



Putting Families First in Coordinated Enrollment:
Does Your Community Network Have an Easy Button?
Lead Agency Collaboration November 2017

Introduction

Hi ... My name is Dominick!



- Started at LDOE September 5, 2017
- Taking the lead for Access and Coordinated Enrollment
- A few Dominick fun-facts:
 - From Oakland/Berkeley
 - Raiders/Patriots/Warriors fan
 - 10 Years in D.C.
 - LSU Games

Session Agenda

Participants will leave with information about the statewide status of coordinated enrollment implementation, ideas for improving coordination in their community, and how to better engage and inform families through a family-friendly web presence.

- Welcome
- Introduction
- Coordinated Enrollment Overview
- Launch of School and Center Finder
- Exercise 2.0: Promoting a Family-Friendly Web Presence
- Coordinated Enrollment Self-Assessment: 2017 Survey Results
- Preview of Coordinated Enrollment Planning



Coordinated Enrollment Overview

Vision for Kindergarten Readiness

Louisiana is unifying the early childhood system – birth to pre-K – to prepare all children for kindergarten.

Shared high standards for what children should learn and what excellent teaching looks like.

Teachers are excellent at interacting with children and guiding learning.

Expectations for health, safety, and learning are consistent with adequate funding levels for programs that serve children well.

Families can easily enroll and choose the best option for their children.



Coordinated Enrollment

The Full Model

Maximize System Capacity

1. Analyze historical demand for services (e.g., count seats currently occupied and children on waiting lists)
2. Project community need (e.g., how many seats are needed and where they are available)

Coordinated Information Campaign

Work together to inform families about early childhood programs in the community

- Collaborate to ensure access to information year-round
- Conduct an on-the-ground information campaign
- Institute a “No Wrong Door” approach by sharing information in-person, online and paper as appropriate
- Use common timelines

Coordinated Eligibility Determination

Create one way for families to know what they qualify for and one year-round process to refer families to other available programs when they do not qualify or no seats are available

- Understand program & funding eligibility requirements
- Determine preliminary eligibility with a unified eligibility application
- Use common timelines
- Develop a community referral system

Coordinated Applications

Have a single application used by all programs to collect family preferences

- Guide families through options based on eligibility
- Families designate choices on one application during open enrollment period
- Coordinate application and enrollment timelines across all programs year-round
- Collaborate on waitlist management

Matching Based on Preference

Enroll at-risk children based upon where families prefer to send their children, as long as space is available

- Admit families according to their preference and the capacity of programs
- Provide enrollment options throughout the year
- Collaborate on waitlist management

Coordinated Enrollment Model & Expectations

Lead Agencies are funded to coordinate three key functions: administration, enrollment, and observation.

Specific Responsibilities:

Network Administration	<ul style="list-style-type: none"> • Engage partners • Serve as fiscal agent • Assist with data collection and verification
Coordinated Enrollment	<ul style="list-style-type: none"> • Lead planning and implementation of coordinated enrollment. • Submit community application for funding to State/Federal government: <ul style="list-style-type: none"> ✓ <i>Apply to participate in Preschool Development Grant</i> ✓ <i>Support TOTS finger imaging for families</i>
Coordinated Observation	<ul style="list-style-type: none"> • Assure accurate measurement of teaching and site quality by: <ul style="list-style-type: none"> ✓ <i>Managing schedule so each classroom receives at least two CLASS™ observations by reliable observers</i> ✓ <i>Reporting results to: 1) the state for profile purposes and 2) sites to support improvement</i>

Key Milestones:

October 1

Submit observation schedule and ensure all classrooms are set up

December 1

Submit Coordinated Funding Request

December 15

Ensure 100% of classrooms are observed in the fall with accuracy

January 31

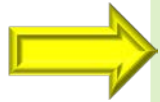
Submit Coordinated Enrollment Plan

May 15

Ensure 100% of classrooms are observed in the spring with accuracy

Coordinated Enrollment Activities

Communities must work together throughout the year to achieve coordinated enrollment.



Child Count (October 1)

Communities count children being served through public dollars.



Coordinated Funding Request (February 1)

Communities use coordinated enrollment work to request funding for early childhood.



Coordinated Enrollment Planning (Fall/Winter)

Communities plan to increase access based on child count, at-risk data, and family demand.



