

**Family Specialist Custom Assessment (Level 3)  
Community Resource Evaluation**

|  |   |
|--|---|
| <b>FS<br/>Competencies</b>                     | <p>CPD1: Identifies culturally and linguistically appropriate family service strategies, programs and approaches.</p> <p>CPD2: Describes techniques, technologies, learning environments and methods supportive of family competence, confidence and resilience and responsive to individual learning styles, strengths, and opportunities for growth.</p> <p>OA1: Identifies the impact and influence of external factors on assessment practices.</p> <p>OA2: Evaluates and selects engaging and collaborative formal and informal approaches and tools to gather information relevant to family service and curricular planning and implementation, intervention, monitoring, and evaluation.</p> <p>OA3: Selects and uses multiple measures, multiple sources of data, and frequent data collection methods that are valid, reliable, legal and ethical and responsive to family characteristics and functioning, including child characteristics and functioning within context of the family system in typical, everyday family and community environments.</p> |
| <b>Original<br/>Gateways FS<br/>Benchmarks</b> | A1, A2, A3, A5, C1, C2, C7, C8, C9, C10, C11, C12, C13, D1, D3, F1, F2, F10, F11  |

**Assessment Guidelines**

This Assessment requires that you complete a Community Resource Profile and analyze to the programs profiled to explore the effectiveness of family service strategies, programs, and approaches in terms of cultural and linguistic responsiveness as well as support for family collaboration, trust and security.

**Part 1: Community Resource Profile**

Develop your community resource profile using the Community Resource Assessment Form provided below.

**Part 2: Program Assessment**

Select two of the programs profiled within your Community Resource Profile. You will be gathering data at the site and then reflecting on program effectiveness. For each of the programs you selected, complete the following:

- Select a data collection tool that is reliable and valid. Your goal is to gather data through observation and interview (as appropriate).
- Provide a rationale for the data collection method selected, including responsiveness to family characteristics and functioning
- Provide an overview of the community service agency in terms of support provided to the neighborhood and individual families and the impact of those supports on individual and family development, learning, and functioning.
- Identify strategies used by the program, including technologies, learning environments and methods, that support family competence, confidence and resilience and are responsive to individual learning styles, strengths, and opportunities for growth.

**Part 3: Reflection:**

After completing the Community Resource Profile and Program Assessment, respond to each of the following questions in 2-3 pages:

1. What do you see as strengths and opportunities in the program you evaluated, in terms of its ability to respond in culturally- and linguistically-responsive ways to each family’s functioning, sociocultural context, and stage of family development?
2. Your suggestions for enhanced program supports and strategies supportive of family access to resources designed to enhance family functioning and development.

**Assessment Rubric**

| <b>Family Specialist Custom Assessment (Level 4): Community Resource Evaluation Rubric</b>                                       |   |   |   |  |                         |
|--|---|---|---|--|-------------------------|
| <b>Competency</b>  | <b>Distinguished</b>  | <b>Proficient</b>   | <b>Needs Improvement</b>  | <b>Unsatisfactory</b>  | <b>Unable to Assess</b> |
| CPD1: Identifies culturally and linguistically appropriate family service strategies, programs and approaches.<br><br>FS: D1, D3 | Identifies the philosophies, major concepts, and approaches to intervention of a comprehensive range of family- and child-focused prevention and intervention services. | Identifies the philosophies, major concepts, and approaches to intervention of a comprehensive range of family- and child-focused prevention and intervention services. | Identifies the philosophies, major concepts, or approaches to intervention of a limited range of family- and child-focused prevention and intervention services | Identifies inaccurate philosophies, major concepts, or approaches to intervention of a range of family- and child-focused prevention and intervention services |                         |

