



OFFICE OF HEAD START

An Office of the Administration for Children & Families



Enrollment Forward: Intentional Workforce Planning



Today's Presenters

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- Steven Russell, *program management lead, National Center on Program Management and Fiscal Operations*
- Jacquie Davis, *professional development manager, National Center on Program Management and Fiscal Operations*

Session Overview

- Enrollment Forward Campaign
- Q&A
- Staff Turnover
- Talent Acquisition
- Recruitment
- Organizational Culture
- Retention



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



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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

[ACF-IM-HS-22-01 Head Start Transportation Services and Vehicles During the COVID-19 Pandemic](#)

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

What constitutes a Change in Scope request?

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

147/805



Inclusive



7 Major Reasons for Staff Turnover

1.



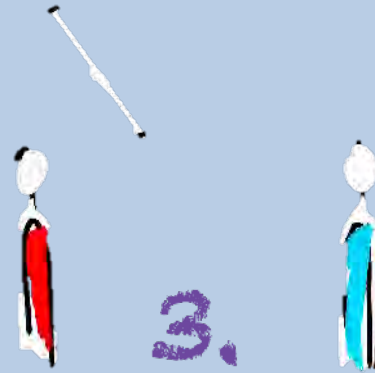
THE JOB
IS NOT WHAT
THEY EXPECTED

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



Head Start az

The Difference Between Recruitment and Talent Acquisition

Recruitment	Talent Acquisition
Recruitment is about filling vacancies.	Talent acquisition is an ongoing strategy to find specialists, leaders, or future executives for your company.
Recruitment is a short-term, quick fix	Talent acquisition tends to focus on long-term human resources planning and finding appropriate candidates for positions that require a very specific skill set. The best organizations are projecting future needs and are always scouting the best talent.
Attracting the best and brightest employees to your company is a one-time only event.	Attracting the best and brightest employees to your company is a continuous process.
Recruitment is position-focused.	Talent acquisition builds a stronger company, fosters teamwork, and boosts productivity.
Recruitment remains an important activity to fill immediate vacancies and addressing a momentary need.	A talent acquisition strategy can save your organization a great deal of time finding people to lead that growth forward.
Always Be Cultivating (ABC) by thinking of recruitment as a sales process.	Organizations with the greatest skills shortages are those that most need a talent acquisition strategy.
	Talent acquisition should be run like a marketing campaign for a product.


 ADMINISTRATION FOR **CHILDREN & FAMILIES**
 Early Childhood National Center

NATIONAL CENTER ON Program Management and Fiscal Operations
 info@ceetta.info • <https://ecikc.ohs.acf.hhs.gov/hsc/ta-system/operations> • Tel: 888 874-5489

Recruitment



Resources on ECLKC

Human Resources

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Head Start Staff Qualifications

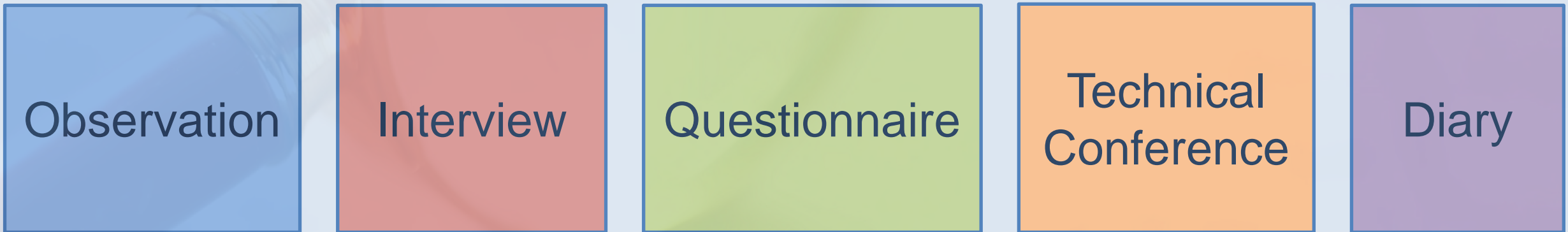
Head Start programs must ensure all staff, consultants, and contractors have sufficient knowledge, training, experience, and competencies to fulfill the roles and duties of their position. Explore the resources below to understand these requirements.

Educational Requirements for Head Start Staff: A Series of Briefs

[Staff Qualifications: Steps for Programs to Consider](#)

Job Analysis

Job Analysis Methods



Job Analysis Questionnaire



National Center on
Program Management and Flood Operations

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's important to provide as much detail as possible. In order for us to get an accurate description of this position, please complete this questionnaire with information about the duties of the position. The questionnaire does not ask about job performance, only what the job requires.

