

Child Start, Inc. Job Description

Job Title: Comprehensive Services Coach

Status: Non-Exempt

Program/Department: EHS-CCP

Supervises: None

Supervisor: EHS-CCP Program Manager

Created: March 2023

GENERAL SUMMARY:

The Comprehensive Services Coach works in partnership with contracted licensed childcare centers and family childcare homes to ensure comprehensive services and high-quality early care and education are provided to children and families enrolled in Head Start and Early Head Start throughout South Contra Costa Counties. The Comprehensive Services Coach ensures that services are provided in accordance with the Head Start Performance Standards and California State Licensing regulations and must: be able to build relationships based on mutual respect; demonstrate effective culturally sensitive communication skills; practice conflict resolution skills; have an on-going commitment to learning; possess good observation skills, and model best practices working with young children.

The Comprehensive Services Coach works closely with resource and referral agencies and childcare providers to recruit families that are receiving subsidized care and supports parents with maintaining their childcare subsidy. The Comprehensive Services Coach provides coaching, utilizing evidence-based practices and appropriate learning strategies to support children's growth in the following developmental domains: social-emotional, cognitive, language, physical, and self-help. Working in partnership with childcare partners, the Comprehensive Services Coach provides ongoing support and goal setting opportunities to parents of enrolled children.

ESSENTIAL JOB RESPONSIBILITIES:

1. Technical Assistance:

1. Maintains content development expertise and disseminates such knowledge by providing ongoing technical assistance.
2. Develops resources and demonstrates best practices while working with childcare partners.
3. Promotes continuous quality improvement and quality assurance efforts for the agency.

2. Coaching:

- a. Facilitates peer-to-peer learning in both one-on-one and group settings as a joint process for building capacity
- b. Provides guidance in building skill development and competence by performing on-the-job technical assistance and modeling of specific skills.
- c. Evaluates skills and strategies, and supports the development, implementation, and coordination of internal support plans (action plans, behavior plans) with parents and partners.
- d. Provides ongoing quality assistance to address children's challenging behaviors and sensory needs.
- e. Utilizes new models of research-based instruction and practice-based coaching to implement current instructional practice and coaching for partners with staff.
- f. Supports in the creation of individual professional development plans, improving credentialing and participation in Napa and Solano County's quality rating system (QRIS).

Quality Assurance:

- a. Completes weekly site visits, classroom observations, and work groups to assess program needs and planning strategies for system/process improvement and/or development of early childhood education, disabilities, and mental health services in partnership settings.
- b. Supports the implementation of the agency's work plan to ensure the program/content goals and objectives are met.
- c. Supports partners with implementation of curriculum/individualization plans and ongoing assessments.
- d. Ensures safe and healthy learning environments at provider sites by following health and safety procedures and directives.
- e. Provides statistical, analytical and monitoring reports as requested.
- f. Maintains confidentiality of all agency, child and family information.
- g. Assists and trains partners with the development and implementation of screenings, assessments, curriculum, and quality classroom management.

Family Services:

- a. Coordinates with partners to integrate family partnership goals within classroom instruction, utilizing child and parenting curriculum as tools.
- b. Conducts home visits to complete ASQ screenings, education and family services planning, identifying goals, and following up on referrals. Acts as a family care planner and works cooperatively with local agencies to assist families with connecting to services in the local community.
- c. Regularly shares information with partners to ensure coordinated services that meet the needs of individual children and families.
- d. Provides health, safety and family literacy activities to parents, as appropriate.
- e. Coordinates with partners to promote parent engagement in the program as a classroom visitor, volunteer, employee, and/or participate in family events and parenting education sessions.
- f. Develops a working knowledge of community resources.
- g. Refers families for emergency or crisis assistance and documents all follow-up to referrals.
- h. Coordinates or refers families to opportunities for continuing education, employment training and other employment services through formal or informal networking in the community.
- i. Assists partners with offering (either directly or through referral to local entities) the following:
 - training on pedestrian safety
 - opportunities to share experiences with other parents
 - any other activity designed to help parents become full partners in the education of their children.
- j. Provides with respect to each participating family, a family needs assessment that includes consultation with such parents about the benefits of parent engagement and about the activities in which parents may choose to participate.
- k. Attends parent/teacher conferences as requested.
- l. Assists partners with facilitating parent engagement meetings, parenting education sessions, family advocacy and leadership opportunities, and other activities that promote peer-to-peer and community connections.
- m. Participates in in-service, workshops, conferences, and college courses to enhance skills.

