

# Tri-County Head Start/Early Head Start Family Needs Assessment

Participant Name \_\_\_\_\_ School Year \_\_\_\_\_

Preliminary Date \_\_\_\_\_ Midyear Date \_\_\_\_\_ End of Year Date \_\_\_\_\_

Family Service Advocate \_\_\_\_\_

Assessment Item	Preliminary Score	Midyear Score	End of Year Score
<b>Family Well Being</b>			
<b>Housing</b>			
<ol style="list-style-type: none"> <li>1. Homeless or on the verge. Very temporary housing (such as with friend for 1 week). At a shelter. Camping, living in a vehicle, etc. No income for housing, Dangerous or bad situation. Utilities shut off.</li> <li>2. Temporary housing. Lives with friends/family. Money for rent/utilities uncertain. Unsafe or crowded. No money for repairs. Landlord not fixing problems. Uses help from agencies to get by (LIHEAP, PRC, etc.). Utilities shut off or on the verge.</li> <li>3. Semi-Permanent. Relatively safe and secure. Some repairs. Some repairs are needed. Mostly can pay housing/utilities/repairs. Minor landlord issues. Subsidized/Metro housing. Some help from agencies to get by (LIHEAP, PRC, etc.).</li> <li>4. Safe and secure dwelling for at least 12 months. Able to pay rent/mortgage. Able to pay utilities. Repairs taken care of.</li> <li>5. Able to own or live in long term affordable housing. Safe housing. Enough room for family size. Suits needs and preferences. Able to pay utilities.</li> </ol>			
<b>Safety</b>			
<ol style="list-style-type: none"> <li>1. Family is imminent danger. (Violence in home and in neighborhood).</li> <li>2. Family involved or open case with DCF (child abuse/neglect) and/or domestic abuse.</li> <li>3. Family has a history with DCF (child abuse/neglect) and/or past domestic abuse.</li> <li>4. Family has a safety plan in place.</li> <li>5. Family is in no immediate danger and family members report they are safe in their environment.</li> </ol>			
<b>Health</b>			
<ol style="list-style-type: none"> <li>1. No regular doctor or dentist. Needs help finding resources. No insurance. Can't afford doctor/dentist. Can't afford to skip needed medications. Serious illness in the family.</li> <li>2. No/Poor insurance. No regular doctor or dentist. Uses the emergency room or doctor. Needs help finding resources. Only goes to doctor/dentist when an emergency. Unmet medical/dental needs. Behind on immunizations.</li> <li>3. Access to doctor and dentist through clinics. Typically, able to see doctor/dentist when needed. Adequate insurance coverage. Immunizations up to date. Typically, able to obtain medications.</li> <li>4. Family doctor and dentist. Immunizations up to date. Everyone is healthy. Money/insurance for medical.</li> <li>5. Family doctor. Family dentist. Immunizations completed. Iron level test done. Lead level test done. Everyone is healthy. Money/insurance for medical. Yearly physicals.</li> </ol>			

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<b>Mental Health/Substance Abuse</b>			
<ol style="list-style-type: none"> <li>1. Unmanaged depression, anxiety, eating disorder, or other mental health issue. Struggles to cope. Possible danger to self/others. Substance abuse. Unable to function in society. More bad days than good.</li> <li>2. Able to function most days. More good days than bad. Medications partially help.</li> <li>3. Some mental health issues, but medication/coping skills take care of it.</li> <li>4. No mental health issues. Somewhat confident. Good relationships. Mild stress at times.</li> <li>5. Self-confident. Strong sense of identity. Non-stressed. Strong relationships. No mental health issues.</li> </ol>			
<b>Transportation</b>			
<ol style="list-style-type: none"> <li>1. No vehicle - No access to transportation with others. No driver's license.</li> <li>2. Unreliable vehicle - May not be able to pay for needed repairs/gas. No driver's license. Unreliable resources for transportation.</li> <li>3. Has access or utilizes public transportation.</li> <li>4. Semi-reliable vehicle - Able to pay for some repairs, but not currently. Able to get reliable rides. Has a driver's license and insurance.</li> <li>5. Reliable vehicle - Has a driver's license. Has money for car repairs, payment, gas, regular maintenance, and insurance.</li> </ol>			
<b>Financial Security</b>			
<ol style="list-style-type: none"> <li>1. Limited or no income. Depends strongly on assistance to survive. No budgeting skills. Facing eviction/ repossession. Go without meals/medical.</li> <li>2. Inadequate income. Unable to pay bills. Uses some assistance to get by. Needs help with budgeting skills.</li> <li>3. Stable income. Struggles to pay bills. Accesses resources as needed for unexpected costs. Some budgeting skills.</li> <li>4. Adequate income. Able to pay most bills on time. Mostly able to follow budget. Some credit.</li> <li>5. Reliable income. Able to pay bills on time. Has savings/retirement. Have credit cards/good credit. Able to follow budget.</li> </ol>			
<b>Employment</b>			
<ol style="list-style-type: none"> <li>1. Unemployed. Disabled with no benefits. No/limited prospects or skills. Long term unemployment. Barriers to employment (undocumented, criminal history, health issues).</li> <li>2. Temporary or part-time with no benefits. Receiving unemployment compensation. Limited skills. Inadequate pay/benefits.</li> <li>3. A stable or part-time wage job with some benefits. Needs additional training and employment skills.</li> <li>4. Full-time or adequate job. Meets basic needs. Some benefits.</li> <li>5. Permanent and stable. Full benefits. Above average employment. Upgrading skills. Transferrable skills.</li> </ol>			
<b>Food and Clothing</b>			
<ol style="list-style-type: none"> <li>1. No food or preparation facilities. Clothing inadequate. Malnutrition. Eating disorders.</li> <li>2. Limited knowledge of food preparation and food/clothing resources. Dietary requirements are not met.</li> <li>3. Sufficient personal and community resources for food/clothing.</li> <li>4. Have resources for healthy food and clothing. Dietary requirements for special conditions i.e., pregnancy, diabetes, etc.</li> <li>5. Has ability and access to resources to provide healthy food and clothing.</li> </ol>			

