

Rhode Island Early Learning Council Work Group Meeting

Thursday, May 17, 2012 9:30-11:30 a.m.

Community College of Rhode Island – Knight Campus, Room 1130

400 East Ave., Warwick, RI

Agenda

9:30-9:40	Welcome /Meeting Overview	Leanne Barrett Michele Palermo Lawrence Pucciarelli Kristin Lehoullier
9:40-9:55	RTT-ELC Update	Michele Palermo Leanne Barrett
9:55-10:15	Rhode Island Professional Development Plan	Karen Beese Tammy Camillo
10:15-10:45	Targets: Access and Promoting Child Outcomes	Leanne Barrett
10:45-11:20	Strategy Alignment Break Out Sessions (Focus: Access and High-Quality Programs)	Kristin Lehoullier All
11:20-11:25	Public Comment	Public Participants
11:25-11:30	Next Steps Joint ELC/ELCWG Meeting: June 13, 2012 11:30-2:00 p.m.	Kristin Lehoullier

Carrying out the Work of the Early Learning Challenge Grant

RTT ELC Scope of Work Project	Core Project Management Teams	Corresponding Council Sub-Committees	Early Learning Council
<p><i>The grant work will be laid out by project in the Scope of Work (SOW) document approved by the Feds. This will include budget, staff, activities, milestones & deliverables. The SOW's are based on the projects that were included in the grant application</i></p>	<p><i>Core Project Management Teams will carry out the work in the SOW. Each will be led by the state-agency staff designated in the SOW, and will include a representative from the corresponding Early Learning Council Sub-Committee. Each Core Project Management Team will also include local and national experts for policy guidance as needed and state staff to carry out activities in the SOW. They will seek input and feedback from, and regularly report out, to the corresponding Council Sub-Committee(s).</i></p>	<p><i>Early Learning Council Sub-Committees will take the lead on providing stakeholder and public input to the Core Project Management Teams as they embark upon their work, and in providing feedback and guidance throughout.</i></p>	<p><i>Per the grant application, the RI Early Learning Council shall provide leadership and oversight to the grant implementation to ensure the development of cross-sector and cross-departmental systems and programs. The Council is also charged with facilitating overarching policy decisions to help ensure the effective implementation of the grant. Council Sub-Committee Co-Chairs will report out at the quarterly Council meetings. Final products/policies will be reviewed by the Early Learning Council.</i></p>
Core Projects	Core Project Team Staff Lead	Corresponding Council Sub-Committee Co-Chairs*	<p><i>Throughout the grant, at the direction of the Co-Chairs, the Early Learning Council will ensure public updates on the progress of the grant and send representatives of the Council to periodically meet with important groups and associations.</i></p> <p>The Early Learning Council Work Group will provide input on projects and policies related to the grant and ensure integration across project areas</p>
Using Early Learning & Development Standards	RIDE New Hire – ELC Standards	Early Learning Standards <i>RIDE Hire and Susan Dickstein*</i>	
Developing and Supporting Effective Early Childhood Assessment	RIDE New Hire – ELC Assessment Blythe Berger	Kindergarten Assessment <i>RIDE Hire and Mindy Mertz*</i>	
Aligning and Measuring Tiered Program Quality Standards for Early Learning Programs	Michele Palermo Karen Beese Brenda Almeida	Program Standards Alignment <i>Michele Palermo and Elizabeth Burke Bryant*</i>	
Improving the Quality of Early Learning Programs	DHS Administrator or Karen Beese	Incentives and Support for Quality Improvement <i>Karen Beese and Leanne Barrett*</i>	
Improving the Knowledge and Competencies of the Early Learning Workforce	DHS Administrator or Karen Beese	Professional Development Higher Education <i>Karen Beese and Khadija Lewis Khan*</i>	
Building an Early Learning Data System	Ed Giroux	Early Learning Data System <i>Ed Giroux and Tammy Camillo*</i>	
Managing the Early Learning Challenge Grant	RTT ELC Grant Officer RTT ELC Associate Director	N/A	

**Will be the Council Sub-Committee's representative on the Core Project Management Team*

Crosswalk of Rhode Island Early Learning Council Strategies To Date With Other Agency Goals and Priorities - ACCESS AND QUALITY ONLY

	ELC-ARRA, RTT-ELC and Council Recommendations (Access, K-Assessment and Data)	CCDBG Statewide Plan	RIDE's Strategies and Priorities for Early Learning	DCYF's Strategies and Priorities for Early Learning	DOH Strategies and Priorities for Early Learning	Early Intervention's Strategies and Priorities for Early Learning	Higher Education Strategies and Priorities for Early Learning
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1) Promoting Access to High-Quality Early Learning and Development Programs, particularly for Children with High Needs

PA1: Assess Needs and Gaps	1.1 Conduct periodic statewide needs assessments on the quality and availability of early childhood education and development programs and services from birth to school entry. (ELC ARRA)	Utilize data from baseline studies of child care quality in RI to identify where to focus limited resources for quality improvement.			Identify needs and gaps as part of Successful Start and LAUNCH activities.		
	1.2 Identify gaps in access, quality and affordability with special attention to under-represented populations. (ELC ARRA)			Identify needs and gaps for children involved with the child welfare system, especially children in foster care accessing high quality early learning programs			
	1.3 Identify current financing structure and develop financing options that will leverage quality, access, and affordability. (ELC ARRA)						
PA2: Identify opportunities for and barriers to collaboration and coordination.	2.1 Use the Early Learning Council as a vehicle for seeking regular input on opportunities and barriers to collaboration. (ELC ARRA)	Meet with tribal leaders to ensure that collaboration and coordination of services are being maximized.	Plan and attend ELC/ELCWG meetings; manage ELC ARRA contracts. (EC Work Plan)		Link Medical Homes with child care providers to increase quality of coordination for children with health issues and as follow up to developmental screening.		

