

HEAD START OF YAMHILL COUNTY
2045 SW HWY 18, McMinnville, OR 97128
POSITION DESCRIPTION

Revision Date: May 2020	Position Number: HSYC 5-20-SSC
Position Title: Specialized Services Coordinator	Pay Range:
Reports to [Job Title & Division/Department]: Executive Director	
FLSA Status: Exempt	
Positions Supervised: Lead Teachers; Trauma Informed Specialist	

GENERAL DESCRIPTION

Work in collaboration with parents, staff, Leadership team, program consultants/contracted specialists and community partners to coordinate the delivery of quality early childhood education and disabilities services for rural and at-risk children, in accordance with Federal Head Start Performance Standards and local, state and or agency policies and procedures. Responsible for the oversight and coordination of transitions for children into Head Start from Early Head Start, and and from Head Start to kindergarten. Responsible for the administration of the Disabilities component including: service design, management, and delivery; oversight and management of component duties and responsibilities; reflective guidance practices that are responsive to the needs of staff and families; record-keeping and monitoring systems; and development of community partnerships.

MINIMUM QUALIFICATIONS:

1. Significant experience in administration, including balancing regulatory requirements with budget constraints and growing community needs. Head Start or Early Head Start experience preferred.
2. Strong knowledge of theories and practices of Early Childhood Education/Development and Family/Social Services..
3. Experience in design and delivery of training.
4. Experience working with staff and families with diverse backgrounds.
5. Experience working with at-risk, rural families is preferred.
6. Experience is Reflective Supervision is preferred.
7. Ability to determine and prioritize demanding workload while being flexible to emergent/unplanned needs and situations.

8. Significant decision making and problem solving in many areas including the allocation of resources to program components, supervisory issues, scheduling and provision of program services.
9. Ability to handle highly stressful and sensitive situations in a professional manner.
10. Ability to interpret and implement complex policies and regulations.
11. Ability to work independently and maintain professional boundaries and confidentiality.
12. Ability to exercise tact and discretion in all employee interactions.
13. Strong organization and time management skills, ability to meet tight deadlines.
14. Demonstrate an understanding in ethical practices as listed in the NAEYC Code of Ethics
15. Must be free of child care-restrictible disease, as defined in OAR 333-019-0010, symptoms of physical illness, as defined in OAR 414-300-0220(1), or mental incapacity that poses a threat to the health or safety of children
16. Intermediate to advanced computer skills, including internet and e-mail.
17. Willingness to learn and implement Developmental Parenting.
18. Demonstrate ability to use positive guidance techniques (PBIS) with children, families, and co-workers.
19. Maintain confidentiality and exercise sound judgment concerning privileged information
20. Reliable transportation

MINIMUM EDUCATION AND/OR EXPERIENCE:

1. BA or Advanced degree in Human Services, Early Childhood Education or related field with equivalent training and experience preferred
2. Minimum 2 years successful experience providing EI/ECSE services to children and families
3. Experience in EI/ECSE services coordination/implementation
4. Experience with Transitions coordination

COMMUNICATION SKILLS:

1. Ability to effectively communicate positively, respectfully, sensitively and confidentially with children, families, staff and community members
2. Represent the organization to the public in a professional manner
3. Ability to read, speak and write with proficiency in English language.
4. Bilingual/Bi-literate English/Spanish preferred
5. Regularly communicate with other agencies and advocates for services for children and families
6. Ability to use various types of equipment to communicate; email, fax, telephone conversations and face-to-face meetings
7. Must be able to communicate with peers and Coordinators to relay important information quickly and effectively regarding children and families.
8. Ability to participate in effective conflict resolution practices.

