

Community Action of Southeast Iowa – Head Start/Early Head Start Family Strengths & Needs Assessment

Parent/Guardian Name: _____	Head Start Site: _____
Child Name: _____	Family Development Specialist: _____

GUIDANCE

Family Development Specialists will complete the questions below with the families and help them to think about **goals they would like to set** for the year and incorporate as a part of their **Family Partnership Agreement**.

The Family Strength & Needs Assessment is completed at the beginning and end of the school year, each year. In some instances, families might also have a third (mid-year) assessment completed.

This form is written as if the parent is a single-parent **or** as if only one parent is completing the form with you today. Please remember to change your questions to “we” statements when there is a two-parent family involved and/or both parents are present during your visit.

The form is also written as though there is only one child in the home. Please remember to change your questions to say “children” to reflect those families that have more than one child in the home.

SCORING GUIDANCE

Each question will be scored on a scale of 1-5. Circle the corresponding score.
If a question is not applicable to a family, circle nothing.

Score	How to Score	Meaning
5.0	All criteria are met <u>OR</u> If question is not applicable	Thriving
4.0	Most of the criteria are met	Building Capacity
3.0	Some of the criteria are met	Stable
2.0	One criteria are met	Vulnerable
1.0	No criteria are met	Crisis

If a question completely does not apply to a family, circle 5.0 for the score. Write a note next to the score that the question was “N/A” for your future reference and scoring.

On Mid-Year and Ending Assessments there are no numbers to circle for the scores. You may simply write the number that the score has changed to.

Beginning Assessment Date: _____	Mid-Year Assessment Date: _____	Ending Assessment Date: _____
Parent Signature: _____	Parent Signature: _____	Parent Signature: _____
Parent Signature: _____	Parent Signature: _____	Parent Signature: _____
Staff Signature: _____	Staff Signature: _____	Staff Signature: _____
Immediate or Emergency Needs Today: Yes No _____ _____ _____	Immediate or Emergency Needs Today: Yes No _____ _____ _____	Immediate or Emergency Needs Today: Yes No _____ _____ _____

1. Family Well-Being

Outcome: Families become more safe and healthy, and have increased financial security.

GOAL - Safety: Families learn about safety issues, strategies and resources, and use information to provide safe environments inside and outside the home.

		Beginning Score	Goal	Mid-Year Score	Goal	Ending Score	Goal
1.) We have everything we need to make our home safe for our family.							
A	We have housing that meets my family's needs and that is structurally safe.	5 4 3 2 1					
B	We have proper safety precautions in our home, such as the following: <ul style="list-style-type: none"> Working locks on doors and windows. Unused outlets are covered with safety covers. Working smoke and carbon monoxide detectors (and we check them twice/year). 	5 4 3 2 1					
C	Medicines, drugs, guns and chemicals are kept away from children.	5 4 3 2 1					
D	My child is always supervised at home (inside, outside, in the bathtub, etc.)	5 4 3 2 1					
E	My home is free of mold, insects, rodents and chipping paint.	5 4 3 2 1					
F	When my home is in need of repairs I am able to get these repairs made (or my landlord assists).	5 4 3 2 1					
G	Our neighborhood is safe to live in and for my child to play.	5 4 3 2 1					

		Beginning Score	Goal	Mid-Year Score	Goal	Ending Score	Goal
2.) I have done what I can to ensure that my child is safe when s/he leaves the home.							
A	I have my own safe, reliable transportation and child safety seats.	5 4 3 2 1					
B	My child is never left alone in the car, I walk with him/her in public areas and we talk about ways to stay safe (crossing the street, talking to strangers, etc.).	5 4 3 2 1					

GOAL - Physical Health and Social and Emotional Well-being: Families foster their children's physical health and social and emotional development.

		Beginning Score	Goal	Mid-Year Score	Goal	Ending Score	Goal
3.) We have enough resources to always feed the entire family.							
A	Each family member has enough to eat for each meal (parents included).	5 4 3 2 1					
B	I know where to go in the community if we need food assistance (including WIC and/or food pantries).	5 4 3 2 1					

		Beginning Score	Goal	Mid-Year Score	Goal	Ending Score	Goal
4.) We have adequate access to medical and dental care.							
A	Each member of the family has medical and dental insurance.	5 4 3 2 1					
B	Each member of the family sees a doctor and dentist (once a year).	5 4 3 2 1					

		Beginning Score	Goal	Mid-Year Score	Goal	Ending Score	Goal
5.) I know how to keep my child and myself healthy.							
A	Bedtime is the same time every night and s/he receives adequate sleep (doesn't wake up tired).	5 4 3 2 1					
B	My child has his/her own sleeping space (sleeps in own bed).	5 4 3 2 1					
C	Eating healthy meals is important in my family. <ul style="list-style-type: none"> We eat regularly scheduled meals together. I serve fruits and vegetables regularly. I encourage my child to try new foods. 	5 4 3 2 1					
D	My child brushes his/her own teeth (with assistance) every day and washes his/her hands before meals and after using the restroom.	5 4 3 2 1					
E	My child sits and watches (or plays) less than two hours of screen time each day (TV, computers, tablets, phones and video games).	5 4 3 2 1					
F	Family members who struggle with emotions or their mental health are getting the support and/or medication they need.	5 4 3 2 1					
G	When I am stressed or overwhelmed, I give myself permission to take a break to rest, relax or enjoy time with family and/or friends.	5 4 3 2 1					

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GOAL – Financial Literacy: Families develop a plan for financial stability and use community resources.

