



Job Class: Family Coach
Department: Head Start
Supervisor: Education Support Manager
FLSA Status: Non-Exempt
Revision Date: August 2019
Prepared by: Bi-County CAP, Inc.

Job Summary

The Head Start Home-Based Model uses relationship-based practices with parents and expectant parents as the primary mode of service delivery. Through ongoing interactions in home visits and socializations, continued strong relationships help support and strengthen parents' or expectant parents' abilities to nurture the healthy development of their children.

Scope of Responsibility

The Family Coach is responsible for the effective operation of the Head Start home base program to promote and enhance the School Readiness of children and families in conformance with Head Start regulations. The home-based model provides high-quality, culturally competent child development and parent support services with an emphasis on the role of the parent as the child's first and most important relationship. The home-based option is designed for families in which the home is the child's primary learning environment. Participants in the home-based model receive a combination of weekly home visits and regularly scheduled group socializations.

Essential Duties and Responsibilities

1. Implements effective Home Visiting practices
 - 1.1 Plans activities with parent that strengthens the parent-child relationships by helping families recognize the satisfaction and value of engaging with their children and supporting their learning through daily, routine experiences in the home and community.
 - 1.2 Engages and supports families to observe, plan and implement school readiness goals as appropriate for their child in the following domains: Social-Emotional, Physical, Language, Literacy, and Cognitive Approaches to Learning, Math, Science, Social Studies and Arts.
 - 1.3 Consistently facilitates parent-child activities. Helps parent plan activities based on developmental goals.
 - 1.4 Gives developmental information relevant to activities.
 - 1.5 Implements relationship-based practices to include others in the room in activities.
 - 1.6 Individualizes approaches to working with families by drawing on a sound understanding of family development issues and the unique needs of each family.
 - 1.7 Supports families with their children's development and behavior concerns and consults with supervisor and/or other support staff on identified developmental concerns.
2. Engages in responsive positive relationships with families
 - 2.1 Utilizes adult learning principles when working with families.
 - 2.2 Builds on family's strengths or positive interactions to influence parenting skills and to foster positive family interactions.
 - 2.3 Consistently responds to parent and child cues during parent and child engagements on home visits.
 - 2.4 Plans visits with attention to parent ideas and interest.
 - 2.5 Shows interest in what is happening with the family.
 - 2.6 Provides support to parents as the primary teachers for their children.
 - 2.7 Builds families' interest and attendance by involving them in determining the focus and design of education and home-based socialization activities and offering them at times convenient for families.

- 2.8 Encourages parent involvement in all Head Start activities.
- 3. Family and Community Development
 - 3.1 Initiates Family Partnership Agreement and goals and follows up with family as appropriate.
 - 3.2 Advocates for and secures community services and resources by maintaining constructive communication with a range of organizations and community service professionals.
 - 3.3 Helps families advocate for themselves and their children with schools, community agencies, and systems by providing them with current and accurate lists of available resources and services and building their ability to articulate their needs.
 - 3.4 Helps families access and follow up on treatment, support, and intervention programs by explaining screening and assessment results that require follow-up, initiating referrals, supporting the family in scheduling appointments, and following up to determine results.
 - 3.5 Works with other community professionals serving the family by involving them and the family in developing a meaningful plan for advancing their goals as appropriate.
- 4. Conducts home visits and socializations as required by Head Start Home Based option
 - 4.1 Plans and conducts 46 home visits (90 minutes each) with each family in their home for the home base program year.
 - 4.2 Plans and conducts 24 socializations (1.5-3 hours each) for families for the home base program year.
- 5. Maintains various records in accordance with Head Start Performance Standards
 - 5.1 Ensures that the home base programming meets requirements of Head Start Performance Standards and State Licensing where applicable.
 - 5.2 Maintains required records and reports.
 - 5.2.1 Utilizes program policies and procedures for tracking and reporting.
 - 5.2.2 Maintains information in database on home visits, case notes, mental health, special needs, child and family screenings.
 - 5.2.3 Maintains online child assessment per requirements.
 - 5.3 Implements the required health, safety and nutrition policies and procedures for home visits and during socializations on and off site.
- 6. Communicates and maintains working relationships with others in carrying out job functions
 - 6.1 Frequently interacts with internal staff, across departments and with families to exchange information.
 - 6.2 Participates, at least monthly, with supervisor and assigned Family Service Coordinator for a staffing. (include Health, Special Needs, Mental Health as needed)
 - 6.3 Receives and responds to complaints of both a routine and confidential nature requiring knowledge of departmental policies, procedures, activities, and rules regarding data privacy.
 - 6.4 Keeps immediate supervisor informed of all problems or unusual/extraordinary matters of significance coming to his/her attention so that prompt corrective action can be taken where appropriate.
 - 6.5 Adheres to agency's policies concerning data privacy. Shares information only on a need to know basis.
- 7. Actively engages in recruitment and maintain full enrollment and wait list.
 - 7.1 Communicates with supervisor when there are cancelled home visits. Communicates with Family Support Coordinator regarding drops to make a work plan for recruitment.

