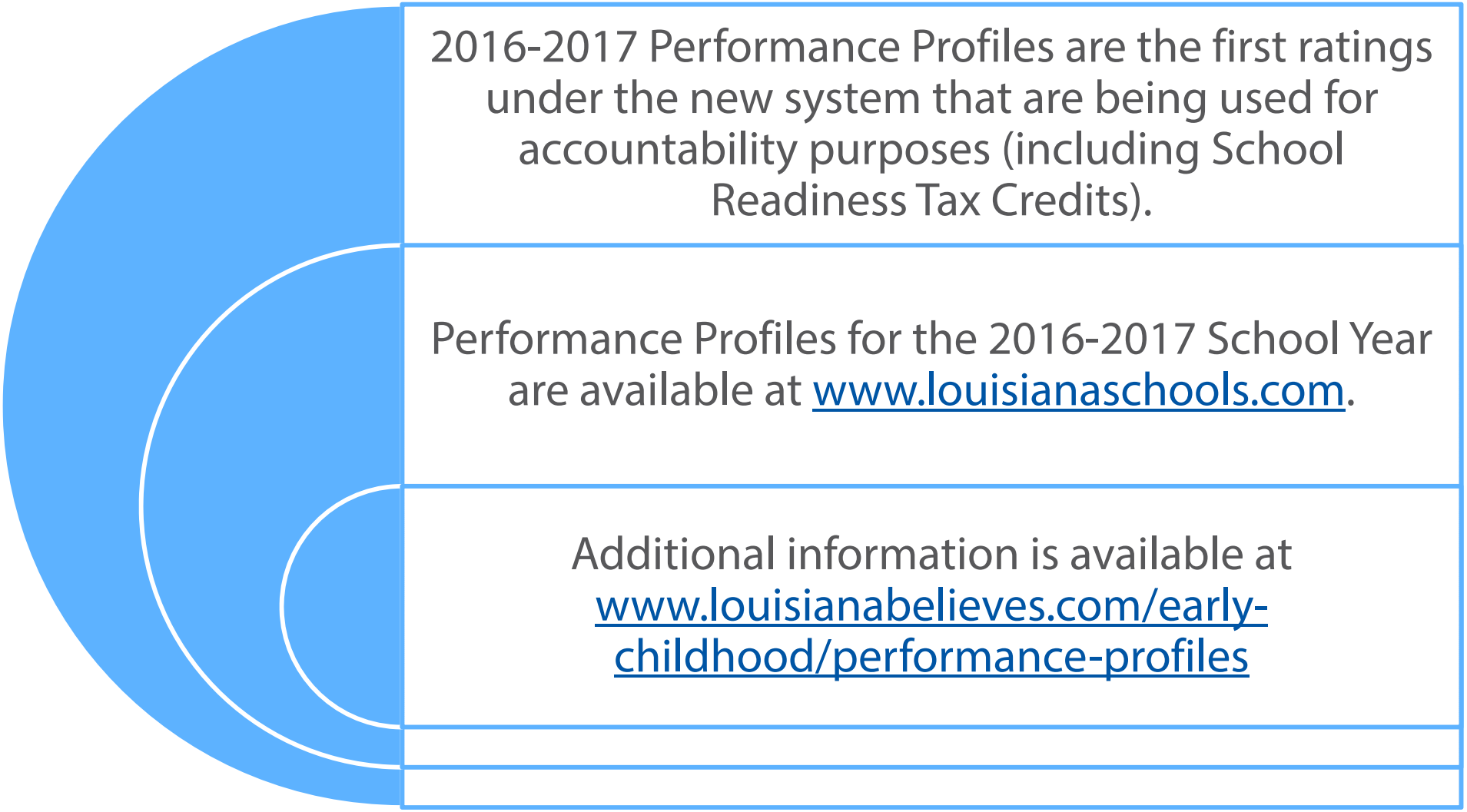
Update on Performance Profiles

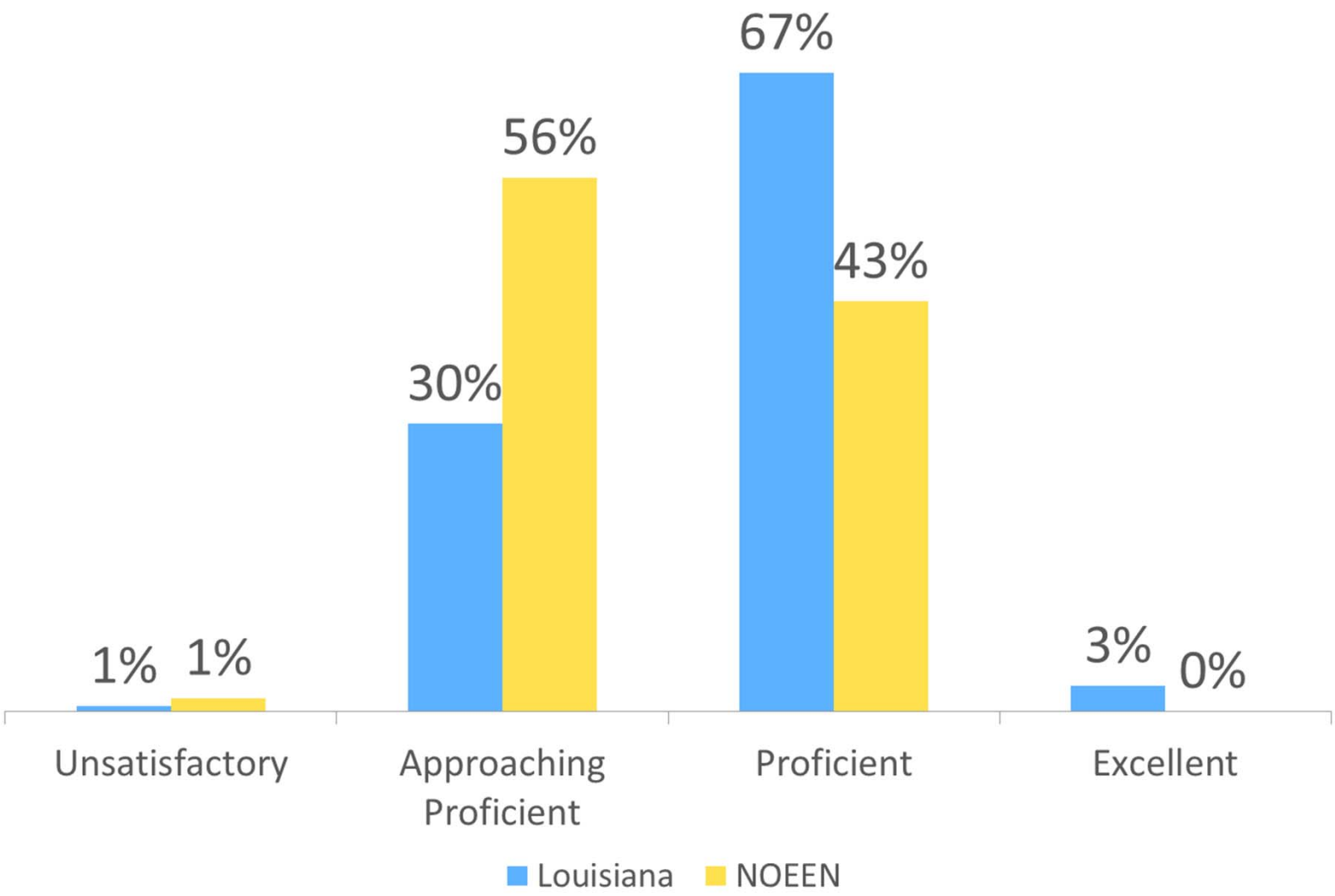
Agenda for CHILDREN

...a voice for Louisiana's children and families

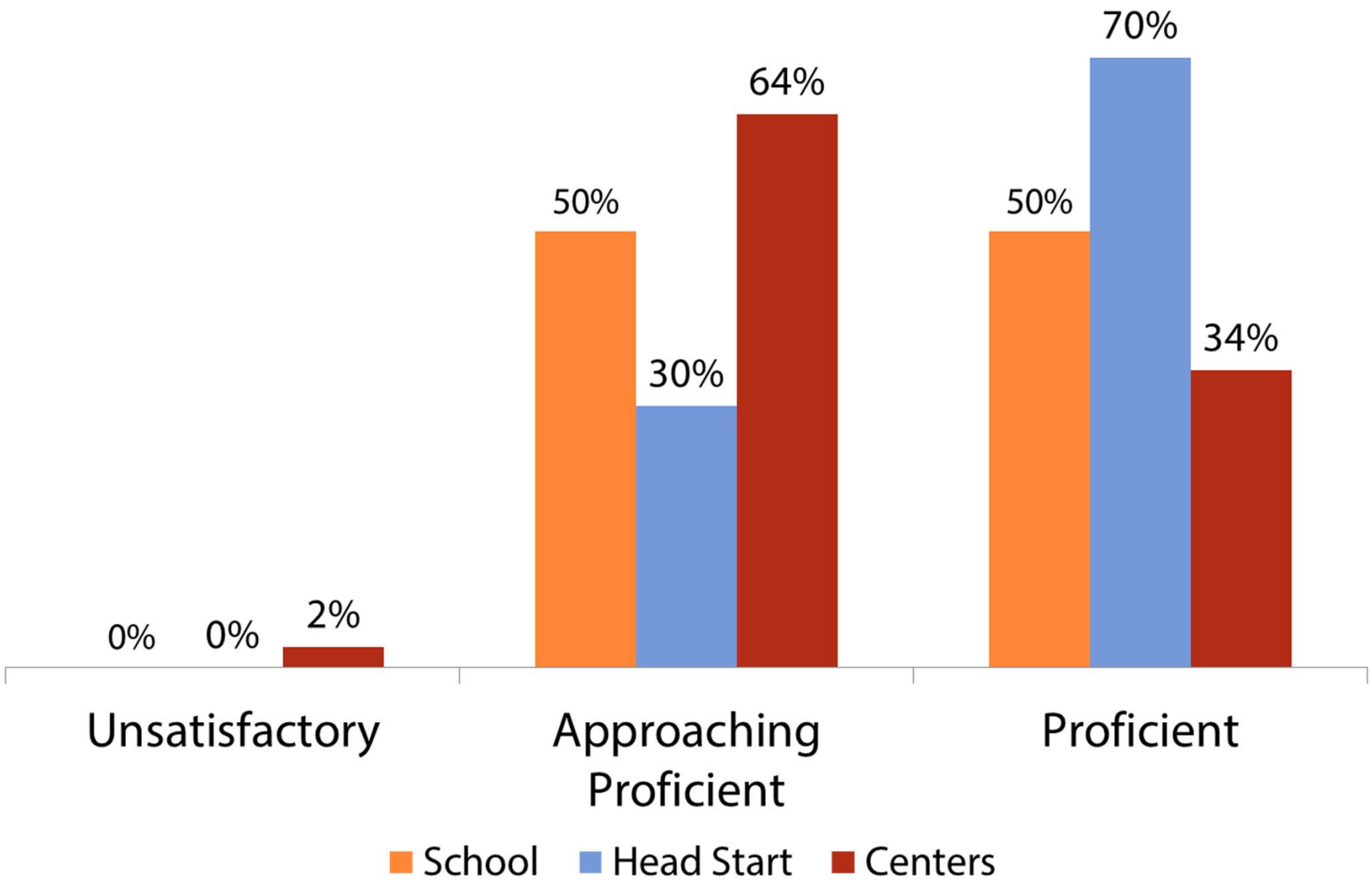
2016-2017 Performance Profiles



How do Performance Profile Ratings in New Orleans compare to the State?



Ratings by Program Type



Who’s on the honor roll?

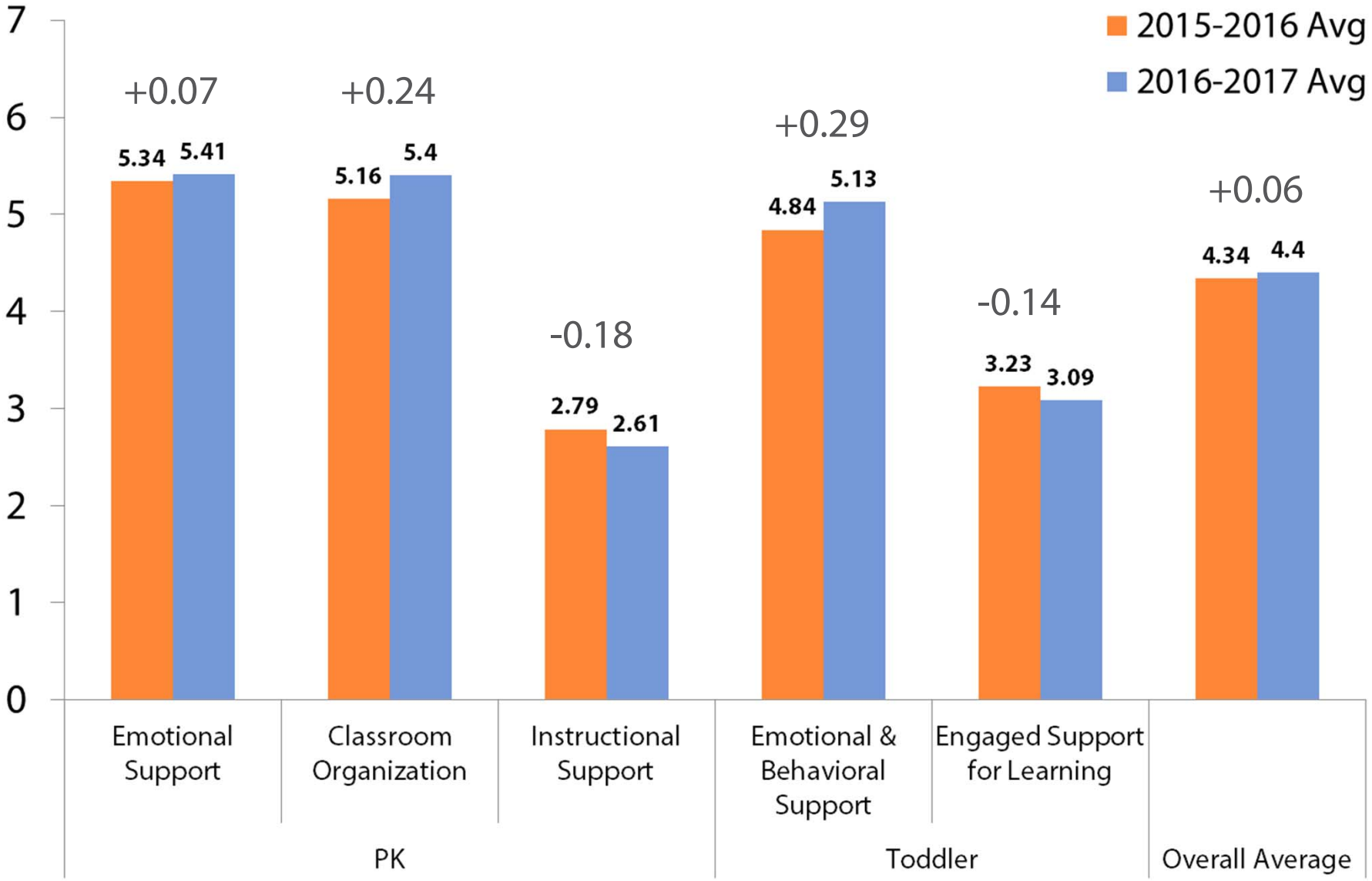
Top Gains

- Centers
  - Changing Stages
  - Kids World of New Orleans
  - Toddler's University Inc.
  - Watson Memorial Child Development Center
- School
  - Dwight D. Eisenhower Academy of Global Studies
- Head Start
  - Viney Reynolds Head Start

Birth to Three

- Centers
  - Angels' Haven Daycare And Preschool Inc.
  - Changing Stages
- Head Start
  - James Singleton Head Start Center
  - Viney Reynolds Head Start

Performance Profiles: CLASS Scores for NOEEN Programs 2015-2016 vs. 2016-2017



Informational Metrics

Access: NOEEN was one of 36 networks that served 90% or more of at-risk four-year olds in publicly funded programs, earning an "Excellent" rating

Curriculum: 73% of sites reported using a Tier 1 curricula, an increase of 26 percentage points from 15-16!

