



A MODEL FOR MIGRANT AND SEASONAL HEAD START  
PROGRAMS AND OTHER SPECIAL POPULATIONS



# FIVE STEPS TO COMMUNITY ASSESSMENT

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**WORKBOOK**



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# LETTER FROM

## Migrant and Seasonal Program Branch Chief, Head Start Bureau

Dear Colleagues,

This workbook is based on the guide, *Demystifying the Community Assessment Process*, that was originally adapted from the *Draft Needs Assessment Manual* by Region XII Migrant and Seasonal Quality Improvement Center, Academy for Educational Development, Washington, D.C., Spring 1997. The guide was revised in the Spring of 2001, the Summer of 2001, and again in the Spring of 2003 by the Migrant and Seasonal Quality Improvement Center, Academy for Educational Development. Community assessment requirements are not new to our programs; this is a further attempt at clarifying the process and product expectations.

Many Migrant and Seasonal Head Start (MSHS) grantees have used the *Demystifying the Community Assessment Process* since its introduction at the National Migrant and Seasonal Head Start Conference in February 2003 as a tool to guide their community assessment process. In spite of the handbook's popularity, community assessments developed by Migrant and Seasonal Head Start grantees continue to lack necessary, relevant information. In many cases the conclusions do not necessarily link back to the information gathered. Since the community assessment is the core planning tool for Head Start programs, the quality and analysis of the data influence decisions which have profound effects on the community, the agency and on the lives of migrant and seasonal farm worker families served. It is also important to remember that the Regional Office also uses the community assessments as the basis for funding decisions.

In the Spring of 2004, my office asked the Region XII Technical Assistance Center (TAC-12) to look at some ways to help MSHS grantees improve their community assessments and to develop a checklist which could be used by all parties to evaluate community assessments. After reviewing many of our region's community assessments, a number of key results emerged which we hope this workbook will address.

## 20 Key Results:

1. Distinction not apparent between migrant and seasonal — no definitions included.
2. Lack of complete program description to set up the “context.”
3. Migrancy patterns over time are not included.
4. Some did not include children with disabilities or services for children with disabilities, particularly during the time that families are in the area.
5. Use of generic age groups — once an age group is mentioned, no further discussion of how the data relates to the MSHS age groups.
6. Eligibility — MSHS population is not included in the denominator.
7. No recommendations, or the recommendations, do not connect back with the information in the report.
8. Some data is not relevant including county-wide statistics.
9. Bias in using other people’s data exclusively rather than their own experience; e.g., Migrant Education census rather than what the program itself has seen in the past few years.
10. Not using their own anecdotes and their own internal information and not including information gleaned from their own relevant sources such as laundromats, churches, food banks, etc.
11. Missing data about other local Head Start programs, national PIR data, data from their own programs, and other local sources such as health data from community and health centers.
12. The data is presented but not pulled together for meaning — synthesis is missing.
13. A doesn’t lead to B, especially if someone outside the program writes the report and/or does the Community Assessment.
14. Some Community Assessments read as if an outside consultant wrote it but was not sure about the purpose of a Community Assessment.
15. Some copy the old CA and recopy it (obvious).
16. No discussion of how the grantee tried to get data, the process of collecting and the methodology; therefore, it is simply a data dump.
17. Clarity on the purpose of the inquiry — this defines the methods used.
18. Little discussion of collaboration — who are the partners — partnership agreements in place or in the works — higher education opportunities for staff and families with college credit attached, training or educational partnerships and networks.
19. Not all migrant farm workers are eligible for Migrant and Seasonal Head Start programs, yet data about migrant and/or seasonal farm workers was used to determine unmet needs for the subset of families which are eligible for Migrant and Seasonal Head Start. This practice skews the numbers and leads to erroneous conclusions, particularly the “number of eligible families” coming into the service area. This also does not reconcile with MSHS eligible children who have been recruited and are on a waiting list. Often a program would report thousands of 0-5 year old children of migrant farm worker fami-

lies living in their service area, yet they were providing services for hundreds of children and there was no waiting list.

20. No comprehensive analysis of capacity (MSHS and child care in the community) compared to eligible children compared to funded enrollment.

**These results point to the need for a different tool which will:**

- Guide grantees as they gather data that is relevant to the population served;
- Provide a useful tool (checklist) that can be used by grantees, regional office, technical assistance providers and others who wish to evaluate a community assessment before submitting the CA with the grant application;
  - Help grantees work more effectively with “good” data, and
  - Develop a final report which:
    - informs decisions about needs for services,
    - suggests improvements to service delivery systems,
    - correctly identifies recruitment and enrollment patterns and trends,
    - proposes appropriate program options,
    - suggests more efficient and effective staffing patterns,
    - justifies budget levels and grant modifications, if needed, and
    - identifies community resources which can supplement the limited federal funds and supply the non-federal share, both which pay for the services to their families.

It is my hope that this document will provide useful guidance to MSHS grantees and delegate agencies.



Sandra Carton  
Branch Chief, Migrant and Seasonal Program Branch  
Head Start Bureau







# PURPOSE OF THE COMMUNITY ASSESSMENT

## What is a Community Assessment?

The Community Assessment (CA) is the collection and analysis of information on the needs and characteristics of Migrant and Seasonal Head Start (MSHS) eligible children and families in the grantee service area and the resources available to meet these needs. The primary purpose of preparing the Community Assessment report is to make decisions about program design and services.

The Community Assessment is a targeted assessment that identifies issues and trends that have the greatest impact on mobile migrant and seasonal farm worker families with young children. The CA covers the entire service area that a grantee is funded to serve.

Ultimately, the completed CA report is used to make decisions and influence program planning and evaluation, both at the grantee level and the federal level through the regional office (Region XII). Decisions include, but are not limited to, program option, the location of centers and how services will be delivered to children and families. The CA allows you to determine if there has been a population shift in your service area that could result in under-enrollment for your program. The Community Assessment may be used to identify current and potential community partners, capture trends from internal and external historical data, support advocacy efforts, and market the program.

Grant applications must include a summary of significant findings from the most recent Community Assessment with an explanation of how the findings of the Community Assessment were used to help reach decisions in each of the 6 areas listed in 45 CFR 1305.3 (c). (see Appendix A, p. 98-99)



### IMPORTANT TIP

If your service area is an entire state or multiple states, your Community Assessment **MUST** cover the entire service area **NOT** just the area where your program currently provides Migrant and Seasonal Head Start services or your recruitment area. Contact your program specialist should you need clarity on your service area.

MSHS Community Assessments are “slightly different”. Since the Community Assessment is both a core component of planning for delivery of Head Start services by grantees, and a basis for funding decisions by the Regional Office, then it is imperative that the document contain essential information derived from relevant, current reliable data sources. Targeted collection and systematic analysis of the data should lead logically to statements about community strengths and resources, to the unmet needs of the greater community in general, to the specific resources and unmet needs of smaller communities within the service area, and to the particular resources and needs of migrant and seasonal farm worker families living and working in each community. Community Assessments for Migrant and Seasonal Head Start Programs must go several steps further in working with available data than other types of Head Start programs and in slightly different directions in designing, conducting, and analyzing data from their assessment if they intend to plan effectively for the unique population that they serve.

## Why Conduct a Community Assessment?

There are eight basic reasons for conducting a Community Assessment in Migrant and Seasonal Head Start programs:

### 1. Meeting Federal Requirements

The federal regulations for Head Start Programs, 45 CFR 1304.51(a)(1)(i-ii) Program Planning and 45 CFR 1305 Eligibility, Recruitment, Enrollment and Attendance, detail the content and uses of the Community Assessment. (See Appendix A). The federal grant application process establishes a three-year cycle.

Grantees prepare a comprehensive CA every three years and include it in their first year grant application. Shorter updates are written and included for second and third year applications. Problems or issues with the Community Assessment may delay processing of the grant application by the Regional Office.

### 2. Decision Making and Program Planning

The CA is an integral part of the Migrant and Seasonal Head Start planning process. The CA is the basis for designing service area plans, choosing community partners, creating essential collaborations and implementing comprehensive services that meet the needs of migrant and seasonal farm worker children and families.

The Policy Council and grantee board are required to use information from the CA in making decisions about program option, types of component services, the location of centers, hours and length of operation, recruitment areas, program goals and objectives, and recruitment and selection priorities.

### **3. Applying for Funds in Addition to the Basic Head Start Grant**

The CA can be used to develop new programs, justify the need for the expansion of services, support applications for non-Head Start funding, and identify special funding for programs to address the identified needs of Migrant and Seasonal Head Start children and families.

### **4. Responding to Trends and Changes in Agriculture and the Community**

Changes in crops, growing season, and mechanization impact Migrant and Seasonal Head Start programs in a variety of ways. It is crucial for programs to develop a variety of sources of information for the purpose of identifying trends and changes in agriculture. Changes in the community can impact the community as a whole but these changes may have a different impact on migrant and seasonal farm workers. The CA can help programs anticipate the impact of such changes and meet them successfully.

### **5. Responding to Changing Policies and Programs**

Changes in Head Start such as, the Fatherhood or Special Literacy Initiatives, the Head Start Bureau priorities - such as under enrollment, and public policy such as welfare reform present new challenges to program staff. The CA can help programs identify these challenges for the purpose of formulating goals and objectives to respond to them.

### **6. Internal Education**

A comprehensive CA is an effective way to educate staff, parents, policy advisory groups and the board about the needs, strengths, characteristics of families and the community. It can be used to orient new staff and volunteers and plan staff training.

### **7. Community Resources**

The CA process can aid in identifying additional community resources, especially those agencies that typically do not provide services to farm workers. The collection of information and opinions from growers, community groups and agencies increases



## IMPORTANT TIP

The CA is the central document in the program planning process. It must contain information needed to make crucial decisions regarding the location and determination of program options of Migrant and/or Seasonal Head Start Services that your program will make available to children and families. If done properly, the CA will support and drive many program planning decisions within your program.

awareness of the Migrant and Seasonal farm worker community. Increased awareness of the Migrant and Seasonal farm worker community can have a dramatic impact on Migrant and Seasonal Head Start children, with the potential of developing additional resources for the identification and referral of “our” children and families.

### 8. Advocacy

Migrant and Seasonal Head Start programs, in conjunction with community partners, are expected to strive to improve the quality of life for migrant and seasonal farm worker children and families. Working together can result in improved service delivery, the optimal use of existing resources, or the expansion or creation of new services. The CA demonstrates the need for advocacy and provides information to help establish priorities.

## What are the Steps in the Community Assessment?

There are five basic steps in the Community Assessment process:

- Step 1: Plan and Organize
- Step 2: Design Data Collection
- Step 3: Gather Data
- Step 4: Review and Analyze Data
- Step 5: Make Decisions

In this workbook, each of the steps will be discussed separately and in some detail. Each step will have its own section, which offers guidance specific to conducting activities in that step. There will also be some helpful tips which have been lessons learned by MSHS programs or are suggested by the regional office.

In preparation for conducting a CA, MSHS programs should familiarize themselves with the Head Start Performance Standards relating to Community Assessment, with their grant, and with this workbook before they begin the process.



# STEP 1

## Plan and Organize

### Establish the Community Assessment Team or Work Group

The Community Assessment process must be designed at the local level to include a variety of stakeholders. Stakeholders are individuals that have a vested interest in the Migrant and Seasonal Head Start Program - they will benefit from the program in some way. Migrant and Seasonal Head Start programs generally operate using a systems approach which means that there already exist several teams and committees made up of various levels of the organization including staff, parents, Board and Policy Council and representatives from the community. Various individuals can be identified to form a Community Assessment team (or work group). As soon as the CA team is formed, a work group/team leader should be selected. This individual will be the primary point of contact throughout the CA Report development process.

The team approach is more effective because it takes the burden off of a single individual and distributes the effort among others, thereby strengthening the process. It is important to match responsibilities with individual interests and abilities. Try to seek out at least one team member who can crunch numbers and talk coherently about data.

The **Migrant and Seasonal Head Start Director** has the responsibility of ensuring that the CA is fully completed and submitted with the grant application. Other staff are active participants in the collection and analysis of information. Programs may choose to use existing policy groups to implement the CA process, or establish a special CA committee. The Policy Council and Board of Directors are consulted regarding the plan for implementing the CA recommendations/decisions. Both groups review and approve the completed CA and the accompanying decisions.



#### IMPORTANT TIP

It is important to develop a plan that combines efficient preparation of the CA with effective participation in the CA process by a variety of stakeholders.

The CA process can be conducted using a variety of models. The first model emphasizes the use of members from existing committees and the second model emphasizes the creation of a special CA Committee. Examples of existing committees include the Policy Council, the Health Service Advisory Committee (HSAC), the Education Committee, etc. CA Committees generally consist of Migrant and Seasonal Head Start staff, parents from the Policy Council, and key community representatives. In both models, staff, usually the director and service area managers, complete the tasks of collecting, analyzing and writing. The existing committees or CA Committee plan the process, interpret the data and develop information for evaluation by the Policy Council and Board of Directors. Both models require the scheduling of regular meetings to discuss the work and progress of the CA. It is helpful to include team members who have experience conducting community assessments so that they can mentor others on the team.

When determining the model that your program will implement, remember that you want to achieve efficient preparation of the CA while encouraging the effective participation of committee members.

**Staff** from all program areas has important information and insights to contribute. The information gathered in the CA and its analysis should reflect a perspective that encompasses all aspects of the Migrant and Seasonal Head Start program.

All team members participating in the CA will need to be trained. For optimal results, match CA tasks with individual abilities and interests.

**Migrant and Seasonal Head Start parents** are an important source of information and key advisors in the CA process. Their participation includes acting as:

- 1) decision makers as members of policy groups or committees,
- 2) channels of information and opinions from eligible families,
- 3) collectors of information and opinions from their peers.

Parents have information regarding trends in local agriculture, local migration patterns, child health status and service needs that impact Migrant and Seasonal Head Start planning and programming.

**Community partners** and other agencies often have their own needs assessments. These assessments cannot replace the CA, but often contain detailed information on other issues relevant to



## IMPORTANT TIP

Recruit stakeholders who will be able to participate and provide maximum input within a reasonable time commitment. Keep the group size manageable and appropriate for each task. Minimize full group meetings by conducting CA business in conjunction with committee or advisory groups whenever possible. Remember that you want to achieve efficient preparation of the CA while encouraging the effective participation of team members.

migrant and seasonal farm worker children and families that should become part of your CA. Agencies that do not typically serve farm workers have useful information regarding the community in general, such as human service agencies and non-profit service groups. The CA process is an opportunity to strengthen existing partnerships and create awareness of the contributions of farm workers to the local community. Growers and farm worker employers have valuable information, which they may share upon request. If you are serving seasonal families or are planning on serving seasonal families, and you are sharing the service area with Regional Head Start, you should include them as a partner.

The **Board of Directors, Policy Council and advisory committees** should be kept informed regarding the progress of the CA. Whenever possible, discuss the findings with appropriate decision making bodies before the complete document is finalized and presented to targeted audiences. This will enrich the CA process and enhance participation from appropriate individuals (i.e. parents) in the decision making process.

If a **consultant(s)** are on the team, they can work with the leader. If the organization does not have the expertise to conduct the process, the program may want to request assistance including training of the team from their Head Start technical assistance provider, another agency familiar with community assessment processes, and/or a private consultant who knows Head Start and has worked with similar agencies. Summer interns can also benefit from participating in this process.

## Determine What Must Be Included in the Community Assessment

The grant application instructions (see Appendix A) contains a specific list of what must be included in the CA. General categories include the information, process used to conduct the CA, analysis of the information, and maps.

Other information that must be included in the CA that have been identified in the grant application includes the following:

- Demographics of the population served, (including breaking down infants, toddlers, and preschool age children);
- Information regarding children with disabilities;
- Data on the educational, health, nutritional and social service needs of Migrant and Seasonal farm worker children (who are the “eligible Head Start children”) and families as defined by the families and community agencies;
- Information on other child care providers serving potential Migrant and Seasonal Head Start children and;
- The availability of community resources.

Programs are asked to draw conclusions from the data to prioritize key issues, determine the unmet need for Head Start services for potential Migrant and Seasonal Head Start children, and identify recruitment areas.

The CA *must* provide information on the entire service area, not just on the recruitment area. The *service area* is the geographic area within which a grantee and, if applicable, each delegate agency may provide Head Start services. *Recruitment areas* are the geographic areas within which the grantee and delegate agency recruit Migrant and Seasonal Head Start children and families to participate in the program. The recruitment area may be identical to the service area or can be smaller areas within the service area. Migrant and Seasonal Head Start programs often have vast service areas. *The information in the Community Assessment MUST reflect the entire service area including areas that are currently not targeted for recruitment.*

Maps submitted, as part of the CA document, must show both the service area *and* recruitment areas.

In order for MSHS programs to find and recruit the farm worker families who are eligible for MSHS services under the strict definitions established by the federal government (DHHS) and then recruit them,



### IMPORTANT TIP

Keep in mind that new staff, community members, federal program specialists, consultants and trainers, as well as PRISM monitoring reviewers, will use the Community Assessment to learn about your particular Migrant and Seasonal Head Start program.



programs have to target their fact-finding efforts and really know their service area well. Mobile migrant farm worker families are harder to locate, particularly “on paper” in the form of reliable statistical data, as they are outside the mainstream of the communities where they go to do farm work. This is particularly true in states where there is not a significant amount of agricultural activity. Staff who work with migrant families observe that migrant families don’t stay in one place long enough to become settled into the area; they are often outside the main stream of the established community; they often do not speak the main language of the community; they are poor; they are fearful of engaging with “the system” and they live in rural areas with limited access to basic services making them often seem virtually invisible.

No one really knows for certain the number of families and children who are eligible for MSHS as they are a subset of the larger migrant and seasonal farm worker population across the country that has been counted, or estimated, by the federal Census and by researchers conducting studies about migrant and seasonal farm workers. MSHS programs must use traditional and non-traditional approaches to gather data on the children and families. Some methods to do this are suggested in the Step 3 section of this workbook.

## Develop a Plan for Carrying Out the CA Process — A Plan for the Plan

Develop a plan for carrying out the Community Assessment Process. Include time frames and individuals assigned to various tasks. Make sure that each person’s time has been “freed up” or partially re-assigned by their supervisor so that they can devote the appropriate amount of time to the project.

The Community Assessment plan should outline your CA process and include a timetable for completing all of the necessary tasks for the preparation of the CA document. Decide on the structure you will use to implement the CA. The CA process should be an ongoing part of the grantee’s planning system. Although it is an annual experience, the necessary data gathering and awareness of trends and changes in the community can be addressed year-round including during the off-season.

Include a strategy for keeping the Board of Directors, MSHS Director Policy Council and other key players updated regarding the progress of the CA.



### IMPORTANT TIP

Detailing the CA process in your plan will save you time in preparing the final CA document.

Identify the resources that you will need to implement the process. Some examples include the translation of key pieces of information for parents, additional clerical support and scheduling meetings in conjunction with other activities.

Consult with the Policy Council (PC) regarding the CA plan *prior* to its implementation. Solicit ideas and assistance from PC members regarding the proposed CA process.

Ensure that all CA participants are oriented and trained to understand the importance of the Community Assessment and its impact on the provision of Head Start services to migrant and seasonal children and families.



# STEP 2

## Design the Data Collection

### Collect Internal & External Data

The Community Assessment combines information from a variety of sources for the purpose of identifying strengths and issues that have a potential impact on the Migrant and Seasonal Head Start program. Data is collected internally (past and current program data including your program PIR and agency information) and externally (from sources outside the agency). External data would be local community information, state data, and national data including U.S. Census and National PIR (Head Start Program Information Report).

Keep in mind that one of the goals of the CA process is to provide the different perspectives on community issues. Migrant and seasonal farm workers may experience the impact of community issues in a different way than the general population. There are also issues in the farm worker community that may have little impact on the rest of the community.

See page 33 for Data Collection Planning Framework description. The CA leader may want to use this framework (on page 41) to organize their process.

### Migrant Families are Often Difficult to Count

You will need to estimate the unmet needs for Migrant and Seasonal Head Start centers and services in the service area as part of the Community Assessment. Planning would be so much easier if migrant and seasonal programs could identify a single data source that would yield the exact number of eligible children and families in the service area. A precise count is elusive due to the mobility of the population and the fact that local agencies and the federal government do not always keep this type of record. There may be information on a larger popula-

tion of which families eligible for Migrant and Seasonal Head Start are but a subset. In spite of that, programs can develop reasonable estimates based on information from a variety of sources. Programs should do the best they can in working with the best possible data they can gather.

### Types of Useful Data

Design your data collection so that you gather a balance of internal, community, state and national information that relates to your program's purpose and to the population that constitutes your eligible families and the community that they become part of when they migrate into your service area. You will need some data that will indicate trends and will help you to forecast unmet needs. The unmet needs of seasonal families will overlap those of mobile migrant families and also with those families that are settling out. These categories should be differentiated at some point in the data analysis and should be kept in mind in designing the data collection.

### Avoid Drowning in Data

Another caveat is to avoid “drowning” in national and state level data that discusses all migrant and seasonal farm workers but after looking at it, you still can't determine or best-guess at how many MSHS families will be in your service area this year or what they might doing for work. Another relevant area in which there is abundant data is agricultural data. Decide how much to collect over how many seasons and years and how the data will be used in the analysis. (See discussion of data collection worksheets on page 33 as well as the worksheets themselves starting on page 41.)



# STEP 3

## Gather Data

As identified in the Performance Standards and grant application instructions, you are required to collect information on the following topics when preparing the CA:

### **1. Demographic Make-up of Migrant and Seasonal Head Start Children and Families:**

The section is used to create a portrait of the families typically served by your program. This includes information on:

- Racial and ethnic composition
- The primary language(s)
- Number of children by age and family composition
- Their geographic location in the service area
- The average education level of parents
- The types of agricultural activities that families perform
- Housing & environmental conditions.

Internal information from enrollment forms and Family Partnership Agreements can be used for this section. If your program is using the computerized version of the Head Start Family Information System (HSFIS), you can use the system to generate a computerized report of family characteristics. Internal information from enrollment forms and Family Partnership Agreements can also be used for this section.

### **2. Information on Children with Disabilities:**

There are two factors that must be taken into account when collecting this data. The first is the number of children with disabilities in the target population, including the type and range of disabilities. The second is the type of resources and services provided by community agencies to children with disabilities during the time when migrant and seasonal farm worker children need services. It is also important to collect data on the number of enrolled children with disabilities in the service area plus general information on available resources and services.

### **3. Data on the Early Childhood Development, Health, Nutrition and Social Service Needs of Migrant and Seasonal Head Start Eligible Children and Families:**

Sources of information on strengths and needs are both internal and external. Collecting data from several sources including interviews with parents (See Appendix B) provides programs with a more balanced perspective of family needs when planning services. Internal sources of data include:

- Program Information Report (PIR),
- Family Partnership Agreements (FPA),
- Health Data Tracking Systems,
- Social service logs,
- Health histories and enrollment information,
- Minutes of various advisory committees.

External sources of data include information from:

- Local health providers such as:
  - a. Migrant health clinics,
  - b. Community health clinics,
  - c. Local hospitals,
  - d. Child protective services,
  - e. Mental health clinics,
  - f. Vital statistic reports,
  - g. Local health departments.
- Nutrition providers such as:
  - a. Women Infant Child (WIC) programs,
  - b. Food stamps,
  - c. Food banks.
- Local Medicaid and SCHIP offices
- Farm worker advocacy and service
- Interagency Agreements
- Selected newspaper articles
- Web sites such as the Department of Education; Census Bureau; Department of Labor; Health Resources and Services Administration (HRSA).

### **4. Opinions regarding the Health, Nutrition and Social Service Strengths and Needs of Migrant and Seasonal Head Start Eligible Children and Families as Defined by Families and Community Institutions Serving the Needs of Young Children:**

There are a number of strategies that can be used to obtain local insight and opinions. All strategies should be carefully selected and adapted for the intended audience. You will want to include questions

about health, nutrition and social services, as well as specific questions regarding the availability and accessibility of community resources. Compare and contrast the opinions of migrant and seasonal parents with those of community institutions and draw conclusions.

Typical strategies include:

- Written questionnaires & surveys,
- Personal interviews,
- Focus groups & group meetings.

### 5. Existing Child Care:

Collect information on regional Head Start, state child care subsidy slots and other child care programs (such as state funded pre-K programs, and migrant education, etc.) serving Migrant and Seasonal Head Start eligible children. Identify the number of slots available for infants, toddlers and preschoolers, the location of the programs, and the approximate number of eligible children served by each program. Assess the availability and the accessibility of services to eligible families. You will need to collect this data for the entire service area.

### 6. Community Resources:

You will want to identify resources in the community that can be utilized to enhance services to Migrant and Seasonal Head Start children and families, such as family literacy opportunities for working families whose first language is not English.

### 7. Trends and Changes in Local Agriculture:

Contact growers, crew leaders, and community partners to obtain agricultural trends information. Note and document any changes in area crops that will have an impact on the number and/or arrival of migrant families into the area. Identify any crops that have become mechanized and new or expanded crops that will require more farm workers. Identify any acreage or farms that have been taken out of production for housing or other development, or changed over to crops that are not produced or harvested by manual labor.

## Data Collection Strategies

Data Should

- Be from multiple sources
- Gathered over time such as multi-year or at various times
- Relevant to the client population
- Include historical data
- Include your own program's internal service provision data



### IMPORTANT TIP

Maintaining positive relationships on a regular basis with community partners and growers will greatly assist you in gathering the information that you need for the CA.

- Include statistics on enrollment capacity as well as funded enrollment levels
- Include PIR information  
(multi-year in order to make comparisons)

This is not an all-inclusive list, but it does suggest some possible data sources that grantees and delegate agencies might consider as they engage in the “data mining” or data collection process.

Begin with local community service agencies and organizations that serve migrants including:

- Food banks,
- Bodegas/Markets/Laundromats,
- Churches (Spanish language and/or those with migrant missions),
- Businesses and legal firms with migrant clients,
- Faith-based service organizations such as Catholic Charities, Salvation Army,
- Public transportation,
- Low-income/short-term rental properties such as motels and apartment complexes,
- Migrant camps,
- Campgrounds,
- Trailer parks,
- Community information and referral hotlines keep records of all types of calls that they receive which are requests for community services.

Relevant data in the program areas of education and health services in the community and the larger service area may be collected from:

- Receiving schools for migrant children entering kindergarten,
- High schools offering GED and ESL,
- Clinics and hospitals,
- Child care,
- Medical providers,
- Mental health clinics,
- Dental providers,
- Vocational technical schools and community colleges,
- Hispanic Serving Institutions of Higher Education (HSI),
- Personnel reports on staff qualifications.

Internal data from the program:

- Results of surveys and questionnaires,
- Child performance outcomes and the Head Start National Reporting System (NRS) data where relevant,



- Enrollment and attendance summaries by center, by month, by age group, etc.,
- Service area summaries,
- Policy Council minutes (discussions of unmet needs of families),
- HSFIS/PROMIS or Child Plus Reports.

External data sources:

- National PIR,
- Labor Department data on bi-lingual, bi-cultural workers as potential labor pool.

See Data Collection worksheets that begin on page 41 for suggested questions and data sources.





# STEP 4

## Review and Analyze Data

The process of summarizing and analyzing the data that has been collected would include the following:

- Compile and assemble all of the data you have collected.
- Review all categories of data to determine the significance and possible impact of the information. (Refer to the Data Collection Planning Framework on p.41 for categories.)
- Identify relevant issues and concerns.
- Highlight emerging or existing trends that will impact the Migrant and Seasonal Head Start eligible population.
- Examine the information related to the unmet need.

There are several methods which can be used to estimate unmet needs:

First, estimate the number of migrant and seasonal children which are age-eligible for Head Start by consulting census data, WIC statistics, Migrant Education census data, or any other sources of information that report the number of children birth to five.

You may then extrapolate or estimate on the basis of your prior years' numbers in relation to the same data. For example, if the census number said there were 500 migrant families and of those families only 25% (or 125) had children under age 5 and met your eligibility criteria, then it would be reasonable to estimate that 25% of migrant farm worker families in your area in the next year would meet your eligibility requirements. That same percentage, derived from internal data, could be used to extrapolate other data estimates. Explain your method in the CA report.

Another method would be to estimate the proportion that is income eligible based on the poverty level data. You may get a closer estimate by considering this information in the context of

your current enrollment, crop projections from growers and crew leaders which would bring migrant farm labor into the service area as well as the number of migrant children presently receiving services and who received services in prior years from other child care providers.

Programs need to identify one of the aforementioned methods or a combination of methods that will result in the best estimate. The usefulness, types and availability of data will vary by state and county. In any case, you will need to extract information from a variety of sources to formulate an estimate that provides information that can be used to plan services for children and families.

### **Analyze Data Related to Disabilities Services:**

If the percentage of Migrant and Seasonal Head Start children with disabilities is under 10%, further assessment and analysis is necessary to determine appropriate strategies to increase the number of children with disabilities served in MSHS programs. If the percentage is higher than 10%, further analysis is necessary to determine the possible impact on program activities in general. Additionally, if the frequency and types of disabling conditions among migrant and seasonal children differs from the local or state profile, greater exploration of the situation is required.

### **Statement about “The Education, Health, Nutrition, and Social Service Needs of Head Start Eligible Children and Their Families as defined by Families of Head Start Eligible Children and By Institutions in the Community That Serve Young Children:**

To arrive at a statement about the above, you would want to take the opinions gathered from focus groups, surveys, and questionnaires designed to address this topic and do a comparison between the opinions of migrant and seasonal parents with those of community institutions, analyze the differences and similarities, and then draw conclusions (Refer to worksheet: Sample Questions for Interviewing Parents).

### **Analyze Data on Existing Child Care:**

Explain why these programs are or are not providing services to the target population. This information can be used to determine where Migrant and Seasonal Head Start services are most needed and the estimated number of eligible children.

