2022-2023 Early Childhood Coordinated Enrollment Plan

1.Complete the table below using enrollment data to inform family demand for publicly funded early childhood seats in the community. NOTE Community networks can use enrollment data from the current year, 2021-2022 Child Count (if it has been audited/certified), or the previous year's spring Child Count data

	Infants	Ones	Twos	Threes	Fours
Number of Applications Received	155	447	513	968	1,625
Number of families on Waitlist	468	437	575	619	403
Indicate Access Gap (yes/no)	yes	yes	yes	yes	yes

2. Identify specific areas where gaps prevented access to early childhood programs in the community network. Select all that apply

- **Young children with disabilities**
- **English learners**

3. What factors contributed to the access gaps in the area(s) identified above?

Like many parishes across the state, in Orleans the younger the child is, the higher the gap between access to affordable care and demand. While many or most eligible PK4 and non-school based PK3 students have options for publicly funded or subsidized care, the demand for birth through 2-year-old access is between 3 and 4 times the supply. In addition to age access gaps, data suggests there is an access gap for our immigrant and ESL population, for homeless families, and for students with disabilities. While these families are highly prioritized for placement in the enrollment lottery, they do not make up a sizable portion of the population of publicly funded children. This would seem to suggest that these families do not know how, or are not successful in, access to enrollment or to the program(s) to which they are assigned. Transportation to/from childcare providers is also a barrier for many of these families. To address these gaps, NOEEN and NOLA-PS will coordinate an improved information campaign targeted at hard-to-reach populations. We will also seek to continue to expand or leverage existing initiatives designed to pour new funding into our youngest cohorts, such as the PDG/B3 grant, our local City Seats program, and additional, creative options such as a millage campaign for early childhood education.

5. Are all 4-year-old pre-K students with disabilities provided a seat in a full-day program regardless of family income? Explain.

Yes, children are prioritized for placement in accordance with the admissions structures of their preferred programs, as well as all applicable local, state, and federal regulations. The most common admissions priorities for birth-to-four programs include students with disabilities, siblings of current students, and students who live in the geographic area. Other priorities may include things like continuing students from a sister or like program, or, for Head Start, a matrix of needs-based priorities that consider a child's status as at-risk or socioeconomically disadvantaged.

Except for programs for gifted and talented children or children with disabilities, all free or subsidized ECE seats have income and/or employment-based requirements, which means parents must complete a multistep paperwork and verification process for enrollment. For families that are working, have literacy issues, or lack reliable transportation, the application and verification process can pose a major barrier to an ECE seat.

6. Will the community network offer tuition seats in school-based pre-K programs for families above the income threshold? If so, will the network use a tuition sliding scale based on income?

Some PK4 programs may offer a sliding scale. Currently Policy limits programs from charging tuition rates greater than LA4 rates. 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.

7. Share any updates or revisions made to braiding funding sources. Include best practices the network would like to share.

Our network has successfully blended private funding, local municipal funding, and state funding to support enrollment improvements and to expand the number of publicly funded b-3 seats.

8. Briefly describe the community network's informational campaign to promote and provide public awareness for the early childhood community network, child care options, the importance of and benefits of early childhood learning, and enrollment. Include the following: 1) Public awareness goals, media/methods, and timeline (TV ads, newspaper ads, digital ads, and print), 2) Describe the content of campaign materials and ads, 3) Provide a brief description, event location, and list of program partners and community expected to be involved.

The informational campaign focused on providing families with key information on where and how to enroll their child in The NOLA-PS Common Application Process (formerly One App). This was accomplished by launching a new website that was more user-friendly and accessible for guardians to complete. The content included important documents needed for verifications assisted by a checklist. Instructional videos on how to create and enroll students were uploaded to YouTube. The instructional videos show step by step process on how to complete the previously stated steps. NOLA PS also partnered with Kingsley House, one of the city's Head Start grantees, to provide opportunities for families to enroll their children with assistance from NOLA -PS and Early Childhood Center's delegates. NOLA-PS enrollment staff partnered with local childcare centers, universities, Urban League and Our Voice Nuestra Voz to co-sponsor enrollment family night events. We also launched a texting campaign to better reach EC families and support families through the EC verification process. Other partners include the mayor's office of youth and families, New Orleans Recreational Department, New Orleans Public Libraries and the mayor's social media feeds.