Certified Teachers: More teachers are certified now, but many still need certification. 41% of teachers in the network are certified (either the ancillary certificate or traditional LA teacher certification), an increase of 13 percentage points from 2015-2016 (28%).

16% of NOEEN programs did not provide information for their informational metrics.

THIRD PARTY CONSIDERATIONS

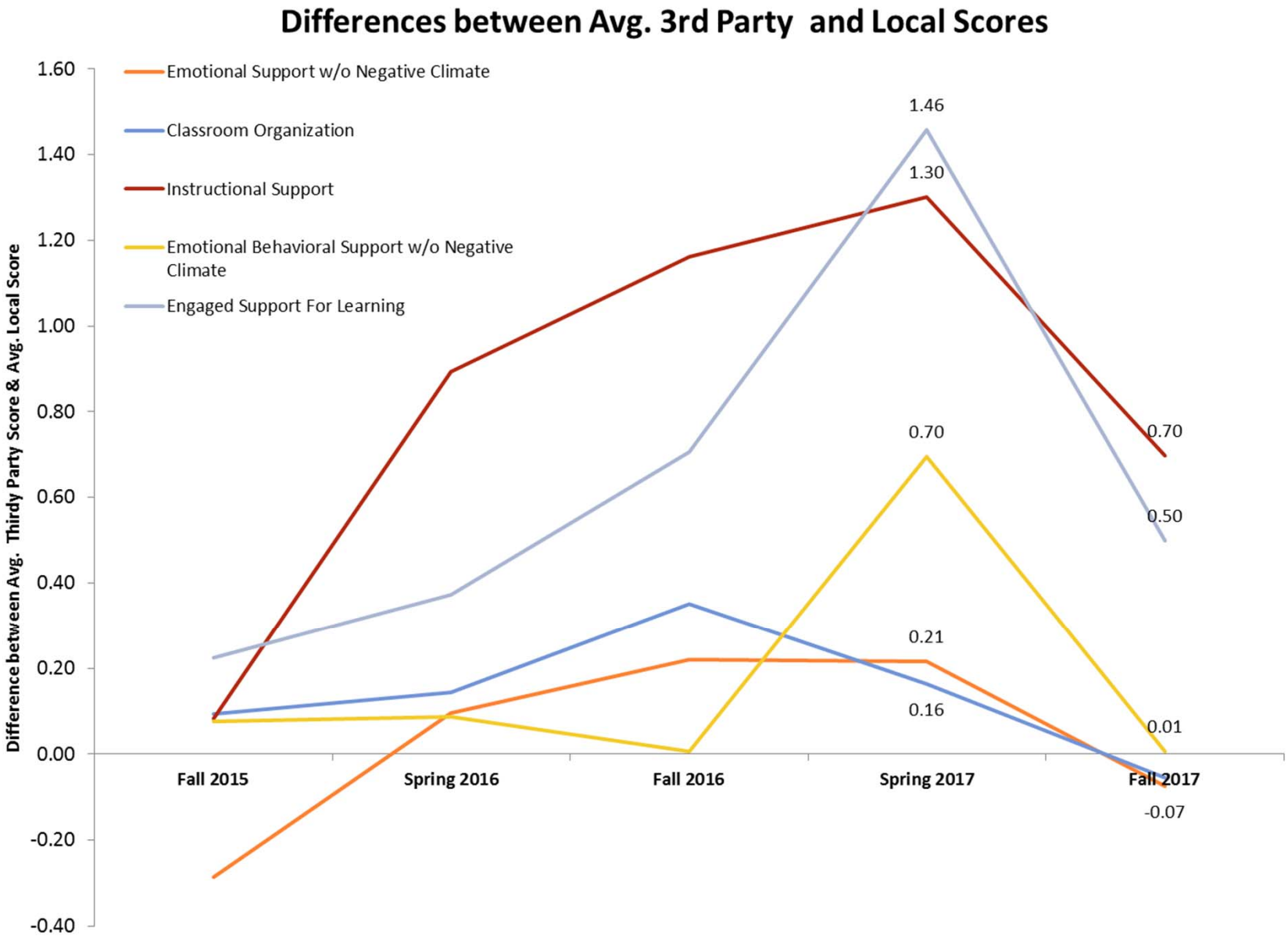
Work to Ensure Accurate, Fair CLASS Observations

- **Quality Control:** NOEEN double-codes every observer at least once a semester and require calibration every semester, using Teachstone calibration activities.

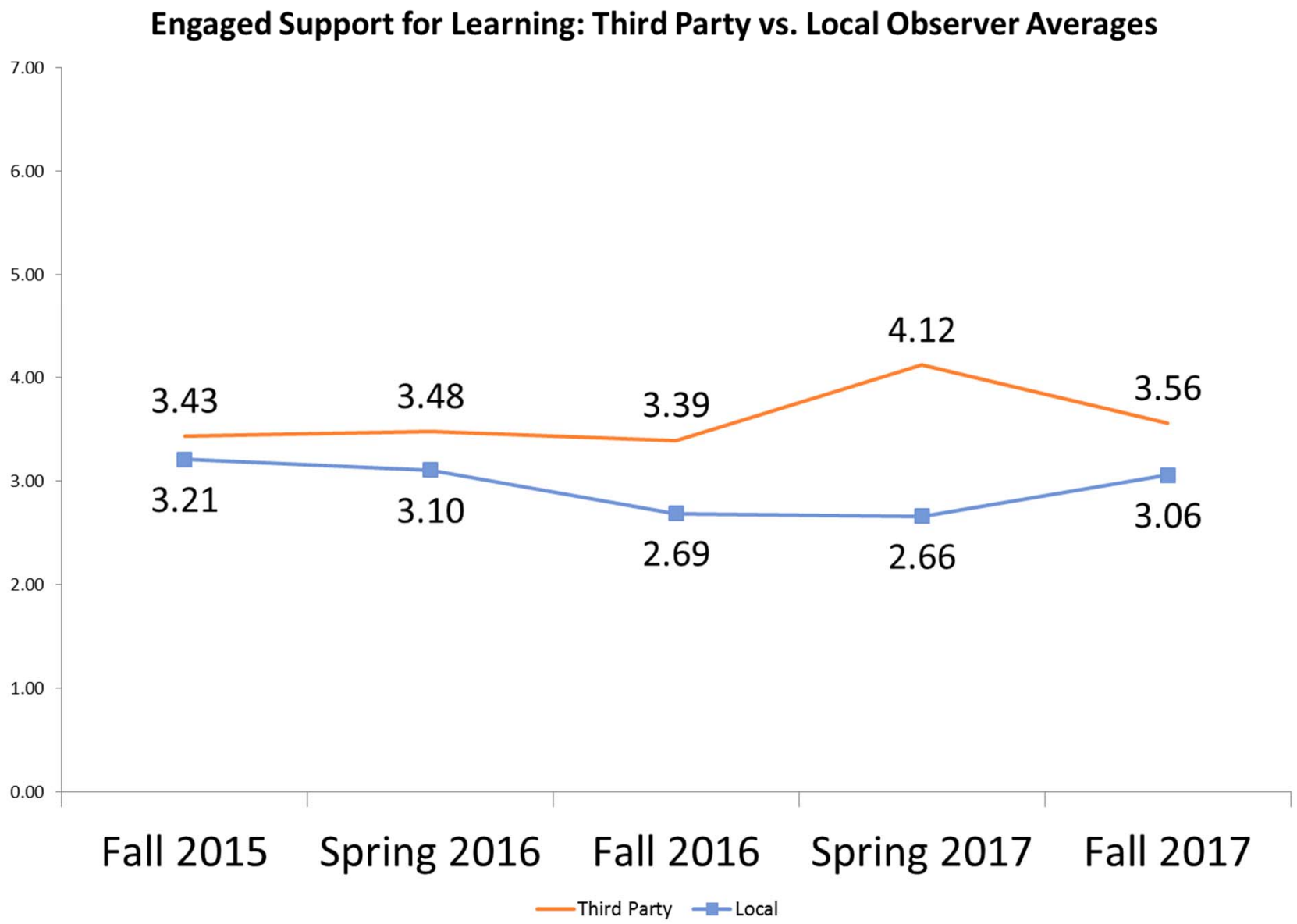
- **Observer Support:** Monthly communities of practice to improve observers' skills and observers use myTeachstone and other resources to deepen their understanding of the tool.

- **New Protocol:** New guidelines from LDE should result in higher scores for programs because observations will now only be conducted after the start of the instructional day and only when the lead teacher is present. This should also reduce replacement rates because NOEEN observers are using the same protocol as third party observers this year.

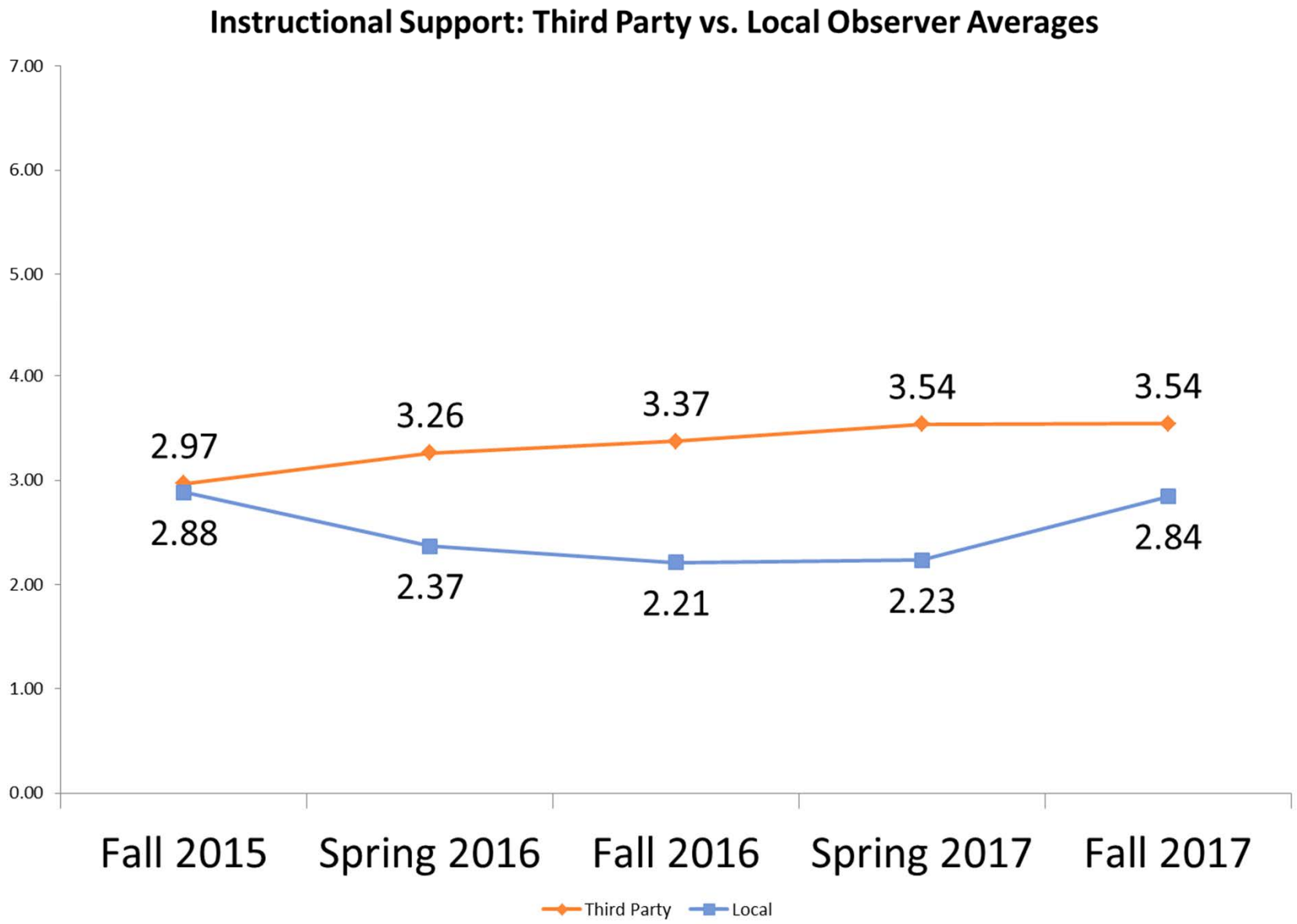
Comparing Third Party to Local Scores



Digging Deeper: Comparing Average Engaged Support for Learning Scores



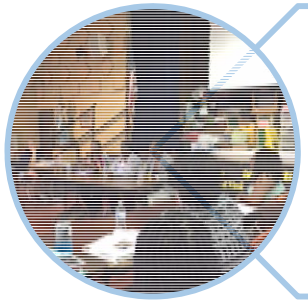
Digging Deeper: Comparing Average Instructional Support Scores



WHERE DO WE GO FROM HERE?

Focus on improving Instructional Support & Engaged Support for Learning

Build a cadre of CLASS experts – we need to increase the number of teachers and leaders with a deep understanding of IS & ESL



Increase access to training & coaching and provide leaders and teachers with ongoing trainings on how to use myTeachstone for PD.

Work with high-performing sites to share best practices with peers through site visits

Improved Informational Metrics will Lead to Improved Interactions

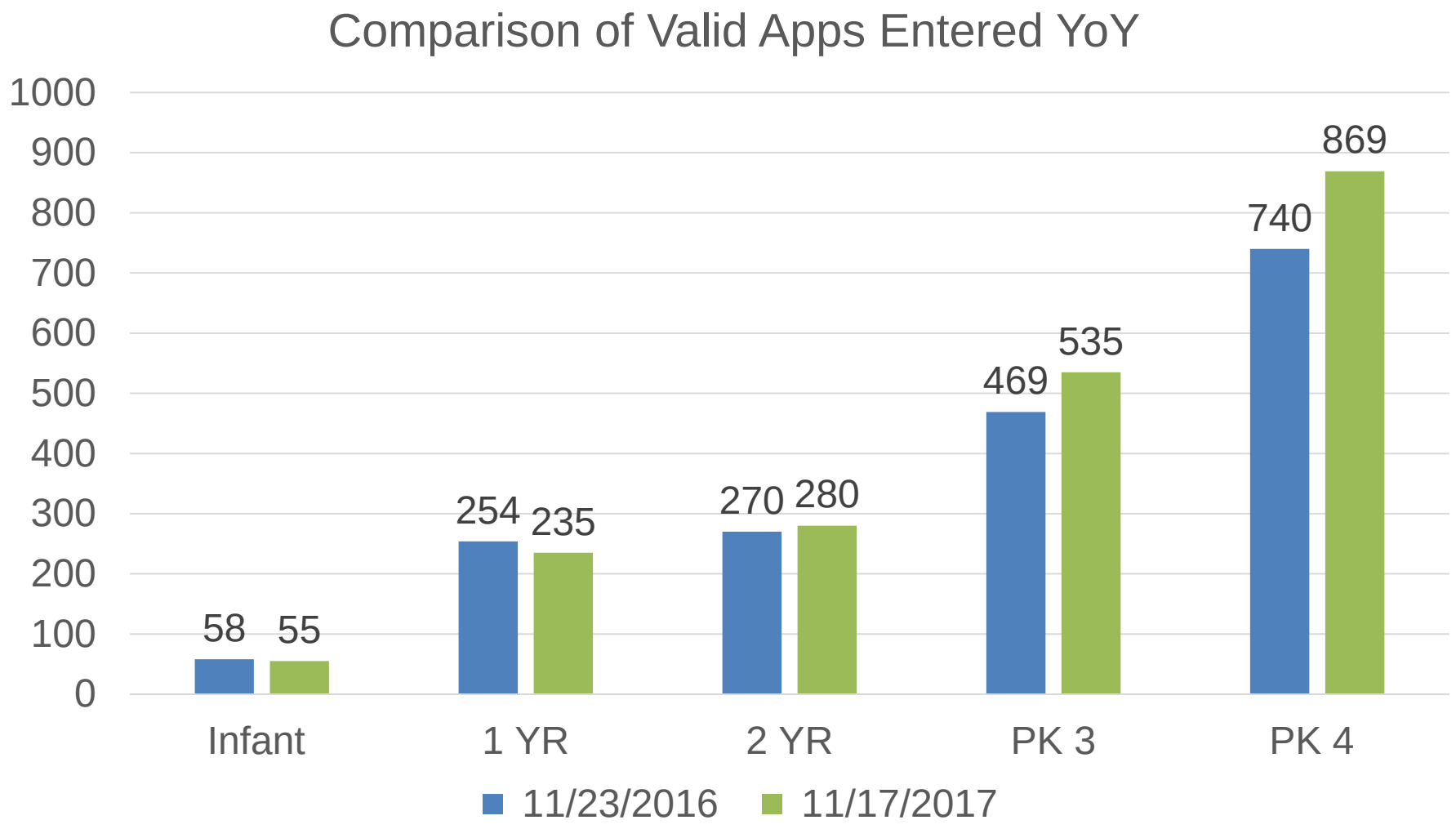
Put it all together	• Help programs understand how GOLD and curricula support CLASS
Curriculum	• Increase the # of programs using Tier 1 curricula effectively
Credentials	• Improve teacher credentials & understanding of early childhood development
Access	• Increase access for children 0-3

What do we need to do differently?
What haven't we tried yet?

