

# RHODE ISLAND EARLY LEARNING COUNCIL

June 28, 2017

10:00 a.m. - 1:00 p.m.

*Save the Bay*

**EARLY LEARNING RI**

# Meeting Agenda

## **Welcome, Opening Remarks, and Meeting Overview**

- ESSA and Early Learning Update
- State Budget/Legislation Update

## **Data Dashboard: Progress Toward Goals in Early Learning Council Advisory Plan**

## **Children with High Needs: Identifying and Serving Young Children with Developmental Delays and Disabilities**

## **Policy & Program Updates**

- Governor's 3<sup>rd</sup> Grade Reading Plan
- DHS: Market Rate Survey and Infant/Toddler TA
- DOH: Successful Start Update
- RI College: Certificate of Graduate Studies in Early Childhood Leadership
- RIDE: Social-Emotional Learning Standards

## **Facilitated Discussion: Learning from Race to the Top – Early Learning Challenge**

- Successes
- Challenges
- Priorities for the Future

## **Public Comment**

## **Next Steps**

# FY18 State Budget Update

3

- FY18 Budget Early Learning (B-8):
  - ▣ \$45.5 million increase for education funding formula to LEAs
  - ▣ \$2.5 million made permanent for evidence-based programs to support English Language Learners
  - ▣ \$1.1 million increase for State Pre-K
  - ▣ \$390K increase for state-funded Head Start slots
- Not included:
  - ▣ \$1 million in Governor's budget for enhanced/tiered rates to promote access to high-quality care for infants and toddlers
  - ▣ \$250K to support implementation of Kindergarten Entry Profile
  - ▣ Funding to support implementation of CCDBG requirements (12 month eligibility, 3 month job search, etc.) – 12 month delay

# Early Learning Legislation

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- Child Care Assistance Program Exit/Cliff Effect Pilot was made permanent (allowing families to retain child care assistance as income climbs from 180% FPL to 225% FPL)
- Child Care Assistance Program Tiered Quality Rates
- Child Care Assistance Program Eligibility Expansion
- Evidence-Based Home Visiting Act
- Early Childhood Innovation Act

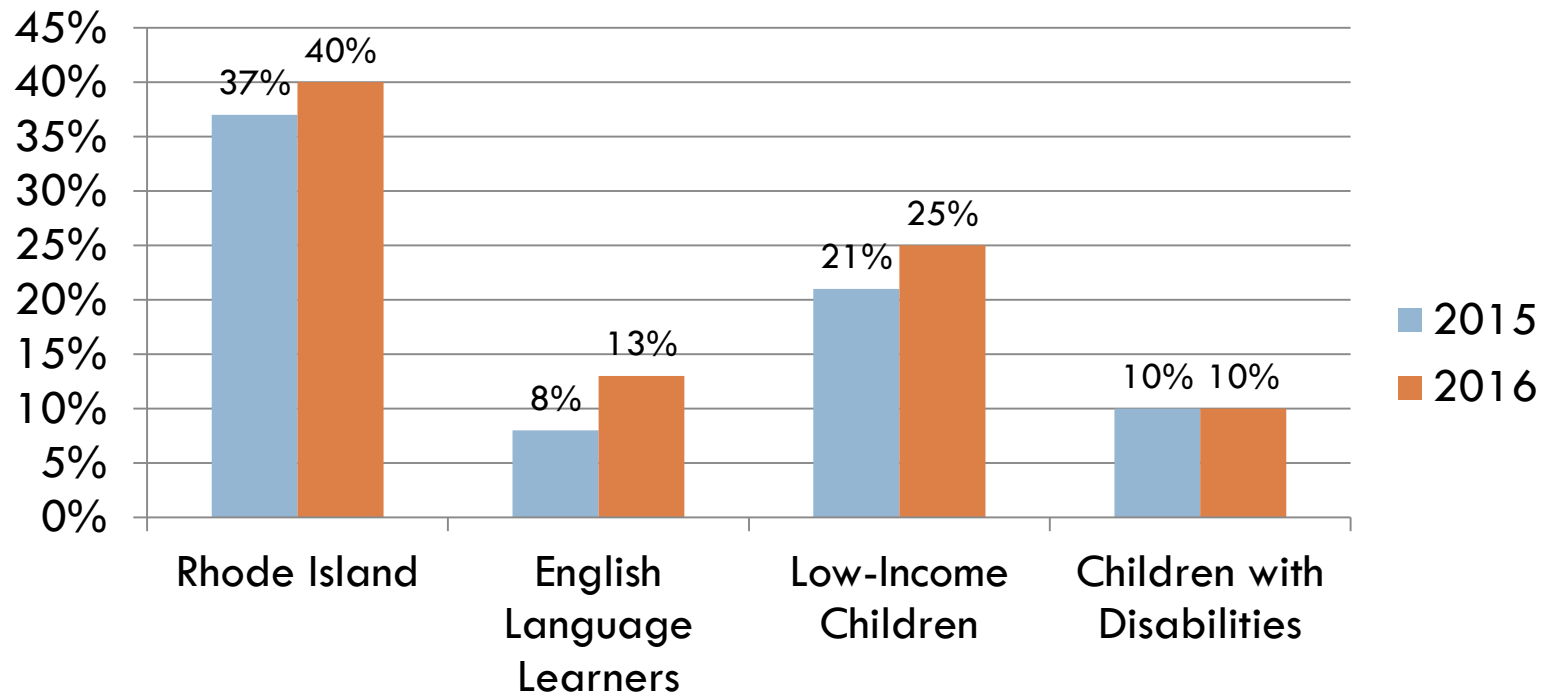


# Early Learning Council Data Dashboard

Tracking Progress Toward Goals

# CHILD OUTCOMES:THIRD GRADE READING SKILLS

## Students Meeting Expectations on PARCC ELA Assessment

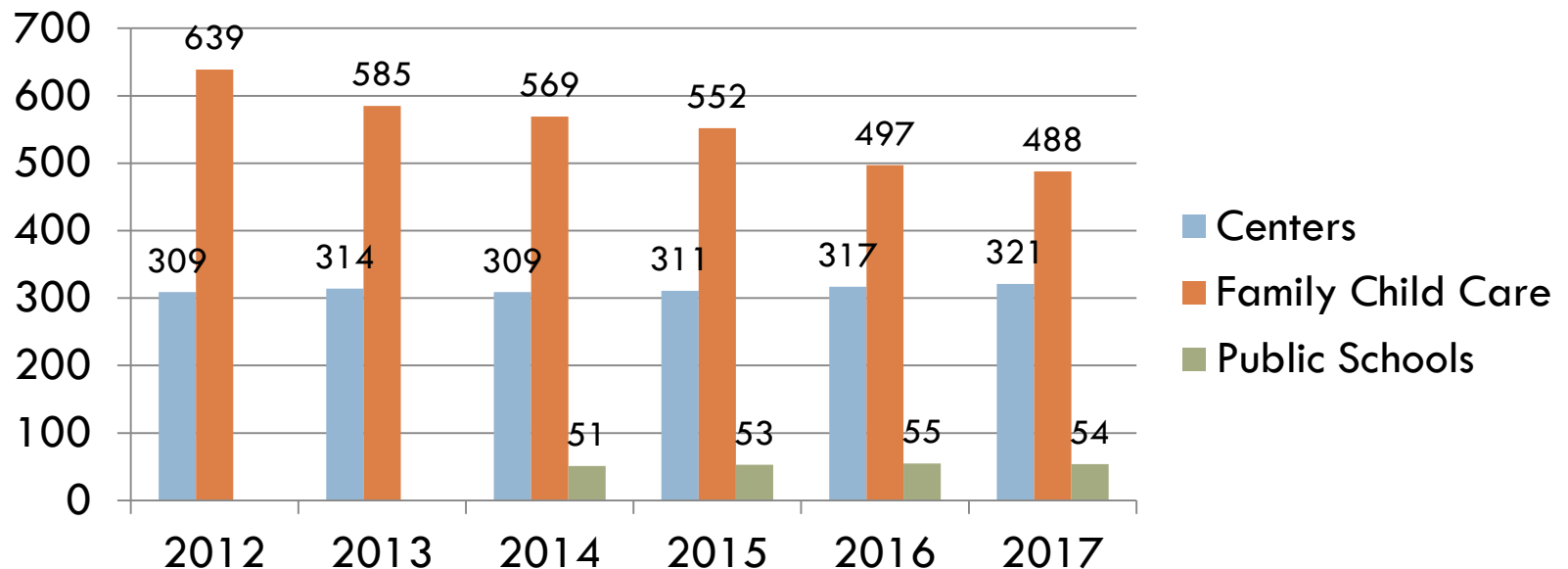


**GOAL: By 2020**, 47% of third graders will have reading skills at grade level;  
**By 2025**, 75% of third graders will have reading skills at grade level.

# ACCESS: # Early Learning Programs

7

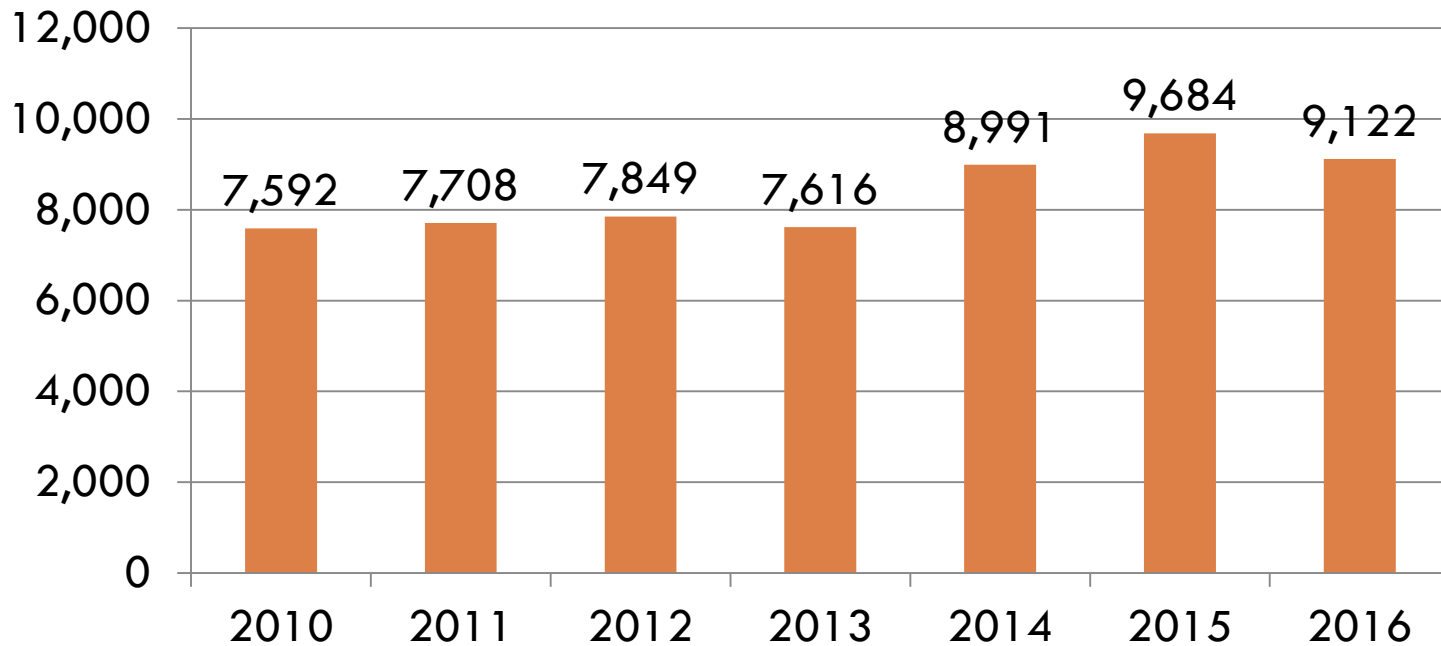
## Early Learning Programs in Rhode Island



