ERSEA: Strategies During a Pandemic

Extended closures due to a pandemic can require programs to rethink their eligibility, recruitment, selection, enrollment, and attendance (ERSEA) strategies. Programs may need to modify their recruitment and selection activities. Changing demographics may require eligibility criteria to evolve (e.g., increased numbers of eligible families, changes to recruitment and service areas). Programs also need to consider how to deliver and adapt services in an informed manner as this situation unfolds, including remote or modified service delivery models. This tip sheet can help guide ERSEA planning and service delivery during times of transition.

ELIGIBILITY

During a pandemic, it is important to collect up-to-date information on local, state, and regional resources, needs, and demographic changes. These are critical to ensuring services continue in a responsive and efficient manner.

Questions to consider:

- How will the program collect relevant data needed for planning and decision-making?
- How is relevant data communicated to program leadership (e.g., governing body, Policy Council, and management staff)?
- How is the pandemic impacting child care partnerships?
- Are there changes in the local or state subsidy system that impact eligibility?

In order to maximize access to services during a time of increased need, it is important that staff understand all of the avenues to eligibility. Families experiencing financial hardship may encounter unexpected living situations. Use the McKinney Vento definition of homeless for determining eligibility. Programs should also reference ACF-IM-HS-19-03 regarding eligibility for children in kinship care.

RECRUITMENT

Community-wide closures may impact normal recruitment activities. Consider making applications digital and sharing them via email, text, agency website, and social media. A shortened application with a telephone interview may be a more effective way to collect necessary information.

Questions to consider:

- How can technology help programs connect with families and community partners?
- Are there other social media groups or agency web pages that can be used for recruitment? Consider offering a reciprocal arrangement with partners.
- Have you created a MyPeers group to discuss recruitment activities and other ERSEA services?
- How will the program monitor electronic recruitment efforts?

It may be necessary to expand recruitment efforts and target areas to accommodate increased numbers of eligible families. Be sure to constantly monitor community data in order to locate and recruit families with the greatest need. It's important to work in partnership with your Regional Office.

SELECTION

The program's selection criteria may need to be modified to ensure children and families in most need are given priority.

Questions to consider:

- How is program leadership involved in the development and approval of the selection criteria?
- Does the community assessment or annual update offer data that informs these decisions?
- How will leadership communicate changes in selection criteria and enrollment processes to related stakeholders?

Keep track of the latest Office of Head Start (OHS) guidance, Information Memoranda (IMs), and Program Instructions (PIs) to ensure the program has the necessary and relevant data to develop and adjust selection criteria. The Early Childhood Learning and Knowledge Center offers a lot of useful information and resources.

ENROLLMENT

Programs may want to conduct remote enrollment if they have the technological capabilities to accept applications and necessary verifications. Consider strategies for obtaining necessary enrollment documents electronically or by mail. When parent signatures cannot be obtained, be sure that staff sign a verification form indicating they have seen all required documentation.

Questions to consider:

- Are procedures in place to accept income verification and other necessary documents?
- Have staff been trained on how to conduct remote enrollment?
- Have recordkeeping and data collection systems been adapted to support procedural changes?
- Is a system of oversight in place to ensure the integrity of the process?
- Is there a process for providing emergency resources to enrolled families and pregnant women?

Programs may want to conduct enrollment on a year-round basis to ensure a constant flow of applications. Stay informed of changes to child care subsidy regulations that may impact current programming or suggest new opportunities.

ATTENDANCE

Attendance expectations may differ on a temporary basis as programs offer virtual and need-based services.

Questions to consider:

- Has the program identified service and attendance expectations for this period of time?
- How will this be communicated to staff and families?
- Have attendance policies and recordkeeping systems been modified to include virtual interactions?
- How can the program support and encourage families' participation in remote services?

Monitor changes to the enrollment reporting process. It is important to capture data regarding changes in enrollment, reasons for drops, and participation in virtual events to monitor service delivery, measure outcomes, and plan for the future.

Challenging times often provide opportunities for innovation. It is important for leadership to have access to information from OHS and other credible sources (e.g., U.S. Centers for Disease Control and Prevention (CDC), state, local, and tribal governments, and health organizations) to facilitate a calm and decisive response. Consistent communications and effective use of both human and material resources will result in quality services to children and families.

