PDG PEER EXCHANGE - RECRUITMENT AND ENROLLMENT

April 19-20, 2016
Overview

- CEELO Team

- Agenda - Today (4/19) (all times EDT)
  - Introduce state teams (until 12:45PM)
  - Effectively recruiting families with high needs (1-2PM)
  - Making programs accessible (2-3PM)

- Agenda - Tomorrow (4/20)
  - Eligibility determination (11 AM-noon)
  - Serving (& recruiting) children with IEPs (noon-1 PM)
  - Coordinated recruitment & centralized intake (2-3PM)
  - Working with Head Start (3-3:45PM)
  - Wrap up (3:45-4PM)
Maryland’s Team

Judy Walker
Early Learning
Branch Chief
Supervisor

Nykia Washington
Education Program
Specialist
Monitor & T/A

Monica Waldron
Education Program
Specialist
Monitor & T/A

Tracy Jost
Education Program
Specialist
PreK Grant Manager

Shelley Downs
Education Program
Specialist
Monitor & T/A
**Quick Facts for Maryland**

Total Enrollment in State Pre-K: 28,730 (four years only includes all fund sources)
% of 4 yr olds served in 2014-15: 38%
# slots PDG this year: 2,846
% PDG slots enrolled by Dec 1, 2015: 5%

<table>
<thead>
<tr>
<th>3s &amp; 4s or just 4s?</th>
<th>“Regular” Program</th>
<th>PDG funded slots</th>
</tr>
</thead>
<tbody>
<tr>
<td>3s &amp; 4s</td>
<td>3s &amp; 4s</td>
<td>Just 4s</td>
</tr>
<tr>
<td>Eligibility factors-income</td>
<td>LEA Under 185%, State Under 300%</td>
<td>Under 200% FPL</td>
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<tr>
<td>Eligibility factors-others</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Length of day</td>
<td>Half &amp; Full day</td>
<td>Full school day</td>
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Maryland

- One thing we are proud of in our PDG enrollment/recruitment efforts thusfar:
  - Funded specialized programs (intensive inclusive special needs PreKs)

- One vexing problem we face with enrollment or recruitment is:
  - Complicated eligibility criteria
Nevada’s Team

Stacey Joyner
Education Programs Supervisor
Grant Manager

Teresa Cosgrove
Education Programs Professional
Sub-Grantee Support, Southern NV

Jana Barclay
Education Programs Professional
Sub-Grantee Support, Northern NV

Brian Turner
Management Analyst
Data Systems

Nikki Goldstein
Education and Information Officer
Professional Development
Quick Facts for Nevada

Total Enrollment in State Pre-K: **1398**
% of 4 yr olds served in 2014-15: **1.9% (of state)**
# slots PDG this year: **782**
% PDG slots enrolled by Dec 31, 2015: **86%**

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<td>3’s &amp; 4’s</td>
<td>Just 4s</td>
</tr>
<tr>
<td>Eligibility factors - income</td>
<td></td>
<td>Under 200% FPL</td>
</tr>
<tr>
<td>Eligibility factors - others</td>
<td>Determined by district to meet highest need</td>
<td>High Needs Communities</td>
</tr>
<tr>
<td>Length of day</td>
<td>2.5 hours per day</td>
<td>25 hours per week</td>
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Nevada

- One thing we are proud of in our PDG enrollment/recruitment efforts thus far:
  We are most proud of opening up classrooms and serving 782 students during our first year, especially given our late start and late staff hires.

- One vexing problem we face with enrollment or recruitment is:
  Our biggest struggle might be reaching out to families in need while also maintaining spots for children with disabilities (who are often not identified in time).
Virginia’s Team

Dr. Christine Harris
Director of Humanities and Early Childhood

Ms. Cheryl Strobel
Associate Director, Early Childhood

Dr. Dorothy Tate
PDG Preschool Specialist

Dr. Mark Allan
Federal PDG Grant Coordinator

Ms. Debbie Roddenberry,
PDG Grants & Reports Manager

Ms. Cynthia Evans
PDG Administrative Support

Dr. Laura Kassner
PDG Senior Data Analyst
Quick Facts for Virginia

Total Enrollment in State Pre-K 2015-2016: **18,356**
% of 4 yr olds served in state in 2014-15: **18%**
# slots PDG this year: **2,683** (original application slots)
% PDG slots enrolled by Dec 31, 2015: **2,804**

