



Race to the Top

Early Learning Challenge

From Policy Development to Implementation

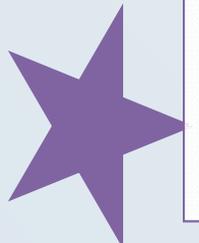
What is the Early Learning Challenge?



- A \$500 million federal competitive grant program to help states build more efficient and effective early learning systems for young children--infants, toddlers & preschoolers – and their families.



- Focus on improving, linking & aligning systems to improve access to high-quality programs for children with high needs.



- “Challenge states to build a coordinated system of early learning and development that ensures that many more children from low-income and disadvantaged families, from birth to age 5, have access to dramatically improved early learning and development programs and are able to start kindergarten with a strong foundation for future learning.”

Early Learning Challenge: Five Key Levers of Change

Successful State Systems that include: demonstrated commitment to early learning and development; rationale for reform; aligned and coordinated system; and sustainable budget.

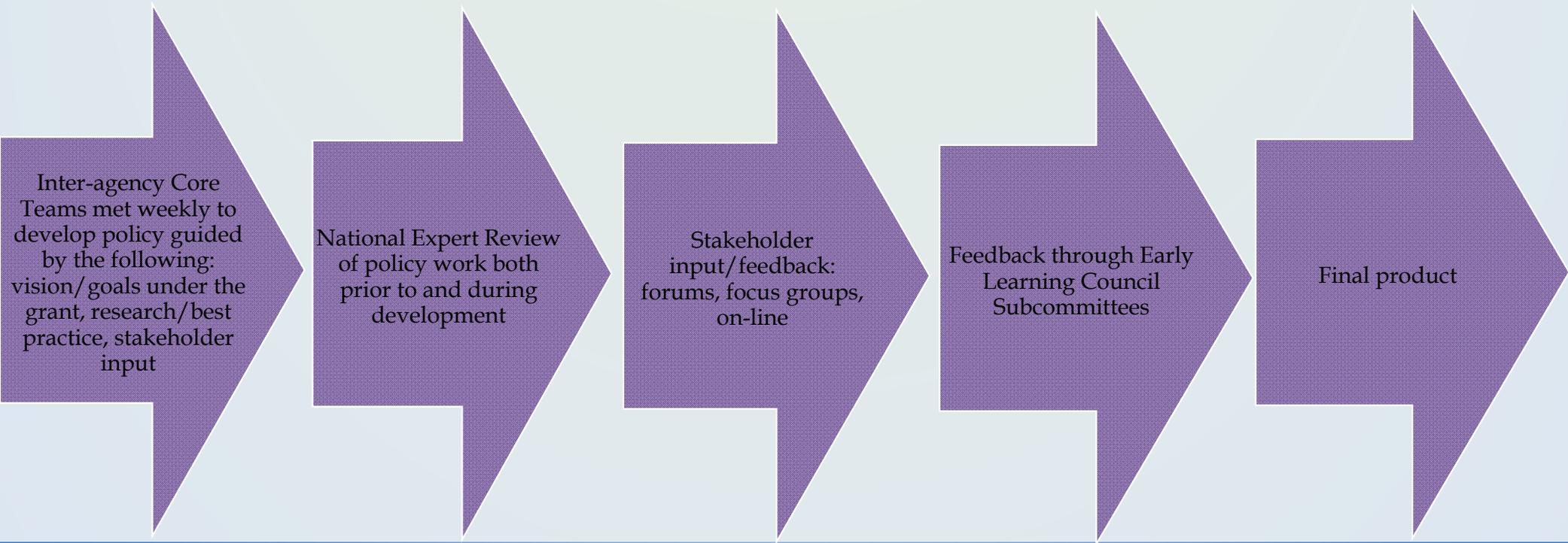
High-Quality, Accountable Programs with a statewide, validated TQRIS and access to high quality programs for children with high needs.

Promoting Early Learning and Development Outcomes for Children through early learning and development standards, comprehensive assessment system, screening and addressing health, behavioral and developmental needs and family engagement.

A Great Early Childhood Education Workforce that includes a clear ladder of knowledge and competencies and support for providers to move up that ladder.

Measuring Outcomes and Progress including kindergarten entry assessment and/or building an early learning data system.

Rhode Island's Approach to Policy Work



Early Learning and Development Standards

Goal: Develop shared expectations for what young children (B-5) should know and be able to do and support teacher and parent understanding.

Accomplishments:

- 
- Developed Early Learning and Development Standards (ELDS), a set of high-quality standards to identify what children B-5 should know and be able to do,
 - Designed new ELDS resources (poster, standards, website)
 - Expanded professional development opportunities on 2003 RI Early Learning Standards training and parent training (2012- July 2013)
 - Developed professional development opportunities on the new B-5 early learning standards.
 - Developed Curriculum Review Process.