RESOURCES

The program's selection criteria may need to be modified to ensure that children and families in most need are given priority.

[Full Enrollment Policy Questions and Answers (Q&As)](#)

ERSEA:

- [Prioritizing Eligibility and Meeting the Greatest Need](#)

- [Developing Effective Recruitment Strategies](#)

- [Thoughtful Selection Policies and Procedures](#)

- [Maintaining Full Enrollment](#)

- [Encouraging and Supporting Regular Attendance](#)

[ACF-IM-HS-19-03 Head Start and Early Head Start Eligibility for Children in Kinship Care](#)

[Community Assessment: The Foundation for Program Planning in Head Start](#)

[Child Care Aware® Coronavirus Resources](#)
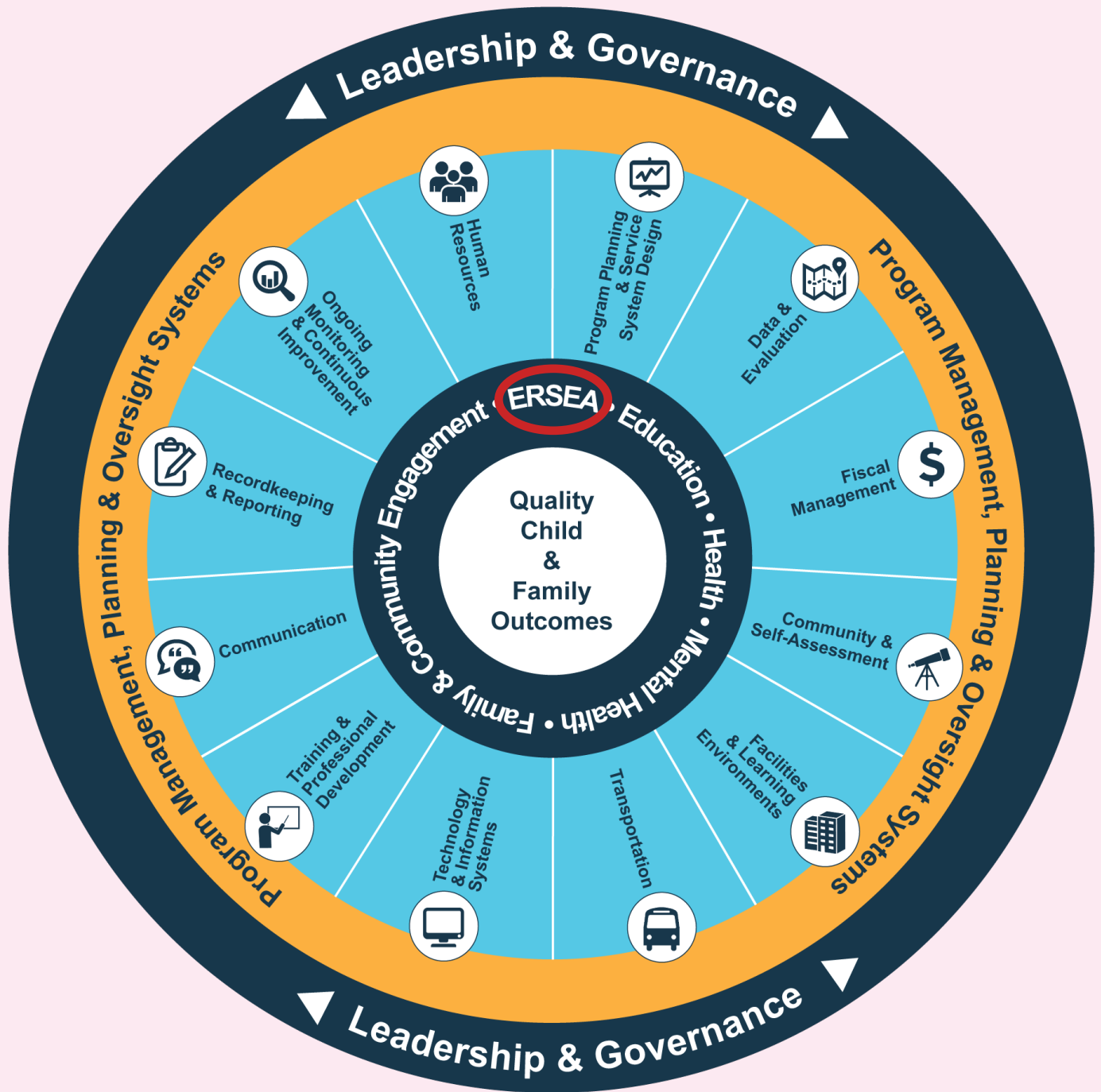
[MyPeers](#) (ERSEA Managers – Coordinators Community)

