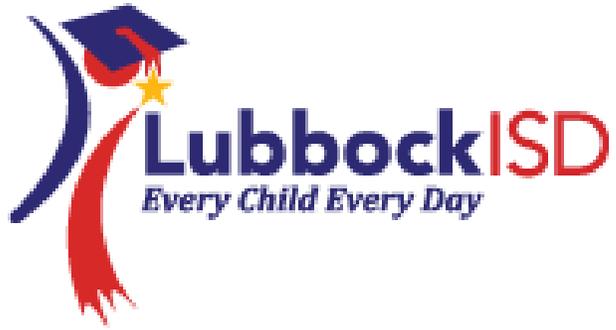


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Promoting excellence in early childhood education  
to support families and strengthen communities.





**SUE BEENE**

Head Start Director

Lubbock Independent

School District

Lubbock, Texas

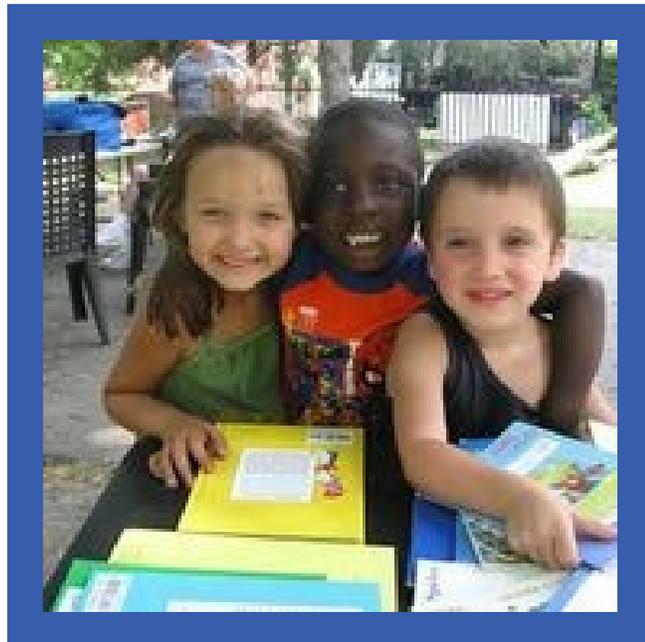
FFF was very organized and thorough. They had great communication with us by email, attachments and phone calls. Any question we had was met with thoughtfulness and guidance to come to a clear understanding. I felt the final products were designed for our agency specifically.

The final update on the Community Assessment was very comprehensive and will change the composition of future Community Assessments in years to come.

Updating the Community Assessment was important and then making that connection to the actual grant writing was also valuable. Being able to feel good about the final draft of the grant was a huge relief.



FFF provided an update to Community Teamwork's existing community needs assessment, including data specific to how COVID-19 is impacting stakeholders in Lowell, MA.



**MIRANDA ALLEN**

Grants Coordinator, Community Teamwork  
Lowell, MA

**We now have a strong needs assessment as well as data sources for updating in subsequent grant years.**

**TINA VESSEY**

Early Head Start Director

Educational Service District #112

Vancouver, WA



[FFF] helped us develop a much more comprehensive, accurate, and meaningful community assessment than we've ever had in the past. The data was able to help inform our grant writing process to more accurately reflect the needs of our community and gave us a compelling argument for receiving more slots.

They were extremely organized and were able to outline a detailed timeline from the beginning and were able to keep us on track. They did a great job gathering community data on their own when we were not sure where to find it.

They did a great job facilitating the group calls to gather information from us and to make sure they truly understand our current program. They were a pleasure to work with!

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**Amy Augenblick**  
Executive Director

**Community  
Assessment**

**+**

**Wage Comparability  
Study**

**for**

- 1) Quality Operations**
- 2) Risk Mitigation**
- 3) Staff Retention**
- 4) Possible Conversion/Slot  
reduction**

# Agenda



Introductions



Community Assessment in Head Start



Wage Comparability Study in Head Start



Using the Reports to Meet Program Goals



Making the Most of the Program Year and Cycle



Questions and Answers, Reflection

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childhood education  
to support families  
and strengthen  
communities.**

Foundations for Families is a woman-owned consulting, training and technical assistance company that provides services to the birth to eight early education and care community.

Our experienced consulting team brings expertise, academic credentials, up-to-date research and regulatory knowledge to every project.



Dedicated to improving the quality of early care and learning services for Head Start and Early Head Start children and their families.

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# families

Promoting excellence in early childhood education to support families and strengthen communities.

# Community Assessment in Head Start

# Community Assessment in Head Start

Required Every Five Years with Annual Updates

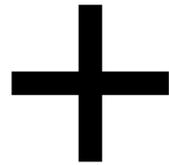
Information per Head Start Program Performance Standards

1. 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;
  - (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.;
2. 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;
3. Typical **work, school, and training schedules** of parents with eligible children;
4. 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**
5. **Resources** that are available in the community to address the needs of eligible children and their families; and,
6. **Strengths** of the community.

# Benefits of an Excellent Community Assessment



Community  
Assessment



Responsive and  
Defensible  
Program Design



Success in Program  
Implementation and  
High-Stakes  
Competition

## Community Assessment...

- Is key to understanding a community's unique characteristics.
- Allows programs and staff to design daily activities and experiences that best suit children's neighborhoods and communities.
- Allows policies, programs, practices, and resources to be allocated in ways that ensure equity and optimal child outcomes.

# Program Instruction: ACF-PI-HS-21-04

## Office of Head Start Expectations for Head Start Programs in Program Year 2021–2022, 05/20/2021

All grantees should **update their community assessments** to guide their intensive recruitment efforts and to ensure they are **reaching families most in need of services**.

If a program determines that their pre-pandemic approved program option will not meet the needs of the community, **they must submit an updated community assessment and request approval for a change in scope**.

The pandemic has created and exacerbated long-standing disparities and inequities for families who have been marginalized for decades.

The number of children and families in poverty has grown significantly.

# Community Assessment

- Use data to **tell the story of children and families** in your community.
- **Visualize data** to provide insight and **inspire action**.





# Layer 1

**Table 70. Estimated Number of Children Birth to Age 5 Eligible for Head Start/Early Head Start Based on Receipt of Public Assistance by Geographic Area (2020)**

Geographic Area	Percent of Children Receiving Public Assistance <sup>xxxviii</sup>	Number of Children Birth to Age 5 <sup>xxxix</sup>	Number of Children 0-2 Living in Households Receiving Public Assistance <sup>57</sup>	Number of Children 3-5 Living in Households Receiving Public Assistance <sup>58</sup>	Number of Children 0-5 Living in Households Receiving Public Assistance <sup>59</sup>
Lake County	34.2%	502	103	69	172
Manistee County	24.8%	903	134	90	224
Mason County	25.6%	1,427	219	146	365
Newaygo County	28.7%	2,751	474	316	790
Service Area Total	25.7%	5,583	861	574	1,435

# Layer 2

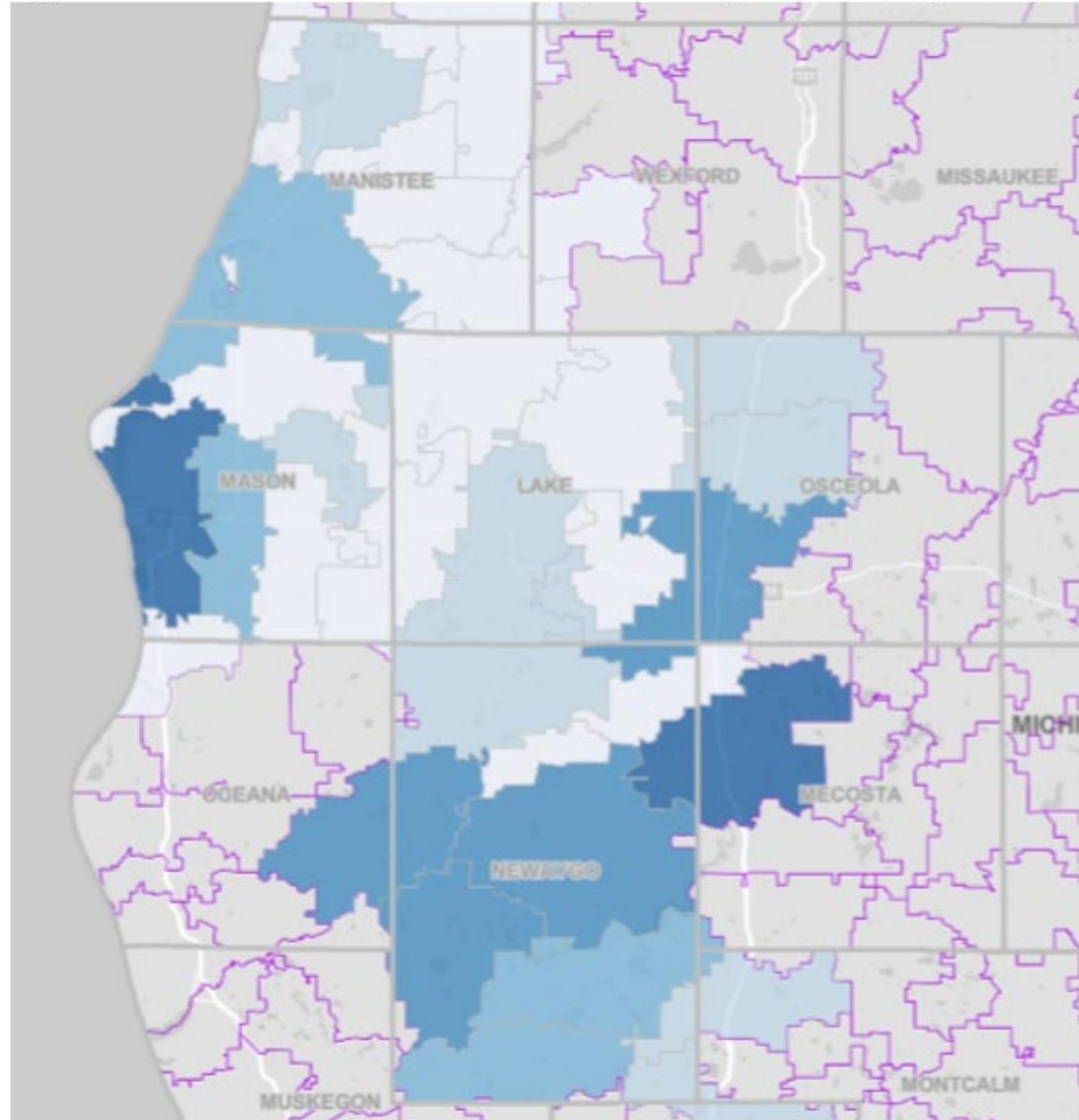
Data also shows that the number of children under age 5 in counties in the service area have been declining in recent years (2017-2020) (Table 58). This is the most recent data provided by the U.S. Census Bureau and was captured prior to or at the beginning of the COVID-19 pandemic and may not capture the full extent of the impact of the pandemic.

**Table 58. Four-Year Trend for Number of Children Under Age 5 Living in Poverty by Geographic Area (2017-2020)<sup>xxv</sup>**

Geographic Area	2017	2018	2019	2020	Four-Year Trend for Number of Children <5 in Living Poverty
Lake County	254	226	160	92	Declining
Manistee County	189	162	150	141	Declining
Mason County	505	495	426	433	Declining
Newaygo County	716	753	728	660	Declining
Michigan	142,794	135,961	128,249	122,232	Declining

# Data Visualization

Figure 15. Number of Children Under Age 5 Living in Poverty by Zip Code



# Wage Comparability Study in Head Start

# Regulatory Language

HS/EHS programs are covered by provisions of the Fair Labor Standards Act (FLSA) governing minimum wage, overtime pay, and equal pay.

Head Start and Early Head Start agencies are responsible to ensure that, as much as possible, their employees are compensated at levels comparable to others in the communities they serve who bring similar qualifications to similar positions.

Employee compensation should be guided by three factors:

- 1) comparability,
- 2) equity, and
- 3) affordability.



## Wage Comparability

A Guide for Conducting a Wage and Fringe Benefits  
Comparability Survey



# Information Memorandum: ACF-IM-HS-22-04

## **Competitive Bonuses for the Head Start Workforce, 06/21/2022**

OHS strongly encourages programs to **offer financial incentives** that are substantial enough to compete with...employers in their local job market, including elementary schools, while understanding that such financial incentives are not permanent wage increases.

**Programs may consider bonuses and compensation rates being offered in neighboring counties or school districts.**

These data points can be **integrated into a program's wage comparability study** as one key approach to using data to document workforce strengths and needs.

**Head Start programs are competing with other employers, such as public schools, for qualified staff.**

# Information Memorandum: ACF-IM-HS-22-06

## Strategies to Stabilize the Head Start Workforce, 09/12/2022

If a program **requests an enrollment reduction to increase staff compensation**, the request should focus on those positions for which staffing challenges are most pressing...

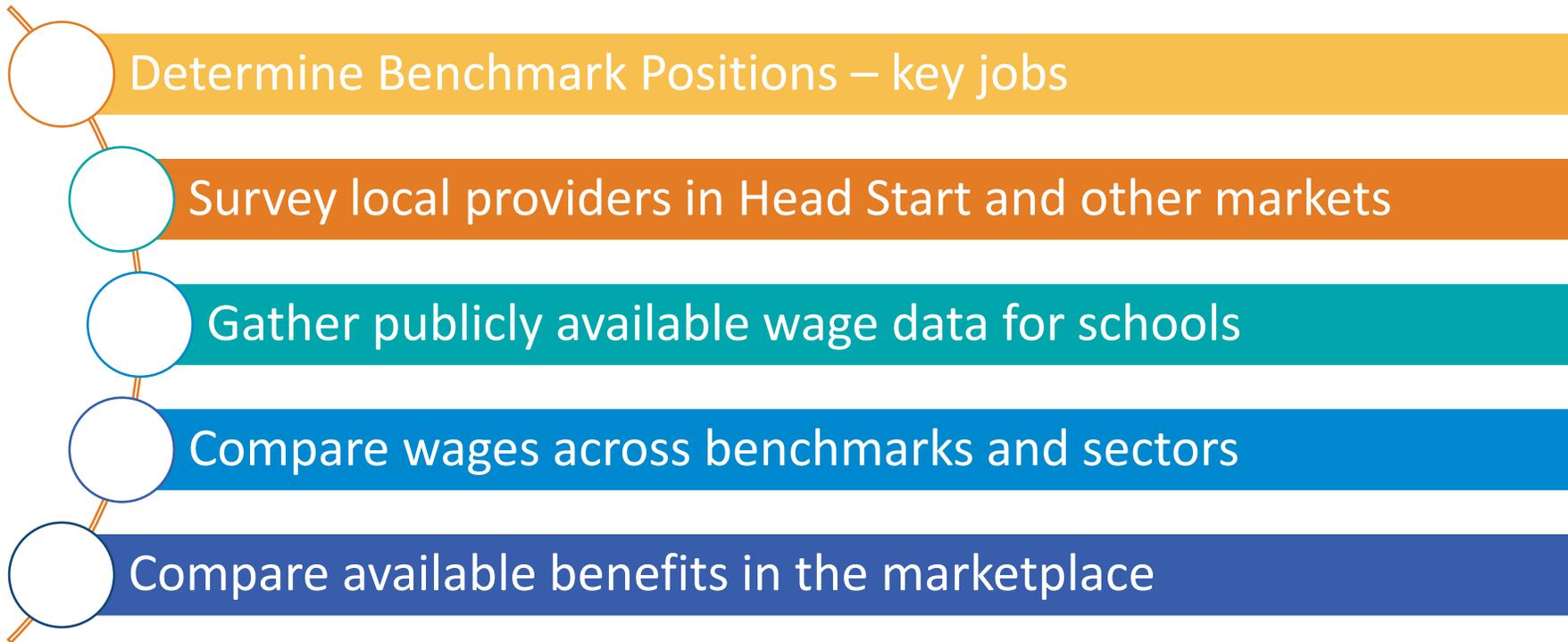
We encourage programs to take the time needed to make such decisions through thoughtful, **data-informed strategic planning**, while not reducing the quality of services for children and families...

OHS strongly encourages Head Start grant recipients to **permanently increase compensation**....When considering an increase in staff compensation, OHS encourages programs to **use findings from their wage comparability study to help support their decisions**.

Programs can consider elementary school settings for purposes of wage comparability, including neighboring school districts.

# Wage Study

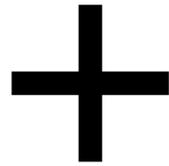
- **Work with other programs** to study the local labor market.
- Use **key data points** to reinforce local observations.
- Consider wages in **neighboring counties and metropolitan areas**.



# Benefits of a High-Quality Wage Study



Wage Study



Responsive  
Personnel Budget



Justification for  
Financial Incentives

## A Wage and Benefits Study...

- Is key to understanding the compensation structure for the local market.
- Allows programs to reward, retain, and recruit staff at all levels of the organization.
- Ensures programs have consistent job descriptions, qualifications, salary ranges, and employee benefits outlined in their policies and procedures.

# Difficulty in finding qualified applicants

Table 10. Level of Difficulty Finding Qualified Applicants by Benchmark Position (July 2022)

BENCHMARK POSITION		No Difficulty (or N/A)	Some Difficulty	Great Difficulty
EXECUTIVE STAFF	Chief Executive Officer	71%	7%	21%
	Chief Financial Officer	64%	0%	36%
	Finance Manager	40%	60%	0%
	Division Manager	64%	9%	27%
ADMINISTRATIVE STAFF	Administrative Assistant	82%	18%	0%
	Clerk	100%	0%	0%
	Receptionist	73%	27%	0%
HEAD START STAFF	HS and/or EHS Director	55%	18%	27%
	Center Coordinator	45%	45%	9%
	HS Content Area Manager <sup>9</sup>	75%	33%	42%
	HS Program Specialist <sup>10</sup>	60%	0%	50%
	Mentor	45%	9%	45%
	Floater/Substitute	30%	50%	20%
	HS Teacher (Preschool)	0%	55%	45%
	EHS Teacher (Infant/Toddler)	10%	40%	50%
	Assistant Teacher	0%	64%	36%
	Home Visitor	20%	60%	20%
	Family Service Worker	78%	11%	11%
	Food Service Manager	56%	33%	11%
	Cook	36%	45%	18%
CAP STAFF	Program Director	57%	14%	29%
	Assistant Program Director	43%	29%	29%
	Program Specialist	42%	33%	25%
	Case Worker	50%	50%	0%
TRANSPORTATION & MAINTENANCE STAFF	Transportation Manager	30%	10%	60%
	Bus Driver	9%	27%	64%
	Bus Monitor	22%	56%	22%
	Maintenance Specialist	30%	20%	50%
	Custodian	20%	50%	30%

# Turnover and vacancy

Table 11. Reported Level of Turnover and Vacancy by Benchmark Position (July 2022)

BENCHMARK POSITION		Low Turnover (or N/A)	High Turnover	Extended Vacancy
EXECUTIVE STAFF	Chief Executive Officer	100%	0%	0%
	Chief Financial Officer	86%	14%	0%
	Finance Manager	60%	20%	20%
	Division Manager	91%	0%	9%
ADMINISTRATIVE STAFF	Administrative Assistant	91%	0%	9%
	Clerk	100%	0%	0%
	Receptionist	100%	0%	0%
HEAD START STAFF	HS and/or EHS Director	91%	0%	9%
	Center Coordinator	100%	0%	0%
	HS Content Area Manager <sup>11</sup>	83%	8%	42%
	HS Program Specialist <sup>12</sup>	90%	0%	40%
	Mentor	73%	18%	18%
	Floater/Substitute	80%	10%	20%
	HS Teacher (Preschool)	18%	45%	64%
	EHS Teacher (Infant/Toddler)	10%	50%	60%
	Assistant Teacher	0%	45%	73%
	Home Visitor	80%	0%	40%
	Family Service Worker	89%	11%	0%
	Food Service Manager	100%	0%	0%
	Cook	64%	18%	27%
CAP STAFF	Program Director	86%	0%	14%
	Assistant Program Director	86%	0%	14%
	Program Specialist	75%	8%	17%
	Case Worker	67%	17%	17%
TRANSPORTATION & MAINTENANCE STAFF	Transportation Manager	90%	0%	10%
	Bus Driver	27%	36%	55%
	Bus Monitor	67%	22%	11%
	Maintenance Specialist	90%	0%	10%
	Custodian	70%	20%	20%

# What positions are hardest to recruit and retain?

Table 10. Level of Difficulty Finding Qualified Applicants by Benchmark Position (July 2022)

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	Bus Monitor	67%	22%	11%
	Maintenance Specialist	90%	0%	10%
	Custodian	70%	20%	20%

# Bus Driver Summary

Table 100. Summary of Bus Driver Wages

Summary		Wages: BUS DRIVER		
	Lowest	Median	Highest	
Full time	\$10.99	\$13.85	\$16.61	
Part-time average	n/a	\$13.26	n/a	

Summary School District Wages: BUS DRIVER				
Starting		Median	Experienced	
Minimum	Maximum		Minimum	Maximum
\$11.69	\$15.48	\$15.51	\$12.98	\$19.61

Summary BLS Wages: BUS DRIVER				
25 <sup>th</sup> percentile		Median	75 <sup>th</sup> percentile	
Minimum	Maximum		Minimum	Maximum
\$8.50	\$14.06	\$13.33	\$11.43	\$22.13

Figure 27. Relative Wages, Bus Driver



# Bus Driver: Local detail

**Table 102. School District Wages, Bus Driver Benchmark Position<sup>37</sup>**

School District	Job Title (Salary Classification)	Starting	Median	Experienced
	Bus Driver	\$13.86	\$15.37	\$16.88
	Bus Driver	\$14.23	\$16.19	\$18.15
	Bus Driver (106)	\$13.50	\$14.54	\$15.58
	Transportation - Adult Bus Driver (TR30)	\$12.53	\$13.21	\$15.87
	Bus Driver/Bus Aide	\$15.02	\$15.65	\$16.27
	Bus Driver	\$14.63	\$16.40	\$18.16
	Bus Driver	<b>\$11.69</b>	<b>\$12.34</b>	<b>\$12.98</b>
	Bus Driver	n/a	n/a	n/a
	Bus Driver	<b>\$15.48</b>	<b>\$17.55</b>	<b>\$19.61</b>

**Table 103. U.S. Bureau of Labor Statistics, Metropolitan Statistical Area Wages, Bus Drivers, School (May 2021)<sup>38</sup>**

Geographic Area	25 <sup>th</sup> % Wage	Median Wage	75 <sup>th</sup> % Wage
	<b>\$8.50</b>	<b>\$9.96</b>	\$13.77
	\$14.01	\$17.94	<b>\$22.13</b>
	<b>\$14.06</b>	<b>\$18.07</b>	\$18.07
	\$10.63	\$13.89	\$17.17
	\$11.61	\$14.86	\$15.74
	\$13.80	\$14.21	\$14.63
	\$8.75	\$11.43	<b>\$11.43</b>
	\$10.72	\$10.72	\$13.68
	\$9.75	\$11.01	\$13.78
	\$9.11	\$11.88	\$14.86
	\$13.57	\$14.18	\$17.24
	\$10.65	\$13.33	\$16.25
	\$8.50	\$11.11	\$13.35
	\$11.11	\$13.90	\$17.47

<sup>37</sup> Lowest wages are bold; highest wages are bold with shaded cells.

<sup>38</sup> Lowest wages are bold; highest wages are bold with shaded cells.

# Using Community Assessment and Wage Study to Meet Program Goals

# Quality Operations

- Community Assessment
  - Foundational to the program planning process
  - Provides context for determining community needs and whether the program is meeting those needs
  - Informs the self-assessment, program design and selection criteria
- Wage Study
  - Allows you to project and manage to a personnel budget that supports your program design and service delivery
  - Allows you to build or maintain a salary schedule
  - Reflects best practice in HR management
  - Supports compliance with HSPPS 1302.90(a)

# Risk Mitigation

- Community Assessment
  - Meets HSPPS requirement 1302.11
  - First step in a comprehensive DRS risk mitigation approach
  - Allows policies, program practices and resources to be allocated in ways that ensure equity and optimal child outcomes
- Wage Study
  - Meets OHS requirements for a Wage and Benefit Comparability Survey
  - Supports compliance with Head Start Act Section 653
  - Reduces the risk for “price fixing” activity
  - Discourages offering unsustainable wages during staffing crisis

# Staff Retention

- Community Assessment
  - Reveals the housing, transportation and ALICE data impacting staff
  - Suggests opportunities for advocacy at the community-level
  - Details local ECE offerings at community college or universities and opportunities for growth
- Wage Study
  - Indicates whether the agency is paying competitive wages
  - Supports compensation practices that are fair, equitable, and enable agencies to recruit and retain qualified staff
  - Shines a light on innovative benefits offered at other organizations

# Possible Conversion/Slot Reduction

- Community Assessment
  - Pinpoints where the income eligible children are and are not
  - Indicates differences in 0 to 3- and 4 to 5-year-old populations
  - Shows the impact of shifting early education policies such as UPK, 4K and 3K
- Wage Study
  - Reveals what certified, non-certified, experienced and new staff can expect to earn at other Head Start agencies, school systems, and at other local places of business
  - Points out how many more dollars are needed to fund competitive salary and benefits, especially for hard to fill positions

# Making the Most of Your Planning Cycle

# Program Year

## Month 1-3

- Start program year
- Establish the Policy Council

## Month 4-6

- **Wage Study**

## Month 6-9

- **Community Assessment**

## Month 9

- **Self Assessment**
- Determine progress towards goals and objectives
- Revise Selection Criteria

## Month 10-12

- Budget
- Draft grant application
- GB and PC grant approval

## Month 12

- Upload application

# 5-Year Grant Cycle

## Year 1 (continuation)

- Wage Study Review
- Community Assessment Update

## Year 2 (continuation)

- Wage Study Review
- Community Assessment Update

## Year 3 (continuation)

- **Wage Study**
- Community Assessment Update

## Year 4 (continuation)

- **Wage Study**
- **Comprehensive Community Assessment** or Update

## Year 5 **(Baseline)**

- Wage Study Review
- **Comprehensive Community Assessment**

# Questions and Answers



# Reflection



# Reflection

1. What did you hear that affirmed your current approach or challenged you to think outside the box?
2. What are your key take-away messages?
3. Are there red flags or challenges you predict in your work/future work?
4. How will you convince future colleagues to adopt key practices to fully integrate your take-aways?



# How to Stay in Touch

- Subscribe to our *Talking Points* blog for information, resources, and tips strategies related to Community Assessment

<https://foundationsforfamilies.com/talking-points/>

- Consider Foundations for Families Community Assessment services
  - Comprehensive Community Assessment
  - Community Assessment Update
  - Community Assessment Enhancement

<https://foundationsforfamilies.com/consulting-services/community-assessment/>

