2024-2025 COORDINATED ENROLLMENT PLAN TEMPLATE

Community Network Lead Agencies (CNLAs) are required to execute a coordinated enrollment process. CNLAs will engage all program partners to develop and submit a coordinated enrollment plan to the Louisiana Department of Education (LDOE) 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 2024-2025, the CNLAs will need to apply for a Coordinated Enrollment Waiver. If you have questions or need assistance, please contact Brandy Morin at brandy.morin@la.gov or Brittney Cochran at brittney.cochran@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 CNLA 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, 2023-2024 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	*10*	*761*	*1085*	*1343*	*1618*	*2624*
Number of Families on the Waitlist	*0*	*162*	*321*	*305*	*217*	*288*
Is there an Access Gap? Yes or No	*No*	*Yes*	*Yes*	*Yes*	*Yes*	*Yes*

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
Other: burden of documentation requirements for families and timeline of announcement of state-funded seats

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

In Orleans, as in many parishes across the state, there is a notable disparity in access to affordable childcare. The younger the child, the more pronounced the gap between the demand for accessible care and the available options. While eligible PK4 (Pre-Kindergarten 4) and some PK3 (Pre-Kindergarten 3) students often have choices for publicly funded or subsidized care, the demand for access for children from birth through 2 years old is exponentially higher than the opportunities available to them.

Data has shown that English-language learners (including immigrants), homeless families, and students with disabilities experience similar challenges. Despite being prioritized in enrollment lotteries, these families do not constitute a sizable portion of publicly funded childcare seats. Transportation is an additional barrier that compounds challenges for many of these families.

Additionally, Orleans Parish families experienced access challenges due to the timeline of announcement of state-funded seats and associated burden of documentation requirements since Early Childhood Education Fund (ECEF) and CCAP B-3 seats were announced after the current program year began and after families had submitted their enrollment application and documents. Due to this, we had to retroactively collect documentation which presented administrative challenges for families and the network.

Other factors to be noted are work attrition, lack of qualified staff in the early childhood sector, and differences in enrollment eligibility requirements that prevent an application from being completed in a timely manner.

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

To address these gaps, NOEEN (New Orleans Early Education Network) and NOLA-PS have implemented a plan to coordinate an enhanced information campaign specifically targeting hard-to-reach populations. Also, efforts were made to expand and leverage existing initiatives that inject new funding into the youngest age groups. The CCAP-B3 grant, ECEF funding, the local City Seats program, and the millage campaign are examples of initiatives used to drive new funding. The goal is to bridge these accessibility gaps and ensure that all children, regardless of age or demographic, have equitable access to quality early childhood education. Also, Agenda for Children has been in communication with LDOE this year to discuss ways to overcome administrative burdens experienced with the rollout of ECEF and CCAP B-3.

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

Yes, children receive priority placement based on the admissions structures of their preferred programs, complying with all relevant local, state, and federal regulations. Common admission priorities for birth to four-year-old programs include consideration for students with disabilities, siblings of current students, and those residing in a designated geographic area. Additional priorities may involve the continuation of students from a related program or a matrix addressing needs-based criteria such as a child's at-risk status or socioeconomic disadvantage, for those students applying to Head Start programs.

Except for programs tailored for gifted and talented or disabled children, all free or subsidized Early Childhood Education (ECE) seats incorporate income and/or employment-based requirements. This entails a comprehensive paperwork and verification process for enrollment. For families facing challenges such as employment commitments, literacy issues, or lack of reliable transportation, this application and verification process can present a significant hurdle to securing an ECE seat.

6. Will the CNLAs 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 CNLAS use a tuition sliding scale based on income?

- Yes
- No

Certain PK4 programs implement a sliding scale. The PK4 Tuition Policy restricts programs from imposing tuition rates exceeding LA4 rates. The PK4 Tuition Policy states the guidelines for charter schools in Orleans Parish that provide PK4 Tuition seats with LA4 seats. The guidelines align with the state LA4 requirements, the NOEEN Coordinated Enrollment Framework, and Orleans Parish School Board (OPSB) Policy H, Charter Schools.

