Rhode Island
Early Learning Council

JUNE 26, 2019
9:00 - 11:00 A.M.
SAVE THE BAY CONFERENCE CENTER, PROVIDENCE
## Meeting Agenda

<table>
<thead>
<tr>
<th>Welcome, Opening Remarks, and Meeting Overview</th>
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**Update:**
- FY20 State Budget & 2019 Legislation

**Presentation & Discussion:**
- PDG Birth to 5 Grant

**Policy & Program Updates:**
- Work Group: Young Children’s Social & Emotional Needs
- Dashboard: Progress toward Council Goals

**Announcements:**
- Home Visiting Strategic Plan
- Successful Start
- Substance Exposed Newborns (SEN) Task Force
- BrightStars Advisory Committee
- Think Babies & Moving the Needle Infant/Toddler Educator Compensation Work Group
- Other?

**Public Comment & Next Steps**
Birth through Age 8 Learning & Development: FY20 Budget & 2019 Legislation
FY 20 State Budget Enacted

- $5.75 million to sustain existing Pre-K classrooms and $2.9 million to expand. ($8.65 million in new state General Revenue).
  - No statutory language included re: goal of universal Pre-K, requiring kindergarten transition plans, requiring Pre-K and K alignment, or support for Early Care and Education Data System (ECEDS)
- $150,000 to implement tiered quality rates for infants and toddlers in family child care
- $0 for tiered quality rates in centers (preschool rate increase was proposed)
- Child care statute amended: Removed requirement that DHS will pay no more than “the lowest rates actually charged families.” Narrowed child support enforcement requirement to only apply to children receiving a child care subsidy (not all children in family). Changed family asset limit to meet federal regulations.
- $0 for funding to sustain and expand Family Home Visiting (FHV) and First Connections
- Child care licensing will move to DHS
- Adds $2.3 million to improve instruction for English Learners, bringing the total to $5 million
2019 Legislation re:
Early Learning and Development (0 to 8)

- H-5106 (Diaz) and S-282 (Crowley) bill to expand CCAP tiered quality rates to school-age children in centers and to increase rates for preschool children and school-age children. DID NOT PASS
- H-5009 (McNamara) directs school districts to establish attendance teams to address chronic absenteeism. DID NOT PASS
- H-5047 (Millea) and S-199 (Gallo) bill to establish a maximum class size of 20 for grades K through 2. PASSED SENATE
- H-5192 (Diaz) and S-198 (Ciccone) establishes and requires funding for world language and dual language instruction PASSED SENATE
- H-5887 SUB A (O’Brien) Right to Read Act to improve teacher preparation and professional development regarding dyslexia. PASSED HOUSE
- H-5912 (Blazejewski) and S-765 (Goldin) to extend number of weeks and improve wage replacement for the Temporary Caregivers Insurance program (paid family leave) DID NOT PASS
Preschool Development Grant (PDG Birth-5) Update

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

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

- PDG will support planning for an expansion of PreK, in addition to strengthening the existing B-5 system
PDG B-5 Overview

Grant Purpose: “To develop, update, or implement a strategic plan to facilitate collaboration and coordination among ECE programs in a mixed delivery system to prepare low-income and disadvantaged children to transition into the local educational agency or elementary school.”

Five Key Activities:

- Needs Assessment
- Strategic Plan
- Maximize Parental Choice and Knowledge
- Increase Collaboration and Efficiency
- Quality Improvements
Facilities Need Assessment

The Local Initiatives support Corporation of Rhode Island (LISC) is currently conducting Rhode Island’s B-5 Facilities Needs Assessment with the goal of better understanding the current state, availability, and geographic distribution of facilities for children B-5.

Since March, LISC has:

• Conducted a survey of early childcare operators in RI
• Completed a comprehensive review of regulations impacting child care
• Conducted a series of focus groups with real estate developers, child care providers and stakeholders in ECE

In the coming months, LISC will:

• Work with current and potential providers, state and local government, and the business community to **identify resources needed to improve, optimize, and expand facilities** to meet system goals and improve quality
• Identify ways to **streamline permitting and licensing of new spaces to remove barriers** to small businesses operating and expanding in the state
Family and Workforce Needs Assessments

Following a review of responses to Rhode Island’s PDG B-5 Request for Proposal, the state has contracted with Abt to conduct Rhode Island’s B-5 **Family and Workforce Needs Assessments**.

### Family Needs Assessment

Capture family needs such as affordability, transportation, hours of service, transitions across programs, access to information, and trust in the system.

Focus on identifying barriers preventing the most at-risk families from utilizing the services and supports available from the state.

Provide comprehensive recommendations that address perceived barriers to access.

### Workforce Needs Assessment

Leverage existing needs assessments and conduct new analyses to provide updated baseline knowledge about the nature of the current B-5 workforce.

Identify opportunities to strengthen the quality and stability of the workforce.

Provide data to drive development of a pipeline for staffing high-quality Pre-K seats and expanded access to programs for 0-3 year-olds.
Marketing and Communications Campaign

Rhode Island has engaged NAIL Communications to implement a robust, targeted, multi-channel and multilingual media and outreach campaign.

NAIL has convened a series of stakeholder immersion meetings with state leadership and B-5 program leads to inform the development of marketing strategies intended to reach specific audiences (e.g., parents of target populations) for the entire B-5 system.
RI Birth-5 Action Plan

Rhode Island has contracted with AnLar to facilitate the development of a comprehensive B-5 Action Plan and Funding Stream Analysis.

**Action Plan**

Build on existing ECE strategic plans and assessments to provide detailed recommendations

Align key deliverables across state agencies

Synthesize recommendations from the various needs assessments to inform the development of the action plan

**Funding Stream Analysis**

Research other states’ efforts to maximize funding to support the B-5 system

Analyze RI’s current use and implementation of funding streams

Provide recommendations for funding alignment

Conduct a cost analysis to explore funding a seat-based model for state-funded PreK expansion
Upcoming Work:

- Pending finalization of contracting and procurement:
- System design to the public-facing (consumer) website (Exceed.RI.gov) and ECE data systems
- RIDOH’s Health Equity Zones (HEZ): Grants to Family-Serving Organizations for innovative programs to empower parents as advocates in their child’s education
- Professional Development and technical assistance delivered by local community based partners for child care organizations to improve their quality (BrightStars) rating
The draft plan for the family needs assessment includes 18 focus groups and an online and printed survey. The study will include families who have engaged in a range of B-5 programs, as well as those who have not been touched by the system or have declined services.

**Family Needs Assessment Areas of Inquiry:**

- Access
- Supply V. Demand
- Transitions/Referrals
- B-5 System Alignment
- Impact
  - Parent Knowledge
  - Parent Efficacy
  - Child Outcomes

*Vendor has been charged with developing actionable recommendations on how to support families in accessing appropriate and relevant services to support their child’s development.

*Vendor will implement creative strategies for engaging/recruiting “low touch” families to participate in the surveys.
The draft plan for the workforce needs assessment includes focus groups and an online and printed survey. The study will include FHV, EI, Child Care, Family Child Care, and Pre-K.

Workforce Needs Assessment Areas of Inquiry:

- Supply v. Demand
- Wages
- B-5 System Alignment
- Sustainability & Best Practice
- Pathways (PD and Advanced Coursework)

*Vendor has been charged with developing actionable recommendations on how to support wage enhancement in the sector, and ensure the Pre-K expansion does not create shortages in Infant/Toddler workforce.
For both the Family and Workforce needs assessments, we hope to discuss the following:

What information do you already have in this area? Please share with us!

State leadership has defined five distinct areas of inquiry for each assessment. What have we missed?

What are the questions that are most important to you, the workforce and our families? Which area of inquiry do they fit into?

