Essential Function: **Assessment of Families**	
A. Assessment of Families to recognize and identify each family's risk and protective factors.	
Expected Level of Performance	Effectively and accurately use the assessment process to support families to provide individual support for family and define roles and expectations of the assessment cycle.
Developmental Level of Performance	Does not consistently provide individual support for the family and partially define roles and expectations of the assessment cycle.
Unacceptable Level of Performance	Does not individualize support for the family and does not define roles and expectations of the assessment cycle.
B. Support the families in understanding the complete assessment cycle and assist parents in understanding basic needs.	
Expected Level of Performance	Educate families on the history and purpose of the tool and explain assessment questions as needed. Working knowledge of family assessments and goal setting process. Working knowledge of Head Start Performance Standards and how they are linked to needs assessment.
Developmental Level of Performance	Educate family on the purpose of the tool and explain assessment questions as needed.
Unacceptable Level of Performance	Begin assessment prior to explaining the history and purpose of the tool.
C. Create connections between identified needs at intake and family chosen goals.	
Expected Level of Performance	Ensure tool is being used accurately by referencing intake information while completing family assessment.
Developmental Level of Performance	Does not use all information available from intake and application to complete all domains in assessment tool.
Unacceptable Level of Performance	Does not refer to intake information while completing family assessments.
D. Ensure confidentiality, sensitivity, respect, and acceptance of all families.	
Expected Level of Performance	Ensure assessments are conducted in a private space and shared only with involved professionals. Respect families' time. Build rapport with family.
Developmental Level of Performance	Provide private space only if one is available and shares information only with involved professionals. Inconsistently builds rapport with families.
Unacceptable Level of Performance	Holds meetings with a family in an open, non-private space, and shares assessment information with anyone that inquires. Consistently begins late or takes more time than scheduled. Does not build rapport with families.

E. Use the initial assessment throughout the year as a guide to help families reassess their needs to develop the family partnership.	
Expected Level of Performance	Progress notes indicate follow-up on initial assessment items throughout the year. Reviews case files periodically to ensure all information depicts the family story.
Developmental Level of Performance	Reviews case files periodically to ensure all information depicts the family story
Unacceptable Level of Performance	Does not meet minimum requirements for this indicator.
F. Documentation and recordkeeping are completed timely and accurately and maintained as required by all applicable regulations.	
Expected Level of Performance	Completes the Family Partnership Agreement, pre- and post-assessment with the prescribed timelines. Helps families to identify goals, physically meeting with the family at a mutually agreed upon location. Utilizes agency software to accurately input all data within prescribed timelines.
Developmental Level of Performance	Periodically reviews computer data and generates reports for completeness and tracking service delivery.
Unacceptable Level of Performance	Does not meet minimum requirements for this indicator.
G. Select Participants for the Head Start program based on the established plans and procedures.	
Expected Level of Performance	Program follows their program and policy selection criteria process.
Developmental Level of Performance	Uses the eligibility priority criteria point system and the waitlist to select children to be served.
Unacceptable Level of Performance	Does not meet minimum requirements for this indicator.
H. Provide appropriate follow-up when absences are frequent.	
Expected Level of Performance	Follows attendance plans policy and procedures. Families who have been identified on the chronic absence CP report have documented attendance plans in CP.
Developmental Level	Families have been contacted who appear to be chronically absent.
Unacceptable Level of Performance	Does not met minimum requirements for this indicator.
Essential Function: **Education/Health ERSEA Liaison**	

A. Effectively communicate to the family necessary requirements to participate in EHS/HS.	
Expected Level of Performance	Effectively communicate to families the static and fluid requirements (i.e. health requirements, income, birth certificate) to participate in HS.
Developmental Level of Performance	Inconsistently communicate to families the static and fluid requirements (i.e. health requirements, income, birth certificate) to participate in HS.
Unacceptable Level of Performance	Rarely communicate to families the static and fluid requirements (i.e. health requirements, income, birth certificate) to participate in HS.
	B. Empower the family to ensure that child's needs are met; including mental health and specials needs.
Expected Level of Performance	Create connections with family about the importance of health and education success to prepare children for school readiness.
Developmental Level of Performance	Discuss the importance of health and education success to prepare children for school readiness.
Unacceptable Level of Performance	Discussion of the importance of health and education success to prepare children for school readiness does not take place.
	C. Provide support for families of children with special needs.
Expected Level of Performance	Coordinate with teacher/parent educator/1st Steps/Parents as Teachers to develop resources to address disability needs.
Developmental Level of Performance	Attends and participates in Individual Family Service Plan (IFSP) meetings to support families, as appropriate. Provides links to resources addressing special needs.
Unacceptable Level of Performance	Does not meet minimum requirements for this indicator.
	C. Engage educators in conversations around child/family goals.
Expected Level of Performance	Gather and disseminate family goals that are set during home visits/conferences/meetings to close the circle of information. Collaborate with educators to plan and conduct home visits/conferences/meetings for families found to need additional support.
Developmental Level of Performance	Inconsistently gather and disseminate family goals that are set during home visits/conferences/meetings to close the circle of information. Collaborate with educators to plan or conduct home visits for families found to need additional support.
Unacceptable Level of Performance	Rarely gathers and disseminates family goals that are set during home visits/conferences/meetings to close the circle of information. Rarely collaborates with educators to plan or conduct home visits for families found to need additional support.
	D. Collaborate across content areas in the transition of children and families.

