



Poudre School District

HUMAN RESOURCES DEPARTMENT JOB DESCRIPTION

Job Title: **Early Childhood Family Specialist (prenatal to 3Y)** FLSA Status: **Non-Exempt**
 Job Family: **Program Specialists** Pay Range: **PS25H**
 Prepared/Revised Date: **March 8, 2023** Job Code: **40526**

SUMMARY: Responsible for providing child development, parenting supports, health, social services, and parent involvement opportunities to families, prenatal to three years old. Responsible for delivering program curriculum, collecting child development data on the program assessment, and reporting progress for the Early Head Start Program. Promote overall parent involvement with home visits, socialization and referrals to community and partnering agencies.

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. Frequency of duties, percent of time and work year may vary based on department or building assignment.*

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. Implement child development curriculum including curriculum fidelity training, planning, implementation of lessons, data collection and analysis and goal setting for the next visit. Home visit planning components include developmental domain activity, literacy, health connections, nutritional education, goal setting and check in on family goals, and promoting family well-being. Each visit, a mentor is required to collect developmental data and rank a child using a developmental assessment tool. Specialist is seeking to understand if child is within widely held expectations for development or conduct referrals/set goals if the child is below these expectations with a goal of early intervention.	D	20%
2. Collaborate with Early Head Start families and prenatal clients to plan culturally sensitive, strength-based weekly home visits. Plan activities to individualize for child/family needs and strengthen the caregiver/child relationship. Collect observational data (anecdotes) during home visit regarding parent/child interactions. Record data in the student information system for future planning.	D	10%
3. Schedule and conduct home visits with families, plan and develop individualized family goals, parent education and family support. Encourage and support family literacy development and support social emotional development of the child. Assess family strengths and needs and make individualize referral to appropriate community agencies.	D	10%
4. Provide families with research based parenting education. Develop family goals to increase family well-being and school readiness skills.	D	10%
5. Collect, analyze, and update all required records in student information and assessment systems. Determine child's developmental level on the TS Gold Assessment tool. Use data to plan for future visits, individual and family goals and required program reporting for Head Start.	D	10%
6. Engage families in Parent/Child Together Events (PACTS), policy council, and volunteer opportunities including planning, implementation, reflection with families.	D	10%



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7. Collaborate with program staff and partnering agencies to meet individual family needs and head start standards/regulations (health, dental, early intervention).	D	10%
8. Refer families to community resources to improve self-sufficiency.	D	5%
9. Attend work and arrive in a timely manner.	D	1%
10. Participate in meetings, trainings, and professional development to continue professional growth.	M	8%
11. Plan transition activities and guide families entering pre-K. Collaborate with Early Childhood Enrollment Department to complete and deliver transition paperwork.	M	5%
12. Perform other duties as assigned.	Ongoing	1%
	TOTAL=	100%

EDUCATION AND RELATED WORK EXPERIENCE:

- Bachelor’s degree in Early Childhood, Human Development and Family Studies, Education, or related field required
- One to two years of related experience 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.

TECHNICAL SKILLS, KNOWLEDGE & ABILITIES:

- Oral and written communication skills
- English language skills
- Interpersonal relations skills
- Customer service 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 follow Head Start Performance Standards
- Knowledge of community agencies, services, and resources
- Skills in observing and assessing strength and needs of children
- Ability to create an atmosphere conducive to fostering parents as their child’s first teacher
- Ability to work collaboratively with parents, support services personnel, community volunteers, and community agencies
- Ability to communicate effectively with parents, staff, and community partners
- Knowledge of Early Childhood Development, District and Community agencies and resources
- Ability to maintain good client agency relations
- Knowledge of the ERSEA (Eligibility, Recruitment, Selection, Enrollment and Attendance) processes and procedures
- Sensitivity towards the needs of diverse and high needs families
- Ability to support adult education learners
- 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 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)
- Ability to use computer systems, email, student reporting and inter-rater reliability assessment programs.
- 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.	

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		



MENTAL FUNCTIONS:	Amount of Time			
	None	Under 1/3	1/3 to 2/3	Over 2/3
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 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	