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

# ACCESS: Child Care Assistance Program

## Child Care Subsidies, Birth through Age 12

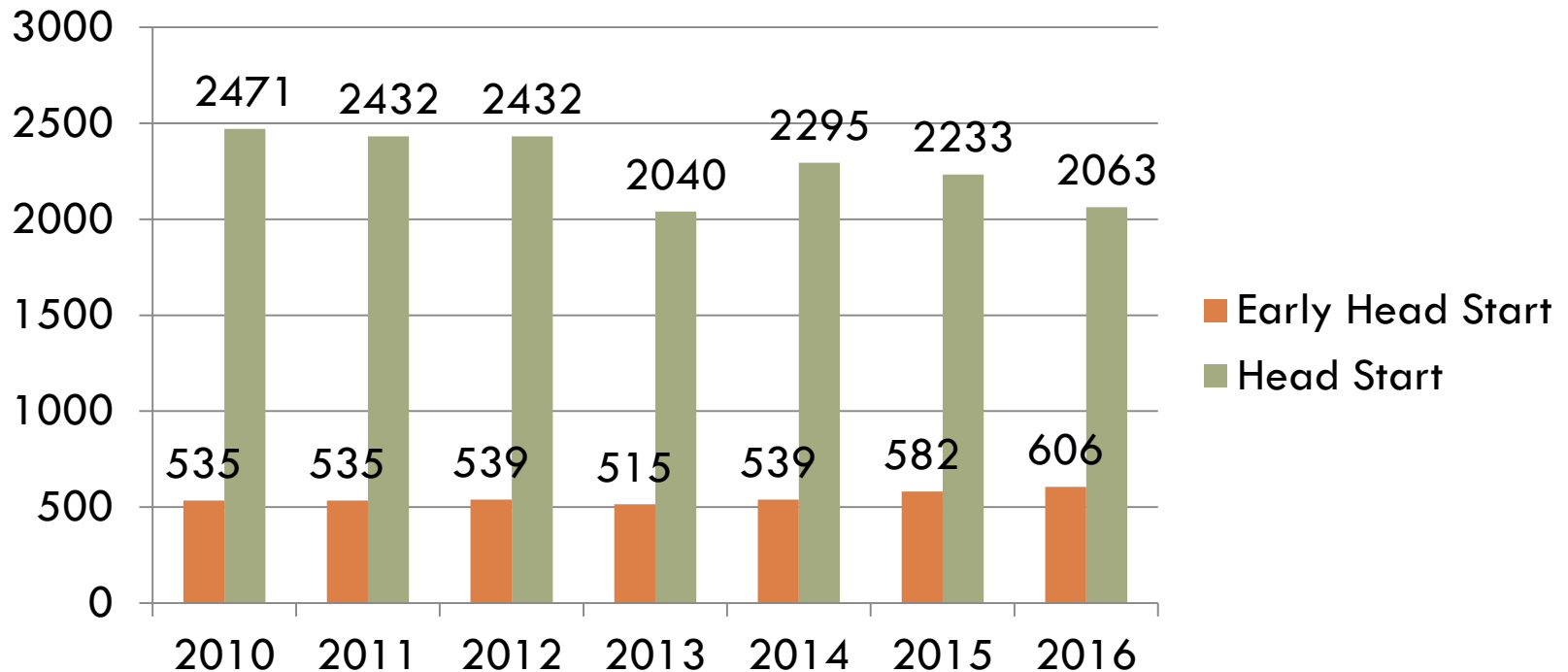


**GOAL:** By December 2016, there will be 10,000 children ages birth through 12 participating in CCAP. By December 2020 there will be 14,000 children ages birth through 12 participating in CCAP.



# ACCESS: Early Head Start & Head Start

### Early Head Start & Head Start Enrollment



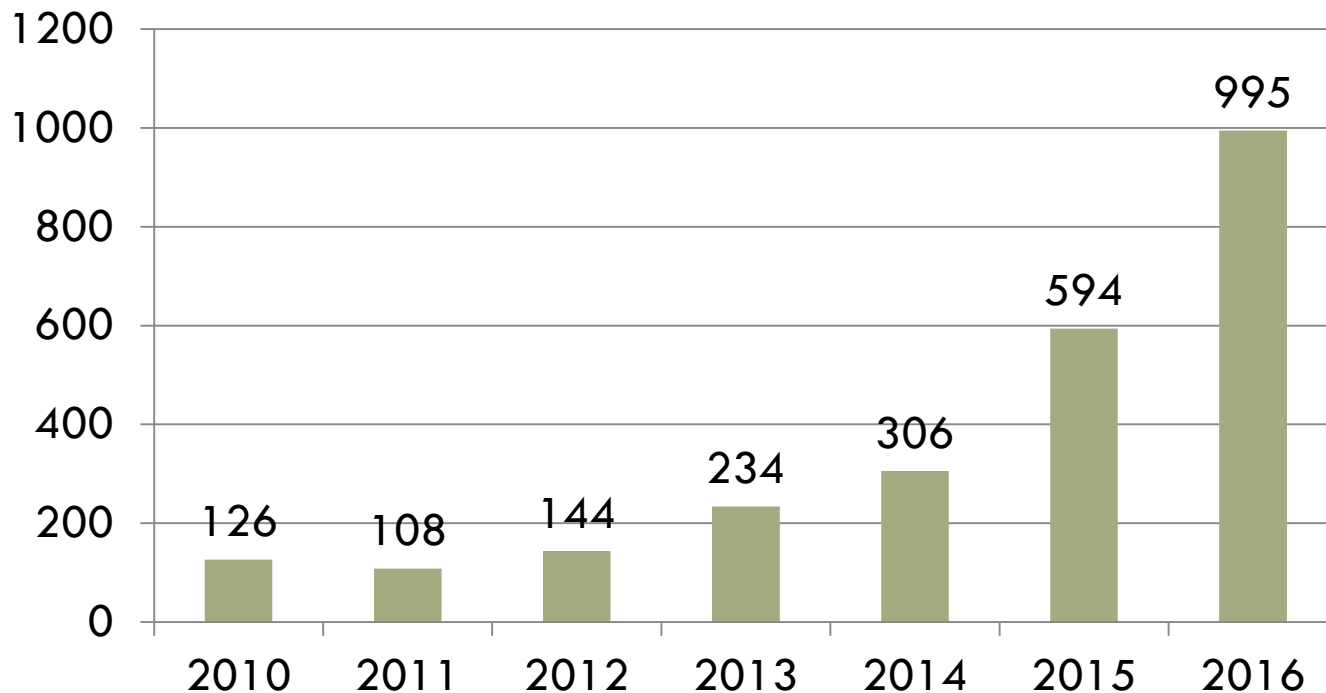
**GOAL:** By 2020 ~~2016~~, there will be 800 children enrolled in Early Head Start

**GOAL:** By 2020 ~~2016~~, there will be 2,972 children enrolled in Head Start

# ACCESS: State Pre-K

10

## Children Enrolled in State Pre-K

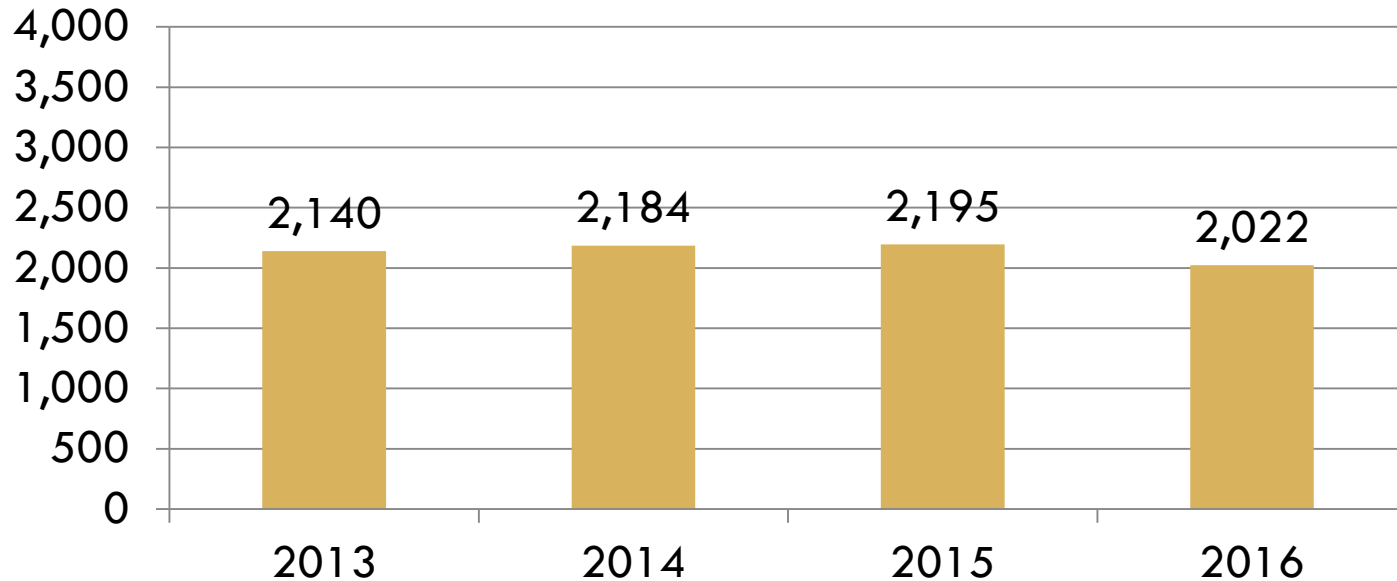


**GOAL:** By 2016, there will be at least 504 children enrolled in State Pre-K program. By 2020, there will be at least 1,080 children enrolled in State Pre-K

# ACCESS: Early Intervention

11

**Children Enrolled in Early Intervention as of June 30**

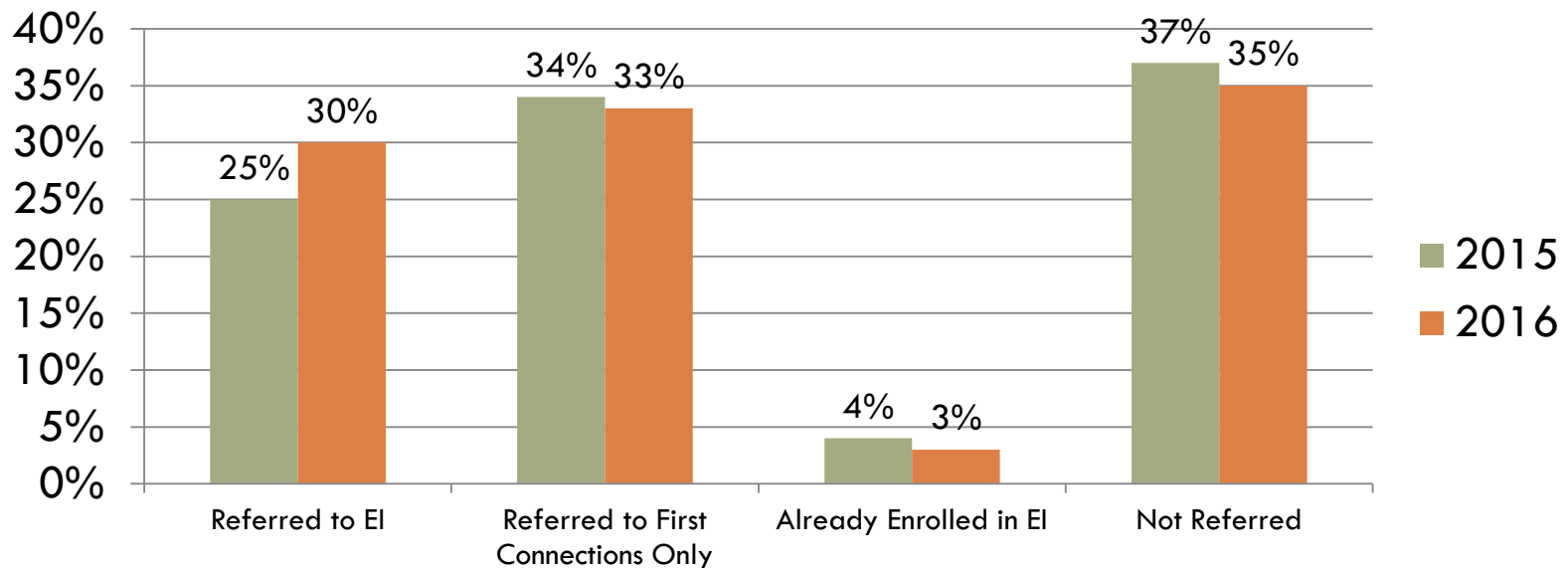


- As of June 30, 2016, 6% of infants and toddlers were receiving Early Intervention (6% in the core cities, 6% in remainder of state)

# ACCESS: Early Intervention/CAPTA

12

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



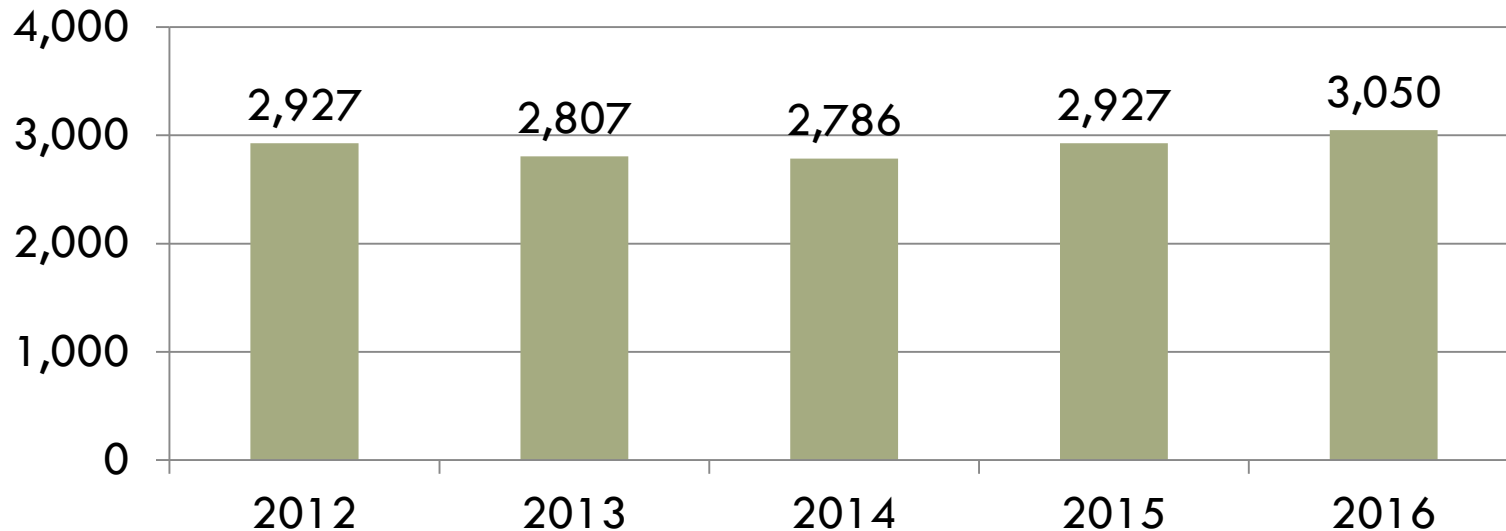
Of the 818 victims of child maltreatment under age 3 in 2016, 16% (133) had been found eligible for Early Intervention as of March 2016.

