 93722
Phone: (559) 673-9173 / Fax: (559) 673-2620
Website: www.maderacap.org
QUALIFICATIONS:

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION AND/OR EXPERIENCE:

- Master’s Degree in Early Childhood Education/Child Development or Child Human Development, and four (4) years child development field experience. Must acquire Program Director Permit within 90 days of hire; OR
- BA/BS Degree in Early Childhood Education/Child Development, Child Human Development, or related field, inclusive of 24 ECE units with core courses, six (6) administration units, two (2) adult supervision units with six (6) years experience in a supervisory level in child development. Must acquire Program Director Permit within six (6) months of hire; OR
- Teaching credential with 12 ECE units plus three (3) units supervised field experience in ECE/CD setting, plus six (6) units administration with eight (8) years experience. Must acquire Program Director Permit within six (6) months of hire.

LICENSES OR CERTIFICATES:

- Must hold a California Child Development Site Supervisor Permit.
- Obtain a California Child Development Program Director's Permit within 90 days or 6 months of employment.
- Possess Pediatric First Aid and CPR certificate or obtain within 90 days of employment.

KNOWLEDGE OF:

- Adult learning theory and effective methods of staff development.
- Appropriate methods of training, program planning, group facilitation, and instructional techniques.
- Child day care licensing requirements.
- Developmentally appropriate practice.
- Effective management and administrative techniques regarding planning, budgeting, program implementation and modification, purchasing and contract administration.
- Head Start Performance Standards and Outcomes.
- Modern office procedures, methods, and equipment including computer software and hardware.
- Principles of supervision, training, and performance evaluation.
- Public relations techniques.
- Research and reporting methods, techniques, and procedures.
- Theories, practices, and methods of early childhood development.
ABILITY TO:

- Assist in the development and implementation of staff development and in-service programs, inclusive of education plans for teaching staff.
- Communicate effectively, orally and in writing using correct English usage, spelling, grammar, vocabulary, and punctuation.
- Coordinate his/her program of activities with Specialists and with community agencies.
- Develop and implement the establishment of new centers according to State Licensing regulations and Head Start Performance Standards.
- Develop education plans.
- Engage in ongoing assessment of the quality of services provided; developing strategies to improve services.
- Establish and maintain effective working relationships with a variety of individuals and groups.
- Evaluate work methods and results.
- Furnish supervision for ongoing program development.
- Identify and analyze complex problems and recommend viable solutions.
- Organize personnel effectively to successfully meet daily objectives.
- Oversee and have knowledge of family assessment and assistance plans.
- Perform a variety of tasks as assigned.
- Plan and administer the required program of services for children and families.
- Plan, organize and implement approved training programs.
- Prepare and maintain detailed reports accurately and in a timely manner.
- Provide employee training and development, including on-site consultation, coaching, and mentoring to other employees.
- Provide transportation as required.
- Remain calm in stressful situations.
- Speak, read and write Spanish or other primary language of enrolled families is preferred.
- Understand and carry out oral and written directions and information.
- Use a computer to collect, record, retrieve data and prepare reports.

MAJOR DUTIES & RESPONSIBILITIES:

LEADERSHIP:

- Adheres and applies the CAPMC mission, values, standards, policies and procedures.
- Attend trainings, workshops, and classes to keep abreast of parent/family engagement theories and practices.
- Develops and attends pre, in-service, and other training as required.
- Engages and encourages personal and professional development.
- Ensures services are provided to all clients in a manner consistent with CAPMC mission, standards, values and grant requirements.
- Identifies and resolve concerns and issues.
- Interacts with clients and their families in a culturally and socially sensitive way.
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 Keeps apprised of developments and trends in the program’s operation and be
  attentive to the changing or growing needs of the community.
 Keeps informed of current theories and practices in the field.
 Keeps informed of State Program terms, conditions, and eligibility changes.
 Maintains and ensures that staff and volunteers maintain the confidentiality of
  staff, parent, child, client, community, and agency information included in files,
  conversations, meetings, correspondence, or any other source.
 Makes recommendations for replacement, purchase, or repair of equipment.
 Models professionalism for parents, children, clients, community, co-workers,
  and volunteers.
 Participates in new staff orientation/mentor activities.
 Prepares and actively participates in staff meetings and committees.
 Promotes a team environment and teamwork.
 Reports suspected child abuse in accordance with CAPMC child abuse reporting
  procedures.
 Represents CAPMC in the community in a professional and competent manner.
 Responsible for setting priorities and meeting deadlines.
 Shares information and knowledge with appropriate staff members.
 Works as a team member to support the functions and operations of the
  Department and the Agency.

