

NEW Florida Family Outcomes Matrix

Participant Name: _____ ChildPlus ID: _____

Assessment Item	Preliminary Score	Midyear Score
Mobility		
<ol style="list-style-type: none"> 1. No access to transportation, public or private; may have car that is inoperable. 2. Transportation is available, but unreliable, unpredictable, unaffordable; may have care but no insurance, license, etc.. 3. Transportation is available and reliable, but limited and/or inconvenient; drivers are licensed and minimally insured. 4. Transportation is generally accessible to meet basic travel needs car is adequately insured. 5. Transportation is readily available and affordable. 		
Financial Security		
<ol style="list-style-type: none"> 1. No income. 2. Inadequate income and/or spontaneous or inappropriate spending. 3. Can meet basic needs with subsidy; appropriate spending. 4. Can meet basic needs and manage debt without assistance. 5. Income is sufficient, well managed; is able to save. 		
Employment		
<ol style="list-style-type: none"> 1. No job. 2. Temporary, part-time or seasonal; inadequate pay, no benefits. 3. Employed full time; inadequate pay; few or no benefits. 4. Employed full time with adequate pay and benefits. 5. Maintains permanent employment with adequate income and benefits. 		
Food		
<ol style="list-style-type: none"> 1. No food or means to prepare it; relies to a significant degree on other sources of free or low-cost food. 2. Household is on food stamps. 3. Can meet basic food needs, but requires occasional assistance. 4. Can meet basic food needs without assistance. 5. Can choose to purchase any food the household desires. 		
Positive Parent-Child Relationships		
Nurturing Relationships		
<ol style="list-style-type: none"> 1. Lack of necessary support from family or friends; abuse (DV, child) is present or there is child neglect. 2. Family/friends may be supportive, but lack ability or resources to help; family members do not relate well with one another; potential for abuse or neglect. 3. Some support from family/friends; family members acknowledge and seek to change negative behaviors; are learning to communicate and support. 4. Strong support from family or friends; household members support each other's efforts. 5. Has healthy/expanding support network; household is stable and communication is consistently open. 		
Parenting Skills		
<ol style="list-style-type: none"> 1. Reports or is observed to exhibit behaviors that put child/ren at risk of mental or physical harm. 2. Reports or is observed to need additional skills and information to keep child/ren safe and/or manage their behavior. 3. Reports and/or is observed to possess adequate skills to keep child/ren safe and manage their behavior some of the time. 4. Reports and/or is observed to possess adequate skills to keep child/ren safe, manage their behavior and provide some enrichment opportunities. 5. Reports and/or is observed to possess positive approach to parenting and to keeping child/ren safe, managing their behavior and providing many enrichment opportunities. 		

Assessment Notes:

Parent Signature: _____ Date: _____

Parent Signature: _____ Date: _____

NEW Florida Family Outcomes Matrix

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

Assessment Item	Preliminary Score	Midyear Score
Family as Life Long Educators		
Education at Home		
<ol style="list-style-type: none"> 1. Family is unable to support their child in any learning activities. 2. Family has limited access to learning resources; has several concerns about their child's learning. 3. Family feels somewhat confident about their child's learning. 4. Family completes home activities; aware of what the child is learning. 5. Family is engaged in daily literacy activities in the home and is aware of what the child is learning. 		
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; guides the child; and knows how to support their child for school readiness. 5. Family seeks out information regarding school readiness goals. 		
Promoting Primary Language		
<ol style="list-style-type: none"> 1. Family prohibits child from using primary language in home. 2. Family discourages child from speaking primary language in the home. 3. Family inconsistently uses primary language. 4. Family consistently uses primary language in the home. 5. Family consistently uses primary language in the home and assists other parents with translations. 		
Families as Learners		
Adult Education		
<ol style="list-style-type: none"> 1. Literacy problems; no high school diploma/GED. 2. Enrolled in ESOL, literacy and/or GED program. 3. Has high school diploma/GED. 4. Attending additional education or training program. 5. Has completed higher education or training program. 		
Family Engagement		
Transitions		
<ol style="list-style-type: none"> 1. Family is not interested in advocating and/or supporting their child's education. 2. Family is unaware of their role in supporting and advocating for their child's education. 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 into the transition process. 5. Family is aware, advocates and actively engages in transition planning. 		
Connections to Peers/Community		
Family and Community Involvement		
<ol style="list-style-type: none"> 1. No peer or community support. 2. May be socially isolated; unaware of peer and community support. 3. Aware of community supports. 4. Some peer and support community. 5. Actively involved in peer and community supports. 		

Assessment Notes:

Parent Signature: _____ Date: _____

Parent Signature: _____ Date: _____

NEW Florida Family Outcomes Matrix

Participant Name: _____ ChildPlus ID: _____

Assessment Item	Preliminary Score	Midyear Score
Families as Advocates		
Leadership and Advocacy		
<ol style="list-style-type: none">1. Family is not involved in any leadership and/or advocacy roles.2. Family has limited resources or barriers to participation.3. Family is interested in obtaining more information about leadership and/or volunteering opportunities.4. Family is beginning to form leadership/ advocacy/volunteering partnerships with other parents and/or community groups.5. Family is actively serving in leadership/advocacy/ volunteering partnerships with other parents and/or community groups.		

Assessment Notes:

Parent Signature: _____ Date: _____

Parent Signature: _____ Date: _____