

Rhode Island Early Learning Council Meeting

Wednesday, March 11, 2015 11:30-2:00p.m.

Save the Bay

Agenda

Time	Agenda Item	Lead
11:30-11:45	Welcome /Meeting Overview <ul style="list-style-type: none">• Milestones and Celebrations	Elizabeth Burke Bryant Deborah Gist
11:45-1:15	Kindergarten Entry Profile: Goal, Plan, and Progress	Judi Stevenson-Garcia
1:15-1:25	Public Comment	Public Participants
1:25-2:15	Data Dashboard Review	Leanne Barrett
2:15- 1:45	Updates	Melissa Emidy Co-Chairs, Program Standards and Quality Subcommittee
1:45-1:55	Public Comment	Public Participants
1:55-2:00	Next Steps	Elizabeth Burke Bryant Deborah Gist



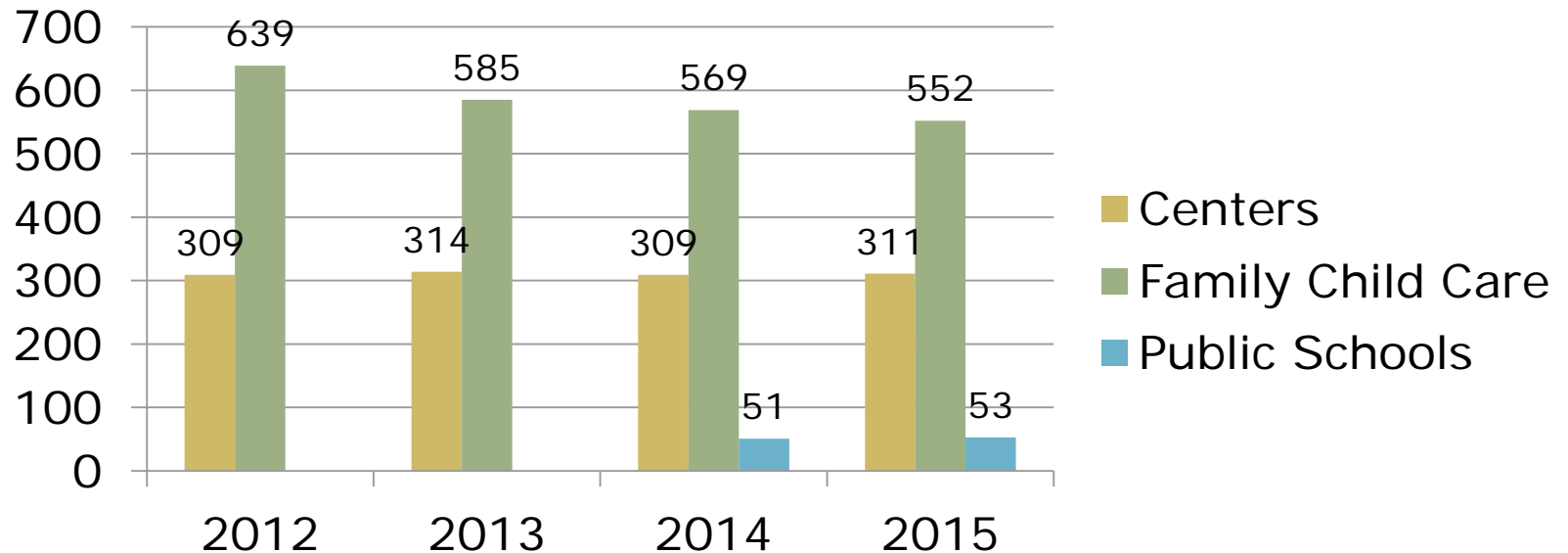
RHODE ISLAND EARLY LEARNING COUNCIL DATA DASHBOARD

Master as of March 2015



ACCESS: # EARLY LEARNING PROGRAMS

Early Learning Programs in Rhode Island

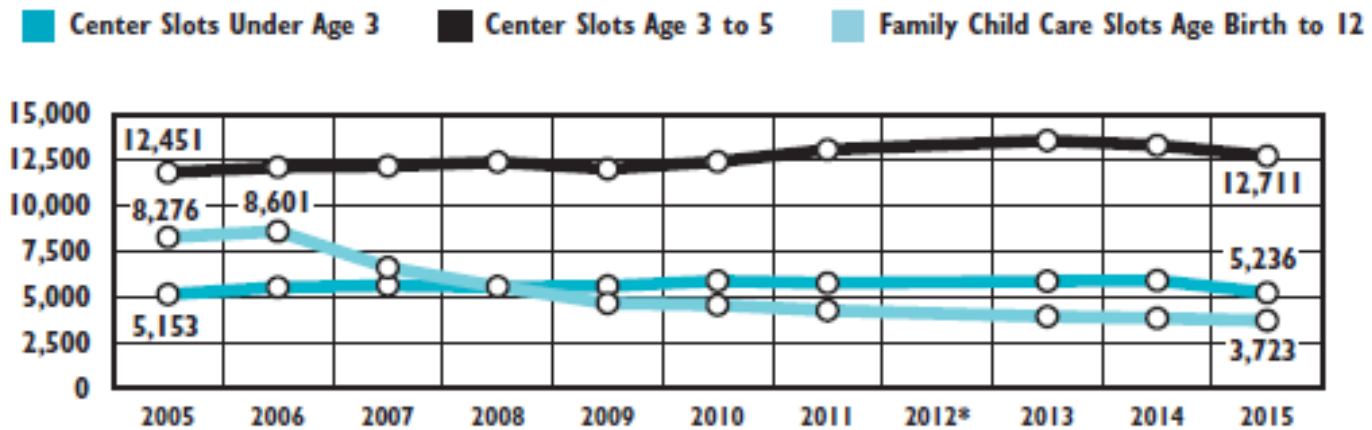


- Data not available for public schools prior to 2013-2014 school year



ACCESS: LICENSED CAPACITY

Early Learning Program Capacity, Rhode Island, 2005–2015

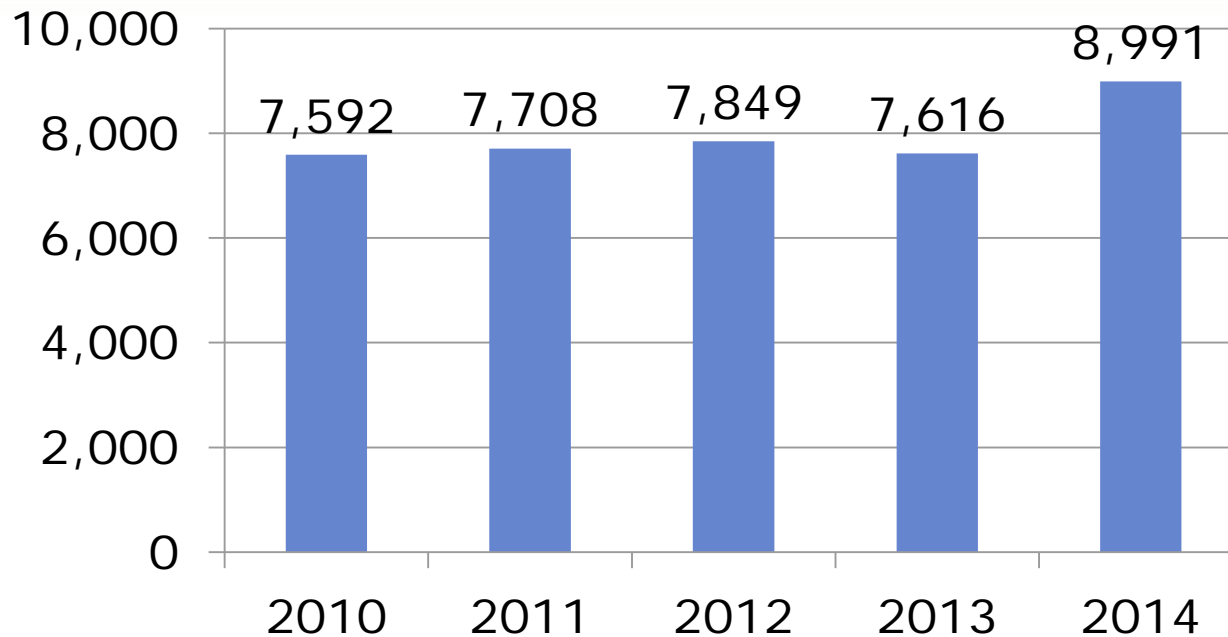


Source: Options for Working Parents, slots in licensed child care centers and certified family child care homes, 2003-2006. Rhode Island Department of Children, Youth and Families, slots in licensed child care centers and family child care homes, 2007-2015.*In the 2013 Factbook, data was collected as of January 2013, instead of December 2012.



ACCESS: CHILDREN RECEIVING CCAP

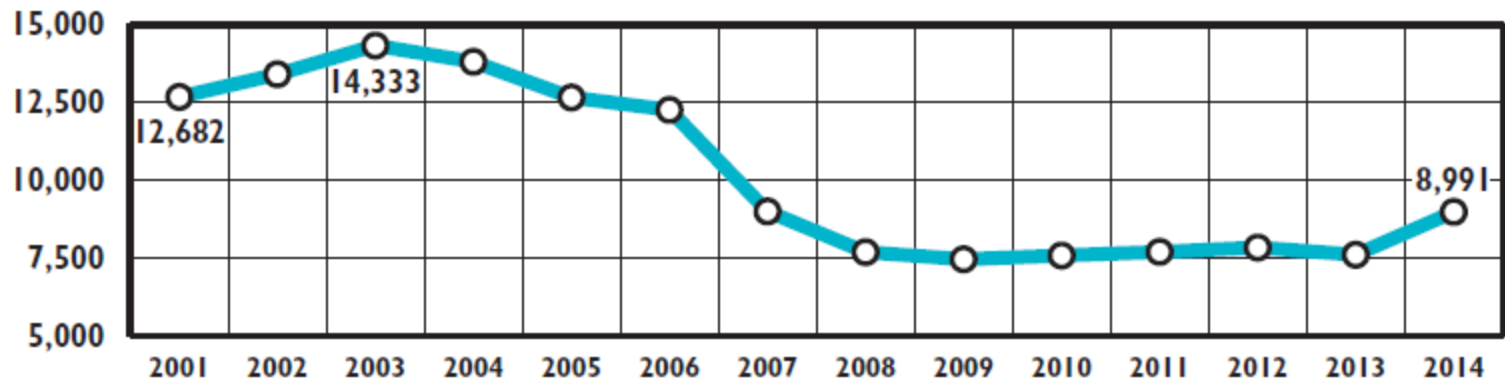
Child Care Subsidies



GOAL: By December 2016, there will be 10,000 children ages birth through 12 participating in CCAP



ACCESS: CHILD CARE ASSISTANCE PROGRAM

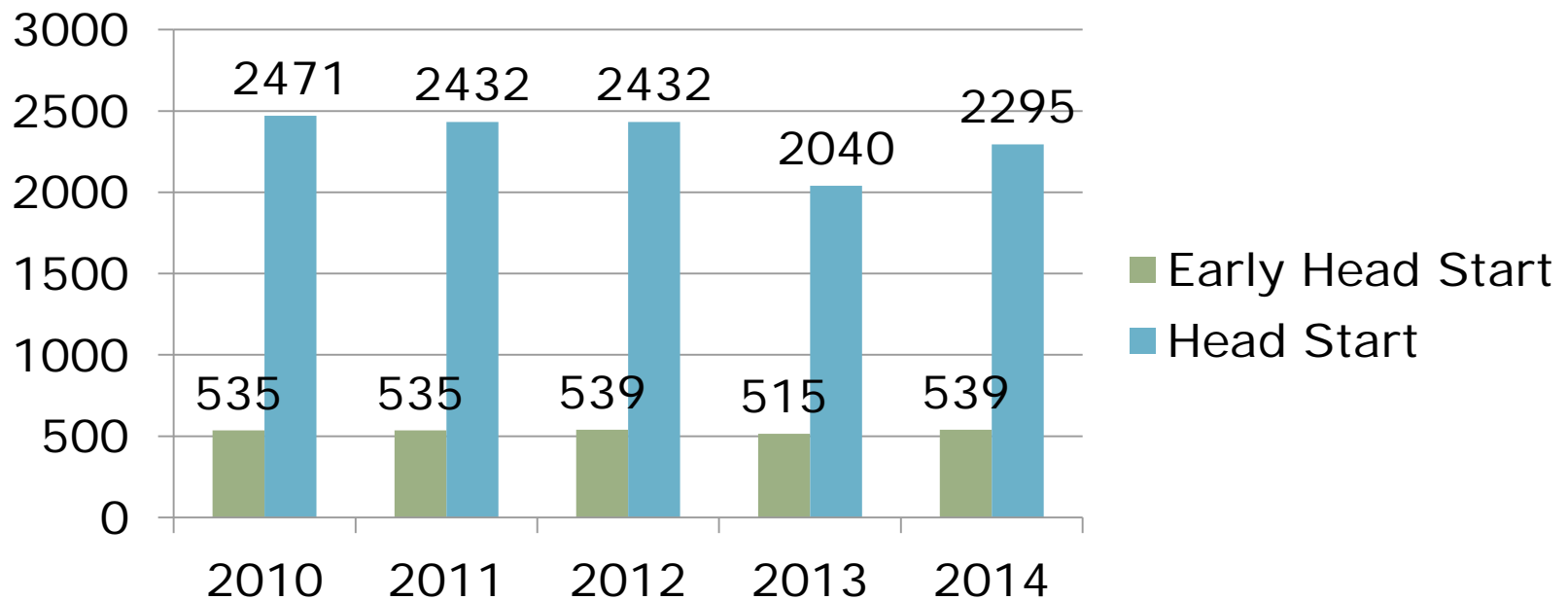


Source: Rhode Island Department of Human Services, December 2001–December 2014.



ACCESS: CHILDREN ENROLLED IN EARLY HEAD START & HEAD START

Early Head Start & Head Start Enrollment



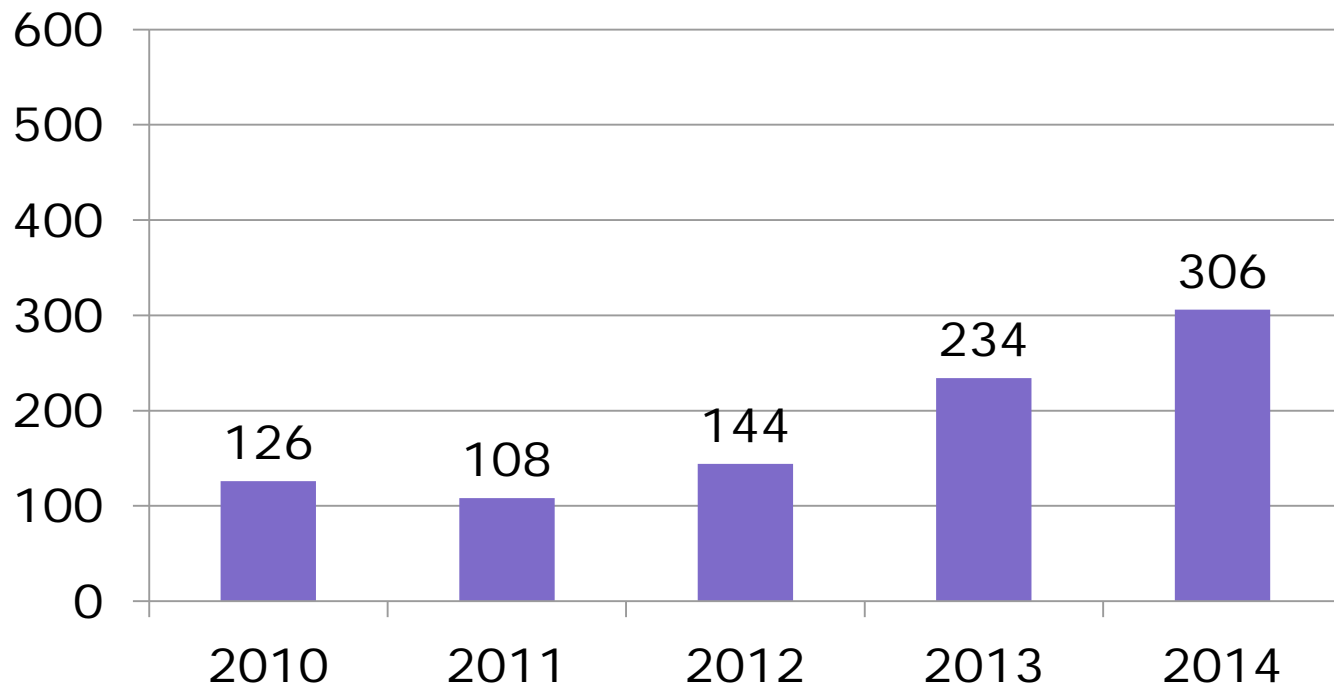
GOAL: By 2016, there will be 800 children enrolled in Early Head Start

GOAL: By 2016, there will be 2,972 children enrolled in Head Start



ACCESS: CHILDREN ENROLLED IN STATE PRE-K

Children Enrolled in State Pre-K

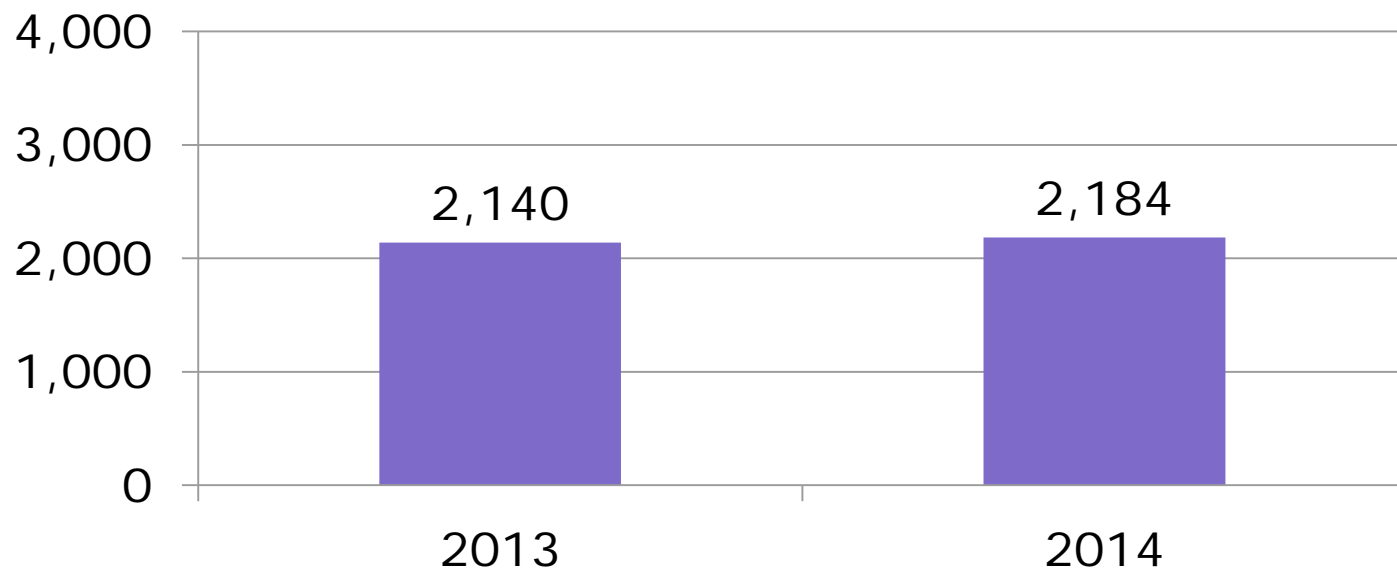


GOAL: By 2016, there will be at least 504 children enrolled in State Pre-K program.



ACCESS: CHILDREN ENROLLED IN EARLY INTERVENTION

Children Enrolled in Early Intervention

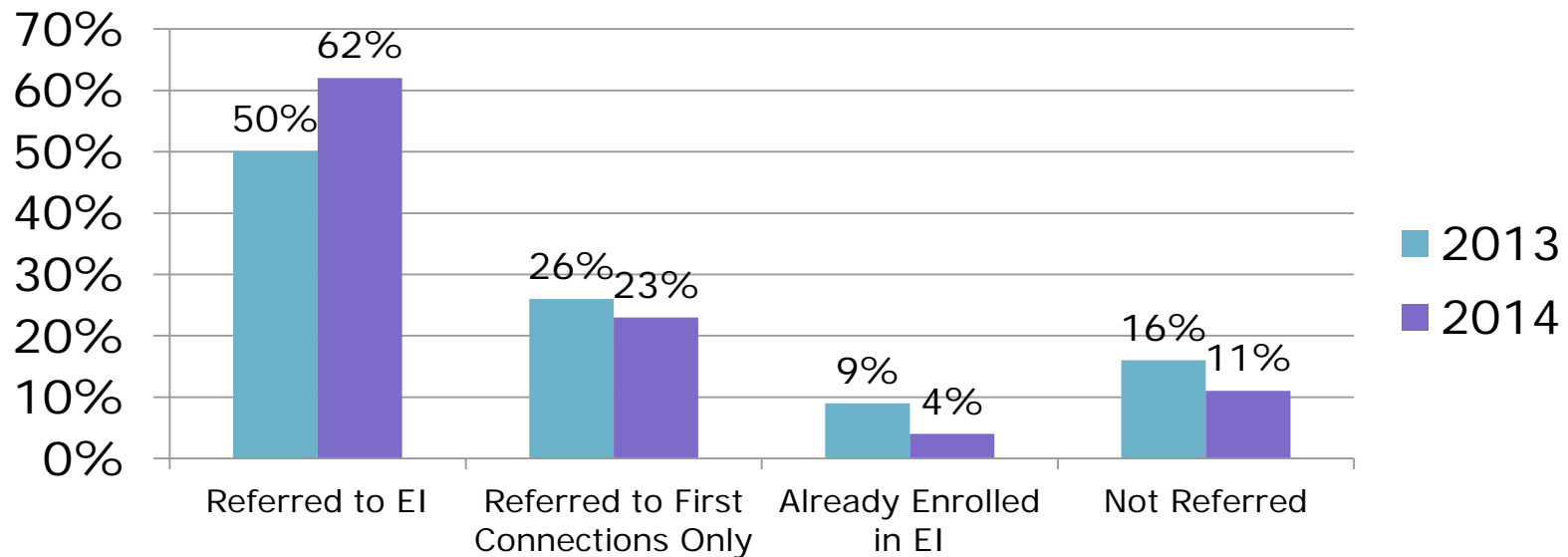


- Point in time enrollment as of June 30
- As of June 30, 2014, 6% of infants and toddlers were receiving Early Intervention (7% in the core cities, 6% in remainder of state)



ACCESS: EARLY INTERVENTION

Victims of Child Maltreatment < 3 Referred to Early Intervention/First Connections

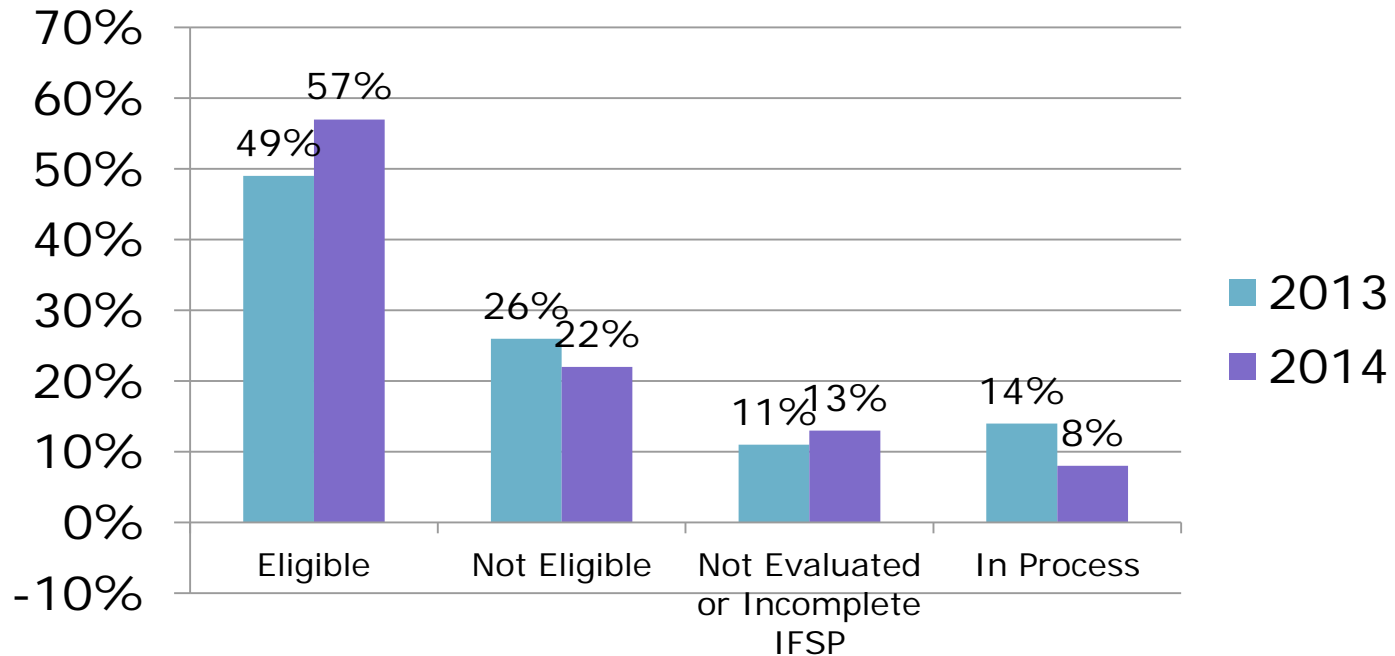


GOAL: By 2016, 100% of children under age 3 who have been victims of child maltreatment will be referred to EI/First Connections for assessment and access to services if not already enrolled. (Currently, 11% of 831 victims were not referred).



ACCESS: EARLY INTERVENTION

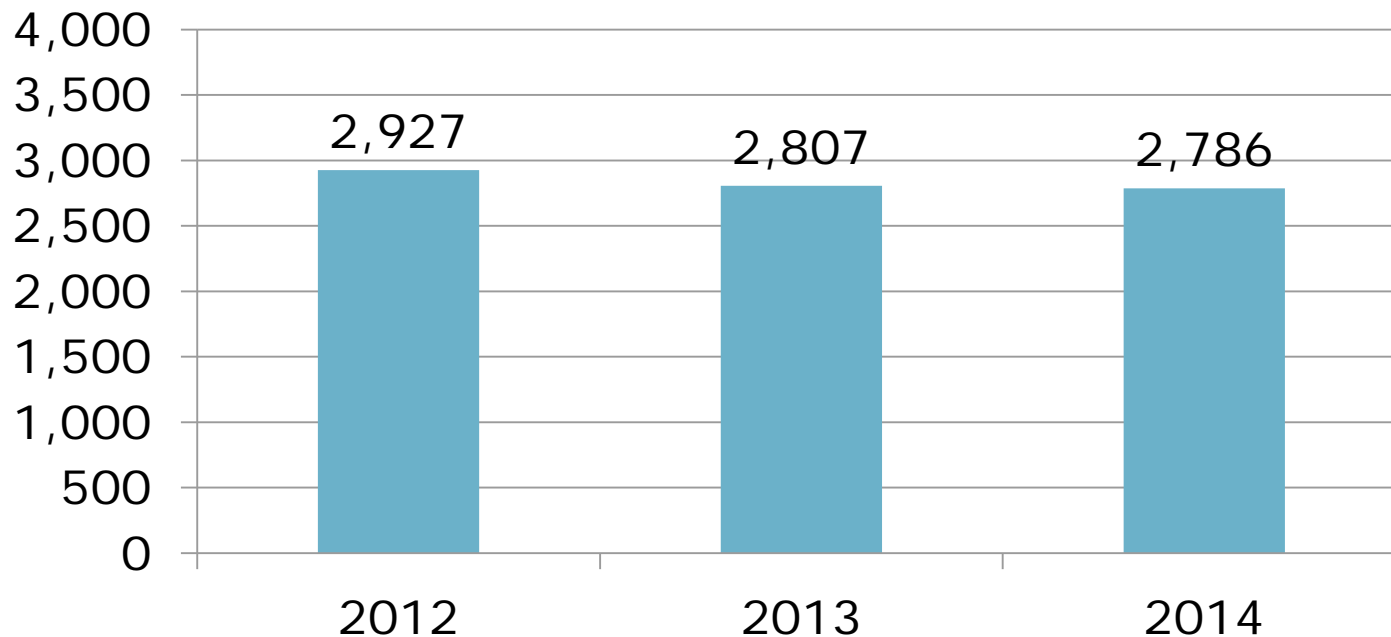
Victims of Child Maltreatment < 3 Referred to EI by Eligibility Status





ACCESS: CHILDREN RECEIVING PRESCHOOL SPECIAL EDUCATION SERVICES

Children Ages 3 to 5 with an IEP

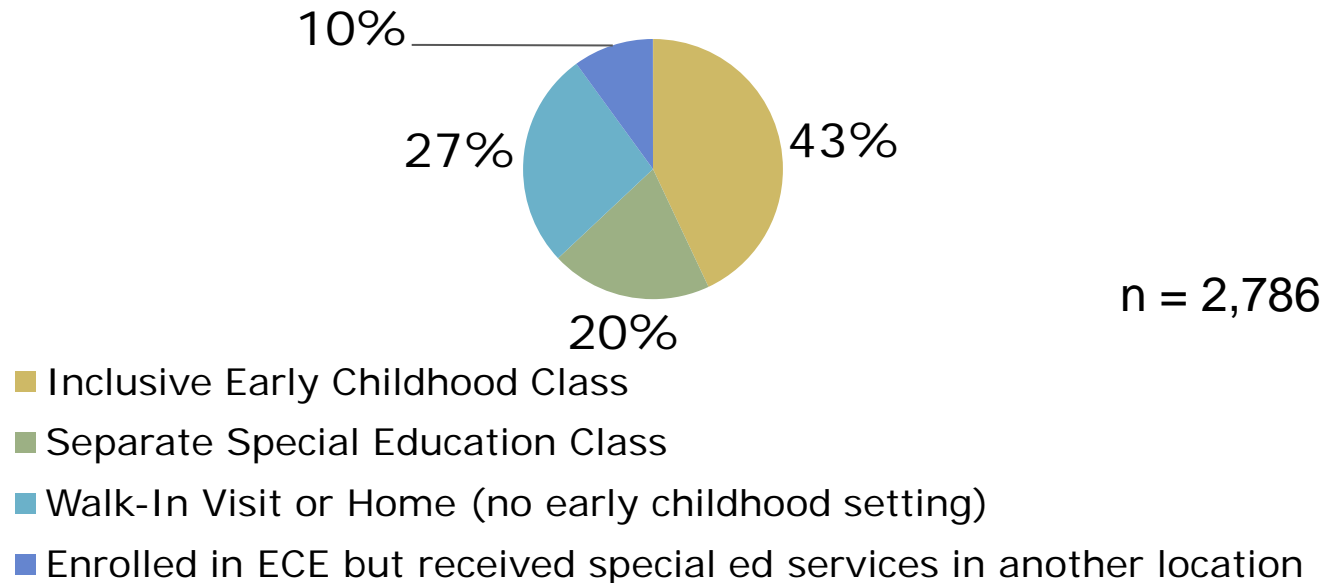


- Point in time enrollment as of June 30
- As of June 30, 2014, 8% of children ages 3 to 5 were receiving preschool special education services (7% in the core cities, 9% in remainder of state)



ACCESS: PRESCHOOL SPECIAL EDUCATION BY SETTING

Preschool Special Education by Setting, June 2014

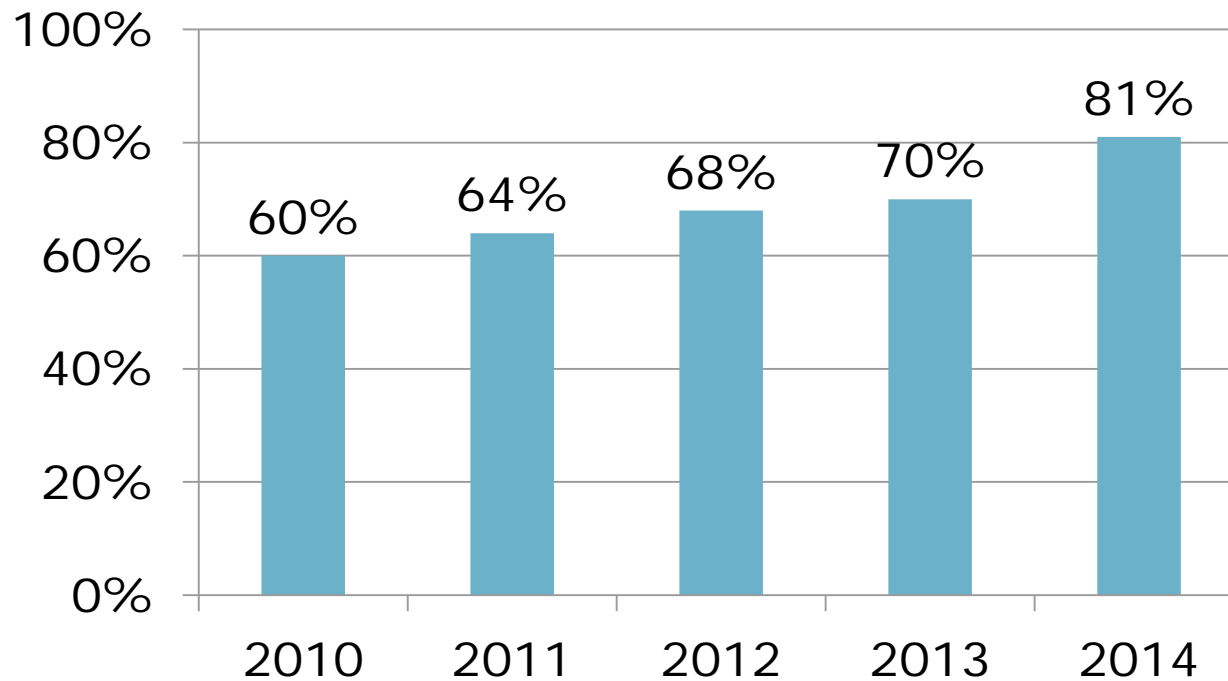


GOAL: By 2016, 85% of preschool children with disabilities will be receiving their special education services within high-quality, inclusive early childhood settings.



ACCESS: % CHILDREN IN FULL-DAY KINDERGARTEN

% of Public School Kindergartners in Full Day K

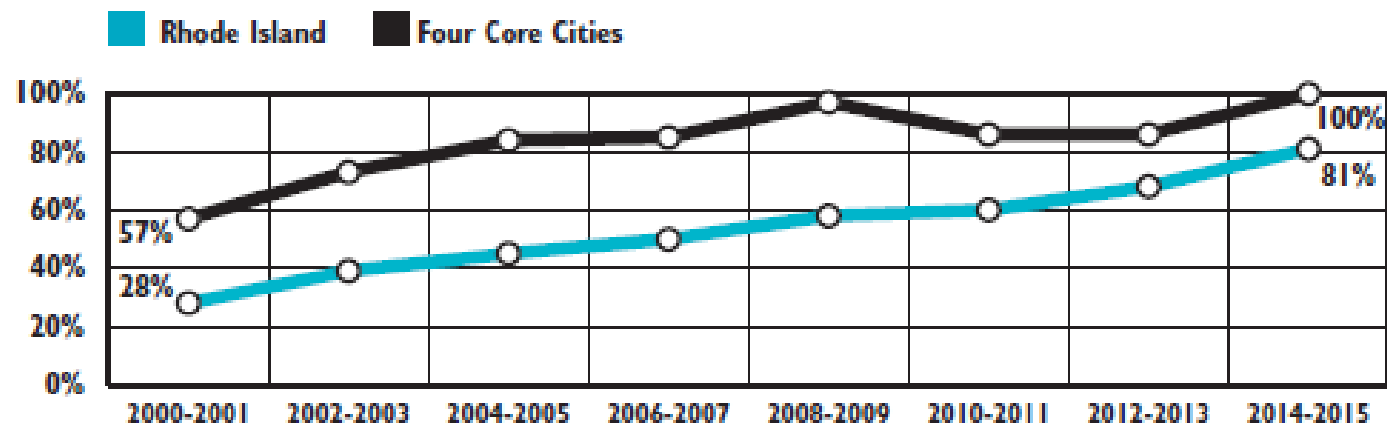


GOAL: By 2016-2017, 100% of RI kindergartners will be enrolled in full-day kindergarten.



ACCESS: FULL-DAY KINDERGARTEN

**Children in Full-Day Public Kindergarten Programs,
Rhode Island, 2000-2001 through 2014-2015 School Years**

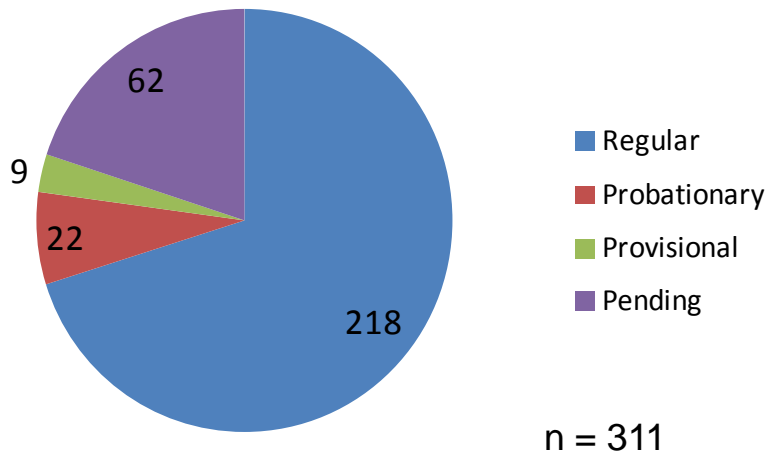


Source: Rhode Island Department of Education, kindergarten enrollment October 1, 2000–October 1, 2014.

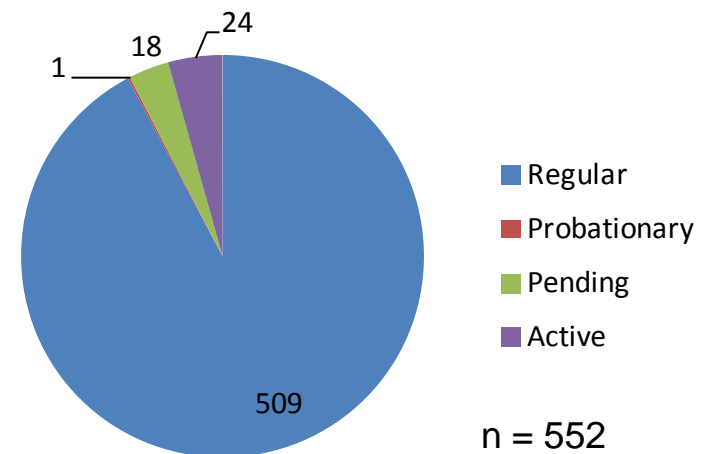


QUALITY: LICENSING STATUS

**Child Care Centers by Licensing Status,
January 2015**



**Family Child Care Homes by
Licensing Status, January 2015**



Regular License: In compliance with licensing regulations

Probationary: Not in compliance with regulations, plan to correct

Provisional License: New program

Pending: Status not available due to change in process

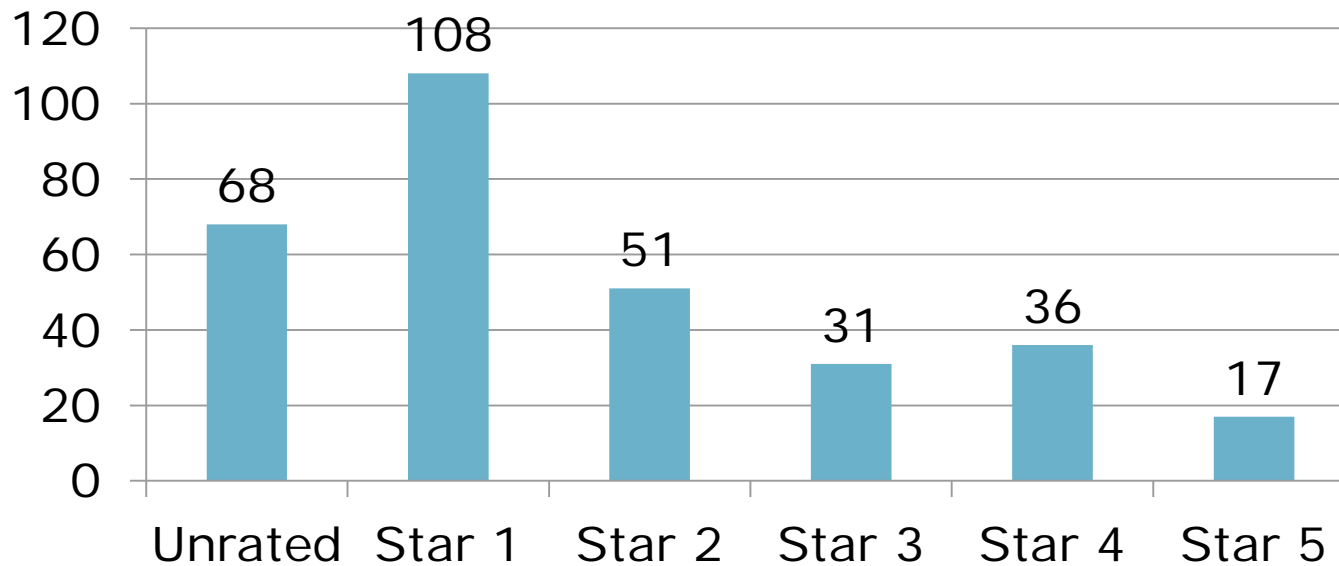
Active: Status not available due to renewal in process



QUALITY: CENTER/PRESCHOOL BRIGHTSTARS RATINGS

**Early Learning Centers & Preschools with a
BrightStars Rating, January 2015**

**Total Rated
Programs:
243**



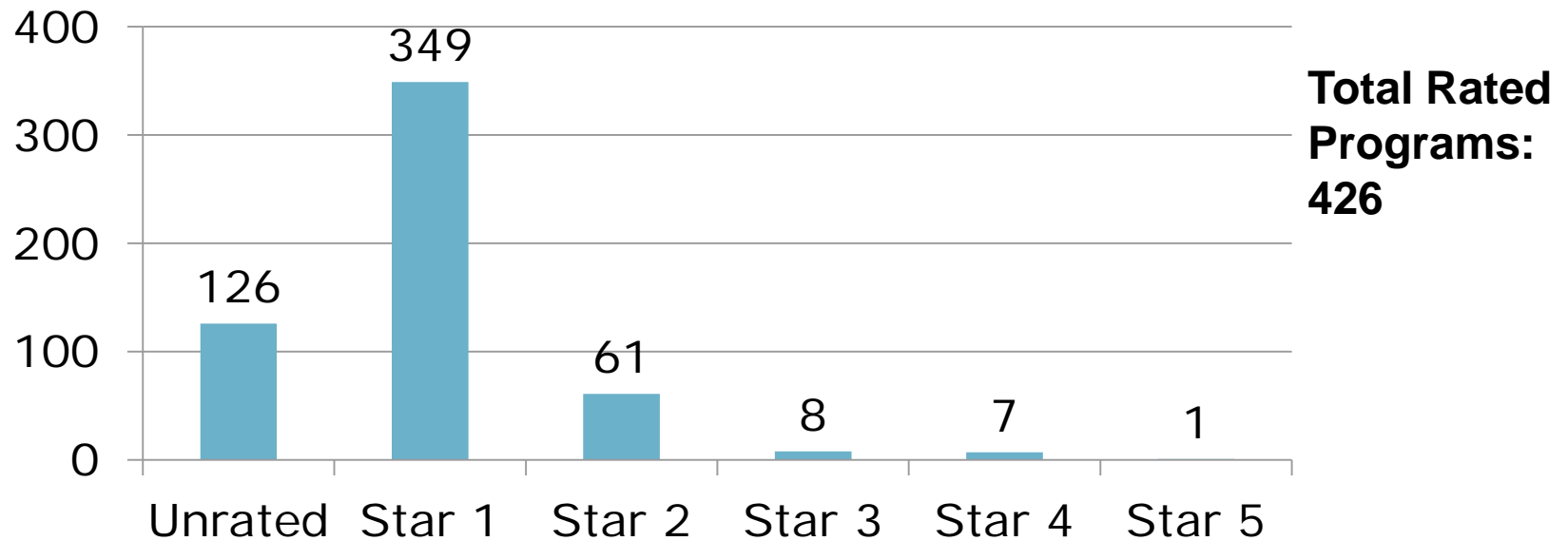
- 78% of licensed centers are participating (rated) (243 of 311)
- 17% of licensed centers have a rating of 4 or 5 stars (53 of 311)
- Pending new applications are not included

GOAL: By December 2015, 61% of licensed early learning centers will have a rating of 4 or 5 stars



QUALITY: FAMILY CHILD CARE BRIGHTSTARS RATINGS

**Family Child Care Homes with a
BrightStars Rating, January 2015**



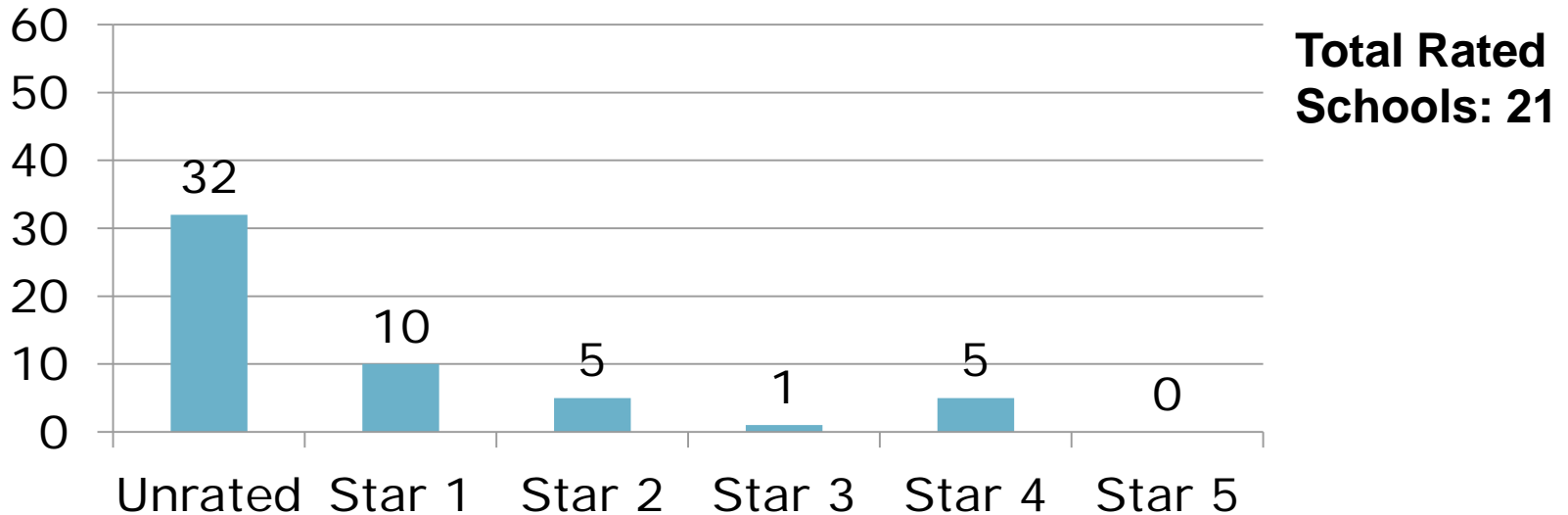
- 77% of licensed family child care homes are participating (rated) (426 of 552)
- 1% of licensed family child care homes have a rating of 4 or 5 stars (8 of 552)
- Pending new FCC applications are not included in this chart

GOAL: By December 2015, 8% of licensed family child care will have a rating of 4 or 5 stars



QUALITY: PUBLIC SCHOOL BRIGHTSTARS RATINGS

**Public Schools with a BrightStars
Rating, January 2015**



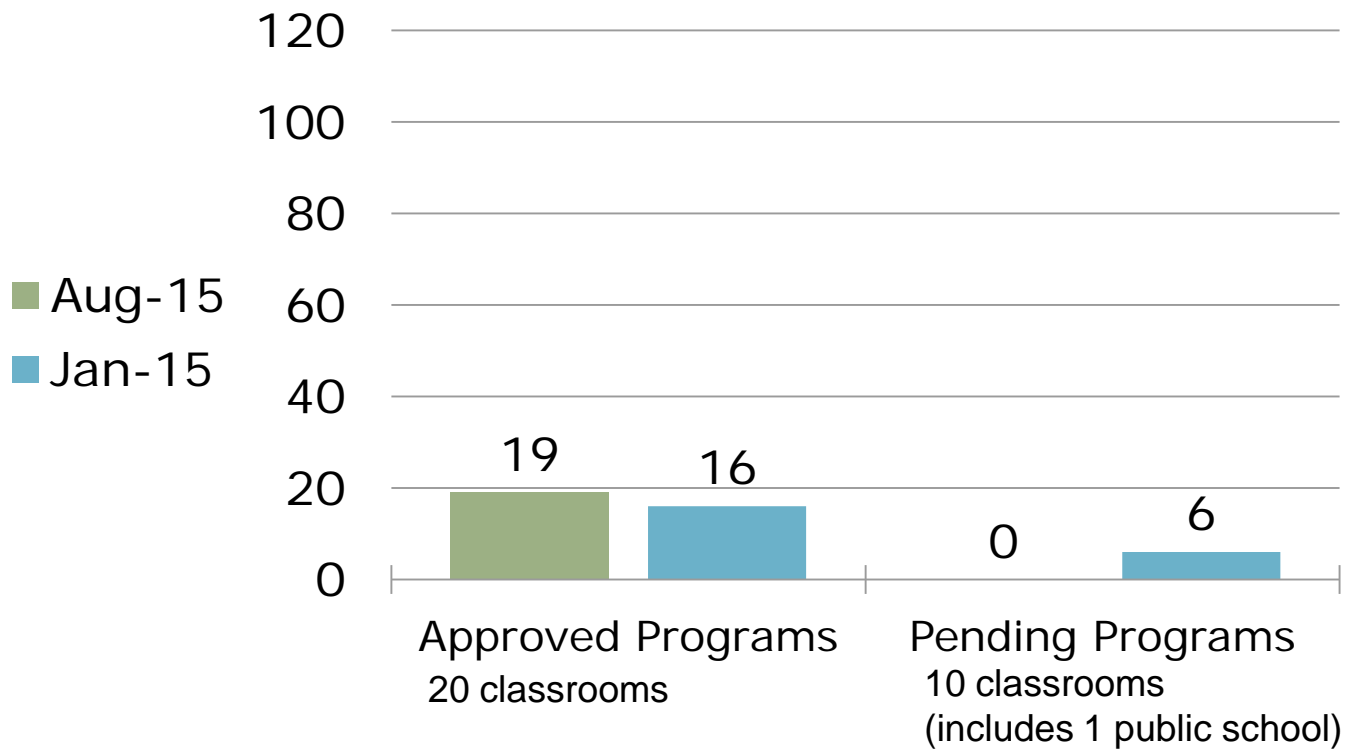
- 40% public schools serving preschoolers are participating (rated) (21 of 53)
- 9% of public schools serving preschoolers have a rating of 4 or 5 stars (5 of 53)
- Pending new public school applications are not included in this chart

GOAL: By December 2015, 100% of public schools serving preschoolers will have a rating of 4 or 5 stars



QUALITY: RIDE COMPREHENSIVE EARLY CHILDHOOD EDUCATION APPROVAL

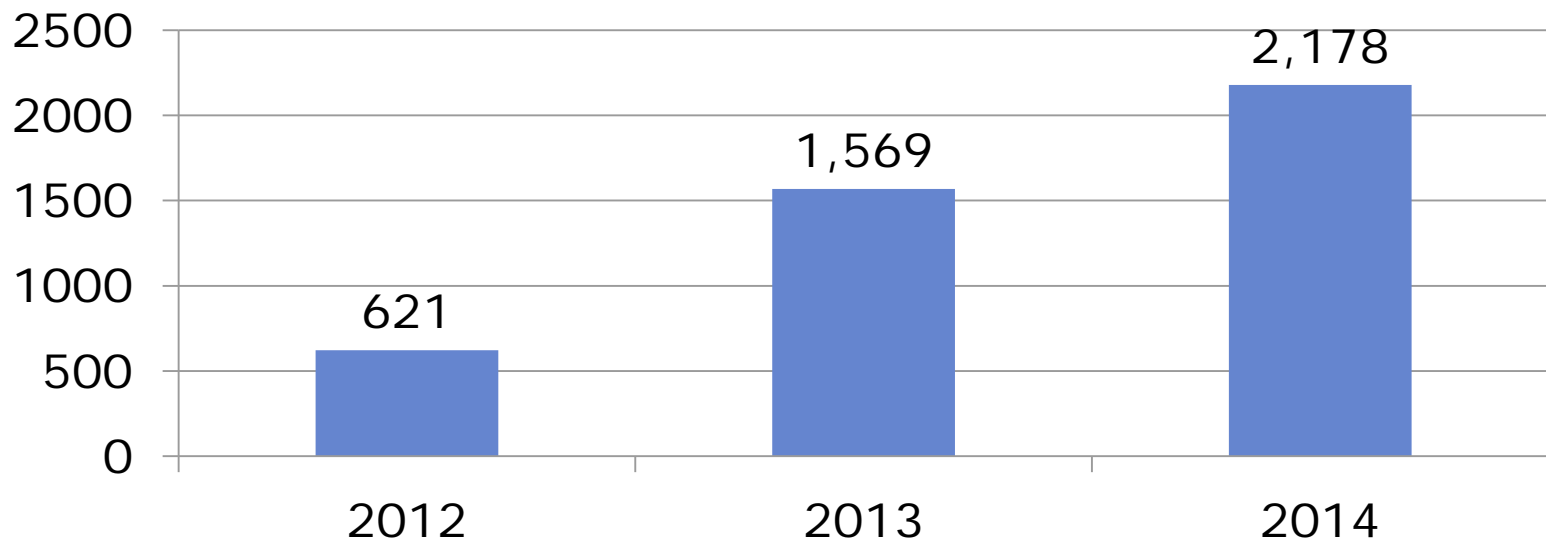
Programs with CECE Approved Classrooms





WORKFORCE: ALIGNED PROFESSIONAL DEVELOPMENT

Individuals Completing Aligned Professional Development & Higher Education (duplicated)



GOAL: By December 2015, there will be at least 2,500 educators per year who receive aligned professional development and 150 educators per year who receive an aligned credential from higher education.



WORKFORCE: ALIGNED PROFESSIONAL DEVELOPMENT

Individuals completing aligned Professional Development (duplicated)

	Q1 2014	Q2 2014	Q3 2014	Q4 2014
Center for Early Learning Professionals*	0	138	148	280
External Approved/Aligned PD*	0	89	1,297	1,924
RI Early Learning & Development Standards and Next Steps PD	289	285	122	280
	289	534	1,567	2,484

* The Center for Early Learning Professionals began operations in January 2014. Professional Development opportunities were in development/alignment process in Quarter 1 of 2014.



WORKFORCE: ALIGNED HIGHER EDUCATION

	Individuals Completed May 2014	Individuals Completed August 2014	Individuals Completed December 2014	Total 2014
CCRI – RI Early Childhood Education and Training Program (RIECETP) – 12 credits	53	22	12	87
CCRI - Early Childhood Certificate – 18 credits	20	0	0	20
CCRI - Early Childhood Associates	30	1		31
RIC – New B.S. in Early Childhood Education	4	0	3	7
RIC – Old B.A. in Early Childhood Education	4	0	2	6
RIC – Old B.S. in Early Childhood Special Education	8	0	5	13
RIC – M.Ed. In Early Childhood Education	3	0	0	3
URI - B.S. Human Development & Family Studies/ECE	12	0	0	12
URI - Teacher Certification Program/ECE	1	0	0	1



WORKFORCE: T.E.A.C.H. ACTIVE SCHOLARS

Degree Program	2010	2011	2012	2013	2014
CCRI Associate's Degree	9	26	44	52	52
RIC Bachelor's Degree	NA	NA	21	16	32
TOTAL Active Scholars	9	26	65	68	84

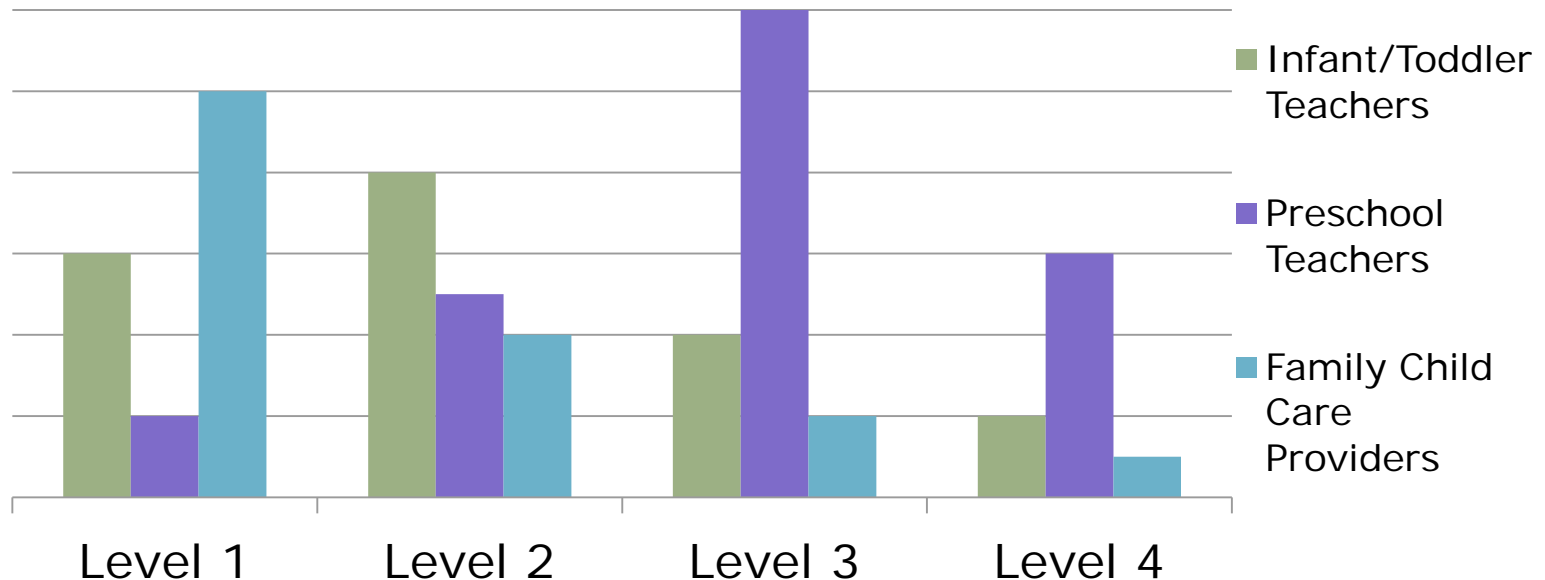
- As of December 2014, there have been 119 individuals employed at 92 early learning programs that have received T.E.A.C.H. scholarship contracts and 2,239 college credits have been earned.
- Since 2010, 10 individuals have completed a degree program through T.E.A.C.H. (all Associate's degrees at CCRI).



PLACEHOLDER WORKFORCE: CAREER PATHWAY LEVELS

Individuals in Workforce by Career Pathway Level (education credentials)

Data not currently available. Requires workforce registry.



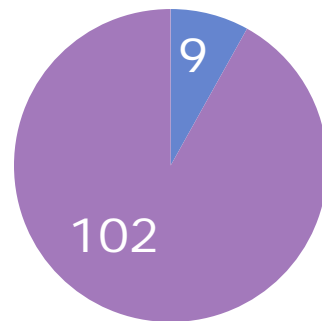
GOAL: By December 31, 2015, there will be at least 1,000 individuals at Level 1 (12 college credits), 700 individuals at Level 2 (AA), 500 individuals at Level 3 (BA), and 100 individuals at Level 4 (MA)



CHILD OUTCOMES: DEVELOPMENTAL SCREENINGS < 3

Pediatric Practices Implementing Developmental Screening Using Electronic Screening System and Standardized Tool(s)

n = 111



- Implementing Screening Protocol
- Not Implementing Screening Protocol

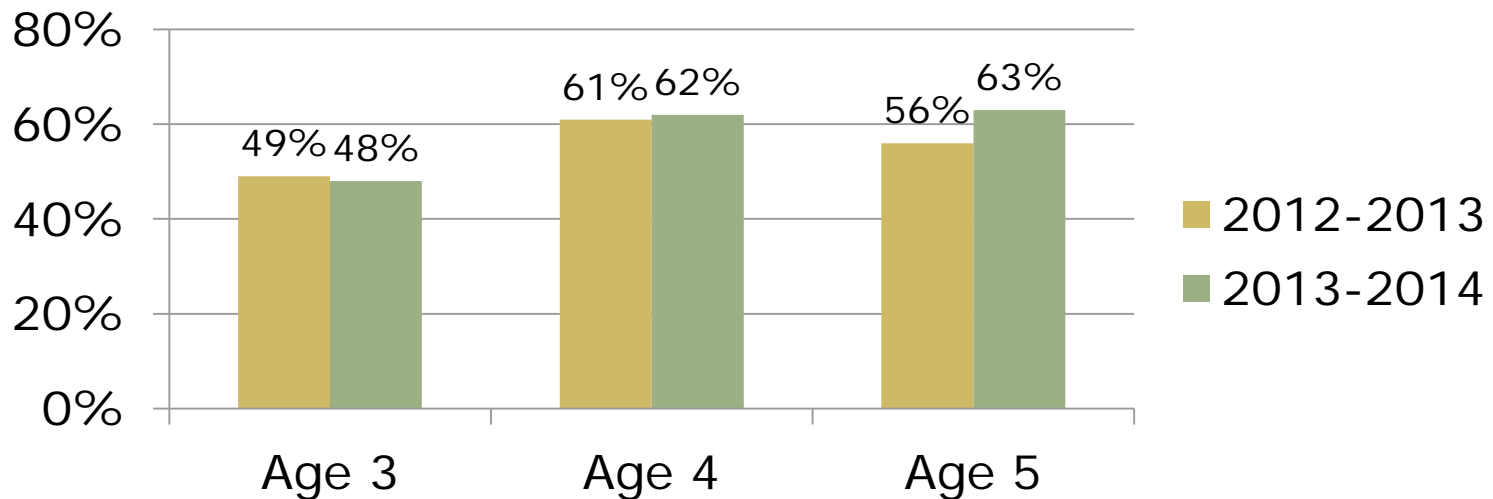
- 100% of the Implementing Practices (3 months after start) have reached or exceeded goal of screening 50% of patients on time.

GOAL: By 2016, 50% of three year olds will have a complete set of developmental screenings.



CHILD OUTCOMES: DEVELOPMENTAL SCREENINGS 3-5

% of Children Receiving Child Outreach Screenings

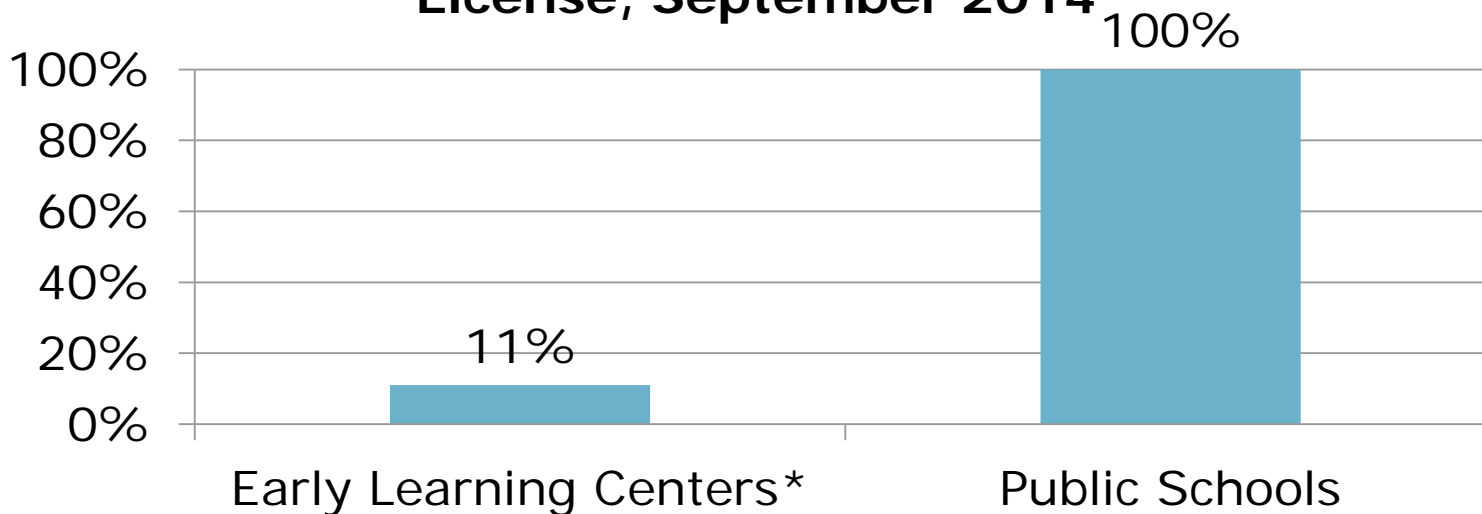


GOAL: By 2016, 80% of four year olds will have received a developmental screening.



CHILD OUTCOMES: FORMATIVE ASSESSMENT USE

Number of Early Learning Programs Using Teaching Strategies GOLD under State License, September 2014



11% of licensed early learning centers (29 of 311) are using TSG under the state license; 100% of public schools with preschool classrooms (53 of 53) are using TSG under the state license.

Strategy: Use policies and incentives to expand the use of research-based formative assessment systems (e.g. Teaching Strategies GOLD).

* Includes State Pre-K and Head Start programs.



CHILD OUTCOMES: KINDERGARTEN ENTRY ASSESSMENT

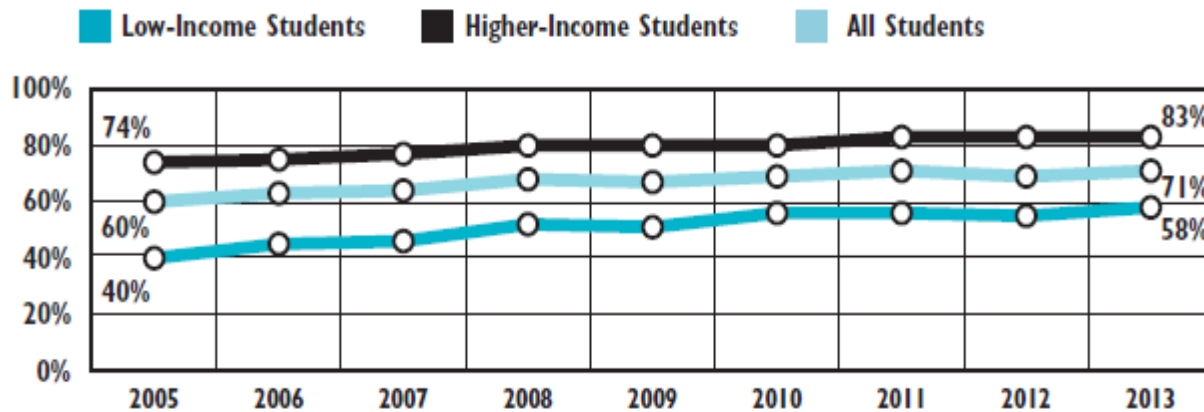
- ⊙ Data not yet available

GOAL: By December 31, 2015: Develop and implement a common, statewide Kindergarten Entry Assessment aligned with State Standards.



CHILD OUTCOMES: 4TH GRADE READING PROFICIENCY

**Fourth-Grade NECAP Reading Proficiency Rates,
by Income Status, Rhode Island, 2005-2013**



Source: Rhode Island Department of Education, *New England Common Assessment Program (NECAP)*, October 2005-October 2013. Low-income status is determined by eligibility for the free or reduced-price lunch program.

RHODE ISLAND EARLY LEARNING COUNCIL MEETING

March 11, 2015

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





MEETING AGENDA

Welcome/Meeting Overview

Strategic Plan Milestones and Celebrations

Kindergarten Entry Profile: Goals, Plan, and Progress

Public Comment

Data Dashboard Review

Updates

Public Comment

Next Steps

STRATEGIC PLAN MILESTONES AND CELEBRATIONS



PROGRAM IMPROVEMENT GRANTS

Strategic Plan Objective	Status	Milestone Description
<p>Strategy 4.2 Offer Program Quality Improvement Contracts to help programs serving Children with High Needs meet quality benchmarks.</p>	√	<p>PQI Grants: As of 12/31/14, \$3,026,928 awarded in program quality improvement grants to 261 programs</p> <p>Facilities Grants: Funded \$430,893 to 28 ECE programs and \$52,317 to 3 School Age programs.</p>



PREK GRANTS

Strategic Plan Objective	Status	Milestone Description
<p>Strategy 3.17 Continue the implementation of the education funding formula plan to expand the state Pre-K program to provide a high-quality early childhood education program through a diverse delivery system, including center-based and family child care programs, Head Start, and public schools, for 3- and 4- year old children in the critical preschool years.</p>	√	<p>Received applications from 16 organizations representing 20 classrooms in all 7 communities.</p> <p>Award notifications going out this week.</p> <p>2 Public Schools 9 Head Start 5 Community-based programs</p>



ADULT EDUCATION GRANTS

Strategic Plan Objective	Status	Milestone Description
<p>Strategy 2.5a Expand resources available to provide a variety of high-quality professional development opportunities for early childhood educators across the workforce spectrum, including family child care providers, infant/toddler caregivers, preschool teachers, teaching assistants, , education coordinators, program administrators, and special educators.</p>	√	Contract has been awarded to the Genesis Center to provide contextualized ESL and Spanish GED instruction for early childhood educators. Classes will be in the evenings and on Saturdays and will begin by the end of March.



EHS CHILD CARE PARTNERSHIP

Strategic Plan Objective	Status	Milestone Description
Strategy 3.15 Expand collaboration between Head Start and community-based child care programs (center-based and family child care) to better meet the needs of low-income children enrolled in child care.	√	Children's Friend was awarded \$1,895,718 to fund 100 additional Early Head Start slots through collaborative partnerships with child care.

KINDERGARTEN ENTRY PROFILE: PLAN AND PROGRESS



NATIONAL CONTEXT: P-3

The Birth Through Grade Three Continuum

Family Engagement

0 - 3 yrs

Home Visiting
Quality Infant-Toddler Care
Parenting Classes & Supports

3 - 5 yrs

Quality Early
Education & Care

5 - 9 yrs

Quality Elementary School
Learning & Teaching

Grade Three Academic &
Social-Emotional Proficiency

Community Outreach & Social Services

E.g., Literacy Campaigns, Healthcare Supports, and Quality After-School



RI CONTEXT: K-3

- ◎ Curriculum and Instruction
 - ◎ Standards PD – Common Core
 - ◎ Horizontal and vertical
- ◎ Assessment
 - ◎ Formative assessment
 - ◎ Data use



RI CONTEXT: ECE

- ⦿ ELC commitment to KEP – strategic plan
- ⦿ RTT-ELC and EAG grants - opportunity
- ⦿ Rhode Island’s plan
 - ⦿ Design & implement a Kindergarten Entry Profile that is aligned with our ELDS and the CCSS and informs teachers of what their students know and are able to do
 - ⦿ Support LEAs in preparation for and implementation of the KEP and interpretation and use of data
 - ⦿ Use KEP data at a state level to inform practice and policy decisions



GOALS FOR KEP

- ⦿ Baseline data on entering K cohorts – link between B-5 and K-3
- ⦿ Inform Instruction
 - ⦿ Support teachers in understanding what their students know and are able to do at the beginning of kindergarten (5 essential domains)
 - ⦿ Provide baseline data from which teachers can set goals for the upcoming year
- ⦿ Inform Policy
 - ⦿ Support schools and districts in understanding where children are at the beginning of kindergarten and what supports teachers may need based on those results
 - ⦿ Use data at the district and state level to understand supports needed in the birth-5 system to better prepare children for Kindergarten
- ⦿ The KEP:
 - ⦿ Is not a test
 - ⦿ Will not assess every skill or ability teachers might want to know about
 - ⦿ Will not provide information about the quality of ECE programs or experiences



K-3 FORMATIVE ASSESSMENT CONSORTIUM

- ⦿ Federal Enhancement Grant - \$6mil/4 years
- ⦿ 10-state consortium working to enhance NC's K-3 formative assessment system, including an embedded Kindergarten Entry Profile (KEP)
- ⦿ Participating states
 - ⦿ AZ, DE, DC, IA, ME, NC, ND, OR, RI, (SC)
- ⦿ Research Partners
 - ⦿ BUILD, SRI International, Child Trends
- ⦿ Objectives:
 - ⦿ Enhance NC's K-3 formative assessment, which includes a Kindergarten Entry Profile (KEP)
 - ⦿ Design and implement a KEP that assesses key knowledge and skills in the 5 essential domains
 - ⦿ Primary purpose – informing instruction



TIMELINE

Timespan	Activity	Teachers/Schools needed in RI
April – June, 2015	Cognitive Labs for K-3 formative assessment	2-5 K teachers and 2-5 1 st – 3 rd grade teachers from 2-4 schools
Aug, 2015 – March, 2016	Full K-3 Formative Assessment Pilot Study (including KEP)	4 schools, 4 teachers per school
Sept, 2015 – Nov, 2015	KEP pilot	Representative sample
Aug, 2016 – June, 2017	Full K-3 Formative Assessment Field Test	At least 3000 children (750 per grade level) across 5 states, from a representative sample



IMPLEMENTATION PLAN

- ⦿ We are working with a consultant to develop an implementation plan, which will include:
 - ⦿ Communication
 - ⦿ Stakeholder engagement
 - ⦿ Preparing districts and teachers
 - ⦿ Implementing the pilot and the field test
 - ⦿ Evaluating the pilot and field test, and
 - ⦿ Sustainability



CURRENT STAKEHOLDER ENGAGEMENT

- ⦿ Communication with districts and teachers
 - ⦿ Why P-3 Matters
 - ⦿ District Profiles
 - ⦿ Visiting Kindergarten classrooms
 - ⦿ Focus groups with K teachers and administrators
 - ⦿ Other baseline data gathering
- ⦿ Cognitive labs
 - ⦿ K-3 teachers receive training, implement components of assessment & provide feedback to research partners



ENHANCE P-3 EFFORTS

- ⦿ Focus districts on aligning and improving curriculum, instruction, and assessment P-3
- ⦿ Develop training for coaches to support high-quality instruction in the early years
- ⦿ Focus specifically on developmentally appropriate instruction and formative assessment in Kindergarten
- ⦿ Provide districts with resources to develop and implement transition plans or K-3 alignment activities



DISCUSSION

- ③ What would you like us to pay attention to as we work with districts and teachers and pilot the K-3 Formative Assessment System, including the KEP?
- ③ What questions would you hope to have answered through this work?

DATA DASHBOARD

PUBLIC COMMENT

UPDATES



RTT-ELC: ADMINISTRATIVE UPDATE

- ❖ Administrative Update
 - ❖ Annual Report
 - ❖ Staffing
 - ❖ Communications
 - ❖ Projects
 - ❖ Sustainability Plan

PROGRAM STANDARDS AND QUALITY SUBCOMMITTEE UPDATE



REVISIONS TO QUALITY AWARD CALCULATIONS

Changes to Eligibility: Expanded the proxy for low income children:

- ❖ ***Eligibility Threshold Level 1:*** Does the program enroll at least 10% CCAP children?
- ❖ ***Eligibility Threshold Level 2:*** If the program is serving CCAP children but not meeting the 10% threshold with CCAP children alone, can they meet it by counting all children under 200% of the FPL including Head Start enrollees?

A “yes” to either one of these questions = eligibility



CHANGES TO QUALITY AWARD CALCULATIONS

- ❖ Awards continue to be calculated on total eligible enrollment.
- ❖ Eligible enrollment expanded to includes:
 - all CCAP (birth to 5)
 - All Private Pay (birth to 5)
 - All Head Start Extended Day (birth to 5)
 - **New** Head Start Only enrollees (core program)
 - **New** State funded PreK enrollees
- ❖ *Still does not include school age children*
- ❖ All other rules the same.



PROMULGATION OF PROPOSED RULE CHANGE

March, 2015

- Draft sent for to the Office of Regulatory Reform for review and approval (15 days for response)
- Draft posted to the Secretary of States website for 30 day notice

April, 2015

- Public hearing scheduled
- If the hearing resulted in no changes needed to the draft rule, the final rule can be filed with the Secretary Of State for an effective date of approximately 5/14/2015



CENTER FOR
EARLY LEARNING
PROFESSIONALS
Professional Development • Technical Assistance • Resources

QUALITY IMPROVEMENT GRANTS

- 172 grants awarded across 4 waves
 - 33% non-profit centers
 - 28% for profit centers
 - 38% family child care providers
 - 1% public school
- Total awarded in 2014: \$2,475,000
- Award averages: \$20,500 for centers;
\$4,300 for family child care



PROFESSIONAL DEVELOPMENT

- 593 providers attended 54 unique offerings in 2014
 - 59% center-based providers
 - 40% family child care providers
 - 1% public school providers
- Approximately 25% of participants enrolled in more than 1 Center offering



TECHNICAL ASSISTANCE

- 184 programs received TA in 2014
 - 47% child care centers
 - 53% family child care providers
- TA conducted in 541 sessions
 - 26% individual sessions
 - 74% small group sessions



PROGRAM STANDARDS AND REGULATIONS ALIGNMENT

- ◆ Training for Frontline Staff begins in March. Learning outcomes include:
 - ◆ Develop a deeper knowledge and understanding about all the components of the system.
 - ◆ Be able to communicate a consistent message to the field about all components of the quality continuum
 - ◆ Develop a better understanding of the roles and responsibilities across the continuum.
- ◆ Tip Sheets have been developed and posted to guide early learning professionals in better understanding critical aspects of program improvement and professional development.

<http://center-elp.org/resources/forms/tip-sheets/>.

PUBLIC COMMENT



NEXT SUBCOMMITTEE MEETINGS

	Focus Area	Date	Time
Data	Data Governance	April 8, 2015	2:00-4:00 p.m.
Program Standards and Quality	Quality Awards	April 14, 2015	2:00-4:00 p.m.
Workforce	Workforce Knowledge and Competencies: Admin	April 27, 2015	9:00-11:00 a.m.
Early Learning Development Standards and Assessment	Review of Comprehensive Assessment System and Plans Through the End of the Grant	May 12, 2015	2:00-4:00 p.m.
Access	End of Legislative Season Check-in	June 9, 2015	2:30-4:00 p.m.



NEXT COUNCIL MEETING

- ◎ **DATE:** June 17, 2015 11:30-2:00 pm
- ◎ **THEMES:** Legislative Update/ Program Improvement: Higher Education
- ◎ **LOCATION:** Save the Bay

Rhode Island Early Learning Council Meeting

Wednesday, March 11, 2015 11:30-2:00 p.m.

Save the Bay

Meeting Summary

AGENDA SUMMARY

The Rhode Island Early Learning Council Meeting agenda addressed the following topics:

- Welcome
- Strategic Plan Milestones and Celebrations
- Kindergarten Entry Profile
- Public Comment
- Data dashboard
- Updates
- Public Comment

KEY POINTS

Key discussion points from the meeting are summarized below:

WELCOME

Elizabeth Burke Bryant communicated a message from Melba Depeña, the new Director at DHS. Director Depeña could not make today's meeting but she is thrilled and eager to work with the Early Learning Council ("Council"). Elizabeth also introduced Heather Hudson, a representative from Governor Raimondo's office, who will be working with the Council, on behalf of the Governor, to expand and support the Council's early learning efforts throughout Rhode Island. Elizabeth also introduced Christy Healey, a representative of Jamia McDonald, the newly appointed Chief Strategy Officer at EOHHS, responsible for managing reform at DCYF.

Commissioner Deborah Gist congratulated HEALTH for receiving a \$10.2 million federal grant for the expansion of the Maternal, Infant, and early Childhood Home Visiting Program ("MIECHV"). Blythe Berger thanked everyone for their assistance in the grant process and explained that the grant will allow the MIECHV program to expand the age range of children served, expand the capacity of the program and enhance the home visiting.

Commissioner Gist explained that this would be her last Council meeting. She is impressed with and admires the work of the Council and she will continue to watch from afar as Rhode Island expands the access to and quality of its early childhood programs. Maryann Finamore-Allmark thanked Commissioner Gist for her vision and support and for helping to elevate early childhood to a place of prominence in the state.

STRATEGIC PLAN MILESTONES AND CELEBRATIONS

Elizabeth Burke Bryant and Commissioner Deborah Gist discussed the Council's strategic plan milestones and celebrations. (See Slides). Additional comments and questions included:

- The contract awarded to the Genesis Center for contextualized ESL and Spanish GED instruction will allow the state to connect in more meaningful ways with the family child care community and will help the family child care community take full advantage of the Race to the Top Early Learning Challenge resources.

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- Aimee Mitchell explained the Early Head Start-Child Care Partnership Grant (“PARTNERS”). Over the course of many months, a dynamic network put together a design for the partnership and the partnership is now working to implement that design. PARTNERS was originally funded with less money, but the Office of Head Start gave PARTNERS additional funds, so there are now 100 Early Head Start slots funded through the collaborative partnership. Programs participating in the partnership must adopt an Early Head Start model with infant toddler care.

KINDERGARTEN ENTRY PROFILE

Judi Stevenson Garcia explained the progress made on the Kindergarten Entry Profile (“KEP”). (See Slides). Key comments and questions included the following:

- Nationally, the focus has shifted to creating a continuum that improves the quality and consistency of care and education for children prenatally to age 8. Even 1 year of lower quality care can negatively impact children. The KEP is the link between the two different systems, birth to 5 and kindergarten through 3rd grade. The KEP will also help align and streamline the two systems. Once that happens, children and families will experience more consistent higher quality care and education.
- The KEP will be the first opportunity, at both the state and district levels, to have a universal look at the kindergarten cohort. Currently, baseline data at a statewide level is not collected until 3rd grade.
- The KEP is a comprehensive formative assessment that provides information on the social-emotional and physical development of a child in addition to providing information on a child’s language arts and mathematical abilities.
- Rhode Island joined the K-3 Formative Assessment Consortium (“Consortium”) because the goals of that Consortium align with our state’s goals. Also, the Consortium’s timeline perfectly matches the timeline for our Race to the Top Early Learning Challenge goals.
- North Carolina, also a Race to the Top Early Learning Challenge state, is the lead state in the Consortium and has developed and piloted a K-3 formative assessment system. Imbedded in that formative assessment system is the KEP. After the North Carolina pilot, our research partners went through the pilot’s data and made revisions to the different components, which resulted in revised activities that will be piloted with K-3 teachers in several Rhode Island districts during the first week in April. That spring pilot is just to see how the KEP works in the classroom. No data on children will be collected from that pilot.
- In the fall, there will be another pilot of the K-3 formative assessment system that will collect data on children. The majority of the participants in that pilot will be kindergarten teachers because we want to ensure good representation from them, but there will also be 1st through 3rd grade teachers participating in the pilot.
- After revisions are made to the KEP, based on the results of the spring and fall pilots, a field test of the KEP with a wider, more representative group will occur in the fall of 2016.

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- Is every state in the Consortium creating its own assessment or are the states working collaboratively to create one assessment?
A: The states in the Consortium are all participating at different levels. Some states are just acting in an advisory capacity with the hope of gaining a KEP. Some states, like Rhode Island, are participating in the pilots as well as participating in the development of stakeholder engagement and professional development materials. No state in the Consortium is required to implement any part of the K-3 formative assessment system once the Consortium is done. However, because we have been actively involved from the beginning, Rhode Island is planning to use the Consortium's K-3 formative assessment system in this state, in particular the KEP.
- What is the reliability of the pilots?
A: The spring pilot will only gather feedback from teachers and will not result in data on children, so reliability of data is not a concern for that pilot. For the fall pilot, teachers will have intensive training run by the Consortium's research partners. Those research partners will also oversee the validity and reliability of the assessments during the pilot. The fall 2016 field test will focus even more on validity because there will be a larger cohort participating.
- How long do teachers have to complete the formative assessments?
A: That will be decided after the pilots. The pilots will contain a larger number of components than will be in the final K-3 formative assessment system. Once the components of the final assessment system are determined, we will have a better idea of how long it will take for teachers to complete the assessment.
- The KEP implementation plan should be completed by June.
- Stakeholder engagement is now focused on districts because we are just starting the implementation process. RIDE has developed a packet for district administrators with information on why P-3 matters. That packet emphasizes the importance of alignment between the birth to 5 and K to 3 systems. Districts have also received district-specific profiles containing data on the early learning experiences of their children, which should help districts think about what they can do in their communities to support children B-5.
- Which districts are participating in the pilots?
A: Scituate, North Providence, East Providence and Newport are participating in the pilots and we are waiting for confirmation from 2 other districts.
- Do all those participating districts offer universal full day kindergarten?
A: Yes, they all offer universal full day kindergarten. We are hoping that by the time the K-3 formative assessment system is fully implemented, all districts in the state will offer universal full day kindergarten.
- Because this formative assessment is performance based, it requires high quality instruction and assessment. Coaches in the districts will help teachers with their instruction and assessment.

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Coaches will also explain to district administrators what that instruction and assessment should look like for kindergarten.

- The KEP should encourage districts to talk to state Pre-K programs and community early childhood providers about ways to ease the transition for children.
- The Race to the Top Early Learning Challenge Grant will fund an implementation study for the K-3 formative assessment system. That study will gather feedback from teachers and administrators on the implementation process and changes will be made based on that feedback.
- Because it will take a substantial amount of time to collect formative assessment information on so many students across so many domains, what strategies can we employ to help support teachers with the implementation?
A: All states implementing a K-3 formative assessment system have encountered this issue. The spring pilot will provide information on the supports teachers will need to implement the assessment. We do not want to develop something that is not useful to kindergarten teachers, so we will be sensitive to their feedback.
- During the pilots, some of the participating schools will still have to meet all the existing district requirements. We will encourage participating districts to think about how they can prevent teachers from being overwhelmed.
- Although teachers need to collect some assessment information at the beginning of the school year, teachers will continue to assess children over the course of the entire year. Therefore, teachers should not feel pressured to assess everything right away.
- Although the primary purpose of the KEP is to provide teachers with data to inform instruction, ultimately the KEP will also provide aggregated data to support state policy around school readiness, the importance of early education and the need to increase access and equality.
- Will information from the KEP, through the new data system, allow us to see trends on school readiness in relation to the quality level of the programs attended by children?
A: The K-3 formative assessment system is first and foremost a performance based tool used by teachers to inform instruction and should not be used to evaluate the quality of programs. However, on an aggregate level, it can give us a better understanding of the relationship between kindergarten preparedness and early childhood care and education. Instead of looking from the KEP backwards to see if a program is truly of high quality based on KEP results, we should look at earlier data points as predictive of a child's performance on the KEP. For example, we can expect that a child attending a 5 star program will be more prepared for kindergarten than a child attending a 1 star program.

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Comments and questions from the public included:

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- When developing instruction for their class, kindergarten teachers should take into account the progress children have made over time and not just focus on KEP results. Transition plans that encourage collaboration and communication between districts and community programs will help share that information.
- The formative assessment process will help teachers develop individual relationships with each child as they gather assessment information. We should measure the relationship building this formative assessment process creates and take note of the burdens, challenges and barriers teachers face as they try to develop relationships with each child.
- There will be a lot of training on how to collect information on the social emotional development of children. There will also be training on what to do with the assessment information once gathered.

DATA DASHBOARD

Leanne Barrett presented the Data Dashboard Slides for the Council. (See Slides). The following key comments and questions were made:

- Family child care slots have decreased almost 60% since the peak in 2006.
- The 539 children enrolled in Early Head Start in 2014 should increase by 100 as a result of the Early Head Start-Child Care Partnership Grant.
- The steady increase in the number of children enrolled in state Pre-K is a result of including the Pre-K expansion plan in the state's education funding formula. We hope Governor Raimondo continues to support state Pre-K expansion in this year's budget. The federal Pre-K Expansion Grant, which greatly accelerates the planned expansion of state Pre-K through the funding formula, will cause a larger increase in the number of children enrolled in state Pre-K this year.
- In 2014, there were 14 new state Pre-K classrooms and 3 classrooms that had to re compete after the end of their 3 year contract, for a total of 17 classrooms. If the expansion is totally funded next year, there will be 31 classrooms serving 18 children each, with a total of 528 children served.
- There has been significant improvement this year in the number of victims of child maltreatment under age three who were successfully referred to EI or First Connections.
- The numbers on the Victims of Child Maltreatment < 3 Referred to EI by Eligibility Status Slide match across DCYF and EI. Since getting evaluated is voluntary for children who remain with their biological parents, it can be hard to increase the number of children who complete an evaluation.
- The decline in preschool special education services might be attributed to the overall decline in the child population.
- More needs to be done in the core cities to make sure at risk children are receiving eligibility assessments. Since research shows that children in low-income families are more likely to have

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developmental delays, we would expect higher participation levels for preschool special education in the core cities.

- There are still 7 districts that do not offer universal full day kindergarten, but almost every one of those districts is working on offering it. Since Woonsocket reinstated full day kindergarten, 100% of the core cities offer universal full day kindergarten.
- The licensing status of child care centers is as follows: 218 regular, 62 pending, 22 probationary, and 9 provisional (within 6 months of opening). The licensing status of family child care homes is as follows: 509 regular, 18 pending, 1 probationary and 24 active.
- What is the status of the DCYF family child care regulations?
A: The new DCYF strategic planning team is looking at the regulations and, once they complete their review, they will move forward with the promulgation process.
- Regarding the programs that are not rated by BrightStars, have they applied and are just not rated or have they not engaged with BrightStars at all?
A: They are licensed but BrightStars does not have a rating for them. Some of them might be new programs, some of them are not required to be rated because they do not enroll any CCAP children, and some of them might have an application in process. The majority of unrated programs have not engaged in the BrightStars process at all.
- For the Developmental Screenings < 3 Slide, the numbers reflect where HEALTH is with the rollout. Nine practices have completed the implementation process and are moving forward with developmental screenings. One hundred and two practices have started the implementation process. The numbers do not indicate the size of the participating practices. Since HEALTH started with the practices that serve the most number of Medicaid children, the 9 practices that have completed the process might be impacting a large number of children.
- The KEP placeholder slide will eventually contain aggregated data to inform policy development.
- We should examine the access of foster and homeless children to Head Start programs. Under the Head Start regulations, these children are categorically eligible, but many of them are not enrolled. Grants have helped connect DCYF foster children with services. Through the CCDBG Reauthorization, Karen Beese is looking at how to connect homeless children with appropriate services.
- Programs are not going to move up in BrightStars levels until more early childhood providers are accessing aligned higher education. The numbers on the Aligned Higher Education Slide do not include people who are enrolled in but have not completed a degree or certificate program.
- People are not interested in pursuing aligned higher education programs if they are only going to make minimum wage or close to it after completing the coursework. In order to maintain people in this field they need to be fairly compensated. Other states offer tax incentives or bonus

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structures that are connected directly to staff compensation. In Rhode Island, state CCAP funding has been stagnant and centers cannot increase rates because family salaries have not gone up. Tiered reimbursement and increased rates only help programs that serve a large number of CCAP children. The state needs to offer something else to address compensation needs for childcare professionals who complete aligned higher education coursework and/or degree programs..

- There is a correlation between the high TEACH numbers and the high number of people graduating from CCRI in early childhood. In fact, Early Childhood is one of the most popular department majors at CCRI now. Additionally, everyone in RIC's new degree program is a TEACH Scholar. This data speaks to TEACH working effectively.
- It will be interesting to see the impact to early childhood programs of the Governor's proposal to increase the minimum wage.
- Is TEACH funded by the Race to the Top Early Learning Challenge Grant?
A: Yes, TEACH is currently 100% funded through the Race to the Top Early Learning Challenge Grant, but we are fully focused on sustainability for TEACH beyond the grant.
- Why has the number of children receiving CCAP increased so significantly?
A: That number has increased for several reasons, including: the Transitional Child Care Pilot (less than 1/3 of the increase), the 12 month recertification, more people meeting the lower income levels, and the entrance into the workforce of people completing the Rhode Island Works program.

UPDATES

Elizabeth Burke Bryant urged Council members to use their relationships to help move programs up the BrightStars levels. We do not want 1 star programs staying at that level. Council members should share any ideas they have for incentivizing the movement of programs up the quality continuum while there are still RTT_ELC resources to support that.

The following Council members provided project updates:

RTT-ELC

Melissa Emidy presented the RTT-ELC updates. (See Slides and Handout). Comments and questions included:

- The Annual Report was submitted in February. The federal officers will review the report and will give their feedback. Rhode Island will then have an opportunity to revise and/or clarify the report before it is publically released. Before it is released, Melissa will distribute a 1-2 page summary of the data and key points.
- We have a clear plan to achieve our goals for 2015.
- The Grant work is fully staffed.

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- The EXCEED website (<https://exceed.ri.gov/>), Twitter (@ExceedRI) and Facebook are continually updated with relevant RTT-ELC information. Like and follow us!
- Registration for the Early Care and Education Data System has launched. Ten percent of programs have registered so far. All programs are urged to register soon because that information will be fed into the Family Search, which will be online in early April and will allow the public to see all programs in the state. We want that to be a robust search. Programs will receive an email this week reminding them to register.
- Information on CCRI's NAEYC accreditation is coming at the end of this month.
- Since the last Council meeting, the Sustainability Team has compiled and reviewed all the feedback with the consultant. The state agency stakeholder interviews have been completed and the Team is starting to schedule the stakeholder interviews with the groups recommended by the Council. A lot of work has been completed already and the Team is moving forward with developing the rest of the plan.

Quality Awards

Deb Anthes presented the Quality Award updates. (See Slides). Comments and questions included:

- A lot of the Quality Awards are going toward salaries and are helping to more fairly compensate staff teaching in programs at the higher quality levels.
- A proposed amendment to the Quality Award eligibility requirements would include programs that do not meet the 10% CCAP threshold as long as they serve at least 1 CCAP child and can meet the 10% threshold by counting all enrolled children under 200% of the FPL, including Head Start enrollees. This proposed amendment is consistent with the original intent of the Quality Awards, which is to help all high needs children.
- The proposed amendment to the calculation of the Quality Awards would expand eligible enrollment to include Head Start only (core program) enrollees and state funded Pre-K enrollees.
- The proposed changes to the Quality Awards have to go to public hearing. If there are no changes as a result of the public hearing, the new Quality Awards will become effective in mid-May. However, the rules change will be retroactive to October 2014.

Facilities Grants

Cindy Larson presented updates to the Facilities Grant project. Comments and questions included:

- There have been 2 waves of Facilities Grants available, with the first wave closing in early February and the second wave closing last week.
- There was \$700,000 available for early childhood funding and \$100,000 available for school age funding.
- Between the 2 waves, 100 different centers submitted applications requesting \$3 million.

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- Funding decisions on the second wave will take place soon.
- Will more funding be allotted for facilities?
A: The state is working on that and is very hopeful.

Program Standards Alignment

Michele Palermo presented the updates to the Program Standards Alignment project. (See Slides).

Comments and questions included:

- The first phase of the alignment, which is now complete, involved actual changes to the standards and regulations. The second phase, which is happening now, involves working with the core components of the continuum and implementing an aligned system across DCYF, BrightStars, RIDE, the Center for Early Learning Professionals (“CELP”) and LISC.
- There are currently 2 areas of focus for the alignment:
 - Tip sheets will speak to the core areas that cross each part of the continuum, e.g., curriculum, child assessment, family engagement, facilities, health and safety. The tip sheets will align the messaging and highlight the big ideas, including the conceptual framework of the alignment and measurement alignment. The tip sheets will be available on the CELP website (<http://center-elp.org/>).
 - At DCYF, BrightStars, RIDE, CELP and LISC, there will be frontline staff training for those staff members that visit and talk to the programs. That training will include technical assistance and professional development and will align the messages programs receive. The frontline staff training will kick off next week with a full day of professional development on each of the different areas.

PUBLIC COMMENT

Comments and questions from the public included:

- Mary Varr requested help to support more Head Start slots in the state. The most vulnerable children are not getting access to quality programs. Seventy-three percent of Head Start teachers in Rhode Island have Bachelor Degrees, which is higher than the 50% required nationally by Head Start. With state support, more at risk children could access this higher quality care.