

## **Parents as Teacher Parent Educator**

In order to support family well-being and optimal child development, Parent Educators work in partnership with families in their home to meet their unique needs through strengths-based assessment and goal setting. Parent Educators work with pregnant mothers, and parents who have children under the age of five to understand child growth and development and to support parents in their role as their child's first and lifelong teacher. Emphasis is placed on the home being the child's primary learning environment

### **ESSENTIAL FUNCTIONS**

#### ***Key Performance Area – Home Visits***

##### Home Visits

- Perform bi-weekly home visits with families following the Parents as Teachers Curriculum that are approximately 1 hour in length to provide information, training, and other supports to families
- Assist families in identifying child developmental milestones (providing framework for home activities that can enhance the child's learning experiences from home)
- Assist in developing activities in the home that can be made with regular household items and that are either free or low cost
- Share resources and information to support families based on their unique strengths and needs (i.e. teen parents, foster parents, incarcerated parents, custodial grandparents, etc.)
- Provide information on health, safety, nutrition, and dental health resources that are available at little or no cost
- Promote family literacy
- Assist pregnant mothers in identifying and obtaining good prenatal and post partum care
- Assist families in developing routines that are consistent and predictable for infants and toddlers and young children
- Role model appropriate behaviors and interactions while in the presence of children, parents, and other family members

##### Referrals

- Works collaboratively with a range of specialists (e.g., medical, dental, speech, mental health) by sharing child and family information, identifying approaches to solve issues, and developing follow-up plans
- Refers infants and toddlers and young children with suspected disabilities to appropriate staff and/or agencies for further evaluation
- Assist in the referral processes for children with suspected developmental delays or health concerns

#### ***Key Performance Area – Family Partnership Building:***

##### Enrollment and recruitment:

- Assist in the recruitment process by distributing applications and collaborating with community partners to assure knowledge of the Parents as Teachers program
- Attends community events to promote the Parents as Teachers program
- Complete enrollment visits as vacancies occur during the program year
- Assist families with the application/enrollment process

##### Family Partnerships:

- Initiate family goal setting by helping families identify goals and sharing resources available to assist in reaching the goals
- Assist families in identifying strengths and challenges and help them to develop processes to overcome challenges through use of their strengths and resources available in the community
- Assist with crisis intervention as needed
- Assist in the transition process as families move into and out of the Parents as Teachers program as needed
- Monitor progress toward family partnership goals and update as needed
- Follow up with families regarding attendance concerns
- Maintains appropriate professional boundaries in relationships with families

##### Parent Involvement:

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- Assists parents in identifying how to participate in Parents as Teachers
- Encourage families' involvement in program decision making by informing them about the Parents as Teachers Advisory Committee, by extending personal invitations to meetings, arranging necessary transportation, and debriefing with families after meetings
- Assists at Home Visiting Community Advisory Board meetings by attending and helping parents feel comfortable with the process

#### ***Key Performance Area – Group Connection Experiences***

- Coordinates, at a minimum, bi-monthly group connection experiences with enrolled families to assist families in understanding the importance of social skills, parent/child attachment & bonding.
- Assists families enrolled in identifying activities in the community which are accessible to families at minimal or no cost
- Ensure families interests and attendance by involving them in determining the design and focus design of the education and group connection activities and by offering them at convenient times for the families
- Structure the parent/child group connection experiences so that children involved will have less difficulty transitioning into early childhood settings

#### ***Key Performance Area – Community Partnerships***

Current resources and community connections:

- Maintain currency of knowledge with regard resources available in the community
- Assure awareness of Kids' Corps, Inc. by familiarizing local service agencies with our services to families and children through community gatherings, meetings, training sessions, etc.

Community collaboration:

- Advocate and collaborate with community agencies to support child, family, and agency outcomes
- Participate in community collaboration projects as assigned
- Assist families in connecting with resources outside of Kids' Corps

#### ***Key Performance Area – Work Habits and Practices***

- Report to work, on a regular basis, as scheduled
- Function as an effective team member
- Demonstrate a commitment to Kid's Corps, Inc. mission, values, policies, and procedures in the performance of job duties
- Continue to increase professional knowledge, skills, and competencies in job related areas; incorporate and demonstrate new knowledge and skills while performing duties
- Maintain confidentiality of program information, staff information, and participant information
- Attend and participate in staff meetings and training sessions
- Demonstrate professional conduct and behavior
- Accept responsibility for seeking assistance and guidance when needed to effectively perform duties
- Incorporate constructive direction from supervisor to improve job performance
- Accept responsibility for quality job performance and make changes as needed
- Manages time wisely

#### ***Key Performance Area – Recordkeeping and Reporting***

- Monitor screening timelines and assures timely completion and follow-up by contacting appropriate staff for completion of requirements
- Completes home visit data entry within 3 working days of the visit
- Observes and records children's behavior, progress, and growth
- Provides accurate and timely timesheet to account for work hours

#### ***Key Performance Area – Communication***

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- Assure continuous and timely flow of verbal and written communication to and from other staff, supervisor, program participants, and the community. Conduct communication in an effective, respectful, timely, and supportive manner
- Prepare and provide timely and accurate written reports as required or requested
- Follow calendar, Teamwork Times, center newsletters, and memorandums to assure current knowledge of agency happenings
- Email as needed
- Participate in regular reflective supervision sessions

**MARGINAL FUNCTIONS**

Perform other assignments as requested by supervisory staff

Participate in planning process as directed

Participate in self-assessment process as directed

**Position Information**

Reports to: Home Visiting Coordinator

Supervises: None

Requirements: High school diploma/GED and either 6 college credits in Early Childhood OR a Child Development or Family Development Credential. Two years of experience working with children and/or families.

Prefer: Bi-lingual (fluent written and verbal)

Starting Salary:

HS Diploma/GED	CDA or similar certification	2-Year Degree	4-Year Degree	Graduate Degree
\$16.94	\$18.18	\$20.19	\$24.76	\$26.87

Introductory Period: 90 Days

**Other Requirements:**

Certifications:

Appropriate and current First Aid and CPR certification

Current and approved background check with Municipal Licensing (requires fingerprinting and Interested Person's Report from the State of Alaska)

Proof of United States employment eligibility as required on the I-9 form

Driver's License (requires daily access to personal vehicle that is insured for purposes going on home visits, must provide proof of insurance twice a year)

Abilities

Must be able to evacuate self, children, and parents from building and bus safely in the event of an emergency

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Able to work cooperatively with other adults  
Able to maintain confidentiality of program information  
Effective written and verbal communication abilities

Physical Abilities:  
See attached list

This Job Description describes the essential functions and qualifications for the job described. It is not an exhaustive statement of all the duties, responsibilities, or qualifications of the job. This document is not intended to exclude modifications consistent with providing reasonable accommodation for a disability. This is not a contract. Your signature below indicates that you have read the job description and understand the essential functions of your position.

PAYROLL INFORMATION:

- Timesheets are due every other Friday.
- Pay dates bi-weekly, alternating Friday's from timesheets.
- Payroll checks are direct deposited or mailed to employees on the pay date.
- All positions are contingent upon Policy Council Approval.
- This position is dependent upon availability of funding (all positions are grant funded).

All positions may be required to work occasional evening and/or weekend (usually Saturday)

Personnel Policies and Procedures are available on the Internet at <http://kcialaska.org>

All employment with Kids' Corps is "at will". This means that the employee or Kids' Corps may terminate employment at any time and for any reason with approval from the Head Start Policy Council. No term of employment is expressed or implied by this job description.

Employee Signature: \_\_\_\_\_ Date: \_\_\_\_\_