

# RHODE ISLAND EARLY LEARNING COUNCIL

April 3, 2018

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

*Ray Conference Center, Butler Hospital*

**EARLY LEARNING RI**

# Meeting Agenda

## Welcome, Opening Remarks, and Meeting Overview

### Policy & Program Updates

- Rhode Island KIDS COUNT: Governor's FY19 Proposed Budget & Pending B-8 Legislation
- RIDE: Early Care and Education Data System
- DHS: BrightStars Think Tank
- DHS: CCDBG State Plan

### Overview & Discussion: Rhode Island Kindergarten Curriculum Project

### Overview & Discussion: Think Babies Campaign

### Policy & Program Updates

- RIDE: State Pre-K Update
- Providence Talks

### Public Comment & Next Steps

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# Policy & Program Updates

# Governor's FY19 Budget & Early Learning

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- ❑ \$1.5 million to implement tiered quality rates for infants and toddlers in the Child Care Assistance Program
- ❑ \$7.6 million increase to implement federal requirements for the Child Care Assistance Program
- ❑ \$1.1 million increase for State Pre-K
- ❑ \$100,000 to implement high-quality kindergarten curriculum
- ❑ \$300,000 for the Early Care & Education Data System (ECEDS) through the RI Innovation Fund
- ❑ \$200,000 for a pilot program to offer child care subsidies to families who are attending college/post-secondary education
- ❑ Adopt intermediate sanctions for child care licensing
- ❑ Bond and incentives for public schools renovation/construction

# Pending Legislation Related to Early Learning

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- H-7148/S-2120 increase and adopt tiered quality rates for ALL age groups in the Child Care Assistance Program
- H-7544/S-2470 to extend the Temporary Caregivers Insurance program to 8 weeks and improve wage replacement for low-wage workers
- H-7152 Early Childhood Innovation Act to fund a DHS administered grant program for research-based initiatives to promote learning and development of infants and toddlers
- H-7143/S-2347 establish a permanent legislative commission on out-of-school time learning
- H-7040 require school districts to adopt evidence-based approaches to reduce chronic absence
- H-7436/S-2506 establish and provide funding for dual language education to promote bilingualism and biliteracy
- Various bills to provide professional development/certification for K-3 teachers and reading specialists to identify and provide evidence-based interventions for students with dyslexia

# Overview of 2019-2021 CCDF State Plan



March 21, 2018

# CCDF State Plan Overview



## CCDF State Plan Sections

**Section 1:** Statewide Leadership and Coordination

**Section 2:** Promote Family Engagement through Outreach and Consumer Education

**Section 3:** Provide Stable Child Care Financial Assistance to Families

**Section 4:** Ensure Equal Access to High Quality Child Care for Low Income Children

**Section 5:** Establish Standards & Monitoring Process to Ensure the Health & Safety of Child Care Settings

**Section 6:** Recruit and Retain a Qualified and Effective Child Care Workforce

**Section 7:** Support Continuous Quality Improvement

**Section 8:** Ensure Grantee Accountability

# Section 1: Statewide Leadership and Coordination



## Important Changes

- Expanded Purposes/Goals
- State Plan period extended from 2 to 3 years
- Development of Statewide Disaster Plan
  - Including requirements for provider training and practice drills
- Collect data on supply and demand for child care, including
  - Infants & toddlers
  - Homeless children
  - Non-traditional hours

# Section 2: Promote Family Engagement through Outreach and Consumer Education



## Important Changes

- Consumer Education Website (*currently EXCEED.ri.gov*)
  - Must be consumer friendly
    - Available in multiple languages
    - accessible by those with disabilities
  - Provider search, including QRIS rating, by zip code
  - Provider -specific results of Monitoring and Inspection
  - Aggregate number of injuries, deaths, and substantiated child abuse by setting
  - Statewide/Coordinated policy on social-emotional health (PBIS) and expulsion
  - Research and best practices concerning children's development
  - Resources for developmental screenings

## Section 3: Provide Stable Child Care Financial Assistance to Families



### Important Changes

- Graduated Phase Out of Assistance for parents whose income has increased at redetermination
- Family assets do not exceed one million dollars (\$1,000,000)
- 12 month Continuous Eligibility period
- 3 months of Job Search following permanent job loss

# Section 3: Provide Stable Child Care Financial Assistance to Families *(cont)*



## Important Changes

- Homeless Children & Families
  - Prioritization
  - Coordinated Outreach
  - Grace period
  - Provider Training & Technical Assistance
- Strategies to build the Supply and Quality of child care for children:
  - In Underserved areas
  - Under age 3 (Infants & Toddlers)
  - With Disabilities
  - In non-traditional hour care

# Section 4: Ensure Equal Access to High Quality Child Care for Low Income Children



## Important Changes

- Market Rate Survey (option for Alternative Methodology)
  - Statistically valid and reliable
  - 50% response rate
  - Difference by geographical area
- Rate Setting must consider the cost of quality
- Generally Accepted Payment Practices
- Strategies to build the Supply and Quality of child care
- Prioritize Investments for children in areas with significant concentrations of poverty

# Section 5: Establish Standards & Monitoring Process to Ensure the Health & Safety of Child Care Settings



## Important Changes

- Pre-service and ongoing training on required health & safety topics:
  - Preservice = Before or during first 3 months of employment
- Pre-service inspection and/or annual monitoring
- Comprehensive Background Checks
  - Expanded checks
  - Every 5 years
  - Fees cannot exceed cost of administration
- Above are applicable for all providers, including license-exempt
  - Option to exempt relative care

# Section 6: Recruit and Retain a Qualified and Effective Child Care Workforce



## Important Changes:

- Professional Development System
  - Progression of PD to increase teachers' effectiveness in supporting children's development and learning
  - Incorporates knowledge of RIELDS (birth to 5)
  - Appropriate (to the extent practicable) for different age groups, ELLs, children with disabilities, and Tribes
  - Addresses WKC's, career pathways, advisory structure, articulation, and workforce data
  - Reflects current research and best practices
  - Improves the quality, diversity, stability, and retention of the child care workforce
- Specific Training & Technical Assistance on:
  - Identifying and Serving children experiencing homelessness
  - Strengthening provider business practices

# Section 7: Support Continuous Quality Improvement



## Important Changes

- Allowable Uses for Quality Setaside:
  - Training and PD
  - Development/Implementation of Early Learning Guidelines
  - Developing, implementing, or enhancing a tiered QRIS
  - Improving the supply and quality of programs/services for Infants/Toddlers
  - Establishing /expanding a Statewide system of Resource & Referral
  - Supporting compliance with State requirements for licensing, inspection, monitoring, training, and health and safety
  - Evaluating the quality of child care programs in the State
  - Supporting providers in the voluntary pursuit of accreditation
  - Supporting the development or adoption of high-quality program standards related to health, mental health, nutrition, physical activity, and physical development
  - Other activities with measurable outcomes

# Section 8: Ensure Grantee Accountability



## Important Changes

- Update program integrity policies and procedures to reflect new requirements
  - Ex -Aligning improper payment policy with new requirements for 12 month eligibility
- Identify Program Violations
  - Review of provider billing/attendance records
  - System reports to flag potential errors
  - Required to impose sanctions on clients/providers in response to fraud

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# Kindergarten Curriculum Project

# RI Kindergarten Curriculum Project

Rhode Island Early Learning Council Meeting  
March 21, 2018



# Background for the project

- December 2011- Race to the Top- Early Learning Challenge  
One of the later goals of the project was to support developmentally appropriate, Common Core-aligned teaching and learning in kindergarten classrooms
- 2015-2016 Education Development Center Technical Assistance
- Fall 2016 First Kindergarten Conference held in Providence
- Pilot (Cohort 1) RI Kindergarten Project began in 2016-17 SY



# *Focus on K2*

## Curriculum Implementation

Participating educators have impacted

- Cohort 1 (SY 2016-17) - 21 classrooms
- Cohort 2 (SY 2017-18) - 36 classrooms

For SY 2018-19

- Cohort 3 46 classrooms supported with federal funding  
9-20 classrooms supported with some state funding

## Paradigm shifts mean changes in **thinking**:

*from...*

seeing play as **separate**  
from learning



*to...*

understanding play as how children  
learn:

purposeful engagement with ideas,  
materials, and others



## Paradigm shifts mean changes in **practice**:

*from...*

primarily content-specific,  
teacher-directed instruction



*to...*

planning based on children's interests and strengths,

child-initiated, hands-on, integrated experiences,

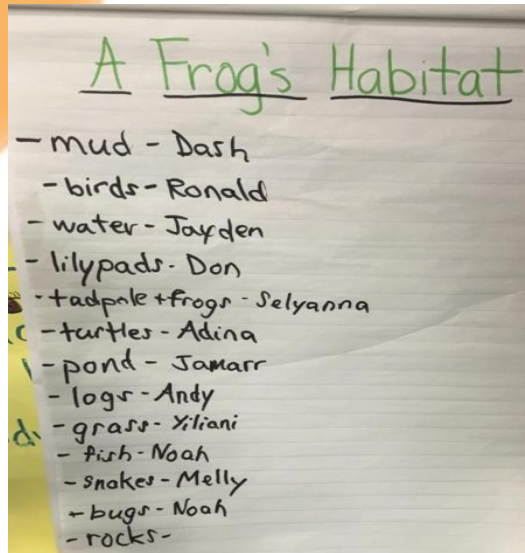
engaging, authentic discourse,

small group direct instruction



# Teaching from an integrated learning approach

helping children make connections across content areas



providing opportunities for authentic experiences

multiple sources and experiences to build children's skills and expand their understanding





