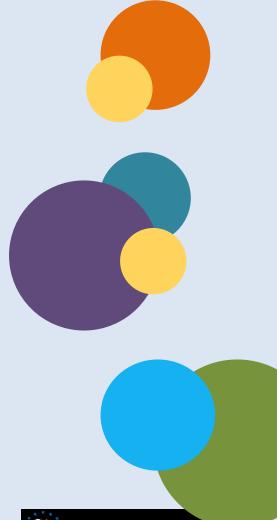


Community Assessment and ERSEA—
Planning Responsive Services

## Learning Objectives



### In this session participants will:

- Review the importance of community assessment and its relationship to ERSEA activities
- Identify tools and strategies to support community assessment and ERSEA
- Explore how data informs community assessments



# Head Start Management Systems Whee





# Performance Standard 1302 Subpart A

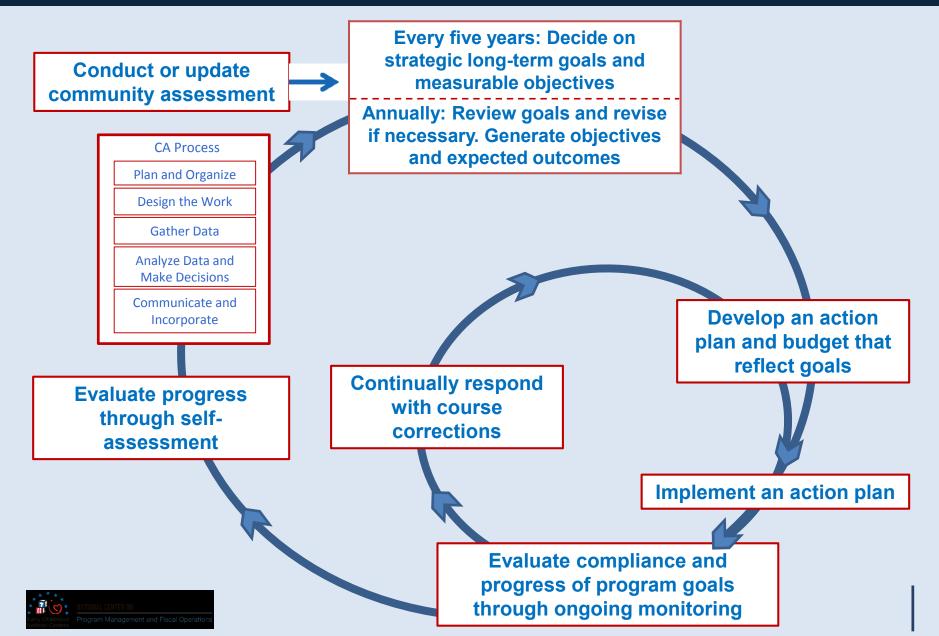
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1302.10	Purpose
1302.11	Determining community
	strengths, needs and resources
1302.12	Determining, verifying and
	documenting eligibility
1302.13	Recruitment of children
1302.14	Selection process
1302.15	Enrollment
1302.16	Attendance
1302.17	Suspension and Expulsion
1302.18	Fees

