

COORDINATED ENROLLMENT SELF-ASSESSMENT TOOL – SUMMER 2021

This Coordinated Enrollment Self-Assessment Tool is designed to help understand how early childhood programs and providers in your community coordinate across the following areas:

- Informational Resources and Campaigns. Creating community-level resources that inform families about various publicly-funded early childhood care and education (ECCE) programs serving children birth to five. Promoting these resources via events and outreach.
- Eligibility Determination. Coordinating eligibility criteria and processes across programs to ensure that families are efficiently referred to publicly-funded ECCE programs for which they may be eligible.
- Application Processes. Using a common or shared application within a community to make it easier for families to apply to ECCE programs and indicate their program choices.
- Waitlists. Coordinating waitlists to provide clarity to families, measure unmet demand, prevent duplication, and ensure all slots within a community are filled.
- Promoting Equity: Adopting practices that actively promote equitable enrollment practices across program types. This includes a focus on antiracist practices, as well as ensuring that enrollment is accessible to families with a non-English background or a child with a disability.

There are no consequences associated with the answers provided. Rather, the state will use data from inform efforts to support local providers, improve parental choice, and increase access to programs.

Note about COVID 19 – This self-assessment asks communities to evaluate their practices during the 2020-2021 school year. Undoubtedly, COVID 19 has impacted typical or planned enrollment practices and efforts for coordination. Completing the self-assessment with a reflection of the impact of the pandemic will be important for identifying our next steps for moving forward with improved enrollment processes for families.

Completion and Submission Guidance Generally, communities should submit one unified response to the self-assessment. Communities that cover large geographic regions may submit multiple as appropriate.

Schedule a CE self-assessment session

- Allow for 90-120 minutes
- **Include, at minimum, one representative from each of the following groups**: family day home director, child care director, Head Start director/regional coordinator, school based (e.g., VPI) principal or coordinator, and an early childhood special education (ECSE) program representative
- When recruiting participants for this session, be mindful of who is represented within the group. Having diverse representation will be essential to understanding the experiences of your community.

Establish session protocols

- Identify a session facilitator and discuss objectives of the session, including how to make decisions about responses.

Complete the tool

- As a community, review and discuss each question in the self-assessment.
- Indicate responses that best fit the community.
- If a decision on the response cannot be reached, note this on the form in the associated comments section.

Sign the assurance statement for your completed self-assessment

- **The facilitator** should sign below the assurance statement indicating that the self-assessment reflects the collective, agreed upon responses of all provider types above listed/described.
- **Participating site representatives** should also print their name and their site's name in the assurance table.

Submit your document

- Completed self-assessments should be returned to Lucy Mitzner (lucy@vecf.org) by **September 1, 2021**.

Preparation for Coordination

1. In your community, were there any discussions with multiple providers in 2020-2021 related to enrollment for the upcoming 2021-2022 school year?

Yes

No

If yes, which sites participated?

What areas/issues were covered?

2. In your community, were there any discussions with multiple providers in 2020-2021 related specifically to enrollment of children with disabilities or developmental delays for the 2021-2022 school year?

Yes

No

If yes, which sites participated?

What areas/issues were covered?

3. In your community, were there any discussions with multiple providers in 2020-2021 related specifically to enrollment of children who speak a language other than English at home for the 2021-2022 school year?

Yes

No

If yes, which sites participated?

What areas/issues were covered?

4. In your community, were there any plans or initiatives developed by multiple providers in 2020-2021 related to enrollment for the 2021-2022 school year?

Yes

No

If yes, to what extent were these plans implemented?

Fully

Partially

Not at all

Comments, Examples, or Evidence (optional):

5. In your community, were there any coordinated conversations about how to approach enrollment considering COVID 19 and health or safety concerns?

Yes

No

Comments, Examples, or Evidence (optional):

Coordinated Information, Resources, and Campaign

1. In preparation for the 2021-2022 school year, to what extent did your community create shared or coordinated digital resources (e.g., a website) that informed families about various publicly-funded ECCE programs serving children age 4 or younger?
 - All (or nearly all) programs created shared resources.
 - Most programs created shared resources.
 - Some programs created shared resources.
 - No shared resources were created.