Update on Coordinated Enrollment
November 28, 2017

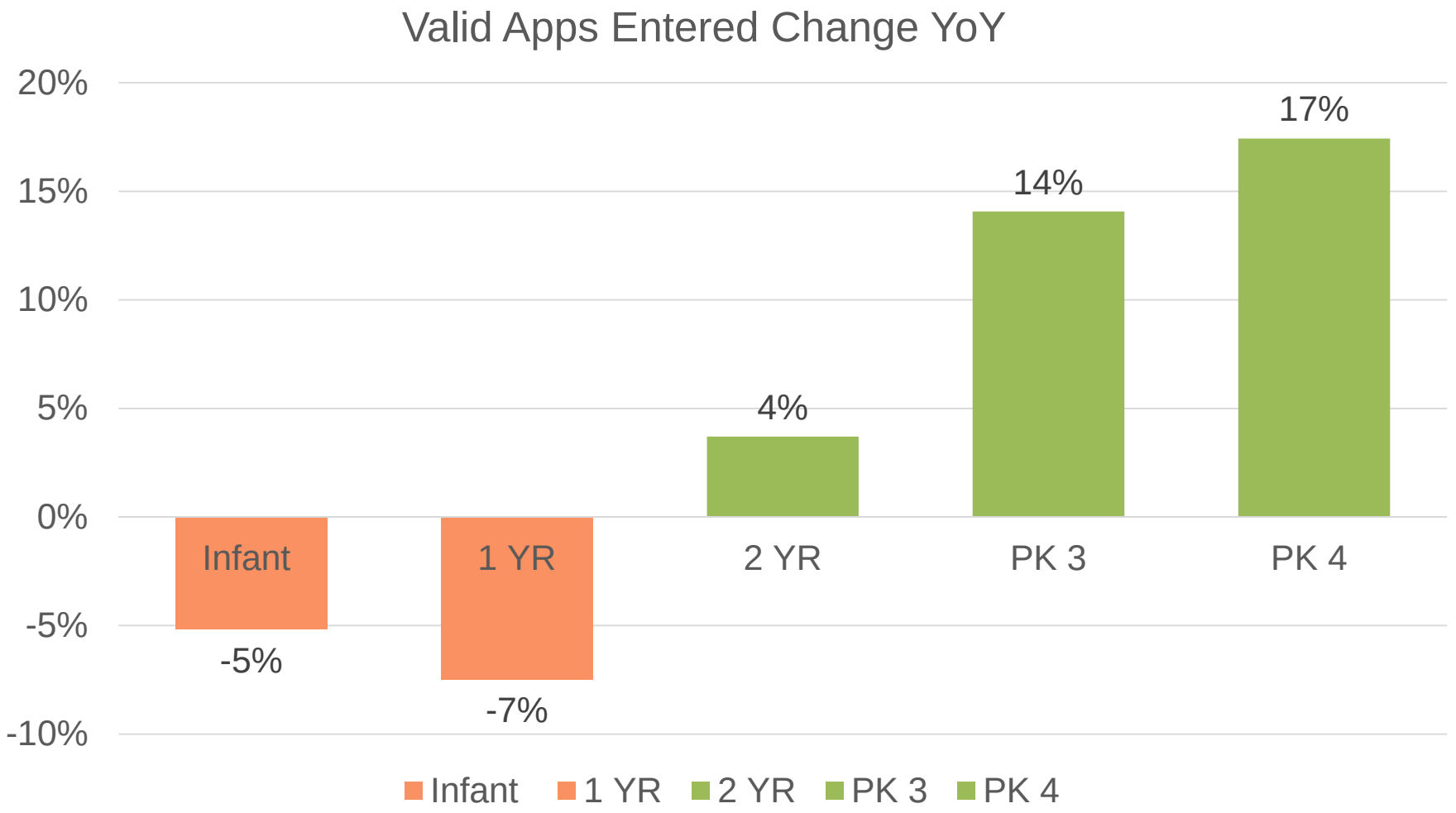
Comparison of Main Round Apps

Overall Valid Applications Submitted



Percent increase of applications

Valid Applications Entered: Nov 2016 and Nov 2017



Valid Applications and Verifications by Neighborhood

Main Round November 2017

Area	INF	1 YR	2 YR	PK3	PK4	**Total**	# verified	**% Verified**
N.O. East	20	105	115	172	271	**683**	173	**25%**
Westbank	10	44	46	80	181	**361**	67	**19%**
Gentilly/Lakeview	9	36	35	88	142	**310**	65	**21%**
Mid-City	9	42	41	92	115	**299**	60	**20%**
Uptown	11	28	30	79	85	**233**	55	**24%**
Downtown	11	25	39	66	86	**227**	62	**27%**
Outside NO	5	20	21	32	57	**135**	16	**12%**
CBD/Garden District	3	22	19	36	44	**124**	25	**20%**
Grand Total	78	322	346	645	981	**2372**	523	**22%**

Main Round Updates

- Reminder that continuing students should not complete an application if they want to remain at their current center. EHS students moving to a partner HS program also should not complete an application if they want to remain at their current center (example: Kingsley House EHS to Kingsley House HS).

- EHS+CCAP students should complete an application to apply to PK 3 programs.

- December 2nd is the first Saturday Verification Event at Paul Habans Elementary 3501 Seine St. from 10 am to 2 pm.
  - Families who have not completed verification will be invited via text message to attend. Head Start and EnrollNOLA will be present to verify families.

Reminder on Changes to the Framework

The following policy changes have been made to the Coordinated Enrollment Framework for 2017. The Steering Committee reviewed these changes at the September meeting and had a further comment period until mid-October.

- Align date to remove students actively assigned to programs from August 1st to the Early Childhood Transfer date. Keep students on their first choice (top ranked) waitlist.
- Move Early Childhood Transfer date from first Tuesday after Labor Day to first Thursday after Labor Day.
- Create Intra-agency Head Start process to allow more easily for movement from one Head Start center to another within that Head Start's grantee network.
- Change last day for placements for Head Start to end of year, or same as last day of school to align with revised Head Start standards.

Thank you for your feedback on the Coordinated Enrollment Framework for 2017. The Steering Committee reviewed recommended changes in September. The final version was circulated to Steering Committee members and early childhood providers in October. We are requesting that committee members vote to approve the framework in today's meeting.

Upcoming Events

Date	Action
December 2nd	Saturday Verification Event: Paul Habans Elementary 3501 Seine St. 70114 10 am to 2 pm
January 12th	Early Window Deadline: Audubon Charter for PK
January 13th	Saturday Verification Event- location TBD
January 27th	Saturday Verification Event- location TBD
February 3rd	Urban League Schools Expo: Superdome
February 17th	Saturday Verification Event- location TBD

enroll NOLA

NOEEN Coordinated Funding Request Recommendations November 28, 2017

Agenda for CHILDREN
...a voice for Louisiana's children and families

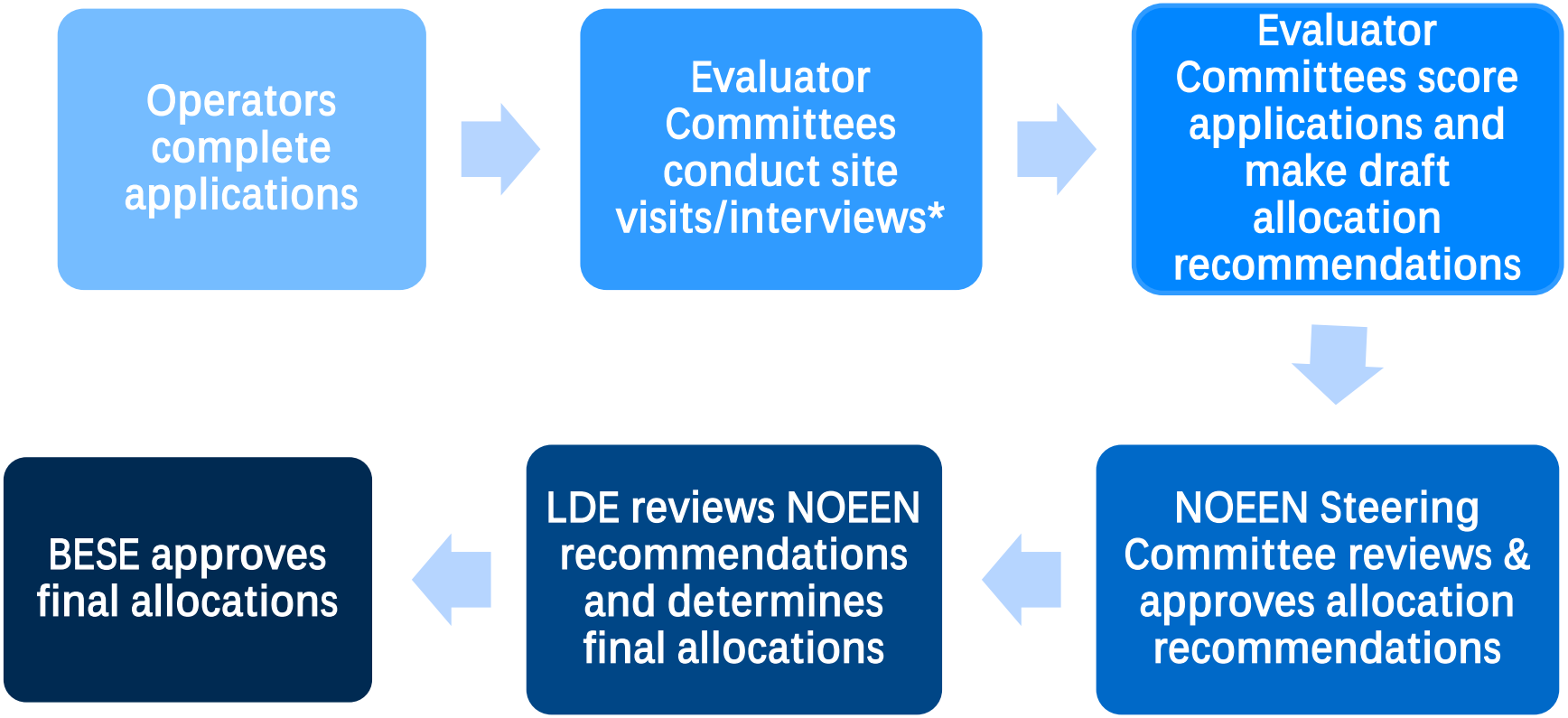
Agenda

I. Coordinated Funding Process Overview

II. Review of Citywide Needs Data

III. Consider specific Coordinated Funding Request Recommendations

CFR Process Overview



*Sites that do not currently operate an LA 4, PEG, or NSECD program will receive a site visit.

Timeline

Date	Action
Sept. 26	NOEEN Steering Committee considers approval of CFR process
Oct. 2	Agenda releases CFR application
Oct. 4-11	Agenda conducts CFR process webinar for operators
Oct. 27	CFR applications due
Oct. 30-Nov. 10	Evaluators score CFR applications and conduct site visits/interviews
Nov. 13-16	Evaluator Committees deliberate to make draft CFR allocation recommendations
Nov. 17	Agenda publicly posts draft CFR allocation recommendations
Nov. 28	NOEEN Steering Committee considers approval of Evaluator Committees preliminary CFR allocation recommendations
Dec. 1	Agenda submits NOEEN-approved CFR allocation recommendations to LDE
Jan. 23	BESE considers approval of final LDE CFR allocations

Overview of CFR Requests

Funding Source	2017-18 Seats	Programs Requests	# of Seats Requested
LA 4	1,642	42 sites (includes 3 centers)	1,714 (increase of 72)
NSECD	500	11 nonpublic schools, 12 centers	717 (increase of 217)
PEG	160	6 centers	160
TOTALS	*2,302*		*2,591 (increase of 289)*

Scoring & Evaluation Committees

Each application will be scored based on rubrics included in the application materials. How scores will be weighted depends on the type of program.

LA4 & NSECD		
Quality* **50%**	Parent Demand* **50%**	Meeting Families' Needs **Bonus Points**

*For applicants that do not have this data, a site visit will be conducted.

Scoring & site visits will be conducted by Evaluator Committees comprised of staff with expertise in each of the following.

