

# ***Rhode Island Early Learning Council Meeting***

Wednesday, June 18, 2014 11:30-2:00p.m.

Save the Bay

## **Agenda**

<b>Time</b>	<b>Agenda Item</b>	<b>Lead</b>
11:30-11:45	<b>Welcome /Meeting Overview</b>	Elizabeth Burke Bryant Deborah Gist
11:45-12:00	<b>Overview of Lead Dashboard Indicators</b>	Leanne Barrett
12:00-12:15	<b>Aligned Professional Development, Technical Assistance, and Higher Education</b>	Michele Palermo Leslie Gell Kristine Campagna
12:15-12:55	<b>Discussion: Strategies for Collecting and Verifying Workforce Information Through the Workforce Registry</b>	Michele Palermo Leanne Barrett
12:55-1:00	<b>Public Comment</b>	Public Participants
1:00-1:35	<b>Facilities Study: Preliminary Results</b>	Cindy Larson
1:35-1:50	<b>Updates</b>	Deb Anthes Lisa Hildebrand Elizabeth Burke Bryant Leanne Barrett
1:50-1:55	<b>Public Comment</b>	Public Participants
1:55-2:00	<b>Next Steps</b>	Elizabeth Burke Bryant Deborah Gist



## Rhode Island 2014 Early Childhood Facility Needs Assessment



# Report Roll-out Plan



- Rhode Island Early Learning Facility Needs Assessment Report will be released in early July, 2014 ... will be sent to all Early Learning Council Members and posted on [earlylearningri.org](http://earlylearningri.org)
- Community meeting will be held to provide an overview of the report and to communicate strategies to assist programs
- On-going additional information will be circulated as strategies are determined to assist programs in meeting identified challenges

# Methodology



- On-line survey (50 questions) of all early learning centers ~ 82% response rate
- On-site assessments (255 data points) of 58 randomly selected early learning centers
- Interviews and information review



# On-Site Assessments – 58 centers

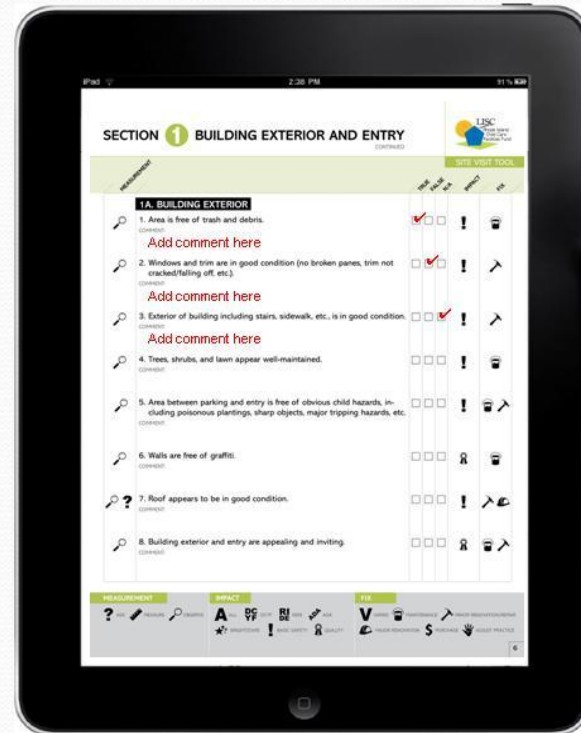
Tool has 255 data points and was designed specifically for this purpose – will be refined and made available for use by programs



## RICCFF Site Checklist Tool:

An interactive PDF-based tool for use on iPads and PCs to gather and analyze data.

- Complete form by tapping checkboxes and adding comments
- Submit completed file by email
- Data from all facilities is gathered in a central location, exported into Excel, and analyzed



# On-Site Assessments Data Tabulation



## RICCFF Site Checklist Tool:

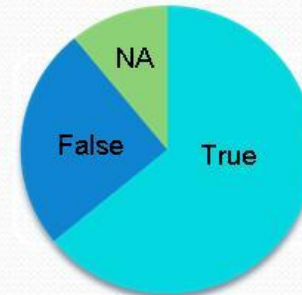


Gather

t42	f42	na42
Off	Yes	Off
Off	Yes	Off
Yes	Off	Off
Off	Off	Yes
Yes	Off	Off
Off	Yes	Off
Off	Yes	Off
Yes	Off	Off
Off	Off	Yes
Yes	Off	Off
Off	Yes	Off
Off	Yes	Off
Yes	Off	Off
Off	Off	Yes
Yes	Off	Off
Off	Yes	Off
Off	Yes	Off
Yes	Off	Off
Off	Off	Yes
Yes	Off	Off
Off	Yes	Off
Off	Off	Yes
Yes	Off	Off

Export

42. Exterior of Building is in Good Condition



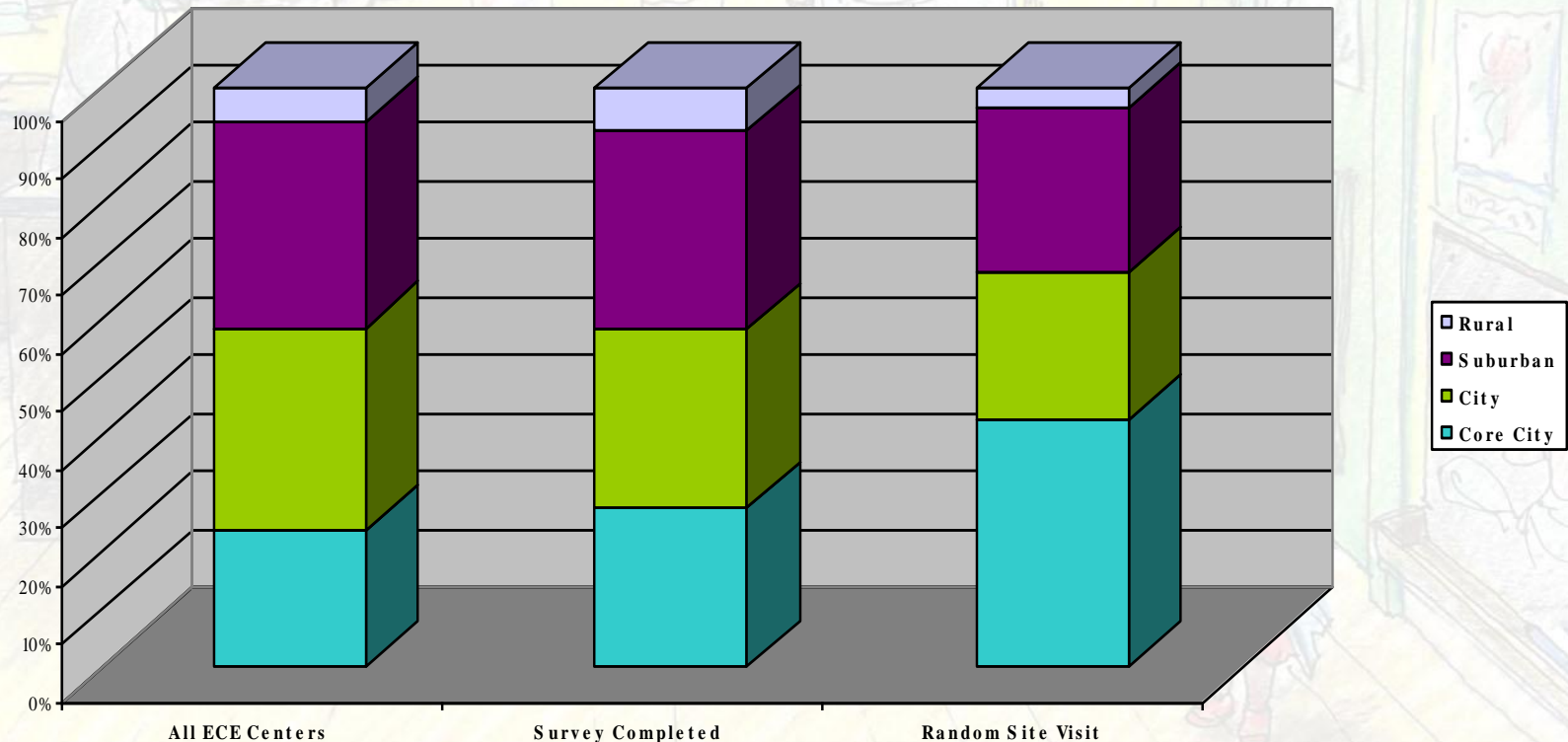
Analyze

# Center Characteristics (Size)



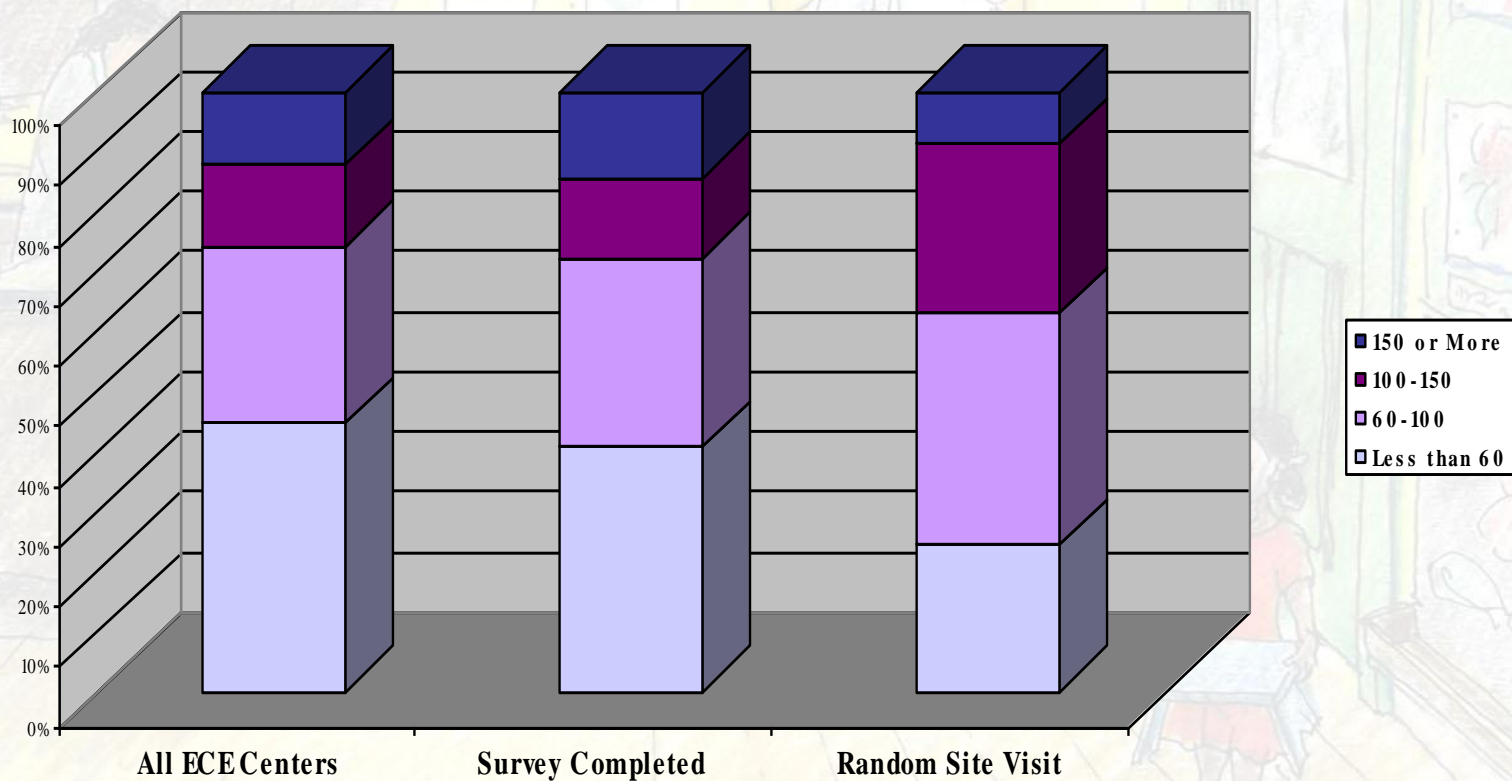
TOTAL CENTERS = 334  
CENTERS COMPLETING SURVEY = 273 (82%)  
CENTERS VISITED = 58 (17%)

Location



# Center Characteristics (Capacity/Size)

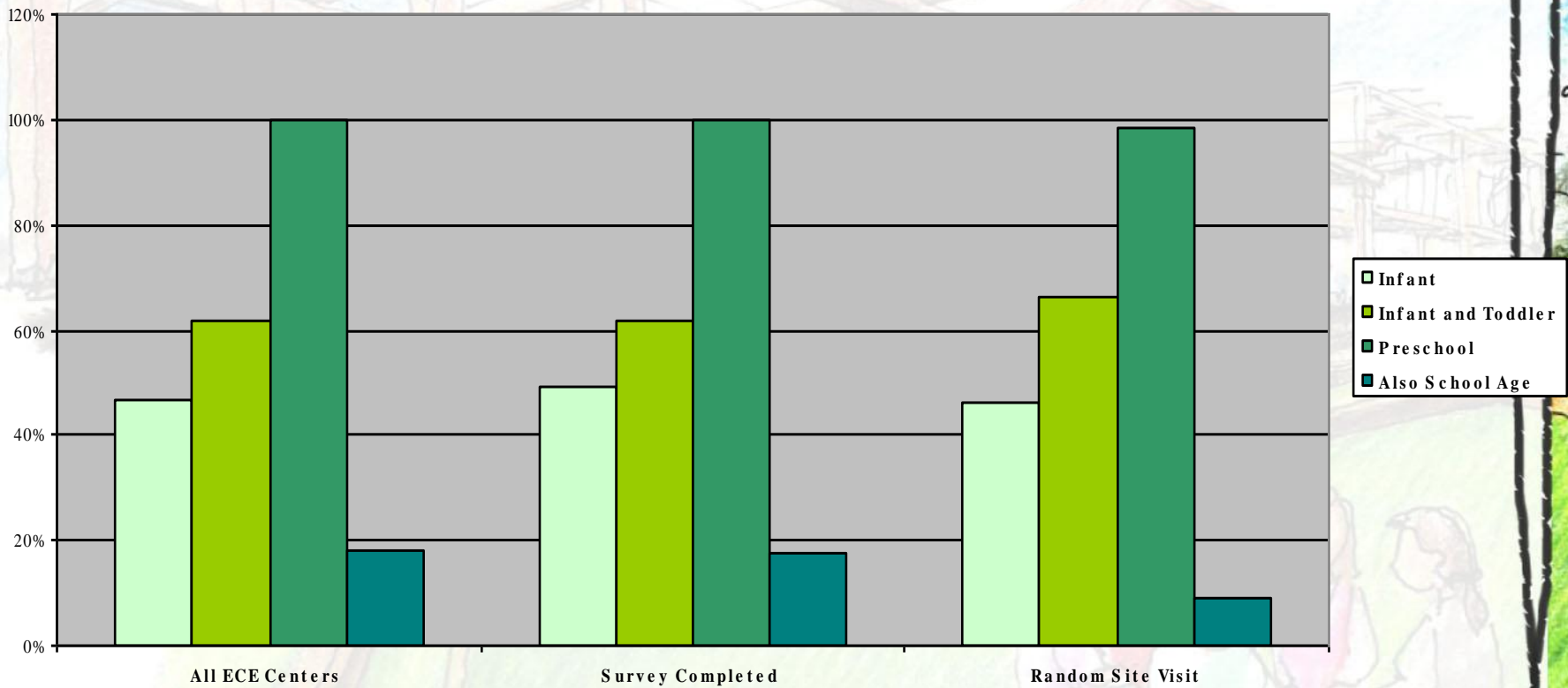
## Capacity



# Center Characteristics (Age Groups)



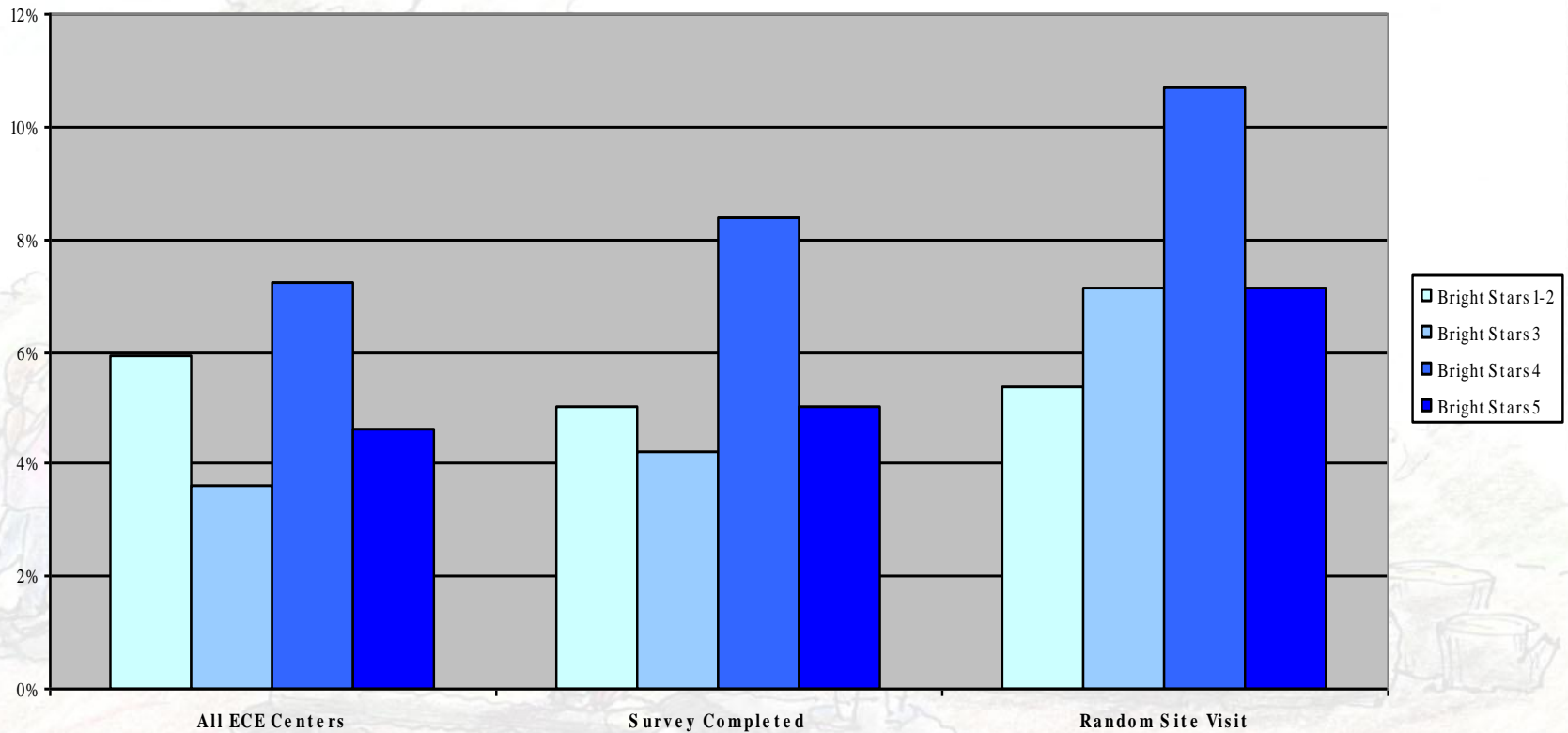
Age Groups



# Center Characteristics (BrightStars)



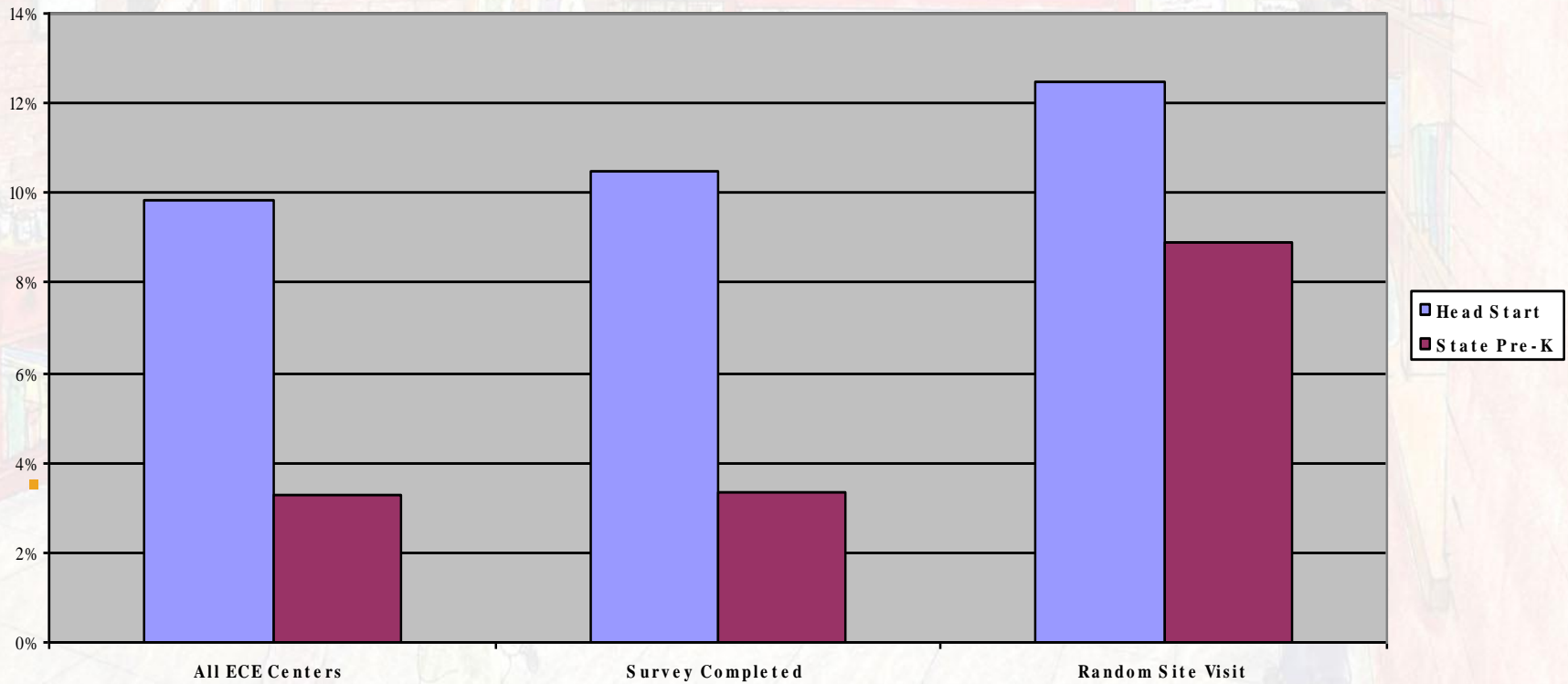
## Bright Stars Rating



# Center Characteristics (Head Start & State Pre-K)



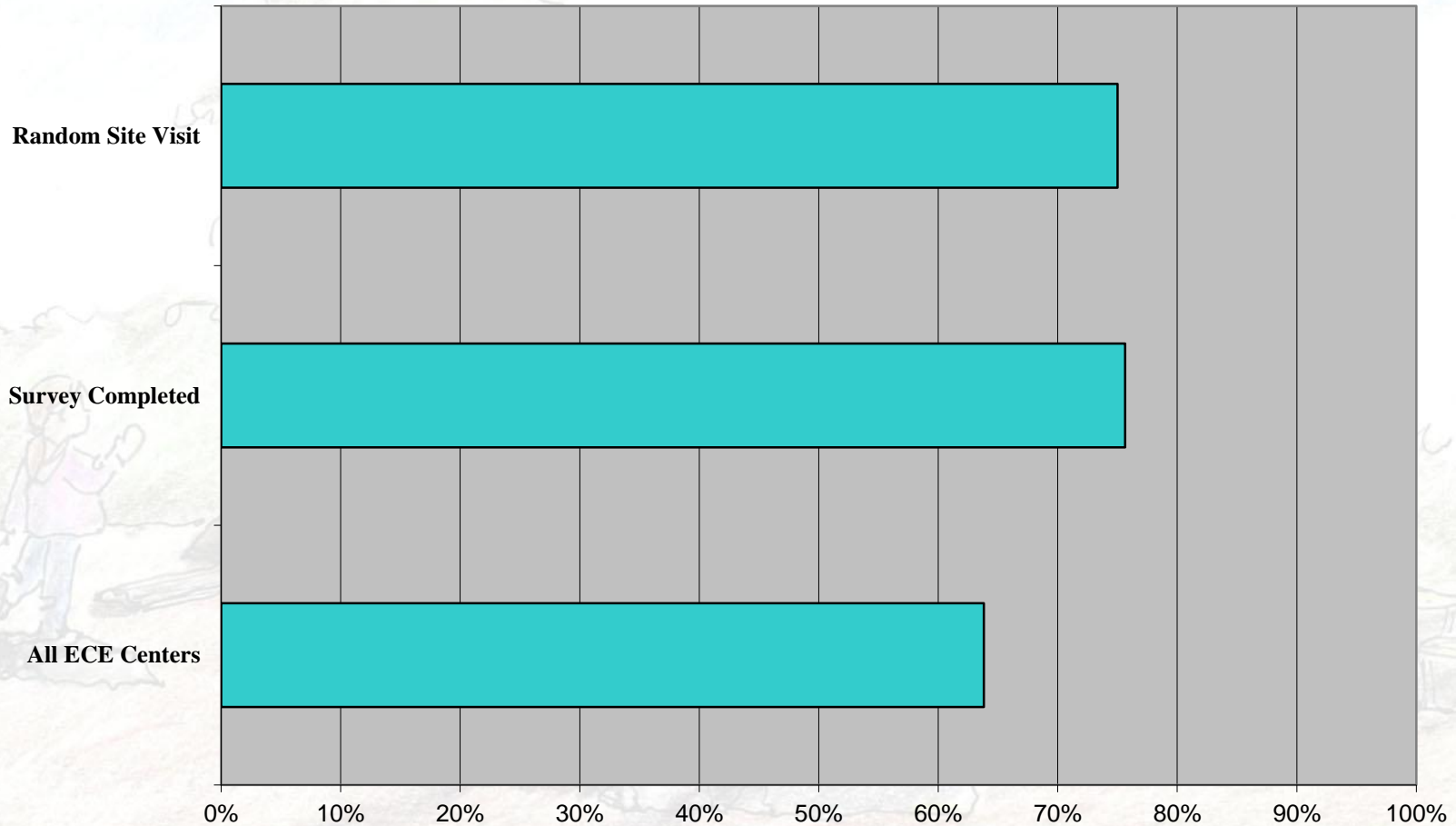
Head Start & State Pre-K



# Center Characteristics – CCAP Enrollees



## CCAP Approved





# Facility Characteristics

- 48% of centers lease their facility
- 39% of centers own their facility
- 13% of centers operate in free or highly subsidized spaces
- Average cost per square foot of **leased** space is **\$23.83**
- Average cost per square foot of **owned** space is **\$13.60**
- 88% of centers are more than 15 years old and 40% were built before 1975
- Only 34% were built to serve as an early learning facility



# Facility “Licensing Issues”



- Group Size (“Structural” – more than one group in large space not appropriately divided – i.e. 3 groups of 18 preschoolers divided only with low furnishings)
- Group Size (“Practice” – more children than allowed served in group/classroom i.e. 15 toddlers in room) – *this may also require structural work to modify*
- Other Structural Issue (no natural light, classroom in basement, entry not secured, child activity areas not all on same floor)

***Some individual centers have issues in multiple***

# Facility “Licensing Issues”



## *Important to note*

- *Some individual centers have issues in multiple areas, so numbers reported on following slides are duplicative in some cases*
- *Not all issues are of same scope and scale...facility issues (inclusive of group size) tend to be highly individualized and “fixes” can range from “simple/low-cost” to “may require program/center to move”*

# Facility “Licensing Issues”



A total of **27% of centers were observed to have non-group size structural licensing issues**. The scope and complexity of fixing the issues varies widely from site to site.

- 47% are for-profit and 53% are non-profit
- 33% do not accept or currently do not have any CCAP children
- 27% accept more than 50% CCAP
- 45% are owned – 45% are leased – 10% are free/reduced spaces
- 5% had bathrooms on different floors, 9% had classrooms in basement, 12% had no natural light, 5% entry not secured

# Facility Licensing Issues Group Size



- A total of **19% of centers** were observed to have a **structural group size** issue - equally divided between for-profit and non-profit - 44% of these centers did not have CCAP children and only 25% accepted greater than 50% CCAP - 40% own & 60% lease their facilities
- **32%** were observed to have a **group size practice issue** - 83% were for profit - 37% did not accept CCAP - only 17% accept more than 50% CCAP – 30% own & 70% lease their facilities
- Issue was observed across all age groups with slightly higher percentage in infant classrooms - issue was far more likely to impact actual children versus “slots” in infant/toddler settings
- Wide variation existed regarding perception of how group size was **defined** – a clear and detailed definition utilized across all systems would be helpful to this issue

# Facility Licensing Issues and Quality Continuum



**Structural licensing issues** did not necessarily prohibit programs from moving up the quality continuum:

- 67% of 1 & 2 star programs visited had an issue
- 25% of 3 star programs visited had an issue
- 50% of 4 star programs visited had an issue
- 25% of 5 star programs visited had an issue

**Structural licensing issues** were, however, highly likely to prevent programs from obtaining RIDE Preschool Approval

# Playgrounds were #1 non-licensing safety & quality issue



- Every center (100%) had at least one issue related to safety on the playground – 67% of centers had five (5) or more safety issues and 17% of centers had 10 or more safety issues
- 65% of centers did NOT have sufficient fall surfacing in place (this is considered a life safety issue)
- 38% of centers did NOT have sufficient use zones around equipment (this is considered a life safety issue)
- 36% of centers had equipment on the playground that was not age appropriate
- More than 60% of centers offered less than six different types of activities on the playground and only 24% of centers had more than 2 types of surfacing

# Additional Highlights on State of Early Learning Facilities



- Majority of centers (69%) had some issues related to overall building condition – these ranged across a wide spectrum from large structural issues (roof, siding, heating systems) to smaller maintenance issues such as peeling paint and damaged flooring
- Only 44% of centers have bathrooms within classrooms
- Only 25% of centers have sinks for both adults and children within classrooms
- 40% of centers did not have an emergency preparedness plan and only 25% did have a plan that was coordinated with the city/town
- Many centers spend a considerable amount annually on facilities, but very few have concrete plans to prioritize investments in their physical plant

# Recommendations



- Professional assessment of facilities to help prioritize needs & create plan
- Playground audits

## Physical Assessment

## Technical Support

- Assistance in navigating indoor and outdoor facility improvement processes
- Combination of group training, written materials and one-on-one support
- Methods to manage the many complex aspects of business management in an early childhood setting including facility management

- Short-term/one-time resources to help centers meet current challenges and address long-deferred projects that place them on more solid footing
- Funding to expand high-quality facilities
- Long-term strategy for affordable facility financing

## Financial Assistance



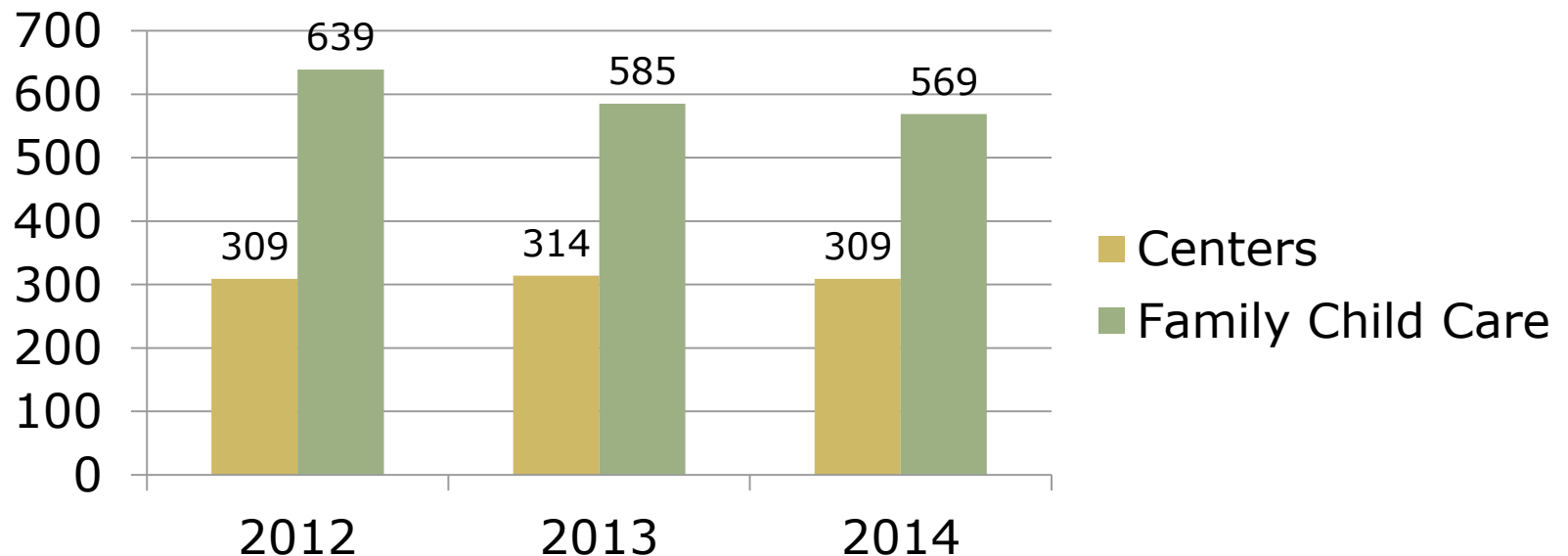
# **RHODE ISLAND EARLY LEARNING COUNCIL DATA DASHBOARD**

June 2014



# ACCESS: # EARLY LEARNING PROGRAMS

## Early Learning Programs in Rhode Island

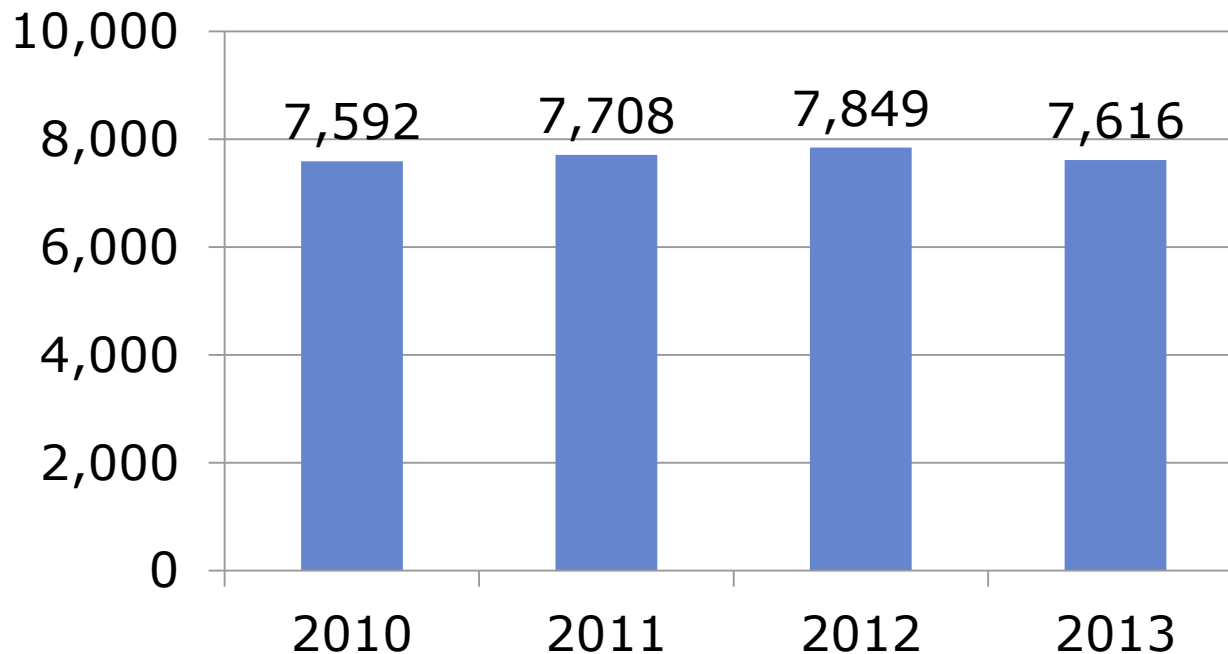


- As of 2013-2014 school year, there are 51 public schools that have early childhood classrooms