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PA2: Identify opportunities for and barriers to collaboration and coordination. (cont'd)	2.2. Ensure regular two-way communication between the Successful Start Steering Committee, the Permanent Legislative Commission on Child Care and the Early Learning Council. (ELC ARRA)		<p>Coordinate and collaborate with other state agencies, community partners, institutes of higher education, and early childhood professionals to strengthen quality program implementation in the areas of governance, operations, and outreach. (RIDE Strategic Plan)</p> <p>Plan and attend ELC/ELCWG meetings; manage ELC ARRA contracts. (EC Work Plan)</p>	Organize and work in partnership with stakeholders and state agencies to identify barriers, resources and opportunities to ensure children in the child welfare system access to high quality early learning programs	Ensure that child care environments have the capacity to accept children with health care or behavioral health needs.		
PA3: Expand Access to Ensure that More Children (Particularly Children with High Needs) Participate in High Quality Early Learning	3.1 Restore state funding for Head Start to support enrollment of 500 low-income children (currently 156 slots). (Access Recommendations)	Consider Access priorities for Head Start endorsed by the Council.	Participate on ELC Sub-Committee: Early Learning Access. (EC Work Plan)	Engage with community partners and private funding resources through grant opportunities to prioritize children in the child welfare system for participation and access in high quality early learning environments.			

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PA3: Expand Access to Ensure that More Children (Particularly Children with High Needs) Participate in High Quality Early Learning (cont'd)	3.2 Change the Child Care Assistance Program policy so that currently enrolled families (≤180% of the Federal Poverty Level) remain eligible for the program as their income increases, up to an exit income limit of 225% of Federal Poverty Level. Work to restore eligibility for child care subsidies to 225% of the FPL. (Access Recommendations)	Consider Access priorities for Child Care endorsed by the Council.	Participate on ELC Sub-Committee: Early Learning Access. (EC Work Plan)				
	3.3 Increase the state's reimbursement rates paid to child care providers serving children from low-income working enrolled in the Child Care Assistance Program to a fair market rate based on the most recent market rate survey. Recognize quality child care through tiered reimbursement. (Access Recommendations)	Consider Access priorities for Child Care endorsed by the Council.	Participate on ELC Sub-Committee: Early Learning Access. (EC Work Plan)				

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PA3: Expand Access to Ensure that More Children (Particularly Children with High Needs) Participate in High Quality Early Learning (cont'd)	3.4 Ensure consistency of 4-year old children's participation in high-quality early learning programs during their pre-K year by providing continued child care assistance regardless of changes in parent work status for children enrolled in a high-quality early learning program. (Access Recommendations)	Consider Access priorities for Child Care endorsed by the Council.	Participate on ELC Sub-Committee: Early Learning Access. (EC Work Plan)				
	3.5 Change policy so that Low-income working families participating in the Child Care Assistance Program are re-certified every 12 months instead of every 6 months. (Access Recommendations)	Improve family's access to benefits and increase the availability of workers to provide timely, quality services (streamline application and recertification processes across DHS core programs; institute a 12 month recertification period.	Participate on ELC Sub-Committee: Early Learning Access. (EC Work Plan)				

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PA3: Expand Access to Ensure that More Children (Particularly Children with High Needs) Participate in High Quality Early Learning (cont’d)	3.6 Change policy to allow families to maintain eligibility for child care assistance for longer periods of time during periods of unemployment (beyond current 3 week period) so they can more effectively engage in job search. (Access Recommendations)	Ensure that children of families struggling with job loss can continue to receive quality care while parents search for work (extend time period to 6 weeks from 21 days for half time care.	Participate on ELC Sub-Committee: Early Learning Access. (EC Work Plan)				
	3.7. Ensure that information about case closures is immediately shared with providers serving children in the Child Care Assistance Program with a 2 week final payment. (Access Recommendations)		Participate on ELC Sub-Committee: Early Learning Access. (EC Work Plan)				
	3.8 Increase the proportion of children under age 3 who are involved with DCYF who receive Early Intervention (EI) services. (Access Recommendations)		Participate on ELC Sub-Committee: Early Learning Access. (EC Work Plan)	Work with the Interagency Coordinating Council for Early Intervention and community partners to increase the number of children in the child welfare systems access to EI services		Improve coordination of data to ensure children are appropriately referred to EI	
	3.9 Consider expanding eligibility for EI to all children birth-3 with a substantiated case of abuse or neglect (categorically). (Access Recommendations)		Participate on ELC Sub-Committee: Early Learning Access. (EC Work Plan)	Ensure that children in the child welfare system are receiving evaluations/assessments through EI and/or appropriate support and referral services as needed		Ensure effective evaluation/assessment of children b-3 with a substantiated case of abuse or neglect and provide PD opportunities as needed	

