

RHODE ISLAND EARLY LEARNING COUNCIL

September 26, 2018

9:00 a.m. - 12:00 p.m.

Save the Bay Conference Center, Providence

EARLY LEARNING RI

Meeting Agenda

Welcome, Opening Remarks, and Meeting Overview

Overview & Discussion: Family Home Visiting Strategic Plan

National Trends: Moving the Needle on ECE Workforce Qualification and Compensation

Infant/Toddler Workforce Updates:

Infant/Toddler Credential
Roger Williams University
CCRI
Rhode Island College

Policy & Program Updates:

- Early Chronic Absence
- BrightStars

Overview & Discussion: New PDG Grant Opportunity

Policy & Program Updates:

- Child Care Assistance Program: Market Rate Survey & Child Care Emergency Preparedness Plan
- Think Babies Campaign

Public Comment & Next Steps

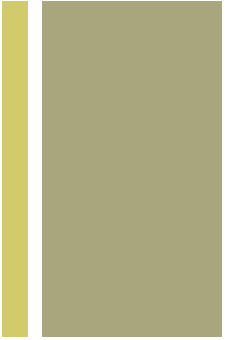


Family Home Visiting Strategic Plan



**Rhode Island Family Home Visiting Strategic Planning
Process and Progress**

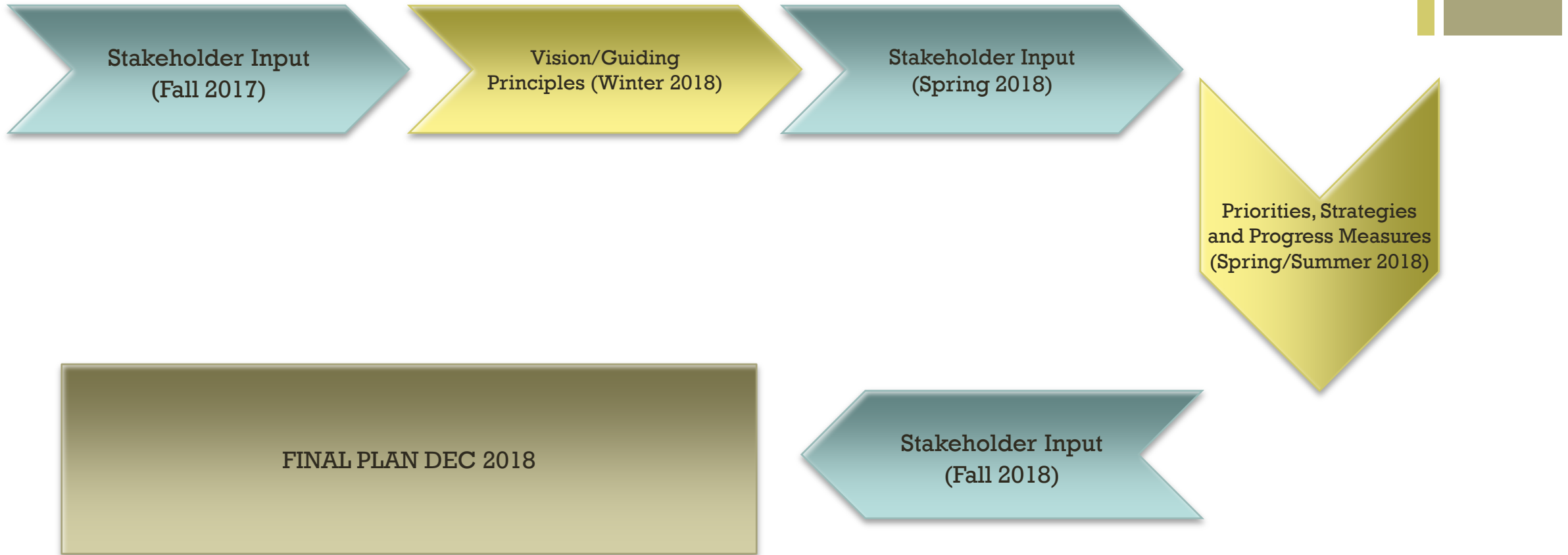
+ Scope



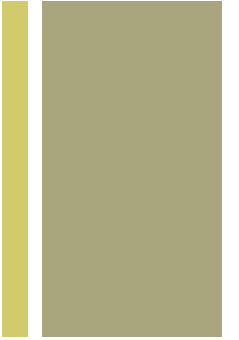
- Focus on early childhood home visiting system:
 - Early Head Start
 - Early Intervention
 - First Connections
 - Healthy Families America
 - Nurse-Family Partnership
 - Parents as Teachers
 - Ancillary Family Supports including but not limited to DCYF contracted services

- Five year plan

+ Process



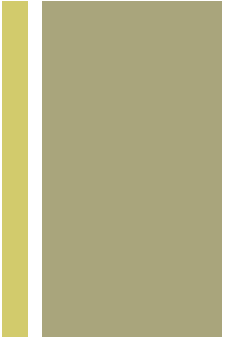
+ Family Voice



- Eight parents have participated in at least 1 meeting or retreat.
 - Held pre-process orientation for parents.
 - Providing child care and help with transportation when needed.
- Conducted eight parent focus groups across the state to better understand family experience with family home visiting:
 - **Over 40 participants representing seven communities.**
- Engaged parents in a special working session to create a vision statement developed by families.

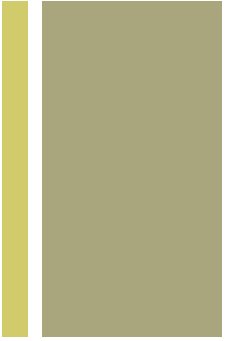
+ Family Home Visitor Voice

- Four home visitors and four direct supervisors are participating on the Strategic Planning committee.
- Additional home visitors engaged as liaisons for parent participants.
- Conducting target outreach to family home visitors for feedback on each strategic plan “prototype”.



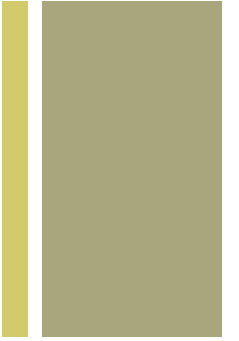
+ Vision

To empower parents to advocate for and support the development of their children so they can learn, grow, and find success.





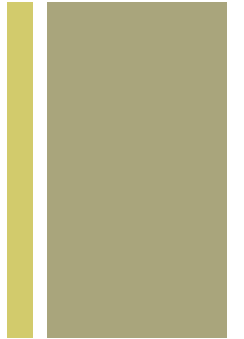
Guiding Principles



- Families are at the heart of home visiting
- Relationships matter
- High quality services are equitable, valuable and accessible
- All families have strengths
- Family home visiting staff is valued and supported
- Early childhood supports and programs are embedded in communities and culture.
- Family home visiting programs take collective responsibility for alignment, coordination, and continuous improvement.



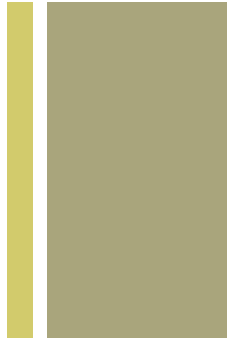
Priority #1: Formally establish a state-level system for early childhood family home visiting to improve the coordination across state agencies and home visiting programs and more effectively serve families and their children by:



- Developing and implementing a cross-program/model governance structure that includes representation from all program/models, frontline staff and families to:
 - Develop and communicate shared system priorities with key stakeholders on a regular basis.
 - Identify and report on key system-wide performance and progress measures.
 - Deepen stakeholder knowledge of other home visiting programs/models.
 - Engage in shared program policy development and implementation to support system and program coordination.
 - Establish a structure for sharing resources to fund system initiatives.
- Increasing parent voice in program planning, quality improvement, and advisory capacities.
- Expanding the data obtained and imported into KIDSNET to support better care coordination and inform policy and decision-making.



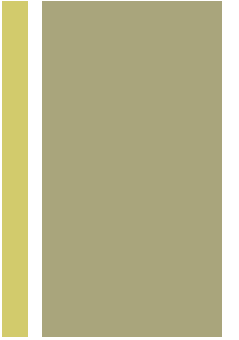
Priority #2: Strengthen family recruitment, engagement, and retention and families' access to services by:



- Using data, family and community input to inform a system-wide dialogue on family recruitment, engagement and retention to improve practice.
- Implementing a universal strategic marketing and outreach campaign for families that leverages formal media channels and well as informal networks of community and family leadership specific to cultures.
- Growing the percentage of home visitors with shared lived experiences in common with families.
- Ensuring that all staff are trained and have knowledge of all programs/models and are effectively referring families to the right programs through a centralized referral protocol.
- Ensuring that care is effectively coordinated for families enrolled across multiple programs and establishing common protocols and enhancements for working with families with complex needs.
- Improving ongoing communication between families, providers, and referral sources.

