

**Credential AREA: Family Specialist Credential (Level 4)**  
**TOPIC: HSW-CPD-OA-FCR 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

**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.

### **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:

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

- 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
- 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

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: Profile Synthesis**

After completing the Community Resource Assessment Form and Part 3 of this assessment, 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?



### III. Assessment Rubric

FS HSW-CPD-OA-FCR Neighborhood-Community Resource Profile Level 4 Custom Rubric			
Competency	Competent		Unable to Assess
	Checklist Criteria		
<p><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</p> <p><b>Possible Codes:</b> N = names, P = provides example of, D = describes</p>		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			
<b>Competency</b>	<b>Distinguished</b>	<b>Competent</b>	<b>Developing</b>	<b>Unacceptable</b>	<b>Unable to Assess</b>
<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 concepts, and approaches to intervention of a comprehensive range of culturally and linguistically appropriate family- and child-focused prevention and intervention services	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	
<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	Compares the legal, policy and research frameworks that underlie different perspectives on various types of parent group interventions  Categorizes the broad purposes and goals of home visits and parent groups in a range of	Identifies and explains the legal, policy and research frameworks that underlie different perspectives on various types of parent group interventions  Categorizes the broad purposes and goals of home visits and parent	Identifies legal, policy and research frameworks that underlie different perspectives on various types of parent group interventions  Identifies the broad purposes and goals of home visits and parent groups in a range of	Inaccurately or incompletely identifies legal, policy and research frameworks that underlie different perspectives on various types of parent group interventions  Inaccurately or incompletely identifies the broad purposes and	

	<p>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>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>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>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>	
<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	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	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	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	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>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 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 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 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>	
<b>Competency</b>	<b>Competent</b>				<b>Unable to Assess</b>
	<b>Checklist Criteria</b>				
<p><b>O&amp;A1:</b> Identifies the impact and influence of external factors on assessment practices</p> <p><b>Possible Codes:</b> N = names, P = provides example of</p>	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
<p><b>O&amp;A2:</b> 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>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>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>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>Explains 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>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>Explains uses of different types of tools</p> <p>Selects and uses appropriate tools based on child, family, and environmental relevance</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> <p>Does not differentiate among uses of different types of tools</p> <p>Selects inappropriate tools based on child, family, and environmental relevance. Tools not implemented appropriately</p>	
Competency	Distinguished	Competent	Developing	Unacceptable	Unable to Assess
<p><b>O&amp;A3:</b> Incorporates, summarizes, and evaluates multiple</p>	<p>Identifies importance of multiple perspectives for</p>	<p>Incorporates and summarizes data from multiple sources</p>	<p>Incorporates and summarizes data</p>	<p>Summary and incorporation of data inaccurate or incomplete</p>	



<p>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>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>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 data for understanding families and for service planning</p> <p>Evaluates data collection methods</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>	
<b>Competency</b>	<b>Distinguished</b>	<b>Competent</b>	<b>Developing</b>	<b>Unsatisfactory</b>	<b>Unable to Assess</b>
<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</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>	

	additional program development				
<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	

Yellow = Level 2

Green = Level 3

Orange = Level 4

#### 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					

## 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
<b>Family Health/Well-Being:</b> Prenatal and Infancy Programs	
<b>Family Health/Well-Being:</b> Early Childhood Education Programs	

<b>Family Health/Well-Being:</b> Parent Training Programs	
<b>Family Health/Well-Being:</b> Family Therapy or Marital Therapy Services	
<b>Family Health/Well-Being:</b> Mentoring and Tutoring Programs	
<b>Family Health/Well-Being:</b> Before and After School Programs	
<b>Family Health/Well-Being:</b> Food Security	
<b>Family Health/Well-Being:</b> Housing	

<b>Family Health/Well-Being: Income and Employment</b>	
<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>	