

RHODE ISLAND EARLY LEARNING COUNCIL

December 12, 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

Discussion: State Pre-K Expansion

Policy & Program Updates – Program Quality

- BrightStars Revisions
- Child Care Licensing
- RIDE Comprehensive Early Childhood Education Regulations

Policy & Program Updates:

- PDG Birth to 5 State Grant Application
- Think Babies 2019 Policy Goals & Campaign Plan

Public Comment & Next Steps

Optional Work Group Discussion: Meeting Social-Emotional Needs and Addressing Behavioral Concerns of Children in ECE Programs

- Overview of Work Group activities
- Drafting recommendations

Planning for State Pre-K Expansion

Pre-K Expansion Discussion

December 13, 2018

ELC Meeting

Agenda

- Current State of Our High-Quality Pre-K Program
- Overview of Mission
- Challenges with Expansion
- Discussion Groups

Current State of Our High-Quality Pre-K Program in Rhode Island

High quality standards for staff

- Lead teachers must have a BA and a Pre-K to 2nd Grade certification
- Assistant teachers must have a high school degree and 12 ECE/CD credits

Professional Development

- 20 hours of professional development a year
- PD plans and coaching

Mixed delivery system

- 30% public schools, 37% Head Start, 33% child care agencies

Full day program

- 6 hours a day, 5 days week, 180 days per year

Cohesive, developmentally appropriate curriculum

- All classrooms utilize the RI Early Learning and Development Standards and Workforce Knowledge and Competencies.

Goal to Maintain Our Quality

~Ranked #1 in the Nation for Pre-K quality by *U.S. News & World Report*

~Rhode Island is one of only 3 states to meet all 10 NIEER (National Institute for Early Education Research) quality standard benchmarks for state funded pre-k

High-quality pre-k should be available to every 4-year-old in Rhode Island

Overview of Mission

- Our goal is to achieve **Universal Pre-K** *without sacrificing quality*
- Universal Pre-K is achieved when **70% of 4-year-olds** are enrolled
 - 70% = 7,000
 - 10,000 is the estimated amount of four-year-olds by RI Kids Count; overall RI birthrate has been decreasing and is currently between 10,000 and 11,000
- Connection to **Governor's 3rd Grade Reading Goal**
 - Increasing pre-k accessibility will be an important component of raising 3rd grade test scores and improving other student outcomes
- **Supporting ELL students** earlier
 - Increased enrollment of ELL students in state pre-k may reduce remediation for students in later grades by building crucial language skills earlier on

Challenges with Expansion

- **Facilities**

- Difficulties with satisfying facilities requirements
- Overall lack of adequate space for pre-k classrooms

- **Workforce Development**

- Finding/retaining qualified and effective staff
- Paying competitive wages

- **Preserving the Full Childcare System**

- Limited infant/toddler spots

Small Group Discussion

Divide into small groups (5 or less)

- Discuss at least one or two of the below discussion areas
- On sticky notes write ideas and place in one of the 3 categories:
 - **Keep:** aspects that are going well with the current model and we should maintain through expansion
 - **Challenges:** issues that are currently happening or that we foresee will happen with expansion
 - **Recommendations:** ideas to prevent challenges/facilitate successful expansion

Discussion Areas

1. High-quality, mixed delivery system for Pre-K

2. Developing diverse, effective Pre-K teachers

3. Engaging families and managing enrollment

4. Coordinated Efforts to Strengthen the Birth to 3rd Grade early childhood education system

Policy & Program Updates – Program Quality



BrightStars Think Tank

Strengthening the Framework | 2018



Introduction

According to the 2018 RI Kids Count Factbook, there are 794 licensed early learning programs across the state of Rhode Island; however, fewer than 20% of these programs are rated as “high quality.”

