

Urban or Suburban Communities

- Why:**
- A. **In many districts**, school is not mandatory at the age of 5 (e.g. in Pennsylvania, school is not required until a child is 8). Not all children enroll on time and miss critical early learning opportunities.
 - B. Children in early childhood, pre-kindergarten, Head Start or childcare need a quality transition as well as children coming from home.
- What:**
- A. **“In-reach”** involves inviting the “kids we know” (early childhood education (ECE), pre-kindergarten, Head Start, or childcare) to transition events
 - B. **Outreach** involves finding the kids “we don’t know” (children coming from home)

What is involved in “in-reach”?	What is involved in outreach?
1. Communication between ECE and pre-kindergarten teachers	1. Door-knocking <ul style="list-style-type: none"> a. May not be necessary each year in your community, depending on how transient the population is and how large the community is b. Wear something identifiable (i.e. school or Ready Freddy t-shirt) c. If available, ask Housing Authority for homes with kids ages 3-6
2. Flyers posted in ECE and pre-kindergarten centers	2. Flyers – post them everywhere! Collaborate with local businesses to put on delivery boxes or in other ways
3. Letters home to parents about events	3. Letters – Seek age appropriate mailing lists from community partners to send letters to parents about events
4. Phone call invitations	4. Posters – in local stores, hospitals, churches, schools...
5. Be creative – think of your own ideas!	5. Be creative – think of your own ideas!

Rural Communities

Why: Not all outreach strategies in urban areas are realistic or even possible in rural areas

What is involved in <i>"in-reach"</i> ?	What is involved in <i>outreach</i> ?
1. Communication with ECE and pre-kindergarten teachers	1. Bus tour <ul style="list-style-type: none"> a. Involves kindergarten teachers, principal & other school staff (social worker, nurse, janitor...) b. Ride to each child's house before the start of school
2. Flyers posted in ECE and pre-kindergarten centers	2. Make phone calls to five-year-olds
3. Letters home to parents about events	3. Hang posters and flyers in local areas where people frequent <ul style="list-style-type: none"> a. Churches b. Doctor's offices/hospitals c. Billboards get many viewers if funds permit
4. Phone call invitations	4. Divide & conquer <ul style="list-style-type: none"> a. Break into smaller teams b. Drive to homes in teams of 2-3 people
5. Be creative – think of your own ideas!	5. Be creative – think of your own ideas!

Outreach Safety Training

- When:** Before doing outreach
1. Develop a plan which includes addresses, streets you will visit, time the group will meet, divide teams into duos
 2. Identify a team member to be the primary contact
 3. Make a list of the team's cell numbers and include the local police station and 911
- Who:** Team Leader Responsibilities
1. Identify a contact at local agencies and police stations. For example, housing community (i.e. Manager or Police Station-Community Officer)
 2. Contact local agencies and make them aware of outreach days and times
 3. Does not go door knocking, instead remains in the community to field calls, questions, or assist in emergencies
- What:**
- A. Safety 1st outside the home
 1. Be aware of your surroundings
 - a. Observe highly populated areas, traffic, activity (drug or gang)
 - b. Park your car close to the family home
 - c. Get off the bus 1 or more stops away from the family home
 - d. Park your car in an outward direction - this promotes access to a quick escape in an emergency
 2. Plan for an emergency exit
 - a. Think of the quickest way out and away from the area
 - b. Know the phone numbers to the local police station and a contact in the station

3. What to wear

- a. If you must take your purse/wallet, place in the trunk of your car prior to leaving the office
- b. Travel with essential needs only (i.e. Bus pass, ID/driver's license, small amounts of cash)
- c. Avoid flashy clothing, expensive jewelry, and high heels
- d. Wear comfortable clothing and shoes

4. Door-to-Door

a. Outreach in pairs is optimum

*If you must travel alone, be aware of your surroundings, be cautious, and trust your instincts.

*Confidence is also key when traveling alone. This keeps you from looking fearful and unaware.

- b. Avoid making the group too large; it may be intimidating to families.

5. Maintain a positive and welcoming attitude.

- a. Greet people in the community.
- b. Identify who you are in the community to identified gatekeepers. Get them involved if possible.
- c. Locate and identify yourself at all agencies in the community. Give them a copy of your outreach schedule.

B. Inside the home

1. Trust your instincts
2. Always sit or stand near the closest exit
3. Never sit with your back facing the door
4. Ask the family who is in the home and get names
5. Always observe the home for dangers to the family or self
6. Be aware of all pets/animals in the home
7. Utilize universal precautions at all times (hand washing between visits, exposure reduction, and first aid)

Door-Knocking Dialogue

What: G.I.F.T.S. is a tool that can help you know what to say to a family

<p>G</p>	<p><i>Greeting the family.</i> At every door, it is important to smile and identify yourself and the purpose for your visit. Make eye contact and begin a conversation as an opener.</p> <p><i>For example:</i> Good morning/afternoon. Do you have a minute? My name is <u>blank</u>, and I am in your community looking for families with children ages 3-5 who may be interested in registering for school.</p>
<p>I</p>	<p><i>Identify interest, desires, and wants.</i> Show interest in the topic and the family. Validate their desires and wants.</p> <p><i>For example:</i> May I ask what age your children are? Are you interested in any programs or services in your community?</p>
<p>F</p>	<p><i>Find opportunities.</i> Connect your purpose or reason for knocking with valuable resources/information in their community.</p> <p><i>For example:</i> “I understand you don’t have a child going to kindergarten, but you do have an infant. Are you aware of programs in your community that help families with children birth to five?”</p>
<p>T</p>	<p><i>Tailor your message.</i> Make the information you provide relevant to the family.</p> <p><i>For example:</i> “I could connect you with them. May I have your name, number, and best time to reach you, and I will have someone get back to you in a few days.”</p>
<p>S</p>	<p><i>Send a message.</i> Leave valuable information that the family can share with others in their community. Leave flyers or pamphlets that the family can share.</p> <p><i>For example:</i> “I am sure you know someone who may have a young child. Do you think you can share this information with them? Thank you so much, and have a great day!”</p>

Sample Doorknocker

