<table>
<thead>
<tr>
<th>Meeting Agenda</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Welcome, Opening Remarks, and Meeting Overview</strong></td>
</tr>
<tr>
<td><strong>Policy &amp; Program Updates</strong></td>
</tr>
<tr>
<td>• Rhode Island KIDS COUNT: Governor’s FY19 Proposed Budget &amp; Pending B-8 Legislation</td>
</tr>
<tr>
<td>• RIDE: Early Care and Education Data System</td>
</tr>
<tr>
<td>• DHS: BrightStars Think Tank</td>
</tr>
<tr>
<td>• DHS: CCDBG State Plan</td>
</tr>
<tr>
<td><strong>Overview &amp; Discussion:</strong> Rhode Island Kindergarten Curriculum Project</td>
</tr>
<tr>
<td><strong>Overview &amp; Discussion:</strong> Think Babies Campaign</td>
</tr>
<tr>
<td><strong>Policy &amp; Program Updates</strong></td>
</tr>
<tr>
<td>• RIDE: State Pre-K Update</td>
</tr>
<tr>
<td>• Providence Talks</td>
</tr>
<tr>
<td><strong>Public Comment &amp; Next Steps</strong></td>
</tr>
</tbody>
</table>
Governor’s FY19 Budget & Early Learning

- $1.5 million to implement tiered quality rates for infants and toddlers in the Child Care Assistance Program
- $7.6 million increase to implement federal requirements for the Child Care Assistance Program
- $1.1 million increase for State Pre-K
- $100,000 to implement high-quality kindergarten curriculum
- $300,000 for the Early Care & Education Data System (ECEDS) through the RI Innovation Fund
- $200,000 for a pilot program to offer child care subsidies to families who are attending college/post-secondary education
- Adopt intermediate sanctions for child care licensing
- Bond and incentives for public schools renovation/construction
Pending Legislation Related to Early Learning

- H-7148/S-2120 increase and adopt tiered quality rates for ALL age groups in the Child Care Assistance Program
- H-7544/S-2470 to extend the Temporary Caregivers Insurance program to 8 weeks and improve wage replacement for low-wage workers
- H-7152 Early Childhood Innovation Act to fund a DHS administered grant program for research-based initiatives to promote learning and development of infants and toddlers
- H-7143/S-2347 establish a permanent legislative commission on out-of-school time learning
- H-7040 require school districts to adopt evidence-based approaches to reduce chronic absence
- H-7436/S-2506 establish and provide funding for dual language education to promote bilingualism and biliteracy
- Various bills to provide professional development/certification for K-3 teachers and reading specialists to identify and provide evidence-based interventions for students with dyslexia
Overview of 2019-2021 CCDF State Plan

March 21, 2018
## CCDF State Plan Overview

### CCDF State Plan Sections

<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Section 1:</strong></td>
<td>Statewide Leadership and Coordination</td>
</tr>
<tr>
<td><strong>Section 2:</strong></td>
<td>Promote Family Engagement through Outreach and Consumer Education</td>
</tr>
<tr>
<td><strong>Section 3:</strong></td>
<td>Provide Stable Child Care Financial Assistance to Families</td>
</tr>
<tr>
<td><strong>Section 4:</strong></td>
<td>Ensure Equal Access to High Quality Child Care for Low Income Children</td>
</tr>
<tr>
<td><strong>Section 5:</strong></td>
<td>Establish Standards &amp; Monitoring Process to Ensure the Health &amp; Safety of Child Care Settings</td>
</tr>
<tr>
<td><strong>Section 6:</strong></td>
<td>Recruit and Retain a Qualified and Effective Child Care Workforce</td>
</tr>
<tr>
<td><strong>Section 7:</strong></td>
<td>Support Continuous Quality Improvement</td>
</tr>
<tr>
<td><strong>Section 8:</strong></td>
<td>Ensure Grantee Accountability</td>
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</tbody>
</table>
Section 1: Statewide Leadership and Coordination