# ACCESS: CHILDREN RECEIVING CCAP

## Child Care Subsidies, December 2013

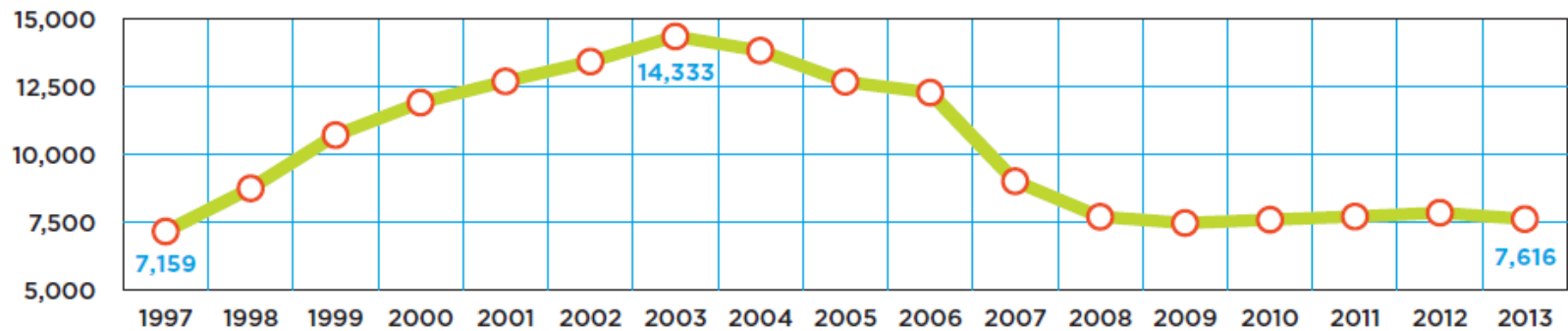


- GOAL: By December 2016, there will be 10,000 children participating in CCAP



# CHILD CARE ASSISTANCE PROGRAM

CHILD CARE SUBSIDIES, RHODE ISLAND, 2001-2013

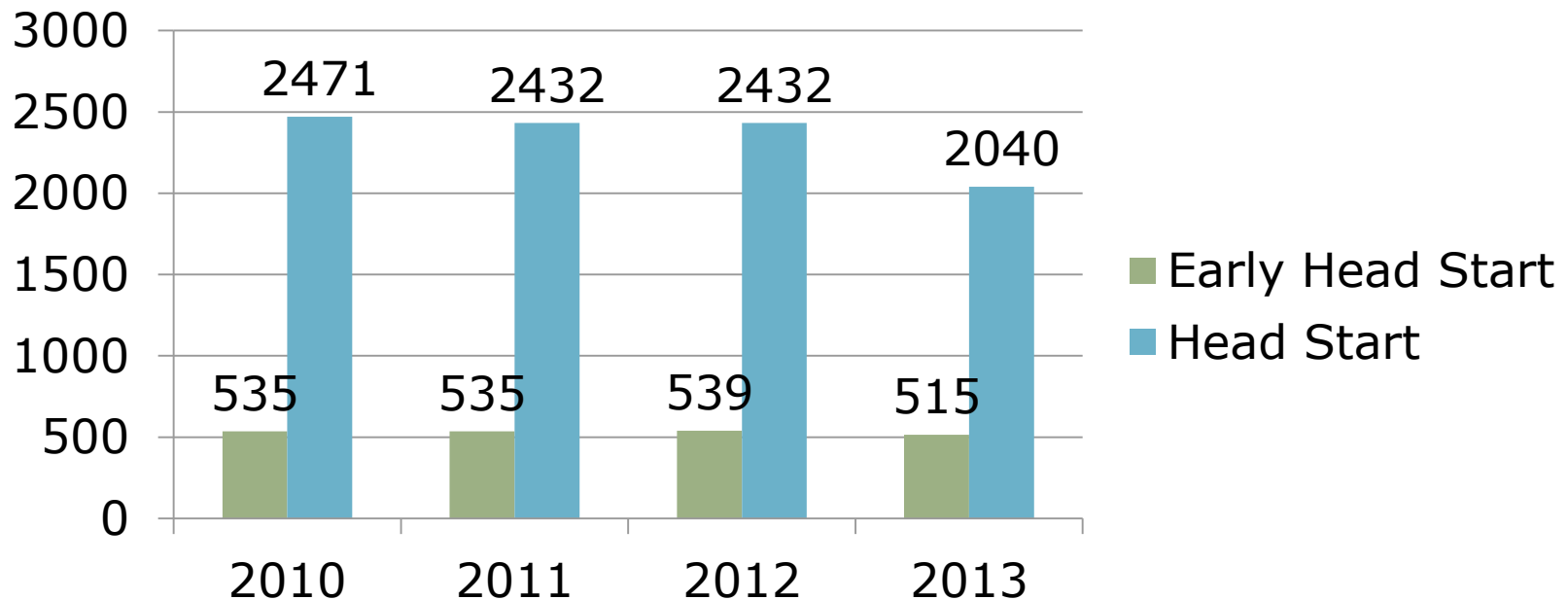


Source: Rhode Island Department of Human Services, December 1997-December 2013.



# ACCESS: CHILDREN ENROLLED IN EARLY HEAD START/HEAD START

## Head Start Enrollment, October 2013

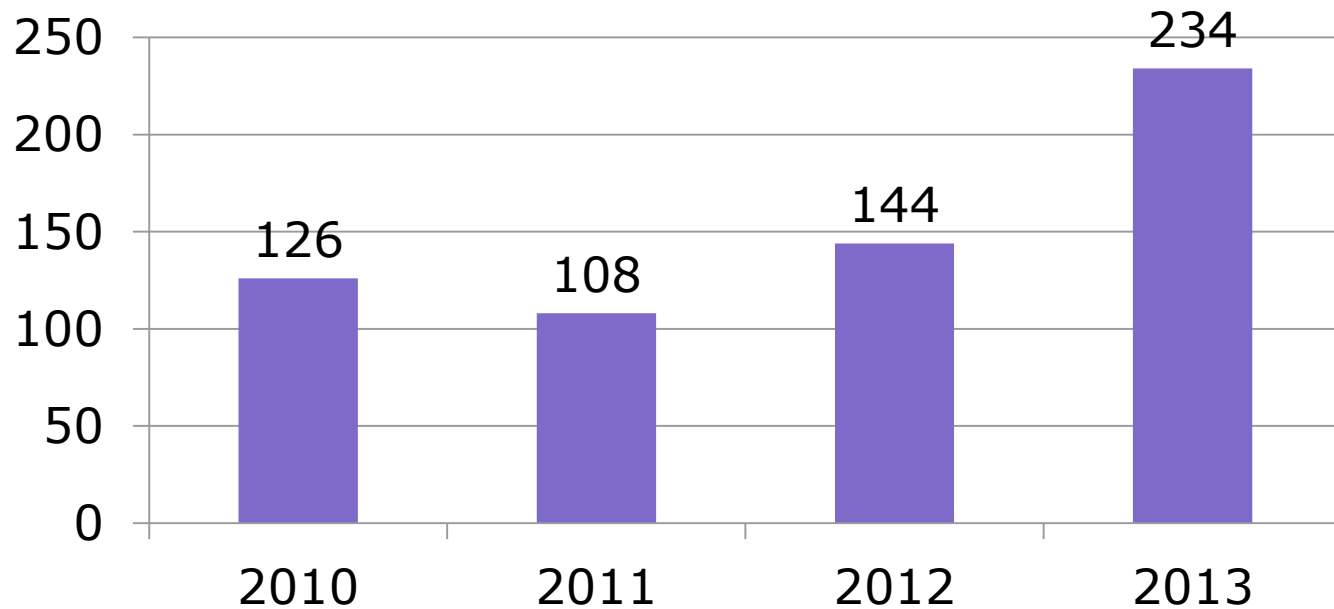


- GOAL: By 2016, there will be 800 children enrolled in Early Head Start
- GOAL: By 2016, there will be 2,972 children enrolled in Head Start



# ACCESS: CHILDREN ENROLLED IN STATE PRE-K

## Children Enrolled in State Pre-K, Fall 2013

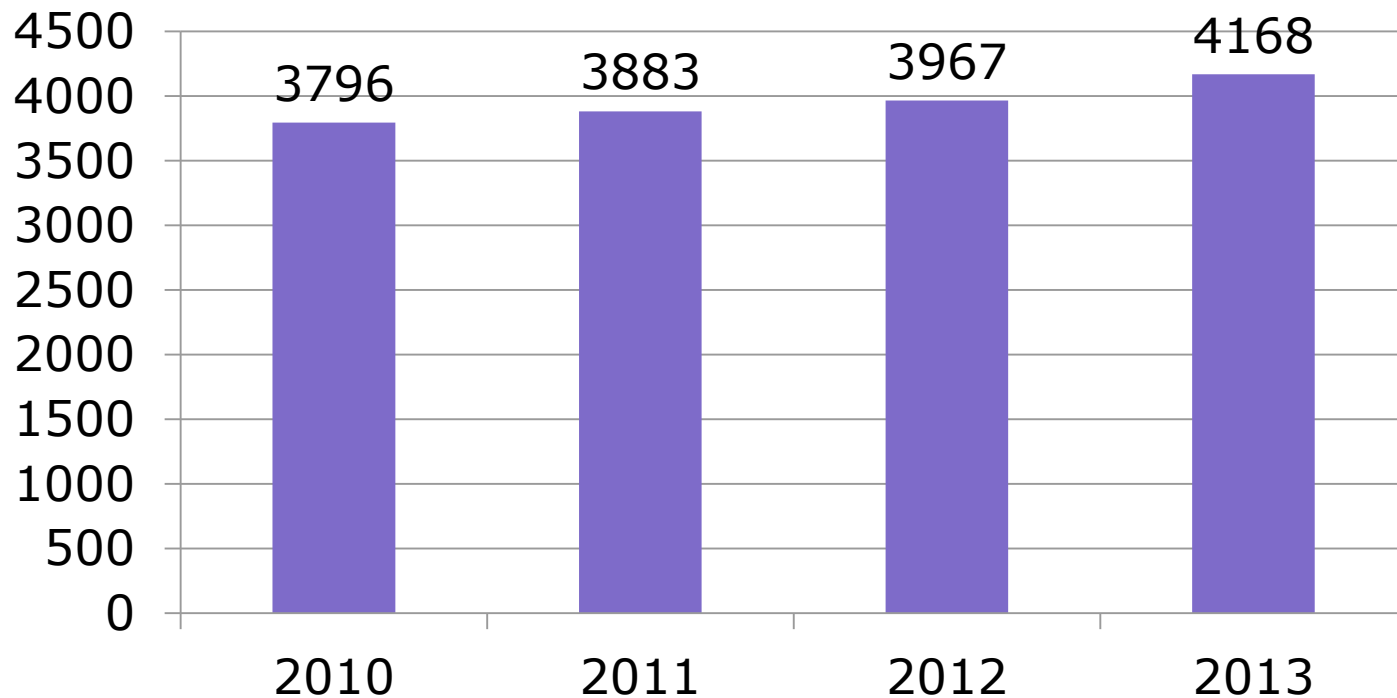


- GOAL: By 2016, there will be at least 504 children enrolled in State Pre-K program.



# ACCESS: CHILDREN ENROLLED IN EARLY INTERVENTION

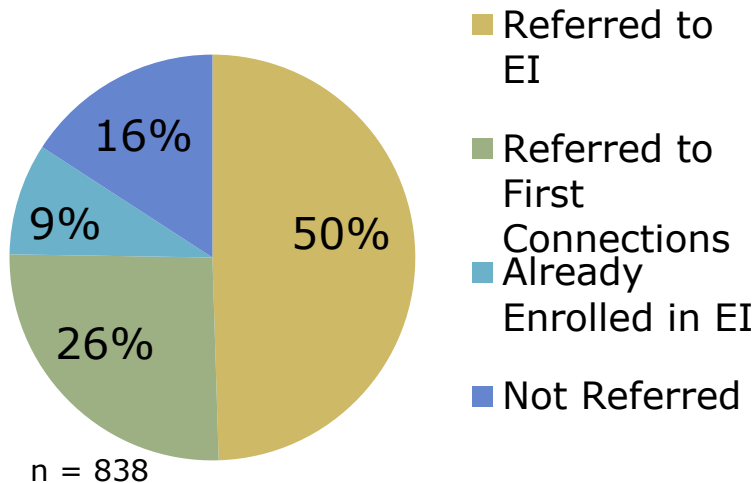
## Children Enrolled in Early Intervention, Calendar Year 2013



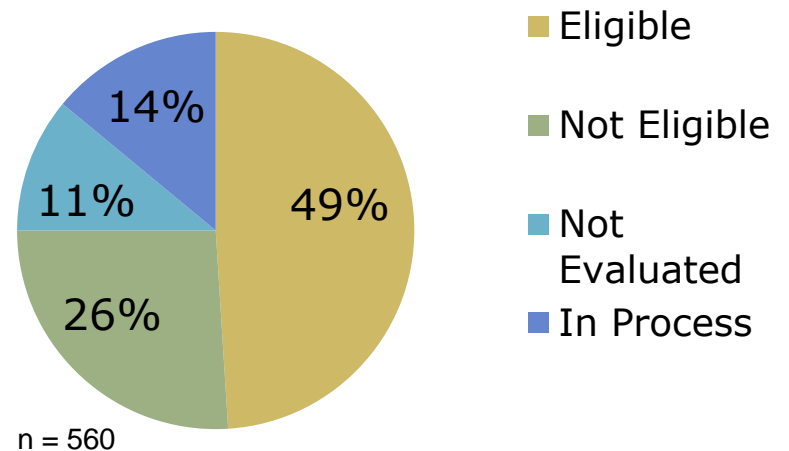


# ACCESS: EARLY INTERVENTION

## Maltreated Infants & Toddlers by Referral Status, 2013



## DCYF Involved Infants & Toddlers by Early Intervention Eligibility

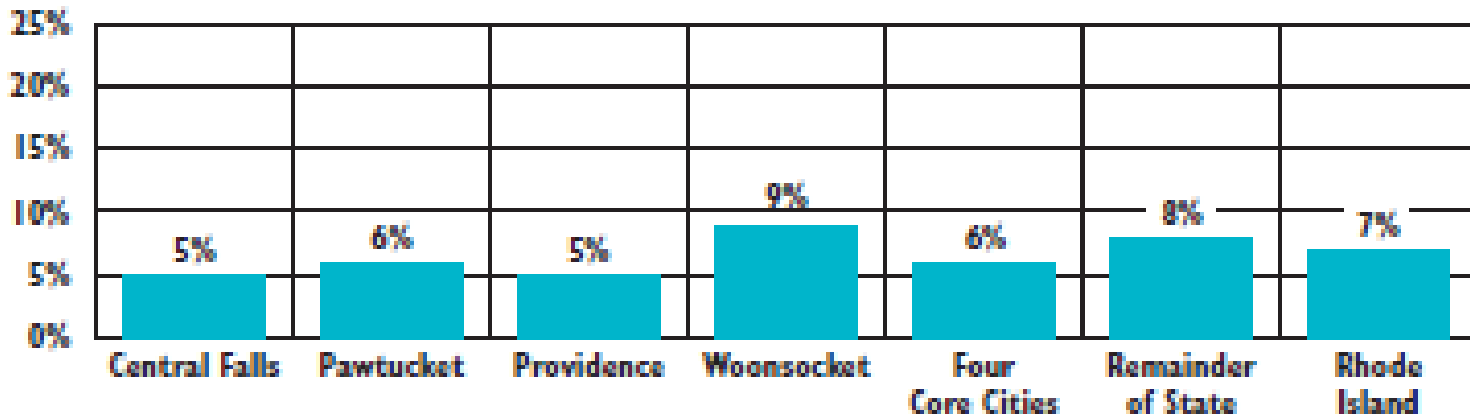


- GOAL: By 2016, 100% of children under age 3 who have been victims of child maltreatment will be referred to EI/First Connections for assessment and access to services if not already enrolled. (Currently, 16% were not referred).



# PRESCHOOL SPECIAL EDUCATION

**Preschool Special Education Enrollment,  
Four Core Cities and Rhode Island, June 2013**

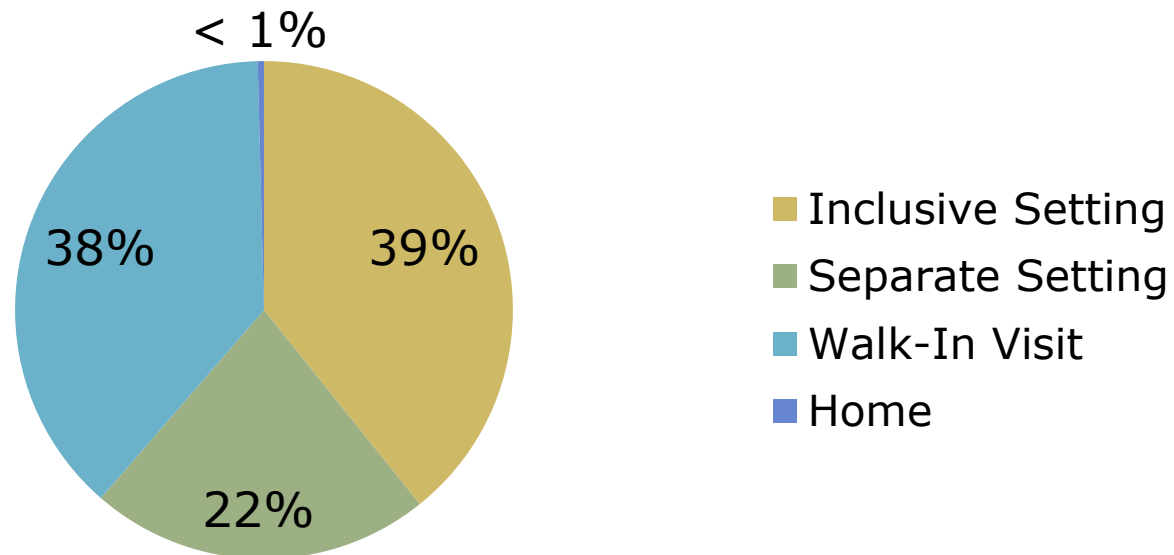


Source: Rhode Island Department of Education, June 2013 Special Education Census.



