

**Version 2.0
September 2002**

**Florida Institute for
Family Involvement**



Institute for Child Health Policy
Creative Vision in Research & Service

Making It Work:

**When Families That Represent A Service
Population Become Employees**

Conni Wells
Executive Director
Family Institute for Family
Involvement
Crawfordville, FL

John Reiss
Chief, Division of Policy
and Program Affairs
Institute for Child Health
Policy
Gainesville, Florida

**Consortium for the Employment of
Parent Representatives**

MAKING IT WORK
When Families that Represent a
Service Population Become Employees

Version 2.0
September 2002

Consortium for the Employment of
Parent Representatives

Table of Contents

Introduction	2
Consortium Members	4
Guiding Principles	5
Considering the Possibilities	6
Creating the Position	7
Accommodations	9
Recruitment	11
Interview Process	12
Hiring	13
Orientation	14
Monitoring/Support	15
Evaluation	16
Accommodating Differences and Needs of Families	17
Sample Job Description	18
Sample Contract	19
Sample Position Description	21

Introduction

The past decade has seen a growing recognition by State Title V CSHCN Programs, State Programs for Mental Health Services, and other public and private organization of the need to involve families as partners in policy development, and in the planning and delivery of services for special populations.

Initially, families had to fight to secure a place at the decision-making table, and typically served in a volunteer advisory capacity. Later, some families were paid a "stipend" to cover childcare costs, travel related expenses, and income lost because of missing work. As families became more experienced and skilled, and as organizations saw, first hand, the value of ongoing family participation, some agencies hired family members or secured their services through contracts. However, while many programs and agencies believe that everyone around the table should be compensated or paid in an equitable manner, many family leaders who work as experts and system change agents on behalf of child health organizations, do not yet have a formal paid position with those organizations.

Further, some families are made to feel (by agencies and by other advocates) that they should accept whatever is offered in terms of compensation for their involvement; and if they advocate for a higher level of compensation or a greater level of accommodation in the workplace then they are "letting all the families down".

While there has been a significant increase in the level and types of family involvement and employment, there is little information related to the strategies and mechanisms used by state agencies and non-profit organization to recruit, hire, monitor and evaluate family employees and consultants. This lack of written resources regarding "family employment" makes it harder for families and agencies to address the question of how family employees can be respected and supported in a manner that is equitable and comparable to their professional counterparts.

In order to help address this lack of written resources materials, the Institute for Child Health Policy contracted with the Florida Institute for Family Involvement (FIFI) to identify directions and to describe options and alternatives for families and policymaking partners for maximizing family involvement based upon state of the art practices and trends. In the Fall, 2001, FIFI convened a Task Force of experienced family leaders, now known as the Consortium for the Employment of Parent Representatives. Consortium members, met for two days, shared their thoughts, ideas and experiences, and developed a draft of this document.

"Making it Work: When Families that Represent a Service Population Become Employees" is written for leaders in organizations that recognize the importance of hiring family representatives; and for family members who would like to work in an

organization as a family representative. This document is not designed to provide “all the right answers” to the complex questions related to “family representative employees”. Rather it is designed to identify the most significant issues, describe reasonable approaches for addressing these issues, and identifying what we believe to be promising approaches.

We hope you find this document to be of value, and look forward to hearing from you about ways in which this resource could be improved.

Conni Wells
cjwells@sprynet.com
Executive Director
Family Institute for Family Involvement
Crawfordville, FL

John Reiss
jgr@ichp.edu
Chief, Division of Policy and Program Affairs
Institute for Child Health Policy
Gainesville, Florida

Note: This document is not copyrighted and can be reproduced for non-commercial purposes.

Suggested citation:
Consortium for the Employment of Parent Representatives. (2002) Making It Work: When Families that Represent a Service Population Become Employees. Crawfordville, FL: Family Institute for Family Involvement and the Gainesville, FL: Institute for Child Health Policy. Available as an electronic document at www.fifionline.org/ and at www.ichp.edu.

