

Rhode Island Early Learning Work Group Meeting

July 22, 2010 3:00-5:00 p.m.

Location: Community College of Rhode Island – Knight Campus, Room 4090
400 East Avenue, Warwick, RI

Agenda

Meeting Goals:

- 1) Orient Work Group members on:
 - a. The role and responsibilities of the Council
 - b. The role of the Working Group
 - c. Existing efforts that can be built upon or aligned through the Council's work with the support of the Work Group
- 2) Facilitate input and feedback on the State Advisory Council RFP

3:00-3:15	Welcome /Opening Remarks	Kristin Lehoullier/Larry Pucciarelli/ Leanne Barrett/Michele Palermo
3:15-3:20	Meeting Overview	Kristin Lehoullier
3:20-3:50	Orientation	Larry Pucciarelli/Leanne Barrett/Michele Palermo
3:50-4:55	State Advisory Council Proposal Overview and Discussion	Kristin Lehoullier/Leanne Barrett/All
4:55-5:00	Wrap-up/Next Steps <ul style="list-style-type: none">• Next steps• Send calendar by email	Kristin Lehoullier

Handouts:

- Agenda
 - Orientation Presentation
 - Starting Point Matrix
 - State Advisory Council RFP slides
 - Draft RFP
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RHODE ISLAND EARLY LEARNING COUNCIL WORK GROUP:

Orientation

July 22, 2010





INTRODUCTION

- ⊙ Head Start Reauthorization Act of 2007 requires governors to establish a State Advisory Council on Early Childhood Education and Care.
- ⊙ Law provides specific guidance on membership and allows the Governor to appoint representatives of other entities as relevant.
- ⊙ The Council will build on the work of Successful Start.
- ⊙ The Council will meet 4 times a year; public meetings posted on Secretary of State's website.
- ⊙ The Council will provide periodic reports on its progress and activities to the PK-16 Council, the Permanent Legislative Commission on Child Care and the Successful Start Steering Committee.
- ⊙ The Council will be periodically asked to review state proposals/activities related to ECE.



OVERALL ROLE OF THE COUNCIL

Facilitate the development or enhancement of high-quality systems of early childhood education and care (for birth – 8) designed to improve school readiness.



RESPONSIBILITIES OF THE COUNCIL

- ③ Conduct periodic needs assessments
- ③ Identify opportunities for, and barriers to, collaboration and coordination
- ③ Develop recommendations on increasing participation in ECE programs (including outreach to underrepresented populations)
- ③ Develop recommendations on statewide professional development for ECE educators



RESPONSIBILITIES OF THE COUNCIL (CONT'D)

- ③ Assess capacity of higher education to support development of ECE educators
- ③ Make recommendations for improvements in State early learning standards
- ③ Facilitate the development of enhancement of high-quality systems of ECE
- ③ Ensure smooth and successful transitions from early childhood to K - 3



PRIMARY COUNCIL DELIVERABLE

Develop a state plan for facilitating the development or enhancement of high-quality systems of early care and education with the goal of improving school readiness and success in school.



WORK GROUP

- ③ The Early Learning Council will be supported by a work group.
- ③ The work group will help the Council complete the tasks set forth in the law.
- ③ The work group will meet 9 times a year; public meetings posted on Secretary of State's website.
- ③ Approximately 22 members comprised of representatives from key state agencies and community members; it is anticipated that several Council members will also participate in the working group.
- ③ Appointments will be made by ELC co-chairs.
- ③ Co-chaired by Larry Pucciarelli, Leanne Barrett and Michele Palermo who will also serve on the ELC in an ex officio capacity.

STARTING

POINT



RHODE ISLAND NEEDS A HIGH-QUALITY AND COORDINATED EARLY LEARNING SYSTEM TO ENSURE SCHOOL READINESS AND SCHOOL SUCCESS

- ③ Educational excellence for all children starts with a high quality system of early care and education.
- ③ Participation in high-quality early learning programs have a proven long-term payoff in better educational and economic outcomes for children, families and society.
- ③ Many children still do not have access to high-quality early learning programs. States have a critical leadership role in improving access to high-quality early learning programs.



IMPACT OF HIGH QUALITY EARLY CHILDHOOD EDUCATION

Impact on Children:

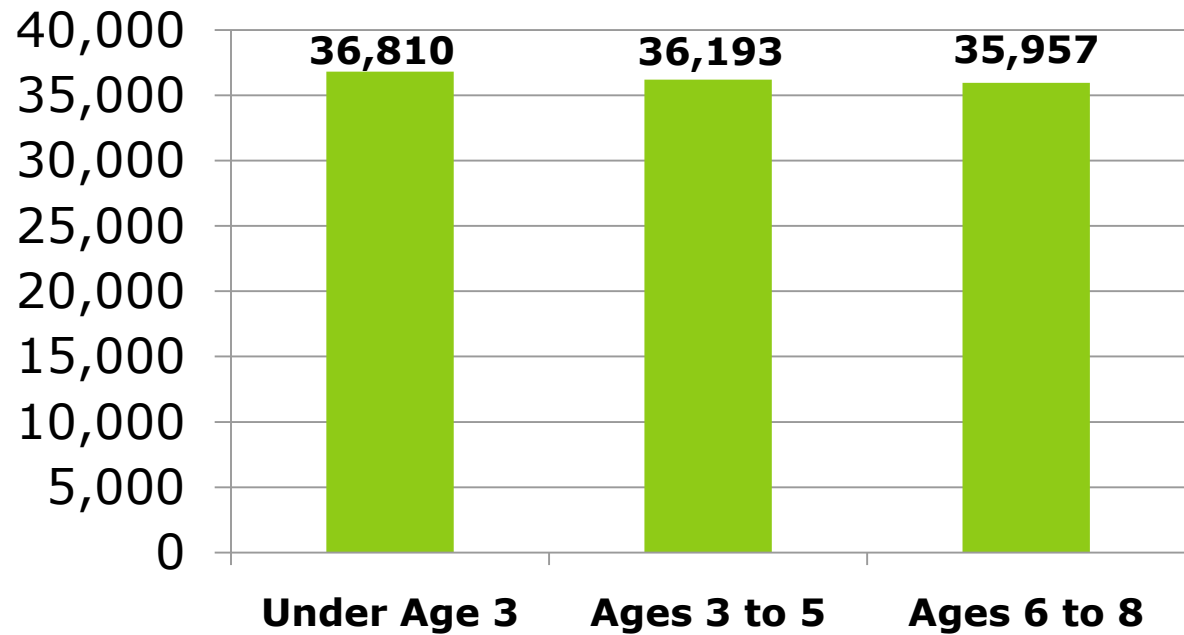
- ⦿ Improved social behavior and cognitive skills
- ⦿ Improved math and language skills
- ⦿ Less grade repetition, special education, teen pregnancy
- ⦿ Higher graduation rates & earnings; more employment

