
Approaches to the New Community Assessment Requirements

— Presented by Vincent Rinehart —
Of
Early Childhood Analytics

Objectives

- **Learn** about the new requirements
- **Demonstrate** how to fulfill those requirements
- **Analyze** your program's data and data for Region XI
- **Apply** this process and start a plan for the rest of your Community Assessment

Your Data

All graphs (excluding survey result graphs) in this presentation include real data from Region 11 and the United States as a whole. You can follow along with the equivalent, real data for your program by using the hand out in front of you. You can download a digital, expanded version here:

Link:

<https://goo.gl/7PVKMS>



The Requirements - 1302.11 Determining community strengths, needs, and resources.

At a minimum the Community Assessment must:

- (i) The number of eligible infants, toddlers, preschool age children, and expectant mothers, including their geographic location, race, ethnicity, and languages they speak, including:
 - Children experiencing homelessness
 - Children in foster care
 - Children with disabilities - including types and relevant services
- (ii) The education, health, nutrition and social service needs of eligible children and their families, including prevalent social or economic factors that impact their well-being;
- (iii) Typical work, school, and training schedules of parents with eligible children;
- (iv) Other child development, child care centers, and family child care programs that serve eligible children - including approximate number of children served
- (v) Resources that are available in the community to address the needs of eligible children and their families; and,
- (vi) Strengths of the community.

What will be covered in this presentation?

We will cover:

- **New requirements** that can be addressed with publicly available data
 - **Your program's data!** You should have a copy in front of you. Follow along!
 - **An Analysis Process** that can be applied to other data sources
-

(i) The number of eligible children

- What we will cover
 - Estimated eligible children from the Census and PIR data
 - Children with disabilities
- What we can't cover:
 - Foster children (this is a number that can only be found locally)
 - Expectant mothers (likewise, this is local data)
 - Homelessness (local data)

(ii) Education, health and other social needs

- What we will cover: Quantifiable data from the PIR
 - Health issues
 - Social service needs
- Parent Survey example
- What we can't cover today:
 - Specific needs identified by your program through existing, "closed" data sources such as contact notes, Policy Council minutes, minutes from meetings with Community Partners, etc.

(iii) Typical work, school and training schedules

- What we will cover:
 - PIR parent employment
 - Census economic data on employment among families with children ages 6 and younger
 - Survey question examples
- What we can't cover today:
 - Data on specific schedules of your program's parents from surveys, Policy Council minutes, etc.

(iv) Other child development/childcare centers

- We can't cover this today
 - PIR data for neighboring programs is available at the Head Start Enterprise System. Contact the help desk for access.
 - <https://hses.ohs.acf.hhs.gov/hsprograms/>
 - Other state pre-k programs, childcare centers and private preschool locations and enrollment are beyond the scope of this presentation

(v) Resources available

- We can't cover this topic today: this is a local consideration

(vi) Community Strengths

- What we will cover:
 - Example questions in a parent/community survey

Let's Analyze!

The Process:

1. **Analyze** Region 11 data together, and you will follow along with your program's equivalent data
2. **Brainstorm** key points, and look at an example narrative for each section
3. **Discuss** local program adaptations, additional data sources, etc
4. **Troubleshoot** common issues and problems with this data

(i) The number of eligible children

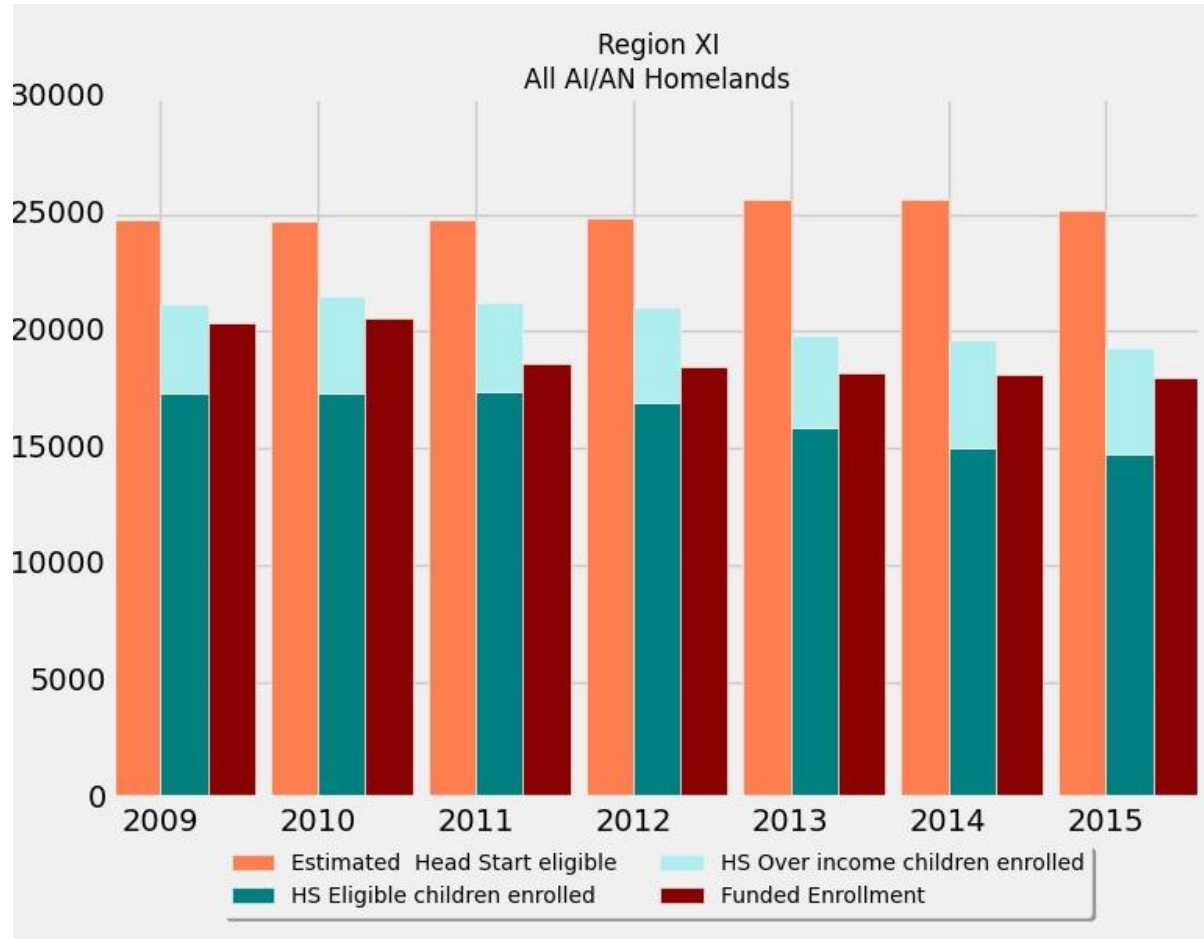
Data sources:

- American Community Survey (ACS) produced by the US Census Bureau:
 - Table S0101 - Age and Sex: <https://goo.gl/LdqCeU>
 - Population
 - Percent of population under age 5
 - Table DP03 - Selected Economic Characteristics: <https://goo.gl/wMb7oM>
 - Poverty rate for families with children under age 5
- Program Information Reports (PIR) produced by OHS (and you):
 - Eligible children enrolled; whether by income or category
 - Total over income children served
 - Total Funded Enrollment

Estimated eligible children

Analysis questions:

- Is your program meeting its funded enrollment?
- How does your funded enrollment compare to estimated eligible children?
- What trends do you see in this data?

