

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

Tuesday, May 24, 2011 9:30-11:30 a.m.

Location: Community College of Rhode Island – Knight Campus, Room 1130

## **Agenda**

9:30-9:45	<b>Welcome/Introduction</b>	Kristin Lehoullier
9:45-10:30	<b>Team Updates</b>	Team Leaders
10:30-11:25	<b>Discussion: Priorities for Improving ECE Data Systems</b>	ECE Data Team
11:25-11:30	<b>Wrap-up/Next Steps</b>  ❖ <b><i>Next ELC Meeting:</i></b> Wednesday, June 29, 2011 Community College of Rhode Island – Knight Campus, Room 4090  ❖ <b><i>Distribute 2011-2012 Calendar</i></b>	Kristin Lehoullier

# Rhode Island Early Learning Council

Expanding Access to High Quality Early Learning Programs

March 23, 2011

**Access Priorities:** These priorities were endorsed by the Rhode Island Early Learning Council on March 23, 2011 as key strategies to improve children's access to high-quality early learning programs. These recommendations are categorized by program funding area to help clarify the key areas for change. It is important to recognize that children's needs often don't fall into only one program/funding area. It is a goal of the council to remove barriers and to improve coordination and integration across early learning program areas, including strategies to increase access for English Language Learners and children involved with the child welfare system.

## Child Care

- Change the Child Care Assistance Program policy so that currently enrolled families ( $\leq 180\%$  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.
- 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.
- Request that the Rhode Island Department of Human Services amend current regulations so that:
  - ❖ Low-income working families participating in the Child Care Assistance Program are re-certified every 12 months instead of every 6 months
  - ❖ Families can 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.
  - ❖ Information about case closures is immediately shared with providers serving children in the Child Care Assistance Program with a 2 week final payment.
- Increase the consistency of children's participation in high-quality early learning programs by providing continued child care assistance regardless of changes in parent work status to children in their pre-kindergarten year for children enrolled in a high-quality early learning program.

## Head Start/Early Head Start

- Restore state funding for Head Start to support enrollment of 500 low-income children. (currently 156 slots).
- Provide transportation to children enrolled in Head Start (between home and Head Start)

# Rhode Island Early Learning Council

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## Public Pre-K

- Maintain 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.

## Early Childhood Special Education

- Increase the proportion of children under age 3 who are involved with DCYF who receive Early Intervention (EI) services.
  - ❖ Consider expanding eligibility for EI to all children birth-3 with a substantiated case of abuse or neglect (categorically).
  - ❖ Simplify EI consent for treatment process.
  - ❖ Incorporate evidence-based parenting education programs into EI.
- 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
- Improve transitions for children as they move across early intervention, early childhood special education and school age (K-3) education systems.
- 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)

## Full Day Kindergarten

- 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).

# Rhode Island Early Learning Council

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**Kindergarten Assessment:** These recommendations were approved by the Rhode Island Early Learning Council on March 23, 2011 to inform the work of the Rhode Island Department of Elementary and Secondary Education. Creating a high-quality, comprehensive, statewide kindergarten assessment system will help to improve connections and strengthen alignment between the state's early childhood education system and the K-3 education system. A kindergarten assessment system will help us understand the skills and knowledge of children entering Rhode Island kindergarten classrooms and will help to direct resources to increase young children's access to high-quality, effective early learning programs.

## **Recommendation re: Purpose of a Kindergarten Assessment**

- Rhode Island should prioritize the development of a kindergarten assessment which can be used for the purpose of guiding instruction and can also be used to describe the entry status of children at the population level (state and community).

## **Recommendations re: Process**

- Identify a core team to complete the following tasks:
  - ❖ Review current research and national trends to identify key issues to be considered.
  - ❖ Develop methods for gathering RI stakeholder information based on identified key issues.
- Gather stakeholder information using surveys and focus groups
  - ❖ Stakeholders should include diverse representation from district staff – administrators and teachers; parents; higher education; and community-based early childhood staff.
  - ❖ Information collected should address key issues identified by the core team, as well as, the current state of kindergarten assessment.
- Analyze the information collected and develop guiding principles and recommendations for development and implementation of a kindergarten assessment, and the communication of kindergarten assessment information.

## **Recommendations re: Implementation**

- Assessment tools selected must be valid and reliable for the Rhode Island population.
- Assessment tools should be aligned with standards.
- Adequate training and professional development for teachers needs to be incorporated into the implementation plan.
- Kindergarten assessment needs to align with assessments done in PreK and in 1<sup>st</sup> and 2<sup>nd</sup> grade.
- Assessment tools should address *all domains* of learning and development.
- Methodology of assessments chosen will impact many components (e.g. professional development, cost, time).
- Multiple sources of input should be considered (e.g. preschool teachers, family).
- Potential barriers should be considered (e.g. cost, time to implement).
- The timeline for implementation should be thoughtful (pilot, voluntary, then mandatory; phase in over time).

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

**May 24, 2011**

9:30-11:30 a.m.

CCRI – Knight Campus, Room 1130





# MEETING AGENDA

9:30-9:45	Welcome /Meeting Overview
9:45-10:30	Team Updates
10:30-11:15	Discussion: Priorities for Improving Rhode Island's ECE Data Systems
11:15-11:30	Wrap-up/Next Steps

# TEAM UPDATES

Team	Leaders
Incentives and Supports for Quality Improvement	Tammy Camillo, Leanne Barrett and Karen Beese
Access	Larry Pucciarelli and Elizabeth Burke Bryant
Kindergarten Assessment	Michele Palermo
Alignment of Standards	Brenda Almeida and Leanne Barrett
Early Learning Standards	Michele Palermo and Blythe Berger
Higher Education System	Leslie Gell
Professional Development System	Tammy Camillo and Karen Beese
ECE Data System	Leanne Barrett

# **PRIORITIES FOR IMPROVING RHODE ISLAND'S ECE DATA SYSTEM**



# DATA AS A POLICY LEVER

Data enables policymakers and community leaders to:

- ⊙ Sustain and grow current investments in effective programs
- ⊙ Identify areas most in need of intervention
- ⊙ Make changes to improve outcomes for young children and families
- ⊙ Track the results of investments
- ⊙ Monitor trends over time



# SOUTH CAROLINA EXAMPLE

## CHILDREN EXPERIENCING EARLY SCHOOL FAILURE

**Percentage of Children Possessing *This Risk Factor* “Not Succeeding by 3<sup>rd</sup> Grade”**

### Readiness Risk Factors

**Percentage (and Estimate) of 0-6 Child Population Possessing *This Risk Factor***

<b>53%</b>	<b>Abused, Neglected, or in Foster Care</b>	<b>3% (10,173)</b>
<b>48%</b>	<b>Low Maternal Education (Less than High School)</b>	<b>24.13% (81,852)</b>
<b>45%</b>	<b>Temporary Assistance to Needy Families (TANF) (50% of Federal Poverty)</b>	<b>8.4% (28,690)</b>
<b>43%</b>	<b>Low Birth Weight (1500 - 2000 grams)</b>	<b>2.77% (9,390)</b>
<b>43%</b>	<b>Teen Mother (Under 18)</b>	<b>4.6% (15,618)</b>
<b>42%</b>	<b>Food Stamps (130% of Federal Poverty)</b>	<b>20% (67,897)</b>

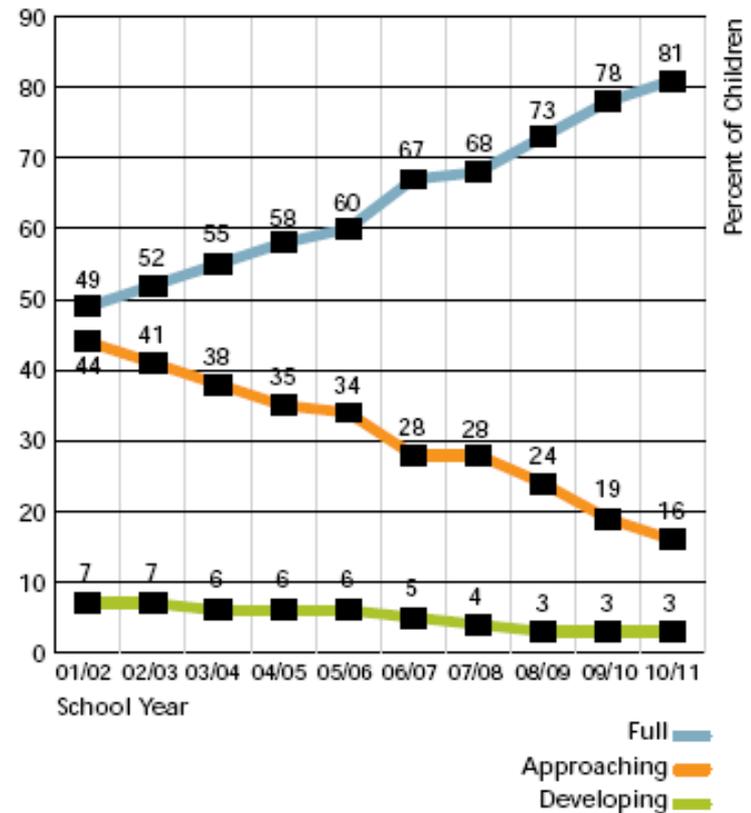


# MARYLAND EXAMPLE

## KINDERGARTEN ASSESSMENT SYSTEM

- 65% gain in children's skills and knowledge at K entry over 10 years
- Gains in all school districts
- Significant gains for children with risk factors (poverty, minority status, ELL, IEP, etc.)
- Gains across prior care/learning arrangement

