Rhode Island Early Learning Council

DECEMBER 11, 2019
9:00 - 11:00 A.M.
SAVE THE BAY, PROVIDENCE
# Meeting Agenda

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<th>Welcome, Opening Remarks, and Meeting Overview</th>
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<td>Policy &amp; Program Update: College credits in early childhood education for Spanish speakers</td>
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<td>Infant/Toddler Educator Compensation Task Force Report</td>
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<tr>
<td>Discussion/Input Requested: Rhode Island Early Learning and Development Standards Review</td>
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<td><strong>Policy &amp; Program Updates: Department of Human Services Updates</strong></td>
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<tr>
<td>• Prenatal to 5 System Action Plan</td>
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<td>• ECEDS/Exceed</td>
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<td>• Child care licensing</td>
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<td>• Head Start Collaboration Office</td>
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<td><strong>Early Learning Council Membership Updates</strong></td>
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<tr>
<td><strong>Public Comment &amp; Next Steps</strong></td>
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</tbody>
</table>
Policy & Program Update
College Credits in ECE for Spanish Speakers
New Education Pathways for Spanish-Speaking Family Child Care Providers

Zero To Three Annual Conference
Fort Lauderdale, FL
October 4, 2019

Dr. Leslie Sevey, Associate Professor
Dr. Susan Zoll, Associate Professor
Rhode Island College
RI Early Childhood Pathway

RIC Infant Toddler Certificate of Undergraduate Studies
15 credits

Community College of Rhode Island A.A.

Rhode Island College B.S. ECED Concentration in Birth to Three
**B-3 Certificate of Undergraduate Studies (15 credits)**

<table>
<thead>
<tr>
<th>Course Details</th>
<th>Registration Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECED 310 - Contextualizing Infant Toddler Development</td>
<td>Spring 2019 and Summer 2019</td>
</tr>
<tr>
<td>ESL 180 - ESL Support for Early Childhood Educators</td>
<td>- Cohort 1 (Sp) and Cohort 2 (Sum)</td>
</tr>
<tr>
<td><strong>01</strong></td>
<td></td>
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<tr>
<td>ECED 312 - Infant Toddler Cognitive Development</td>
<td>Fall 2019</td>
</tr>
<tr>
<td>ESL 180 - ESL Support for Early Childhood Educators</td>
<td>- Cohort 1 &amp; 2 (now combined as one cohort)</td>
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<tr>
<td><strong>02</strong></td>
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<tr>
<td>ECED 314 - Infant Toddler Social Emotional Development</td>
<td>Spring 2020</td>
</tr>
<tr>
<td>ESL 180 - ESL Support for Early Childhood Educators</td>
<td>- Cohort 1/2</td>
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<tr>
<td><strong>03</strong></td>
<td></td>
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<tr>
<td>ECED 316 - Supporting Early Language Development (B-3)</td>
<td>Summer 2020</td>
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<tr>
<td>ESL 180 - ESL Support for Early Childhood Educators</td>
<td>- Cohort 1/2</td>
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<tr>
<td><strong>04</strong></td>
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<tr>
<td>ECED 202 - Child Development</td>
<td>Fall 2020</td>
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<tr>
<td>ESL 180 - ESL Support for Early Childhood Educators</td>
<td>- Cohort 1/2</td>
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<tr>
<td><strong>05</strong></td>
<td>- Could continue to complete AA (CCRI) or BS (RIC)</td>
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</tbody>
</table>
The following is a snapshot of the BrightStars Family Child Care Quality Framework. Standards and criteria are listed under each of the respective six BrightStars quality domains. Under “Level 1”, “Level 2”, etc., a check mark (✓) indicates that BrightStars will assess criteria at that level. For each criteria, an increase in check marks indicates an increase or difference in what is required to achieve a higher star rating.

