

Rhode Island Early Learning Council Work Group Meeting

Thursday, February 16, 2012 9:30-11:30 a.m.

Community College of Rhode Island – Knight Campus, Room 1130

400 East Ave., Warwick, RI

Agenda

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| 9:30-9:40 | Welcome /Meeting Overview | Leanne Barrett/ Michele Palermo/ Lawrence Pucciarelli Kristin Lehoullier |
| 9:40-9:55 | Updates | Tammy Camillo/ Brenda Almeida/ Karen Beese/ Leanne Barrett |
| 9:55-10:55 | Small Group Discussion: Rhode Island Early Learning Council Strategic Plan – Ensuring Alignment | Kristin Lehoullier/All |
| 10:55-11:15 | Large Group Report Outs of Recommendations | Small Group Facilitators |
| 11:15-11:25 | Public Comment | Public Participants |
| 11:25-11:30 | Next Steps | Kristin Lehoullier |

Crosswalk of Rhode Island Early Learning Council Strategies To Date With Other Agency Goals and Priorities

| | ELC-ARRA, RTT-ELC and Council Recommendations (Access, K-Assessment and Data) | CCDBG Statewide Plan | RIDE’s Strategies and Priorities for Early Learning | DCYF’s Strategies and Priorities for Early Learning | DOH Strategies and Priorities for Early Learning | Early Intervention’s Strategies and Priorities for Early Learning | Higher Education Strategies and Priorities for Early Learning |
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1) Promoting Access to High-Quality Early Learning and Development Programs, particularly for Children with High Needs

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| PA1: Assess Needs and Gaps | 1.1 Conduct periodic statewide needs assessments on the quality and availability of early childhood education and development programs and services from birth to school entry. (ELC ARRA) | Utilize data from baseline studies of child care quality in RI to identify where to focus limited resources for quality improvement. | | | Identify needs and gaps as part of Successful Start and LAUNCH activities. | | |
| | 1.2 Identify gaps in access, quality and affordability with special attention to under-represented populations. (ELC ARRA) | | | | | | |
| | 1.3 Identify current financing structure and develop financing options that will leverage quality, access, and affordability. (ELC ARRA) | | | | | | |
| PA2: Identify opportunities for and barriers to collaboration and coordination. | 2.1 Use the Early Learning Council as a vehicle for seeking regular input on opportunities and barriers to collaboration. (ELC ARRA) | Meet with tribal leaders to ensure that collaboration and coordination of services are being maximized. | Plan and attend ELC/ELCWG meetings; manage ELC ARRA contracts. (EC Work Plan) | | Link Medical Homes with child care providers to increase quality of coordination for children with health issues and as follow up to developmental screening. | | |

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| PA2: Identify opportunities for and barriers to collaboration and coordination. (cont’d) | 2.2. Ensure regular two-way communication between the Successful Start Steering Committee, the Permanent Legislative Commission on Child Care and the Early Learning Council. (ELC ARRA) | | <p>Coordinate and collaborate with other state agencies, community partners, institutes of higher education, and early childhood professionals to strengthen quality program implementation in the areas of governance, operations, and outreach. (RIDE Strategic Plan)</p> <p>Plan and attend ELC/ELCWG meetings; manage ELC ARRA contracts. (EC Work Plan)</p> | | Ensure that child care environments have the capacity to accept children with health care or behavioral health needs. | | |
| PA3: Expand Access to Ensure that More Children (Particularly Children with High Needs) Participate in High Quality Early Learning | 3.1 Restore state funding for Head Start to support enrollment of 500 low-income children (currently 156 slots). (Access Recommendations) | Consider Access priorities for Head Start endorsed by the Council. | Participate on ELC Work Team: Early Learning Access. (EC Work Plan) | | | | |

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| PA3: Expand Access to Ensure that More Children (Particularly Children with High Needs) Participate in High Quality Early Learning (cont'd) | 3.2 Change the Child Care Assistance Program policy so that currently enrolled families (≤180% of the Federal Poverty Level) remain eligible for the program as their income increases, up to an exit income limit of 225% of Federal Poverty Level. Work to restore eligibility for child care subsidies to 225% of the FPL. (Access Recommendations) | Consider Access priorities for Child Care endorsed by the Council. | Participate on ELC Work Team: Early Learning Access. (EC Work Plan) | | | | |
| | 3.3 Increase the state's reimbursement rates paid to child care providers serving children from low-income working enrolled in the Child Care Assistance Program to a fair market rate based on the most recent market rate survey. Recognize quality child care through tiered reimbursement. (Access Recommendations) | Consider Access priorities for Child Care endorsed by the Council. | Participate on ELC Work Team: Early Learning Access. (EC Work Plan) | | | | |

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| PA3: Expand Access to Ensure that More Children (Particularly Children with High Needs) Participate in High Quality Early Learning (cont’d) | 3.4 Ensure consistency of 4-year old children’s participation in high-quality early learning programs during their pre-K year by providing continued child care assistance regardless of changes in parent work status for children enrolled in a high-quality early learning program. (Access Recommendations) | Consider Access priorities for Child Care endorsed by the Council. | Participate on ELC Work Team: Early Learning Access. (EC Work Plan) | | | | |
| | 3.5 Change policy so that Low-income working families participating in the Child Care Assistance Program are re-certified every 12 months instead of every 6 months. (Access Recommendations) | Improve family’s access to benefits and increase the availability of workers to provide timely, quality services (streamline application and recertification processes across DHS core programs; institute a 12 month recertification period. | Participate on ELC Work Team: Early Learning Access. (EC Work Plan) | | | | |

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| PA3: Expand Access to Ensure that More Children (Particularly Children with High Needs) Participate in High Quality Early Learning (cont’d) | 3.6 Change policy to allow families to maintain eligibility for child care assistance for longer periods of time during periods of unemployment (beyond current 3 week period) so they can more effectively engage in job search. (Access Recommendations) | Ensure that children of families struggling with job loss can continue to receive quality care while parents search for work (extend time period to 6 weeks from 21 days for half time care. | Participate on ELC Work Team: Early Learning Access. (EC Work Plan) | | | | |
| | 3.7. Ensure that information about case closures is immediately shared with providers serving children in the Child Care Assistance Program with a 2 week final payment. (Access Recommendations) | | Participate on ELC Work Team: Early Learning Access. (EC Work Plan) | | | | |
| | 3.8 Increase the proportion of children under age 3 who are involved with DCYF who receive Early Intervention (EI) services. (Access Recommendations) | | Participate on ELC Work Team: Early Learning Access. (EC Work Plan) | | | Improve coordination of data to ensure children are appropriately referred to EI | |
| | 3.9 Consider expanding eligibility for EI to all children birth-3 with a substantiated case of abuse or neglect (categorically). (Access Recommendations) | | Participate on ELC Work Team: Early Learning Access. (EC Work Plan) | | | Ensure effective evaluation/assessment of children b-3 with a substantiated case of abuse or neglect and provide PD opportunities as needed | |