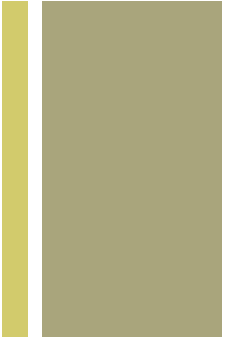


Priority #3: Increase staff recruitment, retention, and quality by:



- Building and promoting career paths for family home visitors.
- Investing in a workforce study to inform a system-wide dialogue on staff recruitment, retention, compensation and recognition.
- Using a centralized source of workforce data to inform staff recruitment and retention policies and strategies.
- Creating and implementing a shared competency-based hiring protocol across program/models.
- Implementing shared competency-based professional development for all early childhood home visitors and including supervisors and directors.

+ Discussion



Will this set of strategies help accomplish the priority? If not, what would you recommend?



ECE Workforce Trends



Moving the Needle on Early Care and Education Workforce Qualifications & Compensation

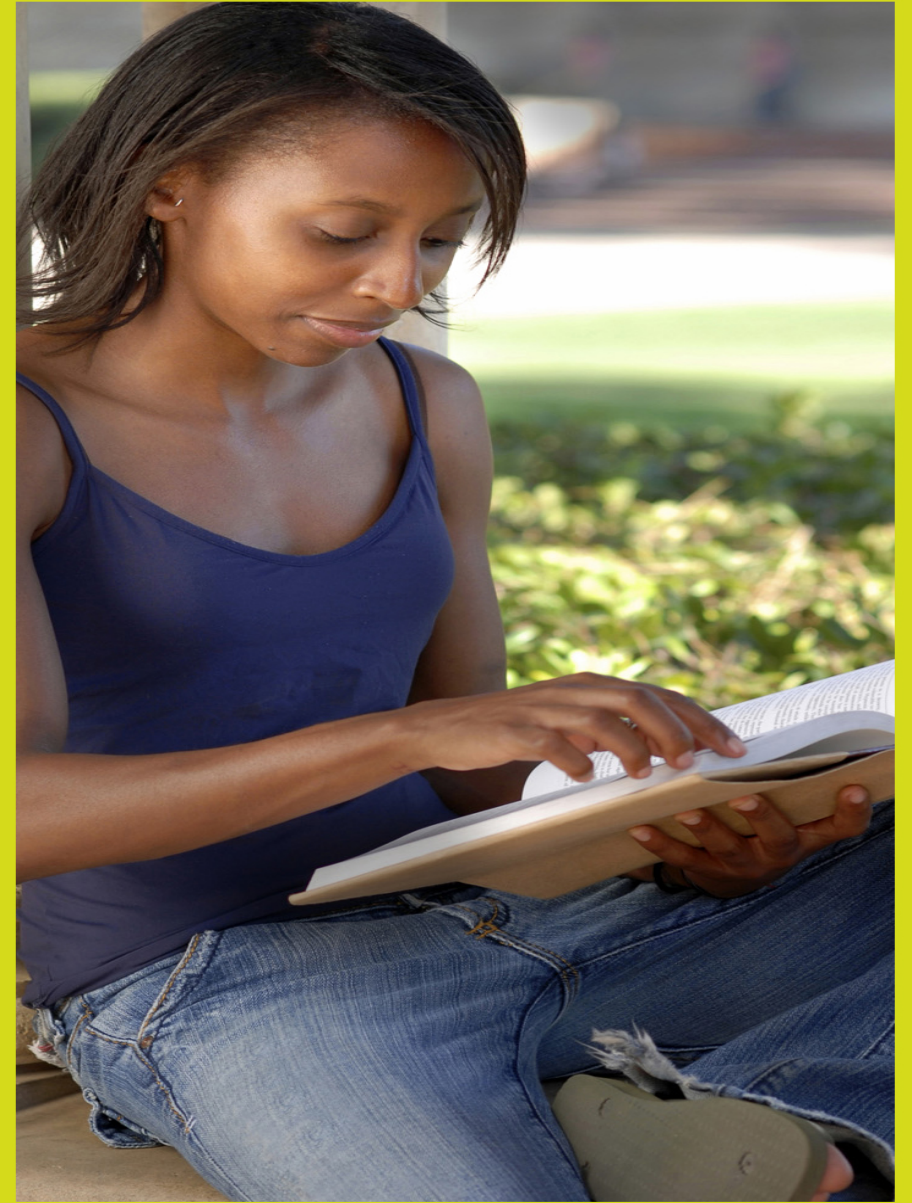


RI Early Learning Council Meeting
September 26, 2018

Presentation Overview

- **The National Landscape**
 - **T.E.A.C.H. National Center**
 - **Research**
 - **Policy/Funding**
 - **Media Attention**
 - **Public Awareness**
 - **Workforce Engagement**
- **Current Opportunities**

