

MONTEREY COUNTY OFFICE OF EDUCATION

**CHILD DEVELOPMENT SERVICES COORDINATOR PRENATAL TO 5  
HEAD START & EARLY HEAD START PROGRAM**

**CLASSIFICATION:** Certificated Management

**SALARY LEVEL:** CI-IV

**WORK YEAR:** 12 Months

**DEFINITION**

Under general supervision provides training & supervision to EHS/HS teaching personnel, develops curricula and provides educational resources for staff and parents. Reviews and evaluates program to enhance compliance with performance standards regulation for staff & federal, and assists in the planning and coordination of the child development services.

**SUPERVISED BY**

Program Assistant Director

**POSITIONS SUPERVISED**

EHS Educators

HS Educators

Site Supervisors

Teaching Staff

**QUALIFICATION REQUIREMENTS:** To perform a job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed in the job description are representative of the knowledge, skills and/or abilities required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

**EXAMPLES OF DUTIES**

**ESSENTIAL DUTIES**

- Plans and assists the teaching staff to implement parent involvement in the education program both in the classroom and at home.
- Develops and implements a plan and system of monitoring and evaluating prenatal to 5 developmental activities, determines areas of weakness and takes corrective action or makes recommendations for corrective action including Grantee Plan, Head Start Performance Standards and Title 22, Title 5 & Cal Safe Regulations.
- Assists in the design and development and delivers in-service training programs and orientation for EHS/HS teaching staff.
- Provides on-site consultation to EHS/HS teaching staff providing feedback on lesson plans and activities.
- Confers with staff regarding Early intervention in the area of behavior & learning behavioral or learning problems and recommends methods of stimulating growth & development.

- Assists staff in the development of Family & Partnership Agreements, attends IFSP/IEP meetings and parent/teacher conferences including case management, as necessary.
- Ensures the program resources reflect the multi-cultural diversity of the families in the program.
- Establishes and maintains linkages with Head Start, and other child care community resources.
- Meets regularly with EHS/HS teaching staff, Program Director, Assistant Director, service area coordinators, parents, partners, and Cal Safe programs in order to assure effective planning and implementation of transition activities.
- Attends trainings, conferences, and workshops.
- Studies and prepares recommendations on instructional materials, teaching, and related equipment and supplies.
- Substitutes for teaching staff when necessary to maintain compliance with Title 22 & Title 5 staffing requirements.
- Routinely inspects center facilities to assure clean, attractive, and appropriate learning environment.
- Checks for health fire safety and occupancy violations and takes necessary corrective action.
- Provides prenatal to 5 child development resources and/or information to program service areas.
- Provides professional development for EHS/HS staff and training for parents.
- Puts into practice "reflective supervision" strategies with EHS/HS staff.
- Participates in writing the grantee plan of action in conjunction with Program Director, Assistant Director, other management staff, and parents.
- Assists in the preparation of the annual child development service area plan.
- Visits centers, analyzes children's records, lesson plans, and other data for purpose of planning, evaluating and improving services to children and families.
- Assists teachers to develop a program that is responsive to the needs of each individual child and family .
- Maintains accurate records and prepares and submit reports as required.
- Coordinates and assists in the screenings and interviews of prospective personnel, and recommends for hire.
- Coordinates & participates in the annual program self-assessment and develops improvement plans as necessary.
- Assists in the preparation of the budget for EHS/HS.
- Assures compliance with transition such as participates in planning to enroll eligible children from infant special education programs and other ECE programs, into Head Start, and into other communities child care resources.
- Effectively develops and implements the transition process.
- Makes presentations to parents, professionals, and community groups.
- Serves as a member of the management team in the administration of the Head Start and Early Head Start team.
- Acts as an advocate for children and families.
- Assists with the out-reach and recruitment of children with disabilities and special needs and mainstreaming of these children into the Early Head Start and Head Start program.

- Periodically observes children early and consults with appropriate significant adults in the child's environment in planning inclusive Child Development Services.
- Serves as a resource person to staff and parents in areas of curriculum, assessment, child outcomes, and is familiar with all developmental screenings and assessment tools.
- Develops and maintains professional relationships MCOE, public schools and other agencies serving prenatal to 5.
- Supports the development, implementation and mentors staff on their professional growth plans.
- Performs other tasks as assigned.

### **PHYSICAL AND MENTAL CHARACTERISTICS**

Physical, mental and emotional stamina to perform the duties and responsibilities of the position under sometimes stressful conditions; Manual dexterity sufficient to write, use telephone, business machines, operate an automobile; Vision sufficient to read printed materials; Hearing sufficient to conduct in person and telephone conversations; Speaking ability in an understandable voice with sufficient volume to be heard in normal conversational distance, on the telephone, and in addressing groups; Physical agility to push/pull, squat, twist, turn, bend, stoop, and to reach overhead; Physical mobility sufficient to move about the work environment (office, District, from school or home site to site), to drive a an automobile; Physical strength sufficient to lift forty-five (45) pounds; Physical stamina sufficient to sit in a child's chair, squat at children's eye level, and to sand or walk for prolonged periods of time; Physical, mental, and emotional tolerance to be exposed to the noise generated by children in an enclosed environment; Mental acuity to collect and interpret data, evaluate, reason, define problems, establish facts, draw valid conclusions, make valid judgments and decisions.

### **REQUIRED QUALIFICATIONS**

- Bachelors Degree with at least twelve (12) college semester units in child development including infant/toddler related coursework and two years of continuous full-time employment in education or a combination of education, training and experience that is equivalent.
- A Multiple Subject teaching credential or Children's Center Instructional Child Development Permit/Site supervisor Permit, specialization in infant/toddler.
- Ability to establish and maintain positive working relationships with school district personnel and other professionals.
- Knowledge of developmentally appropriate practices.
- Ability to communicate effectively in the English language, both orally and in writing.
- Ability to work with individuals of diverse educational, socio-economic and cultural backgrounds.
- Ability to analyze, evaluate and draw logical conclusions from data.
- Ability to make regular and frequent trips within Monterey County visiting sites, attending meetings, making home visits, etc.
- Ability to accurate records.
- Possess an appropriate California driver's license and the availability of an automobile with the state minimum insurance coverage.

- (PITC) Program for Infant Toddler Caregivers Training Completion.

**DESIRABLE QUALIFICATIONS**

- Bilingual (Spanish/English).
- Teaching experience in a Infant/Toddler and Preschool.
- Special education or other experience in working with children with disabilities.
- Knowledge of Head Start philosophy and principles.
- Ability to use micro-computer.
- Master Degree in Human Development or other related field.

Board approval:

Policy Council Approval: 5/18/10

Last Revised: 5/18/10