

# Family Development Associate (FDA) Credential – Supervisor’s Rubric for Evaluation

| National OHS Family Service Competency Goals  | National OHS Family Service Indicators   | Regulatory Considerations<br>(Based on: Performance Standards, OHSMS Protocol, and OHSMS Findings)  |
|---|--|---|
| <p><b>#1:</b> Establish mutually respectful partnerships with families to enhance the quality of their lives and their communities.</p> | <p>1a. Conduct outreach, recruitment, and enrollment;</p> <p>1b. Provide orientation on philosophy of program and services provided;</p> <p>1c. Establish and maintain ongoing partnerships based on trust with families;</p> <p>1d. Communicate effectively using appropriate verbal and nonverbal messages and reflective listening skills;</p> <p>1e. Implement strategies including home visits to learn about families and the changing community.</p>  | <ul style="list-style-type: none"> <li><input type="checkbox"/> Does Apprentice develop a rapport and positive relationship with families?</li> <li><input type="checkbox"/> What opportunities does Apprentice create or facilitate in order to interact with families?</li> <li><input type="checkbox"/> What are the frequency and various forms of contact Apprentice has with families?</li> </ul>   |
| <p><b>#2:</b> Support families' efforts to reach their goals.</p>   | <p>2a. Develop strengths-based assessments with families that describe their goals, strengths, resources and support networks, as well as necessary services and supports;</p> <p>2b. Develop, in partnership with the family, an individualized family plan;</p> <p>2c. Facilitate families' problem-solving and teach problem-solving skills;</p> <p>2d. Coach, consult, educate, and utilize counseling skills, where appropriate;</p> <p>2e. Advocate for the family and support them in advocating for themselves;</p> <p>2f. Follow-up with the family on the progress toward meeting their goals and any needed revisions to the plan;</p> <p>2g. Assist with transitions to other programs, communities and schools.</p> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Does the Apprentice subscribe to a strengths-based philosophy?</li> <li><input type="checkbox"/> What evidence exists to show Apprentice educates and empowers families to discover and build on their strengths?</li> <li><input type="checkbox"/> Does Apprentice use creative methods to engage families in a goal setting process?</li> <li><input type="checkbox"/> Can Apprentice describe and demonstrate how to engage families in the partnership process across all service options?</li> <li><input type="checkbox"/> Are the documented goals determined and prioritized by the family with guidance from the Apprentice?</li> <li><input type="checkbox"/> Does Apprentice follow-up with families to track goal progress, re-evaluate, and celebrate accomplishments?</li> <li><input type="checkbox"/> What role does Apprentice play in assisting parents to become advocates within their family and community?</li> </ul> |

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| <p><b>#3:</b> Offer parents’ opportunities to be involved in-group activities, including policy groups and educational activities based on interest and need.</p> | <p>3a. Identify common interests and needs of parents in order to plan appropriate activities;</p> <p>3b. Work with parent groups on group formation, group processing, and leadership</p> <p>3c. Provide and/or coordinate training and educational opportunities for parents; and</p> <p>3d. Engage parents in volunteering, community service and other ways of contributing to program activities and services.</p>   | <ul style="list-style-type: none"> <li><input type="checkbox"/> Is Apprentice integral in educating families on group opportunities and supporting their facilitation?</li> <li><input type="checkbox"/> Does Apprentice identify needs and opportunities for appropriate educational topics?</li> <li><input type="checkbox"/> Does Apprentice encourage families to participate in the program?</li> </ul>  |
| <p><b>#4:</b> Provide opportunities for children and families to participate in family literacy services.</p>   | <p>4a. Work with other program staff to support interactive literacy activities between parents and their children;</p> <p>4b. Provide training for parents in how to be the primary teacher for their children and full partners in the education of their children;</p> <p>4c. Assist parents as adult learners to recognize and address their own literacy goals; and</p> <p>4d. Link and support parents in engaging in literacy training that contributes to self-sufficiency.</p> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Can Apprentice communicate the impact “lap time” has on a child’s cognitive development?</li> <li><input type="checkbox"/> Does Apprentice model skills that promote language and literacy development as an example for families?</li> <li><input type="checkbox"/> Does Apprentice infuse literacy goals into the Family Partnership Agreement?</li> <li><input type="checkbox"/> Does Apprentice connect families to local literacy resources?</li> </ul>  |
| <p><b>#5:</b> Coordinate and integrate Head Start services in order to enhance effectiveness.</p>   | <p>5a. Serve as a productive team member on an interdisciplinary team of professionals;</p> <p>5b. Participate in and facilitate case conferences to promote service integration;</p> <p>5c. Apply knowledge of health, mental health, disabilities, and child development in order to ensure holistic service delivery;</p> <p>5d. Promote and support parent involvement and leadership throughout the program.</p>   | <ul style="list-style-type: none"> <li><input type="checkbox"/> Can Apprentice demonstrate an understanding of the state IEP/IFSP processes in order to support children with disabilities?</li> <li><input type="checkbox"/> Is Apprentice aware of HIPPA regulations and confidentiality policies regarding health care information?</li> <li><input type="checkbox"/> Does Apprentice engage families in program activities related to wellness?</li> <li><input type="checkbox"/> Does the Apprentice facilitate service integration across program options, services, and/or offerings?</li> </ul> |