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| PA3: Expand Access to Ensure that More Children (Particularly Children with High Needs) Participate in High Quality Early Learning (cont’d) | 3.10 Simplify EI consent for treatment process. (Access Recommendations) | | Participate on ELC Work Team: Early Learning Access. (EC Work Plan) | | | Modify referral forms for DCYF to EI/completed | |
| | 3.11 Incorporate evidence-based parenting education programs into EI. (Access Recommendations) | | Participate on ELC Work Team: Early Learning Access. (EC Work Plan) | | | Increase PD opportunities for incorporating evidenced based practices in EI | |
| | 3.12 Address need for education approach and access to clinical staff, especially speech therapy. (Access Recommendations) | | Participate on ELC Work Team: Early Learning Access. (EC Work Plan) | | | Identify workforce capacity issues and address needs. | |
| | 3.13 Ensure access to appropriate services (including evidence-based parenting education programs) to support families with children exhibiting behavioral concerns that may not rise to the level of special education. (Access Recommendations) | | Participate on ELC Work Team: Early Learning Access. (EC Work Plan) | | | | |
| | 3.14 Improve transitions for children as they move across early intervention, early childhood special education and school age (K-3) education systems. (Access Recommendations) | | Participate on ELC Work Team: Early Learning Access. (EC Work Plan) | | | Identify specific issues related to transitions between EI and special education and address as needed | |

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| <p>PA3: Expand Access to Ensure that More Children (Particularly Children with High Needs) Participate in High Quality Early Learning (cont’d)</p> | <p>3.15 Provide access for children with special needs, but who are not Medicaid eligible, to home based services, respite, care management, etc. (particularly related to children with Autism). (Access Recommendations)</p> | | <p>Participate on ELC Work Team: Early Learning Access. (EC Work Plan)</p> | | | | |
| | <p>3.16 Continue the implementation of the funding formula plan to expand the state Pre-K program to provide a high-quality early childhood education program with a mixed delivery system for 3- and 4- year old children in the critical preschool years. (Access Recommendations)</p> | | <p>Promote an equitable and predictable funding formula to support the education of all students, including adult learners. (RIDE Strategic Plan)</p> <p>Identify and seek additional resources to support Pre-K expansion. (RIDE Strategic Plan)</p> <p>Participate on ELC Work Team: Early Learning Access. (EC Work Plan)</p> | | | | |
| | <p>3.17 Plan for 10-year phase in expansion of RI Pre-K. (Access Recommendations)</p> | | <p>Identify and seek additional resources to support Pre-K expansion. (RIDE Strategic Plan)</p> <p>Participate on ELC Work Team: Early Learning Access. (EC Work Plan)</p> | | | | |

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| PA3: Expand Access to Ensure that More Children (Particularly Children with High Needs) Participate in High Quality Early Learning (cont’d) | 3.18 Encourage school districts to expand access to full day kindergarten by maintaining differential reimbursement within the funding formula (e.g. half-day funding for half-day programming). (Access Recommendations) | Continue to advocate for universal full day Kindergarten. | Promote an equitable and predictable funding formula to support the education of all students, including adult learners. (RIDE Strategic Plan) Participate on ELC Work Team: Early Learning Access. (EC Work Plan) | | | | |
| Communication and Outreach | No recommendations in this area to date. | Coordinate with the State Child Care Resource and Referral Center to develop a comprehensive marketing plan to raise awareness of the QRIS as a critical resource to families. | | | Ensure that early childhood service providers (home visitors, primary care) are aware of child care resources available to families. | | |
| | | Consider including more clients/families as part of the DHS Child Care Community Exchange. | | | | | |

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| Communication and Outreach (cont'd) | No recommendations in this area to date. | Consider using a monthly provider newsletter and/or social media to improve communication with providers, increase awareness of quality initiatives and information the provider community of ongoing changes in policies/issues affective child care. | | | | | |
| | | Design an educational handout that can be given to low-income families at the time of application to CCAP that describes the importance of quality child care, lists characteristics of high-quality child care and explains how to access BrightStars and Resource and Referral. | | | | | |

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2) Ensuring High-Quality, Accountable Programs

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| HQP1: Adopt a Common, Statewide QRIS | 1.1 Use BrightStars as the State’s Unified QRIS with linkages to DCYF Licensing and RIDE Preschool Approval. (RTT-ELC) | | Participate on ELC Work Team: Aligning Program Standards. (EC Work Plan) | | | | |
| | 1.2 Ensure alignment of program quality standards and monitoring practices across all programs and settings: (ELC ARRA) <ul style="list-style-type: none"> • Use a collaborative process to revise BrightStars program standards to include critical components of DCYF licensing and RIDE program approval standards (RTT-ELC) • Improve community understanding of the alignment of standards for early learning programs. (ELC ARRA) • Ensure that BrightStars standards are clear and measurable and meaningfully differentiate quality (RTT-ELC) | Work to align quality assurance and monitoring across sectors. Continue to work with DCYF licensing unit to establish a continuum of quality. | Participate on ELC Work Team: Aligning Program Standards. (EC Work Plan) | | Incorporate National Health and Safety standards into QRIS Quarterly net-working meetings that stress national standards | | |

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| HQP1: Adopt a Common, Statewide QRIS (cont’d) | 1.3 Update DCYF licensing regulations. (ELC ARRA) and (RTT-ELC) | <p>Revise Child Care Center Licensing regulations to align with NARA best practices.</p> <p>Strengthen licensing regulations to include more specific regulations around nutrition and physical activity.</p> <p>Strengthen Health and Safety Requirements of License Exempt Providers.</p> | Participate on ELC Work Team: Aligning Program Standards. (EC Work Plan) | | Provide recommendations to sister state agencies about appropriate, high quality, health and safety regulations by provider type | | |
| | 1.4 Clarify/Streamline Cross Agency Roles and Responsibilities Regarding Program Quality (RTT-ELC) | | | | | | |
| HQP2: Promote 100% Participation in BrightStars. | 2.1 Design and implement changes needed to include all DCYF, DHS CCAP, and RIDE funded programs in BrightStars. (RTT-ELC) | | | | | | |