# WOLVES

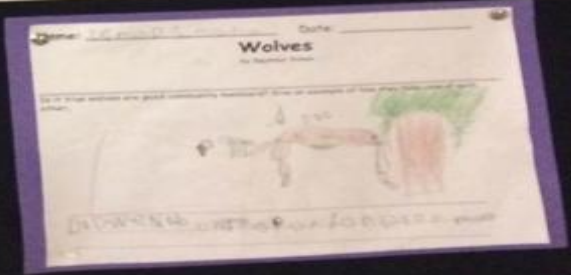


Eat Meat, SNIFF

Cuddle, Eat a BUNNY

Hunt For MY Prey, Eat Food

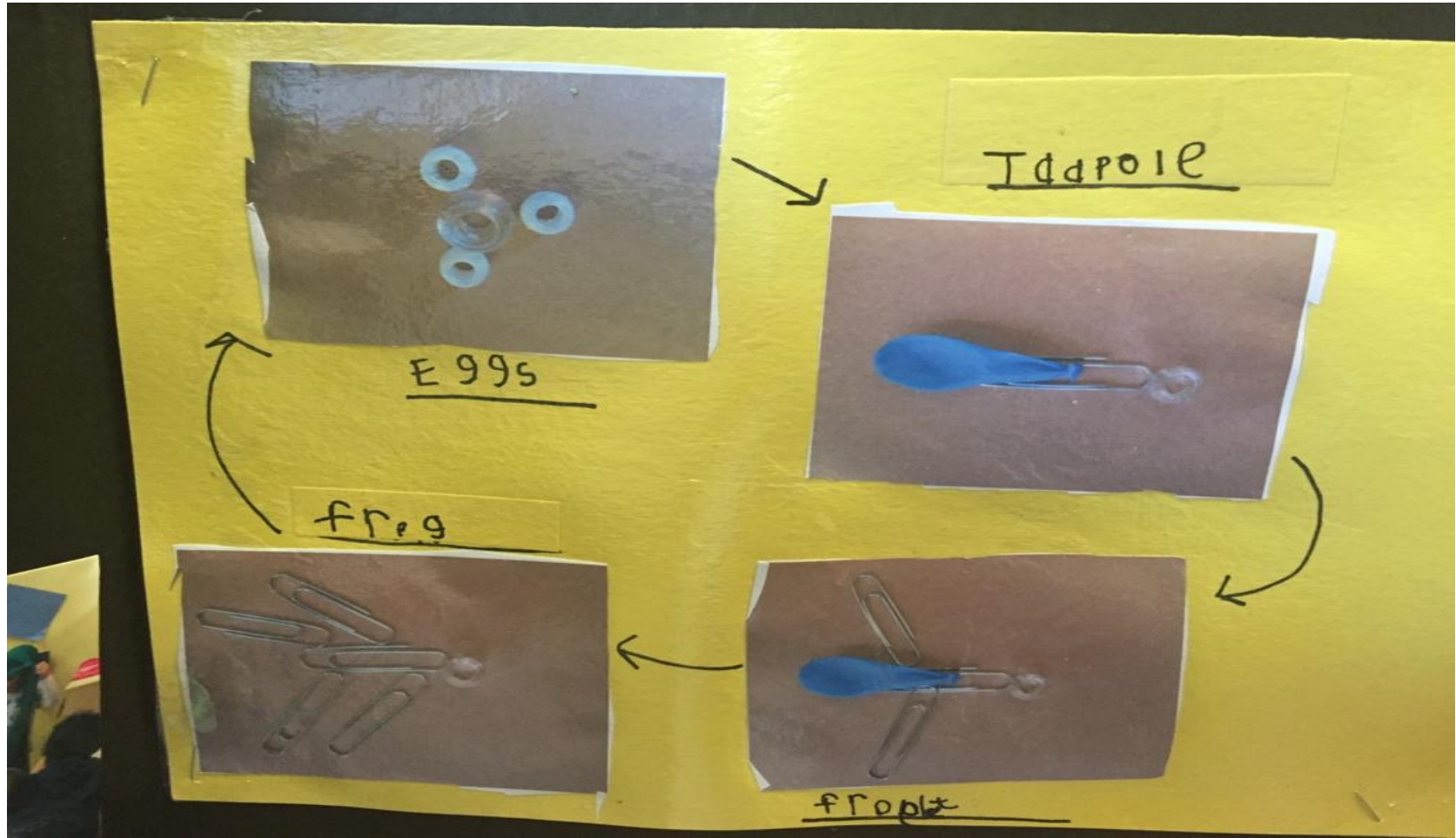
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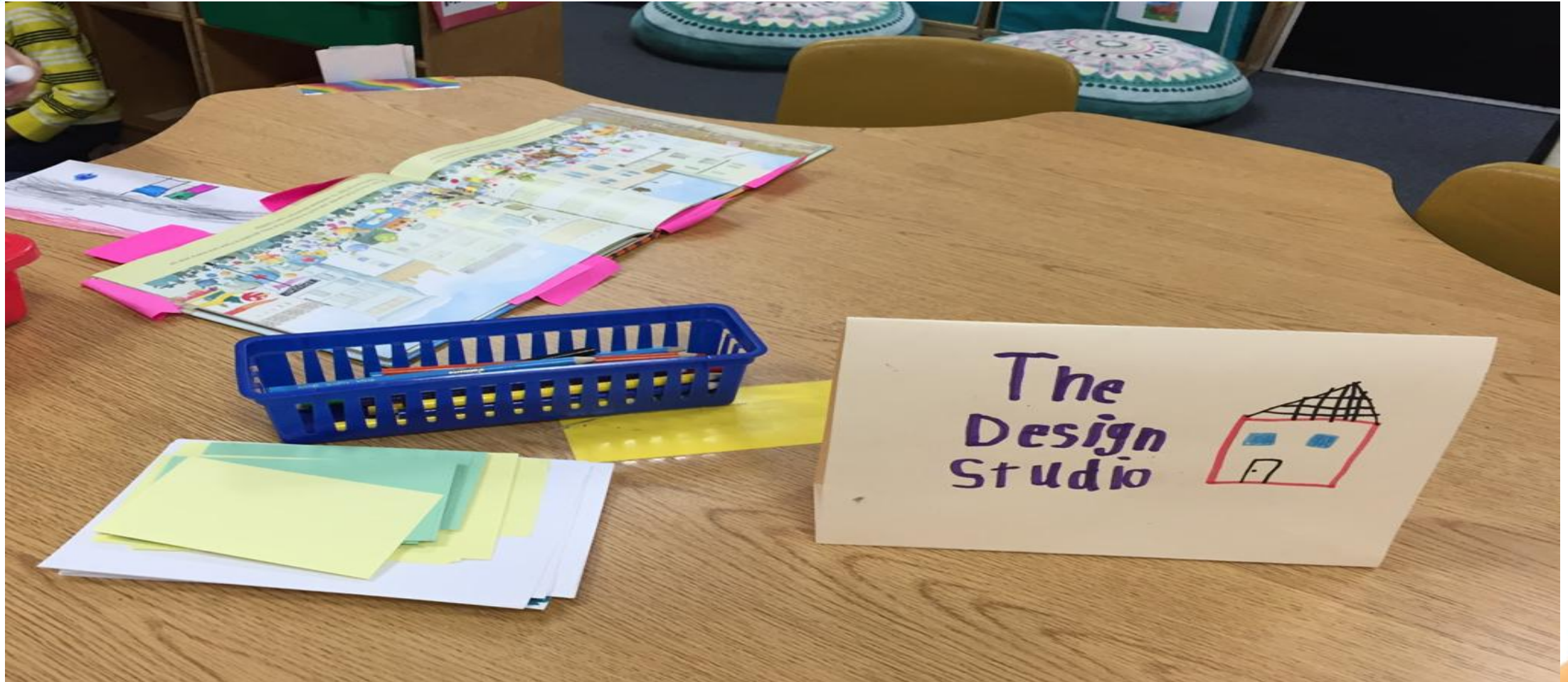


- 24 State Pre-K classrooms will participate in a full two day training on Instructional Best Practices based on the Boston Public School K1 curriculum
- 8 Public School Preschool programs will also participate in the training
- 5 State Pre-K classrooms will continue on-going Professional Development throughout the school year and receive coaching to assist in the implementation of the BPS K1

