



OFFICE OF HEAD START

An Office of the Administration for Children & Families



Enrollment Forward:

Recruitment and Strategic Approaches to Enrollment



Today's Presenters

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- 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



Enrollment Forward Campaign

- 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](#)

When will the Full Enrollment Initiative resume?

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.

Supporting safe home visits *continued*

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.

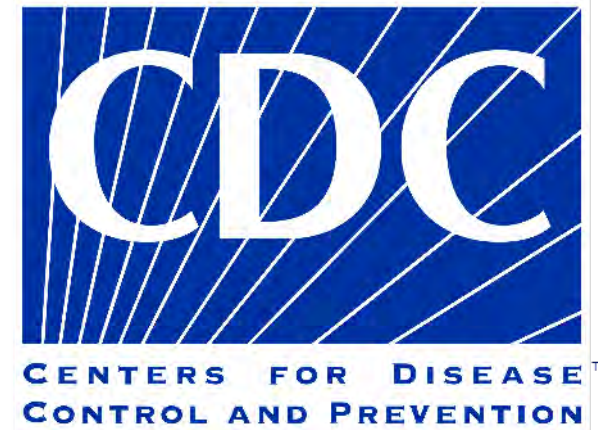
Supporting safety among transportation staff:

- 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

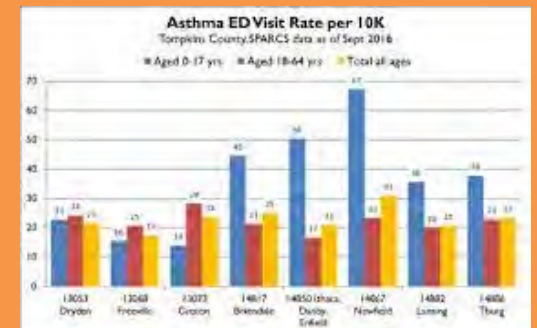
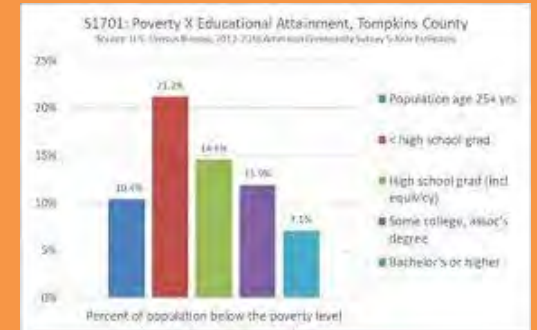
Identifies **E**ligible children

Informs **R**ecruitment plans

Supports the development of **S**election criteria

Helps to establish **E**nrollment priorities

Provides insight regarding **A**ttendance obstacles





How?

ERSEA Assessment Tool



National Center on
Program Management and Fiscal Operations

ERSEA Assessment Tool

Introduction

Responsive ERSEA services are essential for identifying and enrolling the children most in need of Head Start services. They also help programs achieve and maintain full enrollment. This assessment tool will help you identify ways to improve your program's ERSEA services.

Instructions for use

Review the success indicators in each area. These indicators are based on regulations and best practices. Use the following rating scale to evaluate how your program is responding to each indicator.

Rating Scale

- E: Excelling – This practice is strong and has resulted in success.
- P: Progressing – This practice is well underway.
- S: Starting – This practice is just being implemented.
- D: Desired – This practice is not yet implemented.

Action Planning

Use the action planning chart on page seven to identify next steps, establish timelines, determine responsible parties, and highlight necessary resources.

Consider these action steps:

1. Celebrate the Es and consider where you can replicate those practices.
2. Review indicators rated a P, S, or D.
3. Identify which indicator you can address in the short term.
4. Identify an implementation team to address long-term indicators.
5. Share your plans and your progress with your program specialist during your monthly call.


Contact your program specialist or regional technical assistance network for additional support.

