

RHODE ISLAND EARLY LEARNING COUNCIL MEETING



September 29, 2010

Noon-2:00 p.m.
Community College of Rhode Island – Knight
Campus, 400 East Avenue, Warwick, RI
Room 1130



MEETING AGENDA

12:00-12:15	Welcome /Meeting Overview
12:15-12:45	Update on the Application for Funding to the Federal Administration for Children and Families
12:45-1:15	Early Care and Education Data and the National Governor's Association's Ready State Initiative: Update and Discussion
1:15-1:45	Kindergarten Assessment Update and Discussion
1:45-1:55	Public Comment
1:55-2:00	Wrap-up/Next Steps



STATE COUNCIL APPLICATION UPDATE

- ⦿ Application for \$500,000 in federal dollars to support the work of the Council has been accepted.
- ⦿ Had an opportunity to apply for another supplemental award expected to provide an additional \$164,277 for the Council's work over the next three years.
- ⦿ Received strong community input.
- ⦿ Provides a roadmap for the Council's work.

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KEY STRATEGIES SUPPORTED BY AWARD

- ⦿ TEACH
- ⦿ System-Building Projects
 - Professional development system design/consultation
 - Analysis and recommendations re: financial incentives for quality improvement
 - Review of higher education system curriculum for early educators

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KEY STRATEGIES SUPPORTED BY AWARD

- ⊙ Early Childhood Data Enhancement Projects
 - DCYF licensing update and improvement of monitoring and data systems
 - Workforce study and/or workforce registry
 - Kindergarten assessment system development
 - Other data system enhancements
 - Coordination of NGA Ready States Initiatives
- ⊙ Professional development for programs regarding ECERS and CLASS for program quality improvement

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ELC ROADMAP 2010- 2011 WORKING DRAFT

When	Focus	Review	Next Steps
Sept 2010	Early Childhood Data Systems for Policy	Overview of existing foundation of ECE data NGA policy questions, data elements, and map Kindergarten Assessment	Plan and estimates for costs to build data system enhancements and linkages Agreement on next steps for Kindergarten Assessment system
Dec 2010	Access and Quality of Early Learning Programs: Child Care, Head Start, Special Education, Public Pre-K	Assessment of access issues Baseline quality studies BrightStars RIDE Preschool approval DCYF licensing Review and ensure alignment of quality standards (Bright Stars, RIDE Pre-School Stds, DCYF, Head Start, NAEYC and Public Pre-K Stds)	Recommendations to improve access including expansions and administrative changes Plan to support quality improvement (consider tiered reimbursement and bonuses tied to quality) DCYF updates to licensing regulations and data systems Alignment review document

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ELC ROADMAP 2010- 2011 WORKING DRAFT

When	Focus	Review	Next Steps
March 2011	Early childhood workforce development	Existing data on workforce (including professional development and education needs) Workforce study/registry planning Update on core competencies project TEACH	Workforce study/registry TEACH PD System development Higher education system capacity mapping and assessment
June 2011	Workforce & Quality	Financial incentives/supports to improve program quality PD System Recommendations Higher education	PD system development

