

Rhode Island Early Learning Council Work Group Meeting

Thursday, August 16, 2012 9:00-11:00 a.m.

Community College of Rhode Island – Knight Campus, Room 4090

400 East Ave., Warwick, RI

Agenda

9:30-9:40	Welcome /Meeting Overview	Leanne Barrett Michele Palermo Lawrence Pucciarelli Kristin Lehoullier
9:40-9:50	General RTT-ELC Project Management Update	Clark Greene
9:50-10:50	Council Sub-Committee Updates	Susan Dickstein Kristen Greene Michele Palermo Karen Beese Brenda Almeida Leanne Barrett Clark Greene Mindy Mertz Judi Stevenson-Garcia Khadija Lewis Khan
10:50-11:20	Draft Early Learning Council Strategic Plan – Review/Feedback	Kristin Lehoullier All
11:20-11:25	Public Comment	Public Participants
11:25-11:30	Next Steps Joint ELC/ELCWG Meeting: September, 27 th 11:30-2:00 p.m	Leanne Barrett Michele Palermo Lawrence Pucciarelli Kristin Lehoullier

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PROJECT 1: OVERALL GRANT MANAGEMENT | APPROVED SCOPE OF WORK | 7/23/12

PROJECT 1	OUTCOMES AND SUBTASKS	STATUS	START DATE	END DATE	ASSIGNEE
1	<i>Project 1: Overall Grant Management</i>	<i>In Progress</i>	<i>1/1/2012</i>	<i>12/31/2015</i>	
1.1	Manage implementation of grant through inter-departmental coordination team	In Progress	1/1/2012	12/30/2015	Chief of Staff
1.1.1	Establish inter-departmental coordination team	Operational	1/1/2012	3/30/2012	Chief of Staff
1.1.2	Establish 4 initial implementation teams (Coordination, Finance, Data, Communication)	Operational	1/1/2012	3/30/2012	Chief of Staff
1.1.3	Assign a member of the Early Learning Council Work Group to each core project team.	Operational	1/1/2012	3/30/2012	Chief of Staff
1.1.4	Complete scopes of work	Operational	1/1/2012	7/1/2012	Coordinator of Early Childhood Initiatives
1.1.5	Resource core project teams by recruiting and hiring staff	In Progress	4/1/2012	9/30/2012	Chief of Staff
1.1.6	Monitor the development of project plans based on SOW	Not Started	7/1/2012	9/30/2012	Grant Officer
1.2	Work with federal grant officers on federal requirements and TA opportunities	Not Started	7/1/2012	12/31/2015	Grant Officer
1.2.1	Prepare and complete federal reporting requirements	Not Started	7/1/2012	12/31/2012	Grant Officer
1.2.2	Prepare and complete federal reporting requirements	Not Started	1/1/2013	12/31/2013	Grant Officer
1.2.3	Prepare and complete federal reporting requirements	Not Started	1/1/2014	12/31/2014	Grant Officer
1.2.4	Prepare and complete federal reporting requirements	Not Started	1/1/2015	12/31/2015	Grant Officer
1.2.5	Collaborate with other RTT-ELC states for cross-state learning and participate in USED learning opportunities	Not Started	7/1/2012	12/31/2012	Grant Officer
1.2.6	Collaborate with other RTT-ELC states for cross-state learning and participate in USED learning opportunities	Not Started	1/1/2013	12/31/2013	Grant Officer
1.2.7	Collaborate with other RTT-ELC states for cross-state learning and participate in USED learning opportunities	Not Started	1/1/2014	12/31/2014	Grant Officer
1.2.8	Collaborate with other RTT-ELC states for cross-state learning and participate in USED learning opportunities	Not Started	1/1/2015	12/31/2015	Grant Officer
1.2.9	Prepare policy and program modifications to scope of work, and seek federal approval as needed	Not Started	7/1/2012	12/31/2012	Grant Officer
1.2.10	Task 1.2.10: Prepare policy and program modifications to scope of work, and seek federal approval as needed	Not Started	1/1/2013	12/31/2013	Grant Officer
1.2.11	Prepare policy and program modifications to scope of work, and seek federal approval as needed	Not Started	1/1/2014	12/31/2014	Grant Officer

1.2.12	Prepare policy and program modifications to scope of work, and seek federal approval as needed	Not Started	1/1/2015	12/31/2015	Grant Officer
1.3	Develop, evaluate, and update annually effective communication and outreach strategies	Not Started	7/1/2012	12/31/2015	Grant Officer
1.3.1	Collaborate with stakeholders to design and implement effective strategies for engagement	Not Started	7/1/2012	8/31/2012	Grant Officer
1.3.2	Develop multi-year communication plan	Not Started	7/1/2012	8/31/2012	Grant Officer
1.3.3	Coordinate and prepare communication content	Not Started	7/1/2012	10/31/2012	Grant Officer
1.3.4	Evaluate effectiveness of communication and engagement	Not Started	10/1/2012	12/31/2012	Grant Officer
1.3.5	Evaluate effectiveness of communication and engagement	Not Started	1/1/2013	12/31/2013	Grant Officer
1.3.6	Evaluate effectiveness of communication and engagement	Not Started	1/1/2014	12/31/2014	Grant Officer
1.3.7	Evaluate effectiveness of communication and engagement	Not Started	1/1/2015	12/31/2015	Grant Officer
1.3.8	Revise communication plan	Not Started	1/1/2013	12/31/2013	Grant Officer
1.3.9	Revise communication plan	Not Started	1/1/2014	12/31/2014	Grant Officer
1.3.10	Revise communication plan	Not Started	1/1/2015	12/31/2015	Grant Officer
1.3.11	Core project team lead and Early Learning Council Work Team member report quarterly on progress to Early Learning Council	Not Started	7/1/2012	12/31/2015	Grant Officer
1.4	Establish progress monitoring review process	Not Started	7/1/2012	12/31/2015	Grant Officer
1.4.1	Develop progress monitoring protocol	Not Started	7/1/2012	9/30/2012	Grant Officer
1.4.2	Review core project teams' monthly reports on progress of project plans	Not Started	7/1/2012	12/31/2015	Grant Officer
1.4.3	Coordination team completes quarterly "stocktaking" with each core project team based on monthly reports	Not Started	7/1/2012	12/31/2015	Grant Officer
1.5	Establish performance measure review process	Not Started	7/1/2012	12/31/2015	Grant Officer
1.5.1	Develop performance monitoring protocol	Not Started	7/1/2012	9/30/2012	Grant Officer
1.5.2	Collect data on performance measures	Not Started	7/1/2012	12/31/2015	Grant Officer
1.5.3	Prepare annual report of progress toward performance measures	Not Started	1/1/2013	12/31/2013	Grant Officer
1.5.4	Prepare annual report of progress toward performance measures	Not Started	1/1/2014	12/31/2014	Grant Officer
1.5.5	Prepare annual report of progress toward performance measures	Not Started	1/1/2015	12/31/2015	Grant Officer
1.6	Establish and apply fiscal controls and accounting procedures to program funds	In Progress	4/1/2012	12/31/2015	Finance Officer

1.6.1	Identify Core Fiscal Management Team	Operational	4/1/2012	6/30/2012	Finance Officer
1.6.2	Convene meetings to develop a final budget to align with the final Scope of Work	In Progress	4/1/2012	6/30/2012	Finance Officer
1.6.3	Create budget guidance for allocating funds to other departments and intermediaries	In Progress	4/1/2012	6/30/2012	Finance Officer
1.6.4	Develop processes for ongoing fiscal monitoring	In Progress	4/1/2012	6/30/2012	Finance Officer
1.6.5	Facilitate procurement process for each RTT project	Not Started	7/1/2012	12/31/2015	Finance Officer
1.6.6	Monitor state, intermediary and contractor expenditures for adherence to program guidelines and provide technical assistance as needed	Not Started	7/1/2012	12/31/2015	Finance Officer
1.6.7	Monitor PSA budgets for spending and revisions/amendments as needed	Not Started	7/1/2012	12/31/2015	Finance Officer
1.6.8	Redirect funding as appropriate, and with USED approval, when needed	Not Started	7/1/2012	12/31/2012	Finance Officer
1.6.9	Redirect funding as appropriate, and with USED approval, when needed	Not Started	1/1/2013	12/31/2013	Finance Officer
1.6.10	Redirect funding as appropriate, and with USED approval, when needed	Not Started	1/1/2014	12/31/2014	Finance Officer
1.6.11	Redirect funding as appropriate, and with USED approval, when needed	Not Started	1/1/2015	12/31/2015	Finance Officer

PROJECT 2: IMPROVING THE QUALITY OF EARLY LEARNING PROGRAMS | APPROVED SCOPE OF WORK | 7/23/12

PROJECT 2	OUTCOMES AND SUBTASKS	STATUS	START DATE	END DATE	ASSIGNEE
2	<i>Project 2: Improving the Quality of Early Learning Programs</i>	<i>In Progress</i>	<i>4/1/2012</i>	<i>12/31/2015</i>	
2.1	Develop detailed project workplan.	In Progress	6/30/2012	12/31/2012	Child Care Specialist
2.1.1	Identify Core Project Management Team	Not Started	6/30/2012	12/31/2012	Child Care Specialist
2.1.2	Convene meetings to develop a final workplan and to identify resources which will support the work of the project	Not Started	6/30/2012	12/31/2012	Child Care Specialist
2.2	Year One Plan: Implement payment mechanism to incentivize TQRIS participation	Not Started	7/1/2012	12/31/2013	Child Care Specialist
2.2.1	Review interim quality financing recommendations from national expert hired through Early Learning Council	Not Started	6/30/2013	12/31/2013	Child Care Specialist
2.2.2	Monitor the provision of interim participation incentives	Not Started	7/1/2012	6/30/2013	Child Care Specialist
2.3	Years Two-Four Plan: Design and implement tiered quality incentive payment system based on new TQRIS standards.	Not Started	10/1/2012	12/31/2015	Child Care Specialist
2.3.1	Review revised quality financing recommendations from national expert hired through Early Learning Council	Not Started	10/1/2012	11/30/2012	Child Care Specialist
2.3.2	Identify tiered quality incentive payment structure	Not Started	12/1/2012	12/31/2012	Child Care Specialist
2.3.3	Provide quality incentive payment plan to DHS data staff	Not Started	12/1/2012	12/31/2012	Child Care Specialist
2.3.4	Provide tiered quality incentive payments to CCAP programs	Not Started	7/1/2013	12/31/2015	Child Care Specialist
2.3.5	Evaluate effectiveness of quality incentive payment system	Not Started	12/2/2012	12/31/2012	Child Care Specialist
2.3.6	Evaluate effectiveness of quality incentive payment system	Not Started	12/2/2013	12/31/2013	Child Care Specialist
2.3.7	Evaluate effectiveness of quality incentive payment system	Not Started	12/2/2014	12/31/2014	Child Care Specialist
2.3.8	Evaluate effectiveness of quality incentive payment system	Not Started	12/2/2015	12/31/2015	Child Care Specialist
2.4	Year One Plan: Assess current technical assistance initiatives alignment with TQRIS levels.	Not Started	4/1/2012	6/30/2013	Programming Service Officer
2.4.1	Identify existing aligned TA initiatives (e.g. RIELS, CCSN, CCF,)	Not Started	4/1/2012	6/30/2012	Programming

	BrightStars) and assess capacity to expand				Service Officer
2.4.2	Modify existing contracts to include additional resources to support expanded capacity	Not Started	7/1/2012	9/30/2012	Programming Service Officer
2.4.3	Monitor the provision of aligned TA via existing contracts	Not Started	7/1/2012	6/30/2013	Programming Service Officer
2.5	Years 2-4: Identify state-wide technical assistance vendor.	Not Started	10/1/2012	12/31/2015	Child Care Specialist
2.5.1	Design technical assistance model based on effective practices in existing initiatives and recommendations from national experts.	Not Started	10/1/2012	12/31/2012	Child Care Specialist
2.5.2	Develop and release RFP	Not Started	1/1/2013	2/1/2013	Child Care Specialist
2.5.3	Review applications and select vendor	Not Started	3/1/2013	3/30/2013	Child Care Specialist
2.5.4	Develop and negotiate vendor contract	Not Started	4/1/2013	6/1/2013	Child Care Specialist
2.5.5	Monitor the provision of technical assistance to programs, prioritizing programs serving Children with High Needs.	Not Started	7/1/2013	12/31/2015	Programming Service Officer
2.6	Provide grants to programs, prioritizing programs serving Children with High Needs.	Not Started	7/1/2012	12/31/2015	Child Care Specialist; Programming Service Officer
2.6.1	Year 1: Provide initial grants via existing aligned TA initiatives and in conjunction with TQRIS participation incentives	Not Started	7/1/2012	6/30/2013	Child Care Specialist
2.6.2	Develop program improvement grant payment structure to prioritize programs serving Children with High Needs. Develop policies and procedures for awarding program improvement grants	Not Started	10/1/2012	10/31/2012	Child Care Specialist
2.6.3	Develop policies and procedures for awarding program improvement grants	Not Started	10/1/2012	12/31/2012	Child Care Specialist
2.6.4	Years Two-Four Plan: Develop and release RFP for program improvement grant vendor	Not Started	1/1/2013	2/1/2013	Programming Service Officer
2.6.5	Review applications and select vendor	Not Started	3/1/2013	3/30/2013	Programming Service Officer
2.6.6	Develop and negotiate vendor contract	Not Started	4/1/2013	6/1/2013	Programming Service Officer
2.6.7	Monitor the provision of program improvement grants	Not Started	7/1/2013	12/31/2015	Programming Service Officer

PROJECT 3: ESTABLISHING & MEASURING TIERED QUALITY PROGRAM STANDARDS FOR EARLY LEARNING PROGRAMS | APPROVED SCOPE OF WORK | 7/23/12

PROJECT 3	OUTCOMES AND SUBTASKS	STATUS	START DATE	END DATE	ASSIGNEE
3	<i>Project 3: Establishing and Measuring Tiered Quality Program Standards for Early Learning Programs</i>	<i>In Progress</i>	<i>4/1/2012</i>	<i>12/31/2015</i>	
3.1	Activity 3.1: Develop detailed project workplan.	In Progress	4/1/2012	6/30/2012	Associate Director
3.1.1	Identify Core Project Management Team	Operational	4/1/2012	6/30/2012	Associate Director
3.1.2	Convene meetings to develop a final workplan and to identify resources which will support the work of the project	In Progress	4/1/2012	6/30/2012	Associate Director
3.1.3	Work with RI Early Learning Council to review existing and develop new guiding principles for coordinated early learning program quality standards.	In Progress	4/1/2012	6/30/2012	Associate Director
3.2	Activity 3.2: Engage national experts to assist in the program standards revision/alignment	In Progress	4/1/2012	9/30/2012	Associate Director
3.2.1	Develop and release RFP to identify national TQRIS expert(s), licensing expert(s) and facilitators to support collaborative decision making	In Progress	4/1/2012	8/31/2012	Associate Director
3.2.2	Review applications and select vendor	In Progress	4/1/2012	8/31/2012	Associate Director
3.2.3	Develop and negotiate vendor contract	In Progress	6/30/2012	9/30/2012	Associate Director
3.3	Gather input from providers, families and stakeholders to guide program quality standards and alignment	In Progress	4/1/2012	9/30/2012	Associate Director
3.3.1	Design input format and schedule sessions	Operational	4/1/2012	6/30/2012	Associate Director
3.3.2	Conduct input sessions	In Progress	7/1/2012	8/31/2012	Associate Director
3.3.3	Summarize feedback	Not Started	9/1/2012	9/30/2012	Associate Director
3.4	Revise and align DCYF child care licensing regulations	Not Started	10/1/2012	11/30/2012	Chief Casework Supervisor
3.4.1	Review stakeholder feedback summary	Not Started	10/1/2012	10/31/2012	Chief Casework Supervisor
3.4.2	Review recommendations from national experts	Not Started	10/1/2012	10/31/2012	Chief Casework Supervisor

3.4.3	Develop draft child care licensing regulations	Not Started	11/1/2012	11/30/2012	Chief Casework Supervisor
3.5	Revise and align TQRIS program standards	Not Started	10/1/2012	11/30/2012	Child Care Specialist
3.5.1	Review stakeholder feedback summary	Not Started	10/1/2012	10/31/2012	Child Care Specialist
3.5.2	Review recommendations from national experts	Not Started	10/1/2012	10/31/2012	Child Care Specialist
3.5.3	Develop draft TQRIS program standards	Not Started	11/1/2012	11/30/2012	Child Care Specialist
3.6	Revise and align RIDE Comprehensive Early Childhood Education Program standards	Not Started	10/1/2012	11/30/2012	EC Specialist
3.6.1	Review stakeholder feedback summary	Not Started	10/1/2012	10/31/2012	EC Specialist
3.6.2	Review recommendations from national experts	Not Started	10/1/2012	10/31/2012	EC Specialist
3.6.3	Develop draft RIDE Comprehensive Early Childhood Education Program standards	Not Started	11/1/2012	11/30/2012	EC Specialist
3.7	Revise and align family child care center licensing regulations.	Not Started	1/1/2013	6/30/2013	Chief Casework Supervisor
3.7.1	Review stakeholder feedback summary	Not Started	1/1/2013	1/31/2013	Chief Casework Supervisor
3.7.2	Review recommendations from national experts	Not Started	1/1/2013	1/31/2013	Chief Casework Supervisor
3.7.3	Develop draft family child care center licensing regulations.	Not Started	2/1/2013	3/31/2013	Chief Casework Supervisor
3.8	Gather feedback from stakeholders on draft regulations/standards	Not Started	11/1/2012	12/31/2012	Associate Director
3.8.1	Design input format and schedule sessions	Not Started	11/1/2012	11/30/2012	Associate Director
3.8.2	Conduct stakeholder feedback sessions	Not Started	11/1/2012	12/31/2012	Associate Director
3.8.3	Summarize feedback	Not Started	11/1/2012	12/31/2012	Associate Director
3.9	Finalize aligned program standards	Not Started	1/1/2013	6/30/2013	Associate Director
3.9.1	Incorporate feedback into each set of regulations/standards as appropriate	Not Started	1/1/2013	3/31/2013	EC Specialist
3.9.2	Finalize updated BrightStars standards	Not Started	4/1/2013	6/30/2013	Child Care Specialist

