



PUEBLO OF JEMEZ
JOB ANNOUNCEMENT
2026-019
EDUCATION
EDUCATION/DISABILITIES COORDINATOR

Position Title:	Education /Disabilities Coordinator	Pay Level:	\$24.00-\$36.00
Position Open Date:	3/31/2026- Until Filled	Classification:	Non-Exempt
Position Status:	Full-Time	Location:	Early Childhood
Supervisor:	ECP Manager		

POSITION SUMMARY:

Performs duties to meet the goals of all Head Start, Child Care and special needs children enrolled in the Early Childhood Programs. Position will be responsible for planning, organizing, and administering in the areas of Education and Disabilities Services and for supervising and evaluating the teaching staff. Will work closely with children, families, teachers, and other programs within the Pueblo of Jemez to make sure the child's needs are met.

This job description indicates, in general, the nature and levels of work, knowledge, skills, and other essential functions expected of the incumbent. It is not designed to cover or contain a comprehensive listing of activities, duties or responsibilities required of the incumbent. Incumbent may be asked to perform other duties required.

QUALIFICATIONS:

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required.

EDUCATION & EXPERIENCE:

Bachelor's degree preferred in Early Childhood Education related field.
Two or more years experience working with Early Childhood, and/or Disabilities program or a related field.

REQUIRED CERTIFICATES, LICENSES TRAININGS, AND REGISTRATIONS:

New Mexico Driver's License
Background Investigation
Must have current physical examination and tuberculosis test or obtain within 30 days of hire

Maintain CDA certification, and/or baccalaureate or advanced degree in early childhood education or equivalent coursework in early childhood education with early education teaching experience.

PHYSICAL DEMANDS & WORKING ENVIRONMENT:

The physical demands described herein 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 enable individuals with disabilities to perform the essential functions.

ESSENTIAL FUNCTIONS:

- Assists teaching staff in implementing Fall and Spring assessments.
- Coordinates the development of the Education Service Plan.
- Observes and monitors teaching staff during performance of their duties; gives feedback regarding interaction with children based on compliance with Head Start in-house policies and procedures.
- Evaluates teaching staff based on children's progress in meeting the Head Start Early Learning Outcomes Framework as indicated on Fall, Winter and Spring assessments; recommends appropriate training to improve teaching skills in needed areas.
- Monitors each classroom at least monthly using the classroom observation scales or other observational instruments; reports findings to the Early Childhood Program Manager.
- Maintain records and transcripts of teaching staff progress toward CDA certificates, AA and BA degrees; develops education plans to bring teaching staff into compliance with Head Start Act certification requirements.
- Develops and conducts training programs for teaching staff to provide information on varied ways parents can be involved in the Head Start program. Maintains records of various training courses the teaching staff have attended relating to their position.
- Develops lesson plan format that includes Head Start Early Learning Outcomes Framework; home activities for parents to do with children on curriculum theme topics; and parent evaluation of curriculum activities.
- Monitors classrooms to assure curriculum content is taught center-wide, and there is consistency in teaching methodology.
- Monitors classrooms to assure teaching staff adhere to IEPs when individualizing the child development and education approach for children with disabilities.
- Monitors classroom environments to assure they are reflective of Pueblo of Jemez's life ways including language, familial systems, traditions and culture.
- Monitors playground to ensure children are well supervised, never left alone, and that teaching staff uses play opportunities to help children develop their problem-solving and decision-making skills, and that children's language and literacy skills are reinforced as teaching staff directs their play.
- Conducts twice-monthly teaching staff meetings to review program goals and assists teaching staff in developing parent involvement activities to be carried out center-wide, including

participation on curriculum committee, participation in annual self-assessment process, attending related training with staff, and assisting in the classrooms.

- Monitors teaching staff documentation of Individualization, Parent-Teacher Conferences and Home Visits and that the documentation is placed in each child's folder.
- Assures that all Head Start activities for children are educationally meaningful and specify the educational outcome to be achieved.
- Coordinates the development of the Disabilities Service Plan.
- Within the first 45 days of school, coordinates disabilities screenings efficiently to identify any community children, ages 0-5, with special needs or disabilities and do follow-up.
- Assists in the planning and coordination of multi-agency Child Find efforts that include screening to determine appropriateness of referral for evaluation and determine eligibility for special or related services. Ensures that special efforts are made to recruit children, ages 0-5 and children with special needs.
- Compiles and analyzes data on the effectiveness of disabilities services; reviews, revises, and updates administrative plan annually.
- Coordinates special needs or disabilities-related training for Early Childhood Program parents and staff; informs Head Start of relevant federal and state special education laws and local resources and outside agencies to provide effective and efficient services to children and families.
- Assures that all children with special needs or disabilities have an updated IEP, and reviews progress on IEP goals/objectives.
- Meets regularly with Head Start parents and teaching staff to discuss each child's progress.
- Monitors ECP classrooms and therapy sessions to ensure the IEP goals are being implemented into teaching routines of Head Start teachers; assist teaching staff in providing IEP focused instruction.
- Works closely with the service providers (therapists/consultants) to ensure the delivery of quality services for children.
- Prepares and reviews all Memorandum of Agreement with local and other service providers such as early intervention programs to secure services for children, ages 0-5, and children with special needs or disabilities in the Early Childhood Program.
- Coordinates contracts to acquire services of specialists to screen incoming children in the areas of speech/language and motor development.
- Assists in review of screening results and the establishment of criteria for referral.
- Develops and implements a referral system for ECP children requiring evaluation, including securing parental permission for referral, information gathering process, completion of referral packet and tracking each referral.
- Coordinates and plans smooth transition of children with special needs or disabilities between early intervention (birth to three) and Head Start, and from Head Start to Kindergarten (LEA services).
- Monitors program facilities to ensure adults and children with special needs or disabilities can access program activities; requests facilities modifications as needed.
- Maintains a complete and accurate record on all enrolled special needs or disabilities ECP children.

