

## SANTA CLARA COUNTY OFFICE OF EDUCATION

### **CLASS TITLE: HOME VISITING SPECIALIST - EARLY HEAD START - RESTRICTED**

#### **BASIC FUNCTION:**

Under assigned supervision, the Home Visiting Specialist - Early Head Start - Restricted is responsible for providing intensive and comprehensive child development and family support services to enhance the physical, social, emotional, and intellectual development of participating children. The Home Visiting Specialist - Early Head Start - Restricted promotes positive parent-child interactions and provides resources to parents in a home-based setting to support parents in their roles. The Home Visiting Specialist - Early Head Start - Restricted is also responsible for coordinating and leading socialization sessions with groups of children and their families.

#### **REPRESENTATIVE DUTIES:**

The following duties are examples of assignments performed by incumbents in this classification. It is not a totally comprehensive list of duties, nor is it restrictive regarding job assignments.

#### **ESSENTIAL/TYPICAL DUTIES:**

Provides in-home instruction and group socialization experiences for parents and children to enhance the parents' ability to fill the role of primary nurturer for their child.

Plans and implements quality and developmentally appropriate educational experiences for children enrolled in either a center-based or home-based Early Head Start Program.

Conducts the required number of home visits with families in assigned caseload.

Plans, facilitates, promotes, and reinforces parent involvement in classroom and home-based education programs, providing an atmosphere of trust and competence.

Administers developmental screening and assessments for each child and administers or facilitates completion of family strengths and needs assessments within required timelines.

Facilitates completion of health and nutrition screenings within required timelines; works with parents and the Health Services Coordinator to ensure that all immunizations and other medical and dental follow-up is complete; serves as a role model for health, safety, and hygiene practices, providing first aid when necessary.

Develops and implements the Individual Development Plan for each child, parent, and family, within 45 days of enrollment.

Assists families in developing the Individual Family Development Plan (Family Partnership Agreements) to meet objectives related to the goals and strategies of children and families.

Coordinates or facilitates Family Plan activities with other organizations, agencies or individuals involved in providing services to the family.

Attends IFSP meetings and parent/teacher conferences including case management meetings, as necessary.

Makes appropriate referrals for early intervention services in the areas of behavioral or learning problems for enrolled children.

Provides resources, information, and/or referrals for families in the following areas: mental health, childcare, substance abuse treatment, education, employment training, income support, transportation, pregnancy, health needs, safety, nutrition, and other topics requested by the family.

Actively involves parents in screenings, assessments, planning for home visits and socializations, evaluation of EHS services and encourages parent participation in the Policy Council, Health Services Advisory and other Head Start committees.

Coordinates with parents to ensure well-child exams, immunizations, health screenings and nutrition assessment are complete and necessary follow-up occurs.

Develops family partnership agreements and conducts developmental screenings with the parent.

Completes observations, assessments and other Head Start/Early Head Start related paperwork.

Inputs data for program analysis to comply with Head Start/Early Head Start requirements.

Assists and supports families in locating resources, scheduling appointments, and providing support to families.

Provides modeling, observations, and activities that the parent can duplicate in the home that encourages developmentally appropriate activities for the changing needs of young children.

In partnership with parents, presents activities for parent/child interactions, which reflect both HS and EHS mandated elements in a culturally sensitive manner.

Analyzes, interprets, and makes recommendations related to children's records, lesson plans and other data for purpose of planning, evaluating, and improving services for children.

Meets regularly with other EHS Early Head Start content experts, parents, partners, and other programs to ensure effective planning and implementation of transition activities.

Assists families in developing an educational transition plan for children turning three.

Ensures compliance by interpreting policies and procedures to parents of children in transition to Head Start or other programs.

Integrates all HS/EHS early learning framework into bi-monthly socialization activities.

Collaborates with area experts, such as Family Advocate Supervisor, Health Supervisor, Disabilities Specialist, Mental Health Consultant as needed.

Maintains accurate records, including health information, assessments, IEP/IFSP documentation, screening, anecdotal observations, and other required forms.

Communicates regularly with other SCCOE staff and acts as an advocate for HS/EHS.

Completes and submits accurate and timely reports.

Maintains confidentiality.

**OTHER DUTIES:**

Performs related duties as assigned.

**KNOWLEDGE AND ABILITIES:**

**KNOWLEDGE OF:**

Target community, resources, and relevant public and private agencies to refer families to appropriate services provided by external agencies.

Principles of early child development and infant and toddler education.

Unique needs of children requiring special education services.

Family service activities and Head Start/Early Head Start performance standards related to Home-Based Services.

Child abuse reporting requirements.

Policies and objectives of assigned program and activities.

Applicable State, Education Code and other pertinent rules, regulations, and laws.

Effective community relations techniques and principles.

Diverse academic, socioeconomic, cultural, disability and ethnic backgrounds.

Methods, attitudes, and learning principles required to facilitate and encourage student and parental participation in the total home-based education process.

Health assessment procedures

Health and safety regulations.

Interpersonal skills using tact, patience, and courtesy.

Record-keeping techniques.

Oral, written, and public speaking skills.

**ABILITY TO:**

Adhere to policies and objectives of assigned program and applicable state laws, Education Code and other pertinent rules, regulations, and laws.

Provide effective parent education in a home-based setting.

Communicate effectively with families, peers, consultants, and coaches.

Read, interpret, and follow rules, regulations, policies, and procedures.

Exercise sound judgment, discretion, and initiative.

Maintain accurate records.

Prepare clear and concise oral and written reports.

Operate a computer and other office equipment.

Communicate effectively, both orally and in writing.  
Establish and maintain effective relationships with those contacted in the course of work.

**EDUCATION AND EXPERIENCE:**

An Associate’s degree from an accredited college with major course work in Early Childhood Education, Child Development, Human Services, Social Services, or related field and one (1) year of experience working with children, families, community groups and public agencies, providing safety, child, or mental health consultation. Experience providing home visitation services for parents, infants, toddlers, and preschoolers and serving families with disabilities is preferred.

**LICENSES AND OTHER REQUIREMENTS:**

Ability to complete three units of Infant/Toddler education within one year after hire.  
Valid California driver's license.

**WORKING CONDITIONS:**

**ENVIRONMENT:**

Must be able to drive personal vehicle to home visits, meetings, and socialization groups.  
Duties are performed in the child’s home.

**PHYSICAL DEMANDS:**

Physical, mental, and emotional stamina to perform the duties and responsibilities of the position under sometimes stressful conditions.  
Vision sufficient to read printed materials.  
Hearing and speaking to exchange information.  
Seeing to read, prepare and proofread documents and perform assigned duties.  
Kneeling, pushing/pulling, squatting, twisting, turning, bending at the waist, and reaching overhead, above the shoulders and horizontally as needed.  
Dexterity of hands and fingers to operate equipment.  
Sitting or standing for extended periods of time.  
Lift up to twenty-five (25) pounds.  
Mental acuity to collect and interpret data, evaluate, reason, define problems, establish facts, draw valid conclusions, make valid judgments and decisions.

Approved by the Personnel Commission: April 8, 2015  
Revised 10/13/21



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Marisa Perry  
Director III – HR / Classified Personnel Services

Date: 10/13/21