**Family Specialist Custom Assessment (Level 4): Community Resource Evaluation Rubric**

| Competency   | Distinguished   | Proficient   | Needs Improvement  | Unsatisfactory   | Unable to Assess |
|--|---|--|--|--|------------------|
|  | <p>Identifies the broad purposes and goals of a comprehensive range of community-based child and family programs.</p> <p>Identifies culturally and linguistically responsive service-delivery programs and approaches.</p>  | <p>Identifies the broad purposes and goals of a comprehensive range of community-based child and family programs.</p>  | <p>Identifies the broad purposes or goals of a limited range of community-based child and family programs.</p>   | <p>Identifies inaccurate purposes or goals of a range of community-based child and family programs.</p>  |                  |
| <p>CPD2: Describes techniques, technologies, learning environments and methods supportive of family competence, confidence and resilience and responsive to individual learning styles, strengths, and opportunities for growth.</p> | <p>Compares the legal, policy and research frameworks that underlie different perspectives on various types of parent group interventions.</p> <p>Categorizes the broad purposes and goals of home visits and parent groups in a range of community-based child, family and parent-child programs.</p> <p>Compares and contrasts a selection of common home visiting and parent group curricula in relation to purposes, structures, formats, processes, strengths, weaknesses, and adherence to family-centered and strength-based</p> | <p>Compares the legal, policy and research frameworks that underlie different perspectives on various types of parent group interventions.</p> <p>Categorizes the broad purposes and goals of home visits and parent groups in a range of community-based child, family and parent-child programs.</p> <p>Compares and contrasts a selection of common home visiting and parent group curricula in relation to purposes, structures, formats, processes, strengths, weaknesses, and adherence to family-</p> | <p>Identifies legal, policy and research frameworks that underlie different perspectives on various types of parent group interventions.</p> <p>Identifies the broad purposes and goals of home visits and parent groups in a range of community-based child, family and parent-child programs.</p> <p>Identifies a selection of common home visiting and parent group curricula in relation to purposes, structures, formats, processes, strengths, weaknesses, and adherence to family-centered and strength-based values.</p> | <p>Inaccurately or incompletely identifies legal, policy and research frameworks that underlie different perspectives on various types of parent group interventions.</p> <p>Inaccurately or incompletely identifies the broad purposes and goals of home visits and parent groups in a range of community-based child, family and parent-child programs.</p> <p>Inaccurately or incompletely identifies a selection of common home visiting and parent group curricula in relation to purposes, structures,</p> |                  |

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| Competency   | Distinguished  | Proficient   | Needs Improvement   | Unsatisfactory   | Unable to Assess |
|--|--|--|---|--|------------------|
|  | <p>values.</p> <p>Describes culturally and linguistically responsive techniques, technologies, learning environments and methods supportive of family competence, confidence and resilience.</p>   | <p>centered and strength-based values.</p>   |   | <p>formats, processes, strengths, weaknesses, and adherence to family-centered and strength-based values.</p>  |                  |
| <p>OA1: Identifies data collection tools based on standards of practice.</p> <p><b>FS: C7, C12</b></p>   | <p>Identifies different types of valid and reliable data collection tools by purpose and characteristics.</p> <p>Identifies specific standards of practice such as ethical data collection, confidentiality, and right of privacy.</p> <p>Uses research and evidence-base to support description of purpose and characteristics.</p> | <p>Identifies different types of valid and reliable data collection tools by purpose and characteristics.</p> <p>Identifies specific standards of practice such as ethical data collection, confidentiality, and right of privacy.</p>   | <p>Identifies different types of data collection tools by purpose or characteristics.</p> <p>Identifies standards of practice, with partial descriptions of ethical data collection, confidentiality, and right of privacy.</p> | <p>Incorrectly identifies purpose or characteristics of different types of data collection tools.</p> <p>Incorrectly identifies standards of practice.</p>   |                  |
| <p>OA2: Selects, utilizes, and evaluates formal and informal approaches and tools to gather information relevant to family service and curricular planning and implementation, intervention, monitoring, and evaluation.</p> | <p>Identifies advantages and disadvantages of data collection tools and assessments, in relation to purpose and focus of assessment, measurement principles, evidence base, and standards of practice in assessment and measurement.</p>   | <p>Identifies advantages and disadvantages of data collection tools and assessments, in relation to purpose and focus of assessment, measurement principles, evidence base, and standards of practice in assessment and measurement.</p> | <p>Identifies data collection tools and assessments, in relation to purpose and focus of assessment, measurement principles, evidence base, and standards of practice in assessment and measurement.</p>                        | <p>Identifies inappropriate data collection tools and assessments that do not relate to purpose and focus of assessment, measurement principles, evidence base, and standards of practice in assessment and measurement.</p> |                  |