**GOAL:** By 2020 ~~2016~~, 100% of children under age 3 who have been victims of child maltreatment will be referred to EI/First Connections for assessment and access to services if not already enrolled.

# ACCESS: Preschool Special Education

13

## Children Ages 3 to 5 with an IEP as of June 30

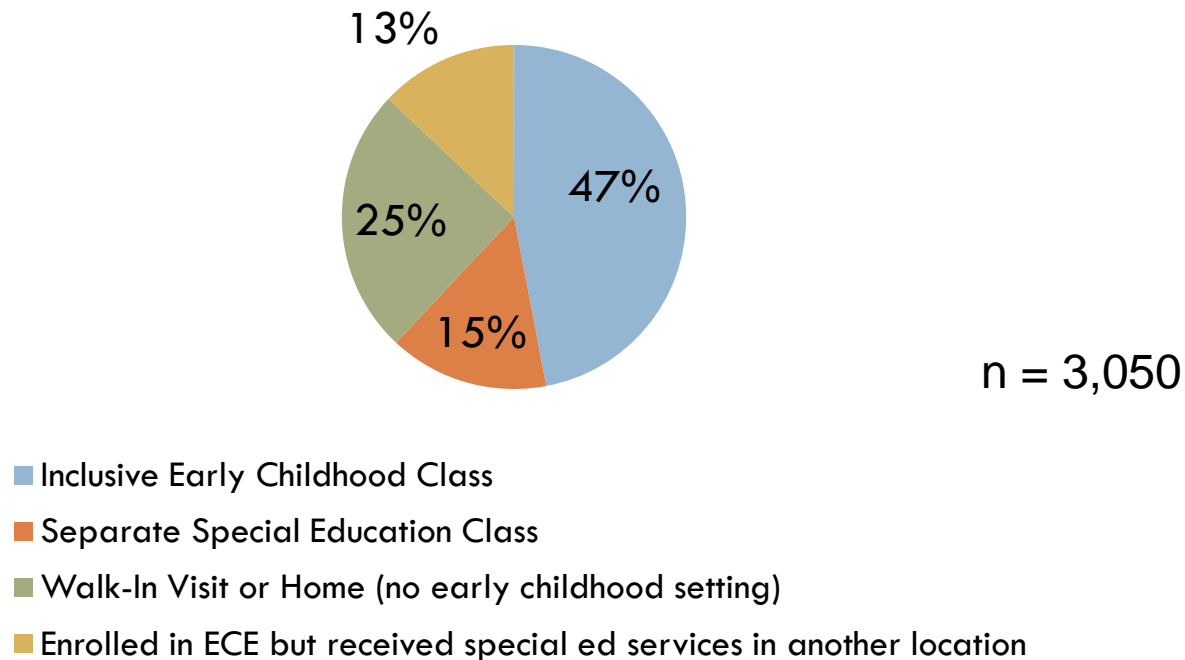


- As of June 30, 2016, 8% of children ages 3 to 5 were receiving preschool special education services (8% in the core cities, 9% in remainder of state)
- **GOAL:** By 2020, there 11% of children ages 3 to 5 will receive preschool special education services (12% in the core cities and 9% in remainder of state)

# ACCESS: Inclusive Preschool Special Education

14

## Preschool Special Education by Setting, June 2016

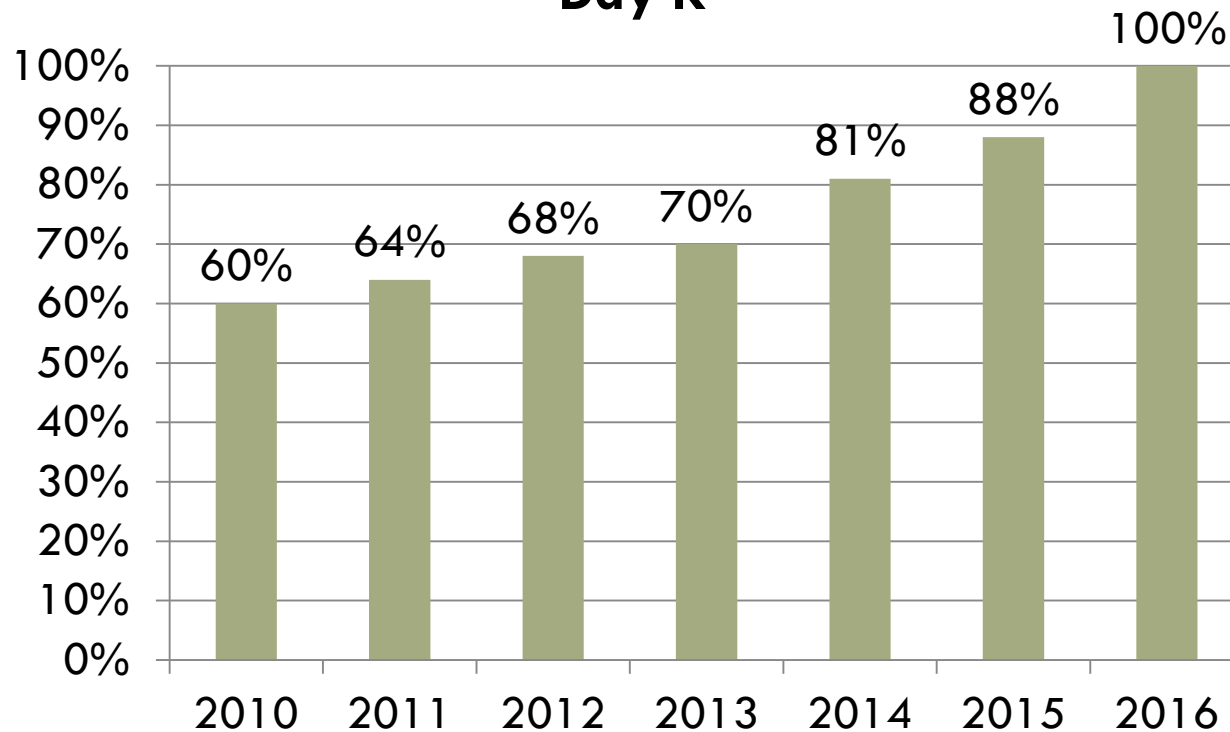


**GOAL:** By 2020 ~~2016~~, 85% of preschool children with disabilities will be receiving their special education services within high-quality, inclusive early childhood settings.

# ACCESS: Full-Day Kindergarten

15

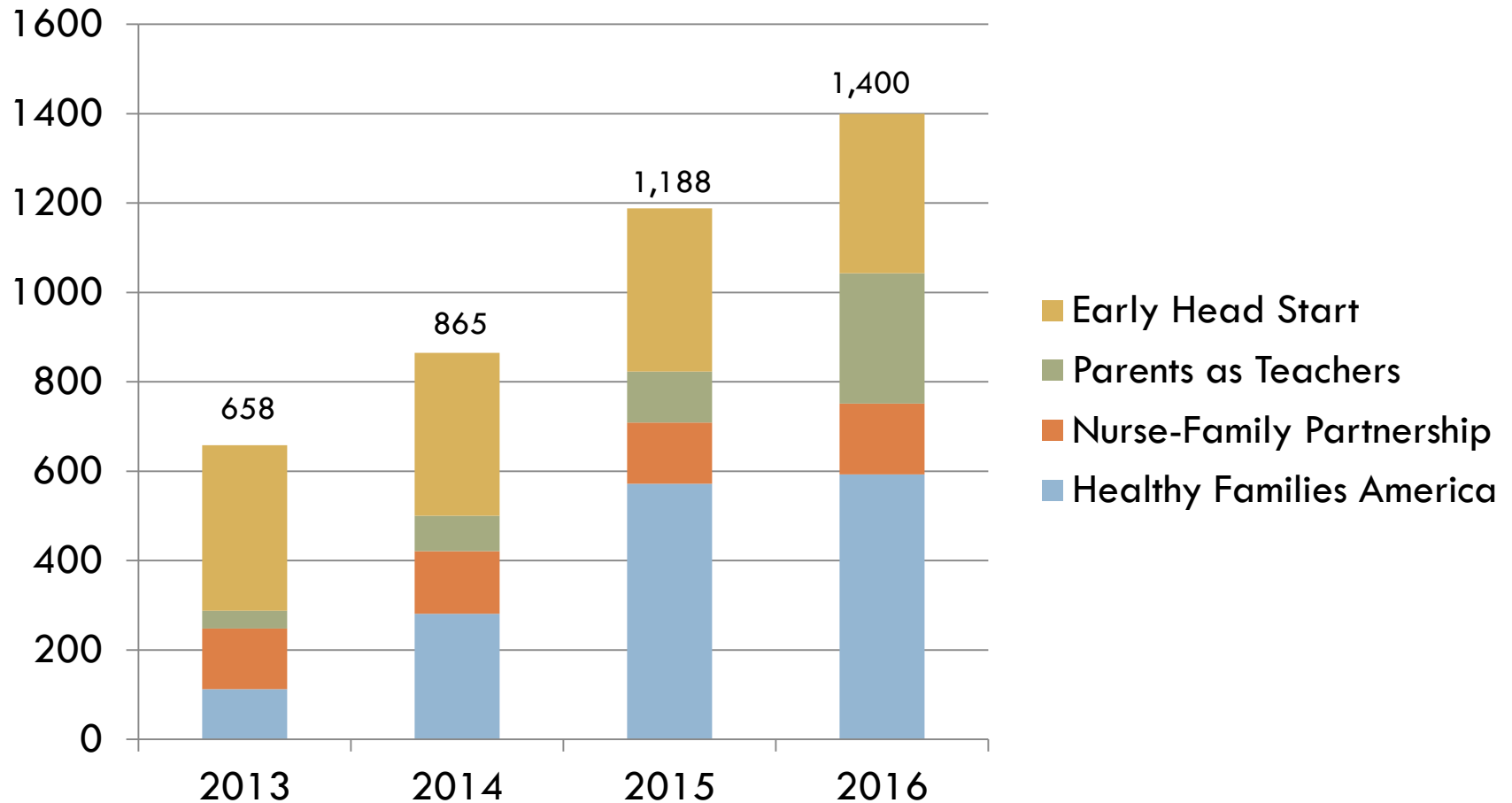
**% of Public School Kindergartners in Full Day K**



