

# **Rhode Island Early Learning Council Meeting**

Wednesday, December 9, 2015

Rhode Island Foundation

## **Agenda**

Time	Agenda Item	Lead
11:30-11:45	<b>Welcome, Opening Remarks, and Meeting Overview</b>	Elizabeth Burke Bryant Ken Wagner
11:45-11:50	<b>Legislative Update</b>	Elizabeth Burke Bryant
11:50-12:05	<b>Children's Cabinet Report</b>	Ken Wagner  Dacia Read, Policy Director, Rhode Island Children's Cabinet
12:05-1:00	<b>Draft Early Learning Council's Comprehensive Plan and Recommendations/NGA Planning Process</b> <ul style="list-style-type: none"><li>• Overview of Recommendations</li><li>• Brief reflections from Department Directors</li><li>• Discussion</li></ul>	Leanne Barrett
1:00-1:45	<b>Updates</b> <ul style="list-style-type: none"><li>• RTT-ELC Sustainability</li><li>• Rising Stars Campaign</li><li>• BrightStars Enrollment</li><li>• Biennial Child Care Plan</li></ul>	Melissa Emidy  Deb Anthes  Karen Beese
1:45-1:55	<b>Public Comment</b>	Public Participants
1:55-2:00	<b>Next Steps</b>  <b>Next Early Learning Council Meeting:</b> March 23, 2016, 11:30-2:00 p.m. Save the Bay  <b>2016 Council Meeting Schedule:</b> Note calendar in packets	Ken Wagner

# DRAFT - Rhode Island Early Learning Council Comprehensive Plan and Recommendations 2016-2020



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## ROLE OF THE EARLY LEARNING COUNCIL

Rhode Island's Early Learning Council was formed in June 2010 according to the guidelines for State Early Care and Education Advisory Councils outlined in the 2007 federal Head Start Reauthorization Act. The Council is made up of XX key leaders representing all the sectors of the early learning and development field and is co-chaired by the Commissioner of Education, Ken Wagner, and by Elizabeth Burke Bryant, the Executive Director of Rhode Island KIDS COUNT, an independent children's policy and research organization.

The Rhode Island Early Learning Council's overarching goal is "to expand access to ensure that more children, particularly from low-income and vulnerable families, participate in high-quality early learning programs, including high-quality child care (both center-based and family child-care homes), evidence-based family home visiting, Head Start, Early Head Start, Rhode Island State Pre-K, Early Intervention, preschool Special Education, and Kindergarten through Grade 3 public education." To achieve this goal, the Council works to facilitate the development and sustainability of high-quality systems of early learning and development programs serving children from birth through age 8, with the goal of improving school readiness and success in school. In this role, the Council has developed an updated **Comprehensive Plan and Recommendations** to achieve established goals and targets in four focus areas:

- Expanding Access to High Quality Programs
- Improving Program Quality
- Developing and Sustaining an Effective Early Care and Education Workforce
- Improving Early Learning and Child Development Outcomes

The Council's Comprehensive Plan establishes a shared vision and a coordinating framework for the early care and education system in Rhode Island and promotes the use of data, outcomes, and indicators of progress to inform decision-making at the state agency, program, and provider levels.

### Sub-Committees

The Early Learning Council reviews progress toward the goals in the Comprehensive Plan and develops recommendations for policies and strategies to help the state achieve these goals. The Council also reviews and provides advice and support to the state and other stakeholders regarding new opportunities (e.g. new federal funding opportunities, partnerships with philanthropy, etc.). The Council has established four Sub-Committees to provide more in-depth review and analysis of progress, strategies and opportunities and to develop draft recommendations, as needed.

Early Learning Council Sub-Committee	Sub-Committee Co-Chairs
Access to High Quality Programs	
Program Quality Improvement	
Effective & Sustainable Workforce	
Early Learning & Development Outcomes	

## **Young Children with High Needs**

The Rhode Island Early Learning Council's recommendations are made with the goal of improving outcomes for all children, with a particular attention to improving outcomes for Young Children with High Needs. Young Children with High Needs include:

- children from low-income families (under 200% FPL)
- children who have developmental delays or disabilities
- children who have behavioral or mental health challenges
- children who have been victims of child abuse or neglect (including children in foster care)
- children in non-English speaking families who are likely to live in or near the poverty line and may have difficulty accessing programs to support their children's learning and development
- children who have experienced homelessness

## **Core Activities**

The Rhode Island Early Learning Council is responsible for the following activities required as a State Advisory Council for Early Care and Education under the 2007 federal Head Start Reauthorization Act:

- Conduct periodic statewide needs assessments concerning the quality and availability of early childhood education and development programs and services, including an assessment of the availability of high-quality pre-kindergarten services for low-income children in the State
- Identify opportunities for, and barriers to, collaboration and coordination among Federally-funded and State-funded child development, child care, and early childhood education programs and services, including collaboration and coordination among State agencies responsible for administering such programs
- Develop recommendations for increasing the overall participation of children in existing Federal, State, and local child care and early childhood education programs, including outreach to underrepresented and special populations
- Develop recommendations regarding the establishment, implementation and use of a unified data collection system for public early childhood education and development programs and services throughout the State
- Develop recommendations regarding statewide professional development and career advancement plans for early childhood educators in the State
- Assess the capacity and effectiveness of 2- and 4-year public and private institutions of higher education in the State toward supporting the development of early childhood educators, including the extent to which such institutions have in place articulation agreements, professional development and career advancement plans, and practice or internships for students to spend time in a Head Start or prekindergarten program

- Make recommendations for improvements in State early learning standards and undertake efforts to develop high quality comprehensive early learning standards, as appropriate.
- Meet periodically to review any implementation of the recommendations and any changes in State and local needs

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## Development of the Comprehensive Plan & Recommendations

The Rhode Island Early Learning Council's first strategic plan was adopted in December 2012 and included many of the state's Race to the Top-Early Learning Challenge grant (2012-2015) targets and strategies as well as priorities identified by the Council's subcommittees. Rhode Island has a long history of collaborative planning and reform in the early childhood sector. Its public and private sector leaders have a proud tradition of working together to develop strategic priorities and accomplish important goals, including the **Starting Right** child care system plan, the **Successful Start** early childhood systems planning initiative, the **BrightStars** Quality Rating and Improvement System Steering Committee, the **State Pre-K** Exploration and Design Committees, the **Race to the Top – Early Learning Challenge** initiative, and the **Infant and Toddler Policy Priorities** initiative among other efforts.

In 2015, Governor Gina Raimondo was selected to receive technical assistance from the National Governor's Association to develop a **comprehensive and aligned state plan to support the learning and development of children birth through age 8**. The Governor identified a Leadership Team, acting as an *ad hoc* committee of the Rhode Island Early Learning Council, to guide the effort to update the Council's strategic plan.

The leadership team developed the following guiding principles to inform the work:

- **Comprehensive, holistic and inclusive of children from birth through age 8.** School readiness and continued success requires attention to children's early learning and development across all developmental domains, from birth through third grade. A seamless, comprehensive and coordinated 0-8 Early Care and Education system should be part of a continuum of high-quality education and supports, from cradle to college and/or career. It should include home visiting, Early Head Start, Head Start, State Pre-K, Early Intervention, Preschool Special Education, child care, and K-3; and include critical infrastructure components – licensing, BrightStars, professional development, higher education, developmental screening, etc.
- **Coordinated, aligned, and outcome-focused across agencies.** An intentional focus is needed to improve coordination between Birth-K and K-3 programs and policies, and enhancing linkages between Early Care and Education and health and family support programs and policies to create a seamless 0 – 8 early childhood system. Elements include learning standards, assessment systems, family engagement strategies, data systems, transition strategies, and strategies to promote workforce effectiveness. Collaborative interagency governance is critical to improving coordination, maximizing resources, eliminating gaps and duplication, ensuring accountability and achieving outcomes.
- **Focused on expanding access and increasing quality**— Improving school readiness outcomes requires ensuring access to high quality early childhood early childhood programs that promote learning and development. Sustaining school success outcomes requires ensuring that all children have access to a high quality K-3 education (and beyond).
- **Universal and targeted, with a focus on equity and diversity.** School readiness of all children is a priority, but some children (and their families) need additional support to buffer against risk and

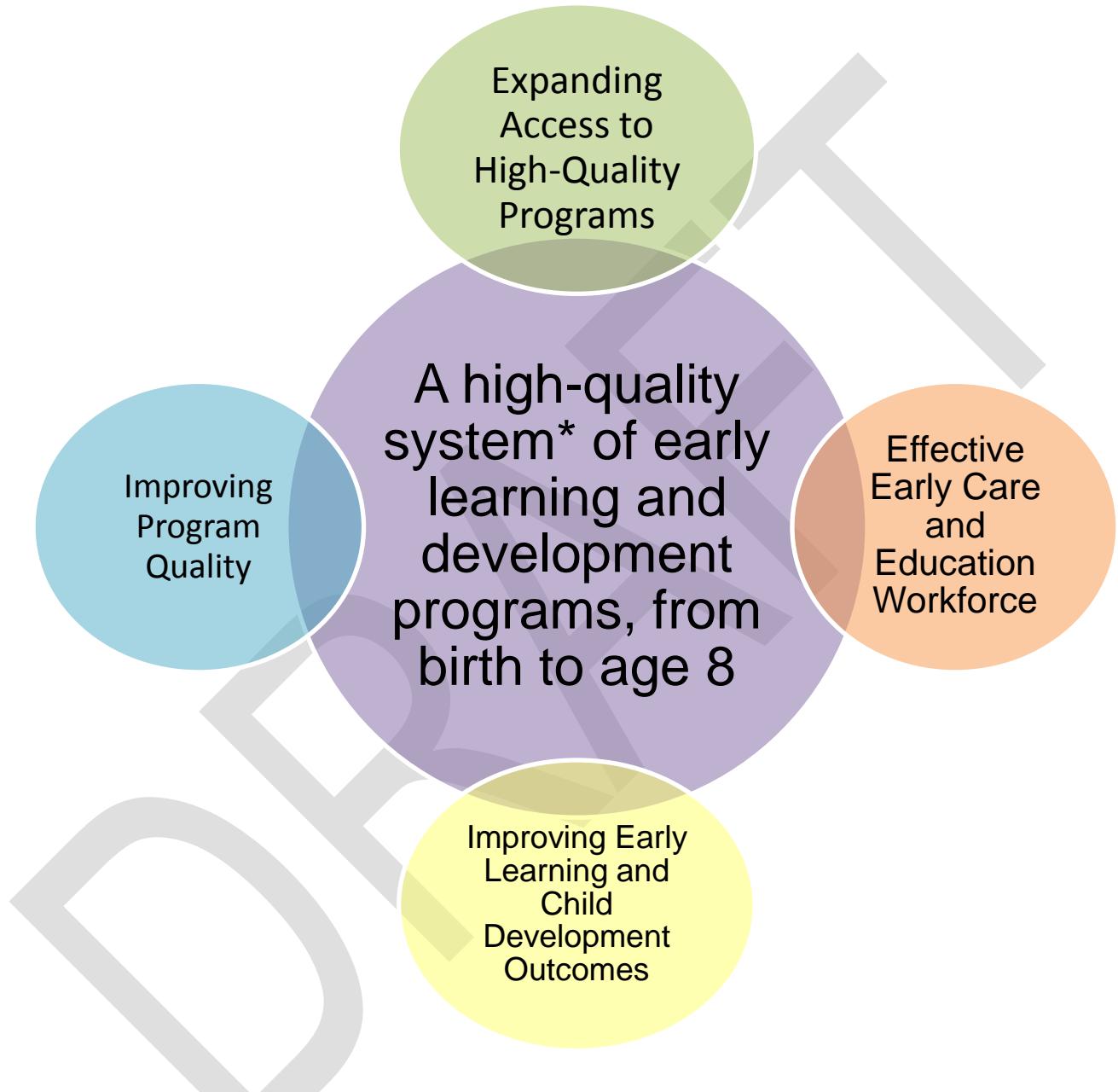
overcome barriers. Particular attention is needed to meeting the unique needs of, and ensuring equitable outcomes for, children in low-income families and communities, children who are dual language learners (primarily because most live in poverty), and those who have high needs due to disabilities, developmental challenges, homelessness or who are involved in the child welfare system.

- **Inclusive of multi-generation strategies.** Early Care and Education approaches are uniquely suited to include strategies that support better workforce outcomes for low-income adults (parents), while improving high-quality care and learning opportunities for their children (for example, the state's Child Care Assistance Program is an essential two-generation strategy to help low-income workers move up the economic ladder and to provide high-quality early learning and out-of-time experiences for children.)

