

# Rhode Island Early Learning Council

DECEMBER 11, 2019

9:00 - 11:00 A.M.

*SAVE THE BAY, PROVIDENCE*



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**EARLY LEARNING RI**

# Meeting Agenda

**Welcome, Opening Remarks, and Meeting Overview**

**Policy & Program Update: College credits in early childhood education for Spanish speakers**

**Infant/Toddler Educator Compensation Task Force Report**

**Discussion/Input Requested: Rhode Island Early Learning and Development Standards Review**

**Policy & Program Updates: Department of Human Services Updates**

- Prenatal to 5 System Action Plan
- ECEDS/Exceed
- Child care licensing
- Head Start Collaboration Office

**Early Learning Council Membership Updates**

**Public Comment & Next Steps**

# Policy & Program Update

## College Credits in ECE for Spanish Speakers

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# **New Education Pathways for Spanish-Speaking Family Child Care Providers**

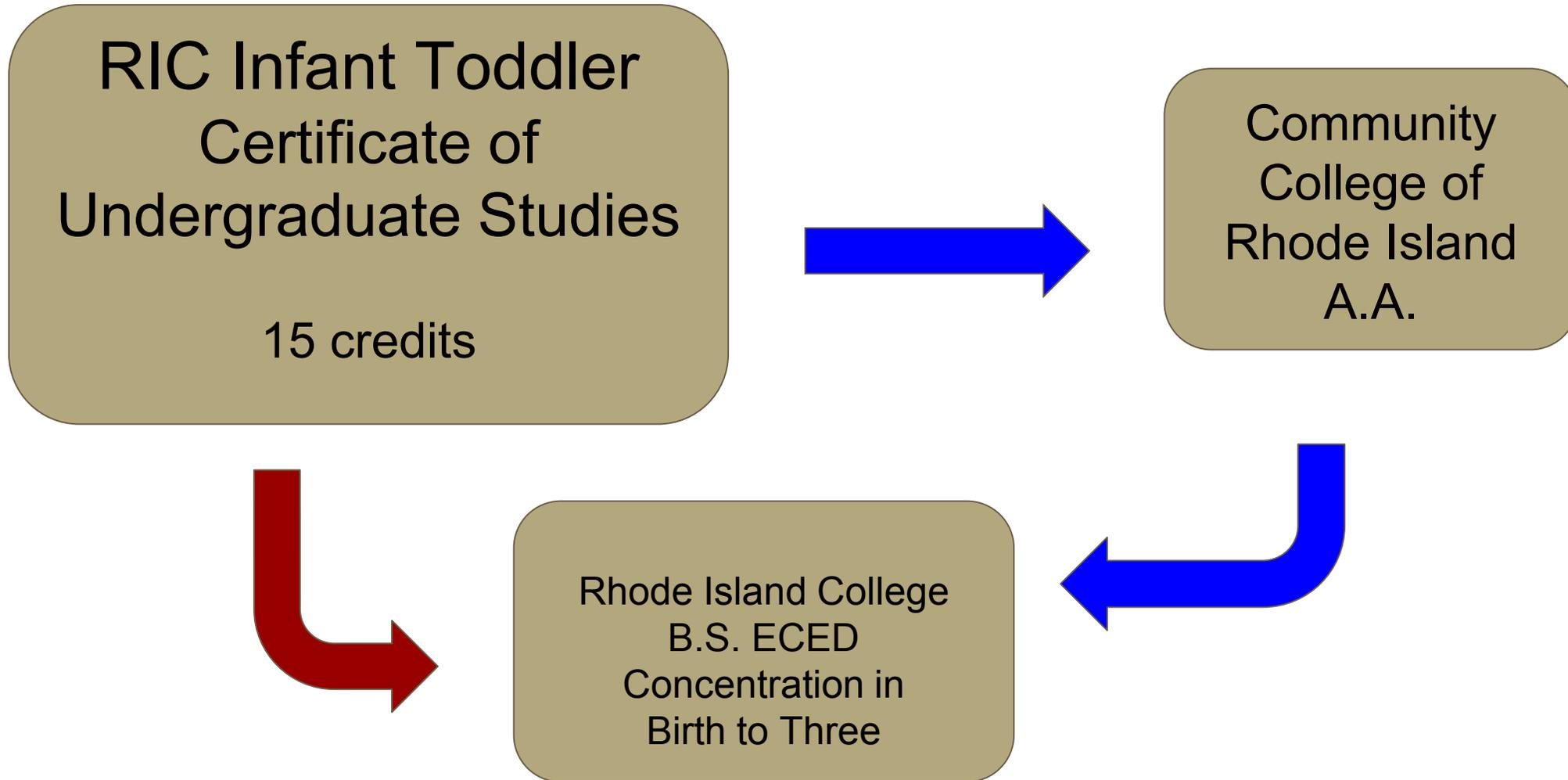
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**Zero To Three Annual Conference  
Fort Lauderdale, FL  
October 4, 2019**

*Dr. Leslie Sevey, Associate Professor  
Dr. Susan Zoll, Associate Professor  
Rhode Island College*



# RI Early Childhood Pathway



# B-3 Certificate of Undergraduate Studies (15 credits)

01	ECED 310 - Contextualizing Infant Toddler Development ESL 180 - ESL Support for Early Childhood Educators	<ul style="list-style-type: none"><li>• <b>Spring 2019 and Summer 2019</b></li><li>• Cohort 1 (Sp) and Cohort 2 (Sum)</li></ul>
02	ECED 312 - Infant Toddler Cognitive Development ESL 180 - ESL Support for Early Childhood Educators	<ul style="list-style-type: none"><li>• <b>Fall 2019</b></li><li>• Cohort 1 &amp; 2 (now combined as one cohort)</li></ul>
03	ECED 314 - Infant Toddler Social Emotional Development ESL 180 - ESL Support for Early Childhood Educators	<ul style="list-style-type: none"><li>• <b>Spring 2020</b></li><li>• Cohort 1/2</li></ul>
04	ECED 316 - Supporting Early Language Development (B-3) ESL 180 - ESL Support for Early Childhood Educators	<ul style="list-style-type: none"><li>• <b>Summer 2020</b></li><li>• Cohort 1/2</li></ul>
05	ECED 202 - Child Development ESL 180 - ESL Support for Early Childhood Educators	<ul style="list-style-type: none"><li>• <b>Fall 2020</b></li><li>• Cohort 1/2</li><li>• Could continue to complete AA (CCRI) or BS (RIC)</li></ul>



# BRIGHTSTARS FAMILY CHILD CARE

DOMAINS, STANDARDS AND CRITERIA

The following is a snapshot of the BrightStars Family Child Care Quality Framework. Standards and criteria are listed under each of the respective six BrightStars quality domains. Under "Level 1", "Level 2", etc., a check mark (✓) indicates that BrightStars will assess criteria at that level. For each criteria, an increase in check marks indicates an increase or difference in what is required to achieve a higher star rating.

