



**HEAD START OF YAMHILL COUNTY**  
**1006 NE 3<sup>RD</sup> STREET (SUITE A), McMINNVILLE, OR 97128**  
**POSITION DESCRIPTION**

|  |   |
|--|---|
| <b>Revision Date:</b><br>7/28/2022                         | <b>Position Number:</b><br>HSYC-01-07   |
| <b>Position Title:</b><br>Early Head Start Family Educator | <b>Pay Range:</b><br>\$17.08-\$19.75 Depending on Educational Level<br>Fulltime with Benefits |
| <b>Reports to:</b><br>Early Head Start Coordinator         |   |
| <b>FLSA Status:</b><br>Non-Exempt                          |   |
| <b>Positions Supervised:</b><br>None                       |   |

**GENERAL DESCRIPTION**

This position will plan and implement a weekly home based program for 8 to 10 children ages birth-3 and their families, including expectant women and families. This position will coordinate the integrated delivery of child development, social services, health, nutrition and parent involvement using Early Head Start curriculum. Provide support for mental health and disabilities services and provide bi-monthly group socialization experiences for children and families in accordance with program, state and federal guidelines.

**MINIMUM QUALIFICATIONS:**

1. Knowledge of, or a willingness to learn:
  - Child Development
  - Trauma Informed Care
  - Early Child Education
  - Developmentally Appropriate Practices
  - Children with challenging behaviors
  - Children and parents with special needs
  - About at risk children and families and how to support them
  - Developmental Parenting
  - Social/Emotional and Behavioral Management and Curriculum
  - Problem Solving Curriculum and techniques
2. Demonstrate the 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

**HSYC**

learners, as appropriate, and to build respectful, culturally responsive, and trusting relationships with families

2. Experience or training in providing social services or parent training for families is preferred
3. Willingness and ability to learn and implement Developmental Parenting
  - a. Warm tone of voice
  - b. Enthusiastic, energetic, compassionate, sensitive and respectful personality
  - c. Understand and demonstrate ethical practices as listed in the NAEYC Code of Ethics
  - d. Maintain confidentiality and exercise sound judgment concerning privileged information
  - e. Computer literate
  - f. Must be free of child care-restrictible disease, as defined in OAR 333-019-0010, symptoms of physical illness, as defined in OAR 414-300-0220(1), or mental incapacity that poses a threat to the health or safety of children
  - g. Reliable transportation

**MINIMUM EDUCATION AND/OR EXPERIENCE:**

1. A minimum of a home-based CDA credential or comparable credential, or equivalent coursework as a part of an associate's or bachelor's degree; **and**
2. Demonstrated competency to plan and implement homebased learning experiences that ensure effective implementation of the home visiting curriculum and promote children's progress, including children with disabilities and dual language learners, as appropriate, and to build respectful, culturally responsive, and trusting relationships with families.

**COMMUNICATION SKILLS:**

1. Able to effectively communicate positively, respectfully, sensitively and confidentially with children, families and co-workers
2. Represent the organization to the public in a professional manner
3. Ability to read, speak, and write with proficiency in English language
4. Bilingual/ Bi-literate English/Spanish is preferred
5. Ability to use various types of equipment to communicate; email, fax, telephone conversations and face-to-face meetings
6. Must be able to communicate with peers and Coordinators to relay important information quickly and effectively regarding children and families
7. Ability to participate in effective conflict resolution practices

**CERTIFICATE, LICENSES, REGISTRATIONS:**

1. Registration and approval to work in a child care facility and continued enrollment with the Criminal History Registry of the Oregon Child Care Division. Consisting of a Federal fingerprint background check, State background check, child abuse/neglect check and sex offender check
2. Pre-employment physical and throughout employment