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PA3: Expand Access to Ensure that More Children (Particularly Children with High Needs) Participate in High Quality Early Learning (cont’d)	3.10 Simplify EI consent for treatment process. (Access Recommendations)		Participate on ELC Sub-Committee: Early Learning Access. (EC Work Plan)	Amend forms in the child welfare system to simplify obtaining parental consent for child entering foster care to participate in EI		Modify referral forms for DCYF to EI/completed	
	3.11 Incorporate evidence-based parenting education programs into EI. (Access Recommendations)		Participate on ELC Sub-Committee: Early Learning Access. (EC Work Plan)			Increase PD opportunities for incorporating evidenced based practices in EI	
	3.12 Address need for education approach and access to clinical staff, especially speech therapy. (Access Recommendations)		Participate on ELC Sub-Committee: Early Learning Access. (EC Work Plan)			Identify workforce capacity issues and address needs.	
	3.13 Ensure access to appropriate services (including evidence-based parenting education programs) to support families with children exhibiting behavioral concerns that may not rise to the level of special education. (Access Recommendations)		Participate on ELC Sub-Committee: Early Learning Access. (EC Work Plan)				
	3.14 Improve transitions for children as they move across early intervention, early childhood special education and school age (K-3) education systems. (Access Recommendations)		Participate on ELC Sub-Committee: Early Learning Access. (EC Work Plan)			Identify specific issues related to transitions between EI and special education and address as needed	

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PA3: Expand Access to Ensure that More Children (Particularly Children with High Needs) Participate in High Quality Early Learning (cont’d)	3.15 Provide access for children with special needs, but who are not Medicaid eligible, to home based services, respite, care management, etc. (particularly related to children with Autism). (Access Recommendations)		Participate on ELC Sub-Committee: Early Learning Access. (EC Work Plan)				
	3.16 Continue the implementation of the funding formula plan to expand the state Pre-K program to provide a high-quality early childhood education program with a mixed delivery system for 3- and 4- year old children in the critical preschool years. (Access Recommendations)		Promote an equitable and predictable funding formula to support the education of all students, including adult learners. (RIDE Strategic Plan) Identify and seek additional resources to support Pre-K expansion. (RIDE Strategic Plan) Participate on ELC Sub-Committee: Early Learning Access. (EC Work Plan)				
	3.17 Plan for 10-year phase in expansion of RI Pre-K. (Access Recommendations)		Identify and seek additional resources to support Pre-K expansion. (RIDE Strategic Plan) Participate on ELC Sub-Committee: Early Learning Access. (EC Work Plan)				

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PA3: Expand Access to Ensure that More Children (Particularly Children with High Needs) Participate in High Quality Early Learning (cont’d)	3.18 Encourage school districts to expand access to full day kindergarten by maintaining differential reimbursement within the funding formula (e.g. half-day funding for half-day programming). (Access Recommendations)	Continue to advocate for universal full day Kindergarten.	Promote an equitable and predictable funding formula to support the education of all students, including adult learners. (RIDE Strategic Plan) Participate on ELC Sub-Committee: Early Learning Access. (EC Work Plan)				
Communication and Outreach	No recommendations in this area to date.	Coordinate with the State Child Care Resource and Referral Center to develop a comprehensive marketing plan to raise awareness of the QRIS as a critical resource to families.			Ensure that early childhood service providers (home visitors, primary care) are aware of child care resources available to families.		
		Consider including more clients/families as part of the DHS Child Care Community Exchange.					

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Communication and Outreach (cont'd)	No recommendations in this area to date.	Consider using a monthly provider newsletter and/or social media to improve communication with providers, increase awareness of quality initiatives and information the provider community of ongoing changes in policies/issues affective child care.					
		Design an educational handout that can be given to low-income families at the time of application to CCAP that describes the importance of quality child care, lists characteristics of high-quality child care and explains how to access BrightStars and Resource and Referral.					

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2) Ensuring High-Quality, Accountable Programs

HQP1: Adopt a Common, Statewide QRIS	1.1 Use BrightStars as the State's Unified QRIS with linkages to DCYF Licensing and RIDE Preschool Approval. (RTT-ELC)		Use BrightStars as the State's Unified QRIS with linkages to DCYF Licensing and RIDE Preschool Approval.	Use BrightStars as the State's Unified QRIS with linkages to DCYF Licensing and RIDE Preschool Approval.	Use BrightStars as the State's Unified QRIS with linkages to DCYF Licensing and RIDE Preschool Approval.	Use BrightStars as the State's Unified QRIS with linkages to DCYF Licensing and RIDE Preschool Approval.	
	1.2 Ensure alignment of program quality standards and monitoring practices across all programs and settings: (ELC ARRA)	Participate on Program Standards Alignment Core Project Team.	Participate on Program Standards Alignment Core Project Team.	Participate on Program Standards Alignment Core Project Team.	Participate on Program Standards Alignment Core Project Team.	Incorporate National Health and Safety standards into QRIS	
	<ul style="list-style-type: none"> Use a collaborative process to revise BrightStars program standards to include critical components of DCYF licensing and RIDE program approval standards (RTT-ELC) 	Work to align quality assurance and monitoring across sectors.					
	<ul style="list-style-type: none"> Improve community understanding of the alignment of standards for early learning programs. (ELC ARRA) Ensure that BrightStars standards are clear and measurable and meaningfully differentiate quality (RTT-ELC) 	Continue to work with DCYF licensing unit to establish a continuum of quality.				Quarterly net-working meetings that stress national standards	