TSTARS FAMILY CHILD CARE QUALITY FRAMEWORK

Standard	Criteria	Level 1	Level 2	Level 3	Level 4	Level 5
<b>Domain 1: Health, Safety &amp; Nutrition</b>						
Learning Environment	Regulatory Compliance		✓	✓	✓	✓
	Learning Environment			✓	✓✓✓	✓✓✓
<b>Domain 2: Enrollment &amp; Staffing</b>						
Minimum Staff-Child Ratio	Staff-Child Ratio		✓	✓	✓	✓
	Staff-Child Ratio Posted		✓	✓	✓	✓
<b>Domain 3: Staff Qualifications &amp; Ongoing Professional Development</b>						
Educator Qualifications	Professional Development Plan		✓	✓	✓	✓
	Formal Education			✓	✓✓	✓✓✓
	RI Early Learning and Development Training				✓	✓
<b>Domain 4: Administration</b>						
Continuous Quality Improvement	Program Self-Assessment		✓	✓✓	✓✓✓	✓✓✓✓
	Quality Improvement Plan	✓	✓✓	✓✓	✓✓	✓✓
<b>Domain 5: Early Learning &amp; Development</b>						
Curriculum	Written Curriculum			✓	✓	✓✓
Child Assessment	Developmental Screening Info		✓	✓	✓	✓✓
	Child Assessment				✓	✓✓
Inclusive Classroom Practices	Written Program Philosophy			✓	✓	✓
	Educator Release Time					✓
<b>Domain 6: Family Engagement</b>						
Family Communication and Involvement	Family Communication		✓	✓	✓✓	✓✓✓
	Family-Teacher Conference			✓	✓	✓



# **PARTICIPANTS**

Family Child Care Providers

Cohort 1 and 2

## Participants - Cohort I

- 15 female participants
- Range in age from 32 - 65 years of age
- Home language - Spanish
- Most have completed an Infant Toddler CDA (in Spanish)
- Years of owning own Family Child Care business range from 3 - 24 years.

### Qualitative Data:

*Gains from first course.*

*How has practice changed as a result of first course.*

*How the ESL model supported their content learning.*

# What is the I-BEST model

Washington State Board for Community and Technical Colleges    A to Z Index    College & SBCTC Staff    Contact Us    Search

Becoming a Student    Paying for College    Starting Your Career    For Employers    Our Colleges    About Us

## Integrated Basic Education Skills and Training (I-BEST)

Home > College & SBCTC Staff > Programs & Services > I-BEST

[I-BEST information for students](#) →

### Team-Teaching Builds Skills, Lives



Washington's Integrated Basic Education and Skills Training Program (I-BEST) quickly teaches students literacy, work, and college-readiness skills so they can move through school and into living wage jobs faster.

Pioneered by Washington's community and technical colleges, I-BEST uses a team-teaching approach. Students work with two teachers in the classroom: one provides job-training and the other teacher basic skills

#### Related Content

- [I-BEST @ Work](#)
- [Basic Education for Adults](#)
- [Adult Education Advisory Council](#)
- [Council for Basic Skills](#)

# I-BEST

## Integrated Basic Education Skills and Training

- Pioneered by Washington State's community and technical colleges
- Provides training to frontline workers in retail, hospitality, tourism, and food-service industries
- Program creates a skilled workforce for the employer, while providing access to educational pathways for workers
- <https://www.sbctc.edu/colleges-staff/programs-services/i-best/>

What is the **RI-BEST** model

# RI-BEST @ Rhode Island College



**Outreach Programs**  
RHODE ISLAND COLLEGE

Home | Certificate Programs | Internships | Contact | Resources

I was so lucky to find this Medical Assistant Program. After six months of training I got a great paying job! Now I'm on a path to my new career. I'm grateful to the instructors and counselors at Outreach.

– TRAMA STUDENT  
Class of 2013-14

\* Medical Assistant

\* Bookkeeping and Accounting

\* ESOL & Computers

\* Social and Human Services Assistant Certificates

# Early Childhood RI-BEST Model

- Early Childhood workforce development
- Language is no longer a barrier to content, quality improvement (QRIS), professional engagement, access to college coursework
- Team teaching
  - Course Instructor (bilingual)
  - ESL Instructor (bilingual, ESL certified)
- Participants meet as a cohort:
  - 6-9pm, ECED course 1x/week
  - 8-10am, ESL workshop 1x/week (Sat.)



# RI-BEST Model for Birth-3 Certificate

## Baseline Assessment

An Orientation was held 2 weeks before the course began to introduce participants to instructors and to conduct a baseline assessment of students literacy ability in English. This data informed ESL instruction and academic support

## Enrollment

Participants are enrolled in the College and are able to receive academic supports, including bilingual Navigators, to ensure their success in the program. In the 2nd year of the project, a bilingual coordinator was hired to serve as a liaison.

## ECED Course

The early childhood course is scheduled from 6-9pm, one evening a week. All course materials were translated by a state-approved translation company. Instructors' contracts included 3 credits for course delivery and 2 credits for preparation

## ESL Course

Content for the ESL course aligns to the ECED course each semester. The ESL course is scheduled from 8-10am on Saturday mornings. Participants re-engage with content while practicing speaking, reading, writing, and listening in English.

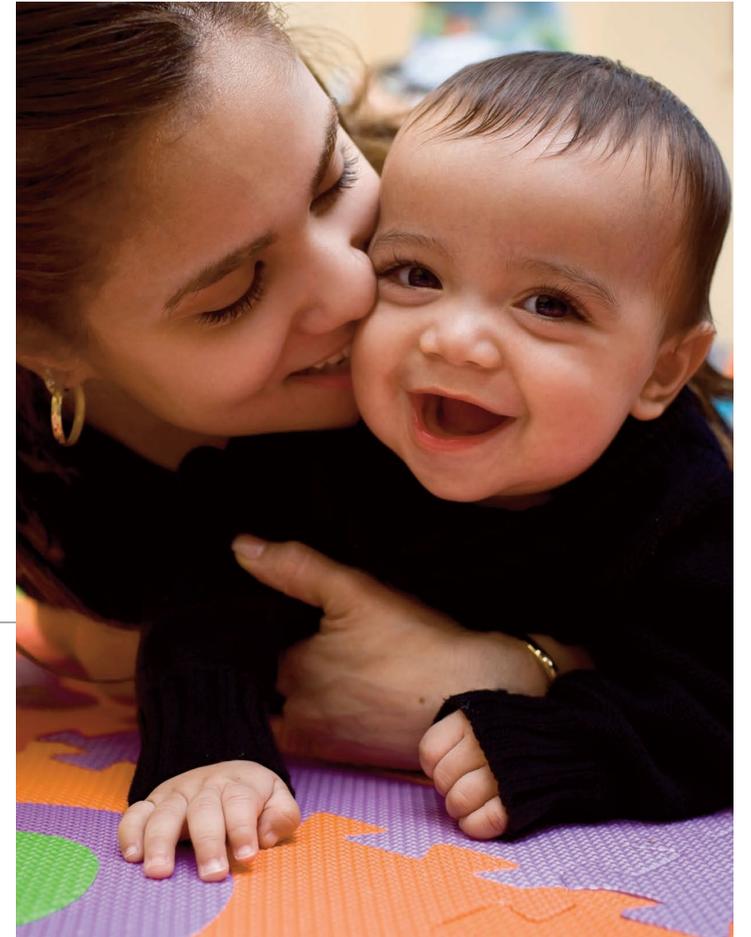
## Progress Monitoring

Ongoing meetings are scheduled with DHS funders, instructors, program coordinator, and Co-PIs of the project. Two additional language assessments will be conducted using the same online tool to measure growth over the course of the program



# Infant/Toddler Educator Compensation Task Force

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# Rhode Island Infant/Toddler Educator Compensation Task Force

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- Convened in 2018 by Rhode Island KIDS COUNT and RI Association for the Education of Young Children to develop recommendations to improve the compensation of infant/toddler professionals.
- Support from ZERO TO THREE's *Think Babies Campaign* and from the T.E.A.C.H. Early Childhood National Center's *Moving the Needle on Compensation Initiative*.
- 28 participants including state administrators, child care, family home visiting, and Early Intervention providers, and other experts.
- Eight 4-hour meetings over 9 months with expert facilitation by Harriet Dichter, a national leader in developing early childhood systems.
- Five participants attended the National Summit on Early Childhood Compensation in April 2019.
- Occasional meetings planned for 2019-2020 with return to Summit in April 2020.
- Note: The Task Force did not review or develop recommendations on employer-provided benefits or to address compensation of preschool educators or program directors. Recommendations could be expanded to address these topics.



