



07/24

Community Action Partnership of Madera County

JOB TITLE: AREA MANAGER

DEPARTMENT: Head Start Programs

REPORT TO: Deputy Director – Child Development Services

SUPERVISE: Center Director I / II, Center Director / Teacher, Site Supervisor / Teacher, Early Head Start Family Facilitator

COMPENSATION: Range 29.5

FLSA: Full-time; Non-Exempt

JOB OVERVIEW: This position is responsible for performing the operation of a multicultural, comprehensive early childhood education program designed to meet the needs of low-income children and their families. Oversees and supervises quality program services for children and families within the Head Start Programs. Assists with overall planning and operations of the Head Start Program.

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:

- Bachelor's degree in Early Childhood Education or Child Development.
- 4 years of supervisory experience.
- Must hold a Site Supervisor Permit.
- Ensures a minimum of 15 hours of professional growth hours are completed and documented annually.

OR

- Bachelor's degree in Human Development or related field.
- 6 years of supervisory experience.
- Must hold a Program Director Permit.
- Ensures a minimum of 15 hours of professional growth hours are completed and documented annually.

LICENSES / CERTIFICATES / PERMITS

- Must have a current and valid Site Supervisor or Program Director Permit.
- Possess Pediatric First Aid and CPR certification bi-annually.

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ABILITY TO:

- Read, write, and speak Spanish is preferred.
- Use Microsoft Outlook, Teams, 365 products.
- Understand and carry out oral and written directions and information.
- Communicate effectively, orally and in writing.
- Develop and implement the establishment of new centers according to State Licensing regulations and Head Start Performance Standards.
- Assist in the development and implementation of staff development and in-service programs, inclusive of education plans for teaching staff.
- Plan, organize, and implement approved training programs.
- Oversee and have knowledge of family assessment and assistance plans.
- Identify and analyze complex problems and recommend viable solutions.
- Collect and analyze data and prepare a variety of reports to inform staff, parents, and governing bodies.
- Remain calm in stressful situations.
- Work effectively with all socioeconomic and cultural backgrounds.
- Maintain confidentiality of information on Head Start families.

KNOWLEDGE OF:

- Basic principles and techniques of Head Start Management and Performance Standards.
- Research and reporting methods, techniques, and procedures.
- Public relations techniques.
- Modern office procedures, methods, and equipment including computer software and hardware.
- Child daycare licensing requirements.
- Adult learning theory and effective methods of staff development.
- Appropriate methods of training, program development, group facilitation, and instructional techniques.
- Effective management and administrative techniques regarding planning, program implementation and contract administration.
- 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 establish 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 15 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.

ADMINISTRATION

- Works closely with Center Director / Site Supervisor / Teacher and Content Area Specialists to ensure that Head Start Performance Standards' and the Head Start Program's compliance issues are met, plan and develop pre-service and in-service training for center staff.

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- Supervises and monitors performance of the Center Director / Site Supervisor / Teacher and periodically conducts formal evaluations. Advises and assists in the resolution of center work-related issues.
- Provides observational notations for performance evaluations of center staff.
- Assists the immediate supervisor in locating appropriate facilities, assists with necessary steps to obtain required license, and permits to operate.
- Responsible for monitoring and maintaining facility standards as well as conducting regular inspections of each center and requesting assistance from applicable resources.
- Validates Health & Safety screener at the beginning of the school year.
- Reviews and submits requisitions for supplies and materials; forecasts need for supplies, materials, equipment, repairs and other potential expenditures.
- Conducts site visits monthly or more as needed to monitor and ensure compliance.
- Provides support, resources and training to supervised staff.
- Monitors program activities to ensure 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.
- Conducts scheduled self-evaluation of the Head Start Program.
- Coordinates services along with the immediate supervisor and all the Content Areas Specialists in the areas of Health / Mental, Nutrition, Social Services, Parent Engagement, Disabilities, Facilities and Education to ensure a comprehensive child development program meeting Federal requirements.
- Assists in interviews and recommends hiring of teaching staff in accordance with CAPMC policies and procedures.
- Assist in monitoring of center personnel files to ensure that all required permits, fingerprints and licenses are current and valid and notifies Human Resources staff of any changes or need for follow-up.
- Ensures the collection and inputting of children's information and data into appropriate systems – COPA/ChildPlus.
- Reviews and analyzes children's outcomes, school readiness goals, CLASS, and monitoring data annually for planning and recommendations for program improvement and professional development.
- Monitors to ensure the collection of children's data is collected in a timely manner and as needed provides support to teaching staff.
- Responsible for the program's compliance on the use of curriculum, assessments, and observational tools to fidelity by utilizing a variety of methods for on-going monitoring.
- Attends meetings, training and workshops designated by the Head Start Director.
- Always maintain confidentiality.

DISABILITIES / MENTAL HEALTH SERVICES

- Monitor and conduct follow up to ensure recommendations from mental health classroom observation reports are implemented.
- Monitors and follows up on Individualized Education Plan (IEP) / Individual Family Service Plan (IFSP) on services and equipment.

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- Participates in Child Success Team meetings, as needed.

FAMILY SERVICES

- Assists children and families with transition from Head Start to Kindergarten with appropriate activities and transfer of required records.
- Assists classroom staff in involving parents, families and community volunteers in the program activities.
- Develops good communication with parents / families and reinforces the concept that parents / families are the prime educators of their children.
- Ensures information from developmental screenings is used for individualization.
- Ensures that educational home visits and parent / teacher conferences are made in accordance with performance standards / requirements and all documentation is completed.
- Supports the program in ensuring the daily children's attendance is at least 85% as mandated by Head Start Performance Standards.
- Assist with monitoring the recruitment of children to ensure full enrollment.
- Participates with staff and parents in developing, conducting and analyzing the annual Community Assessment.

TRAINING AND DEVELOPMENT

- Develops training plans based on data from child outcomes, CLASS, monitoring, and annual program self-assessment.
- Coordinates training for teaching staff focusing on program findings, program goals, objectives, policies, procedures and program area plans.
- Provides new employee orientation that includes information regarding their responsibilities, program philosophy, goals, objectives, policies and procedures.
- Responsible for planning and implementing an effective training program, which includes pre-service and in-service for staff to increase their knowledge and skills.
- Acts as a resource person in describing and providing instructional materials to fulfill objectives and meet program needs in their service areas.
- Develops and maintains a cooperation/liaison relationship with community agencies, organizations and learning institutions to coordinate services and training opportunities.

OTHER DUTIES:

- 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.

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- 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.
- **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.

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- 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.
- 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.

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- **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.