



## Community Assessment Report Checklist

This checklist may be used by the team to assess to what extent the CA report is complete, well organized, and readable. It is a tool to help ensure the quality of your CA report. It lists items that should appear in the CA report, including text, maps, and charts. The checklist can be used as a guide for discussion and improvement to the CA report. When you ask staff or the Board to review your CA report, they can use the checklist and provide you with feedback.

If checklist items are missing or incomplete, the team should take note and try to make corrections. At some point, you might want to include additional items on the checklist that you know are important indicators of the quality of your CA report.

Grantee/Delegate Agency: \_\_\_\_\_

Name of Reader: \_\_\_\_\_

Check the “yes” box if the item is included in the CA report. Check “no” if it is missing entirely or incomplete. Page references may be noted. If the information/ data are located in another section of the CA report, indicate those page numbers.

	Yes	No	Page #	Notes:
<b>EXECUTIVE SUMMARY</b>				
1-2 pages in length				
Overview of the grantee and communities in the service area				
Summary of the CA process: data gathering and data analysis				
Major findings				
Recommendations (prioritized)				
<b>OVERVIEW OF STATE OF THE GRANTEE</b>				
Relevant information, details, and maps				
Grantee type, history, and other programs administered				
Delegate agencies (if applicable)				
Eligibility criteria specified				
Number of eligible children and families to be served according				



to the funding				
Actual number of enrolled children and families including cultural and linguistic features				
Program options offered				
Locations of centers, family child care				
homes, central office, other offices				
<b>Service Area Maps</b>				
Service area				
Recruitment area				
Location of delegate agencies and programs				
Location of communities and population groups				
<b>METHODOLOGY</b>				
Purpose of the CA				
<b>CA Process</b>				
List of CA team members, their responsibilities, and how they were selected indicating that they were a cross-representational group				
Role of a consultant, if used				
Overview of any training provided to the CA team				
Roles of the Policy Council and the Board				
Timeline or other evidence indicating that there was ongoing reporting of the CA progress				
<b>Sources for the CA Information</b>				
Internal data sources (include a list if possible)				
External data sources in the community (include a list if possible)				
Census data or other population figures				



Data sources on underserved or new or emerging populations (include a list if possible)				
Methods of Data Collection				
Surveys and/or questionnaires (specify the population targeted)				
Interviews and/or focus groups (specify the population targeted)				
Use of translation or interpreters when necessary				
Methods of data analyses				
Quantitative analyses (such as percentages)				
Qualitative analyses (such as quotes from interviews)				
Estimates and trends				
<b>DATA COLLECTED AND FINDINGS</b>				
Overview of the service area and recruitment areas				
Employment patterns, noting major businesses and industries				
Housing patterns				
Public school patterns				
Transportation patterns				
Medical and environmental health issues				
Social and economic status of population				
Language and cultural base of population				
Racial and ethnic characteristics of population				
Recent population changes including immigration, new or emerging populations				
Types and locations of child care programs and arrangements for infants, toddlers, and preschoolers				



Types and locations of child care programs and arrangements for infants, toddlers, and preschoolers with disabilities				
National, state, and local census data whenever possible				
Information and demographics on Head Start eligible children and their families including new, emerging, and underserved populations				
Housing				
Social and economic status				
Languages and cultures				
Racial and ethnic characteristics				
Recent population changes				
Foster care statistics				
Children with disabilities				
Types of disabilities				
Enrollments in non-Head Start child development programs				
Data sources cited and referenced				
Charts, tables, and other visual displays of data				
Strengths and needs of Head Start eligible children and families as defined by the Head Start program				
Education				
Disabilities services				
Foster care				
Health and mental health				
Nutrition				
Social services				
Housing				
Employment				
Transportation				
Translation and interpretation services				



Other				
Comparison of strengths and needs of Head Start eligible children and families as defined by the families themselves and local institutions serving them				
Education				
Disabilities services				
Foster care				
Health and mental health				
Nutrition				
Social services				
Housing				
Employment				
Transportation				
Translation and interpretation services				
Other				
Access and availability of community resources				
Education				
Disabilities services				
Foster care				
Health and mental health				
Nutrition				
Social services				
Housing				
Employment				
Transportation				
Translation and interpretation services				
Collaborative arrangements, partnerships, and formal agreements				
Disabilities services				
Educational services				
Health and mental health services				



Social services				
Shared facilities				
Transportation				
Professional development				
<b>DATA REVIEW AND ANALYSIS</b>				
Charts, tables, and other visual displays of data				
Changes from prior years in service and recruitment areas and eligibility and enrollment indicating trends and patterns				
PIR data, especially enrollment data, analyzed over several years				
Agency PIR data compared to national				
PIR data				
Data analyzed for significance and impact on the Head Start children and families, the program, and the community				
<b>Major issues, trends, and concerns</b>				
Changes in social policy or legislation, such as eligibility criteria for federal or state benefits				
Influx or relocation of Hispanics or of new or emerging populations				
Community development projects				
Business and services closings and openings				
Residential patterns, new construction				
Immigration laws and law enforcement				
Unseasonable weather or natural disaster				
<b>RECOMMENDATIONS AND PRIORITIES</b>				
Key issues facing eligible children and families to be				



addressed by the Head Start program				
Recommendations prioritized and rationale given for:				
<ul style="list-style-type: none"> <li>• strategic goals and measurable objectives</li> </ul>				
<ul style="list-style-type: none"> <li>• services and program options</li> </ul>				
<ul style="list-style-type: none"> <li>• recruitment area for grantee</li> </ul>				
<ul style="list-style-type: none"> <li>• recruitment area for each delegate, if applicable</li> </ul>				
<ul style="list-style-type: none"> <li>• locations for centers and home-based programs</li> </ul>				
<ul style="list-style-type: none"> <li>• criteria for recruitment and selection</li> </ul>				
Financial implications of recommendations				
Priority assigned to serving new, emerging or underserved populations that have been identified during the community assessment				
<b>STYLE AND FORMAT OF CA REPORT</b>				
Written in a logical, organized way				
Table of Contents included				
Thorough and detailed				
Contains maps, charts, and illustrations for clarity				
Provides numerical data that are easy to understand and summarize the information				
Provides qualitative data, such as quotes from interviews that are insightful and make the report interesting				
Offers conclusions supported by the data				
Responds to question: How can Head Start ensure that the correct services are provided to the appropriate population?				



## For Internal Use Only

Date: \_\_\_\_\_

Based on the review of the above elements, the Community Assessment Report:

- Includes all the key elements and is acceptable
- Lacks information and needs revision of content
- Is poorly organized or poorly written and needs rewriting

Comments:

