

Rhode Island Early Learning Council Meeting

Tuesday, December 16, 2014 11:30-2:00p.m.

Rhode Island Foundation (RI Room)

Agenda

Time	Agenda Item	Lead
11:30-11:45	Welcome /Meeting Overview	Elizabeth Burke Bryant Deborah Gist
11:45-1:15	Year in Review: Strategic Plan Progress and 2015 Focus	Leanne Barrett
1:15-1:25	Public Comment	Public Participants
1:25-1:45	Updates	Elizabeth Burke Bryant Michele Palermo
1:45-1:55	Public Comment	Public Participants
1:55-2:00	Next Steps Special Meeting on RTT-ELC Sustainability: January 14, 2015 11:30-1:30pm (Save the Bay) Early Learning Council Meeting: March 11, 2015 11:30-2:00pm (Save the Bay)	Elizabeth Burke Bryant Deborah Gist



Exceed

Rhode Island's Early Childhood Commitment

Rhode Island's Race to the Top Early Learning Challenge Grant initiative is called [Exceed](#). Rhode Island's Race to the Top Early Learning Challenge Grant initiative is called Exceed. Exceed supports the children of Rhode Island to achieve new heights in their learning. It's partners are committed to helping all children to Exceed. We are excited to share the following grant updates from November 2014.



Photo Courtesy of St. Andrew's Preschool

NOVEMBER UPDATE TO THE EARLY LEARNING COUNCIL

OVERALL GRANT MANAGEMENT:

Rhode Island has started preparations to write their 2014 Annual Performance Report (APR). The U.S. Offices of Health & Human Services and Education have released the Race to the Top – Early Learning Challenge 2013 APR to the public last week; a copy of Rhode Island's 2013 APR can be [found here](#).

The communication team met on November 21 to provide feedback on BrightStars' campaign "Quality Matters." This campaign is meant to inform parents of the importance of choosing a quality early learning program and is scheduled to launch in January 2015.

The grant's sustainability team and the Policy Equity Group met to determine a process to inventory current investments and plan strategies for stakeholder engagement. Members of the Early Learning Council will be engaged in this process at the January meeting.

Interviews for the Race to the Top Early Learning Challenge Finance and Budget Officer position were conducted in November, with the goal of selecting a candidate in December.

IMPROVING THE QUALITY OF EARLY LEARNING PROGRAMS:

The Department of Human Services (DHS) distributed Quality Awards for October 2014, with \$35,991.67 distributed in October, and the total amount awarded through October 31 as \$493,060.48. A total of 35 centers and 11 family child care provided participated in October 2014. DHS staff conducted two Quality Award monitoring visits this past month. The monitoring procedure and tool continues to be re-evaluated to ensure effective and efficient Quality Award monitoring visits.

DHS continues to systematically outreach to all 3, 4, 5 star rated programs, as they are rated, in effort to increase participation in this program. This month's outreach resulted in eight new early learning programs signing memorandum of agreements and enrolling in the Quality Award program.

DHS is conducting an analysis of the first year of program quality awards to assess its impact(s) and consequence(s) in the context of the original goals and priorities. They will also identify strategies and mechanisms to adjust the quality award formula to support the goals of this initiative. Quality award data was shared with the Program Standards and Quality Early Learning Council subcommittee on November 17 for input and feedback.

The Center for Early Learning Professionals received 84 applications for Program Quality Improvements (PQI) grants from 50 child care centers, 32 family child care programs and 2 public schools in the fourth wave of PQI grants. The total funds requested from this wave were \$1,285,000. The Center will announce the next wave of PQI grants this winter.



ESTABLISHING AND MEASURING TIERED QUALITY PROGRAM STANDARDS FOR EARLY LEARNING PROGRAMS:

The Local Initiatives Support Corporation (LISC) received their purchase order to begin developing and provide research and technical assistance regarding improving early learning facilities to support public schools and child care centers. The new Rhode Island Child Care and Early Learning Facilities Fund (RICCELFF) is expected to be fully operational at the beginning of 2015 with grant funds available soon after.

The Family Child Care and Group Family Child Care (FCC) regulations for licensure public hearing was held on November 13 with written comments accepted through November 24.

The monthly alignment meeting, with the Department of Children, Youth and Families (DCYF), BrightStars, the Rhode Island Department of Education (RIDE), and the Center for Early Learning Professionals met in November and focused on the creation of a series of “tip sheets” to articulate the quality continuum across standards and regulations, and creating a single format for quality improvement plans and individual professional plans.

A group convened in November to determine the graphic design layout to redesign the layout for all of Rhode Island’s standards that govern early learning and education programs. Once completed, all the DCYF regulations for licensure, the RIDE Comprehensive Early Childhood Education (CECE) for Approval Standards, and BrightStars frameworks will all have the same look and feel.

USING EARLY LEARNING DEVELOPMENT STANDARDS:

The Rhode Island Department of Education continues to recruit for the winter and spring 2015 Standards training course schedule for the Infant, Toddler, and Preschool workforce. Additional courses are regularly being added to the schedule. Course offerings [can be found here](#).

Child Trends was selected as the vendor for purposes of evaluating Rhode Island’s Early Learning and Development Standards (RIELDS) professional development training. RIDE is finalizing the contract and work is scheduled to begin in early 2015.

Contracting is also underway for the purposes of developing a hybrid online option for the Foundations course. The next several months will be focused on developing the course and platform and we hope to pilot the course this summer. Content will be adapted from the existing Foundations course to develop a hybrid learning experience, which includes alternating face to face and online modules.

The Fun Family Activity training project continues to seek participants to be trained as Facilitators for the parent training series. An offering is available [this winter in Providence](#) starting on February 4. Individuals interested in earning a Rhode Island Department of Education (RIDE) Facilitator Certificate must attend all four sessions in the training series.

A newly developed community outreach plan for RIELDS has been developed, with input from the Early Learning & Development Standards and Assessment subcommittee. The plan includes exploring potential links between settings and contexts where child learning and development is

supported and parents with children under five seek services. Work has begun to connect with these other state agencies, vendors, partners, and institutions of higher education about the use of these materials.

DEVELOPING AND SUPPORTING EFFECTIVE EARLY CHILDHOOD ASSESSMENT:

RIDE has developed stakeholder engagement materials to begin recruitment for participation in Rhode Island's K-3 formative assessment work. This work will include piloting and field testing the K-3 formative assessment system that is currently under development which will include an embedded Kindergarten Entry Profile.

A fiscal agent was identified to hire an expert facilitator and professional development developers to support the development of a Comprehensive Assessment System for Early Intervention and Early Childhood Special Education.

A total of five pediatric practices are fully using CHADIS to screen children using the Survey of the Wellness of Young Children (SWYC) developmental screening tool. Four additional practices are in the configuration and training phases of using CHADIS to screen children. One additional health center, with multiple sites, has signed contracts to participate in the Screening to Succeed project. All fully enrolled practices have been trained on how to use HEALTH's referral service; HEALTH's Resource and Referral Specialist received referrals from five pediatric practices in November. The electronic resource directory is now being used to track referrals.

RIDE and HEALTH finalized the deliverables for the public awareness campaign regarding the importance of developmental milestones and regular developmental screening for children ages birth to five. The campaign will be formally launched this month, December.

Two new programs have signed memorandums of understanding with RIDE to access its discounted state rate for Teaching Strategies Gold. Programs that are interested in using TS Gold at the discounted state rate should contact [Judi Stevenson-Garcia](#).

BUILDING AN EARLY LEARNING DATA SYSTEM:

The RI Department of Education (RIDE) is pleased to announce a new member of the data team. Vanessa Samuelson will join the team in December as the Data Governance and Business Lead. Her primary responsibilities will be to coordinate inter-agency data governance and the program requirements to build the data system. RIDE has also added a developer and business analyst to the team to support 2015 development activities.

Final modifications to Exceed's content management system are complete and ready for quality assurance testing.

A business review session was held in November to finalize the family search requirements. This family search will replace the BrightStars search on the Exceed website. To connect families to important information about young children, the quality matters campaign will link to the Exceed website and highlights the resource and referral services available through RIAEYC. The effort to build this functionality will begin in December and will be complete in early 2015.

In November, RIDE completed the workforce registry focus groups. Final requirements of the workforce registry will be completed in early January and then forwarded to the data team for development.

Child Outreach Coordinators from local school districts continue to receive KIDSNET training. Child Outreach screening data continues to be entered directly into KIDSNET and technical assistance is provided to Coordinators on an ongoing basis.

User acceptance testing for the Early Care and Education Data System (ECEDS) and the Exceed website is ongoing. Testers include several early learning and education programs, both center based and public schools, external stakeholders, vendors, and grant staff. RIDE welcomes additional volunteers for testing! Please contact [Melissa Emidy](#) for more information.

IMPROVING THE KNOWLEDGE AND COMPETENCIES OF THE WORKFORCE:

The development team convened in November to begin drafting the Workforce Knowledge and Competencies (WKC) for Administrators and Education Coordinators. The development team is a diverse team with experience in public school administration, technical assistance and professional development provision, directing child care centers, working with family child care providers, teaching and policy making.

The Rhode Island Early Learning and Development Standards project lead began working with institutions of higher education (CCRI, URI and RIC) on their RIELDS alignment; the goal is to have a degree recipient earn both their degree certificate and a RIELDS certificate upon graduation. This work will begin this spring with the goal of offering this for students beginning their studies fall 2015.

The Rhode Island Early Childhood Education and Training Program at CCRI received 30 new applications for the spring 2015 semester. Preparations for this cohort are underway, including, sending acceptance letters, ordering textbooks, new student orientation and student mentoring.

The Center for Early Learning Professionals winter 2015 professional development offerings will be made available on December 9, while continuing to provide technical assistance and resources to programs.





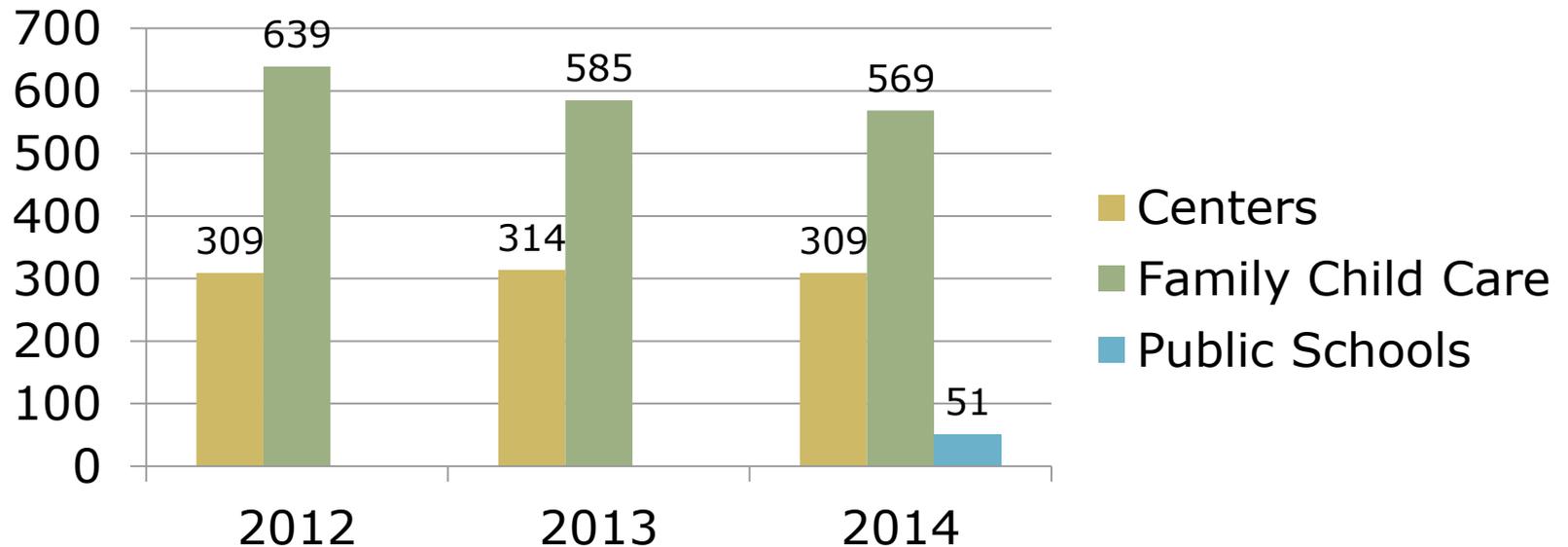
RHODE ISLAND EARLY LEARNING COUNCIL DATA DASHBOARD

