

2023-2024 Family Outcomes

Participant Name: _____ **ChildPlus ID:** _____

| Assessment Item | Beginning of Year Score | End of Year Score |
|---|-------------------------|-------------------|
| Mental Health/Substance Abuse | | |
| <p>1. Unmanaged Mental Health issues. Suicidal/Homicidal ideation; possible danger to self/others. Substance abuse. Struggles to cope or unable to function in society.</p> <p>2. Suspected but untreated Mental Health issues. Able to function most days. Receives treatments in crisis but not on regular basis.</p> <p>3. Some Mental Health issues. Receives regular mental health treatment (therapy/medication). Mostly good days. Needs coping skills.</p> <p>4. No Mental Health diagnosis or problems. Has some self-esteem issues. Could benefit from Stress Management. Has good relationships.</p> <p>5. Self-Confident. Strong sense of identity. Strong relationships. Non-stressed.</p> | | |
| Transportation | | |
| <p>1. No driver's license or access to transportation with others. No vehicle. Walks everywhere.</p> <p>2. Unreliable vehicle. No way to pay for repairs. May not be able to pay for gas. No driver's license. Unreliable resources for transportation.</p> <p>3. Has access to transportation with others. Has semi-reliable vehicle. And able to pay for gas for essential trips but unable to pay for repairs.</p> <p>4. Has reliable vehicle. Able to pay for gas. Able to pay for some repairs.</p> <p>5. Has reliable vehicle. Able to pay for car repairs, gas, regular maintenance, and insurance.</p> | | |
| Financial Security | | |
| <p>1. No income.</p> <p>2. Limited or inadequate income. Unable to pay all bills Relies on community assistance (food banks, HREC, etc.)</p> <p>3. Has income but still struggles to pay bills on time. Fears unexpected costs. Needs budgeting skills.</p> <p>4. Adequate income. Able to pay most bills on time. Able to follow a budget and is building credit.</p> <p>5. Reliable and stable income. Able to pay bills on time. Has savings, retirement, etc. Able to cover unexpected costs.</p> | | |
| Employment | | |
| <p>1. Unemployed. Barriers to employment. Disabled with no benefits.</p> <p>2. On unemployment., temporary job., part time job, or job with no benefits or being paid under the table.</p> <p>3. Stable or part time job with some benefits. Needs additional job training or career planning.</p> <p>4. Full time or Adequate job. Benefits. Plans for a career.</p> <p>5. Permanent and stable employment. Full benefits. Upgrading skills; transferable skills. Above average employment.</p> | | |

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| Positive Parent Child Relationships | | |
| Nurturing Relationships | | |
| <ol style="list-style-type: none"> 1. No attachment between custodian and child. Severe behavior issues. 2. Trouble forming strong bond. Behavior issues. Overwhelmed. No support. Relationship issues. 3. Family has some stable relationships and environment. Able to access resources. 4. Family has a good stable relationship and a good support system. Has plenty of resources at hand when needed. 5. Family has a stable nurturing relationship. Strong supportive environment and strong support system. | | |
| Child Development/Parenting Skills | | |
| <ol style="list-style-type: none"> 1. Parent doesn't understand child developmental milestones or know where to get help. 2. Parent doesn't interact with child age appropriately and has little understanding of developmental milestones. Negative or non-consistent use of rewards and consequences. 3. Parent has basic understanding of developmental milestones and has some consistency with awards and consequences. 4. Understands developmental milestones and tracks child's development. Positive parenting techniques and is consistent majority of the time awards and consequences. 5. Positive parenting techniques and guidance/modeling. Consistent with awards and consequences. Interactions are consistent with understanding of developmental milestones. | | |
| Family as Life Long Educators | | |
| Family Education at Home | | |
| <ol style="list-style-type: none"> 1. Family is unable/unwilling to engage their child in age appropriate activities or learning activities at home. 2. Family has several concerns about their child's learning and has limited access to resources. 3. Family knows how to engage the child in age appropriate activities and learning. Family reads together at least weekly. 4. Family engages child in age appropriate activities, reading, and learning at least several days a week and is aware of what the child is learning. 5. Family is engaged daily with literacy and age appropriate learning. Family is aware of what the child is learning and encourages the child with learning. | | |

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| School Readiness | | |
| <p>1. Parents are unwilling/uninterested in discussing assessment. Parents have no understanding of their role in preparing their child for school.</p> <p>2. Family does not understand child assessment data and has little understanding of their role in preparing their child for school.</p> <p>3. Family has some understanding of child assessment data and understanding of their role in preparing their child for school.</p> <p>4. Family understands child assessment data and helps guide the child based on assessments. Family knows role and supports their child preparing them for school.</p> <p>5. Family seeks out assessment data, understands data, use data for planning child's support, and all factors in preparing child for school.</p> | | |
| Transitions | | |
| <p>1. Family is not interested in their role in supporting and advocating for their child's education.</p> <p>2. Family is unaware of their role in supporting and advocating for their child's education, learning, and development in the transition process.</p> <p>3. Family is beginning to understand and advocate for their child's learning and development in the transition process.</p> <p>4. Family attends transition meetings as required and gives input.</p> <p>5. Family attends all transition meetings, advocated, and is actively engaging in transition planning.</p> | | |
| Promoting Primary Language | | |
| <p>1. Family does not allow child to use native language at home.</p> <p>2. Family discourages child from using native language at home.</p> <p>3. Family inconsistently uses native language at home.</p> <p>4. Family consistently uses native language at home.</p> <p>5. Family consistently uses native language at home and assists other parents with translations.</p> | | |
| Families as Learners | | |
| Education, Training, and Life Goals | | |
| <p>1. Parent or Guardian does not have HS diploma or GED. Has no interest in obtaining.</p> <p>2. No GED or HS diploma. Able to access GED training/job training. Is interested in pursuing.</p> <p>3. Has GED or HS diploma. Able to access needed resources to further education or job training. Has computer/internet skills.</p> <p>4. Has/Enrolled in some college or vocational training. Has adequate computer/internet skills.</p> <p>5. Has a College or vocational degree. Working in chosen profession. Proficient with computer and internet.</p> | | |

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| Volunteering | | |
| <ol style="list-style-type: none"> 1. Family does not want to participate in volunteer opportunities. 2. Family does not participate in volunteer opportunities, but wishes to. 3. Family volunteers occasionally. 4. Family volunteers regularly. 5. Family seeks out volunteer work on a monthly basis. | | |
| Families Role in the Community | | |
| Families and Communities | | |
| <ol style="list-style-type: none"> 1. Family has no support network or any knowledge of community resources. 2. Family has limited support network and limited knowledge of community resources. 3. Family knows where resources are available in community and uses them as needed. Family has a support network. 4. Family has a sufficient support network and uses community resources rarely. 5. Family has a dynamic support network and does not need community resources. | | |
| Families as Leaders/Advocates | | |
| <ol style="list-style-type: none"> 1. Family is not interested in any leadership/advocacy roles. 2. Family has limited ability or barriers to participate. 3. Family is not involved but would like to be in a leadership/advocacy role. Family would like more information about leadership information and opportunities. 4. Family is beginning to form leadership/advocacy partnerships with other parents and/or community groups. 5. Family is actively serving in leadership/advocacy partnerships with other parents and/or community groups. | | |

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