

# PARENTS AS TEACHERS PROGRAM MANAGER

<b>JOB TITLE</b>	PAT Program Manager
<b>REPORTS TO</b>	Strategic Partnerships and Evaluation Director
<b>DEPARTMENT/REGION NAME</b>	Douglas, Coos, Curry Counties
<b>FTE</b>	1.0/Full Time
<b>FLSA</b>	Exempt
<b>PAY GRADE</b>	15

OFSN strives to create a team of engaged employees who represent diverse backgrounds, languages, points of view and experiences. We understand that achieving equity is a continuous process, and we work to maintain the highest standards of ethics, transparency, and accountability.

OFSN is a family run organization that values those who have direct experience raising a child with significant mental, behavioral or other health challenges. OFSN gives preference to hiring individuals who have this direct experience.

## **PRIMARY PURPOSE**

*Parents as Teachers* is an evidence-based home visiting model delivering comprehensive parent education by Parents as Teachers affiliates. The model provides a wide array of services to families with children from prenatal through kindergarten and also offers deep insights into early childhood development. The *Parents as Teachers* model includes four dynamic components including personal home visits, group connections, resource networking and child and caregiver screenings delivered by Parent Educators.

The PAT Program Manager will take the opportunity to launch and implement this new, evidence-based programming as part of the organization's affiliate status. The work will have direct, measurable impact on children and families in rural communities and is intended to support strategic partnership development in Coos, Curry, and Douglas counties with potential to expand into additional rural areas of the state.

The PAT Program Manager is responsible for building and leading a high-functioning Parent Educator team while consistently demonstrating OFSN's values in all business interactions and performance. The Manager exhibits a spirit of cooperation, showing adaptability and flexibility while supporting organizational policies, procedures, and goals and developing and maintaining trusting relationships with their team, co-workers and community/system partners as well as contractors. The PAT Program Manager is responsible for providing culturally responsive leadership and support to a team of home visitors in delivering home visiting services to children and families in identified rural counties. The Manager will utilize the *Parents as Teachers* model and the competencies of peer delivered services to train and support home visitors to provide strength-based support, including collaborative planning to address parent stressors, support healthy attachment, growth and development of families enrolled. The Manager enters and reviews all data for compliance and ensures that training received in the service model and policy and procedures are properly applied and interpreted by team members and all model expectations are met or exceeded.

## **ESSENTIAL DUTIES AND RESPONSIBILITIES**

### **Manage Personnel (34%)**

- Provide weekly practice, administrative and reflective supervision of home visitors.
- Provide day-to-day supervision of Parent Educators (PE's) including one-on-one training, coaching, observation, and feedback.
- Use positive coaching and guidance techniques to help strengthen skills, knowledge and confidence.
- Ensure that all Parent Educators meet program objectives, documentation, and reporting.
- Responsible for monitoring Parent Educators capacity and workload.
- Coordinate successful completion of recruitment, screening and development of Parent Educators.
- Supervise effectively across differences and be responsive to linguistic and culturally needs of personnel (i.e., cultural/ethnic, geographic, and socio-economic) and families enrolled in services.

### **Manage Program Deliverables (33%)**

- Coordinate and develop partnerships between family support service agencies in the assigned counties to provide better service delivery to families.
- Complete monthly reports that identify progress in meeting program goals and service delivery data.
- Conduct regular reviews of all files, staff documentation and requirements to ensure all child/family files are up to date and accurate. Complete data entry and ensure data entry for all enrolled families.
- Establish and maintain a current and accurate record keeping system, within program procedures, with adequate provisions for confidentiality.
- Implement goals, policies, procedures, and activities designed to provide the full range of child development and family support services in compliance with the National Parents as Educators Program.
- Design and implement a formal system of follow up with families on referrals to/from community agencies, to assure the satisfactory provision of services.
- Understand and ensure collaborative relationships are built and maintained with contract partners, community partners and families.
- Attend county, regional or state policy advisory meetings as required to effect system improvement, referrals, service delivery integration, and collaboration.
- Facilitate building organizational contacts, partnerships, and coalitions across the assigned counties.