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| HQP2: Promote 100% Participation in BrightStars. (cont’d) | 2.2 Require all DCYF-licensed, DHS CCAP-funded and RIDE-funded programs to participate in BrightStars. (RTT-ELC) | Require all CCAP providers to participate in Bright Stars. Increase the number of programs participating in BrightStars across the various learning sectors. | | | | | |
| | 2.3 Build the capacity of BrightStars program-assessment and improvement systems to include more participating programs. (RTT-ELC) | | | | | | |
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| HQP3: Ensure Effective Rating and Monitoring of the Quality of Programs Participating in BrightStars. | 3.1 Build the staff capacity of BrightStars to provide ratings for all eligible programs as the State moves to 100-percent participation by early learning programs. (RTT-ELC) | | | | | | |
| | 3.2 Review, strengthen, and improve efficiency of monitoring practices and systems. (RTT-ELC) and (ELC ARRA) | Pilot use of objective measurements (ECERS/ITERS) as part of routine licensing compliance visits. | Approve and monitor early childhood programs. (RIDE Strategic Plan) Continue to work with DCYF to streamline the approval process, conduct joint visits, and create a system to share information about dually approved programs. (EC Work Plan) | | | | |

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| HQP3: Ensure Effective Rating and Monitoring of the Quality of Programs Participating in BrightStars. (cont’d) | 3.3 Build the capacity of DCYF licensing to inspect licensed family child-care homes at least once per year. (RTT-ELC) | | | | | | |
| | 3.4 Build data and information-sharing systems to share licensing compliance information with parents/public via the Internet (RTT-ELC) and (ELC ARRA) | Work with the PLCCC to introduce legislation that would increase parent access to information about programs’ licensing compliance by making it available on the DCYF website. | | | | | |
| | 3.5 Share licensing compliance information with parents/public. (RTT-ELC) | | | | | | |
| HQP4: Promote Access to High-Quality Early Learning and Development Programs for Children with High Needs | 4.1 Conduct a cost analysis for programs operating at various star levels in BrightStars (ELC ARRA) 4.2 Implement a tiered quality incentive payment system. (RTT-ELC) | In coordination with the RI ELC, investigate methods of incentivizing quality, including tiered reimbursement rates, tax credits and bonuses. Conduct a cost analysis for programs operating at various star levels with BrightStars. | Participate on ELC Work Team: Program Quality Incentives. (EC Work Plan) | | See prior statement | | |

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| HQP4: Promote Access to High-Quality Early Learning and Development Programs for Children with High Needs (cont'd) | 4.1 Implement a tiered quality incentive payment system. (RTT-ELC) (cont'd) | Examine the structure of the base reimbursement rates and utilize data from the 2011 Market Rate Survey and the Approved Provider Rate Reports to inform decision making about reallocating provider rates. | | | | | |
| | 4.2 Offer Program Quality Improvement Contracts to help programs serving Children with High Needs meet quality benchmarks. (RTT-ELC) | | | | Provide supports to programs that enroll children with high needs, include health and mental health consultation | | |
| | 4.3 Research and implement policies and financial incentives to encourage workforce retention. (RTT-ELC) and (ELC ARRA) | With the collaboration of the RI Early Learning Council, prepare recommendations for sustainably financial incentives. | Participate on ELC Work Team: Program Quality Incentives. (EC Work Plan) | | | | |

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| HQP4: Promote Access to High-Quality Early Learning and Development Programs for Children with High Needs (cont’d) | 4.4 Expand and align technical assistance supports to help program serving Children with High Needs meet quality benchmarks. (RTT-ELC) | Provide obesity prevention resources to child care programs to assist them in offering better nutrition and increase physical activity throughout a child’s daily routine. In coordination with DCYF, develop and disseminate an emergency preparedness manual for child care programs. | Provide technical assistance on Regents-approved early childhood standards. (RIDE Strategic Plan) Develop new strategies to work with integrated preschool programs to improve teacher practice and move districts forward in the RIDE Approval process. (EC Work Plan) | | Specific child care health consultation meetings that address obesity prevention and opportunities to increase physical activity in child care. | | |
| HQP5: Validate the Effectiveness of BrightStars | 5.1 Work with an independent evaluator to conduct a study of BrightStars to validate its effectiveness. (RTT-ELC) | | | | | | |

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3) Fostering a Great Early Childhood Workforce

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| GW1: Develop a Workforce Knowledge and Competency Framework and A Progression of Aligned Credentials | 1.1 Develop a Workforce Knowledge and Competencies for family child care, special educators, early intervention providers, program administrators, education coordinators, professional development providers and higher education. (RTT-ELC) | <p>Hold public forums to solicit feedback on the first draft of the Core Competencies for (Center Based) Early Childhood Teachers and Teacher Assistants. Use this feedback to revise & finalize the documents for statewide use.</p> <p>Begin drafting Core Knowledge & Competency documents for Center Based Administrators and Educational Coordinators, and for Family Child Care Providers.</p> <p>Review and update (as needed) the current Core Knowledge & Competencies document for After School and Youth Development Professionals.</p> | <p>Develop plan to draft core competencies addendum for early childhood special educators. (EC Work Plan)</p> <p>Develop plan to draft core competencies for education coordinators. (EC Work Plan)</p> | | Provide information about workforce competencies around child care health consultants | EI will continue to offer professional development opportunities for EC educators and other professionals in EI to improve their knowledge, skills, and abilities. | <p>URI will participate in the development of the workforce knowledge and competency frameworks.</p> <p>CCRI ECE Faculty will include the core competencies in CCRI/ECE courses.</p> |
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| <p>GW1: Develop a Workforce Knowledge and Competency Framework and A Progression of Aligned Credentials (cont'd)</p> | <p>1.2 Ensure alignment of higher education teacher-preparation programs and professional development training with the workforce knowledge and competencies. (RTT-ELC)</p> | | <p>Review and strengthen rigorous standards and criteria for approval of educator preparation programs. (RIDE Strategic Plan)</p> <p>Work with Educator Quality staff re: teacher prep. program approval process and core competencies. (EC Work Plan)</p> | | | | <p>URI will participate in the review of their teacher-preparation program to ensure alignment with the workforce knowledge and competencies.</p> <p>Ensure that URI's program aligns with state certification requirements (the state certification is P-2nd grade which presents a discrepancy with the workforce knowledge and competencies which currently focus on preschool only) Note: RIDE needs to create a certification for Infant/Toddler teachers before Higher Ed puts a focus on this.</p> <p>CCRI and URI have an articulation agreement.</p> <p>CCRI has completed a revised articulation agreement with RIC which should be approved by fall 2012.</p> |

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| <p>GW2: Support Early Childhood Educators in Improving Their Knowledge, Skills and Abilities</p> | <p>1.1 Develop an adequately funded, evidence-based system of professional development. (ELC ARRA)</p> | <p>Continue to support the implementation of a Professional Development System through continued funding of the RI Child Care Resource & Referral Center based on a plan approved by the Early Learning Council.</p> <p>Review frameworks for professional development system design.</p> <p>Compile information on the status of professional development from the perspective of each Early Childhood sector.</p> | <p>Participate on ELC Work Team: Professional Development. (EC Work Plan)</p> <p>Provide technical assistance on Regents-approved early childhood standards. (RIDE Strategic Plan)</p> | | <p>Provide quarterly training opportunities by qualified professionals around health and safety practices in child care</p> <p>Support a model of Child Care Health Consultation to child care providers for both family homes and center based</p> <p>Incorporate national health and safety standards into all health and safety related PD opportunities</p> | | <p>URI will continue to offer professional development as part of various state initiatives</p> |

