Enrollment Forward:
Recruitment and Strategic Approaches to Enrollment
Today’s Presenters

- Dr. Bernadine Futrell, *Director, Office of Head Start*
- Heather Wanderski, *Director, Program Operations Division, Office of Head Start*
- Gretchen Jurgens, *Program Specialist, Office of Head Start*
- Nicole Holman-Alexander, *Management and Governance Specialist, National Center on Program Management and Fiscal Operations*
- Karen Surprenant, *Management and Governance Specialist, National Center on Program Management and Fiscal Operations*
Session Overview

- Enrollment Forward Campaign
- Q&A
- Management Systems
- Community Assessment
- ERSEA Assessment Tool
- Planning Cycle for Continuous Improvement
- Resources
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
When will the federal poverty guidelines be updated?

On behalf of the U.S. Department of Health and Human Services (HHS), the Office of the Assistant Secretary for Planning and Evaluation has prepared new poverty guidelines. Many programs across the federal government, as well as state governments and nonprofit organizations, rely on these guidelines to determine family eligibility for systems and services. The 2022 poverty guidelines are calculated by taking the 2020 Census Bureau’s poverty thresholds and adjusting them for price changes between 2020 and 2021 using the Consumer Price Index (CPI-U).

Frequently Asked Questions Related to the Poverty Guidelines and Poverty
Current flexibilities will remain in place until further notice. OHS will provide ample notice to programs to allow for preparation and planning before resuming pre-pandemic practices for tracking and monitoring enrollment. This will include evaluating monthly enrollment reports to determine which programs enter into the Full Enrollment Initiative.
Programs understand how the expectation to return to in-person applies to children attending centers. However, does the same expectations apply to children enrolled in the home-based option?

Yes, the expectations for in-person services are the same for the home-based program option as they are for center-based, family child care and locally-designed option (LDO) programs. The goal is moving toward full in-person comprehensive services for all children and families, contingent upon CDC, state and local health department guidance, and in consideration of local school district decisions.

While OHS acknowledges some parents and home visitors have expressed hesitation to return for various reasons, programs should continue efforts to recruit and transition families and staffs' return to address their concerns.
How can programs support safe home visits?

Head Start staff supporting the home-based option should first assess their own risk of transmitting infection prior to each home visit or socialization. Programs should contact families prior to a home visit and socializations and ask about the following indicators:

- Signs or symptoms of a respiratory infection, such as a fever (subjective or confirmed >100.4 F or higher), cough, sore throat, or shortness of breath
- Contact with someone with COVID-19, known exposure to someone with suspected or confirmed COVID-19, or ill with respiratory illness within the last 14 days

If the response from staff or the family is yes to either of the items above, the home visiting program should not conduct the face-to-face visit or socialization and proceed with an alternative mode for the visit (e.g., telephone and/or video communication). The program should also be in contact with the family to discuss when it would be safe and appropriate to continue in-person home visits and socializations.
If none of the indicators are positive, Head Start staff who make home visits or participate in socializations should continue to take precautions to prevent the spread of COVID-19. As a precaution, Head Start staff should:

- Maintain a distance of at least 6 feet between the Head Start staff and family members during a visit and, if possible, conduct the home visit or socialization outside or in an alternate space
- Use properly fitted masks to reduce the risk of asymptomatic spread of the disease
- Exit the home immediately and notify the program supervisor if any person is found to be ill within the home
- Minimize contact with frequently touched surfaces
- Use a hand sanitizer that contains at least 60% alcohol before and after the visit
- Avoid touching eyes, nose and mouth
What recommendations does OHS have for safely transporting children?

ACF-IM-HS-22-01 Head Start Transportation Services and Vehicles the During COVID-19 Pandemic

School buses and allowable alternate vehicles are generally the safest mode of transportation for children. They are also necessary for many children and families to participate in Head Start programs. Implementing safe practices is essential when providing transportation services during the coronavirus disease 2019 (COVID-19) pandemic. When making decisions about transporting children, programs should consult local health officials and other state and local authorities, to the extent feasible.

Supporting safety among transportation staff:

• Require staff who are sick to stay home or send home sick staff
• Wear masks
• Keep hands clean
Safe transportation continued

Supporting safety among children and families:
- Follow safe transportation strategies
- Improve ventilation
- Conduct health checks
- Distance children from each other
- Help children understand physical distancing
- Wear gloves

Clean vehicles between each use:
- Clean hard and non-porous surfaces with detergent or soap and water when visibly dirty
- Employ methods and products that are effective on COVID-19 and safe for use with restraint systems
- For soft and porous surfaces, remove visible contamination and clean with appropriate cleaners indicated for these surfaces
There is a lot of planning that goes into a Change in Scope. Is there a route programs can explore that will allow a quick response to changing community need?

