**NEK-CAP, Inc.  
Family Development Advocate**

**Job Title:** Family Development Advocate  
**Department:** Head Start  
**Reports To:** Family and Community Resource Manager  
**FLSA Status:** Non-Exempt  
**Prepared By:**  
**Prepared Date:** August 2015  
**Approved By:** Board of Directors  
**Approved Date:** 11/19/2015  
**Salary Range:** $11.57-$22.37  

**Summary**  
The Family Development Advocate position supports families eligible for NEK-CAP, Inc. programs. NEK-CAP, Inc. provides a wide array of services under both the Head Start and Community Services Block Grant funding. Our programs work from a strengths based – family/person perspective with Family Development at the core of our programs. Head Start has both Family and Community Partnerships as components of the program. Community Services Block Grant funding is based on supporting families through the National Performance Indicators and providing them with support in the areas of Emergency Services (utility and rental assistance); housing – Emergency Solution Grant and the Supportive Housing Program and Family Development Advocacy (case management)- promoting family development/self-reliance. The Family Development Advocate is responsible for understanding all NEK-CAP, Inc. programs; providing all customers with such knowledge; and developing an understanding and partnerships with other community resource providers. This Family Development Advocate is a strengths-based position which will assist families with building on their own strengths to become capable of taking responsibility for managing their own lives within the community (Family Development Partnership). All services will be customer/family driven and all outcomes will be maintained and analyzed via an all agency database.

**Supervisory Responsibilities**  
Not applicable

**Essential Duties and Responsibilities**

**Family Engagement**

- Determines customers’ eligibility for NEK-CAP, Inc. programs. Head Start eligibility is determined by the ERSEA/Parent Involvement/Transition Specialist.  
- Offer Love and Logic Parenting and Tackling the Tough Skills twice a year within your county.  
- Plan and carry out a program of activities that support and enhance the role of the parents as the principal influence on their child’s education and development.  
- Interview customers individually, in families, or in groups, assessing their situations, capabilities, and barriers, to determine what services are required to meet their goals (Family Development Partnership). The contact and ongoing relationship with the family shall be provided through home visits.  
- Support families in completing medical and dental requirements for the Head Start Program and Family Development Program. This includes helping families receive follow-up (rides to provider in agency vehicle – setup clinics with Health & Safety Manager’s guidance) health and dental components done within the 45 day enrollment deadline.  
- Develop and review plans (Family Development Partnership) in consultation with customers, and perform follow-ups assessing the quantity and quality of services provided. Follow-ups are necessary to determine whether or not the family has achieved their outcome.
• Collect supplementary information needed to assist customers, such as employment records, medical records, lease or housing records or school reports.
• Provide, find, or arrange for support services, such as child care; prenatal care; substance abuse treatment; job training; counseling; or parenting classes to eliminate barriers and promote goal achievement.
• Refer customers to community resources for services such as job placement; debt counseling; legal aid; housing; medical treatment; or financial assistance. Provide concrete information, such as direction, application assistance and follow up with family and/or service provider.
• Support customer in arranging for medical, psychiatric, or other health related tests that may disclose causes of difficulties and indicate remedial measures.
• Evaluate personal characteristics and home conditions for risk.
• Serve as liaisons between students; homes; schools; family services; child guidance clinics; protective services; doctors; and other contacts, to assist children who face problems such as disabilities, abuse, or poverty.
• Lead recruitment activities to enroll children in the Head Start program. Must maintain funded enrollment level. Assist ERSEA/Information Data Manager in maintaining a wait list to fill vacancies as they occur in the program.
• Communicate with Center Manager/Teacher to learn status of child’s attendance, enrollment and family status. Refer to Center Based Attendance Policy. Notify ERSEA/Information Data Manager, if a child has been absent for three consecutive days without notice from parent, or if child’s attendance is not regular. Remember same day contact should be made with the parent and attendance is documented in the agency software (usually by Center Manager or Teacher). All letters will be sent from ERSEA/Information Data Manager regarding attendance and enrollment.
• Making Decisions and Solving Problems –Analyzing information and evaluating results to choose the best solution and solve problems. This particular activity pertains to the Family Development Partnership and assisting families in making positive decisions aimed at accomplishing their goals.
• Getting Information – Observing, receiving, and otherwise obtaining information from all relevant sources. This pertains to medical information, housing information, employment information or income information.
• Establishing and Maintaining Interpersonal Relationships – Developing constructive and cooperative working relationships with families and maintaining them over time. Become knowledgeable of the family and where they believe they are and help them identify and access services within the community.
• Guiding, Directing, Coaching and Motivating – Providing guidance and direction to families, including setting outcomes (goals) and monitoring performance. Providing families with encouragement as they work towards their goals.
• Develop a supportive and productive relationship with families through home visits and ongoing contacts that are responsive to the families’ cultural and ethnic backgrounds.
• Nutrition
  ▪ Work with Nutrition Manager to ensure healthy meals are being provided at Parent Engagement Activities
• Dual Language Learners
  ▪ Ensure materials related to education are made available in families first language or provide an interpreter
  ▪ Utilize strategies that support the acquisition of English and the home language.
  ▪ Ensure outreach sites and home visits are welcoming, reflecting the family’s diverse cultures.
• Mental Health
  ▪ Work closely with the EHS Education Manager and with the Disabilities/Mental Health Manager regarding mental health needs of children or families on the caseload.
  ▪ Attend Reflective Supervision, a collaborative relationship for professional growth that improves program quality and practice by cherishing strengths and partnering around vulnerabilities to generate growth.
Community Engagement