INSTRUCTIONS

Please complete this questionnaire as honestly, completely and accurately as possible. Base your answers on what is normal to the job, not special projects or temporary assignment duties, unless these tasks are a regular part of the position. If two answers seem to fit your situation, just check the one that works best. When answering the questions, imagine you are describing this position to a neighbor, friend or to someone just hired for the job.

Supervisor(s) will also be asked about the position, but they will not be allowed to change your responses. We appreciate your active participation in this important matter. If you have questions, please feel free to ask your supervisor or program director. Keep a copy of the completed document for future reference. Please note that a job description will result from this questionnaire.

Please return this questionnaire to _____, Maintain a copy for your records.

A. EMPLOYEE DATA (PLEASE PRINT):

Your name: _____

Service area _____

Date: _____ Department (if applicable): _____

Your position title: _____

Position category: Administrative Management Auxiliary Other

How long have you been in your current position: _____ years _____ months

Contact information: _____

Supervisor's name: _____ Supervisor's title: _____

Fair Labor Standards Act (FLSA) Status: Exempt Non-Exempt

Values-based Recruitment

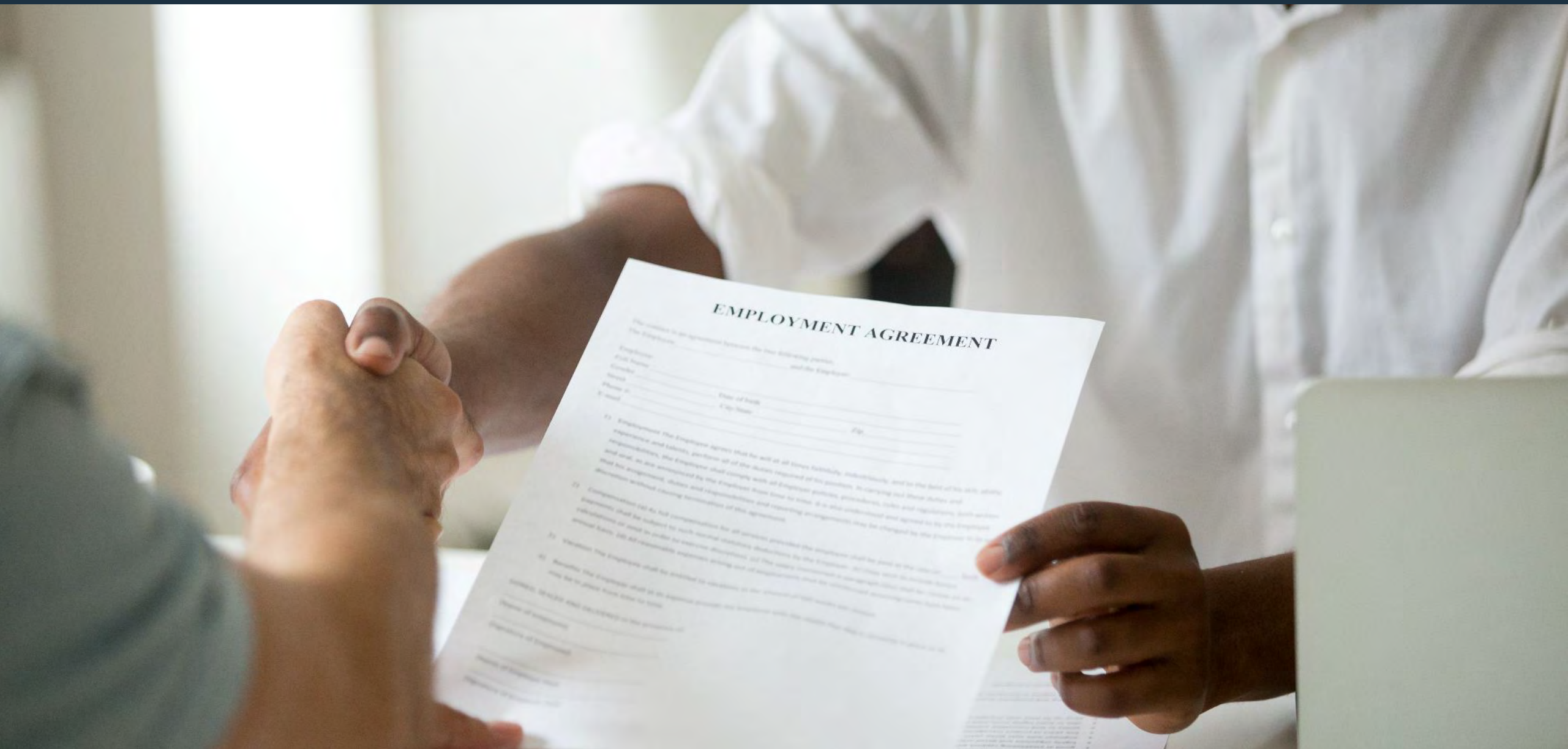
When values
of the
potential
employee and
the employer
meet
BEFORE
the hire