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HQP1: Adopt a Common, Statewide QRIS (cont’d)	1.3 Update DCYF licensing regulations: (ELC ARRA) and (RTT-ELC)	<p>Participate on Program Standards Alignment Core Project Team.</p> <p>Revise Child Care Center Licensing regulations to align with NARA best practices.</p> <p>Strengthen licensing regulations to include more specific regulations around nutrition and physical activity.</p> <p>Strengthen Health and Safety Requirements of License Exempt Providers.</p>	Participate on Program Standards Alignment Core Project Team.	Participate on Program Standards Alignment Core Project Team.	Participate on Program Standards Alignment Core Project Team.	Provide recommendations to sister state agencies about appropriate, high quality, health and safety regulations by provider type	
	1.4 Clarify/Streamline Cross Agency Roles and Responsibilities Regarding Program Quality (RTT-ELC)	Participate on Program Standards Alignment Core Project Team.	Participate on Program Standards Alignment Core Project Team.	Participate on Program Standards Alignment Core Project Team.	Participate on Program Standards Alignment Core Project Team.		
HQP2: Promote 100% Participation in BrightStars.	2.1 Design and implement changes needed to include all DCYF, DHS CCAP, and RIDE funded programs in BrightStars. (RTT-ELC)						

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HQP2: Promote 100% Participation in BrightStars. (cont’d)	2.2 Require all DCYF-licensed, DHS CCAP-funded and RIDE-funded programs to participate in BrightStars. (RTT-ELC)	Enroll all CCAP providers in Bright Stars. Increase the number of programs participating in BrightStars across the various learning sectors.	Enroll all RIDE-funded providers in Bright Stars.	Enroll all DCYF licensed programs in BrightStars TQRIS.			
	2.3 Build the capacity of BrightStars program-assessment and improvement systems to include more participating programs. (RTT-ELC)	Build program assessment capacity to include RIDE funded programs and all DCYF licensed and DHS CCAP funded programs in BrightStars TQRIS.					
HQP3: Ensure Effective Rating and Monitoring of the Quality of Programs Participating in	3.1 Build the staff capacity of BrightStars to provide ratings for all eligible programs as the State moves to 100-percent participation by early learning programs. (RTT-ELC)						

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BrightStars.	3.2 Review, strengthen, and improve efficiency of monitoring practices and systems. (RTT-ELC) and (ELC ARRA)	Maintain and strengthen monitoring practices and systems for program quality ratings. Pilot use of objective measurements (ECERS/ITERS) as part of routine licensing compliance visits.	Approve and monitor early childhood programs. (RIDE Strategic Plan) Continue to work with DCYF to streamline the approval process, conduct joint visits, and create a system to share information about dually approved programs. (EC Work Plan)	Improve and strengthen licensing monitoring practices and systems in consultation with national and local experts. Streamline the DCYF licensing approval process.			
HQP3: Ensure Effective Rating and Monitoring of the Quality of Programs Participating in BrightStars. (cont’d)	3.3 Build the capacity of DCYF licensing to inspect licensed family child-care homes at least once per year. (RTT-ELC)			Increase the frequency of routine licensing inspection visits for family child care homes at least once per year.			
	3.4 Build data and information-sharing systems to share licensing compliance information with parents/public via the Internet (RTT-ELC) and (ELC ARRA)	Work with the PLCCC to introduce legislation that would increase parent access to information about programs’ licensing compliance by making it available on the DCYF website.		Evaluate whether or not there is a need for legislation to place licensing compliance information on the DCYF website.			
	3.5 Share licensing compliance information with parents/public. (RTT-ELC)			Work with the state’s Early Learning Data System team to develop data systems to track licensing compliance and share compliance information with parents and public.			

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<p>HQP4: Promote Access to High-Quality Early Learning and Development Programs for Children with High Needs</p>	<p>4.1 Implement a tiered quality incentive payment system. (RTT-ELC)</p> <p>Conduct a cost analysis for programs operating at various star levels in BrightStars (ELC ARRA)</p>	<p>In coordination with the RI ELC, investigate methods of incentivizing quality, including tiered reimbursement rates, tax credits and bonuses.</p> <p>Conduct a cost analysis for programs operating at various star levels with BrightStars.</p>	<p>Participate on Program Quality Improvement Core Team.</p>		<p>See prior statement</p>		

Working Draft

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<p>HQP4: Promote Access to High-Quality Early Learning and Development Programs for Children with High Needs (cont'd)</p>	<p>4.1 Implement a tiered quality incentive payment system. (RTT-ELC) (cont'd)</p>	<p>Examine the structure of the base reimbursement rates and utilize data from the 2011 Market Rate Survey and the Approved Provider Rate Reports to inform decision making about reallocating provider rates.</p>					
	<p>4.2 Offer Program Quality Improvement Contracts to help programs serving Children with High Needs meet quality benchmarks. (RTT-ELC)</p>	<p>Design and implement program improvement grant system for early learning and development programs that serve children participating in the CCAP program.</p> <p>Align CCAP quality contracts to support program advancement in BrightStars TQRIS.</p>			<p>Provide supports to programs that enroll children with high needs, include health and mental health consultation</p>		

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HQP4: Promote Access to High-Quality Early Learning and Development Programs for Children with High Needs (cont’d)	4.3 Research and implement policies and financial incentives to encourage workforce retention. (RTT-ELC) and (ELC ARRA)	Design and implement a tiered quality incentives program for programs serving children in the Child Care Assistance Program and achieving quality benchmarks in BrightStars TQRIS.	Participate on Program Quality Improvement Core Team.				
	4.4 Expand and align technical assistance supports to help program serving Children with High Needs meet quality benchmarks. (RTT-ELC)	Design and implement a focused TA system to help programs advance within BrightStars. Provide obesity prevention resources to child care programs to assist them in offering better nutrition and increase physical activity throughout a child’s daily routine.	Provide technical assistance on Regents-approved early childhood standards. (RIDE Strategic Plan)	Continue to work with and participate in the promotion of the child care health consultation program and supply all licensed child care providers information on the resources and opportunities available for involvement.	Specific child care health consultation meetings that address obesity prevention and opportunities to increase physical activity in child care.		

