

Request For Proposal: Quinault Indian Nation Community Assessment Report

Project: The Quinault Indian Nation Community Assessment Report

The Quinault Indian Nation Community Assessment Report is conducted every five years and will provide detailed information that will assist programs in responding to the needs of the children, families, and the community. The Community Assessment will paint a picture of the community and will describe the diverse needs of the populations who may receive services.

The Quinault Indian Nation Community Assessment Report should be visually appealing, reader-friendly, and professional. The intended audience is Tribal officials, federal officials, grant partners, community partners, QIN staff, and community members.

The Community Assessment report should include all requirements as outlined in the Head Start Program Performance Standards and Head Start Act (attachment labeled HSPPS_HSACT). The Community Assessment should also include all requirements as outlined in the Quinault Indian Nation Community Assessment Triggers for Data Collection (attachment labeled Quinault Indian Nation Community Assessment Triggers for Data Collection_Attachment 2).

Quinault Indian Nation Community Assessment Team will review the report prior to accepting it as complete as determined by the Community Assessment Report Checklist (attachment labelled Community Assessment Checklist). The Quinault Indian Nation Community Assessment must be fully complete for review by the QIN Community Assessment Team by Friday November 26, 2021, by the close of business day. Edits or questions regarding the information will be submitted to the contractor for review or amendment if necessary for a final report deadline of Friday December 10, 2021.

The contracted vendor shall provide the required Statement of Qualifications as outlined below. The deadline for Statement of Qualifications is Friday August 6, 2021.

The Quinault Indian Nation Community Assessment Report must include at minimum:

- I. **Executive Summary**
 - a. 1-2 pages that highlights methods of data collection and analysis, major findings, and recommendations.
- II. **Table of Contents**
 - a. 1 page that identifies the sections of the report and corresponding page numbers.
- III. **Overview of the Quinault Reservation**
 - a. 3-5 pages that summarizes the program history, location of the sites, staffing patterns, and other general information. A map should be included to show the service and recruitment areas as well as program locations.
- IV. **Methodology**
 - a. 2-3 pages that describes the planning process, data collection methods, and data analysis.
- V. **Service Area Data**
 - a. 8-10 pages that details basic geographic, economic, and demographic features, including required data on the number of Head Start, Early Head Start, and CCDF eligible children and expectant mothers, children experiencing homelessness, children in foster care, and children with disabilities.

- i. Details of the number of early learning children, elementary children, and teenagers in each household in each service area.
- VI. **Identified Needs**
 - a. 10-12 pages that discusses the education, health, nutrition, and social service needs of Head Start/Early Head Start/CCDF eligible children and their families, including prevalent social or economic factors that impact their well-being.
- VII. **Community Resources and Strengths**
 - a. 8-14 pages that includes the required information on other child development programs, resources available in the community, and community strengths. Addresses issues of availability and access to resources for families.
- VIII. **Observations and Recommendations**
 - a. 5-7 pages that uses the findings in the community assessment to make recommendations about the Early Learning Programs of Head Start, Early Head Start, and CCDF Licensed Childcare.
 - i. Head Start/Early Head Start 5-Year Goals should be included in this section.
 - ii. CCDF Quality recommendations should be included in this section.
- IX. **Appendices**
 - a. Number of pages as needed. Includes surveys, interview questions, other documents, and supplemental data.

Statement of Qualification Requirements:

1. **Executive Summary (max. 1 page)**

Please provide a summary of your experience in conducting and preparing Community Assessment Reports as part of the ACF Head Start Grant requirement. *The contractor we are seeking must have at least 5 years' experience conducting Community Assessments as part of the Head Start Grant requirement.*
2. **Cost Summary (max. 1 page)**

A detailed cost summary for your services, which would include a flat rate for each day of service worked on the project, and an estimate of costs of travel for mileage and per diem to support room and board and meals.
3. **Resume or Experience**

Include your resume or list your experience preparing Community Assessment reports, and include education and all relevant experience.
4. **Minimum of three professional references**
5. **Project Schedule**

Please include a detailed timeline which includes the activities planned, review submissions, the final report review on Friday November 26, 2021, and the final report deadline of December 10, 2021

Selection Process

The QIN Community Assessment Committee members will evaluate all responsive RFP submitters and rank them based on experience, qualifications and criteria listed above. The Committee may conduct interviews during the selection process. The selected individual is expected to be notified by August 9, 2021.

Requirements for the Selected Contractor

- Selected applicants will be required to pass a background check.
- Contractor will obtain a Quinault Indian Nation business license.
- Contractor must submit a Certification Regarding Debarment within 10 days of signing contract. This Certificate must be renewed annually.
- Contractor must submit a Form W-9 within 10 days of signing contract.