School Readiness Data

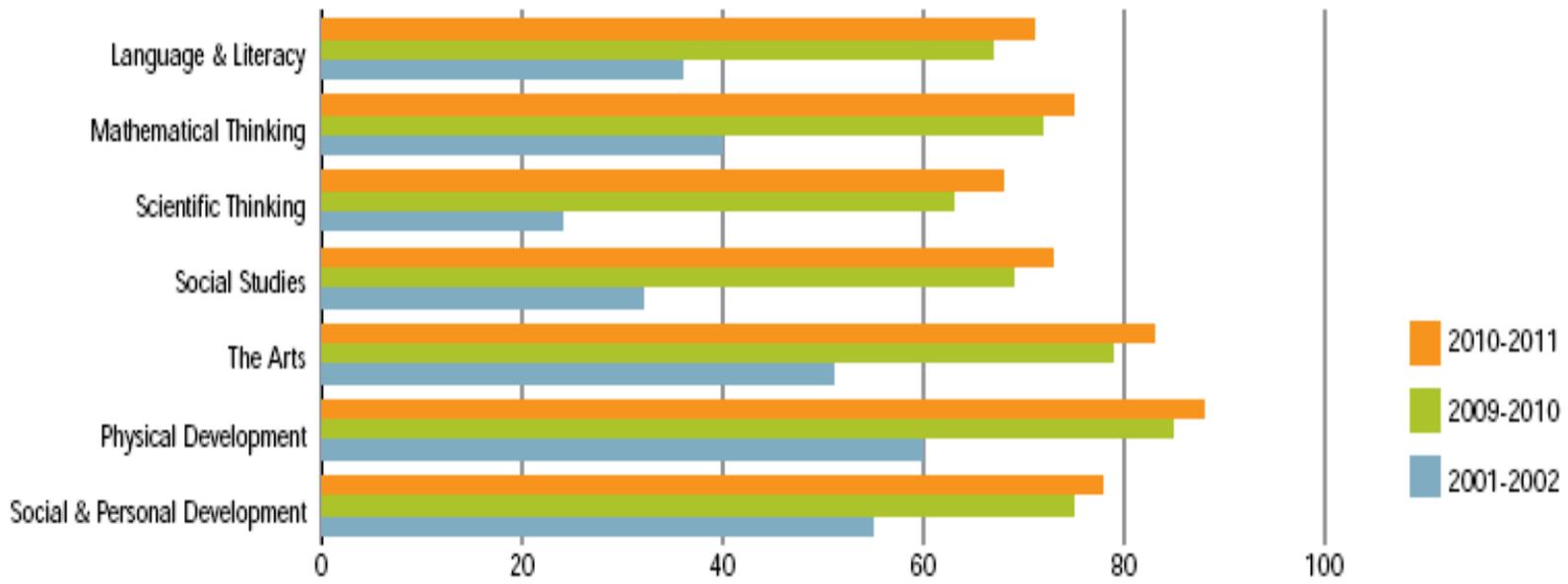




# MARYLAND EXAMPLE

## KINDERGARTEN ASSESSMENT SYSTEM

Full School Readiness by Domain

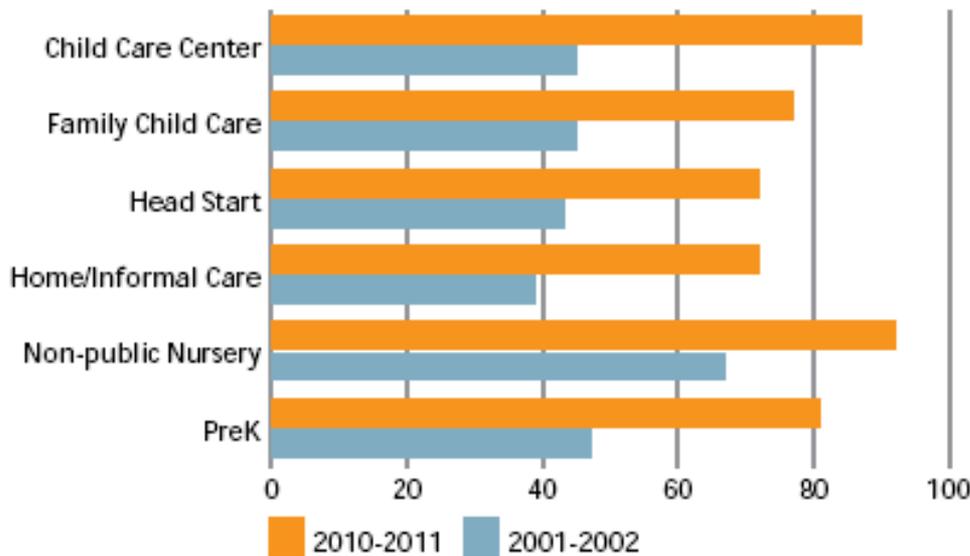


# MARYLAND EXAMPLE

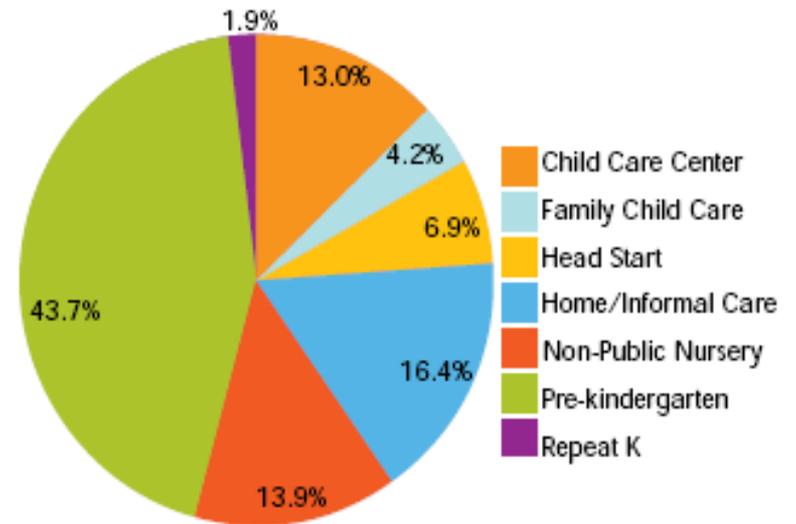
## KINDERGARTEN ASSESSMENT SYSTEM



Full School Readiness by Prior Care



Prior Care Enrollment, \* School Year 2009-2010

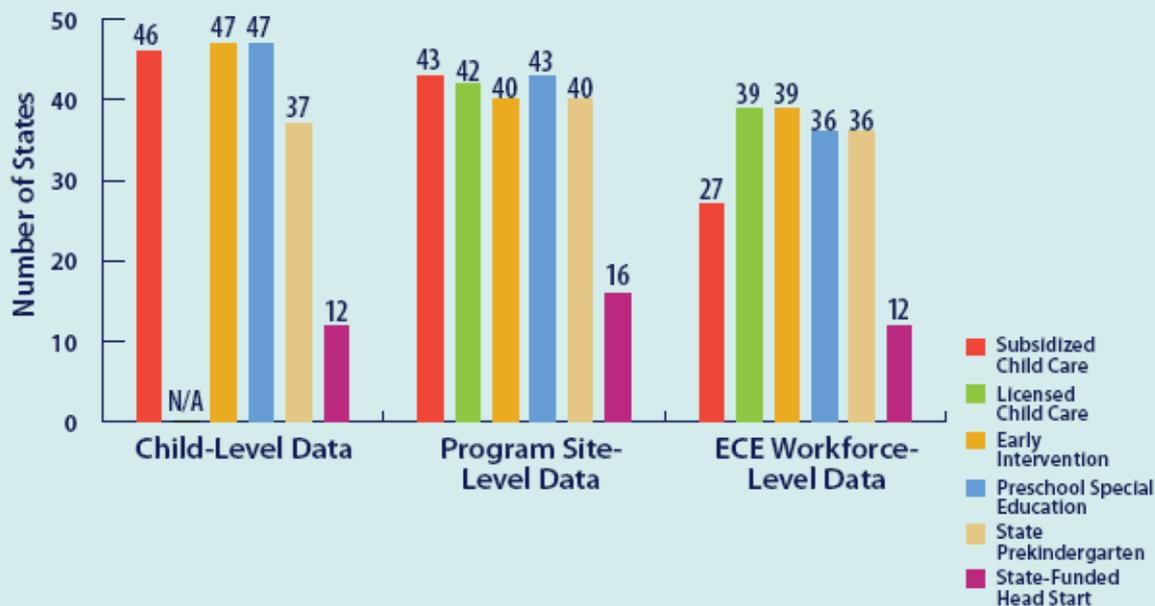




# EARLY CHILDHOOD DATA COLLABORATIVE

## 50 STATE SURVEY

Many States Collect ECE Data at the Child, Program Site and Workforce Levels



No State Can Link Data Across All ECE Programs at the Child, Program Site and ECE Workforce Levels





# RHODE ISLAND

## POLICY QUESTIONS

### ***Children's Development and Learning***

- How many/what percentage of children are on track to succeed, during the early childhood years, at school entry, and beyond?

### ***Access***

- What percentage/how many children are in various early care and education settings? (unduplicated children by type of setting, location, and quality)
- How much high-quality early care and education programming are children receiving?
- How many different programs do children attend before entering kindergarten? (stability)

### ***Program Quality***

- What percentage/how many of early care and education programs are high-quality?
- Does program quality improve over time? **What are the barriers for quality improvement?**

### ***Early Childhood Workforce***

- What percentage/how many of the early childhood workforce are qualified, by meeting specific established standards, to prepare children to succeed at school entry (e.g. core competencies, career lattice education levels)?
- What are workforce characteristics and patterns (turnover, compensation, diversity, education, etc.)?



# RHODE ISLAND EARLY LEARNING DATA

Workforce Registry





# **RHODE ISLAND**

## **LIMITED DATA**

- Head Start/Early Head Start participation data
- Children enrolled in early learning programs without a government subsidy
- Developmental screening data (0-K entry)
- Child assessment data (0-K entry)
- Child assessment data (K-2)
- Quality of programs
- Workforce



# RHODE ISLAND

## NEXT STEPS – EARLY LEARNING DATA

- Establish a cross-departmental, public-private **planning/governing body for state early learning data systems** to improve coordination and linkages and to develop and share data privacy and security policies and practices.
- Develop a statewide **kindergarten entry assessment system** using best practices for early childhood assessment with the goal of supporting kindergarten instruction.
- Continue to expand KIDS NET to track **child-level developmental screening data** for children ages birth – K entry.