### Analyze Data on Community Resources that Could Be Used to Address the Needs of MSHS Eligible Children and Their Families, Including Their Availability and Accessibility:

Take into account both the availability and accessibility of resources. You may want to list the indicators you use to determine availability and accessibility such as “open evenings and Sundays when parents aren’t working” or “intake workers speak Spanish”. You will want to match identified staff development needs to community and national resources that will help the program address those needs most effectively and economically. Identify both service gaps and barriers to use for the purpose of highlighting areas for program advocacy and to indicate the need for additional resources.

### Analyze Trends and Changes in Local Agriculture:

Use data on agriculture to identify any crops that have become mechanized, crops included in “buy-out” programs, and new or expanded crops that will require more farm workers. Discuss the local impact of any available state incentives to growers to stimulate agriculture production that may create a need for a greater number of seasonal workers. This information can be used to estimate when and how long centers will need to be open.

Look at housing and business development trends that would impact agricultural land use and whether this might impact MSHS families.

Discuss both the long-term and short-term possibilities for programming in response to the need.

Identify and prioritize the key issues or problems facing children and families that need to be addressed by the Migrant and Seasonal Head Start Program.

List the issues and problems by order of importance to children and families. Make sure that all the issues have emerged from the analysis of the data and are included in the CA. Use information from the program’s Self Assessment where appropriate.





# STEP 5

## Make Decisions

The Head Start Performance Standards, 45 CFR 1305, tell us that the information gathered in the Community Assessment must guide decisions based on the status of the families and the community setting(s) within the service area.

- (d) The Early Head Start and Head Start grantee and delegate agency must use information from the Community Assessment to:*
- (1) Help determine the grantee's philosophy, and its long-range and short-range program objectives;*
  - (2) Determine the type of component services that are most needed and the program option or options that will be implemented;*
  - (3) Determine the recruitment area that will be served by the grantee, if limitations in the amount of resources make it impossible to serve the entire service area.*
  - (4) If there are delegate agencies, determine the recruitment area that will be served by the grantee and the recruitment area that will be served by each delegate agency.*
  - (5) Determine appropriate locations for centers and the areas to be served by home based programs; and*
  - (6) Set criteria that define the types of children and families who will be given priority for recruitment and selection.*

The analysis of the information from the Community Assessment in conjunction with the program Self-Assessment must be used to develop the program philosophy, program objectives, develop a strategic plan, identify program options, identify appropriate services, determine the location of the center(s) and/or family child care

home(s), define recruitment areas, and determine recruitment and selection priorities.

### **Decisions Based on CA:**

The following offers some guidance and clarification on applying the analysis and findings in the CA:

#### **Program Philosophy and Objectives: (must be addressed in CA report)**

Head Start's purpose and scope emphasizes comprehensive services to children and families as well as community involvement. In addition, many Migrant and Seasonal Head Start programs have a mission statement that supplements the national Head Start philosophy. Every year, each program re-examines its goals and objectives for the next year based on the Community Assessment. Grantees and delegate agencies have the task of focusing on particular aspects of the Head Start philosophy based on the information contained in the Community Assessment. Program objectives should be related to the key issues that were identified and prioritized in the CA.

#### **Strategic Plan:**

The strategic plan states the grantee's long-range three to five-year objectives based on the information from the CA and the major activities that will be undertaken to achieve the objectives. Some strategic plans include details about strategies, tasks, timelines and methods for measuring results and benefits. Others are more global in that they address agency goals and priorities in addition to the program specific targets and strategies for MSHS.

#### **Program Option and Services: (must be addressed in CA report)**

The program option that is chosen MUST be based on the identified needs of migrant and seasonal children and families, and the community as identified in the Community Assessment. Program options should be tailored to the specific needs of the population you plan to serve including ways to meet needs identified by the families themselves. You will also use the CA to determine the specific length and types of services and the resources needed in each program area in alignment with the services required in the Head Start Performance Standards. Program area service plans should be revised and updated accordingly. Include information in the CA report detailing how the identified needs will impact service delivery.



### **Center and/or Family Child Care Locations: (must be addressed in CA report)**

There are a variety of factors to consider when making decisions regarding location. Staffing patterns, budget considerations, the availability of sites and their accessibility to families are important considerations. To the degree possible, center and family child care home program locations should reflect your analysis of the information in the CA.

Examine the waiting lists and review attendance of existing locations to determine if they are the most strategic in terms of providing services in relation to where children and families currently reside.

Changing needs for farm labor and fluctuations in the availability of housing can cause population shifts of farm workers within the service area. If waiting lists are small or nonexistent and attendance is poor you may need to develop an alternative.

The information that you have collected from the CA will help you decide where to focus your efforts. Conversely, greater numbers of eligible families arriving in the service area may require expansion. Be creative in seeking solutions and even additional funding sources. Keep in mind that often programs need to make difficult decisions based on changing patterns of agriculture and where families live. You may need to close a center or move services to a location closer to families or their work.

### **Recruitment Areas: (must be addressed in CA report)**

As previously mentioned, the service area of Migrant and Seasonal Head Start programs can be vast. When targeting recruitment areas, you must use the information from the CA to select the area or areas with the greatest need for service, even if you are not currently serving children in that area. The recruitment area that is chosen must include as many eligible children as possible. The number of eligible children, the concentration of families and the availability and accessibility of facilities are additional factors to consider when making this decision. Identify, if relevant, the recruitment area(s) of the grantee and delegate agency(ies).

### **Recruitment and Selection Priorities: (must be addressed in CA report)**

Migrant and Seasonal Head Start programs are required to base recruitment and selection priorities on a careful analysis of the information in the CA. In addition to income eligibility, age of child and the requirement that children with disabilities constitute at least 10% of the enrollment, Head Start programs are expected to give service priority to those most in need. Specifically, in Migrant and Seasonal

Head Start Programs, priority to children from families whose pursuit of agricultural work required them to relocate most frequently within the previous two-year period (1305.6(h)) and (m) whose family income comes primarily from this activity (agricultural work - 1305.2 (m)) is required for eligibility and selection. Beyond that, the eligibility priorities approved by the Policy Council will guide the program in determining, “who is most in need.”

Some recruitment and selection priorities will be determined based on the needs sections of the CA regarding families and children with disabilities. For example, if a program determines that a high percentage of migrant children are affected by asthma, based on the CA data, priority could be given to selecting children with asthma.



# INTRODUCTION TO OTHER PARTS OF THE WORKBOOK

This workbook has been developed to assist community assessment work groups or teams to organize themselves and their work, to gather relevant data systematically, and to analyze the information so that it has meaning for program planning; e.g., grant application, strategic plan, recruitment plan, etc. The following resources are offered to aid the team throughout the process of conducting a community assessment and writing the community assessment report document.

**A Suggested Outline for a Community Assessment** (See p. 35) may be used as a way to prepare the Community Assessment report. This outline roughly corresponds to the CA Evaluation Checklist found on p. 85.

**Worksheets** may be used by individuals or teams to gather information from a variety of sources including documents, reports, internal and external data and interviews. Each Data Collection Worksheet in this workbook is designed to assist Community Assessment Team members to collect and organize key information and statistics thoroughly and efficiently. The questions serve as prompts for identifying significant information for planning and decision-making. They are not all inclusive, however. The “Data Sources” within the worksheets offer guidance on where the information may be found whether within the program (internal data sources) or outside the program within the community, from state and national resources, reports, and from the Internet (external data sources). The most relevant information for program planning will be specific to local migrant & seasonal farm worker families. The PIR contains data about local programs and can be used to look at how your program performed year by year and to compare your program performance to that of other Head Start programs across the country.

**Data Collection Planning Framework.** The CA team leader may use this worksheet to organize the data collection effort. On this work-

sheet, the column headers represent the who, what, when and where for collecting data. Row I, left hand column, lists the broad categories of data to be collected per the federal requirements(why).

**The MSHS Community Assessment Evaluation Checklist** may be used by the team to evaluate the CA. The Checklist helps the reader determine to what extent the CA document is complete, well organized, and addresses needs and community resources that are specific to Migrant and Seasonal Head Start eligible families. It also can be used as a guide for discussion and improvement to CAs. We suggest that when you ask staff or others to review your completed CA that they use the Evaluation Checklist. The TA provider as well as the grantee's federal program specialist utilize the checklist when evaluating the CA report.

**Appendix A** contains the federal regulations from 45 CFR 1304 and 1305 that describe the requirements for community assessment. Also in Appendix A are the instructions from the GABI related to community assessment.

**Appendix B** is a glossary of definitions used in the regulations and in this workbook.

**Appendix C** is an Eligibility Matrix for programs made available to migrant families by the Departments of Education, Health and Human Services and Labor.



# SUGGESTED OUTLINE FOR A COMMUNITY ASSESSMENT

## **Part 1: Introduction “State of the Grantee”:**

(This part correlates to Step 1: Plan and Organize.) Include a brief history, general description and overview of your agency - its size, type, purpose/mission, clients, funding sources and clearly defined service area for the Migrant and Seasonal Head Start Program. Describe how the Community Assessment is used by the program.

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## **Part 2: Methodology — The CA Process:**

(This part correlates to Step 2: Design the Data Collection.) Describe the process used to conduct the community assessment, including the role of parents, staff, the PC and the Board as well as the dates or time periods of completed tasks. Describe the process used to gather and analyze the data including time frames.

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## **Part 3: Service Area Data:**

(Parts 3 through 6 correlate to Step 3: Gather Data.) Describe the basic geographic, economic and demographic features of the service area of the MSHS program. The service area may be one county, many counties within a state, multiple states, or a combination. Include specific information regarding agriculture in the area including MSHS center, partner center and MSHS family child care home locations within the service area. Discuss the crops in general, and those specifically worked by MSHS-eligible farm workers, and the length of the season for each.

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## **Part 4: Racial and Ethnic Composition, Culture and Language(s):**

Provide data on the racial, ethnic, cultural and linguistic composition of the service area in general, the local communities including public schools in particular, and compare it with that of the Migrant and Seasonal Head Start children and staff. Discuss needs and characteristics of specific racial, ethnic and cultural groups and their implications for Migrant and Seasonal Head Start program design and service delivery.

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## **Part 5: Community Resources to meet the Needs of Migrant and Seasonal Head Start Eligible Children and Families:**

List relevant resources which are used or may be used directly and indirectly by Migrant and Seasonal Head Start eligible children and families. Identify problems in resource availability or accessibility.

Gather data from internal and external sources such as focus groups, program service delivery records, parent satisfaction surveys, internal self-assessments, enrollment and attendance reports, year-end reports on Family Needs Assessments, Family Partnership Agreements, service area reports in the areas of health, education, family literacy, staff development, and any other information from the program or agency itself and from the community (such as interagency coordinating councils and advisory groups) that will illuminate the status and demonstrate needs of migrant and seasonal families in the local community over time.

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### **Part 6: Information on Children with Disabilities:**

Present data on the number of Migrant and Seasonal Head Start and other children with disabilities by category and services currently available to them. Grantees serving an unusually low or high proportion of children with disabilities should address possible reasons with supporting data for such a situation and implications for Migrant and Seasonal Head Start programming and recruitment.

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### **Part 7: Strengths and Needs of Migrant and Seasonal Head Start Eligible Children and their Families:**

*Note: This section synthesizes Part 1 and Parts 3 through 6 and correlates with Step 4: Review and Analyze Data.* Identify the most significant strengths and needs of Migrant and Seasonal Head Start eligible children and their families. This must be based on data reflecting these strengths and needs, information from the Migrant and Seasonal Head Start program and opinions solicited from Migrant and Seasonal Head Start eligible families and institutions serving young children. Compare and contrast the opinions of families with the opinions of institutions.

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### **Part 8: Data Analysis of Migrant Specific Information:**

Present an estimate of the number of Migrant and Seasonal Head Start eligible children by geographic location, the number served by “regional” and Migrant and Seasonal Head Start programs and other child development programs, and the number not served by any programs. Make sure to clearly distinguish migrant and seasonal Head Start families separately. Describe the trends suggested by these numbers. Do not simply present numbers include an interpretation of what the numbers mean in terms of results and benefits for families. In other words, you are trying to figure out trends of who is coming, and then what to do about it. An example of data on migrant and seasonal farm workers that is frequently cited in MSHS community assessments is the demographics information on the National Center for Farm worker Health, Inc. website at <http://www.ncfh.org>. This data must be “worked” (extrapolated based on your specific MSHS community) in this section, not just presented as is from the website.



#### **TIP**

The report is easier to read if full citations for the data sources are footnoted at the bottom of the page, with the source briefly mentioned in the narrative.

If data is extrapolated or estimated, state this. Also discuss the reasons for selecting program options, center and/or family child care home locations, and recruitment areas. Include maps showing the location of current Migrant and Seasonal Head Start offices, center and family child care home locations, recruitment

areas, and other child development facilities and for areas where Migrant and Seasonal Head Start eligible families children are not yet served.

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**Part 9: Identification and Prioritization of Issues and Problems:**

(This part correlates with Step 5: Make Decisions). Based on information from all aspects of the CA process, identify and prioritize issues and problems to be addressed by the Migrant and Seasonal Head Start program. Be sure to differentiate between migrant and seasonal, and refer to data that pertains to eligible families — not to all migrant or seasonal farm workers in general.

This is the section to propose any changes in service area, program option, etc. based on the findings from the CA.







# TIPS ON HOW TO PRESENT THE CA REPORT

## It Matters How the Community Assessment Report Looks

- One of the secrets of a successful CA report is effective presentation. Before writing the report, consider your intended audience. Decide how you will present internal and external data. Make the document as readable as possible for your intended audience (stakeholders, federal officers, community partners, parents, etc.). Keep paragraphs short and use headings for major sections. Indicate page numbers. Use pie charts, bar graphs and other illustrations in an easy to understand manner.
- The maps included in your Community Assessment document need to be clear and concise. Maps should contain the following information:
  - Service area boundaries,
  - Location of existing Migrant and Seasonal Head Start centers including those under construction, family child care homes, regional Head Start locations and other child development programs in the service area,
  - The recruitment area of each Migrant and Seasonal Head Start center and/or family child care homes,
  - Migrant and Seasonal Head Start funded enrollment in each center and family child care home. Use clear, appropriate symbols, shading and legends or some other method to differentiate each item,
  - Unserved areas of migrants.
- The reader may not be familiar with the migrant and seasonal farm worker population, service area, subject matter, or Head Start terms. Make sure that the Community Assessment is coherent. The CA should be a stand-alone document and not assume that the reader has background information on the program. It should not be a collection of sections hastily assembled at the last minute. If the document has different authors, edit each section to ensure readability and consistency.
- Be specific in noting external sources of data. Include the title of reports plus the date of the information and publication. Sources can be briefly indicated in the body of the CA document, and listed in detail at the end.
- Be sure to number your pages!



### IMPORTANT TIP

Maintain a comprehensive list of all sources of information to show the range of sources and to assist staff in preparing the next Community Assessment. Reference this list in your CA report.



