

Family Services at UMCHS



UMCHS provides comprehensive services to children and families enrolled in the program which includes social services, health and education. This manual is to guide you through the process of offering family/social services including integration of education and health.

Family Services Time Line

30 days:

__ Determine the family's medical/dental home and medical coverage. Work with the family to schedule Well Child, dental exam and WIC nutrition assessment.

90 day:

__ Complete 1st Family Service home visit and the "Family Story" (family assessment). Enter score into ChildPlus, in "**Family Services**"> "**Family Outcomes**" tab.

__ Start the family goal setting process using the "Planning for Success" form. You may need to schedule another home visit to complete goal and give the family time to think about what is most important to them.

__ Introduce budget

__ Follow- up on health component (well child, dental, nutrition assessment)

90-150 days:

__ Complete 2nd Family Service home visit and mid-year follow-up to the "Family Story". Enter mid-year score in to ChildPlus, "**Family Services**"> "**Family Outcomes**" tab.

__ Complete budget, discuss family's own budgeting system, or have family sign a refusal.

__ Follow-up on health component. Assist family in following up on failed vision/hearing screenings or any treatment deemed necessary by medical provider(s).

150 days to end of the year:

__ Complete 3rd Family Service home visit and end of the year follow-up to the “Family Story”. Enter final score into ChildPlus, “**Family Services**”> “**Family Outcomes**” tab.

__ Complete budget, discuss the family’s own budgeting system, or have family sign a refusal.

__ Follow-up on health component. Assist family in following up on failed vision/hearing screenings or any treatment deemed necessary by medical provider(s).

Prenatal Services:

__ Complete a newborn visit with the mother and baby to offer support and identify needs **within 2 weeks of the infant’s birth**

__ Determine whether the enrolled pregnant mother has an ongoing source of continuous , accessible health care provided by a health care professional that maintains her ongoing health record and is not primarily a source of emergency or urgent care **within the 1st 30 days of service**. If the mother does not have an ongoing health care provider, assist her in establishing and accessing one.

__ Facilitate access to nutritional counseling (WIC), food assistance (WIC/SNAP), oral health care, mental health services, substance abuse prevention and treatment, housing, domestic violence services, along with any other services the mother may need.

Family Story (family assessment) instructions

Purpose:

This assessment is intended to be used as a conversational tool. It is NOT to be handed to the family to complete on their own. It is to help the Family Advocate/Child & Family Advocate learn more about the family, understand their strengths, needs they have and what skills, values, and culture to bring into the classroom and what the FA/CFA may need to bring in to the home to ensure we meet the needs of the family. It is to gather information and capture outcomes throughout the year. This tool is tied to the PFCE Framework which you can find on page 18.

This guide will show you how to complete the assessment, potential follow-up questions to ask families, scoring, and how to enter the information into ChildPlus.

Step one:

Complete “_____’s Family Support System”. See example below (pg 5)

Tip: Explain to the family the purpose of this assessment. Consider your body language and where you sit. You may want to sit next to the family so that they can watch and fully engage in the process.

