



UNLOCKING AMERICA'S POTENTIAL PROJECT REQUEST FOR PROPOSAL

INTENT OF PROPOSAL

AVANCE, Inc. is issuing a Request for Proposal (RFP) from interested, qualified, non-profit organizations serving low-income, high-need Hispanic families to enter into a re-grant agreement with AVANCE to implement the AVANCE Parent-Child Education Program (PCEP) model in its entirety in the selected organizations' communities.

GENERAL INFORMATION

AVANCE, Inc. is one of the oldest and largest parent and early childhood education programs in the country. Since 1973, AVANCE has provided innovative education and family support services to predominantly Hispanic families in low-income, high-need communities, primarily in Texas. The comprehensive Parent-Child Education Program promotes community economic development, positive parenting skills and behaviors, school readiness, parental school involvement, adult education, and civic engagement for a simultaneous impact on both the parent and the child. The program has had a strong impact on Latino families by providing the tools and support to break the cycle of poverty.

On May 1, 2010, the W.K. Kellogg Foundation of Battle Creek, Michigan awarded a \$12.6 million grant to fund the "Unlocking America's Potential Project" (UAPP). The purpose of this project is to expand AVANCE's evidence-based Parent-Child Education Program across the United States through two (2) methods. The first method is to partner with qualified organizations serving three (3) distinct ethnic communities (African-American, American Indian, and Hispanic non-Mexican) in a research capacity to culturally adapt the program to suit the needs of these communities more specifically.

The second method provides the opportunity for AVANCE to re-grant funds from the original W.K. Kellogg Foundation grant to twelve (12) qualified organizations over a three year period: four (4) new partners each year for 2011, 2012, and 2013. The UAPP grant allows for a one-time payment of \$50,000 to the selected organizations to help with initial setup costs. AVANCE will also provide training and guidance to all new partners. **This RFP pertains exclusively to the re-granting of funds to qualified organizations serving a low-income, high-need Hispanic community. Four (4) organizations will be selected via this RFP.**

FINANCIAL/ADMINISTRATIVE DETAILS

Re-grant Partners selected via this RFP will receive a one-time grant of \$50,000 to help offset initial program start-up costs. Selected partners must commit to continuing the AVANCE program for 2 following years as a licensee. The benefits received as a Re-grant Partner include the one-time \$50,000 grant, the complete AVANCE curriculum both in English and Spanish, intensive training of staff to deliver the PCEP (2-3 weeks), technical and program support, and 2 monitoring sessions/evaluations to provide guidance and ensure fidelity to the AVANCE model. Beyond the first year, the cost to continue the program would be no more than \$20,000 per year. The approximation is mainly due to the fluctuation of travel expenses. The actual cost could be less depending on market conditions. Below is a list of all items and costs associated with each year's renewal:

- Licensing fee - \$5000
- Recertification of Parent Educators and Home Educators (4 days) - \$4000
- Technical assistance (ongoing) - \$2500
- Program Evaluation (instruments, data entry, analysis and reporting) for up to 100 families - \$2500
- Program monitoring and observation for implementation fidelity and quality (1 visit at 3 days) – approximately \$1800 (cost may vary due to travel expense)
- Travel expenses for training and program monitoring – approximately \$2000 (cost may vary due to location and timing)

Also, there are certain types and amounts of insurance coverage required from each selected Re-grant Partner. The specifics are listed in the table below. The amounts are minimums and cannot be lowered.

Types and Amounts of Insurance Required	
Workers' Compensation	Statutory
Employers' Liability	\$500,000/\$500,000/\$500,000
Broad form Commercial General Liability insurance to include coverage for the following: 1. Premises operations 2. Independent Contractors 3. Products/Completed Operations 4. Personal Injury 5. Contractual Liability 6. Sexual Abuse/Molestation	For Bodily Injury and Property Damage of \$1,000,000 per occurrence; \$2,000,000 General Aggregate, or its equivalent in Umbrella or Excess Liability Coverage
Business Automobile Liability 1. Owned/Leased Vehicles	Combined Single Limit for Bodily Injury and Property Damage of \$1,000,000 per occurrence

2. Non-owned Vehicles 3. Hired Vehicles	
Professional Liability	\$1,000,000
Umbrella Liability	\$1,000,000
Other	• AVANCE, Inc. must be included as an Additional Insured as required by written contract. • Re-grant Partner's insurance company must have at least an A rating.

REQUIREMENTS AND QUALIFICATIONS

1. Proof of 501(c)3 status per IRS guidelines for nonprofit organizations. Attach a copy of your 501(c)3 with your submission email.
2. Must be able to meet insurance requirements as listed in the Financial/Administrative section. The insurance company **must have at least an A rating.**
3. Must be able to serve a minimum of 25 families. Class size must be capped at 15, thus at least 2 sessions a week will be needed to reach all 25 families. A make-up class day must also be offered. More families may be served if your organization has the financial capacity to support the number proposed. Class sessions must be conducted in the families' preferred language, thus an English and a Spanish class may need to be offered. **The child development activities must take place in the same building as the parenting classes.**
4. Statement of certification that your organization does not have any outstanding judgments, liens, legal claims, or lawsuits filed against either the organization or employees within the scope of their employment.
5. Statement of agreement to implement the AVANCE model **in its entirety.** No modification or integration with another program is allowed as the PCEP curriculum is copyrighted. Refer to "The AVANCE Parent-Child Education Program" on page 8 for full details of the AVANCE program components.
6. Statement of agreement for training by AVANCE personnel to facilitate the start-up of the program.
7. Statement of agreement for monitoring and evaluation by AVANCE representatives at defined intervals to ensure fidelity of the program.
8. All necessary contact information, to include address, phone number(s), and email.
9. History of the organization to include mission, vision, values, etc.
10. Services currently provided by the organization, to include demographics of families served and description of facilities/space available for use with the AVANCE program. Include how many rooms are available and how they will be used for the AVANCE program.

11. Description of the child development center or facility. Include how the children are grouped and what services are provided for them. [A licensed Child Development Center is highly preferred.](#)
12. Plan for transportation of the participating families to the site where the PCEP will be implemented. It is understood that transportation will vary somewhat according to location.
13. Plan for how meals and snacks will be provided to the families per program guidelines.
14. Identify and describe community support partnerships currently in place. Include how long the partnerships have been in place and what specifically has been accomplished with these partnerships.
15. Evidence of the impact your organization has made in your community. [Specific, measured outcomes are required.](#) A third-party validation study is not required; however, if you do have outcome data from such a research study, include the study's results.
16. Description of how the AVANCE model fits with your current organizational structure and philosophy. Include how you envision the AVANCE model impacting your community.
17. [Detailed](#) sustainability plan, including funding resources in order to demonstrate current financial strength and long term viability (i.e., how you plan on sustaining the program after the grant).
18. List of all personnel currently employed by your organization who will be involved in the delivery of the PCEP along with a current resume. Resumes must be submitted via a separate attachment and combined into one PDF document.
19. Examples of significant obstacles your organization has encountered and how they were successfully overcome. Include lessons learned and changes made, if any.
20. Other information about your organization, such as achievements, awards, endorsements, etc., that would be pertinent to the qualifications for this RFP. Provide a description in the main narrative and attach letters, awards, etc. as needed. [It is highly recommended that letters of support be individualized.](#)

FORMATTING GUIDELINES

- Proposals are to be written in narrative style and must use Calibri font size 12 for the main body of the text. Headings must be no larger than font size 14.
- The narrative should be divided into sections that correlate to the list of requirements and qualifications starting with requirement #4.
- Proof of 501(c)3 status must be submitted as a separate PDF file.
- The proposal must be **no more than 40 pages in total**. There is no page restriction to sections within the document.
- Separate attachments such as the proof of 501(c)3 status, letters of support, or personnel resumes do NOT count towards the 40 page limit.

SELECTION CRITERIA SUMMARY

The following selection criteria will be used in the selection process. Each proposal submitted will be reviewed and ranked according to the criteria below:

- **MISSION ALIGNMENT AND LEVEL OF COMMITMENT** **30 Points**

 - Fits with AVANCE mission of strengthening families in low-income, high-need Hispanic communities through effective parent education and support programs
 - Level of innovation and creativity as evidenced by solutions to obstacles encountered
 - Services provided to predominantly low-income Hispanic families **with children ages 0-3**

 - **ORGANIZATIONAL STRUCTURE/CAPACITY** **45 Points**

 - Financial sustainability plan as evidenced by strong financial position, limited debt, and no pending litigation
 - Experience of personnel – years of experience in field, level of education attained, certifications, etc.
 - Adequate facility/space available to accommodate a room for toy-making and parent education, and classrooms for children by appropriate age per guidelines in the “AVANCE Parent-Child Education Program” section
 - Strength of community partnerships to include how long partnerships have been in place and what **specifically** has been accomplished through these partnerships

 - **EVIDENCE OF IMPACT** **15 Points**

 - Detailed, statistically significant outcome data to demonstrate the impact of the organization within the community to include: # of families served, % increase in reading skills, academic gains, and/or other appropriate measures
 - Recruitment potential from target communities – demographic evidence of number of potential participants in your community
 - Retention rate of children/families participating in current services

 - **ACCREDITATIONS/AWARDS/ENDORSEMENTS, ETC.** **10 Points**
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- TOTAL** **100 Points**

SUBMISSION DEADLINE

Proposals must be received by [email only in PDF format](#) no later than [5:00 PM CST, October 15, 2012](#) at UAPPRFP@avance.org. Any submission received after the stated deadline will not be considered. NOTE: If your organization is not located in the Central Standard Time zone, you will need to compensate for the time zone difference accordingly.

All questions/inquiries should be sent to the email address listed above. The RFP email account will be monitored regularly. All submissions will be acknowledged promptly and inquiries will be answered within 48 hours.

Please monitor www.avance.org for any updates and announcements. Information can be found under the “In the News” tab on the home page. Once there, click on the “press releases” link. All announcements are in chronological order from newest to oldest.