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

Our network has effectively combined private funding, local municipal funding, and state funding to enhance enrollment and increase the availability of publicly funded seats for children aged birth to three. On January 10, 2024, we received confirmation from the City of New Orleans Mayor's Office that $23,674,959 will be allocated to the provision of early childhood seats and services for the 2024-25 program year, an amount that is eligible for a dollar-for-dollar state match through the Early Childhood Education Fund.

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 information campaign is aimed at equipping families with essential details on enrolling their children in the NOLA-PS Common Application Process (formerly One App). Our campaign introduced a user-friendly website to facilitate an easy-to-use application completion by guardians. The website's content includes documents for verification, supported by a comprehensive checklist. The website also includes an updated application guide created to provide families with access to information on each available school choice and aids in making an informed decision about their preferred programs. To enhance accessibility, instructional videos guiding the step-by-step process of creating and enrolling students were uploaded to YouTube.

NOLA-PS collaborated with Clover (formerly Kingsley House) and Total Community Action, Inc., both of which are Head Start grantees in the city, to offer enrollment support and informational sessions for families. Additionally, partnerships were established with local childcare centers, universities, the Urban League, and Our Voice Nuestra Voz to co-host family night events focused on enrollment. A texting campaign was launched to effectively engage with early childhood families and assist them through the verification process. Lastly, we collaborated with the Mayor's Office of Youth and Families, New Orleans Recreational Department, New Orleans Public Libraries, and the mayor's social media channels to broaden our reach to the community.

The Power Coalition for Equity Justice is canvassing neighborhoods to socialize millage updates with voters and families, including information about enrollment opportunities. In addition, our early learning center providers contribute extensively to the campaign and ensure families are educated about the information necessary to complete an enrollment application.

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.*

https://fb.watch/pGryjclDRH/

https://enrollnolaps.com/siteuploads/nola/17_pdf_2_23-407-001-nola-ps-application-guide_fnl.pdf

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 click on the following link:
Attendance and Engagement Resources - NOLA Public Schools

The link above gives families access to resources including mental health, food, housing instability, 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. Food distributions are conducted in various locations around the city.
	Total Community Action, Inc.	TCA's mission is to reduce poverty in our community through collaboration with other agencies and by providing human services, experiences, and opportunities that assist individuals with low income to achieve economic security. Food distributions are arranged in various parts of the city to ensure families have direct access to address their food insecurity.
	NOLA Public Schools	New Orleans Public Schools recognize food insecurity as a crucial factor in learning and can contribute to poor student attendance and inability for students to engage in learning activities. In addition to school meals, we rely on community partners to provide additional support needed to address food insecurity.
Foster Families Housing Instability	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
Mental Health	Family Solutions of Louisiana (FSL)	FSL is a community-based mental health rehabilitation agency in Mid-City New Orleans. FSL provides services to children, adolescents, and adults within the home, school, and/or office setting. FSL provides crisis intervention, community integration, case management services, psychiatric evaluation and medication management, psychosocial rehabilitation services, and outpatient therapy for children, adolescents, and adults.