Impact on Society and Economy:

- ⦿ Increased school achievement
- ⦿ More productive workforce and increased competitiveness
- ⦿ Reduced crime
- ⦿ Increased tax revenues
- ⦿ Significant government savings in K-12 costs, social service costs and crime costs



TARGET POPULATION



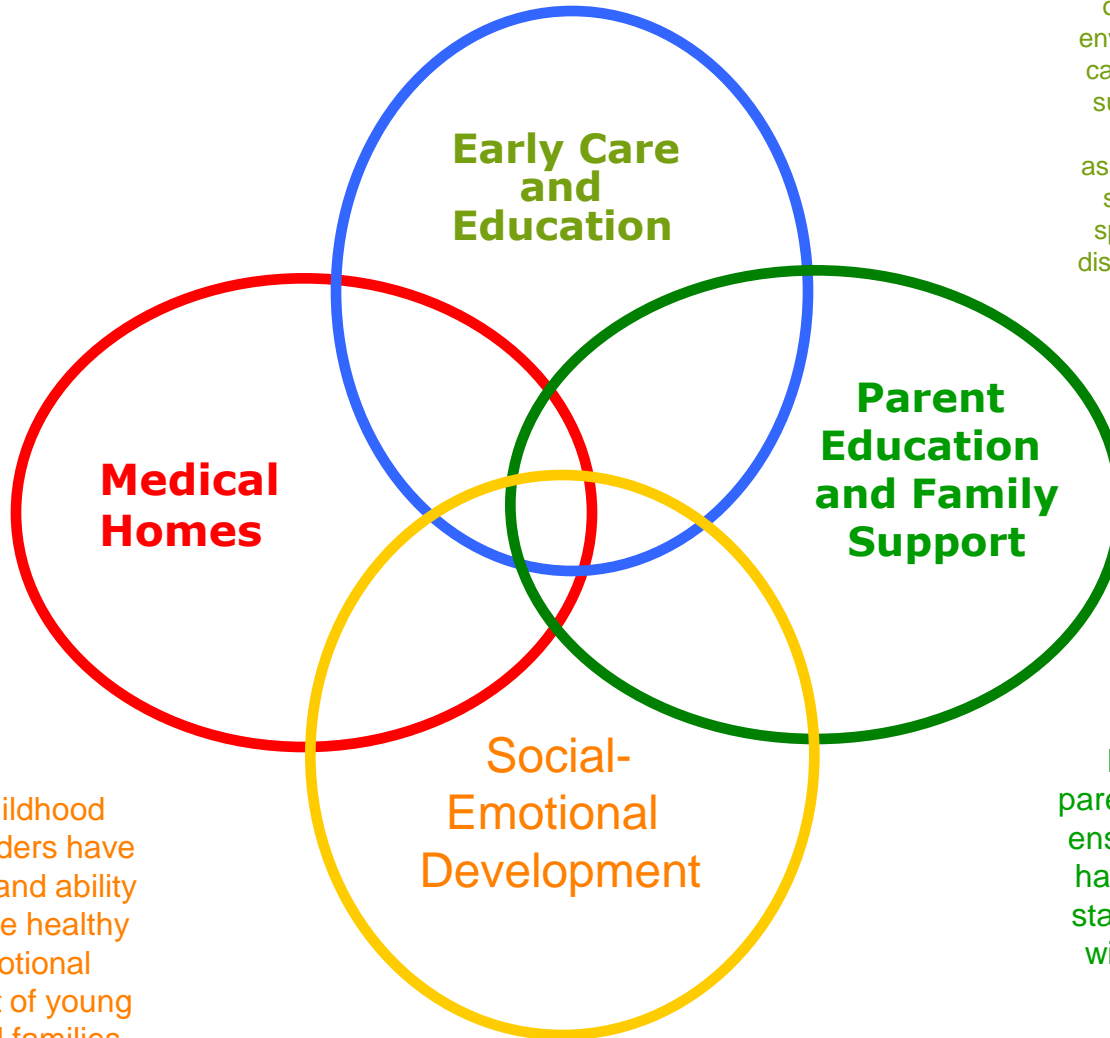
- 73,003 children under age 6
- 19% (13,686) of children under 6 live below poverty
- 9% (921) of kindergartners in RI public schools receive English Language Learner services (18% in the core cities)

Components of a State Early Childhood System



Comprehensive health services that meet children's vision, hearing, nutrition, behavioral, and oral health as well as medical needs

All early childhood service providers have the capacity and ability to support the healthy social-emotional development of young children and families



Early care and education opportunities in nurturing environments where children can learn what they need to succeed in school and life.

Early identification, assessment and appropriate services for children with special health care needs, disabilities, or developmental delays

Economic and parenting supports to ensure that children have nurturing and stable relationships with caring adults



STARTING POINT: PROGRAM QUALITY

- ◎ BrightStars Quality Rating and Improvement System
- ◎ RIDE Comprehensive Early Childhood Program Approval
- ◎ NAEYC Accreditation
- ◎ DCYF Licensing
- ◎ Child Care Facilities Fund



STARTING POINT: WORKFORCE SUPPORT/PROFESSIONAL DEVELOPMENT

- ◎ RI Early Learning Standards
- ◎ RI Core Competencies (in development)
- ◎ Professional Development System Planning
- ◎ TEACH Project (in development)



STARTING POINT: DATA

Understanding gaps and needs:

- ⊙ Existing data and reports

Building a comprehensive ECE data system

- ⊙ NGA Ready States Data Project(cross departmental initiative)



STARTING POINT: CHILDREN'S SUCCESSFUL TRANSITIONS FROM ECE TO K-3

- ⊙ Early childhood coordinators in some school districts
- ⊙ Pre-school Special Education



NEXT STEPS

- Assess strengths and gaps using existing data and recommendations
- Sequence efforts and develop detailed workplan
- Focus on time-sensitive responsibilities of the Council including RFP submission.