**HSYC**

3. Self-Health Appraisals throughout employment
4. Vaccination against COVID-19 is required prior to and throughout employment. Exemption opportunities with regular, weekly testing are an alternative.
5. Complete the Head Start 101 and Human Resources trainings
6. Obtain Food Handler's permit within 30 days of hire
7. Obtain the Introduction to Child Care Health and Safety Certificate within 30 days of hire
8. Obtain the Prevention is Better Than Treatment Certificate within 30 days of hire\*
9. Obtain the CPR/1<sup>st</sup> Aid Certification within 90 days of hire
10. Obtain the Recognizing and Reporting Child Abuse and Neglect Certificate within 90 days of hire
11. Willingness to complete a minimum of 15 clock hours of professional development training, per year
12. Reliable Transportation

**Note: Applicant must be enrolled in the Criminal History Registry and is subject to fingerprinting and criminal records checks as required by ORS 181.537, and child protective services records checks.**

**ESSENTIAL JOB DUTIES:**

1. Model direct, positive, honest and respectful behavior in every aspect of your work with children, families, staff and community members
2. Recognize, accept, and support individual differences and learning styles as reflected in activities and adult's interaction with children
3. Establish positive and productive relationships with assigned families; foster the belief in parents that they are their child's best teacher and reinforce this concept with practical suggestions for its development
4. Support parents in understanding child development and developmentally appropriate practices as they pertain to their child
5. Support parents in strengthening the parent-child relationship to promote healthy attachment
6. Encourage parent involvement in all areas of the program
7. Coordinate parent participation in socialization activities, monthly parent meetings, male involvement activities, Policy Council, and home visits
8. Involve parents in creating weekly home visit plans and bi-monthly socialization experiences
9. Plan and complete all weekly home visits, working with families to provide individualized, appropriate developmental experiences for children and family support services related to family needs/ problem solving and goals
10. Meet the required number of individualized home visits in each cycle; home visits are individualized, scheduled, and last for 1.5 hours

11. Support the parent in providing environments in the home that enhance the child's development and learning across all domains and components
12. Plan, schedule, and provide developmentally appropriate activities and schedule at the bi-monthly socializations. This includes coordinating with the cook, bus driver, and coordinators
13. Provide a safe, clean socialization environment and individualized curriculum which promotes good health, nutrition and safety practices, including bus and pedestrian safety
14. Provide a socialization environment that represents a variety of cultural and ethnic populations
15. Complete and post lesson plans each week, making sure to individualize for children according to their interests and goals
16. Promote a home and socialization environment that allows children to learn through active exploration, interaction with others and materials
17. Promote a home and socialization environment that focuses on large and small motor development through a variety of indoor and outdoor activities, materials, and equipment
18. Promote a home and socialization environment that provides language, literacy and cognitive development through a variety of activities
19. Promote a home and socialization environment that provides opportunities for children to express thoughts and feelings verbally and non-verbally
20. Provide experiences and interactions with children which promote positive feelings about self and learning thus promoting social and emotional development
21. Support social and emotional development through positive guidance and discipline/ PBIS and model positive guidance techniques
22. Encourage and support Dual Language learning opportunities and processes program-wide at all levels
23. Regularly observe and assess children's developmental progress and make individual child plans with parents, documenting and referring concerns to the Specialized Services Coordinator
24. Support expectant families in understanding healthy prenatal development, including risk factors, healthy nutrition, labor and delivery, importance of prenatal and postpartum maternal care, maternal mental health issues, importance of breastfeeding, home and infant safety, and brain and fetal development using the EHS curriculum and community resources
25. Insure that expectant families receive a home visit within two weeks of baby's birth
26. Support new parents in transitioning from pregnancy to parenthood using the EHS curriculum and community resources
27. Support parents in enrolling their newborn in the EHS program
28. Complete all necessary documents according to Early Head Start timeline in a timely manner; documents are complete and accurate; follow-up assignments are completed

