

CLASSIFICATION DESCRIPTION
Duluth Early Childhood Services Coordinator/Head Start Director

<p><u>Title of Immediate Supervisor:</u> Assistant Superintendent</p>	<p><u>Department:</u> E-12 Operations</p>	<p><u>FLSA Status:</u> Exempt</p>
<p><u>Accountable For (Job Titles):</u> Voluntary Pre-Kindergarten Paraprofessionals, Office Support Specialist, Office Support Specialist Intermediate, Early Childhood Business Manager, Coordination of Voluntary Pre-Kindergarten Teaching Staff</p>		<p><u>Pay Grade Assignment:</u> Duluth District-Wide Instructional Administrators' Association, Pay Class II-A</p>

General Summary or Purpose Of Job:

Oversees the budget and program delivery of Head Start; Voluntary Pre-Kindergarten and School Readiness in accordance with the rules and mandates of each, including writing grants, ensuring accurate and timely annual reports; meets deadlines and ensures compliance regarding these programs. In conjunction with staff and parents, develops a safe, welcoming and nurturing early childhood environment for young children and their families. Provides instructional leadership at the program level with a focus on best early childhood practice. Works with and support staff to ensure that all children are provided the opportunity to learn, up to their ability, in all areas across the curriculum. Ensures that highly-trained teachers are teaching appropriate and challenging curricula, using best practices strategies. In conjunction with staff, parents and community members, develops a comprehensive grant goals and objectives for each program, and works toward the accomplishment of its goals.

DUTY NO.	ESSENTIAL DUTIES: (These duties are a representative sample; position assignments may vary.)
1.	Responsible for Head Start Standards involving Parent Involvement, Community Partnerships, Shared Governance (School Board and Policy Council), and Program Management
2.	Establish a timeline for yearly functions such as school schedule, planning schedule, meeting schedule, training schedule

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3. Lead a yearly process for the development of a program plan and budget, that includes both long-term and short-term goals
4. Develop and submit yearly grant proposals
5. Monitor budget expenditures; supervise all certified staff; participate in school district leadership team
6. Conduct an annual program self-assessment and recommend changes and improvements to program based on results
7. Establish and maintain procedures for working with the grantee to resolve community complaints about the program
8. Establish guidelines for staff hiring
9. Establish impasse policy
10. Supervise needed changes to the annual program plan
11. Monitor all areas for program compliance and quality
12. Oversee early childhood development and health services, education, ERSEAT, family and community partnerships
13. Ensure compliance with standards of conduct
14. Conducts staff performance appraisals
15. Orient new staff
16. Manage training calendar
17. Ensure that meetings and interactions with families be respectful of each family's diversity and cultural and ethnic background
18. Ensure that each family receives help in accessing community services, including emergency or crisis assistance
19. Support and encourage parents to influence the character and goals of community services in order to make them more responsive to their interests and needs
20. Establish procedures to provide families with comprehensive information about community resources
21. Ensure that we collaborate with partners in the community in order to provide the highest level of services to children and families

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22.	Take an active role in community planning in the development of services to children and families
23.	Establish relationships with community planning in the development of services to children and families to their services
24.	Perform outreach to encourage volunteers
25.	Establish and ensure the effective implementation of Policy Council; help to establish relationships between Policy Council and governing body
26.	Ensure formal structure of shared governance
27.	Ensure proper flow of information and decision-making between parent meetings, Policy Council and School Board
28.	Ensure communication among staff; staff Policy Council meetings
29.	Prepare all materials needed for both Policy Council and School Board relative to shared decision-making; conduct regular staff meetings
30.	Establish and maintain sufficient reporting systems
31.	Work with school principals to ensure seamless services to children and families
32.	Work with District employees to establish safety of physical environment and facilities
33.	Attend District level meetings as required
34.	Present information and proposals to the School Board as required
35.	Collect, track and monitor parent meeting process including minutes, agendas, attendance, topics, etc.
36.	Other duties as assigned by supervisor

Minimum Qualifications: (necessary qualifications to gain entry into the job not preferred or desirable qualifications)

Requires a masters degree in education; a baccalaureate major in early childhood education; three years of teaching experience in early childhood education; experience working with parents; experience with serving low-income families; and experience performing administrative and managerial duties.

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Desired Qualifications: (necessary qualifications to gain entry into the job not preferred or desirable qualifications)

Coursework and/or experience with grant development and implementation; program development and management; staff development; parent and volunteer involvement; working with families from a variety of social and cultural backgrounds and families living in economic poverty. Ability to demonstrate effective verbal and written communication skills and to work independently.

Certification or Licensing Requirements: (prior to job entry)

Pre-Kindergarten or Early Childhood license issued by the Minnesota Department of Education.

Knowledge Requirements:

Requires knowledge of:

- Child and family development.
- Pre-kindergarten and early childhood and family education best practices.
- Parent education and involvement strategies.
- Community resources.
- Understand diversity issues among students.
- Effective education administration strategies.
- Developing, monitoring, and reporting budgets.
- Grant writing.
- Quality improvement strategies
- Curriculum scope and sequence and its effective implementation.
- Development of educational goals using proper analysis of test data and other information.
- Various supervisory, personnel management and performance evaluation techniques and the use of these techniques to improve job performance.
- Program finance, budget development and implementation.
- General knowledge of school law as applied to student rights, responsibilities, due process and special education.
- Program promotion and marketing.
- Staff job screening and selection methods.

Skill Requirements:

Skilled in:

- Excellent management skills, including organizational, time management and delegation.
- Excellent written communication skills, especially as applied to reports, grant

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applications, letters of recommendation and so forth.

- Excellent verbal, presentation and listening skills, especially group presentations and public speaking.
- Broad picture thinking, leading to excellent decision-making skills.
- Leadership skills--with parents, staff, school district departments, larger early childhood community.
- Planning—short-term and long-range.
- Supervision, including performance evaluation.
- Interviewing.
- Communicating with advocacy groups.
- Ability to provide leadership to a broad range of individuals, and to work effectively towards a common goal.
- Ability to acquire the appropriate resources for the programs.
- Data analysis skills.
- Familiarity with a word processing software application, such as MS-Word.

Physical Requirements: Indicate according to the requirements of the essential duties/responsibilities

Employee is required to:	Never	1-33% Occasionally	34-66% Frequently	66-100% Continuously
Stand			√	
Walk		√		
Sit			√	
Use hands dexterously (use fingers to handle, feel)			√	
Reach with hands and arms		√		
Climb or balance	√			
Stoop/kneel/crouch or crawl	√			
Talk and hear				√
Taste and smell	√			
Lift & Carry: Up to 10 lbs.		√		
Up to 25 lbs.	√			
Up to 50 lbs.	√			
Up to 100 lbs.	√			
More than 100 lbs.	√			

General Environmental Conditions:

Work is performed under normal office conditions and there are minimal environmental risks or disagreeable conditions associated with the work, except outdoor weather conditions when traveling between program sites.

General Physical Conditions:

Work can be generally characterized as:

Sedentary Work: Exerting up to 10 pounds of force occasionally and/or a negligible amount of force frequently or constantly to lift, carry, push, pull or otherwise move

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objects, including the human body.

Vision Requirements: Check box if relevant	Yes	No
No special vision requirements	√	
Close Vision (20 in. of less)		
Distance Vision (20 ft. of more)		
Color Vision		
Depth Perception		
Peripheral Vision		

Job Classification History:

Classification reviewed and revised by Penn, Inc., Human Resource Management Consulting
Human Resources Revised: 3/26/19