**Important Changes**

- Expanded Purposes/Goals
- State Plan period extended from 2 to 3 years
- Development of Statewide Disaster Plan
  - Including requirements for provider training and practice drills
- Collect data on supply and demand for child care, including
  - Infants & toddlers
  - Homeless children
  - Non-traditional hours
Section 2: Promote Family Engagement through Outreach and Consumer Education

Important Changes

- Consumer Education Website (*currently EXCEED.ri.gov*)
  - Must be consumer friendly
    - Available in multiple languages
    - Accessible by those with disabilities
  - Provider search, including QRIS rating, by zip code
  - Provider-specific results of Monitoring and Inspection
  - Aggregate number of injuries, deaths, and substantiated child abuse by setting
  - Statewide/Coordinated policy on social-emotional health (PBIS) and expulsion
  - Research and best practices concerning children’s development
  - Resources for developmental screenings
Section 3: Provide Stable Child Care Financial Assistance to Families

Important Changes

• Graduated Phase Out of Assistance for parents whose income has increased at redetermination
• Family assets do not exceed one million dollars ($1,000,000)
• 12 month Continuous Eligibility period
• 3 months of Job Search following permanent job loss
Section 3: Provide Stable Child Care Financial Assistance to Families (cont)

Important Changes

• Homeless Children & Families
  • Prioritization
  • Coordinated Outreach
  • Grace period
  • Provider Training & Technical Assistance

• Strategies to build the Supply and Quality of child care for children:
  • In Underserved areas
  • Under age 3 (Infants & Toddlers)
  • With Disabilities
  • In non-traditional hour care
Section 4: Ensure Equal Access to High Quality Child Care for Low Income Children

Important Changes

• Market Rate Survey (option for Alternative Methodology)
  • Statistically valid and reliable
  • 50% response rate
  • Difference by geographical area
• Rate Setting must consider the cost of quality
• Generally Accepted Payment Practices
• Strategies to build the Supply and Quality of child care
• Prioritize Investments for children in areas with significant concentrations of poverty
Section 5: Establish Standards & Monitoring Process to Ensure the Health & Safety of Child Care Settings

Important Changes

• Pre-service and ongoing training on required health & safety topics:
  • Preservice = Before or during first 3 months of employment
• Pre-service inspection and/or annual monitoring
• Comprehensive Background Checks
  • Expanded checks
  • Every 5 years
  • Fees cannot exceed cost of administration
• Above are applicable for all providers, including license-exempt
  • Option to exempt relative care
Section 6: Recruit and Retain a Qualified and Effective Child Care Workforce

Important Changes:

- Professional Development System
  - Progression of PD to increase teachers’ effectiveness in supporting children’s development and learning
  - Incorporates knowledge of RIELDS (birth to 5)
  - Appropriate (to the extent practicable) for different age groups, ELLs, children with disabilities, and Tribes
  - Addresses WKCs, career pathways, advisory structure, articulation, and workforce data
  - Reflects current research and best practices
  - Improves the quality, diversity, stability, and retention of the child care workforce

- Specific Training & Technical Assistance on:
  - Identifying and Serving children experiencing homelessness
  - Strengthening provider business practices
Section 7: Support Continuous Quality Improvement

Important Changes

• Allowable Uses for Quality Setaside:
  • Training and PD
  • Development/Implementation of Early Learning Guidelines
  • Developing, implementing, or enhancing a tiered QRIS
  • Improving the supply and quality of programs/services for Infants/Toddlers
  • Establishing /expanding a Statewide system of Resource & Referral
  • Supporting compliance with State requirements for licensing, inspection, monitoring, training, and health and safety
  • Evaluating the quality of child care programs in the State
  • Supporting providers in the voluntary pursuit of accreditation
  • Supporting the development or adoption of high-quality program standards related to health, mental health, nutrition, physical activity, and physical development
  • Other activities with measurable outcomes
Section 8: Ensure Grantee Accountability