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<b>Positive Parent Child Relationships</b>			
<b>Nurturing Relationships</b>			
<ol style="list-style-type: none"> <li>1. No attachment between caregiver and child; severe behavior issues.</li> <li>2. Behavioral Issues. Negative or non-consistent use of discipline. Overwhelmed. No support. Needs help with resources. Need parenting help/skills. Relationship issues.</li> <li>3. Somewhat stressed. Stable relationships. Stable environment. Mostly good parenting skills. Able to access resources. Parenting and or relationships could be improved.</li> <li>4. Relationships good. Environment good. Involved in community. Mostly positive parenting techniques. Stable support network.</li> <li>5. Stable/nurturing relationships. Positive techniques of guidance. Strong support network.</li> </ol>			
<b>Child Development/Parenting Skills</b>			
<ol style="list-style-type: none"> <li>1. Parent/child roles and responsibilities are non-existent.</li> <li>2. Parent does not know how or where to get help on child development/parenting skills.</li> <li>3. Parent/child roles and responsibilities are enforced but not always consistent or effective.</li> <li>4. Parent would like information on age-appropriate activities.</li> <li>5. Parent knows how to seek parenting assistance and understands development milestones.</li> </ol>			
<b>Family as Lifelong Educators</b>			
<b>Family Education at Home</b>			
<ol style="list-style-type: none"> <li>1. Family is unable to support their child in any learning activities.</li> <li>2. Family has limited access to learning resources and has several concerns about their child's learning.</li> <li>3. Family feels somewhat confident about their child's learning.</li> <li>4. Family completes home activities and is aware of what the child is learning.</li> <li>5. Family is engaged in daily literacy activities in the home and is aware of what the child is learning.</li> </ol>			
<b>School Readiness</b>			
<ol style="list-style-type: none"> <li>1. Family not interested in understanding assessment data and progress.</li> <li>2. Family does not understand child assessment data and progress.</li> <li>3. Family has some understanding of child assessment data and participates in parent conferences or program functions.</li> <li>4. Family understands child assessment data and guides the child and knows how to support their child for school readiness.</li> <li>5. Family seeks out information regarding school readiness goals.</li> </ol>			
<b>Promoting Primary Language</b>			
<ol style="list-style-type: none"> <li>1. Family prohibits child from using native language in home.</li> <li>2. Family discourages child from speaking native language in the home.</li> <li>3. Family inconsistently uses native language.</li> <li>4. Family consistently uses native language in the home and assists other parents with transitions.</li> <li>5. Family consistently uses native language in the home.</li> </ol>			

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<b>Families as Learners</b>			
<b>Education, Training, and Life Goals</b>			
<ol style="list-style-type: none"> <li>1. No GED or High School diploma. English as second language. No skills with computer.</li> <li>2. No GED or High School diploma. Able to access GED training. Able to access job training. Remedial courses needed. Has limited computer/internet skills.</li> <li>3. Have GED or High School diploma. Able to access needed resources to attend college or job training. Need a few remedial courses. Have computer/internet skills.</li> <li>4. Enrolled in college or vocational training. Have adequate computer/internet skills.</li> <li>5. Working in chosen profession. Attained degree. Proficient with computer and internet.</li> </ol>			
<b>Volunteering</b>			
<ol style="list-style-type: none"> <li>1. Family does not participate in volunteering opportunities.</li> <li>2. Family volunteers occasionally (i.e., at least 20-40 hours' /school year).</li> <li>3. Family volunteers on a monthly basis.</li> <li>4. Family seeks out ways to volunteer.</li> <li>5. Family volunteers on a weekly basis.</li> </ol>			
<b>Family Engagement in Transitions</b>			
<b>Transitions</b>			
<ol style="list-style-type: none"> <li>1. Family is not interested in advocating and/or supporting their child's education.</li> <li>2. Family is unaware of their role in supporting and advocating for their child's education.</li> <li>3. Family is beginning to understand and advocate for their Child's learning and development in the transition process.</li> <li>4. Family attends transition meetings as required and gives input into the transition process.</li> <li>5. Family is aware, advocates and actively engages in transition planning.</li> </ol>			
<b>Family Connections to Peers and Community</b>			
<b>Families and Communities</b>			
<ol style="list-style-type: none"> <li>1. Family has no support network or any knowledge of community resources.</li> <li>2. Family has limited knowledge on community resources.</li> <li>3. Family knows resources available in the community and how to access.</li> <li>4. Family has dynamic support networks and is actively engaged in their community.</li> <li>5. Family is self-sufficient and is not dependent upon community resources.</li> </ol>			
<b>Families as Advocates and Leaders</b>			
<b>Leadership and Advocacy</b>			
<ol style="list-style-type: none"> <li>1. Family is not involved in any leadership/advocacy roles.</li> <li>2. Family has limited ability or barriers to participation.</li> <li>3. Family is interested in obtaining more information about leadership opportunities.</li> <li>4. Family is beginning to form leadership/advocacy partnerships with other parents and/or community groups.</li> <li>5. Family is actively serving in leadership/advocacy partnerships with other parents and/or community groups.</li> </ol>			
Parent Initials			

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Staff Signature

\_\_\_\_\_  
Date