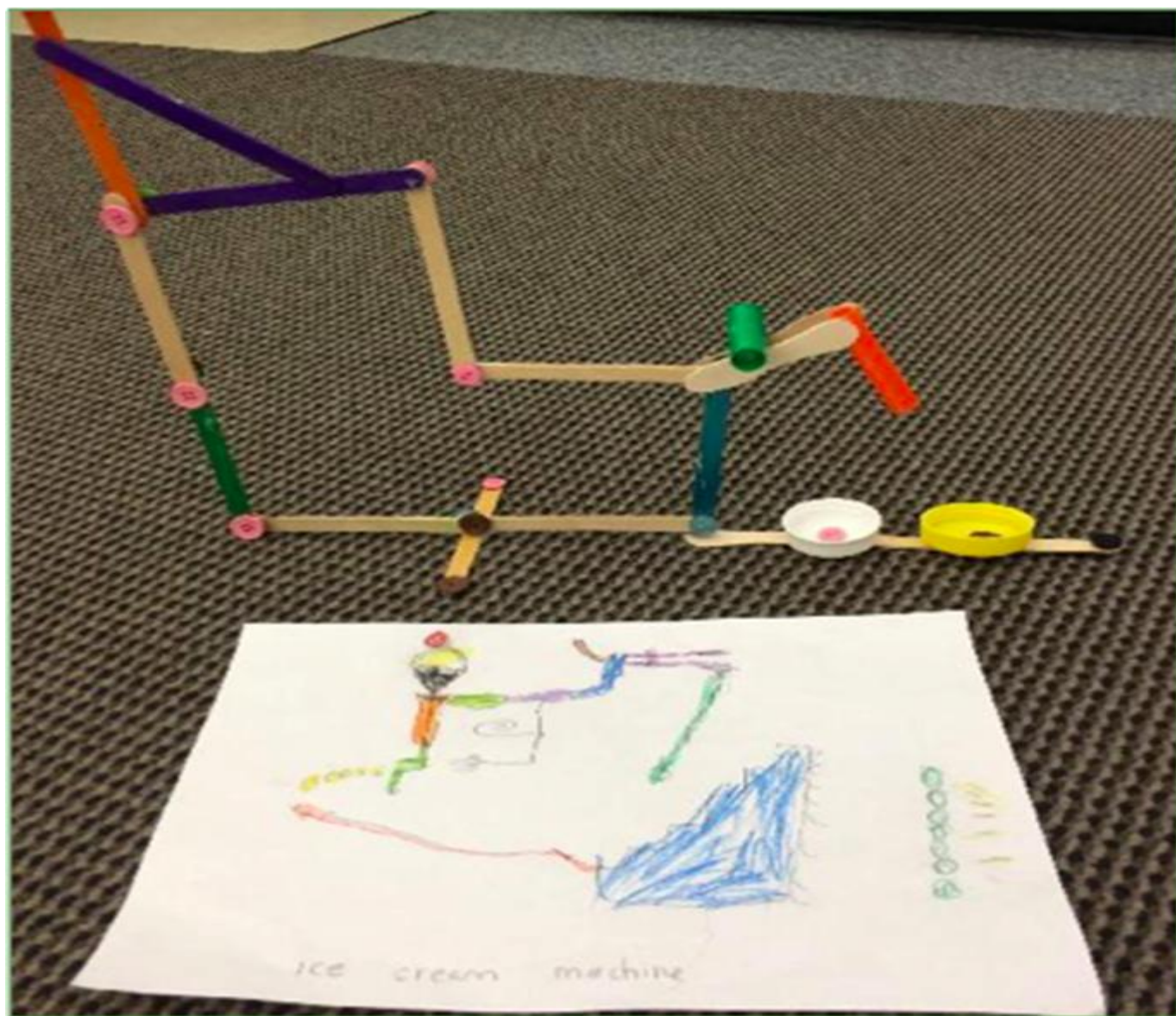














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bhuvn to the hospitL  
Sakhanoo

hospitL

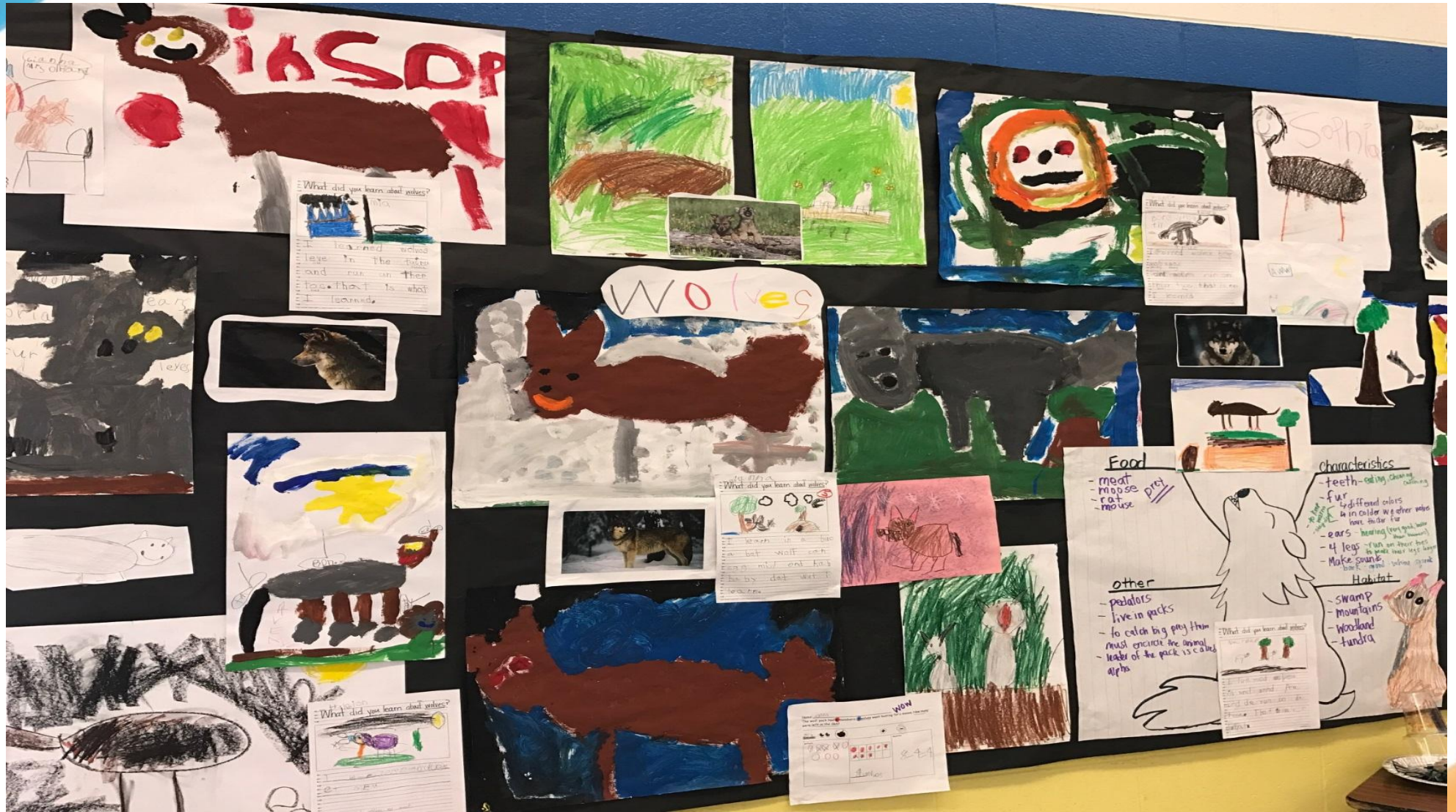
To School...  
reset...

