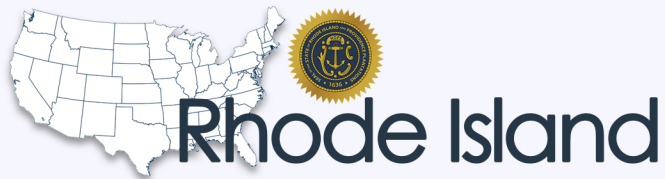


# Early Learning Challenge

## 2016 FINAL PERFORMANCE REPORT



JUNE 2017





**Race to the Top - Early Learning Challenge  
Final Performance Report**

**CFDA Number: 84.412**

*Rhode Island  
2017*

Revised Due: 4/3/2017

U.S. Department of Education  
Washington, DC 20202



*Performance Report: Cover Sheet*

**General Information**

- 1. PR/Award #: S412A120033
- 2. Grantee Name (Block 1 of the Grant Award Notification.): Office of the Governor
- 3. Grantee Address 82 Smith Street Providence, RI 02903
- 4. Project Director Name: Ken Wagner Title: Commissioner  
Ph #: 401-222-8706 Ext: (extension) Fax #: Enter fax number.  
Email Address: ken.wagner@ride.ri.gov

**Reporting Period Information**

- 5. Reporting Period: From: 01/01/2012 To: 12/31/2016

**Indirect Cost Information**

- 6. Indirect Costs
  - a. Are you claiming indirect costs under this grant? Yes No
  - b. If yes, do you have an Indirect Cost Rate Agreement(s) approved by the Federal Government?  
Yes No
  - c. If yes, provide the following information:  
  
Period Covered by the Indirect Cost Rate Agreement(s):  
From: 7/1/2015 To: 6/30/2016  
From: 7/1/2016 To: 6/30/2017  
Approving Federal agency: ED HHS Other: please specify.  
(Attach current indirect cost rate agreement to this report.)

**Certification**

- 7. The Grantee certifies that the state is currently participating in:  
  
The Maternal, Infant, and Early Childhood Home Visiting program (see section 511 of Title V of the Social Security Act, as added by section 2951 of the Affordable Care Act of 2010 (P.L. 111-148));  
  
Yes  
No



## Executive Summary

The Executive Summary is the State’s opportunity to tell the story of its Race to the Top—Early Learning Challenge (RTT-ELC) Grant. Reflect on your State’s accomplishments over the grant period and, in a couple of pages, share (1) the vision for RTT-ELC in your State (2) What has changed in the State and in early learning programs as a result of RTT-ELC (3) the lessons learned in implementing a comprehensive reform agenda. You may also want to share planned next steps for this work. The Executive Summary should be no more than ten pages in length.

## **Vision and Progress**

Since 2006, the staff at the Rhode Island Department of Education has worked to shift the focus of the state's early childhood efforts to prioritize children's learning and development. While much progress was made towards this goal between 2006 and 2011, the RTT-ELC grant accelerated Rhode Island's progress. Specifically, the RTT-ELC grant offered the state the opportunity to formalize a cohesive, coordinated vision among five state agencies and accelerate Rhode Island's progress toward operationalizing this vision by providing significant resources and supports to early learning programs and families.

Specifically, during the 5 years of RTTELC, the following key aspects of the state's vision were realized:

- A governance system among state agencies was formed to support collective, data-driven decision-making and to monitor project implementation;
- Aligned sets of standards for programs, workforce, and children were created that resulted in a common, cohesive focus on children's learning and development;
- Increased numbers of early learning programs engaged in the state's program quality continuum;
- The early learning workforce was increasingly engaged in high-quality professional development and college courses aligned with workforce competencies for teachers; and
- More Rhode Island children received comprehensive developmental screening and referral for indicated services or supports prior to kindergarten entry.

***Governance:*** RTT-ELC provided state staff with an opportunity to create a more formal governance structure to support the collaborative efforts across several state agencies, including the Rhode Island Department of Education (RIDE), the Department of Children, Youth, and Families (DCYF), the Department of Health (DOH), the Department of Human Services (DHS), and the Office of Health and Human Services (OHHS) with children's early learning and development at the center of the conversation. The lead agency, RIDE, was able to expand beyond its small staff to create an infrastructure characterized by deep knowledge, skills, and experience in early childhood education. The RIDE team led the core project teams and provided the expertise of knowledgeable early childhood educators necessary to develop policies and programs, which reflected research and best practice in early learning. An overarching Coordinating Team, consisting of leadership from each agency and RI KIDSCOUNT, was used to facilitate key decisions. Stakeholder input and feedback was successfully incorporated via a number of pathways including coordination with the Rhode Island Early Learning Council, community focus groups, surveys, and public hearings. These structures allowed for coordination of vision, messaging, and transparent outcome-focused reporting across the agencies that administer the state's early childhood programs. To support data-driven decision-making, Rhode Island developed an Early Childhood Education Data System (ECEDS), the state's early learning data system, to provide actionable information to all state agencies, the Early Learning Council, and the Children's Cabinet. This coordinated governance was designed to ensure accountability through a constant check of implementation against the vision to ensure policy, programming and

supports were centered on improving outcomes for all children, including but especially for children with high-needs.

