

# ***Rhode Island Early Learning Work Group Meeting***

Thursday, October 21, 2010 9:30-11:30 a.m.

Location: Community College of Rhode Island – Knight Campus, Room 1130  
400 East Avenue, Warwick, RI

## **Agenda**

|             |   |  |
|-------------|---|--|
| 9:30-9:35   | <b>Welcome/Introduction</b>   | Kristin Lehoullier                     |
| 9:35-10:00  | <b>National Governor's Association's Ready State Initiative: Data Mapping Framework</b>   | Leanne Barrett                         |
| 10:00-11:15 | <b>Rhode Island Kindergarten Assessment Overview and Discussion:</b> <ul style="list-style-type: none"><li>• What purpose do we want kindergarten entry assessment to serve?</li><li>• What methods should be used?</li><li>• What should the data sources be?</li><li>• What domains should be assessed?</li></ul> | Michele Palermo/<br>Kristin Lehoullier |
| 11:15-11:30 | <b>Wrap-up/Next Steps</b>   | Kristin Lehoullier                     |

# **RHODE ISLAND EARLY LEARNING COUNCIL WORK GROUP MEETING**

**October 21, 2010**

9:30-11:30 a.m.

Community College of Rhode Island – Knight  
Campus, 400 East Avenue, Warwick, RI  
Room 1130





# MEETING AGENDA

|             |  |
|-------------|--|
| 9:30-9:35   | Welcome /Meeting Overview  |
| 9:35-10:00  | National Governor's Association's Ready State Initiative: Data Mapping Framework |
| 10:00-11:15 | Rhode Island Kindergarten Assessment Overview and Discussion                     |
| 11:15-11:30 | Wrap-up/Next Steps   |



# NGA READY STATES PROJECT OVERVIEW

- ⊙ RI selected to receive TA to plan and build a coordinated birth to age 8 data infrastructure.
- ⊙ National focus area.
- ⊙ Ready States RI Core Team working on developing a plan for data system enhancements and linkages.
- ⊙ Have developed a set of policy questions for the system to address and a set of draft strategies that will support the development of a coordinated, longitudinal early childhood data system.
- ⊙ Action plan expected to be complete in December 2010.

