DATE	August 3, 2022
TIME	12:00 pm
LOCATION	Teams Meeting / 5005 Business Park North Bakersfield, CA 93309
TEAMS LINK	Click here to join the meeting
PHONE NUMBER	(213) 204-2374 / ID: 311 299 906#

Personnel Committee Agenda

Per Governor's Executive Order N-29-20 and Assembly Bill 361, Meeting to be held via Tele-Conference. Members of the public may join the tele-conference or listen to the call from the CAPK office at 5005 Business Park North, Bakersfield, CA 93309

1. **Call to Order**

2. **Roll Call**

Maritza Jimenez (Chair)	Nila Hogan	Guadalupe Perez
Joe Garcia	Jonathan Mullings	

3. **Public Forum**

The public may address the Personnel Committee on items not on the agenda. Speakers are limited to 3 minutes. If more than one person wishes to address the same topic, the total group time for the topic will be 10 minutes. Please state your name before making your presentation.

4. **New Business**

a.	Executive Division Revised Organizational Structure – ***Action Item (p. 3-16)***	Pritika Ram, Chief Business Development Officer
b.	Migrant Childcare Program Organizational Chart and New Staff Positions – ***Action Item (p. 17-26)***	Laura Porta, Migrant Childcare Program Administrator
c.	Reclassification of Program Coordinator Job Descriptions and Change of Job Titles – ***Action Item (p. 27-35)***	Laura Porta, Migrant Childcare Program Administrator
d.	Approval of Head Start & Early Head Start Job Descriptions for Teachers – ***Action Item (p. 36-54)***	Sylvia Ortega, Quality Assurance Administrator
e.	New Bilingual Pay Policy - ***Action Item (p. 55-60)***	Traco Matthews, Chief Program Officer Susana Magana, Director of Health & Nutrition Lisa McGranahan, Director of Human Resources
f.	Head Start Personnel Update – ***Info Item (p. 61)***	Robert Espinoza, PDM Administrator
g.	Goal 4 Strategic Plan 2021-2025 Update – ***Info Item (p. 62-66)***	Lisa McGranahan, Director of Human Resources

5. **Committee Member Comments**

6. Next Scheduled Meeting

Personnel Committee
12:00 pm
Wednesday, September 7, 2022
5005 Business Park North
Bakersfield, CA 93309

7. Adjournment

This is to certify that this Agenda Notice was posted in the lobby of the CAPK Administrative Office at 5005 Business Park North, Bakersfield, CA and online at www.capk.org by 12:00 pm, July 29, 2022. Margaret Frazier Sanchez, Assistant to the Director.

MEMORANDUM

To: Personnel Committee

From: Pritika Ram, Chief Business Development Officer

Date: August 3, 2022

Subject: *Agenda Items 4(a): Executive* Division Revised Organizational Structure – **Action Item**

Under the Executive Division, the department operates the fund development and grant writing services. This service is primarily offered to internal programs within the agency, however, though our many partnership and collaborative relationships, the agency leverages resources with external entities through a lead and supportive assignment. Over the years, the volume and complexity of grants have increased as demonstrated by our monthly Application Status & Funding Profile reports during the Program Review & Evaluation (PRE) Committee. Additionally, staff are assigned tasks around project management, program design, and special projects that require attention to detail, ability to learn new skills, including strategic planning, electronic interagency referrals, and implementing continuous improvement models and data reporting.

During the April 2022 Personnel Committee[1], the Human Resources Director provided an analysis of the highest voluntary turnover by position and the Senior Community Development Specialist had a turnover rate of 116.61%.

In January 2022, with an effective date of 03/01/2022, staff entered a contract for services with two grant writing firms with targeted scopes of work (i.e., food insecurity assessment and youth center opportunities). However, there continues to be grant opportunities and projects that cannot be assigned to the contractors due to capacity, out of scope, response time, and budget.

Currently, there is one job description under the Division, the Senior Community Development Specialist, with 2.0 FTE assigned, and the position has limited-to-no growth professionally and financially mainly due to the non-competitive rate of pay and single job description. The proposed change would allow a pathway for enhanced skill development and upward mobility within the Division and agency.

Revised and New Positions

- **Grant Administrator** (Grade 12) This was an existing position with the prior Community Development Division. This revision excludes references to marketing and outreach and incorporates a high degree of comprehensive grant facilitation and development of large-scale, multi-disciplinary projects.
- **Senior Community Development Specialist** (Grade 9) was divided into Tiers I and II, which is aligned with other job descriptions within the agency.

[1] Personnel-Committee-Agenda-4-6-22-2.pdf (capk.org)

- **Senior Community Development Specialist II** (Grade 11) is responsible for supporting CAPK programs and initiatives through proposal writing and research projects with three to five (3 – 5) years of progressive responsibility for administrative/program management experience and demonstrated two-to-three (2-3) years of experience in proposal/report writing and research projects.
- **Senior Community Development Specialist I** (Grade 10) allow for entry level experience and/or education on grant and proposal development with one-to-three (1 – 3) years of progressive responsibility for administrative and design experience and demonstrated one-to-two (1-2) years of experience in proposal/report writing and research projects.

Strategic Plan and Development

As part of the 2021-25 Strategic Plan, specifically under Goal 4: *CAPK seeks to be an employer of choice and attract and retain a high-quality workforce to achieve the organization's desired results*, and as part of following objectives, the proposal supports staff development, growth, and retention:

- Objective 4.1: Enhance leadership capacity, effectiveness, and sustainability.
  - 4.1.1 Establish a process of workforce development for succession and knowledge transfer plans and oversee implementation; (a) Analyze department metrics (i.e., length of service, knowledge gaps, areas of interest) to identify the necessary skills sets for each position; (b) Identify or create evidence-based workforce development strategies to address needs
  - of the department, and (c) Incorporate development opportunities as part of the employee review process.
- Objective 4.2: Increase employee engagement, morale, and retention.
  - 4.2.1 Conduct an internal and external equity analysis to evaluate the labor market and fiscal impacts; (b) b) Complete development and consolidation of revised job descriptions.

In conjunction with the proposed service line changes, the Division will be changed from Executive to Community Development, which subsequently will prompt a change to the existing title to be addressed shortly after approval.

Fiscal Impact and Timeframe

The proposed reorganization would result in a fiscal increase to Indirect funds of approximately $2,628 for the duration of the fiscal year (ending 02/28/2023) and $35,408 annually. Once this is Board approved, the Executive Division would immediately implement these changes and begin recruiting for the new positions.

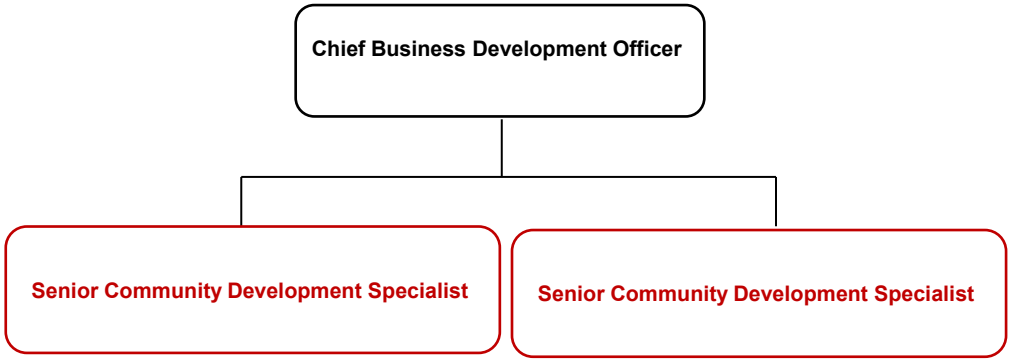
Recommendation:

Staff recommend the Personnel Committee to approve the enclosed job descriptions and organizational change for the grant development service line under the Executive Division.

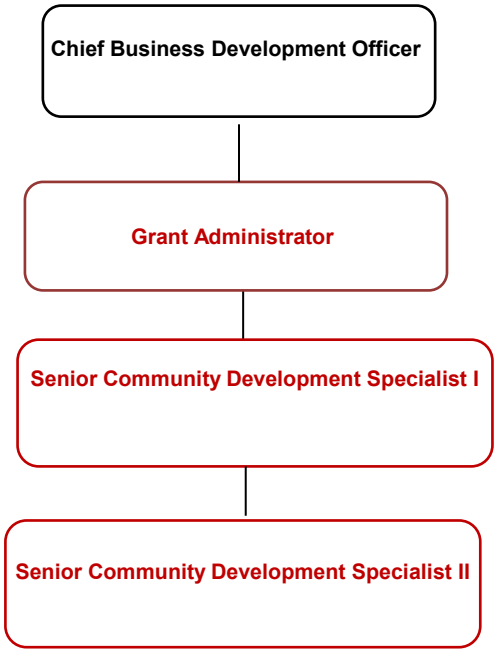
Attachments:

Organizational Chart
Job Descriptions:
Grant Administrator
Senior Community Development Specialist I
Senior Community Development Specialist II

Executive Division
Grant Service Line
Current

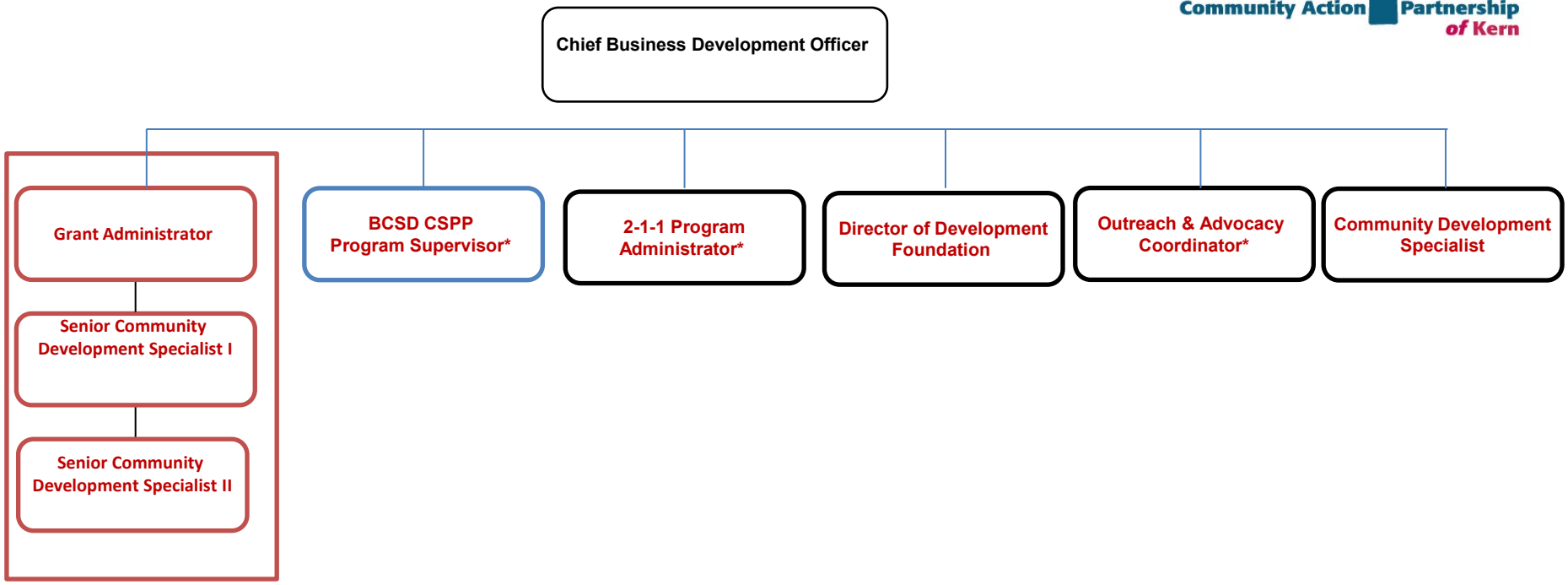


Community Development Division
Grant Service Line ***Proposed***



Community Development Division

Proposed



*Additional Staff

COMMUNITY ACTION PARTNERSHIP OF KERN
Grant Administrator

Disclaimer: Job descriptions are written as a representative list of the ADA essential duties performed by a job class. They cannot include nor are they intended to include all duties performed by all positions occupying a class.

Salary Range: Grade 12 **FLSA Status: Exempt** **Date Approved:** 08/24/2022

SUMMARY:

The Grant Administrator provides robust and comprehensive grants facilitation services including support for all aspects of development of largescale, multi-disciplinary projects. Responsible for managing proposal preparation and/or post award activities on grants, contracts, and program projects. Coordinate research to support program expansion and development, lead community needs assessments and agency surveys, and agency level initiatives.

SUPERVISION RECEIVED:

Receives supervision from the Chief Business Development Officer.

SUPERVISION EXERCISED:

Senior Community Development Specialist I
Senior Community Development Specialist II

DUTIES AND RESPONSIBILITIES:

Disclaimer – This list is meant to be representative, not exhaustive. Some incumbents may not perform all the duties listed or may perform related duties as assigned. Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.

A. Essential Job Specific Duties:

- Identify quality funding prospects, including corporate, foundation, and government grants.
- Project management skills; management of multiple grant applications and staff members concurrently.
- Allocate funds to support unrestricted operating revenue.
- Work with Directors and Managers to identify and prioritize program needs and match with appropriate funding opportunities.
- Assign staff to complete funding proposals, project reports and evaluations.
- Assign staff to assist in applications for renewed funding for existing contracts and programs. Coordinate research to support program expansion and development, and lead community needs assessments and agency surveys.
- Draft proposals to expand CAPK's mission through special projects, such as a incubator, job training, asset accumulation, and housing initiatives.
- Oversee administration of the Community Services Block Grant contract, including Organizational Standards, ROMA, and the Community Action Plan.
- Work with key CAPK staff to establish a timeline and meet objectives identified in the CAPK Strategic Plan

- Provide staff with one-on-one support to utilize and update Grants Management System.
- Identify training opportunities for direct reports.
- Develop a strong network by fostering good relationships with community members, and key staff/board members at funding institutions, government entities, and local non-profits.
- Draft, negotiate, and execute contracts and subaward agreements.
- Support program staff with non-competing continuations, progress reports, supplements, no-cost extensions and all other award and agreement modifications as needed.
- Reviews staff's narrative and budgets to determine accuracy and compliance.
- Represent CAPK at key events and conferences, making speeches or presentations when required.
- Collaborate with the Finance Department to ensure that proposed costs deemed reasonable, allowable, and allocable in accordance with applicable regulations.
- Propose programs that utilize a cost allocation methodology to ensure that programs receive a fair and equitable share of costs per expense type.
- Develop and communicate reports supporting project status that includes effective forecasting on funding opportunities.
- Assists leadership team in developing and implementing plans for the operational infrastructure of systems, process improvements, and personnel to achieve strategic goals and administrative objectives of the agency.