# 5 STEPS TO COMMUNITY ASSESSMENT

Data Collection Planning Framework							
1. Type of Data	2. Sources (internal and/or external)	3. Access and Barriers for families and staff	4. Mechanisms for collecting data	5. Who will collect the data?	6. When will the data be collected?	7. Issues to consider to obtain data	8. Follow-up comments
a. Agricultural Production							
b. Migrant and Seasonal Demographics							
c. Child Care							
d. Education and Education Services							
e. Health and Health Care							
f. Housing							
g. Local Economy, Population Demographic, Business and Employment							
h. Social Services							
i. Disabilities and Disabilities Services							
j. Current or Potential Community Partners							
<p><i>Keep in mind that data collected should focus on the needs of MSHS eligible families and services available to them. General data on migrant and seasonal farm workers may include your target population, but it also may not. The same applies to data about low-income families, about pre-school age children, racial/ethnic data such as Hispanic or Latino, and crops. If your families do not work in certain crops within the service area, you may wish to exclude that data and state the reason. For example, state in cell 7.a. above that "although there are cherry orchards within our service area, since 1994, cherries have been harvested mechanically rather than manually using farm labor". Note your data source in 2.a.</i></p>							





## DATA COLLECTION WORKSHEET **DISABILITIES**

### Internal Information Gathered from Your Program Records

- 1. Last year, did we end the year with 10% of our children identified with a disability or health impairment (meeting the “10 %” requirement from the Head Start Performance Standards)?**

YES     NO

*Data Source:* Disabilities Tracking Form, PIR, Child(ren) Record(s), Health Tracking Form

- 2. Total number of children with disabilities served last year. \_\_\_\_\_**

*Data Source:* Disabilities Tracking Form, PIR

- 3. Of children with identified disabilities, how many were birth to 3? \_\_\_\_\_**

a. How many had IFSPs? \_\_\_\_\_

*Data Source:* Disabilities Tracking Form, IFSP, Health Tracking Form, Enrollment Information

- 4. How many were 3 to 5 years old? \_\_\_\_\_**

a. How many had IEPs? \_\_\_\_\_

*Data Source:* Disabilities Tracking Form, IEP, Health Tracking Form, Enrollment Information

- 5. How did we ensure that families were full partners in the IFSP/IEP decision-making process?**

*Data Source:* IEP, IFSP, Case Notes, Written Correspondence to Parents, Parent Interviews, Child(ren) Record

**6. How many children with identified disabilities also met the State Disability Definition? \_\_\_\_\_**

*Data Source:* Disabilities Tracking Form, SEA Disabilities Eligibility Criteria, IEP, IFSP, PIR

**7. What types of disabilities did we identify in children last year? List by age.**

*Data Source:* Disabilities Tracking Form, PIR, Enrollment Information, IEP, IFSP

**8. What issues did we have last year at the centers, family child care homes or with transportation services around accessibility for all children with disabilities?**

- a. Number of children with disabilities we provided transportation for? \_\_\_\_\_
- b. What types of adaptive equipment did we purchase to make reasonable accommodations for children with disabilities?

*Data Source:* Case Notes, Transportation Log, Purchase Order

**9. Do we have a Memorandum of Understanding (MOU) with the State Education Agency (SEA)?**

YES  NO

Is it current?  YES  NO

*Data Source:* SEA Interagency Agreement/MOU

**10. Did we participate in the SEA December 1st count for children with disabilities 3-5?**

YES  NO

*Data Source:* Disabilities Tracking Form, Written Correspondence to SEA

**11. Do we have a written interagency agreement with the Local Education Agency (LEA)?**

YES  NO

Is it current?  YES  NO

*Data Source:* LEA Interagency Agreement, Written Correspondence to LEA

**12. Did the LEA provide all required related services during the summer?  YES  NO**

*Data Source:* LEA Interagency Agreement, Related services Log, Disabilities Tracking Form

**13. Did we invite Part B and C providers to participate in the Community Assessment?**

YES  NO

*Data Source:* Written correspondence to the LEA, Early Intervention Provider, Meeting Notes/Minutes.

## External Information

**1. What other community resources/services are available in the community that serve MSHS children with disabilities — list by service and agency.**

*Data Source:* Migrant Education, SEA, LEA, State Child Bureau, Local Social Services Agencies, Part C Provider, Migrant Health Clinics, state and Local Disabilities Agencies; Developmental Centers, Children’s hospital, Mental Health Department

**2. What community resources/services are available to serve MSHS children with disabilities during the summer months?**

**3. Are these resources/services culturally and linguistically appropriate to serve MSHS Children with Disabilities?**

**4. What’s the number of enrolled children with Disabilities in the service/recruitment area?**

- a. Number of Children by age group
- b. Disability Category and age
- c. Language Spoken
- d. Ethnic background

*Data Source:* Enrollment Information, Census Department, Migrant Education, SEA, LEA, Disabilities Tracking Form, Health Tracking Form

**5. Identify other service providers (child development centers) that provide disabilities services to migrant children.**

*Data Source:* Local Child Development Centers, Migrant Education, LEA, Local Social Service Agency, Early Intervention Provider







# DATA COLLECTION WORKSHEET

## EARLY LEARNING & LITERACY

### Community Resources

- 1. What specific community resources are available to support children's development of language and literacy?**  
(See list of examples below).

- 2. How have these resources been utilized in the past 3 years?**

*Data Source:* Self Assessment, community partners.

- 3. Do families access these resources on their own? Do families access these resources accompanied by MSHS program staff? Which resources are used most often?**

*Data Source:* Family Assessment forms, parent interviews, staff interviews/notes.

- 4. What is the availability of these resources for the coming program year?**

*Data Sources:* Local phone books, newspapers, local publications, community bulletin boards, community partners, internet.

Examples:

- Libraries
- Museums
- Book stores
- Places for field trips (parks, stores, post office, fire station, bakery, etc.)
- Children's Museums
- Cooperative Extension
- Living History Centers
- Literacy volunteers

## Family Resources

- 1. Frequency that adults (parents and/or family members) read with their children.** (X times /week or month)
- 2. Frequency that adults (parents and/or family members) engage in oral storytelling with their children.** (X times /week or month)
- 3. Number of library visits family has made in the past year.**
- 4. Number of books in the home.** (Note: There might be two ways of counting this. Count number of books in current domicile or count number of books at “home base”)
- 5. Other reading materials in the home.** (e.g., newspapers and magazines).
- 6. Sources of children’s exposure to their native language.**
- 7. Sources of children’s exposure to English.**



## DATA COLLECTION WORKSHEETS

# EDUCATION AND EARLY CHILDHOOD PROGRAMS

Data collection about other early childhood and child care programs available in the community (service area)? What's out there besides us? See list at end of section for suggested data sources.

- 1. What resources and early care and education institutions are available to support overall development and helps children to grow cognitively, emotionally, physically and socially?** Include structures and programs. For example, libraries, museums, bookstores, parks, clubs, etc.
- 2. What other child development and child care programs serve Migrant and Seasonal Head Start eligible children?** List by type of program (private day care, regional Head Start, state preschool, etc.), location, length of enrollment of the children, and number by age served over the past three years. Differentiate between which children were migrant and which were seasonal.
- 3. What education, health, nutrition, and social service needs of MSHS eligible children are defined/identified by these institutions?**
- 4. What education, health, nutrition, and social service needs of MSHS eligible children are defined by the families themselves?** This data can be obtained through a combination of parent interviews. (refer to worksheet "Sample Questions for Interviewing Parents") and internal records such as meeting minutes from parent committees and the annual Self Assessment.  
*Analysis: How do these defined needs compare to one another? Are there differences, similarities? Are the needs defined by both groups reflected in the program's goals and mission?*

5. **What collaboration exists between the local school districts, Head Start, other Migrant and Seasonal Head Start programs and/or other ECE providers?** For example,
  - Transitioning children and families.
  - Transfer of records
  - Curriculum continuity
  - Assessment continuity
  - Transitioning children with disabilities on IEPs, IFSPs
  - Shared training offered to program staff or parents by community agencies or organizations; (e.g., bus driver training provided by school district, child development training provided by R & R, etc.)
  
6. **What are the home languages of children/families?** List all by percent.
  
7. **What percentage of teachers meet the teacher qualification mandate? How does this compare to prior years? How does this compare to other early childhood programs in the community and across the state, county, region or service area? If the mandate has not been met, what resources will be needed to reach the goal?**
  
8. **What are the educational resources in the community?**
  - Places where staff and parents can take ESL or basic skills classes or earn a GED. Is mentoring or coaching available? Which classes or mentoring opportunities are offered in the staff or parent's home language (other than English)?
  - Higher education opportunities in the community for staff and families with college credit attached.
  - Educational partnerships and networks

*Data Sources:*

- PIR
- Self-Assessment
- Licensing agencies
- Local school districts
- Other child development programs (federally, state and/or parent funded centers)
- Child care resource and referral network
- Phone book
- State/county community assessment
- Internal program records, and

- Interviews with coordinating staff in family services and child development.
- Chamber of Commerce
- State/County Assessment Departments of Education
- WIC
- Department of Social Services





# DATA COLLECTION WORKSHEET

## FAMILY AND COMMUNITY PARTNERSHIPS

### I. Community Resources

*Note: the following information may already be in your local Community Resources Booklet(s) prepared by family services staff for families. See end of this worksheet for data source suggestions.*

#### a. Migrant and Seasonal Farm Worker Organizations:

List the organizations and agencies in your service area that have programs targeted to serve migrant and seasonal farm workers such as employment/job training and education, skills development, farm worker employment services, youth employment, housing and shelter.

Determine if your state child day care subsidy office contracts with a migrant and seasonal farm worker organization to provide child care services/vouchers, or if there are special state eligibility rules or child care payment rates for children of farm worker families. Your state child care subsidy office administers the State Child Care and Development Fund, the Federal Block Grant to your state, which provides funding for low - income families needing assistance with the cost of child care. State Child Care and Development Fund contact information can be found at: <http://nccic.acf.hhs.gov/statedata/dirs/devfund.html>.

#### b. Low-Income Services:

List those agencies and organizations that serve low-income families. The services offered to the low-income community may include WIC, food stamps and other forms of public assistance, crisis intervention and counseling, adult basic education, English as a second language, homelessness prevention, food banks, thrift shops, migrant health clinics and child care vouchers. Spanish language churches and bodegas in areas where there are migrant farm workers often are a point of contact for incoming families.

Annotate each agency and organization with the services available to farm worker families, the contact person/title and phone number. Include days and hours of operation and whether staff are bi-lingual/bi-cultural.

**c. Family Support:**

List those agencies and organizations that provide family support services; for example, mental health, substance or alcohol abuse, and domestic violence prevention/intervention. Assess the accessibility for migrant and seasonal farm workers (days and hours of operation, language and culture of families, payment for services, location, etc.). To what extent did families use the services?

*The agency or organization may provide this data if their record keeping system is set up to capture it. If not, ask the agency to help you out with these numbers in the future.*

**d. Use of Community Resources:**

From your internal data sources, indicate the extent to which your families actually used the community resources listed above. A chart may be useful. This information may have been captured in your annual Self-Assessment. Analyze the usage rate from family service records and compare to identified need (also from family service records and Self-Assessment interviews). Use comparisons to determine needs for additional or augmented services, opportunities for collaboration, or needs for interagency agreements.

- 2. What services in the community benefit siblings of MSHS children?**
- 3. Describe any potential child care partners who may be interested and qualified to provide child care space for classrooms or child care slots for eligible children.** How many, what ages and in what locations in your service area? Describe any discussions that are under way or contracts/agreements in place related to working with child care partners. Include agencies, organizations and individuals (for example, family child care providers who are independent contractors, private child care or preschool, state-funded preschool, etc.
- 4. What services in the community provide marriage strengthening or marriage preparation for couples who choose to participate?**



### *Data Sources*

- Local MSHS Community Resources Booklet, other partner organization community assessment (if available), phonebook
- <http://ask.hrsa.gov/pc/>  
(Bureau of Primary Health Care, Health Center Locator website),
- <http://www.ed.gov/programs/mep/contacts.html>  
(Migrant Education Program contact information),
- <http://www.acf.hhs.gov/programs/hsb/hsweb/index.jsp>  
(Head Start Bureau Program Locator website),
- <http://www.childcareware.org/en/>  
(Child Care Locator in your community),
- <http://www.acf.hhs.gov/healthymarriage/resources/index.html>  
(Healthy Marriage Initiative resource webpage)





## DATA COLLECTION WORKSHEET

# FATHER INVOLVEMENT

The following questions will help you identify father-friendly resources in the community.

**1. Which agencies and organizations support father involvement as part of its mission?**

*Data Sources:* MSHS Community Resource Booklet, other partner organization CAs (if available), phone book.

**2. Which agencies and organizations do community partners recognize as a good resource for fathers and father figures—where fathers can come for assistance?**

*Data Sources:* Locally developed survey to be completed by community partners, human service agencies.

**3. Who are the individuals or agencies/organizations in the community and state advocating or consulting in improving father involvement? Do they have proven “track records” for success?**

*Data Sources:* Locally developed survey to be completed by community partners phone book, library, local newspaper, State Head Start Directors Association.

**4. What are the demographics of the fathers in your program:**

- a. Age
  - b. Ethnicity
  - c. Educational level
  - d. Primary language spoken
  - e. Goals for their children and themselves
- Data Source:* Program enrollment data PIR, Family Partnership Agreement summary reports, Self Assessment





## DATA COLLECTION WORKSHEET

# INFANT & CHILD HEALTH

# ORAL HEALTH & NUTRITION

- 1. What percentage of enrolled infants and children are up to date on EPSDT health screenings and immunization?**  
*Data Sources:* Health Care Tracking reports, PIR data, parent interviews
- 2. Compile and rank the top ten diagnoses and/or reported reasons for seeking health care for enrolled children by age, including injuries, accidents, and deaths.**  
*Data Sources:* health center encounter data, emergency room visit data, local health department epidemiology reports, county vital statistics, parent interviews, program health histories, contact logs, health tracking reports
- 3. What is the number of reported cases of child abuse, neglect and domestic violence in the service area eligible population? To what agencies were these cases referred? What was the typical time period between reporting, referral and provision of services? To what extent did time frames vary?**  
*Data Sources:* Child protective services annual reports, police response logs, crisis hotline & women's shelter statistics, family court statistics, family services records, family advocates, churches, shelters, hospitals.
- 4. List documented environmental health risks and conditions in eligible families: pesticide exposure, lead toxicity, substandard housing conditions, poor air & water quality, inadequate use of child safety seats & restraints.**  
*Data Sources:* Local health department, local Departments of Environmental Protection, Farm Worker Safety Groups, State Highway Traffic Safety Administration.

- 5. What is the number of enrolled infants and children born with low birth weight, premature, with birth related problems, or to mothers who didn't have prenatal care?**

*Data Sources:* parent interviews & health histories, enrollment information, Early Intervention provider statistics, WIC program documentation, health care providers.

