NEK-CAP, Inc. – Program Aide

Job Title: Program Aide
Department: Head Start
Reports To: Center Manager/Teacher
FLSA Status: Non-Exempt
Prepared By: HR Department
Prepared Date: July 2015
Approved By: NEK-CAP, Inc. Board of Directors
Approved Date:
Salary Range: $8.70-$13.57

Summary
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, Employment Laws and Regulations, Head Start Policies and Procedures and NEK-CAP, Inc. Employee Handbook. This person will be responsible for transporting and/or monitoring the children to and from school and to and from field trips as needed.

Supervisory Responsibilities
None

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
Program Aides are an important aspect of the ongoing monitoring in the classroom. This means you should be monitoring happenings in the classroom and with the children at all 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 Program Aide 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.

**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 Teaching Strategies Gold and agency software to effectively manage data and information.

Document as requested educational, classroom, and cleaning supplies requests as needed to your Center Manager/Teacher.

**Human Resources**
Program Aides model best practices in the center, classroom and around families. They are responsible for taking an active part in training focused on professional development goals and other agency and Head Start 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 budget 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 budget questions or concerns with your Center Manager/Teacher.

Responsible for the proper care and handling of equipment and materials purchased with Head Start 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 safe transportation through the regulatory checks and maintenance of the school bus.

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 facilities, materials, and equipment are safe, appropriate, and conducive to learning and reflective of the different age and stage of development of each child, including children with disabilities, and to make certain classrooms and playgrounds meets the KDHE Laws & Regulations for Licensing and Head Start Program Performance Standards.

- Provide Active Supervision and guidance to insure the safety of all children at all times such as in the classroom, on the playground, to and from school and on field trips making certain that all policies and procedures are followed.

- 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 and immunization records prior to them entering the center; assure all KDHE Laws & Regulations for Licensing are met.

- Under the guidance of the teacher plan field trips according to agency, KDHE Laws & Regulations for Licensing and program performance standard regulations.

- 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 and bus evacuation drills following the transportation policy requirements.

- Under the guidance of the teacher provide instruction to the children and parents on the assigned route in vehicle safety measures.
• 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
• Under the guidance of the teacher plan and provide a balance between adult-directed and child-initiated activities in the classroom/s.
• Use observations of children and anecdotal notes to document children’s progress in the Teaching Strategies Gold website and individualize for them on the lesson plans.
• Under the guidance of the teacher complete child screenings, child portfolios, and child staffing. Be intent on the inclusion of parent input to assess each child’s progress on the goals and objectives of the curriculum and outcomes.
• Assist the teacher in monitoring the enrollment and 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.
• Under the guidance of the teacher plan, implement, mentor and support all staff in daily routines and transitions.
• Under the guidance of the teacher plan, implement and support all staff in the inclusion 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.
• Share developmental 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.
• Under the guidance of the teacher communicate with all entities as appropriate to provide for the participation of children with special needs. As requested plan to attend children’s IEP meetings.
• Work with other teaching staff to make sure the curriculum and plans include:
  ➢ goals for children’s development and learning;
  ➢ the experiences through which children will achieve these goals;
  ➢ what staff can do to help children achieve these goals;
  ➢ the materials needed to support the implementation of
the curriculum towards achieving the stated goals;
  ➢ individualization based on identified needs and activities
    that meet established child outcomes.
• Uses knowledge of the principles of child growth and
development to plan and implement learning experiences for
school readiness including cognitive and physical development,
language and literacy skills, print and numeracy awareness, their
appreciation of books, their problem solving skills and
developing social-emotional skills.
• In daily interactions with the children, understand and
  incorporate quality interactions as expressed in the CLASS tool.
• Understand that the behavior plans are developed in
collaboration with teaching staff, parents, the Family
Development Advocate (Child and Family Advocate if child is
transitioning from their caseload), and managers, as requested
by the Mental Health/Disabilities Manager for children with
behavior concerns.
• Under the guidance of the teacher assist in designing the learning
environment reflecting The Creative Curriculum for Preschool
utilizing materials and equipment to 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.
• Under the guidance of the teacher address challenging behaviors
by observing to determine possible causes of the behavior,
implementing preventive measures, teaching the child new
social and communication skills and partnering with families to
support the child at home.
• Recognizes and advocates family-teacher partnerships to
establish positive interaction patterns in program, school, and
home.
• Assist in the implementation of Individual Education Plan (IEP)
goals for children with disabilities.
• Assist the teacher in completing behavioral and developmental
screenings on each child within 45 days of enrollment, sharing
any concerns with the appropriate center staff and specialist.

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 education related materials or information available in families first language or provide an interpreter
- 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
- Work closely with the Center Manager/Teacher to ensure all children, families and staff receives mental health support as needed.
- 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, be engaged, and eat family style, nutritionally prepared meals with the children to model good nutrition and proper social skills for preschool children.

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.

**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.
General Performance Areas
Perform other duties related to the goals of the department and agency as assigned. Comply with all confidentiality regulations.

Competencies

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

**Analytical** - Synthesizes complex or diverse information; Collects and researches data; Uses intuition and experience to complement data; Designs work flows and procedures.

**Design** - Generates creative solutions; Translates concepts and information into images; Uses feedback to modify designs; Applies design principles; Demonstrates 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.

**Project Management** - Develops project plans; Coordinates projects; Communicates changes and progress; Completes projects on time and budget; Manages project team activities.

**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; listens and gets clarification; Responds well to questions; Demonstrates group presentation skills; Participates in meetings.

**Written Communication** - Writes clearly and informatively; Edits work for spelling and grammar; Varies writing style to meet needs; Presents numerical data effectively; 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 and subordinates.

**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.

**Delegation** - N/A

**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.

**Managing People** - Makes self-available to staff;

**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 EEO 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; Organizes or schedules other people and their tasks; 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; Manages competing demands; 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 7.5 hours per day. 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. CDA (Child Development Associate) credential or an Associates degree in Early Childhood Education is preferred. Must be willing to work at obtaining a CDA credential to be completed within 2 years.

Language Skills

Possesses the ability to read, analyze, and interpret general business periodicals, professional journals, technical procedures, or governmental regulations. This position should possess the ability to write reports, general business correspondence, and procedure manuals. Possesses the 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. This position should possess the ability to compute rates, ratio, and percentages and to draw and interpret bar graphs.

Reasoning Ability

This position should possess the 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
Must obtain CDL (commercial driver's license) within 6 months of employment.
Must receive CDA credential with 2 years of employment.

Other Skills and Abilities

Teaching Strategies Gold Basics certification after hire
Teaching Strategies Gold Interrater Reliability certification after hire, as requested
Medication Administration certification after hire
Food safety training after hire
If over 24 years old, will be expected to get a CDL.
Other Qualifications before Hire
CDL 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.

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.

Program Aide

I_______________________________, have reviewed the job description on this date________________.

_______________________________________________                          ________________
Staff Signature          Date