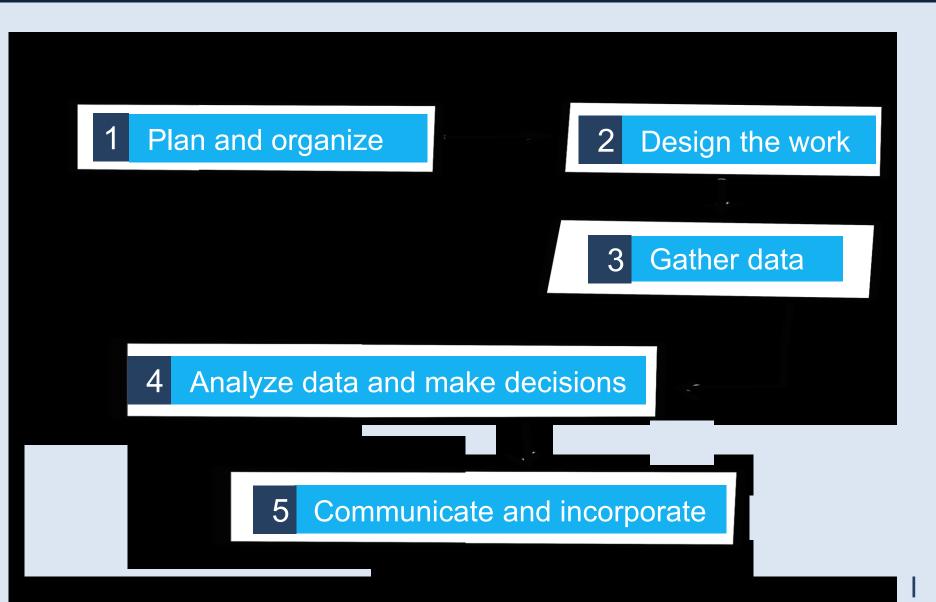
### 



### Program Planning Cycle



# Community Assessment: The Foundation for Program Planning



# Test your knowledge.





### Community Assessments Help Programs



- Make informed decisions about service area plans and delivery
- 2. Understand the needs of families
- - Recognize demographic changes and address newly identified needs
- Identify skills and competencies needed in workforce
- 5. Advance cultural competence
- 6. Mobilize community resources and partnerships



### Decision Areas Informed by Community Assessment Data

Recruitment, Selection Criteria, and Enrollment Priorities

Strategic Long-Term
Goals
and Measurable
Objectives

Services and Coordinated Approaches



Program
Option(s)
and Calendar

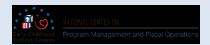
Collaborative Partnerships

Service Area, Recruitment Areas, and Program Locations



### Review and Update the Community Assessment

- Done annually
- Community changes
- Availability of publicly funded pre-K
- Assessment of publicly funded pre-K
- Shifts in demographics and resources



# **Annual Report**



#### Financial key figures

Net sales (x €1,000)

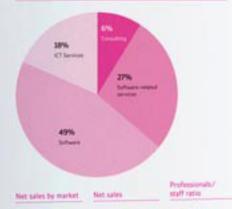
Net sales by solution

Language market

· Proposed previous

a Sagment a builtier · States Sealers

19,756



The 2013 unemployment rate nationwide for those with a college degree was 3.5%. According to some economists, we've essentially reached full-employment or those with college degrees. For those with "Themand" advanced credentials – CPAs and MBAS – unemployment is even lover.

\$1-42-2000 \$1-12-2000 \$1-01-2000

Keyfigures profit and loss account

Keyfigures balance sheet

196,684 11,105

200,490 8.472 118,756

#### "HIGH-DEMAND" ROLES IN ACCOUNTING & FINANCE:

#### CONTROLLERS

This continues to be the crucial role for expanding conquires. To increase in scroting and compliance requirements must bis a key management role.



Results through Partnership











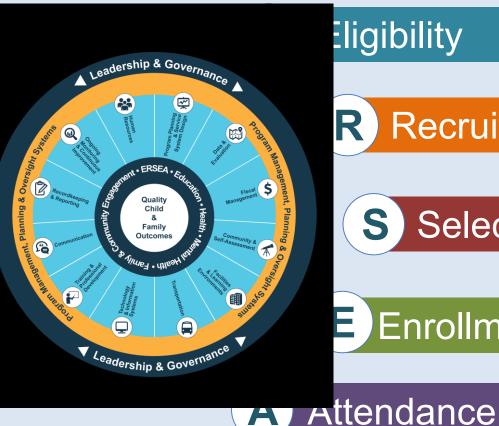




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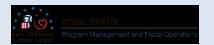
### **ERSEA**



- Community Assessment
  - Determining eligibility
  - Verifying eligibility
  - Documenting eligibility
- Recruitment

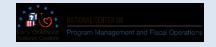
Eligibility

- Community Assessment
- Where to Recruit
- How to Recruit
- Selection
- Community Assessment
- Governing body & Policy Council roles
- Enrollment
- Community Assessment
- Maintaining funded enrollment
- **Community Assessment**
- Monitoring ADA: Average Daily Attendance
- Recordkeeping & Reporting



# Elements of Eligibility

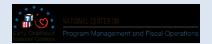
Eligibility	Verification
Age	Verify according to policy and procedure
Income	Tax forms, pay stubs, declarations, third party consent
Public Assistance	Documentation from state, local or tribal public assistance agency
Homeless	Written statement, school personnel, service agency, declaration
Foster care	Court order, legal or government-issued documents, proof of foster care payment



### Criteria for Recruitment and Selection



- Consideration of community needs
- Prioritization of vulnerable populations
- Availability of publicly funded pre-K
- Diverse economic backgrounds
- Reserved slots



### Recruitment of Children 1302.13

#### §1301.6 Impasse procedures.

(a) To facilitate meaningful consultation and collaboration about decisions of the governing by (a) To treatment meaningful consultations and collutionation about decisions of the governing body and the policy counted, each agency's governing body and policy counted jointy mean establish wor-ten procedures for relivening internal aliques between the governing-board and policy counted in a mody manner that include impasse procedures. These procedures must:

(1) Demonstrate that the governing body considers proposed decisions from the policy could and that the policy council considers proposed decisions from the governing body.

(2) If there is a disagreement, require the governing body and the policy council to notify the other in writing why it does not accept a decision; and,

(3) Describe a decision-making process and a timeline to resolve disputes and reach decisions that are not arbitrary, capricious, or illegal.

(b) If the agency's decision-making process does not result in a resolution and an impasse continues, (b) It the agency's decision-making process does not result in a rerolation and an impasse continuity the governing body and policy council must select a mutually agreeable third party mediator and participate in a formal process of mediation that leads to a resolution of the dispute.

(c) For all programs except American Indian and Alaska Native programs, if no resolution is reached (v) cor an programs except zunement mann and crassa. Native programs, it no resolution is reactive with an endeator, the governing body and policy council must select a mutually agreeable arbitrator than the control of the control whose decision is final.

#### Part 1302 — Program Operations

Subpart A — Eligibility, Recruitment, Selection, Enrollment, and Attendance 1302.11 Determining community strengths, needs, and resources.

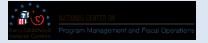
ining, verifying, and documenting eligibility. Administration for Children and Families, HHS

- Oklahoma Tribal Statistical Areas, and Tribal Designated Statistical Areas where federally recognized Indian tribes do not have a federally established reservation.
- (ii) If the tribe's service area includes any area specified in paragraph (a)(1)(i) of this sec-(9) It me the's service area inclusies any area spectred in paragraph (9/10)) or trus section, and that area is also served by another program, the tribe may serve children from families who are members of or eligible to be formal services of the serv
- (2) If a program decides to change the service area after ACF has approved its grant applica-(e) If a program must submit to ACF a new service area proposal for approval.

#### (b) Community wide strategic planning and needs assessment (community assessment)

- (1) To design a program that meets community needs, and builds on strengths and resources, (1) to essign a program mas meets community needs, and outliss on strengtns and resources, a program mast conduct a community assessment at least once over the five-year grant period. The community assessment must use data that describes community strengths, needs, and
- (i) The number of cligible infants, toddlers, preschool age children, and expectant moth-(b) the manuscrot engage minimus volumes pre-octionings enhances, non-experient monor, including their geographic location, race, ethnicity, and languages they speak, including
- (A) Children experiencing homelessness in collaboration with, to the extent possible, McKinney-Vento Local Education Agency Liaisons (42 U.S.C. 11432 (6)(A));
- (B) Children in foster care; and (C) Children with disabilities, including types of disabilities and relevant services
- and resources provided to these children by community agencies; (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
- (15) Ouner cann unversignment, enau care centers, and tamin chan care programs in a serve eligible children, including home visiting, publicly funded state and local pre-schools, and the approximate number of eligible children served;
- (v) Resources that are available in the community to address the needs of eligible chil-
- (vi) Strengths of the community,
- (2) A program must annually review and update the community assessment to reflect any sig (2) A program must annually review and update ne community assessment to reflect any significant changes including increased subshillor of publicly funded pre-kinderguren (including streaments) and the community mercial to make the reds of the assessment of how the pre-kinderguren would be for immunity mercial to the cities of the community consideration of the community composition and the community changes give a first of family and child homelessness, and significant shifts in community throughpites and

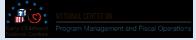
- Identify those most in need of services
- Inform and assist in the application process
- Locate and recruit vulnerable populations including children with disabilities, homeless and foster care



# Selection process 1302.14



- Established annually
- Selection criteria
- Use approved federal poverty guidelines
- Ranking system
- Maintain waiting list



### **Prioritization Elements**

- Based on community needs
- Family income
- Homeless
- Foster care
- Age
- Eligibility for special education or related services
- Other relevant family or child risk factors





# The Community Assessment Connection

- Where are the eligible children?
  - What are their needs?
- What are their parents' schedules?
  - What other programs are serving them?