(8.) DOCUMENT UPLOAD SECTION for informational materials planned for the 2022-2023 year to increase public awareness of the early childhood programs (e.g. enrollment brochures, parent guide, eligibility checklist, newspaper/TV/radio advertisements, social media messages, etc.).

- **EC Flyer.pdf**
- **EC MR flyer v3.pdf**

9. What information and resources can families access on the community network website? Resources to support families with: learning at home, guidance about developmental concerns, food insecurity, home language not English, and foster families. Provide resources families can access on the website below.

- **Families can access the community network website by clicking on the following link: Attendance and Engagement Resources - NOLA Public Schools**
- **The link above provides families with access to resources including mental health, access to food, housing instability and etc:**

Second Harvest Bank	**Second Harvest Food Bank leads the fight against hunger in South Louisiana by providing food access, advocacy, education, and disaster response**
Total Community Action	**TCA's mission is to reduce poverty in our community through collaboration with other agencies by providing human services, experiences, and opportunities that move people from poverty to self-sufficiency.**
NOLA Public Schools	**As a part of our response to the COVID-19 pandemic, New Orleans Public Schools created a Community Feeding Program to ensure families have access to food regardless of if students are reporting to school for in-person learning or doing distance learning. 20 locations serve meals free of charge to children under the age**

	of 18, regardless of what school they are enrolled.
LSUAg SNAP-Ed Program	**LSU-Ag's SNAP-Ed program provides free nutrition classes for anyone who is eligible for SNAP, as well as recipes, food safety information and even information on gardening**
Partners for Family Health	**Partners for Family Health Louisiana offers tons of helpful information for Louisiana families with young children, from finding free ot low-cost car seats to navigating social services.**
SNAP Market Match at Farmers' Markets in the Greater New Orleans Area	**Market Match helps your SNAP benefits go twice as far at farmers' markets in the Great New Orleans area. Depending on the market, you'll get a "match" of $1 for every $1 in SNAP benefits you spend at the farmers' market, or you'll get half off your order.**
Developmental Milestones (Centers for Disease Control and Prevention)	**The CDC offers tools to help you track your child's milestones, and helps you know when you should contact your child's pediatrician about developmental concerns. The "Learn the Signs. Act Early." campaign offers an easy-to-use app, printable milestones checklists, videos and even books**
Zero to Three	**Zero to Three has information and articles to support parents of infants and toddlers in understanding their children and promoting their growth and development. Whether you are trying to understand why your two year old is suddenly lying or you want to help your baby sleep through the night, Zero to Three has resources to help you out!**
Project Launch	**Project LAUNCH (Linking Actions for Unmet Needs in Children's Health) Louisiana works to help all children ages 0-8 to reach social, emotional, behavioral, physical, and cognitive milestones.**
Covenant House (CHNOLA)	**Covenant House (CHNOLA) is much more than "just a shelter," and provides supportive counseling and the tools needed to help youth become independent, productive members of our community.**
Unity of Greater New Orleans	**UNITY of Greater New Orleans is a nonprofit organization leading a collaboration of over 60 agencies providing housing and services to people who are homeless or at risk of homelessness in Orleans and Jefferson parishes**
Home language not English (Partners)	**NOLA Public Schools**

10. How will you use the Performance Profiles published on Louisiana School and Center Finder to help families make informed choices about early childhood options? Check all that apply

Each early childhood program or school has an individual profile page on the enrollNOLA-PS website, indicating the program's admissions/eligibility requirements and priorities, school contact information, programmatic details and philosophy, and more. On these profile pages, most recent program performance is indicated, and the program's Louisiana School and Center Finder page is linked. The link is referred to as the program's "Report Card".

(10.) DOCUMENT UPLOAD SECTION for informational materials provided to families about quality ratings (e.g., parent communications, brochures, etc.).
School Finder Home _ Louisiana Department of Education.pdf

11. Community networks partner with family-centered community organizations to assist in reaching diverse populations. List community partners who are involved in the network's informational campaign. For examples, see 2022-2023 Coordinated Enrollment Plan Template question 11

- **New Orleans Early Education Research Alliance**
- **Urban League of Greater New Orleans**
- **Training Grounds**
- **Head Start Grantees**
- **Charter Management Organizations**
- **New Orleans Public Libraries**
- **City of New Orleans**
- **NORD**
- **Campaign for Grade Level Reading (GLR)**
- **United Way of Southeast Louisiana (UWSELA)**
- **Louisiana Policy Institute for Children (LPIC)**
- **Our Voice Nuestra Voz**
- **Agenda for Children**
- **Local media outlets**

12A. Children with disabilities, delays, or suspected as having a disability. Check all that apply.