# THE RHODE ISLAND EARLY LEARNING SYSTEM

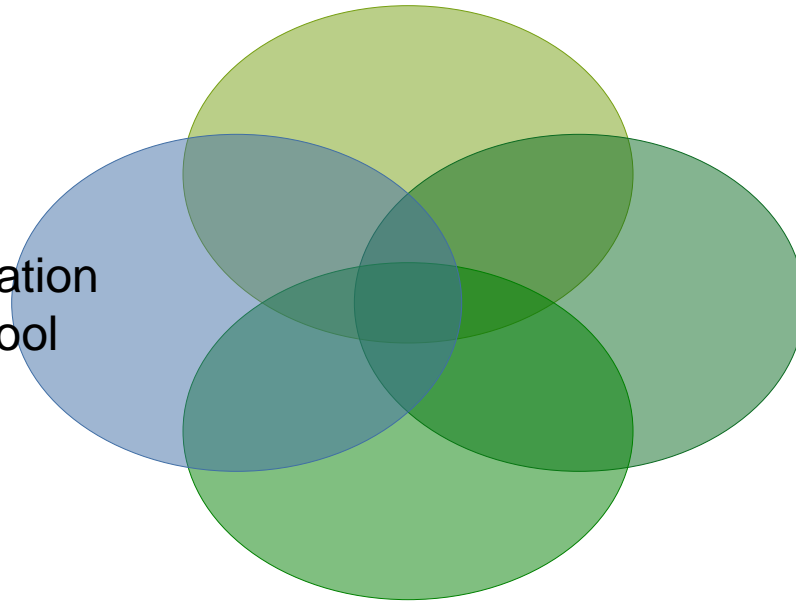


Child Care

Special Education  
EI & Preschool

Pre-K

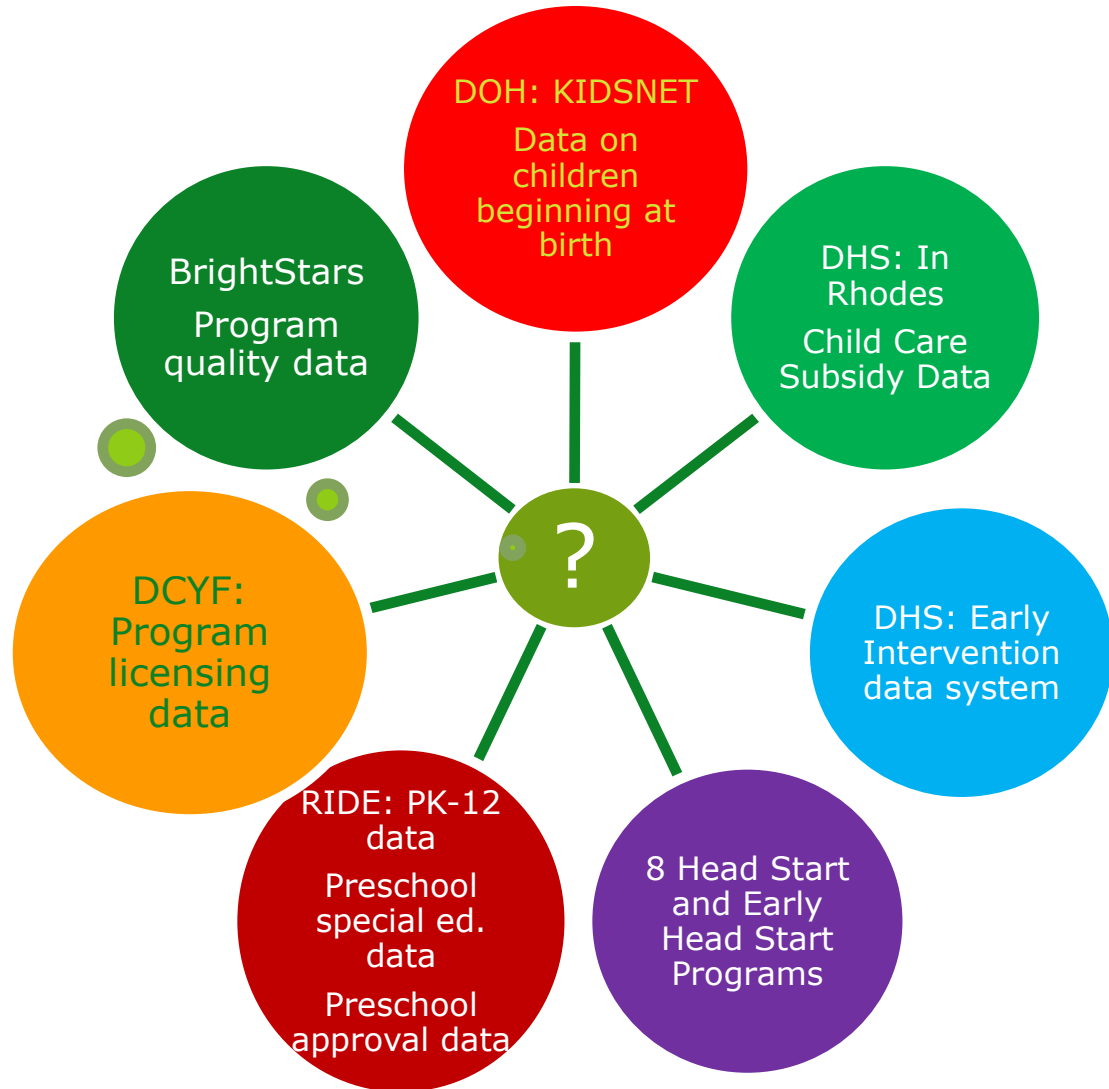
Head Start & Early Head Start



# WHERE ARE THE DATA?



**Workforce  
Registry**



# 10 FUNDAMENTALS OF COORDINATED STATE ECE DATA SYSTEMS

1. Unique statewide child identifier.
2. Child-level demographic and program participation information.
3. Child-level data on development.
4. Ability to link child-level data with K-12 and other key data systems.
5. Unique program site identifier with the ability to link with children and the ECE workforce.
6. Program site data on structure, quality, and work environment.
7. Unique ECE workforce identifier with ability to link with program sites and children.
8. Individual ECE workforce demographics, including education and professional development information.
9. State governance body to manage data collection and use.
10. Transparent privacy protection and security practices and policies.