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NATIONAL GOVERNOR'S ASSOCIATION'S READY STATE INITIATIVE



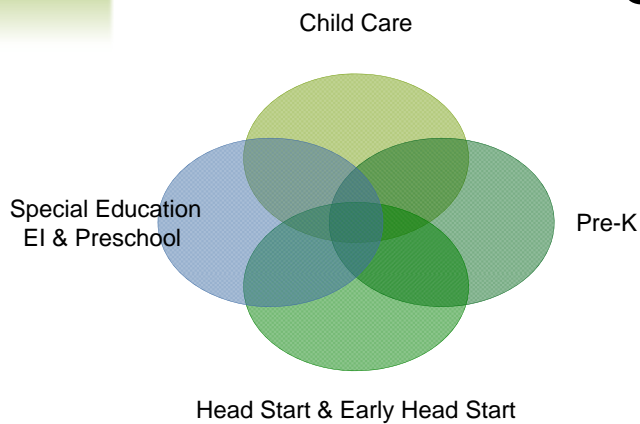
NGA READY STATES PROJECT OVERVIEW

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

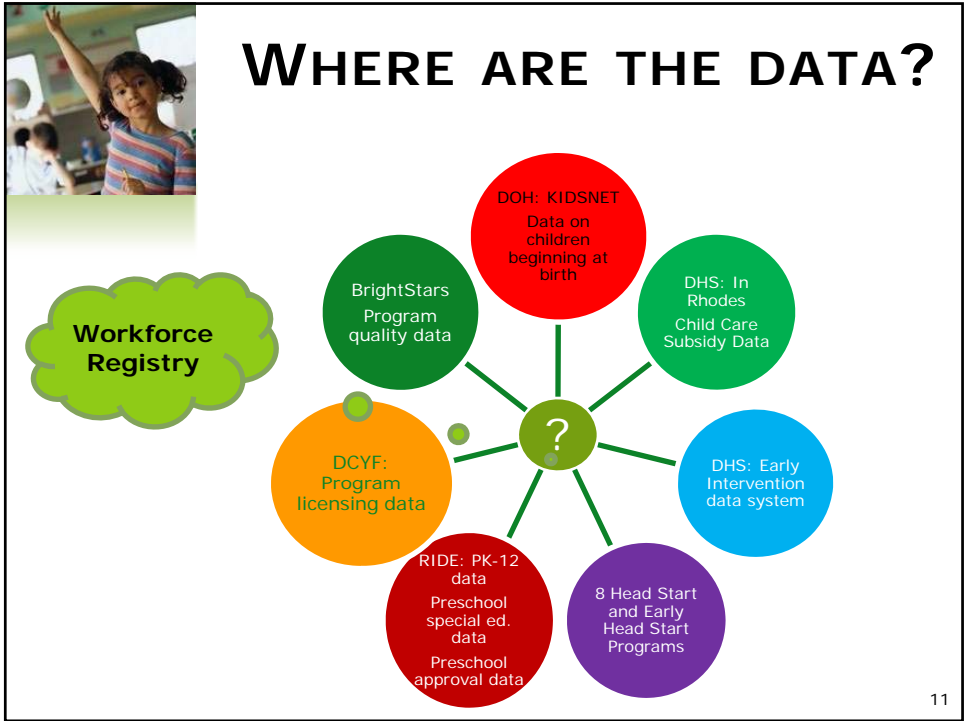
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THE RHODE ISLAND EARLY LEARNING SYSTEM



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NGA READY STATES POLICY ACADEMY

Goal: To support the development of key components of state infrastructure in order to build a high-quality, comprehensive early childhood system.

- Develop an action plan that addresses one of the following: governance, program quality, professional development, or **data systems**.
- Work with a team of national experts to develop effective policy change strategies.
- Receive on-going technical assistance throughout the project period (April – December 2010).

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RHODE ISLAND EARLY CHILDHOOD DATA TEAM GOALS

Rhode Island will advance our work to create an integrated, coordinated early childhood data system linked with the K-12 data system.

1. Expand, improve, and connect our data systems.
2. Make significant improvements and align/connect our state's data systems that track early care and education programs.
3. Develop a data system to understand the composition of the early childhood workforce and to track and document professional development. Link the workforce data system to the program data system.

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KEY POLICY QUESTIONS

Access

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

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KEY POLICY QUESTIONS (CONT'D)

Program Quality

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

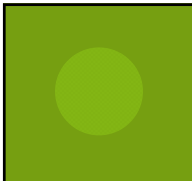
Early Childhood Workforce

- ❖ What percentage/how many of the early childhood workforce are qualified by meeting specific standard established 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.)?