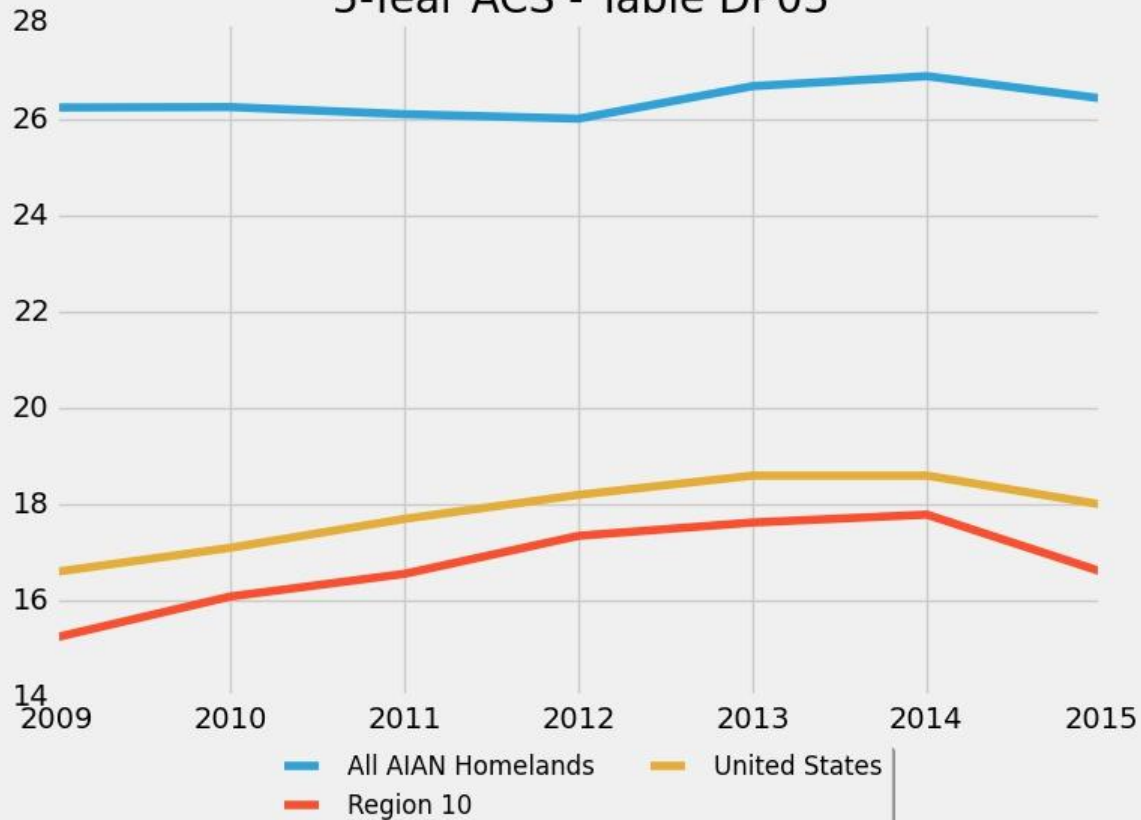


Poverty Rate

Analysis questions:

- What is the trend for your service area over time?
- How does your poverty rate compare to Region XI?
- How does your poverty rate compare to the US?
- Does this poverty rate explain or contradict enrollment trends in your program?

Poverty Rate of Families with Children Under the age of 5
5-Year ACS - Table DP03



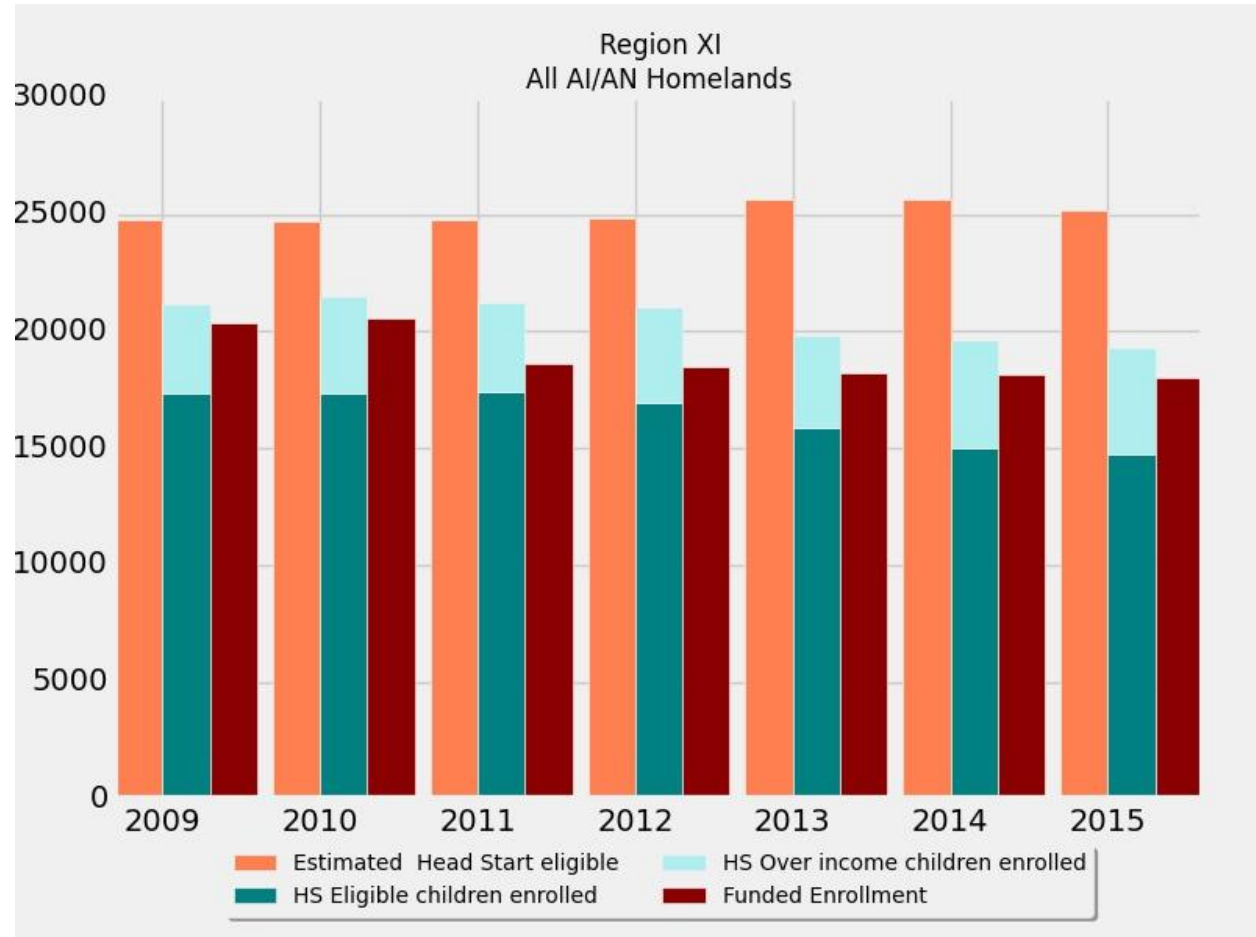
(i) Analysis - answer these questions

- How has each data point changed over the past few years?
- Do any of the data points correlate to one another?
- Does ACS and PIR data agree on general trends?
- How do percentages for your program's service area compare to that of Region XI? (specifically the poverty rate and percent under age 5)
- Are you aware of any trends in your service area that can explain this data?

Estimated eligible children

Analysis:

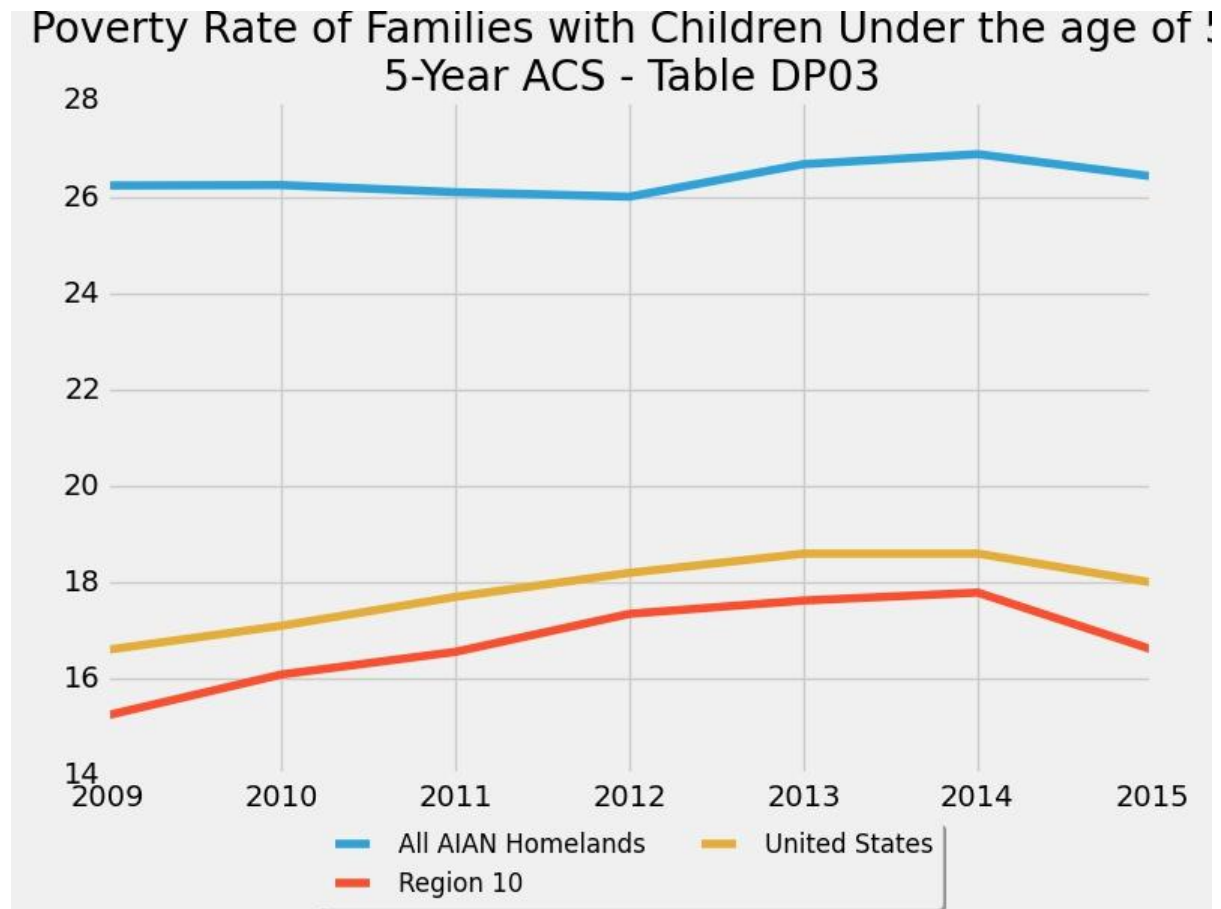
- Funded enrollment has dropped by 13.1% since 2009
- Estimated number of eligible children has slightly increased by 1.5%
- Over income children increased by 16.1%
- Eligible children enrolled has decreased by 17.8%
- There are 71 funded Head Start slots for every 100 estimated eligible children



Poverty Rate

Analysis:

- RXI poverty rate has remained steady, never dropping below 26% and reaching a high of 26.9% in 2014
- On average the RXI poverty rate is 9.6 points higher than RX
- On average the RXI poverty rate is 8.5 points higher than the nation



Common issues

Problem:

- **No Poverty Rate/Children under 5** - In this case your service area may be too small to produce a reliable and accurate poverty rate

Solution: *Go bigger!*

- Look at the overall population
- Poverty rate alternative: *Poverty rate for families with children under age 18*
- Use county level data

Common issues

Problem:

- **Erratic Data** - Data is inconsistent from one year to the next

Solution: *Go bigger!*

- Create an average of all years (cite your process in your CA)
- Compare to county level data

Common issues

Problem:

- **PIR & Census contradict one another**

(This is why we look at multiple data sources!)

Solution: *Local knowledge!*

- PIR data is a confirmed data source; ACS (Census) data is a representative sample
- Explain any barriers that may prevent people from completing ACS survey
- ACS data sometimes lags behind reality

The Head Start Eligible Population Narrative

Region XI

In the '15-'16 school year Region XI Head Start was funded to serve 18,030 children. 19,287 children were served. 14,747 of those children were eligible. These figures are down from the '09-'10 school year when Region XI was funded to serve 20,392 children and served 17,379 eligible children.

Though the number of eligible children served has dropped, this was largely due to sequestration reducing funded enrollment and not due to a lack of eligible children. ACS data shows that the poverty rate increased over this same time period (to 26.4% in 2015) and the estimated number of eligible children increased to 25,192 in 2015, up from 24,807 in 2009.

What would you add to the narrative?

- State/Nation Other Program comparisons
 - Eligible enrollment in Region X has decreased by 5.7% since 09-10 compared to Region XI's 17.8%
- Localized narrative
 - **EXAMPLE:** "Sequestration and reduced funded enrollment forced the closure of centers in the northwest sector of our service area...."
 - **EXAMPLE:** "Conversion of Head Start to Early Head Start...."
 - **EXAMPLE:** "The eligible population has moved to another part of our service areas...."

What are some examples from your program's data?

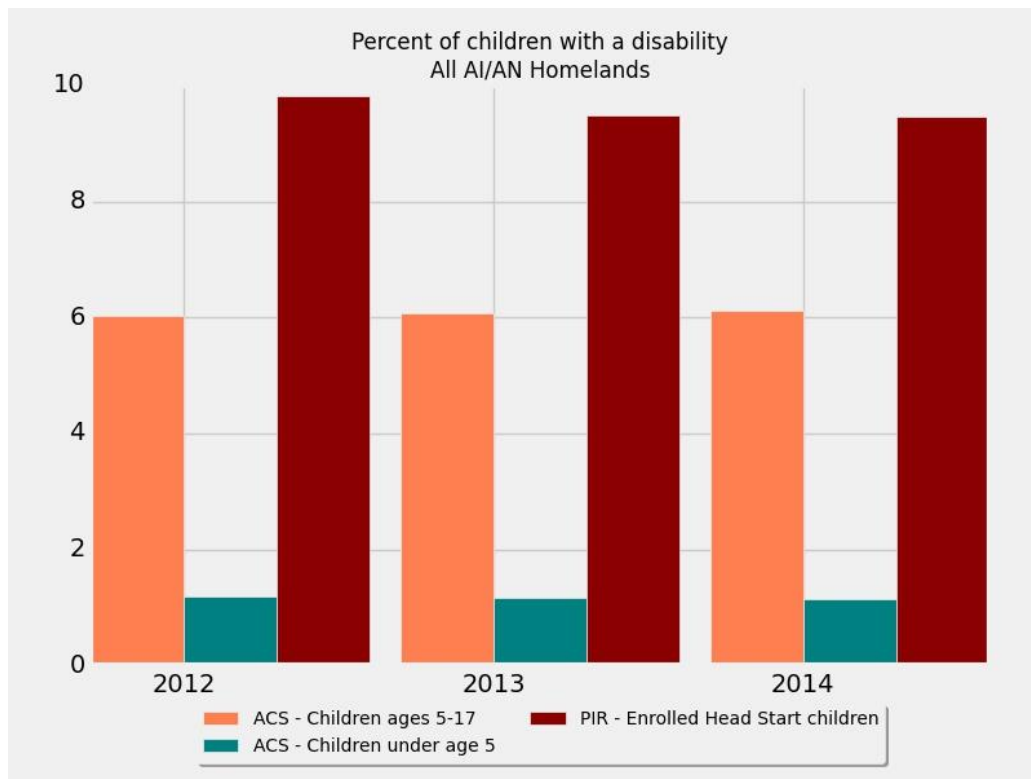
Children with disabilities

ACS disabilities data is sometimes unreliable for small populations!