The NGA Birth through Grade 3 Leadership Team, an ad hoc committee of the Early Learning Council, worked with the Council's existing subcommittees to update and develop new goals, targets, and strategies as presented in this Comprehensive Plan. In addition to the goals and strategies presented in this Comprehensive Plan, the Leadership Team also identified two important areas for reform that will be considered by the newly re-convened **Rhode Island Children's Cabinet**:

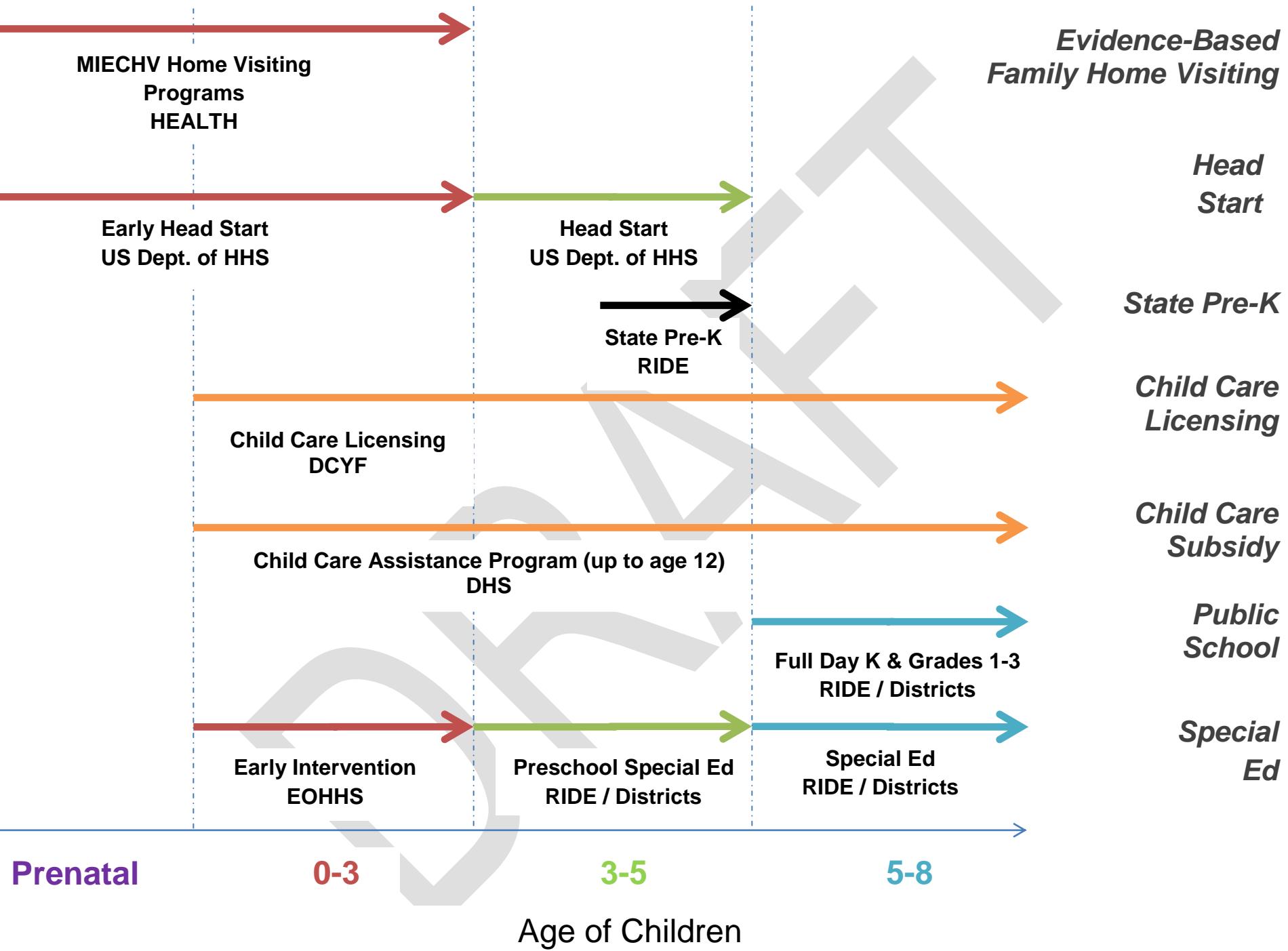
- **Provide coordinated and strong leadership and governance for Early Care and Education (Birth through age 8) across state agencies:** Promote informed, collaborative, and coordinated decision-making to maximize impact and promote continuous improvement.
- **Improve the well-being of families with young children, birth through age 8, particularly children and families with high needs:** Adopt a holistic approach to family support that promotes child development, supports parents in their dual roles as parents and wage earners, and considers the well-being of the family as a whole. Specific recommendations include:
  - Improve family economic security to reduce the percentage of young children who live in poverty.
  - Establish and maintain a comprehensive and clear list of supports and services for children and families birth through age eight
  - Improve coordination of referrals and case management for vulnerable families across state agencies and programs.
  - Implement universal screening and treatment for maternal depression and parent psycho-social issues (prenatal through early childhood)
  - Expand supports and services to improve parenting skills
  - Expand effective two-generation programs and services that promote improved outcomes for children and parents.

## RHODE ISLAND EARLY LEARNING COUNCIL FOCUS AREAS



\*Rhode Island's Early Care and Education System must have intentional linkages to systems that support the health, economic security, and well-being of children and families. Systems should recognize and support the importance of children's development in the context of culture and supportive relationships with parents and other family members and caregivers.

# Rhode Island's Early Learning & Development System



## **OBJECTIVES AT A GLANCE (Summary here)**

- A. Expanding Access to High-Quality Early Learning and Development Programs, particularly for Children with High Needs**
- B. Improving Program Quality**
- C. Developing and Sustaining an Effective Early Care and Education Workforce**
- D. Improving Early Learning and Development Outcomes for Children**

## A. Expanding Access to High-Quality Early Learning and Development Programs, particularly for Children with High Needs

**Goal:** Increase participation in high-quality early learning programs for children birth through age 8, particularly children with high-needs

### Child Care Assistance Program Enrollment (birth through age 12)

Baseline	Current	2016 Target	Recommended 2020 Target
7,708 (2011)	8,991 (2014)	10,000	14,000

Draft High-Priority Strategies:

- Make the “Exit bill,” cliff-effect prevention policy permanent
- Implement tiered reimbursement so more programs will serve CCAP children with high quality care
- Adopt higher reimbursement rates for infant slots
- Increase/restore eligibility to 225% of FPL
- Remove or narrow the child support enforcement and asset tests currently required for eligibility since they are not federally required and create added paperwork
- Officially de-link the hours of employment from the hours a child can be in childcare so families have more flexibility and can potentially access higher quality programs
- Reduce/eliminate the required minimum of 20 hours of work before a family can access childcare assistance
- Allow more people participating in higher education and workforce training programs to receive childcare assistance

### Early Head Start Enrollment

Baseline	Current	2016 Target	Recommended 2020 Target
519 (2011)	539 (2014)	800	800

### Head Start Enrollment

Baseline	Current	2016 Target	Recommended 2020 Target
2,342 (130 state funded) (2011)	2,295 (130 state funded) (2014)	2,972	2,972 (400 state-funded)

Draft High-Priority Strategies

- Legislation to restore state funded Head Start slots
- Improved messaging and communication:

- Head Start is a type of preschool and works together with the state funded Pre-K program, to serve 4 year olds
- Showcase how Head Start works with vulnerable populations and clarify those services
- Head Start and the state Pre-K program both serve the same broad population. Head Start focuses exclusively on lowest income/most vulnerable population
- Advocate for increased federal money for expansion
- Learn from the Early Head Start-Child Care Partnership and potentially expand the partnership if we can show Congress that the program is successful and has a meaningful impact on vulnerable children
- Connect Early Head Start to home visiting programs by establishing cross referrals and sharing resources

## State Pre-K Enrollment

Baseline	Current	2016 Target	Recommended 2020 Target
<b>108 (2011)</b>	<b>594 (2015)</b>	<b>504</b>	<b>1,080</b>

### Draft High-Priority Strategies

- Continue to implement State-Pre K expansion plan as a categorical program within the state's education funding formula
- Implement the federal Preschool Expansion Grant to reach target of 1,080 children enrolled by 2017-2018
- Complete program evaluation to show improved child outcomes based on program participation
- Communication and messaging with state decision makers about the importance of the state Pre-K program
- Coordinate and use joint communication efforts to recruit and enroll children in both Head Start and state Pre-K programs.
- Engage in federal advocacy to continue funding for state Pre-K programs
- Build capacity for expanded programs (community and district leadership, overall program quality, qualified teaching staff, building facilities)
- Ensure that RIDE's statewide assessment of public school facilities include specific attention to the availability and need for Pre-K classrooms in public schools within the diverse delivery system expansion plan (public schools and community-based programs). Focused attention should be paid to the high-poverty communities identified for Pre-K expansion

## Early Intervention

### Referrals of Maltreated Children from DCYF

Baseline	Current	2016 Target	Recommended 2020 Target
<b>65% (2011)</b>	<b>89% (2014)</b>	<b>100% (2016)</b>	<b>100% (2020)</b>

### Early Intervention Status Updates of Maltreated Children Referred by DCYF or First Connections

Baseline	Current	2016 Target	Recommended 2020 Target
N/A	N/A	N/A	<b>100% (2020)</b>

### Draft High-Priority Strategies

- Develop communication protocols with DCYF about EI participation in evaluation and services, including formalizing the feedback loop.
- Review and update protocols to ensure biological and/or foster parent consent is not a barrier for participation in evaluation or services.
- Develop clear messages and marketing materials that emphasize the value of EI as a child development intervention serving many different families across the state (not a DCYF program)

## Preschool Special Education

### *Enrollment in Preschool Special Education (% of population)*

Baseline	Current	2016 Target	Recommended 2020 Target
N/A	<b>8% (2014)</b> with 7% in the core cities and 9% in remainder of state	N/A	<b>11% (2020)</b> with 12% in the core cities and 9% in remainder of state

### *Access to Inclusive Early Care and Education Settings*

Baseline	Current	2016 Target	Recommended 2020 Target
<b>52% (2011)</b>	<b>43% (2014)</b>	85%	<b>85%</b>

### Draft High-Priority Strategies

- Increase developmental screenings to reach all children ages 3 to 5 and ensure children receive appropriate referrals to further evaluation and services
- Improve messaging and communication around access to and value of early childhood special education
- Increased access to high-quality early childhood education programs with integrated special education supports
- Increased training and supports for early childhood education classrooms so they will have the tools necessary to offer an inclusive setting for children with delays and disabilities and their families
- Ensure maltreated children ages 3 to 5 receive regular developmental screenings and eligible children have access to preschool special education services

## Full-Day Kindergarten Enrollment

Baseline	Current	2016 Target	Recommended 2020
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Baseline	Current	2016 Target	Target N/A
64% (2011)	88% (2015)	100%	

Note: State law now requires all school districts to offer full-day kindergarten by August 2016 so we anticipate meeting this target on time. As of September 2015, there are four districts remaining that need to implement universal full-day kindergarten: Coventry, Cranston, East Greenwich, and Warwick

## Evidence-Based Family Home Visiting

### *Enrollment in Evidence-Based Family Home Visiting*

Baseline	Current	2016 Target	Recommended 2020 Target
83 (2011)	869 (2015)	N/A	1,600

### *% Enrolled Prenatally in Evidence-Based Family Home Visiting*

Baseline	Current	2016 Target	Recommended 2020 Target
N/A	X% (2015)	N/A	80%

## Draft High-Priority Strategies

- Implement MIECHV grant to expand access to evidence-based home visiting programs. The RI Department of Health has been awarded grant funding to expand services to reach 1,600 families per year.
- Advocate for continued federal MIECHV funding
- Promote cross department/agency use of blended funding (DCYF, DHS, and Health) and coordination of resources to reach vulnerable families
- Increase public awareness/marketing for home visiting. Continue family recruitment campaign, “Love that Baby”
- Expand outreach to obstetricians in order to target expecting families and get them enrolled during prenatal visits
- Improve retention of families
- Extend home visiting to age 4 so more children can transition right into a high quality early childhood education program (Pre-K or Head Start)

## Chronic Absence Kindergarten-Grade 3

**Goal:** Reduce Chronic Absence for public school students in K-3

Baseline	Current	2016 Target	Recommended 2020 Target

<b>12% (2010-2011)</b>	<b>12% (2013-2014)</b>	<b>N/A</b>	<b>≤ 10%</b>
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### Draft High-Priority Strategies

- Continue to publicly report early chronic absence data statewide and for each school district
- Understand reasons for K-3 chronic absence at district and school levels
- Engage families and reach out early to understand and address chronic attendance problems
- Implement customized strategies at school and district level to reduce chronic absence. See strategies at [www.attendanceworks.org](http://www.attendanceworks.org) including transportation/safe walking routes, breakfast in the classroom, improved health practices in schools, provide more engaging after school programs and recess

## Consistent Participation in Early Learning Programs (birth through 5)

**GOAL:** Improve participation/retention rates in high-quality early learning programs

### Draft High-Priority Strategies

- Use data systems to monitor attendance and participation rates (e.g. no shows) in various early learning programs (home visiting, Early Intervention, preschool special education, Early Head Start/Head Start, child care, and State Pre-K).
- Develop and implement strategies within each early childhood system to improve attendance and participation rates, particularly for children with High Needs.
- Clarify CCAP policy to ensure children can attend child care programs during hours/days when their parent may not be at work.