Evaluator Committees		
Public School Applications	**Nonpublic School Applications**	**Center Applications**
1 RSD, 1 OPSB staff	2 LDE staff	2 Agenda staff

Agenda

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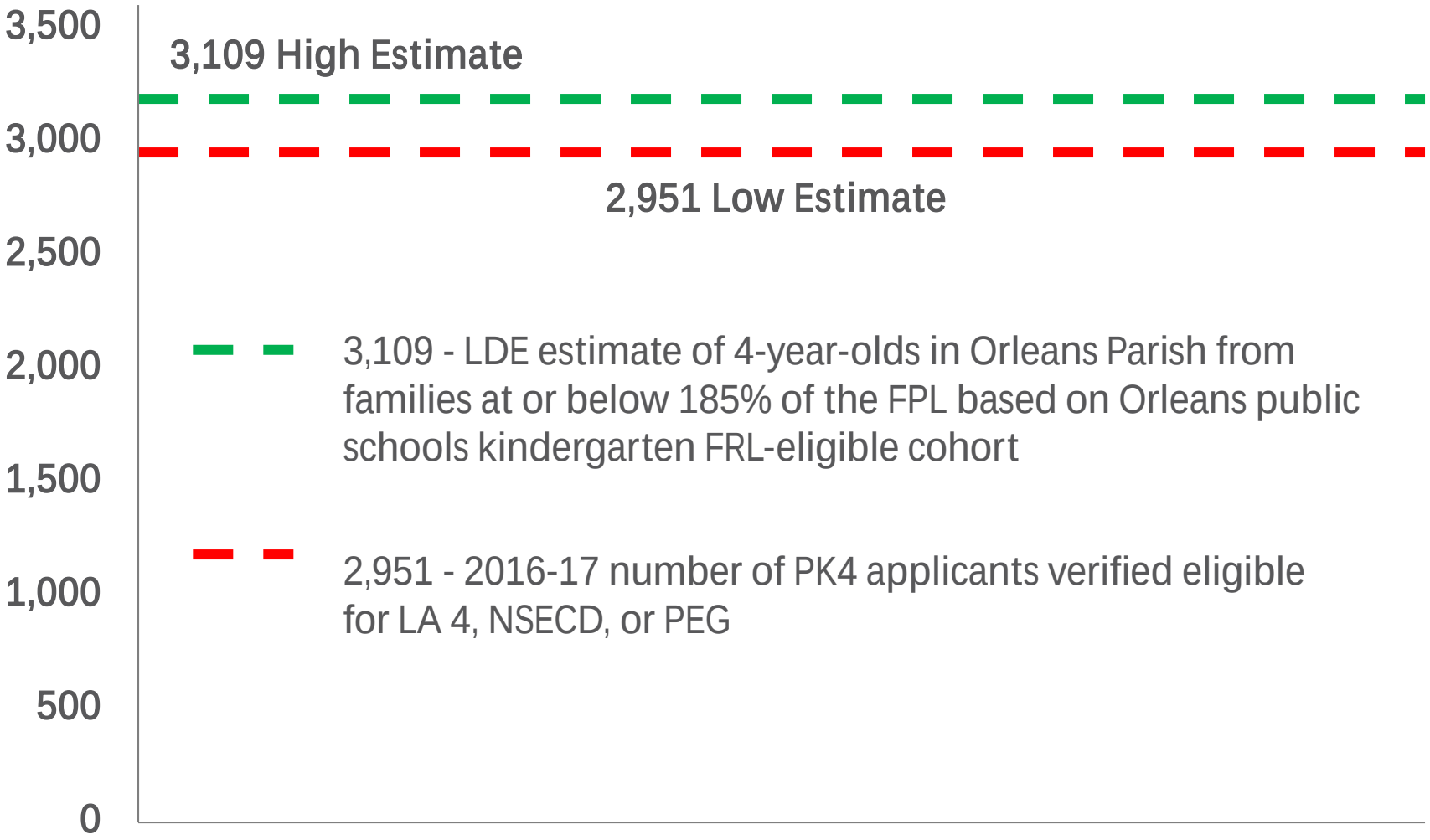
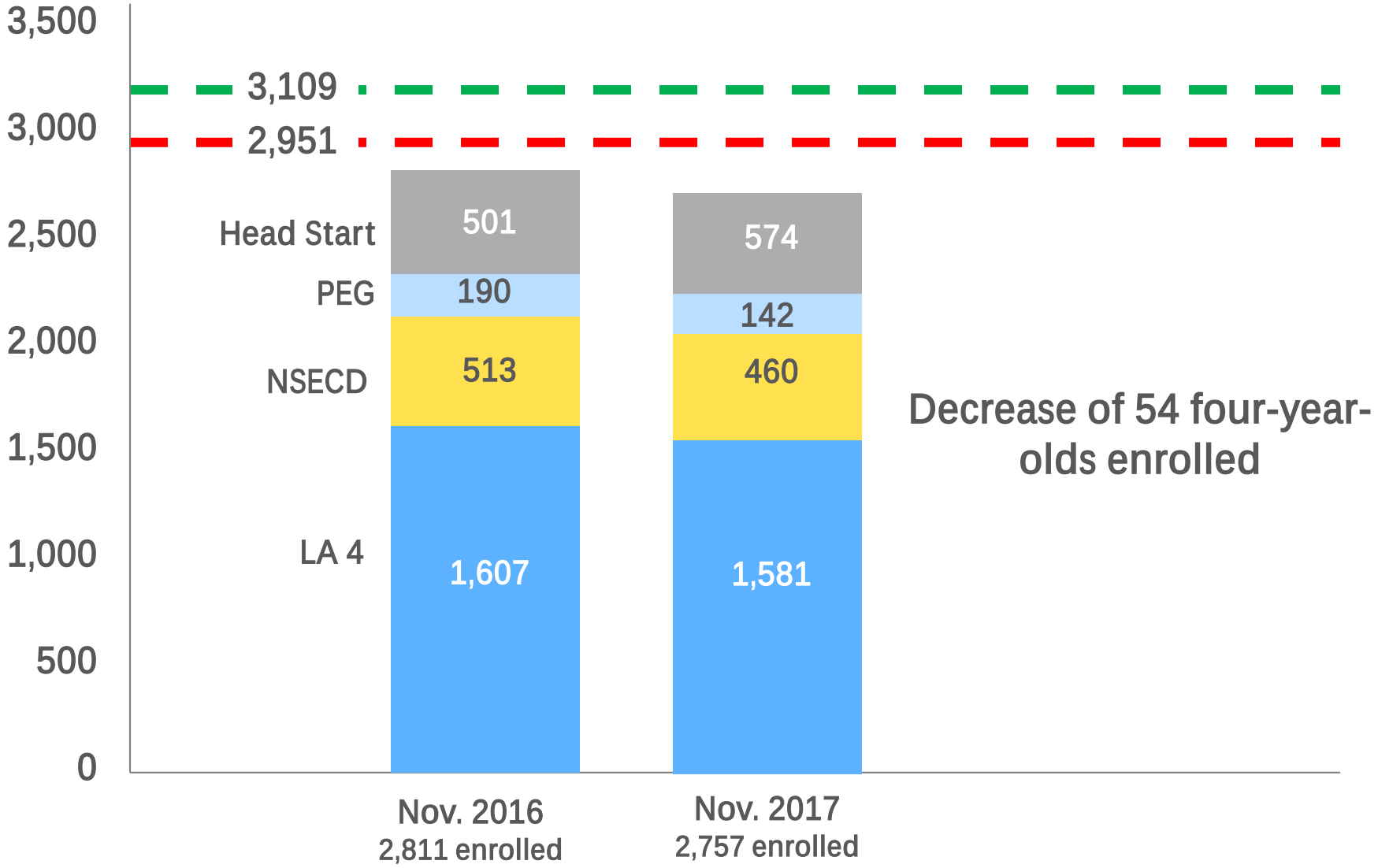
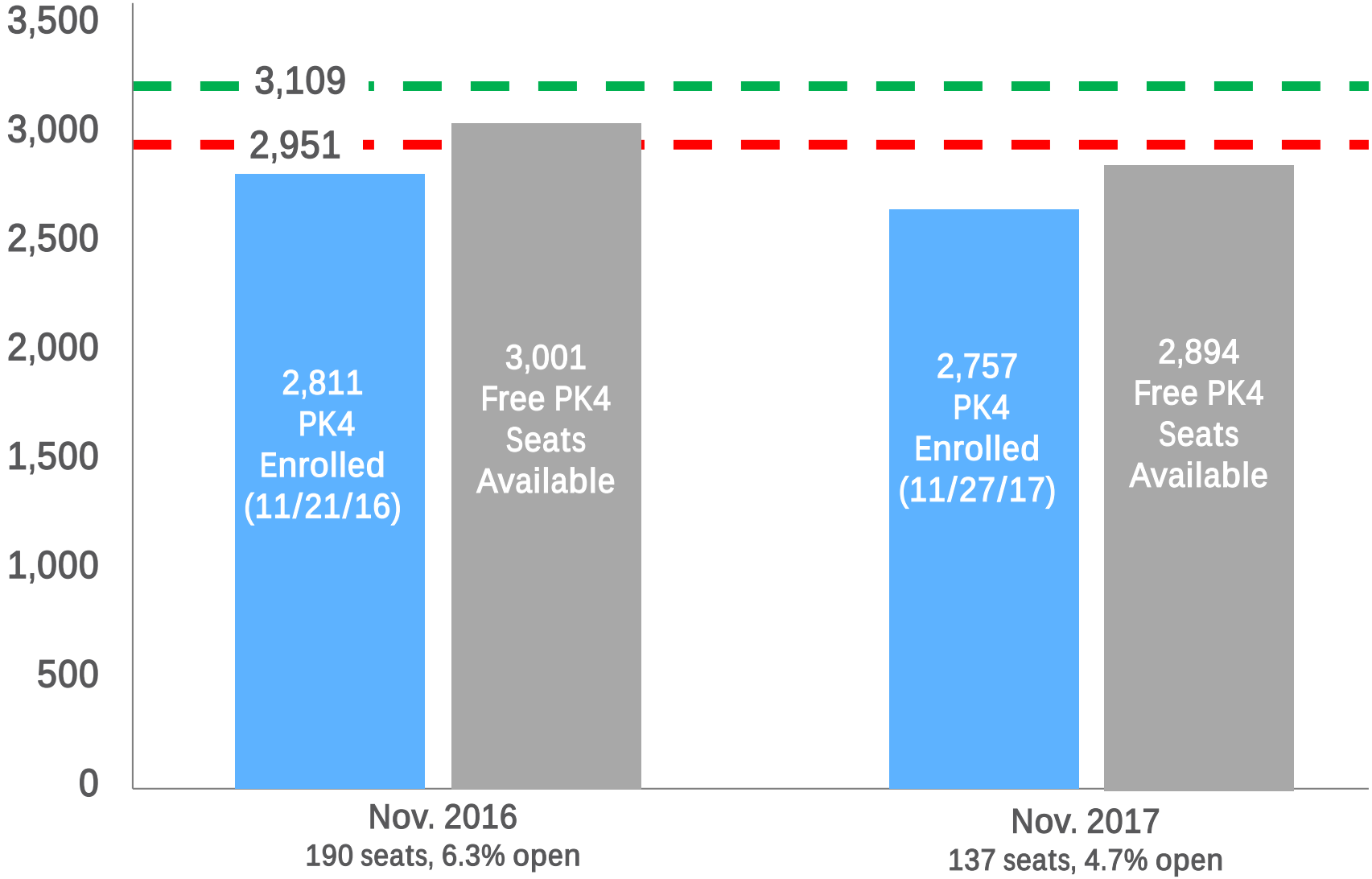
How Many Children are Eligible for Free PK4 Seats in New Orleans?



How Many Eligible Children Are Enrolling in Free PK4 Seats?



Children Enrolled v. Available Seats



Why the Discrepancy?

If there are an estimated 2,950-3,100 four-year-olds in New Orleans eligible for a free PK4 seat, why are only ~2,900 currently taking advantage of this?

Possible reasons:

- **Hidden costs of assigned program are too high for some families** (program is in an inconvenient location; having to transport child to/from program; cost of before/after-care, etc.)
- **Family Preferences:** Families unable to get a program they highly preferred are instead choosing no care or paid care over a free seat in a program they do not want. *There's a mismatch between where parents want to send their children and where seats are available.*
- **Some over-income children with developmental delays are not being identified.**
- **Awareness:** Some eligible families are not aware of opportunity for free pre-K
- **Verification Obstacles:** Some families are unable to meet procedural requirements of enrolling in a program (verification paperwork, travel to FRC or Head Start center during work hours, parents with literacy challenges may find the process difficult, etc.)
- **Decrease in eligible population:** The city's number of economically disadvantaged kindergartners has decreased since 2014. This decrease may be indicative of larger demographic shifts in our city's population of low-income families.

How Should this Data Inform the Coordinated Funding Request?

This data highlights an important tension that NOEEN needs to keep in mind when planning for the coordinated funding request:

Offering enough seats to serve all estimated eligible four-year-olds

↓

~2,950-3,100 seats

↓

May result in some empty seats

↓

Under-enrolled classrooms

Offering the number of seats we know we can fill

↓

~2,800 seats

↓

Would mean giving up existing publicly-funded seats

↓

Risk of having to turn away additional eligible four-year-olds; not allowing any room for choice/transfers mid-year

Additional Factors to Consider

- LDE Early Childhood staff have shared that they intend to seek BESE approval to expand income eligibility for LA 4 and NSECD from 185% of the FPL to align with Medicaid eligibility (~212% of the FPL), effective August 2018; we estimate this could result in an additional ~150 children citywide being made eligible for LA 4, NSECD, and PEG.
- The federal Preschool Expansion Grant expires at the end of the 2018-19 school year. If Congress does not reauthorize this grant, the city will lose 160 publicly-funded PK4 seats.

Achieving the Right Balance

Given this information, we recommend that NOEEN attempt to strike a balance by requesting from LDE a very small increase in publicly funded seats for 2018-19. These increases encompass the addition of 2 new sites, with the possibility for more new sites to be added in the upcoming month, expanding choice for families.

Funding Source	2017-18 Available Seats	2018-19 NOEEN Recommendation	Change (17-18 to 18-19)
LA 4	1,642	1,674	+32
NSECD	500	505	+5
PEG	160	160	0
Head Start	592	(assuming) 592	(assuming) 0
TOTALS	*2,894*	*2,931*	*+37*

CFR Recommendation – LA 4

- The LA 4 recommendation includes one new LA 4 site – Elan Academy on the Westbank.
- All current LA 4 providers were granted the increases or decreases in seats they requested, with the exception of a couple of sites that are anticipated to close or be taken over by new charter operators next year, pending BESE and OPSB decisions and processes.
- If any additional sites/operators that are recommended for LA 4 seats closes or changes operators, RSD and OPSB will work with LDOE to reassign these seats to different school sites, as appropriate, with the goal of not losing any LA 4 seats citywide.
- The recommendation includes 40 seats that are currently unassigned. RSD and OPSB are currently working with charter operators to assign these seats in the coming months to new school sites, again, with the goal of not losing any LA 4 seats citywide.

CFR Recommendation – NSECD

- All current NSECD providers are recommended to keep NSECD seats.
- For the past two years, the legislature has cut the funding source LDOE uses to fund NSECD seats, resulting in LDOE cutting seats to our providers at the beginning of the school year. Because of this, even though we received many requests from providers for an increase in NSECD seats, we only asked for a negligible increase of 5 NSECD seats.
- Our request used quality and enrollment data to reduce some seats among current providers so that one new site could open an NSECD classroom next year (Good Shepherd).

CFR Recommendation – PEG

- Given that 2018-19 is the final year of the PEG grant (unless Congress chooses to reauthorize it), Agenda did not open up the PEG grant for new sites.
- All current center have committed to maintain the existing PEG classrooms for the 2018-19 school year.

Agenda

I. Coordinated Funding Process Overview

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Approvals to Consider

- Recommendations for NSECD
- Recommendations for LA 4
- Recommendations for Preschool Expansion Grant

ORLEANS

2016-2017 EARLY CHILDHOOD NETWORK

5227 Publicly-Funded Children Enrolled • 151 Sites in Network

Infants: Yes • **1yr olds:** Yes • **2yr olds:** Yes • **3yr olds:** Yes • **4yr olds:** Yes • **Providing Special Education?** Yes

A community network is all publicly-funded child care, Head Start, and PreK programs in their area, typically a parish.

MEASURES OF CLASSROOM QUALITY

High-quality classrooms are supportive, organized, and promote children's learning and development.

4.40
Approaching Proficient

EQUITABLE ACCESS — **Excellent**

CLASS MEASURES (1-7 Scale)		NETWORK	STATE
PREK (3-4 years)	EMOTIONAL SUPPORT	5.41 Proficient	5.74 Proficient
	CLASSROOM ORGANIZATION	5.40 Proficient	5.53 Proficient
	INSTRUCTIONAL SUPPORT	2.61 Unsatisfactory	3.68 Approaching Proficient
TODDLER (1-2 years)	EMOTIONAL & BEHAVIORAL SUPPORT	5.13 Proficient	5.33 Proficient
	ENGAGED SUPPORT FOR LEARNING	3.09 Approaching Proficient	3.51 Approaching Proficient

To achieve kindergarten readiness for all at-risk children, networks have to increase opportunities for children to enroll.