• Advocate for individuals, groups, families, or communities regarding issues, including mental health; poverty; unemployment; substance abuse; physical abuse; rehabilitation; social adjustment; child care; and/or medical care.

• Serve on policymaking committees, assist in community development, and assist client groups by advocating for solutions to problems.

• Communicating with Persons outside Organization – Represent the organization to customers, the public, government, and other external sources. This information can be exchanged in person, in writing, or by telephone or e-mail. Support families through referrals to community resources and follow up with families to determine if the service was satisfactory. Attend community networking meetings formal and informal.

• Performing for or Working directly with the Public – Performing for people or dealing directly with the public. This may include speaking to public/private organizations. Promoting our programs to families as a component in attaining their goals and helping your community become aware of our mission and the impact it can have on the low-income population in their community.

• Promote the access of children, families, and pregnant women, as appropriate, to community services that are responsive to their needs.

• Coordinate services for children with disabilities and their families with the local Tiny K program or the local LEA program.

• Serve as a proactive voice for children and families by providing program information to local groups and associations.

• Recruit and encourage volunteers to participate in the Head Start program.

• Attend community meetings as a NEK-CAP, Inc. employee and network with agencies to support families with additional resources.

• Develop a working knowledge of community resources; visits with major agencies for service delivery updates and Community Resource Guide updates.

• Assist families in working with Tiny K, local LEA, Mental Health Agencies, Doctors, Dentists, and local social service resources.

• Recruit a community representative for the Policy Council each year. Provide support to ensure good attendance and participation including transportation to and from Policy Council if needed.

• Recruit volunteers and assist in training community members and parents to volunteer.

• Provide Poverty Simulation with supporting Child and Family Advocates annually in your county and as requested for the agency.

Agency

• Documenting/Recording Information – Maintain case records and prepare reports and enter them into agency software. Track indicators for the PIR (Head Start Program Information Report) and CSBG KANDO and IS reports (these are agency reports). Complete several file audits each month. Files are updated weekly and information is entered into the agency software within two weeks of service.

• Assist families in completing applications for NEK-CAP, Inc. programs. In a timely manner (within the week) input applications into the agency software and submit to Records Tracking/Head Start Office Assistant.

• Recruit families using a variety of methods, including but not limited to, word of mouth, flyers, door-to-doors, public speaking and awareness, and referrals.

• Plan for the election of parents to serve as representatives (of their center) to Policy Council. Also, get approval from parents of a community representative to Policy Council. To ensure good attendance and participation to the meetings provide transportation to and from the meeting in Hiawatha.