Coordinated Enrollment Implementation (Spring/Summer)

Communities fill publicly-funded seats through coordinated enrollment work.

A young child with curly brown hair is swinging happily on a swing set. The child is wearing a striped shirt and denim overalls. The background is a soft-focus green, suggesting a park or outdoor setting. The image has a watercolor-like texture with soft, blended colors.

School and Center Finder

New in 2017-2018:

Early Childhood and K-12 School and Center Finder

School and Center Finder enables families to search directly for a site by name, but will also allow families to browse for schools or centers in a particular area or zip code.

The screenshot shows the Louisiana School Finder website. At the top, there is a teal banner with the text "Welcome to the Louisiana School Finder" and "Search for schools based on what matters most to you." Below this, there are two main search options. The left option is titled "EXPLORE SCHOOLS AND CENTERS" and includes a search bar with the placeholder "Enter an address, city, or zip code in Louisiana", a dropdown menu for "Select an age/grade", and a "View Schools/Centers" button. The right option is titled "JUMP RIGHT TO YOUR SCHOOL OR CENTER" and includes a search bar with the placeholder "Search by school or center name". Two purple callout boxes with arrows point to these options. The left callout box says "Browse by address, city, or zip code to see all nearby schools or centers." The right callout box says "Or search directly for a school or center by name." Above the search options, there is an illustration of the state of Louisiana, a school building, and a magnifying glass, with plus signs between them.

Browse by address, city, or zip code to see all nearby schools or centers.

Welcome to the Louisiana School Finder
Search for schools based on what matters most to you.

EXPLORE SCHOOLS AND CENTERS

Enter an address, city, or zip code in Louisiana

Select an age/grade

View Schools/Centers

JUMP RIGHT TO YOUR SCHOOL OR CENTER

Search by school or center name

Or search directly for a school or center by name.

Link for School and Center Finder: www.LouisianaSchools.com

Release of 2016-2017 Performance Profiles New School and Center Finder

Families will access 2016-2017 Performance Profiles directly in the new Louisiana School and Center Finder, alongside other important information.

← Back to Finder

WHALE COAST EARLY EDUCATION ACADEMY

K-3 SCHOOL LETTER GRADE

ABOUT OUR SCHOOL | **ACADEMIC PERFORMANCE** | SCHOOL OFFERINGS

OVERALL PERFORMANCE

WHAT IS THIS SITE'S RATING FOR CLASSROOM QUALITY?

2016-2017 RATING
Approaching Proficient

HOW IS THIS MEASURED?

2016-2017 SITE SCORE
4.11 out of 7

High-quality classrooms are supportive, organized, and promote children's learning and development. These are scores based on classroom observations of teacher-child interactions.

2016-2017 OVERALL SITE PERFORMANCE: Approaching Proficient 4.11

2016-2017 OVERALL NETWORK PERFORMANCE: Approaching Proficient 3.58

HOW IS THIS SITE PERFORMING IN MEASURES FOR PRE-K CLASSROOMS (3-4 YEARS)?

EMOTIONAL SUPPORT
6.10 Excellent

CLASSROOM ORGANIZATION
4.60 Proficient

INSTRUCTIONAL SUPPORT
3.25 Approaching Proficient

HOW IS THIS SITE PERFORMING IN MEASURES FOR TODDLER CLASSROOMS (1-2 YEARS)?

Louisiana classrooms are observed using CLASSM, a nationally recognized tool. These in-depth measures show how well classrooms support children's growth and development.

EMOTIONAL & BEHAVIORAL SUPPORT
5.60 Proficient

ENGAGED SUPPORT FOR LEARNING
3.12 Approaching Proficient

HOW IS THIS SITE USING BEST PRACTICES?

Share help parents understand the practices in their children's classrooms. This is self-reported information that is not included in the site's rating.

ASSESSMENT
Are teachers measuring child progress? ★★ ★

CHILDREN PER TEACHER
Will my child receive close attention? Not Reported

CURRICULUM QUALITY: PRE-K
Will my child receive close attention? ★★ ★

CURRICULUM QUALITY: TODDLER
What is the quality of the curriculum in toddler classrooms? ★★ ★

HOW PREPARED ARE THE TEACHERS AT THIS SITE?