In 2015, the RI Early Learning Council endorsed a recommendation of the Infant/Toddler Policy Steering committee to **develop and implement strategies to improve the compensation** of professionals who work with infants and toddlers.



In 2016, the RI Early Learning Council's strategic plan **prioritized the development of wage enhancement strategies** to improve recruitment and retention of effective early educators.

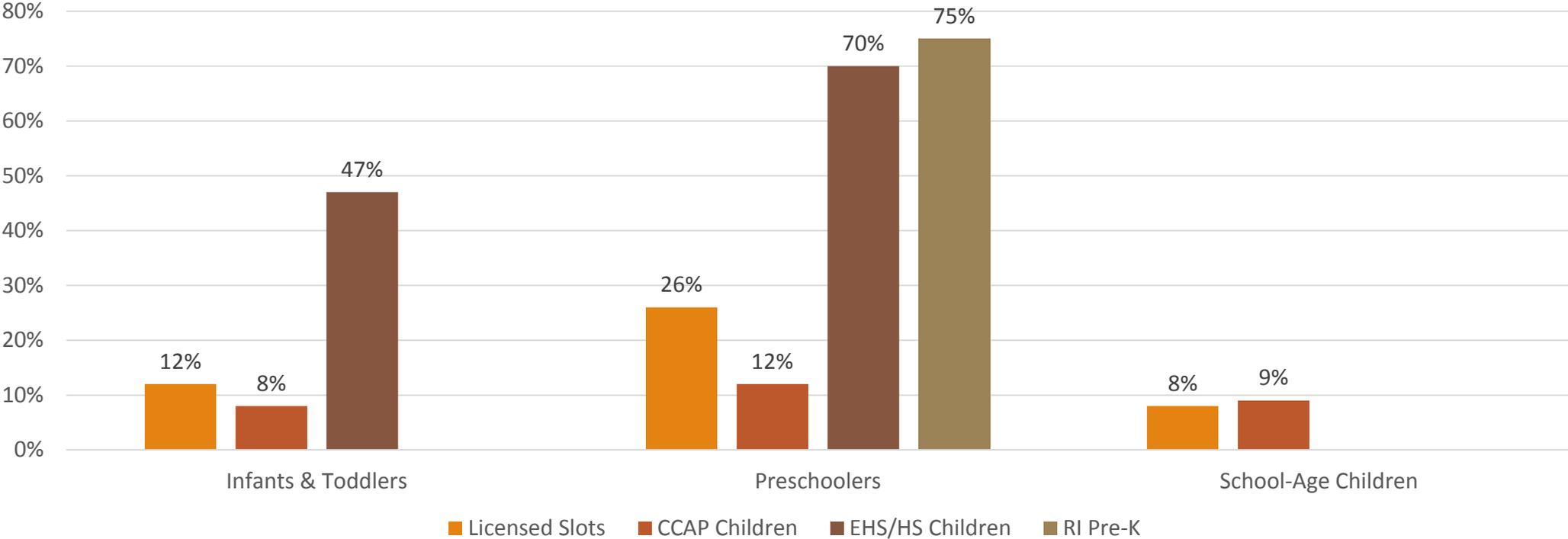


In 2019, the RI Family Home Visiting strategic plan identified the **need to improve home visiting staff recruitment, retention, and quality** as one of 3 top priorities.

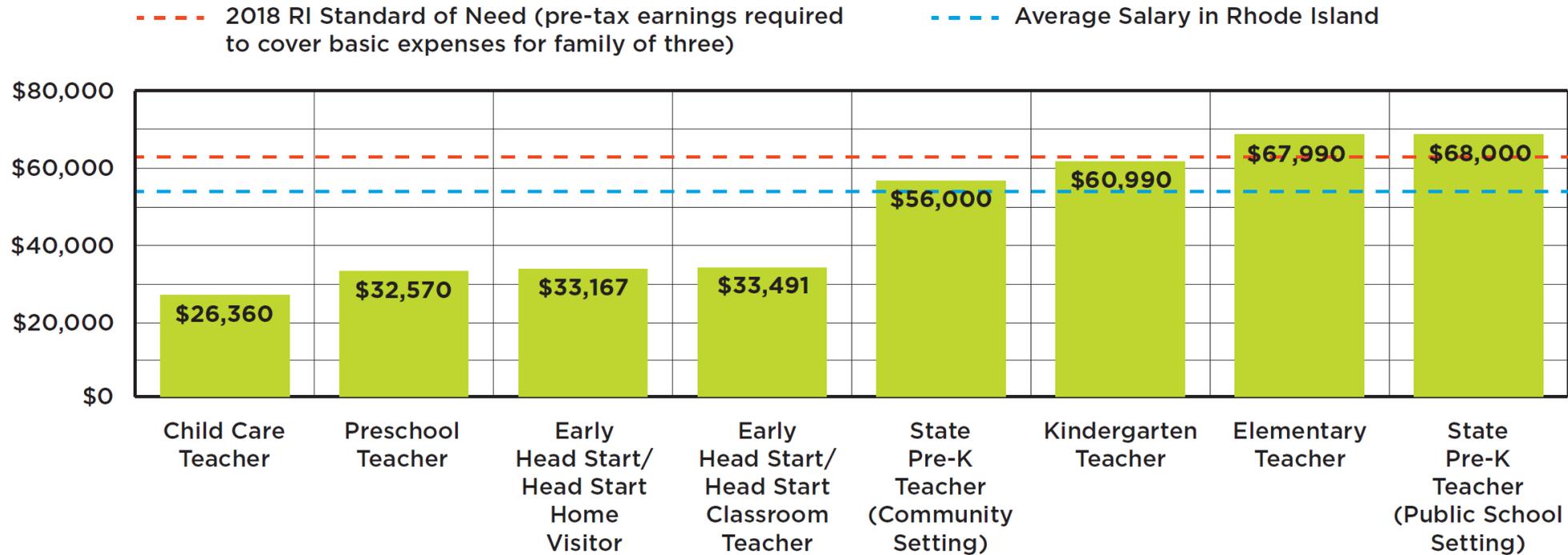
# Workforce Compensation Is a Priority

# Improving Child Care Quality is a Priority

Percentage of Children in High-Quality Programs (4 or 5 stars), 2018-2019



## EDUCATORS' AVERAGE ANNUAL SALARIES, RHODE ISLAND, 2017



Sources: Bureau of Labor Statistics. (2018). May 2017 state occupational employment and wage estimates. Retrieved August 30, 2019, from [www.bls.gov](http://www.bls.gov). Head Start Program Information Report - 2017 summary report - Rhode Island. Retrieved August 30, 2019, from <https://training01.hsesinfo.org>. Friedman-Krauss, A., et al. (2019). *The state of preschool 2018*. New Brunswick, NJ: National Institute for Early Education Research. *The 2018 Rhode Island standard of need*. (2018). Providence, RI: Economic Progress Institute.

In Rhode Island, salaries for Early Interventionists range from \$28,080 to \$46,000 per year, and most family home visiting professionals earn salaries between \$30,430 and \$46,000 per year.