- **Screening and referral information is provided to families.**
- **Campaign materials include information on importance of early childhood education.**
- **Special education support staff are available to answer questions for families.**
- **Child Find information is shared with families in the community.**
- **Transition information is provided to families who have children with disabilities.**
- **Local parent organizations are available to support family members with disabilities to answer questions and/or to share resources and referral information.**
- **We do include students with disabilities -specific questions in the application, which explains that most programs give priority to students with disabilities. We also include more details regarding SPED services in published school choice guides**

(12A.) DOCUMENT UPLOAD SECTION for informational materials provided to families about children with disabilities, delays, or suspected as having a disability (e.g., parent communications, brochures, etc.).

Child Search Flyer 2020 (00000002)-page-001 (4).jpg
Child Search Flyer 2020 (00000002)-page-002 (3).jpg

12B. Children whose home language may not be English. Check all that apply

- **Interpreters are present at enrollment events and available as needed.**
- **School system English learner liaison(s) are available and to share resources.**
- **Community organizations are available to share resources and referral information.**
- **Materials, such as applications, enrollment brochures, and other informational materials, are provided in other languages.**
- **We have several full-time, bilingual staff members on our family support staff.**

(12B.) DOCUMENT UPLOAD SECTION for informational materials provided to families with children whose home language may not be English (e.g., parent communications, brochures, etc.).

ccap-paper-application-(spanish) (1).pdf
literacy-activities-for-families-(spanish) (1).pdf
literacy-activities-for-families-(spanish).pdf
parentposter_eng_color (2).pdf
trdg-mental-health-provider-list-(spanish) (1).pdf

12C. Children experiencing homelessness. Check all that apply.

- **Information on categorical eligibility for seats is clearly stated in parent materials.**
- **Providers are trained to share about categorical eligibility seats available to children experiencing homelessness.**
- **The school system's homeless liaison is available to share information.**
- **Local or regional homeless shelters are available to share community resources.**
- **Materials related to supporting families that are experiencing homelessness are provided in other languages.**
- **Families who indicate the child is in homlessness care will be initially categorically eligible for all programs**

(12C.) DOCUMENT UPLOAD SECTION for informational materials provided to families with children experiencing homelessness (e.g., parent communications, brochures, etc.).

Homeless Assistance Enrollment.pdf
234_parentposter_eng_color (2)_9484.pdf
parentposter_sp_color.pdf

12D. Children in foster care. Check all that apply.

- **Ensure providers understand and can clearly articulate to families categorical eligibility for seats available to children in foster care.**

- **Local or regional organizations that support families and children in foster care are available to answer questions and/or to share resources and referral information.**
- **Families who indicate the child is in foster care will be initially categorically eligible for all programs.**

(12D.) DOCUMENT UPLOAD SECTION for informational materials provided to families with children in foster care (e.g., parent communications, brochures, etc.).
Homeless Assistance Enrollment (1).pdf

13. What specific changes or improvements have you made or plan to make to your network's informational campaign from last year?
A shift was made to provide quick access to help families create and enroll in NCAP. Parents were able to access instructional videos detailing key steps on how to enroll.

14. What data will you use to measure the success of the network's information campaign to inform families and reach all children?
We are measuring success by analyzing our campaign statistics across all our platforms. Some of the statistics include advertisements in local editorials, targeted emails initiative, and relevant streaming platforms. In NOLA.COM our ad had an impression of 280,808 and made it in front of viewers for a total of 141,052 minutes (about 3 months). The targeted email initiative had an audience of 50,000, with 9,085 views and 943 clicks. Our greatest success occurred in the performance of the YouTube videos. The original estimate was 20,000 views but exceeded 45,278 initial views. This performance led to 28,077 completed videos and brought 55 users directly to your enrollment page. In total, we brought approximately 1,400 clicks to your site or the enrollment page. This number does not include those who saw the ad and later Googled/searched for NOLA PS.

15. Share any updates or revisions made to the Coordinated Information Campaign process. Include best practices the network would like to share.
A new website was launched that incorporated a friendly user interface.

