



06/23

## Community Action Partnership of Madera County

**JOB TITLE:** CENTER DIRECTOR/TEACHER / CENTER DIRECTOR I / CENTER DIRECTOR II

**DEPARTMENT:** Head Start Programs

**REPORT TO:** Area Manager

**SUPERVISE:** Child Development Center Site Staff and volunteers

**COMPENSATION:** Range 23.0 / 25.0 / 26.5

**FLSA:** Full-time; Non-Exempt

**JOB OVERVIEW:** This position is responsible for involvement of in all areas of center operation and is responsible for the assigned childcare facility. Plans and implements a comprehensive program for children ages 0-5 years.

### **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, ability, core competencies, and/or physical required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

### **EDUCATION and EXPERIENCE:**

#### **Center Director II**

- Bachelor's Degree
- with 12 units of Early Childhood Education (ECE) / Child Development (CD)
- 3 units supervised field experience in ECE setting.
- Ensures a minimum of 15 hours of professional growth hours are completed and documented annually.

#### **Center Director I**

- Associate's Degree
- with 24 units of ECE / CD, including core courses.
- 6 units in administration
- 2 units in adult supervision
- Must complete 105 hours of professional growth every five years.
- Ensures a minimum of 15 hours of professional growth hours are completed and documented annually.

### **LICENSES / CERTIFICATES / PERMITS:**

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- Must have a current and valid Site Supervisor Permit.
- Obtains Pediatric First Aid and CPR certification within six calendar months of hire, and re-certification bi-annually.
- Obtains Food Handler certification within 3 months of hire and update prior to expiration.

### **ABILITY TO:**

- Read, write, and speak Spanish is required.
- Use Microsoft Outlook, Teams, 365 products.
- Plan and develop with parents an individualized program for the family, including establishing a caring professional relationship and a climate of mutual trust and respect for the parents.
- Work with parents to strengthen the family's knowledge of child development, including assisting parents to understand how children grow and learn, and planning and conducting child education activities with the parents who meet the child's intellectual, physical, emotional, and social needs.
- Assist parents in strengthening the families' knowledge of health and nutrition, including integrating health and nutrition education into the program.
- Assist parents to strengthen their knowledge of community resources and support parents in problem solving.
- Be aware of and sensitive to cultural issues, and work effectively with all socioeconomic and cultural backgrounds.

### **KNOWLEDGE OF:**

- Knowledge of and experience in child development and early childhood education.
- Principles of child health, safety, and nutrition.
- Adult learning principles and family dynamics.
- Community resources and skills to link families with appropriate agencies and services.
- Skills in communication and motivation of people.
- Experience in human service setting, including working with diverse populations.
- Interpersonal and communication skills.
- Principles of supervision, training, and performance evaluation.

### **CORE COMPETENCIES:**

- Customer Commitment – proactively seek to understand the needs of our customers and provide the highest standards of services.
- Dedication to Professionalism and Integrity – demonstrates and promotes fair, honest, professional and ethical behaviors that establishes trust throughout the organization and with the communities we serve.
- Organizational Excellence – takes ownership for excellence through one's personal effectiveness and dedication to the continuous improvement of our programs and services.
- Success through Teamwork – collaborates and builds partnerships through trust and the open exchange of diverse ideas and perspectives to achieve organizational goals.

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**GENERAL PHYSICAL REQUIREMENTS**

- Exerting up to 30 pounds of force occasionally, and/or up to 10 pounds of force frequently, and/or up to 10 pounds of force constantly to move objects.
- Able to maintain regular, punctual attendance consistent with the Americans with Disabilities Act (ADA), Family Medical Leave Act (FMLA), California Family Rights Act (CFRA) and other federal, state and local standards.
- Able to perform the essential job functions consistent with the ADA, FMLA, CFRA and other federal, state and local standards.

**MAJOR DUTIES & RESPONSIBILITIES:**

**LEADERSHIP**

- Adheres to and applies the CAPMC mission, values, standards, policies and procedures.
- Attends mandatory new employee orientation/ mentor activities.
- Attends trainings, workshops, and classes to keep abreast of client engagement theories and practices.
- 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 resolves concerns and issues.
- Interacts with clients and their families in a culturally and socially sensitive way.
- 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 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.
- Prepares and actively participates in staff meetings and committees.
- Promotes a team environment and teamwork.
- Reports and assists in reporting 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.

**EDUCATION / HEALTH / NUTRITION/MENTAL HEALTH SERVICES**

- Provides a developmentally appropriate, culturally sensitive learning environment and curriculum.

