Credential AREA: Family Specialist Credential (Levels 2-5)
TOPIC: PPD-IRE Stacked Custom Assessment Example
Family Services Program Analysis

I. Assessment Competency & Standards Alignment

Gateways Competencies Assessed
FSC PPD2: Demonstrates professional conduct consistent with codes of ethics and standards (e.g., family support principles) outlined by legal entities, by the profession, and by family and child programs and services, including those related to dignity and right to privacy
FSC IRE1: Identifies positive and negative indicators of mental and emotional well-being of families within their context
FSC PPD3: Utilizes effective, ethical, culturally competent communication and collaboration skills when interacting with children, families, and colleagues, and as a member of service teams
FSC PPD4: Engages in reflective practice and the design of a professional development plan with the goal of improving professional practice and fostering professional growth and cultural competence
FSC PPD5: Articulates, reflects on, continually refines and puts into practice a professional philosophy and values that drive personal professional beliefs about human service delivery
FSC IRE4: Assesses program standards and curricular approaches from the perspective of supporting family engagement in children's development and learning
FSC HSW2: Identifies standards, policies, and procedures supportive of family living that foster physical and social well-being
FSC FCR5: Compares and contrasts family, neighborhood and community risk, protective, and promotional relationship factors that may influence family functioning and development
FSC IRE5: Analyzes program practices for their effectiveness in supporting of child and family development (e.g. transitions, consistency) within the classroom and community
FSC CPD6: Evaluates and selects a broad range of technologies to support communication and resource sharing with families, coordinate services, and monitor service delivery in relation to program standards and stated goals
FSC HSW4: Designs collaborative plans, policies and services at the individual, family, and community level, that foster physically and emotionally healthy approaches to family living
FSC OA4: Develops engaging and collaborative assessment partnerships with families designed to understand family strengths, assets, concerns, priorities and goals, including those related to parenting their children
FSC OA6: Analyzes respectful, culturally and linguistically responsive formats for sharing observation and assessment information with families and other providers
FSC OA7: Maintains legal, ethical, organized records of service delivery
FSC FCR8: Distinguishes between appropriate and inappropriate use of different communication technologies, and develops program standards related to these technologies
FSC FCR9: Integrates theory and research on human and family development, functioning, and family systems to plan a comprehensive and cohesive system of family supports that build on and enhance family strengths to address family needs, concerns, priorities, and goals

II. Assessment Task Description/ Directions

<mark>To address competencies related to Levels 2-5</mark>: For this assessment, you are required to investigate, document, and analyze programming and practice for a community family service agency of your choosing. Successful completion of this assessment requires that you develop in-depth knowledge of agency practices and reflect on them in the context of all you have learned about indicators of mental and emotional well-being of families, the development of relationships with families, and building resilience and family competence.

Part One: Family Service Agency Profile

Part One of this assessment requires that you develop a profile of the family service agency you have selected.   Please gather information about this agency and its programs through both printed/ published information and interview(s) directly with key employees of the agency. In conducting interview(s) with key employees of the selected agency, first develop a plan for engaging the employee(s) in this conversation. Your plan should include how you will contact the employees, gain permission to interview, your conversation starters, questions you pose, and how you will record information from the conversation, etc. Provide a rationale for conversation/ questioning strategy and actual choice of interview questions. Use the profile content below as a guide. Have the full plan approved by your course instructor before beginning.

In the creation of your profile, although you may provide additional information, be sure to include the following:

- A description of the program that you are evaluating, including:
  - Mission and vision statements
  - Programmatic structure
  - Populations served
  - Legal and policy frameworks to which the program is required to adhere
  - Monitoring procedures followed by the program, including those related to sanitation and health care monitoring
  - Methods the program utilizes to maintain and organize legal and ethical documentation of service delivery, including methods for promoting dignity and upholding appropriate privacy practices
  - Evidence of how and where the program utilizes a strength-based, family-centered lens in policy and practice
  - Written standards, policies, and program requirements

- An overview of specific strategies employed by the program including:
  - How the program works to support family engagement, including specific curricular approaches designed to support engagement
  - How the program supports the physical and emotional well-being of participants served
  - Strategies used by the program to promote family competence and resilience, especially those strategies that are relational in nature

o   How the program evaluates service delivery, including support for family resilience and well-being within typical, everyday environments

Part Two: Agency Practice Analysis

In Part Two of this assessment, you will analyze agency practices based on information gained from your interview(s) and development of the agency profile. Be sure to include the following information in your analysis:

- Developmental processes utilized by the program to ensure support for family autonomy, diversity, mental and emotional well-being, strengths, resilience, competence, and effective response to transitions

- An assessment of the program's effectiveness, especially related to service coordination plans, activities in emphasizing family strengths within the context of neighborhood and community, and methods used for data collection and measurement of outcomes

To address Level 3 Competencies, also include:

Part Three: Professional Development Plan

In Part Three of this assessment, you will create a professional development plan as if you are an employee of the agency you previously selected. After completing the family service agency profile and analyzing the agency's practice, you will have an idea of what is necessary to work in the agency and the areas in which you may want to grow professionally in order to best meet the needs of an agency staff position. Your professional development plan will have two sections. First, you will think about the strengths and assets that you would contribute to the agency's work. Next, you will consider areas in which additional growth would help you in your imagined role within this agency and create five goals that will help you grow as a professional.

- Your Strengths:
    o   What are your current strengths in demonstrating behavior consistent with a professional role?
    o   What ethical and culturally responsive communication and collaboration skills do you exhibit in your professional role with families, colleagues, and members of the service team?
    o   How do you currently demonstrate behavior that is congruent with this program's philosophy, beliefs, and values?
    o   How do you currently demonstrate respect for each families' preferred language and mode of communication?

- Your Five Professional Goals:
    o   Based on all parts of this assignment, identify five goals for improving your professional practice. Include at least one goal related to increasing your skills in cultural responsiveness.

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4.
5.

To Part One: Family Service Agency Profile, in your specific strategies employed by the program:

- How the program collaborates with other organizations and families to address structural inequalities;
- How constituents served -- including family members -- are supported in engaging in leadership and policy development within and outside the program; and,
- How the program provides resources to families in the following areas: health and wellness, social and emotional development, and mental health, paying close consideration to how the program addresses risk, protective and promotional relationship factors that families in the larger community that the program serves may be experiencing and how this may impact families access to their resources

To Part Two: Agency Practice Analysis:

- A description of the ways that the program incorporates information on policy and advocacy into program practice

- An assessment of the technology used by the program to share resources, communicate internally and with external audiences, coordinate services, and monitor service delivery in relation to program standards and goals

To Part One: Family Service Agency Profile, in your specific strategies employed by the program:
- Specific strategies used by the program to support families by addressing family, neighborhood and community risk factors, and promoting resilience
- How the program collaborates with other organizations and families to address structural inequalities
- How constituents served -- including family members -- are supported in engaging in leadership and policy development within and outside the program
- How the program provides resources to families in the following areas: health and wellness, social and emotional development, and mental health

Level 5's: Part Three: Agency Modification

In Level 5's Part Three of this assessment, you will be suggesting modifications to program practices based on information learned through your Part 2: Agency Practice Analysis. Identify opportunities and a rationale for program growth in each of the areas below. If you do not have specific suggestions, please identify current program practices that fully address family service needs in the areas described below:

- Practices and policies supporting family resilience and well-being
- Culturally- and linguistically-responsive family service plans that are family- and child-focused
- Opportunities for additional curricula focused on health and wellness, social and emotional development, and mental health, including home visits and parent group sessions, evidence-based practice, family service goals, and the utilization of family strengths to address family needs, concerns, priorities, and goals
- Opportunities to support family engagement and collaboration
- Additional technologies supportive of communication and collaboration
- Opportunities for collaboration among other community services
- Opportunities for the development of program practices and conditions supportive of personal safety, health, and mental health, and suggestions of ways in which to strengthen them

Level 5's Part Four becomes the Professional Development Plan, please add in when addressing your strengths:

- How do you currently demonstrate collaboration in planning, creating policy, and providing services to families?
- How do you currently use a strengths-based approach when working with families?

III. Assessment Rubric

FS PPD-IRE-HSW-FCR-CPD-OA Family Services Program Analysis Levels 2-5 Custom Rubric					
Competency	**Distinguished**	**Competent**	**Developing**	**Unsatisfactory**	**Unable to Assess**
PPD2: Demonstrates professional conduct consistent with codes of ethics and standards (e.g., family support	Identifies legal and policy frameworks that underlie different family and child service systems Demonstrates professional conduct consistent with	Identifies legal and policy frameworks that underlie different family and child service systems Demonstrates professional conduct consistent with	Identifies legal and policy frameworks that underlie different family or child service systems Demonstrates professional conduct on a generally	Identification of legal and policy frameworks that underlie different family or child service systems inaccurate or incomplete	

principles) outlined by legal entities, by the profession, and by family and child programs and services, including those related to dignity and right to privacy	codes and standards of legal entities, programs, and own profession Demonstrates behavior that reflects understanding of personal choices and actions on families and team members, including effects of own beliefs, knowledge, skills, and professional goals Demonstrates behavior consistent with understanding professional roles during interactions with families, and states implications for family visits and other services Professional conduct demonstrates cultural and linguistic competence	codes and standards of legal entities, programs, and own profession, including those related to dignity and right to privacy. Demonstrates behavior consistent with understanding professional roles during interactions with families, and states implications for family visits and other services	consistent basis with codes and standards of legal entities, programs, and own profession, including those related to dignity and right to privacy. Demonstrates behavior that is generally consistent with understanding professional roles during interactions with families, and states implications for family visits and other services	Demonstrates behavior that does not reflect understanding of codes and standards of legal entities, programs, and own profession, including those related to dignity and right to privacy. Demonstrates behavior that is inconsistent with understanding professional roles during interactions with families, and states implications for family visits and other services	
Competency	**Distinguished**	**Competent**	**Developing**	**Unsatisfactory**	**Unable to Assess**
IRE1: Identifies positive and negative indicators of mental and emotional well-being of families within their context	Distinguishes among positive and negative indicators of mental and emotional health and healthy emotional environments Uses research and the evidence-base to provide a rationale for coping strategies, and conditions identified	Identifies positive and negative indicators of family mental and emotional well-being within context	Identifies indicators of mental and emotional health and healthy emotional environments Identifies family coping strategies in adaptations	Limited or absent description of positive or negative indicators of family mental and emotional well-being within context provided	
Competency	**Distinguished**	**Competent**	**Developing**	**Unsatisfactory**	**Unable to Assess**

PPD3: Utilizes effective, ethical, culturally competent communication and collaboration skills when interacting with children, families, and colleagues, and as a member of service teams	Utilizes effective, ethical, culturally competent communication and collaboration skills including active listening, questioning, and summarizing when interacting with children, families, and colleagues, and as a member of service teams Utilizes communication strategies to convey professional values and perspectives in an open, respectful, and transparent manner Demonstrates collaborative approaches to problem-solving and conflict resolution Demonstrates capacity to reflect on efficacy of communication and collaboration approaches employed and adapt appropriately	Utilizes effective, ethical, culturally competent communication and collaboration skills including active listening, questioning, and summarizing when interacting with children, families, and colleagues, and as a member of service teams Utilizes communication strategies to convey professional values and perspectives in an open, respectful, and transparent manner Demonstrates collaborative approaches to problem-solving and conflict resolution	Utilizes culturally competent communication and collaboration skills when interacting with children, families, and colleagues, and as a member of service teams Utilizes communication strategies to convey professional values and perspectives Demonstrates collaborative approaches	Utilizes communication and collaboration skills that do not reflect cultural competence or effectiveness Utilizes communication strategies that are ineffective Demonstrates approaches to problem-solving and conflict resolution that are disrespectful and do not reflect cultural competence or sensitivity	
Competency	**Distinguished**	**Competent**	**Developing**	**Unsatisfactory**	**Unable to Assess**
PPD4: Engages in reflective practice and the design of a professional development plan with the goal of improving professional	Reflects on professional values and related practices, including those for honoring diverse perspectives Adjusts practices to address personal bias and	Reflects on professional values and related practices, including those for honoring diverse perspectives Adjusts practices to address personal bias and	Reflects on professional values and related practices Adjusts practices based on reflection Creates a professional	Does not identify connection between professional values and related practices Practices to address personal bias and to strengthen cultural and	