Expected Level of Performance	Engage in problem-solving with content areas to overcome barriers or challenges. Utilize the Family Assessment and Family Goal Planning to support the work in all content areas.
Developmental Level of Performance	Share barriers and challenges with content areas. Utilize the Family Assessment and Family Goal Planning without considering the support of content area(or other content area).
Unacceptable Level of Performance	Barriers and challenges are not shared with content areas. Utilize the Family Needs Assessment and Family Goal Planning without considering how the work can support other content areas.
Essential Function: Community Connections	
	A. Establish connections with community agencies to support family/agency needs (Family Advocates members on boards/committees).
Expected Level of Performance	Develop reciprocal relationships with supporting community agencies and value the supporting role of the agency.
Developmental Level of Performance	Develop reciprocal relationships with a few supporting community agencies and value the supporting role of the agency.
Unacceptable Level of Performance	Develop no relationships with supporting community agencies.
	B. Teach families to independently locate resources and function as expert consultant.
Expected Level of Performance	Assist family to independently pursue necessary community support services.
Developmental Level of Performance	Assist family to pursue necessary community support services.
Unacceptable Level of Performance	Does not assist family to pursue necessary community support services and inconsistently provide providers resources.

	C. Assisting families in connecting with area agencies.
Expected Level of Performance	Connecting families with area agencies that support family needs (e.g. geographically, and/or linguistically. Connect family to community services and follow through until needs are met.
Unacceptable Level of Performance	Connecting families with area agencies that support family needs while inconsistently considering the context of the family. Connect family to community services.
Unacceptable Level of Performance	Connecting families with area agencies that support family needs without considering the context of the family. Make referrals for family to community services.
	D. Community resources are maximized through collaborations-Facilitate the delivery of services to children and families through collaboration with community partners.
Expected Level of Performance	Connects families moving to a different Head Start program with resources in that area. Assures that the transfer process is immediate and seamless so that service delivery meets the needs of all families. Demonstrates knowledge of services provided by community partners. Successfully links families with appropriate resources. Provides follow-up with families to ensure that they are receiving services.
Developmental Level of Performance	Resources are shared but not up-to-date. Families are linked to resources that are not always appropriate to meet their needs. Follow-up is not consistently provided.
Unacceptable Level of Performance	Needs are identified and resources are not shared. There is no follow up. Resources are not individualized.
Essential Function: Building Relationships	
	A. Build Trust
Expected Level of Performance	Build trust through timely follow-through/follow-up of tasks/requests for information/guidance.
Developmental Level of Performance	Does not plan monthly follow-through on task/requests for information/guidance.

Unacceptable Level of Performance	Does not follow-through on tasks/requests for information/guidance.
	B. Respect and understand Family differences.
Expected Level of Performance	Ask the expectations of the family for interactions and put the expectations into practice and use information to inform service delivery.
Developmental Level of Performance	Ask the family's expectations for interactions but does not put the expectations into practice and use information to inform service delivery.
Unacceptable Level of Performance	Expectations of the family for interactions are not gathered.
	C. Ensure all persons are respected based on their individual needs through appropriate communication with families, children, and co-workers.
Expected Level of Performance	Talk directly with family about communication preferences and use in future interactions. Make a connection to past conversations during interactions. Be present and allow time for the family to process their individual needs through difficult conversations.
Developmental Level of Performance	Talk directly with family and about communication preferences and inconsistent use in future interactions. Connections are sometimes made to past conversations during interactions. Inconsistently allows time for the family to process their individual needs even in difficult conversations.
Unacceptable Level of Performance	Discussions with family about communication preferences do not take place. Connections are rarely made to past conversations during interactions. Interactions do not allow time for the family to process their individual needs.
	D. Create environment that facilitates active listening and participation.
Expected Level of Performance	Ensure that the environmental needs of the family are met during individual conferencing. Clearly define an accurate time frame for scheduled interactions.
Developmental Level of Performance	Inconsistently follow-through on task/requests for information/guidance.
Unacceptable Level of Performance	Does not follow-through on tasks/requests for information/guidance.

	E. A trusting, collaborative, partnership-building process is implemented with each family: Respect the unique values and traditions of the families served.
Expected Level of Performance	Independently seeks out information to develop an understanding of family's heritage in the program. Contact and home visits are respectful of family traditions, schedules and preferences. Supports families in meeting their needs in a way that is appropriate. Services and supports are implemented without imposing personal preferences.
Developmental Level of Performance	Ask about family's heritage but there is no evidence of connecting the knowledge to their individual work with families.
Unacceptable Level of Performance	Make assumptions regarding the family's values and customs Does not meet minimum requirements for this indicator.
	F. Recognize and promote family's readiness and willingness to participate in the program.
Expected Level of Performance	Proactive in recognizing family situation such that all families are actively engaged in the program.
Developmental Level of Performance	Responds to communication within 24 hours of receipt; sooner in crisis situations. Develops and implements a plan that demonstrates accessibility and flexibility to families. Maintains contact with each family to provide follow-up services based on the Family Partnership Agreement.
Unacceptable Level of Performance	Contact with the family is not completed within the first 15 days of initial enrollment. Families did not receive continued contact throughout the year from the family advocate.
	G. Actively participate in two-way communication among co-workers to ensure all staff is informed of pertinent information as it pertains to the center and classroom activities.
Expected Level of Performance	Conversations are used to listen to and learn about families without imposing personal biases. All pertinent information is shared with staff on a need-to-know basis to ensure integrated services are provided.
Developmental Level of Performance	
Unacceptable Level of Performance	Does not meet minimum requirements for this indicator.

Essential Functions: Universal Standards	
	A. Approach all issues with a win-win attitude that respects the dignity of all parties.
Expected Level of Performance	Creates an environment that is proactive. Breaks through barriers of resistance. Recognizes differences as opportunities for creative problem-solving and engages others to achieve desired outcomes. Demonstrates a willingness to discuss differing ideas and perspectives. Able to effectively identify and agree upon the issue to be resolved. Works to achieve the end result that supports both parties and produces the agreed upon outcome
Developmental Level of Performance	Discusses issues with an unrelated third party. Unable to negotiate effectively. Addresses the symptom instead of addressing the core problem. Unable to recognize and propose optional solutions.
Unacceptable Level of Performance	Does not meet minimum requirements for this indicator.
	Possess and maintain the necessary skill level in technology systems and software required to perform individual job duties
Expected Level of Performance	Develops and shares technology-based tools to achieve or enhance desired outcomes. Demonstrates the ability to independently problem-solve as related to technology tools. Demonstrates ability to use required office technology hardware to effectively perform job duties (e.g., computer, laminator, scanners, copy machines, digital cameras, cell phone, phone, calculator) Demonstrates ability to use required office technology software to effectively perform job duties. (e.g., Microsoft Office suite, data tracking system, communication software, computer operating system)
Developmental Level of Performance	Demonstrates a limited ability to use required office technology hardware to effectively perform job duties. Demonstrates a limited ability to use all required technology software to effectively perform job duties. Proficient in some software applications but not all required applications.
Unacceptable Level of Performance	Does not meet minimum requirements for this indicator.
	B. Desired results are achieved with children, parents, staff, and the community by effectively using all forms of communication. Demonstrate knowledge of and the ability to effectively use communication tools. (e.g., telephone system, email, fax)
Expected Level of Performance	Demonstrates the ability to problem-solve as related to the use of communication tools. Initiates, opens, responds, attaches, and sends documents in an email format. Able to access phone system, voicemail, and long

	distance. Able to send and receive faxes. Able and willing to learn new communication technology as introduced. Initiates, opens, responds, attaches, and sends documents in an email format. Able to access phone system, voicemail, and long distance. Able to send and receive faxes. Able and willing to learn new communication technology as introduced.
Developmental Level of Performance	Communication tools are not used effectively.
Unacceptable Level of Performance	Does not meet minimum requirements for this indicator.
	C. Demonstrate effective and respectful oral and written communication skills with staff, parents, children, and the community.
Expected Level of Performance	Frames negative information in a positive way. Uses multiple forms of communication to ensure understanding and clarity. Celebrates and seeks to learn more about tradition, individual, and linguistic differences. Empowers others to lead in two-way communication and seeks first to understand. Free of grammatical errors and uses expanded vocabulary to promote growth in the recipient. Use a more positive mode of communication for the recipient or event. Responds to communication within 24 hours of receipt; sooner in crisis situations for Head Start families. Accepts and responds positively to individual, tradition, and linguistic differences. Achieves and maintains two-way communication by actively seeking to hear and understand others' thoughts and ideas. Adheres to agency standards of employee conduct as it relates to communication. Uses proper oral and written grammar and appropriate level of vocabulary.
Developmental Level of Performance	Uses more negative than positive communications. Rely on one mode of communication most of the time. Fails to respond within 24 hours. Accepts and responds inappropriately to individual, tradition, and linguistic differences (i.e. stereotypes). Does not actively listen or seek to hear and understand others thoughts and ideas. Has consistent grammatical errors and uses inappropriate level of vocabulary.
Unacceptable Level of Performance	Does not meet minimum requirements for this indicator.