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

# Access: Evidence-Based Home Visiting

16



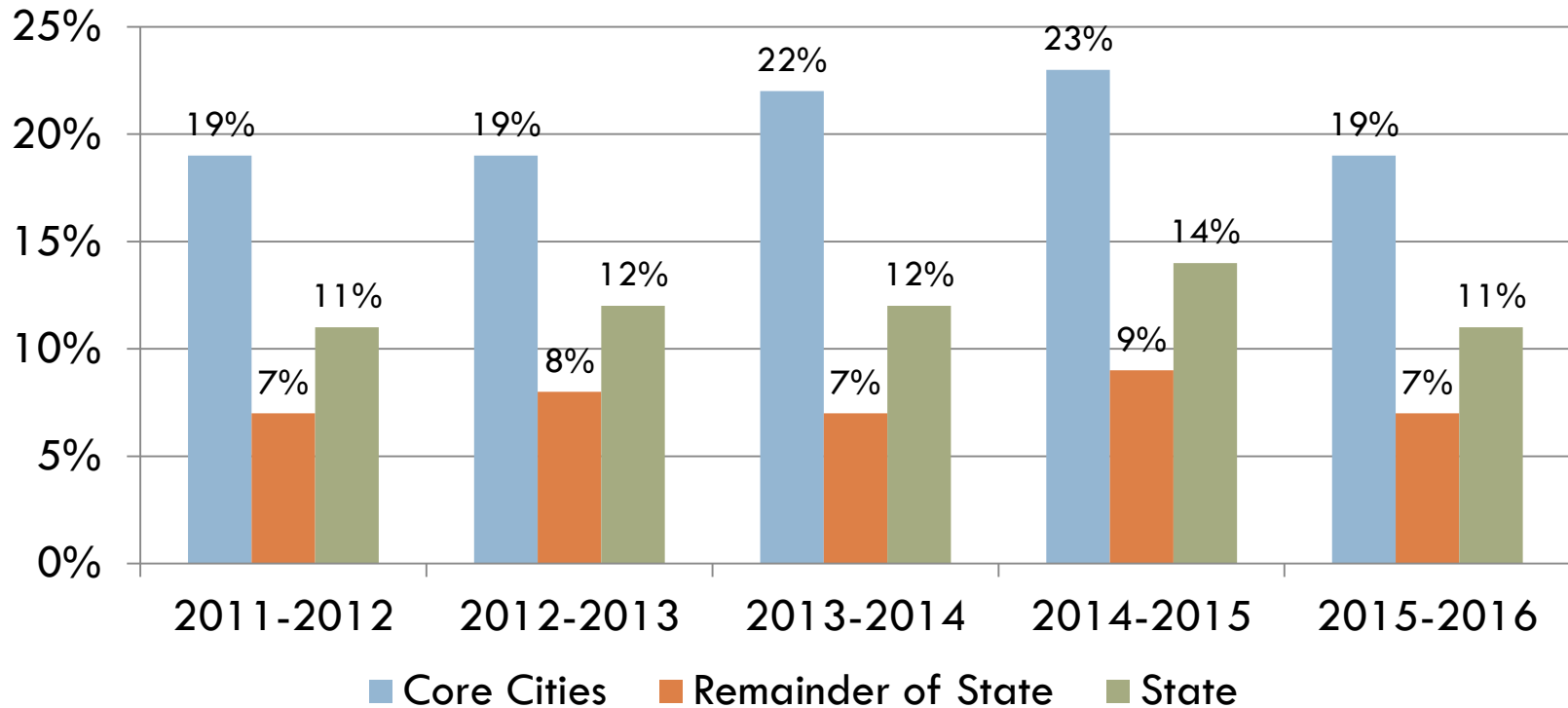
**GOAL:** By 2020, there will be 1,600 families enrolled in Evidence-Based Home Visiting. By 2020, 80% will begin services prenatally.



# ACCESS: K-3 Chronic Absence

17

## K-3 Chronic Absence (Missed 18+ Days)

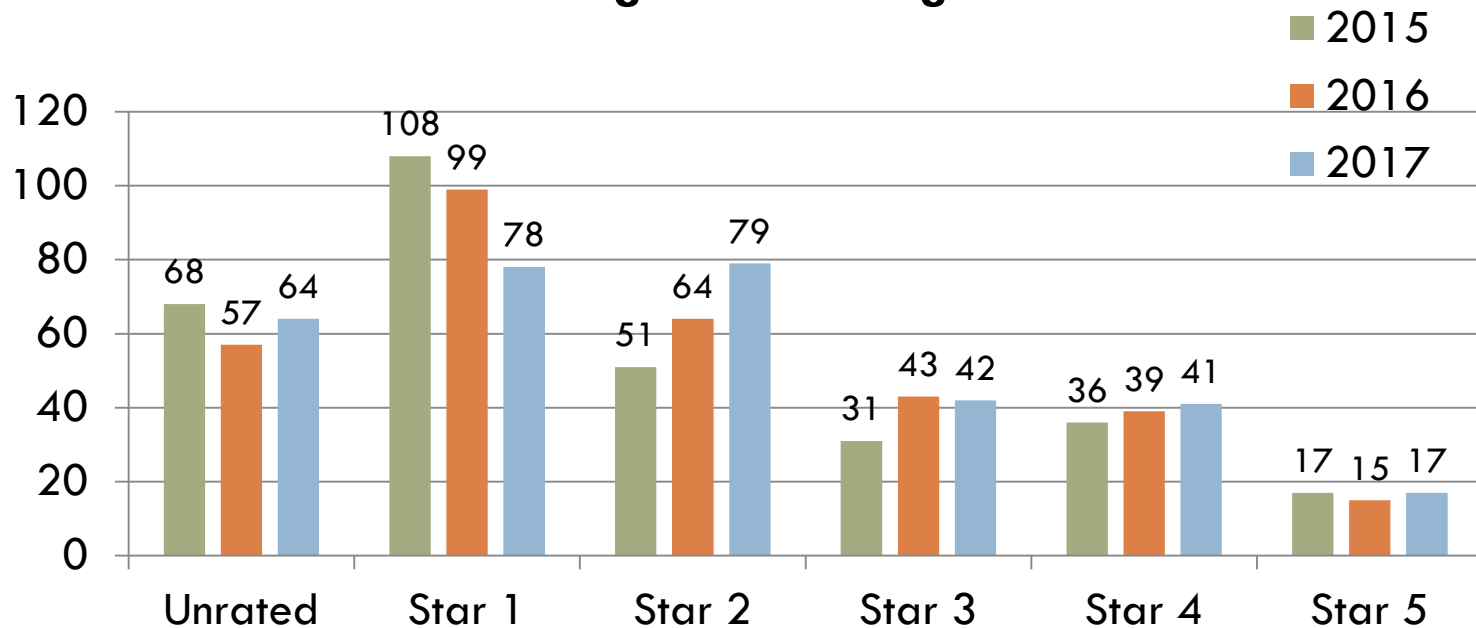


By 2020, the K-3 chronic absence rate will be  $\leq 10\%$

# QUALITY: Center/Preschool BrightStars Ratings

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## Early Learning Centers & Preschools with a BrightStars Rating



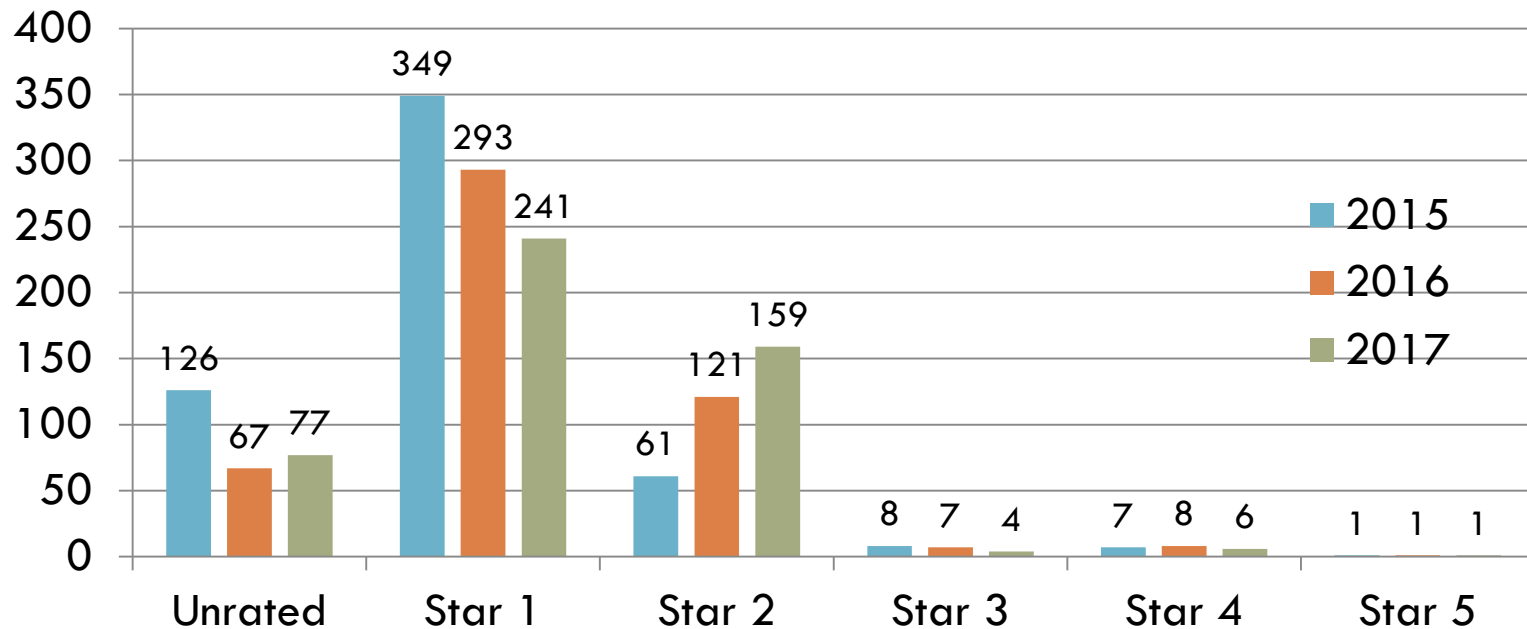
- As of January 2017, 80% of licensed centers are participating (257 of 321)
- As of January 2017, 18% of licensed centers have a rating of 4 or 5 stars (58 of 321)

**GOAL: By December 2020 ~~2015~~, 30% of licensed early learning centers will have a rating of 4 or 5 stars. Goal of 100% participation.**

# QUALITY: Family Child Care BrightStars Ratings

19

## Family Child Care Homes with a BrightStars Rating



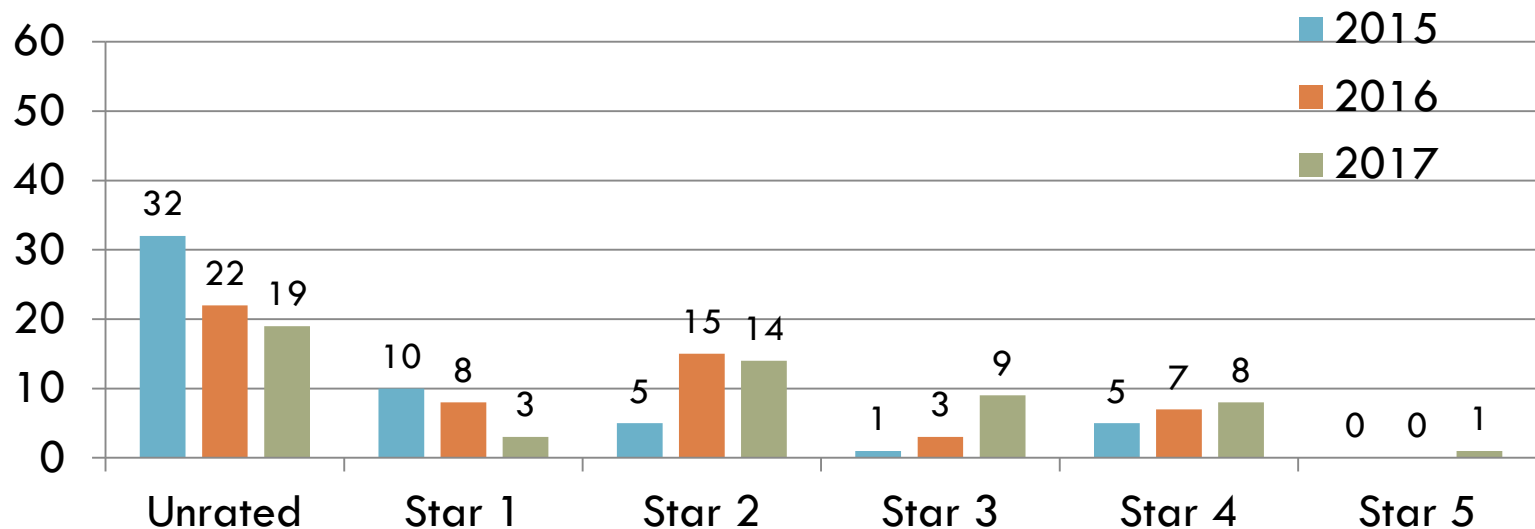
- As of January 2017, 84% of licensed family child care homes are participating (411 of 488)
- As of January 2017, 1% of licensed family child care homes have a rating of 4 or 5 stars (7 of 488)

**GOAL: By December 2020 2015, 8% of licensed family child care will have a rating of 4 or 5 stars.  
Goal of 100% participation**

