

MSHS 2024 Family Outcomes Assessment

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

Assessment Item	Preliminary Score	End of Year Score
Transportation or Public Transportation		
<p>1. The family does not have a vehicle. Family members do not have a valid driver's license. Family does not have access to transportation with others so they have to walk everywhere. There is no money for car repairs, car payments, gas, regular maintenance, and insurance.</p> <p>2. Family does not have a reliable vehicle. Family cannot always get a ride when needed. Family members do not have a valid driver's license. Family may not be able to pay for car repairs, car payments, gas, regular maintenance, and insurance.</p> <p>3. Public transportation is the family's main source of transportation.</p> <p>4. The family has a semi-reliable vehicle. Family is able to get rides if needed. Family members have a valid driver's license. Family can afford gas for essential trips. Family has car insurance. Family is able to pay for some repairs and regular maintenance, but not always.</p> <p>5. Family has a reliable vehicle. Family members have a valid driver's license. Family has money for car repairs, car payments, gas, regular maintenance, and insurance.</p>		
Employment		
<p>1. Family members are unemployed. Family is not eligible for unemployment compensation. Family may have barriers to employment (undocumented, criminal history, health issues). Family does not have skills/certification or education.</p> <p>2. Family members have temporary or part-time job(s) with no benefits. Family is eligible to receive unemployment compensation if needed. Family has limited skills/certification or education.</p> <p>3. Family members have a stable or part-time/minimum wage job with some benefits. Family needs additional job training/certification/ or education to get to the next level.</p> <p>4. Family members have a full-time or adequate job. There are some benefits. Family has some job training/certification/ or education.</p> <p>5. Family members have a permanent and stable Job. There are full benefits. The job is above average. Family has little to no need for additional job training/certification/ or education to get to the next level.</p>		

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Financial Security		
<p>1. Family has inadequate or no income. Family frequently goes without meals/ unable to pay for housing. Family depends strongly on state/government assistance to survive (TANF, SSI, subsidized housing, Food stamps, food/clothing banks, etc.). Family has no budgeting skills.</p> <p>2. Family has limited income so there is a struggle to meet basic financial needs (for example: frequently behind on paying for bills/rent. Family uses state/government assistance to get by (TANF, SSI, Subsidized Housing, Food stamps, food/clothing banks, etc.) Family needs help with budgeting skills.</p> <p>3. Family has stable income but sometimes struggle financially but do not miss paying essential bills/rent/food (living paycheck to paycheck). Family knows where to access resources as needed. Family fears unexpected costs because there are no savings. Family has some budgeting skills.</p> <p>4. Family has adequate income that meets basic financial needs. Family is able to pay bills on time. Family may have some credit established. Family is mostly able to follow a budget but may not have savings for unforeseen expenses.</p> <p>5. Family has reliable income and it exceeds all financial needs. Family is able to pay bills on time. Family has a savings/retirement account. Family has credit cards and good credit. Family has an established budget and are able to follow it.</p>		
Housing		
<p>1. Family does not have a place to live or is on the verge of losing housing, and/or utilities are shut off. Family fears they might have to live in unconventional places like a car, at shelters, camping grounds, on the street, etc. Family has no income for housing. The family is in a dangerous or bad situation.</p> <p>2. Family has temporary housing, for example living with friends/family. Housing is unsafe or crowded. Money for housing is very limited, utilities getting shut off. There may be landlord issues, for example landlord not fixing problems.</p> <p>3. Family lives in semi-permanent housing or subsidized housing (like housing authority). Relatively safe and secure. Some repairs needed. Family may experience minor landlord issues.</p> <p>4. Family has lived in a safe and secure affordable housing for at least 12 months. There is enough room for the family size. Family is able to pay utilities and major repairs are taken care of.</p> <p>5. Family lives in their own home. There is enough room for the family size. The home is safe and suits needs and preferences. Utilities are always paid for on time. Family can afford to make major and minor repairs as needed.</p>		

