

Terrebonne Parish Network Blueprint

T-PIECE

Terrebonne Partners in Early Childhood Education



ACCESS · QUALITY · FAMILY · COMMUNITY

May 5, 2021

T-Piece Analysis of the Current State 2020-2021

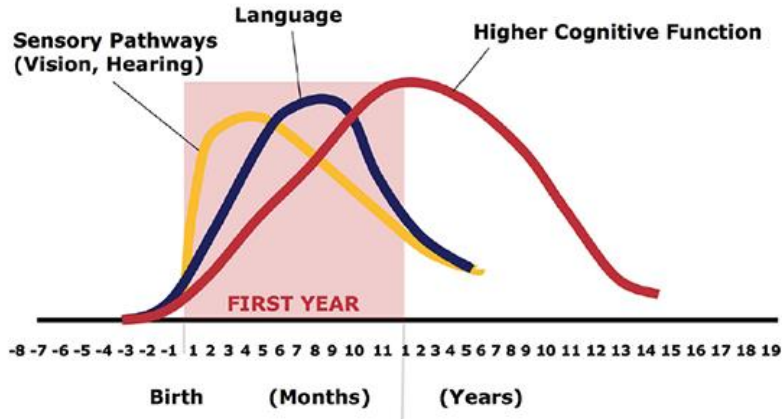
T-Piece (Terrebonne Partners in Early Childhood Education) is a network comprised of the following early childhood partners: (18) Public Schools with (57) Pre-K classrooms, (5) Head Start locations with (10) total classrooms, and (14) Type III Early Learning Centers with a total of (67) classrooms.

Currently 901 eligible four-year-old children are being served in Public Pre-K, Head Start, and Early Learning Centers. 148 eligible three-year-old children are being served in Head Start and Early Learning Centers. 65 eligible two year olds, 51 eligible one year olds, and 42 eligible infants are in Early Learning Centers. Since the inception of the Network, the majority of families with eligible four year olds choose Public Pre-K, families of eligible three year olds choose Head Start and Early Learning Centers, and all other eligible families choose Early Learning Centers. The enrollment numbers during covid decreased; however, it has stabilized creating a waiting list of families in need of childcare. The Network's Head Start and Public Pre-K sites scored in the Proficient and High Proficient ratings on the Performance Profiles for the 19-20 year with the exception of 3 Public Pre-K sites that scored in the Excellent range. The majority of the Early Learning Centers in the Network scored Approaching Proficient (6) with 2 sites scoring Proficient and 2 scoring High Proficient. The main strength of the network is access to quality seats in public pre-k and in Head Start. The access and quality to seats in Early Learning Centers as well community partnerships would be considered a shortcoming. At this time T-Piece has no birth to three seats at zero cost to families in early learning centers.

During 2020, the network has made progress towards our goals. In order to engage more families, the Ready Rosie program was implemented in all public prekindergarten classes. In addition, an instructional coach has been hired and is currently participating in trainings as well as virtually coaching in all early learning centers. New Tier 1 curriculum has been acquired and distributed to centers as well as professional development on the curriculum. There is now high quality curriculum in 100% of the early childhood classrooms within our network. Our efforts to make progress on all goals is ongoing.

Human Brain Development

Neural Connections for Different Functions Develop Sequentially



Source: C.A. Nelson (2000). Credit: Center on the Developing Child

Brains are built over time, from the bottom up -Center on the Developing Child, Harvard University

The graphic above shows the importance of a strong foundation for children birth to five. When in a high quality setting, connections in the brain become stronger. Children's future success depends upon early experiences. When there are low quality experiences it can lead to a fragile foundation. Ready Start Terrebonne's vision is to build study foundations for all children to make investments in their future.

VISION:

Terrebonne Partners in Early Childhood Education: "A network where all children, ages birth to five, have access to high quality educational settings."

MISSION:

The mission of Terrebonne Partners in Early Childhood Education is to prepare all students to be ready to learn in Kindergarten by providing quality educational and nurturing settings for all birth to age five children and setting a foundation for future success.

Goal 1:

To increase access to early childcare seats in Terrebonne Parish by 20 % over 5 years.

Strategies:

- Collaborate with community stakeholders to invest in facilities.
- Work with existing Type III early learning centers to open second locations and/or new classrooms.
- Apply for new state and federal funding opportunities available to the network such as the B-3 seats and the supply building and access expansion grant.
- Have conversations with Type I and Type II early learning centers about the opportunities when becoming Type III.

Resources:

- Existing:
 - Current Type III early learning centers and directors
 - Current Type I and II early learning centers and directors
- Needed:
 - Community stakeholders
 - New facilities
 - New funding

Performance Metrics: Waiting list of families in need of childcare

Goal 2:

By the end of the 2024-2025 school year, to increase overall quality by increasing the number of sites scoring Proficient or Higher from 87% to 100%.

Strategies:

- The Early Learning Coach will offer monthly trainings to all program partners on CLASS (infant, toddler, and pre-k), Frog Street, and Conscious Discipline.
- The network will provide professional development opportunities for all partners annually.

Resources:

- Existing:
 - CLASS trainers in pre-k, toddler, and infant
 - Tier I curriculum
 - Technology
- Needed:
 - Funding for continued training for the Early Learning Coach
 - Attendance at the SPLASH Frog Street Conference

Performance Metrics: CLASS Scores and the Performance Profile Ratings

Goal 3:

To support all families in the community with children between birth to age five with an interactive family engagement program. By the end of the 2024-2025 school year, our goal will be to enroll 80% of families whose children are enrolled in one of the network's programs and at least 150 families who are keeping their children at home.

Strategies:

- Encourage families to participate in ReadyRosie by working with program and supporting partners. (Example: WIC office, Social Security Office, Local Library, etc.)

Resources:

- Existing:
 - Program partners
 - Supporting partners
 - Subscription to ReadyRosie
- Needed:
 - Advertisement
 - Additional supporting partners
 - Professional development for ReadyRosie

Performance Metrics: Reports embedded into the Ready Rosie program.

Goal 4:

By the end of 2024-2025 school year, community communication efforts between all partners including supporting partners will be increased.

Strategies:

- The Lead Agency will gather information from partners to include in the monthly network newsletter. The newsletter will highlight best practices, promote developmentally appropriate practices and positive management procedures. This will be shared with the community increase awareness of early childhood opportunities.
- The Lead Agency will create a website and Facebook page.

Resources:

- Existing:
 - Early Learning Coach
 - Technology
- Needed:
 - New supporting partners
 - Communication lines between the Lead Agency and new partners