		Crescent Community Outreach (CCO)	CCO is a community-based mental health rehabilitation agency in New Orleans East. CCO provides mental health services to children, adolescents, and adults within the home, school, and/or office setting. CCO provides community supportive counseling, psychosocial rehabilitation services, crisis intervention and management, medication management and psychiatric evaluation services for all clients.
		National Child and Family Services (NCFS)	NCFS is the wraparound facilitating agency for New Orleans and surrounding parishes. NCFS provides wraparound services for families of children who have complex behavioral health needs and are either in or at risk of out-of-home placement. (e.g., foster homes, group homes, juvenile detention facilities, psychiatric hospitals, residential treatment centers) NCFS facilitators assist families with connecting to mental health agencies within their community, parent support, youth support, independent living skills building, and short-term respite services.
	Workforce Development	The Youth Empowerment Project (YEP)	The Youth Empowerment Project (YEP) offers two programs that are a great fit for youth who are struggling to be successful in traditional school settings between the ages of 16-24. • **YEP Works** is a work-based learning program for youth who are either disconnected from school or enrolled in alternative or non-traditional educational programs. Program helps graduates progress into employment, internships, postsecondary education, and advanced training programs. • **YEP Educates** is an adult education program that provides high school equivalency test preparation and basic instruction to out-of-school youth. The program helps students enroll in postsecondary education and secure financial aid.
		The New Orleans Career Center	The New Orleans Career Center (the Career Center) is a nonprofit initiative providing high school and adult students access to career and technical education training and academic coursework to earn industry-based credentials (IBCs) for employment in high-wage, high-demand industry sectors.
		Liberty's Kitchen	Liberty Kitchen provides pathways for New Orleans young people to create and achieve their vision of success. Food–at the heart of our city's economy, culture, and future–is our chosen vehicle for change.

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.

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.*

Every early childhood program or school is featured with an individual profile page on the enroll NOLA-PS website. The pages outline the programs' admissions criteria, eligibility criteria, school contact information, program philosophy, and additional relevant information. The profile pages also include the most recent program performance data, with a direct link to the program's Louisiana School and Center Finder page, referred to as the "Report Card."

https://nola.explore.avela.org/

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
Childcare Resource and Referral Agency	Community health clinics	Businesses
Court Appointed Special Advocates (*CASA*)	Dental office	Community action group
Foster care and adoption associations	Health and food agencies (*e.g., public health units for Medicaid and WIC, food banks, etc.*)	Faith-based partners
Homeless shelters or transitional housing	Home visiting programs	Non-profit or service leagues (*Lions Club, United Way, YMCA, etc.*)
Library	Pediatrician offices	Philanthropic partners
Parent organizations (*e.g., Families Helping Families, Center on Autism & Related Disorders CARDs*)	Mental health service office	Publications (*e.g., BR Parents, Country Roads, etc.*)
Public Housing Authority	Tulane Mental Health Consultation (*TIKES*)	

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

  - Urban League of Greater New Orleans
  - TrainingGrounds
  - Head Start Grantees
  - Charter Management Organizations
  - New Orleans Public Libraries
  - City of New Orleans
  - Campaign for Grade Level Reading (GLR)

- United Way of Southeast Louisiana (UWSELA)
- Louisiana Policy Institute for Children (LPIC)
- Power Coalition
- Collaborative for Early Childhood Research (CECR)
- NOLA CARES
- Local Media
- Early Learning Center Providers

12. Indicate whether the strategies listed below are part of your current enrollment and 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 support for *children with disabilities, delays, or suspected of having a disability* are in various languages.
- All enrollment materials are provided to families in their home language.

DOCUMENT UPLOAD SECTION for informational materials provided to families about children with disabilities, delays, or suspected of having a disability (e.g., parent communications, brochures, etc.). *NOTE: This section is a placeholder for what to expect on the JotForm.*

Child Search Flyer page-001 (4).jpg

Child Search Flyer page2.jpg

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

- 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.

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.*

- 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 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.*

Homeless Assistance Enrollment.pdf

234_parentposter_eng_color (2)_9484.pdf

parentposter_sp_color.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 c*hildren in foster care* are in various languages.

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.*

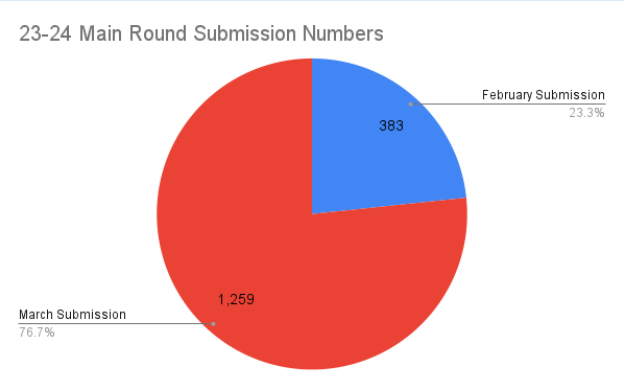
Homeless Assistance Enrollment (1).pdf

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

We are measuring success by examining campaign statistics across all our platforms, including local editorials, targeted email initiatives, and relevant streaming platforms. On the various local stations, our ad is expected to garner 814,640 impressions spanning approximately 2 and a half

months. On social media, our ad is expected to garner 3.9 million impressions during the same time span.