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HQP4: Promote Access to High-Quality Early Learning and Development Programs for Children with High Needs (cont’d)	4.4 Expand and align technical assistance supports to help program serving Children with High Needs meet quality benchmarks. (RTT-ELC) (cont’d)	In coordination with DCYF, develop and disseminate an emergency preparedness manual for child care programs.	Develop new strategies to work with integrated preschool programs to improve teacher practice and move districts forward in the RIDE Approval process. (EC Work Plan)				
HQP5: Validate the Effectiveness of BrightStars	5.1 Work with an independent evaluator to conduct a study of BrightStars to validate its effectiveness. (RTT-ELC)	Identify and hire an independent evaluator to design and carry out a validation study of BrightStars TQRIS. Participate on the BrightStars TQRIS validation committee.	Participate on the BrightStars TQRIS validation committee.	Participate on the BrightStars TQRIS validation committee.	Participate on the BrightStars TQRIS validation committee.		

EARLY LEARNING COUNCIL WORK GROUP MEETING

May 17, 2012

9:30-11:30 am
CCRI





MEETING AGENDA

Welcome/Meeting Overview

RTT-ELC Update

RI Professional Development Plan

Targets: Access and Promoting Child Outcomes

Strategy Alignment Break Out Sessions

Public Comment

Next Steps

**RACE TO THE TOP EARLY
LEARNING CHALLENGE
IMPLEMENTATION - UPDATE**



RTT-ELC Roles and Responsibilities: Alignment and Leadership

Projects	Core Project Management Team - Staff Lead	Corresponding Council Sub-Committee -Co-Chairs*
Early Learning Workforce Development	DHS Administrator or Karen Beese	Professional Development & Higher Education <i>Karen Beese and Khadija Lewis Khan*</i>
Program Quality Improvement	DHS Administrator or Karen Beese	Program Quality Improvement <i>Karen Beese and Leanne Barrett*</i>
Program Quality Standards Alignment and Measurement	Michele Palermo Karen Beese Brenda Almeida	Program Standards Alignment <i>Michele Palermo and Elizabeth Burke Bryant*</i>
Early Learning and Development Standards	RIDE New Hire – ELC Standards	Rhode Island Early Learning Standards <i>RIDE Hire and Susan Dickstein*</i>
Child Assessment	RIDE New Hire – ELC Assessment Blythe Berger	Early Childhood & Kindergarten Assessment <i>RIDE Hire and Mindy Mertz*</i>
Early Learning Data System	Ed Giroux	Early Learning Data System <i>Ed Giroux and Tammy Camillo*</i>
Grant Management	RTT ELC Grant Officer RTT ELC Associate Director	N/A
N/A	N/A	Improving Access to Early Learning Subcommittee Larry Pucciarelli & Elizabeth Burke Bryant

*Will be the Council Work Team's representative on the Core Project Group

RHODE ISLAND'S EARLY LEARNING AND SCHOOL-AGE PROFESSIONAL DEVELOPMENT SYSTEM PLAN

**SUBMITTED TO THE RHODE ISLAND EARLY LEARNING COUNCIL
JUNE 2012**



PD WORK TEAM: A CROSS-SECTOR APPROACH

- ❖ The Work Team's **purpose** is to develop an executable plan for RI's child care professional development system.
- ❖ **Representatives** from:
 - ❖ Child Care (including family child care)
 - ❖ Head Start
 - ❖ Pre-K
 - ❖ Early Intervention
 - ❖ Preschool Special Education
 - ❖ School Age
- ❖ **Understand** how each sector's current PD is structured and key



PD WORK TEAM: AREAS OF PLANNING

- ❖ Contracted **Anne Mitchell**; TA from **Kim Keiser, NCCIC**.
- ❖ Key Resource: ***Workforce Designs**, A Policy Blueprint for State Early Childhood Professional Development System* (NAEYC)
- ❖ **Policies that connect** and make possible effective implementation of a **state system** of professional development
 - ❖ Professional Standards
 - ❖ Career Pathways
 - ❖ Articulation
 - ❖ Advisory Structure
 - ❖ Data
 - ❖ Financing



PD WORK TEAM: GOAL STATEMENT

Rhode Island's professional development system **supports the adults** who educate and nurture infants, toddlers, preschoolers and their families, and those who work with school-age children in out-of-school time programs. Through **guidance** and high quality **opportunities for learning**, it supports professionals to **advance their skills and knowledge** and develop **sustainable careers**.



