



HPS 2 – Family Resource Coordinator

1101 West College Avenue • Spokane, WA 99201-2095 (phone) 509.324.1506 • (fax) 509.324.3604 • (TTY) 509.324.1464

**Spokane Regional Health District is a "Tobacco Free" Workplace*

*An Equal Opportunity, ADA Compliant Employer
Veterans and persons of disability encouraged to apply*

EMPLOYMENT BULLETIN: JOB #17-17

OPENS: March 10, 2017

DIVISION: Community & Family Services

SCHEDULE: Full-time (40 hr./wk.) regular

This registry may also be used for any additional HPS2 positions with similar qualifications which may occur in the next 6 months.

CLOSES: Friday, March 24, 2017, or until sufficient applications are received

PROGRAM: Children with Special Health Care Needs / Early Support for Infants and Toddlers/ Infant Toddler Network programs

SALARY RANGE: \$3965.20 - \$5060.74 per month. This is the full salary range for the position (not including longevity pay). Starting salary will normally be \$3965.20/mo. Position includes a generous benefits package.

REQUIRED APPLICATION DOCUMENTS (incomplete applications or those missing required documents may not be considered):

- Fully Completed SRHD Application
- Background check form
- Cover Letter
- Resume

POSITION DESCRIPTION: Health Program Specialist 2 - Family Resources Coordinator (FRC)

- Assists families with infants and toddlers in the Children with Special Health Care Needs/Infant Toddler network Program with disabilities or developmental delays to receive the procedural safeguards and services that are authorized to be provided under Washington’s Early Intervention Program, Early Support for Infants and Toddlers (ESIT)
- Coordinates services across agencies to help families receive the assistance and services in accordance with and as defined by the Individuals with Disabilities Education Act (IDEA) Part C, the Washington State’s Federally Approved Plan and the Spokane Early intervention Services Plan.
- Responsible for maintaining the highest standards of practice and adherence to the policies, procedures, guidelines and standards of ESIT, CSHCN and SRHD.

MINIMUM QUALIFICATIONS:

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| Required Education: |
| <ul style="list-style-type: none"> • Bachelor's degree in a health related field+ 3 years of directly related experience (e.g., health education, social work, public health, special education, early childhood education or nursing). |
| Required Licenses: |
| <ul style="list-style-type: none"> • Must have current registration with the WA State Early Support for Infant and Toddlers (ESIT) Early Intervention Program or ability to complete the requirements within three months of employment • Valid Driver’s license and access to a vehicle or another means of accessing multiple work sites in a timely manner |
| Preferred Experience: |
| <ul style="list-style-type: none"> • Early childhood education/development or working with infants and toddlers with disabilities and/or developmental delays. |

For a detailed position description and application form, visit us at www.srhd.org or contact the office of Human Resource Services by mail or phone. Please see reverse side for additional application information.

This position is represented by Professional and Technical Employees union.

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MAJOR RESPONSIBILITIES:

- Coordinate evaluations and assessments completed by IDEA, Part C qualified professionals
- Participates in Child Find activities
- Assists families in accessing available service providers
- Assist families in establishing goals and outcomes. Uses evidenced-based screening tools.
- Follows ESIT System of Payment and Fees (SOPAF), payer of last resort policies and procedures
- Educate families about the importance of accessing a medical home, well child exams and immunizations
- Carries a caseload established by ESIT contract recommendations
- Develops therapeutic relationships with families with infants and toddlers with disabilities or developmental delays
- Facilitates development, review and evaluation of Individual Family Services Plan (IFSP) addressing early intervention needs of eligible infants or toddlers in accordance with & defined by IDEA Part C, the WA State Plan & the Spokane Early Intervention Services Plan
- Makes referrals to appropriate medical and other early intervention providers
- Provides education support & referral resources to families with infants & toddlers with disabilities or developmental delays & informs families of advocacy & peer support services
- Works with community partners to assure appropriate referrals are being made to the program
- Collaborates with the CSHCN/ITN PHN Coordinator to assure that the child and family are eligible for the CSHCN/ITN Program.
- Provides accurate and appropriate information to families.
- Participates in the ongoing assessment of service needs, demographics, and other data to support early intervention services activities.
- Develops the Individual Family Services Plan using ESIT Data Management System (DMS)
- Uses the DMS to enter information, run reports, track children’s progress, plan six months reviews, annuals and transitions.
- Participates in the ESIT self-assessment and county plan development process.
- Participates in program, divisional and agency meetings.
- Participates in yearly on-going training to maintain FRC certification.
- Participates in evaluation of team performance, program reviews and audits, and other Continuous Quality Improvements efforts.
- Provides ongoing family resources coordination to optimize care of children with special health care needs and their families.
- Collaborates and consults with early intervention providers, physicians, public health nurses and other community professionals to coordinate services for the client.
- Facilitates referrals such as Medicaid, SSI, CSHCN Care Notebook, Division of Developmental Disabilities, early intervention services and other CSHCN Programs to assist in the development and monitoring of the Individual Family Services Plan (IFSP).
- Coordinates referrals with the child’s Medical Home.
- Participates in multi-disciplinary conferences and community-based teams to provide information as requested.
- Meets with collaborating organizations on a regular and ongoing basis as assigned.
- Meets with the Program Manager on a regular basis for supervision.
- Actively participates in groups and team meetings. Adheres to agency chain of command in an emergency response situation.
- Participates in “just in time” training for staff in a public health emergency as needed/requested.
- Recognizes deviations from the norm in daily work that might indicate a significant problem or emergency and takes appropriate action.

