Enrollment Forward:
Intentional Workforce Planning
Today’s Presenters

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Session Overview

- Enrollment Forward Campaign
- Q&A
- Staff Turnover
- Talent Acquisition
- Recruitment
- Organizational Culture
- Retention
The Enrollment Forward campaign is designed to support programs as they continue to work towards full enrollment and in-person comprehensive services, as local health conditions allow.

Through webinars, guidance, and other resources, the Office of Head Start (OHS) will focus on areas of concern to programs, including:

- Program structure
- Recruitment
- Enrollment
- Workforce
- Health and safety considerations
- Community needs
If programs are serving a reduced number of children, is a program’s over-income percentage based on the program’s current capacity or their funded enrollment?

The 10% of over-income enrollment is based on the program's actual enrollment. Programs should use the number of enrolled children rather than funded enrollment to calculate this percentage.

We know programs need to be able to plan for over-income slots, and that is more easily accomplished using the funded enrollment. However, when programs' actual enrollment differs greatly from funded enrollment, the number of over-income slots should be based on actual enrollment to remain consistent with the intent of the law. OHS recognizes that enrollment numbers may fluctuate and will not be penalizing programs as they navigate this period.

The pandemic has created and exacerbated longstanding disparities and inequities for families who have been marginalized for decades. The number of children and families in poverty has grown significantly during this time and OHS recognizes that prioritizing low-income families is especially needed to ensure we are serving children and families with the greatest needs.
What should programs do if enrolled families do not want to participate in in-person services?

The priority is to enroll children and families who are most in need of in-person comprehensive services. In-person slots cannot be held for families who have decided they do not want their child to return to an in-person service program.

Programs and families may opt for regular check-in points to reassess a family's readiness to return. If there is no slot available at a time that a family is ready, families should be added to the waitlist. If families continue to express hesitancy for in-person services, staff and families should explore alternative placements that will better meet families' needs for virtual services.
Is temperature taking still considered a mitigation strategy when providing transportation?

Yes. Conducting health checks, including taking temperatures of all children and staff before they board the vehicle, is a strategy to ensure Head Start vehicles are safe places for transportation staff and children. Programs may consider training and equipping bus monitors to use a noncontact thermometer.

Do not transport:

- Individuals with a fever of 100.4F (38C) or above or who show signs of illness
- Individuals who have been in close contact (within 6 feet) of someone who has tested positive for or is showing symptoms of COVID-19
If my program is thinking about shifting slots between approved program options or within the service area, what should we consider?

Programs considering any shifts within the approved service delivery models or service area as stated in the Notice of Award should first engage in discussions with their Regional Office.

Any considerations must include:

- Compliance with the Head Start Program Performance Standards
- Decisions based on community need
- Alignment with the current budget
A Change in Scope request is defined in the Uniform Guidance at CFR §75.308 as “a change in scope or the objective of the project or program even if there is no associated budget revision requiring prior written approval.” Some examples of a Change in Scope request include:

- Head Start to Early Head Start conversion
- Part-day to full-working-day conversion
- Enrollment reduction
- Add or remove a program option
- Other programmatic change
Can programs use American Rescue Plan (ARP) or other COVID-19 relief funding to support staff?

Yes, programs can use ARP and other sources of COVID-19 relief funding to provide supports for staff. Specific examples are given in ACF-PI-HS-21-03.

- Planning sessions with staff
- Staff wellness and mental health support
- Additional staff
- Professional learning and development for staff
- Other personnel costs

Grant recipients are in the best position to understand the needs of their staff and the circumstances of their communities. If programs keep in mind the cost principles – necessary, reasonable, and allocable – along with adequate documentation and supportive written policies and procedures, they can answer questions for their own unique supports. We encourage programs to engage in those discussions with their Regional Offices.
“To be intentional is to act purposefully, with a goal in mind and a plan for accomplishing it.”

-Ann Epstein
Illustrations of Thinking Strategically

- Proactive
- Contrasting
- Catalytic
- Persistent
- Inclusive

147/805
7 Major Reasons for Staff Turnover

1. The job is not what they expected
2. Mismatch between the job and person
3. Too little coaching and feedback
4. Too few growth opportunities
5. Feels devalued/unrecognized
6. Dislike stress and work/life imbalance
7. Loss of confidence in leadership
Talent Acquisition
Recruitment and Talent Acquisition

<table>
<thead>
<tr>
<th>Recruitment</th>
<th>Talent Acquisition</th>
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</thead>
<tbody>
<tr>
<td>Identifies and selects qualified candidates.</td>
<td>Identifies and selects the best candidates.</td>
</tr>
<tr>
<td>Evaluates candidates' skills and experiences.</td>
<td>Analyzes market trends and competitor data.</td>
</tr>
<tr>
<td>Interview process is rigorous and thorough.</td>
<td>Use of technology in recruiting.</td>
</tr>
<tr>
<td>Goal is to fill positions with the right skills.</td>
<td>Strategy is to attract top talent.</td>
</tr>
<tr>
<td>Internships are used to identify potential employees.</td>
<td>Use of networking and referrals.</td>
</tr>
<tr>
<td>Compensation is competitive.</td>
<td>Focus on long-term retention and performance.</td>
</tr>
<tr>
<td>Professional development is offered.</td>
<td>Focus on creating a positive work environment.</td>
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</tbody>
</table>

The relationship between Recruitment and Talent Acquisition:

- Recruitment is about finding the right fit.
- Talent Acquisition is about finding the best fit.

Always do Performance Review by identifying areas of improvement.

- Always do Performance Reviews on a regular basis.
- Always do Performance Reviews on a regular basis.
Recruitment

- Strategic Sourcing
  - Lead Generation
  - Pipeline Management
  - Social Recruiting
  - Passive Candidate

Assessment & Selection

Hiring

Onboarding
Head Start Staff Qualifications

Head Start programs must ensure all staff, consultants, and contractors have sufficient knowledge, training, experience, and competencies to fulfill the roles and duties of their position. Explore the resources below to understand these requirements.

Educational Requirements for Head Start Staff: A Series of Briefs

Staff Qualifications: Steps for Programs to Consider
Job Analysis

Job Analysis Methods

- Observation
- Interview
- Questionnaire
- Technical Conference
- Diary
Job Analysis Questionnaire

PURPOSE:
The purpose of the job analysis questionnaire is to obtain current information on a particular position based on a review of job duties and responsibilities. The answers to this questionnaire should describe the various aspects of the work performed. Therefore, it is important to provide as much detail as possible. In order to do so, you may need to answer questions about the duties of the position. This questionnaire does not ask about job performance; only what the job requires.

INSTRUCTIONS:
Please complete this questionnaire as honestly, completely and accurately as possible. Use your answers on what is meaningful to the job, not special projects or temporary assignments. Unless otherwise noted, all responses should be in your own handwriting. Be sure the job description is a part of the package. If this question is inexact or out of context, please check the box that reads: ‘Out of context’. When summarizing the questions, imagine you are describing the position to a neighbor, friend or someone just hired for the job.

Supervisors will also be asked about the position, but they will not be allowed to change your responses. We appreciate your sincere participation in this important study. If you have questions, please feel free to ask. Your experience or program director. Keep a copy of the completed questionnaire for future reference. Please note that a job description will result from this questionnaire.

Please retain this questionnaire for your records.

A. EMPLOYEE DATA (PLEASE PRINT)

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<thead>
<tr>
<th>Name: _________</th>
<th>Position title: _________</th>
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<tr>
<td>Address: _______</td>
<td>Department: _________</td>
</tr>
<tr>
<td>City: _________</td>
<td>Date: _________</td>
</tr>
<tr>
<td>State: _________</td>
<td>Department if applicable: _________</td>
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<td>ZIP Code: _______</td>
<td>_________</td>
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<tr>
<td>Position Category: _________</td>
<td>Department: _________</td>
</tr>
<tr>
<td>Manager: _________</td>
<td>Department: _________</td>
</tr>
<tr>
<td>Date: _________</td>
<td>Department: _________</td>
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<tr>
<td>How long have you been in your current position: _________ years, _________ months</td>
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</tr>
<tr>
<td>Contact Information: _________</td>
<td>_________</td>
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<tr>
<td>Supervisor’s name: _________</td>
<td>_________</td>
</tr>
<tr>
<td>Supervisor’s title: _________</td>
<td>_________</td>
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<tr>
<td>Fair Labor Standards Act (FLSA): _________</td>
<td>_________</td>
</tr>
<tr>
<td>Exempt: _________</td>
<td>_________</td>
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</tbody>
</table>
Values-based Recruitment

When values of the potential employee and the employer meet BEFORE the hire.
Values-based Recruitment Strategies
Values-based Recruitment Strategies
Interview Techniques

Interview Questions to Assess Relationship-Readiness

The following questions can be used with the attached rating scale to determine the relationship-readiness of the candidate you are considering for the position.

For some positions, both scenarios and sets of questions may apply.

Scenario #1
Think of a child with whom you have had a significant relationship through your work. Think of a time this child became upset.
- Describe your relationship with this child.
- Choose five adjectives that reflect your relationship with this child and share them. This might take some time. Why did you choose these adjectives?
- What do you think was going on inside the child when he/she was upset?
- How did you respond to the child’s needs?
- How did the child react when this child was upset?
- Why did you want to talk about this child?

Scenario #2
Think of a specific situation you have had with a colleague or supervisor.
- Please describe what you think was going on in that situation.
- What were your feelings?
- Describe how you believe the other person saw this situation differently from you.
- If you had the situation to do over again, what would you do differently?

Adapted from Adult Attachment Interview developed by Mary Ainsworth, Marian Johnstone, and Andrew Main for the EPCA Annual fullest to Three Institute and edited by NYC.
Employee Onboarding

Onboarding: An Ongoing Process

Key Questions to Attain Team and Management Buy-in:

- What is onboarding? What does it entail?
- How long will it last?
- What impression do you want new hires to walk away with at the end of the first day?
- What do new employees need to know about the culture and work environment?
- What role will HR play in the process? What about direct managers? Co-workers?
- What kind of goals do you want to set for new employees?
- How will you gather feedback on the program and measure its success?

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Page 2 - Welcome the Employee's Start Date
- Page 1: First Day
- Page 5: First Week
- Page 9: First Month
- Page 13: First 90 Days
- Page 17: First Year between Six and Twelve Months

Page 18 - buddy Guidelines for Human Resources and Hiring Managers,
Page 19 - Onboarding Planning Tool
Page 20 - Onboarding Planning Tool Appendices
“Systems change starts with a spark of courage.”
—Dan Heath, *Upstream*, page 109

“In planning upstream interventions, we’ve got to look outside the lines of our own work. Zoom out and pan from side to side. Are we intervening at the right level of the system?”
—Dan Heath, *Upstream*, page 176
75.430 Compensation(f): Incentives
8 Distinct Cultural Styles

- Caring
- Purpose
- Learning
- Enjoyment
- Results
- Authority
- Safety
- Order
Re-recruit Your Workforce

- Train
- Coach/provide feedback
- Mentor
- Communicate
- Create better work/life balance (aka lower stress)
- Instill a positive culture
**GALLUP**

State of the American Workplace

33% vs. 70%

**ARE ENGAGED AT WORK**

Organizations need to stop talkin
g up their engagement numbers and start
taking the steps that actually create
employee engagement. Here are three
elements and good practices that can
help increase employee engagement.

1. **Meaningful Work:** Employees
   need to feel like their work
   is important and has a
   positive impact on the
   organization and society.

2. **Opportunities to Learn:**
   Employees need to feel
   supported in their
   professional development
   and have opportunities
to grow and advance.

3. **Recognition:** Employees
   need to feel valued and
   recognized for their
   contributions and hard work.

