



**Code: 3906**

Family: Health and Human Services

Service: Health and Welfare

Group: Medical and Social Service

Series: Children and Youth Services

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## **CLASS TITLE: ASSISTANT DIRECTOR OF CHILDREN SERVICES**

### **CHARACTERISTICS OF THE CLASS**

Under direction, occupants in this class report directly to a Director of Children Services and manages a major functional area within the Children Services Division of the Department of Family and Support Services, and performs related duties as required

### **ESSENTIAL DUTIES**

#### **Core Functions**

- Manages and coordinates programmatic and administrative functions for an assigned unit (e.g., Program Administration, Program Operations, or Program Support and Development)
- Assists with the development of work standards and evaluates staff performance for assigned supervisors and staff
- Works collaboratively with senior and unit staff, ensuring effective communication and team work with assigned unit and throughout the division
- Provides administrative oversight, technical assistance, and support to delegate agencies, partners and contractors
- Develops and reviews proposals to obtain funding for program initiatives
- Assists in the preparation of grant applications, statistical, narrative and program performance reports for unit operations
- Assists senior leadership in the coordination of comprehensive education and family support services throughout the division
- Assists with the development of advisory committees and work groups, as required

#### **Program Support and Development**

- Manages and coordinates the development and implementation of quality, appropriate and effective professional development, training and technical assistance/coaching tracks and programs to support delegate agencies, partners and contractors
- Assists in monitoring the performance of support services contractors, identifies areas of improvement and monitors to ensure collaboration with staff; makes recommendations for improvements
- Works in partnership with educational institutions, public and private agencies to maximize resources in the development of professional development, training and technical assistance/coaching programs

#### **Program Operations**

- Assists in the development and implementation of monitoring tools and systems that capture delegate agencies', partners' and contractors' compliance and continuous quality improvement measures across all service delivery areas (e.g., education, health and nutrition, family support and engagement, disabilities and program management) and funding streams
- Manages monitoring functions for delegate agencies', partners and contractors' in all program options/models in conjunction with the leadership team
- Directs the work of delegate agencies', partners' and contractors' to identify and track their areas of improvement based on the monitoring tool

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- Works closely with delegate agencies', partners' and contractors' with high risk or special conditions
- Supervises the accurate and timely tracking and reporting of all monitoring, as well as the communication of results to the leadership team

**Program Administration**

- Assists in the development of data and communication systems, fiscal/contracting processes, research projects and grant applications
- Prepares and oversees the administration of the division's delegate agency and partner contracts
- Oversees the administration of the division's budget and implementation of fiscal and budgetary controls to ensure the appropriate allocation and expenditure of funds
- Establishes administrative and fiscal controls for the effective management of the operating budget
- Assists in the management, tracking and monitoring of delegate agencies' enrollment of children in programs to ensure maximum utilization of available slots
- Assists in the preparation of research projects, evaluates projects for effectiveness and implements improvements based on the evaluation
- Ensures division-wide participation in program planning, including self-assessment and community assessment processes

**NOTE:** *The list of essential duties is not intended to be inclusive; there may be other duties that are essential to particular positions within the class.*

**MINIMUM QUALIFICATIONS****Education, Training, and Experience**

- Graduation from an accredited college or university with a Bachelor's degree in Early Childhood Education, Education, the Social Sciences, or a directly related field plus four (4) years of work experience in the development and implementation of childhood development programs, of which three (3) years are in a supervisory role related to the responsibilities of the position, **OR**
- Graduation from an accredited college or university with a Master's degree in Early Childhood Education, Education, the Social Sciences, or a directly related field, plus three (3) years of work experience in the development and implementation of childhood development programs, of which three (3) years are in a supervisory role related to the responsibilities of the position

**Licensure, Certification, or Other Qualifications**

- None

**WORKING CONDITIONS**

- General office environment

**EQUIPMENT**

- Standard office equipment (e.g., telephone, printer, photocopier, fax machine, calculator)
- Computers and peripheral equipment (e.g., personal computer, computer terminals, hand-held computer)