WHAT IS THE HIGHEST DEGREE EARNED BY TEACHERS?

NO DEGREE: 5%
CHILD DEVELOPMENT ASSOCIATES: 15%
ASSOCIATES: 10%
BACHELORS: 50%
MASTERS +: 20%

WHAT IS THE HIGHEST DEGREE EARNED BY TEACHERS?

TOTAL CERTIFIED: 65%

School and Center Finder

Map Browsing View

The map browsing view will make it easier for families to find a variety of schools or centers that are near them. Families can also use the filters to narrow their search.

1201 N 3rd St, Baton Rouge, LA 70802, USA

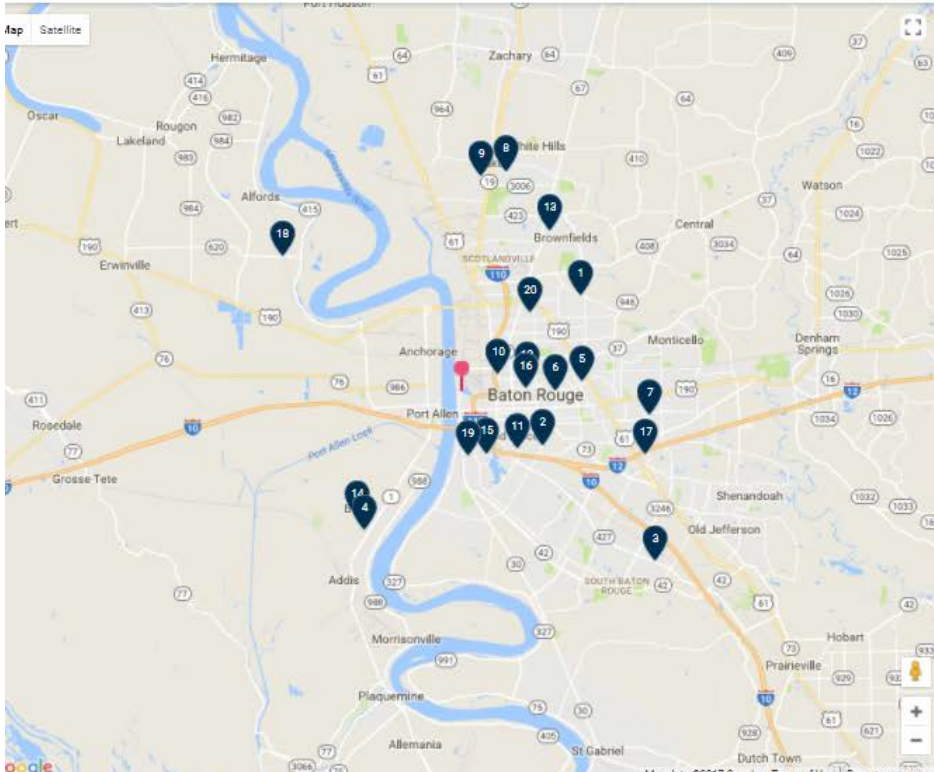
Age/Grade Level
PK (ages 3-4)

More Filters

Displaying 1-20 of 221 schools within 10 miles and any district/parish [Change Filters](#)

Sort By
Early Childhood Performance Rating

Search by School Name




Map Satellite

1 **TREASURES FROM HEAVEN CHILDCARE AND LEARNING CENTE**
Infant (Under 1) - PK (ages 3-4) | East Baton Rouge Parish
Distance: 5.9 Miles
Early Education Performance Rating: Excellent

2 **WESTDALE HEIGHTS ACADEMIC MAGNET SCHOOL**
PK (ages 3-4) - Grade 5 | East Baton Rouge Parish
Distance: 3.8 Miles
Early Education Performance Rating: Excellent
K-12 Letter Grade: A

3 **A LIL ONE'S LEARNING CENTER PERKINS**
Infant (Under 1) - PK (ages 3-4) | East Baton Rouge Parish
Distance: 10 Miles
Early Education Performance Rating: Proficient

4 **ABC EARLY LEARNING AND DEVELOPMENT CENTER**
Infant (Under 1) - PK (ages 3-4) | West Baton Rouge Parish
Distance: 6.6 Miles
Early Education Performance Rating: Proficient



Exercise 2.0:
Promoting a Family-Friendly Web Presence

Exercise 2.0: Family-Friendly Web Presence

If designed well, your Early Childhood Education website can be a powerful tool to educate, connect, and empower families and children.

