

Rhode Island Early Learning Council

SEPTEMBER 19, 2021

9:00 - 11:00 A.M.

DEPARTMENT OF ADMINISTRATION



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- If you are an appointed Council Member contact jcapaldo@rikidscount.org if you need a speakers link to participate remotely via Zoom.

EARLY LEARNING RI

9:00	Welcome, Opening Remarks, and Meeting Overview	Angélica Infante-Green, RIDE Celia Blue, DHS Elizabeth Burke Bryant, RI KIDS COUNT
9:15	Update: Early Intervention System Report from the early childhood field on staffing crises	Jennifer Kaufman, EOHHS Casey Ferrara, Meeting Street & Early Intervention Interagency Coordinating Council
9:30	Presentation/Discussion: Revisions to the RI Early Learning Standards www.rields.com	Amanda Blazka, RIDE
10:00	Presentations/Discussion: Early Educator Workforce <ul style="list-style-type: none"> • Council Goals and Progress to Date • NAEYC Power to the Profession – Advancing Qualifications & Compensation • RI Public Higher Education Early Childhood Pathways Project • Reports from the early childhood field on staffing crises 	Leanne Barrett, Rhode Island KIDS COUNT Lisa Hildebrand, RI Association for the Education of Young Children Christine Grele, Office of Postsecondary Education Lori Wagner, RI Child Care Directors Assoc. Khadija Lewis Khan, Beautiful Beginnings Minerva Waldron, Over the Rainbow Learning Emma Villa, SEIU Family Child Care Donna Chartier, Family Child Care Homes of RI Mary Varr, RI Head Start Association
10:45	Public Comments, & Next Steps	Elizabeth Burke Bryant Celia Blue Angélica Infante-Green



RHODE ISLAND EARLY INTERVENTION

SEPTEMBER 29, 2021

El System Status and Equity

Early Intervention System Status: Referrals and Staffing

Approximately 300 families are referred for Early Intervention services each month. This represents about 90% of typical Pre-COVID rates.

- 43% of all referrals are for children residing in the 4 core cities and 57% of all referrals are Medicaid enrolled children.

Compared to January 2020, EI staffing is down 21% Statewide. Collectively, RI's 9 EI provider agencies need to hire almost 60 staff to fully serve the current and expected number of RI children in need of EI services.

- Potential candidates are declining EI positions and accepting other positions with salaries between \$12,000-\$20,000 more than the EI provider can offer due to service reimbursement rates that are insufficient and have not been increased since 2002.

4 EI programs are currently closed to referrals. These providers mainly serve the 4 core cities.

- Closed Programs: Meeting Street, Seven Hills of RI, Family Service of RI, and Groden Center.
- Open Programs: Looking Upwards, Easter Seals, Trudeau Center, Community Care Alliance, and Children's Friend

Funding Initiatives:

- Immediate Relief: ARPA funds – Medicaid has submitted Rate Increase Proposal for FY23
- Future Funding: Rate Increase request for FY23 Budget