Members of the Consortium for the Employment of Parent Representatives

Bev Crider

Children's Choice of MI
2990 Syckelmoore
Trenton, MI 48183
(313) 887-5488
(313) 887-5151 fax
BCRIDER@DMC.ORG

Sue Durler

Parent Consultant
Children's Hospital of Pittsburgh
3705 5th Avenue
Pittsburgh, PA 15213
(412) 692-6696 (412) 692-7000 fax
durlers@chplink.chp.edu

Rodney Farley

Parent Consultant
AR CMS
110 Louise Street
North Little Rock, AR 72118
(501) 682-1461 (501) 371-3464 fax
REFarley@juno.com

Steve A Freedman, PhD, FAAP

Professor & Executive Director
Institute for Child Health Policy
601 Fourth Street South,
St. Petersburg, Florida 33701
Phone: (888) 433-1848 ext. 1,
(727) 553-3666 fax
saf@ichp.edu

Barbara Ray

Nursing Director
Orlando Area Children's Medical Services
5655 S Orange Ave.
Orlando, FL 32809
(407) 865-6525
(407) 856-6558 fax
Barbara_Ray@doh.state.fl.us

John Reiss, Ph.D.

Chief, Div. Policy and Program Affairs
Institute for Child Health Policy
5700 SW 34th Street, Suite 323
Gainesville, FL 32608
352-392-5904, ext 224 (352) 392-8822 fax
jgr@ichp.edu

Linda Rowley

PO Box 226
Mineral Point, WI 53565
(608) 263-5973
(608) 263-0529 fax
rowley@waisman.wisc.edu

Mark Terry

Co-Executive Director
Louisiana FFCMH
PO Box 4767
Shreveport, LA 71134
(318) 227-2796 (318) 227-2793
iafofcmh@aol.com

Josie Thomas

Parent Place of MD
7484 Candlewood Rd. Suite S
Hanover, MD 21076
(410) 859-5300
(410) 859-5301 fax
josie@ppmd.org

Conni Wells

Executive Director
Florida Institute for Family Involvement
3927 Spring Creek Highway
Crawfordville, FL 32327
(850) 926-3514 (240) 358-6542 fax
cjwells@sprynet.com

Support:

Lindsay Phillips
Florida Institute for Family Involvement
3927 Spring Creek Highway
Crawfordville, FL 32327
(850) 926-3514 (240) 358-6542 fax
LindsayAWells@aol.com

Guiding Principles and Values

- Parents must be valued as visionaries, missionaries and pioneers and the potential of their position should be built upon common values, expectations, and goals.
- A responsibility of the position of Parent Representative is to question the status quo.
- Success will require flexibility with appropriate and creative accommodations.
- Families from diverse communities (rural, urban, socio-economic status, culture, education) must be actively recruited in order to ensure that all invested populations are represented.
- Positions have to be high enough up in the organization to be able to make a difference.
- Networking is critical to doing the job and it should be included in the job description and should be a supported component.
- The guiding principles of family centered care must be explicitly stated and integrated into each activity and effort.
- Different families bring different strengths – not all families can do all “family-position” jobs.
- Accountability and responsibility is a two-way street (family – organization).
- Families are not exempt from the “typical” expectations for staff in the work place in relation to conduct and performance, but may require accommodations in order to meet those expectations.

Considering the Possibilities

Using representatives from consumer populations has been on an upward evolutionary process for over two decades. An increase in the requirement by funding sources to include consumer representatives and a shift towards a more family centered approach to serving vulnerable populations has driven this growing trend to hire family representatives as staff members. Aside from organizational and funding requirements, the inclusion of a family representative position has multiple benefits.

For example:

- Families often trust one another more than they trust the system
- Families are driven by experiences and a passion
- Involvement gives families a sense of ownership and a shared desire to make the program successful
- Partners are easier to work with than adversaries
- Family involvement reduces demands on professionals
- Families serve as a reality check for the program
- Families can validate the differential between perceived and real needs. Diverse families bring new perspectives to the table
- Families can advocate in ways that professionals cannot
- Families can help sensitize professionals

"I hear many voices speaking about family involvement. I seldom hear what it looks like. In my role at the state agency level, I believe that families and other primary caregivers must be fully involved in planning and service delivery for their children, and it is the responsibility of the system (my and any other agency, program, community supports, etc.) to assure them the opportunity to be included."

Professional

Creating the Position

Positions for families who represent service populations should be carefully developed. Thoughtful and collaborative planning will increase stability for the position, employee, and employer and can make the difference between success and failure.