Children with disabilities

Analysis questions:

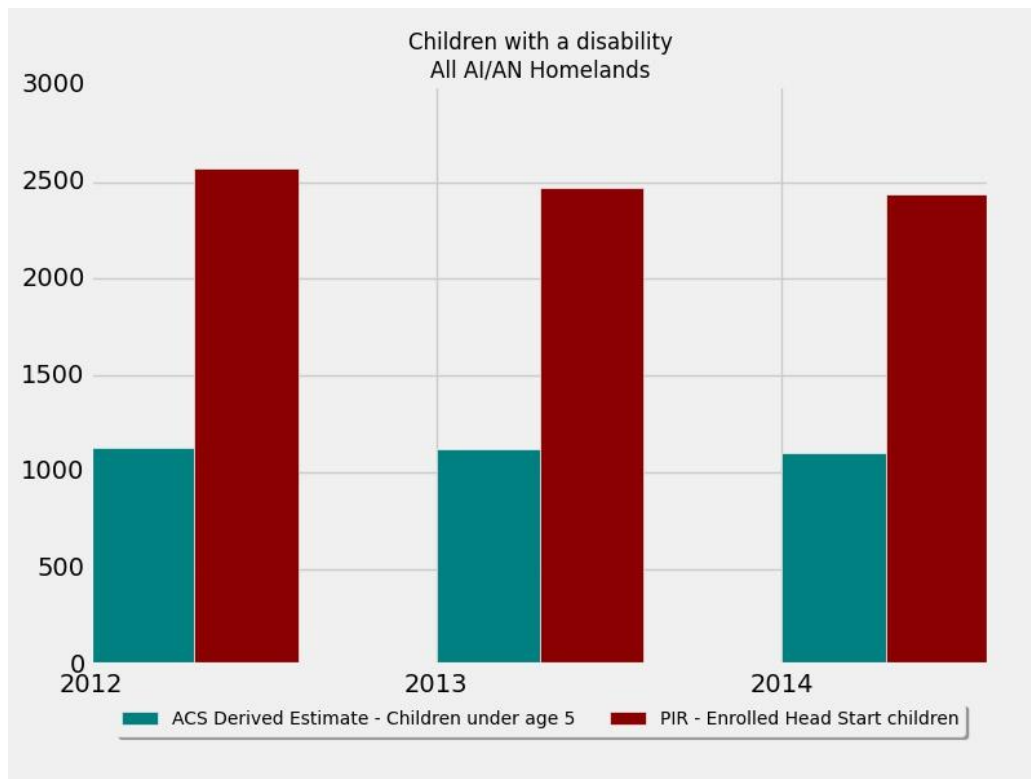
- What trends do you see in this data?
- Is your program meeting it's 10% requirement?



Children with disabilities

Analysis questions:

- What trends do you see in this data?
- Does the ACS and PIR data correlate?



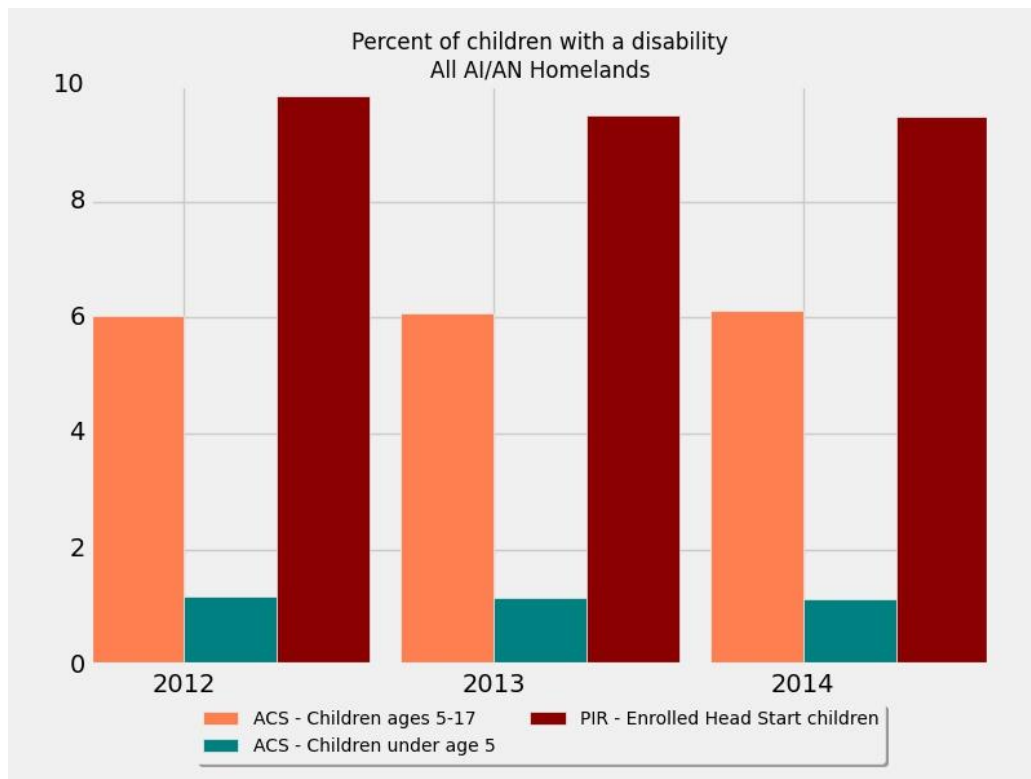
(i) Analysis - answer these questions

- How has each data point changed over the past few years?
- Do any of the data points correlate to one another?
- Does ACS and PIR data agree on general trends?
- How do percentages for your program's service area compare to that of Region XI?
- Are you aware of any trends in your service area that can explain this data?

Children with disabilities

Analysis:

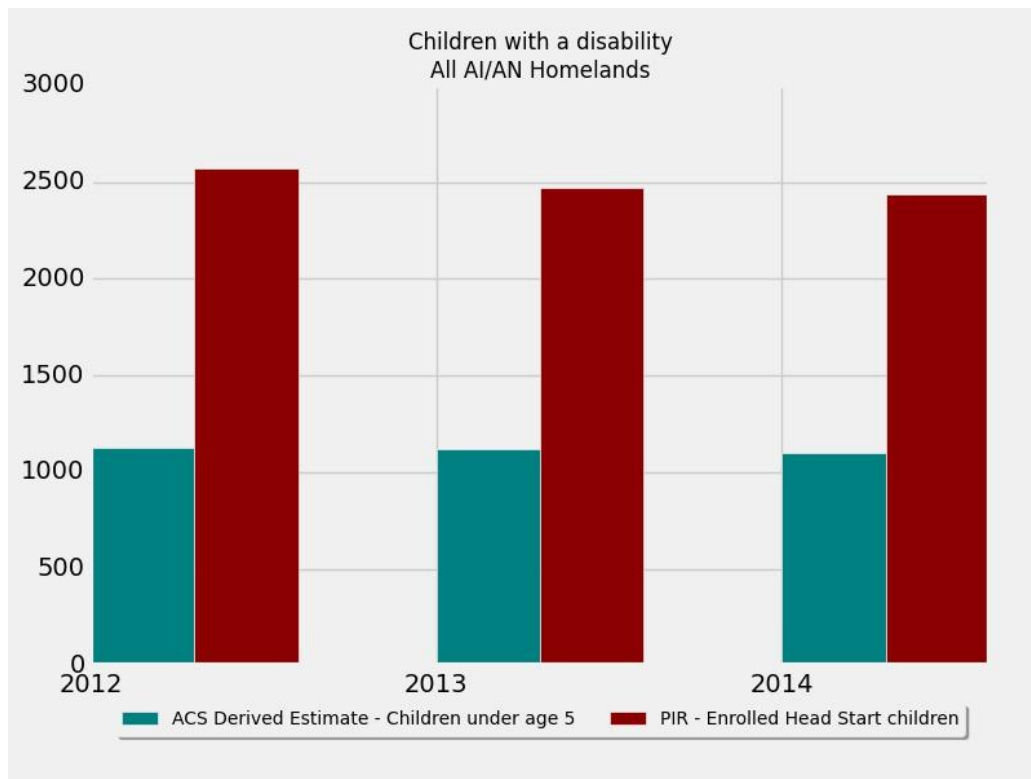
- About 6% of children will have a disability before reaching adulthood
- About 1.1% under age 5 have a disability



Children with disabilities

Analysis:

- Total number of children disabled 3 & 4 year olds in the ACS has dropped by 2.5% & enrolled children w/ an IEP has dropped by 5%
- ACS indicates there aren't enough disabled 3 & 4 year olds to meet 10% requirement
- PIR contradicts ACS, showing 2,440 disabled 3 & 4 year olds



Disabled 3 & 4 year olds: Narrative

Region XI

In the '14-'15 school year Region XI Head Start served 2,440 children with IEPs, 9.5% of all children served. This is down from '12-'13 school year when 2,574 children with an IEP were served. ACS data is in agreement with this data showing a 2.5% decline in children under 5 with a disability.