RHODE ISLAND EARLY LEARNING COUNCIL WORK GROUP

**State Advisory Council RFP
Opportunity**

July 22, 2010





INTRODUCTION

- ◎ States can apply for \$500,000 in federal dollars to support the work of the Council
- ◎ One-time start-up grant
- ◎ Requires a 70% match that can be in-kind
- ◎ Funds can be used over 3 years
- ◎ Application due August 1, 2010



HOW THE FUNDS CAN BE USED

- ⦿ Can use funds to:
 - ⦿ Support the work of the Council
 - ⦿ To develop and implement a state plan
 - ⦿ To carry out activities to facilitate the development or enhancement of high-quality systems of ECE designed to improve school readiness through one or more of the following activities:
 - Supporting professional development, recruitment and retention initiatives for ECE educators
 - Enhancing existing early childhood and development programs and services in existence on the date of grant award.
 - Carrying out other activities consistent with state plan.



APPLICATION REQUIREMENTS

- ⦿ The application must include:
 - ⦿ A statewide strategic report addressing the responsibilities of the Council
 - ⦿ A description of how the state will make effective use of the funds to create an ECE system by developing or enhancing programs and activities consistent with that report
 - ⦿ A description of the State's early learning standards and the State's goals for increasing the number of children entering Kindergarten ready to learn.
 - ⦿ The agency or joint interagency office and individual designated to carry out the activities
 - ⦿ A description of how the State plans to sustain activities beyond the grant period.



ELC FOCUS AREAS 2010- 2013 - DRAFT

Focus Area	Description
ACCESS	<p>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, Head Start, Early Head Start, Pre-K and Full-Day Kindergarten.</p> <ul style="list-style-type: none">• Conduct periodic needs assessments on the quality and availability of early childhood education and development programs (access, quality, workforce).• Identify opportunities and barriers for collaboration and cooperation.• Develop recommendations on increasing participation in high-quality child care, Pre-K, Head Start, and early childhood special education programs.



ELC FOCUS AREAS 2010- 2013 - DRAFT

Focus Area	Description
PROGRAM QUALITY	<p>Support program quality improvement. Continue expansion of participation in BrightStars, Rhode Island’s evidence-based quality rating and improvement system. Develop effective supports and strategies to help programs achieve high-quality standards by providing financial incentives for participation in BrightStars and for program quality improvements tied to improving a BrightsStars rating and/or achieving RIDE Approval. Ensure there are adequate resources and supports for high-quality facilities, equipment and materials, and a qualified and stable workforce across all types of early learning programs, from birth to third grade.</p> <ul style="list-style-type: none">• Ensure that administrative/program costs to operate and sustain BrightStars continues to be supported through a public-private funding partnership and that participation in BrightStars is encouraged, rewarded, and recognized by all parts of the early learning system.• Review tiered reimbursement systems, quality bonuses, and financial incentives developed by 29 other states to support program quality improvement and develop recommendations for implementing in Rhode Island.



ELC FOCUS AREAS 2010- 2013 - DRAFT

Focus Area	Description
PROFESSIONAL DEVELOPMENT	<p>Develop an adequately-funded, evidence-based system of professional development to prepare an effective and well-qualified workforce of early educators with appropriate levels of training, education, and credentials. The workforce includes staff of child care centers, preschools, Head Start programs, public Pre-K, and early childhood special education programs and family child care providers. Support implementation of the Rhode Island Early Learning Standards in a variety of programs through professional development with college credit and on-site technical assistance and coaching.</p> <ul style="list-style-type: none">• Develop recommendations on statewide professional development and career advancement plans for early childhood educators.



ELC FOCUS AREAS 2010- 2013 - DRAFT

Focus Area	Description
HIGHER EDUCATION	<p>Expand access to higher education and ensure institutions have the capacity to effectively support the development of early childhood educators. Establish the T.E.A.C.H. Early Childhood workforce scholarship model in the state which has been an identified state priority since at least 2005. BrightStars, state Pre-K, Head Start Performance Standards, and NAEYC accreditation all require that teachers and providers have post-secondary education and specialized training in early childhood education to be recognized as high-quality.</p> <ul style="list-style-type: none">• Implement T.E.A.C.H. Early Childhood in Rhode Island and secure public and private funding for scholarships.• Map the capacity of institutes of higher education in the development of early educators and assess effectiveness in meeting needs of the early childhood workforce.



ELC FOCUS AREAS 2010- 2013 - DRAFT

Focus Area	Description
EARLY LEARNING STANDARDS	<p>Participate in national planning and development of common core Early Learning Standards to include comprehensive learning guidelines across all domains of child development (physical, cognitive, social emotional, language and literacy, and approaches to learning) for children birth to age three and children ages three and four.</p> <ul style="list-style-type: none">• Continue to support the RI Early Learning Standards training for early learning providers serving preschool-age children.• Work with the Council of Chief State School Officers to provide input into the common core standards for early learning for preschoolers and infants/toddlers.• Review and consider adopting Infant-Toddler Early Learning Standards developed by another state as an interim strategy to guide the development of high-quality professional development opportunities for infant-toddler educators in Rhode Island.



ELC FOCUS AREAS 2010- 2013 - DRAFT

Focus Area	Description
ALIGNMENT OF STANDARDS	<p>Ensure alignment of quality standards and monitoring across program settings, including local Rhode Island systems of child care licensing, BrightStars Quality Rating and Improvement System, and Department of Education preschool approval and the national quality systems of accreditation (NAEYC and NAFCC) and Head Start.</p> <ul style="list-style-type: none">• Update DCYF child care center licensing regulations (last updated in 1993), monitoring procedures, and licensing data system to incorporate best practices from other states.• Conduct a review of all elements of the various standards and identify any inconsistencies. Discuss possible modifications that improve alignment. Share findings with providers and develop educational materials to explain alignment.