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

 National Center on
Program Management and Fiscal Operations

DRAFT V.1

ERSEA Assessment Tool

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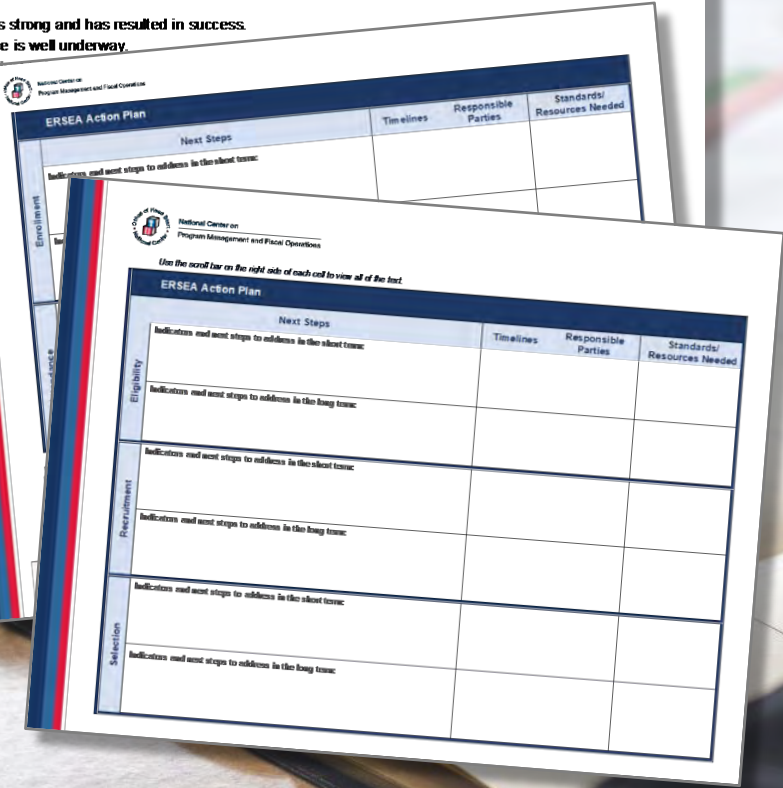
- E: Excelling – This practice is strong and has resulted in success.
- P: Progressing – This practice is well underway.
- S: Starting – This practice is just beginning.
- D: Desired – This practice is not currently in place.

Action Planning
Use the action planning chart on page 10 to identify and highlight necessary resources.

Consider these action steps:

1. Celebrate the Es and Ps.
2. Review indicators rate.
3. Identify which indicators are most critical.
4. Identify an implementation strategy.
5. Share your plans and progress.

Contact your program specialist or regional office for more information.



Technical assistance

Annual planning meetings

Ongoing monitoring

Generating internal data for program use

ERSEA Assessment Tool

Are recruitment activities data-informed and measurable?

Are eligibility services designed to ensure identification and enrollment of children and families with the greatest need?

ERSEA Assessment Tool

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

§1301.6

§1301.6 Impasse procedures.

(a) To facilitate meaningful consultation and collaboration about decisions of the governing body and the policy council, each agency's governing body and policy council jointly must establish ten procedures for resolving internal disputes between the governing board and policy council in a timely manner that include impasse procedures. These procedures must:

- (1) Demonstrate that the governing body considers proposed decisions from the policy council and that the policy council considers proposed decisions from the governing body;
- (2) If there is a disagreement, require the governing body and the policy council to meet together in writing why it does not accept a decision; and,
- (3) Describe a decision-making process and a timeline to resolve disputes that are not arbitrary, capricious, or illegal.

(b) If the agency's decision-making process does not result in a resolution, the governing body and policy council must select a mutually agreeable third party to participate in a formal process of mediation that leads to a resolution of the dispute.

(c) For all programs except American Indian and Alaska Native programs, the governing body and policy council must select a mediator whose decision is final.

Part 1302 — Program Operator

Sec.