Suggested approaches and considerations:

- Before creating a “family representative position”, know and accept that accommodations will be needed and are a necessary component for success.
- Address all confidentiality issues at the start of the “planning to hire” process.
- Establish a protocol for staff and the parent employee in order to protect the confidentiality of all families, including the personal issues related to the parent employee’s situation.
- Develop a list of skills/gifts parents can bring to the position so that their expertise and experience can be maximized. Sometime CSHCN programs don’t know how to use parents.
- Create a one page “snapshot” of the benefits of hiring parents of CSHCN that includes a listing of the skills they can offer to enhance the programs efforts with other families.
- Ask consumers served by the program or the agency to identify what they think would be useful to them in a parent position and make this a component of the snapshot.
- Develop a clear job description that identifies essential job functions as well as non-essential job functions. Make sure that job description is feasible and realistic. Can a parent who has outside stressors related to having a child with special health care needs do the job successfully?
- As part of the job description, define supervisory lines, and expectations and definite a “pilot” period. Set a date to review and revise the position description and its effectiveness, and incorporate necessary changes based upon the experience to date.

“Families and professionals aren’t prepared to work as partners, and are often still working at odds. Families feel set up - they are asked for their ideas/opinions but don’t see changes made. Some policymakers think of families as unrealistic...”

Program Administrator

-
- Provide training to staff on how to work effectively with families as partners (See: Essential Allies)
 - Provide medical benefits creatively. Medical benefits should be provided in ways that allow parents to access health care services and supports, while minimizing the impact on services that are funded through public programs that use “income sensitive” criteria.
 - Develop accountability measures early in the position development process in order to ensure clarity of expected outcomes. These expected outcomes will drive the remaining activities that thread through the hiring process.
 - If possible, tie or coordinate the position description to agency’s mission.
 - Do your homework and ensure you are using state of the art approaches to developing and supporting the position.
 - Acknowledge that a role of the position is to serve as a change agent. (Resource: *Who Moved My Cheese*)
 - Acknowledge that “work times” may be outside typical business hours (i.e. evenings and weekends) since this position needs to contact the families served by the program at a time that is convenient for families.
 - Explore alternative ways of paying parent representatives (i.e. salary or hourly) Choose the method(s) that allow the job to get done while accommodating employee needs.
 - Move beyond past experiences and attitudes that interfere with the establishment of a sound “parent representative” position (get over it).

Essential functions might include...

- ✓ Advocating and sharing information on the needs of families
- ✓ Developing or editing material for families
- ✓ Creating special programs or activities to meet family needs
- ✓ Evaluating the program in terms of the principles of family centered care
- ✓ Creating and collecting satisfaction surveys
- ✓ Discussing with families their specific issues and guiding them to resources
- ✓ Serving as a trainer for in-service trainings
- ✓ Representing the population served on workgroups, taskforces, and/or interagency councils
- ✓ Reviewing program policy to ensure sensitivity to the populations served
- ✓ Creating advisory committees

Accommodations

Providing accommodations to family employees can significantly enhance their productivity and overall value to the organization. While the scope and intensity of accommodations will vary among family employees, the development of accommodations should always be a flexible process that includes both the employee and employer from the onset.

Suggested approaches and considerations for accommodations:

- Working from home, options that allow telecommuting
- Starting/ending times that are flexible to meet child's special needs, such as getting on and off bus or to and from doctor's appointments.
- Work schedules that consider and accommodate school holidays and vacations.
- Flexible FTE job sharing that will enable employees to work less than full time
- Flexible times and multiple work sites (% at home; % on site; % travel)
- Home computer/phone for working at home. E-mail and Internet service for home computer paid by the employer
- Developing a system to pay for long-distance phone charges relating directly to work.
- Evening work options to meet the schedules of the families served.
- Flexible leave time that is clearly documented in terms of process and exceptions, such as accruing compensatory time; taking leave and paying it back within specific time or the development of an hour bank – balanced out within 60 days.
- Flexible use of sick time when child is sick, which may not be policy for all employees.
- Looking at the bottom line- "What does it take to get the job done?" Can it be done in less than 40 hours; does it take more than 40 hours?"
- Local pagers, cell phones, or other technology that allows the employee to maintain communication with both their family and those that they work with.
- Efforts to ensure that, when traveling on business, there are creative accommodations for child care needs. (Example: Provide and/or pay for child care to the employee's child when the employee is required to travel. This is similar to

an employer sending a personal care worker with an adult employee with a disability who is required to travel). Discuss and document the process to be used when the employee is required to be away from home overnight.