Head Start Management Systems Wheel: ERSEA Edition

Leadership & Governance

Program Management, Planning & Oversight Systems

Program Management, Planning & Oversight Systems

Leadership & Governance

Education • Health • Mental Health • Family & Community Engagement

ERSEA

Quality Child & Family Outcomes

- Human Resources
- Program Planning & Service System Design
- Data & Evaluation
- Fiscal Management
- Community & Self-Assessment
- Facilities & Learning Environments
- Transportation
- Technology & Information Systems
- Training & Professional Development
- Communication
- Recordkeeping & Reporting
- Ongoing Monitoring & Continuous Improvement

ADMINISTRATION FOR CHILDREN & FAMILIES

NATIONAL CENTER ON Program Management and Fiscal Operations

Early Childhood National Centers

Head Start Management Systems: Guiding Questions to Plan and Strengthen ERSEA Services

Introduction

The Head Start Management Systems Wheel is a visual representation of the twelve program management, planning, and oversight systems that are critical to sound program infrastructure and high-quality service delivery. Leadership and governance, the bedrocks of effective management, are depicted as surrounding all 12 systems. Head Start program leadership consists of three key entities: governing body or Tribal Council, Policy Council, and management staff. The governing body or Tribal Council assumes legal and fiscal responsibility for the program, the Policy Council sets direction, and the management staff oversee day-to-day operations. Together they are a powerful force that provides leadership and strategic direction. These management systems are crucial to the effective operation of the services in the inner blue circle, which in turn result in quality child and family outcomes. This management systems wheel has been adapted to show how ERSEA services can impact every management system. Use the following questions to plan and strengthen your ERSEA services.
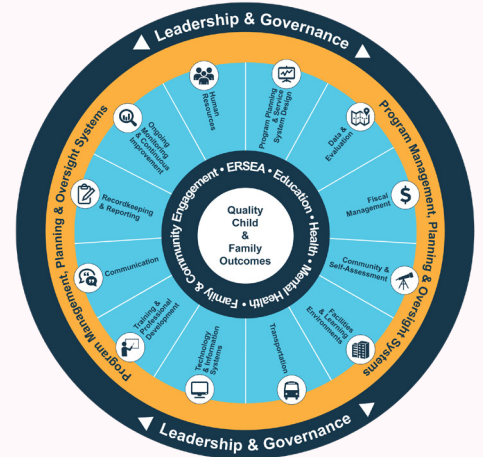
Core Ingredient	Questions to Consider
Leadership & Governance	• How are the governing body, Policy Council and management staff (i.e. Head Start program leadership) involved in the planning and development of ERSEA services? • What system is in place to training leadership on ERSEA practices and applicable federal regulations? • How do you ensure that leadership receives the data that they need for ERSEA decision-making? What systems are in place to ensure they receive timely and accurate reports on ERSEA such as the selection and recruitment process and enrollment data? • What is the program leadership doing to make sure they understand and support ERSEA policies and procedures? ──────────── • *Do our leadership practices provide the strategic direction necessary for responsive ERSEA service delivery?*

Management Systems	Questions to Consider
Program Planning & Service System Design	• What are strategies for identifying and addressing current and future community, family, and child needs? • How are ERSEA issues addressed when developing goals and determining center location, program options, and the calendar? • How do you ensure that Head Start program leadership (governing body or Tribal Council, Policy Council, and management staff), have the (data) information they need to make informed ERSEA decisions? _____ • *Do our planning efforts strengthen our ERSEA services?*
Data & Evaluation	• How do we ensure that we are collecting the right data to plan, assess, and strengthen ERSEA service delivery? • What systems are in place to ensure that we use data to track trends and make decisions critical for providing appropriate ERSEA services and maintaining full enrollment? • How does our data collection system support our eligibility, selection, and enrollment processes? _____ • *Do we use our data to ensure the identification, enrollment, and participation of children and families with the greatest need?*

Management Systems	Questions to Consider
Fiscal Management	• How does our budget support ERSEA activities such as marketing, staff training, and meeting unique family enrollment needs? • How do we ensure that our program and financial goals and objectives adequately support ERSEA services? • How do we ensure that Head Start program leadership (governing body or Tribal Council, Policy Council, and management staff), understand what financial resources are necessary to support ERSEA activities? • ***Have we allocated resources for the provision of ERSEA services?***
Community & Self-Assessment	• How do we ensure that program leadership understands the data in the community assessment and its implications for ERSEA service delivery? • How does our community assessment data help us identify and locate eligible populations? How do we ensure that selection decisions are based on community assessment data? • How do we ensure that eligibility, recruitment, selection, enrollment and attendance data are considered during the self-assessment process to highlight promising practices and identify areas to strengthen? • ***Do our data collection and analysis activities inform ERSEA services?***

Management Systems	Questions to Consider
Facilities & Learning Environments	• What is the process for using data to monitor and assess facility needs in relation to changing demographics? • How do we ensure that we are adapting our facilities based on changing service needs? • How do we ensure that our learning environments are appropriate for the children identified and enrolled though our ERSEA services? _____ • *Do our facilities and learning environments provide safe and challenging places that support the enrollment and retention of children and families?*
Transportation	• How does our data analysis help us to understand how transportation impacts full enrollment? • How do we use partnerships to support our transportation needs, particularly for families experiencing homelessness and children with disabilities? • How do we provide support to families with transportation needs? _____ • *Does our transportation system help us achieve and maintain consistent attendance and full enrollment?*
Technology & Information Systems	• Does the program's technology support the collection and utilization of data necessary to monitor and strengthen ERSEA services? • What is the process for monitoring and budgeting for technology needs? • How does our system of training and professional development enable staff to utilize technology for data collection and analysis? _____ • *Do we have the right technology in place to support our ERSEA activities?*

Management Systems	Questions to Consider
Training & Professional Development	• What is the process for ERSEA training for program leadership and staff? How does the training calendar ensure that key stakeholders are updated regularly as needed? • How does our system of training and professional development help staff to communicate around sensitive issues such as homelessness, substance abuse, and disabilities? • How does or systems of training and professional development support the cultural competence of our staff? _____ • ***Does our training and professional development system adequately support ERSEA services?***
Communication	• What is the process for providing timely and accurate information to all stakeholders regarding ERSEA services? • How does our communication system implement multiple modalities (approaches)? What does the data tell us about its effectiveness? • How do we ensure that our communication approaches meet the needs of culturally and linguistically diverse populations? _____ • ***Does our program effectively communicate ERSEA opportunities and needs to internal and external stakeholders?***
Recordkeeping & Reporting	• How do we train staff to ensure consistency in recordkeeping? Are there monitoring systems in place to ensure consistency and accuracy as well as confidentiality? • What is our system for the ongoing review of eligibility records? Does it include random samples at various times throughout the year? • How do we ensure that our policies address protocols for handling personally identifiable information (PII) and the retention and disposal of records? _____ • ***Does our recordkeeping and reporting system ensure that we are capturing and reporting the right data to provide high-quality ERSEA services?***

Management Systems	Questions to Consider
Ongoing Monitoring & Continuous Improvement	• What is the process for ERSEA monitoring? • How do we train staff to understand their role in ongoing monitoring and continuous improvement? • How do we include the assessment of ERSEA services' strengths and needs in our planning for continuous improvement ? • How is ERSEA data used to inform the monitoring process and make necessary improvements? _____ • ***Do our continuous improvement practices include a mechanism for monitoring and strengthening ERSEA activities?***
Human Resources	• How do we ensure that our organizational structure includes sufficient personnel for ERSEA activities and oversight? How do we ensure that responsibilities are distributed in an appropriate manner? • How do we identify the knowledge, skills, and competencies needed for ERSEA responsibilities? • How do we ensure the hiring of staff with the knowledge, skills, and competencies needed to carry out ERSEA activities? • How do we ensure that our leadership development activities include strategies for developing future ERSEA managers? _____ • ***Do our human resource activities provide an organizational strategy that supports the delivery of ERSEA services?***

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Community Assessment Analysis

The community assessment process is part of program planning. It is used as a basis for making decisions, as a foundation for establishing strategic long-term goals and measurable objectives, and to inform strategic and ongoing planning. Your community assessment team can use this worksheet while collecting and reviewing data and developing recommendations.

