

# RHODE ISLAND EARLY LEARNING COUNCIL

December 13, 2017

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

*Save the Bay*

**EARLY LEARNING RI**

# Meeting Agenda

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

### **Policy & Program Updates**

- Rhode Island Reads/State 3<sup>rd</sup> Grade Reading Action Plan
- RIDE: RI Comprehensive Literacy Plan and PK-Grade 3 Resources
- DHS: BrightStars Think Tank

### **Overview & Discussion: Rhode Island's Early Learning Workforce**

- Child Care Assistance Program
- State Pre-K and Public Schools
- Head Start
- Early Intervention
- Home Visiting

**Generate program and policy ideas and recommendations**

### **Policy & Program Updates**

- DOH: Home Visiting Strategic Planning
- EOHHS: Early Intervention Interagency Coordinating Council Retreat
- DHS: Child Care Development Block Grant Biennial Plan
- RIDE: Early Childhood Guidance for School Districts (ESSA)

### **Public Comment & Next Steps**

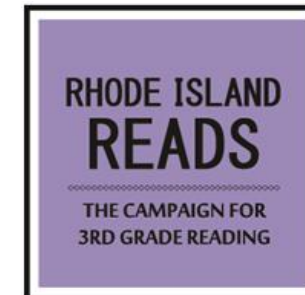
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# Policy & Program Updates

# Rhode Island Reads: Campaign for 3<sup>rd</sup> Grade Reading

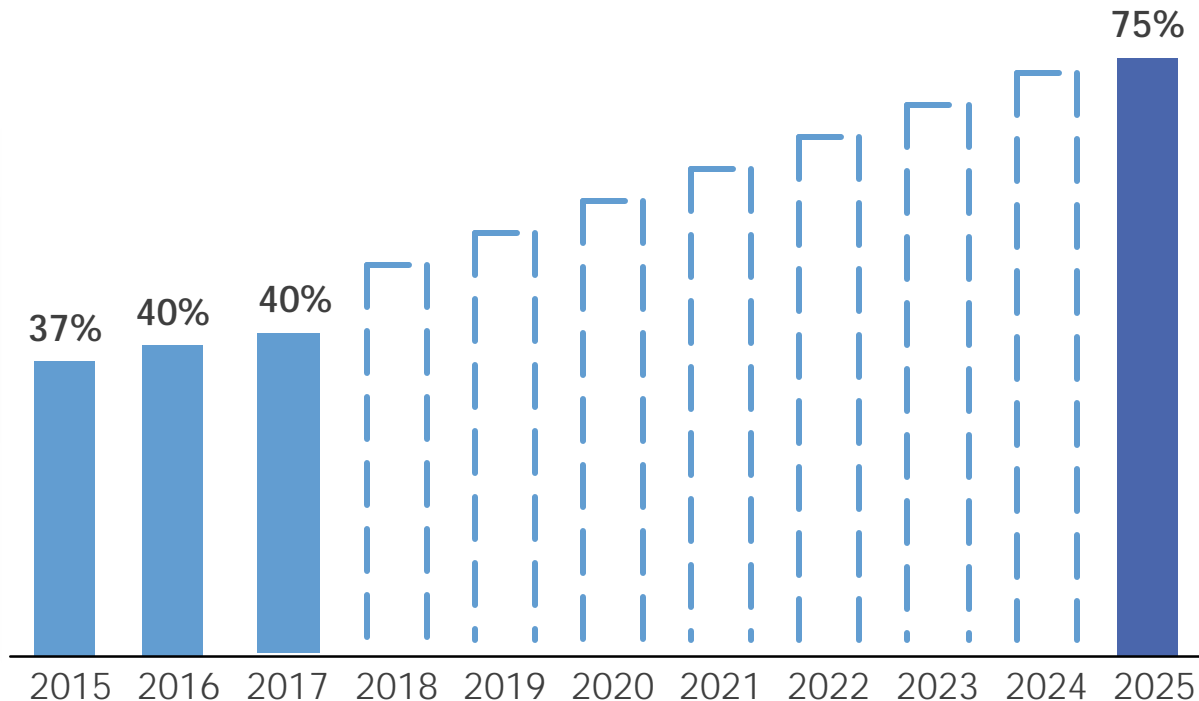
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- November 2 Partner Meeting – “Literacy is the Civil Rights Issue of Our Time”
- Data Dashboard at [www.rireads.org](http://www.rireads.org)
- 60+ Partners as of December 2017
- #RIReads “Share Your Favorite Childhood Book” Social Media
- Developing 2018 Calendar of Events and Advocacy Agenda
  - ▣ School Readiness
  - ▣ Summer Learning
  - ▣ Chronic Early Absence
  - ▣ Learning to Read



# Just over one-third of Rhode Island third graders are reading on grade level

*Governor Raimondo has set a goal to double state-wide third-grade reading proficiency in eight years*