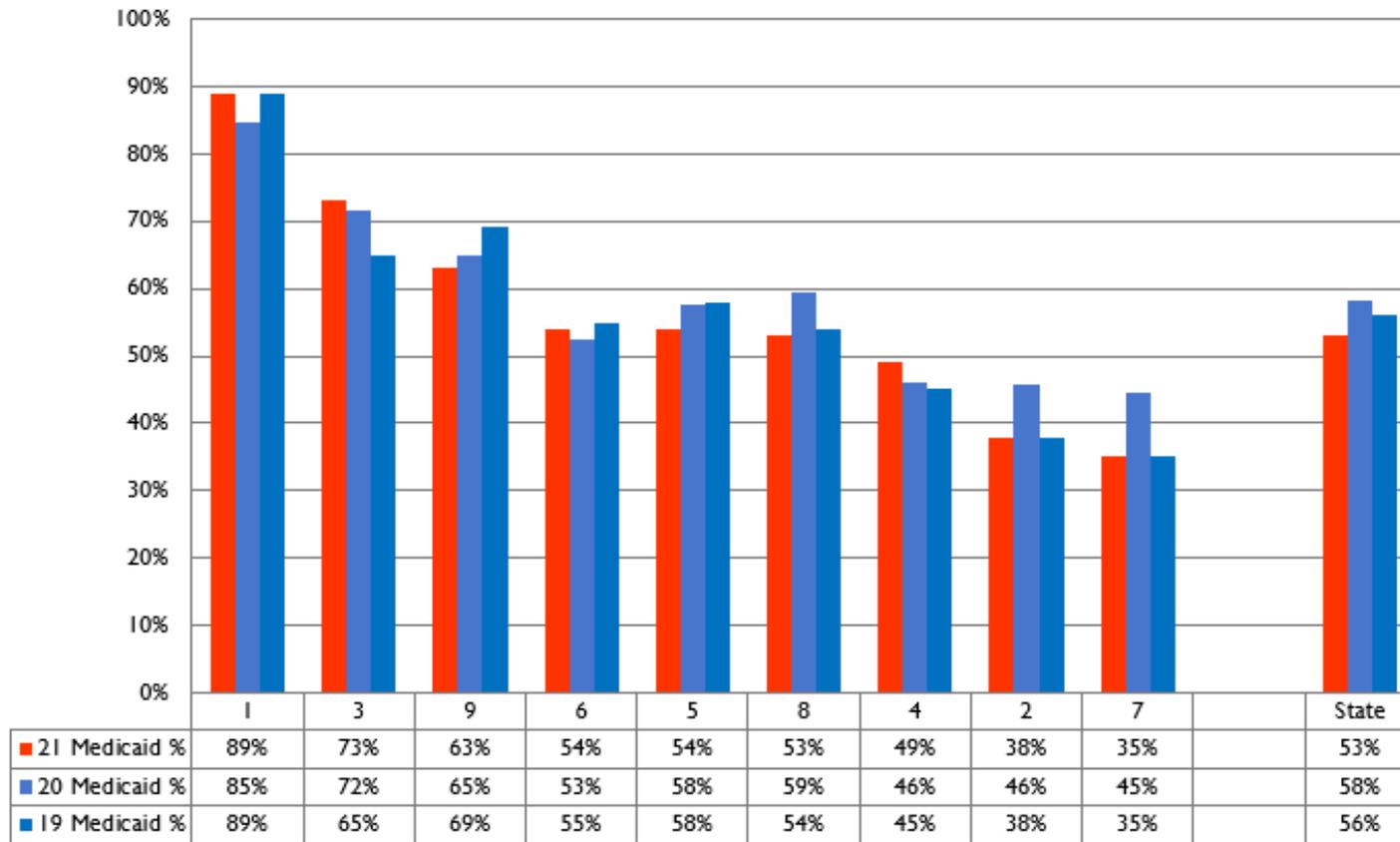
CHILD OUTCOMES DATA

Summary Statement 1: Percent of children who substantially increased their rate of growth by the time they exited	SFY 18-19	SFY 19-20	SFY 19-20 Pre Covid-19 7/1/19-3/14/20	SFY 19-20 Post Covid-19 3/15/20-6/30/20	SFY 20-21*
Outcome 1 Positive Social Emotional Skills	50.21	49.87	53.13	40.66	44.06
Outcome 2 Acquiring and Using New Knowledge & Skills	56.00	55.53	56.92	51.75	49.77
Outcome 3 Take Action to Meet Needs	63.06	62.10	63.97	56.81	59.76
Summary Statement 2: Percent of children functioning within age expectations in each outcome by the time they exited the program					
Outcome 1: Positive Social Emotional Skills	47.10	46.42	49.25	38.25	44.41
Outcome 2: Acquiring and Using New Knowledge & Skills	39.51	36.40	39.43	27.68	33.28
Outcome 3: Take Action to Meet Needs	48.26	45.51	47.83	38.80	42.24

