Summary: The Child and Family Outreach Worker provides ongoing comprehensive support and case management services to assigned families that promote Family Wellbeing, Parent/Child Relationships, Families as Lifelong Educators, Families as Learners, Family Engagement in Transitions, Family Connections to Peers and Community, and Families as Advocates and Leaders. Practice with families and colleagues is informed using Head Start Relationship-Based Competencies and a Trauma Informed approach. Child and Family Outreach Workers work closely with Teachers, Family Engagement Managers/Supervisors, the Mental Health Manager, Nurses, and other appropriate individuals for support in maintaining effective and appropriate practices.

Qualifications / Requirements:

- Minimum educational requirement of a Bachelor’s degree (Master’s preferred) in Social Work or related Human Services field, Counseling or Nursing with experience in the other (non-degree field).
- A minimum of three years experience working with low income, multi-cultural families.
- Demonstrated ability to practice from a Trauma Informed perspective and/or willingness to learn.
- Demonstrated ability to engage hard-to-reach, high-risk families.
- Demonstrated experience and/or skills in family support and guidance including:
  - Effective approaches that support family self-sufficiency.
  - Assessing family needs, setting goals and developing plans of action.
  - Providing case management, referral and support services to families.
  - Facilitating support, educational and/or planning groups.
  - Promoting community development, organization or advocacy work on behalf of low-income families.
  - Addressing mental health needs, community resource usage, case management and advocacy.
  - Supporting social/emotional competence for children in classroom and home settings.
- Demonstrated leadership, organizational and team work skills.
- Knowledge of “Pyramid Model for Social and Emotional Competence” practices preferred and/or willingness to learn.
- Knowledge of Infant Mental Health principals preferred.
- Strong ability to multi-task and to effectively manage multiple priorities.
- Ability to work independently and possess strong problem solving skills.
- Bilingual (Spanish) preferred with ability to translate/interpret verbally and in written form.
- Possess a valid driver’s license and motor vehicle.
- Driving Record that per Licensing requirements does not pose a threat to children that may be in vehicle.
- Adequate liability insurance as required by the agency.
  - $100,000 Bodily Injury per person.
  - $300,000 Bodily Injury per accident.
  - $50,000 Property Damage per accident.
- Successfully pass Caregiver Background Check prior to employment and a physical examination including TB test verifying employee is free of communicable diseases and physical ability to perform job responsibilities.

Physical Demands: Primarily active work; occasionally lifting up to 50 lbs as needed.
Physical Activity: Bending, stooping, kneeling, sitting on floor, walking / transporting, fingering, handling, feeling, reaching, climbing, balancing, crouching, crawling, talking and speaking clearly, hearing conversation level, tasting, smelling and seeing

Work Environment: Performs home visits in a variety of locations, periodically will also be in a classroom setting, must have the ability to operate a motor vehicle and travel to various sites for meetings

Personal / Physiological: Frequent significant decisions to assure development progress of children and families; ability to respond to an emergency or a crisis situation appropriately

(For more information about physical demands and activities, work environment / conditions, and personal / physiological demands, please see Human Resources.)

Note: The purpose of this document is to describe the general nature and level of work performed by personnel so classified; it is not intended to serve as an inclusive list of all responsibilities associated with this position.

Agency Wide Performance Factors:

Communication (Oral and Written):
- Relays information to employees, other staff, parents and community in a clear concise, accurate, thorough, and respectful manner both verbally and in written form
- Demonstrates effective listening skills and makes productive use of the information

Working Collaboratively
- Supports agency goals, initiative, mission, values and vision
- Shares appropriate information with team members and administration

Professional Behavior/Judgment/Initiative/Confidentiality
- Maintains a positive and professional attitude and approachable style while interacting with others. Polite, courteous, well-spoken when representing agency on and off the work site. Follows dress requirements for work
- Anticipates potential problems and takes preventative measures before they occur and consistently applies sound problem-solving skills
- Seeks out new assignments, suggests usable ideas, methods, techniques, and works effectively without supervision
- Maintains confidentiality of all agency information, including information relative to children, families, and staff

Work Quality/Productivity
- Uses required levels of knowledge and skill for successful job performance
- Demonstrates productive and accurate work while meeting deadlines
- Uses time management skills effectively
- Demonstrates problem solving ability resulting in positive suggestions for improvement.

Interactions with others/Teamwork
- Maintains respectful working relationships with supervisor, team, other staff, parents and community
- Provides or contributes to a quality, healthy, creative, nurturing environment for children, families and staff that models dignity and respect
- Exhibits a positive and cooperative attitude
- Listens reflectively and accepts suggestions willingly
- Supports and encourages the efforts and achievement of others
- Shows joint responsibilities at center or in department – jumps in and helps out as needed.
- Maintains approachable manner that encourages interactions with others
- Exhibits an ability to adapt to change

Accountability
Completes Job Description duties and understands the expected results to be achieved
Meets commitments, gives and seeks feedback, takes responsibility for actions
Completes and maintains required recordkeeping on a timely basis
Arrives and is ready for work and appointments on time
Routinely checks agency e-mails, voicemail and written correspondence and responds in an appropriate and timely manner
Takes responsibility for professional growth, development, and continued education
Complies with agency policies, procedures, and other local, state, and national requirements
Assures safety and security practices and procedures are followed