Exercise Instructions:

- Turn to your neighbors and form small groups of 4-5 people
- Look up and evaluate each website on the handout provided
- Use the questions provided on your handout to evaluate and score each website
- After discussing with your team, choose a group representative to report out on the scores your team gave each website and why

Exercise 2.0: Family-Friendly Web Presence

Your website should engage and empower families to make better informed decisions about the education of their children.

Use these questions to evaluate and score the family-friendliness of each website:

- Does the ECE website provide families with location information for sites and centers?
- Does this ECE website provide easy to find links to Program Partner websites?
- Was it easy to find the Coordinated Enrollment Application on the ECE website?
- Does the ECE website educate families about the Coordinated Enrollment Process and explain how it works (e.g., FAQ, brochure, etc.)?
- Does the ECE website draw families in by limiting unnecessary website content, like too much music or scrolling images, etc.?
- Does the ECE website make it easy to navigate from one page to the next, by providing clear and bold navigation buttons across the top or down the side of the page?
- Does the ECE website provide families with a way to contact a real person, to help them effectively navigate their website or system?

Exercise 2.0:

Family Friendly Web-Presence – Next Steps

Take this discussion back to your Community Network and Program Partners to better engage and inform families.

Key Takeaways:

- Ensure that the coordinated enrollment application is easy to find and working
- Ensure that reliable contact information is provided to families
- Ensure that your local school board website has a link to your website

Additional Questions:

- How would a new family to the area who wants to enroll their child find your website?
- What promotional strategies can help more families find your website?

A photograph of a young child with dark hair, wearing a striped shirt, sitting on a colorful, abstract rug. The child is smiling and looking to the right. They are holding a red cup in their right hand and a wooden toy with colorful rings in their left hand. The background is a soft, textured wall with blue and yellow tones.

Coordinated Enrollment Self-Assessment 2017 Survey Results

Coordinated Enrollment Self-Assessment Survey Overview

The Department conducted the third annual statewide Coordinated Enrollment Self-Assessment Survey during the summer and fall of 2017.

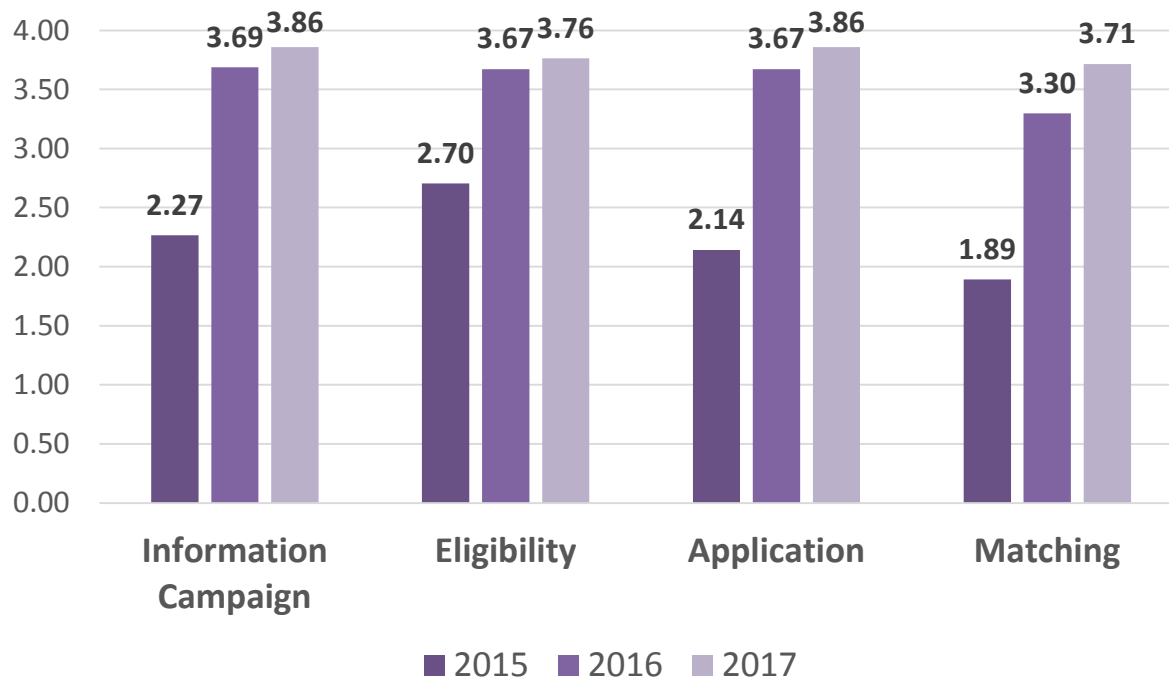
- The self-assessment survey required network communities to reflect on the coordinated enrollment process from the previous year, and evaluate their progress toward full coordination.
- The self-assessment survey questions remained consistent from previous years to allow the state to compare results across years.
- As in previous years, network communities convened publicly-funded partners to complete a unified response to the self-assessment survey.
- All self-assessment survey answers were collected from network communities using an online survey tool.