*SFY21 preliminary data

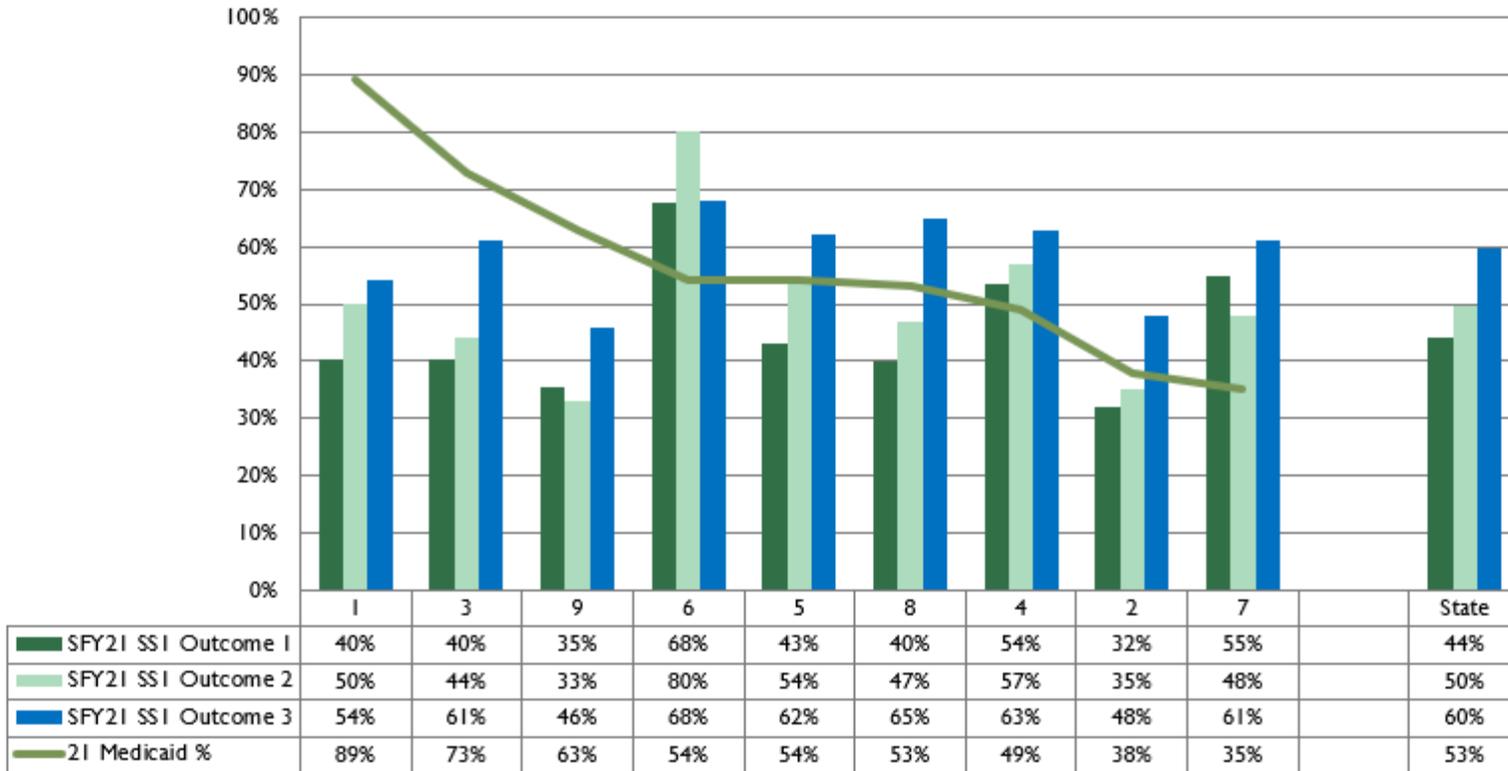
MEDICAID %

SFY 19 SFY20 SFY21 Medicaid



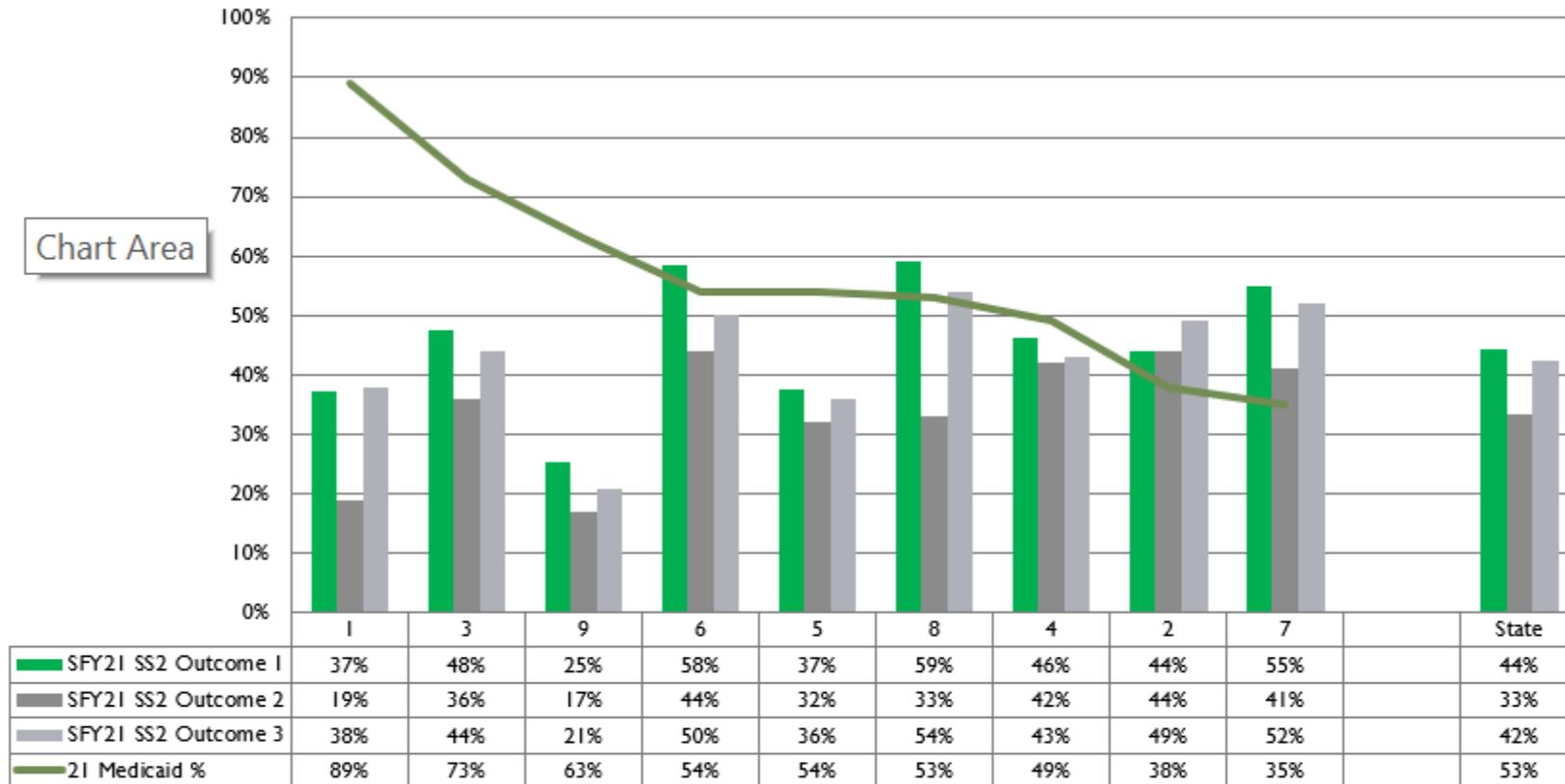
MEDICAID % AND CHILD OUTCOMES

SFY21 Outcome SSI and Medicaid %



MEDICAID AND CHILD OUTCOMES

SFY21 Outcome SS2 and Medicaid %



Equity in EI: Medicaid Enrolled Children

Medicaid Eligible Children are less likely to make progress in EI as compared to privately insured children, primarily due to engagement and retainment in EI services.

- In FY19 and FY20, 59% of all state referrals to EI were infants and toddlers enrolled in Medicaid, yet the percentage of children that never engaged to be evaluated to determine eligibility for the program was 69% Medicaid enrolled children.
- In FY 20, the average age of enrollment for EI Medicaid enrolled children was 18 months of age, yet the average age of EI privately enrolled children was around 12 months of age.
- In FY19 and FY20, 59% of all state referrals to EI were infants and toddlers enrolled in Medicaid, yet the percentage of fully enrolled children that either met all goals before age 3 or complete EI services at age 3 was only 46% Medicaid enrolled children in FY19.
- The EI Medicaid enrolled population was more likely to disengage in services representing 69% of the “lost to contact” discharges.

Equity in EI: Hispanic Children

Hispanic Children are less likely to make progress in EI as compared to White children primarily due to engagement and retainment in EI services..

- In FY20, the percentage of EI Hispanic children who either made significant progress towards or met age-expectations within the three EI child outcomes was only 42% as compared to 55% of White children.
- In FY20, 32% of all Hispanic children referred to EI never engaged to be evaluated to determine eligibility for the program as compared to only 21% of all White children referred.
- In FY20, the average age of enrollment for Hispanic children was 14 months of age, yet the average age of White children was around 11 months of age.
- For children who enrolled in EI in FY20, only 32% of all Hispanic children met all goals before age 3 or completed EI services at age 3 as compared to 55% of all White children.
- The EI Hispanic population was more likely to disengage in services as 31% of this population was “lost to contact” discharges as compared to only 21% of the EI White population.