Terms and Conditions

Questions regarding this RFP or the submittal process should be directed to Kendall Peterson at kendall.peterson@quinault.org. All responses will be provided via email.

Indian Preference applies to all contract procurement with the QIN. The determination of who is an Indian Contractor is made by the Tribal Employment Rights Office according to Quinault Tribal Code, Title 97. Indian Contractors must provide certification from the Tribal Employment Rights Office in order to be considered eligible for Indian Preference.

QIN reserves the right to reject any and all submittals and to waive irregularities and informalities in this RFQ process. This RFQ does not obligate QIN to pay any cost incurred by respondents in the preparation and submission of the statement of qualifications. All such cost shall be borne solely by each submitter. Furthermore, the RFQ does not obligate QIN to enter into a contract or proceed with the procurement of the project or any services.

The contract resulting from acceptance of a proposal by the Nation shall be in a form supplied or approved by the Nation, and shall reflect the specifications in this RFQ. The negotiation and execution of such Contract will be deemed by the parties to have occurred within the Quinault Indian Reservation and any interpretation shall be in accordance with the laws of the Quinault Indian Nation. A copy of the contract will be available for review. The Nation reserves the right to reject any proposed agreement or contract that does not conform to the specifications contained in the RFQ, and which is not approved by the Office of Attorney General.

Bids may be submitted in person to Contract Officer, Ryan Allen, or emailed to bids@quinault.org, or mailed to Quinault Indian Nation: Attn. Ryan Allen, PO Box 70, Taholah, WA 98587.

Quinault Indian Nation Community Assessment Triggers for Data Collection

General Area Description-Demographics

- Proposed service area- Geographic boundaries (size, counties, distinguishing characteristics)
- Governing structure
- Population and related trends
- Racial and ethnic composition
- Language spoken by families and children
- Household composition
 - Location of households (Taholah, Queets, Moclips, Pacific Beach, Hoquiam, Ocean Shores, Aberdeen)
 - Gender, ages
 - Number of children per age group based on early learning (birth through 5) students, elementary students, and teenager students in each household
 - Number of adults per household
 - Specific services needs of each age group
- Economic activities
- Future trends
- Median income level
- Principle source of income
- Number/percentage below poverty level

Head Start ELIGIBLE Children and Families

- General
 - Number of eligible infants, toddlers, preschool age children and expectant mothers
 - Geographic location
 - Race and ethnicity
 - Language spoken
 - Number of children experiencing homelessness
 - Number of children in foster care
 - Household composition
 - Principle source of income
 - Median income level/employment
 - Number of children living below poverty level
 - Number of public assistance recipients
 - Number of children who are dual language learners

Education Needs of Eligible Families

- Education
- Adult education attainment
- Drop-out rates
- Information on functional literacy levels
- Parent/family training needs by age group
 - Disciplining and setting boundaries with children
 - Internet and screen time-developing responsible practices with social media, internet etc- Parent controls

Health and Social Service Needs of Eligible Families

- Incidence of child abuse and neglect
- Reports of domestic violence
- Mental health topics
 - Adults and youth struggling with depression, anxiety, or other mental health topics
- Number of children with disabilities, including types of disabilities, including types of disabilities
 - Number of students in household with a 504 plan or IEP

- Information on parent/family preparedness for conversation with their district in regards to 504 plans and IEPs and their student's rights
- Rates of drug and alcohol abuse
 - Number of adults and youth per household currently struggling with a chemical dependency including drugs and alcohol
- Number of children born to addicted mothers
- Infant and child death rates
- Number of low-birth weight babies
- Teen pregnancy rates
- Number / percentage of women receiving prenatal healthcare
- Immunization rates among school children
- Prevalent health problems
- Communicable diseases
- Access to comprehensive sexual health education that is inclusive of sexual orientation
- Air and water quality

Nutrition Needs of Eligible Families

- Number / percentage of children receiving free lunch and breakfast
- Number / percentage of food stamp recipients
- Number / percentage who participate in Women, Infants and Children (WIC) program participants
- Number / percentage who participate in food distribution programs
- Availability of low-cost food
- Number of youth struggling with eating disorders
- Number of youth struggling with obesity
- Number of adults and youth who have been diagnosed with diabetes
- Household activity level of youth and adults
 - Sports, working out, hiking, running, etc.