# ACCESS: PRESCHOOL SPECIAL EDUCATION BY SETTING

## Preschool Special Education by Setting, June 2013

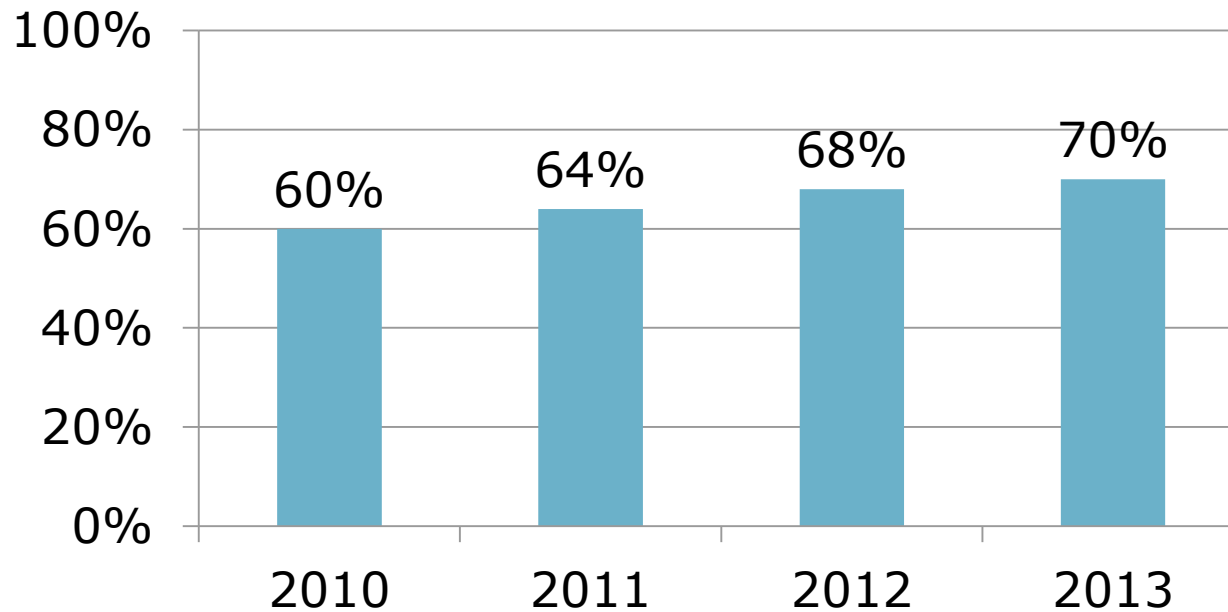


- GOAL: By 2016, 85% of preschool children with disabilities will be receiving their special education services within high-quality, inclusive early childhood settings (Currently 39% are enrolled in inclusive settings).



# ACCESS: % CHILDREN IN FULL-DAY KINDERGARTEN

## % of Public School Kindergartners in Full Day K, 2010 - 2013

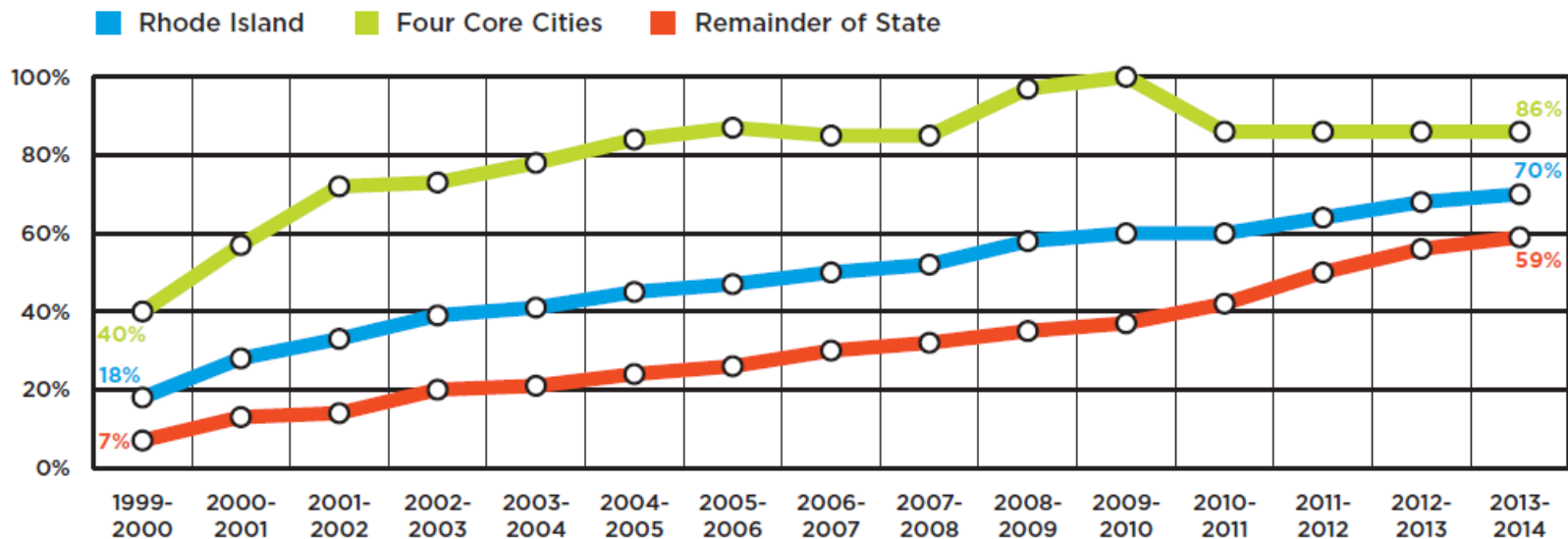


- GOAL: By 2016-2017, 100% of RI kindergartners will be enrolled in full-day kindergarten.



# FULL-DAY KINDERGARTEN

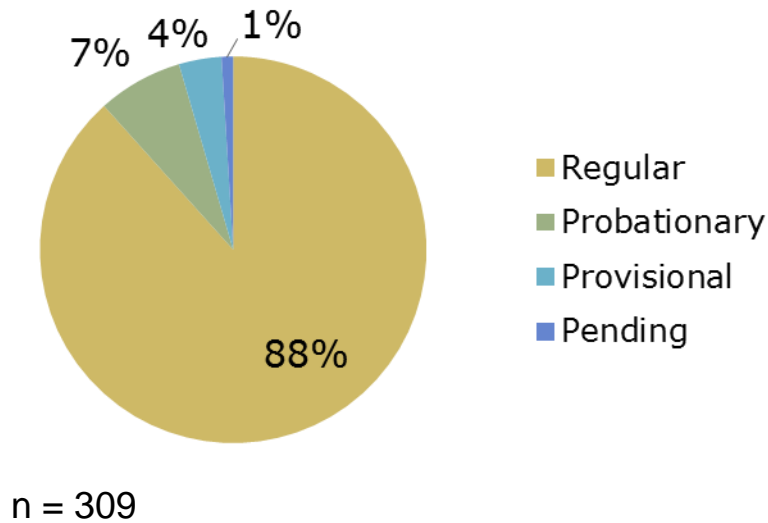
CHILDREN IN FULL-DAY PUBLIC KINDERGARTEN PROGRAMS, RHODE ISLAND, 1999-2000 THROUGH 2013-2014 SCHOOL YEARS



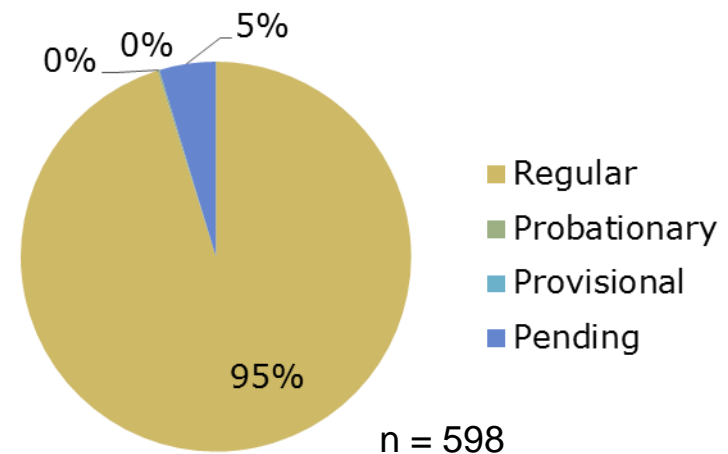


# QUALITY: LICENSING STATUS

**Child Care Centers by  
Licensing Status,  
January 2014**



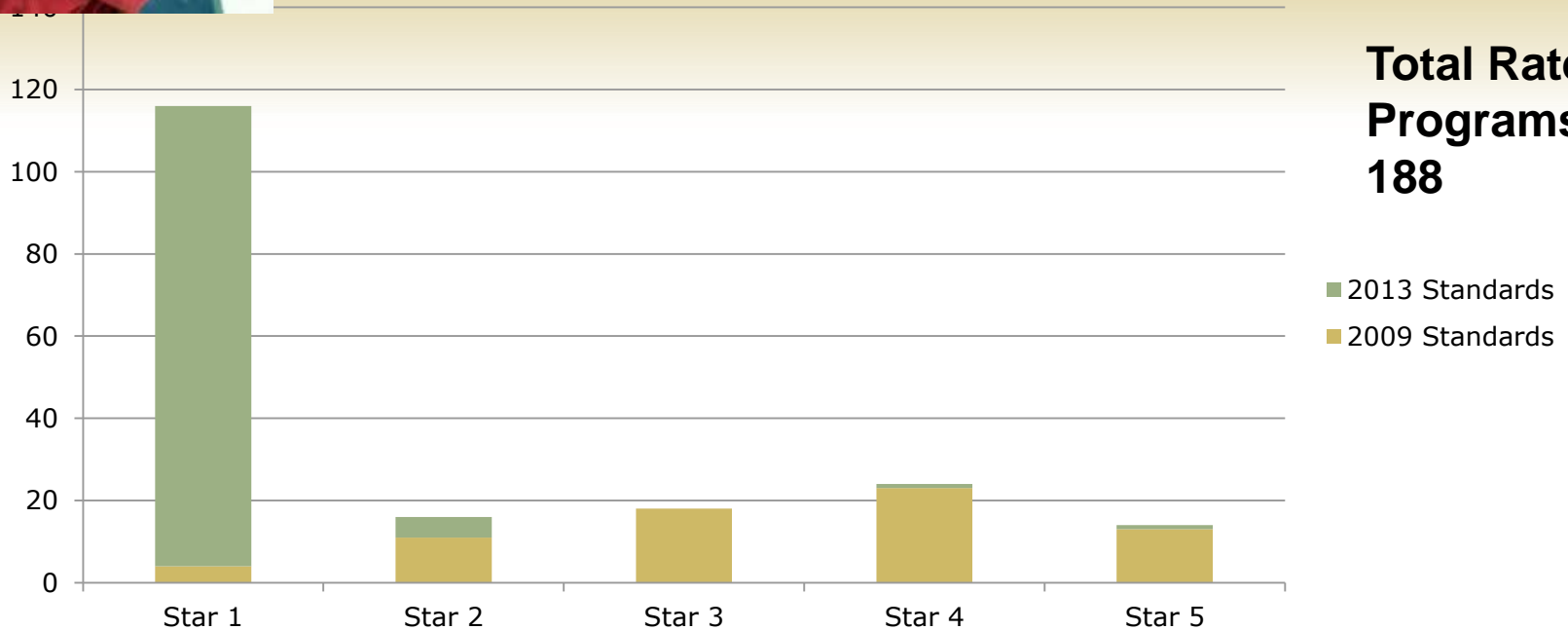
**Family Child Care Homes  
by Licensing Status,  
January 2014**





# QUALITY: CENTER/PRESCHOOL BRIGHTSTARS RATINGS

**Total Rated  
Programs:  
188**



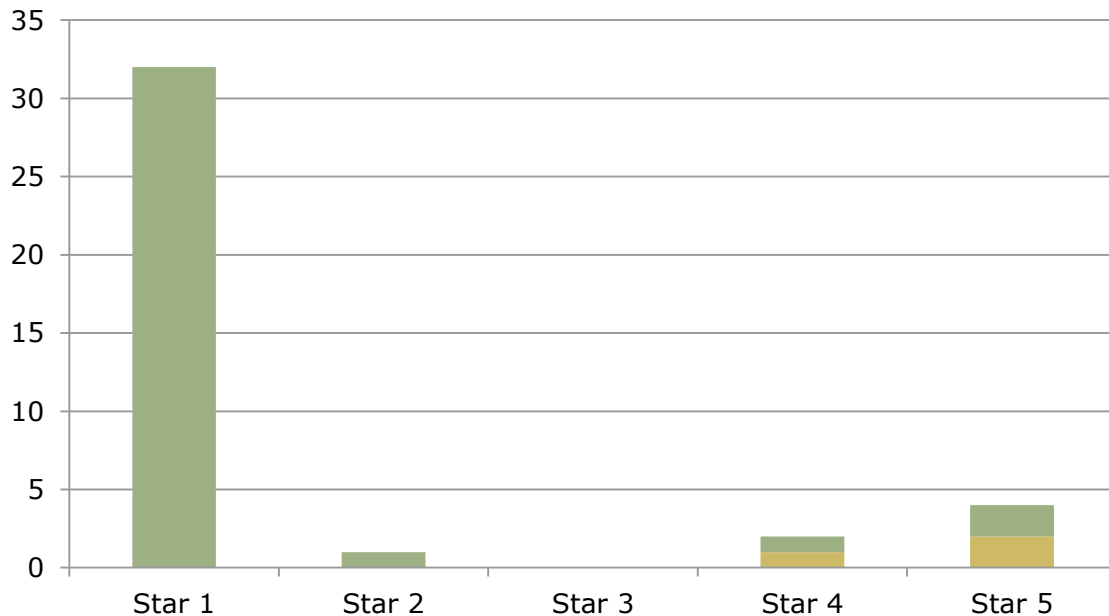
- This includes 61 CCAP one star **centers** as of April 1
- 61% of licensed centers are participating (rated) (188 of 309)
- Of the 188 rated programs, 119 have ratings under 2013 standards and 69 have ratings under 2009 standards.

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



# QUALITY: SCHOOL AGE BRIGHTSTARS RATINGS

## BrightStars Rating of Licensed School Age Programs 2014



Total Rated  
Programs:  
41

■ 2013 Standards  
■ 2009 Standards

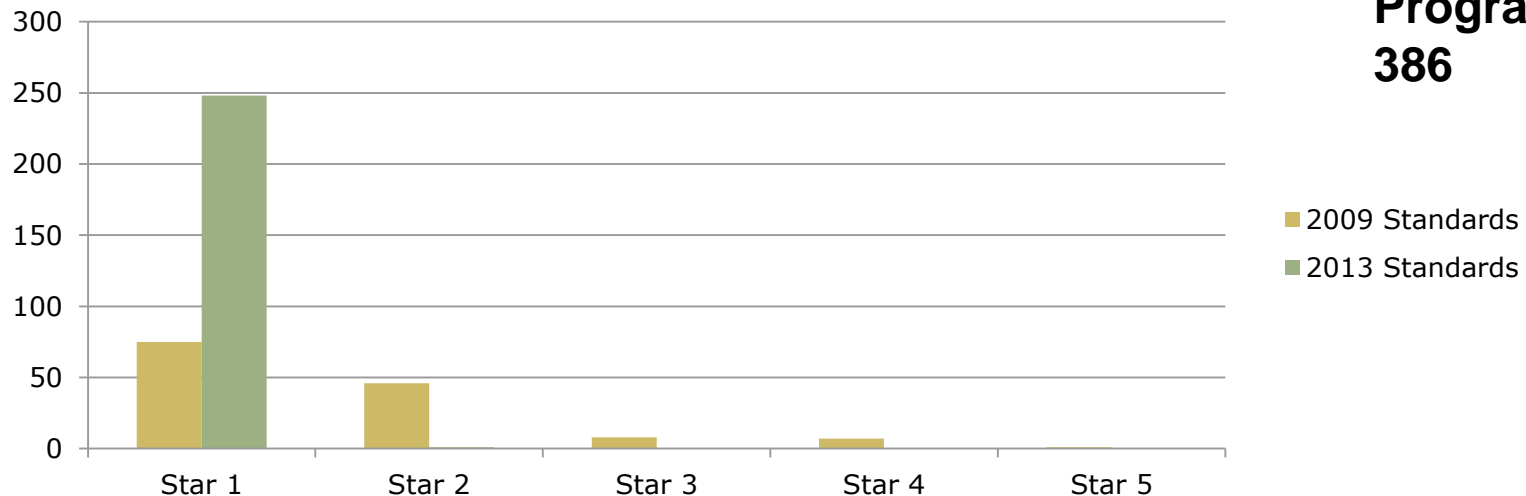
- This includes 28 CCAP one star **SA Programs** as of April 1
- 41% of licensed SA Programs are participating (rated) (41 of 101)
- Of the rated programs, 38 have ratings under 2013 standards and 3 have ratings under 2009 standards.



# QUALITY: FAMILY CHILD CARE BRIGHTSTARS RATINGS

## BrightStars Rating of Licensed Family Child Care Homes 2014

Total Rated  
Programs:  
**386**



- This includes 149 CCAP one star programs as of April 1
- 68% of licensed family child care homes are participating (rated) (386 of 569)
- Of the 386 rated programs, 249 have ratings under 2013 standards and 137 have ratings under 2009 standards.

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



# QUALITY: PUBLIC SCHOOLS APPLICATIONS RECEIVED

1 star	2 stars	3 stars	4 stars	5 stars	Total
0	0	1	3	6	10

-Each application has been reviewed to date, and incomplete letters have been sent.

-One program has received their site visit and has a scheduled Feedback Visit.

-9 remaining programs will close for the summer and either did not complete their applications in time (7) for a rating this school year or have asked to be assessed in the fall (2)

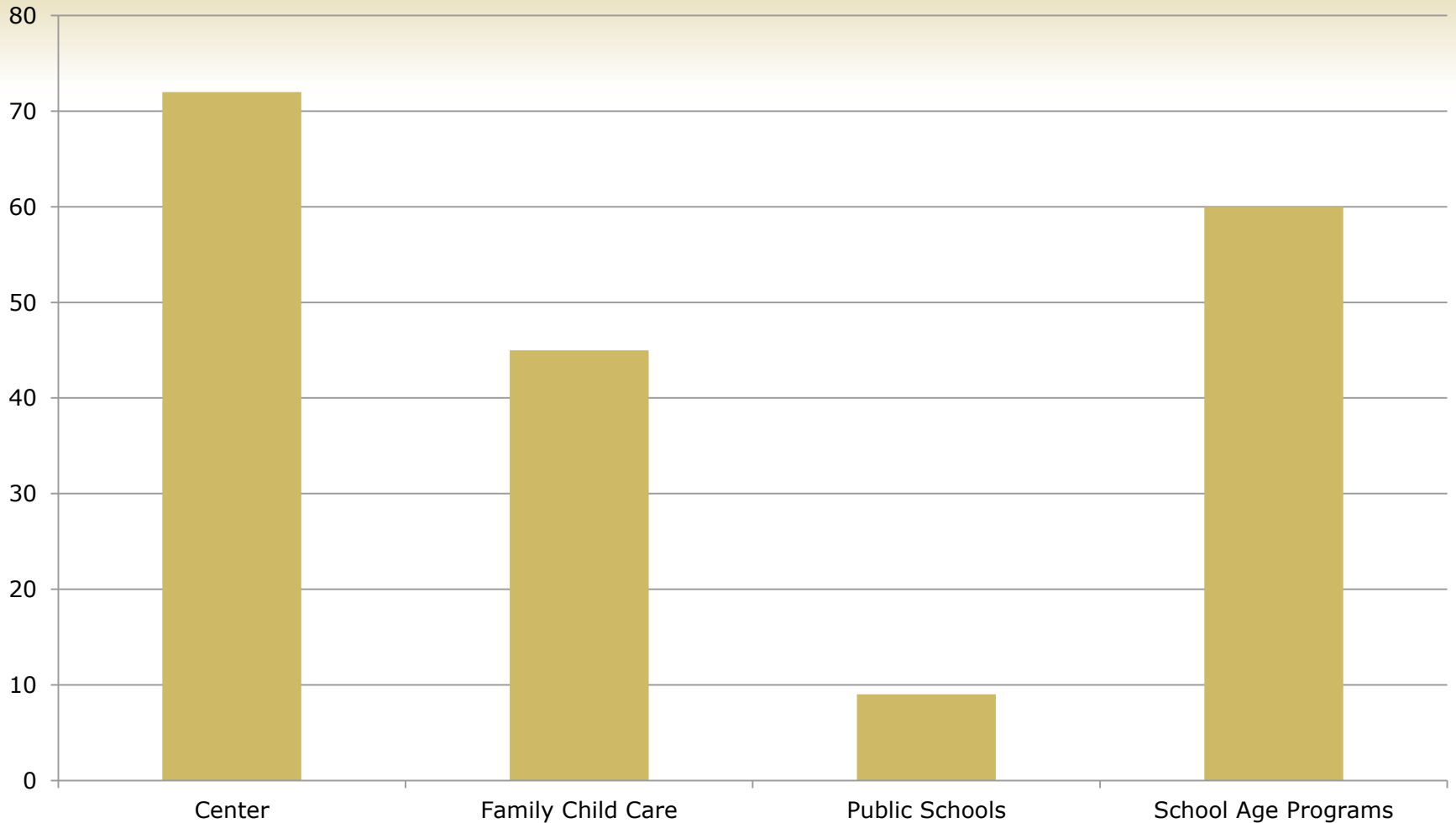


## QUALITY: INCOMPLETE APPLICATIONS

Type	# Application Received	# Incomplete Application received	Percentage of Incomplete applications when arrived
Early Learning Centers	<b>123</b>	<b>113</b>	<b>92%</b>
Family Child Care Homes	<b>197</b>	<b>133</b>	<b>78%</b>
Public School	<b>10</b>	<b>10</b>	<b>100%</b>
School-Age Child Care	<b>63</b>	<b>60</b>	<b>95%</b>
Total	<b>393</b>	<b>326</b>	<b>83%</b>

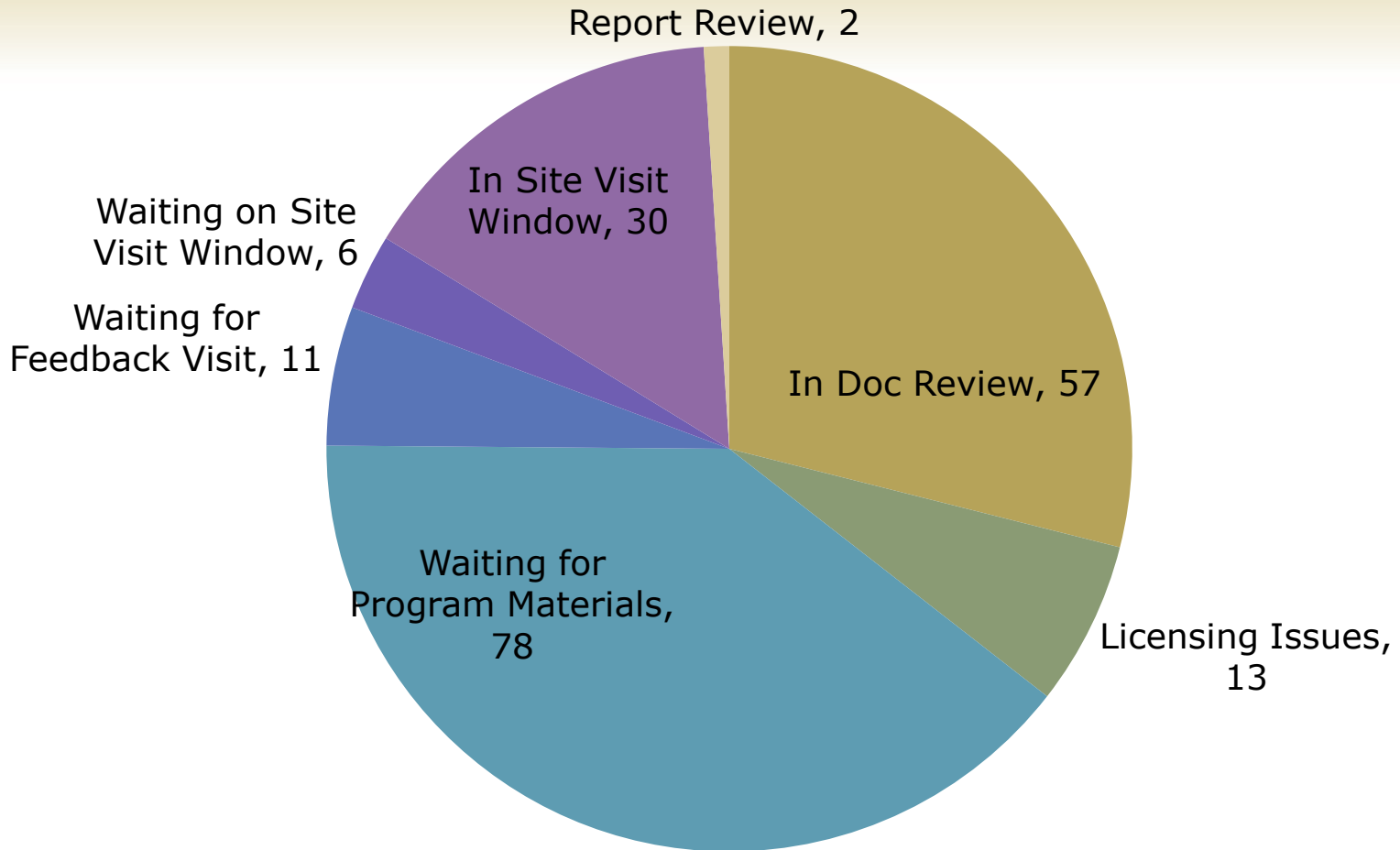


# QUALITY: PENDING APPLICATIONS RECEIVED BY APRIL 1, 2014 BY POPULATION





# **PENDING** BRIGHTSTARS APPLICATIONS EARLY LEARNING PROGRAMS JUNE 2014





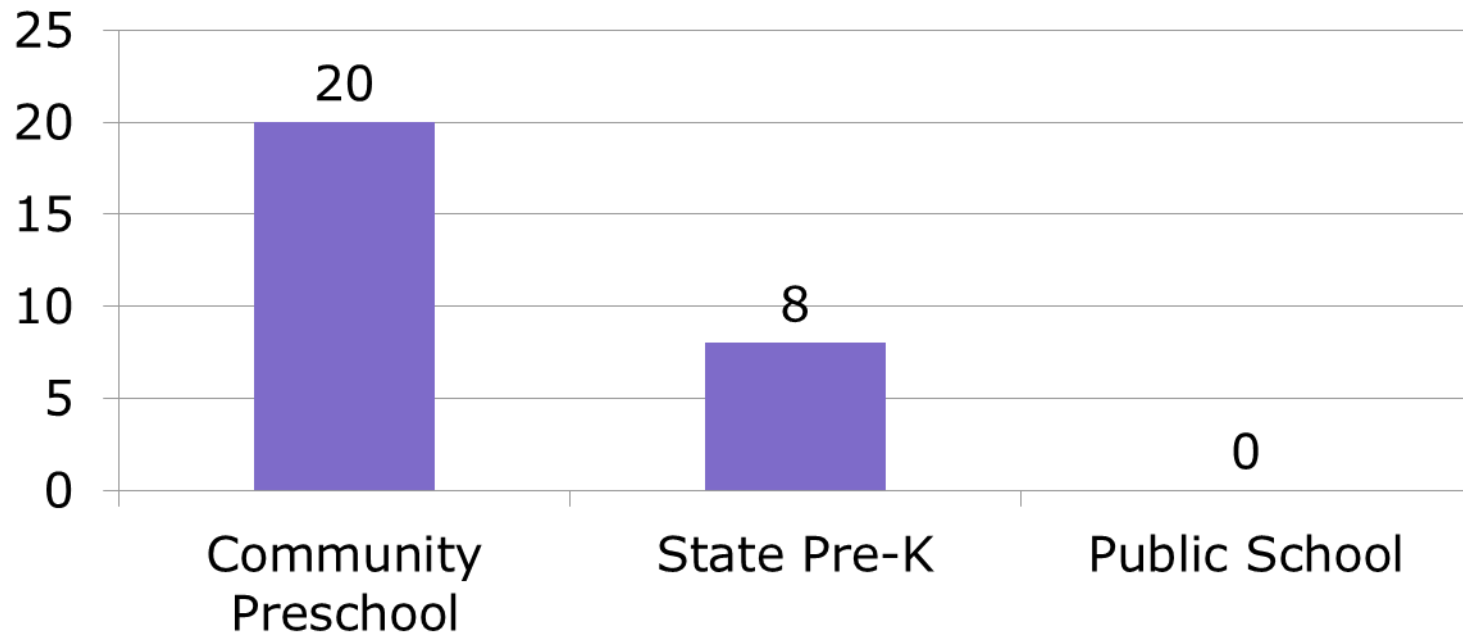
# CCAP ONE STARS

Type	# One Star April 2014	# Program Profile Complete June 10, 2014	# Program Profile and Quality Improvement Plan Complete June 10,2014	# Application Submitted
Early Learning Centers	<b>61</b>	<b>12</b>	<b>7</b>	<b>3</b>
Family Child Care Homes	<b>149</b>	<b>21</b>	<b>9</b>	<b>20</b>
School-Age Child Care	<b>28</b>	<b>2</b>	<b>2</b>	<b>8</b>
Total	<b>238</b>	<b>35</b>	<b>18</b>	<b>31</b>



# QUALITY: RIDE COMPREHENSIVE EARLY CHILDHOOD EDUCATION APPROVAL

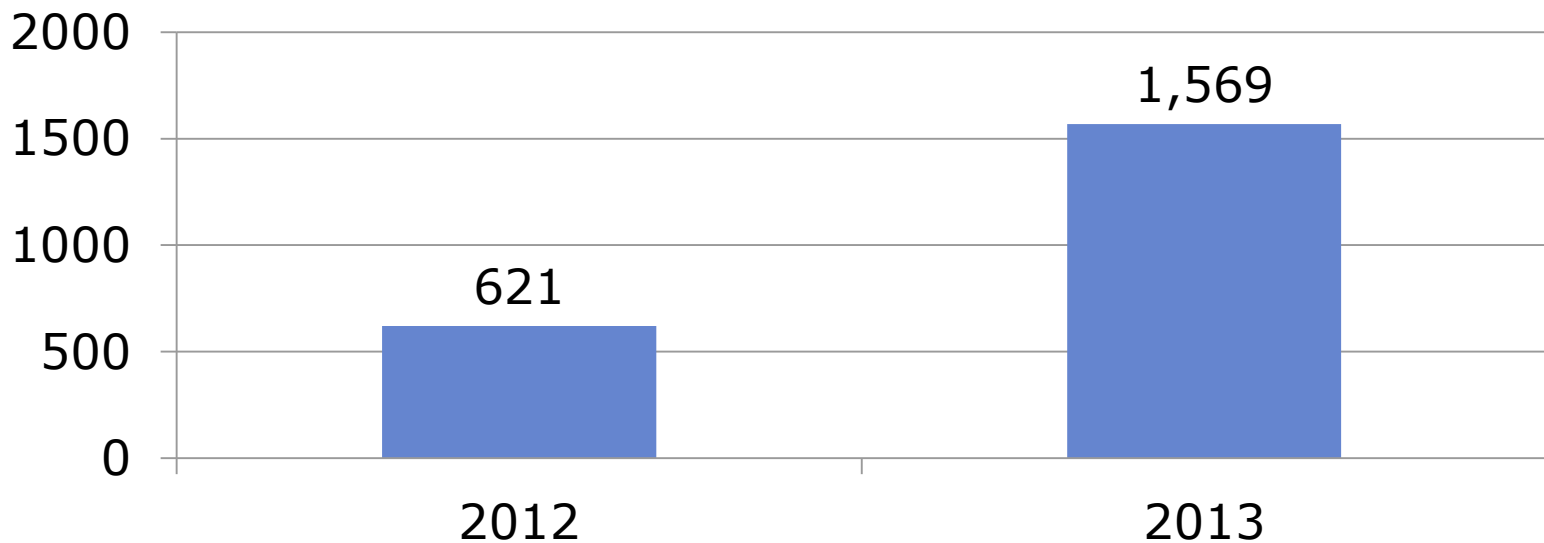
## RIDE Approved Preschool Classrooms, January 2014





# 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 Enrolled Q1 2014	Individuals Completed Q1 2014
Center for Early Learning Professionals*	0	0
External Approved/Aligned PD*	0	0
RI Early Learning & Development Standards and Next Steps PD	378	289

\* 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 Enrolled Spring 2014	Individuals Completed Spring 2014
CCRI - Early Childhood Certificate	101	20
CCRI - Early Childhood Associates	294	30
RIC – New B.S. in Early Childhood Education	27	4
RIC – Old B.A. in Early Childhood Education		4
RIC – Old B.S. in Early Childhood Special Education		8
URI - B.S. Human Development & Family Studies/ECE	29	12
URI - Teacher Certification Program/ECE	3	1



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

<b>Degree Program</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>
CCRI Associate's Degree	9	26	44	52	43
RIC Bachelor's Degree	NA	NA	21	16	16
<b>TOTAL Active Scholars</b>	<b>9</b>	<b>26</b>	<b>65</b>	<b>68</b>	<b>59</b>

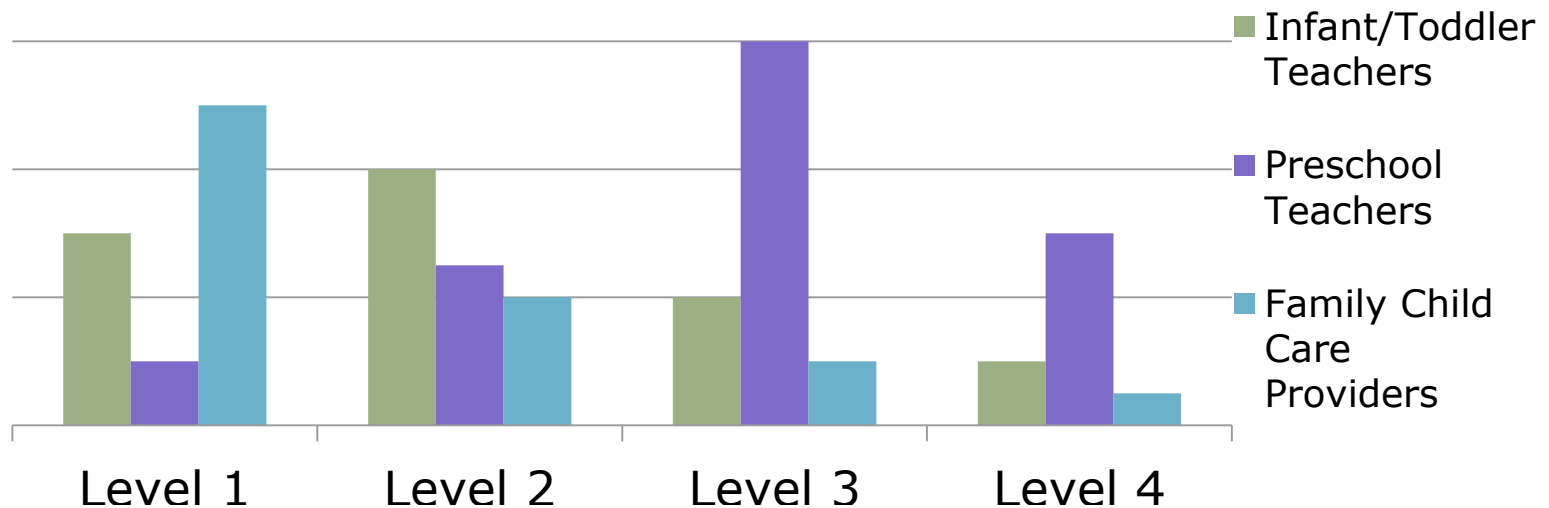
- As of June 2014, there have been 102 individuals employed at 79 early learning programs that have received T.E.A.C.H. scholarship contracts and 1,860 college credits have been earned.
- Since 2010, 10 individuals have completed a degree program through T.E.A.C.H. (all Associate's degrees at CCRI).