90-100%

4YR OLDS ENROLLED

Unsatisfactory	Approaching Proficient	Proficient	Excellent
1-2.99	3-4.49	4.5-5.99	6-7

USE OF BEST PRACTICES

This is self-reported information that is not included in the rating.

ASSESSMENT

Are teachers measuring child progress?

3 OUT OF 3 STARS

CURRICULUM QUALITY

How many sites use a high-quality curriculum?

72%

TEACHER SUPPORT

Were teachers supported to improve?

MOSTLY

FAMILY SATISFACTION

Are families satisfied with the application process?

SOMEWHAT

Are families satisfied with programs?

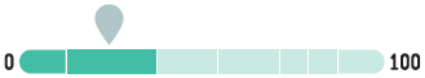
VERY

BIRTH TO 3 ACCESS:

How many at-risk children can access seats?

11-29%

BIRTH TO 3YR OLDS ENROLLED



PREPARED TEACHERS

WHAT IS THE HIGHEST DEGREE EARNED BY TEACHERS?

27%	26%	10%	30%	7%
No degree	Child Development Associates (CDA)	Associates	Bachelors	Masters +

HOW MANY TEACHERS HAVE LOUISIANA TEACHER CERTIFICATIONS?

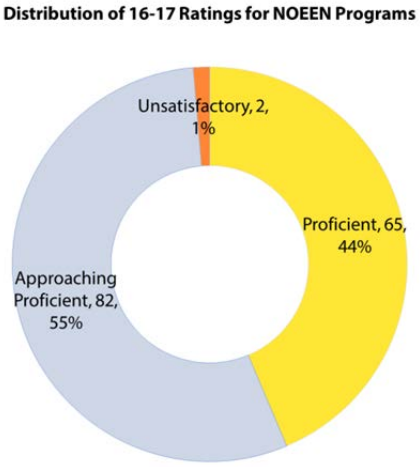
41%

TOTAL CERTIFIED

What do the 2016-2017 Performance Profiles tell us about early childhood programs in New Orleans?

The release of the 2016-2017 Performance profiles mark the first time that the new ratings (based on CLASS scores) will be used for accountability purposes, including School Readiness Tax Credits.

Overall Ratings



Almost half (44%) of programs were rated as "proficient" and 55% were rated as "approaching proficient. Only two programs were rated "Unsatisfactory."

Differences in "Proficient" ratings by program type

- 70% of Head Start programs
- 50% of schools
- 34% of early learning centers

Significant Variation at the Domain Level

- **PK:** 90% of programs were rated as either Proficient or Excellent in Emotional Support and Classroom Organization. By comparison, only 1% were rated as either Proficient or Excellent in Instructional Support.
- **Toddler:** 73% of programs were rated as Proficient or Excellent in Emotional and Behavioral Support. By contrast, just 3% of programs rated Proficient in terms of Engaged Support for Learning.

CLASS Scores (scale of 1 to 7 points)

Age	Domain	2015-2016	2016-2017	Change
PK	Emotional Support	5.34	5.41	+0.07
	Classroom Organization	5.16	5.4	+0.24
	Instructional Support	2.79	2.61	**-0.18**
Toddler	Emotional & Behavioral Support	4.84	5.13	+0.29
	Engaged Support for Learning	3.23	3.09	**-0.14**
Overall Average		**4.34**	**4.4**	**+0.06**

Strengths

On average, programs are offering warm, nurturing interactions and providing relatively high levels of classroom organization. On average, NOEEN programs improved the most in Pre-K Classroom Organization (+0.24) and Toddler Emotional and Behavioral Support (+0.29 points).

Opportunities for Improvement

Scores were lowest in Pre-K Instructional Support and Toddler Engaged Support for Learning, consistent with state and national trends. With recent changes to the observation protocol, improved understanding of these domains among teachers and program leaders and an increase in the number of programs that are using Tier 1 curriculum, we expect to see increases in these scores for 2017-2018.

Informational Metrics

Strengths

- **Access continues to be a bright spot in New Orleans.** NOEEN was one of 36 networks that served 90% or more of at-risk four-year olds in publicly funded programs, earning the network an "Excellent" rating for access.
- **New Orleans has been very successful in increasing the use of Tier 1 curricula.** 73% of sites reported using a Tier 1 curricula, an increase of 26 percentage points from 15-16, when just 47% of sites used a Tier 1 curricula. This should lead to improved Instructional Support and Engaged Support for Learning scores in the future.

Opportunities for Improvement

- **Some programs did not provide information for their informational metrics.** Overall, 16% of NOEEN sites did not provide information about their "informational metrics"-an increase from the previous year, when this was true of 10% of programs.
- **More teachers are certified now, but many still need certification.** 41% of teachers in the network are now certified (either the ancillary certificate or traditional LA teacher certification), an increase of 13 percentage points from 2015-2016 (28%).

Strategies for Moving Forward

I. Improve Teacher-Child Interactions

a. **Professional Development:** Provide more professional development opportunities for leaders & teachers to improve their understanding of CLASS, particularly as it relates to Instructional Support and Engaged Support for Learning.
    - Agenda for Children is providing more opportunities for leaders (and anyone interested) to take the training needed to become certified reliable observers.
    - All programs have access to myTeachstone's online professional development resources and Agenda for Children's child development seminars.

II. Provide supports and oversight to ensure fair, accurate CLASS observations

a. **Quality Control:** Double-code every observer at least once a semester and require calibration every semester, using Teachstone calibration activities.
b. **Observer Support:** We're offering monthly communities of practice to improve observers' skills and recommending they use myTeachstone and other resources to improve their understanding of the tool.
c. **New Protocol:** New guidelines from LDE should result in higher scores for programs because observations will now only be conducted after the start of the instructional day and only when the lead teacher is present. This should also reduce replacement rates because NOEEN observers are using the same protocol as third party observers.

III. Improve Informational Metrics

a. **Increase the number of sites with a Tier 1 curriculum:** We will encourage more centers to take advantage of the Curriculum Initiative. LDE provides centers with reimbursement for 80% of the cost of a Tier 1 curriculum, and NOEEN is using Kellogg Foundation grant funds to provide centers with the remaining 20% match.
b. **Encourage all sites to enter their metrics into GOLD by Teaching Strategies.** For the 2016-2017 profiles, 26 programs did not provide information on their metrics through GOLD, and did not respond to repeated requests to update the information. Now that the profiles are public, we will continue to encourage programs to provide this information so that parents can make informed decisions.
c. **Improve teacher credentials:** The network can expect to see the number of certified teachers rise as more programs work to meet the new credential requirements for lead teachers by 2019. NOEEN will continue to provide information about how to attain an ancillary certificate.

New Orleans Early Education Network Coordinated Enrollment Framework

NOEEN Steering Committee

Fall 2017

NOEEN Coordinated Enrollment Framework

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Appendix **24**

Key Terms

- Program(s): Refers to the school or early learning center overseeing publicly-funded early childhood seats
- Center(s): Refers to early learning centers overseeing publicly-funded early childhood seats
- Family Resource Center (FRC): Refers to EnrollNOLA's three enrollment centers accessible to families throughout the community
- Publicly-funded Early Childhood Programs: Refers to LA4, 8(g), NSECD, Head Start, Preschool Expansion Grant, Gifted and Talented programs open to 3 and 4 year olds, and SPED programs open to 3 and 4 year olds
    - *Also referred to as "Funding Sources"*
- Pre-K: Refers to pre-K 3 and pre-K 4 classrooms
- Grantee: Refers to Head Start agency operating a Head Start grant issued by Office of Head Start
- Intra-agency: Refers to centers operating under the same Head Start grant issued by Office of Head Start
- Siblings: In OneApp siblings are students who share a household and/or share a parent or guardian.

NOEEN Coordinated Enrollment Framework

Introduction

As Lead Agency for the New Orleans Early Education Network (NOEEN), Agenda for Children is committed to ensuring all families have fair, transparent, and efficient access to all available publicly-funded early childhood seats in Orleans Parish. To facilitate the process of creating a unified enrollment process which complies with Act 717, Agenda for Children worked with EnrollNOLA to create a working group in the spring of 2015 to propose the processes that would guide coordinated enrollment. Previous versions of the Coordinated Enrollment Framework fall 2015 and fall 2016 are viewable at www.agendaforchildren.org. Both frameworks contains the policies informed by the original working group's collaboration and revised with input from early childhood providers and stakeholders. Each year's framework is not final until approved by the NOEEN Steering Committee.

This Coordinated Enrollment Framework fall 2017, builds on lessons learned through the first two years of the enrollment process. As in fall 2016, all early childhood providers were invited to attend two meetings to discuss ways to improve the process for the 2018-2019 application cycle. Those meetings were held at Agenda for Children on September 12th and 13th. The fall 2017 framework discussion meetings included representation from all public funding sources and their recommendations are included in this revised version of the Early Childhood framework. Participants recommended the following policy changes to the process:

- Change date for students to be removed from waitlists from August 1st to first Thursday after Labor Day and recommend to keep students on the waitlist for their first ranked choice program until mid-March of the current school year for non-Head Start programs and until 30 days before the last school day for Head Start programs.
- Change the date for the start of the Early Childhood Transfer process from September 1st to the first Thursday after Labor Day
- Create a process for Head Start "intra-agency transfers"

The group weighed in with substantive improvements to the process for the upcoming application season, the final recommendations streamline the process for families and providers while still meeting the requirements of Act 717. The goal of the 2017 framework review is to ensure that the framework addresses all policy needs to guide us through another successful application cycle.

See Appendix 1. for participants of 2017 policy discussions

Act 717 Requirements for Coordinated Enrollment

The following section outlines Act 717 requirements for coordinated enrollment and defines how this framework meets each requirement:

1. Coordinated Information Campaign
   Requirement: Inform families about the availability of publicly-funded early childhood care and education programs serving children four years of age or younger.

   The framework meets this requirement in the following ways:
   - Urban League and Agenda for Children partnered with New Orleans Parent's Guide to create an Early Childhood Parent's Guide in the first year.
   - EnrollNOLA partnered with Urban League to update the Early Childhood Parent's Guide for the 2018-2019 school year. The guide lists all publicly-funded infant to 4 year programs.
   - EnrollNOLA also creates an Early Childhood catalog which includes detailed eligibility and priority information for funding sources included in OneApp and directs families seeking more information on type III early childhood programs to EnrollNOLA.org. This catalog is available at all FRCs and local libraries and is available for schools, early learning centers, community centers, relevant government and healthcare offices, and other locations as needed.
   - EnrollNOLA has overhauled EnrollNOLA.org to make it a complete resource where families can check their eligibility and search all early childhood and K-12 options in the city, even those not participating in the OneApp application.

- As during the 2017-2018 application cycle, EnrollNOLA and program partners will host a series of verification events to include early childhood providers. These Saturday events are aimed at increasing awareness of the coordinated application in the early childhood community and improving access to the verification process.

2. Coordinated Eligibility Determination
   Requirement: 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.

   The framework meets this requirement in the following ways:
   - Coordinate Enrollment: All publicly-funded early childhood seats in Orleans Parish are accessible through a single application with the exception of the childcare assistance program (CCAP). Families interested in CCAP are referred to the LDOE CCAP application and to participating centers through the Early Childhood Catalog, online materials, printed materials and EnrollNOLA and Agenda for Children staff. Parents can get assistance with completing their LDOE CCAP application at Family Resource Centers. Families can also learn more about participating Early Learning Centers and all publicly-funded early childhood programs at EnrollNOLA.org.
   - Coordinate eligibility criteria: The coordinated application asks a series of eligibility questions of all applicants. The answers are stored in the application and are verified by EnrollNOLA and/or Head Start staff. Verified program eligibility is stored in each application. Using these eligibility questions, the coordinated application displays a tailored list of all program options for which the family is eligible, allowing each family to select from their full range of options, in order of personal preference.
   - Coordinate waitlists: Waitlists are coordinated and centrally managed by EnrollNOLA for all publicly-funded early childhood programs, ensuring that the applicant receives their highest ranked, available offer.

   Coordinating the enrollment, eligibility criteria, and waitlist process into one system for all publicly-funded early childhood seats ensures that families will either be placed at their highest ranked offer with available seats, or placed on waitlists for those programs.

3. Coordinated Application:
   Requirement: Collect family preferences regarding enrollment choices for publicly-funded early childhood care and education programs.

   The framework meets this requirement in the following ways:
   - EnrollNOLA uses the Salesforce platform Schoolforce to collect and store program applications. Families use this application to apply to up to 8 early childhood programs, ranked in order of preference. These applications can be accessed within the Schoolforce system by EnrollNOLA staff before and after the lottery as needed.

4. Matching Based on Preference:
   a) Enroll at-risk children, using available public funds, based on stated family preferences.

   The framework meets this requirement in the following ways:
   - Applicant's program eligibility is verified before an applicant is matched to available seats, ensuring that only eligible students are matched.
   - Applicants receive a placement based on the number of available seats, their ranked preferences, and their eligibility and priority for each of the programs to which they applied.

   b) Provide public school systems, early learning centers, nonpublic schools, Early Head Start grantees, and Head Start grantees with a designated time period in which the local early enrollment coordination activities will be developed and implemented.

The framework meets this requirement in the following ways:

- Engaging early childhood providers' ideas and feedback has been a major part of Coordinated Enrollment in New Orleans. . EnrollNOLA and Agenda for Children holds annual meetings each fall to gather feedback and suggestions for revisions from early childhood providers to inform the next year's application cycle. Policy changes resulting from those meetings must be approved by the NOEEN Steering Committee to be reflected in the final framework for the following cycle.

Members of 2017 NOEEN Steering Committee

Figure 1. NOEEN Steering Committee 2017

Name	Funding Source	Organization
Kunjan Narechania	-	Recovery School District
Mary Garton	-	Orleans Parish Schools
Maria Blanco	Early Head Start CCAP partnership	LSU Health Sciences Center
Dr. Keith Liederman	Head Start	Kingsley House
Thelma French	Head Start	Total Community Action
Kristi Givens	CCAP	Kids of Excellence
Carole Elliot	NSECD	Archdiocese of New Orleans
Joyce Ridgeway	Early Steps	Dept. of Health & Hospitals, Region 1
Kate Mehok	LA4	Crescent City Schools

1. Recruitment and Application

1a. Recruitment

Process

- Schools and early learning centers participating in OneApp should conduct independent recruitment activities to ensure that the community is aware of their program. This is a crucial step in which all programs should continuously engage. All staff should know how families can apply for a seat at their school or center through the application and how they can claim a seat at their school or center during the school year.
- Program details are included at EnrollNOLA.org, in the Early Childhood Parent's Guide, a publication of the Urban League of New Orleans, as well as the Early Childhood Catalog and promotional materials.

Rationale

- Families can apply to up to 8 preferred programs on a single application. Since families typically pick programs they are familiar with, outreach is needed to ensure families are aware of various program options. Families are unlikely to pick programs they don't know so programs should attend, or host their own, enrollment and community events where possible to increase public awareness of the school.

- Recent policy discussions confirmed that 8 choices is the right number for families. If families had less than 8 choices to add to their application, fewer families would receive an assignment through the Main Round application. This is especially a concern for families seeking an early head start seat. In the 2017-18 Main Round application 153 eligible families applying for EHS seats were not assigned due to a shortage of seats at desired programs.