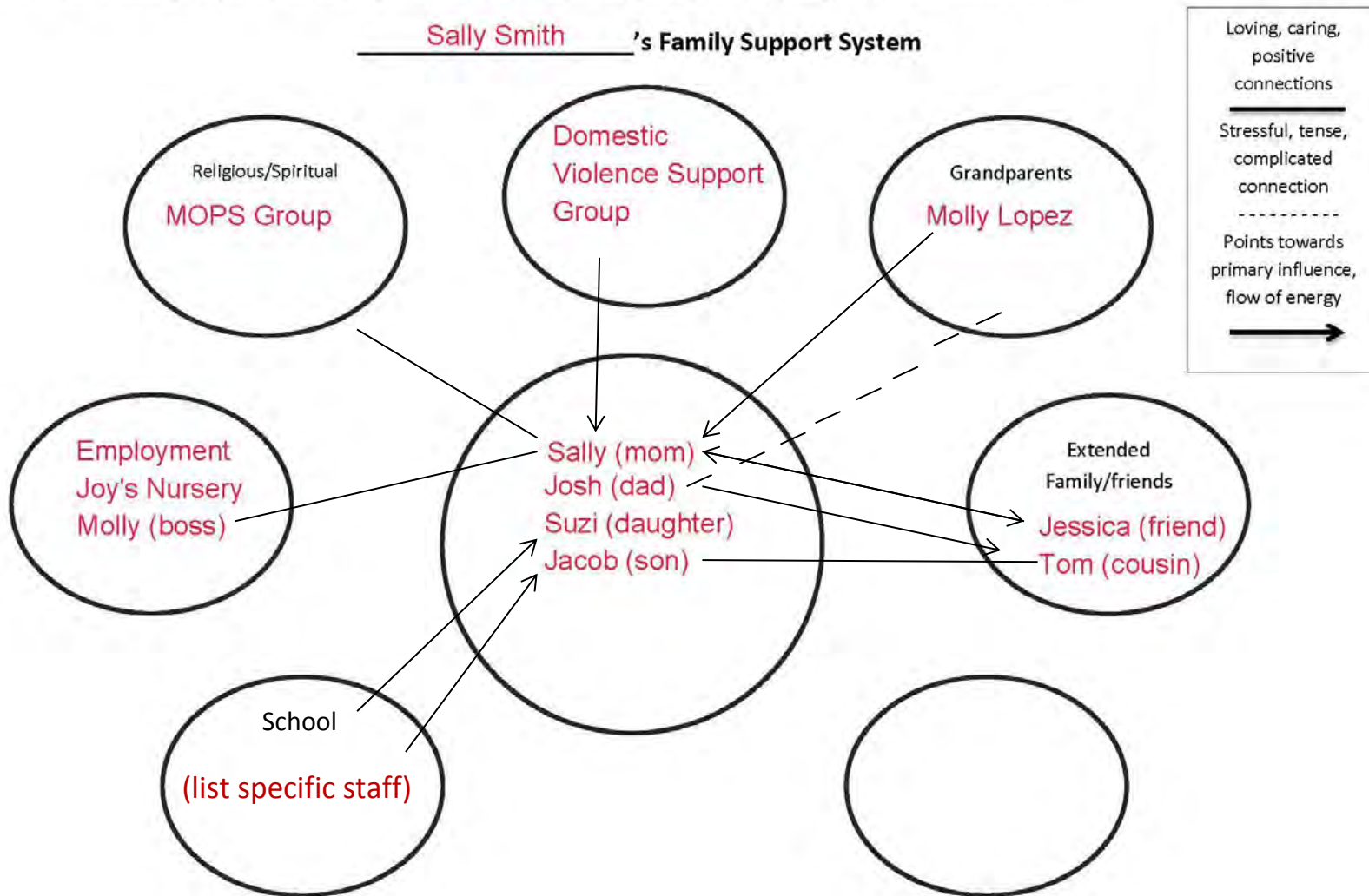
Ask the family who plays an important role in their lives. Who do they go to for help and support? Who do they lean on when things get tough or who do they celebrate with when things are going well? You may ask them who else is their child’s role model and who you could invite to school events? Remember, we want to look at the whole family.

Family Story

Parent/Guardian Name: Sally & Josh Smith Initial date: 9-28-16 Mid-Year Date: _____ Final Date: _____

Purpose: This is to better understand your family and what's important to you as your child's first and most influential teacher. It's intended to know what meaningful information to bring into your home while incorporating some of your family into the classroom.

Sally Smith's Family Support System



What's the most important thing we need to know about you and your child while we work together this year? My child has a really hard time being away from me. I worry about him. It's important I know how things are going at school.