Yes, programs considering any adjustments to approved service delivery models should engage in consultation with their Regional Office. Options that do not require a formal Change in Scope request include:

- Shifting of slots between existing approved program options provided the program is not requesting to discontinue options currently offered or add an option not currently approved per the Notice of Award
- Shifting of slots within the designated service area per the Notice of Award

Any considerations must include:

- Compliance with the Head Start Program Performance Standards,
- Decisions based on community need
- Alignment with the current budget
Head Start Management Systems Wheel
Data is oxygen that fuels management systems.
• Guides intensive recruitment efforts
• Reaches families most in need of services
• Identifies appropriate program option

• Revisits established selection criteria
• Identifies community partners
Community Assessment Data and ERSEA

- Identifies Eligible children
- Informs Recruitment plans
- Supports the development of Selection criteria
- Helps to establish Enrollment priorities
- Provides insight regarding Attendance obstacles
How?
Facilitates dialogue and exploration around requirements and best practice

Helps to identify areas of strength and areas needing improvement

Supports action planning and continuous improvement
Using the ERSEA Assessment Tool

Technical assistance

Annual planning meetings

Ongoing monitoring

Generating internal data for program use
Are recruitment activities data-informed and measurable?

Are eligibility services designed to ensure identification and enrollment of children and families with the greatest need?
Do systems ensure that the neediest families are enrolled in a timely manner to maintain full enrollment?

Do selection policies and procedures identify children who would benefit most from Head Start services?
Recruitment of Children 1302.13

Identify those most in need of services

Inform and assist in the application process

Locate and recruit vulnerable populations including children with disabilities, experiencing homelessness, or in foster care
## Recruitment Success Indicators

### Head Start Recruitment

Head Start recruitment is a systematic year-round process that reaches out to families in your program’s service area. Recruitment should be data-informed and measurable.

<table>
<thead>
<tr>
<th>RE</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>RE1.</td>
<td>Community assessment data is used to locate and actively recruit income-eligible children, including TANF and SSI children with disabilities, experiencing homelessness, or living in foster care.</td>
</tr>
<tr>
<td>RE2.</td>
<td>Leadership recognizes and supports all staff in understanding their role in the program’s recruitment efforts.</td>
</tr>
<tr>
<td>RE3.</td>
<td>Technology is used by the program to connect with families and community partners to support recruitment efforts.</td>
</tr>
<tr>
<td>RE4.</td>
<td>Recruitment efforts are adequately staffed with oversight and operational responsibilities clearly delineated.</td>
</tr>
<tr>
<td>RE5.</td>
<td>Policies and procedures direct the use of social media as a recruitment tool.</td>
</tr>
<tr>
<td>RE6.</td>
<td>A program-wide waiting list (that is representative of the needs at all sites) is maintained and updated regularly.</td>
</tr>
<tr>
<td>RE7.</td>
<td>The program has an established follow-up system for inquiries.</td>
</tr>
<tr>
<td>RE8.</td>
<td>The program has developed a system for training ERSEA staff.</td>
</tr>
<tr>
<td>RE9.</td>
<td>The program tracks and monitors recruitment efforts and analyzes data to make data-informed decisions and improvements.</td>
</tr>
<tr>
<td>RE10.</td>
<td>The program engages in a wide range of recruitment activities that involve past and present families, staff, and community.</td>
</tr>
<tr>
<td>RE11.</td>
<td>The program engages in a feedback group or other networking opportunities to discuss recruitment activities and the improvement of ERSEA services.</td>
</tr>
<tr>
<td>RE12.</td>
<td>Recruitment and enrollment materials reflect the community’s language and literacy needs.</td>
</tr>
<tr>
<td>RE13.</td>
<td>The program’s recruitment efforts include audience-specific messaging that highlights their ability to provide safe and high-quality learning environments.</td>
</tr>
<tr>
<td>RE14.</td>
<td>Partners promote and support the outreach and recruitment process.</td>
</tr>
<tr>
<td>RE15.</td>
<td>Partners are educated on the program’s service and avenues to enrollment.</td>
</tr>
</tbody>
</table>