# **KINDERGARTEN ASSESSMENT**





# BACKGROUND

- ◎ RIDE is working on a Comprehensive Local Assessment System (CLAS).
- ◎ Development drivers include:
  - ◎ Basic Education Plan (G-13-3):
  - ◎ RIDE's Strategic Plan (WCS3)
  - ◎ Race to the Top
- ◎ One component of this system is Kindergarten entry assessment



# BACKGROUND (CONT'D)

- ◎ CLAS Team began meeting in July of 2010.
- ◎ First deliverable: Draft of Guidance Document for districts developed by end of year; including a section specific to early childhood assessment.
- ◎ This is a great opportunity for the ELC to provide input to RIDE's work.
- ◎ ELC has asked the working group to develop some recommended goals for kindergarten assessment e.g. what purpose do we want the assessment to serve?



# KINDERGARTEN ASSESSMENT: RHODE ISLAND CURRENT PRACTICE

- ◎ Universal screening at kindergarten entry.
- ◎ (§16-67-2) All school districts that provide elementary education are required to screen all children prior to, or upon, their first entry to school to determine their level of educational readiness. All children are required to participate in this screening. Screening shall address the child's educational development and shall be used to determine whether he or she is educationally disadvantaged in terms of readiness for instruction in the literacy skills of reading, writing, speaking, listening, or mathematics.
- ◎ Children are also screened for vision, hearing, and speech.
- ◎ Screening tools are chosen by the LEA.
- ◎ Screening data is not reported to RIDE.



# OVERVIEW: ASSESSMENT

The intended use of an assessment determines every aspect of how the assessment is conducted (content, method, technical requirements, and stakes/consequences).

|                           |  |
|---------------------------|--|
| <b>Uses of Assessment</b> | <ul style="list-style-type: none"><li>• <b>Instructional planning</b></li><li>• <b>Identifying the need for special supports/services</b></li><li>• <b>Identifying areas for improvement</b></li><li>• <b>Accountability</b></li></ul> |
| Types of Assessment       | <ul style="list-style-type: none"><li>• Screening</li><li>• Diagnostic evaluation</li><li>• Performance-based assessment (observational ↔ standardized)</li></ul>  |



# KINDERGARTEN ASSESSMENT: NATIONALLY

- ◎ **25** States report use of kindergarten assessment (in NE: CT and VT).
- ◎ 4 states report that a kindergarten assessment is under development.
- ◎ Of the 25:
  - ◎ 21 require universal assessment.
  - ◎ 20 require use of a particular instrument – most are a single teacher checklist based on observation.
  - ◎ 11 evaluate between five and nine domains of school readiness; 10 evaluate only reading readiness, 2 evaluate math and reading, 2 don't specify domains.



# GUIDELINES FOR ASSESSMENT OF YOUNG CHILDREN

- ③ Assessment is impacted by the nature of the young child: unfamiliarity with goals of formal testing, rapid pace of development and learning, uneven access to environmental supports, ability to demonstrate vs. talk and/or write.
- ③ Assessment should acknowledge what children know or have the potential to learn and should not penalize them for what they don't know.
- ③ Assessments should be used for their intended purpose and should be reliable, valid, and fair for that purpose.
- ③ Reliable and valid assessment data is more difficult to obtain when children are young.



# GUIDELINES FOR ASSESSMENT OF YOUNG CHILDREN (CONT'D)

- ③ Assessments should be age-appropriate in both content (addressing full range of development and learning) and method (sensitive to interests and attention spans).
- ③ Assessment information is more reliable when it is obtained over time and when it includes multiple sources, including information from parents and teachers.
- ③ Assessments should be linguistically appropriate.



# KINDERGARTEN ASSESSMENT: DISCUSSION

## Goal:

Figure out, at kindergarten entry, what children across the state know and are able to do?

## Discussion

- ⊙ What purpose do we want that information to serve?
- ⊙ What methods should be used?
- ⊙ What data sources should be used?
- ⊙ What domains should be assessed?