ADMINISTRATION
 Administers performance appraisals of Center Directors and assists the Center
  Directors to develop a professional growth plan based on the results of the
  appraisals.
 Assists in interviews and recommends hiring of teaching staff in accordance with
  CAPMC policies, procedures and PC guidelines. Responsible for collecting all
  necessary personnel paperwork, center personnel files, and notifying Human
  Resources of staff changes. Makes sure that all necessary permits, fingerprints
  and licenses are secured.
 Assists Support Services Manager in locating appropriate facilities, assists with
  necessary steps to obtain license, and permits to operate.
 Conducts annual self-evaluation of Head Start using the Office of Head Start
  (OHS) Protocol.
 Coordinates with the Support Services Manager and all of the Content Area
  Specialists in the areas of Health/Mental, Nutrition, Social Services, Parent
  Involvement, Disabilities, Transportation, Facilities and Education to make sure a
  comprehensive child development program to meet Federal requirements.
 Monitors program activities so that mandated standards and objectives are
  reached such as reviewing lesson plans and ongoing assessment of children’s
  development. Participates in case conferences, parent meetings and on-site
  reviews as needed.
 Monitors the Individualized Family Services Plan (IFSP).
 Oversees the coordination and implementation of the CAPMC transition plan.
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- Participates in the development of pre-service trainings and in-service trainings with Center Directors, Content Area Specialists, and Facility and Transportation personnel.
- Participates in the preparation of the annual grant proposal and budgets.
- Prepares and submits requisitions for supplies and materials; maintains an inventory of center equipment; forecasts needs for supplies, materials, equipment, repairs and other potential expenditures.
- Provides observational notations for performance evaluations of Family Advocates.
- Responsible for formulating and promoting county public relations strategies for the Agency, Head Start Program, and builds strong community relations.
- Responsible for monitoring and maintaining facility standards as well as conducting regular inspections of each center and requesting assistance from Maintain Worker to complete work as needed.
- Supervises and monitors performance of Center Directors/Teachers and Center Directors and periodically conducts formal evaluations: advises and assists in the resolution of center work-related problems and conducts regular center meetings.

EDUCATION

- Administrative duties include keeping records, establishing procedures for special situations, overseeing facilities, and tracking all activities in the Education Plan
- Assists in conducting the annual self-assessment with the assistance of the Policy Committee to determine the effectiveness of the Education Program.
- Assists in ongoing tracking of training needs, summarizes and prioritizes the training needs surveys.
- Assists Specialists with the development of trainings that are developmentally and linguistically appropriate.
- Develops and oversees the implementation of a developmentally appropriate curriculum model.
- Ensures Center Directors conduct staff performance appraisals and develop a professional growth plan with each staff based on the results of the appraisals.
- Ensures children and families are provided with comprehensive services in a culturally relevant, developmentally appropriate learning environment that maximizes opportunities for each child’s physical, emotional, social and cognitive growth.
- Ensures that parents are supported in their role as the children’s first teacher.
- Ensures the effectiveness of teaching teams assigned in centers and classrooms.
- Ensures the school readiness of children by reporting to the Policy Committee and parents the progress related to the Educational Performance measures for
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- Maintains appropriate records; reviews all educational purchase order requests, and processing of bills; status forms, licensing forms/requirements, PIR, CSBG, and other reports as needed.
- Monitors the implementation of procedures for ongoing monitoring and follow-up.
- Overall responsibility for the Head Start Early childhood Education Development Program.
- Provides training and technical assistance to Center Directors/Teachers in program and classroom setup and design.
- Reviews and evaluates the Education Service Plan and center activities to ensure conformance to Head Start Performance Standards and Title XXII Community Care Licensing.
- Updates Center Directors on programmatic changes from funding sources, changes in the performance standards, and ensures information is passed on to the center staff by the Center Director.
- Conducts twice-weekly site visits to monitor sites and provide consultation and training to instructional staff, parents and volunteers.
- Works in cooperation with Specialists, teachers, staff and parents in complying with the Head Start Performance Standards and applicable state and local regulations.
- Works with Specialists to ensure teaching staff implement learning experiences that advance the intellectual and physical development of children.