Position Specific Performance Standards:

Direct Service to Children and Families
- Using a Trauma Informed approach, develop and maintain trusting, effective working relationships with assigned families that demonstrate compassion, respect, understanding, cultural competence
- Maintain effective and appropriate practice of “Head Start Relationship-Based Competencies”
  - Engage in mutually respectful goal oriented partnerships with families to promote parent-child relationships and family well-being
    - Identify and acknowledge parent strengths and provide individualized services
    - Provide emotional support to parents; communicate honestly, sensitively, and empathetically
  - Respect and respond appropriately to the culture, language, values and family structures of each family served
  - Support families’ safety, health, financial stability, life goals, and aspirations
    - Ensure family members receive all necessary health care as determined by Head Start Performance Standards, HMO requirements, and program medical staff
- Conduct frequent home visits (minimum bi-monthly) with each assigned family based on needs of the family
- Contact each family on a (minimum) monthly basis to offer support, support progress on goals, provide connection to appropriate community agencies
- Using the Office of Head Start (OHS) Parent, Family, and Community Engagement (PFCE) framework, conduct comprehensive family needs assessments focusing on supporting the seven OHS Family Engagement Outcomes:
  - Family Well Being
  - Parent/Child Relationships
  - Families as Lifelong Educators
  - Families as Learners
  - Family Engagement in Transitions
  - Family Connections to Peers and Community
  - Families as Advocates and Leaders
- Collaborate with families to develop Family Partnership Agreements that identify strengths, goals, and needed resources based on PFCE seven outcomes
- Provide resources, referrals, and support to families related to housing, employment, mental health, education, health, and financial literacy services
- Work with families to strengthen and enhance parent-child relationships through home visits, Family Fun Events, and workshops
- Plan, implement, evaluate monthly Family Fun Events utilizing PFCE framework
- Encourage and support parents to volunteer in the classroom, offer feedback to learning opportunities, and work with their child at home to enhance their expertise and role as educators
- Refer families to community resources focused on Adult Basic Education, GED, English as a Second Language, AA and BA degree programs as appropriate
- Support positive and supportive transitions to Early Head Start families transitioning to Head Start
- Assist all families in transitioning to kindergarten and navigating the public school system
- Encourage and facilitate parent connections to one another through Family Fun Events, parent workshops, and opportunities to work together to support the program
- Encourage the development of leadership skills through PAC positions as well as supporting parent participation in HSPC
- Support parents of children with disabilities in advocating for their rights under the IDEA
- Ride the school bus a minimum of 1 time per week per assigned classroom as applicable
- Support children in the classroom, minimum five hours per week, more depending on needs of classroom by building positive, nurturing, supportive relationships
- Practice and support “Universal practices” in the classroom
  - Show positive attention: 5:1 ratio
  - Teach Behavior expectations for each routine
  - Teach positive peer-related social skill
  - Use visual schedule
  - Use predictable routines within routines
- Demonstrate ability to understand and practice Positive Guidance practices
- Collect and analyze information to find new solutions to challenges as part of ongoing monitoring in order to continuously improve services; utilize “Ecological Thinking” in work with families
- Maintain appropriate personal boundaries with all children and families served
- Promptly and appropriately report harm or threatened harm to a child’s health or welfare to child protective services following established agency procedures

**Compliance and Documentation**
- Ensure compliance with Head Start Performance Standards as it relates to health screenings including medical, dental, height/weight, vision, hearing, and social-emotional screening
- Assist families in scheduling, attending, and following-up on any needed medical and dental treatment for their enrolled child(ren)
- Participate in proactive recruitment strategies and engage prospective Head Start families
- Complete enrollment paperwork with assigned families
- Ensure required logs, reports, and other records are completed and submitted in a timely manner following established agency procedures
- Keep and maintain accurate records and documentation of all contacts with families and services provided
- Maintain confidentiality of all information related to children and families in accordance with agency policies.

**Community Partnerships and Service Coordination**
- Actively participate in recruitment opportunities to ensure that programs remain fully enrolled
- Work with neighborhood/community groups to promote increased awareness of Head Start, advocate for and coordinate services for children and families
- Work closely with classroom and program staff to ensure seamless, coordinated services to children and families
- Work with agency staff and community resources to ensure a coordinated team approach for children and families with multiple needs and providers

**Staff Development and Misc.**
- Actively participate in regular reflective supervision with assigned Program Manager; regularly examine own emotional responses to the work, thoughts, feelings, strengths and areas for growth
- Actively participate in monthly mentoring meetings with Family Engagement Manager/Supervisor and Mental Health Manager
- Participate in professional development opportunities including agency trainings to further knowledge and expertise in serving low-income children and families
- Attend and participate in all job-related meetings, trainings and program development activities
- Provide assistance to and perform other job-related duties as assigned by supervisor

This position description is not intended and should not be construed to be an exhaustive list of all responsibilities, skills or efforts associated with the position. It is intended to be an accurate reflection of principal job elements.  
*(This job description is subject to approval by the Dane County Parent Council, Inc. Board of Directors.)*

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Employee Signature       Date