### Rating Scale

- **E** = Excellent
- **P** = Progressing
- **S** = Starting
- **D** = Desired

---

### Indicators

- **Up-to-date community assessment data**
- **Sufficient staffing**
- **Use of technology**
- **Tracking and ongoing monitoring**
- **Training**
- **Partnerships**
- **Recruitment material**
Selection Process 1302.14

- Established annually
- Includes ranked criteria
- Based on community needs
- Considers required elements
- Maintains waitlist
Prioritization Elements

• Community needs
• Family income
• Homelessness
• Foster care
• Age
• Eligibility for special education or related services
• Other relevant family or child risk factors
1302.12 (d) Additional Allowances

Program allowed to enroll an additional 35% of participants whose income is below 130% of the poverty line if established:

• Outreach to those with the most need
• Enrollment policies and procedures
• Criteria for serving those with the most need first
1302.12 Additional Allowances

Choosing the 130% option, programs must be able to report to Regional Office:

- How the program meets the needs of eligible families
- Outreach efforts
- Policy and procedures
- Current enrollment for previous year
- Waitlist
Selection Success Indicators

Data-informed criteria that includes all elements

Scoring for over-income

Recordkeeping and communications systems

Ranked waitlist

Validity testing
Planning Cycle: Program Perspective

Conduct or update community assessment

Recruitment efforts not reaching all target areas and populations

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

Annually: Review goals and objectives

Strengthen recruitment efforts to generate increased number of applicants at all site locations and in multiple income categories

What can we do better?

Increase in applications and new materials, partner activities

Review all data and create improvement plan

Analyze progress and compliance through ongoing monitoring

Respond regularly with course corrections

Implement an action plan

Create an action plan and budget that reflect goals

1. Recruitment materials
2. Partners
3. Staff training

Evaluate progress through the annual self-assessment

Assign activities, identify supports, establish timelines, identify data points

Conduct or update community assessment

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

Annually: Review goals and objectives

Strengthen recruitment efforts to generate increased number of applicants at all site locations and in multiple income categories

What can we do better?

Increase in applications and new materials, partner activities

Review all data and create improvement plan

Analyze progress and compliance through ongoing monitoring

Respond regularly with course corrections

Implement an action plan

Create an action plan and budget that reflect goals

1. Recruitment materials
2. Partners
3. Staff training

Evaluate progress through the annual self-assessment

Assign activities, identify supports, establish timelines, identify data points

Conduct or update community assessment

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

Annually: Review goals and objectives

Strengthen recruitment efforts to generate increased number of applicants at all site locations and in multiple income categories

What can we do better?

Increase in applications and new materials, partner activities

Review all data and create improvement plan

Analyze progress and compliance through ongoing monitoring

Respond regularly with course corrections

Implement an action plan

Create an action plan and budget that reflect goals

1. Recruitment materials
2. Partners
3. Staff training

Evaluate progress through the annual self-assessment

Assign activities, identify supports, establish timelines, identify data points

Conduct or update community assessment

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

Annually: Review goals and objectives

Strengthen recruitment efforts to generate increased number of applicants at all site locations and in multiple income categories

What can we do better?

Increase in applications and new materials, partner activities

Review all data and create improvement plan

Analyze progress and compliance through ongoing monitoring

Respond regularly with course corrections

Implement an action plan

Create an action plan and budget that reflect goals

1. Recruitment materials
2. Partners
3. Staff training

Evaluate progress through the annual self-assessment

Assign activities, identify supports, establish timelines, identify data points

Conduct or update community assessment

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

Annually: Review goals and objectives

Strengthen recruitment efforts to generate increased number of applicants at all site locations and in multiple income categories

What can we do better?

Increase in applications and new materials, partner activities

Review all data and create improvement plan

Analyze progress and compliance through ongoing monitoring

Respond regularly with course corrections

Implement an action plan

Create an action plan and budget that reflect goals

1. Recruitment materials
2. Partners
3. Staff training

Evaluate progress through the annual self-assessment

Assign activities, identify supports, establish timelines, identify data points

Conduct or update community assessment

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

Annually: Review goals and objectives

Strengthen recruitment efforts to generate increased number of applicants at all site locations and in multiple income categories

What can we do better?

Increase in applications and new materials, partner activities

Review all data and create improvement plan

Analyze progress and compliance through ongoing monitoring

Respond regularly with course corrections

Implement an action plan

Create an action plan and budget that reflect goals

1. Recruitment materials
2. Partners
3. Staff training

Evaluate progress through the annual self-assessment

Assign activities, identify supports, establish timelines, identify data points

Conduct or update community assessment

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

Annually: Review goals and objectives

Strengthen recruitment efforts to generate increased number of applicants at all site locations and in multiple income categories

What can we do better?

