

Home Visitor – Bilingual (Spanish, Amharic, Cantonese preferred)

Job Description

Department:	Early Head Start
Reports To:	Home Visiting Supervisor
Salary Range:	Non-Exempt, \$19.97 - \$22.50 p/hour to start (depends on education & experience)

Denise Louie Education Center Background

Providing high quality early learning services and family support is critical to the success of our community. Children who do not have access to high quality early learning experiences are 25% more likely to drop out of school, 40% more likely to become a teen parent, 50% more likely to be placed in special education, and 70% more likely to be arrested for a violent crime.

Our children deserve better — and we cannot afford not to solve this problem. Investing in early learning now means we won't be paying nearly so much down the road for "safety net" and correctional services. Beyond budgets, Denise Louie kids deserve a chance at a quality education and opportunity to be successful. Children from low-income families deserve to grow up in the same high-quality learning environments you would choose for your own children. A Rice University study found that a child from a high-income family will experience 30 million more words within the first four years of life than a child from a low-income family. Denise Louie helps close the "opportunity gap" so that kids can enter kindergarten ready to be successful and their families have the tools to support them.

Essential Attributes

- Display excellent communication skills by articulating ideas and opinions in a clear, concise, and persuasive manner to families, children and staff. The home visitor is positive, open to receive and provide constructive feedback
 - Demonstrate adaptability by embracing change as an opportunity for improvement, not as a barrier. The home visitor is flexible, open to new working methods and is taking continuous initiatives to adapt to Denise Louie's fast-paced environment.
 - Take ownership of assigned and self-identified job responsibilities with minimal oversight showing clear motivation. Takes the initiative to identify and address opportunities for professional development.
 - Maintain positive, compassionate and respectful working relationships with families and employees from a diverse cultural background
 - Demonstrate accountability by taking on and meeting commitments even when faced with obstacles and challenges. The individual is reliable, meeting both individual and agency goals on time.
 - Display respect by communicating with staff, families and the community with openness, honesty, and sensitivity. Demonstrates the ability to listen to other perspectives and support children on their individual growth plans.
 - Demonstrate a passion for the community served, and the mission and values of Denise Louie. The individual will work with heart and dedication to support the families, allowing children to grow and reach their highest potential.
 - Proactively seek new opportunities to learn and develop new skill-sets in response to a changing environment. Committed to learn new things and becoming knowledgeable in the field to meet the needs of families and children.
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Skills, Competencies and Experiences

- CDA, A.A. or B.A required, with a focus on Child Development, Early Childhood Education or related field.
- Minimum one year of professional experience working with children and families.
- Knowledge of child development and appreciation of the family's social, economic, and cultural background.
- Basic computer proficiency.
- Fluent in English (writing and speaking). Bilingual in Amharic, Cantonese, or Spanish preferred.
- Special requirement: Able to routinely kneel, bend, crouch, and sit on floor for a long time.
- Valid Washington State Driver's License and daily access to a personal, legally licensed vehicle with proof of current automobile insurance or reliable source of transportation.

Accountabilities

Home Visiting

- Provide one home visit per week per family lasting a minimum of 1½ hours each using Hawaii Early Learning Profile (HELP) and Partners for a Healthy Baby curriculums, input from parents, and feedback from coach, consultants, and community partners. Utilize each family's home as a learning environment: consider space and materials available in co-planning activities with families. Identify materials in the home, which can be used to create toys, games, and for learning.
- Build a collaborative partnership with parents based on mutual trust.
- Facilitate the relationship between the parent and child to create a strong social/emotional foundation and positive attachment.
- Increase the family's knowledge and understanding of early childhood learning and physical, emotional, and intellectual development of their child, and support parents as they plan activities.
- Be mindful of infant mental health theories to demonstrate ways for parents to work more effectively with their children. Involve the entire family whenever possible.
- Stimulate interest and encourage parents to take an active role in planning, implementing, and evaluating their child and family goals.
- Work with other Early Head Start staff to create a warm and accepting environment for all children and adults. Exhibit a positive attitude, which leads to a productive work environment.
- Complete screenings and assessments to meet 45 and 90 day requirements to set initial child goals and screen for potential developmental delays.
- Maintain updated files and documentation on individual children following program protocol, and maintain documentation according to program standards.