3.9.3	Hold public hearings on revised center and family child care regulations	Not Started	1/1/2013	3/30/2013	Chief Casework Supervisor
3.9.4	Finalize center and family child care regulations	Not Started	4/1/2013	6/30/2013	Chief Casework Supervisor
3.9.5	Hold public hearings on Comprehensive Early Childhood Education Program standards	Not Started	4/1/2013	6/30/2013	EC Specialist
3.9.6	Finalize Comprehensive Early Childhood Education Program standards	Not Started	1/1/2013	6/30/2013	EC Specialist
3.9.7	Develop common measurement and monitoring policies, procedures and forms.	Not Started	1/1/2013	6/30/2013	EC Specialist
3.10	Provide ongoing communication to early learning programs regarding TQRIS participation	In Progress	4/1/2012	6/30/2014	Associate Director
3.10.1	Work with RI Early Learning Council to develop and communicate process to include all DCYF licensed and DHS CCAP funded programs in BrightStars	In Progress	4/1/2012	6/30/2013	Chief Casework Supervisor
3.10.2	Work with RI Early Learning Council to develop and communicate process to include RIDE funded programs in BrightStars	Not Started	6/1/2013	6/30/2014	EC Specialist
3.11	Expand the capacity to assess and monitor program quality of all early learning and development programs.	Not Started	7/1/2012	12/31/2012	Child Care Specialist
3.11.1	Assess staffing needs for state systems (BrightStars, DCYF, RIDE) based on new coordinated TQRIS	Not Started	7/1/2012	8/1/2012	Child Care Specialist
3.11.2	Develop and release RFP for the implementation of TQRIS	Not Started	8/1/2012	9/1/2012	Child Care Specialist
3.11.3	Review applications and select vendor	Not Started	10/1/2012	10/31/2012	Child Care Specialist
3.11.4	Develop and negotiate vendor contract	Not Started	11/1/2012	12/31/2012	Child Care Specialist
3.12	Assess and monitor the program quality of early learning and development programs	Not Started	1/1/2013	12/31/2015	Chief Casework Supervisor
3.12.1	Enroll all DCYF-licensed and DHS CCAP-funded programs in BrightStars	Not Started	7/1/2013	7/31/2013	Chief Casework Supervisor
3.12.2	Enroll all RIDE-funded programs in BrightStars	Not Started	7/1/2014	7/31/2014	EC Specialist
3.12.3	Family child care providers receive at least one routine inspection per year.	Not Started	1/1/2013	12/31/2015	Chief Casework Supervisor
3.13	Design and conduct validation study	Not Started	7/1/2013	12/31/2015	Associate Director
3.13.1	Develop and release RFP to identify evaluator	Not Started	7/1/2013	8/1/2013	Associate Director

3.13.2	Review applications and select evaluator	Not Started	8/1/2013	8/31/2013	Associate Director
3.13.3	Develop and negotiate contract with evaluator	Not Started	9/1/2013	10/31/2013	Associate Director
3.13.4	Design validation study	Not Started	11/1/2013	12/31/2013	Associate Director
3.13.5	Submit validation plans to ED/HHS for review and comment	Not Started	1/1/2014	1/31/2014	Associate Director
3.13.6	Monitor implementation of validation study	Not Started	2/1/2014	6/30/2015	Associate Director
3.13.7	Release validation study findings	Not Started	7/1/2015	12/31/2015	Associate Director

PROJECT 4: USING EARLY LEARNING AND DEVELOPMENT STANDARDS | APPROVED SCOPE OF WORK | 7/23/12

PROJECT 4	OUTCOMES AND SUBTASKS	STATUS	START DATE	END DATE	ASSIGNEE
4	<i>Project 4: Using Early Learning and Development Standards</i>	<i>In Progress</i>	<i>4/1/2012</i>	<i>12/31/2015</i>	
4.1	Develop detailed project workplan.	In Progress	4/1/2012	6/30/2012	Associate Director
4.1.1	Identify Core Project Management Team	Operational	4/1/2012	5/31/2012	EC Specialist - Early Learning
4.1.2	Convene meetings to develop a final workplan and to identify resources which will support the work of the project	In Progress	5/1/2012	6/30/2012	EC Specialist - Early Learning
4.2	Seek broad-based community input on the standards revision and expansion.	In Progress	4/1/2012	9/28/2012	EC Specialist - Early Learning
4.2.1	Work with RI Early Learning Council to design input format and schedule sessions	In Progress	4/1/2012	7/31/2012	EC Specialist - Early Learning
4.2.2	Seek stakeholder input - Point of departure standards	In Progress	6/1/2012	7/31/2012	EC Specialist - Early Learning
4.2.3	Seek stakeholder input - Phase I draft RI standards	Not Started	9/10/2012	9/28/2012	EC Specialist - Early Learning
4.3	Engage national experts to assist in the development and review of Phase I RI draft standards	Operational	4/1/2012	6/30/2012	Associate Director
4.3.1	Develop and release RFP	Operational	4/1/2012	4/30/2012	Associate Director
4.3.2	Review applications and select vendor	Operational	5/1/2012	5/31/2012	Associate Director
4.3.3	Develop and negotiate vendor contract	Operational	6/1/2012	6/30/2012	Associate Director
4.4	Draft Phase I B-5 Early Learning and Development Standards	Not Started	7/1/2012	10/15/2012	Associate Director
4.4.1	Review community input summary and point of departure standards	Not Started	7/1/2012	7/31/2012	EC Specialist - Early Learning
4.4.2	Develop draft standards	Not Started	8/1/2012	9/9/2012	Associate Director
4.4.3	Review community input draft standards	Not Started	9/28/2012	10/2/2012	EC Specialist - Early Learning
4.4.4	Finalize Phase I draft standards	Not Started	10/2/2012	10/15/2012	Associate

					Director
4.5	Engage national expert panel to assist in the development and review of Phase II RI draft standards	Not Started	7/1/2012	11/17/2012	Associate Director
4.5.1	Develop and release RFP	Not Started	7/1/2012	7/31/2012	Associate Director
4.5.2	Review applications and select vendor	Not Started	8/1/2012	9/15/2012	Associate Director
4.5.3	Develop and negotiate vendor contract	Not Started	9/15/2012	10/15/2012	Associate Director
4.5.4	Seek expert panel recommendations	Not Started	10/15/2012	11/15/2012	Associate Director
4.6	Seek broad-based community input on the Phase II standards	Not Started	11/1/2012	1/15/2013	EC Specialist - Early Learning
4.6.1	Work with RI Early Learning Council to design input format and schedule sessions	Not Started	11/1/2012	11/30/2012	EC Specialist - Early Learning
4.6.2	Seek stakeholder input on Phase II draft RI standards	Not Started	12/14/2012	1/15/2013	EC Specialist - Early Learning
4.7	Draft Final B-5 Early Learning and Development Standards	Not Started	10/1/2012	1/31/2013	Associate Director
4.7.1	Incorporate Expert Panel recommendations into Phase II draft standards	Not Started	11/15/2012	12/14/2012	Associate Director
4.7.2	Review community input on final draft standards	Not Started	1/15/2013	1/21/2013	EC Specialist - Early Learning
4.7.3	Finalize B-5 Early Learning and Development Standards	Not Started	1/21/2013	1/31/2013	Associate Director
4.8	Design, publish, and distribute the final standards.	Not Started	12/1/2012	6/30/2013	EC Specialist - Early Learning
4.8.1	Identify vendor to design and publish standards	Not Started	12/1/2012	1/31/2013	EC Specialist - Early Learning
4.8.2	Draft design reviewed and approved by Core Project Management Team	Not Started	2/1/2013	2/28/2013	EC Specialist - Early Learning
4.8.3	Publish and distribute standards	Not Started	3/1/2013	6/30/2013	EC Specialist - Early Learning

4.9	Develop contract to assist in the development and provision of new trainings	Not Started	6/1/2012	8/31/2012	EC Specialist - Professional Development
4.9.1	Develop and release RFP	Not Started	6/1/2012	6/30/2012	EC Specialist - Professional Development
4.9.2	Review applications and select vendor	Not Started	7/1/2012	7/31/2012	EC Specialist - Professional Development
4.9.3	Develop and negotiate vendor contract	Not Started	8/1/2012	8/31/2012	EC Specialist - Professional Development
4.10	Develop a process to approve curriculum resources aligned with the new Early Learning and Development Standards.	Not Started	1/1/2013	6/30/2013	EC Specialist - Early Learning
4.10.1	Research processes used by other states	Not Started	1/1/2013	3/31/2013	EC Specialist - Early Learning
4.10.2	Develop policies and procedures for RI process	Not Started	4/1/2013	6/30/2013	EC Specialist - Early Learning
4.11	Convene a Curricula Review Committee to review alignment of identified commercial curriculum resources.	Not Started	6/1/2013	12/31/2013	EC Specialist - Early Learning
4.11.1	Identify individuals with requisite expertise and request participation on Curricula Review Committee	Not Started	6/1/2013	6/30/2013	EC Specialist - Early Learning
4.11.2	Develop meeting schedule and identify curriculum resources to be reviewed	Not Started	6/1/2013	6/30/2013	EC Specialist - Early Learning
4.11.3	Review identified curriculum resources	Not Started	7/1/2013	11/30/2013	EC Specialist - Early Learning
4.11.4	Post curriculum reviews on website	Not Started	12/1/2013	12/31/2013	EC Specialist - Early Learning
4.12	Develop new early learning standards professional development and technical assistance opportunities for infant and toddler workforce.	Not Started	1/1/2013	6/30/2013	EC Specialist - Professional Development
4.12.1	Identify individuals with requisite expertise to serve on development workgroup	Not Started	1/1/2013	1/31/2013	EC Specialist - Professional Development

4.12.2	Develop meeting schedule and identify resources which will support the development	Not Started	1/1/2013	1/31/2013	EC Specialist - Professional Development
4.12.3	Develop the training modules	Not Started	2/1/2013	6/30/2013	EC Specialist - Professional Development
4.13	Revise existing early learning standards professional-development opportunities for preschool workforce.	Not Started	1/1/2013	6/30/2013	EC Specialist - Professional Development
4.13.1	Identify individuals with requisite expertise to serve on development workgroup	Not Started	1/1/2013	1/31/2013	EC Specialist - Professional Development
4.13.2	Develop meeting schedule and identify resources which will support the development	Not Started	1/1/2013	1/31/2013	EC Specialist - Professional Development
4.13.3	Complete the training modules revision	Not Started	2/1/2013	6/30/2013	EC Specialist - Professional Development
4.14	Revise and expand the existing Train the Trainer process to include the certification of trainers for infant and toddler professional-development opportunities and to reflect the revised Early Learning and Development Standards.	Not Started	1/1/2013	6/30/2013	EC Specialist - Professional Development
4.14.1	Identify individuals with requisite expertise to serve on development workgroup	Not Started	1/1/2013	1/31/2013	EC Specialist - Professional Development
4.14.2	Develop meeting schedule and identify resources which will support the development	Not Started	1/1/2013	1/31/2013	EC Specialist - Professional Development
4.14.3	Complete the TOT training modules revision	Not Started	2/1/2013	6/30/2013	EC Specialist - Professional Development
4.15	Train cohorts of trainers to support trainings for preschool standards training.	Not Started	9/1/2012	12/31/2012	EC Specialist - Professional Development

4.15.1	Recruit participants	Not Started	9/1/2012	9/30/2012	EC Specialist - Professional Development
4.15.2	Review applications and select trainers	Not Started	9/1/2012	9/30/2012	EC Specialist - Professional Development
4.15.3	Form training cohorts and assign trainers	Not Started	9/1/2012	9/30/2012	EC Specialist - Professional Development
4.15.4	Oversee vendor completion of trainings	Not Started	10/1/2012	11/30/2012	EC Specialist - Professional Development
4.15.5	Evaluate effectiveness of training	Not Started	12/1/2012	12/31/2012	EC Specialist - Professional Development
4.16	Train cohorts of trainers to support trainings for infant toddler and preschool standards training.	Not Started	7/1/2013	10/31/2013	EC Specialist - Professional Development
4.16.1	Recruit participants	Not Started	7/1/2013	7/31/2013	EC Specialist - Professional Development
4.16.2	Review applications and select trainers	Not Started	7/1/2013	7/31/2013	EC Specialist - Professional Development
4.16.3	Form training cohorts and assign trainers	Not Started	7/1/2013	7/31/2013	EC Specialist - Professional Development
4.16.4	Oversee vendor completion of trainings	Not Started	8/1/2013	9/30/2013	EC Specialist - Professional Development
4.16.5	Evaluate effectiveness of training	Not Started	10/1/2013	10/31/2013	EC Specialist - Professional Development

4.17	Train cohorts of trainers to support trainings for infant toddler and preschool standards training.	Not Started	7/1/2014	10/31/2014	EC Specialist - Professional Development
4.17.1	Recruit participants	Not Started	7/1/2014	7/31/2014	EC Specialist - Professional Development
4.17.2	Review applications and select trainers	Not Started	7/1/2014	7/31/2014	EC Specialist - Professional Development
4.17.3	Form training cohorts and assign trainers	Not Started	7/1/2014	7/31/2014	EC Specialist - Professional Development
4.17.4	Oversee vendor completion of trainings	Not Started	8/1/2014	9/30/2014	EC Specialist - Professional Development
4.17.5	Evaluate effectiveness of training	Not Started	10/1/2014	10/31/2014	EC Specialist - Professional Development
4.18	Train cohorts of trainers to support trainings for infant toddler and preschool standards training.	Not Started	7/1/2015	10/31/2015	EC Specialist - Professional Development
4.18.1	Recruit participants	Not Started	7/1/2015	7/31/2015	EC Specialist - Professional Development
4.18.2	Review applications and select trainers	Not Started	7/1/2015	7/31/2015	EC Specialist - Professional Development
4.18.3	Form training cohorts and assign trainers	Not Started	7/1/2015	7/31/2015	EC Specialist - Professional Development
4.18.4	Oversee vendor completion of trainings	Not Started	8/1/2015	9/30/2015	EC Specialist - Professional Development

4.18.5	Evaluate effectiveness of training	Not Started	10/1/2015	10/31/2015	EC Specialist - Professional Development
4.19	Implement early learning standards professional development opportunities for infant toddler workforce.	Not Started	7/1/2013	6/30/2014	EC Specialist - Professional Development
4.19.1	Recruit participants	Not Started	7/1/2013	7/31/2013	EC Specialist - Professional Development
4.19.2	Form training cohorts and assign trainers	Not Started	7/1/2013	7/31/2013	EC Specialist - Professional Development
4.19.3	Oversee vendor completion of trainings	Not Started	8/1/2013	5/31/2014	EC Specialist - Professional Development
4.19.4	Evaluate and revise the training modules as needed based on feedback	Not Started	6/1/2014	6/30/2014	EC Specialist - Professional Development
4.20	Implement early learning standards professional development opportunities for infant toddler workforce.	Not Started	7/1/2014	6/30/2015	EC Specialist - Professional Development
4.20.1	Recruit participants	Not Started	7/1/2014	7/31/2014	EC Specialist - Professional Development
4.20.2	Form training cohorts and assign trainers	Not Started	7/1/2014	7/31/2014	EC Specialist - Professional Development
4.20.3	Oversee vendor completion of trainings	Not Started	8/1/2014	5/31/2015	EC Specialist - Professional Development
4.20.4	Revise the training modules based on feedback from pilot groups	Not Started	6/1/2015	6/30/2015	EC Specialist - Professional Development

4.21	Implement early learning standards professional development opportunities for infant toddler workforce.	Not Started	7/1/2015	12/31/2015	EC Specialist - Professional Development
4.21.1	Recruit participants	Not Started	7/1/2015	7/31/2015	EC Specialist - Professional Development
4.21.2	Form training cohorts and assign trainers	Not Started	7/1/2015	7/31/2015	EC Specialist - Professional Development
4.21.3	Oversee vendor completion of trainings	Not Started	8/1/2015	11/30/2015	EC Specialist - Professional Development
4.21.4	Revise the training modules based on feedback from pilot groups	Not Started	12/1/2015	12/31/2015	EC Specialist - Professional Development
4.22	Implement early learning standards professional-development opportunities for preschool workforce.	Not Started	6/1/2012	6/30/2013	EC Specialist - Professional Development
4.22.1	Recruit participants	Not Started	10/31/2012	10/31/2012	EC Specialist - Professional Development
4.22.2	Form training cohorts and assign trainers	Not Started	10/1/2012	10/31/2012	EC Specialist - Professional Development
4.22.3	Oversee vendor completion of trainings	Not Started	7/1/2012	12/31/2012	EC Specialist - Professional Development
4.22.4	Revise the training modules based on feedback	Not Started	6/1/2013	6/30/2013	EC Specialist - Professional Development
4.23	Implement early learning standards professional-development opportunities for preschool workforce.	Not Started	7/1/2013	6/30/2014	EC Specialist - Professional Development

4.23.1	Recruit participants	Not Started	7/1/2013	7/31/2013	EC Specialist - Professional Development
4.23.2	Form training cohorts and assign trainers	Not Started	7/1/2013	7/31/2013	EC Specialist - Professional Development
4.23.3	Oversee vendor completion of trainings	Not Started	8/1/2013	5/31/2014	EC Specialist - Professional Development
4.23.4	Revise the training modules based on feedback	Not Started	6/1/2014	6/30/2014	EC Specialist - Professional Development
4.24	Implement early learning standards professional-development opportunities for preschool workforce.	Not Started	7/1/2014	6/30/2015	EC Specialist - Professional Development
4.24.1	Recruit participants	Not Started	7/1/2014	7/31/2014	EC Specialist - Professional Development
4.24.2	Form training cohorts and assign trainers	Not Started	7/1/2014	7/31/2014	EC Specialist - Professional Development
4.24.3	Oversee vendor completion of trainings	Not Started	8/1/2014	5/31/2015	EC Specialist - Professional Development
4.24.4	Revise the training modules based on feedback	Not Started	6/1/2015	6/30/2015	EC Specialist - Professional Development
4.25	Implement early learning standards professional-development opportunities for preschool workforce.	Not Started	7/1/2015	12/31/2015	EC Specialist - Professional Development
4.25.1	Recruit participants	Not Started	7/1/2015	7/31/2015	EC Specialist - Professional Development