# Quality: Public School BrightStars Ratings

20

## Public Schools with a BrightStars Rating



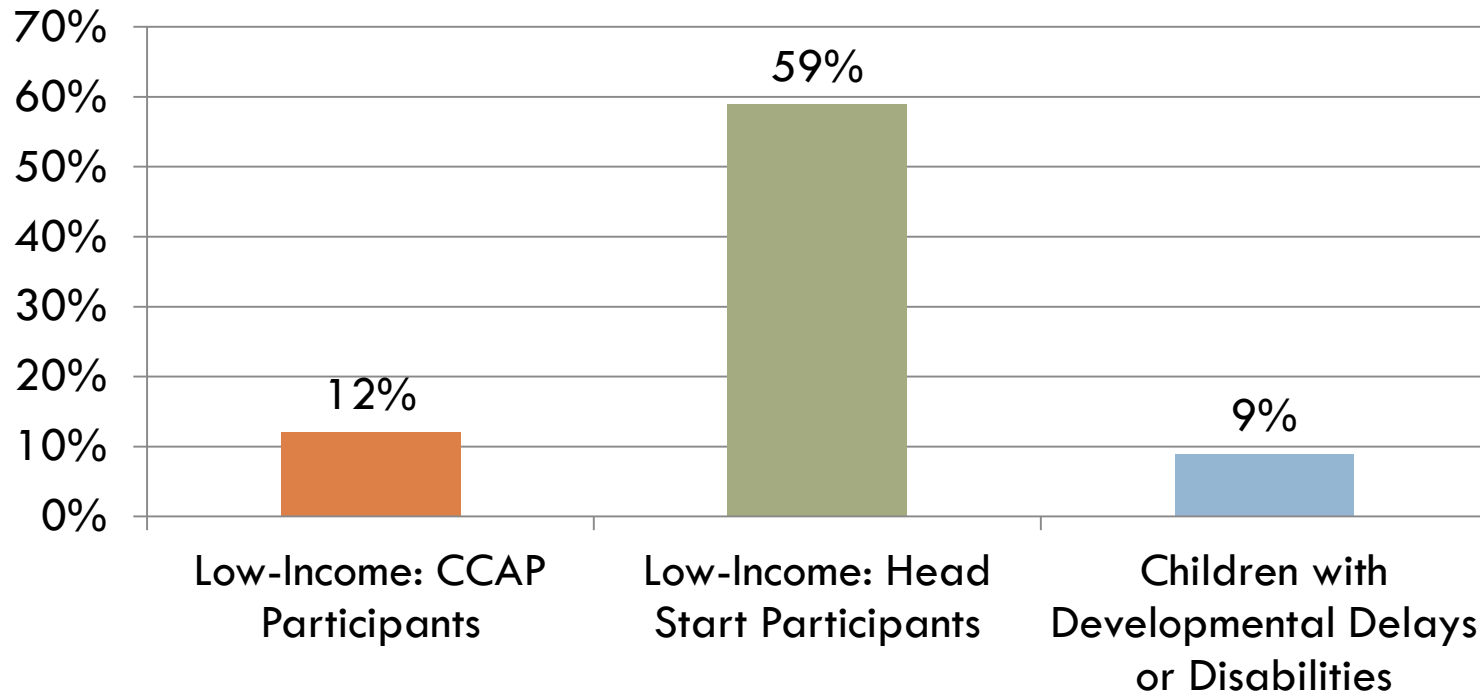
- As of January 2017, 65% of public schools serving preschoolers are participating (35 of 54)
- As of January 2017, 17% of public schools serving preschoolers have a rating of 4 or 5 stars (9 of 54)

**GOAL: By December 2020 2015, 50% 100% of public schools serving preschoolers will have a rating of 4 or 5 stars**

# QUALITY: Children with High Needs in High-Quality Programs

21

**% Children with High Needs in High-Quality Early Learning Programs, 2016**

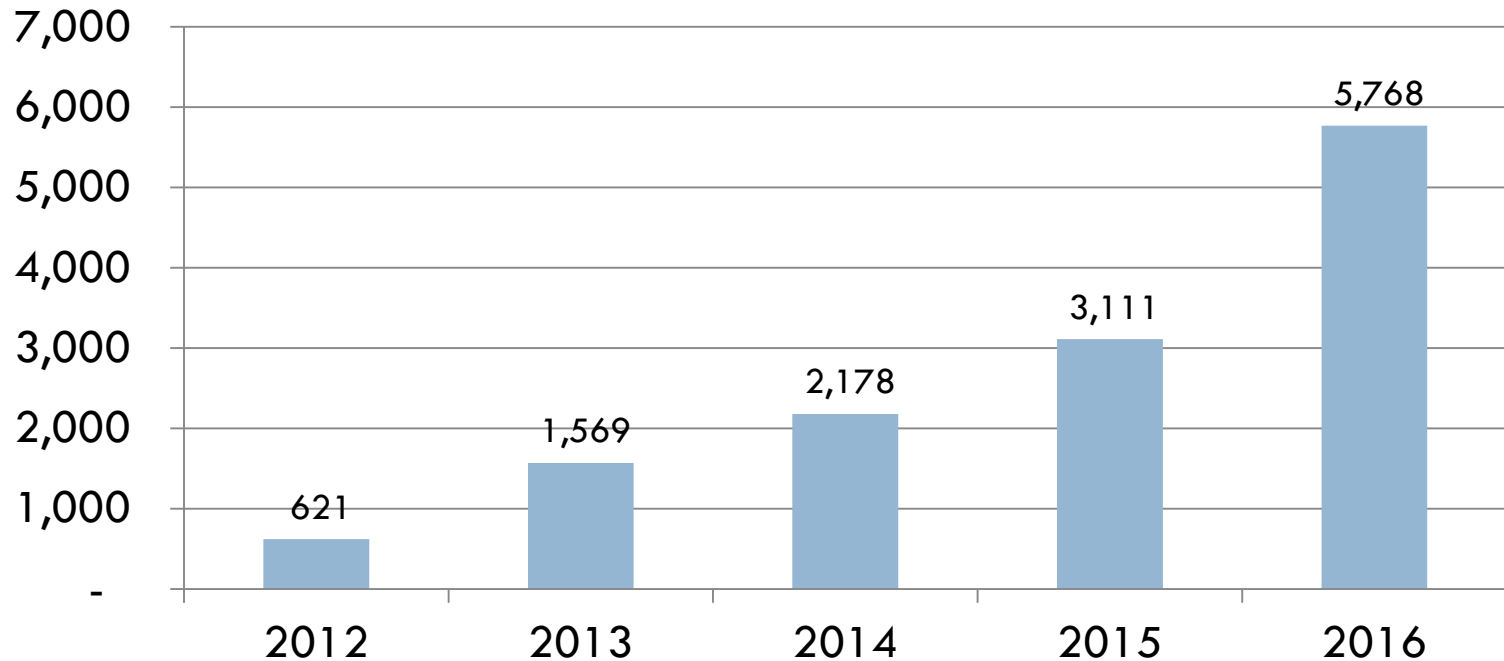


**GOAL:** 30% of CCAP children, 50% of children with IEPs, and 100% of children in Head Start will be enrolled in a high-quality early learning program by 2020.

# WORKFORCE: Professional Development

22

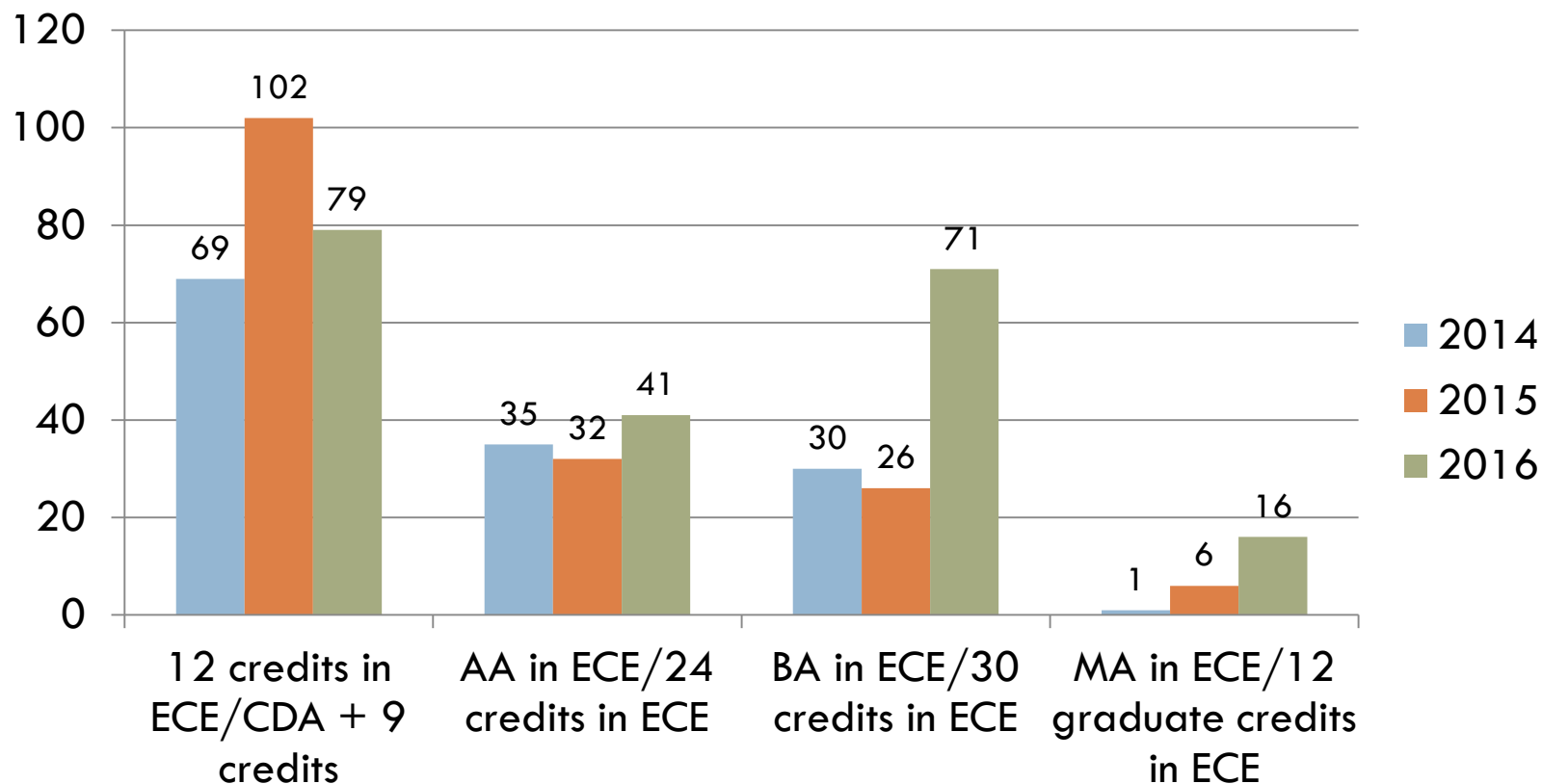
## Early Childhood Educators Completing Aligned Professional Development



**GOAL:** Increase the % of individuals who complete aligned, high-quality professional development each year.

# WORKFORCE: Individuals attaining ECE credentials

23

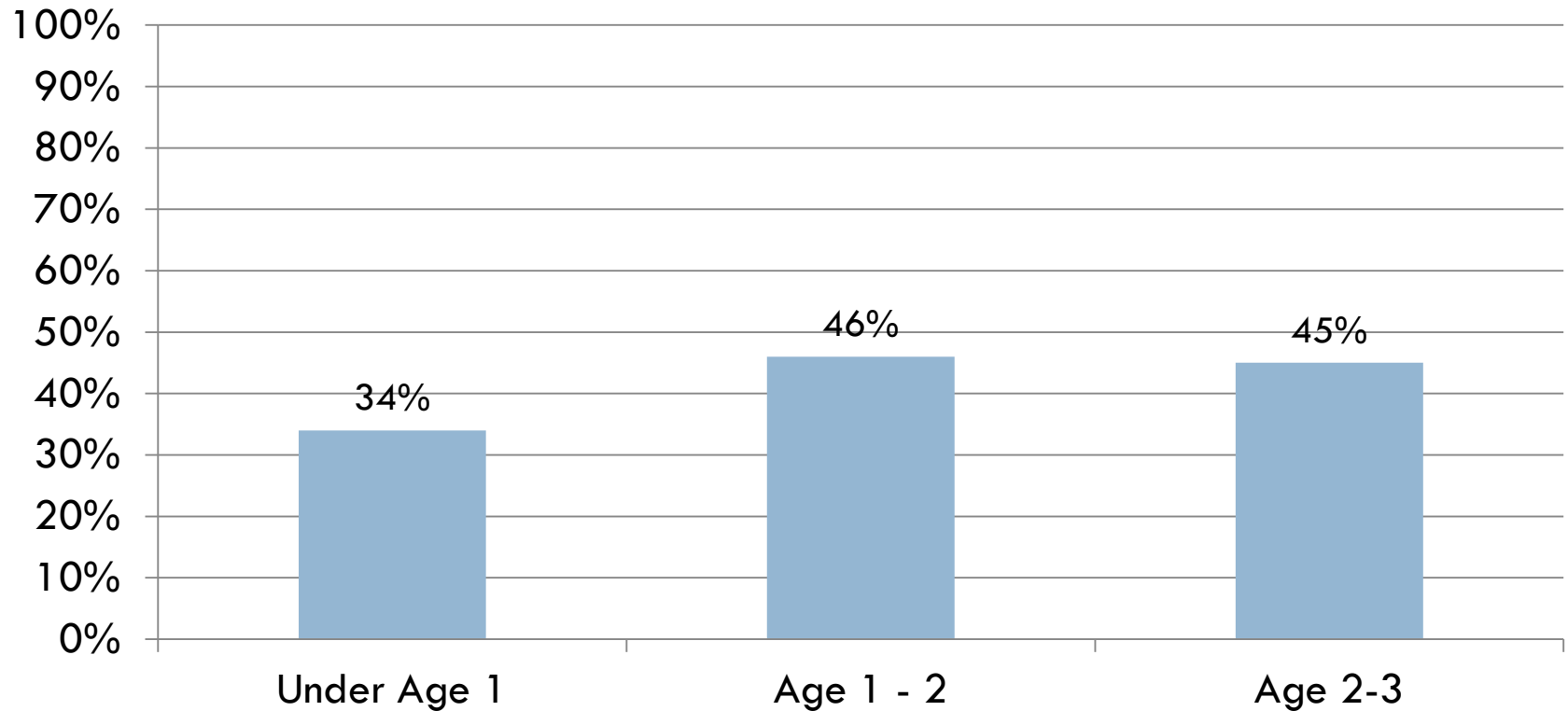


**GOAL:** Increase the % of teaching staff and family child care providers who meet the education qualifications in BrightStars