School









Name: Albert

Date: \_\_\_\_\_  
What did you learn about wolves?



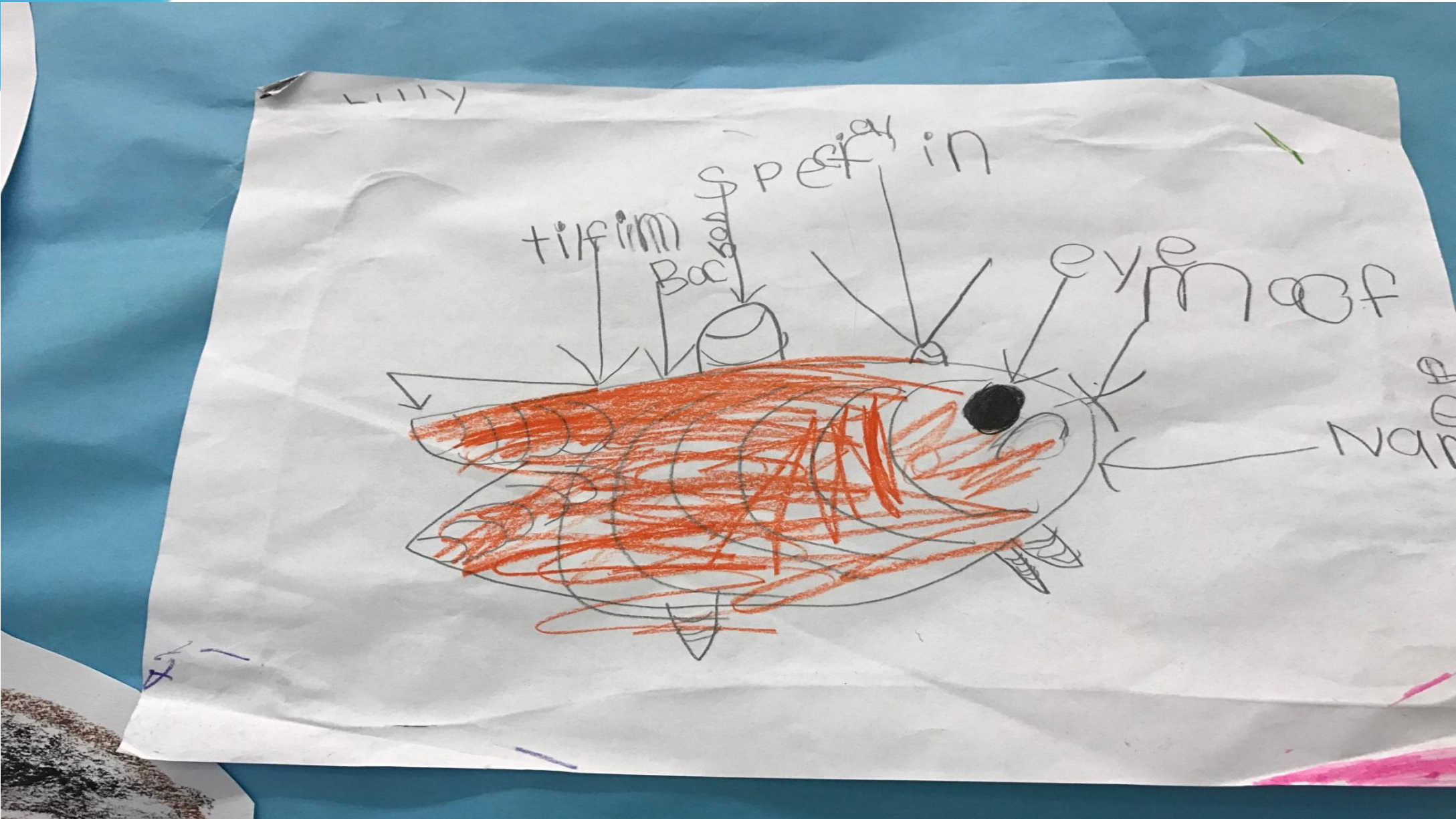
I learned wolves hear  
(hear)