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practice and fostering professional growth and cultural competence	to strengthen cultural and linguistic responsiveness Creates a professional development plan with the goal of improving professional practice and fostering professional growth and cultural competence Develops plan for reflecting on and updating professional development plan	to strengthen cultural and linguistic responsiveness Creates a professional development plan with the goal of improving professional practice and fostering professional growth and cultural competence	development plan	linguistic responsiveness are not recognized or adjusted Professional development plan goals not conducive to improving professional practice and fostering professional growth and cultural competence	
Competency	**Distinguished**	**Competent**	**Developing**	**Unsatisfactory**	**Unable to Assess**
PPD5: Articulates, reflects on, continually refines and puts into practice a professional philosophy and values that drive personal professional beliefs about human service delivery	Identifies personal characteristics, beliefs and values that influence participation in opportunities for personal growth, self-reflection, self-care, and personal safety Articulates a professional philosophy of human service delivery Demonstrates behavior congruent with underlying philosophy, beliefs and values Identifies plan for ongoing reflection and incorporating beliefs and values into practice	Identifies personal characteristics, beliefs and values that influence participation in opportunities for personal growth, self-reflection, self-care, and personal safety Articulates a professional philosophy of human service delivery Demonstrates behavior congruent with underlying philosophy, beliefs and values	Identifies personal characteristics, beliefs and values Articulates a philosophy of service delivery systems Demonstrates behavior that is generally congruent with underlying philosophy and values	Identifies personal characteristics, beliefs and values that are incongruent with the values of the human services field Articulates a philosophy of service delivery systems that is incongruent with the values of the human services field Demonstrates behavior that is incongruent with the values of the human services field	
Competency	**Distinguished**	**Competent**	**Developing**	**Unsatisfactory**	**Unable to Assess**

| IRE4: Assesses program standards and curricular approaches from the perspective of supporting family engagement in children's development and learning | Assesses program standards from the perspective of supporting family engagement in children's development and learning

Assesses curricular approaches from the perspective of supporting family engagement in children's development and learning

Research is utilized to support assessment rationale | Assesses program standards from the perspective of supporting family engagement in children's development and learning

Assesses curricular approaches from the perspective of supporting family engagement in children's development and learning | Assesses program standards

Assesses curricular approaches | Assessment of program standards inaccurate or incomplete

Assessment of curricular approaches inaccurate or incomplete | |

Competency	Competent				Unable to Assess
	Checklist Criteria				
HSW2: Identifies standards, policies, and procedures supportive of family living that foster physical and social well-being **Possible Codes:** N = names, P = provides example of, D = describes		indicators of physical well-being (such as health status and communicable diseases)			
		standards, policies, and monitoring procedures for physical well-being			
		indicators of social-emotional well-being (such as emotional distress and addiction)			
		standards, policies, and monitoring procedures for social-emotional well-being			

Competency	Distinguished	Competent	Developing	Unsatisfactory	Unable to Assess
FCR5: Compares and contrasts family, neighborhood and community risk, protective, and	Compares and contrasts family, neighborhood and community risk, protective, and promotional relationship factors that may influence	Compares and contrasts risk, protective and promotional relationship factors within the nuclear and extended family environment in	Identifies risk, protective and promotional relationship factors within the nuclear and extended family environment in relation to	Identifies risk, protective and promotional relationship factors within the nuclear and extended family environment in relation to	

| promotional relationship factors that may influence family functioning and development | family functioning and development

Uses research to support comparison and contrast | relation to their potential implications for family functioning, development, and access to resources | their potential implications for family functioning, development, and access to resources | their potential implications for family functioning, development, and access to resources in an incorrect or incomplete way | |

Competency	Distinguished	Competent	Developing	Unsatisfactory	Unable to Assess
IRE5: Analyzes program practices for their effectiveness in supporting of child and family development (e.g. transitions, consistency) within the classroom and community	Analysis of program practices includes support for child and family development as well as connections to the classroom and larger community Research is used to support analyses	Analyzes program practices for their effectiveness in supporting of child and family development (e.g. transitions, consistency) within the classroom and community	Analyzes program practices	Analysis of program practices is inefficient in providing information supportive of child and family development	

Competency	Distinguished	Competent	Developing	Unacceptable	Unable to Assess
HSW4: Designs collaborative plans, policies and services at the individual, family, and community level, that foster physically and emotionally healthy approaches to family living	Collaboratively develops plans for teaching family members about health and wellness, social and emotional development and mental health (including requirements for mandated reporting) Identifies appropriate, supportive family resources in the areas of health and wellness, social and emotional development and mental health Identifies procedures for modeling skills and strategies supportive of health and wellness, social	Collaboratively develops plans for teaching family members about health and wellness, social and emotional development and mental health (including requirements for mandated reporting) Identifies appropriate, supportive family resources in the areas of health and wellness, social and emotional development and mental health Identifies procedures for modeling skills and strategies supportive of health and wellness, social and	Develops plans for teaching family members about health and wellness, social and emotional development and mental health (including requirements for mandated reporting) Identifies appropriate, family resources in the areas of health and wellness, social and emotional development or mental health Identifies procedures for modeling skills and strategies supportive of health and wellness, social and emotional development or mental health within context	Develops incomplete non-supportive plans for teaching family members about health and wellness, social and emotional development and mental health (including requirements for mandated reporting) Identifies incomplete or inaccurate family resources in the areas of health and wellness, social and emotional development and mental health Identifies incomplete of inaccurate procedures for modeling skills and strategies supportive of health and	