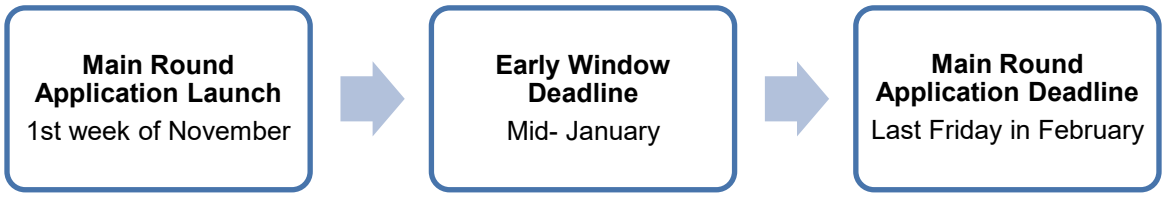
1b. Application Timeline

Process

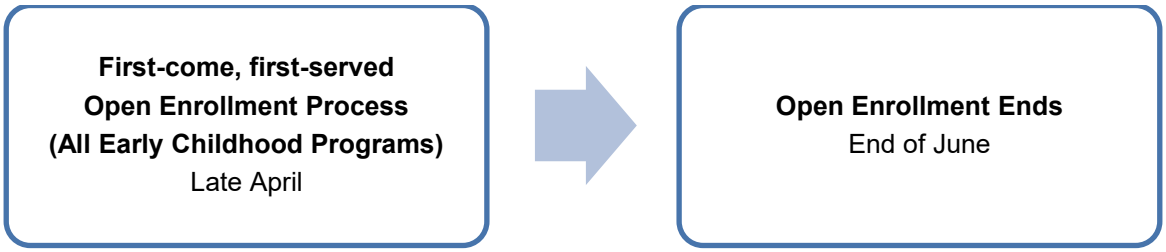
- OneApp: Infant to Pre-K 4 uses the existing OneApp Main Round timeline and does not participate in the Round 2 process; Main Round timeline below:

Figure 1. Application timeline

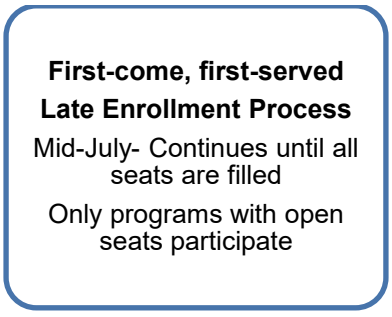
Main Round



Open Enrollment



Late Enrollment



Rationale

- A long application period ensures that families have time to think about whether they would like to remain in their current program or consider applying to other programs.
- An application deadline in February is ideal as it takes into consideration many other factors that impact students' ability to fill out their application thoughtfully. This deadline:
    - Falls after The Urban League of Greater New Orleans' Schools Expo, where families may learn about the program options available
    - Gives families winter break to prepare for and complete application requirements
    - Gives programs time to conduct recruitment events and open houses
- Round 2 was eliminated from the Early Childhood process to allow for waitlist offers to start in April for programs that fill in Main Round and to start the first-come, first-served enrollment process for interested families who did not complete the application in April.

1c. Application Format

Process

- The OneApp: Infant to Pre-K 4 application is available in an online format only (no paper application)
- Each year EnrollNOLA works with partners to conduct an outreach campaign to ensure families know the sites where they can get assistance with the application.
- Over several years, EnrollNOLA has built the infrastructure for a strong online application process for OneApp: K-12. There are now many places an applicant can go to get help with an online application, including schools, Family Resource Centers, and libraries. EnrollNOLA recognizes that an online-only application requires many locations where families may get assistance with the application, if needed.
- Families will continue to get help with the online application at the following sites:
    - Participating schools and programs
    - EnrollNOLA Family Resource Centers
    - Libraries (representatives from each branch will be trained to assist families)
- Additional sites and trained staff will be added, as needed, to ensure families have access to, and assistance with, the application.
- EnrollNOLA has invested resources to make the application more mobile-friendly and providers and families report that the application works well on mobile devices. However, whenever possible, EnrollNOLA encourages users to access the application using Chrome or Firefox.

Rationale

- Early childhood programs have complex eligibility requirements that make it difficult to communicate programmatic eligibility using a paper application.
- The online application is dynamic, and allows families to answer a series of questions designed to identify programmatic eligibility.
- Additional advantages to creating an online-only application include data-entry accuracy, the ability to revise your application before the deadline, and faster reporting of results for families who provide email addresses.

1d. Application Procedure and Content

Process

All families interested in a publicly-funded early childhood seat must complete the online application and must complete verification at a Family Resource Center or a Head Start center if applying to Head Start programs.

Rationale

- The purpose of the eligibility questions is to ensure every family applies only to programs they can attend. Following the completion of the eligibility screener, all programs for which the applicant is eligible are accessible in the application for the family to populate their rankings.

See Appendix 2 for details on Eligibility Questions

1e. Application Procedure for Pregnant Mothers

Process

Families can apply for a seat for an unborn child using the Main Round application process if that child's estimated due date is on or before June 15th of the upcoming school year.

Rationale

Louisiana licensing requires that a child be at least 6 weeks old before attending an early childhood program. Children born on or before June 15th of a given year will be 6 weeks old by August 1st of that year. Currently no early childhood programs that participate in OneApp start their school year before August 1st, ensuring that all otherwise eligible infants assigned through Main Round can be served. Children with an estimated due date on or before June 15th of a given year who are born after that date will still be matched to programs and must be served by the assigned program.

1f. Application procedure families of children with special needs

Process

Families of children with special needs should complete the application just as any other family and rank their school choices. It can be hard for these families to know which program may best serve their child. EnrollNOLA and Office of Child Search will work together to ensure that all IDEA funded PK 3 and PK 4 seats are included in OneApp for Main Round 2018-2019. That application opens November, 2017.

Rationale

Including all IDEA funded programming in the OneApp Early Education catalog and application process should improve parent's understanding of the special education landscape in early childhood. However, an exception will be made for seats designed to serve low-incidence students. These seats are best filled by direct placement based on recommendations by the IEP team and in conjunction with EnrollNOLA, through coordination with the Associate Director of Special Education Enrollment.

1g. Programs with Special Application Instructions

Process

- Some programs require applicants to attend an open house or curriculum meeting. These programs have "special application instructions" and participate in the OneApp Main Round Early Window to

ensure sufficient time, before the application closes, to complete additional work associated with the application process.

- Programs with special instruction deadlines, which elect to participate in the Early Window deadline, will have an application deadline in the middle of December. Programs are responsible for updating applicant information in Schoolforce to determine which applicants have met the additional requirements.
- Programs with special application instructions that choose not to participate in the Early Window Deadline must ensure that all required information has been entered for each applicant by the close of the Main Round application cycle.

1h. Program Descriptions

Process

- Each early childhood program in the Early Childhood Catalog OneApp: Infant to Pre-K 4 has a program description which communicates key information about that program including the eligibility and priorities for a given program. These program descriptions are also included on EnrollNOLA.org and in the New Orleans Guide to Early Childhood Education.
- Participating programs are required to review the program descriptions and offer revisions when needed. It is important that programs review their descriptions when requested so that phone numbers, addresses, and critical information such as whether transportation is provided, is accurately communicated to families.

2. Program Eligibility and Priority Structure

2a. Eligibility and Verification

Process

- Eligibility is determined by the State or Federal funding source for a given early childhood program and outlines who is able to be matched to a program.
    - *Example for an LA 4 program:*
        - Eligibility: New Orleans Residents with an IEP or eligible for Free/Reduced- Priced Lunch and are four years of age on or before September 30th.
- Each publicly-funded early childhood program includes a unique set of requirements outlining who is eligible for that program. All of these funding sources require that eligibility for the program be verified before the student begins the program, and before the application deadline, in order for a submitted application to be valid.
- EnrollNOLA Family Resource Center (FRC) and/or Head Start staff verify all required documents to prove an applicant's eligibility to all programs applied to.
- There is a standard list of approved documents families may choose from to prove age, residency, and income for publicly-funded programs. FRC and Head Start staff upload verification documents to the student's verification record.
- Eligibility verification for Head Start programs is conducted by Head Start staff. Head Start staff ask a series of "yes" or "no" Head Start specific questions developed in cooperation with each Head Start and Early Head Start grantee. The answers to these questions are recorded in Schoolforce by Head Start staff.
- EnrollNOLA scores those answers according to each grantees existing rubric. Scores are entered every Monday for students with completed Head Start questions who have also:

  - Chosen schools during the application period or
  - Are added to waitlists during Open and/or Late Enrollment.

- Head Start staff also verify eligibility for non-Head Start programs through the first page of the EC Verification tab in Schoolforce. This means that a parent who goes to a Head Start center to verify eligibility for Head Start programs may verify eligibility for all other publicly-funded programs at that same location and time. The parent is not required to also visit an FRC to review eligibility for non-Head Start programs.
- Head Start staff must share all eligibility information with families at the time of verification. Families who are not eligible for EHS, HS, or PK 4 programs need to know that so that they can make other childcare plans.
- Head Start staff must complete all verifications before the Main Round verification deadline. If it is found that students could not be included in the match due to Head Start staffs failure to enter in required information before the deadline, where possible, those families will be given additional points to assist them in securing a seat if it is determined their original score would have resulted in a seat through the match.

Rationale

For Non-Head Start programs

- FRC staff should conduct eligibility verification for non-Head Start programs as early childhood programs may not have the staff or time required to verify eligibility for each applicant.
- Additionally, the most in-demand programs would be required to do a disproportionately high amount of eligibility verification, limiting their ability to conduct thorough checks.
- FRC staff verifying eligibility means that the staff can also offer assistance if needed. If a family did not answer the initial application eligibility questions correctly, FRC staff will be better positioned to discuss all of the program options that the family is eligible for and give them the opportunity to amend the application.
- Head Start programs also check eligibility for non-Head Start programs and record applicant verification in Schoolforce. This cooperation ensures that families who apply to Head Start programs do not have to make an extra trip to a FRC to have their eligibility verified for non-Head Start programs.

For Head Start programs

- Head Start programs must have final check of eligibility for applicants to their programs. EnrollNOLA supports this request because they already have expertise, space, and staff dedicated to fulfilling this function.

See Enrollment Manual for details on the Eligibility Verification Process

See Appendix 3 for Head Start Eligibility Priority Criteria Questions

2b. Verifying families experiencing homelessness

Process

- Families meeting the legal definition of homelessness are not required to show proof of age, income or residency in order to verify and have 90 days or longer according to state law to produce immunization and other documents once assigned.

Rationale

- Some programs had questions about the legal definition of homeless and how to verify families experiencing homelessness in the 2016-2017 application process.

See Enrollment Manual for additional information

2c. Priorities

Process

- Priorities are a set of approved criteria that the algorithm uses to determine what order applicants should be placed into programs. Students with priority to a program have a greater probability of being assigned over students who do not have priority.
- If there are more applicants within a priority group than there are seats available, an applicant's random lottery number will determine the order in which the applicant gets matched to the program.
- As with eligibility, some funding sources determine a given priority structure for a program. For example, Head Start centers must apply priorities that align with their grant structure or community assessment.
- Priorities are typically consistent for all programs within a particular funding source. This means that all LA4 programs under the same authorizer have the same priority structure, as well as all NSECD, and PEG programs have the same priority structure. Priority structures for Early Head Start and Head Start are determined in accordance with each program's grant. Head Start and Early Head Start grants are awarded on a 5 year term. Priorities are not the only factors that determine a placement. Additional factors such as eligibility for the program, the order of rankings of preferred schools on a child's application, the number of available seats the program has, and the number of students who apply for those seats, also determine a placement.
- All priorities for Head Start and Early Head Start programs are administered through that grantees Eligibility Priority Score (EPC) sheet. All priorities must be included on that sheet and assigned points. EnrollNOLA assigns EPC scores to all applicants based on the answers provided by Head Start staff in the EPC score interview and according to the identified priorities and associated points on the EPC scoring sheet.

Rationale

- A program's priorities must be included in the application so that families understand all the factors that determine placement into that program.
- Families can more easily navigate the application if priorities are consistent for all programs within a funding source.
- All publicly-funded early childhood programs are focused on serving at-risk student populations, so it is important to ensure that priorities support making these seats more accessible to these families. Priorities that do not focus on enhancing access for at-risk children should be avoided.

2d. Priorities: Students with Disabilities

Process

- An enrollment priority for students with disabilities is applied to school-based or school-partnership early childhood programs (LA4, 8(g) and Preschool Expansion Grant) and Head Start programs. In order to provide the least restrictive environment and a fully inclusive classroom setting for students with disabilities, EnrollNOLA will ensure, to the extent possible, that each student with disabilities enrolled in a school-based or school-partnership early childhood classroom is in a classroom where the majority of his or her peers are general education students. Ultimately, the classroom balance

is based on the applicant pool of typical and special needs students and is determined in large part by parent choice.

- Programs with identified Special Education programs aimed at ensuring a specific balance of children with special needs and typically developing children should contact EnrollNOLA by September 15 to discuss the needs of that program. If warranted, EnrollNOLA will include two entries for these types of programs in the Early Childhood Catalog. One school reserved for applicants with an IEP and the other school entry reserved for typically developing students. Separating the two programs for enrollment purposes allows EnrollNOLA and the programs to effectively manage and maintain the balance of applicants with special needs and typically developing applicants. Programs should actively recruit to ensure that the desired classroom balance can be achieved.

- All placements for Head Start and Early Head Start are made based on EPC score. A child's IEP or IFSP status must be reflected in the EPC score to ensure priority placement.

Rationale

- IDEA Part B requires public school systems to provide special education services for all students with disabilities beginning at age three. Head Start regulations require that grantees ensure that a minimum of 10 percent of the children filling Head Start or Early Head Start seats are children with disabilities. NSECD and Preschool Expansion Grant centers who are not partnering with a school are outside of the public school systems, therefore, these programs do not provide an enrollment priority for students with disabilities. However, students with disabilities may still enroll at these sites through the early childhood coordinated enrollment process, and every program is required to enroll, register, and serve every child assigned through this process, regardless of the presence or severity of disability.

- CCAP programs are operated in private early learning centers and advertised through the Coordinated Enrollment process. Students with disabilities may receive services in early learning centers if the center is partnered with the public school systems.

- The public school systems will continue to provide required special education services to students with disabilities at Head Start centers, most childcare centers, and some nonpublic schools through itinerant early intervention teachers and related service providers who visit the site to provide these services. Families may also receive walk-in services at designated sites.

2e. Priorities: Geographic Priority

Process

- All RSD and OPSB authorized classrooms operated by and in a public school will apply a geographic priority for up to 50% of available seats for students living in the school's standard OneApp geographic zone. A limited number of OPSB-authorized classrooms offer geographic priority up to 67% of available seats. This information is outlined on each program profile on www.EnrollNOLA.org.

- All Preschool Expansion Grant classrooms and all LA4 classrooms operated at centers in partnerships with public schools have the option to apply a geographic priority to up to 50% of available seats for students living in the school's standard OneApp geographic zone. If the program chooses to apply the priority, it will match the priority for RSD authorized public school-based programs (priority for up to 50% of the available seats for applicants living in the center's standard OneApp geographic zone). Requests by centers for geographic preference must be communicated to EnrollNOLA by September 15th to be included in that year's Main Round application.

- Some Head Start grants require grantees to give additional priority to applicants living in certain zip codes. These zip codes are determined as "high needs zip codes." Head Start and Early Head Start programs with these grant requirements may apply a unique geographic zone that is specifically defined and able to be communicated clearly to families on the application. In order for

these programs to determine the additional points all Head Start programs must record the applicant's zip code in the Head Start section of the of the applicant's eligibility verification in Schoolforce. Requests for geographic preference must be communicated to EnrollNOLA by September 15th to be included in that year's Main Round application.

- Per NSECD grant requirements, NSECD programs will not apply a geographic priority.

Rationale

- Geographic priority was created for elementary and middle school grades because some communities and schools felt that, if children living close to the school wanted to attend, they should be given priority to do so. Since many students who enroll at a school-based pre-K continue with the same school into kindergarten, applying this priority for the pre-K enrollment process will help accomplish the same goal of helping families secure a school for their children close to home should they choose to do so.
- State NSECD program rules do not permit NSECD programs to apply geographic preferences. The NSECD program is open to all Louisiana residents.
- Because centers that operate CCAP and Preschool Expansion Grant programs do not offer publicly funded kindergarten programs, these centers may choose whether or not to apply a geographic priority. Requests for geographic preference must be communicated to EnrollNOLA by September 15th to be included in that year's Main Round application.