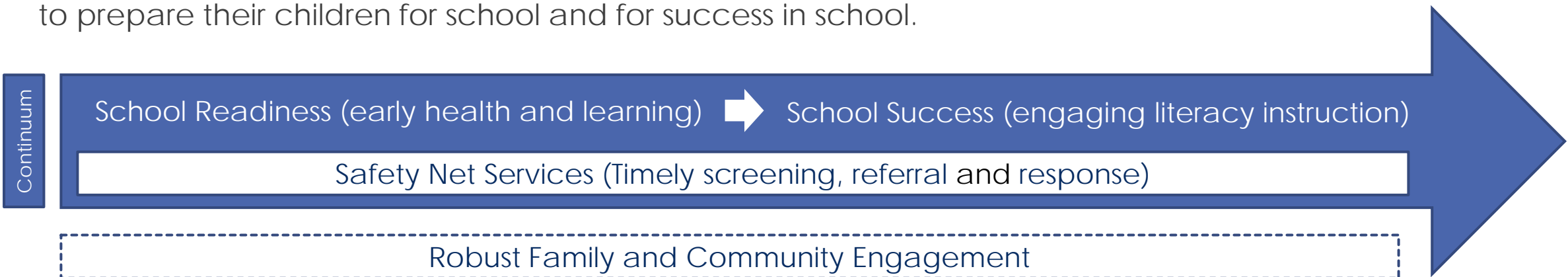
*While closing significant achievement gaps*

RI Third Graders Meeting Expectations on the PARCC 3 <sup>rd</sup> Grade ELA Exam	
Subgroup	2016-17
Students with Disabilities	10%
English Language Learners	13%
Hispanic Students	24%
Low-Income Students	25%
Black Students	26%
All Students	40%

# By 2025, 75% of third-graders in Rhode Island will be reading at grade level

**Governor Raimondo's Third Grade Reading Action Plan** focuses on four specific and complementary strategies aimed at doubling the state's third grade reading proficiency level in eight years:

- **School Readiness:** Ensure all children are ready to learn in school.
- **School Success:** Provide all children with high-quality literacy instruction in and out of school.
- **Safety Net Services:** Effectively serve young children at high-risk with state-wide screening, referral and response system.
- **Community Engagement:** Engage family and community members with a year-round campaign to prepare their children for school and for success in school.



# Performance Management Update

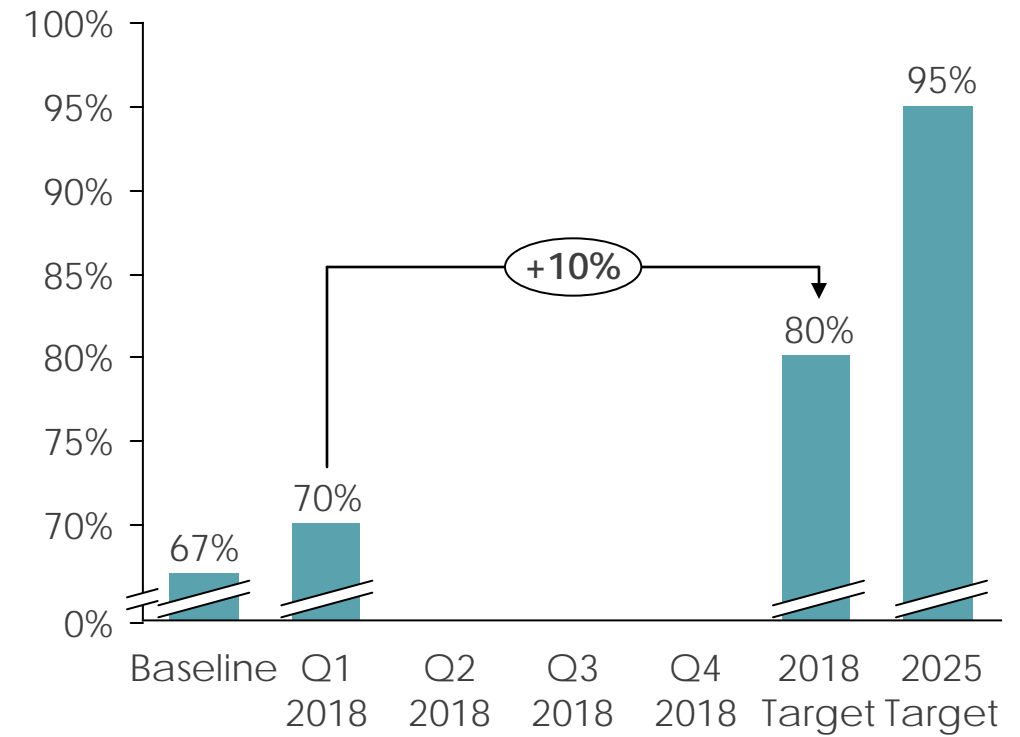
- ▶ 18 Long-term Objectives
  - ▶ We have set both FY18 targets and long-term 2025 targets for the all objectives
  - ▶ We are tracking these objectives on either a quarterly or yearly basis
- ▶ 27 FY18 Action Items
  - ▶ These action items are linked to the long term objectives
  - ▶ Different agencies have committed to these and regularly update their progress on a shared status update document
- ▶ Monthly Core Team Meetings
  - ▶ We have assembled a core team with staff from RIDE, RIDOH, DHS, DCYF and the Governor's Office that meets on a monthly basis to discuss the progress on the objectives and action items
- ▶ Quarterly Review Meetings
  - ▶ Agency directors and core team will be meeting quarterly in order to review the progress on the objectives and to make a plan in order to continue progress for the next quarter