*The National Landscape in
ECE Workforce
Development and Support*

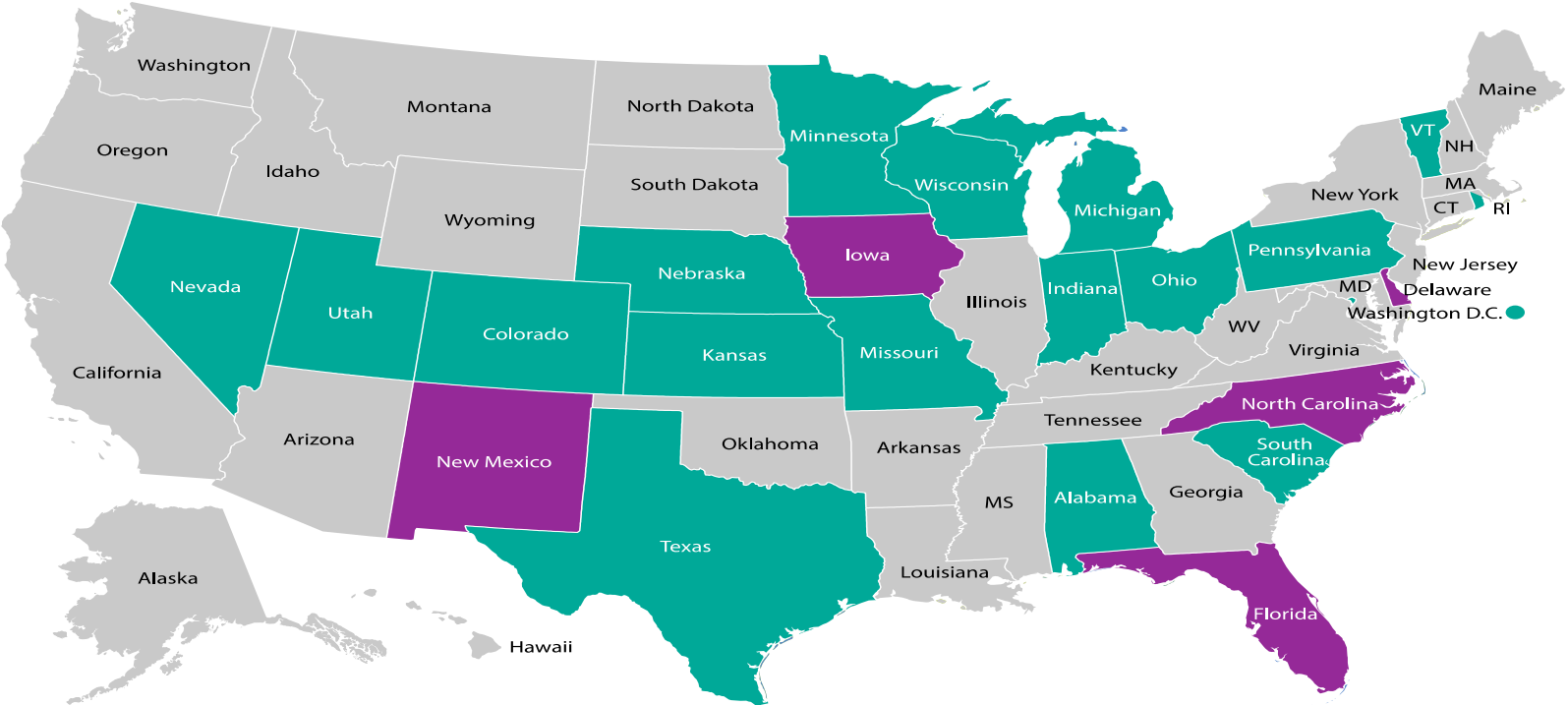


T.E.A.C.H. Early Childhood National Center: Our Vision

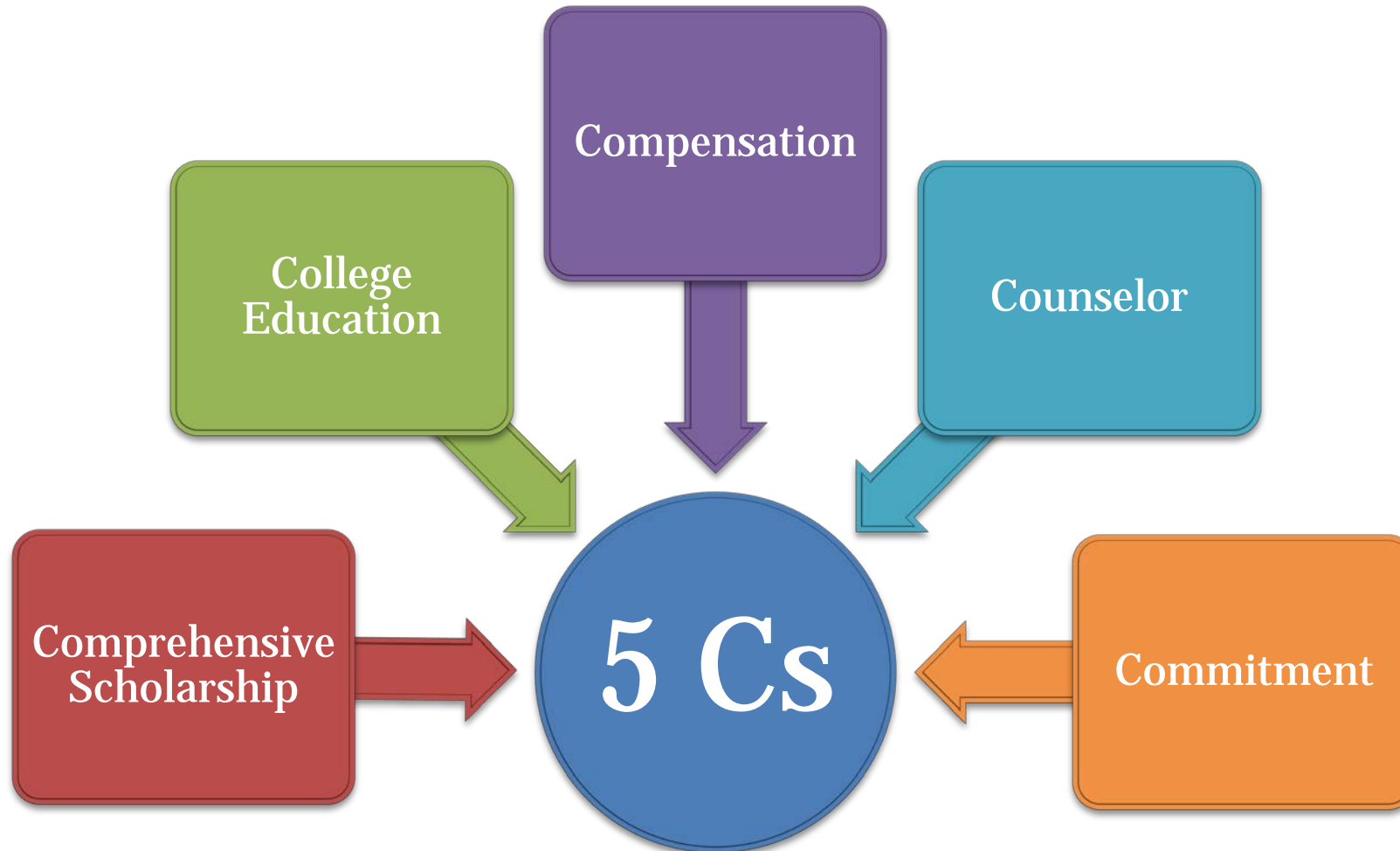
Every child in an early childhood setting has a teacher who is well educated and well compensated. Every early childhood teacher has access to affordable college education and workforce supports and earns a living wage.

Where We Work

- T.E.A.C.H. Early Childhood® States in FY2018
- T.E.A.C.H. Early Childhood® & Child Care WAGES® States in FY2018



T.E.A.C.H. Scholarship Components



IMPACT

T.E.A.C.H. Early Childhood® Impact 2016-2017

\$33.5 million invested in **17,247**
T.E.A.C.H. scholarship recipients

3.3 avg. GPA
for AA/AAS
& 3.5 avg. GPA
for BA/BS

8% average
compensation
gain

24 T.E.A.C.H. Programs

332 two-year college partners

696,312 children
benefitting

91,000
credit hours
earned

8,344 employer
sponsors

99% women

51% of recipients are people of color

94% or more
retention rate
for T.E.A.C.H.
recipients

Over **48%**
1st generation
college students

201 four-year university partners

IMPACT



Compensation...The Next Step

- **Direct Wage Supplementation**
 - **Salary Supplements**
 - **Tax Credits**
- **Wage Mandates**
 - **Minimum Wage Increases**
 - **Wage Parity**
- **Higher Payment Rates**

Child Care WAGES

- Operates in 5 states
- Provides direct, graduated supplements that are logical and sufficient
- Encourages continuing education
- Requires consistency within same program
- Maintains marketplace competition for better salaries
- Focuses on outcomes

IMPACT

Child Care WAGE\$® Impact 2016-2017

\$10.4 million
invested in WAGE\$

5,189
supplement
recipients

14% average annual
turnover rate

\$893
average
six-month
supplement

99%
women

2,063 early education
programs with
supplement recipients

61% of recipients are
people of color

77% WAGE\$ participants either
had AS/AAS ECE or higher OR
submitted additional coursework

IMPACT

Research

- **Characteristics of Early Care and Education Teachers and Caregivers (NSECE) 2015/2019-22**
- **Child Care Workers Aren't Paid Enough to Make Ends Meet, EPI**
- **Transforming the Workforce for Children Birth through Age 8, NAM**
- **Higher qualifications are associated with higher quality ECE, Campbell Collaboration**
- **Career Pathways in Early Care and Education, DOL/ABT**
- **Transforming the Financing of Early Care and Education, NAM**
- **Early Childhood Workforce Index, CSCCE**

Early Childhood Workforce Index 2018

- **Qualifications and educational supports**
- **Work environments**
- **Compensation and financial relief strategies**
- **Workforce data**
- **Financial resources.**

Early Childhood Workforce Index 2018

Category	Stalled	Edging Forward	Making Headway
Compensation	44	7	0
Workforce Data	18	5	28
Qualifications	18	33	0
Financial Resources	29	21	1
Work Environments*	24	10	3

***No data available on 10 states**

Advancing EC Workforce Policy & Funding

- **Head Start**
- **State-funded Pre-K**
- **QRIS**
- **Child Care Subsidy Rates**
- **Increased Quality and Infant-Toddler Set Asides**
- **Federal grants (RTTT, PDG, EHS/CC Partnerships)**
- **CCDBG standards**
- **NAEYC Accreditation Standards**

Media Attention

- Early Childhood Educators Woefully Underpaid – *U.S. News and World Report*
- Small Children, Small Pay: Why Child Care Pays So Little – *The American Prospect*
- It Doesn't Pay To Be An Early Childhood Teacher – *National Public Radio*
- Child Care Teachers: Underpaid and Underappreciated – *New America*
- Parents' child-care costs doubled. But teachers still earn poverty wages – *The Washington Post*
- Equal Pay for Early Educators Will take More than Legislation – *wbur*

Public Awareness

General Public	% in Favor
<i>Our public policies should help families afford the cost of ECE</i>	68%
<i>We need to raise the bar on quality, safety and reliability at all child care centers</i>	64%
<i>Government has a critical role in certification, oversight and training of child care providers</i>	64%
Parent Sub-Population	% in Favor
<i>Set standards to improve quality and safety in child care programs</i>	92%
<i>Ensure people who work in child care earn a living wage</i>	90%
<i>Invest in PD programs for child care workers</i>	84%

Workforce Engagement

- **Power to the Profession**
- **Unionizing child care**
- **Fight for \$15**
- **Moving Beyond False Choices for Early Childhood Educators—a New America Blog Series**