B. Other Job Specific Duties:

- Other duties and special projects as assigned.

MINIMUM QUALIFICATIONS:

The requirements listed below are representative of the knowledge, skills, and abilities required to satisfactorily perform the essential duties and responsibilities.

Knowledge of:

- Fundraising and grant writing
- Research methods, program design, and evaluation tools
- Effective communication strategies
- Project management and working across stakeholders
- Supervision, evaluation, and training of staff
- Excellent written and verbal communication skills, including public speaking

Ability to:

- Prioritize, stay organized, and manage deadlines in fast-paced environment
- Lead a team of staff with diverse skills and backgrounds
- Establish strong working relationships with other CAPK staff
- Communicate respectfully and effectively with CAPK clients, external stakeholders, media, and the public

EDUCATION AND EXPERIENCE:

Grant Administrator

The following requirements generally demonstrate possession of the minimum requisite knowledge and ability necessary to perform the duties of the position.

- Master's degree: MPA or MPH preferred
- Five (5) years of progressive and related experience in a management position, overseeing fundraising, research, and program development
- Experience in a non-profit or government agency is desirable, including familiarity with grant writing, and community development

OTHER REQUIREMENTS:

- Possession of a valid California Driver's License and State automobile insurance, and acceptable driving record substantiated by a DMV printout
- Completion of a physical and substance abuse screening upon offer of employment
- Must be fingerprinted and pass pre-employment background check

WORK ENVIRONMENT:

The work environment characteristics described are representative of those an employee encounters in performing the essential functions of this job.

- Remote work options are available as approved by direct supervisor
- Work is primarily performed indoors.
- Noise level is quiet to moderately quiet.
- Hazards are minimal.

Senior Community Development Specialist I

Disclaimer: Job descriptions are written as a representative list of the ADA essential duties performed by a job class. They cannot include nor are they intended to include all duties performed by all positions occupying a class.

Salary Range: Grade 10 **FLSA Status:** Exempt **Date Approved: 08/24/2022**

SUMMARY:
Under the general direction of the Grant Administrator, responsible for supporting CAPK programs and initiatives through proposal writing and research projects. Works in coordination with the Community Development Specialists.

SUPERVISION RECEIVED:
Receives supervision from the Grant Administrator.

SUPERVISION EXERCISED:
None

DUTIES AND RESPONSIBILITIES:
Disclaimer: This list is meant to be representative, not exhaustive. Some incumbents may not perform all the duties listed or may perform related duties as assigned. Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.

Essential Job Specific Duties:
- Identify and pursue appropriate sources of small to mid-level funding in support of CAPK goals, objectives, and programs.
- Work with individual program in fund development proposals, budget, and program monitoring.
- Conduct and/or assist with Agency and community needs assessments and analyses, including annual surveys, Community Services Block Grant (CSBG) Community Action Plan, and Program specific needs Assessment.
- Conduct research and prepare reports, GIS maps, PowerPoint presentations, slides and other resources as needed.
- Participate in the development, monitoring, or updating of the CAPK Strategic Plan.
- Assist in resource and outreach efforts as directed as well as program fundraising initiatives and capital campaigns.
- Assist in making presentations on behalf of the Agency to the Board of Directors, collaborative partners, and the public.

Other Job Specific Duties:
- Attend all meetings, trainings, events, and conferences/trainings as assigned
- Work alternative hours as required, including evenings and weekends.
- Maintain a safe and functional work environment.
- Other duties and special projects as assigned.

MINIMUM QUALIFICATIONS:
The requirements listed below are representative of the knowledge, skills, and abilities required to satisfactorily perform the essential duties and responsibilities.

Knowledge of:
- Agency policies and procedures.
- Applicable federal, state, and local laws, codes, and regulations.
- Principles and practices of program development, project management, budgeting, research methods, and strategic planning.
- Computers and basic software applications, including Microsoft Outlook, Word, Excel, and PowerPoint.
- Standard written English, including word choice, word order, punctuation, and spelling.
- Standard office procedures.
- Basic accounting principles.

Ability to:
- Organize and prioritize workload to meet deadlines.
- Communicate respectfully and effectively with all levels of staff.
- Write compelling and effective grant proposals, reports, and correspondence.
- Develop effective programs, incorporating thorough research and program input.
- Establish and maintain professional working relationships with CAPK clients, local elected officials, and funding sources.
- Speak clearly and effectively in public to a variety of audiences.
- Read and comprehend complex documents, including legislative analyses and government regulations.

EDUCATION AND EXPERIENCE:
The following requirements generally demonstrate possession of the minimum requisite knowledge and ability necessary to perform the duties of the position.

- Bachelor's degree desirable
- One to three (1 – 3) years of progressively responsible administrative and design experience.
- Demonstrated one to two (1-2) years of experience in proposal/report writing and research projects.
- Any equivalent combination of related education and/or experience may be acceptable.

OTHER REQUIREMENTS:
- Possession of a valid California driver's license and state automobile insurance with an acceptable driving record, substantiated by a DMV printout.
- Must be fingerprinted and pass pre-employment background check.
- Successful completion of physical, substance abuse screening, TB, and all required vaccinations.

WORK ENVIRONMENT:
The work environment characteristics described are representative of those an employee encounters in performing the essential functions of this job.

- Work is primarily performed indoors.
- Noise level is quiet to moderately quiet.
- Hazards are minimal

ESSENTIAL 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 the job. Reasonable accommodations may be made to enable employees with disabilities to perform the essential duties.

POSITION TITLE Senior Community Development Specialist			
Activity Hours Per Day	**NEVER 0 HOURS**	**OCCASIONALLY UP TO 4 HOURS**	**FREQUENTLY 4-8 HOURS**
Sitting			x
Walking			x
Standing			x
Bending (neck)			x
Bending (waist)			x
Squatting		x	
Climbing	x		
Kneeling		x	
Crawling	x		
Twisting (neck)			x
Twisting (waist)			x
Is repetitive use of hand required?			x
Simple Grasping (right hand)			x
Simple Grasping (left hand)			x
Power Grasping (right hand)		x	
Power Grasping (left hand)		x	
Fine Manipulation (right hand)			x
Fine Manipulation (left hand)			x
Pushing & Pulling (right hand)		x	
Pushing & Pulling (left hand)		x	
Reaching (above shoulder level)		x	
Reaching (below shoulder level)		x	

	LIFTING			CARRYING		
	NEVER 0 HOURS	**OCCASIONALLY UP TO 4 HOURS**	**FREQUENTLY 4-8 HOURS**	**NEVER 0 HOURS**	**OCCASIONALLY UP TO 4 HOURS**	**FREQUENTLY 4-8 HOURS**
0-10 lbs			x			x
11-25 lbs		x			x	
26-50 lbs		x			x	
51-75 lbs	x			x		
76-100 lbs	x			x		
100+ lbs	x			x		

Senior Community Development Specialist II

Disclaimer: Job descriptions are written as a representative list of the ADA essential duties performed by a job class. They cannot include nor are they intended to include all duties performed by all positions occupying a class.

Salary Range: Grade 11 **FLSA Status:** Exempt **Date Approved: 08/24/2022**

SUMMARY:
Under the general direction of the Grant Administrator, responsible for supporting CAPK programs and initiatives through proposal writing and research projects. Works in coordination with the Community Development Specialists.

SUPERVISION RECEIVED:
Receives supervision from the Grant Administrator.

SUPERVISION EXERCISED:
None

DUTIES AND RESPONSIBILITIES:
Disclaimer: This list is meant to be representative, not exhaustive. Some incumbents may not perform all the duties listed or may perform related duties as assigned. Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.

Essential Job Specific Duties:
- Identify and pursue appropriate sources of mid to elevated level funding in support of CAPK goals, objectives, and programs.
- Work with individual programs in fund development proposals, budget, and program monitoring.
- Conducts research on evidence-based practices to support staff in the development of a new program design or intervention.
- Creates evaluation-based templates, pre and post surveys, to support data and quality driven programs.
- Conduct and/or assist with Agency and community needs assessments and analyses, including annual surveys, Community Services Block Grant (CSBG) Community Action Plan, and Program specific needs Assessment.
- Conduct research and prepare reports, GIS maps, PowerPoint presentations, slides and other resources as needed.
- Participate in the development, monitoring, or updating of the CAPK Strategic Plan.
- Assist in resource and outreach efforts as directed as well as program fundraising initiatives and capital campaigns.
- Conduct presentations on behalf of the Agency to the Board of Directors, collaborative partners, and the public.
- Develop a strong network by fostering good relationships with community members and local non-profits.

Other Job Specific Duties:
- Attend all meetings, trainings, events, and conferences/trainings as assigned
- Work alternative hours as required, including evenings and weekends.
- Maintain a safe and functional work environment.
- Other duties and special projects as assigned.

MINIMUM QUALIFICATIONS:
The requirements listed below are representative of the knowledge, skills, and abilities required to satisfactorily perform the essential duties and responsibilities.

Knowledge of:
- Agency policies and procedures.
- Applicable federal, state, and local laws, codes, and regulations.
- Principles and practices of program development, project management, budgeting, research methods, and strategic planning.
- Computers and basic software applications, including Microsoft Outlook, Word, Excel, and PowerPoint.
- Standard written English, including word choice, word order, punctuation, and spelling.
- Standard office procedures.
- Basic accounting principles.

Ability to:
- Organize and prioritize workload to meet deadlines.
- Communicate respectfully and effectively with all levels of staff.
- Write compelling and effective grant proposals, reports, and correspondence.
- Develop effective programs, incorporating thorough research and program input.
- Establish and maintain professional working relationships with CAPK clients, local elected officials, and funding sources.
- Speak clearly and effectively in public to a variety of audiences.
- Read and comprehend complex documents, including legislative analyses and government regulations.

EDUCATION AND EXPERIENCE:
The following requirements generally demonstrate possession of the minimum requisite knowledge and ability necessary to perform the duties of the position.

- Bachelor's degree required
- Three to five (3 – 5) years of progressively responsible administrative/program management experience.
- Demonstrated two to three (2-3) years of experience in proposal/report writing and research projects.
- Any equivalent combination of related education and/or experience may be acceptable.

OTHER REQUIREMENTS:
- Possession of a valid California driver's license and state automobile insurance with an acceptable driving record, substantiated by a DMV printout.
- Must be fingerprinted and pass pre-employment background check.
- Successful completion of physical, substance abuse screening, TB, and all required vaccinations.

WORK ENVIRONMENT:
The work environment characteristics described are representative of those an employee encounters in performing the essential functions of this job.

- Work is primarily performed indoors.
- Noise level is quiet to moderately quiet.
- Hazards are minimal

ESSENTIAL 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 the job. Reasonable accommodations may be made to enable employees with disabilities to perform the essential duties.

POSITION TITLE Senior Community Development Specialist			
Activity Hours Per Day	**NEVER 0 HOURS**	**OCCASIONALLY UP TO 4 HOURS**	**FREQUENTLY 4-8 HOURS**
Sitting			x
Walking			x
Standing			x
Bending (neck)			x
Bending (waist)			x
Squatting		x	
Climbing	x		
Kneeling		x	
Crawling	x		
Twisting (neck)			x
Twisting (waist)			x
Is repetitive use of hand required?			x
Simple Grasping (right hand)			x
Simple Grasping (left hand)			x
Power Grasping (right hand)		x	
Power Grasping (left hand)		x	
Fine Manipulation (right hand)			x
Fine Manipulation (left hand)			x
Pushing & Pulling (right hand)		x	
Pushing & Pulling (left hand)		x	
Reaching (above shoulder level)		x	
Reaching (below shoulder level)		x	

	LIFTING			CARRYING		
	NEVER 0 HOURS	**OCCASIONALLY UP TO 4 HOURS**	**FREQUENTLY 4-8 HOURS**	**NEVER 0 HOURS**	**OCCASIONALLY UP TO 4 HOURS**	**FREQUENTLY 4-8 HOURS**
0-10 lbs			x			x
11-25 lbs		x			x	
26-50 lbs		x			x	
51-75 lbs	x			x		
76-100 lbs	x			x		
100+ lbs	x			x		

MEMORANDUM

To: Personnel Committee

From: Laura Porta, Migrant Childcare Program Administrator

Date: August 3, 2022

Subject: *Agenda Item 4(b)*: Migrant Childcare Program Organizational Chart and New Staff Positions. – **Action Item**

The CAPK Migrant Childcare Program (MCAP) received a substantial increase in funding to the current contract amount. MCAP's contract amount increased by $17.8 million dollars for a total contract amount of $27.4 million. This increase in funding requires that the program hire additional staff members to support this growth and be able to manage the influx of family enrollments, childcare provider reimbursements, and the increased need for quality assurance monitoring and compliance verification assistance.

In April 2022, MCAP staff met with Human Resources (HR) to discuss the needs of the program, and this led to the creation of a new MCAP Quality Assurance Coordinator position, a Quality Assurance Technician position, and the need to add twelve additional specialist positions (six Family Specialists and six Reimbursements Specialist) to MCAP's organizational chart. HR staff has reviewed, pointed, and graded the new job descriptions and both are being presented to the Committee for approval. HR staff determined the Quality Assurance Coordinator to be a grade 9 and the Quality Assurance Technician to be a grade 5. Funding for these positions is included in the current FY 2022-2023 revised contract amount for CAPK MCAP from the California Department of Social Services (CDSS). The impact on the CAPK MCAP budget is projected to be sustainable.

