



QUALITYstarsNY Recruitment Project Evaluation Report

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Early Care & Learning Council

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The Early Care & Learning Council is a statewide nonprofit organization that works to increase the quality, affordability, and capacity of the early care and learning field. Established in 1975, the Council provides training and technical assistance, data management, and advocacy services. Services and programs of the Council are provided to, and in partnership with, the network of local Child Care Resource & Referral programs across New York State.

About the Author

Rebekah Widrick is the Research and Evaluation Associate at the Early Care & Learning Council. Ms. Widrick holds a Master's degree in Psychology from SUNY New Paltz. She began her work at the Council on the Infant and Toddler Project and has extended her research skills to other initiatives. Ms. Widrick has over six years of research experience in qualitative and quantitative data collection, organization, and presentation in many different content areas. She is also a published author and has presented at many professional conferences. She has been involved with all stages of the QUALITYstarsNY recruitment project.

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Project Background

QUALITYstarsNY is a voluntary quality rating and improvement system that is designed to increase quality in early care and education centers, schools, and homes throughout New York State. Following the 2010 field test conducted in thirteen communities across the state, the New York State Education Department agreed to allocate funds from its federal Race to the Top grant to support implementation of QUALITYstarsNY in 2012-2014 in designated areas.

The QUALITYstarsNY Recruitment Project began in April 2012. A timeline for the project and data collection efforts is presented in Table 1. The goal of the recruitment project was to recruit suitable applicants for the 2012-2014 implementation of QUALITYstarsNY. Early care and education programs were recruited and selected primarily from communities within and around Persistently Low Achieving (PLA) public schools. The New York City Early Childhood Professional Development Institute (PDI), the Early Care & Learning Council (Council), and seven recruitment agencies across the state collaborated to recruit a minimum of 300 early care and education programs across the state.

Table 1. Timeline for major project activities

Project Activity	Time Period
Recruitment of programs and providers not operated by a public school (programs)	May 1, 2012 - June 30, 2012
Applicant Surveys distributed for programs and providers not operated by a public school	August 2012
Recruitment of public school-operated UPKs	Sept 1, 2012 - Nov 30, 2012
Regional Recruitment Agency Interviews conducted	December 2012
Quality Improvement Specialist Surveys distributed	December 2012
Applicant Surveys distributed for public school-operated UPKs	December 2012

At the onset of the recruitment project, the Council conducted a one-day training on April 24th, 2012 for the selected recruitment agencies. The goal of the training was to orient the recruitment agencies to the project and provide them with all the materials and knowledge necessary to begin recruitment in their communities. The training was held at the Council and a total of 21 individuals attended. Twenty completed an evaluation form for the event. Ninety-five percent of individuals felt discussions were relevant and helpful and materials and strategies given were useful. A smaller percentage of individuals (70%) felt that the goals and suggestions presented by QUALITYstarsNY and the Council were achievable. Overall, nearly 90% indicated that they were comfortable and ready to facilitate the process in their communities.

Evaluation Design and Questions

The primary goal of the recruitment project was to recruit early care and education program and provider applicants in targeted areas to participate in the 2012-2014 implementation of QUALITYstarsNY. The following research questions were used to guide evaluation of this process:

1. What activities were implemented to get applicants to apply?
2. How effective were these activities in encouraging applicants to apply?

3. Did these activities make applicants more knowledgeable about QUALITYstarsNY?
4. Were applicants satisfied with the support they received during the recruitment process?
5. Would applicants apply again if given the opportunity?

In addition to the research questions above, the Council was also interested in gathering information on how to improve the recruitment process, and specifically, how to deal with the challenges faced by the recruiting agencies.

Evaluation Methodology

Sample

The sample consisted of recruitment agencies, early care and education program and provider applicants, and Quality Improvement Specialists. Each group provided valuable feedback to the Council on the recruitment process.

Recruitment Agencies

A total of 12 agencies applied to become the recruitment agency in their community. Seven agencies were selected to recruit a designated number of early care and education program and provider applicants in their communities. Each agency was given a target number of applicants to recruit determined by QUALITYstarsNY and the Council. The seven contracting agencies¹ and target numbers are presented in Table 2. Representatives from each recruitment agency collaborated with three Council staff to participate in marketing and outreach activities to recruit the applicants.

Table 2. Region, agency, and target number for participating recruitment agencies

Region	Recruitment Agency	Target Recruitment #
Buffalo	Child Care Resource Network	50
Rochester	Child Care Council, Inc.	80
Syracuse	Child Care Solutions	55
Albany, Schenectady	Capital District Child Care Council	45
NYC	The Committee for Hispanic Children and Families Child Development Support Corporation Chinese American Planning Council Day Care Council of New York Center for Children's Initiatives	125
Yonkers, Poughkeepsie	Child Care Council of Westchester, Inc. Child Care Council of Dutchess	45
Roosevelt, Central Islip, Westbury	Child Care Council of Nassau, Inc. Child Care Council of Suffolk	50

Early Care and Education Program and Provider Applicants

Applicants were required to be licensed, registered or regulated. Applicants currently serving at least 25% low-income children from communities with PLA schools were given priority in the selection process. Applicants were also required to be operating for at least two years and previous field test sites were automatically accepted.