<table>
<thead>
<tr>
<th>Domain 1: Health, Safety &amp; Nutrition</th>
<th>Criteria</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Environment</td>
<td>Regulatory Compliance</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Learning Environment</td>
<td>Learning Environment</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
<td>✓</td>
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</tbody>
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<thead>
<tr>
<th>Domain 2: Enrollment &amp; Staffing</th>
<th>Criteria</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Staff-Child Ratio</td>
<td>Staff-Child Ratio</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
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<tr>
<td>Minimum Staff-Child Ratio</td>
<td>Staff-Child Ratio Posted</td>
<td></td>
<td>✓</td>
<td></td>
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<thead>
<tr>
<th>Domain 3: Staff Qualifications &amp; Ongoing Professional Development</th>
<th>Criteria</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
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</thead>
<tbody>
<tr>
<td>Educator Qualifications</td>
<td>Professional Development Plan</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
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<tr>
<td>Educator Qualifications</td>
<td>Formal Education</td>
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<tr>
<td>Educator Qualifications</td>
<td>RI Early Learning and Development Training</td>
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<table>
<thead>
<tr>
<th>Domain 4: Administration</th>
<th>Criteria</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
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<tbody>
<tr>
<td>Continuous Quality Improvement</td>
<td>Program Self-Assessment</td>
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<tr>
<td>Continuous Quality Improvement</td>
<td>Quality Improvement Plan</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
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<thead>
<tr>
<th>Domain 5: Early Learning &amp; Development</th>
<th>Criteria</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
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<tbody>
<tr>
<td>Curriculum</td>
<td>Written Curriculum</td>
<td></td>
<td></td>
<td>✓</td>
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<tr>
<td>Child Assessment</td>
<td>Developmental Screening Info</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
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<tr>
<td>Child Assessment</td>
<td>Child Assessment</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
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<tr>
<td>Inclusive Classroom Practices</td>
<td>Written Program Philosophy</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
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<tr>
<td>Inclusive Classroom Practices</td>
<td>Educator Release Time</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
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<tr>
<th>Domain 6: Family Engagement</th>
<th>Criteria</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family Communication and Involvement</td>
<td>Family Communication</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
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<tr>
<td>Family Communication and Involvement</td>
<td>Family-Teacher Conference</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>
PARTICIPANTS
Family Child Care Providers
Cohort 1 and 2
Participants - Cohort I

- 15 female participants
- Range in age from 32 - 65 years of age
- Home language - Spanish
- Most have completed an Infant Toddler CDA (in Spanish)
- Years of owning own Family Child Care business range from 3 - 24 years.

Qualitative Data:
Gains from first course.
How has practice changed as a result of first course.
How the ESL model supported their content learning.
What is the I-BEST model
I-BEST
Integrated Basic Education Skills and Training

- Pioneered by Washington State’s community and technical colleges
- Provides training to frontline workers in retail, hospitality, tourism, and food-service industries
- Program creates a skilled workforce for the employer, while providing access to educational pathways for workers
- [https://www.sbctc.edu/colleges-staff/programs-services/i-best/](https://www.sbctc.edu/colleges-staff/programs-services/i-best/)
What is the RI-BEST model
* Medical Assistant
* Bookkeeping and Accounting
* ESOL & Computers
* Social and Human Services Assistant Certificates
Early Childhood RI-BEST Model

- Early Childhood workforce development
- Language is no longer a barrier to content, quality improvement (QRIS), professional engagement, access to college coursework
- Team teaching
  - Course Instructor (bilingual)
  - ESL Instructor (bilingual, ESL certified)
- Participants meet as a cohort:
  - 6-9pm, ECED course 1x/week
  - 8-10am, ESL workshop 1x/week (Sat.)
An Orientation was held 2 weeks before the course began to introduce participants to instructors and to conduct a baseline assessment of students literacy ability in English. This data informed ESL instruction and academic support.

Participants are enrolled in the College and are able to receive academic supports, including bilingual Navigators, to ensure their success in the program. In the 2nd year of the project, a bilingual coordinator was hired to serve as a liaison.

The early childhood course is scheduled from 6-9pm, one evening a week. All course materials were translated by a state-approved translation company. Instructors’ contracts included 3 credits for course delivery and 2 credits for preparation.

