

**Credential AREA: Family Specialist Credential (Levels 2-5)**  
**TOPIC: HSW-CPD Custom Assessment Example**  
**Neighborhood/ Community Resource Profile**

**I. Assessment Competency & Standards Alignment**

<b>Gateways Competencies Assessed</b>
<b>FSC HSW1:</b> 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
<b>FSC CPD1:</b> Identifies culturally and linguistically appropriate family service strategies, programs and approaches
<b>FSC CPD2:</b> 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
<b>FSC CPD3:</b> Analyzes the impact of theoretical constructs and historical human service concepts and principles of family functioning, sociocultural contexts, family development, and family systems on family service practice
<b>FSC OA1:</b> Identifies data collection tools based on standards of practice
<b>FSC OA2:</b> 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
<b>FSC OA3:</b> 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 the context of the family system
<b>FSC FCR3:</b> Develops, in partnership with families, enhanced supports and access to resources to enhance family functioning and development (e.g. formal and informal neighborhood and community assets)
<b>FSC FCR4:</b> Evaluates program policies and practices for incorporation of family and ecological systems theories and their potential impact on family collaboration, trust and security, sharing information, and family use of services
<b>FSC HSW3:</b> Analyzes conditions within family, neighborhood and community environments for their ability to support or impede the health, safety and well-being of the family and its individual members

**II. Assessment Task Description/ Directions**

**Levels 2-5:**

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). **For Levels 3-5:** 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.

**Instructor Note:** What happens next depends on the level you are stacking. See below.

### **Level 2:**

#### **Part 3: Reflection**

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

1. 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?
2. 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?

### **Level 3:**

#### **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

**Technology Option:**  
- Website options  
- Interactive options

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):

1. 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?
2. 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?

#### **Level 4:**

##### **Add content to Level 3 Part 3: Program Services and Methods Data Collection**

- Methods for family service and curricular planning, implementation, intervention, monitoring, and evaluation
- Program policies and practices that incorporate family and ecological systems theories, as well as the impact that these policies and practices have on family collaboration, trust and security, sharing of information, and family utilization of services
- Opportunities to develop – collaboratively with families – enhanced supports and access to formal and informal resources from within the community that enhance family functioning and development
- Utilization of program/service evaluation measures that are responsive to family characteristics and functioning – including child characteristics and functioning within the context of the family system

#### **Part 4: Profile Synthesis**

After completing the Community Resource Assessment Form and the Program Services and Methods Data Collection, please incorporate your data and individual reflection into responses to the following prompts. Suggested length: each response should be between 1 and 2 double-spaced pages in length, minimum.

- How did you select the data collection tool you used in this project? What rationale did you use for selecting this tool? How effective do you feel it was in helping you complete an authentic evaluation of the programs you selected? Please also name at least 2 other tools – formal or informal – and the rationale you used when choosing NOT to use them for this project.
- Related to your Community Resource Profile:
  - 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? What are your suggestions for enhanced supports and strategies related to family access to program resources in each of the programs you assessed?
- Related to your Evaluated Programs:
  - What do you see as the strengths and opportunities for service provision in each of the programs that you selected, especially in the specific aspects of the program that you identified and evaluated in Part 2 of this assignment?
  - Compare and contrast the two programs that you assessed, specifically with relationship to purposes, structures, formats, processes, strengths, challenges, adherence to family-centered and strength-based values, opportunities to collaborate with families to develop enhanced supports and access to community resources that enhance family functioning and development, and the presence and effectiveness of each program’s policies and practices that incorporate family and ecological systems theories in order to support family collaboration, trust and security, sharing of information, and family utilization of services.
- Overall:
  - How do theoretical constructs, historical human service concepts, principles of family functioning, sociocultural contexts, family development, and family systems impact the way that we should most effectively provide services to families?
  - In what ways did you see these guiding concepts and principles directly impact the ways that services were provided at each of the programs you evaluated in this assignment?

#### **Level 5: Add content to Level 4 Part 4: Profile Synthesis**

- Related to your Community Resource Profile:
  - What conditions within the family and community environments provide the greatest supports for the health, safety, and well-being of the family and its individual members?
    - What do you identify as the greatest challenges to the health, safety, and well-being of the family and its individual members within the family and community environments?

- How could these challenges best be addressed or remediated in order to provide the most robust support for the health, safety, and well-being of the family within both the family and community environments?
- What are your suggestions for enhanced supports and strategies related to family access to program resources in each of the programs you assessed?