The ACS is not in agreement on the total number of disabled children, showing 1,098 disabled 3 & 4 year olds in 2014 compared to 2,440 children with IEPs served in Region XI Head Start. Head Start is often the driving force behind early identification of disabilities among children under age 5. It is possible that many disabilities have gone unreported in the ACS.

What would you add to the narrative?

- State/Nation Other Program comparisons
- Other data sources
- Localized narrative

What are some examples from your program's data?

Common issues

Problem:

- **No children with disabilities in ACS data** - In this case your service area may be too small to produce a reliable dataset for children with disabilities.

Solution: *Go bigger!*

- Use the percentage of children with an IEP in your program
- Use percentage of children ages 5-17 with a disability in the ACS
- Use County level data

Common issues

Problem:

- **Erratic Data** - Data is inconsistent from one year to the next

Solution: *Go bigger!*

- Create an average of all years (cite your process in your CA)
- Compare to county level data

Common issues

Problem:

- **PIR & Census contradict one another**

(This is why we look at multiple data sources!)

Solution: *Local knowledge!*

- PIR data is a confirmed data source; ACS (Census) data is a representative sample
- Explain any barriers that may prevent people from completing ACS survey
- ACS data sometimes lags behind reality

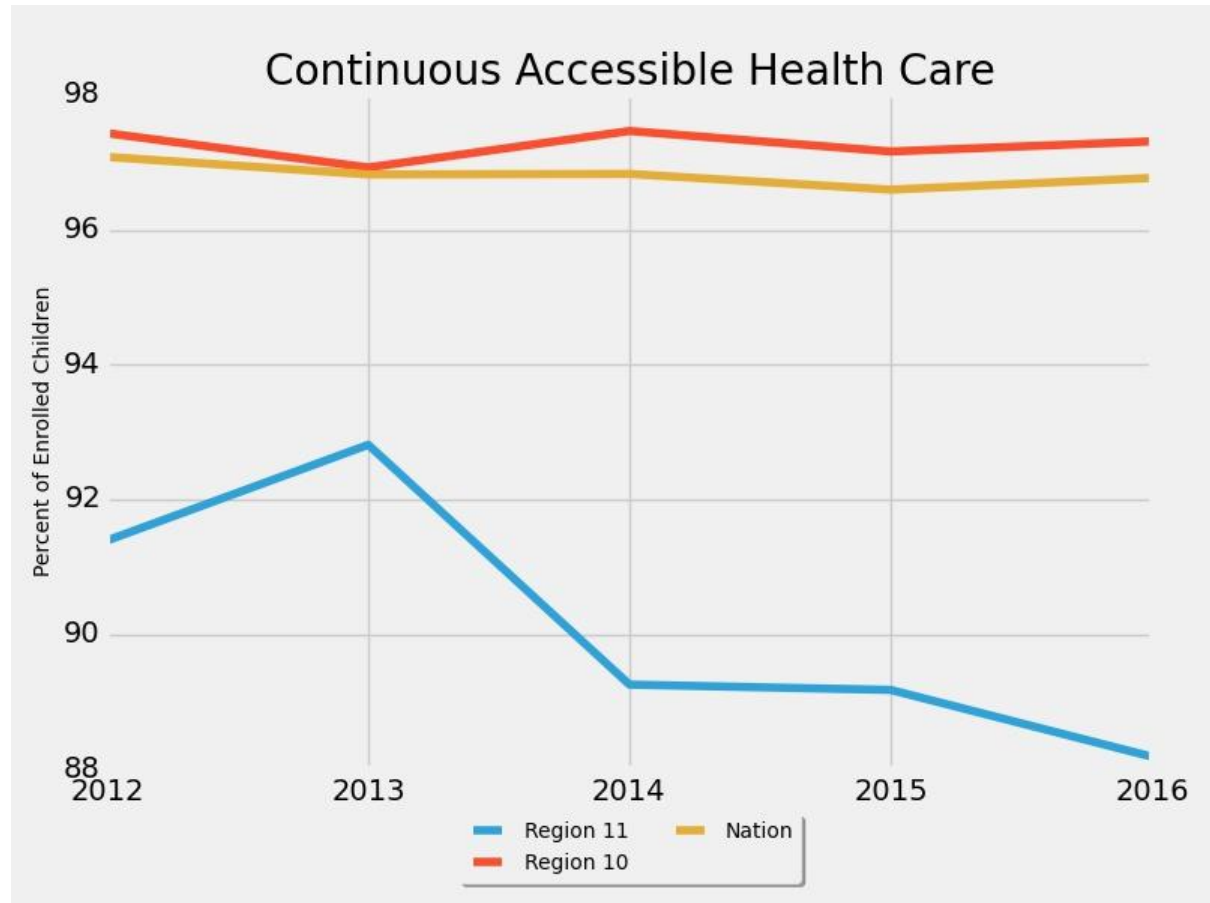
(ii) Education, health and other social needs

- What we will cover: Quantifiable data from the PIR and Census
 - Health issues
 - Social service needs
 - Economic well being - limited data from the Census
- What we will cover: Survey examples
- What we can't cover today:
 - Specific needs identified by your program through existing, "closed" data sources such as contact notes, Policy Council minutes, minutes from meetings with Community Partners, etc.

Percent of Enrolled Children w/ Continuous Access to Health Care

Analysis questions:

- What general trends do you see in your data?
- How does your program's data compare to Region 11?
- Do any of the trends correlate with one another?



(ii) Analysis - answer these questions

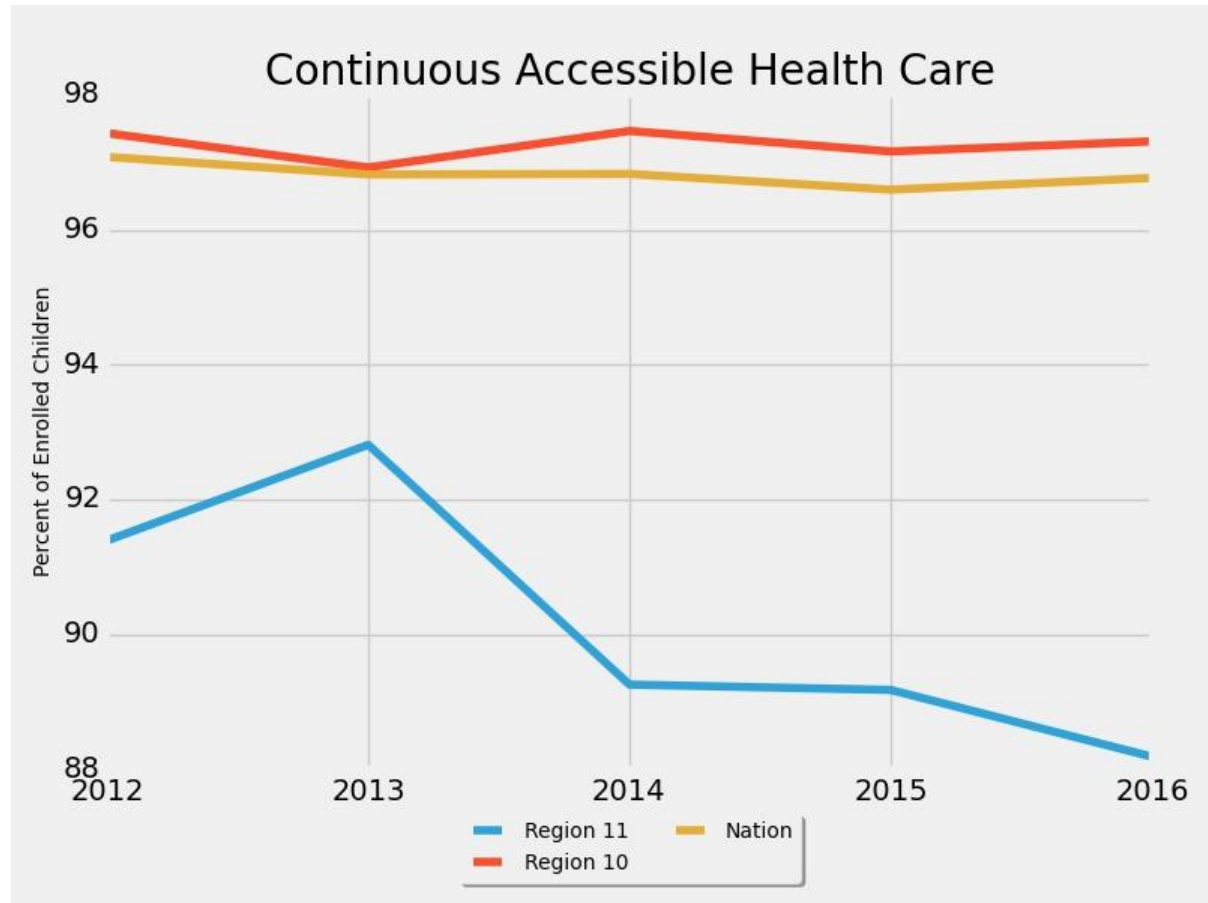
- How has each data point changed over the past few years?
- Do any of the data points correlate to one another?
- How do percentages for your program's service area compare to that of Region XI?
- Are you aware of any trends in your service area that can explain this data?