## Targeted Strategies to Improve Access for High Needs Populations

### *Maltreated Children 0-8*

**GOAL:** Expand access to high-quality early learning programs for children who have been maltreated (including those in foster care)

**GOAL:** 100% of children 0 to 8 in foster care have a comprehensive education, learning and development plan created and managed by DCYF

**GOAL:** At least 50% of all children 0 to 5 who have been maltreated have a comprehensive education, learning, and development plan that is created and managed by DCYF

### Draft High-Priority Strategies

- The Comprehensive Education, Learning, and Development Plans will specify the program(s) in which that child is or should be enrolled, including:
  - Early Head Start/Head Start
  - Rhode Island State Pre-K
  - CCAP (high quality)
  - EI
  - Home Visiting

- Public School
- Special education PK-Grade 3
- Ensure regular and timely developmental screenings and appropriate referrals for interventions for all maltreated children 0-5.
- Ensure biological/foster parental consent for evaluation, treatment or services is not a barrier for children in foster care accessing needed early care and education services.
- Establish stable categorical eligibility to high-quality programs for CCAP children as they transition from biological families to foster families and back again.
- Maintain access to Head Start across different home settings.
- Change state Pre-K policy to allow high needs children to be prioritized for enrollment, including maltreated/foster children and homeless children

### ***Homeless Children***

**GOAL:** Improve access to high-quality early learning and development programs for children who have experienced homelessness

#### Draft High-Priority Strategies

- Use data systems to understand needs of homeless children and families and facilitate enrollment in high-quality early learning and development programs
- Establish categorical 12-month eligibility to CCAP for homeless children and facilitate enrollment in high-quality child care programs
- Ensure homeless and domestic violence shelters (and others who work with homeless families) are aware of existing categorical eligibility for Head Start and provide pathways to facilitate enrollment.
- Improve affordably housing options and housing stability for families with young children (Children's Cabinet)

### ***Children in non-English speaking families***

**GOAL:** Improve access to high-quality early learning and development programs for children from non-English speaking families

#### Draft High-Priority Strategies:

- Use data systems to understand children from non-English speaking families and that population's access to high quality ECE programs
- Develop outreach materials in Spanish and increase outreach to non-English speaking families to let them know about opportunities to enroll in high-quality programs to support children's learning and development.
- Increase the number of bilingual and native Spanish speaking ECE teachers
- Expand the availability of dual language programs (English/Spanish) for children in the core cities.

### ***Children with Developmental Delays & Disabilities***

**GOAL:** Improve access to high-quality early learning and development programs for children who have a developmental delay, disability, or challenging behaviors.

#### Draft High-Priority Strategies:

- Use data systems to understand children with IFSP/IEPs and the early learning and development programs they are enrolled in, including the quality of the programs.

- Identify barriers and resources available to early learning programs that need support to serve children with special needs and challenging behavior.
- Review and make any needed improvements to the Medicaid Kids Connect program as a support for programs serving children with special needs
- Develop partnerships among special education programs (EI and preschool special education), Kids Connect, and the mental health consultation program to ensure children with special needs have access to the highest-quality child care and early learning and development programs

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## B. Improving Early Learning and Development Program Quality for Children Birth through 8

**GOAL:** Improve the quality of early learning programs, particularly those serving children with high needs.

### Child Care Licensing

**GOAL:** Ensure child care licensing systems in Rhode Island enforce health and safety requirements and provide a consistent and stable foundation for program quality improvement.

**GOAL:** By November 2017, completed licensing inspection reports will be posted on a website for public review (required by new CCDBG regulations). By November 2016, the child care licensing office will provide an update to the Council and gather input about the website, including examples of inspection reports that will be posted.

#### Draft High-Priority Strategies

- Keep licensing regulations up to date (review and update every 3 years).
- Improve the effectiveness and consistency of licensing by developing transparent measurement protocols, supporting the licensing unit to enforce those protocols consistently, and collecting data on licensing compliance to inform program quality improvement strategies. The transparent protocols should be shared with programs so they can understand how compliance is measured and can self-assess to see if they are in compliance in preparation for licensing visits.
- Use data systems to monitor compliance history for child care and early learning programs
- Consider fines/negative consequences for noncompliance with important licensing regulations. Programs with several years of compliance could have reduced licensing fees.
- Implement differential monitoring with more visits to lower quality programs with a negative compliance history.
- Review licensing infrastructure and governance.
- Set targets for the number of inspections per year, differentiated by history and quality. Use national best practices to determine the targets.

### BrightStars Quality Rating and Improvement System

**GOAL:** Maximize participation in BrightStars and increase the percentage of programs who achieve high-quality ratings (Star 4 and Star 5)

#### Participation

Program Type	Baseline	Current	2016 Target	Recommended 2020 Target
Early Learning Centers	12% (2011)	84% (2015)	100%	100%
Family Child Care	12% (2011)	85% (2015)	100%	100%
Public Schools Serving Preschoolers	N/A	58% (2015)	100%	100%
K-3 School-Age Child Care Programs	2% (2011)	96% (2015)	N/A	100%

*% With High-Quality Rating (4 or 5 stars)*

Program Type	Baseline	Current	2016 Target	Recommended 2020 Target
Early Learning Centers	7% (2011)	17% (2015)	30%	30%
Family Child Care	<1% (2011)	2% (2015)	8%	8%
Public Schools Serving Preschoolers	N/A	11% (2015)	100%	50%
K-3 School-Age Child Care Programs	X% (2011)	10% (2015)	N/A	30%

*% Children with High Needs in High-Quality Programs (4 or 5 Stars)*

Program Type	Baseline	Current	2016 Target	Recommended 2020 Target
CCAP Children	3% (2011)	15% (2015)	30%	30%
Head Start Children	20% (2011)	61% (2015)	100%	100%
Children with IEPs in public schools	N/A	12% (2015)	100%	50%

Draft High-Priority Strategies for BrightStars Quality Ratings

- Implement CCAP tiered reimbursement rates connected to BrightStars levels (starting at Star 2) to support participation and quality improvement for child care programs serving low-income, working families
- Target quality improvement resources to programs serving larger numbers of CCAP kids.
- Identify new resources to support program quality improvement for public schools serving children with developmental delays and disabilities and to support enrollment of children with disabilities in high-quality community-based programs.
- Continue to offer professional development and technical assistance on Environmental Rating Scales (ERS) for all settings and other topics relating to implementing high-quality practices in early learning and out-of-school time programs (e.g. CLASS and RIPQA).
- Continue to invest in supports that are part of the BrightStars rating and encourage quality improvement, such as higher education support and access (TEACH, CCRI, RIC), Program Improvement Grants, Facilities Grants, and RIELDS trainings
- Maintain the CCAP policy requiring participation in BrightStars.
- Continue and expand marketing of BrightStars to the public and featuring BrightStars ratings on the [www.exceed.ri.gov](http://www.exceed.ri.gov) program search
- Require BrightStars rating for all programs that access state/federal quality supports (e.g. professional development, etc.).
- Consider changing legislation and/or regulations to require BrightStars participation for licensed programs and public schools serving preschoolers.
- Consider time limits on remaining at 1 star for CCAP programs.

**RIDE Comprehensive Early Childhood Education (CECE) Approval**

**GOAL:** Ensure all State Pre-K classrooms meet CECE Standards

## Quality of Public Schools PK-Grade 3

**GOAL:** Prioritize specific school improvement resources for public schools with PK- Grade 3 classrooms within RIDE's **2020 Vision for Education** with attention to improving social-emotional learning opportunities and supports, family engagement, and dual language instruction

- Improve PK-Grade 3 school climate. Increase the percentage of students and families who describe their school and their educators as welcoming and culturally respectful
- Provide more opportunities for PK-Grade 3 students to demonstrate and practice skills related to social and emotional learning
- Expand the quality and quantity of in-school mental and behavioral-health services for PK-Grade 3 students
- Provide/expand activities for PK-Grade 3 students that promote healthy cultural identity and rich peer-based experiences
- Welcome and engage with all PK-Grade 3 families, especially those with diverse ethnic, linguistic, and cultural backgrounds
- Double the number of PK-Grade 3 students participating in dual-language programs that focus jointly on English and world language literacy and fluency
- Ensure that unique needs of PK – Grade 3 population are included in the RIDE facilities-adequacy standards and that the unique needs of PK-Grade 3 children are given full consideration in facility assessment and planning

## C. Developing and Sustaining an Effective Early Care and Education Workforce

**Goal:** Develop and Sustain an Effective Early Care and Education Workforce, particularly for children with high needs.

### Workforce Registry/Annual Report on Workforce

**GOAL:** Promote 100% participation of teaching and caregiving staff in licensed programs and 100% participation of individuals who benefit from federal/state funding

**GOAL:** Produce and disseminate an annual report on the early learning workforce using data from the Registry and other sources.

#### Draft High-Priority Strategies

- Connect state funding to participation in the Workforce Registry (e.g., all teachers in state funded PreK programs could be required to participate in the Registry).
- Require participation in the Workforce Registry for individuals participating in federal/state funded professional development or accessing scholarships.
- Use data in the Workforce Registry for licensing applications, renewals, and inspections.
- Use the data in the Workforce Registry for BrightStars applications and renewals.
- Consider requiring participation in the Workforce Registry for licensing and/or for BrightStars to improve and streamline data collection

## Professional Development

**GOAL:** Increase the % of individuals who complete aligned, high-quality professional development each year

#### Draft High-Priority Strategies

- Conduct annual assessment of professional development needs and tailor offerings to needs
- Provide sufficient access to professional development in the RI Early Learning and Development Standards to promote understanding and use across all sectors
- Provide sufficient access to professional development in topics needed to improve BrightStars program quality ratings (e.g. ERS, family engagement, self-assessment, etc.)
- Connect professional development to higher education credits when possible
- Develop strategies to assess the impact of professional development (e.g. does professional development change practice and improve quality of programs)

## Adult Education

**GOAL:** Provide opportunities for members of the ECE workforce to complete a high school diploma, learn English as a Second Language, and/or build basic literacy and math skills.

#### Draft High-Priority Strategies

- Provide sufficient access to GED, ESL and Adult Basic Education courses, including learning opportunities linked to early childhood content and context

## Higher Education for Current ECE Workforce

**BASELINE DATA (RI Early Learning Workforce Study, 2014):**

Staff Type	HS Diploma or Less	Some College –No Degree	AA Degree	BA Degree or higher
<b>Family Child Care Provider</b>	36%	40%	10%	14%
<b>Infant/Toddler Teacher in Center</b>	24%	44%	17%	15%
<b>Preschool Teacher in Center</b>	8%	27%	18%	47%

Note: college coursework/degrees could be in any field

**GOAL:** Increase the % of teaching staff and family child care providers who meet the education qualifications required in BrightStars (e.g. college credits in ECE and AA or BA degrees with college credits in ECE/related).

### Draft High-Priority Strategies

- Provide free/low-cost access to higher education coursework and degrees for the incumbent workforce through the CCRI 12-credit program and the T.E.A.C.H. Early Childhood workforce development program.
- Develop and implement wage enhancements to connect improved education levels to improved wages
- Improve articulation agreements and streamline pathways between AA (at CCRI) and BA (at RIC and URI) so more AA coursework is counted toward BA degrees
- Improve career pathways for individuals who enter the workforce directly after high school (high school to career to AA) including attention to high school vocational programs in child development and early learning
- Establish ECE college coursework delivered in Spanish (12 credits)
- Explore the feasibility of offering AA degrees in ECE in Spanish
- Ensure sufficient college coursework in high priority topics (e.g. infant/toddler development and learning, trauma-informed care, etc.)