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| <p>GW2: Support Early Childhood Educators in Improving Their Knowledge, Skills and Abilities (cont'd)</p> | | <p>Develop a plan for an adequately-funded, evidence-based system of professional development to prepare an effective and well-qualified workforce of early educators with appropriate levels of training, education, and credentials.</p> <p>Ensure that the PD System Plan addresses the needs of the full range of diverse practitioners working with children of all age levels, in every setting, and at every career level.</p> | | | | | |

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| | ELC-ARRA, RTT-ELC and Council Recommendations (Access, K-Assessment and Data) | CCDBG Statewide Plan | RIDE’s Strategies and Priorities for Early Learning | DCYF’s Strategies and Priorities for Early Learning | DOH Strategies and Priorities for Early Learning | Early Intervention’s Strategies and Priorities for Early Learning | Higher Education Strategies and Priorities for Early Learning |
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| <p>GW2: Support Early Childhood Educators in Improving Their Knowledge, Skills and Abilities (cont’d)</p> | <p>1.2 Increase the availability and accessibility of high-quality professional development opportunities that are aligned with Rhode Island’s new Workforce Knowledge and Competencies Frameworks (expanded offerings, access for Spanish speaking providers, trainer approval, filling gaps in PD) (RTT-ELC)</p> | <p>Compile current PD offerings and identify which of them are tied to recognized/emerging standards for professionals, programs, and children, and/or federal initiatives (such as IMIL). Consider using the annual professional development hours (required for licensing) as a means of encouraging quality PD (i.e. - Only count the hours that have been identified via this effort).</p> <p>Evaluate current PD offerings using the information from the BrightStars baseline quality studies to identify areas of need.</p> <p>Consider only using CCDF funding for PD that has been proven effective.</p> | <p>Expand the pool of qualified providers. (RIDE Strategic Plan)</p> <p>Plan and implement 4 levels of RIELS training to 400-500 members of the early childhood workforce: Intro. Level I, II, III. (EC Work Plan)</p> <p>Plan a Fall and Spring menu of next Step workshops to extend and challenge the learning of RIELS PD participants. (EC Work Plan)</p> | | | | <p>URI will continue to offer professional development aligned with WKC framework as part of various state initiatives</p> |

Crosswalk of Rhode Island Early Learning Council Strategies To Date With Other Agency Goals and Priorities

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|---|--|--|--|---|--|---|--|
| GW2: Support Early Childhood Educators in Improving Their Knowledge, Skills and Abilities (cont’d) | | Identify minimum qualifications for trainers and begin to plan for increasing the cadre of trainers meeting these standards. | | | | | |
| | 1.3 Expand early childhood educator’s access to high quality professional development in curriculum, assessment and differentiated instruction. . (ELC ARRA) | | Plan and implement 4 levels of RIELS training to 400-500 members of the early childhood workforce: Intro. Level I, II, III. (EC Work Plan) Plan a Fall and Spring menu of next Step workshops to extend and challenge the learning of RIELS PD participants. (EC Work Plan) | | | | URI will continue to offer professional development as part of various state initiatives |
| | 1.4 Review and identify best practices from other states to ensure early childhood educators are trained to support the development of young children’s language and literacy skills, with particular attention to ELL. (ELC ARRA) | | Plan and implement 4 levels of RIELS training to 400-500 members of the early childhood workforce: Intro. Level I, II, III. (EC Work Plan) Plan a Fall and Spring menu of next Step workshops to extend and challenge the learning of RIELS PD participants. (EC Work Plan) | | | | |

Crosswalk of Rhode Island Early Learning Council Strategies To Date With Other Agency Goals and Priorities

| | ELC-ARRA, RTT-ELC and Council Recommendations (Access, K-Assessment and Data) | CCDBG Statewide Plan | RIDE’s Strategies and Priorities for Early Learning | DCYF’s Strategies and Priorities for Early Learning | DOH Strategies and Priorities for Early Learning | Early Intervention’s Strategies and Priorities for Early Learning | Higher Education Strategies and Priorities for Early Learning |
|--|---|---|---|---|--|---|---|
| <p>GW2: Support Early Childhood Educators in Improving Their Knowledge, Skills and Abilities (cont’d)</p> | <p>1.5 Review K-3 curriculum, teaching strategies and assessment practices in RI and best practices in other states and recommend strategies to build children’s language and literacy skills. (ELC ARRA)</p> | | <p>Coordinate the review, development, and monitoring systems for rigorous curricula in English language arts, mathematics, and science. (RIDE Strategic Plan)</p> <p>Review best practices in other states and recommend strategies to build children’s language and literacy skills. (RI’s Comprehensive Literacy Plan)</p> | | | | |
| | <p>1.6 Explore alternative pathways for earning college credit / teacher certification (RTT-ELC)</p> | <p>Consider a potential partnership with the RI Department of Labor and Training as a means of enhancing ECE workforce development.</p> | <p>Create innovative options and supports for individuals with diverse backgrounds to demonstrate proficiency and enter the profession. (RIDE Strategic Plan)</p> | | | <p>Explore alternative pathways, such as an EI certificate, to be considered as a qualified professional in EI in RI.</p> | <p>URI is currently exploring opportunities and challenges related to creating an alternative pathway to certification.</p> <p>CCRI partners with Ready to Learn Providence by offering CCRI credits for courses offered through R2LP.</p> <p>CCRI offers six courses for those seeking RIDE/ECE certification.</p> |

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|---|---|--|--|---|--|---|---|
| GW2: Support Early Childhood Educators in Improving Their Knowledge, Skills and Abilities (cont'd) | 1.7 Expand TEACH RI. (RTT-ELC) and (ELC ARRA) | Examine CCDF Quality Expenditures in an attempt to identify partial funding for T.E.A.C.H. scholarships. | Expand pool of qualified providers. (RIDE Strategic Plan) | | | | CCRI continues to provide services in advising, course selection and degree evaluation to TEACH recipients. |
| | 1.8 Map the capacity of the institutes of higher education in the development of early educators and assess effectiveness in meeting the needs of the workforce. (ELC ARRA) | | Participate on ELC Work Team: Higher Education. (EC Work Plan) | | | | |
| | 1.9 Collect and publicly report aggregated data on early childhood educator development, advancement and retention (Workforce Study and Workforce Registry). (RTT-ELC) and (ELC ARRA) | | Participate on ELC Work Team: Professional Development. (EC Work Plan) | | | | |