- Expand KIDS NET to **track child participation in more early learning programs** (besides EI). Link child care subsidy participation data to KIDS NET. Meet with Head Start providers to design process to link Head Start participation data to KIDS NET.



# RHODE ISLAND

## NEXT STEPS – EARLY LEARNING DATA

- Use DCYF provider ID as **unique provider ID** for community-based early learning programs and use the RIDE school ID for school-based programs.
- Use **BrightStars as central hub for program quality data** on community-based early learning programs (including licensing status, accreditation status, RIDE approval status). Strengthen resources to encourage program participation and support quality improvement.
- Examine use of Teaching Strategies GOLD as **key state database for child assessment data** in early learning programs. Consider alignment across early childhood and K-2 assessment systems.
- Work to establish a **central storage hub for data on the ECE workforce**. Build on data collected and systems in place at DCYF, BrightStars, RIDE, and R2LP (TEACH)



# NEXT STEPS

- ◎ Next ELC Meeting: June 29, 2011, 12:00-2:00 p.m. Community College of Rhode Island – Knight Campus, Room 4090
- ◎ Next ELCWG Meeting: September 13, 2011, 9:30-11:30 a.m. Location: TBD

## The Team

**Team Leaders:** Elizabeth Burke Bryant and Larry Pucciarelli

**Team Members:** Khadija Lewis Khan (Beautiful Beginnings), Leslie Gell (R2LP), Karen Ennis (Connecting for Children and Families), Ann Turrell and Michele Palermo (RIDE), Karen Beese (DHS), Chris Amirault (RIAEYC), Cindy Larson (LISC), Pam High (DCYF), Lee-Ann Beaupre (EI Directors' Association), Lynda Dickenson and Aimee Mitchell (RI Head Start Association), Kathy Keenan (Warwick Public Schools), Rachel Flum (The Poverty Institute), Kim Maine (Sunshine Child Development Center), MaryAnn Finamore (Westbay Children's Center), Pam High (Hasbro Children's Hospital), Colleen Dorian (Family Childcare Homes of Rhode Island), Kat Tavares (United Way of Rhode Island)

## Scope of Work

- ❖ Work to expand access for more children (particularly from low income and vulnerable families) to participate in high-quality early learning programs, including high-quality child care, Head Start and Early Head Start, Pre-K, Full Day Kindergarten and Early Childhood Special Education programs (including Early Intervention and preschool special education).
- ❖ Conduct periodic needs assessments on the quality and availability of early childhood education and development programs (access, quality and workforce).
- ❖ Identify opportunities and barriers for collaboration and cooperation.
- ❖ Develop recommendations on increasing participation in high-quality child care, Head Start and Early Head Start, Pre-K, Full Day Kindergarten and Early Childhood Special Education programs (including Early Intervention and preschool special education).

