NEK-CAP, Inc.
Nutrition Provider

Job Title: Nutrition Provider
Department: Head Start
Reports To: Center Manager/Teacher
FLSA Status: Non-Exempt
Prepared By: HR Department
Prepared Date: July 2015
Approved By: Board of Directors
Approved Date:
Salary: $8.86-13.05

Summary
This position is responsible for tasks related to preparing nutritious meals in the Head Start Center. This person is also responsible for collaboratively with all staff maintaining a program that includes an organized series of experiences designed to meet the needs of all participating children; meeting the needs of specific educational priorities of the local population and the community; and assisting and utilizing parents in alternative ways to foster the learning and development of their children. Promotes and supports the Head Start Program Performance Standards, KDHE Laws & Regulations for Licensing, Kansas State Fire Marshall Child Care Center Handbook, CACFP Rules and Regulations, Employment Laws and Regulations, Head Start Policies and Procedures and NEK-CAP, Inc. Employee Handbook.

Supervisory Responsibilities
This position does not supervise another staff person.

Essential Duties and Responsibilities
Management Systems
Planning
This position will support Planning Policy and Procedure. This may include being involved in committee work, as directed by Head Start Managers.
- Support the effective implementation of all content areas.

Ongoing Monitoring
Nutrition Providers are an important aspect of the ongoing monitoring in the center. This means you should be monitoring happenings in the kitchen and dining area, and with the children at specified times, following the rules and regulations as they pertain to the center.
- Recognize signs of child abuse and neglect and report suspected cases at once to your Center Manager/Teacher.

Communication
Follow Communication Policy and Procedures as it pertains to communication with other entities and families. The center staff provides the link between the program and the families served in the program. The Nutrition Provider must be able to actively listen and communicate information to families enrolled in the program. Active participation in staff meetings, mandated trainings, and All Agency meetings is a must. This
means you must be able to assist in the development of a strong team and communicate information back and forth with team members.

- Check emails daily and respond to emails daily.
- Serve as a proactive voice for children and families to encourage coordination or collaboration.
- Maintain quality collaboration with the owners of the facility you are in and with the meal contractor.

**Record Keeping and Reporting**

All staff will follow the Policies and Procedures as it pertains to Record-Keeping and Reporting. All staff must keep parent/child information confidential – Information about families and children should be shared only when it pertains to the child’s well-being and safety.

- Maintain filing, tracking and documentation are up to date and provide confidentiality of child and family records.
- Use agency software to effectively manage data and information.
- Document as requested food service related and cleaning supplies requests as needed to your Center Manager/Teacher.

**Human Resources**

Nutrition Providers model best practices in the center, including kitchen, dining/classroom and around families. They are responsible for taking an active part in training focused on professional development goals and other agency Head Start and CACFP recommendations as needed.

- Be flexible and plan and adjust operations to meet changing or emergent program requirements within available resources and with minimum sacrifice to quantity or quality of work.
- In partnership with the CMT, manage your own leave time working out your schedule with your supervisor keeping in mind the importance of center responsibilities and quality.
- Fill out staff professional development plan annually and review at least twice more during the school year. Create and set goals with priorities and timelines for that support the improvement in existing work practices.
- Adhere to requests from Head Start Management Team members.

**Fiscal Management**

This position is responsible for keeping in mind the fiscal operations of the center and the Head Start and CACFP budgets following all NEK-CAP, Inc. Fiscal Policies and Procedures and responsible for understanding and generating non-federal share for your site.

- Understand the non-federal share requirement and generate and document non-federal share (in-kind) contributions from parents and others.
- Review CACFP budget questions or concerns with your Center Manager/Teacher and/or CACFP/Head Start Nutrition Manager.
- Responsible for the proper care and handling of equipment and materials purchased with Head Start and CACFP funds.

**Program Governance**

Lead for the good of the organization, understand the big picture and use it as a framework to make decisions. This position is responsible for making decisions that support program quality, maintaining program accountability and upholding the shared values of the agency.