4.25.2	Form training cohorts and assign trainers	Not Started	7/1/2015	7/31/2015	EC Specialist - Professional Development
4.25.3	Oversee vendor completion of trainings	Not Started	8/1/2015	11/30/2015	EC Specialist - Professional Development
4.25.4	Revise the training modules based on feedback	Not Started	12/1/2015	12/31/2015	EC Specialist - Professional Development
4.26	Develop new Fun Family Activity Cards based on the new Early Learning and Development Standards.	Not Started	1/1/2013	6/30/2013	EC Specialist - Professional Development
4.26.1	Identify individuals with requisite expertise to serve on development workgroup	Not Started	1/1/2013	1/31/2013	EC Specialist - Professional Development
4.26.2	Develop meeting schedule and identify resources which will support the development	Not Started	1/1/2013	1/31/2013	EC Specialist - Professional Development
4.26.3	Complete the FFA cards revision	Not Started	2/1/2013	6/30/2013	EC Specialist - Professional Development
4.27	Develop new Fun Family Activity Parent Training opportunities to support the use of the new Early Learning and Development Standards with infants and toddlers.	Not Started	7/1/2013	12/31/2013	EC Specialist - Professional Development
4.27.1	Identify individuals with requisite expertise to serve on development workgroup	Not Started	7/1/2013	7/31/2013	EC Specialist - Professional Development
4.27.2	Develop meeting schedule and identify resources which will support the development	Not Started	7/1/2013	7/31/2013	EC Specialist - Professional Development
4.27.3	Complete the training modules	Not Started	8/1/2013	12/31/2013	EC Specialist - Professional Development

4.28	Revise existing Fun Family Activity Parent Training opportunities to support the use of the new Early Learning and Development Standards with preschoolers.	Not Started	7/1/2013	12/31/2013	EC Specialist - Professional Development
4.28.1	Identify individuals with requisite expertise to serve on development workgroup	Not Started	7/1/2013	7/31/2013	EC Specialist - Professional Development
4.28.2	Develop meeting schedule and identify resources which will support the development	Not Started	7/1/2013	7/31/2013	EC Specialist - Professional Development
4.28.3	Complete the training modules revisions	Not Started	8/1/2013	12/31/2013	EC Specialist - Professional Development
4.29	Revise and expand the existing Fun Family Activities Train the Trainer process to include the certification of facilitators of Fun Family Activity Parent Training opportunities for infants, toddlers, preschoolers	Not Started	7/1/2013	12/31/2013	EC Specialist - Professional Development
4.29.1	Identify individuals with requisite expertise to serve on development workgroup	Not Started	7/1/2013	7/31/2013	EC Specialist - Professional Development
4.29.2	Develop meeting schedule and identify resources which will support the development	Not Started	7/1/2013	7/31/2013	EC Specialist - Professional Development
4.29.3	Complete the training modules revisions	Not Started	8/1/2013	12/31/2013	EC Specialist - Professional Development
4.30	Develop new contract to assist in the development and provision of Fun Family Activities (FFA) trainings.	Not Started	1/1/2013	6/30/2013	EC Specialist - Professional Development
4.30.1	Develop and release RFP	Not Started	1/1/2013	1/31/2013	EC Specialist - Professional Development
4.30.2	Review applications and select vendor	Not Started	2/1/2013	2/28/2013	EC Specialist - Professional Development

4.30.3	Develop and negotiate vendor contract	Not Started	3/1/2013	6/30/2013	EC Specialist - Professional Development
4.31	Conduct FFA Train the Trainers sessions statewide for a variety of groups, including, but not limited to: Head Start, public schools, Parents As Teachers, public libraries, the Children's Museum.	Not Started	9/1/2012	12/31/2012	EC Specialist - Professional Development
4.31.1	Recruit participants	Not Started	9/1/2012	9/30/2012	EC Specialist - Professional Development
4.31.2	Form training cohorts and assign trainers	Not Started	9/1/2012	9/30/2012	EC Specialist - Professional Development
4.31.3	Oversee vendor completion of trainings	Not Started	10/1/2012	11/30/2012	EC Specialist - Professional Development
4.31.4	Evaluate and revise the training modules as needed based on feedback	Not Started	12/1/2012	12/31/2012	EC Specialist - Professional Development
4.32	Conduct FFA Train the Trainers sessions statewide for a variety of groups, including, but not limited to: Head Start, public schools, Parents As Teachers, public libraries, the Children's Museum.	Not Started	7/1/2013	10/31/2013	EC Specialist - Professional Development
4.32.1	Recruit participants	Not Started	7/1/2013	7/31/2013	EC Specialist - Professional Development
4.32.2	Form training cohorts and assign trainers	Not Started	7/1/2013	7/31/2013	EC Specialist - Professional Development
4.32.3	Oversee vendor completion of trainings	Not Started	8/1/2013	9/30/2013	EC Specialist - Professional Development
4.32.4	Evaluate and revise the training modules as needed based on feedback	Not Started	10/1/2013	10/31/2013	EC Specialist - Professional Development

4.33	Conduct FFA Train the Trainers sessions statewide for a variety of groups, including, but not limited to: Head Start, public schools, Parents As Teachers, public libraries, the Children's Museum.	Not Started	7/1/2014	10/31/2014	EC Specialist - Professional Development
4.33.1	Recruit participants	Not Started	7/1/2014	7/31/2014	EC Specialist - Professional Development
4.33.2	Form training cohorts and assign trainers	Not Started	7/1/2014	7/31/2014	EC Specialist - Professional Development
4.33.3	Oversee vendor completion of trainings	Not Started	8/1/2014	9/30/2014	EC Specialist - Professional Development
4.33.4	Evaluate and revise the training modules as needed based on feedback	Not Started	10/1/2014	10/31/2014	EC Specialist - Professional Development
4.34	Conduct FFA Train the Trainers sessions statewide for a variety of groups, including, but not limited to: Head Start, public schools, Parents As Teachers, public libraries, the Children's Museum.	Not Started	7/1/2015	10/31/2015	EC Specialist - Professional Development
4.34.1	Recruit participants	Not Started	7/1/2015	7/31/2015	EC Specialist - Professional Development
4.34.2	Form training cohorts and assign trainers	Not Started	7/1/2015	7/31/2015	EC Specialist - Professional Development
4.34.3	Oversee vendor completion of trainings	Not Started	8/1/2015	9/30/2015	EC Specialist - Professional Development
4.34.4	Evaluate and revise the training modules as needed based on feedback	Not Started	10/1/2015	10/31/2015	EC Specialist - Professional Development
4.35	Implement new Fun Family Parent Activity Training sessions statewide	Not Started	9/1/2012	6/30/2013	EC Specialist - Professional Development

4.35.1	Recruit participants	Not Started	9/1/2012	9/30/2012	EC Specialist - Professional Development
4.35.2	Form training cohorts and assign trainers	Not Started	9/1/2012	9/30/2012	EC Specialist - Professional Development
4.35.3	Oversee vendor completion of trainings	Not Started	10/1/2012	5/31/2013	EC Specialist - Professional Development
4.35.4	Evaluate and revise the training modules as needed based on feedback	Not Started	6/1/2013	6/30/2013	EC Specialist - Professional Development
4.36	Implement new Fun Family Parent Activity Training sessions statewide	Not Started	7/1/2013	6/30/2014	EC Specialist - Professional Development
4.36.1	Recruit participants	Not Started	7/1/2013	7/31/2013	EC Specialist - Professional Development
4.36.2	Form training cohorts and assign trainers	Not Started	7/1/2013	7/31/2013	EC Specialist - Professional Development
4.36.3	Oversee vendor completion of trainings	Not Started	8/1/2013	5/31/2014	EC Specialist - Professional Development
4.36.4	Evaluate and revise the training modules as needed based on feedback	Not Started	6/1/2014	6/30/2014	EC Specialist - Professional Development
4.37	Implement new Fun Family Parent Activity Training sessions statewide	Not Started	7/1/2014	6/30/2015	EC Specialist - Professional Development
4.37.1	Recruit participants	Not Started	7/1/2014	7/31/2014	EC Specialist - Professional Development

4.37.2	Form training cohorts and assign trainers	Not Started	7/1/2014	7/31/2014	EC Specialist - Professional Development
4.37.3	Oversee vendor completion of trainings	Not Started	8/1/2014	5/31/2015	EC Specialist - Professional Development
4.37.4	Evaluate and revise the training modules as needed based on feedback	Not Started	6/1/2015	6/30/2015	EC Specialist - Professional Development
4.38	Implement new Fun Family Parent Activity Training sessions statewide	Not Started	7/1/2015	12/31/2015	EC Specialist - Professional Development
4.38.1	Recruit participants	Not Started	7/1/2015	7/31/2015	EC Specialist - Professional Development
4.38.2	Form training cohorts and assign trainers	Not Started	7/1/2015	7/31/2015	EC Specialist - Professional Development
4.38.3	Oversee vendor completion of trainings	Not Started	8/1/2015	11/30/2015	EC Specialist - Professional Development
4.38.4	Evaluate and revise the training modules as needed based on feedback	Not Started	12/1/2015	12/31/2015	EC Specialist - Professional Development

PROJECT 5: DEVELOPING AND SUPPORTING EFFECTIVE EARLY CHILDHOOD ASSESSMENT | APPROVED SCOPE OF WORK | 7/23/12

PROJECT 5	OUTCOMES AND SUBTASKS	STATUS	START DATE	END DATE	ASSIGNEE
5	<i>Project 5: Developing and Supporting Effective Early Childhood Assessment</i>	<i>In Progress</i>	<i>4/1/2012</i>	<i>12/31/2015</i>	
5.1	Develop detailed project workplan.	Not Started	7/1/2012	9/30/2012	Associate Director
5.1.1	Identify Core Project Management Team	Not Started	7/1/2012	7/31/2012	EC Specialist - Child Assessment
5.1.2	Convene meetings to develop a final workplan and to identify resources which will support the work of the project	Not Started	8/1/2012	9/30/2012	EC Specialist - Child Assessment
5.2	Develop/identify and implement child assessment professional-development opportunities for teachers and administrators addressing the following topics: <ul style="list-style-type: none"> • purposes and uses of assessment information in classrooms, • selecting assessment systems and approaches that are appropriate for target populations and purposes, • formative child assessment practices, including using appropriate authentic assessment strategies and planning for ongoing assessment, • using assessment data to improve instruction, • understanding and use of standardized assessment data 	Not Started	9/1/2012	12/31/2012	EC Specialist - Child Assessment
5.2.1	Research existing local and national professional development opportunities	Not Started	9/1/2012	10/31/2012	EC Specialist - Child Assessment
5.2.2	Identify/modify existing professional development aligned with WKC Child Assessment domain	Not Started	11/1/2012	12/31/2012	EC Specialist - Child Assessment
5.3	Develop contract to assist in the development and provision of assessment trainings	Not Started	10/1/2012	12/31/2012	EC Specialist - Child Assessment
5.3.1	Develop and release RFP	Not Started	10/1/2012	10/31/2012	EC Specialist - Child Assessment

5.3.2	Review applications and select vendor	Not Started	11/1/2012	11/30/2012	EC Specialist - Child Assessment
5.3.3	Develop and negotiate vendor contract	Not Started	12/1/2012	12/31/2012	EC Specialist - Child Assessment
5.4	Develop and implement a coordinated set of professional-development opportunities that address core competencies in child assessment	Not Started	1/1/2013	6/30/2013	EC Specialist - Child Assessment
5.4.1	Recruit participants	Not Started	1/1/2013	1/31/2013	EC Specialist - Child Assessment
5.4.2	Form training cohorts and assign trainers	Not Started	1/1/2013	1/31/2013	EC Specialist - Child Assessment
5.4.3	Monitor the provision of training	Not Started	2/1/2013	5/31/2013	EC Specialist - Child Assessment
5.4.4	Evaluate and revise the training modules as needed based on feedback	Not Started	6/1/2013	6/30/2013	EC Specialist - Child Assessment
5.5	Develop and implement a coordinated set of professional-development opportunities that address core competencies in child assessment	Not Started	7/1/2013	6/30/2014	EC Specialist - Child Assessment
5.5.1	Recruit participants	Not Started	7/1/2013	7/31/2013	EC Specialist - Child Assessment
5.5.2	Form training cohorts and assign trainers	Not Started	7/1/2013	7/31/2013	EC Specialist - Child Assessment
5.5.3	Monitor the provision of training	Not Started	8/1/2013	5/31/2014	EC Specialist - Child Assessment
5.5.4	Evaluate and revise the training modules as needed based on feedback	Not Started	6/1/2014	6/30/2014	EC Specialist - Child Assessment
5.6	Develop and implement a coordinated set of professional-development opportunities that address core competencies in child assessment	Not Started	7/1/2014	6/30/2015	EC Specialist - Child Assessment

5.6.1	Recruit participants	Not Started	7/1/2014	7/31/2014	EC Specialist - Child Assessment
5.6.2	Form training cohorts and assign trainers	Not Started	7/1/2014	7/31/2014	EC Specialist - Child Assessment
5.6.3	Monitor the provision of training	Not Started	8/1/2014	5/31/2015	EC Specialist - Child Assessment
5.6.4	Evaluate and revise the training modules as needed based on feedback	Not Started	6/1/2015	6/30/2015	EC Specialist - Child Assessment
5.7	Develop and implement a coordinated set of professional-development opportunities that address core competencies in child assessment	Not Started	7/1/2015	12/31/2015	EC Specialist - Child Assessment
5.7.1	Recruit participants	Not Started	7/1/2015	7/31/2015	EC Specialist - Child Assessment
5.7.2	Form training cohorts and assign trainers	Not Started	7/1/2015	7/31/2015	EC Specialist - Child Assessment
5.7.3	Monitor the provision of training	Not Started	8/1/2015	11/30/2015	EC Specialist - Child Assessment
5.7.4	Evaluate and revise the training modules as needed based on feedback	Not Started	12/1/2015	12/31/2015	EC Specialist - Child Assessment
5.8	Develop and implement professional-development opportunities that address formative infant toddler assessment practices in Early Intervention programs, including using appropriate authentic assessment strategies and planning for ongoing assessment.	Not Started	7/1/2012	12/31/2015	EC Specialist - Child Assessment
5.8.1	Facilitate program self-assessment of current child assessment practices	Not Started	7/1/2012	10/31/2012	EC Specialist - Child Assessment
5.8.2	Identify effective infant/toddler assessment practices in home-based service models	Not Started	11/1/2012	12/31/2012	EC Specialist - Child Assessment

5.9	Develop and implement professional development to support effective infant/toddler assessment in home-based service models	Not Started	1/1/2013	6/30/2013	EC Specialist - Child Assessment
5.9.1	Recruit participants	Not Started	1/1/2013	1/31/2013	EC Specialist - Child Assessment
5.9.2	Form training cohorts and assign trainers	Not Started	1/1/2013	1/31/2013	EC Specialist - Child Assessment
5.9.3	Monitor the provision of training	Not Started	2/1/2013	5/31/2013	EC Specialist - Child Assessment
5.9.4	Evaluate and revise the training modules as needed based on feedback	Not Started	6/1/2013	6/30/2013	EC Specialist - Child Assessment
5.10	Develop and implement professional development to support effective infant/toddler assessment in home-based service models	Not Started	7/1/2013	6/30/2014	EC Specialist - Child Assessment
5.10.1	Recruit participants	Not Started	7/1/2013	7/31/2013	EC Specialist - Child Assessment
5.10.2	Form training cohorts and assign trainers	Not Started	7/1/2013	7/31/2013	EC Specialist - Child Assessment
5.10.3	Monitor the provision of training	Not Started	8/1/2013	5/31/2014	EC Specialist - Child Assessment
5.10.4	Evaluate and revise the training modules as needed based on feedback	Not Started	6/1/2014	6/30/2014	EC Specialist - Child Assessment
5.11	Develop and implement professional development to support effective infant/toddler assessment in home-based service models	Not Started	7/1/2014	6/30/2015	EC Specialist - Child Assessment
5.11.1	Recruit participants	Not Started	7/1/2014	7/31/2014	EC Specialist - Child Assessment
5.11.2	Form training cohorts and assign trainers	Not Started	7/1/2014	7/31/2014	EC Specialist - Child Assessment

5.11.3	Monitor the provision of training	Not Started	8/1/2014	5/31/2015	EC Specialist - Child Assessment
5.11.4	Evaluate and revise the training modules as needed based on feedback	Not Started	6/1/2015	6/30/2015	EC Specialist - Child Assessment
5.12	Develop and implement professional development to support effective infant/toddler assessment in home-based service models	Not Started	7/1/2015	12/31/2015	EC Specialist - Child Assessment
5.12.1	Recruit participants	Not Started	7/1/2015	7/31/2015	EC Specialist - Child Assessment
5.12.2	Form training cohorts and assign trainers	Not Started	7/1/2015	7/31/2015	EC Specialist - Child Assessment
5.12.3	Monitor the provision of training	Not Started	8/1/2015	11/30/2015	EC Specialist - Child Assessment
5.12.4	Evaluate and revise the training modules as needed based on feedback	Not Started	12/1/2015	12/31/2015	EC Specialist - Child Assessment
5.13	Incentivize the use of Teaching Strategies GOLD for Head Start, Title I funded preschools, and private Early Learning and Development programs by incorporating them under the State license and affording them the State rate.	Not Started	7/1/2012	9/30/2012	EC Specialist - Child Assessment
5.13.1	Develop MOU	Not Started	7/1/2012	8/31/2012	EC Specialist - Child Assessment
5.13.2	Develop policies and procedures associated with MOU requirements	Not Started	9/1/2012	9/30/2012	EC Specialist - Child Assessment
5.13.3	Develop common informational tools/consent forms for families regarding TSG	Not Started	9/1/2012	9/30/2012	EC Specialist - Child Assessment
5.14	Develop a plan for implementing TS GOLD in Early Intervention Programs	In Progress	4/1/2012	12/31/2015	EC Specialist - Child Assessment