# NEXT STEPS

- ⊙ **November Meeting:** November 16, 2010 9:30-11:30 a.m. Community College of Rhode Island – Knight Campus, Room 1130
- ⊙ Guest Expert on Kindergarten Assessment
- ⊙ Head Start State Plan Review and Comment
- ⊙ Data Map Review and Feedback

# ***Rhode Island Early Learning Work Group Meeting***

Thursday, October 21, 2010 9:30-11:30 a.m.

Location: Community College of Rhode Island – Knight Campus, Room 1130  
400 East Avenue, Warwick, RI

## **Meeting Summary**

**Work Group Members in Attendance:** Brenda Almeida, Christine Arouth, Leanne Barrett, Blythe Berger, Karen Bouchard, Tammy Camillo, Colleen Dorian, Brenda DuHamel, Kenny Duva, Maryann Finamore-Allmark, Kristen Greene, Jerry Hatfield, Khadija Lewis Khan, Mindy Mertz, Michele Palermo, Larry Pucciarelli, Ann Turrell, and Andrea Underwood

**Public Attendees:** Susan Zoll (Ready to Learn Providence), Karen Ennis (Connecting for Children and Families), Christine Chiacu-Forysthe (Ready to Learn Providence) and Channavy Chhay (United Way of Rhode Island)

|           |                             |                    |
|-----------|-----------------------------|--------------------|
| 9:30-9:35 | <b>Welcome/Introduction</b> | Kristin Lehoullier |
|-----------|-----------------------------|--------------------|

- The meeting of the Rhode Island Early Learning Council Work Group was called to order at 9:35 am by facilitator Kristin Lehoullier.
- Kristin welcomed the group, introduced Working Group co-chairs and reviewed the agenda.
- Kristin facilitated introductions, acknowledge public participants and reviewed rules for participation:
  - This is a public meeting.
  - There will be clear times for public comment during the meeting.
  - Feedback will be invited from the Working Group first and then ask for public comment.
- Tammy Camillo volunteered to help take notes.

|            |   |                |
|------------|---|----------------|
| 9:35-10:00 | <b>National Governor’s Association’s Ready State Initiative: Data Mapping Framework</b> | Leanne Barrett |
|------------|---|----------------|

- RI has been selected to receive TA to plan a coordinated birth to age 8 data infrastructure.
- This is a national focus area.
- The Ready States RI Core Team is working on developing a plan for data system enhancements and linkages.
- The team has developed a set of key policy questions for the system to address and a set of draft strategies that will support the development of a coordinated, longitudinal early childhood data systems.
- An action plan is expected to be complete in December 2010.
- Components of the Early Learning System include child care, Pre-K, Head Start, Early Head Start, Early Intervention and Special Education.
- Where are the data?

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- DOH: KIDSNET - begins with birth of a child and tracks information on children's health and key risk factors. It has some information on program participation (EI and home visiting). Data on children beginning at birth.
  - DHS: InRhodes/Child Care Subsidy Data-tracks children's participation in subsidized child care
  - DHS: Welligent Early Intervention data system tracks children in IDEA Part C program.
  - Head Start and Early Head Start Programs – do not have a statewide system collecting data. on Head Start. Each program tracks data separately. It is possible to get some data from the Federal government.
  - RIDE: PK-12 data – tracks pre-school special education data and pre-schools that are approved by RIDE.
  - DCYF: tracks program licensing data.
  - BrightStars – tracks program quality data for participating programs.
  - Rhode Island KIDS COUNT annually tracks number of children in child care, pre-k, early intervention, Early Head Start, Head Start, and full day Kindergarten.
  - Workforce Data – we do not have a workforce registry right now.
  - Community program data – individual programs collect data but this is very hard to gather; need to think about how we can do this. There are 300 center-based programs state-wide and 700 child care programs in family homes.
  - We do not have data on private pay children.
  - Some organizations that serve as intermediaries collect data too.
- The Early Childhood Data Team has also developed some key policy questions that they want the data to answer:
    - These questions cannot be answered now with Rhode Island's current data systems.
    - Some are national questions; some are questions the Core Team has added.
    - Every state is struggling with some of these basic questions.
  - 10 Fundamentals of a coordinated state ECE data system
    - Unique statewide child identifier.
    - Child-level demographic and program participation information.
    - Child-level data on development.
    - Ability to link child-level data with K-12 and other key data systems.
    - Unique program site identifier with the ability to link with children and the ECE workforce.
    - Program site data on structure, quality, and work environment.
    - Unique ECE workforce identifier with ability to link with program sites and children.
    - Individual ECE workforce demographics, including education and professional development information.
    - State governance body to manage data collection and use.
    - Transparent privacy protection and security practices and policies.