2f. Priorities: Sibling Priority

Process

Siblings in OneApp are students who share a household and/or share a parent or guardian. The placement process considers siblings in two ways:

Family Link: Seeks to assign concurrently applying siblings to the same school.

- Families who list the same school choices in the same order on each child's application will automatically be family-linked. Students will be placed together if possible, even if that means they are assigned to a lower-ranked school than they could have been if they had been split up.

Sibling priority: Gives a sibling priority to the school his / her sibling already attends.

- If an applicant applies to a school their sibling is scheduled to attend for the next year, they will receive sibling priority to that school.

Sibling priority and Head Start

Some Head Start grantees would like to apply sibling priority, All priorities for Head Start and Early Head Start programs are administered through the EPC score. In order to apply sibling priority that priority must be added to a Head Start grantees EPC score rubric and assigned points. Head Start staff must then identify the applicant as a sibling in the Head Start verification process. The number of points established by the Head Start grantee will be applied once the applicant is identified as a sibling in the Head Start verification process in Schoolforce.

Rationale

Families often want to all siblings together at a single program. Family link and sibling priority give those options to families. All Head Start priorities must be applied through the EPC score, therefore any sibling priority must be included there.

2g. Program Guarantees vs. Priorities: Continuing Early Childhood Students

Process

Children rising to a different grade or age group within an early childhood program (prior to kindergarten) may receive a guarantee (no application required) or a priority (application required) in the application process, depending on the transition type.

- Transitioning within same early learning center or preschool and same funding source: A student will receive a guarantee to continue into the next grade or age group at the same early learning center or preschool the following year. The family should NOT fill out an application if they want to remain at the same center.
    - Students in early learning centers that operate both Early Head Start and Head Start classes will also receive a guarantee when moving from the Early Head Start to the Head Start class.
- Transitioning within same early learning center or preschool, but to a different funding source: A student must fill out an application to continue to the next grade or age group at the same center or school when changing funding sources (**exception**: Early Head Start to Head Start). The students will receive priority in the enrollment process to change funding sources at the same center or school.
    - Example: moving from a tuition-based seat to a publicly-funded seat
    - This policy applies across public funding sources.
- Transitioning to a different early learning center or preschool, to the same or different funding source: Generally, a student who chooses to move from their original placement to a new placement will not receive continuing student priority to any other early learning center or preschool.
    - **Exception:** In order to support Head Start's mission to offer a continuity of care for students, EnrollNOLA will offer a guarantee to Early Head Start students to that center's partner Head Start program. Early Head Start students still must meet all federal eligibility requirements for the Head Start program. Applicants are not required to complete an application and are given a guarantee for entrance into the defined Head Start program partnering with the EHS program. The partnership may be for the purposes of designating a priority only. The partnerships must be communicated to EnrollNOLA by September 15th each year.

      Example: Hope Early Head Start to Peter Dangerfield Head Start

2h. Program Guarantees for Students Continuing into Kindergarten

Process

If a program utilizes OneApp to enroll a Kindergarten class, standard rules apply to continuing students from Pre-K to Kindergarten within the same school.[1]

- Same public school facility, all publicly-funded students: All Pre-K students receive a guarantee to Kindergarten in the same public school facility if the Pre-K program is made up entirely of publicly funded students (no pre-K tuition). In this case, families are not required to complete an application to continue at the same school for Kindergarten. Students will lose any guarantee if they apply, and are assigned to, a different program.

- Same non-public school facility, with NSECD and Scholarship programs: All NSECD students receive a priority as continuing students to Kindergarten in the Scholarship Program within the same non-public school. Families are required to complete an application to receive the priority to

[1] Please note that all Louisiana Scholarship schools in Orleans Parish enroll kindergarten students through OneApp.

Kindergarten seats. Note that these students do not receive a guarantee to a Scholarship placement.

- Same public school facility, with a tuition-based Pre-K program: All publicly-funded pre-K students receive an enrollment guarantee into kindergarten at the same public school facility and are not required to fill out an application for kindergarten. All students will lose any guarantee if they apply, and are assigned to, a different program. Tuition-based Pre-K students receive a guarantee to Kindergarten at the public school facility, and are not required to complete an application, if all of the requirements below are met:
    - All pre-K students, both publicly-funded and tuition-based, are enrolled through the coordinated enrollment process; and
    - At least 50% of the total Kindergarten enrollment is reserved for continuing publicly-funded PK students, newly admitted Kindergarten students who are economically disadvantaged or are enrolled through the coordinated enrollment process, or a combination of both.
    - **Exception**: Lycee Francais de Nouvelle Orleans- Per that school's board, PK 4 Tuition students must apply to Kindergarten.
- Pre-K at centers in partnership with a public school: A Pre-K student who attends a childcare center in partnership with a public school (through LA4 or Preschool Expansion Grant) shall not have a guaranteed seat for Kindergarten. These students shall receive a priority to Kindergarten at the partner school and must complete an application.

Rationale

- For families, access to kindergarten should be equitable, especially for at-risk students.
- Providing a guaranteed seat for continuing students is good for the school, the child and the family for the following reasons:
    - Ensures a stable school community for families
    - Provides the school with consistency of enrollment and rosters
    - Adds socioeconomic and racial diversity to tuition-based programs
- BESE Bulletin 126 requires elementary charter schools with tuition-based pre K seats to ensure equity of access to a proportionate number of kindergarten seats.

2i. PK4 Tuition Policy

Process

The PK 4 Tuition Policy outlines the various requirements for charter schools in Orleans Parish offering PK4 Tuition seats in combination with LA 4 seats. These requirements align with state LA 4 requirements, the NOEEN Coordinated Enrollment Framework, and OPSB Policy H, *Charter Schools*.

Requirements for LA 4-PK4 Tuition Combination Programs
PK4 tuition programs at schools where there are one or more four-year-olds being served through LA 4.

Request to Offer LA 4-PK4 Tuition Combination Programs

- The only charter schools that shall be permitted to provide LA 4-K4 Tuition Combination Programs are those charter schools that indicated a plan to provide tuition PK4 seats in writing through NOEEN's Coordinated Funding Request.

- All charter schools shall charge no more than $4,580 total for the school year for PK4 Tuition unless the charter school makes a formal request to charge a higher amount as provided for below:
    - Requests must be be included in the Coordinated Funding Request and must include the proposed tuition amount(s) and written justification or documentation demonstrating that the tuition amount for any child does not exceed the average per child amount the school spends for LA 4 eligible children in the class, excluding the costs for classroom space and utilities.

Tuition amount

- Tuition may be charged for any child who does not meet eligibility requirements (185% or less of the Federal Poverty Level) or has an IEP (funded through MFP).
- Per LDE guidelines, the tuition amount for any child cannot exceed the average per child amount the school spends for LA 4 eligible children in the class. When determining the average per child cost, costs for classroom space and utilities are to be excluded.
- EnrollNOLA may require reporting and documentation, as necessary, throughout the year to verify the amount of tuition being charged, payments received, etc.

Enrollment

- LA 4 and PK4 Tuition children must be enrolled through EnrollNOLA according to the NOEEN Coordinated Enrollment Framework.

Classroom

- PK4 Tuition children and LA 4 children must be served together, and not separated into distinct groups or classrooms.
- All LA 4 requirements apply to the entire classroom and cover both LA 4 children and PK4 tuition children. 2015-16 LA 4 requirements can be found here: http://www.louisianabelieves.com/docs/default-source/early-childhood/2014-15-requirements-and-guidelines.pdf?sfvrsn=14

Rationale

LA 4-PK4 Tuition Combination Programs can serve to improve quality preschool education systemwide in Orleans Parish by increasing socioeconomic diversity in public school pre-kindergarten programs, and allowing for the distribution of limited LA4 seats among more public schools, which can provide more free or affordable preschool program options for more families. However, NOEEN's first obligation is to families of public funding-eligible children, and to increasing the seats available to these children. Therefore, the following requirements apply to any NOEEN LA 4-PK4 Tuition Combination Program in an effort to ensure that all eligible families have access to a free PK4 seat in Orleans Parish.

3. Placement Information

3a. Enrollment Match Based on Preference

Process

- Applicants receive a school placement based on the number of available seats, their ranked preferences, and their eligibility and priority for each of the programs to which they applied. EnrollNOLA will conduct the match according to these specifications in March (Main Round).
- The number of students matched to a program is based on the demand for the program and the number of seats the program has directed EnrollNOLA to fill. The number of seats requested to be filled is called the Match Target. The Match Target for a program is always the total number of publicly-funded seats for each grade. This total number includes returning students who receive a

guarantee to continue in the program, and the number of seats for new children coming in to the program.

- Students active in Schoolforce in a given school or early learning center are guaranteed placement unless the family completes an application and receives a seat at one of the programs listed on their application; or unless the child is not age eligible to continue in the program for the next school year.
- Participating programs are required to submit final Match Targets to EnrollNOLA in the required format by the requested deadline. Programs who fail to submit final Match Targets by the final deadline will not have students matched to their program.
- Notification of results will be sent to applicants via email. Families will receive one of four possible notification letters: Applicant received first choice, applicant received a choice and has been added to waitlists for preferred choices, applicant was not matched to a program and has been added to waitlists for all programs applied to, or applicant did not complete the verification process and therefore the application could not be processed.

Rationale

- Bulletin 140, Section 703 requires each network to perform a "matching based on family preference through which the community network enrolls at-risk children, using available public funds and based upon stated family preferences."

Further explanation of the Match Target

The Match Target is one number for each grade served that includes both returning and new students. It is necessary to include both returning and new students in the total for each grade because a given program may not know that a student has completed an application to transfer to a different program. If EnrollNOLA only sought to fill seats for "new" children a program would need to be sure who had completed an application and who had not. By giving EnrollNOLA one total number of seats, programs can be assured that the match process will fill all possible seats.

3b. Head Start Enrollment

Process

- EnrollNOLA has worked with each Head Start grantee to include all of the priorities required by their Head Start grant into the eligibility verification process in Schoolforce and in the EnrollNOLA early childhood promotional material.
- Head Start centers must interview each applicant and enter the answers into the eligibility verification section of Schoolforce.
- EnrollNOLA will make all placements for Head Start based on the EPC score, as required by Head Start regulations. Head Start staff must ensure that all verifications completed reflect the correct and current status of the family including additional points for families who meet the requirements for categorically eligible to attend Head Start: children experiencing homelessness and children currently living in foster care.
    - Each applicant is given a random lottery number in addition to the EPC score. If two or more EPC scores are identical for a given center, the lottery number will break the tie and determine who gets the available seat.

3c. Registration

Process

LA4, NSECD, and PEG

- LA 4, NSECD, and Pre-school Expansion Grant programs only require eligibility to be checked once, therefore, because FRC or Head Start staff verifies eligibility during the application process, schools and early learning centers do not have to verify eligibility at the time of registration or any other time during the program year.
- Programs are responsible, however, for keeping copies of a student's proof of age, residency, income, and immunizations on site for up to three years. Eligibility documentation is stored on the Notes and Attachments section of the assigned student's record. This documentation will be archived and should be downloaded and or printed at time of registration.
- If a LA4, NSECD, or PEG program has questions about the eligibility of an assigned student the program should contact the Assistant Director of Early Childhood Enrollment at EnrollNOLA. Questions will be escalated to LDOE as needed.

Head Start

- Head Start programs must collect all paperwork required to meet Head Start regulations from assigned families. Updated documentation is re-verified at the point of registration to ensure that the family still meets all Head Start requirements. Families who no longer meet all requirements are dropped from the roster using the Seat Acceptance Drop process on the student's record.
- Assigned families still meeting Head Start requirements are eligible for 2 years of Head Start and 3 years of Early Head Start.
- If a Head Start program has questions about a family's eligibility at registration, the program should contact their grantee's ERSEA manager.

Rationale

- Checking eligibility at the time of application ensures only eligible families are enrolled in programs.
- Adopting a registration deadline allows programs to drop those students who are not responding to the program's outreach attempts. These students can be dropped immediately following the registration deadline, allowing those seats to be offered through the waitlist process. Students who no longer meet program eligibility requirements or who decline the placement can be dropped in the same day as the request is input, even if that is prior to the Seat Acceptance or Registration deadlines.

3d. Waitlists

Process

- If a program has more applicants than available seats, the program will form a waitlist.
- High-demand programs may fill all of their available seats through the OneApp Main Round application and form a waitlist at that time. Applicants will be added to the waitlists of all programs they rank higher than the program to which they are assigned.
- For programs that fill their seats in the Main Round, the Open Enrollment process, beginning in mid-April allows more families to be added to waitlists.
- Applicants are placed into programs from the waitlist by FRC staff as seats open throughout the year. Applicants can be placed into seats that are vacated by ineligible families or by families who

declined a placement as soon as those seats become available, even if that is before the registration or seat acceptance deadlines.

- Students inquiring about seats after the Main Round application has closed may be added to waitlists or placed in an available seat at a center that does not have a waitlist through the Open Enrollment or Late Enrollment processes.
- Students who are placed via the match but do not receive their first choice will be waitlisted at all centers ranked higher than the center or school they were matched to. Those students may be offered a spot at a more preferred school/center via the waitlist process until the start of the EC Transfer Process which begins the Thursday after Labor Day. -. On, or after, the Thursday after Labor Day of each year, students actively assigned to a program in Schoolforce will be removed from all but their first ranked school or center. After this date students could continue to receive a waitlist offer for only their first ranked school or center.
- The waitlist manager on the FRC staff is responsible for managing waitlists for early childhood programs, in addition to other tasks related to coordinated enrollment.
- EnrollNOLA can share contact information so that Head Start centers can complete required paperwork. Head Start regulations require that a seat be filled immediately with a waitlisted family which in practice means that the Head Start center must have already confirmed current eligibility for waitlisted families.

School year programs (LA4, 8(g), NSECD, Pre-School Expansion) and year-round programs

- Waitlist offers for all students will stop mid-March for the current school year in order to run the match and develop the future school year waitlists. Only placements for families experiencing homelessness or children in foster care will be made after the mid-March last day for placements.
- Waitlist offers for the future school year will begin in April for programs that fill in Main Round and have vacancies open up.
- For year-round (Head Start) programs, students can be placed in open seats for the current school year up to the program's last day of school. Head Start regulations require that current year placements can be made up to the final day of school. Waitlist placements for the next school year will continue as needed, with a pause for system maintenance at the end of June.
- Programs have access to see how many students are on their waitlist via a report in Schoolforce (School PK Waitlist). Programs cannot contact students from their waitlist to make a placement offer however, Head Start programs can contact waitlisted students in order to complete the Head Start registration paperwork. This will ensure that waitlisted students can occupy a Head Start seat as soon as it is vacated, as required by Head Start regulations.

Rationale

- Participants to the 2017 framework review sessions agreed that it is better for families if the date to remove students assigned to a seat from waitlists was moved from August 1st to the start of the EC Transfer Process. By this September date, most programs are more than 5 days into the school year, allowing programs to discharge students who are not attending. Students removed from waitlist on this September should be actively attending the programs they are assigned to. Participants also agreed that families should stay on the waitlists for their first ranked school or center. Allowing families to remain on the waitlist for that first ranked program eliminates the disincentive for families to accept a seat at a lower ranked program.

Centralized waitlist placements

- Beginning waitlist placements in April, as soon as seats become available, further ensures that seats will be full by the start of the school year.
- Head Start centers who request it can contact waitlisted families to confirm eligibility, resulting in a family being ready to begin immediately upon a seat being available.

- Per State law, students would continue to get their best possible waitlist offer because waitlist options would to be made centrally, offering the student's best possible option.