# PLACEHOLDER WORKFORCE: CAREER PATHWAY LEVELS

**Individuals in Workforce by Career Pathway  
Level (education credentials)**

*Data not  
currently  
available.  
Requires  
workforce  
registry.*

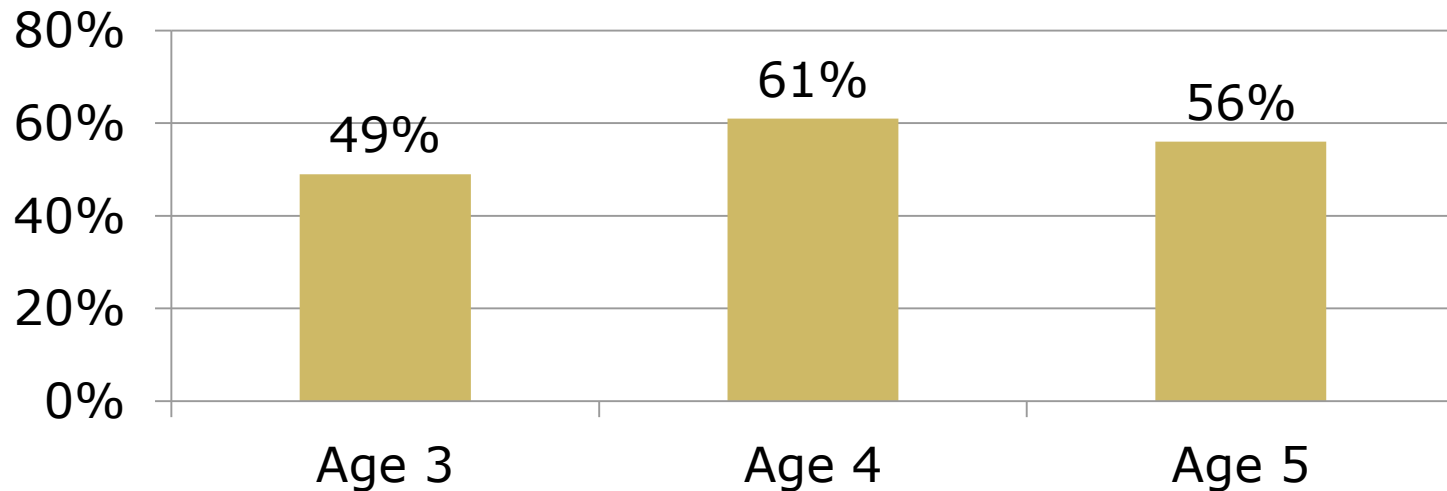


- GOAL: By December 31, 2015, there will be at least 1,000 individuals at Level 1 (12 college credits), 700 individuals at Level 2 (AA), 500 individuals at Level 3 (BA), and 100 individuals at Level 4 (MA)



# CHILD OUTCOMES: CHILD OUTREACH SCREENINGS

## **% Children Ages 3-5 Receiving Child Outreach Screening, School Year 2012- 2013**

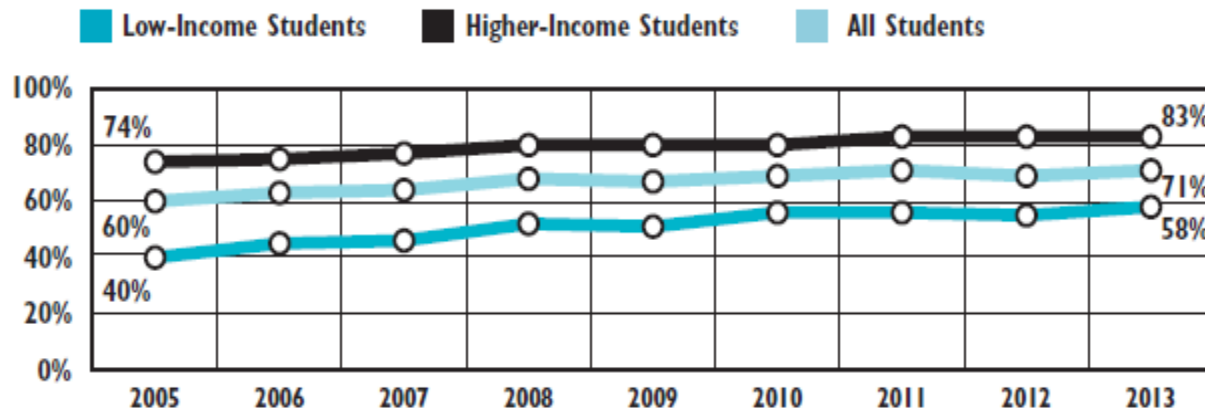


- By 2016, 80% of four year olds will have received a developmental screening.
- By 2016, 50% of three year olds will have a complete set of developmental screenings.



# CHILD OUTCOMES: 4<sup>TH</sup> 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**

**June 18, 2014**

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





# MEETING AGENDA

Welcome/Meeting Overview

Overview of Lead Dashboard Indicators

Aligned Professional Development, Technical Assistance, and Higher Education

Discussion: Strategies for Collecting and Verifying Workforce Information Through the Workforce Registry

Public Comment

Facilities Study: Preliminary Results

Updates

Public Comment

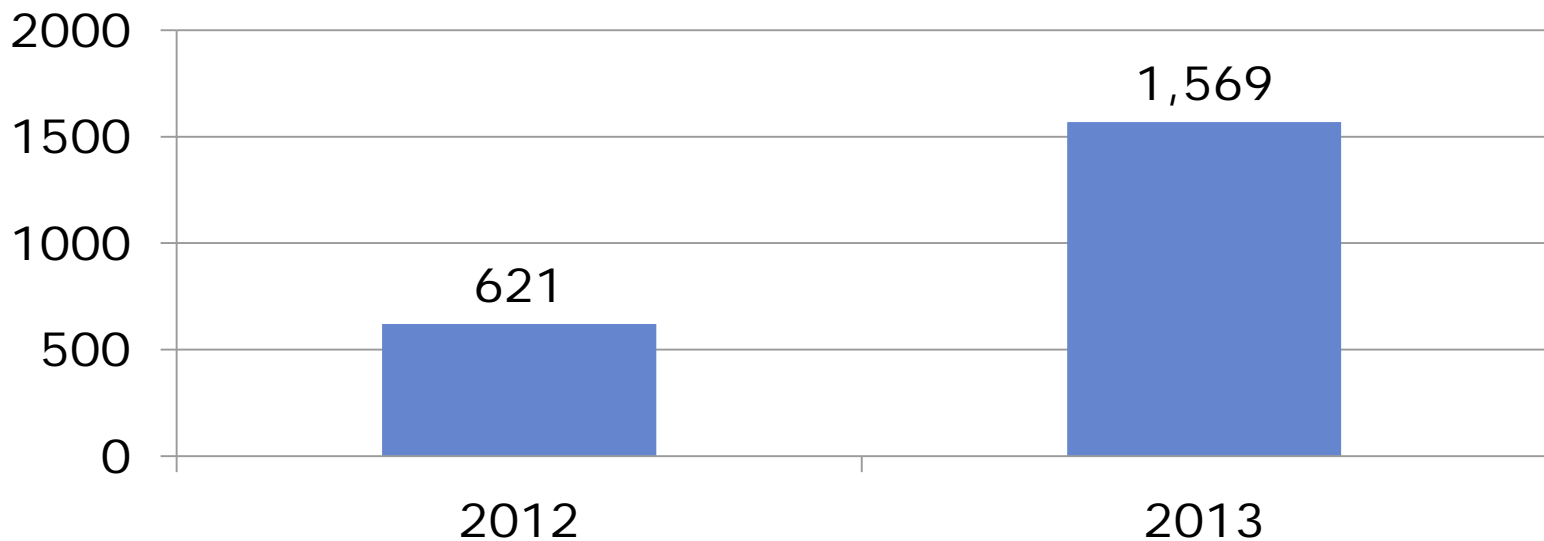
Next Steps

# **OVERVIEW OF LEAD DASHBOARD INDICATORS**



# 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 Enrolled Q1 2014	Individuals Completed Q1 2014
Center for Early Learning Professionals*	0	0
External Approved/Aligned PD*	0	0
RI Early Learning & Development Standards and Next Steps PD	378	289

\* 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 Enrolled Spring 2014	Individuals Completed Spring 2014
CCRI - Early Childhood Certificate	101	20
CCRI - Early Childhood Associates	294	30
RIECETP at CCRI (12 credits)	126	50
RIC – New B.S. in Early Childhood Education	27	4
RIC – Old B.A. in Early Childhood Education		4
RIC – Old B.S. in Early Childhood Special Education		8
URI - B.S. Human Development & Family Studies/ECE	29	12
URI - Teacher Certification Program/ECE	3	1



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

Degree Program	2010	2011	2012	2013	2014
CCRI Associate's Degree	9	26	44	52	43
RIC Bachelor's Degree	NA	NA	21	16	16
TOTAL Active Scholars	9	26	65	68	59

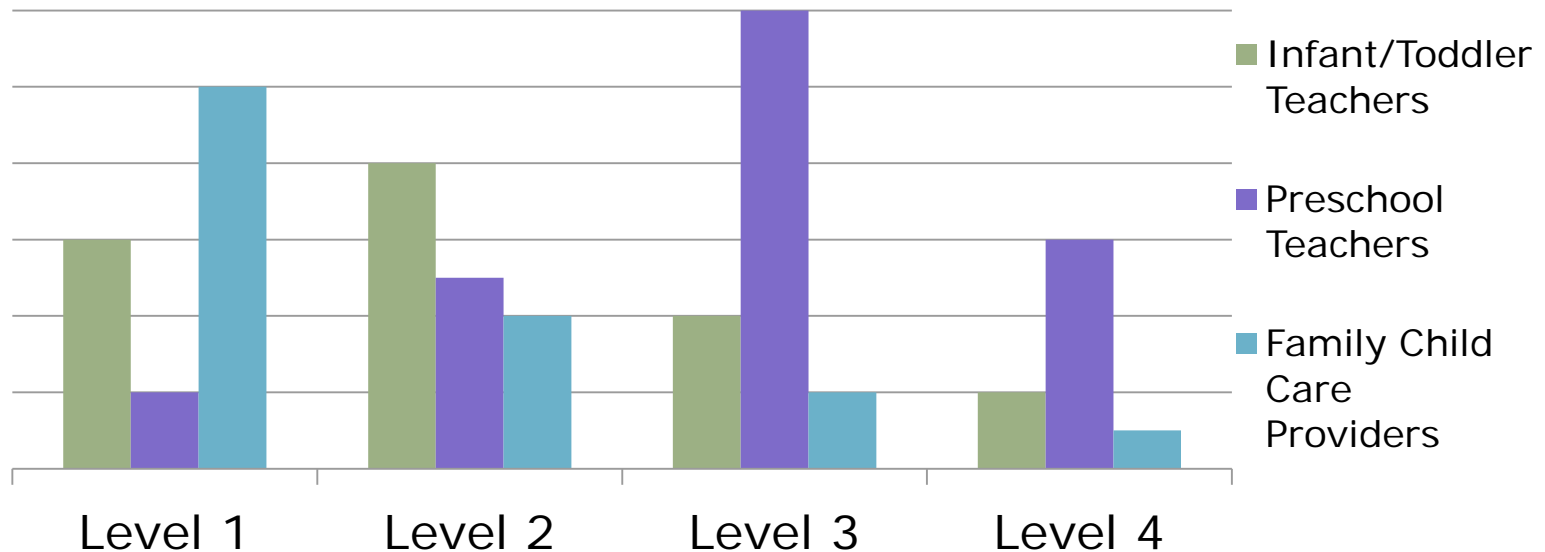
- As of June 2014, there have been 102 individuals employed at 79 early learning programs that have received T.E.A.C.H. scholarship contracts and 1,860 college credits have been earned.
- Since 2010, 10 individuals have completed a degree program through T.E.A.C.H. (all Associate's degrees at CCRI).



# 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)

**ALIGNED PROFESSIONAL  
DEVELOPMENT, TECHNICAL  
ASSISTANCE, AND HIGHER EDUCATION**



# IMPROVING THE KNOWLEDGE AND SKILLS OF THE EARLY CHILDHOOD EDUCATION WORKFORCE

Vision for improving the knowledge and skills of the early childhood education workforce to support children's development and learning:

- ⦿ Develop specific expectations for knowledge and skills for key roles in the early childhood system (WKC's)
- ⦿ Ensure all workforce supports are high-quality and align with the WKC's – professional development, technical assistance, higher education credentials
- ⦿ Provide access to all supports – free PD/TA, and scholarships for aligned college pathway
- ⦿ Collect data to understand key characteristics of the workforce and the progress toward improving knowledge/skills and increasing credentials.



# WORKFORCE KNOWLEDGE AND COMPETENCIES

- ◎ Separate frameworks for each key role in early childhood education:

<b>Framework</b>	<b>Completion Date</b>
<b>Teachers and Early Childhood Special Ed/Early Intervention</b>	Complete
<b>Teacher Assistants</b>	Complete
<b>Family Child Care Educators</b>	Complete
<b>Professional Development Providers and Higher Education Faculty/Staff</b>	July 2014
<b>Administrators and Education Coordinators</b>	January 2015



# WORKFORCE KNOWLEDGE AND COMPETENCIES – CENTER FOR EARLY LEARNING PROFESSIONALS

Ensuring PD is aligned to WKC Frameworks through:

- ⊙ Environmental Scan: assess current coverage of WKC and potential alignment
- ⊙ PD Development: Center developed PD uses WKC as starting point for objectives
- ⊙ Approval Process: Ensure PD offered through others is aligned, as well as aligned with best practice
- ⊙ Trainer Approval: Process to be developed to ensure PD providers meet WKC for their role



# WORKFORCE KNOWLEDGE AND COMPETENCIES – INSTITUTE FOR TEACHING AND LEARNING

- ⦿ Provide educator preparation programs for infant, toddler, and preschool educators
- ⦿ Align program of study with WKC domains for educators at Level 3:
  - ⦿ Physical and Mental Health, Safety, and Wellness; Family Engagement; Development and Learning; Curriculum; Assessment; Professionalism
- ⦿ Birth – Three and PK-2 Programs
  - ⦿ Maximize overlap while differentiating knowledge and skills of educators of each group where appropriate
- ⦿ Align pre-service PK-2 program with WKC



# WORKFORCE KNOWLEDGE AND COMPETENCIES – COMMUNITY COLLEGE OF RHODE ISLAND

- ◎ Ensure DHS funded grant program – RI Early Education and Training Program – is aligned with Level 1 of teacher framework
- ◎ NAEYC Associate's Degree Program Accreditation Process' Role in Alignment
  - ◎ WKC's aligned with NAEYC's standards, meaning accreditation will ensure overarching alignment to competencies
- ◎ Aligning Coursework to Competencies
  - ◎ Used same process as bachelor's programs to identify strengths and weaknesses



# WORKFORCE KNOWLEDGE AND COMPETENCIES FOR HOME VISITORS

- 2013 HEALTH engages EC consultant to develop statewide ***Home Visitor Core Knowledge and Competencies***
- ◎ Developed by cross-disciplinary workgroup of home visiting professionals, RIs HV CKC's clarifies the expected approach to home visiting best practices while honoring the interconnection of family and child services, and shared professional values across sectors.
- ◎ Next Step: alignment with Teacher, as well as PD Provider and Higher Ed Competencies.
- ◎ Home Visitors play a unique role to support the parent-child relationship to support improved outcomes for children's health, development and learning.

**DISCUSSION: STRATEGIES FOR  
COLLECTING AND VERIFYING  
WORKFORCE INFORMATION THROUGH  
THE WORKFORCE REGISTRY**



# WORKFORCE REGISTRY

- ⦿ Intend to collect information on individuals': demographics, contact information, work history, education, professional development
- ⦿ Process and Timeline:
  - ⦿ June 2014:
    - ⦿ Submit amendment to increase data team staff to support registry development
    - ⦿ Post data positions in anticipation of amendment approval
    - ⦿ Receive federal TA to begin development of registry
  - ⦿ July – December 2014:
    - ⦿ Develop and test registry with users
  - ⦿ January 2015:
    - ⦿ Workforce Registry in use



# WORKFORCE REGISTRY

- ⦿ Collects data on the early childhood and school-age workforce, often including individuals':
  - ⦿ Demographic information
  - ⦿ Education/credentials
  - ⦿ Training
  - ⦿ Work History
- ⦿ Contains self-reported data, with growing number of states verifying some elements
- ⦿ Provides a centralized hub of info, allows for analysis and reporting
- ⦿ Based on a state's career ladder/lattice/pathway



# WORKFORCE REGISTRY

- ◉ Intended to be used by state, program, and individuals:

<b>State Level</b>	<b>Program Level</b>	<b>Individual Level</b>
<ul style="list-style-type: none"><li>• Inform public policy</li><li>• Assess impact of workforce investments</li><li>• Drive future workforce investments</li><li>• Produce reports on workforce development, advancement and retention</li><li>• Compare data over time</li></ul>	<ul style="list-style-type: none"><li>• Inform continuous improvements (e.g., staff retention)</li><li>• Streamline applications (e.g., for BrightStars, CECE Approval) and licensing renewals by providing staff info</li></ul>	<ul style="list-style-type: none"><li>• Track own progress</li><li>• Centralize training and education information for easier access</li></ul>

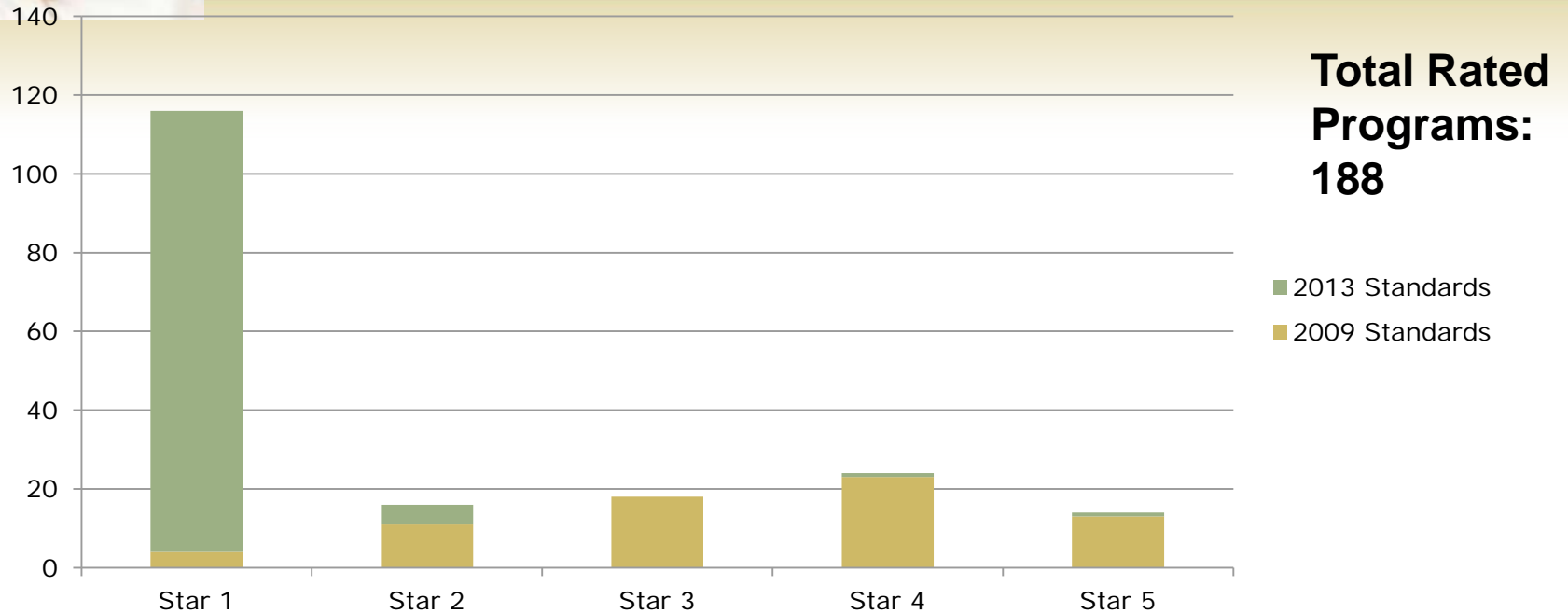
# **PUBLIC COMMENT**

# **FACILITIES STUDY: PRELIMINARY RESULTS**

# UPDATES



# DATA DASHBOARD: CENTER/PRESCHOOL BRIGHTSTARS RATINGS



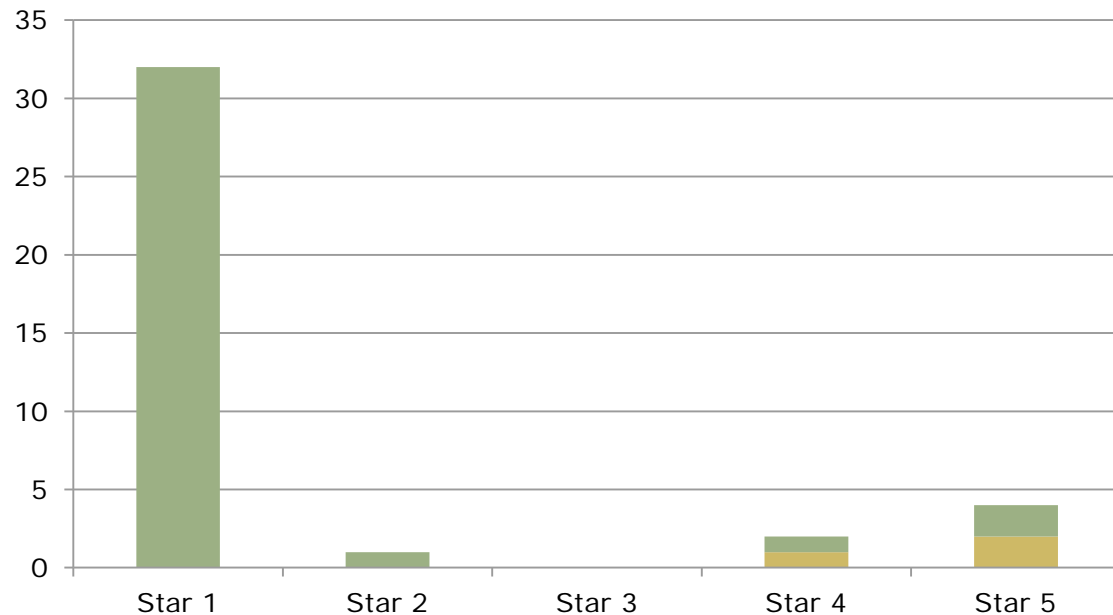
- This includes 61 CCAP one star **centers** as of April 1
- 61% of licensed centers are participating (rated) (188 of 309)
- Of the 188 rated programs, 119 have ratings under 2013 standards and 69 have ratings under 2009 standards.