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## **Meeting Summary**

- Leanne revisited the policy questions with the group and shared a data mapping framework for school readiness. The goal is to complete a data map by December. Leanne would like to get feedback on the framework from the Working Group before she does the mapping.

***Discussion Points:*** Leanne asked for feedback on the framework.

- How can we create a unique identifier? Some ideas from the group included:
  - Linking KIDSNET to RIDE's SASID#
  - Adding a SASID# field in KIDSNET
  - Just using the KIDSNET ID as the unique identifier
- KIDSNET has the earliest records – it starts collecting data on children at birth. Kids are entered when they are born in RI. If they move to RI, they are entered when they receive an immunization.. Parents can opt-out, but that doesn't happen frequently.
- RIDE does not have specific detail on each of the Child Outreach screenings. However, they have summary information on the number of children screened and the number that required a referral for further assessment for special education services.
- There are plans in development to expand KIDSNET's capacity to track developmental screening data and serve as a central storage place for developmental screenings. However, there are issues around how the data will be entered and maintained.
- How do we address concerns about privacy? Many parents may not want the state to collect data on their kids at an early age and then follow them for the rest of their lives. We will also be looking for information on children attending private pay programs who have historically not been asked for a lot of information.
- Privacy is one of the 10 fundamentals of an early care data system. The state is receiving technical assistance from the National Governor's Association around this issue. Much of this data is already in some type of data system. It is really making the case for the benefits of linking the data.
- RIDE has a grant to develop a statewide longitudinal data system. Part of that project is a campaign to engage parents and tell them about the benefits of longitudinal data. Privacy is an important issue. There are 2 federal laws that have to be followed – The Health Insurance Portability and Accountability Act of 1996 (HIPAA) Privacy and Security Rules and Family Educational Rights and Privacy Act (FERPA) and those are built in to protect the individual's rights. There is a need to share data to ensure that children are getting the best services possible.
- No other state has all of these 10 fundamental practices in place but we can look at what other states have done. Pennsylvania and Connecticut are the leaders.

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## **Meeting Summary**

- Another column to add to the framework is “scope”. For example, if you are looking at Child Outreach screening data - what level of detail do we need? .
- The framework should include some description of purpose for the data. Who will be able to access the information and how will they be able to use it? What are the implications for training and technical assistance? For example, will the people entering the assessment data be trained in that assessment method? This information is going to be in the system for a long time so it will be important to ensure that the data quality is high.
- Will we use this data to help us predict school readiness and future success?
- We hope it will help us gather more resources and help teachers gather important information on the children they are teaching. We also hope it will be used to analyze policy issues on a global scale.
- One of the predictors of academic success is maternal education. Do we need to collect this?
- It’s in KIDSNET, collected at the time of birth. But changes in education after the birth of the child are not tracked.

### **Public Comments:**

Susan Zoll, Ready to Learn Providence

- Will we be able to ensure the inter-rater reliability for child screenings and assessments? It will be important to make sure that the quality of the data is high.

Christine Chiacu-Forsythe, Ready to Learn:

- What does scope mean? Is it about purpose? Is there a column for the purpose?

**Next Step:** Review more fully developed data map in November.

|             |  |  |
|-------------|--|--|
| 10:00-11:15 | <b>Rhode Island Kindergarten Assessment Overview and Discussion:</b> | Michele Palermo/<br>Kristin Lehoullier |
|-------------|--|--|

- One of Rhode Island’s core strategies for the NGA Ready States Initiative is to develop a strategy and plan for kindergarten assessment.
- Background
  - RIDE is working on a Comprehensive Local Assessment System
  - One component of this system is Kindergarten Entry Assessment
  - Development drivers:

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- **Basic Education Plan (G-13-3):** Requires each district to develop and implement a system that includes measures of student performance for the purposes of formative, interim, and summative evaluations of all students (PK -12) in each core content area.
- **RIDE's Strategic Plan (WCS3):** By 2012 all LEAs will have a comprehensive PK-12 assessment system in reading, writing, mathematics, and science that includes both formative and interim assessments aligned to curriculum and internationally benchmarked standards.
- **Race to the Top**
  - CLAS Team began meeting in July of 2010.
  - First deliverable: Draft of Guidance Document for districts developed by end of year; including a section specific to early childhood assessment.
  - This is a great opportunity for the ELC to provide input to RIDE's work.
  - ELC has asked the working group to develop some recommended goals for kindergarten assessment e.g. what purpose do we want the assessment to serve?
- Rhode Island Current Practice
  - Universal screening at kindergarten entry.
    - (§16-67-2) All school districts that provide elementary education are required to screen all children prior to, or upon, their first entry to school to determine their level of educational readiness. All children are required to participate in this screening. Screening shall address the child's educational development and shall be used to determine whether he or she is educationally disadvantaged in terms of readiness for instruction in the literacy skills of reading, writing, speaking, listening, or mathematics.
  - Children are also screened for vision, hearing, and speech.
  - Screening tools are chosen by the LEA.
  - Screening data is not reported to RIDE.
- Overview of Kindergarten Assessment
  - The intended use of an assessment determines every aspect of how the assessment is conducted (content, method, technical requirements, and stakes/consequences).
  - Uses of Assessment
    - Instructional planning
    - Identifying the need for special supports/services
    - Identifying areas for improvement
    - Accountability
  - Types of Assessment
    - Screening
    - Diagnostic evaluation
    - Performance-based assessment (observational versus standardized)
- Guidelines for the Assessment of Young Children
  - National Resource Council
  - Policy documents developed by NAEYC and NIEER.
  - Assessment of young children is quite different than assessment for older children.

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- Assessment is impacted by the nature of the young child: unfamiliarity with goals of formal testing, rapid pace of development and learning, uneven access to environmental supports, ability to demonstrate vs. talk and/or write.
- Assessment should acknowledge what children know or have the potential to learn and should not penalize them for what they don't know.
- Assessments should be used for their intended purpose and should be reliable, valid, and fair for that purpose.
- Reliable and valid assessment data is more difficult to obtain when children are young.
- Assessments should be age-appropriate in both content (addressing full range of development and learning) and method (sensitive to interests and attention spans).
- Assessment information is more reliable when it is obtained over time and when it includes multiple sources, including information from parents and teachers.
- Assessments should be linguistically appropriate.
- Kindergarten Assessment Nationally
  - 25 States report use of kindergarten assessment (in NE: CT and VT). (*Source: National Conference of State Legislatures, 2010 Technical Report*)
  - 4 states report that a kindergarten assessment is under development.
  - Of the 25:
    - 21 require universal assessment.
      - 20 require use of a particular instrument – most are a single teacher checklist based on observation.
      - 11 evaluate between five and nine domains of school readiness; 10 evaluate only reading readiness, 2 evaluate math and reading, 2 don't specify domains.
- Question: Districts are required to do screening within 45 days. Does that mean that the school would do it within first 45 days of a child entering mid-year? Answer: Yes
- Question: What do you mean by universal assessment? Answer: It means every child gets assessed as opposed to a sample.

## **Discussion:** What purpose do we want kindergarten entry assessment to serve?

- The answers to this question are a key driver for the rest of the design work. It is the key assignment delegated to this work group by the Council.
- Because of the importance of this question, we want to put some structure around our discussion by doing a short exercise to collect some data from which to start a dialogue.
- Our plan is to invite a guest expert to work with us at the November meeting; we would like to share our initial work from today's meeting for feedback.
- Kristin asked the group to use write down what they thought the purposes of a kindergarten assessment should be – one on each post-it note. Examples of purposes include: “So that we have data at a state level on how many/what percentage of children are on track to succeed, during the

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early childhood years, at school entry, and beyond” or “So that teachers can know what their students know and are able to do.”