### III. Assessment Rubric

FS HSW-CPD-OA-FCR Neighborhood-Community Resource Profile Levels 2-5 Custom Rubric					
Competency	Competent				Unable to Assess
	Checklist Criteria				
<b>HSW1:</b> 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  <b>Possible Codes:</b> 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
<b>CPD1:</b> 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	Identifies culturally and linguistically responsive service-delivery programs and approaches which includes identification of approaches and	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	

	concepts, and approaches to intervention of a comprehensive range of culturally and linguistically appropriate family- and child-focused prevention and intervention services	programming strategies that are culturally and linguistically appropriate family- and child-focused		linguistically inappropriate and/or not family- and child-focused	
<b>Competency</b>	<b>Distinguished</b>	<b>Competent</b>	<b>Developing</b>	<b>Unacceptable</b>	<b>Unable to Assess</b>
<b>CPD2:</b> 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>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,</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>	

	learning environments and methods supportive of family competence, confidence and resilience				
<b>Competency</b>	<b>Distinguished</b>	<b>Competent</b>	<b>Developing</b>	<b>Unacceptable</b>	<b>Unable to Assess</b>
<b>CPD3:</b> Analyzes the impact of theoretical constructs and historical human service concepts and principles of family functioning, sociocultural contexts, family development, and family systems on family service practice	<p>Analyses the impact of historic and current human service practices through utilizing the concepts and principles of major theories of human development, family functioning and family services</p> <p>Analyses the impact of the characteristics of family, neighborhood, cultural and linguistic environments on individual and family development, learning, and functioning, including implications for family services</p> <p>Analyses the impact of family service practices and approaches based on current and historical views of families, family development, and family systems</p> <p>Uses research and current theory to support analyses</p>	<p>Analyses the impact of historic and current human service practices through utilizing the concepts and principles of major theories of human development, family functioning and family services</p> <p>Analyses the impact of the characteristics of family, neighborhood, cultural and linguistic environments on individual and family development, learning, and functioning, including implications for family services</p> <p>Analyses the impact of family service practices and approaches based on current and historical views of families, family development, and family systems</p>	<p>Identifies the impact of historic and current human service practices through utilizing the concepts and principles of major theories of human development, family functioning and family services</p> <p>Identifies the impact of the characteristics of family, neighborhood, cultural and linguistic environments on individual and family development, learning, and functioning, including implications for family services</p> <p>Identifies the impact of family service practices and approaches based on current and historical views of families, family development, and family systems</p>	<p>Provides inaccurate or incomplete description of the impact of historic and current human service practices through utilizing the concepts and principles of major theories of human development, family functioning and family services</p> <p>Provides inaccurate or incomplete description of the impact of the characteristics of family, neighborhood, cultural and linguistic environments on individual and family development, learning, and functioning, including implications for family services</p> <p>Provides inaccurate or incomplete description of the impact of family service practices and approaches based on current and historical views of families, family development, and family systems</p>	

Competency		Competent			Unable to Assess
		Checklist Criteria			
<b>O&amp;A1:</b> Identifies data collection tools based on standards of practice  <b>Possible Codes:</b> N = names, P = provides example of	valid and reliable data collection tools by purpose				
	valid and reliable data collection tools by characteristic				
	standards of ethical data collection practices				
	standards of ethical data collection and confidentiality consideration				
	standards of ethical data collection that protect right of privacy				
Competency	Distinguished	Competent	Developing	Unacceptable	Unable to Assess
<b>O&amp;A2:</b> 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	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	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	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	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	
	Distinguishes among uses of different types of tools for addressing specific questions and information needs	Explains uses of different types of tools for addressing specific questions and information needs	Explains uses of different types of tools	Does not differentiate among uses of different types of tools	
	Selects and uses appropriate tools using principles of child and family-centered practice and environmental relevance	Selects and uses appropriate tools using principles of child and family-centered practice and environmental relevance	Selects and uses appropriate tools based on child, family, and environmental relevance	Selects inappropriate tools based on child, family, and environmental relevance. Tools not implemented appropriately	
	Uses research and evidence-based to justify evaluation and selection				



Competency	Distinguished	Competent	Developing	Unacceptable	Unable to Assess
<p><b>O&amp;A3:</b> 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>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>Research used to support rationale for incorporation and evaluation</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>	
Competency	Distinguished	Competent	Developing	Unsatisfactory	Unable to Assess
<p><b>FCR3:</b> Develops, in partnership with families, enhanced supports and access to resources to enhance family functioning and development (e.g. formal and informal neighborhood and community assets)</p>	<p>Analyzes formal and informal neighborhood and community assets based on family needs.</p> <p>Facilitates family access to formal and informal community assets.</p> <p>Identifies service gaps and provides a research-based rationale for additional program development</p>	<p>Analyzes formal and informal neighborhood and community assets based on family needs.</p> <p>Facilitates family access to formal and informal community assets</p>	<p>Analyzes formal and informal neighborhood and community assets.</p> <p>Identifies family access supports available</p>	<p>Provides limited or incorrect analysis of formal and informal neighborhood and community assets</p>	

