

# 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)



# CEELO team slide

- Lindy Buch

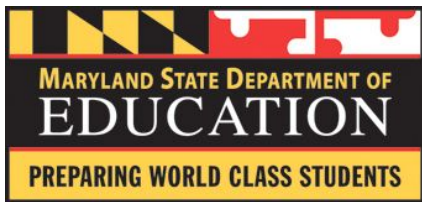


- Theresa Hawley



- Melissa Dahlin





# Maryland's Team



Judy Walker  
Early Learning  
Branch Chief  
Supervisor



Tracy Jost  
Education Program  
Specialist  
PreK Grant Manager



Nykia Washington  
Education Program  
Specialist  
Monitor & T/A



Shelley Downs  
Education Program  
Specialist  
Monitor & T/A



Monica Waldron  
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%

	"Regular" Program	PDG funded slots
3s & 4s or just 4s?	3s & 4 s	Just 4s
Eligibility factors-income	LEA Under 185%, State Under 300%	Under 200% FPL
Eligibility factors-others		
Length of day	Half & Full day	Full school day



# 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 critieria



# Nevada's Team



**Stacey Joyner**  
Education Programs Supervisor  
Grant Manager



**Brian Turner**  
Management Analyst  
Data Systems



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



**Nikki Goldstein**  
Education and Information Officer  
Professional Development



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



# 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%

	"Regular" Program	PDG funded slots
3s & 4s or just 4s?	3's & 4's	Just 4s
Eligibility factors-income		Under 200% FPL
Eligibility factors-others	Determined by district to meet highest need	High Needs Communities
Length of day	2.5 hours per day	25 hours per week





# 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:

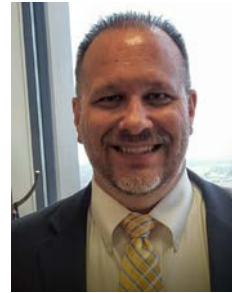
*Our biggest struggle might be reaching out to families in need while also maintaining spots for children with disabilities (who are often not identified in time).*



# Virginia's Team



Dr. Christine Harris  
Director of  
Humanities and  
Early Childhood



Dr. Mark Allan  
Federal PDG  
Grant Coordinator



Ms. Cheryl Strobel  
Associate Director,  
Early Childhood



Ms. Debbie  
Roddenberry,  
PDG Grants &  
Reports Manager



Dr. Dorothy Tate  
PDG Preschool  
Specialist



Dr. Laura Kassner  
PDG Senior Data Analyst



Ms. Cynthia Evans  
PDG Administrative  
Support



# 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**

	"Regular" Program	PDG funded slots
3s & 4s or just 4s?	Just 4s	Just 4s
Eligibility factors-income	At or below 200% with exceptions	Under 200% FPL
Eligibility factors-others	15% of slots may be filled by local criteria	
Length of day	5 ½ hours or 3 hours	Full school day



# 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



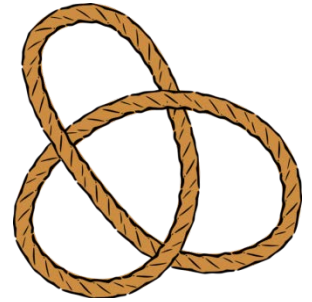
# Strategies, cont..



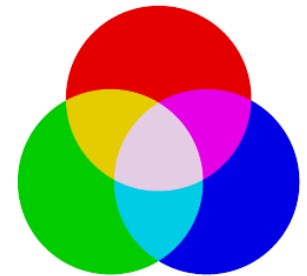
- Transportation
  - Loss of daily contact with families
  - Urban areas: cost, convenience, timing, public transportation issues
  - Rural areas: length of time on bus
- Licensing/ health and safety concerns
  - Bus safety for children under 5
  - Seat belt/car seat cost
  - Public transportation crowding,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



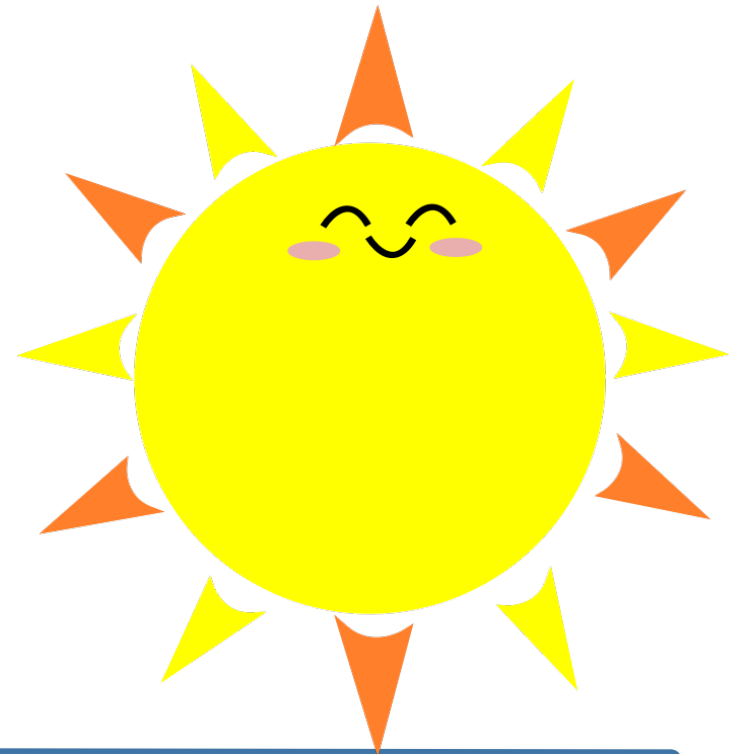
# State Team Time

- 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?



Wednesday, April 20, 2016

Welcome Back!



# 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!



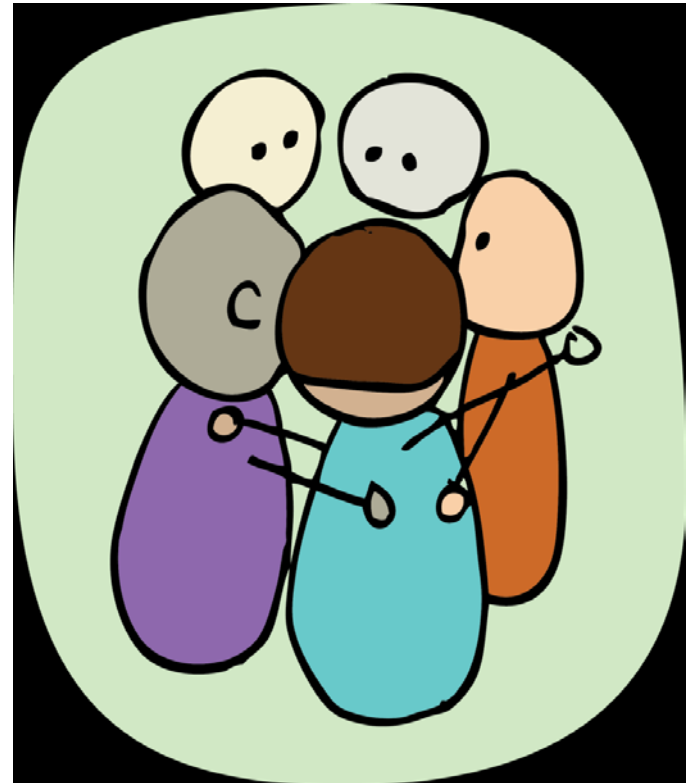
# Strategies

- 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!*