In order to identify the targeted areas, priority zip codes and expansion zip codes were established. Priority zip codes were determined by QUALITYstarsNY based on PLA schools as identified by New York State Education

¹ Three of the seven agencies (Child Care Council of Westchester, Inc., Child Care Council of Nassau, Inc., Committee for Hispanic Children and Families) contracted with other Child Care Resource & Referral agencies to complete the work.

Department. Discussions with recruitment agencies and QUALITYstarsNY lead to an expansion of these priority zip codes. As a result, recruitment agencies selected additional recruitment zip codes, in addition to the priority zip codes, to make up the *target areas*. The goal was to recruit applicants from the target areas around the state. A full list of the zip codes in the target areas is located in the Appendix.

A total of 823 programs and providers not operated by a public school (programs) applied across the state and a total of 769 selected and non-selected applicants² were emailed the Applicant Survey. A total of 39 public school-operated UPKs applied across the state and a total of 26 applicants³ were emailed the Applicant Survey. Together, a total of 795 programs and UPKs were solicited for feedback for the project report. See distribution in Table 3.

Table 3. Distribution of applicants emailed Applicant Survey

Program Type	N
Non public school-operated programs and providers (programs)	
Selected centers	241
Unselected centers	179
Selected family homes	189
Unselected family homes	160
Total	769
Public school-operated UPKs	
Total	26
Total programs and UPKs	795

Quality Improvement Specialists

The primary role of the Quality Improvement Specialists is to support the selected child care programs and school-operated UPKs enrolled in QUALITYstarsNY. They work with programs and school-operated UPKs throughout the standards completion process and through the quality improvement process. They were also engaged in the recruitment process. Currently, there are a total of 12 Quality Improvement Specialists supporting QUALITYstarsNY implementation around the state. Nine Quality Improvement Specialists provided valuable information for this report regarding their collaborations with the recruitment agencies.

Instrumentation and Procedures

The Monthly Reporting Form was designed to collect information on all marketing, outreach, and recruitment activities conducted by the recruitment agencies. A representative from each recruitment agency completed the reporting form on a monthly basis for the 2012 months of May, June, July, September, and October. The survey was distributed and completed online via Survey Monkey and submitted according to the evaluation timeline.

The Information Session Participant Survey was designed to collect information on participant satisfaction, knowledge gain, participants’ readiness to participate, and comfort in applying to QUALITYstarsNY. The surveys were distributed to all participants by recruitment agencies following attendance of information sessions. All surveys and attendance sheets were mailed to the Council for data entry.

The Applicant Survey was designed to collect information on applicant satisfaction, increase in knowledge, and effectiveness of recruitment activities. The survey was administered online by the Council to programs and school-operated UPKs. The list of applicants was generated from the WELS database.⁴ Both selected and non-selected applicants in the WELS database received the survey.

² Only 769 surveys were emailed because some applicants did not have working email addresses.

³ Only 26 surveys were emailed because some applicants had repeating email addresses.

⁴ The WELS database is web-based system for entering, storing and retrieving QUALITYstarsNY applicant data

The Project-End Interview was designed to collect information on effective strategies for program and school-operated UPK recruitment. Data was also gathered on collaborations and challenges and suggestions for future recruitment. A representative from each recruitment agency participated in the interview. Interviews were conducted by the Evaluation Specialist at the Council, and data was collected via a one-time phone interview. Interviews were transcribed by a third party not participating in the interview.

The Quality Improvement Specialist Survey was designed to collect information on the relationship between the Quality Improvement Specialist and the recruitment agency. The survey was distributed by the Council to all Quality Improvement Specialists via Survey Monkey and submitted according to the evaluation timeline.

Findings

The findings below address the evaluation questions previously identified. On a number of occasions, findings are presented separately for programs and school-operated UPKs because some recruitment strategies, successes, and challenges were exclusive to each population.

Recruitment Activities

Recruitment agencies conducted a number of activities between the months of May and November 2012. According to monthly reports submitted by the recruitment agencies, the most common marketing and outreach activities conducted included 1) distribution of information via the agency’s own marketing methods (e.g., newsletters, website, email blasts, and press releases) and 2) advertising or inviting populations to upcoming presentations, information sessions, or orientation meetings. A distribution of all activities is presented in Figure 1. Some agencies also participated in additional activities. One agency, for example, reported interviewing with a reporter regarding QUALITYstarsNY.