DISABILITIES

- Assists in maintaining resources for parents and staff and refers to appropriate agencies or services as needed.
- Assists in reviews and updates of the LEA contract as needed.
- Assists with mental health contracts to provide regular schedule onsite visits, for children, parents and staff.
- Ensures individualized services, equipment, and/or materials as indicated on the IEP.
- Facilitates and implements Child Studies, including monthly follow-up.
- Helps to facilitate transition of children with disabilities and their families to new schools or programs.
- Reviews mental health classroom observations to ensure appropriate mental health referrals to the LEA or community resources are completed.
- Work closely with Health Specialist to insure assessment process is followed.
- Works with other Specialists and consultants in the program to ensure compliance with the American with Disabilities Act (42 U.S.C. 12101 et seq.), the HHHS regulations at 45 CFR part 84, implementing section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794). Moreover, the HS PS on services to children with disabilities (45 CFR 1308) as they apply to transportation services.
HEALTH SERVICES:
- Ensures that the Family Advocate prepares and maintain classroom files and records in accordance with State Licensing Regulations and Head Start Performance Standards
- Assists in insuring parents are enrolled in a system of ongoing health care.
- Assists in insuring tracking of follow-up treatment is in place.
- Assists in insuring procedures for identified medical problems are in place.
- Ensures that a Health Advisory Committee is in place.

FAMILY SERVICES
- Monitors the recruitment of children and enrollment activities in Head Start program and in their service area.
- Monitors attendance to ensure the daily 85% mandate is met.
- Participates with staff and parents in developing, conducting and analyzing the annual Community Assessment.
- Assists in insuring parents are provided with assistance when requested.
- Ensures all parental consents for services are secured and that information from developmental screenings is used for individualization.
- Monitors the Family Advocates timely completion of FPA, implementation of action plans, and follow-up
- Assists children and families with transition from Head Start to Kindergarten with appropriate activities and transfer of required records.
- Ensures that Interagency Agreements/Memorandums of Understanding are implemented in the center.
- Develops good communication with parents/families and reinforces the concept that parents/families are the prime educator of their children.
- Ensures that educational home visits and parent/teacher conferences are made in accordance with performance standards/requirements and all documentation is completed.
- Assists classroom staff in involving parents, families and community volunteers in the activities of the program.
- Coordinates training for parents as they volunteer at the site as classroom aides, cook’s assistants, and in other areas of the center.
- Assists classroom staff in preparing Home Activity Packs weekly.

TRAINING AND DEVELOPMENT
- Acts as a resource person in describing and providing instructional materials to fulfill objectives and meet program needs in their service areas.
- Assists in coordinating with Center Directors/Teachers to develop, design, and deliver in-service and pre-service training in accordance with Performance Standards 1306.23(a).
- Assists in providing training on the Disabilities, and Education Program Service Area Plans.
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- Coordinates training for staff focusing on new Head Start staff needs, program findings, program goals, objectives, policies, procedures and program area plans.
- Oriented and provides pre-service training to newly hired staff and substitutes on their responsibilities and program philosophy, goals, objectives, policies and procedures.
- Oversees, and when necessary, provides training to staff on new forms and regulations.
- Responsible for planning and implementing an effective training program that includes a pre-service and in-service for staff and parents to increase their knowledge, skills.
- Responsible for the development of the annual comprehensive educational plans for Head Start instructional staff.

COMMUNITY PARTNERSHIPS:
- Collaborates with the community to strengthen and develop partnerships.
- Develops and maintains a cooperation/liaison relationship with community agencies, organizations and learning institutions to provide coordination of services and training opportunities.

OTHER DUTIES:
- Adheres to the Americans with Disabilities Act of 1990 (ADA) and ADA Amendments Act of 2008 (ADAAA), which prohibits discriminatory actions toward any qualified individuals. In particular, children with disabilities are enrolled in the classroom as mandated by Federal Law.
- Ensures strict compliance with universal precautions in the classroom or during home visits and when administering first aid.
- Other duties as assigned within scope of job classification.