Values-based Recruitment Strategies



Values-based Recruitment Strategies



Interview Techniques



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Interview Questions to Assess Relationship-Readiness

The following questions can be used with the attached rating scale to determine the relationship-readiness of the candidates you are considering based on 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 those 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 it affect you emotionally when this child was upset?
- Why did you choose to talk about this child?

Scenario #2

Think of a specific difficulty 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 Main, Blair Johnson, and Redmond Reams for the 17th Annual Birth to Three Institute and edited by PMFO.

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Employee Onboarding



National Center on
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Onboarding: An Ongoing Process

Key Questions to Attain Team and Management Buy-in:

- When will onboarding start?
- 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 5 • First Week

Page 6 • First Month

Page 7 • First 3 Months

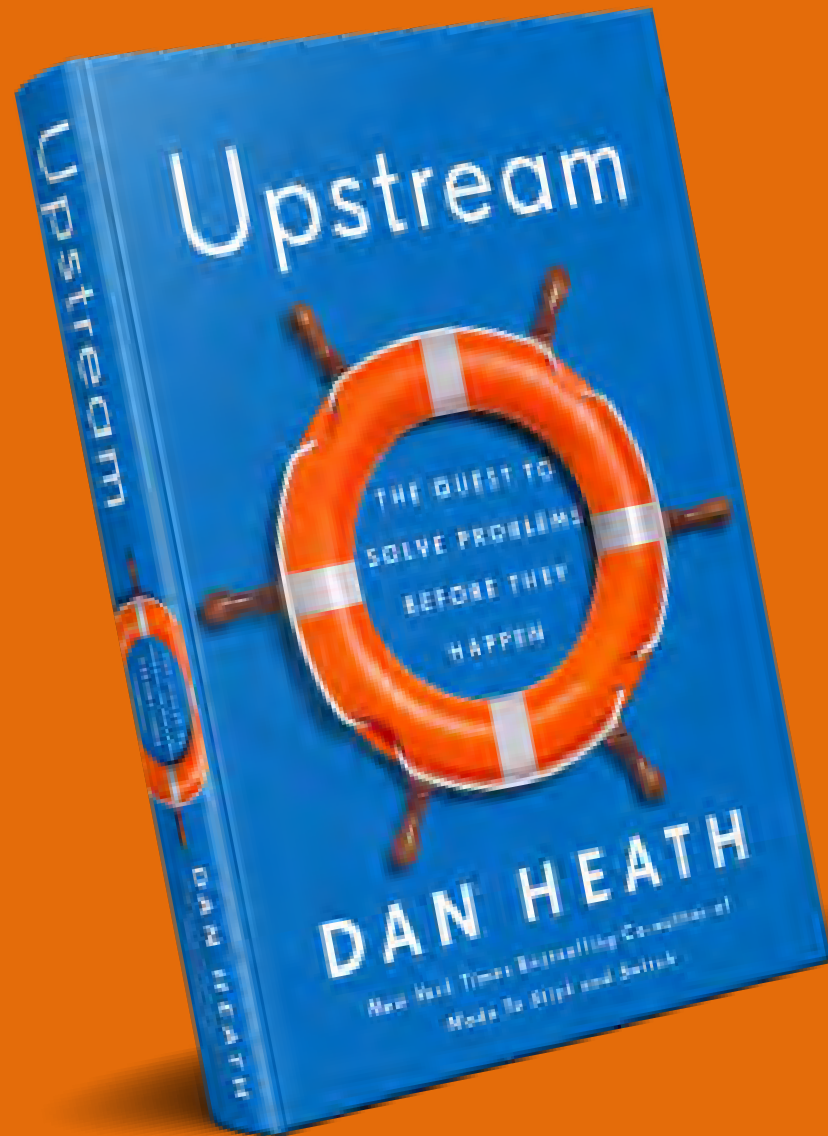
Page 8 • First 6 Months

Page 9 • First Year (Between Six and Twelve Months)

Page 10 • Buddy Guidelines for Human Resources and Hiring Managers,

Page 12 • Onboarding Planning Tool

Page 16 • 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



Return-to-Work Pay

Hazard Pay

Retention Pay

Other Stipends

75.430 Compensation(f): Incentives

A young green plant with three leaves is growing out of a tall stack of gold coins. The stack is the tallest and most prominent, with several other shorter stacks of coins scattered around it on a bed of dark soil. The background is a soft-focus green and blue with bokeh light effects.

