

Rhode Island Early Learning Council Meeting and Early Learning Council Workgroup Meeting

Wednesday, December 11, 2013 11:30-2:00
Save the Bay

Agenda

Time	Agenda Item	Lead
11:30-11:45	Welcome /Meeting Overview	Elizabeth Burke Bryant Deborah Gist
11:45-12:25	Rhode Island Workforce Study Results	Erin Oldham, PhD Executive Director Oldham Innovative Research
12:25-1:25	Strategic Plan Milestones <ul style="list-style-type: none"> • Improving Early Learning and Development Outcomes for Children • Improving Program Quality 	Allison Comport Elizabeth Burke Bryant Michele Palermo
1:25-1:45	Updates <ul style="list-style-type: none"> • Newly restructured subcommittees • RTT-ELC • RI KIDS COUNT Issue Brief: Young Children with Developmental Delays & Disabilities 	Kristin Lehoullier Melissa Emidy Leanne Barrett
1:45-1:55	Public Comment	Public Participants
1:55-2:00	Next Steps	Elizabeth Burke Bryant Deborah Gist



**RHODE ISLAND
EARLY LEARNING COUNCIL
AND WORKGROUP MEETING**

December 11, 2013

11:30-2:00 p.m.
Save the Bay





MEETING AGENDA

Welcome/Meeting Overview

Rhode Island Workforce Study Results

Strategic Plan Milestones

Updates

- Newly Restructured Subcommittees
- RTT-ELC
- Rhode Island KIDS COUNT Issue Brief: Young Children with Developmental Delays & Disabilities

Public Comment

Next Steps

RHODE ISLAND WORKFORCE STUDY RESULTS

QUESTIONS?

STRATEGIC PLAN MILESTONES



IMPROVING EARLY LEARNING AND DEVELOPMENT OUTCOMES FOR CHILDREN

Target/Strategy	Status	Notes
By 2013, the Rhode Island Early Learning Standards will be revised and updated and will include learning guidelines for Infants and Toddlers.	✓	Next Step: By 2016, the standards will be implemented and used statewide in all early learning programs.



<http://rields.com/>



IMPROVING PROGRAM QUALITY

Target/Strategy	Status	Notes
Strategy 1.1 Use BrightStars as the State's Unified QRIS with linkages to DCYF Licensing and RIDE Comprehensive Early Childhood Education Program Approval.	✓	
Strategy 1.2 Ensure alignment of program quality standards and monitoring practices across all programs and settings.	✓	Ongoing work; initial phase complete
Strategy 1.3 Update DCYF licensing regulations.	✓	Center-based Effective 11/11/13
Strategy 1.4 Clarify/streamline cross agency roles and responsibilities regarding program quality.	✓	
Strategy 2.2 Require that all DCYF-licensed, DHS Child Care Assistance Program-funded and RIDE-funded programs enroll in BrightStars.	✓	CCAP Programs Only

UPDATES



NEWLY RESTRUCTURED SUBCOMMITTEES

- ❖ Membership refreshed; enthusiastic response.
- ❖ First meetings scheduled.
- ❖ Meeting planning underway.
- ❖ Increased focus on data to support meeting agendas.



RECENT AND UPCOMING SUBCOMMITTEE MEETINGS

Subcommittee	Date
Access Subcommittee	Thursday, October 17, 2013
Program Standards and Quality	Monday, November 25, 2013
Early Learning Workforce Development	Tuesday, December 3, 2013
Early Learning and Development Standards and Assessment	Monday, December 9, 2013
Early Learning Data System	Wednesday, December 18, 2013 2-4pm



RTT-ELC: ADMINISTRATIVE UPDATE

- ❖ Administrative Update
 - ❖ Staffing
 - ❖ Communication
- ❖ Project Highlights
 - ❖ Program Quality Improvement
 - ❖ Program Standards Alignment
 - ❖ Early learning and Development Standards
 - ❖ Child Assessment
 - ❖ Data
 - ❖ Workforce



OTHER UPDATES

- ⦿ Rhode Island KIDS COUNT Issue Brief: Young Children with Developmental Delays & Disabilities

PUBLIC COMMENT



NEXT MEETING

❖ **Next Council Meeting:**

March 19, 2014

11:30 a.m.-2:00 p.m.

EARLY CHILDHOOD WORKFORCE STUDY



EARLY CHILDHOOD WORKFORCE STUDY CONTEXT

Purpose:

- ⦿ To collect and analyze data in order to inform key policy questions around supporting the current workforce by:
 - ⦿ providing a **point in time** look at the demographics, credentials, and compensation of the early care and education workforce
 - ⦿ providing a profile of program/family child care home characteristics, including the characteristics of children served
- ⦿ Ongoing data on credentials and compensation will be collected in the Early Care and Education Data System/Workforce Registry and on necessary supports through the PD/TA Center's annual needs assessment



EARLY CHILDHOOD WORKFORCE STUDY METHODOLOGY

Survey methodology: Three Surveys; Paper and Online Surveys

- Piloted
- Translated
- Option to complete survey on phone
- Emailed multiple times/Reminder postcards mailed
- Extended deadline/offered incentives
- Phone calls to programs
- Visits to programs
- Handed out at professional development event



EARLY CHILDHOOD WORKFORCE STUDY

We received surveys from:

- 178 Center Administrators
- 1042 Center Staff
 - Assistant Directors/Administrators: $78/1011 = 7.7\%$
 - Education Coordinators: $138/1011 = 13.6\%$
 - Teachers: $418/1011 = 41.3\%$
 - Teacher Assistants/Teacher Aides: $377/1011 = 37.3\%$
 - (No Answer: 31)
- 112 English speaking family child care homes; 105 Spanish speaking family child care homes



EARLY CHILDHOOD WORKFORCE STUDY RESPONSE RATE

- Centers: received 178 out of 295 = **60.3% response rate**
- Family Child Care: received 217 out of 664 = **32.7% response rate**
- Assistant Directors: received 78 (no denominator)
- Education Coordinators, Teacher and Assistant Teachers: received 964 out of about 2380 teachers (maximum based on estimates from Kids Count) = **~40.5% response rate***

lower estimates would put the teacher population as low as 2059 for a response rate of 46.8%



EARLY CHILDHOOD WORKFORCE STUDY

EVIDENCE OF GENERALIZABILITY

- Centers: 178 out of 295 = **confidence interval of 4.63**
- Family Child Care: 217 out of 664 = **confidence interval of 5.46**
- Education Coordinators, Teacher and Assistant Teachers: 964 out of about 2380 teachers = **confidence interval of 2.44**
- Further evidence of generalizability in the demographics
- Also our data **follows the national trends** indicating that the data we will look at today is “real”.

WHAT ARE THE DEMOGRAPHICS OF THE WORKFORCE?



CENTER ADMINISTRATORS

178 Center Administrators replied

- ⊙ Surveys received from 32/39 towns/cities in Rhode Island
- ⊙ 34% received CACFP funding (n=57); 9% state funded PreK (n=15)
- ⊙ 9% Head Start (n=15); 4% Early Head Start (n=7)
- ⊙ 52% For-Profit; 48% Not-for-Profit
- ⊙ 16% seeking NAEYC accreditation (n=26) and 12% NAEYC accredited (n=20)
- ⊙ 31% are participating in Bright Stars (n=52)
- ⊙ 20% are participating in the RIDE comprehensive early childhood education approval initiative (n=34)



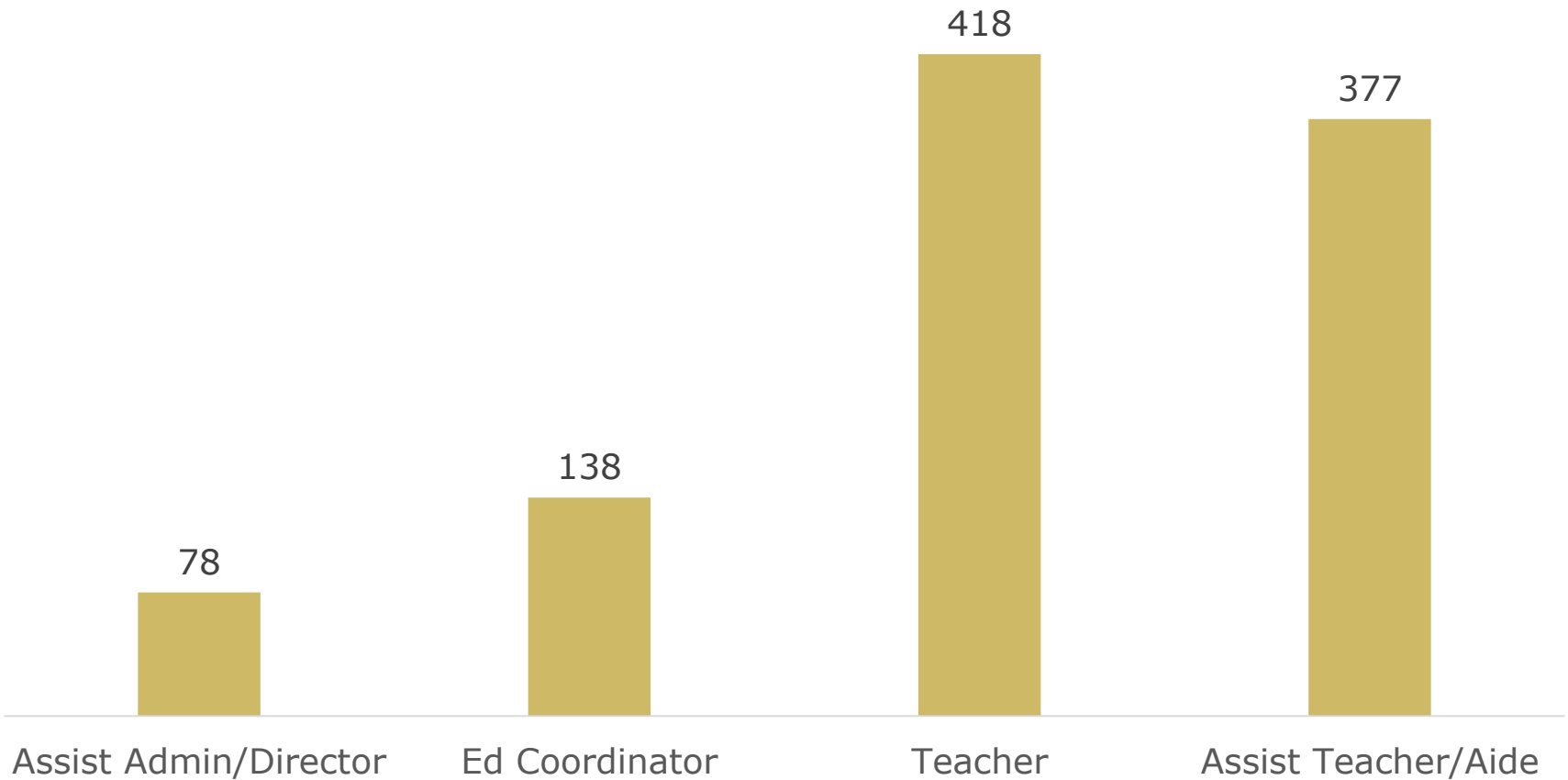
FAMILY CHILD CARE EDUCATORS

- 99% of FCC educators were female
- 58% Latino/a; 30% Caucasian; 5% African American; 4% Asian/Pacific Islander; 1% Multi-Ethnic
- 38% Fluent in English Only; 44% Fluent in Spanish Only; 17% Bilingual
- 89% owned FCC for 6 or more years (26% for more than 15 years)
- 71% work more than 40 hours with 36% working 50 or more hours
- 86% accept CCAP
- 45% have children that speak another language in their home



CENTER STAFF

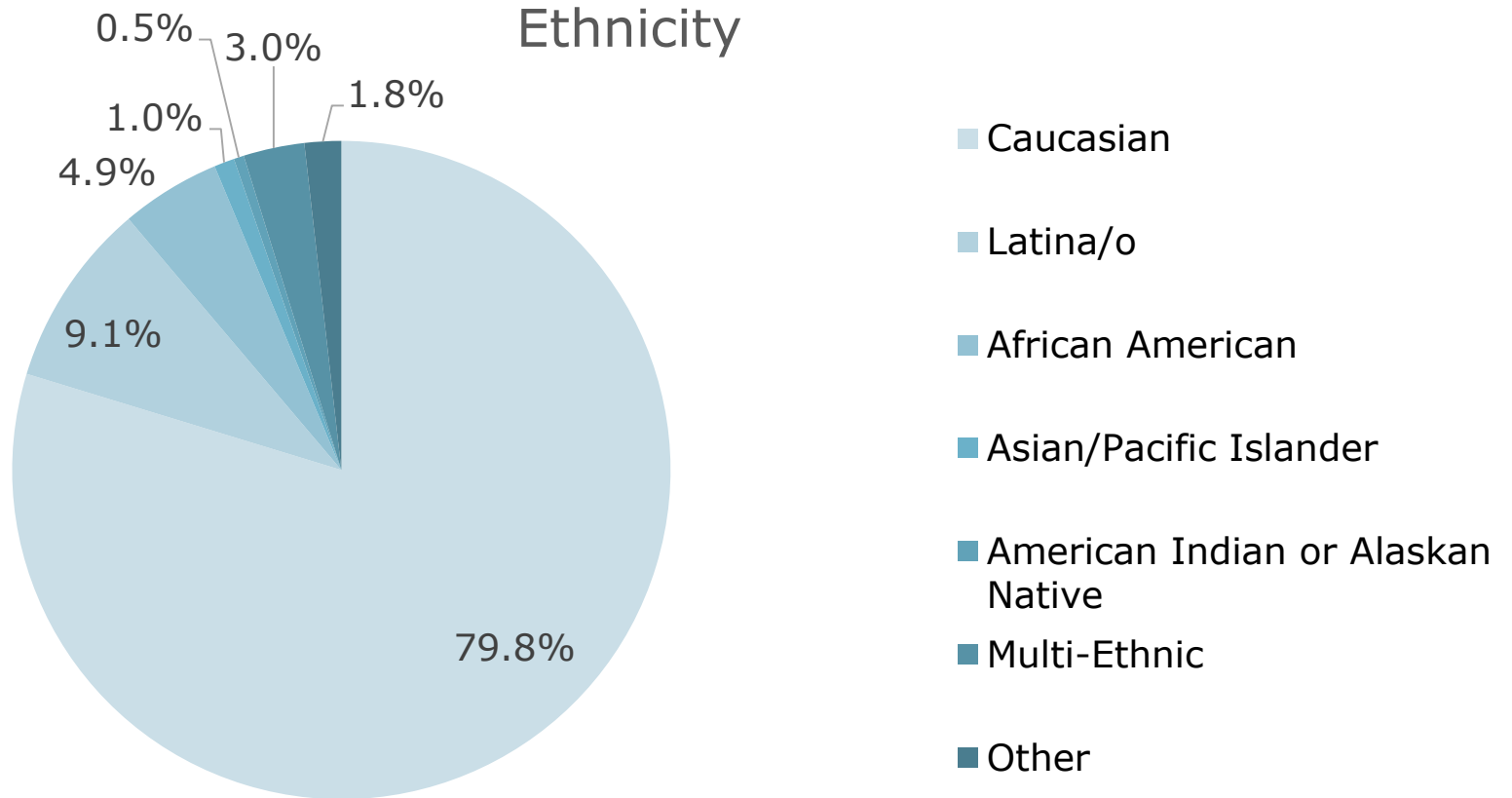
Respondents to Center Staff Survey





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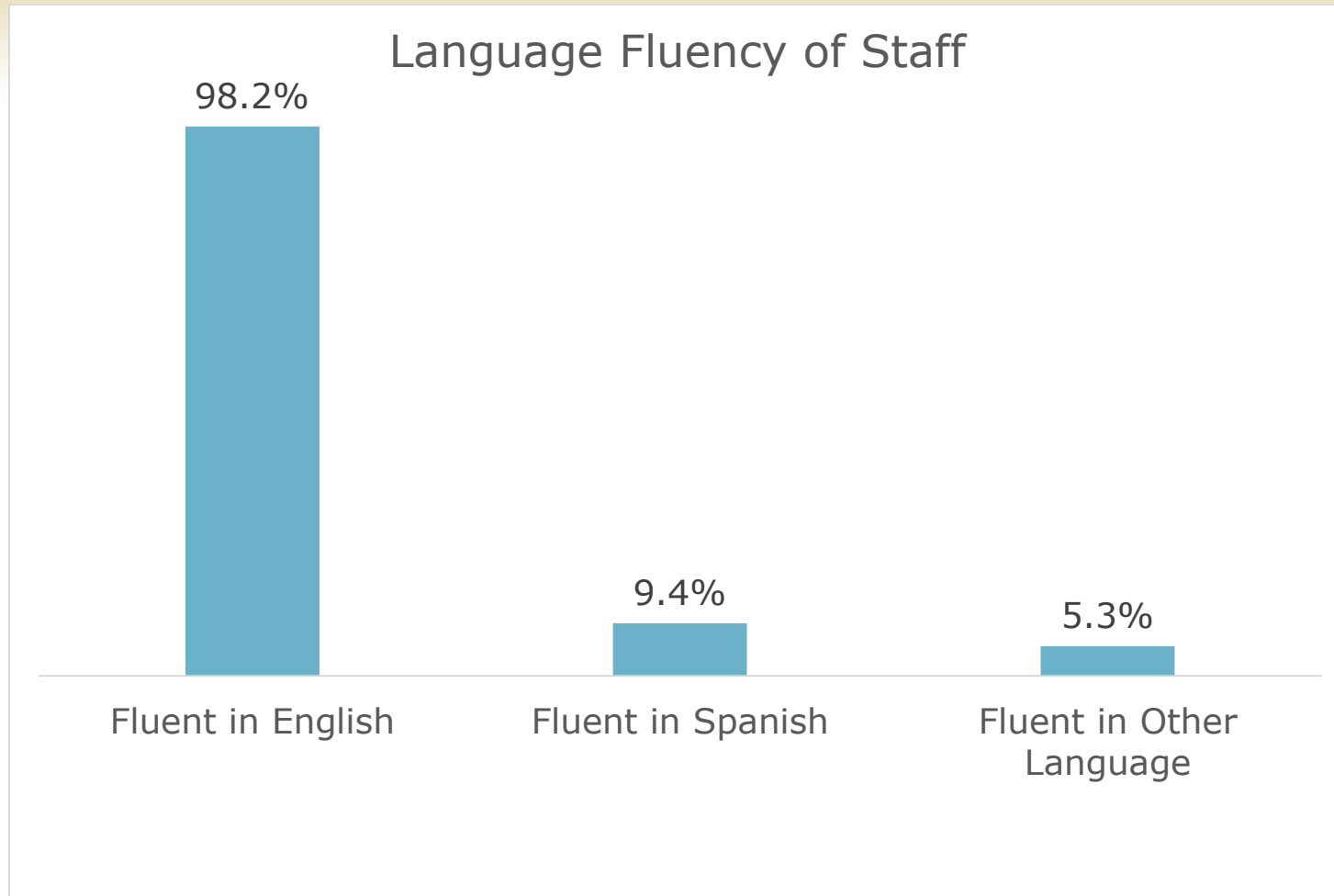
Ethnicity





CENTER STAFF

Language Fluency of Staff



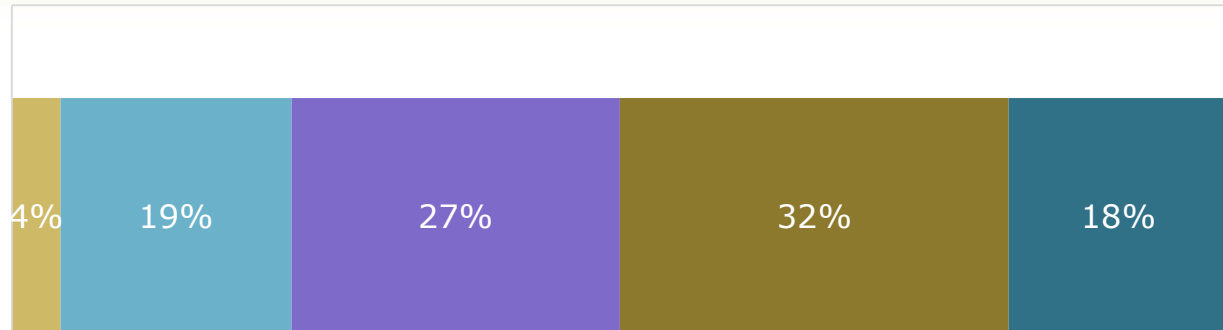


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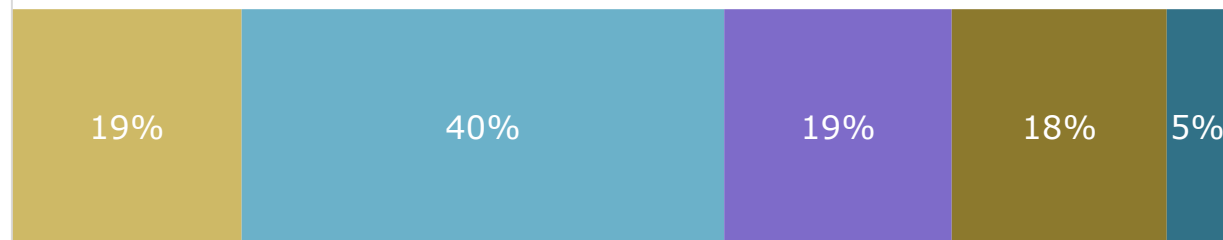
YEARS OF EXPERIENCE OF TEACHING STAFF

■ 1 Year or Less ■ 1-5 Years ■ 5-10 Years ■ 10-20 Years ■ 20+ Years

NATIONAL TEACHING STAFF



RHODE ISLAND TEACHING STAFF



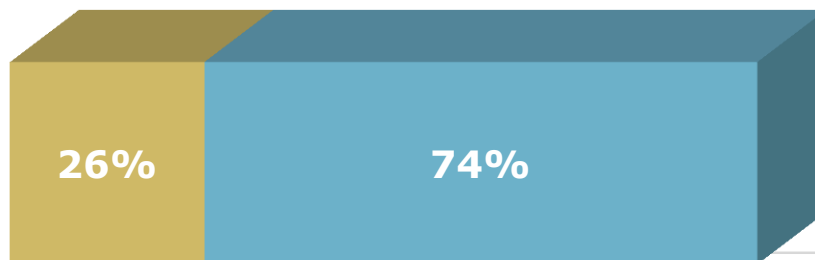


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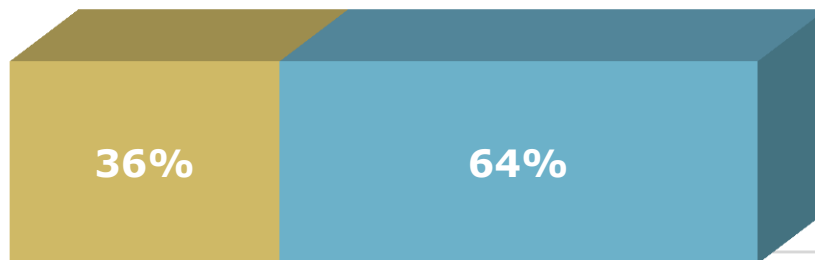
FULL AND PART TIME WORK AMONG TEACHING STAFF

■ Part Time Work ■ Full Time Work

NATIONAL TEACHING STAFF



RI TEACHING STAFF

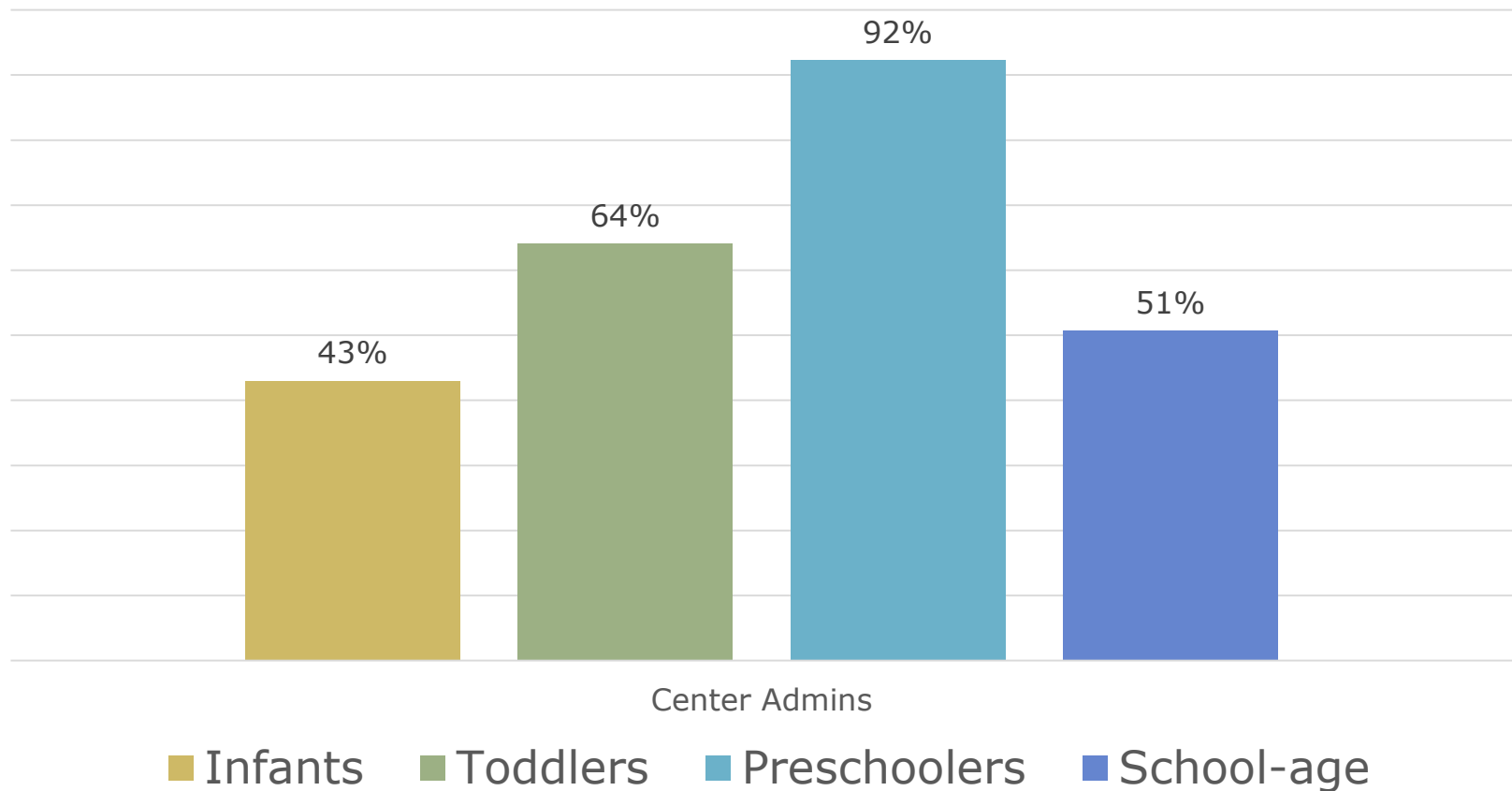




CENTER ADMINISTRATORS

AGES OF CHILDREN STAFF WORK WITH

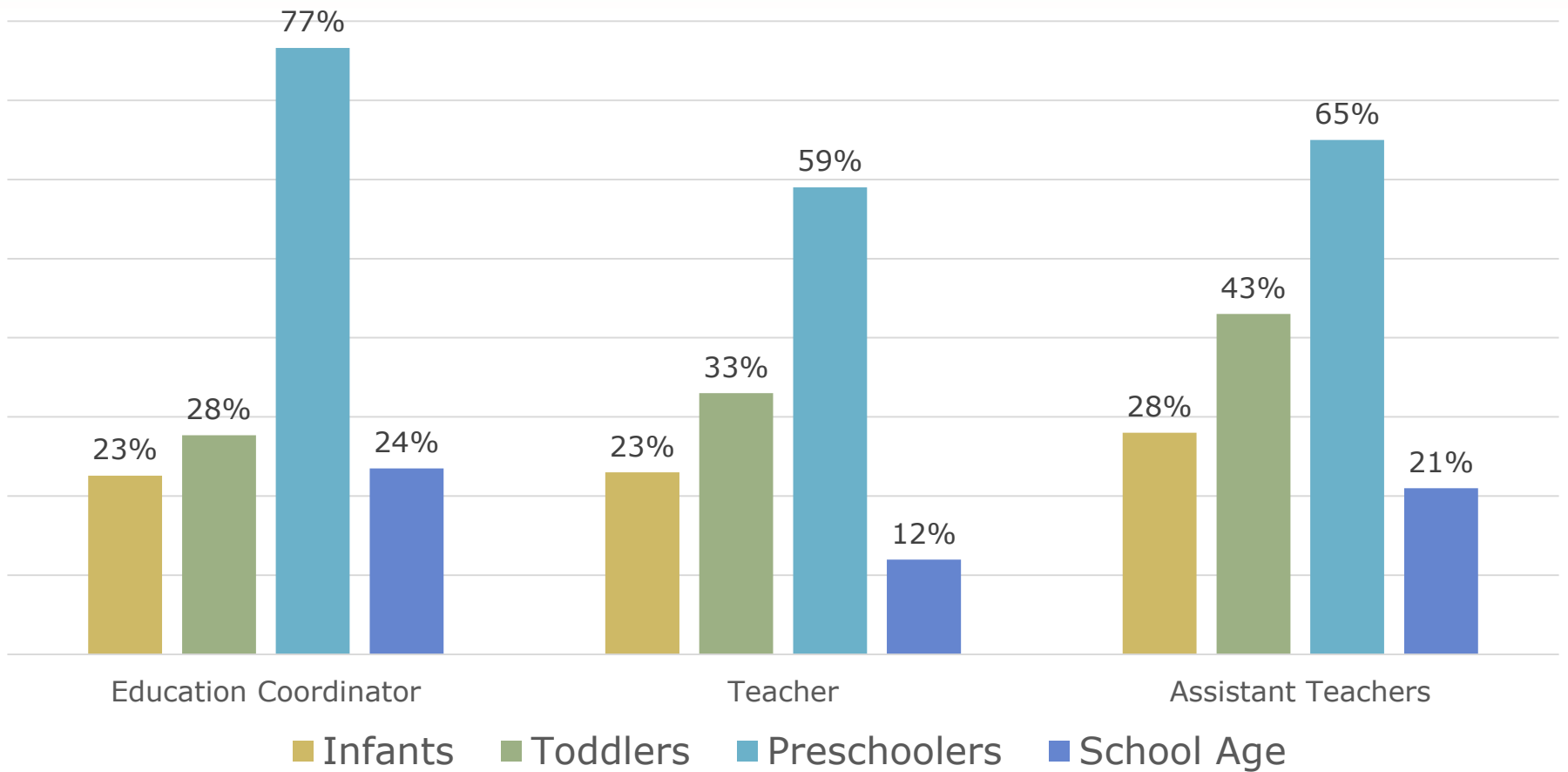
Percent of Centers Serving Age Groups





CENTER STAFF

AGES OF CHILDREN STAFF WORK WITH



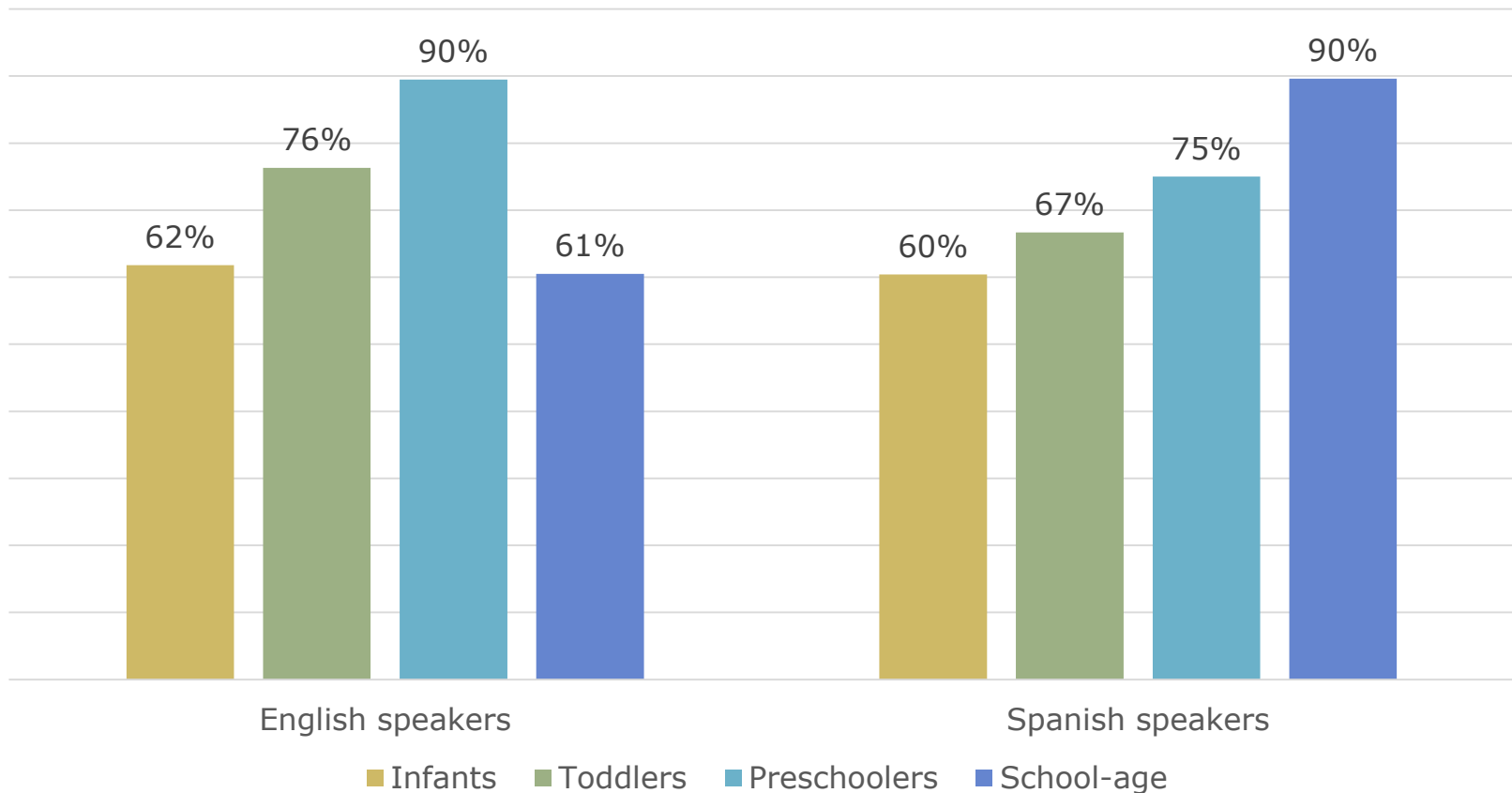


FAMILY CHILD CARE EDUCATORS

AGES OF CHILDREN SERVED

ENGLISH AND SPANISH PROVIDERS

Percent of FCCs Serving Age Groups



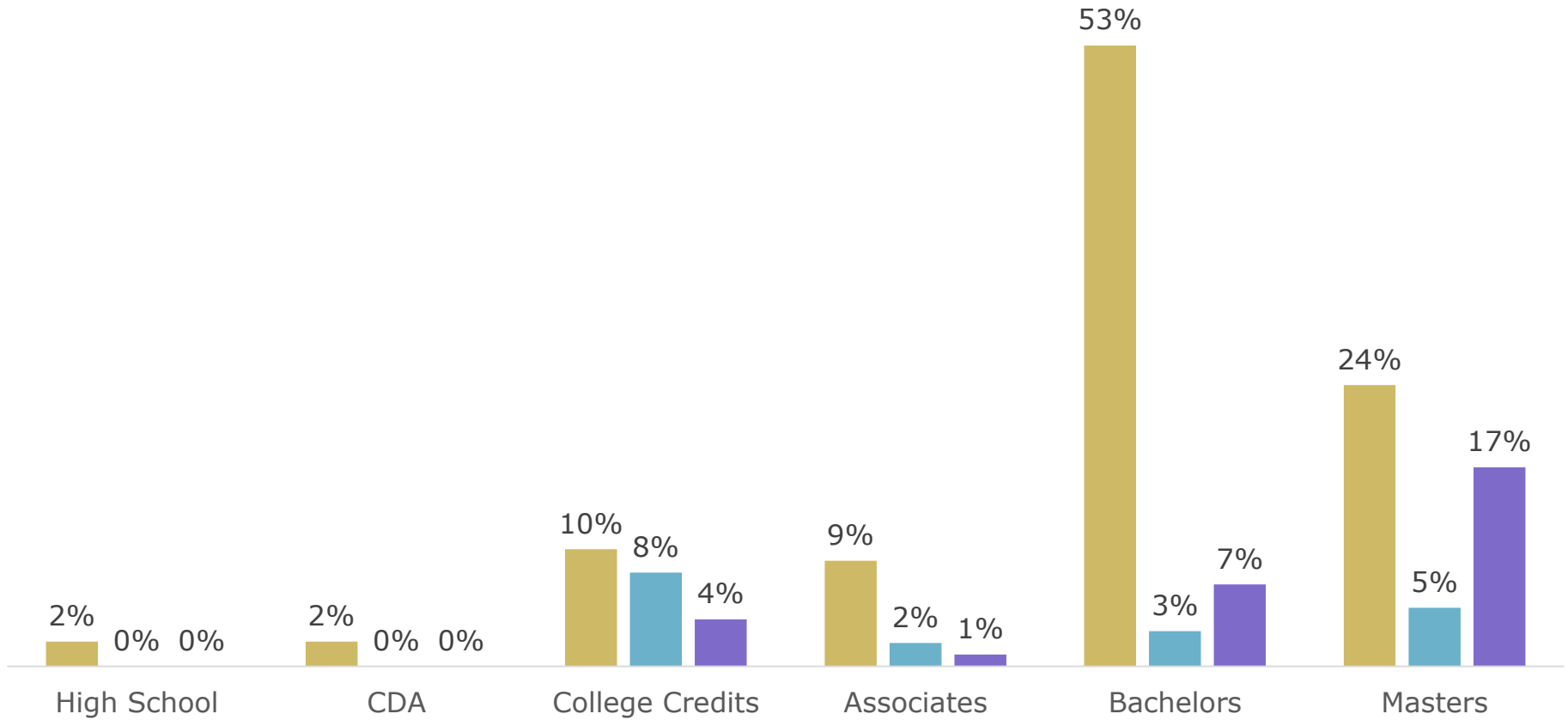
WHAT LEVEL OF EDUCATION
DOES THE WORKFORCE HAVE
AND WHAT ARE THEY SEEKING?



CENTER ADMINISTRATORS

EDUCATION

■ Current ■ Pursuing ■ Want to Pursue



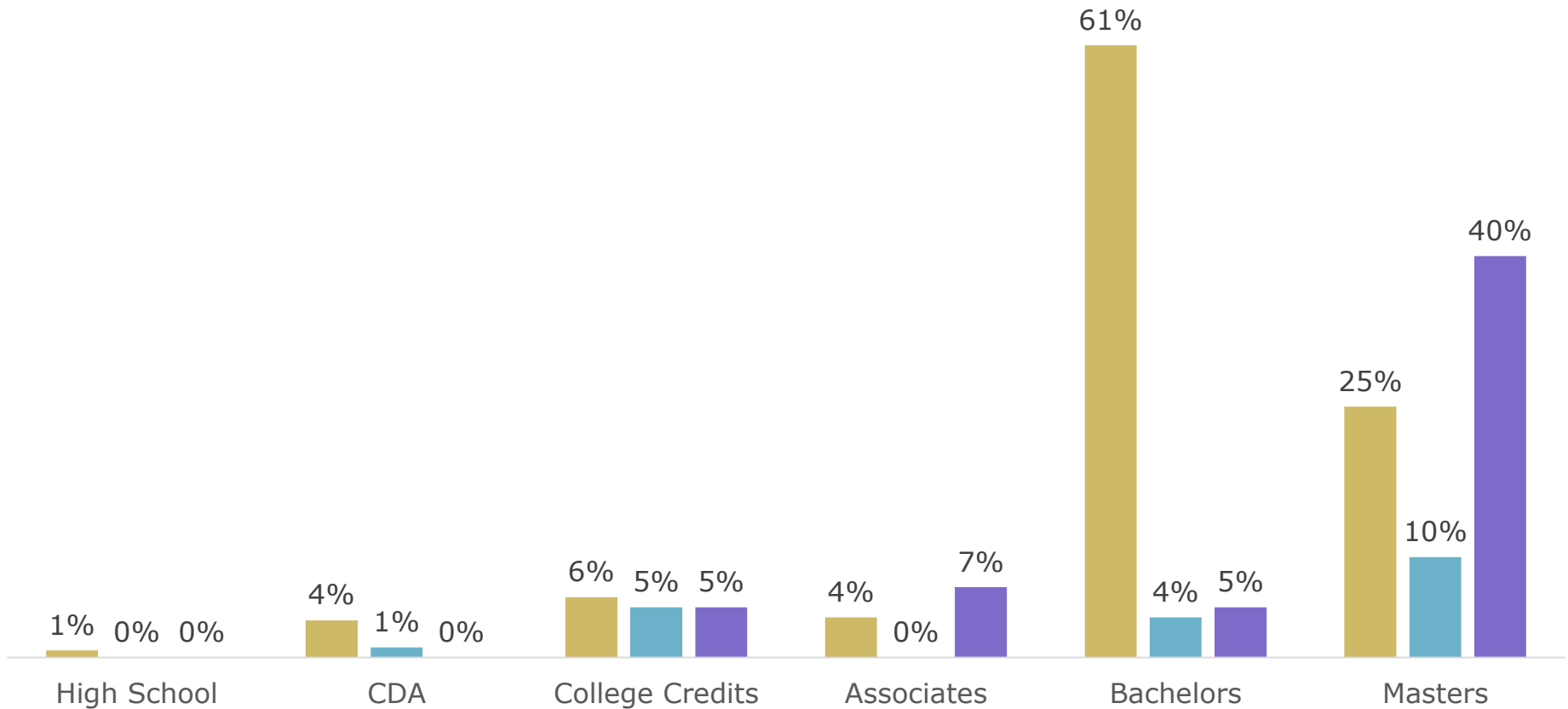


CENTER STAFF

EDUCATION COORDINATOR

EDUCATION

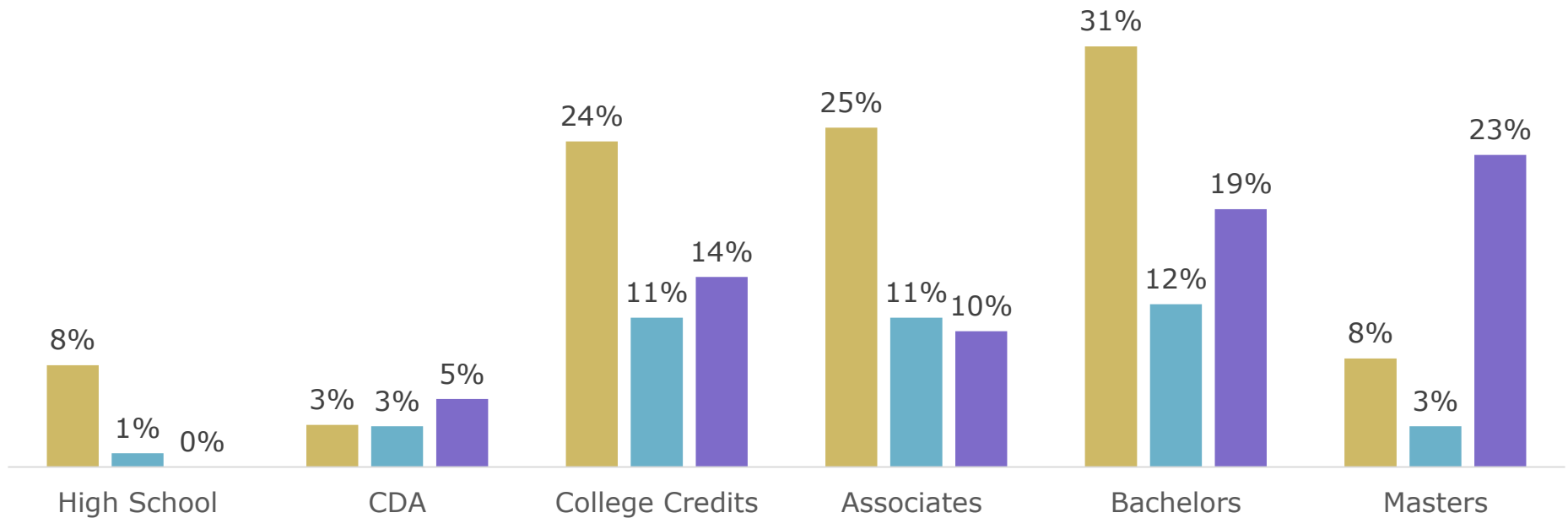
■ Current ■ Pursuing ■ Want to Pursue





CENTER STAFF TEACHER EDUCATION

■ Current ■ Pursuing ■ Want to Pursue

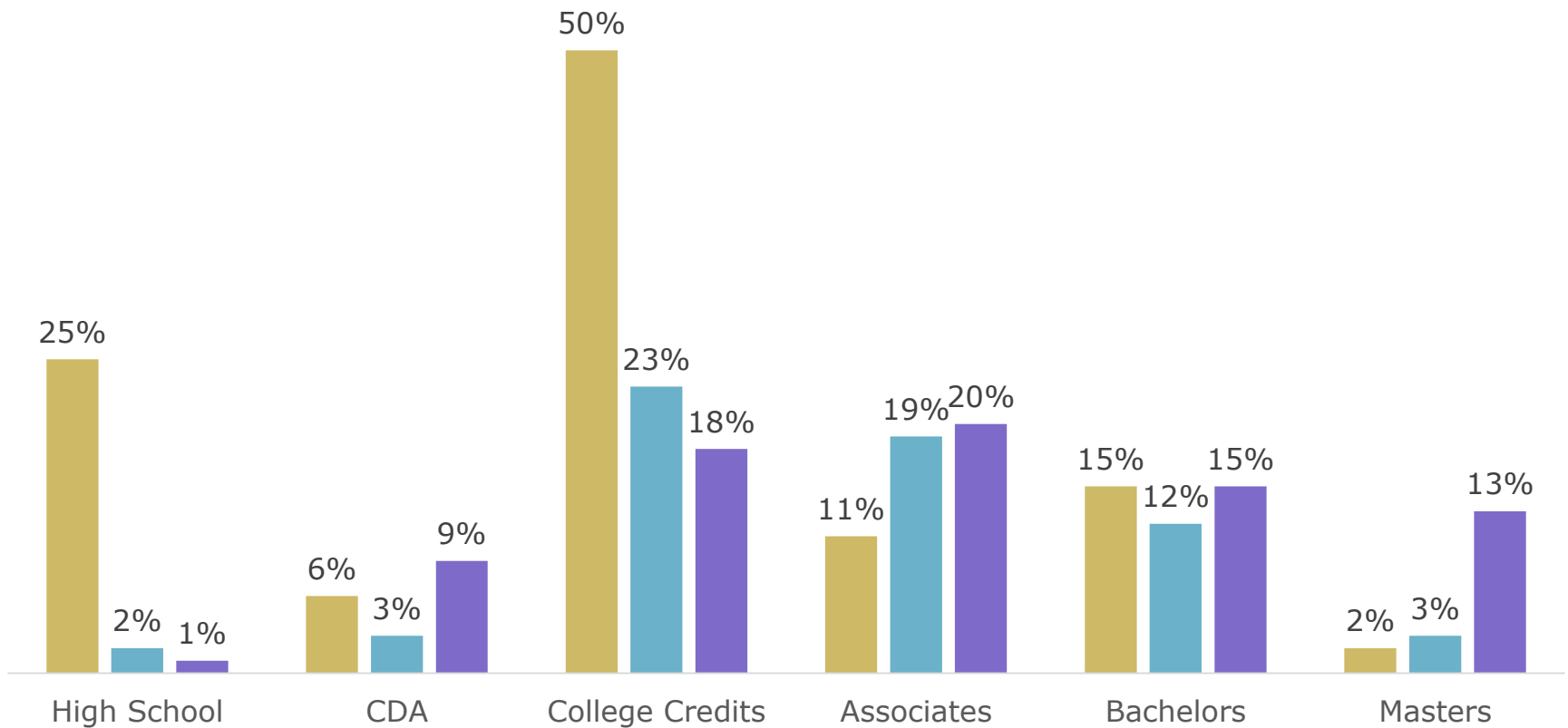




CENTER STAFF

ASSISTANT TEACHER EDUCATION

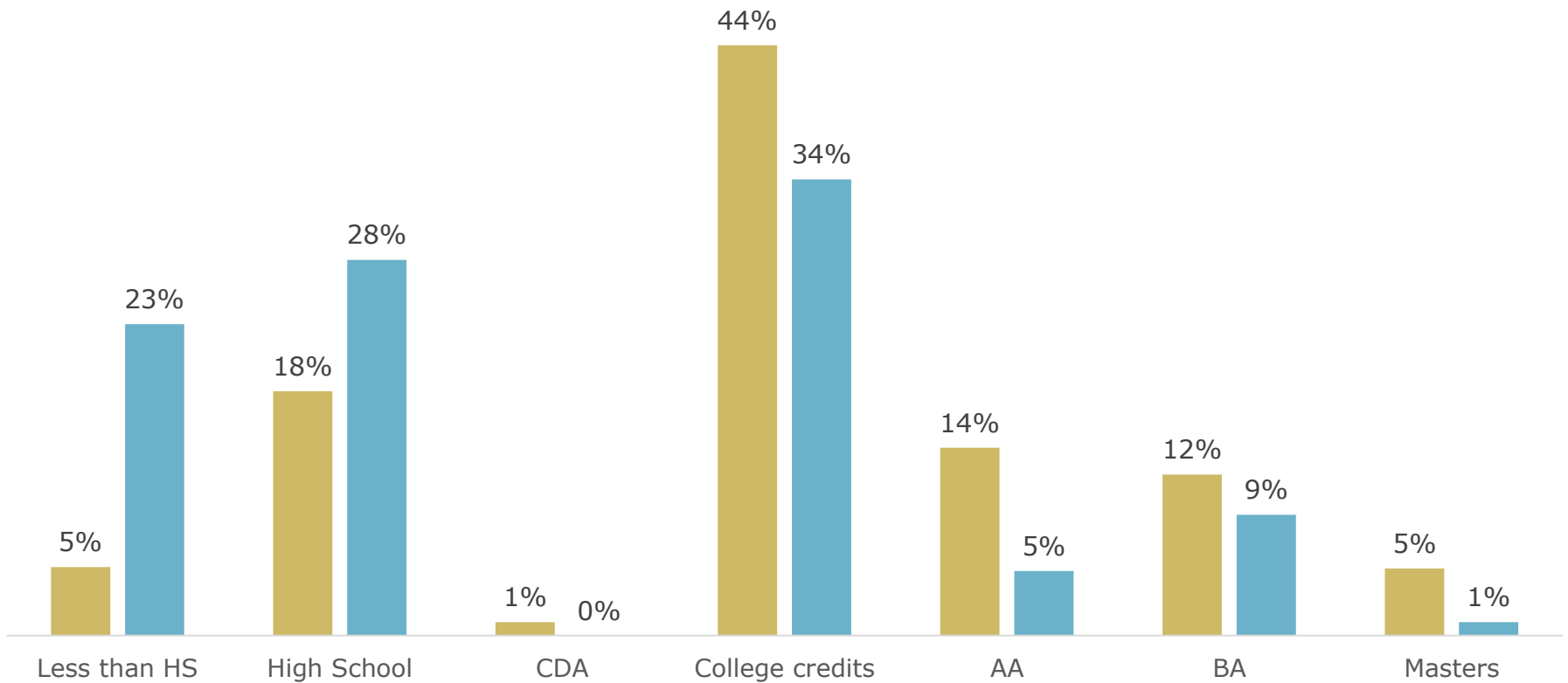
■ Current ■ Pursuing ■ Want to Pursue





FAMILY CHILD CARE EDUCATOR CURRENT EDUCATION LEVEL SPANISH AND ENGLISH PROVIDERS

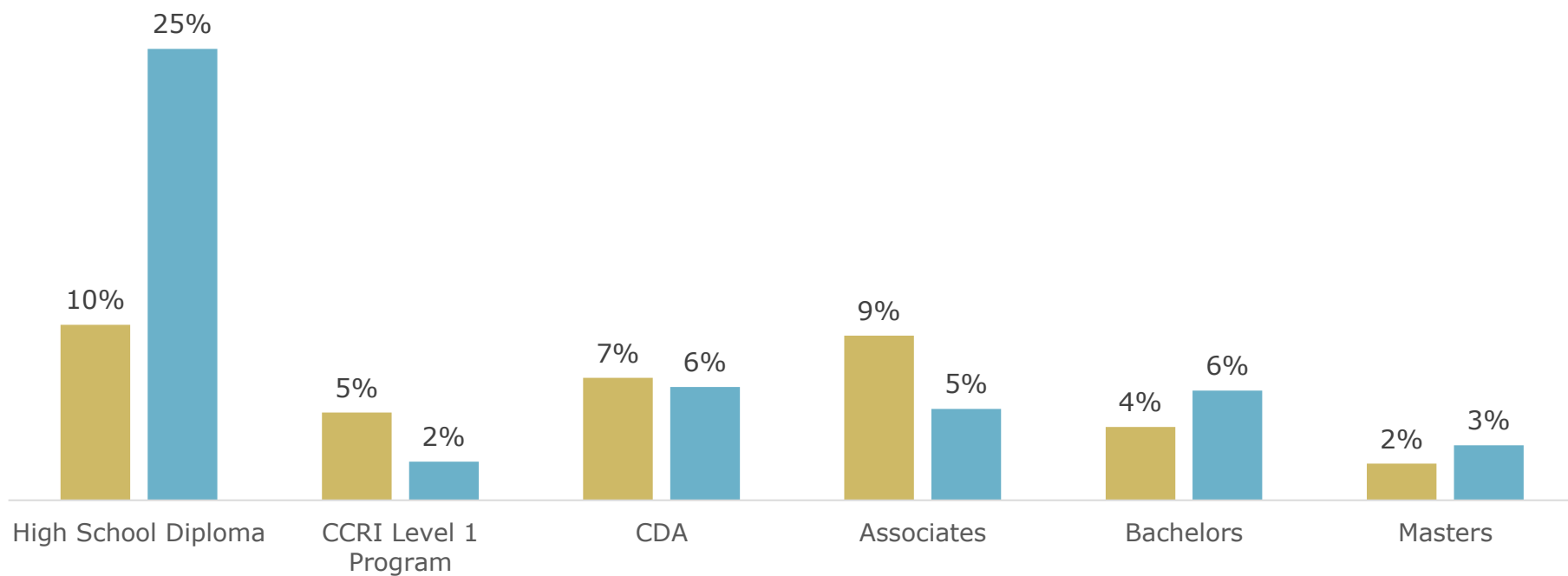
■ English speakers ■ Spanish speakers





FAMILY CHILD CARE EDUCATOR PURSUING EDUCATION SPANISH AND ENGLISH PROVIDERS

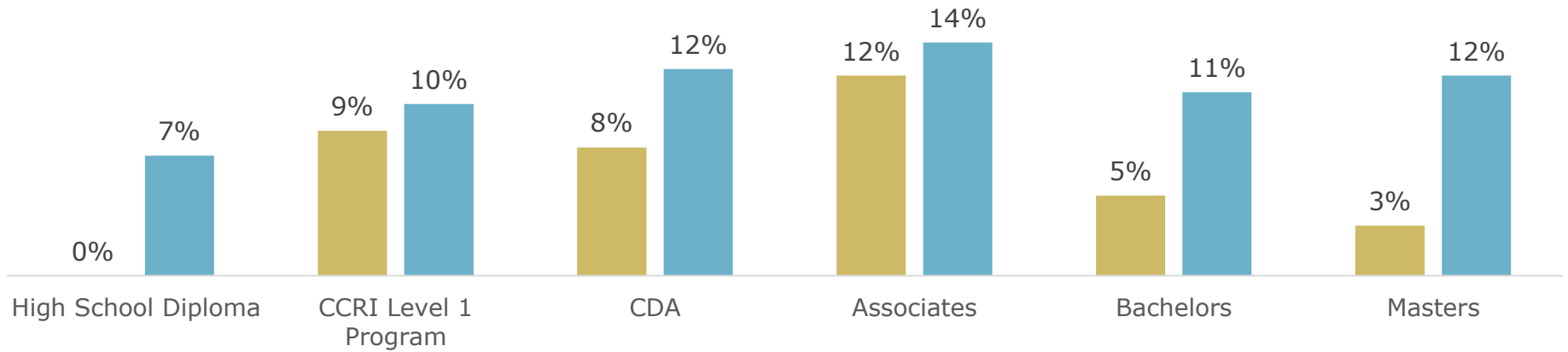
■ English speakers ■ Spanish speakers





FAMILY CHILD CARE EDUCATOR INTERESTED IN PURSUING EDUCATION SPANISH AND ENGLISH PROVIDERS

■ English speakers ■ Spanish speakers

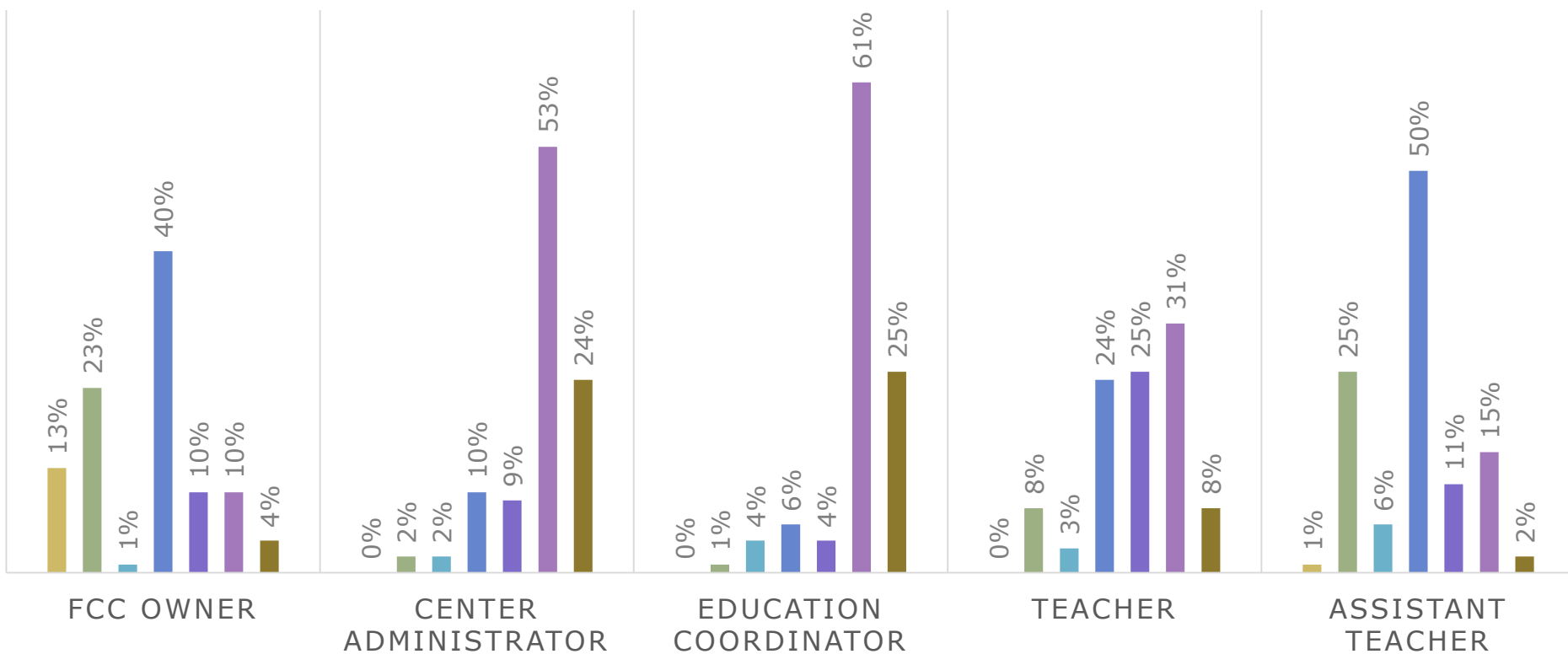




CENTER STAFF

HIGHEST LEVEL OF EDUCATION FOR ALL PROFESSIONALS

- Less than High School
- High School
- CDA
- College Credits
- Associates Degree
- Bachelors Degree
- Masters Degree

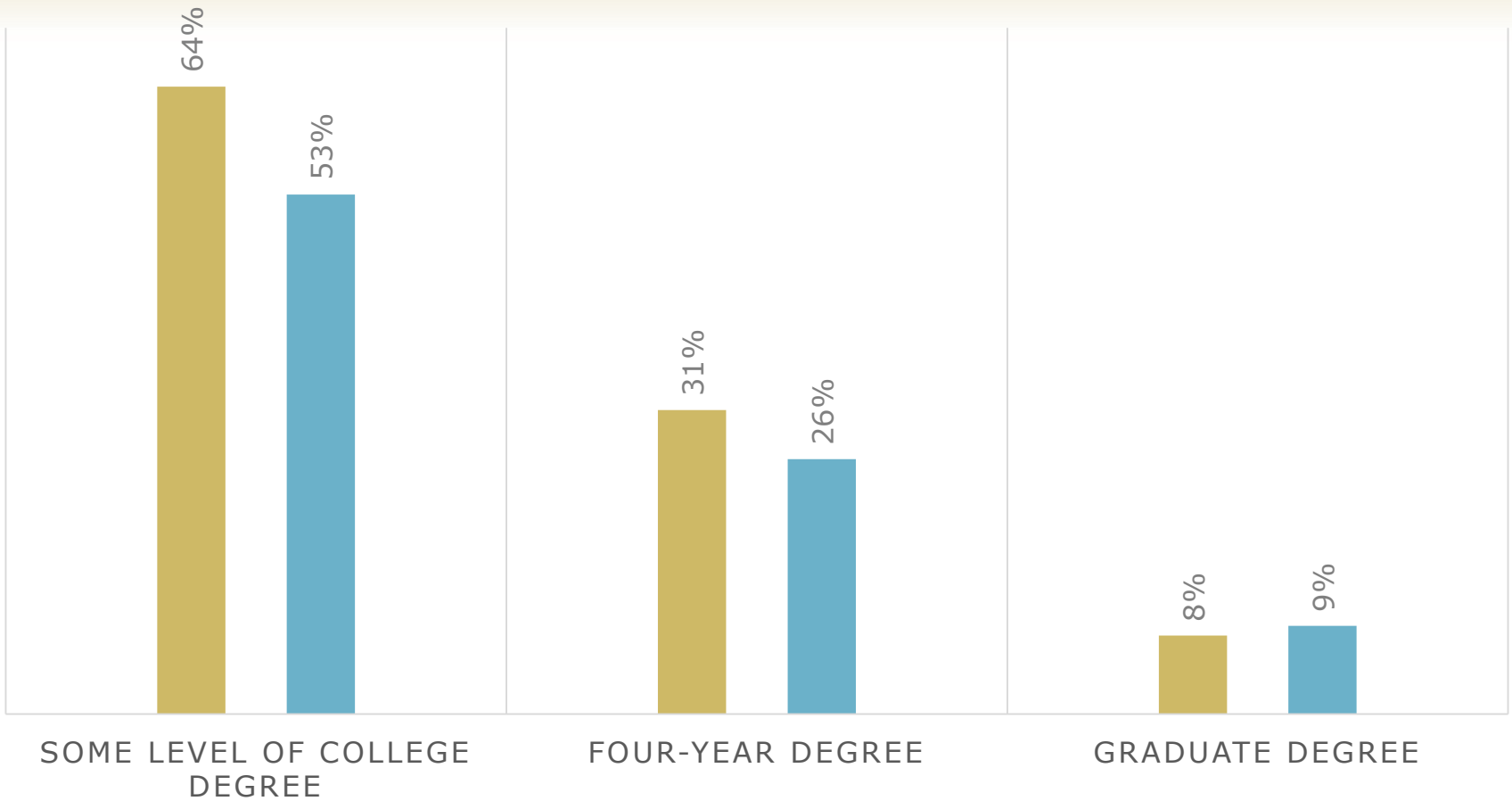




CENTER STAFF

EDUCATION LEVEL COMPARED TO NATIONAL DATA

■ RI Teacher ■ National Teacher

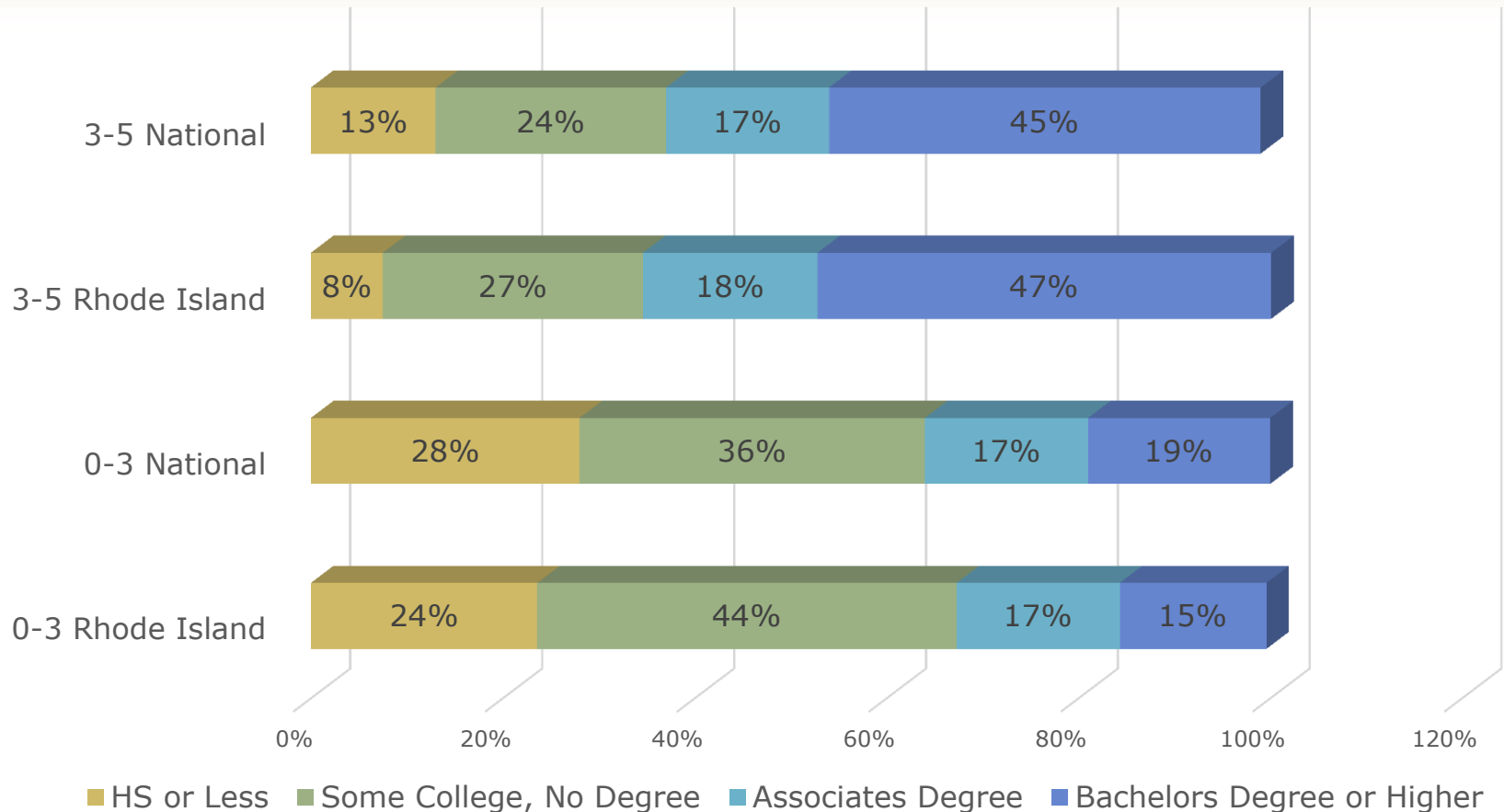




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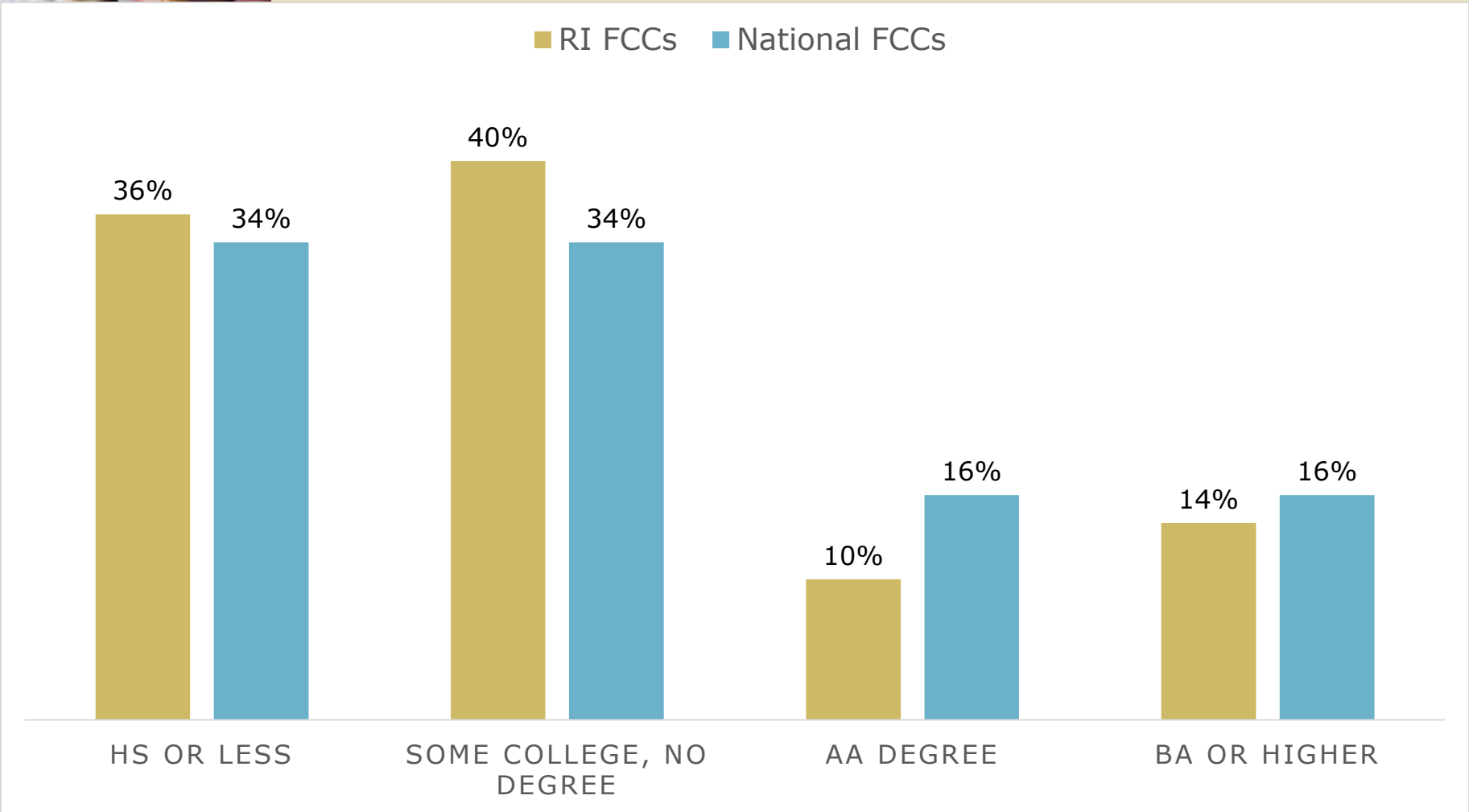
EDUCATION LEVEL OF INFANT/TODDLER AND PRESCHOOL TEACHERS COMPARED TO NATIONAL DATA

Level of Education for Infant/Toddler and Preschool Teachers





FAMILY CHILD CARE EDUCATOR HIGHEST EDUCATION LEVEL OF RI FCC COMPARED TO NATIONAL FCC SPANISH AND ENGLISH PROVIDERS

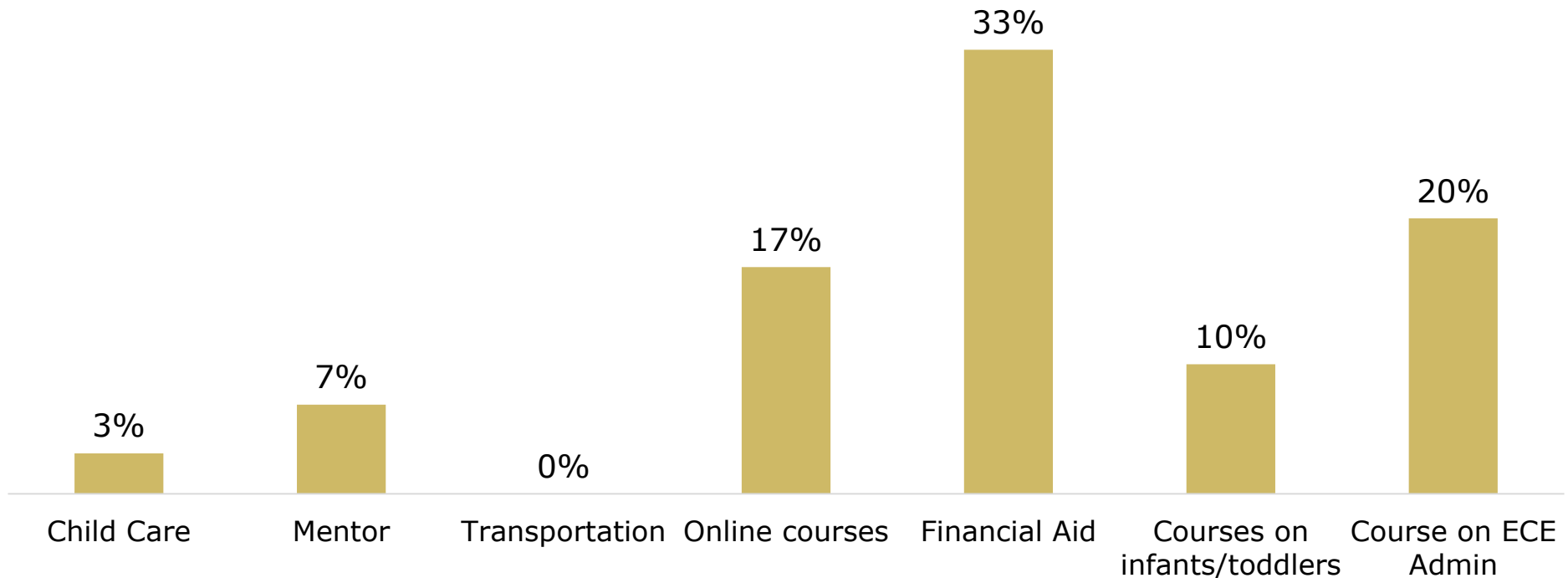


WHAT SUPPORTS ARE NEEDED
TO HELP MEET THE GOALS OF
THE WORKFORCE?



CENTER ADMINISTRATORS SUPPORTS NEEDED

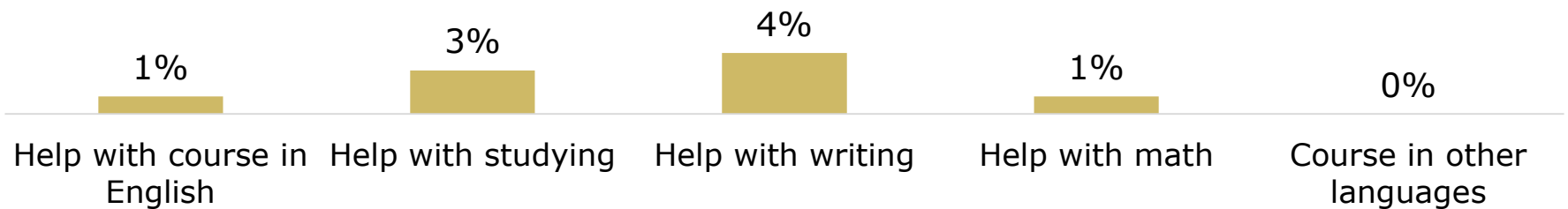
■ Center admin





CENTER ADMINISTRATORS SUPPORTS NEEDED, CONTINUED

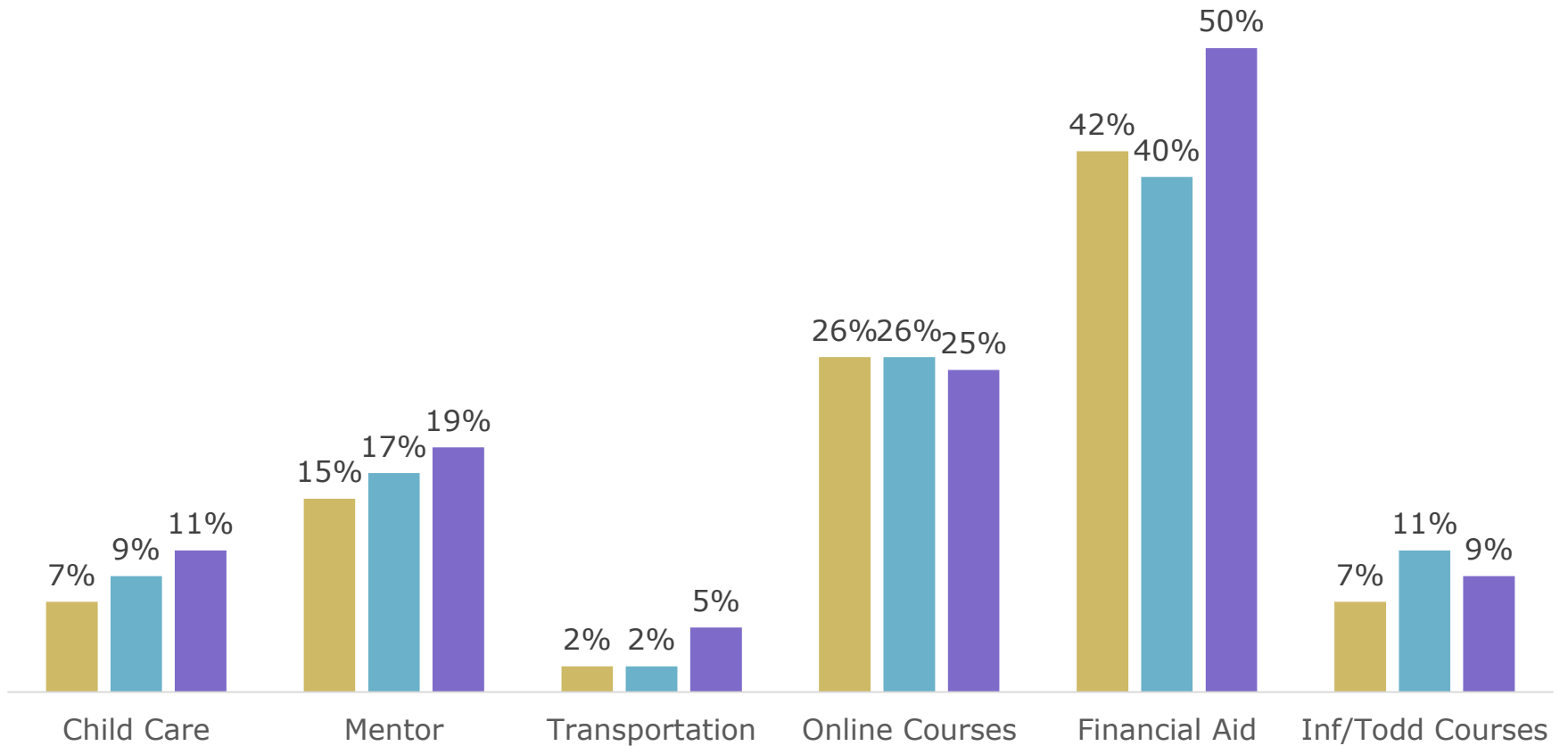
■ Center Admins





CENTER STAFF SUPPORTS NEEDED

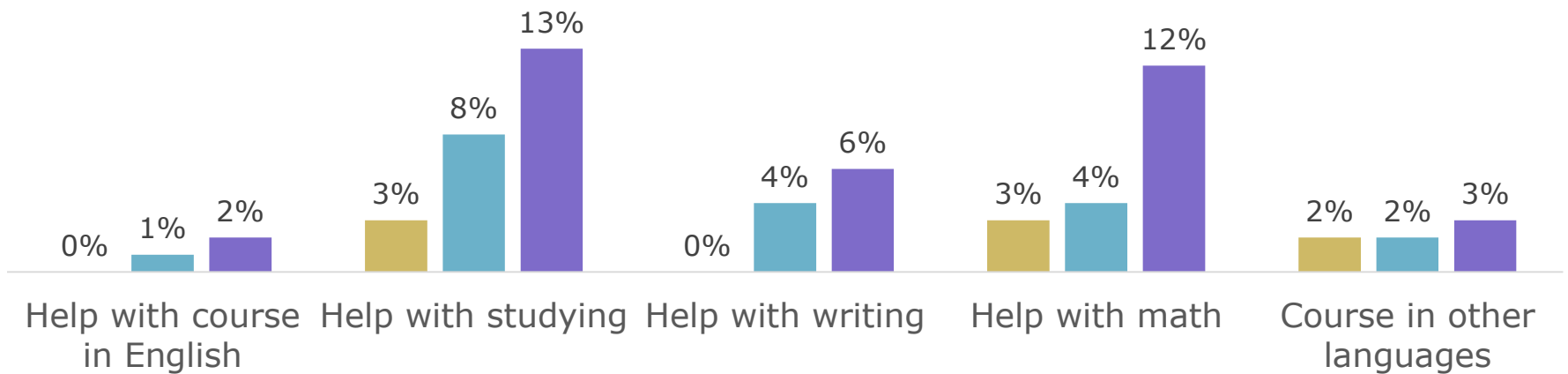
■ Ed Coordinator ■ Teacher ■ Assistant Teacher





CENTER STAFF SUPPORTS NEEDED, CONTINUED

■ Ed Coordinator ■ Teacher ■ Assistant Teacher

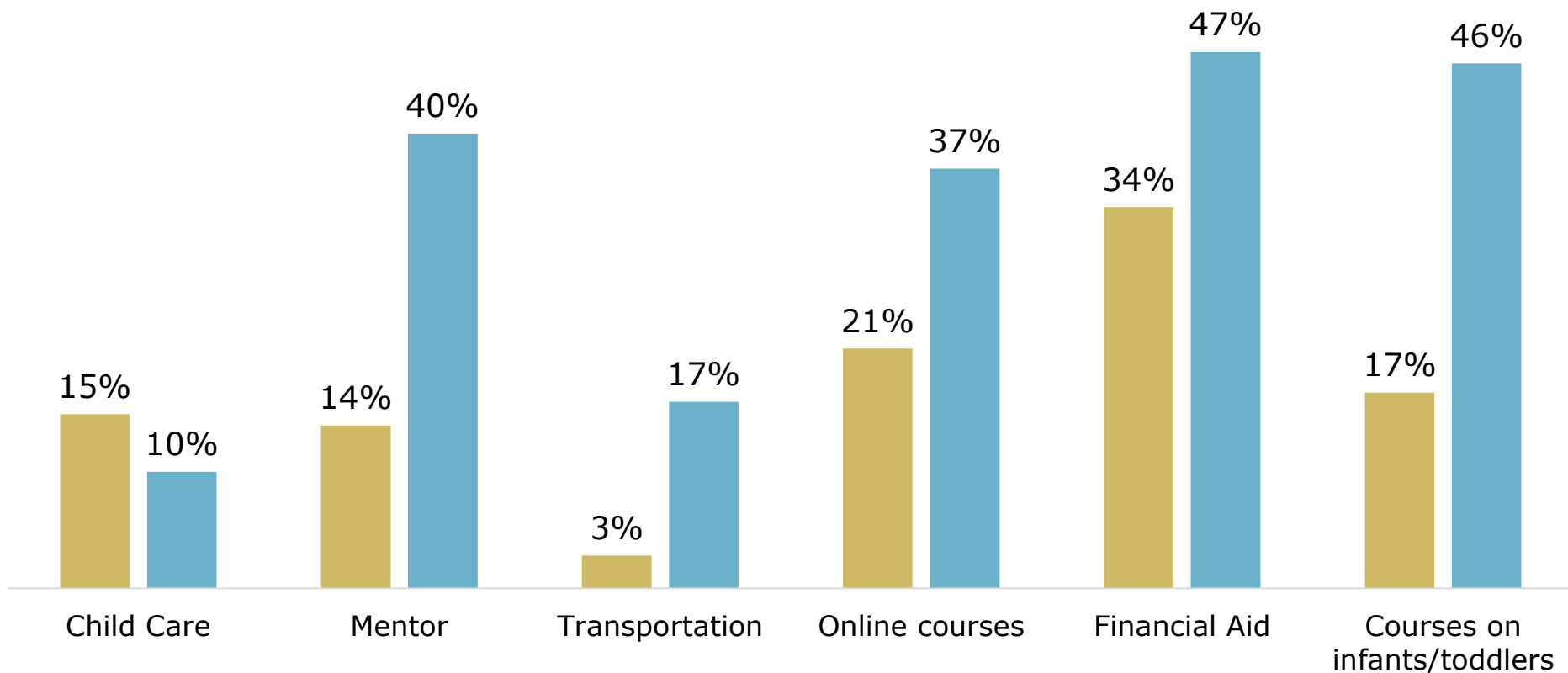




FAMILY CHILD CARE EDUCATORS

SUPPORTS NEEDED

English speakers Spanish speakers

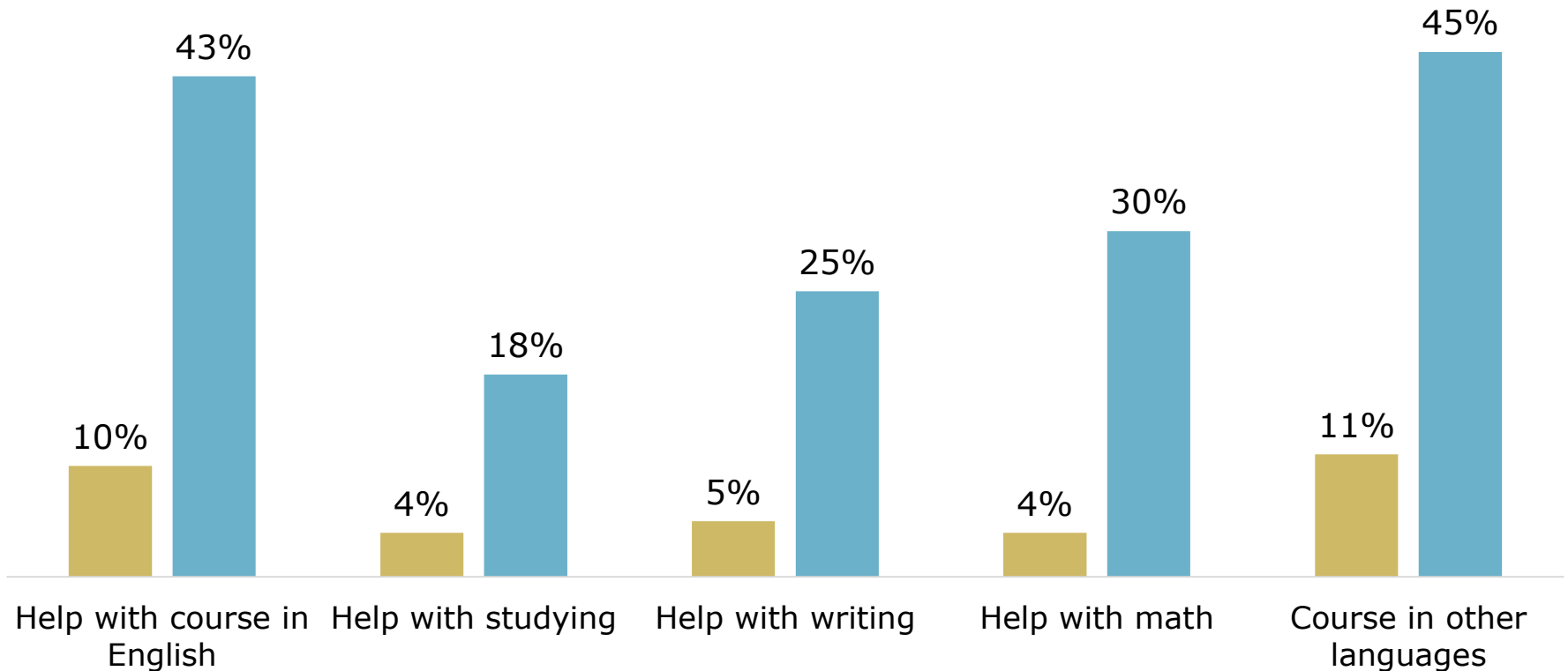




FAMILY CHILD CARE EDUCATORS

SUPPORTS NEEDED, CONTINUED

■ English speakers ■ Spanish speakers

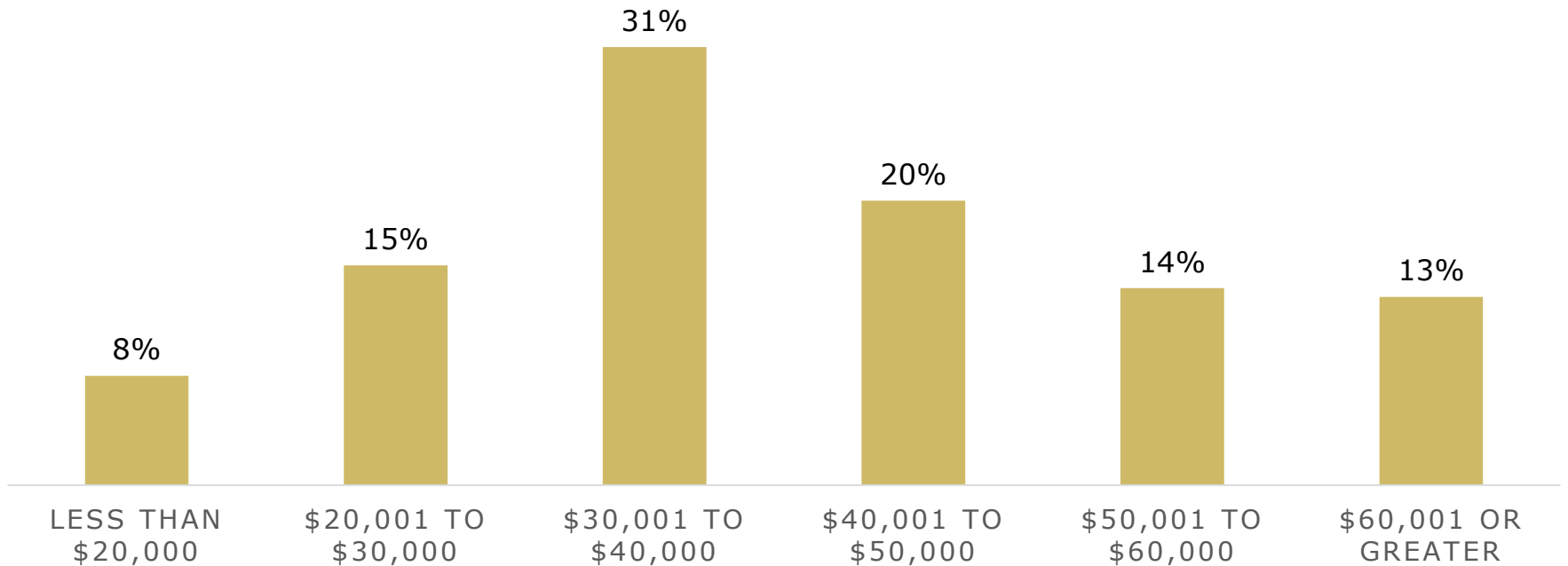


WHAT ARE THE SALARY LEVELS OF THE WORKFORCE?



CENTER ADMINISTRATOR ANNUAL SALARY

■ Center Admin

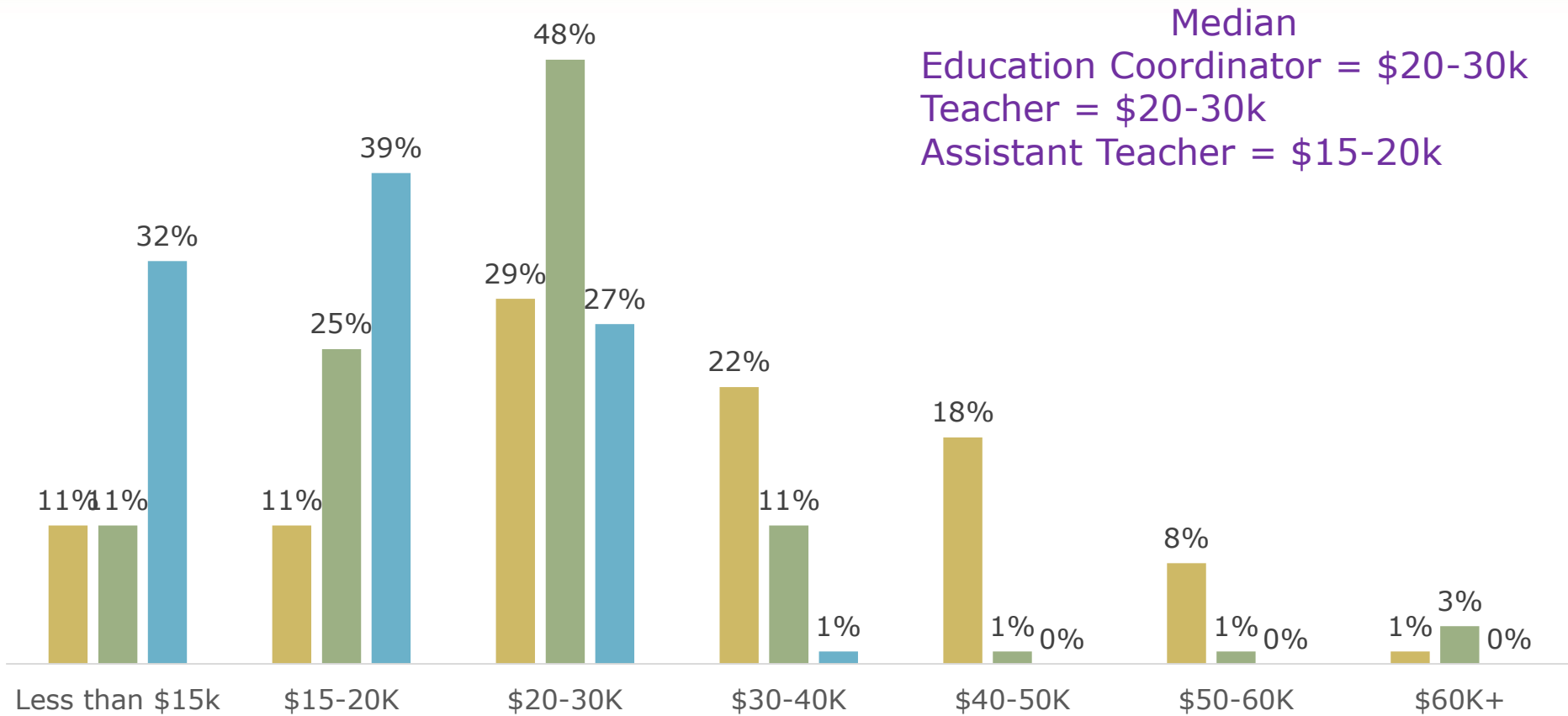




CENTER STAFF

ANNUAL SALARY OF FULL TIME STAFF

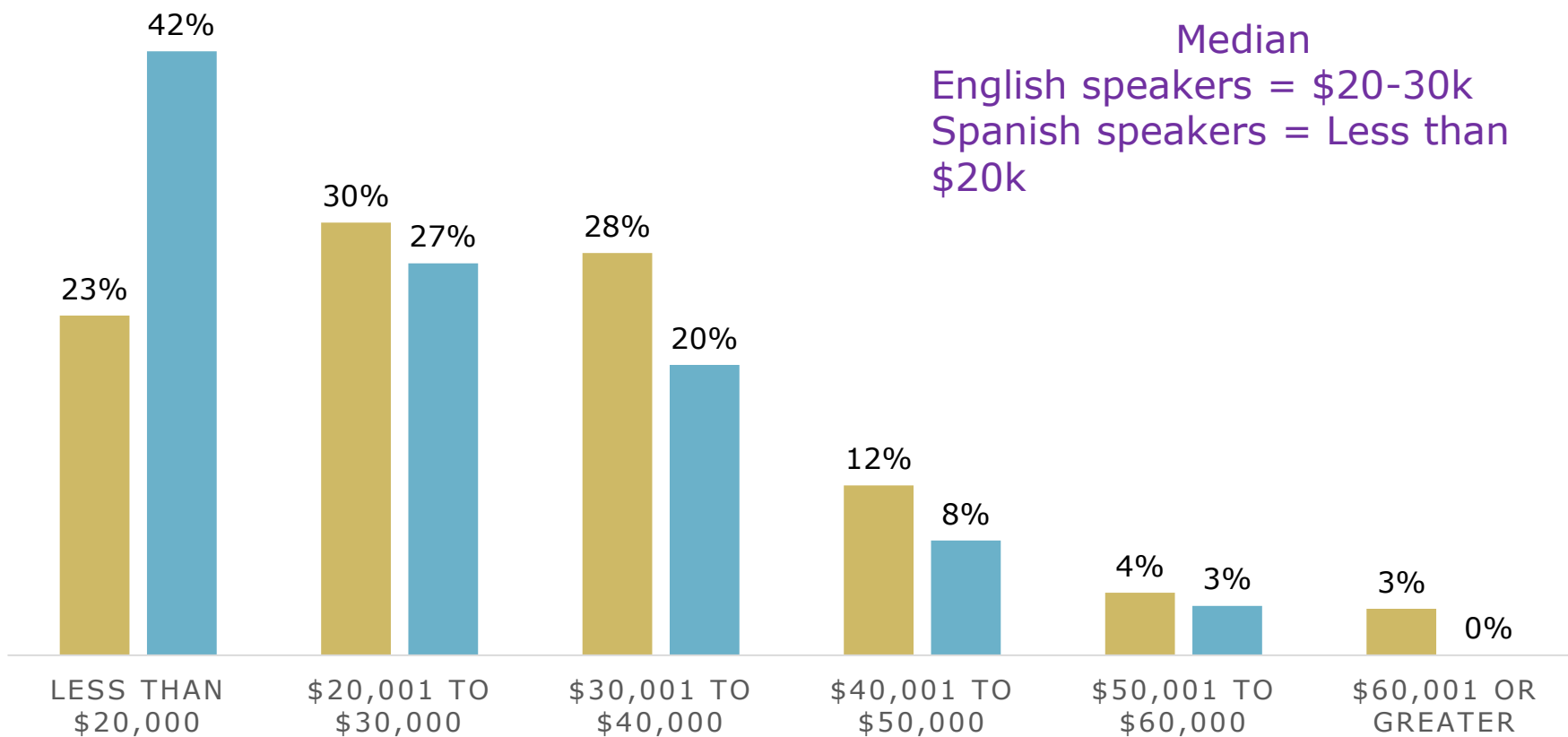
■ Education Coordinator ■ Teachers ■ Assistant Teachers





FAMILY CHILD CARE EDUCATOR ANNUAL SALARY

■ English speakers ■ Spanish speakers



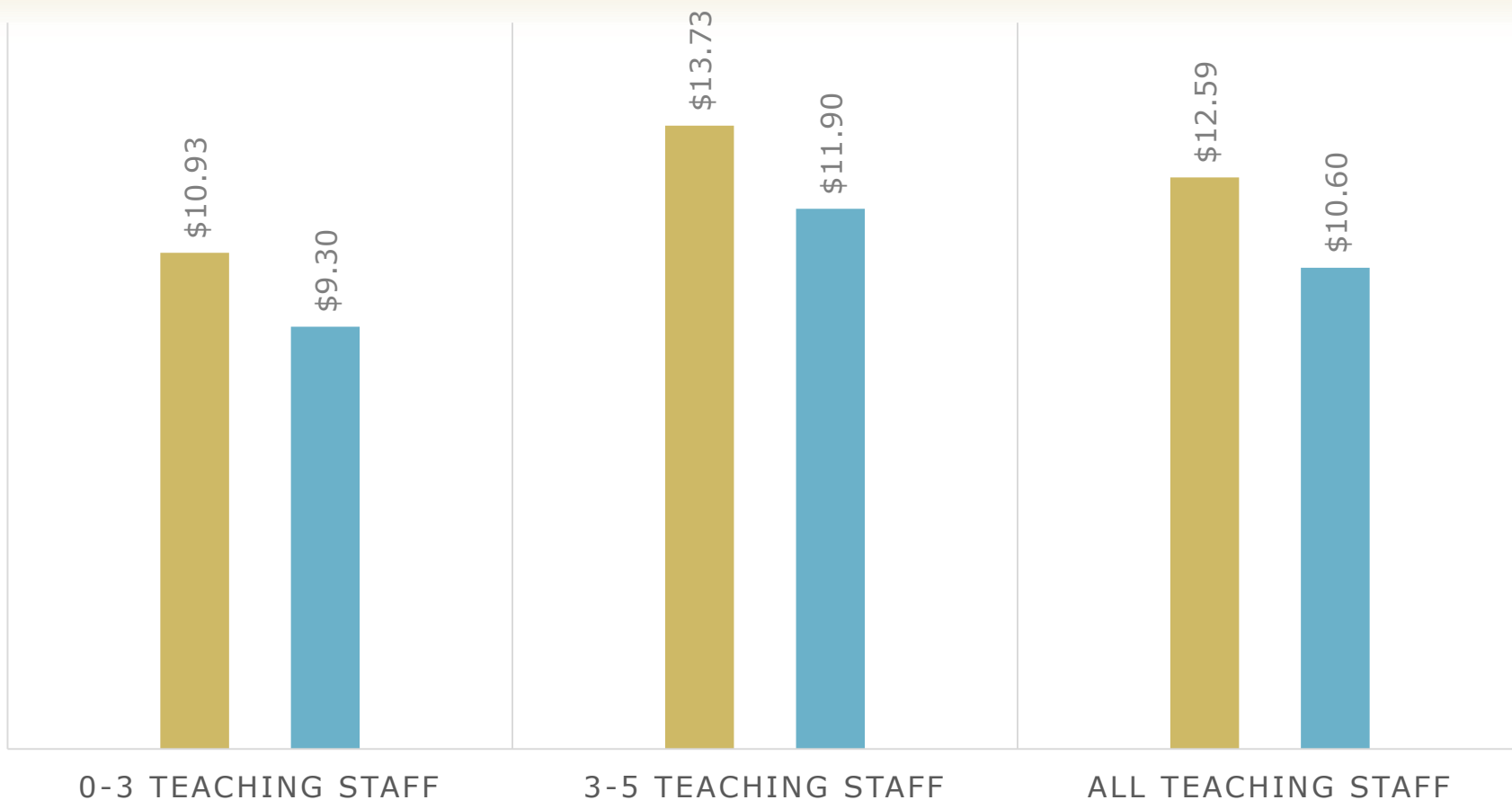
Median
English speakers = \$20-30k
Spanish speakers = Less than \$20k



CENTER STAFF

HOURLY WAGE FOR INFANT/TODDLER AND PRESCHOOL STAFF COMPARED TO NATIONAL STAFF

■ Rhode Island ■ National



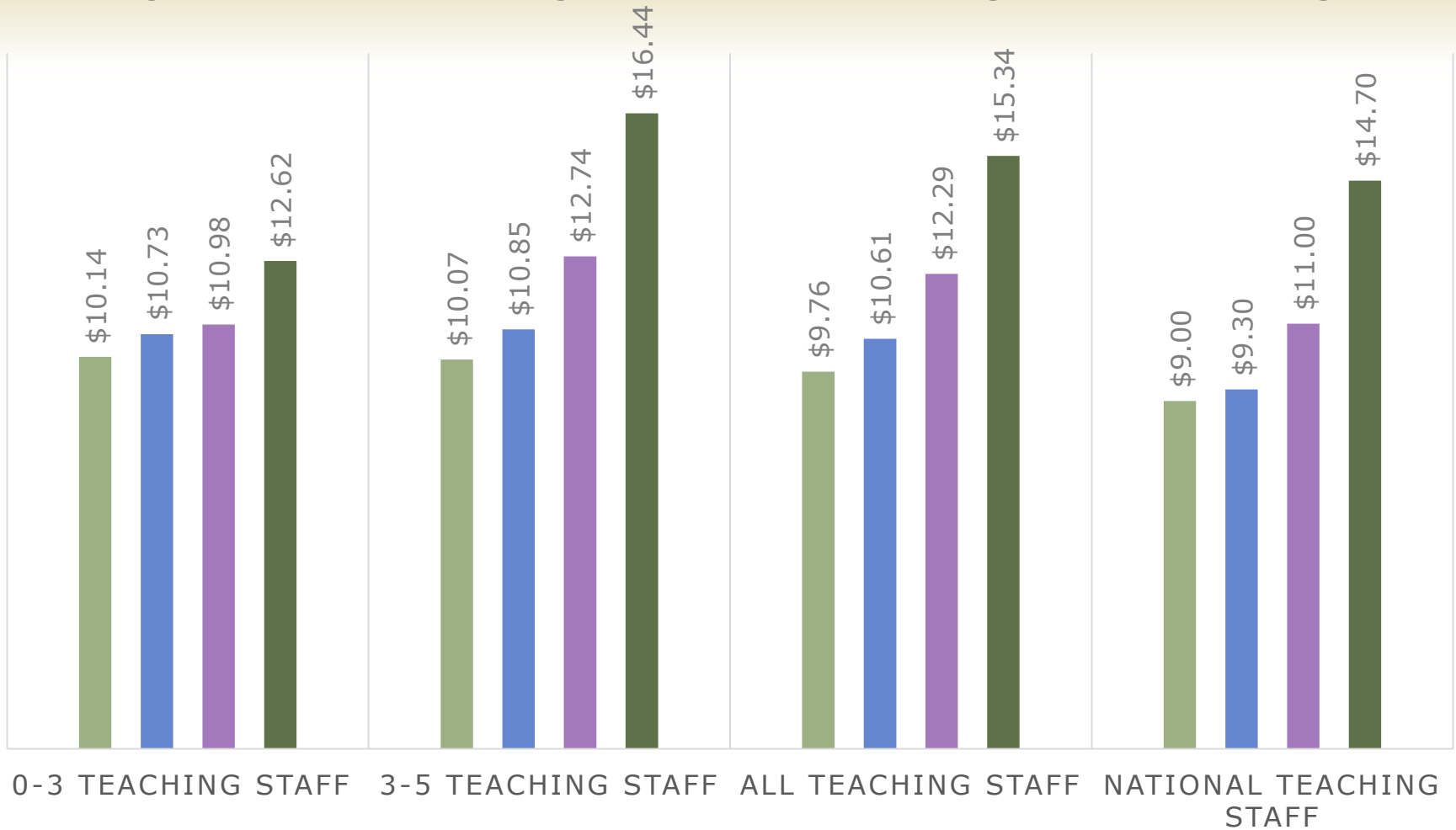


CENTER STAFF

ALL TEACHING STAFF

HOURLY WAGE BY EDUCATION LEVEL

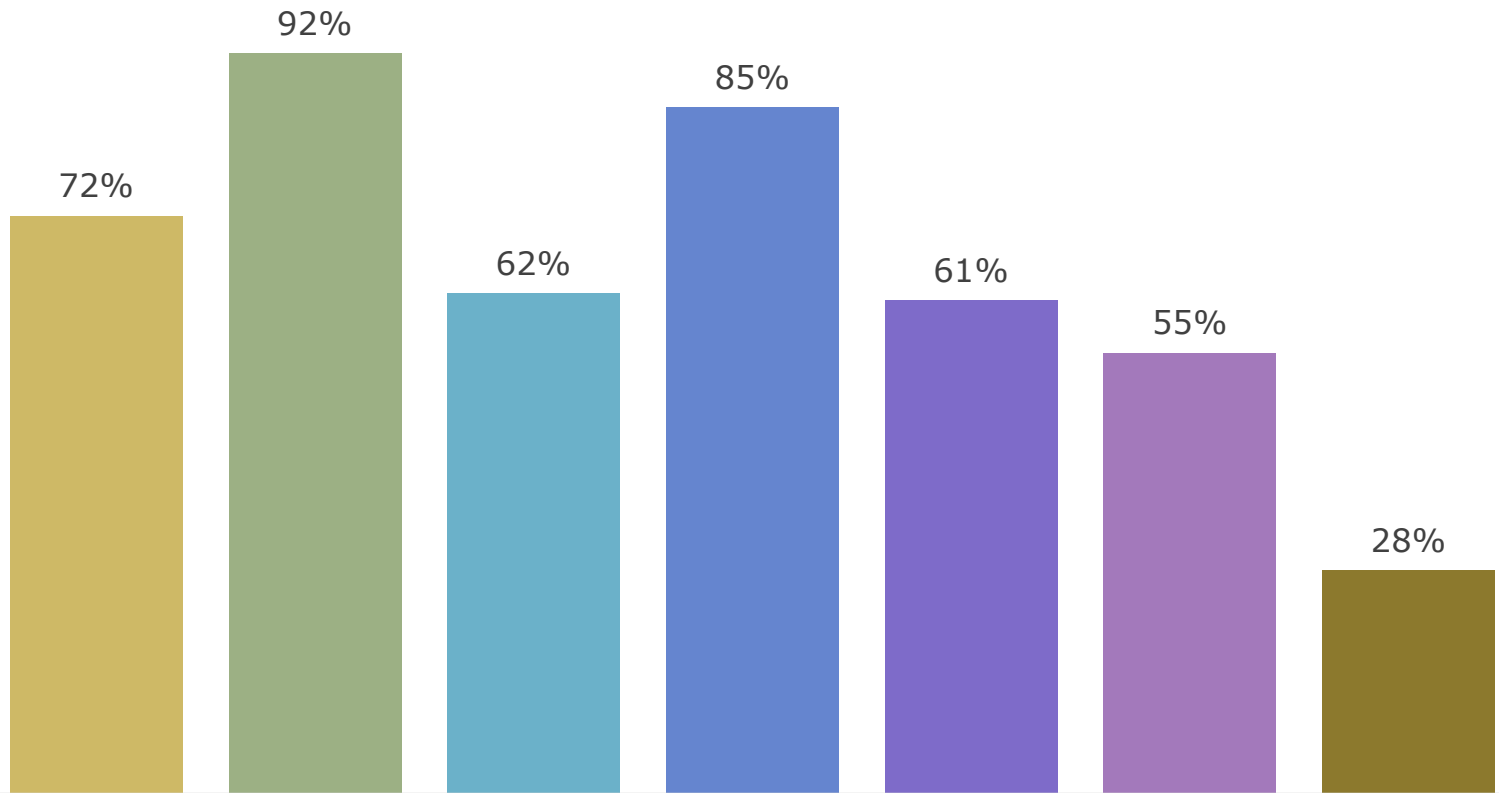
■ High School or Less ■ College Credits ■ Associates Degree ■ Bachelors Degree





CENTER STAFF ALL TEACHING STAFF ACCESS TO BENEFITS

- Offered Health Insurance
- Offered Dental Insurance
- Offered Disability
- Employer Fully Funds Retirement
- Have to Pay for Part
- Have to Pay for Part2
- Offered Retirement



All Teaching Staff

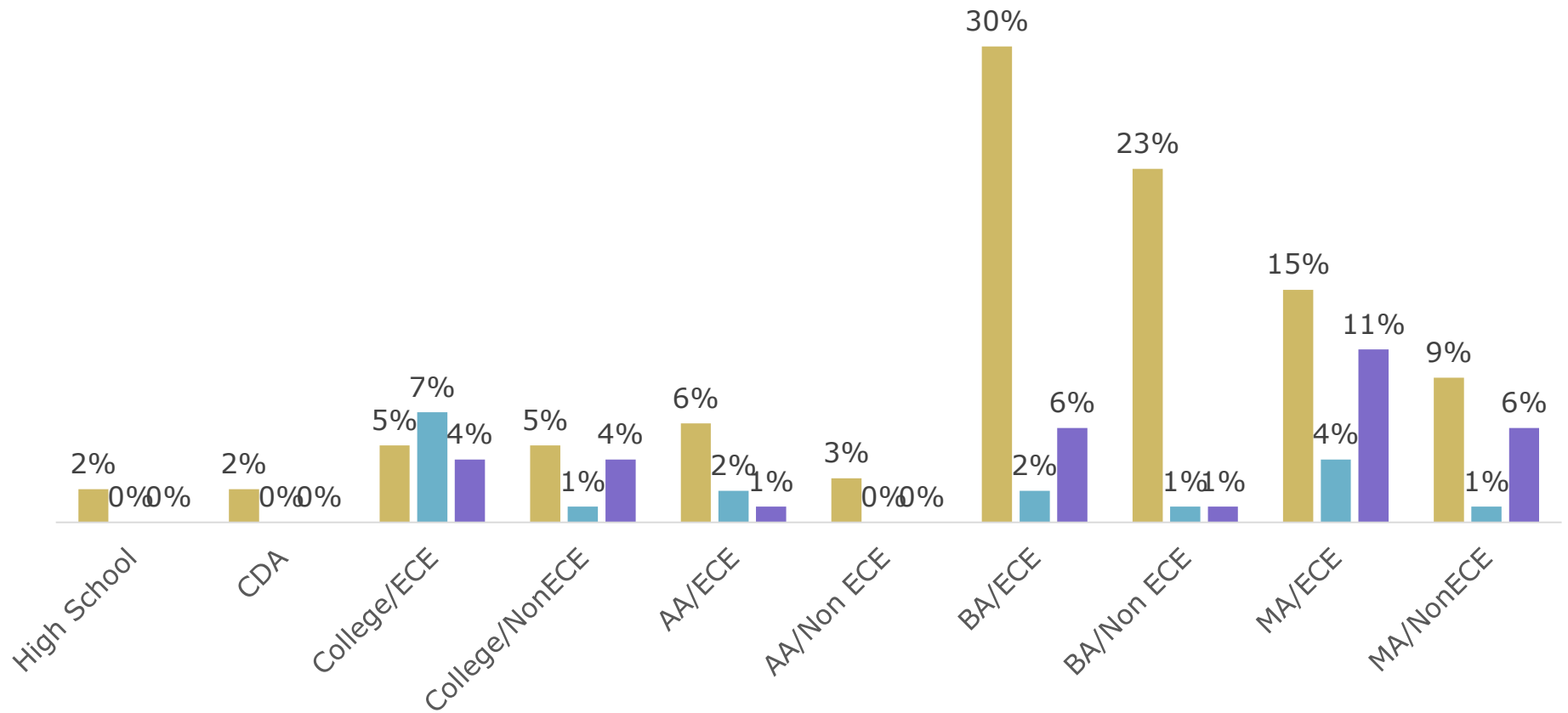
EXTRA SLIDES



CENTER ADMINISTRATORS

EDUCATION

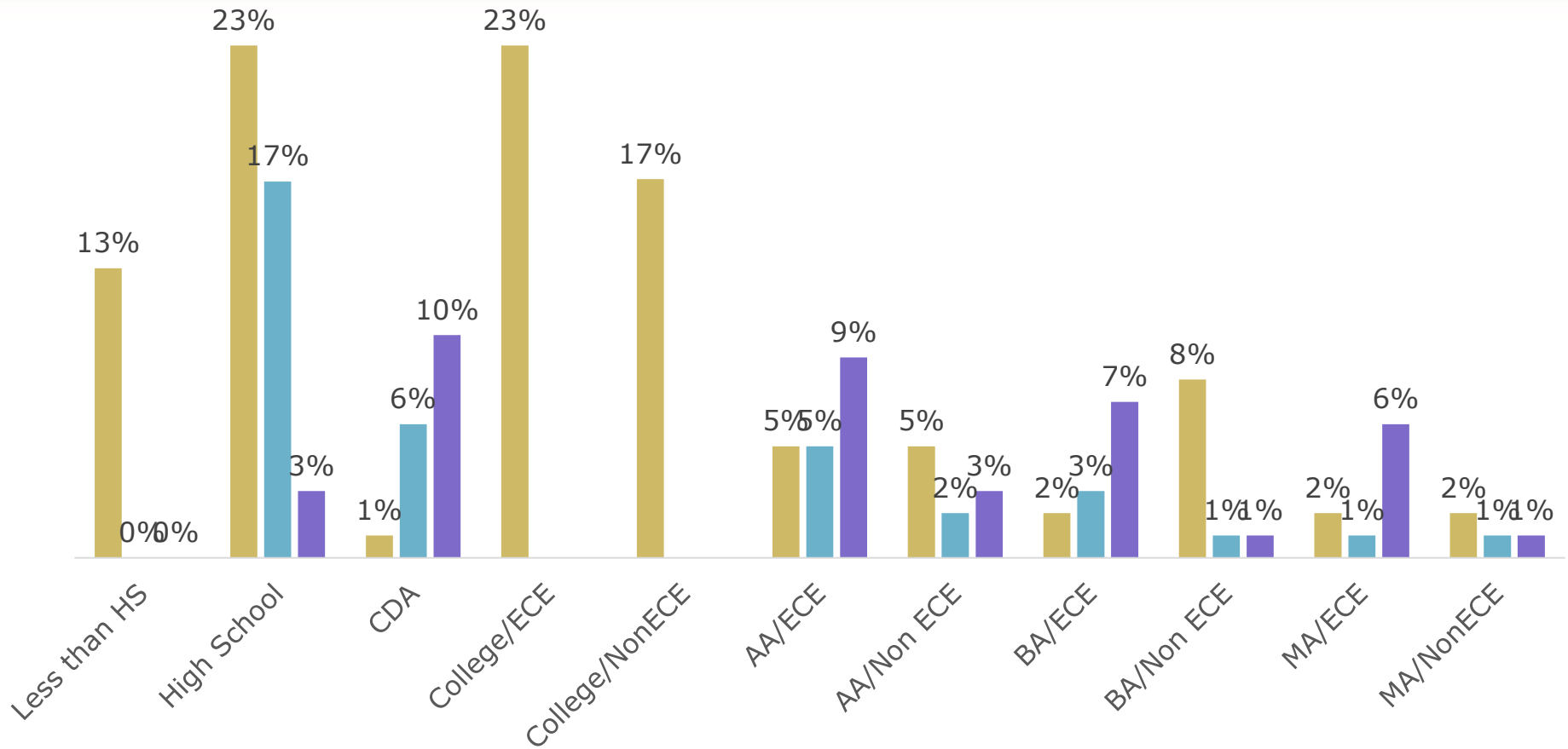
■ Current ■ Pursuing ■ Want to Pursue





FAMILY CHILD CARE EDUCATOR EDUCATION

■ Current
 ■ Pursuing
 ■ Want to Pursue



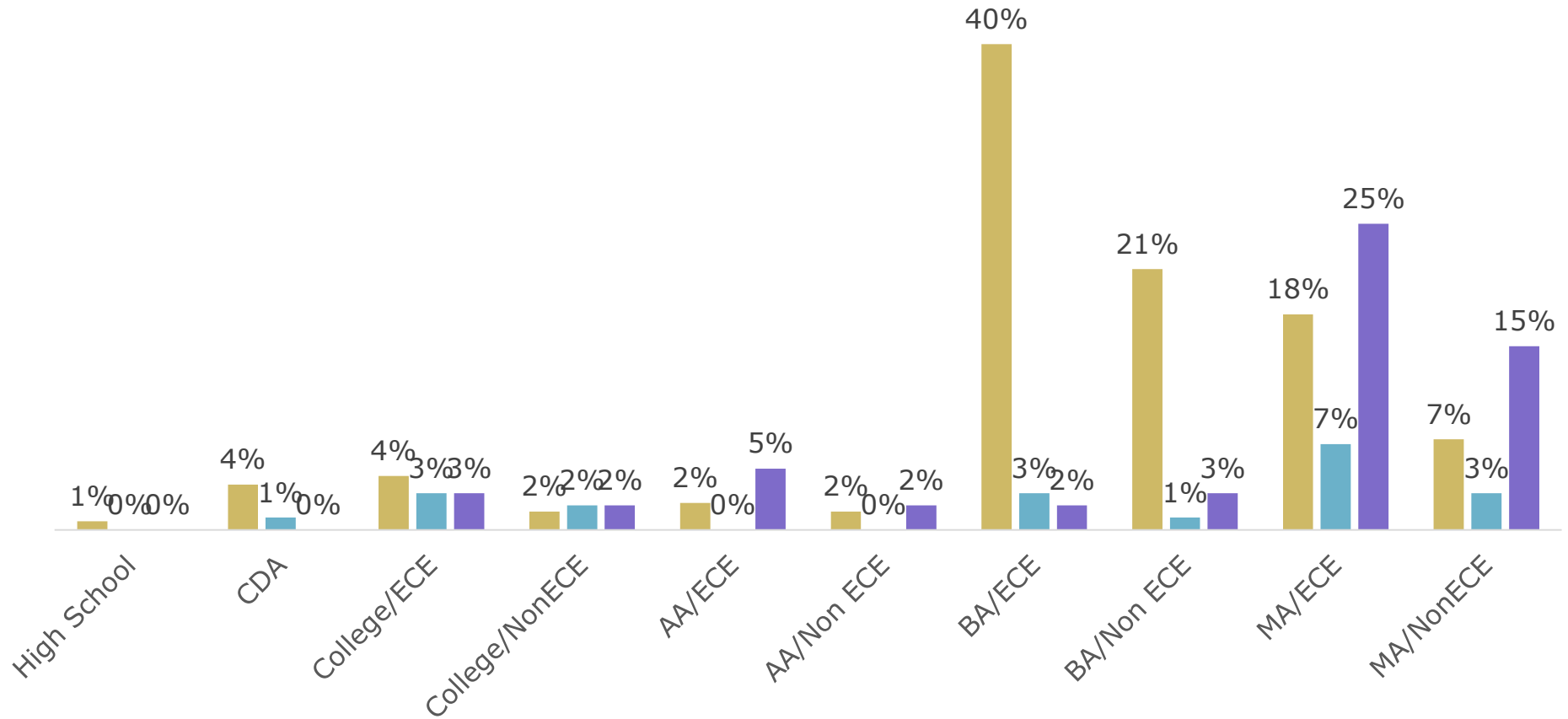


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EDUCATION COORDINATOR

EDUCATION

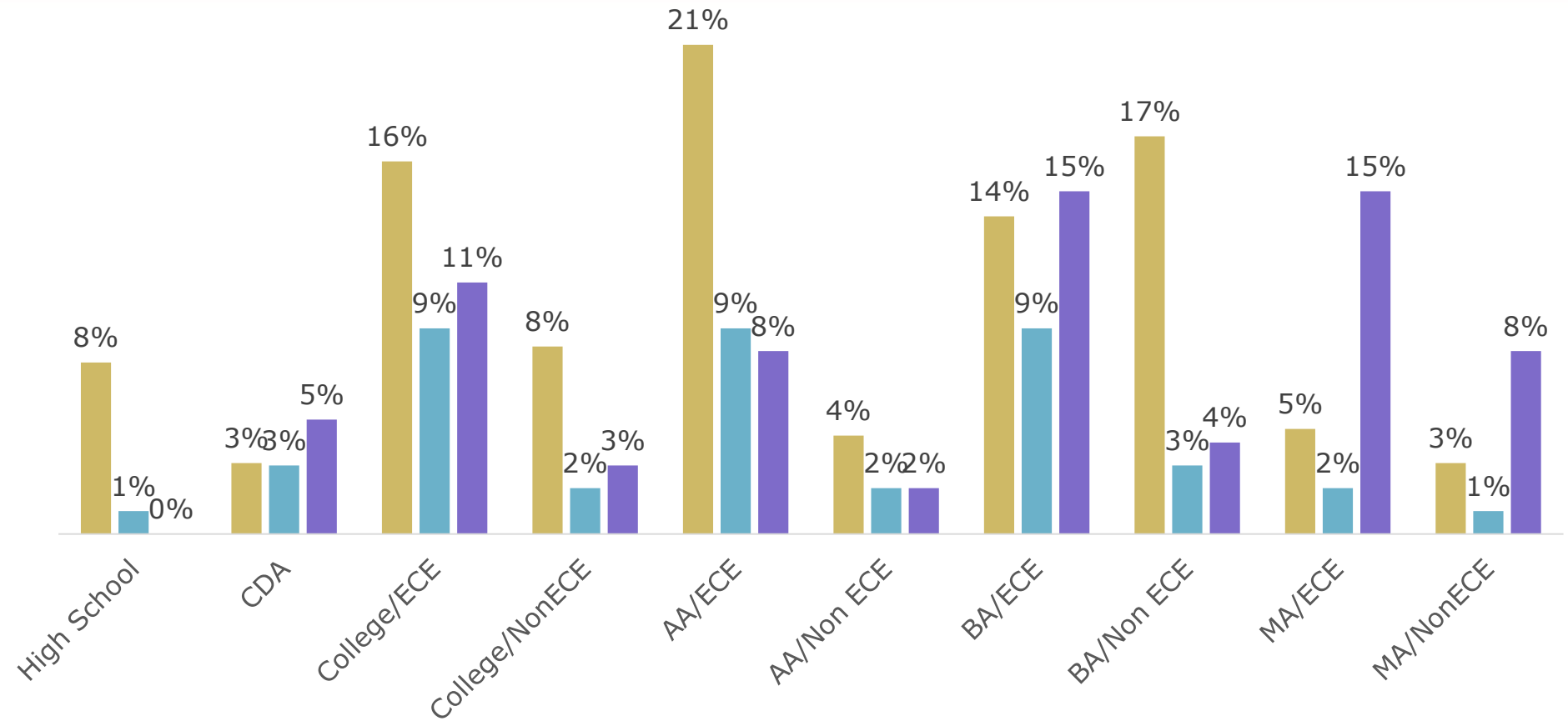
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CENTER STAFF TEACHER EDUCATION

■ Current ■ Pursue ■ Want to Pursue

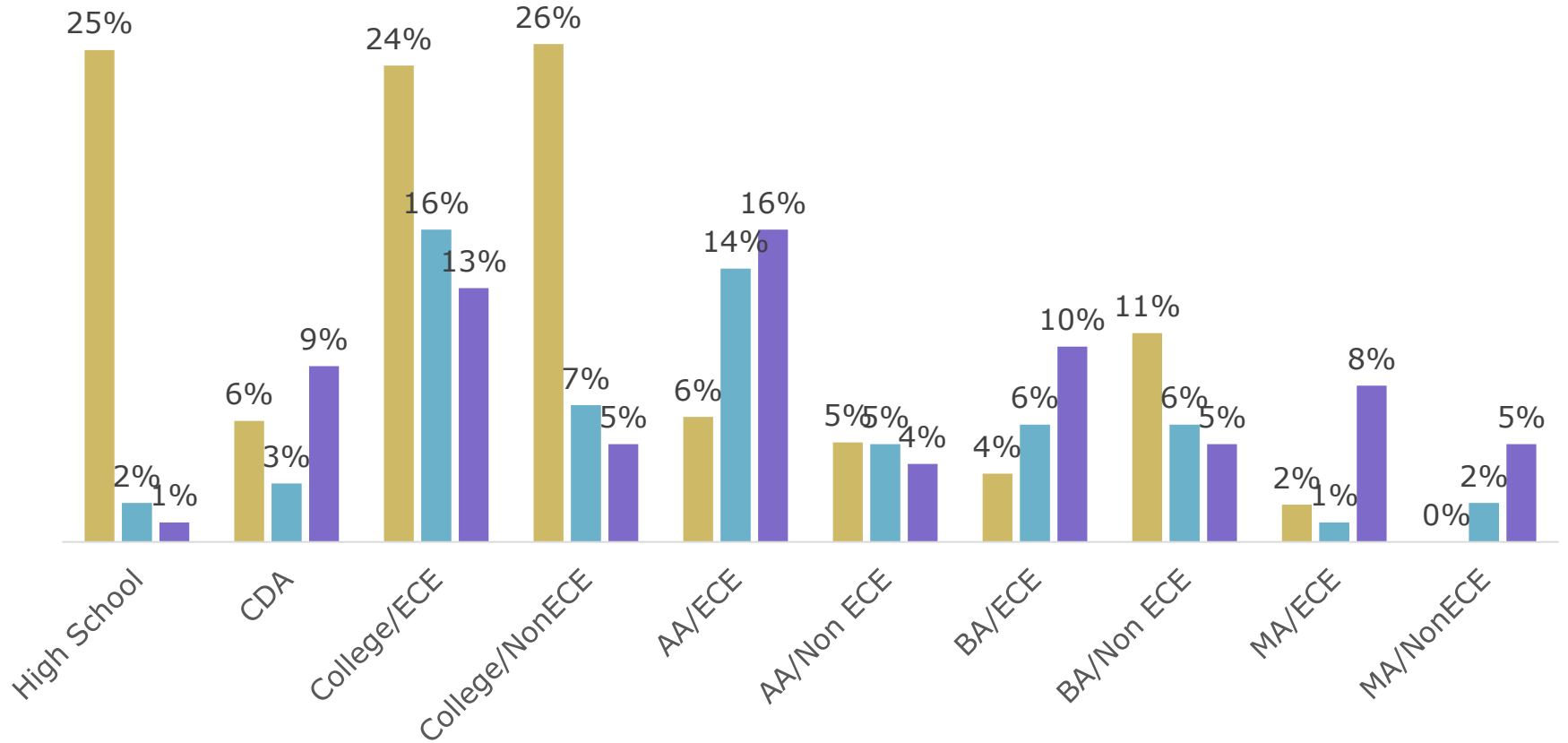




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ASSISTANT TEACHER EDUCATION

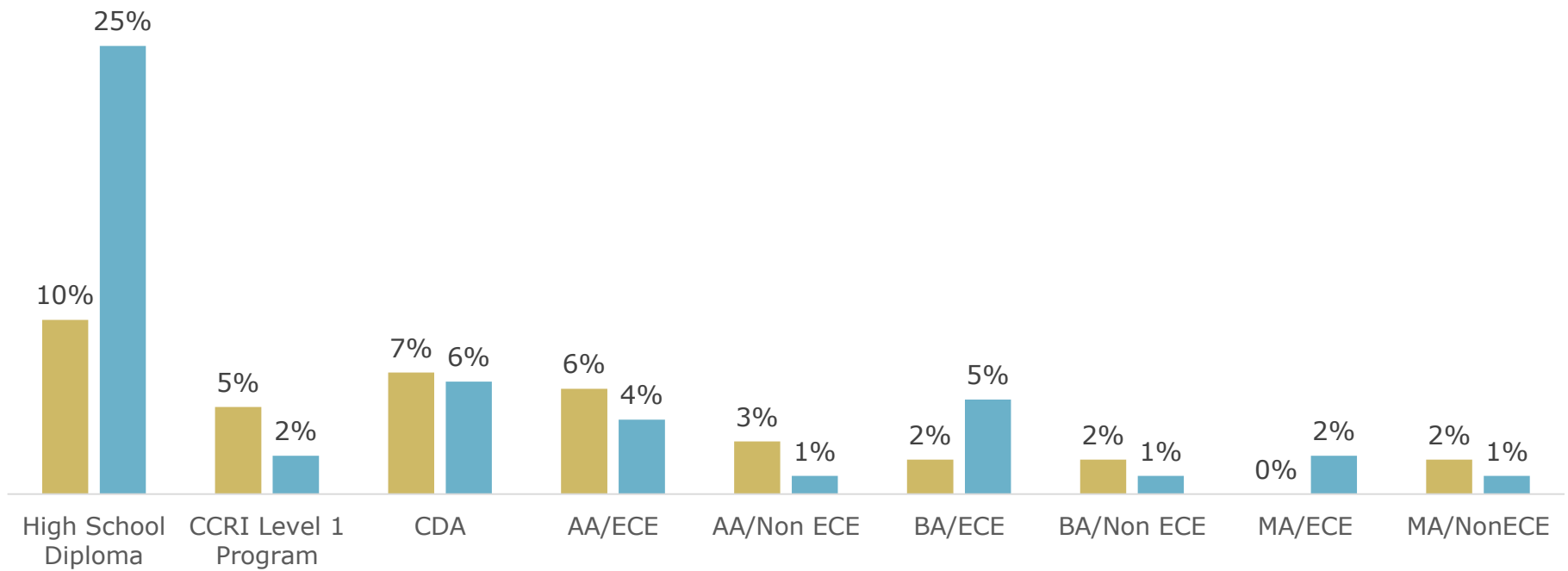
■ Current ■ Pursuing ■ Want to Pursue





FAMILY CHILD CARE EDUCATOR PURSUING EDUCATION SPANISH AND ENGLISH PROVIDERS

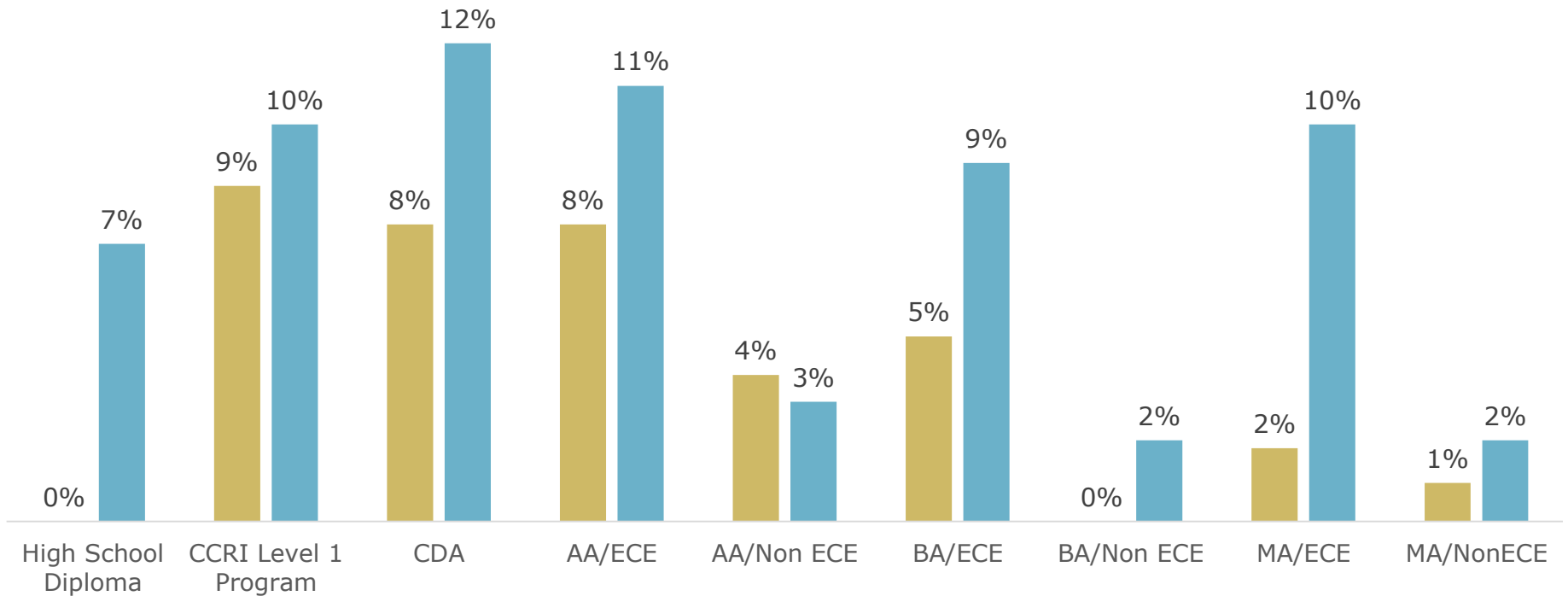
■ English speakers ■ Spanish speakers





FAMILY CHILD CARE EDUCATOR INTERESTED IN PURSUING EDUCATION SPANISH AND ENGLISH PROVIDERS

■ English speakers ■ Spanish speakers

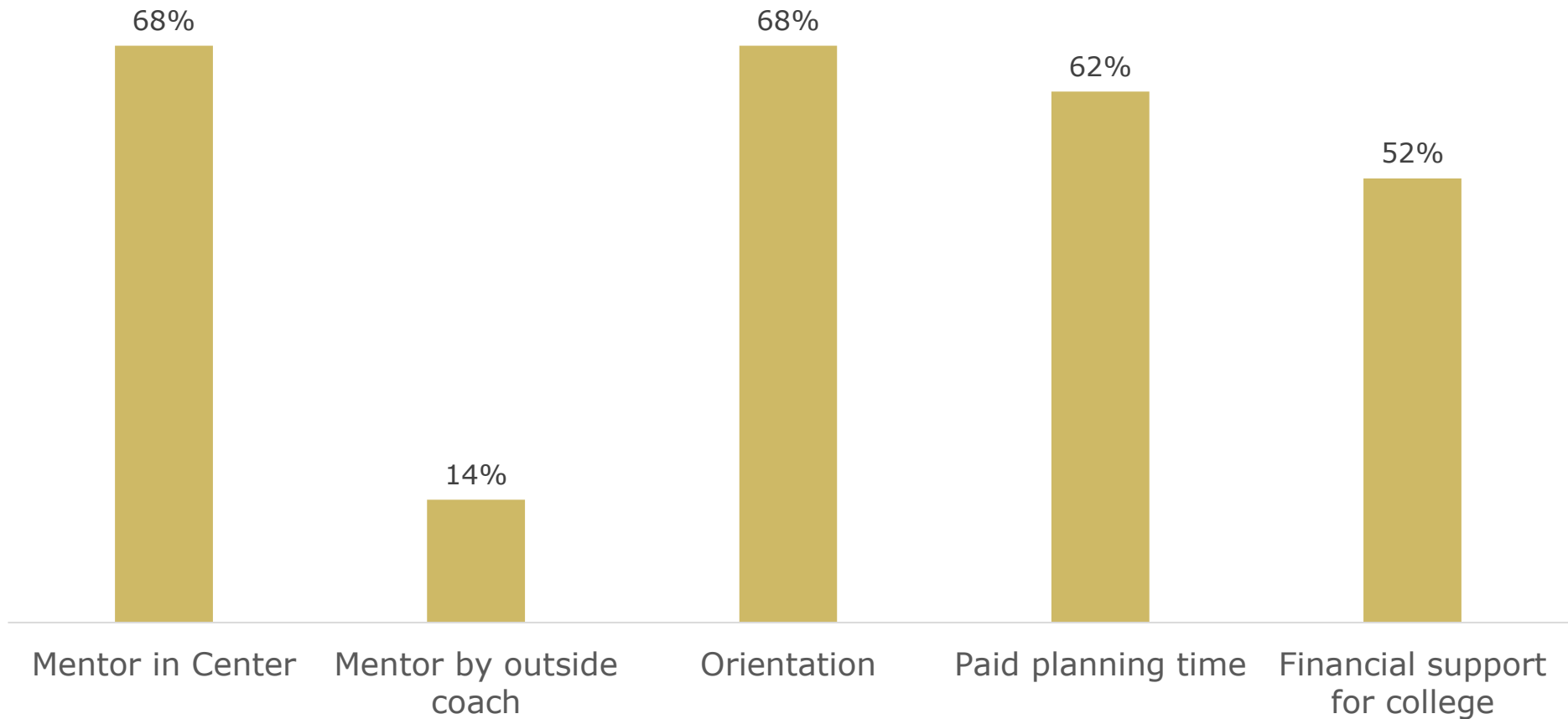


WHAT SUPPORTS ARE OFFERED TO STAFF?



CENTER ADMINISTRATORS

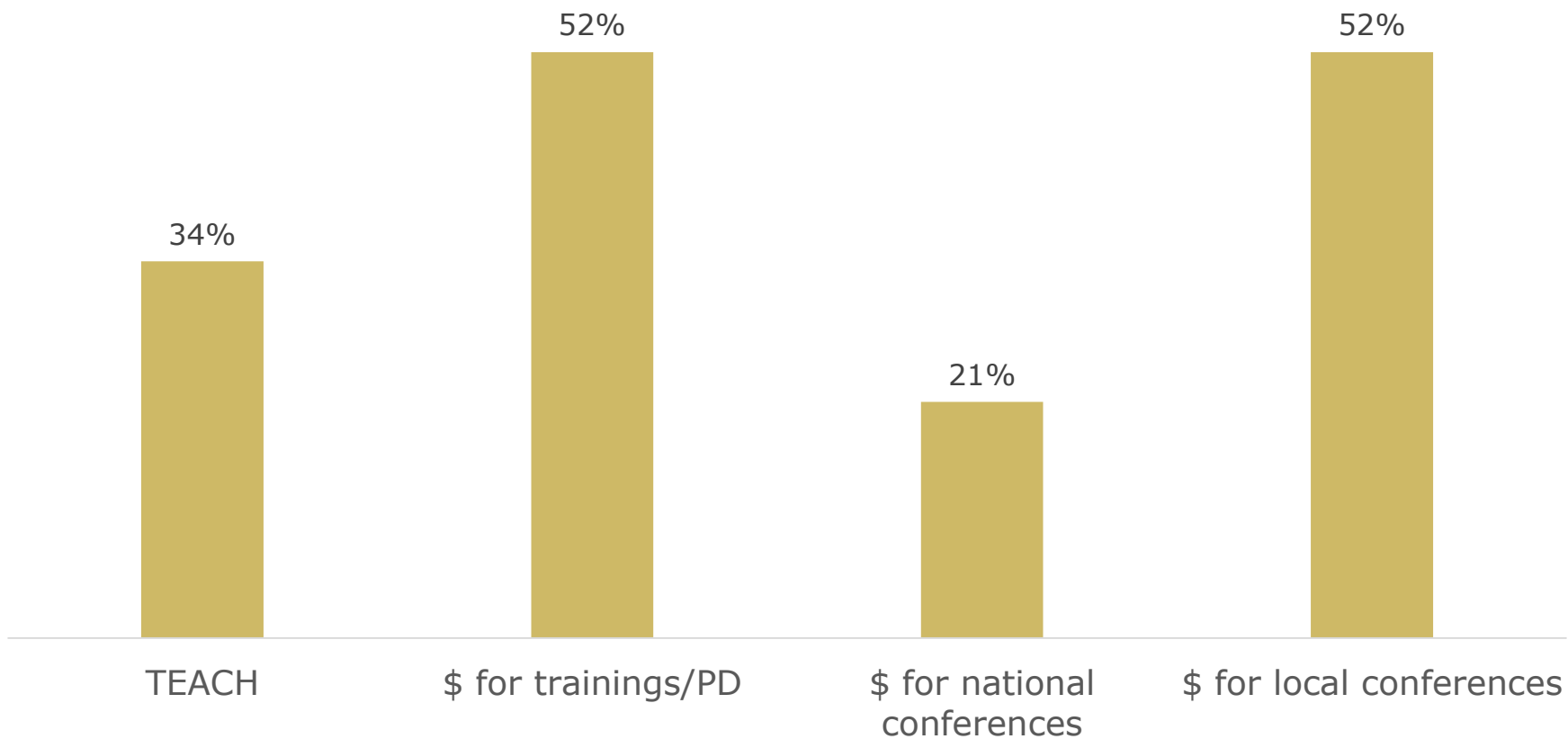
SUPPORTS OFFERED





CENTER ADMINISTRATORS

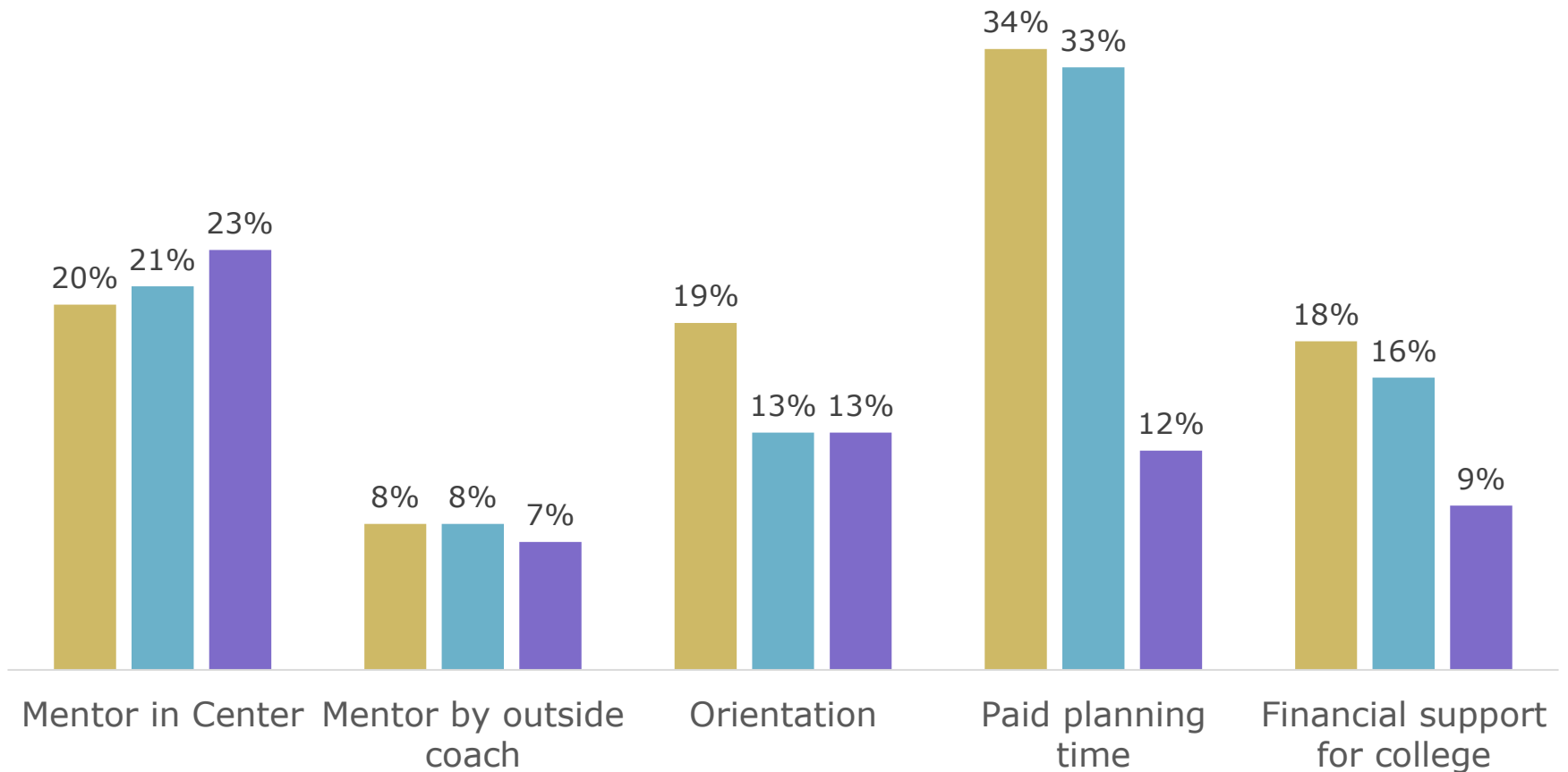
SUPPORTS OFFERED, CONTINUED





CENTER STAFF SUPPORTS OFFERED

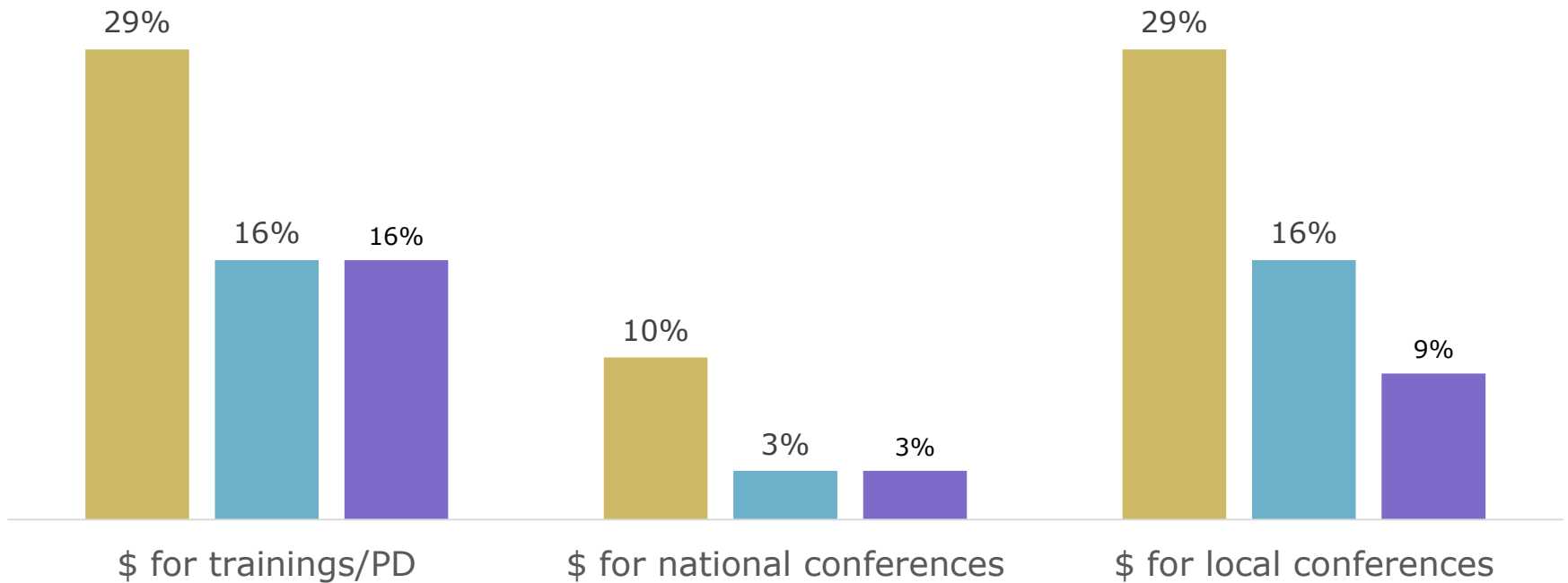
■ Ed Coordinator ■ Teacher ■ Assistant Teacher





CENTER STAFF SUPPORTS OFFERED, CONTINUED

■ Ed Coordinator ■ Teacher ■ Assistant Teacher

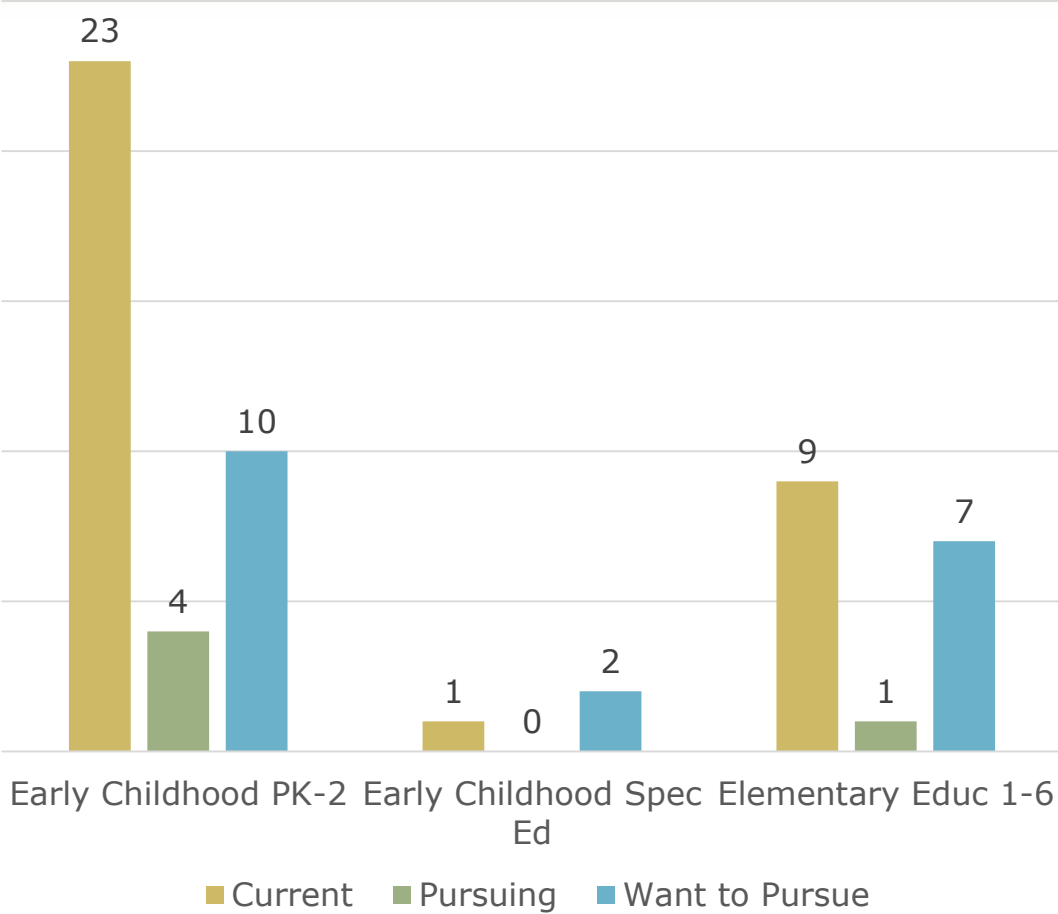
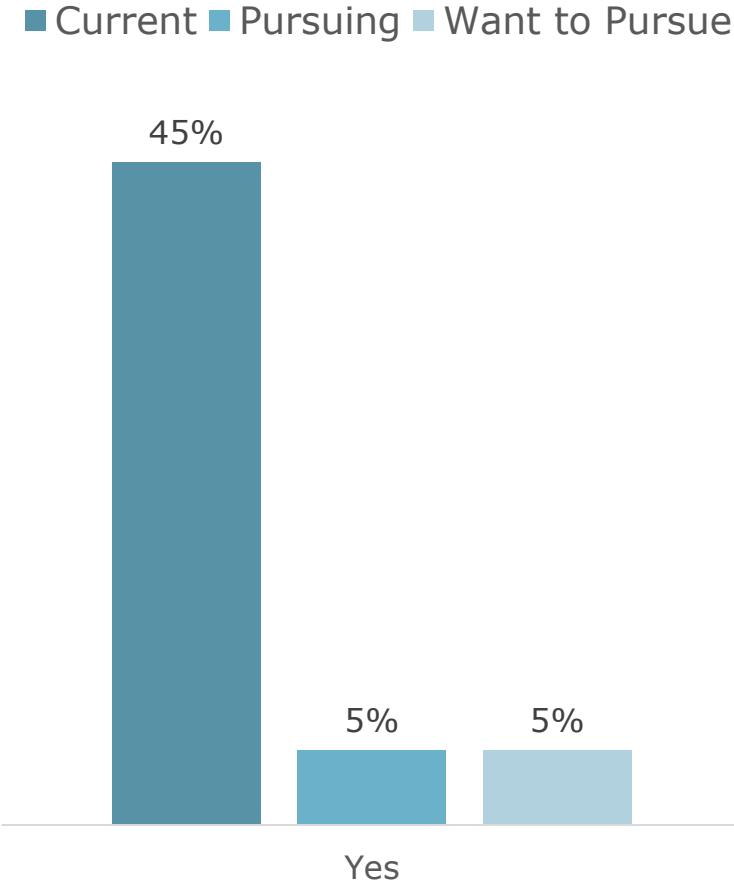


WHAT LEVEL OF CERTIFICATION
DOES THE WORKFORCE HAVE
AND WHAT ARE THEY SEEKING?



CENTER ADMINISTRATORS RI TEACHER CERTIFICATION

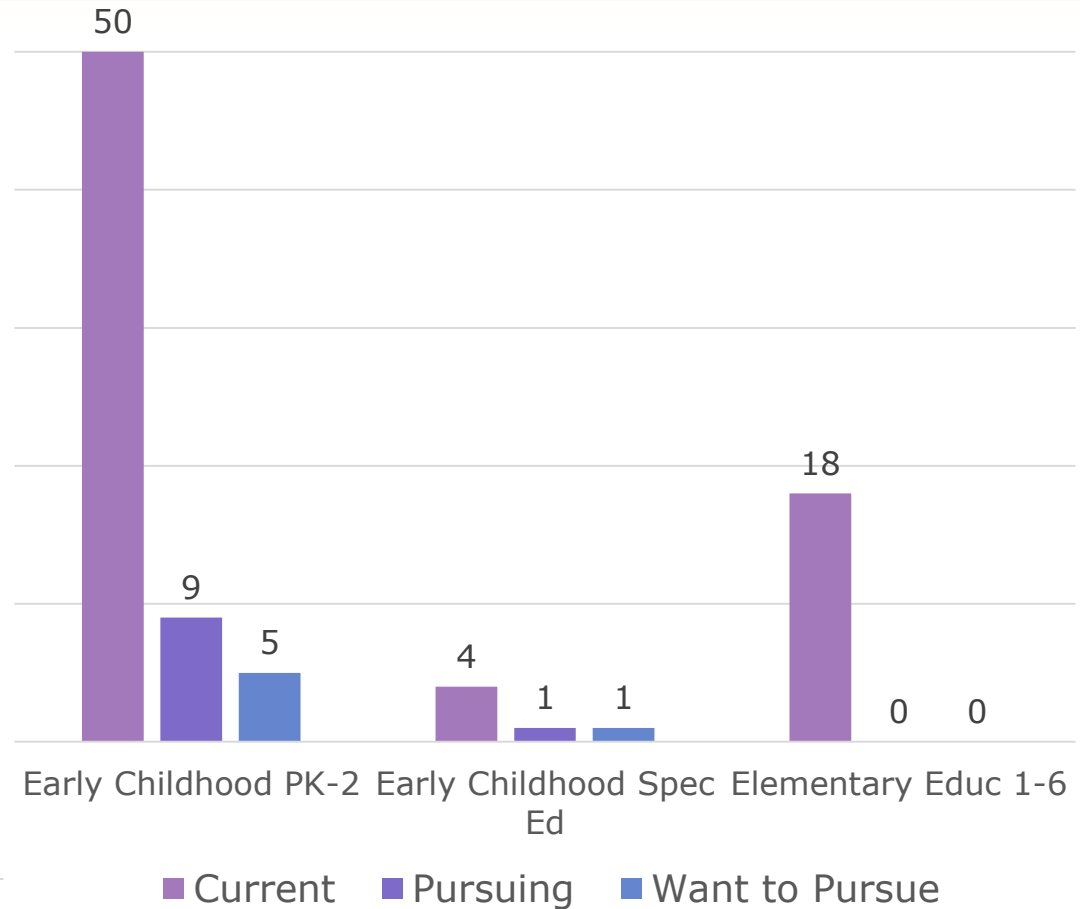
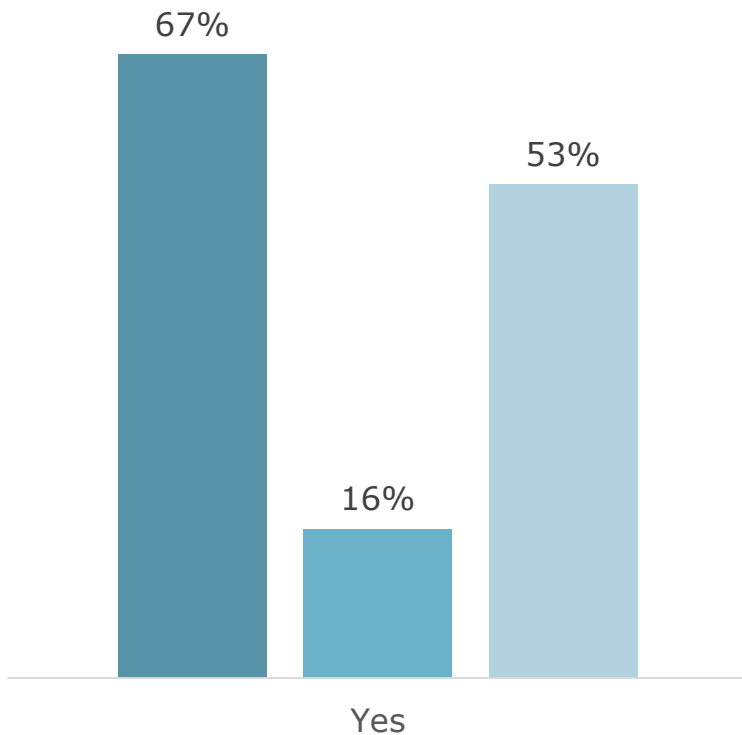
Chart Title





CENTER STAFF EDUCATION COORDINATORS RI TEACHER CERTIFICATION

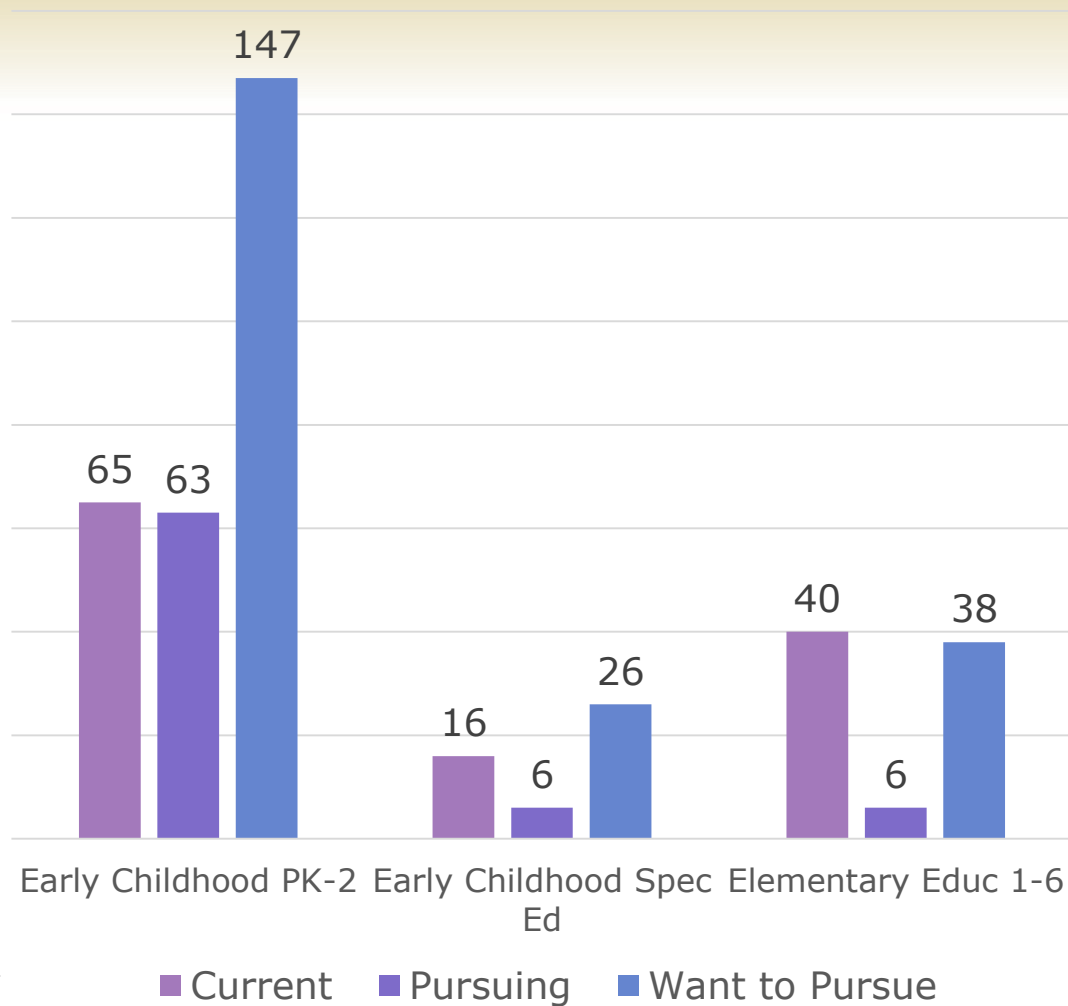
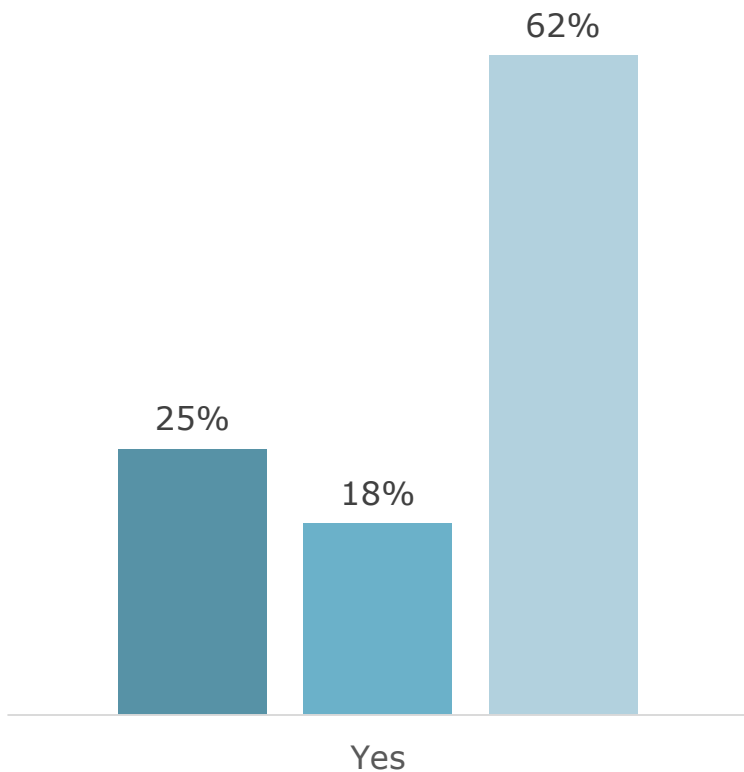
■ Current ■ Pursuing ■ Want to Pursue





CENTER STAFF TEACHERS RI TEACHER CERTIFICATION

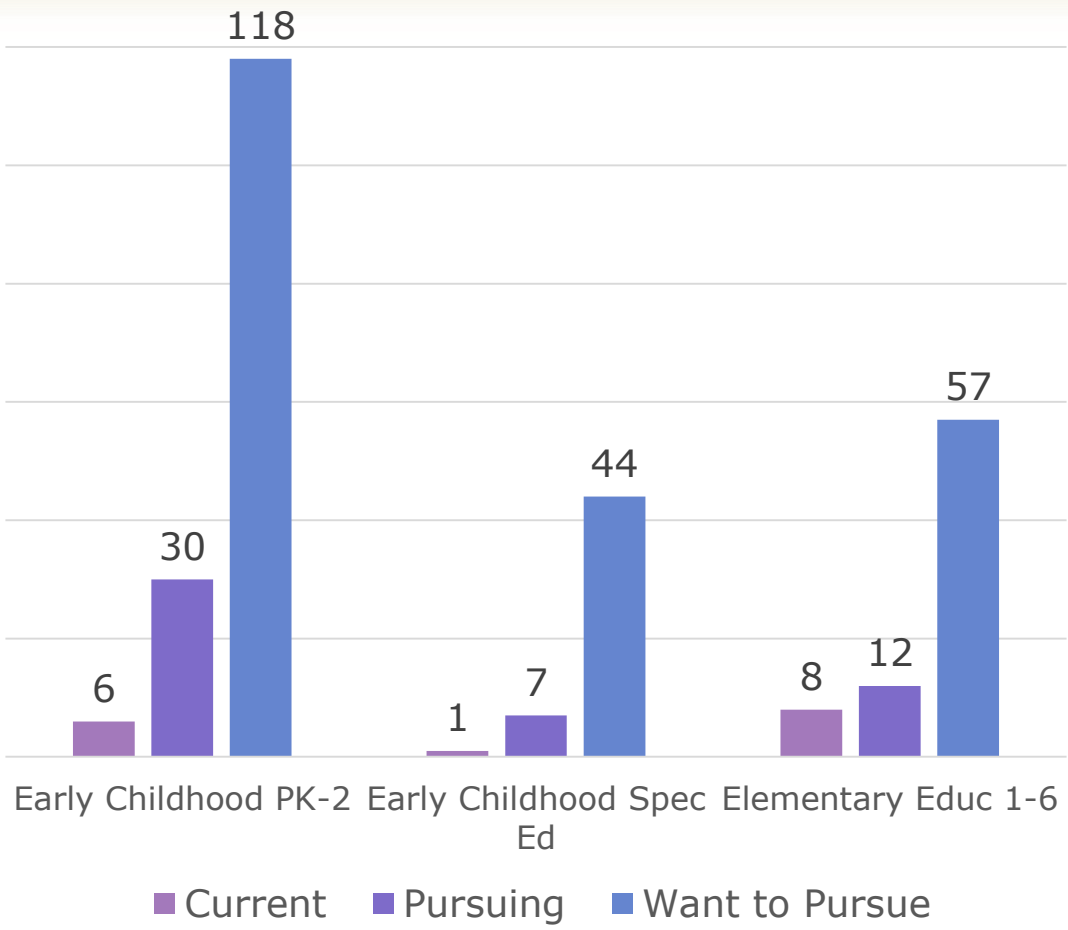
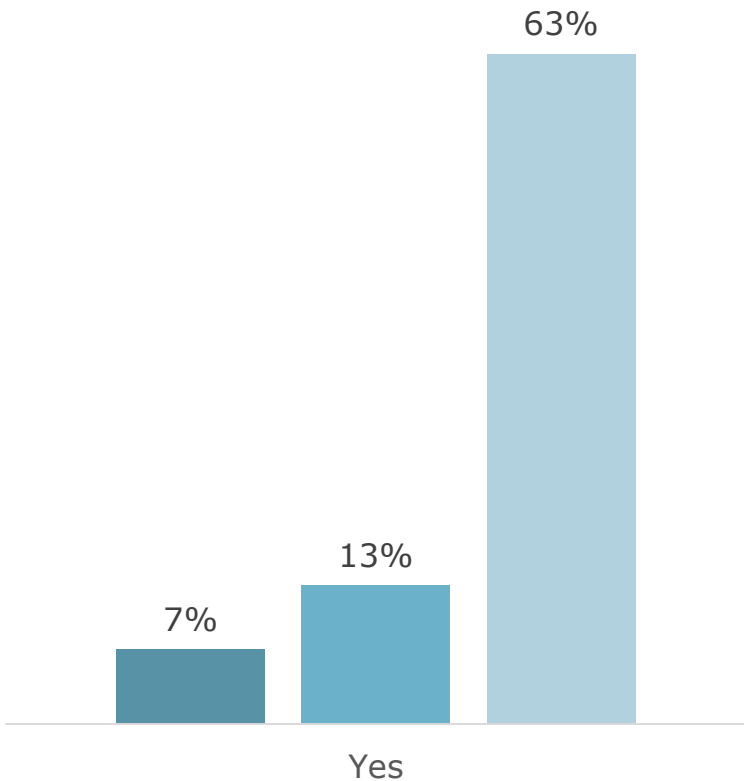
■ Current ■ Pursuing ■ Want to Pursue





CENTER STAFF ASSISTANT TEACHERS RI TEACHER CERTIFICATION

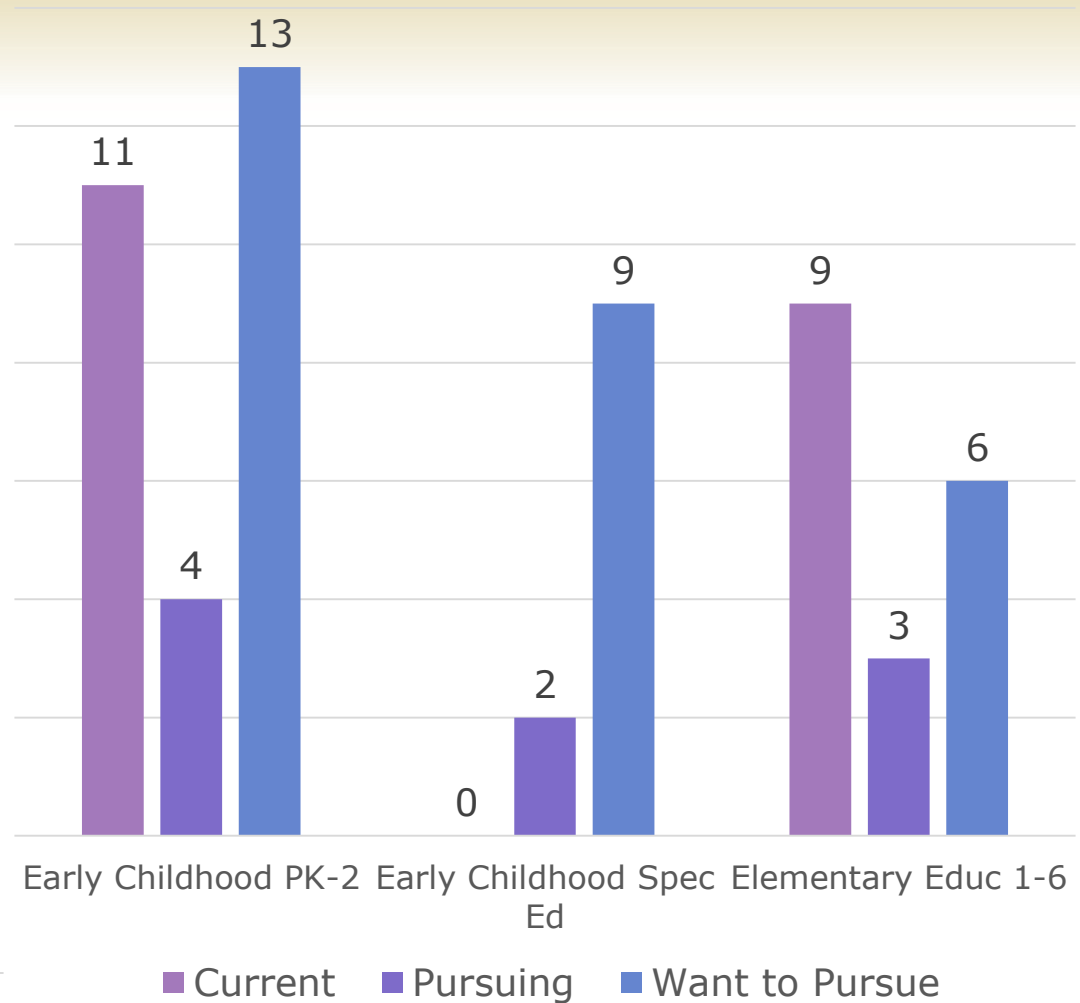
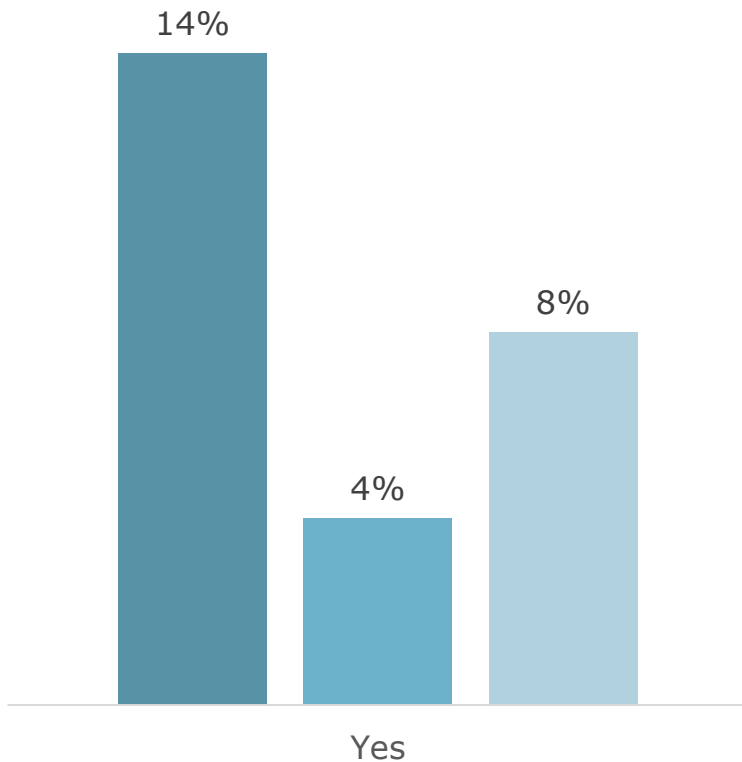
■ Current ■ Pursuing ■ Want to Pursue





FAMILY CHILD CARE EDUCATOR RI TEACHER CERTIFICATION

■ Current ■ Pursuing ■ Want to Pursue

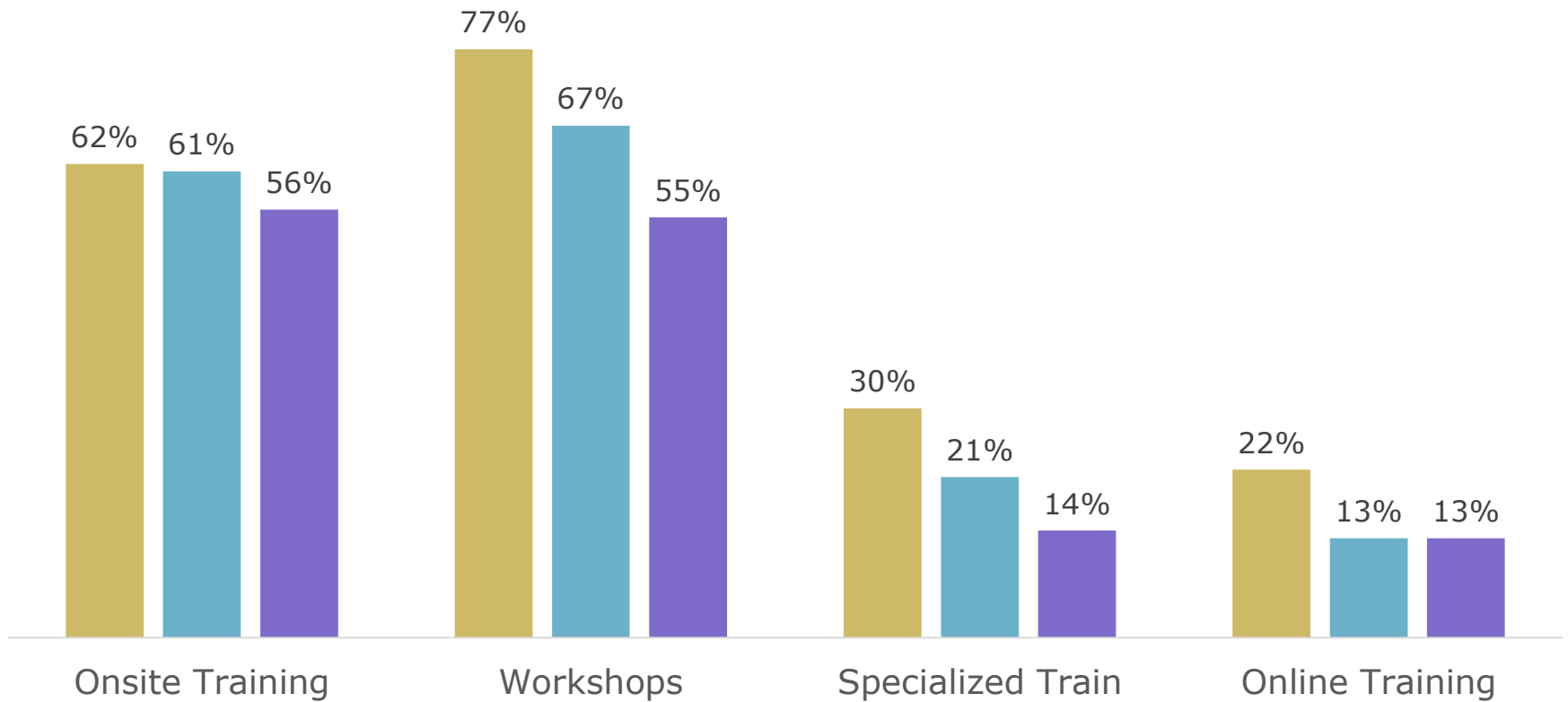


WHAT IS THE CURRENT LEVEL
OF PARTICIPATION IN
PROFESSIONAL DEVELOPMENT?



CENTER STAFF PARTICIPATION IN PROFESSIONAL DEVELOPMENT

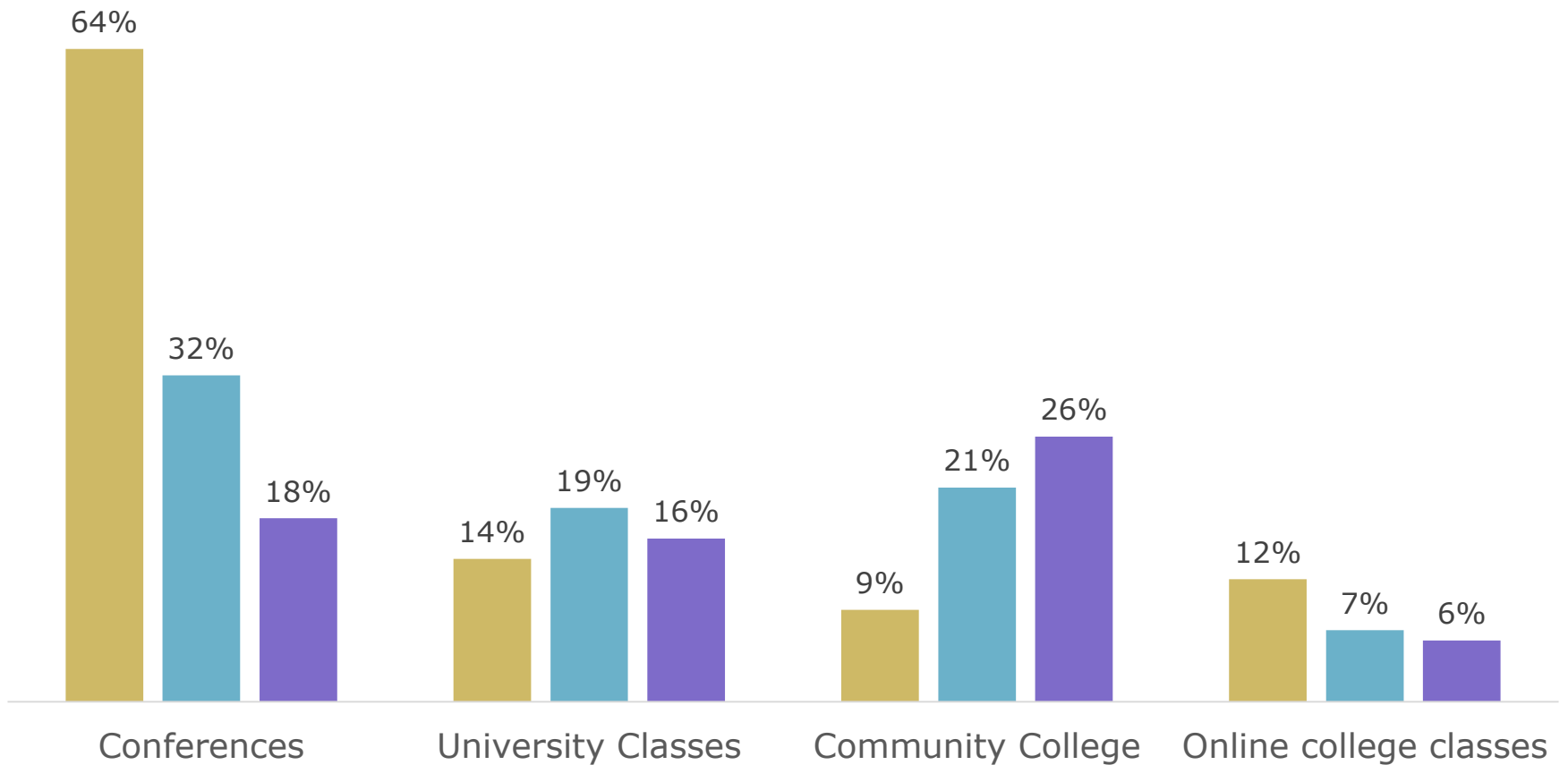
■ Ed Coordinator ■ Teacher ■ Assistant Teacher





CENTER STAFF PARTICIPATION IN PROFESSIONAL DEVELOPMENT, CONTINUED

■ Ed Coordinator ■ Teachers ■ Assistant Teachers

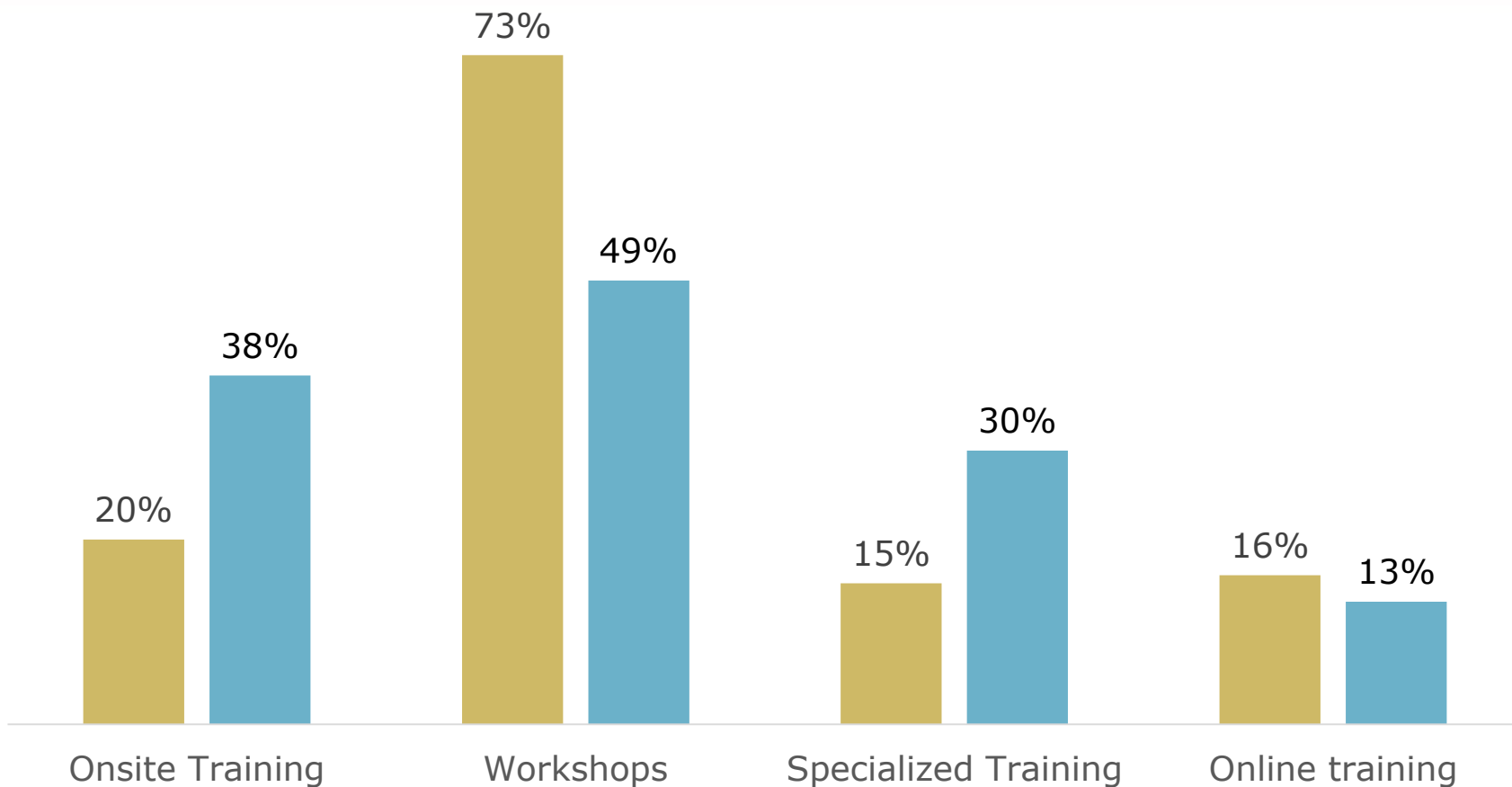




FAMILY CHILD CARE EDUCATORS

PARTICIPATION IN PROFESSIONAL DEVELOPMENT

■ English speakers ■ Spanish speakers

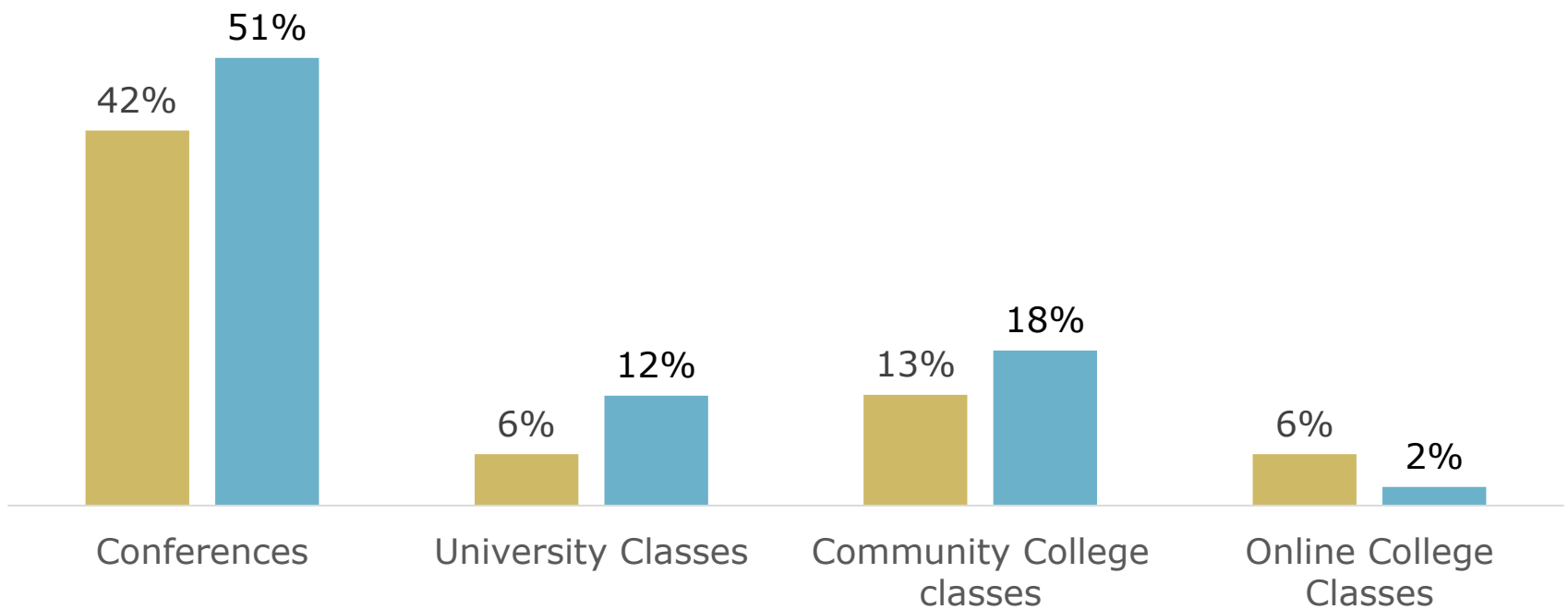




FAMILY CHILD CARE EDUCATORS

PARTICIPATION IN PROFESSIONAL DEVELOPMENT, CONTINUED

■ English speakers ■ Spanish speakers



Rhode Island Early Learning Council Meeting and Early Learning Council Workgroup Meeting

Wednesday, December 11, 2013 11:30-2:00 p.m.

Save the Bay

Meeting Summary

AGENDA SUMMARY

The Early Learning Council Meeting and Early Learning Council Workgroup Meeting agenda addressed the following topics:

- Welcome
- Rhode Island Workforce Study Results
- Strategic Plan Milestones
- Updates
- An opportunity for public comment
- A review of the next steps in the process

KEY POINTS

Key discussion points from the meeting are summarized below:

WELCOME

Commissioner Gist announced that the contract for the new Professional Development/Technical Assistance Center (“PD/TA Center”) has been awarded to the Education Development Center. The Education Development Center and their partner, Ready to Learn Providence, will provide intensive ongoing professional development and technical assistance and will be responsible for overseeing the program improvement grants. Additionally, on Monday RIDE will announce that four school districts were awarded grants to support transition to full day kindergarten.

RHODE ISLAND WORKFORCE STUDY RESULTS

Erin Oldham, PhD, the Executive Director of Oldham Innovative Research, reviewed the data from the workforce study. (see slides) During that review, the following comments and questions were made:

- The workforce study results provide a baseline for evaluating where the early childhood workforce across the state is at this particular point in time. Evaluating that baseline information is the first step in determining what is needed to improve the quality of early childhood care and education in Rhode Island. Going forward, workforce information will be collected through the Early Care and Education Data System’s workforce registry and the PD/TA Center’s needs assessments.
- For the workforce study, three surveys were distributed: a center administrator survey, a center staff survey and a family child care educator survey. Center administrators received a packet containing one survey for them to fill out and several staff surveys for them to distribute within their center.
- The workforce survey could be completed on paper, online or on the phone. Assistance in Spanish was available by phone. Family child care educators completed a survey either in Spanish or in English.

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- The confidence interval determines the generalizability, or validity, of the data results. If the confidence interval is lower, then the data is more valid and generalizable. Even though the percentage of responses from teachers was lower than for centers, the confidence interval is much lower, and thus the data is more valid and generalizable, because the actual number of teacher responses was so much higher than the number of responses from centers.
- Other than the confidence interval, another way to determine if the data is valid is to compare Rhode Island data to national data to see if it follows the same trends, which it does. Additionally, comparisons to known demographics illustrate whether the responses were reflective of the community.
- In any survey that does not have a 100% response rate, there is a slight bias toward motivated respondents.
- The study identified a total of 295 centers in the state. That number does not include stand-alone school age programs.
- Staff at Rhode Island child care centers have less experience than national center staff. In Rhode Island, 60% of center teaching staff have less than 5 years of experience as opposed to 23% of the national center teaching staff. Nationally, 50% of center teaching staff have more than ten years of experience, compared to only 23% in Rhode Island.
- The study results highlight the fact that there are major differences between Spanish speaking and English speaking family child care educators with respect to education level, salary levels and needed supports. Twenty-three percent of Spanish speaking family child care educators have less than a high school degree as compared to only 5% of English speaking family child care educators. Forty percent of Spanish speaking family child care educators make less than \$22,000 as compared to 23% of English speaking family child care educators. Furthermore, with respect to needed supports, only Spanish speaking family child care educators indicated that they need help with transportation. Also, Spanish speaking family child care educators wanted mentors, courses in other languages, help with courses in English, and help with math, writing, and studying. Those supports were not as important to English speaking family child care educators.
- Was bilingual a choice for respondents or did they have to choose English or Spanish as a primary language spoken?
A: Respondents completed a survey in either Spanish or in English and that is how we determined the language spoken. Therefore, there could be some bilingual people included in either group.
- Based on the survey results, people generally view a master's degree as a goal worth pursuing.
- The 40% of education coordinators that want to pursue a master's degree is a subset of those respondents who identified themselves as education coordinators and does not refer to 40% of all respondents.

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- The national workforce study report defines “teacher” as including education coordinators, teachers and assistant teachers. When we compare the Rhode Island data to the national data, we likewise grouped them together.
- Infant toddler providers have lower education levels than preschool teachers, which mirrors the national data.
- In light of the caveat that there is a bias toward highly motivated respondents, should we be concerned that the results are just a snapshot of that group of highly motivated providers, with presumably higher education levels, and not a snapshot of all educators across the state?
A: We had a good proportion of all centers in Rhode Island fill out surveys (60%) so we have less concern about bias. Additionally, because the results follow the national trends, we can have confidence in their validity.
- It seems like good news that 44% of Rhode Island infant toddler teachers have some college credits as compared to 36% nationally.
- The workforce report will further breakdown the study data by core city and whether a program is engaged in BrightStars, NAEYC accreditation or RIDE preschool approval.
- All of the categories of providers wanted extra support through financial aid and online courses.
- Family child care educators were not asked if they wanted courses in early childhood education administration.
- Were family child care educators asked if they had access to computers and wireless networks?
A: Yes, they were asked whether they had access to the internet and the location of that access. That data will be presented in the report.
- Does the Center Administrator Annual Salary slide differentiate between assistant directors and directors?
A: A small percentage of assistant directors completed the center staff survey. They are not included on this slide. This slide refers only to actual administrators of centers.
- The salaries of Rhode Island infant toddler and preschool teachers are higher than the salaries of those teachers nationally, although all the salaries are generally low.
- Are Rhode Island salaries higher because our region of the country is more highly paid than other regions of the country?
A: The national study results do not divide the data by region so we cannot know if that is the case. They might issue a more detailed national report in the future. It would be helpful to compare the different regions of the country.

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- On the slide comparing Rhode Island center staff's hourly wages to national staff wages, the hourly wage for all teaching staff is not just an average of the infant toddler staff hourly wage and the preschool staff hourly wage. The number of teachers in each category is also part of the calculation.
- Since the data shows that a higher number of engaged programs (e.g., BrightStars programs) responded to the survey, does that affect the confidence interval or is the confidence interval just a formula that is not affected by the type of respondents?
A: It doesn't affect the confidence interval, but the report does examine that data on a deeper level. There are four subgroups that the report specifically examines: 1) whether a program is operating with Head Start funding, 2) whether a program is located in a core city, 3) whether the program is engaged with NAEYC, BrightStars, or RIDE, and 4) what size the program is.
- Was there a salary comparison of Rhode Island center directors and national center directors?
A: No, we don't have a national report on directors, just teachers. We did all the national comparisons that we could, but there will probably be more numbers coming out from the federal government eventually.
- Do we have data on how many Rhode Island center staff workers are full time or part-time?
A: Sixty-four percent of teaching staff at centers are full time and 36% are part-time.
- Of the 178 centers that responded, do we know how much of their teaching staff responded? Also, can we tell if a respondent works for a Head Start or not?
A: We did not ask teaching staff the name of the program where they worked because we wanted to maintain anonymity so people would respond honestly. Additionally, some of the surveys we collected at professional development events might come from respondents who are not employed by any of the 178 responding centers.
- How and when will the workforce study report be released?
A: In about two weeks it will be released online and there will be copies at the next meeting.
- Do you know when the family child care home regulations from DCYF will be promulgated?
A: They will be promulgated as soon as possible.
- The study data shows that 23% of Spanish speaking family child care educators don't have a high school diploma and the new DCYF regulations give two years for those educators to comply with the high school diploma requirement. Therefore, we are potentially losing a quarter of our family child care providers because they might not be able to receive a high school diploma or equivalent within the two years. Additionally, after January 1st, the GED test is becoming more expensive and more difficult. We need to have a conversation about this potential barrier. Chas Walker, who is involved in the family child care worker unionization, can help share available resources with the family child care community to assist in overcoming this barrier as well as others.

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- What are the next steps with the Workforce Study results? What kind of policy decisions will be impacted by the data?
A: The data will inform many policy decisions. The concrete data will replace the anecdotal information we had previously. The PD/TA Center will use the information to address the current needs of the workforce and to alleviate the barriers they are encountering. It will also impact TEACH, the CCRI program and other programs of early learning higher education. Going forward, it will be our job to maintain the data and keep it relevant.
- Do we have similar workforce data for Early Intervention? Are there plans to get that data so we can see what needs there are within that more specialized area?
A: This is a great thing to examine going forward. This study is a starting point.
- The study results validate the necessity of the Race to the Top grant work and provide critical information to help target and deliver needed supports.

Comments and questions from the public included:

- When calculating the total number of teachers in the state, were part-time teachers included?
A: The total number of teachers in the state was calculated using licensed slot data from the Rhode Island Kids Count Factbook. Accounting for actual enrollment, we took 80% of the licensed slots per age group and applied the child-teacher ratio. It is possible that classrooms have more teachers than we estimated because we don't have actual numbers.
- Why are education coordinators in the same category as teachers and assistant teachers?
A: That is just for the purpose of comparison to the national data because they group it that way. However, although Rhode Island has more stringent licensing requirements for education coordinators and they have more administrative responsibilities, most education coordinators still teach in the classroom alongside teachers and assistant teachers. In the workforce study report they are separated out by position.
- Were family child care educators asked about benefits?
A: Yes, they were asked if they have benefits for themselves and if they provide benefits for their assistants. For center administrators, we asked if benefits were offered and if benefits were utilized.

STRATEGIC PLAN MILESTONES

Allison reported on the milestones for improving early learning and development outcomes for children and Elizabeth and Michele reported on the milestones for improving program quality. (see slides) The following key comments and questions made during those reports:

Improving Early Learning and Development Outcomes

- There was a soft launch of the 2013 Early Learning and Development Standards this summer through emails and the RIELDS website. A final version of the 2013 standards along with the

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poster, FAQs and training tools will be sent to all licensed programs soon, with the goal being that all programs will have transitioned to the 2013 standards by 2016.

- We have overhauled and updated the RIELDS trainings to include not only the new standards but also relevant information from the Workforce Knowledge and Competencies and the new licensing regulations.
- Under the publications tab, the RIELDS website contains copies of all of the updated documents.
- We have updated our parent resources to match the revisions to the standards. The parent guide provides information relevant to parents on the early learning and development standards and finding standards based child care.
- There have been family focus groups where the parent materials were vetted by end users.

Improving Program Quality

- We are making sure that every strategy in the Early Learning Council's strategic plan is something that is regularly paid attention to and updated.
- BrightStars, DCYF licensing and RIDE CECE approval regulations have all been aligned and now the community needs to be educated on the comprehensive set of quality standards that they create together, starting from licensing and going to BrightStars and then RIDE. We have also aligned the areas where RIDE, DCYF and BrightStars policies and procedures intersect and have developed guidance documents and a common application to ensure that all the agencies give consistent messages to programs.
- RIDE, DCYF and DHS are in agreement on their cross agency roles along the quality continuum. There is an MOA with RIDE, DCYF and DHS focusing on the continuing commitment of all the agencies to maintaining the aligned work. Therefore, in the future, all changes need to be made collaboratively.
- Based on a new DHS policy, all programs that receive CCAP funding must enroll in BrightStars. This is a quality commitment statement made in the Early Learning Council's strategic plan and accelerated through the Race to the Top Early Learning Challenge grant funds. It also tracks the federal priority that child care providers who care for the lowest income children need to be on a pathway to quality through a QRIS system. DHS has just taken the first step in accomplishing this goal by awarding a Starting Star to all CCAP programs.
- DHS sent out a communication explaining that all CCAP programs have received a Starting Star and that CCAP programs are encouraged to engage with BrightStars by April 1st to start the process of developing a Program Improvement plan and getting a star rating as a one, two, three, four, or five star program. If CCAP programs do not engage with BrightStars by April 1st, they will be awarded an automatic 1 star rating and they will then have six months to meet the criteria of the 1 star

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level, including compliance with licensing requirements and having an approved quality improvement plan, or they will not be eligible to continue to participate in the CCAP program.

- BrightStars is ramping up outreach, including sending out a letter reiterating what was said in DHS' communication. BrightStars' applications can be downloaded from their website or can be mailed to programs upon request. There are BrightStars staff members available to assist in completing applications. A letter will be sent to programs that will include information on the large group information sessions taking place on January 7th and January 14th and quarterly after that. That letter will also include information on how to start on the quality improvement pathway and the different kinds of assistance that are available through BrightStars. In addition, BrightStars plans to visit all associations and groups so information can be disseminated through community partners. Additionally, there are some employment positions open at BrightStars that are listed on the website.
- What does "RIDE-funded programs" mean?
A: It means all programs that receive any kind of funding from RIDE, including Title I and IDEA funding.
- When you say that 20% of programs are participating in BrightStars, does that include all RIDE programs?
A: In late November, over 1 in 5 licensed child care programs in the state were engaged, rated and participating in BrightStars, including community based preschool centers, family child care homes and school age programs. BrightStars is now open to public schools, which had not been previously available. A lot of public schools have called for applications and we are following up with them. Hopefully, we will be able to engage the 60 public school preschools that we have in the state.
- What about the programs that have applied to BrightStars, but are waiting for the process to start?
A: There are 35 programs pending in the process. There are 217 licensed programs that are fully participating. Because we accept applications on a rolling basis, that number changes daily. We will be working with the CCAP programs that have received a Starting Star in order to ensure that they are engaged and supported on a quality improvement journey.

UPDATES

Kristin, Melissa and Leanne provided updates on the newly structured subcommittees, the Race to the Top Early Learning Challenge ("RTT-ELC") and the Rhode Island Kids Count Issue Brief on *Young Children with Developmental Delays and Disabilities*. (see slides) The following key comments and questions were made during those updates:

Newly Structured Subcommittees

- We have had three subcommittee meetings under the new structure and 55 new people from the community have been engaged across all the subcommittees. The responses to the new structure have been very positive.

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- The interest forms on the earlylearningri.org website have been edited to include a space for indicating an interest in receiving subcommittee communications and materials. When we begin recruitment efforts again, we will put back the space for requesting subcommittee membership.

RTT-ELC

- DHS staff capacity is being expanded in order to support grant management. A program service officer for the PD/TA Center will start Monday and a program service officer working with BrightStars will start in January. There are two positions at RIDE that need to be filled--an executive staff assistant and a person to process RIDE CECE approvals.
- The Race to the Top – Early Learning Challenge work has been rebranded as Exceed-Rhode Island’s Early Childhood Commitment.
- The Sustainability Committee will issue an RFP to get assistance in developing an action plan to help guide the planning work for the next two years related to strategies for sustaining portions of the Race to the Top-Early Learning Challenge after the grant ends
- We are starting round two of the quality improvement grants. The first program quality award checks were released December 2nd. The next set of checks will go out by the beginning of January.
- In January, DCYF will be sending out another communication on the revised center regulations that will detail the individual supports licensors will be providing to programs. There will be information sessions on the new regulations in January. There may also be a self-assessment for programs to use so they can evaluate what steps are necessary for their compliance with the new regulations.
- We are in the planning process for assessing the facility needs of programs in the state and what we can do to support programs that need facility upgrades.
- The assessment workforce knowledge and competencies have been finalized with the Education Development Center. The work on the Kindergarten Entry Assessment continues, with Michele covering while Judi is out on maternity leave.
- DOH is working with primary care providers to implement electronic developmental screenings.
- The portal for the Early Learning Data System will launch around the end of the first quarter.
- An RFP has been released for Institutions of Higher Education to bid on a new Center for Teaching and Learning that will address the needs of the current workforce.
- Similar to last year, we will be providing updates to the Council on how the \$50 million grant is being spent.

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- Will the interpretative guide for DCYF licensing regulations be released to the public?
A: Since it is an internal policy manual, there are no plans to release it. However, the program self-assessment should help highlight regulation changes and actions programs need to take to comply with the new regulations.
- Are we going to spend all of the Race to the Top grant funds by the end of the next two years and how, specifically, are we going to do that?
A: We are going to spend all of the funds and we will explain the specifics of that at a future meeting.

Rhode Island KIDS COUNT Issue Brief: *Young Children with Developmental Delays and Disabilities*

- Disabilities and delays are more common in children with certain risk factors, like poverty, and are not evenly distributed throughout the population. Developmental screening through pediatric well-child visits and Child Outreach is key to finding children with disabilities and delays so they can access the Early Intervention and preschool special education systems. It is especially important that children with disabilities or delays, particularly ones from core cities, are identified early so they have the necessary time to catch up with their peers before they enter public school.
- CVS has supported us in developing this Issue Brief and the new preschool special education indicator in the Factbook and they will use their network to spread the word on early developmental screenings.
- The RI Department of Health is supporting physician practices that want to convert to electronic developmental screenings. The electronic system will help to streamline the process and eliminate duplicative screenings.

PUBLIC COMMENT

The following additional comments and questions from the public were made:

- Since it is clear that everybody is interested in pursuing more education, what is the capacity for GED coursework in Rhode Island? Are there wait-lists for adult GED classes and for college credit courses? Do we have capacity for courses in other languages, especially Spanish? Additionally, with all the CCAP programs receiving a Starting Star, does BrightStars have the capacity to support all those additional quality improvement plans?
- There is a desire for more professional development around disabilities, which is consistent with the study results.
- How will parents and families access all the early childhood system information, such as the 2013 standards, Family Fun Activities Cards, and developmental screenings? How is the public awareness campaign being coordinated across agencies?
A: There will be a mailing to all agencies and organizations that work with children ages birth to five. They will spread the word through their networks in the community.

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- Starry, Starry Night is tomorrow night at the Marriott. It is a time to celebrate with the programs that have become part of BrightStars.

NEXT STEPS/WRAP UP

The next Early Learning Council meeting will be March 19 from 11:30-2:00 at Save the Bay. There will be an Access Subcommittee meeting in late January or early February.