## Timeline

Major Milestone	Comments/Status	Planned Due Date
Request ideas from the field to improve children's access to high-quality early learning programs	Complete	November 2010
Team meeting to review recommendations from the field and legislative/budget opportunities	Complete	March 2, 2011
Discuss priorities for improving access at Early Learning Council Work Group	Complete	March 3, 2011
Present recommendations to Early Learning Council	Complete	March 24, 2011
Use access recommendations to raise awareness about the need for increased access to high quality early learning programs (including high quality child care, Early Head Start/Head Start, public Pre-K, full-day K, and early childhood special education)	Ongoing	

## Details

### Process

- Sent memo to formal and informal associations from the early learning field asking each group to identify 3-5 ideas to improve children's access to high-quality early learning programs.
- Shared recommendations with Early Learning Council.
- Formed small work team to review access issues and discuss priorities. Team included both ELC Council and Work Group members as well as other community leaders.
- Refined priorities at Work Group Meeting.
- Present priorities for consideration at Early Learning Council Meeting.
- Early Learning Council endorsed recommendations with a few changes.
- Seeking out opportunities to share Access Recommendations approved by the Early Learning Council with official bodies and at public hearings (e.g. Child Care Commission on 5/9/11)

## Next Steps

- Sending thank you notes to formal and informal associations and Access Team.

## Plans for Community Input/Engagement

- Sent memo to formal and informal associations from the early learning field asking each group to identify 3-5 ideas to improve children's access to high-quality early learning programs.
- Send thank you and update to those who sent letters with ideas to improve access
- Seeking out opportunities to share Access Recommendations approved by the Early Learning Council with official bodies and public hearings (e.g. Child Care Commission on 5/9/11)

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

Tuesday, May 24, 2011 9:30-11:30 a.m.

Location: Community College of Rhode Island – Knight Campus, Room 1030

## **Meeting Summary**

**Work Group Members in Attendance:** Co-Chair and Early Learning Council Coordinator, Leanne Barrett, Co-Chair, Michele Palermo, Co-Chair, Lawrence Pucciarelli, Chris Amirault, Karen Beese, Blythe Berger, Brenda DuHamel, Kenneth Duva, Rhonda Farrell, Mary-Ann Finamore, Ruth Gallucci, Lisa Hildebrand (representing Tammy Camillo) Kristen Green, Khadija Lewis Khan, Carol Patnaude (representing Jerry Hatfield), Maura Pearce (representing Leslie Gell), Sue Warford

**Other Attendees:** Karen Ennis (Connecting for Children and Families),

**Facilitator:** Kristin Lehoullier

9:30-9:45	<b>Welcome/Introduction</b>	Kristin Lehoullier
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The meeting of the Rhode Island Early Learning Council Work Group was called to order at 9:35 am by facilitator Kristin Lehoullier.

Kristin welcomed the group and reviewed the agenda.

Kristin introduced new members and facilitated introductions of the following new Work Group members:

- Katheryn Tavares, United Way
- Rhonda Farrell, replacing Karen Bouchard, RI Head Start Association
- Cindy Larson, replacing Andrea Underwood, RI Child Care Facilities Fund
- Ruth Gallucci, replacing Ann Turrell, RIDE
- Lisa Hildebrand, representing Tammy Camillo
- Carol Patnaude, representing Jerry Hatfield

9:45-10:30	<b>Team Updates</b>	Team Leaders
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**Team Updates (see status reports for more detail)**

### ***Professional Development System – Lisa Hildebrand (representing Tammy Camillo)***

We have had two team meetings to date; the next one is scheduled for May 25<sup>th</sup>. At the first two meetings, the team reviewed frameworks for professional development system design, compiled information on the status of professional development for the early care and education sector and reviewed current and needed articulation agreements between the state’s institutions of higher education. The agenda for the May meeting includes discussion of the career lattice, a workforce registry and career pathways.

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

Tuesday, May 24, 2011 9:30-11:30 a.m.

Location: Community College of Rhode Island – Knight Campus, Room 1030

## **Meeting Summary**

The team will have 10 people attending the National Professional Development Summit at the NAEYC Professional Development Institute to be held in Providence in June.

Michele Palermo gave an update on the Core Competency work:

- The team is currently finishing the final draft of the teacher competencies; we expect to have a draft completed by June.
- We have hired a consultant to review the competencies with an infant/toddler lens and recommend additions or edits.
- RIDE and DHS are planning a series of input sessions over the summer.
- We plan to give DHS a final draft in September.

## ***Discussion***

Kristen Greene - Is there a regional group that is looking to develop core competencies for infant/toddlers? Will that work be redundant?

Michele Palermo - The focus of that work is core competencies for consultants working with infant/toddler programs. Conversations with DOH about how this work fits with other RI plans are ongoing.

## ***Higher Education System – Maura Pearce (representing Leslie Gell)***

In April, the Dean of Education at Rhode Island College hosted a retreat with other higher education institutions to begin a conversation about articulation.

Conceptual agreement was reached around accepting ECE coursework between schools, particularly between CCRI and the four year institutions.

Details of current and proposed coursework were shared and all the schools committed to bring this information back to their classroom/curriculum committees for future approval of articulation agreements.

There was also an agreement to investigate the limits on the acceptability of coursework older than 10 years.

100% of enrolled TEACH scholars (9) will submit spring grades indicating successful completion of 16 credit hours.

6 of 10 scholars have enrolled in the Summer term and TEACH is Currently, recruiting 40 people to start in the Fall.

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

Tuesday, May 24, 2011 9:30-11:30 a.m.