How can we use this as an opportunity to partner? Are there any questions or areas of interest that would advance your work that we could consider adding to the assessment? (i.e. a particular question to explore)
We need your help!

To ensure we reach a representative sample size and have a good response rate, could you support this effort by:

- Pushing out surveys to relevant contacts
- Encouraging your vendors / partners to distribute information
Please stay engaged!

• Join conversations at the Children’s Cabinet and Early Learning Council Meetings

• Let us know if you want to participate in stakeholder listening and feedback sessions

• We will be reaching out for input and feedback throughout the process

The project described was 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.
Policy & Program Updates
Meeting the Social-Emotional Needs of Children in ECE Programs

RI State Recommendations
Meeting the Social-Emotional Needs of Children in ECE Programs

**Agenda**

1. Impetus, Vision & History
2. Survey Results
3. Next Steps
Impetus

- Knowledge that children with “high need” require access to high-quality EC programs,
- Understanding that supports for the children in EC programs are at times insufficient (delayed, limited, inaccessible, or of low-quality),
- Reality that many children are therefore expelled, suspended or continue to participate un成功fully.
Vision

RI will implement a coordinated, comprehensive and seamless system of supports ensuring all young children, birth-kindergarten entry, receive the necessary supports to successfully participate in high quality ECE programs.
<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Pre K Admin</td>
<td>Lisa Nugent</td>
</tr>
<tr>
<td>EI Director</td>
<td>Casey Ferrara</td>
</tr>
<tr>
<td>ECSE Admin</td>
<td>Julie Driscoll</td>
</tr>
<tr>
<td>Parent of a Young Child</td>
<td>Josh Wizer-Vecchi,</td>
</tr>
<tr>
<td>KIDS Count/Policy Advocate</td>
<td>Leanne Barret</td>
</tr>
<tr>
<td>State DCYF Admin</td>
<td>Joe Carr</td>
</tr>
<tr>
<td>Child Care Ed Coordinator</td>
<td>Khadija Lewis Khan</td>
</tr>
<tr>
<td>Child Care Teacher</td>
<td>Nicole Simone, MacColl</td>
</tr>
<tr>
<td>SUCCESS Representative</td>
<td>Becca Silver</td>
</tr>
<tr>
<td>Kids Connect Admin</td>
<td>Lisa Furtado</td>
</tr>
<tr>
<td>Bradley Pedi Partial</td>
<td>Dr. John Boekamp</td>
</tr>
<tr>
<td>Providence Center- EC Program</td>
<td>Simmy Carter</td>
</tr>
<tr>
<td>Imagine Preschool</td>
<td>Andrea Weidele</td>
</tr>
<tr>
<td>Autism Project</td>
<td>Joanne Quinn</td>
</tr>
<tr>
<td>Woonsocket Head Start</td>
<td>Mary Varr</td>
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</tbody>
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Areas of Recommendation

- Early Childhood Education Foundation
- Behavioral Health Supports
- State Policy/Systems
Survey Results
<table>
<thead>
<tr>
<th>ANSWER CHOICES</th>
<th>RESPONSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent of a young child who participates in an early childhood classroom/program</td>
<td>2.26% 4</td>
</tr>
<tr>
<td>Early childhood teacher</td>
<td>15.25% 27</td>
</tr>
<tr>
<td>Early childhood associate teacher/teaching assistant</td>
<td>2.82% 5</td>
</tr>
<tr>
<td>Early childhood education coordinator/director</td>
<td>24.29% 43</td>
</tr>
<tr>
<td>EI educator/therapist</td>
<td>2.82% 5</td>
</tr>
<tr>
<td>EI director</td>
<td>3.39% 6</td>
</tr>
<tr>
<td>Early childhood special education teacher/therapist</td>
<td>15.25% 27</td>
</tr>
<tr>
<td>Early childhood special education coordinator/administrator</td>
<td>12.99% 23</td>
</tr>
<tr>
<td>Mental health provider who works within an early childhood classroom/program</td>
<td>6.78% 12</td>
</tr>
<tr>
<td>Mental health provider who works outside of an early childhood classroom/program</td>
<td>1.69% 3</td>
</tr>
<tr>
<td>State administrator</td>
<td>2.26% 4</td>
</tr>
<tr>
<td>Representative of higher education</td>
<td>1.69% 3</td>
</tr>
<tr>
<td>PD/TA provider</td>
<td>2.82% 5</td>
</tr>
<tr>
<td>Other (please specify)</td>
<td>19.21% 34</td>
</tr>
<tr>
<td>Total Respondents: 177</td>
<td></td>
</tr>
</tbody>
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## Survey: Support for Recommendations

<table>
<thead>
<tr>
<th>Focus Area</th>
<th>Mod + Sub Impact</th>
<th>Weighted (4 possible points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECE Foundation</td>
<td>94.53%</td>
<td>3.64</td>
</tr>
<tr>
<td>Behavioral Health Supports</td>
<td>92.90%</td>
<td>3.6</td>
</tr>
<tr>
<td>State Policy/Systems</td>
<td>83.00%</td>
<td>3.28</td>
</tr>
</tbody>
</table>
# Survey Comments: Support for Recommendations

<table>
<thead>
<tr>
<th>Focus Area</th>
<th>Themes</th>
</tr>
</thead>
</table>
| **ECE Foundation**          | • Teachers have ongoing PD with continuous support including coaching & mentoring  
                                 • More PD & class consultation specific to supporting children in the area of social-emotional skills and behavioral health needs  
                                 • Reinforced need for qualified personnel to provide in class supports                                                                 |
| **Behavioral Health Supports** | • Ensuring the whole family has access to services to support their child  
                                 • More inclusion of the whole family when addressing behavioral health needs of the child  
                                 • Ensuring access to in-class and auxiliary services and ensuring services meet child/family/classroom needs |
| **State Policy/Systems**    | • Class size/ratios  
                                 • Expulsion/Suspension Policy  
                                 • Non-Medicaid eligible children should have equal access to needed supports and services |
### Survey Comments: Suggestions/Strategies for Action Planning

<table>
<thead>
<tr>
<th>Focus Area</th>
<th>Themes</th>
</tr>
</thead>
</table>
| **ECE Foundation**        | • Suggestions for specific curricula: Circle of Security, Conscious Discipline, Incredible Years  
                            | • Program/teacher support regardless of BrightStars rating             |
| **Behavioral Health Supports** | • Ensure all districts recognize social-emotional delays when considering eligibility  
                                    | • Consideration of one “plan” for the child/family with input from ECE program and auxiliary services |
| **State Policy/Systems**  | • Funding for all aspects of implementation                               
                            | • Need fidelity of IECSE implementation                                 |
Next Steps

- Finalize and share recommendations
- Form action planning workgroups with key stakeholders
Thank you
OVERALL GOAL: IMPROVE EARLY LEARNING AND DEVELOPMENT OUTCOMES FOR CHILDREN BIRTH THROUGH AGE 8 SO THAT ALL CHILDREN CAN READ ON GRADE LEVEL BY THE END OF THIRD GRADE.
Expand Access to High-Quality Early Learning and Development Programs

<table>
<thead>
<tr>
<th>GOAL</th>
<th>Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expand State Pre-K and Head Start</td>
<td>+ Progress Made</td>
</tr>
<tr>
<td>Implement a Permanent Cliff Effect Policy for the Child Care Assistance Program</td>
<td>✓ Complete</td>
</tr>
<tr>
<td>Implement universal access to full-day kindergarten</td>
<td>✓ Complete</td>
</tr>
<tr>
<td>Increase and maintain enrollment in evidence-based home visiting programs</td>
<td>Progress AT RISK</td>
</tr>
<tr>
<td>Improve DCYF referrals and follow-up for Early Intervention services for maltreated children &lt; age 3</td>
<td>+ Progress Made</td>
</tr>
<tr>
<td>Increase enrollment of maltreated children in high-quality early learning programs</td>
<td>In Progress (DCYF Getting to Kindergarten Initiative)</td>
</tr>
</tbody>
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## Improve Early Learning Program Quality

