News You Can Use

Complete our sign-in form to download the slides and resources.

- HSPPS language for Community Assessment

- Tools you can use
  - ECLKC Resources
  - Appreciative Inquiry
  - Wilder Collaboration Factors Inventory
  - And more!

Foundations for Families
Conference Sign-in 2024 RIVHSA
Early Head Start Institute

FOUNDATIONS FOR families

Promoting excellence in early 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.

OUR EXPERTISE ADVANCES YOUR PRIORITIES

We specialize in organizational development and strategy, risk mitigation, federal grant writing and reports, Head Start and Early Head Start program operations, and community child care.

With our extensive knowledge and commitment to a personalized approach, we will assess your needs and develop a product that reflects and achieves your agency's priorities and goals.

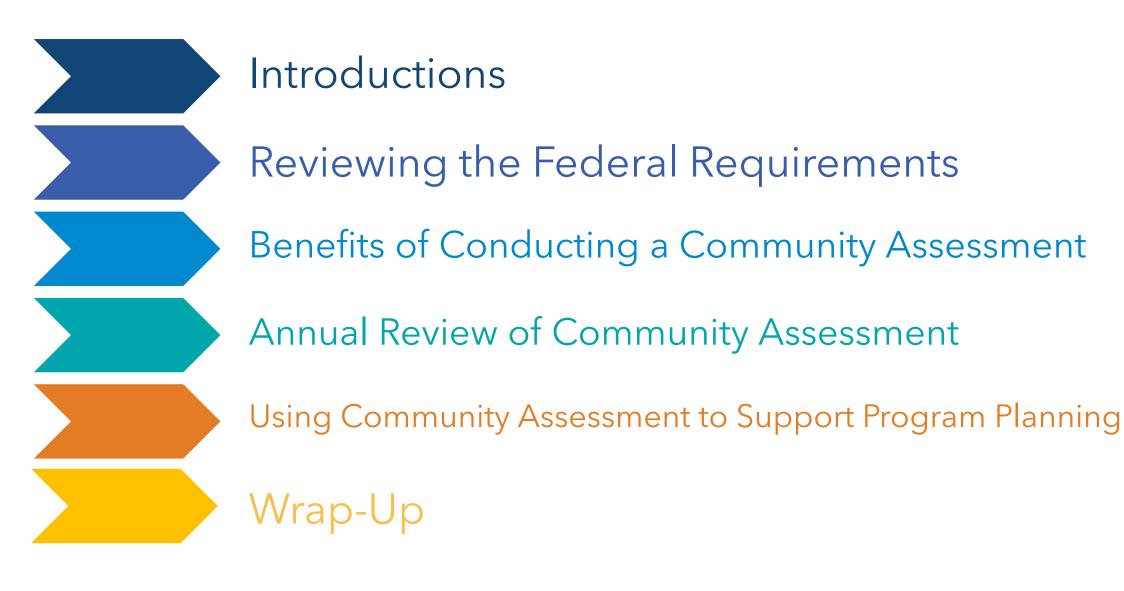| Community Assessments | HS/EHS Full Enrollment Initiative | Continuous Improvement for HS/EHS | Grant Writing Solutions | Federal Review Preparation | Wage Comparability Study |

Agenda

Introductions

Reviewing the Federal Requirements

Benefits of Conducting a Community Assessment

Annual Review of Community Assessment

Using Community Assessment to Support Program Planning

Wrap-Up

Reviewing the Federal Requirements:

2024 HSPPS Final Rule

August 2024 Changes to HSPPS

Overview Fact Sheet:

https://eclkc.ohs.acf.hhs.gov/policy/article/overview-fact-sheet

Changes in 3 categories:

- better compensation for Head Start staff,
- integrating mental health services,
- **effectively and equitably meeting the evolving needs of communities**

Supporting the Head Start Workforce and Consistent Quality Programming

makes significant changes to HSPPS to stabilize the Head Start workforce and to improve the quality of the comprehensive services on which Head Start families rely.

Added to HSPPS (NEW language)

WHEN do we conduct a community assessment?