Content for the ESL course aligns to the ECED course each semester. The ESL course is scheduled from 8-10am on Saturday mornings. Participants re-engage with content while practicing speaking, reading, writing, and listening in English.

Ongoing meetings are scheduled with DHS funders, instructors, program coordinator, and Co-PIs of the project. Two additional language assessments will be conducted using the same online tool to measure growth over the course of the program.
Infant/Toddler Educator Compensation Task Force
Rhode Island Infant/Toddler Educator Compensation Task Force

- Convened in 2018 by Rhode Island KIDS COUNT and RI Association for the Education of Young Children to develop recommendations to improve the compensation of infant/toddler professionals.

- Support from ZERO TO THREE’s Think Babies Campaign and from the T.E.A.C.H. Early Childhood National Center’s Moving the Needle on Compensation Initiative.

- 28 participants including state administrators, child care, family home visiting, and Early Intervention providers, and other experts.

- Eight 4-hour meetings over 9 months with expert facilitation by Harriet Dichter, a national leader in developing early childhood systems.

- Five participants attended the National Summit on Early Childhood Compensation in April 2019.

- Occasional meetings planned for 2019-2020 with return to Summit in April 2020.

- Note: The Task Force did not review or develop recommendations on employer-provided benefits or to address compensation of preschool educators or program directors. Recommendations could be expanded to address these topics.
In 2015, the RI Early Learning Council endorsed a recommendation of the Infant/Toddler Policy Steering committee to **develop and implement strategies to improve the compensation** of professionals who work with infants and toddlers.

In 2016, the RI Early Learning Council's strategic plan **prioritized the development of wage enhancement strategies** to improve recruitment and retention of effective early educators.

In 2019, the RI Family Home Visiting strategic plan identified the **need to improve home visiting staff recruitment, retention, and quality** as one of 3 top priorities.
Improving Child Care Quality is a Priority

Percentage of Children in High-Quality Programs (4 or 5 stars), 2018-2019

- Infants & Toddlers: 12% Licensed Slots, 8% CCAP Children, 47% EHS/HS Children, 8% RI Pre-K
- Preschoolers: 12% Licensed Slots, 26% CCAP Children, 70% EHS/HS Children, 75% RI Pre-K
- School-Age Children: 8% Licensed Slots, 9% CCAP Children, 8% EHS/HS Children, 9% RI Pre-K
In Rhode Island, salaries for Early Interventionists range from $28,080 to $46,000 per year, and most family home visiting professionals earn salaries between $30,430 and $46,000 per year.
Key Findings from the 2019 RI Early Learning Workforce Study

**Early Learning Center Staff:**
- 56% of infant/toddler teachers and 43% of preschool teachers worry about paying for housing costs
- 41% of infant/toddler teachers and 23% of preschool teachers worry about having enough food to feed their family
- 53% of infant/toddler teachers and 42% of preschool teachers receive Medicaid
- 22% of infant/toddler teachers and 26% of preschool teachers receive SNAP
- 21% of infant/toddler teachers and 24% of preschool teachers receive a child care subsidy (CCAP)

**Early Childhood Educators (center-based, EI, and home visiting):**
- 20% to 30% have a second job
- 45% to 63% report often feeling burned out from their job
- 62% to 82% report that they will leave their job if the salary does not improve.
- 38% to 58% report that they have taken action to look for a new job in the past six months
Cross-Sector Recommendations

1) Adopt and use a **statewide target wage scale** linked to educational levels for infant/toddler educators that establishes goals for educator wages. The target wage scale should provide wage parity with kindergarten teachers for similarly qualified infant/toddler educators.

2) Conduct a public education campaign designed to show the value of infant/toddler educators and the need for improved compensation.

3) Establish an Infant/Toddler Employer Group facilitated by the RI Department of Labor and Training to help early childhood programs recruit, develop, and retain effective infant/toddler educators.