Master as of December 2014



ACCESS: # EARLY LEARNING PROGRAMS

Early Learning Programs in Rhode Island

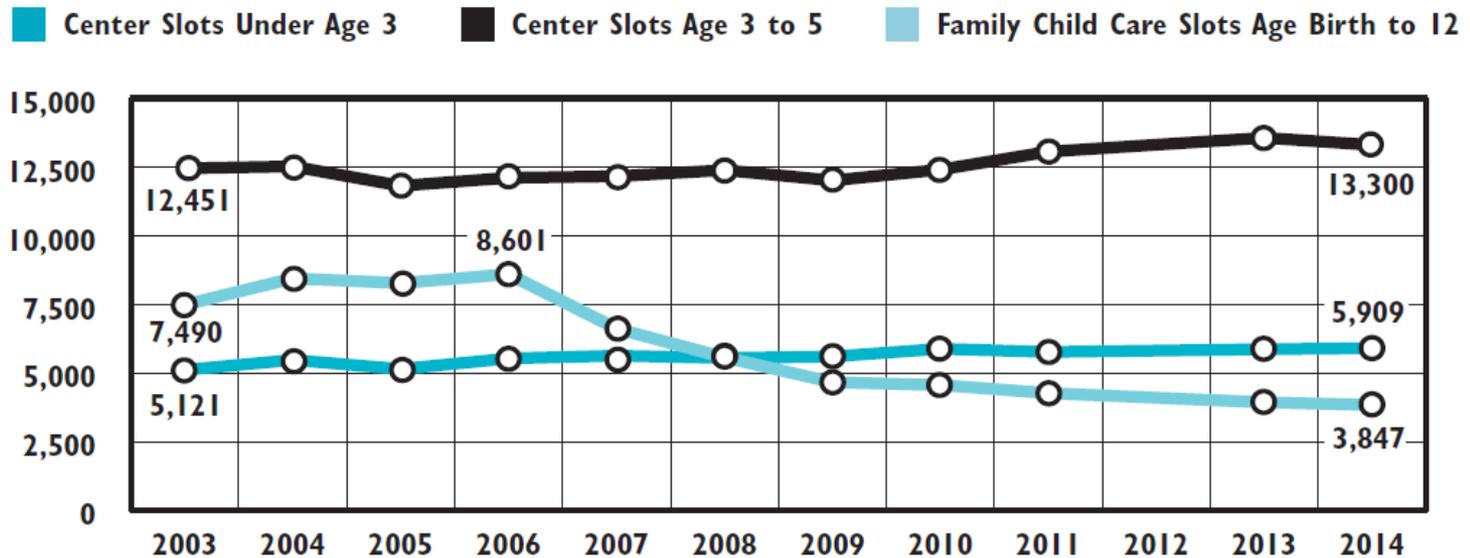


- Data not available for public schools prior to 2013-2014 school year



ACCESS: LICENSED CAPACITY

Early Learning Program Capacity, Rhode Island, 2003-2014



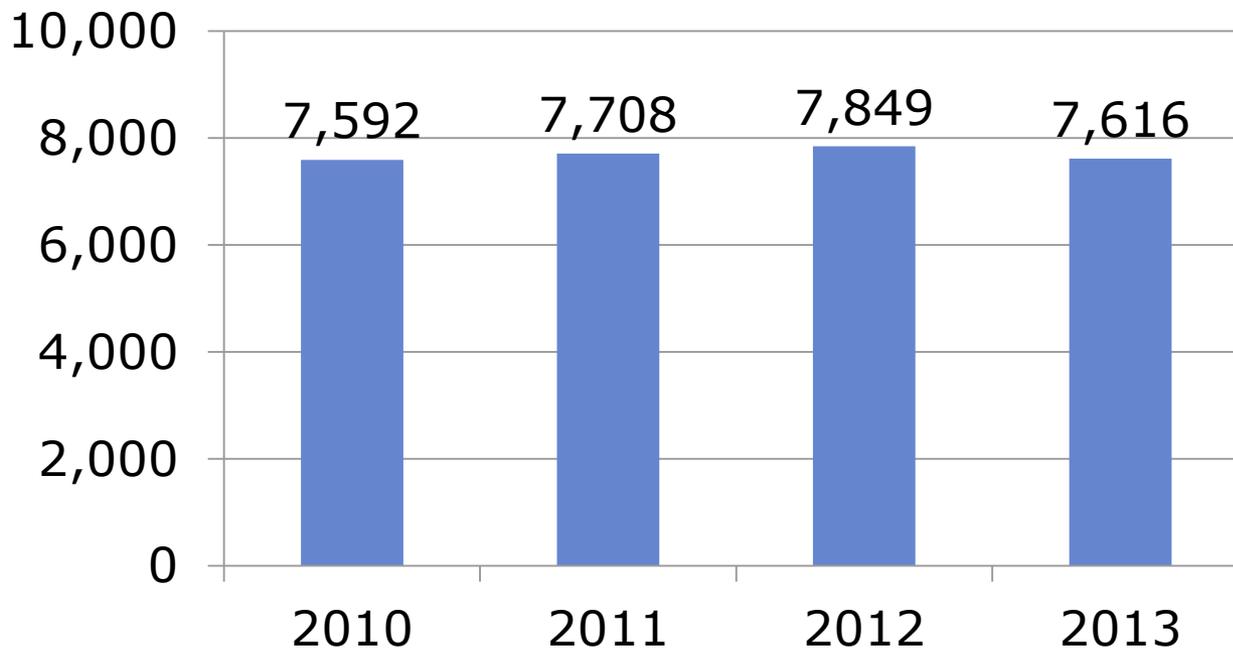
Source: Options for Working Parents, slots in licensed child care centers and certified family child care homes, 2003-2006.
Rhode Island Department of Children, Youth and Families, slots in licensed child care centers and family child care homes, 2007-2014.

**In the 2013 Factbook, data was collected as of January 2013, instead of December 2012.*



ACCESS: CHILDREN RECEIVING CCAP

Child Care Subsidies, December 2013

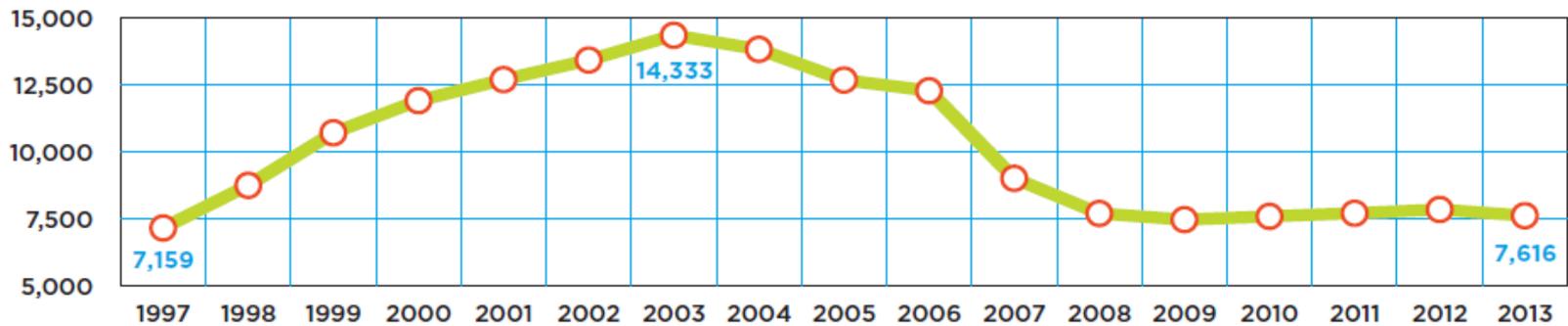


GOAL: By December 2016, there will be 10,000 children participating in CCAP



ACCESS: CHILD CARE ASSISTANCE PROGRAM

CHILD CARE SUBSIDIES, RHODE ISLAND, 2001-2013

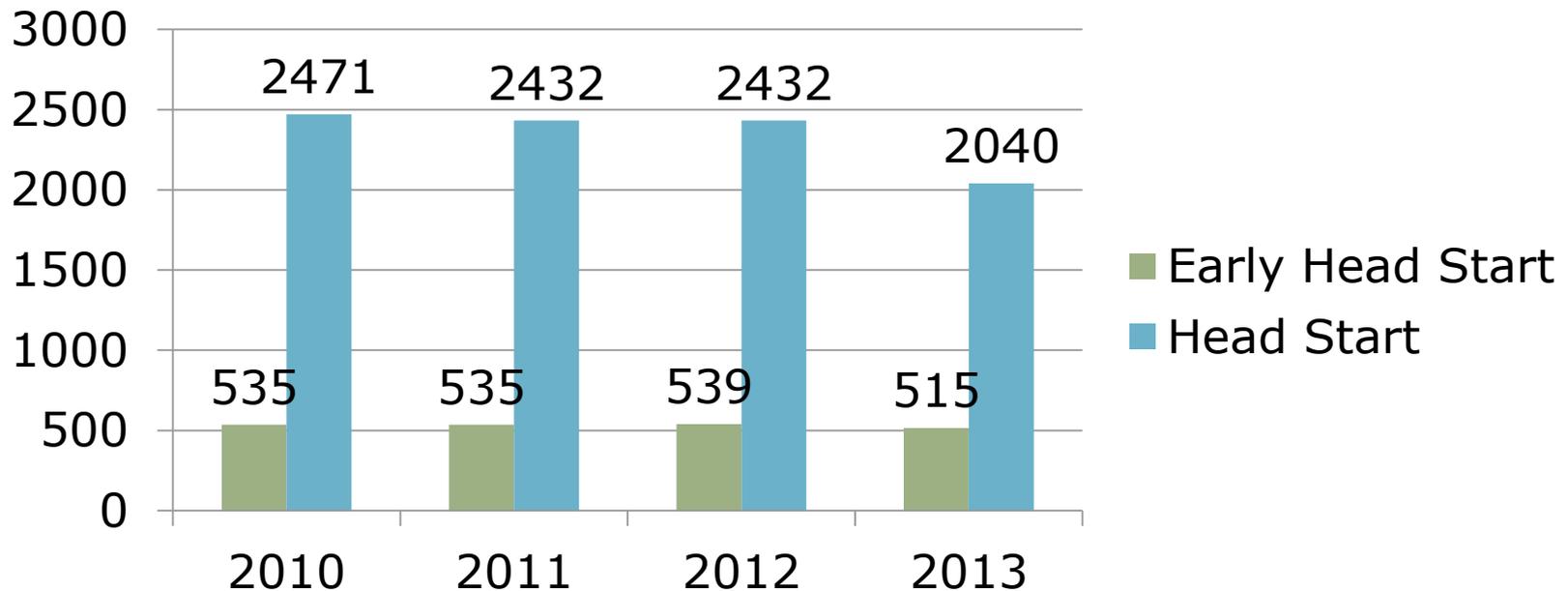


Source: Rhode Island Department of Human Services, December 1997-December 2013.



ACCESS: CHILDREN ENROLLED IN EARLY HEAD START & HEAD START

Head Start Enrollment, October 2013



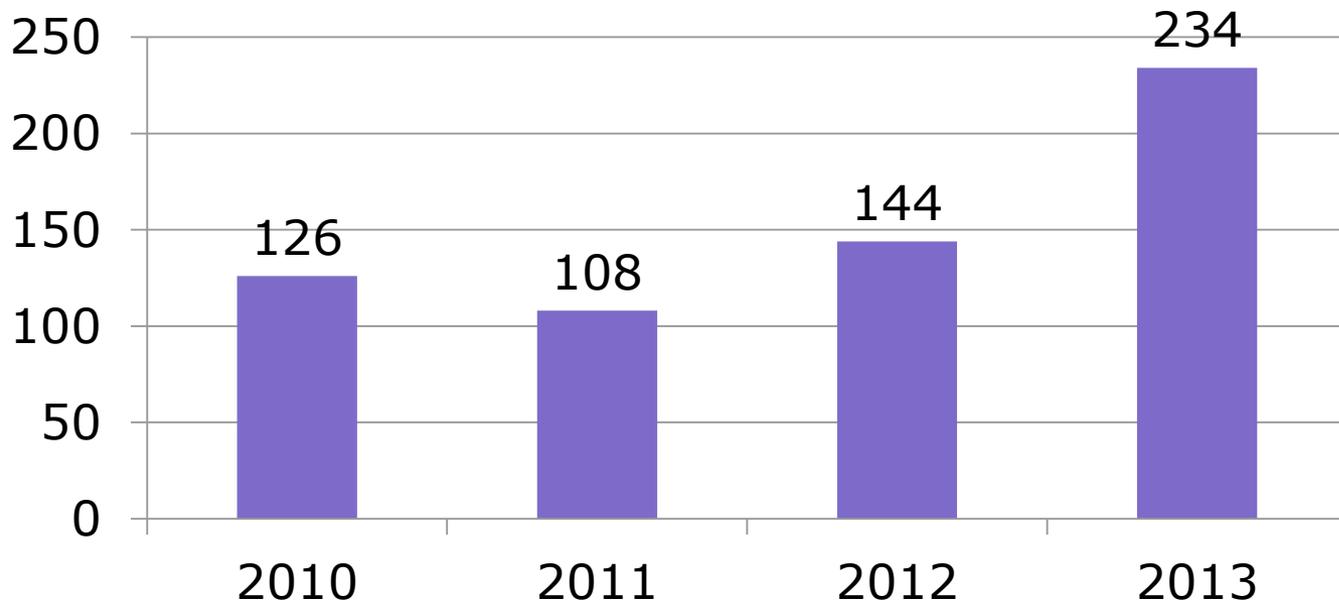
GOAL: By 2016, there will be 800 children enrolled in Early Head Start

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



ACCESS: CHILDREN ENROLLED IN STATE PRE-K

Children Enrolled in State Pre-K, Fall 2013

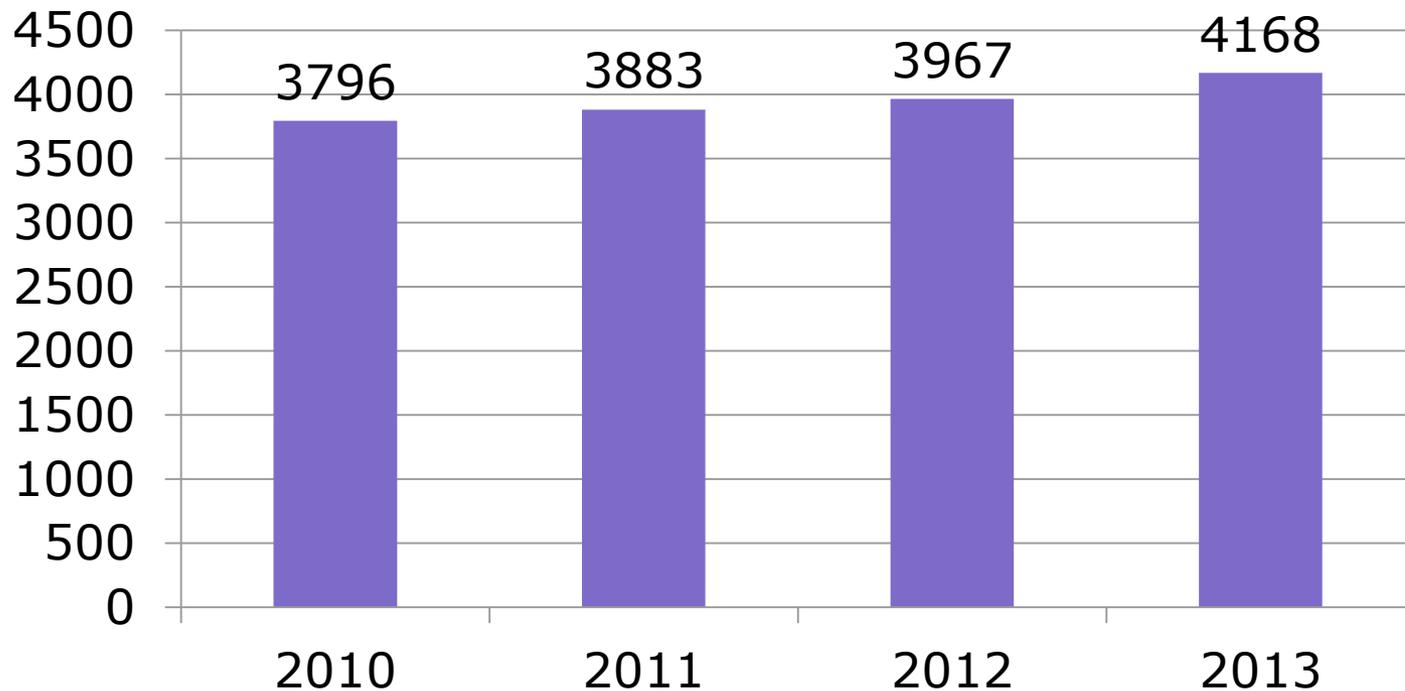


GOAL: By 2016, there will be at least 504 children enrolled in State Pre-K program.



