

DEVELOPMENTAL DAY DIRECTOR III

Employees in this class plan and direct all operations of large comprehensive developmental day center. The center would normally serve about 60 clients and offer a full range of developmental day services. Employees may also supervise other related developmental programs such as early intervention for children with or at risk for developmental delays, developmental disabilities, or atypical development (emotional/behavioral disorders). Employees are responsible for planning and coordinating food service and transportation services, maintaining physical facilities, supplies and equipment, as well as the budget for the center. Employees supervise a large staff which includes teachers, aides, as well as support staff from a variety of other professional disciplines. Work requires extensive contact with parents and other community agencies in order to plan and implement admission criteria and obtain resources for clients and the program. Employees receive general supervision from the Area Director or other program director.

I. SUPERVISORY/MANAGERIAL FUNCTIONS:

Planning - Employees plan for long and short term goals such as the target population to be served, admission and discharge criteria, funding, equipment and space needed and coordination of services required with community resources.

Organizing and Directing - Employees make changes in staffing patterns, class assignments in order to adhere to State Day Care, Mental Health, and Department of Public Instruction standards, as well as changes in program emphasis and target populations being served. This may require adjusting or revising admission schedules.

Budgeting - Employees plan, prepare, and monitor yearly budgets. Budget recommendations are presented to the Area Director. Work involves developing grant proposals and negotiating contracts with funding sources such as local education agencies.

Training - Employees provide in-service training to staff either directly or through outside resources on a variety of programmatic topics.

Setting Work Standards - Internal center policies and standards are developed based on established State Day Care, State Mental Health program, Department of Public Instruction and agency standards.

Reviewing Work - Employees ensure that programmatic goals are being met; however, the majority of the time is spent in administrative matters, delegating technical supervision to lower level supervisors. If center provides public school component, technical supervision over this component is delegated to lower level supervisors or to staff from the public school system.

Counseling and Disciplining - Employees counsel staff on performances problems and take the appropriate disciplinary action including dismissals subject to approval by the Area Director.

Performing Other Personnel Functions - Employees interview applicants and make final recommendations; conduct annual employee evaluations; and make decisions on promotions, dismissals, and salary adjustments subject to approval by the Area Director.

II. SCOPE AND NATURE OF WORK SUPERVISED:

Dynamics of Work Supervised - Changes in populations served by programs and changes in laws and standards for educating children with exceptional needs cause program changes in the areas of staffing and curriculum.

Variety of Work Supervised - Centers provide wide range of developmental day services and employees may also supervise other related developmental programs. In addition to responsibilities for supervising staff or teachers, employees are responsible for support staff from a variety of professional disciplines.

Number of Employees Responsible For – Twenty-four to 30 employees.

III. EXTENT OF SUPERVISION RECEIVED: Employees meet periodically with supervisor to keep him informed or to obtain approval for making major changes.

IV. SPECIAL ADDITIONAL CONSIDERATIONS: Centers may operate on a ten or 12 hour day with staff schedules staggered due to the day care situation; work force is basically stable; and all staff are assigned to one location; however, some staff may be working in the community or in homes primarily.

V. RECRUITMENT STANDARDS:

Knowledges, Skills, and Abilities - Considerable knowledge of the developmental stages in the areas of cognitive, language, motor, self-help, and psycho-social skills. Considerable knowledge of the social, medical, and economic factors of the population served. General knowledge of the principles and methods of efficient administration including public relations, personnel administration, budgeting and office management. Ability to communicate effectively in oral and written form. Ability to establish rapport and maintain effective relationships with clients, parents, community agencies and organizations and other professional staff.

Minimum Training and Experience - Graduation from a four-year college or university with a degree in special education, early childhood education, preschool education, child development, elementary education, or psychology in the areas of cognitive, language, motor, self-help, and psycho-social skills, and three years of experience teaching preschool or clients with or at risk for developmental delays, developmental disabilities, or atypical development (emotional/behavioral disorders), one of which must have been in a supervisory capacity; or graduation from a four-year college or university and four years of experience teaching preschool or clients with or at risk for developmental delays, developmental disabilities, or atypical development (emotional/ behavioral disorders), one of which must have been in a supervisory capacity; or an equivalent combination of training and experience.