

COMMUNITY ACTION OF LARAMIE COUNTY, INC.



Job Title:	Family Engagement Professional - Home Based
Reports To:	Assistant Program Director
ID:	Laramie County Head Start (LCHS)
Type of Position:	Hours <u>40</u> /week Full Time /Non-Exempt 12 Months

GENERAL DESCRIPTION

Responsible for the support and coordination of Family Engagement and Child Development and Education Services in accordance with the National Head Start Performance Standards, the Head Start Act and State of Wyoming Childcare Licensing. Responsible for weekly home visits to assigned caseload, child development education, parent involvement, social service, family development, volunteerism, and community networking partnership systems including working as part of a team to host bi-weekly socializations for children and families. Responsible for ensuring that all eligible children and their parents receive the maximum services available linking families, staff and community together. Responsible for supporting the functions of ERSEA (Eligibility, Recruitment, Selection, Enrollment, and Attendance). Responsible for providing professional support and following guidelines and policies.

JOB RESPONSIBILITIES & REQUIREMENTS

The following list of duties is intended to be representative of the essential functions performed by personnel in this position and is not all-inclusive. The omission of a specific task or function will not preclude it from the duties of this position if the work is similar, related or a logical extension of the position. Other duties may be assigned.

Responsibilities

- Responsible to report to the Assistant Program Director
- Responsible to plan, organize, facilitate and conduct quality developmentally age appropriate socializations and weekly home visits with the assigned caseload of pregnant moms, infants and toddlers along with the family, following the principles of the "Parents As Teachers" and "Creative Curriculum" curriculums
- Responsible to provide a variety of materials and resources for children to explore, manipulate, and use for learning activities and in imaginative play
- Responsible to provide a safe, healthy learning environment by following all health and safety rules, include weekly sanitation of toys and equipment
- Responsible to implement and document IFSP/IEP goals and objectives weekly in the lesson plans
- Responsible to implement outcomes measurement system which includes assessing and tracking the progress of students regularly using the approved assessment tool, observation records and portfolios
- Responsible for establishing a partnership with parents, staff and community and communicating with them on a regular basis
- Responsible to recruit and enable families to complete the processes for enrollment and participation, including facilitating with parent or guardians the "Ages and Stages Questionnaire" and the "Ages and Stages Questionnaire Social Emotional" screening tool, intakes and orientations
- Responsible for supporting community networking and participation including training, facilitating opportunities and documenting in-kind for volunteers and donations
- Responsible to guide families in considering strengths and opportunities for growth, training, resources and methods toward involvement and engagement
- Responsible to work as a team to ensure consistent communication between the families and the classroom by attending bi-monthly mini-team staffing meetings, creating and implementing a plan which covers all Head Start components

Parent Engagement

- In partnership with families, help set and achieve child and family goals, develop and support plans that describe each family's strengths, resources, and needed services
- Responsible to follow and safeguard practices that protect the privacy and confidentiality of families
- Assist with family development activities, coaching, consulting, educating and volunteer training
- Create and prepare activities and methodologies to involve parents and pregnant mothers in the educational aspects of the program to increase their understanding of infant and child development
- Enhance parent role as the principal influence in their child's education and development
- Implement health, safety, nutrition, multiculturalism, and social skills activities in the lesson plans
- Observe and evaluate children's performance, behavior, development and physical health

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	<ul style="list-style-type: none"> Promote parent involvement activities in all areas of the Head Start program and help remove barriers for participation Provide training to parents, working with individuals, one-on-one or in groups Conducts culturally and linguistically responsive outreach and recruitment to parents and expectant families Employ strategies for helping families address concerns and deal with challenges and crises by effectively utilizing reflective listening skills and appropriate verbal and nonverbal messages <p>Community Engagement</p> <ul style="list-style-type: none"> Conduct outreach to find prospective participants for LCHS options Recruit, welcome and train volunteers serving as liaisons for program involvement Network through committee meetings and community presentations as assigned <p>Staff Engagement</p> <ul style="list-style-type: none"> Facilitate communication and plan formation with teaching teams, management members and families Support all aspects of Parent, Family and Community Engagement Framework <p>Program Activities/ Special Events</p> <ul style="list-style-type: none"> Plan, organize, facilitate and conduct socialization opportunities for children and families bi-weekly , Attend committees and program activities including Parent Networks Participate in recruitment events including Lil' Red Wagon <p>Mentors and Coaches</p> <ul style="list-style-type: none"> Interns (as necessary) Supports Foster Grandparents and volunteers
EDUCATION & EXPERIENCE	
	<ul style="list-style-type: none"> Associates degree in one of the following preferred: early childhood, child development, social work, counseling adult education, family services, human services or related field. Have a minimum of a home-based CDA credential or comparable credential, or equivalent coursework as part of an associate's or bachelor's degree Demonstrate competency to plan and implement home-based learning experiences Previous experience in working with pregnant mothers and children between birth and age 5 in a school or child care setting is preferred Must possess, or be willing to attain certification in infant/child and adult CPR and First Aid Must be willing to continue professional development Experience in human services setting including work with low-income children and families of diverse backgrounds preferred Ability to speak Spanish is a plus but not required
KNOWLEDGE & SKILLS	
	<ul style="list-style-type: none"> Ability to communicate the principles, philosophy and practices of Head Start and advocate for the program Understands how the Head Start Program Performance Standards, the Head Start Act, and Office of Head Start family engagement and family services technical assistance resources relate to daily work Ability to organize and prioritize daily work load and schedules Develops knowledge of effective relationship-building practices, and understands families are vital to children's development and learning. Must be able to build respectful, culturally responsive and trusting relationships with families Learns to use different program data sources to inform and work with parents and expectant families Identifies and reflects on personal values, experiences, ethics, and biases (e.g. gender, racial, ethnic, cultural, or class) in order to become self-aware and more effective in working with different groups of people Understands the value of reflective supervision for personal and professional growth. Effectively utilizes supervisory feedback, educational opportunities, and technical assistance resources to improve individual skills and knowledge Understands the proper steps to ensure family and child safety, when safety is threatened Develops knowledge and awareness of the signs of depression, trauma, homelessness, domestic violence, mental illness and/or other family concerns for parents and expectant families Recognizes the importance of support networks, particularly for isolated families. Has an extensive knowledge of social service and community resources for families (e.g. health, mental health, nutrition, financial literacy, education). Understands how facilitation skills support group processes and interactions Understands how to match community and program resources to family interests and needs and when to ask for supervisory help to do so

