# 2023-2024 Coordinated Enrollment Plan Template

Community network lead agencies (CNLA) are required to execute a coordinated enrollment process. CNLA will engage all program partners to develop and submit a coordinated enrollment plan to the Louisiana Department of Education that is signed by all program partners.

Read each question and provide a response for each item. Please note there are a variety of answer response formats, including open-response, tables, and select all that apply. Note: If any aspect of the Coordinated Enrollment model will not be in place for families applying and enrolling for 2023-2024, the community network lead agency will need to apply for a Coordinated Enrollment Waiver. If you have questions or need assistance, please contact Amanda Colon at amanda.colon@la.gov

Section 1: Maximize System Capacity
Section 2: Coordinated Informational Campaign
Section 3: Coordinated Eligibility Determination
Section 4: Coordinated Application, Matching, and Registration
Section 5: Coordinated Family Support

## Program partner Review

Include signatures from each program partner demonstrating they have been engaged in the planning process and approve the plan.

## Section 1: Maximize System Capacity

Community network lead agencies utilize strategies that maximize available funding sources and increase access to publicly-funded early childhood programs each year. Please plan to use the community network lead agency's data kit to complete the following questions.

1. **Complete the table below using enrollment data to inform family demand for publicly-funded early childhood seats in the community.** NOTE CNLAs can use current year enrollment data, 2022-2023 Child Count if it has been audited, or the previous year's spring Child Count data.

| | *Example* | Infants | Ones | Twos | Threes | Fours |
|---|---|---|---|---|---|---|
| Number of Applications Received | *3,682* | 147 | 442 | 512 | 963 | 1618 |
| Number of Families on the Waitlist* | *0* | 441 | 810 | 963 | 1346 | 596 |
| Is there an Access Gap? Yes or No | *No* | Yes | Yes | Yes | Yes | Yes |

*May represent duplicate students. Students with a placement can only be on one waitlist. Students without a placement can be on up to three waitlists.

2. **Identify additional gaps which prevented access to early childhood programs in the community network. Select all that apply.**

- ☐ Young children with disabilities
- ☐ English learners
- ☐ Child care desert in the Northern region of parish
- ☐ Child care desert in the Southern region of parish
- ☐ Child care desert in the **Eastern** region of parish
- ☐ Child care desert in the **Western** region of parish
- ☐ Other, explain.

3. **What factors contributed to the access gaps in the area(s) identified above? (e.g., workforce attrition)**

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 English Learner population, for families experiencing housing instability, and for students with disabilities. While these families are highly prioritized for placement in the enrollment match 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 families.

4. **What community outreach will be implemented to improve enrollment and increase equitable access for the gaps identified above? Explain.**

Each year NOLA-PS runs an enrollment campaign to drive enrollment in early childhood and K12 seats. This year, with funding from the new local Early Childhood Education millage, the district, the Mayor's Office of Youth and Families and Agenda for Children will launch an information and enrollment campaign. The information campaign will increase public awareness of the importance of early childhood education. This campaign will also increase community awareness of the availability of publicly funded seats and how to enroll in these seats. NOLA-PS will continue to provide family support and assistance with the enrollment process at our three-district-run Family Resource Centers. We are also increasing our bilingual staff at each center for the upcoming EC enrollment main round launching in Spring 2022. We currently in the process of hiring a communications firm to run out early childhood campaign that will extend beyond our main round enrollment period and include strategies to target hard to reach families and families that data show struggle the most with navigating the enrollment and eligibility process for early childhood seats.

We hired a new web developer to help make the information shared more accessible to all families, specifically families identified as experiencing the biggest gaps/barriers to enrolling in ECE. Through engagement with stakeholders creating this plan we are working to partner with organizations to bring back enrollment events that existed pre-COVID-19 and utilize methods that grew from COVID such as increased texting messaging campaigns with partners such as NOLA-Ready and WIC. Additionally, we are working to see how events can be held in various areas of the city to address transportation various to accessing the FRCs.

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

☐ Yes
☐ No

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-funded seats (either full or partial tuition) in school-based pre-K programs for families above the income threshold? If so, will the community network lead agency use a tuition sliding scale based on income?**

☐ Yes
☐ No

Some PK4 programs may offer a sliding scale. Sliding scale tuition is a program-by-program decision and program feedback indicated there are not enough paid spots for families. The NOEEN Enrollment Subcommittee with planning to update the ECE enrollment framework/policy in the Spring of 2023 to discuss sliding scale tuition and family needs related to paid seat access.