1302.1 Overview.

Subpart A — Eligibility, Recruitment, Selection, and Enrollment

1302.10 Purpose.

1302.11 Determining community strengths, needs, and resources.

1302.12 Determining, verifying, and documenting eligibility.

1302.13 Recruitment of children.

1302.14 Selection process.

1302.15 Enrollment.

1302.16 Attendance.

1302.17 Suspension and expulsion.

1302.18 Fees.

Subpart B — Program Structure

1302.20 Determining program structure.

1302.21 Center-based option.

1302.22 Home-based option.

1302.23 Family child care option.

1302.24 Locally-designed program option.

Subpart C — Education and Child Development

Administration for Children and Families, HHS

§1302.11

Oklahoma Tribal Statistical Areas, and Tribal Designated Statistical Areas where federally recognized Indian tribes do not have a federally established reservation.

(ii) If the tribe's service area includes any area specified in paragraph (a)(1)(i) of this section, and that area is also served by another program, the tribe may serve children from such areas as well as children from families who are not members of the tribe, but who reside within the tribe's established service area.

(2) If a program decides to change the service area after ACF has approved its grant application, the program must submit to ACF a new service area proposal for approval.

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

(1) To design a program that meets community needs, and builds on strengths and resources, a program must conduct a community assessment at least once over the five-year grant period. The community assessment must use data that describes community strengths, needs, and resources and include, at a minimum:

(i) The number of eligible infants, toddlers, preschool age children, and expectant mothers, including their geographic location, race, ethnicity, and languages they speak, including:

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

(B) Children in foster care; and

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

(ii) The education, health, nutrition and social service needs of eligible children and their families, including prevalent social or economic factors that impact their well-being;

(iii) Typical work, school, and training schedules of parents with eligible children;

(iv) Other child development, child care centers, and family child care programs that serve eligible children, including home visiting, publicly funded state and local preschools, and the approximate number of eligible children served;

(v) Resources that are available in the community to address the needs of eligible children and their families; and,

(vi) Strengths of the community.

(2) A program must annually review and update the community assessment to reflect any significant changes including increased availability of publicly-funded pre-kindergarten, an assessment of how the pre-kindergarten available in the community meets the needs of the parents and children served by the program, and whether it is offered for a full school day, rates of family and child homelessness, and significant shifts in community demographics and resources.

Recruitment Success Indicators



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

Recruitment Resources:
[1302-13 Recruitment of children](#)
[Developing Effective Recruitment Services](#)
[Social Media Essentials for Getting Head Start Programs Connected](#)

Rating Scale — E = Excelling; P = Progressing; S = Starting; D = Desired

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



National Center on
Program Management and Fiscal Operations

Selection:

Thoughtful selection policies and procedures ensure that children who benefit most from Head Start services are identified and enrolled.

SE1. The program uses up-to-date community assessment data to establish the selection criteria.

SE2. Program leadership and staff receive relevant communication and training needed to ensure consistent and appropriate selection criteria are maintained.

SE3. Selection criteria include a scoring mechanism for over-income children.

SE4. The program considers prioritizing younger children where publicly funded Pre-K is available.

SE5. Updated selection criteria are utilized for the selection of participants and contain the required elements. Program leadership and staff receive relevant communication and training needed to ensure consistent and appropriate selection criteria practice.

SE6. Internal technology, recordkeeping, and communication systems support the selection criteria process.

SE7. At the beginning of each enrollment year, waitlists prioritize children according to the program's selection criteria.

SE8. A ranked waiting list is actively maintained and used in a timely fashion.

SE9. The program communicates with parents to ensure they receive timely information regarding application status, enrollment appointments, necessary enrollment documents, and waiting list status.

SE10. Monitoring systems are in place to measure how data systems support selection criteria.

SE11. There is a process for testing the validity of the selection criteria. Priority is given to the children most in need of services.

Selection Resources:

[1302.14 Selection process.](#)

[Thoughtful Selection Policies and Procedures](#)

Rating Scale — E = Excelling; P = Progressing; S = Starting; D = Desired

Data-informed criteria that includes all elements

Scoring for over-income

Recordkeeping and communications systems

Ranked waitlist

Validity testing



How?

