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Description automatically generated**

**Family Success Center Essential Functions**

**Observation Tool**

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| --- | --- | --- |
| **FSC Name** | **Observation Date** | **Start Date of Current Title/Position** |
|  |  |  |
| **Essential Function Observed:** | **Type of FSC Activity** | **Duration of observation (minutes)** |
|  |  |  |
| **Observer Name/Title:** |  | |
| **FSC Staff Name/Title:** |  | |

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| --- | --- | --- | --- | --- |
| 1. **Essential Function: Active Listening**   FSCs actively listen for individual and family members' interests, goals, and needs; recognize that some families don’t know how to ask for support or don’t know what supports are available. | | | | |
| **Behavior Indicators** | **More Development Needed (1)** | **Beginning Evidence of Skill Demonstration (2)** | **Skill Demonstrated (3)** | **N/A** |
| Uses open-ended questions, probing questions and reflective statements while talking with family. |  |  |  |  |
| Staff members acknowledges strengths of the family. |  |  |  |  |
| Regularly checks in with families to learn about families’ ongoing interests, goals and needs. |  |  |  |  |
| Follows process to debrief with families about FSC and community resources that match their stated interests and goals. |  |  |  |  |
| **Essential Function Total Score:** | | | | |

**Comments on the observed actions/indicators:**

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| 1. **Essential Function: Advocacy**   FSCs work on behalf of, in coordination with, and empower individuals and families to ensure their needs are met. FSCs partner with individuals and families to support the development of skills to advocate on their own behalf. | | | | |
| **Behavior Indicators** | **More Development Needed (1)** | **Beginning Evidence of Skill Demonstration (2)** | **Skill Demonstrated (3)** | **N/A** |
| Utilizes staff meetings and community advisory boards to lift up family and community interests within FSC staff. *Ex, reviewing completed Welcome Packets, (programming) Wish Boards, community feedback submissions.* |  |  |  |  |
| FSC staff member encourages families to access resources and to make decisions on their own by showing families how to use the FSC resource library/directory, office equipment, etc. |  |  |  |  |
| Connects with resources on behalf of the families that have challenges (language, ability, skill, etc.) only when necessary. |  |  |  |  |
| Creates a process to educate non-English speakers on how to access resources. |  |  |  |  |
| FSC staff member utilizes various strategies to gather information on families’ challenges and barriers (ex. Welcome tours/packets, advisory council, family feedback surveys, etc). |  |  |  |  |
| During staff meetings, discuss potential solutions to challenges and barriers identified in collaboration with community partners |  |  |  |  |
| **Essential Function Total Score:** | | | | |

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| 1. **Function: Engagement**   FSCs engage with individuals, families, community partners, and stakeholders to build relationships in the center and community that are substantive and meaningful. | | | | |
| **Behavior Indicators** | **More Development Needed (1)** | **Beginning Evidence of Skill Demonstration (2)** | **Skill Demonstrated (3)** | **N/A** |
| Creates warm, welcoming, home-like environment. (FSC staff member contributes to maintaining a clean and organized space for families to visit) |  |  |  |  |
| When interacting with families FSC staff member is professional, welcoming and genuine when engaging. (*I.e. hospitable, greets and acknowledges visitors, walks through space that families can utilize, offers a copy of program calendar, identifying programs of interest to family, encourages family to become a registered participant.)* |  |  |  |  |
| FSC staff reviews and uses diverse community input (*completed welcome packets, suggestion boards, feedback surveys, etc.)* to inform center programming and ensure continued participant interest. |  |  |  |  |
| During staff/program planning meetings, FSC staff members ensure some events call for extended family and friends to be brought in and/or have greater participation |  |  |  |  |
| FSC staff member is knowledgeable of various successful outlets/modes of communication (*community partners, social media platforms, etc.)* to market center offerings. |  |  |  |  |
| **Essential Function Total Score:** | | | | |