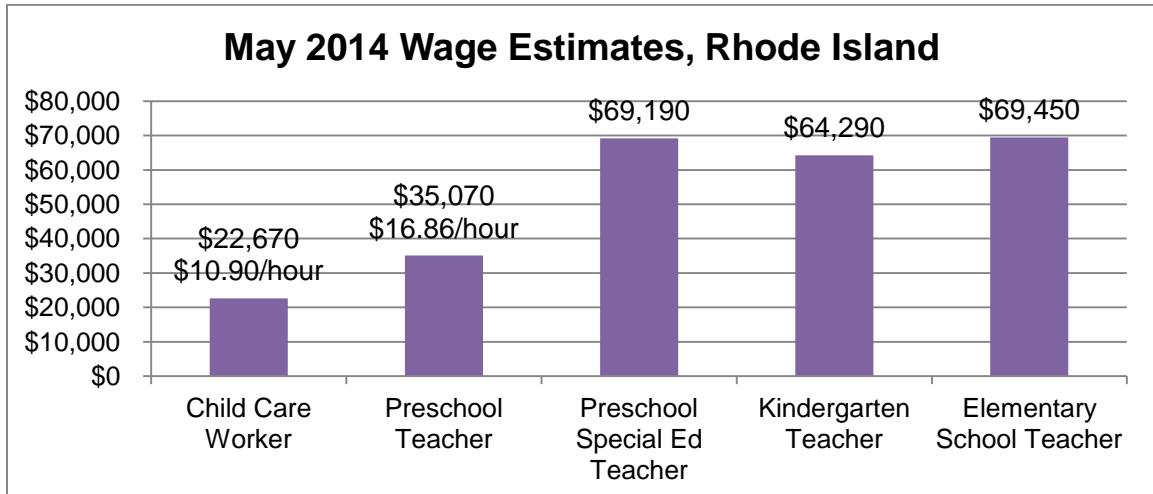
## Wages

**BASELINE DATA (RI Early Learning Workforce Study, 2014)**

Staff Type	HS Diploma or Less	Some College –No Degree	AA Degree	BA Degree or higher
<b>Infant/Toddler Teacher in Center</b>	\$9.70/hour	\$10.25/hour	\$10.52/hour	\$13.00/hour
<b>Preschool Teacher in Center</b>	9.00/hour	\$10.25/hour	\$12.99/hour	\$15.25/hour

Staff Type	< \$20K	\$20K - \$30K	\$30K - \$40K	> \$40K
Family Child Care Provider	32%	28%	24%	15%

### BASELINE DATA ( U.S. Department of Labor, 2014)



**GOAL:** Improve the wages of teaching and caregiving staff in community-based child care and early learning programs and connect to qualifications. Ensure a minimum living wage for entry level professionals. Close the gap in wages between community-based and public school early childhood education professionals.

#### Draft High-Priority Strategies

- Continue to support the T.E.A.C.H. Early Childhood model as a strategy to improve workforce education, compensation, and retention.
- Ensure that CCAP rates and program revenue support adequate and competitive wages for qualified early childhood educators. CCAP rates should increase with quality so that more resources are available for higher quality programs to pay staff competitive wages.
- Explore the feasibility of implementing the Child Care WAGE\$ model implemented by five states to provide regular education-based salary supplements to certain high-need/low-wage early educators (e.g. infant/toddler teachers with AA degrees, education coordinators with PK-2 certification, etc).
- Explore the feasibility of implementing a refundable state income tax credit strategy as an education-linked wage supplement for early childhood educators. (Louisiana has implemented as part of a comprehensive tax credit strategy for early care and education programs).

### Public School Workforce

#### BASELINE DATA (RIDE Data on Teaching Certificates by Grade Level PK-3)

Insert data here

**GOAL:** Increase the % of Grade 1 and Grade 2 teachers who have a PreK-2 certificate

## Draft High-Priority Strategies

- Educate school districts about the early childhood developmental continuum and value of hiring more PK-Grade 2 certified staff in the early grades
- Explore collaborative relationships and opportunities for public school PK – Grade 3 teachers to take full advantage of current professional development offerings in early childhood
- Provide incentives to school districts to hire more PK-Grade 2 certified teachers in Grades 1 and 2
- Explore the feasibility of updating teacher certification standards to require PK-Grade 2 certificates for teachers in grades 1 and 2 (not just PK and K).
- Explore the feasibility of expanding PK – Grade 2 teacher certification to include Grade 3 to align with national best practices.

**GOAL:** Ensure school administrators responsible for grades PK-3 have training in early childhood development and learning

## Draft High-Priority Strategies.

- Develop an add-on certificate for existing PK- Grade 3 principal to sit on top of the existing elementary principal certificate . The coursework to meet the certificate requirements would also benefit community-based programs
- Ensure that early care and education content is integrated into the elementary principal certificate programs for new principals.

## Afterschool/Summer Workforce

**GOAL:** Update the Afterschool Workforce Knowledge and Competencies for professionals working in after school and summer learning programs serving 5 to 12 year olds.

## D. Improving Early Learning and Development Outcomes

**GOAL:** Improve early learning and child development outcomes across all domains of learning for children birth through age 8, particularly for children with high needs.

### Developmental Screening

**GOAL:** Increase the % of children who have completed developmental screenings as recommended.

#### ***Completed Screenings for Children Under Age 3***

Baseline	Current	2016 Target	Recommended 2020 Target
N/A (2011)	<b>27% of high-priority pediatric practices (19% of all pediatric practices) are implementing screening protocol</b>	<b>50% at age 3</b>	<b>X% of children under age 3? X% of high-priority pediatric practices (X% of all pediatric practices) implementing</b>

#### Draft High-Priority Strategies

- In Process

#### ***Completed Screenings Children Age 3 to 5***

Baseline	Current	2016 Target	Recommended 2020 Target
N/A (2011)	<b>38% at age 4 35% ages 3-5</b>	<b>80% at age 4</b>	<b>50% ages 3-5*</b>

\* Target from RIDE 2020 Vision for Education

#### Draft High-Priority Strategies

- Continue the developmental screening campaign
- Maintain and provide additional support and professional development to districts re: screening and follow-up
- Identify barriers districts face in reaching children and completing screenings
- Ensure districts reach and screen all children in licensed care and, specifically, that districts connect with early childhood education centers.
- Ensure all DCYF children 3-5 get screened.
- Expand the efforts of pediatric practices to promote Child Outreach to all patients ages 3 to 5.

### Kindergarten Entry Profile Implementation

**GOAL:** Implement a Kindergarten Entry Profile statewide to inform kindergarten teaching and to provide aggregate data to help policymakers focus resources to improve school readiness.

Baseline	Current	2016 Target	Recommended 2020 Target
<b>N/A (2011)</b>	<b>4 districts</b>	<b>4 districts</b>	<b>Statewide</b>

#### Draft High-Priority Strategies

- Expand resources to address district readiness to implement and actually use a KEP.
- Consider legislation mandating statewide implementation of a KEP (adapt existing school readiness screening statute).

## Social Emotional Competence 0 to 8 (Early Childhood and PK- 3)

**GOAL: Improve the social-emotional competence of children birth through age 8**

#### Draft High-Priority Strategies

- Establish social/emotional learning standards for children in grades K-3 that are aligned and progress from RIELDS standards for children 0 to K entry (RIDE aligned)
- Expand and improve social/emotional learning opportunities in early learning programs serving for children birth through age 8 (RIDE aligned)
- Expand and improve mental health services available within early learning programs serving children birth through age 8. (RIDE aligned)
- Educate pediatricians about the inter-related concepts of typical social-emotional development and the need for mental health resources and supports for those children who are not developing according to plan.
- Identify more social-emotional and mental health resources for pediatricians in order to expand and improve the mental health services available in pediatric practices serving children from birth through age 8.
- Ensure educator preparation programs for PK-2 and Grade 1-5 teachers and elementary principals/administrators include content on children's social-emotional development and learning

## Third Grade Reading Proficiency

**GOAL:** Improve the % of children who can read proficiently by the end of third grade.

Baseline	Current	2016 Target	Recommended 2020 Target
<b>N/A (2011)</b>	<b>37% (2015)</b>	<b>N/A</b>	<b>47%*</b> <b>Additional targets for key subgroups? (low income, ELL?)</b>

\* Target from RIDE 2020 Vision for Education

## Draft High-Priority Strategies

- Review *Birth to Third Grade State Policies that Support Strong Readers* from the New America Foundation and identify policies that should be updated or implemented in Rhode Island
- Implement strategies identified by the *Campaign for Grade Level Reading* (improve access to high-quality early learning programs, reduce chronic absence, and expand summer learning opportunities)
- Implement strategies identified by the National Governors Association in the *Governor's Guide to Early Literacy*

## Third Grade Math Proficiency

**GOAL:** Improve the % of children who are reaching math proficiency targets at the end of third grade.

Baseline	Current	2016 Target	Recommended 2020 Target
N/A (2011)	36% (2015)	N/A	46%* <b>Additional targets for key subgroups (low-income?)</b>

\* Target from RIDE 2020 Vision for Education

## Draft High-Priority Strategies:

- Implement strategies identified by the National Governors Association in *Unlocking Young Children's Potential: Governors' Role in Strengthening Early Mathematics Learning*



# **RHODE ISLAND EARLY LEARNING COUNCIL MEETING**

**December 9, 2015**

11:30-2:00 p.m.

*Rhode Island Foundation*



# MEETING AGENDA

Welcome, Opening Remarks, and Meeting Overview

- Milestones and Celebrations

Legislative Update

Select Department Director Updates Related to Early Childhood

Children's Cabinet Report

Draft Early Learning Council's Comprehensive Plan and Recommendations/NGA Planning Process

Updates

Public Comment

Next Steps



# MILESTONES AND CELEBRATIONS

- Quick Peek At the Workforce Registry
- LISC Facilities Fund

# **CHILDREN'S CABINET REPORT**

# CHILDREN'S CABINET STRATEGIC PLAN – ADOPTED 12/3/2015

## Five Desired Outcomes for R.I. Children & Youth

1. Physically Healthy & Safe
2. Behaviorally Able & Emotionally Hopeful
3. Academically Empowered & Career Ready
4. Civically, Culturally and Socially Engaged
5. Supported by Stable Families and Communities

The Rhode Island Children's Cabinet  
Strategic Plan 2015 – 2020



*Strong Governance, Strong Children, Strong Future*

#RIKidsCabinet [www.kids.ri.gov](http://www.kids.ri.gov)

# CHILDREN'S CABINET

## EARLY CHILDHOOD OBJECTIVES

### ◎ **Physically Healthy & Safe**

- ◎ Young children develop appropriately by receiving high-quality early healthcare services.
- ◎ Children live in safe and healthy living environments.

### ◎ **Behaviorally Able & Emotionally Hopeful**

- ◎ Children with (or at risk of) behavioral or mental health conditions receive appropriate treatment and make healthy transitions.

### ◎ **Academically Empowered & Career Ready**

- ◎ Children are ready for elementary school and have access to high-quality early learning and developmental programs.
- ◎ Children regularly attend, actively participate, and progress appropriately in school.

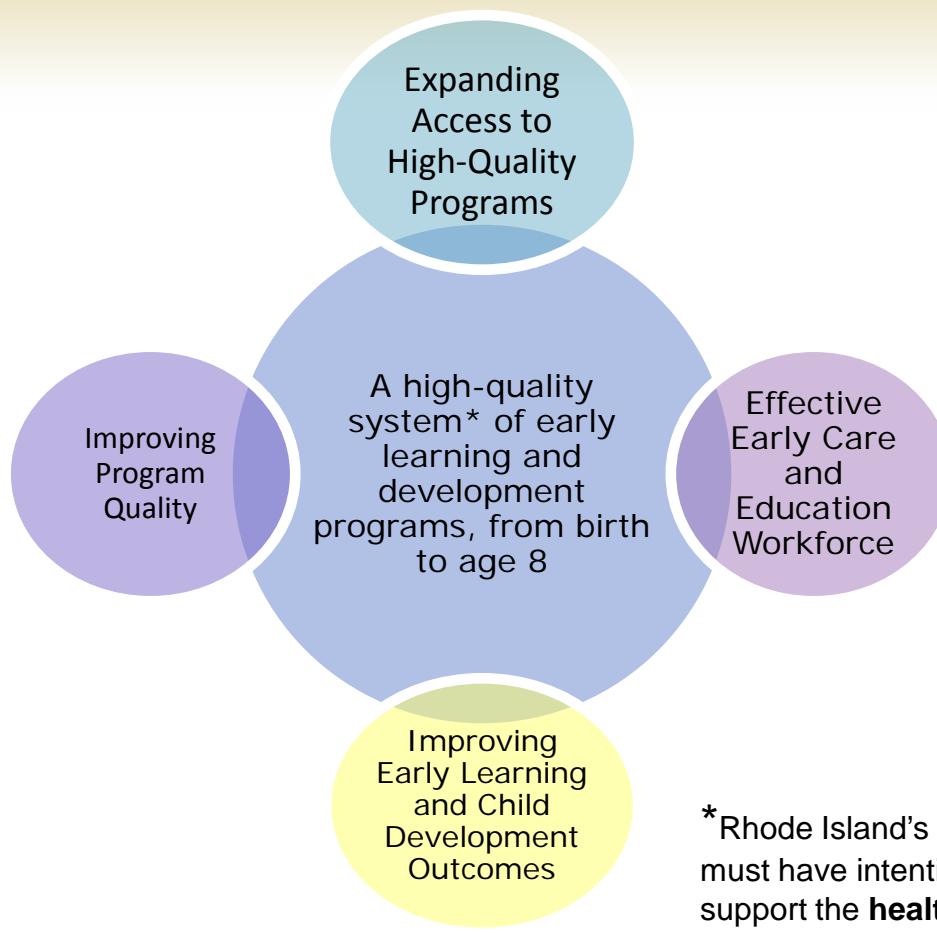
# CHILDREN'S CABINET PARTNERS



# **RHODE ISLAND EARLY LEARNING COUNCIL COMPREHENSIVE PLAN AND RECOMMENDATIONS**



# PLAN FRAMEWORK



\* Rhode Island's Early Care and Education System must have intentional linkages to systems that support the **health, economic security, and well-being of children and families**