Housing and Homelessness

- Overcrowding/availability
- Affordability
- Conditions
- HUD housing
- Utilities
- Homeless count
- Mobility
- Other prevalent social or economic factors

Child Care Availability

- Number of child development centers, child care centers, and family child care programs, including home visiting, publicly funded state and local preschool programs
- Approximate number of Head Start-eligible children served in identified programs
- Number or percent of working mothers
- Typical work, school, or training schedules

Transportation and Communication

- Vehicle ownership
- Relevant aspects of road conditions, climate, and weather relating to jobs, services, and isolation
- Availability as in jobs, services, and isolation of public transportation services
- Percentage of population with telephones/cell phones/ televisions/computers

Resources available to address needs of eligible children and families

- Social services and mental health services
- Health, dental health, and nutrition resources
- Disability services and resources

- Education resources
- Sexual health resources
- Responsible internet use with social media resource
- Access to extra-curricular activities
 - Leadership development
 - Identity development
 - Physical activity-open gym, hikes, weight lifting, running, ect
- Access to academic tutoring and what topics families want more access around
- Access to career development/goal setting
- Access to Social-Emotional Learning (SEL) resources in the community by age group
 - Access to SEL resources that can be done at home
- Access to culture
 - Number who feel there are enough cultural teachings available
 - Number participating in Quinault language
 - Ideas from community about what they would like to see more of regarding culture
 - Number who would like to see culture integrated into schools and programs
- Access to Afterschool Program Services
 - Number of children in household K-6th that would attend Afterschool programming
 - Expectations from families regarding Afterschool programming
 - Number of households that would commit to their child's participation in an Afterschool Program until 6:00PM

Community Strengths

- Positive community attributes

Head Start ENROLLED Children and Families

- Recruitment area
- Center location
- Number and location of enrolled children
- Ages of enrolled children
- Tribal/racial/ethnic composition of enrolled children
- Number of enrolled children who are DLLs
- Attendance/waiting lists/over-income children
- Parent involvement and recruitment experience
- Number of foster children enrolled
- Number of homeless children enrolled
- Number of enrolled children with disabilities
- Types of disabilities (by diagnostic category) of enrolled children
- Resources provided to enrolled children with disabilities by other agencies

Head Start Staff

- Racial, ethnic, tribal composition
- Languages spoken
- Educational attainment

Relevant Opinions of Community Needs

- Opinions of parents
- Prevalent community problems
- Knowledge of existing resources
- Accessibility of available resources
- Adequacy of services provided by existing resources
- Additional resources needed
- Opinions of community leaders/institutions
- Prevalent community problems

- Knowledge of existing resources
- Accessibility of available resources
- Adequacy of services provided by existing resources
- Suggestions for improving services
- Additional resources needed
- Opinions of Head Start staff
- Prevalent community problems
- Knowledge of existing resources
- Accessibility of available resources
- Adequacy of services provided by existing resources
- Suggestions for improving services
- Additional resources needed



Community Assessment Report Checklist

Assess to what extent your community assessment report is complete, well-organized, and readable. Teams can use the tool to help ensure the quality of the community assessment report and as a discussion guide. It lists items that should appear in the report, including text, maps, and charts. When you ask staff or the governing body to review your community assessment report, they can use the checklist and provide you with feedback.

If checklist items are missing or incomplete, the team should take note and try to make corrections. At some point, you might want to include additional items on the checklist that you know are important indicators of the quality of your community assessment report.

Grantee/Delegate Agency: _____

Name of Reader: _____

Check the "yes" box if the item is included in the community assessment report. Check "no" if it is missing entirely or incomplete. Page references may be noted. If the information/data are located in another section of the community assessment report, indicate those page numbers.

	Yes	No	Page No.	Notes:
EXECUTIVE SUMMARY				
1-2 pages in length	<input type="checkbox"/>	<input type="checkbox"/>		
Overview of the grantee and communities in the service area	<input type="checkbox"/>	<input type="checkbox"/>		
Summary of the community assessment process (e.g., data gathering and data analysis)	<input type="checkbox"/>	<input type="checkbox"/>		
Major findings	<input type="checkbox"/>	<input type="checkbox"/>		
Recommendations (prioritized)	<input type="checkbox"/>	<input type="checkbox"/>		
OVERVIEW OF STATE OF THE GRANTEE				
Relevant information, details, and maps	<input type="checkbox"/>	<input type="checkbox"/>		
Grantee type, history, and other programs administered	<input type="checkbox"/>	<input type="checkbox"/>		
Delegate agencies (if applicable)	<input type="checkbox"/>	<input type="checkbox"/>		
Eligibility criteria specified	<input type="checkbox"/>	<input type="checkbox"/>		
Number of eligible children and families to be served according to the Notice of Award	<input type="checkbox"/>	<input type="checkbox"/>		
Actual number of enrolled children and families including cultural and linguistic features	<input type="checkbox"/>	<input type="checkbox"/>		
Program options offered	<input type="checkbox"/>	<input type="checkbox"/>		