Moving Beyond False Choices: Some Promising Data

T.E.A.C.H. Early Childhood[®] National Data FY18	People of Color	First Generation
AAS Scholars	48%	51%
AAS Graduates	53%	48%
BS Scholars	42%	44%
BS Graduates	42%	42%

Current Opportunities for ECE Workforce Development and Support



Workforce Development

- **Strengthen access to and quality of ECE higher education system**
- **Minimize barriers to ECE credentials and degrees**
- **Assess/revise education standards in licensing and QRIS**
- **Expand availability to and use of T.E.A.C.H. Early Childhood® scholarships and use these dollars to leverage change in higher education**

T.E.A.C.H. Early Childhood® RI

FY18	Associate	Bachelor
Recipients	18	18
Graduates	3	7
Ave. Credit Hours	13.1	22.7
GPA	3.38	3.74
Wage Gain	8.7%	11.3%
Turnover Rate	2.9%	7.5%

Workforce Compensation

- Update data on ECE workforce, including compensation, benefits and working conditions Increase awareness of both compensation and retention crisis
- Engage the workforce and families
- Explore compensation strategies and engage stakeholders across system in design & implementation
- Find the money



Questions

Contact Information

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T.E.A.C.H. Early Childhood® National Center
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www.teachecnationalcenter.org

Updates: RI Credentials and Resources for Infant/Toddler Educators

DRAFT

Rhode Island I/T Credential Task Force

- 35 states have I/T credentials
- Recognizes:
 - current brain research
 - specialized knowledge and skill
 - role in increasing overall child care quality
- In 2015/16, RI identifies credential as a priority
- 2017-2018 Task force establishes recommendations

Rhode Island Level 1 I/T Credential Recommendations

- One 3 Credit College Course in Infant Toddler Development and Learning

PLUS

Current Infant/Toddler Child Development Associate Credential

OR

- One 3 Credit College Course in Infant Toddler Development and Learning

PLUS

75 hours of approved Professional Development

- **PLUS**

A minimum of one (1) year professional experience working with
and Toddlers in licensed facility (Center or FCC)

Infants

Rhode Island Level 2 I/T Credential

Recommendations

All requirements of Level 1 I/T Credential

PLUS

Six (6) additional college credits in topic areas related to early care and education and are aligned with the definitions or descriptions of the RI WKC Domains

PLUS

At least two (2) years professional experience working with Infants and Toddler in licensed facility (Center or Family Child Care)

PLUS

An observation using a nationally valid and reliable Infant/toddler observation tool as determined by DHS.

RWU Infant/Toddler Certificate Program

- Research-based; practice-based; hybrid and online options; on and off campus cohort options.
- Developed in partnership with Children's Friend, with support from Zero to Three, and Sheila Orphanides, Maryann Finamore, Maura Pearce, Stacy DeVicario, Kelly Donnell.
- Aligned: NAEYC, Zt3, and RI WKC standards and competencies.
- Stacks into Associates degree in Early Childhood Education.
- Transferability in and out of RWU.



RWU Infant and Toddler Certificate Program: 6 Courses - 16 Credits

Courses:

	Credits
Child Development and Practice: Infants and Toddlers	3
Professionalism: Infants and Toddlers	3
Applied Social and Emotional Development (I/T)	3
Applied Cognitive, Physical and Linguistic Development (I/T)	3
Family, Community and Cultural Partnerships	3
Health and Safety – fully online	1

The Early Childhood Associates Degree consists of 11 Early Learning courses, 31 course credits.

Research-based, practice-based.

Opportunities in every course for the incumbent workforce to apply new knowledge within their child care settings.

Opportunities for upcoming workforce (high school students and others) to apply new knowledge at partner sites.

Integration with RWU partners including Ready to Learn, Providence Talks, Housing Works, CYCLE, Advanced Course Network (ACN) and Gateway to College.



For more information, please
contact:

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Director of Early Learning

Mpearce@rwu.edu

254-4837





What is the Child Development Associate (CDA)

The Child Development Associate (CDA) is a nationally recognized credential designed to assess basic competencies for early childhood educators working with children ages birth to 5 years old.





CDA Program Overview

CCRI offers early childhood educators an opportunity to complete the CDA requirements with a combination of mixed-mode instruction including:

- In-person classroom instruction
- Cohort grouping
- Online assignments using Google Docs
- Ongoing mentoring and coaching
- Two bilingual support specialists
- Guidance and support from Professional Development Specialists



Materials Distributed to CDA Students

- CDA Portfolio Binders
- CDA Essential for Working with Young Children Textbook
- CDA Essentials Workbook
- Infant – Toddler CDA Book
- RIELDS Document
- DCYF Licensing Policies Document
- RI Workforce Knowledge & Competencies Framework Document
- Family Child Care CDA book

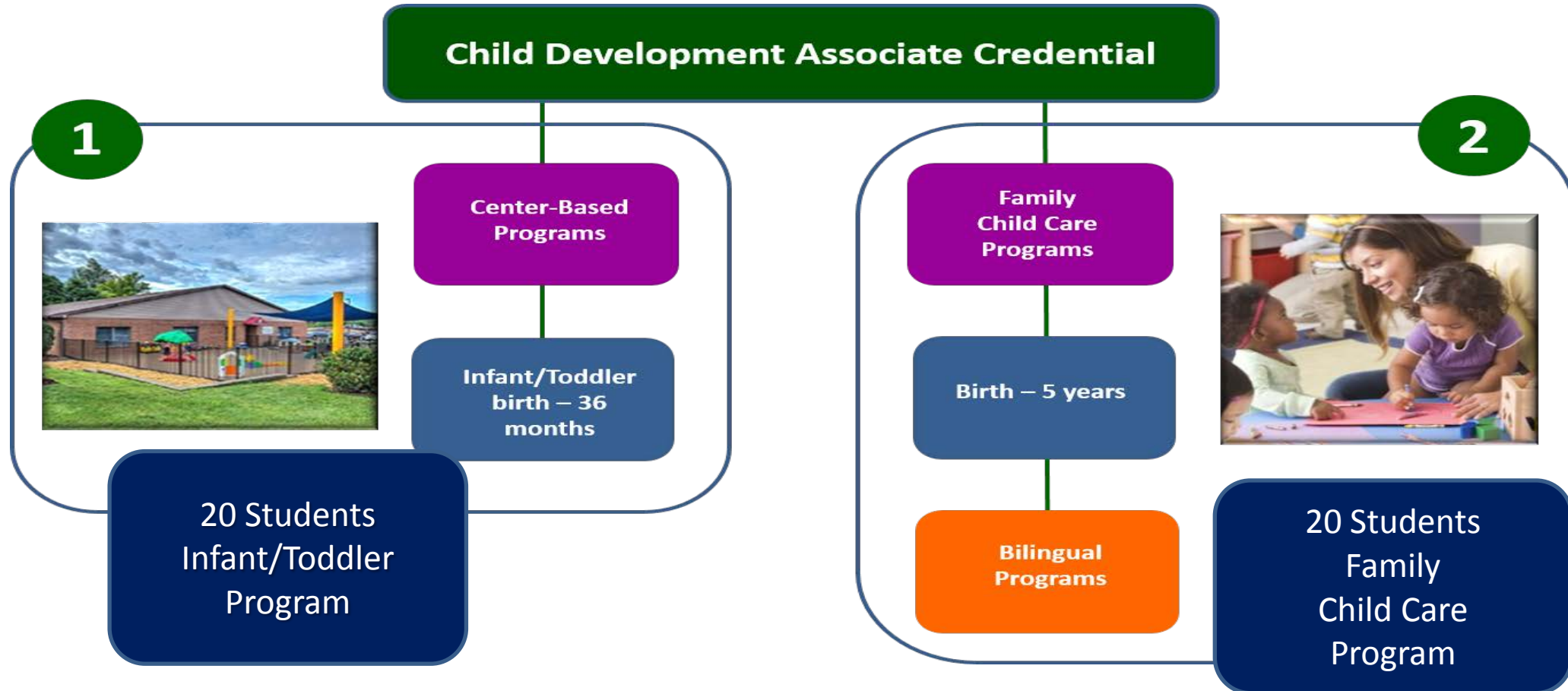


All materials are distributed in English and Spanish



Priorities For Workforce Development

The CDA pilot program began with 10 students....Today,
we have 40 students enrolled.





Wait...There's More

Not only are we increasing training opportunities for early childhood professionalsWe are increasing skill levels for early childhood educators in the area of technology! How you ask?

GUIDED TECHNOLOGY TRAINING





Conclusion

Successful workforce development is a collaborative effort that turns intentions into actions!

