



05/21

Community Action Partnership of Madera County

JOB TITLE: PARENT AND GOVERNANCE SPECIALIST

DEPARTMENT: Head Start Departments

REPORT TO: Deputy Head Start Director - Direct Services

SUPERVISE: N/A

COMPENSATION: Range 26.5

FLSA: Full-time; Non-Exempt

JOB OVERVIEW: This position is responsible for overseeing the daily operation of program governance component. Ensuring parent participation in the program's decision making by engaging in the Policy Council/Committee groups of the Head Start programs. Monitoring to ensure the implementation of the program governance component area is in compliance with Head Start regulations.

QUALIFICATIONS:

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, ability, core competencies, and/or physical required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION/ EXPERIENCE

- Bachelor's Degree with a major course work in Child Development, Social Work or related field in human services.
- Three (3) years of experience working in community services, social work, family practice, or related field.
- Ensures a minimum of 15 hours of professional growth hours are completed and documented annually.

LICENSES OR CERTIFICATES

- Must obtain Family Credential within 18 months of hire.

ABILITY TO

- Speak, read, and write Spanish is required.
- Operate copy machine, and other office machinery, computer software inclusive of Microsoft Word, Excel, Outlook and have knowledge of different software platforms.

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- Assist with the creation of reports, graph, and spreadsheets as needed for reporting purposes.
- Demonstrate sensitivity to the cultural / ethnic diversity of the service populations and to be sensitive to the needs of low-income families and children.
- Effectively communicate with staff and agency / business representatives.
- Possess interpersonal, problem solving, and organizational skills.
- Manage time effectively and meet deadlines.
- Sustain cooperative relationships with those contacted in course of work.
- Follow work schedule as well as written and oral instructions.
- Establish and maintain cooperative working relationship with program staff.

KNOWLEDGE OF

- Early childhood growth and development principles.
- Computer applications; i.e., Microsoft Office products (inclusive of Word, Excel, Power Point, Outlook, Publisher, Access, Zoom, Google Team, etc.)
- Principals of data processing and record keeping skills.
- Basic knowledge of CPR and First Aid.

CORE COMPETENCIES:

- Customer Commitment – proactively seek to understand the needs of our customers and provide the highest standards of services.
- Dedication to Professionalism and Integrity – demonstrates and promotes fair, honest, professional and ethical behaviors that establishes trust throughout the organization and with the communities we serve.
- Organizational Excellence – takes ownership for excellence through one's personal effectiveness and dedication to the continuous improvement of our programs and services.
- Success through Teamwork – collaborates and builds partnerships through trust and the open exchange of diverse ideas and perspectives to achieve organizational goals.

GENERAL PHYSICAL REQUIREMENTS

- Exerting up to 15 pounds of force occasionally, and/or up to 10 pounds of force frequently, and/or up to 10 pounds of force constantly to move objects.
- Able to maintain regular, punctual attendance consistent with the Americans with Disabilities Act (ADA), Family Medical Leave Act (FMLA), California Family Rights Act (CFRA) and other federal, state and local standards.
- Able to perform the essential job functions consistent with the ADA, FMLA, CFRA and other federal, state and local standards.

MAJOR DUTIES & RESPONSIBILITIES:

LEADERSHIP

- Adheres to and applies the CAPMC mission, values, standards, policies and procedures.
- Attends mandatory new employee orientation/ mentor activities.
- Attends trainings, workshops, and classes to keep abreast of client engagement

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theories and practices.

- Engages and encourages personal and professional development.
- Ensures services are provided to all clients in a manner consistent with CAPMC mission, standards, values and grant requirements.
- Identifies and resolves concerns and issues.
- Interacts with clients and their families in a culturally and socially sensitive way.
- Keeps apprised of developments and trends in the program's operation and be attentive to the changing or growing needs of the community.
- Keeps informed of current theories and practices in the field.
- Keeps informed of program terms, conditions, and eligibility changes.
- Maintains and ensures that staff and volunteers maintain the confidentiality of staff, parent, child, client, community, and agency information included in files, conversations, meetings, correspondence, or any other source.
- Makes recommendations for replacement, purchase, or repair of equipment.
- Models professionalism for parents, children, clients, community, co-workers, and volunteers.
- Prepares and actively participates in staff meetings and committees.
- Promotes a team environment and teamwork.
- Reports and assists in reporting suspected child abuse in accordance with CAPMC child abuse reporting procedures.
- Represents CAPMC in the community in a professional and competent manner.
- Responsible for setting priorities and meeting deadlines.
- Shares information and knowledge with appropriate staff members.
- Works as a team member to support the functions and operations of the Department and the Agency.