Planning Cycle: Program Perspective



Monitoring Program Performance

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



Enrollment: <i>Effective and responsive enrollment services ensure that systems are in place to identify and address current and future community, child, and family needs in order to enroll the neediest families in a timely manner and maintain full enrollment throughout the program year.</i>	Rating
EN1. Management systems adapt to changing family and community needs to meet and maintain full enrollment.	
EN2. The program ensures communication and collaboration with governing body/Tribal Council and Policy Council members, community partners, Regional Office staff, and training and technical assistance (TTA) providers to establish and maintain full enrollment.	
EN3. The community assessment is updated and used to monitor changing demographics and family needs.	
EN4. Leadership engages in data-informed, strategic conversations about center locations and service.	
EN5. Full enrollment goals are based on the strengths and needs identified in internal and external data.	
EN6. The program's options, schedule, and calendar are assessed and adapted to meet the needs of families.	
EN7. Enrollment opportunities are offered through a variety of locations and methods with varied hours to meet the diverse needs of families.	
EN8. Staff are trained to conduct enrollment interviews in a sensitive and culturally respectful manner.	
EN9. Enrollment is completed in a family-friendly environment and there is a process for providing resources and referrals as needed.	
EN10. Internal technology and recordkeeping systems sufficiently support the enrollment process.	
EN11. There is a process in place to ensure that staff receive the initial and ongoing training that they need to conduct enrollments.	
EN12. A system of ongoing monitoring is in place to measure the effectiveness of and continually improve enrollment practices.	

Enrollment Resources:

[1302-15 Enrollment](#)

[Maintaining Full Enrollment](#)

Rating Scale — E = Excelling; P = Progressing; S = Starting; D = Desired

Use up-to-date data for planning

Examine ERSEA services to ensure responsiveness

Monitor services for compliance and continuous improvement

Community Assessment

Appendices

- A. Community Assessment Worksheets and Tools
 - 70 A-1 Community Assessment Matrix
 - 75 A-2 Community Assessment Report Checklist
 - 81 A-3 Community Assessment Analysis Worksheet
 - 84 A-4 Identifying Data and Data-Based Decisions Worksheet
 - 85 A-5 Data Collection Sources by Topic Worksheet
 - 89 A-5.1 Sample Template for Data Collection
- B. Data Analysis
 - 90 B-1 Preparing a Survey or Questionnaire
 - 92 B-1.1 Sample Parent Survey – Head Start
 - 95 B-1.2 Sample Parent Survey – Early Head Start
 - 99 B-1.3 Sample Community Partner Survey
 - 101 B-2 Conducting Focus Groups and Large Discussions
 - 105 B-3 Data Analysis Techniques
 - 109 B-4 Displaying the Data
 - 111 B-5 Attributes of Good Data Display
 - 112 B-6 Annotated Data Bibliography
 - 114 B-7 Glossary of Data Analysis Terms and Concepts
- C. Community Assessment Requirements
 - 116 C-1 Community Assessment Requirements in the Head Start Program Performance Standards
 - 120 C-2 Community Assessment in the Head Start Act
- D. National Resources for Community Assessment Data
 - 123 D-1 National Resources for Community Assessment



**Community Assessment:
The Foundation for
Program Planning in Head Start**

A Closer Look

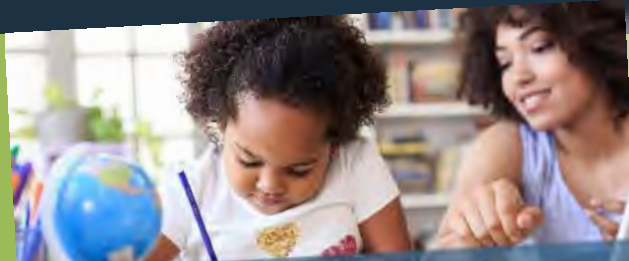
The Benefits of a Community Assessment

Community-wide strategic planning and needs assessments are the first step in designing responsive programs that meet the needs of children and families and advance equity for all.

Assessments...



Successful ERSEA Strategies



ERSEA: Prioritizing Eligibility and Meeting the Greatest Need

Small component of and first step in the implementation of Eligibility, Recruitment, Selection, Enrollment, and Attendance (ERSEA) services. Head Start programs must understand Head Start eligibility criteria and describe how to prioritize those most in need. The requirements describe the best means child and family needs.

Management systems to ensure identification and enrollment of eligible children for Head Start services.