# Key Findings from the 2019 RI Early Learning Workforce Study

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## Early Learning Center Staff:

- 56% of infant/toddler teachers and 43% of preschool teachers worry about paying for housing costs
- 41% of infant/toddler teachers and 23% of preschool teachers worry about having enough food to feed their family
- 53% of infant/toddler teachers and 42% of preschool teachers receive Medicaid
- 22% of infant/toddler teachers and 26% of preschool teachers receive SNAP
- 21% of infant/toddler teachers and 24% of preschool teachers receive a child care subsidy (CCAP)

## Early Childhood Educators (center-based, EI, and home visiting):

- 20% to 30% have a second job
- 45% to 63% report often feeling burned out from their job
- 62% to 82% report that they will leave their job if the salary does not improve.
- 38% to 58% report that they have taken action to look for a new job in the past six months



# Cross-Sector Recommendations

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- 1) Adopt and use a **statewide target wage scale** linked to educational levels for infant/toddler educators that establishes goals for educator wages. The target wage scale should provide wage parity with kindergarten teachers for similarly qualified infant/toddler educators.
- 2) Conduct a public education campaign designed to show the value of infant/toddler educators and the need for improved compensation.
- 3) Establish an Infant/Toddler Employer Group facilitated by the RI Department of Labor and Training to help early childhood programs recruit, develop, and retain effective infant/toddler educators.
- 4) Develop and introduce an Early Childhood Workforce Investment Act in 2020.

# Infant/Toddler Professional Target Wage Scale Rhode Island, 2019

Level	Education	Target Hourly Wage Floor	Target Annual Salary Floor
1*	CDA credential or 3 ECE credits	\$16/hr	\$33,280
2	12 ECE credits	\$17/hr	\$35,360
3	Associate's degree	\$19/hr	\$39,520
4	Associate's degree and 24 ECE credits	\$20/hr	\$41,600
5	Bachelor's degree	\$22/hr	\$45,760
6**	Bachelor's degree and 24 ECE credits	\$24.15/hr	\$50,240

\* \$1 more than Fight for \$15 minimum wage goal

\*\* Average starting salary for kindergarten teacher in RI in 2017 (\$41,869) adjusted to a 12-month schedule.

# Infant/Toddler Child Care Recommendations

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- 1) **Meet the federal rate guidelines** for the Child Care Assistance Program through tiered quality rates -- at least \$7 million in new state/federal funding required.  
  
**AND**
  - 2) Fund an **infant/toddler teacher wage supplement demonstration project** (at least \$250K/year for 2-3 years). Work with partners to conduct an evaluation and consider how to scale it up.
- ✓ Both proposals should be pursued simultaneously.
  - ✓ Even when CCAP rates meet the federal standards (paying 25<sup>th</sup>-75<sup>th</sup> percentile of market rate), revenue will not be adequate for programs to pay adequate wages to attract, retain, and develop effective educators.
  - ✓ Wage supplements will still be needed because programs cannot increase tuition for private pay families to reach levels needed to pay adequate salaries.



# Starting Right Infant/Toddler Teacher Education & Retention Awards

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- Engage and secure **support of child care employers to sponsor educators** in the demonstration project and improve teaching practices. Employers must pay at least \$12/hr.
- Educators in **both centers and family child care** programs can participate statewide as long as the program serves infants/toddler in CCAP and they are working to improve their BrightStars rating. Lottery proposed to select participants.
- An **intermediary organization** provides strong education and retention awards to qualified infant/toddler educators using the state's target wage scale with participants at all levels to close the gap between what the employer pays and the target wage.
- Connect awards to **both education level and demonstration of high-quality teaching/program practices**, using a valid and reliable observation tool. Provide on-site coaching to mirror supports for RI Pre-K.
- Find an evaluation partner to **study the impact** of wage supplements on teachers, programs, families, and children.
- Project can be **scaled up gradually** to serve more teachers and programs. It can also be expanded to teachers of preschoolers.





# Early Intervention Recommendations

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- 1) Leverage **existing billing opportunities** to support Early Interventionists.
- 2) Establish a **compensation-based incentive pool**.
- 3) Review and update Early Intervention **reimbursement rates**.



# Family Home Visiting Recommendation

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- 1) Incorporate the Infant/Toddler Professional Target Wage Scale into **family home visiting contracts**.

# Discussion: Rhode Island Early Learning and Development Standards

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# Policy & Program Updates: DHS

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# Policy and Program Updates: Department of Human Services

December 11, 2019

*The project described is supported by the Preschool Development Grant Birth through Five Initiative (PDG B-5), Grant Number 90TP0027, from the Office of Child Care, Administration for Children and Families, U.S. Department of Health and Human Services. Its contents are solely the responsibility of the authors and do not necessarily represent the official views of the Office of Child Care, the Administration for Children and Families, or the U.S. Department of Health and Human Services.*



## Agenda:

- Preschool Development Grant - Prenatal to 5 System Action Plan Update
- Child Care Licensing
- Exceed Website Enhancements
- Head Start Collaboration Office



# Preschool Development Grant (PDG B-5) Overview

- RI was awarded a **\$4.2M federal grant to align, strengthen and support our state's early childhood system**
- DHS is the lead entity for the state in partnership with sister Children's Cabinet agencies RIDE, RIDOH, DCYF and EOHHS
- PDG is supporting the planning for an expansion of Pre-K, in addition to strengthening the existing Prenatal-5 system through four key activities:
  - Needs Assessment
  - Strategic (Action) Plan
  - Maximize Parental Choice and Knowledge
  - Increase Collaboration and Efficiency



# Prenatal – 5 Action Plan Update and Next Steps

- Incorporating feedback to the executive summary shared at the November 12<sup>th</sup> special meeting of the Early Learning Council
- Identifying staff leads for key strategies
- Finalizing action steps for each strategy
- **January:** Finalize progress indicators, metrics and goals



# Please Stay engaged!

- Send additional feedback or questions to PDG B-5 grant manager, Sam Saltz: [Sam.Saltz@dhs.ri.gov](mailto:Sam.Saltz@dhs.ri.gov)



# DHS CHILD CARE LICENSING

*Caitlin Molina, Assistant Director of Child Care*

- DHS Mission; OCC Mission
- DHS Guiding Principles
- Alignment to CCAP Office and Licensing Team
- How to Reach Us



## Our Mission at DHS

*Through the efficient provision of critical safety net and other supportive services, DHS staff are committed to ensuring that individuals and families in Rhode Island have access to the supports they need to achieve their goals.*

## Our Mission at the Office of Child Care

*As a division of the Rhode Island Department of Human Services, the Office of Child Care supports the workforce in providing families with equitable access to high-quality, safe, affordable child care.*

# DHS Guiding Principles

	Guiding Principle	In practice, we ask:
	<b>Right Service, Right Place</b> <i>Effective triage is fundamental, so that providers are directed to the channel /place that can meet their needs as quickly as possible.</i>	<i>Do providers/parents/staff know where to turn in order to find the answer?</i>
	<b>Champion “The Easy Way”</b> <i>Reward those who are proactive, prepared, and use preferred channels. Don’t just encourage – incentivize!</i>	<i>What will make this situation/process easier, and are we providing incentives to do it?</i>
	<b>Prevention &gt; Correction</b> <i>An ounce of prevention is worth a pound of corrective action.</i>	<i>How can we keep children safe and protected?</i>
	<b>Decide with Data</b> <i>Use data to inform decisions and track progress.</i>	<i>Is our reasoning in this process/procedure/policy based on solid evidence?</i>