Important Changes

- Update program integrity policies and procedures to reflect new requirements
  - Ex-Aligning improper payment policy with new requirements for 12 month eligibility
- Identify Program Violations
  - Review of provider billing/attendance records
  - System reports to flag potential errors
  - Required to impose sanctions on clients/providers in response to fraud
Kindergarten Curriculum Project
RI Kindergarten Curriculum Project

Rhode Island Early Learning Council Meeting
March 21, 2018
Background for the project

- December 2011- Race to the Top- Early Learning Challenge
  One of the later goals of the project was to support developmentally appropriate, Common Core-aligned teaching and learning in kindergarten classrooms

- 2015-2016 Education Development Center Technical Assistance

- Fall 2016 First Kindergarten Conference held in Providence

- Pilot (Cohort 1) RI Kindergarten Project began in 2016-17 SY
Focus on K2
Curriculum Implementation

Participating educators have impacted
• Cohort 1 (SY 2016-17) - 21 classrooms
• Cohort 2 (SY 2017-18) - 36 classrooms

For SY 2018-19
• Cohort 3 46 classrooms supported with federal funding
  9-20 classrooms supported with some state funding
Paradigm shifts mean changes in **thinking**:

from...
seeing play as **separate** from learning

to...
understanding play as how children learn:
purposeful engagement with ideas, materials, and others
Paradigm shifts mean changes in **practice**:

*from...*

primarily content-specific, teacher-directed instruction

*to...*

- planning based on children’s interests and strengths,
- child-initiated, hands-on, integrated experiences,
- engaging, authentic discourse,
- small group direct instruction
Teaching from an integrated learning approach

helping children make connections across content areas

providing opportunities for authentic experiences

multiple sources and experiences to build children’s skills and expand their understanding
• 24 State Pre-K classrooms will participate in a full two day training on Instructional Best Practices based on the Boston Public School K1 curriculum

• 8 Public School Preschool programs will also participate in the training

• 5 State Pre-K classrooms will continue on-going Professional Development throughout the school year and receive coaching to assist in the implementation of the BPS K1
Eggs → Tadpole → Frog → Froglet
come and get a ice cream
People go to the hospital to get their medicine. My mom task Mr. Brown to the hospital. Sahnoor
What did you learn about wolves?

I learned that wolves have a hearing for miles away. They are fast and the wolves run on their fur toes. That is how I learned.
My WIF habitat
By Ava
Frogs

En longest time

bugs day is long.
Owls

Owls eat mice, and they get them with their talons. Then they pray.
I know the eyes of owls can look in Nite Owls.

I know owls can turn their heads around.
Think Babies™ Campaign Overview

Funding partners for Think Babies™ include the Perigee Fund and the Robert Wood Johnson Foundation, which supports the campaign’s educational activities.
What is *Think Babies™*?

- ZERO TO THREE created the *Think Babies™* campaign to bring nationwide attention to what babies and families need to thrive.

- The *Think Babies™* campaign is expanding in 2018!

- Visit [www.thinkbabies.org](http://www.thinkbabies.org)
Think Babies™ Policy Priorities

- Quality, affordable child care
- Time for parents to bond with their babies
- Healthy emotional development
- Strong physical health and nutrition
• Babies’ brains form **more than a million** new neural connections every second.

• The impact of babies’ early experiences lasts a lifetime.
Think Babies™ Campaign Strategies

• Raise awareness of early brain development through advocacy and communications activities.

• Strengthen advocacy capacity among a group of select state and national partners to advance infant-toddler policy priorities.

• Leverage increased policymaker and public awareness and will to advance the infant-toddler policy priorities.
Think Babies™ Federal Activities

• Digital organizing (email, social media, graphics)
  o Monthly

• Strolling Thunder™ in Washington, DC
  o May 8th, 2018

• Think Babies Policy Forum
  o Fall/Winter 2018
Think Babies™ State Partnerships

- **Colorado** – Colorado Children’s Campaign and Clayton Early Learning

- **Georgia** – Georgia Early Education Alliance for Ready Students

- **New Jersey** – Advocates for Children of New Jersey, in partnership with Right from the Start NJ