- 6. What percent of MSHS enrolled and eligible children have some form of health insurance? What percent of families who are eligible for SCHIP do not have it?**

*Data Sources:* Parent enrollment information and interviews, PIR data, Community Health Center & Migrant Health Center statistics, local Medicaid and SCHIP offices, local health departments)

- 7. How many local primary care providers and specialty care providers are available and accessible to serve MSHS eligible children and families?**

*Data Sources:* local yellow pages, phone surveys, HSAC interviews, community & migrant health centers, local hospital, medical society, Medicaid office, farm worker advocacy groups, county referral hotline)

## Oral Health

- 8. What percentage of enrolled children are up to date on dental examinations and preventive care.**

*Data Sources:* Health care tracking reports, PIR data and parent interviews

- 9. List the three top dental diagnoses and/or reported reasons for seeking dental treatment for enrolled children by age.**

*Data Sources:* dental encounter statistics, local health department oral health reports, state office of oral health database, parent interviews, program health histories, contact logs, health tracking reports

**10. What oral health needs have been documented for:**

- a. Enrolled children such as, baby bottle tooth decay, early caries, and fluoride supplementation.
- b. Service area eligible families, such as improving adult oral hygiene, dissemination of information on oral health promotion.
- c. The local community in general, such as fluoridation of water supply, lack of dental providers.

*Data Sources:* Program health records, PIR, dental encounter data, local health department, county fluoridation assessments, local dental society, and state oral health director

**11. What resources are used by the program to pay for dental examinations, preventive care and treatments? How are the costs allocated for example MSHS funds pay for 50% of all dental costs and the other 50% is paid by...**

- Medicaid/SCHIP
- Private Insurance
- State/Local Funds
- MSHS Funds
- Family Self Pay
- In-Kind Services
- Other

*Data Sources:* Program health records, enrollment information, parent interviews, PIR, dental providers, local Medicaid office, migrant and community health clinics

**12. How many local dental providers are available and willing to serve Migrant & Seasonal Head start children ages 0 to 5 and where are they located?**

*Data Sources:* HSAC, MOUs, Migrant health clinics, local dental societies, state oral health office, local health department and regional head start programs, phone calls to colleges or universities with dental departments or hospitals

**13. What is the availability and accessibility of dental services for children who require extensive dental treatment?**

*Data Sources:* HSAC, MOUs, Migrant health clinics, local dental societies, state oral health office, local health department and regional head start programs

**14. How does the program link children with oral health services?**

*Data Source:* Health work plan, MOUs, HSAC minutes, minutes of meetings, contact logs

**15. Describe linkages with local, state and regional oral health agencies, dental associations and dental professional educational programs.**

*Data Sources:* HSAC minutes, MOUs, State Oral Health plans and forum reports, contact logs, emails, phone calls and meeting minutes

## Nutrition

**16. How many enrolled children are diagnosed as underweight? How many underweight cases are diagnosed as failure to thrive?**

*Data Sources:* HSFIS, Child Plus, health tracking reports, child health records

**17. How many enrolled children are diagnosed as overweight? How many of the overweight cases have been diagnosed as obese?**

*Data Sources:* HSFIS, Child Plus, health tracking reports, child health records

**18. Percent of children diagnosed as anemic.**

*Data Sources:* PIR, health tracking reports, child health records

**19. What percentage of enrolled infants and children were breastfed for any length of time?**

*Data Sources:* Parent interviews, nutrition history, child health record, WIC data

**20. Are there family dietary practices which may impact nutritional health (extended bottle feeding, extended use of commercial baby foods or puree foods, premature or delayed introduction of solid foods or cows milk, home cooking vs. fast foods).**

*Data Sources:* Parent interviews, nutrition history, child health records, WIC data



**21. What percentage of MSHS eligible and enrolled families receive food stamps, WIC services, use food banks, government commodities or other food programs?**

*Data Sources:* Parent interviews, WIC data, nutrition history, enrollment information, health tracking reports, child health records, community human service agencies

**22. List MSHS nutrition partnerships and collaborations: Registered Dietitians, Nutritionists, WIC, state USDA providers, lactation consultants and advisors, food service providers and purveyors.**

*Data Sources:* HSAC, MOUs, service area plan, contact logs, training records

**23. Describe accessibility of supermarkets, mercados, sources of fresh foods, bodegas, cultural foods.**

*Data Source:* WIC Yellow pages, interviews with parents and staff such as family service workers and bus drivers.





## DATA COLLECTION WORKSHEET

# MENTAL HEALTH

*See list at end of worksheet for suggested data sources.*

- 1. What mental health resources (individuals, agencies and collaboratives) are available in your local community?**
  - a. Serving adults
  - b. Serving children
  - c. Serving youth and/or adolescents
  - d. Serving children with disabilities
  
- 2. What mental health resources are available in your community and/or state that serve MSHS families? Are staff linguistically and culturally competent in working with your families?**
  - a. Are these services available during your peak season?
  - b. What is the fee or cost for services?
  
- 3. Are these mental health services available for on-site services or are they provided in the community only?**
  
- 4. If these mental health services are only available in the community, how far must families travel to the nearest health clinic or mental service including support groups?**
  
- 5. Are support services including informational materials (such as the National Alliance for the Mentally Ill) available for non-English speaking families and staff?**
  
- 6. What mental health resources are available in your community and/or agency for employees?**

**7. Does your agency have a contract with a mental health professional?**

Yes    No

If Yes, how often is the mental health professional available go on site? \_\_\_\_\_

*Data Sources:* Department of Mental Health; Department of Social services; Mental Health Professionals including but not limited to Behavioral and Developmental Specialist; Licensed Clinical Social Worker; Psychiatrist, Psychologist, Psychiatric Nurses, Marriage and Family Therapist; Family and Child Agencies, migrant health centers; Child Abuse and Neglect agencies; Substance Abuse and Domestic Violence Agencies; Employee Assistance Program.



## DATA COLLECTION WORKSHEET

# MIGRANT AND SEASONAL FARMWORKER DATA

Data on migrant and seasonal farm workers is available from several sources; however, the data usually relates to a larger group of farm workers than the group that is eligible for MSHS services. Few agencies or organizations — other than MSHS programs themselves — collect data about the specific subset of farm workers who are eligible for Migrant and Seasonal Head Start programs. When using data other than your program’s internal data (which is generally reliable and verifiable in your internal record keeping system), you will need to estimate using a reasonable approach to the estimation process, and then describe that process in the Community Assessment report in the Methodology section.

The purpose for gathering this information is to stay current about the annual status of agriculture and the movement of migrant and seasonal farm workers within your service area. You want “the big picture” of your eligible families within the context of their community/your service area. Information that you collect becomes more meaningful when it is gathered systematically over several years. For example East Coast Migrant Head Start Project uses a CAB (Community Assessment Box) approach to collecting data throughout the year from their local communities that they find useful in their Community Assessment. Newspaper articles, significant meetings, new agreements, etc. related to the status of migrants and agriculture at the local level are collected in readiness for input into the annual CA effort. After several years of gathering data, trends begin to emerge and it is possible to forecast based on changes and significant events that have been documented and analyzed over time.

## Local Data Sources:

- Radio and TV news reports
- Newspaper articles and editorials
- Public meetings and hearings
- Parent meetings
- Interagency meetings and coordinating councils
- HSFIS/PROMIS records
- Migrant Education program in local schools
- Local Education Agencies count the number of children with disabilities



### Please Note

This is not a complete list of data sources on migrant and seasonal farm workers, but only a starting point. Most of the national data is on the web, but local data is collected through documentation such as the records and reports of local service providers.

## National Data Sources:

These offer national and state level information on farm worker demographics and issues — partial list:

### 1. Health Resources and Services Administration—Bureau of Primary Health Care.

This website allows the user to locate contact information for health service delivery sites that provide primary care to underserved populations (including migrant and seasonal farmworkers). The user is able to search for a health clinic site by geographic area (City, State, or Zip code), service delivery site (clinic) name and State or Zip code, and or type of service (e.g., primary care, dental, ob/gyn).

<http://bphc.hrsa.gov/migrant/Enumeration/final-fl.pdf>.

### 2. Health Resources and Services Administration - Bureau of Primary Health Care Migrant and Seasonal Farmworker Enumeration Study Profiles Study.

This website provides enumeration study profiles for ten states (Arkansas, California, Florida, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, Texas and Washington). The enumeration study profiles offer state-based information at the county level for migrant and seasonal farmworkers, non-farmworkers present in the same household as migrant and seasonal farmworkers and number of people under age 20 in six age groups.

<http://bphc.hrsa.gov/migrant/Enumeration/EnumerationStudy.htm>

### **3. Economic Research Service Briefings on Farmworkers and Unemployment.**

This website offers demographic characteristics of hired farmworkers, employment characteristics of hired farmworkers, farm labor data sources, farm safety, and labor laws and regulations.

<http://www.ers.usda.gov/briefing/farmlabor/>

### **4. U.S. Department of Labor - National Agricultural Workers Survey.**

The National Agricultural Workers Survey (NAWS) is a nationwide, random survey on the demographic and employment characteristics of hired crop workers. NAWS also provides information on the living conditions of U.S. farmworkers. Since the NAWS began surveying farmworkers in 1988, it has collected information from over 25,000 workers. The survey samples all crop farmworkers in three cycles each year in order to capture the seasonality of the work. The NAWS locates and samples workers at their work sites, avoiding the well-publicized undercount of this difficult-to-find population.

<http://www.dol.gov/asp/programs/agworker/naws.htm>

### **5. National Association of Community Health Centers, Inc. (NACHC).**

This website offers agencies that work with migrant and other special population the ability to obtain data to study the activities of their State and other States in order to help them gauge trends and explore innovative programs.

<http://nachc.org/research/>

### **6. National Center for Health Statistics (NCHS).**

This website is a rich source of information about America's health. As the Nation's principal health statistics agency, they compile statistical information to guide actions and policies to improve the health status of the nation. They are a unique public resource for health information. Some of NCHS data systems and surveys are ongoing annual systems while others are conducted periodically. The data system includes the following surveys: National Health Interview Survey; National Health Interview Survey on Disability; National Health and Nutrition Examination Survey; National Vital Statistics System (birth data, mortality data); National Maternal and Infant Health Survey; National Immunization Survey; and State and Local Area Integrated Telephone Survey.

<http://www.cdc.gov/nchs/express.htm>

## **7. Binational Farmworker Health Survey.**

This is a direct link to the Binational Farmworker Health Survey that provides new and vital information on the health status of California agricultural workers of Mexican origin. The results show that the well being of this population is in serious decline, specifically identifying high levels of chronic disease, injuries, and mental health disorders. The report also gives insight into the incredible cycle of suffering and sacrifice that farmworkers endure. <http://www.cirsinc.org/BHFS2002.pdf>

## **Migrant and Seasonal Farmworker Specific Websites:**

These websites provide information (i.e. publications and articles) that may be useful in the development of a community assessment—partial list:

### **1. National Center for Farmworker Health, Inc.**

This website is a resource center that contains over 200 distributable items, from slide shows to patient educational tools and videos. It also contains governmental publications that address the needs of farmworkers and those who serve them, such as guides on pesticide handling and heat stress, as well as, bilingual educational curriculums/curricula and handouts. The research center allows the user to order a demographics research packet consisting of a collection of NCFH selected research articles considered among the best in discussing Demographics and farmworkers.

[http://www.ncfh.org/00\\_ns\\_rc.php](http://www.ncfh.org/00_ns_rc.php)

### **2. Farmworker Health Services, Inc. (FHSI).**

FHSI has collaborated with local communities nationwide in their efforts to improve the quality of life of farmworker families. Based on its continued work with approximately 12 to 15 community based health delivery systems each year, FHSI assumes a leadership role within its health priority areas. By functioning as an information broker FHSI facilitates the exchange of ideas, strategies, and resources among local communities nationwide through their publications. FHSI's commitment to producing relevant, meaningful, and effective resources is a key component of each publication. As such, FHSI incorporates external review panels, focus groups, or peer-to-peer strategies when developing any of its publications, most of which are available online.

<http://www.farmworkerhealth.org/index.jsp>



### **3. Association of Farmworker Opportunity Programs (AFOP).**

AFOP seeks to improve the quality of life for migrant and seasonal farmworkers and their families by providing advocacy for the member organizations that serve them by providing information, education, support, advocacy and representation at the national level. The web site offers publications and articles.

**<http://www.afop.org>**

### **4. The Farmworkers Website.**

This website is another initiative of Sin Fronteras Organizing Project. This website is dedicated to publicize the work and to educate the public about the plight of agricultural workers. More importantly, this website is to recognize the dignity of the contributions made by the men, women and children who work very hard to feed us. Farmworkers publications and information are offered through the web site.

**<http://www.farmworkers.org/>**

### **5. Farmworker Justice Fund, Inc.**

The website provides information and resources as they relate to wages and working conditions, labor and immigration policy, health and safety, and access to justice.

**<http://www.fwjjustice.org/>**

### **6. Migrant Clinicians Network.**

The Mission of the Migrant Clinicians Network is to positively impact the physical, mental, and environmental health of Migrants and other mobile, underserved populations. The website offers relevant research and statistics on migrant farmworkers.

**<http://www.migrantclinician.org/>**

### **7. Migrant Legal Action Program (MLAP).**

This website offers information about farmworkers as it pertains to farmworker rights, public policy, housing conditions, education, health, nutrition, and general welfare.

**<http://www.mlap.org/index.cfm>**

## **8. The United States-Mexico Border Health Commission (USMBHSC).**

The USMBHC promotes public and individual health along the United States-Mexico border through dissemination of information on border health issues and the creation of effective networks. USMBHC electronic journal and newsletter provide important demographic and research information and are available on this web site.

**<http://www.usmbha.org/english/publications/index.htm>**



# DATA COLLECTION WORKSHEET

## PROGRAM DESIGN AND MANAGEMENT

### I. Capacity of facilities which can serve your migrant and seasonal children each season

- a. How many children can be served in facilities that are owned by:
- Your agency
  - Partner agencies such as public or private child care centers, school districts, etc.
  - Family Child Care Partners/Providers
- b. Display the actual enrollment versus funded enrollment by facility and age group over the past three years.

*Data Source:* Center capacity - Information on center capacity is stated on center licenses and is referred to as “license capacity”. Center license capacity may not reflect the different space requirements for infants and toddlers and preschoolers. Also license capacity may be calculated by the state licensing agency according to a different formula than that required by the Head Start Performance Standards (35 sq ft per child of usable indoor space/75 square feet outdoors). Be sure to calculate capacity based on group size, ages of children and square footage and don’t go by license capacity. Center capacity information can be obtained from each Center Director or the program’s Education Specialist and the annual Self Assessment.

Partner agency capacity (how many Head Start children could be served in one or more of their facilities) is probably calculated as a “slot” or a classroom which could be occupied by a child or a class. Each agency director, school principal or – in the case of family child care homes – the local Resource and Referral agency could tell you the number of available classrooms or slots.

*Additional Data Source:* PIR



### IMPORTANT TIP

Break the information down by the numbers of infants and toddlers and preschoolers that can be served in each classroom or FCC home at one time — this is your maximum capacity and may not be the same as your funded enrollment or licensed capacity. Information may be presented more clearly if you use a chart or matrix to display the data.

## 2. Location of Facilities

Using a map(s) or maps of your service area, indicate where your migrant families resided during the previous season and where all centers and family child care homes were located that served the families.