Questions to consider:

- How are you using community assessment data to identify and recruit eligible children and families in the service area?
- How do your management systems support appropriate data collection to ensure accurate and timely application information?
- What criteria for accepting over-income children consistent with your community?
- How are staff trained to conduct respectful and sensitive interviews?
- How is data critical for determining, verifying and documenting eligibility?

PLANNING AND MONITORING FOR SUCCESS

Programs responsible for eligibility verification are knowledgeable about the use of subsidies being used in child care partnerships. Collaboration office for support in navigating child care.



ERSEA: Developing Effective Recruitment Services

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.

THE GOAL

Eligibility, Recruitment, Selection, Enrollment, and Attendance (ERSEA) systems require programs to develop recruitment efforts that reach and inform families with eligible children. Programs also must include specific efforts to actively locate and recruit children with disabilities, children experiencing homelessness or children living in foster care, and other vulnerable children.

Questions to consider

- Do you use your community assessment data to locate income-eligible children, including children with disabilities, children experiencing homelessness, or children living in foster care?
- Do you reach those most in need of your services?
- Do you maintain an overall waiting list that is representative of the needs at all sites?
- Do you support families in the completion of the enrollment application?

Programs need to be strategic and thoughtful in their recruitment planning efforts.

PLANNING AND PREPARATION

Ensure that all staff regardless of their role in the program are informed and have a basic understanding of all areas of ERSEA and can articulate the program's process for recruitment.

Questions to consider

- Have you identified key management staff who will be responsible for overseeing the recruitment effort?
- Have you developed a system for training ERSEA staff and monitoring recruitment activities?
- Do your recruitment and enrollment materials reflect the language and literacy needs in your community?
- Do you have a list of key recruitment sites and organizations across the program service area?



ERSEA: Encouraging and Supporting Regular Attendance

Consistent attendance is essential for children to benefit from their Head Start experience and for future school success. Programs must implement strategies to promote regular attendance.

THE GOAL

Eligibility, Recruitment, Selection, Enrollment, and Attendance (ERSEA) systems require programs to encourage and support regular attendance. This helps ensure that children are present in their Head Start program and develop important life skills.

Questions to consider

- Have you developed a system for identifying children who are at risk of not attending regularly?
- Have you educated staff and parents about the importance of regular attendance?
- Have you developed a plan for partnering with community organizations to address barriers to attendance?
- Have you identified potential barriers to attendance?

Programs should think strategically and include relevant data in their recruitment planning efforts.

PLANNING AND MONITORING FOR SUCCESS

Regular attendance has a direct impact on children's learning and development. Children who are chronically absent in kindergarten are more likely to be chronically absent in second grade. This has a direct impact on their future academic success.



ERSEA: Thoughtful Selection Policies and Procedures

Your Head Start services must be designed to meet the unique needs of the community. It is important to ensure those families most in need receive services. These are fundamental concerns of Eligibility, Recruitment, Selection, Enrollment, and Attendance (ERSEA). Thoughtful selection policies and procedures ensure that children who would benefit most from Head Start services are identified and enrolled.

THE GOAL

Use your community assessment to establish selection criteria that prioritize children for enrollment. Prioritization must factor in family income, homelessness, children in foster care, age, and eligibility for special education or early intervention services.

Questions to consider

- Have you prioritized younger children where publicly funded pre-K is available?
- Have you reached out to families of children with disabilities and chronic health conditions?
- Have you prioritized children experiencing homelessness and children in foster care?
- Should you provide enrollment opportunities for children from diverse economic backgrounds?

Develop and maintain a waiting list that prioritizes children according to approved selection criteria. Test your selection criteria to ensure the validity of the process so the children most in need of services are given priority.

PLANNING AND PREPARATION

Careful planning and preparation ensures that you have the necessary data to develop and implement your selection criteria.



ERSEA: Maintaining Full Enrollment

Head Start's mission is to serve the neediest children and families, promote school readiness, and foster the self-sufficiency of low-income families. Programs must maintain their funded enrollment level and fill any vacancy as soon as possible. Any unenrolled slot is a lost opportunity for a family in need and does not maximize federal funds. Use this tip sheet to identify ways to better reach and maintain full enrollment.

