

Mid-America Head Start Family Assessment – Form 7000

Family Name: _____ Child's Name: _____ Program Year _____

1. Family Well-being: Parents and families are safe, healthy, and have increased financial security.

1.1 Money Matters

Benchmarks	1.1.1 Employment	1.1.2 Wages/Income	1.1.3 Money Management	1.1.4 Subsidized	1.1.5 Records
5	Consistent, flexible permanent full time employment of choice with benefits	Sufficient wages and income to meet family needs with regular surplus	Savings, retirement, insurance, emergency funds, college fund, burial funds, good credit	Financially self-sufficient and prepared for life without subsidy	Have original, updated and important documents in possession that are organized in a safe location
4	Stable employment; while working toward more ideal employment	Wages and income meet family needs without assistance	Following budget, beginning to save, paying off debt	Preparing a plan to transition out of subsidy	Have original, updated and important documents in possession; determining safe location for storage and organization
3	Consistent or permanent employment	Wages and income meet family needs with or without assistance	Follow a family budget, checking account, bills paid on time, live within means	Use subsidy to support meeting family needs	Have original, updated and important documents in possession
2	Unreliable or temporary employment or barriers that threaten employment	Wages and income are insufficient to consistently meet family needs	Outstanding debt without savings, no budget, low or no credit	Qualify but have not applied for subsidy or completely dependent on subsidies	Expired, inaccurate or misplaced documents
1	No employment	No wages or income	No resources, no plan, past due utility and/or housing bills	Need subsidy, but ineligible	Missing documents, or documents carried on person
Score:	Assessment Period Initial: _____ Final: _____	Assessment Period Initial: _____ Final: _____	Assessment Period Initial: _____ Final: _____	Assessment Period Initial: _____ Final: _____	Assessment Period Initial: _____ Final: _____

Notes:

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1.2 Housing

1.3 Food

Benchmarks	1.2.1 Stability	1.2.2 Safety: Indoor	1.2.3 Safety: Outdoor	1.3.1 Accessibility/Nutrition
5	Current housing is by choice, adequate for family size, affordable and has lived there for more than one year	Housing is without any structural or safety concerns; home is childproof, free of rodents and insects with adequate safety measures* such as: smoke alarm, carbon monoxide, locking cabinets/windows/doors, safety plans, etc	Neighborhood and community surrounding the home has a low crime rate and few acts of violence with outdoor space for children to safely play	Access to local, affordable, nutritional, unsubsidized options with a food surplus
4	Current housing is adequate for family size, affordable and has lived there for at least one year	Minimal structural concerns that are being repaired; home is childproof, free of rodents and insects; any missing safety measures are being addressed *see 1.2.2 Level 5 Benchmark	Neighborhood and community surrounding the home has a low crime rate and few acts of violence	Use primarily unsubsidized options to provide for every family member
3	Current housing is adequate for family size, affordable and has lived there for at least six months	Housing has minimal structural concerns; home is childproof, free of rodents and insects with a majority of safety measures met *see 1.2.2 Level 5 Benchmark	Neighborhood and community surrounding the home has some crime or acts of violence that have not directly impacted the family	Use both subsidized and unsubsidized options to provide for every family member
2	Housing is temporary/transitional, lacks sufficient space or is unaffordable	Housing has significant structural concerns; home may be unsanitary, lack sufficient childproofing, safety measures or has occasional problems with rodents or insects	Neighborhood and community surrounding the home has a high crime rate with many acts of violence	There is not enough food each day to provide for every family member
1	Homeless without transitional housing, on the verge of homelessness or living with others not by choice	Housing has imminent structural, safety or sanitary concerns that threaten the health of family members	One or more family members have been personally harmed by neighborhood crime or violence	Family is missing meals
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1.4 Health