*Make sure you title and date the map(s) and that you display your entire service area, not just your recruitment areas. Colored dots may be helpful in displaying your family data.*

*Data Source:* Internal enrollment records such as HSFIS and Child Plus. Self Assessment, Head Start grant application, service area narratives, plans and maps.

## 3. Do the same with seasonal families for the previous season.

*Important: Your community assessment data must reflect the definition for eligibility for both Migrant and for Seasonal Head Start. The definitions for other state and federal programs serving migrant and seasonal farm workers are not exactly the same as those used to establish eligibility for Migrant and Seasonal Head Start. Clearly distinguish your data from that describing the larger category of “migrant and seasonal farm workers” as defined by outside sources such as the Department of Agriculture, Census Bureau, Department of Human Services, Department of Labor, Migrant Education et al. Refer to Eligibility Matrix in Appendix C. Also separate data for (mobile)migrant farm workers from seasonal farmworker data.*

## 4. How many migrant and seasonal farm worker families were located in your service area last year? (Cite your data sources including year and how the data was gathered. Some farm worker statistics are extrapolated from other data)

- Of that number, how many or what percentage of those families were eligible for your program (using the Migrant and Seasonal Program Branch definition of eligibility).
- According to your internal program records or other community sources (list), how many of your families settled out last year? The year before?
- How many of your families were first-time migrants in each of the past 3 years?
- Describe the method used to determine the number of MSHS eligible families from the data sources listed.

- Using percentages of the total number of families that you serve, describe where your families migrate? (to and from) What is their home base state?

*Data Source:* This information is derived from internal recruitment data and from data sources listed on the Migrant and Seasonal Farmworker Data Collection Worksheet. Recruitment records from the current and previous year(s) may have been rolled up into a summary report on a monthly and annual basis, so check Monthly Service Area Reports and the agency's annual report.

- 5. Using your service area map(s), identify the work locations for both the migrant families and the seasonal families.** *Work locations may be displayed using contrasting backgrounds that correspond to each crop in which families work. Write a narrative explaining the data displayed.*

*Data Source:* Work locations are obtained from enrollment and family service records (internal data). Crop information is obtained from Department of Agriculture Cooperative Extension and from growers and the Farm Bureau.

- 6. Using your service area map(s), identify your recruitment area(s).**

*Review and evaluate your recruitment area(s) in comparison to agricultural/crop information, work and home locations of migrant families in previous years (refer to your program's internal records) and information that you have gathered from growers, farmers, Cooperative Extension Service, clinics, Migrant Education programs, etc. that might indicate where migrant families might live or work this season and where they have lived or worked in previous seasons. Also compare this information to your enrollment/attendance records from previous years. Are there areas where you have not recruited and where migrants are/were reported to be or where they are expected to come (unserved areas or "pockets" of unserved migrants)?*

*Data Source:* Recruitment and enrollment records, migrant clinic director/records, Cooperative Extension Service. migrant education, public schools, realtors, local newspapers, growers.

## 7. Enrollment and Waiting Lists.

- Set up a master list or chart of centers (and family child care homes, if applicable) and capacity (see 1. above).
- Indicate whether there was a waiting list of eligible children (infants, toddlers or preschoolers also broken down by migrant or seasonal) at any of the sites at any time during the season. Indicate any children with identified (on an IEP or IFSP) or suspected disabilities on any of the waiting lists. Repeat the waiting list exercise for the past 2 years. Are any areas (centers or FCC homes) consistently under enrolled at any time during the season? Do any consistently have a waiting list? Describe how each waiting list situation was resolved.

*Data Source:* Grant application, child records, waiting lists from center directors or family child care coordinators, policies and procedures related to ERSEA.

## 8. Opening and Closing Dates of Centers.

*Applies to grantee/delegate centers, and partner centers*

- Using the master list or chart of centers indicate their respective locations and opening and closing dates. Make a chart of the enrollment and attendance patterns for each center over the past 3 years from opening to closing by month.
- Did the program serve more children than their funded enrollment? How was this accomplished? Does this happen every year?
- Compare attendance to agricultural data for the area (weather, changes made by growers, shifts in migrancy patterns, etc.)
- Look for patterns related to transportation and housing availability.
- Did centers open with the planned number of enrolled children?
- Did they close with the planned number of children enrolled?
- What were the causes identified for a drop in attendance and was this a trend from year to year?
- What criteria are used to open and close centers?
- Describe the child care arrangements for migrant children after their center closed.
- Is there a difference in enrollment patterns between age groups?
- During which months were centers operating at capacity?
- When were the enrollment numbers high and low? When were the attendance numbers high and low - what is considered “peak season”?

*Data Source:* Grant application, service area plans, policies and procedures, enrollment and attendance records, PIR, monthly and quarterly reports from centers and service area coordinators.

In order to design a MSHS program to serve as many MSHS eligible children as possible within budgetary constraints, the above information must be available. The grantee must be fully informed and up to date in order to identify where the areas of greatest need are, whether the enrollment situation fluctuates during the season, and whether there are patterns from year to year. This information drives program design and ultimately affects enrollment.







## DATA COLLECTION WORKSHEET

# PIR DATA COLLECTION

A grantee or delegate agency's performance and service delivery effectiveness can be improved by effectively using partnerships and resources in the local community. Since the PIR is an important source of comprehensive data on your program at the national, regional, state and program level, and it is scrutinized and used by the federal government for a number of purposes, each program should ensure that information submitted be as accurate as possible.

You will want to:

### **I. Compare your internal PIR data to the national, regional and state PIR data.**

- a. Your program may have already done this as part of your self-assessment. You may want to look at the most up-to-date data to determine whether there has been a significant change over several years and during the current year. In the community assessment, you want to seek external resources and opportunities to extend or leverage the resources you already have such as grant money (PA-20) allocated for teacher qualifications.
- b. Your actual numbers may differ from those reflected in the national reports due to variations in enrollment in migrant programs at different times during the season. Variations may also occur because your numbers may be incorrect due to record keeping or data retrieval problems, or to lack of awareness by the person(s) filling out the PIR of the importance of accurate numbers. When the numbers differ, determine why and reconcile the differences.

- 2. Look at PIR data in a number of areas of information needed for the Community Assessment. Examples are listed below.**

### **Staff Qualifications and Community Partners**

- Percentage of teachers with degrees, state awarded certificates and CDAs (Head Start and staff of partnering agencies).
- Percentage of change over the past 3 years.
- Differences between teacher/family child care teacher qualifications for your program compared to others in your state and region.
- Who are your current community partners that offer CDA training and early childhood/child development education? Is it for college credit?
- Is there collaboration with other Head Starts or early childhood development programs for greater cost effectiveness?
- Is campus-based and distance education available, accessible, and affordable - for parents - for staff?
- Is professional development of teachers supported by mentors from the college?
- Is any training for parents, governing body or staff provided at no cost or at a discounted rate; for example, literacy training from Volunteers of America?
- Are there businesses or organizations that donate space or materials for training or meetings?
- Persons providing volunteer services.
- What educational opportunities are there in your community and service area for staff whose home language is other than English?
- Ethnicity, primary language of family and staff.

### **Child Care Partners data from the PIR**

Arrangements with child care centers and/or family child care homes to provide services to MSHS enrolled children.

PIR questions regarding child care partnerships apply only to those providers where services provided by the child care partners meet the Head Start Performance Standards and children receive the full package of Head Start services as well as child care.

## **Enrollment data contained in the PIR**

1. Enrollment year by start and end dates
2. Funded enrollment (ACF funded and non-ACF funded)
3. Actual enrollment by child age and type of eligibility (TANF, SSI, income, foster child)
4. Turnover of enrollment

## **Child Care Needs**

The PIR asks for data about child care needs as identified by the program. The CA must go further to include:

1. Children needing full day/full year child care and children receiving full day/full year child care.
2. Primary sources of child care.

## **Health, Nutrition, Mental Health, Disabilities Services and Social Service Needs**

1. Sources of health and dental insurance
2. Mental health referrals
3. Formal agreements with LEAs or Part C agencies
4. Number of children with disabilities and those receiving Part C services

## **Transition**

1. Formal agreements with local school districts to coordinate transition services

## **Family Support Services**

1. Families receiving community services such as housing assistance, adult education, substance abuse or prevention, child support assistance, and job training (refer to Question 47 on the PIR).
2. Families receiving WIC.
3. Homeless families served.





# SAMPLE QUESTIONS FOR INTERVIEWING PARENTS

## Related to demographics:

- Where are you living now?
- Where did you live before?
- Where have other families come from?
- What farm(s) have you been working on in the state of \_\_\_\_\_?
- Have you had any trouble finding work?
- Where are you going next?
- Are other families going there too?
- If not, where are they going?

(Use internal data to retrieve other necessary demographics such as type and source of agricultural work, etc.).

## Related to children not being served:

- Do you know of any families, who work in agriculture, in the state of \_\_\_\_\_ that are not receiving child care services?
- If so, where are they?
- How old are the children?
- Do any of the children have health needs, physical needs (walking, talking, hearing, seeing, using their hands), or any other need?
- Do any of our existing families have children with these needs that we are not serving?
- Have any children not moved with their family and stayed with other family or friends that have these needs?

## Related to mobile migrant children being served by other (non Migrant Head Start) programs:

- Are there farm worker families in the state of \_\_\_\_\_ that are receiving services from other child care programs?
- What type of program is it?
- Do you know where they are living?
- Are any children attending a Migrant Ed Program?
- What are their ages?

**Related to seasonal children being served by other (non Migrant Head Start) programs:**

- Are there farm worker families in the state of \_\_\_\_\_ that are receiving services from other child care programs?
- What type of program is it?
- Do you know where they are living?
- Are any children attending a Migrant Ed Program?
- What are their ages?

**Related to the strengths and needs of the community services:**

- What services have you used outside of Migrant Head Start while you were here?
- How did you find out about those services?
- What services were helpful to you? Why?
- What services were not as helpful? Why?

**Related to the availability and accessibility of community services:**

- Where there any services that you wanted but did not receive?
- What were the obstacles? (Transportation? Language issues? Scheduling issues? Work related issues? Etc.)

**Related to the needs of families:**

- What are the needs of migrant farm worker families?
- What are the education needs (parents, siblings, and children)?
- What are the health and dental needs?
- What are the nutrition needs?
- What are the social service needs (housing, food, clothing, food stamps)?
- What are the mental health needs (counseling/ therapies)?
- Were any of these needs not met by our program?

*These questions should be also asked to institutions/community services that serve migrant farm workers. The Grantee/Delegate should also ask themselves the same questions, and perform a cross comparison.*



# MSHS COMMUNITY ASSESSMENT EVALUATION CHECKLIST

**Grantee/Delegate Agency:** \_\_\_\_\_

**Name of Reader:** \_\_\_\_\_

**Date:** \_\_\_\_\_

Check the "yes" box if all elements are included. Check "no" if everything is missing or "partial" and circle which information is missing. Comments and page references from the CA document may be written in the space provided. If the information/data is located in a different section of the CA, indicate those page numbers.

	Yes	No	Page #	Notes:
<b>INTRODUCTION OR EXECUTIVE SUMMARY</b>				
There is an overall description of the agency or organization and communities in the service area including:				
Agency type, purpose/mission, and other programs administered				
Significant businesses and industries in the service area				
Number of migrant and seasonal children and families that the agency is funded to serve with MSHS funds				
Service area, clearly defined by state, county or other designation according to the Financial Assistance Award				
Locations of centers, family child care homes and where the program's central office and regional offices (if any) are located				
Program options used to serve the migrant and seasonal HS children				
Introduction or executive summary is brief and contains:				
Climate, growing season, and crops				

Grantee/Delegate Agency: \_\_\_\_\_ Name of Reader: \_\_\_\_\_ Date: \_\_\_\_\_

Introduction or Executive Summary continued				
	Yes	No	Page #	Notes:
Length of services and transportation provided				
Housing and significant community services for migrant families in the context of the service area				
Significant population characteristics, and changes or trends in population demographics				
Maps				
There is/are a map or maps of the service area with office, center and family child care locations illustrated within major crop "zones" or areas?				
There is a map indicating locations of housing used by migrants and seasonal workers in prior years in relation to work locations, center/family child care locations, and major community resources such as migrant health clinics, social service agencies, and schools?				
If the introduction is an Executive Summary, it incorporates:				
Significant findings and conclusions based on analysis of the data				
Prioritized recommendations				
METHODOLOGY				
Eligibility for Migrant and Seasonal Head Start are defined correctly.				
Statement that the CA was developed by a cross-representational team rather than by one individual or consultant.				



Grantee/Delegate Agency: \_\_\_\_\_ Name of Reader: \_\_\_\_\_ Date: \_\_\_\_\_

<b>Methodology continued</b>					
	Yes	No	Page #	Notes:	
Methodology includes involvement of the Policy Council and the Board.					
Description of the methodology includes approaches used to:					
Collect information					
Separate out data that is specific to the population served (example, migrant and seasonal eligible families as a subset of the larger population of migrant and seasonal farm worker families).					
Develop projections and make predictions.					
Analyze and synthesize data from both past years and the current year					
<b>DATA COLLECTED</b>					
General population data:					
Social and economic status					
Language and culture					
Racial and ethnic characteristics					
Migrant and seasonal farm worker population data by each subgroup:					
Social and economic status					
Language and culture					
Racial and ethnic characteristics					
Language and cultural barriers					

Grantee/Delegate Agency: \_\_\_\_\_ Name of Reader: \_\_\_\_\_ Date: \_\_\_\_\_

Data Collected continued				
	Yes	No	Page #	Notes:
Differentiated from non-specific farm worker data				
Differentiated from general data about Hispanics or Latinos				
Service area and recruitment area data:				
Discussion of service area				
Discussion of recruitment area				
Data which explains differences between service area and recruitment areas				
Eligible population distribution, migrancy patterns and trends such as settling out				
Methods used to recruit eligible families				
Data is gathered from a variety of current, reliable sources.				
Data reflects various types of data gathering approaches such as:				
Focus groups				
Questionnaires				
Reasearch				
Interviews				
Reports				
PIR				
Data is collected from both internal and external sources.				

Grantee/Delegate Agency: \_\_\_\_\_ Name of Reader: \_\_\_\_\_ Date: \_\_\_\_\_

Data Collected continued				
	Yes	No	Page #	Notes:
The report includes information/data related to strengths and needs of eligible families in relation to access and availability of resources for eligible families; specifically,				
Educational needs and opportunities for families				
Educational needs and opportunities for staff				
Health and health services				
Mental health and mental health services				
Social services, including faith based				
Nutritional status and nutritional services				
Transportation and transportation services				
Strengths and needs of eligible families are identified by the families themselves and by institutions in the community so that they stand out separately from those needs suggested by the data.				
Current estimated number of children with disabilities.				
Community services for children with disabilities is broken down by infants, toddlers, and preschoolers.				
Collaborative arrangements, partnerships, and formal agreements are described for:				
Disabilities services				
Educational services				
Health services				
Mental health services				

Grantee/Delegate Agency: \_\_\_\_\_ Name of Reader: \_\_\_\_\_ Date: \_\_\_\_\_

Data Collected continued				
	Yes	No	Page #	Notes:
Shared facilities with community partners				
Transportation				
Educational institutions such as schools, colleges, and Head Start partners				
Data sources are cited and referenced throughout the report				
<b>DATA REVIEW AND ANALYSIS</b>				
Changes from prior years indicating trends and patterns is included in the narrative discussion.				
PIR data, especially enrollment data, is analyzed over several years.				
Internal data is compared to national PIR data.				
Data is analyzed for significance and impact on the program, the community, MSHS families and young children.				
Major issues, trends and concerns are identified and tracked back to the data such as:				
All male camps Grower mechanization Discontinuance of crops Community development or residential encroachment upon farm land Immigration enforcement Unseasonable weather or natural disaster.				

