

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

Wednesday, June 19, 2013 11:30-2:00 p.m.  
Save the Bay, 100 Save the Bay Dr., Providence

**Agenda**

11:30-11:45	<b>Welcome /Meeting Overview</b>	Elizabeth Burke Bryant Deborah Gist
11:45-12:25	<b>Follow-up on Council Role and Structure</b>	Kristin Lehoullier Elizabeth Burke Bryant Deborah Gist
12:25-1:25	<b>The Role of Higher Education in Preparing the Early Childhood Workforce &amp; Findings from Rhode Island's Higher Education Inventory</b>	Sharon Ryan <i>Center for the Study for Child Care Employment, UC- Berkeley</i>
1:25-1:35	<b>Race to the Top Early Learning Challenge Update</b>	Clark Greene
1:35-1:45	<b>Other Updates</b>	Director Janice DeFrances Ana Novais Aimee Mitchell
1:45-1:55	<b>Public Comment</b>	Public Participants
1:55-2:00	<b>Next Steps</b>	Elizabeth Burke Bryant Deborah Gist

## Early Childhood Higher Education Inventory

The *Early Childhood Higher Education Inventory*, administered by the Center for the Study of Child Care Employment at the University of California at Berkeley, assists policymakers and other stakeholders develop a more coordinated and comprehensive professional preparation and development system for the early care and education workforce. The *Inventory* provides a mechanism for states to establish baseline descriptions of higher education offerings for early care and education practitioners, assess changes in the capacity of the higher education system over time, and answer the following policy questions:

- What is the primary purpose and focus (e.g. academic topics, age group coverage) of early childhood degree programs?
- To what extent do degree programs include clinical experiences?
- To what extent do programs articulate with each other?
- To what extent do programs align with state professional development systems?
- What services are provided to students?
- What challenges do the degree programs face?
- What are the academic and professional backgrounds of the faculty and what are their professional development needs?

The *Inventory* consists of:

- I. **Mapping Process:** Through an extensive document review, identifies the early childhood higher education programs in a state by collecting information on the: college or university; department in which the program is housed; and degrees and certificates offered.
- II. **Program Module:** Using an on-line survey tool completed by a program coordinator or dean, collects information on: academic topics and age group focus; required clinical experiences including student teaching and practica; program/institutional information; connections to state standards; and characteristics of the students.
- III. **Faculty Module:** Using an on-line survey tool completed by all faculty members teaching in the program, collects information on: faculty demographics and employment status; teaching experience and expertise; professional development experiences and needs; and past experience within the early childhood field.

For more information, email [cscceinfo@berkeley.edu](mailto:cscceinfo@berkeley.edu). Please include "Early Childhood Higher Education Inventory" in the subject line.

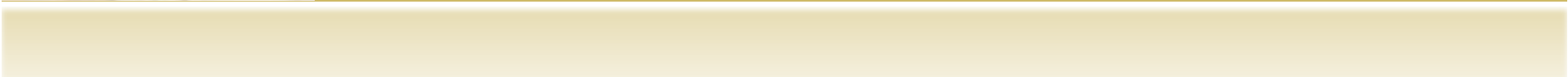


**RHODE ISLAND  
EARLY LEARNING COUNCIL  
AND WORKGROUP MEETING**



**June 19, 2013**

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





# MEETING AGENDA

Welcome/Meeting Overview

Follow-up on Council Role and Structure

The Role of Higher Education in Preparing the Early Childhood Workforce & Findings from Rhode Island's Higher Education Inventory

Race to the Top Early Learning Challenge Update

Other Updates

Public Comment

Next Steps



# **FOLLOW-UP ON COUNCIL ROLE AND SUBCOMMITTEE STRUCTURE**



## PROCESS RE-CAP

- ⦿ Gathered input at the last meeting regarding the Council's ongoing role and the structure that should be in place to ensure the Council can make informed recommendations on key policy issues.
- ⦿ Council leadership team met two times to discuss proposed changes.
- ⦿ Proposed changes will be shared with the Early Learning Council today for feedback.
- ⦿ Early Learning Council Co-Chairs will make the final decision about the Council's supporting structure (e.g. committees, the role of those committees and members of those committees).
- ⦿ The Governor determines the membership of the Council.