# ACCESS: CCAP

Baseline	Current	2016 Target	Recommended 2020 Target
<b>7,708 (2011)</b>	<b>8,991 (2014)</b>	<b>10,000 (2016)</b>	<b>14,000 (2020)</b>

## Draft High-Priority Strategies

- “Exit bill” Cliff Effect Policy
- Tiered reimbursement linked to quality
- Higher reimbursement rates for infant slots
- Increase/restore eligibility to 225% of FPL
- Remove or narrow the child support enforcement and asset tests
- Reduce/eliminate the required minimum of 20 hours of work
- Allow more people participating in higher education and workforce training programs to receive child care assistance



# ACCESS: EARLY HEAD START AND HEAD START

	Baseline	Current	2016 Target	Recommended 2020 Target
<b>Early Head Start</b>	<b>519 (2011)</b>	<b>539 (2014)</b>	<b>800</b>	<b>800</b>
<b>Head Start</b>	<b>2,342 (130 state funded) (2011)</b>	<b>2,295 (130 state funded) (2014)</b>	<b>2,972</b>	<b>2,972 (400 state-funded)</b>

## Draft High-Priority Strategies

- Legislation to restore state funded Head Start slots
- Advocate for increased federal money for expansion
- Learn from the Early Head Start-Child Care Partnership and potentially expand the partnership
- Connect Early Head Start to home visiting programs by establishing cross referrals and sharing resources



# ACCESS: STATE PRE-K

Baseline	Current	2016 Target	Recommended 2020 Target
<b>108 (2011)</b>	<b>594 (2015)</b>	<b>504</b>	<b>1,080</b>

## Draft High-Priority Strategies

- State-Pre K expansion plan as a categorical program within the state's education funding formula
- Preschool Expansion Grant to reach target of 1,080 children enrolled by 2017-2018
- Coordinate efforts to recruit and enroll children in both Head Start and state Pre-K programs.
- Federal advocacy
- Build capacity for expanded programs (community and district leadership, overall program quality, qualified teaching staff, building facilities)



# ACCESS: EARLY INTERVENTION

	Baseline	Current	2016 Target	Recommended 2020 Target
<b>Referrals from DCYF</b>	65% (2011)	89% (2014)	100%	100%
<b>Status</b>	N/A (2011)	N/A	N/A	100%
<b>Updates to DCYF</b>				

## Draft High-Priority Strategies

- Develop communication protocols with DCYF about EI participation in evaluation and services, including formalizing the feedback loop.
- Review and update protocols to ensure biological and/or foster parent consent is not a barrier for participation in evaluation or services.
- Develop clear messages and marketing materials that emphasize the value of EI as a child development intervention serving many different families across the state (not a DCYF program)



# ACCESS: PRESCHOOL SPECIAL EDUCATION

	Baseline	Current	2016 Target	Recommended 2020 Target
<b>Participation Rate</b>	N/A	<b>8% (2014) with 7% in the core cities and 9% in remainder of state</b>	N/A	<b>11% with 12% in the core cities and 9% in remainder of state</b>
<b>Inclusive Settings</b>	52% (2011)	43% (2014)	85%	85%

## Draft High-Priority Strategies

- Increase developmental screenings to reach all children ages 3 to 5 and ensure children receive appropriate referrals to further evaluation and services
- Increased access to high-quality early childhood education programs with integrated special education supports
- Increased training and supports for early childhood education classrooms to offer an inclusive setting for children with delays and disabilities



# ACCESS: FULL-DAY KINDERGARTEN

Baseline	Current	2016 Target	Recommended 2020 Target
<b>64% (2011)</b>	<b>88% (2015)</b>	<b>100%</b>	<b>N/A</b>

Note: State law now requires all school districts to offer full-day kindergarten by August 2016 so we anticipate meeting this target on time.



# ACCESS: FAMILY HOME VISITING

	Baseline	Current	2016 Target	Recommended 2020 Target
<b>Enrollment</b>	<b>83 (2011)</b>	<b>869 (2015)</b>	<b>N/A</b>	<b>1,600</b>
<b>Prenatal Enrollment Rate</b>	<b>N/A</b>	<b>X% (2015)</b>	<b>N/A</b>	<b>80%</b>

## Draft High-Priority Strategies

- Implement MIECHV grant to expand services to reach 1,600 families per year.
- Advocate for continued federal MIECHV funding
- Promote cross department/agency use of blended funding (DCYF, DHS, and Health) and coordination of resources to reach vulnerable families
- Continue family recruitment campaign, "Love that Baby"
- Expand outreach to obstetricians
- Improve retention of families



# ACCESS: K-3 CHRONIC ABSENCE

Baseline	Current	2016 Target	Recommended 2020 Target
<b>12%</b> <b>(2010-2011)</b>	<b>12%</b> <b>(2013-2014)</b>	<b>N/A</b>	<b>≤ 10%</b>

## Draft High-Priority Strategies

- Continue to publicly report early chronic absence data statewide and for each school district
- Understand reasons for K-3 chronic absence at district and school levels
- Engage families and reach out early to understand and address chronic attendance problems
- Implement customized strategies at school and district level to reduce chronic absence. See strategies at [www.attendanceworks.org](http://www.attendanceworks.org)



# CONSISTENT PARTICIPATION IN EARLY LEARNING PROGRAMS

**GOAL:** Improve participation/retention rates in high-quality early learning programs

## Draft High-Priority Strategies

- Use data systems to monitor attendance and participation rates (e.g. no shows) in various early learning programs
- Implement strategies within each early childhood system to improve attendance and participation rates, particularly for children with High Needs.
- Clarify CCAP policy to ensure children can attend child care programs during hours/days when their parent may not be at work



# TARGETED STRATEGIES TO IMPROVE ACCESS FOR HIGH NEEDS POPULATIONS

## *Maltreated Children 0-8*

**GOAL:** Expand access to high-quality early learning programs for children who have been maltreated (including those in foster care)

**GOAL:** 100% of children 0 to 8 in foster care have a comprehensive education, learning and development plan created and managed by DCYF

**GOAL:** At least 50% of all children 0 to 5 who have been maltreated have a comprehensive education, learning, and development plan that is created and managed by DCYF

## *Homeless Children*

**GOAL:** Improve access to high-quality early learning and development programs for children who have experienced homelessness

## *Children in non-English speaking families*

**GOAL:** Improve access to high-quality early learning and development programs for children from non-English speaking families

## *Children with Developmental Delays & Disabilities*

**GOAL:** Improve access to high-quality early learning and development programs for children who have a developmental delay, disability, or challenging behaviors.



# QUALITY: CHILD CARE LICENSING

**GOAL:** Ensure child care licensing systems in Rhode Island enforce health and safety requirements and provide a consistent and stable foundation for program quality improvement.

**GOAL:** By November 2017, completed licensing inspection reports will be posted on a website for public review (required by new CCDBG regulations). By November 2016, the child care licensing office will provide an update to the Council and gather input about the website, including examples of inspection reports that will be posted.

## Draft High-Priority Strategies

- Keep licensing regulations up to date (review and update every 3 years).
- Improve the effectiveness and consistency of licensing by developing transparent measurement protocols
- Use data systems to monitor compliance history
- Consider fines/negative consequences for noncompliance
- Set targets for the number of inspections per year and implement differential monitoring with more visits to lower quality programs
- Review licensing infrastructure and governance



# QUALITY: BRIGHTSTARS QUALITY RATING AND IMPROVEMENT SYSTEM

## *Participation*

Program Type	Baseline	Current	2016 Target	Recommended 2020 Target
Early Learning Centers	12% (2011)	84% (2015)	100%	100%
Family Child Care	12% (2011)	85% (2015)	100%	100%
Public Schools Serving Preschoolers	N/A	58% (2015)	100%	100%
K-3 School-Age Child Care Programs	2% (2011)	96% (2015)	N/A	100%



# QUALITY: BRIGHTSTARS QUALITY RATING AND IMPROVEMENT SYSTEM

## *% With High-Quality Rating (4 or 5 stars)*

Program Type	Baseline	Current	2016 Target	Recommended 2020 Target
Early Learning Centers	7% (2011)	17% (2015)	30%	30%
Family Child Care	<1% (2011)	2% (2015)	8%	8%
Public Schools Serving Preschoolers	N/A	11% (2015)	100%	50%
K-3 School-Age Child Care Programs	X% (2011)	10% (2015)	N/A	30%



# QUALITY: BRIGHTSTARS QUALITY RATING AND IMPROVEMENT SYSTEM

**% Children with High Needs in High-Quality Programs (4 or 5 Stars)**

Program Type	Baseline	Current	2016 Target	Recommended 2020 Target
CCAP Children	3% (2011)	15% (2015)	30%	30%
Head Start Children	20% (2011)	61% (2015)	100%	100%
Children with IEPs in public schools	N/A	12% (2015)	100%	50%



# **QUALITY: BRIGHTSTARS QUALITY RATING AND IMPROVEMENT SYSTEM**

## **Draft High-Priority Strategies for BrightStars Quality Ratings**

- CCAP tiered reimbursement rates connected to BrightStars levels (starting at Star 2)
- Identify new resources to support public school program quality improvement
- Continue professional development and technical assistance on key topics relating to implementing high-quality practices
- Continue supports that are part of the BrightStars rating, such as higher education access and RIELDS trainings
- Expand marketing of BrightStars
- Require BrightStars rating for all programs that access state/federal quality resources



# QUALITY: PUBLIC SCHOOLS PK-GRADE 3

**GOAL:** Prioritize specific school improvement resources for public schools with PK- Grade 3 classrooms within RIDE's **2020 Vision for Education** with attention to improving social-emotional learning opportunities and supports, family engagement, and dual language instruction

- Improve PK-Grade 3 **school climate**.
- Provide more opportunities for PK-Grade 3 students to demonstrate and practice skills related to **social and emotional learning**
- Expand the quality and quantity of **in-school mental and behavioral-health services** for PK-Grade 3 students
- Provide/expand activities for PK-Grade 3 students that promote **healthy cultural identity and rich peer-based experiences**
- Welcome **and engage with all PK-Grade 3 families**, especially those with diverse ethnic, linguistic, and cultural backgrounds
- Double the number of PK-Grade 3 students participating in **dual-language programs** that focus jointly on English and world language literacy and fluency
- Ensure that unique needs of PK – Grade 3 population are included in the RIDE **facilities-adequacy standards**



# WORKFORCE: REGISTRY & ANNUAL REPORT

**GOAL:** Promote 100% participation in the Workforce Registry for teaching and caregiving staff in licensed programs and 100% participation of individuals who benefit from federal/state funding

**GOAL:** Produce and disseminate an annual report on the early learning workforce using data from the Registry and other sources.

## Draft High-Priority Strategies

- Connect state funding and PD resources to participation in the Workforce Registry
- Use the Workforce Registry for licensing applications, renewals, and inspections.
- Use the Workforce Registry for BrightStars applications and renewals.
- Consider requiring participation in the Workforce Registry for licensing and/or for BrightStars



# WORKFORCE REGISTRY: PROFESSIONAL DEVELOPMENT

**GOAL:** Increase the % of individuals who complete aligned, high-quality professional development each year

## Draft High-Priority Strategies

- Conduct annual assessment of professional development needs and tailor offerings to needs
- Provide sufficient access to professional development in the RI Early Learning and Development Standards across all sectors
- Provide sufficient access to professional development in topics needed to improve BrightStars program quality ratings
- Connect professional development to higher education credits when possible
- Develop strategies to assess the impact of professional development



# WORKFORCE REGISTRY: HIGHER EDUCATION

## BASELINE DATA (RI Early Learning Workforce Study, 2014):

Note: college coursework/degrees could be in any field

Staff Type	HS Diploma or Less	Some College –No Degree	AA Degree	BA Degree or higher
Family Child Care Provider	36%	40%	10%	14%
Infant/Toddler Teacher in Center	24%	44%	17%	15%
Preschool Teacher in Center	8%	27%	18%	47%



# WORKFORCE: HIGHER EDUCATION

**GOAL:** Increase the % of teaching staff and family child care providers who meet the education qualifications required in BrightStars (e.g. college credits in ECE and AA or BA degrees with college credits in ECE/related).