So far, this performance has translated to a submission of 1207 applications in less than a month compared to the 383 after the entire first month of the last cycle.



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.

The campaign included various updates to enhance communication including billboards placed strategically in the metro area, radio ads in multiple languages, television, social media ads (Facebook, Instagram, Twitter, etc.). For example, we used the digital billboard for multiple periods. We asked the company to run them so one ran its allotted 8 seconds and the next nearest one ran the next 8 seconds. The goal was to increase the time spent looking at our ad. We also used smaller poster billboards in Tremé (1 poster) and the Gentilly/Chef Hwy (2 posters) areas for multiple periods. We allotted one poster billboard to be in Spanish and it was decided based on neighborhood demographics it would be one of the Chef Hwy posters.

We received feedback that the website was difficult to navigate. There were several links to PDFs that were only in English. We enhanced our website to include user-friendly videos, an updated application guide and useful tools to assist families with successfully completing the application, submitting documents and next steps after verification. Most of the information from the PDFs were placed directly on the Birth-4 page and the Birth-4 FAQ page so families could utilize the website's translation functionality. The website was also upgraded to translate information in multiple languages.

The next phase of the campaign was launched with the hope of accomplishing four goals:

- Drive applicants to enroll in the NOLA PS early learning program, filling all publicly funded seats available to enable New Orleans' children to succeed.
- Increase infant enrollment.
- Increase non-English speaking enrollment.

- Improve public perception and awareness of the program to extend the millage.

To accomplish these goals, we are taking 5 significant steps:

- We introduced the new NOLA PS Early Learning brand into the market to build awareness and anticipation for Main Round enrollment.
- We launched a targeted enrollment blitz campaign in Orleans Parish during the Main Round phase.
- During the current Open Enrollment, we targeted neighborhoods with children 5 and under in the home around centers with capacity/open seats.
- With the assistance of Family Connect and insight from Los Angeles Unified School District (LAUSD)'s Born to Learn campaign, we plan to target expecting families to boost infant enrollment based on behavior retargeting: purchased prenatal vitamin, diapers, formula, researching baby items, looking for childcare, etc.
- We are also targeting non-English speaking communities near centers.

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?

- Network-level determination

16. Describe the eligibility determination procedures.

The eligibility determination procedures include using the required documentation for each funding source and placing families on waitlists according to the funding source they are eligible to receive. The Avela system used for family applications is equipped with a smart logic that determines eligibility based on specific questions answered by families. Families are provided information detailing the documents that must be submitted to the Avela system, and once the documents are submitted, Student Enrollment Coordinators (SECs) verify the application. The family who has submitted the correct documents move to the "verified" status and all appropriate waitlists. Families who need to submit additional documents and/or information receive follow-up communication within two days.

During the main round, all families who have successfully submitted a complete application move on to be considered for seat placement based upon their eligible funding sources and the waitlist selections they have chosen during the application; families can choose up to eight choices. Via the Avela system, the rules of eligibility place families on waitlists consistent with their eligible funding sources.

During open enrollment, families who did not submit an application or did not receive placement in the main round, can still receive placement. To receive placement in open enrollment the appropriate documentation is still required.

A challenge we have encountered in the verification process is that many families do not submit the required documents on the first try; we frequently provide direct support to families to ensure documents are uploaded correctly. We are currently working on implementing an enhanced verification process that will aid in increasing the amount of completed verifications, resulting in more placements for families.

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

- All the time

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

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.

Waitlist.PNG

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.