• Attend Driver Improvement Program Course, Medic First Aid, Blood borne Pathogens/Universal Precautions, illness prevention, bus monitoring and Child Abuse training (these are annual trainings). Complete Commercial Driver’s License if requested by the program.

• Attend Family Development Credential training and become certified as required by the agency. Use the principles and skills learned in the credentialing process with families served by the agency.
• Communicating with Supervisors, Peers, or Families – Providing information to supervisors, co-workers, and families by telephone, in written form, e-mail, or in person.

• Provide an orientation home visit (work with teachers and center managers) acquainting families with program philosophy and goals, introduce to all components of Head Start program focus on the importance of health and dental requirements, medical and dental home, medical coverage, mental wellness and proper nutrition.

• When any family applies for a NEK-CAP, Inc. program, provide them with information about the program and any additional requirements for application.

• Provide an initial office/home visit for all families when receiving services from NEK-CAP, Inc. to acquaint them with the programs that the agency has to offer and support families in making changes in their lives.

• Evaluating Information to determine compliance with NEK-CAP, Inc. policies – Using relevant information and individual judgment to determine whether events or processes comply with agency policy and state and federal regulations. To provide input into planning for the agency and its programs as we support families and communities.

• Organizing, planning, and prioritizing work and scheduling activities – Developing specific goals and plans to prioritize, organize, and accomplish your work. Planning monthly parent activities or education opportunities for parents including but not limited to: family literacy; knowledge of child growth and development; medical and dental health; mental health; substance abuse; employment training; child abuse; financial literacy; community advocacy; and nutrition. Plan parent activities with other center staff and submit planning document to Family & Community Resource Manager.

• Performing Administrative Activities – Performing day-to-day administrative tasks such as maintaining children and/or families’ files and processing paperwork. Maintaining office hours and accessibility to the community. Document all home visits and contacts into the program software.

• Interacting With Computers – Using computers and computer systems (including hardware and software) to enter data, or process information – this interaction should happen on a daily basis.

• Updating and Using Relevant Knowledge – Keeping up-to-date technically and applying new knowledge to your job. Attending trainings offered by the agency – updated and relevant information may be presented in the form of a meeting, i.e. Family Development Advocate Meetings.

• Processing Information – Compiling, coding, categorizing, calculating, tabulating, auditing, or verifying information or data. Understand and implement Head Start Program Performance Standards as it pertains to the family and understand and implement other federal/state standards as it pertains to other programs, including CSBG, FEMA, ESG, Section 8, Weatherization, etc.

• To understand and implement the Head Start Parent, Family and Community Engagement Framework.

**Management Systems**

**Planning**

This position will support Planning Policy and Procedure. This may include being involved in committee work, as directed by Head Start Managers.

- Support the effective implementation of all content areas
- Engage parents in planning
- Understand the ROMA cycle and how it applies to Community Action and program management

**Ongoing Monitoring**

Family Development Advocates are part of the first line of the ongoing monitoring system. This means you should be monitoring entries in Cap60, analyzing data (providing staff with recommendations for individualization and improved quality) following the rules and regulations as they pertain to this position.

- Know and understand Program Information Report (PIR) and in partnership with the Center Manager monitor and review PIR information throughout the school year for continual updates and completeness.
- Recognize signs of child abuse and neglect and report suspected cases at once to the Health & Safety Manager.
• Understand and implement Head Start Performance Standards and Head Start Work Plans according to job description.

Communication
Follow Communication Policy and Procedures as it pertains to communication with other entities and families. The Family Development Advocate provides the link between the program and the families served in the program. The FDA must be able to actively listen and communicate information from Management Staff to families enrolled in the program. Active participation in staff meetings, mandated trainings, FDA Meetings, and All Agency meetings is a must. This means you must be able to develop a strong team and not only communicate information to them but help them implement it into communication with others.
• Check emails daily and respond to emails daily.
• Serve as a proactive voice for children and families by working with the management staff to provide program information to local groups and associations whenever possible to encourage coordination or collaboration.
• Maintain quality communication with the owners of the facility you are in.