	and emotional development and mental health within context of daily routines Collaboratively designs an array of appropriate community services supportive of child and family health and wellness, social and emotional development and mental health Identifies strengths and areas of challenge regarding programmatic conditions that promote personal safety, health, and mental health, and suggest ways to strengthen them. Uses research and evidence-based practice to support plans, policies and services at the individual, family, and community level supportive of physically and emotionally healthy approaches to family living	emotional development and mental health within context of daily routines Collaboratively designs an array of appropriate community services supportive of child and family health and wellness, social and emotional development and mental health Identifies strengths and areas of challenge regarding programmatic conditions that promote personal safety, health, and mental health, and suggest ways to strengthen them	of daily routines	wellness, social and emotional development and mental health within context of daily routines	
Competency	**Distinguished**	**Competent**	**Developing**	**Unsatisfactory**	**Unable to Assess**
FCR8: Distinguishes between appropriate and inappropriate use of different communication technologies, and develops program standards related to these technologies	Identifies appropriate use of communication technologies Develops program standards supportive of appropriate use of communication technologies Uses research to support rationale for technology	Identifies appropriate use of communication technologies Develops program standards supportive of appropriate use of communication technologies	Identifies communication technologies Develops program standards supporting use of communication technologies	Identification of community technologies inaccurate or incomplete Program standards identified underlying effective use of communication technologies	

	selection and program standards				

Competency	Distinguished	Competent	Developing	Unsatisfactory	Unable to Assess
FCR9: Integrates theory and research on human and family development, functioning, and family systems to plan a comprehensive and cohesive system of family supports that build on and enhance family strengths to address family needs, concerns, priorities, and goals	Plans a comprehensive and cohesive system of family supports that integrates theory and research and builds on and emphasizes family strengths to address family needs, concerns, priorities, goals Develops communication plan for sharing developed family support plan	Plans a comprehensive and cohesive system of family supports that integrates theory and research and builds on and emphasizes family strengths to address family needs, concerns, priorities, goals	Plans a comprehensive and cohesive system of family supports that integrates theory and research and builds on and emphasizes family strengths to address family needs, concerns, priorities, goals	Plans a system of family supports	

Competency	Distinguished	Competent	Developing	Unacceptable	Unable to Assess
CPD6: Evaluates and selects a broad range of technologies to support communication and resource sharing with families, coordinate services, and monitor service delivery in relation to program standards and stated goals	Identifies different purposes for using technology in human service programs, and classifies current technologies appropriate to each purpose Selects appropriate technologies to support communication and resource sharing with families, coordinate services, and monitor service delivery in relation to program standards and stated goals Uses research and evidence-based practice to support selections made	Identifies different purposes for using technology in human service programs, and classifies current technologies appropriate to each purpose Selects appropriate technologies to support communication and resource sharing with families, coordinate services, and monitor service delivery in relation to program standards and stated goals	Identifies different purposes for using technology in human service programs Selects technologies to support communication and resource sharing with families, coordinate services, or monitor service delivery in relation to program standards and stated goals.	Provides inaccurate or incomplete identification of different purposes for using technology in human service programs, and classifies current technologies appropriate to each purpose Selects inappropriate technologies to support communication and resource sharing with families, coordinate services, and monitor service delivery in relation to program standards and stated goals	

