Participant Name	e:				ChildPlus	ID:	
Date Completed:		Case Worker Scho			School Ye	ear:	
Scoring Legend:	5.0 4.0 3.0	Thriving Strength Making Progres:	S	2.0 1.0	Needs Assistance In-Crisis		
Assessment Item						Initial Score Score	End of year Score Score
1) FAMILY WEL		IG					
Housing							
5. Able to own or liv	e in lon	g term safe & affordal	ble housing in location	n of choic	ce. (Rent, Mortgage, Utili	ties, Repairs afforda	ble)
 Safe and secure h expenses. 	ousing	for up to 12 months in	location of choice. A	ble to pa	ay rent/mortgage. Repair	rs taken care of and	able to cover utility
		ely safe and secure. I have some assistance			. Some repairs may be ne idy, etc.)	eeded but a plan is i	n place for remedy.
2. Temporary housir agencies to get by (s			Money for rent unce	rtain. Ur	nsafe or crowded. Landlo	ord not fixing proble	ms. Use help from
1. Homeless or on the verge. Very temporary housing (such as with a friend for 1 week.) At a shelter, camping, living in vehicle, etc. No income for housing. Unsafe situation.							
Health and Well	ness						
· · · · · · · · · · · · · · · · · · ·					ealth insurance to cover n y relationships. No stres		per participate in
4. All family members have medical/dental homes. All family members have adequate health insurance. Family members participate in preventative health. Healthy relationships. Mild stress.							
3. Family may have medical/dental home or access through clinics. Mostly able to seek medical care when needed. May occasionally use ER services. Does not always participate in preventative health. Have some insurance to help with needs but may not be adequate or affordable. Some support from family/relationships. Some stress, but able to function normally.							
2. No/or inadequate insurance. No medical/dental home. Often uses ER. Unmet medical/dental needs. Not enough supportive relationships. High stress, still more good days than bad.							
1. No resources for medical/dental care. Uses ER. No insurance. Does not have money to pay for care/medication. High stress, more bad days than good.							
Food/Nutrition							
 Always has regula Understands for food 	r meals d tables	and balanced diet. Va and makes good cons	ariety and high quality sumer choices.	/ foods.	Purchase food at store of	choice. Does not n	eed assistance.
4. Always have resources for healthy food. Dietary requirements for special conditions (pregnancy, diabetes, etc.) met.							
3. Has sufficient personal and community resources for food. Understands how to shop and prepare healthy foods on a budget WIC and/or SNAP recipient.							
2. Limited knowledge of food, food preparations, and nutrition resources. Recommended daily allowances not met. May not have enough food at times. Uses food pantries occasionally. WIC and/or SNAP recipient.							
1. No food or limited	food ar	nd preparation. Possil	ble malnutrition. Usin	ig food p	antries on regular bases.	Not accessing WIC	and/or SNAP.

