

Prairie Five CAC, Inc.  
P.O. Box 159  
Montevideo, MN 56265

**POSITION TITLE:** Parent Aware Quality Coach

**RESPONSIBLE TO:** Child Care Aware Director

**STATUS:** Regular Full-Time/Exempt

**SALARY RANGE:** \$33,280 – \$45,760

**RESPONSIBILITIES:**

- Recruit childcare centers and family childcare programs to join Parent Aware in Region 6W (Big Stone, Chippewa, Lac Qui Parle, Swift and Yellow Medicine County)
- Support all Parent Aware participants on the path to quality
- Implement the Parent Aware quality coaching model with fidelity
- Provide technical assistance to programs outside of Building Quality
- Work in collaboration with Professional Development Coordinators, Grant Administrators and CLASS coaches
- Facilitate partnerships through community outreach
- Document work and required data

**POSITION REQUIREMENTS:**

- Experience in the early care and education field required
- B.A./B.S. in Early Childhood/Family Studies or related field
- A.A. degree in Early Childhood, 2 years' experience, and ability to obtain a 4-year degree
- Experience in providing coaching to others is a plus
- Valid driver's license and reliable vehicle
- Strong Communication Skills

**REQUIRED TECHNICAL SKILLS AND BEHAVIORS:**

- Knowledge of child development, early learning standards, and community resources
- Ability to establish and maintain reflective and trusting relationships across all levels
- Observation, assessment and documentation skills
- Ability to plan, organize and prioritize work
- Strong interpersonal and communication skills
- Strong goal setting skills and business acumen
- Demonstrated ability to form and maintain collaborations among community partners and stakeholders
- Experience working with diverse populations
- Self-starter, motivated, flexible
- Professional

**FUNCTIONS AND RESPONSIBILITIES:**

- Present Information Sessions as well as other strategies to recruit providers to parent aware

- Follow established professional, ethical and legal standards including maintain confidentiality and being a mandates reporter
- Facilitate a comfortable learning environment that acknowledges all contributions. Build and maintain a strength-based relationship with providers.
- Use multiple strategies and tolls to assess client/program improvement needs and develop measurable goals.
- Coordinate and collaborate with the district Professional Development Coordinator, Grant Administrators to support training delivery and the administration of grants to childcare providers in the service area.
- Provide coaching and resources to support the needs of the program as they build their Quality Documentation Packet
- Develop a plan to support Parent Aware providers from underserved communities
- Develop supportive, on-going adult learning groups such as Communities of Practice, Professional Learning Communities
- Input required data in designated database and connect data system
- Maintains knowledge of current research and best practice
- Facilitate community partnerships through outreach

#### DEMONSTRATED BEHAVIORS/TRAITS

- Strong Communication, influencing and presentation skills
- Understands and articulates a professional philosophy for the work
- Identifies and uses personal leadership, advocacy, and interpersonal communication skills
- Implements a strengths-based approach when forming relationships
- Knowledge of appropriate theories and resources to support a provider's growth and change
- Effective interpersonal skills to establish positive relationships with providers
- Able to apply and model objective observation, interviewing, assessment, feedback and demonstration
- Knows and can list effective communication techniques when working with other adults, including common language, active listening skills, explanation of jargon and reflective listening
- Knows and understands appropriate conflict resolution strategies
- Understands the tenets of reflective practice
- Knowledge of the difference between and appropriate uses of coaching, mentoring and consulting strategies
- Knows the principles and techniques of objective program observation and assessment
- Demonstrated experience in coaching as a focused strategy to support achievement of specific goals for individuals or groups
- Knowledge of the difference between and appropriate uses of coaching, mentoring and consulting strategies
- Knows the principles and techniques of objective program observation and assessment
- Demonstrated experience in coaching as a focused strategy to support achievement of specific goals for individuals or groups
- Teamwork
- Effectively work with partners to reflect on progress and engage in collaborative problem-solving
- Demonstrated ability to provide strengths-based coaching as a collaborative problem-solving process to assess and resolve specific concerns
- Understands and can articulate the importance of cultural and linguistic sensitivity throughout the consultation process

- Selects strategies and resources based on the providers' learning style, culture, language, needs and preferences
- Understands and can describe the importance of the dynamics and context of the provider's/program's culture, language, demographics, policies, and organizational structure
- Understands value of Learning Communities to support and sustain change
- Meeting facilitation skills
- Understands principles of partnership and collaboration
- Understands evidence-based, reliable and valid tools for data collection and how to use them to make change at the individual and program level
- Computer skills
- Identifies personal and professional knowledge and skills and sets professional development goals
- Knowledge of key community partners
- Ability to prioritize outreach to partners based on goals of Parent Aware and Child Care Aware

<b>WORKING CONDITIONS:</b>
----------------------------

While performing duties of this job, the employee is frequently required to walk, sit and talk or hear. The employee is occasionally required to use hands to finger, handle, feel or operate objects, tools or controls, and reach with hands and arms. The employee is occasionally required to climb or balance, stoop, kneel, crouch or crawl.

Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

**This job description is not intended to be all-inclusive. Employee will also perform other reasonable related duties as assigned by immediate supervisor.**

**This job description does not constitute a written or implied contract of employment and may be revised by the agency at any time.**