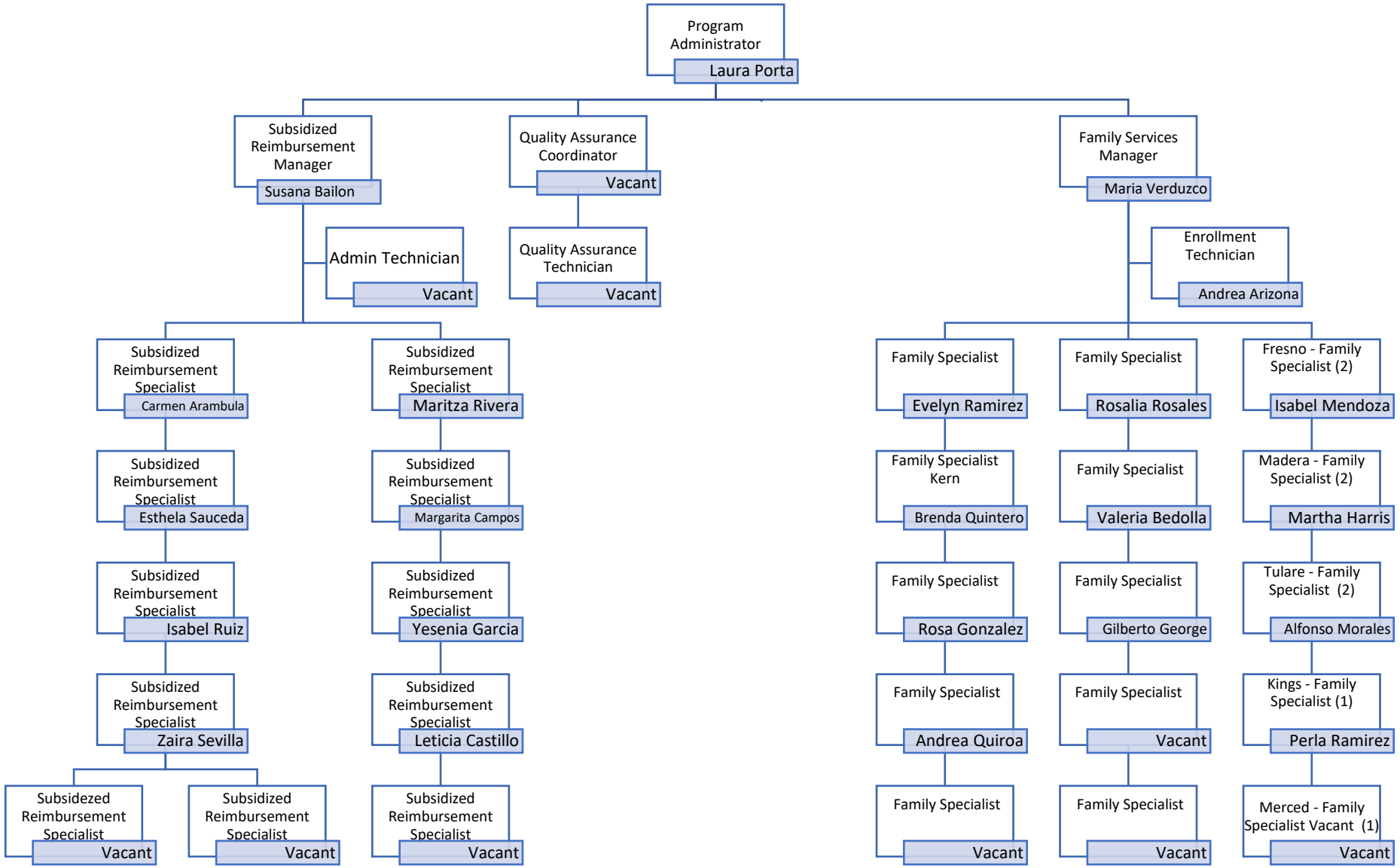
The presented job descriptions align with the current CAPK Strategic Goal #4: CAPK seeks to be an employer of choice and attract and retain a high-quality workforce to achieve the organization's desired results. It also supports the sustainability of CAPK MCAP Program growth. The next step will be the approval of the revised MCAP Organizational Chart and the job descriptions for the Quality Assurance Coordinator and the Quality Assurance Technician.

Recommendation:
Staff Recommends approval of the updated CAPK MCAP Organizational Chart and the job descriptions for the Quality Assurance Coordinator and The Quality Assurance Technician.

Attachments:
Migrant Childcare Program Organizational Chart
MCAP Quality Assurance Coordinator
MCAP Quality Assurance Technician

Migrant Childcare Alternative Payment Program (MCAP)

Division: Health & Nutrition **Director: Susana Magana**



Revised July 22

Migrant Childcare (MCAP) Quality Assurance Coordinator

Disclaimer: Job descriptions are written as a representative list of the ADA essential duties performed by a job class. They cannot include nor are they intended to include all duties performed by all positions occupying a class.

Salary Range: Grade 9 **FLSA Status:** Non-Exempt **Date Approved:**

SUMMARY:

Under the general direction of the MCAP Program Administrator, the Quality Assurance Manager is responsible for the general development and implementation of MCAP's quality assurance and monitoring compliance activities. This includes monthly program compliance reviews, annual auditing, staff training, and ongoing program self-assessments. The ongoing quality and compliance monitoring process must maintain compliance with applicable CMAP contract requirements, Title V state regulations, DSS directive, The State Contract Monitoring Review process, Community Care Licensing, federal and state regulations, and program policies, procedures, and best practices.

SUPERVISION RECEIVED

Program Administrator

SUPERVISION EXERCISED:

Quality Assurance Technician

DUTIES AND RESPONSIBILITIES:

Disclaimer: This list is meant to be representative, not exhaustive. Some incumbents may not perform all the duties listed or may perform related duties as assigned. Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.

Essential Job Specific Duties:

- Responsible to develop, implement, and maintain and effective monitoring system, including appropriate monitoring processes, reports, checklists, and monitoring schedules.
- Responsible to develop and implement a comprehensive system for on-going monitoring, audit, data analysis, and evaluation of all program service areas (Merced, Madera, Kings, Fresno, Tulare, and Kern County) in consultation with key staff.
- Responsible for the ongoing review of family files, provider files, and provider reimbursements processed to verify quality delivery of services, and program compliance with all regulatory requirements and MCAP's program policies and procedures.
- Responsible to provide staff training, and development, including coaching, mentoring, and evaluation of staff's assigned workload for quality and compliance verification.
- Responsible for communicating review findings to Program Administrator and working directly with supervisors and staff to implement corrective actions of audit findings.

- Responsible for the ongoing /monthly state reporting of total served children and subsidized providers.
- Responsible for compiling yearly reporting data for CSBG and agency annual report.
- Responsible for coordinating and participating in the programs annual Self-Assessment process, ensuring compliance, completeness, and timely submission of MCAP's review.
- Responsible to conduct and coordinate annual audits, funding source regulatory audits, and monitoring visits to childcare providers and families as necessary.
- Contributes to the development, monitoring, implementation and evaluation of program policies and procedures and assists with developing short-range and long-range goals and program objectives.

Other Job Specific Duties:

- Participates and conducts meetings, trainings, and professional growth activities.
- Maintains a safe and functional work environment.
- Works alternative hours as required, including nights and weekends.
- Is proactive in the effort to recruit and enroll families that qualify for the MCAP program.
- Performs other like duties as assigned

MINIMUM QUALIFICATIONS:

The requirements listed below are representative of the knowledge, skills, and abilities required to satisfactorily perform the essential duties and responsibilities.

Knowledge of:

- Agency policies and procedures.
- Applicable federal, state, and local laws, codes, and regulations.
- Departmental policies and procedures.
- Current problems of socially and economically challenged families.
- Modern office practices, methods, procedures, and equipment, including computers.
- Word processing, spreadsheet, database, and related software applications.
- Principles and practices of administration, budgeting, fiscal oversight, and project management.
- Federal, state, and local programs, laws, and regulations pertaining to the operation of the program.

Ability to:

- Demonstrate good interpersonal skills.
- Work with accuracy and attention to detail.
- Gather and analyze data.
- Establish and maintain effective working relationships, internally and externally.
- Strong problem-solving skills.
- Communicate effectively, verbally and in writing.
- Attend evening and weekend meetings.
- Effectively present findings and implement correction plans accordingly.
- Establish professional working relationships.
- Work independently while managing competing demands.

EDUCATION AND EXPERIENCE:

The following requirements generally demonstrate possession of the minimum requisite knowledge and ability necessary to perform the duties of the position.

- Bachelor's degree from an accredited college or university. Experience may be considered on a year per year basis for education.
- One (1) year of progressive administrative/management experience with emphasis in social services, public administration, child development, or related field.
- Comprehensive knowledge of regulations governing the administration of an alternative payment program or related child development /federal and state programs desirable.
- One (1) year staff supervisory experience.

OTHER REQUIREMENTS:

- Must have strong attention to detail and organizational skills.
- Possession of a valid California driver's license and state automobile insurance with an acceptable driving record, substantiated by a DMV printout.
- Must be fingerprinted and pas pre-employment background check.
- **Bilingual language fluency (English/Spanish) required.**
- Successful completion of physical, substance abuse screening, TB, and all required vaccinations

WORK ENVIRONMENT:

The work environment characteristics described are representative of those an employee encounters in performing the essential functions of this job.

- Work is primarily performed indoors.
- Noise level is quiet to moderately quiet.
- Hazards are minimal.

ESSENTIAL 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 the job. Reasonable accommodations may be made to enable employees with disabilities to perform the essential duties.

Activity / Hours Per Day	NEVER 0 HOURS	OCCASIONALLY UP TO 4 HOURS	FREQUENTLY 4-8 HOURS
Sitting			x
Walking			x
Standing			x
Bending (neck)			x
Bending (waist)			x
Squatting		x	
Climbing	x		
Kneeling		x	
Crawling	x		
Twisting (neck)			x
Twisting (waist)			x
Is repetitive use of hand required?			x
Simple Grasping (right hand)			x
Simple Grasping (left hand)			x
Power Grasping (right hand)		x	
Power Grasping (left hand)		x	
Fine Manipulation (right hand)			x
Fine Manipulation (left hand)			x
Pushing & Pulling (right hand)		x	
Pushing & Pulling (left hand)		x	
Reaching (above shoulder level)		x	
Reaching (below shoulder level)		x	

	LIFTING			CARRYING		
	NEVER 0 HOURS	OCCASIONALLY UP TO 4 HOURS	FREQUENTLY 4-8 HOURS	NEVER 0 HOURS	OCCASIONALLY UP TO 4 HOURS	FREQUENTLY 4-8 HOURS
0-10 lbs			X			x
11-25 lbs		x			x	
26-50 lbs		x			x	
51-75 lbs	x			x		
76-100 lbs	x			x		
100+ lbs	x			x		

Migrant Childcare (MCAP) Quality Assurance Technician

Disclaimer: Job descriptions are written as a representative list of the ADA essential duties performed by a job class. They cannot include nor are they intended to include all duties performed by all positions occupying a class.

Salary Range: Grade 5 **FLSA Status:** Non-Exempt **Date Approved:**

SUMMARY:

Under the supervision of the Quality Assurance Coordinator, the Quality Assurance Technician is responsible for supporting MCAP's quality assurance and monitoring compliance activities. This includes assisting in the monthly program compliance reviews, annual auditing, and ongoing file reviews to verify program compliance with all applicable requirements.

SUPERVISION RECEIVED

Quality Assurance Coordinator

SUPERVISION EXERCISED:

None

DUTIES AND RESPONSIBILITIES:

Disclaimer: This list is meant to be representative, not exhaustive. Some incumbents may not perform all the duties listed or may perform related duties as assigned. Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.

Essential Job Specific Duties:

- In conjunction with the Quality Assurance Coordinator, supports quality assurance program activities.
- Assists in the development of reports, forms, checklists, and audit tools to effectively evaluate and document program's quality assurance efforts.
- Prepares and assists with program reports and data collection.
- Assists in the review of family files and reimbursement records and reports for accuracy and completeness.
- Supports the outreach and recruitment activities for the Migrant Childcare Program.
- Demonstrates an understanding and ability to use a range of current and modern job-related equipment, computer hardware, software applications, and best practices, and maintains records and database information.
- Assists in the comprehensive compliance evaluation and on-going monitoring, audit, data analysis, and evaluation for all program service areas (Merced, Madera, Kings, Fresno, Tulare, and Kern County) in consultation with key staff.
- Provides technical assistance and insight in the development of appropriate training programs based on review findings.
- Participates in trainings, and professional development activities as assigned.

- Performs reception function, including but not limited to, answering a multiline telephone, routing calls, and taking messages in a tactful and courteous manner.
- Assists in identifying key areas of training needs, based on review findings, and collected data.
- Assists the Quality Assurance Coordinator to compile data used for CSBG and agency annual reports.

Other Job Specific Duties:

- Participates in meetings, trainings, and professional growth activities.
- Maintains a safe and functional work environment.
- Works alternative hours as required, including nights and weekends.
- Is proactive in the effort to recruit and enroll families that qualify for the MCAP program.
- Performs other like duties as assigned

MINIMUM QUALIFICATIONS:

The requirements listed below are representative of the knowledge, skills, and abilities required to satisfactorily perform the essential duties and responsibilities.

Knowledge of:

- Agency policies and procedures.
- Applicable federal, state, and local laws, codes, and regulations.
- Departmental policies and procedures.
- Current problems of socially and economically challenged families.
- Modern office practices, methods, procedures, and equipment, including computers.
- Word processing, spreadsheet, database, and related software applications.

Ability to:

- Demonstrate good interpersonal skills.
- Work with accuracy and attention to detail.
- Gather and analyze data.
- Establish and maintain effective working relationships, internally and externally.
- Strong problem-solving skills, and attention to detail.
- Communicate effectively, verbally and in writing.
- Attend evening and weekend meetings.
- Effectively present programs information to the public.
- Establish professional working relationships with staff, agencies, and parents.
- Work independently while managing competing demands.

EDUCATION AND EXPERIENCE:

The following requirements generally demonstrate possession of the minimum requisite knowledge and ability necessary to perform the duties of the position.

- High school diploma or equivalent.
- One (1) year of experience in social services or related field.
- Two (2) years of experience in a data entry position with an administrative and/or general clerical support function.

OTHER REQUIREMENTS:

- Must have strong attention to detail and organizational skills.
- Possession of a valid California driver's license and state automobile insurance with an acceptable driving record, substantiated by a DMV printout.
- Must be fingerprinted and pas pre-employment background check.
- **Bilingual language fluency (English/Spanish) required.**
- Successful completion of physical, substance abuse screening, TB, and all required vaccinations

WORK ENVIRONMENT:

The work environment characteristics described are representative of those an employee encounters in performing the essential functions of this job.

- Work is primarily performed indoors.
- Noise level is quiet to moderately quiet.
- Hazards are minimal.

ESSENTIAL 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 the job. Reasonable accommodations may be made to enable employees with disabilities to perform the essential duties.

Activity / Hours Per Day	NEVER 0 HOURS	OCCASIONALLY UP TO 4 HOURS	FREQUENTLY 4-8 HOURS
Sitting			x
Walking			x
Standing			x
Bending (neck)			x
Bending (waist)			x
Squatting		x	
Climbing	x		
Kneeling		x	
Crawling	x		
Twisting (neck)			x
Twisting (waist)			x
Is repetitive use of hand required?			x
Simple Grasping (right hand)			x
Simple Grasping (left hand)			x
Power Grasping (right hand)		x	
Power Grasping (left hand)		x	
Fine Manipulation (right hand)			x
Fine Manipulation (left hand)			x
Pushing & Pulling (right hand)		x	
Pushing & Pulling (left hand)		x	
Reaching (above shoulder level)		x	
Reaching (below shoulder level)		x	

	LIFTING			CARRYING		
	NEVER 0 HOURS	OCCASIONALLY UP TO 4 HOURS	FREQUENTLY 4-8 HOURS	NEVER 0 HOURS	OCCASIONALLY UP TO 4 HOURS	FREQUENTLY 4-8 HOURS
0-10 lbs			X			x
11-25 lbs		x			x	
26-50 lbs		x			x	
51-75 lbs	x			x		
76-100 lbs	x			x		
100+ lbs	x			x		

MEMORANDUM

To: Personnel Committee

From: Laura Porta, Migrant Childcare Program Administrator

Date: August 3, 2022

Subject: *Agenda Item 4(c)*: Reclassification of Program Coordinator Job Descriptions and Change of Job Tiles. – **Action Item**

In April 2022, The Migrant Childcare Program (MCAP) administration conducted an exhaustive review of the program's Family Services Coordinator and Subsidized Reimbursement Coordinator job descriptions. This review resulted in changes to the current job descriptions to better reflect the current and ongoing responsibilities, the level of complexity, and the level of decision autonomy. The revisions require a reclassification of both coordinator positions from Program Coordinators to Family Services Manager and Subsidized Reimbursement Manager, accordingly, to better reflect the level of responsibility and programmatic impact of these positions on the MCAP Program.

Human Resources (HR) has reviewed, graded, and pointed the updated job descriptions and both are being presented to the Committee for approval. HR staff determined the Family Services Manager and the Subsidized Reimbursement Manager positions to be a grade 11, and with merit to be reclassified from hourly to exempt positions. Funding for this change is included in the current FY 2022-2023 contract for CAPK MCAP from the California Department of Social Services (CDSS). The impact on the CAPK MCAP budget is projected to be sustainable.

The updated job descriptions coincide with the CAPK Strategic Goal #4: CAPK seeks to be an employer of choice and attract and retain a high-quality workforce to achieve the organization's desired results, which will give the program more engaged staff and better retention. This is an ongoing project to revise all job descriptions of the CAPK MCAP program to help curve the high turnover rate. The next step will be the approval of the attached job descriptions and salary grade and range for the revised Family Services Manager and Subsidized Reimbursement Manager position.

Recommendation:
Staff Recommends approval of the reclassification of CAPK MCAP Family Services Manager and CAPK MCAP Subsidized Reimbursement Manager job descriptions, salary grade, range, and the change of job titles.

Attachments:
MCAP Family Services Manager Job Description
MCAP Subsidized Reimbursement Manger Job Description

Migrant Childcare (MCAP) Family Services Manager

Disclaimer: Job descriptions are written as a representative list of the ADA essential duties performed by a job class. They cannot include nor are they intended to include all duties performed by all positions occupying a class.

Salary Range: Grade 11 **FLSA Status:** Exempt **Date**

Approved: **SUMMARY:**

Under the general direction of the MCAP Program Administrator, the Family Services Manager is responsible for providing leadership and supervision to the Family Services Department. This includes managing the supervision of staff, quality of work verification and implementation of a through community outreach plan, in six (6) different counties in the Central Valley. The primary responsibilities include policy and procedure development and implementation, strategic leadership to attain program enrollment goals, employee performance management, onboarding, training, and development of staff. Supervise accurate record keeping, data collection, assist with program reporting requirements and Fraud Prevention Protocols, in accordance with State regulations and program policies and procedures.

SUPERVISION RECEIVED

Program Administrator

SUPERVISION EXERCISED:

Family Services Specialist
Enrollment Technician

DUTIES AND RESPONSIBILITIES:

Disclaimer: This list is meant to be representative, not exhaustive. Some incumbents may not perform all the duties listed or may perform related duties as assigned. Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.

Essential Job Specific Duties:

- Responsible for the development and implementation of a comprehensive community outreach plan in the counties of Merced, Madera, Fresno, Tulare, Kings, and Kern to reach and enroll eligible migrant, agriculturally working families for childcare services.
- Responsible for the direct supervision, training, and development of 10-13 direct report staff members.
- Responsible for ensuring the Family Services Department reaches and maintains a fluctuating active enrollment total between 1,600 to 2,000 enrolled children, per month, as directed by the Program Administrator.
- Responsible for developing, implementing, and overseeing the program's waiting list process, in six counties, ensuring strict adherence to mandated enrollment priorities in accordance with State regulations and Program policies and procedures.
- Is assertive in the efforts to promote MCAP program services by participating in public program presentations, print media, television, and radio appearances, representing the program with integrity and professionalism.

- Provides cross-training, clarification, and guidance on implementation of new program requirements, updates, and training as needed.
- Effectively resolves conflict though clear communication, dialog, and mediation. This includes, personnel, and all program participants.
- Provide orientation, training, technical assistance, support, audits, evaluations and supervision of the Family Services Specialist and Enrollment Technician.
- Act as a liaison between the Migrant Childcare Alternative Payment Program, partner agencies, community representatives, participating families, and childcare providers.
- Provides key insight on the allocation of program resources, budgeting, and reporting.
- Responsible for preparing accurate, concise, and timely reports of program activities, enrollments, and budget expenditures as required.
- Attends meetings, trainings and conferences as required.
- Works alternate hours as required, including nights and weekends.
- Maintains a safe and functional work environment.
- Actively contributes to the development, planning and implementation of MCAP's quality assurance process, policy review, and program reporting.
- Perform any other like duties as assigned.

Other Job Specific Duties:

- Attends all meetings, trainings, and conferences as assigned.
- Maintains a safe and functional work environment.
- Works alternative hours as required, including nights and weekends.
- Is proactive in the effort to recruit and enroll families that qualify for Partnership programs.
- Performs any other like duties as assigned.

MINIMUM QUALIFICATIONS:

The requirements listed below are representative of the knowledge, skills, and abilities required to satisfactorily perform the essential duties and responsibilities.

Knowledge of:

- Agency policies and procedures.
- Applicable federal, state, and local laws, codes, and regulations.
- Departmental policies and procedures.
- Current problems of socially and economically challenged families.
- Modern office practices, methods, procedures, and equipment, including computers.
- Word processing, spreadsheet, database, and related software applications.
- Local public and private agency resources that provide services to children and families.
- Or experience in alternative payment childcare programs and case management procedures and practices.

Ability to:

- Ability to deal with conceptual matters
- Ability to plan, organize, allocate, and control substantial resources.
- Ability to communicate effectively
- Good interpersonal skills
- Effectively presents program information to the public.
- Establish professional working relationships with staff agencies and parents.
- Proficiently read, write, and speak Spanish as well as English.
- Ability to act as a leader and mentor to provide direction and support to staff.

- Plan, Develop, implement, and perform targeted outreach activities.

EDUCATION AND EXPERIENCE:
The following requirements generally demonstrate possession of the minimum requisite knowledge and ability necessary to perform the duties of the position.

- Bachelor's degree from an accredited college or university in public administration, business management, social sciences, education administration, or related field. Experience may be considered on a year per year basis for education.
- Two (2) year of progressive administrative/management experience with emphasis in social services, public administration, child development, or related field.
- Two (2) years of experience staff supervising.
- Four (4) years' experience working in an administrative field with emphasis on case management.
- Comprehensive knowledge of regulations governing the administration of an alternative payment program or related child development /federal and state programs highly desirable.

OTHER REQUIREMENTS:
- Must have strong attention to detail and organizational skills.
- Possession of a valid California driver's license and state automobile insurance with an acceptable driving record, substantiated by a DMV printout.
- Must be fingerprinted and pas pre-employment background check.
- **Bilingual language fluency (English/Spanish) required.**
- Successful completion of physical, substance abuse screening, TB, and all required vaccinations

WORK ENVIRONMENT:
The work environment characteristics described are representative of those an employee encounters in performing the essential functions of this job.

- Work is primarily performed indoors.
- Noise level is quiet to moderately quiet.
- Hazards are minimal.

ESSENTIAL 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 the job. Reasonable accommodations may be made to enable employees with disabilities to perform the essential duties.

Activity / Hours Per Day	NEVER 0 HOURS	OCCASIONALLY UP TO 4 HOURS	FREQUENTLY 4-8 HOURS
Sitting			x
Walking			x
Standing			x
Bending (neck)			x
Bending (waist)			x
Squatting		x	
Climbing	x		
Kneeling		x	
Crawling	x		
Twisting (neck)			x
Twisting (waist)			x
Is repetitive use of hand required?			x
Simple Grasping (right hand)			x
Simple Grasping (left hand)			x
Power Grasping (right hand)		x	
Power Grasping (left hand)		x	
Fine Manipulation (right hand)			x
Fine Manipulation (left hand)			x
Pushing & Pulling (right hand)		x	
Pushing & Pulling (left hand)		x	
Reaching (above shoulder level)		x	
Reaching (below shoulder level)		x	

	LIFTING			CARRYING		
	NEVER 0 HOURS	OCCASIONALLY UP TO 4 HOURS	FREQUENTLY 4-8 HOURS	NEVER 0 HOURS	OCCASIONALLY UP TO 4 HOURS	FREQUENTLY 4-8 HOURS
0-10 lbs			X			x
11-25 lbs		x			x	
26-50 lbs		x			x	
51-75 lbs	x			x		
76-100 lbs	x			x		
100+ lbs	x			x		

Migrant Childcare (MCAP) Subsidized Reimbursement Manager

Disclaimer: Job descriptions are written as a representative list of the ADA essential duties performed by a job class. They cannot include nor are they intended to include all duties performed by all positions occupying a class.

Salary Range: Grade 11 **FLSA Status:** Exempt **Date**

Approved: SUMMARY:
Under the general direction of the Program Administrator, the Subsidized Reimbursement Manager is responsible for providing leadership and supervision to the Subsidized Reimbursement Department. This includes management and supervision of staff, workload, and overseeing the effective and timely provider reimbursement process. And the active enrollment and the clearance process of eligible childcare providers mainly in the counties of Merced, Madera, Fresno, Kings, Tulare, and Kern, but inclusive of all counites in the State of California, in accordance with the CMAP contract requirements, State regulations and program policies and procedures.

SUPERVISION RECEIVED
Program Administrator

SUPERVISION EXERCISED:
Subsidized Reimbursement Specialist
Admin Clerk

DUTIES AND RESPONSIBILITIES:
Disclaimer: This list is meant to be representative, not exhaustive. Some incumbents may not perform all the duties listed or may perform related duties as assigned. Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.

Essential Job Specific Duties:

- Responsible for the development, implementation, and supervision of an efficient and through reimbursement process of over one million dollars, per month.
- Responsible for overseeing and coordinating the reimbursement calculation process of 1600-2000 attendance logs, monthly.
- Responsible for the development and implementation of an effective childcare provider clearance process to approve provider's participation quickly and accurately, in all counties in the State of California.
- Responsible for developing, implementing, and supervising the work of 8-9 direct report staff members.
- Responsible to provide orientation, training, technical assistance, support, audit, evaluation, and supervision to the Subsidized Reimbursement Department and other program personnel.

- Acts as a liaison between the MCAP program, the R&R agencies across the state, the childcare provider union, other partner agencies, and the fiscal division personnel on provider payment issues and tasks.
- Assists with the design, development, and maintenance of computerized management and information systems for reporting and record-keeping of provider payments.
- Responsible to implement and supervise adherence to strict policies of confidentiality to safeguard high volume of confidential data and information.
- Responsible to review provider payment determinations to ensure compliance with appropriate regulations and eligibility certification procedures.
- Responsible for maintaining through program records for compliance with reporting and auditing requirements.
- Oversees the training process of childcare providers, across the state, in the completion of required forms and documents as required by applicable regulations.
- Responsible for preparing accurate, concise, and timely reports of program monthly reimbursement totals, activities and budget expenditures as required.
- Provides key insight on the allocation of program resources, budgeting, and reporting.
- Actively participates in the Contract Monitoring Review process and in the completion of necessary state reporting requirements.
- Compiles and tabulates data for statistical analysis, projection of costs, and prepares other financial reports as required.
- Actively contributes to the development, planning and implementation of MCAP's quality assurance process, policy review, and program reporting.
- Coordinates, prepares, and assists the Program Administrator meet MCAP's reporting requirements, data collection, record keeping, program development, writing, and monitoring of compliance requirements, issues, and grant applications.

Other Job Specific Duties:
- Attends all meetings, trainings, and conferences as assigned.
- Maintains a safe and functional work environment.
- Works alternative hours as required, including nights and weekends.
- Is proactive in the effort to recruit and enroll families that qualify for Partnership programs.
- Performs any other like duties as assigned.

MINIMUM QUALIFICATIONS:
The requirements listed below are representative of the knowledge, skills, and abilities required to satisfactorily perform the essential duties and responsibilities.

Knowledge of:
- Agency policies and procedures.
- Applicable federal, state, and local laws, codes, and regulations.
- Departmental policies and procedures.
- Current problems of socially and economically challenged families.
- Modern office practices, methods, procedures, and equipment, including computers.
- Word processing, spreadsheet, database, and related software applications.
- Principles and practices of administration, budgeting, fiscal oversight, and project management.
- Federal, state, and local programs, laws, and regulations pertaining to the operation of the program.

Ability to:
- Deal with conceptual matters.
- Plan, organize, allocate, and control substantial resources.

- Communicate effectively, verbally and in writing.
- Demonstrate good interpersonal skills.
- Attend evening and weekend meetings.
- Effectively present program information to the public.
- Establish professional working relationships with staff, agencies, and parents.
- Act as a leader and mentor to provide direction and support to staff, partner organizations, and community members.

