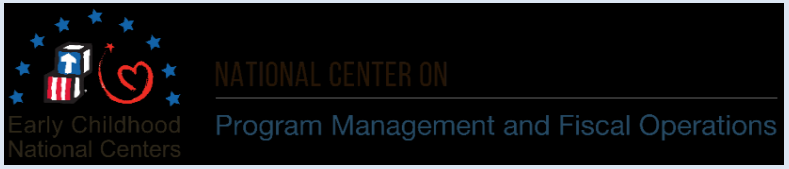
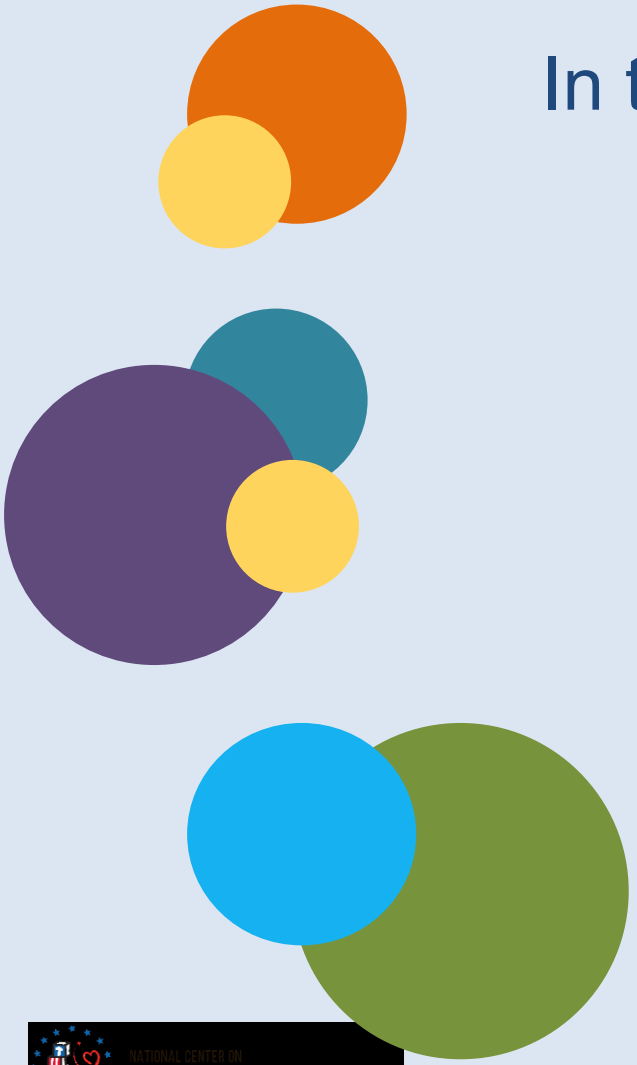