PD WORK TEAM: PROFESSIONAL STANDARDS

❖ *Characteristics of optimal systems:*


- ❖ Core Knowledge and Competencies (**CKC's**) - the foundation of the PD system
- ❖ Credentials, degree programs, and certifications are recognized across sectors
- ❖ Licensing regulations, state standards specific to child age/development and role
- ❖ Teacher licensure is available for early care and education professionals



PD WORK TEAM: CAREER PATHWAYS

- ❖ *Characteristics of optimal systems:*

- ❖ Access
- ❖ Career advising
- ❖ Career lattice
- ❖ Mentoring programs and initiatives
- ❖ Compensation and rewards



PD WORK TEAM: ARTICULATION

- ❖ *Characteristics of optimal systems:*
 - ❖ Higher ed will have a clear articulation and **advising policy** to support agreements
 - ❖ The procedure for receiving credit for **PD delivered by community-based** organizations is clear and publicized
 - ❖ Develop procedures for credit for **prior learning**



PD WORK TEAM: ADVISORY STRUCTURE

- ❖ *Characteristics of optimal systems:*
 - ❖ Communication and coordination policies or agreements are in place **across departments and sectors**.
 - ❖ Task forces work with the state **ELC**.
 - ❖ The structure includes **representatives** from the various early childhood education sectors, agencies and quality initiatives.
 - ❖ **Vision and mission** statements and guiding principles



PD WORK TEAM: DATA

- ❖ *Characteristics of optimal systems:*

- ❖ Data system has capacity to verify, record, update, and track **individuals'** characteristics, experience, educational attainment, qualifications and ongoing development.
- ❖ Data is collected on **training offerings**, PD providers, and higher education institutions, also includes type, attendance, content focus, and student performance.
- ❖ Data are used to **determine** content, **improve** the PD system and **track** progress.



PD WORK TEAM: FINANCING

- ❖ *Characteristics of optimal systems:*
 - ❖ Financial support is available for:
 - ❖ **Professionals** for education/development, based on need
 - ❖ **Programs**/workplaces to facilitate professional development
 - ❖ **Rewards** for educational attainment
 - ❖ **Co-funding** partnerships are encouraged



PD WORK TEAM: NEXT STEPS

- ❖ Present to Early Learning Council June 13, 2012
- ❖ Plan to be included in the Race to the Top-Early Learning Challenge: *Improving Knowledge and Competencies of the Early Learning Workforce Scope of Work and the Professional Development and Higher Education Subcommittee*



Final
questions,
comments,
thoughts?

**PROPOSED TARGETS:
ACCESS AND CHILD
DEVELOPMENT OUTCOMES**



Proposed Access Targets

- ❖ By 2015, more eligible children from low income families will be enrolled in Head Start growing from 43% in 2011-2012 to 53% in 2015-2016.
- ❖ By 2015, more eligible low income children will be enrolled in Early Head Start growing from 6.5% in 2011-2012 to 12% in 2015-2016.
- ❖ By 2015, more children from low-income families will be participating in the Child Care Assistance Program (CCAP), growing from 7,708 in December 2011 to 10,000 in December 2015.
- ❖ By 2022, there will be at least 1,000 children enrolled in a state Pre-K program.
- ❖ By 2015-2016 school year, 100% of Rhode Island kindergarteners enrolled in public school are in full day kindergarten, growing from 64% to 100%.



Proposed Access Targets (Cont'd)

- ❖ By December 31, 2015, Rhode Island will have a system in place across State Departments to use the Early Learning Data System and Kindergarten Entry Assessment to ensure that specific populations of Children with High Needs are enrolled in high-quality early learning programs.
- ❖ By 2015, all young children with developmental delays and disabilities will be enrolled in high-quality learning programs.
- ❖ By 2015, all young children with a indicated case of child maltreatment will have opportunities to enroll in high-quality learning programs.
- ❖ By 2015, all young children who are English Language Learners (ELL) will have opportunities to learn English through participation in high-quality early learning programs.
- ❖ By 2015, all young children who are homeless will have opportunities to participate in high-quality early learning programs.



Proposed Child Development Outcomes Targets

- ❖ By 2013, the Rhode Island Early Learning Standards will be revised and updated and will include learning guidelines for Infants and Toddlers. Standards will be implemented and used statewide in all early learning programs.
- ❖ By 2015, all children age three will have a complete set of developmental screenings appropriate for their age group recorded in KIDSNET.
- ❖ By 2015, 100% of children age four will have received a child outreach screening.
- ❖ By 2015, at least 50% of four year olds in Rhode Island will have a Teaching Strategies GOLD assessment record tracking skills and knowledge aligned with the Early Learning Standards.



Proposed Child Development Outcomes Targets (Cont'd)

- ❖ By 2015, 25% of all kindergarteners will receive a kindergarten entry assessment and a plan will be in place to grow that rate to 100% by 2020.
- ❖ By December 31, 2015, Rhode Island will have a system in place across State Departments to use the Early Learning Data System and Kindergarten Entry Assessment data to ensure that specific populations of Children with High Needs are enrolled in high-quality early learning programs and to address the readiness gap, including young children who are English learners, young Latino children, young children involved with the child-welfare system, and young children who have experienced homelessness.

STRATEGIC ALIGNMENT WORK



Finish Strategic Alignment Work

❖ **Focus:** Access and High-Quality Programs

❖ **Goal:** Look closely at our strategies to date lined up next to the plans and priorities of other state agencies and ask ourselves the following questions:

- Are the Council's strategies as a whole comprehensive?
- How do the Council's strategies fit with the plans and priorities of our state agencies? Are our plans aligned?
 - How can we strengthen the alignment?
 - Are there strategies that state agencies are prioritizing that are missing from the Council's plan that should be added?
 - Do we need to expand any of the Council's strategies so that they are more comprehensive?
 - Is there duplication of effort between agencies?
 - Are there strategies that do not fit well together across an area?
 - Are there gaps in state agency plans and priorities that we can recommend be filled?



Next Steps

- Revise draft strategic plan to include today's work/feedback on:
 - Strategic alignment
 - Access and Child Outcome Targets
 - Professional development plan recommendations.
- Circulate draft strategic plan to Council and Work Group in early June via email.
- Review and discuss during June Council meeting.
- Finalize plan by end of June.

