



Poudre School District

HUMAN RESOURCES DEPARTMENT JOB DESCRIPTION

Job Title: **Early Childhood Family Mentor Coach** FLSA Status: **Non-Exempt**
 Job Family: **Program Specialist** Pay Range: **PS30H**
 Prepared/Revised Date: **March 8, 2023** Job Code: **40523**

SUMMARY: Responsible for providing training and instructional coaching for the implementation of the Family Community Engagement (FCE) curriculum, PBIS (Positive Behavior Interventions & Support), EHS (Early Head Start) and HS (Head Start) standards and best practices within the home visiting model. Plan, organize and implement professional development for family mentor staff. Coach and support new staff members with curriculum implementation in their first year. Organize, plan, and teach parenting classes for families enrolled in the program.

ESSENTIAL DUTIES AND RESPONSIBILITIES: *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. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

Description of Job Tasks	Frequency	% of Time
	Daily = D Weekly = W Monthly = M Quarterly = Q Annually = A	On an annual basis, e.g. 10 hours of a 40 hour work week = 10/40 = 25%
1. Conduct home visit observations of Family Mentors providing support and resources based on individual needs. Explore the quality of the relationship between each family and the Family Mentor. Collaborate to identify areas for improvement or change as needed. Focus on the balance between parent-child relationships, child development and enhancing family function.	D	40%
2. Attend work and arrive in a timely manner.	D	1%
3. Facilitate the implementation of PBIS parenting classes in conjunction with the Parent Education Specialist and provide ongoing coaching of PBIS and curriculum implementation in homes by P-5 Family Mentors and program standards.	W	10%
4. Facilitate and conduct monthly group and/or individual home visitation planning meetings in conjunction with the Family Community Engagement (FCE) Coordinator.	W	10%
5. Remain current in research on child development, professional development to bring innovative ideas to parent/child together activities, parenting classes, and professional development for staff.	W	10%
6. Collaborate weekly with FCE Coordinator on professional development plans, plan FCE meetings and discuss program planning. Participate in relevant training including staff meetings.	W	10%
7. Collaborate with other program coaches including Early Childhood instructional coaches and the Early Head Start nurse, mental health specialist, dental hygienist, and enrollment team.	W	5%
8. Provide training and assistance with child information and assessment systems.	Q	5%
9. Participate in hiring processes and provide staff development and training for new staff. Provider mentoring for new staff during the first year of employment to ensure curriculum fidelity, quality home visits, and support for mentors.	A	4%
10. Liaise with community partners and keep program resource and referral database current.	A	1%
11. Perform other duties as assigned.	Ongoing	4%
	TOTAL=	100%



EDUCATION AND RELATED WORK EXPERIENCE:

- Bachelor's degree in Early Childhood Education, education, or related field required
- Successful experience as a family mentor, home visitor or related field for at least two years required
- Experience with pregnant women and families with children ages birth to five years required
- Equivalent combination of education and experience acceptable

LICENSES, REGISTRATIONS or CERTIFICATIONS:

- Criminal background check required for hire
- Valid Colorado driver's license
- Teaching Strategies Gold Assessment Inter-rater reliability required within the first 30 days of employment (this is an assessment to determine if a child's developmental milestones are on track and age appropriate)
- Program curriculum training required within the first 3 months of employment. This training includes an intensive five day curriculum training and then yearlong coaching follow up. Coaches are required to support every new mentor through this first year process.

TECHNICAL SKILLS, KNOWLEDGE & ABILITIES:

- Oral and written communication skills
- English language skills
- Interpersonal relations skills
- Math skills
- Customer service and public relations skills
- Critical thinking and problem solving skills
- Bilingual oral and written communication skills preferred
- Ability to effectively communicate to staff, students, families, and community members utilizing cross-cultural and language skills
- Ability to maintain confidentiality in all aspects of the job
- Ability to manage multiple priorities
- Ability to manage multiple tasks with frequent interruptions
- Knowledge of CSEFEL Pyramid approach
- Knowledge of Growing Great Kids and Family curriculum preferred
- Familiarity with Head Start performance standards and community agencies
- Ability to effectively work and communicate with parents, support services, district personnel, community volunteers, and community agencies
- Knowledge of community services and resources
- Ability to maintain honesty and integrity in all aspects of the job
- Ability and willingness to adhere to attendance requirements, including regular and punctual employee presence
- Ability to promote and follow Board of Education policies, Superintendent policies and building and department procedures
- Ability to communicate, interact and work effectively and cooperatively with people from diverse ethnic and educational backgrounds
- Ability to recognize the importance of safety in the workplace, follow safety rules, practice safe work habits, utilize appropriate safety equipment, and report unsafe conditions to the appropriate administrator

MATERIALS AND EQUIPMENT OPERATING KNOWLEDGE:

- Operating knowledge of and experience with personal computers and peripherals
- Operating knowledge of and experience with Microsoft Word, Excel, PowerPoint, Outlook, and/or other department software packages
- Ability to use student information system to track progress towards goals, complete referrals and submit information for the federal program information report (PIR)
- Operating knowledge of and experience with typical office equipment, such as telephones, copier, fax machine, E-mail, etc.



REPORTING RELATIONSHIPS & DIRECTION/GUIDANCE:

	POSITION TITLE	# of EMPLOYEES
Direct reports:	This job has no direct supervisory responsibilities.	

- Responsible for assisting with interviewing, hiring, and training employees.

PHYSICAL REQUIREMENTS & WORKING CONDITIONS: *The physical demands, work environment factors and mental functions described below 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.*

PHYSICAL ACTIVITIES:	Amount of Time			
	None	Under 1/3	1/3 to 2/3	Over 2/3
Stand				X
Walk				X
Sit			X	
Use hands to finger, handle or feed				X
Reach with hands and arms			X	
Climb or balance	X			
Stoop, kneel, crouch, or crawl		X		
Talk				X
Hear				X
Taste	X			
Smell	X			

WEIGHT and FORCE DEMANDS:	Amount of Time			
	None	Under 1/3	1/3 to 2/3	Over 2/3
Up to 10 pounds				X
Up to 25 pounds			X	
Up to 50 pounds		X		
Up to 100 pounds	X			
More than 100 pounds	X			

MENTAL FUNCTIONS:	Amount of Time			
	None	Under 1/3	1/3 to 2/3	Over 2/3
Compare				X
Analyze				X
Communicate				X
Copy		X		
Coordinate				X
Instruct				X
Compute			X	
Synthesize		X		
Evaluate			X	
Interpersonal Skills				X
Compile			X	
Negotiate		X		

WORK ENVIRONMENT:	Amount of Time			
	None	Under 1/3	1/3 to 2/3	Over 2/3
Wet or humid conditions (non-weather)	X			
Work near moving mechanical parts	X			
Work in high, precarious places	X			
Fumes or airborne particles	X			
Toxic or caustic chemicals	X			
Outdoor weather conditions	X			



WORK ENVIRONMENT:	Amount of Time			
	None	Under 1/3	1/3 to 2/3	Over 2/3
Extreme cold (non-weather)	X			
Extreme heat (non-weather)	X			
Risk of electrical shock	X			
Work with explosives	X			
Risk of radiation	X			
Vibration	X			

VISION DEMANDS:	Required
No special vision requirements.	
Close vision (clear vision at 20 inches or less)	X
Distance vision (clear vision at 20 feet or more)	X
Color vision (ability to identify and distinguish colors)	
Peripheral vision	X
Depth perception	X
Ability to adjust focus	X

NOISE LEVEL:	Exposure Level
Very quiet	
Quiet	
Moderate	X
Loud	
Very Loud	