- **North Carolina** – Child Care Services Association, in partnership with North Carolina Early Education Coalition

- **Rhode Island** – Rhode Island Kids Count

- **Washington** – Children’s Alliance
Infant/Toddler Policy Priorities

- 5 states selected to receive technical assistance from Zero to Three
- Public-private state teams
- State self-assessment
- Identify state policy priorities for infants, toddlers, & their families
Think Babies™ State Partnerships: Policy Solutions

• Affordable, quality child care
• Paid family leave
• Infant and early childhood mental health
• Voluntary, evidence-based home visiting
• Child and family screenings and access to needed services
• Healthy nutrition and obesity prevention
## 2014 Infant/Toddler RI Survey Results

<table>
<thead>
<tr>
<th>Policy Area</th>
<th>% Identify as Priority to Increase State Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child Care Licensing</td>
<td>80%</td>
</tr>
<tr>
<td>Education &amp; Jobs for Families with Infants and Toddlers</td>
<td>77%</td>
</tr>
<tr>
<td>Access to Trained Infant Mental Health Professionals</td>
<td>76%</td>
</tr>
<tr>
<td>Access to Early Head Start</td>
<td>75%</td>
</tr>
<tr>
<td>Access to Early Intervention</td>
<td>74%</td>
</tr>
<tr>
<td>Mental Health Consultation for I/T Child Care</td>
<td>72%</td>
</tr>
<tr>
<td>Maternal Depression Screening &amp; Treatment</td>
<td>72%</td>
</tr>
<tr>
<td>Access to High-Quality I/T Child Care</td>
<td>71%</td>
</tr>
<tr>
<td>Housing &amp; Energy Assistance for Families with Infants and Toddlers</td>
<td>71%</td>
</tr>
</tbody>
</table>
2015 Infant/Toddler Policy Priorities

• **Economic Security:** Child Care Assistance, Housing, Parent Education, Paid Family Leave, Family-Friendly Jobs

• **Mental Health & Well-Being:** Maternal Depression, Mental Health Consultation, Child Welfare, Routine Mental Health Screenings & Treatment, Infant & Early Childhood Mental Health Endorsement

• **Family Support & Parenting:** Evidence-Based Home Visiting, Family & Community Networks, Child Welfare, Paid Family Leave

• **High-Quality Early Learning & Development Programs:** High-Quality Child Care, Early Intervention, Early Head Start, Infant/Toddler Educator-Caregiver Wages & Training, Routine Developmental Screenings with Intervention
Think Babies™ State Partnerships: Activities

• Convene partners to develop focused policy agenda and implement a local Think Babies campaign
• Develop and implement advocacy and communications campaigns
• Local Strolling Thunder – May 16, 2018
• Celebration of Babies & Young Children – January 2019
Rhode Island Think Babies Ideas

High-Quality Child Care for Infants/Toddlers
• Tiered Quality Rates for CCAP
• Quality improvement supports

Developmental/Mental Health Screening & Services
• First 1,000 days of RIte Care (50-60% of babies receive RIte Care)

Evidence-Based Home Visiting
• State funding to sustain/expand

Paid Family Leave
• Outreach and promotion of TCI & Earned Sick Leave
• Extend TCI weeks and improve wage replacement
State Pre-K Updates
RI Early Learning Council Meeting
No Cost Extension

• March 2018 US Department of Education granted PDG states the opportunity to apply for a No-Cost Extension
• Period of time will include January 1, 2019 through December 31, 2019
• RIDE is in the process of submitting its application
• No Cost Extension period will cover quality supports during this period of time (not slots)
  • Monitoring
  • Facilities support
  • PDTA
  • Early childhood mental health support
  • Extension to the Child Trends evaluation
  • Training on the Comprehensive Services System
Supplemental Funding Application

- Applied for and received a total of $729,519
- Direct awards to programs and schools totaled $406,400
- Funds will support 3 project areas:
  - Pre-K to K Transition Summit
  - CSEFEL Pyramid Model training, train-the-trainer and TA
  - Instructional Best Practices training and TA
Other State Pre-K Updates