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

Our network has successfully increased local funding for ECE through a millage that passed in Spring 2022 funding an additional 600 birth to three seats, but we are still working to better braid these funding sources.

## SECTION 2: COORDINATED INFORMATIONAL CAMPAIGN

*Community networks implement a coordinated public awareness campaign that informs families about the early childhood care and education options and availability of publicly-funded programs, family engagement opportunities, support for learning at home, and support for diverse learners.*

**8. Briefly describe the informational campaign to promote and provide public awareness for the early childhood care and education options, the importance of early childhood learning, family engagement, and enrollment. Include the following:**

- Public awareness goals, media/methods, and timeline (TV ads, newspaper ads, digital ads, and print)
- Describe the content of campaign materials and ads
- Provide a brief description, event location, and list of program partners and community expected to be involved

The informational campaign will focus on creating public awareness of the importance of early childhood and providing families with key information on where and how to enroll their child through the NOLA-PS Common Application Process (formerly One App). NOLA-PS is currently working with a new website developer to create a more user-friendly site designed so that enrollment information is more 'static' and eliminate the need for the district to keep changing the site's information to match the enrollment phase. We also have an RFP out to hire a campaign consultant to run and manage our enrollment campaign.

NOLA PS partners with early learning centers to provide opportunities for families to enroll their children with assistance from NOLA -PS and Early Childhood Centers' staff. NOLA-PS enrollment staff also partner with universities, Urban League and Our Voice Nuestra Voz to co-sponsor enrollment family night events. We plan to utilize a texting messaging 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.

- Agenda for Children
- NORD
- NOPL (public libraries)
- NOLA-PS social media
- Toolkit for all partners, including fliers with QR application codes in all centers/K12 schools
- Healthy Start/Well baby visits
- Pediatrician poster with QR code in waiting rooms
- Zoo/Children's Museum and other organizations that attract families of young children

**DOCUMENT UPLOAD SECTION for informational materials planned for the 2023-2024 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.).** *NOTE: This section is a placeholder for what to expect on the Jotform.*

**9. What information and resources can families access on the community network website? Resources to support families: 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
- As a co-lead agency, Agenda for Children has a searchable Family Resource Directory with the following categories: Child Development, Child Safety, Disabilities, Early Care & Education, Food, Free Things to Do, Health, Homelessness Support, Infant Feeding, Mental & Behavioral Health, Parent Support, and Play Spaces.
- The link above provides families with access to resources including mental health, access to food, housing instability and etc

| | | |
|---|---|---|
| Food Insecurity | Partners | |
| | 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! Did you know that SNAP benefits can be used for seeds to grow your own food? |
| | 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 | Market Match helps your SNAP benefits go twice as far at |

| | | |
|---|---|---|
| | Farmers' Markets in the Greater New Orleans Area | 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. |
| Guidance About Developmental Concerns | 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 help your baby sleep through the night, Zero to Three has resources to help you! |
| | 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. |
| Foster Families | 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 collaborative 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 | NOLA Public Schools | **Resources**<br>1) Spanish: CCAP Application<br>2) Spanish: CCAP Checklist<br>3) Spanish: Literacy Activities for Families<br>4) Spanish: Understanding Early Chilhood Performance Scores<br>5) Spanish: Mental Health Providers |

| | | |
|---|---|---|
| | | 6) Spanish: Helping Your Child with Homework |
| Additional Partners | Stakeholder Provided Resources | • Ready 4 K<br>• Pathways.org<br>• Giving Hope<br>• First Evangelist Community Housing Development Housing Co. Food Pantry- Central City<br>• Child Search<br>• Family Services of Greater New Orleans<br>• Boy's Town<br>• Vayla- Vietnamese translating services (N.O. East) |

**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.**

- ☐ Provide Performance Profiles to parents and families at enrollment events.
- ☐ Include quality rating on enrollment informational campaign materials.
- ☐ Use emails or family newsletters to share quality ratings.
- ☐ Include quality ratings in parent/teacher communications
- ☐ Other

Each early childhood program or school has an individual profile page on the enrollnolaps.com website, indicating the program's admissions/eligibility requirements and priorities, school contact information, programmatic details, and philosophy, and more. On these profile pages, the 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."