Record Keeping and Reporting
All staff will follow the Policies and Procedures as it pertains to Record-Keeping and Reporting. All staff must keep parent/child information confidential – Information about families and children should be shared only when it pertains to the child’s well-being and safety.
• Maintain filing, tracking and documentation for your caseload are up to date and provide confidentiality of child and family records.
• All medical/dental requests for payment will be submitted to the Health & Safety Manager and cc’d to your supervisor.
• Office supplies are ordered through Staples.
• Document all home visits and contacts with families in CAP 60, within 1(one) business day of the contact.
• Follow through with all child files so they are completed and maintained according to program guidelines and expectations.
• Scan all documentation, weekly, in the Head Start drive.

Human Resources
Family Development Advocates models best practices in the center, family engagement activities and around families. They provide site orientation for new Family Development Advocates and volunteers as needed.
• Review, sign timesheet and scan to Integrated Services Office Manager.
• Be flexible and plan and adjust operations to meet changing or emergent program requirements within available resources and with minimum sacrifice to quantity or quality of work.
• Manage your own leave time letting your supervisor and Center Manager know your schedule and keeping in mind responsibilities and quality as you schedule your leave time.
• Fill out staff professional development plan annually and review at least twice more during the school year.
• Adhere to requests from Head Start Management Team members.
• Attended all required trainings, including but not limited to; Child Abuse and Neglect, Driver’s Improvement, Blood Borne Pathogens, First Aid and CPR training, etc.
• Uphold the shared values of the agency as found in the employee handbook.
• If asked to participate, it is possible for FDA’s to join an employee committee, safety committee, etc.

Fiscal Management
The Family Development Advocate is responsible for petty cash and supply requisitions as it pertains to your position, following all NEK-CAP, Inc. Fiscal Policies and Procedures and responsible for understanding and generating non-federal share for your location.
• Assure staff understand the non-federal share requirement and generate and document non-federal share (in-kind) contributions from parents and others.
• Review budget questions or concerns with Family & Community Resource Manager.
• Support Head Start 0-5 in meeting all requirements of federal non-share. (in-kind)

Program Governance
Lead for the good of the organization, understand the big picture and use it as a framework to make decisions. This position is responsible for making decisions that support program quality, maintaining program accountability and upholding the shared values of the agency.

• Understand the structures and processes in place to promote full participation of the Policy Council, including transportation.
• Promote consistent exchange of information and a cooperative environment within the Head Start Management team and yourself or your local team.
• Provide reports, including success stories, to present to the Policy Council on a monthly basis.

Facilities, Materials, Equipment, Technology and Transportation
The Family Development Advocate is responsible to ensure the facility stays accessible to persons with disabilities as required by the Section 504 of the Rehabilitation Act, and to implement policies and procedures as they pertain to facilities, materials, equipment, technology and transportation.

• Assist staff in learning the agency software (CAP60, Word, Excel, Power Point and Outlook) and inputting all pertinent information.
• Follow all NEK-CAP, Inc.’s Transportation policies and regulations for the use of agency vehicles.

Self-Assessment
All staff are responsible for promoting the ideals of the program and Head Start Performance Standards and for making recommendations for improvements.

• Participate in the Head Start Self-Assessment, as requested, to assess progress in meeting program goals and objectives, evaluate program compliance, and develop any improvement plans.

ERSEA (ELIGIBILITY, RECRUITMENT, SELECTION, ENROLLMENT AND ATTENDANCE)
All staff are responsible

• for recruitment (word of mouth, flyers, door to door, public speaking and awareness, referrals),
• enrollment (maintaining funded enrollment, enrolling the neediest children, include children with disabilities)
• attendance (for how many days has the child been gone and for what reason) for children. Family Development Advocates usually take applications but all staff should know and understand the basics of ERSEA.
• Assist families in filling out applications (intakes), as needed. Input applications onto the agency software. Submit applications to Records Tracking/Head Start Office Assistant.
• Maintain full funded enrollment, including an active wait list.

