



Poudre School District

HUMAN RESOURCES DEPARTMENT

JOB DESCRIPTION

Job Title: **Early Childhood Family & Community
Engagement Coordinator**

FLSA Status: **Exempt**

Job Family: **Professional**

Pay Range: **Schedule A/P, Grade W**

Prepared/Revised Date: **August 1, 2024**

Job Code: **40529**

SUMMARY: Responsible for the supervision and support of the Early Childhood Family Mentors in partnering with parents and the community to provide comprehensive services to children and families. Work cooperatively with Early Childhood Family Mentors and content area coordinators to identify needs, resources and quality care for participants. Monitor the Early Childhood Development and Disabilities component of the prenatal-to-three programs.

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. Frequency of duties, percent of time and work year may vary based on department or building assignment. This job description is not intended to be all inclusive and the employee will also perform other reasonably related duties as assigned by the supervisor.*

1. Supervise the Early Childhood Family Mentors. Track, monitor and approve schedules, mileage, home visit attendance and leave of absence requests. Facilitate hiring, training, coaching and evaluation of staff members in conjunction with the EC Coordinator.
2. Oversee the collection of Program Information Report (PIR) data as it relates to the area of Family and Community Engagement (FCE). Oversee implementation and progress monitoring of FCE team on Child Plus data system.
3. Provide progress-monitoring of home visit plans, curriculum, assessment tools, child individual plans, childcare goals, child development activities and (Individualized Family Service Plans) IFSP implementation and provide guidance for family mentors.
4. Oversee professional development planning and implementation and provide instructional strategies for all Early Childhood Family Mentors.
5. Collaborate with the EC leadership team to establish, monitor and review Training/Technical Assistance (T/TA) plan and program development plan. Manage FCE program budget.
6. Plan and facilitate group and individual home visitation planning meetings and EC Family Mentor team meetings with support from content area coordinators and EC Coordinator.
7. Prepare and organize data for monthly, annual and other reports required by funding sources.
8. Schedule monthly meetings with P-3 nurse to identify health and developmental needs for children with disabilities. Work with Child Find Specialist to track P-3 children and monitor needs during enrollment process. Coordinate and provide support, professional development and on-going monitoring systems for the prenatal to three transitions.



9. Support mentors and childcare providers to ensure coordinated services for families in conjunction with the EC Coordinator. Assist Family Mentors in using and interpreting the Individualized Family Service Plans and associated federal regulations.
10. Collaborate with the Child Find Specialist when P-3 children and/or families are referred for full assessment services and support Part C enrolled families during their transition process.
11. Support community Infant and Toddler Child Care Centers in the areas of Head Start and District contractual agreements. Participate in Part C, Health Advisory and other community meetings as needed.
12. Collaborate with content area coordinators to complete the program assessment and program evaluations.
13. Perform other duties as assigned.

EDUCATION AND RELATED WORK EXPERIENCE:

- Bachelor's degree in Early Childhood, Education or related field
- Three to five years of related experience required
- Experience working with prenatal women, infants, toddlers and preschoolers required
- Equivalent combination of education and experience acceptable

LICENSES, REGISTRATIONS or CERTIFICATIONS:

- Criminal background check required for hire
- Valid US driver's license

TECHNICAL SKILLS, KNOWLEDGE & ABILITIES:

- Oral and written communication skills
- English language skills
- Interpersonal relations skills
- Organizational and time-management skills
- Math skills
- Customer service and public relations skills
- Supervisory skills
- Ability to effectively communicate to staff, students, families and community members utilizing cross-cultural and language skills
- Ability to adhere to compliance and assurances of performance standards, licensing and regulations
- Ability to maintain confidentiality in all aspects of the job
- Ability to manage multiple priorities and tasks with frequent interruptions
- 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, District policies, administrative guidelines 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 Office and/or other department software packages
- Operating knowledge of and experience with standard office equipment, such as telephones, copier, fax machine, E-mail, etc.

REPORTING RELATIONSHIPS & DIRECTION/GUIDANCE:

	POSITION TITLE	# of EMPLOYEES
Reports to:	Director Early Childhood	
Direct reports:	Early Childhood Family Mentor Coach	1
	Early Childhood Family Mentor	18-19

- Responsible for assisting with interviewing, hiring and training employees; assisting with planning, assigning and directing work; assisting with appraising performance; assisting with rewarding, disciplining and terminating employees; and assisting with addressing complaints and resolving problems

STANDARD PHYSICAL DEMANDS & WORKING CONDITIONS: *Poudre School District is committed to the full inclusion of all qualified individuals. As part of this commitment, Poudre School District will ensure that qualified individuals with disabilities are provided reasonable accommodations. If reasonable accommodation is needed to participate in the job application or interview process, to perform essential job functions, and/or to receive other benefits and privileges of employment, please contact ada@psdschools.org.*

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			



PHYSICAL ACTIVITIES:	Amount of Time			
	None	Under 1/3	1/3 to 2/3	Over 2/3
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			
Extreme cold (non-weather)	X			
Extreme heat (non-weather)	X			
Risk of electrical shock	X			



WORK ENVIRONMENT:	Amount of Time			
	None	Under 1/3	1/3 to 2/3	Over 2/3
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	
Depth perception	
Ability to adjust focus	x

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