# Upcoming: Objective Data Dashboard

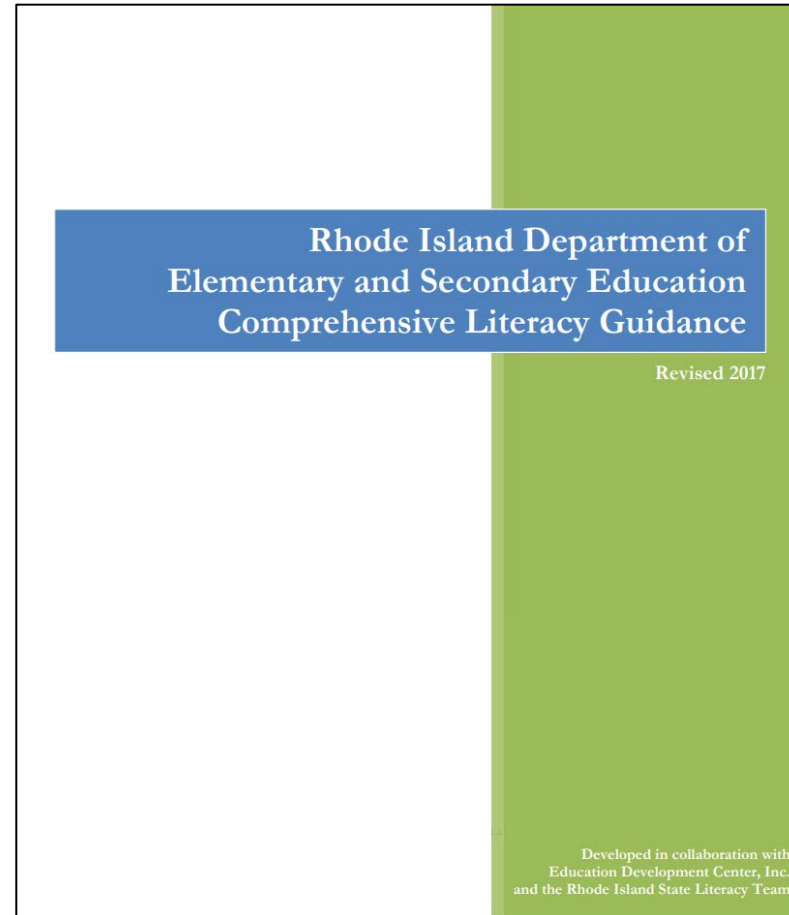
- We are currently working on a data dashboard which will track the progress on all the objectives with graphs
  - Will display baseline data, quarterly/yearly progress, 2018 targets and 2015 targets
  - Some objectives will be updated quarterly; some yearly
- Will be on the Children's Cabinet website by the start of 2018

Example of objective graph:

Ensure vulnerable infants and toddlers get engaged in appropriate evidence based services