Percent of Enrolled Children w/ Continuous Access to Health Care

Your program's data in your handout may be different data set!!

Analysis:

- Region 11 % of children w/ access to health care has dropped 3.2 points since 2012
- Region 10 dropped only 0.1 points and the Nation only .3 points
- On average, Region 11 is 7.1 points lower than that of the US as a whole



(ii) Health needs of families - Narrative

Region XI

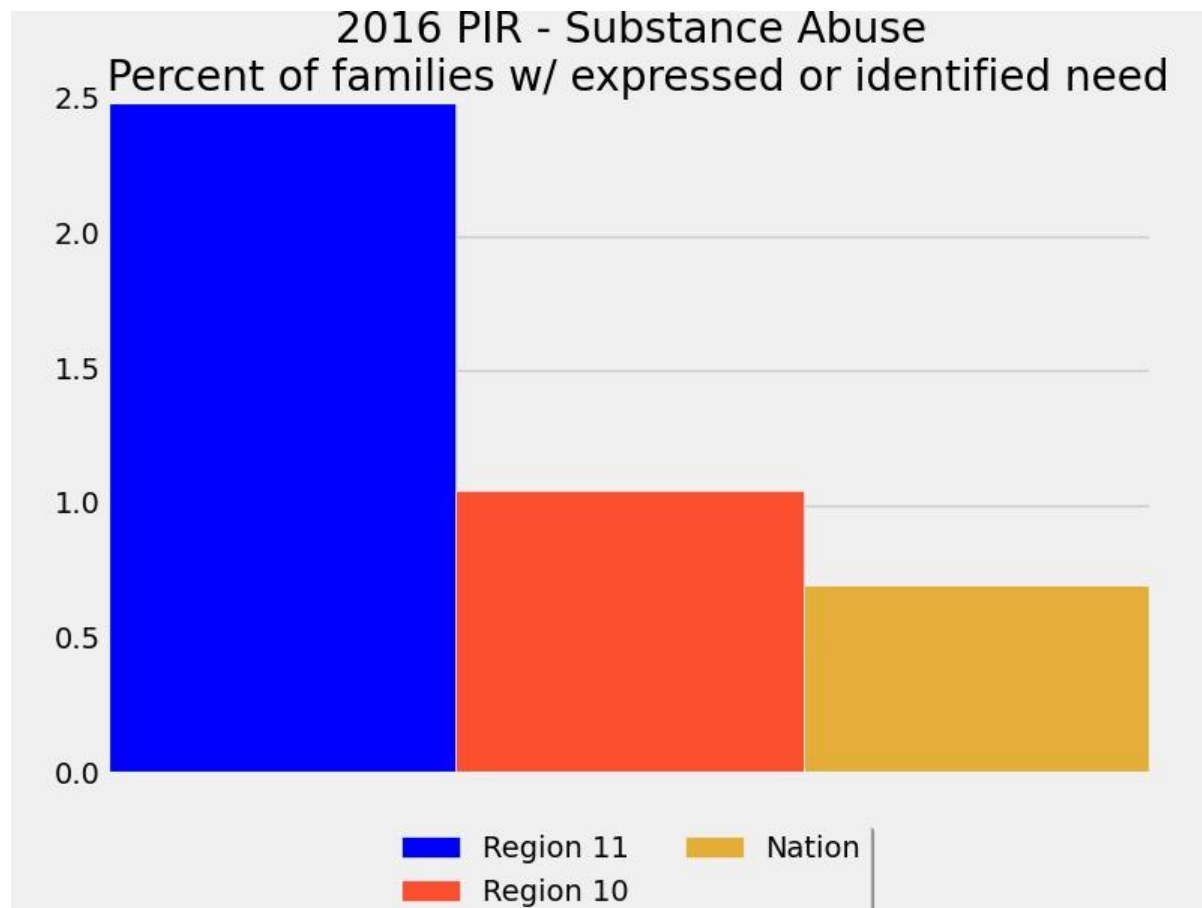
Region 11 Head Start families have lower rates of access to continuous health care. This is due to the rural nature of the service area and a lack of health facilities and care providers. In the '15-'16 school year, only 88.2% of families reported that their child had continuous access to health care. This is low when compared to the 96.7% of Head Start families in the rest of the nation who report continuous access to health care. Continuous access to health care in Region 11 has also been steadily dropping since the '11-'12 school year, when 91.4% of families reported they had access to health care.

Substance Abuse - families with an expressed or identified need

Only 2016 data available

Analysis Questions:

- How does your program compare to Region 11?
- What is happening in your program that can explain this data?



What would you add to the narrative?

- State/Nation Other Program comparisons
- Other data sources
- Localized narrative and specifics (distance from major hospitals and health specialists)
- Survey responses (qualitative and quantitative)

What are some examples from your program's data?

Common issues?

Using what we have learned so far, what are some ways to address the problems we are having with this data?

Survey Tips:

- Keep it as **simple** and **short** as possible
- Allow for **quantifiable** and **qualitative** responses, but mostly quantifiable
- **Short written answers** may capture surprising insights that can be directly quoted in your Community Assessment
- **Identify** your respondents by parent, staff or other community member
- Ask for the respondent's **center location** (if applicable) to identify any community-specific trends

Needs Survey Example - Please follow link and fill the survey out!

Google Forms: Free survey resource. Survey can be: emailed, embedded in website, and filled out on mobile phones.

Sample:

<https://goo.gl/forms/d8W1mI0T9JrIU44R2>



What are the challenges, issues and struggles in the community where you live?

Long answer text

Please select those items that are issues, challenges and struggles for the community where you live.

- Nutrition (education or poor eating habits)
- Parenting skills
- Diabetes and obesity
- Alcohol and drug use
- Drinking and driving
- Gender issues
- Domestic violence