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4) Promoting Early Learning and Development Outcomes for Children

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|--|---|--|---|--|--|--|--|
| OC1: Develop and Use Statewide, High-Quality Early Learning and Development Standards | 1.1 Update and revise the existing Rhode Island Early Learning Standards (ELS) for preschoolers. (RTT-ELC) and (ELC ARRA) | Revisit the domains, learning goals, and expectations and revise the Early Learning Standards for pre-school age children as appropriate. | Ensure that the Rhode Island content standards are aligned to the national Common Core Standards. (RIDE Strategic Plan) Convene Early Learning Standards Work Team. (EC Work Plan) | | Provide input into development of standards around national best practices for revised ELS | | |
| | 1.2 Develop a set of Early Learning Standards for Infants and Toddlers. (RTT-ELC) and (ELC ARRA) | Explore and evaluate the progress that other states have made in designing and implementing early learning guidelines for infants and toddlers. Continue to advocate for a national set of standards for infants and toddlers. If necessary, develop a set of RI Early Learning Standards for Infants and Toddlers. | Convene Early Learning Standards Work Team. (EC Work Plan) | | Provide input into development of standards around national best practices for revised ELS | | |

Crosswalk of Rhode Island Early Learning Council Strategies To Date With Other Agency Goals and Priorities

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|---|---|---|--|--|---|--|--|
| OC1: Develop and Use Statewide, High-Quality Early Learning and Development Standards (cont’d) | 1.3 Incorporate new early learning standards into existing program standards and workforce knowledge and competency frameworks. (RTT-ELC) | | Ensure RIELS framework/concepts are integrated into state systems (e.g. BrightStars, RIDE program standards, higher education). (EC Work Plan) | | Regular coordinated training sessions based on current standards for child care | | |
| | 1.4 Develop and implement a process for reviewing and approving curriculum resources aligned with the ELS. (RTT-ELC) | | Coordinate the review, development, and monitoring systems for rigorous curricula in English language arts, mathematics, and science. (RIDE Strategic Plan) | | | | |
| | 1.5 Develop and implement new PD and TA opportunities to support the use of the ELS and align existing PD opportunities. (RTT-ELC) | Continue to provide technical assistance services to support the development of a cadre of high-performing Standards-based programs who can serve as mentors to others. | Develop and implement new RIELS PD and TA opportunities to support the use of the ELS and align existing PD opportunities. (EC Work Plan) Conduct a Fun Family Activities Training of Trainers to increase number of trainers actively providing parent training throughout the state. (EC Work Plan) | | Align existing PD offered through HEALTH with revised ELS | Participate in PD opportunities related to ELS for infants and toddlers. | |

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| OC2: Support Effective Uses of Comprehensive Assessment Systems | 1.1 Provide PD opportunities to develop reliability in child assessment and to support the use of assessment data to inform practice. (RTT-ELC) | Provide professional development to early childhood professionals on the use and interpretation of assessment data to measure children’s progress. | Provide logistical support for the development and use of formative and summative assessment processes and data. (RIDE Strategic Plan) Create a variety of child assessment training supports for new and returning educators. (EC Work Plan) | | | | |
| OC2: Support Effective Uses of Comprehensive Assessment Systems (cont’d) | 1.2 Use policies and incentives to expand the use of Teaching Strategies GOLD. (RTT-ELC) and (ELC Data Team Recommendation) | | Build capacity of Pre-K programs and programs seeking RIDE approval to engage in outcomes measurement using TSGOLD. (EC Work Plan) | | | Identify and address barriers in utilizing TSG as a comprehensive assessment system within a home based EI model. | |
| | 1.3 Invest in technological supports to facilitate seamless assessment data entry by teachers. (RTT-ELC) | | | | | | |
| | 1.4 Modify KIDSNET to track developmental screening data and use data to develop strategies to increase the numbers of children birth to 5 years old who receive developmental screening. (RTT-ELC) and (ELC Data Team Recommendation) | | | | | Modify KIDSNET to track developmental screening data and use data to develop strategies to increase the numbers of children birth to 3 years old who receive developmental screening | |

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| OC2: Support Effective Uses of Comprehensive Assessment Systems (cont’d) | 1.5 Train regional ELL teams to provide culturally and linguistically appropriate Child Outreach screening to young English Learners. (RTT-ELC) | | With ELL workgroup, build consensus on existing products (home language survey, flow chart, glossary) and next steps (articulation protocol). (EC Work Plan) | | | | |
| | 1.6 Create a public-awareness campaign regarding the importance of regular developmental screening for children between birth and age 5. (RTT-ELC) | | | | | Increase the percentage of children birth to 5 who receive developmental screening, link information to Child Outreach screening | |
| | 1.7 Identify and train a pool of assessors to achieve reliability on standardized classroom quality assessments. (RTT-ELC) | | Maintain a pool of CLASS reliable trainers and observers and integrate CLASS observations into TA system. (EC Work Plan) | | | | |
| OC3: Develop and implement a common, statewide K-Entry Assessment aligned with State Standards. | 1.1 Provide data to inform educators about individual children. Data on young children’s development and learning is needed to guide instruction and services for specific children. (ELC Data Team Recommendation) | | Convene Kindergarten Assessment Work Team. (EC Work Plan) | | | | |

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| OC3: Develop and implement a common, statewide K-Entry Assessment aligned with State Standards. (cont'd) | 1.2 Review kindergarten assessment systems in other states and develop a kindergarten assessment system that addresses all domains of child development. (ELC ARRA) and (RTT-ELC) and (ELC Data Team Recommendation) | Support the development of a statewide kindergarten assessment system that builds on the Rhode Island Early Learning Standards. | Convene Kindergarten Assessment Work Team. (EC Work Plan) | | | | |
| | 1.3 Ensure that the assessment can be used for the purpose of guiding instruction and to describe the entry status of children at the population level (state and community) (ELC ARRA) | | Convene Kindergarten Assessment Work Team. (EC Work Plan) | | | | |
| | 1.4 Utilize ELC Process and Implementation Recommendations (ELC Kindergarten Assessment Recommendations) | | Convene Kindergarten Assessment Work Team. (EC Work Plan) | | | | |

Crosswalk of Rhode Island Early Learning Council Strategies To Date With Other Agency Goals and Priorities

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5) Ongoing Measurement of Outcomes and Progress