- Assist with the development of an on-going assessment process to ensure that observation and recording of ECP children with special needs or disabilities is used to develop/modify instructional practice.
- Provides input in the development and implementation of selection criteria to ensure that ECP children with special needs receive appropriate consideration.
- Prepares budget justifications for purchases made with Part B and Part C monies, including contracts with services providers, and Child Find activities.
- Prepares and submits reports to the ECP Manager, based on Head Start Monitoring Instrument and component area service plans.
- Submits monthly report to ECP Manager relevant to the planning and implementation of the Disabilities Service Plan that includes component area highlights, statistical information, problems experienced, and future goals and objectives (e.g. meetings attended, number of children with IEP's, progress toward IEP goals/objectives, service concerns, etc.)
- Develops and conducts technical training programs for teaching staff to provide information to them, and to receive their input for purposes of curriculum development, program evaluation, program self-assessment, program monitoring, and development of education work plan.
- Assists in the classroom when either the teacher or teacher assistant is absent; assures each classroom has coverage as defined by the Head Start Performance Standards.
- Collaborates with all members of the management team to assure coordination of education activities with all other Head Start program areas, including Family Services, Health Services, Nutrition and Transportation.
- Provides short presentation for parents on how to do child observations and assists teaching staff in the classroom.
- Addresses teaching staff limitations with staff in-service training and seeks out sources to provide such training locally.
- Reviews curriculum annually with teaching staff to determine necessary revisions and updates.
- Reviews Education Service Plan annually with teaching staff to determine necessary revisions and updates.
- Assists in the recruitment and enrollment of children to the Head Start program.
- Evaluates instructional materials based on relevance to Head Start Early Learning Outcomes Framework and curriculum, appropriateness of content to the developmental needs of children, and need of teaching staff.
- Attends meetings and seminars to obtain information useful to teaching staff and shares that information during bi-monthly teaching staff meetings.
- Assists teaching staff to plan and organize center-wide events; assures that events are planned in sufficient time to avoid last-minute crises; works cooperatively with management staff to enlist their assistance at center-wide events; helps organize parents/families and enlist their help as volunteers to assist with children.
- Provides transition activities for parents of transitioning children, and coordinates transition activities between Head Start and the receiving school.
- Mandatory attendance for all Parent Center Committee (PCC) and other related meetings as required and participates with parents and family activities.
- Facilitates efforts to inform the community of special needs or disabilities services and issues; coordinates ECP disabilities services with other tribal services for people with special needs.

- Serves as ECP liaison between service provider and program and serves as the advocate for the child and family.
- Makes home visits to maintain parental involvement for progress reporting and follow-up.
- Plans and coordinates all multidisciplinary team meetings and IEP meetings to assure attendance by service providers, parent(s), teacher(s), and ECP Manager, serves as a translator for parent if necessary.
- Refers ECP parents of children with special needs to local resources (support groups) and provides information relevant to the needs of each family member.
- Determines the specific training/technical assistance needs of parents and ECP staff relative to the immediate service needs of children with special needs and their families.
- Conducts or secures specific or general training to meet identified parental, ECP staff and community needs.
- Prepares monthly ADA (Average Daily Attendance) report and ensures proper distribution to the Head Start Bureau; provides weekly attendance reports to the Family Services Coordinator for children who have been absent three consecutive days.
- Uses ongoing monitoring procedures to generate reports.
- Completes computer generated Program Information Report (PIR) for transmission to the Head Start Bureau.
- Enters all fall, winter and spring assessment data into computer within the specified periods; procures data reports to determine programmatic needs and areas of teaching staff limitations.
- Tracks time and attendance of teaching staff.
- Submits monthly report to Program Manager that includes component area highlights, ADA and other statistical information, problems experienced, future goals and objectives, and classroom observations.
- Participates as a Team Leader in the annual self-assessment process, including
 - Recruiting and training self-assessment team members.
 - Establishing a time frame for completing assignments.
 - Complete self-assessment summary sheets.
 - Assist in the improvement/action plan to address findings.
- Participate in meetings, conferences, and conventions to expand personal knowledge and understanding of early childhood development, disabilities services, mental health services, Head Start Performance Standards, Head Start Initiatives and Child Care Program.
- Attend all staff meetings, planning sessions and other related workshops.
- Follow rules and regulations as set forth by the Tribal Council in Tribal Personnel Policies and Procedures.
- Adhere to Head Start Performance Standards and follow ECP Policies and Procedures.
- Contributes to the overall quality of the unit's service provision by developing and coordinating work teams and by reviewing, recommending, and implementing improved policies and procedures.
- Represents the Pueblo with dignity, integrity, and a spirit of cooperation in all relationships with staff and the public.

REQUIRED KNOWLEDGE AND SKILLS:

- Knowledgeable of Early Childhood Development, and/or familiarity with Head Start Performance Standards.
- Possess excellent oral and written communication skills, good personality and character
- Ability to meet and greet numerous people of diverse backgrounds,
- Knowledge of office skills and procedures.
- Skill in organizing and establishing priorities.
- Knowledge in the use of a personal computer and its software.
- Ability to work as team.
- Ability to maintain and adhere to all confidential requirements.
- Jemez Towa Language Speaker-Preferred.

To apply for the position posted, please apply as follows

Send;

Pueblo of Jemez Job Application

To;

humanresources@jemezpueblo.org

Or;

Pueblo of Jemez-Attention Human Resources Department

PO Box 100

Jemez Pueblo, NM 87024