

NTLC - Community Assessment (CA) Outline

The following Community Assessment (CA) outline is to be used with NTLC’s Community Assessment (CA) Evaluation Checklist for evaluation and verification that **ALL** aspects of the current Performance Standards and the “Improving Head Start for School Readiness Act of 2007” are incorporated and adequately addressed in the Community Assessment which is to be used as the basis for the agency’s Strategic Plan.

Ch.	Basic Description	Resp.	ECD	Remarks
1.	Introduction: State of the Grantee/Delegate <ul style="list-style-type: none"> • History • Overview of Agency • Stakeholders • Successes • Challenges • How previous CA used in program • How program to use new CA 			General overview (past, present and future) of agency.
2.	Methodology: The Community Assessment Process <ul style="list-style-type: none"> • Data Collection process(s) 			Design and data collection processes utilized (surveys, focus groups, interviews, internet, etc.).
3.	Service Area Data: <ul style="list-style-type: none"> • Geographic • Economic • Demographic • Environment • Changes in service area • Stakeholders 			Internal and external data from Fed, State, County, Cities, Schools, Program, etc. Stakeholders include banks, businesses, county, city, state, etc.
4.	Racial and Ethnic Composition, Culture and Language(s): <ul style="list-style-type: none"> • Racial composition of service area • Ethnic composition of service area • Cultural composition of service area • Linguistic composition of service area 			Internal and external data from Fed, State, County, Cities, Schools, Program, other agencies, etc.

- Changes (past present) in composition of service area
 - Trends (present to future) in composition of service area.
5. Community Resources:
 - Current resources
 - Problems in resource availability and accessibility
 - Resource successes
 - Changes in resources (past to present)
 - Trends in resources (present to future)
 - Resource development

Focus groups, records, surveys, self assessments, news articles, MOUs, Program, other agencies, etc.
 6. Children with Disabilities:
 - Available services
 - Utilization of services
 - Changes
 - Challenges

Surveys, records, MOUs, Program, environment, etc.
 7. Strengths and Needs:
 - Strengths
 - Needs
 - Comparative analysis
 - Trends

Review and analysis of data. Comparative analysis of families verse institution perceptions. Surveys, focus groups, etc.
 8. Data Analysis:
 - Analysis
 - Trends
 - Options

Detailed analysis of data with interpretations. Results and benefits for children, families, community and other stakeholders.
 9. Identification and Prioritization of Issues and Problems:

Review with ALL stakeholders to establish priorities and initiation of Strategic Plan.
 10. Appendices
 - Financial Assistance Award
 - PIRs
 - Maps
 - MOUs
 - Articles

- Surveys
- Previous Community Assessment
- Previous Strategic Plan
- Other

Note: This is NTLC’s basic outline for the Early Head Start/Head Start Community Assessment required under 45 CFR 1305 and the “Improving Head Start for School Readiness Act of 2007.” The depth of coverage of each area (chapter) varies with location and is driven by stakeholder initial input and ongoing feedback. For example, the following environmental factors could affect the children, families, community and other stakeholders in the service area and should be addressed in the Community Assessment (CA):

- Hazardous waste facilities
- Mining operations
- Active fault zones
- Flood prone zones
- Fire prone zones
- Changing transportation corridors

SAMPLE
ILLUSTRATION
ONLY