§1302.11 Determining community strengths, needs, and resources (b) (1)

"…at least **once** over the five-year grant period and **annually review** and update if any significant changes are needed."

This is not a change from earlier HSPPS, but the language makes it clearer.

Added to HSPPS (NEW language)

§1302.11 Determining community strengths, needs, and resources (b) (1)

WHY conduct a community assessment?

- Identify populations most in need of services

- Inform the program design to ensure equitable, inclusive, and accessible service delivery

- Inform enrollment, recruitment, and selection process

- Identify strengths and resources in the community that can be leveraged for service delivery, coordination, and partnership efforts

- Identify communication methods to best engage with prospective and enrolled families.

Update to HSPPS (not a significant change)

WHAT data should we collect?

§1302.11 Determining community strengths, needs, and resources (b) (2)

- Demographic data about eligible children/mothers
- Education, health, nutrition, and social service needs
- Work, school, and training schedules
- Other programs that serve eligible children
- Resources available in the community
- Strengths of the community
- **Gaps in community resources**

Added to HSPPS   (NEW language)

§1302.11
Determining community strengths, needs, and resources (b) (3)

> **HOW** do we decide what data to collect?
> **HOW** do we use the data?

STRAGEGIC APPROACH...

- Connect data collection to the goals of the CA.

- Use what is most relevant to inform services

Added to HSPPS (NEW language)

§1302.11 Determining community strengths, needs, and resources (b) (4)

WHAT information is most relevant to inform services for families most in need?

Data gathering should be informed by the program's understanding of the community and…

- Help identify community strengths, needs, and resources and plan the program accordingly

- Utilize community partners

- Utilize existing data sources

Update to HSPPS (clarifying language about Annual Review)

WHAT information is most relevant **NOW**?

§1302.11 Determining community strengths, needs, and resources (b) (5)

A program must annually review and, **where needed, update the community assessment** to IDENTIFY significant shifts in demographics, needs, and resources that may **impact program design and service delivery**

At a minimum, consider…

- Changes related homelessness
- Addressing equity, accessibility, and inclusiveness
- Changes in public PreK

Update to HSPPS (no change)

§1302.11 Determining community strengths, needs, and resources (b)(6)

WHO ELSE can we serve?

Can your program also support private pay families?

- Only if you can still meet your eligible funded enrollment numbers.

Changes to HSPPS: Community Assessment

NEED TO HAVE:

FULL Community Assessment **once** every **five** years

Collect data about eligible children and expectant mothers

DATA

- Race and ethnicity
- Children in poverty
- Homelessness, foster care, disabilities
- Geographic location, languages
- Education, health, nutrition and social services*
- Work, school, training schedules
- Other providers
- Community resources*
- Community strengths and **gaps**

especially transportation

Changes to HSPPS: Annual Update

NEED TO HAVE:

Annual review of community assessment (**once a year**)

Consider **self-assessment results and annual funding application** to inform your community assessment review.

GET NEW DATA IF:

- there are significant changes in:
  - Homelessness,
  - How the program addresses equity, accessibility, and inclusiveness, or
  - Availability of public PreK

  - *What else have you noticed?*
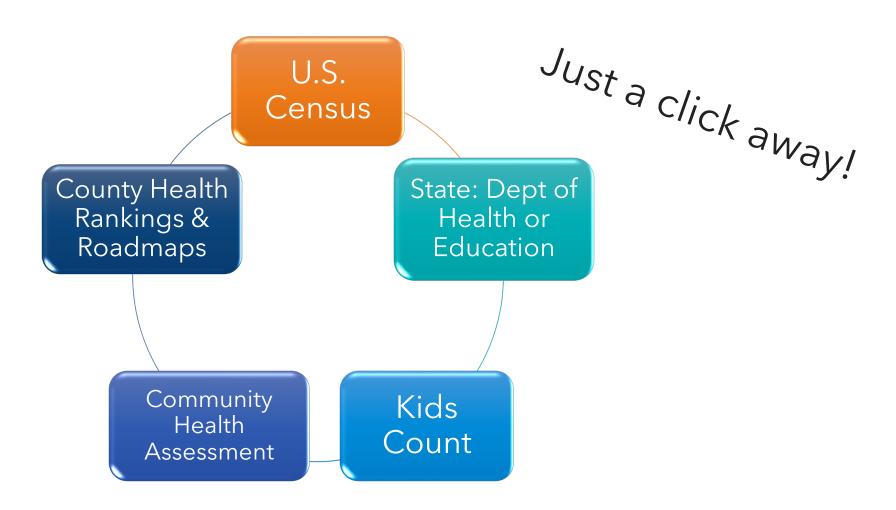
Changes to HSPPS: Both

NEED TO HAVE

Strategic approach to data collection

WHY?