## RI EARLY LEARNING COUNCIL ROLE

- ⊙ Make recommendations to the Governor for system development and/or sustainability.
- ⊙ Follow emerging trends and identify implications for the State of Rhode Island.
- ⊙ Monitor performance against strategic plan goals.
- ⊙ Provide advice to and follow progress of key initiatives at a macro-level. (e.g. RTT-ELC, Child Welfare-Early Education Partnership Grants )



# RI EARLY LEARNING COUNCIL WORK GROUP

- ⦿ The role of the Work Group is unclear.
- ⦿ Subcommittees are the most effective vehicle for supporting the Council.
- ⦿ The Subcommittee role needs to be clarified and membership significantly expanded so that they are functioning in their intended role.
- ⦿ Considering phasing out the Work Group by the end of December 2013 after subcommittees are expanded and functioning more effectively:
  - ⦿ Open subcommittee membership to non-Council and Workgroup members.
  - ⦿ Conflict of interest issue no longer limits participation.
  - ⦿ Possibility of a new combination of co-chairs.
  - ⦿ Ensure that we effectively maintain the involvement of people who have been active in the work group to date.



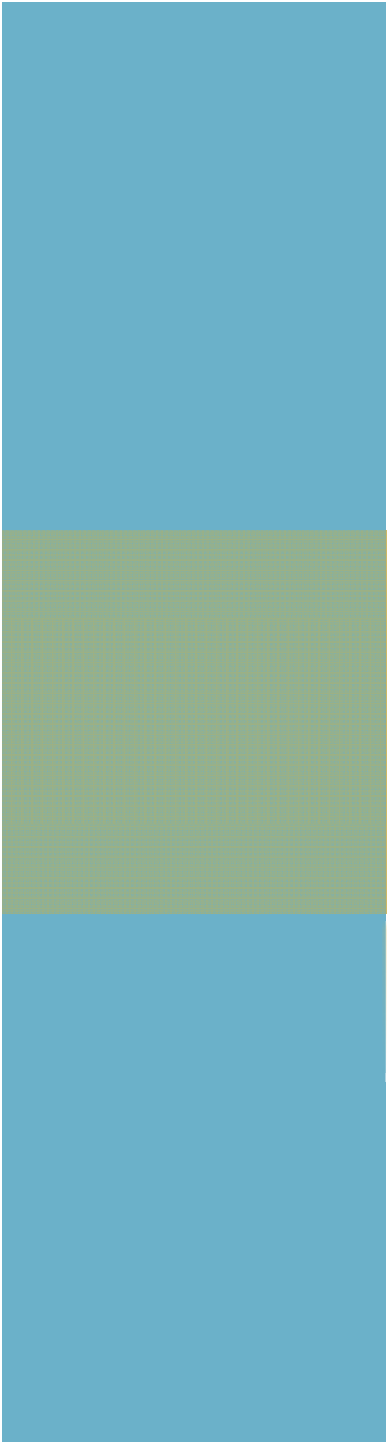
## RI EARLY LEARNING COUNCIL SUBCOMMITTEE ROLE

- ① Use a data driven approach to understand gaps and barriers and make policy recommendations to the Council in the focus areas of the strategic plan (both within and outside the RTT-ELC grant work).
- ① Gather and provide stakeholder input to key initiatives.
- ① Subcommittee membership must be significantly expanded to effectively fulfill this role.
- ① Proposed subcommittees include: Access, Early Learning and Development Standards and Assessment, Program Standards and Quality, Data, and Workforce.



## FEEDBACK

- ⦿ What questions do you have about these proposed changes?
- ⦿ What feedback do you have about these proposed changes?
- ⦿ Do you see ways that the proposed structure could be improved? If so, what are your recommendations and rationale?