### **Administrative (33%)**

- Supports Parent Educators to utilize required technology and data collection systems.
- Responsible for maintaining accurate records, tracking, and ensuring monthly reports are timely.
- Ensure safety and compliance for all staff work locations, employees, and company assets.
- Attend organization meetings, statewide committee or taskforce meetings as requested and/or required.
- Attend to all program requirements to meet model implementation.
- Ability to use diplomatic and conflict resolution skills to facilitate collaborative relationships in alignment with the organization's values and vision.

### **OTHER DUTIES AND RESPONSIBILITIES**

- Assist with and attend OFSN or community special events when requested.
- Develop and sustain engaged, positive and collaborative working relationships with community partners, families, and contractors.
- Other duties as assigned or needed by the organization.

## QUALIFICATIONS

- Three years' experience in Early Childhood, social services, or a family support program.
- Demonstrated experience providing parent education to families.
- Minimum one year of Supervisor/Lead experience.
- Excellent written and verbal communication skills, and ability to present and work with diverse audiences, specifically racial, ethnic, gender expression, socioeconomic, education, spiritual and alternative cultural backgrounds.
- Must be able to pass preemployment requirements, which includes a criminal and abuse background check.
- Ability to represent complex and diverse issues in an articulate and compelling manner.
- Demonstrated ability to bring multiple views and perspectives together for common services, supports and outcomes.
- Must be able to work with multiple projects within tight timelines and deadlines.
- Demonstrate excellent organizational and time management skills.
- Proven ability to work independently and part of a team.
- Have reliable transportation, valid and current automobile insurance and an insurable good driving record, or access to reliable transportation.
- Comprehensive knowledge of, or ability to use, Microsoft Office (such as Word, Excel, PowerPoint), database, and electronic health record software, and virtual platforms (such as Zoom and Google Meets).
- Preferred: Ability to meet all state requirements and be registered as a Traditional Health Worker with a worker type of Family Support Specialist within 6 months of hire.
- **\*\*Pay Differential:** Bilingual Spanish/English written and verbal competency receives a 5% pay differential.

**1. PHYSICAL DEMAND - Use the following to indicate the type, amount, and frequency of physical effort typically required to perform the essential functions of the job acceptably; including the work positions in which the effort is applied. Physical effort refers to manual effort and may include lifting, moving, pulling, pushing, carrying, manipulating, shoveling, etc.**

A. The physical effort typically applied in this job includes (check all applicable boxes):

<input checked="" type="checkbox"/> Lifting	<input type="checkbox"/> Pulling	<input checked="" type="checkbox"/> Reaching	<input type="checkbox"/> Manipulating
<input checked="" type="checkbox"/> Carrying	<input checked="" type="checkbox"/> Pushing	<input type="checkbox"/> Shoveling	<input checked="" type="checkbox"/> Keying/typing
<input type="checkbox"/> Other (specify)			

B. Check the box that best reflects the amount of effort typically applied and the frequency of application (Note: Whereas the following chart refers to lifting, any equivalent effort may be substituted):

Amount of Effort Applied	% of Time Effort is Applied			
	Less than 15%	15% to 40%	40% to 70%	More than 70%
Less than 1lb.				X
Between 1 & 5 lbs.		x		
Between 5 & 25 lbs.	X			
Between 25 & 60 lbs.				
More than 60 lbs.				

C. The effort reflected in the above chart is typically applied in the following work positions (check those applicable):

<input checked="" type="checkbox"/> Sitting	<input checked="" type="checkbox"/> Standing	<input checked="" type="checkbox"/> Walking
<input type="checkbox"/> Stooing	<input checked="" type="checkbox"/> Bending	<input type="checkbox"/> Confined

Carrying

2. **MENTAL OR VISUAL DEMAND** - Check the statement below that best describes the degree of mental and/or visual fatigue typically sustained through the application of mind and eyes in performing the job (please edit statement as needed to fit job):

<input type="checkbox"/>	Occasional mental and/or visual attention; the operation performed is either close to being automatic or the duties require attention only at long intervals.
<input type="checkbox"/>	Frequent mental and/or visual attention; the flow of work is intermittent with checking or inspection involved.
<input type="checkbox"/>	Continuous mental and/or visual attention; the work is either repetitive or diversified requiring constant alertness to monitor the production process and/or identify defects.
<input checked="" type="checkbox"/>	Concentrated mental and/or visual attention; the work involves performing complex tasks to very close accuracy and quality specifications; or a high degree of hand and eye coordination for sustained periods.
<input type="checkbox"/>	Intense and/or exacting mental and/or visual attention; the work involves visualizing, planning, laying out, or otherwise performing very involved and complex work.