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- Uses knowledge of individual differences, learning styles, cultural needs, child development and community needs in setting up individualized curriculum.
- Attends IEP meetings and provides information on the child as needed.
- Conducts child screenings as outlined in the Head Start Performance Standards.
- Follows referral procedures in seeking assistance that will meet child's developmental needs.
- Prepares required reports, related to measurable outcomes and weekly lesson plans.
- Follows referral procedures in seeking assistance that will meet child's developmental needs.
- Prepares required reports, related to measurable outcomes and weekly lesson plans.
- Ensures that the agency's transition plan is implemented.
- Develops individualized plans for each child based on assessed developmental needs and for meeting child outcomes.
- Ensures compliance with performance standards 1302.34 (b) (3) & (7) to ensure teaching staff compete at least two educational home visits and two parent-staff conferences per year per child to maintain a relationship between parents and the program, to keep abreast of the child's progress, and to obtain parents' input into the child's individual developmental goals.
- Oversees the planning and implementation of developmentally appropriate curriculum to fidelity. Utilizes the curriculum fidelity checklist as a guide to ensure compliance.
- Works with appropriate staff on implementing practices for promoting social and emotional development and preventing challenging behaviors.
- Provides an environment that is conducive to learning by requesting adequate and appropriate materials and equipment, setting up an appropriate room arrangement, assuring that materials are safe, healthy and culturally relevant.
- Ensure teaching staff works with parents/families in writing individual learning plans based on developmental screening results, classroom observations, and the needs and interests of children and the educational goals set by the parents.
- Attends meetings as requested.
- Adheres to CACFP regulations and provides guidance to food service staff relating to food service procedures.
- Ensures the implementation of daily physical activities for children.
- Keeps Area Manager informed of any problems or concerns related to the center's operation.
- In collaboration with center staff, ensures the collection and inputting of children's screenings and assessments and analysis of outcome data is completed in accordance with program timelines.
- Participates in case conference process to share information on child and family services.

### **FAMILY / COMMUNITY PARTNERSHIPS**

- Develops good communication with parents/families and reinforces the concept that parents/families are the primary educator of their children.
- Coordinates training for parents as they volunteer at the site as classroom aides.

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- Coordinates with Advocates to ensure the Parent Center Committee receives necessary information.
- Supports parents as individuals and as partners by offering information and resources and the parents perform their leadership function in the family.
- Ensures the implementation of parent engagement activities.
- Strengthens parents as individuals and as partners by offering guidance and information as parents perform their leadership functions in the family.
- Ensures that staff members are available to support parents' needs and interests and to articulate federal regulations, Agency policies and procedures during parent meetings.
- Collaborates with Advocates in conducting parent orientation and monthly parent meetings.

### SUPERVISION DUTIES

- Monitors adherence to Agency policies and procedures, Head Start Performance Standards, Child Adult Care Food Program, and Community Care Licensing.
- Conducts performance evaluations for supervised center staff. Provides feedback for professional growth and development and assists staff in developing goals to increase staff's working knowledge and skills.
- Provides training and mentoring for center staff including new staff. As necessary, seek support from Area Managers or Content Specialists.
- Maintains staff center files and periodically reviews to ensure all requirements are met and remain in compliance.
- Manages the overall functions of the assigned center. Addresses staffing and/or parent issues promptly and seeks additional support, as necessary.
- Ensures Health and Safety Checklists are completed prior to the start of the program, outdoor equipment, and playground and classroom areas are inspected daily.
- Monitors Enrollment, Recruitment, Selection, Eligibility, and Attendance (ERSEA) services to ensure compliance.
- Ensures the proper adult-child ratio is always maintained.
- Reviews and approves active supervision plans and ensures daily implementation.
- Assigns and supervises for the completion of daily, weekly, and monthly reports and documentation for all Head Stat service areas.
- Conducts authorized emergency and safety procedures such as emergency drills, etc. and ensures all health & safety programs and agency policies are followed.
- Monitors center expenditures and purchases; conducting inventory to ensure items purchased/requested meet the needs of the center.
- Completes annual inventory.
- Responsible for setting staff meeting schedules and preparing agendas with topics that promote open and two-way communication. Ensures to communicate program and agency updates, changes in program requirements and regulations.