PUBLIC COMMENT



NEXT STEPS

- ❖ **Next ELC/ELCWG Meeting:** June 13, 2012
11:30-2:00 p.m. (Save the Bay)
- ❖ 2012-2013 Calendar Coming Soon

Rhode Island Early Learning Council Work Group Meeting

Thursday, May 17, 2012 9:30-11:30 a.m.

Community College of Rhode Island – Knight Campus, Room 1130

400 East Ave., Warwick, RI

Work Group Members In Attendance: Brenda Almeida, Christine Arouth, Leanne Barrett, Karen Beese, Tammy Camillo, Diane Cook, Terese Curtin, Brenda DuHamel, Maryann Finamore- Allmark, Ruth Gallucci, Leslie Gell, Jerry Hatfield, Khadija Lewis Khan, Joseph Morra, Susan Orban, Michele Palermo, Larry Pucciarelli, Leslie Sevey, and Melinda Smith

Additional Attendees: Kate Begin, Lori Cruise, Patrick Ralph, Lisa Hildebrand, Sophia Cohen, Rachel Flum, Joyce Ruppell, Indira Prado and Deborah Grossman-Garber

Facilitator: Kristin Lehoullier

Welcome/Meeting Overview

The Rhode Island Early Learning Council Work Group meeting was called to order at 9:30 a.m. by facilitator, Kristin Lehoullier. Kristin facilitated introductions, welcomed new members and reviewed the agenda.

RTT-ELC Update

Leanne and Michele gave an update on RTT-ELC and the Council Sub-Committees. Key points included:

- The scopes of work have been submitted. We are waiting for approval from the Federal government.
- We attended a required grantee meeting in April where we learned that we will likely need to provide some additional rationale regarding our budget and timeline.
- We have started the hiring process in all the state agencies. We have screened all of our candidates and started to schedule interviews. We hope to have hired people by June.
- The two projects with the most urgent timelines include revising program standards and the early learning standards work. The core project management teams for these projects have started meeting. They have looked at the timeline and the immediate deliverables and have started thinking about the linked Council Sub-committees and a plan for getting those meetings started. The other teams will also get started fairly soon.

Council Sub-Committees

- We have spent a lot of time figuring out how the Council would interact with RTT given its role as the overall oversight and advisory body for RTT. As a result, we have established a structure that will use Council Sub-Committees to facilitate stakeholder and public input and to provide feedback and guidance throughout. The Council Work Teams have been restructured into Sub-Committees with a designated liaison to the Core Project Management Team. The only work team that will remain the same is the Access Work Team, which will now become the Access Sub-Committee.
- Since the Council Work Teams were already so aligned with RTT-ELC there will be a lot of continuity and past work will be able to be used going forward through the Sub-Committees.
- When the Sub-Committees meet, they will be open public meetings.
- Only members of the Council or Work Group will be invited to sit as an official member of a Sub-Committee. Other interested people can participate during open comment periods. It will be

possible to be on multiple Sub-Committees and there are some people that we will want to be on multiple Sub-Committees because they represent multiple stakeholders.

- Our goal is to maximize public input and the main charge of the Sub-Committees will be to understand community input, seek it out in different ways, provide clear advice and recommendations and communicate areas where there is not a clear consensus.

The following question was raised in response to the presentation:

- What happens to the Council Work Group?

Leanne explained that the Council Work Group will continue four times per year. Its charge will be to ensure integration of the work.

Professional Development Plan

Karen Beese and Tammy Camillo presented Rhode Island's Early Learning and School-Age Professional Development System Plan Recommendations (see slides and handout for more detail). Tammy noted that one of the next steps will be to ensure that the content of the professional development is responsive to both evolving data on the needs of early learning educators as well as aligned with the Early Learning Standards.

The following questions were raised in response to the presentation:

- One thing that is not addressed in the plan is retention. Can we add something in about strategies to retain staff such as salaries and rewards?
- When will the Core Knowledge and Competencies for Teachers and Teacher Assistants be adopted?

Karen and Tammy agreed that it would make sense to address retention in the plan. Karen noted that the current draft of the Core Knowledge and Competencies will change with the addition of an addendum for early childhood special educators. Once the addendum is completed, we will be able to look at all the Core Knowledge and Competencies together with the goal of releasing them as soon as possible.

Targets: Access and Promoting Child Outcomes

Access Targets

Leanne presented some proposed targets for Access. (see slides for more detail)

The following questions were raised in response to the presentation:

- When we talked about expanding access to CCAP (Child Care Assistance Program) what do you mean? We do not currently have a waiting list for CCAP so all eligible children are being served.
- The percentages for Early Head Start seem aggressive considering that there is no State investment in Early Head Start. We should probably keep it to no more than a 10% increase.
- When we say "at least" 1,000 children enrolled in State-funded PreK, what do we mean?

- We might want to add a strategy re: creating a plan to encourage and/or require that children receiving CCAP are enrolled in a certain star level program.
- The data system will give us a better understanding of children who might be at risk which will help us set targets more effectively. Our goal should be to use the data system to set targets to ensure that high needs children have opportunities to enroll in early learning programs.
- These targets are extremely ambitious. We should prioritize them.
- Children with behavioral needs are not encompassed under the term developmental delay. We should broaden our definition of high needs children so that children with behavioral and mental health needs are included in there somehow.