- Explore how the Americans with Disabilities Act (ADA) might apply to someone who is responsible for an individual with disabilities (their child) vs. a person who has the disability him/herself.
- Make special efforts to help the family understand benefits – i.e. health insurance. Make sure the family representative works enough hours to get the benefits they need or that they earn less than the amount that would put make them “over income” for the help and support they currently receive.
- Pay the employee for travel time to and from meetings.
- Give careful consideration to the impact that overnight or extended day schedules will have on the transportation needs of the family, and ensure it is not an imposition on the family. (For example- If the family’s only vehicle is an accessible – the family employee can’t be expected to use it overnight).
- Consider renting/leasing cars for parents who need to do a lot of in-state travel.
- Allow family employees to make personal phone calls and care related calls during work hours. Document a process, limitations, and protocol.
- Make cash advances available to ensure that reimbursable out-of-pocket expenses are not impacting the family budget.
- Write policies and procedures in a language that family employees can understand.
- Administrators must be directed to be flexible and to approach the position and employee in a family centered manner.
- Parking for parents should accommodate the needs of the employee, who may have an accessible van that cannot fit in a parking garage; or may have an emergency and will need to get to their car immediately.

Recruitment

Traditional approaches to recruiting applicants may not be effective in hiring parent employees. Reaching out to potential candidates who truly represent the population served by the Program will require creativity and persistence.

Suggested approaches and considerations:

- Develop a clear and specific ad detailing the roles and responsibilities of the position, as well as required and preferred experiences, and skills.
- Advertise widely in a variety of ways such as in minority newspapers and family newsletters; on listservs for parents/consumers; through community recruitment; at laundromats; through the faith community; at supermarkets; on the radio; and in languages other than English (i.e. in Spanish newspapers, radio).
- Maintain an open communication in relation to the position.
- Ask families what they would like to see in an employee who would represent their needs and serve as their liaison.
- Clearly define what is meant by “consumer” and acknowledge in recruitment announcements that the employer offers flexibility to accommodate family responsibilities.
- Use the parent support community as a source of potential employees and resource for position development/interviewing.
- Ensure ongoing sensitivity to cultural, socio-economic, and ethnic issues.
- Designate one or two staff to answer calls about the position. These individuals should be culturally competent and very familiar with the position and the accommodations that may be offered by the employer.
- Make sure there are appropriate accommodations to protect or overcome low-income status for families.
- Cultural competence should be interwoven into all levels and aspects of the position.

“This is where all the rhetoric ends. Look at your policies, your planning groups, your boards, councils, etc. Do you have families at the table? Do you have adolescents? If you do, are they one or two token ones? Or are they a representative group?”

Professional

Sample ad:

Family Health Partner-full or part time position working with families of children and youth with special health care needs and service providers. Duties include advocating for families, ensuring quality family centered care, assisting families in accessing appropriate services, and guiding families and providers to resources. Must have experience as the parent or family member of a child/youth with special health care needs, capacity to assist individuals in crisis, excellent organization skills, experience in advocating for individuals with special needs, team player, and the ability to work in partnership with professionals. For consideration please contact the Florida Institute for Family Involvement (FIFI) at 1-877-555-1212 (toll free) for an application packet.

The Interview Process

The interview protocol should be well documented prior to the start of the first interview process and this protocol should be used consistently.