SKILLS and ABILITIES
Speaking – Talking to others to convey information effectively.

Active Listening – Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.

Monitoring – Monitoring/Assessing performance of yourself, other individuals, or organizations to make improvements or take corrective action.

Social Perceptiveness – Being aware of others’ reactions and understanding why they react as they do.
**Service Orientation** – Actively looking for ways to help people. This is an important component in helping families realize their strengths and move towards their goals.

**Reading Comprehension** – Understanding written sentences and paragraphs in work related documents.

**Active Learning** – Understanding the implications of new information for both current and future problem-solving and decision-making.

**Writing** – Communicating effectively in writing as appropriate for the needs of the audience.

**Critical Thinking** – Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems.

**Judgment and Decision Making** – Considering the relative costs and benefits of potential actions to choose the most appropriate one. For example: Agency programs are the payer of last resort.

**Coordination** – Adjusting actions in relation to others' actions.

**Time Management** – Managing one’s own time and the time of others.

**Negotiation** – Bringing others together and trying to reconcile differences.

**Persuasion** – Persuading others to change their minds or behavior.

**Learning Strategies** – Selecting and using training/instructional methods and procedures appropriate for the situation when learning or teaching new things.

**Complex Problem Solving** – Identifying complex problems and reviewing related information to develop and evaluate options and implement solutions.

**Instructing** – Teaching others how to do something.

**Oral Comprehension** – The ability to listen to and understand information and ideas presented through spoken words and sentences.

**Oral Expression** – The ability to communicate information and ideas in speaking so others will understand.

**Problem Sensitivity** – The ability to tell when something is wrong or is likely to go wrong. It does not involve solving the problem, only recognizing there is a problem. Remember we work with a population that has a number of problems or is in crisis much of the time.

**Speech Clarity** – The ability to speak clearly so others can understand you.

**Speech Recognition** – The ability to identify and understand the speech of another person.

**Inductive Reasoning** – The ability to combine pieces of information to form general rules or conclusions (includes finding a relationship among seemingly unrelated events).

**Written Expression** – The ability to communicate information and ideas in writing so others will understand.

**Written Comprehension** – The ability to read and understand information and ideas presented in writing.

**Near Vision** – The ability to see details at close range (within a few feet of the observer).
Deductive Reasoning – The ability to apply general rules to specific problems to produce answers that make sense.

**KNOWLEDGE/EXPERIENCE**

**Psychology** – Knowledge of human behavior and performance; individual differences in ability, personality, and interests; and learning and motivation behaviors.

**Customer and Personal Service** – Knowledge of principles and processes for providing customer and personal services. This includes customer needs assessment, meeting quality standards for services, and evaluation of customer satisfaction.

**Sociology and Anthropology** – Knowledge of group behavior and dynamics, societal trends and influences, human migrations, ethnicity, cultures and their history and origins.

**English Language** – Knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar.

**Law and Government** – Knowledge of laws, legal codes, court procedures, precedents, government regulations, executive orders, agency rules, and the democratic political process.

**Computers and Electronics** – Understands and uses the basic functions of Microsoft Office (Outlook, Word, Excel, and Power Point) and internet applications to effectively access resources and complete required tasks.

**Clerical** – Knowledge of administrative and clerical procedures and systems such as word processing, managing files and records, and other office procedures and terminology.

**Processes** – Knowledge of best practices in case management for families. This is knowledge of all SRS programs, such as SNAP, TANF, etc. This is knowledge of community resources, such as housing, medical and dental supports.