16. At which level is eligibility determined?
Network-level determination

17. Describe the community network's eligibility determination procedures.
Families receive instructions for completing the verification process when they complete the NCAP. Eligibility is determined prior to the initial main round match and continuously to provide families with information needed to enroll and register at centers. Families receive registration details and instructions in their notification letters, and most programs are eager to welcome new and returning students. Registration at the school or center site may vary, so families are informed to bring the suite of verification documents to registration, to ensure they have everything they need should the program ask for an additional copy of one or more documents. We are constantly evaluating current processes and looking for ways to improve.

18. How often do you use Direct Match to verify eligibility?
All of the time

19. Does the community network provide written policies and procedures to program partners for eligibility determination to ensure consistency and equity during the enrollment process?
Yes

(19) DOCUMENT UPLOAD SECTION Please provide the written policies and procedures for eligibility determination that are used to ensure network consistency, equity, and training for the eligibility process (e.g., enrollment process guide, eligibility manual, and/or professional development).

Waitlist.PNG

20. Share any updates or revisions made to the Coordinated Eligibility Determination process. Include best practices the network would like to share.

Current updates include increased efficiency through online document collection and review. We also implemented texting capabilities which allows us to better support families. We are currently working on application redesign to embed document collection in the application process and include the ability for families to take pictures of documents on a mobile device as a more efficient document upload method.

21. Describe the community network's modifications to the enrollment process during the COVID-19 pandemic that ensure the health and safety of families and personnel.

Family modifications

- **Online document submission - Prior to COVID, families were required to bring documents in-person to one of our Family Resource Centers. Now, families can submit their required documents for verification through an online platform.**

- **Visitor texts - When our centers are close to reaching capacity, visitors can elect to receive a text when it is their turn to be served. They can wait in their cars or in a separate waiting room.**

FRC modifications

- **Staff has been supplied with partitions and cleaning supplies that are used frequently to disinfect high traffic areas**
- **All staff and visitors are required to wear masks**

22. Describe the community network's process for collecting and monitoring current applications by program type. Include any information about how the network uses application/enrollment data to support coordinated enrollment processes.
The centralized enrollment process in New Orleans is coordinated across all programs and/or seats that receive public funding, from birth through twelfth grade, and administered by NOLA-PS in collaboration with NOEEN. The application for students applying to enter or transfer publicly funded programs, called OneApp, is an online-only application powered by Salesforce CRM technology. Families applying for publicly funded early childhood programs will first 1) pre-check their eligibility based on the key factors of age, income, and residency; 2) submit their preferred childcare choices, in order or preference, based on their initial eligibility determination. Families are then asked to bring in documents verifying the initial eligibility screening. At this point, if eligibility changes, families resubmit appropriate childcare choices; if it does not and is verified, the family's applications is considered complete and valid.

(22.) DOCUMENT UPLOAD SECTION Please provide an example or template document used with the collection and monitoring of enrollment/available seats.
237_Waitlist_6795.PNG

23. Explain the community network's procedures for matching families to their preference and, when necessary, refer families to other available options.
The matching process considers the number of open seats, as submitted each year by schools; the number of applicants; the applicants' rankings; and the applicants' priority for admission to their ranked programs. The lottery is run using deferred acceptance algorithm software, and is weighted per programs' priorities for admissions, including things like students with disabilities, siblings of current students, students who live in the geographic area, student homeless or foster care status, etc.

24.Indicate whether the network would like technical assistance or support with the community-wide waitlist.
No, the community-wide waitlist is a fully-operational process that has improved capacity, reduced inefficiencies, and supports family preferences.

25. Explain the step-by-step process program partners use during registration. Include the following: How does the network ensure a seamless transition from the application process to the registration process without families providing the same information or documentation multiple times?
Documents are now uploaded directly to the student record in the enrollment system, which makes them more easily accessible by all center and program partners. There are some programs may require an additional or more recent copy of verification paperwork, such as Head Start Centers, which generally require a more recent copy of employment and income paperwork, depending on when the application was verified, to ensure they are indeed offering the seat to the most in-need family and a family residing in Orleans Parish. Families are informed that they may be required to bring verification paperwork again upon registering, and that if their circumstances have changed, the program may deem them ineligible to continue. Additionally, standard registration documents often include some

documents also collected at the time of verification, such as parent identification, childbirth certificate, etc.

26. Share any updates or revisions made to the Coordinated Application, Matching, and Registration process. Include best practices the network would like to share.

Documents are submitted via a new online process that connects the documents directly to the student record in our enrollment system.