ELC FOCUS AREAS 2010- 2013 - DRAFT

Focus Area	Description
EARLY CHILDHOOD DATA SYSTEM	<p>Using technical assistance from the National Governors Association's Ready States Initiative, plan and build a coordinated birth to age 8 data infrastructure to collect essential information so we can track young children's participation in early learning programs (including child care, Head Start, special education, and Pre-K) and understand the quality of programs that serve them. This system needs to include information on children, programs and workforce characteristics, begin at birth and be linked to the K-12 data system through a unique student identifier.</p> <ul style="list-style-type: none">• Participate in NGA Ready States Project.• Develop recommendations for data system enhancements and linkages.

ELC FOCUS AREAS 2010- 2013 - DRAFT



Focus Area	Description
CHILDREN'S LEARNING AND DEVELOPMENT	<p>Enhance and expand methods and systems to track children's learning and development. Explore best practices in other states and develop a statewide kindergarten assessment system that builds on the Rhode Island Early Learning Standards and is used to guide practice and policy and inform kindergarten teachers of children's strengths and areas for growth. A Kindergarten assessment system is an essential building block to support alignment across the birth to Grade 3 continuum. Work to increase the percentage of children who are reading at grade level by third grade.</p> <ul style="list-style-type: none">• Review kindergarten assessment systems in other states and develop a kindergarten assessment system for Rhode Island.• Regularly update and track Rhode Island's community-based School Readiness Indicators.• Develop strategies to increase the percentage of children reading on grade level by third grade, with particular attention given to English Language Learners.



ELC GENERAL PLAN FOR 2010- 2011 - DRAFT

When	Focus	Review	Next Steps
October 2010	Early Childhood Data Systems for Policy	<p>Overview of existing foundation of ECE data</p> <p>NGA policy questions, data elements, and map</p> <p>Best practices for Kindergarten Assessment</p>	<p>Plan and estimates for costs to build data system enhancements and linkages</p> <p>Agreement on next steps for Kindergarten Assessment system</p>
January 2011	Access and Quality of Early Learning Programs: Child Care, Head Start, Special Education, Public Pre-K	<p>Assessment of access issues</p> <p>Baseline quality studies</p> <p>BrightStars</p> <p>RIDE Preschool approval</p> <p>DCYF licensing</p> <p>Review and ensure alignment of quality standards (Bright Stars, RIDE Pre-School Stds, DCYF, Head Start, NAEYC and Public Pre-K Stds)</p>	<p>Recommendations to improve access including expansions and administrative changes</p> <p>Plan to support quality improvement (consider tiered reimbursement and bonuses tied to quality)</p> <p>DCYF updates to licensing regulations and data systems</p> <p>Alignment review document</p>



ELC GENERAL PLAN FOR 2010- 2011 - DRAFT

When	Focus	Review	Next Steps
April 2011	Early childhood workforce development	<p>Existing data on workforce (including professional development and education needs)</p> <p>Workforce study/registry planning</p> <p>Update on core competencies project</p> <p>TEACH</p>	<p>Workforce study/registry</p> <p>TEACH</p> <p>PD System development</p> <p>Higher education system capacity mapping and assessment</p>
July 2011	Workforce & Quality	<p>Financial incentives/supports to improve program quality</p> <p>PD System Recommendations</p> <p>Higher education</p>	<p>PD system development</p>



ELC INVESTMENT PLAN: 2010-2013 DRAFT

Investment	Amount	Rationale
ELC and ELCWG meeting planning, facilitation, documentation and convening costs	\$99,000 (\$33,000/year)	Governance and planning
TEACH scholarships	\$150,000 (\$50,000/year)	Workforce/higher education
Early Childhood Needs Assessment & Data System Planning (NGA/RIKC): <ul style="list-style-type: none">• On-going tracking of needs, gaps and resources.• Identification of data capacity and gaps (child data, program data, workforce data).• Workforce study/registry planning and coordination.	\$72,000 (\$24,000/year)	Needs assessment, data systems, workforce



ELC INVESTMENT PLAN: 2010-2013 DRAFT

Investment	Amount	Rationale
<p>Focused system/data projects for Early Learning Council:</p> <ul style="list-style-type: none"> • Professional development system development/consultation • Analysis and recommendations re: financial supports for quality improvement (work with NCCIC or Anne Mitchell/Louise Stoney) • DCYF licensing update and improvement of monitoring and data systems (work with NARA) • Workforce study/registry (work with TEACH) • Kindergarten assessment system development. • Other data system enhancements (TBD) 	<p>\$179,000</p> <p>6 projects @ approx. \$30,000</p> <p>(project costs would vary and could range from \$15K - \$50K)</p>	<p>Workforce/Professional development</p> <p>Program quality</p> <p>Children's Learning and Development</p> <p>Data systems</p>
<p>TOTAL</p>	<p>\$500,000 (\$167,000/year)</p>	

Rhode Island Early Learning Work Group Meeting

July 22, 2010 3:00-5:00 p.m.

Location: Community College of Rhode Island – Knight Campus, Room 4090
400 East Avenue, Warwick, RI

Attendees: Michele Palermo, Leanne Barrett, Larry Pucciarelli, Khadija Lewis Khan, Tammy Camillo, Leslie Gell, Chris Amirault, Blythe Berger, Karen Bouchard, Colleen Dorian, Brenda DuHamel, Kenny Duva, Maryann Finamore-Allmark, Jerry Hatfield, Ann Turrell, Sue Warford

Meeting Goals:

- 1) Orient Work Group members on:
 - a. The role and responsibilities of the Council
 - b. The role of the Working Group
 - c. Existing efforts that can be built upon or aligned through the Council’s work with the support of the Work Group
- 2) Facilitate input and feedback on the State Advisory Council RFP

3:00-3:15	Welcome /Opening Remarks	Kristin Lehoullier Larry Pucciarelli Leanne Barrett/Michele Palermo
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Welcome/Introductions