# Outcomes: Developmental Screening

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## Developmental Screenings, Rlte Care Members Under Age 3, 2015

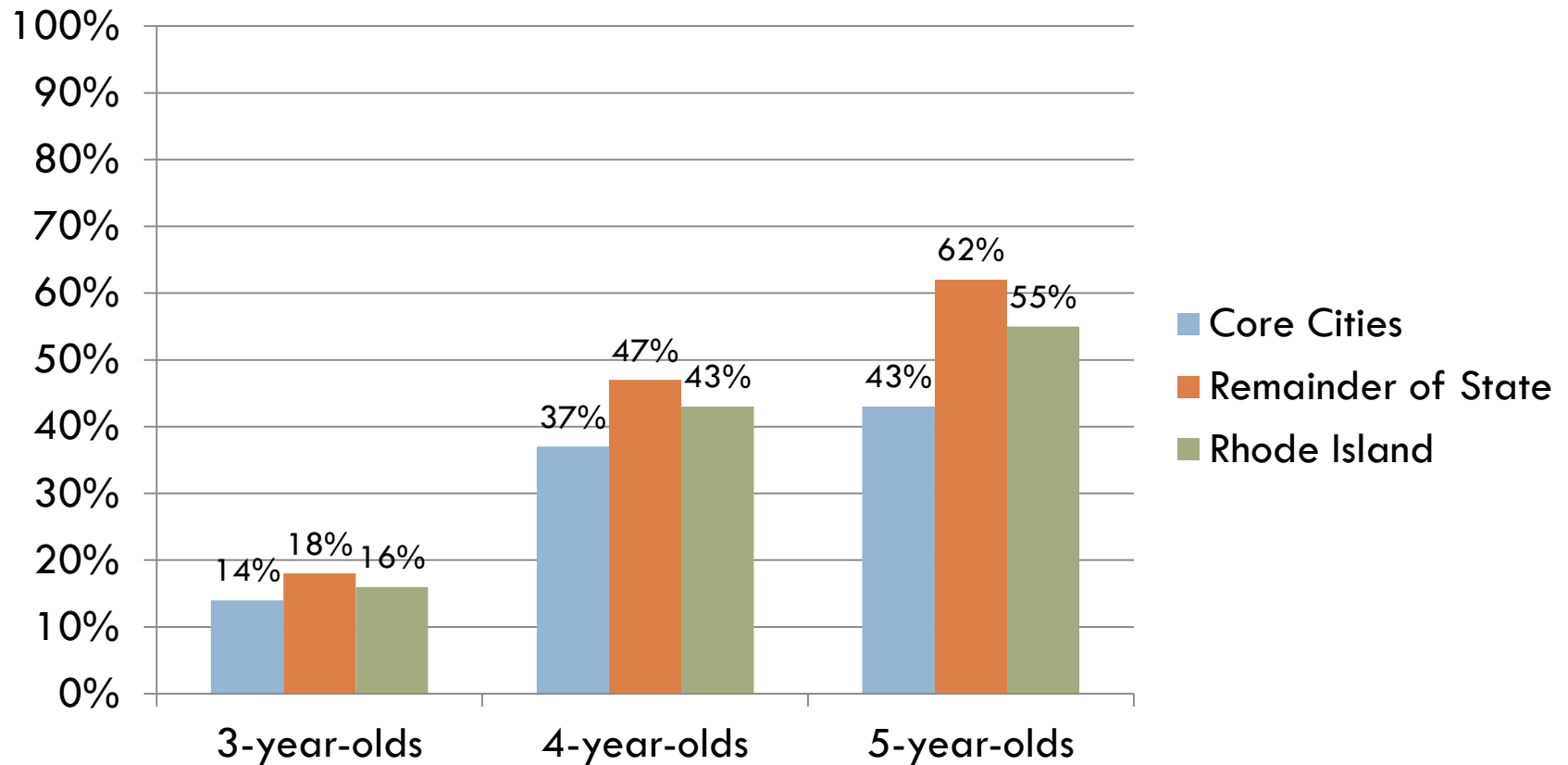




# Outcomes: Developmental Screening

25

## Child Outreach Screening, 2015-2016





# Young Children with High Needs

**Identifying and Serving Young Children with  
Developmental Delays and Disabilities**

# Agenda

- What do young children with disabilities need?
- Child Find- Screening & Referral
- Eligibility
- Services
- Evidenced Based Practices & Systems of Support
- Questions

What do young children with disabilities need?

**Love and affection**

**Stable living condition**

**Good nutrition**

**Quality learning environment**

The environments in which children grow and learn  
serve as the **FOUNDATION** for all learning!



# The quality of the environments is important for all children but *critical* for children with disabilities!

## Home



## Early Childhood Programs



**But for young children with  
disabilities...**

**Is a high quality environment enough?**

# Desired Results for Children with Disabilities...

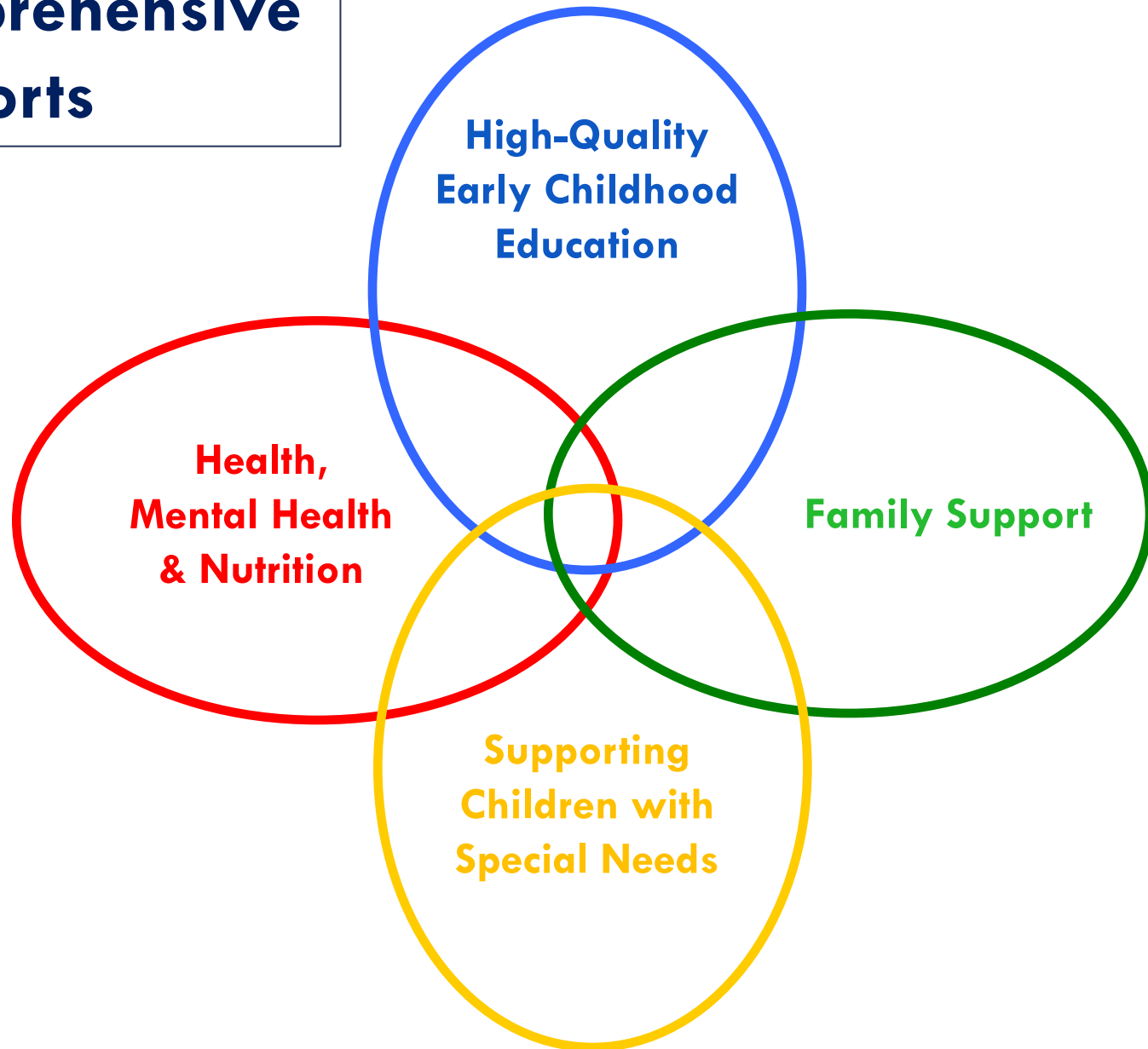
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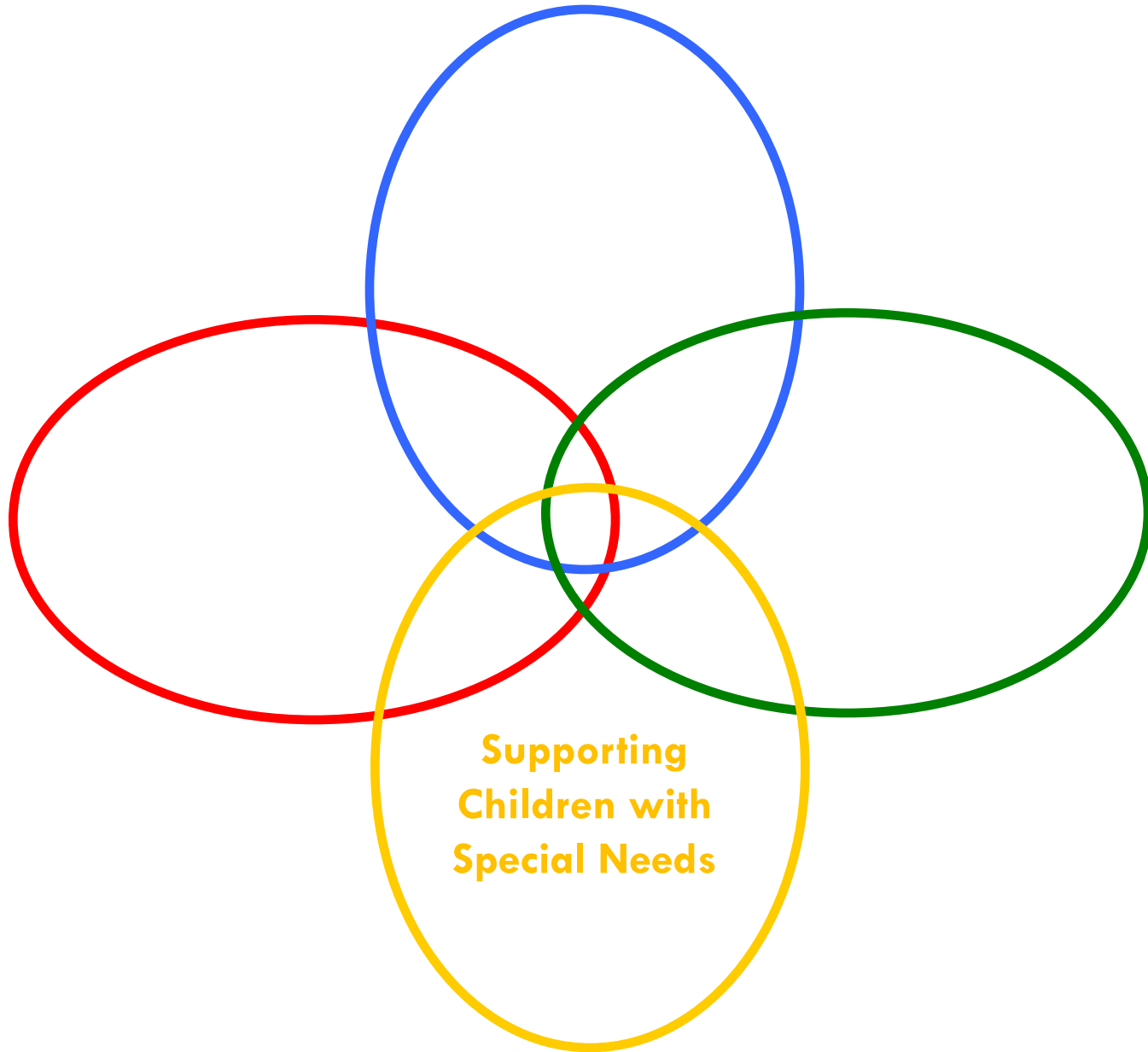
- a sense of belonging and membership,
- positive social relationships and friendships, and
- development and learning to reach their full potential.