School Readiness

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

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10 FUNDAMENTALS OF COORDINATED STATE ECE DATA SYSTEMS

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

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CORE STRATEGIES

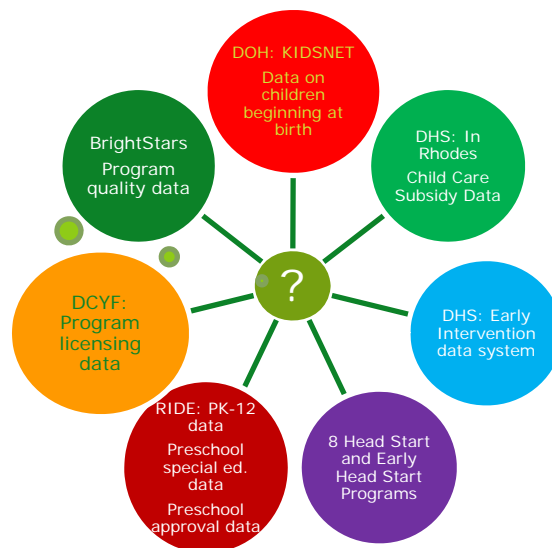
- ◎ **Goal:** Develop and implement a coordinated, longitudinal early childhood data system.
- ◎ **Core Strategies:**
 1. Develop current data inventory and map for each policy question.
 2. Identify options and strategies to link data systems housed in different agencies. Explore use of unique identifier and/or data hub.
 3. Develop strategy and plan for Kindergarten assessment in Rhode Island.

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WHERE ARE THE DATA?

Workforce Registry



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KINDERGARTEN ASSESSMENT



OVERVIEW: ASSESSMENT

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

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



GUIDELINES FOR ASSESSMENT OF YOUNG CHILDREN

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

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GUIDELINES FOR ASSESSMENT OF YOUNG CHILDREN (CONT'D)

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

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KINDERGARTEN ASSESSMENT: NATIONALLY

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

Source: National Conference of State Legislatures, 2010 Technical Report

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RIDE: COMPREHENSIVE LOCAL ASSESSMENT SYSTEM (CLAS)

- ◎ Development drivers:
 - ◎ **Basic Education Plan (G-13-3):** Requires each district to develop and implement a system that includes measures of student performance for the purposes of formative, interim, and summative evaluations of all students (PK -12) in each core content area.
 - ◎ **RIDE's Strategic Plan (WCS3):** By 2012 all LEAs will have a comprehensive PK-12 assessment system in reading, writing, mathematics, and science that includes both formative and interim assessments aligned to curriculum and internationally benchmarked standards.
 - ◎ **Race to the Top**

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RIDE: COMPREHENSIVE LOCAL ASSESSMENT SYSTEM (CLAS)

- ⦿ CLAS Team began meeting in July of 2010.
- ⦿ First deliverable: Draft of Guidance Document for districts developed by end of year; including a section specific to early childhood assessment.
- ⦿ This is a great opportunity for the ELC to provide input to RIDE's work.

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KINDERGARTEN ASSESSMENT: RHODE ISLAND CURRENT PRACTICE

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

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NEXT STEPS

- ⦿ December Meeting: Access and Quality
- ⦿ Guest Speaker
- ⦿ Additional Next Steps:
 - Start work with a consultant to analyze and make recommendations re: financial incentives for quality improvement
 - Start work on updating DCYF licensing and improving monitoring and data systems
 - Start examining access issues
 - Review program quality data (BrightStars, RIDE, DCYF, FPG Child Development Institute studies)

Rhode Island Early Learning Council Meeting

September 29, 2010 12:00 pm - 2:00 pm

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

Meeting Summary

In Attendance: Co-chair Commissioner Deborah Gist, Co-chair Elizabeth Burke Bryant, Gary Alexander, Leanne Barrett, Mindy Mertz representing Thomas Brady, Tammy Camillo, Colleen Dorian, Maryanne Finamore-Allmark, Leslie Gell, Kristen Greene, Pamela High, Khadija Lewis Khan, Patricia Martinez, Michele Palermo, Larry Pucciarelli, Barbara Schermack, Andrea Underwood, Susan Warford, Channavy Chhay representing Tony Maione, Denise Jenkins representing Neil Steinberg, Ana Novais representing David Gifford.