In response to these statistics and the state's prioritized investment for Rhode Island's youngest residents, the Department of Human Services convened the BrightStars Think Tank to solicit recommendations for strengthening the state's Quality Rating Improvement System (QRIS.) The Think Tank was comprised of various early childhood educators, providers and stakeholders. **In April 2017, the Think Tank shared twenty-four recommendations with the state for consideration.**

The Department reviewed these recommendations internally with partners across the state to present thoughtful action steps for strengthening the QRIS. **Revisions to the BrightStars framework were made in October 2018 .**



*All children
should have
access to
high quality
early learning
opportunities.*

DHS Organized these Recommendations into 4 Key Strategy Areas:



1 Program Observation Tools

- Evaluate current program observation tools (ERS and CLASS)
- Expand onsite coaching and mentoring to 1- and 2-Star providers
- Work closely with FCC to reshape the ERS training

2 DHS & DCYF Licensing Alignment

- Preserve the state's licensing regulations as the foundation for the state's QRIS.
- Improve the clarity of licensing regulations for FCC

3 BrightStars' Framework Improvements

- Ensure consistency between licensing and QRIS' standards
- Convene a quarterly BrightStars Advisory Group
- Explore a hybrid model (point/block) only after evaluating the impact of the revisions within the existing block model.

4 Workforce Development & Credentialing

- Improve access to advanced coursework in Spanish
- Honor the CDA or 3 college credits as a stand-alone to make level 3 more attainable
- Revise the RIELDS trainings

BrightStars Impact to Date (July-November):

Feedback Visits Conducted: 102

Number of Programs who Increased: 22



July

Feedback Visits* Conducted: 30

Number of Programs who Increased: 4

- 2 centers went from 1-Star to 3-Stars
- 1 center went from 1-Star to 2-Stars
- 1 center went from 2-Stars to 4-Stars

August

Feedback Visits Conducted: 19

Number of Programs who Increased: 3

- 2 SA programs went from 1-Star to 2-Stars
- 1 public school went from a 3-Star to a 4-Star

September

Feedback Visits Conducted: 22

Number of Programs who Increased: 4

- 2 centers went from a 1-Star to 2-Stars
- 1 center went from a 3-Star to a 4-Star

October

Feedback Visits Conducted: 26

Number of Programs who Increased: 11

- 8 centers went from 1-Star to 2-Stars
- 1 center went from 1-Star to 3-Stars
- 3 centers went from 3-Stars to 4-Stars

November

Feedback Visits Conducted: 5

Number of Programs who Increased: 0

*Feedback visits are for new, renewal and star increase applications

Opportunities for Discussion

BrightStars Engagement



Informational Sessions on the BrightStars Revisions:

Centers: January 16th and 23rd

Family Child Care: January 15th and 22nd

BrightStars Quarterly Advisory Group:

- January 29th 1:00-2:30pm @ CELP
- April 29th 2:30-4:00pm, Location TBD
- July 29th 2:30-4:00pm, Location TBD
- October 28th 2:30-4:00pm, Location TBD

*Locations TBD, contact info@riaeyc.org for more information

For more information on the changes to the BrightStars framework, contact:

Caitlin Molina, Assistant Director of Child Care
Rhode Island Department of Human Services
Email: Caitlin.Molina@dhs.ri.gov



Child Care Licensing Updates

- Staffing Updates:
 - Onboarding of new Licensing Specialists
 - Search for new supervisor
- FCCH regulation final edits in process
- Results of Monitoring Reports online
- Launch of new website
- Background check:
 - Expanded requirements
 - Capacity for criminal background checks
 - Online portal for DCYF Clearances

Child Care Background Checks

In 2014, The Reauthorization of the Child Care and Development Block Grant (CCDBG), a Federal Law, was passed, and full compliance was required with this law as of September of this year (2018).

Original Requirements

- National Criminal (FBI Fingerprint check)
- Statewide Criminal (RI BCI)
- Child Abuse and Neglect Check (DCYF CPS Clearance, formerly, DCYF CANTS)

Additional requirements

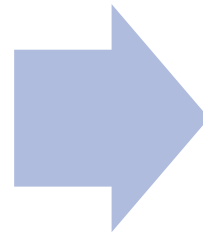
- Checks repeated every 5 years
- National Sex Offender Registry
- RI Sex Offender Registry
- Interstate Criminal*
- Interstate Child Abuse and Neglect*
- Interstate Sex Offender Registry*

**Only applicable for individuals who live or have lived outside of RI in previous five years.*

Comprehensive Early Childhood Education

Reformatted to align with new guidelines

- No significant changes to content
 - New decibel level



Upcoming changes will be to blend State Pre-K and CECE regulations into one comprehensive document.

PRESCHOOL DEVELOPMENT GRANT B-5

Early Learning Council
Presentation
December 12, 2018

GRANT OVERVIEW

Grant Purpose: “To develop, update, or implement a strategic plan to facilitate collaboration and coordination among ECE programs in a mixed delivery system to prepare low-income and disadvantage children to transition into the local educational agency or elementary school.”

Five Activities:

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
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
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
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
5. **Quality Improvements:** Improve overall quality of early childhood care and education programs in the State
(Note: Activities 1 & 2 must be completed before 5 begins)

GRANT DETAILS

- Grant time period is December 2018-December 2019. Funds must be expended in that time period.
- States who did not receive a previous PDG or Race to the Top get +10 points
- If we get 70/100 points, we are eligible for funding consideration, but we may still not get funded
- We can get partially funded
- If we are not funded, we are still eligible for PDG Expansion Grants in future years

RI'S APPLICATION

Focused on three shared goals:

- Families & children are empowered to lead healthy, engaged lives through timely, targeted services
- Children equitably access high quality early childhood care & education
- Four-year-olds participate in high-quality pre-Kindergarten classes

Request highlights:

- Emphasized the more than a decade of focused effort and progress for young children
- Identified the Children's Cabinet as a key governance structure for the grant
- DHS would serve as the lead entity, in partnership with sister Children's Cabinet agencies RIDE, RIDOH, DCYF, and EOHHS

The Administration for Children and Families will be announcing awardees in late 2018. Given some states' extended timelines for submission, we are not sure the exact date we will hear back.

RI's Draft Policy Targets 2019



| Policy Area | Goal |
|---|---|
| Paid Family Leave | <ul style="list-style-type: none">• Increase # of weeks and improve % wage replacement |
| High-Quality Child Care | <ul style="list-style-type: none">• 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.• Develop and implement wage strategy to attract and retain more qualified and effective infant/toddler educators |
| Evidence-Based Home Visiting Infant /Early Childhood Mental Health Developmental Screening & Services | <p>Design and implement a First 1,000 Days of Rite Care initiative to improve services available to families with infants and toddlers:</p> <ul style="list-style-type: none">• Improve developmental screening rates and connections to Early Intervention• Launch screening for maternal depression and provide access to dyadic therapy• Sustain and grow Evidence-Based Home Visiting• Promote use of DC: 0-5 diagnostic tool |



Campaign Elements 2019



| | |
|--------------------------------------|---|
| Overall | <ul style="list-style-type: none">• Celebration of Young Children Luncheon /Think Babies Policy Agenda – January 28, 2019• Rhode Island Reads Advocacy Agenda• Op-Eds |
| Paid Family Leave | <ul style="list-style-type: none">• Promote legislation to extend weeks and increase wage replacement• New Fact Sheet on paid family leave - with National Partnership for Women & Families |
| High-Quality Child Care | <ul style="list-style-type: none">• Promote expansion and increases for tiered quality rates in Governor’s budget and CCAP legislation through RI Campaign for Quality Child Care• Develop and advance compensation strategy(ies) to address infant/toddler workforce recruitment, development, and retention crisis.• Recruiting New Allies Roundtable - with Council for a Strong America, LISC, and EPI• New Fact Sheet/Policy Brief on Early Learning Workforce• New Fact Sheet on Child Care Licensing• Updated Fact Sheet on BrightStars• Legislators reading – Late March/Early April• No Small Matter Film Showing & Discussion – with RIAEYC• Strolling Thunder May 1, 2018 with focus on compensation |
| First 1,000 Days of Rlte Care | <ul style="list-style-type: none">• New Fact Sheet on First 1,000 Days of Rlte Care |



Public Comment



Work Group Discussion

Meeting the Social-Emotional Needs of Children in ECE Programs

Meeting the Social-Emotional Needs of Children in ECE Programs

RI State Recommendations



Bradley

Child Care Assistance Program (CCAP)



Meeting the Social-Emotional Needs of Children in ECE Programs

Agenda

1. Impetus/Goals
2. Draft Recommendations
3. Discussion
4. Read-out

Impetus/Goals

Impetus

- Knowledge that children with “high need” require access to high-quality EC programs,
- Understanding that supports for the children in EC programs are at times insufficient (delayed, limited, inaccessible, or of low-quality),
- Reality that many children are therefore expelled, suspended or continue to participate unsuccessfully.

HQ Environments & Supports

When achievement gaps exist prior to K, they typically persist and grow through elementary years. the

It is therefore critical to provide access to high quality environments and individualized supports for each and every child!