LIMITS OF AUTHORITY:
- Relative authority to maintain compliance with federal, state, and local laws as well as the Agency’s policies and procedures.
- Relative authority to maintain compliance with Head Start Performance Standards and the requirements of Head Start guidelines.
- Maintains close communication with the immediate supervisor to recommend a course of action and to receive directives on priorities.

OTHER REQUIREMENTS:
- Must be able to relate with all people of the community regardless of sexual, ethnic, racial, or religious background or socio-economic level.
- Must pass health screening and TB skin test or chest x-ray.
- Must be dedicated to the goals and philosophy of CAPMC and Department.
- Must possess emotional maturity, stability, tactfulness, and the ability to provide professional leadership.
Must have dependable insured transportation and a valid California Driver’s License and acceptable driving record. A DMV printout and proof of insurance will be required. Mileage may be reimbursed subject to CAPMC’s policy.

Must complete all background requirements: livescan, pass a pre-employment drug screen, acknowledgement of child abuse reporting responsibility, criminal record statement and receive satisfactory clearance from all licensing and investigative authorities. Employment is contingent upon receiving clearances from appropriate authorities.

Must use reasonable precautions in the performance of one’s duties and adhere to all applicable safety rules and practices; and act in such a manner as to ensure at all times maximum safety to one’s self, fellow employees, clients, and children.

Employment in Head Start Programs is contingent upon approval of the Policy Council/Committee.

GENERAL PHYSICAL REQUIREMENTS

Medium work: exerting up to 50 pounds of force occasionally and/or up to 20 pounds of force frequently, and/or up to 10 pounds of force constantly to move objects.

PHYSICAL ACTIVITIES

- Climbing: Ascending or descending ladders, stairs, scaffolding, ramps, poles, and the like using feet and legs and/or hands and arms. Body agility is emphasized. This factor is important if the amount and kind of climbing required exceeds that required for ordinary locomotion.

- Balancing: Maintaining body equilibrium to prevent falling when walking, standing or crouching on narrow, slippery or erratically moving surfaces. This factor is important if the amount and kind of balancing exceeds that needed for ordinary locomotion and maintenance of body equilibrium.

- Stooping: Bending body downward and forward by bending spine at the waist. This factor is important if it occurs to a considerable degree and requires full use of the lower extremities and back muscles.

- Kneeling: Bending legs at the knee to come to a rest on knee or knees.

- Crouching: Bending the body downward and forward by bending leg and spine.

- Crawling: Moving about on hands and knees or hands and feet.

- Reaching: Extending hand(s) and arm(s) in any direction.

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Crawling: Moving about on hands and knees or hands and feet.

Reaching: Extending hand(s) and arm(s) in any direction.

Standing/Sitting: Particularly for sustained periods of time.

Walking: Moving about on foot to accomplish tasks, particularly for long distances or moving from one work site to another.

Pushing/Pulling: Using upper extremities to exert force in order to draw, drag, haul, or tug objects in a sustained motion.

Lifting: Raising objects from a lower to a higher position or moving objects horizontally from position to position. This factor is important if it occurs to a considerable degree and requires the substantial use of the upper extremities and back muscles.

Fingering: Picking, pinching, typing or otherwise working, primarily with fingers rather than with the whole hand or arm as in handling.

Grasping: Applying pressure to an object with the fingers and palm.

Feeling: Perceiving attributes of objects, such as size, shape, temperature, or texture by touching with skin, particularly that of fingertips.

Talking: Expressing or exchanging ideas by means of the spoken work. Those activities in which they must convey detailed or important spoken instructions to other workers accurately, loudly, or quickly.

Hearing: Perceiving the nature of sounds at normal speaking levels or without correction. Ability to receive detailed information through oral communication, and make fine discriminations in sound.

Repetitive Motions: Substantial movements (motions) of the wrists, hands, and/or fingers.

**VISUAL ACUITY**
The worker is required to have visual acuity to determine the accuracy, neatness, thoroughness of work assigned.
WORK ENVIRONMENT
The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

WORKING CONDITIONS
- The worker is subject to both environmental conditions: Activities occur inside and outside.
- The worker may be exposed to infectious diseases.
- This position is designated as: Exempt.

To build a diverse workforce, CAPMC encourages applications from individuals with disabilities, minorities, veterans, and women. EEO/AA Employer.