Ready Start Calcasieu

Blueprint



February 1, 2020

**Introduction**

Ready Start Calcasieu is made up of a diverse group of education providers, in the City of Lake Charles, Sulphur, Dequincy, and Iowa. In addition to our education providers, we have existing partnerships with community organizations that provide support programs and resources to our network. Our 75 sites and community partners have worked together to implement the five key strategies identified by Act 3 of the 2012 legislature to ensure that more children enter kindergarten ready to succeed.

Ready Start Calcasieu seeks to build on the progress already being made. More than half of Calcasieu Parish 3rd grade students are scoring Mastery and Above on ELA exams, which is up 18% from 2015-2016. While 70% of students demonstrate Kindergarten readiness according to Desired Results Developmental Profile-Kindergarten (DRDP-K) scores, nearly 45% of students entering Kindergarten are starting behind their peers in literacy, a key indicator for future success[[1]](#footnote-1).

Ready Start Calcasieu brings together partners to continuously improve the quality of and access to early childhood opportunities in their community. We are driven by local data and context to:

1. develop intentional plans,
2. secure and weave together resources; and
3. implement creative solutions.

To that end, Ready Start Calcasieu submits the following Blueprint for early childhood education.

 **Calcasieu Early Childhood Landscape**

The most recent data available (2017-2018), shows that Calcasieu’s network served 1,927 publicly funded children (birth through age five) in child care, Head Start, public school, and non-public school. Calcasieu Parish serves 65% of the 4 years old at risk population in our area, but only 10% of the birth to three years old.

In terms of quality, in 2017-2018, 83.6% of the 32 sites were reported at the proficient level or above. Quality has increased since the start of early Childhood Performance Profile ratings began in 2015. A childcare survey conducted in 2019 found that teacher turnover was a significant challenge to quality, and teachers desire more intensive coaching.

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| --- | --- | --- | --- | --- |
| **2018-2019 LDE data estimates** | **Infant** | **One year olds** | **Two year olds** | **Three year olds** |
| **At-risk population** | 1,796 | 1,796 | 1,796 | 1,796 |
| **Number served** | 23 | 88 | 134 | 506 (28%) |
| **Number served in “high quality” sites** | 16 | 69 |  93 | 486 (27%) |

Data shows there are opportunities for growth in both access and quality to ensure all of Calcasieu Parish’s young children are ready for Kindergarten. Although improvements have been made and more children have been served in recent years in the birth to three range, Ready Start Calcasieu seeks to close the remaining gaps. Despite a less significant gap, current efforts are aimed to address the quality and access gap at the three years old age range first. This is due to the number of three-year classrooms in our community with teachers with ancillary certificates or higher certifications.

**Guiding Statements**

Vision: Ready Start Calcasieu will build a collaborative, supportive network that actively engages with a variety of community partners in order for every child in Calcasieu Parish to start Kindergarten ready for success and continue on to graduate from high school.

Mission: The mission of Ready Start Calcasieu is to develop the capacity of families, communities, and public and private agencies to provide continual improvement and access to quality care for all of Calcasieu’s youngest residents birth to age five that ensures they enter school healthy and ready to succeed.

**Strategic Plan**

**Goal 1: By 2022, 90% of the sites in Calcasieu Parish will have an overall rating of proficient or higher through increased professional development and strategic coaching cycle.**

* Use data-driven coaching process to increase quality through tiered coaching and goal setting.
* Increase offerings of professional development training to include more evening and weekend group professional development sessions.
* Use tiered approach to regularly evaluate sites’ growth and needs and monitor progress through CLASS data portal, LDOE Data tool kits, Data Binders, and Data walls.
* Reward teacher and site growth and increase coaching cycle intensity where needed based on progress monitoring.

Resources:

* Existing: Coaching Cycle and process, professional development schedule with weekends and evening trainings for group coaching, regular data chats to monitor progress.
* Needed: Increase coaching staff, increase offerings of evening and weekend professional development training, and deepen coaching cycles.

Performance Metrics: Increase in quality early childhood education as measured through CLASS scores, teacher credentials, the number of teachers trained or participate in coaching activities, the number of programs that are highly proficient.

**Goal 2:** **Diversify and increase funding for early childhood education**

* Recruit local stakeholder/business leaders to be partners and spokespersons that increase collaboration and financial support at local and state levels.
* Understand the funding and resource gaps in Calcasieu Parish.
* Identify funding opportunities (i.e. philanthropic, local millage campaign, corporate fundraising, Parish resources, etc.).
* Leverage stakeholders and business leaders to conduct outreach to target funders.

Resources:

* Existing: Community Agencies and Some Area Businesses are Members of the current Governing Board.
* Needed: Data to show the supply and demand gaps and how funding can fill those gaps. Understanding of new data sources (i.e. Parish resources, libraries, local businesses, etc.). A cadre of partners committed to leverage and raise new funding sources for early childhood.

Performance Metrics: New funding, new funders

**Goal 3: By 2022, 50% of the Calcasieu Parish’s at-risk 3-year old population will have access to a high-quality childcare.**

* Use data kits provided by LDE and local data surveys to analyze data to determine existing high quality three-year old seats.
* Work with governance body on obtained data to create a strategic plan to recruit and encourage existing high quality sites to increase their seat access for three year olds through extended community partnerships.
* Apply for additional seats through coordinated funding request.
* Advertise to recruit three year olds to enroll in the newly opened Ready Start Calcasieu expansion seats.

Resources:

* Existing: LDE data kits and Calcasieu data that shows site performance and number of children served.
* Needed: Increased three-year old seat capacity, request additional seats through LDE funding request, advertisement of new seats

Performance Metrics: Increase in partnerships with local businesses to increase seats and participate with Ready Start Calcasieu Initiative, advertisement, and filling of new seats

1. As measured by Fall 2018-2019 Literacy Assessment Performance (DIBELS, STEEP, or STEP) [↑](#footnote-ref-1)