Community Assessment and ERSEA—Planning Responsive Services
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 Wheel

Quality Child & Family Outcomes

Leadership & Governance

Human Resources

Program Planning & Service Delivery Design

Fiscal Management

Communication

Transportation

Information & Systems

Community Engagement

ERSEA

Education

Health

Family & Health

Family & Community

Planning & Outcome Improvement

Performance & Reporting

Evaluation & Assessment

Exhibitions & Events

Leadership & Governance

Program Management & Fiscal Operations

National Center in
Management Systems Wheel

Program Management and Fiscal Operations
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
Conduct or update community assessment

Every five years: Decide on strategic long-term goals and measurable objectives
Annually: Review goals and revise if necessary. Generate objectives and expected outcomes

CA Process
- Plan and Organize
- Design the Work
- Gather Data
- Analyze Data and Make Decisions
- Communicate and Incorporate

Develop an action plan and budget that reflect goals

Continually respond with course corrections

Implement an action plan

Evaluate compliance and progress of program goals through ongoing monitoring

Evaluate progress through self-assessment

Program Planning Cycle
Community Assessment: The Foundation for Program Planning

1. Plan and organize
2. Design the work
3. Gather data
4. Analyze data and make decisions
5. Communicate and incorporate
Test your knowledge.
Community Assessments Help Programs

1. Make informed decisions about service area plans and delivery
2. Understand the needs of families
3. Recognize demographic changes and address newly identified needs
4. 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

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 €,000)

196,684

19,756

Net sales by solution

49% Software

27% Software-related services

5% Consulting

38% ICT services

Key figures profit and loss account

2009 2008 2007

Key figures balance sheet

31 Dec 2011

Net sales (x €,000) 196,684 161,724 144,213 66,320

EBITDA 30,300 25,052 20,990 16,460

% 15% 15% 14% 25%

EBIT 19,766 16,626 13,790 9,913

% 10% 10% 10% 15%

The 1992 unemployment rate was substantial for those with a college degree up to 35%, according to some estimates. We're essentially reaching our employment for those with college degrees. For those with "do not have a college degree" (2%) and "do not have a university degree" (2%), the unemployment rate is over 15%.

These figures are relatively accurate at this time, although we don't have official statistics on graduate unemployment. The data shows that graduates with computer science degrees are the least likely to find employment. The demand for graduates in the field of computer science is increasing, which is why this is a concern.

"High-skilled" roles in accounting & finance:

- COMPLIANCE: We are ensuring high-skilled demand for accounting at the same time. We need more staff in this area. For individuals within the EEA, there is a demand for compliance roles.

- COMPENSATION: The compensation levels for these positions are high. For example, the average compensation for a compliance role is around €70,000. However, we are finding that the demand is not meeting the supply.

- IT TOOLS: We need to ensure that our tools are up to date. This includes ensuring that our IT systems are secure and that we are using the latest technologies. For example, we need to ensure that our accounting software is up to date.

Hire ratio

15,000

WE DO ONE THING...
ERSEA

Eligibility
- Determining eligibility
- Verifying eligibility
- Documenting eligibility

Recruitment
- Where to Recruit
- How to Recruit

Selection
- Governing body & Policy Council roles

Enrollment
- Maintaining funded enrollment
- Recordkeeping & Reporting

Attendance
- Monitoring ADA: Average Daily Attendance
- Recordkeeping & Reporting
<table>
<thead>
<tr>
<th>Eligibility</th>
<th>Verification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td>Verify according to policy and procedure</td>
</tr>
<tr>
<td>Income</td>
<td>Tax forms, pay stubs, declarations, third party consent</td>
</tr>
<tr>
<td>Public Assistance</td>
<td>Documentation from state, local or tribal public assistance agency</td>
</tr>
<tr>
<td>Homeless</td>
<td>Written statement, school personnel, service agency, declaration</td>
</tr>
<tr>
<td>Foster care</td>
<td>Court order, legal or government-issued documents, proof of foster care payment</td>
</tr>
</tbody>
</table>
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

- 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

- Maintain funded enrollment
- Continuity of enrollment
- Reserved slots
Enrollment 1302.15

- Diversity
- State Immunizations
- Voluntary parent participation
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

Programs must use attendance data for ongoing oversight and correction and to maintain attendance levels of 85% or higher.
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 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 ERSEA decision making.
- Goals should drive quality and respond to community and program needs.
American Indian/Alaska Native T/TA Network

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