Participant Name: ChildPlus ID:					
Assessment Item	Initial Score Score	End of Year Score Score			
Transportation					
5. Reliable vehicle. Have driver's license. Have money for car repairs, payments, gas, regular maintenance, and in children.	surance. Have ca	ar seats for			
4. Reliable vehicle. Have driver's license. Have money for car payments, gas, and insurance. May not have money repairs/maintenance. Have car seats for children.	y to cover car				
3. Semi-reliable vehicle. Have driver's license. Able to pay some repairs but may not right away. Able to get relial operational. Can afford gas. May or may not have car seats for children.	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.				
2. Unreliable vehicle. No driver's license. May not be able to pay for needing repairs/gas. Unreliable resource for car seats for children.	transportation.	May not have			
1. No vehicle. No driver's license. No access to transportation with others. Walks to appointments.	·····				
Employment					
5. Permanent and sable career/positon. Full benefits. Salary exceeds family need.					
4. Full-time or regular/stable job. Salary and benefits sufficient to meet needs.					
3. Stable and adequate or almost adequate job. Little to no benefits. Disabled and receiving benefits. Retired wit full or part time educational or training program.	h needs met part	icipation in			
2. Temporary, seasonal, or part-time job. Under-employed. No benefits. Limited skills. Inadequate pay/benefits.	2. Temporary, seasonal, or part-time job. Under-employed. No benefits. Limited skills. Inadequate pay/benefits.				
1. May be receiving Unemployment. Disabled with no benefits. No prospects/skills. Insufficient income to meet expenses. May rely on others for financial support.					
Financial Literacy					
5. Regularly adheres to budget which includes regular savings and investments.					
4. Budget in place to regularly meet monthly expenses.					
3. Basic knowledge of budgeting and financial resources, usually able to meet monthly expenses.					
2. Minimal knowledge of budgeting and/or financial resources, sometimes able to meet basic expenses.					
1. Financial resources rarely meet basic needs.					
Family Safety					
5. Family has a safe, stable environment (working smoke detector, fire escape plan, and knowledge of safety pract relationships with others in the household.	ices) and suppor	tive healthy			
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.					
3. Current level of safety is minimally adequate.					
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.					

1. Environment is unsafe. Family is in imminent danger, possible DHHS involvement. Possible criminal threatening/behavior.

Participant Name:	_ ChildPlus ID:			
Assessment Item		Initial Score Score	End of Year Score Score	
Heating	3			
5. Family is able to pay heating costs, over income for LIHEAP.				
4. Family is able to pay heating costs, over income for LIHEAP has received LIHEAP	in the past.			
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.				
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.				
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.				
2) POSSITIVE PARENT/CHILD RELATIONSHIP				
Family Relationships				
5. Stable/nurturing relationships. Positive guidance. Strongly involved in community (church or school groups). Strong support networks. Supportive environment.				
4. Good relationships. Good guidance. Involved in the community. Mostly positive parenting techniques. Stable support network.				
3. Somewhat stressed. Stable relationships. Mostly good parenting skills. Able to access resources, parenting or relational skills could be improved. Some support available.				
2. Behavioral issues. Negative or non-consistent use of discipline. Overwhelmed. No support. Needs parenting help-skills. Relationship issues.				
1. Domestic violence. Substance abuse. Mental/verbal abuse. Severe behavior issue. Relationship breakdowns.				
Child Development/Parenting Skills				
5. Family has knowledge of child development and exhibits appropriate parenting s	kills.			
4. Family has knowledge of child development practices but is inconsistent with parenting skills.				
3. Family has knowledge of Child Development and parenting skills, may benefit form child development education and/or parenting classes.				
Family has little knowledge of child development and/or parenting skills. Family would benefit from child development education and/or parenting classes.				
1. Family has limited or no knowledge of child development and/or parenting skills. Family is in need of intervention.				

Participant Name:	ame: ChildPlus ID:			
Assessment Item 3) FAMILIES AS LIFELONG EDUCATORS		Initial Score Score	End of Year Score Score	
Family Literacy				
5. Parent reads books with child at least 15 minutes 6-7 days per we	ek	1		
4. Parent reads books with child 4-5 days a week.				
3. Child has access to books and parent(s) read with child 2-3 days p	er week.			
2. Child has limited access to books, parent rarely reads with child.				
1. Child has no access to books, parent rarely reads with child.				
School Readiness				
 Family understands child assessment data and provides consisten home learning activities and shares observations with staff, participa classroom. Child attendance is over 90%. Family understands child assessment data, participates in school of 	tes in school. Conferences and spend time sup	porting the chil	d in the	
home. Child attendance is at or above 90%			U	
 Family has some understanding of the child and assessment data, learning at home. Child attendance is 85%. 	participates in school conferences and approp	riately supports	s child's	
 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% 				
 Family foes not understand child assessment data and is unable to participate in school conferences and/or is not utilizing supports and 			Does not	
4) FAMILIES AS LEARNERS				
Education/Training				
5. Parent/guardian has college degree or post-secondary technical t	raining. Working in chosen career or on pathw	ay to chosen ca	ireer.	
4. Parent/guardian has some post-secondary education and stable employment. Parent has obtained Job training or Certificate Program.				
3. Parent/guardian has high school diploma/GED/HISET and is worki	ng toward further education training, or literac	y on pathway t	o career goal.	
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.		
 Parent/guardian does not have a high school diploma/GED/HISET math skills. 	and does not have a career goal. May have lin	nited reading, w	vriting and/or	