Increase in applications and new materials, partner activities

Review all data and create improvement plan

Analyze progress and compliance through ongoing monitoring

Respond regularly with course corrections

Implement an action plan

Create an action plan and budget that reflect goals

1. Recruitment materials
2. Partners
3. Staff training

Evaluate progress through the annual self-assessment

Assign activities, identify supports, establish timelines, identify data points

Conduct or update community assessment

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

Annually: Review goals and objectives

Strengthen recruitment efforts to generate increased number of applicants at all site locations and in multiple income categories

What can we do better?

Increase in applications and new materials, partner activities

Review all data and create improvement plan

Analyze progress and compliance through ongoing monitoring

Respond regularly with course corrections

Implement an action plan

Create an action plan and budget that reflect goals

1. Recruitment materials
2. Partners
3. Staff training

Evaluate progress through the annual self-assessment

Assign activities, identify supports, establish timelines, identify data points

Conduct or update community assessment

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

Annually: Review goals and objectives

Strengthen recruitment efforts to generate increased number of applicants at all site locations and in multiple income categories

What can we do better?

Increase in applications and new materials, partner activities

Review all data and create improvement plan

Analyze progress and compliance through ongoing monitoring

Respond regularly with course corrections

Implement an action plan

Create an action plan and budget that reflect goals

1. Recruitment materials
2. Partners
3. Staff training

Evaluate progress through the annual self-assessment

Assign activities, identify supports, establish timelines, identify data points

Conduct or update community assessment

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

Annually: Review goals and objectives

Strengthen recruitment efforts to generate increased number of applicants at all site locations and in multiple income categories

What can we do better?

Increase in applications and new materials, partner activities

Review all data and create improvement plan

Analyze progress and compliance through ongoing monitoring

Respond regularly with course corrections

Implement an action plan

Create an action plan and budget that reflect goals

1. Recruitment materials
2. Partners
3. Staff training

Evaluate progress through the annual self-assessment

Assign activities, identify supports, establish timelines, identify data points

Conduct or update community assessment

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

Annually: Review goals and objectives

Strengthen recruitment efforts to generate increased number of applicants at all site locations and in multiple income categories

What can we do better?

Increase in applications and new materials, partner activities

Review all data and create improvement plan

Analyze progress and compliance through ongoing monitoring

Respond regularly with course corrections

Implement an action plan

Create an action plan and budget that reflect goals

1. Recruitment materials
2. Partners
3. Staff training

Evaluate progress through the annual self-assessment

Assign activities, identify supports, establish timelines, identify data points

Conduct or update community assessment

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

Annually: Review goals and objectives

Strengthen recruitment efforts to generate increased number of applicants at all site locations and in multiple income categories

What can we do better?

Increase in applications and new materials, partner activities

Review all data and create improvement plan

Analyze progress and compliance through ongoing monitoring

Respond regularly with course corrections

Implement an action plan

Create an action plan and budget that reflect goals

1. Recruitment materials
2. Partners
3. Staff training

Evaluate progress through the annual self-assessment

Assign activities, identify supports, establish timelines, identify data points

Conduct or update community assessment

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

Annually: Review goals and objectives

Strengthen recruitment efforts to generate increased number of applicants at all site locations and in multiple income categories

What can we do better?

Increase in applications and new materials, partner activities

Review all data and create improvement plan

Analyze progress and compliance through ongoing monitoring

Respond regularly with course corrections

Implement an action plan

Create an action plan and budget that reflect goals

1. Recruitment materials
2. Partners
3. Staff training

Evaluate progress through the annual self-assessment

Assign activities, identify supports, establish timelines, identify data points

Conduct or update community assessment

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

Annually: Review goals and objectives

Strengthen recruitment efforts to generate increased number of applicants at all site locations and in multiple income categories

What can we do better?

Increase in applications and new materials, partner activities

Review all data and create improvement plan

Analyze progress and compliance through ongoing monitoring

Respond regularly with course corrections

Implement an action plan

Create an action plan and budget that reflect goals

1. Recruitment materials
2. Partners
3. Staff training

Evaluate progress through the annual self-assessment

Assign activities, identify supports, establish timelines, identify data points

Conduct or update community assessment

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

Annually: Review goals and objectives

Strengthen recruitment efforts to generate increased number of applicants at all site locations and in multiple income categories

What can we do better?

