

2Gen Tool Cover Sheet

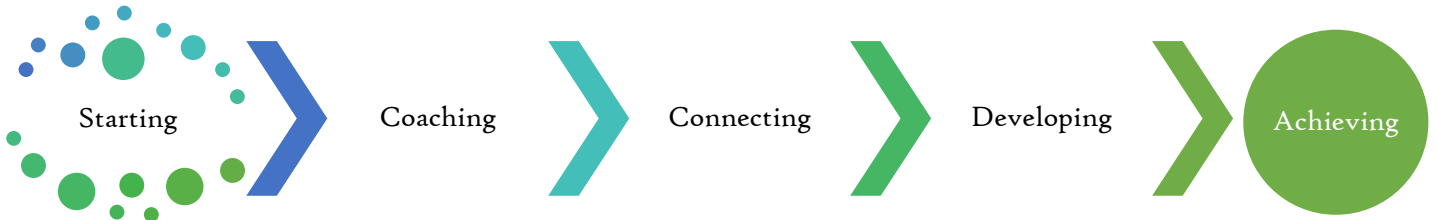
Tool	Pathways to Success—A Family Progress Tool
Description	<p>This tool tracks a family’s 2Gen pathway from “starting” to “achieving.” The pathway tool tracks success in the across several domains:</p> <ul style="list-style-type: none">• family stability,• family well-being,• financial stability and lifelong learning,• school readiness, and• parents as life-long educators. <p>The tool includes instructions on how to administer it and the tool includes talking points that can be used with parents.</p>
Adapting the Tool	<p>This tool provides a framework for tracking family progress. This tool can be customized by adding or deleting domains and by customizing the benchmarks to be tracked in each domain.</p>

Pathways to Success—A Family Progress Tool
Educare Central Maine



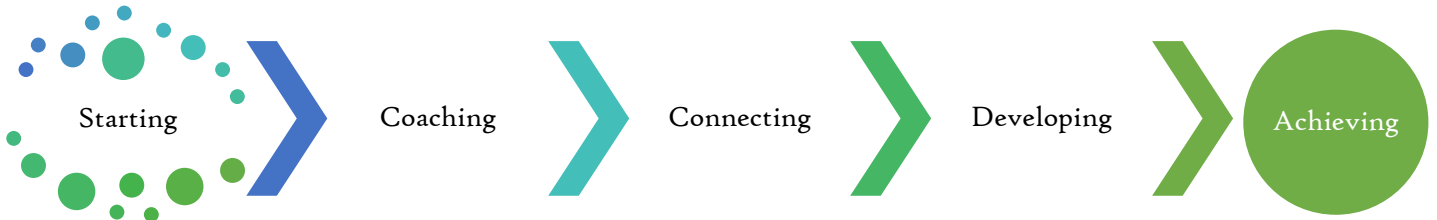
Family Stability					
Housing	Homeless or on the verge of homelessness	Housing subsidy; paying less than \$200 towards rent	Housing subsidy; paying \$200 or more towards rent	Safe and adequate housing; No subsidy; Costs exceed 1/3 household income	Satisfied with home and community; No subsidy; Costs less than 1/3 household income
Date: _____					
Date: _____					
Date: _____					
Date: _____					
Transportation	Drives on revoked or suspended license OR no access to transportation for basic needs	Limited access to transportation; inadequate or unsafe car seats	Unreliable vehicle; minimal insurance; cannot afford repairs and/or gas money	Paying loan on reliable vehicle with 5% or more interest; Regular use of safe car seats	Owns or leases a reliable vehicle; can afford occasional car repairs; fully insured
Date: _____					
Date: _____					
Date: _____					
Date: _____					
Child Care	No access to child care or unsafe options	Limited access to child care; no consistency or cannot afford	Subsidy in place; unreliable child care or difficulty paying parent fee	Safe and adequate services; able to make regular payments with subsidy	Satisfied with services; able to make regular fee payments; no subsidy
Date: _____					
Date: _____					
Date: _____					
Date: _____					