Benchmarks	1.4.1 Insurance	1.4.2 Adult Medical & Dental Home	1.4.3 Child Medical & Dental Home	1.4.4 Mental Health & Emotional Well-being
5	All family members have affordable, non-subsidized, full coverage medical, vision and dental insurance	Adult(s) have a primary medical, vision and dental home and receive preventive/prenatal care	Child(ren) have a primary medical, vision and dental home and receive preventive care	No issues occurring for self or family, or needs are well addressed by accessing services and/or supports regularly
4	Working towards non-subsidized coverage	Adult(s) have a primary medical and either vision or dental home and receive preventive/prenatal care	Child(ren) have a primary medical and either vision or dental home and receive preventive care	Acknowledges need for services or supports and access regularly; making progress on issues/needs
3	All family members have affordable (subsidized or non-subsidized), full coverage medical, vision and dental insurance	Adult(s) have a medical home and use when needed	Child(ren) have a medical home and use when needed	Acknowledges need for services or supports; inconsistently access services; needs are manageable
2	Some family members have insurance	Adult(s) rely on only urgent care for medical needs and/or ignore addressing minor health needs	Child(ren) rely on only urgent care for medical needs and/or ignore addressing minor health needs	Inconsistently seeking services; needs are not well addressed
1	Family lacks insurance	Adult(s) use only the emergency room for health needs	Child(ren) use only the emergency room for health needs	Needs are currently debilitating or self-medicated with a lack of resources or willingness to receive services
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1.5 Transportation

Benchmarks	1.5.1 Safety	1.5.2 Reliability
5	Car seats and/or safety belts for each passenger with up-to-date safety features in each mode of transportation that is used accurately every time	Consistent access to multiple modes of reliable, safe and affordable transportation with money and/or resources for back-up transportation as needed
4	Planning for transition of children between car seat sizes that follow safety guidelines	Consistent access to multiple modes of reliable, safe and affordable transportation while working on back-up plan
3	Car seats and/or safety belts for each passenger in each mode of transportation	Access to reliable, safe and affordable transportation
2	Expired, inconsistent or incorrect use of car seats and/or safety belts	Inconsistent, unsafe or costly transportation
1	No use of car seats and/or safety belts	No access to transportation
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2. Positive Parent-Child Relationships: Parents and families develop warm relationships that nurture their child's learning and development.	3. Families as Lifelong Educators: Parents and families observe, guide, promote and participate in the everyday learning of their children at home, school and in their communities.
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2.1 Parent-Child Relationships

3.1 Lifelong Educators

Benchmarks	2.1.1	3.1.1
5	Parenting practices that show affection to each child and incorporate consistent daily routines that meet the child's need, practice positive discipline strategies and provide for quality time interacting with each child	Partners with staff to set educational goals and create learning opportunities and strategies at home. Seeks educational resources and meets all caregiver goals to improve school readiness
4	Parenting practices meet the 2.1.1 Level 3 benchmark and caregivers actively seek resources to understand age appropriate development that improves parenting practices and relationships with child(ren)	Actively participates in child's education, advocates for educational needs, seeks educational opportunities for child and meets most caregiver goals for school readiness
3	Parenting practices that show affection to children and incorporate some daily routines that meet the children's need, practice positive discipline strategies and provide for time with children	Participates in child's education, supports educational goals, seeks some educational resources and meet few caregiver goals for school readiness
2	Parenting practices that show little affection to children and/or incorporate minimal daily routines that meet the children's need, practice inconsistent positive discipline strategies and provide for little time with children	Limited participation in child's educational development, meets mandatory educational requirements, limited participation in goals for school readiness
1	No routines, constantly overwhelmed with children's behavior, consistently disciplining or reacting with anger and lack support or resources	No participation in child's educational development
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4. Families as Learners: Parents and families advance their own learning interests through education, training and other experiences that support their parenting, careers, and life goals.	5. Family Engagement in Transitions: Parents and families support and advocate for their child's learning and development as they transition to new learning environment.
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4.1 Learners

5.1 Transitions

Benchmarks	4.1.1	5.1.1
5	Obtained or pursuing degree, certification or other higher learning opportunity and/or participates in program or community learning opportunities regularly	Researches what is needed to support transitions; knows how to prepare and involve child(ren) for upcoming educational change and support them during the change; patient with child(ren) during life changes
4	Has high school diploma/GED/HiSET, taking steps to pursue higher learning and/or participates in program or other community learning opportunities occasionally	Meets 5.1.1 Level 3 benchmark and begins to initiate the educational transition process independently
3	Has diploma/GED/HiSET, sets goals for other learning and/or limited participation in program or community learning opportunities	Understands and completes all required educational transition components in cohesion with school staff, and actively participates in transition planning
2	Seeking diploma/GED/HiSET, limited ability to set educational or personal development goals and/or rarely participates in program or community learning opportunities	Completes some required educational transition components or there is limited preparation for transitions
1	No diploma/GED/HiSET or trade certification and/or unable or uninterested in participating in learning opportunities	Does not complete educational transition components, or change is often abrupt without preparation or consideration of the impact
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