- The interview questions should closely match the job description.
- Parents on staff or in advisory positions should be included in the interview process.
- Encourage the potential employee to be clear and up front both about their capacity to do the job and the accommodations s/he may potentially need, such as not having to be at office by 8 am in order to get a child on a school bus.
- Develop a list of ideas that will help ensure a quality parent employee. Ask about current activities, networks they are part of, activities they have planned or implemented, knowledge of existing programs, and cultural competence.
- Provide a job description prior to interview.
- Ensure that those who conduct the interviews and select the employee are up to date on cultural issues. Provide these individuals with resources to maximize their knowledge base, such as from the National Center for Cultural Competence.
- Revisit the issue of accommodations with each candidate and discuss this issue in detail in order to ensure a complete understanding of each candidate's needs and limitations and how the program can assist the candidate in being successful.
- Require references from other families

Potential interview questions

- ◆ Tell us a little about yourself and your family...
- ◆ How has your child's special needs impacted your life?
- ◆ What do you think you can contribute to this program/organization?
- ◆ Tell us about a time when you were faced with a conflict with a professional and how you handled it. How would you do it differently?
- ◆ Is there anything you would like to share with us about what you feel would be necessary to make your employment with us as successful as possible?

Hiring

The hiring of a parent employee is as critical to the organization as any other position. The same amount of careful planning and “hiring etiquette” should go into filling this position as in filling a high level administrative position.

Suggested approaches and considerations:

“There were many considerations in the hiring process for our Family Health Partners. We had a responsibility to make the program work on both ends, for the agency and for the family members we hired. The key to success depended on finding the balance between both of their needs and serving as a liaison to help them better understand each other.”

Employer of Family Consumers

- Letter of offer should include a specific description of the potential employee’s family situation and the accommodations being offered by the employers to address specific needs and challenges. (This may be different than typical process).
- Clearly define essential job functions. Make sure that, given essential and proposed accommodations, it is realistic to expect a parent who has outside stressors related to having a child with special health care needs to be successful in the position.
- Discuss an emergency plan in depth and assist the employee to develop an approach and processes for ensuring that the needs of child and family are met.
- As part of the hiring process, clearly describe the potential employee’s benefits, if there are no health, sick leave, vacation, or other benefits, make this clear. Discuss how employment benefits may impact other public benefits they may be receiving. (For example 3 pay periods in a month will disqualify family for benefits. Employer has a greater level of responsibility for understanding and providing counseling about broader impact of other benefits and supports on such programs as Medicaid, Title V, SCHIP, and resources to assist them in navigating the information in a manner that is productive to their understanding of how the job can/will impact their family. The employer should identify additional sources of information about the impact of employment on current “public benefits” and should assist the potential employee to get information “first hand” from these sources.
- The explanation of the position should include a discussion about career services, vs. contract position; hourly vs. salary, or other options.
- Make sure that the sick leave is well understood and that a process is in place prior to hiring that outlines the use and access of time.
- Explore necessary exceptions to policy as a way to hire and support the right person and ensure success.

Orientation

Orientation can be a beginning point for ongoing training and personnel development, for both the new employee and other staff.

Suggested approaches and considerations:

- Review employee benefits, responsibilities and practices again.
- Outline all confidentiality issues and document the understanding and agreement of the employee and the other staff to protect and respect the privacy of all families.
- Define the type, amount and scope of advocacy in which the employee can engage.
- Develop a specific orientation for other employees with Disability Awareness, such as activities that focus on what its like to be the parent of a child with special health care needs.
- Clearly outline where this position fits into the organizational hierarchy.
- Provide an overview of the agency mission, staff, responsibilities, and the “way of work” for the office. (i.e., provide an orientation to the agency culture).
- Give written information about the organizational structure, both local and statewide, if appropriate.
- Clearly articulate expectations and provide them in writing.
- Provide training as needed (staff development plan) where gaps surface and needs arise.
- Provide a mentor (or peer) to assist the new parent representative both inside and outside the agency.
- As part of the orientation, help the new parent representative to accept and understand the fact that not everyone within the organization will support or appreciate an agent of change.
- Do an in-service on communication and learning styles for the entire staff to enhance their capacity to work as a team.
- Give the employee a manual on Jargon 101 – glossary of “work language’.

“I was the first person to have a job like this in the agency. I was not sure what I was supposed to do or how I was going to know if I was doing it right. No one else knew either, so it was easy for others that did not believe in family involvement to say I was not doing what I was hired for.”

Parent Employee

Monitoring/Support

Ongoing monitoring and support will enable the administration and the employee to check on and balance their needs, perceptions, and plans for the future.