4) Develop and introduce an Early Childhood Workforce Investment Act in 2020.
## Infant/Toddler Professional Target Wage Scale
### Rhode Island, 2019

<table>
<thead>
<tr>
<th>Level</th>
<th>Education</th>
<th>Target Hourly Wage Floor</th>
<th>Target Annual Salary Floor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1*</td>
<td>CDA credential or 3 ECE credits</td>
<td>$16/hr</td>
<td>$33,280</td>
</tr>
<tr>
<td>2</td>
<td>12 ECE credits</td>
<td>$17/hr</td>
<td>$35,360</td>
</tr>
<tr>
<td>3</td>
<td>Associate’s degree</td>
<td>$19/hr</td>
<td>$39,520</td>
</tr>
<tr>
<td>4</td>
<td>Associate’s degree and 24 ECE credits</td>
<td>$20/hr</td>
<td>$41,600</td>
</tr>
<tr>
<td>5</td>
<td>Bachelor’s degree</td>
<td>$22/hr</td>
<td>$45,760</td>
</tr>
<tr>
<td>6**</td>
<td>Bachelor’s degree and 24 ECE credits</td>
<td>$24.15/hr</td>
<td>$50,240</td>
</tr>
</tbody>
</table>

* $1 more than Fight for $15 minimum wage goal
** Average starting salary for kindergarten teacher in RI in 2017 ($41,869) adjusted to a 12-month schedule.
Infant/Toddler Child Care Recommendations

1) **Meet the federal rate guidelines** for the Child Care Assistance Program through tiered quality rates -- at least $7 million in new state/federal funding required.

**AND**

2) Fund an **infant/toddler teacher wage supplement demonstration project** (at least $250K/year for 2-3 years). Work with partners to conduct an evaluation and consider how to scale it up.

- Both proposals should be pursued simultaneously.
- Even when CCAP rates meet the federal standards (paying 25th-75th percentile of market rate), revenue will not be adequate for programs to pay adequate wages to attract, retain, and develop effective educators.
- Wage supplements will still be needed because programs cannot increase tuition for private pay families to reach levels needed to pay adequate salaries.
Starting Right Infant/Toddler Teacher Education & Retention Awards

- Engage and secure support of child care employers to sponsor educators in the demonstration project and improve teaching practices. Employers must pay at least $12/hr.

- Educators in both centers and family child care programs can participate statewide as long as the program serves infants/toddler in CCAP and they are working to improve their BrightStars rating. Lottery proposed to select participants.

- An intermediary organization provides strong education and retention awards to qualified infant/toddler educators using the state’s target wage scale with participants at all levels to close the gap between what the employer pays and the target wage.

- Connect awards to both education level and demonstration of high-quality teaching/program practices, using a valid and reliable observation tool. Provide on-site coaching to mirror supports for RI Pre-K.

- Find an evaluation partner to study the impact of wage supplements on teachers, programs, families, and children.

- Project can be scaled up gradually to serve more teachers and programs. It can also be expanded to teachers of preschoolers.
Early Intervention Recommendations

1) Leverage existing billing opportunities to support Early Interventionists.

2) Establish a compensation-based incentive pool.

3) Review and update Early Intervention reimbursement rates.
Family Home Visiting Recommendation

1) Incorporate the Infant/Toddler Professional Target Wage Scale into family home visiting contracts.
Discussion: Rhode Island Early Learning and Development Standards
Policy & Program Updates: DHS
Policy and Program Updates: Department of Human Services
December 11, 2019

The project described is supported by the Preschool Development Grant Birth through Five Initiative (PDG B-5), Grant Number 90TP0027, from the Office of Child Care, Administration for Children and Families, U.S. Department of Health and Human Services. Its contents are solely the responsibility of the authors and do not necessarily represent the official views of the Office of Child Care, the Administration for Children and Families, or the U.S. Department of Health and Human Services.
Agenda:

- Preschool Development Grant - Prenatal to 5 System Action Plan Update
- Child Care Licensing
- Exceed Website Enhancements
- Head Start Collaboration Office
Preschool Development Grant (PDG B-5) Overview

- RI was awarded a $4.2M federal grant to align, strengthen and support our state’s early childhood system

- DHS is the lead entity for the state in partnership with sister Children’s Cabinet agencies RIDE, RIDOH, DCYF and EOHHS