You can also connect with us at facebook.com/AVANCEinc, twitter.com/AVANCEinc, and youtube.com/avancenational.

Important Dates

April 30, 2012

RFP released

May 1, 2012 – Oct 15, 2012

Proposals Accepted

Oct 15, 2012, 5:00 PM CST

Deadline for Proposal Submission

Oct 16, 2012 – Dec 7, 2012

Review of Proposals and Selection of Candidates

Dec 10, 2012

Announcement of Winning Proposals

THE AVANCE PARENT-CHILD EDUCATION PROGRAM

REQUIRED PROGRAM ELEMENTS

The AVANCE Parent-Child Education Program consists of the following required program elements:

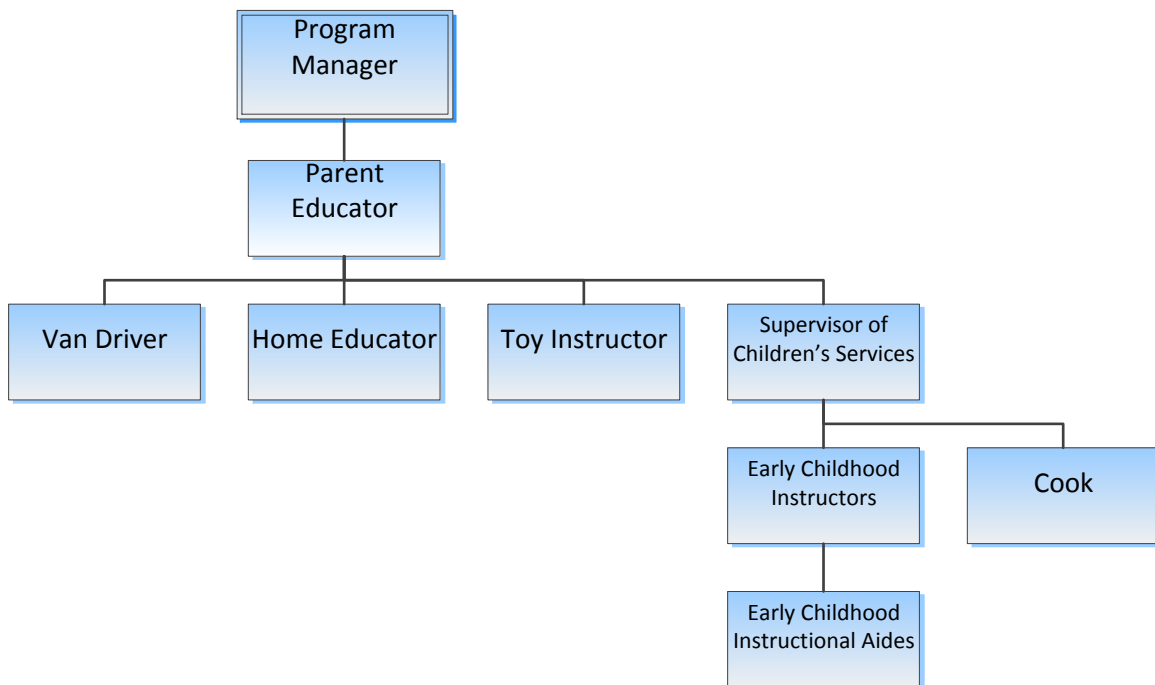
- 1) The 11 unit AVANCE Parenting Education Curriculum and related materials.
- 2) The Program length is approximately 9 months.
- 3) Parents meet weekly for three-hour class that includes: Toy Making, Parenting Class, and a Third Hour Community Resource Speaker.
- 4) Children of parents attending class are cared for in an age appropriate, safe and educationally stimulating environment.
- 5) Parents enrolled in the program are visited at their home at least once a month, starting in month two of the program cycle.
- 6) At least three times in the program year, home visits are video-taped, giving parents an opportunity to view themselves both individually and in the classroom setting.
- 7) Social support services are made available when parents need or request them [primarily through referrals and partnerships].
- 8) Nutritious meals are provided to children; snacks are provided to mothers.
- 9) Transportation is provided/offered to those who need the service.
- 10) Recruitment is conducted primarily through "door to door" canvassing to assure those "most in need" are served.
- 11) Eligibility for participation is a parent/caregiver of a child under three years of age.
- 12) An end-of-year ceremony/graduation is held to recognize the accomplishments of the parents [75% class completion is required].
- 13) Parents complete 12 hours of volunteer work during the program year.
- 14) Classes are conducted in the preferred language of the participants.
- 15) Parent Educator is a degreed professional and has completed training required by the AVANCE National Office. The program is staffed with adequate and qualified personnel.
- 16) All positions must be trained in First Aid/CPR. All employees are subject to pre-employment background checks.
- 17) The AVANCE Parenting Questionnaire is administered at Pre/Post time and made available to the National Office for analysis.
- 18) The program/services/classes are located/offered in the community being served.
- 19) Special events and holidays are celebrated with the families [Halloween, Thanksgiving, Christmas, Easter, etc.]
- 20) Parents are exposed to a variety of family literacy opportunities (for example a book distribution, visiting the library on a regular basis and obtaining a library card, making books in addition to the three in the toy making manual).
- 21) Graduates of AVANCE are given an opportunity to become employees.
- 22) Follows the AVANCE philosophy.
- 23) Serves low income, high need Hispanic families.
- 24) Community partnerships are developed.

Curriculum details are provided by unit and lesson in Appendix A.

JOB DESCRIPTIONS

There are nine (9) distinct staff positions required to implement the AVANCE PCEP: Program Manager, Parent Educator, Toy Instructor, Home Educator, Van Driver, Supervisor of Children's Services Early Childhood Instructor, Early Childhood Instructional Aide, and Cook. Detailed descriptions of these positions to include education and experience requirements are located in Appendix B. Below is an organizational chart that provides a view of how the positions are interrelated. Generally, the Program Manager is responsible for overseeing the entire Parent-Child Education Program. The Parent Educator is then responsible for overseeing the Toy Instructor, Home Educator, Van Driver, and the Supervisor of Children's Services. The Supervisor of Children's Services will work closely with the Parent Educator and will be responsible for overseeing the Early Childhood Instructors, Early Childhood Instructional Aides, and Cook.

AVANCE Positions Chart



The time required per week to perform the necessary tasks of each of the positions varies according to the number of families served and the number of sessions offered each week. General guidelines are provided below to aid in the development of appropriate staffing plans.

AVANCE Parent-Child Education Program Staffing Options

Primary positions required for the PCEP program:

Program Manager – Supervise staff and manage the program, to include all reporting aspects and tracking outcome measures

Parent Educator – Teach the Parenting classes, schedule Third Hour Activities, lead advocate for the parents

Toy Instructor – Teach the Toy Making Class

Home Educator – Conduct Monthly Home Visits

Van Driver – Transport parents and children to designated classes

Supervisor of Children's Services – Supervises services to children to ensure that children are progressing toward appropriate developmental milestones

Early Childhood Instructor – Provide developmentally appropriate activities for children, supervises Early Childhood Instructional Aide(s)

Early Childhood Instructional Aide – Assists with providing developmentally appropriate activities for children

Cook – Prepare nutritious meals and snacks for the children and parents

Optional combined positions when the program is offered two days a week and serves 25-40 families. Positions may be able to be combined or hired on a part-time basis.

- Program Manager/Parent Educator-80%-100% time
- Toy Instructor/Home Educator/Cook –75% time
- Supervisor of Children's Services/Early Childhood Instructor—50% time
- Early Childhood Instructor—50% time
- Early Childhood Instructional Aide/Van Driver—50% time

Optional combined positions when the program is offered three days a week and serves 45-60 families. Positions may be able to be combined or hired on a part-time basis.

- Program Manager/Parent Educator-100% time
- Toy Instructor/Home Educator/Cook –100% time
- Supervisor of Children's Services/Early Childhood Instructor—80% time
- Early Childhood Instructor/Home Educator—75% time
- Early Childhood Instructional Aide/Van Driver—75% time

In a 4-5 day program with services to 60-80 families, it is highly recommended to have almost all full time staff with no position combinations.

- Program Manager—100%
- Parent Educator—100%
- Toy Instructor—75% time
- Home Instructor—100%
- Supervisor of Children's Services—100%
- Early Childhood Instructors/Aides 3 @ 75% time
- Van Driver—75% time
- Cook—50% time

APPENDIX A

Curriculum Details

AVANCE PARENT-CHILD EDUCATION PROGRAM CURRICULUM BY UNITS

The following lessons each contain an Educator's Guide, Lesson Narrative, PowerPoint slides, CDs, and Master for Handouts.