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| 1. **Essential Function: Connecting**   FSCs provide referrals and linkages to external community resources that are identified with families and/ or individual family members. | | | | |
| **Behavior Indicators** | **More Development Needed (1)** | **Beginning Evidence of Skill Demonstration (2)** | **Skill Demonstrated (3)** | **N/A** |
| FSC staff member demonstrates understanding of individual preferences and cultural competence when connecting families to resources. |  |  |  |  |
| FSC staff member maintains an up-to-date and comprehensive resource directory for families. |  |  |  |  |
| Demonstrates knowledge of available resources, services, and community activities. |  |  |  |  |
| FSC staff member checks in with families on their experience and satisfaction connecting with resources. |  |  |  |  |
| Collects information about resources using various channels (FSC members, partners, etc.). |  |  |  |  |
| **Essential Function Total Score:** | | | | |

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| 1. **Essential Function: Coordination**   FSCs create a sense of community among the families and individual family members by helping them be an active part of their Center and community through volunteer work. | | | | |
| **Behavior Indicators** | **More Development Needed (1)** | **Beginning Evidence of Skill Demonstration (2)** | **Skill Demonstrated (3)** | **N/A** |
| Asks families about their interest in volunteering for opportunities that match their ongoing goals and needs. |  |  |  |  |
| Utilizes a formal process to vet volunteers (*example: if volunteers are working independently with families and children, volunteers are fingerprinted*) |  |  |  |  |
| Establishes and practices a support mechanism that builds capacity for volunteers to function successfully. |  |  |  |  |
| FSC staff member assists Director with establishing and maintaining partnerships with community providers. |  |  |  |  |
| Essential Function Total Score: | | | | |

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| 1. **Essential Function: Leadership**   FSCs engage in shared leadership of the Centers with parent and community partners. | | | | |
| **Behavior Indicators** | **More Development Needed (1)** | **Beginning Evidence of Skill Demonstration (2)** | **Skill Demonstrated (3)** | **N/A** |
| FSC staff member makes recommendations and assists with identifying potential parent leaders for leadership positions within the center according to their strengths and interests. |  |  |  |  |
| FSC staff member assists with ongoing coaching and mentoring of parent leaders. |  |  |  |  |
| FSC staff member builds empowerment by including parent leaders in decision making considerations. |  |  |  |  |
| Gathers recommendations for the center from families and community partners through various methods (conversations, community advisory boards, surveys, etc.) |  |  |  |  |
| Delegates responsibility to qualified co-leaders. |  |  |  |  |
| Essential Function Total Score: | | | | |

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| 1. **Essential Function: Skill Building**   FSCs organize and oversee programs, services, activities, and resources within the Center that focus on strengthening child, family and individual family members’ skills and protective factors. | | | | |
| **Behavior Indicators** | **More Development Needed (1)** | **Beginning Evidence of Skill Demonstration (2)** | **Skill Demonstrated (3)** | **N/A** |
| FSC staff member employs structured processes to gather needs that inform program planning and development. Outlines specific skills that require development. |  |  |  |  |
| FSC staff member demonstrates understanding of protective factors and how to promote them in center programming. |  |  |  |  |
| Coaches and supports family members to build on their strengths |  |  |  |  |
| FSC staff member is knowledgeable of and utilizes community partners (from a variety of sectors) that will aid in the development of an identified program or activity. |  |  |  |  |
| Essential Function Total Score: | | | | |

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| 1. **Essential Function: Continuous Improvement**   FSCs use data to guide decision-making, refine practice and improve services. | | | | |
| **Behavior Indicators** | **More Development Needed (1)** | **Beginning Evidence of Skill Demonstration (2)** | **Skill Demonstrated (3)** | **N/A** |
| Participates in programming and practice improvement team discussions. |  |  |  |  |
| FSC staff member regularly encourages families to provide feedback. |  |  |  |  |
| FSC staff member uses data to inform decision making about FSC activities. |  |  |  |  |
| FSC staff member utilizes practices to assess program effectiveness |  |  |  |  |
| Essential Function Total Score: | | | | |

**Comments on the observed actions/indicators:**

**Staff Feedback Form**

# FSC Staff Name/Title:       Observation Date:

**I agree with the rating:**  Yes  No

**Ratee Comments:**