3. **WORKING CONDITIONS** - Use the following to indicate the presence, relative amount of, and continuity of exposure to disagreeable elements typically found in the physical work surroundings.

A. Identify the kinds of disagreeable elements incumbent would typically be exposed to in the work area (check all applicable boxes):

<input type="checkbox"/> Dust	<input type="checkbox"/> Dirt	<input type="checkbox"/> Heat	<input type="checkbox"/> Cold
<input type="checkbox"/> Fumes	<input type="checkbox"/> Noise	<input type="checkbox"/> Vibration	<input type="checkbox"/> Water
<input type="checkbox"/> Other (specify)			

B. Check the statement below that best describes the physical surroundings or conditions under which the job is typically performed and the extent of exposure to the disagreeable elements noted above (please edit statement as needed to fit this particular job):

<input type="checkbox"/>	The job is typically performed under very comfortable working conditions; any disagreeable elements are generally absent during normal performance of job.
<input checked="" type="checkbox"/>	Work is typically performed under reasonably good working conditions; while exposure to any or all of the above elements may occur, such exposure is generally not present to the extent of being disagreeable.
<input type="checkbox"/>	The job is often performed under somewhat disagreeable working conditions; exposure to any or all of the above elements is likely, with at least one present to the extent of being disagreeable.
<input type="checkbox"/>	The job is continuously performed under disagreeable working conditions; exposure to any or all of the above elements is probable, with several being present to the extent of being objectionable.
<input type="checkbox"/>	Work is continuously performed under extremely disagreeable working conditions; exposure to many objectionable elements is both continuous and intensive.

4. **ATTENDANCE** - While all employees are expected to comply with company attendance standards, the nature of some positions may require different standards in order to fulfill the essential functions of the job. Indicate below if compliance with the general company attendance standards is acceptable, or if different standards apply (please be specific):

Compliance with general company standards.  
Work in community-based environments and family homes.  
Some weekend and evenings may be required.  
Travel across the state and some overnights required.  
Travel within the region is required. Occasional multi-state travel and overnight stays are

required.

May require remote work or virtual work and training delivery.

Requires regular and reliable attendance.

5. **SAFETY - While all employees are expected to comply with company attendance standards, specific practices as identified through job safety analysis (JSA) may be required. (JSA attached) Indicate below if compliance with the general company safety standards is acceptable, or if different standards apply (please be specific):**

Compliance with general company standards.

Additional safety precautions apply, including communicating status of location, adhering to safety protocols for community-based work and emergency situations.

6. **EEO CLASSIFICATION - This section should be completed by the Human Resources Department. It classifies positions for specific state and federal reporting requirements. Maybe different formatting?**

<input type="checkbox"/>	Executive/Senior Level Managers (1.1)	<input checked="" type="checkbox"/>	First/Mid-Level Managers (1.2)	<input type="checkbox"/>	Professional (2)	<input type="checkbox"/>	Technician (3)
<input type="checkbox"/>	Sales (4)	<input type="checkbox"/>	Administrative Support Workers (5)	<input type="checkbox"/>	Craft Worker (6)	<input type="checkbox"/>	Operative (7)
<input type="checkbox"/>	Laborer (8)	<input type="checkbox"/>	Service Worker (9)				

7. **SIGNATURES & DATES - NOTE: Because jobs change, management reserves the right to add to or change the duties of the position at any time.**

<i>Immediate Supervisor</i>	<i>Date:</i>	<i>Director</i>	<i>Date:</i>
<i>Human Resources</i>	<i>Date:</i>	<i>Employee</i>	<i>Date:</i>