

2020-2021 Family Outcomes

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

| 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. | | |

Assessment Notes:

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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: