



JOB DESCRIPTION

<u>TITLE:</u>	Early Education Manager
<u>REPORTS TO:</u>	Head of Educational Excellence
<u>DEPARTMENT:</u>	Early Education
<u>FLSA STATUS:</u>	Exempt
<u>SUPERVISES:</u>	Yes

AGENCY OVERVIEW:

Allies for Every Child (Allies) exists to give at-risk children and children living in poverty the foundation they need to increase their life choices and lead fulfilling lives. For over 30 years, Allies has been providing thousands of at-risk children and their families with critical, high-quality early education programs (including comprehensive Early Head Start services), family strengthening interventions, foster care and adoption services, and a range of vital, integrated services, including early childhood mental health, disabilities screenings, nutrition, dental and vision screenings, mental health and pediatric health consultations.

JOB SUMMARY:

In partnership with the Head of Educational Excellence (HEE) and the Early Education Center Site Supervisor, the Early Education Manager (EE Manager) is responsible for elements of early education program administration, supervision; education monitoring, training and professional development, and coaching. The Early Education Manager will: oversee Allies' early education coaching plan and provide direct practice-based coaching support to center-based teachers and home educators, and child development specialists as needed; lead data collection/reporting efforts; collaborate to analyze outcomes, and plan and provide responsive trainings and other professional development to staff/contracted providers; duties related to contract administration, documentation, recordkeeping, program planning, reporting, etc.; and support Early Education Center operations as needed.

ESSENTIAL JOB DUTIES:

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, skills and/or abilities required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Administration

Contract administration:

- Collaborate with the HEE, EE Admin Manager and the Site Supervisor to carry out funding contract administrative duties (e.g. program reviews/data analysis, EHS annual reports, CDE Program Self-Evaluation, annual updates to service area plans, etc.)
- Support program quality improvement by aggregating and analyzing child outcome data, teaching practices data, etc. as required by contract and program need; collaboratively develop quality improvement plans based upon data results; create and plan for sharing results with program teams
- Participate in the planning, writing, and development of funding applications
- Support with Child Plus upkeep (inputting new staff, creating modules agency needs, supporting staffing concerns etc.)

Compliance and records

- Support efforts to ensure compliance with licensing, EHS Performance Standards, CDE requirements, NAEYC, CACFP and COA standards, Title 5 & 22, and all other program regulations, policies and procedures
- Support efforts to ensure that all program documentation, reports, and files are complete, accurate, and current; ensure accurate, complete, and confidential maintenance of employee and children's records; conduct quarterly review of children's files

Policies and program planning

- Participate in the planning, implementation, review, and updating of annual program goals/objectives, policies/procedures, and activities to ensure compliance with relevant performance standards (Head Start, Council on Accreditation, etc.), and achieve the implementation of the program's mission, objectives and performance standards
- Working with HEE, EEA Manager and FCCHEN Manager, create yearly roadmaps for all early education programs

Internal reporting

- Complete monthly report of early education progress, assessment tools, quality improvement updates, progress toward school readiness goals, and other topics as requested by the HEE

Program meetings

- Generate program data for Performance and Quality Improvement (PQI) efforts and participate in PQI rotations for Early Education Programs presentations as needed
- Participate in management meetings as needed and one-on-one semi-monthly supervision meetings with HEE

- Work with the Site Supervisor to conduct weekly staff meetings

Parents, caregivers, and community

- Together with Early Education Family and Community Manager coordinate implementation of annual parent survey across all early education programs
- Serve as a representative of Allies to the community/attend meetings as needed

Human Resources

- Participate in the hiring and training of early education teachers, home educators, family support specialists, child development specialists, and other roles as needed
- Support coordination with Human Resources to review and update staff records to ensure requirements are met as needed

Supervision

- Support the operations of the center-based program (including CACFP), as needed; support planning for daily staffing at the center as needed
- In collaboration with Site Supervisor complete and conduct performance evaluations and professional development plans for center-based teaching-staff

Education Supervision/Monitoring

- Align state-funded classrooms with EHS standards (e.g. ensure teachers use child data to individualize weekly lesson plans); responsible for communicating feedback from educational observations to teaching teams and ensuring proper training and follow up
- Ensure compliance of center-based EHS/EHS-CCP programs with Head Start performance standards; responsible for communicating feedback from educational observations to assigned teaching teams and EE Director and ensuring proper training and follow up
- Review and provide weekly feedback to early educators}on lesson plans, individualized plans, monthly plans
- Provide support, feedback, and guidance to educators on the implementation of: Parent-Teacher Conferences, DRDP-2015 assessments, Environment Rating Scales (ITERS/ECERS) Child School Readiness Goals, center school readiness goals, and all other education related programmatic goals/plans
- Monitor/support program teams with program road map deadlines
- Working closely with HEE, track and monitor progress on meeting EHS, EHS-CCP, and CDE continuing application guidelines: dual-language framework, CSEFEL strategies, literacy development, STEM, and school readiness goals and other educational-related benchmarks
- Complete/ensure completion of Environment Rating Scale (ITERS/ECERS/FCCERS) yearly