Sustainability

Organizational Culture



8 Distinct Cultural Styles



Caring

Purpose

Learning

Enjoyment

Results

Authority

Safety

Order



Re-recruit Your Workforce

Train

**Create better
work/life balance
(aka lower stress)**



**Coach/provide
feedback**

Mentor

Communicate

Instill a positive culture

Employee Engagement and Retention



GALLUP

State of the American Workplace

U.S. EMPLOYEES

WORLD'S BEST ORGANIZATIONS

33% vs. 70%

ARE ENGAGED AT WORK

Organizations tend to get wrapped up in trying to move their overall engagement number and overlook the importance of the 12 elements. Engagement can only really be improved when leaders and managers focus on these elements and approach them in ways that create stronger agreement with the elements.

In the forthcoming sections, Gallup has included an in-depth overview of the elements, grouped by the four levels of employees' performance development needs.

For each engagement element, we've highlighted the most current U.S. data and the results from an analysis demonstrating how organizations can benefit from an increased focus on the element. We also have provided a brief description of the element's meaning and recommendations based on our clients' best practices.

Q01: I know what is expected of me at work.

Q02: I have the materials and equipment I need to do my work right.

Q03: At work, I have the opportunity to do what I do best every day.

Q04: In the last seven days, I have received recognition or praise for doing good work.

Q05: My supervisor, or someone at work, seems to care about me as a person.

Q06: There is someone at work who encourages my development.

Q07: At work, my opinions seem to count.

Q08: The mission or purpose of my company makes me feel my job is important.

Q09: My associates or fellow employees are committed to doing quality work.

Q10: I have a best friend at work.

Q11: In the last six months, someone at work has talked to me about my progress.

Q12: This last year, I have had opportunities at work to learn and grow.



Gallup's 12 Engagement Elements

At work, my opinions seem to count.

I know what is expected of me at work.

I have the materials and equipment I need to do my work right.

There is someone at work who encourages my development.

At work, I have the opportunity to do what I do best every day.

I have a best friend at work.

My fellow employees are committed to doing quality work.

My supervisor or someone at work seems to care about me as a person.