**General Performance**

1. Perform other duties related to the goals of the department and the agency as assigned.
2. Comprehend and articulate agency’s mission and goals.
3. Promote and support an effective work climate. Support the free flow of communication among all staff, parents, and community.
4. Comply with all confidentiality regulations.
5. Confidentiality – Ensure confidentiality for the families you serve by keeping files locked and documents with family information and clearing your desk of others information while working with families.
6. Staff and maintain the offices.
7. Report in-kind on a weekly basis as it pertains to the program.
8. Comply with all civil rights laws as authorized in the Civil Rights Act of 1964 as amended.
9. Respect diverse life styles, learning styles, cultures, family composition and ethnicity.
10. Comprehend and articulate ROMA, outcome-based system planning, implementation and evaluation.
11. Report all suspected cases of child abuse and neglect immediately, following agency procedures.
12. Follow all program eligibility and criteria for application process.
13. Work with minimal supervision and accept responsibility for actions taken.
14. Available and accessible to families and community.
15. Participate in professional development activities to enhance skills.
16. Perform duties and responsibilities as requested by your supervisor, managers, and the Executive Director.
**Competencies**

To perform the job successfully, an individual should demonstrate the following competencies:

**Analytical** - Synthesizes complex or diverse information; Collects and researches data; Uses intuition and experience to complement data; Designs workflows and procedures.

**Design** - Generates creative solutions; Translates concepts and information into images; Uses feedback to modify designs; Applies design principles; Demonstrates attention to detail.

**Problem Solving** - Identifies and resolves problems in a timely manner; Gathers and analyzes information skillfully; Develops alternative solutions; Works well in group problem solving situations; Uses reason even when dealing with emotional topics.

**Project Management** - Develops project plans; Coordinates projects; Communicates changes and progress; Completes projects on time and budget; Manages project team activities.

**Technical Skills** - Assesses own strengths and weaknesses; Pursues training and development opportunities; Strives to continuously build knowledge and skills; Shares expertise with others.

**Customer Service** - Manages difficult or emotional customer situations; Responds promptly to customer needs; Solicits customer feedback to improve service; Responds to requests for service and assistance; Meets commitments.

**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; Uses effective and empathic communication; Responds well to questions; Demonstrates group presentation skills; Participates in meetings.

**Written Communication** - Writes clearly and informatively; Edits work for spelling and grammar; Varies writing style to meet needs; Presents numerical data effectively; 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.

**Visionary Leadership** - Displays passion and optimism; Inspires respect and trust; mobilizes others to fulfill the vision; Provides vision and inspiration to peers and subordinates.

**Change Management** - Develops workable implementation plans; Communicates changes effectively; Builds commitment and overcomes resistance; Prepares and supports those affected by change; Monitors transition and evaluates results.

**Delegation** - Delegates work assignments; Matches the responsibility to the person; Gives authority to work independently; Sets expectations and monitors delegated activities; Provides recognition for results.

**Leadership** - Exhibits confidence in self and others; Inspires and motivates others to perform well; effectively influences actions and opinions of others; Accepts feedback from others; Gives appropriate recognition to others.

**Managing People** - Includes staff in planning, decision-making, facilitating and process improvement; Takes responsibility for subordinates' activities; Makes self-available to staff; Provides regular performance feedback; Develops subordinates' skills and encourages growth; Solicits and applies customer feedback (internal and
external); Fosters quality focus in others; Improves processes, products and services.; Continually works to improve supervisory skills.

**Quality Management** - Looks for ways to improve and promote quality; Demonstrates accuracy and thoroughness.

**Business Acumen** - Understands business implications of decisions; Displays orientation to profitability; Demonstrates knowledge of market and competition; Aligns work with strategic goals.

**Cost Consciousness** - Works within approved budget; Develops and implements cost saving measures; Contributes to profits and revenue; Conserves organizational resources.

**Diversity** - Demonstrates knowledge of Equal Employment Opportunity policy; Shows respect and sensitivity for cultural differences; educates others on the value of diversity; promotes a harassment-free environment; Builds a diverse workforce.

**Ethics** - Treats people with respect; Keeps commitments; inspires the trust of others; Works with integrity and ethically; Upholds organizational values.

**Organizational Support** - Follows policies and procedures; Completes administrative tasks correctly and on time; supports organization's goals and values; Benefits organization through outside activities; Supports affirmative action and respects diversity.