live miles away  
(miles) away

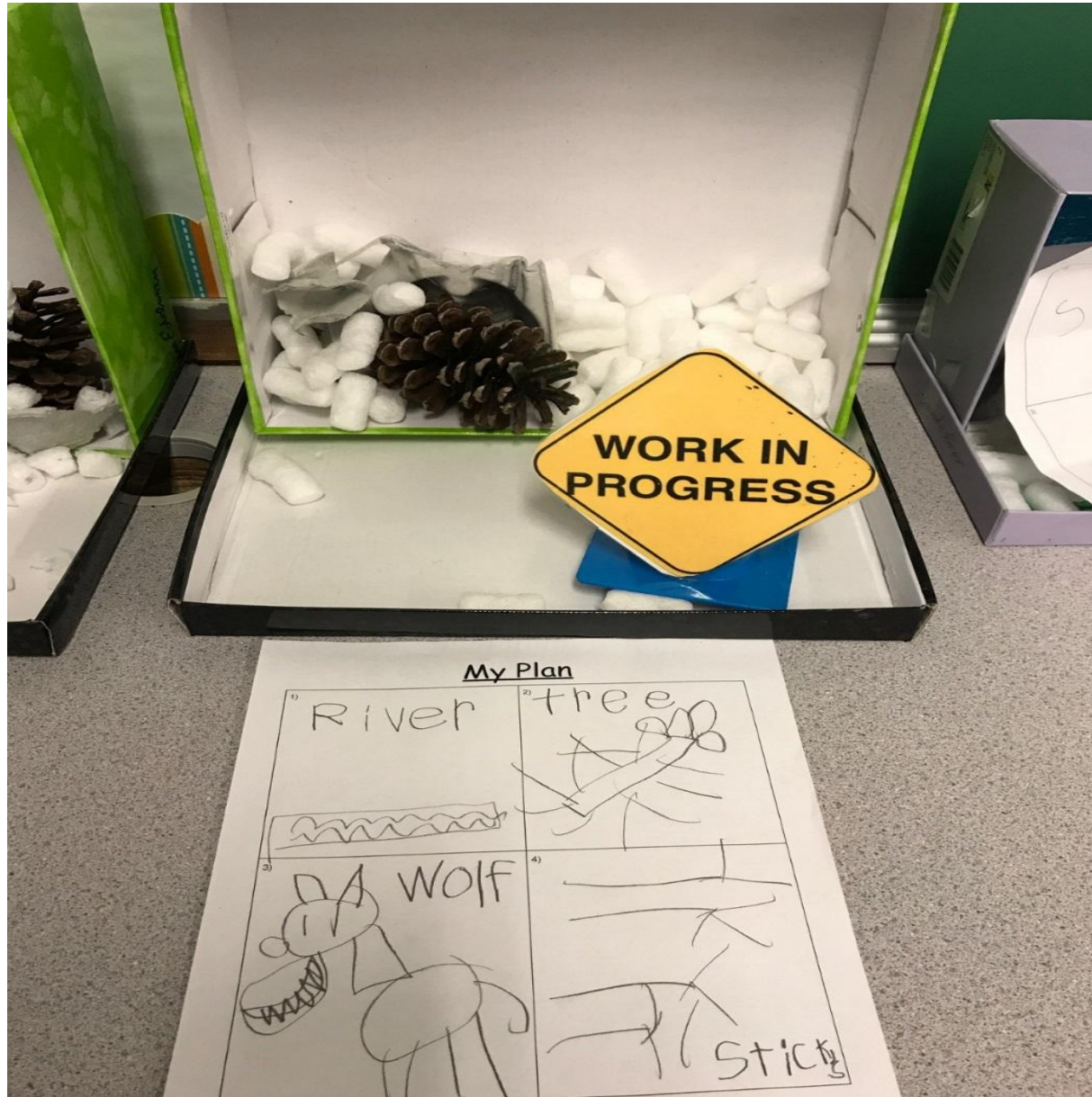
found wolves run on

their feet that is not  
their toes

I learned.