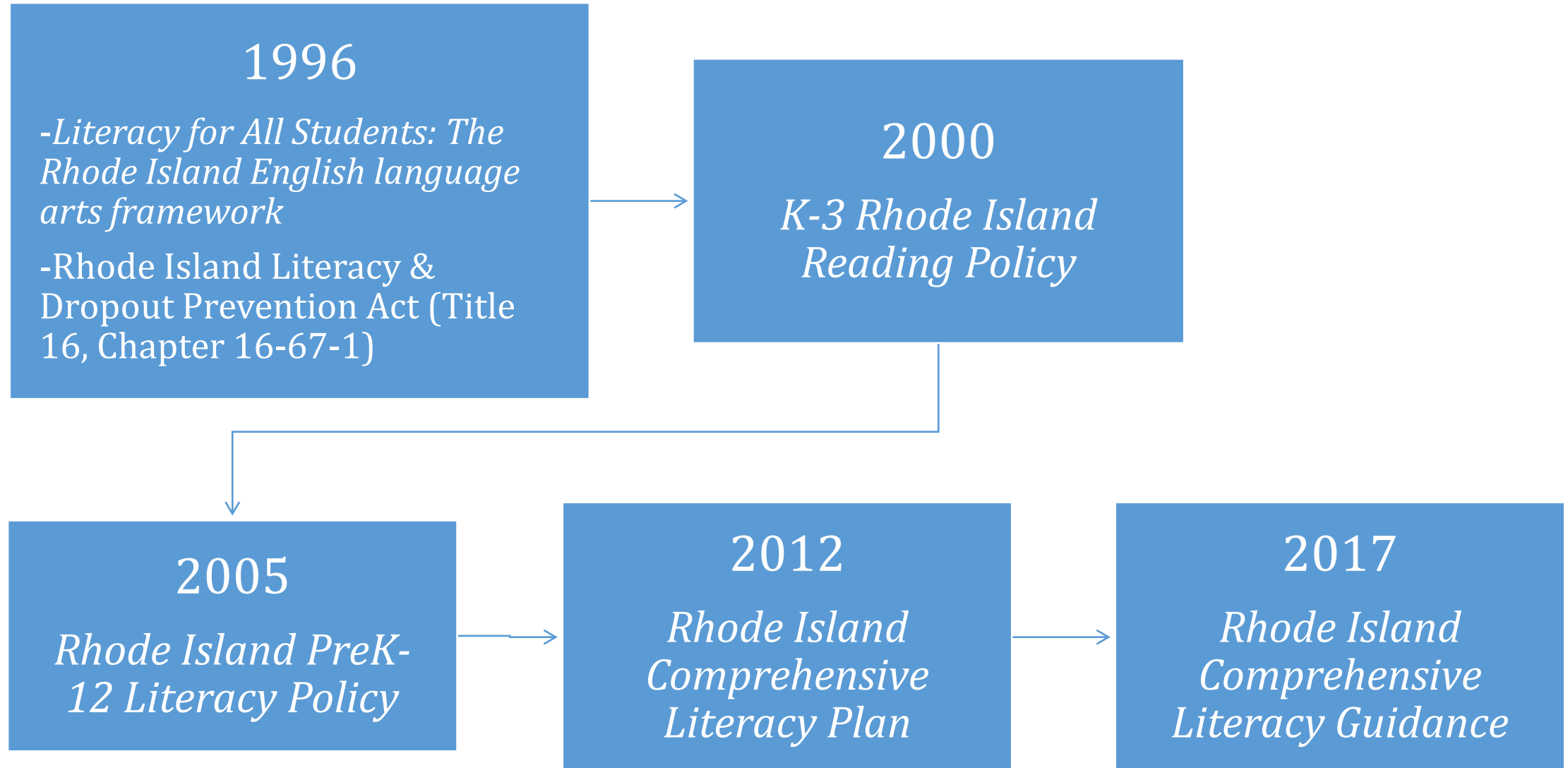


# Rhode Island Comprehensive Literacy Guidance (Revised 2017)



<http://www.ride.ri.gov/Portals/0/Uploads/Documents/Instruction-and-Assessment-World-Class-Standards/Literacy/RICLP/RICLG-5.23.17.pdf>

# Building Rhode Island's Literacy Foundation...



# The Comprehensive Literacy Guidance

- Provides the foundation for and serves to unify all state literacy initiatives for students from birth through grade 12, including, but not limited to:
  - The State Adopted Standards for Literacy
  - Rhode Island Early Learning & Development Standards
  - World-Class Instructional Design & Assessment (WIDA) consortium
  - Rhode Island Literacy and Dropout Prevention Act (16-67-2)
  - Literacy Section {L-6-2.0} High School Regulations
  - Personal Literacy Plan Guidelines

# Rooted in research...

- Components of Literacy:  
Reading

- Language Development
- Print Knowledge
- Phonological & Phonemic Awareness
- Word Identification & Recognition
- Fluency (and Reading Practice)
- Vocabulary Development
- Text Comprehension
- Motivation & Engagement

- Components of Literacy:  
Writing

- Reciprocity of Reading & Writing
- Development of Writing

- Components of Literacy:  
Speaking & Listening

# Rhode Island Comprehensive Literacy Guidance

RIDE Website:

<http://www.ride.ri.gov/InstructionAssessment/Literacy/ComprehensiveLiteracyGuidance.aspx#17150-introduction>

Contact:

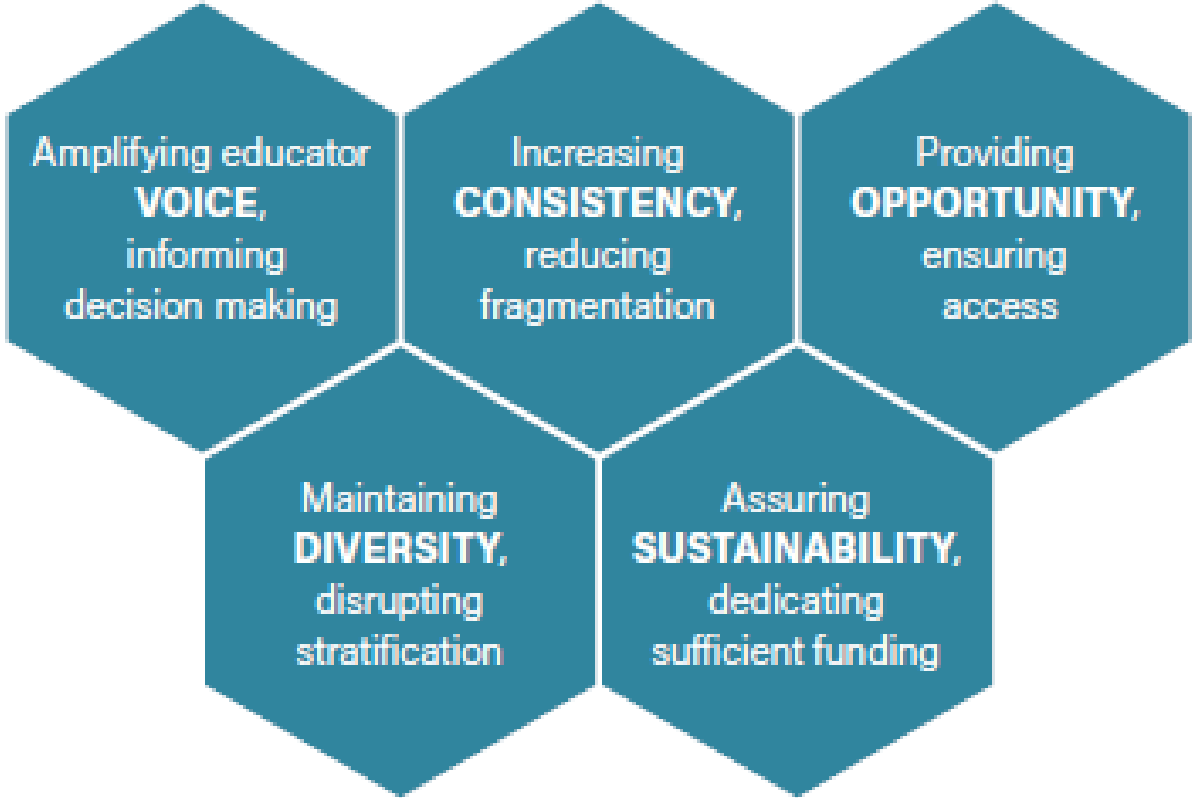
Diane Girard: [diane.girard@ride.ri.gov](mailto:diane.girard@ride.ri.gov)

Colleen O'Brien: [colleen.obrien@ride.ri.gov](mailto:colleen.obrien@ride.ri.gov)

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# Rhode Island's Early Learning Workforce

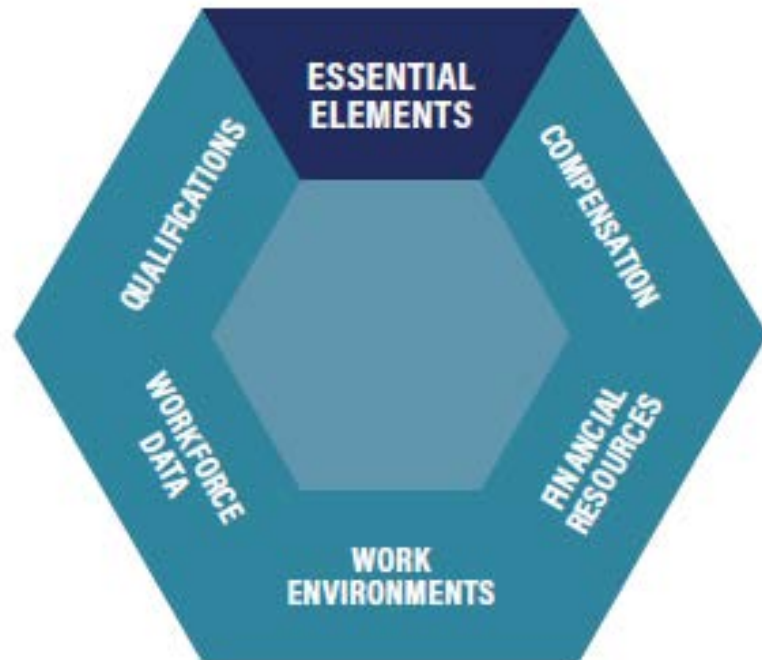
# Early Childhood Workforce Policy: Core Principles



Source: Early Childhood Workforce Index 2016, University of California Berkeley

# Early Childhood Workforce Policy: Essential Elements

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Progress toward an equitable, efficient, and effective early childhood system requires simultaneous work to improve:

- workforce preparation
- workplace supports (professional development, coaching, paid planning time, etc.)
- compensation

Making progress in each of these three areas requires:

- sufficient financial resources
- comprehensive data about the workforce

# Early Educators in Rhode Island

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Occupation	Percentile	Median wage
Surgeon	99th	≥ \$90
Kindergarten teacher	75th	\$33.59
Preschool teacher	23rd	\$15.82
Child care worker	2nd	\$9.48

## Selected Occupations Ranked by Earnings

- In 2015, the median wage for child care workers was \$9.48, **a 12% decrease since 2010.**
- For preschool teachers, the median wage was \$15.82, **a 10% increase since 2010.**