- All of the post-its were put on the wall and sorted into similar categories and discussed.

## **Results of Exercise – Purposes of Assessment**

### ***1) To help teachers plan.***

- To inform teachers of what individual children know and are able to do in relation to the Kindergarten Grade Level Expectations (don't inform the teacher of the child's history as this may lead to bias about the child's capabilities.)
- To help teachers know what skills children have mastered (and those which need to be mastered).
- To provide data on what the class as a whole knows and does not know.
- To provide a starting point or baseline for instruction.
- Create a baseline to help teachers/schools track progress over time.
- To help prepare leveling of students for differentiated instruction.
- To create a real purpose and intentional usage of the assessment results.
- Determine on-set level of each individual child at the entry date.
- To provide a tool for both teachers and professionals to determine children's needs.
- Help the district shape curriculum, ongoing assessment and professional development.
- To support differentiated instruction.
- To support individualized instruction for children.
- To help the teacher design instruction.
- To identify the skills the children need.
- To identify the children's readiness to learn.
- To assess social skills.
- To assess attention capacity.
- To determine whether children are prepared to work towards grade level expectations.
- To determine the individual needs of the students.
- To help Kindergarten teachers understand individual children (not just academic skills) and support learning and development.
- To guide instruction and identify services children may need.
- To help teachers plan curriculum.
- If assessment is done more than at Kindergarten entry, it could show change over time and readiness for first grade.



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- Identify readers versus non-readers.
- Should be coordinated as much as possible with assessment being done in pre-school, child care and Head Start.

### ***2) To collect state level data on child readiness for Kindergarten.***

- To answer the policy question re: the number and percentage of children who enter Kindergarten “ready to succeed”.
- To establish what children know and can do and compare this across communities – a common assessment should be used by all districts for all children.
- To help the state describe the status of children’s development in relation to specific learning goals.
- Determine gaps in services/systems that exist that impact children prior to Kindergarten entry.

### ***3) To collect local and community level data on child readiness for Kindergarten for the purposes of program improvement.***

- To establish correlation between early care and education programs and school readiness.
- To inform early care and education programs of areas of improvement needed to improve school readiness.
- To determine resources needed by the teacher, school and district.
- Evaluate teacher/school performance.
- To inform communities at a local level what kindergarteners know and are able to do for the purposes of evaluating programming.
- To help (as one component) to determine the effectiveness of programs and investments.
- To inform communities of their school district’s/actual schools “readiness” to support children’s successful transition and entry into Kindergarten and their ability to meet children where they are as they enter Kindergarten.
- To ensure that Rhode Island has “ready schools” for young children.

### ***4) To inform professional development needs and planning at all levels of the system.***

- To inform the preparation process in the early care and education community e.g. best practices in insuring that kids are prepared.

### ***5) To inform teacher preparation for early care and education programs. (added from discussion)***

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***6) To foster information exchange between families about a child's learning and development.  
(added from discussion)***

***7) To identify the need for supportive services (need to define this more).***

- To assist the teachers with identifying struggling learners for Response to Intervention and special education (use data for RTI process)
- Provide the initial basis for identifying children who may require a more in-depth assessment or intervention for school success.
- To see if individual children need supportive services.
- Help identify children who need supportive services.

***8) To foster collaboration between programs and families.***

- To foster collaboration between early childhood providers (pre-schools, Head Start, etc.) to support learning.

***9) To inform the allocation of resources***

- To provide data that will drive state and federal funding.
- To provide data that will show trends among communities and different demographic groups around "school readiness" and will inform decisions about how resources are directed as necessary to close the gaps.
- To provide data that will allow resources for children and schools to be allocated where there is the most need.
- To help distribute resources based on child readiness.

## **Discussion Points**

- It is great that as a whole we strongly recognized the value of the assessment data at a classroom level in helping teachers plan and understand how to support an individual child's learning.
- What does identifying need for support services mean? The group agreed that this needs more definition.
- We need to make sure that this data is used to ensure equitable access to resources based on children's need.
- We need to add a category about communicating with families re: their child's learning and development.
- This data can also help inform the professional development teaching staff might need.
- I really like the idea to foster collaboration between schools and ECE program. I think families should be added to that so that it is a three-way collaboration.