29. Regularly observe, assess and record children's developmental progress and make individual child plans with parents according to the EHS Timeline, documenting and referring concerns to the Specialized Services Coordinator as needed
30. Work with the Coordinators to plan, coordinate, and provide for the delivery of needed services to families and children in areas of health, nutrition, social services, mental health and special needs
31. Complete ASQ and ASQ-SEs with every family within the first 45 days of enrollment
32. Insure vision and hearing screenings occur with each child within the first 45 days of enrollment
33. Work with parents to complete dental/physical exams within first 90 days of enrollment, and encourage their on-going participation in the EPSDT-recommended schedule of well child care through their medical/ dental homes
34. Work with families to meet immunization requirements as necessary
35. Collaborate with the Specialists and Coordinators to best serve children with special needs including mental health, disabilities, and health issues
36. Coordinate with the Specialized Services Coordinator in children's special needs processes including child assessment, working with professionals, IFSP development and obtaining services
37. Coordinate and participate in transition activities with families from EHS to preschool beginning at 30 months, and with Specialized Services Coordinator for children with IFSPs
38. Insure child tracking systems in all program areas, which includes the maintenance of records, service needs and completion of services, are accurate and up-to-date to satisfy Head Start Performance Standard requirements, and that Head Start Performance Standard Timelines for health services are satisfied
39. Completion of necessary reports, documents, forms, timesheets, mileage, cycle reports on a consistent and timely basis, according to requirements and timelines
40. Attend monthly parent meetings, assisting with planning, meal preparation and clean-up, and arranging child care; be responsible for the presentation of the Child Development Component
41. Conduct orientation for all components and complete initial in-take forms and documentation for all new families entering the program
42. Insure that each family receives a community resource guide, referrals, and referral follow-up in a timely manner to support parenting success
43. Develop plans with each assigned family using assessments and identified needs, building on strength and interests; all components must be addressed
44. Insure that each family completes and regularly updates a Family Portfolio that includes supporting the achievement of family-directed goals; if family goals exist through

another agency, obtain a Release of Information to support family in obtaining those goals to avoid duplication of services

45. Encourage parents to take advantage of educational opportunities
46. Assist with enrollment recruitment as needed
47. Participate in pre-service, staff in-service and training, Case Management, site meetings, and individual, team, and group Reflective Supervisions

**ADDITIONAL JOB DUTIES:**

1. Be flexible with time management to assist team in center meetings, parent meetings, etc.
2. Attend required conferences and trainings as requested by Supervisor
3. Participate in a minimum of 15 clock hours of professional development, per year
4. Assure that the classroom is supplied with necessary supplies and materials and assume responsibility for use of space, materials and equipment
5. Assure that resources are used effectively
6. Participate in completing program's annual Self-Assessment, assisting to develop plan of action to address program weaknesses
7. Perform other related duties as assigned

**OTHER RESPONSIBILITIES:**

1. Participate in training and evaluating Aides, Volunteers, Bus Driver, Food Service Aides and Cooks

**PHYSICAL DEMANDS:**

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of the job, the employee is frequently required to sit on the floor for long periods of time; bend; stoop; crawl; play; run after and with children on a regular basis.

1. Ability to: lift up to 80 pounds with assistance

**MENTAL DEMANDS:**

1. Job requires mental alertness
2. Ability to anticipate possible crisis situations and deal with them effectively
3. Ability to use good judgment with at-risk client populations

**WORK ENVIRONMENT:**

The work environment characteristics described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

**HSYC**

1. Exposure to outside weather conditions
2. Driving in all conditions
3. Exposure to indoor environments
4. Exposure to wet and/or humid conditions due to outside weather conditions
5. Work within a team environment

**CONFIDENTIALITY:**

Respects the confidentiality of information about Head Start enrolled children and families, agency staff, personnel issues and other program operations.

**I have read this job description. I understand my responsibilities and will fulfill them to the best of my ability.**

\_\_\_\_\_  
**Signature**

\_\_\_\_\_  
**Date**

The organization reserves the right to revise or change job duties and responsibilities as the need arises. This job description does not constitute a written or implied contract of employment.