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| MOP1: Build an Early Learning Data System. | 2.1 Provide aggregated data to inform policy makers and guide resource allocation to support increased school readiness of children. Data about young children, early learning programs, and the early learning workforce should be used to track the results of investments, monitor trends over time, sustain and grow current investments in effective programs, identify areas most in need of intervention, and make changes to improve outcomes for young children and families. (ELC Data Team Recommendation) | | <p>Create tools to provide access to user friendly data. (RIDE Strategic Plan)</p> <p>Engage and educate the public about data that can be used to better understand and support student achievement. (RIDE Strategic Plan)</p> <p>Create tools for educators and researchers to access data that will help improve instruction. (RIDE Strategic Plan)</p> | | Coordinate with efforts to build Early Learning Data system to maximize information currently captured in KIDSNET to inform long term outcomes | | |
|--|---|--|--|--|--|--|--|

Crosswalk of Rhode Island Early Learning Council Strategies To Date With Other Agency Goals and Priorities

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| MOP1: Build an Early Learning Data System (cont’d) | 2.2 Plan and build an infrastructure to track data on young children’s development and learning from birth to kindergarten entry, including development and implementation of a statewide common formative child assessment system during the early childhood years and at entry to kindergarten. (ELC ARRA) and (RTT-ELC) | Continue to support the work of the RI Early Learning Council in planning for the development and implementation of a coordinated, statewide Early Learning Childhood data system to track young children’s participation in early learning programs and understand the quality of the programs that serve them. | Convene Kindergarten Assessment Work Team. (EC Work Plan) | | | | |
| | 2.3 Create a governance structure and data-oversight process that ensures shared planning, access and use of the Early Learning Data System across State Departments, by early learning intermediary organizations and by early learning programs. (RTT-ELC) and (ELC Data Team Recommendation) | | Ensure there are processes and structures set up to support ownership around data integrity/quality and the meaningful use of data by all stakeholders. (RIDE Strategic Plan) Participate on ELC Work Team: Data System. (EC Work Plan) | | | | |

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| MOP1: Build an Early Learning Data System (cont’d) | 3.4 Expand RIDE’s Longitudinal Data System and build a strong link to the RI DOH KIDSNET database to track information on children, programs and the workforce. (RTT-ELC) and (ELC Data Team Recommendation) | | Establish a vertically and horizontally integrated statewide data system that provides single-point access to comprehensive education, demographic, and human services data for every student PK-20. (RIDE Strategic Plan) Participate on ELC Work Team: Data System. (EC Work Plan) | | | | |
| | 3.5 Expand KIDSNET to track information on children’s developmental screening and follow-up action. (RTT-ELC) and (ELC Data Team Recommendation) | | Participate on ELC Work Team: Data System. (EC Work Plan) | | | | |
| | 3.6 Use BrightStars as the central storage place for program quality data (including star level, licensing status, accreditation status, RIDE preschool classroom approval status). Clarify state ownership of database. Strengthen resources to encourage program participation and support quality improvement. (ELC Data Team Recommendation) | | Participate on ELC Work Team: Data System. (EC Work Plan) | | | | |

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|---|---|----------------------|---|---|--|---|---|
| MOP1: Build an Early Learning Data System (cont'd) | Establish a central storage place for data on Rhode Island's early learning workforce (including demographic, education, compensation/benefit, and turnover/retention data). Build on data collected and systems in place at DCYF, BrightStars, RIDE, and R2LP (TEACH). Consider using licensing data as foundation by requiring programs applying for and renewing a DCYF license to enter/update workforce data in a registry where they can also track annual professional development hours. (ELC Data Team Recommendation) | | Establish a vertically and horizontally integrated statewide data system that provides single-point access to comprehensive education, demographic, and human services data for every student PK-20. (RIDE Strategic Plan) Participate on ELC Work Team: Data System. (EC Work Plan) | | | | |

RHODE ISLAND EARLY LEARNING COUNCIL WORK GROUP MEETING

February 16, 2012

9:30-11:30 a.m.

Community College of Rhode Island – Knight
Campus





MEETING AGENDA

| | |
|-------------|--------------------------|
| 9:30-9:40 | Welcome/Meeting Overview |
| 9:40-9:55 | Updates |
| 9:55-10:55 | Small Group Discussion |
| 10:55-11:15 | Large Group Report Outs |
| 11:15-11:25 | Public Comment |
| 11:25-11:30 | Next Steps |



Updates

- ❖ Professional Development Team (Tammy)
- ❖ Alignment of Standards Team (Brenda)
- ❖ Quality Financing Team (Karen)
- ❖ Plans for Public Forums (Leanne)



ELC STRATEGIC PLAN: SMALL GROUPS

❖ Purpose

- ❖ Ensure that the ELC's strategic plan is overarching enough to provide a collaborative roadmap for early learning in Rhode Island and that the Council's plan and the plans and priorities of our state agency partners align and work well together.

❖ Timeline

- ❖ February ELCWG Meeting: focus on workforce, early learning standards/comprehensive assessment and data
- ❖ May ELCWG Meeting: focus on access and quality
- ❖ Interim revisions as plans are updated; final draft plan developed.
- ❖ Draft plan reviewed and finalized by Council in June



Summary of Strategies

- 1) **Promoting Access to High-Quality Early Learning and Development Programs, particularly for Children with High Needs**
 - PA1: Assess Needs and Gaps
 - PA2: Identify opportunities for and barriers to collaboration and coordination.
 - PA3: Expand Access to Ensure that More Children (Particularly Children with High Needs) Participate in High Quality Early Learning
 - PA4?: Communication and Outreach

- 2) **Ensuring High-Quality, Accountable Programs**
 - HQP1: Adopt a Common, Statewide QRIS
 - HQP2: Promote 100% Participation in BrightStars.
 - HQP3: Ensure Effective Rating and Monitoring of the Quality of Programs Participating in BrightStars.
 - HQP4: Promote Access to High-Quality Early Learning and Development Programs for Children with High Needs



Summary of Strategies (cont'd)

4) Fostering a Great Early Childhood Workforce

- GW1: Develop a Workforce Knowledge and Competency Framework and A Progression of Aligned Credentials
- GW2: Support Early Childhood Educators in Improving Their Knowledge, Skills and Abilities

4) Promoting Early Learning and Development Outcomes for Children

- OC1: Develop and Use Statewide, High-Quality Early Learning and Development Standards
- OC2: Support Effective Uses of Comprehensive Assessment Systems
- OC3: Develop and implement a common, statewide K-Entry Assessment aligned with State Standards.

5) Ongoing Measurement of Outcomes and Progress

- MOP1: Build an Early Learning Data System.



Discussion Questions

- 1) Are the Council's strategies as a whole comprehensive?
 - ❖ Are there strategies that state agencies are prioritizing that are missing from the Council's plan that should be added?
 - ❖ Do we need to expand any of the Council's strategies so that they are more comprehensive?

