

The Maryland-National Capital Park and Planning Commission

TITLE: Childcare Program Coordinator

GRADE: 28

DATE: 4/10/2024

SERIES: Parks and Recreation Management CODE: 2010 EEO: Professional FLSA: Exempt

Class Definition:

Under direction, performs professional child development/education work involving the overall development and administration of childcare programs such as child/infant care and other programs related to childcare. Monitors and assists in managing division-wide childcare operations and serves as advisor and subject matter expert for staff. Coordinates the functions of one or more childcare facilities; coordinates curriculum, programs, and activities in all areas of early childhood education; and provides input into the planning and design of new childcare facilities. Investigates complaints and controversial matters. Manages childcare programs in absence of supervisor. Work results directly affect the well-being of individuals, i.e., children and parents/guardians; contributes to the accuracy, reliability, and acceptability of childcare services offered by the Department and serves the public by providing quality childcare that facilitates the overall mission. Assists in developing and managing the budget, monitors revenues and expenditures and provides recommendations for greater efficiency and effectiveness; and coordinates with a wide variety of internal and external stakeholders. Work involves responsibility for completion of assignments as an individual contributor or as a leader of other workers; and may be highly confidential or highly sensitive. Work consists of actions requiring analysis of data or situations including determining individual requirements, and planning and scheduling staff and activities, that involve varied activities, and information on which to act is obtained through research, investigation, tests, mathematical calculations or other means to ensure high accuracy. Information must be developed, classified, and analyzed to determine significance. Contacts are with those within and outside of the immediate work unit, community and business groups, county, state, and federal childcare agencies, other childcare providers, visitors, and with children and parents/guardians, to provide information and explain procedures or requirements, plan, assist, or coordinate activities, and answer questions about childcare and child development programs and activities. Contacts require skill and tact to ensure that child and parent/guardian needs are met. Applies comprehensive professional knowledge of the concepts, methods and techniques of early childhood development and education, infant/toddler day care, and childcare social and cultural programs; as well as knowledge of program administrative procedures and office practices, State of Maryland regulations governing group daycare centers, Americans with Disabilities Act (ADA) and safety and health regulations to perform the full range of activities encountered and to develop and implement programs, and to plan and implement program and operational policies, procedures, and systems. Independently performs various types of research and analyses to solve difficult, complex and challenging problems. Interacts with people inside and outside the organization to exchange information, coordinate, instruct, guide and advise. Performs other duties, as assigned.

Work is assigned in terms of functions, priorities, requirements of specific assignments, known or suspected problems. Incumbent independently leads, plans and carries out the work in conformance with these parameters, established policies, procedures and accepted practices of the field of work, and resolves commonly encountered problems by selecting and applying, or implementing and adjusting, the applicable guides. Incumbent keeps the supervisor informed and seeks assistance only for highly complex or very sensitive matters. Work is expected to meet objectives highly effectively – incumbent is held responsible for results; work is evaluated in terms of quality, quantity, timeliness, teamwork, customer service and such other related factors as use of skill and ingenuity in overcoming technical and non-technical problems.

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Examples of Important Duties (Estimated Percentages):

1. Core Functions ($\pm 70\%$)

- Monitors and assists in managing division operations. Assists in defining goals and objectives. Conducts regular inspections. Advises specialists on ways to solve technical problems, comply with administrative procedures, and improve management of childcare facilities and programs. Investigates accidents, fires and crimes. Coordinates activities with other Commission units and government agencies. Recommends management actions (e.g., policies and procedures, equipment, training programs).
- Assists program manager in preparation of the division budget requests and supporting documentation. Monitors revenues and expenditures for childcare facilities. Reviews and approves Division/unit purchase requests, check requests and contract specifications. Obtains bids and price quotes. Coordinates with other Commission departments (e.g., Legal, Finance); such as providing detailed information on childcare operations, regulations and guidelines to address complaints by parents/guardians. Ensures center follows financial guidelines (e.g., families submit payments, handle Maryland State Department of Education scholarship processes). Manages controlled assets and addresses audit issues raised by the Office of the Inspector General.
- Provides professional childcare input to architects, engineers, county and state childcare regulatory bodies in the review and construction of new or remodeled childcare facilities. Inspects construction work completed at center by reviewing punch list items; identifies any hazards to children prior to resumption of operations.
- Provides operating standards. Plans, schedules, and assigns work. Evaluates work and counsels staff on ways to improve performance. Recruits, selects, and trains staff. Initiates disciplinary actions. Approves timecards and leave requests. Conducts staff meetings.
- Drives Commission vehicles to meet with business groups, childcare provider associations, Planning Board, Board of Education staff, County Council and other government agencies to identify needs, plan, assist, coordinate activities, and answer questions about childcare programs. Gives presentations at state, national and local seminars and conferences. Investigates complaints.

2. Other ($\pm 30\%$)

- Maintains and provides records for inventory of supplies and equipment, accident and injury reports, expenditures, maintenance agreements, childcare contracts, records required by Commission, Department of Human Resources, any county or state records required of childcare staff and facilities. Writes and presents administrative reports, as required.

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- Collects data relevant to specialty area. Provides technical assistance to businesses interested in employer-supported childcare programs.
- Conducts research, reviews technical literature, conducts surveys, meets with vendors, exchanges information with other government agencies, and attends professional conferences to identify new programs, methods and equipment which might be useful for division programs or facilities.

Important Worker Characteristics:

- A. Comprehensive knowledge of (1) early childhood education; (2) infant/toddler day care; (3) State of Maryland regulations governing group daycare centers; (4) Americans with Disabilities Act (ADA); (5) basic budget and procurement principles and practices; (6) business administration; (7) office practices; and (8) Commission organization policies and procedures*.

**Typically acquired or fully developed primarily after employment in this job class.*

- B. Knowledge of, and skill in assigning or reviewing tasks, setting the pace, and otherwise assisting the supervisor by performing group leader work or ability to rapidly acquire knowledge and skill set.
- C. Skill and ability to (1) calculate fractions, decimals, and percentages; (2) provide courteous service; (3) develop and provide decisions affecting children's welfare; (4) read construction blueprints; (5) prepare requests for purchases; (6) review work specifications for childcare contracts; (7) provide recommendations or input into the remodeling or construction of childcare centers; and (8) perform cardiopulmonary resuscitation (CPR), automated external defibrillator (AED) and First Aid.
- D. Skill in problem solving to select, organize and logically process relevant information (verbal, numerical or abstract) to solve a problem. This includes skill in identifying subtle aspects of problems and making recommendations and decisions. Examples include applying principles to solve complex problems; devising solutions and actions to resolve issues, conditions and problems; identifying, interpreting and analyzing diverse situations and factors to discern interrelationships among different approaches and methods; and providing on-the-spot decisions affecting children's welfare.
- E. Skill in communication to understand verbal and written information (including facts, assertions and arguments), draw inferences, form hypotheses and develop logical arguments, and to express such information so that others will understand and, in some situations, agree, comply or take other desired action(s). This includes skills in actively listening to ascertain key information, including perspectives, concerns, wants and needs of others, and in coordinating to obtain desired results including agreement or compliance. Examples include explaining and justifying determinations, recommendations and implemented actions; providing information/feedback to county and federal agencies and parents about childcare program; reading and writing reports and correspondence; and presenting information to groups (e.g., community organizations, businesses).

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- F. Interpersonal skills to interact effectively with contacts in a businesslike, customer service-oriented manner; this includes skill in establishing and maintaining effective working relationships and working as a member or a leader of a team.
- G. Skill in using a computer, modern office suite software (such as MS Office), enterprise software and specialized software.

Minimum Qualifications (MQs):

- 1. Bachelor's Degree in Early Childhood Education, Elementary Education, or any related field.
- 2. Five (5) years of professional experience in early childhood education or elementary education.
- 3. An equivalent combination of education and experience may be substituted, which together total nine (9) years.
- 4. Pass Commission medical examination.
- 5. In accordance with Code of Maryland (COMAR) 13A.16 Child Care Centers, meets the requirements for directors of preschool centers; including Child Care Centers, Preschool Centers, School Age Centers, and/or Combined Preschool and School Age Centers.
- 6. Valid driver's license in accordance with both State and Commission rules and regulations. Driver's license must be unencumbered by restrictions, revocations, suspensions or points that could limit the employee's ability to drive Commission vehicles or perform driving duties required of the position of assignment.

Working Conditions:

Works in a childcare facility or office environment which is adequately heated, lighted and ventilated, and occasionally outside in pleasant weather. Work may involve extended hours, early mornings, evenings, and holidays for a seven-day-per-week operation. Some driving may be required. Work requires normal physical effort to sit, walk, stand, bend, reach or carry light items. Work presents normal, everyday risks and requires common sense observance of safety precautions.