

EMAA Family Outcomes Assessment

Participant Name: _____ ChildPlus ID: _____

Assessment Item	Initial Score	End of Year Score
Transportation		
<p>5. Reliable vehicle. Have driver's license. Have money for car repairs, payments, gas, regular maintenance, and insurance. Have car seats for children.</p> <p>4. Reliable vehicle. Have driver's license. Have money for car payments, gas, and insurance. May not have money to cover car repairs/maintenance. Have car seats for children.</p> <p>3. Semi-reliable vehicle. Have driver's license. Able to pay some repairs but may not right away. Able to get reliable rides if car is not operational. Can afford gas. May or may not have car seats for children.</p> <p>2. Unreliable vehicle. No driver's license. May not be able to pay for needing repairs/gas. Unreliable resource for transportation. May not have car seats for children.</p> <p>1. No vehicle. No driver's license. No access to transportation with others. Walks to appointments.</p>		
Employment		
<p>5. Permanent and stable career/position. Full benefits. Salary exceeds family need.</p> <p>4. Full-time or regular/stable job. Salary and benefits sufficient to meet needs.</p> <p>3. Stable and adequate or almost adequate job. Little to no benefits. Disabled and receiving benefits. Retired with needs met participation in full or part time educational or training program.</p> <p>2. Temporary, seasonal, or part-time job. Under-employed. No benefits. Limited skills. Inadequate pay/benefits.</p> <p>1. May be receiving Unemployment. Disabled with no benefits. No prospects/skills. Insufficient income to meet expenses. May rely on others for financial support.</p>		
Financial Literacy		
<p>5. Regularly adheres to budget which includes regular savings and investments.</p> <p>4. Budget in place to regularly meet monthly expenses.</p> <p>3. Basic knowledge of budgeting and financial resources, usually able to meet monthly expenses.</p> <p>2. Minimal knowledge of budgeting and/or financial resources, sometimes able to meet basic expenses.</p> <p>1. Financial resources rarely meet basic needs.</p>		
Family Safety		
<p>5. Family has a safe, stable environment (working smoke detector, fire escape plan, and knowledge of safety practices) and supportive healthy relationships with others in the household.</p> <p>4. Current environment is safe and stable, but future is uncertain. Family may have knowledge of safety practice but does not practice. Unstable relationships with others in household.</p> <p>3. Current level of safety is minimally adequate.</p> <p>2. Family has some concerns for safety, environmentally or relationally. May have been referred to DHHS or other community supports. May have a protection order.</p> <p>1. Environment is unsafe. Family is in imminent danger, possible DHHS involvement. Possible criminal threatening/behavior.</p>		

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Heating		
<p>5. Family is able to pay heating costs, over income for LIHEAP.</p> <p>4. Family is able to pay heating costs, over income for LIHEAP has received LIHEAP in the past.</p> <p>3. Family is able to pay most of their heating costs, accesses LIHEAP to meet their heating needs, received LIHEAP prior to heating season and is applying for LIHEAP this heating season, may need home weatherization. Family likely to qualify for LIHEAP, but opts not to apply for it. The family lives in housing with heat included and has applied for and/or received LIHEAP.</p> <p>2. Family is able to pay some of their heating costs, accesses LIHEAP and/or emergency fuel assistance, received LIHEAP prior to heating season and is applying for LIHEAP this heating season, need home weatherization assistance. Family lives in housing with heat included and has not applied and/or received LIHEAP.</p> <p>1. Family is not able to pay their heating costs, accesses LIHEAP and emergency heating assistance, but this does not meet their heating needs, need home weatherization assistance.</p>		
2) POSITIVE PARENT/CHILD RELATIONSHIP		
Family Relationships		
<p>5. Stable/nurturing relationships. Positive guidance. Strongly involved in community (church or school groups). Strong support networks. Supportive environment.</p> <p>4. Good relationships. Good guidance. Involved in the community. Mostly positive parenting techniques. Stable support network.</p> <p>3. Somewhat stressed. Stable relationships. Mostly good parenting skills. Able to access resources, parenting or relational skills could be improved. Some support available.</p> <p>2. Behavioral issues. Negative or non-consistent use of discipline. Overwhelmed. No support. Needs parenting help-skills. Relationship issues.</p> <p>1. Domestic violence. Substance abuse. Mental/verbal abuse. Severe behavior issue. Relationship breakdowns.</p>		
Child Development/Parenting Skills		
<p>5. Family has knowledge of child development and exhibits appropriate parenting skills.</p> <p>4. Family has knowledge of child development practices but is inconsistent with parenting skills.</p> <p>3. Family has knowledge of Child Development and parenting skills, may benefit form child development education and/or parenting classes.</p> <p>2. Family has little knowledge of child development and/or parenting skills. Family would benefit from child development education and/or parenting classes.</p> <p>1. Family has limited or no knowledge of child development and/or parenting skills. Family is in need of intervention.</p>		