12:00-12:15	Welcome /Meeting Overview	Deborah Gist/ Elizabeth Burke Bryant
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The meeting of the Rhode Island Early Learning Council was called to order at 12:05 pm by Co-Chairs Deborah Gist and Elizabeth Burke Bryant.

12:15-12:45	Update on the Application for Funding to the Federal Administration for Children and Families	Elizabeth Burke Bryant/ Deborah Gist
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State Council Application Update

- Received word that Rhode Island was awarded \$500,000 over 3 years to support the work of the Early Learning Council (ELC).
- Also received an additional \$164,277 in supplemental funding for the Council's work over the next three years.
- Received strong community input; had a successful public hearing.
- Application is up on the Rhode Island KIDS COUNT website.
- Also have a website under construction that will house all of the ELC materials.
- The application serves as a roadmap for the work.
- Several strategies are supported by the award including:
 - TEACH
 - System-building projects like professional development system design/consultation, analysis and recommendations re: financial incentives for quality improvement and review of higher education system curriculum for early educators
 - Early childhood data enhancement projects such as DCYF licensing update and improvement of monitoring and data systems, workforce study and/or workforce registry, kindergarten assessment system development and other data system enhancements, coordination of NGA Ready States Initiatives.
 - Professional development for programs regarding ECERS and CLASS for program quality improvement
- Reviewed working draft of ELC roadmap.

Discussion Points

Rhode Island Early Learning Council Meeting

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400 East Avenue, Warwick, RI

Meeting Summary

- Need to make sure that we integrate Early Intervention and Special Education issues.
- Need to strengthen the connection between program providers and primary care providers to ensure that health issues that affect learning are being identified and addressed and that we are looking at children holistically. Program providers have limited capacity to address those issues.
- It is important that we find a way to connect information about our education system to other program data so that we can look at the big picture. We cannot effectively address education challenges without addressing interconnected issues, like housing and food.
- Explore the possibility of connecting to the Medicaid data warehouse being created. It is possible that there might be funds available to support data efforts. We also need to make sure that we are coordinating our work – there are several groups focused on different data components – this is a great opportunity to integrate the data. What are the different groups, what are they doing and how does it connect?

12:45-1:15	Early Care and Education Data and the National Governor’s Association’s Ready State Initiative: Update and Discussion	Leanne Barrett/Council
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- NGA Ready States Project Overview
 - RI selected to receive TA to develop a plan to build a coordinated birth to age 8 data infrastructure.
 - National focus area: Strong recognition across the country that it is important to know if kids are ready for school and to be able to make connections between school readiness and early learning opportunities. Data is so critical to know how our kids are doing.
 - Ready States RI Core Data Project Team working on developing a plan for data system enhancements and linkages.
 - Have developed a set of policy questions for the system to address and a set of draft strategies that will support the development of a coordinated, longitudinal early childhood data system.
 - Draft action plan expected to be complete in December 2010.
- Components of the Early Learning System include child care, Pre-K, Head Start, Early Head Start, Early Intervention and Special Education.
- Where are the data?
 - DOH: KIDSNET - begins with birth of a child and tracks risk factors and has some information on program participation. Data on children beginning at birth
 - DHS: InRhodes/Child Care Subsidy Data-tracks children’s participation in subsidized child care
 - DHS: Welligent Early Intervention data system tracks children in IDEA Part C program.
 - 8 Head Start and Early Head Start Programs – do not have a statewide system collecting data on Head Start. Each program tracks data separately. It is possible to get some data from the Federal government.