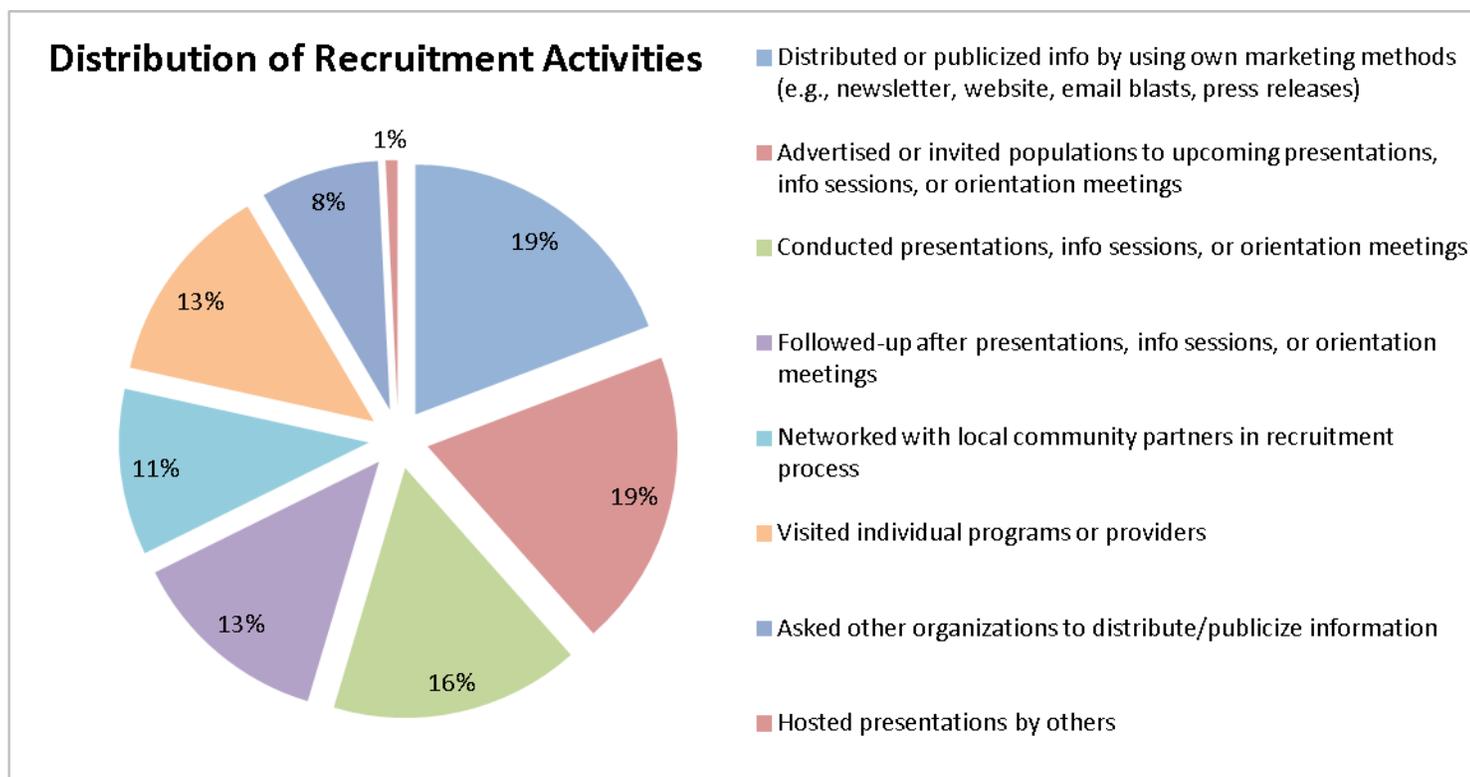


Figure 1. Distribution of recruitment activities conducted by recruitment agencies

Recruitment agencies were also asked to report on a monthly basis the method by which their activities were conducted. The majority of the activities were conducted via email or online and via phone or fax. A distribution of the mode of delivery is presented in Figure 2.

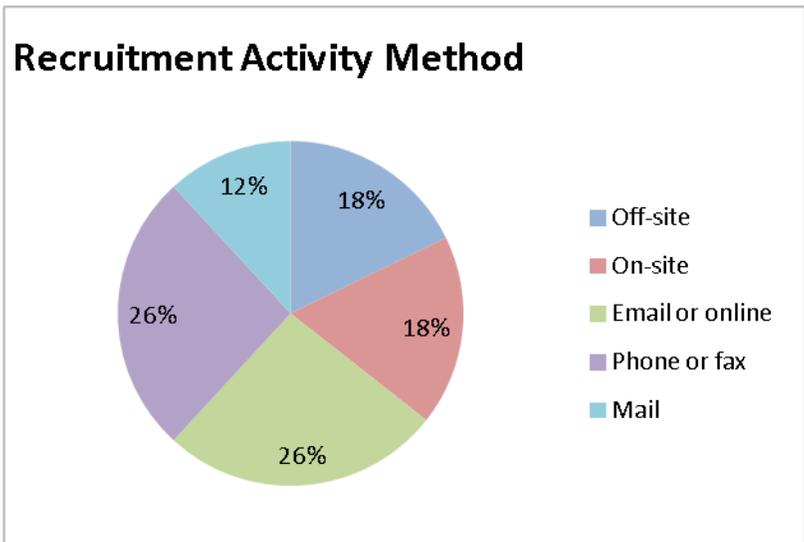


Figure 2. Recruitment activity method

Applicant Demographics

A total of 397 program and provider applicants not operated by a public school (programs) provided feedback to the Council (approximately 50% response rate). Twelve of the applicants provided feedback in Spanish.⁵ The majority of respondents represented centers licensed by the Office of Children and Family Services and New York City Department of Health and Mental Hygiene, followed by group family providers. The remaining applicants were family providers, registered nursery schools, special education (4410) providers, Head Start/Early Head Start providers, and Universal Pre-K programs in community-based organizations. See distribution in Figure 3. Additionally, a total of 22 school-operated UPK applicants provided feedback to the Council.