	Yes	No	Page No.	Notes:
Locations of centers, family child care, homes, central office, and other offices	<input type="checkbox"/>	<input type="checkbox"/>		
Service Area Maps				
Service area	<input type="checkbox"/>	<input type="checkbox"/>		
Recruitment area	<input type="checkbox"/>	<input type="checkbox"/>		
Location of delegate agencies and programs	<input type="checkbox"/>	<input type="checkbox"/>		
Location of communities and population groups	<input type="checkbox"/>	<input type="checkbox"/>		
METHODOLOGY				
Purpose of the community assessment	<input type="checkbox"/>	<input type="checkbox"/>		
Community Assessment Process				
List of community assessment team members, their responsibilities, and how they were selected indicating that they were a cross-representational group	<input type="checkbox"/>	<input type="checkbox"/>		
Role of a consultant, if used	<input type="checkbox"/>	<input type="checkbox"/>		
Overview of any training provided to the community assessment team	<input type="checkbox"/>	<input type="checkbox"/>		
Roles of the Policy Council and the governing board	<input type="checkbox"/>	<input type="checkbox"/>		
Timeline or other evidence indicating that there was ongoing reporting of the community assessment progress	<input type="checkbox"/>	<input type="checkbox"/>		
Sources for the Community Assessment Information				
Internal data sources (include a list if possible)	<input type="checkbox"/>	<input type="checkbox"/>		
External data sources in the community (include a list if possible)	<input type="checkbox"/>	<input type="checkbox"/>		
Census data or other population figures	<input type="checkbox"/>	<input type="checkbox"/>		
Data sources on underserved or new or emerging populations (include a list if possible)	<input type="checkbox"/>	<input type="checkbox"/>		
Methods of Data Collection				
Surveys and/or questionnaires (specify the intended population)	<input type="checkbox"/>	<input type="checkbox"/>		
Interviews and/or focus groups (specify the intended population)	<input type="checkbox"/>	<input type="checkbox"/>		
Use of translation or interpreters when necessary	<input type="checkbox"/>	<input type="checkbox"/>		
Methods of Data Analyses				
Quantitative analyses (e.g., percentages)	<input type="checkbox"/>	<input type="checkbox"/>		



	Yes	No	Page No.	Notes:
Qualitative analyses (e.g., quotes from interviews)	<input type="checkbox"/>	<input type="checkbox"/>		
Estimates and trends	<input type="checkbox"/>	<input type="checkbox"/>		
DATA COLLECTED AND FINDINGS				
Overview of the Service Area and Recruitment Areas				
Employment patterns, noting major businesses and industries	<input type="checkbox"/>	<input type="checkbox"/>		
Housing patterns	<input type="checkbox"/>	<input type="checkbox"/>		
Public school patterns	<input type="checkbox"/>	<input type="checkbox"/>		
Transportation patterns	<input type="checkbox"/>	<input type="checkbox"/>		
Medical and environmental health issues	<input type="checkbox"/>	<input type="checkbox"/>		
Social and economic status of population	<input type="checkbox"/>	<input type="checkbox"/>		
Language and cultural base of population	<input type="checkbox"/>	<input type="checkbox"/>		
Racial and ethnic characteristics of population	<input type="checkbox"/>	<input type="checkbox"/>		
Recent population changes including immigration, new or emerging populations	<input type="checkbox"/>	<input type="checkbox"/>		
Types and locations of child care programs and arrangements for infants, toddlers, and preschoolers	<input type="checkbox"/>	<input type="checkbox"/>		
Types and locations of child care programs and arrangements for infants, toddlers, and preschoolers with disabilities	<input type="checkbox"/>	<input type="checkbox"/>		
National, state, and local census data whenever possible	<input type="checkbox"/>	<input type="checkbox"/>		
Information and Demographics on Head Start-Eligible Children and Their Families including New, Emerging, and Underserved Populations				
Housing	<input type="checkbox"/>	<input type="checkbox"/>		
Social and economic status	<input type="checkbox"/>	<input type="checkbox"/>		
Languages and cultures	<input type="checkbox"/>	<input type="checkbox"/>		
Racial and ethnic characteristics	<input type="checkbox"/>	<input type="checkbox"/>		
Recent population changes	<input type="checkbox"/>	<input type="checkbox"/>		
Foster care statistics	<input type="checkbox"/>	<input type="checkbox"/>		
Children with disabilities	<input type="checkbox"/>	<input type="checkbox"/>		
Types of disabilities	<input type="checkbox"/>	<input type="checkbox"/>		
Enrollments in non-Head Start child development programs	<input type="checkbox"/>	<input type="checkbox"/>		
Data sources cited and referenced	<input type="checkbox"/>	<input type="checkbox"/>		
Charts, tables, and other visual displays of data	<input type="checkbox"/>	<input type="checkbox"/>		