ACCESS: CHILDREN ENROLLED IN EARLY INTERVENTION

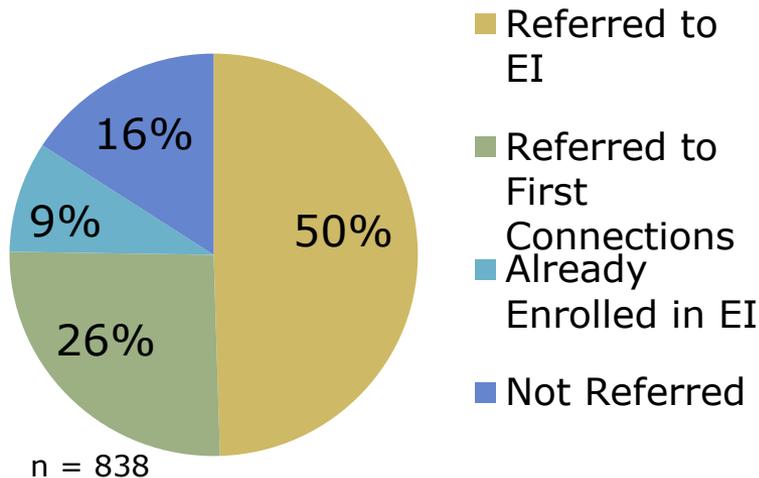
Children Enrolled in Early Intervention, Calendar Year 2013



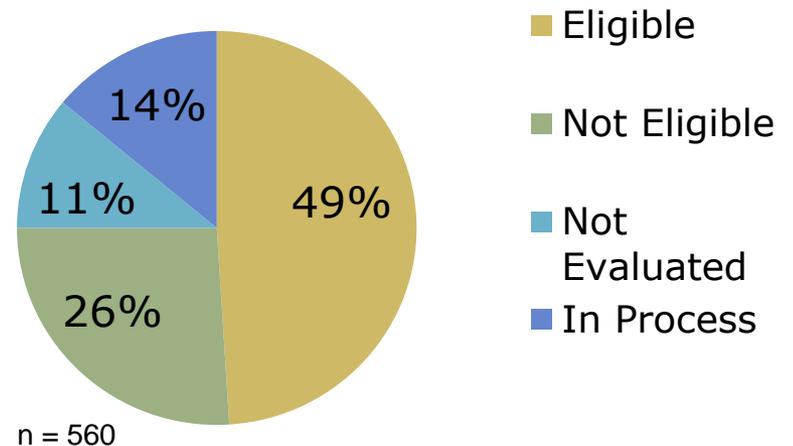


ACCESS: EARLY INTERVENTION

Maltreated Infants & Toddlers by Referral Status, 2013



DCYF Involved Infants & Toddlers by Early Intervention Eligibility

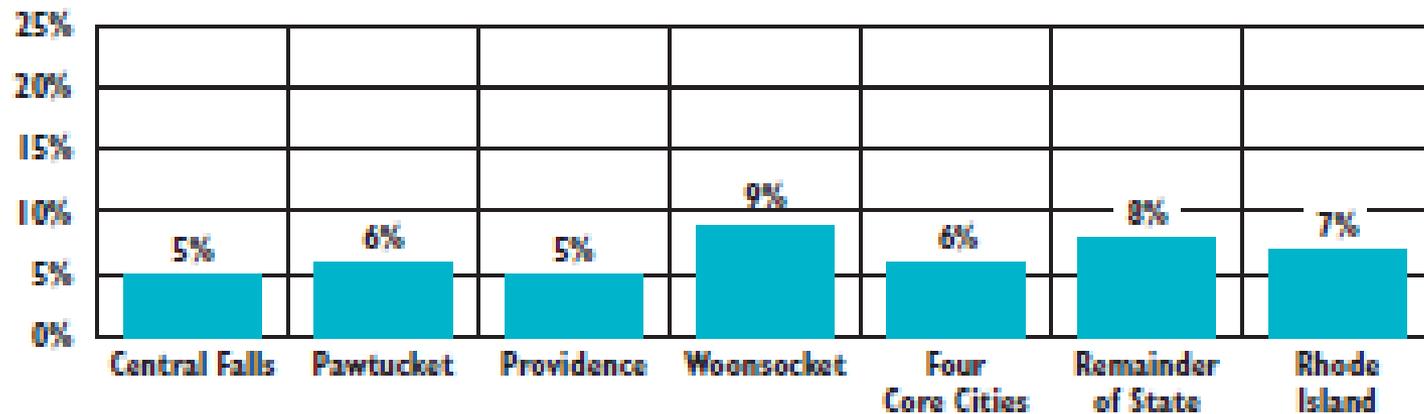


GOAL: By 2016, 100% of children under age 3 who have been victims of child maltreatment will be referred to EI/First Connections for assessment and access to services if not already enrolled. (Currently, 16% were not referred).



ACCESS: CHILDREN RECEIVING PRESCHOOL SPECIAL EDUCATION SERVICES

**Preschool Special Education Enrollment,
Four Core Cities and Rhode Island, June 2013**

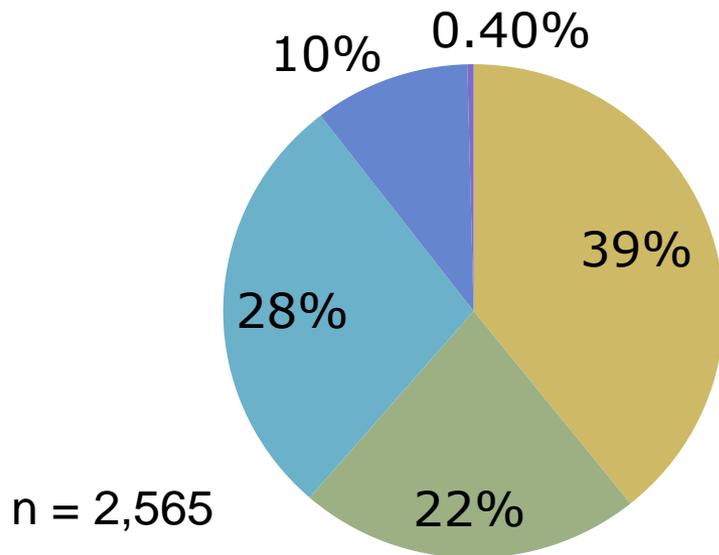


Source: Rhode Island Department of Education, June 2013 Special Education Census.



ACCESS: PRESCHOOL SPECIAL EDUCATION BY SETTING

Preschool Special Education by Setting, June 2013



Receives majority of special education services in:

- General ECE Setting
- Special Education Setting
- Walk-In Visit (no early childhood setting)
- Other Setting
- Home

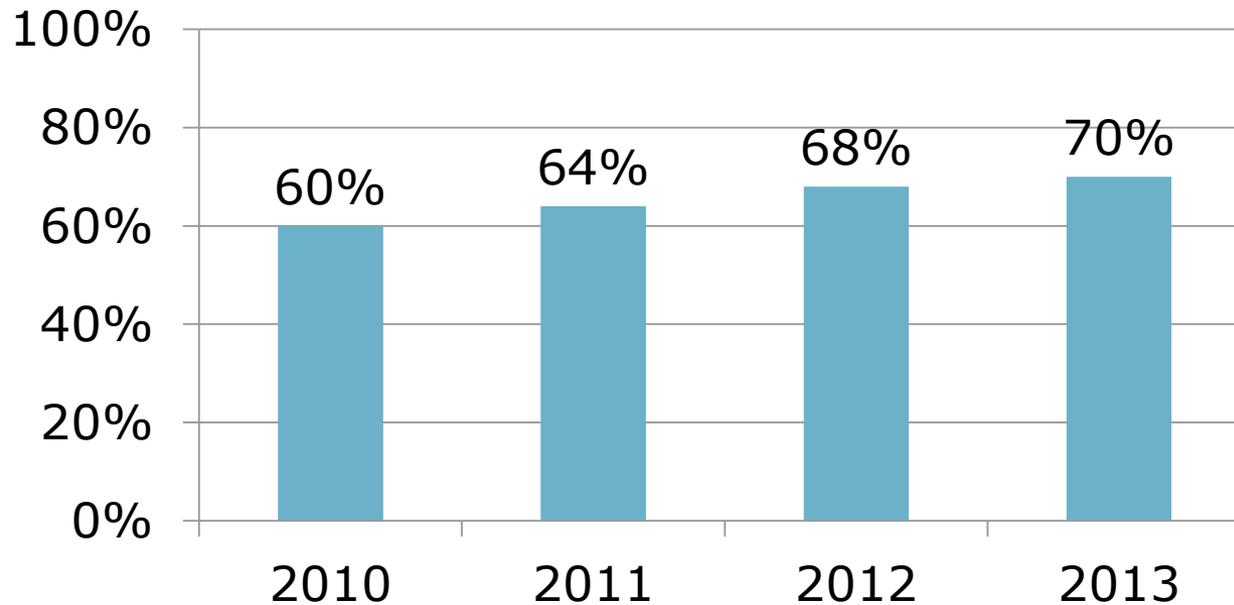
GOAL: By 2016, 85% of preschool children with disabilities will be receiving their special education services within high-quality, inclusive early childhood settings.

Other setting: Child is enrolled in a general early care and education program but receives the majority of special education services in another location.



ACCESS: % CHILDREN IN FULL-DAY KINDERGARTEN

% of Public School Kindergartners in Full Day K, 2010 - 2013

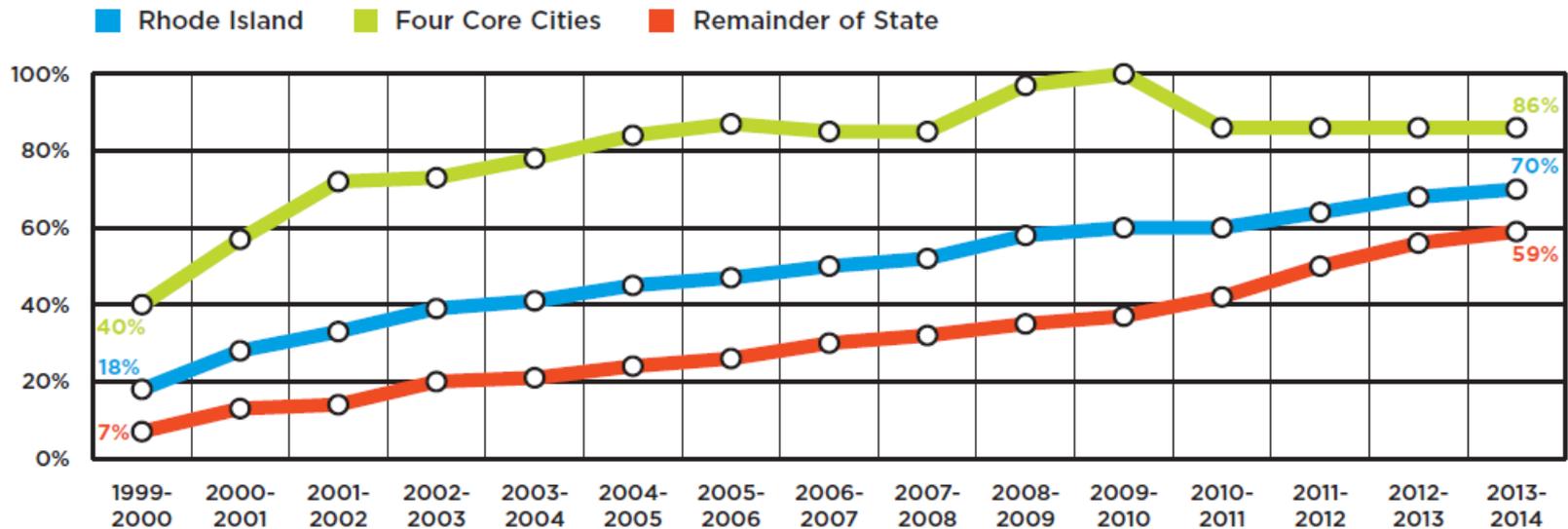


GOAL: By 2016-2017, 100% of RI kindergartners will be enrolled in full-day kindergarten.