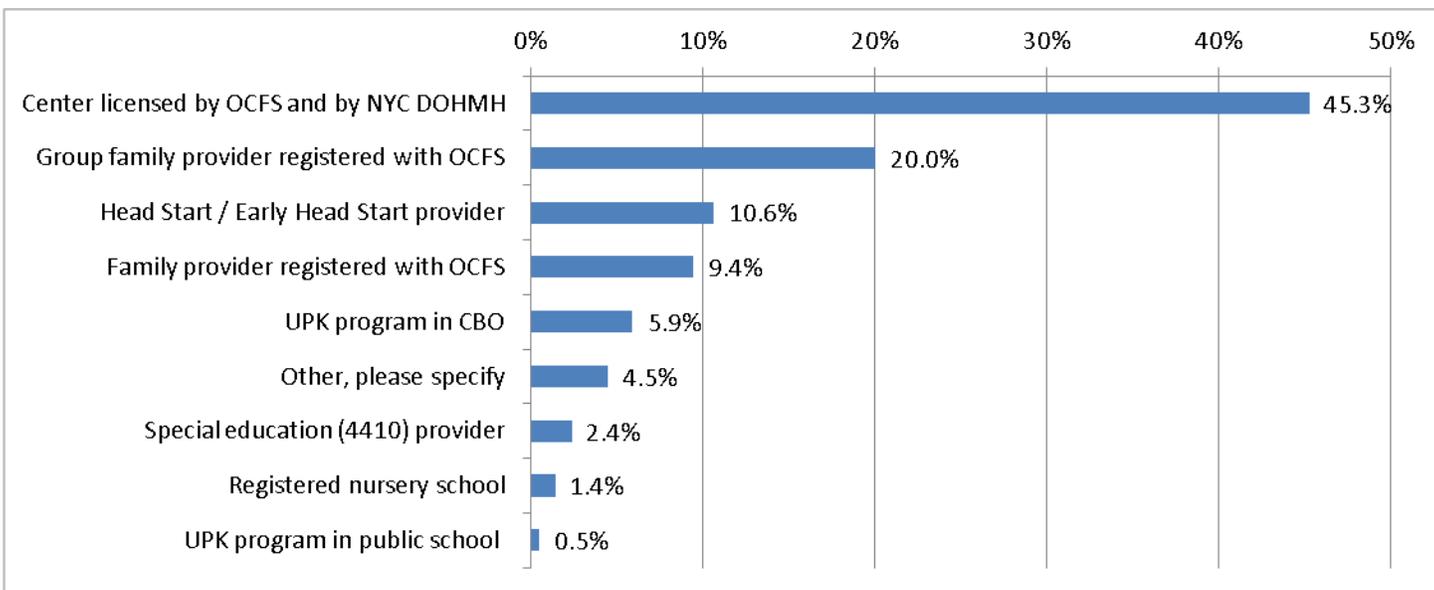


Figure 3. Type of care setting reported by programs

⁵ Data for the surveys have not yet been analyzed.

Effectiveness of Recruitment Activities: Survey Data

When program applicants were asked how they heard about the recent opportunity to apply for QUALITYstarsNY in 2012, many indicated attending presentations, information sessions, or orientation meetings. They also reported receiving information via email or online. These outreach activities were the most successful in publicizing QUALITYstarsNY to communities. Distribution of other outreach activities is presented in Table 4.

Table 4. Program and provider applicants (not operated by a public school): How did you hear about the recent opportunity to apply for QUALITYstarsNY?

	N	%
I attended a presentation, information session, or orientation meeting	138	24.6
I received information via email or online	136	24.2
I was involved in the QUALITYstarsNY Field Test	84	14.9
I received information from a colleague or friend	60	10.7
I received information via mail	54	9.6
I received individualized, one-on-one support from a QUALITYstarsNY Recruitment Specialist	23	4.1
I received information via phone or fax	14	2.5
I was visited by a QUALITYstarsNY Recruitment Specialist	10	1.8
None of the above	4	0.7
Other	39	6.9
Total	562	100.0

N=# of times each response was selected

Program applicants were asked to rate on a scale of *1-not at all* to *5-completely* how effective they felt the above activities were in encouraging them to apply. Over 80% reported that the above activities were either very effective (4) or completely effective (5) in encouraging them to apply. Applicants in programs were also asked to rate on a scale from *1-very dissatisfied* to *5-very satisfied*, how satisfied they were with support they received in their recent involvement in QUALITYstarsNY. Nearly 70% of the applicants reported being somewhat (4) or very satisfied (5) with the support. Very few reported dissatisfaction (4.4%). Over 60% of the applicants reported that this support made them more knowledgeable of QUALITYstarsNY (defined by a selection of 4-very knowledgeable or 5-completely knowledgeable on a scale from *1-not at all* to *5-completely*).