Our bold vision is to build excellence in education, invest in the current workforce and create multiple pathways for early childhood educators for the future.



Maria Rivera proudly displays her CDA Certificate after completing the CCRI CDA Program.

Bachelor of Science: Concentration in Birth to Three

Rhode Island College

Launch Fall of 2019

*Requires admission in to Feinstein School of Education and Human Development

Fall 2019	Spring 2020	Fall 2020	Spring 2021
<p>ECED 302: Child Development, Birth – 8</p> <p>*ECED 310: Contextualizing Infant Toddler Education</p> <p>*SPED 305: Supporting Infants & Toddlers with Special Needs</p> <p>ECED 312: Infant Toddler Cognitive Development and Learning</p>	<p>ECED 332: Building Family, School, Community Partnerships</p> <p>*ECED 314: Infant Toddler Social/Emotional Development and Learning</p> <p>ECED 410: Infant Toddler Field Experience I</p>	<p>*HPE 344: Infant Toddler Health and Wellness</p> <p>*ECED 416: Infant Toddler Language Development and Learning</p> <p>SPED 415: Early Childhood Development Screening and Assessment</p> <p>ECED 412: Infant Toddler Field Experience II</p>	<p>ECED 449: Infant Toddler Internship</p> <p>ECED 479: Best Practices in Infant Toddler Settings</p> <p>ECED 440: Building Collaborative Relationships Through Coaching</p>

Proposed Certificate of Undergraduate Studies at Rhode Island College – Fall 2019

ECED 310: Contextualizing Infant Toddler Education

SPED 305: Supporting Infants & Toddlers with Special Needs

ECED 314: Infant Toddler Social/Emotional Development and Learning

HPE 344: Infant Toddler Health and Wellness

ECED 416: Infant Toddler Language Development and Learning

Policy & Program Updates

K-3 Chronic Absence

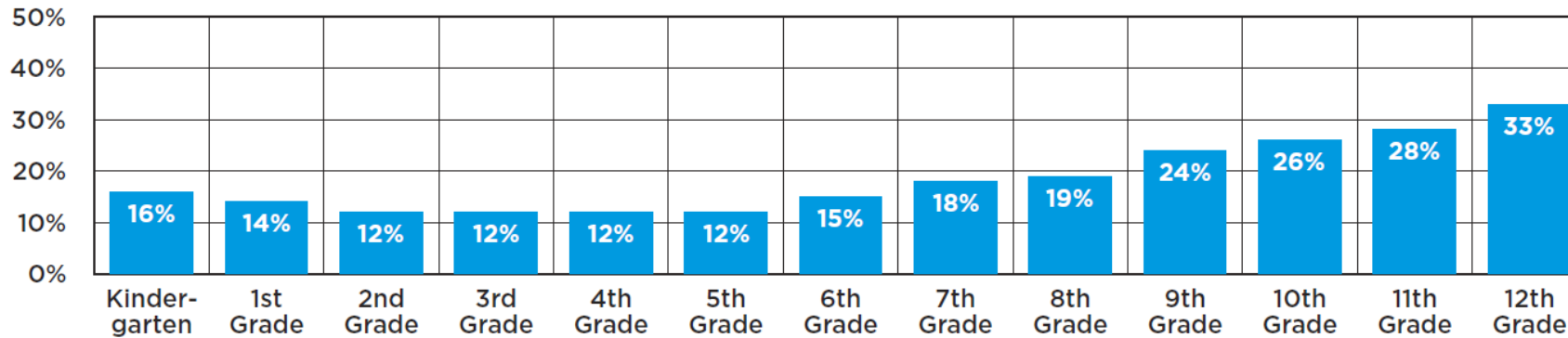
BrightStars

Reducing Chronic Absence in the Early Grades

Chronic absence = missing 10% or more of the school year (18 or more days for a 180-day school year)

Schools and districts can have relatively high ***average daily attendance rates*** and still have a large number of chronically absent students.

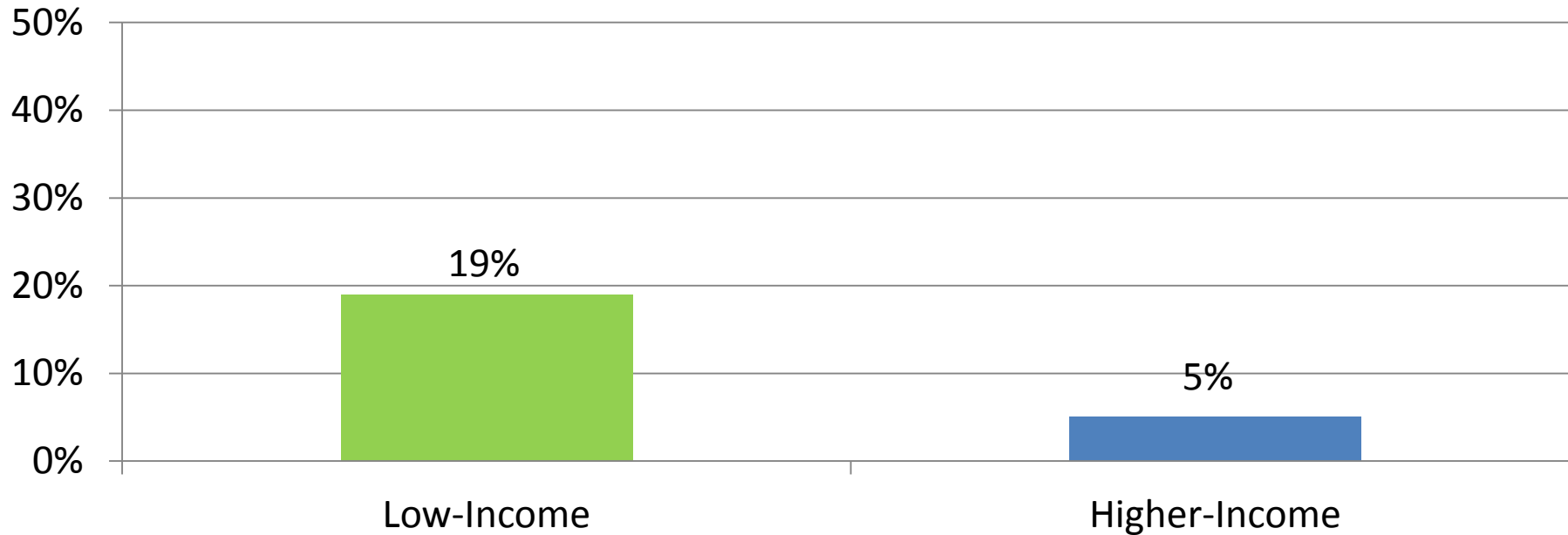
CHRONIC ABSENCE RATES IN RHODE ISLAND BY GRADE, 2016-2017 SCHOOL YEAR



Source: Rhode Island Department of Education, 2016-2017 school year.

- Chronic absence rates are high in kindergarten and then decline in early elementary school before increasing again in middle and high school.

Chronic Absence in Grades K-3 by Income

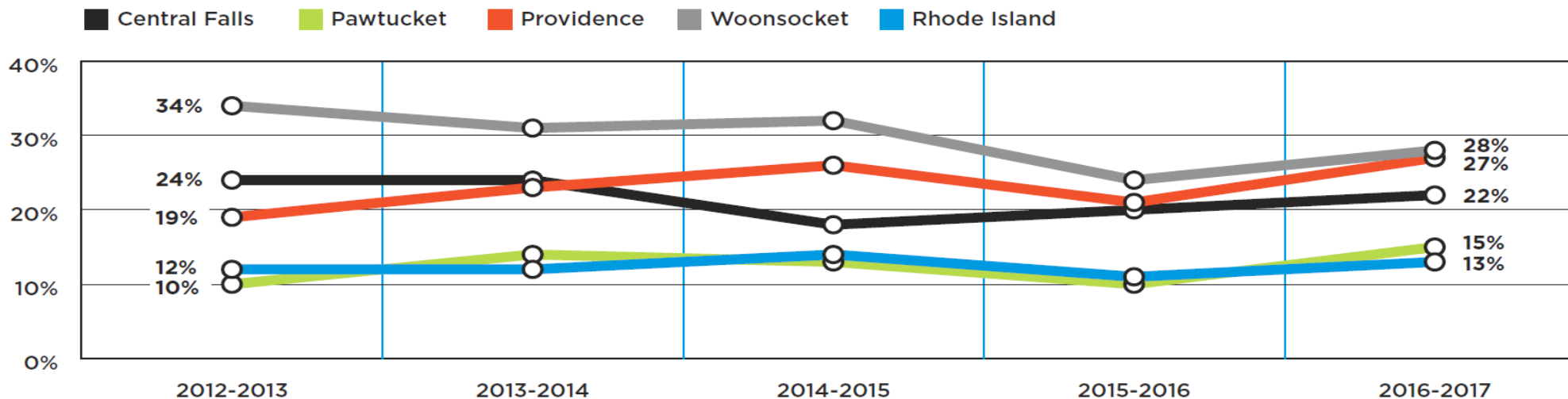


Source: Rhode Island Department of Elementary and Secondary Education, 2016-2017 school year.

