



Ready Start Tangipahoa Early Childhood Community Network Blueprint

Introduction

The Ready Start Tangipahoa Early Childhood Network serves 43 child care early learning centers, 15 school sites, 7 Head Start centers, and 3 family child care sites. There is one new center, Emmanuel Seventh-Day Adventist Church, that opened in June, and a new Head Start Center that opened in November. Each of these sites, excluding the new Head Start, will be participating in the accountability system for the 2025-2026 school session. As of October 1, 2025, 2,895 children were enrolled in Ready Start early childhood education programs.

Ready Start Tangipahoa's overall network performance score is 5.73 (High-Proficient), an increase of .15. Two public schools performed in the Excellent range of 6.00 or better, while thirteen public school sites' scores fell in the High-Proficient range of 5.25-5.59. This represents an increase from the previous school year, with all public schools performing at least high-proficient or better.

There is one Excellent Head Start, five High-Proficient (5.25 or higher), and 1 proficient center (4.5 -5.24) in the network. Four Head Start centers experienced growth while three declined. Child care performance includes 11 Excellent (6.00-7.00) sites, 24 High-Proficient sites (5.25-5.99), 7 Proficient sites (4.5 -5.24), 1 Approaching Proficient site (3.75-4.49), and 0 Unsatisfactory sites. Of the 3 family child care sites, 2 scored in the Approaching Proficient range while one scored in the High-Proficient range.

The Network's Pre-K CLASS scores increased from the previous school year in the Emotional Support and Classroom Organization domains, with scores of "Excellent" in both. The Instructional Support Domain remained in the "Approaching Proficient" with a score of 4.44, but increased from 4.38.

The Network's Toddler scores increased to 6.21 from 6.06 in the Emotional and Behavioral Support domain, while the Engaged Support for Learning score remained in the "Proficient" range at 4.90, an increase from 4.63.

Finally, the Infant tool increased to the "Excellent" range, scoring a 6.14, an increase from 5.99. The Network strives for at least a "High Proficient" rating in all domains for each CLASS tool, but is placing an emphasis on the Instructional Support domain in the Pre-K tool as well as the Engaged Support for Learning domain in the Toddler tool. The goal is to increase Instructional Support to Proficient while increasing Engaged Support for Learning to High-Proficient.

The strengths of the Network include professional development activities and access to Early Childhood coaches. Public school teachers and paraprofessionals are required to complete at least 18 hours of professional development each year. The public school focus has been on Conscious Discipline, literacy, intentional center activities, small group instruction, and implementing tier I curriculum with fidelity, as intended. This year, See the Sounds Visual Phonics was implemented in order to increase phonemic awareness for children in public schools. The focus for Early Learning Centers for the 2025-2026 school year is CLASS, literacy, autism, behavior support, curriculum implementation, and SmartTeach.

Monthly Network meetings are a strength by serving as technical support for directors as well as professional development. These meetings provide sessions such as "Quality Time with Dr. Nikki," which provides director support in the area of instructional practices and curriculum implementation. During this session, directors learn how to monitor instruction and provide professional development for new and experienced teachers.

A session titled "Did you Know?" is included each month as well. This session is facilitated by a retired child care early learning center director who presents effective methods for running a business, as well as reviews Bulletin 137 to ensure directors stay aware of current licensing requirements.

Other strengths include Office Hours for both public school and early childhood teachers. Network personnel host weekly Office Hours for public school teachers and monthly Office Hours for early childhood teachers. During these Zoom presentations, coaches present instructional tips in the areas of language, literacy, math, centers, technology, and SmartTeach. Teacher attendance for Office Hours in both public schools and early learning centers has shown an increase this school session. Evidence of implementation of the strategies presented during Office Hours has been documented through learning walks and observations.

Finally, the Network's organizational structure is a strength. Network meetings are held monthly. Feedback is gathered from directors in order to guide planning to meet the needs of the directors. Ready Start Advisory Committee meetings are held bi-monthly to analyze Network data to determine next steps for acceleration, expansion, and growth. This committee is composed of Lead Agency staff members, a Head Start representative, as well as early learning

2/6/26

center directors. The committee makes recommendations to the Ready Start Board of Directors, who meet quarterly.

One network weakness falls in the Instructional Support domain of the Pre-K tool, as indicated by the CLASS score for this domain. Although access to Early Childhood coaches is a strength, there is a limited number of coaches to effectively support all classes in need. The Network employs 4 full-time coaches for the 242 public school and child care early learning center classrooms in the network. Although centers/schools as well as teachers are tiered for support, the demand for support is greater than the coaching availability.

In the past, the ability to purchase tier I curriculum has been a strength. However, due to the number of new centers and classrooms, the network was not able to purchase all of the requested curriculum.

Another weakness is full participation in the network by center directors. Many sites consistently have representation in meetings, but several rarely participate. This prevents centers from receiving professional development strategies and requires additional work for the early childhood staff members to disseminate information to individuals who choose not to participate.

Guiding Statements

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

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

Strategic Plan

Goal 1: Every new Ready Start Tangipahoa classroom will implement a high-quality curriculum each year by October of the current school year.

- Use PDG, and Ready Start funds to purchase tier I curriculum
- Utilize the State's curriculum initiative purchase program
- Utilize ECE matched funds to purchase tier I curriculum when available

Resources:

Existing:

- o Ready Start funds
- o PDG funds
- o VOA/state curriculum initiative
- o ECE Fund
- o State's literacy initiative for curriculum purchases

Needed:

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

Performance Metrics:

The outcomes will be measured by the total number of curricula reported at each site through either the Performance Profile or SmartTeach.

Goal 2: Increase the quality of instruction by increasing overall CLASS scores in each classroom by .5 for veteran teachers and .2 for novice teachers by May of 2026.

- Provide professional development geared towards Instructional Support, Engaged Support for Learning, and Early Language Support
- Provide coaching at each site. Sites will be tiered to indicate the level of support needed
- Financial compensation for teachers whose CLASS scores fall within the following proficiency ranges without Negative Climate (depending on funding availability).

****A 4.5 or better in every domain is required to qualify for a bonus****

- o Pre-K-bonus
 - \$300 At or over 5.5
 - \$500 At or over 5.75
 - \$750 At or over 6.00
- o Toddler bonus
 - \$300 At or over 5.75
 - \$500 At or over 6.0
 - \$750 At or over 6.25
- o Infant bonus
 - \$300 At or over 6.00
 - \$500 At or over 6.25
 - \$750 At or over 6.5
- Provide director training/Educational Support Specialist 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 (stipends, supplies, additional mentoring/training, when funds are available).
- Provide an Early Childhood Ancillary Certification program through a partnership with Northshore Technical Community College and Tangipahoa Parish School System.

2/6/26

Resources:**Existing:**

- Head Start mentors, Education Specialists
- Office Hours
- Network coaches
- Lead Agency and Ready Start funds for professional development
- VOA (Volunteers of America) coaches and professional development opportunities
- Title I funds for professional development
- Northshore Technical Community College/TPSS partnership through the TPSS Advanced College and Career Center

Needed:

- Funds to support guest trainers/speakers
- Funds for sustaining teacher stipends to attend professional development
- Funds to offer incentives for participation in the Community Network
- Funds for sustaining CLASS bonuses
- Funds to sustain the mentor program for Education Support Specialists
- Funds for high school student stipends for work experience hours

Performance Metrics:

Outcomes will be measured by CLASS scores, sign-in sheets from professional development activities, and teacher retention data.

Goal 3: By the end of 2026, expand access and enrollment to early learning for children aged birth-three in high-quality centers by 5%.