Community Assessment Process Review

Does our process include:	Yes	No
1. Information collection and analysis of:		

• Demographics, including:
  o Eligible infants, toddlers, preschool-age children, and expectant mothers?
  o Children experiencing homelessness?
  o Children in foster care?
  o Children with disabilities?
    ▪ Types of disabilities?
    ▪ Relevant services and resources provided by community agencies?		

• Needs of eligible children and their families around:
  o Education?
  o Health?
  o Nutrition?
  o Social services?		

• Schedules of parents with eligible children:
  o Work?
  o School?
  o Training?		

• Other child development programs serving eligible children, including:
  o Child care centers?
  o Family child care programs?
  o Public pre-K programs?
  o Home visiting programs?		

• Resources available in the community?		
• Strengths of the community?		

Does our process include:	Yes	No
2. Identification of trends?		
3. An annual review and update, and the undertaking of a new community assessment every five years?		
4. The effective integration of the community assessment process and data into ongoing program planning?		

Community Assessment Trends

What trends do we see in the:	
Demographic makeup of the service area?	
Demographic makeup of eligible children and families, including those who are homeless, in foster care, and with disabilities?	
Number and types of disabilities and related resources?	
Education needs of eligible children and families?	
Health needs of eligible children and families?	
Nutrition needs of eligible children and families?	
Social service needs of eligible children and families?	

What trends do we see in the:	
Schedules of parents with eligible children?	
Other child development programs?	
Community resources?	
Community strengths and needs?	

Community Assessment Trend Impacts

How do the community assessment trends impact our:	
Long-term goals and measurable objectives?	
Program options and locations?	
Program calendar?	
Target recruitment areas?	

How do the community assessment trends impact our:
Enrollment priorities?	
Collaborative relationships and partnerships?	

Community Assessment Recommendations

What recommendations do we have for our:
Recruitment and selection criteria?	
Long-term goals and measurable objectives?	
Organizational development and design?	
Financial objectives?	

What recommendations do we have for our:	
Collaborative relationships and partnerships?	
Workforce needs and staff development?	

Community Assessment Recommendations Impact

How do our recommendations impact our:	
Strategic plan?	
Ongoing monitoring activities?	
Coordinated approaches?	
Budget?	
Technical assistance and staff professional development plan?	
Organizational development plan?	

ACF Administration for Children and Families	U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES	
	1. Log No. ACF-IM-HS-19-03	2. Issuance Date: 09/30/2019
	3. Originating Office: Office of Head Start	
	4. Key Word: Kinship care; Eligibility; Homelessness; Economic hardship relative; Foster care; Child welfare; Partnerships	

TO: All Head Start and Early Head Start Agencies and Delegate Agencies

SUBJECT: Head Start and Early Head Start Eligibility for Children in Kinship Care

INFORMATION:

The Office of Head Start (OHS) has received questions from grantees who want to enroll children living in kinship care and are concerned about the eligibility of these children. Formal or informal kinship care, for the purposes of this IM, broadly refers to children who are living with relatives or caregivers other than their parents. In most cases, these children are eligible for Head Start services according to the Head Start Act and Head Start Program Performance Standards (HSPPS) and programs can enroll them. OHS encourages grantees to include children in kinship care in their enrollment and selection process.

The following descriptions provide grantees with information about ways children in kinship care can be eligible for Head Start.