***Aligned Standards:*** Rhode Island's RTT-ELC grant provided the resources to develop and align a series of foundational documents which would articulate clear, research-based expectations for the programs, children, and the workforce that set a foundation for an aligned, cohesive, educational approach to early learning. Rhode Island revised and expanded an existing set of Early Learning Standards to create the Rhode Island Early Learning and Development Standards (RIELDS) for children birth to age five. Building on the RIELDS, Rhode Island developed foundational program standards and workforce knowledge and competencies documents. This included an aligned set of program standards for childcare licensing, the state's TQRIS, BrightStars, and RIDE's Comprehensive Early Childhood Education approval standards, which articulated expectations for early learning programs regardless of auspice (e.g. childcare, public school). It also included Workforce Knowledge and Competencies for key roles in the early learning system. These documents defined expectations for what the workforce should know and be able to do, by role, to support children's learning and development. The use of early learning standards as the foundation for RI's work enabled the workforce, professional development providers, and early care administrators to share a common understanding of child development and to inform quality adult-child interactions in order to improve outcomes for children.

***Engagement in Quality Improvement and Workforce Development:*** With a clear vision, a mechanism for monitoring interagency decision-making and project implementation, and core standards in all areas in place, Rhode Island was able to design and provide resources and supports to programs, early learning professionals, and children and families so that the high expectations articulated in the standards could be met. These supports incentivized programs and professionals across multiple sectors to engage in the system and embark on a path of continuous quality improvement and professional development. Additionally, families were provided access to comprehensive information to assist them to support their child's learning and development; including information about developmental screening, supporting their child's learning and development, and choosing high-quality early learning programs. As a result, more programs are focused on and engaged in quality improvement:

- 703 of 863 (81.5%) early care and education programs in Rhode Island engaged with and were rated in the state's Tiered Quality Rating and Improvement System- BrightStars.
- 703 programs have a quality improvement plan in place.
- 103 programs mitigated safety issues around group-size in childcare centers.
- 428 programs engaged in research-based technical assistance to improve their program quality.

With a baseline rating, programs became eligible for resources and supports to help improve the quality. More than \$10M was infused into the state's early learning programs that resulted in 284 programs improving one or more levels in quality to date.

Early care and education professionals received more than \$15M in workforce resources including professional development, access to adult education including GED, ESOL and high-quality post-secondary education courses that supported children's learning and development focused on one vision of child success. Rhode Island realized significant improvements to the post-secondary educational system, which includes an AA degree program with NAEYC accreditation and the development of the Institute for Teaching and Learning – a teacher preparation pathway designed specifically to support individuals currently working in the early learning field. Finally, Rhode Island implemented a T.E.A.C.H. scholarship program for educators ready for admission to an A.A. or B.A./B.S teacher-preparation program and working 30 or more hours per week in an early childhood program. These scholarships require sponsorship and a financial contribution from the center by which the educator is employed. As a result, Rhode Island has a higher-qualified, well-informed workforce:

- Over 5,768 workforce members participated in high-quality professional development, adult education, and/or post-secondary education.
- 3,729 workforce members received training in the B-5 Early Learning and Development Standards.

***Comprehensive Developmental Screening and Referral:*** The ultimate goal of the RTT–ELC grant is to improve the well-being of Rhode Island's children and families. In addition to the benefits of having a higher-qualified workforce, higher-quality, safer programs, the impact on children and families include the following:

- 386 parents received training on the state's early learning and development standards and over 211 facilitators were trained.
- More than 14,800 children received a developmental screening through their primary care office.
- More than 7,000 children have had access to safer facilities, high-quality learning materials and high-quality curriculum through a LISC facilities grant.

#### **Other Progress**

- ***Kindergarten Entry Profile:*** Rhode Island also made significant progress in the development of a Kindergarten Entry Profile (KEP) as part of its participation in the K-3 Formative Assessment Consortium, funded by an Enhanced Assessment Grant and led by North Carolina. The assessment is scheduled to be complete in the time for implementation in the 2017-2018 school year. If implemented statewide, the KEP will allow Rhode Island to obtain a baseline picture of what children know and are able to do at kindergarten entry. This information, in coordination with other information contained in the Early Care and Education Data System, will be used to guide the state's future efforts to improve its B-5 early learning system and further ensure that Rhode Island capitalizes on the unmatched potential of the early childhood



years with strategic, data-driven, effective priorities that support children's learning and development.

- ***EI/ESCE Aligned Child Outcomes Policies, Procedures and Requisite Training:*** Rhode Island made significant progress in developing aligned policies and procedures between Early Intervention and Early Childhood Special Education which meet OSEP's Child Outcomes Measurement requirement. Ten (10) online training modules were created to support RI LEA's and EI programs in their transition to the new Child Outcomes Summary Process. Over 250 participants have accessed these modules as of this time. In addition, professional development opportunities were offered to Early Intervention and Early Childhood Special Education personnel to ensure full access to all RTT: ELC initiatives. The Rhode Island Early Learning and Development Standards-Foundations course for Early Intervention providers and training on evaluation instruments such as the Bayley and Brigance which support evaluation practices when assessing young children for special education eligibility.
- ***Data:*** Over the past year, Rhode Island has made significant progress in the development of the Early Care and Education Data System (ECEDS). Toward the end of 2016, the state completed and implemented the functionality to support a Universal Program Application in 2016. The Universal Program Application (UPA) allows program administrators to link the data in the early care and education data system's program profile with the data on the program's staff in the workforce registry and allows the administrator to use this data to complete applications across the program-quality continuum (DCYF license renewal, BrightStars and CECE approval). State agency leads can also login to the ECEDS to review and approve applications across the program quality continuum and run reports. In addition, the Center for Early Learning Professionals offered technology grants in the summer of 2016 to center-based programs and to licensed family childcare programs who were ineligible to receive technology through the family childcare union; 27 grants were awarded totaling just over \$25,000. Finally, a template for the Annual Workforce Report was drafted and data from ECEDS was extracted from the Workforce Registry to support the report. The first iteration of the report was finalized in the 1st Quarter 2017. The report is designed to show the demographics of the early education workforce. Information included in the report will be both self-reported, for example previous experience and professional development participation; as well as provided by the employer as evidence of standards or compliance with regulations.

### **Lessons Learned**

Rhode Island learned several key lessons as a result of leveraging the RTT-ELC grant to formalize a cohesive, coordinated vision among five state agencies and accelerate Rhode Island's progress toward operationalizing this vision by providing significant resources and supports to early learning programs and families as follows:

#### **Successful State Systems**

- ***Agency Coordination with Strong Community Engagement is Critical:*** Establishing this project as a multi-agency collaboration with a strong connection to the community through coordination with the Rhode Island Early Learning Council was successful. In fact, the engagement of the Rhode Island Early Learning Council has provided a vehicle for the State to

continue to set goals around the development of high-quality systems of early childhood education and care for children in Rhode Island. This approach helped the state progress more quickly towards an aligned and cohesive system than ever before. However, while there was significant progress, there is a risk that the state will lose some of that cohesion and alignment over time if the inter-agency systems to coordinate work put in place during the grant are not sustained.

- ***The Set-Up and Administration of Grant Tasks Take Time:*** It is important to allow enough time in the work plan to put in place an implementation structure including hiring staff, putting in place contracts with vendors and consultants, creating mechanisms for cross-agency communication and decision-making such as cross-agency committees and data sharing agreements. Not allowing for this ramp-up time, complicates and hampers progress against the project goals.
- ***Evaluation and Evidence are Needed for Sustainability:*** Advocating for the sustainability of key aspects of the initiative has been challenging without an evaluation. While would have been unrealistic to expect significant changes to child outcomes in the timeframe of the grant, it would have helped to have some level of evaluation of the core elements of the initiative.
- ***Building Data Systems Requires Specialized Skills and A Nimble Structure:*** Building large longitudinal data systems is challenging for any entity, but especially challenging for state agencies. It is challenging for state agencies to compete with private business to attract the staff with needed skills. As a result, hiring data system staff took an extraordinarily long time. Fortunately, the Rhode Island Department of Education had the infrastructure for the system already in place from the first Race to the Top initiative. In addition, it is often challenging for staff to keep up with the rapidly changing innovations in technology to make sure the system continues to be productive, efficient and user friendly.
- ***Data Governance Should be Prioritized:*** Rhode Island's participating agencies should have put data governance in place much earlier in the project. This would have prevented delay in developing data sharing agreements. Despite Federal technical assistance, Rhode Island is still struggling to implement effective data governance.

### **High-Quality, Accountable Workforce and Programs**

- ***Alignment is Important for Educators, Programs and Students:*** The alignment of regulations and quality standards supported stronger coordination and monitoring between agencies and will help ensure Rhode Island is able to establish and sustain high quality early learning programs with highly qualified educators.
- ***A TQRIS Can Support A Mixed Delivery System:*** It is possible to successfully implement a TQRIS that serves a mixed delivery system including public schools, centers, and family childcare homes. We believe this is important to ensure that all children have access to high quality early learning opportunities.

- ***Policy and Supports Are Critical Levers to Incentivize Program Improvements:*** Using policy levers and supports, it is possible to get large numbers of programs to participate in the TQRIS and to help the programs make improvements; with large numbers of programs coming into the system at the same time, quality improvement is normalized and programs are less concerned about participating. Specifically, Rhode Island passed new policy that required all programs serving CCAP children be enrolled in the TQRIS. It also provided a myriad of quality improvement supports and incentives to help programs make quality improvements. Finally, the TQRIS was a successful lever for system wide professional development on the standards. For example, because RIELDS training is required in BrightStars (and also linked to improvement in child outcomes), the state was able to reach many more staff with training than ever before, contributing to overall program quality.
- ***Remediating Teaching and Learning is Challenging:*** It is much easier to remediate technical barriers to quality improvement than it is to remediate good teaching and learning; this has been really hard to support and monitor across the system.
- ***Standards Help Make the Case for Public Investment:*** The Rhode Island Early Learning and Development Standards have helped build a much stronger case for public investment in education.
- ***Clear Education Pathways Help Develop the Workforce:*** Creating workforce knowledge and competencies for early care and education professionals and fostering the development of education pathways aligned to those competencies has helped increase the education levels of the workforce. However, it is important to create on-ramps to those pathways for lower-educated people and people who are bi-lingual. While Rhode Island made significant progress in creating education pathways for the ECE workforce, it did not create on-ramps to those pathways for lower-educated people, or establish an entry-level credential. And despite the fact that most of the workforce is bi-lingual, Rhode Island has not yet created a bi-lingual education pathway.
- ***Low Wages Undermine Workforce Development Efforts:*** Like many states across the country, Rhode Island's community-based ECE workforce receives very low wages compared to its public school peers. The low wage structure for early care and education, leads to high turnover rates, necessitating ongoing training and development of the workforce. Until Rhode Island can achieve greater compensation parity across education settings, it will continue to struggle to develop a highly effective workforce.

## **Sustainability and Next Steps**

Rhode Island released its sustainability report “Funding to Exceed: Sustaining a World Class Early Childhood System that Supports the Well-being and School Readiness of Rhode Island's Youngest Learners” in November 2015. The report was distributed broadly to the early learning community, state legislative leaders, and state and national policy leaders. It was also used to orient new state agency leadership to the work of RTT-ELC. As a result of Governor Raimondo taking office in January of 2015, every participating state agency had new leadership in place during the critical time of budget construction. Every effort was made to orient new state leaders and to advocate for prioritization of ongoing RTT-ELC efforts.

The Department of Education completed a corresponding FY17 state budget request on behalf of all state agencies. The sustainability report helped inform internally and externally the impact of RTT-ELC and provided a framework to make decisions focused on outcomes for children. The Coordinating Team determined the state’s capacity to work toward innovative funding streams was not feasible while still actively implementing RTT-ELC and recommended to the leaders of each state agency, that the a state investment in early childhood education was necessary to continue the outstanding work. The recommended annual funding was just under \$10M. The participating state agency leadership reviewed the proposal and priorities and approved a submission of a \$4.9M FY17 state budget request to the Governor in December 2015. In early 2016, the Grant Officer and Associate Director and RIDE leadership met regularly with the Governor’s staff to review the budget proposal and, as requested, submit revised constrained budgets. The constrained budgets proposed realized savings by prioritizing the RTT-ELC efforts that most directly impacted children and proposed consolidated governance approaches which were better aligned to state agency expertise. In February 2016, the Governor’s proposed budget was released with \$1.6M in RTT-ELC funding consistent with the Governor’s goals of expanding state funded pre-K and continuing the momentum set by RTT-ELC.

The sustainability report also provided a unified platform for the ongoing advocacy work on the importance of early care and education. On Monday, May 16, 2016, Governor Gina Raimondo's Summit on Early Education and Care was held, focused on creating opportunities for Rhode Island's youngest learners from birth through age 8. The Summit was coordinated through a partnership among the Governor's Office, the National Governors Association Center for Best Practices, and Rhode Island KIDS COUNT. Keynote remarks were provided by Bette Hyde, Ph.D., Former Director of Washington State's Department of Early Learning. Local leaders and key stakeholders advocated for continued support of early childhood education. Afterward, several state department heads shared their thoughts on the early learning and education system. In June 2016, Rhode Island’s Kidscount released a policy brief “Investing in the Future: Financing Early Education & Care in Rhode Island” highlighting the importance of access to high-quality childcare and state funded Pre-K.

Unfortunately, when the House released its budget, the Governor’s proposed funding for RTT-ELC was cut. Despite last minute efforts by community advocates, the signed FY17 budget did not include RTT-ELC funding. However, Rhode Island’s youngest children will have additional resources in FY17. Rhode Island received \$5.2M to expand state funded Pre-K and an additional \$8.3M for the childcare assistance program’s subsidies.

The Department of Human Services will be resourcing the following activities at a reduced capacity in FY17 after RTT-ELC through the quality set-aside of the Childcare Development Block Grant:

Adult GED and ESOL classes, BrightStars, the Center for Early Learning Professionals, the Childcare Facilities Fund, and supports for the workforce to obtain post-secondary education.

The Department of Education will fund two early childhood positions through their state agency budget, a Coordinator of Early Childhood Education and an Education Specialist, to focus on Pre-K initiatives. The Department of Education is working with the Department of Children, Youth and Families and the Department of Human Services to determine next steps for continuation of the early learning data system.

Rhode Island's Department of Health (DOH) work around supporting screening and response to screening was designed to be sustainable once the system was put into place. Since 2013, DOH supported 39 practices to implement standardized developmental screening using an electronic system. All but 10 of the practices, one of these practices disbanded, have chosen to cover the cost of the electronic system. DOH has created a sustainable referral hotline and has streamlined the referral protocol for families to engage in services. Finally, DOH will continue to work on systems issues as part of its commitment to a comprehensive early childhood system.

Rhode Island's advocates, including the Early Learning Council and state agency leadership, will work toward developing a proposal and advocacy strategy for the FY18 budget.

## Core Areas

### A. Successful State Systems

#### **Aligning and coordinating early learning and development across the State (Section A(3) of Application)**

##### **Overall Accomplishments**

Reflect and relate your accomplishments during the four-year grant and No-Cost Extension period in aligning and coordinating early learning and development across the State.

Please report on your progress against all applicable goals, targets, and projects in the State's application. Provide an overall assessment of your grant implementation (you may want to explain the major accomplishments in the projects you outlined in your RTT-ELC Project Plan, identify strategies used, and how identified challenges and lessons learned will inform future work). Discuss how RTT-ELC funds contributed to project goals and outcomes. Include evidence and data to support your discussion (e.g., tools created, student outcomes, survey results, changes in instructional practice).

Rhode Island realized the following key accomplishments in policy and systems development by fully implementing its coordinated system to support programs, the workforce and children:

- Increased participation in the state's TQRIS, BrightStars;
- Increased program quality;
- Increased developmental screening rates; and
- Integrated data collection through the newly developed early care and education data system.

### **Governance Structure**

Please provide any relevant information and updates related to the governance structure for the RTT-ELC State Plan (include information on the organizational structure for managing the grant, and the governance-related roles and responsibilities of the Lead Agency, State Advisory Council, and Participating State Agencies).

The RTT-ELC grant was awarded under the administration of Governor Lincoln Chafee, and as described in Rhode Island's application, the Race to the Top Early Learning Challenge State Plan was administered by the Lead Agency, the Rhode Island Department of Education (RIDE), in partnership with four Participating State Agencies (PSAs). As the Lead Agency, RIDE was responsible for ensuring that the State Plan is effectively carried out, that the overall budget for the grant is properly managed, and that Memorandums of Understanding (MOUs) executed between RIDE and each of the PSAs, including the Scope of Work for each MOU, are carried out efficiently and effectively toward meeting the timelines and achieving the goals outlined in the State Plan.

Each PSA had the authority to make decisions for the programs and services that fall under the jurisdiction of its agency. Rhode Island's plan comprised of seven key project areas: Aligning and Measuring TQRIS, Using Early Learning and Development Standards, Improving Program Quality, Improving the Knowledge and Competencies of the Workforce, Implementing Effective Child Assessment, Building an Early Learning Data System, and Grant Management. During policy development, Core Teams were assigned to each of the key project areas. The Core Teams, comprised of state agency staff, were responsible for implementing the activities outlined within the scope of work, and they each meet on a weekly or biweekly basis.

Leadership and oversight for implementation of the state's plan was provided by the Coordinating Team. The Coordinating Team was comprised of representatives from each PSA, Core Team and Rhode Island Kidscount. The Coordinating Team met as necessary to discuss policy questions and implementation plans, review the status of projects, discuss any major challenges, maintain alignment among project policies and activities, and discuss and confirm any necessary adjustments to the budget, scope of work, and implementation plans. Disputes or issues that were unable to be resolved by the project core teams and coordinating team were escalated to the executive committee, comprised of the directors of each participating state agency.

Rhode Island's Early Learning Council had an active role the RTT-ELC grant. The Early Learning Council created six subcommittees to align with each of the six RTT-ELC core teams. Subcommittees of the Early Learning Council were tasked with using a data driven approach to understand gaps and barriers and make policy recommendations to the Council in the focus areas of the state's strategic plan (both within and outside the RTT-ELC grant work). The subcommittees meet as needed and served as the forum for engaging key stakeholders from the early childhood community in the work of RTT-ELC. In addition to convening the subcommittees and council meetings, the Early Learning Council Coordinator and co-chair actively participated in the Coordinating Team.

The 2014 gubernatorial election brought changes to leadership in Rhode Island. Governor Gina M. Raimondo was elected and took office in January 2015. Changes in leadership were announced shortly after the inauguration impacting both the lead and each participating state agency. Governor Raimondo also reconvened the Rhode Island Children's Cabinet in July 2015. Pursuant to R.I.G.L. §42-72.5 (1-3), the Children's Cabinet is authorized to engage in interagency agreements and appropriate data-sharing to improve services and outcomes for children and youth. The Children's Cabinet is comprised of executive level agency directors. In December 2015, the Children's Cabinet adopted a strategic plan, which identified five desired outcomes for Rhode Island Children and Youth:

1. Physically Healthy and Safe

2. Behaviorally Able and Emotionally Hopeful
3. Academically Empowered and Career Ready
4. Civically, Culturally, and Socially Engaged
5. Supported by Stable Families and Communities

The objectives are shared and coordinated across agencies. The Children's Cabinet works in tandem with the Rhode Island Early Learning Council. The Early Learning Council is advisory to the Children's Cabinet and inclusive of both community and agency staff. The Council informs the Cabinet through data of local and national best practices. The Council is co-chaired by KIDS COUNT Executive Director Elizabeth Burke Bryant and Ken Wagner, Commissioner of Elementary and Secondary Education.

In 2015, The Early Learning Council revised their state plan and drafted and presented a comprehensive plan and recommendations for Rhode Island's youngest children through 2020. The approved plan was presented to the Children's Cabinet in June 2016 and the adoption of the recommendations is pending.

The Coordinating Team's primary focus in 2016 was sustainability and close out. Rhode Island released its sustainability report "Funding to Exceed: Sustaining a World Class Early Childhood System that Supports the Well-being and School Readiness of Rhode Island's Youngest Learners" in November 2015. The Department of Education completed a corresponding FY17 state budget request on behalf of all state agencies. The sustainability report helped inform internally and externally the impact of RTT-ELC and provided a framework to make decisions focused on outcomes for children. Although the state budget did not allocate funds directly to the RTT-ELC sustainability, the Coordinating Team continued to meet throughout 2016 to continue the cross-agency decision-making on key initiatives. In addition, the Coordinating Team met to review impact of key activities as they related to grant deliverables and to plan for post RTT-ELC collaboration.

### **Stakeholder Involvement**

Describe State progress in involving representatives from Participating Programs, Early Childhood Educators or their representatives, parents and families, including parents and families of Children with High Needs, and other key stakeholders in the implementation of the activities carried out under the four-year grant and No-Cost Extension period.



Rhode Island was intentional in taking steps to ensure that the public was engaged and involved in the implementation of activities of the grant. Opportunities for gathering input and recommendations from the early childhood community were plentiful and provided through a number of mechanisms including the Early Learning Council, public forums, focus groups, informational meetings, online surveys, and through focused outreach. Throughout grant implementation, solicited recommendations were reviewed for consideration by the Core Teams, the Coordinating Team, the communications team and summaries of all community feedback sessions were provided to the Early Learning Council's subcommittees.

Rhode Island recognized the need to communicate and inform key stakeholders of the decision-making process in the development of key policies. Rhode Island disseminated more than 50 documents including tip sheets, informational briefs and technical papers, to key stakeholders in the early childhood community. These communication pieces provided transparency our decision-making process by providing detailed information on the key decision points, the process used in considering public recommendations, the rationale for final decisions and suggestions on how to implement. Formal technical papers were created for the development of workforce knowledge and competencies, and program standards alignment to document the process for these large pieces of work.

Rhode Island contracted with a communications vendor to develop a communication strategy and to provide support to the overarching communication of grant activities. An annual communications plan was developed and implemented between 2013 and 2016. The Grant Officer convened a communications team, comprised of state agency staff, key vendors implementing the work of the grant, and early childhood leaders. The team met regularly for three years to monitor the ongoing communication of the RTT-ELC activities and made recommendations to ensure the right messages were reaching the right audiences. Annually, Rhode Island revised its communication plan and strategized for improvement based on feedback from an annual survey and input from the communications team.

Rhode Island chose a brand- Exceed - Rhode Island's Early Childhood Commitment – to demonstrate the state's collaboration and to articulate the grant's initiatives. Based on that brand, Rhode Island developed protocols to ensure branding recognition; for instance, each participating state agency added the Exceed logo to its website, and staff email signatures link to the Exceed website. All communications began to utilize the branding standards starting in 2013 including: the website, social media, documents and deliverables. The communications team helped to develop protocols for regular updates to the website for each intended audience: Families, Professionals, and Programs. The development of the Exceed website and social media and regular e-news communication improved the knowledge of the RTT-ELC grant's initiatives progressively year after year.

The Rhode Island Early Learning Council served as a key vehicle for ensuring stakeholder involvement. The Council includes leaders from an array of organizations and constituencies in the Rhode Island early learning community, including Head Start, Early Head Start, Center-based and Family Childcare, pre-school special education, public schools, Early Intervention, state-funded Pre-K, pediatricians, higher education, and a variety of community members and met quarterly. Subcommittees also met quarterly. The Council provided input and feedback on grant implementation as it related to the Council's strategic goals and communicated the implementation of the grant's activities to a wide group of stakeholders. The Early Learning

Council was regularly apprised of RTT-ELC accomplishments and challenges through a written monthly update and regular subcommittee and council meeting updates.

Rhode Island is a small state and was able to take a "boots on the ground" approach to communications to ensure all stakeholders knew the key activities of the grant. In order to improve the initial response rate of the Workforce Study in 2012, state agency staff went out to programs to spread the word about the need for study participation, and provided information on new activities and supports available to the early childhood community through the RTT-ELC grant. This approach received overwhelming positive feedback and a plan was put in place to ensure more face-to-face contact between the Participating State Agency staff responsible for policy development and community stakeholders. State agency staff made hundreds of in-person visits to childcare centers, public schools and family childcare homes to support the implementation of Starting Stars, Rising Stars, and use of the early care and education data system. Participating State Agency staff also offered more than 35 general information sessions, which included an opportunity for dialog between the early childhood community and the state leaders. The first informational session, From Policy Development to Implementation, was offered in October 2013, at Rhode Island's Early Childhood Conference. Inspired by the overwhelming positive feedback from the first session, Rhode Island's state agency staff presented regularly at conferences and set up more than 25 sessions to present on the grant's progress and activities.

### **Proposed Legislation, Policies, or Executive Orders**

Describe any changes or proposed changes to state legislation, budgets, policies, executive orders and the like that had an impact on or was the result of the RTT-ELC grant. Describe the expected impact.

Throughout the five-year grant period, a number of policies, executive orders, legislation and advocacy efforts impacted the RTT-ELC grant implementation as follows:

#### **Alignment of the State's Continuum of Program Quality Standards**

Policy changes were required to implement the activities of Project 3 related to program standards alignment. In 2013, Rhode Island's RTT-ELC State Plan resulted in significant policy changes to align the State's continuum of program quality standards in 2013. Rhode Island had three different sets of program quality standards governing early care and education programs: childcare licensing regulations, TQRIS standards, and preschool programs standards, administered by three different state agencies. The RTT-ELC State Plan committed to revising and aligning these different sets of program quality standards, each requiring policy changes.

#### ***DCYF Childcare Licensing Regulations***

In November 2013, The Department of Children, Youth and Families, promulgated Childcare Program Regulations for Licensure. DCYF's licensing regulations are considered the "floor" of quality and represent a "pre-level" on the continuum of standards. After 20 years without revision, these regulations were revised based on the latest research and knowledge of best practices to promote safer, healthier, and more enriching environments for young children. Raising the quality floor must be done with regulations that are reasonable, achievable, and enforceable. All of the changes were guided by the latest research in the field and industry best practices. In 2014, the Department of Children, Youth and Families initiated the process to promulgate the final component of that continuum, the Family Childcare Home and Group

Family Childcare Regulations for Licensure. The public hearing for the policy change was held in November 2014. Early in 2015, promulgation of the Family Childcare Home and Group Family Childcare regulations was delayed due to Executive Order 15-07. Executive Order 15-07 outlines the importance of up-to-date, transparent regulations that use rigorous analysis to balance health, safety, welfare, and the environment against the need to minimize regulatory burdens on Rhode Island businesses and individuals. Agencies must submit proposed regulations and associated documents, including an economic impact statement as defined in EO 15-07, to the Office of Regulatory Reform (ORR). DCYF completed and submitted revisions to the office of ORR in 2015. In 2016, under new agency leadership, DCYF initiated the process to revise all sets of regulations including the Family Childcare Home and Group Family Childcare Regulations for Licensure and the Child Care Center Regulations for Licensure. Building upon the alignment work completed under RTT-ELC, the goal of these revisions is to further clarify terms to remove ambiguity related to the practices and structures that need to be in place in early childhood settings. The revised Child Care Center Regulations for Licensure will be promulgated in spring 2017 and the revised Family Childcare Home and Group Family Childcare Regulations for Licensure Goal will be promulgated by the end of summer 2017.

Executive Order 15-07 and the changes resulting from new agency leadership and a focus on improving Rhode Island's business climate impacted our ability to promulgate revised regulations for Family Childcare, resulting in a missed deliverable and ultimately impacted our ability to improve the quality of family childcare homes.

BrightStars TQRIS and the Starting Right Childcare Assistance Program.

In October 2013, the Childcare Assistance Program (CCAP) Rules and Regulations were promulgated by DHS. Incorporated into the rules was the addition of BrightStars TQRIS Standards. BrightStars, the state's five-star quality rating system, is designed to assess and differentiate the quality of early care and education settings on indicators that are most important to improving child outcomes and promoting school readiness. A number of changes were made to the standards in an effort to more meaningfully differentiate quality and to include indicators that are more closely linked to child outcomes and school success. Specifically, BrightStars revisions made important changes to encourage stronger screening and assessment practices consistent with National Research Council's report on early childhood assessment including the addition of the Classroom Assessment Scoring System (CLASS). Standards were also included which emphasized inclusive program settings for children with developmental delays and disabilities and place a greater emphasis on family engagement.

In addition to including the BrightStars standards into the CCAP rules, the requirement for all CCAP Programs to participate in BrightStars was added. By virtue of receiving DHS CCAP approved childcare provider status, approved childcare providers were automatically awarded a temporary "Starting Star" designation within the Quality Rating and Improvement System. Programs were given six months to submit an application from BrightStars or automatically be awarded a Star Level One. To encourage programs to apply to BrightStars for a higher star rating, the CCAP Rules included the availability of Quality Awards. Quality Awards off-set the cost of operating at levels 3, 4 or 5 in BrightStars for programs enrolling at least 10% children receiving subsidized childcare. In 2014, the CCAP Rules were revised further to include language describing the availability of Quality Awards to programs at rated BrightStars level 3, 4, or 5, as the Quality Awards are separate and distinct from DHS CCAP Subsidy payments. The amendment made to

the CCAP in 2014 rules excluded Head Start and state funded Pre-K enrollment from the calculation of quality-award payments, even if the program met the eligibility criteria of providing programming for at least 10% of enrolled children receiving subsidized care. In February 2015, DHS began the rule-making process to extend quality awards to include all programs that meet the following criteria: 10% or greater of their licensed capacity as CCAP children or the program accepts CCAP children and can demonstrate that at least 10% of their capacity serves children from families that are low income (less than 200% FPL). In June 2015, the rule-making process was completed and the Quality Awards were extended to 3 new programs. 18 programs already participating were also able to include the children in Head Start and state-funded Pre-K classrooms in the Quality Award calculation.

### ***Comprehensive Early Childhood Education Standards***

Rhode Island's Board of Education adopted revised Comprehensive Early Childhood Education (CECE) Standards in June 2013. The CECE Standards for Approval were revised in 2008 and, as such, needed relatively minor revision. A major aspect of the revisions focused on changing the organizational structure of the standards to be more consistent with the Department of Children, Youth and Families (DCYF) childcare licensing regulations and BrightStars TQRIS standards. A major substantive change to the standards involved increasing the minimum amount of time a program needs to operate for CECE Approval from 12 hours per week to 13.75 hours to align with minimum requirements for kindergarten programs. Changes were also made to the CECE standards that more clearly and intentionally embedded inclusion principles throughout the standards.

### **Legislation**

Legislation passed during the RTT-ELC grant period influenced Rhode Island's grant implementation. Legislation including the Quality Family Childcare Act, the Starting Right Childcare Assistance Program, Childcare Development Block Grant Reauthorization and the FY17 budget all impacted RTT-ELC and increased funding for access to early care and education programs and, in some cases, decreased funding for quality.