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



# DATA DASHBOARD: SCHOOL AGE BRIGHTSTARS RATINGS

## BrightStars Rating of Licensed School Age Programs 2014



**Total Rated  
Programs:  
41**

■ 2013 Standards  
■ 2009 Standards

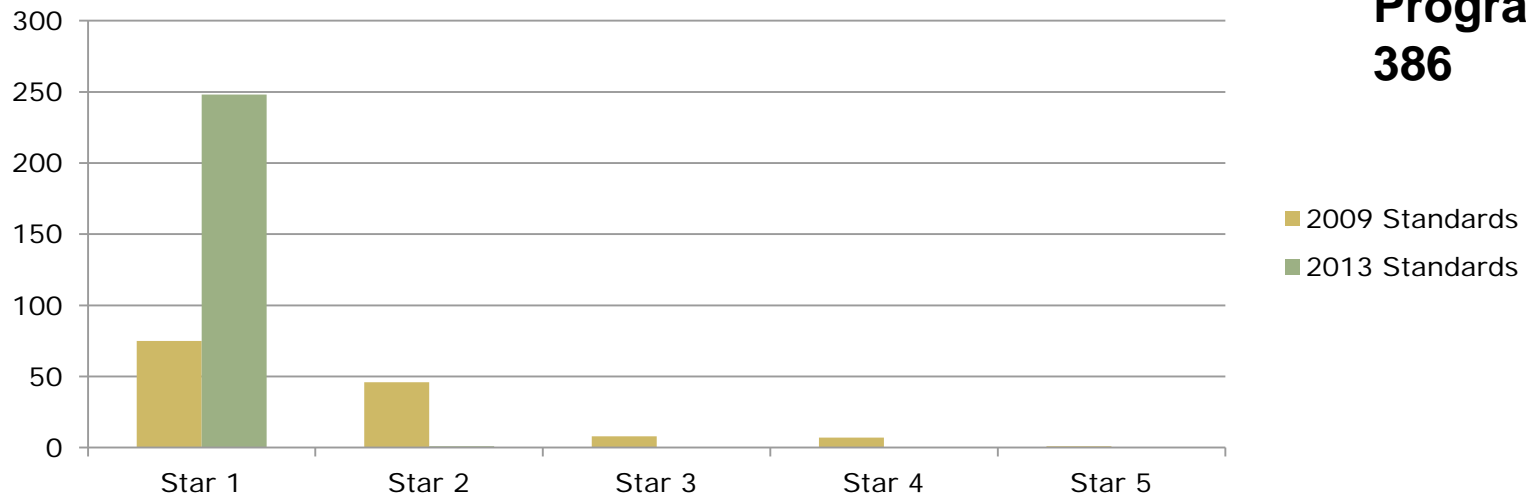
- This includes 28 CCAP one star **SA Programs** as of April 1
- 41% of licensed SA Programs are participating (rated) (41 of 101)
- Of the rated programs, 38 have ratings under 2013 standards and 3 have ratings under 2009 standards.



# DATA DASHBOARD: FAMILY CHILD CARE BRIGHTSTARS RATINGS

## BrightStars Rating of Licensed Family Child Care Homes 2014

**Total Rated  
Programs:  
386**



- This includes 149 CCAP one star programs as of April 1
- 68% of licensed family child care homes are participating (rated) (386 of 569)
- Of the 386 rated programs, 249 have ratings under 2013 standards and 137 have ratings under 2009 standards.

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

# DATA DASHBOARD: PUBLIC SCHOOLS APPLICATIONS RECEIVED

1 star	2 stars	3 stars	4 stars	5 stars	Total
0	0	1	3	6	10

-Each application has been reviewed to date, and incomplete letters have been sent.

-One program has received their site visit and has a scheduled Feedback Visit.

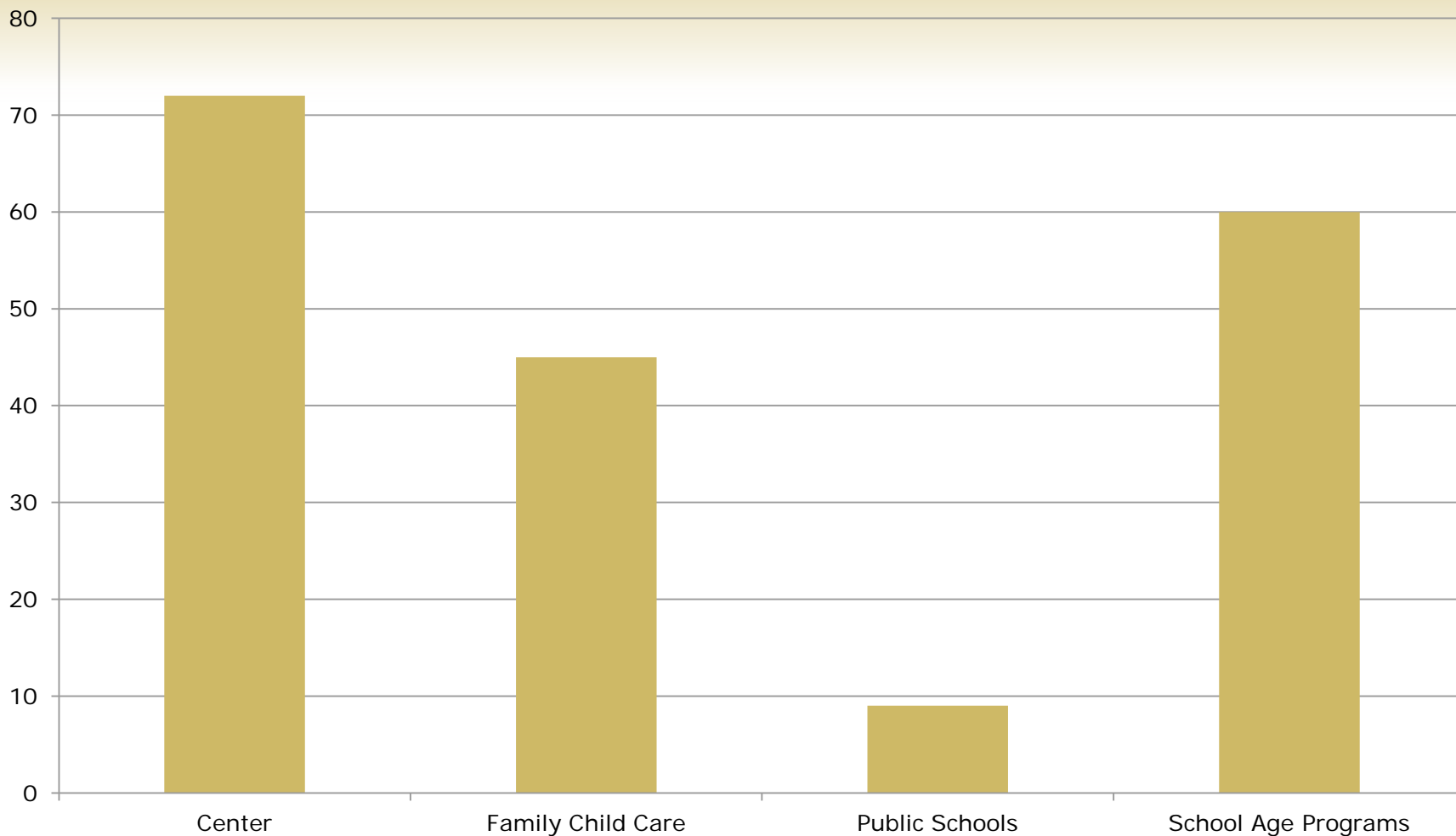
-9 remaining programs will close for the summer and either did not complete their applications in time (7) for a rating this school year or have asked to be assessed in the fall (2)

## DATA DASHBOARD: INCOMPLETE APPLICATIONS

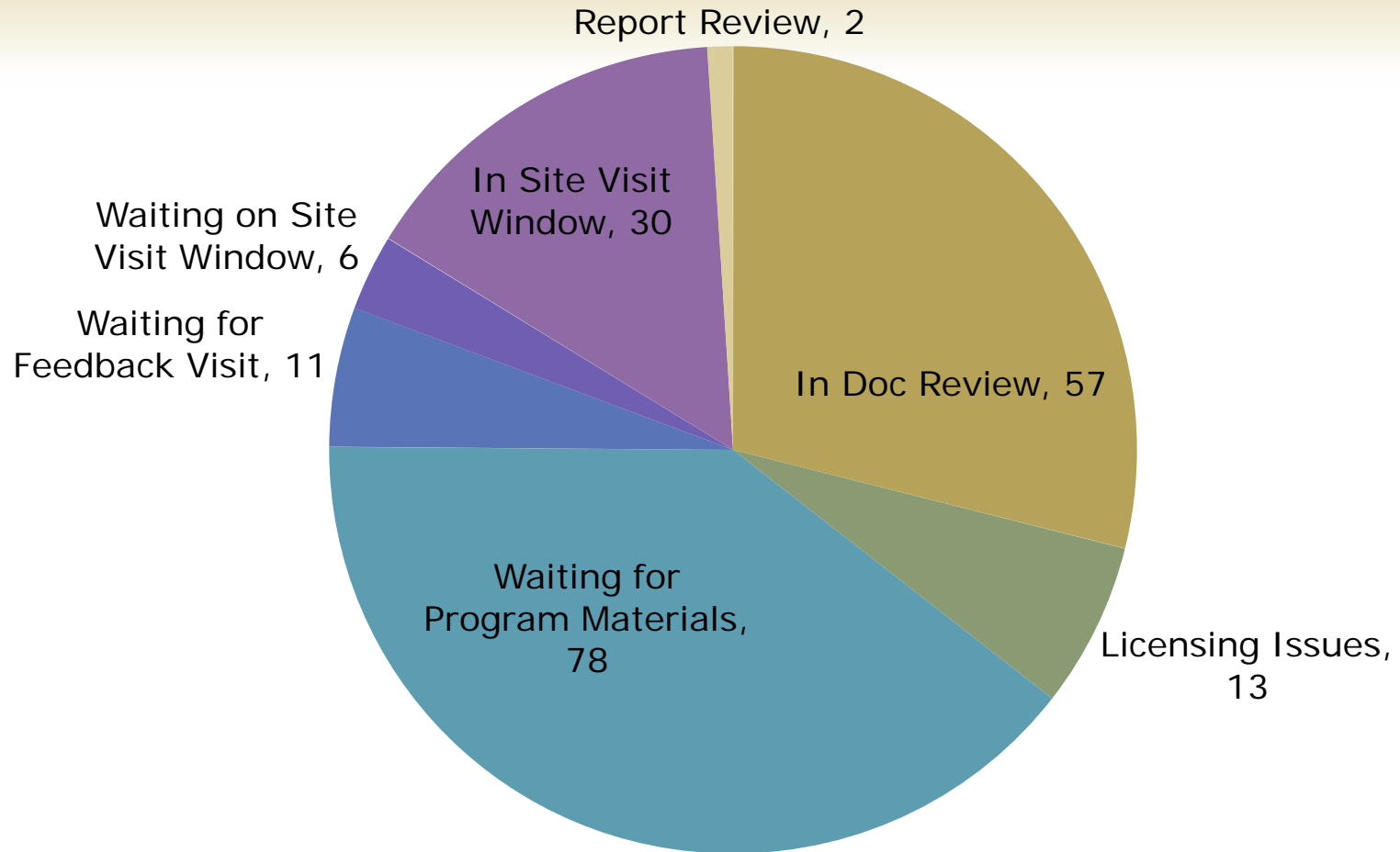
Type	# Application Received	# Incomplete Application received	Percentage of Incomplete applications when arrived
Early Learning Centers	<b>123</b>	<b>113</b>	<b>92%</b>
Family Child Care Homes	<b>197</b>	<b>133</b>	<b>78%</b>
Public School	<b>10</b>	<b>10</b>	<b>100%</b>
School-Age Child Care	<b>63</b>	<b>60</b>	<b>95%</b>
Total	<b>393</b>	<b>326</b>	<b>83%</b>



# DATA DASHBOARD: PENDING APPLICATIONS RECEIVED BY APRIL 1, 2014 BY POPULATION



**PENDING** BRIGHTSTARS APPLICATIONS  
EARLY LEARNING PROGRAMS  
JUNE 2014



# CCAP ONE STARS

Type	# One Star April 2014	# Program Profile Complete June 10, 2014	# Program Profile and Quality Improvement Plan Complete June 10,2014	# Application Submitted
Early Learning Centers	<b>61</b>	<b>12</b>	<b>7</b>	<b>3</b>
Family Child Care Homes	<b>149</b>	<b>21</b>	<b>9</b>	<b>20</b>
School-Age Child Care	<b>28</b>	<b>2</b>	<b>2</b>	<b>8</b>
<b>Total</b>	<b>238</b>	<b>35</b>	<b>18</b>	<b>31</b>



# 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



# UPCOMING SUBCOMMITTEE MEETINGS

Subcommittee	Date
Early Learning and Development Standards and Assessment	Monday, October 6, 2014
Program Standards and Quality	Monday, July 21, 2014
Early Learning Data System	Thursday, August 28, 2014
Early Learning Workforce Development	Monday, July 21, 2014
Access Subcommittee	Thursday, September 18, 2014

# **PUBLIC COMMENT**



# NEXT MEETING

## ❖ **Next Council Meeting:**

Wednesday, September 24, 2014

11:30-2:00 p.m.

Tentative Location: Casey Family Services

# WORKFORCE REGISTRY

## ELEMENTS

REPORTED BY INDIVIDUAL
POTENTIAL FOR VERIFICATION OR CURRENTLY VERIFIED

### 1) DEMOGRAPHICS / BASIC INFORMATION

Element	Reported	Field Type / Options	Collection
Name			
Maiden Name or Alias			
Date of Birth			
Gender			
Phone			
Email		Personal / Preferred Work	
Primary and Secondary Language		Ability to indicate preferred training language	
Current Role(s)		Administrator Teacher Teacher Assistant Family Child Care Provider	

### 2) EMPLOYMENT

Element	Reported	Field Type / Options	Collection
Center Name or FCC Name		Check as current role Automatically populates from licensing list	
Role in Center / FCC			
Start Date			
End Date			
Salary			
Benefits			

\*\*\*Information populated from program: age group, number of children \*\*\*Fields should be repeated as many times as needed for past employment

### 3) EDUCATION

Element	Reported	Field Type / Options	Collection
Highest Level of Education		High School / GED Some College Associate's Bachelor's Master's Doctorate	
<b>High School</b>			
School Name		Could automatically populate for Rhode Island	
School Location			
Date of Graduation (if graduated)			
<b>College / Graduate School</b>			
School Name		Connect to list of colleges / universities through FAFSA IDs	
Type of Degree or if Credits Only			
Date of Completion (if graduated)/Anticipated Date of Completion			
Major / Concentration			
Number of Credits in ECE		Could pre-populate for current degree or recent degree programs in ECE or related at CCRI, URI, RIC	
<b>Credentials / Certificates</b>			
CDA			
CCRI Grant Program			
RIDE Teacher Certification		Type (e.g., PK-2) Number	

### 4) PROFESSIONAL DEVELOPMENT

Element	Reported	Field Type / Options	Collection
Title			Automatically linked from Center if offered by Center or an approved offering
Hours			
Date			

WKC Domain / Subdomain			
------------------------	--	--	--

5) PROFESSIONAL ACTIVITIES

Element	Reported	Field Type / Options	Collection
Professional Organizations		NAEYC RIAEYC CCDA FCC Home of RI	
Professional Conferences			

# ***Rhode Island Early Learning Council***

## ***Early Learning Council Meeting***

Wednesday, June 18, 2014 11:30-2:00 p.m.  
Save the Bay

### **Meeting Summary**

#### **AGENDA SUMMARY**

The Early Learning Council agenda addressed the following topics:

- Overview of Lead Dashboard Indicators
- Aligned Professional Development, Technical Assistance, and Higher Education
- Discussion: Strategies for Collecting and Verifying Workforce Information Through the Workforce Registry
- Public comment
- Facilities Study: Preliminary Results
- Updates
- Public comment
- Next steps

#### **KEY POINTS**

Key discussion points from the meeting are summarized below:

#### **OVERVIEW OF LEAD DASHBOARD INDICATORS**

Leanne Barrett presented an overview of the lead workforce related data dashboard indicators. (See slides). The complete set of Council data dashboard indicators was distributed as a handout. The following key comments and questions were made:

- Workforce data is still emerging so it will improve over time with the development of the workforce registry.
- Because the alignment process is not completed yet, the Aligned Professional Development slide will have more clarity for 2014.
- Since the Center for Early Learning Professionals (“Center”) is new, as is their process for approving external professional development offerings, there was no data available for the 1<sup>st</sup> quarter of 2014. Even once we start collecting that data, it will remain duplicated until we have a workforce registry.
- Data for the M.Ed. program in Early Childhood Special Education at RIC was not available during this time frame but will be included in future updates of the data dashboard.
- Does the number of individuals enrolled and completed on the Aligned Higher Education slide include data on how many individuals have left the programs?  
A: That more detailed level of data will be discussed at the Workforce Subcommittee meetings and not at the Council level. The information discussed at the Early Learning Council meetings corresponds to the Council’s goals in the strategic plan and the Race to the Top application (focus on # who complete PD and higher education credentials).