- Identify population most in need of services
- Inform program design and service delivery,
- Inform ERSEA/Selection criteria
- Identify strengths and community resources
- Identify communication methods

Community Assessment Data

You aren't alone in this

PARTNERS

- Leverage existing data
- Ask community partners what they know
- Utilize existing data about the local community

Benefits of Conducting a Community Assessment

Community Assessment Benefits

Data-Driven Community Assessment
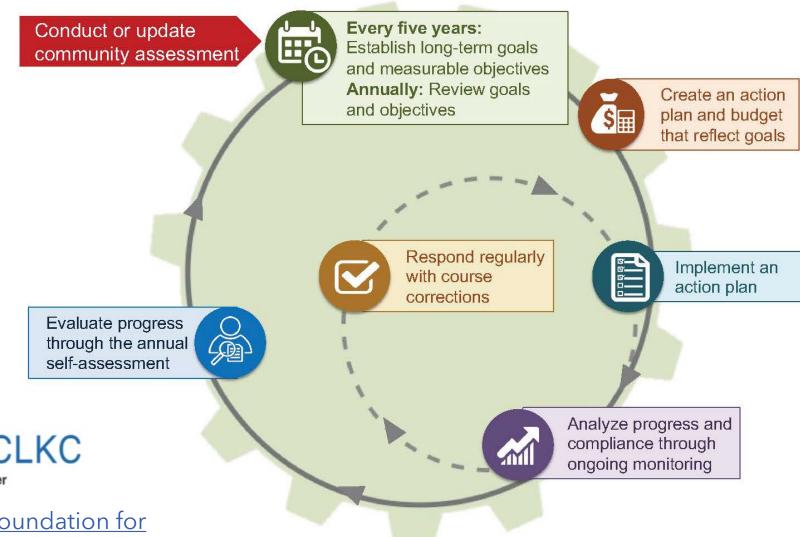
+

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 activities and experiences that are culturally appropriate for your community.
- Allows policies, programs, practices, and resources to be allocated in ways that ensure equity and optimal child outcomes.

OHS Resources for Community Assessment

Figure 1.1 Program Planning Cycle

Conduct or update community assessment

Every five years: Establish long-term goals and measurable objectives
Annually: Review goals and objectives

Create an action plan and budget that reflect goals

Implement an action plan

Respond regularly with course corrections

Evaluate progress through the annual self-assessment

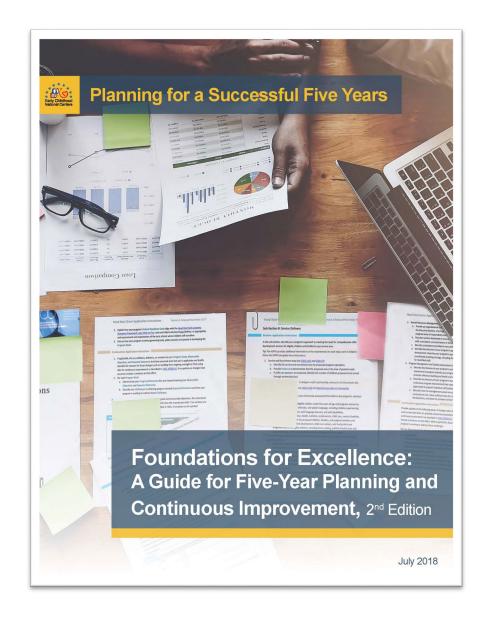Analyze progress and compliance through ongoing monitoring