- Kristin Lehoullier welcomes group and introduces Working Group co-chairs

Opening Remarks - Co-Chairs

- Larry Pucciarelli: I am very excited to be here today. We have been discussing the need for an Early Learning Council (ELC) for a long time. And it has taken a while to make it a reality. We looked at the myriad of advisory councils that existed around childcare issues as examples. This Council is an opportunity to take a look at the investments that have been made and the progress that has been made and build on that.
- Leanne Barrett: I just wanted to say how excited I am that we are here today. Now is a great time to be a starting. The Early Learning Council with the support of the Working Group will be able to plan a state response to the coming opportunities over the year. We will be able to work across all sectors (Pre-K, Head Start/Early Head Start, special education and child care) to improve access and quality paying attention to vulnerable children in an effort to minimize the many silos and divisions across funding streams. I think that using the name Early Learning Council is important because it recognizes that children are learning in all settings.
- Michele Palermo: I’m really excited too. Larry outlined the work of the Council and Working Group well. This is a significant opportunity to look at where our system is now and take it in a more comprehensive direction in the future. This is a chance to do something strategic related to the field in which we work. It is a field that exists in lots of different settings and it’s important that those different settings continue to exist. We are not talking about one central, uniform setting. However, there are some things that we can do to ensure commonality among the different settings. It’s a really exciting time.

Rhode Island Early Learning Work Group Meeting

July 22, 2010 3:00-5:00 p.m.

Location: Community College of Rhode Island – Knight Campus, Room 4090
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Introductions - Kristin Lehoullier

- Kristin facilitated introductions and acknowledged public participants (see roster for public attendees)

3:15-3:20	Meeting Overview	Kristin Lehoullier
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- Kristin Lehoullier: Before we start I want to go over goals for this meeting. During this meeting we would like to:
 - Orient Work Group members on:
 - The role and responsibilities of the Council
 - The role of the Work Group
 - Existing efforts that can be built upon or aligned through the Council’s work with the support of the Work Group
 - Facilitate input and feedback on the State Advisory Council RFP; we will spend the bulk of the meeting time on this topic.

There are a couple of things I would like to point out:

- First, some members of the ELC are also a part of the Work Group. Second, this Work Group is open to all ELC members and to the public. Because this is a public meeting we have intentionally built in time for public attendees to ask questions and make comments during the meeting. We will have clear times for public comment during the meeting at the end of each agenda item. We will first invite feedback from Work Group and then ask for public comment. In the interest of efficiency, I ask you to keep your comments brief. If you agree with something someone else says, indicate that you concur with that person without restating the comment. Finally, it would be helpful to both the public attendees and the note takers if you could state your name before you speak.
- We will be documenting this meeting and the minutes will be public - they will be posted on the Rhode Island Kids Count (RIKC) website with a link from the RIDE website to the RIKC website. In addition, the agenda for this meeting will be posted 48 hours in advance on the Secretary of State website.

3:20-3:50	Orientation	Larry Pucciarelli/ Leanne Barrett/ Michele Palermo
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The Role and Responsibilities of the Council and the Working Group – Larry Pucciarelli

Overview

Rhode Island Early Learning Work Group Meeting

July 22, 2010 3:00-5:00 p.m.

Location: Community College of Rhode Island – Knight Campus, Room 4090
400 East Avenue, Warwick, RI

- Head Start Reauthorization Act of 2007 requires governors to establish a State Advisory Council on Early Childhood Education and Care.
- Law provides specific guidance on membership and allows the Governor to appoint representatives of other entities as relevant.
- The Council will build on the work of Successful Start.
- The Council will meet 4 times a year; public meetings posted on Secretary of State's website.
- The Council will provide periodic reports on its progress and activities to the PK-16 Council, the Permanent Legislative Commission on Child Care and the Successful Start Steering Committee.
- The Council will be periodically asked to review state proposals/activities related to ECE.
- The overall role of the Council is to facilitate the development or enhancement of high-quality systems of early childhood education and care (for birth – 8) designed to improve school readiness.

Question about the relationship of the Early Learning Council and Work Group to the PK-16 Council and the Child Care Commission

Michele Palermo: The P-K 16 council was created by the governor. I think the PK-16 Council meets quarterly. Commissioner Gist sits on that council. She would be the one bringing updates to the council.

Larry Pucciarelli: The commission has been meeting faithfully every month. That is an appointed body but everyone is welcome to attend.

The Council has a set of specific responsibilities that are laid out in the law. The responsibilities of the Council are to:

- Conduct periodic needs assessments
- Identify opportunities for, and barriers to, collaboration and coordination
- Develop recommendations on increasing participation in ECE programs (including outreach to underrepresented populations)
- Develop recommendations on statewide professional development for ECE educators
- Assess capacity of higher education to support development of ECE educators
- Make recommendations for improvements in State early learning standards
- Facilitate the development or enhancement of high-quality systems of ECE
- Ensure smooth and successful transitions from early childhood to K - 3

Primary Council Deliverable

- The primary deliverable of the Council will be to develop a state plan for facilitating the development or enhancement of high-quality systems of early care and education with the goal of improving school readiness and success in school.

Work Group

- The Early Learning Council will be supported by a Work Group.
- The Work Group will help the Council complete the tasks set forth in the law.
- The Work Group will meet 9 times a year; public meetings posted on Secretary of State's website.

Rhode Island Early Learning Work Group Meeting

July 22, 2010 3:00-5:00 p.m.

Location: Community College of Rhode Island – Knight Campus, Room 4090
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- Approximately 22 members comprised of representatives from key state agencies and community members; it is anticipated that several Council members will also participate in the Work Group.
- Appointments will be made by the Early Learning Council co-chairs.
- The Work Group will be co-chaired by Larry Pucciarelli, Leanne Barrett and Michele Palermo who will also serve on the Early Learning Council in an ex officio capacity.

The Starting Point for the Work – Leanne Barrett and Michele Palermo

Leanne Barrett spoke to the need for a high quality and coordinated early learning system to ensure school readiness and school success, described the impact of high quality early childhood education on children, society and the economy and shared some data on the population of young children in Rhode Island (see attached presentation).

Michele Palermo reviewed the components of a State Early Learning System and shared highlights of the work that the Council can build upon. (see PowerPoint presentation)

Comments/Questions?

Working Group Comments: none

Public Comment:

Why wasn't CCSN put in as a starting point or as a where we are now or mental health consultation?

Leanne Barrett: We had to condense things a lot. We had way too many slides but it's on a starting point matrix in the packet with a complete list of initiatives.