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Meeting Summary

- RIDE: PK-12 data – tracks pre-school education data and pre-schools that are approved by RIDE
- DCYF: tracks program licensing data
- BrightStars – tracks program quality data for participating programs.
- Rhode Island KIDS COUNT annually tracks number of children in child care, pre-k, early intervention, Early Head Start, Head Start, and full day Kindergarten.

- Workforce Data – we do not have a workforce registry right now.
- Community program data – individual programs collect data but this is very hard to gather; need to think about how we can do this. There are 300 center-based programs state-wide and 700 child care programs in family homes
- We do not have data on private pay children.
- Some organizations are serving as intermediaries collect data too
- Rhode Island is participating in the NGA Ready State's Policy Academy
- Through work with the Academy the Rhode Island Early Childhood Data Team has developed some goals:
 - Rhode Island will advance our work to create an integrated, coordinated early childhood data system linked with the K-12 data system:
 - Expand, improve, and connect our data systems.
 - Make significant improvements and align/connect our state's data systems that track early care and education programs.
 - Develop a data system to understand the composition of the early childhood workforce and to track and document professional development. Link the workforce data system to the program data system.
- The Early Childhood Data Team has also developed some key policy questions that they want the data to answer:
 - These questions cannot be answered now with Rhode Island's current data systems.
 - Some are national questions; some are questions the Core Team has added
 - Every state is struggling with some of these basic questions
- 10 Fundamentals of a coordinated state ECE data system
 - Unique statewide child identifier.
 - Child-level demographic and program participation information.
 - Child-level data on development.
 - Ability to link child-level data with K-12 and other key data systems.
 - Unique program site identifier with the ability to link with children and the ECE workforce.
 - Program site data on structure, quality, and work environment.
 - Unique ECE workforce identifier with ability to link with program sites and children.
 - Individual ECE workforce demographics, including education and professional development information.
 - State governance body to manage data collection and use.
 - Transparent privacy protection and security practices and policies.

Rhode Island Early Learning Council Meeting

September 29, 2010 12:00 pm - 2:00 pm

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

Meeting Summary

- Core Goal and Strategies for the Data System Project
 - **Goal:** Develop and implement a coordinated, longitudinal early childhood data system.
 - **Core Strategies:**
 - Develop current data inventory and map for each policy question.
 - Identify options and strategies to link data systems housed in different agencies. Explore use of unique identifier and/or data hub.
 - Develop strategy and plan for Kindergarten assessment in Rhode Island.

Discussion Points: What current initiatives that would enhance our ability to collect data on young children, the programs they are in and the people who are working with them?

- RIDE has funding to develop a longitudinal data system. It also has professional development funding from Race to the Top to support the use of a Longitudinal Data System. The system is focused on PK-12 and will include a continuum of data that begins at the early points – perhaps at birth. The work on this has just begun at RIDE. The group is using a similar process that the Ready States NGA team used by asking what they want to know, assessing the current state and figuring out what the gaps are. Michele proposed that the policy questions developed by the Ready States Core Data Team be adopted by the RIDE working group as drivers for the early care data requirements.
- How can we capture data on children who are not receiving state services?
 - Is KIDSNET an option? This system contains immunization data, screening data, home visiting data, vision data, etc. – would this be a central place for providers to enter data on all kids in their programs? There is flexibility to add fields in the system and system use is now expanded outside of doctor’s offices to schools. Right now, schools cannot put data into the system but they can access the data.
 - BrightStars might also be a possible option. In MA, providers are required to participate in QRS if they have DHS children in their care.
- Some agencies are contracting with the Providence Plan to serve as a data hub and to integrate data from multiple agencies.
- We have learned a lot of lessons from our work on developing a student identifier. We have learned how to deal with confidentiality e.g. for the first time we have an MOU with a non-profit that sets appropriate security. Our first step is to figure out a unique identifier.

Next Step: Working group to review the data mapping work done by the Early Childhood Data Team, flag priority issues and make recommendations for how to address the gaps or make improvements.