How do the results show meaningful improvement?

Continued Improvement Each Year

We have seen an overall average increase each year; showing meaningful progress towards achieving the full model of coordinated enrollment.

Average Statewide Coordination Levels Across Each Area



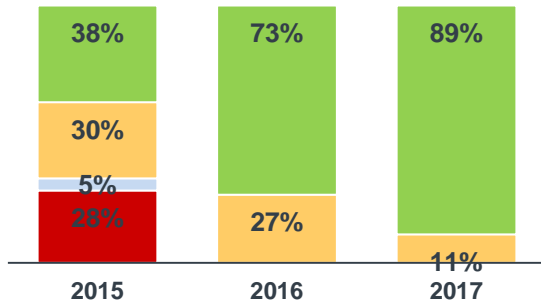
Statewide increases indicate progress within communities:

- In 2017, all areas are above an average rating of 3.7 statewide – the highest end of partial coordination.
- Matching continues to see the greatest improvements, nearly doubled in average coordination level rating from 2015.

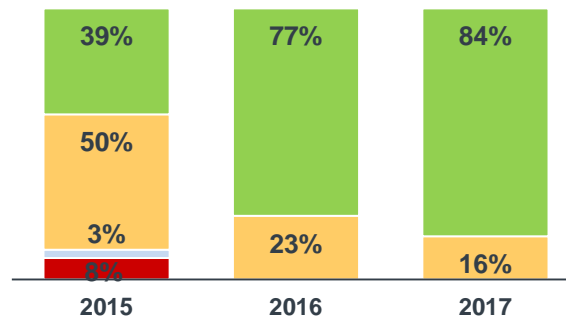
Progress Across Communities

Percent of Communities At Each Level By Year

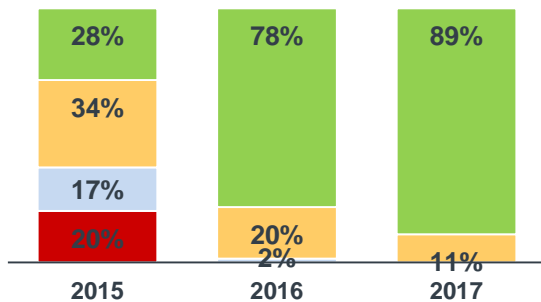
Information Campaign



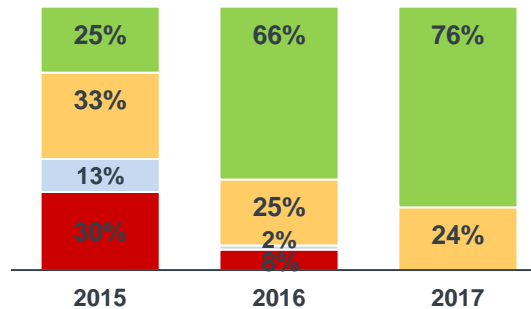
Eligibility



Application



Matching



■ Full Coord.
 ■ Partial Coord.
 ■ Minimal Coord.
 ■ No Coord.