# Goals from the 2016 RI Early Learning Council Advisory Plan

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- Promote participation of teaching and caregiving staff in the workforce registry
- Increase the % of individuals who complete aligned, high-quality professional development each year
- Provide opportunities for members of the ECE workforce to complete a high school diploma, learn English as a Second Language, and/or build basic literacy and math skills
- Increase the % of teaching staff and family child care providers who meet the education qualifications required in BrightStars
- Improve the wages of teaching and caregiving staff in community-based child care and early learning programs and connect to qualifications. Ensure a minimum living wage for entry level professionals. Close the gap in wages between community-based and public school early childhood education professionals.
- Work with districts to increase the % of PK to Grade 3 teachers who hold a PreK-2 certificate
- Update the Afterschool Workforce Knowledge and Competencies for professionals working in after school and summer learning programs serving 5 to 12 year olds

# CCAP Workforce Development Resources



- ❑ Center for Early Learning Professionals:
  - ❑ Pre Service Training Requirements
  - ❑ Annual Professional Development Hours
  - ❑ Environmental Rating Scale / CLASS trainings
  - ❑ Support with Individual Professional Development Plans (IPDP)
- ❑ RI Early Learning and Development Standards Trainings
- ❑ GED Programs and Contextualized ESL
- ❑ Child Development Associate (CDA) Credential (CCRI)
- ❑ RI Early Learning and Education Training Program (CCRI)
- ❑ TEACH Scholarship Program
  - ❑ AA Degree (CCRI)
  - ❑ BA Degree (RIC)

# State Pre-K Workforce

- High qualifications among staff
  - ▣ [Defined in CECE Standards](#)
  - ▣ [Recognized by NIEER](#)
- Ensuring ECE specific knowledge and expertise
- Pay parity across setting type (PS, HS, Community-based)
- Coordination with unions around program requirements
- Demographic representation
- [Promoting ongoing data collection](#)

# Public Schools

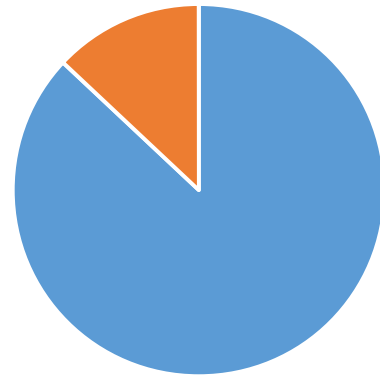
- Pre-K to 2<sup>nd</sup> grade certification and multiple overlapping areas
  - Dual certification
  - Wide breadth of certification areas
- Teacher Compensation
  - Collective Bargaining, Step System 1-12
- Classrooms
  - State Pre-K, Non State Pre-K, Special Ed Inclusion and Self Contained, Itinerant
- Teacher professional development
  - ERIDE, district level
  - PK to K Standards Alignment RIELDS Course
  - BPS Instructional PD for PK and K educators

# Head Start Preschool Classrooms in RI

- ✓ 139 classrooms
- ✓ 65 foster children
- ✓ 46 homeless children
- ✓ 50% of the teachers who left their position for higher compensation
- ✓ Availability of qualified staff has led to HS slots not being enrolled.

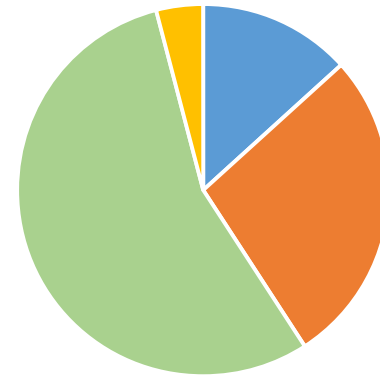


Teachers



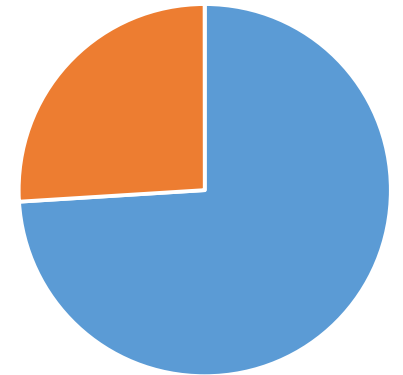
■ BA or higher ■ AA

Teacher Assistants



■ BA or higher ■ AA ■ CDA ■ HS

Family Development



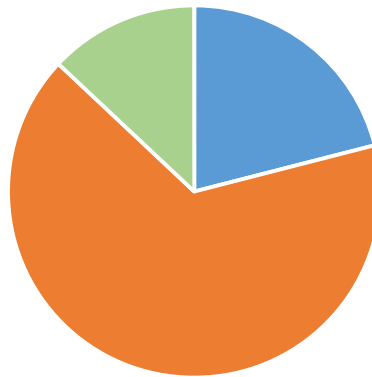
■ BA or higher ■ AA

# Early Head Start Classrooms and Home Visitors in RI

- ✓ 595 children served
- ✓ 42 foster children
- ✓ 26 homeless children
- ✓ 7 teachers left during the course of the last year, only one leaving due to higher compensation.
- ✓ There are currently slots not being enrolled due to being unable to hire qualified staff
- ✓ 10 home visitors left during the course of the year. Sixty percent of them leaving for higher compensation.

