**PDG B-5 Community Coordinated Enrollment**
***FAQ***

Coordinated Enrollment is Virginia's approach to strengthening early childhood enrollment processes for families and providers alike. This approach is meant to benefit families *and* providers while ensuring communities can develop strategies that meet their needs. An information sheet describing Coordinated Enrollment can be found here.

As part of this approach, the state is asking Preschool Development Grant B-5 (PDG B-5) communities to complete and submit the Coordinated Enrollment Self-Assessment Tool. This document is intended to answer questions about Coordinated Enrollment and completing the self-assessment tool. Additional questions should be sent to Eric Ekholm (eric.ekholm@doe.virginia.gov)

**General Questions**

1. *What is the purpose of Coordinated Enrollment?*
    a. Coordinated Enrollment is meant to promote community collaboration around enrollment practices. This includes managing and disseminating information, coordinating eligibility criteria, using a common application, and creating a shared waitlist. These strategies simplify early childhood enrollment for families and providers.

2. *Why is my community being asked to participate?*
    a. PDG B-5 Communities have been charged with helping Virginia identify the current needs and opportunities for improving enrollment for families across the state. Part of the federal PDG B-5 grant requires states to test strategies that facilitate family choice and knowledge regarding early childhood care and education. Coordinated Enrollment is Virginia's approach for accomplishing this goal. To do so, the state is requesting that all PDG communities participate.

3. *What is my community being asked to do?*
    a. All PDG B-5 communities must convene a session where multiple types of early childhood providers discuss the enrollment practices within their community. During this session, the community should complete the Coordinated Enrollment Self-Assessment Tool. A facilitator from the local early childhood community will lead this session.

4. *What is the purpose of the self-assessment?*
    a. The self-assessment tool is meant to provide communities with a common document that will promote conversations around current early childhood enrollment practices.
    b. Additionally, the self-assessment tool will help the state understand the current efforts around enrollment coordination in each community. The state will use this data to refine a strategy for supporting local providers, improving parental choice, and increasing access to early childhood programs.
    c. <u>There are no consequences associated with responses provided on the self-assessment.</u> The self-assessment is intended to measure the current state of coordination within PDG B-5 Communities, with the expectation being that these efforts are likely in beginning stages.

5. *Where can I find more information about Coordinated Enrollment and PDG B-5?*

a. More information about Coordinated Enrollment can be found in the [repository of materials provided at the PDG B-5 June 13, 2019 Technical Assistance meeting].
b. More information about Virginia's PDG B-5 grant can be found on the [PDG B-5 website].

**Logistical Considerations**

6. *Who is responsible for organizing this session?*
    a. Your PDG Community Lead – or someone they designate – should set a date and location for this session that is convenient for multiple provider types in the community.
    b. At the session itself, attendees should decide on a facilitator who will run the session and compile attendees' responses on the self-assessment tool.
    c. Communities should decide how they will determine the best answer for the questions presented. A consensus approach is recommended.
    d. If a community chooses, they may request the attendance of a representative from the PDG B-5 team to be present at this session. If doing so, communities should notify Eric Ekholm (eric.ekholm@doe.virginia.gov) by July 15, 2019.

7. *When should my community convene this session?*
    a. Communities should convene a session to complete the Coordinated Enrollment Self-Assessment and submit the completed Self-Assessment by **September 1, 2019**.
    b. Additionally, communities should set the date on which they plan to hold this meeting by **June 30, 2019** and email this date to Lucy Mitzner (lucy@vecf.org).

8. *Who should be included in this session?*
    a. Communities should include as many early childhood providers as possible in these sessions. At minimum, communities should ensure that at least one representative from each of the following groups are present:
        i. Family day home director/owner
        ii. Private child care director
        iii. Head Start director/regional coordinator (if applicable)
        iv. School-based (e.g. VPI) principal or coordinator
        v. Early childhood special education program representative
    b. Additionally, communities may wish to include community partners such as early intervention providers, family advocates, or pediatricians, among others.

9. *How long will this session take?*
    a. Communities should plan on the session taking 90-120 minutes, though session length will likely differ between communities and will depend on how many providers are present.

10. *Is my community allowed to spend PDG funds to support this session?*
    a. The general PDG B-5 guidance on allowable food and travel expenditures applies to Coordinated Enrollment sessions. In short, communities should not use funds to purchase food unless doing so is necessary to accomplish meeting business. Any food and travel costs must comply with GSA rates. Questions about the use of funds should be sent to Lucy Mitzner (lucy@vecf.org).

11. *My PDG community is geographically large – can I hold separate sessions?*

a. Yes. The purpose of Coordinated Enrollment is to promote coordination within a relatively distinct community where families might seek care. Large PDG communities may wish to hold separate sessions for geographically-distinct sub-communities, though the community should seek to include cross representation of provider types within meetings
b. For example, PDG communities composed of multiple counties may consider holding separate sessions for each county. Each of these communities would then submit its own self-assessment.

12. *My PDG community has too many providers to organize a single session – can I hold separate sessions?*
    a. Yes. However, each community should submit <u>one</u> self-assessment that reflects the level of enrollment coordination in the community as a whole (unless subdividing into distinct geographical sub-communities, as described above). If communities need to hold separate sessions to accommodate providers, they might consider having the facilitator from each session attend an additional session at which these facilitators complete the self-assessment for the entire community.

13. *Can I hold this session as part of my PDG community quarterly meeting?*
    a. Yes. However, you should ensure that at least one of each of the provider types listed previously are present at that meeting.

14. *Who will see my community's responses to this self-assessment?*
    a. Only members of the PDG team will see community responses to this self-assessment.

15. *What if there are no providers of a certain type (e.g. Head Start) in my community?*
    a. If there are no providers of a certain type in the community, please note this in the self-assessment form.

16. *At this session, how should my community decide on responses to the self-assessment?*
    a. Attendees of each session should determine how best to arrive at decisions. The state recommends decisions represent consensus; however, other options (e.g. majority vote) may also be appropriate.

17. *What should I do if a particular question on the self-assessment tool is not relevant to my community?*
    a. If a specific question is not relevant to your community or if none of the response options truly reflect your community's response, please indicate this in the "Comments, Examples, or Evidence" box associated with each section. For instance, if no dual language learners live in your community, you may indicate this.

18. *What should I do if my providers attending the self-assessment session in my community cannot agree on responses to the self-assessment?*
    a. Before starting the self-assessment, be sure that all attendees agree on how the group will arrive at making decisions (e.g. consensus, majority vote) and that the facilitator honors this process.
    b. If your community cannot agree on a response to a specific question on the self-assessment tool, please note this in the "comments" section of the appropriate section.

c. If your community cannot agree on responses to several questions on the self-assessment, please indicate this on your self-assessment and reach out to Eric Ekholm (eric.ekholm@doe.virginia.gov).

**Coordinated Enrollment Quick Guide**

| Task | Deadline | Email/Submit to |
|---|---|---|
| Schedule a Community Session and notify Lucy Mitzner of your session date(s)<br><br>**Did you include, at minimum, one:**<br>❑ Family day home director/owner?<br>❑ Private child care director?<br>❑ Head Start director/regional coordinator (if applicable)?<br>❑ School-based (e.g. VPI) principal or coordinator?<br>❑ Early childhood special education program representative? | June 30, 2019 | Lucy Mitzner<br>lucy@vecf.org |
| Complete and submit your Self-Assessment Tool (one unified response per community).<br><br>**Did You:**<br>❑ Identify a facilitator?<br>❑ Establish protocols for decision making?<br>❑ Sign the assurance statement (facilitator) AND<br>❑ Have all participating site representatives print their names and sites in the assurance table? | September 1, 2019 | Lucy Mitzner<br>lucy@vecf.org |