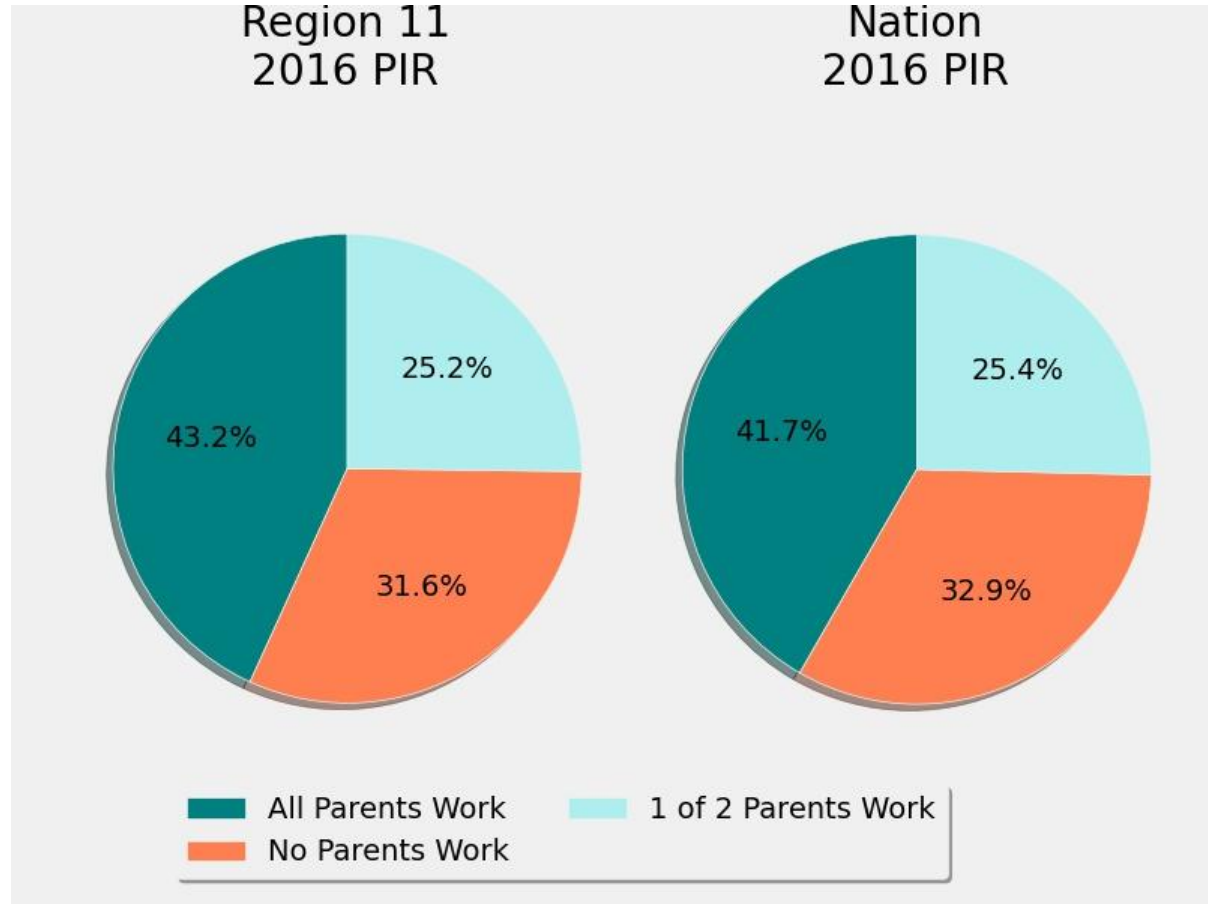
(iii) Typical work, school and training schedules

- What we will cover:
 - PIR parent employment
 - Census economic data on employment among families with children ages 6 and younger
 - Survey question examples
- What we can't cover today:
 - Data on specific schedules of your program's parents from surveys, Policy Council minutes, etc.

PIR: Work/Training/School

Analysis Questions:

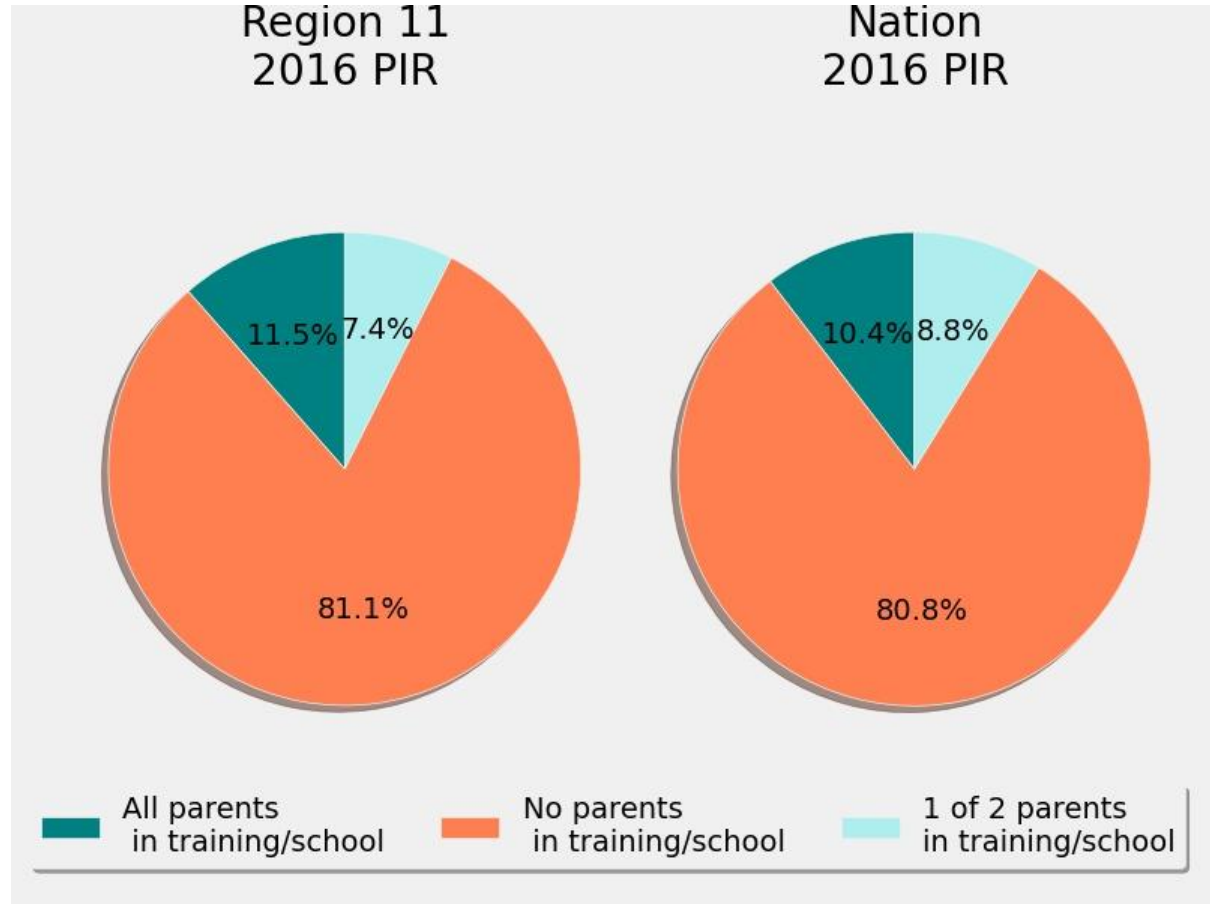
- How does each category for your program compare to your state or region?
- Does the prevalence of all parents working match with your program design?



PIR: Work/Training/School

Analysis Questions:

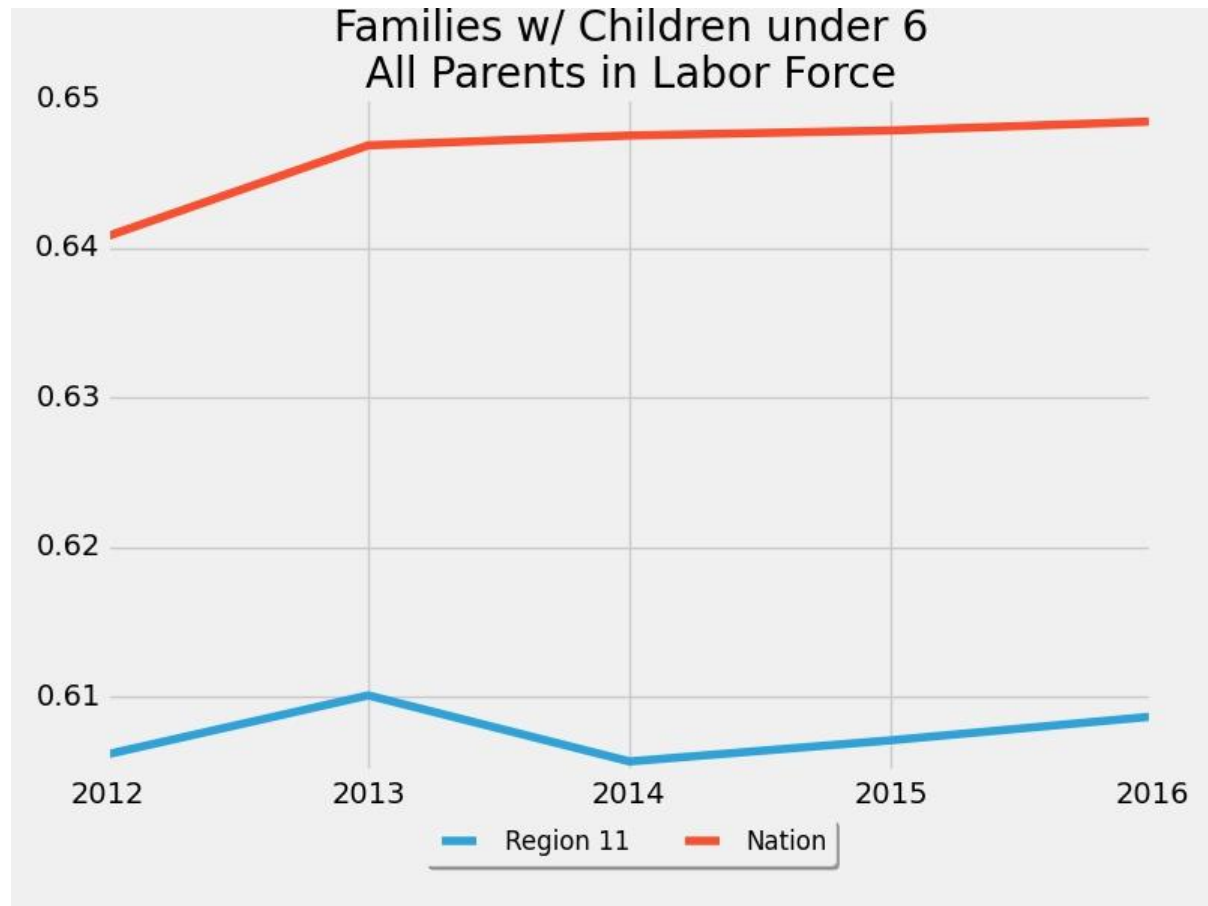
- How does each category for your program compare to your state or region?
- Does the prevalence of all parents in school/training match with your program design?



ACS: Parents in labor force

Analysis Questions:

- How does your service area compare your state or region?
- What trends do you see over time?
- Does this data correlate with PIR data on working families?



Work/School/Training Survey Example

Google Forms: Free survey resource. Survey can be: emailed, embedded in website, and filled out on mobile phones.

Sample:

<https://goo.gl/forms/0gkJC2XnypNCpOPm1>

A screenshot of a mobile Google Form interface. At the top, the status bar shows 'Drive', signal strength, Wi-Fi, time '10:22 AM', location, Bluetooth, and 5% battery. The main content area contains the text: 'For this section, please check all of the hours that best fit your typical work/school/training schedule.' Below this text are seven checkboxes, each followed by a time range: 'Midnight to 4AM', '4AM to 8AM', '8AM to Noon', 'Noon to 4PM', '4PM to 8PM', and '8PM to Midnight'. At the bottom right of the form is a blue 'SUBMIT' button. A small grey icon with an exclamation mark is visible in the bottom left corner of the form area.

Survey Tips:

- Keep it as **simple** and **short** as possible
- Allow for **quantifiable** and **qualitative** responses, but mostly quantifiable
- Group times together in a check-box format - this makes responses easily **quantifiable**
- **Short written answers** may capture surprising insights that can be directly quoted in your Community Assessment

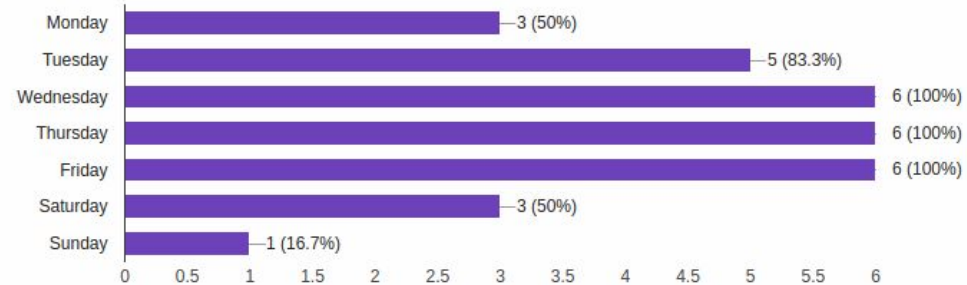
Work/School/Training Sample Survey Responses

Analysis Questions:

- What are the most common days when parents are in training/school/work?
- What are the most common hours when parents are in training/school/work?

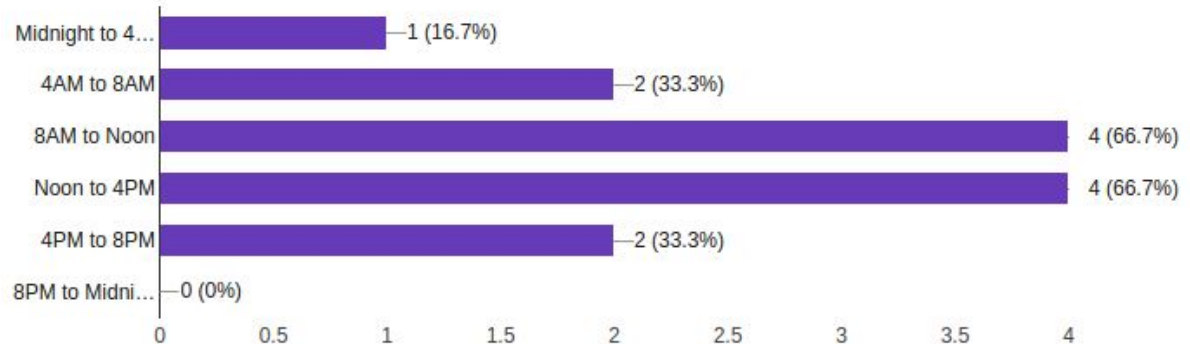
What days of the week do you work or attend school/training?

6 responses



For this section, please check all of the hours that best fit your typical work/school/training schedule.

6 responses



Work, school & training schedules: Narrative

Region XI

Region 11 Head Start families have a slightly higher instance of all parents working and all parents in training or school (43.2% and 11.5% for Region 11 and 41.7% and 10.4% for the Nation.) Compared to the general population Region 11 has a lower rate of all parents being in the labor force; 60.9% of families with children under age 6 compared to 64.4% for the US as a whole.

In a survey of parents, the most common days of the week for training/school/work were W/Th/F (100% of respondents), followed by Tu (83.3% of respondents). 66.7% of respondents said their daily schedule is from 8AM to 4PM.

What would you add to the narrative?

- Survey data
- Other data sources
- Localized narrative

Common issues?

Using what we have learned so far, what are some ways to address the problems we are having with this data?

(v) Resources available

- We can't cover this topic today: this is a local consideration

(vi) Community Strengths

- What we will cover:
 - Example questions in a parent/community survey

Survey Tips:

- Surveys can be filled out online or used by an interviewer to record responses
- Keep it as **simple** and **short** as possible
- Allow for **quantifiable** and **qualitative** responses, but mostly quantifiable
- Group times together in a check-box format - this makes responses easily **quantifiable**
- **Short written answers** may capture surprising insights that can be directly quoted in your Community Assessment
- Ask **open ended** questions for short answers

Community Strengths Survey Example

Google Forms: Free survey resource. Survey can be: emailed, embedded in website, and filled out on mobile phones.

Sample:

<https://goo.gl/forms/Z26kpfp09dcByas42>



Drive ●●●● 11:02 AM 1%

In your opinion, what are the strengths of the community where you live?

Your answer

Another way to ask the question above; please check those boxes that represent strengths in your community.

- Athletic programs
- Elder services
- After school activities for youth
- Medical/Health services

Final Thoughts

Did we achieve our objectives?

- **Learn** about the new requirements
- **Demonstrate** how to fulfill those requirements
- **Analyze** your program's data and data for Region XI
- **Apply** this process and start a plan for the rest of your Community Assessment

Any final questions or thoughts?

My Contact information

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The full, up to date version of your program's sample data pack is available upon request.