Community Assessment and ERSEA—
Planning Responsive Services

Learning Objectives

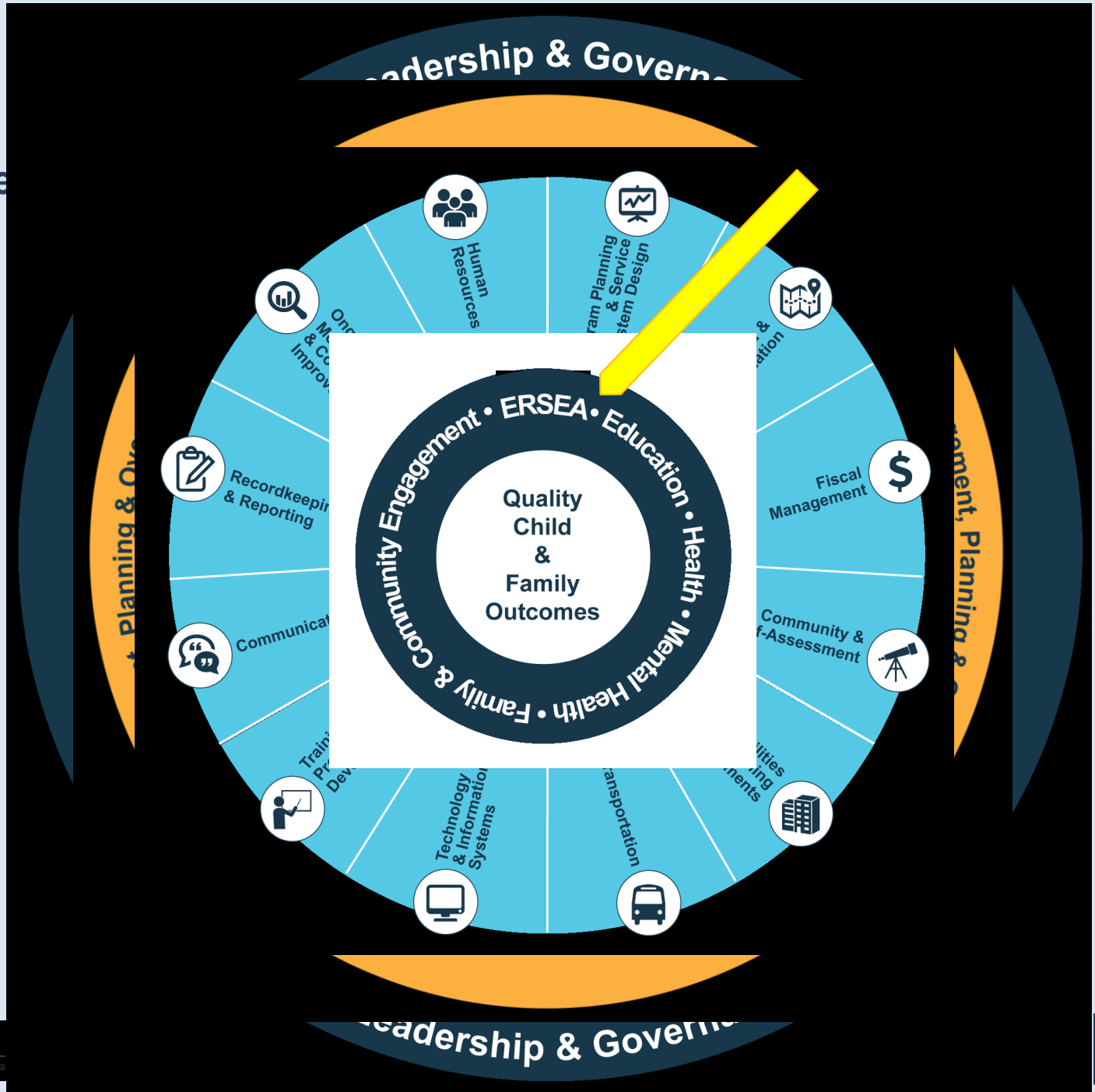


In this session participants will:

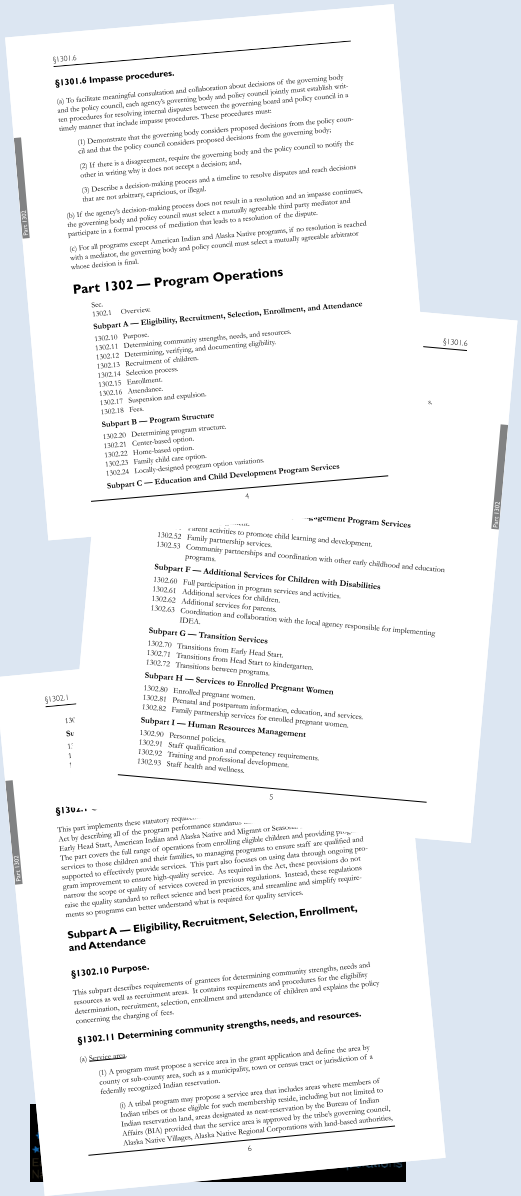
- Review the importance of community assessment and its relationship to ERSEA activities
- Identify tools and strategies to support community assessment and ERSEA
- Explore how data informs community assessments

ERSEA

Head Start Management Systems Whee



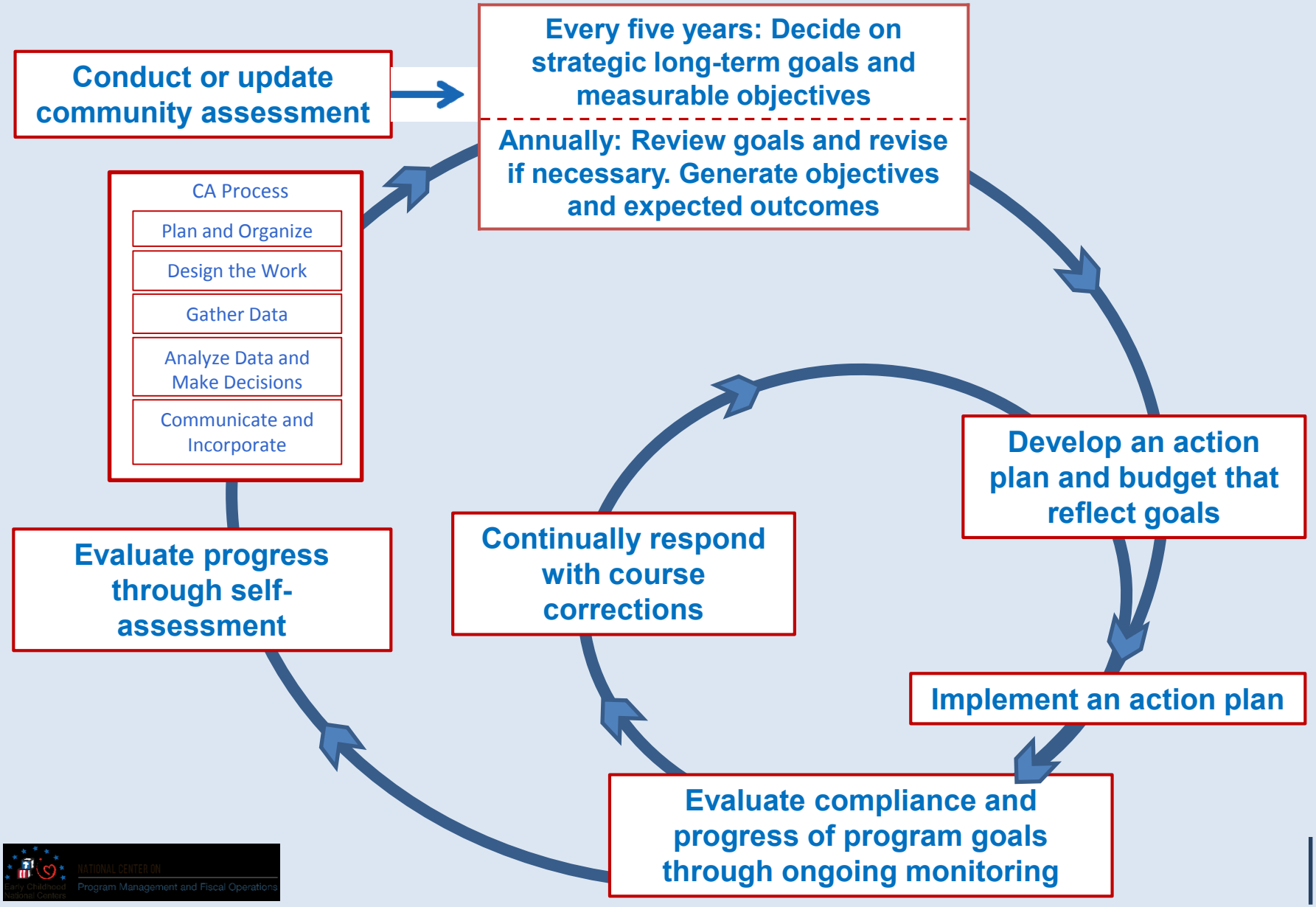
Performance Standard 1302 Subpart A



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

community
Citizen-Engagement
High-Quality-Education
Employment
Access
safe
children
affordable
health
healthcare
fulfilling-lives
access
communities
Developmental-assets
Good-schools
Low-crime-rate
Poverty-Rates
Safe-neighborhoods
education
quality
members
needs
respect
services
care
obesity
healthy
social
neighborhood
arts
living
ability
volunteers
adults
residents
schools
Community-development
Healthy-food
Affordable-housing
Medical-home
Neighborhood-respect
Employment-for-all
High-employment
exercise-and-play
Citizen-engagement
Reciprocal-communication
Excellent-public-education
basic-health-care
children-health-insurance
educational
Strong
trust
place
obtain
Active-adults
High-school-graduation
Teens
need
working-together
fulfill
cohesion
Feel-safe
single-parent-families
Quality-Reference-referral-info
artistic-opportunities
successful-schools
violence
organizations
Low-crime-rates
engaged-leadership
successful-in-school
Protecting-children
thriving
safe-streets
high-school
Basic
benefit
People
high-quality-education
Low-rates-obesity
disabled
enables
Older-adults-thriving
enrichment
community-involvement
Unemployment-rates
learn
physical
equal
Poverty
readiness
business
knowing
Education-access
test
fun
elderly
attend
good
public
parks
Access-to-healthy-foods
informed
activity
Housing-for-all
feel
workforce
non-profits
Low-crime
special-needs-children
Living-independently
neighborhoods
duties
homelessness
Places-to-congregate
Youth-developmental-assets
socialize
Care-for-most-vulnerable
community-leaders
A-G-requirements
Graduation-rates
economy
walking
competent
safe-sidewalks
Opportunities
art/music
children-are-priority
green-and-open-space
Affordable-safe-housing
Educational-opportunities
High-school-completion-rate
safe-communities
Income
housing
scores
reduce
academic
government
Adults
school
resources
opportunities
Active-adults
Teens
need
High

Program Planning Cycle



Community Assessment: The Foundation for Program Planning

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

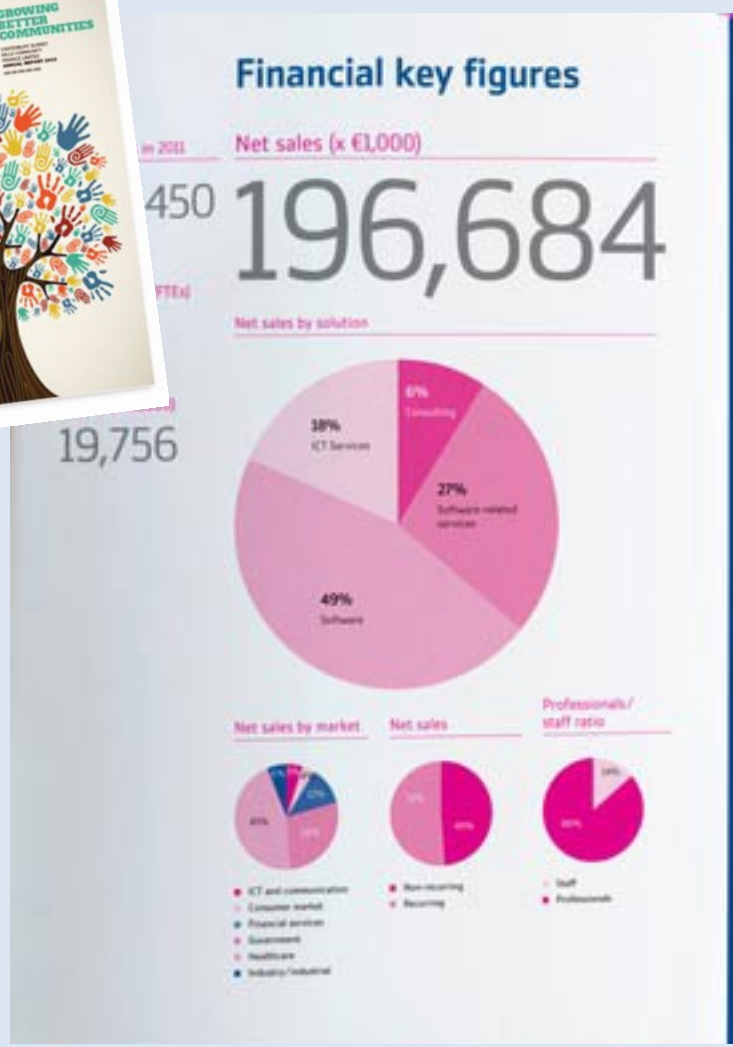
Collaborative Partnerships

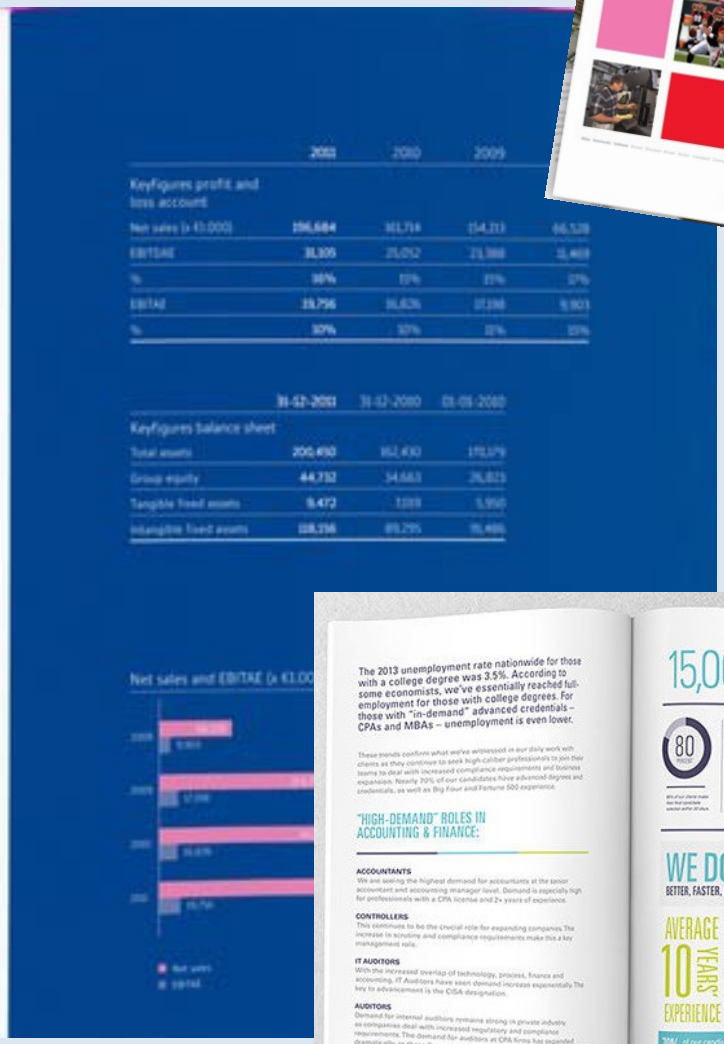
Service Area, Recruitment Areas, and Program Locations

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





ERSEA

Eligibility

- **Community Assessment**
- Determining eligibility
- Verifying eligibility
- Documenting eligibility

R Recruitment

- **Community Assessment**
- Where to Recruit
- How to Recruit

S Selection

- **Community Assessment**
- Governing body & Policy Council roles

E Enrollment

- **Community Assessment**
- Maintaining funded enrollment

Attendance

- **Community Assessment**
- Monitoring ADA: Average Daily Attendance
- Recordkeeping & Reporting

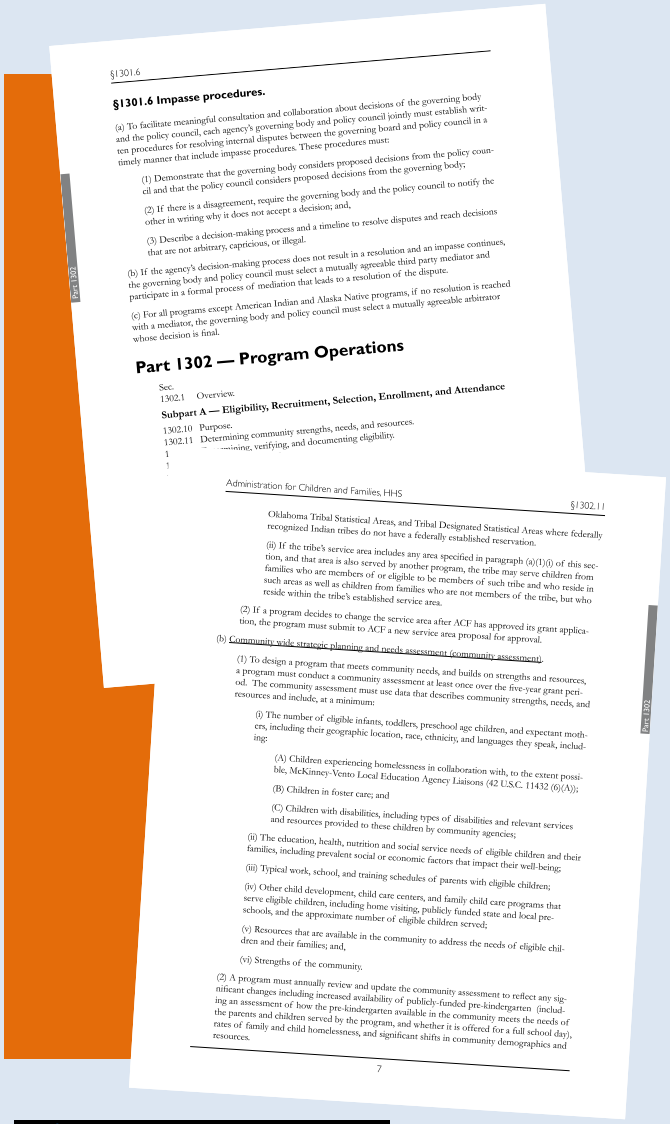
Elements of Eligibility

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

§1301.6 Impasse procedures.

(a) To facilitate meaningful consultation and collaboration about decisions of the governing body and the policy council, each agency's governing body and policy council jointly must establish written procedures for resolving internal disputes between the governing board and policy council in a timely manner that include impasse procedures. These procedures must:

(1) Demonstrate that the governing body considers proposed decisions from the policy council 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, 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 with a mediator, the governing body and policy council must select a mutually agreeable arbitrator whose decision is final.

Part 1302 — Program Operations

Sec.

1302.1 Overview.

Subpart A — Eligibility, Recruitment, Selection, Enrollment, and Attendance

1302.10 Purpose.

1302.11 Determining community strengths, needs, and resources.

Administration for Children and Families, HHS §1302.11

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 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 members of such tribe and who reside in such areas as well as children from families who are not members of the tribe, but who reside within the tribe's established service area.

(2) If a program decides to change the service area after ACF has approved its grant application, the 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, a program must 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 resources and include, at a minimum:

(i) The number of eligible infants, toddlers, preschool age children, and expectant mothers, 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 serve eligible children, including home visiting, publicly funded state and local preschools, and the approximate number of eligible 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.

(2) A program must annually review and update the community assessment to reflect any significant changes including increased availability of publicly-funded pre-kindergarten (including an assessment of how the pre-kindergarten available in the community meets the needs of the parents and children served by the program, and whether it is offered for a full school day), rates of family and child homelessness, and significant shifts in community demographics and resources.

7

- 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

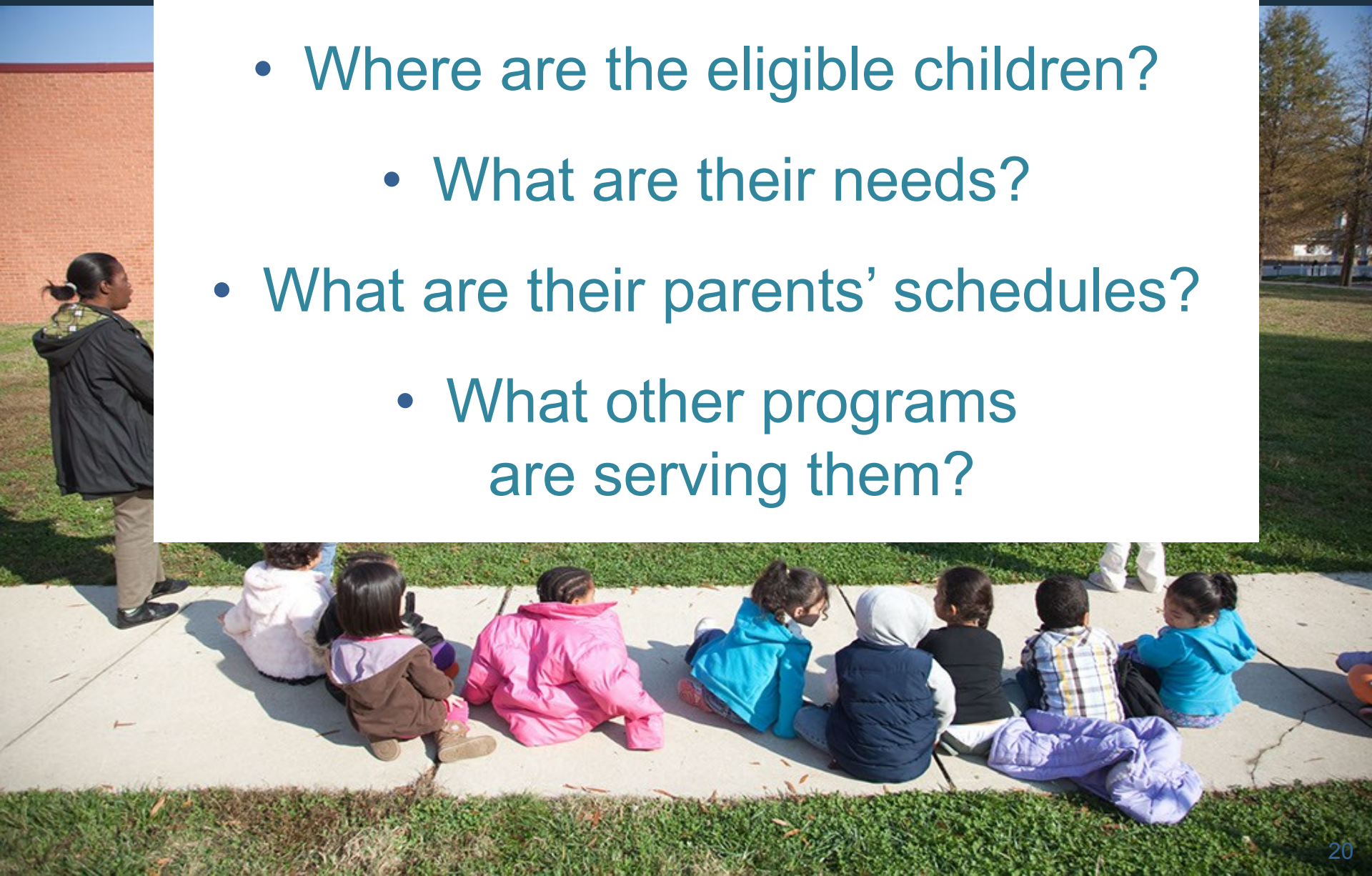
- Established annually
- Selection criteria
- Use approved federal poverty guidelines
- Ranking system
- Maintain waiting list

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

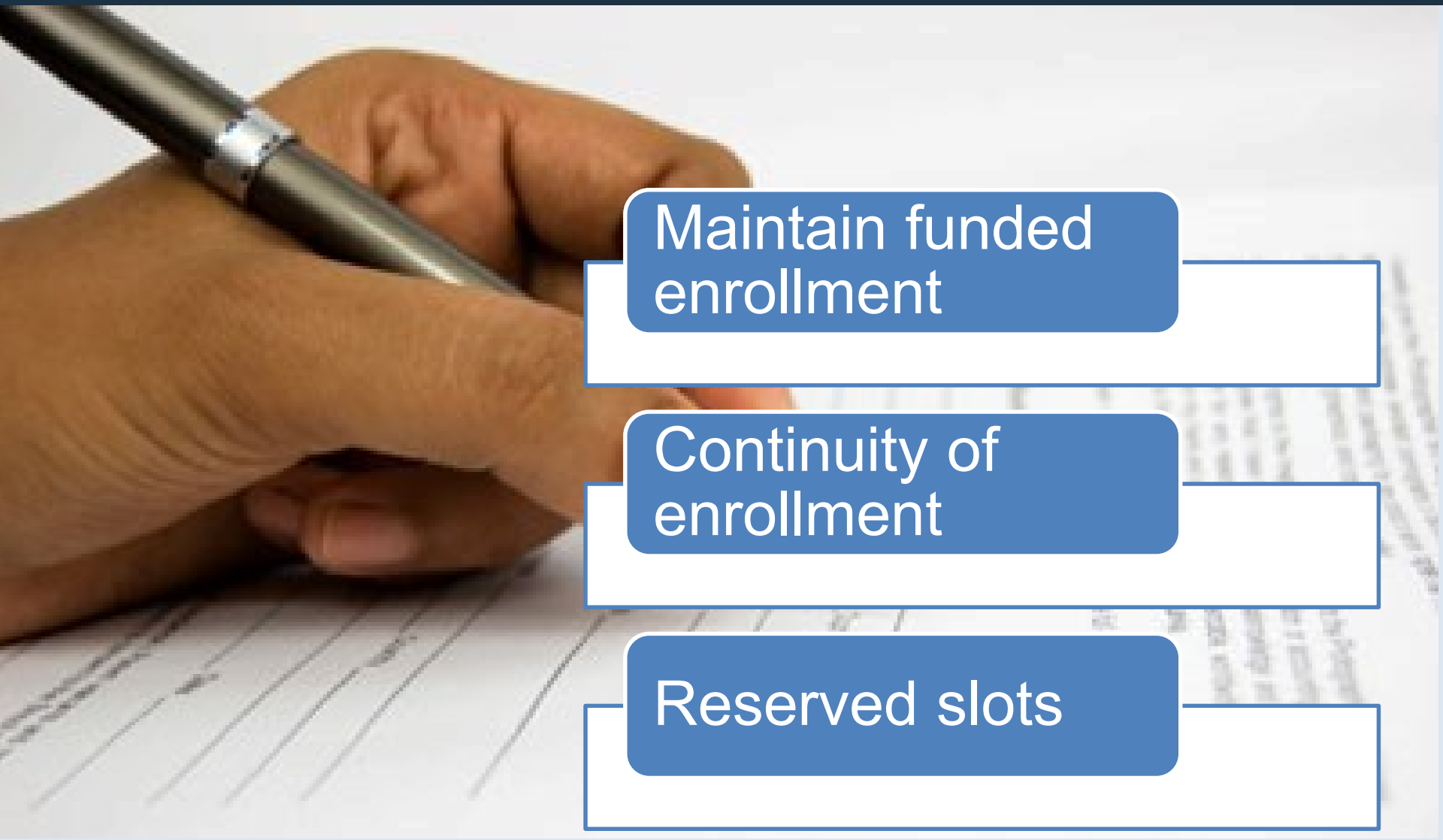
- Where are the eligible children?
- What are their needs?
- What are their parents' schedules?
- What other programs are serving them?



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

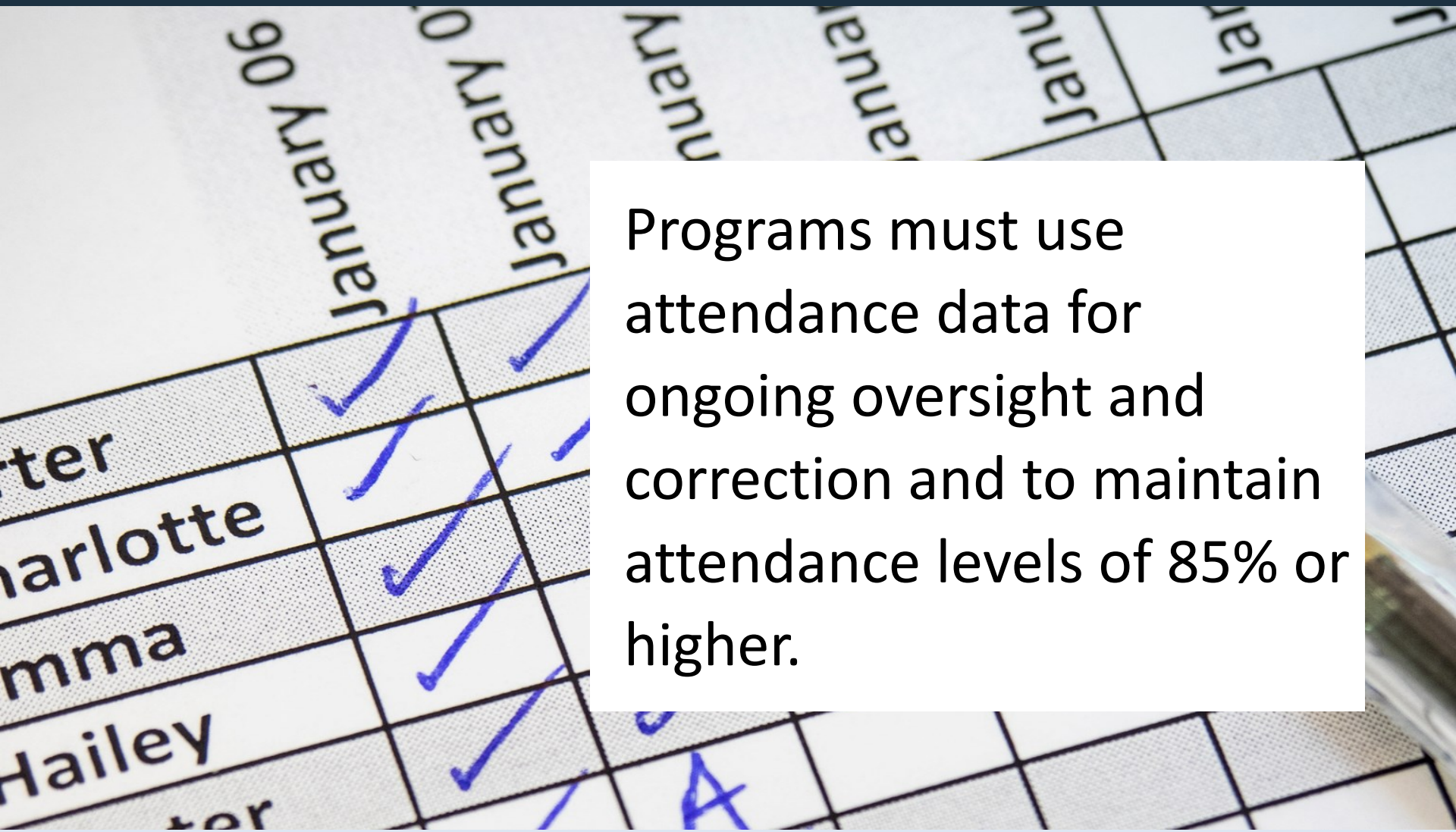
Maintaining Funded Enrollment

- 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.

Suspension and Expulsion

1302.17

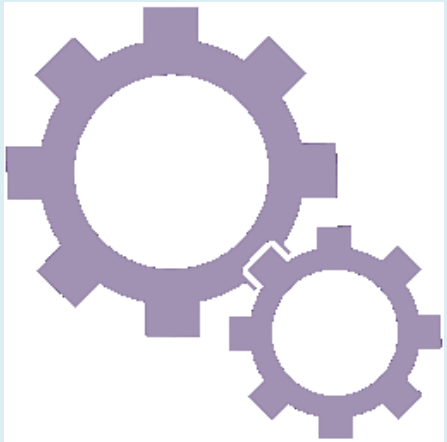
- Prohibits expulsion and limits suspensions
- Requires programs to take steps to support the social, emotional, and other developmental needs of children exhibiting serious behavioral issues

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 ERSEA 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

ADMINISTRATION FOR CHILDREN & FAMILIES

Early Childhood National Centers
NATIONAL CENTER ON
Program Management and Fiscal Operations