Please Note

This resource can be edited based on written instructions.

This is developed for T/TA staff to use in training. While the content can be adapted and modified to meet audience needs, trainers should be careful not to alter the core messaging and content.

This resource was developed for the Office of Head Start by the National Center on Program Management and Fiscal Operations in April, 2018. It is for noncommercial use only.
Full Enrollment Initiative:
Thinking Strategically and Adapting to a Changing Landscape
Learning Objectives

In this session participants will:

- **Recognize** the importance of strategic planning and programmatic modifications for designing community responsive services
- **Identify** innovative strategies for supporting the full enrollment initiative
- **Explore** the relationship between attendance and enrollment
Access to Head Start in the United States

899,374
Funded Head Start and Early Head Start Slots

31% of eligible children ages 3-5 had access to HS
7% of eligible children under 3 had access to EHS

Sources: OHS Head Start Facts Fiscal Year 2017
2017 National Head Start Profile by the National Head Start Association
A Management Systems Approach

Subpart J – Achieving program goals

Thoughtful program adaptations based on solid data

Modern and dynamic recruitment processes
Head Start Act Sec. 641A

Monitoring of Head Start Agencies and Programs

- Definitions
- Enrollment reporting requirement
- Secretarial review and plan
- Implementation
- Secretarial review and adjustment for chronic underenrollment
- Redistribution of funds
What do you see as factors contributing to underenrollment?
Decision Areas Informed by Community Assessment Data

- Recruitment, Selection Criteria, and Enrollment Priorities
- Strategic Long-Term Goals and Measurable Objectives
- Services and Coordinated Approaches
- Program Option(s) and Calendar
- Collaborative Partnerships
- Service Area, Recruitment Areas, and Program Locations

Community Assessment
Assess Your Knowledge

1. 
2. 
3. 
4. 

TEST

A B C D A B C D A B C D
Data-Informed Decisions

- Are we offering the right model?
- Are we finding and serving the neediest?
- Are we partnering adequately?
- Are services in the right location?
- Are our services high quality?
Meeting the needs of children and families

How do we know if our options are meeting the needs of children and families?

What are the modifications can programs make to better meet the needs of children and families?
ERSEA

Eligibility
Recruitment
Selection
Enrollment
Attendance
Families Have Choices

How do we position ourselves to be the first choice for families?
Reputation is the intellectual, emotional, and behavioral response as to whether or not the communications and actions of an organization resonate with their needs and interests.

—Institute for Public Relations
Building a Strong Foundation

Leadership

Mission, vision, values

Strong systems

Atmosphere of trust

Accountability
Marketing Message

- What is your message?
- Who will help share/disseminate the message?
- Tribal Council/Policy Council?
- Stakeholders?
- How are staff involved?
- Who will help share/disseminate the message?
Identify Target Audiences

Parents/guardians with children birth to five

Pregnant women

Potential referral sources

Current parents
Is attendance a factor in maintaining full enrollment?
What Is Chronic Absenteeism?

Chronic absenteeism:
Missing 10% of a school year for any reason

Q: Can a school have an average daily attendance of 85% and still have 40% of its students chronically absent?

A: Yes
Assess Your Knowledge
Develop Attendance Strategies

- Motivate regular attendance
- Offer extra support to families with chronically absent children

= Improved attendance
Using Data

1. Ongoing review and comparisons
2. Individual and program level
3. Analyze patterns
4. Use multiple data sources
5. Set goals
6. Celebrate success
Considering Vulnerable Populations

- Children with disabilities
- Homeless families
- Children in foster care
- Populations identified in the community needs assessment
Engage Families

Support parents as the child’s primary teacher

Partner with parents to promote consistent attendance

Recognize diverse cultures and languages
Staying on Track

Programs should

- Have a contingency plan
- Work together
- Use data to plan for the future
- Join My Peers ERSEA community
- Understand their community
Key Messages

- Use data to support innovation
- Plan for success
- Think strategically
Contact PMFO

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https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/operations

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