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| <p><b>#6:</b> Support families in accessing other community resources.</p>  | <p>6a. Research and keep up-to-date on program and community resources;</p> <p>6b. Analyze match of community resources to family needs and identify unmet family needs.</p> <p>6c. Refer families to community resources and follow-up on the effectiveness of referrals; and</p> <p>6d. Promote community partnerships that will improve supports to families.</p>  | <ul style="list-style-type: none"> <li><input type="checkbox"/> Is Apprentice linked to the local community for building collaborative partnerships and referral opportunities for families?</li> <li><input type="checkbox"/> Does Apprentice play a role in updating community resource information while assessing their effectiveness for families?</li> <li><input type="checkbox"/> Are community referrals completed in a timely manner and in line with the family’s need?</li> </ul>   |
| <p><b>#7:</b> Assist families in crisis.</p>  | <p>7a. Listen to families and assess the crisis situation;</p> <p>7b. Take active steps to ensure the safety of all involved;</p> <p>7c. Decide when to intervene and when to refer a family;</p> <p>7d. Identify (with the family) options, resources, and consequences to address the crisis; and</p> <p>7e. Support families in making decisions and taking active steps to resolve current crises and be prepared to address future crises.</p> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Can Apprentice provide examples of families in crisis who were helped and the frequency of assistance rendered (directly or through referral)?</li> </ul> <p><i>Prioritization:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> How does Apprentice meet the needs of families in crisis while maintaining consistent support to others?</li> <li><input type="checkbox"/> When working with numerous families in crisis, how does Apprentice determine priority?</li> </ul> <p><i>Timeliness:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Is Apprentice able to determine, when to transition a family to more intensive or specialized services?</li> </ul> |
| <p><b>#8:</b> Respect and respond competently to the culture, traditions, lifestyle, language, and values of each family and community.</p> | <p>8a. Be knowledgeable about and sensitive to each family's values, beliefs, traditions, cultural influences, makeup, and circumstances;</p> <p>8b. Work with families representing different cultures using a culturally competent and flexible approach.</p> <p>8c. Identify and reflect on personal values, experiences and biases that facilitate and present barriers in working with certain groups of people.</p>                           | <ul style="list-style-type: none"> <li><input type="checkbox"/> Does Apprentice show respect for the cultural considerations of each family? How?</li> <li><input type="checkbox"/> Can Apprentice communicate personally or utilize resources to communicate with families in their primary language?</li> <li><input type="checkbox"/> Is Apprentice aware of the cultural composition of their community and can they identify the opportunities and challenges within?</li> </ul>   |

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| <p><b>#9:</b> Contribute to effective program practices and maintain a commitment to professionalism.</p> | <p>9a. Perform record-keeping and internal and external reporting tasks in a timely and objective fashion;</p> <p>9b. Effectively utilize supervisory professional development and technical assistance resources to improve competence;</p> <p>9c. Contribute to and participate in strategic planning, program self-assessment and other efforts to improve program services and agency responsiveness to families;</p> <p>9d. Make decisions and act based on family support principles, theories, practices, and code of ethics;</p> <p>9e. Articulate an awareness of self, values, and ethics as they impact on work with families; and</p> <p>9f. Maintain professional boundaries and confidentiality.</p> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Does Apprentice have training and experience in fields related to social services, human services, or family services?</li> <li><input type="checkbox"/> Is Apprentice involved in the development and /or revision of the Community Assessment and Self-Assessment?</li> <li><input type="checkbox"/> How does Apprentice effectively maintain, articulate, and perform the 4 components of professionalism: confidentiality, roles &amp; boundaries, mandated reporting, and record-keeping?</li> <li><input type="checkbox"/> Does Apprentice consistently obtain family consent when sharing information while keeping records secure?</li> <li><input type="checkbox"/> Is Apprentice knowledgeable about agency and state policies on recognizing and reporting child abuse?</li> <li><input type="checkbox"/> Does Apprentice reflect the NAEYC Code of Ethics in their daily interactions with families?<br/><a href="http://www.naeyc.org/about/positions/pdf/PSETH05.PDF">http://www.naeyc.org/about/positions/pdf/PSETH05.PDF</a></li> <li><input type="checkbox"/> Does Apprentice maintain up-to-date records?</li> <li><input type="checkbox"/> Does Apprentice record interactions with families and write purposeful entries that are clear, objective, accurate, and unbiased?</li> </ul> |