## Draft High-Priority Strategies

- CCRI 12-credit program and the T.E.A.C.H. Early Childhood workforce development program.
- Develop and implement wage enhancements connected to education levels
- Improve articulation agreements and streamline pathways between AA and BA
- Improve career pathways for individuals who enter the workforce directly after high school
- Establish ECE college coursework delivered in Spanish (12 credits)
- Explore the feasibility of offering AA degrees in ECE in Spanish
- Ensure sufficient college coursework in high priority topics



# WORKFORCE: WAGES

## BASELINE DATA (RI Early Learning Workforce Study, 2014)

Staff Type	HS Diploma or Less	Some College – AA Degree No Degree	BA Degree or higher
Infant/Toddler Teacher in Center	\$9.70/hour	\$10.25/hour	\$10.52/hour
Preschool Teacher in Center	9.00/hour	\$10.25/hour	\$12.99/hour

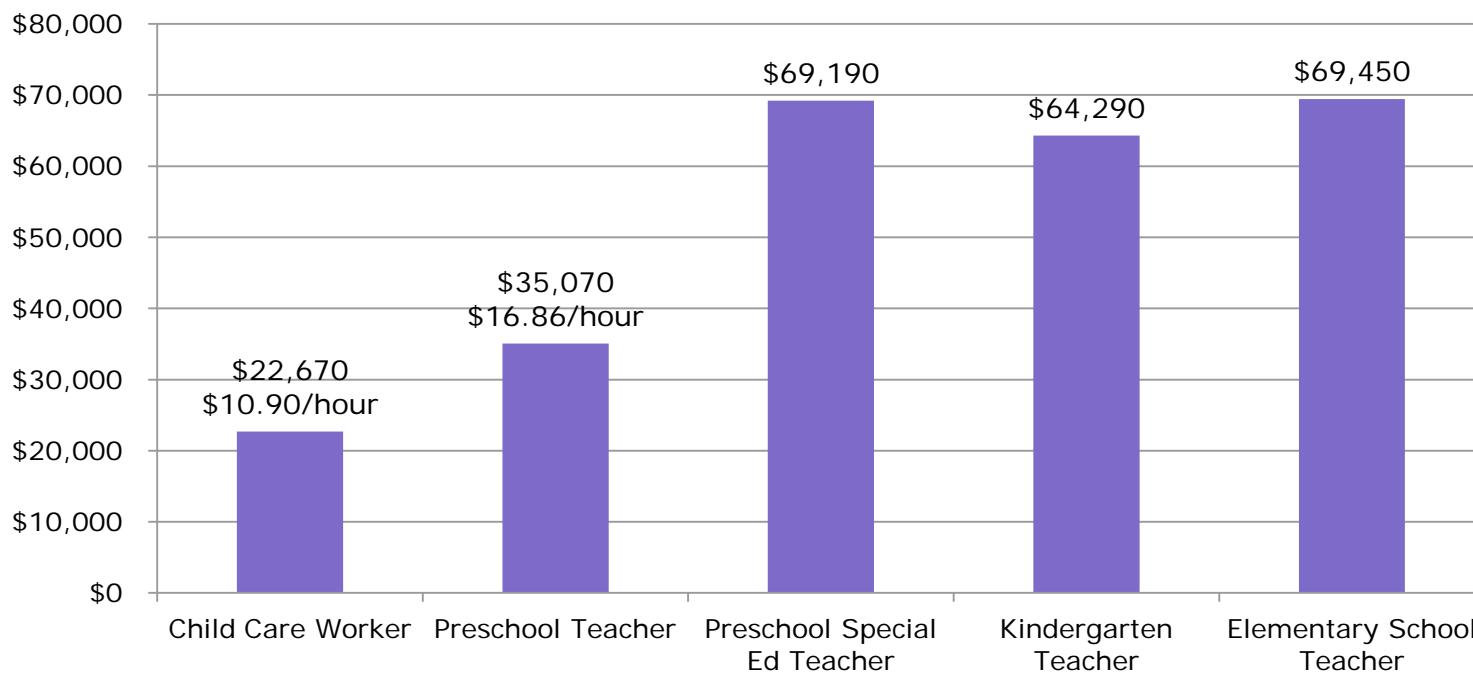
Staff Type	< \$20K	\$20K - \$30K	\$30K - \$40K	> \$40K
Family Child Care Provider	32%	28%	24%	15%



# WORKFORCE: WAGES

**BASELINE DATA (U.S. Department of Labor, 2014)**

**May 2014 Wage Estimates, Rhode Island**





# WORKFORCE: WAGES

**Goal:** Improve the wages of teaching and caregiving staff in community-based child care and early learning programs and connect to qualifications. Ensure a minimum living wage for entry level professionals. Close the gap in wages between community-based and public school early childhood education professionals.

## Draft High-Priority Strategies

- T.E.A.C.H. Early Childhood model
- CCAP rates/tiered reimbursement connected to quality
- Explore the feasibility of implementing the Child Care WAGE\$ model implemented by five states
- Explore the feasibility of implementing a refundable state income tax credit strategy as an education-linked wage supplement for early childhood educators



# WORKFORCE: PUBLIC SCHOOLS PK-GRADE 3

**GOAL:** Increase the % of Grade 1 and Grade 2 teachers who have a PreK-2 certificate

## Draft High-Priority Strategies

- Educate school districts about value of PK-Grade 2 certified staff in the early grades
- Offer public school PK – Grade 3 teachers more opportunities to take current ECE professional development
- Provide incentives to school districts to hire more PK-Grade 2 certified teachers in Grades 1 and 2
- Explore the feasibility of updating teacher certification standards to require PK-Grade 2 certificates for teachers in grades 1 and 2
- Explore the feasibility of expanding PK – Grade 2 teacher certification to include Grade 3



# WORKFORCE: PUBLIC SCHOOLS PK-GRADE 3

**GOAL:** Ensure school administrators responsible for grades PK-3 have training in early childhood development and learning

## Draft High-Priority Strategies.

- Develop an add-on certificate for existing PK- Grade 3 principal to sit on top of the existing elementary principal certificate
- Ensure that early care and education content is integrated into the elementary principal certificate programs for new principals



# **WORKFORCE: AFTERSCHOOL/SUMMER**

## **Afterschool/Summer Workforce**

**GOAL:** Update the Afterschool Workforce Knowledge and Competencies



# OUTCOMES: DEVELOPMENTAL SCREENING

## *Completed Screenings for Children Under Age 3*

Baseline	Current	2016 Target	Recommended 2020 Target
N/A (2011)	<b>27% of high-priority pediatric practices (19% of all pediatric practices) are implementing screening protocol and screening at least 50% of patients</b>	<b>50% at age 3</b>	<b>X% of children under age 3? X% of high-priority pediatric practices (X% of all pediatric practices) implementing</b>

## Draft High-Priority Strategies

- In process



# OUTCOMES: DEVELOPMENTAL SCREENING

## ***Completed Screenings Children Age 3 to 5***

Baseline	Current	2016 Target	Recommended 2020 Target
<b>N/A (2011)</b>	<b>38% at age 4</b> <b>35% ages 3-5</b>	<b>80% at age 4</b>	<b>50% ages 3-5*</b>

\* Target from RIDE 2020 Vision for Education

## **Draft High-Priority Strategies**

- Continue the developmental screening campaign
- Support and professional development to districts re: screening and follow-up
- Identify barriers districts face in reaching children and completing screenings
- Screen all children in licensed care. Districts should connect with all early childhood education centers
- Ensure all DCYF children 3-5 get screened
- Promote Child Outreach within pediatric practices



# OUTCOMES: KINDERGARTEN ENTRY PROFILE IMPLEMENTATION

Baseline	Current	2016 Target	Recommended 2020 Target
N/A (2011)	<b>4 districts (pilot)</b>	<b>4 districts (pilot)</b>	<b>Statewide</b>

## Draft High-Priority Strategies

- Expand resources to address district readiness to implement and use a KEP
- Consider legislation mandating statewide implementation of a KEP (adapt existing school readiness screening statute)



# **OUTCOMES: SOCIAL-EMOTIONAL COMPETENCE BIRTH THROUGH AGE 8**

**GOAL: Improve the social-emotional competence of children birth through age 8**

## **Draft High-Priority Strategies**

- Establish social/emotional learning standards for children in grades K-3 that are aligned and progress from RIELDS standards for children 0 to K entry (RIDE aligned)
- Expand and improve social/emotional learning opportunities in early learning programs serving for children birth through age 8 (RIDE aligned)
- Expand and improve mental health services available within early learning programs serving children birth through age 8. (RIDE aligned)
- Educate and expand resources for pediatricians about social-emotional development and mental health supports young children



# OUTCOMES: 3<sup>RD</sup> GRADE READING PROFICIENCY

Baseline	Current	2016 Target	Recommended 2020 Target
N/A (2011)	37% (2015)	N/A	<b>47% *</b> <b>Additional targets for key subgroups? (low income, ELL?)</b>

•Target from RIDE 2020 Vision for Education

## Draft High-Priority Strategies

- *Birth to Third Grade State Policies that Support Strong Readers* from the New America Foundation
- *Campaign for Grade Level Reading* (improve access to high-quality early learning programs, reduce chronic absence, and expand summer learning opportunities)
- *Governor's Guide to Early Literacy*



# OUTCOME: 3<sup>RD</sup> GRADE MATH PROFICIENCY

Baseline	Current	2016 Target	Recommended 2020 Target
<b>N/A (2011)</b>	<b>36% (2015)</b>	<b>N/A</b>	<b>46%*</b> <b>Additional</b> <b>targets for key</b> <b>subgroups</b> <b>(low-income?)</b>

•Target from RIDE 2020 Vision for Education

## Draft High-Priority Strategies:

- *Unlocking Young Children's Potential: Governors' Role in Strengthening Early Mathematics Learning*



# ADDITIONAL CONSIDERATIONS FOR CHILDREN'S CABINET

## GOVERNANCE

- Provide coordinated and strong leadership and governance for Early Care and Education (Birth through age 8) across state agencies
- Promote informed, collaborative, and coordinated decision-making to maximize impact and promote continuous improvement.



# ADDITIONAL CONSIDERATIONS FOR CHILDREN'S CABINET

## FAMILIES

**Improve the well-being of families with young children, birth through age 8, particularly children and families with high needs:**

- Improve **family economic security** to reduce the percentage of young children who live in poverty.
- Establish and maintain a **comprehensive and clear list of supports** and services for children and families birth through age eight
- Improve coordination of referrals and **case management for vulnerable families** across state agencies and programs.
- Implement universal screening and treatment for **maternal depression** and parent psycho-social issues (prenatal through early childhood)
- Expand supports and services to improve **parenting skills**
- Expand effective **two-generation programs** and services that promote improved outcomes for children and parents.

# UPDATES



# RTT-ELC SUSTAINABILITY PLAN

- Current status:
  - Directors have met and agreed upon a budget proposal for RTT-ELC Sustainability
  - Sustainability Report will be available at exceed.ri.gov
  - The proposal totals just over \$6.8M
- Next Step:
  - Sustainability budget will be submitted to the Governor's office for consideration in the FY17 budget.



# RTT-ELC SUSTAINABILITY BUDGET PROPOSAL

Activity Type under RTT-ELC	Annual Sustainability Funding Required	State Funding Requested	Federal	% of Total Sustainability Budget	% of Total RTT-ELC Budget
State Support	\$1,386,009	\$1,143,569	\$242,440	20.20%	24.86%
Development Activities	\$0	\$0	\$0	0.00%	6.60%
Supports to Workforce	\$2,729,863	\$1,575,000	\$1,154,863	39.79%	33.02%
Supports for early learning programs	\$1,187,485	\$737,485	\$450,000	17.31%	12.18%
Supports direct to early learning community	\$1,556,800	\$1,456,800	\$100,000	22.69%	23.34%
<b>Grand Total</b>	<b>\$6,860,157</b>	<b>\$4,912,854</b>	<b>\$1,947,303</b>	<b>100.00%</b>	<b>100.00%</b>



# ACTIVITIES INCLUDE:

- ◎ State Support-\$1,386,009
  - ◎ Salaries and benefits to support state staff to administer programs and maintain the data system
- ◎ Development Activities- \$0
  - ◎ Workforce Study, BrightStars Validation Study, Development of WKC<sub>s</sub>, Expanded RIELDS to Birth-3, etc.
- ◎ Supports to Workforce -\$2,729,863
  - ◎ Adult Education, Scholarships for Higher Education, Professional Development and Technical Assistance, RIELDS, Program support for CCRI, RIC.
- ◎ Supports for Early Learning Programs-\$1,187,485
  - ◎ Data System Helpdesk, Kindergarten Entry Profile Implementation, BrightStars
- ◎ Supports direct to the early learning community -\$1,556,800
  - ◎ Evidence-based interventions; facilities grants; quality incentives and quality improvement grants



# RISING STARS

- The Rising Star award is to recognize programs achieving an advanced level in the BrightStars Quality Rating System.
- Programs that increase their BrightStars quality rating during the time period of 6/1/15 through 12/15/15 are eligible.
- Programs receiving a 1-Star rating are ineligible to receive an award. The exception to this is programs that are converting from 2009 to 2013 BrightStars Standards may receive an award at all levels, including star level 1.
- Programs can apply for funds once the program has received their new rating. Programs applying to BrightStars for the first time must achieve a rating of two stars or higher to be eligible for an award.
- Currently 82 programs have been awarded a Rising Star payment. Total funds expended to date totals \$153,500.