HEAD START | ECLKC
Early Childhood Learning & Knowledge Center
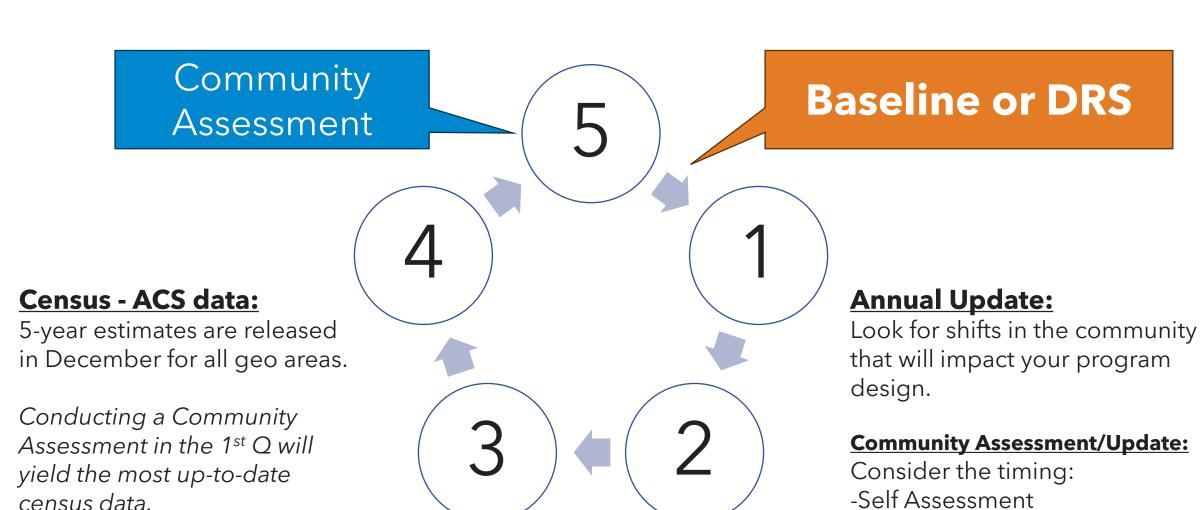
Community Assessment: The Foundation for Program Planning in Head Start

OHS Resources for Planning

HEAD START | ECLKC
Early Childhood Learning & Knowledge Center

[Foundations for Excellence](#)

When should we conduct a CA?

Community Assessment

Baseline or DRS

5

4

1

3

2

Census - ACS data:
5-year estimates are released in December for all geo areas.

Conducting a Community Assessment in the 1st Q will yield the most up-to-date census data.

Annual Update:
Look for shifts in the community that will impact your program design.
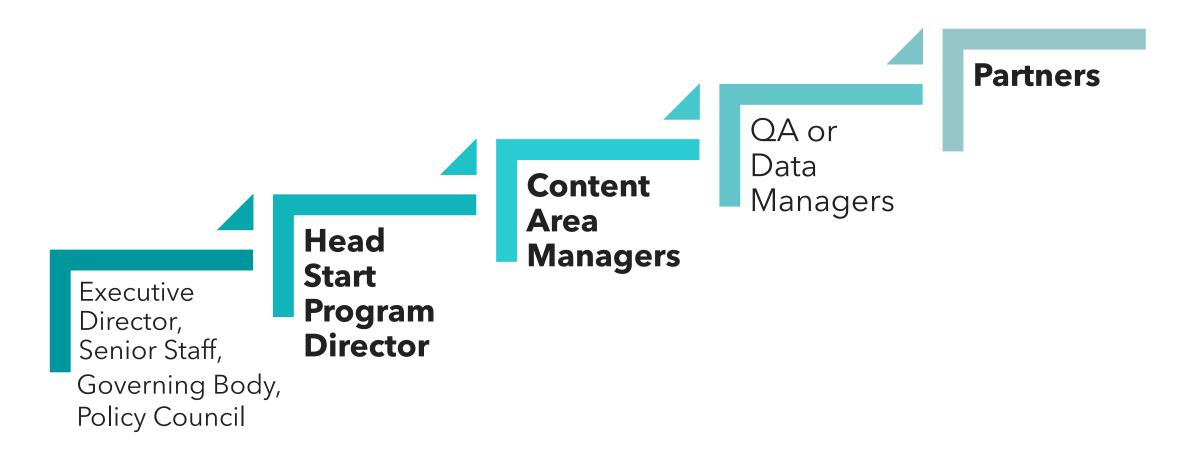
Community Assessment/Update:
Consider the timing:
-Self Assessment
-Annual Funding Application