FFY22 Federal Part C Grant: Equity Activities

10% of the next Part C Award Must be dedicated to equity projects and activities, specifically to engage and retain underserved populations

- Working with EI Directors, ICC, and state team to gather, analyze and use data to inform equity activities
- Primary goal to better engage and retain the Medicaid enrolled and Hispanic Populations
- Activities/Projects to begin in SFY23

Reports from the Field

Early Educator Staffing Crises

Casey Ferrara, Meeting Street & Early Intervention Council

Revision to the RI Early Learning and Development Standards

Wednesday, September 29, 2021

www.rields.com

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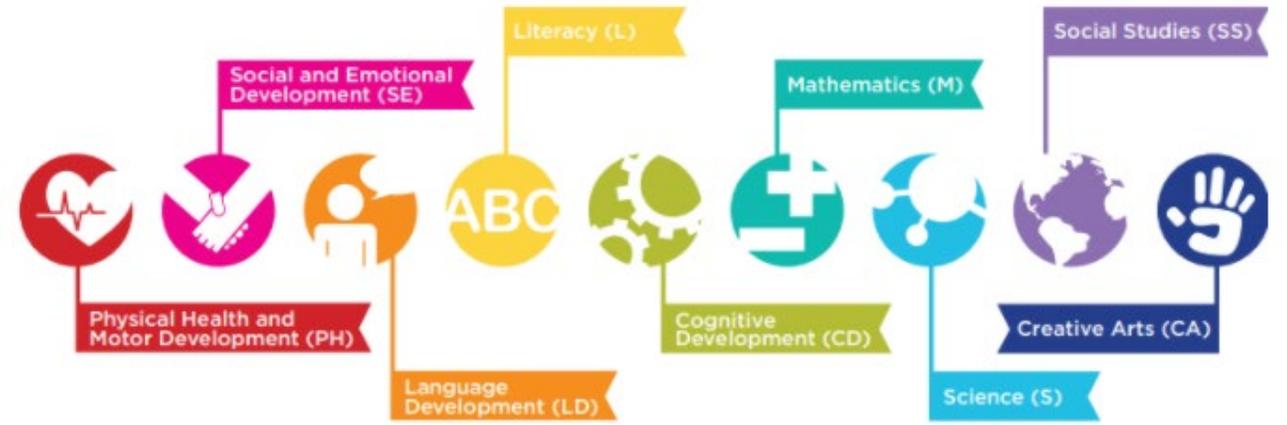
Overview of the



Originally written in 2003 based on the then-latest research on child development

Modified, and then readopted in May 2013 utilizing funds from Race to the Top

- Features 9 core developmental domains
- Spans across a Birth – Age 5 continuum
- Align with the K-12 Common Core State Standards and the Head Start Development and Early Learning Framework



The Early Learning Continuum is represented by this series of silhouettes:



Overview of the RIELDS

What is the purpose of the standards?

Articulate shared expectations for what children should know and be able to do

Provide a common language for measuring progress toward achieving specific learning goals

Promote high-quality care and education for the state's youngest children

Guide the development of curriculum

Why update the standards?

To reflect the latest research on child development & learning

To meet or exceed nationally recognized criteria

To reflect the needs of children and families in the state

How should you read the standards?

Domains: the broad areas of early learning

Components: specific areas within a domain

Learning Goals: Categories of competencies, behaviors, knowledge, and skills children develop in increasing degrees and with increasing sophistication as they grow

Physical Health and Motor Development (PH)

PH 1: Health and Safety Practices

PH 1.a: Children engage in structured and unstructured physical activity.

PH 1.b: Children become increasingly able to identify unsafe situations and gradually learn strategies for responding to them.

PH 1.c: Children develop self-help skills.

PH 2: Gross Motor Development

PH 2.a: Children develop large-muscle control, strength, and coordination.

PH 2.b: Children develop traveling skills.

PH 3: Fine Motor Development

PH 3.a: Children develop small-muscle control, strength, and coordination.

PH 3.b: Children develop writing and drawing skills.

Reflective Activity

Goal: To gather council feedback on the 2013 RIELDS prior to mapping out a larger revision project

Activity: Prior to the ELC Meeting, you should have received direction to read/review the RIELDS.