5.14.1	Examine the functionality of TSG for home-based services	In Progress	4/1/2012	7/31/2012	EC Specialist - Child Assessment
5.14.2	Develop implementation strategy within fee-for-service reimbursement system	Not Started	8/1/2012	9/30/2012	EC Specialist - Child Assessment
5.14.3	Develop policies and procedures to support the use of TSG by Early Intervention providers	Not Started	9/1/2012	12/31/2012	EC Specialist - Child Assessment
5.14.4	Develop plan to incorporate TSG into Early Intervention programs statewide	Not Started	9/1/2012	12/31/2012	EC Specialist - Child Assessment
5.14.5	Implement TSG according to plan	Not Started	1/1/2013	12/31/2015	EC Specialist - Child Assessment
5.15	Develop and implement a coordinated set of professional-development opportunities that address using Teaching Strategies GOLD system and achieving reliability status.	Not Started	7/1/2012	12/31/2015	EC Specialist - Child Assessment
5.15.1	Research existing professional development opportunities	Not Started	7/1/2012	9/30/2012	EC Specialist - Child Assessment
5.15.2	Identify existing professional development aligned with WKC Child Assessment domain	Not Started	7/1/2012	9/30/2012	EC Specialist - Child Assessment
5.15.3	Differentiate TSG training for early Intervention providers	Not Started	9/1/2012	10/1/2012	EC Specialist - Child Assessment
5.15.4	Recruit participants	Not Started	10/1/2012	10/31/2012	EC Specialist - Child Assessment
5.15.5	Form training cohorts and assign trainers	Not Started	10/1/2012	10/31/2012	EC Specialist - Child Assessment
5.15.6	Monitor the provision of training	Not Started	11/1/2012	5/30/2013	EC Specialist - Child Assessment
5.15.7	Evaluate and revise the training modules as needed based on feedback	Not Started	6/1/2013	6/30/2013	EC Specialist - Child Assessment

5.15.8	Recruit participants	Not Started	7/1/2013	7/31/2013	EC Specialist - Child Assessment
5.15.9	Form training cohorts and assign trainers	Not Started	7/1/2013	7/31/2013	EC Specialist - Child Assessment
5.15.10	Monitor the provision of training	Not Started	8/1/2013	5/31/2014	EC Specialist - Child Assessment
5.15.11	Evaluate and revise the training modules as needed based on feedback	Not Started	6/1/2014	6/30/2014	EC Specialist - Child Assessment
5.15.12	Recruit participants	Not Started	7/1/2014	7/31/2014	EC Specialist - Child Assessment
5.15.13	Form training cohorts and assign trainers	Not Started	7/1/2014	7/31/2014	EC Specialist - Child Assessment
5.15.14	Monitor the provision of training	Not Started	8/1/2014	5/31/2015	EC Specialist - Child Assessment
5.15.15	Evaluate and revise the training modules as needed based on feedback	Not Started	6/1/2015	6/30/2015	EC Specialist - Child Assessment
5.15.16	Recruit participants	Not Started	7/1/2015	7/31/2015	EC Specialist - Child Assessment
5.15.17	Form training cohorts and assign trainers	Not Started	7/1/2015	7/31/2015	EC Specialist - Child Assessment
5.15.18	Monitor the provision of training	Not Started	8/1/2015	11/30/2015	EC Specialist - Child Assessment
5.15.19	Evaluate and revise the training modules as needed based on feedback	Not Started	12/1/2015	12/31/2015	EC Specialist - Child Assessment

5.16	Identify and invest in technological supports to facilitate seamless, effective child-assessment data entry that allows teachers to collect and enter child-observation data without redundancy of effort.	Not Started	1/1/2014	12/31/2015	EC Specialist - Child Assessment
5.16.1	Research existing technological supports	Not Started	1/1/2014	1/31/2014	EC Specialist - Child Assessment
5.16.2	Develop and release RFP to award technology grants	Not Started	2/1/2014	2/28/2014	EC Specialist - Child Assessment
5.16.3	Review applications and select vendor	Not Started	3/1/2014	3/31/2014	EC Specialist - Child Assessment
5.16.4	Develop and negotiate vendor contract	Not Started	4/1/2014	4/30/2014	EC Specialist - Child Assessment
5.16.5	Monitor the provision of technology grants according to selection criteria	Not Started	7/1/2014	12/31/2015	EC Specialist - Child Assessment
5.17	Create and implement a public-awareness campaign regarding the importance of regular developmental screening for children between birth and 5 years old and regarding how to access screening.	Not Started	1/1/2013	12/31/2015	EC Specialist - Child Assessment
5.17.1	Identify key messages and public awareness strategies for campaign	Not Started	1/1/2013	1/31/2013	EC Specialist - Child Assessment
5.17.2	Develop and release RFP	Not Started	2/1/2013	2/28/2013	EC Specialist - Child Assessment
5.17.3	Review applications and select vendor	Not Started	3/1/2013	3/30/2013	EC Specialist - Child Assessment
5.17.4	Develop and negotiate vendor contract	Not Started	4/1/2013	4/30/2013	EC Specialist - Child Assessment
5.17.5	Work with RI Early Learning Council sub-committee to develop campaign materials	Not Started	5/1/2013	6/30/2013	EC Specialist - Child Assessment

5.17.6	Implement campaign	Not Started	7/1/2013	12/31/2015	EC Specialist - Child Assessment
5.18	Train ELL screening teams to provide culturally and linguistically appropriate Child Outreach screening to young English Learners.	Not Started	7/1/2012	12/31/2015	EC Specialist - Child Assessment
5.18.1	Develop training materials based on ELL Screening sub-committee's existing recommendations	Not Started	7/1/2012	9/30/2012	EC Specialist - Child Assessment
5.18.2	Recruit participants	Not Started	10/1/2012	10/31/2012	EC Specialist - Child Assessment
5.18.3	Form training cohorts and assign trainers	Not Started	10/1/2012	10/31/2012	EC Specialist - Child Assessment
5.18.4	Monitor the provision of training	Not Started	11/1/2012	5/30/2013	EC Specialist - Child Assessment
5.18.5	Evaluate and revise the training modules as needed based on feedback	Not Started	6/1/2013	6/30/2013	EC Specialist - Child Assessment
5.18.6	Recruit participants	Not Started	7/1/2013	7/31/2013	EC Specialist - Child Assessment
5.18.7	Form training cohorts and assign trainers	Not Started	7/1/2013	7/31/2013	EC Specialist - Child Assessment
5.18.8	Monitor the provision of training	Not Started	8/1/2013	5/31/2014	EC Specialist - Child Assessment
5.18.9	Evaluate and revise the training modules as needed based on feedback	Not Started	6/1/2014	6/30/2014	EC Specialist - Child Assessment
5.18.10	Recruit participants	Not Started	7/1/2014	7/31/2014	EC Specialist - Child Assessment
5.18.11	Form training cohorts and assign trainers	Not Started	7/1/2014	7/31/2014	EC Specialist - Child Assessment

5.18.12	Monitor the provision of training	Not Started	8/1/2014	5/31/2015	EC Specialist - Child Assessment
5.18.13	Evaluate and revise the training modules as needed based on feedback	Not Started	6/1/2015	6/30/2015	EC Specialist - Child Assessment
5.18.14	Recruit participants	Not Started	7/1/2015	7/31/2015	EC Specialist - Child Assessment
5.18.15	Form training cohorts and assign trainers	Not Started	7/1/2015	7/31/2015	EC Specialist - Child Assessment
5.18.16	Monitor the provision of training	Not Started	8/1/2015	11/30/2015	EC Specialist - Child Assessment
5.18.17	Evaluate and revise the training modules as needed based on feedback	Not Started	12/1/2015	12/31/2015	EC Specialist - Child Assessment
5.19	Disseminate information to primary care providers and recruit screening system development participants	Not Started	7/1/2012	12/31/2015	EC Specialist - Child Assessment
5.19.1	Screening system information developed	Not Started	7/1/2012	9/30/2012	EC Specialist - Child Assessment
5.19.2	Order screening materials	Not Started	7/1/2012	9/30/2012	EC Specialist - Child Assessment
5.19.3	Work with primary care providers (approx. 23 per year)	Not Started	9/1/2012	12/31/2015	EC Specialist - Child Assessment
5.20	Develop RFP to distribute funding for evidence-based programs to increase children's language and literacy skills, social-emotional development, and family engagement in health settings	Not Started	7/1/2012	12/31/2015	EC Specialist - Child Assessment
5.20.1	Develop and release RFP to award evidence-based intervention grants	Not Started	7/1/2012	9/30/2012	EC Specialist - Child Assessment
5.20.2	Review applications and select vendor	Not Started	10/1/2012	10/31/2012	EC Specialist - Child Assessment

5.20.3	Develop and negotiate vendor contract	Not Started	12/1/2012	12/31/2012	EC Specialist - Child Assessment
5.20.4	Monitoring ongoing implementation of evidence- based interventions	Not Started	1/1/2013	12/31/2015	EC Specialist - Child Assessment
5.21	Engage national experts to assist in the Kindergarten Entry Assessment development	Not Started	7/1/2013	12/31/2013	EC Specialist - Child Assessment
5.21.1	Develop and release RFP	Not Started	7/1/2013	7/31/2013	EC Specialist - Child Assessment
5.21.2	Review applications and select vendor	Not Started	8/1/2013	8/31/2013	EC Specialist - Child Assessment
5.21.3	Develop and negotiate vendor contract	Not Started	9/1/2013	10/31/2013	EC Specialist - Child Assessment
5.22	Gather stakeholder information using forums, surveys, and focus groups	Not Started	10/1/2013	12/31/2013	EC Specialist - Child Assessment
5.22.1	Work with RI Early Learning Council sub-committee to design input format and schedule sessions	Not Started	10/1/2013	10/31/2013	EC Specialist - Child Assessment
5.22.2	Summarize feedback	Not Started	11/1/2013	12/31/2013	EC Specialist - Child Assessment
5.23	Identify Kindergarten Entry Assessment	Not Started	1/1/2014	7/31/2014	EC Specialist - Child Assessment
5.23.1	Develop and release RFP to determine alignment of existing assessment tools with new learning and development standards	Not Started	1/1/2014	1/31/2014	EC Specialist - Child Assessment
5.23.2	Review applications and select vendor	Not Started	2/1/2014	2/28/2014	EC Specialist - Child Assessment
5.23.3	Develop and negotiate vendor contract	Not Started	3/1/2014	3/30/2014	EC Specialist - Child Assessment

5.23.4	Alignment determinations completed	Not Started	4/1/2014	5/31/2014	EC Specialist - Child Assessment
5.23.5	Review identified resources, stakeholder input, and existing aligned KEA Assessment tools	Not Started	6/1/2014	6/30/2014	EC Specialist - Child Assessment
5.23.6	Select KEA tool(s)	Not Started	7/1/2014	7/31/2014	EC Specialist - Child Assessment
5.24	Develop policies and procedures for administration of the KEA and the appropriate use of assessment data.	Not Started	7/1/2014	12/31/2014	EC Specialist - Child Assessment
5.24.1	Develop policy and procedure manual	Not Started	7/1/2014	12/31/2014	EC Specialist - Child Assessment
5.24.2	Develop plan to monitor the implementation of the KEA	Not Started	7/1/2014	12/31/2014	EC Specialist - Child Assessment
5.25	Develop supports for kindergarten teachers and administrators.	Not Started	1/1/2015	6/30/2015	EC Specialist - Child Assessment
5.25.1	Review existing professional development opportunities	Not Started	1/1/2015	1/31/2015	EC Specialist - Child Assessment
5.25.2	Identify/develop professional development aligned with WKC Child Assessment domain and KEA policies and procedures manual	Not Started	1/1/2015	6/30/2015	EC Specialist - Child Assessment
5.26	Train pilot districts using developed supports	Not Started	7/1/2015	8/31/2015	EC Specialist - Child Assessment
5.26.1	Recruit pilot participants	Not Started	7/1/2015	7/31/2015	EC Specialist - Child Assessment
5.26.2	Form training cohorts and assign trainers	Not Started	7/1/2015	7/31/2015	EC Specialist - Child Assessment
5.26.3	Monitor the provision of training	Not Started	8/1/2015	8/31/2015	EC Specialist - Child Assessment

5.27	Pilot Kindergarten Entry Assessment	Not Started	9/1/2015	12/31/2015	EC Specialist - Child Assessment
5.27.1	Monitor implementation of KEA in pilot districts	Not Started	9/1/2015	10/31/2015	EC Specialist - Child Assessment
5.27.2	Identify issues/challenges to address based on pilot implementation	Not Started	11/1/2015	11/30/2015	EC Specialist - Child Assessment
5.27.3	Develop plan for statewide implementation of KEA	Not Started	12/1/2015	12/31/2015	EC Specialist - Child Assessment
5.27.4	Identify revisions to training/policies and procedures to address issues/challenges	Not Started	12/1/2015	12/31/2015	EC Specialist - Child Assessment

PROJECT 6: BUILDING AN EARLY LEARNING DATA SYSTEM | APPROVED SCOPE OF WORK | 7/23/12

PROJECT 6	OUTCOMES AND SUBTASKS	STATUS	START DATE	END DATE	ASSIGNEE
6	<i>Project 6: Building an Early Learning Data System</i>	<i>In Progress</i>	<i>1/1/2012</i>	<i>12/31/2015</i>	
6.1	Develop detailed project workplan.	In Progress	4/1/2012	6/1/2012	Director ONIS
6.1.1	Identify Core Project Management Team	Operational	4/1/2012	5/1/2012	Director ONIS
6.1.2	Convene meetings to develop a final workplan and to identify resources which will support the work of the project	In Progress	5/1/2012	6/1/2012	Director ONIS
6.1.3	Seek cross-departmental sign-off plan	In Progress	5/1/2012	6/1/2012	Director ONIS
6.2	PHASE I: ELDS Project initiation	Not Started	7/1/2012	9/30/2012	Director ONIS
6.2.1	Orient new staff to RIDE's existing development protocols and infrastructure awareness	Not Started	7/1/2012	9/30/2012	Director ONIS
6.3	PHASE II: Program Domain	Not Started	10/1/2012	6/30/2013	Director ONIS
6.3.1	Meet with key stakeholders, including the Early Learning Council, to gather system requirements	Not Started	10/1/2012	10/31/2012	Business Analyst; Developer; Database Administrator
6.3.2	Develop data security and privacy policies to be used across state agencies and by intermediaries and programs	Not Started	10/1/2012	11/30/2012	Business Analyst; Developer; Database Administrator
6.3.3	Create system design from business requirements	Not Started	11/1/2012	1/31/2013	Business Analyst; Developer; Database Administrator
6.3.4	Build database structure and application interface	Not Started	2/1/2013	4/30/2013	Business Analyst; Developer; Database Administrator
6.3.5	Test application	Not Started	4/1/2013	5/30/2013	Business Analyst; Developer; Database Administrator

6.3.6	Train end user	Not Started	5/1/2013	6/30/2013	Business Analyst; Developer; Database Administrator
6.3.7	Deploy application	Not Started	5/1/2013	6/30/2013	Business Analyst; Developer; Database Administrator
6.3.8	Finalize end user documentation	Not Started	5/1/2013	6/30/2013	Business Analyst; Developer; Database Administrator
6.4	PHASE III: Teacher Domain	Not Started	1/1/2013	12/31/2014	Director ONIS
6.4.1	Meet with key stakeholders, including the Early Learning Council, to gather system requirements	Not Started	1/1/2013	1/31/2013	Business Analyst; Developer; Database Administrator
6.4.2	Develop data security and privacy policies to be used across state agencies and by intermediaries and programs	Not Started	1/1/2013	2/28/2013	Business Analyst; Developer; Database Administrator
6.4.3	Create system design from business requirements	Not Started	3/1/2013	8/31/2013	Business Analyst; Developer; Database Administrator
6.4.4	Build database structure and application interface	Not Started	9/1/2013	4/30/2014	Business Analyst; Developer; Database Administrator
6.4.5	Test application	Not Started	5/1/2014	6/30/2014	Business Analyst; Developer; Database Administrator

6.4.6	Train end user	Not Started	7/1/2014	11/30/2014	Business Analyst; Developer; Database Administrator
6.4.7	Deploy application	Not Started	7/1/2014	12/31/2014	Business Analyst; Developer; Database Administrator
6.4.8	Finalize end user documentation	Not Started	7/1/2014	12/31/2014	Business Analyst; Developer; Database Administrator
6.5	PHASE IV: Student Domain	Not Started	7/1/2014	12/31/2015	Director ONIS
6.5.1	Meet with key stakeholders, including the Early Learning Council, to gather system requirements	Not Started	7/1/2014	7/31/2014	Business Analyst; Developer; Database Administrator
6.5.2	Develop data security and privacy policies to be used across state agencies and by intermediaries and programs	Not Started	7/1/2014	8/31/2014	Business Analyst; Developer; Database Administrator
6.5.3	Create system design from business requirements	Not Started	9/1/2014	12/31/2014	Business Analyst; Developer; Database Administrator
6.5.4	Build database structure and application interface	Not Started	1/1/2015	6/30/2015	Business Analyst; Developer; Database Administrator
6.5.5	Test application	Not Started	7/1/2015	8/31/2015	Business Analyst; Developer; Database Administrator

6.5.6	Train end user	Not Started	9/1/2015	11/30/2015	Business Analyst; Developer; Database Administrator
6.5.7	Deploy application	Not Started	9/1/2015	12/31/2015	Business Analyst; Developer; Database Administrator
6.5.8	Finalize end user documentation	Not Started	9/1/2015	12/31/2015	Business Analyst
6.6	PHASE V: Close out	Not Started	7/1/2015	12/31/2015	Director ONIS
6.6.1	Conduct post implementation review	Not Started	7/1/2015	12/31/2015	Business Analyst
6.7	Phase I: Secure contract with IT Consultant	Not Started	1/1/2012	6/30/2012	Principal Program Analyst
6.7.1	Submit request to Purchasing Dept.	Not Started	1/1/2012	6/30/2012	Principal Program Analyst
6.7.2	Create IT consultant contract	Not Started	4/1/2012	6/30/2012	Principal Program Analyst
6.8	Phase II: ELDS Data Requirements	Not Started	4/1/2012	12/31/2015	Principal Program Analyst
6.8.1	Identify data needed from HEALTH to answer RI's key early learning policy questions.	Not Started	4/1/2012	6/30/2012	Principal Program Analyst
6.8.2	Work with RIDE to establish a Child Outreach - KIDSNET advisory group	Not Started	4/1/2012	6/30/2012	Principal Program Analyst
6.8.3	Identify gap between data needed and data currently available	Not Started	7/1/2012	9/30/2012	Principal Program Analyst
6.8.4	Develop design specs (with advisory group) to modify KIDSNET to collect missing data elements, including Child Outreach Screening and developmental screening report for PCPs	Not Started	7/1/2012	12/31/2012	Principal Program Analyst