Why Are Students Chronically Absent?

- Chronic illness
- Unreliable or insufficient transportation
- Lack of clean or appropriate clothes
- Lack of safe or affordable housing
- Bullying
- Ambivalence or alienation from school

CHRONIC ABSENCE RATES, KINDERGARTEN THROUGH THIRD GRADE

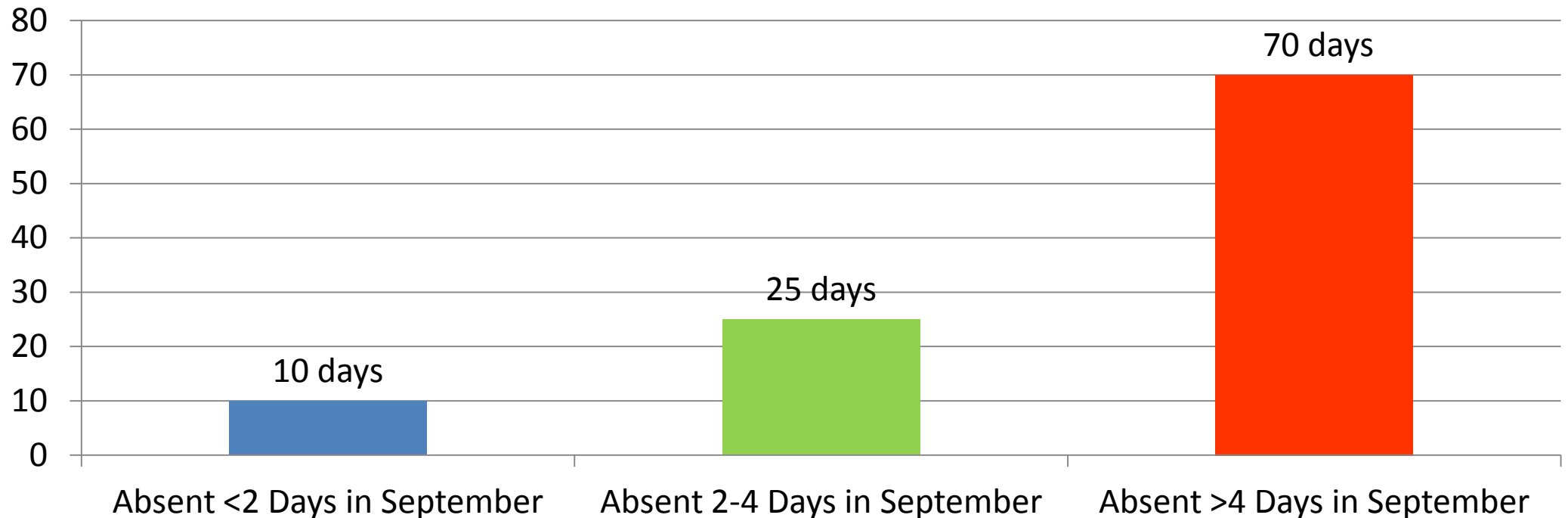


Source: Rhode Island Department of Education, 2012-2013 through 2016-2017 school years. Chart includes data on the chronic absence rates for Rhode Island and the four core cities (the communities with the highest child poverty rates).

- The Rhode Island school districts with the highest chronic absence rates in the early grades have historically been those with the highest percentages of low-income students.
- Despite having a much higher percentage of low-income students than the state as a whole, Pawtucket has had chronic early absence rates that are comparable to the state rate.
- Rhode Island has not yet seen a sustained reduction in chronic absence rates in the early grades.

Why September Matters:

Attendance Patterns in September Persist Over the Whole Year



Source: Olson, L. S. (2014, July). *Why September matters: Improving student attendance*. Baltimore, MD: Baltimore Education Research Consortium.

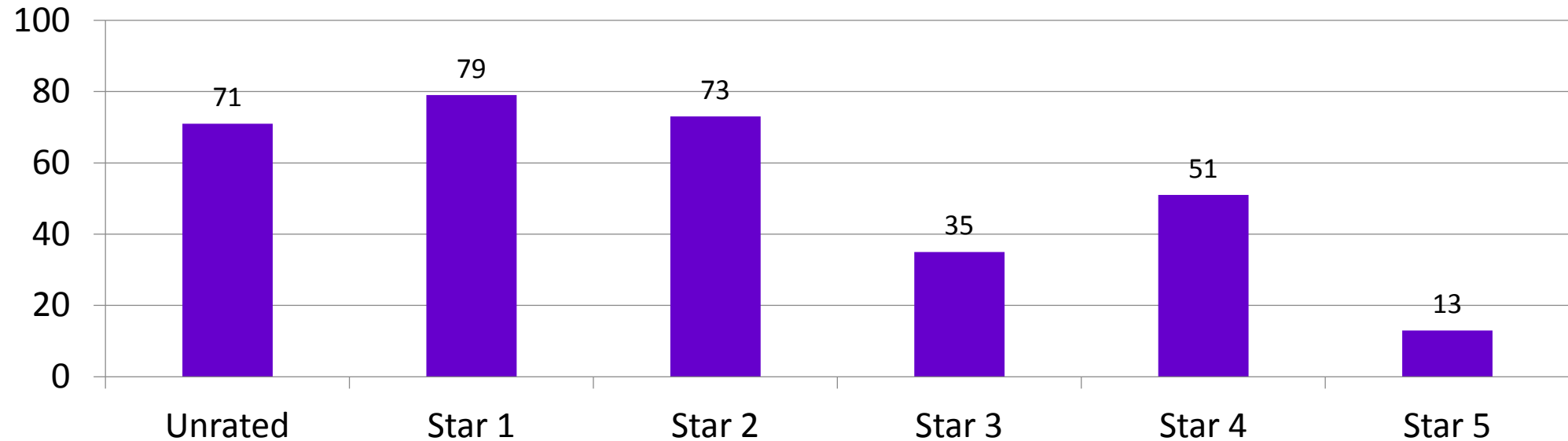
Recommendations

- Develop systems that provide **frequent reports on student absenteeism**
- Create **attendance teams** that monitor attendance regularly and contact parents as soon as troubling absence patterns appear
- Nurture a **culture of attendance**



Center/Preschool BrightStars Ratings

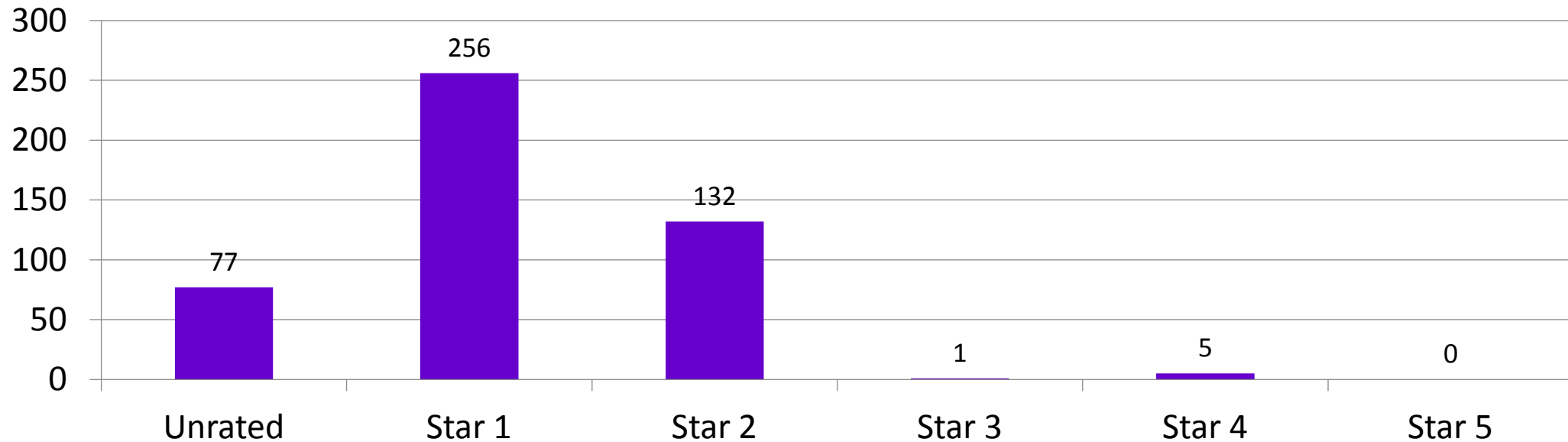
September 2018



- 78% of licensed centers are participating (rated) (251 of 322)
- 20% of licensed centers have a rating of 4 or 5 stars (64 of 322)