OTHER QUALIFICATIONS:

1. Knowledge of CLASS ® Screening and Observation tool and use of the tool for reflective

coaching purposes

2. Knowledge of Teaching Strategies GOLD assessment tool for training and supporting teaching staff in its use
3. PBIS implementation/coaching experience

CERTIFICATE, LICENSES, REGISTRATIONS:

1. Registration and approval to work in a child care facility and continued enrollment with the Criminal History Registry of the Oregon Child Care Division. Consisting of a Federal fingerprint background check, State background check, child abuse/neglect check and sex offender check
2. Pre-employment physical and throughout employment
3. Self-Health Appraisals throughout employment
4. Complete the Head Start 101 and Human Resources trainings
5. Obtain Food Handler's certification within 30 days of hire
6. Obtain the Introduction to Child Care Health and Safety Certificate within 30 days of hire
7. Obtain the Prevention is Better Than Treatment Certificate within 30 days of hire
8. Obtain the Recognizing and Reporting Child Abuse and Neglect Certificate within 90 days of hire
9. Obtain First Aid/CPR certification
10. Enrollment in Oregon Registry Online
11. Reliable transportation

Note: Applicant must be enrolled in the Criminal History Registry and is subject to fingerprinting and criminal records checks as required by ORS 181.537, and child protective services records checks.

ESSENTIAL JOB DUTIES:

1. Plans, supervises, and facilitates comprehensive transitions and disabilities services for children including:
 - Developing, implementing, monitoring, and reviewing annual work and training plans.
 - Ensuring program requirements including plans and goals for meeting the individual needs of children and families are implemented consistently.
 - Working with other Component Coordinators to ensure program services holistically meet the needs of participants according to program requirements.
 - Ensuring the use of Agency-adopted curriculum, assessments, materials and strategies.
 - Designing and/or implementing appropriate programs to meet the changing needs of enrolled children, families and staff
 - Overall responsibility of the implementation of the ASQ and ASQ-SE developmental screening within the Head Start and Early Head Start Programs
 - Overall responsibility of scoring ASQ and ASQ-SE developmental screening tool and providing support information to families and staff
 - Writing and negotiating contracts associated with this component area
 - Reviewing random sampling of children's files and Child Plus reports and data monthly for

timely delivery of services.

- Ensuring referrals, assessments and screenings, service provision and supporting staff and families in setting plans and follow up within required time lines.
- Ensuring the maintenance of complete, up-to-date, and accurate records.
- Monitor program's compliance with Federal, state, and program rules and regulations
- Monitoring, analyzing, and reporting on mental health and disabilities program activities, data and statistics, and program information including: screenings and assessments, transitions, child and family outcomes related to IFSPs and developmental concerns, referrals, follow-ups, and community partnerships.

2. Maintains program staff performance results by:

- Training and assisting Teachers in identification of children with disabilities, understanding Individual Education Plans, and providing appropriate classroom and home activities for children with disabilities
- Training and providing resources for Teaching Teams and parents in the area of disabilities services
- Providing training and resources to assist staff and parents regarding Disabilities needs of children
- Supporting staff in providing parent education on transition to kindergarten
- Assisting teaching teams in developing transition activities for the classroom and home visits
- Providing necessary follow up with children and families for successful transition
- Participating in regular Case Management meetings with staff.
- Participating in regularly scheduled group and individual Reflective Supervision with staff.
- Supporting staff to promote parents in their parenting role as their child's first teacher and building on that relationship to enhance parent-child attachment.
- Monitoring/tracking and approving time worked by Substitute staff
- Developing and encouraging relationships (staff-parent, parent-child) based on strengths, respect, and trust.
- Providing supportive staff performance reviews.
- Ensuring program effectiveness through employee performance and professional development plans.
- Planning, monitoring, and appraising job results.
- Meeting regularly with Leadership and Coordinator Team for reflective practices and guidance.
- Implementing staff disciplinary action in accordance with Agency policy and procedures.
- Reviewing and authorizing staff time, spending, and mileage records to ensure compliance with Agency policies and procedures, and in regards to wage and hour laws and regulations.
- Ensuring compliance with Agency occupational safety and health standards.

3. Ensures the hire of qualified staff by:

- Participating in Agency hiring process and procedures.
- Participating in team interview panels.
- Providing orientation and training to new staff as required.