Location: Community College of Rhode Island – Knight Campus, Room 1030

## **Meeting Summary**

### ***Discussion***

Larry Pucciarelli – The discussion on the limits on the acceptability of coursework older than 10 years has been going on for a long time. No one knows whose rule this is. We know it exists but we are not sure of the source. There is a pattern of practice but no written rule.

Sue Warford – The content in early childhood education has changed significantly over the past 10 years and this needs to be considered in the conversation.

Michele Palermo - What are the next steps around expiring credits?

Maura Pearce - All schools will be bringing this issue back to their classroom/curriculum committees over the summer. We expect to reconvene in the Fall and continue the conversation.

Michele Palermo - What is happening with TEACH applicants who are failing the AccuPlacer?

Maura Pearce - Most applicants who score low on the AccuPlacer are ESOL. We have been referring ESOL applicants to the Bridge to College program to get free remediation courses. TEACH will pay for remediation for applicants whose scores were borderline.

Michele Palermo - It is important to think as a state about what else these applicants might need if there aren't options out there for them.

Maura Pearce - One idea that we (TEACH) have talked about is contextualized ESOL. We need to see if TEACH will pay for that. Math is typically not the issue. We are seeing more issues with reading and writing scores being low.

Carol Patnaude - Even applicants passing the AccuPlacer are still not where they need to be. Typically, the math and science in the courses are difficult for students.

Khadija Lewis-Khan - Do you see people who have problems with testing?

Carol Patnaude - We see some but we have test training programs that they can take advantage of to help them with that.

### ***Incentives and Supports for Quality Improvement – Tammy Camillo, Leanne Barrett and Karen Beese***

We are in the process of contracting with Anne Mitchell to conduct an analysis and review of quality incentives and support as well as develop an estimate of costs to operate programs at BrightStars quality levels and RIDE approval standards. As of this meeting, the contracting has been delayed and the work has not begun.

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

Tuesday, May 24, 2011 9:30-11:30 a.m.

Location: Community College of Rhode Island – Knight Campus, Room 1030

## **Meeting Summary**

### ***Early Learning Standards – Michele Palermo and Blythe Berger***

We will be pulling together a group of people in July to start work on this.

It does not look like the NGA/CCSSO national effort to develop national birth to five standards across all domains will move forward quickly due the numbers of newly elected Governors this past year, so the State will need to move forward in putting together a plan for addressing issues related to our standards. We don't want to go too far down the road but we also cannot wait until the national work gets started. We plan to keep an eye on it as we go forward.

Blythe and I met as team leaders to identify three preliminary goals: 1) update and revise the Rhode Island Early Learning Standards (RIELS) in light of the adoption of the Common Core standards and Head Start Child Outcomes Framework 2) review and identify interim B-3 early learning standards 3) support the continued implementation of RIELS, including looking at how to expand professional development support for RIELS.

We are talking with EDC and we plan to meet in July to discuss aligning Head Start standards with RIELS.

We have put together a list of potential team members for the Early Learning Standards Team. For our first meeting in July, we think it would be good to look at the results of an exercise that Deb Morelle did for a RIELS training that cross-walks RIELS with the Common Core and GLE's.

### ***Discussion***

Mary Ann Finamore- Will you continue to offer the Kindergarten teacher trainings since they were so limited?

Michele Palermo- It was limited because it was specifically designed for the group transitioning to the new RIDE Approval standards. In the future, we need to think about it in the context of what RIDE is doing for public school Kindergarten around using standards. It might not make sense to have separate messages.

### ***Alignment of Standards – Brenda Almeida and Leanne Barrett***

We plan to hire consultants from the National Association of Regulatory Administrators to facilitate the process to update DCYF center licensing regulations and develop recommendations for an update of monitoring systems. Their scope of work includes: 1) a review of national best practices, 2) a review of RI school-age child care recommendations, and; 3) a review of how the licensing standards align with other standards. As of this meeting, the contracting has been delayed and the work has not begun.

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## **Meeting Summary**

### ***Kindergarten Assessment – Michele Palermo***

The Kindergarten Assessment recommendations proposed by the team were endorsed by both the ELCWG and the ELC in March 2011.

The next step is to identify a core team to begin to implement the recommendations. However, there are two things that we wanted to do to learn more about national best practices before kicking off the team:

- 1) The US Dept of Education had a meeting in Washington D.C. in April which was very informative. The State of Maryland was one of the presenters and they have had some real successes. We would like to have some follow-up discussions with them to learn more.
- 2) In addition, in the second week in June, the National Association of Early Childhood Specialists in State Departments of Education is having its annual meeting in Providence and a segment of the agenda focused on kindergarten assessment. Walter Gilliam from Yale will be there to talk about his work on kindergarten assessment in Connecticut.

We envision a work group starting in July. Anyone who is interested, please contact Michele.

### ***Access – Larry Pucciarelli***

The Access recommendations proposed by the Access team and by the ELCWG were endorsed by the ELC in March 2011 with a few changes.

The recommendations have been posted on the Early Learning website and shared with various official bodies (e.g. Child Care Commission on 5/9/11) as part of an ongoing effort to raise awareness about the need for increased access to high quality learning programs.

A thank you letter with the final version of the Access recommendations has been sent to the Access Team members and the associations who were invited to submit recommended priorities.

### ***Public Comment:***

No public comments

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## **Meeting Summary**

10:30-11:15	<b>Discussion: Priorities for Improving Rhode Island's ECE Data Systems</b>	Leanne Barrett
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Leanne Barrett presented some background information and the Data Team's proposed priorities for improving Rhode Island's ECE Data Systems (see presentation for more detail):

### ***Data enables policymakers and community leaders to:***

- Sustain and grow current investments in effective programs
- Identify areas most in need of intervention
- Make changes to improve outcomes for young children and families
- Track the results of investments
- Monitor trends over time

### ***Examples from Other States:***

- South Carolina is able to count children who are experiencing early school failure by readiness risk factors. We would like to be able to have this information and to be able to look at it by program setting.
- Maryland can track skill gains over time by group and look at full school readiness by domain.

