

## COORDINATED ENROLLMENT SELF-ASSESSMENT TOOL

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

- ***Informational Resources.*** Creating community-level resources, including websites, flyers, or brochures, that inform families about various publicly-funded early childhood care and education (ECCE) programs serving children birth to five.
- ***Information Campaigns.*** Facilitating events and/or outreach efforts to inform families about the availability of publicly-funded ECCE programs serving children birth to five.
- ***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.

**There are no consequences associated with the answers provided.** Rather, the state will use data gathered from these self-assessments to inform efforts to support local providers, improve parental choice, and increase access to early childhood programs.

### Completion and Submission Guidance

Each community should submit one unified response to the Coordinated Enrollment self-assessment.

#### 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

#### Establish session protocols

- Identify a session facilitator and discuss objectives of the session, including how to make decisions about responses.
- Using a consensus approach is strongly encouraged but not required.

#### 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, 2019.**

**Preparation for Coordination**

1. In your community, were there any discussions with multiple providers in 2018-2019 related to enrollment for the upcoming 2019-2020 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 2018-2019 related specifically to enrollment of children with disabilities or developmental delays for the 2019-2020 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 2018-2019 related specifically to enrollment of children who speak a language other than English at home for the 2019-2020 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 2018-2019 related to enrollment for the 2019-2020 school year?

- Yes
- No

If yes, to what extent were these plans implemented?

- Fully
- Partially
- Not at all

**Comments, Examples, or Evidence (optional):**

### Coordinated Information and Resources

1. In preparation for the 2019-2020 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 2019-2020 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.

**Comments, Examples, or Evidence (optional):**

**Coordinated Information Campaign**

1. In preparation for the 2019-2020 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 2019-2020 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 2019-2020 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 2019-2020 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 2019-2020 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):**