		Beginning Score	Goal	Mid-Year Score	Goal	Ending Score	Goal
6.) Our important papers are organized and easy to find.							
A	I have all of my family members' birth certificates.	5 4 3 2 1					
B	I have all of my family members' Social Security information.	5 4 3 2 1					
C	I have all of my family members' insurance cards.	5 4 3 2 1					
D	I have all of my family members' citizenship papers (if applies).	5 4 3 2 1					
7.) We have enough money coming in to pay our bills.							
A	I have steady employment and job security.	5 4 3 2 1					
B	I make and keep a budget for our expenses (including my debts).	5 4 3 2 1					
C	I have home/renter and car insurance.	5 4 3 2 1					
8.) I have money saved for emergencies and the future.							
A	I save money each month.	5 4 3 2 1					
B	I have a savings or checking account.	5 4 3 2 1					

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2. Positive Parent-Child Relationships

Outcome: Parents and families develop warm relationships that nurture their child's learning and development.

GOAL – Family Planning: Families are prepared for their role as primary caregivers for their children.

		Beginning Score	Goal	Mid-Year Score	Goal	Ending Score	Goal
9.) I feel prepared as a caregiver for my new baby and/or children I already have.							
A	Expectant parent/s are attending regular prenatal doctor's visits.	5 4 3 2 1					
B	Expectant mom is taking care of herself and her baby. <ul style="list-style-type: none"> • Eating well. • Getting enough sleep. • Avoiding alcohol, tobacco and drugs. 	5 4 3 2 1					
C	I know about the risks, symptoms and supports for post-partum (after the baby is born) depression.	5 4 3 2 1					

GOAL - Community and Culture: Families support children's social/emotional growth and attachment to significant adults in the home, school and community.

		Beginning Score	Goal	Mid-Year Score	Goal	Ending Score	Goal
10.) I share affection openly and often with my child and spend quality time with							
A	I tell my child "I love you", cuddle, hug, kiss and/or hold him/her many times a day.	5 4 3 2 1					
B	I make time to talk with my child about his/her day each day and include my child in my activities when appropriate (gardening, shopping, preparing meals, etc.)	5 4 3 2 1					

GOAL - Managing Behavior: Parents establish consistent routines, clear expectations and use positive behavior strategies.

		Beginning Score	Goal	Mid-Year Score	Goal	Ending Score	Goal
11.) I know positive techniques to help my child manage his/her behavior without punishment. My child learns the behaviors that I model.							
A	My child sees me acting how I want him/her to act. I set a good example.	5 4 3 2 1					
B	I am calm and clear about my expectations with my child. And , I am consistent (yes means yes, and no means no).	5 4 3 2 1					
C	I give my child compliments for his/her good behavior every day.	5 4 3 2 1					
D	I help my child brainstorm about making good choices and finding solutions to problems.	5 4 3 2 1					

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3. Families as Lifelong Educators of their Children

Outcome: Parents and families participate in the everyday learning of their children at home, school and in their communities.

GOAL - Every Day is for Learning: Parents actively engage in learning experiences with their children.

		Beginning Score	Goal	Mid-Year Score	Goal	Ending Score	Goal
12.) I am the first and most important teacher throughout my child's life. I teach my child through a variety of experiences inside and outside our home.							
A	We value school in our home and s/he will or does attend regularly (missing no more than 2 days per month).	5 4 3 2 1					
B	I expand my child's learning by: <ul style="list-style-type: none"> Encouraging him/her to ask questions Asking him/her open-ended questions that encourage him/her to think (not just give "yes/no" answers). 	5 4 3 2 1					
C	I read to my child every day and teach my child words s/he doesn't know.	5 4 3 2 1					
D	My child has jobs at home. (making the bed, setting the table, feeding a pet, putting toys away).	5 4 3 2 1					
E	I create learning experiences for my child during our daily activities (nature walks, bathtub games, writing and drawing materials, etc.	5 4 3 2 1					

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4. Families as Learners

Outcome: Families advance their own learning to support their careers, parenting and life goals.

GOAL - Education and Career Goals: Parents know how to further their own education goals.