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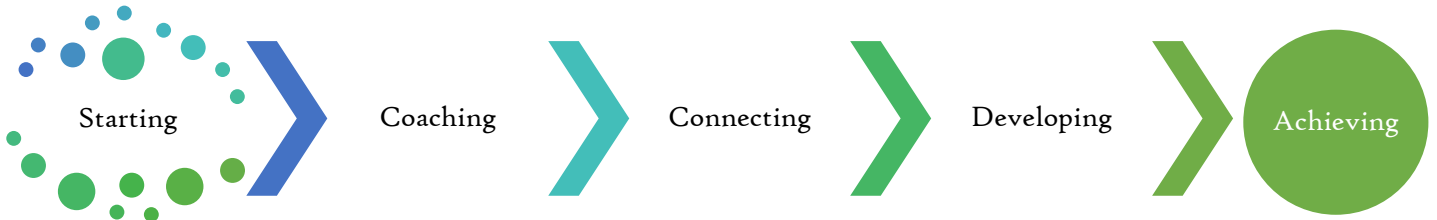
Family Well-Being					
Adult Health and Mental Health	Lacks insurance; major medical, mental health and/or substance abuse needs unaddressed	Lacks insurance; minimal attention to physical or mental health; OR utilizes emergency room for acute care	Receives some care or treatment for one aspect of health, mental health or substance abuse; other areas not addressed	Access to medical care; insured; receiving treatment for health, mental health or substance abuse needs	In good health; receives regular medical and dental care; insured; stable mental & behavioral health
Date: _____					
Date: _____					
Date: _____					
Connections to Peers and Community	Isolated OR toxic, harmful, or draining relationships	Limited network: occasional source of support	Emerging network: At least one consistent and trusted source of support; occasional leveraging connections	Developed network: Multiple sources of consistent and trusted support; access to leveraging relationships	Advocate & networker: uses own and other connections and resources to advance the goals of others
Date: _____					
Date: _____					
Date: _____					
Date: _____					
Food Security & Nutrition	One or more family members often do not have enough food to eat	Sometimes not enough food to eat; fear of not having enough OR most of family's foods are processed and high in sugar	Generally enough food to eat; some fruits and vegetables are available occasionally; lacks understanding or follow-through on portion sizes	Adequate amount and variety of food available; understands basic nutrition; appropriate portions	Sufficient resources to provide regular, balanced meals; 5 fruit/veggie servings per day; limits on sugar and processed food
Date: _____					
Date: _____					
Date: _____					
Date: _____					

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Financial Stability and Lifelong Learning					
*Livable wage chart at: http://livingwage.mit.edu/counties/23011					
Earnings	Unemployed	Job with earnings ≤ 33% of livable wage (ex: 1 adult 2 children ≤ \$18,100)	Job with earnings 33-65% of livable wage (ex: 1 adult 2 children ≥ \$18,100)	Job with earnings 66-99% of livable wage (ex: 1 adult 2 children ≥ \$36,200)	Job with earnings ≥ livable wage (ex: 1 adult 2 children ≥ \$54,900)
Date: _____					
Date: _____					
Date: _____					
Education	No high school diploma or equivalent	High school diploma, GED or HISET obtained	Attending college or postsecondary job training or some college courses completed	Completed associate's degree or postsecondary job training or certificate program	Completed bachelor's degree or higher
	Working towards high school diploma or equivalent				
Date: _____					
Date: _____					
Date: _____					
Date: _____					
Savings	No Savings	Savings of less than one month's expenses	Savings of at least one month's expenses	Savings of two months' expenses	Savings of three or more months' of expenses
Date: _____					
Date: _____					
Date: _____					
Date: _____					
Debts	Defaults or non-payment on all or most bills	Debts in excess of ability to pay; behind in payments	Structured payment plans in place and meeting minimum payments	Current in payments and paying more than minimum payments	Current on all balances and not debt other than mortgage, education and/or vehicle loans
Date: _____					
Date: _____					
Date: _____					
Date: _____					
Budgets	No understanding of budgets or does not follow	Understanding of budgets; working to develop	Basic budget in place; typically able to follow budget	Regularly adheres to budget; includes some savings	Regularly adheres to budget; includes regular savings and investments
Date: _____					
Date: _____					
Date: _____					
Date: _____					