6.8.5	Develop KIDSNET modifications per specifications	Not Started	1/1/2013	12/31/2013	Principal Program Analyst
6.8.6	Test KIDSNET modifications	Not Started	1/1/2014	12/31/2014	Principal Program Analyst
6.8.7	Deploy new functionality in production system	Not Started	1/1/2015	6/30/2015	Principal Program Analyst
6.8.8	Train LEA Child Outreach staff on data entry requirements	Not Started	1/1/2015	12/31/2015	Principal Program Analyst
6.8.9	Train primary care providers on developmental screening functionality and report	Not Started	1/1/2015	12/31/2015	Principal Program Analyst
6.9	Phase III: KIDSNET Interface with RIDE	Not Started	4/1/2012	12/31/2015	Principal Program Analyst
6.9.1	Develop interagency data sharing agreement	Not Started	7/1/2012	6/30/2013	Principal Program Analyst
6.9.2	Identify interface specifications with RIDE	Not Started	4/1/2012	9/30/2012	Principal Program Analyst
6.9.3	Develop interface design document	Not Started	10/1/2012	6/30/2013	Principal Program Analyst
6.9.4	Develop interface	Not Started	7/1/2013	6/30/2014	Principal Program Analyst
6.9.5	Test interface	Not Started	7/1/2014	6/30/2015	Principal Program Analyst
6.9.6	Implement interface	Not Started	7/1/2015	12/31/2015	Principal Program Analyst
6.10	Expand capability of DHS Data Warehouse to match relevant DHS data to RIDE's SLDS	Not Started	10/1/2012	12/31/2015	Administrator, Management Information Systems (or designee)

6.10.1	Determine need for interagency data sharing agreement	Not Started	10/1/2012	12/31/2012	Associate Director, Management Systems
6.10.2	If necessary, develop interagency data sharing agreement	Not Started	10/1/2012	12/31/2012	Associate Director, Management Systems
6.10.3	Identify data needed from DHS Data Warehouse to answer RI's key early learning policy questions.	Not Started	10/1/2012	12/31/2012	Administrator, Management Information Systems
6.10.4	Identify gap between data needed and data currently available	Not Started	10/1/2012	12/31/2012	Administrator, Management Information Systems
6.10.5	If necessary, develop design specs to modify DHS Data Warehouse to collect missing data elements	Not Started	10/1/2012	12/31/2012	Administrator, Management Information Systems
6.10.6	Develop modifications to DHS Data Warehouse per specifications	Not Started	10/1/2012	12/31/2012	Administrator, Management Information Systems
6.10.7	Test functionality and accuracy of draft modifications	Not Started	10/1/2012	12/31/2012	Administrator, Management Information Systems
6.10.8	Fine-tune modifications based on testing results	Not Started	10/1/2012	12/31/2012	Administrator, Management Information Systems
6.10.9	Implement final modifications to production	Not Started	10/1/2012	6/30/2013	Administrator, Management Information Systems
6.10.10	Identify interface specifications with RIDE	Not Started	10/1/2012	6/30/2013	Administrator, Management Information

					Systems
6.10.11	Develop interface module	Not Started	1/1/2013	6/30/2013	Administrator, Management Information Systems
6.10.12	Test Interface module	Not Started	1/1/2013	6/30/2013	Administrator, Management Information Systems
6.10.13	Implement and monitor interface module	Not Started	1/1/2013	12/31/2015	Administrator, Management Information Systems
6.11	Expand capability of DHS' Eligibility System to include program quality information in order to process tiered quality incentive payments	Not Started	1/7/2012	12/31/2015	Administrator, Management Information Systems
6.11.1	Analyze DHS' Eligibility System to determine specifications needed to include a new field related to program level TQRIS rating	Not Started	7/1/2012	12/31/2012	Administrator, Management Information Systems
6.11.2	Draft specifications needed to include data related to program quality	Not Started	10/1/2012	6/30/2013	Administrator, Management Information Systems
6.11.3	Test specifications used to include data related to program quality	Not Started	10/1/2012	6/30/2013	Administrator, Management Information Systems
6.11.4	Analyze specifications needed to build secure web portal to allow entry of program quality data	Not Started	7/1/2012	12/31/2012	Administrator, Management Information Systems
6.11.5	Draft specifications needed to build secure web portal to allow entry of program quality data	Not Started	10/1/2012	6/30/2013	Administrator, Management Information Systems

6.11.6	Test specifications used to build secure web portal to allow entry of program quality data	Not Started	1/1/2013	6/30/2013	Administrator, Management Information Systems
6.11.7	Test communication between DHS' Eligibility System and secure web portal to ensure functionality and accuracy	Not Started	1/1/2013	6/30/2013	Administrator, Management Information Systems
6.11.8	Implement specifications for secure web portal to allow entry of program quality data	Not Started	1/1/2013	6/30/2013	Administrator, Management Information Systems
6.11.9	Monitor implementation and functionality of secure web portal	Not Started	1/1/2013	12/31/2013	Administrator, Management Information Systems
6.11.10	Monitor functionality of secure web portal	Not Started	1/1/2014	12/31/2014	Administrator, Management Information Systems
6.11.11	Monitor functionality of secure web portal	Not Started	1/1/2015	12/31/2015	Administrator, Management Information Systems
6.11.12	Implement specifications for integration of program quality data into DHS eligibility system	Not Started	1/1/2013	6/30/2013	Administrator, Management Information Systems
6.11.13	Monitor implementation and functionality of modifications within DHS' Eligibility System	Not Started	1/1/2013	12/31/2013	Administrator, Management Information Systems
6.11.14	Monitor implementation and functionality of modifications within DHS' Eligibility System	Not Started	1/1/2014	12/31/2014	Administrator, Management Information Systems
6.11.15	Monitor implementation and functionality of modifications within DHS' Eligibility System	Not Started	1/1/2015	12/31/2015	Administrator, Management Information

					Systems
6.11.16	Reprogram DHS' Eligibility System to calculate and process tiered quality reimbursements based on program quality information	Not Started	1/1/2013	6/30/2013	Administrator, Management Information Systems
6.11.17	Begin implementation of tiered quality incentive payments based on program quality information	Not Started	1/1/2013	6/30/2013	Administrator, Management Information Systems
6.11.18	Monitor implementation of tiered quality incentive payments through DHS' Eligibility System	Not Started	7/1/2013	12/31/2013	Administrator, Management Information Systems
6.11.19	Monitor implementation of tiered quality incentive payments through DHS' Eligibility System	Not Started	1/1/2014	12/31/2014	Administrator, Management Information Systems
6.11.20	Monitor implementation of tiered quality incentive payments through DHS' Eligibility System	Not Started	1/1/2015	12/31/2015	Administrator, Management Information Systems
6.12	Continue to participate in ELDS system design and integration of DHS Data System(s)	Not Started	7/1/2013	12/31/2015	Administrator, Management Information Systems
6.12.1	As necessary, participate in integration of DHS Data System(s) for ELDS Teacher Domain	Not Started	7/1/2013	6/30/2014	Administrator, Management Information Systems
6.12.2	As necessary, participate in integration of DHS Data System(s) for ELDS Student Domain	Not Started	7/1/2014	12/31/2015	Administrator, Management Information Systems
6.13	Phase I: ELDS Data Requirements	Not Started	10/1/2012	12/31/2013	System Support Technician

6.13.1	Identify data needed from DCYF to answer RI's key early learning policy questions	Not Started	10/1/2012	12/31/2012	System Support Technician
6.13.2	Identify gap between data needed and data currently available	Not Started	10/1/2012	12/31/2012	System Support Technician
6.13.3	Develop design specs (if needed) to modify RICHIST to collect missing data elements	Not Started	1/1/2013	6/30/2013	System Support Technician
6.13.4	Develop RICHIST modifications per specifications	Not Started	1/1/2013	12/31/2013	System Support Technician
6.13.5	Test RICHIST modifications	Not Started	7/1/2013	12/31/2013	System Support Technician
6.13.6	Train licensing staff on new data requirements	Not Started	7/1/2013	12/31/2013	System Support Technician
6.13.7	Deploy new functionality in production system	Not Started	7/1/2013	12/31/2013	System Support Technician
6.14	Phase II: Interface with RIDE	Not Started	1/1/2014	12/31/2014	System Support Technician
6.14.1	Identify interface specifications with RIDE	Not Started	1/1/2014	6/30/2014	System Support Technician
6.14.2	Develop interface design document	Not Started	1/1/2014	6/30/2014	System Support Technician
6.14.3	Develop interface module	Not Started	1/1/2014	12/31/2014	System Support Technician
6.14.4	Test interface module	Not Started	7/1/2014	12/31/2014	System Support Technician
6.14.5	Implement interface module	Not Started	7/1/2014	12/31/2014	System Support Technician

PROJECT 7: IMPROVING THE KNOWLEDGE AND COMPETENCIES OF THE EARLY LEARNING WORKFORCE | APPROVED SCOPE OF WORK | 7/23/12

PROJECT 7	OUTCOMES AND SUBTASKS	STATUS	START DATE	END DATE	ASSIGNEE
7	<i>Project 7: Improving the Knowledge and Competencies of the Early Learning Workforce</i>	<i>In Progress</i>	<i>4/1/2012</i>	<i>12/31/2015</i>	
7.1	Develop detailed project workplan.	In Progress	4/1/2012	7/31/2012	Child Care Specialist
7.1.1	Identify Core Project Management Team	Not Started	4/1/2012	6/30/2012	Child Care Specialist
7.1.2	Convene meetings to develop a final workplan and to identify resources which will support the work of the project	Not Started	4/1/2012	7/31/2012	Child Care Specialist
7.2	Develop WKC framework for Family Child Care	Not Started	7/1/2012	12/31/2012	Programming Services Officer
7.2.1	Hire meeting facilitator	Not Started	7/1/2012	7/31/2012	Programming Services Officer
7.2.2	Identify local and national experts and request participation on WKC Development Team	Not Started	7/1/2012	8/1/2012	Programming Services Officer
7.2.3	Work with the RI Early Learning Council to seek broad-based community input.	Not Started	8/1/2012	8/31/2012	Programming Services Officer
7.2.4	Convene initial meeting to develop a final workplan and schedule and identify resources which will support the development	Not Started	8/1/2012	8/31/2012	Programming Services Officer
7.2.5	Develop draft standards	Not Started	9/1/2012	11/1/2012	Programming Services Officer
7.2.6	Work with the RI Early Learning Council to seek broad-based community feedback on the draft standards.	Not Started	11/1/2012	11/21/2012	Programming Services Officer
7.2.7	Revise standards to incorporate community feedback	Not Started	12/1/2012	12/31/2012	Programming Services Officer
7.3	Create an Addendum to the WKC Framework for teacher for special educators and early intervention professionals	Not Started	7/1/2012	12/31/2012	EC Specialist - Special Education
7.3.1	Hire meeting facilitator	Not Started	7/1/2012	7/31/2012	EC Specialist - Special Education
7.3.2	Identify local and national experts and request participation on WKC Development Team	Not Started	7/1/2012	8/1/2012	EC Specialist - Special Education

7.3.3	Work with the RI Early Learning Council to seek broad-based community input.	Not Started	8/1/2012	8/31/2012	EC Specialist - Special Education
7.3.4	Convene initial meeting to develop a final workplan and schedule and identify resources which will support the development	Not Started	8/1/2012	8/31/2012	EC Specialist - Special Education
7.3.5	Develop draft standards	Not Started	9/1/2012	11/1/2012	EC Specialist - Special Education
7.3.6	Work with the RI Early Learning Council to seek broad-based community feedback on the draft standards.	Not Started	11/1/2012	11/21/2012	EC Specialist - Special Education
7.3.7	Revise standards to incorporate community feedback	Not Started	12/1/2012	12/31/2012	EC Specialist - Special Education
7.4	Develop WKC framework for professional development providers and higher education staff	Not Started	1/1/2013	12/31/2013	EC Specialist
7.4.1	Hire meeting facilitator	Not Started	1/1/2013	3/1/2013	EC Specialist
7.4.2	Identify local and national experts and request participation on WKC Development Team	Not Started	1/1/2013	3/1/2013	EC Specialist
7.4.3	Work with the RI Early Learning Council to seek broad-based community input.	Not Started	3/1/2013	3/31/2013	EC Specialist
7.4.4	Convene initial meeting to develop a final workplan and schedule and identify resources which will support the development	Not Started	3/1/2013	3/31/2013	EC Specialist
7.4.5	Develop draft standards	Not Started	4/1/2013	9/30/2013	EC Specialist
7.4.6	Work with the RI Early Learning Council to seek broad-based community feedback on the draft standards.	Not Started	10/1/2013	10/31/2013	EC Specialist
7.4.7	Revise standards to incorporate community feedback	Not Started	11/1/2013	12/31/2013	EC Specialist
7.5	Develop WKC framework for program administrators and education coordinators	Not Started	1/1/2014	12/31/2014	EC Specialist
7.5.1	Hire meeting facilitator	Not Started	1/1/2014	3/1/2014	EC Specialist
7.5.2	Identify local and national experts and request participation on WKC Development Team	Not Started	1/1/2014	3/1/2014	EC Specialist
7.5.3	Work with the RI Early Learning Council to seek broad-based community input.	Not Started	3/1/2014	3/31/2014	EC Specialist
7.5.4	Convene initial meeting to develop a final workplan and schedule and identify resources which will support the development	Not Started	3/1/2014	3/31/2014	EC Specialist
7.5.5	Develop draft standards	Not Started	4/1/2014	9/30/2014	EC Specialist

7.5.6	Work with the RI Early Learning Council to seek broad-based community feedback on the draft standards.	Not Started	10/1/2014	10/31/2014	EC Specialist
7.5.7	Revise standards to incorporate community feedback	Not Started	11/1/2014	12/31/2014	EC Specialist
7.6	Conduct Professional workforce study and publicly report findings	Not Started	4/1/2012	1/31/2013	Child Care Specialist
7.6.1	Develop and release RFP	Not Started	4/1/2012	7/31/2012	Child Care Specialist
7.6.2	Review applications and select vendor	Not Started	9/1/2012	9/30/2012	Child Care Specialist
7.6.3	Develop and negotiate vendor contract	Not Started	10/1/2012	10/31/2012	Child Care Specialist
7.6.4	Workforce Study completed and released	Not Started	10/31/2012	1/31/2013	Child Care Specialist
7.7	Use the early learning data system to produce and disseminate annual reports on the early learning workforce	Not Started	6/1/2014	12/31/2015	EC Specialist
7.7.1	Analyze workforce data	Not Started	6/1/2014	12/31/2015	EC Specialist
7.7.2	Design annual report format	Not Started	6/1/2014	12/31/2015	EC Specialist
7.7.3	Make report available to public	Not Started	6/1/2014	12/31/2015	EC Specialist
7.8	Identify RI professional development system baseline.	Not Started	6/1/2012	9/30/2013	Programming Service Officer
7.8.1	Develop final RI Professional Development System plan	Not Started	6/1/2012	6/30/2012	Programming Service Officer
7.8.2	Inventory existing PD offerings and identify PD gaps	Not Started	6/1/2012	8/1/2012	Programming Service Officer
7.8.3	Evaluate alignment of existing PD to WKC frameworks and high-quality delivery models	Not Started	6/1/2012	8/1/2012	Programming Service Officer
7.8.4	Identify existing high quality aligned PD resources from other states or national training centers	Not Started	6/1/2012	8/1/2012	Programming Service Officer
7.8.5	Year One Plan: Modify existing contract to add RTT-ELC funds to provide aligned PD	Not Started	8/1/2012	9/30/2013	Programming Service Officer
7.8.6	Design mandatory pre-service health & safety training for license exempt educators participating in child care subsidy program	Not Started	10/1/2012	6/30/2013	Programming Service Officer
7.9	Engage national experts to assist in the design of professional development center systems	Not Started	8/1/2012	3/31/2013	
7.9.1	Develop and release RFP	Not Started	8/1/2012	8/30/2012	Programming Service Officer
7.9.2	Review applications and select vendor	Not Started	9/1/2012	9/30/2012	Programming Service Officer

7.9.3	Develop and negotiate vendor contract	Not Started	10/1/2012	11/30/2012	Programming Service Officer
7.9.4	Monitor the development of a process for approving training content and delivery method	Not Started	12/1/2012	3/1/2013	Programming Service Officer
7.9.5	Monitor the development of a process for approving trainers	Not Started	12/1/2012	3/1/2013	Programming Service Officer
7.9.6	Monitor the development of a system for Career Lattice verification and advising/planning	Not Started	12/1/2012	3/1/2013	Programming Service Officer
7.10	Establish professional development center to facilitate statewide access to high-quality professional development.	Not Started	1/1/2013	12/31/2015	Child Care Specialist
7.10.1	Develop and release RFP	Not Started	3/1/2013	3/30/2013	Child Care Specialist
7.10.2	Review applications and select vendor	Not Started	4/1/2013	4/30/2013	Child Care Specialist
7.10.3	Develop and negotiate vendor contract	Not Started	5/1/2013	6/30/2013	Child Care Specialist
7.10.4	Monitor the development of a centralized calendar for professional development opportunities	Not Started	7/1/2013	12/31/2013	Programming Service Officer
7.10.5	Monitor the increased number and frequency of approved PD offerings	Not Started	7/1/2013	12/31/2015	Programming Service Officer
7.10.6	Monitor the provision of approved PD opportunities to address gaps in system and areas identified as high need	Not Started	7/1/2013	12/31/2015	Programming Service Officer
7.10.7	Evaluate whether high quality PD opportunities are available to all sectors of the workforce and aligned with effective delivery methods	Not Started	7/1/2013	12/31/2015	Programming Service Officer
7.10.8	Monitor the implementation of mandatory pre-service health & safety training for license exempt educators participating in child care subsidy program	Not Started	7/1/2013	12/31/2015	Programming Service Officer
7.11	Expand RI TEACH scholarship program	Not Started	4/1/2012	12/31/2015	EC Specialist
7.11.1	Develop and release RFP	Not Started	4/1/2012	6/30/2012	EC Specialist
7.11.2	Review applications and select vendor	Not Started	4/1/2012	6/30/2012	EC Specialist
7.11.3	Develop and negotiate vendor contract	Not Started	4/1/2012	6/30/2012	EC Specialist
7.11.4	Explore flexible program delivery models for earning college credit/ teacher certification	Not Started	4/1/2012	6/30/2012	EC Specialist
7.11.5	Review proposals from existing teachers preparation programs	Not Started	4/1/2012	6/30/2012	EC Specialist
7.11.6	Identify models for pilot	Not Started	4/1/2012	6/30/2012	EC Specialist
7.11.7	Provide TEACH Scholarships	Not Started	7/1/2012	12/31/2015	EC Specialist
7.12	Activity 7.12: Review existing teacher preparation program curricula against WKC frameworks	Not Started	4/1/2012	12/31/2013	EC Specialist