<table>
<thead>
<tr>
<th>GOAL</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop and use consistent measurement protocols for monitoring licensing compliance and post licensing inspection reports on web</td>
<td>Developing (Transition to DHS)</td>
</tr>
<tr>
<td>Implement tiered reimbursement for the Child Care Assistance Program to expand access to high-quality child care programs</td>
<td>+ Progress</td>
</tr>
<tr>
<td>Continue to increase BrightStars participation and provide quality improvement supports to early learning programs and schools</td>
<td>+ Progress</td>
</tr>
</tbody>
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# Develop and Sustain an Effective Early Care and Education Workforce

<table>
<thead>
<tr>
<th>GOAL</th>
<th>Progress</th>
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</thead>
<tbody>
<tr>
<td>Promote participation in the workforce registry (ECEDS)</td>
<td>Developing/Stalled</td>
</tr>
<tr>
<td>Support early learning workforce access to GEDs, higher education coursework, and college degrees</td>
<td>+ Progress</td>
</tr>
<tr>
<td>Provide high-quality professional development for early educators and program leaders working with children from birth through age 8</td>
<td>+ Progress</td>
</tr>
<tr>
<td>Explore and develop wage enhancement strategies to incentivize advancement on career pathways and to improve recruitment and retention of effective early educators</td>
<td>Developing (Think Babies/Moving The Needle Work Group)</td>
</tr>
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Measure & Evaluate Progress Toward Improved Early Learning and Development Outcomes

<table>
<thead>
<tr>
<th>GOAL</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improve developmental screening rates to ensure all children with developmental delays and disabilities are identified and receive special education services from birth through K entry</td>
<td>+ Progress</td>
</tr>
<tr>
<td>Implement the Kindergarten Entry Profile statewide to understand individual children’s skills and knowledge</td>
<td>Stalled</td>
</tr>
<tr>
<td>Track progress toward improved outcomes in third grade literacy and numeracy</td>
<td>In Progress/Stalled</td>
</tr>
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Announcements
BrightStars Advisory Committee

Meetings: Quarterly
Two meetings to date (January and June)
Next meetings:
- July 29th 9:00-10:30am
- October 28th 9:00-10:30am

Topics we have covered to date:
Data Sharing
BrightStars Impact- increases to star rating information
ERS Reports- modifications in content and format
Transition Plans for ECERS-3 and ITERS-3
Supporting Family Child Care Providers with Practice Observations
Tiered Reimbursement
Collaboration with The Center and Ready to Learn Providence with TA and PD Referrals
**Goal:** Develop an action plan to support compensation improvements in the infant toddler, child care, early intervention and home visiting workforce

**Infant Toddler Workforce, Compensation and Qualifications Project & Moving the Needle on Compensation**

**Progress and Conversations**
- Common challenges but different financing structures re: staff compensation for Child Care, EI, and Home Visiting
- Developed RI Wage Scale Vision for infant/toddler workforce salaries (CDA through BA)
- Child Care: Designed Demonstration Project for Infant Teacher Education and Retention Awards
- Early Intervention: Ideas for Medicaid/IDEA resources
- Home Visiting: Ideas for contracting with wage requirements
- DLT: Ideas for partnerships
- Advocacy ideas
- Team attended National Summit in April 2019
- Report will be completed this summer
- Recommendations reviewed at ELC meeting in September 2019
Public Comment

2019 SCHEDULED MEETINGS AT SAVE THE BAY
WEDNESDAY, SEPTEMBER 25, 9:00 – 11:00 A.M.
WEDNESDAY, DECEMBER 11, 9:00 – 11:00 A.M.
WWW.EARLYLEARNINGRI.ORG