Annual Review of your Community Assessment

Annual Review of Community Assessment

Conduct or update community assessment

Every five years: Establish long-term goals and measurable objectives
Annually: Review goals and objectives

Create an action plan and budget that reflect goals

Implement an action plan

Respond regularly with course corrections

Analyze progress and compliance through ongoing monitoring

Evaluate progress through the annual self-assessment

Who should be involved?

Executive Director, Senior Staff, Governing Body, Policy Council

Head Start Program Director

Content Area Managers

QA or Data Managers

Partners

Expand Your Toolkit

Understand Your Goals for Review

HSPPS COMPLIANT

- Have there been significant changes in your community that may impact program design and service delivery?

  - Homelessness,

  - How the program addresses equity, accessibility, and inclusiveness, or

  - Availability of public PreK

STRATEGIC APPROACH

- What data do you need to collect?

- How will you use the data to inform service design and delivery?

- Review CA annually, as part of your self-assessment and continuation application process.
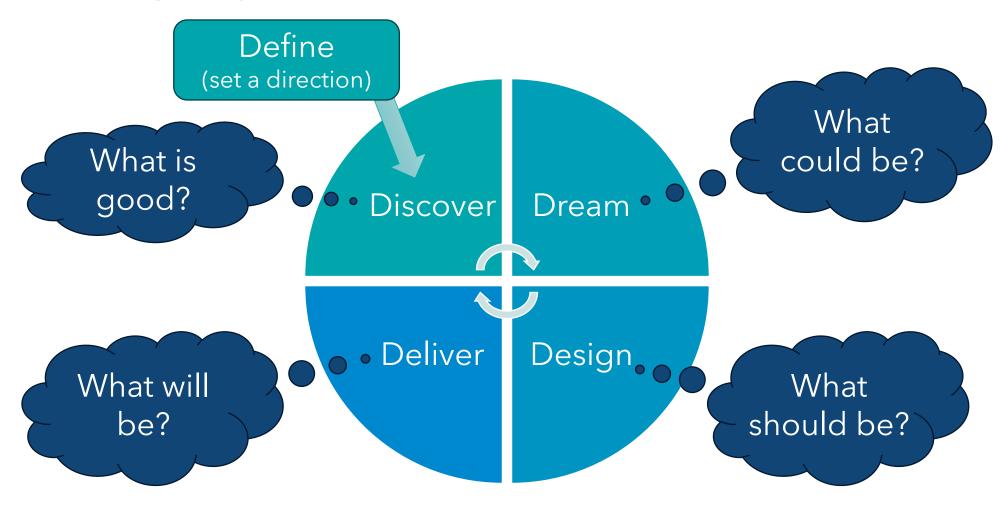
Asset Based Community Development and…

"What is really great about…?"

- Questions and conversations about strengths, successes, values, hopes and dreams are transformational

- Build or rebuild around what works

The Inquiry Process

Asset-Based Community Development & Appreciative Inquiry for Head Start

Define/Discover: What is good?
- What is working? What are the strengths of our community?

Dream: What could be?
- What does a successful program look like? What would help us improve?

Deliver: What will be?
- How do we create the future? Who are we working with to accomplish our goals?

Design: What should be?
- What steps should we take, what changes do we need to make?