Training and Professional Development

- Working with Early Education Leadership Team, develop early education section of Allies annual training calendar
- Develop and execute annual professional development plans and goals for early education staff, incorporating topics identified in individual coaching plans; track teachers' trainings, and other professional development activities, and meet semi-annually to review progress
- Responsible for maintaining master early education program training/professional development tracker
- Provide early education trainings, resources, and plans to support implementation of: Creative Curriculum, STEAM, CSEFEL, school readiness goals, trauma-informed care, culturally sensitive care, individualization for children, assessment, and other appropriate topics that are developmentally appropriate practice
- Support implementation of parent engagement calendar
- Provide leadership in the area of early childhood development research and best practices

Coaching

- Conduct/ensure completion of teaching practices assessment tool on all early education staff (annual Classroom Assessment Scoring System Tool, CLASS, for center-based teachers; and semiannual Home Visit Rating Scales, HOVRS, for each home educator)
- For all early education staff, develop specific, measurable, attainable, relevant, time-limited (SMART) goals and plans based on assessment data and analysis of staff's self-identified needs (teaching practices, etc.).
- Support teaching practices SMART goals for assigned staff through regular supervision and TLC cohorts.
- Use results of above assessments to identify educators who will receive intensive, individualized PBC
- Provide group coaching to all direct center-based teachers and home educators, to improve teacher-child interactions (CLASS/Environment Rating Scales) and child outcomes (DRDPs): conduct monthly Teacher Learning Collaborative EHS/EHS-CCP and CDE cohorts; conduct monthly TLC-aligned Home Educator cohort

Other

- Attend meetings and trainings, as requested, to keep abreast of trends in the various service areas.
- Perform other relevant responsibilities as required by the program and as assigned
- Model the Standard of Conduct Policy when interacting with parents, community members and Colleagues
- In accordance with our "team" philosophy, the person filling this position may occasionally be required to carry out or assist with other tasks in addition to the duties listed on this job description
- Evening and weekend work as required
- Staff must believe in and act in accordance with both the Agency's and the program's mission/vision statements, adopted theoretical frameworks, and philosophy.

EDUCATION & QUALIFICATIONS:

- Minimum of three (3) years' leadership and administrative experience
- Bachelor's Degree required (Master's Degree preferred) in Early Childhood Development or related field
- Experience working with infants/toddlers and preschoolers' principles and practices
- Valid Program Director permit, California Commission on Teaching Credential
- Experience working in or overseeing Early Head Start, Head Start and/or California Department of Education preschool programs
- Knowledge of data analysis
- Strong and effective verbal and written communications skills
- **Bilingual in English and Spanish required**
- Knowledge of ChildPlus
- Creative problem solver with a can-do attitude
- Must be detail-oriented and possess excellent organizational and analytical skills with the ability to research best-practice and compliance guidance, complete work accurately, meet deadlines, and follow through on job duties and projects
- Ability to prioritize workload, multi-task and be flexible
- Ability to liaise effectively with a range of relevant authorities, individuals and organizations; demonstrated effective interpersonal, leadership, public speaking and management skills.
- Desire to be a part of a diverse team, and the ability to both think independently and work collaboratively
- Ability to understand budgets and expense reports
- Knowledgeable of program, finance, compliance and evaluation in a non-profit organization
- Strong computer literacy skills (MIS, word processing, database and spreadsheets, Internet and email use required)
- Must be responsible, be able to handle confidential information, organize effectively, and work independently
- All employees, regardless of position, serve as role models for children and adolescents who are served by our agency. Therefore, each employee must at all times be emotionally stable and able to function effectively with children, adolescents and adults who may have mental or behavioral health problems.
- The staff must be able to demonstrate appropriate daily behavior, appropriate expression of emotions, as well as appropriate role modeling. Hostility, aggression and unnecessary or inappropriate physical actions as well as inappropriate emotional expression are not acceptable.
- Fingerprint background clearance (DOJ, FBI & Child Abuse Clearance Index), or approved exemption
- Successful completion of pre-employment physical, PPD test/risk assessment, proof of immunizations for Covid-19, pertussis, measles and influenza (can decline)
- Class "C" driver's license, proof of insurance, a safety record acceptable to CAA, and reliable transportation required

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FOR CONSIDERATION: Email cover letter and resume to humanresources@alliesforeverychild.org

Full Benefits Package offered including:

- *Competitive pay*
- *100% employer contribution to: Health - Kaiser or Anthem, Dental, Vision*
- *401k retirement plan with employer match*
- *Employee Assistance Program*
- *Professional Development*
- *12 paid holidays, sick leave, vacation, and 2 personal days for anniversary of employment and birthday*
- *Opportunities for growth and advancement*
- *Initial and ongoing training/mentorship to all employees*

Allies for Every Child actively seeks candidates who reflect the rich diversity of the communities that we serve. We are committed to a work environment that embraces and promotes individuality and inclusion. We believe that diversity and inclusion of varied perspectives, backgrounds, and life experiences is essential to our organization's effectiveness, and allows us to serve our clients in the respectful, responsive, and understanding way that they deserve. We define diversity in broad terms to include race, ethnicity, age, gender, religion, sexual orientation, gender identity and expression, disability, geography, socio-economic status and other unique attributes that make us who we are.



Allies for Every Child has achieved accreditation through the Council on Accreditation (COA). This means our programs, services, administration, and management have been rigorously evaluated and meet best practice standards. Visit www.COAnet.org to learn more about COA Accreditation.