



07/24

## Community Action Partnership of Madera County

**JOB TITLE:** ADVOCATE II / III

**DEPARTMENT:** Head Start Programs

**BARGAINING**

**UNIT:** SEIU, Local 521; apply to Advocate II classification for Madera Programs Only

**REPORT TO:** Site Supervisor / Teacher or Center Director

**SUPERVISE:** N/A

**COMPENSATION:** Range 21.5 / 23.0

**FLSA:** Full-time; Non-Exempt

**JOB OVERVIEW:** This position is responsible for supporting family engagement in the program by offering activities that support parent-child relationships, parent's needs, referral and indirect service (health, social services, education and nutrition) assist parents in advocating for their children in the community and school system, recruiting, registering families and children and maintaining family and child records and files.

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

**EDUCATION and EXPERIENCE:**

**Advocate III**

- Bachelor's degree in Social Work, Sociology, or related field.
- Experience in case management preferred.
- Ensures yearly a minimum of 15 hours of professional growth hours are completed and documented.

**Advocate II**

- Associate's degree in in Social Work, Sociology, or related field.
- Two years of work experience in the field of social service.
- Experience in case management preferred.

## **ADVOCATE II / III**

### **Page 2 of 8**

- Ensures yearly a minimum of 15 hours of professional growth hours are completed and documented.

### LICENSES / CERTIFICATES / PERMITS:

- Must obtain Family Development Credential within 18 months of hire.

### ABILITY TO:

- Speak, read, and write Spanish is required.
- Use Microsoft Outlook, Teams, 365 products.
- Establish and maintain a positive working relationship with family members, community resource workers, center staff, and coordinates.
- Communicate and work effectively with families from all socio-economic and cultural backgrounds.
- Use computer software inclusive of program tracking software ChildPlus/COPA, as applicable to the program.
- Manage and prioritize time and tasks to ensure all component areas are in compliance and services to children and families are provided in a timely manner.
- Maintain accurate records.
- Use verbal and written communication skills effectively.
- Adapt to change and be flexible.

### KNOWLEDGE OF:

- Community and health resources for children and families.
- Family system theory and communications techniques.
- Basic knowledge of CPR and First Aid

### CORE COMPETENCIES:

- Customer Commitment – proactively seek to understand the needs of our customers and provide the highest standards of services.
- Dedication to Professionalism and Integrity – demonstrates and promotes fair, honest, professional and ethical behaviors that establishes trust throughout the organization and with the communities we serve.
- Organizational Excellence – takes ownership for excellence through one's personal effectiveness and dedication to the continuous improvement of our programs and services.
- Success through Teamwork – collaborates and builds partnerships through trust and the open exchange of diverse ideas and perspectives to achieve organizational goals.

### GENERAL PHYSICAL REQUIREMENTS

- Exerting up to 15 pounds of force occasionally, and/or up to 10 pounds of force frequently, and/or up to 10 pounds of force constantly to move objects.
- Able to maintain regular, punctual attendance consistent with the Americans with Disabilities Act (ADA), Family Medical Leave Act (FMLA), California Family Rights Act (CFRA) and other federal, state and local standards.
- Able to perform the essential job functions consistent with the ADA, FMLA, CFRA

## **ADVOCATE II / III**

### **Page 3 of 8**

and other federal, state and local standards.

## **MAJOR DUTIES & RESPONSIBILITIES:**

### LEADERSHIP

- Adheres to and applies the CAPMC mission, values, standards, policies and procedures.
- Attends mandatory new employee orientation/ mentor activities.
- Attends trainings, workshops, and classes to keep abreast of client engagement theories and practices.
- Engages and encourages personal and professional development.
- Ensures services are provided to all clients in a manner consistent with CAPMC mission, standards, values and grant requirements.
- Identifies and resolves concerns and issues.
- Interacts with clients and their families in a culturally and socially sensitive way.
- Keeps apprised of developments and trends in the program's operation and be attentive to the changing or growing needs of the community.
- Keeps informed of current theories and practices in the field.
- Keeps informed of program terms, conditions, and eligibility changes.
- Maintains and ensures that staff and volunteers maintain the confidentiality of staff, parent, child, client, community, and agency information included in files, conversations, meetings, correspondence, or any other source.
- Makes recommendations for replacement, purchase, or repair of equipment.
- Models professionalism for parents, children, clients, community, co-workers, and volunteers.
- Prepares and actively participates in staff meetings and committees.
- Promotes a team environment and teamwork.
- Reports and assists in reporting suspected child abuse in accordance with CAPMC child abuse reporting procedures.
- Represents CAPMC in the community in a professional and competent manner.
- Responsible for setting priorities and meeting deadlines.
- Shares information and knowledge with appropriate staff members.
- Works as a team member to support the functions and operations of the Department and the Agency.