Based on your readings and reflection, we are interested in hearing your feedback.

- *What aspects of the RIELDS are good and should be kept in the next version of the standards?*
- *What is missing and should be included in the next version of the standards?*
- *What is problematic in the existing RIELDS and should be omitted in the next version?*
- *Any other general feedback that you may have on the standards?*

Zoom/Virtual members: Pull up an empty Word document (or draft an email) and record your feedback for each of the 9 developmental domains of the RIELDS. Be sure to organize your feedback by developmental domain so it is easy to read. Also be sure to include general feedback for the RIELDS as a whole. Send all feedback via email to

Amanda.Blazka@ride.ri.gov

In-Person Members: There are 10 sheets of chart paper, each with a different developmental domain from the RIELDS, and a sheet for overall feedback. On a sticky note, please write down any feedback that you may have on the respective chart paper sheet.

Early Educator Workforce

- **Early Learning Council Goals & Progress**
- **RIAEYC/NAEYC Power to the Profession**
- **Early Childhood Pathways Project**
- **Reports from the Field – Staffing Crises**

Early Learning Council Goals 2016-2020 Comprehensive Advisory Plan

Develop and Sustain an Effective Early Care and Education Workforce

Top Priorities

- 1) Promote participation in the Workforce Registry
- 2) Support early learning workforce access to GEDs, higher education coursework, and college degrees
- 3) Provide high-quality professional development for early educators and program leaders working with children from birth through age 8.
- 4) Explore and develop wage enhancement strategies to incentivize advancement on career pathways and to improve recruitment and retention of effective early educators.

Early Learning Council Goals 2016-2020 Comprehensive Advisory Plan

Develop and Sustain an Effective Early Care and Education Workforce

Additional Goals

- 1) Work with districts to increase the % of PK to Grade 2 public school teachers who hold a PreK-2 certificate
- 2) Ensure school administrators responsible for grades PK-3 have training in early childhood development and learning
- 3) Update the Afterschool Workforce Knowledge and Competencies for professionals working in after school and summer learning programs serving 5- to 12-year olds

Power to the Profession

Power to the Profession is a national collaboration that defines the early childhood education profession. It has established a Unifying Framework of recommendations on educator roles and responsibilities, aligned preparation and pathways, professional compensation, and a supportive infrastructure with shared accountability.

<http://powertotheprofession.org>

American Federation of State, County and Municipal Employees • American Federation of Teachers • Associate Degree Early Childhood Teacher Educators • Child Care Aware of America • Council for Professional Recognition • Division for Early Childhood of the Council for Exceptional Children • Early Care and Education Consortium • National Association for Family Child Care • National Association for the Education of Young Children • National Association of Early Childhood Teacher Educators • National Association of Elementary School Principals • National Education Association • National Head Start Association • Service Employees International Union • ZERO TO THREE • Karen Ponder, Chair



FEEDBACK on drafts
from more than
11,000
educators and others



EVENTS in
47 states

*(Information sessions,
conference presentations,
focus groups, and webinars)*



In-depth
conversations with
leaders from other
professions, such as
nursing, architecture, and
speech pathology.

**The Task Force
benefited from
extensive
engagement
with the field.**



6,300
completed
SURVEYS



Intentional engagement
with educators of color, Spanish
speakers, and rural educators in
12 states, DC and Puerto Rico



175
FOCUS GROUPS
reaching more than
3,400 PEOPLE



WRITTEN COMMENTS
from **42** partner
organizations

Unifying Framework

for the

Early Childhood Education Profession

Power to the Profession is a national collaboration to define the early childhood education profession, birth through age 8, across states and settings, by establishing a framework for career pathways, preparation, competencies, responsibilities, and compensation. The *Unifying Framework*—this document—is the result of this multi-year, profession-led effort. It is based on the recommendations from the series of eight Power to the Profession Decision Cycles; references the full Decision Cycle documents as sources; and demonstrates how they all come together to advance a unified, diverse, equitable, and effective early childhood education profession.

■ MARCH 2020 ■

Disponible en Español visitando PowerToTheProfession.org

After three years, the Power to the Profession Task Force released the Unifying Framework for the Early Childhood Education Profession and the Professional Standards and Competencies for Early Childhood Educators on March 9, 2020 in an unprecedented show of unity.