Family Child Care BrightStars Ratings

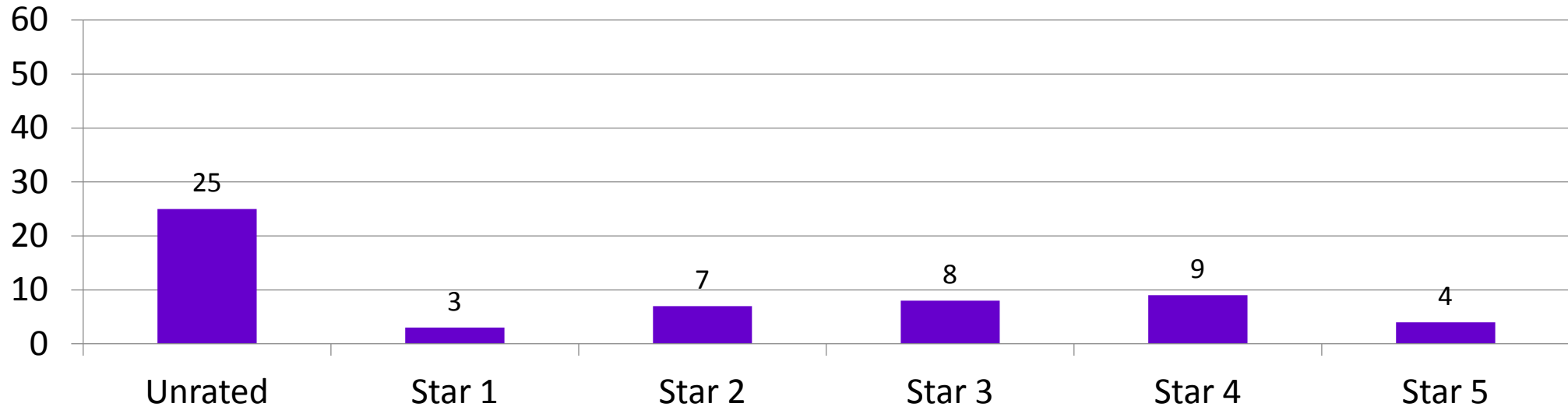
September 2018



- 84% of licensed family child care homes are participating (rated) (394 of 471)
- 1% of licensed family child care homes have a rating of 4 or 5 stars (5 of 471)

Public Schools BrightStars Ratings

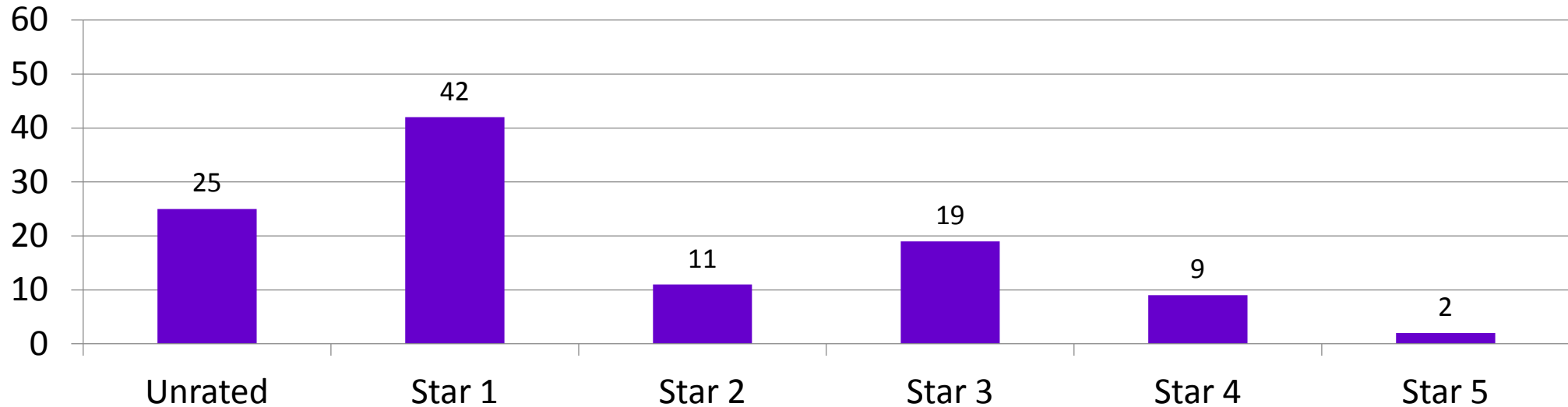
September 2018



- 55% public schools serving preschoolers are participating (rated) (31 of 56)
- 23% of public schools serving preschoolers have a rating of 4 or 5 stars (13 of 56)

School Age Programs BrightStars Ratings

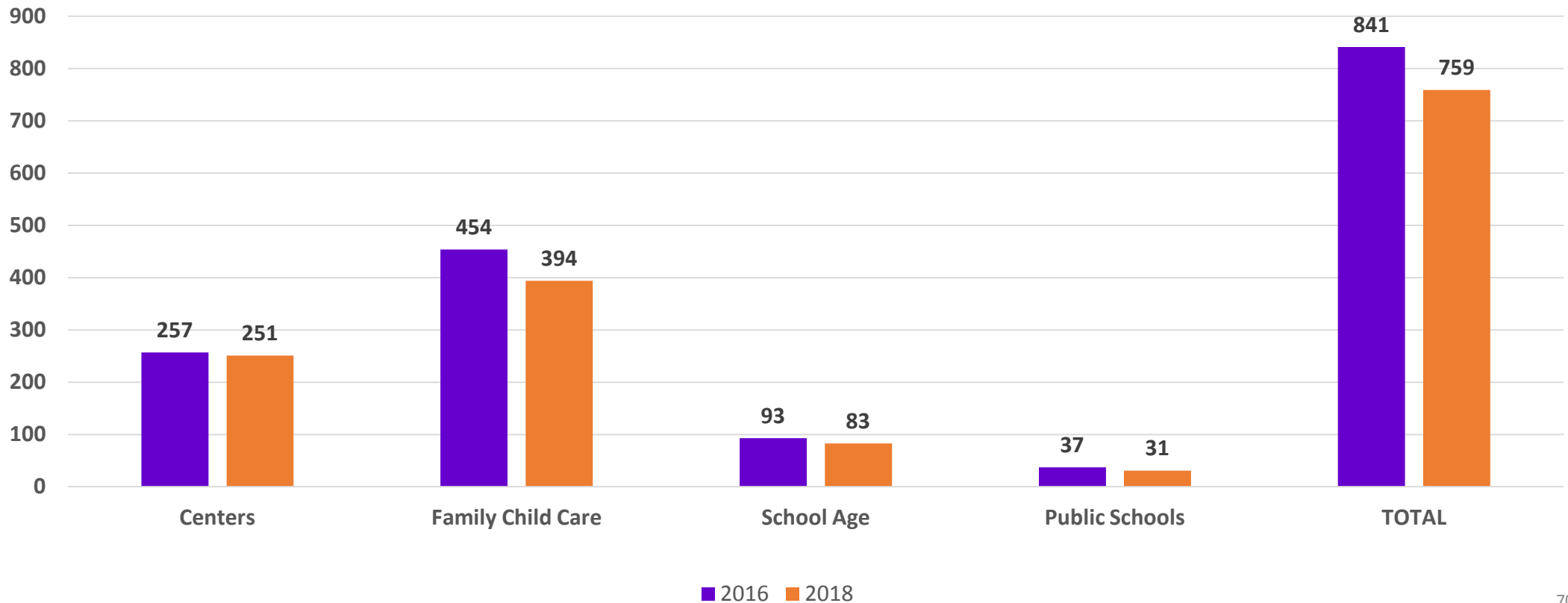
September 2018



- 77% school age programs are participating (rated) (83 of 108)
- 10% of school age programs have a rating of 4 or 5 stars (13 of 108)

BrightStars Total Participation

2016 Versus 2018



PDG Grant Opportunity

Preschool Development Grant Birth-5 *Application Discussion*

Cara Harrison, Governor's Office

Kayla Rosen, Children's Cabinet

ELC Sept. 26, 2018

Overview of Discussion

- What is the PDG B-5 Grant?
- Who will be leading the effort?
- Overview of 5 grant activities
- Discussion
- Next Steps

What is the PDG B-5 Grant?