EDUCATION AND EXPERIENCE:

The following requirements generally demonstrate possession of the minimum requisite knowledge and ability necessary to perform the duties of the position.

- Bachelor's degree from an accredited college or university in public administration, business management, social sciences, education administration, or related field. Experience may be considered on a year per year basis for education.
- Two (2) year of progressive administrative/management experience with emphasis in social services, public administration, child development, or related field.
- Two (2) years of experience staff supervising.
- Four (4) years' experience working in an administrative field with emphasis on case management.
- Comprehensive knowledge of regulations governing the administration of an alternative payment program or related child development /federal and state programs highly desirable.

OTHER REQUIREMENTS:

- Must have strong attention to detail and organizational skills.
- Possession of a valid California driver's license and state automobile insurance with an acceptable driving record, substantiated by a DMV printout.
- Must be fingerprinted and pas pre-employment background check.
- **Bilingual language fluency (English/Spanish) required.**
- Successful completion of physical, substance abuse screening, TB, and all required vaccinations

WORK ENVIRONMENT:

The work environment characteristics described are representative of those an employee encounters in performing the essential functions of this job.

- Work is primarily performed indoors.
- Noise level is quiet to moderately quiet.
- Hazards are minimal.

ESSENTIAL 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 the job. Reasonable accommodations may be made to enable employees with disabilities to perform the essential duties.

Activity / Hours Per Day	NEVER 0 HOURS	OCCASIONALLY UP TO 4 HOURS	FREQUENTLY 4-8 HOURS
Sitting			x
Walking			x
Standing			x
Bending (neck)			x
Bending (waist)			x
Squatting		x	
Climbing	x		
Kneeling		x	
Crawling	x		
Twisting (neck)			x
Twisting (waist)			x
Is repetitive use of hand required?			x
Simple Grasping (right hand)			x
Simple Grasping (left hand)			x
Power Grasping (right hand)		x	
Power Grasping (left hand)		x	
Fine Manipulation (right hand)			x
Fine Manipulation (left hand)			x
Pushing & Pulling (right hand)		x	
Pushing & Pulling (left hand)		x	
Reaching (above shoulder level)		x	
Reaching (below shoulder level)		x	

	LIFTING			CARRYING		
	NEVER 0 HOURS	OCCASIONALLY UP TO 4 HOURS	FREQUENTLY 4-8 HOURS	NEVER 0 HOURS	OCCASIONALLY UP TO 4 HOURS	FREQUENTLY 4-8 HOURS
0-10 lbs			X			x
11-25 lbs		x			x	
26-50 lbs		x			x	
51-75 lbs	x			x		
76-100 lbs	x			x		
100+ lbs	x			x		

MEMORANDUM

To: Personnel Committee

From: Sylvia Ortega, Quality Assurance Administrator

Date: August 3, 2022

Subject: *Agenda Item 4(d): Head Start Job Descriptions* – **Action Item**

On June 29, 2022, the CAPK Board of Directors approved the renewed SEIU agreement. The Board approved the Aide and FSW job descriptions and revisions to the Teacher and Assistant Teachers were discussed, but not ready for approval. Since that meeting, program staff, in consultation with Human Resources, finalized the Teacher and Assistant Teacher job descriptions for approval.

The revised job descriptions also reflect the consolidation efforts since the HS/EHS grants were combined. Included in this presentation are the Head Start Teacher, Early Head Start Teacher, Head Start Assistant Teacher and Early Head Start Assistant Teacher job descriptions. The most significant revisions to the Teacher job descriptions include a 3-tiered pay scale based on the level of education, as approved in the SEIU contract; and the addition of incremental pay steps 1-3 to the Assistant Teacher positions. These job descriptions, as revised, will support teaching staff in both Kern and San Joaquin counties, as well as meet the requirements within the SEIU Contract.

Recommendation:
Staff recommends the Committee approve the Head Start / Early Head Start Teacher & Assistant Teacher job descriptions as revised.

Attachments:
Head Start Teacher Job Description
Early Head Start Teacher Job Description
Head Start Assistant Teacher Job Description
Early Head Start Assistant Teacher Job Description

Head Start Teacher (Pre-School)

Disclaimer: Job descriptions are written as a representative list of the ADA essential duties performed by a job class. They cannot include nor are they intended to include all duties performed by all positions occupying a class.

Salary Range: Permit – Step 1
Associate degree – Step 1-5
Bachelors Degree – Step 1-8

FLSA Status: Non-Exempt **Date Approved:**

SUMMARY:
The HS Teacher is responsible for the respectful care, active supervision, development, and instruction of Pre-School in a child development program in accordance with approved curriculum, Head Start policies, philosophy, and OHS Performance Standards. The HS Teacher must be an appropriate role model for staff, parents, and children. The HS Teacher is responsible for exhibiting respectful communication, problem solving, and priority setting skills as well as maintaining an overall positive attitude. The HS Teacher must be capable of writing clearly and maintaining current documentation for each child.

SUPERVISION RECEIVED:
Receives supervision from the Site Supervisor I/II.

SUPERVISION EXERCISED:
None

DUTIES AND RESPONSIBILITIES:
Disclaimer: This list is meant to be representative, not exhaustive. Some incumbents may not perform all the duties listed or may perform related duties as assigned. Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.

Essential Job Specific Duties:
- Implements a quality curriculum that meets school readiness goals and the physical, social, emotional, intellectual, health, and nutritional needs of each child.
- Teachers will observe, collect, and analyze individual and group data.
- Responsible for setting up the indoor and outdoor environment, ensuring the physical environment is clean, safe, inviting, and meets ERS standards, is stimulating and conducive to learning, is respectful of the children's cultures and ethnic diversity, and reflects the needs of the children served, and meets all safety standards established by the program and complies with state and federal regulations.
- Implements the CLASS domains as required.
- Ensures the screening of each child's development is completed within mandated timelines. Assesses the educational, visual motor integration, language and speech development, fine and gross motor skills, and provides referrals to professional experts, as necessary.
- Implements individualized education plans specifying developmental goals and activities.

Make appropriate adaptations as needed, in both the indoor and outdoor environments, including children with disabilities.

- Implements diversity, inclusion, and belonging strategies using the cultural and linguistic approach to school readiness.
- Ensures that all education aspects of the health, nutrition, mental health, safety, diversity, and cultural awareness are integrated into the class activities.
- Ensures a variety of strategies to promote and support children's learning and development using informal and formal observations, on-going assessments, and documentation of progress, which are maintained in portfolios for each child.
- Creates a well-organized, clean, and developmentally appropriate classroom where children feel comfortable and secure (e.g., toys and materials are properly labeled, etc.).
- Interacts with and actively supervises children at all times.
- Maintains ratios at all times per Community Care Licensing and Head Start Program Performance Standards.
- Responsible for diapering and toileting training per Community Care Licensing and Head Start Program Performance Standards.
- Provides activities and opportunities that encourage curiosity, exploration, and problem solving appropriate to the development levels and learning styles of the children.
- Models positive teacher/child and teacher/parent interactions and encourages family involvement in the program
- Demonstrate competencies to provide effective and nurturing teacher-child interactions, plan and implement learning experiences that ensure effective curriculum implementation and use screenings and assessments to promote children's progress across the standards, including children with disabilities and dual language learners.
- Uses space, relationships, materials, and routines as resources for constructing an interesting, secure, nurturing environment that encourages play, exploration, and learning.
- Conducts a minimum of two (2) home visits each year with families to participate in the development of children
- Conducts required parent-teacher conferences to discuss the child's development, plan goals, and action steps for home and school.
- Collaborates with families, schools or other appropriate agencies to ensure children's successful transition.
- Maintains confidentiality of records and information on children and families.
- Works in cooperation with Mentor Coaches and support services staff to implement strategies, techniques, and/or recommendations.
- Participates and collaborates in the BIR (Behavior Information Report) process with Site Supervisor, teaching staff, support staff and families for children exhibiting concerns and/or challenging behaviors.
- Reports all child injuries, unusual incidents, and inappropriate behavior of staff, parents, and/or on-site consultants to the appropriate supervisor.
- Maintains compliance with universal precautions in the classroom, during home visits, and when administering first aid.
- Follows procedures as a Mandated Reporter to report suspected child abuse/neglect and ensures compliance.
- In collaboration with disabilities staff, Part 303 (Part C) of Individuals with Disabilities Education Act (IDEA) and Local Education Agencies (LEA) to ensure the delivery of services to any disabled child in accordance with the goals and objectives of the child's Individualized Education Plan (IEP).
- Adheres to the Americans with Disabilities Act (ADA 1992), which prohibits discriminatory actions towards children and/or adults with disabilities.
- Conducts monthly fire and emergency drills.
- Is proactive with other center staff, for working with parents to generate sufficient in-kind to

meet the monthly center and program goals.

- Collaborates with families, schools or other appropriate agencies to ensure successful kindergarten transition.
- May be temporarily re-assigned to provide support at other centers as needed.
- Performs other like duties as assigned.

Other Job Specific Duties:

- Available to work additional hours, as needed, to support staffing ratios.
- Works alternative hours as required, including nights and weekends.
- Attends all meetings, trainings, and conferences as assigned.
- Maintains a safe and functional work environment.
- Is proactive in the effort to recruit and enroll families.
- Performs other tasks as may be required for the efficient operation of the comprehensive, integrated program.
- Participate in video recording as required to help improve teacher/child interactions.
- Assists in adult/child ratio as needed, including rotating between classrooms or centers.
- Assists in the accurate completion of meal count and sign-in and out sheets.

MINIMUM QUALIFICATIONS:

The requirements listed below are representative of the knowledge, skills, and abilities required to satisfactorily perform the essential duties and responsibilities.

Knowledge of:

- Correspondence and report writing practices and procedures.
- Current trends of culturally diverse families
-
- Modern office practices, methods, procedures, and equipment, including computers.

Ability to:

- Work as a positive team member.
- Demonstrate good interpersonal skills
- Effectively present CAPK program services information to the public.
- Maintain professional working relationships with staff, agencies, and families.
- Reasonably obtain knowledge of applicable federal, state, and local laws, codes, and regulations and agency and departmental policies and procedures.
- Communicate effectively, verbally and in writing.
- Plan, organize, allocate, and control resources.

EDUCATION AND EXPERIENCE:

The following requirements generally demonstrate possession of the minimum requisite knowledge and ability necessary to perform the duties of the position.

Permit Salary Range

- Must possess a valid Associate Teacher Permit or higher to meet standards established by California Commission on Teacher Credentialing.
- Six (6) months experience working in a state or federally funded childcare program is desirable.

Associate Degree Salary Range

- Must possess an Associate Degree from an accredited college or university in early childhood education or related field.

- Must possess a valid Associate Teacher Permit or higher to meet standards established by California Commission on Teacher Credentialing.
- Six (6) months experience working in a state or federally funded childcare program is desirable.

Bachelor Degree Salary Range

- Must possess a valid Teacher Permit or higher to meet standards established by California Commission on Teacher Credentialing.
- A Bachelor's degree from any accredited college or university, with a major in one of the following disciplines: Early Childhood Development, Education, Human Development, or related field required.
- Six (6) months experience working in a state or federally funded childcare program is desirable.

OTHER REQUIREMENTS:

- Must be fingerprinted, if required by funding source or state licensing, and have such records filed with the State Department of Social Services, Community Care Licensing.
- Must have a current Pediatric First Aid/CPR certificate or will obtain one within 90 days of employment and ensure certificate remains current.
- Possession of a valid California driver's license and state automobile insurance with an acceptable driving record, substantiated by a DMV printout.
- Bilingual language fluency (Spanish/English) highly desirable.
- Successful completion of physical, substance abuse screening, TB, and all required vaccinations.

WORK ENVIRONMENT:

The work environment characteristics described are representative of those an employee encounters in performing the essential functions of this job.

- Work is performed indoors and outdoors.
- Noise level varies.
- Hazards are minimal.

ESSENTIAL 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 the job. Reasonable accommodations may be made to enable employees with disabilities to perform the essential duties.

POSITION TITLE Head Start Teacher			
Activity Hours Per Day	**NEVER 0 HOURS**	**OCCASIONALLY UP TO 4 HOURS**	**FREQUENTLY 4-8 HOURS**
Sitting			x
Walking			x
Standing			x
Bending (neck)			x
Bending (waist)			x
Squatting		x	
Climbing	x		
Kneeling		x	
Crawling	x		
Twisting (neck)			x
Twisting (waist)			x
Is repetitive use of hand required?			x
Simple Grasping (right hand)			x
Simple Grasping (left hand)			x
Power Grasping (right hand)		x	
Power Grasping (left hand)		x	
Fine Manipulation (right hand)			x
Fine Manipulation (left hand)			x
Pushing & Pulling (right hand)		x	
Pushing & Pulling (left hand)		x	
Reaching (above shoulder level)		x	
Reaching (below shoulder level)		x	

	LIFTING			CARRYING		
	NEVER 0 HOURS	**OCCASIONALLY UP TO 4 HOURS**	**FREQUENTLY 4-8 HOURS**	**NEVER 0 HOURS**	**OCCASIONALLY UP TO 4 HOURS**	**FREQUENTLY 4-8 HOURS**
0-10 lbs			x			x
11-25 lbs		x			x	
26-50 lbs		x			x	
51-75 lbs		X			X	
76-100 lbs	x			x		
100+ lbs	x			x		

Early Head Start Teacher (Infant/Toddler)

Disclaimer: Job descriptions are written as a representative list of the ADA essential duties performed by a job class. They cannot include nor are they intended to include all duties performed by all positions occupying a class.

Salary Range: Permit – Step 1
Associate degree – Step 1-5
Bachelors Degree – Step 1-8

FLSA Status: Non-Exempt **Date Approved:**

SUMMARY:
The EHS Teacher is responsible for the respectful care, active supervision, development, and instruction of infants and/or toddlers in a child development program in accordance with approved curriculum, Early Head Start policies, philosophy, and OHS Performance Standards. The EHS Teacher must be an appropriate role model for staff, parents, and children. The EHS Teacher is responsible for exhibiting respectful communication, problem solving, and priority setting skills as well as maintaining an overall positive attitude. The EHS Teacher must be capable of writing clearly and maintaining current documentation for each child.

SUPERVISION RECEIVED:
Receives supervision from the Site Supervisor I/II.

