

Children's Board Well-Being Scale

Training Manual

This document contains the following information on the CHILDREN'S BOARD WELL-BEING SCALE:

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INTRODUCTION

The CHILDREN'S BOARD WELL-BEING SCALE is a measurement tool designed to track the progress of families receiving services from the Children's Board of Hillsborough County through case management and/or flexible funds managed by the Children's Board Administrative Service Organization (ASO). The CHILDREN'S BOARD WELL-BEING SCALE was adapted from a variety of self-sufficiency/self-reliance scales based on the Federal Standard for outcomes measurement *Results Oriented Management and Accountability* (ROMA). The CHILDREN'S BOARD WELL-BEING SCALE measures a family's progress over time on 13 domains.

This manual includes the descriptions of the thirteen domains in the SCALE and the process for completing the SCALE.

The CHILDREN'S BOARD WELL-BEING SCALE is designed to measure the impact only on those families with whom:

- The provider will have multiple contacts;
- The provider will work with for longer than 30 days; and
- The provider will conduct some form of assessment and goal setting.

The CHILDREN'S BOARD WELL-BEING SCALE will track progress in thirteen domains at the intake or entry to a program, at the mid-point and at case closure or exit from a program.

Data used to complete the CHILDREN'S BOARD WELL-BEING SCALE will come from assessment and goal setting with family members. Use of the tool does not preclude or eliminate the need to follow the provider's or program's method of service delivery. For the data collected to be valid:

- 1) The initial and final administrations of the CHILDREN'S BOARD WELL-BEING SCALE must be completed at least 30 days apart.
- 2) The CHILDREN'S BOARD WELL-BEING SCALE **must always be filled out in its entirety**. All domains must be rated.

ADMINISTERING THE CHILDREN'S BOARD WELL-BEING SCALE

Assessment and scoring of the SCALE will be on the entire family. Staff complete the CHILDREN'S BOARD WELL-BEING SCALE based on their observations and information obtained from the family. The ratings are those of program staff, and are not negotiated with family members.

Each domain represents the continuum from "In Crisis" to "Thriving." This format allows for measurement of family progress or maintenance over time on each domain. Scores of "Safe," "Stable," and "Thriving" are benchmarks above the Prevention Line, and scores of "Vulnerable" or "In Crisis" are below the Prevention Line. Staff will review each domain and write the

numeric value associated with the description in the heading: 1 for In Crisis; 2 for Vulnerable; 3 for Safe; 4 for Stable; or 5 for Thriving. For the domains of “Child Education” and “Child Behavior,” a score of 6 indicates the domain is not applicable (e.g., infants). Case notes should support these ratings.

Successful use of this tool will depend on good documentation and accurate case files. The initial SCALE should be scored when the family’s comprehensive assessment has been completed. If new information about the family or a family member becomes available (e.g., discovery of caregiver substance abuse), the initial scores may be adjusted to provide the most accurate level of functioning of the family. Any change must be accompanied by case notes that explain the change.

DOMAINS

The following domains are included on the CHILDREN’S BOARD WELL-BEING SCALE:

- Shelter/ Housing: assesses the ability of the family to obtain appropriate housing of choice based on their circumstances
- Employment: considers the permanency and stability of the family’s employment status as well as the pay and benefits that accompany the employment
- Household Budgeting: measures the ability of the family to manage money
- Food: assess the family’s ability to obtain food including accessing financial resources to purchase the food if necessary
- Health Care Coverage: measures the affordability and accessibility of health insurance for members of the family
- Transportation: assesses whether family has access to affordable and reliable transportation
- Childcare (birth through school aged): assess the family’s ability to obtain appropriate childcare, both in terms of access to the childcare and financial resources to purchase the childcare.
- Adult Education: measure the family’s literacy and formal education
- Family Relations: assesses the family’s relationships and communication, and the adequacy of their social support network
- Social/Emotional Well-Being (Behavioral Health): measures whether any family member has an addiction, mental health problem or social emotional stressors
- Parenting Skills: assesses the family’s skills and understanding of child rearing
- Child Education (School Aged): measures academic performance and attendance
- Child Behavior: measures child conduct and obedience

APPENDIX A

REPORTING REQUIREMENTS FOR FISCAL YEAR 2012

In Fiscal Year 2012, the CHILDREN'S BOARD WELL-BEING SCALE should be completed for:

- any family receiving case management/ ASO, and/or
- any family who receives Children's Board flexible funds managed by the ASO, and
- any family who the provider will:
 - have multiple contacts;
 - work with for longer than 30 days; and
 - conduct some form of some assessment and goal setting

In addition, providers must complete an initial CHILDREN'S BOARD WELL-BEING SCALE assessment for Fiscal Year 2012 reporting on all families (open cases) enrolled as of August 1, 2011.

Programs will report a family's status on all domains, but performance will only be measured for the six domains (in bold).

- **Shelter/ Housing**
- Employment
- **Household Budgeting**
- Food
- Health Care Coverage
- Transportation
- Child Care (birth through school aged)
- Adult Education
- **Family Relations**
- **Social/Emotional Well-Being (Behavioral Health)**
- Parenting Skills
- **Child Education (School Aged)**
- **Child Behavior**

Successful performance for this outcome requires achievement of a score of at least "Safe" (3) on Shelter/Housing, Household Budgeting, Family Relations, Social/Emotional Well-Being (Behavioral Health), Child Education (School Aged) and Child Behavior.