Step 2

Complete the rest of the assessment with mostly open ended questions. Prior to completing this with the family you will want to **read the recruitment notes** so that you don't ask the same questions that have already been asked at the recruitment appointment. The goal is to get to know the family, build a relationship, discover strengths, and any needs the family may have. The questions are a guide but can be asked many different ways. You can choose what works best for you and the family.

This assessment will be completed 3 times a year. The mid-year and final are follow-ups. You do not need to ask all the same questions again. The goal is to get to know the family and update what you know as you continue to work with the family.

Tip: Consider your body language, eye contact and how much you are writing. It's okay to put the paper down and simply engage with the family.

The next 5 pages will walk you through the assessment with potential follow-up questions. Again, if you already know the information from the recruitment notes you should, in most cases, be asking follow-up questions. Follow-up questions, purpose and instructions are in **Red**.

Family Well-being	Initial#	Mid#	Final#
Basic Needs (Access to food/housing)			
<p>Please tell me about your housing situation (affordable, safe, ability to maintain, places for your children to play, safe neighborhood): <i>You are looking to see if the family has stable, affordable, safe housing. If they don't, what barriers do they have? Offer resources as needed.</i></p> <p>In the past 12 months, did you worry about running out of food? Yes___ No___ <i>If yes, consider follow-up question below or use another question such as, "that must be tough, how were you and your family able to get the food you needed?"</i></p> <p>Tell me about your access to food (meal prep, grocery shopping, and access to SNAP/Foodbanks).</p> <p>What are some of your family's favorite foods? <i>This may give you insight into what types of meals the family cooks at home, their nutritional value, and an opportunity to discuss the benefits of eating together. Consider referring to Cooking Matters class. (Contact Mary Lou or Family Advocate for parent education opportunities)</i></p> <p>Are you concerned about providing nutritious meals for your family? <i>Sometimes families on a tight budget chose less nutritious meals because they can get more for their money. If this is a concern consider the Shopping Matters class, bringing tips on making nutritious meals on a budget, grocery shopping on a budget, etc...</i></p> <p>**Is there anything your family needs?_____</p>			
Family Finances			
<p>How do you and your family meet your basic needs each month? <i>Purpose: To better understand how the family's financial situation. Can they pay rent, bills, etc. Do they have debt? Are they having a hard time meeting basic needs due to income? What are the family's barriers?</i></p> <p>Do you use a budgeting system, or other resources to meet your family's needs (introduce budget)? If so, what does that look like? <i>Purpose: To see if the family has any needs they aren't able to meet, determine strengths and potential areas of concern.</i></p>			
Transportation			
<p>How does your family get around? (own car, public transportation, friends, car insurance, etc) <i>Purpose: To discover the family's strengths and needs around how they are able to get to the grocery store, children to school, get to work, or other areas in their community.</i></p>			
Health and Wellness			
<p>What do you do in life that makes you happy (hobby, physical activity, crafts, fishing, etc)? <i>Consider self-care activities. Does that family do things that help maintain balance in life, that provide self-care, and achieve good overall wellness, both physical and mental?</i></p> <p>We all feel stressed sometimes. How do you and members of your family handle the stress of everyday life? <i>Purpose: To better understand the amount of stress the family has in their life and how they cope with it. Do they have healthy or unhealthy coping skills in place such as using alcohol to cope.</i></p>			

Have you or someone in your family ever felt anxious, sad, overwhelmed, depressed, or had any other feelings you didn't like? How did you cope with it?
 Purpose: To better understand any feelings the family or guardian is having around things in their life. Is there a concern around mental health? Do they have healthy coping skills? Is this a strength or need?

Have you or someone you love had concerns with drugs, alcohol or tobacco use? If so, how did that impact your family?
 Purpose: To better understand any issues around addiction with the caregiver or other person within the family and the impacts. If a need arises consider offering resources or better understanding what may be causing the person to struggle with this.
 Consider follow-up question if this has already been noted in the recruitment notes. Example: "It looks like someone in your family has had concerns with alcohol from what you disclosed with our Family Advocate. Can you tell me more about that?"