Grantee/Delegate Agency: \_\_\_\_\_ Name of Reader: \_\_\_\_\_ Date: \_\_\_\_\_

Data Review and Analysis continued	Yes	No	Page #	Notes:
When data analysis points to a need for change in location, design or method of service delivery, it references back to data sources.				
<b>RECOMMENDATIONS AND DECISIONS</b>				
Key issues facing children and families that need to be addressed by the MSHS program are identified and prioritized.				
Rationale is presented for prioritization.				
Possible options are discussed, including financial implications of each option.				
<b>OVERALL</b>				
The report is written in a logical, organized way.				
The report contains useful maps, charts, and illustrations for clarity.				
The analysis of data leads to conclusions which tie back to, and are supported by, the data.				

**For Internal MSPB use only—**

Date: \_\_\_\_\_  
 Based on review of above elements, the Community Assessment  is approved  is not approved  
 MSPB Program Specialist: \_\_\_\_\_





# APPENDIX A

## Federal Regulations and How Grant Applications The in the Community Assessment

*(The following is the complete text of the Head Start Regulations, Title 45 of the Code of Federal Regulations, Part 1305 referred to as ERSEA)*

### **45 CFR 1305 — Eligibility, Recruitment, Selection, Enrollment and Attendance in Head Start**

#### **1305.3 Determining community strengths and needs.**

- (a) Each Early Head Start and Head Start grantee must identify its proposed service area in its Head Start grant application and define it by county or sub-county area, such as a municipality, town or census tract or a federally recognized Indian reservation. With regard to Indian Tribes, the service area may include areas designated as near-reservation by the Bureau of Indian Affairs (BIA) or, in the absence of such a designation, a Tribe may propose to define its service area to include nearby areas where Indian children and families native to the reservation reside, provided that the service area is approved by the Tribe's governing council. Where the service area of a Tribe includes a non-reservation area, and that area is also served by another Head Start grantee, the Tribe will be authorized to serve children from families native to the reservation residing in the non-reservation area as well as children from families residing on the reservation.
- (b) The grantee's service area must be approved, in writing, by the responsible HHS official in order to assure that the service area is of reasonable size and, except in situations where a near-reservation designation or other expanded service area has been approved for a Tribe, does not overlap with that of other Head Start grantees.
- (c) Each Early Head Start and Head Start grantee agency must con-

duct a Community Assessment within its service area once every three years. The Community Assessment must include the collection and analysis of the following information about the grantee's Early Head Start or Head Start area:

- (1) The demographic make-up of Head Start eligible children and families, including their estimated number, geographic location, and racial and ethnic composition;
  - (2) Other child development and child care programs that are serving Head Start eligible children, including publicly funded State and local preschool programs, and the approximate number of Head Start eligible children served by each;
  - (3) The estimated number of children with disabilities four years old or younger, including types of disabilities and relevant services and resources provided to these children by community agencies;
  - (4) Data regarding the education, health, nutrition and social service needs of Head Start eligible children and their families;
  - (5) The education, health, nutrition and social service needs of Head Start eligible children and their families as defined by families of Head Start eligible children and by institutions in the community that serve young children;
  - (6) Resources in the community that could be used to address the needs of Head Start eligible children and their families, including assessments of their availability and accessibility.
- (d) The Early Head Start and Head Start grantee and delegate agency must use information from the Community Assessment to:
- (1) Help determine the grantee's philosophy, and its long-range and short-range program objectives;
  - (2) Determine the type of component services that are most needed and the program option or options that will be implemented;
  - (3) Determine the recruitment area that will be served by the grantee, if limitations in the amount of resources make it impossible to serve the entire service area.



- (4) If there are delegate agencies, determine the recruitment area that will be served by the grantee and the recruitment area that will be served by each delegate agency.
  - (5) Determine appropriate locations for centers and the areas to be served by home based programs; and
  - (6) Set criteria that define the types of children and families who will be given priority for recruitment and selection.
- (e) In each of the two years following completion of the Community Assessment the grantee agency must conduct a review to determine whether there have been significant changes in the information described in paragraph (b) of this section. If so, the Community Assessment must be updated and the decisions described in paragraph (c) of this section must be reconsidered.
  - (f) The recruitment area must include the entire service area, unless the resources available to the Head Start grantee are inadequate to serve the entire service area.
  - (g) In determining the recruitment area when it does not include the entire service area, the grantee must:
    - (1) Select an area or areas that are among those having the greatest need for Early Head Start or Head Start services as determined by the Community Assessment; and
    - (2) Include as many Head Start eligible children as possible within the recruitment area, so that:
      - (i) The greatest number of Head Start eligible children can be recruited and have an opportunity to be considered for selection and enrollment in the Head Start program, and
      - (ii) The Head Start program can enroll the children and families with the greatest need for its services.
  - (a) Each grantee must identify its proposed service area in its Head Start grant application and define it by county or sub-county area, such as a municipality, town or census tract or a federally recognized Indian reservation. A grantee's service area must be approved in writing by the responsible HHS official in order to

assure that the service area is of reasonable size and does not overlap with that of other Head Start grantees.

- (b) Each Early Head Start and Head Start grantee and delegate agency must conduct a Community Assessment within its service area once every three years. The Community Assessment must include the collection and analysis of the following information about the grantee's or delegate's Early Head Start or Head Start service area:
  - (1) The demographic make-up of Head Start eligible children and families, including their estimated number, geographic location, and racial and ethnic composition;
  - (2) Other child development and child care programs that are serving Head Start eligible children, including publicly funded State and local preschool programs, and the approximate number of Head Start eligible children served by each;
  - (3) The estimated number of children with disabilities four years old or younger, including types of disabilities and relevant services and resources provided to these children by community agencies;
  - (4) Data regarding the education, health, nutrition and social service needs of Head Start eligible children and their families;
  - (5) The education, health, nutrition and social service needs of Head Start eligible children and their families as defined by families of Head Start eligible children and by institutions in the community that serve young children; and
  - (6) Resources in the community that could be used to address the needs of Head Start eligible children and their families, including assessments of their availability and accessibility.
- (c) The Early Head Start or Head Start grantee and grantee agency must use information from the Community Assessment to:
  - (1) Help determine the grantee's philosophy, and its long-range and short-range program objectives;
  - (2) Determine the type of component services that are most needed and the program option or options that will be implemented;

- (3) Determine the recruitment area that will be served by the grantee, if limitations in the amount of resources make it impossible to serve the entire service area;
  - (4) If there are delegate agencies, determine the recruitment area that will be served by the grantee and the recruitment area that will be served by each delegate agency;
  - (5) Determine appropriate locations for centers and the areas to be served by home-based programs; and
  - (6) Set criteria that define the types of children and families who will be given priority for recruitment and selection.
- (d) In each of the two years following completion of the Community Assessment, the grantee or delegate agency must conduct a review to determine whether there have been significant changes in the information described in paragraph (b) of this section. If so, the Community Assessment must be updated and the decisions described in paragraph (c) of this section must be reconsidered.
- (e) The recruitment area must include the entire service area, unless the resources available to the Head Start grantee are inadequate to serve the entire service area.
- (f) In determining the recruitment area when it does not include the entire service area, the grantee must:
- (1) Select an area or areas that are among those having the greatest need for Early Head Start services as determined by the Community Assessment; and
  - (2) Include as many Head Start eligible children as possible within the recruitment area, so that:
    - (i) The greatest number of Head Start eligible children can be recruited and have an opportunity to be considered for selection and enrollment in the Head Start program, and
    - (ii) The Head Start program can enroll the children and families with the greatest need for its services.

**The following is from the Instructions in the GABI.**  
(OMB No: 0970-0207 Expires 5/21/2006)

### **A. Continuation Application**

#### **1. Objectives, Need for Assistance, and Geographic Area**

#### **Full Project Description:**

##### **Objectives and Need for Assistance:**

Applicants must submit a summary of significant findings from the most recent Community Assessment. Included should be a summary of each of the six categories of information required by the Head Start regulation on Eligibility, Recruitment, Selection, Enrollment and Attendance in Head Start, 45 CFR 1305.3(b):

- The demographic make-up of Head Start eligible children, including number, location, and ethnic and racial composition.
- Other child development programs serving Head Start eligible children.
- The estimated number of children with disabilities.
- Data regarding the education, health, nutrition and social service needs of Head Start eligible children.
- The education, health, nutrition and social services needs of Head Start eligible children, as defined by their families and community institutions.
- Resources available in the community.

**Applicants should explain how the findings of the Community Assessment were used to help reach decisions in the six areas listed in 45 CFR 1305.3(c):**

- Determine the program's philosophy and long-range and short-range program objective.
- Determine the type of services and program option or options to be provided.
- Determine the recruitment area of the program.
- If applicable, determine the recruitment areas of delegate agencies.
- Determine the locations of centers and home-based programs.
- Set the criteria that define the types of children and families that will be given priority for recruitment and selection.

##### **Geographic Area:**

Applicants must identify their proposed service area and define it by county or sub-county areas, such as a municipality, town or census

tract, or a federally recognized Indian reservation. Maps or other graphic aids may be attached.

### **Abbreviated Project Description:**

#### **Objectives, Need for Assistance and Geographic Area:**

Applicants must provide a summary of any significant changes in the information in the Community Assessment determined during the annual review of the Community Assessment including changes in the service area. The applicant must describe any proposed changes in the program that have resulted from a reconsideration of the decisions described in the six areas listed in 45 CFR 1305.3(c). If there are no major changes, this should be stated in the application. No additional information is necessary.

### **Full Project Description:**

#### **Program Approach:**

Applicants must provide information regarding both their program's long-range goals and the objectives to be accomplished during the three-year period. Goals and objectives must relate to the findings of the Community Assessment, be consistent with the philosophy of Head Start, and reflect the findings of the program's annual self-assessment. Applicants must fill out the Program Approach Form, explained below in Section II, which specifies the kinds of Head Start services, which will be provided.

Applicants must describe how they are going to deliver high quality services to children and families in all areas of service and program management defined by the Head Start Program Performance Standards (45 CFR Part 1304) and the Head Start Program Performance Standards on Services to Children with Disabilities (45 CFR Part 1308). Applicants must discuss how they plan to provide Early Childhood Development and Health Services, build Family and Community Partnerships and ensure effective Program Design and Management. Applicants must explain how their approach is linked to findings of the Community Assessment and the program's long-term and short-term goals. Full written plans for implementing services should not be submitted.





## APPENDIX B COMMUNITY ASSESSMENT GLOSSARY

**Actual Enrollment:** The term used in the Program Information Report (PIR) to refer to the total number of children who were enrolled for any length of time, provided they have attended at least one class or, for home-based children, received at least one home visit. This includes children who have dropped out or enrolled late (see also “enrollment opportunities”).

**ACF: Administration for Children and Families:** The Branch of the Department of Health and Human Services that administers Head Start and other programs concerned with children and families (formerly known as Office of Child Development and Administration for Children, Youth and Families [ACYF]).

**ADA: Average Daily Attendance:** The average number of children reported as present in any given week or month, divided by the funded enrollment. Excused absences are not counted as present.

**Advisory Committee:** Committees established to advise Head Start service areas. The Performance Standards require that there be a Health Service Advisory Committee consisting of Head Start parents, health service providers in the community, and other specialists. Advisory committees are also encouraged in the Social Services and Education service areas.

**Board:** The group of people that has the legal and fiscal responsibility for promoting and adhering to the purpose and policies of an organization.

**CB: Center Based:** The abbreviation used in the Program Design form of the grant application to designate the Center-Based program option.

**Center Committee:** A committee composed entirely of parents who have children enrolled in a particular center.

**CA: Community Assessment:** The collection and analysis of information on the needs and characteristics of Head Start eligible children and families in the service area and resources available to meet these needs.

**Community Representative:** Any member of a Policy Council or Committee who is not a parent of a currently enrolled child, such as past parents and agency representatives.

**Enrollment:** The official acceptance of a family by a Head Start program and the completion of all procedures necessary for a child and family to begin receiving services.

**Enrollment Opportunities:** Vacancies that exist at the beginning of the enrollment year, or during the year because of children who leave the program, that must be filled for a program to achieve and maintain its funded enrollment (essentially the same as “actual enrollment”).

**Enrollment Year:** The period of time, not to exceed twelve months, during which a Head Start program provides center and/or family child care home services to a group of children and their families.

**Family:** All persons living in the same household who are: (1) supported by the income of the parent(s) or guardian(s) of the child enrolling or participating in the program, and (2) related to the parent(s) or guardian(s) by blood, marriage, or adoption.

**FPA:** Family Partnership Agreement: An agreement designed to identify the interests, desires, goals, needs and strengths of Head Start families, and to help the program staff determine how Head Start can best work with the family to attain self sufficiency.

**Funded Enrollment:** The number of children that the Head Start grantee is to serve, as indicated on the grant award.

**Goal:** A broad, general statement that describes what an individual or organization wishes to accomplish in relation to an identified problem.

**Migrant Family:** (As stated in the Head Start Program Performance Standards and Other Regulations, Part 1305 - Eligibility,



Recruitment, Selection, Enrollment and Attendance in Head Start)  
For the purposes of Head Start eligibility, a family with children under the age of compulsory school attendance who changed their residence by moving from one geographic location to another, either intrastate or interstate, within the preceding two years for the purpose of engaging in agricultural work that involves the production and harvesting of tree and field crops and whose family income comes primarily from this activity. These families are also referred to as mobile migrant families.

The Head Start Act, as amended in 1998 states that the definition for seasonal farm workers is families who are engaged primarily in seasonal agricultural labor and who have not changed their residence to another geographic location in the preceding 2-year period.

**MSPB:** The abbreviation for the Migrant and Seasonal Program Branch. The MSPB is part of the Head Start Bureau at the Administration for Children Youth and Families, Department of Health and Human Services. The MSPB, also known unofficially as “Region 12”, administers grants to Migrant and Seasonal Head Start programs nationwide. Officially, there is no “Region 12”.

**PC:** The abbreviation for Policy Council. This group is part of the governing body for Head Start programs within the agency or organization. The PC is set up at the grantee level. At least 51 percent of the members must be parents of the children currently enrolled in the grantee Head Start program. It also includes representatives from the community, but not staff or administrators of the program. Where the grantee contracts with delegate agencies, each delegate agency has a Policy Committee and representatives from the Policy Committee help to make up the Policy Council.

**Performance Indicator:** Selected items calculated from the Program Information Report (PIR) that measure program quality and compliance with the Performance Standards.