- PDG is supporting the planning for an expansion of Pre-K, in addition to strengthening the existing Prenatal-5 system through four key activities:
  - Needs Assessment
  - Strategic (Action) Plan
  - Maximize Parental Choice and Knowledge
  - Increase Collaboration and Efficiency
Prenatal – 5 Action Plan Update and Next Steps

• Incorporating feedback to the executive summary shared at the November 12\textsuperscript{th} special meeting of the Early Learning Council

• Identifying staff leads for key strategies

• Finalizing action steps for each strategy

• **January**: Finalize progress indicators, metrics and goals
Please Stay engaged!

• Send additional feedback or questions to PDG B-5 grant manager, Sam Saltz: Sam.Saltz@dhs.ri.gov
DHS CHILD CARE LICENSING

Caitlin Molina, Assistant Director of Child Care

- DHS Mission; OCC Mission
- DHS Guiding Principles
- Alignment to CCAP Office and Licensing Team
- How to Reach Us
Our Mission at DHS

Through the efficient provision of critical safety net and other supportive services, DHS staff are committed to ensuring that individuals and families in Rhode Island have access to the supports they need to achieve their goals.

Our Mission at the Office of Child Care

As a division of the Rhode Island Department of Human Services, the Office of Child Care supports the workforce in providing families with equitable access to high-quality, safe, affordable child care.
DHS Guiding Principles

<table>
<thead>
<tr>
<th>Guiding Principle</th>
<th>In practice, we ask:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Right Service, Right Place</strong></td>
<td>Effective triage is fundamental, so that providers are directed to the channel/place that can meet their needs as quickly as possible.</td>
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<tr>
<td><strong>Champion “The Easy Way”</strong></td>
<td>Reward those who are proactive, prepared, and use preferred channels. Don’t just encourage – incentivize!</td>
</tr>
<tr>
<td><strong>Prevention &gt; Correction</strong></td>
<td>An ounce of prevention is worth a pound of corrective action.</td>
</tr>
<tr>
<td><strong>Decide with Data</strong></td>
<td>Use data to inform decisions and track progress.</td>
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DHS Guiding Principles

<table>
<thead>
<tr>
<th>Guiding Principle</th>
<th>In practice, we ask:</th>
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</thead>
<tbody>
<tr>
<td><strong>Clear Message, Warm Voice</strong></td>
<td>Licensing can be complicated and confusing, but the process doesn’t have to be. From notices to voicemails to in-person conversations, providers and parents should feel informed, respected, and understood.</td>
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<tr>
<td>Are we communicating expectations clearly and plainly?</td>
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<tr>
<td><strong>Keep Others in the Loop</strong></td>
<td>Make extraordinary efforts to let others know the status of a case/task at any given time.</td>
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<td>What questions might a customer have, and how are we answering them (before they are asked)?</td>
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<tr>
<td><strong>Inspire Confidence</strong></td>
<td>People tend to remember bad experiences more than good ones. Highlight when things go well in order to rebuild trust with employees and providers</td>
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<tr>
<td>Will this strengthen the relationships between licensors and providers?</td>
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Alignment of CCAP and Office of Child Care Licensing Team (CCL)
There are many ways to reach Child Care Licensing, including online, via email, over the phone, and in person.

The DHS Child Care Licensing Website:
http://www.dhs.ri.gov/Programs/CCAPLicensing.php

The DHS CCL Email:
DHS.ChildCareLicensing@dhs.ri.gov

The DHS CCL Phone Line:
401-462-3009

DHS CCL Open Office Hours:
Monday, Wednesday, Friday 8:30am-4:00pm (closed 12-1pm for lunch)
25 Howard Avenue, Building 57, 4th Floor

During office hours, paperwork and fees may be dropped off and general questions may be answered by the Implementation Aide.
MEET THE CHILD CARE LICENSING TEAM

Nicole Chiello, Administrator of Family and Children Services, Licensing

- Introductions
- Training Review
Nicole Chiello
Administrator of Family and Children Services, Licensing