Do you have access to medical care for you and your family such as medical insurance, dental/medical care, etc?
 If family has already disclosed this at recruitment and enrollment considering a follow-up questions. Example: It looks like you have insurance for you and the children. Is that still correct? How do the children do going to the doctor and dentist? If no insurance or access offer resources, provide information and assist the family with accessing or applying for insurance, making doctor appointments, etc.

Family Safety , Permanency, and Resources			
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Has your family or someone you love ever worked with child welfare? What did that look like?
 If already noted in recruitment notes consider a follow up question. Explore further their experience with multiple systems. Was it positive/negative? Consider how you can play a role and can support the family if systems involved.
 Have you or any of your family members worked with other agencies? What was that experience like? Are there any resources you are interested in learning more about?
 Was it positive/negative? Consider how you can play a role and can support the family if systems involved. How can you play a role in helping them have positives experiences with systems and being successful?

Positive Parent-Child Relationship			
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	Initial #	Mid#	Final #				

Nurturing Relationships			
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What activities do you enjoy doing with your child?
 Purpose: To better understand the relationship between child and caregiver. Do they enjoy spending time together? Are there a lot of positive interactions either seen or disclosed? Consider how you can support nurturing relationships between caregivers and child.

Child Development/Parenting Skills			
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What is your family's daily routine or schedule?

Purpose: To understand caregivers parenting style, routines for family and child, and any strengths or needs for the family in regards to parenting. If concerns, consider referring to a parent education class. See parent calendar and/or contact your local Family Advocate.

What are some things your child does well (counting, jumping, talking)?

Purpose: To discover the family's understanding of childhood development and where their own child is developmentally.

Do you think your child is where they should be compared to other children their age? If not, what are your concerns?

Does the family understand child development? Do they have concerns about their child? Consider resources and referrals if necessary.

Families as Lifelong Educators

Initial #

Mid#

Final #

Family Education at Home

How do you support your child's learning in your home?

Purpose: To better understand how the family is supporting their child's learning in the home. Is this a strength for the family?

Are you interested in learning more about what is typical growth and development for your child's age? (refer to parent calendar)

Would they like more information about what they can do in the home? If not interested in parent education consider bringing resources to the family.

School Readiness

What does "kindergarten ready" mean to you?

Purpose: To explore with the family what it means for their child to be ready for kindergarten. What does it mean to them? Discuss what it may all entail if not a full understanding. This is also a way to see what is important for the parents and their child before going into kindergarten.

What does your child need to be ready for kindergarten?

Purpose: To see what the family wants for their child(ren). To understand what they think their child needs to be ready.

Families as Learners

Initial #

Mid#

Final #

Education, Training, and Life Goals

Tell me about any educational/training goals you may have (what interests you?).

Does the family have any education training goals? What's most interesting to them? Have they started to pursue it? Would they like to?

What skills do you have now (communication, cooking, time management, math, etc)?

This question is to explore any previous training and skills the family or caregiver has gained in the past or currently. What are their strengths? What skills do they wish they had?

Volunteering/Employment

Have you volunteered in the past or are you interested in volunteering? If so, please tell me about that or what you're interested in.

Consider sharing the "100 ways to volunteer" handout with the family. If they are interested, do they know what opportunities are available in their community?

What's your dream career/job?

Explore what employment they have had in the past or what they hope to have in the future? Does it align with their educational and training goals?

Family Engagement in Transition

Initial #

Mid#

Final #

Transitions

As your child moves through school what's most difficult for you and them?

Explore with the family any things that may be uncomfortable for them such as their child eating at school, separation anxiety, using public bathrooms, etc.

How do you feel about communicating your child's needs in school, medical, and other settings?

Is the family comfortable advocating for their child's needs?