3e. Infants and Waitlist After Main Round

Process

- Infants added to waitlists via Main Round will be six weeks old by August 1st of the upcoming school year (see Application Procedure for Pregnant Moms).
- Infants added to waitlists after Main Round, those added through Open Enrollment or Late Enrollment, must be 6 weeks old at the time they are added to waitlists.

Rationale

- Requiring that infants added to waitlists after Main Round be at least 6 weeks old ensures that they can accept a waitlist offer when it is made and further ensures that a center will not have to hold a seat for an infant who cannot yet take a current year placement due to age.

3e. Current Year Placement Process

Process

- The Current Year Placement Process identifies available seats across the system for families in need of immediate childcare after the school year is in session.

  A family who needs immediate childcare should go to a FRC to review their eligibility for publicly-funded seats with an FRC staff member. This is a first-come, first-served process. Placement depends on program eligibility and seat availability. A FRC staff person will review their eligibility and check for available seats.

- All current year enrollment shall be conducted through EnrollNOLA. Students should never be enrolled at a center or school site without an assignment from EnrollNOLA.
- The current year placement process begins the Thursday after Labor Day for programs that operate on a school year calendar, and ends mid-March, exceptions will be made for families experiencing homelessness and children in foster care.
- The current year placement process begins the Thursday after Labor Day for year-round programs and continues through June. Placements will continue for Head Start and Early Head Start programs up to the last day of the school year in accordance with Head Start regulations.

3f. Open Enrollment Process

Process

- All early childhood programs in OneApp will be included in the Open Enrollment process which will begin immediately following the Main Round match and end in June prior to the "system flip" into the new school year.
- The Open Enrollment process is a first-come, first-served process which allows programs with open seats to fill those seats immediately with eligible families as determined by the established EC Verification process.
- Families seeking placements to Head Start programs are added to waitlists for desired programs and scored according to their eligibility and priority. All Head Start placements are made based on that score.
- Programs that fill during the OneApp Main Round can use the Open Enrollment process as a means of increasing the number of children on their waitlist. *Rationale*

Rationale

In Fall 2016, the NOEEN Steering Committee approved eliminating the Round 2 application in favor of the Open Enrollment process described above. Open Enrollment allows programs to accept families from April to June with the aim of stabilizing rosters before the school year begins.

3g. Late Enrollment Process

Process

- The Late Enrollment process is a first-come, first-served process which allows programs with open seats to fill those seats immediately with eligible families as determined by the established EC Verification process.
- Families seeking placements to Head Start programs are added to waitlists for desired programs and scored according to their eligibility and priority. All Head Start placements are made based on that score.
- Early Childhood programs that are full and have attained sufficient waitlists, as determined by the program, can opt not to be included in the Late Enrollment process. Programs that opt out of Late Enrollment will not have families added to their waitlist for the main Late Enrollment period in July. Programs can determine to participate for certain grades but not others, i.e. a program can opt out of Late Enrollment for their Early Head Start seats but opt in for their Head Start seats.
- Programs opting in to Late Enrollment will be requested to provide staff to assist the verification effort during the main Late Enrollment period in July.

Rationale

Late Enrollment primarily geared to families seeking a K-12 placement who did not participate in Main Round or Round 2, don't like their placement, or are new to town. It is also an opportunity for families to accept open PK 4 seats or to be added to waitlists for Head Start placements.

4. Transfer and Discharge Procedure

4a. Transfers

Process

- Prior to the start of the Early Childhood transfer process, families can transfer to a program they meet the eligibility requirements for by visiting a Family Resource Center, pending seat availability.
- On or after the Thursday after Labor Day and until mid-March for non-Head Start programs and 30 days before the last program day for Head Start programs, , families wishing to transfer must complete the early childhood transfer process (see below).

Early Childhood Transfer Process

- On or after the Thursday after Labor Day, a parent requesting a transfer will first have to meet with the program director to discuss the request for a transfer.
- The parent will then meet with FRC staff to review program eligibility and seat availability. If a seat is available at a program the family desires and is eligible for, the child may be transferred. If one or more desired program(s) have no seat availability, the child may remain in his or her current program and be added to the end of the desired program waitlists. Families can join up to 8 waitlists.

Rationale

- Continuity of care is very important for our youngest learners, but the working group advised that a variety of circumstances can lead a parent to choose to remove their child from a program and seek a transfer to another program.

- The early childhood transfer process offers the flexibility a family filling a seat in a private childcare center will likely expect, but it also requires the center or school to talk about the reason for the transfer request and offers the opportunity to find a resolution before changing the child's placement.

Note: Transfers for students with disabilities

EnrollNOLA only guarantees an initial seat for each child with an IEP, per IDEA requirements. It is not possible to guarantee that a child with an IEP may transfer to a different program than the one initially assigned. Students with an IEP wishing to transfer will be required to join the back of the waitlist for the desired program if they decide to leave the assigned program. Head Start centers are the exception; all waitlists are sorted by the student's EPC score which accounts for the presence of an IEP or IFSP.

4b. Head Start "Intra-Agency Transfers"

Process

In certain defined situations, a Head Start program is allowed to transfer a student from one Head Start or Early Head Start center to another center within the same grantee. Such "intra-agency" transfers can occur in the following situations:

- Family experiencing a crisis- Examples to include:
    - Transportation crisis, family cannot attend their assigned center due to lack of transportation
    - Custody battle and need to change child's location
    - Homeless family or recently homeless and now needs a new center closer to home or their new location
    - Family member fleeing domestic violence
- To unite siblings when allowed by a Head Start grantee's established rules according to EPC score
- Children in foster care
- Child related to staff at center
    - Note: Some grantees require children related to staff to transfer out of that center, others want to give priority so that children can attend a center with family
- For programs in EHS+CCAP families with CCAP would receive priority to transfer

All acceptable reasons for intra-agency transfer must be added to a Head Start grantees EPC rubric, and included in that center's policy handbook. Head Start staff must revise the verification for the family seeking a transfer which in turn would boost the child's score and should bring the student to the top of the waitlist. All Head Start placements must be made according to the EPC score for a student and all placements are made based on seat availability.

Intra-agency transfers are only allowable during Open and Late Enrollment and the Current Year Placement process, and are only allowed within the same grade, meaning that a transfer from a PK 3 program to a PK 4 program is not allowed. Students seeking to change programs for the next school year should complete a Main Round OneApp.

Rationale

This intra-agency process will allow Head Starts to meet the Head Start standard that requires a grantee to continue to serve a family that has been placed even if that family's circumstance has changed.

4b. Discharging Students

Process

- During the course of the year, a program may need to discharge a student from their roster. Students may be discharged from a program roster for the reasons outlined in the Early Childhood Enrollment Manual. The program must provide parents with a copy of the standard discharge policy upon registration.
- NSECD, Head Start, , tuition-based, or other programs at a center that is *not* in partnership with a public school may discharge students for additional reasons, beyond those provided inthe Early Childhood Enrollment Manual , but may only do so if:
    - The reason for discharge is outlined in the program's handbook and families are provided that handbook at the beginning of the school year.
    - Families are provided with written notice of the specific reason for the discharge.
- Programs must share all discharge policies with parents at registration, with EnrollNOLA annually, and upon joining the coordinated enrollment process.
- All participating programs are subject to an audit of discharge procedures to be conducted as needed by EnrollNOLA staff.

Appendix

Appendix 1. Participants in 2017 Early Childhood Policy Discussions

Policy review session participants: September 12, 2017

Name	Program
JoAnn Jackson	Kingsley House
Vanessa Chavis	Resurrection of Our Lord School
Beckie Henricks	Morris Jeff Community School
Robin Chatelain	St. Stephen Catholic School
Raynell Washington	LSU EHS+CCAP
Cristina Sanchez	Lycee Francais de la Nouvelle Orleans
Todrick Carmouche	Educare
Katie Norris	Educare
Suzanne Torregano	Kingsley House
Carole Elliot	Archdiocese of New Orleans
Catherine Robin	Total Community Action
Toniece Davis Malone	Total Community Action
Brooke Wannamaker	ReNew Schools

Policy review session participants: September 13, 2017

Name	Program
Brian Broussard	Catholic Charities of New Orleans
Susie Gonzalez	St. Peter Claver
Cristina Sanchez	Lycee Francais de la Nouvelle Orleans
JoAnn Jackson	Kingsley House
Robin Chatelain	St. Stephen Catholic School
Kathy Namba	Agenda for Children
Beckie Henricks	Morris Jeff Community School
Sean Perkins	OPSB
Rhonda Taylor	Catholic Charities of New Orleans
Kristi Givens	Kids of Excellence
Linda Webb-Williams	Samuel Green Charter
Kristen Collier	Homer Plessy Community School
Rochelle Wilcox	Wilcox Academy
Raynell Washington	LSU HSC EHS-CCAP
Joy Mitchell	Children's Palace Learning Academy

D. Patrice Hammond	John W. Hoffman Early Learning Center (Kingsley House)
Teresa Hufford	John W. Hoffman Early Learning Center
Catherine Robin	Total Community Action

Appendix 2. Eligibility Questions

The eligibility questions are as follows:

1. Are you applying for a future placement for an unborn child?
2. Please select the option that best describes your current residency status:

   Living in Orleans Parish,
   Living in Louisiana in a parish other than Orleans,
   Living in a temporary living arrangement,
   Living out of state and planning to relocate to Orleans Parish,
   Living out of state and planning to relocate to a Louisiana parish other than Orleans

Questions 3. and 6. depend on the age of the child. If the child is 3 or 4 years old they should answer question 3.. If the child is 0-2 they should answer question 6...

3. Does your child have an Individualized Education Plan (IEP)?

Recommend to add help text: "An IEP is an Individualized Education Plan that outlines the services needed for children with special needs."

If yes, please select the primary exceptionality of your child.

Autism; Deaf-Blindness; Developmental Delay; Emotional Disturbance; Hearing Impairment Deafness; Intellectual Disability- Mild, Moderate, Profound, Severe; Multiple Disabilities; Orthopedic Impairment; Other Health Impairment; Severe Learning Disability; Specific Learning Disability; Speech or Language Impairments - Fluency, Language, Voice; Traumatic Brain Injury; Visual Impairment-Blindness*

"Some early childhood programs are only open to students with a Gifted and Talented IEP or a Gifted and Talented evaluation approved by OPSB's Office of Child Search.

If your child is at least 3 years old and you are interested in pursuing a Gifted and Talented evaluation, request an appointment with Orleans Parish School Board http://opsb.us/departments/exceptional-childrens-services/child-search/ here."

4. Do you have a Gifted and Talented evaluation approved by OPSB's Office of Child Search?

"In order to be eligible for Gifted and Talented programs, applicants without an approved evaluation must contact OPSB's Office of Child Search to have your child screened for Gifted and Talented or to have a private evaluation reviewed by the Office of Child Search before the application round closes."

5. If you answered "no" to the question above, do you affirm that you will contact OPSB Office of Child Search to have your child screened for Gifted and Talented or to have a private evaluation reviewed?

6. Does your child have an Individual Family Service Plan (IFSP)?
7. Is this child currently in Foster Care or the Kinship Subsidy Program?

8. Does this child receive social security benefits?

9. Does this child receive FITAP or TANF benefits? Does the parent/guardian receive social security or Veterans Administration disability benefits? Are the parent(s)/guardian(s) or any other parents of children who live in the house in school, a training program or working 20 hours, or more, per week?
10. Which choice best describes where the applicant is currently living?

    Possible Choices:

    a. Living in a home family owns or rents
    b. Living in a temporary living arrangement due to loss of housing or economic hardship
    c. Living in an emergency/transitional shelter (Documentation Required)
    d. Child is living with an adult that is not a parent or legal guardian
    e. Child is awaiting foster care placement (Documentation Required)
    f. Living in a hotel/motel (Documentation Required)
    g. Living in a vehicle of any kind, abandoned building or substandard housing without running water/electricity
11. Enter household income; enter income for Parent 1 and Parent 2
12. Enter number of people in household
13. Do you receive SNAP benefits? If yes, please enter the certified thru date_____.

Recommend to add: On "certification through date" add "SNAP certification through date"

Add help text "When will your SNAP benefits be reviewed for renewal?"

Appendix 3. Head Start Eligibility Priority Questions

Head Start Eligibility Priority Questions:

PARENTAL STATUS	
NON-EMANCIPATED TEENAGE PARENT	(Y/N)
SINGLE PARENT	(Y/N)
FOSTER PARENT	(Y/N)
GRANDPARENT OR GUARDIAN	(Y/N)
TWO PARENT	(Y/N)
EMANCIPATED TEENAGE PARENT	(Y/N)
DISABILITIES	CHOOSE ONE
NO DISABILITIES	(Y/N)
POTENTIAL OR SUSPECTED	(Y/N)
DIAGNOSED CONDITION	(Y/N)
SINGLE DISABILITY	(Y/N)
MULTIPLE DISABILITY	(Y/N)
SIBLING WITH A DISABILITY	(Y/N)
INCOME	Include field to enter income amount from these possible choices:
OI- Over Income--131% or more OF POVERTY GUIDELINE	
116%-130% OF POVERTY GUIDELINE	
101%-115% OF POVERTY GUIDELINE	
100% at the POVERTY GUIDELINE	
76%-99% OF POVERTY GUIDELINE	

51%-75% OF POVERTY GUIDELINE	
26%-50% OF POVERTY GUIDELINE	
0%-25% OF POVERTY GUIDELINE	
Social Service Need	
NO APPARENT SOCIAL SERVICE NEEDS	(Y/N)
REFERRAL FROM ANOTHER AGENCY	(Y/N)
SERIOUS CHILD HEALTH PROBLEMS	(Y/N)
FAMILY CRISIS (Example: Terminal/Chronic Illness or Death of Parent or Guardian	(Y/N) (comment field if needed)
HSSN —HIGH SOCIAL SERVICES NEEDS (Abuse, Neglect, Homelessness, Parent Incarceration, Substance Abuser)	(Y/N)
COMBO—COMBINATION OF TWO OR MORE OF THE ABOVE	(Y/N)
PRIMARY CAREGIVER	
NOT WORKING	(Y/N)
WORKING 30 HRS OR MORE EACH WEEK	(Y/N)
IN SCHOOL/TRAINING PROGRAM/OR GED PROGRAM	(Y/N)
IN SCHOOL WITH OUT CHILDCARE SUBSIDY	(Y/N)
IN SCHOOL WITH CHILDCARE SUBSIDY	(Y/N)
IN SCHOOL AND WORKING WITH CHILD CARE SUBSIDY	(Y/N)
WORKING WITH CHILD CARE SUBSIDY	(Y/N)
WORKING WITHOUT CHILD CARE SUBSIDY	(Y/N)
DISABILITY WITH CHILD CARE SUBSIDY	(Y/N)
PARTICIPATING IN EMPLOYMENT RELATED PROGRAM WITH CHILD CARE SUBSIDY	(Y/N)
PRIOR HEAD START SERVICES PROVIDED TO FAMILY	(Y/N)
PREVIOUSLY SELECTED BY SELECTION COMMITTEE	(Y/N)
Age	
0-6 MONTHS	(Y/N)
6-11 MONTHS	(Y/N)
12-17 MONTHS	(Y/N)
18-24 MONTHS	(Y/N)
25-36 MONTHS	(Y/N)
ZIP CODE LOCATION:	
LIVES IN HIGH NEEDS AREA ZIP CODE	(LIST ZIP CODE)
LIVES OUTSIDE OF HIGH NEEDS AREA ZIP CODES	(Y/N)
AGENCY CONSIDERATION	
SIBLING CURRENTLY ENROLLED IN LSU/HSC EHS	(Y/N)
CAREGIVER ACQUIRED DISABILITY WITHIN PAST 12 MONTHS	(Y/N)
MILITARY DEPOYMENT OF PARENT	(Y/N)