27. In the space below, share contact information that is provided to families, e.g., name of partner, contact name and email/phone. The following local contact information is required. - Early Steps Coordinator Contact - Child Find/Child Search Contact - Tulane or Mental Health Consultations (TIKES) Contact

Child Search 504-304-4988
Early Steps Joyce: Ridgeway 504-620-2209 Email: joyce.ridgeway@la.gov
TIKES 504-264-1287 Email: TIKES@tulane.edu
Agenda for Children: Jen Roberts jroberts@agendaforchildren.org
NOLA Public Schools: Jestin Moorehead Jmoorehead@nolapublischools.com
Child Care Resource and Referral (CCR&R) agencies Anna Williamson 504-586-8509
Catholic Charities Archdiocese of New Orleans Rhonda Taylor
Phone: 504-861-6359
Email: rbtaylor@ccano.org

28. Do contacts listed above match the information currently listed on co-branded Learn the Signs. Act Early. materials found on the Network Resource page at Louisianabelieves.com?

Yes

29. Please provide the community network's website address.

- **https://agendaforchildren.org/our-programs/noeen/**
- **https://enrollnolaps.com/**

30. In the space below, provide ADDITIONAL resources for families including contact information, e.g., name of partner, contact name and email/phone. NOTE. Networks can upload a document of listed partners with contact information for families. For examples of local partners, see the 2022-2023 Coordinated Enrollment Plan Template question 30
Early Steps: Joyce Ridgeway 504-620-2209 Email: joyce.ridgeway@la.gov
CASA New Orleans: Email: Info@Casaneworleans.Org Phone: (504) 522 1962
FHF of Greater New Orleans Phone: 504-888-9111
Housing Authority of New Orleans Phone: (504) 670-3300
TIKES: Phone 504-264-1287 Email: TIKES@tulane.edu

(30.) DOCUMENT UPLOAD SECTION Please share family support documents such ADDITIONAL early childhood contact information for families, e.g., name of partner, contact name and email/phone.
MH in PPC.Flyer_June2021.pdf

31. Describe how the community network support school readiness regardless of a child's enrollment status.Include the following: - Early childhood transitions (e.g., new to program, pre-K to kindergarten, and Part C to Part B) - Developmental screenings across the community

We support transitions from Part C to Part B by attending transition meetings which are scheduled directly with parents by the Early Steps Family Service Coordinator or by the department if the FSC fails to schedule the meeting. For children enrolled in Head Start Centers, we participate in annual meetings scheduled by various Head Start entities to share information regarding our program. Those new to the program are provided with information regarding our services at the initial screening as well as at evaluations as team members prepare parents for the next steps. We utilize various screenings, most of which are approved by the State Department of Education. The developmental screening utilized is the ASQ3. For the most part, our marketing strategy allows us to share information throughout the community. We participate in Open Houses, back to school fairs (sponsored by Urban League, UTNO, etc.) and any other organizations or community group that invites us. Information is shared with pediatricians' offices and early learning centers as well. The community network uses the Louisiana Department of Education Guidance for Transitions During Early Childhood.

This guidance lays out key components of transitions such as:

- **Build Collaboration in the Unified Early Learning System**
- **Creating Opportunity for All**
- **Improving Child Outcomes**
- **Partnering with Families**

The network also uses the Six (Five)-Step Process for Kindergarten Transition Planning:

- **Assess your partnerships, identify transition team members and designate transition leaders.**
- **Identify goals.**
- **Assess what current transition activities are being practiced in your community**
- **Identify data or evidence that transition planning practices are or are not working.**
- **Plan and prioritize.**

32. How does the community network support the implementation of developmental screenings? Select all that apply.

Early childhood programs determine screening requirements based on site needs

34. Choose the feedback method to incorporate family voices in the coordinated enrollment process.

Question(s) on unified application

(34.) DOCUMENT UPLOAD SECTION Please share family support documents such as, survey(s), list of community resources, family engagement documents, focus group questions, interview templates, etc. Create document titles that represent the content
238_Homeless Assistance Enrollment (1)_9017.pdf
238_literacy-activities-for-families-(spanish)_9832.pdf
238_parentposter_eng_color (2)_9350.pdf

DOCUMENT UPLOAD SECTION Please provide program partner signatures to indicate their engagement in the planning process and approval of the 2022-2023 Coordinated Enrollment Plan. Other acceptable documentation are digital signatures and emails from program partners stating approval of plan.

Signatures.PNG