

## Equitable Access Action Planning Toolkit

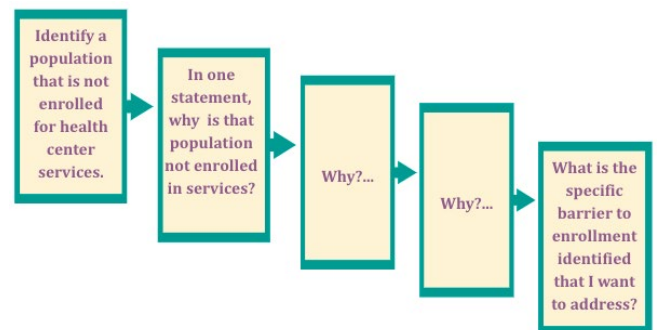
Please use this link to make a copy of this toolkit or download it for your own use.

[https://docs.google.com/document/d/1BGFRzE\\_fVahtiJSYKCDun1p8Pf6sJZMc/edit?usp=sharing&oid=112524648061662447990&rtpof=true&sd=true](https://docs.google.com/document/d/1BGFRzE_fVahtiJSYKCDun1p8Pf6sJZMc/edit?usp=sharing&oid=112524648061662447990&rtpof=true&sd=true)

<b>Health Service of Focus:</b>	
<b>Provider of Health Service:</b>	

### STEP 1: Identifying Barriers to Enrollment

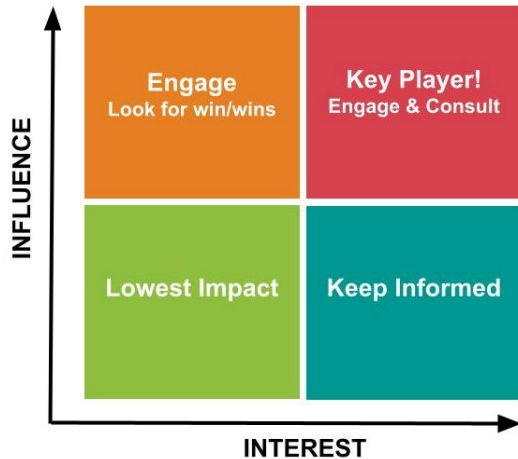
Understanding barriers to enrollment will help you in planning targeted enrollment strategies to mitigate barriers you have identified. First, identify which students are enrolled and not enrolled for the health service. **Then, complete the following WHY Protocol** to identify barriers to enrollment for specific students and families. This exercise will also help you identify individuals and groups of students/families who may experience the same barrier to enrollment.



Identify a population that is not enrolled for health services:	In one statement, why is that population not enrolled in services?	Why?	Why?	What is the specific barrier to enrollment identified that I want to address?
<i>Ex: Kindergarten students</i>	<i>Ex. They are new to the school and parents don't know about services.</i>	<i>Ex. Health service information was not included in Kindergarten orientation.</i>	<i>Ex. The staff member overseeing the orientation was not knowledgeable about services and did not have materials to distribute.</i>	<i>Ex. The orientation staff member and kindergarten parents do not have adequate information about health services and enrollment.</i>
1.				
2.				
3.				

## STEP 2: Leveraging Stakeholder Relationships

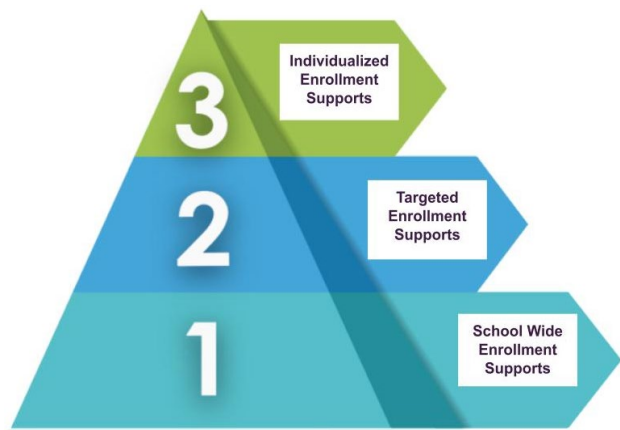
Complete the Stakeholder Analysis Grid below to identify the people who can support your enrollment effort for populations with barriers to access! This includes all stakeholders who have relationships or communication with students, families and staff. Do your best to list all stakeholders you can think of in one category to best guide your enrollment strategy.



