Participant Name:						Child	Plus ID:		
Date Completed:			Case Worker:			Scho	ol Year:		
Scoring Legend:	5.0 4.0 3.0	Thriving Self-Sufficient Stable			2.0 1.0	Vulnerable Crisis			
Assessment Item								ning of Score	End of Year Score
Family Well Bein	g								
Housing									
1. Family is Homel	ess. Fa	amily is on the ver	rge of being homel	ess. Family	ives at	a shelter, car	np, or in v	ehicle. N	lo utilities.
2. Temporary Hous crowded. Home no			No way to pay rent	t. Depends c	on ager	ncies to get by	(LIHEAP,	etc.) Ur	nsafe or
3. Semipermanent.	Lives	with family. Relat	ively safe and secu	ure. Some re	pairs r	needed. Some	help need	ded to g	et by.
4. Safe and secure for less than 12 months. Able to pay rent/mortgage. Able to pay utilities.									
5. Safe housing. At	ole to p	oay rent/mortgage	. Able to pay utilitie	es and repair	s. No a	assistance ne	eded.		
Safety									
1. Family is in imm family; Current do				residence. E	nvironr	ment dangerou	us to famil	y/child.	(Drug use in
2. Family's safety is case. History of do				lable. Child	is plac	ed with family	/foster fan	nily with	open DCS
3. Family has minimal adequate safety. Past history with DCS cases/involvement in current home.									
4. Family has adeq	uate s	afety and a safety	/ plan in place. Fev	w concerns	for futu	re safety.			
5. Family has a saf report no problems			and support system	. Family's e	nvironi	ment is safe a	nd stable.	Family	members
Health Care									
1. No medical/den	tal cov	erage or access t	o care. No resourc	ces, unable t	to affor	d doctor/denti	st. Serio	us healtl	n concerns.
2. Poor/no insurance. No regular doctor/dentist. Only goes to doctor/dentist when an emergency. Unmet medical/dental needs. Unable to obtain medication at all times. Behind on immunizations.									
3. Has insurance.	Acces	s to doctor/dentis	t. Infrequent docto	or/dentist visi	ts. Ab	le to get medio	cations bu	t runs oi	ut at times.
4. Has home docto	or and	dentist. Able to af	ford medical visits	and medicat	ion as	needed. Imm	unization	s up to d	ate.
5. Has home docto lead level test done		dentist. Yearly pr	nysicals. Able to af	fford prevent	ive and	d regular care	and medi	cation. I	Has iron and

Participant Name: _____ ChildPlus ID: _____

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

Participant Name: _____ ChildPlus ID: _____

Assessment Item	Beginning of Year Score	End of Year Score			
Positive Parent Child Relationships					
Nurturing Relationships					
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					
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					
1. Family is unable/unwilling to engage their child in age appropriate activities or learning activitie	es 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 the child is learning.	a week and is a	ware of what			
5. Family is engaged daily with literacy and age appropriate learning. Family is aware of what the encourages the child with learning.	e child is learnir	ng and			

Participant Name: _____ ChildPlus ID: _____

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

Participant Name: _____ ChildPlus ID: _____

Assessment Item	Beginning of Year Score	End of Year Score
Volunteering		
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		
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 i	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		
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 mole leadership information and opportunities.	ore information	about
4. Family is beginning to form leadership/advocacy partnerships with other parents and/or comm	unity groups.	
5. Family is actively serving in leadership/advocacy partnerships with other parents and/or comn	nunity groups.	