ENGLISH CURRICULUM

Unit: Overview in Parenting

1. Key Concepts in Parenting
2. Foundations
3. The Foundation for Learning
4. Do Parents Make a Difference?

Unit: Physical Needs of the Young Child

5. Physical Needs/Growth and Development: An Overview
6. Safety and Supervision
7. Childhood Trauma and First Aid
8. Infant and Childhood Cleanliness

Unit: Children's Behavior

9. What is Behavior?
10. How a Child's Temperament Affects Behavior
11. Other Factors Affecting Behavior
12. Discipline - Birth to 3 Years
13. Child Maltreatment

SPANISH CURRICULUM

Unidad: Panorama de la Crianza

1. Conceptos Claves
2. Los Cimientos
3. Los Cimientos del Aprendizaje
4. ¿Tienen los Padres una Influencia Decisiva?

Unidad: Las Necesidades Físicas de los Niños

5. Crecimiento/Necesidades físicas y Desarrollo
6. Seguridad y Supervisión
7. Traumas de la Niñez y Primeros Auxilios
8. La Limpieza de los Bebés y de los Niños

Unidad: La Conducta de los Niños

9. Qué Es la Conducta?
10. Como el Temperamento de un Niño Afecta Su Conducta
11. Otros Factores Que Afectan la Conducta
12. La Disciplina: Desde el Nacimiento Hasta los Tres Años
13. El Maltrato de los Niños

Unit: Cognitive and Language Development

- 14. What Every Parent Should Know About Learning
- 15. Learning Basic Concepts
- 16. Parents and Language Development
- 17. Language Stimulation

Unit: Childhood Illnesses

- 18. Childhood Illnesses (Part 1)
- 19. Childhood Illnesses (Part 2)

Unit: Emotional Needs

- 20. Meeting Emotional Needs

Unit: Social Needs

- 21. Learning Social Behavior

Unit: Nutrition and the Young Child

- 22. Nutrition: The Basis for Growth and Well Being
- 23. Good Health and Nutrition
- 24. Shopping and Eating Wisely

Unit: Self Awareness/Goal Setting

- 25. What Now? A Lesson in Goals for the Future

Unit: Prenatal Care

- 26. You are Pregnant

Unidad: Desarrollo Cognoscitivo y de Lenguaje

- 14. Lo que Todos los Padres Deben Saber Acerca del Aprendizaje
- 15. Aprendiendo Conceptos Básicos
- 16. Los Padres y el Desarrollo de Lenguaje
- 17. La del Estimulación Lenguaje

Unidad: Enfermedades de la Niñez

- 18. Enfermedades de la Niñez: Primera Parte
- 19. Enfermedades de la Niñez: Segunda Parte

Unidad: Las Necesidades Emocionales

- 20. El cumplir de las Necesidades Emocionales

Unidad: Las Necesidades Sociales

- 21. Aprendiendo Conducta Social

Unidad: Nutrición Para el Niño Pequeño

- 22. Nutrición: La Base para el Crecimiento y el Bienestar
- 23. La Buena Salud y Nutrición
- 24. Comprando y Comiendo Inteligentemente

Unidad: Conscienciade Uno Mismo/Formacion de Metas

- 25. . ¿Y Ahora Qué? Una Lección Sobre Metas para el Futuro

Unidad: Cuidado Prenatal

- 26. Usted Está Embarazada: Un Panorama

Unit: Infant Needs

27. The Newborn

Unidad: Las Necesidades Infantiles

27. El Recién Nacido

AVANCE PARENT-CHILD EDUCATION PROGRAM CURRICULUM

AN OVERVIEW

UNIT 1: OVERVIEW OF PARENTING -- This unit is an introduction to the role of parents in meeting a child's basic needs. It establishes a foundation to assist parents in child development.

KEY CONCEPTS IN PARENTING -- *Key Concepts in Parenting* is the introductory lesson to the entire sequence of lessons in the curriculum. This lesson presents the role of a parent as a gardener who provides nourishment, guidance, and support for children. It emphasizes the importance of a child reaching his potential with the help of parents, family, environment and experiences. It also introduces the four basic needs: physical, emotional, cognitive and social.

FOUNDATIONS -- This lesson introduces a two-fold approach to parenting. It emphasizes the importance of parents as contractors and stresses the importance of laying a sturdy foundation during the formative years from birth to 4. The basic needs covered in laying the foundation are in the physical, social, emotional and language areas.

THE FOUNDATION FOR LEARNING -- This lesson focuses on laying a foundation for young children in the cognitive area. It covers information regarding the sensorimotor periods from birth - 2 years, according to Piaget. The awareness of morals, values and attitudes are referenced as to how they begin to shape in a child at a very early age.

DO PARENTS MAKE A DIFFERENCE? -- This lesson raises the issue of competence in children, such as: what it is, when it begins and the role parents play in developing competence. The study of Dr. Burton White researches this issue and comes up with stimulating findings that place parents in a position of seeing themselves not only as teachers, but also giving insights as to what makes children happy, healthy and smart.

UNIT 2: PHYSICAL NEEDS OF THE YOUNG CHILD -- This unit is an introduction to the stages of physical growth vital to raising a healthy child and the importance of the parents' contribution to that development.

PHYSICAL NEEDS/GROWTH AND DEVELOPMENT: AN OVERVIEW -- This lesson introduces parents to the importance of their children's needs for proper growth and development. NEEDS include cognitive, physical, social, and emotional development. It reviews the importance of early bonding with their children and the need for love, nurturance and acceptance. With proper care in the first three years of their child's life, the reward of a healthy, well-adjusted toddler will carry over into the early school years and on into adulthood.

SAFETY AND SUPERVISION -- This is a guide for parents to aid in "child-proofing" the home in order to provide a safe learning environment where children can explore. It also cues the parents in on important observations of the child's environment outside the home.

CHILDHOOD TRAUMA AND FIRST AID -- This lesson prepares the parent for basic first-aid procedures in case of accidents. The topics discussed are fire- and water-related accidents, what to do in case of obstructed breathing, caustic and non-caustic poison, insect bites and other injuries.

INFANT AND CHILDHOOD CLEANLINESS -- This lesson is beneficial for first-time parents because it introduces baby basics such as: 1) when to bathe an infant; 2) tips on bathing an infant; 3) formulas; 4) sterilizing bottles; and 4) cloth diapers vs. disposable diapers. The overall objective is to reinforce the importance of providing a clean and healthy environment for the growth and development of the child.

UNIT 3: CHILDREN'S BEHAVIOR -- The question of "What is Behavior" is examined in regard to the young child. The causes of both acceptable and unacceptable behavior are outlined as well as unrealistic parental expectations.

WHAT IS BEHAVIOR? -- This lesson focuses on the development of behavior in a very young child. The overall objective is to give parents an understanding of the child's behavior, especially behavior they see as "bad," so that the parent will be better able to change unacceptable behavior through love and concern. This lesson stresses the importance of meeting the child's basic needs in a positive manner.

HOW A CHILD'S TEMPERAMENT AFFECTS BEHAVIOR -- This lesson focuses on the "HOW" of behavior, not the "WHY." It helps parents to understand how a child's temperament can affect how a child acts or behaves. It also contains helpful tips in "Tackling Tricky Temperaments."

OTHER FACTORS AFFECTING BEHAVIOR -- This lesson discusses facts or life events that affect behavior. Issues such as separation, divorce and loss of a loved one are mentioned along with sibling rivalry and how to deal with it. Lastly, behavioral characteristics and the ages and stages that occur throughout childhood are discussed and hints for parents on how to cope during this period.

DISCIPLINE - BIRTH TO THREE YEARS -- Focusing on the parent's need to handle their child's behavior, this lesson introduces ideas on: 1) parents' need to be in control, 2) what methods a parent can use to be in control and 3) ideas and suggestions that commonly help parents. This lesson also assists parents to understand the value of good discipline methods. The overall objective is to remind parents that positive modeling, nurturing and reinforcement will result in a happy, well-adjusted young child.

THE MALTREATMENT OF CHILDREN -- This lesson gives information on the recognition and prevention of child abuse, and is designed specifically for the high-risk audience. It includes a section on the legal rights of the parents as well as the mandate of the law.

UNIT 4: COGNITIVE NEEDS -- This unit discusses the importance of learning experiences to a young child's cognitive development. The significance of a parent's role in that development is emphasized.

WHAT EVERY PARENT SHOULD KNOW ABOUT LEARNING -- This lesson focuses on the importance of helping parents become aware of a child's learning process: 1) how it develops during the early years of life; 2) how learning is dependent on the five senses; 3) how the parents can stimulate their children indoors and outdoors; 4) and the importance of knowing how the environment stimulates a child. The overall objective is to reinforce the importance of children learning through stimulation of their environment and experiences, especially during the early years of a child's life.

LEARNING BASIC CONCEPTS -- Focusing on the importance of concept learning, this lesson is very important to parents, grandparents, or others who take care of children on a daily basis, because it teaches: 1) the early stages of concept learning through labels and categories; 2) the beginnings of language development; 3) the learning of spatial and cause and effect relationships; 4) the concept of time; 5) and the importance of play.

PARENTS AND LANGUAGE DEVELOPMENT -- This lesson discusses the importance of talking to babies and how this affects the child's learning. This lesson is beneficial for first time parents because it introduces: 1) first learning experiences beginning in the womb; 2) the stages in which language develops; 3) ways to encourage language development; and 4) the significance good language development has on school success.

LANGUAGE STIMULATION -- This lesson emphasizes the importance of parents providing language experiences for their children by learning through stimulating conversation, praise and encouragement, exposing children to books, and by engaging in playtime. It also stresses the importance of parents communicating effectively so their children have success in school and life.

UNIT 5: CHILDHOOD ILLNESSES -- A guide for parents to recognize symptoms of infectious childhood illnesses. Immunizations as well as serious illnesses are discussed. Preventive measures are also addressed.

CHILDHOOD ILLNESSES PART I -- Childhood Illness Part 1 covers the many symptoms and illnesses parents deal with on a regular basis, such as fever, colds, diarrhea, vomiting, etc. This lesson also discusses a very special topic on allergies, one we seem to overlook when it concerns our children.

CHILDHOOD ILLNESSES PART II -- Part II covers in great depth the symptoms of diseases that can occur if a child is not immunized. The schedule of immunization is discussed, along with a handout for the parents to take home. Other common childhood conditions are mentioned such as: sties, pink eye, internal parasites and infectious skin conditions. The lesson also touches on serious illnesses that some parents may be confronted with like heart disease, diabetes, and cancer.

UNIT 6: EMOTIONAL NEEDS -- This lesson discusses the critical need a child has for love and understanding, and explores the importance of belonging, success and attention.

MEETING EMOTIONAL NEEDS -- This lesson explores the emotional strengths necessary for a child's healthy self-concept. It explains the far-reaching effects of parental attitudes and methods in nurturing their child's emotional growth. Research by Dr. Ray Guarendi, Ellen Galinsky and Dr. Bernie S. Siegal explains these needs, encouraging parents to continue with their current good practices as they develop new ones.

UNIT 7: SOCIAL NEEDS -- The socialization process is examined, including factors such as bonding, self-concept, independence, and social mores, which are influenced by a child's parent.

LEARNING SOCIAL BEHAVIOR -- This lesson introduces the fundamentals of the socialization process during infancy. It discusses certain factors such as: interaction between mother and child; recognizing an infant's social signals; responding to the infant's needs and developing attachment experiences. This lesson also discusses how values, attitudes and beliefs play a part in the development of a young child, along with social mores. There are several group exercises incorporated into the lesson which are extremely beneficial for both the parent and the educator.

UNIT 8: NUTRITION AND THE YOUNG CHILD -- An overview of proper nutrition in regards to a young child is addressed in this lesson. Information is also presented on the prevention of diet related illnesses. Ideas are also presented for parents shopping on a limited budget.

NUTRITION: THE BASIS FOR GROWTH AND WELL-BEING -- An overview of the impact of diet on the general well-being of a child. It discusses the four basic food groups and the essential nutrients needed for healthy growth. This lesson ends with a section on typical diet factors of Mexican-American foods and the nutritional values placed on them.

GOOD HEALTH AND NUTRITION -- This lesson provides information on how nutrition factors such as under nutrition, over nutrition, and over eating are discussed and how they can result in an unhealthy life-style. High consumption of salt, sugar, fat, and cholesterol are also mentioned and the diseases that may follow, such as high blood pressure, arteriosclerosis, heart disease and diabetes.

SHOPPING AND EATING WISELY -- This lesson gives ideas and hints for shopping on limited funds. It includes a variety of shopping tips, such as which month is the best to purchase certain produce, meats, vegetables, etc. There is also an area introducing good diets for children and examples of well-balanced meals for breakfast, lunch and dinner. Lastly, it tackles the area of problem and "picky" eaters and how to handle them.

UNIT 9: SELF AWARENESS/GOAL SETTING -- Bringing to light emotions of past relationships and setting goals for the future is addressed in this thought provoking review.

WHAT NOW? A LESSON IN GOAL SETTING -- This lesson provides parents with an opportunity to examine their lives and make decisions that can offer them other life opportunities. Setting goals will give parents continued growth and development, not only for themselves, but for their children as well.

UNIT 10: PRENATAL CARE -- This unit helps parents understand the biological and emotional changes that are experienced by both the mother and the developing fetus during pregnancy. Good preventive health practices are promoted.

YOU ARE PREGNANT: AN OVERVIEW -- This lesson discusses how nutrition and medical care affect the physical needs of the mother and the developing fetus. It provides valuable information for the pregnant mother and the risks involved regarding drugs, drinking, and smoking. Emotions and how they affect the pregnant mother are also discussed.

UNIT 11: INFANT NEEDS -- This unit helps first-time and experienced parents understand and respond to the unique care that infants require.

THE NEWBORN -- This lesson discusses the physical, emotional, social, and cognitive development of the newborn. The following are some of the common concerns of parents which are discussed: dealing with a colicky baby, keeping a baby clean, skin peeling, "spoiling" a baby, taking care of the umbilical cord.

APPENDIX B

Job Descriptions

JOB TITLE: Program Manager

PURPOSE, ORGANIZATIONAL LOCATION, GOALS AND OBJECTIVES

The primary purpose of this position: This position is responsible for overseeing the implementation of AVANCE services, daily operations, and staff of area branches and /or parenting center.

ORGANIZATIONAL GOALS AND OBJECTIVES: By providing education and support services to families in at-risk communities, AVANCE strives to strengthen the family unit by enhancing parenting skills which nurture the optimal development of children between birth and age 3 to promote educational success and foster the personal and economic success of parents. The focus of AVANCE is community-based intervention, which is family-centered, preventive, comprehensive, and continuous through integration and collaboration of services.

JOB RESPONSIBILITIES AND STANDARDS

DUTY 1:

Oversee the AVANCE Parent-Child Education Program.

The work involves overseeing area branches or parenting centers in the implementation of AVANCE services and assures adherence to established quality standards.

DUTY 2:

Provides technical assistance and support to the Parenting Centers.

DUTY 3:

Provides Program training for AVANCE personnel and outside groups.

DUTY 4:

Organizes and directs the implementation of special projects as approved by the National CEO/President and/or National Board of Directors.

DUTY 5:

Develops corrective action plans and related training based on annual program results and compliance monitoring.

DUTY 6:

Performs additional duties as required.

KNOWLEDGE, SKILLS, AND ABILITIES (KSA)

1. Knowledge and experience overseeing implementation of a public or non-profit program
2. Knowledge and experience in the organization, management, and administration of child/family support and outreach services.
3. Ability to instruct training courses in a classroom or seminar setting.
4. Ability to plan, organize and direct the functions of staff.
5. Knowledge of complex helping systems, professions, and organizations and how they affect children and family welfare, and the multiple uses of such systems, professions, and organizations to deliver services.
6. Knowledge of safety regulations, practices, and procedures.
7. Skill in conducting interviews to establish the nature and extent of concerns/issues, provide professional assistance to families or staff, and determine appropriate referral services/opinions.
8. Ability to work well with others in a team approach.
9. Skill in the use of automation software and related equipment.
10. Ability to communicate effectively in English and Spanish, both orally and in writing.

SPECIFIC HIRING CRITERIA:

WORK EXPERIENCE

Required (2 of 3):

1. 1 year experience in management or supervision
2. 2 years experience working with adults and children or in a family support services environment
3. 5 years experience in planning, implementing and/or administering a public or non-profit program

EDUCATION

Required:

1. Bachelor's Degree in Education or related field
2. Initial AVANCE training completed by end of first year and annual update training as specified in the AVANCE Training Program

Preferred:

Bachelor's Degree in Early Childhood Education or Social Services Field, or Psychology, or Social Work or Equivalent Education

Requirements of the position:

1. Position is identified as having regular contact with children in accordance with public law; therefore, a criminal background check must be completed.

2. Program activities frequently take place in the center/site (permanent and mobile), family homes, and other community locations.
3. Walking, standing, bending, and carrying of small and light objects.
4. Guidelines include applicable AVANCE, local, state, and federal directives and standards. Staff uses judgment to select, interpret, and apply the most applicable guideline to a particular situation.

JOB TITLE: Parent Educator

PURPOSE, ORGANIZATIONAL LOCATION, GOALS AND OBJECTIVES

The primary purpose of this position: This position is responsible for the planning, coordinating, and implementation of the AVANCE Parent-Child Education Program and related support services for parents and children between birth and age 3. This position will teach the Parent-Child Education core curriculum and coordinate with other service providers to meet the needs of the children and parents. This position may temporarily perform duties of other service providers of the program as needed.

ORGANIZATIONAL GOALS AND OBJECTIVES: By providing education and support services to families in at-risk communities, AVANCE strives to strengthen the family unit by enhancing parenting skills which nurture the optimal development of children between birth and age 3 to promote educational success and foster the personal and economic success of parents. The focus of AVANCE is community-based intervention, which is family-centered, preventive, comprehensive, and continuous through integration and collaboration of services.

JOB RESPONSIBILITIES AND STANDARDS

DUTY 1:

Teach the AVANCE Parent-Child Education Parenting Curriculum.

The work involves review, preparation, and modification (if necessary) of class lectures, possibility sheets and other support material for each lesson and ensuring classes are evaluated upon completion in accordance with AVANCE policies and procedures.

DUTY 2:

Plans, organizes, and coordinates the activities of the AVANCE Parent-Child Education Program, ensuring it complies with the AVANCE mission and policy requirements to meet parent and children needs.

1. Ensures AVANCE goals and objectives are met through the integration of activities of the other service providers - Toy Instructors, Early Childhood Development staff, Home Educators, Cooks and Van Drivers.
2. With the help of the Director of Programs and the Site Administrator:
 - a. Establishes local policies and procedures for accomplishment of the Parent-Child Education Program.

- b. Schedules work in a manner that promotes a smooth flow and even distribution of work.
 - c. Coordinates plans and sets schedules for Parent-Child Education Program year.
- 3. Identifies need for changes in Parent-Child Education Program priorities and takes action to implement such changes.
- 4. Participates in and helps foster a team environment.
 - a. Temporarily performs duties of other service providers when needed.

DUTY 3:

Represents AVANCE with local civilian and government agencies to promote timely information exchange, coordinate collaborative prevention efforts, and establishes resource links and community partnerships.

- 1. Establishes, develops, and maintains effective working relationships/partnerships with local schools, businesses, government agencies, and other non-profit organizations.
- 2. Meets with key organization officials and visitors to assess participant's needs, explain organization policy and procedures, and resolve problems that arise.
- 3. Serves as a liaison between the school and parents
- 4. Participates in special projects and initiatives and performs special assignments.
 - a. Identifies the need for special projects.
- 5. Participates in home visits when necessary.
- 6. Leads the recruitment of Program participants.

DUTY 4:

Provides family support services on family and work life issues and concerns through regular interaction with participating parents and children.

- 1. Provides an initial point of contact for reports of family problems or issues involving participants and their families. Interviews (one-on-one meetings as appropriate), assesses participant's needs and concerns (e.g. family separation, parenting, child development, elder care, etc.) and identifies and clarifies issues/concerns.
- 2. Provides advice, guidance and referral options to ensure participants have access and assistance in securing cost effective support or direct aid from within AVANCE or from local/state/federal service agencies.
- 3. Assists participants in prioritizing issues and developing plans and goals that are tailored to specific needs and concerns.
- 4. Monitors and tracks each participant to evaluate and ensure the support and aid received is satisfactory.
- 5. Prepares a "case management" file to include written administrative documentation, reports, and letters of recommendation concerning the social, educational, and medical needs of participants and family members.
- 6. Periodically reviews cases, recommending and carrying out appropriate actions to resolve participant's concerns.

DUTY 5:

Performs a variety of administrative duties related to the Program.

1. Maintains Program information and prepares a variety of reports and/or feeder information according to AVANCE national and local format and schedule as required.
2. Establishes and maintains suspense dates in order to submit required documentation/information on services provided to participants for AVANCE national and the various funding sources, with follows-ups as appropriate.
3. Completes required documentation and ensures information such as participant registration/intake, sign-in books, attendance book, and "case management" files.
4. Maintains any additional information or records required by each funding source.
5. May serve as back up for Program Manager as needed.