Professional Experience
• Administrator of Child Care Licensing and Regulation (DHS), as of October 28, 2019
• Deputy Chief of Child Care Licensing, Department of Children, Youth and Families (DCYF)
• The Children’s Workshop
  Served as Vice President & Regional Director of Operations for ten schools in Massachusetts
  Former Licensed Center Director

Engagement in the Early Childhood Field
• Featured presenter for the National Association for the Education of Young Children (NAEYC) in Washington D.C., presented on transforming managers to leaders
• Presented at both local and national conferences (Rhode Island Association for the Education of Young Children “RIAEYC”, NAEYC, McCormick Institute)

“I love what I am doing and am grateful to be able to continue it on a larger scale as the Administrator of Child Care Licensing & Regulation for DHS. I am so excited to... work with families, providers, and my Early Childhood colleagues to both support and strengthen the field for the state of Rhode Island.”
Child Care Licensing Team Staff

Sarah Nardolillo
Assistant Administrator of Family and Children Services, Licensing

Experience
• Began working in Early Childhood while attending college, first in a family child care and then at a YMCA summer program.
• Graduated college and joined Woonsocket Head Start where I worked for 15 years.
• Transitioned to DCYF as a Social Case Worker for 5 years prior to coming to DHS.
• Joined DHS in April 2019, working in the Office of Child Care managing contracts related to improving quality and supporting the child care workforce.
• “I am looking forward to continuing this work as part of my new role!”

Yeslin Salazar
Implementation Aide

Experience
• Yeslin Salazar grew up in the West End of Providence.
• Graduating from Central High School in 2013.
• Graduated from YearUp program in 2017 with a focus in Business Operations.
• Began in State service as an intern in 2016.
• Became a full time State employee with the Department of Human Services and was recently promoted to Implementation Aide for Child Care Licensing.
Child Care Licensing Team Staff

Marion Fath
Licensor
Experience
• Been with DHS for more than 35 years.
• Held various roles and has been Human Services Policy & System Specialist since 2013.
• “Seeing the world through a child's eyes gives the meaning of humanity. I feel privileged to have this assignment.”

Marta Hawit
Licensor
Experience
• Has worked for the State of RI for more than 20 years, 14 of which as a General Public Assistance (GPA) and Child Care Social Worker.
• After five years of working at DCYF, she returned to DHS to be a part of our Child Care Licensing team.

Brigitte Haywood
Licensor
Experience
• Has a Bachelor’s Degree from Rhode Island College.
• Pursued a career in the nonprofit sector.
• Has more than 20 years of experience working with children and families in a variety of settings.
CCL Licensor Training

“Over the years depending on who has been assigned to my daycare there has been total inconsistency on interpreting the regulations. Each case worker has their own interpretations, making my to-do list a little different each year. It would be nice to see consistency across the board.” – Survey Respondent

To support licensors in consistently and equitably interpreting and applying the licensing regulations, licensor training includes:

- 9 hours of targeted onboarding training
- Shadowing of monitoring visits conducted by the Administrator
- Participation in inter-rater reliability visits in licensed center based and family child care home settings
PREVIEW OF NEW CHILD CARE LICENSING FORMS

- Monitoring Checklists
- Application Cover Checklist
Monitoring Checklist forms were updated to:

- Meet federal requirements
- Provide clarity for licensors and providers

**Note**
Child Care providers are responsible for complying with all licensing regulations for their license type, even if a regulation does not explicitly appear on a monitoring form.
Licensed Child Care Application Cover Letter

To support providers in their application process, the Licensed Child Care Application Cover Letter is an easy to navigate, comprehensive reference that outlines application/renewal application requirements.

*Excerpts of the actual forms*
Additional Forms

Additional forms that will undergo revision and/or be created include:

- Applications
- Customer Service Feedback Survey
- “Sorry we missed you!” Door Hanger
- Technical Assistance Referral
- Variance Waiver – Approval, Denial, Request forms
- Complaint Investigation Forms

Forms will be made available through licensors and the DHS OCCLU website:

http://www.dhs.ri.gov/Programs/CCAPLicensing.php
Provider Survey

Provider surveys were distributed in late October and DHS received over 170 responses!