2. In preparation for the 2021-2022 school year, to what extent did your community create shared or coordinated print resources (e.g., flyers, brochures) that informed families about various publicly-funded ECCE programs serving children age 4 or younger?
 - All (or nearly all) programs created shared resources.
 - Most programs created shared resources.
 - Some programs created shared resources.
 - No shared resources were created.

3. How successful was your community in disseminating the resources described in the previous two questions to families?
 - Very Successful.
 - Somewhat Successful.
 - Minimally Successful.
 - No shared resources were created.

4. In preparation for the 2021-2022 school year, to what extent did your community conduct joint enrollment or registration events where multiple ECCE providers were represented?
 - All (or nearly all) programs were involved or participated in joint events.
 - Most programs were involved or participated in joint events.
 - Some programs were involved or participated in joint events.
 - No joint events were conducted.

Comments, Examples, or Evidence (optional):

Coordinated Eligibility Determination

1. In your community, how familiar are publicly-funded ECCE programs with one another's eligibility criteria? For example, how familiar are VPI program personnel with Head Start eligibility requirements?
 - Very Familiar
 - Somewhat Familiar
 - Minimally Familiar
2. In preparation for the 2021-2022 school year, to what extent did publicly-funded ECCE programs refer families they were unable to serve to other programs based on knowledge of eligibility requirements?
 - All (or nearly all) programs referred families.
 - Most programs referred families.
 - Some programs referred families.
 - No families were referred in my community.
3. What barriers currently exist in your community regarding coordinating program eligibility?

List all barriers:

Comments, Examples, or Evidence (optional):

Coordinated Application

1. In preparation for the 2021-2022 school year, to what extent did publicly-funded ECCE programs in your community conduct enrollment during the same time period?
 - All (or nearly all) programs intentionally conducted enrollment during the same time.
 - Most programs intentionally conducted enrollment during the same time.
 - Some programs intentionally conducted enrollment at the same time.
 - No programs intentionally conducted enrollment at the same time. Common enrollment windows happened largely by chance if at all.

2. In preparation for the 2021-2022 school year, to what extent did publicly-funded ECCE programs in your community use a common enrollment application?
 - All (or nearly all) programs used a common enrollment application.
 - Most programs used a common enrollment application.
 - Some programs used a common enrollment application.
 - No programs used a common enrollment application.

3. In your community, is there any formal process through which families can apply to multiple ECCE programs and indicate their ranked preference?
 - Yes
 - No

If yes, please describe the process here.

Comments, Examples, or Evidence (optional):

Coordinated Waitlists

1. In preparation for the 2021-2022 school year, to what extent did publicly-funded ECCE programs in your community coordinate their waitlists?

All (or nearly all) programs coordinated their waitlists.

Most programs coordinated their waitlists.

Some programs coordinated their waitlists.

No programs coordinated their waitlists.

2. What barriers currently exist in your community regarding coordinating waitlists?

List all barriers:

Comments, Examples, or Evidence (optional):

Promoting Equity

1. Before the 2021-2022 school year, what successes has your community had in equitably enrolling children in ECCE programs? Please describe specific practices, programs, or approaches and consider equity for children and families of different racial and cultural backgrounds, children who are Dual Language learners and families with children that have an identified disability.

Describe successes:

2. Before the 2021-2022 school year, what challenges has your community had in equitably enrolling children in ECCE programs? Please describe specific practices, programs, or approaches and consider equity for children and families of different racial and cultural backgrounds, children who are Dual Language learners and families with children that have an identified disability.

Describe challenges:

3. In the 2021-2022 school year and beyond, how might your community revise ECCE enrollment practices to be more equitable for underserved children and families? Please describe practices, programs, or approaches that you might target. You do not need to describe specific revisions if your community has not decided on them.

Describe potential revisions:

ASSURANCES

By completing below, I am assuring that I participated in the session and the responses reflect the group discussion.

Session Facilitator

Date

Providers Participating in Coordinated Enrollment Self-Assessment Session:

Name	Program/Site Name