ACCESS: FULL-DAY KINDERGARTEN

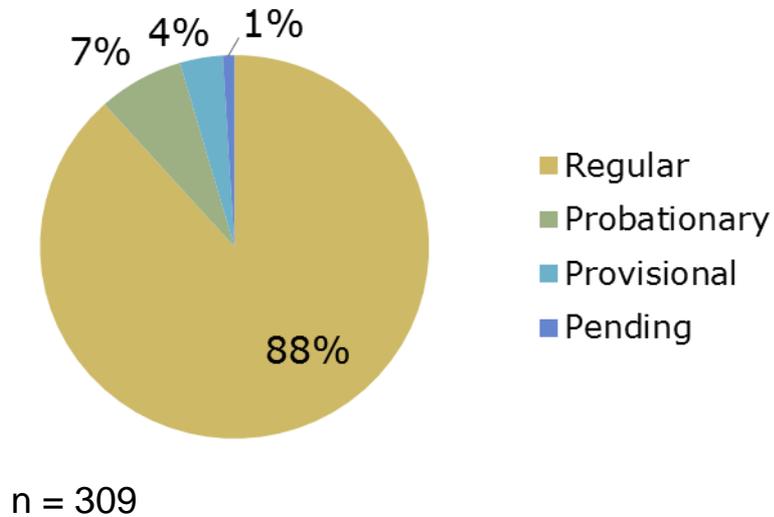
CHILDREN IN FULL-DAY PUBLIC KINDERGARTEN PROGRAMS, RHODE ISLAND,
1999-2000 THROUGH 2013-2014 SCHOOL YEARS



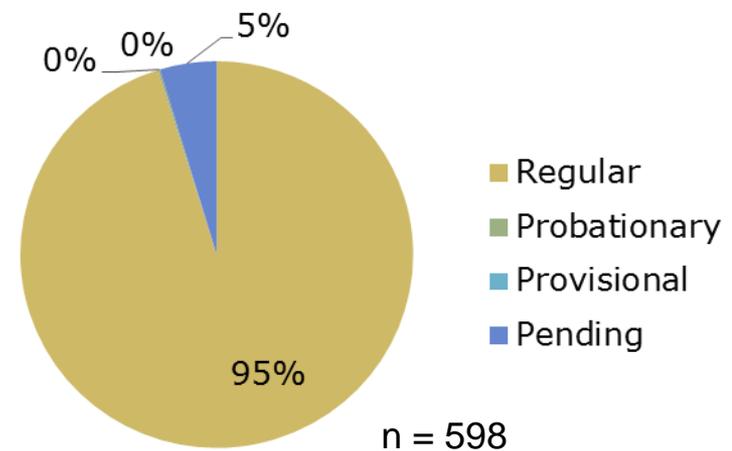


QUALITY: LICENSING STATUS

**Child Care Centers by
Licensing Status,
January 2014**



**Family Child Care Homes
by Licensing Status,
January 2014**

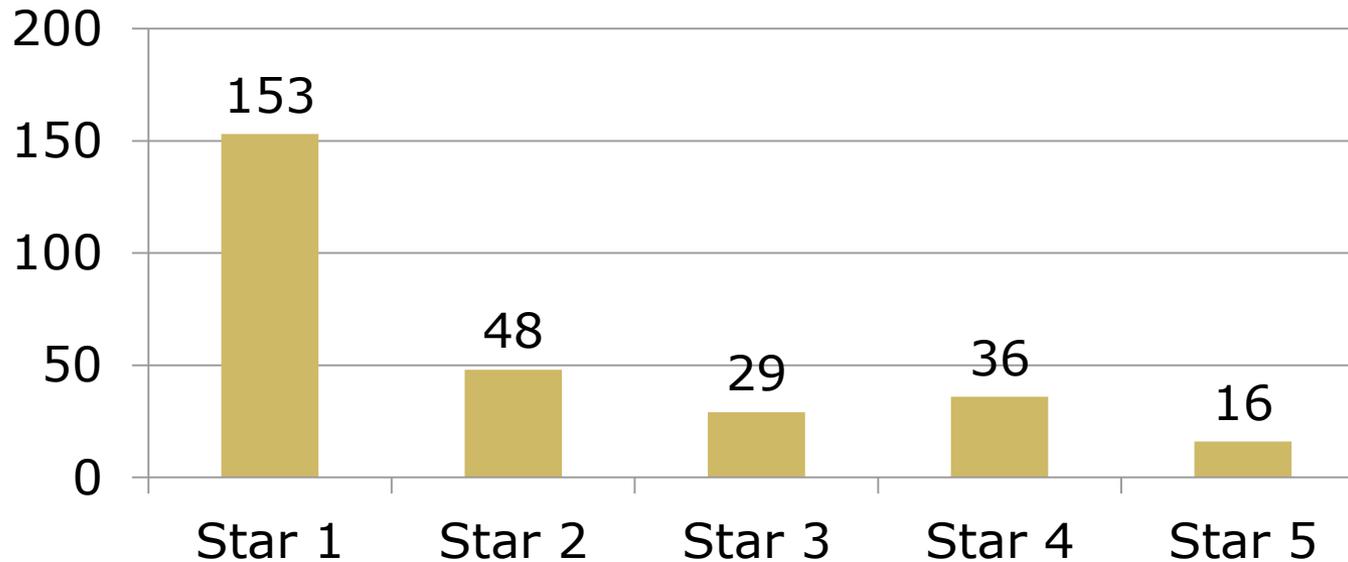




QUALITY: CENTER/PRESCHOOL BRIGHTSTARS RATINGS

**Early Learning Centers & Preschools with a
BrightStars Rating, November 30, 2014**

**Total Rated
Programs:
282**



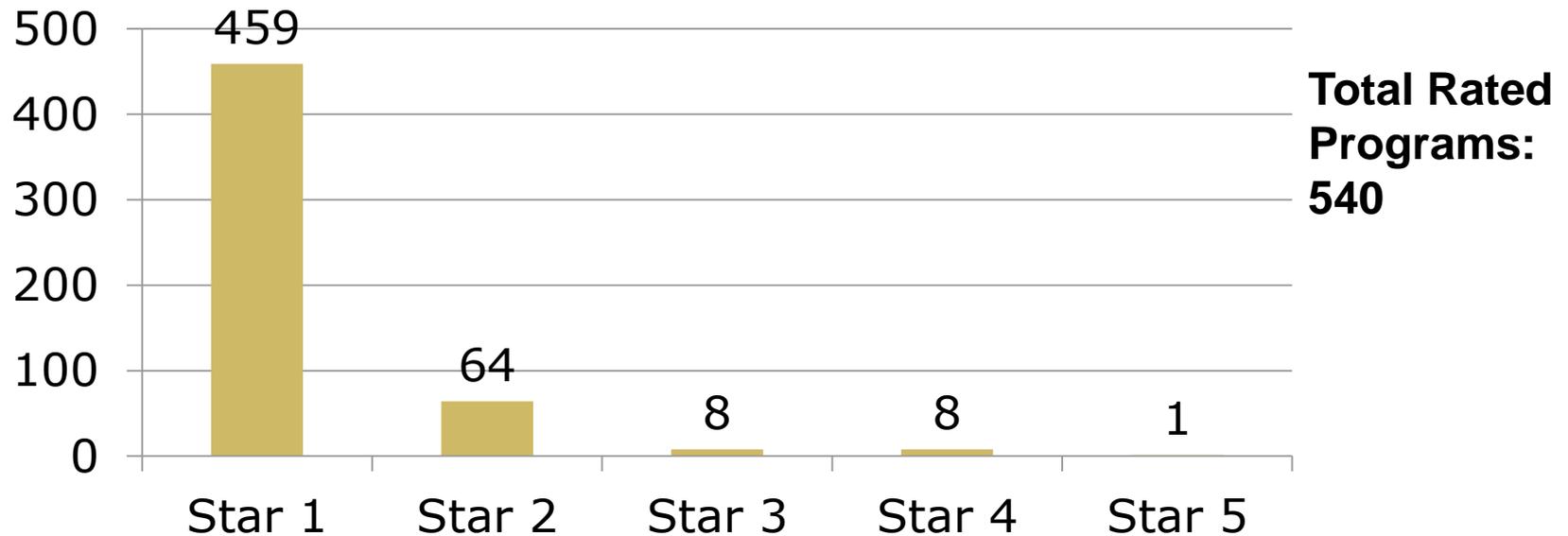
- 91% of licensed centers are participating (rated) (282 of 309)
- 17% of licensed centers have a rating of 4 or 5 stars (52 of 309)
- 18 pending new center applications are not included in this chart

GOAL: By December 2015, 61% of licensed early learning centers will have a rating of 4 or 5 stars



QUALITY: FAMILY CHILD CARE BRIGHTSTARS RATINGS

**Family Child Care Homes with a
BrightStars Rating, November 30, 2014**



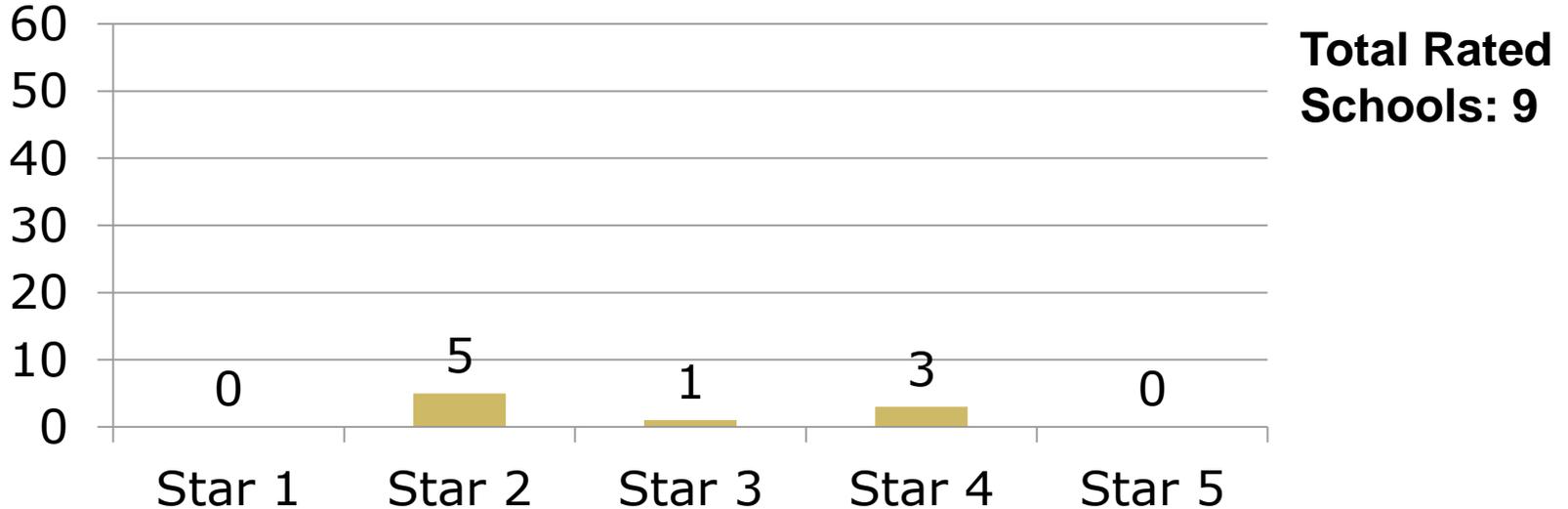
- 95% of licensed family child care homes are participating (rated) (540 of 571)
- 2% of licensed family child care homes have a rating of 4 or 5 stars (9 of 571)
- 13 pending new FCC applications are not included in this chart

GOAL: By December 2015, 8% of licensed family child care will have a rating of 4 or 5 stars



QUALITY: PUBLIC SCHOOL BRIGHTSTARS RATINGS

Public Schools with a BrightStars Rating, November 30, 2014



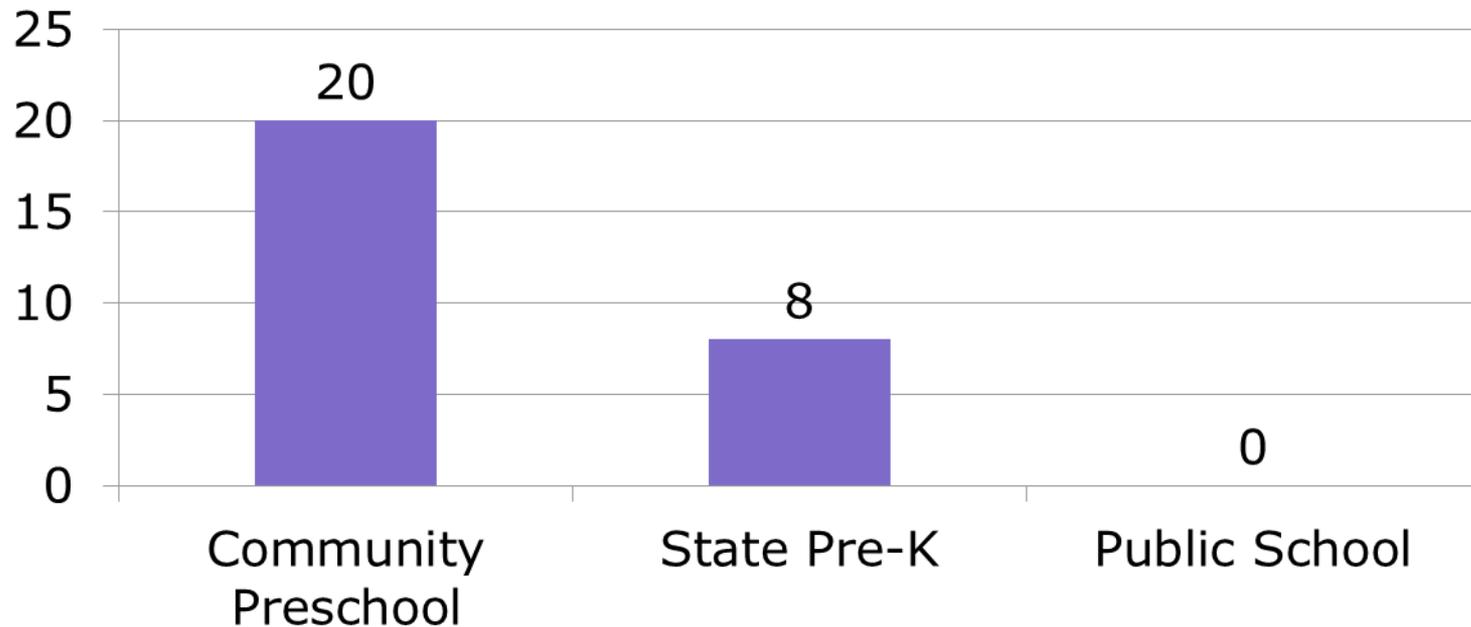
- 18% public schools serving preschoolers are participating (rated) (9 of 51)
- 6% of public schools serving preschoolers have a rating of 4 or 5 stars (3 of 51)
- 7 pending new Public School applications are not included in this chart