8. Performs all job duties in compliance with safety guidelines and with an ongoing awareness of safety practices.
 - 8.1 Knows and follows department and Bi-CAP rules as well as sound work and safety practices in order to accomplish the job objectives and avoid injury or loss.
 - 8.2 Wears proper protective equipment when policy requires or conditions indicate a need exists and utilizes proper body mechanics and ergonomics while performing work
 - 8.3 Makes efforts to avoid or correct potentially unsafe conditions and/or draws them to the attention of the responsible supervisor or safety representative in a timely manner.
9. Follows Agency Employee Handbook, Head Start staff policies, program plans per Head Start Standards and Act.
10. Engages in on-going professional development.
11. Performs other duties and activities as assigned.

Qualifications

Applicant must have a valid driver's license and auto insurance. Must have transportation available to attend meetings and home visits as appropriate. Must have a strong commitment to BI-CAP's values of collaboration, innovation and compassion as well as a respect for diversity.

Home visitors. A program must ensure home visitors providing home-based education services:(i) 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; and, (ii) Demonstrate competency to plan and implement home-based learning experiences that ensure effective implementation of the home visiting curriculum and promote children's progress across the standards described in the Head Start Early Learning Outcomes Framework: Ages Birth to Five, including for children with disabilities and dual language learners, as appropriate, and to build respectful, culturally responsive, and trusting relationships with families.

Family services staff qualification requirements. A program must ensure staff who work directly with families on the family partnership process hired after November 7, 2016, have within eighteen months of hire, at a minimum, a credential or certification in social work, human services, family services, counseling or a related field.

Knowledge, skills and abilities include:

- Knowledge of Head Start Performance Standards;
- Knowledge of State Licensing requirements where applicable;
- Must meet requirements of Head Start and Minnesota Department of Human Services background checks;
- Maintain agency and program requirements for medical physicals and TB mantoux requirements.
- Ability to understand and follow all policies and procedures in the Employee Handbook;
- Strong reading, writing and communication skills;
- Strong attention to detail;
- CPR and First Aid Training;
- Demonstrate acceptance toward low-income families, other racial and ethnic groups, and have an appreciation of cultural diversity and differing values;
- Ability to establish and maintain effective working relationships with others, including parents and other staff members.

Physical Demands & Working Conditions

The job requires frequent bending, twisting, kneeling, standing and sitting on the floor. Must be able to lift 40 pounds frequently and 40 to 50 pounds occasionally. Teachers may experience stress associated with working with families experiencing difficult situations or experiencing mental health episodes. Teachers are exposed to a variety of communicable illnesses, such as colds, flu, strep and others illnesses common to children. Home visits can at times involve exposure to smoking or other home environment conditions, including potentially aggressive animals. There is occasional driving to attend meetings. Some assignments require more extensive driving for home visits due to territory covered. Some assignments may involve set-up and tear down of the classroom at the end of a plan year. Record keeping and report preparation requirements can impose pressure of deadlines.

All requirements are subject to modification to reasonably accommodate individuals with disabilities.

Requirements are representative of minimum levels of knowledge, skills, and experience required. To perform this job successfully, the worker must possess the abilities and aptitudes to perform each duty proficiently.

This document does not create an employment contract, implied or otherwise, other than an "at will" employment relationship. The Executive Director retains the discretion to add duties or change the duties of this position at any time.