Teamwork:

- a. Communicates effectively to build trust.
- b. Works cooperatively with other agencies to meet the needs of families and children served.
- c. Coordinates child and/or family referrals.
- d. Provides support with transition planning for children.
- e. Provides flexibility to make thoughtful decisions in an evolving, multi-faceted environment with fluctuating demands.
- f. Communicates regularly with EHS-CCP Program Manager, partners, staff and consultants.

Program Planning, Design and Implementation.

- a. Assists EHS-CCP Program Manager in the development and implementation of the annual training plan, including local, state, and regional training.
- b. Anticipates future trends and articulates credible visions enabling innovative and appropriate program planning.
- c. Assists, supports, implements, and evaluates program development strategies.
- d. Assists, prepares, and coordinates relevant meetings, training and professional development activities as assigned, including monthly parent meetings and training cohorts for partners

QUALIFICATIONS:

1. Profession requirements based on the current Head Start Program Performance Standards and Head Start Act:
 - a. A baccalaureate or advanced degree in early childhood education with a minimum 24 ECE units required including Infants and Toddlers.
- OR
- b. A baccalaureate or advanced degree and coursework equivalent to a major relating to early childhood education, with experience teaching preschool-age children with minimum 24 ECE units required including Infants and Toddlers.
2. Have the capacity to offer assistance to other educators in the implementation and adaptation of curricula to the group and individual needs of children in Head and Early Head Start programs.

3. Experience with or the ability to complete training, implementation, and provide T&TA in the following is required:
 - Environmental ratings scales (ECERS, ITERS, and FCERS).
 - Teacher/child interaction tools (CLASS). Must be able to obtain and maintain CLASS reliable certification for Infants and Toddlers.
 - Formative Assessment Instruments (DRDP 2015 Infant/Toddler and DRDP Preschool Fundamental View). Must be able to obtain training certificate in DRDP 2015 and Meaningful Observations (DRDP 2015).
 - Program for Infant/Toddler Care (PITC). Must be accepted to enroll and successfully complete the PITC Trainer Institute for Modules I, II, III, and IV.
 - Early Start Foundations and Skills Training
 - Foundation I: Understanding Systems, Processes and Practices
 - Foundation II: Working through the IFSP Process
 - Foundation III: Partnering for Effective Service Delivery
 - Skill Base I: Facilitating Communication Development
 - Skill Base II: Facilitating Social and Emotional Development
 - Center on Social Emotional Foundations for Early Learning (CSEFEL) for:
 - Infant/Toddler Modules 1-4
 - Preschool Modules 1-4
 - Creative Curriculum and ASQ Screeners
 - Family Development
4. Familiarity with and experience implementing Head Start/Early Head Start performance standards is strongly preferred.
5. Must possess good listening and organizational skills; be successful at getting others to look introspectively; know how to guide people with step-by-step instructions; and continuously support partners until goals are reached.
6. Good analytical/problem solving, communication, and interpersonal skills.
7. Ability to pass medical exam and TB test.
8. Valid California driver's license; vehicle liability insurance.

JOB CONDITIONS/COMPLEXITY:

1. Regular office and site visits with partners in both childcare centers and family childcare homes throughout Napa and Solano Counties.
2. Must be able to travel for conferences, training, and other program-related events outside the service area, often times overnight.
3. Requires strong, culturally sensitive communication skills and the ability to work with a wide variety of people from varying backgrounds.
4. Occasional stooping or bending may be required, including frequent lifting (up to 40 pounds or an equivalent weight) required.
5. Must be able to successfully complete professional development activities needed for the position. Including certification, education and/or training requiring delivery and implementation.
6. Experience and ability to complete training on PBC Coach Competencies Domains.
 - Domain 1: Preparation
 - Domain 2: Collaborative Partnerships
 - Domain 3: Goal Setting and Action Planning
 - Domain 4: Focused Observations
 - Domain 5: Reflection and Feedback
 - Domain 6: Professional Development

EQUIPMENT USED:

1. Telephone, fax, copier, computer with related software, including database, Word, Excel, PowerPoint, and Microsoft Teams.
2. Vehicle

This job description is not intended to be a complete list of all responsibilities, duties, and skills required. Duties and responsibilities and skills may vary depending upon agency needs.

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