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



QUALITY: RIDE COMPREHENSIVE EARLY CHILDHOOD EDUCATION APPROVAL

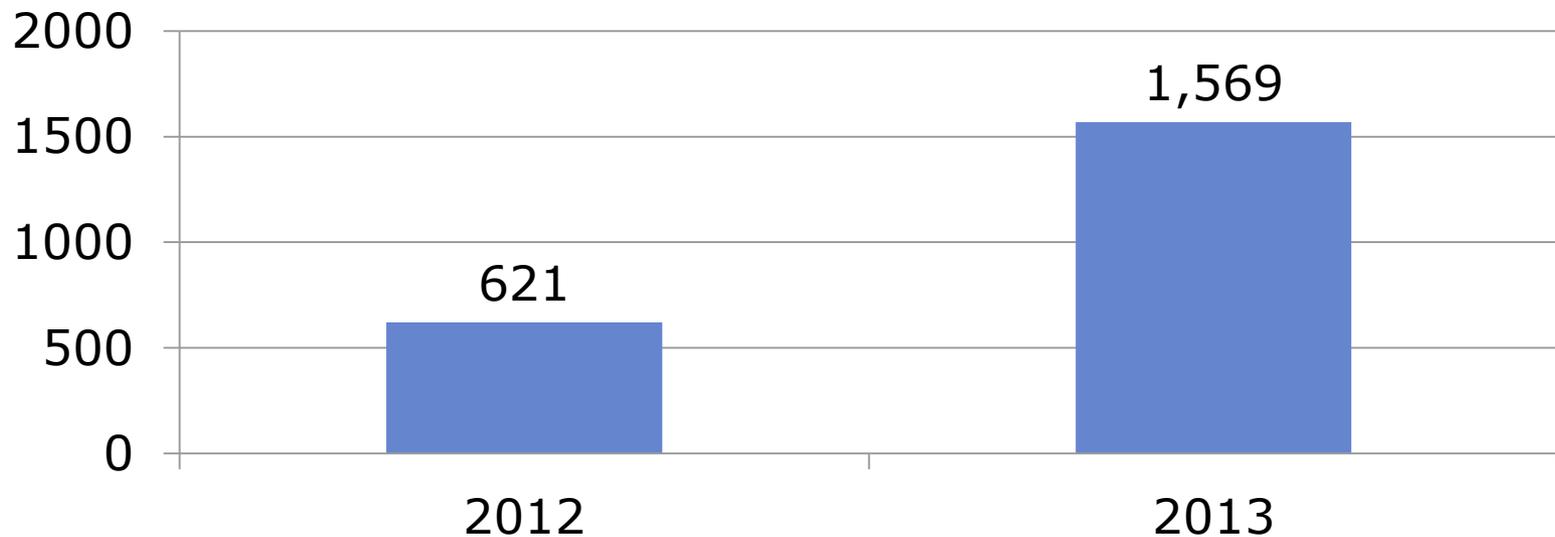
RIDE Approved Preschool Classrooms, January 2014





WORKFORCE: ALIGNED PROFESSIONAL DEVELOPMENT

Individuals Completing Aligned Professional Development & Higher Education (duplicated)



GOAL: By December 2015, there will be at least 2,500 educators per year who receive aligned professional development and 150 educators per year who receive an aligned credential from higher education.



WORKFORCE: ALIGNED PROFESSIONAL DEVELOPMENT

Individuals completing aligned Professional Development (duplicated)

	Q1 2014	Q2 2014	Q3 2014	Q4 2014
Center for Early Learning Professionals*	0	138	148	
External Approved/Aligned PD*	0	89	1,297	
RI Early Learning & Development Standards and Next Steps PD	289	285	122	
	289	534	1,567	

* The Center for Early Learning Professionals began operations in January 2014. Professional Development opportunities were in development/alignment process in Quarter 1 of 2014.



WORKFORCE: ALIGNED HIGHER EDUCATION

Data in separate handout



WORKFORCE: T.E.A.C.H. ACTIVE SCHOLARS

Degree Program	2010	2011	2012	2013	2014
CCRI Associate's Degree	9	26	44	52	52
RIC Bachelor's Degree	NA	NA	21	16	32
TOTAL Active Scholars	9	26	65	68	84

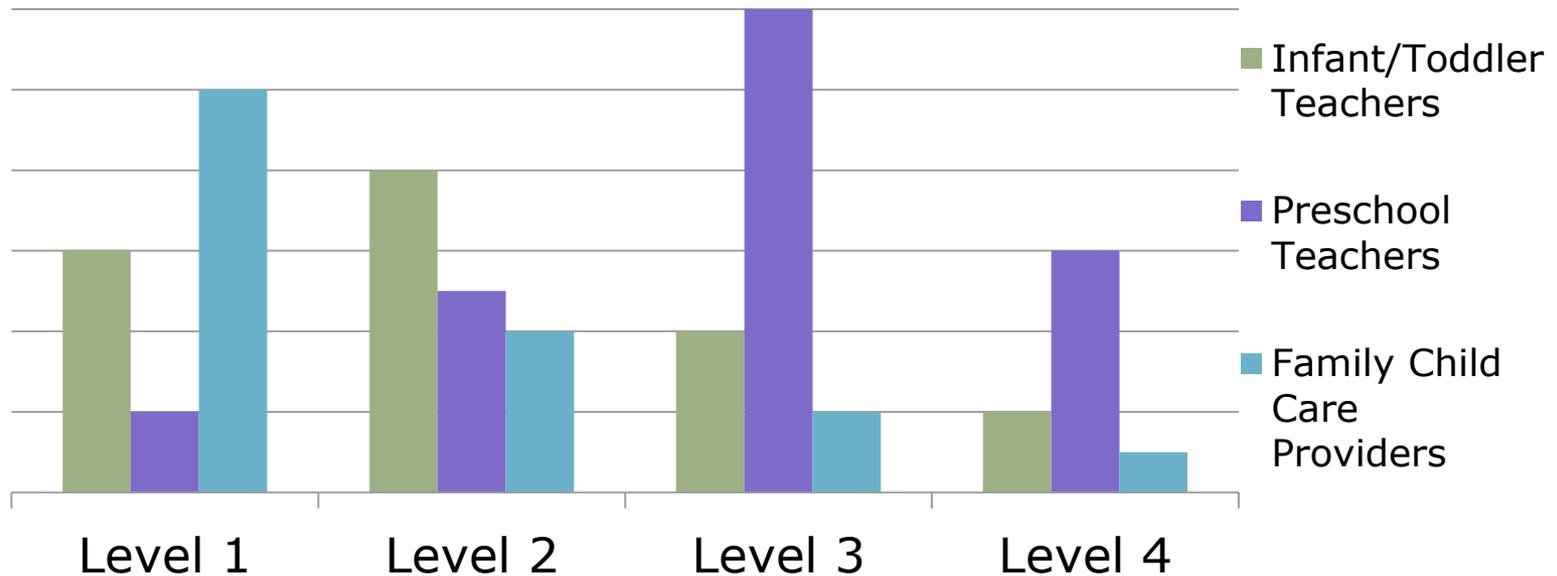
- As of December 2014, there have been 119 individuals employed at 92 early learning programs that have received T.E.A.C.H. scholarship contracts and 2,239 college credits have been earned.
- Since 2010, 10 individuals have completed a degree program through T.E.A.C.H. (all Associate's degrees at CCRI).



PLACEHOLDER WORKFORCE: CAREER PATHWAY LEVELS

Individuals in Workforce by Career Pathway Level (education credentials)

Data not currently available. Requires workforce registry.



GOAL: By December 31, 2015, there will be at least 1,000 individuals at Level 1 (12 college credits), 700 individuals at Level 2 (AA), 500 individuals at Level 3 (BA), and 100 individuals at Level 4 (MA)



CHILD OUTCOMES: DEVELOPMENTAL SCREENINGS < 3

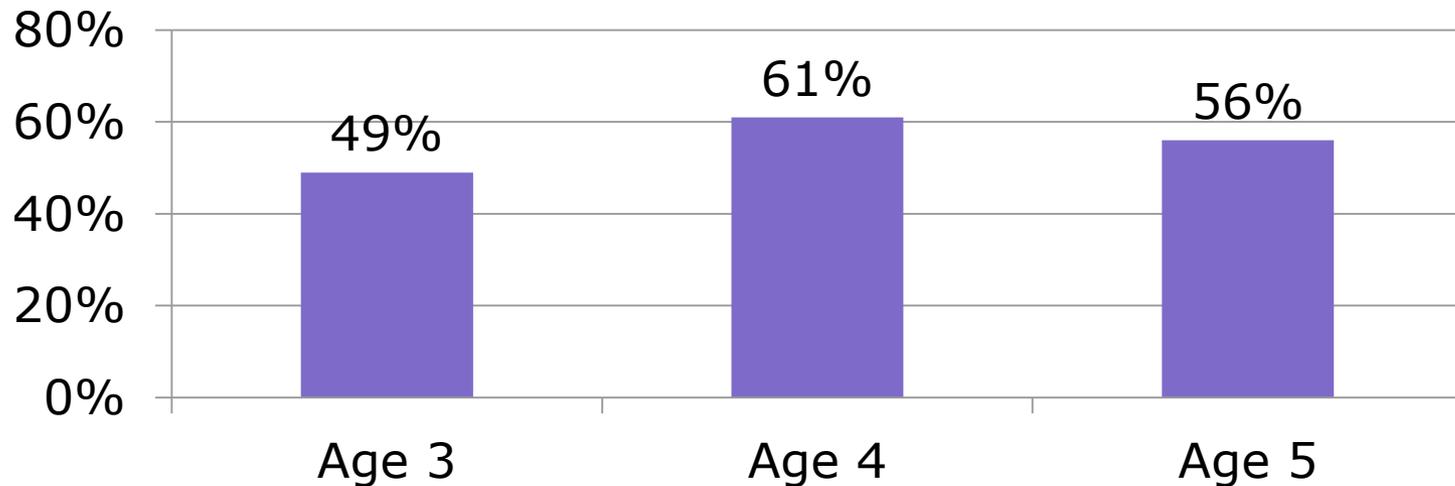
- 🎯 Data not yet available

GOAL: By 2016, 50% of three year olds will have a complete set of developmental screenings.



CHILD OUTCOMES: DEVELOPMENTAL SCREENINGS 3-5

% Children Ages 3-5 Receiving Child Outreach Screening, School Year 2012-2013

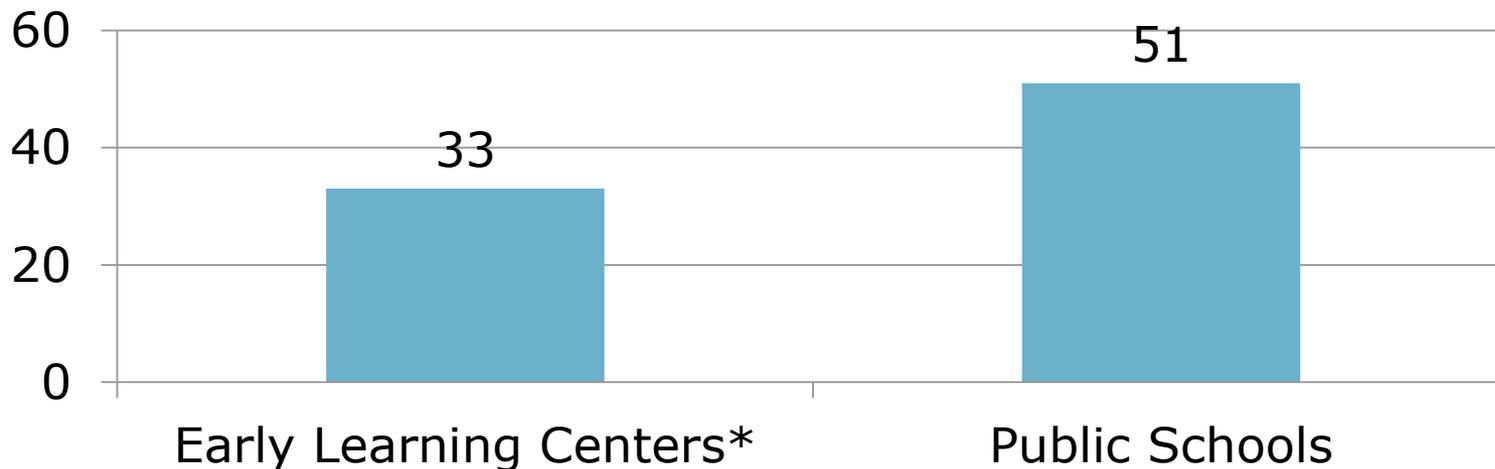


GOAL: By 2016, 80% of four year olds will have received a developmental screening.



CHILD OUTCOMES: FORMATIVE ASSESSMENT USE

Number of Early Learning Programs Using Teaching Strategies GOLD under State License, September 2014



11% of licensed early learning centers (33 of 309) are using TSG under the state license; 100% of public schools with preschool classrooms (51 of 51) are using TSG under the state license.

Strategy: Use policies and incentives to expand the use of research-based formative assessment systems (e.g. Teaching Strategies GOLD).

* Includes State Pre-K and Head Start programs.



CHILD OUTCOMES: KINDERGARTEN ENTRY ASSESSMENT

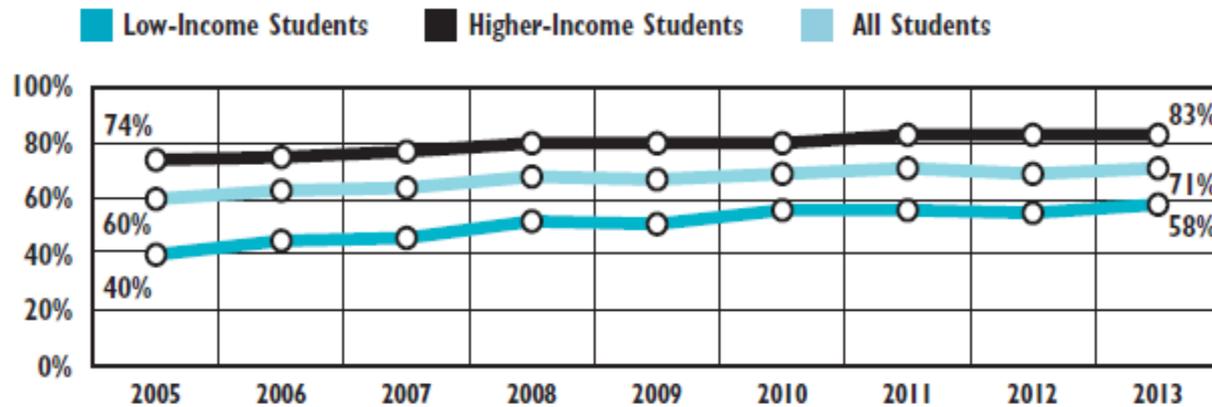
- ⊙ Data not yet available

GOAL: By December 31, 2015: Develop and implement a common, statewide Kindergarten Entry Assessment aligned with State Standards.