Increase in applications and new materials, partner activities

Review all data and create improvement plan

Analyze progress and compliance through ongoing monitoring

Respond regularly with course corrections

Implement an action plan

Create an action plan and budget that reflect goals

1. Recruitment materials
2. Partners
3. Staff training

Evaluate progress through the annual self-assessment

Assign activities, identify supports, establish timelines, identify data points

Conduct or update community assessment

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

Annually: Review goals and objectives

Strengthen recruitment efforts to generate increased number of applicants at all site locations and in multiple income categories

What can we do better?

Increase in applications and new materials, partner activities

Review all data and create improvement plan

Analyze progress and compliance through ongoing monitoring

Respond regularly with course corrections

Implement an action plan

Create an action plan and budget that reflect goals

1. Recruitment materials
2. Partners
3. Staff training

Evaluate progress through the annual self-assessment

Assign activities, identify supports, establish timelines, identify data points
Program must monitor their performance and continuously improve by:

- Collecting and using data to inform planning
- Implementing course corrections
- Implementing preventative procedures
- Working with governing body or Tribal Council and Policy Council
Continuous Improvement

- Identify program strengths and needs
- Develop and implement plans that address program needs
- Continuously evaluate compliance with program performance standards and progress toward achieving program goals
Using Data for Continuous Improvement

Data should be used to identify a program’s

- Strengths
- Needs
- Plans
- Compliance
- Progress
### Strategies for Enrollment Forward

#### Use up-to-date data for planning

#### Examine ERSEA services to ensure responsiveness

#### Monitor services for compliance and continuous improvement
Successful ERSEA Strategies

ERSEA: Prioritizing Eligibility and Meeting the Greatest Need

Questions to consider:
- Are the names and names of awarded grants clearly displayed in a visible location?
- Is the agreement signed by all parties?
- Are the dates of the agreement clearly printed on the document?

PLANNING AND MONITORING FOR SUCCESS

Monitoring and evaluation are critical components of any educational initiative. Regular assessments help ensure that the program is meeting its goals and objectives. Regular data collection, analysis, and reporting can provide valuable insights into the program's effectiveness. This information not only helps in making informed decisions but also in identifying areas for improvement. Regular reviews of these data can be conducted on a quarterly or semi-annual basis, ensuring that the program remains on track.

PLANNING AND PREPARATION

Questions to consider:
- Have you identified key management staff who will be responsible for overseeing the recruitment effort?
- How was the research material, such as the website, presented to prospective candidates?
- How was the email address server data for employees to remain in the directory for a future event?

ERSEA: Maintaining Full Enrollment

ERSEA: Developing Effective Recruitment Services

ERSEA: Encouraging and Supporting Regular Attendance

ERSEA: Thoughtful Selection Policies and Procedures

Questions to consider:
- What is the recruitment material that is used to attract potential candidates?
- How effective is the recruitment material in promoting the program's benefits?
- How do you ensure that all recruitment materials reflect the language and other needs of the target audience?

THE GOAL

Encouraging and supporting regular attendance is crucial for the success of any educational program. Engagement in the program means more for the students, leading to better academic outcomes. This should be the ultimate goal of program efforts.

THE GOAL

Encouraging and supporting regular attendance is crucial for the program's success. Effective recruitment strategies can help attract a diverse student body, ensuring a positive learning environment. Regular attendance ensures that students can fully benefit from the program and stay engaged throughout.

THE GOAL

Encouraging and supporting regular attendance is crucial for the program's success. Effective recruitment strategies can help attract a diverse student body, ensuring a positive learning environment. Regular attendance ensures that students can fully benefit from the program and stay engaged throughout.

THE GOAL

Encouraging and supporting regular attendance is crucial for the program's success. Effective recruitment strategies can help attract a diverse student body, ensuring a positive learning environment. Regular attendance ensures that students can fully benefit from the program and stay engaged throughout.

THE GOAL

Encouraging and supporting regular attendance is crucial for the program's success. Effective recruitment strategies can help attract a diverse student body, ensuring a positive learning environment. Regular attendance ensures that students can fully benefit from the program and stay engaged throughout.
Final Reflections
Early Access, New Resource

Put equity into action in your ERSEA Activities.
Enrollment Forward Webinar Series

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

Intentional Workforce Planning
Tuesday, February 22, 2022, 1-2:30 p.m. ET

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

*BONUS* Enrollment Forward Webinar
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 coming in February