Partnership Check Up:
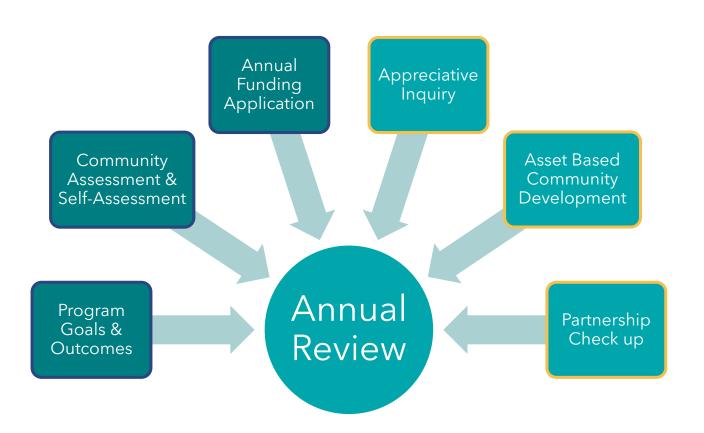# Wilder Collaborative Factors Inventory

Tool to help assess how your collaboration is going.

- Rate 22 different collaboration factors

- Score your responses

- Compare results with your partners.

www.wilder.org/wilder-research/research-library/collaboration-factors-inventory

The Wilder Collaboration Factors Inventory

_____   _____
Name of Collaboration Project   Date

Statements about Your Collaborative Group:

Factor	Statement	Strongly Disagree	Disagree	Neutral, No Opinion	Agree	Strongly Agree
History of collaboration or cooperation in the community	1. Agencies in our community have a history of working together.	1	2	3	4	5
	2. Trying to solve problems through collaboration has been common in this community. It has been done a lot before.	1	2	3	4	5
Collaborative group seen as a legitimate leader in the community	3. Leaders in this community who are not part of our collaborative group seem hopeful about what we can accomplish.	1	2	3	4	5
	4. Others (in this community) who are not a part of this collaboration would generally agree that the organizations involved in this collaborative project are the "right" organizations to make this work.	1	2	3	4	5

Expand Your Toolkit

Annual Funding Application

Appreciative Inquiry

Community Assessment & Self-Assessment

Asset Based Community Development

Program Goals & Outcomes

Annual Review

Partnership Check up

Using Community Assessment to Support Program Planning

What can you do with a community assessment?

WHY conduct a community assessment?

1. Identify populations most in need of services

2. Inform the program design to ensure equitable, inclusive, and accessible service delivery

3. Inform enrollment, recruitment, and selection process

4. Identify strengths and resources in the community that can be leveraged for service delivery, coordination, and partnership efforts

5. Identify communication methods to best engage with prospective and enrolled families.

What can you do with a community assessment?

Find out…

1. Who is most in need of services?

2. Is your program design equitable, inclusive, and accessible?

3. Does the enrollment, recruitment, and selection process prioritize the right populations?

4. What are the strengths of the community? Who can you partner with to deliver services?

5. What is the best way to reach people – both current and prospective families?

Wrap up

Tips for a Successful Assessment or Update

- ❏ Make the annual community assessment review part of your yearly planning cycle

- ❏ Be strategic! Focus any updates on areas of change.

- ❏ Gather data to help drive your decision making – it doesn't need to be everything

- ❏ Don't do it alone – ask your partners what they are noticing.

Reflection – Pair Share

1. What are your key take-aways? What applies to your organization?

2. What did you hear that affirmed your current approach? What challenged you to think about a new approach?

3. Are there any red flags or challenges for you?

4. What will you share with your colleagues?

Report Back & Questions

What's on your mind?

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Foundations for Families

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Early Head Start Institute

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News You Can Use: Changes for Community Assessment in the 2024 HSPPS Final Rule

Wednesday, September 18, 2024

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News You Can Use:
Changes for Community Assessment in the
2024 HSPPS Final Rule

Wednesday, September 18, 2024

Thank you for attending the Region IV Head Start Association Conference.
This reference guide provides quick access to the information in our presentation.
Please reach out if you have questions about conducting a community assessment.

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Jane Hanson, Consultant, Hanson@foundationsforfamilies.com
www.foundationsforfamilies.com

HSPPS Final Rule, August 2024

The Administration for Children and Families (ACF) published a final rule, Supporting the Head Start Workforce and Consistent Quality Programming, making **significant changes to the Head Start Program Performance Standards** (the Performance Standards) to stabilize the Head Start workforce and to improve the quality of the comprehensive services on which Head Start families rely.

The **final rule in the Federal Register** contains a complete description of the changes. The preamble of the final rule provides the reasoning and research that supports the finalized changes, including how ACF incorporated feedback from public comments in the final rule.