Early Childhood Inclusion: A Joint Position Statement of The Division of Early Childhood (DEC) and The National Association for the Education of Young Children (NAEYC) 2009



# Comprehensive Supports





**Supporting  
Children with  
Special Needs**

# Individuals with Disabilities Education Act (IDEA)- Services for Children with Disabilities

**0-3 Years Old**

**Early Intervention (EI)**

**3-5 Years Old**

**Early Childhood Special  
Education (ECSE)**

# Early Intervention (IDEA-Part C)

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- Provides support to families with infants and toddlers who have developmental disabilities or delays, so they can help their children develop to their fullest potential.
- Most Early Intervention services are provided in the natural environment through a family coaching model NOT a medical/therapeutic model.

# Special Education (IDEA- Part B)

Ensures that all children with disabilities have available to them a FAPE with services designed to meet their unique needs and prepare them for further education, employment and independent living.

## Special Education:

- ▣ Is not a place
- ▣ It refers to *specially designed instruction (adapting the content, methodology, or delivery of instruction)*
- ▣ It ensures access to the general education curriculum, so that each child with a disability can meet the educational standards that apply to all children

# Child Find- Screening & Referral

# IDEA- Child Find

Child Find requirements ensure that children with disabilities (including those with developmental delays) are identified, located and evaluated

- Identifying children with disabilities begins with **screening**
  - Children 0-3 years old- multiple means
  - Children 3-5 year olds- Child Outreach Screening
  
- Children that do not pass screening require a **referral** to EI/ECSE

# Screening (Birth-3 Years)

- At Birth
  - MCH Level 1 Screening Program
  - First Connections
- Any other time before 3
  - Pediatricians
  - First Connections (including CAPTA)
  - DOH Home Visiting Programs
  - Other early childhood programs (EHS, Child care centers, Providence Talks)

**\* Children that do not pass are referred to Early Intervention**



# Child Outreach Screening (3-5 Years)



- Each district implements a CO Screening Program
- Children are screened annually at 3, 4 & 5- prior to K entry
- Screenings take place in centers and upon request
- 5 areas- all required
  - Vision
  - Hearing
  - Speech/Language
  - Social/Emotional
  - General Development

***\* Children that do not pass are referred to  
Early Childhood Special Education***

# In addition to direct referrals from screenings, when should referrals be made?

## Early Intervention

## Early Childhood Special Education

- Even if child passes screening, when concerns persist or are not reflected in the screening (functioning in the home or school)
- Anytime a parent has a concern with their child's development
- Before a child is in crisis
- Prior to or along with other behavioral health referrals
- When a child experiences a traumatic event (EI)

# How to make a referral:

## Early Intervention

RI Early Intervention  
Providers  
Contact Information and  
Catchment Areas

<http://www.eohhs.ri.gov/Portals/0/Uploads/Documents/Early%20Intervention/CentralDirectory31717.pdf>

## Special Education

Early Childhood or  
Special Education Office-  
Local School Department

<http://www.ride.ri.gov/InstructionAssessment/EarlyChildhoodEducation/EarlyChildhoodSpecialEducation.aspx>

# Eligibility

# Eligibility Categories (Birth - Three)

## ▣ Single Established Conditions

- <http://www.ric.edu/sherlockcenter/publications/earlyintervention/conditionslist.pdf>

- Establish eligibility after 1 year:

  - NAS

  - Lead Poisoning

  - Low Birth Weight

## ▣ Developmental Delay/Significant Impact on Functioning

- Physical development

- Cognitive development

- Communication development

- Social or Emotional development

- Adaptive development

# Eligibility Categories (3-21 yrs)

- ❑ Intellectual Disability
- ❑ Hearing Impairment
- ❑ Deafness
- ❑ Speech or Language Impairment
- ❑ Visual Impairment  
(includes Blindness)
- ❑ Emotional Disturbance
- ❑ Orthopedic Impairment
- ❑ Autism Spectrum Disorder
- ❑ Traumatic Brain Injury
- ❑ Other Health Impairment
- ❑ Specific Learning Disability
- ❑ Deaf-Blindness
- ❑ Multiple Disabilities
- ❑ Developmental Delay (3-8 yrs.)
  - Physical development
  - Cognitive development
  - Communication development
  - Social or Emotional development
  - Adaptive development

# Developmental Delay Defined

- ❑ **A developmental delay is defined as**
  - ❑ a twenty five 25% delay and/or
  - ❑ score equal to or greater than 2 standard deviations below the mean in one (1) areas of development; or
  - ❑ a score equal to or greater than 1.5 standard deviations below the mean in two (2) or more of the following areas:  
(Physical, Cognitive, Communication, Social/Emotional, or Adaptive)

EI- standardized tool or *significant impact on functioning*

ECSE- standardized tool or authentic assessment in everyday environments

**Children with solely social/emotional needs are eligible if they meet the criteria.**

**\*They do not need to demonstrate a cognitive delay.**

# Additional Eligibility Guidelines

## Early Intervention

- Must be eligible based on DD or SEC
- Medical diagnosis associated with DD does determine eligibility
- Eligibility = eligibility for EI, not a prescriptive service (SLP or OT 2xweek)
- Eligibility category does not determine or restrict the type or amount of service

## Special Education

- Must be eligible under one of the disability categories, including DD
- A medical diagnosis alone does not determine eligibility, child must require special education (specialized instruction)
- Eligibility = eligibility for special education not a specific service (speech services or a classroom)
- Eligibility category does not determine or restrict the type or amount of service



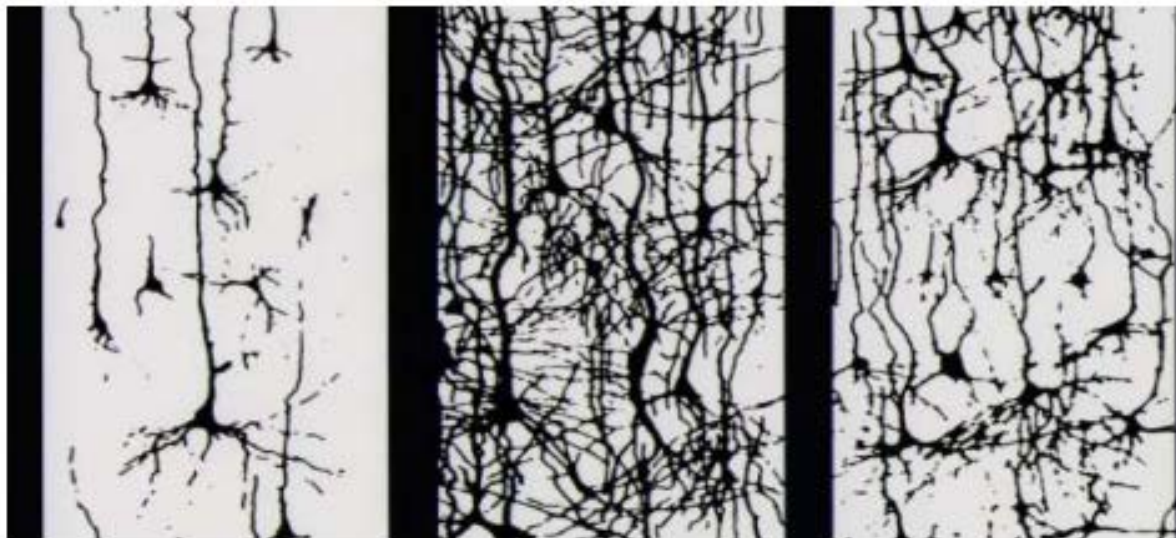
# Percentage of Children Enrolled

	EI 0-3	ECSE 3-5	SE K-12
4 Core Cities	6%	8%	16%
Remainder of State	6%	9%	14%
Rhode Island	6%	8%	14%

*\* 2017 Rhode Island KIDS COUNT Factbook*

# Brain Development- majority occurs before age 8

Experience Shapes Brain Architecture



**Birth**

**6 yrs.**

**14 yrs.**

Source: Center on  
the Developing  
Child, Harvard  
University

Image Source:  
Conel, J.L.

# Services

# Standards for Young Children Birth-5

## RI EARLY LEARNING & DEVELOPMENT STANDARDS



THESE EARLY LEARNING STANDARDS ARTICULATE SHARED EXPECTATIONS FOR WHAT YOUNG CHILDREN SHOULD KNOW AND BE ABLE TO DO. FURTHER, THEY PROVIDE A COMMON LANGUAGE FOR MEASURING PROGRESS TOWARD ACHIEVING SPECIFIC LEARNING GOALS. (Kendall, 2003; Kagan & Scott-Little, 2004)

<http://rields.com>

# Individual Plans

## Early Intervention Individualized Family Service Plan (IFSP)

- Present levels of functional skills
- Routines Based Interview – Pinpoints family priorities and concerns
- IFSP Outcomes are:
  - Family Owned
  - Functional
  - Within Daily Routines
  - Measurable
- Services: Frequency, Duration, and location based on IFSP outcomes

## Special Education Individualized Education Plan (IEP)

- Present Levels of Performance
- Goals
- Objectives
- Special Education Services within the LRE (must be determined after the above)
- Related Services
- Supplementary Aids & Services

# Where Are Services Delivered- EI?

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- Within child and/or families' everyday routines and activities
- Natural Environments – where the child and/or family typically spends time, including EC settings

# Where Are Services Delivered- ECSE?

## ***Least Restrictive Environment (LRE)***

- ▣ *To the maximum extent appropriate, children with disabilities are educated with children who are nondisabled; and*
- ▣ *Special classes, separate schooling, or other removal of children with disabilities from the regular education environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplemental aids and services cannot be achieved satisfactorily*
- ▣ *IDEA presumes that the first placement option considered for each child with a disability is the regular education classroom that the child would attend if he or she did not have a disability.*

# Continuum of Special Education Placements and Services

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- 1) Temporary placement
- 2) General EC setting with on-site consultation
- 3) Integrated preschool
- 4) Home-based
- 5) Home or general EC setting with supplementary placement in an ECSE setting
- 6) Separate class
- 7) Special education day school
- 8) Residential special education school



**U.S. DEPARTMENT OF HEALTH AND  
HUMAN SERVICES  
U.S. DEPARTMENT OF EDUCATION**

***POLICY STATEMENT ON INCLUSION OF  
CHILDREN WITH DISABILITIES IN  
EARLY CHILDHOOD PROGRAMS***

September 14, 2015

# POLICY STATEMENT ON INCLUSION OF CHILDREN WITH DISABILITIES IN EC PROGRAMS

“It is the departments’ position that *all young children with disabilities should have access to inclusive high-quality early childhood programs, where they are provided with individualized and appropriate support in meeting high expectations,*”



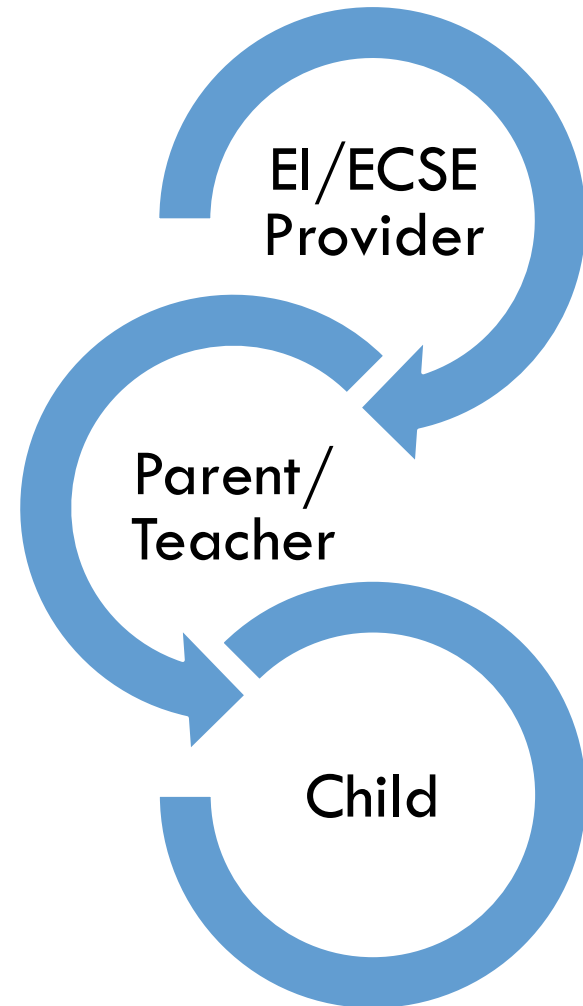
The purpose of the policy statement is to set a *vision* and *provide recommendations* to States, local educational agencies (LEAs), schools, and public and private early childhood programs, for *increasing the inclusion of infants, toddlers, and preschool children with disabilities in high-quality early childhood programs.*



# Evidence-Based Practices & Systems of Support

# TRI-ADIC Service Delivery

The tri-adic service delivery model is an INDIRECT intervention model in which the EI or ECSE provider support children by working primarily with the parent or general educator.



# Distributed Instruction

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Instruction is most effective when opportunities to acquire and practice skills occur **across the day** as opposed to single points during the day/week.