1:15-1:45	Kindergarten Assessment Update and Discussion	Michele Palermo/Council
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Rhode Island Early Learning Council Meeting

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Meeting Summary

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- One of Rhode Island’s core strategies for the NGA Ready States Initiative is to develop a strategy and plan for kindergarten assessment.
- Overview of Kindergarten Assessment
 - The intended use of an assessment determines every aspect of how the assessment is conducted (content, method, technical requirements, and stakes/consequences).
 - Uses of Assessment
 - Instructional planning
 - Identifying the need for special supports/services
 - Identifying areas for improvement
 - Accountability
 - Types of Assessment
 - Screening
 - Diagnostic evaluation
 - Performance-based assessment (observational versus standardized)
- Guidelines for the Assessment of Young Children
 - National Resource Council
 - Policy documents developed by NAEYC and NIEER
 - Assessment of young children is quite different than assessment for older children.
 - Assessment is impacted by the nature of the young child: unfamiliarity with goals of formal testing, rapid pace of development and learning, uneven access to environmental supports, ability to demonstrate vs. talk and/or write.
 - Assessment should acknowledge what children know or have the potential to learn and should not penalize them for what they don’t know.
 - Assessments should be used for their intended purpose and should be reliable, valid, and fair for that purpose.
 - Reliable and valid assessment data is more difficult to obtain when children are young.
 - Assessments should be age-appropriate in both content (addressing full range of development and learning) and method (sensitive to interests and attention spans).
 - Assessment information is more reliable when it is obtained over time and when it includes multiple sources, including information from parents and teachers.
 - Assessments should be linguistically appropriate.
- Kindergarten Assessment Nationally
 - 25 States report use of kindergarten assessment (in NE: CT and VT). (*Source: National Conference of State Legislatures, 2010 Technical Report*)
 - 4 states report that a kindergarten assessment is under development.
 - Of the 25:
 - 21 require universal assessment.

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Meeting Summary

- 20 require use of a particular instrument – most are a single teacher checklist based on observation.
- 11 evaluate between five and nine domains of school readiness; 10 evaluate only reading readiness, 2 evaluate math and reading, 2 don't specify domains.
- Local Efforts: RIDE's Comprehensive Local Assessment System
 - Development drivers:
 - **Basic Education Plan (G-13-3):** Requires each district to develop and implement a system that includes measures of student performance for the purposes of formative, interim, and summative evaluations of all students (PK -12) in each core content area.
 - **RIDE's Strategic Plan (WCS3):** By 2012 all LEAs will have a comprehensive PK-12 assessment system in reading, writing, mathematics, and science that includes both formative and interim assessments aligned to curriculum and internationally benchmarked standards.
 - **Race to the Top**
 - CLAS Team began meeting in July of 2010.
 - First deliverable: Draft of Guidance Document for districts developed by end of year; including a section specific to early childhood assessment.
 - This is a great opportunity for the ELC to provide input to RIDE's work.
- Rhode Island Current Practice
 - Universal screening at kindergarten entry.
 - (§16-67-2) All school districts that provide elementary education are required to screen all children prior to, or upon, their first entry to school to determine their level of educational readiness. All children are required to participate in this screening. Screening shall address the child's educational development and shall be used to determine whether he or she is educationally disadvantaged in terms of readiness for instruction in the literacy skills of reading, writing, speaking, listening, or mathematics.
 - Children are also screened for vision, hearing, and speech.
 - Screening tools are chosen by the LEA.
 - Screening data is not reported to RIDE.

Discussion Points

- Would RIDE give guidance to each district to develop their own assessment or require them to adopt a common assessment?
- It is important to use shared tools or we won't have a clear picture. We also need to use tools appropriate to the population. We have some lessons learned from pre-school screening. Initially the districts were given guidance but eventually the districts had to adopt a common tool.