	Yes	No	Page No.	Notes:
Strengths and Needs of Head Start-Eligible Children and Families as Defined by the Head Start Program				
Education	<input type="checkbox"/>	<input type="checkbox"/>		
Disabilities services	<input type="checkbox"/>	<input type="checkbox"/>		
Foster care	<input type="checkbox"/>	<input type="checkbox"/>		
Health and mental health	<input type="checkbox"/>	<input type="checkbox"/>		
Nutrition	<input type="checkbox"/>	<input type="checkbox"/>		
Social services	<input type="checkbox"/>	<input type="checkbox"/>		
Housing	<input type="checkbox"/>	<input type="checkbox"/>		
Employment	<input type="checkbox"/>	<input type="checkbox"/>		
Transportation	<input type="checkbox"/>	<input type="checkbox"/>		
Translation and interpretation services	<input type="checkbox"/>	<input type="checkbox"/>		
Other	<input type="checkbox"/>	<input type="checkbox"/>		
Comparison of Strengths and Needs of Head Start-Eligible Children and Families as Defined by the Families Themselves and Local Institutions Serving Them				
Education	<input type="checkbox"/>	<input type="checkbox"/>		
Disabilities services	<input type="checkbox"/>	<input type="checkbox"/>		
Foster care	<input type="checkbox"/>	<input type="checkbox"/>		
Health and mental health	<input type="checkbox"/>	<input type="checkbox"/>		
Nutrition	<input type="checkbox"/>	<input type="checkbox"/>		
Social services	<input type="checkbox"/>	<input type="checkbox"/>		
Housing	<input type="checkbox"/>	<input type="checkbox"/>		
Employment	<input type="checkbox"/>	<input type="checkbox"/>		
Transportation	<input type="checkbox"/>	<input type="checkbox"/>		
Translation and interpretation services	<input type="checkbox"/>	<input type="checkbox"/>		
Other	<input type="checkbox"/>	<input type="checkbox"/>		
Access and Availability of Community Resources				
Education	<input type="checkbox"/>	<input type="checkbox"/>		
Disabilities services	<input type="checkbox"/>	<input type="checkbox"/>		
Foster care	<input type="checkbox"/>	<input type="checkbox"/>		
Health and mental health	<input type="checkbox"/>	<input type="checkbox"/>		
Nutrition	<input type="checkbox"/>	<input type="checkbox"/>		
Social services	<input type="checkbox"/>	<input type="checkbox"/>		
Housing	<input type="checkbox"/>	<input type="checkbox"/>		
Employment	<input type="checkbox"/>	<input type="checkbox"/>		
Transportation	<input type="checkbox"/>	<input type="checkbox"/>		
Translation and interpretation services	<input type="checkbox"/>	<input type="checkbox"/>		
Collaborative Arrangements, Partnerships, and Formal Agreements				
Disabilities services	<input type="checkbox"/>	<input type="checkbox"/>		
Educational services	<input type="checkbox"/>	<input type="checkbox"/>		
Health and mental health services	<input type="checkbox"/>	<input type="checkbox"/>		