THE GOAL

Ensure Eligibility, Recruitment, Selection, Enrollment, and Attendance (ERSEA) systems are in place to enroll the neediest families in a timely manner and maintain full enrollment throughout the program year.

Questions to consider

- Are your management systems supporting your ability to adapt to changing family and community needs?
- Is the community assessment updated and used to monitor changing demographics and family needs?
- Do your internal technology, recordkeeping, and professional development systems sufficiently support the enrollment process?

Programs need to use various components of their management systems to generate timely, reliable data that will inform their decision-making. This will allow them to better meet the needs of families over time.

PLANNING AND MONITORING FOR SUCCESS

Maintaining full enrollment requires targeted strategies for identifying and addressing current and future community, family, and child needs. It is important to adopt a systems approach when assessing programmatic strengths and needs. A strong community assessment process with regular updates is critical. It provides the information required to understand family needs and shifting demographics. Cultivating a nurturing environment is also important for retaining staff and keeping families enrolled.

Final Reflections



Contact PMFO



pmfo@ecetta.info



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



Call us: 888.874.5469

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ADMINISTRATION FOR
CHILDREN & FAMILIES

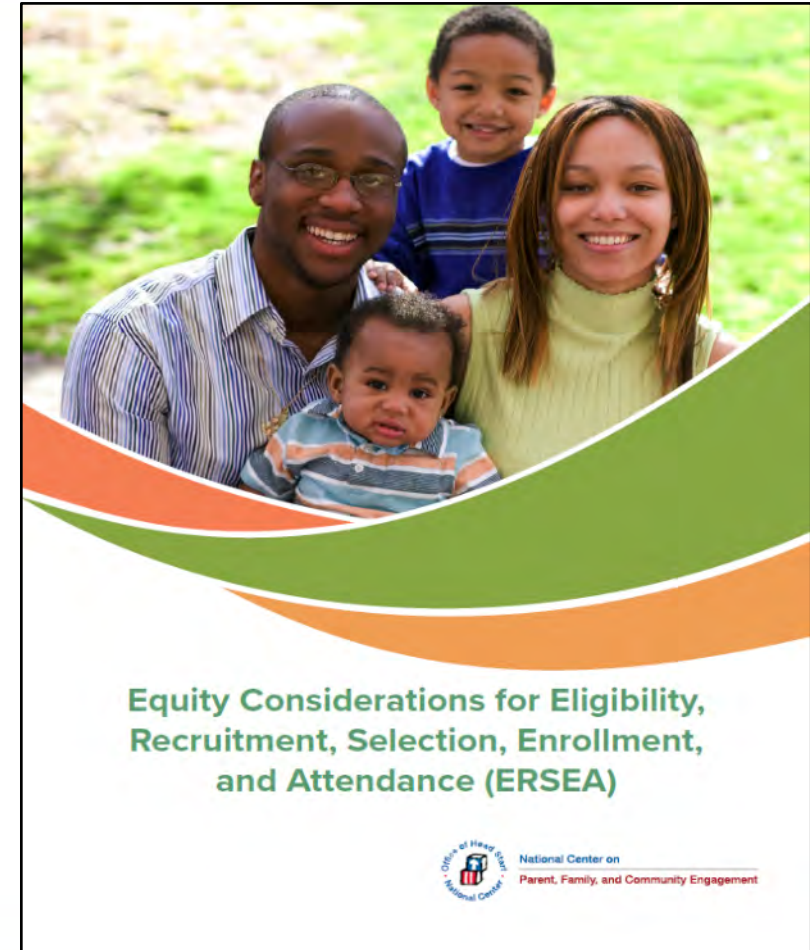


National Center on
Program Management and Fiscal Operations

Equity Considerations for Eligibility, Recruitment, Selection, Enrollment and Attendance (ERSEA)

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



OFFICE OF HEAD START

An Office of the Administration for Children & Families



Upcoming Event

ERSEA Institute 2022

April 5-7, 2022

Registration coming in February



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