KNOWLEDGE, SKILLS, AND ABILITIES (KSA)

1. Knowledge and experience in the organization, management, and administration of child/family support and outreach services.
2. Ability to instruct training courses in a classroom or seminar setting.
3. Ability to plan and organize.
4. Knowledge of complex helping systems, professions, and organizations and how they affect children and family welfare, and the multiple uses of such systems, professions, and organizations to deliver services.
5. Knowledge of safety regulations, practices, and procedures.
6. Ability to apply professional diagnostic skills to individuals and families.
7. Ability to work well with others in a team approach.
8. Skill in the use of automation software and related equipment
9. Ability to communicate effectively in English and Spanish, both orally and in writing.

SPECIFIC HIRING CRITERIA:

WORK EXPERIENCE

Required (2 of 3):

1. 1 year experience in classroom teaching
2. 1 year experience in management or supervision
3. 2 years experience working with adults and children or in a family support services environment

EDUCATION

Required:

1. Bachelors Degree in Education or related field
2. Initial AVANCE training completed by end of first year and annual update training as specified in the AVANCE Training Program

Preferred:

Bachelor's Degree in Early Childhood Education or Social Services Field, or Psychology, or Social Work or Equivalent Education

Requirements of the position:

1. Position is identified as having regular contact with children in accordance with public law; therefore, a criminal background check must be completed.
2. Program activities frequently take place in the center/site (permanent and mobile), family homes, and other community locations.
3. Walking, standing, bending, and carrying of small and light objects.
4. Guidelines include applicable AVANCE, local, state, and federal directives and standards. Staff uses judgment to select, interpret, and apply the most applicable guideline to a particular situation.

JOB TITLE: Toy Instructor

PURPOSE, ORGANIZATIONAL LOCATION, GOALS AND OBJECTIVES

The primary purpose of this position: This position is responsible for teaching mothers enrolled in the AVANCE Parent-Child Education Program how to make educational toys and to coordinate with the Coordinator/Parenting Services and other service providers to meet the needs of the children and parents. As required, this position will temporarily perform duties of other service providers (i.e., Toy Instructor, Child Care, etc.)

ORGANIZATIONAL GOALS OR OBJECTIVES: By providing support and education services to low-income families, AVANCE strives to strengthen the family unit; to enhance parenting skills which nurture the optimal development of children; to promote educational success, and to foster the personal and economic success of parents. The focus of AVANCE is community-based intervention, which is family-centered, preventive, comprehensive and continuous through integration and collaboration of services.

JOB RESPONSIBILITIES AND STANDARDS

DUTY 1:

Conducts the Toy Making class of the AVANCE Parent-Child Education Parenting Curriculum.

1. The work involves review of detailed toy instructions, possibility sheets, current parenting class lectures and other support material before each toy making class.
 - a. Reproducing sufficient handouts
 - b. Sews, cuts and otherwise prepares materials for each class.
2. Conducts toy making sessions.
 - a. Provides detailed explanation on how to make each toy.
 - b. Demonstrates each toy construction step, as necessary.
3. Demonstrates activities and learning objectives for each toy.
4. Observes conversations and comments among participants that indicate assistance may be needed.
5. Meets with the Parent Educator/Coordinator of Parenting Services to discuss progress and needs of participants.
6. Promotes good will, respect, and empathy among participants.

DUTY 2:

Plans, organizes, and coordinates the Toy Making activities of the AVANCE Parent-Child Education Program, ensuring it complies with the AVANCE mission and policy requirements to meet parent and children needs.

1. Establishes yearly Toy Making schedule consistent with Program schedule.
2. Coordinates Toy Making activities with the Parent Educator/Coordinator of Parenting Services and other service providers (Home Visitor, Child Development Instructor, etc).
 - a. Ensures Parent Educator/Coordinator of Parenting Services has sufficient possibility sheets for class
3. Identifies and purchases supplies and materials needed to support Toy Making classes.
4. Prepares a sample of each toy to be used as a demonstration set for participants and visitors.
5. Organizes and maintains a storage and retrieval system of materials used for Toy Making classes.
 - a. Maintains inventory of supplies and materials
6. Conducts performance measures as directed by supervisor, Site Administrator and Director of Programs.
7. Provides advice to supervisor of significant issues and problems related to work accomplishment.
8. With the help of the Parent Educator/Coordinator of Parenting Services establishes local policies and procedures for conducting Toy Making classes
9. Participates in and helps foster a team environment.
 - a. Temporarily performs duties of other service providers when needed.
10. Prepares and transports all necessary materials and supplies to each Toy Making location. *(For Outside the AVANCE center)*

DUTY 3:

Supports special projects and other activities associated with the AVANCE Parent-Child Education (Core) Program.

1. Obtains donations of supplies for Toy Making activities whenever possible.
2. Participants in special fundraising events.
3. Helps organize special events (Thanksgiving Banquet, Christmas Party, etc) and field trips (Circus trip, graduation, etc) for participants.
4. Identifies need for and participates in special projects and initiatives and performs special assignments.
5. Helps recruit Program participants.

DUTY 4:

Performs a variety of administrative duties related to the Toy Making portion of the Program.

1. Maintains Toy Making information and prepares a variety of reports and/or feeder information according to AVANCE national and local format and schedule as required.
 - a. Completes required documentation and ensures information such as number of participants attending classes and number of toys made.
 - b. Maintains sign-in sheets for Toy Making classes.
 - c. Maintains proper financial records on purchases.

2. Establishes and maintains suspense dates in order to submit required documentation/information, on services provided to participants, to AVANCE national and the various funding sources, with follows-ups as appropriate.
3. Ensures a clean, neat and attractive area for toy making classes.
4. Ensures available space is left in original condition. *(For Outside the AVANCE center)*
5. Maintains any additional information or records required by each funding source.

DUTY 5:

Performs additional duties as required.

Include here local, unique, duties not covered by this job description. .

KNOWLEDGE, SKILLS, AND ABILITIES (KSA)

1. Enjoys doing arts and craft projects
2. Ability to instruct others in a classroom setting.
3. Pleasant, friendly, easy-going personality that parents can feel comfortable with.
4. Ability to plan, organize and direct the diverse activities and functions.
5. Skill in establishing and maintaining inventory and keep with accurate, appropriate records.
6. Knowledge of planning for and purchasing in volume, while ensuring best value (economizing).
7. Skill in, or willingness to learn how to handle special tools and supplies, i.e., mallet, hammer, saw, drill, sewing machine, sand paper, etc.
8. Willing to be trained in health and safety regulations, practices, and how to handle emergencies in the classroom.
9. Ability to work well with others in a team approach.
10. Ability to communicate effectively both orally and in writing.
11. Ability to communicate effectively Bilingual-Spanish/English, both orally and in writing

SPECIFIC HIRING CRITERIA:

WORK EXPERIENCE

Required:

Literacy adequate to perform job responsibilities.

Preferred:

AVANCE graduate, volunteer or other experience with family support services, community groups, church or school.

EDUCATION

Required:

Initial AVANCE training completed by end of first year and annual update training as specified in the AVANCE Training Program

Preferred:

High School Diploma or GED
Bilingual in Spanish and English

UNIQUE ASPECTS OF JOB: (i.e., site specific, etc.)

1. Ability to perform light to moderate lifting- -20 –30 lbs.
2. Must have transportation (*For Outside the AVANCE center*).
3. Position is identified as having “regular contact with children,” in accordance with public law; therefore, a criminal background check must be completed.
4. Program activities frequently take place in the center/site (permanent and mobile), family homes, and other community locations.
5. The work requires some walking, standing, bending, and carrying of small and light objects.
6. Work with and around sharp equipment/tools
7. Guidelines include applicable AVANCE, local, state, and federal directives and standards. The incumbent uses judgment to select, interpret, and apply the most applicable guideline to a particular situation.]

POSITIONS SUPERVISED: None

JOB TITLE: Supervisor of Children's Services

PURPOSE, ORGANIZATIONAL LOCATION, GOALS AND OBJECTIVES

The primary purpose of this position: This position is responsible for planning, coordinating, and implementing the Early Childhood Development Services of the AVANCE Parent-Child Education Program. This position will oversee the Early Childhood Development Services staff responsible for providing a stimulating learning experience to children between birth and age 3, and coordinates with other service providers to meet the needs of the children and parents. This position may temporarily perform duties of other service providers of the program as needed.

ORGANIZATIONAL GOALS OR OBJECTIVES: By providing education and support services to families in at-risk communities, AVANCE strives to strengthen the family unit by enhancing parenting skills which nurture the optimal development of children between birth and age 3 to promote educational success and foster the personal and economic success of parents. The focus of AVANCE is community-based intervention, which is family-centered, preventive, comprehensive, and continuous through integration and collaboration of services.

JOB RESPONSIBILITIES

DUTY 1:

Plans, organizes, and coordinates the Early Childhood Development Services activities of the AVANCE Parent-Child Education Program, ensuring it complies with the AVANCE mission and policy requirements to meet children and parent needs.

1. Ensures AVANCE goals and objectives are met through the integration of **Early Childhood Development Services** activities and staff, and of the other service providers.
2. With the help of the Program Manager and/or the Site Administrator:
 - a. Establishes local policies and procedures for accomplishment of **Early Childhood Development Services**.
 - b. Schedules work in a manner that promotes a smooth flow and even distribution of work.
 - c. Coordinates plans and sets schedules for **Early Childhood Development Services** during the Parent-Child Education Program year.
3. Plans work to be accomplished by **Early Childhood Development Services** staff.
 - a. Sets and adjusts short-term priorities and prepares schedules.
 - b. Plans activities and develops weekly lesson plans for children.
4. Balances workload and provides advice, guidance, and direction on a wide range of **Early Childhood Development Services** and administrative issues.
5. Identifies requirements and initiates requests for needed resources to ensure success in meeting Child Care Services goals and objectives.
 - a. Purchases supplies, materials, furniture and equipment, as authorized by the supervisor, necessary to conduct **Early Childhood Development Services** activities.
6. Conducts performance measures as directed by supervisor, Site Administrator and/or Program Manager.
7. Provides advice to supervisor of significant issues and problems related to work accomplishment. Establishes metrics and analysis systems to ensure actions are timely and reviewed at critical points.
8. Identifies need for changes in **Early Childhood Development Services** priorities and takes action to implement such changes.
 - a. Assesses and helps revise policies and procedures as needed to find ways to improve quality, timeliness, and efficiency of work.
9. Participates in and helps foster a team environment.
 - a. Temporarily performs duties of **Early Childhood Development Services** staff and other service providers when needed.