Public Assistance
- Relative caregivers are often eligible for public assistance, such as Temporary Assistance for Needy Families (TANF) or Supplemental Security Income (SSI). If the caregiver receives or is eligible to receive public assistance, a child in their care is eligible for Head Start because they meet the definition of a family under HSPPS 45 CFR §1305.2.
- If the child living with relatives receives a "child-only" TANF grant, then the child receives public assistance. A child who receives or is eligible to receive public assistance is eligible for Head Start.
- For information about the TANF programs in your state, visit: https://www.acf.hhs.gov/ofa/help

Foster Care
- Each state has jurisdiction of its child welfare system. OHS considers a child in foster care if the child is placed in a setting away from parents or guardians by the child welfare system and the state agency has placement and care responsibility (45 CFR §1305.2). A child is in foster care in accordance with this definition regardless of whether the foster care facility is licensed and payments are made by the state or local agency for the care of the child.
- If the child welfare agency has placed the child away from parents or guardians and in the care of relatives, the child is considered to be in foster care under the HSPPS. A child in foster care is eligible for Head Start.
- For additional resources for kinship caregivers and the child welfare system, visit: https://www.childwelfare.gov/pubs/f-kinshi/

Homeless
- Head Start follows the definition of homeless child in the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a(2)). If a child is living with non-parent relatives due to loss of housing, economic hardship, or a similar reason, the child may meet this definition of a homeless child. A child experiencing homelessness is eligible for Head Start.

- Some examples of circumstances leading a child to kinship care include economic hardship, substance misuse, or incarceration. If the child is living with non-parent relatives for these or similar reasons, the child may be considered homeless and then would be eligible for Head Start.
- For additional resources for early care and education and homeless children, visit: https://www.acf.hhs.gov/ecd/interagency-projects/ece-services-for-homeless-children

If you have any questions regarding eligibility, please contact your Regional Office. Thank you for all you do to serve the most vulnerable children and families.

/ Dr. Deborah Bergeron /

Dr. Deborah Bergeron
Director
Office of Head Start
Office of Early Childhood Development
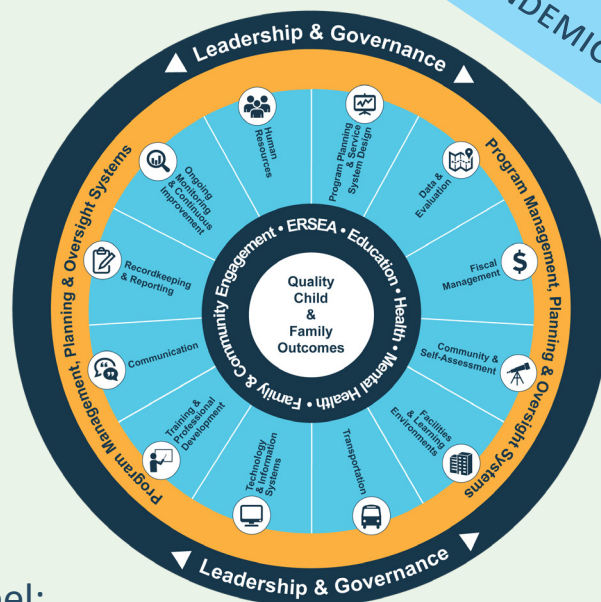
PANDEMIC

Head Start Management Systems Wheel: Guiding Questions During a Pandemic

A pandemic has changed the way people live and work. Programs can use the guiding questions in this version of the Head Start Management Systems Wheel to determine their **immediate** and **temporary** needs.

- **Immediate**—the most urgent issues a Head Start program needs to address, including but not limited to:
  - — Assessing the situation
  - — Obtaining and adhering to federal, state, and local guidance
  - — Mobilizing program leadership
  - — Communicating with program staff, families, and key stakeholders
  - — Cleaning and disinfecting facilities

- **Temporary**—ongoing issues for a program to address as a pandemic unfolds (this can be an extended period of time), including but not limited to:
  - — Maintaining governance and fiscal activities
  - — Exploring and implementing modified program options and services
  - — Reviewing and addressing staffing needs to provide services to Head Start-eligible children and families