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<td>3s &amp; 4s or just 4s?</td>
<td>Just 4s</td>
<td>Just 4s</td>
</tr>
<tr>
<td>Eligibility factors-</td>
<td>At or below 200%</td>
<td>Under 200% FPL</td>
</tr>
<tr>
<td>income</td>
<td>with exceptions</td>
<td></td>
</tr>
<tr>
<td>Eligibility factors-</td>
<td>15% of slots may</td>
<td></td>
</tr>
<tr>
<td>others</td>
<td>be filled by local criteria</td>
<td></td>
</tr>
<tr>
<td>Length of day</td>
<td>5 ½ hours or 3 hours</td>
<td>Full school day</td>
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Virginia

- One thing we are proud of in our PDG enrollment/recruitment efforts thus far:
  - Increasing enrollments of eligible children significantly from September to December 2015.

- One vexing problem we face with enrollment or recruitment is: conflicting state and federal eligibility requirements.
Format & Expectations

- Format of each section
  - Brief overview of issues and strategies
  - State “spark”—interview or problem of practice
  - Group discussion
  - State team time to discuss
  - What to do if not all together
  - Brief report out and wrap up

- Peer learning is the goal!
  - Participation is key
  - We will call on states as needed to keep the conversation going
Recruitment and Enrollment

- We built it...

...but will they come?
Roadblocks

Language
Lack of knowledge
Proving eligibility
Logistical
Philosophical
Emotional
Family-Centered Strategies

- Identify where families spend their time
- Use a variety of communication formats
- Create a welcoming environment
- Leverage families participating in the program
- Partner with trusted community resources
- Partner with organizations that may be working with family members in other ways
State Team Time

- What have been the most difficult aspects of engaging high needs families in our state?
- Are there certain subgrantees who have developed better approaches or had greater struggles?
- What did we hear from other states today that we want to learn more about or try out in our state?
- What else do we want more information about?
- What’s one next step for our team?
Making Programs Accessible to Eligible Families
Key Issues in Making Programs Accessible to Families

- **Location, location, location**
  - Where are the families?
  - Lack of space/facilities in areas of highest need

- **Transportation issues**
  - Shared transportation
  - Safety concerns

- **Convenient extended day services to meet needs of working families vs. cost/funding availability**
Strategies

- Find where there are pockets of unserved, eligible children
  - K entry data on neighborhoods with unserved but eligible children
  - Waiting lists by location
- Geo-mapping low-income families vs. licensed facilities and schools
- Finding convenient locations
  - Utilize other than school buildings
  - Co-location with private services
  - Building/facilities financing strategies
Strategies, cont..

- Transportation
  - Loss of daily contact with families
  - Urban areas: cost, convenience, timing, public transportation issues
  - Rural areas: length of time on bus
- Licensing/ health and safety concerns
  - Bus safety for children under 5
  - Seat belt/car seat cost
  - Public transportation crowding, contagion
Strategies, cont.

- Extended day/week/year issues
  - Blended and braided funding with child care
  - Curriculum and quality concerns
  - Lead teacher issues

- Child care/transportation cross-issues
  - Length of day
  - Multiple caregivers/settings
State Team Time

- What have been the most difficult aspects of program accessibility in our state?
- Are there certain subgrantees who have developed better approaches or had greater struggles?
- What did we hear from other states today that we want to learn more about or try out in our state?
- What else do we want more information about?
- What’s one next step for our team?
Staffing and Partnerships that Support Sustainable Recruitment and Enrollment
Key Issues in Staffing

- It’s no one’s only job
  - Add-on to administrative, classroom, or family support staff
  - No training for this aspect of the job
  - Ongoing and year-round
- Overlap with session on getting the right kids into the right programs
Strategies

- Community collaboration to employ recruitment and enrollment specialists who can reach families
- Dedicate phone, web, email accounts and staff time to recruitment and enrollment year round
- Impeccable follow-up
- Building community-wide referral networks to reach families with high-needs
State Team Time

- What have been the most difficult aspects of program accessibility in our state?
- What have been the most difficult aspects of staffing and making partnerships to support recruitment in our state?
- Are there certain subgrantees who have developed better approaches or had greater struggles?
- What did we hear from other states today that we want to learn more about or try out in our state?
- What else do we want more information about?
- What’s one next step for our team?
Welcome Back!