- Majority (95%) prefer email as the best method of communication.
- Almost half of respondents (47.7%) felt they knew at least something about the licensing transfer.

**Top 3 Responses to “What improvements to the statewide child care system or outcomes would you expect to see from the transition?”**

- Increased clarity in existing or new regulations (81%)
- Improved technology use and/or data sharing between agencies, the licensing team, and providers (67.4%)
- Improved communication/collaboration between Licensing and the provider community (66.9%)
## Provider Survey

DHS continues to build out and strengthen the Frequently Asked Questions (FAQ) document for provider support. Below are a few consistent topics brought up in the survey and responses from the FAQ:

<table>
<thead>
<tr>
<th>Questions</th>
<th>DHS FAQ Response</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>How is this transition effecting renewals?</strong></td>
<td>All pending applications received by DCYF prior to 10/28/19 have been brought over during the transfer for completion. Any renewals received by DCYF after the transfer date will be forwarded to DHS at: <strong>Office of Child Care Licensing Unit</strong>&lt;br&gt;25 Howard Ave, Building 57&lt;br&gt;Cranston, RI 02920  &lt;br&gt;All fees will remain. Application fee checks must be made out to: <strong>Rhode Island General Treasury</strong></td>
</tr>
<tr>
<td><strong>How will my current license be impacted?</strong></td>
<td>All current child care licenses will remain valid upon the transfer. All child care licenses will still be subjected to the same renewal process and licensing regulations.</td>
</tr>
<tr>
<td><strong>Who is my licensor/who is assigned to me?</strong></td>
<td>Providers will be assigned new licensors. Beginning this winter, all providers will have the opportunity to meet the new licensing staff. As new licensors are assigned to programs, the licensors will reach out to the providers by email with their contact information. Additionally, the Child Care Licensing team is committed to visiting each program in the first few months of the new year allowing for licensors and programs to meet in-person for an initial monitoring visit to be conducted by DHS.</td>
</tr>
<tr>
<td>Questions</td>
<td>DHS FAQ Response</td>
</tr>
<tr>
<td>----------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>How will this transfer affect me?</td>
<td>For child care providers, the day-to-day responsibility of providing safe, quality care to children as outlined by current child care licensing regulations will not change. DHS is looking forward to building strong relationships with partnering agencies and the child care workforce as this transfer occurs.</td>
</tr>
<tr>
<td>Will there be new child care licensing regulations?</td>
<td>The current regulations listed on the DCYF website remain valid: <a href="http://www.dcyf.ri.gov/licensing-child-care/">http://www.dcyf.ri.gov/licensing-child-care/</a> The regulations are now also available on the DHS website at: <a href="http://www.dhs.ri.gov/Regulations/218-RICR-20-00-4ChildCareAssistanceProgram.pdf">http://www.dhs.ri.gov/Regulations/218-RICR-20-00-4ChildCareAssistanceProgram.pdf</a></td>
</tr>
<tr>
<td></td>
<td>In 2020, DHS may propose updated Family Child Care and Group Family Child Care regulations for public comment as required by state law prior to filing.</td>
</tr>
<tr>
<td>Will this impact my CCAP payments or CACFP?</td>
<td>No. This transfer will not impact your CCAP payments or CACFP.</td>
</tr>
<tr>
<td>Will participation in BrightStars be mandatory for all licensed providers?</td>
<td>Participation in BrightStars remains optional for all licensed providers who choose not to participate in or accept CCAP. <strong>For licensed providers participating in CCAP</strong>, participation in BrightStars will continue to be mandatory.</td>
</tr>
</tbody>
</table>
Best Ways to Contact Us

Email the CCL at: 
DHS.ChildCareLicensing@dhs.ri.gov

Call the CCL at: 
401-462-3009

Thank you for coming!
What Changes Are Being Made?