<b>Competency</b>	<b>Distinguished</b>	<b>Competent</b>	<b>Developing</b>	<b>Unsatisfactory</b>	<b>Unable to Assess</b>
<b>FCR4:</b> Evaluates program policies and practices for incorporation of family and ecological systems theories and their potential impact on family collaboration, trust and security, sharing information, and family use of services	<p>Evaluate program policies and practices based on incorporation of family and ecological system theories</p> <p>Evaluate program policies and practices for their potential impact on family collaboration, trust and security, sharing information, and use of family services</p> <p>Uses research to support rationale for policies and practices identified</p>	<p>Evaluate program policies and practices based on incorporation of family and ecological system theories</p> <p>Evaluate program policies and practices for their potential impact on family collaboration, trust and security, sharing information, and use of family services</p>	Identify the strengths and challenges associated with program policies and practices in terms of their impact on family collaboration, trust and security, sharing information, and use of family services	Partially or incorrectly identifies the strengths and challenges associated with program policies and practices in terms of their impact on family collaboration, trust and security, sharing information, and use of family services	
<b>Competency</b>	<b>Distinguished</b>	<b>Competent</b>	<b>Developing</b>	<b>Unacceptable</b>	<b>Unable to Assess</b>
<b>HSW3:</b> Analyzes conditions within family, neighborhood and community environments for their ability to support or impede the health, safety and well-being of the family and its individual members	<p>Analyzes conditions supportive of physical health family or child environments, including nutrition, sanitation, and safety</p> <p>Identifies areas of strength and challenge pertaining to conditions supportive of physical health in family or child environments, including nutrition, sanitation, and safety</p> <p>Uses research and evidence-based practice to support analyses of the ability of family, neighborhood, and</p>	<p>Analyzes conditions supportive of physical health family or child environments, including nutrition, sanitation, and safety</p> <p>Identifies areas of strength and challenge pertaining to conditions supportive of physical health in family or child environments, including nutrition, sanitation, and safety</p>	<p>Identifies conditions supportive of physical health family or child environments, including nutrition, sanitation, and safety</p> <p>Identifies areas of strength or challenge pertaining to conditions supportive of physical health in family or child environments, including nutrition, sanitation, and safety.</p>	<p>Inaccurately identifies conditions supportive of physical health family or child environments, including nutrition, sanitation, and safety</p> <p>Does not identify areas of strength or challenge pertaining to conditions supportive of physical health in family or child environments, including nutrition, sanitation, and safety, or areas of strength or challenge identified are inaccurate</p>	

	community environments to support or impede the health, safety and well-being of the family and its individual members				
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Yellow = Level 2

Green = Level 3

Orange = Level 4

Blue = Level 5

#### IV. Data Collection & Analysis Tool

Competencies	Cumulative Assessment Data				
	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
<b>FSC HSW1:</b> 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					
<b>FSC CPD1:</b> Identifies culturally and linguistically appropriate family service strategies, programs and approaches					
<b>FSC CPD2:</b> 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					
<b>FSC CPD3:</b> Analyzes the impact of theoretical constructs and historical human service concepts and principles of family functioning, sociocultural contexts, family development, and family systems on family service practice					
<b>FSC OA1:</b> Identifies data collection tools based on standards of practice					
<b>FSC OA2:</b> 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					
<b>FSC OA3:</b> 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 the context of the family system					
<b>FSC FCR3:</b> Develops, in partnership with families, enhanced supports and access to resources to enhance family functioning and development (e.g. formal and informal neighborhood and community assets)					
<b>FSC FCR4:</b> Evaluates program policies and practices for incorporation of family and ecological systems theories and their potential impact on family					

collaboration, trust and security, sharing information, and family use of services					
<b>FSC HSW3:</b> Analyzes conditions within family, neighborhood and community environments for their ability to support or impede the health, safety and well-being of the family and its individual members					

## 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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<p><b>Family Health/Well-Being:</b> Prenatal and Infancy Programs</p>	
<p><b>Family Health/Well-Being:</b> Early Childhood Education Programs</p>	
<p><b>Family Health/Well-Being:</b> Parent Training Programs</p>	
<p><b>Family Health/Well-Being:</b> Family Therapy or Marital Therapy Services</p>	
<p><b>Family Health/Well-Being:</b> Mentoring and Tutoring Programs</p>	
<p><b>Family Health/Well-Being:</b> Before and After School Programs</p>	



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

<b>Refugee or Immigrant Family Services</b>	
<b>Senior Services</b>	