



4924 Joy Road
Detroit, Michigan 48204

TITLE OF POSITION: Family Support and Empowerment Specialist

This position is organized into major areas of responsibility with the duties detailed under each area. The Position Description is the basis for classification and pay, recruitment and selection, and performance appraisal. The Program/Fiscal Administrator as Supervisor will review this position description with the employee. Chapel Hill Early Childhood Education may revise this description for an update or if there are substantial changes in the duties.

IMMEDIATE SUPERVISOR: Program/Fiscal Administrator

GENERAL SUMMARY: Family Support and Empowerment Specialist works with children and families to ensure that the Early Childhood Education experience is of high quality and prepares parents to advocate for their children long-term.

Position requires experience working with young children and low-income families. Ability to assess individual and family needs, develop plans and coordinate needed services to fulfill plans.

ESSENTIAL FUNCTIONS:

The following statements are intended to describe the general nature and level of work performed by a person in this position. They are not to be construed as an exhaustive list of all duties that may be performed in such a position. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Provides outreach services and support to children and families enrolled in GSRP, EHS-CCP and Child Care Subsidy programs operated by Chapel Hill Early Childhood Education.
- Ensuring that each person/family that applies for public assistance receives the type and level of assistance that they are eligible for.
- Participates in the recruitment of age eligible children to ensure that program operates at full capacity in accordance with childcare licensing and grant funding.
- Provides referral of families to various resources and services based on individualized assessments.
- Provides follow-up assistance to families referred for services or resources.
- Acts as a liaison and advocate for parents/families interfacing with community agencies.
- Assists in the coordination of services.
- Assists in the development of community partnerships that focus on early childhood development.
- Assists with parental/community involvement activities, including, but not limited to:
 - Plan and facilitate monthly Parent Meetings
 - Assist in the promotion of the program.
 - Assist in the development of resource materials.
- Encourages and guides families in their efforts to become self-sufficient.
- Participates in community activities which heighten the awareness of CHECE.
- Attends meetings and training as required by the Wayne RESA, MDE and/or DHS.
- Maintains confidentiality of all information related to the program.
- Assist Center Manager with EHS-CCP Reporting



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- Performs all other reasonably related duties as assigned by supervisor or other management.
- Prepares reports as required by various federal, state, and local programs.
- Inputs designated data into computer programs, MiStar and DHS Subsidy
- Keeps abreast of local, state, and national requirements and changes that affect component.
- Works cooperatively as a member of a team with program staff and community resources.
- Responsible for keeping client files in order and up to date.
- Responsible for working with team members, supervisor, children, families, and community contacts in a manner that is conducive to the philosophy and mission of the program and agency.
- Seeks and receives continued professional training.

EDUCATION AND/OR EXPERIENCE:

- Bachelor's Degree or higher from a four-year college or university with specialization in social work, psychology, sociology counseling or related field with relevant experience required.
- At least two years' experience working in an Early Childhood Education setting with working knowledge of services needed for low-income children and families required.
- Computer knowledge and abilities with databases, i.e., Child Plus, MiStar.
- Good understanding of child development, common childhood behavior problems and appropriate interventions.

Language Skills

Ability to write reports, business correspondence, and low-literacy communication for parents. Ability to effectively present information and respond to questions from groups of managers, clients, vendors, and the public.

Mathematical Skills

Ability to calculate figures and amounts such as discounts, interest, commissions, proportions, percentages, area, circumference, and volume.

Computer Skills

To perform this job successfully, an individual should have knowledge of components of the Microsoft Office Suite (Word, Excel, and PowerPoint).

Certificates, Licenses, Registrations

Current State of Michigan driver's license and automobile insurance. Adult and Child First Aid and CPR.

Other Skills and Abilities

The employee fulfilling this job is accountable to the assigned supervisor for completion of assignments and to the high standards of accuracy, attention to detail and timely completion of work.

Expectations include a pleasant, empathetic, sensitive, and professional demeanor, a positive attitude and a willing spirit. The employee must be willing to engage in professional development efforts as available to the position and required by management.



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Interpersonal Skills - Focuses on solving conflict, not blaming; Maintains confidentiality; Listens to others without interrupting; Keeps emotions under control; Remains open to others' ideas and tries new things.

Oral Communication - Speaks clearly and persuasively in positive or negative situations; Listens and gets clarification; Responds well to questions; Participates in meetings.

Written Communication - Writes clearly and informatively; Edits work for spelling and grammar; Varied writing style to meet needs; Able to read and interpret written information.

Teamwork - Balances team and individual responsibilities; Exhibits objectivity and openness to others' views; Gives and welcomes feedback; Contributes to building a positive team spirit; Puts success of team above own interests; Able to build morale and group commitments to goals and objectives; Supports everyone's efforts to succeed.

Planning/Organizing - Prioritize and plans work activities; Uses time efficiently; Sets goals and objectives.

Professionalism - Approaches others in a tactful manner; Reacts well under pressure; Treats others with respect and consideration regardless of their status or position; Accepts responsibility for own actions; Follows through on commitments.

Quality - Demonstrates accuracy and thoroughness; Looks for ways to improve and promote quality; Applies feedback to improve performance; Monitors own work to ensure quality.

Quantity - Meets productivity standards; Completes work in timely manner; Strives to increase productivity; Works quickly.

Safety and Security - Observes safety and security procedures; Determines appropriate action beyond guidelines. Reports potentially unsafe conditions. Uses equipment and materials properly.

Adaptability - Adapts to changes in the work environment; Manages competing demands; Able to deal with frequent change, delays, or unexpected events.

Attendance/Punctuality - Is consistently at work and on time; Ensures work responsibilities are covered when absent; Arrives at meetings and appointments on time.

Dependability - Follows instructions, responds to management direction; Takes responsibility for own actions; Keeps commitments; Commits to long hours of work when necessary to reach goals. Completes tasks on time or notifies appropriate person with an alternate plan.

Initiative - Volunteers readily; Undertakes self-development activities; Seeks increased responsibilities; Takes independent actions and calculated risks; Looks for and takes advantage of opportunities; Asks for and offers help when needed.

Innovation - Displays original thinking and creativity; Meets challenges with resourcefulness; Generates suggestions for improving work; Presents ideas and information in a manner that gets others' attention.

PHYSICAL DEMANDS



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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 talk or hear. The employee is frequently required to stand; walk; sit and use hands to finger, handle, or feel. The employee is occasionally required to 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 50 pounds. Specific vision abilities required by this job include close vision, distance vision 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. 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 occasionally exposed to outside weather conditions. The noise level in the work environment is usually moderate.

E.E.O.C. STATEMENT

Chapel Hill Early Childhood Education is an equal opportunity employer. It is the policy of CHECE not to discriminate in its employment and personnel practices because of a person's race, color, creed, religion, sex, national origin, age, height, weight, marital status, disability, or any other basis protected by federal, state, or other applicable law.

Signature of acknowledgement and understanding of job expectations:

Date

Signature of Program/Fiscal Administrator:

Date