*(Dinnebeil & McInerney, 2011; Hemmeter, 2000; Sandall & Schwartz, 2002; Spino, 2013; Wolery, 2000; Wolery, Ault, & Doyle, 1992)*

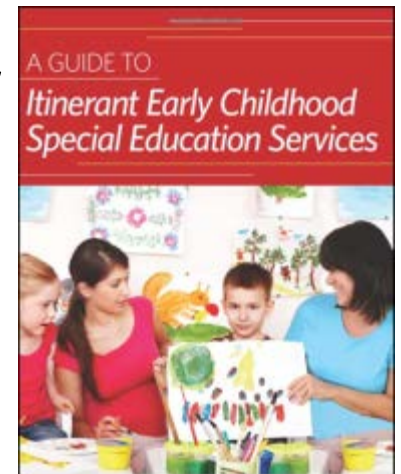
# Coaching Model in EI

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- Creation of team to meet needs of child & family
- Coaching Model in EI, supports families and EC professionals to:
  - Identify Strategies
  - Practice during visits
  - Reflection
  - Problem Solve challenges
  - Supportive Feedback

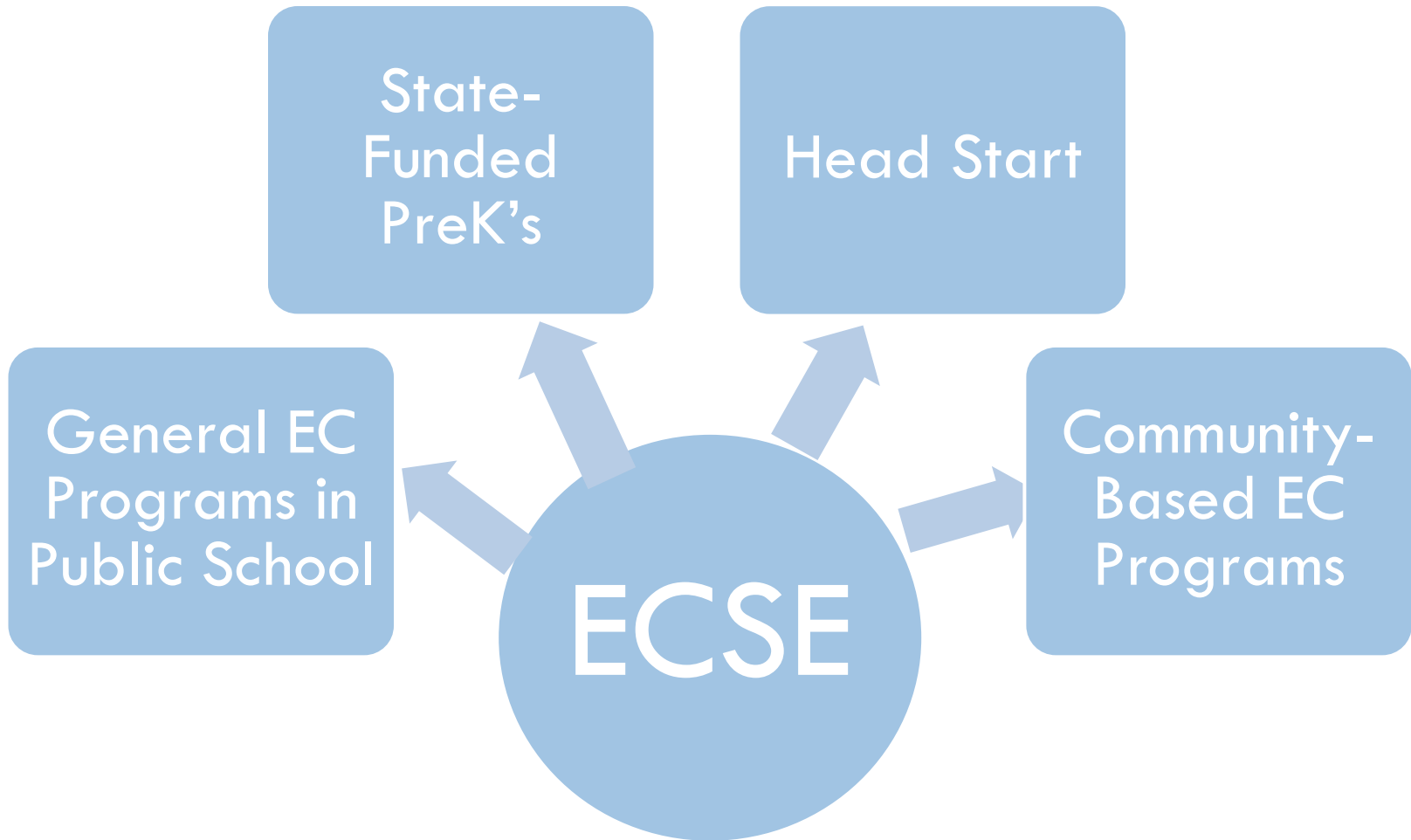
# IECSE Service Delivery in ECSE

- *Research based service delivery model* for providing special education services to young children *within* the general EC environment
- *Alternative to pulling children out* of the classroom to separate spaces, classes, programs or schools
- Allows the IECSE teacher to provide *direct service embedded* into the typical classroom routines and activities
- Through planned and routine collaboration, allows *EC teachers to embed instruction* throughout the week
- Allows *services/supports to be provided seamlessly* within the child's natural environment
- Benefits children with all types of disabilities





# ECSE within the General Early Childhood Settings



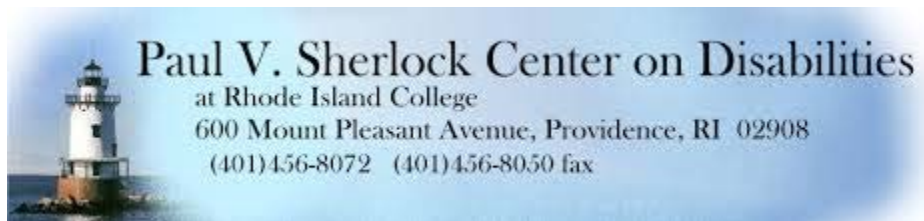
# Comprehensive System of Support- EI



**Professional Development**



**Coaching**



**Technical Assistance**



**Parent Consultants**

# Comprehensive System of Support- ECSE



Professional Development Opportunity  
for Special Educators

## "The Itinerant Early Childhood Special Education Service Delivery Model"

This five (5) session professional development series is provided for special education teachers, therapists, and educational leaders to learn about the IECSE model of service delivery. The focus will include an understanding of the changing role of the early childhood special education teacher and therapist from one that is based primarily around direct instruction to one that includes consultation and collaboration with a general early childhood teacher. Topics will include partnering with the teacher to embed instruction into the daily classroom activities, using the matrix model in curriculum planning and addressing key IEP goals, adopting evidence-based intervention strategies, and collaborating with families.

When: Mondays, 12:30- 3:00 pm

- Session 1, October 24
- Session 2, November 14
- Session 3, January 23
- Session 4, February 13
- Session 5, March 13



Where: Sherlock Center on Disabilities at Rhode Island College

Please register through the RIDE Workshop Registration System [www.eride.ri.gov](http://www.eride.ri.gov)

Or contact [ruth.gallucci@ride.ri.gov](mailto:ruth.gallucci@ride.ri.gov) if having difficulty with registration

## IECSE PD

## Intro to the Itinerant Early Childhood Special Education Service Delivery Model (IECSE) for General EC Teachers

This 2-session informational training provides an introduction to the Itinerant Early Childhood Special Education service delivery model (IECSE), the research behind the model, the rationale for adoption, the key features, and the alignment with RI's vision for supporting all young children within high quality early learning programs. It also includes an introduction to the new "Policy Statement on Inclusion of Children with Disabilities in Early Childhood Programs" issued by the U.S. Department of Health and Human Services and the U.S. Department of Education and a brief overview of the relevant laws, regulations, and research.



When: *Tuesday Sept. 27<sup>th</sup> & Wednesday Oct 5<sup>th</sup>*  
5:00-8:00 pm

Where: *Center for Early Learning Professionals*  
535 Centerville Road  
Suite 201  
Warwick, RI 02886

Please register through the RIDE Workshop Registration System  
[www.eride.ri.gov](http://www.eride.ri.gov)

Or contact [ruth.gallucci@ride.ri.gov](mailto:ruth.gallucci@ride.ri.gov) if having difficulty with registration



## IECSE CoP



ONLINE  
REPOSITORY

## IECSE Repository



## IECSE Technical Assistance

In closing...

# What happens in the early childhood years matters...

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*As achievement gaps exist before K and  
persist and grow through  
the elementary years,*

*It is critical to provide access to high quality  
environments and individual supports for  
all children!*

# For Additional Information:

## Early Intervention

Jennifer Kaufman

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## Early Childhood Special Education

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# State Policy & Program Updates

# Certificate of Graduate Studies in Early Childhood Leadership



Mary Ellen McGuire-Schwartz, Ed.D.  
Christine Kunkel, Ph.D.

**Departments of Elementary Education (Early Childhood)**  
**and**  
**Counseling, Educational Leadership, and School**  
**Psychology**



# Rationale

- The development of this Certificate of Graduate Studies was requested by the Rhode Island Department of Education (RIDE) through Michele Palermo, Associate Director – Early Childhood Education, RI Department of Education, 255 Westminster St., Providence, RI.
- The goal of the Certificate of Graduate Studies is to prepare administrators in community-based programs (Directors and/or Education Coordinators) and public schools (Principals and/or educational leads) to be effective leaders and teachers in supporting high-quality early childhood education programs.
- Content focuses on understanding the developmental and learning needs of young children; shared leadership skills; supervision, mentoring and coaching early childhood teachers; the pivotal roles of family and community in early learning; effective strategies for strengthening teaching and learning and management skills of early childhood centers.

# Rationale

- Students in Rhode Island, including RIC alumni, do not currently have the opportunity to achieve a Certificate in Graduate Studies in Early Childhood Leadership. There are no other early childhood leadership programs in the State.
- The availability of this Certificate program will allow Rhode Island residents to earn a Certificate in Graduate Studies and graduate credit in Early Childhood Leadership at reasonable cost close to home.

# The Program

1. ECL 501 Early Childhood Development: Theory and Research
2. ECL 502 Leadership Strategies: Early Childhood Education
3. ECL 503 Early Childhood Curriculum: Leading Improvement 1
4. ECL 504 Family/Community Partnerships: Early Childhood Leadership
5. ECL 505 Early Childhood Curriculum: Leading Improvement 2
6. ECL 506 Supervision of Early Childhood Teachers

Total 18 Credits

# RI Social and Emotional Learning Standards

## Competencies for School and Life Success



**RIDE** Rhode Island  
Department  
of Education

# The 5 SEL Competencies

## Self-Awareness

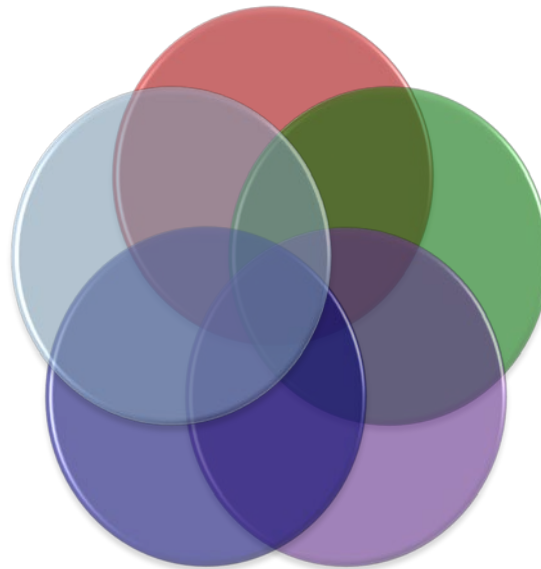
Identifying emotions, Accurate self-perception,  
Recognizing strengths, Sense of self-confidence

## Responsible Decision Making

Making ethical decisions,  
Taking responsibility,  
Situation analysis,  
Problem solving, Evaluation

## Relationship Skills

Communication,  
Social engagement,  
Working cooperatively,  
Resolving conflict,  
Helping and seeking help



## Self-

## Management

Impulse control,  
Stress management,  
Self-discipline,  
Self-motivation, Goal  
setting, Organizational skills

## Social Awareness

Perspective taking,  
Empathy,  
Appreciating diversity,  
Respect for others



# Race to the Top – Early Learning Challenge 2012 - 2016

**Successes, Challenges, Priorities for Future**

# Small Group Activity

79

RTT-ELC Categories:

- Governance/Communication
- Improving Early Learning Program Quality
- Building a Strong Early Learning Workforce
- Promoting Improved Learning & Development Outcomes for Children
- Measuring Outcomes and Progress

For Each RTT-ELC Category, Identify and Write at Least One:

- Success (Green Sticky)
- Challenge (Blue Sticky)
- Priority for the Future (Pink Sticky)

Organize & Place Sticky Notes on Poster Paper by Category

Report Out (one volunteer to summarize successes, challenges, and priorities for each category)



# Public Comment



# 2017 Council Calendar

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All 2017 Early Learning Council Meeting are at Save the Bay

- September 20, 2017, 9:00 a.m. to 12:00 p.m.
- December 13, 2017, 9:00 a.m. to 12:00 p.m.