Tangipahoa Pre-K Expansion Experience
Year 1: One Pre-K Expansion Class

Benefits:
• Allowed relationship building with directors and teachers.
• Offered high-quality instruction to students
• Gave parents a choice on a traditional public school or a diverse delivery setting
• Centers were able to use funds for improvement
• Parents have a before/after care resource without children being transported
Year 2: Three Pre-K Expansion Classes

Benefits:
• Allowed more students the opportunity to participate in high-quality programs.
• Allowed more centers to make improvements and purchase curriculum
• Encouraged networking among the Pre-K Expansion centers and teachers
• Made professional development a focus point
Coaching Benefits:

- Intentional job-embedded coaching
- Model lessons, video lessons, informal CLASS observations and feedback
- Instructional resource for teachers
- CLASS resource for the center and teachers
- Fosters relationships between public school and child care centers, building respect among stakeholders
Program Summary

- Ultimately ensures more at-risk students participate in quality programs in order to be ready for kindergarten
- Gives parents choice
- Helps to improve the over-all center
- Assists centers in offering Tier I curriculum
Lafayette Parish Early Childhood Community Network
Mini Lesson
“Networking with Neighbors”
Setting SMART Goals

Select
- As a group, select a Network Goal topic to “tackle.”

Reflect
- Individually reflect on the prompts and provide a response for each.

Discuss
- Discuss each prompt as a group, allowing all members to share.

Share
- Prepare a GOAL to share with the whole group.
Call Tree

- Leadership Team Members
  - Divided 65 sites between 15 members
- Personal Reminders of Meetings
  - Setup for other times if needed
Text Group - REMIND

- Free Access to Text/App
  - Send Quick Reminders
- Personal Reminders of Deadlines/Events
  - Setup for other times if needed

Voluntary Enrollment
Public Network Calendar

Checkpoint: GOLD Winter

Wednesday, Feb 28, 2018

UPCOMING CHECKPOINT - TEACHING STRATEGIES GOLD
The second GOLD checkpoint must be completed by February 28. Teachers and administrators should begin finalization of the winter checkpoint approximately two weeks in advance of this deadline in order to be sure documentation for every child has been entered and that objectives have been assigned a level.

www.teachingstrategies.com

Lafayette Early Childhood Community Network

Network Office Closed - Easter Holiday
Team Drive –
Shared Resources
Network Guide for Administrators

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Rapides Parish School District

Cindy Rushing, Early Childhood Coordinator
Patti Jo Pearson, Early Childhood Facilitator
Christa Mayo, Early Childhood Instructional Coach
<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
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<tbody>
<tr>
<td><strong>2015-2016</strong></td>
<td><strong>2016-2017</strong></td>
<td><strong>2017-2018</strong></td>
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<tr>
<td>35 Child Care Centers, Head Start, Early Head Start, 4 Preschool Expansion Grant Classes in Diverse Delivery, Public Pre-K</td>
<td>35 Child Care Centers, Head Start, Early Head Start, 5 Preschool Expansion Grant Classes in Diverse Delivery, Public Pre-K</td>
<td>35 Child Care Centers, Head Start, Early Head Start, 5 Preschool Expansion Grant Classes in Diverse Delivery, Public Pre-K</td>
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<tr>
<td><strong>Training/PD on Monday nights from 6-9 pm in Instructional Support, TSG, and Conscious Discipline</strong></td>
<td><strong>Training/PD on Monday nights from 6-9 pm in Instructional Support, TSG, and Conscious Discipline, CLASS MMCI for Pre-K lead teachers</strong></td>
<td><strong>Training/PD on Monday nights from 6-9 pm in Instructional Support, TSG, and Conscious Discipline, CLASS MMCI for Pre-K lead teachers, CLASS Infant Pilot</strong></td>
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<tr>
<td>2 Instructional Coaches hired through PEG funds</td>
<td>Additional Instructional Coach hired with Title I funds</td>
<td>3 Instructional Coaches</td>
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<td>Built relationships through helping teachers with TSG; Got to know teachers and directors and gain trust; Once we formed relationships, we were able to coach them in CLASS; In the past, we would find out about new teachers when we went back to the center. Now, the director calls to inform us and schedule coaching.</td>
<td>Being in a large, spread out parish with centers and schools 60 miles apart, we learned we need to be a team and coach at any center in the area. Moved from on the surface, guarded conversations to open, honest discussions about what can CLASS</td>
<td>Strengthened individualized coaching and trainings for all centers/schools; coaching/modeling in classrooms, group and individual trainings during rest time, practice observations, restructuring classrooms, intensive technical support with Teaching Strategies GOLD, coaches attend local observation feedback sessions to help lead teachers begin the action plan immediately to impact student growth.</td>
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Collaboration With Schools

• Early Learning Centers and Public Schools collaborate with field trip opportunities.

• Early Learning Centers and Public Schools collaborate with implementation of Tier 1 Curriculum with fidelity.

• Special activities are held at both the Early Learning Centers and the Pre-K classrooms housed in schools to strengthen the transition from an Early Learning Center to an elementary school.
Collaboration Within the Early Learning Centers

• Preschool Expansion teachers support other lead teachers in the Early Learning Centers with knowledge, shared activities, and resources.

• Intensive coaching is provided for all classrooms in the Early Learning Centers as well as the Preschool Expansion Grant teachers.

• Preschool Expansion Grant classrooms are used as models for other Early Learning Centers in the network to send lead teachers to observe and take back strategies to improve quality of interactions in their own class.
Agenda for CHILDREN
...a voice for Louisiana’s children and families

1. School Partnership
2. Intensive Coaching
3. Lesson Planning