Child Assessment

Goal: Develop a system of child assessment that identifies children's strengths, progress, and needs for the purpose of making sound decisions about educational practices and supports.

Accomplishments:



- Designed professional development opportunities to support reliable child assessment and to support the use of assessment data to inform practice.



- Expanded the reliable use of Teaching Strategies GOLD in early learning programs and Early Intervention.



- Expanded access to Teaching Strategies GOLD at a reduced rate.



- Evaluated evidence-based programs for pediatric referrals.



- Surveyed local LEAs to inform KEA development.



- Collaborated with NC to apply for and secure funding for the development of a Kindergarten Entry Assessment



2013-2014 Plans for ELDS and Assessment

ELDS

- ★ Distribute hard copies of the ELDS to programs
- ★ Conduct revised ELDS trainings for ECE community
- ★ Conduct revised Family Fun Activities and Trainings
- ★ Post ELDS curriculum alignment reviews

Child Assessment

- ★ Provide PD on child assessment (incl. TS GOLD)
- ★ Increase Child Outreach screening rates
- ★ Assist pediatricians to increase developmental screening rates and refer to appropriate evidence based resources
- ★ Issue intervention grants to pediatricians tied to screening results
- ★ Develop a Kindergarten Entry Assessment

Group Work

Now that you've learned about the RTT-ELC goals, accomplishments and next steps.....

What are you excited about?

What do you want to learn more about and how?

What do you want to be sure we keep in mind?

Program Standards Alignment

Goal: Establish a continuum of program standards (DCYF, BrightStars, RIDE) that articulate a common vision of increasing quality and are coordinated and aligned.

Accomplishments:

- Increased staff capacity of state systems to measure and monitor the quality of all early learning and development programs.
- Increased frequency of routine licensing inspections for family child care homes.
- Revised DCYF licensing regulations for centers and family child care to align with BrightStars/RIDE.
- Revised BrightStars standards to align with DCYF/RIDE.
- Revised RIDE CECE standards to align with DCYF/BrightStars.
- Created policy to include all licensed centers, family child care homes, and public schools providing CCAP in BrightStars.

Program Quality Improvement

Goal: Provide support programs to achieve and maintain higher levels of quality.

Accomplishments:

- 
- Developed formula and process for providing tiered quality award payments through the Child Care Assistance Program with higher rates paid to higher quality programs.

- 
- Developed interim program improvement grant process and provided grants to programs participating in BrightStars or RIDE TA.



2013-2014 Plans for Program Standards and Program Quality Improvement

PSA

- ★ Revise and align measurement practices and forms (DCYF licensing, BrightStars, RIDE Approval).
- ★ Support programs to transition to new license/approval under new standards.
- ★ Release Common Application.
- ★ Begin process to validate the effectiveness of BrightStars.

PQI

- ★ Provide Program Quality Improvement Grants via the PD/TA Center
- ★ Continue to Implement Quality Awards
- ★ Develop and provide supports for facilities and technology

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Workforce Development

Goal: Improve the knowledge, skills and credentials of the early care and education workforce.

Accomplishments:

- 
- Conducted workforce study to inform implementation of PD/TA Center, work with Higher Ed and T.E.A.C.H.
 - Completed the development of workforce knowledge and competency (WKC) frameworks for Teachers and Teacher Assistants, Family Child Care and an Addendum for Special Education.
 - Aligned higher education coursework and credentials with WKC frameworks.
 - Expanded access to higher education through T.E.A.C.H.



2013-2014 Plans for Workforce Development

Workforce Development

- ★ Report workforce study findings
- ★ Ensure access to college credentials are aligned (TEACH, Level I resources)
- ★ Increase the availability and accessibility of high quality professional development opportunities that are aligned with RI's new WKC's via the Professional Development/Technical Assistance Center
- ★ Work with Higher Ed to develop innovative, accessible BA teacher preparation programs which meet the needs of the existing workforce
- ★ Assist CCRI to achieve NAEYC accreditation

