



STATE OF OREGON
Department of Human Services (DHS)
POSITION DESCRIPTION

Position Revised Date:

Agency: Department of Human Services

Division: Self Sufficiency Delivery

This position is:

- ☒ **Classified**
☐ **Unclassified**
☐ Executive Service
☐ Mgmt Svc – Supervisory
☐ Mgmt Svc – Managerial
☐ Mgmt Svc – Confidential

☐ New ☒ Revised

SECTION 1. POSITION INFORMATION

- a. Classification Title: Human Services Case Manager
- b. Classification No: C6630 c. Effective Date: _____
- d. Position No: 1008308
- e. Working Title: Family Coach
- f. Agency No: 10000
- g. Section Title: Self Sufficiency
- h. Employee Name: _____
- i. Work Location (City — County): Klamath Falls/Klamath
- j. Supervisor Name: Perry Andrews
- k. Position : ☒ Permanent ☐ Seasonal ☐ Limited Duration ☐ Academic Year
☒ Full-Time ☐ Part-Time ☐ Intermittent ☐ Job Share
- l. FLSA: ☐ Exempt ☒ Non-Exempt If Exempt: ☐ Executive ☐ Professional ☐ Administrative
- m. Eligible for Overtime: ☒ Yes ☐ No

SECTION 2. PROGRAM AND POSITION INFORMATION

- a. **Describe the program in which this position exists. Include program purpose, who's affected, size and scope. Include relationship to agency mission.**

The Department of Human Services brings together the State's principal human services agencies to serve the vision of safety, health and independence for all Oregonians. DHS has more than 8,000 employees in over 150 local and branch offices, providing direct services to more than 1 million Oregonians each year.

The DHS mission is *“To help Oregonians in their own communities achieve well-being and independence through opportunities that protect, empower, respect choice and preserve dignity.”*

The department’s goals are:

- People are safe and living as independently as possible.
- People are able to support themselves and their families through stable living wage employment.
- Children and youth are safe, well and connected to their families, communities and cultural identities.
- Choices made by seniors and people with disabilities about their own lives are honored.
- Partners, customers and stakeholders are actively engaged in a variety of collaborative and meaningful ways.
- Culturally specific and responsive services are provided by highly qualified and diverse staff.
- The department is committed to equal access, service excellence and equity for all Oregonians.

Because many customers have multiple needs, the department is integrating services, seeking to bring a broad range of supports within easy reach of each individual or family. This approach, recognized as pioneering in the nation, requires close collaboration among staff within the department and with local governments, service providers and other partners.

DHS values integrity, stewardship, responsibility, respect, professionalism, innovation and service equity.

SSP actively seeks to provide culturally appropriate services where individuals are treated respectfully, compassionately and effectively in a manner that recognizes, affirms and values the worth of children, individuals, families and communities, protecting and preserving the dignity of each. This includes: culture, language, national origin, class, race, age, ethnic background, disability, state of development, religion, gender, sexual orientation and other differences.

b. Describe the primary purpose of this position, and how it functions within this program. Complete this statement. The primary purpose of this position is to:

This position is responsible for providing person-centered, strength-based practice to assist Tribal families transitioning into a state of independence through collaboration and partnership within the agency and the community. The Family Coach will work closely with District and Program managers as well as Tribal Social Service leadership to identify and implement concrete and measurable steps to strengthen local relationships with Tribes and advance local strategies relating to planning.

Family Coaches may engage families in many different ways these include but are not limited to: individual and family assessment; identification of goals that are attainable and provide a glide path off state assistance; identification of individual and family strengths; collaboration with other state agencies, and collaboration with community organizations and resources. This position may also determine eligibility for programs as necessary.

This position negotiates coaching contracts with the adults in the home; utilizing the continuum of Jobs activities, supporting both the adults needs as well as the family's needs to attain the goal of self-sufficiency. It is essential for the Family Coach to evaluate employability readiness, provide meaningful provider referrals, promote services, and motivate the adult towards self-sufficiency. The Family Coaches must develop and maintain a base knowledge of

employment services; contractors; and community services to meet the employment/self-sufficiency needs of the family. This knowledge must span various levels of employment readiness including limited work experience, criminal backgrounds, career paths from entry level on up, etc.

This position actively seeks to provide culturally appropriate services where individuals are treated respectfully, compassionately and effectively in a manner that recognizes, affirms and values the worth of children, individuals, families and communities, protecting and preserving the dignity of each. This includes culture, language; national origin; class; race; age; ethnic background; disability; stages of development; religion; gender; sexual orientation and other differences or diversity factors.

SECTION 3. DESCRIPTION OF DUTIES

List the major duties of the position. State the percentage of time for each duty. Mark “N” for new duties, “R” for revised duties or “NC” for no change in duties. Indicate whether the duty is an “Essential” (E) or “Non-Essential” (NE) function.