SUPERVISION EXERCISED:
None

DUTIES AND RESPONSIBILITIES:
Disclaimer: This list is meant to be representative, not exhaustive. Some incumbents may not perform all the duties listed or may perform related duties as assigned. Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.

Essential Job Specific Duties:
- Implements a quality curriculum that meets school readiness goals and the physical, social, emotional, intellectual, health, and nutritional needs of each child.
- Teachers will observe, collect, and analyze individual and group data.
- Responsible for setting up the indoor and outdoor environment, ensuring the physical environment is clean, safe, inviting, and meets ERS standards, is stimulating and conducive to learning, is respectful of the children's cultures and ethnic diversity, and reflects the needs of the children served, and meets all safety standards established by the program and complies with state and federal regulations.
- Implements the CLASS domains as required.
- Ensures the screening of each child's development is completed within mandated timelines. Assesses the educational, visual motor integration, language and speech development, fine and gross motor skills, and provides referrals to professional experts, as necessary.
- Implements individualized education plans specifying developmental goals and activities. Make appropriate adaptations as needed, in both the indoor and outdoor environments,

including children with disabilities.

- Implements diversity, inclusion, and belonging strategies using the cultural and linguistic approach to school readiness.
- Ensures that all education aspects of the health, nutrition, mental health, safety, diversity, and cultural awareness are integrated into the class activities.
- Ensures a variety of strategies to promote and support children's learning and development using informal and formal observations, on-going assessments, and documentation of progress, which are maintained in portfolios for each child.
- Creates a well-organized, clean, and developmentally appropriate classroom where children feel comfortable and secure (e.g., toys and materials are properly labeled, etc.).
- Interacts with and actively supervises children at all times.
- Maintains ratios at all times per Community Care Licensing and Head Start Program Performance Standards.
- Changes diapers as needed, and assists with toilet training techniques per Community Care Licensing and Head Start Program Performance Standards.
- Provides activities and opportunities that encourage curiosity, exploration, and problem solving appropriate to the development levels and learning styles of the children.
- Models positive teacher/child and teacher/parent interactions and encourages family involvement in the program
- Demonstrate competencies to provide effective and nurturing teacher-child interactions, plan and implement learning experiences that ensure effective curriculum implementation, and use screenings and assessments to promote children's progress across the standards, including children with disabilities and dual language learners.
- Uses space, relationships, materials, and routines as resources for constructing an interesting, secure, nurturing environment that encourages play, exploration, and learning.
- Uses respectful care to respond quickly to infant's cries or calls of distress, recognizing that crying and body movements are an infant's only way to communicate.
- Conducts a minimum of two (2) home visits each year with families to participate in the development of children.
- Conducts required parent-teacher conferences to discuss the child's development, plan goals, and action steps for home and school.
- Collaborates with families, schools or other appropriate agencies to ensure children's successful transition.
- Maintains confidentiality of records and information on children and families.
- Works in cooperation with Mentor Coaches and support services staff to implement strategies, techniques, and/or recommendations.
- Participates and collaborates in the BIR (Behavior Information Report) process with Site Supervisor, teaching staff, support staff and families for children exhibiting concerns and/or challenging behaviors.
- Reports all child injuries, unusual incidents, and inappropriate behavior of staff, parents, and/or on-site consultants to the appropriate supervisor.
- Maintains compliance with universal precautions in the classroom, during home visits, and when administering first aid.
- Follows procedures as a Mandated Reporter to report suspected child abuse/neglect and ensures compliance.
- In collaboration with disabilities staff,Part 303 (Part C) of Individuals with Disabilities Education Act (IDEA) and Local Education Agencies (LEA) to ensure the delivery of services to any disabled child in accordance with the goals and objectives of the child's Individual Family Services Plan (IFSP).
- Adheres to the Americans with Disabilities Act (ADA 1992), which prohibits discriminatory actions towards children and/or adults with disabilities.
- Adheres to safe sleep guidelines.

- Conducts monthly fire and emergency drills.
- Is proactive with other center staff, for working with parents to generate sufficient in-kind to meet the monthly center and program goals.
- May be temporarily re-assigned to provide support at other centers as needed.
- Performs other like duties as assigned.

Other Job Specific Duties:
- Available to work additional hours, as needed, to support staffing ratios.
- Works alternative hours as required, including nights and weekends.
- Attends all meetings, trainings, and conferences as assigned.
- Maintains a safe and functional work environment.
- Is proactive in the effort to recruit and enroll families.
- Performs other tasks as may be required for the efficient operation of the comprehensive, integrated program.
- Participate in video recording as required to help improve teacher/child interactions.
- Assists in adult/child ratio as needed, including rotating between classrooms or centers.
- Assists in the accurate completion of meal count and sign-in and out sheets.

MINIMUM QUALIFICATIONS:

The requirements listed below are representative of the knowledge, skills, and abilities required to satisfactorily perform the essential duties and responsibilities.

Knowledge of:
- Correspondence and report writing practices and procedures.
- Current trends of culturally diverse families
- Modern office practices, methods, procedures, and equipment, including computers.Ability to:
- Work as a positive team member.
- Demonstrate good interpersonal skills
- Effectively present CAPK program services information to the public.
- Maintain professional working relationships with staff, agencies, and families.
- Reasonably obtain knowledge of applicable federal, state, and local laws, codes, and regulations and agency and departmental policies and procedures.
- Communicate effectively, verbally and in writing.
- Plan, organize, allocate, and control resources.

EDUCATION AND EXPERIENCE:

The following requirements generally demonstrate possession of the minimum requisite knowledge and ability necessary to perform the duties of the position.

Permit Salary Range
- Must possess a valid Associate Teacher Permit or higher to meet standards established by California Commission on Teacher Credentialing.
- Must possess three (3) units of infant/toddler coursework
- Six (6) months experience working in a state or federally funded childcare program is desirable.

Associate Degree Salary Range
- Must possess an Associate Degree from an accredited college or university in early childhood education or related field.
- Must possess a valid Associate Teacher Permit or higher to meet standards established by California Commission on Teacher Credentialing.

- Must possess three (3) units of infant/toddler coursework
- Six (6) months experience working in a state or federally funded childcare program is desirable.

Bachelor Degree Salary Range

- Must possess a valid Teacher Permit or higher to meet standards established by California Commission on Teacher Credentialing.
- Must possess three (3) units of infant/toddler coursework
- A Bachelor's degree from any accredited college or university, with a major in one of the following disciplines: Early Childhood Development, Education, Human Development, or related field required.
- Six (6) months experience working in a state or federally funded childcare program is desirable.

OTHER REQUIREMENTS:

- Must be fingerprinted, if required by funding source or state licensing, and have such records filed with the State Department of Social Services, Community Care Licensing.
- Must have a current Pediatric First Aid/CPR certificate or will obtain one within 90 days of employment and ensure certificate remains current.
- Possession of a valid California driver's license and state automobile insurance with an acceptable driving record, substantiated by a DMV printout.
- Bilingual language fluency (Spanish/English) highly desirable.
- Successful completion of physical, substance abuse screening, TB, and all required vaccinations.

WORK ENVIRONMENT:

The work environment characteristics described are representative of those an employee encounters in performing the essential functions of this job.

- Work is performed indoors and outdoors.
- Noise level varies.
- Hazards are minimal.

ESSENTIAL 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 the job. Reasonable accommodations may be made to enable employees with disabilities to perform the essential duties.

POSITION TITLE Early Head Start Teacher			
Activity Hours Per Day	**NEVER 0 HOURS**	**OCCASIONALLY UP TO 4 HOURS**	**FREQUENTLY 4-8 HOURS**
Sitting			x
Walking			x
Standing			x
Bending (neck)			x
Bending (waist)			x
Squatting		x	
Climbing	x		
Kneeling		x	
Crawling	x		
Twisting (neck)			x
Twisting (waist)			x
Is repetitive use of hand required?			x
Simple Grasping (right hand)			x
Simple Grasping (left hand)			x
Power Grasping (right hand)		x	
Power Grasping (left hand)		x	
Fine Manipulation (right hand)			x
Fine Manipulation (left hand)			x
Pushing & Pulling (right hand)		x	
Pushing & Pulling (left hand)		x	
Reaching (above shoulder level)		x	
Reaching (below shoulder level)		x	

	LIFTING			CARRYING		
	NEVER 0 HOURS	**OCCASIONALLY UP TO 4 HOURS**	**FREQUENTLY 4-8 HOURS**	**NEVER 0 HOURS**	**OCCASIONALLY UP TO 4 HOURS**	**FREQUENTLY 4-8 HOURS**
0-10 lbs			x			x
11-25 lbs		x			x	
26-50 lbs		x			x	
51-75 lbs		X			X	
76-100 lbs	x			x		
100+ lbs	x			x		

Head Start Assistant Teacher

Disclaimer: Job descriptions are written as a representative list of the ADA essential duties performed by a job class. They cannot include nor are they intended to include all duties performed by all positions occupying a class.

Salary Range: Step 1 -3 **FLSA Status:** Non-Exempt **Date Approved:**

SUMMARY:
The Assistant Teacher is responsible for providing a safe, healthy, developmentally appropriate, educational, and supervised environment for children 0-3 years of age (e.g., indoor classroom, outdoor play area, and during field trips). Encourages parent involvement in all aspects of the program. Promotes the social, emotional, physical, and cognitive development of children. Responsible for maintaining compliance with all applicable regulations, policies, and procedures.

SUPERVISION RECEIVED:
Receives supervision from the Site Supervisor I/II.

SUPERVISION EXERCISED:
None

DUTIES AND RESPONSIBILITIES:
Disclaimer: This list is meant to be representative, not exhaustive. Some incumbents may not perform all the duties listed or may perform related duties as assigned. Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.

Essential Job Specific Duties:
- Assists in setting up the indoor and outdoor environment, ensuring the physical environment is clean, safe, inviting, and meets ERS standards, is stimulating and conducive to learning, is respectful of the children's cultures and ethnic diversity, and reflects the needs of the children served.
- Responsible for active supervision of children.
- Performs necessary work in set up, preparation for meal service, and cleans up after meals in accordance with CACFP and Health and Safety requirements, as assigned.
- Reviews Allergy Folder at each meal preparation to ensure compliance of meal service with children's dietary requirements.
- Supports classroom staff in meeting all timelines for developmental screenings and assessments by assisting teaching staff.
- Reports all injuries and unusual incidents to the Teacher and/or Site Supervisor immediately.
- Supports teachers with behavioral strategies for children.
- Assists with toilet training and accompanies children to the bathroom per Community Care Licensing and Head Start Program Performance Standards; and changes diapers as needed.
- Assists during daily routines.
- Provides breaks for teaching staff, as assigned, ensuring consistency and timeliness.
- May be temporarily re-assigned to provide support at other centers as needed.
- Ensures standards of sanitation are met and maintained by implementing food safety, cleaning, and sanitation policies and procedures.

- Always maintains confidentiality of records and information on children and families.
- In collaboration with teaching staff, follows appropriate transitioning activities for children.
- Works in cooperation with Mentor Coaches, as assigned, to implement strategies, techniques, and/or recommendations.
- Maintains compliance with universal precautions in the classroom, during home visits, and when administering first aid.
- Follow procedures as a Mandated Reporter to report suspected child abuse/neglect.
- Assists in monthly fire and emergency drills, as planned.
- Adheres to the American with Disabilities Act (ADA 1992), which prohibits discriminatory actions toward children and/or adult with disabilities.
- In collaboration with disabilities staff and Local Education Agencies (LEA), ensures the delivery of services to any disabled child in accordance with the goals and objectives of the child's Individualized Education Plan (IEP).
- Assists in the accurate completion of meal count and sign-in and out sheets.
- Performs other like duties as assigned.

Other Job Specific Duties:
- Available to work additional hours, as needed, to support staffing ratios.
- Works alternative hours as required.
- Attends all meetings, trainings, and conferences as assigned.
- Maintains a safe and functional work environment.
- Is proactive, in cooperation with other center staff, in the effort to recruit and enroll families that qualify for Head Start programs.
- Center assignment will be 12-month (full-year) status.

MINIMUM QUALIFICATIONS:
The requirements listed below are representative of the knowledge, skills, and abilities required to satisfactorily perform the essential duties and responsibilities.

Knowledge of:
- Current problems of socially and economically challenged families.
- The contributions of parents and volunteers who may be non-professional.

Ability to:
- Work as a positive team member.
- Demonstrate good interpersonal skills.
- Work independently.
- Exercise sound, independent judgment within general policy guidelines.
- Analyze problems and identify alternative solutions.
- Work with accuracy and attention to detail.
- Effectively organize and prioritize assigned work.
- Reasonably obtain knowledge of Agency and departmental policies and procedures.
- Communicate effectively, verbally and in writing.

EDUCATION AND EXPERIENCE:
The following requirements generally demonstrate possession of the minimum requisite knowledge and ability necessary to perform the duties of the position.

- Must have at least six (6) units in child development from any accredited college or university.
- Must have or be able to obtain a valid Assistant Teachers permit.

OTHER REQUIREMENTS:

- Must be fingerprinted, if required by funding source or state licensing, and have such records filed with the State Department of Social Services, Community Care Licensing.
- Must have a current Pediatric First Aid/CPR certificate or will obtain one within 30 days of employment. CPR class must be taken in person and must include infant component.
- Bilingual language fluency (Spanish/English) highly desirable.
- Successful completion of physical, substance abuse screening, TB, and all required vaccinations.

WORK ENVIRONMENT:

The work environment characteristics described are representative of those an employee encounters in performing the essential functions of this job.

- Work is primarily performed indoors.
- Noise level varies.
- Hazards are minimal.

ESSENTIAL 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 the job. Reasonable accommodations may be made to enable employees with disabilities to perform the essential duties.