# DHS Guiding Principles



## Guiding Principle

### **Clear Message, Warm Voice**

*Licensing can be complicated and confusing, but the process doesn't have to be. From notices to voicemails to in-person conversations, providers and parents should feel informed, respected, and understood.*

## In practice, we ask:

*Are we communicating expectations clearly and plainly?*



### **Keep Others in the Loop**

*Make extraordinary efforts to let others know the status of a case/task at any given time.*

*What questions might a customer have, and how are we answering them (before they are asked)?*

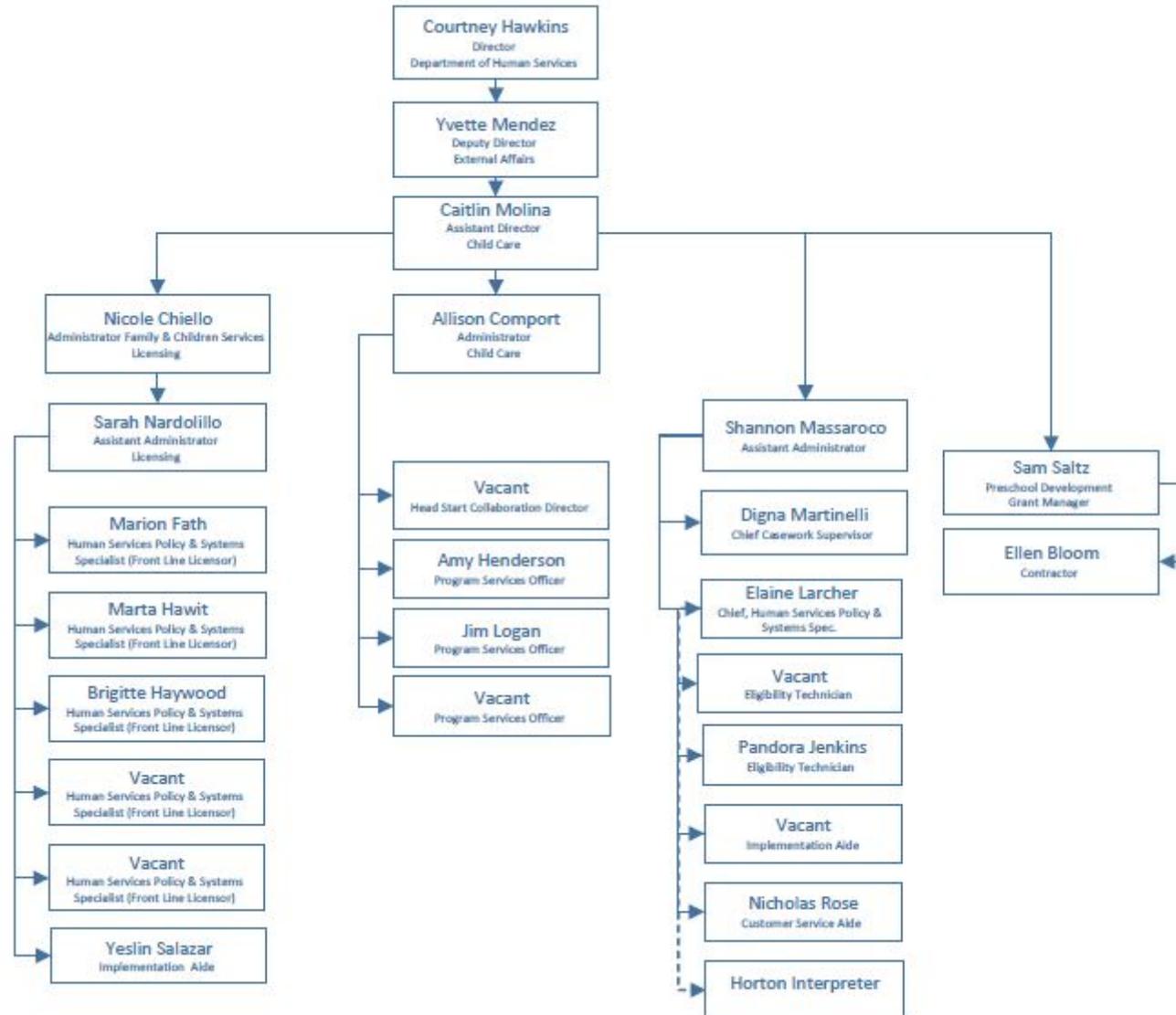


### **Inspire Confidence**

*People tend to remember bad experiences more than good ones. Highlight when things go well in order to rebuild trust with employees and providers*

*Will this strengthen the relationships between licensors and providers?*

# Alignment of CCAP and Office of Child Care Licensing Team (CCL)



# Reaching Out to the Child Care Licensing Team

*There are many ways to reach Child Care Licensing, including online, via email, over the phone, and in person*



The DHS Child Care Licensing Website:

<http://www.dhs.ri.gov/Programs/CCAPLicensing.php>



The DHS CCL Email:

[DHS.ChildCareLicensing@dhs.ri.gov](mailto:DHS.ChildCareLicensing@dhs.ri.gov)



The DHS CCL Phone  
Line:

[401-462-3009](tel:401-462-3009)

DHS CCL Open Office Hours:

Monday, Wednesday, Friday 8:30am-4:00pm (closed 12-1pm for lunch)

25 Howard Avenue, Building 57, 4<sup>th</sup> Floor

*During office hours, paperwork and fees may be dropped off and general questions may be answered by the Implementation Aide.*





# MEET THE CHILD CARE LICENSING TEAM

*Nicole Chiello, Administrator of Family and Children Services, Licensing*

- Introductions
- Training Review

# Nicole Chiello

*Administrator of Family and Children Services, Licensing*



## **Professional Experience**

- Administrator of Child Care Licensing and Regulation (DHS), *as of October 28, 2019*
- Deputy Chief of Child Care Licensing, Department of Children, Youth and Families (DCYF)
- The Children’s Workshop
  - Served as Vice President & Regional Director of Operations for ten schools in Massachusetts
  - Former Licensed Center Director

## **Engagement in the Early Childhood Field**

- Featured presenter for the National Association for the Education of Young Children (NAEYC) in Washington D.C., presented on transforming managers to leaders
- Presented at both local and national conferences (Rhode Island Association for the Education of Young Children “RIAIEYC”, NAEYC, McCormick Institute)

*“I love what I am doing and am grateful to be able to continue it on a larger scale as the Administrator of Child Care Licensing & Regulation for DHS. I am so excited to...work with families, providers, and my Early Childhood colleagues to both support and strengthen the field for the state of Rhode Island.”*

# Child Care Licensing Team Staff



**Sarah Nardolillo**

*Assistant Administrator of Family and Children Services, Licensing*

## **Experience**

- Began working in Early Childhood while attending college, first in a family child care and then at a YMCA summer program.
- Graduated college and joined Woonsocket Head Start where I worked for 15 years.
- Transitioned to DCYF as a Social Case Worker for 5 years prior to coming to DHS.
- Joined DHS in April 2019, working in the Office of Child Care managing contracts related to improving quality and supporting the child care workforce.
- “I am looking forward to continuing this work as part of my new role!”



**Yeslin Salazar**

*Implementation Aide*

## **Experience**

- Yeslin Salazar grew up in the West End of Providence.
- Graduating from Central High School in 2013.
- Graduated from YearUp program in 2017 with a focus in Business Operations.
- Began in State service as an intern in 2016.
- Became a full time State employee with the Department of Human Services and was recently promoted to Implementation Aide for Child Care Licensing.