7.12.1	Develop and release RFP to determine alignment of existing higher education curriculum with WKC Frameworks	Not Started	7/1/2012	8/30/2012	EC Specialist
7.12.2	Review applications and select vendor	Not Started	9/1/2012	9/30/2012	EC Specialist
7.12.3	Develop and negotiate vendor contract	Not Started	10/1/2012	12/31/2012	
7.12.4	Conduct a higher education alignment summit to review alignments and develop plans	Not Started	1/1/2013	6/30/2013	EC Specialist
7.12.5	Complete higher education alignment	Not Started	6/1/2013	12/31/2013	EC Specialist
7.12.6	Develop and release RFP to hire Accreditation consultant to Support CCRI to achieve NAEYC accreditation	Not Started	4/1/2012	7/30/2012	Child Care Specialist
7.12.7	Review applications and select CCRI consultant	Not Started	8/1/2012	8/30/2012	Child Care Specialist
7.12.8	Develop and negotiate contract	Not Started	9/1/2012	10/31/2012	Child Care Specialist
7.12.9	Monitor the CCRI Accreditation process	Not Started	11/1/2012	8/30/2013	Child Care Specialist
7.13	Review existing programs at CCRI and establish a Level I career pathway	Not Started	7/1/2012	12/31/2015	Child Care Specialist
7.13.1	Review of existing early childhood certificate programs	Not Started	7/1/2012	8/30/2012	Child Care Specialist
7.13.2	Create Level I career certificate program	Not Started	9/1/2012	10/31/2012	Child Care Specialist
7.13.3	Develop new contract for implementation of Level I Certificate program	Not Started	11/1/2012	12/31/2012	Child Care Specialist
7.13.4	Monitor enrollment of students in Level I Certificate program	Not Started	1/1/2013	12/31/2015	Child Care Specialist

Who

Core Project Team: Kristen Greene, Susan Dickstein, Michele Palermo, Ruth Gallucci, Brenda DuHamel

Sub-Committee Members: Susan Dickstein (co-chair), Kristen Greene (co-chair), Brenda DuHamel, Michele Palermo, Ruth Gallucci, Blythe Berger, Mindy Mertz, Karen Beese, Rhonda Farrell, Leanne Barrett

What

Goals of Work: Develop RI B-5 Early Learning and Development Standards

How

Key Milestones:

See Attached Scope of Work

Next Steps:

- Develop draft Phase 1 B-5 Early Learning & Development Standards by 9/10/12
- Seek stakeholder input on draft Phase 1 B-5 Early Learning and Development Standards via public forums, stakeholder focus groups, and online survey from 9/10 – 9/28/12
- Review community input on draft Phase 1 B-5 Early Learning and Development Standards with ELDS Subcommittee and Core Team
- Finalize Phase 1 B-5 Early Learning and Development Standards
- Execute phase II LOI to begin on 10/15/12

Consultants/Resources:

- Consultant – Jeff Capizzano

Plans for Input/Engagement:

- Seek stakeholder input on draft Phase 1 B-5 Early Learning and Development Standards via public forums, stakeholder focus groups, and online survey from 9/10 – 9/28/12
- Review community input on draft Phase 1 B-5 Early Learning and Development Standards with ELDS Subcommittee on 9/28/12 and Core Team on 10/1/12

Upcoming Meeting Dates:

- ELDS Subcommittee meeting on 9/28/12 from 1-4 pm, site to be determined
- Phase 1 B-5 Early Learning and Development Standards public forums and focus groups from 9/10/ - 9/28/12, dates, information to be disseminated by 8/17/12

EARLY LEARNING COUNCIL WORK GROUP MEETING

August 16, 2012

9:00-11:00 am
CCRI





MEETING AGENDA

Welcome/Meeting Overview

General RTT-ELC Project Management Update

Council Sub-Committee Updates

Draft Early Learning Council Strategic Plan –
Review/Feedback

Public Comment

Next Steps

GENERAL RTT-ELC PROJECT MANAGEMENT UPDATE

- ⊙ All agencies are moving forward on hiring
- ⊙ Scope of Work was approved, monthly monitoring calls and protocol have been established
- ⊙ Most subcommittees will convene before September Early Learning Council meeting
- ⊙ CORE teams are revising the Scopes of Work for September 1st submission to our Federal team

EARLY LEARNING COUNCIL SUB-COMMITTEE UPDATES

EARLY LEARNING COUNCIL STRATEGIC PLAN



PROCESS

	F	M	A	M	J	J	A	S
Council strategies to-date cross-walked with plans and priorities of state agencies.	X							
ELCWG reviews crosswalk for alignment with other state agency plans and priorities.	X			X				
Plan drafted.					X	X		
Draft plan reviewed by the ELCWG.							X	
Plan revised based on ELCWG feedback							X	
Draft plan reviewed by Council.					X			X
Plan revised and finalized.								X



Plan Sources

- ❖ State Early Learning Council ARRA application
- ❖ Race to the Top Early Learning Challenge Application
- ❖ Early Learning Council Access Recommendations
- ❖ Early Learning Council Kindergarten Assessment Recommendations
- ❖ Early Learning Council Data Team Recommendations
- ❖ Rhode Island Early Learning and Professional Development System Plan



Discussion

- ❖ Is there anything you would change about the structure of the document and how it is organized?
- ❖ Is anything unclear, confusing or incorrect?
- ❖ Is there anything missing?

PUBLIC COMMENT



NEXT STEPS

- ⊙ Joint Council/Workgroup meeting: September 27, 2012 September, 27th 11:30-2:00 p.m
- ⊙ 2012-2013 Calendar

Rhode Island Early Learning Council Strategic Plan 2012-2016



**Rhode Island Early Learning
Council Co-Chairs**

**Deborah A. Gist,
Commissioner,
Rhode Island Department of
Education**

**Elizabeth Burke Bryant,
Executive Director,
Rhode Island KIDS COUNT**

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RHODE ISLAND EARLY LEARNING COUNCIL MEMBERS

Co-Chairs

Deborah A. Gist, Commissioner, Rhode Island Department of Elementary and Secondary Education
Elizabeth Burke Bryant, Executive Director, Rhode Island KIDS COUNT

Members

Jim Berson, Chair, RI Interagency Coordinating Council on Early Intervention
Tammy Camillo, Executive Director, Rhode Island Association for the Education of Young Children
Regina Costa, State Child Advocate, Office of the Child Advocate
Janice DeFrances, Director, Rhode Island Department of Children, Youth and Families
Susan Dickstein, President, RI Association for Infant Mental Health
Colleen Dorian, President, Family Child Care Homes of Rhode Island
Maryann Finamore-Allmark, Director, Westbay Children's Center
Michael Fine, Director, Rhode Island Department of Health
Cynthia Garcia Coll, Professor of Education, Psychology, and Pediatrics, Brown University
Leslie Gell, Director, Ready to Learn Providence
Kristen Greene, Education Specialist, Early Learning Standards
Deborah Grossman-Garber, Associate Commissioner, RIOHE
Pamela High, Director of Developmental-Behavioral Pediatrics, Hasbro Children's Hospital
Cindy Larson, Senior Program Officer, Rhode Island Child Care Facilities Fund
Khadija Lewis Khan, Executive Director, Beautiful Beginnings Child Care Center
Susan Lusi, Superintendent, Providence Public Schools
Anthony Maione, President and CEO, United Way of Rhode Island
Aimee Mitchell, RI Head Start Association
Charlotte Moretti, Chair, RI Child Care Directors Association
Michele Palermo, Associate Director, Early Childhood Education, Rhode Island Department of Elementary and Secondary Education
Sandra Powell, Director, Rhode Island Department of Human Services
Larry Pucciarelli, Director, Island Head Start Collaboration Office
Neil Steinberg, President & CEO, The Rhode Island Foundation
Susan Warford, Coordinator, URI Child Development Center

Ex Officio:

Leanne Barrett, Senior Policy Analyst, Rhode Island KIDS COUNT

RHODE ISLAND EARLY LEARNING COUNCIL WORKGROUP MEMBERS

Co-Chairs

Leanne Barrett, Senior Policy Analyst, Rhode Island KIDS COUNT

Michele Palermo, Associate Director, Early Childhood Education, Rhode Island Department of Elementary and Secondary Education

Larry Pucciarelli, Director, Rhode Island Head Start Collaboration Office

Members

Brenda Almeida, Licensing Supervisor, Rhode Island Department of Children, Youth and Families

Chris Amirault, President, Rhode Island Association for the Education of Young Children

Christine Arouth, Executive Director, Newport Family and Child Opportunity Zone

Karen Beese, Child Care Specialist, Rhode Island Department of Human Services

Blythe Berger, Team Leader – Perinatal and Early Childhood Health, Rhode Island Department of Health

Tammy Camillo, Executive Director, Rhode Island Association for the Education of Young Children

Diane Cook, State Child Care Administrator, Rhode Island Department of Human Services

Terese Curtin, Executive Director, Connecting for Children & Families

Susan Dickstein, Ph.D., President, RI Association for Infant Mental Health

Colleen Dorian, President, Family Child Care Homes of Rhode Island

Brenda Duhamel, Chief, Family Health Systems, Rhode Island Executive Office of Health and Human Services

Rhonda Farrell, Rhode Island Head Start Association

Maryann Finamore Allmark, Director, Westbay Children's Center

Ruth Gallucci, Education Specialist: Early Childhood Special Education, Rhode Island Department of Elementary and Secondary Education

Leslie Gell, Director, Ready to Learn Providence

Jerry Hatfield, Professor and Chair – Department of Human Services, Community College of Rhode Island

Cindy Larson, Senior Program Officer, Rhode Island Child Care Facilities Fund

Khadija Lewis Khan, Executive Director, Beautiful Beginnings Child Care Center

Mindy Mertz, Supervisor, Providence Public Schools

Susan Orban, Coordinator, Washington County Coalition for Children

Leslie Sevey, Ph.D., Assistant Professor, Rhode Island College

Melinda Smith, Director of Curriculum, Lincoln Public Schools

Susan Warford, Coordinator, URI Child Development Center

LETTER FROM THE RHODE ISLAND EARLY LEARNING COUNCIL CO-CHAIRS

Dear Fellow Rhode Islanders,

Thank you for taking the time to read and understand our strategic plan. This plan outlines the goals, targets and key strategies of the Rhode Island Early Learning Council - a collaborative, cross-sector, cross-departmental body intended to align systems and resources statewide to support high quality early care and education services and improve coordination and collaboration among multiple agencies, organizations and programs.

This plan is meant to be a living document that will help prioritize our work and set our direction over the next five years from 2012 – 2016. We believe the goals and targets that we have set are both ambitious and achievable. We have also worked hard to ensure that the strategies reflected in this document are aligned and integrated across the multiple state agencies responsible for early learning in this State.

Our major goal, the primary charge of the Council, is to expand access to ensure that more children, particularly children from low-income and vulnerable families, participate in high-quality early learning programs, including high-quality child care (both center-based and family child-care homes), Head Start, Early Head Start, Pre-K, Early Intervention, preschool Special Education, and full-day kindergarten. This overarching goal is supported by strategies in five areas of focus:

- Expanding Access to High Quality Programs
- Improving Program Quality
- Developing and Sustaining an Effective Early Care and Education Workforce
- Improving Early Learning and Child Development Outcomes
- Measuring Outcomes and Progress

This is an exciting time for early learning in the State of Rhode Island. We have a strong foundation in place and a plan and resources upon which to build. We are especially excited by Rhode Island's recent Race to the Top – Early Learning Challenge award, a competitive grant program jointly administered by the U.S. Departments of Education and Health and Human Services. This \$50 million award over four years (2012 – 2015) will go a long way toward accelerating Rhode Island's efforts to improve early learning and development opportunities for Rhode Island's youngest children and create an effective, accountable early learning system that increases access to quality early care and development programs for the highest need children in our State.

Sincerely,

Deborah A. Gist
Co-chair, RI Early Learning Council
Rhode Island Commissioner of Education

Elizabeth Burke Bryant
Co-chair, RI Early Learning Council
Executive Director, RI KIDS Count

ROLE OF THE EARLY LEARNING COUNCIL

Rhode Island's Early Learning Council was formed in June 2010 according to the guidelines for State Early Care and Education Advisory Councils outlined in the 2007 federal Head Start Reauthorization Act. The Council is made up of 24 key leaders representing all the sectors of the early learning and development field and is co-chaired by the Commissioner of Education, Deborah A. Gist, and by Elizabeth Burke Bryant, the Executive Director of Rhode Island KIDS COUNT, an independent children's policy and research organization.

The Rhode Island Early Learning Council's overarching goal is "to expand access to ensure that more children, particularly from low-income and vulnerable families, participate in high-quality early learning programs, including high-quality child care (both center-based and family child-care homes), Head Start, Early Head Start, Pre-K, Early Intervention, preschool Special Education, and full-day kindergarten." To achieve this goal, the Council works to facilitate the development and sustainability of high-quality systems of early childhood education and care serving children from birth through age 8, with the goal of improving school readiness and success in school. In this role, the Council has developed a collaborative, cross-sector, cross-department strategic plan that aligns strategies and resources to support high quality early care and education services and improve coordination and collaboration among multiple agencies, organizations and programs.

Race to the Top Early Learning Challenge

In December 2011, Rhode Island was one of nine states awarded grants from the \$500 million Race to the Top – Early Learning Challenge fund, a competitive grant program jointly administered by the U.S. Departments of Education and Health and Human Services. Rhode Island was awarded \$50 million over four years to improve early learning and development opportunities for Rhode Island's young children. These grant funds will enable Rhode Island to build on its many strengths and accelerate its efforts to create an effective, accountable early learning system that increases access to quality early care and development programs for the highest need children in our State.

This initiative will be managed and implemented by the Rhode Island Department of Education (RIDE) and its partner agencies, including the Executive Office of Health and Human Services, the Department of Human Services, the Department of Health and the Department of Children, Youth and Families. The Rhode Island Early Learning Council will support this effort by:

- Providing ongoing leadership to the grant implementation.
- Facilitating overarching policy decisions.
- Reviewing final products.
- Ensuring public updates on the progress.

DEVELOPMENT OF THE STRATEGIC PLAN

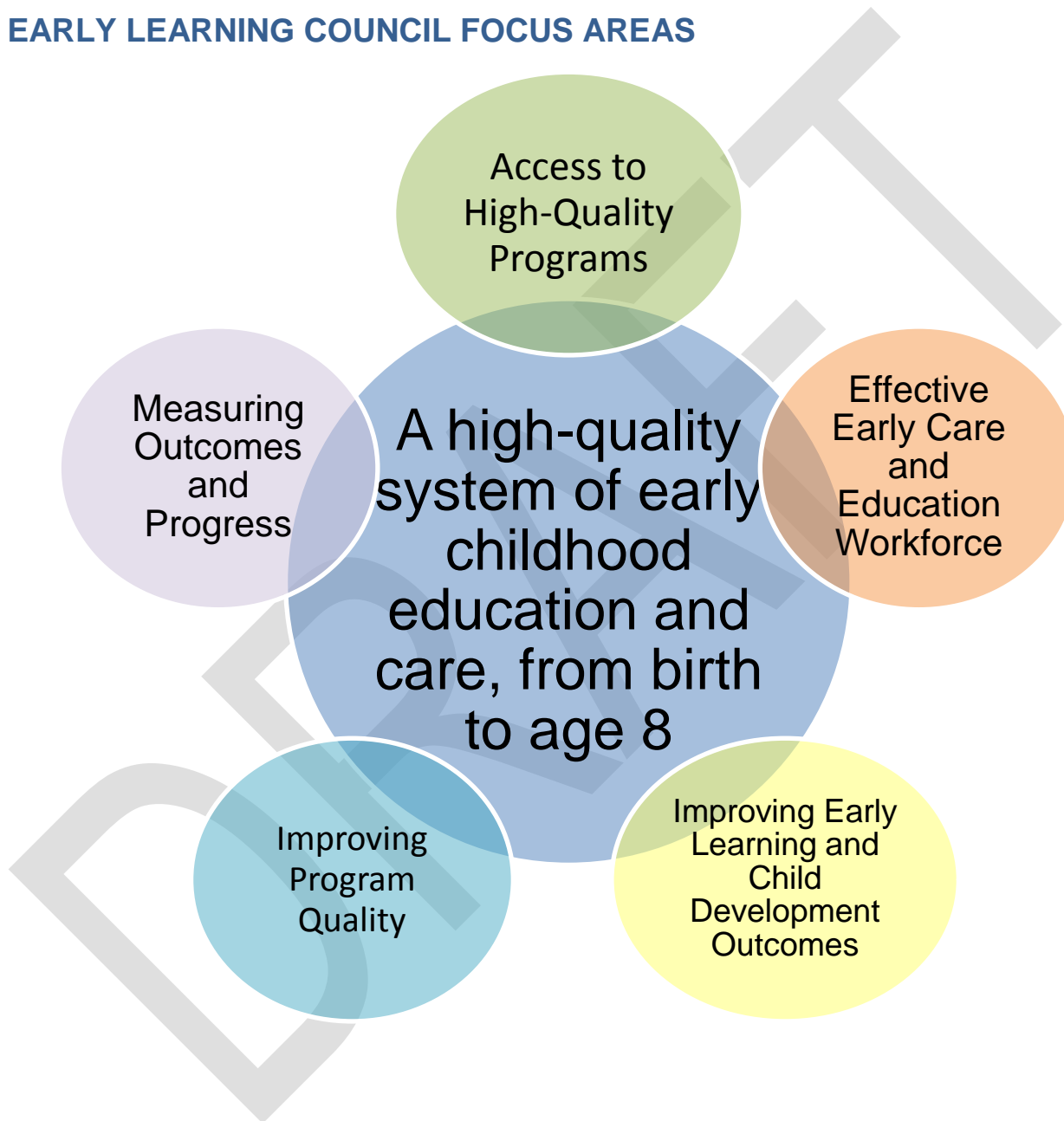
This strategic plan integrates and consolidates the plans developed by the Rhode Island Early Learning Council since its inception in June 2010 including strategies and priorities from the following work products of the Council:

- State Early Learning Council ARRA application
- Early Learning Council Access Recommendations
- Early Learning Council Kindergarten Entry Assessment Recommendations
- Early Learning Council Data Team Recommendations
- Race to the Top-Early Learning Challenge Application
- Rhode Island’s Early Learning and School-Age Professional Development System Plan

It is important to note that the Council’s plan, while inclusive of the Race to the Top strategies, is broader and more encompassing, reflecting the need for the Council to reach beyond Race to the Top to effectively work towards its overarching goal is “to expand access to ensure that more children, particularly from low-income and vulnerable families, participate in high-quality early learning programs.”