		Beginning Score	Goal	Mid-Year Score	Goal	Ending Score	Goal
13.) I am working towards my education and/or career goals.							
A	Adults in my family have high school diplomas or GEDs.	5 4 3 2 1					
B	I feel comfortable writing a resume and have a resume.	5 4 3 2 1					
C	I feel comfortable speaking, reading and writing in English.	5 4 3 2 1					
D	I have information about what types of jobs are hiring now.	5 4 3 2 1					

GOAL - Individual Interests and Family Goals: Families identify, communicate and develop a plan to pursue their interests and life goals.

		Beginning Score	Goal	Mid-Year Score	Goal	Ending Score	Goal
14.) I have a vision for my family's future.							
A	Each family member has individual interests or hobbies and makes time to do them.	5 4 3 2 1					
B	We have shared interests or hobbies as a family and make time to enjoy those activities	5 4 3 2 1					
C	I am proud of everything we have already accomplished and we work every day to be the people we want to become.	5 4 3 2 1					

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5. Family Engagement in Transitions

Outcome: Families continue to advocate for their children as they grow and enter new and different schools, child care facilities or experiences other transitions within the home or family.

GOAL - New Schools and Growing Children: Families support children through transitions to new schools and/or child care facilities.

		Beginning Score	Goal	Mid-Year Score	Goal	Ending Score	Goal
15.) I know how to help my child emotionally as s/he grows and enters new schools and/or child care facilities.							
A	I talk with my child about what the new setting will be like, who will be there, what will be the same, what will be different, etc. And , I am upbeat and positive when talking about it.	5 4 3 2 1					
B	I pay extra attention to keeping home routines the same when school routines are changing.	5 4 3 2 1					
16.) I am ready to provide new schools with information about my child.							
A	I know what my rights and responsibilities are in advocating for my child's needs.	5 4 3 2 1					
B	I know what my child's strengths are and how s/he learns best. I am ready to share that information with my child's new teacher or child care provider.	5 4 3 2 1					
C	I feel comfortable requesting a meeting to talk about any special concerns I have for my child that new staff should know so they can best help my child and support our family.	5 4 3 2 1					
D	I am aware of what information is required of me to provide before my child can attend school or a child care facility (including medical records).	5 4 3 2 1					

GOAL - When our Family Life Changes, I Involve and Support My Child: Families support children emotionally through life changes.

		Beginning Score	Goal	Mid-Year Score	Goal	Ending Score	Goal
17.) I explain change in age-appropriate ways so my child understands and feels secure.							
A	I know that children are usually aware of changes in the family (even if they aren't told).	5 4 3 2 1					
B	When my family has changes, I talk to my child about what that change will be like and how it will affect him/her.	5 4 3 2 1					
C	I assure my child that I will keep him/her safe and that s/he will be okay during the change.	5 4 3 2 1					

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6. Family Connections to Peers and Community

Outcome: Families connect to others in their community and receive positive support.

GOAL - Connections to Other Parents: Families connect to others to receive or give support.

		Beginning Score	Goal	Mid-Year Score	Goal	Ending Score	Goal
18.) I give and receive positive support and advice with other parents, friends and family.							
A	I have friends/family who are also raising children and we share advice and support.	5 4 3 2 1					
B	Both parents work together to raise the child (even from separate homes) and we support each other.	5 4 3 2 1					
C	We have extended family in the area that we can ask for help, positive support and encouragement.	5 4 3 2 1					

GOAL - Connections to Community: Families participate in the life of the community and access community resources when needed.

		Beginning Score	Goal	Mid-Year Score	Goal	Ending Score	Goal
19.) I feel like a part of my community.							
A	We know and interact with our neighbors.	5 4 3 2 1					
B	I know where to get information about what is happening in my community and we attend community events.	5 4 3 2 1					

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7. Families as Advocates and Leaders

Outcome: Families participate in leadership development and decision-making within the Head Start program and community.

GOAL - Advocacy on Children's Issues: Families are informed about issues related to children in order to provide leadership and advocacy.

20.) I am aware of local, regional and national issues regarding children.	Beginning Score	Goal	Mid-Year Score	Goal	Ending Score	Goal
A <i>I am aware of places to get reliable news about children's issues. (Newspapers, magazines, websites, etc.)</i>	5 4 3 2 1					

GOAL - Participation in Civic Life: Families vote, volunteer or join civic groups. They take on leadership roles.

21.) I know my rights and responsibilities as a member of my community and country.	Beginning Score	Goal	Mid-Year Score	Goal	Ending Score	Goal
A <i>I am registered to vote and I vote.</i>	5 4 3 2 1					
B <i>I stay informed about current issues and events in my community and country.</i>	5 4 3 2 1					
C <i>I am a part of or have interest in belonging to a community organization.</i>	5 4 3 2 1					
D <i>I am a part of the decision-making process at Head Start or am interested in being involved.</i>	5 4 3 2 1					

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