

FAMILY DEVELOPMENT MATRIX

Status Level	Income & Budget	Family Relations & Parenting	Employment	Adult Education & Development	Children/Youth Education & Development
Benchmarks	Benchmark Criteria	Benchmark Criteria	Benchmark Criteria	Benchmark Criteria	Benchmark Criteria
Thriving	<ul style="list-style-type: none"> ♦ Sufficient earned income to allow family choices for non-essential purchases ♦ Able to save 10% of income ♦ Established relationship with insured financial institution ♦ Has a good credit rating ♦ Expects to increase income level within one year 	<ul style="list-style-type: none"> ♦ Has a strong supportive family with positive family identity ♦ Mutually agreed upon rules and expectations ♦ Conflicts are easily negotiated ♦ Is nurturing and consistently cares for family members ♦ Children are happy and socially well-adjusted ♦ Children enjoy parents 	<ul style="list-style-type: none"> ♦ Possesses marketable job skills and positive work experience ♦ Constant development of transferable job skills ♦ Permanent employment by secure business offering a comprehensive benefit package ♦ Has made steady advancement in career of choice ♦ Has solid job search and retention skills 	<ul style="list-style-type: none"> ♦ Has post secondary education or training ♦ Parents speak, read and write English ♦ Positive, supportive attitude toward education ♦ Set and pursue long range career and educational goals ♦ Highly value education for children 	<ul style="list-style-type: none"> ♦ Has little or no absenteeism ♦ Has high grades in most subjects and passing marks in every subject ♦ Has no discipline problems ♦ Is a leader among other students ♦ Has a positive attitude toward education
Safe and/or Self-Sufficient	<ul style="list-style-type: none"> ♦ Sufficient earned income to meet basic family needs ♦ Plans and sticks to a monthly budget ♦ Saves when possible ♦ Able to obtain a secured line of credit ♦ Pays bills on time, delays purchases to handle debt load ♦ Has a good credit rating ♦ Anticipates continuation of current income level for at least one year 	<ul style="list-style-type: none"> ♦ Supportive family with a generally positive identity ♦ Has realistic rules and manageable conflict ♦ Usually provides sound, nurturing care for family members ♦ Children unusually happy and outgoing; little violence or aggression ♦ Children are consistently able to relate to parents 	<ul style="list-style-type: none"> ♦ Has attained marketable job skills ♦ Is employed by a secure business offering some benefits ♦ Has employment with potential for advancement ♦ Has or can easily develop job retention skills. ♦ Has job search skills. ♦ Has sufficient wages to provide for family needs. 	<ul style="list-style-type: none"> ♦ Some family members speak, read and write English ♦ Have or are pursuing a high school diploma or equivalent education ♦ Enrolled in adult education, English as a Second Language, Vocational Education or College ♦ Values education for children 	<ul style="list-style-type: none"> ♦ Absenteeism is not high enough to be a concern ♦ Has passing marks in all subjects ♦ Has no discipline problems ♦ Has a good attitude toward education
Stable	<ul style="list-style-type: none"> ♦ Has an income barely adequate to meet basic needs ♦ Plans and sticks to a monthly budget ♦ Has no savings ♦ Able to obtain limited secured credit ♦ Generally pays bills on time ♦ No anticipated decrease in family income 	<ul style="list-style-type: none"> ♦ No abuse or neglect of any kind ♦ Learning positive family dynamics ♦ Care of family members is adequate ♦ Little violence or aggression ♦ Children are sometimes able to relate to parents ♦ Parents are involved in parenting, communication and/or family development training 	<ul style="list-style-type: none"> ♦ Considering or in the process of developing more marketable job skills ♦ Has seasonal, part time or temporary employment ♦ Has employment with inadequate hours, benefits and/or stability ♦ Has employment with limited advancement potential ♦ Has understanding of job search skills. Can search for a job with assistance. ♦ Wages are sufficient to meet most family needs 	<ul style="list-style-type: none"> ♦ Considers personal education needs and options ♦ Has or is pursuing a high school education ♦ Has limited English skills ♦ Can set and pursue some career and personal education goals with assistance ♦ Values some education for children 	<ul style="list-style-type: none"> ♦ Has some absenteeism but it is not impeding educational performance ♦ Is performing at a minimum educational level ♦ Has some discipline problems ♦ Gets along with most other students ♦ Making adequate progress in reading, writing and arithmetic skills ♦ Has an average attitude toward education
At Risk and/or Vulnerable	<ul style="list-style-type: none"> ♦ Has a limited income ♦ Is sometimes unable to meet basic needs ♦ Has spontaneous and inappropriate spending habits ♦ Has no savings ♦ Has limited ability to obtain credit ♦ Has unpaid bills ♦ Has an overwhelming debt load 	<ul style="list-style-type: none"> ♦ Outside placement of children is threatened ♦ Children have run away from home ♦ Unrealistic or non-existent rules ♦ Constant conflict ♦ Inadequate care ♦ Risk of abuse or neglect ♦ Children are unhappy, withdrawn, violent or aggressive 	<ul style="list-style-type: none"> ♦ Has limited job skills ♦ Has inadequate employment with no benefits ♦ Is not sure where or how to find the next job ♦ Has no advancement potential ♦ Has disciplinary or performance problems at work ♦ Has few job search or retention skills ♦ Wages are insufficient to meet family needs 	<ul style="list-style-type: none"> ♦ Has less than a ninth grade education ♦ Has severally limited English skills ♦ Does not consider education a priority ♦ Does not set or pursue educational or career goals 	<ul style="list-style-type: none"> ♦ Has a high absenteeism rate ♦ Is performing below educational level or is failing in one or more subjects ♦ Has continued discipline problems ♦ Exhibits gang related behavior ♦ Does not get along with other students ♦ Has serious difficulty with reading, writing and arithmetic skills ♦ Has a poor attitude toward education
In Crisis	<ul style="list-style-type: none"> ♦ Has very little money and can not meet basic needs ♦ Unable to obtain credit ♦ Has unpaid bills and collectors calling ♦ Is dependent upon public assistance 	<ul style="list-style-type: none"> ♦ Existence of child or spousal abuse, neglect or violence ♦ Foster care or other placement of child has occurred or is imminent ♦ Intervention of criminal justice system is required to deal with family violence or abuse 	<ul style="list-style-type: none"> ♦ Is unemployed or unemployable ♦ Has minimum or no job skills ♦ Has negative work history ♦ Has negative work ethics or attitude ♦ Has no job search or retention skills 	<ul style="list-style-type: none"> ♦ Is illiterate ♦ Has no English skills ♦ Has no interest in or access to educational remedies ♦ Does not stress or value education for children 	<ul style="list-style-type: none"> ♦ Having great difficulty in school ♦ Drops out of school ♦ Has a poor attitude toward education ♦ Has serious development deficiencies ♦ Has serious behavioral problems

STRONG BEGINNINGS PROGRAM

Developed by the Orange County Shelter and Hunger Partnership for California Department of Health and Human Services