3:50-4:55	State Advisory Council RFP	Kristin Lehoullier/ Leanne Barrett/ All
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Kristin gave an overview the State Advisory Council RFP Opportunity (see attached PowerPoint Presentation)

- States can apply for \$500,000 in federal dollars to support the work of the Council
- One-time start-up grant
- Requires a 70% match that can be state funds, private funds, or in-kind
- Funds can be used over 3 years
- Application due August 1, 2010
- Can use funds to:
 - Support the work of the Council
 - To develop and implement a state plan
 - To carry out activities to facilitate the development or enhancement of high-quality systems of ECE designed to improve school readiness through one or more of the following activities:

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- Supporting professional development, recruitment and retention initiatives for ECE educators
- Enhancing existing early childhood and development programs and services in existence on the date of grant award.
- Carrying out other activities consistent with state plan.

- The application must include:
 - A statewide strategic report addressing the responsibilities of the Council
 - A description of how the state will make effective use of the funds to create an ECE system by developing or enhancing programs and activities consistent with that report
 - A description of the State's early learning standards and the State's goals for increasing the number of children entering Kindergarten ready to learn.
 - The agency or joint interagency office and individual designated to carry out the activities
 - A description of how the State plans to sustain activities beyond the grant period.

State Council Application Development Approach and Process – Leanne Barrett

It has been a very rapid process, written over the past week. We had no authority to write it until the ELC actually formed and members were appointed. Several of us went to Seattle for the NGA data project so we did not have a lot of time to do this. We did build on work that has been done to date. We especially looked at Successful Start – you will see several items from Successful Start in some of the goals that we've come up with as well as priorities that were identified from work already done by several groups - the Child Care Commission, Ready to Learn, the Rhode Island Department of Education, etc. – we focused on key things that had energy to move forward. I wish we could have had more time for input. We have put the draft on the RI KIDS COUNT website for public comment and there will be a hearing on it on Thursday July 29.

- This is basically a plan to plan. The RFP is a small amount of money -500k over three years because the amount is based on the state population. It is not competitive – the good news is that there is a strong desire on the part of the federal agency to get these dollars out to states, so if we do a good, thorough job with the application, it is likely that Rhode Island will receive this funding.
- Other states are in a similar situation and are putting things together at the last minute, 50% of states are working on it during the month of July.
- The ELC chairs asked use to develop the application; Michele and I are staffing the ELC as both of our bosses are co-chairs of that group

Proposal Elements - Leanne Barrett

Leanne reviewed the focus areas of the proposal (see attached PowerPoint Presentation):

- The RFP asks for a work plan for the Council. We used existing work to put together the focus areas for the work plan. (see presentation for focus areas)
- From the work plan we identified proposed early investments (see presentation).

Questions/Comments?

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Work Group Comments

- Maryann Finamore: I have a question about the national Early Learning Standards that are being developed by the NGA and the Council of Chief State School Officers – the Common Core standards for early learning. In addition, to taking a look at what they develop for infant and toddler, are we planning on revising our preschool Early Learning Standards to align with the national standards or are we planning to just adopt the national standards as a whole?
- Leanne Barrett: Other states are already revising their standards. So it would be an option for us to update current early learning standards, from 2003, but there are so many other things for us to do. We would have to prioritize.
- Michele Palermo: RIDE just adopted the common core standards for K-12 so our kindergarten expectations are different. Our current standards are aligned to the old kindergarten GLEs and but they are not necessarily aligned with the new Common Core standards for kindergarten – we’re going to have to do something to address that anyway. This group that is getting together sounds like they’re trying to develop national core standards for birth to 5 and ensure that it is already aligned with the Common Core for K-12. That doesn’t mean that states can’t supplement the core. Since these standards are not developed we don’t know what they would look like. We will have to see what they develop and make a decision as to whether it meets our needs.
- Jerry Hatfield: Is there a timeline in mind?
- Michele Palermo: I learned about this at the national meeting of the state early childhood coordinators from people from the National Governor’s Association (NGA). At that meeting, they were looking for feedback. They wanted to know whether states would be opposed to them developing common early learning standards for young children. They also wanted to know what people were already doing. Most people said this is something they would be interested in being a part of. So it’s at the very beginning stages. Timeline is within 3 years. However, the common core went out really quickly.
- Colleen Dorian: My question is about data systems. Is there a way to collect data on family childcare as well?
- Leanne Barrett: I think that has been the plan from the beginning. We need to know where the kids are - we should be able to include everyone who is in a regulated setting.
- Michele Palermo: We want to know things about 1) children, 2) programs, and 3) people working in the programs
- Maryann Finamore: What do we mean when we say Kindergarten assessment system? Will this be something similar to child outreach screening?
- Michele Palermo: It’s more comprehensive than a screening. I like what Washington State is doing. They call it a developmental inventory and they work to get an idea of where kids are in kindergarten using multiple methods (some standardized, some observational). They work to have a developmental profile by October. If you collected that info on the state level, you would have a picture of where kids are.

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- Leanne Barrett: The other nice thing about Washington too is that they are gathering data from multiple perspectives. They gather data from early childhood programs and that goes with the child to the kindergarten teacher and they gather data from families and then the Kindergarten teacher also does some assessment. They consider all 3 of them equally; families' hopes and dreams should be just as important as the nuts and bolts of assessment results. It would make sense to look at what other states are doing.
- Khadija Lewis Khan: I was wondering if it would make sense to focus resources on helping programs get national accreditation – other states have more technical assistance for that then we do
- Leanne Barrett: We haven't had any specific conversations about that. We have in there a sentence "ensure there are resources to ensure quality." We can look to explore support for accreditation with the Council and Work Group
- Khadija Lewis Khan: I think the low number of accredited programs in Rhode Island are an indication that this is something to think about .
- Sue Warford: I'm looking for something to do with salaries, compensation, and turnover. I think that the issue is something we need to address in some way. I'm not sure where it fits in here.
- Leanne Barrett: Part of the TEACH project is about getting providers and professionals access to higher education. They work in partnership with the employers so it's tied to compensation and reduces turnover. If they get scholarships they stay in program for a defined period of time. This has been implemented in 22 states now and data show that it is working well. It's a systematic approach. It doesn't solve the problem completely obviously – the differential in salaries is so great.
- Sue Warford: It's a huge issue and it has been an issue for 30 years or longer in our state.
- Michele Palermo: I think we need to address the workforce registry issue as a first step. First you have to have good info about who are we talking about e.g. credentials, salary etc. Then you have a platform to work on salary issues.
- Leanne Barrett: Another idea is to look at what they are doing in Pennsylvania. Through their state Quality Rating and Improvement System (similar to BrightStars), they(?) support quality improvement through a multi-tiered bonus system and the give out money specifically for teacher retention bonuses. This funding is given to the programs to include in teacher salaries.
- Maryann Finamore: To piggyback on Sue's point. I agree that the language should be a little more specific in our plan – we need to make sure we have a systematic plan throughout our state. We now have our RIDE regulations that require a certain level of education and credentialing but we do not have a professional development system in place to help people achieve those standards. If we wait for TEACH funding, I'm concerned the ship is going to sail and there aren't going be the supports there.
- Michele Palermo: Would you enhance the goal around and specifically highlight compensation?