Participant Name:	_ ChildPlus ID:				
			Annual Contractory of the second state of the		
		Initial Score	End of Year Score		
Assessment Item		Score	Score		
Family Engagement					
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.					
 Family participates in some classroom activities, parent education events or promeetings and home visits per month. 	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.				
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.					
Family participates in classroom activities, parent education events, and center or program committees, parent-teacher conferences. Family Coach meetings and home visits occasionally.					
1. Family does not participate in classroom activities, parent education events, ce Family Coach meetings or home visits.	nter or program committees, and	l parent-teacher	conferences.		
5) FAMILY ENGAGEMENT IN TRANSITION					
Child's Educational Transitions					
5. Family actively engages in transition planning and is able to advocate for their c	hild's successes.				
4. Family understand child development and their role in supporting transitions a	nd advocacy. Needs little help fro	om staff.			
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.					
2. Family is willing to work with staff in the transitions process and beginning to understand child development.					
1. Family is unable to support child transitions and lacks knowledge of child development.					
Life Transitions					
5. Family is proactive in planning for life transitions. Utilizes resources effectively.	Has strong self-advocacy and po	ositive coping ski	lls.		
4. Family understands the impact of life transitions, has access to resources and utilizes resources most of the time. Has solid coping skills.					
3. Family understands the impact of life transitions, has access to resources and utilizes resources some of the time. Has some coping skills.					
2. Family has knowledge of the impact of life transitions and resources for coping but is unable to effectively utilize resources. May need assistance.					
1. Family needs resources, knowledge, and assistance to support them through life	e transitions.				

Participant Name:	_ ChildPlus ID:		L_ 10	
Assessment Item		Initial Score	End of Year Score	
		Score	Score	
6) FAMILY CONNECTIONS TO PERS & COMMUNITY			AND TRACK	
Family Relationships				
Family has healthy and expanding support network including friends and/or ext open and honest.	end family. Family is stable and s	secure. Commu	nication is	
4. Family has strong support from family. Family members support each other emotionally. Communication is mostly positive between members.				
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.				
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.				
1. Lack of support from family and/or friends. Family is isolated. Present abuse ar	nd/or neglect.			
Community Involvement				
5. Family is actively involved in the community. Has friends in the neighborhood. connected to child's school, may volunteer, knows and seeks support from other fa		aith-based or ci	vic groups. Is	
4. Family has some community involvement (faith-based, civic groups, etc.) but has some barriers to participation (transportation, child care)				
3. Family has the skill and motivation to become involved in the community but lacks the knowledge of pathways or opportunities.				
2. Family may be isolated or lacking the social skills or motivation to come involve	in the community.			
1. Family is in crisis. Unable to become involved in the community at the current t	ime.			
7) FAMILY AS ADVOCATES & LEADERS				
Leadership and Advocacy				
 Parents/guardians are actively and effectively serving in leadership/advocacy provide the provided of the provide	artnersnips within the program (volunteer, parei	nt committee,	
4. Parents/guardians seek opportunities to practice leadership/advocacy partnerships within the program (volunteer, parent committee, Policy Council) and/or community.				
3. Parents/guardians are beginning to develop leadership/advocacy skills with pee	rs and/or community groups.			
2. Parents/guardians are engaged with program and/or community groups. May have knowledge but lack skill for effective leadership/advocacy roles.				
1. Parents/guardians are unable to develop leadership or advocacy skills due to pe	erson/family situations.			