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3) FAMILIES AS LIFELONG EDUCATORS		
Family Literacy		
<p>5. Parent reads books with child at least 15 minutes 6-7 days per week</p> <p>4. Parent reads books with child 4-5 days a week.</p> <p>3. Child has access to books and parent(s) read with child 2-3 days per week.</p> <p>2. Child has limited access to books, parent rarely reads with child.</p> <p>1. Child has no access to books, parent rarely reads with child.</p>		
School Readiness		
<p>5. Family understands child assessment data and provides consistent support to their child to meet school readiness goals. Family engages in home learning activities and shares observations with staff, participates in school. Conferences and spend time supporting the child in the classroom. Child attendance is over 90%.</p> <p>4. Family understands child assessment data, participates in school conferences and program activities, and supports the child's learning at home. Child attendance is at or above 90%</p> <p>3. Family has some understanding of the child and assessment data, participates in school conferences and appropriately supports child's learning at home. Child attendance is 85%.</p> <p>2. Family is working to gain understanding of child assessment data and provides some support at home for child to attain school readiness goals. Occasionally participates in school conferences and/or is not utilizing supports and services offered. Child attendance is poor, less than 85%</p> <p>1. Family does not understand child assessment data and is unable to provide appropriate support at home for the child's learning. Does not participate in school conferences and/or is not utilizing supports and services offered. Child attendance is poor, less than 75%.</p>		
4) FAMILIES AS LEARNERS		
Education/Training		
<p>5. Parent/guardian has college degree or post-secondary technical training. Working in chosen career or on pathway to chosen career.</p> <p>4. Parent/guardian has some post-secondary education and stable employment. Parent has obtained Job training or Certificate Program.</p> <p>3. Parent/guardian has high school diploma/GED/HISET and is working toward further education training, or literacy on pathway to career goal.</p> <p>2. Parent/guardian does not have a high school diploma/GED/HISET and is working but does not have a pathway to a career goal.</p> <p>1. Parent/guardian does not have a high school diploma/GED/HISET and does not have a career goal. May have limited reading, writing and/or math skills.</p>		

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Family Engagement		
<p>5. Family participates in most classroom activities, parent education events, and center or program committees, parent-teacher conferences. Family Coach meetings and home visits per month.</p> <p>4. Family participates in some classroom activities, parent education events or program committee's parent-teacher conferences. Family Coach meetings and home visits per month.</p> <p>3. Family participates in at least one classroom activity parent education event, center or program committee parent teacher conferences. Family Coach meetings and/or home visits per month.</p> <p>2. Family participates in classroom activities, parent education events, and center or program committees, parent-teacher conferences. Family Coach meetings and home visits occasionally.</p> <p>1. Family does not participate in classroom activities, parent education events, center or program committees, and parent-teacher conferences. Family Coach meetings or home visits.</p>		
5) FAMILY ENGAGEMENT IN TRANSITION		
Child's Educational Transitions		
<p>5. Family actively engages in transition planning and is able to advocate for their child's successes.</p> <p>4. Family understand child development and their role in supporting transitions and advocacy. Needs little help from staff.</p> <p>3. Family has basic understanding of child development and is able to advocate for their child in the transition process. May need some support from staff.</p> <p>2. Family is willing to work with staff in the transitions process and beginning to understand child development.</p> <p>1. Family is unable to support child transitions and lacks knowledge of child development.</p>		
Life Transitions		
<p>5. Family is proactive in planning for life transitions. Utilizes resources effectively. Has strong self-advocacy and positive coping skills.</p> <p>4. Family understands the impact of life transitions, has access to resources and utilizes resources most of the time. Has solid coping skills.</p> <p>3. Family understands the impact of life transitions, has access to resources and utilizes resources some of the time. Has some coping skills.</p> <p>2. Family has knowledge of the impact of life transitions and resources for coping but is unable to effectively utilize resources. May need assistance.</p> <p>1. Family needs resources, knowledge, and assistance to support them through life transitions.</p>		

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6) FAMILY CONNECTIONS TO PERS & COMMUNITY		
Family Relationships		
<p>5. Family has healthy and expanding support network including friends and/or extend family. Family is stable and secure. Communication is open and honest.</p> <p>4. Family has strong support from family. Family members support each other emotionally. Communication is mostly positive between members.</p> <p>3. Family has some support from family and/or friends. Family embers acknowledge and seek to change negative behaviors. Members are learning to communicate and support each other positively.</p> <p>2. Family and friends may be supportive but lack the ability or resources to help. Family members may not communicate in healthy way. Potential for abuse or neglect.</p> <p>1. Lack of support from family and/or friends. Family is isolated. Present abuse and/or neglect.</p>		
Community Involvement		
<p>5. Family is actively involved in the community. Has friends in the neighborhood. Is connected to others through faith-based or civic groups. Is connected to child's school, may volunteer, knows and seeks support from other families.</p> <p>4. Family has some community involvement (faith-based, civic groups, etc.) but has some barriers to participation (transportation, child care)</p> <p>3. Family has the skill and motivation to become involved in the community but lacks the knowledge of pathways or opportunities.</p> <p>2. Family may be isolated or lacking the social skills or motivation to come involve in the community.</p> <p>1. Family is in crisis. Unable to become involved in the community at the current time.</p>		
7) FAMILY AS ADVOCATES & LEADERS		
Leadership and Advocacy		
<p>5. Parents/guardians are actively and effectively serving in leadership/advocacy partnerships within the program (volunteer, parent committee, Policy Council) and/or community.</p> <p>4. Parents/guardians seek opportunities to practice leadership/advocacy partnerships within the program (volunteer, parent committee, Policy Council) and/or community.</p> <p>3. Parents/guardians are beginning to develop leadership/advocacy skills with peers and/or community groups.</p> <p>2. Parents/guardians are engaged with program and/or community groups. May have knowledge but lack skill for effective leadership/advocacy roles.</p> <p>1. Parents/guardians are unable to develop leadership or advocacy skills due to person/family situations.</p>		

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