Suggested approaches and considerations:

- Develop regular weekly check-ins, meetings, or conferences to discuss the position and related needs.
- Regularly ask “How is it going?” “Do you have everything you need?”
- Make necessary adjustments of tasks, timelines, support, etc as needed.
- Offer training opportunities to meet needs as they arise, such as communication skills, computer skills.
- Encourage and support participation of the parent representative on work groups, networking advisory boards, and other activities.
- Be pro-active in facilitating the mentoring process and promoting the importance and value of the position among other staff.
- Develop a process for employee to document work activities, especially those done in non-traditional ways or settings.
- Use the employee to provide input on how well the organization is doing in serving families and on ways in which services could be improved.

“...professionals blamed circumstances with families. Families mostly blamed the professionals. Seems to me that both parties need to accept some responsibility. Remember both parties have something to gain with collaboration.”

Professional

Evaluation

Evaluations should be used to develop, maintain, and improve the position; as well as to evaluate a specific employee's performance in the position.

Suggested approaches and considerations:

- Schedule evaluation at regular 3 months and 1 year intervals.
- Ensure that the employee has upfront access to the forms and tools that will be used in monitoring and evaluating the position and the employee.
- Consider using an outside "neutral" expert to evaluate effectiveness of the parent representative position.
- Make the evaluation performance-based, and relate it directly to the job description (Changes to the original job requirements, should be documented in writing).
- Ask the employee to evaluate the organization's capacity to support the position of parent representative.
- Use consumer/member satisfaction surveys to evaluate impact of consumer presence.

Accommodating the Differences and Needs of Families A Reference Check List

	Work Environment & Support
	Telecommuting allowed
	Phone cards or other mechanisms to enable after hour calls to families
	Car rental/leasing allowed
	Calls related to child/family needs allowed at work
	Schedules
	Flexible start and end times for doctor's appointments
	Schedules can consider school holidays and vacations
	Job sharing allowed
	After typical hours work allowed
	Hour bank allowed
	Benefits
	Employee can opt to accept or refuse benefits
	Benefit package clearly explained and understood
	Simple explanation of benefits given to family in writing
	Miscellaneous
	Computer and networking capacity supported
	Pagers or cell phones provided
	Home health support when traveling overnight
	Parking space is accessible

Sample Job Description

Family Health Partner

General

The overall responsibilities of this position include serving as a liaison between children and youth with special health care needs and their families throughout the state, Children's Medical Services, their communities, and the FIFI office. This position is responsible for maintaining communication between the families, the community, and CMS and provides information on resources to assist and support families, is the community family centered assurance contact for families served through the CMS system and the point for all educational and training initiatives generated from FIFI. This position reports to the Executive Director of FIFI or designated FIFI staff.

Specific

- Link families with information and resources on the health care system
- Identify and link potential family leaders with FIFI
- Participate in CMS quality improvement activities
- Provide area families with advocacy skills, resources, and information
- Identify and establish relationships with community based projects, organizations, and point persons
- Meet on regular basis with designated CMS office staff
- Coordinate job responsibilities with designated area office CMS FHP Liaison
- Represent CMS families and FIFI at meetings, conferences, and other related activities
- Advocate for CMS families on all levels
- Assist families in resolving complaints and differences
- Assist CMS office staff in creating and sustaining a family centered approach to providing services
- Participate in activities that will promote personal leadership capacity
- Other duties as required
- *(Insert area specific activities)*

Qualifications, Skills and Personal Qualities:

Experience as a parent of a child with special health care needs, ability to listen to families, capacity to assist individuals in crisis, excellent organization skills, experience in diverse communication styles, ability to work with multiple team players, knowledge of community and state resources for families of children/youth with special health care needs, advanced advocacy and partnering abilities, sensitivity to diverse cultures, and detail oriented.

Sample Contract

INDEPENDENT CONTRACTOR'S AGREEMENT

Contract made on this day of _____, between: Family Institute for Family Involvement (FIFI) herein referred to as Owner, doing business at _____, City of _____, State of _____, and (FHP name here), herein referred to as Contractor.

RECITALS

1. Owner operates a business at the address set forth above and desires to have Family Health Partner services performed.
2. Contractor agrees to perform these services for Owner under the terms and conditions set forth in this contract.