- Understand the structures and processes in place to promote full participation of the Policy Council.
- Promote consistent exchange of information and a cooperative environment within the Head Start Management team and your local team.
Facilities, Materials, Equipment, Technology and Transportation

This position is responsible in assisting in maintaining that the facility stays clean, safe and accessible to persons with disabilities as required by the Section 504 of the Rehabilitation Act, and to implement policies and procedures as they pertain to facilities, materials, equipment, technology and transportation.

- This staff is responsible for learning all the software that is used for this position and inputting all pertinent information.
- Maintain kitchen according to KDHE Laws & Regulations for Licensing and CACFP Rules and Regulations.
- Follow all NEK-CAP Inc. policies and regulations for the use of agency vehicles.

Self-Assessment

All staff is responsible for promoting the ideals of the program and performance standards and for making recommendations for improvements.

- Participate in the Head Start Self-Assessment, as requested, to assess progress in meeting program goals and objectives, evaluate program compliance, and develop any improvement plans.

ERSEA (Eligibility, Recruitment, Selection, Enrollment and Attendance /Participation)

All staff are responsible:
- for recruitment (word of mouth, flyers, door to door, public speaking and awareness, referrals),
- enrollment (maintaining funded enrollment, enrolling the neediest children, include children with disabilities)
- attendance (for how many days has the child been gone and for what reason) for children.

Family Development Advocates usually take applications but all staff should know and understand the basics of ERSEA.

- Assist families in filling out applications (intakes), as needed. Input applications onto the agency software. Submit completed applications to the Center Manager/Teacher.

Services
Child Services

Child Health and Safety

- Work closely with all staff to provide that meals and meal times are safe, appropriate, conducive to learning and reflective of the different ages and stages of development of each child, including children with disabilities, and meets the KDHE Laws & Regulations for Licensing, Head Start Program Performance Standards and CACFP Rules and Regulations.
- Provide Active Supervision and guidance to insure the safety of all children while in their presence.
- Assist in the implementation of Individual Health Plans as needed for children with specific health/nutrition concerns. Assist in the implementation of Meal Modifications for children with special diets. Take part in required training in relation to these plans prior to the child attending.
- Along with the Teacher, review all children’s orientation paperwork including health assessments, immunization records and nutrition questionnaires prior to them entering the center, assure all KDHE Laws and Licensing Regulations are met.
- Follow the cleaning schedule for the center created by the Center Manager/Teacher.
- As requested, complete the Daily Checklist and the Monthly Safety Checklist, monthly fire and tornado drills, and scan to the h-drive Weekly Staff Meeting folder in your county folder for review.
- As requested, complete the Office of Head Start Health and Safety Screener.
- Work closely with all staff to assure appropriate staff-child ratio based on Head Start Program Performance Standards and KDHE Laws & Regulations for Licensing.
• Understand regulations associated with prevention of occupational disease and injury, including the practice of universal precautions and the prevention of contamination.

Child Development and Education
• Assist the teacher in monitoring the children’s attendance, sharing concerns with the Center Manager/Teacher. Understand that same day contact is made with parent/guardian when a child is absent. Document the attempts and results of contact in the software. Notify Center Manager/Teacher of extended absences.
• Implement and support all staff in the use of positive guidance techniques, which include Conscious Discipline, and/or Love & Logic, and/or Positive Behavior Supports.
• Support all staff in daily routines and transitions.
• Under the guidance of the teacher in planning for nutrition experiences such as, opportunities for children to be involved in food preparation, shopping for food, setting the table, serving the food and cleaning the table, plan for the inclusion, of some of the content areas of language, literacy, mathematics, science, social studies, creative arts, and technology, as listed in The Creative Curriculum for Preschool, into daily experiences for children.
• Assist teaching staff in completing monthly nutrition and physical activity report and scan to the H-drive as assigned.
• Share nutritional concerns with the teacher and participate in children’s case conferences as needed or requested. If requested provide input into referrals for follow-up screening/evaluation as appropriate.
• In daily interactions with the children, understand and incorporate quality interactions as expressed in the CLASS tool.
• Under the guidance of the teacher establish clear consistent limits and promote development in all domains for children of all abilities that encourage positive active engagement in learning and self-motivation.