- 2) How do the Council's strategies fit with the plans and priorities of our state agencies? Are our plans aligned?
 - ❖ How can we strengthen the alignment?
 - ❖ Is there duplication of effort between agencies?
 - ❖ Are there strategies that do not fit well together across an area?
 - ❖ Are there gaps in state agency plans and priorities that we can recommend be filled?

PUBLIC COMMENT



NEXT STEPS

- ❖ **ELC Meeting:** March 22, 2012 1:00-3:00 p.m.
Focus: RTT-ELC Scopes of Work/Update on Early Learning Council Strategic Plan

- ❖ **ELCWG Meeting:** May 17, 2012 9:30-11:30 a.m.
Focus: Continue work the Early Learning Council Strategic Plan

- ❖ **ELC Meeting:** June 13, 2012 12:00-2:00 p.m.
Focus: Finalize Early Learning Council Strategic Plan

Rhode Island Early Learning Council Work Group Meeting

Thursday, February 16, 2012 9:30-11:30 a.m.

Community College of Rhode Island – Knight Campus, Room 1130

400 East Ave., Warwick, RI

Work Group Members In Attendance: Brenda Almeida, Chris Amirault, Christine Arouth, Leanne Barrett, Karen Beese, Tammy Camillo, Terese Curtin, Brenda DuHamel, Rhonda Farrell, Maryann Finamore- Allmark, Ruth Gallucci, Leslie Gell, Kristen Greene, Khadija Lewis Khan, Susan Orban, Michele Palermo, Larry Pucciarelli, and Susan Warford

Additional Attendees: Benita Danzing, Mike Carbone, and Joyce Ruppell

Welcome/Meeting Overview

The Rhode Island Early Learning Council Workgroup meeting was called to order at 9:30 a.m. by facilitator, Kristin Lehoullier. Kristin facilitated introductions, welcomed new members and reviewed the agenda.

Updates

Race to the Top

Leanne and Michele gave an update on the RTT-ELC scopes of work and how the RTT-ELC projects were aligned with the work of the Council. Key points included:

- RIDE is on track to share draft scopes of work documents for feedback in mid-March.
- The work been organized into 7 projects which are strongly aligned with the Council's work teams; in some cases the alignment is 1:1. (see chart below)

| Race to the Top – Early Learning Challenge Projects (7 projects) | Early Learning Council Teams (8 current teams) |
|---|---|
| High Quality Accountable Programs <ul style="list-style-type: none">• Program Quality Standards and Assessment• Program Quality Improvement | <ul style="list-style-type: none">• Program Standards Alignment Team• Incentives and Supports for Quality Improvement Team |
| A Great Early Childhood Workforce <ul style="list-style-type: none">• Workforce Development | <ul style="list-style-type: none">• Professional Development Team• Higher Education Team (also the TEACH Advisory Team) |
| Promoting Early Learning and Development Outcomes for Children <ul style="list-style-type: none">• Early Learning and Development Standards• Child Assessment | <ul style="list-style-type: none">• Early Learning Standards team• Kindergarten Assessment team |
| Measuring Outcomes and Progress <ul style="list-style-type: none">• Early Learning Data System | <ul style="list-style-type: none">• Early Learning Data System team |
| N/A | <ul style="list-style-type: none">• Access Team |
| <ul style="list-style-type: none">• Race to the Top –ELC grant Management | N/A |

- There will be a core project team for each of the projects. The membership of the core teams will need to be selected carefully to ensure it is effective and there aren't any conflicts of interest.

Membership of the core project teams is still to be determined. The teams would be small and made up of "local experts". Most will also have national expert consultants involved as well.

- People who could potentially be competing for funding will be able to provide input to the work but will not be able to fulfill certain kinds of roles. RIDE is still working on defining more clearly what the conflict of interest parameters are. RIDE is meeting with the Department of Administration to get more clarity on what they can and can't do and they plan to bring questions about specific scenarios to the meeting to get clarity.
- However, core teams can request key information of individuals who have helpful information to inform the team.
- Council teams might need to be slightly re-configured (for example it might make sense to combine the professional development and higher education teams) and Deborah and EBB will appoint the co-chairs (with 1 state person and 1 other for each team - looking at existing co-chairs to inform their decision). The co-chairs for the Council team would likely also be co-chairs for core project team - but it may not always work that way. The Council team would really function as a key inner feedback loop - providing input at the beginning and feedback/reviewing key products to the core project team. That way we can have whoever wants to be on the Council team be on it. There would also be other opportunities for broader feedback and input - such as focus groups, community forums, surveys, etc. We expect that final products (and details on feedback that has and had not been incorporated) would be presented to the Council for a decision by the core project team. If the Council cannot come to consensus, the decision would go to the co-chairs of the Council to resolve.
- Leanne is working on 1 page descriptions of each project to share publicly.

Several discussion points and questions were raised in response to the presentation:

- We need to be very thoughtful about how we create the feedback loop with the field. If we do not do this well, we could create a sense of disengagement around the work and we could compromise the quality of the product.
- We need to more clearly define the roles of the work teams versus the core teams.
- When you talk about providers having a conflict, what kinds of providers do you mean?
- This could degenerate very quickly into state people versus the field. The more the field is made aware of the DOA process or the reporting requirements the better so that they understand why things are being done this way and recognize that we are all in it together.
- On the ground, people do not understand the systems building nature of this work. This indicates the need for a strong communications strategy. We should use established channels to get the message out.
- Those of us on the work teams have a responsibility to seek broader community input too. Each team should have a clear strategy for that.
- We need to think more intentionally about how to build trust in the field.
- We should not wait for the 1 page project descriptions. We should go ahead and put up 5-6 FAQs on the website right now to address things that we know people are wondering e.g. how can I apply for funds?

Leanne noted that the Council's role is to seek feedback and input and that it also has a role in resolving disputes. The RTT-ELC application noted that disputes will be handled by the co-chairs of the Council. Blythe commented that getting feedback from key stakeholders is very important and needs to be a priority. It just needs to be done in a certain way. Michele added that decisions will be made based on what we know about the research and what is good for kids. She also noted that the grant gives us funds

to bring in experts who can help us figure out what to do. Where there isn't clear evidence then we will make the best decision based on what our goals are.

Michele also pointed out that for Race to the Top K-12 there is an extraordinary level of scrutiny at both a federal and state level, particularly around fairness and access to funds. She explained that if you stand to gain financially from the project, then you have a conflict of interest. So who has a conflict of interest will vary by project. The Early Learning Standards project is a good example. The people who are going to have a conflict of interest are the people who are going to get paid money to help do that work. In that scenario, the providers will not have a conflict of interest but in other scenarios, providers might have a conflict of interest. The bottom line is that we need to be very careful so that we don't put our partners or ourselves in jeopardy. She also noted that it will be important for Council and Work Group members to help get that message out and to let people know how they can find out information and have input.