***The Early Childhood Data Collaborative*** has data from a 50 State Survey that shows the number of states that can collect ECE data at child, program site and workforce level.

- There is one state that can link child data across program setting - Pennsylvania. Rhode Island is sending a small group to PA in June to learn more.
- No State can link data across all ECE program at the child, program site and ECE workforce levels

***Rhode Island has developed policy questions*** as a fundamental driver of the proposed priorities for ECE data system improvement:

#### ***Children's Development and Learning***

- How many/what percentage of children are on track to succeed, during the early childhood years, at school entry, and beyond?

#### ***Access***

- What percentage/how many children are in various early care and education settings? (unduplicated children by type of setting, location, and quality)
- How much high-quality early care and education programming are children receiving?
- How many different programs do children attend before entering kindergarten? (stability)

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

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## **Meeting Summary**

### ***Program Quality***

- What percentage/how many of early care and education programs are high-quality?
- Does program quality improve over time? What are the barriers for quality improvement?

### ***Early Childhood Workforce***

- What percentage/how many of the early childhood workforce are qualified, by meeting specific established standards, to prepare children to succeed at school entry (e.g. core competencies, career lattice education levels)?
- What are workforce characteristics and patterns (turnover, compensation, diversity, education, etc.)?

### ***Rhode Island's Existing Early Learning Data***

- RIDE: Teacher Certification Data
- RIDE: Preschool Approval Data
- RIDE: PK-12 census data/Special Education census data
- RIDE: Child Outreach/Teaching Strategies GOLD
- Bright Stars: Program Quality Data
- DCYF: Program Licensing data
- Head Start and Early Head Start Programs
- DHS: Early Intervention Data
- DHS: InRhodes Child Care Subsidy Data
- DOH KIDSNET: Data on children beginning at birth

### ***Where Rhode Island's Data is Limited***

- Head Start/Early Head Start participation data
- Children enrolled in early learning programs without a government subsidy
- Developmental screening data (0-K entry)
- Child assessment data (0-K entry)
- Child assessment data (K-2)
- Quality of programs
- Workforce

### ***Proposed Next Steps***

- Establish a cross-departmental, public-private planning/governing body for state early learning data systems to improve coordination and linkages and to develop and share data privacy and security policies and practices.
- Develop a statewide kindergarten entry assessment system using best practices for early childhood assessment with the goal of supporting kindergarten instruction.
- Continue to expand KIDS NET to track child-level developmental screening data for children ages birth – K entry.

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

Tuesday, May 24, 2011 9:30-11:30 a.m.

Location: Community College of Rhode Island – Knight Campus, Room 1030

## **Meeting Summary**

- Expand KIDS NET to track child participation in more early learning programs (besides EI). Link child care subsidy participation data to KIDS NET. Meet with Head Start providers to design process to link Head Start participation data to KIDS NET.
- Use DCYF provider ID as unique provider ID for community-based early learning programs and use the RIDE school ID for school-based programs.
- Use BrightStars as central hub for program quality data on community-based early learning programs (including licensing status, accreditation status, RIDE approval status). Strengthen resources to encourage program participation and support quality improvement.
- Examine use of Teaching Strategies GOLD as key state database for child assessment data in early learning programs. Consider alignment across early childhood and K-2 assessment systems.
- Work to establish a central storage hub for data on the ECE workforce. Build on data collected and systems in place at DCYF, BrightStars, RIDE, and R2LP (TEACH)

## ***Discussion***

Blythe- The work to expand children's developmental screening data in KIDSNET is being done now. By September we expect to be able to use it. However, someone has to go in to enter the data. Community programs are willing but we expect that it will be harder to secure participation from the pediatricians. We will need to do a campaign just like we did to get them to enter vaccine information. We are working on a logistical plan for the roll-out.

Michele Palermo –We need to make sure there is training for Child Outreach providers.

Khadija Lewis-Khan- Will the new fields in KIDSNET include fields for Ages and Stages Questionnaire (ASQ) data?

Blythe Berger – Yes, I think so. There are six different screens.

Khadija Lewis-Khan – Will there be a consent for parents?

Blythe Berger- Almost all children are in KIDSNET beginning at birth or when the child is first immunized in Rhode Island but parents can opt out . When outreach providers do the screenings, there should be a consent form as part of the process.

Michele Palermo- We just need to add something to the form that says that your child's assessment data will be in a central database.

Sue Warford – When we talk about collecting workforce data, can we explicitly say that compensation data should be included? It is important that this is not glossed over.

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Leanne Barrett – I don't think that most registries have this information; states tend to get information on compensation from point in time surveys.

Sue Warford – But it is valuable to have it.

Leanne Barrett – Yes, it is. Maybe we need to figure out a way to pull it out.

Chris Amirault – The CCRI apprenticeship program is another source of workforce data.

Chris Amirault – I have one comment and a question. First, we need to address the issue of how to ensure the quality of the data. And second, on the first page of recommendations - what does it mean to support Kindergarten instruction?

Michele Palermo- It means guiding.

Karen Beese – DHS is very aware of the need for workforce data. We have incorporated workforce questions into our regular Market Rate Survey that will, for the first time, collect workforce data such as turnover. I implore people to please fill out the Market Rate Survey so we have this data.

Larry Pucciarelli – BrightStars is the hub for program quality but how have we specifically defined program quality? Are the elements listed here?

Leanne Barrett- This is the data that exists on quality at the moment but we aren't at a point where we have a definition of a high quality program (such as all programs that are a 3 star and above).