Leanne noted that we may want to expand eligibility to CCAP so that more children have access. We will need to make sure that our Access strategies support the targets.

Leanne commented that we will need a more clearly defined strategy for Early Head Start. For example, we might need to add in strategies for advocating for increased funding at both a state and federal level.

Leanne explained that the current State Pre-K expansion plan that is part of the education funding formula states that by the last year of the roll out we would have about \$10 million to support PreK. This would support about 1,000 children.

Child Development Outcome Targets

Leanne presented some proposed targets for Child Development Outcomes. (see slides for more detail)

The following questions were raised in response to the presentation:

- We should change the KIDSNET target to: “By 2015, 50% of children age three will have a complete set of developmental screenings in KIDSNET.”
- The RTT-ELC work is targeted to children with high needs. Do we want to use that language here?
- Are child care centers supposed to be doing child outreach screenings too? The RTT-ELC strategy is only focused on pediatricians.
- Our statewide target is that 80% of children age 4 will have at least one child outreach screening prior to kindergarten entry. Currently, 60% of children age 4 have at least one child outreach screening.
- The target about how many four year olds in Rhode Island will have a Teaching Strategies GOLD assessment record tracking skills and knowledge aligned with the Early Learning Standards should be based on the percentage of four year olds who are in Head Start slots and the percentage of children in Pre-K Special Education plus an additional 10 percentage points above that.
- The target about kindergarten entry assessment should be phrased so that it is by district. We should say that by 2015, all 4 urban, core districts will be implementing the state kindergarten entry assessment. And by 2020, all districts statewide will be implementing the state kindergarten entry assessment.

Strategy Alignment Break Out Sessions:

Kristin explained that the goal for today's meeting is to finish the work started in February to ensure alignment between the Council's strategies to date and the plans and priorities of its state agency partners. In February we worked on Workforce, Data and Child Outcomes. Today we will finish the work by focusing on Access and High Quality Programs. She asked Work Group members to split into two groups, one focused on Access and the other focused on High Quality Programs and address the following questions:

- Are the Council's strategies as a whole comprehensive?
- How do the Council's strategies fit with the plans and priorities of our state agencies? Are our plans aligned?
 - How can we strengthen the alignment?
 - Are there strategies that state agencies are prioritizing that are missing from the Council's plan that should be added?
 - Do we need to expand any of the Council's strategies so that they are more comprehensive?
 - Is there duplication of effort between agencies?
 - Are there strategies that do not fit well together across an area?
 - Are there gaps in state agency plans and priorities that we can recommend be filled?

Comments from Access Group

For PA1, Strategy 1.2, we should change under-represented populations to children with high needs.

Change PA1, Strategy 1.3 to say: "Identify current financing structure and develop financing recommendations that will increase children's access to high quality learning programs."

Change PA2, Strategy 2.1 to say: "Use the Early Learning Council as a vehicle for identifying opportunities to improve collaboration across state departments and community-based agencies."

Add to PA2, Strategy 2.2 two sub-strategies: 1) Invite chairs of bodies to visit once per year and 2) make sure agendas include opportunities for two way communication."

Edit PA2, Strategy 3.1 to read, "Restore state funding for Head Start to support enrollment of 500 low-income children in 2011-2012 (currently 244 children)."

Add a new strategy to PA2 that says, "Strengthen collaboration between Head Start and community-based child care programs to meet the needs of low-income children."

Add a new strategy to PA2 that says, "Advocate for increased federal and state funding to expand access to Early Head Start."

Change PA3, Strategy 3.4 to say, "Change CCAP policy to allow children age four, enrolled in a high-quality early learning program, to continue to receive child care assistance and stay enrolled in the program even if their parents work status changes."

Change PA3, Strategy 3.6 to say, “Change policy to allow families to maintain eligibility for child care assistance for up to 12 weeks during periods of unemployment so they can more effectively engage in the job search.”

Change PA, Strategy 3.8 to say, “Increase the proportion of young children who have an indicated case of child abuse or neglect who have access to high quality early learning programs.”

Comments from High-Quality, Accountable Programs Group

Change HQP1, Strategy 1.2, Bullet 1 to say, “Use a collaborative process to revise and align program standards to include BrightStars, DCYF licensing, and RIDE program approval standards.”

Change HQP2, Strategy 2.1 to say, “Design and implement changes needed to enroll all licensed DCYF and RIDE funded programs in BrightStars.”

Change HQP2, Strategy 2.2 to say, “Require all DCYF-licensed, DHS CCAP-funded and RIDE-funded programs to enroll in BrightStars.”

Change HQP3, Strategy 3.1 to say, “Build the staff capacity of BrightStars to provide ratings for all eligible programs as the State moves to 100-percent enrollment by early learning programs.”

Change HQP3, Strategy 3.2 to say, “Review, strengthen, align and improve efficiency of DCYF, BrightStars and RIDE monitoring practices and systems.”

Next Steps

Kristin outlined the following next steps:

- Revise draft strategic plan to include today’s work/feedback on:
 - Strategic alignment
 - Access and Child Outcome Targets
 - Professional development plan recommendations.
- Circulate draft strategic plan to Council and Work Group.

Public Comment

None

Next Steps

Kristin reviewed next steps with the group:

- **Next ELC/ELCWG Meeting:** June 13, 2012 11:30-2:00 p.m. (Save the Bay)
- **Next ELCWG Meeting:** August 16, 2012 9:00-11:00 a.m. (CCRI, Room 4090)
- 2012-2013 Calendar Coming Soon.