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- Maryann Finamore: We already have the standards and they are now in law and in the standards we have a 5 year window to make sure people have bachelor level degrees. We need to make sure that they can get the credits they need and the course load and we need to make sure they can be compensated once they have gotten their degrees. 5 years is a very short amount of time. If we're looking to TEACH to both make sure there is capacity in the higher education system and help us deliver compensation then I am concerned that we aren't being realistic.
- Leanne Barrett: We can put it in several places in the proposal. We can repeatedly bring up how difficult it is to have disparities in salaries in our sections on workforce/professional development, program quality and career development.
- Leslie Gell: Not everyone on the Council is aware that you can have a bachelor's degree and make 9 dollars an hour in a child care setting. I think that would be shocking to people on the Council and we haven't identified a strategy to address that.
- Chris Amirault: I agree with what is being said. One of the things I'm wondering about it is that it explicitly states that special attention needs to be paid to K-3 instruction and modifying it based on assessment data but between pre-k and K-3 there is big gap. I worry that there is a lot of macrodemographic data gathered instead of usable data in October, November, December.
- Leanne Barrett: I think that is a good idea to talk more about the importance of using assessment data to guide instruction. That should be a goal of our Kindergarten assessment planning.
- Sue Warford: To piggyback on what Chris said, I would love to see the Council pay more attention to the K-3 education system, particularly using assessment of data looking at the whole child.
- Chris Amirault: This draft plan talks a lot about the importance of improving reading, and I know why it needs to say that and I agree that we need to do more to improve language and literacy. But there is a lot more about child development and learning that needs attention in K-3.
- Karen Pucciarelli: The goals are great, wonderful ideas. The little piece of feedback I have to enhance and strengthen professional development. We should keep an eye on any standards for Head Start so that we make sure the systems are aligned.
- Michele Palermo: When I was in Arizona, that exact comment was made. Jacqueline Jones from the US Department of Education was there and she took questions from the group and people said that exact thing. However, because the Head Start revisions are in legislation, they are moving ahead with it and although they had tried at the federal level to slow that down, they weren't sure that was going to happen.
- Karen Pucciarelli: I'm just wondering at state level whether we can keep an eye on movement of Head Start standard. It has been such a great asset to work with Head Start programs within the framework of those professional standards. Just that we're aware of that. The only other thing, in terms of the goal around transition. I don't see goal around transition in proposal.

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- Khadija Lewis Khan: I think there is an unspoken thing that we're saying. We should keep our eye on research and what's best for kids and child outcomes. For example, the bachelor's degree vs. associate degree and whether that is equivalent and child outcomes are affected by a bachelor's degree teacher versus an associate especially below age 3 is something that is not clear yet through research and we should keep our eye on that.
- Chris Amirault: That is definitely going to matter given regulations.
- Jerry Hatfield: I agree.
- Leanne Barrett: And it is totally related to compensation.

General Plan for the Council – Leanne Barrett

Leanne reviewed a draft workplan for the Council for Year 1 (see presentation)

Questions/Comments

Public Comment: none

Working Group Comments

- Chris Amirault: We need to make sure that we incorporate some time in the workplan to raise awareness about wages and program budgets with the Council and the legislature. Perhaps when we talk about Workforce Development in April 2011.
- Maryann Finamore: When will we have outcome information on the Pre-K pilot?
- Michele: We should have preliminary information on child outcomes soon but they didn't give me a timeline. Perhaps early fall? We will look at year 1 and we will look at year 2 as well and combine all together.

Proposed Early Investments – Leanne Barrett

Leanne reviewed the early investments that would be incorporated into the proposal (see presentation for details)

Working Group Comments

- Jerry Hatfield: I'm sure it's in your head and I am semi sure it's in print. I think we need to make sure that there is a strong relationship between the core competencies and standards and education. It seems simple and obvious but without it, it could all fall down.
- Chris Amirault: By education you mean higher education?

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- Jerry Hatfield: I mean higher education and adult education.
- Leanne Barrett: This might be another good project – to look specifically at the CCRI, RIC and URI curriculum and coursework in early childhood development and education.
- Jerry Hatfield: Is anyone teaching anything that's relevant to child development?
- Chris Amirault: That is an extremely fair question.
- Leanne Barrett: We need to do an analysis of the higher education curriculum and make sure it is linked to the new core competencies.
- Chris Amirault: I'm not part of the NGA group but when Tammy and I were in DC for public policy meetings in February, the Data Project did a great presentation on data and they talked a lot about identifying the most important questions you needed to answer as a driver for what data you collect.
- Leanne Barrett: Yes, that is exactly the process we are using in Rhode Island. We have brainstormed and refined policy questions and those questions are listed in the proposal. We brought questions into a work group for discussions while we were in Seattle and we've had 2 meetings in Rhode Island to develop questions.
- Maryann Finamore: I just would like to see more money in the TEACH category. It doesn't seem like much.
- Leslie Gell: We developed a 3 year budget for us to get started – we can probably provide scholarships to 50 people and we are looking to start with and AA at CCRI. The 3 year budget starts at 200k and by year 3 increases to 350. My goal is to start by January 1st. We are obviously locked into CCRI start date January 2011 or following September of 2011. Some of that money is to hire someone to lead it and I feel strongly that that person must be full time. I want to start as soon as possible, even if it is with a smaller number of people.
- Leslie Gell: I think the workforce study and/or registry is a really good idea. Right now we give out a lot of anecdotal data – but we need to be able to say average wage in RI is \$8.50 and the average person has less than an associate's degree, etc We can grow from there. A lot more planning will hopefully get us there.
- Karen Bouchard: I wonder if we can give thoughts to options other than TEACH. The General Assembly has made tuition concessions in pharmacy and nursing programs because of the impact of labor market of those 2 professions. I do see that there will be an impact of early childhood profession. Let's not put all of our dollars in TEACH. Let's look at other options. Hasn't it been done in the past?
- Jerry Hatfield: it's a complicated question. It's not a yes/no answer.
- Leanne Barrett: Through TEACH we could make a better case at the legislature for reduced tuition. From what we've heard, once you have TEACH it becomes its own power and makes system changes happen at systems level and is an advocate for reduced tuition.
- Jerry Hatfield: The State has reduced tuition in past for certain professions such as nursing and for those professions the tuition is way under what it actually costs. It is really a question of whether we can go further in debt than we already are. I think we would have support from the board of governors... they think like we