When applicants in school-operated UPKs were asked how they heard about the recent opportunity to apply for QUALITYstarsNY in 2012, the majority of applicant selections involved receiving information via email or online. Distribution of other activities for this population is presented in Table 5.

Table 5. School-operated UPK applicants: How did you hear about the recent opportunity to apply for QUALITYstarsNY?

	N	%
I received information via email or online	12	57.1
I was involved in the QUALITYstarsNY Field Test	3	14.3
Other*	2	9.5
I received information via mail	1	4.8
I received information from a colleague or friend	1	4.8
I attended a presentation, information session, or orientation meeting	1	4.8
None of the above	1	4.8
Total	21	100.0

N=# of times each response was selected

*Other responses included being recommended by a Pre-K Social Worker and receiving information in the Principal's Weekly from the New York City Department of Education

Applicants in school-operated UPKs were also asked to rate on a scale of *1-not at all* to *5-completely* how effective they felt the above activities were in encouraging them to apply. Seventy percent reported that the above activities were either very effective (4) or completely effective (5) in encouraging them to apply. Applicants in school-operated UPKs were also asked to rate on a scale from *1-very dissatisfied* to *5-very satisfied*, how satisfied they were with support they received in their recent involvement in QUALITYstarsNY. Twenty-two percent of the applicants reported being somewhat (4) or very satisfied (5) with the support. Ten-percent reported being neither satisfied nor dissatisfied and 70% reported that this was not applicable to them. About 20% of the applicants reported that this support made them more knowledgeable about QUALITYstarsNY (defined by a selection of 4-very knowledgeable or 5-completely knowledgeable on a scale from *1-not at all* to *5-completely*) and another 20% indicated that the support made them only a little (2) or somewhat (3) more knowledgeable. Sixty-percent of applicants reported that this was not applicable to them.

Information Sessions

One of the activities conducted by recruitment agencies was information sessions. The goal of information sessions was to increase participant knowledge about QUALITYstarsNY and encourage and prepare programs to participate. Recruitment agencies submitted attendance and evaluation data for 42 information sessions⁶ conducted statewide (41 sessions for programs and providers not operated by a public school and 1 for public school-operated programs). A total of 752 participants attended and 607 evaluations were received (80% of all attendees). The regional breakdown is presented in Table 6.

Table 6. Regional breakdown of information session data

Region	# of sessions	# of participants	# of evaluations received
Buffalo	6	53	52
Rochester	4	38	34
Syracuse	3	47	41
Albany, Schenectady	5	62	47
NYC	12	302	217
Yonkers, Poughkeepsie	5	102	95
Roosevelt, Central Islip, Westbury	7	148	121
Total	42	752	607

Participants were asked to rate their agreement with 10 statements (Figure 4) on a 5-point scale from *1-strongly disagree* to *5-strongly agree*. Nearly 96% of participants agreed or strongly agreed that they felt more knowledgeable of QUALITYstarsNY as a result of information session. Approximately 92% felt comfortable in applying and approximately 91% reported that they would apply to participate. Finally, nearly 95% felt that the session was useful and met their needs.

Average ratings for all statements are presented in Figure 4. Participants rated their overall experience with the recruitment agency representative the highest, followed closely by the convenience of the location. Many information sessions were held at Child Care Resource and Referral (CCR&R) agencies, and some were also conducted at universities and child care centers.

⁶ It is possible that more information sessions occurred, but evaluations were only received for 42 sessions. Also, contacts with school-operated UPK programs were often one-on-one meetings, rather than larger information sessions.