Goal Setting (for child)

What are your hopes and dreams for your child?

What skills/goals do you hope your child will achieve this year?

Explore with family what they hope their child will achieve this year and why it's important to them. Consider how you can support that in the classroom and at home.

How do you want your child to feel about school? What experience do you want them to have?

Explore with the family their own experiences in school and what they hope their child will experience. How can they help them have a positive experience?

How can you help them?

Family Connections to Peers and Community

Initial #

Mid#

Final #

Connection to Communities

Are there any community groups, committees, parent groups, spiritual or cultural groups you belong to or would like to? If so, please tell me about them.

Explore with the family any connections with they have in the community. If none, discuss any they may like to have and what that would look like for them.

Consider family culture, values, and beliefs.

Connections to Peers and Family

Is there anyone else you are connected to that we may have missed? (refer to family support system (p.1))

Explore any missed connections with the family that they didn't think of before.

Families as Advocates and Leaders

Initial #

Mid#

Final #

Current Leadership and Advocacy

Have you ever been in a leadership role? What did that look like?

Have you ever stood up for someone or something you cared about? If so, please tell me about it.

Explore with the family any advocacy they have done in the past or currently. Is this strength for them or a need? Is there something they feel strongly about

but don't know how to advocate for themselves or what's important to them. Consider what role you can play in assisting the family with this.

Future Leadership and Advocacy

Are there any opportunities you would like to have either now or in the future to be a leader, advocate, or participant in a community group? If so, what are they?

What do you feel passionate about in your community?

Would you be interested in joining a group? (Policy Council, Parent Leadership group, facilitator training)

Explore opportunities available to the family such as Policy Council, PTO, etc. Understand what is important to them and consider what role you can play in supporting them, such as informing them of opportunities within Head Start or in the community. Are there any barriers? If so, explore further with the family to see how they might work past them.

Family Culture

Family Traditions: _____

Family Strengths: _____

What makes your family unique? _____

What are you most proud of about your family? _____

Is there anything you would like to share in the classroom throughout the year? _____

Is there anything you would be interested in learning more about? _____

This section is to better understand the family as a whole, what you can bring into the classroom to represent them, and what you can bring into the home that would be of interest and fit with their family culture and what is important to them. Use as an opportunity to invite the family to share about their family and any skills, talents, or culture into the classroom to share with the other children and families. Consider inviting them to speak at a parent center meeting and share their skill.

Family Story Scoring Rubric

1=Family Strength

2=Adequate

3=At Risk

4=Family Need

Basic Needs (access to food/housing)			
1	2	3	4
Family has adequate, safe, affordable, and permanent housing. Family has access to nutritious food throughout the month either with SNAP benefits or other resources.	Family has adequate housing but potentially at risk of losing it due to high rent, job loss, etc. Family receives SNAP, has access to food banks but does not make it through the month at times.	Family has temporary living arrangement but seeking permanent housing (i.e. waiting list for Section 8). Able to access food banks occasionally. No regular access to nutritious food.	Family is homeless - transient, shelter, living in car. Unable to find housing due to criminal history, previous evictions, etc. No regular access to food and unable to get SNAP or other benefits.
Family Finances			
1	2	3	4
Family is financially stable. (has career/employment, can pay bills). Manages money and able to pay bills, meet basic needs. Not a concern for the family.	Family lives paycheck to paycheck. Is employed either part time or full time. Able to pay bills most months. Has some financial literacy.	Family has some income from sources such as TANF, working part time, SSI, SNAP, etc. No budget in place. Unable to pay all bills and has some debt.	Family has limited financial resources. (e.g.. facing eviction, loss of utilities, has no income). Has debt, can't pay bills, and unable to meet basic needs.
Transportation			
1	2	3	4
Family owns their own vehicle or can afford car payments and maintenance on vehicles. Transportation is not a concern	Family has a vehicle or family and friends to rely on regularly. Unable to pay for maintenance on vehicle. Can't afford car	Family relies on friends and family to transport them. Has little options. Can get around occasionally with the help of	Family has no transportation or access to transportation. No way of getting around.