Name \_\_\_\_\_

date 2/5/18

# Frogs



F n o g s      f e t B  
b u g s      a l d a y  
l o n g .      n o

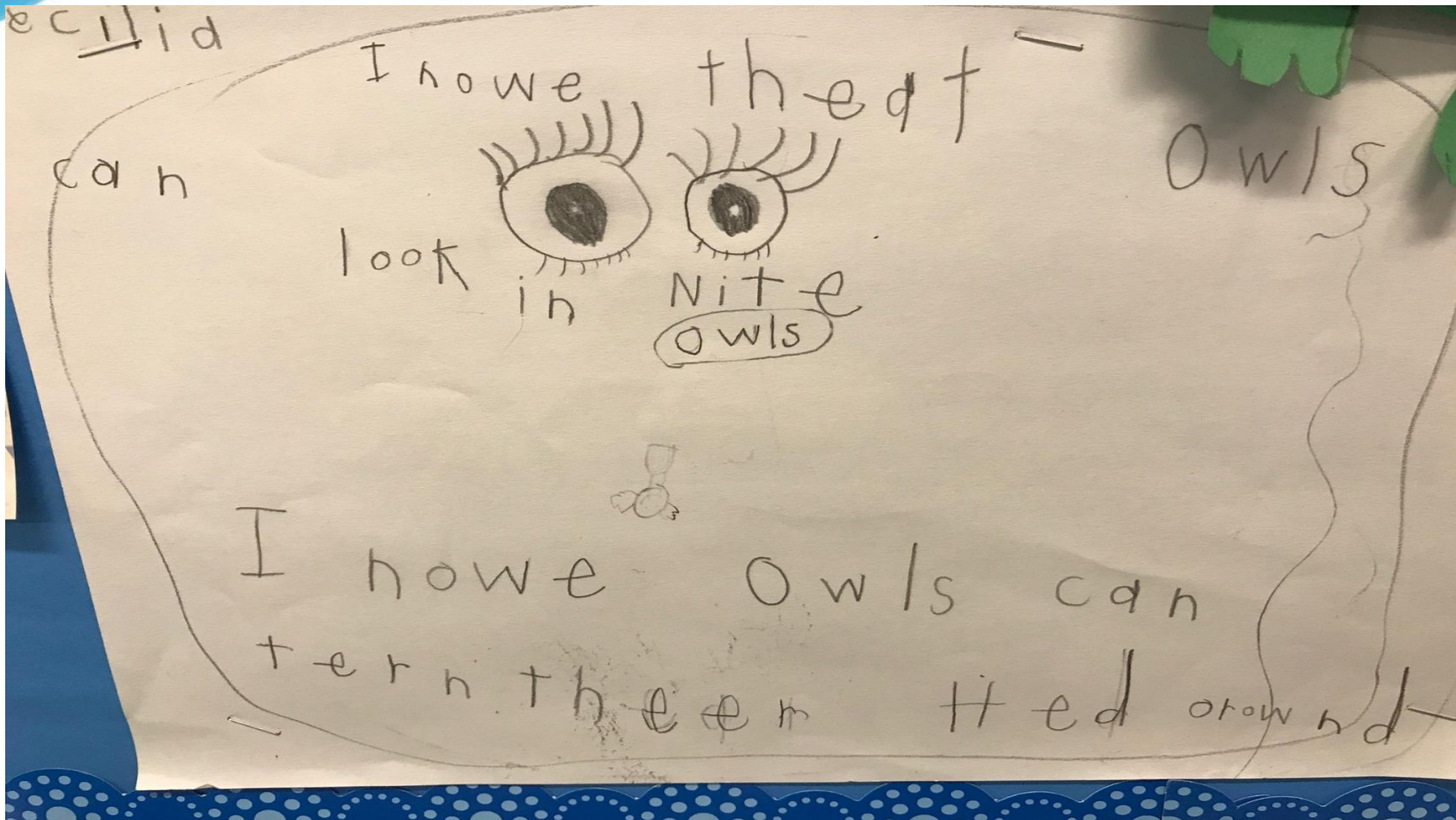




# Owls



Owls Eat U mice,  
and they get <sup>mice</sup> them  
with their talons,  
and they catch  
them Pray.





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# Think Babies Campaign



# *Think Babies*<sup>TM</sup> Campaign Overview

# What is *Think Babies*™ ?



- ZERO TO THREE created the *Think Babies*™ campaign to bring nationwide attention to what babies and families need to thrive.
- The *Think Babies*™ campaign is expanding in 2018!
- Visit [www.thinkbabies.org](http://www.thinkbabies.org)



# *Think Babies*<sup>™</sup> Policy Priorities



- Quality, affordable child care
- Time for parents to bond with their babies
- Healthy emotional development
- Strong physical health and nutrition



# The Science Behind *Think Babies*™



- Babies' brains form **more than a million** new neural connections every second.
- The impact of babies' early experiences lasts a lifetime.



# Think Babies™ Campaign Strategies



- 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™ Federal Activities



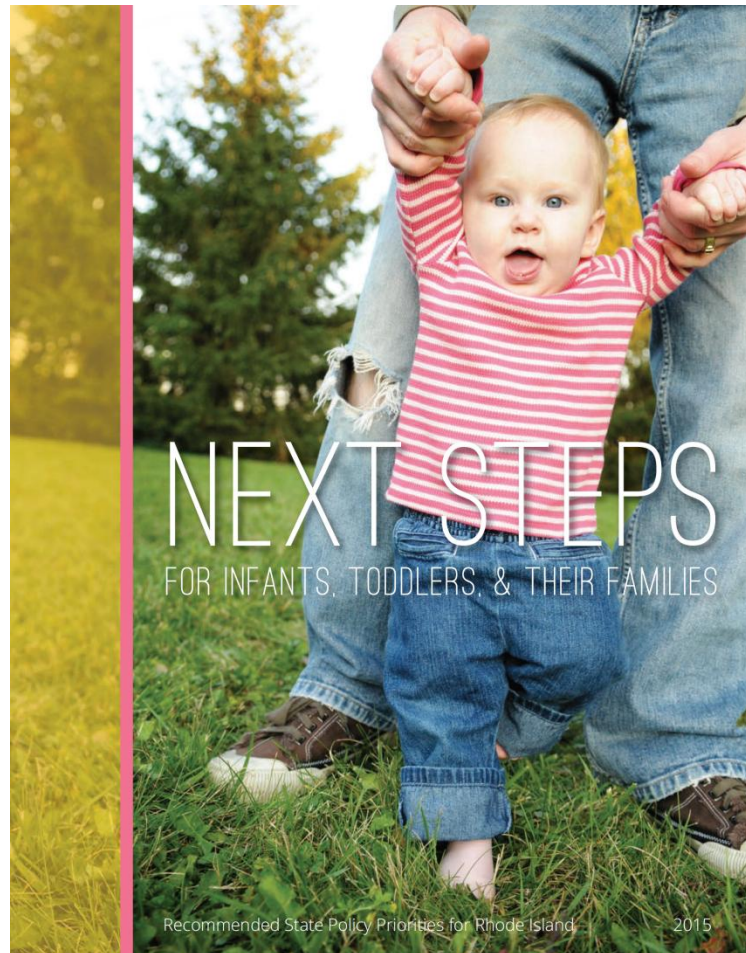
- Digital organizing (email, social media, graphics)
  - Monthly
- *Strolling Thunder*™ in Washington, DC
  - May 8<sup>th</sup>, 2018
- Think Babies Policy Forum
  - Fall/Winter 2018



# *Think Babies*<sup>™</sup> State Partnerships



- **Colorado** – Colorado Children’s Campaign and Clayton Early Learning
- **Georgia** – Georgia Early Education Alliance for Ready Students
- **New Jersey** – Advocates for Children of New Jersey, in partnership with Right from the Start NJ
- **North Carolina** – Child Care Services Association, in partnership with North Carolina Early Education Coalition
- **Rhode Island** – Rhode Island Kids Count
- **Washington** – Children’s Alliance



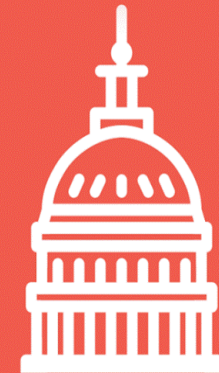
## Infant/Toddler Policy Priorities

- 5 states selected to receive technical assistance from Zero to Three
- Public-private state teams
- State self-assessment
- Identify state policy priorities for infants, toddlers, & their families