Sue Warford – Quality is a word that is thrown around a lot and there isn't any one definition.

Leanne Barrett – We aren't going to have a one size fits all definition, but there is a push at a national level to be able to say how many low income high risk children are in high quality programs. There is not a clear definition of those terms either.

Michele Palermo- I don't think we should define it at this time, I think we should describe what we have right now.

Leanne Barrett– We have to be very careful how we describe it and report on it.

Kristen Greene - We are reporting on whether a program is participating or is not participating in BrightStars; not really whether they are high quality or low high quality.

Mary Ann Finamore – It depends on whether participation is voluntary or not voluntary.

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Leanne Barrett – The only thing that is not voluntary is licensing. We also want to make sure that it is not just the community programs that are under this level of scrutiny; there are also public-school based preschool programs that struggle with quality too.

Mary Ann Finamore - Should BrightStars be the hub for quality data?

Leanne Barrett – BrightStars has a data system and it has data on participating programs. Let's say we want to run a report on program quality statewide. Right now it is a big convoluted process to do that; we have to request this data from all the different places (licensing, RIDE preschool approval, BrightStars, accreditation websites) and integrate it. The goal would be to be able to access that data in one central place. This is not feasible right now.

Kadija Lewis-Khan – So BrightStars would collect information on any licensed program and keep it in their database?

Leanne Barrett – Yes, we want to build that capacity somewhere through either the licensing database or the BrightStars database. Since Bright Stars already has the Resource and Referral Information for families, they are already tracking a lot of data.

Michele Palermo- It is almost counterintuitive. You would expect that information to be in the licensing system. But because BrightStars is providing Resource and Referral to families, they really do have the most information on the licensed programs.

Karen Beese – It is not really BrightStars that has that, it is RIEAYC.

Michele Palermo- So we should say that the Resource and Referral system has the quality data and we should use that as the foundation to build a central hub – is that what you are saying?

Karen Beese - Yes.

Blythe Berger – Has anyone talked to the people running the National Children's study? They are going to track many, many children over time and I don't know how they are doing it. We might learn from what they are doing.

Leanne – Are the priorities in the right order?

Mary –Ann Finamore – Before we look at the order can you talk about governance? What does that first statement mean?

Leanne Barrett – Governance is the key thing you need to get stuff done. But in general we need a group of people who know the rules and can figure out solutions across departments. For example, RIDE has an internal data governance board to set policies around data e.g. formats and how they are going to do

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things. Usually, there are data people on a group like this. The ECE Data Governance group may be connected to the Council but it is not the Council and it is not this group. While there would be some overlap most people on it would be key data people.

Michele Palermo- This is really important because we are different departments governed by different laws; we need a place for people to come together from each department who can come up with common data standards and work to eliminate barriers to sharing data.

Leanne Barrett –This group might have a state lawyer assigned to them.

Mary Ann Finamore – I hope you will be at the table. I am concerned about having just data people doing this. There needs to be connection to policy.

Leanne Barrett – We would like it to be a public-private body and include representatives from the policy and program world as well as data system experts.

Leanne Barrett – I would like some feedback on priorities. In general, the top priorities we have discussed are 1) governance, 2) kindergarten assessment data and 2) program participation or knowing where children are being served e.g. what settings. We might want to put those before workforce data. Does anyone disagree? By the way, this doesn't mean we won't ever get to building workforce data systems, I just think that we need to build these other things first.

Chris Amirault – I am glad you said that because I think workforce data is the most challenging one on the list.

Sue Warford– And it has the most impact on child outcomes.

Chris Amirault- As we are going into year 5 of the economic downturn I think more and more people are leaving the field.

Sue Warford – There is a gap in understanding who the workforce is and how we should approach them in terms of professional development.

Leanne Barrett - One thing that has come up before as we think about how to do a registry is how we would we get the information. It might make sense to do a more sophisticated and targeted workforce study that would give us some foundational data that would help us build a workforce registry.

Mary Ann Finamore – Maybe we can use the annual licensing form to collect that information.

Michele Palermo – I have trouble with workforce studies because it is a point in time look at the field. A registry is not cheap either but you can build it over time and continue to get benefits from it. I would rather figure out how to get everyone into a registry and then work from there. It is a huge undertaking

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and we want to think about all the sectors and what we want to know about our early childhood teachers that we don't know now.

Karen Beese – I agree that a registry is the way to go.

Michele Palermo –I know other states that are doing it. But we need core competencies first; they are the foundation. Then you are going beyond collecting just certification data.

Leanne Barrett - So maybe we can flush out next steps for how to move forward on this and make sure we keep workforce data in the plan.

11:25-11:30	<b>Wrap-up/Next Steps</b>	Kristin Lehoullier
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## **Updates**

Karen Beese:

- DHS would like feedback from the Work Group on Child Care Development Fund CCDF State Plan. She will email out a draft for comment soon.

Michele Palermo:

- RIDE submitted an application for the Striving Readers Federal Competition. RIDE will hear back in September. It is a competitive application so there is no guarantee that Rhode Island will be awarded the funds. The most Rhode Island can get is \$8m. Fifteen percent (15%) must be spent in ECE which is approximately 1.2 million.
- The Letter of Intent for the State Funded Pre-K program was released last Friday. It is on the RIDE website. Questions are due via email to Michele by May 27<sup>th</sup>. Applications are due by June 10<sup>th</sup> at 4:00 PM. We expect to select grantees within a week.

## **Next Steps**

- Next ELC Meeting: June 29, 2011, 12:00-2:00 p.m. Community College of Rhode Island – Knight Campus, Room 4090
- Next ELCWG Meeting: September 13, 2011, 9:30-11:30 a.m. Community College of Rhode Island – Knight Campus, Room 1130