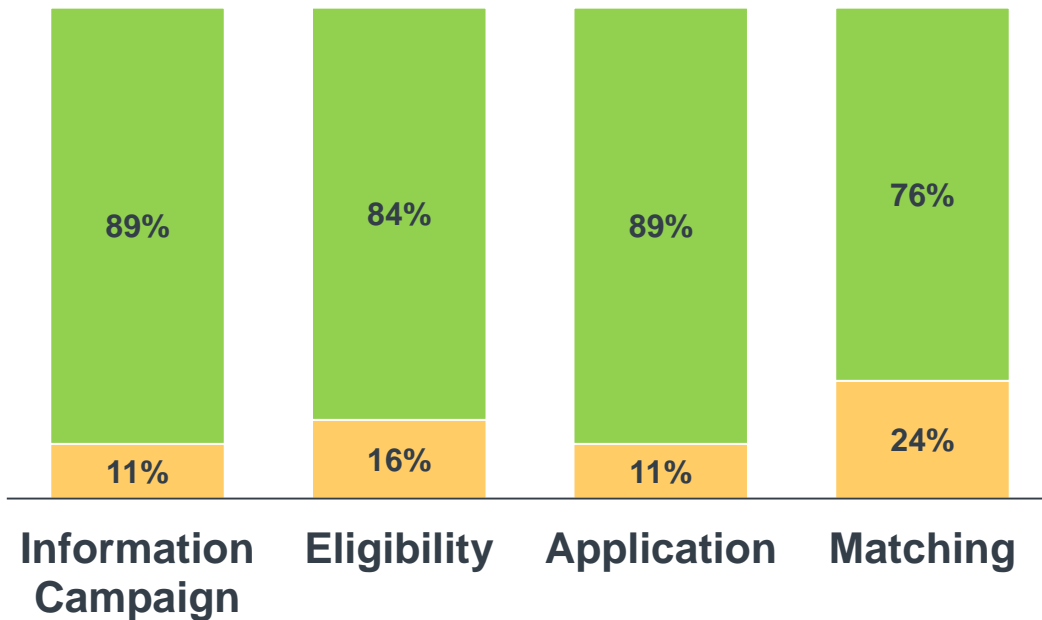
Progress across 2016 & 2017:

- In 2016, 91% of communities were either partially or fully coordinating across all four areas
- In 2017, 100% of communities are either partially or fully coordinating across all four areas, a 9% increase from 2016
- Increases in 2017 from 2016
 - 31 communities improved in at least 1 area
 - 15 communities improved in 2 or more areas
 - 3 communities improved in 3 areas

Progress Across Communities

Focus on 2017

2017 Coordination Levels In Each Area



This graph shows where we did the best this year, and also where improvement can still be made:

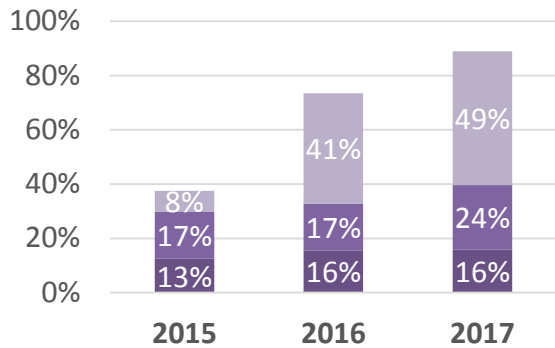
- Eligibility and Matching continue to be areas where growth is needed.
- Information Campaigns and Application is where communities shined most.

Full Coord. Partial Coord. Minimal Coord. No Coord.