# *Think Babies*<sup>™</sup> State Partnerships: Policy Solutions



- 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



# 2014 Infant/Toddler RI Survey Results



Policy Area	% Identify as Priority to Increase State Focus
Child Care Licensing	80%
Education & Jobs for Families with Infants and Toddlers	77%
Access to Trained Infant Mental Health Professionals	76%
Access to Early Head Start	75%
Access to Early Intervention	74%
Mental Health Consultation for I/T Child Care	72%
Maternal Depression Screening & Treatment	72%
Access to High-Quality I/T Child Care	71%
Housing & Energy Assistance for Families with Infants and Toddlers	71%

# 2015 Infant/Toddler Policy Priorities



- Economic Security: Child Care Assistance, Housing, Parent Education, Paid Family Leave, Family-Friendly Jobs
- Mental Health & Well-Being: Maternal Depression, Mental Health Consultation, Child Welfare, Routine Mental Health Screenings & Treatment, Infant & Early Childhood Mental Health Endorsement
- Family Support & Parenting: Evidence-Based Home Visiting, Family & Community Networks, Child Welfare, Paid Family Leave
- High-Quality Early Learning & Development Programs: High-Quality Child Care, Early Intervention, Early Head Start, Infant/Toddler Educator-Caregiver Wages & Training, Routine Developmental Screenings with Intervention

# *Think Babies*<sup>™</sup> State Partnerships: Activities



- Convene partners to develop focused policy agenda and implement a local Think Babies campaign
- Develop and implement advocacy and communications campaigns
- Local Strolling Thunder – May 16, 2018
- Celebration of Babies & Young Children – January 2019

# *Rhode Island Think Babies Ideas*



## High-Quality Child Care for Infants/Toddlers

- Tiered Quality Rates for CCAP
- Quality improvement supports

## Developmental/Mental Health Screening & Services

- First 1,000 days of RIte Care (50-60% of babies receive RIte Care)

## Evidence-Based Home Visiting

- State funding to sustain/expand

## Paid Family Leave

- Outreach and promotion of TCI & Earned Sick Leave
- Extend TCI weeks and improve wage replacement

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# Policy & Program Updates

# State Pre-K Updates RI Early Learning Council Meeting



# No Cost Extension



- March 2018 US Department of Education granted PDG states the opportunity to apply for a No-Cost Extension
- Period of time will include January 1, 2019 through December 31, 2019
- RIDE is in the process of submitting its application
- No Cost Extension period will cover quality supports during this period of time (not slots)
  - Monitoring
  - Facilities support
  - PDTA
  - Early childhood mental health support
  - Extension to the Child Trends evaluation
  - Training on the Comprehensive Services System

# Supplemental Funding Application



- Applied for and received a total of \$729,519
- Direct awards to programs and schools totaled \$406,400
- Funds will support 3 project areas:
  - Pre-K to K Transition Summit
  - CSEFEL Pyramid Model training, train-the-trainer and TA
  - Instructional Best Practices training and TA



# Other State Pre-K Updates



- Completed a review of the BPS K-1 Curriculum. Results can be found on the RIDE website

<http://www.ride.ri.gov/InstructionAssessment/EarlyChildhoodEducation/EarlyLearningandDevelopmentStandards.aspx#1667794-documents>

- Current RFP open through March 30<sup>th</sup> for new classrooms.

# PROVIDENCE TALKS

April 3, 2018

Bloomberg  
Philanthropies



# Theory of Change

Build on the  
Power of Parents



Parents and educators in Providence, with a child 0–30 months of age in their care



Strengths-based coaching, LENA technology



- Increased word counts & parent-child interaction
- Increased scores on developmental assessments
- Links to additional resources



Early Age Developmental Gains in Language  
Improved Language & Literacy Outcomes

# Desired Outcomes

Providence Talks will enroll 2,500 families, roughly 20% of the city's eligible population

## Immediate Impact:

- Increased Adult Word Counts
- Increased Conversational Turn Counts
- Increased Parental self-efficacy
- Accelerated Developmental Growth

## Long-term Impact:

- Improved Kindergarten Readiness

# Service Delivery Models

	Home Visiting	Group	Professional Development
Intensity	13 Sessions 15 Recordings	8 Sessions 7 Recordings	8 Sessions 7 Recordings
Duration	8 Months 10 Bi-weekly, 3 Monthly	4 Months 6 Weekly, 2 Monthly	4 Months 6 Weekly, 2 Monthly
Scale	1350 Families	650 Families	200 Early Learning Professionals; 600 Children
Est. Cost	\$1700 / Family	\$650 / Family	\$400 / Family



# Professional Development Model

Childcare Providers Served	248
Children Impacted	785
% of Providers Who Increased Either AWC* or CTC* PCTL as of 5 <sup>th</sup> Recording	78% (170/217)
% of Children Who Increased Either LENA Snapshot Score or Developmental Age (Comparing 1 <sup>st</sup> to 2 <sup>nd</sup> Snapshot)	61% (293/478)

\*Adult Word Count, Conversational Turn Count

# Early Results

## Increased parent-child talk and engagement:

69% of families make progress in the program, as measured either by an increase in Adult Word Counts or Conversational Turns.

- **1,709** children enrolled (HV/PG)
- **2,500** total children impacted (includes Professional Development Model)
- **59%** retention at half-way mark (HV Only)
- **792** children completed program (536 - 10 visits HV / 256 - 5 visits PG)

*Includes data through 9/19/17*

# Comparison Group Study

## Purpose:

- Assess short-term outcomes
- Long-term outcomes/kindergarten readiness

## Structure of Evaluation:

- Recording schedule (6 recordings over 4 months)
- 152 families
- Enrollment by Spring 2017, initial results end of 2017
- Retention rate very high (92%), low attrition

# Next Steps for Sustainability

- Investment from the City of Providence
- Roger Williams University
- Early Childhood Innovation Act
- Professional Development Model, collaboration with R2LP
- Replication
- Brown University's Longitudinal Analysis





# Public Comment



# 2018 Council Calendar

## 2018 Early Learning Council Meetings

- Tuesday, June 26, 9:00 to 12:00 noon
- Wednesday, September 26, 9:00 to 12:00 noon
- Wednesday, December 12, 9:00 to 12:00 noon

Save the Bay Conference Center  
Providence, RI