<http://powertotheprofession.org/unifying-framework>

Three Professional Designations with Distinct Roles and Responsibilities

1. Early Childhood Educator (ECE) I (*early childhood education certificate/credential programs*)
2. Early Childhood Educator (ECE) II (*early childhood associate degree programs*)
3. Early Childhood Educator (ECE) III (*early childhood bachelor's degree/ initial master's degree programs*)

Although these professionals will be prepared to work together in various configurations as part of a teaching team, each designation has an associated scope of practice, expected level of professional preparation, and expected level of mastery of the *Professional Standards and Competencies for Early Childhood Educators*.

To recognize these levels of mastery, all early childhood educators will hold a professional license to practice at the ECE I, II, or III designation based on:

- Completing an accredited/recognized professional preparation program, completing field experiences, and passing an assessment(s) of competencies.
- Licensure assessments must have multiple measures, be affordable, and not reinforce cultural, gender, racial, or linguistic biases
- Educators must have affordable, equitable, efficient, and high-quality paths to licensure.
- Three primary professional preparation pathways—early childhood education certificate/credential programs, early childhood associate degree programs, and early childhood bachelor's degree/ initial master's degree programs—will prepare early childhood educators for licensure at the ECE I, II, and III designations, respectively

Professional Compensation

- As early childhood educators are professionally prepared, so must they be professionally compensated.
- Compensation for early childhood educators will be comparable for those with comparable qualifications, experience, and job responsibilities, regardless of whether they work in a community-based center, elementary school, or family-based child care home.
- Compensation will include an adequate benefits package, increase commensurate with increased preparation and increased competency, and not be differentiated on the basis of the ages of children served.
- Public school salaries will serve as the minimum benchmark for comparable compensation, assuming comparable qualifications, experience, and job responsibilities.

ECCE Career Pathways GEER Funding 2021-2023

Early Learning Council
September 29, 2021

RI Office of Postsecondary Commissioner, Department
of Human Services, Department of Labor, Department
of Education, Department of Health and the
Governor's Office

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Goals of the ECCE CP Project

Understand, organize and communicate higher education pathways for degree attainment for the ECCE workforce.

Identify new, innovative higher education pathways for ECCE workforce members to advance their degrees and increase compensation.

Objective:

This project will use \$2.4M in RI Governor's Emergency Education Relief (GEER) funds to develop and implement programming that supports at least 80 incumbent child care workers in attaining credits/degrees that support their advancement.

Implementation Team Members

- OPC: Dr. Tammy Vargas Warner, Amy Grzybowski, Catherine McConnell, Christine Grele
- DHS: Nicole Chiello, Katja Hamler
- Governor's Office: Kayla Rosen, Meg Hassan
- DLT: Rob Kalaskowski
- RIDE: Amanda Blazka
- RIDOH: Blythe Berger

Project Plan Overview



Identify Key Gaps in the Pathway System

- Creation of a detailed map of all early childhood courses, degrees, and certificates offered by public and private Institutions of Higher Education (IHE) in RI.
- A user-friendly tool that details existing pathways for incumbent workforce and prospective students
- Provide detailed conclusions related to gaps across the pathways for early educators at all educational levels

Advisory Committee

Proposed Committee Members

- Representatives from each of the three public institutions of higher education in Rhode Island (IHE):
- TEACH scholarship representative (RIAETC)
- ECCE workforce members (range of perspectives)
- ECCE employers (each type of setting)
- RI Kids Count
- RI- BEST Fellows
- Representation from apprenticeship model
- Representatives from state agencies may attend, as needed

Design and Implement Pathways

- Accessible learning opportunities
- Flexible coursework sequencing
- Affordable
- Employer support
- Articulation Agreements
- Sustainable programs
- Equitable access



Questions?

Contact

Christine Grele
Christine.grele@riopc.edu
(802) 490 4292

Thank you

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Reports from the Field

Early Educator Staffing Crises

Lori Wagner, RI Child Care Directors Assoc.

Khadija Lewis Khan, Beautiful Beginnings

Minerva Waldron, Over the Rainbow Learning

Emma Villa, SEIU Family Child Care

Donna Chartier, Family Child Care Homes of RI

Mary Varr, RI Head Start Association

Public Comment

Future Early Learning Council Meetings:

- Wednesday, December 8, 2021, 9:00 a.m. to 11:00 a.m.

See www.earlylearningri.org for meeting schedules, handouts, notes, and state reports