# Child Care Licensing Team Staff



**Marion Fath**

*Licensor*

**Experience**

- Been with DHS for more than 35 years.
- Held various roles and has been Human Services Policy & System Specialist since 2013.
- “Seeing the world through a child's eyes gives the meaning of humanity. I feel privileged to have this assignment.”



**Marta Hawit**

*Licensor*

**Experience**

- Has worked for the State of RI for more than 20 years, 14 of which as a General Public Assistance (GPA) and Child Care Social Worker.
- After five years of working at DCYF, she returned to DHS to be a part of our Child Care Licensing team.



**Brigitte Haywood**

*Licensor*

**Experience**

- Has a Bachelor’s Degree from Rhode Island College.
- Pursued a career in the nonprofit sector.
- Has more than 20 years of experience working with children and families in a variety of settings.

# CCL Licensor Training

*“Over the years depending on who has been assigned to my daycare there has been total inconsistency on interpreting the regulations. Each case worker has their own interpretations, making my to-do list a little different each year. It would be nice to see consistency across the board.”* – Survey Respondent

To support licensors in consistently and equitably interpreting and applying the licensing regulations, licensor training includes:

- 9 hours of targeted onboarding training
- Shadowing of monitoring visits conducted by the Administrator
- Participation in inter-rater reliability visits in licensed center based and family child care home settings





# PREVIEW OF NEW CHILD CARE LICENSING FORMS

- Monitoring Checklists
- Application Cover Checklist

# Monitoring Checklists

## Monitoring Checklist forms were updated to:

- Meet federal requirements
- Provide clarity for licensors and providers

### Note

Child Care providers are responsible for complying with all licensing regulations for their license type, even if a regulation does not explicitly appear on a monitoring form.

**Rhode Island Department of Human Services**  
Group/Family Child Care Home Monitoring Checklist  
Draft 11/6/2019

Visit Information							
Visit Date	Visit Start Time		Visit End Time				
Purpose of Visit	<input type="checkbox"/> Initial Visit	Case Status, if applicable	<input type="checkbox"/> Renewal				
	<input type="checkbox"/> Renewal Visit		<input type="checkbox"/> Change of Address				
	<input type="checkbox"/> Unannounced Monitoring Visit		<input type="checkbox"/> Probationary				
	<input type="checkbox"/> Complaint Investigation						
<input type="checkbox"/> Follow up visit							
Name of Licensor							

Provider Information	
Facility Name	
Provider ID	License Expiration Date
Email Address	Telephone Number
Street Address	City
State	Zip
Licensed Capacity	Total Children Enrolled
Approved Days and Times when child care is provided	
Day:	Sunday   Monday   Tuesday   Wednesday   Thursday   Friday   Saturday
Open:	
Hours: (Open/Close)	__AM/PM   __AM/PM   __AM/PM   __AM/PM   __AM/PM   __AM/PM   __AM/PM
Star Status or Accreditation	Expiration Date

Ratio and Group Size			
Total Children Onsite		Number of Staff with children Onsite	
Total Children Offsite		Number of Staff with children Offsite	
Children Present by Age			
6 weeks-18 months		19 months-5 years	School age

Page 1 of 17

**Rhode Island Department of Human Services**  
Child Care Center and School Age Program Monitoring Checklist  
Draft 11/6/2019

Provider Information		
Program Name		
Provider ID	License Expiration Date	
Email Address	Telephone Number	
Street Address	City	
State	Zip	
Licensed Capacity	Total Children Enrolled	Total Staff Employed
I/T:	I/T:	
PS:	PS:	
SA:	SA:	
Star Status or Accreditation	Expiration Date	

Visit Information		
Visit Date	Visit Start Time	Visit End Time
Name of Licensor		
Purpose of Visit	<input type="checkbox"/> Initial Visit	<input type="checkbox"/> Regular
	<input type="checkbox"/> Renewal Visit	<input type="checkbox"/> Provisional
	<input type="checkbox"/> Unannounced Monitoring Visit	<input type="checkbox"/> Probationary (staffing)
	<input type="checkbox"/> Complaint Investigation	<input type="checkbox"/> Probationary (non-compliance)
<input type="checkbox"/> Follow up visit		

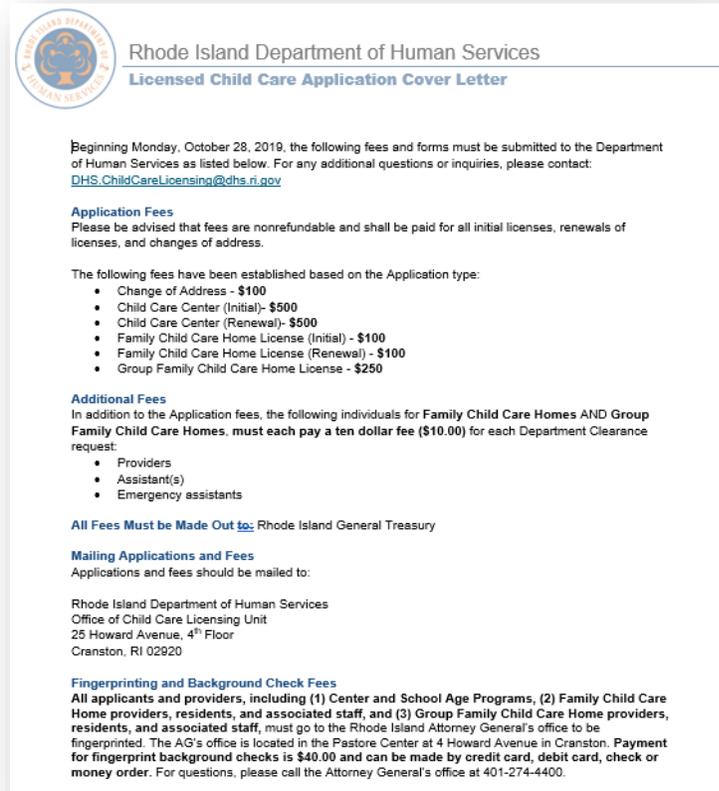
  

Classroom:	Age Group:	# of children	# of staff	# of others	Activities Observed:

# Miscellaneous Forms

## Licensed Child Care Application Cover Letter

To support providers in their application process, the *Licensed Child Care Application Cover Letter* is an easy to navigate, comprehensive reference that outlines application/renewal application requirements.



 Rhode Island Department of Human Services  
**Licensed Child Care Application Cover Letter**

Beginning Monday, October 28, 2019, the following fees and forms must be submitted to the Department of Human Services as listed below. For any additional questions or inquiries, please contact:  
[DHS\\_ChildCareLicensing@dhs.ri.gov](mailto:DHS_ChildCareLicensing@dhs.ri.gov)

**Application Fees**  
Please be advised that fees are nonrefundable and shall be paid for all initial licenses, renewals of licenses, and changes of address.

