Participant Name	: _					ChildPl	us ID:	
Date Completed:			Case Worker	:		School	Year:	
Scoring Legend:	5.0 4.0 3.0	Thriving Self-Sufficient Stable			2.0 1.0	Vulnerable Crisis		
Assessment Item							Beginning of Year Score	End of Year Score
Family Well Beir	ng							
Housing								
1. Family is Homel	ess. F	amily is on the ve	rge of being hon	neless. Family	lives a	t a shelter, camp	, or in vehicle. N	lo utilities.
2. Temporary House crowded. Home no			No way to pay r	ent. Depends	on age	ncies to get by (LIHEAP, etc.) Ur	nsafe or
3. Semipermanent	. Lives	with family. Relat	tively safe and se	ecure. Some re	epairs r	needed. Some h	elp needed to go	et by.
4. Safe and secure	e for le	ss than 12 months	s. Able to pay rei	nt/mortgage. A	ble to p	pay utilities.		
5. Safe housing. A	ble to	pay rent/mortgage	e. Able to pay util	lities and repai	irs. No	assistance need	led.	
Safety								
1. Family is in imm family; Current do				nt residence. E	nvironi	ment dangerous	to family/child.	(Drug use in
2. Family's safety i case. History of do				vailable. Child	l is plac	ced with family/fo	oster family with	open DCS
3. Family has mini	mal ad	equate safety. Pa	ast history with D	OCS cases/invo	olveme	nt in current hon	ne.	
4. Family has aded	quate s	afety and a safety	y plan in place.	Few concerns	for futu	ıre safety.		
5. Family has a sar			and support syste	em. Family's e	environ	ment is safe and	l stable. Family	members
Health Care								
1. No medical/der	ıtal cov	erage or access	to care. No reso	ources, unable	to affor	rd doctor/dentist	. Serious health	n concerns.
2. Poor/no insurar needs. Unable to						nen an emergen	cy. Unmet medi	cal/dental
3. Has insurance.	Acces	ss to doctor/dentis	st. Infrequent do	ctor/dentist vis	sits. Ab	le to get medica	tions but runs o	ut at times.
4. Has home doct	or and	dentist. Able to a	fford medical vis	its and medica	ition as	needed. Immu	nizations up to d	ate.
5. Has home doct		dentist. Yearly pl	hysicals. Able to	afford preven	tive an	d regular care a	nd medication. I	Has iron and

	Participant Name:	ChildPlus ID:	
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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.	s. Substance at	use.
2. Suspected but untreated Mental Health issues. Able to function most days. Receives treatment basis.	ents in crisis but	not on regula
3. Some Mental Health issues. Receives regular mental health treatment (therapy/medication). coping skills.	Mostly good da	ıys. Needs
4. No Mental Health diagnosis or problems. Has some self-esteem issues. Could benefit from S good relationships.	Stress Managen	nent. Has
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 lice transportation.	ense. Unreliable	e resources for
3. Has access to transportation with others. Has semi-reliable vehicle. And able to pay for gas f	for 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.

pay for repairs.

- 2. Limited or inadequate income. Unable to pay all bills Relies on community assistance (food banks, HREC, etc.)
- 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 average employment.

Participant Name: ChildPlus ID:	
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Assessment Item Beginning of Year Score Score				
Positive Parent Child Relationships				
Nurturing Relationships				
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				

- 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 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.

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 of their role in preparing their child for school.
- 2. Family does not understand child assessment data and has little understanding of their role in preparing their child for school.
- 3. Family has some understanding of child assessment data and understanding of their role in preparing their child for school.
- 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.
- 5. Family seeks out assessment data, understands data, use data for planning child's support, and all factors in preparing child for school.

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, learning, and development in the transition process.
- 3. Family is beginning to understand and advocate for their child's learning and development in the transition process.
- 4. Family attends transition meetings as required and gives input.
- 5. Family attends all transition meetings, advocated, and is actively engaging in transition planning.

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. Has computer/internet skills.
- 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:	rarticipant name: Childrius iD:
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Assessment Item	Beginning of Year Score	End of Year Score
Volunteering		
Family does not want to participate in volunteer opportunities.		ı
Family does not participate in volunteer opportunities, but wishes to.		
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		
Family has no support network or any knowledge of community resources.		
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. Fami	y 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		
Family is not interested in any leadership/advocacy roles.		
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 n leadership information and opportunities.	nore information	about
4. Family is beginning to form leadership/advocacy partnerships with other parents and/or com	munity groups.	
5. Family is actively serving in leadership/advocacy partnerships with other parents and/or com	munity groups.	