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School Readiness					
Child Development (TSG=Teaching Strategies Gold)	No development screening completed	Identified need for early intervention or special education; referral not followed through on	Initial screening complete; no initial concerns or in referral process for EI or special education services	Meets expectations in most areas for their age according to TSG OR active IFSP/IEP	Meets expectations in all areas for their age according to TSG
Date: _____					
Date: _____					
Date: _____					
Child Behavioral and Mental Health	Exhibits behaviors that are potentially harmful to others or is extremely isolated or anxious; no action toward support	Exhibits challenging behaviors at home or school; in the process of seeking behavioral health supports	Exhibits challenging behaviors at home or school; active child support plan in place and/or behavioral health supports	Typical social-emotional development for age (TSG & DECA)	Demonstrates prosocial interactions with peers and adults; demonstrates empathy and nurturing behaviors
Date: _____					
Date: _____					
Date: _____					
Child Health	No medical OR Child has a significant unmet health need	Child has medical home, accesses ER for acute care; child is more than 6 months overdue for physical	Child has a medical home; routine care is more than 2 months overdue OR no f/u on referrals	Up to date with well child care and immunizations; treatment or referral f/u in process	Up to date with well child care and immunizations; all referrals and treatment completed
Date: _____					
Date: _____					
Date: _____					
Child Dental	No dental home OR Child has a significant unmet dental need	Child is more than 6 months overdue for dental care	Child has a dental home; routine care is more than 2 months overdue OR no f/u on referrals	Up to date with dental care; treatment or referral f/u in process	Up to date with dental care; all referrals and treatment completed
Date: _____					
Date: _____					
Date: _____					
Date: _____					

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Parents as Life-Long Educators					
Child Attendance	Child attendance < 70% for school year	Child attendance ≥ 70% for school year	Child attendance ≥ 80% for school year	Child attendance ≥ 90% for school year	Child attendance ≥ 95% for school year
Date: _____					
Date: _____					
Date: _____					
Date: _____					
Parents as Teachers	Minimal or extremely harsh interactions between parent and child; child lacks materials and/or opportunities for movement in home environment	Lack of connection with child’s teachers; parent-child interactions are limited or harsh	Participates in parent-teacher conferences with support; generally warm and consistent interactions with child	Actively participates in parent-teacher conferences; sets goals for child’s development; participates in parent-child activities at home or school	Parents offer intentional activities to support learning; engage children in regular routines and activities (narrate, assign jobs, etc.)
Date: _____					
Date: _____					
Date: _____					
Date: _____					
College Savings or Investment	No savings or investment account for college	Savings account or bonds set up for each child	Next Gen account set up	Next Gen investment account established; contributing enough for matched funds	Regular (weekly or monthly) contributions to college savings or investments
Date: _____					
Date: _____					
Date: _____					
Date: _____					

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Working Procedures for Tool Use

Frequency & Administration

- FSC will complete tool with family upon intake (within 45 days of enrollment).
- A mid-year checkpoint will occur in January, initiated by the FSC. Based on an independent review of the tool, FSC's will seek additional information from the parent and teaching team as needed. Progress towards identified goals should be tracked and documented in Child Plus.
- A spring checkpoint will be initiated by the FSC, aligning when possible with Parent-Teacher Conferences.
- FSC's will enter results of each completion in Child Plus.

Talking Points with Families

- Introducing a new tool and we welcome feedback.
- This helps us learn about family strengths and areas we may be able to support.
- We know that children's greatest chance of success comes from parents who are invested in their children's education and who experience financial stability.
- We want to know how we are doing as a program in supporting families get connected to the community and in achieving their goals.
- Funders want to know at a program level: how are the families and how is this program helping to support them?