**PHYSICAL REQUIREMENTS**

- No specific requirements

**KNOWLEDGE, SKILLS, ABILITIES, AND OTHER WORK REQUIREMENTS****Knowledge**

Considerable knowledge of:

- \*social service programs and resources (e.g., Head Start Performance Standards)
- \*particular needs, issues and concerns of specific communities or groups (e.g., children)
- \*social, development, cultural, economic, and legislative issues and trends impacting targeted populations

Moderate knowledge of:

- \*budget preparation and management methods and procedures
- \*funding sources and grant preparation and administration methods and procedures
- \*management and supervisory methods, practices, and procedures
- \*applicable licensing requirements (e.g., State of Illinois Day Care Licensing Standards)
- applicable federal, state, and local laws, regulations, and guidelines
- applicable computer software packages and applications
- geographical locations in the City

Some knowledge of:

- contract administration methods and procedures
- record keeping methods, practices, and procedures

Knowledge of applicable City and department policies, procedures, rules, regulations, and ordinances

Other knowledge as required for successful performance in the Supervisor of Children Services Programs class

**Skills**

- \*ACTIVE LEARNING - Understand the implications of new information for both current and future problem-solving and decision-making
- \*ACTIVE LISTENING - Give full attention to what other people are saying, taking time to understand the points being made, ask questions as appropriate, and not interrupt at inappropriate times
- \*CRITICAL THINKING - Use logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions, or approaches to problems
- \*MONITORING - Monitor and assess performance of one's self, other individuals, or organizations to make improvements or take corrective action
- \*MANAGEMENT OF PERSONNEL RESOURCES - Motivate, develop, and direct people as they work and identify the best people for the job
- \*MANAGEMENT OF FINANCIAL RESOURCES – Determine how money will be spent to get the work done and account for these expenditures
- \*COORDINATION WITH OTHERS - Adjust actions in relation to others' actions
- \*INSTRUCTING - Teach others how to do something

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- \*NEGOTIATION - Bring others together and trying to reconcile differences
- \*SOCIAL PERCEPTIVENESS - Demonstrate awareness of others' reactions and understand why they react as they do
- \*JUDGEMENT AND DECISION MAKING – Consider the relative costs and benefits of potential actions to choose the most appropriate one

Other skills as required for successful performance in the Supervisor of Children Services Programs

**Abilities**

- COMPREHEND ORAL INFORMATION - Listen to and understand information and ideas presented through spoken words and sentences
- SPEAK - Communicate information and ideas in speaking so others will understand
- COMPREHEND WRITTEN INFORMATION - Read and understand information and ideas presented in writing
- WRITE - Communicate information and ideas in writing so others will understand
- REASON TO SOLVE PROBLEMS - Apply general rules to specific problems to produce answers that make sense

Other abilities as required for successful performance in the Supervisor of Children Services Programs

**Other Work Requirements**

- LEADERSHIP - Demonstrate willingness to lead, take charge, and offer opinions and direction
- COOPERATION - Be pleasant with others on the job and display a good-natured, cooperative attitude
- ADAPTABILITY/FLEXIBILITY - Be open to change (positive or negative) and to considerable variety in the workplace
- DEPENDABILITY - Demonstrate reliability, responsibility, and dependability and fulfill obligations
- ATTENTION TO DETAIL - Pay careful attention to detail and thoroughness in completing work tasks
- ANALYTICAL THINKING - Analyze information and using logic to address work or job issues and problems

Other characteristics as required for successful performance in the Supervisor of Children Services Programs

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All employees of the City of Chicago must demonstrate commitment to and compliance with applicable state and federal laws, and City ordinances and rules; the City's Ethics standards; and other City policies and procedures.

The City of Chicago will consider equivalent foreign degrees, accreditations, and credentials in evaluating qualifications.

\* May be required at entry.