for the family.	payment regularly.	others.	
Health and Wellness			
1	2	3	4
Family is healthy. Little to no issues with health and has access to medical/dental. Has insurance. No medical/health concerns. Family has healthy coping skills(family, support, exercise, stress management) Little to no stress or past trauma. No issues with substance use.	Has a past with little access to medical/dental. Currently has access. Has medical concerns. In process of treatment. Family is currently stable and has adequate coping skills (such as family/community support, exercise, counseling, stress management strategies, etc.). Family has experienced trauma in the past. No current issues with substance abuse.	A referral is in progress for medical, mental health, or substance use concerns. Family has access to medical and dental treatment but may or may not have medical coverage. Some healthy coping skills are present. Potential issues with substance use. Family has experienced significant trauma in the past.	Family has suspected or untreated mental illness and/or reports issues with substance abuse. Family has unhealthy coping skills and no access to medical/dental care. Family is experiencing toxic stress and no self-care. Family has experience significant trauma in the past or present.
Family Safety, Permanency, and Resources			
1	2	3	4
No current or past involvement with child welfare. No safety threats or concerns. Family is aware of all resources available to them or doesn't have a need for any resources. Family is thriving.	Family has had child welfare reports but were unfounded for abuse or neglect. Little to no safety threats or concerns. Is involved with other agency to get needs met. Aware of most resources. Family is currently stable.	Family has had some involvement in child welfare. Children have not been removed. Some resources in place. Little to no safety concerns. Family is aware of some resource but does not access all. Family potentially unstable.	Family is involved with child welfare. Children recently placed back in the home or recently removed from the home. Issues of abuse or neglect are currently present. Lack of resources. Family in an unsafe situation. Family is unstable.

Nurturing Relationships			
1	2	3	4
Parent/caregiver has formed positive parent/child relationship. Positive and loving interactions between parent and child. Parent/child relationship is thriving.	Parent/caregiver has formed positive parent/child relationship. Some negative or stressed interactions between parent/caregiver and child.	Parent/caregiver shows some attachment/bonding to child and needs more knowledge of developing nurturing relationships. Negative/stressed interactions common among child and parent/caregiver.	Parent/caregiver is having issues forming healthy relationships with child (poor or no attachment to child). Many negative/stressed interactions between child and parent/caregiver.
Child Development/Parenting Skills			
1	2	3	4
Parent/caregiver exhibits appropriate knowledge of child development practices. Has realistic expectations for the child's age. Positive parenting practices are evident.	Parent/caregiver exhibits appropriate knowledge of child development practices. Has some unrealistic expectations for child's age. Some positive parenting practices are evident.	Parent/caregiver parenting skills are inconsistent and family would benefit from child development education. Family many unrealistic expectations for the child's age.	Parent/caregiver has limited knowledge of age appropriate child development. Family exhibits unrealistic expectations for the child. Negative parenting practices present.
Family Education at Home			
1	2	3	4
Family is engaging in age appropriate activities with the child at home. Family spends time reading and practicing other skills in the home with child.	Family is engaging in age appropriate activities with the child at home. Family does some activities that assists child in gaining new skills.	Family is working with child but needs more information and guidance. Not many opportunities provided at home to assist child in gaining new skills.	Family is not engaging the child in age appropriate activities at home or utilizing services and supports.

School Readiness

1	2	3	4
Parent/caregiver understands child assessment data and guides the child and knows how to support their child for school readiness. Active participation in conferences and program activities.	Parent/caregiver has some understanding of child assessment data and participates in parent conferences or program activities.	Parent/caregiver has little understanding of child assessment data or its importance. Some participation in program activities and/or conferences.	Parent/caregiver does not understand child assessment data and progress. Little to no participation in the program.