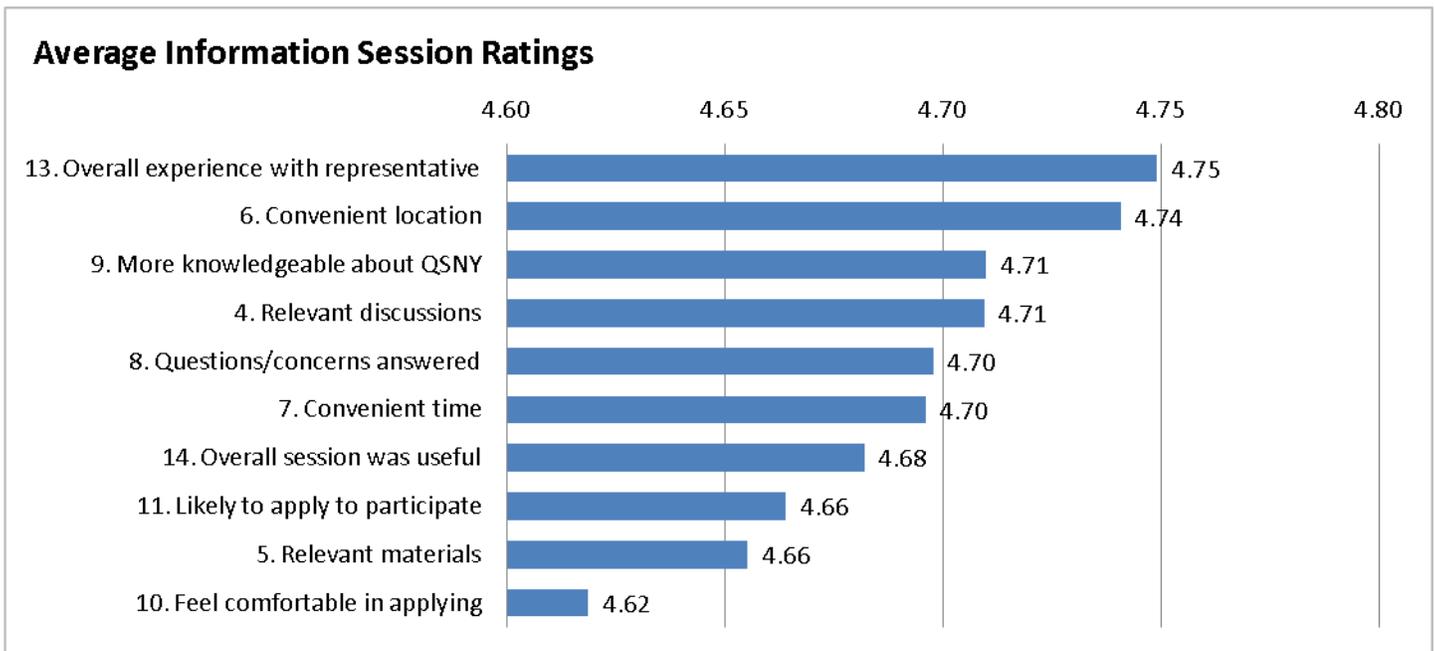


Figure 4. Average ratings for information sessions statements

Effective Recruitment Strategies: Interview Data

Recruitment agencies provided valuable feedback on the recruitment process via project-end interviews conducted by the Council. When asked about the most effective strategies used to recruit program and provider applicants (not operated by a public school), onsite outreach (e.g., information sessions) and direct phone calls were reported most frequently. Two recruitment agencies reported the benefits of conducting information sessions for community groups already scheduled to meet regularly, such as child care center director groups. Attending these meetings and presenting QUALITYstarsNY information was reported as effective. Distribution of written information (e.g., flyers, letters) and use of email (e.g., email blasts) were also reported as effective. Agencies also reported the benefits of using Quality Improvement Specialists, CCR&R agency registrars, and Child and Adult Care Food Program (CACFP) representatives to make phone calls and distribute written information. Oftentimes, programs have existing relationships with representatives from these departments and are more likely to respond to their outreach. Additional activities such as gift card incentives were also used to encourage agency staff to recruit programs.

One-on-one meetings with administrators were reported most frequently as an effective strategy for recruiting school-operated UPKs. The New York City recruitment agency also reported that information dissemination through the New York City Department of Education was also helpful. In general, recruitment agencies reported that it was significantly more difficult to recruit applicants from school-operated UPK programs.

Recruitment Agency Collaborations

In addition to conducting recruitment activities, recruitment agencies also developed relationships during the recruitment process. One of the relationships developed over the recruitment process was with the Quality Improvement Specialists. The Council examined this relationship via online surveys with Quality Improvement Specialists. All Quality Improvement Specialists who completed the survey reported that a recruitment agency had supported them in some way. On a scale of 1-very dissatisfied to 5-very satisfied, over 75% of Quality Improvement Specialists reported that they were either somewhat satisfied (4) or very satisfied (5) with the support that they received from the recruitment agency.

Quality Improvement Specialists were asked to elaborate on the nature of the support they received. Six of the nine Quality Improvement Specialists reported support in the form of space and technology provided by the

recruitment agency. Others also reported that recruitment agencies organized and presented environmental rating scale trainings and provided additional training and technical assistance to programs.

Recruitment Challenges

During project-end interviews, recruitment agencies were asked to report challenges faced during the recruitment process. When asked about child care programs and providers not operated by public schools, recruitment agencies reported the following challenges:

- Program and provider lack of knowledge about QUALITYstarsNY and how the initiative would benefit them
- Program and provider fear about the amount of work required to participate
- Lack of information for all parties at the onset of the recruitment project
- Technical issues with the online application
- Delayed language translation of application and materials

When asked about school-operated UPKs, recruitment agencies reported challenges as well. Among the most common was districts' lack of knowledge about how QUALITYstarsNY would benefit them. Recruitment agencies also reported the following challenges:

- Lack of involvement from New York State Education Department
- Although helpful, it was a time-consuming process for New York City to filter all information through the New York City Department of Education
- Difficulty in getting school board and union approval for the implementation of QUALITYstarsNY
- Districts' opposition to implementing another teacher evaluation
- Timing--poor timing of the recruitment process as the start of a new school year is often a very hectic time; difficulty with competing timelines among education departments, not enough time to recruit

Recruitment Suggestions

Recruitment agencies were asked to give suggestions for recruiting programs and school-operated UPKs. For programs and providers not operated by public schools, many suggested face-to-face interaction. Among other suggestions were a longer timeline to recruit and having more information about QUALITYstarsNY at the onset of recruitment. Some agencies reported the importance of implementing diverse outreach strategies, such as email, mail, or public service announcements via television or radio. One agency suggested the benefits of using CCR&R departments, such as registration and CACFP, to assist in recruitment. Agencies stressed the importance of follow-up and involvement from an accessible and committed recruitment agency.