CHILD OUTCOMES: 4TH GRADE READING PROFICIENCY

Fourth-Grade NECAP Reading Proficiency Rates,
by Income Status, Rhode Island, 2005-2013



Source: Rhode Island Department of Education, *New England Common Assessment Program (NECAP)*, October 2005-October 2013. Low-income status is determined by eligibility for the free or reduced-price lunch program.



RI RECEIVES EARLY HEAD START – CHILD CARE PARTNERSHIP GRANT!

- ⦿ Children’s Friend has been awarded a preliminary Early Head Start – Child Care Partnership grant of \$1.2 million.
- ⦿ The name of the design is PARTNERS (Partnering Across Rhode Island to Nurture Educational Readiness Statewide).
- ⦿ It is based on collaborative partnership across centers and home providers which builds access to high quality infant and toddler classrooms as well as Early Head Start.
- ⦿ Its vision is to ensure that all children enter school ready for success by providing a unified, high quality comprehensive and continuous birth through five continuum of care.
- ⦿ It leverages existing resources across the organizations and emphasizes the collective effort by sharing functions such as integrating monitoring across the partners.



RI RECEIVES EARLY HEAD START – CHILD CARE PARTNERSHIP GRANT!

- ◎ PARTNERS includes:
 - Children’s Friend
 - Woonsocket Head Start Child Development Association
 - Comprehensive Community Action Program Head Start
 - The Children’s Workshop
 - Connecting for Children and Families
 - The Genesis Center
 - Home Child Care Providers: Alexandra Flores, Josefina Recio, Hilda Serrano, Gladys Vasquez and Nuris Ynoa
- ◎ Aligns with Council’s strategic plan to expand access to Early Head Start and high-quality child care for infants and toddlers



WORKFORCE: ALIGNED HIGHER EDUCATION

	Individuals Completed May 2014	Individuals Completed August 2014	Individuals Completed December 2014
CCRI – RI Early Childhood Education and Training Program (RIECETP) – 12 credits	53	25	
CCRI - Early Childhood Certificate – 18 credits	20	0	
CCRI - Early Childhood Associates	30	1	
RIC – New B.S. in Early Childhood Education	4	0	
RIC – Old B.A. in Early Childhood Education	4	0	
RIC – Old B.S. in Early Childhood Special Education	8	0	
RIC – M.Ed. In Early Childhood Education	?	?	
URI - B.S. Human Development & Family Studies/ECE	12	0	
URI - Teacher Certification Program/ECE	1	0	

**RHODE ISLAND
EARLY LEARNING COUNCIL
MEETING**

December 16, 2014

11:30-2:00 p.m.
Rhode Island Foundation





MEETING AGENDA

Welcome/Meeting Overview

Year in Review: Strategic Plan Progress and 2015 Focus

Public Comment

Updates

Public Comment

Next Steps



RI RECEIVES PRE-K EXPANSION GRANT!

- ⦿ The U.S. Department of Education has awarded Rhode Island a PreK Expansion grant.
- ⦿ Grant funds will expand the Rhode Island Prekindergarten Program from the current 17 sites to a total of 60 sites by the 2019-20 school year.
- ⦿ RI requested \$19 million in funding over the next four fiscal years and received a first-year grant of \$2.3 million (the full amount Rhode Island requested for Year 1.)
- ⦿ RI was one of 13 states (out of 36 eligible) to receive an expansion grant: Arkansas, Connecticut, Illinois, Louisiana, Maine, Maryland, Massachusetts, New Jersey, New York, Rhode Island, Tennessee, Vermont and Virginia.
- ⦿ 5 states received development grants.



RI RECEIVES PRE-K EXPANSION GRANT!

The grant funds will:

- ⦿ Accelerate the existing state expansion plan and achieve increased access for eligible children in RI's seven highest-need communities.
 - ⦿ Over four years, the grant will enable 1,548 more four-year-olds to be enrolled in new State Pre-K slots.
- ⦿ Improve upon the state processes and supports that ensure the quality implementation of the program, including:
 - ⦿ Attention to increasing monitoring capacity
 - ⦿ Technical assistance to program sites
 - ⦿ The implementation of a rigorous program evaluation.

**YEAR IN REVIEW: STRATEGIC
PLAN PROGRESS AND 2015
FOCUS**



STRATEGIC PLAN REVIEW: EXPANDING ACCESS TO HIGH QUALITY PROGRAMS

Objective	Progress	Focus for 2015
<p>ACCESS1: Assess needs and gaps.</p>	<ul style="list-style-type: none">• Developed core set of data dashboard indicators to monitor access to Child Care, Head Start, Pre-K, Preschool Special Education, Early Intervention, and Full Day K	<ul style="list-style-type: none">• Update data at March 2015 Council meetings and Access Subcommittee meetings• Develop indicator to track children with high-needs enrollment by quality level



STRATEGIC PLAN REVIEW: EXPANDING ACCESS TO HIGH QUALITY PROGRAMS

Objective	Progress	Focus for 2015
<p>ACCESS2: Identify opportunities for and barriers to increasing access, including financing.</p>	<ul style="list-style-type: none">• Work with Child Care Commission re: pilot CCAP expansion programs• 78% of RI Head Starts lost during federal sequestration were restored• Work with Early Intervention ICC and DCYF re: CAPTA mandate to ensure all children < 3 are referred to EI• New DCYF systems to connect families to early learning• RIDE work to expand district provision of inclusive ECE• RIDE Full-Day K Expansion Grants• State application for Preschool Expansion Grant• Applications for Early Head Start – Child Care Partnership Grants	<ul style="list-style-type: none">• Continue 2014 work• Expansion of developmental screening to identify and enroll more eligible children with delays and disabilities.



STRATEGIC PLAN REVIEW: EXPANDING ACCESS TO HIGH QUALITY PROGRAMS

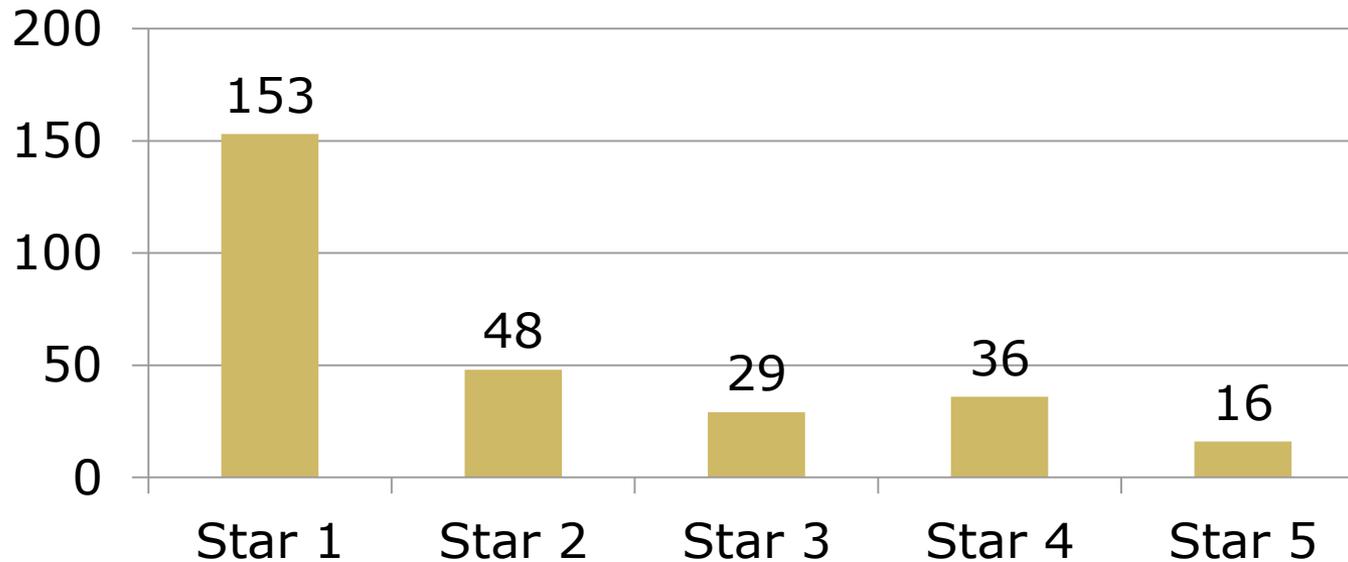
Objective	Progress	Focus for 2015
<p>ACCESS3: Expand access to ensure that more children (particularly children with high needs) participate in high quality early learning.</p>	<ul style="list-style-type: none">• CCAP expansion pilots extended• State Pre-K Expansion for 2014-2015• Full-Day K Expansion in 2014-2015	<ul style="list-style-type: none">• Maintain CCAP pilots• Advocate to expand CCAP eligibility• Advocate to adopt tiered reimbursement for CCAP• Advocate to expand access to Head Start• Advocate to expand access to State Pre-K• Advocate to expand access to full-day K



QUALITY: CENTER/PRESCHOOL BRIGHTSTARS RATINGS

**Early Learning Centers & Preschools with a
BrightStars Rating, November 30, 2014**

**Total Rated
Programs:
282**



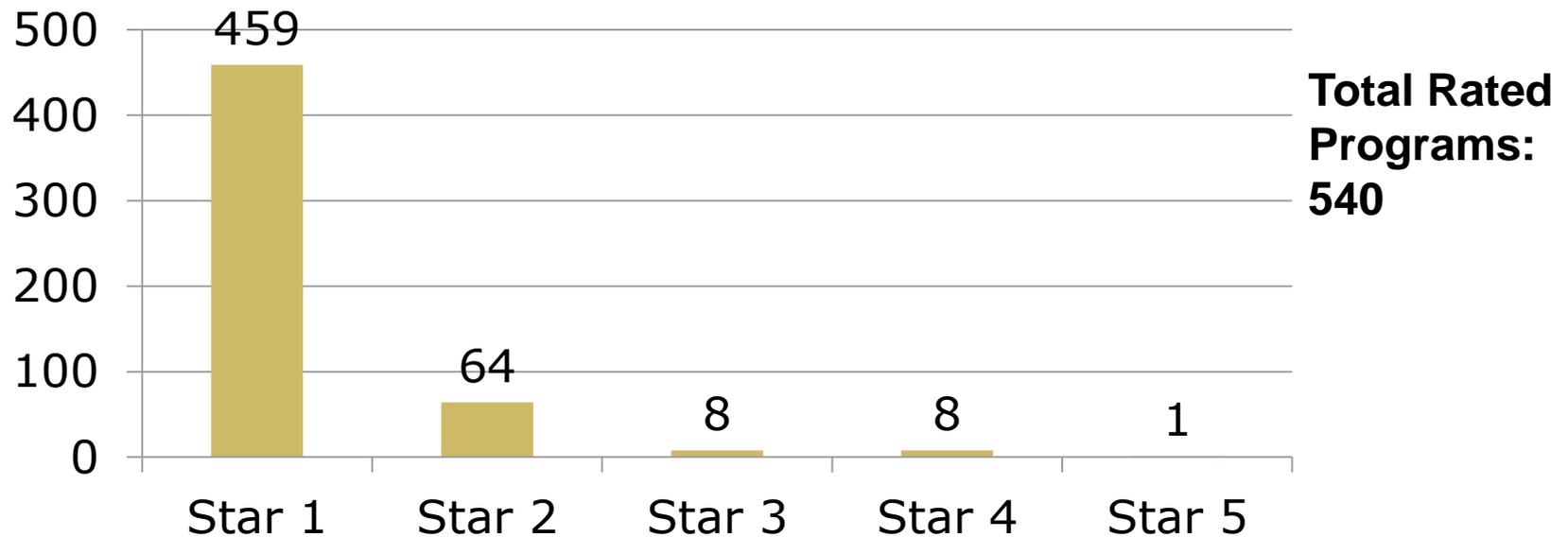
- 91% of licensed centers are participating (rated) (282 of 309)
- 17% of licensed centers have a rating of 4 or 5 stars (52 of 309)
- 18 pending new center applications are not included in this chart

GOAL: By December 2015, 61% of licensed early learning centers will have a rating of 4 or 5 stars



QUALITY: FAMILY CHILD CARE BRIGHTSTARS RATINGS

**Family Child Care Homes with a
BrightStars Rating, November 30, 2014**



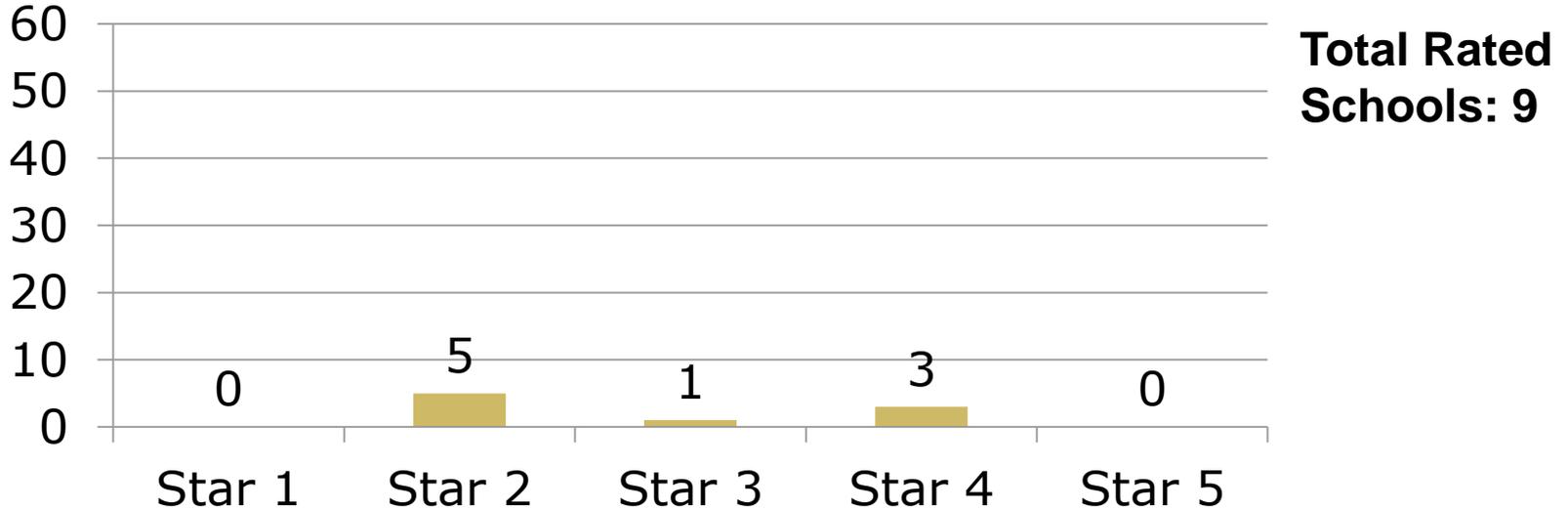
- 95% of licensed family child care homes are participating (rated) (540 of 571)
- 2% of licensed family child care homes have a rating of 4 or 5 stars (9 of 571)
- 13 pending new FCC applications are not included in this chart