Opportunity

2018 ECPC Cross Cohort Leadership Institute

June 10-13

The ECPC Leadership Institute focuses on developing strategies with Part C and B(619) Coordinators to integrate programs, policies, and personnel into State early childhood initiatives.

| | |
|-----------|---------------|
| EOHHS | Jenn Kaufman |
| RIDE | Ruth Gallucci |
| RIPIN | Deb Masland |
| UCEDD/IHE | Amy Grattan |

Vision

RI will implement a coordinated, comprehensive and seamless system of supports ensuring all young children, birth-kindergarten entry, receive the necessary supports to successfully participate in high quality ECE programs.

Workgroup

| | |
|-------------------------------|------------------------|
| State Pre K Admin | Lisa Nugent |
| EI Director | Casey Ferrara |
| ECSE Admin | Julie Driscoll |
| Parent of a Young Child | Josh Wizer-Vecchi, |
| KIDS Count/Policy Advocate | Leanne Barret |
| State DCYF Admin | Joe Carr |
| Child Care Ed Coordinator | Khadija Lewis Khan |
| Child Care Teacher | Nicole Simone, MacColl |
| SUCCESS Representative | Becca Silver |
| Kids Connect Admin | Lisa Furtado |
| Bradley Pedi Partial | Dr. John Boekamp |
| Providence Center- EC Program | Simmy Carter |
| Imagine Preschool | Andrea Weidele |
| Autism Project | Joanne Quinn |
| Woonsocket Head Start | Mary Varr |

Short-term Workgroup Goal

By December 2018, RI will identify state-level recommendations for meeting the social-emotional needs of children in ECE programs.

After formalizing recommendations, additional workgroups will be created to continue to flush out details of implementation.

Draft Recommendations

Early Childhood Education Foundation

1. Rhode Island will adopt an early childhood multi-tiered system of support (MTSS) which includes an evidenced-based social-emotional curriculum/model and practices that are embedded throughout the daily routine.
2. Rhode Island will ensure that all early care and education professionals are provided with the necessary professional development and ongoing technical assistance to implement the MTSS and curriculum identified above.
3. Rhode Island will work with IHE to ensure that the early childhood curricula prepare students to support all children, including those with social/emotional and mental health needs.

Behavioral Health Supports

1. Given the currently available research, best practice and the increased incidence of young children with significant social-emotional needs, Rhode Island will revise the KIDSCONNECT certification standards.
2. Rhode Island will ensure that all EI and ECSE programs are screening, evaluating and considering social/emotional development when determining eligibility for services.
3. Rhode Island EI and ECSE will ensure that all children with developmental delays or disabilities are able to actively and successfully participate in high-quality general early childhood programs by working with early childhood educators to embed the necessary instruction into everyday classroom activities and routines.
4. Rhode Island will investigate and develop a comprehensive and seamless wrap-around system of behavioral health services that ensures children with intensive social-emotional needs receive the necessary supports to successfully participate in early care and education programs.

State Policy/Systems

1. Rhode Island will implement the *Reducing Suspension and Expulsion Practices* as outlined in the U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES & U.S. DEPARTMENT OF EDUCATION'S *POLICY STATEMENT ON EXPULSION AND SUSPENSION POLICIES IN EARLY CHILDHOOD SETTINGS*.
2. Rhode Island will identify strategies to promote use of Primary Caregiving and Continuity of Care as a framework for supporting young children birth-kindergarten entry, across a variety of early care and education programs.
3. Rhode Island will investigate the challenges that the lack of transportation present relevant to accessing early care and education and necessary supports.
4. Rhode Island will continue to enhance and utilize an ECE data system that is linked with other state and program data and supports the ability to look longitudinally from birth through high-school graduation.
5. Rhode Island Medicaid & private insurers to expand the recognition of acceptable diagnoses within DSM-5 (i.e. *unspecified disorder*) and the DC: 0–5™ Diagnostic Classification of Mental Health and Developmental Disorders of Infancy and EC.

Feedback

Discussion/Feedback

1. Did we capture the correct recommendations within the specific category?
2. What did we miss?
3. Additional comments

2 Minute Read-out

2-Minute Read-out

- Identify 1-2 highlights of your conversation.

Thank you

Please pass in your feedback forms & send any additional suggestions to:

Jennifer.Kaufman@ohhs.ri.gov