These three elements, when
integrated into an organization's
strategy, can lead to increased
engagement and improved
business outcomes.

For the Gallup poll data,
visit the latest employee
engagement study at Gallup.com.
## Gallup’s 12 Engagement Elements

<table>
<thead>
<tr>
<th>Element</th>
<th>Description</th>
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<tbody>
<tr>
<td>At work, my opinions seem to count.</td>
<td>I know what is expected of me at work.</td>
</tr>
<tr>
<td>There is someone at work who encourages my development.</td>
<td>At work, I have the opportunity to do what I do best every day.</td>
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<td>My fellow employees are committed to doing quality work.</td>
<td>My supervisor or someone at work seems to care about me as a person.</td>
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<td>The mission or purpose of my company makes me feel my job is important.</td>
<td>In the last six months, someone at work has talked to me about my progress.</td>
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<tr>
<td></td>
<td>In the last seven days, I have received recognition for doing good work.</td>
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<tr>
<td></td>
<td>I have the materials and equipment I need to do my work right.</td>
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<tr>
<td></td>
<td>I have a best friend at work.</td>
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<tr>
<td></td>
<td>This last year, I have had opportunities at work to learn and grow.</td>
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<tr>
<td>Disagree Completely</td>
<td>Strongly Disagree</td>
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<td>---------------------</td>
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<tr>
<td>(b) I have the tools and resources I need to do my job.</td>
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<tr>
<td>(c) I have the training I need to do my job.</td>
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<tr>
<td>(d) I receive the right amount of recognition for my work.</td>
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<tr>
<td>(e) I am aware of the advancement opportunities that exist in the company for me.</td>
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<tr>
<td>Turnover/Retention Metrics</td>
<td>Turnover/Retention Metrics</td>
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<td>Overall Retention Rate</td>
<td>Overall Turnover Rate</td>
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<tr>
<td>Retention Rate of Stars</td>
<td>Retention Rate of Low Performers</td>
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UPSKILLING
NEW SKILLS
RESKILLING
Managing the Multi-generational Workforce
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<tr>
<th>Shaw’s 12 Sticking Points</th>
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<tbody>
<tr>
<td>Communication</td>
<td>Loyalty</td>
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<tr>
<td>Decision-making</td>
<td>Meetings</td>
</tr>
<tr>
<td>Dress code</td>
<td>Policies</td>
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<tr>
<td>Feedback</td>
<td>Respect</td>
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<tr>
<td>Fun at work</td>
<td>Training</td>
</tr>
<tr>
<td>Knowledge transfer</td>
<td>Work ethic</td>
</tr>
<tr>
<td>Challenge</td>
<td>Scenario(s)</td>
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<td>----------------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
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<tr>
<td>Staff deferring annual leave</td>
<td></td>
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<tr>
<td>Increased use of annual leave</td>
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</tbody>
</table>
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-Ann Epstein
Contact PMFO

pmfo@ecetta.info

https://eclkc.ohs.acf.hhs.gov/ncpmfo

Call us: 888.874.5469

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Resources

- **Strategy Resources to Address the Early Care and Education Workforce Shortage**
- **Individualized Professional Development (iPD) Portfolio**
- **Steps Local Agencies Can Use to Determine Credential or Degree Equivalency**
- **EarlyEdU Alliance learning modules** (0-5 workforce)
- **Early Educator Central** (infant/toddler)
- **Head Start Coaching Companion**
Enrollment Forward Webinar Series

**Clarifying Expectations for Expanding Reach in Uncertain Times**
Available on-demand now

**Recruitment and Strategic Approaches to Enrollment**
Available on-demand now

**Grant Recipient Strategies to Address Challenges Related to Enrollment**
Tuesday, March 15, 2022, 1-3 p.m. ET

**Top FAQs from the Enrollment Forward Series**
Tuesday, April 12, 2022, 1-2:30 p.m. ET
Upcoming Event

ERSEA Institute 2022
April 5-7, 2022
Registration now available!