Head Start programs can use this resource to find their initial bearings and move forward in the days ahead. Given the unique nature of the pandemic crisis, each of these systems are fluid and there are no rules on how and when to address the questions. Depending on the nature of each individual operation, these questions may generate additional considerations.
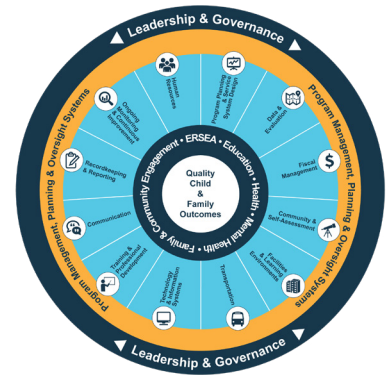
Head Start Management Systems:
Guiding Questions During a Pandemic

Leadership & Governance

○ What is the process for determining and communicating operational status during the shutdown? What is the process for implementing a continuing office operations plan (COOP) during a pandemic? Who makes the determination? How will it be communicated to the Office of Head Start (OHS) Regional Office?

○ Describe efforts to communicate, using a variety of platforms, to engage leadership.

○ What Head Start compliance issues may be enforced, changed, or modified?

○ How is leadership modeling, inspiring, and enabling their teams to remain effective?

○ How is leadership challenging their teams to be creative and innovative in how they are operating?

○ How is leadership encouraging staff to take care of themselves and their families?

○ How are the governing body/Tribal Council and Policy Council:

— Engaged in planning how the program will provide services immediately and temporarily?

— Meeting virtually as necessary and creating flexibility to accommodate schedule changes?

— Made aware of OHS, U.S. Centers for Disease Control and Prevention (CDC), and other important guidance, such as Information Memoranda (IMs), Program Instructions (PIs), OHS pandemic-related communications, and other resources?

Program Planning & Service System Design

○ How are leadership and stakeholders engaged and consulted in planning for immediate and temporary service delivery? For example:

— Governing body/Tribal Council members

— Policy Council members

— Program staff

— Community members

○ What are the immediate and temporary program operations provided during a pandemic?

— Virtual education and family support activities

— Home-based

— Center-based

— Health and mental health services

— Food distribution

— Eligibility, recruitment, selection, enrollment, and attendance (ERSEA) activities

— Other

○ How do planning efforts address both opportunities and limitations imposed by current conditions?

○ How do planning efforts address different scenarios that are anticipated during this state of emergency?

Data & Evaluation

○ How are data and reports made accessible for funders, governing bodies, and other stakeholders? What is our capacity to access real-time data to be used for decision-making on a daily basis?

○ What data is needed to identify actionable strategies and outcomes during this crisis (e.g., In what capacity is the center open for on-site services? How many slots and children are impacted by physical closure?)

○ How is data collection, input, storage, and reporting impacted throughout the pandemic? How are staff trained to maintain data management systems remotely? How will data be collected during remote or modified service delivery? How will data collection change in response to program closures or modifications?

○ How is the security and confidentiality of the data collected during the crisis assessed?

○ How is data used to effectively communicate the impact of the crisis on children, families, staff, and community?

○ How is data strategically used to inform decisions for serving children and families and rebuilding when the pandemic is over?

$ Fiscal Management

○ What is the plan for continuation of essential fiscal activities during necessary closure?

— How are staff and governing body/Tribal Council and Policy Council members engaged in fiscal management activities, including receiving monthly fiscal reports, submitting federal financial reports, and approving grant applications?

— How will internal controls over fiscal operations be maintained?

— How will grant application requirements be met during this period, such as the community assessment, self-assessment, and other data driven requirements?

○ What fiscal management activities need to occur throughout the pandemic period? This should include, but not be limited to:

— Reallocating budgets for modified or enhanced service delivery

— Modifying contracts

— Ensuring grant applications are submitted timely

— Requesting one-time and other funds to address the issues caused by the pandemic

— Making decisions about paying staff during disruption of services, including planning for and addressing the ramifications of possible staff lay-offs

— Using Child and Adult Care Food Program (CACFP) and Head Start funds to provide nutrition services to children and families

— Using IMs and PIs to inform fiscal flexibilities

🔭 Community & Self-Assessment

○ How will changes to the community be assessed by the governing body/Tribal Council and the Policy Council? What data will be collected to inform planning?

○ How frequently are program modifications evaluated by the governing body/Tribal Council and Policy Council?

○ How will the program continue to serve the community and develop innovative ways to support children and families?