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- Can communicate with families and others about the importance of health, mental health, and child development services for children's ongoing learning and development
- Understands infant/toddler development progress to inform and work with parents and expectant families
- Must be responsible for handling confidential material, organize effectively and work independently
- Must be flexible and adaptive to change to be physically capable of conducting home visits in a range of home environments that may require nontraditional work hours

PHYSICAL & ENVIRONMENTAL REQUIREMENTS

- Must possess stamina to remain seated for extended periods
- Must occasionally lift and/or move up to 50 pounds
- Ability to stand, walk, climb or balance, stoop, kneel, crouch, or crawl
- Must be able to occasionally tolerate exposure to outside weather conditions
- Must be able to tolerate diverse environmental workspaces
- Must comprehend and interpret written reports of a technical nature
- Must operate a computer, telephone, keyboard and other office equipment
- Must be able and willing to drive in a variety of weather conditions
- Must be able to adapt quickly to changing demands, stressful situations, and multiple priorities

OTHER REQUIREMENTS

- Responsible for a safe, healthy learning environment by following all health, safety, and sanitation rules
- Responsible for ensuring that children are supervised and ratios are followed at all times
- Maintains a positive attitude when working with children and their families, keeping the focus on safety and a comfortable learning environment
- Professional demeanor, attendance/punctuality, appearance and hygiene
- Ability to negotiate effectively and utilize conflict resolution skills
- Must possess strong interpersonal, verbal and written skills, and customer service skills
- Occasional evening and weekend work hours; ability to travel to include extended days and overnight stays
- Must be able to pass State of WY Division of Criminal Investigation and Department of Family Services Central Registry background checks
- Must complete/pass First Aid and CPR course annually
- Must design and progress in a professional development plan
- Must complete IB test prior to hire and physical examination within 90 days of hire, and complete each annually thereafter
- Must abide by signed Confidentiality and Ethics Statements
- Must ensure that program goals are met
- Must perform duties with minimal supervision
- Must comply with CALC Policies and Procedures, Head Start Program Performance Standards, the Head Start Act, local, State, and Federal rules and regulations
- Must participate in meetings and trainings (Including mandatory training periods)
- Must maintain a valid driver's license and be insurable by CALC insurance provider

POLICY COUNCIL APPROVAL

APPROVED

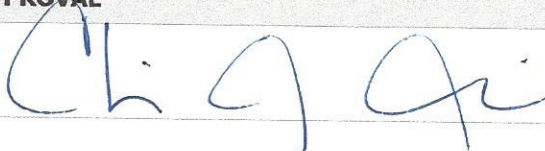


DATE

2-2-17

BOARD APPROVAL

APPROVED



DATE

11-21-16

CONCLUSION

The results of the study indicate that the proposed system is effective in reducing the number of errors and improving the overall quality of the work. The system is easy to use and does not require a lot of training. The results also show that the system is cost-effective and can be implemented in a variety of settings.

REFERENCES

- 1. Smith, J. (2010). The impact of automation on the workplace. *Journal of Business Ethics*, 95(3), 345-360.
- 2. Johnson, M. (2012). The benefits of automation in manufacturing. *International Journal of Production Economics*, 135(2), 123-135.
- 3. Brown, K. (2015). The challenges of automation in the service industry. *Journal of Service Management*, 10(1), 45-55.
- 4. Davis, L. (2018). The future of work: The impact of artificial intelligence. *Harvard Business Review*, 96(10), 115-125.
- 5. White, R. (2020). The ethical implications of automation. *Journal of Business Ethics*, 165(4), 455-470.

APPENDIX A

Appendix A contains the detailed results of the study, including the data from the experiments and the analysis of the results. The data shows that the system significantly reduced the number of errors and improved the overall quality of the work. The analysis also shows that the system is easy to use and does not require a lot of training. The results also show that the system is cost-effective and can be implemented in a variety of settings.

The data from the experiments is as follows:

Condition	Number of Errors	Quality Score
Control	15	75
System	5	85

The analysis of the results shows that the system significantly reduced the number of errors and improved the overall quality of the work. The system is easy to use and does not require a lot of training. The results also show that the system is cost-effective and can be implemented in a variety of settings.

APPENDIX B

Appendix B contains the detailed results of the study, including the data from the experiments and the analysis of the results. The data shows that the system significantly reduced the number of errors and improved the overall quality of the work. The analysis also shows that the system is easy to use and does not require a lot of training. The results also show that the system is cost-effective and can be implemented in a variety of settings.