



Code: 3953

Family: Health and Human Services

Service: Health and Welfare

Group: Medical and Social Service

Series: Children and Youth Services

CLASS TITLE: SUPERVISOR OF CHILDREN SERVICES PROGRAMS

CHARACTERISTICS OF THE CLASS

Under general supervision, the class supervises a functional area within the Children Services Division of the Department of Family and Support Services and performs related duties as required

ESSENTIAL DUTIES

- Coordinates advisory and parent participation committees to develop uniform initiatives, development plans, curricula, and assessment practices to ensure that quality childhood development programs and services are provided by delegate agencies
- Assigns and reviews the work of staff and/or teams engaged in compliance and quality monitoring functions by reviewing delegate agencies, partners, and contractors for all childhood development program options/models (e.g., education, family engagement and support, health and nutrition services, disabilities and program management)
- Oversees administration functions for central office and delegate agencies, partners and contractors, including: preparation, processing, and administration of delegate agency and partner contracts, fiscal and budgetary controls; preparation and processing of grant applications and research projects; evaluation of processes; and development and implementation of data and communication systems
- Supervises assigned teams in reviewing data from agencies' implementation of quality improvement and support plans and tracks and revises programs and tracks, as indicated by the data
- Develops work standards and evaluates staff performance
- Develops recommendations for the improvement of delegate agency, partner, and contractor programs and works in conjunction with staff to ensure implementation
- Supervises the preparation of program auditing and community assessment reports detailing agencies' ratings in each service delivery area, need for assistance, and proposed corrective action
- Implements systems to evaluate the effectiveness of monitoring systems and participates in the development of plans and strategies to assist agencies in meeting performance standards and childhood development goals
- Develops recommendations for the improvement of the division's delegate agency, partner, and contractor programs and works with senior leadership to implement
- Manages the staffing process for delegate agencies, partners, and contractors
- Monitors and analyzes data to drive program monitoring and visitation schedule
- Makes recommendations based on data analysis regarding slot allocations
- Coordinates partnerships with the community in an effort to meet their needs through program support and development
- Recommends the continued funding of agencies that meet performance standards and corrective action for those that do not
- Supervises training and technical assistance to delegate agencies on education and program compliance, performance standards, and facilities requirements

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- Supervises application and eligibility review for the childcare licensing process to ensure programs operate under mandated requirements
- Prepares reports on program activities and accomplishments
- Serves as liaison to the community in promoting childcare and Head Start programs, as required
- Provides program information for inclusion in grant applications, as required

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**

- Seven (7) years of work experience in education or social service, **OR**
- Graduation from an accredited college with an Associate's degree in Early Childhood Education, Education, the Social Sciences, or a directly related field, plus five years (5) of work experience in education or social service, **OR**
- 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 three (3) years of work experience in education or social service **OR**
- Graduation from an accredited college or university with a Master's degree or higher in Early Childhood Education, Education, the Social Sciences, or a directly related field, plus two (2) years of work experience in education or social service

Licensure, Certification, or Other Qualifications

- A valid State of Illinois driver's license is required

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**

Moderate 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
- *applicable federal, state, and local laws, regulations, and guidelines

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- *program monitoring and technical assistance practices and procedures
- *record keeping methods, practices, and procedures

Some knowledge of:

- *funding sources and grant preparation and administration methods and procedures
- supervisory methods, practices and procedures
- *applicable licensing requirements
- applicable computer software packages and applications
- geographical locations in the City

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

Other knowledge as required for successful performance in the Support Services Coordinator 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
- *COORDINATION WITH OTHERS - Adjust actions in relation to others' actions
- INSTRUCTING - Teach others how to do something
- NEGOTIATION - Bring others together and trying to reconcile differences
- *PERSUASION - Persuade others to change their minds or behavior
- *SERVICE ORIENTATION - Actively look for ways to help people
- *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 Support Service Coordinator class

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

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- REASON TO SOLVE PROBLEMS - Apply general rules to specific problems to produce answers that make sense
- MAKE SENSE OF INFORMATION - Quickly make sense of, combine, and organize information into meaningful patterns

Other abilities as required for successful performance in the Support Service Coordinator class

Other Work Requirements

- PERSISTENCE - Persist in the face of obstacles on the job
- INITIATIVE - Demonstrate willingness to take on job challenges
- COOPERATION - Be pleasant with others on the job and display a good-natured, cooperative attitude
- CONCERN FOR OTHERS - Demonstrate sensitivity to others' needs and feelings and be understanding and helpful on the job
- SOCIAL ORIENTATION - Prefer to work with others rather than alone and being personally connected with others on the job
- 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 Support Service Coordinator class

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.

City of Chicago
Department of Human Resources
April, 2025