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- We need to add in a purpose around higher education – this data can inform teacher preparation program design and planning.
- Are we only focusing on academic readiness? Let's not forget the social-emotional development needs of children.
- I was glad to see that we included a focus on schools being ready too.
- I was glad to see a purpose related to teacher preparation in early care and education and public school. I am surprised that there is only one note on that. Are we going to do an end of K assessment to find out the quality of instruction?
- Have we thought about the value of asking the question of how much progress did children make in Kindergarten? We are looking at teacher evaluation and incorporating student progress data. I think we want to think about how this assessment relates to other assessments.
- What settings and types of programs are we discussing when we ask about the effectiveness of programs?
- All levels – school, community, state. For example, we want to think about professional development needs and services at a state, school, and community-level.

## **Public Comments**

Susan Zoll, Ready to Learn Providence

- You want to get at the Kindergarten intervention quickly. We should be looking at the data to see what's working well. There should also be alignment with the Rhode Island Early Learning Standards domains.

Christine Chiacu-Forsythe Ready to Learn Providence

- There are many children who enter public school without having been in a formal ECE setting. When we talk about collaboration we need to talk about joint professional development to promote continuity between early care and education and kindergarten teachers.

## **Next Steps**

We have a guest expert coming to work with us in November, are there any questions that you would like that person to respond to when we meet?

- Is there a way to have one assessment system serve all level of the system and meets multiple purposes? What types of tools would support that kind of system?
- What type of assessment system and tools would be realistic to implement and generate valid, reliable data?
- How do you integrate kindergarten entry assessment into ongoing assessment?
- Does it make sense to have the assessment data at kindergarten entry inform what Child Outreach is doing? How can we use the data retrospectively to assess components of the system?
- How do you ensure that there is clarity around the benchmarks? Is there a tool to measure child growth? If certification is going to be tied to child progress then it needs to be based on where a child entered or a standard benchmark. How do we make sure the systems align?

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- What are you not allowed to do with these results?
- What would be helpful to gather from families and the child’s early care and education program to inform the kindergarten teacher?

**Next Step:** Kristin will document the work of the group. A guest expert will be invited to November’s meeting to review our initial work and give us feedback.

|             |                           |                    |
|-------------|---------------------------|--------------------|
| 11:15-11:30 | <b>Wrap-up/Next Steps</b> | Kristin Lehoullier |
|-------------|---------------------------|--------------------|

- In preparation for the November agenda item re: the Head Start State Plan, Larry shared the following information:
  - Funding is available to continue the Rhode Island Head Start Collaboration Office. The application is due in December. The funding is available under the Head Start 2007 Reauthorization for \$125,000 per year. The funds cover personnel, travel, and evaluation. A plan for this money must be submitted annually. Janet Durfee-Hidalgo would like this group to review it. The Head Start Association will also provide feedback. The overall goal of the Collaboration project is to strengthen the ECE system by sharing its strengths and opportunities with the child care community and building links to other areas of the system. Larry will get more info out in November and we’ll discuss at the November meeting.

The December ELC meeting is going to include a focus on examining children’s access to high-quality programs. In preparation for this meeting, Leanne talked about the idea of asking various community associations (such as the Child Care Commission and the Interagency Coordinating Council for EI) to come up with some ideas that would improve children’s access to high-quality programs. Leanne will follow up with letters to these associations asking for their ideas in writing before the December Early Learning Council meeting. Leanne asked for any recommendations of formal groups and associations in the 4 core program areas: child care, Head Start, Pre-K, and special education.

- November Meeting: November 16, 2010 9:30-11:30 a.m. Community College of Rhode Island – Knight Campus, Room 1130:
  - Guest Expert on Kindergarten Assessment
  - Head Start State Plan Review and Comment (will be sent out in advance for you to review and come prepared to the meeting with comments)
  - Data Map Review and Feedback

***Rhode Island Early Learning Work Group Meeting***

Thursday, October 21, 2010 9:30-11:30 a.m.

Location: Community College of Rhode Island – Knight Campus, Room 1130  
400 East Avenue, Warwick, RI

**Meeting Summary**