Competency	Distinguished	Competent	Developing	Unacceptable	Unable to Assess

OA4: Develops engaging and collaborative assessment partnerships with families designed to understand family strengths, assets, concerns, priorities and goals, including those related to parenting their children	Collaboratively develops culturally and linguistically responsive program and interactive strategies with families to engage families in identifying strengths, assets, concerns, priorities and goals, including those related to their parenting roles Collaboratively designs age-appropriate developmental screening with families as a tool for assessing children's development and family perceptions of their child's development and knowledge of normative child development Collaboratively develops culturally and linguistically responsive strategies with families to engage families and support problem-solving abilities in the assessment process Uses research and the evidence-based as a rationale for strategies and tools developed	Collaboratively develops culturally and linguistically responsive program and interactive strategies with families to engage families in identifying strengths, assets, concerns, priorities and goals, including those related to their parenting roles Collaboratively designs age-appropriate developmental screening with families as a tool for assessing children's development and family perceptions of their child's development and knowledge of normative child development Collaboratively develops culturally and linguistically responsive strategies with families to engage families and support problem-solving abilities in the assessment process	Develops program and interactive strategies to engage families in identifying strengths, assets, concerns, priorities and goals, including those related to their parenting roles Designs age-appropriate developmental screening as a tool for assessing children's development and family perceptions of their child's development and knowledge of normative child development Develops culturally and linguistically responsive strategies to engage families and support problem-solving abilities in the assessment process	Develops program and interactive strategies that do not fully identify family strengths, assets, concerns, priorities and goals Designs incomplete or inaccurate developmental screening as a tool to assess children's development and family perceptions of their child's development Develops strategies that do not support families in developing their problem-solving abilities in the assessment process	
Competency	**Distinguished**	**Competent**	**Developing**	**Unacceptable**	**Unable to Assess**
OA6: Analyzes respectful, culturally and linguistically responsive formats for sharing observation and assessment	Organizes results from initial and ongoing data collected across services and families Analyzes different written formats for sharing respectful, understandable,	Organizes results from initial and ongoing data collected across services and families Analyzes different written formats for sharing respectful, understandable,	Organizes results from initial and ongoing data collected Analyzes different written formats for sharing respectful, understandable, family-centered assessment	Initial and ongoing data collected not organized Analysis of written formats does not include attention to sharing respectful, understandable, family-	

information with families and other providers	family-centered assessment and observation information with families and other providers, from the perspective of demonstrating respect for family understandings, abilities, values, and strengths Analysis focused on ensuring respectful partnerships and cultural competence	family-centered assessment and observation information with families and other providers, from the perspective of demonstrating respect for family understandings, abilities, values, and strengths	and observation information with families and other providers	centered assessment and observation information with families and other providers	

Competency	Distinguished	Competent	Developing	Unacceptable	Unable to Assess
OA7: Maintains legal, ethical, organized records of service delivery	Maintains organized, legal and ethical documentation of service delivery Service delivery documentation and organization supportive of ongoing reflection	Maintains organized, legal and ethical documentation of service delivery	Maintains documentation of service delivery	Documentation of service delivery is not maintained	

Yellow = Level 2   Green = Level 3   Orange = Level 4   Blue = Level 5

IV. Data Collection & Analysis Tool

Competencies		Cumulative Assessment Data				
Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
FSC PPD2: Demonstrates professional conduct consistent with codes of ethics and standards (e.g., family support principles) outlined by legal entities, by the profession, and by family and child programs and services, including those related to dignity and right to privacy					
FSC IRE1: Identifies positive and negative indicators of mental and emotional well-being of families within their context					
FSC PPD3: Utilizes effective, ethical, culturally competent communication and collaboration skills when interacting with children, families, and colleagues, and as a member of service teams					
FSC PPD4: Engages in reflective practice and the design of a professional development plan with the goal of improving professional practice and					

fostering professional growth and cultural competence					
FSC PPD5: Articulates, reflects on, continually refines and puts into practice a professional philosophy and values that drive personal professional beliefs about human service delivery					
FSC IRE4: Assesses program standards and curricular approaches from the perspective of supporting family engagement in children's development and learning					
FSC HSW2: Identifies standards, policies, and procedures supportive of family living that foster physical and social well-being					
FSC FCR5: Compares and contrasts family, neighborhood and community risk, protective, and promotional relationship factors that may influence family functioning and development					
FSC IRE5: Analyzes program practices for their effectiveness in supporting of child and family development (e.g. transitions, consistency) within the classroom and community					
FSC CPD6: Evaluates and selects a broad range of technologies to support communication and resource sharing with families, coordinate services, and monitor service delivery in relation to program standards and stated goals					
FSC HSW4: Designs collaborative plans, policies and services at the individual, family, and community level, that foster physically and emotionally healthy approaches to family living					
FSC OA4: Develops engaging and collaborative assessment partnerships with families designed to understand family strengths, assets, concerns, priorities and goals, including those related to parenting their children					
FSC OA6: Analyzes respectful, culturally and linguistically responsive formats for sharing observation and assessment information with families and other providers					
FSC OA7: Maintains legal, ethical, organized records of service delivery					
FSC FCR8: Distinguishes between appropriate and inappropriate use of different communication technologies, and develops program standards related to these technologies					
FSC FCR9: Integrates theory and research on human and family development, functioning, and family systems to plan a comprehensive and cohesive system of family supports that build on and enhance family strengths to address family needs, concerns, priorities, and goals					