### PROGRAM SERVICES

- Works directly with Head Start families to identify interests, needs and strengths as per the Family Assessment and Partnership Agreement, supports family in developing accomplishing goals to meet family interests and needs, which can include referrals to community agencies serving the needs of the client population, support systems to encourage self-sufficiency and provide support for requests for assistance and/or training.
- Works with all staff to integrate parent and family engagement strategies into all systems and program services to support family well-being and promote children's learning and development.
- Works with Deputy Director-Direct Services and Center staff to implement a research-based curriculum for parents.

## **ADVOCATE II / III**

### **Page 4 of 8**

- Completes the Family Assessment, Partnership Agreement and follow-ups within required timelines.
- Assists families to become advocates for their children and family in community and public-school settings.
- Develops a recruitment plan along with ERSEA Specialist to ensure Head Start eligible children are recruited and enrolled in the program.
- Responsible for maintaining an active waiting list to ensure vacancies are filled timely and maintain compliance with Head Start regulations.
- Responsible for the registration of children/families. Ensure that children/families participating in the Head Start and/or State programs provide accurate information and when necessary, assist families in obtaining needed eligibility documentation.
- Provides input for the development of recruitment, selection, and attendance policies.
- Collaborates with other key staff to track and follow-up on attendance as required by Head Start Performance Standards.

### COMMUNITY PARTNERSHIP

- Serves as a representative of Head Start on behalf of families and children in the community.
- Strong forceful advocate for family rights in the community.
- Contributes to updating community resource manual for the agency.
- Collaborates with agencies in the community to provide an opportunity to link Head Start families with community and comprehensive services.
- Maintain open and on-going communication with medical providers to facilitate information sharing of children's health records.

### CASE MANAGEMENT

- Participates in case conference process to share information on child and family services.
- Responsible for documenting case conference notes on the designated data system.
- Responsible for maintaining files in compliance and meeting timelines for the areas of family, ERSEA, health, nutrition, and program governance.
- Responsible for inputting child and family data in the appropriate database and maintains accurate records and tracking forms of all services provided to children and their families which includes descriptive and supportive data.
- Participates in the collection and analysis of child, family, and program data and provides input and feedback for program improvements.
- Tracks each family for compliance with the Head Start requirements.
- Enters case notes, in the appropriate database, of any contacts, follow-ups for the child and/or family within 24 hours.
- Ensures to maintain all child/family data up to date to ensure database provides management staff accurate information for monitoring and compliance.
- Submits all required monthly, quarterly, and annual reports (FPA, monthly reports, PIR's)
- Operates office machines as needed to perform assigned tasks.

## **ADVOCATE II / III**

### **Page 5 of 8**

- Recruits and maintains a system for community and parent volunteers for program participation.
- Participates in training and monthly meetings.

### OTHER DUTIES:

- Adheres to the Americans with Disabilities Act of 1990 (ADA), which prohibits discriminatory actions toward any qualified individuals. Children with disabilities are enrolled in the classroom as mandated by federal and state laws.
- Ensures strict compliance with universal precautions during work-related visits or when administering first aid.
- Other duties as assigned within scope of job classification.

### LIMITS OF AUTHORITY

- Relative authority to maintain compliance with federal, state, and local laws as well as the Agency's policies and procedures.
- Relative authority to maintain compliance with program standards and the requirements of funding guidelines.
- Maintains close communication with the immediate supervisor to recommend a course of action and to receive directives on priorities.

### **OTHER REQUIREMENTS:**

- Must be able to relate with all people of the community regardless of sexual, ethnic, racial, or religious background or socio-economic level.
- Must pass health screening and TB skin test or chest x-ray.
- Must meet SB 792 immunization requirement.
- Must meet AB 1207 mandated reporter training requirement.
- Must be dedicated to the goals and philosophy of CAPMC and Department.
- Must possess emotional maturity, stability, tactfulness, and the ability to provide professional leadership.
- Must have dependable insured transportation and a valid California Driver's License and acceptable driving record. A DMV printout and proof of insurance will be required. Mileage may be reimbursed subjected to CAPMC's policy.
- Must complete all background requirements: references, sex offender registry check, livescan checks, a pre-employment drug screen, acknowledgement of child abuse reporting responsibility, criminal record statement, and receive satisfactory clearance from all licensing and investigative authorities. Employment is contingent upon receiving clearances from appropriate authorities.
- Must use reasonable precautions in the performance of one's duties and adhere to all applicable safety rules and practices; and act in such a manner as to always ensure maximum safety for oneself, fellow employees, clients, and children.

### PHYSICAL ACTIVITIES

- **Balancing:** Maintaining body equilibrium to prevent falling or tripping when walking, standing or crouching on narrow, slippery or erratically moving surfaces. This factor is important if the amount of balancing exceeds that needed for

## ADVOCATE II / III

### Page 6 of 8

ordinary locomotion and maintenance of body equilibrium.

- Climbing: Ascending or descending ladders, stairs, stepping stools, ramps, stairs, and the like, using feet and legs and/or hands and arms. Hands and arms may be used for balance, such as holding a railing.
- Crawling: Moving about on hands and knees or hands and feet.
- Crouching: Bending the body downward and forward by bending leg and spine.
- Driving: Driving is the operation of a motorized passenger vehicle or other vehicle such as forklifts, golf carts, riding mowers.
- Eye/Hand/Foot Coordination: Performing work through using two or more body parts or other devices.
- Feeling: Perceiving attributes of objects, such as size, shape, temperature, or texture by touching with skin, particularly that of fingertips.
- Fine Manipulation: Touching, picking, pinching, or otherwise working primarily with fingers rather than the whole hand or arm as in gross manipulation.
- Foot or Leg Controls: Use of one or both feet or legs to move controls on machinery or equipment. Control includes, and is not limited to, pedals, buttons, levers, or cranks.
- Gross Manipulation: Seizing, holding, grasping, turning, or otherwise working with the hand(s). It is often present when lifting involves the hands. Fingers are involved only to the extent that they are an extension of the hand to hold or operate a tool such as tin snips or scissors.
- Hearing Requirements: The ability to hear, understand, and distinguish speech and/or other sounds (e.g., machinery alarms, medical codes or alarms). This includes in person speech, other remote speech, other sounds, telephone, video conference.
- Keyboarding: Entering text or data into a computer or other machine by means of a traditional keyboard. Traditional keyboard refers to a panel of keys used as the primary input device on a computer, typographic machine or 10-Key numeric keypad.
- Kneeling: Bending legs at the knees to come to a rest on knee(s).
- Lifting or Carrying: Lifting is raising or lowering an object from one level to another. Lifting can include an upward pulling motion. Carrying is to transport an object – usually by holding it in the hands or arms or wearing it on the body.
- Pushing or Pulling: Pushing is exerting force upon an object so that the object moves away from the origin of the force. Pulling is exerting force upon an object so that the object moves toward the origin of the force. Pushing or pulling may involve use of hands or arms and/or feet or legs done with one side of the body or both sides.

## **ADVOCATE II / III**

### **Page 7 of 8**

- Reaching at or below Shoulder Level: Reaching at or below the shoulder is present when there is 'Reaching,' but it does not meet the threshold for 'Overhead.' 'Overhead' and 'At or Below the Shoulder Reaching' can be present in the same task.
- Reaching Overhead - Extending the arm(s) with the hand(s) higher than the head and one of these conditions exist: (1) A person bends the elbows, and the angle at the shoulders is about 90 degrees or more, or (2) A person keeps the elbow extended, and the angle at the shoulder is about 120 degrees or more.
- Repetitive Motions: Making frequent on continuous movement.
- Alternate Standing/Sitting at Will: The ability to alternate between standing and sitting is present when the employee has the flexibility to choose between standing or sitting as needed.
- Sitting: Remaining in a seated position.
- Speaking: Expressing or exchanging ideas by means of the spoken word to impart oral information to clients or the public and to convey detailed spoken instructions to other workers accurately, loudly, or quickly.
- Standing or Walking: Standing is to remain on one's feet in an upright position without moving about. Walking is to move about on foot.
- Stooping: Stooping is bending the body forward and down while bending the spine at the waist 45 degrees or more either over something below waist level or down towards an object on or near the ground.

### VISUAL ACUITY

- Near Visual Acuity: Clarity of vision at approximately 20 inches or less (i.e., working with small objects or reading small print), including use of computers.
- Far Visual Acuity: Clarity of vision at 20 feet or more. This is not just the ability to see a person or object, but the ability to recognize features as well.
- Peripheral Vision: Observing an area that can be seen up and down or to right or left while eyes are fixed on a given point.

### 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.

### WORKING CONDITIONS

- The worker is subject to both environmental conditions: Activities occur inside and outside.
- The worker may be exposed to infectious diseases.

**ADVOCATE II / III**

**Page 8 of 8**

***To build a diverse workforce, CAPMC encourages applications from individuals with disabilities, minorities, veterans, and women. EEO/AA Employer.***