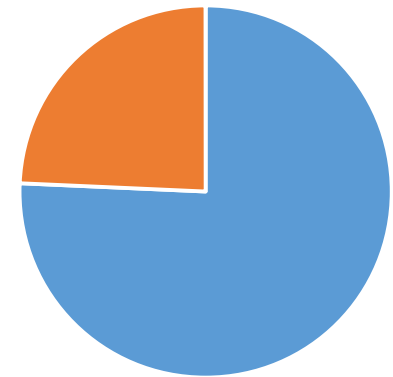


Teachers



■ BA or higher ■ AA ■ CDA

Home Visitors



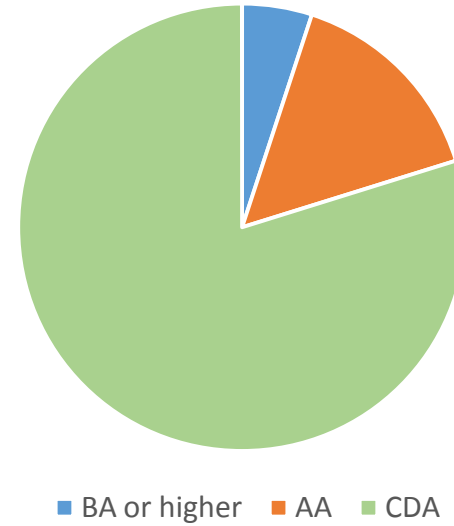
■ BA or higher ■ AA

# EHS/CC Classrooms in RI

- ✓ 19 infant toddler EHS/CC classrooms
- ✓ 19 foster children
- ✓ 11 homeless children
- ✓ The infant toddler childcare workforce has seen tremendous instability. There is nearly a 70% turnover rate and no teacher left their position due to higher compensation.



Teachers





**In addition:**

- Coursework aligns to the State of Rhode Island's developing Infant Toddler Credential.
- Credited coursework enhances professional development and helps child care programs increase their Bright Stars rating.
- This and other courses within the Roger Williams Infant Toddler Certificate sequence are stackable toward an Associates degree. Course credit for prior professional development may be awarded.
- Course enables students to more quickly earn the national CDA credential (Child Development Associate).
- Course embeds cultural competency training. Students who are bilingual have in-class access to a Bilingual Expert in Early Childhood Education.

## **Roger Williams University, The School of Continuing Studies is **LAUNCHING A CERTIFICATE** in **Infant Toddler Teaching & Learning\*****

**Coursework is for English- and Spanish-speaking  
Educators**

Through the study of infant and toddler development, as well as investigations in classroom practice and family engagement, participants will enhance their knowledge of very young children. Practical, applied assignments and customized mentoring and coaching will enable students to refine and strengthen child to staff interactions, caregiving, curriculum, and teaching. This class celebrates the work of teachers presently employed as infant or toddler teachers, assistant teachers, directors, home care providers, and other caring adults.

**This program is designed for the working professional.**

*\*Pending approval*

# Early Intervention Workforce

- Physical Therapists
- Speech Therapists
- Occupational Therapists/COTAs
- Nutritionists
- Nurses
- Social Workers/Clinicians
- Educators/Special Educators
- Service Coordinators (BS/BA lvl)

- Behavioral Specialists
- Psychologists
- Infant Mental Health Specialists
- Interpreters
- Data Managers
- Administrative Support
- Supervisors/Directors/  
Managers/Administrators

# RI Early Intervention Workforce Resources

## Sherlock Center

- Routines Based Interviewing and Coaching
- Relationship Based Interventions
- Deaf and Hard of Hearing population
- Evaluation and Assessment
- Quality of EI processes
- Transition to the Part B system
- Individual trainings at program level as needed
- Sherlock website resources related to EI

## EOHHS

- Routines-Based Interview Incentive
- Professional Development Grant
- Reimbursement to programs for required trainings
- Individual technical assistance and support to programs
- Use of national resources as needed (ITCA, ECTA, NPDC, etc.)

## Other

- National EI related (ITCA, ECTA, NPDC, indiv. Professional org)
- MIECHV trainings
- RIAIMH trainings

# Early Intervention Workforce Plan

- Substance Exposed Newborns and their families
- Mental Health Issues (for self-care and care for families)
- Working with refugee population
- Cultural Competency
- Routines Based Early Intervention
- More comprehensive system and web based trainings for consistency
- Continue Professional Development Grants
- IDEA: Join forces to develop a state-wide Birth to Three Conference??????



# What is Rhode Island's Family Home Visiting?


- Match parents with trained professionals to provide them with information, guidance, and support during pregnancy and throughout the first years of a child's life.
- Relationship-based
- Focused on the parent-child relationship
- Culturally responsive and respectful
- No-cost
- Voluntary
- One short-term and three evidence-based, long-term family home visiting models
- Thirteen local implementing agencies
- Statewide

The logo for "Love that baby" features the words "love", "that", and "baby" stacked vertically in a playful, rounded font. "love" is green, "that" is orange, and "baby" is purple.

love  
that  
baby

Our Family Visitors offer **FREE** support to moms-to-be, parents, and babies.