In consideration of the mutual promises contained herein, it is agreed:

A. Description of Work: The Contractor shall perform all services generally related to Contractor's usual line of business, including, but not limited to, the following:

General

The overall responsibilities of this position include serving as a liaison between children and youth with special health care needs and their families throughout the state, Children's Medical Services, their communities, and the FIFI office. This position is responsible for maintaining communication between the families, the community, and CMS and provides information on resources to assist and support families, is the community family centered assurance contact for families served through the CMS system and the point for all educational and training initiatives generated from FIFI. This position reports to the Executive Director of FIFI or designated FIFI staff.

Specific

- Link families with information and resources on the health care system
- Identify and link potential family leaders with FIFI
- Participate in CMS quality improvement activities
- Provide area families with advocacy skills, resources, and information
- Identify and establish relationships with community based projects, organizations, and point persons
- Meet on regular basis with designated CMS office staff
- Coordinate job responsibilities with designated area office CMS FHP Liaison
- Represent CMS families and FIFI at meetings, conferences, and other related activities
- Advocate for CMS families on all levels
- Assist families in resolving complaints and differences
- Assist CMS office staff in creating and sustaining a family centered approach to providing services
- Participate in activities that will promote personal leadership capacity
- Other duties as required

B. Payment: Owner will pay Contractor the sum of \$12.00 per hour for X hours per week for the work performed under this contract, under the following schedule:

-
- Payment written on the 1st and 15th days of each month after receipt of acceptable invoice before 1:00pm EST the day prior to pay day.

C. Relationship of Parties: This contract creates an independent contractor-employer relationship. Owner is interested only in the results to be achieved. Contractor is solely responsible for the conduct and control of the work. Contractor is not an agent or employee of Owner for any purpose. Employees of Contractor are not entitled to any benefits that Owner provides Owner's employees. This is not an exclusive agreement. Both parties are free to contract with other parties for similar services.

D. Liability: Contractor assumes all risk connected with work to be performed. Contractor agrees to indemnify Owner for any and all liability or loss arising from the performance of this contract.

E. Duration: Either party may cancel this contract with 7 days' written notice; otherwise, the contract shall remain in force for a term of one year from date hereof. In witness whereof, the parties have executed this agreement in the City of Crawfordville, State of Florida, the day and year first above written.

Executive Director

Family Health Partner

Sample Position Evaluation

Family Health Partner (FHP) Performance Review

Name: _____ Location: _____

Reviewer Name: _____ Performance Review Date: _____

The following scale should be used in evaluating the FHP's performance when compared to the norm of his or her position.

Outstanding —FHP consistently meets, and in many instances exceeds, established standards and desired results;

Very Good — FHP consistently meets established standards; sometimes exceeds, and never falls short of desired results;

Satisfactory — FHP meets established standards; usually meets and seldom falls short of desired results; and

Development Needed — FHP meets established standards in some instances but lacks consistency; seldom exceeds and frequently falls short of desired results from time to time.

	Outstanding	Very Good	Satisfactory	Improvement Needed	Comments
Performs Job Skills					
Knowledge of Work					
Ability to Organize					
Quality of Work					
Quantity of Work					
Communication					
Teamwork					
Meets Deadlines					
Dependability					
Judgment					
Attitude					
Problem Solving					

Areas needing improvement: _____

Areas where improvement has been made: _____

Performance Review [continued]

Objectives met since last review: _____

Objectives set for next evaluation period: _____

Summary of evaluation: _____

Employee comments: [Separate sheet may be attached.] _____

FHP Signature

Date

FIFI Signature

Date

Area Office Liaison Signature

Date

Performance Review Definitions

The following definitions should assist you in completing the Performance Appraisal Form:

Term	Definition
Performs Job Skills	Ability to perform assigned job tasks.
Knowledge of Work	Technical knowledge of job and related work.
Ability to Organize	Effectiveness in planning own work.
Quality of Work	Accuracy of work; freedom from errors.
Quantity of Work	Output of work; speed.
Communication	Effective communication with families and professionals.
Teamwork	Ability to work together within the community.
Meets Deadlines	Timeliness in performing work; deadlines.
Dependability	Reliability in carrying out assignments conscientiously.
Judgment	Ability to obtain and analyze facts and apply sound judgment.
Attitude	Positive attitude and enthusiasm to work and building partnerships.
Problem Solving	Ability to develop alternative approaches to conflict and problem solving.