GOAL: By December 2015, 8% of licensed family child care will have a rating of 4 or 5 stars



QUALITY: PUBLIC SCHOOL BRIGHTSTARS RATINGS

Public Schools with a BrightStars Rating, November 30, 2014



- 18% public schools serving preschoolers are participating (rated) (9 of 51)
- 6% of public schools serving preschoolers have a rating of 4 or 5 stars (3 of 51)
- 7 pending new Public School applications are not included in this chart

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



STRATEGIC PLAN REVIEW: IMPROVING PROGRAM QUALITY

Objective	Progress	Focus for 2015
QUALITY1: Adopt a common, statewide quality rating and improvement system (BrightStars).	<ul style="list-style-type: none">• Completed revisions in 2013	<ul style="list-style-type: none">• Market Exceed website as the information hub , including Family Search feature• Make Program Quality Continuum Tip Sheets available
QUALITY2: Promote 100% participation in BrightStars for early learning programs.	<ul style="list-style-type: none">• Implemented policies requiring participation in BrightStars for CCAP providers and RIDE funded programs.• Developed informational packets for newly licensed DCYF programs and engaged FCC Providers with information at First Steps.	<ul style="list-style-type: none">• Continue on site visits for non-participating DCYF licensed programs and public schools to promote Exceed and encourage participation in BrightStars



STRATEGIC PLAN REVIEW: IMPROVING PROGRAM QUALITY (CONT'D)

Objective	Progress	Focus for 2015
<p>QUALITY3: Ensure effective rating and monitoring of the quality of programs participating in BrightStars.</p>	<ul style="list-style-type: none">• Current Pool has 7 reliable ITERS, 10 reliable ECERS, 4 reliable FCERS, 4 reliable SACERS, 11 reliable CLASS• Built Exceed Website and database structures to host licensing information to share with the public• Held cross-agency alignment meetings, in 7 key focus areas	<ul style="list-style-type: none">• Provide professional development opportunities for front line staff. At DCYF, BrightStars, Center for Early Learning Professionals, RIDE• Targeted TA for DCYF to support consistent monitoring and measurement of licensing regulations.• Finalize assessor reliability system for ERS and CLASS



STRATEGIC PLAN REVIEW: IMPROVING PROGRAM QUALITY (CONT'D)

Objective	Progress	Focus for 2015
<p>QUALITY4: Invest resources to improve the quality of early care and education programs and sustain quality over time.</p>	<ul style="list-style-type: none">• \$493,060.48 awarded to 35 centers and 11 family child care providers• 191 program quality improvement awards to 76 Centers, 96 FCC providers, 19 schools.• 294 providers participated in TA through the Center for Early Learning Professionals	<ul style="list-style-type: none">• Expand Technical Assistance and Program Quality Improvement funding for facilities related issues.• Analyze first year of program quality awards to assess its impact(s) and consequence(s) in the context of the original goals and priorities. Identify strategies and mechanisms to adjust the quality award formula to support the goals.• Continue to support programs to move up the quality continuum with TA and Program Improvement Grants



STRATEGIC PLAN REVIEW: IMPROVING PROGRAM QUALITY (CONT'D)

Objective	Progress	Focus for 2015
<p>QUALITY5: Study the effectiveness of the BrightStars Quality Rating and Improvement System and make adjustments as needed.</p>	<ul style="list-style-type: none">• Contracted with Child Trends to evaluate BrightStars• Revised evaluation study design	<ul style="list-style-type: none">• Conduct the evaluation study and publish results



STRATEGIC PLAN REVIEW: DEVELOPING AND SUSTAINING AN EFFECTIVE EARLY CARE AND EDUCATION WORKFORCE

Objective	Progress	Focus for 2015
<p>WORKFORCE1: Develop workforce knowledge and competency frameworks and corresponding progressions of aligned credentials.</p>	<ul style="list-style-type: none">• WKC for Professional Development providers completed• Convened drafting workgroup for WKC for Administrators and Ed Coordinators• CCRI submitted NAEYC Accreditation self – assessment• Awarded RIC contract for Institute for Teaching and Learning, completed program design• Supported alignment to WKC at URI	<ul style="list-style-type: none">• Develop and finalize WKC for Administrators and Education Coordinators• Complete NAEYC Accreditation for CCRI• Work with Higher Ed to improve articulation between AA and BA programs



STRATEGIC PLAN REVIEW: DEVELOPING AND SUSTAINING AN EFFECTIVE EARLY CARE AND EDUCATION WORKFORCE

Objective	Progress	Focus for 2015
<p>WORKFORCE2: Support early childhood educators in improving their knowledge, skills and abilities.</p>	<ul style="list-style-type: none">• Center for ELP developed a process for determining alignment for PD opportunities conducted outside of the Center• Expanded professional development opportunities and included opportunities to support practice in programs• Enrolled first cohort in the Institute for Teaching and Learning at RIC	<ul style="list-style-type: none">• Implement pilot GED program for contextualized ESL and PD.• Continue to offer and expand access to high quality PD opportunities• Continue to expand access to higher education



WORKFORCE: ALIGNED PROFESSIONAL DEVELOPMENT

Individuals completing aligned Professional Development (duplicated)

	Q1 2014	Q2 2014	Q3 2014	Q4 2014
Center for Early Learning Professionals*	0	138	148	
External Approved/Aligned PD*	0	89	1,297	
RI Early Learning & Development Standards and Next Steps PD	289	285	122	
Total	289	534	1,567	

* *The Center for Early Learning Professionals began operations in January 2014. Professional Development opportunities were in development/alignment process in Quarter 1 of 2014.*

GOAL: By December 2015, there will be at least 2,500 educators per year who receive aligned professional development.



WORKFORCE: T.E.A.C.H. ACTIVE SCHOLARS

Degree Program	2010	2011	2012	2013	2014
CCRI Associate's Degree	9	26	44	52	52
RIC Bachelor's Degree	NA	NA	21	16	32
TOTAL Active Scholars	9	26	65	68	84

- As of December 2014, there have been 119 individuals employed at 92 early learning programs that have received T.E.A.C.H. scholarship contracts and 2,239 college credits have been earned.
- Since 2010, 10 individuals have completed a degree program through T.E.A.C.H. (all Associate's degrees at CCRI).



PLACEHOLDER – ALIGNED HIGHER EDUCATION

See Handout



STRATEGIC PLAN REVIEW: IMPROVING EARLY LEARNING AND DEVELOPMENT OUTCOMES FOR CHILDREN

Objective	Progress	Focus for 2015
CHILD OUTCOMES1: Develop and use high-quality early learning and development standards.	<ul style="list-style-type: none">• Distributed RIELDS and FFA to all ECE providers• Determined and published curricula aligned to RIELDS• Revised trainings and expanded trainer pool for both RIELDS and FFA• Secured agreements with Higher Ed to offer credit to RIELDS participants	<ul style="list-style-type: none">• Continue to offer expanded RIELDS training opportunities• Continue to support FFA trainings• Evaluate RIELDS• Develop hybrid on-line option for RIELDS Foundations training• Work with Higher Ed. to incorporate RIELDS content into programs of study and offer certificates to graduates• Expand use of RIELDS in related areas (e.g. home visiting, foster care, Children’s Museum, etc)



STRATEGIC PLAN REVIEW: IMPROVING EARLY LEARNING AND DEVELOPMENT OUTCOMES FOR CHILDREN (CONT'D)

Objective	Progress	Focus for 2015
<p>CHILD OUTCOMES2: Support Effective Uses of Comprehensive Assessment Systems</p>	<ul style="list-style-type: none"> • Supported programs accessing TS Gold and continued the development of a tiered system of PD and TA supports for all programs using TS Gold. • Implemented , incentivized and supported use of CHADIS to conduct SWYC screenings • Built, tested, trained and launched developmental screening in KIDSNET • Developed and launched Developmental Screening Campaign • Developed content for child assessment training modules 	<ul style="list-style-type: none"> • Provide technology grants to support child assessment • Expand access to evidence-based interventions • Continue to expand use of CHADIS • Implement remaining components of Developmental Screening Campaign • Increase developmental screening rates • Revise EI/ECSE evaluation and eligibility policy/guidelines and offer grants to support participation in corresponding PD



STRATEGIC PLAN REVIEW: ONGOING MEASUREMENT OF OUTCOMES AND PROGRESS

Objective	Progress	Focus for 2015
MEASUREMENT1: Develop and implement a common, statewide Kindergarten Entry Assessment aligned with State Standards.	<ul style="list-style-type: none">• Developed constructs and planned means for the Kindergarten Entry Profile with NC Consortium• Developed Community Profiles to engage and inform public schools	<ul style="list-style-type: none">• Engage, assess readiness and support public schools to prepare for KEP• Pilot KEP in Fall 2015
MEASUREMENT2: Build an early learning data system.	<ul style="list-style-type: none">• Launched Exceed Website• Built infrastructure to support Universal Program Application (UPA)• Created linkages with SLDS to support access to developmental screening• Gathered detailed business requirements for Workforce Registry• Expanded data team capacity	<ul style="list-style-type: none">• Launch family search, UPA and workforce registry• Determine business requirements for child domain• Develop governance policies to create a sustainable data system

PUBLIC COMMENT

UPDATES



GOVERNOR TRANSITION

- ❖ Governor-Elect Gina Raimondo will be inaugurated on January 6, 2015
- ❖ December 16 Jobs Summit an opportunity to advocate for early learning as critical to achieve educated/skilled workforce and child care as needed work support
- ❖ Plan to request opportunity to brief Governor and staff re: Rhode Island Early Learning Council and Strategic Plan



RTT-ELC: ADMINISTRATIVE UPDATE

- ❖ Administrative Update
 - ❖ Staffing
 - RTT-ELC Administrator at DHS, Colleen Masterson
 - Finance Officer – in process
 - Data Governance/Business Lead, Vanessa Samuelson
 - ❖ Communications
 - ❖ Attended strategic communications planning session in Early Dec to strengthen existing communication efforts in three focus areas: sustainability, developmental screening and quality matters
 - ❖ Continue to update Exceed.RI.gov website and Exceed RI Facebook page
 - ❖ Sustainability Plan
 - Planning with Policy Equity group continues.
 - Calls with stakeholders in December
 - Presentation on inventory to solicit feedback from the Council at January 14 meeting

PUBLIC COMMENT



NEXT MEETINGS

2015 Calendar is in your packet:

⊙ **Special Meeting on RTT-ELC Sustainability:**

January 14, 2015 11:30-1:30pm (Save the Bay)

⊙ **Early Learning Council Meeting:**

March 11, 2015 11:30-2:00pm (Save the Bay)

Rhode Island Early Learning Council
Rhode Island Early Learning Council Meeting

Tuesday, December 16, 2014 11:30-2:00 p.m.
Rhode Island Foundation

Meeting Summary

AGENDA SUMMARY

The Rhode Island Early Learning Council Meeting agenda addressed the following topics:

- Welcome
- Year in Review
- Public Comment
- Updates
- Public Comment

KEY POINTS

Key discussion points from the meeting are summarized below:

WELCOME

Commissioner Deborah Gist and Elizabeth Burke Bryant welcomed the Early Learning Council members and announced the two federal grants just awarded to Rhode Island: 1) the Pre-K Expansion Grant and 2) the Early Head Start-Child Care Partnership Grant. (See Slides) They also congratulated Khadija Lewis Khan and Sue Connor for receiving Friend of Children awards at the recent RIAEYC conference. That award recognizes leadership in the area of early childhood. The following key comments and questions were made:

Pre-K Expansion Grant

- Rhode Island was awarded \$2.3 million for Year 1 of the Pre-K Expansion Grant and there is another \$5.77 million already included in the budget for Year 2. That totals almost \$8 million over the first two years of the grant. Although the federal money will increase at first, it will then decrease, at which time the costs associated with the Pre-K expansion will be absorbed by the Pre-K expansion plan already included in Rhode Island's funding formula. The federal grant will help Rhode Island's existing Pre-K expansion plan accomplish its goals much more quickly.
- Rhode Island was successful in the Pre-K Expansion Grant process because of the attention to detail by Michele Palermo and the RIDE team.
- The competition for the Pre-K Expansion Grant was even greater than expected because the Race to the Top states competed against each other for a portion of the funds while the non-Race to the Top states competed for the other portion.
- The federal Pre-K Expansion Grant slots will not show up until next year (2015-2016).

Early Head Start Child-Care Partnership Grant

- Aimee Mitchell explained the Early Head Start-Child Care Partnership Grant (PARTNERS).