The following fees have been established based on the Application type:

- Change of Address - \$100
- Child Care Center (Initial)- \$500
- Child Care Center (Renewal)- \$500
- Family Child Care Home License (Initial) - \$100
- Family Child Care Home License (Renewal) - \$100
- Group Family Child Care Home License - \$250

**Additional Fees**  
In addition to the Application fees, the following individuals for Family Child Care Homes AND Group Family Child Care Homes, must each pay a ten dollar fee (\$10.00) for each Department Clearance request:

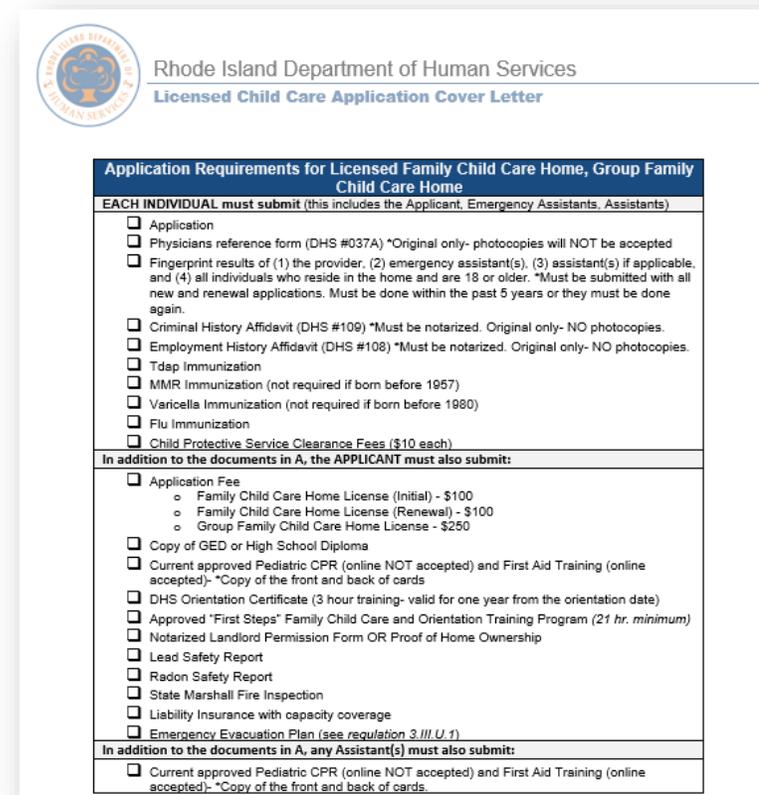
- Providers
- Assistant(s)
- Emergency assistants

**All Fees Must be Made Out to:** Rhode Island General Treasury

**Mailing Applications and Fees**  
Applications and fees should be mailed to:

Rhode Island Department of Human Services  
Office of Child Care Licensing Unit  
25 Howard Avenue, 4<sup>th</sup> Floor  
Cranston, RI 02920

**Fingerprinting and Background Check Fees**  
All applicants and providers, including (1) Center and School Age Programs, (2) Family Child Care Home providers, residents, and associated staff, and (3) Group Family Child Care Home providers, residents, and associated staff, must go to the Rhode Island Attorney General's office to be fingerprinted. The AG's office is located in the Pastore Center at 4 Howard Avenue in Cranston. Payment for fingerprint background checks is \$40.00 and can be made by credit card, debit card, check or money order. For questions, please call the Attorney General's office at 401-274-4400.



 Rhode Island Department of Human Services  
**Licensed Child Care Application Cover Letter**

**Application Requirements for Licensed Family Child Care Home, Group Family Child Care Home**

**EACH INDIVIDUAL must submit (this includes the Applicant, Emergency Assistants, Assistants)**

- Application
- Physicians reference form (DHS #037A) \*Original only- photocopies will NOT be accepted
- Fingerprint results of (1) the provider, (2) emergency assistant(s), (3) assistant(s) if applicable, and (4) all individuals who reside in the home and are 18 or older. \*Must be submitted with all new and renewal applications. Must be done within the past 5 years or they must be done again.
- Criminal History Affidavit (DHS #109) \*Must be notarized. Original only- NO photocopies.
- Employment History Affidavit (DHS #108) \*Must be notarized. Original only- NO photocopies.
- Tdap Immunization
- MMR Immunization (not required if born before 1957)
- Varicella Immunization (not required if born before 1980)
- Flu Immunization
- Child Protective Service Clearance Fees (\$10 each)

**In addition to the documents in A, the APPLICANT must also submit:**

- Application Fee
  - o Family Child Care Home License (Initial) - \$100
  - o Family Child Care Home License (Renewal) - \$100
  - o Group Family Child Care Home License - \$250
- Copy of GED or High School Diploma
- Current approved Pediatric CPR (online NOT accepted) and First Aid Training (online accepted)- \*Copy of the front and back of cards
- DHS Orientation Certificate (3 hour training- valid for one year from the orientation date)
- Approved "First Steps" Family Child Care and Orientation Training Program (21 hr. minimum)
- Notarized Landlord Permission Form OR Proof of Home Ownership
- Lead Safety Report
- Radon Safety Report
- State Marshall Fire Inspection
- Liability Insurance with capacity coverage
- Emergency Evacuation Plan (see regulation 3.111 U.1)

**In addition to the documents in A, any Assistant(s) must also submit:**

- Current approved Pediatric CPR (online NOT accepted) and First Aid Training (online accepted)- \*Copy of the front and back of cards.

# Additional Forms

Additional forms that will undergo revision and/or be created include:

- Applications
- Customer Service Feedback Survey
- “Sorry we missed you!” Door Hanger
- Technical Assistance Referral
- Variance Waiver – Approval, Denial, Request forms
- Complaint Investigation Forms



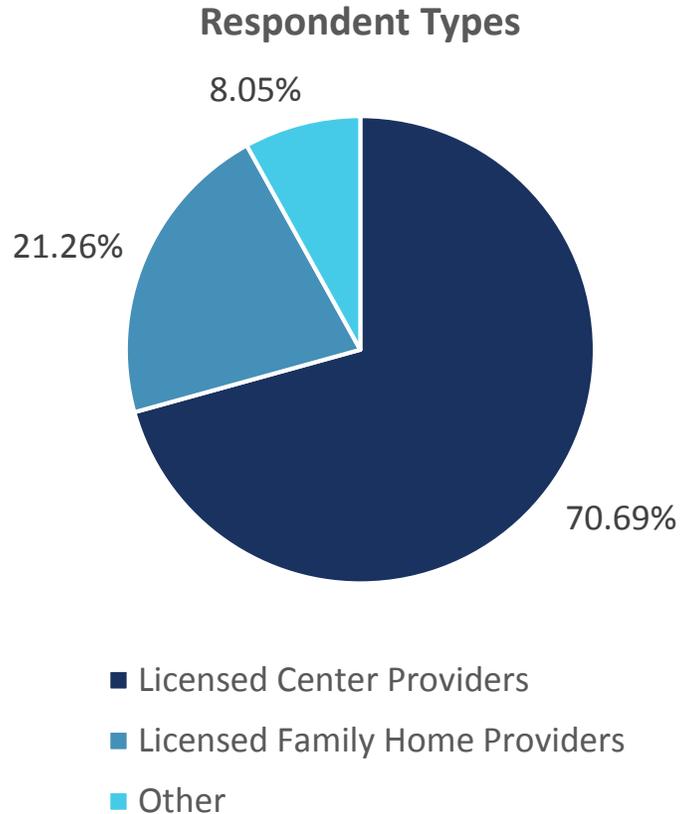
Forms will be made available through licensors and the DHS OCCLU website:

<http://www.dhs.ri.gov/Programs/CCAPLicensing.php>



# Provider Survey

Provider surveys were distributed in late October and DHS received over 170 responses!



- Majority (95%) prefer email as the best method of communication.
- Almost half of respondents (47.7%) felt they knew at least something about the licensing transfer.

## Top 3 Responses to “What improvements to the statewide child care system or outcomes would you expect to see from the transition?”