**THE ROLE OF HIGHER EDUCATION IN  
PREPARING THE EARLY CHILDHOOD  
WORKFORCE & FINDINGS FROM  
RHODE ISLAND'S HIGHER EDUCATION  
INVENTORY**



# **RACE TO THE TOP EARLY LEARNING CHALLENGE UPDATES**



# **RTT-ELC: ADMINISTRATIVE UPDATE**

- ❖ Administrative Update
- ❖ Project Highlights



## **OTHER UPDATES**



## OTHER UPDATES

- ❖ Child Welfare-Early Education Partnership Grants Update
- ❖ Early Childhood Comprehensive Systems: Building Health Through Integration – Grant Opportunity
- ❖ Maternal, Infant and Early Childhood Home Visiting Expansion – Grant Opportunity



# **PUBLIC COMMENT**



# UPCOMING SUBCOMMITTEE MEETINGS

Subcommittee	Date
Access Subcommittee	TBD early Sept
Early Learning and Development Standards	July 8, 2013
Program Quality Standards Alignment and Measurement	
Early Learning Workforce Development	TBD July
Program Quality Improvement	
Child Assessment	TBD late July/early August
Early Learning Data System	TBD early Sept



# NEXT MEETING

❖ **Next Council and Work Group Meeting:**

**October 2, 2013**

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

## Role and Structure of the Rhode Island Early Learning Council: Proposed Changes (June 19, 2013)

### RI Early Learning Council

- Make recommendations to the Governor for system development and/or sustainability.
- Follow emerging trends and identify implications for the State of Rhode Island.
- Monitor performance against strategic plan goals.
- Provide advice to and follow progress of key initiatives at a macro-level . (e.g. RTT-ELC)

### Early Learning Council Work Group

- The role of the Work Group is unclear; subcommittees are seen as the most effective vehicle for supporting the Council.
- The Subcommittee role needs to be clarified and membership significantly expanded so that they are functioning in their intended role. Considering phasing out the Work Group by the end of December 2013 after subcommittees are expanded and functioning more effectively:
  - Open subcommittee membership to non-Council and Workgroup members.
  - Conflict of interest issue no longer limits participation.

ELDS and  
Assessment

Program Stds and Quality

Data

Workforce

Access

### Early Learning Council Subcommittees (expand membership)

- Use a data driven approach to understand gaps and barriers and make policy recommendations to the Council in focus area (both within and outside the RTT-ELC grant work).
- Gather and provide stakeholder input to key initiatives.

## Strategic Plan Objectives Alignment with Subcommittee Structure

### Early Learning Development Standards and Assessment

**CHILD OUTCOMES1:** Develop and use high-quality early learning and development standards.

**CHILD OUTCOMES2:** Support effective uses of comprehensive child assessment systems.

**MEASUREMENT1:** Develop and implement a common, statewide Kindergarten Entry Assessment aligned with State Standards.

### Data

**MEASUREMENT2:** Build an early learning data system.

### Program Standards and Quality

**QUALITY1:** Adopt a common, statewide quality rating and improvement system (BrightStars).

**QUALITY2:** Promote 100% participation in BrightStars for early learning programs.

**QUALITY3:** Ensure effective rating and monitoring of the quality of programs participating in BrightStars.

**QUALITY4:** Invest resources to improve the quality of early care and education programs and sustain quality over time.

**QUALITY5:** Study the effectiveness of the BrightStars Quality Rating and Improvement System and make adjustments as needed.

### Access

**ACCESS1:** Assess needs and gaps.

**ACCESS2:** Identify opportunities for and barriers to increasing access, including financing.

**ACCESS3:** Expand access to ensure that more children (particularly children with high needs) participate in high quality early learning.

### Workforce

**WORKFORCE1:** Develop workforce knowledge and competency frameworks and corresponding progressions of aligned credentials.

**WORKFORCE2:** Support early childhood educators in improving their knowledge, skills and abilities.