

Infant Welfare Society of Evanston, Inc.

Job Description

JOB TITLE: ERSEA Specialist/ EHS Family Advocate

Reports To: Site Director, Teen Baby Nursery

Category: Exempt, Salaried

AGENCY MISSION

To deliver exceptional care and education for infants and young children and support families' efforts to be effective parents and advocates in their child's learning and development.

SUMMARY

The ERSEA Specialist/ Family Advocate has two primary functions. One is to serve as the IWSE Eligibility, Recruitment, Selection, Enrollment, Attendance (ERSEA) Specialist. The other primary function to serve as the Family Advocate for Teen Baby Nursery EHS children and families.

As the Enrollment Specialist, he or she is responsible for implementing the Head Start Program Performance Standards for ERSEA (Eligibility, Recruitment, Selection, Enrollment and Attendance) in order to recruit and enroll eligible children into Baby Toddler and Teen Baby nurseries.

As the Family Advocate, he or she works to insure families receive comprehensive, coordinated support services with a focus on prevention. The Advocate provides ongoing, individualized support services to children and families enrolled in Early Head Start. The Family Advocate is responsible for coordinating various meetings, trainings and activities that involve families. The Family Advocate also supports the other Family Advocate staff with services that insure program enrollment occurs and is maintained. The Advocate must support implementation of the Head Start Program Performance Standards.

ESSENTIAL DUTIES AND RESPONSIBILITIES

- Establish a comfortable working relationship with families beginning at the time of enrollment.
- Assists families in developing Family Partnership Agreement based on strengths and needs.
- Work with families, center staff, center directors, to help identify all needs of assigned children and families, including special needs of children.
- Provides parent education of Early Head Start policies as required.
- Acts as a liaison and advocate for families to assure providers and agencies are user friendly to Early Head Start families.
- Empowers and encourage families to make use of all identified resources.
- Works as a team with center directors, staff, and community resources to plan and implement all required screenings and evaluations of children including health and disabilities.
- Informs parents of the need to schedule and keep appointments for all screenings, evaluations and follow-up services.
- Encourages families to participate in parent orientation, parent committee meetings, Policy Council/Committee and other parent activities.
- Work with center directors to provide childcare for children/siblings when necessary during parent activities.
- Follows child attendance referral procedures as outlined in policies.
- Educates parents regarding IWSE/EHS attendance/Tardiness Policy.
- Works as a link between center director, administrative director for families applying for CCAP (Child Care Assistance Program)
- Conducts periodic classroom observations to determine how children are functioning.
- Protects all children from physical punishment or verbal abuse by anyone in any program activity, and make immediate reports any such incidents to the center director or person in charge.
- Conducts home visits when needed, alone or with appropriate staff, to follow up on progress or to make contact when other means of communication/contact are lacking.
- Work with teachers to plan home visits.
- Maintains confidentiality of all family information and records in accordance with IWSE/EHS confidentiality policy and procedures.
- Document information obtained through family contacts, disability services, and health screenings as outlined in policy and procedures.
- Encourage parents to embrace the concept that they are their child's first teacher.
- Attend all training opportunities as provided
- Participate in multi-disciplinary meetings.
- Performs any other task deemed necessary by the center director.

· Conduct initial eligibility screening of families, including verification of income, and begin the application/enrollment process into the appropriate program option.

· Recruit new families into the Early Head Start program according to the established rules and criteria around enrollment and eligibility.

- Maintain and active waitlist of eligible participants; this includes the development of a recruitment plan and assisting Site Directors in developing annual recruitment plans targeting the neediest families.
- Monitor Early Head Start enrollment to ensure a minimum of 10% of slots are filled with identified disabilities and no more than 10% of funded slots are filled with over-income families.
- Maintain and monitor attendance records, following up with families with inadequate attendance.
- Strictly follow guidelines for confidentiality of information.
- Participate in Grantee Agency self-assessment.
- Provide information and participate in annual Program Information Report (PIR)
- Assist Parents with Child Care Assistance Program (CCAP) Eligibility Applications and Redeterminations
- Review ERSEA policies and procedures at least annually and update as necessary to reflect current program regulations and best practices.
- Provide regular training to staff on ERSEA process.

EDUCATION AND EXPERIENCE

Associates Degree and two years related experience, or the equivalent is preferred. Must have experience related to working with families and young children (ages birth to five). EHS Teacher qualifications – at least an Infant Toddler CDA or the Gateways Level 2 credential is preferred.

QUALIFICATIONS

To perform this job successfully, an individual must be able to perform each of the above listed Essential Duties satisfactorily. The qualifications listed below are representative of the knowledge, skill, and abilities required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Must be bilingual in English and Spanish

- Knowledge of child development principles and practices
- Good organizational skills with the ability to set and meet deadlines
- Ability to work independently as well as part of a team, in a fast-paced, professional environment
- Ability to work with and relate to staff, families and children from diverse cultural, and economic backgrounds
- Proficiency with Microsoft Office Suite and database management/fundraising software
- A valid driver's license, automobile insurance and access to a car on a regular basis
- Good computer skills
- A solid foundational knowledge of DCFS licensing, Early Head Start/Head Start and NAEYC accreditation regulations and standards

LANGUAGE SKILLS

A ability to read, analyze and interpret professional documents, journals, regulations, standards and procedural manuals in English. Written and oral fluency in both English and Spanish. Ability to write reports and correspondence in English. Ability to speak effectively to parents, children, colleagues, etc.

MATHEMATICAL SKILLS

Must have math skills including adding, subtracting, dividing, computing percentages and working with fractions. Must be able to create and understand fiscal spreadsheets, budgets and financial software reports.

TECHNOLOGY SKILLS

Must be proficient in Microsoft Word and Outlook. Must be able to search the Internet and enter data as well as create reports into online programs such as Child Plus.

REASONING ABILITY

Ability to solve problems and anticipate needs and challenges. Ability to multi-task and handle a variety of variables and situations. Ability to aske for assistance and know when to seek help.

CERTIFICATES, LICENSES REGISTRATIONS

- Must obtain a Level 2 or higher Gateways ECE credential within one hear of hire.
- A physical exam by a licensed health provider, certifying good health and freedom from communicable diseases, along with a negative result for a tuberculosis test, within six months prior to the date of hire.

- Freedom from convictions or pending cases in accordance with the State of Illinois Licensing Standards for Day Care Centers.

- Current certification in Infant and Child Cardiopulmonary Resuscitation (CPR) and First Aid (within the first three months of employment; must maintain annual re-certification).

PHYSICAL DEMANDS

The physical demands described here 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.

While performing the duties of this job, the employee is regularly required to use hands to touch, carry and otherwise perform the duties described herein. The employee must be able to stand, walk, sit, reach with hands and arms, climb or balance, stoop, kneel, crouch, or crawl; and taste or smell. The employee must occasionally lift and/or move up to 25 pounds. Specific vision abilities required by this job include close vision, distance vision, peripheral vision, depth perception, and ability to adjust focus.

WORK ENVIRONMENT

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. While performing the duties of this job, the employee is occasionally exposed to wet and/or humid conditions, household chemicals, and outside weather conditions. The noise level in the work environment is usually moderate.