- Expand teacher preparation program partnerships with higher education institutions for high school students (juniors/seniors) and graduates
- Generate local funds to supplement tuition for seats
- Increase Coordinated Enrollment Activities
- Increase workforce through recruitment and retention initiatives
 - Host job fair events at high schools and local higher education institutions
- Explore Early Head Start Funding
- [Apply for the United Way Alice Pathway to Prosperity Request for Proposal](#)
- Utilize SchoolMint Enroll online application system to recruit families and track applications

Resources:

Existing:

- Coordinated enrollment activities and flyers
- Head Start is currently a community partner
- Ready Start Funds
- SchoolMint Enroll online application system
- Website (readystarttangi.com), highlighting Coordinated Enrollment campaign and early learning options.
- Social media accounts advertising the enrollment campaign and resources
- Partnership with the Tangipahoa Parish Advanced College and Career Magnet Center
- Partnership with Northshore Technical Community College
- LDOE's CCAP and CCAP B-3 program
- Tangi Tots
- Tangi Tots Plus

Needed:

- New partnerships with businesses and community organizations
- Additional funding to expand the Tangi Tots program
- Develop a partnership with Southeastern Louisiana College of Education

Performance Metrics:

Increasing access and enrollment will be measured using Child Count and the online application program, SchoolMint Enroll. To measure the effectiveness of the workforce early childhood ancillary certificate program, the number of ancillary certificates awarded will be used.

Goal 4: Increase parent accessibility, involvement, and awareness of resources in Ready Start Tangipahoa by May, 2026.

- Maintain the Ready Start website, highlighting Early Childhood resources
- Increase advertisement strategies to include disseminating flyers in libraries, doctors' 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
- Partner with the Office of Innovation to be included in community, business, and parent presentations
- Use social media as an information outlet for Coordinated Enrollment activities
- Continue the "Ready Start Read," a program where every new child born at North Oaks Medical Center receives a book and literacy development packet
- Once Upon a Time in the Park Early Childhood Event- March 21, 2026.
 - o Christy Gray will be available for ASQ-3 and behavioral health support

- o Southeast Community Health System will attend and present information regarding the Early Childhood Support Services Program

Resources:

Existing:

- Ready Start Funds
- PDG Funds
- Parent advocates and caregivers
- Southeastern Louisiana University partnership
- Social media outlets
- Ready Start Tangipahoa website, readystarttangi.com
- Marketing for programs and events

Needed:

- Community partner participation (libraries, doctors' offices, etc.)
- An increased number of coalition members to assist in [elevating Early Childhood Education as an essential foundation-building program for lifelong learning](#)
- Funding to sustain "Ready Start Read"

Performance Metrics:

Parent involvement will be measured by the number of visits to the Ready Start Tangipahoa website, Facebook, and Instagram pages, as well as sign-in sheets from parent involvement activities and workshops.

Families also have access to a survey through Ready Start Read, where they can provide feedback regarding the literacy packet as well as indicate topics in which they would like to have more information.

Goal 5: Decrease adverse child behaviors by moving 80% of identified children from "intense intervention required" to "stable/monitoring" by the end of the 2025-2026 school year.

- Support teachers with strategies to utilize with children exhibiting adverse behaviors
- Work directly with children to teach replacement behaviors
- Provide professional development for teachers in the area of mental health and behavior management

Resources:

Existing:

- Ready Start Funds
- PDG Funds
- Ready Start Tangipahoa Early Childhood Behavior Interventionist
- Tangipahoa Parish School System [Itinerant Teachers and Social Worker](#)

- 4 itinerant teachers check-in on behavior intervention students at their assigned schools/centers and reinforce proactive strategies.
- 1 social worker to provide social skills training for specific students, as needed.
- Child Search through Tangipahoa Parish School System
- Early Steps
- Conscious Discipline training for public school and early childhood teachers
- LASARD
- Southeast Community Health System

Needed:

- Ongoing funding for training and Early Childhood Behavior Interventionist
- Increased awareness of the resources provided by Southeast Community Health System.
- Funding to maintain LASARD
- Parent informational trainings

Performance Metrics:

Classroom removals will be tracked in public schools, child care, and Head Start. Tracking will be conducted using site-based discipline tracking documents. The Early Childhood Behavior Interventionist will collect data using referral documents as well as track progress through case monitoring.

2/6/26