**DOCUMENT UPLOAD SECTION for informational materials provided to families about quality ratings (e.g., parent communications, brochures, etc.).** *NOTE: This section is a placeholder for what to expect on the Jotform.*
NOLA School Finder (avela.org)

School Finder Home | Louisiana Department of Education (louisianaschools.com)

**11. Community networks partner with family-centered community organizations to assist in reaching diverse populations.** *Examples of Community Partners:*

| Family-centered | Medical or Health | Other |
|---|---|---|
| Early Steps | Birthing hospitals | Advocacy groups |
| Child Care Resource and Referral Agency | Community health clinics | Business |
| Court Appointed Special Advocates (*CASA*) | Dentist office | Pediatrician office |
| Foster care and adoption associations | Mental health service |  |

Homeless shelters, transitional housing programs, Housing Authority, Head Start, Public housing, *Medicaid and WIC, food banks, etc.)*

Parenting networks (e.g., *Families Helping Families, Center on Autism & Related Disorders, CADD*)

Libraries, faith-based organizations

**List community partners who support the informational campaign.**

- Early Learning Centers
- Charter Schools
- New Orleans Early Education Research Alliance
- Urban League of Greater New Orleans
- TrainingGrounds
- Head Start Grantees
- 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
- For Providers by Providers
- Local media outlets
- Archdiocese of Greater New Orleans
- Vayla
- Unity of Greater New Orleans (homeless)
- Goodwill Industries

**12. Indicate whether the strategies listed below are part of your current enrollment informational campaign to inform families.**

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

- ☐ Screening and referral information is provided to families.
- ☐ Child Find information is shared with families in the community.
- ☐ Special education support staff are available to answer questions for families.
- ☐ 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.
- ☐ Advertisements of programs and supports for *children with disabilities, delays, or suspected as having a disability* are in various languages.
- ☐ All enrollment materials are provided to families in their home language.
- ☐ Other: We do include students with disabilities -specific questions in the application, which explains that most programs give priority to students with disabilities. _____

**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.).**

*NOTE: This section is a placeholder for what to expect on the Jotform.*
Attachments - One Drive (sharepoint.com)

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

- ☐ A Home Language Survey is *completed by families* and available in their home language.
- ☐ Interpreters are present at enrollment events *and* available as needed.
- ☐ Community organizations are at events to share resources and referral information.
- ☐ Advertisements for programs or support for early childhood care and education opportunities are in various languages.
- ☐ All enrollment materials are provided to families in their home language.
- ☐ Other _____

**DOCUMENT UPLOAD SECTION for informational materials provided to families with children whose home language may not be English (e.g., parent communications, brochures, etc.).** *NOTE: This section is a placeholder for what to expect on the Jotform.*

- Spanish: CCAP Application
- Spanish: CCAP Checklist
- Spanish: Literacy Activities for Families
- Spanish: Understanding Early Chilhood Performance Scores
- Spanish: Mental Health Providers
- Spanish: Helping Your Child with Homework

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

- ☐ Information on categorical eligibility for seats is clearly stated in family materials.
- ☐ Providers are trained to share categorical eligibility seats available to children experiencing homelessness.
- ☐ The school system's homeless liaison is available to share information.
- ☐ Local or regional homeless program information is available, or representatives attend enrollment events to support families and children to share community resources.
- ☐ Advertisements for programs or support for *children experiencing homelessness* are in various languages.
- ☐ Enrollment materials for c*hildren experiencing homelessness* are advertised in various languages.
- ☐ Other

**DOCUMENT UPLOAD SECTION for informational materials provided to families with children experiencing homelessness (e.g., parent communications, brochures, etc.).** *NOTE: This section is a placeholder for what to expect on the Jotform.*

INFORMATION For Parents (English)

https://opsbus-my.sharepoint.com/:b:/g/personal/rlatham_opsb_us/EdZTyb5e-edMsxbIfFeWkAoBb_-JHLdcERip4SdvH3_8EQ?e=evK9mQ

INFORMATION For Parents (Spanish)

https://opsbus-my.sharepoint.com/:b:/g/personal/rlatham_opsb_us/EYQzfW9bm1BDkXHqcPNuHpIB-jtlplR1sCBv1e6q6CYsNQ

Homeless Assistance Enrollment.pdf

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

- ☐ Information on categorical eligibility for seats is clearly stated in informational materials.
- ☐ Ensure providers understand (via training) and share with families that seats are available to children in the Foster Care Program (categorical eligibility)
- ☐ Local or regional organizations information is available, or representatives attend events to support families and children in the Foster Care Program
- ☐ Enrollment materials for *children in foster care* are in various languages.
- ☐ Other _____

**DOCUMENT UPLOAD SECTION for informational materials provided to families with children in foster care (e.g., parent communications, brochures, etc.).** *NOTE: This section is a placeholder for what to expect on the Jotform.*

**13. What data will you use to measure the success of the informational campaign?**

NOLA-PS is in the process of hiring a campaign consultant to advise on data metrics to determine the success of the campaign. We will be tracking the total number of applicants by age, placement results, and waitlist information generated as part of our match process.