ADMINISTRATIVE DUTIES

- Works with Deputy Director and Center staff to implement a research based curriculum for parents.
- Works with Program Advocates to develop parent meeting schedules, establishing parent committee, and election of Parent Policy Council/Committees.
- Develops and prepares Policy Council/Committee training at the start of each program year.
- Develops the agendas and supporting materials for the Policy Council/Committee monthly meetings with the direction of the Head Start Program Director.
- Reviews all Policy Council/Committee materials to ensure all supporting documents and information are accurate and are delivered timely to parents.
- Transports parents to the Grantee's Policy Council trainings and monthly meetings as needed.
- Maintains on-going communication with Grantees' staff to ensure parent representatives requested information is provided to parents and/or Grantees staff in a timely manner.
- Shares information with Deputy Director – Direct Services and Head Start Director arising from Parent Policy Council or Policy Committee meetings.
- Participates with Center Director / Site Supervisor / Advocate meetings to share information as directed by the Deputy Director or Head Start Director.

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- Schedules and attends case conference sessions for all Head Start programs.
- Assist with the process of data collection for the Community Assessment by collecting information from parents through questionnaires or other means to identify parent's needs for resources.
- Assists in reviewing and analyzing children's outcomes, family outcomes, school readiness goals, CLASS, and monitoring data annually for planning and recommendations for program improvement and professional development.
- Assists with the Monitoring of the Program Information Report to ensure information in the area of family services is accurate and up-to-date. Work and share information with the immediate supervisor to complete report.
- Works closely with the immediate supervisor to integrate family engagement strategies into all systems and program services to support family well-being and promote children's learning and development.
- Responsible for the program's compliance by utilizing a variety of methods for on-going monitoring.

TRAINING/STAFF DEVELOPMENT

- Oversees, and when necessary, provides training to staff on new forms and regulations.
- Assists in the development of a pre-service and in-service plan in accordance with Head Start Performance Standards.

PROGRAM DUTIES

- Develops relationships with parents and structure services to encourage trust and respectful, ongoing two-way communication to create welcoming program environment that incorporate the unique cultural, ethnic, gender, linguistic and structure background of families.
- Interacts with parents in a respectful and professional manner.
- Researches and provides information and resources to advocates on activities/topics for parents on health, family, nutrition, child development, stress/anxiety, financial literacy, and other related topics to present during parent meetings and/or workshops.
- Provides bilingual/translation services as needed for families when applicable.
- Assists with document translation as needed.
- Processes parent meeting reimbursements for payment.
- Follows up with information on parent reimbursements from grantee (CAPSLO/SCOE) and provides needed information.
- Assists in updating the program's parent handbooks (MHS, RHS, EHS and State), Staff, Volunteer and Policy Committee Handbook, Resource Books on a yearly basis to ensure the information is kept current and meets both Head Start Performance Standards and State Licensing requirements.
- Distributes and collects information from Area Managers and Specialist to update the handbooks and resource books for all Head Start and State programs annually.
- Provides information and assist with the development of the agency newsletter as needed.

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OTHER DUTIES:

- Adheres to the Americans with Disabilities Act of 1990 (ADA), which prohibits discriminatory actions toward any qualified individuals. In particular, children with disabilities are enrolled in the classroom as mandated by federal and state laws.
- Ensures strict compliance with universal precautions during work-related visits or when administering first aid.
- Other duties as assigned within scope of job classification.

LIMITS OF AUTHORITY

- Relative authority to maintain compliance with federal, state, and local laws as well as the Agency's policies and procedures.
- Relative authority to maintain compliance with program standards and the requirements of funding guidelines.
- Maintains close communication with the immediate supervisor to recommend a course of action and to receive directives on priorities.

OTHER REQUIREMENTS:

- Must be able to relate with all people of the community regardless of sexual, ethnic, racial, or religious background or socio-economic level.
- Must pass health screening and TB skin test or chest x-ray.
- Must meet SB 792 immunization requirement.
- Must meet AB 1207 mandated reporter training requirement.
- Must be dedicated to the goals and philosophy of CAPMC and Department.
- Must possess emotional maturity, stability, tactfulness, and the ability to provide professional leadership.
- Must have dependable insured transportation and a valid California Driver's License and acceptable driving record. A DMV printout and proof of insurance will be required. Mileage may be reimbursed subjected to CAPMC's policy.
- Must complete all background requirements: references, sex offender registry check, livescan checks, a pre-employment drug screen, acknowledgement of child abuse reporting responsibility, criminal record statement, and receive satisfactory clearance from all licensing and investigative authorities. Employment is contingent upon receiving clearances from appropriate authorities.
- Must use reasonable precautions in the performance of one's duties and adhere to all applicable safety rules and practices; and act in such a manner as to ensure at all times maximum safety to one's self, fellow employees, clients, and children.