# ***Rhode Island Early Learning Council***

## ***Early Learning Council Meeting***

Wednesday, June 18, 2014 11:30-2:00 p.m.  
Save the Bay

### **Meeting Summary**

- How is the new B.S. in Early Childhood Education at RIC different from the former B.A. in Early Childhood Education?  
A: It is still the certification program, but it was reorganized and went through an approval process. The B.A. program is no longer available. Special education is offered as a Master's program now and is no longer available as a B.S.
- The 1,860 college credits listed on the T.E.A.C.H. Active Scholars slide includes early childhood as well as general education college credits.

### **ALIGNED PROFESSIONAL DEVELOPMENT, TECHNICAL ASSISTANCE, AND HIGHER EDUCATION**

Michele Palermo, Leslie Gell and Kristine Campagna discussed the aligned professional development ("PD"), technical assistance ("TA") and higher education available in the state now. (See slides). Key comments and questions included:

- Focus groups on the Professional Development Providers and Higher Education Faculty/Staff Workforce Knowledge and Competencies framework have just been completed so the development team will now review that feedback and make the final changes to that framework.
- The development of the Administrators and Education Coordinators Workforce Knowledge and Competencies framework will begin soon.

### **Center for Early Learning Professionals**

- The Center is in the early stages of reviewing community PD offerings for approval. To date, 27 applications have been approved. Those applications represent 9 organizations and 2 individuals. There are 9 applications pending.
- Once the Workforce Knowledge and Competencies framework for PD providers is complete, the Center will develop a process for approving PD providers that will be similar to the current process for approving community PD offerings. Eventually, the Center's website will contain a list of approved PD providers that can be used as a resource for early learning programs looking for an approved PD provider.
- Some online PD courses will also go through the Center's approval process.
- Because many early learning programs create their own PD for their staff, the Center is thinking about developing some offerings specifically for program administrators, similar to train the trainer courses. Program administrators can then attend the Center's aligned PD training, return to their own programs and teach the aligned PD, which would ensure that early learning programs are providing aligned PD to their own staff.
- Early learning programs need to understand that the aligned PD requirement in the regulations means that PD offerings must be approved by the Center. Because the regulations do not specifically say that approval by the Center is required, some programs might be confused about what aligned PD means.

***Rhode Island Early Learning Council***  
***Early Learning Council Meeting***

Wednesday, June 18, 2014 11:30-2:00 p.m.  
Save the Bay

**Meeting Summary**

Institute for Teaching and Learning

- After a year and a half of Race to the Top Early Learning Challenge grant work and going through the process of implementing the T.E.A.C.H. scholarship at the B.A. level, we have come to the understanding that the state's existing programs of study do not meet the needs of the current workforce. The existing programs were designed as pre-service teacher preparation programs and there is nothing currently available to support infant toddler teachers. As a result, resources have been reallocated to the Institutes of Higher Education at both RIC and URI to redesign existing pathways to better meet the needs of both preschool and infant toddler teachers in the current workforce. That coursework will be aligned with the relevant workforce knowledge and competencies and will provide a high quality program of study.
- There have been weekly meetings to develop the delivery, coursework and sequence of the new program. We anticipate a fall roll-out of the pilot program.
- How this new program will integrate with the overall program of study is still to be determined, but we are confident that what is learned from this pilot will help inform the existing pre-service teacher development programs.
- If the pilot will be offered in the fall, when will people be able to learn about it and enroll so they can be prepared to start in September?  
A: Teachers will be able to enroll in a B.A. degree program starting in early August, with a start date in September. We expect them to use their T.E.A.C.H. scholarships as a mechanism to pay for it. We can start talking broadly about the program now. People can get on a contact list through recruitment that will happen at T.E.A.C.H. We are hoping to be done with the design and conceptual components by the end of July and the parts that will be offered in September will be finished by the end of summer, although the entire program will not be finalized by then.
- Early childhood educator programs in other states have informed the course content for Rhode Island. We are now looking at different delivery methods because we know the traditional delivery methods will not work for the current workforce since they have additional work and family obligations. We are also looking to offer core underlying supports in reading, math and technology.
- Because it is a pilot, we have some flexibility with the course of study, but we still want it to be a rigorous program.
- Will there be two separate programs: a birth-3 program and a Pre-K -2 program?  
A: There will be 2 overlapping programs: 1) a birth-3 program appropriate for infant toddler teachers that will also address learning and development up to age 5 and 2) the current Pre-K-2 teacher certification program. There will be overlap in the middle where the infant toddler teachers can learn about older development and the Pre-K-2 teachers can learn more about infant toddler development through some required coursework and electives.

# ***Rhode Island Early Learning Council***

## ***Early Learning Council Meeting***

Wednesday, June 18, 2014 11:30-2:00 p.m.  
Save the Bay

### **Meeting Summary**

#### **Workforce Knowledge and Competencies for Home Visitors**

- Since 2010, with money awarded through the Affordable Care Act, the Rhode Island Department of Health has implemented 3 evidenced based home visiting programs, primarily in the core cities: 1) Nurse-Family Partnership, 2) Healthy Families America and 3) Parents as Teachers.
- In September, there was an additional \$5 million awarded for Healthy Families America, which allowed for expansion of that program into high risk communities like Westerly and East Providence.
- Health is not just implementing evidence based programs but is also developing a whole infrastructure around home visiting. Therefore, in addition to the 3 programs mentioned above, an additional 3 programs have benefitted from federal funding: 1) Early Head Start, 2) Youth Success (a parenting program through DHS) and 3) Early Intervention. Rhode Island also has First Connections, which is a public health home visiting program that begins at birth.
- As part of the development of the home visiting infrastructure, Health has developed Home Visitor Core Knowledge and Competencies. Rhode Island used the core competencies from First Five L.A. as a base and then modified them to be more Rhode Island specific. The Core Knowledge and Competencies are now in their final review and the next step is to align them with the other workforce knowledge and competencies frameworks.
- What does “shared professional values across sectors” mean?  
A: This was an opportunity to bring people together to talk about values and practices around home visiting and family centered early childhood care. That group drafted a set of values that has formed the foundation of the work.
- There was a successful full day infant mental health conference in Rhode Island that focused on early childhood brain development and the need to make connections both within the brain and within the community and systems. It is exciting that some infant mental health competencies have been integrated into systems already.
- It is important that we are all explicit about our expectations of early childhood knowledge and skills because we are all working with children and, although we come from different contexts, we share some common knowledge.

#### **DISCUSSION: STRATEGIES FOR COLLECTING AND VERIFYING WORKFORCE INFORMATION THROUGH THE WORKFORCE REGISTRY**

Michele Palermo and Leanne Barrett began the discussion of strategies for collecting and verifying workforce information through the workforce registry. (See slides and handout). The following comments and questions were made:

# ***Rhode Island Early Learning Council***

## ***Early Learning Council Meeting***

Wednesday, June 18, 2014 11:30-2:00 p.m.  
Save the Bay

### **Meeting Summary**

- The RIDE data team is increasing internal capacity to help with the development of the workforce registry. Increased staff will allow for streamlined development between July and December so the registry can be completed by January.
- Our vision is that the workforce registry will contain not only credentials but also professional development information and work history so we can identify trends over time like movement between roles and people leaving the profession. We need to determine how to best verify that data, however.
- The dark gray portions on the handout will contain verified data and the light gray portions will contain self-reported data.
- What will the components of the registry cost and how will it be sustained once the Race to the Top funds run out? The verification piece can be costly.  
A: There is a sustainability RFP that will help determine the amount needed to sustain all of the Race to the Top work. It is important to talk about the human parts of the data system, which are needed for verification and alignment determinations. Although most states have a workforce registry, many of the registries include only self-reported data, which is less costly to maintain. Since DCYF verifies some staff credentials (e.g. minimum requirements for center administrators, nurses, and education coordinators, and family child care providers), BrightStars verifies higher level credentials for center administrators, education coordinators, classroom teachers and family child care providers, and the Center determines PD alignment, perhaps some cost efficient credential verification/ PD alignment system can be developed using all these existing resources.
- Participation in the registry, and not just verification, is also important. Some states incentivize participation and some require participation for licensing or to access resources.
- The registry will contain drop-down boxes for some responses.

### **PUBLIC COMMENT**

Comments and questions from the public included:

- If anyone is interested in the workforce registry topic, then they should come to the Data System Subcommittee meetings, where deeper discussions of the data system development occur.
- The workforce registry will be a combination of incentives and mandates.
- People like to see the progress they are making. If we are encouraging people to get higher degrees we should also track all general education courses as well as early childhood education courses.
- Is there any thought about a birth-5 certification, especially since we are creating a specialization in that area?  
A: There are no plans to develop a certification for birth-5.

# ***Rhode Island Early Learning Council***

## ***Early Learning Council Meeting***

Wednesday, June 18, 2014 11:30-2:00 p.m.  
Save the Bay

### **Meeting Summary**

#### **FACILITIES STUDY: PRELIMINARY RESULTS**

Cindy Larson presented the preliminary results of the facilities study. (See slides). Comments and questions included the following:

- The facility needs assessment was a response to feedback received from programs about obstacles they were encountering. A total of 335 locations were included in the assessment.
- The presentation today is based on the onsite assessments. The full report, which will come out by mid-July, will include more detailed data from both the onsite visits and the online surveys. That report will be emailed and will be available online. Following the completion of the report, a community meeting will be scheduled to present a detailed overview of the report and its strategies and, also, to receive feedback.
- The tool used for this facility needs assessment was specifically made for that purpose. The tool collected data both electronically and on paper and included data points from the regulations governing centers as well as from conversations with BrightStars and DCYF. The tool is being refined now so it can be made available to centers for use as a self-evaluation tool. With the help of the tool, centers will be able to export data from multiple locations and consolidate it into one report. In this way, centers with multiple locations can more easily analyze trends.
- When 68 centers were randomly selected for onsite visits, the locations were evenly distributed between urban and suburban/rural centers, but the 58 sites that agreed to the onsite visits tended to be more urban centers, although it was still close to evenly divided. The 10 sites that refused the onsite visits were also less engaged programs, i.e., not participating in BrightStars.
- With respect to the slide that maps the location of centers with openings, what does “under enrolled” mean?  
A: Enrollment was considerably less than the 85% of capacity that is typical nationally in centers. This information was self-reported but could be observed during the onsite visits. It is important to know if a large number of centers are struggling to stay fully enrolled because, if so, changes may be needed to the system. The points on the map indicate the location of centers with under-enrollment.
- In determining the average cost of leased and owned spaces, centers in free spaces were removed from the calculations.
- When the Facility Characteristic slide says “88% of centers are more than 15 years old,” does that mean the buildings are more than 15 years old or the programs are more than 15 years old?  
A: That is a building age and not a program age.
- The old regulations had language about group size during temporary times such as arrival and dismissal. Are those temporary times included in the group size practice category on the Facility “Licensing Issues” slide?

# ***Rhode Island Early Learning Council***

## ***Early Learning Council Meeting***

Wednesday, June 18, 2014 11:30-2:00 p.m.

Save the Bay

### **Meeting Summary**

A: No, for that category we only considered groups/classrooms with more than the allowed amount of children together in a group for the whole day and not just during arrival and dismissal times. Most of the programs with group size practice issues were doing so for business reasons. However, the majority of programs visited were still keeping to the appropriate group size requirements for various reasons, including because they thought it was best practices, they operated a Head Start, or they were accredited by some other entity that required it.

- Some providers have expressed concerns that the required structural changes impede staff communications.
- Some programs attempted to fix structural problems and ended up creating a bigger problems.
- On the Facility Licensing Issues and Quality Continuum slide, structural licensing issues include not just group size issues, but also other structural issues like no natural light. BrightStars does look at group size requirements. The data for this slide was compiled before the influx of new programs as of April 1<sup>st</sup>, so most of the BrightStars programs at that time were early adopters. The data would probably be different now with all the new programs participating in BrightStars.
- Insufficient use zones in playgrounds can be expensive to fix.
- A lot of centers are spending large amounts of money, but are not doing so based on any plan or logic so the recommendations from the facility needs assessment include supporting centers in making the right decisions about space. Sometimes it makes more sense to relocate than to invest money in renovations.
- This survey is comprehensive and the tool created is terrific. The community is grateful to have that tool.
- The percentages of centers having various licensing issues cannot just be added together to create a total number because there were some centers that had 10-12 issues at one site. Therefore, there is some duplication.
- What are the next steps with this data?  
A: It was always the intent to put more resources towards helping centers improve facilities, but now there is more concrete data about what needs to be done. With this data we can prioritize what is required for the health and safety of children. The immediate next step is to get the report out, hopefully by mid-July, and then to have an opportunity for presentation and feedback. After the presentation and the collection of feedback, the coordinating team will craft a plan for resources. Professional development, assessment information and technical assistance opportunities tied to the plan will also be made available. The goal would be to have money available possibly even as soon as the fall.
- Will family child care homes have access to the facility funds?

# ***Rhode Island Early Learning Council***

## ***Early Learning Council Meeting***

Wednesday, June 18, 2014 11:30-2:00 p.m.  
Save the Bay

### **Meeting Summary**

A: The funds will be available primarily to child care centers. The new family child care home regulations are still in draft form so it is not clear yet what, if any, facility issues will exist for family child care homes.

- Has there been any thought about having a master facility plan that provides 30% reimbursement towards the cost of projects? That might help with sustainability issues.

A: We need to think about long term investments because the Race to the Top funds are not sufficient to fix all the facilities issues. We will look to other states to find creative solutions for financing.

- DCYF is bringing in people with technical knowledge of facilities to help centers develop the compliance plans that are required to be submitted by November 2014 for licensing. As long as a center has a plan in place, drafted with the technical assistance of people with specific facility knowledge, DCYF will grant time variances for license renewals even if the improvements in the plan cannot be completed until a later date. Once DCYF develops a way to fairly address facility issues across the board, license renewals can then be processed.
- Multiple centers that need to make the same improvements can join together to increase buying power.

### **UPDATES**

Deb Anthes, and Lisa Hildebrand presented an update on BrightStars. (See slides) The following comments and questions were made:

- There were 393 applications submitted by April 1<sup>st</sup>.
- Centers and school age programs will be tracked separately going forward.
- The Public Schools Applications Received slide indicates the star levels that the schools have applied for in their BrightStars applications. The other slides show the star levels that have been actually assigned to the programs. As star levels have been assigned, BrightStars is noticing that some programs are receiving star ratings different from those requested in their applications.
- The first public school program has received a BrightStars rating- the Lineham School in Exeter-West Greenwich. BrightStars anticipates additional public school applications over the summer.
- Since so many incomplete applications were submitted, BrightStars now has an application support specialist who works with programs to help complete applications.
- Even though so many submitted applications were incomplete, BrightStars was still able to strategically create a plan to process 54% of the 393 applications.
- There are now 40 programs in the In Site Visit Window.

# ***Rhode Island Early Learning Council***

## ***Early Learning Council Meeting***

Wednesday, June 18, 2014 11:30-2:00 p.m.

Save the Bay

### **Meeting Summary**

- BrightStars will be tracking programs that have already been assigned a star rating and are now applying for increased star ratings.
- What are the main issues keeping programs at the 1 star level?  
A: Some are trying to figure out group size issues and some are struggling with the pieces required for the 2 star level. Others applied to BrightStars so they could access technical assistance and grants in order to then increase their star rating. BrightStars is looking at whether there are any specific trends as to why programs are not moving to the next star level.

Elizabeth Burke Bryant and Leanne Barrett presented a legislative update on the Race to the Top Early Learning Challenge grant. (See handout) The following comments and questions were made:

- There is new federal funding available to help expand access to Pre-K through Pre-K Expansion and Development grants. The grants total \$250 million for mixed delivery Pre-K systems, like in Rhode Island. The federal government is acknowledging that states have been pushing to expand Pre-K programs and that they need more federal investment.
- There is federal money available for Early Head Start-Childcare Partnerships.
- Since Woonsocket has voted to reinstate full day kindergarten, all core cities in Rhode Island will have full day kindergarten, with many others to follow thanks to the full day kindergarten incentive fund grants that cover one time start-up costs.
- The Cliff Effect Policy bill, otherwise known as the Transitional Child Care pilot, was extended for another 2 years. Now families that receive raises can continue with the child care subsidy program and will not be immediately terminated as long as family income remains below 225% FPL.
- The bill that extends the pilot program that provides child care coverage for low-income families participating in approved job training programs will be voted on today and we expect it will pass. It will extend that program until June 2015 (6 month extension).
- Pre-K expansion funding was kept in the budget so there is a \$1 million increase in funding..
- Head Start funding stays stable at \$1 million.
- Leanne Barrett reported that the state is receiving technical assistance from a national infant toddler policy group, Zero to Three, to help identify infant toddler policy priorities. The Zero to Three self-assessment tool will be converted into an online survey. The goal of the survey is to build a public-private consensus and to gather information about what people think our policy priorities should be. The policies are not limited to those covered by the Early Learning Council. They also focus on health, family support and economic security. The draft report on the survey responses will be presented at the September Early Learning Council meeting.

***Rhode Island Early Learning Council  
Early Learning Council Meeting***

Wednesday, June 18, 2014 11:30-2:00 p.m.  
Save the Bay

**Meeting Summary**

- In the fall, Rhode Island Kids Count will release an issue brief on babies to help educate people about the needs of infant toddler families.

**PUBLIC COMMENT**

Comments and questions from the public included the following:

- Is Rhode Island going to apply for the Pre-K expansion grant?  
A: Yes. We think Rhode Island is in a good place with high quality programs in a mixed delivery system. We have demonstrated that we are serious about growing our Pre-K program since the expansion funding was included in the new budget.

**NEXT STEPS**

The next Early Learning Council meeting will be on Wednesday, September 24, from 11:30-2 p.m.