	Yes	No	Page No.	Notes:
Social services	<input type="checkbox"/>	<input type="checkbox"/>		
Shared facilities	<input type="checkbox"/>	<input type="checkbox"/>		
Transportation	<input type="checkbox"/>	<input type="checkbox"/>		
Professional development	<input type="checkbox"/>	<input type="checkbox"/>		
DATA REVIEW AND ANALYSIS				
Charts, tables, and other visual displays of data	<input type="checkbox"/>	<input type="checkbox"/>		
Changes from prior years in service and recruitment areas and eligibility and enrollment indicating trends and patterns	<input type="checkbox"/>	<input type="checkbox"/>		
Program Information Report (PIR) data, especially enrollment data, analyzed over several years	<input type="checkbox"/>	<input type="checkbox"/>		
Agency PIR data compared to national	<input type="checkbox"/>	<input type="checkbox"/>		
PIR data	<input type="checkbox"/>	<input type="checkbox"/>		
Data analyzed for significance and impact on the Head Start children and families, the program, and the community	<input type="checkbox"/>	<input type="checkbox"/>		
Major Issues, Trends, and Concerns				
Changes in social policy or legislation, such as eligibility criteria for federal or state benefits	<input type="checkbox"/>	<input type="checkbox"/>		
Influx or relocation of new or emerging populations	<input type="checkbox"/>	<input type="checkbox"/>		
Community development projects	<input type="checkbox"/>	<input type="checkbox"/>		
Business and services closings and openings	<input type="checkbox"/>	<input type="checkbox"/>		
Residential patterns, new construction	<input type="checkbox"/>	<input type="checkbox"/>		
Immigration laws and law enforcement	<input type="checkbox"/>	<input type="checkbox"/>		
Unseasonable weather or natural disaster	<input type="checkbox"/>	<input type="checkbox"/>		
RECOMMENDATIONS AND PRIORITIES				
Key issues facing eligible children and families to be addressed by the Head Start program	<input type="checkbox"/>	<input type="checkbox"/>		
Recommendations prioritized and rationale given for:				
• Long-term goals and measurable objectives	<input type="checkbox"/>	<input type="checkbox"/>		
• Services and program options	<input type="checkbox"/>	<input type="checkbox"/>		
• Recruitment area for grantee	<input type="checkbox"/>	<input type="checkbox"/>		

	Yes	No	Page No.	Notes:
• Recruitment area for each delegate, if applicable	<input type="checkbox"/>	<input type="checkbox"/>		
• Locations for centers and home-based programs	<input type="checkbox"/>	<input type="checkbox"/>		
• Criteria for recruitment and selection	<input type="checkbox"/>	<input type="checkbox"/>		
Financial implications of recommendations	<input type="checkbox"/>	<input type="checkbox"/>		
Priority assigned to serving new, emerging, or underserved populations identified during the community assessment	<input type="checkbox"/>	<input type="checkbox"/>		
STYLE AND FORMAT OF COMMUNITY ASSESSMENT REPORT				
Written in a logical, organized way	<input type="checkbox"/>	<input type="checkbox"/>		
Table of contents included	<input type="checkbox"/>	<input type="checkbox"/>		
Thorough and detailed	<input type="checkbox"/>	<input type="checkbox"/>		
Contains maps, charts, and illustrations for clarity	<input type="checkbox"/>	<input type="checkbox"/>		
Provides numerical data that are easy to understand and summarize the information	<input type="checkbox"/>	<input type="checkbox"/>		
Provides qualitative data, such as quotes from interviews that are insightful and make the report interesting	<input type="checkbox"/>	<input type="checkbox"/>		
Offers conclusions supported by the data	<input type="checkbox"/>	<input type="checkbox"/>		
Responds to question: How can Head Start ensure the correct services are provided to the appropriate population?	<input type="checkbox"/>	<input type="checkbox"/>		

For Internal Use Only

Date: _____

Based on the review of the above elements, the community assessment report:

- Includes all the key elements and is acceptable
- Lacks information and needs revision of content
- Is poorly organized or written and needs rewriting

Comments:



ADMINISTRATION FOR
CHILDREN & FAMILIES



NATIONAL CENTER ON
Program Management and Fiscal Operations



Community Assessment Requirements in the Head Start Program Performance Standards