PHYSICAL ACTIVITIES

- **Balancing:** Maintaining body equilibrium to prevent falling or tripping when walking, standing or crouching on narrow, slippery or erratically moving surfaces. This factor is important if the amount of balancing exceeds that needed for ordinary locomotion and maintenance of body equilibrium.
- **Climbing:** Ascending or descending ladders, stairs, stepping stools, ramps, stairs, and the like, using feet and legs and/or hands and arms. Hands and arms may be used for balance, such as holding a railing.

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- **Crawling:** Moving about on hands and knees or hands and feet.
- **Crouching:** Bending the body downward and forward by bending leg and spine.
- **Driving:** Driving is the operation of a motorized passenger vehicle or other vehicle such as forklifts, golf carts, riding mower.
- **Eye/Hand/Foot Coordination:** Performing work through using two or more body parts or other devices.
- **Feeling:** Perceiving attributes of objects, such as size, shape, temperature, or texture by touching with skin, particularly that of fingertips.
- **Fine Manipulation:** Touching, picking, pinching, or otherwise working primarily with fingers rather than the whole hand or arm as in gross manipulation.
- **Foot or Leg Controls:** Use of one or both feet or legs to move controls on machinery or equipment. Control include, and not limited to, pedals, buttons, levers, or cranks.
- **Gross Manipulation:** Seizing, holding, grasping, turning, or otherwise working with the hand(s). It is often present when lifting involves the hands. Fingers are involved only to the extent that they are an extension of the hand to hold or operate a tool such as tin snips or scissors.
- **Hearing Requirements:** The ability to hear, understand, and distinguish speech and/or other sounds (e.g., machinery alarms, medical codes or alarms). This includes: in person speech, other remote speech, other sounds, telephone, video conference.
- **Keyboarding:** Entering text or data into a computer or other machine by means of a traditional keyboard. Traditional keyboard refers to a panel of keys used as the primary input device on a computer, typographic machine or 10-Key numeric keypad.
- **Kneeling:** Bending legs at the knees to come to a rest on knee(s).
- **Lifting or Carrying:** Lifting is raising or lowering an object from one level to another. Lifting can include an upward pulling motion. Carrying is to transport an object – usually by holding it in the hands or arms, or wearing it on the body.
- **Pushing or Pulling:** Pushing is exerting force upon an object so that the object moves away from the origin of the force. Pulling is exerting force upon an object so that the object moves toward the origin of the force. Pushing or pulling may involve use of hands or arms and/or feet or legs done with one side of the body or both sides.
- **Reaching at or below Shoulder Level:** Reaching at or below the shoulder is present when there is 'Reaching,' but it does not meet the threshold for 'Overhead.' 'Overhead' and 'At or Below the Shoulder Reaching' can be present in the same task.

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- Reaching Overhead - Extending the arm(s) with the hand(s) higher than the head and one of these conditions exist: (1) A person bends the elbows, and the angle at the shoulders is about 90 degrees or more, or (2) A person keeps the elbow extended, and the angle at the shoulder is about 120 degrees or more.
- Repetitive Motions: Making frequent on continuous movement.
- Alternate Standing/Sitting at Will: The ability to alternate between standing and sitting is present when the employee has the flexibility to choose between standing or sitting as needed.
- Sitting: Remaining in a seated position.
- Speaking: Expressing or exchanging ideas by means of the spoken word to impart oral information to clients or the public and to convey detailed spoken instructions to other workers accurately, loudly, or quickly.
- Standing or Walking: Standing is to remain on one's feet in an upright position without moving about. Walking is to move about on foot.
- Stooping: Stooping is bending the body forward and down while bending the spine at the waist 45 degrees or more either over something below waist level or down towards an object on or near the ground.

VISUAL ACUITY

- Near Visual Acuity: Clarity of vision at approximately 20 inches or less (i.e., working with small objects or reading small print), including use of computers.
- Far Visual Acuity: Clarity of vision at 20 feet or more. This is not just the ability to see a person or object, but the ability to recognize features as well.
- Peripheral Vision: Observing an area that can be seen up and down or to right or left while eyes are fixed on a given point.

WORK ENVIRONMENT

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

WORKING CONDITIONS

- The worker is subject to both environmental conditions: Activities occur inside and outside.
- The worker may be exposed to infectious diseases.

To build a diverse workforce, CAPMC encourages applications from individuals with disabilities, minorities, veterans, and women. EEO/AA Employer.