CHILDREN'S BOARD WELL-BEING SCALE

DOMAINS	In Crisis (1)	Vulnerable (2)	Safe (3)	Stable(4)	Thriving (5)	Initial Score	Midterm Score	Final Score
Shelter/ Housing	Homeless or threatened with eviction; living in dangerous conditions	In transitional or temporary housing; current rent/mortgage payment is unaffordable; housing unsafe or seriously overcrowded	Living in permanent housing or temporary situation that will last at least 6 months; able to pay rent each month or receiving subsidized benefits; housing is not hazardous, unhealthy or overcrowded	Owns home or tenancy is secure for at least 1 year; able to pay rent each month or receiving subsidized benefits and has enough income for other expenses; housing is safe and not overcrowded	Owns home or has long term tenancy; able to comfortably afford housing costs without subsidized benefits; housing is safe and appropriate for family's needs			
Employment	No job	Temporary, part-time or seasonal; inadequate pay, no benefits	Permanent part-time or full-time employment or retired; inadequate pay; few or no benefits	Permanent employment maintained for up to 1 year with adequate pay and benefits	Maintains permanent employment for at least 1 year with adequate pay and benefits			
Household Budgeting	Unable to support basic living expenses, not receiving subsidized benefits	Unable to support basic living expenses and receiving subsidized benefits; inappropriate spending	Able to support living expenses with subsidized benefits; spending within budget	Able to support living expenses; household discretionary funds budgeted, no subsidized benefits	Able to support living expenses; budget is well managed and household maintains a savings account, no subsidized benefits			
Food	No food or means to prepare it. Relies to a significant degree on other sources of free or low-cost food	Household is on food stamps	Can meet basic food needs, but requires occasional assistance	Can meet basic needs without assistance	Can choose to purchase any food household desires			
Health Care Coverage	No medical coverage with immediate need	No medical coverage and great difficulty accessing medical care when needed. Some household members may be in poor health	Some family members enrolled in a public health plan (e.g., Medicaid, Kid Care/Healthy Kids), other members uninsured	All family members enrolled in health plan and can get medical care when needed but cost may strain budget	All family members enrolled in an affordable, adequate health insurance plan			
Transportation	No access to transportation, public or private; may have a car that is inoperable	Transportation is available, but unreliable, unpredictable, unaffordable; may have car but no insurance, license, etc.	Transportation is available and reliable, but limited and/or inconvenient; drivers are licensed and minimally insured	Transportation is generally accessible to meet basic travel needs	Transportation is readily available and affordable, car is adequately insured			
Childcare (birth through school age)	Needs childcare, but none available or child is not eligible	Reliable childcare is unaffordable or family is on waitlist for subsidized childcare	Family has reliable child care; receiving subsidized child care supports	Reliable, affordable childcare is available, no need for subsidies or child is consistently and safely supervised in an informal setting	Able to select quality childcare of choice, no need for subsidies or child is consistently and safely supervised in an informal setting and has learning/enrichment opportunities.			

PREVENTION LINE

CHILDREN'S BOARD WELL-BEING SCALE

DOMAINS	In Crisis (1)	Vulnerable (2)	Safe (3)	Stable(4)	Thriving (5)	Initial Score	Midterm Score	Final Score
Adult Education	Literacy problems and/or no high school diploma/GED are serious barriers to employment	Enrolled in literacy and/or GED program and has sufficient command of English to where language is not a barrier to employment	Has high school diploma/GED	Needs additional education or training to improve employment situation and/or resolved literacy problems to where they are able to function effectively in society	Has completed education or training needed to become employable. No literacy problems			
Family Relations	Lack of necessary support from family or friends; abuse (DV, child) is present or there is child neglect	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	Some support from family/friends; family members acknowledge and seek to change negative behaviors; are learning to communicate and support	Strong support from family or friends. Household members support each other's efforts	Has healthy/expanding support network; household is stable and communication is consistently open			
Social/ Emotional Well-Being (Behavioral Health)	High anxiety or stress OR Family member in active drug/alcohol addiction/mental health crisis; unable to recognize problem or need for intervention	Unable to make decisions/problems coping OR Family member recognizes active addiction or mental health problem and is scheduled for treatment	Only a few or occasional social/emotional issues OR Family member in treatment	Able to handle day-to-day stressors OR Family member maintains active regimen or support for problem through a community support group or medicine for up to one year	No Behavioral/ Social/Emotional Issues OR Family member maintains active regimen or support for problem through a community support group or medicine for a period greater than one year			
Parenting Skills	There are safety concerns regarding parenting skills; caregivers have inappropriate developmental expectations	Parenting skills are minimal; caregivers need additional skills and information to keep children safe and understand/manage their behavior	Parenting skills are adequate to keep children safe; some understanding of child development	Parenting skills are adequate to keep children safe, manage their behavior and provide some enrichment opportunities	Positive parenting skills are well developed; provides many enrichment opportunities; has age appropriate expectations			
Child Education*	Child does not attend school regularly and is failing more than one class; child suspended from school; child dropped out or expelled from school	Child attends school regularly and is failing more than one class	Child attends school regularly and failing no more than one class	Child attends school regularly and passes all classes	Child attends school regularly and is a "B" or "3.0" or better student			
Child Behavior*	Child has persistent behavior problems at school, home or in the community and behavior is totally uncooperative and unmanageable; may have law enforcement involvement	Child has persistent behavior problems at school, home or in the community and behavior is generally uncooperative and difficult to manage	Child has occasional or minor behavioral problems that do not require intervention; child is usually cooperative but may have some difficulties following rules	Child is generally well behaved and cooperative and follows most rules	Child is well behaved and cooperative and may serve as a positive role model in school or the community			

PREVENTION LINE

* If not applicable (N/A) record score as "6"