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| Competency  | Distinguished   | Proficient  | Needs Improvement  | Unsatisfactory  | Unable to Assess |
|---|---|---|--|---|------------------|
| <p><b>FS: C8, C9, C10, C11, C13</b></p>   | <p>Distinguishes among uses of different types of tools for addressing specific questions and information needs.</p> <p>Selects and uses appropriate tools using principles of child and family-centered practice and environmental relevance.</p> <p>Uses research and evidence-based to justify evaluation and selection.</p>                                       | <p>Distinguishes among uses of different types of tools for addressing specific questions and information needs.</p> <p>Selects and uses appropriate tools using principles of child and family-centered practice and environmental relevance.</p>  | <p>Distinguishes among uses of different types of tools.</p> <p>Selects and uses appropriate tools based on child, family, and environmental relevance.</p>                  | <p>Does not distinguish among uses of different types of tools.</p> <p>Selects inappropriate tools based on child, family, and environmental relevance.</p> <p>Tools not implemented appropriately.</p>   |                  |
| <p>OA3: Incorporates, summarizes, and evaluates multiple measures, multiple sources of data, and frequent data collection methods that are valid, reliable, legal and ethical and responsive to family characteristics and functioning, including child characteristics and functioning within context of the family system.</p> <p><b>FS: C1, C2</b></p> | <p>Identifies importance of multiple perspectives for understanding families and for service planning.</p> <p>Incorporates and summarizes data from multiple sources.</p> <p>Evaluates data collection methods for responsiveness to family characteristics and functioning, including child characteristics and functioning within context of the family system.</p> | <p>Identifies importance of multiple perspectives for understanding families and for service planning.</p> <p>Incorporates and summarizes data from multiple sources.</p> <p>Evaluates data collection methods for responsiveness to family characteristics and functioning, including child characteristics and functioning within context of the family system.</p> | <p>Incorporates and summarizes data.</p> <p>Identifies importance of data for understanding families and for service planning.</p> <p>Evaluates data collection methods.</p> | <p>Summary and incorporation of data inaccurate or incomplete.</p> <p>Identification of importance of data for understanding families and for service planning inaccurate or incomplete.</p> <p>Evaluation of data collection methods inaccurate or incomplete.</p> |                  |

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|--|--|-------------------|--------------------------|-----------------------|-------------------------|
| <b>Competency</b>  | <b>Distinguished</b>   | <b>Proficient</b> | <b>Needs Improvement</b> | <b>Unsatisfactory</b> | <b>Unable to Assess</b> |
|  | Research used to support rationale for incorporation and evaluation. |                   |                          |                       |                         |

Level 3 – Green

### **Community Resource Assessment Form**

Name of community:

Geographic location:

Provide a brief overview of services available in each of the following areas. Include the name of the organization that provides services, contact information, and a brief description of services provided in your overview.

#### **Family health and well-being:**

- Prenatal and infancy programs
- Early childhood education programs
- Parent training programs
- Family therapy or marital therapy services
- Mentoring and tutoring programs
- Before and after school programs
- Food security
- Housing
- Income and employment

**Crisis or emergency services:**

**Disability-related services:**

**Substance abuse services:**

**Refugee or immigrant family services:**

**Senior services:**