The latest enhancements contain heightened efficiency achieved via online document collection and review. Additionally, we have integrated texting features to enhance our support for families. We have redesigned the application to seamlessly incorporate document collection into the application process. This redesign has also introduced the option for families to conveniently upload documents by taking pictures with their mobile devices, streamlining the document submission process.

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.

The centralized enrollment process in New Orleans is orchestrated across all programs and seats that receive public funding, spanning from birth through twelfth grade. This process is administered collaboratively by NOLA-PS, Agenda for Children, and NOEEN. The online-only application utilizes Salesforce CRM technology and is the gateway for students applying to enter or transfer into publicly funded programs.

For families seeking enrollment in publicly funded early childhood programs, the procedure involves several steps. First, families 1) complete their application and submit documents with especially important

key requirements such as age, income, and residency. Following this, they 2) submit their preferred childcare choices, prioritized according to their initial eligibility determination. Subsequently, families are asked to provide documents for verification of their initial eligibility screening.

If eligibility undergoes changes, families are prompted to resubmit their childcare choices accordingly. Conversely, if eligibility remains unchanged and is successfully verified, the family's application is considered both complete and valid.

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.

237_Waitlist_6795.PNG

21. Explain the procedures for matching families to their preferences and, when necessary, refer families to other available options.

The matching process considers several factors, including the annual submission of available seats by schools, the total number of applicants, the rankings assigned by applicants, and their priority for admission to the programs they have ranked. The lottery is executed through deferred acceptance algorithm software, weighting based on each program's specific admissions priorities. These priorities encompass considerations such as students with disabilities, siblings of current students, individuals residing in the designated geographic area, and students experiencing homelessness or in foster care, among other criteria. Families are referred to other available options if they are not provided a seat based on their choices selected. We currently employ strategies to assist with filling open seats that provide families with information on other choices available outside of what they have selected. Keeping family choices a priority. This strategy is successful in communicating availability, but if families choose to wait for other options, we recognize that programs must continuously recruit families to apply for their programs.

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?

Documents are now directly uploaded to the student record within the enrollment system, enhancing accessibility for all center and program partners. While most programs utilize these uploaded documents, some, like Head Start Centers, may request a more recent copy of verification paperwork. Head Start Centers typically seek recent employment and income documentation, depending on the verification date. This practice ensures that seats are allocated to families in greatest need and residing in Orleans Parish. Families are informed of the possibility of providing updated verification paperwork during registration. Any changes in circumstances may impact eligibility, potentially rendering a family ineligible to proceed.

Furthermore, standard registration documents often overlap with those collected during verification, such as parent identification and birth certificates. This streamlines the registration process and ensures the necessary information is readily available.

The step-by-step process used during registration, particularly in ensuring a seamless transition from the application process to the registration process, can be outlined as follows, elaborating on the 4-step application guide provided to families:

Exploration and Selection:
Families begin by using resources like Explore NOLA-PS Early Learning Centers to research and make a list of their top early learning centers.

Document Preparation:
Families prepare all necessary documents for the application. This step is crucial to be approved for a free seat. Documents may include proof of residency, income verification, child's birth certificate, etc.

Completing the Online Application:
Families visit EnrollNolaPS.com to complete their NOLA-PS Early Learning Online Application. During this step, they submit the previously prepared documents and choose their preferred early learning centers from the list they made in step 1. Avela, our online system, is user-friendly and capable of storing uploaded documents securely. This reduces the need for families to resubmit the same documents.

Seat Acceptance and Waitlist Management:
Once the application is processed and verified, families receive notification about their child's placement. Families need to formally accept their seat and manage any waitlisted choices.

Ensuring Seamless Transition from Application to Registration:

- **Centralized Document Management:** The lead agency utilizes a centralized system where documents uploaded during the application process are securely stored and easily accessible during registration, eliminating the need for resubmitting the same information or documentation.
- **Clear Communication:** We provide clear instructions and support throughout the process. This includes guidance on how to access and use the online system, and assistance for families who might face technical challenges.
- **Feedback and Continuous Improvement:** Regular feedback is sought from families to identify any hurdles or redundancies in the process. The system is continually refined based on this feedback to ensure a smooth and efficient experience.