○ For grant applications, what changes to community and self-assessment requirements will be allowed by OHS during this time?

○ How will community and self-assessment data reflect this period of change?

Facilities & Learning Environments

- ◯ Outline the process for securing facilities if there are no on-site services. What additional steps may be necessary?
- ◯ How do facility closures impact the program budget?
- ◯ Who determines who can safely use facilities and outdoor spaces, when, and for what purposes?
- ◯ How will facility needs be addressed during a potentially extended closure?
  - — How are unique facility needs addressed due to the pandemic (e.g., industrial cleaning or fumigation)?
  - — How is the Health Services Advisory Committee involved?
  - — Outline minor repair and maintenance to be performed during the closure period.
- ◯ What adjustments will be made to purchase, construction, or major renovation activities (e.g., timeline extensions, filing of federal interest extensions, reporting) already in progress?

Transportation

- ◯ How does program leadership make determinations on the appropriate use of vehicles during the pandemic period?
- ◯ How do changes to transportation impact the budget?

Technology & Information Systems

- ◯ How is technology used so the governing body/Tribal Council and Policy Council can continue to function in their capacities?
- ◯ Outline the technological capacity and needs of the program. This includes, but is not limited to:
  - — Training staff how to effectively use mobile devices and computers
  - — Using multimedia platforms to stay connected internally and externally
  - — Assessing the availability of multimedia platforms for use with parents, staff, and stakeholders, including their capacity to effectively use them
  - — Training parents and staff to increase technological capacity
- ◯ How are staff accessing and utilizing the technology they need for telework? How is the program addressing modifications to support activities from home?

Training & Professional Development

- ○ How can technology support the training and professional development needs of program leadership and staff?
- ○ How does the pandemic affect training and professional development? What are key areas to address in the temporary period?
- ○ What training and partnerships support professional development related to the effects of the pandemic?

Communication

- ○ Outline the current strategy for reaching staff, governing body/Tribal Council, Policy Council, parents, and community partners in the immediate and temporary periods.
- ○ What modifications are needed to provide ongoing communication among program leadership, staff, and families? What is the contingency plan if the preferred method is no longer available?
- ○ If one does not exist, will the development of a crisis communication plan (CCP) that reflects immediate and temporary program needs be initiated?
- ○ How can social media and other multimedia platforms be used for classroom and family engagement activities, home visits, and on-site office work?
- ○ How can families be supported with their communication needs during this time of isolation?
- ○ How is staff made aware of emergency communication protocols?
- ○ How is community messaging framed as positively as possible?

Recordkeeping & Reporting

- ○ Outline how the reporting system provides program leadership (e.g., governing body/Tribal Council, Policy Council, Regional Office) with the key information needed to make decisions on emergency measures and spending.
- ○ How are physical and virtual files accessed during this time?
- ○ How does recordkeeping and reporting use technology to manage information that is useful through the pandemic period? Is this information accessible and portable for key staff?
- ○ What changes to recordkeeping are needed to monitor and report on modified or virtual service delivery while ensuring protection of personally identifiable information?

Ongoing Monitoring & Continuous Improvement

- ○ How are the results of ongoing monitoring shared with program leadership and management staff during the emergency?
- ○ How do ongoing monitoring systems measure the efficacy of new or modified service delivery?
- ○ How will remote service delivery be monitored? How will that data be used for continuous improvement?
- ○ How are staff trained and engaged in ongoing monitoring efforts during and after the pandemic period (e.g., cleaning, alternative service delivery, maintenance)?

Human Resources (HR)

- ○ How does program leadership use pandemic legislation to impact HR decision-making?
- ○ What additional resources will be used for workplace needs related to the pandemic?
- ○ How is recruitment and retention of qualified staff performed as program options change or vacancies occur?
- ○ How are staff needs identified and supported in their virtual work environment?
- ○ How will the temporary program redesign impact the organizational structure and service delivery operations?
- ○ How will unions be consulted in HR decision-making during the pandemic period?
- ○ Outline a process for exploring how mental health consultants or Employee Assistance Program services can support staff to develop coping strategies so they can manage their own needs as well as support children and families.
- ○ How will staff be advised about additional health and mental health resources available through the grantee's insurance carrier?