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Safety		
<p>1. The family is in imminent danger; at least one person in the home is experiencing violence in the home and/or in neighborhood. Family members need support finding resources or help.</p> <p>2. The family is currently involved in or has an open case with CPS for child abuse and neglect and/or domestic violence.</p> <p>3. The family is safe and secure at the moment. There has been a past history of Child Welfare Agency involvement for Child Abuse and Neglect, Domestic Violence, or placement into foster care.</p> <p>4. The family is in no direct danger but is always vigilant of their surroundings/neighborhood. There is no history of Child Welfare Agency involvement; like Child Protective Services (CPS). The family needs assistance in making a safety plan, talking about personal safety, etc.</p> <p>5. The family in no direct danger and all family members feel safe in their environment. There is no history of Child Welfare Agency involvement; like Child Protective Services (CPS). The family has open communication about personal safety and emergency plans are in place.</p>		
Health		
<p>1. There are no regular doctor or dentist visits. The family needs help finding resources. The family cannot afford doctor/dentist/medical appointments. The family cannot afford or are skipping needed medications. There is serious illness in the family.</p> <p>2. There are no regular doctor or dentist visits. The family needs help finding resources and can only go to doctor/dentist when it is an emergency. There are unmet medical/dental needs. Family members are behind on immunizations.</p> <p>3. The family is able to access a doctor and dentist through clinics but is limited to state insurance regulations. Family members can sometimes schedule medical appointments as needed (for example, vision, when sick, if injured, well child exam, etc.). Immunizations are up to date. Typically able to obtain medications.</p> <p>4. Children have regular doctor and dental visits as scheduled or as they are needed. Parents/Guardians may not have regular doctor and dental visits as scheduled but are able to schedule any type of medical appointments as needed (for example, vision, when sick, if injured, etc.) Immunizations up to date. Everyone is healthy.</p> <p>5. All family members have regular doctor and dental visits as scheduled. The family is able to schedule any type of medical appointments as needed (for example, vision, when sick, if injured, well child exams, etc.) Immunizations are completed. Everyone is healthy.</p>		
Health Insurance		
<p>1. No one in the family has health insurance. There may be barriers to obtaining insurance (undocumented, criminal history, health issues, unable to pay).</p> <p>2. Family has very poor medical insurance coverage that limits health care accessibility.</p> <p>3. Family qualifies for state insurance like medicaid and meets basic health care needs.</p> <p>4. Family has adequate medical insurance and family can afford to pay for medical expenses.</p> <p>5. All members of the family are fully covered by medical insurance and all health care needs are being meet.</p>		

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Mental Health		
<p>1. Unmanaged depression, anxiety, eating disorder, or other mental health issue. Struggles to cope. Possible danger to self/others. Substance abuse. Unable to function in society. More bad days than good.</p> <p>2. Able to function most days. More good days than bad. Medications partially helping. No treatment until in crisis. Not enough support.</p> <p>3. Some mental health issues, but medication/coping skills take care of it. In counseling/treatment. Family has support. Able to function normally.</p> <p>4. No mental health issues. Somewhat confident. Good relationships. Mild stress at times.</p> <p>5. Self-confident. Strong sense of identity. Non-stressed. Strong relationships. No mental health issues.</p>		
Substance Abuse		
<p>1. There is substance abuse (legal or illegal) in the home. Substance use is getting in the way of keeping everyone, including self, safe and secure.</p> <p>2. Heavily relies on substances (legal or illegal) to keep a feeling of joy/happiness. Substance use has not, but there is fear that it will get in the way of keeping everyone, including self, safe and secure. Needs assistance finding help.</p> <p>3. There is history of substance abuse but has gotten professional help. Keeping up with a program like AA meetings.</p> <p>4. Limited substances use (only legal) on seldom occasions, at social gatherings, etc.</p> <p>5. There is little to no substance use.</p>		
2. Positive Parent Child Relationships- Warm relationships help child learning		
Child Development/Parenting Skills		
<p>1. Parent/child roles and responsibilities are non-existent. The parent is in urgent need of parenting assistance.</p> <p>2. Parent does not know how or where to get help on child parenting skills. Parent does not understand developmental milestones.</p> <p>3. Parent would like information on age-appropriate activities and/or parenting classes. Parents only understand the most basic developmental milestones.</p> <p>4. Parent/child roles and responsibilities are enforced but are not always consistent or effective. Parents have a good understanding of child developmental milestones.</p> <p>5. Parents have taken parenting assistance classes and understands developmental milestones.</p>		