DUTY 2:

Ensures an emotional, physical, and intellectual stimulating environment that promotes and enhances learning.

1. Creates an attractive, safe, healthy, welcoming, and functional physical **Early Childhood Development Services** area(s).
2. Leads children in planned activities such as reading, painting, art, singing, storytelling, music, exercise, play, etc.
3. Ensures **Early Childhood Development Services** staff actively observe and report suspected neglect, abuse and medical conditions/illnesses.

DUTY 3:

Exercises supervisory personnel management responsibilities.

1. Advises and provides counsel to employees regarding AVANCE policies, procedures, and directives.
2. Selects or recommends selection of candidates for vacancies, promotions, details, and reassignments in consideration of skills and qualifications, mission requirements, and EEO and diversity objectives.
3. Implements the AVANCE Performance Evaluation and Feedback System
 - a. Modifies, and/or interprets job descriptions as necessary.
 - b. Explains job descriptions to subordinate employees.
 - c. Explains performance expectations to employees and provides regular feedback on strengths and weaknesses.
4. Holds employees responsible for satisfactory completion of work assignments.
 - a. Appraises subordinate workers performance ensuring consistency and equity in rating techniques.
 - b. Recommends awards when appropriate.
 - c. Initiates action to correct performance or conduct problems.
5. Hears and resolves employee complaints and refers serious unresolved complaints to higher-level management.
6. Issues minor disciplinary measures such as warnings and reprimands and recommends action in more serious disciplinary matters. Prepares documentation to support actions taken.
7. Identifies employee developmental needs and provides or arranges for training (formal and informal) to maintain and improve job performance. Encourages self-development.
8. Approves leave schedule assuring adequate coverage for peak workloads and traditional holiday vacation time.
9. Demonstrates sensitivity to ideas of subordinates. Promotes an environment in which employees are empowered to participate in and contribute to effective mission accomplishment.
10. Recognizes and takes action to correct situations posing a threat to the health or safety of subordinates.
11. Applies EEO principles and requirements to all personnel management actions and decisions, and ensures all personnel are treated in a manner free of discrimination. Periodically reviews position descriptions to ensure accuracy, and the most effective utilization of personnel resources.

DUTY 4:

Represents AVANCE with local civilian and government agencies to promote timely information exchange, coordinates collaborative prevention efforts, and establishes resource links and community partnerships.

1. Establishes, develops, and maintains effective working relationships/partnerships with local schools, businesses, government agencies, and other non-profit organizations.
2. Meets with key organization officials and visitors to assess participant's needs, explain organization policy and procedures, and resolve problems that arise.
3. Serves as a liaison between the school and parents.
4. Participates in special projects and initiatives and performs special assignments.
 - a. Identifies the need for special projects.

5. Participates in home visits when necessary.
6. Assists in the recruitment of Parent-Child Education Program participants.

DUTY 5:

Provides family support services on family and work life issues and concerns through regular interaction with participating parents and children.

1. Provides an initial point of contact for reports of family problems or issues involving participants and their families. Interviews (one-on-one meetings as appropriate), assesses participant's needs and concerns (e.g. family separation, parenting, child care, elder care, etc.) and identifies and clarifies issues/concerns.
2. Provides advice, guidance and referral options to ensure participants have access and assistance in securing cost effective support or direct aid from within AVANCE or from local/state/federal service agencies.
3. Assists participants in prioritizing issues and developing plans and goals that are tailored to specific needs and concerns.
4. Monitors and tracks each participant to evaluate and ensure the support and aid received is satisfactory.
5. Prepares a "case management" file to include written administrative documentation, reports, and letters of recommendation concerning the social, educational, and medical needs of participants and family members.
6. Periodically reviews cases, recommending and carrying out appropriate actions to resolve participant's concerns.

DUTY 6:

Performs a variety of administrative duties related to the Parent-Child Education Program.

1. Maintains Parent-Child Education Program information and prepares a variety of reports and/or feeder information according to AVANCE national and local format and schedule as required.
2. Establishes and maintains suspense dates in order to submit required documentation/information, on services provided to participants, for AVANCE national and the various funding sources, with follows-ups as appropriate.
3. Completes required documentation and ensures information such as participant registration/intake, sign-in books, attendance book, and "case management" files.
4. Maintains proper documentation for petty cash.
5. Maintains any additional information or records required by each funding source.

DUTY 7:

Performs additional duties as required.

Include here local, unique, duties not covered by this job description.

KNOWLEDGE, SKILLS, AND ABILITIES (KSA)

1. Ability to instruct training courses in a classroom, seminar setting.
2. Knowledge and experience in the organization, management, and administration of child/family support and outreach services.
3. Ability to plan, organize and direct the functions of staff.
4. Knowledge of complex helping systems, professions, and organizations and how they affect children and family welfare and the multiple uses of such systems, professions, and organizations to deliver services.
5. Skill in conducting interviews to establish the nature and extent of concerns/issues, provide professional assistance to families or staff, and determine appropriate referral services/opinions.
6. Knowledge of safety regulations, practices, and procedures.
7. Ability to work well with others in a team approach.
8. Skill in the use of automation software and related equipment.
9. Ability to communicate effectively in English and Spanish, both orally and in writing.

SPECIFIC HIRING CRITERIA:

WORK EXPERIENCE

Required (2 of 3):

1. 1 year experience in classroom teaching
2. 1 year experience in management or supervision
3. 2 years experience working with adults and children or in a family support services environment

Preferred:

1. 2 years experience in classroom teaching *in an early childhood setting*
2. 2 years experience in management or supervision
3. 2 years experience in teaching adult literacy

EDUCATION

Required:

1. Associate's or Bachelor's Degree in Education
2. Initial AVANCE training completed by end of first year and annual update training as specified in the AVANCE Training Program

Preferred:

Bachelor's Degree in Early Childhood Education or Social Services Field, or Psychology, or Social Work or Equivalent Education

UNIQUE ASPECTS OF JOB:

1. Ability to perform light to moderate lifting: 20 –30 lbs.
2. Must undergo a criminal background check.
3. Program activities take place in the center/site (permanent and mobile), family homes, and other community locations.
4. Walking, standing, bending, and carrying of small and light objects.
5. Guidelines include applicable AVANCE, local, state, and federal directives and standards. It is required of staff to use judgment to select, interpret, and apply the most applicable guideline to a particular situation.
6. Must have successfully completed CPR and First Aid Training.

POSITIONS SUPERVISED:

Early Childhood Instructor/Teacher

Early Childhood Instructional Aide

Cook

JOB TITLE: Home Educator

PURPOSE, ORGANIZATIONAL LOCATION, GOALS AND OBJECTIVES

The primary purpose of this position: This position is responsible for conducting home visits and observing the parent interaction with the child and the child using the toys made in the AVANCE toy making class. This position assists the Parent Educator in addressing problems in the home and in providing appropriate referrals for needed services, and coordinates with other service providers to meet the needs of the parents and children. This position may temporarily perform duties of other service providers of the program as needed.

ORGANIZATIONAL GOALS OR OBJECTIVES: By providing education and support services to families in at-risk communities, AVANCE strives to strengthen the family unit by enhancing parenting skills which nurture the optimal development of children between birth and age 3 to promote educational success and foster the personal and economic success of parents. The focus of AVANCE is community-based intervention, which is family-centered, preventive, comprehensive, and continuous through integration and collaboration of services.

JOB RESPONSIBILITIES AND STANDARDS

DUTY 1:

Conducts the Home Visit portion of the AVANCE Parent-Child Education Program.

1. Reviews current parenting class lectures, possibility sheets, and other support material before making each home visit.
2. Conducts regularly scheduled Home Visits with each parent in accordance with AVANCE policies and procedures.
3. Video tapes the mothers playing and interacting with their children using AVANCE toys.

4. Makes observations and takes notes of parents teaching the child to use an AVANCE toy.
5. Reinforces the possibility sheet activities and learning objectives for each toy and how they relate to parenting classes.

DUTY 2:

Plans, organizes, and coordinates the Home Visit activities of the AVANCE Parent-Child Education Program, ensuring it complies with the AVANCE mission and policy requirements to meet parent and children needs.

1. Schedules appointments with participants for Home Visits.
2. Coordinates Home Visit activities with other appropriate service providers.
3. Identifies resource requirements (i.e., supplies, etc.) needed to ensure success of Home Visits.
4. Conducts performance measures as directed by supervisor, Program Manager, or Center Director.
5. Advises supervisor of significant issues or problems related to Home Visits.
6. Collaborates with Parent Educator to establish local policies and procedures for Home Visits.
 - a. Assesses and takes action to revise and implement policies and procedures as needed to find ways to improve quality, timeliness, and efficiency of work.
7. Identifies need for and participates in special projects and initiatives and performs special assignments.
8. Recruits Program participants.

DUTY 3:

Provides family support services on family and work life issues and concerns through regular interaction with participating parents and children.

1. Advocates on behalf of participants and their family.
 - a. Provides a point of contact for reports of family problems or issues involving participants and their families.
2. Helps gather, identify, and clarify information on participant's needs and concerns (e.g. family separation, parenting, child care, elder care, etc.).
3. Works with the Parent Educator to provide advice, guidance, and referral options, ensuring participants have access and assistance in securing cost effective support or direct aid from within AVANCE and/or from local/state/federal service agencies.
4. Tracks each participant to evaluate and follow-up as necessary to ensure the support and aid received are satisfactory.
5. Contributes to "case management" files as requested by the Parent Educator or supervisor.
6. Distributes food bank commodities as needed, in the home, to participants and records disbursements.

DUTY 4:

Performs a variety of administrative duties related to the Core Program.

1. Maintains Home Visit information and prepares a variety of reports and/or feeder information according to AVANCE national and local format and schedule as required.

2. Establishes and maintains suspense dates in order to submit required documentation/information on services provided to participants for AVANCE national and the various funding sources with follow-ups as appropriate.
3. Completes required documentation and ensures information such as participant registration/intake, sign-in books, attendance book, and "case management" files.
4. Maintains proper documentation for food bank.
5. Maintains any additional information or records required by each funding source.

DUTY 5:

Performs additional duties as required.

KNOWLEDGE, SKILLS, AND ABILITIES

1. Keen observer, ability to pick up on body language, and culturally sensitive to social subtleties, relationships, interaction styles and local community values.
2. Pleasant, friendly, easy-going personality that parents can feel comfortable with.
3. Ability to plan, organize and direct the diverse activities and functions.
4. Knowledge of complex helping systems, professions, and organizations and how they affect children and family welfare, and the multiple uses of such systems, professions, and organizations to deliver services.
5. Skill in establishing the nature and extent of concerns/issues, provide professional assistance to clients or staff, and determine appropriate referral services/opinions.
6. Ability to apply professional diagnostic skills to individuals and families.
7. Ability to work well with others in a team approach.
8. Skill in the use of video equipment.
9. Knowledge of safety regulations, practices, and procedures.
10. Ability to communicate effectively in English and Spanish, both orally and in writing.

SPECIFIC HIRING CRITERIA:

WORK EXPERIENCE

Required:

1 year experience working with adults and children or in a family support services environment.

Preferred:

AVANCE graduate, volunteer or other experience with family support services, community groups, church or school.

EDUCATION

Required:

Initial AVANCE training completed by end of first year and annual update training as specified in the AVANCE Training Program

Preferred:

High School Diploma or GED

Bilingual in Spanish and English

UNIQUE ASPECTS OF JOB:

1. Must have transportation.
2. Must undergo a criminal background check.
3. Program activities take place in the center/site (permanent and mobile), family homes, and other community locations.
4. Walking, standing, bending, and carrying of small and light objects.
5. Guidelines include applicable AVANCE, local, state, and federal directives and standards. Staff uses judgment to select, interpret, and apply the most applicable guideline to a particular situation.

POSITIONS SUPERVISED: None

JOB TITLE: Early Childhood Instructor

PURPOSE, ORGANIZATIONAL LOCATION, GOALS AND OBJECTIVES

The primary purpose of this position: This position is responsible for providing stimulating learning experiences to children between birth and age 3. This position requires specialized knowledge and skills in early childhood development to properly address the cognitive, social, and emotional development needs of children between birth and age 3. This position requires coordinating with other service providers to meet the needs of the children and parents. This position may temporarily perform duties of other service providers of the program as needed.

ORGANIZATIONAL GOALS OR OBJECTIVES: By providing education and support services to families in at-risk communities, AVANCE strives to strengthen the family unit by enhancing parenting skills which nurture the optimal development of children between birth and age 3 to promote educational success and foster the personal and economic success of parents. The focus of AVANCE is community-based intervention, which is family-centered, preventive, comprehensive, and continuous through integration and collaboration of services.

JOB RESPONSIBILITIES:

1. Teaches, instructs and involves children in social language, cognitive development, and group activities such as reading, painting, art, singing, storytelling, music, etc.
2. Assists children in developing social skills necessary to control behavior, cooperate, and work in group activities.
3. Creates and establishes an attractive, safe, and functional physical environment to enhance and promote learning.
4. Ensures a clean and safe working environment for staff and participants.

5. Reports suspected abuse, neglect, medical conditions/illnesses to immediate supervisor.
6. Establishes and maintains a warm, welcoming, and nurturing environment in the center.
7. Participates in the preparation of programmatic special events.
8. Maintains bulletin boards and prepares all materials required to make observations.
9. Studies and carries forth program activities such as learning songs, nursery rhymes, storytelling, etc.
10. Participates in staff development and training as required.
11. Makes sure that all parents sign in their children on the child care attendance sheets.
12. Provides supervisor with input of significant issues and problems related to the work environment as needed to improve quality, timeliness, and efficiency of work.
13. Participates in and helps foster a team environment.
14. Participates in special projects and initiatives and performs special assignments as requested.
15. Assists in annual recruitment activities.
16. Assists in maintaining and updating children's records as needed.
17. Performs duties as requested by supervisor and attends staff meetings and staff development and training sessions.

KNOWLEDGE, SKILLS, AND ABILITIES

1. Keen observer, ability to pick up on body language, and culturally sensitive to social subtleties.
2. Friendly, pleasant, easy-going personality that children and parents can feel comfortable with.
3. Ability to follow daily, weekly, and monthly lesson plans and to develop related activities.
4. Ability to work well with others in a team approach.
5. Ability to follow regulations, practices, and procedures related to safety and childcare licensing standards.
6. Ability to communicate effectively in English and Spanish, both orally and in writing.

SPECIFIC HIRING CRITERIA:

WORK EXPERIENCE

Required:

Six months experience in a licensed childcare facility or in a public/private school early childhood facility unless candidate has completed an early childhood degree program where practicum(s) were required.

Preferred:

One year experience in a licensed childcare facility or in a public/private school early childhood facility unless candidate has completed an early childhood degree program where practicum(s) were required.

EDUCATION

Required:

1. An Associate's Degree in Early Childhood Education or a Bachelor's Degree in a related field with at least 18 hours of early childhood development completed.

2. Initial AVANCE training completed by end of first year and annual update training as specified in the AVANCE Training Program.

Preferred:

1. Bachelor's Degree in Early Childhood Education.
2. Bilingual in English and Spanish.

Other Significant Areas

1. Ability to perform light to moderate lifting: 20 –30 lbs.
2. Must undergo a criminal background check.
3. Activities take place in the center and occasional need for mobile services at schools or other community locations.
4. Walking, standing, bending, and carrying of small and light objects.
5. Guidelines include applicable AVANCE, local, state, and federal directives and standards. Staff will be directed in selecting, interpreting, and applying the most applicable guideline to a particular situation.
6. Must have successfully completed CPR and First Aid Training.

POSITIONS SUPERVISED: None

JOB TITLE: Early Childhood Instructional Aide

PURPOSE, ORGANIZATIONAL LOCATION, GOALS AND OBJECTIVES

The primary purpose of this position: This position is responsible for providing stimulating learning experiences to children between birth and age 3 and coordinating with other service providers to meet the needs of the children and parents. This position requires coordinating with other service providers to meet the needs of the children and parents. This position may temporarily perform duties of other service providers of the program as needed.

ORGANIZATIONAL GOALS OR OBJECTIVES: By providing education and support services to families in at-risk communities, AVANCE strives to strengthen the family unit by enhancing parenting skills which nurture the optimal development of children between birth and age 3 to promote educational success and foster the personal and economic success of parents. The focus of AVANCE is community-based intervention, which is family-centered, preventive, comprehensive, and continuous through integration and collaboration of services.

JOB RESPONSIBILITIES:

1. Assists Early Childhood Instructor/Teacher with activities to teach, instruct and involve children in social language, cognitive development, and group activities such as reading, painting, art, singing, storytelling, music, etc.
2. Assists children in developing social skills necessary to control behavior, cooperate, and work in group activities.
3. Creates and establishes an attractive, safe, and functional physical environment to enhance and promote learning.
4. Ensures a clean and safe working environment for staff and participants.
5. Reports suspected abuse, neglect, medical conditions/illnesses to immediate supervisor.
6. Establishes and maintains a warm, welcoming, and nurturing environment in the center.
7. Participates in the preparation of programmatic special events.
8. Maintains bulletin boards and prepares all materials required to make observations.
9. Studies and carries forth program activities such as learning songs, nursery rhymes, storytelling, etc.
10. Participates in staff development and training as required.
11. Makes sure that all parents sign in their children on the child care attendance sheets.
12. Provides supervisor with input of significant issues and problems related to the work environment as needed to improve quality, timeliness, and efficiency of work.
13. Participates in and helps foster a team environment.
14. Participates in special projects and initiatives and performs special assignments as requested.
15. Assists in annual recruitment activities.
16. Assists in maintaining and updating children's records as needed.
17. Performs duties as requested by supervisor and attends staff meetings and staff development and training sessions.

KNOWLEDGE, SKILLS, AND ABILITIES

1. Keen observer, ability to pick up on body language, and culturally sensitive to social subtleties.
2. Friendly, pleasant, easy-going personality that children and parents can feel comfortable with.
3. Ability to follow daily, weekly, and monthly lesson plans and to develop related activities.
4. Ability to work well with others in a team approach.
5. Ability to follow regulations, practices, and procedures related to safety and childcare licensing standards.
6. Ability to communicate effectively in English and Spanish, both orally and in writing.

SPECIFIC HIRING CRITERIA:

WORK EXPERIENCE

Required:

Six months experience working with infants and toddlers in a child development center or home-based program.

Preferred:

1. Six months in a licensed childcare facility or in a public/private school early childhood facility unless candidate has completed an early childhood degree program where practicum(s) were required.
2. AVANCE graduate or previous experience with Early Head Start, Montessori, or child care facility or volunteer experience working with children in a child care setting.

EDUCATION

Required:

1. Childhood Development Associate credential.
2. Initial AVANCE training completed by end of first year and annual update training as specified in the AVANCE Training Program.

Preferred:

Bilingual in English and Spanish

OTHER SIGNIFICANT FACTS

1. Ability to perform light to moderate lifting: 20 –30 lbs.
2. Must undergo a criminal background check.
3. Activities take place in the center and occasional need for mobile services at schools or other community locations.
4. Walking, standing, bending, and carrying of small and light objects.
5. Guidelines include applicable AVANCE, local, state, and federal directives and standards. Staff will be directed in selecting, interpreting, and applying the most applicable guideline to a particular situation.
6. Must have successfully completed CPR and First Aid Training.