KNOWLEDGE, SKILLS & ABILITIES:

- Ability to accurately assess own learning needs and develop strategies to meet them including continuing education, workshops/conferences to increase skill and competencies.
- Ability to assist in creating a positive work environment that promotes productivity, mentoring, team work, and cooperation.
- Ability to develop therapeutic relationships with families with infants and toddlers with disabilities or developmental delays.
- Ability to learn effectively use specialized software programs. (i.e. ESIT DMS)
- Ability to work independently with primary early intervention providers.
- Ability to receive and incorporate constructive feedback about behaviors and performance into daily practice.
- Ability to solve practical problems and deal with a variety of standardized situations.

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- Ability to translate clients’ needs into clear descriptions of health or other needs.
- Ability to utilize appropriate methods for interacting sensitively, effectively and professionally with persons from diverse cultural, socioeconomic, educational, racial, ethnic and professional backgrounds and persons of all ages and lifestyle preferences.
- Ability to utilize evidenced-based screening and assessment tools (e.g. Ages and Stages, ASQ, Denver II)
- Ability to work in a wide variety of home and community settings.
- Demonstrates capacity to assume responsibility for own practice.
- Demonstrates communication that is clear, effective and respectful of differences.
- Demonstrates good punctuation/grammar/spelling skills and strong written and verbal communication skills to interact effectively in person or via telephone.
- Demonstrates strong interpersonal and communication skills including strong written, verbal and listening skills.
- Knowledge /experience working with infants and toddlers with disabilities or developmental delays under 3 years old and their families
- Knowledge of growth and development.
- Knowledgeable about community resources.
- Knowledge of Microsoft Office Products such as Word and Excel.
- Knowledgeable of and able to describe the public health role and the agency’s chain of command in an emergency response situation.
- Knowledgeable of and integrates evidence - based practice into own practice.
- Knowledgeable of appropriate use of interpretation services and translated materials.
- Participates in continuing education activities, conferences and trainings to maintain competencies in working with infants and toddlers with disabilities or developmental delays and their families, to maintain Registered FRC qualifications which includes reviewing the Department of Early Learning (DEL) ESIT website and training materials posted online.
- Knowledge/experience working with infants and toddlers with disabilities or developmental delays under 3 years old and their families.
- Knowledgeable about community resources

ENVIRONMENTAL FACTORS:

- Indoors, sedentary with 7 hours/day sitting or standing
- Outdoors, with 1 hour/day walking or standing
- 4 hours/day keyboarding or typing at a computer terminal
- Ability to work outdoors in various climates (rain, snow, wind, sun, etc.)
- Ability to navigate client sites (unpaved walkways, stairs, narrow hallways, etc.) on a regular or basis
- Communication skills to interact effectively with people
- Comprehend and process verbal communication
- Visual acuity to read small print
- Ability to discern colors
- Ability to discern odors.
- Ability to bend, twist, stoop on a ☐ regular or 0 occasional basis
- Ability to lift or carry up to 25 pounds on a ☐ regular or 0 occasional basis
- Ability to type, file, and complete forms with or without accommodation
- Ability to operate a vehicle or otherwise access multiple sites in a timely manner
- Ability to function in a fast paced and reactionary work environment.

The work environment characteristics described above 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.

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