Each of the work products that informed the strategic plan were reviewed and endorsed by the Rhode Island Early Learning Council. In addition, initial drafts of the strategic plan were reviewed by Council Work Group members. Feedback was gathered and used to revise the draft, and on _____, the Rhode Island Early Learning Council approved the plan.

RHODE ISLAND EARLY LEARNING COUNCIL FOCUS AREAS



STRATEGIES AT A GLANCE

A. Expanding Access to High-Quality Early Learning and Development Programs, particularly for Children with High Needs¹

PA1: Assess needs and gaps.

PA2: Identify opportunities for and barriers to collaboration and coordination.

PA3: Expand access to ensure that more children (particularly children with high needs) participate in high quality early learning.

B. Improving Program Quality

HQP1: Adopt a common, statewide quality rating and improvement system (BrightStars).

HQP2: Promote 100% participation in BrightStars.

HQP3: Ensure effective rating and monitoring of the quality of programs participating in BrightStars.

HQP4: Invest resources to improve the quality of early care and education programs and sustain quality over time.

HQP5: Study the Effectiveness of the BrightStars Quality Rating and Improvement System and make adjustments as needed.

C. Developing and Sustaining an Effective Early Care and Education Workforce

GW1: Develop workforce knowledge and competency frameworks and corresponding progressions of aligned credentials.

GW2: Support early childhood educators in improving their knowledge, skills and abilities.

D. Improving Early Learning and Development Outcomes for Children

OC1: Develop and use high-quality early learning and development standards.

OC2: Support effective uses of comprehensive assessment systems.

E. Ongoing Measurement of Outcomes and Progress

MOP1: Develop and implement a common, statewide Kindergarten Entry Assessment aligned with State Standards.

MOP2: Build an early learning data system.

¹ Children with High Needs includes young children with disabilities and developmental delays; who have behavioral and mental health needs; young children who have been victims of an indicated case of child maltreatment (including children in foster care); young children who are from low-income families; who are English Language Learners (ELL) and/or have experienced homelessness.

1. Expanding Access to High-Quality Early Learning and Development Programs, particularly for Children with High Needs (PA)

Goal

Increase access to high-quality programs for Children with High Needs, including children who are low-income, English language learners, children who have disabilities or special needs, and children who are involved with the child-welfare system or have experienced homelessness.

Target - TBD

Overview

While state economic and budget conditions resulted in reduced State funding for the Child Care Assistance Program and Head Start programs in 2007 and 2008, over the past few years state funding for early learning programs has stabilized. It is important to emphasize that, despite major budget deficits since 2007, Rhode Island has implemented two critical system-building efforts that have led to lasting change by emphasizing increased access to *high-quality* early learning programs, particularly for children with high needs:

- 1) BrightStars, Rhode Island's research-based Quality Rating and Improvement System; and,
- 2) The planning and design of the State Pre-K Program and the work to include the state Pre-K Program as a categorically funded program in Rhode Island's newly adopted Education Funding Formula, which successfully passed the General Assembly in 2010. Funding for the State Pre-K program, as a categorical program in the school funding formula, will start to flow in State FY 2013 and will ultimately expand over ten years to \$10 million per year.

While this has provided Rhode Island a strong foundation upon which to build a coordinated, comprehensive State system, much more work needs to be done to improve access to high-quality early learning programs. The objectives and strategies articulated on the following pages represent our key actions for putting in place policies and funding that will enable more children, particularly children with high needs, to access high-quality, early learning and development programs and services help to close the preparation and achievement gaps.

The objectives and strategies outlined below articulate our key actions for achieving these goals.

Objectives (Note: Strategies to support these objectives will be developed in tandem with access targets by the Early Learning Council Access Sub-Committee in August 2013)

Objective PA1: Assess Needs and Gaps.

Objective PA2: Identify Opportunities For and Barriers to Collaboration and Coordination.

Objective PA3: Expand Access to Ensure that More Children (Particularly Children with High Needs) Participate in High Quality Early Learning.

A. Improving Program Quality (HQP)

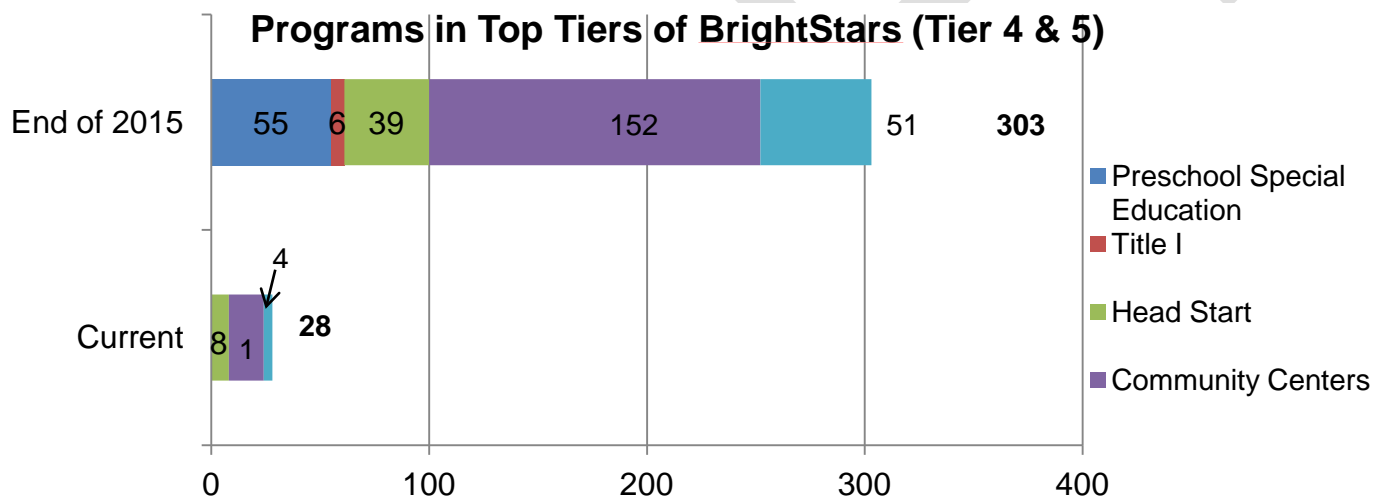
Goal

Increase the quality of early learning programs, particularly those serving children with high needs.

Targets

By December 2015, 303 early learning programs in Rhode Island (30% of programs) will achieve the Top Tiers of BrightStars as follows:

- 100% of Preschool Special Education
- 100% of Title I
- 100% of center-based Head Start/Early Head Start
- 56% of centers that do not offer Head Start/Early Head Start
- 8% of family child care



Overview

Rhode Island has established a voluntary, research-based Tiered Quality Rating and Improvement System, called BrightStars, which serves as a roadmap for programs seeking to improve the quality of their program. In addition, there are three other core sets of state-level Program Standards that exist in Rhode Island including: 1) child care licensing standards for center-based and family child care homes; 2) the Rhode Island Department of Education's (RIDE) Basic Education Program Standards for programs in public schools; and, 3) Comprehensive Early Childhood Education Program Standards reflecting voluntary requirements for RIDE Comprehensive Early Childhood Education Program Approval. Our goal is to align all of these standards into a common Tiered Quality Rating and Improvement System (TQRIS), as well as promote participation in the TQRIS through policy changes, resources, incentives and technical assistance with the goal of achieving 100% enrollment in BrightStars by December 2013. The objectives and strategies outlined below represent our key

actions for aligning these standards and creating a continuum of incentives and supports to help programs increase their quality designation within the TQRIS.

The objectives and strategies outlined below articulate our key actions for achieving these goals.

Objective HQP1: Adopt a Common, Statewide Quality Rating and Improvement System.

Strategy 1.1 Use BrightStars as the State’s Unified QRIS with linkages to DCYF Licensing and RIDE Comprehensive Early Childhood Education Program Approval.

Strategy 1.2 Ensure alignment of program quality standards and monitoring practices across all programs and settings.

- Use a collaborative process to revise and align the BrightStars program standards to include Bright Stars, DCYF licensing and RIDE Comprehensive Early Childhood Education Program Approval.
- Improve community understanding of the alignment of standards for early learning programs.
- Ensure that BrightStars standards are clear and measurable and meaningfully differentiate quality.

Strategy 1.3 Update DCYF licensing regulations.

Strategy 1.4 Clarify/Streamline Cross Agency Roles and Responsibilities Regarding Program Quality.

Objective HQP2: Promote 100% Participation in BrightStars.

Strategy 2.1 Design and implement changes needed to enroll all licensed DCYF and RIDE funded programs in BrightStars.

Strategy 2.2 Require that all DCYF-licensed, DHS Child Care Assistance Program-funded and RIDE-funded programs enroll in BrightStars.

Strategy 2.3 Build the capacity of BrightStars program-assessment and improvement systems to include more participating programs.

Objective HQP3: Ensure Effective Rating and Monitoring of the Quality of Programs Participating in BrightStars.

Strategy 3.1 Build the staff capacity of BrightStars to provide ratings for all eligible programs as the State moves to 100-percent enrollment by early learning programs.

Strategy 3.2 Review, strengthen, align, and improve efficiency of monitoring practices and systems within DCYF, Bright Stars and RIDE.

Objective HQP3: Ensure Effective Rating and Monitoring of the Quality of Programs Participating in BrightStars (Cont'd).

Strategy 3.3 Identify and train a pool of assessors to achieve reliability on standardized classroom quality assessments.

Strategy 3.4 Build the capacity of DCYF licensing to inspect licensed family child-care homes at least once per year.

Strategy 3.5 Build data and information-sharing systems to share licensing compliance information with parents/public via the Internet.

Strategy 3.6 Share licensing compliance information with parents/public.

Objective HQP4: Invest Resources to Improve the Quality of Early Care and Education Programs and Sustain Quality Over Time.

Strategy 4.1 Implement a tiered quality incentive payment system.

Strategy 4.2 Offer Program Quality Improvement Contracts to help programs serving Children with High Needs meet quality benchmarks.

Strategy 4.3 Research and implement policies and financial incentives to encourage workforce retention.

Strategy 4.4 Expand and align technical assistance supports to help program serving Children with High Needs meet quality benchmarks.

HQP5: Study the Effectiveness of the BrightStars Quality Rating and Improvement System and Make Adjustments as Needed.

Strategy 5.1 Work with an independent evaluator to conduct a study of BrightStars to validate its effectiveness.

B. Developing and Sustaining an Effective Early Care and Education Workforce (GW)

Goal: Increase the capacity of the State’s professional-development system to provide a range of high-quality supports to improve the knowledge and competencies of the early childhood workforce. Ensure that individuals have the ability to progress to higher levels of credentials and increase their access to higher-education credits for applicable training and education.

Targets

- By December 31, 2015, the number of Early Childhood Educators progressing to higher levels of credentials that are aligned with the Workforce Knowledge and Competency Framework in the State Career Progression will grow to at least 1,000 individuals at Level 1 (12 college credits in ECE) , 700 individuals at Level 2 (AA degree in ECE), and 500 individuals at Level 3 (BA degree in ECE).
- By December 31, 2015, the number of Early Childhood Educators receiving credentials from postsecondary institutions and that are aligned with the Workforce Knowledge and Competency Framework will grow to at least 150 individuals per year (100 percent of postsecondary credentials at CCRI, URI, and RIC), and the number of Early Childhood Educators receiving professional development aligned with the Workforce Knowledge and Competency Framework will grow to at least 2,500 individuals per year.

Overview

The most important factor in high-quality early learning is having an effective educator in every setting every day. The objectives and strategies outlined below list a number of key strategies that will significantly increase the capacity of the State’s professional-development system to improve the knowledge and competencies of the early childhood workforce and ensure that individuals have the ability to move up their respective career progressions and increase their access to higher-education credits for applicable training and education.

The objectives and strategies outlined below articulate our key actions for achieving these goals.

Objective GW1: Develop Workforce Knowledge and Competency Frameworks and Corresponding Progressions of Aligned Credentials

Strategy 1.1 Complete the development and release of teacher and teacher assistant Workforce Knowledge and Competencies (WKC) and Career Progressions. Develop WKC’s and Career Progressions for preschool special educators, family child care, early intervention providers, program administrators/directors, education coordinators, professional development providers and higher education.

Strategy 1.2 Ensure alignment of higher education teacher-preparation programs and professional development training with the workforce knowledge and competencies.

Objective GW2: Support Early Childhood Educators in Improving Their Knowledge, Skills and Abilities

Strategy 2.1 Develop an adequately funded, evidence-based system of both credit bearing and non-credit bearing professional development.

Strategy 2.2 Increase the availability and accessibility of a variety of high-quality professional development opportunities that are aligned with Rhode Island's new Workforce Knowledge and Competencies Frameworks.

- Ensure that professional development opportunities are proven, evidence-based and data informed, build core competencies, and incorporate adult learning principles.
- Ensure that only PD that meets these requirements is accepted for meeting program standards requirements, such as licensing.
- Expand access for infant, toddler, and preschool educators, including family child care providers, to high quality professional development, particularly in the areas of curriculum development, child assessment and differentiated instruction.
- Ensure that trainings are accessible to working professionals.
- Ensure that trainings are accessible for Spanish speaking providers.
- Identify, recruit and train bilingual professional development providers to meet the professional development needs of the current workforce
- Identify, recruit and train professional development providers with expertise working with ELL children
- Review and identify best practices from other states to ensure early childhood educators are trained to support the development of young children's language and literacy skills, with particular attention to ELL.

Strategy 2.3 Develop clear, articulated Career Progressions for early learning:

- Develop one clear resource (website/calendar) for access to information – PD information, registration, Core Knowledge and Competencies, Career Progressions, career advising, etc.
- Incorporate strategies to support the transfer of skills and knowledge gained through PD to actual practice in programs (e.g. require teams of teachers to attend training together with program administrators, provide on-site technical assistance as follow-up to classroom based Professional Development).
- Explore alternative pathways for earning college credit / teacher certification.

Strategy 2.4 Explore the development of a Birth through 2nd grade state certification for teachers that is aligned with the Workforce Knowledge and Competencies.

Strategy 2.5 Adequately finance the PD system:

- Work cross-sector to provide PD opportunities and to combine funding streams to more effectively match PD needs.

Objective GW2: Support Early Childhood Educators in Improving Their Knowledge, Skills and Abilities (Cont'd)

- Identify resources to support staff participation in comprehensive PD (e.g. scholarships, funds for substitutes to cover staff release time, stipends for staff to attend training on weekends or at night).
- Expand T.E.A.C.H. Early Childhood to serve more early childhood educators in Rhode Island.

Strategy 2.6 Map the capacity of the institutes of higher education in the development of early educators and assess effectiveness in meeting the needs of the workforce:

- Continue to support articulation agreements, policies and procedures among higher education institutions that are formal, transparent, active and easily accessible to students.
- Work with organizations who offer PD to connect community-based PD to higher education.

Strategy 2.7 Collect, use and publicly report aggregated data on early childhood educator development, advancement and retention to inform PD system:

- Use national research to identify effective PD models in areas of high need identified through data system, registry and workforce study.
- Support the development of a state-wide comprehensive Early Learning Data System.
- Develop a Trainer and Workforce Registry.
- Develop systems to evaluate and assess learning outcomes for participants.

NOTE: Need to add a strategy about wages and compensation

C. Improving Early Learning and Development Outcomes for Children (OC)

Goals:

Improve outcomes for all children, but especially for children with high-needs, by developing and ensuring the effective use of early learning standards for children at birth through age five.

Ensure that delays and disabilities which impact children's learning and development are identified as early as possible so that children's needs can be addressed.

Targets – TBD

Overview

The overarching goal of the Rhode Island Early Learning Council is to improve outcomes for children in order improving school readiness and success in school. This requires attention to several elements including, common standards for what children should know and be able to do as they develop along the birth-to-kindergarten age span, comprehensive assessment and developmental screening. Rhode Island has a strong foundation in place for all of these elements and plans to use that foundation to:

- 1) Build a comprehensive set of birth to five early learning standards,
- 2) Provide professional development to support the use of the Early Learning Standards by early childhood educators
- 3) Expand availability of parent-training opportunities designed to support children's learning and development across all domains of child development.
- 4) Expand the use of a comprehensive assessment system, Teaching Strategies GOLD, so that classroom teachers can tailor instruction to the needs and strengths of individual children and groups of children.
- 5) Expand *the* capacity of primary health care providers, especially those serving large numbers of high-needs children, to conduct reliable developmental screenings. This effort will ensure that even children who are not currently enrolled in programs will be recognized if they have a disability or developmental delay that needs attention.

The objectives and strategies outlined below articulate our key actions for achieving these goals.

Objective OC1: Develop and Use High-Quality Early Learning and Development Standards

Strategy 1.1 Update and revise the existing Rhode Island Early Learning Standards (ELS) for preschoolers.

Strategy 1.2 Develop a set of Early Learning Standards for Infants and Toddlers.

Strategy 1.3 Incorporate knowledge and use of new early learning and development standards into existing program standards and workforce knowledge and competency frameworks.

Strategy 1.4 Develop and implement a process for reviewing and approving curriculum resources aligned with the ELS.

Objective OC1: Develop and Use High-Quality Early Learning and Development Standards (cont'd)

Strategy 1.5 Develop and implement new professional development and technical assistance opportunities to support the use of the ELS. Align existing professional development opportunities.

Strategy 4.5 Review K-3 curriculum, teaching strategies and assessment practices in RI and best practices in other states and recommend strategies to build children's language and literacy skills.

Objective OC2: Support Effective Uses of Comprehensive Assessment Systems

Strategy 2.1 Provide professional development opportunities to develop reliability in child assessment and to support the use of assessment data to inform practice.

Strategy 2.2 Use policies and incentives to expand the use of Teaching Strategies GOLD.

Strategy 2.3 Invest in technological supports to facilitate seamless entry of child assessment data by teachers.

Strategy 2.4 Modify KIDSNET to track developmental screening data and use data to develop strategies to increase the numbers of children birth to 5 years old who receive regular developmental screening.