Recruitment agencies also provided suggestions for recruiting school-operated UPKs. The most common suggestion was improved communication and support among the state, specifically with the help of the New York State Education Department about the benefits, expectations, and incentives for programs and providers. Recruitment agencies also stressed the importance of allotting more time for recruitment and not recruiting at the beginning of the school year. Lastly, agencies felt that having accurate information at the onset of the process was crucial and more money to recruit would be helpful.

Finally, recruitment agencies were asked how they would re-design one piece of the QUALITYstarsNY process. All responses are presented below:

1. Fewer technological glitches in the online application;
2. More time for recruitment of programs and school-operated UPKs;
3. More support from the New York State Education Department for school-districts and improved communication to school-operated UPKs about how QUALITYstarsNY fits with UPK;
4. Additional funding for initiative preparation (e.g., alignment work) and staff outreach;
5. More information at the onset of the recruitment project;
6. Access to bilingual Quality Improvement Specialists; and

7. Use of CCR&R staff, in addition to Quality Improvement Specialists, to support recruitment and implementation process.

Summary of Findings

The 2012 QUALITYstarsNY Recruitment Project had a number of successes, challenges, and lessons learned. Regional recruitment agencies successfully recruited targeted applicants to participate in 2012-2014 QUALITYstarsNY implementation. A total of 823 non public school-operated program and provider applications were submitted across the state. A total of 693 applications were received from the target areas and 457 sites were selected by QUALITYstarsNY to participate in 2012-2014 implementation. A total of 39 public school-operated UPK applications were submitted across the state and all 39 sites were selected to participate.

Recruitment agencies conducted activities between the months of May and November 2012 to recruit programs and providers. Applicants were required to be licensed, registered or regulated child care programs and providers. Applicants currently serving at least 25% low-income children were given priority in the selection process. The most common activities conducted were distribution of information via the recruitment agency's own marketing methods (e.g., newsletters, website, email blasts, and press releases) and advertising or inviting populations to upcoming presentations, information sessions, or orientation meetings.

Program and provider applicants not operated by public schools reported hearing about the opportunity to apply for QUALITYstarsNY in 2012 by attending presentations, information sessions, and orientation meetings and by receiving information via email or online. Over 80% of surveyed applicants reported that the activities implemented by recruitment agencies were effective in encouraging them to apply. Additionally, recruitment agencies reported that the most effective strategies used to recruit program and provider applicants not operated by public schools were onsite outreach (e.g., information sessions) and direct phone calls. Especially beneficial was the use of other community groups, populations, and departments such as Quality Improvement Specialists, Child Care Resource and Referral agency registrars, and Child and Adult Care Food Program representatives to recruit applicants.

Applicants in public school-operated UPKs reported hearing about the opportunity to apply for QUALITYstarsNY in 2012 primarily via email and online. A total of 70% reported that the activities implemented by recruitment agencies were effective in encouraging them to apply. Additionally, recruitment agencies reported that the most effective strategies used to recruit public school-operated program applicants were one-on-one meetings with administrators and information dissemination through the New York City Department of Education.

Program and provider applicants and school-operated UPKs also reported their level of satisfaction with the support they received from recruitment agencies. Recruitment agencies were successful in their outreach to program and provider applicants (not operated by public schools) with nearly 70% of the applicants being satisfied with the support and over 60% reporting that the support made them more knowledgeable about QUALITYstarsNY. Public school-operated UPK applicants reported a mix of satisfaction levels and knowledge gained. A total of 22% of public school-operated UPK applicants reported being satisfied with the support, 10% reported being neither satisfied nor dissatisfied and 70% reported that this was not applicable to them. About 20% of the applicants reported that the support made them more knowledgeable about QUALITYstarsNY, 20% indicated that the support made them only a little or somewhat more knowledgeable, and 60% reported that this was not applicable to them.

Applicants also reported satisfaction and knowledge gained following information sessions conducted by recruitment agencies. Recruitment agencies were very successful in this outreach activity with over 90% of session participants reporting that they felt more knowledgeable of QUALITYstarsNY, more comfortable in applying, and likely to participate. They also agreed that the sessions were useful and met their needs.

Recruitment agency collaborations with Quality Improvement Specialists were also successful. Over 75% of Quality Improvement Specialists reported that they were satisfied with the support that they received from the

recruitment agency. The support was often provided by recruitment agencies to Quality Improvement Specialists in the form of space and technology, environmental rating scale training, and additional training and technical assistance to recruited programs.