Note: If additional rows of the below table are needed, place cursor at end of a row (outside table) and hit “Enter”.

% of Time	N/R/NC	E/NE	DUTIES
75%	R	E	<p>Assist families in becoming independent, healthy and safe through ongoing coaching, collaboration and coordination.</p> <p>Coaches families, through a minimum of monthly contact, by establishing goals that are rewarding to the customer.</p> <ul style="list-style-type: none"> • Individual and Family assessment on circumstance and resource needs with the family • Identify culturally appropriate services and providers based on the needs of the family. • Jointly developing with the family the coaching contracts to support a path to self-sufficiency • Coaching families on how to connect with programs and resources which may include other state agencies, community services and resources, partners and employers based on the needs and goals of the customer. • Actively coordinating and collaborating with other service providers with the intent to develop a single coaching contract for the participant and/or family • Review and reestablish the coaching contract as needed. Adjust and modify the contract when necessary. • Advocating for and empowering individuals and their families • Creating, facilitating or collaborating in the development of workshops for participants • Holding families accountable to their coaching contracts in a respectful and supportive manner. • Determine accurate financial eligibility for all SS program benefits when required. This includes obtaining required documents, narrating case

notes, authorizing supports for the family and data entry for each specific adult as required.

Services to Families:

1. Interview to determine family goals and the need for SSP services and benefits. Emphasize that the agency's services are meant to be a temporary solution to stabilize families and the agency's long term goal is to help families to achieve long term self-sufficiency.
2. Building trusting relationships
3. Conduct a needs assessment with the participant to determine family strengths, barriers and/or other benefits or resources that could assist the family as they work towards stability and employment. Assist with program applications as needed.
4. Mutually determine with the participant the needs of the family in order for them to become self-sufficient. Evaluate the stability and strengths and determine what (if any) intervention services may be needed to address the needs of the family. Jointly develop a coaching contract with the participant, and any other community agency in which the family may be engaged with, which details the steps the family will take towards reaching their goals.
5. Negotiate alternative resources available and support services needed to support the coaching contract. Issue payments by appropriate method to ensure the needs are met timely. Advocate and/or broker with other agencies to obtain and enhance as many outside resources as possible to meet the needs of the participant and family.
6. Maintain regular contact with the participant per DHS Standards while they remain on public assistance. This includes regularly evaluating the progress of the individual and family, establishing additional resources as needed, modifying the coaching contract based on necessity through communication with participant and other community partners (when applicable), as well as providing ongoing encouragement and support for the participant and family as they work towards self-sufficiency. Communication can be conducted via phone, email, in person (i.e. office, home, community agency, or other determined location that works for all parties), texting, or mail. Establish a preferred method of communication with each participant.
7. Identify and discuss difficult socio-economic issues with families such as dysfunctional parenting, drug and alcohol use, medical conditions including disabilities (physical, learning, cognitive, mental and addictions), mental health concerns, criminal justice difficulties, domestic violence, child abuse/neglect, school attendance for children (truancy), child care arrangements, housing, transportation, or other issues that the family may be struggling with. Utilize the Engagement Specialists for guidance and support around these conversations. Engage with providers within the community or with other support person who may be working with the individual or family.
8. Coordinate services with appropriate agencies based on the identified needs of the participant and family. Coordinate case staffing that may include community partners, interagency staff as well as the participant and other family members as needed to collaborate on coaching contract by sharing and receiving ideas, knowledge, resources, or other identified needs that support the progression of the coaching contract and the family. Establish a communication plan and identify each person's role and responsibility in jointly case managed plans.
9. Offer and provide services to individuals and families that may be outside of the DHS office. This could include, but is not limited to, schools, community based organizations, a participant's home, or other agreed upon location that provides

a participant and/or family an alternative way to conduct business with the department.

10. Maintain a proactive case management focus on youth in the home through monitoring school attendance, participation, behavioral problems and other needs identified by the adult participant or youth. Utilize resources internally within the agency as well as in the community to connect families to the services they need to move forward with the youth. Work in collaboration with any community based organizations or other state agencies to support the family while addressing a youths barriers. Provide support and encouragement to the family using a strength-based model that supports the family as one unit rather than individually.
11. Provide specialized services to teen parents (if assigned) to prevent adult dependency on public assistance through programs that address life skills, parenting skills, high school equivalency and high school completion. Provide ongoing assessment of teen living situation to determine safety and appropriateness by taking into consideration the vulnerability levels established by Child Welfare. Coordinate services with other service providers to address and support the teen parent in moving forward.