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do. The problem is, who gives us the money?

- Larry Pucciarelli: I think that all of the line items in the proposal fall into demonstration and consultation on the federal application and will all be in the same box. As we stumble through this, shifting of costs would not be a big deal at least not from the federal point of view.
- Colleen Dorian: Does TEACH focus on a certain demographic area or is it statewide? Would it be available for family child care providers?
- Leslie Gell: It covers all of the state – our goal is to be statewide. Yes, TEACH would definitely be available for family child care providers.

Public Comments

- Christine Chiacu-Forsythe: What is included in the \$24,000 a year around data?
- Leanne Barrett: Rhode Island Kids Count (RIKC) will be doing a lot of the work around tracking needs, gaps and resources, managing all of the contracts, and the meetings. Etc. It's a lot of work and RIKC would be donating a lot of in-kind resource to this.
- Christine Chiacu-Forsythe: Is that enough? I'm thinking about all the data system planning that needs to happen? Is that enough money? The point that Larry is making is that if it's all in consultation, you can move the money around without approval from the Federal government. \$24,000 a year is not a lot of money considering all the data we want to develop.
- Larry Pucciarelli: We're really going to be relying on expertise of the various state departments who are working with us: DHS, Health, KIDSNET, etc. They have experts in house who are ready to work on it.
- Leslie Gell: We are eventually going to want to build a database of information

Work Group Comments

- Leanne Barrett: We haven't talked a lot about special education. Is there anything we should pay special attention to?
- Kenny Duva: I think a lot to the important things to talk about are transitions, specifically transitioning children to the school system from EI and other programs, and data collection that we're using to look at where kids are.
- Ann Turrell: The other focus that I'm interested in is the transition process from birth to 3-5 and K is critical with special ed. The Department of Education has a workgroup established that is looking at assessments for K-2. It will be important that we follow that work.

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Public Comments

- Public Comment: What about the Child Outreach dataset? Is there some way to use the data system around child outreach? That way we could start collecting data at age 3 instead of waiting for age 5.
- Michele Palermo: It is easy for us at RIDE to access that data but we need to integrate it into KIDSNET. We have been talking to the Health Department about that.
- Leanne Barrett: We have talked at the NGA Project about child level data. We have data from Project Launch, Watch Me Grow and Successful Start. They're talking about putting developmental screening into KIDSNET. That gives us a good way to track development over the early childhood years so if they are identified as having a delay during the Kindergarten assessment we get a fuller blown picture of them. We've been talking about getting child level data somewhere more usable and linked into programs.
- Ann Turrell: We should look at Child Outreach and link it to the kindergarten assessment developmental profile so we can see who we're missing and who we are not missing.

Work Group Comments

- Khadija Lewis Khan: Did we want to put anything in about technical assistance for programs around the new education standards. I am just putting it on the table; do we want markers of participation with the new RIDE approval standards for preschool education programs so we can analyze what is happening? Are programs falling out of the system because they are not able to meet the standards?
- Leanne Barrett: We had talked about providing supports through Bright Stars, when we're developing that, we can put more thought into it.
- Chris Amirault: Some programs are choosing to go to Bright Stars and other programs aren't... the reasons why are anecdotal. Is there some way to figure that out? To get some answers to that question? Who isn't participating and why? Are there existing studies from other states? That kickback effect of quality programs?
- Leanne Barrett: I know we talked about this at the Steering Committee for Bright Stars.
- Michele Palermo: That would be part of this quality enhancement, first you need to figure out why they're not in there and what would entice them to participate.
- Leslie Gell: Some programs are in BrightStars only because of one person that they trust asking them to participate. It is almost premature to determine who is not participating.
- Leslie Gell: We also need to think about RIDE and Bright Stars...should programs be applying to both? Who should be applying to RIDE? I'm not sure something that needs to go to council but we need to figure it out as a state.
- Khadija Lewis Khan: I think we should keep it on our radar.

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- Leanne Barrett: In January we are planning to talk about Bright Stars- that's what I was thinking of when I wrote it in.
- Leslie Gell: The troubled with taking data on Bright Stars back to Council is that it is not a good reflection of all early Childhood Programs. It is too early and that data would be very skewed.
- Tammy Camillo: The center based quality study that came out in April 2010 and the new family child care study coming out in October will be better indicator of quality.
- Leanne Barrett: I was anticipating a lump of programs at the base of curve for BrightStars. Those are the early adopters – the brave souls who jump right in. Then they move up over time so we have to make sure that people don't read into it something else.

4:55-5:00	Wrap-up/Next Steps	Kristin Lehoullier
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Next steps

- Kristin Lehoullier: The proposal will be posted tomorrow. Your comments will be incorporated as best as possible. Send comments via email to Leanne.
- Leanne Barrett: We will produce the final draft on Friday which is the day it's due. We don't have a cutoff for input but the earlier the better.
- Kristin: I will send the calendar of meetings soon via email.

Handouts:

- Agenda
- Orientation Presentation
- Starting Point Matrix
- State Advisory Council RFP slides
- Draft RFP