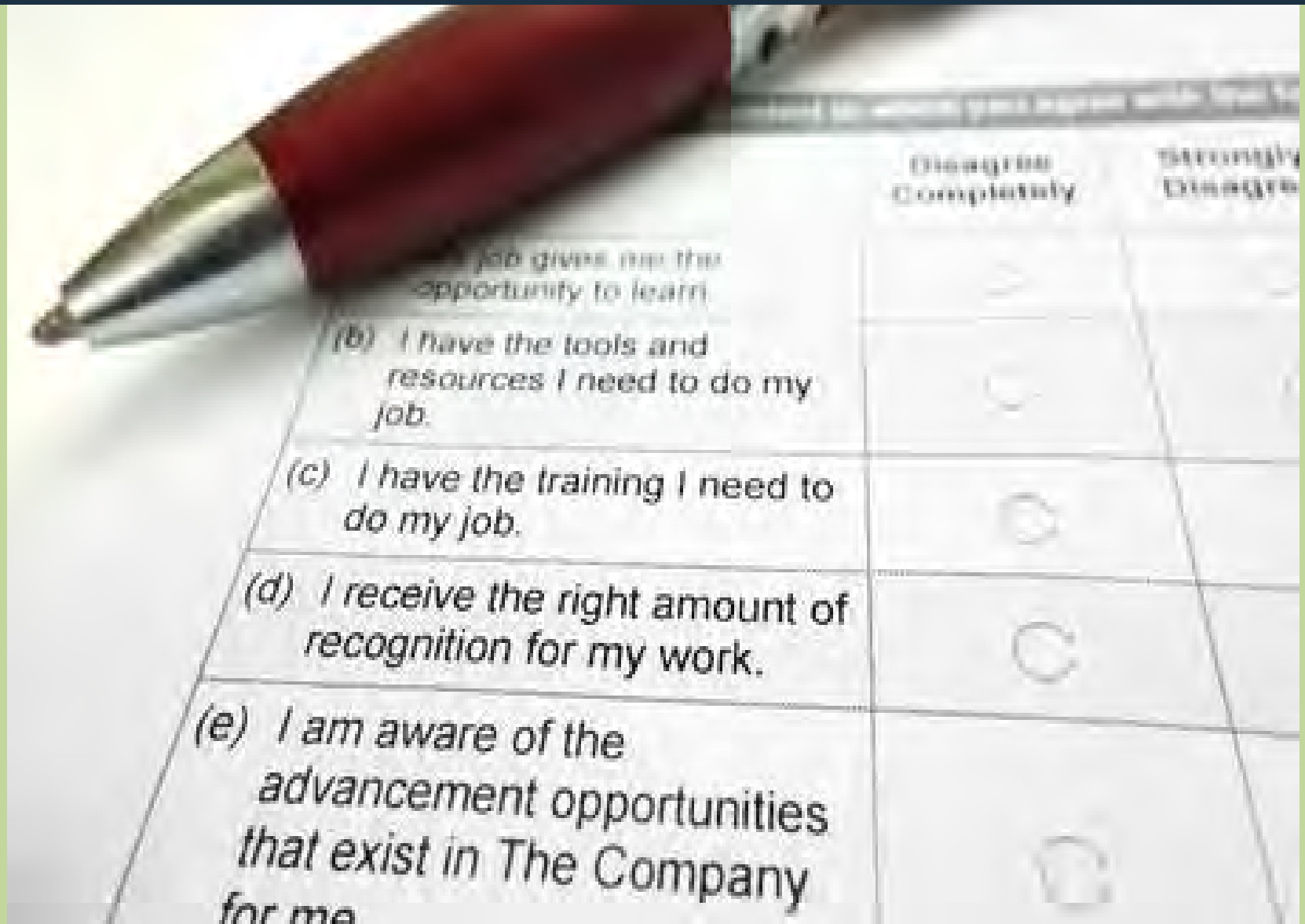
This last year, I have had opportunities at work to learn and grow.

The mission or purpose of my company makes me feel my job is important.

In the last six months, someone at work has talked to me about my progress.

In the last seven days, I have received recognition for doing good work.

Stay Tools



The image shows a close-up of a red pen resting on a survey form. The form is titled 'Stay Tools' and contains several statements with corresponding Likert scale responses. The statements are:

- (a) My job gives me the opportunity to learn.
- (b) I have the tools and resources I need to do my job.
- (c) I have the training I need to do my job.
- (d) I receive the right amount of recognition for my work.
- (e) I am aware of the advancement opportunities that exist in The Company for me.

The survey form has two columns for responses: 'Disagree Completely' and 'Strongly Disagree'. The responses for each statement are as follows:

Statement	Disagree Completely	Strongly Disagree
(a) My job gives me the opportunity to learn.	2	1
(b) I have the tools and resources I need to do my job.	3	1
(c) I have the training I need to do my job.	3	1
(d) I receive the right amount of recognition for my work.	3	1
(e) I am aware of the advancement opportunities that exist in The Company for me.	3	1

Turnover and Retention Metric Cards



UPSKILLING
RESKILLING
NEW SKILLS



Managing the Multi-generational Workforce



Baby
Boomers

Gen X-ers

Millennials

Gen Z-ers

Shaw's 12 Sticking Points

Communication	Loyalty
Decision-making	Meetings
Dress code	Policies
Feedback	Respect
Fun at work	Training
Knowledge transfer	Work ethic

Contingency Plans







Challenge	Scenario(s)	Possible Impact	Who to involve and Resources	Possible Mitigation Strategies	Changes
<p>Staff deferring annual leave</p> <p>Increased use of annual leave</p>		<p>Staff members may have been deferring annual vacation. This could be to support the organization during these challenging times but there is risk that vacation could be back-loaded at year end, resulting in staff shortages.</p> <p>An increase in vacation requests, if accepted, could result in staff shortages.</p>		<ul style="list-style-type: none">• Develop and implement a staffing cover plan. Consider number of current staff, shift availability, and flexibility at short notice. Identify those most likely to be affected by winter challenges. For example, staff members with children who may require support at short notice if schools close.• Review the annual vacation taken thus far• Identify staff members who	

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-Ann Epstein



Contact PMFO



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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



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Upcoming Event



ERSEA Institute 2022

April 5-7, 2022

Registration now available!