- Competed a review of the BPS K-1 Curriculum. Results can be found on the RIDE website [http://www.ride.ri.gov/InstructionAssessment/EarlyChildhoodEducation/EarlyLearningandDevelopmentStandards.aspx#1667794-documents](http://www.ride.ri.gov/InstructionAssessment/EarlyChildhoodEducation/EarlyLearningandDevelopmentStandards.aspx#1667794-documents)
- Current RFP open through March 30th for new classrooms.
Theory of Change

Build on the Power of Parents

Parents and educators in Providence, with a child 0–30 months of age in their care

Strengths-based coaching, LENA technology

- Increased word counts & parent-child interaction
- Increased scores on developmental assessments
- Links to additional resources

Early Age Developmental Gains in Language
Improved Language & Literacy Outcomes
Desired Outcomes

Providence Talks will enroll 2,500 families, roughly 20% of the city’s eligible population.

Immediate Impact:
• Increased Adult Word Counts
• Increased Conversational Turn Counts
• Increased Parental self-efficacy
• Accelerated Developmental Growth

Long-term Impact:
• Improved Kindergarten Readiness
## Service Delivery Models

<table>
<thead>
<tr>
<th></th>
<th>Home Visiting</th>
<th>Group</th>
<th>Professional Development</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Intensity</strong></td>
<td>13 Sessions, 15 Recordings</td>
<td>8 Sessions, 7 Recordings</td>
<td>8 Sessions, 7 Recordings</td>
</tr>
<tr>
<td><strong>Duration</strong></td>
<td>8 Months, 10 Bi-weekly, 3 Monthly</td>
<td>4 Months, 6 Weekly, 2 Monthly</td>
<td>4 Months, 6 Weekly, 2 Monthly</td>
</tr>
<tr>
<td><strong>Scale</strong></td>
<td>1350 Families</td>
<td>650 Families</td>
<td>200 Early Learning Professionals; 600 Children</td>
</tr>
<tr>
<td><strong>Est. Cost</strong></td>
<td>$1700 / Family</td>
<td>$650 / Family</td>
<td>$400 / Family</td>
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# Professional Development Model

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<tr>
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<tbody>
<tr>
<td>Childcare Providers Served</td>
<td>248</td>
</tr>
<tr>
<td>Children Impacteed</td>
<td>785</td>
</tr>
<tr>
<td>% of Providers Who Increased Either AWC* or CTC* PCTL as of 5th Recording</td>
<td>78% (170/217)</td>
</tr>
<tr>
<td>% of Children Who Increased Either LENA Snapshot Score or Developmental Age (Comparing 1st to 2nd Snapshot)</td>
<td>61% (293/478)</td>
</tr>
</tbody>
</table>

*Adult Word Count, Conversational Turn Count
Early Results

Increased parent-child talk and engagement:
69% of families make progress in the program, as measured either by an increase in Adult Word Counts or Conversational Turns.

- **1,709** children enrolled (HV/PG)
- **2,500** total children impacted (includes Professional Development Model)
- **59%** retention at half-way mark (HV Only)
- **792** children completed program (536 - 10 visits HV / 256 - 5 visits PG)

Includes data through 9/19/17
Comparison Group Study

**Purpose:**
- Assess short-term outcomes
- Long-term outcomes/kindergarten readiness

**Structure of Evaluation:**
- Recording schedule (6 recordings over 4 months)
- 152 families
- Enrollment by Spring 2017, initial results end of 2017
- Retention rate very high (92%), low attrition
Next Steps for Sustainability

- Investment from the City of Providence
- Roger Williams University
- Early Childhood Innovation Act
- Professional Development Model, collaboration with R2LP
- Replication
- Brown University’s Longitudinal Analysis
2018 Early Learning Council Meetings

- **Tuesday**, June 26, 9:00 to 12:00 noon
- **Wednesday**, September 26, 9:00 to 12:00 noon
- **Wednesday**, December 12, 9:00 to 12:00 noon

Save the Bay Conference Center
Providence, RI