Strategy 2.5 Train regional English Language Learner (ELL) teams to provide culturally and linguistically appropriate Child Outreach screening to young English Learners.

Strategy 2.6 Create a public-awareness campaign regarding the importance of regular developmental screening for children between birth and age 5.

D. Ongoing Measurement of Outcomes and Progress (MOP)

Goal: Ensure that the state has data on programs, children, the workforce, and the overall system needed to inform policy decisions. Design and develop effective data systems and to improve outcomes across all domains of child development.

Targets:

- By December 31, 2015, Rhode Island will have a cross-departmental, shared Early Learning Data System that includes all of the essential elements² and is fully integrated with the State Longitudinal Data System and KIDSNET (the universal health-and-development database). This data system will enable the State to track child outcomes by population and program.
- By December 31, 2015, Rhode Island will have a statewide formative child-assessment system to track children's development and learning from birth to kindergarten entry.
- By December 31, 2015, Rhode Island will have a system in place across State Departments to use the Early Learning Data System and Kindergarten Entry Assessment to ensure that specific populations of Children with High Needs have opportunities to participate in high-quality early learning programs and to address the readiness gap, including young children who are English learners, young Latino children, young children involved with the child-welfare system, and young children who have experienced homelessness.

Overview

Rhode Island is working to build a comprehensive longitudinal data system that will provide child, program, and educator data so that stakeholders across systems and sectors (birth through Grade 3) can promote continuous improvement. This includes providing aggregated data to inform policy makers and guide resource allocation to support increased school readiness of children. A longitudinal data system that starts at birth and continues into elementary school and beyond can help identify areas most in need of intervention, and inform decisions on how to improve program quality, build a skilled workforce, increase access to programs and services, and improve child outcomes. It should also be used to track the results of these investments, monitor trends over time, sustain and grow current investments in effective programs.

² The Rhode Island Early Learning Data System will include all of the Essential Data Elements: a unique child identifier (expansion of RIDE student ID system); a unique early childhood educator identifier (expansion of RIDE teacher ID system); a unique program-site identifier (expansion of RIDE school ID system); child and family demographic information (captured from KIDSNET birth certificate data and other sources); early childhood educator demographic information by program site (entered during licensing process for community-based programs) with verified data on professional development, educational attainment, and teacher certification (still to be determined how this data will be collected and verified); program-level data on structure (entered during licensing process for community-based programs) and quality (captured during BrightStars QRIS and RIDE Preschool classroom approval processes); and Child-level data on program participation and attendance data (entered directly by programs).

In addition, Rhode Island is committed to developing a common, statewide Kindergarten Entry Assessment, as part of a comprehensive system of assessment for children age birth through eight, that is aligned with the state's Early Learning and Development Standards and covers multiple domains of readiness, including social-emotional development, to inform instruction in the early elementary grades.

The objectives and strategies outlined below articulate our key actions for achieving these goals.

Objective MOP1: Develop and implement a common, statewide Kindergarten Entry Assessment aligned with State Standards.

Strategy 1.1 Review kindergarten assessment systems in other states and develop a kindergarten assessment system that addresses all domains of child development.

Strategy 1.2 Ensure that the assessment can be used for the purpose of guiding instruction and to describe the entry status of children at the population level (state and community).

Strategy 1.3 Utilize Early Learning Council recommendations about the development and implementation of a statewide Kindergarten Entry Assessment.

Objective MOP2: Build an Early Learning Data System.

Strategy 2.1 Plan and build an data infrastructure to track data on young children's development and learning from birth to kindergarten entry, including development and implementation of a statewide common formative child assessment system during the early childhood years and at entry to kindergarten.

Strategy 2.2 Create a governance structure and data-oversight process that ensures shared planning, access and use of the Early Learning Data System across State Departments, by early learning intermediary organizations and by early learning programs.

Strategy 2.3 Expand RIDE's Longitudinal Data System and build a strong link to the RI DOH KIDSNET database to track information on children, programs and the workforce.

Strategy 2.4 Expand KIDSNET to track information on children's developmental screening and follow-up action.

Strategy 2.5 Establish a central storage place for program quality data (including BrightStars star level, licensing status, accreditation status, RIDE preschool classroom approval status). Strengthen resources to encourage program participation and support quality improvement.

Strategy 2.7 Establish a central storage place for data on Rhode Island's early learning workforce (including demographic, education, compensation/benefit, and turnover/retention data). Build on data collected and systems in place at DCYF, BrightStars, RIDE, and R2LP (TEACH). Consider using licensing data as foundation by requiring programs applying for and renewing a DCYF license to enter/update workforce data in a registry where they can also track annual professional development hours.

DEFINITIONS

Basic Education Program Standards – A set of regulations promulgated by the Board of Regents that articulates the standards for the Rhode Island public education system and the maintenance of local appropriations to support its implementation.

BrightStars – Rhode Island’s Quality Rating and Improvement System for child care and early learning programs.

Rhode Island’s Child Care Assistance Program - A state program that helps eligible working families pay for child care. For parents that participate in the Rhode Island Works Program, there is no income limit for child care because if a family is eligible for RI Works, they already meet the income requirements for the Child Care Assistance Program (CCAP). For families not participating in the RI Works Program, eligibility for child care assistance is based on working at least 20 hours per week at or above Rhode Island's minimum wage. Child Care Assistance is only available to families with earnings up to 180% of the federal poverty level and only available to cover hours of employment. Families may be required to pay a co-payment based on their family size, income level, and number of children.

Children with High Needs - Young children with disabilities and developmental delays; who have behavioral and mental health needs; young children who have been victims of an indicated case of child maltreatment(including children in foster care); young children who are from low-income families; who are English Language Learners (ELL) and/or have experienced homelessness.

Comprehensive Assessment System - A coordinated and comprehensive system of multiple assessments, each of which is valid and reliable for its specified purpose and for the population with which it will be used, that organizes information about the process and context of young children’s learning and development in order to help Early Childhood Educators make informed instructional and programmatic decisions and that conforms to the recommendations of the National Research Council reports on early childhood. A Comprehensive Assessment System includes, at a minimum:

- (a) Screening Measures;
- (b) Formative Assessments;
- (c) Measures of Environmental Quality; and
- (d) Measures of the Quality of Adult-Child Interactions.

Comprehensive Early Childhood Education Program Standards - Comprehensive program quality standards that reflect the substantive advances in the field defining what constitutes high-quality education for children ages 3 to 6 developed and used by the RI Department of Education to approve Rhode Island Early Learning Standards-based programs. The standards cover physical facilities, health and safety, class size and adult-child ratio, staff qualifications and ongoing professional development, program administration, curriculum, child assessment, differentiated teaching and learning, and family engagement. The standards are voluntary, and all types of early learning and development program may seek approval under these standards - provided they are in compliance with either DCYF child-care licensing or the Basic Education Program standards.

Developmental Screening Measures - Age and developmentally appropriate, valid, and reliable instruments that are used to identify children who may need follow-up assessment to identify if further supports are needed to address developmental, learning, or health needs in, at a minimum, the areas of physical health, behavioral health, oral health, child development, vision, and hearing.

Early Childhood Educator - Any professional working in an Early Learning and Development Program, including but not limited to center-based and family child care providers; infant and toddler specialists; early intervention specialists and early childhood special educators; home visitors; related services providers; administrators such as directors, supervisors, and other early learning and development leaders; Head Start teachers; Early Head Start teachers; preschool and other teachers; teacher assistants; family service staff; and health coordinators.

Early Learning and Development Standards - A set of expectations, guidelines, or developmental milestones that:

- Describe what all children from birth to kindergarten entry should know and be able to do and their disposition toward learning;
- Are appropriate for each age group (*e.g.*, infants, toddlers, and preschoolers); for English learners; and for children with disabilities or developmental delays;
- Cover all Essential Domains of School Readiness; and
- Are universally designed and developmentally, culturally, and linguistically appropriate.

Early Intervention – A comprehensive educational program for young children birth to age 3 who are at risk or who have been identified as having a disability or a developmental delay.

Evidence-Based Professional Development - Professional development that is based on theory and research about effective practices which support teachers to learn and master new and evidence-based practices.

Head Start - a federally-funded program targeting low-income children ages 3-5 and providing a variety of services, including preschool education, family support, and nutrition and medical services.

KIDSNET - a confidential, computerized child health information system managed by the Rhode Island Department of Health that serves families, pediatric providers, and public health programs with the goal of facilitating the collection and appropriate sharing of health data with healthcare providers, parents, maternal and child health programs, and other child service providers for the provision of timely and appropriate preventive health services and follow up.

Kindergarten Entry Assessment - an assessment that:

- Is administered to children during the first few months of their admission into kindergarten;
- Covers all Essential Domains of School Readiness;
- Conforms with the recommendations of the National Research Council reports on early childhood; and
- Is valid and reliable for its intended purposes and for the target populations and aligned to the Early Learning and Development Standards. Results of the assessment should be used to inform efforts to close the school readiness gap at kindergarten entry and to inform instruction in the early elementary school grades. This assessment should not be used to prevent children's entry into kindergarten.

Program Quality Improvement Contracts - a program intended to help early learning programs, who are seeking to make improvements in their program, to move up one or more levels within BrightStars. Programs participating in BrightStars would be eligible for a program-improvement contract for one to two years at each level to support improvements necessary to achieve quality benchmarks at the next level. Budgets for contracts would be aligned with the Program Quality Improvement Plan.

State-funded Pre-K - a state Pre-K program administered by the Rhode Island Department of Education and designed to meet nationally recognized high quality standards. State Pre-K in Rhode Island is designed as a free, voluntary program for four-year-olds delivered in a mixed delivery system that includes community-based child care, Head Start and public schools. During the 2009-2010 and 2010-2011 school years, the state Pre-K Demonstration Program has provided high-quality preschool for 126 four-year-olds in seven classrooms. In 2012-2013, 144 children in eight classrooms will receive high-quality preschool. State Pre-K is included in the state education funding formula and will gradually expand capacity over the next ten years.

Statewide Longitudinal Data System - the State's longitudinal education data system that collects and maintains detailed, high-quality, student- and staff-level data that are linked across entities and that over time will provide a complete academic and performance history for each student.

T.E.A.C.H. Early Childhood RI – An national early childhood workforce development model that is being implemented in Rhode Island. T.E.A.C.H. is designed to improve the educational qualifications of the workforce and to help address staff compensation and turnover issues. The T.E.A.C.H. model is operating in 22 states and provides scholarships to early childhood educators to complete coursework in higher education, to pursue college degrees, and to receive increased compensation.

Teaching Strategies GOLD - An authentic observation-based assessment system for children from birth through kindergarten. The system may be implemented with any developmentally appropriate curriculum. It blends ongoing observational assessment for all areas of development and learning with performance tasks for selected predictors of school success in the areas of literacy and numeracy. Teaching Strategies GOLD can be used to assess all children, including English-language learners, children with disabilities, and children who demonstrate competencies beyond typical developmental expectations.

Tiered Quality Rating and Improvement System (TQRIS) - A system through which the State uses a set of progressively higher Program Standards to evaluate the quality of an Early Learning and Development Program and to support program improvement. A Tiered Quality Rating and Improvement System consists of four components: (a) tiered Program Standards with multiple rating categories that clearly and meaningfully differentiate program quality levels; (b) monitoring to evaluate program quality based on the Program Standards; (c) supports to help programs meet progressively higher standards (*e.g.*, through training, technical assistance, financial support); and (d) program quality ratings that are publically available; and includes a process for validating the system.

Tiered Quality Incentive Payment System – A system of incentives intended to provide some financial supports for programs to improve and maintain quality. Through Race to the Top- Early Learning Challenge.

Workforce Core Knowledge and Competencies (WCKC) - the essential skills and knowledge that educators who work with young children in a classroom setting need to know, understand, and be able to do to promote young children's healthy development and learning.

Who

Core Project Team: TBD

Sub-Committee Members: TBD

What

Goals of Work: Develop/identify and implement professional development to support effective child assessment; support universal developmental screening; develop/identify and implement a Kindergarten Entry Assessment

How

Key Milestones:

See Attached Scope of Work

Next Steps:

- Convene Core Project Management Team
- Convene Sub-Committee

Consultants/Resources:

- TBD

Plans for Input/Engagement:

- TBD

Upcoming Meeting Dates:

- TBD

Who

Core Project Team: Michele Palermo, Stephanie Enos, Brenda Almeida, Indira Prado, Karen Beese, Maryanne Miller, Elizabeth Burke Bryant, Leanne Barrett

Sub-Committee Members: Aimee Mitchell, Charlotte Moretti, Cindy Larson, Colleen Dorian, Joseph Morra, Larry Pucciarelli, Maryann Finamore, Melinda Smith, Mindy Mertz, Ruth Gallucci, Terry Curtin

What

Goals of Work: Revise and align continuum of program regulations/standards; including DCYF licensing regulations, BrightStars, and RIDE Approval standards

How

Key Milestones:

See Attached Scope of Work

Next Steps:

- Complete input sessions and focus groups
- Develop and release RFPs for additional national expert support
- Develop and release RFP for BrightStars implementation
- Sept. – Oct. – draft revisions to each set of regulations/standards

Consultants/Resources:

- NARA – DCYF licensing
- Kelly Maxwell FPG
- TBD – expert review panels

Plans for Input/Engagement:

- Open Forums and focus groups to solicit input – ongoing
- November – open forums, focus groups, survey to solicit feedback on revised standards

Upcoming Meeting Dates:

- Next Sub-Committee meeting: September 19, 2012 12-2:30PM

Who

Core Project Team:

Karen Beese (chair), Amy Henderson, Leanne Barrett, Larry Pucciarelli, Brenda Almeida, Michele Palermo, Blythe Berger

Sub-Committee Members:

Karen Beese (co-chair), Leanne Barrett (co-chair), Amy Henderson, Charlotte Moretti, Terry Curtin, Khadija Lewis Khan, and Colleen Dorian

What

Goals of Work:

Strengthen and expand the resources available to programs to support continuous quality improvement by:

1. Developing and implementing financial incentives for programs participating in the TQRIS *and* the Child Care Assistance Program, with higher incentives paid to higher-quality programs
2. Expanding, streamlining and aligning the state's focused technical assistance efforts and financial resources into one coherent system to address the quality improvement goals of early-learning programs

How

Key Milestones:

See Attached Scope of Work

Next Steps:

- Finalize goals & guiding principles for Core Project Management Team
- Identify interim strategy for providing TQRIS participation incentives
- Identify interim strategy to expand existing technical assistance initiatives
- Identify interim strategy for providing Program Improvement grants in conjunction with TQRIS participation incentives

Consultants/Resources:

Anne Mitchell, Early Childhood Policy Research

Plans for Input/Engagement:

Core team discussing the possibility of community input forums on Challenges for Programs Working to Meet Quality Benchmarks

Upcoming Meeting Dates:

Monday, September 24, 9:00 – 11:00 a.m. Location TBD

Thursday, November 29, 9:00 – 11:00 a.m. Location TBD

Who: The Early Learning Access Team

Core Project Team: Not applicable

Sub-Committee Members: The Access Team is populated by Early Learning Council, Work Group, and community members representing different areas of the early learning field. Current representation includes: Lawrence Pucciarelli (co-chair), Elizabeth Burke Bryant (co-chair), Leanne Barrett, Karen Beese, Mary Ann Finamore, Brenda Duhamel, Leslie Gell, Jim Berson, Ruth Gallucci, Michele Palermo, Brenda Almeida, Regina Costa, Amy Mitchell, Chris Amirault, Cindy Larson, Joyce Ruppell, Kim Maine, Linda Dickinson, Pam High, Rachel Flum, Terry Curtin, Darlene Magaw, Christine Arouth, Alexis Valory McHugh, Tammy Russo, Benedict F. Lessing, Darlene Magaw, Colleen Dorian, Melinda Smith, Khadija Lewis Khan, Lee-Ann Beaupre, Andrea Rignetti-Salvatore, Susan Orban

What :

Goals of Work: Increase access to high quality early learning programs including child care, Early Head Start, Head Start, Early Intervention, Pre-K, preschool special education, children in the care of DCYF and Full Day K, with a focus on low-income and other high needs young children.

How

Process: The committee meets annually to review the current state, identify gaps and develop recommendations for increasing access. The Access Sub-committee reports to the Council.

Next Steps: The Access Sub-Committee will meet in late August to develop recommendations for increasing access to high quality early learning programs. These recommendations will be made available to policy makers in time for the next legislative season.

Consultants/Resources: Kristin Lehoullier

Plans for Input/Engagement: Input will be through community attendance at the access meetings, and at other key meetings such as the Child Care Commission, DHS CC Exchange meetings.

Upcoming Meeting Dates: August 28th at the United Way 9 A.M. to 11:30.

Who

Core Project Team:

Karen Beese (chair), Amy Henderson, Khadija Lewis Khan, Larry Pucciarelli, Brenda Almeida, Indira Prado, Michele Palermo, Kristen Greene, Ruth Gallucci, Brenda Duhamel, Maryanne Miller

Sub-Committee Members:

Karen Beese (co-chair), Khadija Lewis Khan (co-chair), Amy Henderson, and TBD members of Early Learning Council/Workgroup

What

Goals of Work:

1. Complete the development of Workforce Knowledge and Competencies (WKC) frameworks for remaining sectors of the early-learning workforce
2. Collect and publicly report aggregated data on early-childhood educator development, advancement, and retention
3. Increase the availability and accessibility of high-quality professional development opportunities that are aligned with the new WKC frameworks
4. Support professional improvement and career advancement along the articulated career pathway in the WKC framework, by increasing access to higher education

How

Key Milestones:

See Attached Scope of Work

Next Steps:

- Finalize membership of ELC Subcommittee
- Develop goals & guiding principles for Core Project Management Team
- Secure facilitators/researchers for initial WKC projects
- Release LOI for Professional Early Childhood Workforce Study
- Inventory current Professional Development offerings and identify gaps
- Revise Early Childhood Education & Training Program to create Level I career certificate program at CCRI
- Release solicitation for consultant to assist with NAEYC accreditation for CCRI Associate's degree program

Consultants/Resources:

To be determined

Plans for Input/Engagement:

Broad based community input forums regarding the WKC for Family Child Care and the WKC addendum for Special Educators will be scheduled in the coming months

Upcoming Meeting Dates:

Subcommittee meeting on September 17th from 1:00-3:00pm (location TBD)