Head Start Early Learning Outcomes Framework: Ages Birth to Five
• The Head Start Early Learning Outcomes Framework: Ages Birth to Five guides Head Start programs serving birth to five-year-old children, including children who are dual language learners and children with disabilities, on the key elements of school readiness. Ensure this important tool promoting positive outcomes is utilized to help promote continuous quality improvements.
• The Framework outlines the essential areas of development and learning that are to be used by Head Start programs to establish school readiness goals for their children, monitor children’s progress, align curricula, and conduct program planning.

Compliance with Care – Crosswalk between Head Start Program Performance Standards and Caring for our Children Basics.

Dual Language Learners
• Make a reasonable effort to provide nutrition related materials or information available in families’ first language.
• Seek assistance from the Teacher and/or Center Manager/Teacher to know how to work with families to support the children’s home language.
• With the assistance of all staff, provide each other with strategies that support the acquisition of English and the home language.
• Assist with making a reasonable effort to provide classrooms and outreach sites that are welcoming, reflecting children’s diverse cultures.

Infants and Toddlers
• Many of the families we serve have infants and toddlers in the home. Offer the Early Head Start program information or ask permission to refer to our Early Head Start program. If you hear them speak of concerns for a little one at home you can also help them learn about Tiny K services and/or refer them to Tiny K.

Mental Health
• Assist in the implementation of the Mental Health Plan for those receiving services through the mental health agency. Consult with the Center Manager/Teacher as needed.

Nutrition
• Work closely with the Center Manager/Teacher and the CACFP/Head Start Nutrition Manager to ensure all children, families and staff receives nutritional support as needed.
• Observe, and as requested by the Center Manager/Teacher be engaged and eat nutritionally prepared meals with the children to model good nutrition and proper social skills for preschool children. Establish a relaxed, social eating environment.
• Organize grocery receipts and complete monthly food inventory submit to CACFP/Head Start Nutrition Manager monthly.
• Read and follow cycle menus provided by the CACFP/Head Start Nutrition Manager.
• Order/Purchase food economically that meets requirements.
• Schedule meals appropriately in coordination with the Center Manager/Teacher. Prepare and serve nutritious meals – family style in a timely manner.
• Post and distribute the menus to families.
• Provide opportunities for children to be involved in setting the table, serving the food and cleaning the table in coordination with teaching staff.
• Measure height and weight of children three times a year and do Body Mass Index as assigned.
• Follow food handling and dining area sanitation and safety practices.
• Clean and sanitize tables, chairs, countertops, floors, refrigerators and other related equipment. Mix and blend routine cleaning solutions to proper concentrations as necessary for various tasks.
• Responsible for operating dishwasher to clean dishes, utensils, glasses and other items.
• Provide foods that broaden the child's food experience, including cultural and ethnic experiences.
• Complete CACFP Menu Book daily, regarding food served that day, documenting quantities of servings for reimbursement.
• Operate dishwasher to clean dishes, utensils, glasses, cups and other items.
• Hand wash pots, pans, trays kettles, pitchers, etc.
• Discard spoiled or old/outdated food, take out garbage, and operate garbage disposals. Discard leftover food according to CACFP rules and regulations.
• Follow kitchen, food storage and dining area sanitation and safety practices.

Family Services
Community Engagement
• Be active in the community supporting NEK-CAP, Inc. goals and outcomes.
• Establish and continue community partnerships, developing a working knowledge of local community resources for supporting services to children and families.
• Engage families in the transition process.

Family Engagement
• Documentation is captured in case notes in the agency software in reference to communication with parent/guardian.
• Assist in formal and informal trainings for parents, volunteers and other community members, as requested by your supervisor.
• Work closely with all staff in promoting ongoing, respectful partnerships with all parents participating in the Head Start program to ensure parents have an opportunity to meet the needs of their child(ren) and their family as they work towards self-reliance.
• Assist in developing in conjunction with the families and other staff individual transition activities for the children and the families.
• Work closely with staff in providing opportunities for parents to participate in program activities through observing, volunteering, assisting with family engagement activities (may include some evening hours) and if requested, assist the teacher in providing parents with opportunities for two education home visits and two parent teacher conferences each year.
• Promote positive parent-child relationships and parents as their children’s life-long educators.