- Increased clarity in existing or new regulations (81%)
- Improved technology use and/or data sharing between agencies, the licensing team, and providers (67.4%)
- Improved communication/collaboration between Licensing and the provider community (66.9%)

# Provider Survey

DHS continues to build out and strengthen the Frequently Asked Questions (FAQ) document for provider support. Below are a few consistent topics brought up in the survey and responses from the FAQ:

Questions	DHS FAQ Response
<b>How is this transition effecting renewals?</b>	<p>All pending applications received by DCYF prior to 10/28/19 have been brought over during the transfer for completion. Any renewals received by DCYF after the transfer date will be forwarded to DHS at:</p> <p><b>Office of Child Care Licensing Unit</b> <b>25 Howard Ave, Building 57</b> <b>Cranston, RI 02920</b></p> <p>All fees will remain. Application fee checks must be made out to: <b>Rhode Island General Treasury</b></p>
<b>How will my current license be impacted?</b>	<p>All current child care licenses will remain valid upon the transfer. All child care licenses will still be subjected to the same renewal process and licensing regulations.</p>
<b>Who is my licensor/who is assigned to me?</b>	<p>Providers will be assigned new licensors. Beginning this winter, all providers will have the opportunity to meet the new licensing staff. As new licensors are assigned to programs, the licensors will reach out to the providers by email with their contact information. Additionally, the Child Care Licensing team is committed to visiting each program in the first few months of the new year allowing for licensors and programs to meet in-person for an initial monitoring visit to be conducted by DHS.</p>

## Additional FAQs

Questions	DHS FAQ Response
<b>How will this transfer affect me?</b>	For child care providers, the day-to-day responsibility of providing safe, quality care to children as outlined by current child care licensing regulations will not change. DHS is looking forward to building strong relationships with partnering agencies and the child care workforce as this transfer occurs.
<b>Will there be new child care licensing regulations?</b>	<p>The current regulations listed on the DCYF website remain valid: <a href="http://www.dcyf.ri.gov/licensing-child-care/">http://www.dcyf.ri.gov/licensing-child-care/</a> The regulations are now also available on the DHS website at: <a href="http://www.dhs.ri.gov/Regulations/218-RICR-20-00-4ChildCareAssistanceProgram.pdf">http://www.dhs.ri.gov/Regulations/218-RICR-20-00-4ChildCareAssistanceProgram.pdf</a></p> <p>In 2020, DHS may propose updated Family Child Care and Group Family Child Care regulations for public comment as required by state law prior to filing.</p>
<b>Will this impact my CCAP payments or CACFP?</b>	No. This transfer will not impact your CCAP payments or CACFP.
<b>Will participation in BrightStars be mandatory for all licensed providers?</b>	Participation in BrightStars remains optional for all licensed providers who choose not to participate in or accept CCAP. <b>For licensed providers participating in CCAP</b> , participation in BrightStars will continue to be mandatory.

## Best Ways to Contact Us



Email the CCL at:  
[DHS.ChildCareLicensing@dhs.ri.gov](mailto:DHS.ChildCareLicensing@dhs.ri.gov)



Call the CCL at:  
**401-462-3009**

*Thank you for coming!*



# Revisions to EXCEED

Allison Comport

# What Changes Are Being Made?

- Modernizing the website
  - New look and feel
  - Updated content, resources and logos
  - Content Management System for sustainable management
- Updating family search to make more user friendly
  - Map and radius search
  - Clearer search language
  - Posted licensing reports and aggregate licensing findings- *ACF Requirement*
- Making the site 508 compliant- *ACF Requirement*
  - Color density changes
  - Updating attachments with document type indicators

## Head Start Collaboration Updates

- Larry Pucciarelli retired on November 30
- Working closely with ACF OHS and RI HS Association on moving forward
- Will soon be recruiting a new Director



# Three HSCO Service Pillars

- **Communication:** Convene stakeholder groups for information sharing, planning, and partnering. Serve as a conduit of information between regional offices, the State, and local early childhood systems. Ensure that Head Start has a “seat at the table” during state and local planning processes affecting low-income children and families.
- **Access:** Facilitate Head Start agencies’ access to, and utilization of, appropriate entities so Head Start children and families can secure needed services and critical partnerships are formalized. Coordinate with the administration of CCDF subsidies, and those providing state resource and referral services, to make full-working-day and full calendar year services available to children.
- **Systems:** Support policy, planning, partnerships, and implementation of cross agency State systems for early childhood and serve on the State Advisory Council (SAC). Promote curricula alignment between Head Start and other agencies providing ECE, health, mental health, and other child/family supportive services, including those under the Individuals with Disabilities Education Act (IDEA).

# DHS HSCO Priorities for 2020-2021

- *Support Head Start state funded contracts*
- *Support Pre-K expansion and Head Start funding coordination during expansion*
- *Support state level PDTA aligned with HS Act and HSPPS as well as integration with Regional TTA system and resources*
- *Support increased credentials and compensation for educators, in alignment with Governors Workforce Board and Registered Apprenticeship work*
- *Support Pre-K to K transitions in partnership with LEA's and RIDE*
- *Support data integration efforts with EOHHS to include Head Start*
- *Support continued engagement of Head Start and Early Head Start within state systems*
- *Continued support around OHS Dr. Bergeron priorities within the state*

## *Resources*

<https://www.childtrends.org/publications/connection-between-head-start-state-territory-early-care-education-systems>  
[\[childtrends.org\]](https://www.childtrends.org)

# Early Learning Council Membership Updates

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# REVIEW OF FEDERAL REQUIREMENTS

- Under Federal statute, all states are required to have a Governor designated State Advisory Council on Early Childhood Education and Care for children from birth to school entry
- The Council must include these *representatives*:
  1. Representative of the State agency responsible for child care (DHS)
  2. Representative of the State educational agency (RIDE)
  3. Representative of local education agencies (LEAs)
  4. Representative of institutions of higher education
  5. Representative of local providers of early childhood education and development services
  6. Representative from Head Start agencies
  7. State Director of Head Start Collaboration
  8. Representative of the State agency responsible for 619 or Part C
  9. Representative of the State agency responsible for health or mental health care (RIDOH)
  10. Representative of other entities determined to be relevant by the Governor of the State

# UPDATING MEMBERSHIP LIST & ROLES

- In order to ensure the ELC is in compliance and truly serving as an advisory body we are doing the following by start of 2020:
  - Removing members who are no longer in state/in their appointed position or are not representing a federally required entity
  - Ensuring there is a representative with a clear role from each of the 10 federally assigned entities and subgroups
  - Clarifying responsibilities of ELC members and the endorsement process (*see attached sheet*)

# NEXT STEPS

- We will send out emails summarizing the ELC updates for 2020 to each organization or entity with a request to either confirm current member or assign a new representative
- Once members are confirmed, the Governor's Office will send out appointment letters to be signed by each ELC member
- Reminder that all ELC meetings are public meetings and we encourage attendance regardless if you are a member
- Please let us know if you have any questions or concerns:

**Cara Harrison**

[Cara.Harrison@governor.ri.gov](mailto:Cara.Harrison@governor.ri.gov)

**Leanne Barrett**

[Lbarrett@rikidscount.org](mailto:Lbarrett@rikidscount.org)

# Public Comment

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## 2020 Scheduled Meetings

Tuesday, March 31, 2020, 9:00 to 11:00 a.m. at Save the Bay

Tuesday, June 23, 2020, 9:00 a.m. to 11:00 a.m. at Save the Bay

Wednesday, September 30, 2020, 9:00 a.m. to 11:00 a.m. at Save the Bay

Wednesday, December 9, 2020, 9:00 a.m. to 11:00 a.m. at Save the Bay

[www.earlylearningri.org](http://www.earlylearningri.org)