

2021-2022 Family Outcomes

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

Date Completed: _____ **Case Worker:** _____ **School Year:** _____

Scoring Legend: 3.0 Strength 1.0 In Need

2.0 Adequate

Assessment Item	Beginning of Year Score	End of Year Score
Family Well Being		
Housing		
1. Family is homeless - transient, shelter, living in car. 2. Family has temporary living arrangement but seeking permanent housing (i.e. waiting list for Section 8) 3. Family has adequate, permanent housing.		
Safety		
1. Family is in imminent danger. 2. Family has some concerns for safety. (Referred to DCF, Healthy Families, or other community services). 3. Family is in no immediate danger and family members report they are safe in their environment.		
Health		
1. Family is in immediate need of medical, dental services, or nutritional services. 2. Family is receiving services or referral is in progress. 3. Family has nutritional needs met, and has a medical and dental home.		
Mental Health/Substance Abuse		
1. Family has suspected or untreated mental illness and/or reports issues with substance abuse. 2. Family is receiving services or referral is in progress. 3. Family is stable and has adequate coping skills (such as family/community support, exercise, counseling, stress management strategies, etc.).		
Transportation		
1. Family has no transportation or access to public transportation. 2. Family has limited access to transportation. 3. Family has adequate transportation or knowledge on how to access public transportation.		
Financial Security		
1. Family has limited financial resources. (e.g.. facing eviction, loss of utilities, has no income) 2. Family is considered working poor, and/or is in need of financial literacy. (TANF, SSI, food stamps, school readiness) 3. Family is financially stable. (has career employment, can pay bills)		

Assessment Notes:

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Assessment Item	Beginning of Year Score	End of Year Score
Positive Parent Child Relationships		
Nurturing Relationships		
1. Parent or family is having trouble forming healthy relationships. (Poor or no attachment to child) 2. Parent or family is attached/bonded to child and needs more knowledge of developing nurturing relationships. 3. Parent or family has formed positive parent/child relationship.		
Child Development/Parenting Skills		
1. Parent or family has limited knowledge of age appropriate child development. 2. Parent or family parenting skills are inconsistent and family would benefit from child development education. 3. Parent or family exhibits appropriate knowledge of child development practices.		
Family as Life Long Educators		
Family Education at Home		
1. Family is not engaging the child in age appropriate activities at home or utilizing services and supports. 2. Family is working with child but needs more information and guidance. 3. Family is engaging in age appropriate activities with the child at home.		
School Readiness		
1. Family does not understand child assessment data and progress. 2. Family has some understanding of child assessment data and participates in parent conferences or program functions. 3. Family understands child assessment data and guides the child and knows how to support their child for school readiness.		
Promoting Primary Language		
1. Family discourages child from speaking native language. 2. Family inconsistently uses native language. 3. Family consistently uses native language.		
Families as Learners		
Education, Training, and Life Goals		
1. Parent or Guardian does not have a high school diploma/GED, or needs education and training and has not set a career or life goal. 2. Parent or Guardian is working toward their GED/high school diploma, has a high school diploma/GED and/or is working toward further education, training, or literacy and has set and is working on a career and/or life goal. 3. Parent or Guardian is enrolled in college or training program, has a college degree and/or is working toward an advanced degree, certification or literacy.		

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Volunteering		
1. Family does not participate in volunteer opportunities. 2. Family participates occasionally in volunteer opportunities. (i.e. at least 20. 40 hours/school year) 3. Family actively participates in volunteer opportunities. (i.e. more than 40 hours/ school year)		
Family Engagement in Transitions		
Transitions		
1. Family is unaware of their role in supporting and advocating for their child's education. 2. Family is beginning to understand and advocate for their child's learning and development in the transition process. 3. Family is aware, advocates and actively engages in transition planning.		
Family Connections to Peers and Community		
Families and Communities		
1. Family has no support network or any knowledge of community resources. 2. Family has some support networks and some knowledge of community resources. 3. Family has dynamic support networks and is actively engaged in their community.		
Families as Advocates and Leaders		
Leadership and Advocacy		
1. Family is not involved in any leadership/advocacy roles. 2. Family is beginning to form leadership/advocacy partnerships with other parents and/or community groups. 3. Family is actively serving in leadership/advocacy partnerships with other parents and/or community groups.		

Assessment Notes: