



**COORDINATED
ENROLLMENT
SELF-ASSESSMENT
RESULTS:
Summer 2017**

KEY UPDATES ON UNIFYING EARLY CHILDHOOD IN LOUISIANA

Louisiana communities and programs continue to make significant strides to unify and improve the quality of early childhood education for all children. A few key highlights include:

- **2012:** Act 3 charged the State Board of Elementary and Secondary Education with unifying the multiple publicly-funded early childhood programs to create a high quality statewide system
- **2013–2014:** 13 Early Childhood Community Network Pilots launched
- **2014–2015:** 16 additional Community Network Pilots launched and legislation was passed to further unify licensing, enrollment, and funding
- **2015–2016:** All communities put Community Networks in place. Statewide implementation was achieved through a learning year
- **2016–2017:** Roll-out of Practice Performance Profiles based on the Learning Year. Alignment of supports, funding, and tax credits to support programs and engage families
- **Fall 2017:** Roll-out of 2016–2017 Performance Profiles on the new School and Center Finder

HOW COORDINATED ENROLLMENT HELPS CHILDREN

Improving access is central to ensuring all children enter kindergarten ready to succeed. However, enrollment processes can be very complicated for families. Enrollment challenges may include:

- Families do not have a primary contact to learn about all early childhood programs in the community.
- Families have to go to too many places to determine if they are eligible for a program and apply.
- Families may be on a waitlist for one provider while another in the community has empty seats.

No single provider (schools, Head Start, or child care) can serve all families and prepare all children. Therefore, each community has to work together. Coordinated enrollment results in the most number of children being served as:

- Families know of all available seats,
- Families have an easy way to know what they are eligible for and apply, and
- Families do not occupy more than one seat, thus ensuring maximum use of available slots



LEGISLATION SEEKS TO IMPROVE COORDINATION

Bulletin 140 continues the work of Act 717 (2014) by requiring additional assessment of the extent to which early childhood providers coordinate their enrollment efforts. As defined by Act 717 (2014), coordination involves four key areas:

1. **Coordinated Information Campaign:** Inform families about the availability of publicly-funded early childhood care and education programs serving children four years of age or younger;
2. **Coordinated Eligibility Determination:** Coordinate enrollment, eligibility criteria, and waiting lists to ensure that families are referred to other available publicly-funded early childhood programs should they be ineligible for or unable to access their primary choice;
3. **Coordinated Application:** Collect family preferences regarding enrollment choices for publicly-funded early childhood care and education programs; AND
4. **Matching Based on Preference:** Enroll at-risk children, using available public funds, based upon stated family preferences. (e.g., a family ranks their preference of sites and communities match the family to their highest ranked preference available)

For three years, all communities in Louisiana have been working together to achieve the vision established by this policy and to better serve their families. The results show that more children are benefiting from this collaboration work, at the local level, across the state.

To support robust coordination across all communities, networks that do not meet the coordinated enrollment requirements established in Bulletin 140, are subject to intervention by BESE. As such, BESE may appoint enrollment coordinators for communities who are not working to establish a coordinated system according to the time-line and extent required in Bulletin 140.

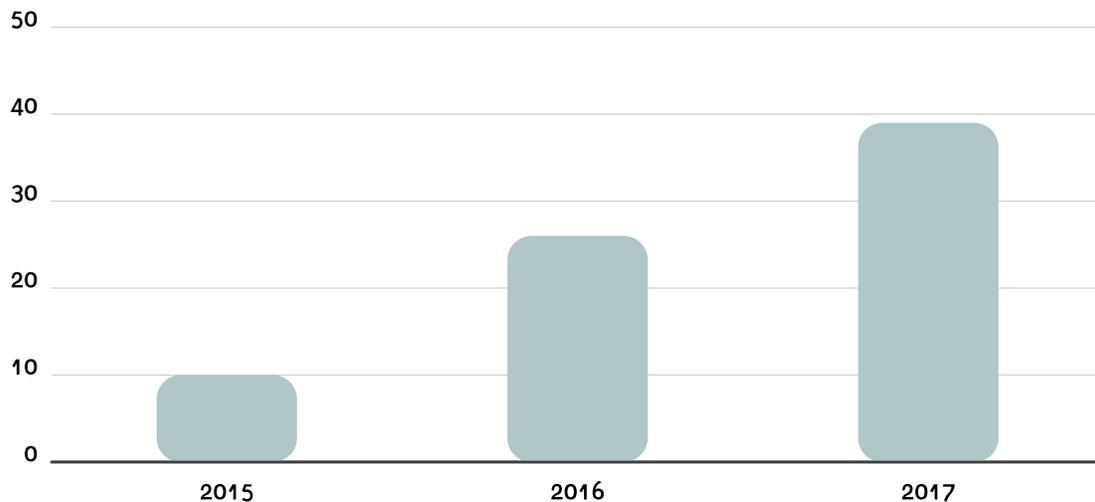
RESULTS AND KEY LEARNINGS

During the summer and fall of 2017, every community in Louisiana convened their publicly-funded early childhood providers for the third straight year to complete a brief self-assessment across the four areas of coordinated enrollment. The self-assessment survey asked network communities to reflect on their coordinated enrollment process from the previous year and to evaluate their progress toward full coordination in each area.

This report combines survey outcomes, collected over the past three years, from all communities, to provide results and key learnings, regarding the extent to which family choice and access is supported through full coordination at the local level.

- 1) More communities achieve full coordination.** The number of communities that are fully coordinated has more than tripled since 2015, with 39 communities reaching this important milestone. Each community has seen an increase since 2015, indicating an overall steady improvement in supporting families as they engage in the coordinated enrollment process.

NUMBER OF FULLY COORDINATED COMMUNITIES



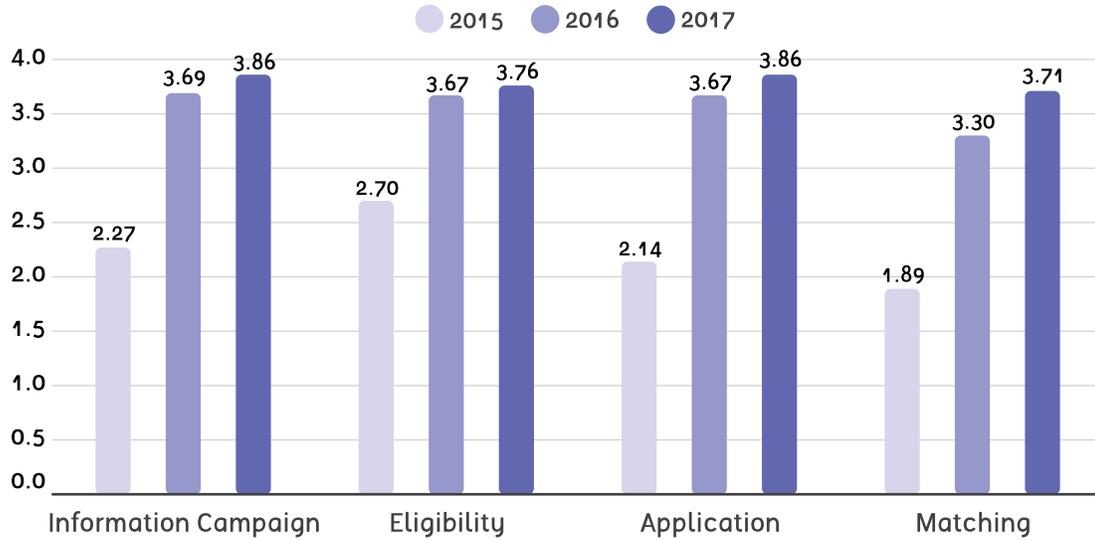
Communities who reach full coordination from start to finish help to reduce burdens for at risk families and children.

BEST PRACTICE: “The Leadership Team of the Rapides Early Childhood Network, in conjunction with Lead Agency administration, contracted with InfoSnap, an app within Power School, the student information system used in Rapides Parish. The goal was to create a unified online registration application for all families with children birth to five, which addressed all of the essential informational and eligibility requirements for registration. Families accessed the online application via the Rapides Parish School Board website and completed the application based on the program of their choice. Families received immediate notification if they were eligible for the program of their choice. Program partners then accessed the completed application to verify which families qualified for their services. This cut down on family wait times and strengthened our overall enrollment and wait-listing processes.”

~ Cindy Rushing, Rapides Early Childhood Network

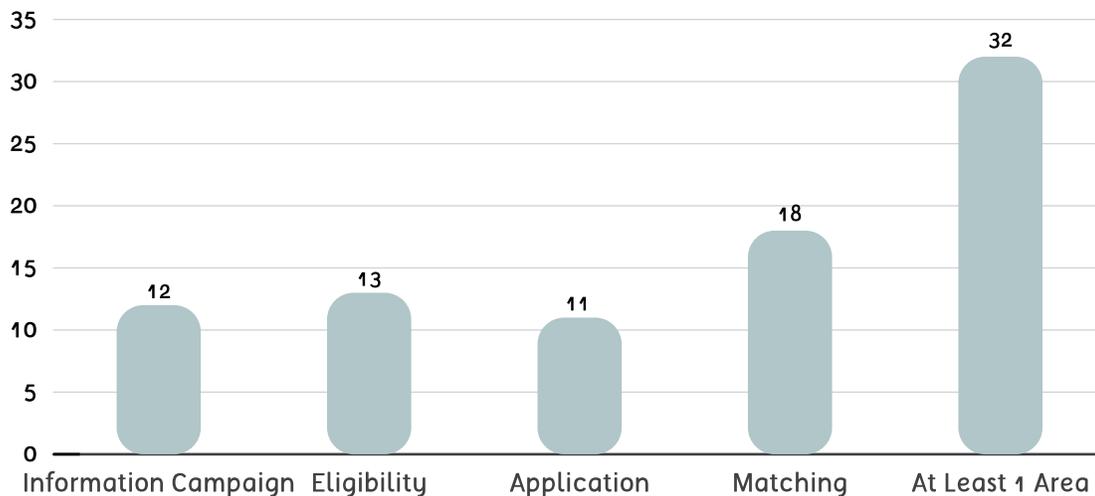
2) Continued gains in coordination year over year. The self-assessment results show an average overall increase state-wide in coordination each year, indicating meaningful progress within communities. This demonstrates the efforts of each community to focus on improving information and access to programs for families. While improvement can be seen in all areas, communities are increasing their efforts to match families to seats based on their preferences, which helps maximize resources and reduce burdens for families.

AVERAGE STATEWIDE COORDINATION LEVELS ACROSS EACH AREA



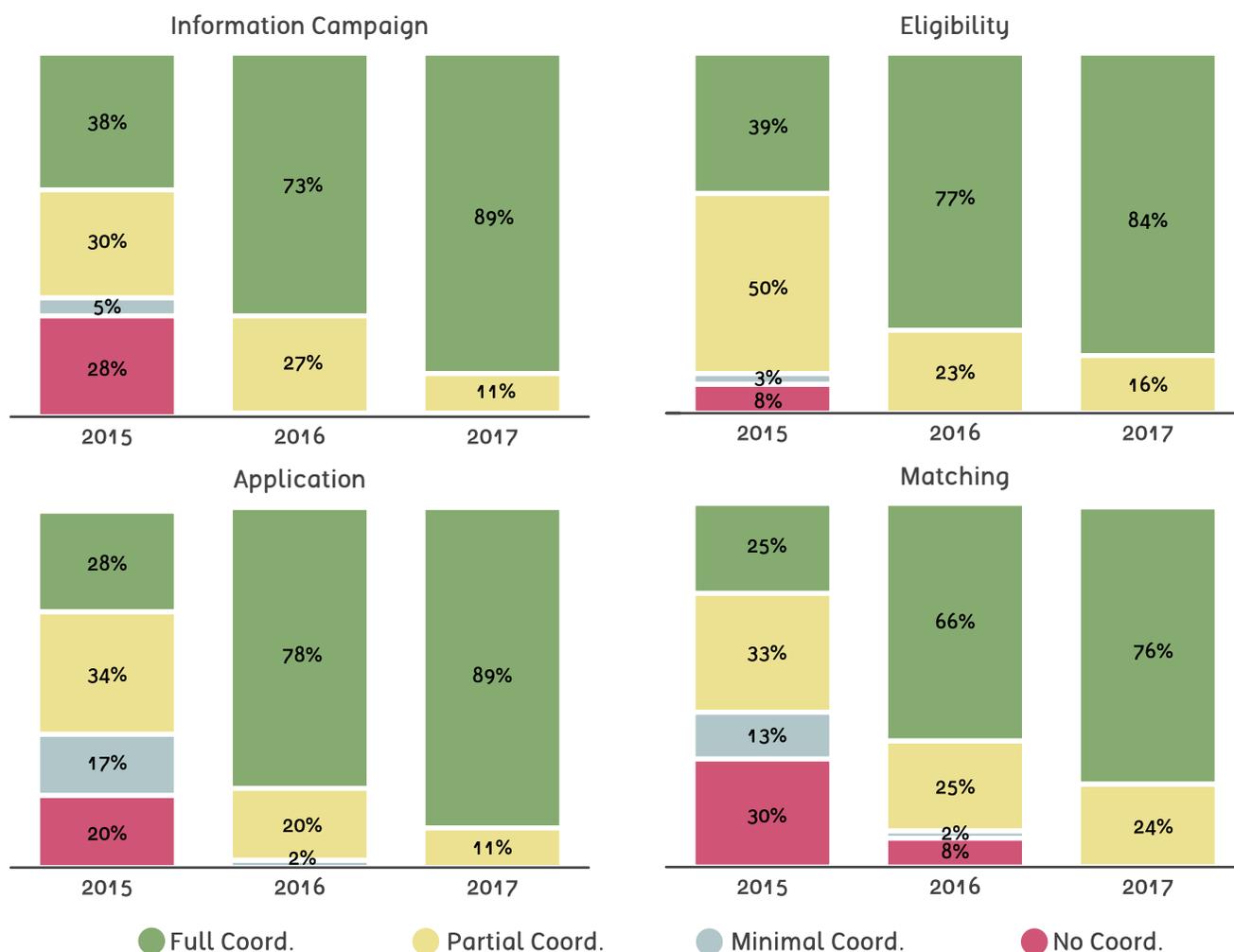
In 2017, 50% of communities showed improvement over 2016 coordination levels. There were 32 communities that improved in at least one area, 16 communities showed improvement in two or more areas, and 6 communities showed improvement in three areas. The chart below shows that each coordination area benefited from the ongoing work of the communities in 2017, with a number of communities improving over their 2016 levels.

2017 NUMBER OF COMMUNITIES IMPROVING OVER 2016



100% of communities were either partially or fully coordinated across all four areas in 2017, up from 91% in 2016.

PERCENT OF COMMUNITIES AT EACH LEVEL BY YEAR



In 2017, three areas are more than 80% fully coordinated – more coordinated in engaging families, determining eligibility one time for all programs, and using a single unified birth to five application for all programs.

High-quality information campaign events, at the local level, help to inform and empower families to make informed choices about the education of their children.

BEST PRACTICE: “In West Carroll, we partner with the Morehouse Community Improvement Organization, Inc. Head Start Center. This year we printed flyers and posted in each public school community center, as well as at the Head Start Center and each school-based location. We also used the school board’s automatic calling system to send out messages with the dates, times, and locations of each information campaign site event, as well as the community network combined event. This year we also posted an Early Childhood page on the school board’s website that contained brochures for each program, the unified application, eligibility information, round-up information, and contact information. The director and staff from the Head Start Center also regularly attend our scheduled community network meetings, which has made it easier to coordinate our information campaign.”

~ Belinda Chop, Between Two Rivers ECCN (West Carroll Parish)

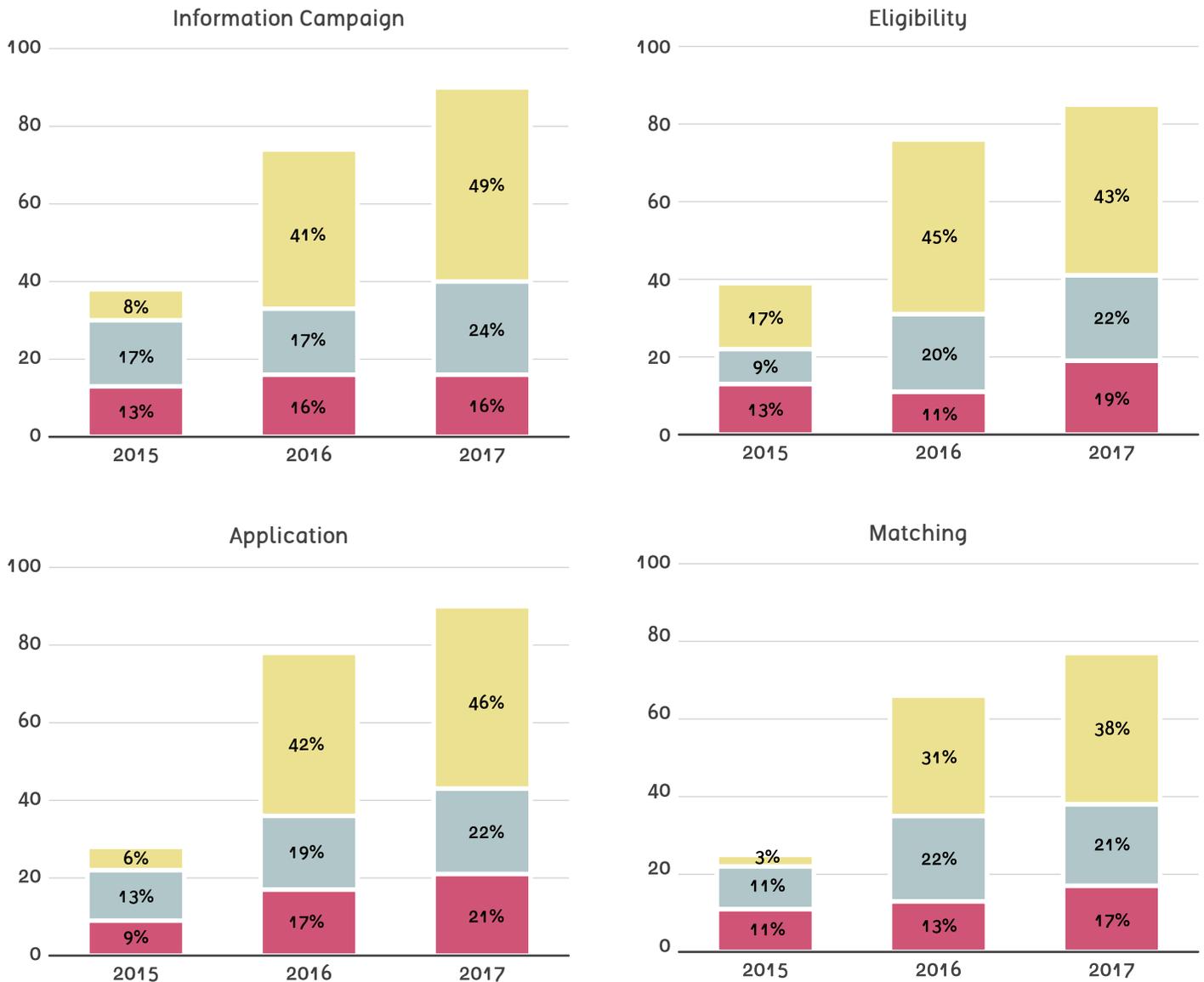
BEST PRACTICE: “The Rapides Early Childhood Network has consistently partnered with the community to participate in local events specific to young children and their families. An additional event for this time included a common Open House for all early learning centers and Head Start/Early Head Start centers. The event was scheduled for the same evening and communicated to families through a link on the website and distribution of flyers. Maps were included that detailed the locations of participating centers in the event.”

~ Cindy Rushing, Rapides Early Childhood Network

3) While some communities began the work of coordinating enrollment before others, rates of progress toward full coordination vary across all communities.

Overall, 60% of communities achieved full coordination in all four areas and at least 75% of communities achieved full coordination in a given area. However, looking at the graph below, there is a noticeable difference between cohorts in the rate of coordination over the past three years. Communities that started in 2015 (Cohort 3) have seen the largest increase in coordination, while communities that began earlier (Cohort 1) have seen more modest progression in each coordination area.

PERCENT OF FULLY COORDINATED COMMUNITIES BY COHORT



The above differences tell us that local context truly matters and suggest a need for more intensive intervention in some key areas, as time alone is not an absolute determinant for progress.

Communities with a streamlined eligibility determination process in place, make access and enrollment easier for families and children.

BEST PRACTICE: “In Evangeline, coordinated eligibility determination information is handled in the following manner: a provider meeting involving directors along with Special Education and Title I personnel is held to discuss eligibility for each agency; this information is then brought back to each agency by the director and disseminated with the personnel that will handle the campaign/registration at each site; and brochures are printed containing information regarding each agency. This information is shared during the campaign.”

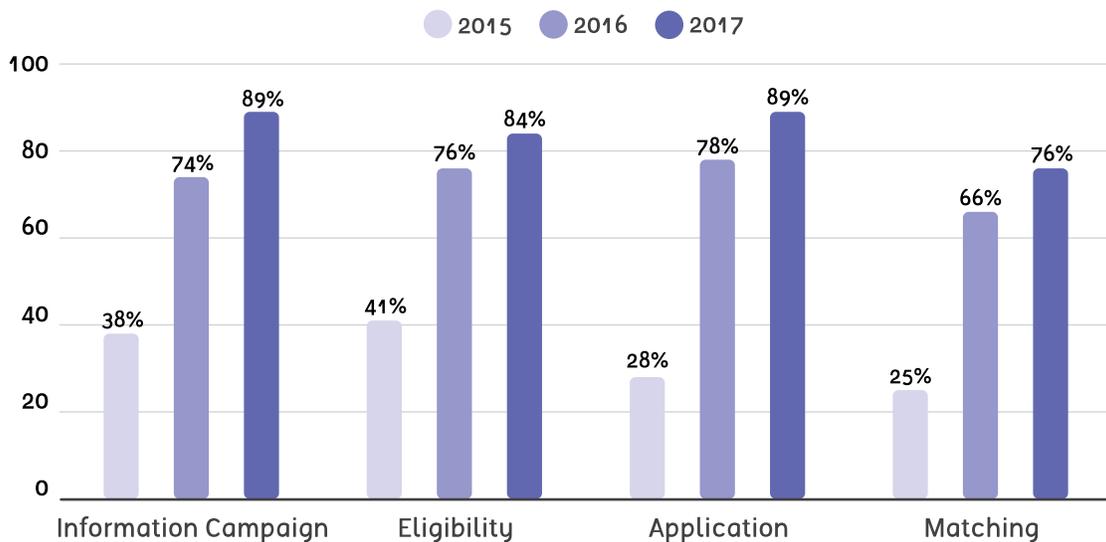
~ Penny F McDaniel, Evangeline Parish Early Childhood Network

WHAT TO EXPECT MOVING FORWARD

Communities will continue to develop their coordinated enrollment system, using their self-assessment as a baseline of what they need to focus on this year.

- Consistent with the new pre-K eligibility requirements, all community networks will work to strengthen their local wait-list and referral processes, to ensure increased access for four-year-old school based programs.
- The Department will continue to support community networks with technical assistance (TA) on coordinated enrollment before, during, and after the planning process through quarterly collaboratives, regionalized in person TA, and shared resources on successful CE implementation.
- The Department's newly released School and Center Finder supports families to make informed choices about the education of their children. The Department will continue to support community networks in incorporating this new tool into their enrollment processes to better engage and inform families. The School and Center Finder website can be accessed here: <http://louisianaschools.com/>
- The 2017-2018 Coordinated Enrollment Self-Assessment Survey will be provided to lead agencies in late summer. Survey questions will remain consistent from previous years to allow the Department to compare results across multiple years.

PERCENT OF FULLY COORDINATED COMMUNITIES



“CASE STUDY: JEFFERSON COMMUNITY NETWORK IN JEFFERSON PARISH”

Among the currently 65 early childhood community networks in Louisiana, the Jefferson Parish Early Childhood Collaborative stands out as one of the largest and with the most diversity of providers. Every early learning program-type is represented within its network of providers, including: Head Start, Early Head Start, Early Head Start-Child Care Partnerships, the Child Care Assistance Program (CCAP), LA 4, Title 1, the Nonpublic School Early Childhood Development (NSECD) program, and Pre-K Expansion Grant.

Keen in their understanding that no one program can serve all families, the early childhood leaders in Jefferson Parish collaborated effectively with their partners, at the local level to develop and implement the full model of coordinated enrollment. A critical factor in achieving this crucial coordination was their ability to incorporate a number of indispensable community stakeholders on their core leadership team; equipped with invaluable experience as early childhood site or center directors.

By leveraging the key relationships and expertise of their full leadership team, they have been able to successfully align all of the essential processes across their child care, Head Start, and school-based programs, to make enrolling children under five much easier for families.

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- 1. Coordinated Information Campaign:** In the past, the Jefferson Early Childhood Collaborative information campaign was limited, in both the number of events hosted and in the types of methods used to engage families. But recently, they have recently stepped up their overall family engagements efforts significantly, to include:
 - Local television advertisements
 - Social media outreach
 - Mass email and standard mailings
 - Large family registration and enrollment events
 - Joint informational events with Head Start, provider sites, and the Jefferson Parish School Board

“Parents have been reporting that they have been notified about the availability of publically funded early childhood programs in a variety of ways.”

~ Monique Rouge, Carlie Care Kids

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- 2. Coordinated Eligibility Determination:** The Jefferson Early Childhood Collaborative has worked hard to incorporate and align all eligibility criteria information, across partnering programs, and to broadly disseminate them to both families and providers in an understandable, through:
 - Online coordinated enrollment system
 - Network flyers
 - Monthly partner trainings

“Working together with the Jefferson Network, our program (JeffCAP Head Start B-5) has had an opportunity to address the specific qualifiers for our program. We communicate with Head Start staff about the registration process. This is then reflected in the determination criteria used with families. Training provided by the Jefferson collaborative is also thorough. Our staff is knowledgeable about the process and are able to explain the process to our families accurately. The collaborative has included our application process in all publications and flyers. We work together with the common goal of assisting families with the application process so they get to the site of their choice.”

~ Sandra Hill, JeffCAP Head Start

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3. **Coordinated Application:** The Jefferson Early Childhood Collaborative provides families with a one-stop location to complete their applications online: www.jeffersonchild.com. The application, designed by the core leadership team, requests only needed information from families, from across all program and funding types. The leadership team also provides regular trainings for staff and providers on new eligibility requirements. Sites are trained to support family enrollment into the system using computers available at their sites. Sites support families to create accounts and upload required documentation. Every site must ensure that at least 1 staff member is trained in the eligibility determination process.

“Jefferson Parish Early Childhood Collaborative has taken action to introduce a variety of ways to implement a unified application process for all providers. These methods have been primarily through the implementation of the Jefferson Child software program, which not only informs parents on the educational opportunities with multiple site choices, but also holds the child’s information as well as running the lottery. All participants within the network have been trained many times on how to use the system and also on how to train parents on navigating the system.”

~ Paula Polito, Beary Cherry Tree

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4. **Matching Based on Preference:** The Jefferson Collaborative online application system is designed to guide families through the eligibility process for their program and location of choice. Families are able to indicate their top three preferred sites and rank them in order. The online application then runs a lottery, by first prioritizing: disability, homelessness, children in foster care, income, sibling enrollment, attendance zone, etc.

Families are also able to log on to their parent account to see where their child has been assigned. In addition, families receive an email followed by a letter listing the child’s site placement. Applicants who receive placements are asked to claim their seat by a specific date. They are then be provided with directions on specific steps they will need to accomplish at the site to finalize registration.

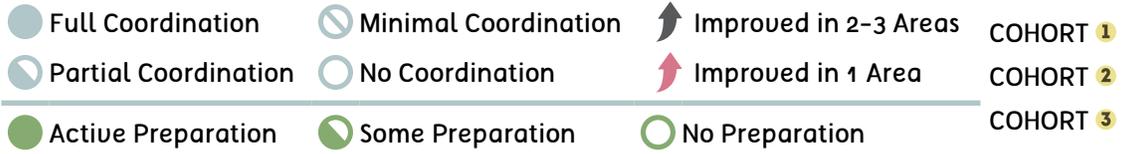
“When parents are interested in our Pre-K classes, we guide them through the process based on their location. Before enrolling in our school, we give them tours of the Pre-K classrooms and check what they qualify. It is based on family need, so if we cannot serve them, we direct them to services that best fit their needs. We also have great relationships with Head Starts and other centers in the area, to help provide families with any additional assistance they may require.”

~ Patti Waddell, Our Lady of Perpetual Help

By coming together to collaborate on an enrollment process that worked for all partners, Jefferson Early Childhood Collaborative was able to enroll children under the full model of Coordinated Enrollment for the 2017-2018 school year. They will continue to meet and discuss ways to refine their system, to ensure they are maximizing their resources and serving as many children as they are able.



2017 COORDINATED ENROLLMENT SELF-ASSESSMENT RESULTS



Coverage Area	Preparation for Coordination	Coordinated Information Campaign	Coordinated Eligibility Determination	Coordinated Application	Matching Based on Preferences	Improved from 2016
Statewide Average	●	⊖	⊖	⊖	⊖	↗
Cohort 1 Pilot Average	●	⊖	⊖	⊖	⊖	↗
Cohort 2 Pilot Average	●	⊖	⊖	⊖	⊖	↗
Cohort 3 Pilot Average	●	⊖	⊖	⊖	⊖	↗
3 Acadia	●	⊖	⊖	⊖	⊖	↗
2 Allen	●	●	●	●	●	
1 Ascension	●	⊖	●	●	●	↗
3 Assumption	●	●	⊖	●	⊖	
3 Avoyelles	●	●	⊖	●	⊖	↗
3 Beaufort	●	●	●	●	●	↗
2 Bienville	●	●	●	●	●	
2 Bossier	●	●	●	●	●	↗
1 Caddo	●	⊖	●	●	●	↗
1 Calcasieu	●	⊖	●	⊖	●	↗
3 Caldwell	●	●	●	●	●	↗
1 Cameron	●	●	⊖	●	●	
3 Catahoula/Tensas	●	●	●	●	●	↗
3 Central	●	●	●	●	●	
3 City of Bogalusa	●	●	●	●	●	↗
3 Concordia	●	●	●	●	●	
3 De Soto	●	●	●	●	●	↗
2 East Baton Rouge/Baker	●	●	●	●	⊖	
3 East Carroll	●	●	●	●	●	
3 Evangeline	●	●	●	●	●	
3 Franklin	●	●	●	●	●	
3 Grant	●	●	●	●	●	
3 Iberia	●	●	●	●	●	↗
1 Iberville	●	●	●	●	●	
1 Jackson	●	●	●	●	●	
2 Jefferson	●	●	●	●	●	↗
2 Jefferson Davis	●	●	●	●	●	
1 Lafayette	●	⊖	⊖	⊖	⊖	↗
3 Lafourche	●	●	●	●	⊖	↗
3 LaSalle	●	●	●	●	●	

Coverage Area	Preparation for Coordination	Coordinated Information Campaign	Coordinated Eligibility Determination	Coordinated Application	Matching Based on Preferences	Improved from 2016
1 Lincoln	●	●	●	●	○	↑
3 Livingston	●	●	●	●	○	↑
3 Madison	●	●	●	●	●	↑
2 Morehouse	●	●	●	○	○	↔
3 Natchitoches	●	●	●	●	○	↔
1 Orleans	●	○	●	●	●	↔
1 Ouachita/City of Monroe	●	●	●	●	●	↔
3 Plaquemines	●	●	●	●	●	
1 Point Coupee	●	●	●	●	○	↔
1 Rapides	●	●	●	●	●	↑
3 Red River	●	●	●	○	○	
3 Richland	●	●	●	●	●	
2 Sabine	●	●	●	●	●	
3 St. Bernard	●	○	●	○	●	
2 St. Charles	●	●	○	●	●	↑
3 St. Helena/East Feliciana	●	●	●	●	●	
2 St. James	●	●	●	●	●	↑
2 St. John	●	○	●	●	●	
3 St. Landry	●	●	●	●	●	
2 St. Martin	●	●	●	●	●	
3 St. Mary	●	●	●	●	●	
1 St. Tammany	●	●	●	●	●	
2 Tangipahoa	●	●	○	●	●	
3 Terrebonne	●	●	○	●	●	↔
1 Union	●	●	○	●	○	
3 Vermilion	●	●	○	●	○	
2 Vernon	●	●	●	●	●	↔
3 Washington	●	●	●	●	●	
3 Webster/Claiborne	●	●	●	●	●	↑
1 West Baton Rouge	●	●	●	●	●	
3 West Carroll	●	●	●	●	●	↑
2 West Feliciana	●	●	●	○	○	↔
2 Winn	●	●	●	●	●	
3 Zachary	●	●	●	●	●	↑

NOTE: All data was self-reported by the communities.