

Credential AREA: Family Specialist Credential (Level 3)
TOPIC: HSW-CPD Custom Assessment Example
Neighborhood/ Community Resource Profile

I. Assessment Competency & Standards Alignment

Gateways Competencies Assessed
FSC HSW1: Identifies factors within family, neighborhood and community environments that support or impede the health, safety and well-being of the family and its individual members
FSC CPD1: Identifies culturally and linguistically appropriate family service strategies, programs and approaches
FSC 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

II. Assessment Task Description/ Directions

This assessment requires that you select a specific neighborhood, community, town, or city (referred to as a “community” throughout this assessment description) and develop a profile of the resources available within it.

After selecting a community, please use the most recent census data (available online from the US Census Bureau, <https://www.census.gov/>) as a starting point for developing a community profile. You are likely to need additional data to supplement what is on the US Census Bureau site. Please search for additional data from organizations such as Chapin Hall, Illinois Action for Children, or The Ounce of Prevention by searching online through a search engine.

You will then use additional information available to you in a variety of ways (e.g., the internet, phone book, brochures, flyers, posters, etc.) to develop a profile of the resources available as supports and services to the members of the community. This profile will be documented within the Community Resource Assessment Form (see below). Once you have compiled this data into the Community Resource Assessment Form, you will further evaluate two of the programs that you have listed in the profile to explore the effectiveness of their family service strategies, programs, and approaches in terms of cultural and linguistic responsiveness, support for family collaboration, trust and security, and family access to program services.

Technology Option:
- Electronic form

Lastly, you will reflect on this experience and your assessment of the services available through responding to reflective prompts at the end of the assessment.

Part 1: Community Data Collection

Please develop a profile of the community you have selected using the Community Data Form provided below.

Part 2: Community Resource Profile

Please develop a community resource profile using the Community Resource Assessment Form provided below as a guide.

Technology Option:
- Website options
- Interactive options

Part 3: Program Services and Methods Data Collection

Select two of the programs that were listed within your Community Resource Assessment Form. By gathering additional information and data – both through direct contact at each agency (using observation, interview, etc.) and through any other appropriate published information you collect – you will then use an appropriate data collection tool of your choosing to evaluate the program and its effectiveness. Aspects to include in your consideration of each program include your identification and evaluation of the following:

- Culturally-appropriate family service strategies, programs, and approaches
- Linguistically-appropriate family service strategies, programs, and approaches
- Techniques, technologies, learning environments, and methods supportive of family competence, confidence, and resilience
- Techniques, technologies, learning environments, and methods responsive to individual learning styles, strengths, and opportunities for growth

You may collect, organize, and report on your findings in a format of your choice that allows you to fully incorporate, summarize, and evaluate the assessment data you have collected from each program.

Part 4: Reflection

After completing each of the forms, respond to each of the following questions (suggestion: as a 1-2, double-spaced page narrative):

- What do you see as strengths and opportunities in the community you evaluated in terms of its ability to create a safety net for children and families?
- What is your assessment of the community resources available in terms of their ability to support or impede the health, safety, and well-being of the family and its individual members?

III. Assessment Rubric

FS HSW-CPD Neighborhood-Community Resource Profile Level 3 Custom Rubric

Competency	Competent				Unable to Assess
	Checklist Criteria				
HSW1: Identifies factors within family, neighborhood and community environments that support or impede the health, safety and well-being of the family and its individual members Possible Codes: N = names, P = provides example of, D = describes		density (dwelling units per acre)			
		economic, social, and ethnic diversity			
		crime rates and security from crime			
		air and water quality			
		functional attributes supporting day-to-day living (i.e. residential, commercial, or mixed-uses)			
		transportation (pedestrian, busing, bicyclists)			
		opportunities for social connection			
		access to transit, parks, public spaces, shopping, schools			
		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				
Competency	Distinguished	Competent	Developing	Unacceptable	Unable to Assess
CPD1: Identifies culturally and linguistically appropriate family service strategies, programs and approaches	Identifies culturally and linguistically responsive service-delivery programs and approaches which includes identification of the philosophies, major concepts, and approaches to intervention of a comprehensive range of culturally and linguistically appropriate family- and child-focused	Identifies culturally and linguistically responsive service-delivery programs and approaches which includes identification of approaches and programming strategies that are culturally and linguistically appropriate family- and child-focused	Identifies some culturally and linguistically responsive service-delivery programs and approaches	Identifies culturally and linguistically insensitive or unresponsive service-delivery programs and approaches which are culturally and linguistically inappropriate and/or not family- and child-focused	

	prevention and intervention services				
Competency	Distinguished	Competent	Developing	Unacceptable	Unable to Assess
<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 values</p> <p>Describes culturally and linguistically responsive techniques, technologies, learning environments and methods supportive of family competence, confidence and resilience</p>	<p>Identifies and explains 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 values</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, formats, processes, strengths, weaknesses, and adherence to family-centered and strength-based values</p>	

Yellow = Level 2

Green = Level 3

IV. Data Collection & Analysis Tool

Competencies	Cumulative Assessment Data				
Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
FSC HSW1: Identifies factors within family, neighborhood and community environments that support or impede the health, safety and well-being of the family and its individual members					
FSC CPD1: Identifies culturally and linguistically appropriate family service strategies, programs and approaches					
FSC 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					

Community Data Form

Type of Geographic Area You Have Selected (i.e.: neighborhood, community, town, city, etc.): _____

Name of Community: _____

Community Factor	Data Gathered	Source(s)	Notes
Profile of community members (i.e.: age, gender, socioeconomic status, etc.)			
Description of geographic location (please include distinguishing boundaries on all sides)			
Density (dwelling units per acre)			
Economic, social, and ethnic diversity			
Crime rates and security from crime			

Air and water quality			
Housing types available (i.e.: subsidized housing, apartments, condos, single-family homes, rental units, etc.)			
Municipal services available (i.e.: Fire, Police, schools, park districts, library, etc.)			
Transportation (i.e.: pedestrian, busing, bicyclists, public transport, train lines, etc.)			
Opportunities for social connection			
Access to fresh food, transit, community parks, public spaces, shopping, houses of worship, etc.			

Community Resource Assessment Form

Type of Geographic Area You Have Selected (i.e.: neighborhood, community, town, city, etc.): _____

Name of Community: _____

Description of Geographic Location: _____

Provide a brief overview of the services available in each of the following areas. Be sure to include the following information for at least one organization that provides each type of service under the Overview of Services column:

- Name of organization that provides services of this type (*note: if this type of service does not exist in your community, please also note this and then discuss it and its impact—as well as how it may be an opportunity for the community—as a part of your reflection)
- Brief description of services provided
- Contact information for organization
- How services are accessed by clients (i.e. referral, appointment, drop-in, virtual, etc.)
- Resources you used to find this information and date as of which the information was current

Type of Service	Overview of Services
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Family Health/Well-Being: Prenatal and Infancy Programs	
Family Health/Well-Being: Early Childhood Education Programs	
Family Health/Well-Being: Parent Training Programs	
Family Health/Well-Being: Family Therapy or Marital Therapy Services	
Family Health/Well-Being: Mentoring and Tutoring Programs	
Family Health/Well-Being: Before and After School Programs	

Family Health/Well-Being: Food Security	
Family Health/Well-Being: Housing	
Family Health/Well-Being: Income and Employment	
Crisis or Emergency Services	
Disability-Related Services	
Substance Abuse Services	

Refugee or Immigrant Family Services	
Senior Services	