



HOPI HEAD START PROGRAM

TRANSITION & RETENTION SPECIALIST

INTRODUCTION: The Hopi Head Start Program recruits and selects dynamic, well-qualified staff that possess the knowledge, skills and experience to provide high quality, comprehensive and culturally sensitive services to children and families in the program. This position is responsible for administrative duties in implementing and monitoring the transition process between the Head Start Program and community schools in meeting program requirements.

DUTIES: (The following examples of duties are intended to be illustrative only and are not intended to be all inclusive or restrictive)

1. Conducts orientation and provides assistance to parents and staff on the transition process, i.e., transferring student records from the Head Start Program to Kindergarten and/or elementary schools, etc.; communicates and ensures the transition process and procedures are occurring; maintains and monitors compliance to meet legal requirements concerning student's right to privacy and release of student records and information; and records the delivery of material, i.e., student records/information to designated locations, etc.
2. Responsible for the maintenance and upkeep of all the student folders; maintains an automated database of all student demographics; establishes and updates class rosters for coordinators, centers and supervisor; prepares and submits narrative and statistical reports as required by the supervisor or program.
3. Establish and maintains a calendar of transition activities for the children, parents and staff, i.e., meetings to discuss child's educational needs, school visitation and encourages parent-teacher cooperation;
4. Conducts a community assessment within the Head Start service area once every three years in accordance with the Head Start Performance Standards.
5. Coordinates the recruitment of eligible children for the Head Start Program to include determining the recruitment area, this process may include canvassing the local community, use of news releases and advertising and use of family referrals and referrals from other public and private agencies; assists families in completing enrollment forms in order to assure that all information for selection is provided.
6. Reports suspected child abuse incidents in written form to the appropriate responsible agency(ies).
7. Attends staff meetings, Policy Council and Parent Committee meetings and other parent/student activities.
8. Coordinates the selection process of children for the Head Start Program and in accordance with 1305.3© (6) of the Head Start Performance Standards to include at least 10 percent of children with disabilities.
9. Performs other related duties as assigned or authorized to achieve program goals and objectives.

COMPLEXITY: The work consists of duties that involve related processes and methods. Decisions regarding what needs to be completed include the assessment of unusual circumstances, incomplete or conflicting data. The work requires making decisions concerning such things as the analysis & interpretation of data, planning of the work and refining methods and techniques to be used.

SUPERVISION RECEIVED: The incumbent is under general supervision and line authority of the Family and Community Involvement Coordinator. The supervisor provides continuing or individual assignments by indicating generally what is to be done, limitations, quality and quantity expected, deadlines and priority of assignments. The supervisor provides additional, specific instructions for new, difficult or unusual assignments including suggested work methods or advice on source material available. The incumbent uses initiative in carrying out recurring assignments independently without specific instruction, referring deviations, problems and unfamiliar situations not covered by instruction to the supervisor for assistance. The supervisor assures that finished work and methods used are technically accurate and in compliance with instruction or established procedures.

PERSONAL CONTACTS: Contacts are with employees within/outside the immediate work area, children, parents/guardians, personnel of other agencies and private & public sector organizations, vendors, and the general public. The purpose of these contacts is to exchange factual information, provide assistance and develop a network of resources.

PHYSICAL EFFORT & ENVIRONMENTAL FACTORS: The work is sedentary and performed in a standard office environment and requires normal safety precautions typical of office/meeting rooms and working around office machines/equipment. Occasional travel on and off the reservation may be required.

MINIMUM QUALIFICATIONS:

1. Required Education, Training and Experience:

A. Education : Two (2) years post high school with emphasis in social services, education or related field;

AND

B. Experience: Two (2) years classroom experience as a parent or teacher aide or as a volunteer in a classroom environment;

OR

C. Any equivalent combination of Education, Training and Experience, which demonstrates the ability to perform the duties of the position.

2. Required Knowledge, Skills and Abilities:

A. Knowledge :

- Knowledge of classroom management, child development, concepts and techniques
- Knowledge of laws, regulations and tribal policies on child care
- Knowledge of Hopi culture, family structure and influence on early childhood development
- Working knowledge of records management principles, practices, & methods, including automated filing & archiving systems; and applicable regulations governing proper maintenance of confidential information (i.e. Freedom of Information Act & Privacy Act)
- Knowledge of good customer service
- Knowledge of planning, organizing and coordinating administrative projects, i.e. meetings, workshops, conferences, etc.
- Knowledge of composing & formatting correspondences, reports, and written directives
- Knowledge of modern office equipment/machines including applicable management software applications, i.e., word processing spreadsheet, database, communication, etc.

B. Skills :

- Good verbal & written communication skills for preparing general correspondence and conducting presentations
- Skill in operating a variety of modern office equipment/machines and applicable software programs
- Good human and public relations skills

C. Abilities :

- Ability to operate modern office equipment/machines with efficiency & accuracy
- Ability to plan and coordinate the transition process and procedures efficiently, effectively & accurately; interprets and make decisions in accordance with laws, regulations and established policies
- Ability to work independently, and exercise sound judgment and professionalism in carrying out assigned job duties; demonstrate ability to pay attention to detail, accuracy & timelines, and take pride in results; to work effectively & efficiently under occasionally demanding & stressful situations, and to adapt to changing situations
- Ability to become thoroughly familiar with program goals & objectives, operational plans, policies, procedures, funding rules & regulations and provide such information to internal & external customers on as needed basis
- Ability to deal courteously & professionally, and communicate effectively with parents, guardians, school personnel, employees and the general public
- Ability to keep records and files in an accurate and organized fashion; to maintain the confidentiality of materials/documents

NECESSARY SPECIAL REQUIREMENTS:

1. Possess a valid Arizona Driver's License and complete/pass Hopi Tribe's Defensive Driving Course.

2. Must complete/pass a sensitive background investigation and fingerprint check in accordance with Hopi Tribal policy.
3. Must satisfactorily complete an annual physical examination (including tuberculosis screening) and drug & alcohol test.
4. Possess or obtain a food handler's card and maintain certification.
5. Possess or obtain a First-Aid and CPR certification and maintain certification.

DESIRED REQUIREMENTS:

1. Speak and understand the Hopi or Tewa language.
2. Possess excellent customer relations skills and advanced administrative skills.

REVIEWED BY: Don J. Arico 8/26/05
Department/Program Hiring Authority Date

APPROVED BY: James J. Duff 8/30/05
Personnel Director Date