• Modernizing the website
  • New look and feel
  • Updated content, resources and logos
  • Content Management System for sustainable management

• Updating family search to make more user friendly
  • Map and radius search
  • Clearer search language
  • Posted licensing reports and aggregate licensing findings- ACF Requirement

• Making the site 508 compliant- ACF Requirement
  • Color density changes
  • Updating attachments with document type indicators
Head Start Collaboration Updates

- Larry Pucciarelli retired on November 30
- Working closely with ACF OHS and RI HS Association on moving forward
- Will soon be recruiting a new Director
Three HSCO Service Pillars

- **Communication:** Convene stakeholder groups for information sharing, planning, and partnering. Serve as a conduit of information between regional offices, the State, and local early childhood systems. Ensure that Head Start has a “seat at the table” during state and local planning processes affecting low-income children and families.

- **Access:** Facilitate Head Start agencies’ access to, and utilization of, appropriate entities so Head Start children and families can secure needed services and critical partnerships are formalized. Coordinate with the administration of CCDF subsidies, and those providing state resource and referral services, to make full-working-day and full calendar year services available to children.

- **Systems:** Support policy, planning, partnerships, and implementation of cross agency State systems for early childhood and serve on the State Advisory Council (SAC). Promote curricula alignment between Head Start and other agencies providing ECE, health, mental health, and other child/family supportive services, including those under the Individuals with Disabilities Education Act (IDEA).
DHS HSCO Priorities for 2020-2021

- Support Head Start state funded contracts
- Support Pre-K expansion and Head Start funding coordination during expansion
- Support state level PDTA aligned with HS Act and HSPPS as well as integration with Regional TTA system and resources
- Support increased credentials and compensation for educators, in alignment with Governors Workforce Board and Registered Apprenticeship work
- Support Pre-K to K transitions in partnership with LEA’s and RIDE
- Support data integration efforts with EOHHS to include Head Start
- Support continued engagement of Head Start and Early Head Start within state systems
- Continued support around OHS Dr. Bergeron priorities within the state

Resources
[childtrends.org]
Early Learning Council
Membership Updates
Under Federal statute, all states are required to have a Governor designated State Advisory Council on Early Childhood Education and Care for children from birth to school entry.

The Council must include these representatives:
1. Representative of the State agency responsible for child care (DHS)
2. Representative of the State educational agency (RIDE)
3. Representative of local education agencies (LEAs)
4. Representative of institutions of higher education
5. Representative of local providers of early childhood education and development services
6. Representative from Head Start agencies
7. State Director of Head Start Collaboration
8. Representative of the State agency responsible for 619 or Part C
9. Representative of the State agency responsible for health or mental health care (RIDOH)
10. Representative of other entities determined to be relevant by the Governor of the State
UPDATING MEMBERSHIP LIST & ROLES

• In order to ensure the ELC is in compliance and truly serving as an advisory body we are doing the following by start of 2020:
  • Removing members who are no longer in state/in their appointed position or are not representing a federally required entity
  • Ensuring there is a representative with a clear role from each of the 10 federally assigned entities and subgroups
  • Clarifying responsibilities of ELC members and the endorsement process (see attached sheet)
NEXT STEPS

• We will send out emails summarizing the ELC updates for 2020 to each organization or entity with a request to either confirm current member or assign a new representative

• Once members are confirmed, the Governor’s Office will send out appointment letters to be signed by each ELC member

• Reminder that all ELC meetings are public meetings and we encourage attendance regardless if you are a member

• Please let us know if you have any questions or concerns:

  Cara Harrison
  Cara.Harrison@governor.ri.gov

  Leanne Barrett
  Lbarrett@rikidscount.org
Public Comment

2020 Scheduled Meetings

Tuesday, March 31, 2020, 9:00 to 11:00 a.m. at Save the Bay
Tuesday, June 23, 2020, 9:00 a.m. to 11:00 a.m. at Save the Bay
Wednesday, September 30, 2020, 9:00 a.m. to 11:00 a.m. at Save the Bay
Wednesday, December 9, 2020, 9:00 a.m. to 11:00 a.m. at Save the Bay

www.earlylearningri.org