Last year, we measured 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.

**14. Optional. Share any updates or revisions made to the Coordinated Information Campaign process. Include best practices the community network lead agency would like to share.**

## SECTION 3: COORDINATED ELIGIBILITY DETERMINATION

*Community networks develop a plan to implement a consistent and unified eligibility determination process that informs families of the programs they are eligible to apply for.*

**15. At which level will eligibility be determined: at the community network level or at the site level?**

- ☐ **Community network-level determination**
- ☐ **Site-level determination**

**16. Describe the eligibility determination procedures.**

Currently, 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.

As NOLA-PS works with stakeholders to redesign the application process, we are working to provide more access and transparency for families and programs. We are working toward systems and processes that allow programs to help make eligibility decisions and have greater access to enrollment data and waitlist management tools. We hope to increase collaboration with progress to improve the eligibility process for families and decrease the amount of time it take families to move through the application, documentation submission and verification processes.

**17. How often do you use Direct Match to verify eligibility?**

- ☐ All the time
- ☐ Most of the time
- ☐ Some of the time
- ☐ Rarely/never

**18. Does the community network lead agency provide written policies and procedures to program partners for eligibility determination to ensure consistency and equity during enrollment?**

- ☐ Yes
- ☐ No
- ☐ In progress

**DOCUMENT UPLOAD SECTION Please provide the written policies and procedures (or draft) for eligibility determination that are used to ensure consistency, equity, and training for the eligibility process (e.g., enrollment process guide, eligibility manual, and/or professional development).**
*NOTE: This section is a placeholder for what to expect on the Jotform.*

**19. Optional. Share any updates or revisions to the Coordinated Eligibility Determination process. Include best practices the community network lead agency would like to share.**

## SECTION 4: COORDINATED APPLICATION, MATCHING, AND REGISTRATION

Community networks develop a plan for the ideal implementation of a coordinated application, matching, and registration that honors family choice, monitors each application, and actively prevents duplication of applications.

**20. Describe the process for tracking and monitoring current enrollment information by program type to have seat capacity data that is available in real-time.**

NOLA-PS currently uses Salesforce to track enrollment information, including seat capacity data in real-time. The district is working with two vendors to update our ECE common application and our Salesforce data system to increase our capability of capturing and sharing accurate data in real-time that is accessible to partners in accordance with student privacy laws.

**DOCUMENT UPLOAD SECTION Please provide an example or template document used to collect and monitor enrollment/available seats.**
*NOTE: This section is a placeholder for what to expect on the Jotform.*

**21. Explain the procedures for matching families to their preferences 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.

**22. Explain the step-by-step process program partners use during registration. Include the following:**

- **How does the community network lead agency ensure a seamless transition from the application process to the registration process without families providing the same information or documentation multiple times?**

NOLA-PS is currently updating our ECE application to address enrollment barriers and increase efficiencies for both families and program partners. Document collections, storage and eligibility needs for families and programs is one of the biggest reasons we chose to create an ECE application that is not driven by Salesforce, but rather developed by an outside vendor which allows for a better family experience and greater access for schools while maintaining student privacy. Families will now be able to create family accounts for family related documents like income and residency and no longer need to upload these documents for every child, but rather once if needed. Documents like birth certificates that do not change will also no longer need to be uploaded every year. For the first time the documents will all be available in a single location and accessible to schools when families are matched or enrolled at the school.

**23. Optional. Share any updates or revisions made to the Coordinated Application, Matching, and Registration process. Include best practices the community network lead agency would like to share.**

## SECTION 5: COORDINATED FAMILY SUPPORT

Community networks provide families opportunities to learn about early childhood education, community resources, and child development to empower families to support their children's learning and development.

Please provide a point of contact(s) for families to learn about and receive referral information. The contact information provided also populates Louisianabelieves.com and the upcoming early childhood family website.

**24. Please provide current contact information for the following family resources and contact information in the early childhood community.** *NOTE. This information is used to update the community network's profile information on the Network Resources map on Louisianabelieves.com.*

**24a. Early Childhood Community Network website's link (URL address)**

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

**24b. Early Childhood Community Network Coordinated Enrollment application link (URL address).**
New application in development for launch February 1, 2022.