 401.222.5960




 Text baby to 444999





Parents as Teachers  
Affiliate

- Improve pregnancy outcomes by helping women engage in good preventive health practices
- Improve child health and development by helping parents provide responsible and competent care
- Improve the economic self-sufficiency of the family by helping parents develop a vision for their own future, plan future pregnancies, continue their education and find work.
- Reduce child maltreatment
- Improve parent-child interactions and children's social-emotional well-being;
- Increase school readiness;
- Increase access to primary care medical services and community services; and  
decrease child injuries and emergency department use.
- Increase parent knowledge of early childhood development and improve parent practice
- Provide early detection of developmental delays and health issues
- Prevent child abuse and neglect
- Increase children's school readiness and success

Model	Staff Education/ Requirements	Staff Recruitment and Retention: July 1,2017- September 30,2017
	<p><b>Supervisors-</b> Masters degree in human services/ related fields related to children and families or bachelors degree with three-five years of relevant experience</p> <p><b>Family Visitors-</b> Minimum of high school diploma/equivalent, college coursework preferred . In RI Bachelors Degree in early childhood /human services or related field in required.</p>	<p><b>Number of new FTE MIECHV Home Visitors: 11</b>  Number of continuing FTE MIECHV Home Visitors: 62  Number of FTE MIECHV Home Visitors: 73</p> <p>Number of new FTE MIECHV Supervisors: 2  Number of continuing FTE MIECHV Supervisors: 18  Number of FTE MIECHV Supervisors: 20</p>
	<p><b>Supervisors-</b> Registered nurse with nursing experience in community, maternal or child health or mental/behavioral health. BSN <b>required</b> for home visitor; MSN preferred for supervisor.</p> <p><b>Nurse Home Visitors-</b> Registered nurse with nursing experience in community, maternal or child health or mental/behavioral health. BSN <b>required</b> for home visitor.</p>	<p>Number of new FTE MIECHV Other Staff: .2  Number of new FTE MIECHV Other Staff: 7.1  Number of FTE MIECHV Other Staff: 7.3</p> <p><b>Staff Vacancies</b>  <b>Number of vacant FTE MIECHV Home Visitors: 11</b>  Number of vacant FTE MIECHV Supervisors: 0  Number of vacant FTE MIECHV Other Staff: .4</p>
	<p><b>Supervisors-</b> Bachelors degree in human services/ fields with three-five years of relevant experience</p> <p><b>Parent Educators-</b> The minimum qualifications for parent educators are a high school diploma or and two years' previous supervised work experience with young children and/or parents. Bachelors degree in human services/ related field required in RI.</p>	<p>As of December 1, 2017 total number of vacancies: 3  *Does not include FMLA</p>



# Family Home Visiting Workforce



## Education Level (n=93)

1 Year in Degree Program	1%
4 Years in Degree Program	2%
Advanced Degree	14%
Associates Degree	2%
Bachelor's Degree	60%
HSD/GED	2%
Vocational/Job Skills Training (no degree)	1%
Blank	17%

## Prior Experience in Home Visiting/ MCH (n=93)

Yes	54%
No	30%
Blank	17%

# Small Group Discussion

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- Identify one actionable strategy to recognize and reward members of the early learning workforce.
- Identify one actionable strategy to encourage people to enter the early learning field.
- Identify one actionable strategy to encourage people to remain in the early learning field.

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# Policy & Program Updates

# RI Early Intervention ICC Retreat

## Focus Areas

- Workforce Recruitment and Retention
- Family Engagement and Retention
- Outreach and Collaboration

## What we accomplished

- Where do we want to be?
- How do we get there?
- Impact Matrix (Effort vs Impact)

## Next Steps

- Draft to ICC group for input
- Next ICC meeting: Finalize goals/activities and begin action plan

# Guidance for Public Schools: Early Childhood Evidenced Based Best Practices

- [Early Learning RIDE ESSA Page](#)
- **Policy Mandates:**
  - ❑ State Title I plans must describe how they will support LEAs and schools that choose to support early childhood programs
  - ❑ The Title I state plan must also be coordinated with programs under the Head Start Act and the Child Care and Development Block Grant Act (Sec 1111(a)(1)(B)).
  - ❑ State plans under the McKinney-Vento Homeless Assistance Act must include strategies to ensure that homeless children have the same access to SEA- or LEA-funded public preschool programs
  - ❑ Title I State report cards must include number and percentage of students enrolled in preschool programs
  - ❑ LEAs are required to create agreements to coordinate services with Head Start agencies, and must ensure that ESSA-funded early childhood services comply with Head Start performance standards.



# Public Comment



# 2018 Council Calendar

## 2018 Early Learning Council Meetings

- Wednesday, March 21, 9:00 to 12:00 noon
- 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