Leanne identified several follow-up items that need to be addressed:

- We need clarify the names and the roles of the different teams.
- We need to better understand the conflicts of interests related to state purchasing.
- We need to clearly define strategies for facilitating input or feedback into these really critical projects.
- We need an intentional communications strategy to build understanding and awareness among key stakeholders about the work.

Professional Development Team

Tammy gave an update on the work of the Professional Development Work Team:

- The professional development plan is almost finalized. Anne Mitchell is working on the final editing and formatting of the plan.
- The plan is aligned very closely with the Race to the Top – Early Learning Challenge application and most of what is in the plan will be funded through Race to the Top. The exceptions are areas of the plan that relate to school-age child care providers. We will need to seek funding for that.
- This coming year we will be working on building the infrastructure for the Resource and Referral Center. Some of the things we will work on include, but are not limited to: a trainer registry and a content approval system for professional development.

Alignment of Standards Team

Brenda gave an update on the work of the Alignment of Standards Work Team:

- We have recently engaged the National Association for Regulatory Administration (NARA) to review our regulations and make recommendations for how to improve them.
- They will also help us develop a manual for staff that will help us standardize how we interpret those regulations.
- ELC-ARRA funds will be used to get the work started and RTT-ELC funds will be used to continue to move it forward.

The following question was raised:

- BrightStars has already been collecting information to revise their standards; how will that work be linked to our efforts to revise standards under RTT-ELC?

Tammy explained that BrightStars completed a review process in 2011. However, they have delayed launching new standards until the work to align all of the standards is completed. She noted that the recommendations from the review process can be used to inform the alignment work.

Quality Financing Team

Karen gave an update on the work of the Quality Financing Team:

- The team is working on finalizing a contract with Anne Mitchell to complete a quality cost analysis. She will use a proprietary program that analyzes the cost of high quality. The analysis will take into consideration salary differentials and the cost of serving children with a variety of needs and risk factors. This information will be used to determine a plan for incentives.
- Karen is co-chairing the team with Leanne.

Public Forums

Leanne gave an update on the public forum:

- We are in the process of planning a public forum to get feedback on the RTT-ELC Scope of Work plans.
- It will be an evening session open to the public. The goal will be to get an idea of what people's questions are and find out what people are worried about.

Small Group Discussion: Rhode Island Early Learning Council Strategic Plan – Ensuring Alignment

Kristin asked the Work Group members to break into small groups to review a document that crosswalks all of the Council's strategies and priorities to date with the plans and priorities of other states agencies. (See Crosswalk document for more detail).

The goal of this exercise was to:

- 1) Make sure that the Council's strategies (that will ultimately become the Council's strategic plan) will be overarching enough to provide a collaborative roadmap for early learning in Rhode Island.
- 2) Make sure the Council's plan and the plans and priorities of our state agency partners align and work well together.

Kristin asked the small groups to look at the Council's strategies for Workforce, Early Learning Standards and Comprehensive Assessment and Data and answer the following questions:

- Are the Council's strategies as a whole comprehensive?
- How do the Council's strategies fit with the plans and priorities of our state agencies? Are our plans aligned?
 - How can we strengthen the alignment?

- Are there strategies that state agencies are prioritizing that are missing from the Council's plan that should be added?
- Do we need to expand any of the Council's strategies so that they are more comprehensive?
 - Is there duplication of effort between agencies?
 - Are there strategies that do not fit well together across an area?
 - Are there gaps in state agency plans and priorities that we can recommend be filled?

The other sections of the document will be reviewed at the next Early Learning Council Work Group Meeting.

Large Group Report Outs

Data

- MOP3.6 – we need to do a better job of identifying data systems for licensing.
- We need to make sure that we have a clear goal to build a database with information on the early childhood workforce in addition to collecting data on individual children.
- We need to build a system that supports professionalism of staff and career pathways.
- MOP3.3 - Under the Early Learning Council column: We need to explicitly articulate a strategy around data integrity.
- MOP3.4 –We need to clarify the link between RIDE's Longitudinal Data System and KIDSNet and how this will be structured.
- Work with Department of Health on data systems for home visiting.
- We need to continue to ask how we are going to use the data we are gathering so that we know what level of data we need to collect and we can ensure that we can splice data at useful levels. For example, where should we focus our professional development investments (content focus, geographic locations)?
- Questions that need to be explored:
 - Will there be a user-friendly data system for providers?
 - How will we link the data stream to the resource center and align data from the project to the center portal and parent portal?
 - What are our underlying principles for communicating with parents, policy makers and providers?
 - Is there one potential expanded parent portal around early childhood?

Early Learning Standards/Comprehensive Assessment System

- OC1 – Add that Early Intervention will assist in the revision of the RIELC for preschoolers, infants and toddlers (1.1 and 1.2)
- OC1.1.3 – Add in higher education alignment with the RI Early Learning Standards (check to see if it is in workforce)
- OC2.1.1 – Add a strategy under Early Intervention about Early Intervention providing professional development in child assessment.
- OC2.1.7 – This should be moved to program improvement.
- OC3.1.2 and 1.3 should be combined with 1.4
- Add to OC1 a strategy about ensuring multi-disciplinary knowledge and use of the early learning standards.

Workforce

- GW1.1.1 – We need to include the completion of the teacher and teacher assistant workforce knowledge and competencies as a strategy.
- GE1.1.1 – We need to add a strategy around communicating the role of a CDA. We also need to add a strategy about looking at certification starting at birth (no pre-K) so that certification is reflective of the entire population.
- GW2.1.1 – We need to define what an evidence-based system means. Should we include credit-bearing? Is there a role for non-credit bearing professional development?
- GW2.1.2 – Add strategy about creating a credit bearing certificate course (12 credits) in Spanish at CCRI. We should also have language in there about ensuring that professional development is accessible to working professionals (e.g. offered at nights and on weekends).
- We should make sure to include the work the Department of Health is doing with providers, including professional development and technical assistance.
- We need to make sure we include professional development for infant and toddler providers. Where do we address wages?
- GW2.1.3 We need to include infant/toddler professional development here.
- We should create a new goal around the recruitment of bilingual professional development providers as well as providers with expertise in working with ELL children.
- What is the role of PRAXIS? Is this a barrier to degrees?

Public Comment

None

Next Steps

Kristin reviewed next steps with the group:

- **Next ELC Meeting:** March 22, 2012 1:00-3:00 p.m.
 - **Focus:** RTT-ELC Scopes of Work/Update on Early Learning Council Strategic Plan
- **Next ELCWG Meeting:** May 17, 2012 9:30-11:30 a.m.
 - **Focus:** Continue work the Early Learning Council Strategic Plan
- **Next ELC Meeting:** June 13, 2012 12:00-2:00 p.m.
Focus: Finalize Early Learning Council Strategic Plan