Parent Services
• Under the guidance of the teacher work with the parents so they have the ability to help their child/ren achieve their educational goals.
• Assist the teacher, if requested, in providing an orientation to the parents that will acquaint them with the program philosophy and goals, introducing all components of the Head Start program focusing on the importance of health and dental examinations, medical/dental home, medical coverage, mental wellness and proper nutrition.
• Work with parents in regard to the child’s nutritional status as assigned.

Pregnant Women
• Some of the families we serve in Head Start also have pregnant women in the household, or some mom’s may become pregnant throughout the school year. Offer information about the Early Head Start program, and/or ask if you can refer them to the Early Head Start Program. Offer regular health and nutrition information for them as well related to the mother and unborn child.

The Head Start Parent, Family and Community Engagement Framework
• Parent and family engagement in Head Start is about building relationships with families that support family well-being, strong relationships between parents and their children, and ongoing learning and development for both parents and children. Support the PFCE framework with all staff, planning and supporting engagement activities that are systemic and integrated across all areas so family engagement outcomes are achieved, resulting in children who are healthy and ready for school.

Competencies
To perform the job successfully, an individual should demonstrate the following competencies:

*Analytical* – is able to combine different ideas, influences, or objects into new ideas and information; able to collect and review data, using it to design a better work flow.

*Design* - Generates creative solutions; Translates ideas and information into images; Uses feedback to modify thoughts and designs; Applies feedback to theories to demonstrate attention to detail.

*Problem Solving* - Identifies and resolves problems in a timely manner; Gathers and analyzes information skillfully; Develops alternative solutions; Works well in group problem solving situations;
Uses reason even when dealing with emotional topics.

**Technical Skills** - Assesses own strengths and weaknesses; Pursues training and development opportunities; Strives to continuously build knowledge and skills; Shares expertise with others.

**Customer Service** - Manages difficult or emotional customer situations; Responds promptly to customer needs; Solicits customer feedback to improve service; Responds to requests for service and assistance; Meets commitments.

**Interpersonal Skills** - Focuses on solving conflict, not blaming; Maintains confidentiality; Listens to others without interrupting; Keeps emotions under control; Remains open to others' ideas and tries new things.

**Oral Communication** - Speaks clearly and persuasively in positive or negative situations; lists and gets clarification; Responds well to questions; Participates in meetings.

**Written Communication** - Writes clearly and informatively; Edits work for spelling and grammar; Varies writing style to meet needs; Able to read and interpret written information.

**Teamwork** - Balances team and individual responsibilities; Exhibits objectivity and openness to others' views; Gives and welcomes feedback; Contributes to building a positive team spirit; Puts success of team above own interests; Able to build morale and group commitments to goals and objectives; Supports everyone's efforts to succeed.

**Visionary Leadership** - Displays passion and optimism; Inspires respect and trust; mobilizes others to fulfill the vision; Provides vision and inspiration to peers.

**Change Management** - Develops workable implementation plans; Communicates changes effectively; Builds commitment and overcomes resistance; Prepares and supports those affected by change; Monitors transition and evaluates results.

**Leadership** - Exhibits confidence in self and others; Inspires and motivates others to perform well; effectively influences actions and opinions of others; Accepts feedback from others; Gives appropriate recognition to others.

**Quality Management** - Looks for ways to improve and promote quality; Demonstrates accuracy and thoroughness.

**Business Acumen** - Understands business implications of decisions; Displays orientation to profitability; Demonstrates knowledge of market and competition; Aligns work with strategic goals.

**Cost Consciousness** - Works within approved budget; Develops and implements cost saving measures; Contributes to profits and revenue; Conserves organizational resources.

**Diversity** - Demonstrates knowledge of Equal Employment Opportunity policy; Shows respect and sensitivity for cultural differences; educates others on the value of diversity; promotes a harassment-free environment; Builds a diverse workforce.

**Ethics** - Treats people with respect; Keeps commitments; inspires the trust of others; Works with
integrity and ethically; Upholds organizational values.

**Organizational Support** - Follows policies and procedures; Completes administrative tasks correctly and on time; supports organization's goals and values; Benefits organization through outside activities; Supports affirmative action and respects diversity.

**Strategic Thinking** - Develops strategies to achieve organizational goals; Understands organization's strengths & weaknesses; Analyzes market and competition; Identifies external threats and opportunities; Adapts strategy to changing conditions.