# RISING STARS

Rising Stars Awards As of 11/30/2015

Star Level	Number of Awards	Funding Total
1	6	\$3,000.00
2	56	\$62,000.00
3	11	\$44,000.00
4	7	\$32,500.00
5	2	\$12,000.00
TOTAL	82	\$153,500.00



# BRIGHTSTARS ENROLLMENT



## BrightStars Rated Programs

	2015 BrightStars Enrollment Goal	ACTUAL (as of November 30, 2015)
1 Star	458	434
2 Star	183	179
3 Star	138	50
4 Star	73	51
5 Star	64	17
<b>TOTAL</b>	916	731
<b>% OF GOAL</b>	100%	80%



# BIENNIAL CHILD CARE PLAN

- The Child Care and Development Block Grant (CCDBG) Act is the law that authorizes the Child Care and Development Fund (CCDF).
- CCDF is the primary Federal funding source devoted to providing low-income families with help paying for child care and to improving the quality of child care for all children.
- The Administration for Children and Families' (ACF) Office of Child Care (OCC) determines compliance with CCDBG Reauthorization requirements through submission and approval of the FY 2016–2018 CCDF State Plan.



# KEY REAUTHORIZATION CHANGES - ELIGIBILITY

States must...	Rhode Island
continue eligibility for 12 months <i>regardless of temporary changes in parents employment or changes in financial status*</i>	currently authorizes assistance for 12 months, but allows for changes in eligibility
allow a minimum of 3 months of continued eligibility when a family permanently loses employment.	currently authorizes 21 days of continued eligibility.
must increase the supply and improve the quality of care for high-risk children	is exploring ways to ensure that services are immediately available to vulnerable groups
must provide comprehensive consumer education to families	Uses the EXCEED website as the primary consumer education website



# KEY REAUTHORIZATION CHANGES – HEALTH AND SAFETY

States must...	Rhode Island
have policies and procedures in place to conduct comprehensive criminal background checks for child care providers and child care staff members , in all states they have resided for the past 5 years.	already has background check requirements, but needs to include the National Sex Offender registry.
require both pre-service (or during an orientation period) and on-going minimum health and safety training requirements (appropriate to the provider setting) for providers serving CCDF children	has some orientation & training requirements in place, but will need to update with relation to content and timeline, as well as specify these requirements in DHS/CCAP Policy
must conduct annual monitoring visits for <u>all</u> providers serving CCDF children, including legally license exempt providers	will need to ensure continued annual monitoring of Licensed child care programs, and implement annual monitoring of CCAP's legally license exempt providers
must make public the results of monitoring and inspection reports	will utilize the EXCEED website to meet this requirement



# KEY REAUTHORIZATION CHANGES – PROVIDER RATES AND PAYMENTS

States must...	Rhode Island
set payment rates in relation to a current, valid and reliable market rate survey, or alternative methodology, and must consider the cost of quality in setting rates.	already conducts a statistically valid and reliable Market Rate Survey, and will continue exploring options for a CCAP tiered reimbursement system
must have in place generally accepted payment practices	currently reflects a number of private pay practices
ensure timely payments to CCDF Providers	ensures that all eligible CCAP payments are issued in the payroll period immediately following receipt of a provider's billing invoice.  Also, administrative improvements such as direct deposit and web based enrollments, are currently available. Additional improvements are planned as part of the implementation of DHS' new eligibility system in July 2016, such as web based billing and attendance reporting.

# **PUBLIC COMMENT**



# 2016 COUNCIL CALENDAR

- March 23, 2016
- June 29, 2016
- September 28, 2016
- December 14, 2016
  
- All Council meetings will be from 11:30-2:00 at Save the Bay

# **Rhode Island Early Learning Council Meeting**

Wednesday, December 9, 2015 11:30-2:00 p.m.

Rhode Island Foundation

## **Meeting Summary**

### **AGENDA SUMMARY**

The Rhode Island Early Learning Council agenda addressed the following topics:

- Milestones and Celebrations
- Legislative Update
- Children's Cabinet Report
- Draft Early Learning Council's Comprehensive Plan and Recommendations/NGA Planning Process
- Updates
- Public comment
- Next Steps

### **KEY POINTS**

Key discussion points from the meeting are summarized below:

#### **MILESTONES AND CELEBRATIONS**

Elizabeth Burke Bryant welcomed the Early Learning Council members, reviewed the agenda and introduced the Workforce Registry and LISC Facilities Fund updates. Key questions and comments included:

#### Workforce Registry

- Vanessa Samuelson presented a walkthrough of the Workforce Registry. Allison Comport is managing the roll-out of the Workforce Registry.
- The Workforce Registry is accessible from the Exceed website. It is designed to be an electronic file of all the information and documentation that members of the early learning workforce need. The finalized Workforce Registry is the culmination of many stakeholder information and design sessions.
- Anybody in the field can create an account. Program administrators, family child care providers and educational leads have access to an additional program portal for management of their program.
- The Workforce Registry's Privacy Policy contains details about what information is collected, how that information is used, and who has access to that information.
- The Workforce Registry's website is designed to be usable on tablets and smart phones as well as computers.
- When members of the workforce enter current employment information for a licensed program, their employers will receive a message reminding them to connect that information to their program portal.
- Two pieces of the Workforce Registry are still in development:

## ***Rhode Island Early Learning Council Meeting***

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Rhode Island Foundation

### **Meeting Summary**

- Providing workforce members with the ability to create reports that summarize their Workforce Registry information, like a resume.
- Working with the Center for Early Learning Professionals to streamline professional development data to make it more standardized.
- Q: When will there be a major rollout of the Workforce Registry?  
A: A rollout is planned for early 2016 and is coordinated with other state efforts so that workforce members are not overwhelmed.

### **LISC Facilities Fund**

- Cindy Larson presented the LISC Facilities fund update. (See handout).
- LISC has made its final funding award for Wave 5 of the Facility Grants, which completes the funding under the Race to the Top-Early Learning Challenge (RTT-ELC) grant.
- A total of \$1.7 million was awarded to 83 childcare centers in 59 different organizations. Twenty percent of the funding was directly related to DCYF variance issues. However, there was a total of \$7 million requested by 136 centers so all needs were not met by the Facility Grants, including many great proposals for work that needed to be done. There is still a tremendous need for investment in the state's early childhood infrastructure.
- Beautiful Beginnings combined a Facilities Grant with a loan from LISC in order to open an additional classroom and to expand space for 2 state Pre-K classrooms. The grand opening is a week from Friday.

### **LEGISLATIVE UPDATE**

Elizabeth Burke Bryant presented a legislative update to the Early Learning Council. Comments included the following:

- The Governor is strongly pushing for expanded access to high quality early learning programs.
- The state Pre-K program will continue to progress with the 2<sup>nd</sup> year of federal funding, which substantially increases the state Pre-K seats.
- Head Start is still only serving 40% of eligible children so attention to Head Start is critical.
- We need to make a legislative push for supporting programs meeting the high quality standards required by the CCDBG Reauthorization. We also need to push for sustaining the RTT-ELC investments.
- Increasing access to high quality early education is tied to the state's education and economic goals.

### **CHILDREN'S CABINET REPORT**

## **Rhode Island Early Learning Council Meeting**

Wednesday, December 9, 2015 11:30-2:00 p.m.

Rhode Island Foundation

### **Meeting Summary**

Dacia Read, the Policy Director for the newly reconvened Children's Cabinet, presented the Children's Cabinet Report. (See slides). The following key comments and questions were made:

- The Children's Cabinet consists of 10 members who are also part of the Governor's Cabinet. They are Directors at agencies that provide services for children and families.
- The Children's Cabinet meets monthly on the last Monday of the month.
- Secretary Elizabeth Roberts is the Chair of the Children's Cabinet and Commissioner Ken Wagner is the Vice Chair.
- The Children's Cabinet adopted a Strategic Plan last Thursday. The focus of that Strategic Plan is on improving governance- how 10 agencies can coordinate together to improve services and outcomes for children. The Directors will engage in inter-agency collaboration, policy development and data sharing.
- The 5 outcome areas that the Children's Cabinet will focus on for the next 5 years are interrelated and emphasize the holistic needs of children: physically healthy and safe; behaviorally able and emotionally hopeful; academically empowered and career ready; civically, culturally and socially engaged; supported by stable families and communities. For each of these 5 outcomes areas, the Children's Cabinet identified 12 objectives spanning early childhood to young adulthood. Many of the early childhood objectives overlap with the Early Learning Council's goals.
- The Children's Cabinet will leverage the advisory recommendations and support of the Early Learning Council, including reaching out to the Early Learning Council when a deeper dive is required.
- Q: Can you tell us more about the work you are doing to develop a state "children's budget"?  
A: Budgeting will be coordinated across agencies. In order to best implement agency coordination, the Children's Cabinet will develop resource maps that will guide a deep fiscal analysis of how the state spends money on children. The goal is to have the resource maps usable by Directors for budgeting purposes by July 2016. For this year, some investments will be put toward key objectives in the Strategic Plan that do not require a deeper fiscal analysis.

### **DRAFT EARLY LEARNING COUNCIL'S COMPREHENSIVE PLAN AND RECOMMENDATIONS/NGA PLANNING PROCESS**

Leanne Barret presented the Draft Early Learning Council's Comprehensive Plan and Recommendations. (See slides). **Suggestions and feedback on the Comprehensive Plan must be submitted by January 15, 2016. Any suggestions or changes to the Draft Comprehensive Plan must be submitted to Leanne before that date.** A final draft of the Comprehensive Plan will be sent to Early Learning Council members for review in late January. Key comments and questions included the following:

- The NGA is working with states to develop or strengthen comprehensive plans for early care and education from birth through age 8. This is an opportunity to look at all systems including areas that the RTT-ELC grant did not emphasize, such as K to 3, or areas that were not included in the RTT-ELC grant at all, such as home visiting.

# **Rhode Island Early Learning Council Meeting**

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Rhode Island Foundation

## **Meeting Summary**

- At recent subcommittee meetings, members drafted specific goals, targets and strategies to be included in the Draft Comprehensive Plan.
- The Children's Cabinet Strategic Plan is aligned with this work. Many of the data dashboard indicators in the Council's Comprehensive Plan are also progress indicators in the Cabinet's Strategic Plan.

### **Access**

- We are already close to our 2016 target of 10,000 CCAP children so the recommended target was increased to 14,000 for 2020.
- Federal funding for state Pre-K has helped the state surpass its 2016 target. The plan for the federal grant is 1080 children, which we included in the Comprehensive Plan as our recommended 2020 target.
- Comment: We should adjust our targets for Head Start/ Early Head Start to ensure that all early childhood programs are expanding at similar rates as other pieces of the system. Head Start is ready and able to serve additional children, often the neediest of children in our State, it's just a matter of additional funding.
- Our recommended 2020 target for preschool special education is higher for children in the core cities because lower income children are more likely to have a developmental delay or disability. The CDC prevalence data for children having a delay or disability is 15%, so a recommended target of 11%, with 12% in the core cities and 9% in the remainder of the state, seems like an ambitious yet achievable goal for 2020.
- The drop in the percentage of children receiving special education services in an inclusive setting reflects improved data collection methods.
- The target for Family Home Visiting is the target HEALTH set for itself when implementing the MIECHV grant.
- "Chronic absence" is defined as missing 18 or more days of school. Kindergarten has the highest chronic absence rate at 16%.
- Consistent participation in early learning programs is harder to track than attendance at public schools, but it is equally important.
- In addition to focusing on low income populations, other high needs populations must be targeted, such as maltreated children 0-8, homeless children, children in non-English speaking families and children with developmental delays and disabilities. All these children should be intentionally connected to high quality learning programs.

## **Rhode Island Early Learning Council Meeting**

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Rhode Island Foundation

### **Meeting Summary**

- Q: What is considered an “inclusive setting”?  
A: An “inclusive setting” is a general education setting in which a child with a disability participates. An “inclusive setting” must enroll at least 51% typically developing children. RIDE is tracking the programs attended by all children with an IEP.
- RIDE has made a lot of progress developing strategies and plans to provide special education services in inclusive settings. Because of that progress, the recommended target for 2020 of 85% of children receiving preschool special education in an inclusive setting is an ambitious yet achievable goal.
- Q: Can the progress on the percentage of children receiving preschool special education services in an inclusive setting be tracked at the program level so we can see, for example, how many children at Head Start programs are receiving special education services at their Head Start program?  
A: Some of that information is included in the Fact Book by community and the ECEDS system can help collect some of that data too, but RIDE is not specifically looking at inclusive programs. They are looking at every child with a disability and seeing what program they attend.
- Comment: If a particular program wants to advertise to families that it serves children with disabilities or delays, that program should complete a program profile in the ECEDS system so families can discover that program through a program search.