4. Advocates for Head Start by:

- Fostering an understanding of Head Start and HSYC, its mission, vision, goals, and objectives.
- Representing program to outside organizations.
- Designing and delivering regular formal presentations to parents, staff, Board of Directors and community groups to provide information and ensure collaboration and promote advocacy.
- Working with local agencies to provide service to children and families.
- Work with other agencies to obtain services needed by children with disabilities
- Arranging, coordinating, and monitoring contracted services and activities of community agencies and consultants to include training, counseling in such areas as Child Development and Disabilities.
- Coordinating with public schools to activate a transition plan
- Coordinating program transition activities from Early Head Start, Early Intervention programs, to Head Start & to kindergarten

5. Contributes to team effort by:

- Being a participant on the HSYC Leadership and Coordinator Teams.
- Collaborating with Leadership Team to develop coordinating work plan training sessions for pre-service and in-service training as needed throughout the year.
- Interacting with members of Board of Directors and Policy Council upon request of Executive Director. Attend meetings as requested by Executive Director.
- Planning and orchestrating with Coordinators, Family Supports, Family Educators and teaching teams to secure disabilities services including screenings, evaluations, transportation, translators, etc.
- Completing and submitting monthly reports.
- Attending local staff and parent meetings.
- Attending local and or state training.
- Assisting Executive Director in planning for appropriate facilities and space.
- Assisting in the establishment of access to preventive and acute care health services in the community through contracts and interagency agreements.
- Meeting with Executive Director as required (minimum monthly on a regular basis)
- Establishing open and positive communication and interaction with all staff.
- Participating with HSYC Leadership Team in program planning, establishing policies and procedures, budget preparation, grant development, and assistance with preparation of annual federal and state grants.

- Participating in the development of collaborations and facility development for future expansion of families and/or services.
 - Participating in the coordination of the annual Program Self- Assessment and follow-up planning for improvement
 - Openly receiving feedback from members of the Leadership Team and implement plans of action to comply with Head Start Performance Standards and HSYC policies.
6. Maintains professional and technical knowledge and practices by:
- Attending educational workshops, establishing personal networks, attending designated training workshops or seminars, participating in training as part of the HSYC team.
 - Implementing and employing the NAEYC Code of Ethics and Agency-specific ethics and policies.
 - Keeping current on local, state, and federal regulations and accepted best practices applicable to Parent, Child, Infant and Toddler Development program service areas.
7. Maintains confidence and protects agency operations by:
- Keeping information confidential.

ADDITIONAL JOB DUTIES:

1. Providing opportunities for families to obtain individual assistance and ensuring that they receive disabilities services in a timely manner.
2. Providing guidance for teachers in providing safe, healthy and esthetically pleasing environments
3. Supporting/Coaching Education staff with classroom management, Developmentally Appropriate Practice, Head Start Philosophy and PBIS strategies using Reflective Supervision practices.
4. Observing and meeting regularly with Teachers, and Family Educators to provide support and technical assistance
5. Understanding the CLASS ® Screening and Observation tool and its use for reflective coaching purposes
6. Understanding Teaching Strategies GOLD assessment tool
7. Collaborating with Education Coordinator to implement, train, guide and coach teachers in the use of the instrument.
8. Performing other duties when necessary

SUPERVISORY RESPONSIBILITIES:

1. Lead Teachers and Trauma Informed Specialist Use Reflective Supervision with staff and co-workers as a method of building on strengths and encouraging growth and development as effective and vital members of the HSYC Agency.
2. Encourage and support professional development opportunities.

3. Facilitate resolution of conflicts within the organization according Agency policies and procedures.
4. Promote a consistent exchange of information in all directions.
5. Promote training that meets team and individual needs.

PHYSICAL DEMANDS:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of the job, the employee is frequently required to sit on the floor for long periods of time; bend; stoop; crawl; play; run after and with children on a regular basis.

1. Ability to: lift up to 40 pounds

MENTAL DEMANDS:

1. Job requires mental alertness
2. Ability to anticipate possible crisis situations and deal with them effectively
3. Ability to use good judgment with at-risk client populations.

WORK ENVIRONMENT:

The work environment characteristics described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions

1. Exposure to outside weather conditions
2. Driving in all conditions
3. Indoor environment
4. Exposed to wet and/or humid conditions due to outside weather conditions
5. Work within a team environment

CONFIDENTIALITY:

Respects the confidentiality of information about Head Start, enrolled children and families, agency staff, personnel issues and other program operations.

I have read this job description. I understand my responsibilities and will fulfill them to the best of my ability.

Signature

Date

The organization reserves the right to revise or change job duties and responsibilities as the need arises. This job description does not constitute a written or implied contract of employment.