Health and Oral Health

- Ensure that each child's medical needs are being met by partnering with parents to establish a source of coordinated care that serves as an appropriate medical/dental home.
- Collaborate with Health Coordinator to track all health referrals, follow-ups, concerns with assistance and guidance from nurse and nutritionist.
- Involve the Health Consultant in home visits to deal with pre/postnatal care, health or nutritional issues.

Family Support

- Assist in the recruitment of families by conducting outreach within an emphasis on underserved linguistically isolated communities.
- Attend local seminars/meetings in order to maintain awareness of community services and referral processes.
- Maintain a professional level of confidentiality in regards to children, families, and staff. Relevant information will be discussed with Consultant teams, and supervisory staff.
- Inform, refer, and assist families in utilizing appropriate community services.
- Complete a Family Partnership Agreement with each family based on the issues addressed through the Family Partnership Assessment. This plan is updated on a continual basis throughout the program year.

Socialization

- Participate in providing a minimum of two group socializations per month for each family by collaborating with the parents and support staff. Activities address the physical, emotional, social, and cognitive needs of children and can also be based on ongoing assessment data, screening information or parent information and input. Socializations are provided on-site and in the community.

Special Needs and Mental Health Services

- Identify children who may have developmental or behavioral concerns based on knowledge of each child through screenings, ongoing assessment, observation, and parent input.
- Screen for delays within 45 days using the Ages and Stages Developmental Questionnaire (ASQ) Tool, the Devereaux Early Childhood Assessment for Infants and Toddlers (DECA), and the Three Pronged Approach to detect any sensory challenges. Discuss any identified concerns with parent, Home Visiting Supervisor and Child Development and Special Needs Manager.
- Refer children of concern to early intervention providers or infant mental health providers, in partnership with families and Child Development & Special Needs Manager.
- Ensure that all appropriate referral forms are complete and parent/guardian has signed consent for referral, in collaboration with Child Development & Special Needs Manager.
- Attend Individual Family Service Plan (IFSP) meetings as a member of the Special Services team.
- Incorporate IFSP goals into the child's individual plan and develop activities with input and support from the Special Services team.
- Support and relate positively to children and families with special needs.

Teaming

- Participate in weekly team meetings to plan for and implement collaborative, high quality services.
- Participate in monthly health file review with health consultant, nutritionist, mental health consultant and EHS management team and follow up on interventions identified in team meetings.
- Attend staff trainings and Friday morning EHS meetings and encourage a climate of continuous learning within the team.
- Participate in quarterly Reflective Group meetings.
- Participate in monthly supervision with Mentor Coach and EHS Supervisor.
- Attend and participate in All Staff meetings as required.
- Support other EHS staff as needed.
- Actively recruit new families and children.

Parent Involvement

- Observe and encourage parent input for home visit planning and program decision making.
- Promote involvement of parents in the program by encouraging parents to:
 - Participate in group socializations, Policy Council and other committees, parent meeting nights, family story time at the library and other community activities.
 - Inform home visitor of strengths, interests, and needs of their child; give suggestions and provide input on parent meeting topic.

Documentation of Early Head Start Services

- Ensure timely, accurate completion of Early Head Start file documents such as:
 - Ages and Stages Questionnaire, DECA, H.E.L.P., PICCOLO, Edinburg Post Natal Depression Scale;
 - COPA documentation (ongoing);
 - Planning forms, Enrollment forms, Health Releases, Transition Plans, Confidential Release of Information;
 - Staff observations of child interests, strengths, needs, and goals;
 - Health, Nutrition, TPA, Home Safety Checklist, Family Partnership Assessment;
 - Integration of observations and communication with parents and staff for maintenance of each child's Developmental Profile and School Readiness attainment;
 - Child development and achievement of child outcomes; and
 - IFSP, if applicable.
 - Other duties as assigned