### **Quality**

- Targets for CCAP children participating in high-quality programs were part of the RTT-ELC grant, but were not included in the Early Learning Council’s 2012 Strategic Plan.
- Public schools have been delayed in engaging with BrightStars and move up in quality so that recommended target was reduced from 100% to 50% for 2020. BrightStars ratings only became available to public schools in early 2014.
- Tiered reimbursement was identified as a strategy for both the Access and Quality sections of the Draft Comprehensive Plan and the NGA Leadership Team identified it as a very high priority strategy as well.
- Our recommendation, as part of our advisory role, is for RIDE to prioritize Pre-K to 3 as it develops supports for its 2020 Vision for Education.
- Comment: Annual updates on the number of programs that increase, maintain or decrease BrightStars levels will help the Early Learning Council focus resources to make sure we meet our recommended 2020 target of 30% of early learning centers and 30% of K-3 school-age child care programs with a high-quality rating.
- Comment: It is great to have a goal of 30% CCAP children in 4 or 5 star programs, but we also need information about a decrease in the number of CCAP children in 1 star programs.

# **Rhode Island Early Learning Council Meeting**

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Rhode Island Foundation

## **Meeting Summary**

### **Workforce**

- We cannot identify clear targets for professional development, higher education, and wages in the workforce until everyone is in the Workforce Registry.
- The Early Learning Council will collect baseline data from RIDE on the percentage of Kindergarten, 1<sup>st</sup> and 2<sup>nd</sup> grade teachers that have PreK-2 certification. This data is important because teachers in all those grade should have similarly strong backgrounds in early childhood development and education. PreK-2 certification is not currently required for Grade 1 or 2 teachers.
- Comment: Both the CCRI 12 credit program and the TEACH program need to continue because they are both an essential part of the workforce career ladder and they both offer college credits that are required by BrightStars. The CCRI 12 credit program does not give access to degree completion, but it offers 4 foundational early childhood education classes. The TEACH program offers access to both AA and BA degrees, including all the general education coursework and early childhood coursework required for those degrees.

### **Outcomes**

- The Outcomes category refers to the work done by the Early Learning Development Standards and Assessment Subcommittee. The goal of that Subcommittee is to make sure children are on track developmentally, from birth to age 8, across all domains of early learning and development. To accomplish that goal, that Subcommittee tracks developmental screenings and identifies children who are falling behind or who have developmental challenges. It is important to identify those children as early as possible so that they can access appropriate programs and services.
- The Early Learning Council is working with HEALTH to determine a recommended 2020 target for completed developmental screenings for children under age 3.
- The number of completed screening for children age 3 to 5 decreased because of improved data collection methods.
- RIDE's target for completed developmental screenings of children age 3 to 5 is to increase current percentages by 15%, which aligns with our recommended 2020 target of 50%.
- All recommended targets can be updated if we exceed them before 2020.
- Comment: We should look at developmental screening results in the aggregate to create a clearer picture of the children in the state (e.g. % of children who are on track, % of children who screen positive for a potential delay or disability).
- Comment: Implementation of a statewide KEP could also be included in the state assessment requirements instead of in legislation.

# **Rhode Island Early Learning Council Meeting**

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Rhode Island Foundation

## **Meeting Summary**

- Q: Since developmental screenings for children under age 3 are now performed primarily in pediatric practices, what supports do early childhood programs have to track the development of the children they serve?  
A: Developmental screening of children under age 3 was moved to pediatric practices because pediatricians are mandated to developmentally screen children and parents do not want to participate in the process twice. Therefore, supporting developmental screenings by pediatricians should reduce duplication. Also, more children are reached by pediatricians than by early childhood programs. However, programs can access some developmental screening information, such as whether a child has been screened, through KIDSNET. Early childhood programs can also help families get connected to developmental screenings through pediatric practices and Child Outreach. Additionally, supports are available to help programs better understand RIELDS and how to authentically assess children. Programs can use authentic assessment data to connect with families and to help families connect with appropriate resources, including promoting developmental screenings at pediatrician offices.
- Comment: It is important to articulate the role of early childhood providers in achieving outcomes so we are all working toward the same goal, which is to improve outcomes for children. In addition to supporting improved child outcomes by authentically assessing children, programs can also promote attendance.
- The new PARCC results reset the proficiency levels in reading and math.
- RIDE's target for 3<sup>rd</sup> grade reading and math proficiency is to increase current percentages by 10%, which aligns with our recommended 2020 target of 46%.
- For the 3<sup>rd</sup> grade reading and math proficiency categories, additional targets for key subgroups, such as ELL and low income children, would help increase the overall rates.
- The 3<sup>rd</sup> grade reading and math proficiency categories are an overarching outcome for all of the work of the Early Learning Council.
- Q: What about screening for trauma or toxic stress?  
A: Those screening tools have to be completely redesigned and are not ready to implement.

## **UPDATES**

The following updates were made:

### RTT-ELC Sustainability Plan

Melissa Emidy presented the update on the RTT-ELC Sustainability Plan. (See slides). Key comments and questions included:

- On the RTT-ELC Sustainability Budget Proposal slide, "supports direct to early learning community" include grants.

# **Rhode Island Early Learning Council Meeting**

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Rhode Island Foundation

## **Meeting Summary**

- Each activity type's percentage of the total sustainability budget is aligned to the percentage that activity type had of the total RTT-ELC budget.
- "Development Activities" on the RTT-ELC Sustainability Budget Proposal slide refers to developing pieces of the system, like the Workforce Study and the BrightStars Validation Study, so most of those activities were completed under the RTT-ELC grant. The few activities that remain will be absorbed under the "State Support" category.
- Q: Is tiered reimbursement included in this proposal?  
A: No. It is a separate proposal, and will therefore be an additional ask to the General Assembly.
- Q: Does this have anything to do with the No Cost Extension?  
A: No, this is an annual cost that begins after and extends beyond the No Cost Extension.
- Q: Is this an increase from the typical budget request?  
A: It is not a typical budget request because it is a joint request from all participating state agencies and does not stem from a single agency.
- Q: Where does the federal money come from?  
A: All of the federal money is from CCDF. Therefore, it is part of DHS's budget. The Sustainability Plan reflects an increase in DHS's quality budget, which would have happened anyway because of the increase in quality dollars that are required to be spent under the CCDBG Reauthorization. It is the State funding being requested that would increase the budgets of the state agencies, should it be approved. Much of RTT-ELC built upon DHS' quality investments, and that is reflected in the sustainability plan, as those same quality investments are a major part of sustaining the work going forward.

## **Rising Stars Campaign**

Karen Beese presented the update on the Rising Stars Campaign. (See slides). Key comments and questions included:

- Programs that have submitted complete applications by the December 15<sup>th</sup> deadline will still be eligible to receive a Rising Stars award when their rating is issued if they continue to meet all the qualifications.
- Q: What is the breakdown of the types of programs awarded a Rising Star payment?  
A: That information is being tracked and can be provided as a follow up to this meeting.
- Q: How much money was originally put aside for the Rising Stars awards and what happens to the remaining money?  
A: Originally, \$500,000 was set aside for the Rising Stars award and the total funds expended to date totals \$153,500. DHS will examine the data from the Rising Stars campaign as well as the award structure and will see if it is feasible to continue the campaign and sustain it on a long term basis.

# **Rhode Island Early Learning Council Meeting**

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Rhode Island Foundation

## **Meeting Summary**

### **BrightStars Enrollment**

Karen Beese presented the update on BrightStars Enrollment. (See slides). The following comment was made:

- On the BrightStars Enrollment slide, 916 includes centers, family child care, and public school programs. School-age child care (after school) programs were not included in this slide. The total of 916 is the number of programs in existence as of January 1, 2015 and that number fluctuates during the year. There will be another point in time total calculated on January 1, 2016.

### **Biennial Child Care Plan**

Karen Beese presented the update on the state's Biennial Child Care Plan. (See slides). Key comments and questions included:

- The Biennial Child Care Plan is now a Triennial Child Care Plan and will be submitted every 3 years. The Plan will address how and when RI will implement all the requirements issued under CCDBG Reauthorization.
- Continuing uninterrupted eligibility for 12 months will require some changes to our state policies, practices, and in some instances statutes. For instance, it may be that the state can no longer terminate child care subsidies during that 12 month period for non-cooperation with child support. DHS will be looking closely at how to best comply with conflicting State and federal mandates in this area. However, there are still some limited reasons for disrupting the 12 month eligibility, such as fraud or a very significant increase in income.
- To increase the supply and improve the quality of care for high-risk children, such as those that are experiencing homelessness. DHS is considering how to make CCAP services immediately available, regardless of whether supporting documentation is submitted initially. These high-risk children should be able to begin receiving services, while the families are given a "grace period" to submit the required documentation.
- Annual monitoring visits for all providers serving CCDF children includes DHS monitoring visits to license exempt providers. This includes license exempt providers caring for children in the child's home as opposed to in the provider's home.
- DCYF does not visit license exempt providers, that is under DHS. However, licensed providers may receive visits from both DCYF and DHS. The agencies will examine how to best align these efforts, including potentially combining visits.
- On July 1, 2016, DHS will launch a new system that will allow for online attendance reporting and billing.
- The state has collected input on this plan since March 2015 through a variety of methods, including listening sessions, face to face meetings and a number of Survey Monkeys. A draft of the plan will be available in January, followed by a public hearing in late January/early February. DHS will also offer other ways to provide feedback on the final draft, such additional surveys and direct email.

# **Rhode Island Early Learning Council Meeting**

Wednesday, December 9, 2015 11:30-2:00 p.m.

Rhode Island Foundation

## **Meeting Summary**

- Q: What is the plan for tiered reimbursement?  
A: By December 31, DHS will submit a proposal for tiered CCAP reimbursement tied to BrightStars rating, including incentives, and a workforce development component. Part of that proposal will be to increase the base rate to no lower than the 50<sup>th</sup> percentile of the current market rate. In order to incentivize infant toddler care and to recognize the high need and associated cost for quality infant toddler care, the infant toddler base rate could be above the 50<sup>th</sup> percentile. Once the base rates are determined, DHS will set the tiers by examining different scenarios and concluding which rates make sense across all tiers, while also bearing in mind the entire cost of the package. DHS is also considering different revenue generating ideas that could offset the cost of the proposal.
- Q: How is DHS defining the purpose of tiered reimbursement?  
A: The goal of tiered reimbursement is to incentivize and reward quality in a manner similar to the Quality Awards under the RTT-ELC grant. DHS wants to encourage programs to increase quality by offering higher quality programs more money. Also, the reimbursement rates should be sufficient to cover some of the additional costs of higher quality programs, as outlined in CCDBG Reauthorization. These goals must be balanced with the cost of the entire proposal, however. If the price tag is too high, the proposal may not be approved regardless of its necessity.
- Q: When is the 2015 Market Rate Survey being released?  
A: It is in the final drafting stage now and will be released very shortly.
- Comment: Tiered reimbursement will potentially provide an economic boost for employees, many of whom receive salaries at the poverty level. Tiered reimbursement will also provide stabilization for both families and programs, who are struggling financially.
- Q: Is DHS considering requiring tiered reimbursement to address staff salaries?  
A: No, that will be done at the program level. However, there will be a workforce-related incentive included as part of the proposal.
- Comment: It is part of the draft Early Learning Council Comprehensive Plan to explore the feasibility of implementing the Child Care WAGE\$ model that has been implemented in five states. That model supplements individual salaries and would be separate from and in addition to the tiered reimbursement plan.
- Comment: The tiered reimbursement proposal will be submitted separately from the RTT-ELC Sustainability Plan. The next step for the tiered reimbursement proposal is either legislation or inclusion in the governor's budget.
- Comment: To prepare for the submission of the tiered reimbursement proposal and the Sustainability Plan, which is a large ask when considered together, we should have a strategy to promote the community's understanding of the critical importance of the state's investment in early childhood care and education. We need to mobilize the public to demand these investments.

## ***Rhode Island Early Learning Council Meeting***

Wednesday, December 9, 2015 11:30-2:00 p.m.

Rhode Island Foundation

### **Meeting Summary**

#### **PUBLIC COMMENT**

There were no additional comments and questions from the public.

#### **NEXT STEPS**

The next Early Learning Council meeting is scheduled for March 23, 2016 from 11:30-2:00 p.m. at Save the Bay. Some people have requested moving the Early Learning Council meetings to earlier in the day. Please let Leanne Barrett know if that would not work for you.