**Strategic Thinking** - Develops strategies to achieve organizational goals; Understands organization's strengths & weaknesses; Analyzes market and competition; Identifies external threats and opportunities; Adapts strategy to changing conditions.

**Judgment** - Displays willingness to make decisions; Exhibits sound and accurate judgment; Supports and explains reasoning for decisions; Includes appropriate people in decision-making process; Makes timely decisions.

**Motivation** - Sets and achieves challenging goals; Demonstrates persistence and overcomes obstacles; Measures self against standard of excellence; Takes calculated risks to accomplish goals.

**Planning/Organizing** - Prioritizes and plans work activities; Uses time efficiently; Plans for additional resources; Sets goals and objectives; Organizes or schedules other people and their tasks; Develops realistic action plans.

**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; Changes approach or method to best fit the situation; Able to deal with frequent change, delays, or unexpected events.

**Attendance/Punctuality** – This position is an eleven months per year, 7.5 hours per day, Monday through Friday. 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; Develops innovative approaches and ideas; Presents ideas and information in a manner that gets others' attention.

**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, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

**Education and Experience**
Education Preferred: Bachelor's degree from an accredited institution. Preference given to degrees in Social Work, Family Studies, Human Services, or Early Childhood Education.

**Language Skills**
Ability to read, analyze, and interpret general business periodicals, professional journals, technical procedures, or governmental regulations. Ability to write reports, business correspondence, and procedure manuals. Ability to effectively present information and respond to questions from groups of managers, clients, customers, and the general public.

**Mathematical Skills**
Ability to add, subtract, multiply, and divide in all units of measure, using whole numbers, common fractions, and decimals. Ability to compute rate, ratio, and percent and to draw and interpret bar graphs.

**Reasoning Ability**
Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.

**Transportation**
Must be willing to travel and possess an appropriate driver's license, vehicle insurance, good driving record, and willingness to utilize own vehicle as needed in connection with employment, must have personal insurance.

**Computer Skills**
To perform this job successfully, an individual should have knowledge of Database software; Spreadsheet software and Word Processing software.

**Certificates, Licenses, Registrations**
All Certificates and Licenses will be maintained during Employment.
Family Development Credential after hire
CPR and First Aid Certification after hire
Child Abuse and Neglect Training after hire
Blood borne Pathogens Training after hire
DIP/AAA after hire
Medication Administration certification after hire

Other Qualifications before Hire
Health Assessment and TB Test
Drug Screen
Background Check
Valid State Driver's License based residency
Personal automobile insurance

Physical Demands
The physical demands described here are representative of those that must be met by an employee working in an early childhood environment to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions of this job.

While performing the duties of this job, the employee is regularly required to talk or hear. The employee frequently is required to stand or sit in adult or child-sized chairs or furniture, including tables. The employee is occasionally required to walk, use hands to finger, handle, or feel; reach with hands and arms; twist, bend and stoop, crawl or be on the floor, including getting down and up from the floor. Assist children in toileting and or diaper of children. The employee must be able to lift and/or move at least up to 50 plus pounds several times daily, including repeatedly moving self, children or objects in and out of vehicles. Be able to go up and down stairs while carrying work related materials or other objects. Specific vision abilities required by this job include close vision, color vision, and ability to adjust focus. The employee must be able to handle the temperature of the working area.

Work Environment
The work environment characteristics described here are representative of those an employee encounters while performing the primary duties of this position. Reasonable accommodations may be made to enable individuals with disabilities to perform the primary duties. The noise level in the work environment is usually moderate.

Work is performed both in an office setting and program participants' homes. Home environments include a variety of different conditions, including but not limited to, homes in various states of disrepair, safety and different degrees of cleanliness. You may witness unfamiliar scenes, situations and practices consisting of drug paraphernalia, hygiene, abuse and neglect, food preparation, etc. Follow agency policy when confronted with these issues.

Travel to a variety of locations to perform work and/or attend meetings.
Family Development Advocate

I___________________________, have reviewed the job description on this date__________

_____________________________  ________________
Staff Signature         Date