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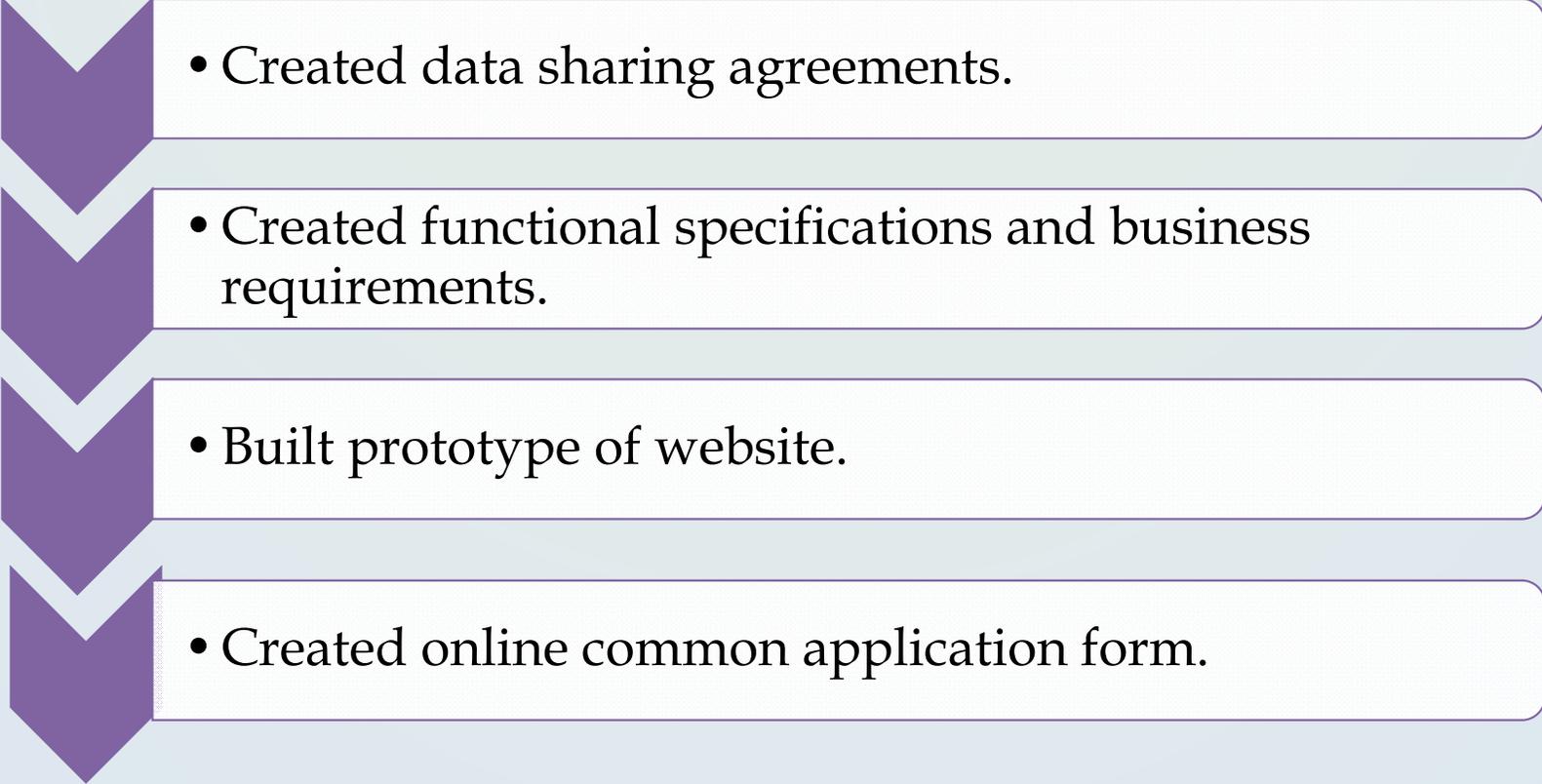
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Early Care and Education Data System

Goal: Create an Early Care and Education Data System (ECEDS) to track information on 1) young children's participation and attendance in early learning programs, 2) young children's learning and development, 3) early learning programs and classrooms, and 4) the early learning workforce.

Accomplishments:

- 
- Created data sharing agreements.
 - Created functional specifications and business requirements.
 - Built prototype of website.
 - Created online common application form.

Grant Management

Goal: Align work across state agencies, leverage public and private resources, and monitor and communicate progress on grant's goals and targets.

Accomplishments:



- Organized project staffing and support structures.



- Created multi-year communication plan.



- Drafted sustainability planning process.



- Ensured TA support for state teams.



2013-2014 Plans for Data and Grant Management

Data

- ★ Roll out of ECEDS in phases, starting with programs
- ★ Continue development of data warehouse
- ★ Ensure the ECEDS system answers key policy questions
- ★ Assist programs in using the ECEDS data system through technology supports (grants, training)

Grant Management

- ★ Increase communication with key stakeholders
- ★ Continue to plan strategies for sustainability
- ★ Continue to monitor progress and provide support to achieve grant goals and deliverables

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