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Nurturing Relationships		
<p>1. There is no attachment between caregiver and child; there are severe behavior issues; it is always a bad day.</p> <p>2. Relationships are not strong. There are behavioral issues and there is negative or non- consistent use of discipline. Parents feel overwhelmed and need help with resources. When it comes to child behavior, there are more bad days than good days. The family has no support system; no friend/family that can help.</p> <p>3. The family is somewhat stressed but have stable relationships. Parenting and or relationship skills could be improved. When it comes to child behavior, there are more good days than bad days. There is little to no community involvement. Some support from friend/family is available.</p> <p>4. Family relationships are good. Parents mostly practice positive parenting techniques. The family is somewhat involved in community and they have a stable support network.</p> <p>5. The family has stable/nurturing relationships. Parents practice positive techniques of guidance. The family is strongly involved in community and they have a strong support network and supportive environment.</p>		
Father/Father Figure Engagement		
<p>1. Child/ren do not have a father or father figure (Grandfather, uncles, other male role model) present in their lives. There is no attachment between father/father figure and child. There is no involvement in the child's education or family activities.</p> <p>2. Relationships are not strong. There is little to no involvement in the child's education or family activities.</p> <p>3. Child/ren have a stable relationship with their father/father figure. Father/father figure may need more information about positive techniques of guidance. The father/father figure has little involved in the child's education or family activities.</p> <p>4. Child/ren have a good nurturing relationship with their father/father figure. Father/father figure mostly practice positive techniques of guidance. The father/father figure is sometimes involved in the child's education or family activities. For example, they participate/attend family nights, policy council, home visits, parent teacher conferences, etc.</p> <p>5. Child/ren have close nurturing relationship with their father/father figure. Father/father figure practice positive techniques of guidance. The father/father figure is strongly involved in the child's education or family activities. For example, they participate/attend family nights, policy council, home visits, parent teacher conferences, etc.</p>		
3. Family as Life Long Educators- participate in everyday learning of children		
Home Routines		
<p>1. No established daily routines, household members are overwhelmed, it can be chaotic day-to-day.</p> <p>2. Family is aware that routines and schedules are important but have not established time frames or daily routines.</p> <p>3. Family has just started talking about developing daily routines. Family can start with at least one daily routines at a time (Example: establish a set bed time, start eating together as a family, start reading a book before bed.)</p> <p>4. Routines are established but have no set time frames (example family has dinner together but dinner might be at a different times each day or children have a bed time routine (brushing teeth and changing into pajamas) but bed time may be different each night).</p> <p>5. Family has and follows daily home schedules and routines (Consistent dinner time, morning routine, bedtime routine).</p>		

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Promoting Primary Language		
<ol style="list-style-type: none"> 1. Parents are unable to support their children in teaching native language. 2. Family would like more information on dual language learners. 3. Family inconsistently uses native language. 4. Family consistently uses native language in the home and assists other parents with translations. 5. Family consistently uses native language in the home. 		
Family Education at Home		
<ol style="list-style-type: none"> 1. Family is unable to support their children in any learning activities. Home goal/in-kind form has never been completed. 2. Family has limited access to learning resources and has several concerns about their children's learning. The home goals/in-kind form is not being turned into the center every week. 3. Family feels somewhat confident about their children's learning. Parents are working with their children on home activities but not consistently. Sometimes the home goal/in-kind form is turned into the center. 4. Family completes home activities at least 3 times a week and is aware of what their children are learning. The home goal/in-kind forms are being turned into the center every week. 5. Family is engaged in daily activities in the home and are aware of what their children are learning. The home goal/in-kind forms are being turned into the center every week. 		
Child's Screen Time		
<ol style="list-style-type: none"> 1. Children have no time limits and no adult supervision to screens/TV/Computers/tablets/cell phones. 2. Children have access to screens/TV/Computers/tablets/cell phones with some adult supervision. Parents monitor screen time but do not have a set limit. 3. Children have access to screens/TV/Computers/tablets/cell phones with adult supervision. Parents monitor screen time and keep it below 5 hour per day. 4. Children have access to screens/TV/Computers/tablets/cell phones with adult supervision. Parents monitor screen time and keep it below 2 hour per day. 5. Children ages 2-5 follow the American Academy of Pediatrics recommendation of no more than one hour of high-quality programming/screen time. Children do not have access to Computers/tablets/cell phones. 		

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School Readiness		
<ol style="list-style-type: none"> 1. Family not interested in understanding assessment data and progress. 2. Family does not understand child assessment data and progress. 3. Family has some understanding of child assessment data and participates in parent conferences or program functions. 4. Family understands child assessment data and guides the child and knows how to support their child for school readiness. 5. Family fully understands child assessment data and guides the child and knows how to support their child for school readiness. Family seeks out extra information regarding school readiness goals. 		
Participant Attendance		
<ol style="list-style-type: none"> 1. Below 75% - Attendance Action Plan is not being followed. Participant may be disenrolled. 2. Below 90% - Attendance Action Plan is needed. 3. No concerns at this time or not enough data has been gathered to show an outcome. 4. 90% - 94% staying within attendance guidelines according to Head Start Performance Standards. 5. 95% - 100% Excellent attendance. 		
4. Families as Learners- Parents advance parenting, career and life goals		
English as a Second Language (ESL)		
<ol style="list-style-type: none"> 1. Is unable to speak, write, or understand English. 2. English as a second language proficiency is limited. Can understand a little, but cannot speak or write it. Needs ESL classes. 3. Is able to understand English and can read basic English. Is unable to write English. Needs ESL classes. 4. Adequate English proficiency, can communicate effectively. 5. Proficient in speaking, writing, and understanding English. 		
Computer Skills		
<ol style="list-style-type: none"> 1. Lacks computer/internet skills. 2. Has limited computer/internet skills. 3. Adequate computer/internet skills. Knows basic programs (Internet Navigation, Word, Excel, Powerpoint, etc.) 4. Above average computer/internet skills. Efficient knowledge of programs (Internet Navigation, Word, Excel, Powerpoint, etc.) 5. Proficient computer/internet skills. Manages computer programs in professional setting. 		