Program Eligibility Requirements:

1. Determine eligibility for each family and maintain up to date information on-line to provide case payments (TANF), food stamps (SNAP), domestic violence assistance (TA-DVS), child care, and any other programs directly related to the TANF program. Use the JAS systems to gather, compile and report information and other data as required.
2. Provide assistance in obtaining Child Support. This is through interviews with the adult participant as well as collecting all paperwork required. Ensure that participant has an understanding of the program and has the contact information for Support Enforcement to follow up on required paperwork.
3. Represent the agency, if assigned, in court actions requiring testimony about participants involved in legal actions.
4. Focus case management efforts on achieving agency performance outcomes and continuous improvement of agency performance

Employment Services:

1. Through assessment and conversations with the individual, identify both short term and long range career and life goals. Through the assessment, determine the individuals skills, strengths and work history in order to create a plan that builds on the goals and moves the individual and family towards self sufficiency
2. Document pertinent information relating to the participants situation with particular attention on the evaluation of the individual and family highlighting employability and those issues that are currently affecting employability
3. Coordinate and refer participants to workshops or orientations that provide guidance on issues related to participant's employment and self-sufficiency, exploration of community resources, supported job search, and job placement. Workshops maybe provided internally or with community partners and contractors.
4. Coordinate and refer individuals (may include family) to resources that will provide guidance and support in addressing barriers that prevent the individual from obtaining and retaining employment. Ensure that conversations occur with the individual that these are steppingstones to becoming self-sufficient.

			<ol style="list-style-type: none"> 5. Provide support to families who have left the program but still have needs which could jeopardize their independence. This includes providing supports that are within the confines of the program (support services, transitional benefits, employment retention services, etc.) as well giving individual and family encouragement and providing support in problem solving situations that may arise at the workplace to ensure that the participant retains employment. 6. Maintain ongoing knowledge on the local labor market and resources within the community.
10%	NC	E	<p><u>Professional Relationships</u></p> <ol style="list-style-type: none"> 1. Promotes individual and family self-sufficiency by participating in branch teams and on committees that look for more effective and efficient ways to provide services. 2. Supports professional collaborative working relationships in work teams by taking an active part in decision making, considering options, demonstrating flexibility, developing alternatives, and respecting other's needs. 3. Establish and maintains a collaborative working relationship with participant families, contractor staff, public, community resources, and other agency staff. Participates in community activities and outreach services based on the focus of the family 4. Provides input to agency staff and community partners, sharing ideas and knowledge which can enhance coaching contract efforts. 5. Models professionalism through all interactions always and promotes the agency mission. 6. Work with Tribal community, Tribal partners and providers
10%	NC	E	<p><u>Professional Development</u></p> <ol style="list-style-type: none"> 1. Continually seeks to develop and improve effectiveness by enhancing communication skills in the areas of giving and receiving constructive feedback, negotiating solutions, personal effectiveness, conflict resolution and team effectiveness. 2. Attends education and training modules that encourage professional development and enhance continual learning 3. Utilizes agency resources to maintain and develop knowledge of computer systems to gather, compile, and report information as required. 4. Maintains regular and consistent attendance
5%	NC	E	Other duties as assigned

SECTION 4. WORKING CONDITIONS

Describe any on-going working conditions. Include any physical, sensory, and environmental demands. State the frequency of exposure to these conditions.

This job is a fast-paced position that include a high volume of individual and family contact, collaboration with various community agencies, as well as computer entry and tracking and requires cultural/racial diversity and sensitivity.

Employee's work is conducted in offices, participant's homes, and other community sites. Employee has contact with a wide range of people including some exhibiting anger and frustration under stressful conditions. Participants may be drug or alcohol-affected and in need of treatment. The employee will be exposed to and need to deal with a range of emotionally charged issues, confronting where necessary.

Must have a valid driver's license and acceptable driving record. If no driver's license, must be able to provide alternate method of transportation. Some overnight travel may be required to attend statewide meetings and trainings.

Hours of work may vary from day to day and may include evenings and weekends. Overtime must be pre-approved by a manager.

SECTION 5. GUIDELINES

a. List any established guidelines used in this position, such as state or federal laws or regulations, policies, manuals, or desk procedures:

Federal and state laws, including confidentiality and information sharing agreements. DHS policies, branch protocols and procedures

b. How are these guidelines used?

The guidelines provide direction, procedural information and specific mandates(laws and policies). The employee is expected to apply these guidelines to the assigned caseload and other responsibilities.

SECTION 6. WORK CONTACTS

With whom, outside of co-workers in this work unit, must the employee in this position regularly come in contact?

Note: If additional rows of the below table are needed, place cursor at end of a row (outside table) and hit "Enter".

Who Contacted	How	Purpose	How Often?
Branch Operations Manager	Person/Phone/Writing	To provide feedback, review engagement strategies, develop improvement plans and provide consultation	Weekly
Engagement Specialists	Person/Phone/Writing	To provide guidance and support with case management, review engagement strategies and develop improvement plans	Daily

Benefit and Eligibility Workers	Person/Phone/Writing	To provide guidance and support around policy and procedure in the SSP Program. To consult with on policy related questions.	Daily
DHS Participants	Person/Phone/Writing	To ensure benefit eligibility is met and participant is engaged in activities that meet the need of the individual and the requirements of the program.	Daily
Community Agencies	Person/Phone/Writing	Collaborate with dually enrolled participants for coordination of services and movement towards self sufficiency	Weekly
Community Resource Coordinator	Person/Phone/Writing	To learn or access resources within the community that may be available for a family. Additional support with case management as needed	Weekly
Partner Agencies (contracted JOBS)	Person/Phone/Writing	Joint staffing common cases and making referrals for services as needed by the participant.	

SECTION 7. POSITION-RELATED DECISION MAKING

Describe the typical decisions of this position. Explain the direct effect of these decisions:

Critical decisions regarding risks to child and families as well as what services are necessary to remove these risks. These decisions have long term effects on the child and families.

The individual provides initial and ongoing financial assistance to assist families in reaching self-sufficiency. The employee must make decisions related to eligibility for agency programs and resources needed to assist the family in reaching self-sufficiency. Making decisions regarding services and program eligibility can result in financial stability for families and the agency's performance outcomes being met. More importantly, decisions can lead to increased self-sufficiency for families and obstacles removed from the way of families as they make progress towards independence from our programs.

Make independent decision daily based on knowledge and relating to DHS policy and procedures. Decisions affect SS customers, staff and various aspects of the branch operations. Decisions affect quality and quantity of district work. Improper decisions could have negative consequences for DHS. Decisions cover complex family situations and recommendations for coaching contracts. Errors can result in creating hardships for at-risk families with children up to and including removal of the child from the home.

SECTION 8. REVIEW OF WORK

Who reviews the work of the position?

Note: If additional rows of the below table are needed, place cursor at end of a row (outside table) and hit "Enter".

Classification Title	Position Number	How	How Often	Purpose of Review
Branch Operations Manager		Conferences; supervisory review of reports, narrative and other documents. Evaluation of Case Management Standards met.	Monthly or more often as needed	Reviews insure that the employee's work is in support of the agency mission.
Engagement Specialists		In person, case reviews, action plans, phone, email, IM and staffing	Weekly/daily	Training needs, production, engagement of case load.

SECTION 9. OVERSIGHT FUNCTIONS

a. How many employees are directly supervised by this position?

0

How many employees are supervised through a subordinate supervisor?

0

b. Which of the following activities does this position do?

- | | |
|--|---|
| <input type="checkbox"/> Plan work | <input type="checkbox"/> Coordinates schedules |
| <input type="checkbox"/> Assigns work | <input type="checkbox"/> Hires and discharges |
| <input type="checkbox"/> Approves work | <input type="checkbox"/> Recommends hiring |
| <input type="checkbox"/> Responds to grievances | <input type="checkbox"/> Gives input for performance evaluations |
| <input type="checkbox"/> Disciplines and rewards | <input type="checkbox"/> Prepares and signs performance evaluations |

SECTION 10. ADDITIONAL POSITION-RELATED INFORMATION

ADDITIONAL REQUIREMENTS: List any knowledge and skills needed at time of hire that are not already required in the classification specification.

All positions in DHS require a Criminal Background Check and an Abuse/Neglect Check. Fingerprints may be required.

This position requires a broad understanding of community public relations and working with diverse people and issues. It demands awareness of and sensitivity to problems and interests of persons with disabilities and knowledge of, and sensitivity to, identity, cultural, and ethnic concerns in working with people of all races and heritage. The usual work hours will be from 8 AM to 5 PM, however when in the interest of the operational needs, the starting and stopping times for a particular 8 our day may be adjusted and occasional compensated overtime may be required.

If you have experience working with Tribes or Tribal members, you are encouraged to apply. Preference will be given to applicants that have strong Tribal knowledge and have a good understanding of the Native American culture.

BUDGET AUTHORITY: If this position has authority to commit agency operating money, indicate the following:

Note: If additional rows of the below table are needed, place cursor at end of a row (outside table) and hit "Enter".

Operating Area	Biennial Amount (\$00,000.00)	Fund Type
----------------	-------------------------------	-----------

N/A		
-----	--	--

SECTION 11. ORGANIZATIONAL CHART

Attach a current organizational chart. Be sure the following information is shown on the chart for each position: classification title, classification number, salary range, employee name and position number.

SECTION 12. SIGNATURES

Employee Signature

Date

Supervisor Signature

Date

Appointing Authority Signature

Date