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Meeting Summary

- It is important that we look at social, emotional, physical, approaches to learning in addition to reading, math and science. We need to link developmental screening with school readiness as well – that is the connection between health and learning.
- It is important that we start with what we want to know. If we are interested in the percentage of kids who are ready for school within each community, then we need to use a common assessment to be able to make comparisons.
- We also need to consider the high rate of mobility in this state. To follow kids from district to district, it will be important to have a common assessment.
- It is also important to consider who does the assessment. Young children should be assessed by someone they know and trust in a familiar environment.
- We also need to consider the children who are not able to participate in pre-school. In Providence alone there are 9000 children ages 3-5 but only a few of them go to pre-school. We need an assessment tool and process that can reach kids in different settings and make sure there is a communication transfer between different settings. Right now Kindergarten is the first moment when we can get everyone. This is important to think about when we think about advocating for the importance of quality early childhood programs.

We have universal screening for lead, hearing. Maybe there is a way to figure out a developmental and kindergarten assessment that link together and to make sure it is mandated. How can we build on our current screening program? It might be possible to use KIDSNET to collect the data. Right now KIDSNET sends out a letter to all 3 year olds on their birthday saying they should be screened.

Next Step: Working group should develop some recommended goals for kindergarten assessment for the Council to review. What do we want Kindergarten Assessment to tell us? What purpose do we want the assessment to serve?

1:45-1:55	Public Comment	Public Participants
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Public Attendees: Jerry Hatfield (Community College of Rhode Island), Sue Washburn (RI T/TA Center), Karen Ennis (Connecting for Children and Families, Woonsocket), Lisa LaDew (Meeting Street School), Susan Zoll (Ready to Learn Providence), and Christine Arouth (Newport COZ/Sullivan School).

Susan Zoll, Ready to Learn Providence

- It will be important for RIDE to use valid and reliable tools for kindergarten assessment if we need to adopt a common tool.

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Meeting Summary

Christine Arouth, Newport COZ/Sullivan School

- We still have so many districts that have half day kindergarten; we need to move all districts to full day.
- It is important to remember when developing assessment guidelines that assessments are also affected by the comfort level of the setting and the person who is doing the assessment.
- Children who are not in formal child care settings are not just low income children. Because of that home visiting programs might be an opportunity to identify and screen and connect children to services that are so essential. Then the child will get screening early and child care get services early.

Karen Eniss, Connecting for Children and Families, Woonsocket

- There needs to be a statewide system for community based programs to put their data into – community based programs are collecting so much data. It would be helpful to assess what individual programs are collecting.

Sue Washburn, RI T/TA Center

- New regulations for Head Start assessment are imminent – we should keep a watch out for those and make sure they are integrated into this work.

Jerry Hatfield, Community College of Rhode Island (CCRI)

- CCRI wants to hear what the Early Learning Council thinks are the most important competencies that we need future graduates in early care and education to know and be able to do.

1:55-2:00	Wrap-up/Next Steps	Deborah Gist/ Elizabeth Burke Bryant
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Focus in December is access and quality. Key purpose of the Council is to put an infrastructure and planning system in place so we can improve access for kids.

Next Steps:

- Working group to develop some recommended goals for kindergarten assessment for the Council to review.
- Working group to review the data mapping work done by the Early Childhood Core Data Team, flag priority issues and make recommendations for how to address the gaps or make improvements
- Start work with a consultant to analyze and make recommendations re: financial incentives for quality improvement
- Start work on updating DCYF licensing and improving monitoring and data systems

Rhode Island Early Learning Council Meeting

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Meeting Summary

- Start examining access issues
- Review program quality data (BrightStars, RIDE, DCYF, FPG Child Development Institute studies, KIDS Net)

There is an updated calendar in the packets with confirmed meeting locations.

The meeting of the Rhode Island Early Learning Council was adjourned at 2:00 pm by Co-Chairs Deborah Gist and Elizabeth Burke Bryant.

Handouts:

- Agenda
- Meeting Slides
- Updated Calendar
- Resources