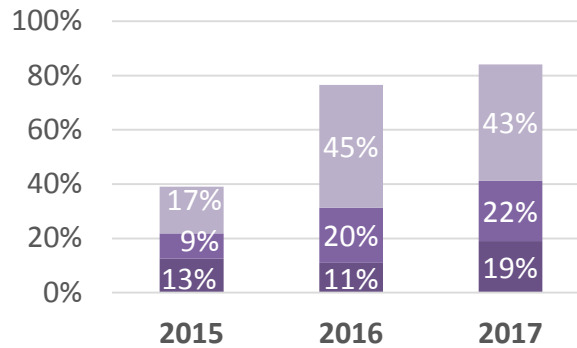
Increasingly Fully Coordinated

Percent Of Fully Coordinated Communities By Cohort

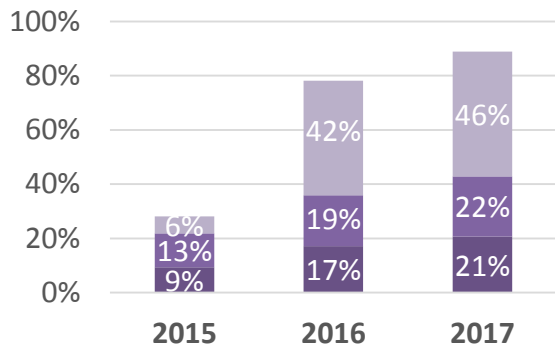
Information Campaign



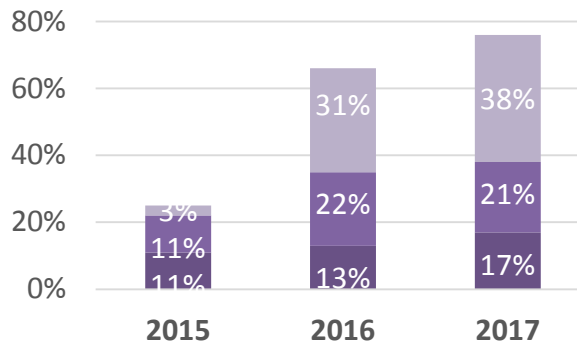
Eligibility



Application



Matching



Cohort 1
 Cohort 2
 Cohort 3

The number of fully coordinated communities continues to grow:

- Cohort 3 has seen the largest increase in fully coordinated communities since 2015.
- 2016 saw a significant increase in fully coordinated communities across all areas.
- In 2017, three areas are more than 80% fully coordinated – Information Campaign, Eligibility, and Application.



Coordinated Enrollment Planning

Defining Coordinated Enrollment

Four Key Areas

The Legislature defined coordinated enrollment with Act 717 (2014).

Families must be empowered to choose what is best for their child. Therefore, Louisiana should have locally-managed enrollment systems that:

- 1. Coordinate Information: Families know of all available seats**
 - *Inform families about the availability of publicly-funded programs*
- 2. Coordinate Eligibility: Families easily know what programs they qualify for**
 - *Ensure families are referred to available publicly-funded programs*
- 3. Coordinate Applications: Families apply to all programs through one application**
 - *Collect family preferences regarding enrollment choices*
- 4. Match Based on Preference: Families enroll their child in the highest ranked preference available**
 - *Enroll children based on family preference so no one occupies more than one seat*

All communities are required to implement all components of Coordinated Enrollment for families enrolling for the 2018-2019 school year.

Coordinated Enrollment

Communities are working together to achieve coordinated enrollment throughout the year.

Child Count (October 1)

Communities count children being served through public dollars.



Coordinated Funding Request (Fall/Winter)

Communities use coordinated enrollment work to request funding for early childhood.



Coordinated Enrollment Planning (Fall/Winter)

Communities plan to increase access based on child count, at-risk data, and family demand.



Coordinated Enrollment Implementation (Spring/Summer)

Communities fill publicly-funded seats through coordinated enrollment work.



Coordinated Enrollment

Maximize Capacity for 3 and 4 Year Olds

In order to increase access to early childhood programs, we need to understand where access is limited, and think strategically to maximize capacity.

Questions to take with you:

- How can we analyze all available information to better understand the at-risk population in our community, and the extent to which they are served?
- ***How must we analyze our current available capacity, to better serve at-risk 3 and 4 year old children?***
- How can we better forecast how many more seats we need to reduce the at-risk gap?

Full Model Expectations

- ✓ Analyze all sources of information
- ✓ Determine the at-risk gap (# of children not being served)
- ✓ Maximize available programs, funding, and seats to reduce the at-risk gap as much as possible
- ✓ Use enrollment and demand data to complete your Coordinated Enrollment plan

Coordinated Enrollment Planning

Next Steps

Support/Guidance:

- Consult Department guidance on Coordinated Enrollment
- Attend January Lead Agency Collaboration Event
- Attend Office Hours on Tuesdays from 3:00-4:00 PM

Upcoming Action Items:

- Submit Coordinated Enrollment Plan to your FTP folder by February 1

For further questions, contact Dominick Robinson at Dominick.Robinson@la.gov

The Early Childhood Team will continue to offer weekly Office Hours.

Lead Agencies can call in with questions they have about their current work, hear each other's questions, and get answers to commonly occurring questions.

Call In: 1-855-240-2575; PIN: 81774907