Wednesday, April 20, 2016
Putting the puzzle together:
Getting the right kids into the right programs, while simultaneously following all the federal and state rules
Key issues in Eligibility

- Some programs serve just 4s, some 3s & 4s
- Different programs have different income eligibility criteria
  - 100% FPL? 200% FPL? 300% FPL?
- Many providers not accustomed to determining income eligibility
  - Especially school districts
- Determination processes may have to be created from scratch or substantially revised
- Eligibility may be hard to document for most at-risk (e.g., homeless families)
Strategies

- Develop clear guidance on eligibility determination
  - Define who is part of household, what counts as part of household income
  - Use existing state policy for other programs as guide
- Use proxies for income eligibility
  - TANF, Medicaid (parent), SNAP
  - Review policies carefully to determine what can count as proof of family income below 200% FPL
- Provide tools for programs to collect evidence and calculate annual income
Strategies, Cont.

- Explore policy waivers to support eligibility for programs that are braided/blended
  - New CCDF rules allow flexibility
- Ensure that data system collects information on eligibility factors/priority enrollment factors
- Include review of eligibility determination processes in monitoring system
- Provide extra time for homeless families to produce needed evidence of eligibility
State Team Time

- What have been the most difficult aspects of eligibility determination in our state?
- Are there certain subgrantees who have developed better approaches or had greater struggles?
- What did we hear from other states today that we want to learn more about or try out in our state?
- What else do we want more information about?
- What’s one next step for our team?
Blending and Braiding Funding

- **Braiding**: You can trace the strands of funding for each child at any time (fruit salad)
- **Blending**: The funding is all stirred up and mashed together (smoothie)
Resources and Issues in Blending and Braiding Funding

- Ounce of Prevention Fund (Link)
- Issues in reporting costs
- Varying rates for services among programs
- Common policy/requirement differences
  - Class size
  - Staff qualifications
  - Quality requirements
- Funding by classroom vs. by child
Strategies

- Cost allocation approaches
- Tracking which child is eligible for which funding stream, and when
- Technology for tracking
- Systems approaches to quality
The Special Case of Children with Special Needs

- Funding and programming for children with IEPs
  - Specific policies that help or hinder inclusion
    - Funding barriers
    - State vs. federal funding and policies
    - Logistical concerns
      - Classroom staffing needs/training
      - Special services availability
  - How we got in this predicament
State Team Time

- What have been the most difficult aspects of including children with IEPs in Pre-K in our state?
- Are there certain subgrantees who have developed better approaches or had greater struggles?
- What did we hear from other states today that we want to learn more about or try out in our state?
- What else do we want more information about?
- What’s one next step for our team?
All Together Now

Community-level approaches to recruitment and enrollment
Issues to be Solved

- Multiple Programs in the community seek to enroll the same population of children
  - Overlapping eligibility
  - Program funding requires full classrooms with waiting lists
- Children with the highest needs are not found or enrolled at all
  - Homeless children
  - Children in the child welfare system
  - Children with multiple and significant risk factors
- Individual preschool programs don’t have resources for recruitment and enrollment
Strategies

- Working together
- System of referrals; shared pathways; no wrong-door intake (Flowchart)
- Community coordinated recruitment and centralized intake
  - Using existing structures
  - Building new collaboration for this purpose
  - Steering/governance supports
State Team Time

- What have been the most significant barriers to coordinating recruitment and enrollment in our state?
- Are there certain subgrantees who have developed better approaches or had greater struggles?
- What did we hear from other states today that we want to learn more about or try out in our state?
- What else do we want more information about?
- What’s one next step for our team?
Working with Head Start

How to share the sandbox to maximize enrollment and positive outcomes for children and families
Understanding Head Start’s Reality

- Requirement for full enrollment
  - Slot may only be open for 30 days
  - MUST have waiting list of eligible children
- High stakes consequences for under-enrollment
- Often limited joint planning for placement of programs
- Result: Competition for participants!
Strategies

- Community level planning
  - Community waiting list
- Head Start refocusing on 3s, Early Head Start
- Blending & Braiding
  - Using Head Start and Pre-K as funding streams, rather than as programs
  - All children receive same services
  - Built-in waiting list
State Team Time

- Where have we had the best success in coordinating with Head Start in our state?
- Are there certain subgrantees who have developed better approaches or had greater struggles?
- What did we hear from other states today that we want to learn more about or try out in our state?
- What else do we want more information about?
- What’s one next step for our team?
Wrap-up

Report out by states:
- 2 things you learned
- 2 next steps
- 2 things CEELO can do next to help!
That's all Folks!