- **Funding:** \$500,000- \$15,000,000 for one year of activities, which must include;
 1. Needs Assessment
 2. Strategic Plan
 3. Maximize Parental Choice and Knowledge
 4. Increase Collaboration and Efficiency
 5. Improve Overall Quality
- **Due Date:** November 6, 2018
- **Notification of Award Recipients:** Mid-December

Who will be leading the effort?

- This will be a collaborative effort across multiple agencies, in partnership with the community, led by the Children's Cabinet
- Will be closely aligned with the Governor's Third Grade Reading Goal

Activity 1: Needs Assessment

- Conduct or update a thorough statewide Birth - 5 needs assessment of the availability and quality of existing programs and services in the state
- Some initial ideas include:
 - Integration of needs assessment with existing needs assessments (Home Visiting/Title V etc.)
 - Workforce study
 - Needs assessment for facilities

Activity 2: Strategic Plan

- Develop or update a strategic plan, based on needs assessment results, that recommends collaboration, coordination, and quality improvement activities among existing programs
 - Potential to build off of 2016-2020 ELC Strategic Plan
- Recommended partnership opportunities:
 - State and local governments
 - Local educational agencies
 - Head Start providers, home visiting and other community based providers
 - Private entities (including faith and community-based entities)

Activity 3: Maximize Parental Choice and Knowledge

- Promote and increase involvement by parents and family members in the development and transition of their children from early childhood care and education program into an elementary school
- Ensure parents are provided information about the variety and array of programs for children from birth to kindergarten entry in the State's mixed delivery system

Activity 4: Increase Collaboration and Efficiency

Share best practices among early childhood care and education program providers in the State to increase collaboration and efficiency of services; including to improve transitions from such programs to elementary school

Activity 5: Improve Quality

Note: Activities 1 & 2 must be completed before Activity 5 begins

- Improve overall quality of early childhood care and education programs in the State including but not limited to;
 - Developing and implementing evidence based practices
 - Improving professional development for early childhood care and education providers
 - Enhancing learning opportunities for children

Discussion

- Any clarifying questions?
- What priorities do you envision for the various 5 activities?
 1. Needs Assessment
 2. Strategic Plan
 3. Maximize Parental Choice and Knowledge
 4. Increase Collaboration and Efficiency
 5. Improve Overall Quality
- Any additional ideas to enhance Birth to 5 coordination?

Next Steps

- Public meeting will be scheduled mid-October to get feedback on initial application
- Additional questions/feedback can be directed to:

Kayla Rosen

kayla.rosen@ohhs.ri.gov

Cara Harrison

cara.harrison@governor.ri.gov

Policy & Program Updates

Child Care Emergency Preparedness Plan

Think Babies Campaign

Think Babies Campaign



- ZERO TO THREE created the *Think Babies*TM campaign to bring nationwide attention to what babies and families need to thrive.
 - Raise awareness of early brain development through advocacy and communications activities.
 - Strengthen advocacy capacity among a group of select state and national partners to advance infant-toddler policy priorities.
 - Leverage increased policymaker and public awareness and will to advance the infant-toddler policy priorities.



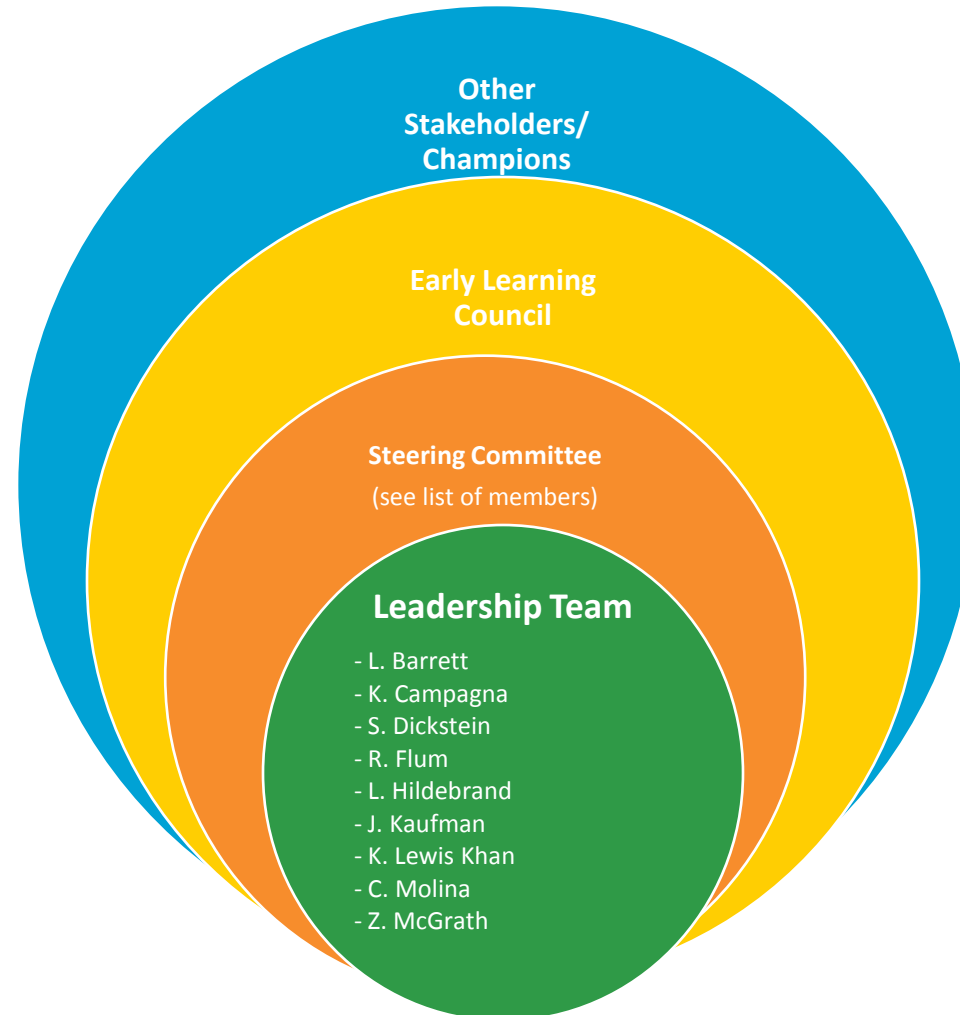
Think Babies State Partnerships: National Policy Priorities



- Affordable, quality child care
- Paid family leave
- Infant and early childhood mental health
- Voluntary, evidence-based home visiting
- Child and family screenings and access to needed services
- Healthy nutrition and obesity prevention



Rhode Island Think Babies Structure & Membership



Rhode Island Think Babies Time Line



Who?	What?	When?
Think Babies RI Steering Committee	Review and comment on draft policy solutions	9/7/18
RI Early Learning Council	Review and comment on draft policy solutions	9/26/18
Think Babies RI Leadership Team	Draft Think Babies RI Campaign Plan	October
RIAEYC	Superintendents Read to Babies	10/29 – 11/9/18
Rhode Island KIDS COUNT	Think Babies RI Campaign Draft Plan due to Zero to Three	10/31/18
Leadership and/or Steering Committee meeting(s)	Review and comment on Campaign Plan	November (post election)
RI Early Learning Council	Review Think Babies RI Policy Agenda and Campaign Plan	12/12/18
Celebration of Young Children Event	Release Think Babies RI Policy Agenda for 2019	January 2019

RI's Draft Policy Targets 2019



Policy Area	Goal
Paid Family Leave	Increase # of weeks and improve wage replacement
High-Quality Child Care	Implement tiered quality rates for the Child Care Assistance Program for remaining age groups and programs. Adopt national standards and strategies for child care licensing.
High-Quality Child Care & Home Visiting	Develop and implement wage strategy to attract and retain more qualified and effective infant/toddler educators and home visitors.
Infant /Early Childhood Mental Health	Expand access to infant/toddler and family mental health consultation and treatment across systems (child care, home visiting, Early Intervention, and primary care).
Screening & Access to Services	Design and implement a First 1,000 Days of RIte Care initiative to include a package of services available to families with infants and toddlers





Public Comment



2018 Council Calendar

2018 Early Learning Council Meetings

- Wednesday, December 12, 9:00 to 12:00 noon

Save the Bay Conference Center
Providence, RI