<p>Determining community strengths, needs, and resources, 45 CFR §1302.11</p>	<p>(b) <i>Community wide strategic planning and needs assessment (community assessment)</i>. (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:</p> <ul style="list-style-type: none"> (ii) The number of eligible infants, toddlers, preschool age children, and expectant mothers, including their geographic location, race, ethnicity, and languages they speak, including: <ul style="list-style-type: none"> (B) Children experiencing homelessness in collaboration with, to the extent possible, McKinney-Vento Local Education Agency Liaisons (42 U.S.C. 11432 (6)(A)); (C) Children in foster care; and (D) Children with disabilities, including types of disabilities and relevant services and resources provided to these children by community agencies; (iii) 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; (iv) Typical work, school, and training schedules of parents with eligible children; (v) 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; (vi) Resources that are available in the community to address the needs of eligible children and their families; and, (vii) Strengths of the community. <p>(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.</p>
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	<p>(3) 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.</p>
<p>Determining, verifying, and documenting eligibility, 45 CFR §1302.12</p>	<p>(a)(3) If a program has an alternate method to reasonably determine eligibility based on its community assessment, geographic and administrative data, or from other reliable data sources, it may petition the responsible HHS official to waive requirements in paragraphs (a)(1)(i) and (ii) of this section</p>
<p>Selection process, 45 CFR §1302.14</p>	<p>(a) <i>Selection criteria.</i> (1) A program must annually establish selection criteria that weigh the prioritization of selection of participants, based on community needs identified in the community needs assessment as described in §1302.11(b), and including family income, whether the child is homeless, whether the child is in foster care, the child's age, whether the child is eligible for special education and related services, or early intervention services, as appropriate, as determined under the Individuals with Disabilities Education Act (IDEA) (20 U.S.C. 1400 <i>et seq.</i>) and, other relevant family or child risk factors.</p>
<p>Enrollment, 45 CFR §1302.15</p>	<p>(c) <i>Reserved slots.</i> If a program determines from the community assessment there are families experiencing homelessness in the area, or children in foster care that could benefit from services, the program may reserve one or more enrollment slots for pregnant women and children experiencing homelessness and children in foster care, when a vacancy occurs. No more than three percent of a program's funded enrollment slots may be reserved. If the reserved enrollment slot is not filled within 30 days, the enrollment slot becomes vacant and then must be filled in accordance with paragraph (a) of this section.</p>
<p>Determining program structure, 45 CFR §1302.20</p>	<p>(a) <i>Choose a program option.</i> (1) A program must choose to operate one or more of the following program options: center-based, home-based, family child care, or an approved locally-designed variation as described in §1302.24. The program option(s) chosen must meet the needs of children and families based on the community assessment described in §1302.11(b). A Head Start program serving preschool-aged children may not provide only the option described in §1302.22(a) and (c)(2).</p> <p>(2) To choose a program option and develop a program calendar, a program must consider in conjunction with the annual review of the community assessment described in</p>



	<p>§1302.11(b)(2), whether it would better meet child and family needs through conversion of existing slots to full school day or full working day slots, extending the program year, conversion of existing Head Start slots to Early Head Start slots as described in paragraph (c) of this section, and ways to promote continuity of care and services. A program must work to identify alternate sources to support full working day services. If no additional funding is available, program resources may be used.</p>
<p>Child health status and care, 45 CFR §1302.42</p>	<p>(b)(4) A program must identify each child's nutritional health needs, taking into account available health information, including the child's health records, and family and staff concerns, including special dietary requirements, food allergies, and community nutrition issues as identified through the community assessment or by the Health Services Advisory Committee.</p>
<p>Community partnerships and coordination with other early childhood education programs, 45 CFR §1302.53</p>	<p>(a) <i>Community partnerships.</i> (1) A program must establish ongoing collaborative relationships and partnerships with community organizations such as establishing joint agreements, procedures, or contracts and arranging for onsite delivery of services as appropriate, to facilitate access to community services that are responsive to children's and families' needs and family partnership goals, and community needs and resources, as determined by the community assessment.</p>
<p>Management system, 45 CFR §1302.101</p>	<p>(i) Utilizing information from the program's community assessment about the languages spoken throughout the program service area to anticipate child and family needs;</p> <p>(ii) Identifying community resources and establishing ongoing collaborative relationships and partnerships with community organizations consistent with the requirements in §1302.53(a); and</p>
<p>Achieving program goals, 45 CFR §1302.102</p>	<p>(a) <i>Establishing program goals.</i> A program, in collaboration with the governing body and policy council, must establish goals and measurable objectives that include: Strategic long-term goals for ensuring programs are and remain responsive to community needs as identified in their community assessment as described in subpart A of this part;</p> <p>(d)(2) Annually, a program must publish and disseminate a report that complies with section 644(a)(2) of the Act and includes a summary of a program's most recent community assessment, as described in §1302.11(b), consistent with privacy protections in subpart C of part 1303 of this chapter.</p>

Implementation of program performance standards, 45 CFR §1302.103

(b) A program's approach to implement the changes included in parts 1301 through 1304 of this chapter must ensure adequate preparation for effective and timely service delivery to children and their families including, at a minimum, review of community assessment data to determine the most appropriate strategy for implementing required program changes, including assessing any changes in the number of children who can be served, as necessary, the purchase of and training on any curriculum, assessment, or other materials, as needed, assessment of program-wide professional development needs, assessment of staffing patterns, the development of coordinated approaches described in §1302.101(b), and the development of appropriate protections for data sharing;



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Community Assessment Requirements in the Head Start Act