POSITION TITLE Head Start Assistant Teacher			
Activity **Hours Per Day**	**NEVER 0 HOURS**	**OCCASIONALLY UP TO 4 HOURS**	**FREQUENTLY 4-8 HOURS**
Sitting			x
Walking			x
Standing			x
Bending (neck)			x
Bending (waist)			x
Squatting		x	
Climbing	x		
Kneeling		x	
Crawling	x		
Twisting (neck)			x
Twisting (waist)			x
Is repetitive use of hand required?			x
Simple Grasping (right hand)			x
Simple Grasping (left hand)			x
Power Grasping (right hand)		x	
Power Grasping (left hand)		x	
Fine Manipulation (right hand)			x
Fine Manipulation (left hand)			x
Pushing & Pulling (right hand)		x	
Pushing & Pulling (left hand)		x	
Reaching (above shoulder level)		x	
Reaching (below shoulder level)		x	

	LIFTING	CARRYING

	NEVER 0 HOURS	OCCASIONALLY UP TO 4 HOURS	FREQUENTLY 4-8 HOURS	NEVER 0 HOURS	OCCASIONALLY UP TO 4 HOURS	FREQUENTLY 4-8 HOURS
0-10 lbs			x			x
11-25 lbs		x			x	
26-50 lbs		x			x	
51-75 lbs	x			x		
76-100 lbs	x			x		
100+ lbs	x			x		

Early Head Start Assistant Teacher

Disclaimer: Job descriptions are written as a representative list of the ADA essential duties performed by a job class. They cannot include nor are they intended to include all duties performed by all positions occupying a class.

Salary Range: Step 1 -3 **FLSA Status:** Non-Exempt **Date Approved:**

SUMMARY:

The EHS Assistant Teacher is responsible for providing a safe, healthy, developmentally appropriate, educational, and supervised environment for children 0-3 years of age (e.g., indoor classroom, outdoor play area, and during field trips). Encourages parent involvement in all aspects of the program. Promotes the social, emotional, physical, and cognitive development of children. Responsible for maintaining compliance with all applicable regulations, policies, and procedures.

SUPERVISION RECEIVED:

Receives supervision from the Site Supervisor I/II.

SUPERVISION EXERCISED:

None

DUTIES AND RESPONSIBILITIES:

Disclaimer: This list is meant to be representative, not exhaustive. Some incumbents may not perform all the duties listed or may perform related duties as assigned. Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.

Essential Job Specific Duties:

- Assists in setting up the indoor and outdoor environment, ensuring the physical environment is clean, safe, inviting, and meets ERS standards, is stimulating and conducive to learning, is respectful of the children's cultures and ethnic diversity, and reflects the needs of the children served.
- Responsible for active supervision of children.
- Supports classroom staff in meeting all timelines for developmental screenings and assessments by assisting teaching staff.
- Reports all injuries and unusual incidents to the Teacher and/or Site Supervisor immediately.
- Supports teachers with behavioral strategies for children.
- Changes diapers as needed and assists with toilet training techniques per Community Care Licensing and Head Start Program Performance Standards.
- Assists during daily routines.
- Provides breaks for teaching staff, as assigned, ensuring consistency and timeliness.
- May be temporarily re-assigned to provide support at other centers as needed.
- Performs necessary work in set up, preparation for meal service, and cleans up after meals in accordance with CACFP and Health and Safety requirements, as assigned.
- Ensures standards of sanitation are met and maintained by implementing food safety, cleaning, and sanitation policies and procedures.
- Always maintains confidentiality of records and information on children and families.
- In collaboration with teaching staff, follows appropriate transitioning activities for children.
- Works in cooperation with Mentor Coaches, as assigned, to implement strategies, techniques, and/or recommendations.
- Maintains compliance with universal precautions in the classroom, during home visits, and when administering first aid.
- Follow procedures as a Mandated Reporter to report suspected child abuse/neglect.

- Assists in monthly fire and emergency drills, as planned.
- Adheres to the American with Disabilities Act (ADA 1992), which prohibits discriminatory actions toward children and/or adult with disabilities.
- In collaboration with disabilities staff and Local Education Agencies (LEA), ensures the delivery of services to any disabled child in accordance with the goals and objectives of the child's Individual Family Services Plan (IFSP).
- Assists in the accurate completion of meal count and sign-in and out sheets.
- Performs other like duties as assigned.

Other Job Specific Duties:
- Available to work additional hours, as needed, to support staffing ratios.
- Works alternative hours as required.
- Attends all meetings, trainings, and conferences as assigned.
- Maintains a safe and functional work environment.
- Is proactive, in cooperation with other center staff, in the effort to recruit and enroll families that qualify for Early Head Start programs.
- Center assignment will be 12-month (full-year) status.

MINIMUM QUALIFICATIONS:
The requirements listed below are representative of the knowledge, skills, and abilities required to satisfactorily perform the essential duties and responsibilities.

Knowledge of:
- Current problems of socially and economically challenged families.
- The contributions of parents and volunteers who may be non-professional.

Ability to:
- Work as a positive team member.
- Demonstrate good interpersonal skills.
- Work independently.
- Exercise sound, independent judgment within general policy guidelines.
- Analyze problems and identify alternative solutions.
- Work with accuracy and attention to detail.
- Effectively organize and prioritize assigned work.
- Reasonably obtain knowledge of Agency and departmental policies and procedures.
- Communicate effectively, verbally and in writing.

EDUCATION AND EXPERIENCE:
The following requirements generally demonstrate possession of the minimum requisite knowledge and ability necessary to perform the duties of the position.

- Must have at least six (6) units in child development from any accredited college or university.
- Must have or be able to obtain a valid Assistant Teachers permit.
- Three (3) units in infant/toddler coursework or must obtain three (3) infant/toddler units within twelve (12) months of hire as part of an established education plan.

OTHER REQUIREMENTS:
- Must be fingerprinted, if required by funding source or state licensing, and have such records filed with the State Department of Social Services, Community Care Licensing.

- Must have a current Pediatric First Aid/CPR certificate or will obtain one within 30 days of employment. CPR class must be taken in person and must include infant component.
- Bilingual language fluency (Spanish/English) highly desirable.
- Successful completion of physical, substance abuse screening, TB, and all required vaccinations.

WORK ENVIRONMENT:

The work environment characteristics described are representative of those an employee encounters in performing the essential functions of this job.

- Work is primarily performed indoors.
- Noise level varies.
- Hazards are minimal.

ESSENTIAL 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 the job. Reasonable accommodations may be made to enable employees with disabilities to perform the essential duties.

POSITION TITLE Early Head Start Assistant Teacher			
Activity **Hours Per Day**	**NEVER 0 HOURS**	**OCCASIONALLY UP TO 4 HOURS**	**FREQUENTLY 4-8 HOURS**
Sitting			x
Walking			x
Standing			x
Bending (neck)			x
Bending (waist)			x
Squatting		x	
Climbing	x		
Kneeling		x	
Crawling	x		
Twisting (neck)			x
Twisting (waist)			x
Is repetitive use of hand required?			x
Simple Grasping (right hand)			x
Simple Grasping (left hand)			x
Power Grasping (right hand)		x	
Power Grasping (left hand)		x	
Fine Manipulation (right hand)			x
Fine Manipulation (left hand)			x
Pushing & Pulling (right hand)		x	
Pushing & Pulling (left hand)		x	
Reaching (above shoulder level)		x	
Reaching (below shoulder level)		x	

	LIFTING	CARRYING

	NEVER 0 HOURS	OCCASIONALLY UP TO 4 HOURS	FREQUENTLY 4-8 HOURS	NEVER 0 HOURS	OCCASIONALLY UP TO 4 HOURS	FREQUENTLY 4-8 HOURS
0-10 lbs			x			x
11-25 lbs		x			x	
26-50 lbs		x			x	
51-75 lbs	x			x		
76-100 lbs	x			x		
100+ lbs	x			x		

MEMORANDUM

To: Personnel Committee

From: Traco Matthews, Chief Program Officer
Susana Magana, Director of Health & Nutrition
Lisa McGranahan, Director of Human Resources

Date: August 3, 2022

Subject: *Agenda Item 4(e):* New Bilingual Pay Policy – **Action Item**

Strategic Goal 4 articulates CAPK's aspiration to be an employer of choice and retain a high-quality workforce to achieve the organization's desired results. As noted in the verbal presentation given to the Board of Directors in November of 2021, this goal includes conducting a regular analysis of wages and benefits to ensure market competitiveness and effective valuation of employee knowledge, skills, and abilities. To that end, a small taskforce was commissioned to evaluate the feasibility of a program that provide bilingual pay for needed skills. The three-member taskforce consisted of: Lisa McGranahan, Susana Magana, and Traco Matthews.

Background

In October of 2021, Senate Bill 393 (SB 393) was passed as the result of a direct partnership between Senator Hurtado and the MCAP program. The bill changed Welfare Code language to increase the administrative percentage for the MCAP contract from 17.5% to 21%, with a primary reason of attracting more bilingual staff to support migrant families throughout the state. The MCAP contract requires that staff be fully bilingual to meet the communication needs of the migrant community. Additionally, this legislation aligned with the increase of over $17 million added in 2021 for services to migrant families through the MCAP program. The language change became effective January 1, 2022, with a tacit mandate to develop a bilingual pay policy and offer a meaningful stipend to staff who are required to use bilingual skills in their daily activities.

Bilingual Taskforce Review

During several conversations about how to best implement a bilingual pay program, the Executive Team concluded that providing compensation for bilingual skills not only fulfilled the legal mandate of SB 393, but also served as an opportunity to value diversity of skills at a higher level in the agency, which aligns with Goal 4.4 (incorporate DEI best practices). It was acknowledged that while not all positions *require* bilingual skills, the agency would benefit in terms of recruiting and retention by valuing bilingual skills even if they were used occasionally. Thus, a tiered system was developed to effectively compensate for bilingual skills that are required versus preferred. Eligibility for bilingual pay would be determined in

partnership with Human Resources (agency capacity), Directors (grantor mandate or program need), and the certification process described below for staff who want to apply.

Certification of bilingual competence is often the most challenging part of any bilingual pay program. While larger agencies like the city and county have developed their own validated certification processes, most smaller organizations rely on external certification programs to qualify staff for bilingual pay. After reviewing several options, the Bilingual Taskforce determined that the Bakersfield College (BC) certification program would be the best and most cost-effective option. Employees would be required to pass the BC certification test prior to becoming eligible for bilingual pay.

The proposed stipend amount for required bilingual skills (Tier 1 will receive an additional $3/hour as premium pay) aligns with suggested amounts in SB 393, which have already been budgeted in the previously noted 3.5% administrative increase for the MCAP program. The proposed stipend amount for preferred bilingual skills (Tier 2 will receive $50 bi-weekly) aligns with other bilingual pay polices reviewed by the Bilingual Taskforce; it has been assessed by the Executive Team as fair compensation for the diverse skill. The taskforce primarily reviewed bilingual pay policies from the City of Bakersfield and County of Kern for guidance and language in the development of the proposed policy and stipend amounts.

The fiscal impact of the new policy is expected to be small, aside from the legislated amount required to be paid for MCAP staff. Most programs do not have positions that require bilingual skills, and only a few job descriptions currently list bilingual skills as preferred. Directors will have the authority to determine if their programs can afford to pay a bilingual stipend before designating positions where bilingual skills are listed as preferred on the job description.

Conclusion

Due to the passing of SB 393 which became effective on January 1, 2022, CAPK must move forward with a bilingual pay program for some positions. Expanding the compensation to other positions where bilingual skills are helpful affirms the agency's commitment to valuing diversity of skills and ultimately strengthens our ability to recruit and retain staff.

Recommendation:

Staff recommends the Personnel Committee approve the Bilingual Pay Policy and authorize the Chief Executive Officer to implement the policy, effective immediately upon approval.

Attachments:

Bilingual Pay Policy
SB 393

POLICY AND PROCEDURE

TITLE:	Bilingual Pay
APPROVED:	TBD
APPLIES TO:	Community Action Partnership of Kern Employees

PURPOSE:
The purpose for the Bilingual Pay Policy is to recognize a diverse skillset that adds value to the organization and helps attract and retain employees. Upon approval by the CAPK Board of Directors, this Policy will be permanently established for pre-selected agency roles.

OBJECTIVE:
The primary goal of the Bilingual Pay Policy is to provide additional compensation for employees who demonstrate language competencies will improve how the agency delivers services to our targeted communities. Secondary goals for the Bilingual Pay Policy would be to attract more candidates for agency positions requiring bilingual skills, reduce employee turnover rates, and lengthen bilingual employee's service time with CAPK. The Bilingual Pay Policy applies to all employees including full-time, part-time, temporary, and emergency hires that are retained by the organization.

GOALS:
1. Compensate bilingual skills.
2. Reduce employee turnover.
3. Lengthen employee's service time with CAPK.

POSITION CRITERIA:
The position must be in a CAPK work setting with a demonstrated flow/intake of clients, phone calls, or correspondence where bilingual skills are regularly needed to meet the language needs of clients. The two types of bilingual positions are defined below:

- **Tier 1 – Bilingual positions:** Due to the nature of some positions where most client interactions are conducted in another language (i.e., MCAP), bilingual skills may be a requirement as stated on the job description.
- **Tier 2 – Bilingual stipend positions:** Some positions may not require bilingual skills, but the agency recognizes that bilingual skills add value (i.e., taking occasional calls in a second language, providing translation services, or using bilingual skills for other work-related duties).

For bilingual positions, all employees in those defined roles must demonstrate proficiency by passing the certified bilingual examination. For positions where bilingual skills may add value but are not required, employees may voluntarily test to receive the stipend.

DRAFT

ELIGIBILITY PROCEDURES:
Employees who regularly utilize bilingual skills in their job are eligible to receive bilingual pay subject to the following provisions. To be eligible, employees must pass a certified test demonstrating their bilingual conversational fluency. Scoring for the proficiency test will be pass/fail, and that score will remain in place while the employee remains in a position requiring bilingual proficiency. The bilingual pay will cease when an employee is transferred, promoted, demoted, or otherwise moved into a position that is not designated as bilingual or eligible for a bilingual stipend. If an employee moves into a role that does not require bilingual proficiency for over six (6) months, and eventually returns to a position that offers bilingual pay, the employee will need to repeat the test. An incumbent employee in a bilingual position who fails a bilingual examination must wait for a period of six (6) months before repeating the test.

BILINGUAL PAY:
1. Employees in bilingual positions (Tier 1) will receive an additional $3/hour as premium pay.
2. Employees who qualify for a bilingual stipend (Tier 2) will receive $50 bi-weekly for their skills.
3. Compensation will be effective the first day of the payroll period following certification that the employee is eligible to receive the premium pay or bilingual stipend.
4. Bilingual pay will be processed through payroll and will be considered taxable wages.
5. Retroactive pay for bilingual skills will not be authorized.
6. Bilingual pay will be expensed to the program(s) or project(s) that receive the benefit of the employee's bilingual skills.