**Performance Standards:** The Head Start program’s functions, activities, services, and facilities required to meet the goals and objectives of the Head Start program.

**PIR (Program Information Report):** The form that provides quantitative information to the federal government on key characteristics of each Head Start program. It is completed once a year by each grantee and delegate agency.

**Policy Committee:** A committee set up at the delegate agency level. At least 50 percent of the membership of the committee must be parents of children enrolled in the delegate agency program. It may also include representatives from the community.

**Policy Group:** The formal group of parents and community representatives required to be established by the agency to assist in decisions about the planning and operation of the program.

**Program Option:** The provision of comprehensive child development services in centers (the center-based option), in the child's home (the home-based option which is not an option for migrant programs), or through a combination of center and home-based programming (combination option). Head Start grantees design programs to meet community and family needs which may include locally designed program options (with prior federal approval), to include provision of Head Start services in family child care homes.

**Program Year:** The period that begins with the start of a Head Start program's grant.

**Recruitment Area:** The geographic area within which a Head Start program recruits Head Start children and families. The recruitment area can be the same as the service area or it can be a smaller area or areas within the service areas.

**Seasonal Family:** (As defined in the Head Start Act, amended October 27, 1998) Families who are engaged primarily in seasonal agricultural labor and who have not change their residence to another geographic location in the preceding 2-year period.

**Self-Assessment:** The process whereby the staff, parents, and community of a local Head Start program assess their program's compliance with the Performance Standards.

**Service Area:** The geographic area identified in an approved grant application and in the FAA (Financial Assistance Award) within which a grantee may provide Head Start services.

# Appendix C: Eligibility Matrix PROGRAMS SERVING MIGRANT AND SEASONAL FARM WORKERS

U.S. DEPT. OF EDUCATION						U.S. DEPT. OF HEALTH AND HUMAN SERVICES		U.S. DEPT. OF LABOR
	Basic Migrant Education Program (MEP)	High School Equivalency Program (HEP)	College Assistance Migrant Program (CAMP)	Migrant Education Even Start Program (MEES)	Migrant and Seasonal Farmworkers w/ Disabilities (Rehab. Act, as amended)	Migrant Health Program	Migrant and Seasonal Head Start	National Farm worker Jobs Program (NFJP) (WIA, Section 167)
<b>TARGET POPULATION</b>								
<b>Who Qualifies?</b>	Children who are a migrant agricultural worker or migrant fisher, or who have a parent, spouse, or guardian who is a migrant agricultural worker or migrant fisher.	Migrant and seasonal farm workers, and their child(ren).  (May also qualify based on being eligible to participate or having participated within the preceding 2 years in (1) the MEP, or (2) the NFJP.)	Migrant and seasonal farm workers, and their child(ren).  (May also qualify based on being eligible to participate or having participated in (1) the MEP, or (2) the NFJP.)	Migrant agricultural workers and their children from birth through seven years of age.	Migrant and seasonal farm workers with disabilities and members of their families (whether or not such family members are individuals with disabilities) who are with them.	Migratory and seasonal agricultural workers and members of their families.	Head Start-eligible children of migrant and seasonal farm workers.	Disadvantaged migrant and seasonal farm workers (and their dependents) who depend primarily on employment in agricultural labor that is characterized by chronic unemployment or underemployment.

U.S. DEPT. OF EDUCATION		U.S. DEPT. OF HEALTH AND HUMAN SERVICES		U.S. DEPT. OF LABOR				
	Basic Migrant Education Program (MEP)	High School Equivalency Program (HEP)	College Assistance Migrant Program (CAMP)	Migrant Education Even Start Program (MEES)	Migrant and Seasonal Farmworkers w/ Disabilities (Rehab. Act, as amended)	Migrant Health Program	Migrant and Seasonal Head Start	National Farm worker Jobs Program (NFJP) (WIA, Section 167)
<b>Age Limit</b>	Up to 22 years of age with no high school diploma or equivalent.	16 years of age or older OR beyond the age of compulsory school attendance and not enrolled in school AND lacking a high school diploma or equivalent.	No age limit, however, must be accepted as a full-time, first-year undergraduate by an institution of higher education that has been awarded a CAMP grant.	Persons eligible for adult basic education under the Adult Education Act, OR within the State's compulsory education age AND their child(ren) aged birth through 7.	See the NFJP requirements and definitions. No age limit for family members who are not disabled.	No restriction on age.	Children from birth to compulsory school age.	Applicants for training and employment or supportive services must be at least 14 years of age. Dependents of eligible applicants may benefit from supportive services provided to the eligible applicant.
<b>Eligibility Period</b>	Eligible to be served for 36 months from the date of the last qualifying move to obtain migrant work.	Eligible to be served until complete GED certificate (typically within 12 months).	Eligible to be served for the first year of full-time undergraduate study.	Eligible to be served for 36 months from the date of the last move to obtain migrant work; if a parent continues to do qualifying work, eligible to continue to be served until the youngest child turns 10.	See the NFJP requirements and definitions.	Employed within last 24 months, principally in agricultural work (see definition).	Eligible to be served during the time that the family meets income, mobility, and age limit requirements.	Qualify as an eligible farm worker during any 12 consecutive month period out of the 24 months prior to application.

	U.S. DEPT. OF EDUCATION						U.S. DEPT. OF HEALTH AND HUMAN SERVICES		U.S. DEPT. OF LABOR
	Basic Migrant Education Program (MEP)	High School Equivalency Program (HEP)	College Assistance Migrant Program (CAMP)	Migrant Education Even Start Program (MEES)	Migrant and Seasonal Farmworkers w/ Disabilities (Rehab. Act, as amended)	Migrant Health Program	Migrant and Seasonal Head Start	National Farm worker Jobs Program (NFJP) (WIA, Section 167)	
<b>CONDITIONS OF EMPLOYMENT</b>  <b>Minimum Duration and Financial Importance of the Qualifying Employment Activity</b>	<b>CONDITIONS OF EMPLOYMENT</b>								
	No minimum duration of labor required but the work must be a principal means of livelihood for the worker and family.	Must have worked, for either wages or per-sub-sistence, at least 75 days during past 24 months (unless eligible based on the MEP or NFJP definition).	Must have worked, for either wages or per-sub-sistence, at least 75 days during past 24 months (unless eligible based on the MEP or NFJP definition).	No minimum duration of labor required but the work must be a principal means of livelihood for the worker and family.	See the NFJP requirements and definitions.	Principal employment must be in agriculture.	Family income comes primarily from agricultural work.	Must have worked at least 25 days or earned \$800 from qualifying farm work. <b>and</b> 50 percent of employment time or 50 percent of income must be from qualifying farm work.	

U.S. DEPT. OF EDUCATION						U.S. DEPT. OF HEALTH AND HUMAN SERVICES		U.S. DEPT. OF LABOR
	Basic Migrant Education Program (MEP)	High School Equivalency Program (HEP)	College Assistance Migrant Program (CAMP)	Migrant Education Start Program (MEES)	Migrant and Seasonal Farmworkers w/ Disabilities (Rehab. Act, as amended)	Migrant Health Program	Migrant and Seasonal Head Start	National Farm worker Jobs Program (NFJP) (WIA, Section 167)
<b>QUALIFYING EMPLOYMENT ACTIVITIES</b>								
<b>Agricultural Work</b>	Production or processing of crops, dairy products, poultry, or livestock for initial commercial sale or personal subsistence.	Any activity directly related to: (1) the production of crops, dairy products, poultry or livestock; (2) the cultivation or harvesting of trees; or (3) fish farms (unless eligible based on the MEP or NFJP definition).	Any activity directly related to: (1) the production of crops, dairy products, poultry or livestock; (2) the cultivation or harvesting of trees; or (3) fish farms (unless eligible based on the MEP or NFJP definition).	Production or processing of crops, dairy products, poultry, or livestock for initial commercial sale or personal subsistence.	See the NFJP requirements and definitions.	Farming, including: (1) cultivation & tillage of soil; (2) production, cultivation, growing, and harvesting of commodity...; & (3) any practice (including preparation & processing for market and delivery to storage/market/carriers for transportation to market) performed by a farmer or on a farm...	Production and harvesting of tree and field crops includes preparing the soil, planting, cultivating, picking, canning and processing. Also includes (1) agricultural work that supports crop production such as irrigation, crop protection, and operation of farm machinery, and packing, canning, and processing activities that follow crop production (2) and harvesting of greenhouse and nursery products.	Farm work means work performed for wages in crop production (111) or animal production (112) as defined in the North American Industrial Classification System.
<b>Fishing Work</b>	Catching or processing fish or shellfish for initial commercial sale or personal subsistence.	Only work directly related to fish farms (unless eligible based on the MEP definition).	Only work directly related to fish farms (unless eligible based on the MEP definition).	Catching or processing fish or shellfish for initial commercial sale or personal subsistence.	Not qualifying work.	Not qualifying work.	Not qualifying work.	Not qualifying work.

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<b>QUALIFYING EMPLOYMENT ACTIVITIES (CON'T)</b>								
<b>Forestry Work</b>	Cultivation or harvesting of trees.	Cultivation or harvesting of trees.	Cultivation or harvesting of trees.	Cultivation or harvesting of trees.	Not qualifying work.	Not qualifying work.	Not qualifying work.	Not qualifying work.
<b>Must Work be Temporary? Seasonal?</b>	Yes, see program guidance.	Yes. Primary employment must be in farm work on a temporary or seasonal basis (that is, not a constant year-round activity).	Yes. Primary employment must be in farm work on a temporary or seasonal basis (that is, not a constant year-round activity).	Yes, see program guidance.	See the NFJP requirements and definitions.	Must be employed in agriculture on a seasonal basis.	Migrant families engage in agricultural labor and change their residence from one geographic location to another in the preceding 2-years. Seasonal families engage primarily in seasonal agricultural labor and do not change their residence.	Primary employment must be in farm work on a seasonal basis, without a constant year round salary.

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<b>EMPLOYMENT RELATED REQUIREMENTS</b>									
<b>Change of Residency</b>	Yes	Doesn't apply unless eligible based on the MEP definition.	Doesn't apply unless eligible based on the MEP definition.	Yes	Not applicable	While it is not necessary to change residences as a seasonal agricultural worker, a migrant worker must establish a temporary abode because of employment.	Change of residency is required only for migrants. Must have moved within the past 24 months to seek agricultural employment.	Not applicable	
<b>Duration of Move</b>	No minimum move duration, but move(s) must enable the worker to obtain work that constitutes a principal means of livelihood for the worker and family.	Doesn't apply unless eligible based on the MEP definition.	Doesn't apply unless eligible based on the MEP definition.	No minimum move duration, but move(s) must enable the worker to obtain work that constitutes a principal means of livelihood for the worker and family.	Not applicable	Not applicable	Not applicable	Not applicable	



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<b>EMPLOYMENT RELATED REQUIREMENTS (CON'T)</b>								
<b>Distance of Move</b>	From one school district to another. (Special rules for single-school-district States and Alaska fishers.)	Doesn't apply unless eligible based on the MEP or NFJP definition.	Doesn't apply unless eligible based on the MEP or NFJP definition.	From one school district to another. (Special rules for single-school-district States and Alaska fishers.)	Not applicable	Not applicable	No specific distances are prescribed, but priority is given to families who migrate more frequently.	Not applicable
<b>Must Move Specifically to Obtain Qualifying Work</b>	Yes	Doesn't apply unless eligible based on the MEP or NFJP definition.	Doesn't apply unless eligible based on the MEP or NFJP definition.	Yes	Not applicable	Not applicable	Yes	Not applicable
<b>OTHER REQUIREMENTS</b>								
<b>Income Requirements</b>	None	None	None	None	See the NFJP requirements.	No one will be denied treatment due to inability to pay. Fees will be charged on a sliding fee scale based on the CSA Poverty Income Guidelines.	Must meet OMB Poverty Guides, and family income must come primarily from agricultural work	Must be economically disadvantaged by being a member of a family which receives public assistance or which has an annual income that does not exceed the higher of the poverty level or 70 percent of the lower living standard income level.

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<b>OTHER REQUIREMENTS (CON'T)</b>								
<b>Citizenship or Work Authorization Requirement</b>	No	No	Proof of citizenship or legal residency is required for CAMP since students must be eligible to receive Federal student financial aid.	No	Yes	No	No	Yes
<b>Other Program Provisions</b>	Priority for services must be given to children who are failing, or most at risk of failing to meet the State's content and achievement standards, AND whose education has been interrupted during the regular school year.  Under certain conditions, participants can continue to receive services after their eligibility ends.	Students must be determined by the grantee to need the academic and supporting services and financial assistance provided by the project in order to attain the equivalent of a secondary school diploma and to gain employment or be placed in an IHE or other postsecondary education or training.	Students must be determined by the grantee to need the academic and supporting services and financial assistance provided by the project in order to complete an academic program of study at the IHE.	A family found eligible for services remains so until all family members become ineligible to participate (see the requirements under "Eligibility Period").	See the NFJP requirements. Required to coordinate with other programs serving migrant and seasonal farm workers including those programs specified in the Act.	Former migratory workers who no longer meet the eligibility criteria because of age/disability and their families retain eligibility indefinitely or until adopting a new occupation.	Priority must be given to mobile families. Up to 10% of the children who are enrolled may be children from families that exceed the low-income guidelines. At least 10% of the total number of enrollment opportunities must be made available to children with disabilities.	Selective service registration is required for males born on or after January 1, 1960.

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<b>STATUTE AND REGULATIONS THAT APPLY TO ELIGIBILITY</b>								
<b>Statutory Authority</b>	Elementary and Secondary Education Act of 1965, as amended, Sec. 1301- 1309	Higher Education Act of 1965, as amended Sec. 418A	Higher Education Act of 1965, as amended Sec. 418A	Elementary and Secondary Education Act of 1965, as amended, Sec. 1231-1242	Rehabilitation Act of 1973, as amended Sec. 304	Public Health Service Act, Sec. 330(g)	Head Start Act, Sec. 637(12)	Workforce Investment Act, Sec. 167
<b>Regulatory Authority</b>	34 CFR Part 200	34 CFR Part 206	34 CFR Part 206	34 CFR Part 200	General Provisions of EDGAR	42 CFR Part 56	45 CFR 1301 et seq.	20 CFR Parts 669

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						Migrant and Seasonal Head Start
<b>ADMINISTERING OFFICE</b>						
For Further Information, Contact:	Office of Migrant Education U.S. Department of Education 400 Maryland Avenue, SW Washington, DC 20202 (202) 260-1164	Rehabilitation Services Administration 330 C St., SW Room 3320 Washington, DC 20202 (202) 205-8435	Migrant Health Branch 4350 East-West Hwy., 7th Floor Bethesda, MD 20814 (301) 594-4303	Migrant and Seasonal Programs Branch, Head Start Bureau 330 C Street, SW Room 2225, Washington, DC 20447 (202) 205-8397	Division of Seasonal Farm Worker Programs, Employment and Training Administration U.S. Dept. of Labor Room N-4641 200 Constitution Ave., NW, Washington, DC 20210 (202) 693-3729	







Academy for Educational Development



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Migrant & Seasonal Head Start  
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Region 12