Although the recruitment agencies were successful in recruiting applicants and many applicants were satisfied with the support they received from recruitment agencies, there were also challenges faced by all parties. Recruitment agencies reported that many programs and school-operated UPK applicants lacked knowledge about how QUALITYstarsNY would benefit them. Recruitment agencies were also challenged with not having enough information about QUALITYstarsNY at the onset of the recruitment process. They also felt that more time to recruit both programs and school-operated UPKs would be beneficial, in addition to less technical issues with the application, timely language translation for the application and materials, access to bilingual Quality Improvement Specialists, and additional funding for staff outreach and preparation.

Recruitment agencies were especially challenged with school-operated UPK recruitment. One agency reported that “school districts are a totally different animal” and are “a very hard community to reach.” Recruitment agencies suggested improved communication across the state, specifically with the help and support of the Education Department, about the benefits, expectations, and incentives for programs and providers. Recruitment agencies also suggested not recruiting at the beginning of the school year as it is a busy time for districts. For programs, recruitment agencies suggested more face-to-face interaction and using Child Care Resource and Referral agencies, Child and Adult Care Food Program representatives, and other Child Care Resource & Referral departments to assist in recruitment.

Future Directions

There is a desire to implement QUALITYstarsNY statewide, not just in communities with Persistently Low Achieving schools. According to program applicant surveys, 108 applicants reported that their program was not selected to participate in the 2012-2014 implementation of QUALITYstarsNY. Approximately 93% of them reported that they would apply again if given the opportunity. There is hope that implementation be expanded statewide as there is great interest among programs.

If another round of recruitment is made possible, it is recommended that there be an increase in the communication about the benefits of this initiative among all early care and education groups in New York State including QUALITYstarsNY, participating recruitment agencies, Early Care & Learning Council, New York State Education Department, New York City Department of Education, Quality Improvement Specialists, Child Care Resource and Referral agencies, Child and Adult Care Food Program representatives, the Office of Children and Family Services’ licensors and registrars, etc. Also recommended is a longer time period for recruitment and possibly begin recruiting school-operated UPKs during the winter or spring months. Implementing more onsite activities in the form of information sessions and on-one-one meetings, in addition to direct phone calls will also be beneficial to another round of recruitment. A lot was learned from the 2012 QUALITYstarsNY Recruitment Project and we feel confident that it would be even more successful in a future round of recruitment in New York State.

Appendix

2012 Implementation Zip Codes:

Region	Geographic Areas	Priority Zip Codes	Additional Zip Codes
Capital District	Albany, Schenectady	12202, 12203, 12205, 12206, 12207, 12208, 12210, 12303, 12304, 12306, 12307, 12308, 12309	12305
Western New York	Buffalo	14201, 14202, 14203, 14204, 14205, 14206, 14207, 14208, 14209, 14210, 14211, 14212, 14213, 14214, 14215, 14216	No additional zip codes
Finger Lakes	Rochester	14604, 14605, 14606, 14607, 14608, 14609, 14610, 14611, 14612, 14613, 14615, 14619, 14620, 14621, 14614, 14618, 14622	14623, 14617
Long Island	Roosevelt, Central Islip, Westbury	11575, 11520, 11722, 11749, 11760, 11568, 11590, 11594, 11595, 11597	11706, 11717
Central New York	Syracuse	13202, 13203, 13204, 13205, 13206, 13207, 13208, 13209, 13210, 13219, 13224	13027, 13029, 13030, 13031, 13039, 13041, 13057, 13060, 13063, 13066, 13078, 13080, 13082, 13084, 13088, 13090, 13104, 13108, 13110, 13112, 13116, 13120, 13135, 13138, 13152, 13159, 13164, 13211, 13212, 13214, 13215, 13244
Hudson Valley	Yonkers, Poughkeepsie	10701, 10703, 10705, 10707, 10710, 10708, 10704, 10706, 12601, 12603	10550, 10551, 10552, 10557, 10558, 10562, 10801, 10802, 10803, 10804, 10805, 10591, 10595, 10601, 10602, 10603, 10604, 10605, 10606, 10607, 10610, 10567, 10528
New York City			
Bronx:			
10451, 10452, 10453, 10454, 10455, 10456, 10457, 10458, 10459, 10460, 10461, 10462, 10463, 10465, 10466, 10467, 10468, 10472, 10473, 10474			
Brooklyn:			
11201, 11203, 11204, 11205, 11206, 11207, 11208, 11210, 11211, 11212, 11213, 11214, 11215, 11216, 11217, 11218, 11219, 11220, 11221, 11222, 11223, 11224, 11225, 11226, 11229, 11230, 11231, 11233, 11235, 11236, 11237, 11238			
Manhattan:			
10001, 10002, 10003, 10009, 10016, 10018, 10019, 10021, 10023, 10024, 10025, 10026, 10027, 10029, 10030,			

10031, 10032, 10034, 10035, 10037, 10038, 10039, 10040

Queens:

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