

# PARENT EDUCATOR

<b>JOB TITLE</b>	Parent Educator
<b>REPORTS TO (title)</b>	Parents as Teachers Program Manager
<b>DEPARTMENT/REGION/ PROGRAM NAME</b>	Douglas, Coos and Curry Counties
<b>FTE</b>	1.0/Full Time
<b>FLSA</b>	Non-Exempt
<b>PAY GRADE</b>	12

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 Parent Educator provides child development services, social services, health services and parent involvement services to families including home visits, advocacy and crisis intervention in accordance with the evidence-based *Parents as Teachers* Program. The Parent Educator is responsible for delivering regular and ongoing home based services in families' homes and community settings that may include safety planning, developmentally appropriate experiences for infants and toddlers in home settings that are appropriate to the needs of each family and culturally specific supports. Active community engagement and ongoing family recruitment are core expectations of the position. The Parent Educator develops and implements partnerships with families to build on their strengths and develop plans to address areas of concern.

## **ESSENTIAL DUTIES AND RESPONSIBILITIES**

### **Home Visiting Family Support (75%)**

- Apply working knowledge of parent-child interaction, child development, family peer support and the dynamics of child abuse/neglect to help families improve parenting skills, reduce stress, and meet family needs.
- Teach and model problem-solving and coping skills by providing support and education and/or by referring families to appropriate community agencies.
- Assist parents in making and attending medical and social service agency appointments.
- Teach, model and encourage appropriate parent-child activities, often involving floor play.
- Perform regular developmental assessments with families.

- Assist families with applications for other programs/resources, such as medical or financial assistance.
- Provide culturally and linguistically appropriate support to families.
- Facilitate engagement, access, and participation of parents/caregivers in systems of care, maintain meaningful involvement with the family.
- Provide a consistent source of encouragement and hope for families.
- Support the development and connection of families to natural supports within their community.
- Maintain personal and professional boundaries, appropriate to the peer role and ensure the safety and protection of self and the families served.
- Participate in regular supervision including both peer and clinical supervision.

#### **Administrative (25%)**

- Establish case plans with goals, objectives, and activities to meet individual families' needs.
- Prepare curriculum, activities, and referrals for family visits.
- Record weekly documentation, activities, and demographic data as required.
- Act as a liaison and advocate between families and other community agencies.
- Complete monthly reports; complete and submit data as requested.
- Attend staff meetings and scheduled trainings.
- Maintain assigned office and community-based work schedule.

#### **OTHER DUTIES AND RESPONSIBILITIES**

- Provide a variety of supportive services for families.
- May provide family support using a variety of platforms such as in person meetings, video chat, support groups, family convenings, etc
- Maintain local resource information for families to access independently.
- Represent core agency and program values and principles in all work settings.
- Develop and maintain constructive and positive relationships as a member of a team, demonstrating qualities of dependability, empathy, genuineness, respect as a team member and as a peer.
- Other duties as assigned or needed by the organization.

#### **QUALIFICATIONS**

- Two-(2) to three-(3) years' experience working with children and families in early childhood, social services, or a family support program. Demonstrated experience providing parent education to families.
- Knowledge of community resources.
- Able and willing to accommodate flexibility in work schedule to meet family needs, maintain consistency with the practice model and program specific design.
- 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.
- Must be able to work with multiple projects within tight timelines and deadlines.
- Demonstrate excellent organizational and time management skills.
- Ability to work independently and part of a team.

- Have reliable transportation, valid and current automobile insurance, and an insurable driving record, or access to reliable transportation.
- Comprehensive knowledge of, or the ability to use, Microsoft Office (such as Word, Excel, PowerPoint) and online platforms (such as Zoom and Google Meets).
- Comprehensive knowledge of, or ability to use, Microsoft Office (such as Word, Excel, PowerPoint), database, electronic health record software, and virtual platforms (such as Zoom and Google Meets).
- Preferred: Direct experience as a parent or primary caregiver who has navigated multiple child-serving agencies, including but not limited to, mental health, addiction treatment services, child welfare.
- **\*\*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 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 checked="" type="checkbox"/> Stooping	<input checked="" type="checkbox"/> Bending	<input type="checkbox"/> Confined
<input type="checkbox"/> Other (specify)		

**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.
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<input type="checkbox"/>	Frequent mental and/or visual attention; the flow of work is intermittent with checking or inspection involved.
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<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.
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<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.
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<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.
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**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.
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<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.
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<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.
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<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.
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<input type="checkbox"/>	Work is continuously performed under extremely disagreeable working conditions; exposure to many objectionable elements is both continuous and intensive.
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**4. ATTENDANCE - While all employees are expected to comply with company attendance standards, the nature of some positions may require different standards 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.
- Requires frequent travel within the county and region.
- May include some evenings and weekends.
- Requires in person, remote and virtual work.
- 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.**

<input type="checkbox"/>	Executive/Senior Level Managers (1.1)	<input 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	<input type="checkbox"/>	Craft Worker	<input type="checkbox"/>	Operative (7)

Laborer (8)

(5)  
 Service Worker (9)

(6)

**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>Next Level of Management</i>	<i>Date:</i>
<i>Human Resources</i>	<i>Date:</i>	<i>Employee</i>	<i>Date:</i>