**24c. Early Steps Coordinator Contact**

**24d. Child Find/Child Search Contact**

**24e. Tulane or Mental Health Consultations (TIKES) Contact**

| Partnering Organization | Contact Name | Email or Phone |
|---|---|---|
| *Child Search* | Shayla Guidry-Hilaire | 504-304-4988<br>Sguidry@nolapublicschools.com |
| *Early Steps* | *Holly Bell* | *504-620-2209*<br>*504-620-2846*<br>*Email: holly.bell@la.gov* |
| *TIKES (Tulane Mental Health Consultation Services* | Allison Trigg, PhD | *504-264-1287*<br>*Email: TIKES@tulane.edu* |
| *LSU Human Development Center* | Katie Rambeau | *504-717-6676*<br>*Email:* krambe@lsuhsc.edu |

| | | |
|---|---|---|
| *Tulane School of Social Work* | Dale Robinson-Rogers | *504-247-1441*<br>*Email:* drr@tulane.edu |

**25. Optional. Please provide any Family Resource List shared with families as needed.**

**DOCUMENT UPLOAD SECTION Please provide the Family Resource List share with families *as needed*.** *NOTE: This section is a placeholder for what to expect on the Jotform.*

**26. Describe how the community network supports school readiness regardless of a *child's enrollment status* which may include:**

- **Developmental screenings across the community**
- **Community-wide supports that are family-centered (e.g., Ready Rosie, family education classes, family literacy events, and resources.)**
- **Early childhood transitions activities and/or events (e.g., new to a child care program, pre-K to kindergarten, Early Steps (Part C) to Early Intervention (Part B))**

The Lead Agency regularly distributes ASQ-3 and ASQ:SE-2 to early learning programs and works in conjunction with the local CCR&R to provide professional development on using these tools. Currently, TrainingGrounds facilitates community-wide developmental screening, and the Lead Agency is currently working to identify additional community partners to offer expanded access to Saturday Screening clinics, to create a video series to help families understand referral processes and services for children with disabilities, and to create videos to support teachers in understanding developmental milestones, referral processes, IEPs and IFSPs. In the spring, Agenda for Children will develop a series of videos catered to families to clarify their role, responsibilities, and community resources related to the screening process and initiation of services for children with special needs. These videos will be translated into Spanish and Vietnamese. Topics will include: Developmental Milestones, 0-3; Developmental Milestones, 3-5; What are you legally entitled to?; Referral Process, Early Steps; Referral Process, Child Search; What to do with an IFSP?; and What to do with an IEP?. In 2021, NOEEN distributed 135 ASQ and ASQ-SE2 kits to 55 sites.

**27. Which developmental screener does your network currently utilize?**

- ☐ ASQ-3
- ☐ ASQ-3 ***and*** ASQ-SE (combination)
- ☐ Brigance Early Childhood Screens III
- ☐ Battelle Developmental Inventory (BDI)
- ☐ Other, please explain.

**28. When are children provided with a developmental screening? Check all that apply.**

- ☐ Children are screened upon entry into early childhood programs
- ☐ Screenings are provided during enrollment and/or registration
- ☐ Screenings are provided at age intervals recommended by developmental screening tool
- ☐ Screenings are provided at teacher/site request
- ☐ Screenings are provided at parent request
- ☐ Other, please explain.

**29. How is the community network engaging families in the Developmental Screening Initiative?**

- ☐ Develop enrollment procedures to include developmental screenings with families including teaching families how to complete the screening (enrollment events or open house)
- ☐ Providing educational materials to families in various ways
- ☐ Host educational family events for families learn about child development and milestones
- ☐ Host events for families to developmental screening clinic in the community for families to bring their child
- ☐ Host educational events for families to learn how to complete developmental screeners
- ☐ Other, please explain.

**30. The Department launched the Developmental Screening Initiative in 2021. Various data is necessary to monitor and evaluate the statewide impact of developmental screenings on child outcomes.**

| | |
|---|---|
| Number of children screened using a developmental screener. | 398 City Seats |
| Number of children who were *at-risk* in one or more developmental domains. | 112 |
| Out of the children determined *at-risk,* how many were referred for a formal evaluation? | 32 |
| Out of the children determined *at-risk*, how many families denied a formal evaluation? | - |
| Out of the children *referred for evaluation*, how many children were identified as needing additional services? | 23 |

## PROGRAM PARTNER SIGNATURES

**Include signatures from each program partner demonstrating they have been engaged in the planning process and approve the plan.**

**DOCUMENT UPLOAD SECTION Please provide program partner signatures to indicate their engagement in the planning process and approval of the 2023-2024 Coordinated Enrollment Plan. Other acceptable documentation are *digital signatures* and emails from program partners stating approval of plan.**