**Judgment** - Displays willingness to make decisions; Exhibits sound and accurate judgment; Supports and explains reasoning for decisions; Includes appropriate people in decision-making process; Makes timely decisions.

**Motivation** - Sets and achieves challenging goals; Demonstrates persistence and overcomes obstacles; Measures self against standard of excellence; Takes calculated risks to accomplish goals.

**Planning/Organizing** - Prioritizes and plans work activities; Uses time efficiently; Plans for additional resources; Sets goals and objectives; Develops realistic action plans.

**Professionalism** - Approaches others in a tactful manner; Reacts well under pressure; Treats others with respect and consideration regardless of their status or position; Accepts responsibility for own actions; Follows through on commitments.

**Quality** - Demonstrates accuracy and thoroughness; Looks for ways to improve and promote quality; Applies feedback to improve performance; Monitors own work to ensure quality.

**Quantity** - Meets productivity standards; Completes work in timely manner; Strives to increase productivity; Works quickly.

**Safety and Security** - Observes safety and security procedures; Determines appropriate action beyond guidelines; Reports potentially unsafe conditions; Uses equipment and materials properly.

**Adaptability** - Adapts to changes in the work environment; Changes approach or method to best fit the situation; Able to deal with frequent change, delays, or unexpected events.

**Attendance/Punctuality** - Work week is five days per week at 6-7.5 hours per day, as scheduled. Is consistently at work and on time; Ensures work responsibilities are covered when absent; Arrives at meetings and appointments on time.

**Dependability** - Follows instructions, responds to management direction; Takes responsibility for own actions; Keeps commitments; Commits to long hours of work when necessary to reach goals; Completes tasks on time or notifies appropriate person with an alternate plan.

**Initiative** - Volunteers readily; Undertakes self-development activities; Seeks increased responsibilities; Takes independent actions and calculated risks; Looks for and takes advantage of opportunities; Asks for and offers help when needed.
Innovation - Displays original thinking and creativity; Meets challenges with resourcefulness; Generates suggestions for improving work; Develops innovative approaches and ideas; Presents ideas and information in a manner that gets others' attention.

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

Education and/or Experience
High School Graduate or GED required, preferred experience with nutrition, cooking principles, quantity food preparation, food safety and knowledge of CACFP helpful. Strong mathematical skills is a necessity. Sensitivity to young children, their parents and the community is important.

Language Skills
Ability to read, analyze, and interpret general business periodicals, professional journals, technical procedures, or governmental regulations. Ability to write reports, business correspondence, and procedure manuals. Ability to effectively present information and respond to questions from groups of managers, clients, customers, and the general public.

Mathematical Skills
Ability to add, subtract, multiply, and divide in all units of measure, using whole numbers, common fractions, and decimals. Ability to compute rate, ratio, and percent and to draw and interpret bar graphs.

Reasoning Ability
Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.

Computer Skills
To perform this job successfully, an individual should have knowledge of Database software; Spreadsheet software and Word Processing software.

Certificates, Licenses, Registrations
All Certificates and Licenses will be maintained during Employment,
CPR and First Aid Certification after hire
Child Abuse and Neglect Training after hire
Blood borne Pathogens Training after hire
DIP/AAA after hire

Other Skills and Abilities
Medication Administration certification after hire
Food safety training after hire
Ability to operate a variety of kitchen equipment
**Other Qualifications before Hire**
- Health Assessment and TB Test
- Drug Screen
- Background Check
- Valid State Driver’s License based residency
- Personal automobile insurance

**Physical Demands**
The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to use hands to finger, handle, or feel; reach with hands and arms and talk or hear. The employee is frequently required to sit, also to sit in child size furniture. The employee is occasionally required to stand; walk; climb or balance; stoop, kneel, crouch, or crawl and taste or smell. The employee must occasionally lift over 50 pounds including going upstairs. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception and ability to adjust focus. May also be required to assist children with toileting or changing diapers.

**Work Environment**
The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The noise level in the work environment is usually moderate.

**Nutrition Provider**
I______________________________________, have reviewed the job description on this date______

__________________________________________________________  ________________
Staff Signature         Date