Introduction

The Tangipahoa Early Childhood Community Network serves 27 child care centers, 14 school sites, and 8 Head Start centers. Currently, 1,581 at-risk students are enrolled in programs. Public school serves 784 at-risk students, child care serves 290, and Head Start serves 507. In the past three years, the number of students served has increased, but not by a drastic number.

The Tangipahoa Early Childhood Community Network’s overall CLASS score falls in the proficient range (5.17). In the past three years, the Performance Profile Score has fluctuated, both increasing and decreasing by .08 or less. The current score reflects an increase by .07 from the previous school year. All public school sites’ Performance Profile scores are in the high-proficient range (5.48). Both Head Start and child care centers’ Performance Profile scores are in the proficient range, 4.99 and 5.11 respectively.

Although the Network’s Emotional Support, Classroom Organization, and Emotional and Behavioral Support scores are in the high-proficient range for all site types, the Instructional Support and Engaged Support for Learning scores fall in the Approaching Proficient range for each site type. This indicates a need for additional professional development in these particular areas.

The strengths of the Network include an increased awareness for the need of professional development. Planning for intentional, explicit professional development regarding the implementation of high quality, Tier I curriculum as well as professional development regarding the CLASS tool has been a focus during the past year.

Monthly network meetings are a strength by serving as technical support for directors. These meetings provide sessions such as “Directors’ Tips” for CLASS, “Directors as Instructional Leaders,” “Resources to Utilize in the Classroom,” and “Coaches’ Corner” where strategies are shared regarding the use of the CLASS tool to increase achievement.

The Network’s support from the Child Care Resource and Referral Agency, Volunteers of America (VOA), has been a great addition through their participation in Network meetings, offering weekend trainings, and coaching within centers, but additional coaches are needed to provide modeling activities, Tier I implementation guidance, and support for teachers.

The Network’s weaknesses fall in Instructional Support and Engaged Support for Learning as indicated by the CLASS assessment tool, scoring “Approaching Proficient” in both domains.
There are also a limited number of coaches to effectively reach all of the classes in need. The Network, through braided funds, employs two full time coaches, and an additional coach who divides duties between Network responsibilities and Title I.

Another weakness is full participation in the Network. Many sites consistently have representation in meetings, but several rarely participate. This prevents centers from receiving the professional development strategies and requires additional work for the coaches and or coordinator to disseminate information to individuals not participating.

Finally, not all sites have curriculum. A plan is being created to assist centers in utilizing the state curriculum initiative and SRCL funds to provide curriculum to all classrooms. A challenge for centers is the initial payment of the curriculum. Many do not have the means to make the initial purchase then wait for reimbursement.

**Guiding Statements**

**Vision:** Paving the way for early learners-cradle to Kindergarten

**Mission:** Teaching children to learn in quality, birth-5 classrooms, preparing them for independent, productive lives.

**Strategic Plan**

**Goal 1:** Every Tangipahoa Early Childhood Community Network classroom will implement quality curriculum by 2023.

- Use SRCL funds to purchase Tier I curriculum.
- Utilize the state’s curriculum initiative purchase program.
- Elicit curriculum sponsors.

**Resources:**

**Existing:**

- SRCL funds
- VOA/state curriculum initiative

**Needed:**

- Curriculum sponsors
- Additional grant funding to complete each class with curriculum

**Performance Metrics:**

The outcomes would be measured by the total number of curriculum reported at each site through either the Performance Profile or Teaching Strategies GOLD.
Goal 2: Increase quality instruction by increasing overall CLASS scores in each classroom by .5 for veteran teachers and .2 for novice teachers by 2023.

- Provide professional development geared to Instructional Support and Engaged Support for Learning
- Provide coaching at each site. Sites will be tiered to indicate level of support needed.
- Yearly financial compensation for teachers whose performance profile CLASS scores fall within the following proficiency ranges:
  - Pre-K-bonus
    - $100  At or over 5.25
    - $200  At or over 5.75
    - $300  At or over 6.00
  - Toddler bonus
    - $100  At or over 5.5
    - $200  At or over 5.8
    - $300  At or over 6.1
  - Infant bonus
    - $100  At or over 5.75
    - $200  At or over 6.00
    - $300  At or over 6.25
- Provide director training for instructional leadership and mentoring
- Mentors and lead teachers will complete CLASS observer training
- Provide an incentive for sites participating in the Community Network and training (supplies, additional mentoring/training, and funds when available).

Resources:

Existing:
- Head Start mentors, Education Specialists
- Network coaches
- Lead Agency and SRLC funds for professional development
- VOA (Volunteers of America) coaches and professional development opportunities
- Title I funds for professional development

Needed:
- Funds to support guest trainers
- Funds for teacher stipends to attend professional development
- Funds for CLASS observation trainings
- Funds to offer incentives for participation in the Community Network
- Funds for CLASS bonuses

Performance Metrics:
The outcomes would be measured by CLASS scores, sign-in sheets from professional development activities, and teacher retention data.

**Goal 3:** By the end of 2023, expand access and enrollment to early learning for children aged birth-three in quality centers by 20%

- Apply for the Preschool Development Grant
- Increase Coordinated Enrollment Activities
- Explore Early Head Start Funding
- Survey sites to determine number of open seats
- Analyze data to determine area in need to meet the demand for seats.

**Resources:**

**Existing:**

- Coordinated enrollment activities and flyers
- Head Start is currently a community partner
- Some centers have expressed interest in adding three year old seats and have open space to accommodate the increase
- Get Ready funds
- Chrysalis online application system

**Needed:**

- Preschool Development Grant
- New website to launch Coordinated Enrollment campaign and highlight early learning options.
- Social media resources to assist with the information campaign

**Performance Metrics:**

Increasing access and enrollment would be measured using child count and the online application program, Chrysalis.

**Goal 4:** Increase parent accessibility, involvement, and awareness of resources in Tangipahoa Early Childhood by May, 2023.

- Launch a new website, highlighting Early Childhood resources
- Increase advertisement strategies to include disseminating flyers in libraries, doctor’s offices, hospitals, rural health clinics, Early Steps, etc.
- Host parent orientations/workshops that include resources for parents as well as opportunities for becoming involved at their children’s sites
- Use social media as an information outlet for Coordinated Enrollment activities

**Resources:**

**Existing:**
- Get Ready funds
- Parent advocates and care-givers
- Tangipahoa Parish School System Family Services Center
- Southeastern Louisiana University partnership

**Needed:**

- Community partner participation (libraries, doctor’s offices, etc)
- Social media outlets
- Funds for advertising

**Performance Metrics:**

Parent involvement would be measured by the number of visits to the Early Childhood website as well as sign-in sheets from parent involvement activities and workshops.