Education, Training, and Life Goals

1	2	3	4
Parent or caregiver is enrolled in college or training program, has a college degree and/or is working toward an advanced degree, certification or literacy. Parent/caregiver mentions many life goals and things they hope to accomplish.	Parent or caregiver 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.	Parent or caregiver is considering working toward education or training. Has started to identify life goals but no action taken.	Parent or caregiver does not have a high school diploma/GED, or needs education and training and has not set a career or life goal.

Volunteering/Employment

1	2	3	4
Family actively participates in volunteer opportunities. (i.e. more than 40 hours/ school year). Is currently working at preferred place of employment or has career of choice.	Family actively participates in volunteer opportunities. (i.e. more than 40 hours/ school year). Has worked in their ideal career or job field and some idea of future ideal career.	Family has considered participating in volunteer opportunities. Unaware of what opportunities are available. Has started to consider future career/employment options.	Family does not participate in volunteer opportunities. Does not have an idea of what career or job they hope to have in the future. No employment/career goals.

Transitions			
1	2	3	4
Family fully understands the transition process, advocates and actively engages in transition planning. Family is comfortable advocating for their child's needs in any setting.	Family mostly understands the transition process and has started to advocate for their child's learning and development in the transition process. Not comfortable advocating for their child's needs in all settings.	Family is beginning to understand but has not yet advocated for their child's learning and development in the transition process.	Family is unaware of their role in supporting and advocating for their child's education. Family is not comfortable communicating their child's needs.
Goal Setting (child)			
1	2	3	4
Parent or guardian has many goals/skills they would like their child to gain within this year and years to come. They have clear expectations around how they want their child to feel about school and what experience they want them to have.	Parent or guardian is mostly clear on what goals they have for their child within the year. Has some clear expectations around what experience they want them to have.	Parent or guardian has some future goals for their child. Has had a somewhat negative experience in past school settings and has some expectations for what they hope their child will experience.	Parent or guardian does not have any goals for their child. Has had a negative experience in past school settings and unclear of what experience they want their child to have.
Connections to Community			
1	2	3	4
Family has dynamic support networks and is actively engaged in their community such as spiritual, cultural and other groups.	Family has many supports and a basic knowledge of community resources/groups. Considering reaching out to different community groups and engaging more in their community.	Family has some support and some knowledge of community resources. Some connection to community groups (cultural, spiritual, other) but not currently involved.	Family has no support network or any knowledge of community resources. Family is isolated. No connections to spiritual, cultural or other groups.

Connections to Peers and Family			
1	2	3	4
Has great peer/family support. Many located within the community and engage positively with each other. Family and peers have thriving and healthy relationships.	Has a minimal peer/family support network within the community and would like to have more.	Has some connection to peers and family. Peers and family may not be located within the community.	Not connected to any peers or family.
Past/Current Leadership and Advocacy			
1	2	3	4
Family is actively serving in leadership/advocacy partnerships with other parents and/or community groups and has a history in many leadership roles.	Family is beginning to form leadership/advocacy partnerships with other parents and/or community groups. Has some history of working in a leadership role.	Family has experienced leadership roles and advocacy in the past but no current plans.	Family is not currently involved in any leadership/advocacy roles. No past leadership experience.
Future Leadership and Advocacy			
1	2	3	4
Family is actively searching for future leadership and advocacy opportunities. Has interests and knows what is important to them. Has leadership and advocacy skills and familiar with what opportunities are available in their community. Connected to a variety of groups.	Family is considering leadership/advocacy partnerships with other parents and/or community groups. Family is familiar with what opportunities that may be available to them. Connected to some groups.	Family is considering leadership/advocacy partnerships with other parents and/or community groups. Not familiar with what opportunities are available to them. Not connected to any groups.	Family is not considering any future leadership or advocacy opportunities. Does not message what is most important to them in their community. Is not connected to any local groups.

OHS PFCE Framework