Rhode Island Early Learning Council
Rhode Island Early Learning Council Meeting

Tuesday, December 16, 2014 11:30-2:00 p.m.
Rhode Island Foundation

Meeting Summary

- The grant awarded to Children’s Friend is just preliminary since there has been no official notice of the award yet. However, the Rhode Island grant is listed on the Administration for Children and Families website.
- This partnership will explore how to bring people together differently. The collective program governance structure will create new possibilities by leveraging the strengths of the entities involved- Head Start programs, child care centers, home child care providers and parents. The structure of the partnership will align with the state’s work to increase quality.
- It is exciting to have Early Head Start in Woonsocket and South County.
- What is the timeframe of the grant work?
A: There is a lot of work necessary before enrollment can begin. The grant is for 18 months and at the 18 month mark, a litany of regulations must be met. Potentially, enrollment could begin in the 2nd quarter of 2015.
- How many children will be served?
A: Approximately 67 children will be served.

YEAR IN REVIEW: STRATEGIC PLAN PROGRESS AND 2015 FOCUS

Leanne Barrett presented the year in review. She highlighted the progress made on the Early Learning Council’s strategic plan and explained the Council’s focus for 2015. (See slides) Key comments and questions included:

ACCESS

- In order to ensure access to high quality early learning programs, the state must continually try to identify the needs and gaps in services for children, especially high needs and/or low income children.
- The integrated data system will help us determine whether the programs that are moving up to the higher quality levels are the programs that are serving the most high needs children. That information can be collected by examining the number of CCAP children enrolled in programs at each level.
- Head Start programs were not able to restore all of the spots lost during the sequestration because some programs no longer had access to facilities or classrooms or they used the restored money to adjust their overall budgets in order to sustain high quality.
- The Cliff Effect pilot was extended through 2016 and the Child Care During Training Pilot was extended through the end of June.
- There was a \$1 million increase for Pre-K expansion from state resources according to the funding formula.

Rhode Island Early Learning Council
Rhode Island Early Learning Council Meeting

Tuesday, December 16, 2014 11:30-2:00 p.m.
Rhode Island Foundation

Meeting Summary

- In 2013 to 2014, RIDE released the Full Day K Expansion funding granted through the Full Day K Accessibility Act that was passed in 2012. Currently, 81% of children are in full day K. There are now only 7 districts in the state that do not have universal full day K.
- We must continue to advocate to expand CCAP eligibility to 225% of the FPL.
- The 3 annual Access Subcommittee meetings are at the beginning of the legislative session, at the end of the legislative session and when the state departments are starting to write their budgets.
- Mary Varr is talking to parents in Woonsocket to try and get them involved with the Access Subcommittee. She has trained parents to become advocates with a voice in government.
- Invest in US is a federal ad campaign that is advocating for investments from the private sector to expand high-quality early childhood education programs for children from birth through age five. However, those efforts are not sustainable without continued financial support from federal and state government.
- Because we are such a small community, it would be better for Rhode Island corporations to donate to early childhood education efforts in Rhode Island instead of to a national initiative.
- The White House summit emphasized that a comprehensive system, like the one we are trying to develop in Rhode Island, is necessary to ensure access to high quality early childhood education.

QUALITY

- It takes longer for public schools to go through the BrightStars rating process because they are closed during the summer months.
- Are Head Start programs included on the Center/Preschool BrightStars Ratings slide?
A: Yes, because they are licensed centers. Head Start programs are mostly at the 4 and 5 star levels. When they join with partners through the Early Head Start Child-Care Partnership Grant, some of the child care partners will be at lower star levels, but the partnership should help those programs move up in quality.
- The Quality2 objective under the Strategic Plan focuses on marketing to make sure that everyone, including both families and programs, is aware of our universal quality system that uses common research based measures of quality. The goal of this system is for programs to continually move up in quality and not to get rated once and stay at that quality level indefinitely.
- First Steps is the training that family childcare providers go through when they are in the initial phases of licensing.

Rhode Island Early Learning Council
Rhode Island Early Learning Council Meeting

Tuesday, December 16, 2014 11:30-2:00 p.m.
Rhode Island Foundation

Meeting Summary

- During the CCAP rollout, staff from DHS, RIDE and BrightStars went into programs and made face to face contact with early childhood providers to build relationships, answer questions, and to encourage participation in BrightStars. That will continue through the remainder of the Race to the Top Early Learning Challenge grant.
- There are a number of reliable assessors that are bilingual to help with Spanish speaking family childcare homes.
- Because of the cross-agency alignment of DCYF licensing, RIDE CECE and BrightStars, documents that are applicable to more than one system will only need to be submitted once.
- What is the budget line item for the Quality Awards?
A: It is approximately \$4.5 million. In the beginning, that number was overestimated significantly because the projected Quality Award spending was based on meeting the Race to the Top targets for the different quality levels. The biggest issue we face now is that all programs that are eligible to participate in the Quality Awards are participating. We need to switch our focus to increasing the star ratings of centers and family childcare homes so more programs can participate. Quality Improvement Grants and the money for facilities have different budget amounts than the Quality Awards.
- Budget issues for quality awards and improvement grants can be discussed at another meeting. The next Program Standards and Quality Subcommittee meeting is focused on quality improvement. Part of that discussion will be examining what supports are necessary for programs to increase their star ratings so that they can then participate in the Quality Awards and other incentives.
- The focus of 2014 was getting programs engaged with BrightStars and the focus in 2015 will be about moving those programs up in star ratings.
- What strategies is BrightStars using to move programs beyond the 1 star level?
A: BrightStars is now conducting an in depth analysis of where programs are within each standard. Some programs only need to move up in 1 or 2 standards and/or just need to access TA or PD before applying for an improved star rating. BrightStars will be focusing their efforts on those programs that can move up more quickly. The Quality Improvement staff at BrightStars has established relationships with programs and is working one on one with them to help them increase their star ratings. The Center for Early Learning Professionals, LISC and other resources are also supporting programs in improving quality. It is a statewide effort.
- The Alignment Team has created a new template for writing quality improvement plans. BrightStars has hosted information sessions on the new template and the Center for Early Learning Professionals is using the template in TA sessions. There will soon be a video on the BrightStars website to help programs navigate the new template. BrightStars wants to ensure that all quality improvement plans are useful and that programs are using them on a regular basis.

Rhode Island Early Learning Council
Rhode Island Early Learning Council Meeting

Tuesday, December 16, 2014 11:30-2:00 p.m.
Rhode Island Foundation

Meeting Summary

- Individual and small group TA with family child care homes was especially successful.
- The QRIS evaluation study will determine whether BrightStars is actually measuring differences in quality at the different star levels and whether there is any impact on child development by being in a higher rated program rather than in a lower rated program.
- For the QRIS evaluation study, will Child Trends visit programs to look at their quality?
A: Visiting programs is part of the evaluation process as well as testing children with a special tool. It is a growth model so there will be measurements taken in the fall and in the spring and hopefully the children in 5 star programs will learn more than children in 1 star programs. The visiting and testing will be voluntary and more information about that will be coming out in the spring. Child Trends will also look at high level administrative data around the number of rated programs and the quality indicators at each level.
- Lower rated programs that are actually of higher quality (e.g., they just applied for a 1 star rating to access Quality Improvement Grants but didn't try for the star rating they actually deserved) should be moved up the star levels so they do not skew the results of the QRIS evaluation study.
- Cindy Larson gave a facilities update. The Early Learning Facilities project will provide grant resources for capital improvements. Programs will also be able to access money to do thorough assessments of the interior and exterior of their facilities so they can prioritize improvements that are either tied to licensing issues or are holding them back in the quality rating system. There will also be a significant increase in TA. Everything will launch on January 12th, including a new website for online applications.
- Starry Starry Night, where BrightStars celebrates quality early learning programs in the state, will be on January 21st at the Crowne Plaza. Please RSVP early since there are so many more people expected this year.

OUTCOMES

- CHADIS is the electronic system used by pediatric providers to facilitate developmental screenings and SWYC is the actual screening tool that Health is recommending pediatric providers use to screen children. Most practices are using SWYC, although 1 practice is using Ages and Stages. If a practice chooses to use Ages and Stages, they must also use Ages and Stages SE, which is a much lengthier process than just using SWYC.
- There are currently 15 practices at different stages of using the CHADIS system. At the 6 month mark in February, we will be able to see a baseline of how the process is working. This is a great opportunity to look at the development of children from birth to 3. There has never been a complete picture of that before in the Rhode Island.
- What is the timeline for getting data into KIDSNET?

Rhode Island Early Learning Council
Rhode Island Early Learning Council Meeting

Tuesday, December 16, 2014 11:30-2:00 p.m.
Rhode Island Foundation

Meeting Summary

A: That is still in the testing phase. Once the interface with CHADIS is determined ready, the screening data from pediatric providers will be entered into KIDSNET. That will be in approximately 2 months.

MEASUREMENT

- Community profiles will engage public schools on a new level and will educate them about the array of available early childhood resources that children are engaged in before Kindergarten.
- Under North Carolina's Race to the Top Early Learning Challenge grant, they are building a K-3 formative assessment with an embedded Kindergarten Entry Profile. As a requirement of the Enhanced Assessment Grant, Rhode Island will pilot that entire K-3 formative assessment, but we are primarily interested in the Kindergarten Entry Profile, which we are required to implement under our Race to the Top Early Learning Challenge grant.

DATA

- The Exceed website is the public way to access data, including the Family Search.
- SLDS is RIDE's existing data system for children enrolled in public school. It collects data so that information can travel with children as they move to a new school or district. Previously, the early childhood data systems were so fragmented that they could not interact with the SLDS system, but with the new integrated data system, the state will be able to link the birth to 5 information with the SLDS information to create a more complete picture for each child.
- The child domain will track child development and learning, but will also include information related to children at the workforce and program levels.
- Who will have access to the data system?
A: It will use role based security. Any person that needs access to the system will explain their purpose and their role and individualized access will be granted based on that need and position. To protect privacy, access can be taken away from someone who does not need it anymore.

WORKFORCE

- The Aligned Professional Development slide contains duplicated data. Until there is a Workforce Registry, that data cannot be unduplicated.
- We are on target for meeting our goals for Aligned Professional development this year, and perhaps exceeding the goals next year.
- Two TEACH scholars have enrolled in a BA program after completing an Associate's Degree.
- The Rhode Island Early Childhood Education and Training Program (RIECETP) at CCRI was added to the Aligned Higher Education slide. Although it is not an official degree program, many people are completing those 12 credits of aligned higher education.

Rhode Island Early Learning Council
Rhode Island Early Learning Council Meeting

Tuesday, December 16, 2014 11:30-2:00 p.m.
Rhode Island Foundation

Meeting Summary

- What is the future of the RIECETP program after Race to the Top?
A: CCRI is continuing to recruit for that program, at least through the end of the grant. There are 52 new students starting in January.
- There are 2 new BA tracks being offered in the state: 1) Early Childhood Education PreK-2nd grade certification and 2) Early Childhood Education with a Concentration on birth-5.
- TEACH will continue to recruit in collaboration with RIDE. Because TEACH contracts are for a year at a time, they may need to be amended to align with the Race to the Top Early Learning Challenge funding stream.
- Wages for people obtaining advanced degrees should be monitored to make sure that programs can maintain qualified staff. The Workforce Registry should be able to keep track of wages by role.
- Are we tracking data on how the requirements of the new BrightStars framework have impacted programs trying to move up in quality ratings?
A: The Workforce Subcommittee could examine that data. The need to access additional ECE credits, due to the new definition of early childhood coursework, could prevent programs from moving up in quality ratings and could potentially move programs down in ratings. That data will soon be available because BrightStars is just starting the process of reviewing the renewal applications submitted under the new BrightStars framework. Other criteria can also move programs up or down in ratings at renewal.

PUBLIC COMMENT

Comments and questions from the public included:

- In the Higher Education programs, what is the split between traditional undergraduates and people in the workforce going back to school? People in the workforce need additional supports to help them succeed in the Higher Education programs.
A: The focus at the Early Learning Council is on those people who are in the workforce and are returning to school. TEACH, RIC and CCRI work heavily to provide logistical and social supports to the current early learning workforce. At the RIC Institute Program, for example, there are both academic and non-academic supports. Students have a course load of only 2 courses, courses are delivered in a hybrid model of online and face to face and students attend courses only 1 day a week. TEACH provides logistic support for tuition, books and release time assistance. The CCRI RIECETP program is a fully funded cohort program with mentors, 1 course per semester, and courses offered in the evening.
- Is there the possibility of developing higher education courses in Spanish?
A: We need data to determine whether there is a population of people that needs higher education courses in Spanish. The data collected so far shows an immediate need for GED preparation in Spanish, which is being addressed by the GED pilot with contextualized ESL

Rhode Island Early Learning Council
Rhode Island Early Learning Council Meeting

Tuesday, December 16, 2014 11:30-2:00 p.m.
Rhode Island Foundation

Meeting Summary

instruction. We will continue to collect data to determine if there is a need for higher education courses in Spanish.

- Under the McKinney-Vento Act, having children enrolled in early learning centers can be used as a negotiation tool with banks to prevent home foreclosures. This provides housing stability, which, in turn, helps create stronger neighborhoods. Leanne will get more information about housing resources to share with Council members and the community. She will include that information in an upcoming Council e-news.
- With respect to the Infant Toddler Policy Agenda, housing was identified in the survey as an area needing increased focus on improvement. A lot of people are aware of the huge economic security issues faced by families with young children, including finding safe, affordable and stable housing to provide a strong foundation for child development.

UPDATES

Commissioner Deborah Gist, Elizabeth Burke Bryant and Michele Palermo presented the Early Learning Council's updates. (See Slides). The following key comments and questions were made:

- The new governor will bring good momentum to the Council and the state.
- Elizabeth was invited to Governor-Elect Raimondo's Jobs Summit and will participate in the Workforce Development Group. The state's economy cannot turn around without a well educated population and that process starts early.
- Rhode Island plans to apply for a no cost extension to its Race to the Top Early Learning Challenge grant. It is not a blanket extension. We need to supply a rationale for why we need another year to accomplish some of our goals. Nothing new can be added to the goals. The maximum allowable extension is to October 2016.
- In order to support our no cost extension, we will examine what we have accomplished already under our grant, what needs to be sustained beyond the grant, what state resources are available that can be put toward the grant efforts and what additional resources need to be developed for sustainability. The strategies used by other states can be helpful in that analysis.
- Feedback on the sustainability process will be solicited at a special meeting of the Early Learning Council on January 14th at Save the Bay from 11:30-1:30.

PUBLIC COMMENT

There were no additional comments or questions from the public.