PROGRAM GUIDELINES:
For the purpose of this policy, English is considered to be the primary language, and any other language used under this program will be considered as a second language.

The Director of Human Resources shall designate qualifying languages and authorize the full number of positions to receive bilingual pay based on the needs of the agency. For newly developed positions in the organization, the determination of whether the job description should indicate bilingual skills are required or preferred will be made in partnership with Program Directors or Chiefs and the Director of Human Resources, and all such positions must be approved by the Personnel Committee. Directors and Chiefs alone retain the authority to determine if a position should no longer be designated as a bilingual position or offer a bilingual stipend. Notwithstanding the above, all personnel shall utilize any language skills they possess to the best of their ability in handling their responsibilities on a non-regular basis without compensation.

During the time of any leave of absence without pay, employees will not be eligible for bilingual pay.

The Bilingual Pay Policy can be suspended or canceled at any time as determined by the Chief Executive Officer, at their discretion. Any modification of this policy will require prior approval by the CAPK Board of Directors.

DRAFT

SB-393 Migrant Childcare and Development Programs. (2021-2022)

SHARE THIS:

Date Published: 10/06/2021 09:00 PM

Senate Bill No. 393

CHAPTER 499

An act to add Section 10229.4 to the Welfare and Institution Code, relating to public social services.

[Approved by Governor October 05, 2021. Filed with Secretary of State October 05, 2021.]

LEGISLATIVE COUNSEL'S DIGEST

SB 393, Hurtado. Migrant Childcare and Development Programs.

Existing law requires the State Department of Social Services to administer all migrant childcare and development programs, including the Migrant Alternative Payment Program. Existing law requires children of migrant agricultural worker families, as defined, to be enrolled in child development programs on the basis of specified priorities. Existing law requires the reimbursement for alternative payment programs to include the cost of childcare paid to childcare providers plus the administrative and support services costs of the alternative payment program and prohibits the total cost for administration and support services from exceeding an amount equal to 17.5% of the total contract amount.

This bill would prohibit payments made by the Migrant Alternative Payment Program from exceeding the applicable market rate ceiling. The bill would require the reimbursement for the Migrant Alternative Payment Program to include the cost of childcare paid to childcare providers plus the administrative and support services costs of the alternative payment program, not to exceed an amount equal to 21% of the total contract amount, as specified. The bill would make related findings and declarations.

Vote: majority Appropriation: no Fiscal Committee: yes Local Program: no

THE PEOPLE OF THE STATE OF CALIFORNIA DO ENACT AS FOLLOWS:

SECTION 1. (a) The Legislature finds and declares the following:

(1) California operates one Migrant Alternative Payment Program.

(2) California's Migrant Alternative Payment Program supports the unique needs of migrant workers whose employment requires migrant patterns to follow agricultural work amongst at least 19 counties.

(3) This Migrant Alternative Payment Program was established specifically to support the unique work, cultural, linguistic, and diverse needs of migrant families.

(4) Once a migrant family is enrolled into the Migrant Alternative Payment Program, a family can continue migrating and working in any county within California.

(5) Over 50 percent of the family's total gross income needs to come from employment in agriculture or agriculturally related work to be eligible for the program.

(6) Migrant families that have an established need of employment, seeking employment, parental incapacity, vocational training, homelessness or seeking permanent housing to receive childcare are in need of assistance.

(b) Accordingly, it is the intent of the Legislature in enacting this act, to support the unique needs of the Migrant Alternative Payment Program in order to meet the needs of this integral population by supporting their access to childcare and early learning.

SEC. 2. Section 10229.4 is added to the Welfare and Institutions Code, to read:

10229.4. (a) Payments made by the Migrant Alternative Payment Program shall not exceed the applicable market rate ceiling.

(b) The reimbursement for the Migrant Alternative Payment Program shall include the cost of childcare paid to childcare providers plus the administrative and support services costs of the Migrant Alternative Payment Program. The total cost for administration and support services shall not exceed an amount equal to 21 percent of the total contract amount. The administrative costs shall not exceed the costs allowable for administration under federal requirements.

MEMORANDUM

To: Personnel Committee

From: Jerry Meade, Assistant Director ~ Program
Robert Espinosa, Program Design and Management Administrator

Date: August 3, 2022

Subject: *Agenda Item 4(f): Head Start Personnel Update* – **Info Item**

In response to requested information from the June Board of Director's meeting, the Head Start and State Child Development Division is providing an ongoing update regarding personnel challenges affecting the Head Start program.

Since the June Board meeting, the following action items have been accomplished:

- Approval of the renewed SEIU Agreement May 1, 2022, through May 1, 2025
- Approval for the Program Option Change and Budget Revision for the 2022-23 HS Program
- Wages have been revised based on the new contracted SEIU pay rates, as well as COLA
- Reassignments of all center-based staff based following SEIU contract requirements

Stemming from these accomplished tasks, the program's next steps include posting all vacant positions for any staff members choosing to apply for promotion of change in position. A job fair is being coordinated to support external candidates to apply for open positions. Additional recruitment activities have been in practice which include "now hiring" banners posted at all Head Start facilities as well as flyers have been distributed throughout the communities served. Collaborative efforts continue with local colleges to support volunteer activities with Early Childhood Education students and Head Start Parents entering the field of child development. Program staff continue to explore strategies to build the Head Start workforce to support full enrollment.

Following the reassignment of staff, only 58 positions in Kern and 11 Positions in SJC remain for direct services positions. Current vacant direct service staff include:

Teaching Staff			
EHS Teachers	2 Kern & 2 SJC	HS Teachers	15 Kern
EHS Assistant Teachers	24 Kern & 6 SJC	HS Assistant Teachers	1 Kern
Support Staff		**Home Base**	
Family Service Worker	7 Kern & 1 SJC	EHS Home Base	0
Food Service Worker	1 Kern	HS Home Base	2 (Pending approval from OHS)
Custodian	6 Kern & 2 SJC		

MEMORANDUM

To: Personnel Committee

From: Lisa McGranahan, Director of Human Resources

Date: August 3, 2022

Subject: *Agenda Item 4(g)*: Goal 4 Strategic Plan 2021-2025 Update – **Info Item**

Since the launch of CAPK's Strategic Plan, individuals, departments, and workgroups have concentrated resources and energy to achieve goals outlined in the 2021-2025 Strategic Plan. These achievements have been captured monthly, and a look at the metrics shows progress in every initiative.

CAPK's Strategic Goal 4 states:

> *CAPK seeks to be an employer of choice and attract and retain a high-quality workforce to achieve the organizations desired results.*

Key accomplishments have been achieved in most of our plan's four areas of concentration. These accomplishments demonstrate the extent and depth of CAPK's efforts. Key stakeholders routinely meet to review and update goals and discuss high-impact ideas to achieve these goals. The group continues to discuss in depth the goals and sub-goals and outlined an action.

Among some of the accomplishments of the past few months, CAPK has:

- Developed online onboarding process and are currently in the testing phase. This will reduce redundancies and expedite the hiring process.
- Implemented agency-wide COLA to all employees effective March 2022.
- Currently in the beginning stages of implementation of a HR platform that will enhance the performance process, perform market analysis of wages and benefits, and provide professional development tools to employees.
- Launched new peer-to-peer recognition program agency-wide.
- Initiated new DEI Committee and developed plan of action.
- Collaboration with Head Start and Community Development and initiated task forces to address issues with employee retention and better understand roles and responsibilities.
- Enacted 60-day emergency hiring order to address concerns regarding the speed of onboarding.

Attachment:
Goal 4 Action Plan

Mission

Community Action Partnership of Kern will address underlying causes of poverty, alleviate the effects, and promote dignity and self-sufficiency in the communities we serve.

Vision

We envision communities where all people have equal opportunities to achieve greater self-sufficiency and attain thei version of the American Dream.

Performance Summary



4 Goals

- 0% Achieved
- 100% On Target
- 0% Off Target
- 0% Critical
- 0% Deferred
- 0% Not Started

My Items

Item	EOY Actual
4.1: Enhance leadership capacity, effectiveness, and sustainability.	10%
4.1.1: Establish a process of workforce development for succession and knowledge transfer plans and oversee implementation.	
4.1.1.1: Analyze department metrics (i.e., length of service, knowledge gaps, areas of interest) to identify the necessary skills sets for each...	
4.1.1.2: Identify or create evidence-based workforce development strategies to address needs of the department.	
4.1.1.3: Incorporate development opportunities as part of the employee review process.	
4.1.2: Create a standardized onboarding and training plan.	20%
4.1.2.1: Enhance experience of new hire orientation and refresher trainings, including agency level presentations with program specific information.	20%
4.1.2.2: Create a development plan with training components specific to the position and scope of duties.	20%
4.1.2.3: Develop a learning management system to assign and track training plans, which can be incorporated into an employee's performance...	20%
4.2: Increase employee engagement, morale, and retention.	20%
4.2.1: Conduct an internal and external equity analysis to evaluate the labor market and fiscal impacts.	30%
4.2.1.1: Conduct systematic market analysis of wages/benefit to identify needed adjustments.	37%
4.2.1.2: Complete development and consolidation of revised job descriptions.	30%
4.2.2: Refine employee performance review process, ensuring that creation and periodic review of staff professional development plan are...	

Item	EOY Actual
4.2.2.1: Incorporate agency-level guiding principles into the performance evaluations as part of an interactive engagement with leadership and...	
4.2.2.2: Develop competency-based job descriptions focusing on knowledge, skills, and abilities needed to meet or exceed the expectations of the...	
4.2.3: Conduct staff engagement surveys to establish benchmarks and identify areas for improvement.	10%
4.3: Increase the visibility of the Agency and create a unified CAPK identity.	20%
4.3.1: Implement a branding and communication plan that is cohesive, instantly recognizable and connects the agency and programs/services to...	25%
4.3.1.1: Unify outreach efforts and develop opportunities for collaboration and to coordinate and support cross-program community outreach efforts.	25%
4.3.1.2: Coordinate outreach to other agencies with consistent branded resources.	25%
4.3.1.3: Advance efforts to develop and implement new marketing and unified brand strategies.	25%
4.4: Create strategies to incorporate Diversity, Equity, and Inclusion (DEI) best practices at all levels of the organization and...	20%
4.4.1: Establish and convene a DEI Committee to identify and support organizational needs across the agency, including client and partner...	
4.4.1.1: Develop charter, bylaws, clear member duties, and clearly articulated methods of collaboration with leadership.	
4.4.1.2: Committee tasked with the development of recommendations and/or proposed DEI action plan to assess and address organizational needs.	
4.4.1.3: Develop a communications strategy to inform diverse populations of the organization's activities and encourage participation.	

Objective **Enhance leadership capacity, effectiveness, and sustainability. (4.1)** Aligned to: #4 CAPK seeks to be an employer of choice and attract and retain a high-quality...	Owner Lisa McGranahan	Measure: *Percent Complete*	Start Date 10/01/21	End Date 12/31/25	PTD Target 17.5%	PTD Status 10%
Activity **Establish a process of workforce development for succession and knowledge transfer plans and oversee implementation. (4.1.1)**	Owner Lisa McGranahan	Measure: *Percent Complete*	Start Date 01/01/23	End Date 12/31/23	PTD Target 100%	PTD Status Not Started
Activity **Create a standardized onboarding and training plan. (4.1.2)** **Last comment:** Developed and in testing phase of new online onboarding experience for new hires. This will enable for more efficiency and accuracy. (07/26/22)	Owner Lisa McGranahan	Measure: *Percent Complete*	Start Date 10/01/21	End Date 12/31/25	PTD Target 17.5%	PTD Status 20%
Objective **Increase employee engagement, morale, and retention. (4.2)** Aligned to: #4 CAPK seeks to be an employer of choice and attract and retain a high-quality... **Last comment:** Collaboration with Head Start and Homeless and developed task forces to address issues with employee retention and responsibility alignment. (07/26/22)	Owner Lisa McGranahan	Measure: *Percent Complete*	Start Date 10/01/21	End Date 12/31/25	PTD Target 17.5%	PTD Status 20%
Activity **Conduct an internal and external equity analysis to evaluate the labor market and fiscal impacts. (4.2.1)** **Last comment:** Board approved RFP for new tool. Currently in the implementation stages and after training will roll out to the agency by end of Quarter 3, beginning of Quarter 4. (07/26/22)	Owner Lisa McGranahan	Measure: *Percent Complete*	Start Date 10/01/21	End Date 12/31/23	PTD Target 33.1%	PTD Status 30%
Activity **Refine employee performance review process, ensuring that creation and periodic review of staff professional development plan are integrated into the process. (4.2.2)**	Owner Lisa McGranahan	Measure: *Percent Complete*	Start Date 01/01/24	End Date 12/31/24	PTD Target 100%	PTD Status Not Started
Activity **Conduct staff engagement surveys to establish benchmarks and identify areas for improvement. (4.2.3)**	Owner Lisa McGranahan	Measure: *Percent Complete*	Start Date 10/01/21	End Date 12/31/25	PTD Target 17.5%	PTD Status 10%
Objective **Increase the visibility of the Agency and create a unified CAPK identity. (4.3)** Aligned to: #4 CAPK seeks to be an employer of choice and attract and retain a high-quality...	Owner Lisa McGranahan	Measure: *Percent Complete*	Start Date 10/01/21	End Date 12/31/25	PTD Target 17.5%	PTD Status 20%
Activity **Implement a branding and communication plan that is cohesive, instantly recognizable and connects the agency and programs/services to clients, partners, and the community. (4.3.1)**	Owner Lisa McGranahan	Measure: *Percent Complete*	Start Date 10/01/21	End Date 12/31/22	PTD Target 59.6%	PTD Status 25%
Objective **Create strategies to incorporate Diversity, Equity, and Inclusion (DEI) best practices at all levels of the organization and services. (4.4)** Aligned to: #4 CAPK seeks to be an employer of choice and attract and retain a high-quality... **Last comment:** Launched DEI Committee and developed plan for the committee. (07/26/22)	Owner Lisa McGranahan	Measure: *Percent Complete*	Start Date 10/01/21	End Date 12/31/25	PTD Target 17.5%	PTD Status 20%
Activity **Establish and convene a DEI Committee to identify and support organizational needs across the agency, including client and partner engagement. (4.4.1)**	Owner Lisa McGranahan	Measure: *Percent Complete*	Start Date 01/01/23	End Date 12/31/23	PTD Target 100%	PTD Status Not Started

No goals to display.