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Parent/Guardian Education		
<p>1. Family members 18 years or older does not have a GED or High School diploma. Less than 8th grade education. Need remedial courses in various areas, e.g., math, reading, writing, etc. There may be other barriers to starting GED courses, for example low computer skills.</p> <p>2. Family members 18 years or older have no GED or High School diploma but are able to access GED training. Remedial courses needed in various areas, e.g., math, reading, writing, etc.</p> <p>3. Have GED or High School diploma. Able to access needed resources to attend college or job training.</p> <p>4. Enrolled in college or vocational training.</p> <p>5. Attained higher education degree (Vocational training certification, AA, Bachelors Degree, Masters, etc.).</p>		
Volunteering - school/clergy/non-profit/community etc.		
<p>1. Family does not participate in volunteer opportunities.</p> <p>2. Family volunteers only a few times a year, for example during big events (school field trips, fundraisers, etc.)</p> <p>3. Family seeks out ways to volunteer as schedule permits. Irregular hours.</p> <p>4. Family volunteers on a monthly basis.</p> <p>5. Family volunteers on a weekly basis.</p>		
5. Family Engagement in Transitions- help child transitions to new environments		
Transitions		
<p>1. Family is not interested in advocating and/or supporting their child's education.</p> <p>2. Family is unaware of their role in supporting and advocating for their child's education.</p> <p>3. Family is beginning to understand and advocate for their child's learning and development in the transition process.</p> <p>4. Family attends transition meetings as required and gives input into the transition process.</p> <p>5. Family is aware, advocates and actively engages in transition planning.</p>		

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6. Family Connections to Peers/Community- parents enhance social wellbeing		
Support Networks		
<p>1. Family has no support network. There may be feelings of loneliness or overwhelmed. There is fear of emergencies because they have no they can turn to for help.</p> <p>2. Family support network is not closely available, for example family/friends that live out of town, but they have people they can talk to when feeling overwhelmed or lonely. There is fear of emergencies because they have no they can turn to for help.</p> <p>3. Family can turn to some people for help when needed but seldom asks for help. They could find someone to help in case of emergencies.</p> <p>4. Family has dynamic support networks and is engaged in their community. Family has a small but reliable group of people they can turn to for help if needed.</p> <p>5. Family has dynamic support networks and is actively engaged in their community. Family has several people they can turn to for help if needed.</p>		
Access to Community - Community Involvement		
<p>1. Family has no knowledge of community resources. There may be barriers to obtaining resources (undocumented, criminal history, health issues).</p> <p>2. Family has limited knowledge on community resources.</p> <p>3. Family knows resources are available in the community and how to access them. Family is not very engaged in their community.</p> <p>4. Family usually does not need community resources, but know how to access them. Family is engaged in their community.</p> <p>5. Family is self-sufficient and is not dependent upon community resources. Family is actively engaged in their community.</p>		
Self-Care		
<p>1. Family is unaware of what self-care is. Family experience overwhelming negative feelings like high levels of anxiety and stress; loss of hope.</p> <p>2. Family frequently experiences negative feelings like anxiety and stress. Needs help accessing services or help.</p> <p>3. Family mental, physical, and emotional health is stable. Would like to learn more about self-help and available resources.</p> <p>4. Family mental, physical, and emotional health is mostly stable. Family practices some self-care activities, but not routinely.</p> <p>5. The family practices self-care and is built in to their routine - self-care is any activity that we do deliberately in order to take care of our mental, emotional, and physical health. Self-care activities improve mood and reduce anxiety.</p>		

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7. Families as Advocates and Leaders- promote child development and learning		
Leadership and Advocacy		
1. Family is not involved in any leadership/advocacy roles.		
2. Family has limited ability or barriers to participation.		
3. Family is interested in obtaining more information about leadership advocacy opportunities.		
4. Family is beginning to form leadership/advocacy partnerships with other parents and/or community groups.		
5. Family is actively serving in leadership/advocacy partnerships with other parents and/or community groups.		

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