<p>Sec. 640 (g)(1) For the purpose of expanding Head Start programs, the Secretary shall take into consideration—</p>	<p>C) the extent to which the applicant has undertaken a community- wide strategic planning and needs assessment involving other entities, including community organizations, and Federal, State, and local public agencies (including the local educational agency liaison designated under section 722(g)(1)(J)(ii) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11432(g)(1)(J)(ii))), that provide services to children and families, such as—</p> <ul style="list-style-type: none"> (i) family support services; (ii) child abuse prevention services; (iii) protective services; (iv) foster care; (v) services for families in whose homes English is not the language customarily spoken; (vi) services for children with disabilities; and (vii) services for homeless children <p>(D) the extent to which the family needs assessment and community wide strategic planning and needs assessment of the applicant reflect a need to provide full-working-day or full-calendar-year services and the extent to which, and manner in which, the applicant demonstrates the ability to collaborate and participate with the State and local community providers of child care or preschool services to provide full-working-day full calendar year services.</p>
<p>Sec. 641A (c)(2) The Secretary shall ensure that reviews described in subparagraphs (A) through (C) of paragraph (1)—</p>	<p>D) include as part of the reviews, an assessment of the extent to which the programs address the communitywide strategic planning and needs assessment described in section 640(g)(1)(C)</p>



<p>Sec. 641A (h)(3) The Secretary shall—</p>	<p>(B) for each such Head Start agency operating a program with an actual enrollment that is less than its funded enrollment, as determined under subparagraph (A), develop, in collaboration with such agency, a plan and timetable for reducing or eliminating under-enrollment taking into consideration— (i) the quality and extent of the outreach, recruitment, and communitywide strategic planning and needs assessment conducted by such agency</p>
<p>Sec. 642 (d)(2) Each Head Start agency shall ensure the sharing of accurate and regular information for use by the governing body and the policy council, about program planning, policies, and Head Start agency operations, including—</p>	<p>(G) the communitywide strategic planning and needs assessment of the Head Start agency, including any applicable updates</p>
<p>Sec. 642 (h)</p>	<p>Technical Assistance and Training Plan— In order to receive funds under this subchapter, a Head Start agency shall— develop an annual technical assistance and training plan. Such plan shall be based on the agency's self-assessment, the communitywide strategic planning and needs assessment, the needs of parents and children to be served by such agency, and the results of the reviews conducted under section 641A(c).</p>
<p>Sec. 645 (a)(4)</p>	<p>After demonstrating a need through a communitywide strategic planning and needs assessment, a Head Start agency may apply to the Secretary to convert part-day sessions, particularly consecutive part-day sessions, into full-working-day sessions</p>
<p>Sec. 645 (a)(5)</p>	<p>(A) Upon written request and pursuant to the requirements of this paragraph, a Head Start agency may use funds that were awarded under this subchapter to serve children age 3 to compulsory school age, in order to serve infants and toddlers if the agency submits an application to the Secretary containing, as specified in rules issued by the Secretary, all of the following information: (ii) A communitywide strategic planning and needs assessment demonstrating how the use of such funds would best meet the needs of the community</p>

<p>Sec. 648 (a)(3) In providing training and technical assistance and for allocating resources for such assistance under this section, the Secretary shall—</p>	<p>(B) to the maximum extent practicable— (iii) assist Head Start agencies and programs in conducting and participating in communitywide strategic planning and needs assessments, including the needs of homeless children and their families, and in conducting self-assessments.</p>
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References in the Head Start Act Requiring the Use of Community Assessment Data

Some requirements in the Head Start Act can only be met by taking into consideration the data collected and analyzed during the community assessment process. The following paraphrased references identify how community assessment data must be used to meet the requirements of the Head Start Act:

- When making funding determinations, there must be consideration for: the lack of resources available in the community that may prevent the Head Start agency from providing all or a portion of the non-federal contribution; whether the Head Start agency is located in a community adversely affected by a major disaster; and the impact on the community that would result if the Head Start agency ceased to carry out such program (Sec. 640(b)(1), (4), and (5)).
- In selecting an applicant to be designated as a Head Start agency, there must be consideration for the plan of the applicant to coordinate and collaborate with other public or private entities providing early childhood education and development programs and services for young children in the community involved (Sec. 641(d)(2)(H)).
- For each grantee operating with an enrollment under its funded enrollment, a plan must be developed taking into consideration: changing demographics, the ability to provide full working day programs where needed, the availability and use of other early childhood education, and development options (Sec. 641A(h)(3)(B)(ii), (iv), and (v)).
- The Policy Council shall approve and submit to the governing body decisions about activities to ensure that the Head Start agency is responsive to community and parent needs (Sec. 642(c)(2)(D)(i)).
- A Head Start agency must collaborate and coordinate with public and private entities to the maximum extent practicable (Sec. 642(e)).
- Training and technical assistance shall be available to assist programs in developing and implementing full-working-day and full calendar year programs where community need is clearly identified (Sec. (648(a)(3)(B)(iv)).



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