# **Assessing Community Needs**

- Collecting data
- Interpreting data
  - Comparing data
  - Identifying current trends
- Preparing for the future
  - Forecasting trends



## Enrollment 1302.15



## Enrollment 1302.15





# Maintaining Funded Enrollment



- Understand community dynamics
- What is our internal data telling us?
- Does our current program structure meet community needs?

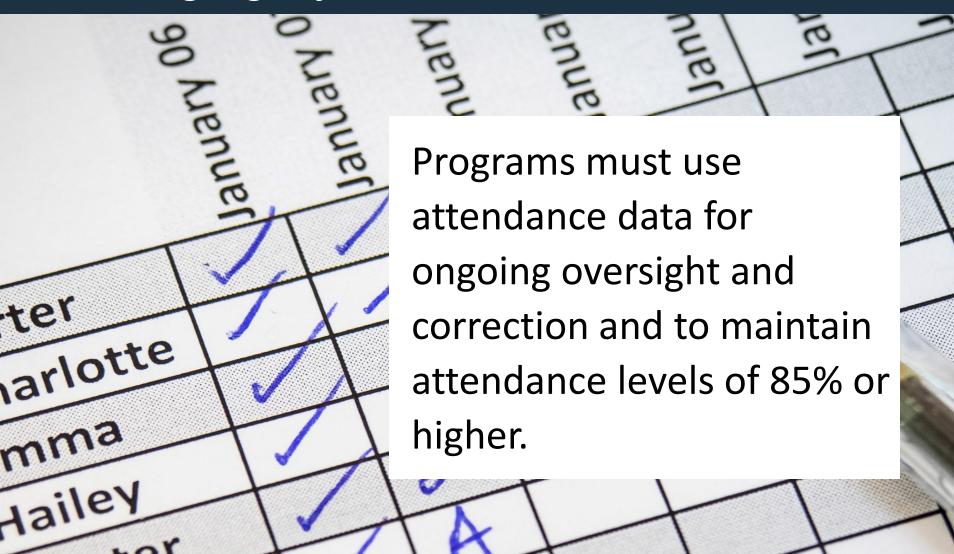
# Promoting Regular Attendance



- Contact parents for unexpected absences
- Strategize ways to promote attendance — information and family support
- Visit homes for multiple unexplained absences
- Use data to analyze and improve attendance



# Managing Systemic Attendance Issues



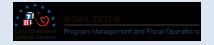


# Suspension and Expulsion

### 1302.17

- Prohibits expulsion and limits suspensions
- Requires programs to take steps to support the social, emotional, and other developmental needs of children exhibiting serious behavioral issues



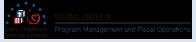


### Fees



### Fees are allowed for:

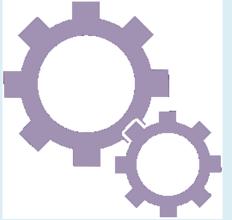
- Services that are in addition to Head Start
- Private pay and other non-Head Start enrolled families



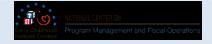
# Using the Community Assessment



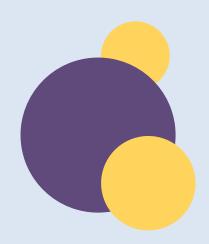
- Establish goals and objectives
- Create program options and schedules
- Identify recruitment area and program location



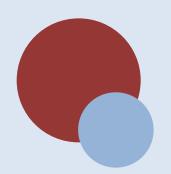
- Establish selection criteria and reserved slots
- Strengthen services
- Build collaborative partnerships



# Use Community Assessments in Workplace Decision-Making



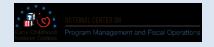
Staff



- Knowledge and skills
- Connection to the community
- Program placement, design, and hours



- Resources
- Professional development



# Key Takeaways

- Community assessments should inform program planning and service delivery.
- Community Assessment data drives ERSE/ decision making.
- Goals should drive quality and respond to community and program needs.

### American Indian/Alaska Native T/TA Network

Patty Eningowuk, Grantee Specialist Racquel Martinez, Grantee Specialist Tammy Wickstrom, Grantee Specialist