### OTHER DUTIES:

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- Adheres to the Americans with Disabilities Act of 1990 (ADA), which prohibits discriminatory actions toward any qualified individuals. Children with disabilities are enrolled in the classroom as mandated by federal and state laws.
- Ensures strict compliance with universal precautions during work-related visits or 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 program standards and the requirements of funding 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 meet SB 792 immunization requirement.
- Must meet AB 1207 mandated reporter training requirement.
- 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 subjected to CAPMC's policy.
- Must complete all background requirements: references, sex offender registry check, livescan checks, 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 always ensure maximum safety for oneself, fellow employees, clients, and children.

### **PHYSICAL ACTIVITIES**

- **Balancing:** Maintaining body equilibrium to prevent falling or tripping when walking, standing or crouching on narrow, slippery or erratically moving surfaces. This factor is important if the amount of balancing exceeds that needed for ordinary locomotion and maintenance of body equilibrium.
- **Climbing:** Ascending or descending ladders, stairs, stepping stools, ramps, stairs, and the like, using feet and legs and/or hands and arms. Hands and arms may be used for balance, such as holding a railing.
- **Crawling:** Moving about on hands and knees or hands and feet.

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- **Crouching:** Bending the body downward and forward by bending leg and spine.
- **Driving:** Driving is the operation of a motorized passenger vehicle or other vehicle such as forklifts, golf carts, riding mowers.
- **Eye/Hand/Foot Coordination:** Performing work through using two or more body parts or other devices.
- **Feeling:** Perceiving attributes of objects, such as size, shape, temperature, or texture by touching with skin, particularly that of fingertips.
- **Fine Manipulation:** Touching, picking, pinching, or otherwise working primarily with fingers rather than the whole hand or arm as in gross manipulation.
- **Foot or Leg Controls:** Use of one or both feet or legs to move controls on machinery or equipment. Control includes, and is not limited to, pedals, buttons, levers, or cranks.
- **Gross Manipulation:** Seizing, holding, grasping, turning, or otherwise working with the hand(s). It is often present when lifting involves the hands. Fingers are involved only to the extent that they are an extension of the hand to hold or operate a tool such as tin snips or scissors.
- **Hearing Requirements:** The ability to hear, understand, and distinguish speech and/or other sounds (e.g., machinery alarms, medical codes or alarms). This includes in person speech, other remote speech, other sounds, telephone, video conference.
- **Keyboarding:** Entering text or data into a computer or other machine by means of a traditional keyboard. Traditional keyboard refers to a panel of keys used as the primary input device on a computer, typographic machine or 10-Key numeric keypad.
- **Kneeling:** Bending legs at the knees to come to a rest on knee(s).
- **Lifting or Carrying:** Lifting is raising or lowering an object from one level to another. Lifting can include an upward pulling motion. Carrying is to transport an object – usually by holding it in the hands or arms or wearing it on the body.
- **Pushing or Pulling:** Pushing is exerting force upon an object so that the object moves away from the origin of the force. Pulling is exerting force upon an object so that the object moves toward the origin of the force. Pushing or pulling may involve use of hands or arms and/or feet or legs done with one side of the body or both sides.
- **Reaching at or below Shoulder Level:** Reaching at or below the shoulder is present when there is 'Reaching,' but it does not meet the threshold for 'Overhead.' 'Overhead' and 'At or Below the Shoulder Reaching' can be present in the same task.

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- Reaching Overhead - Extending the arm(s) with the hand(s) higher than the head and one of these conditions exist: (1) A person bends the elbows, and the angle at the shoulders is about 90 degrees or more, or (2) A person keeps the elbow extended, and the angle at the shoulder is about 120 degrees or more.
- Repetitive Motions: Making frequent on continuous movement.
- Alternate Standing/Sitting at Will: The ability to alternate between standing and sitting is present when the employee has the flexibility to choose between standing or sitting as needed.
- Sitting: Remaining in a seated position.
- Speaking: Expressing or exchanging ideas by means of the spoken word to impart oral information to clients or the public and to convey detailed spoken instructions to other workers accurately, loudly, or quickly.
- Standing or Walking: Standing is to remain on one's feet in an upright position without moving about. Walking is to move about on foot.
- Stooping: Stooping is bending the body forward and down while bending the spine at the waist 45 degrees or more either over something below waist level or down towards an object on or near the ground.

### VISUAL ACUITY

- Near Visual Acuity: Clarity of vision at approximately 20 inches or less (i.e., working with small objects or reading small print), including use of computers.
- Far Visual Acuity: Clarity of vision at 20 feet or more. This is not just the ability to see a person or object, but the ability to recognize features as well.
- Peripheral Vision: Observing an area that can be seen up and down or to right or left while eyes are fixed on a given point.

### 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.

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