

**Head Start Coordinator**

**Purpose Statement**

The job of Head Start Coordinator is done for the purpose/s of coordinating the community partnership program and related activities; providing information to others; and implementing and maintaining services within established guidelines and standards.

This job reports to Director of Special Education and BECEP Coordinator.

**Essential Functions**

- Collaborates with BECEP Coordinator (e.g. Readiness to Learn, Title I, Employment & Training, Head Start, etc.) for the purpose of developing regional family involvement activities and ensuring effective functioning of Head Start and ECSE program in compliance with governmental regulations.
- Coordinates a variety of program components and activities (e.g. budgets, grants, legislative training, recruitment; hiring, and assigning of the Head Start Professional staff, etc.) for the purpose of delivering services in compliance with established guidelines in concurrence with the Policy Council and the Grantee agency.
- Develops and implements Head Start goals and objectives (e.g. design of Head Start programming, etc.) for the purpose of ensuring the execution of Head Start performance standards in compliance with Head Start vision and mission.
- Maintains a variety of manual and electronic files and/or records for the purpose of providing up-to-date reference and complying with regulatory requirements and established guidelines. Monitors assigned program activities (e.g. literacy grants, activities, budgets, etc.) for the purpose of promoting involvement of parents and community partners in meeting the needs of Head Start families and delivering services in compliance with department objectives.
- Oversees Head Start Program (e.g. hiring, orientation, evaluation, professional development of staff; grant activities, budget, monthly reviews with BECEP Coordinator and Special Education Director, etc.) for the purpose of ensuring effective, professional implementation of the Early Head Start Program, following all required procedures and guidelines.
- Oversees the placement of staff and volunteers and grant activities for the purpose of ensuring adequate staffing to achieve program objectives.
- Participates in meetings, workshops, trainings, and seminars (e.g. BECEP, Special Education, Head Start, etc.) for the purpose of conveying and/or gathering information required to perform functions.
- Performs role of BECEP Coordinator in absence of Coordinator (e.g. day-to-day classroom coverage, classroom observations of staff, planning of master Head Start teacher schedule, placement of Head Start students, etc.) for the purpose of ensuring effective implementation of Head Start. Prepares a variety of materials (e.g. reports, letters, memos, Head Start Grant, etc.) for the purpose of documenting activities, providing written reference, and/or conveying information.
- Processes documents and/or materials (e.g. training materials, minutes, bulletin articles, communications, etc.) for the purpose of disseminating information to appropriate parties.
- Responds to inquiries for the purpose of resolving issues, facilitating communication among parties and/or providing information or directions.
- Serves as liaison (e.g. working with BECEP, School District, Policy Council, local, regional, federal Head Start Agencies, etc.) for the purpose of ensuring professional implementation of Head Start and Early Childhood Education programming, following all procedures, policies and regulations.

**Job Requirements: Minimum Qualifications**

**Skills, Knowledge and Abilities**

SKILLS are required to perform multiple, technical tasks with a potential need to upgrade skills in order to meet changing job conditions. Specific skill based competencies required to satisfactorily perform the functions of the job include:

operating standard office equipment including using pertinent software applications; preparing and maintaining accurate records; and planning and managing projects.

KNOWLEDGE is required to perform basic math, including calculations using fractions, percentages, and/or ratios; read technical information, compose a variety of documents, and/or facilitate group discussions; and solve practical problems. Specific knowledge based competencies required to satisfactorily perform the functions of the job include: adult learning principles; assessment of best Special Education practices; and best social work practices.

ABILITY is required to schedule a number of activities, meetings, and/or events; routinely gather, collate, and/or classify data; and use basic, job-related equipment. Flexibility is required to independently work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Ability is also required to work with a diversity of individuals and/or groups; work with data of varied types and/or purposes; and utilize job-related equipment. Problem solving is required to analyze issues and create action plans. Problem solving with data frequently requires independent interpretation of guidelines; and problem solving with equipment is moderate. Specific ability based competencies required to satisfactorily perform the functions of the job include: communicating with diverse groups; maintaining confidentiality; meeting deadlines and schedules; setting priorities; working as part of a team; networking and facilitating communications; motivating others; and developing and implementing effective conflict resolution.

### **Responsibility**

Responsibilities include: working independently under broad organizational guidelines to achieve unit objectives; managing a department; supervising the use of funds. Utilization of resources from other work units is often required to perform the job's functions. There is a continual opportunity to impact the organization's services.

### **Work Environment**

The usual and customary methods of performing the job's functions require the following physical demands: occasional lifting, carrying, pushing, and/or pulling, some stooping, kneeling, crouching, and/or crawling and significant fine finger dexterity. Generally, the job requires 60% sitting, 20% walking, and 20% standing. The job is performed in a generally hazard free environment.

**Experience:** Job-related experience with increasing levels of responsibility is required.

**Education:** Bachelor's degree in job-related area.

**Certification:** Early Childhood Special Education credential or a valid ND Teaching Certificate, preferred.

**Clearances:** Criminal Justice Fingerprint/Background Clearance. TB test.

**FLSA Status:** Non-Exempt

**Salary Grade:** PH on the Professional Support Staff Salary Schedule

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