POSITIONS SUPERVISED: None

JOB TITLE: Van Driver

PURPOSE, ORGANIZATIONAL LOCATION, GOALS AND OBJECTIVES

The primary purpose of this position: This position is responsible for transporting mothers and children enrolled in the AVANCE Parent-Child Education Program to and from homes and the AVANCE center or on field trips. The Van Driver also coordinates transportation services with the Parent Educator and other service providers to meet the needs of parents and children. This position may temporarily perform duties of other service providers of the program as needed.

ORGANIZATIONAL GOALS OR OBJECTIVES: By providing education and support services to families in at-risk communities, AVANCE strives to strengthen the family unit by enhancing parenting skills which nurture the

optimal development of children between birth and age 3 to promote educational success and foster the personal and economic success of parents. The focus of AVANCE is community-based intervention, which is family-centered, preventive, comprehensive, and continuous through integration and collaboration of services.

JOB RESPONSIBILITIES AND STANDARDS

DUTY 1:

Contacts parents to arrange weekly pick-up and develops transportation schedule.

1. Contacts parents by telephone or in person to schedule pick-up and return trip to home from class.
2. Provides follow-up contact with parents to remind them of scheduled class and the date/time of pick-up.
3. Collaborates with the Parent Educator to ensure the transportation schedule supports the Program.
4. Provides courteous and friendly transportation to participants.

DUTY 2:

Transports parents and children to and from homes, the AVANCE center, and on field trips.

1. Provides timely pick-up and return of participants to and from home.
2. Sets the tone for the day's activities by maintaining a friendly, welcoming attitude with parents.
3. Helps mothers and children get in and out of van- -assists in carrying toys, diaper bags, etc.
4. Encourages a pleasant, respectful atmosphere among participants during transport.
5. In an emergency, provides transportation for staff or parents.

DUTY 3:

Ensures the safety of self and participants while in transit.

1. Instructs parents on safety procedures that must be followed while being transported in the van.
2. Obeys state and local traffic laws.
3. Follows AVANCE safety policies and procedures.
4. Responds with appropriate emergency procedures as needed.

DUTY 4:

Ensures proper maintenance and security of vehicles.

1. Provides daily maintenance of AVANCE van—full tank of gas, air in tires, etc.
2. Provides routine service checks on the van--oil changes, state inspections, license plate renewals, etc.
3. Maintains recommended scheduled automotive servicing according to vehicle owner's manual or as instructed by the Program Manager.
4. Maintains vehicle appearance---clean and wash exterior and vacuum interior.
5. Ensures security of van.

DUTY 5:

Provides input to Parent Educator in providing family support services through regular interaction with participating parents and children.

1. Maintains alert and empathetic attitude toward needs of Program participants.
2. Is attentive to conversations and comments among participants that indicate assistance may be needed.
3. Informs Parent Educator and other service providers of any concerns regarding participants and their children noted while being transported.
4. Maintains confidentiality of participants.

DUTY 6:

Supports special projects and other activities associated with the AVANCE Parent-Child Education Program.

1. Participates in special fundraising events.
2. Helps organize and conduct special events (Thanksgiving Banquet, Christmas Party, etc.) and field trips (Circus trip, graduation, etc.) for participants.
3. Identifies need for and participates in special projects, initiatives, or assignments.
4. Helps recruit Program participants.

DUTY 7:

Performs a variety of administrative and record keeping duties related to the Transportation portion of the Program.

1. Completes and maintains vehicle maintenance and usage information according to AVANCE national and local format and schedule, including, but not limited to:
 - a. Mileage log
 - b. Van usage checklist
 - c. Maintenance log
 - d. Service record
 - e. Credit card receipts
2. Prepares a variety of reports and/or feeder information according to AVANCE national and local format and schedule.

DUTY 8:

Performs additional duties as required.

Include here local, unique, duties not covered by this job description.

KNOWLEDGE, SKILLS, AND ABILITIES

1. Pleasant, friendly, easy-going personality that parents can feel comfortable with.
2. Basic understanding of state and local traffic regulations and laws.
3. Ability to learn how to organize and schedule transportation support activities and functions.
4. Skill in establishing and maintaining accurate and appropriate records.
5. Skill in or willingness to learn how to handle special situations during driving and in emergencies.
6. Willing to be trained in basic vehicle maintenance, safety and security policies, and practices.
7. Keen observer and able to keep confidentiality.
8. Ability to work well with others in a team approach.
9. Ability to communicate effectively both orally and in writing.
10. Ability to communicate effectively in English and Spanish, both orally and in writing.

SPECIFIC HIRING CRITERIA:

WORK EXPERIENCE

Required:

Literacy adequate to perform job responsibilities

Preferred:

AVANCE graduate, volunteer or other experience with family support services, community groups, church or school.

EDUCATION

Required:

1. Initial AVANCE training completed as specified in the AVANCE Training Program.
2. Valid Driver's License
3. Initial Defensive Driving Course and every two years thereafter.

Preferred:

1. High School Diploma or GED
2. Bilingual in English and Spanish

UNIQUE ASPECTS OF JOB:

1. Ability to perform light to moderate lifting: 20 –30 lbs.
2. Must have clean driving record with no violations.
3. Must undergo a criminal background check.
4. Activities frequently take place on the roads and highways throughout the community.
5. Walking, standing, bending, and carrying of small and light objects.
6. Work with and around sharp equipment/tools.

POSITIONS SUPERVISED: None

JOB TITLE: Cook

PURPOSE, ORGANIZATIONAL LOCATION, GOALS AND OBJECTIVES

The primary purpose of this position: This position is responsible for providing nutritious meals and snacks to mothers and children enrolled in the AVANCE Parent-Child Education Program and for special program events. The cook also coordinates with the Parent Educator and other service providers to meet the needs of parents and children. This position may temporarily perform duties of other service providers of the program as needed.

ORGANIZATIONAL GOALS OR OBJECTIVES: By providing education and support services to families in at-risk communities, AVANCE strives to strengthen the family unit by enhancing parenting skills which nurture the optimal development of children between birth and age 3 to promote educational success and foster the personal and economic success of parents. The focus of AVANCE is community-based intervention, which is family-centered, preventive, comprehensive, and continuous through integration and collaboration of services.

JOB RESPONSIBILITIES AND STANDARDS

DUTY 1:

Plans and organizes menus and prepares food.

1. Coordinates food services for parents and children and special activities.
2. Collaborates with Parent Educator to ensure food service menus and schedule supports the Program.
3. Develops weekly and monthly menus for Program and special activities, including detailed preparation instructions.
4. Oversees and helps prepare meals and snacks.
5. Prepares food service budget.
6. Encourages a pleasant, respectful atmosphere among Program participants during meal and snack time.

DUTY 2:

Purchases food, kitchen and some maintenance supplies.

1. Prepares shopping list for food and supplies needed to support Program activities.
2. Directs the purchases food and supplies by self or others and maintains pantry.
3. Ensures food is ordered for and distributed from the Food Bank (if applicable).

DUTY 3:

Ensures the safety and health of self, co-workers, and participants.

1. Maintains a clean, safe kitchen and pantry by ensuring safety and health standards are always met.
2. Instruct co-workers (staff, volunteers, or mothers) on local safety and health procedures.
3. Follow AVANCE safety and health policies and procedures and any applicable licensing standards.
4. Ensures the safe and proper maintenance and operation of kitchen equipment and utensils.
5. Responds with appropriate emergency procedures as needed.

DUTY 4:

Supports special projects and other activities associated with the AVANCE Parent-Child Education Program.

1. Participates in special fundraising events.
2. Helps organize and conduct special events (Thanksgiving Banquet, Christmas Party, etc) and field trips (Circus trip, graduation, etc) for participants.
3. Ensures appropriate meals and snacks are planned, prepared and served for special projects and other activities.
4. Helps recruit Program participants.

DUTY 5:

Performs a variety of administrative and record keeping duties related to the Food Services portion of the Program.

1. Completes and maintains food service records and logs according to AVANCE national and local format and schedule.
2. Prepares a variety of reports and/or feeder information to support the Food Bank and AVANCE funder's reporting requirements in accordance with prescribed format and schedule.

DUTY 6:

Performs additional duties as required.

Include here local, unique, duties not covered by this job description.

KNOWLEDGE, SKILLS, AND ABILITIES

1. Pleasant, friendly, easy-going personality that parents and children can feel comfortable with.
2. Basic understanding of nutrition requirements for children and adults
3. Skilled in preparing meals and snacks.
4. Ability to learn how to organize and schedule food service activities and functions.
5. Skill in establishing and maintaining accurate and appropriate records.
6. Skill in or willingness to learn how to supervise food service staff.
7. Willing to be trained in basic safety and health policies and practices and how to handle emergency situations.
8. Ability to work well with others in a team approach.
9. Ability to communicate effectively in English and Spanish, both orally and in writing.

SPECIFIC HIRING CRITERIA:

WORK EXPERIENCE

Required:

None

Preferred:

1. AVANCE graduate, volunteer or other experience with family support services, community groups, church or school.
2. 1 year experience working and/or managing a commercial kitchen.

EDUCATION

Required:

1. Literacy adequate to perform job responsibilities
2. Initial AVANCE training completed as specified in the AVANCE Training Program.

Preferred:

1. High School Diploma or GED
2. Bilingual in English and Spanish

UNIQUE ASPECTS OF JOB: (i.e., site specific, etc.)

1. Ability to perform light to moderate lifting: 20 –30 lbs.
2. Standing and walking for a major portion of the day.
3. Must undergo a criminal background check.
4. Work with and around sharp equipment/tools, open flames, hot water and food, and cleaning chemicals.

POSITIONS SUPERVISED: None, however, may require overseeing the work of volunteers.