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.

Documents are submitted via a new online process that connects the documents directly to the student record in our enrollment system. Information provided by parents is used to track user experience and continuously improve the family experience.

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).

https://enrollnolaps.com/

24c. Early Steps Coordinator Contact

Tomorow Fondal (Tomorow.Fondal@la.gov)

Holly Bell (hbell@laeasterseals.com)

24d. Child Find/Child Search Contact

504-304-4988

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

504-264-1287 TIKES@tulane.edu

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

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

238_Homeless Assistance Enrollment (1)_9017.pdf

238_literacy-activities-for-families-(spanish)_9832.pdf

238_parentposter_eng_color (2)_9350.pdf

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 support that is 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 childcare program, pre-K to kindergarten, Early Steps (Part C) to Early Intervention (Part B))**

We facilitate transitions from Part C to Part B through active involvement in transition meetings. These meetings are scheduled directly with parents by the Early Steps Family Service Coordinator. For children enrolled in Head Start Centers, we actively participate in annual meetings organized by various Head Start entities to disseminate information about our program.

For newcomers to the program, we ensure that information about our services is provided at the initial screening and subsequent evaluations. Team members work to prepare parents for the next steps in their child's educational journey. To assess developmental milestones, we employ various screenings, including the ASQ-3 which is the primary developmental screening tool utilized.

Our outreach strategy involves disseminating information throughout the community. This includes participation in events such as Open Houses, back-to-school fairs (sponsored by organizations like Urban League, UTNO, etc.), and engagements with other community groups. We extend our reach to pediatricians' offices and early learning centers as part of our community networking efforts. Our approach aligns with 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.

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.

In accordance with LDOE's adoption of the ASQ-3 and ASQ-SE as universal screeners, NOEEN has supported the distribution of both tools to early learning providers in Orleans Parish.

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.

Provider MOUs for City Seats, Early Childhood Education Fund (ECEF) or "State Match," and CCAP B-3 stipulate that providers screen all children enrolled in one of these publicly funded seats are screened with the ASQ within 45 days of program entry and that programs support families with appropriate follow-up and referrals.

29. How is the community network engaging families in the Developmental Screening Initiative? Check all that apply.

- Develop enrollment procedures to include developmental screenings with families including teaching families how to complete the screening (enrollment events or open house)
- Provide educational materials to family's 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.

In addition to the ASQ screenings referenced above, the Orleans Parish Ready Start Network, Agenda for Children, on behalf of NOEEN, has partnered with Training Grounds. For the 2024-25 program year, Training Grounds will provide access to developmental screenings and support for families in Orleans Parish by providing ASQ screenings and support to families, providing at least four public developmental screening events, providing additional comprehensive developmental screenings for children identified as "at risk," and providing support services with Training Grounds' Autism Spectrum Support Group to families identified with children on the Autism Spectrum.

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

Since the community network was not required to collect screening data, we do not have access to accurate numbers for the whole network. However, Agenda for Children in its capacity as the Orleans Parish Ready Start Network partnered with the Health Education Alliance of Louisiana (HEAL) to conduct ASQ screenings at 10 sites in the network. The data are shown below but are not representative of the entire Orleans Parish network.

Developmental Screening Ages Birth-2	
Number of children screened using a developmental screener.	14
Number of children who were *at-risk* in one or more developmental domains.	4

Out of the children determined *at-risk,* how many were referred for a formal evaluation to Early Steps?	N/A
Out of the children *referred for evaluation*, how many children were identified as needing additional services?	N/A
Developmental Screening Ages 3-5	
Number of children screened using a developmental screener.	45
Number of children who were *at-risk* in one or more developmental domains.	6
Out of the children determined *at-risk,* how many were referred for a formal evaluation to the local school system?	N/A
Out of the children *referred for evaluation*, how many children were identified as needing additional services?	N/A

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.

Link to Program Partner Signatures