To identify and **meet community needs**, the Performance Standards:

- Require programs to identify and, if possible, resolve barriers to enrollment and attendance by incorporating these into the existing community assessment process.
- **Streamline the process and frequency of the community assessment. Clarifies the intent and goals of the community assessment, as well as the purpose of the annual review in the community assessment process.**
- Ensure responsive, high-quality services for expectant families.
- Revise definition of *income* to provide a clear, finite list of income sources that should be counted for eligibility determination.
- Allow programs to adjust a family's gross income to account for excessive housing costs in their community for eligibility determination purposes.

§1302.11 Determining community strengths, needs, and resources.

[section (a) relates to service area]

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

(1) A program must conduct a comprehensive community assessment at least once over the five-year grant period and annually review and update if any significant changes are needed as described in paragraph (b)(5) of this paragraph section to:

(i) Identify populations most in need of services including prevalent social or economic factors, challenges, and barriers experienced by families and children;

(ii) Inform the program's design and to ensure equitable, inclusive, and accessible service delivery that reflect needs and diversity of the community;

(iii) Inform the enrollment, recruitment, and selection process to prioritize the enrollment of those populations with relevant circumstances identified under paragraph (b)(1)(i) of this section;

(iv) Identify strengths and resources in the community that can be leveraged for service delivery, coordination, and partnership efforts for education, health, nutrition, and referrals to social services to eligible children and families; and,

(v) Identify the communication methods and modalities available to the program that best engage with prospective and enrolled families in accessible ways.

(2) In conducting the community assessment, a program must collect and utilize data that describes community strengths, needs, and resources and include, at a minimum:

(i)Relevant demographic data about eligible children and expectant mothers, including:

(A) Race and ethnicity;

(B) Children living in poverty;

(C) Children experiencing homelessness in collaboration with, to the extent possible, McKinney-Vento Local Education Agency Liaisons (42 U.S.C. 11432 (6)(A));

(D) Children in foster care;

(E) Children with disabilities, including types of disabilities and relevant services and resources provided to these children by community agencies; and

(F) Geographic location and languages they speak;

(ii) The education, health, nutrition and social service needs of eligible children and their families, including prevalent social or economic factors, challenges, and barriers to program participation such as transportation needs;

(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 and their ages;

(v) Resources that are available in the community to address the needs of eligible children and their families, especially transportation resources, and culturally appropriate and responsive supports;

(vi) Strengths of the community; and

(vii) Gaps in community resources in areas relevant to addressing the needs of eligible children and their families such as gaps in health and human services, housing assistance, food assistance, employment assistance, early childhood development, and social services.

(3) Programs should have a strategic approach:

(i) To determine what data to acquire to reach goals in paragraph (b)(1) of this section prior to conducting the community assessment; and

(ii) For how to use the data acquired to reach goals in paragraph (b)(1) of this section after conducting the community assessment.

(4) When determining what data to acquire under paragraph (b)(2) of this section programs should consider what information is most relevant to inform services for families most in need. Data gathering should be informed by the program's understanding of the community and be intentionally designed to help the program identify community strengths, needs and resources, and plan the program accordingly. Programs are not required to collect all information themselves; rather programs should utilize community partners and utilize existing available data sources relevant to the local community.

(5) A program must annually review and, where needed, update the community assessment to identify any significant shifts in community demographics, needs, and resources that may impact program design and service delivery. As described in paragraph (b)(4) of this section, programs should consider results from their self-assessment as required in subpart J of this part (§§ 1302.101 through 1302.103) and their annual funding application to inform this process. The annual update review must consider at a minimum: changes related to children and families experiencing homelessness; how the program addresses equity, accessibility, and inclusiveness in its provision of services; and changes to the availability of publicly-funded pre-kindergarten and whether it meets the needs of families. Programs must consider how the annual review and update can inform and support management approaches for continuous quality improvement, program goals, and ongoing oversight.

(6) A program must consider whether the characteristics of the community allow it to include children from diverse economic backgrounds that would be supported by other funding sources, including private pay, in addition to the program's eligible funded enrollment. A program must not enroll children from diverse economic backgrounds if it would result in a program serving less than its eligible funded enrollment.

Crosswalk of Performance Standard §1302.11(b)(1) to Community Assessment Report and Uses

Performance Standard §1302.11(b)(1) *A program must conduct a comprehensive community assessment at least once over the five-year grant period and annually review and update if any significant changes are needed as described in paragraph (b)(5) of this section to:*	What's in the community assessment?	How do I use the community assessment? When should I update data?
(i) Identify populations most in need of services including prevalent social or economic factors, challenges, and barriers experienced by families and children;	Data about eligible children and expectant mothers, community needs, community insights (survey results), and community resources. Summary of data findings, reflections about how the data can be used for program design.	Community Assessment: A reference tool for key data on community needs. Update: If there are significant changes related to children and families experiencing homelessness, or changes in the availability of public PreK.
(ii) Inform the program's design and to ensure equitable, inclusive, and accessible service delivery that reflect needs and diversity of the community;	Highlight program design considerations from data, such as the availability of infant/toddler care, trends for public pre-kindergarten; reflect and highlight survey results, such as family preferences or observations from community partners.	Community Assessment: A tool for consideration of changes to its program design and/or service delivery to meet the needs of the community. Update: If there are significant changes in how the program addresses equity, accessibility and inclusiveness in the provision of services.
(iii) Inform the enrollment, recruitment, and selection process to prioritize the enrollment of those populations with relevant circumstances identified under paragraph (b)(1)(i) of this section;	Identify populations most in need of services as well as factors and barriers experienced by children and families.	Community Assessment: Inform updates to its selection criteria and other ERSEA procedures. Update: If there are changes that will impact ERSEA procedures.
(iv) Identify strengths and resources in the community that can be leveraged for service delivery, coordination, and partnership efforts for education, health, nutrition, and referrals to social services to eligible children and families; and,	Identify strengths and resources in the community, particularly through a survey of community resource providers. Surveys should provide opportunity for respondents to share contact information, feedback, and suggestions for partnership opportunities.	Community Assessment: Use information gathered through the community assessment to explore and outreach to community resource providers and/or enhance existing partnerships. Update: Engage with community partners about changes in the community, gain additional data to inform changes to program design or service delivery, if needed.
(v) Identify the communication methods and modalities available to the program that best engage with prospective and enrolled families in accessible ways.	Document survey results, and input from program leadership, to inform communication methods and preferences for engaging with prospective and enrolled families.	Community Assessment and Update: Use information gathered to consider improvements to communication efforts.

Resources:

ECLKC
- [Community Assessment: The Foundation for Program Planning in Head Start](#)
- [Foundations for Excellence](#)

Appreciative Inquiry

- [The Neuroscience of Appreciative Inquiry](#) (video)
- [Appreciative Inquiry vs. Problem Solving](#) (video)
- [Appreciative Inquiry in Early Childhood Leadership: What If?](#)

Asset Based Community Development

- ABCD Institute: https://resources.depaul.edu/abcd-institute/Pages/default.aspx
- [What is Asset Based Community Development](#)

Wilder Collaboration Factors Inventory

- https://www.wilder.org/wilder-research/research-library/collaboration-factors-inventory
- [Download the Inventory](#) (PDF)

Additional Tools for Community Development

- [Community Tool Box](#), Center for Community Health and Development, University of Kansas
- [Assessing Community Needs and Resources](#)

Appreciative Inquiry Worksheet: 5-D Process

Define *What is 1sentence that represents your focus of inquiry or affirmative topic?* *Example: What is working well or best in our community?*	
Discover *Brainstorm "the best of what is" and "has been"* *Identify individual, program, and systems-level processes and that work well. Uncover hidden assets.*	
Dream *Explore "what might be"* *Build on what already works here or elsewhere.* *What would help us function at highest level?*	
Design *Make choices about "what should be"* *Plan and prioritize ideas that are most important to us.* *What would be needed, and who do we need to engage?*	
Deliver *Discuss "what will be"* *Create an action plan to support the innovations and ideas generated.* *How will we present this information, and to whom?*	