<p><b>Who should you work to engage?</b>          Who are the people with high influence but need to be engaged to increase their knowledge and interest in health services? These people may have strong connections with students and families but have never observed health services, are newer in the building, or maybe haven't met any of the health service providers. Write them here!</p> <p>→ <i>Ex: new teachers in the school, school social worker who works with many students who aren't enrolled but haven't observed services</i></p> <p>→</p>	<p><b>Who are your key players?</b>          Who are the people who have high interest in your services and high influence over decision making? These people will be champions of health services and have strong connections with students and families. Write them here!</p> <p>→ <i>Ex: school principal, PTA president whose child is enrolled in health services</i></p> <p>→</p>
<p><b>Who is lower impact at this time?</b>          Who has low interest in health services and also doesn't have high influence over decision making at this time? These people should not be forgotten, but should not be the top priority for engagement for now. This list should be monitored over time as people's interest or influence may change! Write them here.</p> <p>→</p>	<p><b>Who should you keep informed?</b>          Who are the people who have high interest in your services but lower influence over decision making? These people may also be highly interested but don't have as many connections to students or families. Write them here!</p> <p>→ <i>Ex: school custodian who also cleans the clinic space and knows all the health service staff and the school staff</i></p> <p>→</p>

### Step 3: Developing a Strategic Enrollment Plan

Now let's make a plan! **Complete the three tiers framework below** to map out enrollment strategies for your health services that ensure you provide the right supports for all students and families.



\*Template adapted from Attendance Works Three Tiers Framework to Improve Attendance

#### Tier 1: School Wide Enrollment Supports

This tier is the foundation of your enrollment plan and includes strategies you implement with all students and families in the school to encourage enrollment in health services.

Tier 1 Enrollment Strategy	Supportive Stakeholders
<i>Ex: Include enrollment forms with informative and easy to read cover page in the Welcome Back packet sent home by the school on the first day</i>	<i>Ex: Principal and school secretary who create Welcome Back packets</i>
1.	
2.	
3.	

#### Tier 2: Targeted Enrollment Supports

This tier is for students and families who need more encouragement and support to enroll in health services. The enrollment activities should target groups of students who share the same barrier to access or a need for a specific support in order to enroll. It is important to leverage identified stakeholders who have connections and influence with these groups of students to support your strategies.

Targeted Group	Tier 2 Enrollment Strategy	Supportive Stakeholders
<i>Ex: Spanish speaking students and families</i>	<i>Ex: All enrollment forms, informational flyers, signage for health services translated into Spanish</i>	<i>Ex: PTA president who is a Spanish speaker and whose child is enrolled in services</i>
1.		
2.		

### Tier 3: Individualized Enrollment Supports

This tier is for students and families who face significant barriers to enrollment and require individualized strategies of outreach and support. Keep in mind that students in this tier may take time to overcome barriers or to build trust required for enrollment. It is critical to leverage identified stakeholders who have trusted relationships with students and families in this tier.

<b>Targeted Individual</b>	<b>Tier 3 Enrollment Strategy</b>	<b>Supportive Stakeholders</b>
<i>Ex: Recent immigrant family with distrust of health services due to paperwork that may be required</i>	<i>Ex: Outreach in person by a health service staff person and the student's teacher</i>	<i>Ex: the student's teacher who is the primary trusted contact at the school</i>
1.		
2.		
3.		