### ***Quality Family Childcare Act and the Family Childcare Union***

In late 2013, the Quality Family Childcare Act provided the right of Childcare Assistance Program (CCAP) providers to choose a provider representative, subject to negotiation over the terms and conditions of the CCAP provider's participation in CCAP. In 2014, the Service Employees International Union (SEIU1099NE) filed a petition to begin negotiations with the state. Negotiations were on hold during the Governor's transition and resumed in 2015. A contract with SEIU1099NE was negotiated in the spring of 2015 and signed in June 2015. There are four key provisions of the collective bargaining agreement: the relationship between the parties, professional development and education, compensation, and administrative efficiency. The relationship between the parties includes recognition, dispute resolution (grievances and appeals), communication, parents' rights, confidentiality, economic and bureaucratic systems, and joint work on outstanding issues. Professional development and education provisions include access to high-quality professional development, addressing practical barriers to participation and advancement, and a \$250,000 training fund to support the special needs of family childcare providers. Compensation benefits include base rate increases, additional increases linked to staff education and experience, and exploration of bulk purchasing for family childcare. The components included within the contract have a projected cost of \$1.5 million over 2 years.

***Childcare Assistance Program - Access Legislation***

A number of legislative proposals for Rhode Island's children were put forth during the RTT-ELC grant period. An increase to the CCAP rates of reimbursement was included in the Governor's State budget for all CCAP Providers for fiscal year 2016. All providers received a 3% increase to their rates, and licensed family childcare providers, and license-exempt providers approved to participate in CCAP also received a \$10 increase to the infant-toddler reimbursement rate. The projected investment to support CCAP childcare providers is \$2.2 million annually. In 2016, an additional \$8.4 million in state (\$3.3M) and federal (\$5.1M) funding was added to increase access to the Childcare Assistance Program. This is the largest increase in CCAP funding in more than a decade.

The Department of Human Services began a pilot in 2013, the Transitional Childcare program, which allows families to maintain eligibility as their income increases. Prior to this pilot program, families were required to be at or below 180% of the federal poverty level to remain in the Childcare Assistance Program (CCAP). This allows families already eligible for CCAP to retain eligibility if their income rises above the initial eligibility threshold of 180% of the federal poverty level so long as it does not exceed 225% of the federal poverty level. In 2016, funding was secured for an additional year of the pilot. Also in 2015, legislation made the Department of Health and Human Services Childcare for Training pilot a permanent piece of the subsidy program, extending childcare assistance program eligibility to include families receiving job readiness training under the Governor's Workforce Board. Lastly, legislation was introduced in 2015 and 2016 that would raise the entry-level eligibility for CCAP to 200% FPL, but has yet to pass.

A Senate Resolution was introduced in 2015 requesting that the Department of Human Services develop a plan for implementing a tiered reimbursement system for CCAP - with higher rates tied to a provider's BrightStars rating and to submit a proposal to the Governor and General Assembly by the end of calendar year 2015. Although unfunded in the Governor's proposed budget, advocates continue to garner attention around the tiered reimbursement proposal.

***Childcare Development Block Grant Reauthorization***

To ensure that a comprehensive plan is in place to meet the requirements of the newly reauthorized Childcare and Development Block Grant (CCDBG), the Department of Human Services conducted various means of input as it developed the Rhode Island Childcare Development Fund state plan for 2016-2018. A survey to interested parties and the Early Learning Council, one-on-one meetings, and public listening sessions were conducted in 2015.

### **Advocacy - Permanent Legislative Commission on Childcare**

Each participating state agency participates in the Permanent Legislative Commission on Childcare. The Commission acts as an advisory body to the Rhode Island General Assembly and relevant other government bodies in order to adequately plan and advocate for the state's current and future childcare and early education needs. Annually, the Commission hosts Childcare Day for the General Assembly to promote awareness and access to high-quality early learning programs. The most recent event, held in May of 2016, had more than 150 participants. Also in 2016, the Commission held a retreat to identify key legislative priorities for the 2017 season including: supporting the early childhood workforce's professional growth with access to high-quality professional development and technical assistance, continuing access to post-secondary education, a plan to adjust the Childcare Assistance Program rates to ensure providers are at or above the 50th percentile of the market rate, establishing a plan for tiered rates connected to quality, and increasing low-income families' access to childcare.

### **Participating State Agencies**

Describe any changes in participation and commitment by any of the Participating State Agencies in the State Plan during the four-year grant and No-Cost Extension period.

Exceed's Participating State Agencies (PSAs) identified in the Race to the Top Early Learning Challenge application maintained their support and participated in the implementation of activities toward achieving the goals outlined within the state plan. The PSAs include: the Rhode Island Department of Education; the Department of Children, Youth, and Families; the Department of Health; the Department of Human Services; and the Office of Health and Human Services.

Although participation and commitment by the Participating State Agencies has not changed, staffing changed throughout the grant period. The Coordinating Team approved a number of changes to the RTT-ELC management structure to coincide with the evolving work.

At the Department of Education, the Grant Officer and Chief of Staff position were vacated in 2013. A new RTT-ELC Grant Officer and a new Chief of Staff were appointed that same year by the Commissioner of Education, and as a part of this transition, the Commissioner assumed direct leadership of the RTT-ELC Grant and directly supervised the RTT-ELC Grant Officer for the remainder of the grant period.

An amendment, submitted in August 2013, expanded the capacity at the Department of Human Services (DHS), to implement activities in grant management, quality improvement and workforce. 4 FTEs were added to support this work including an Administrator to oversee the RTT-ELC work at DHS; a contract manager for the PD/TA Center, a contract manager for the State's TQRIS and a Senior Data Systems Analyst.

The Department of Health added an additional FTE in year 3 to respond to referrals that are received from primary care providers in response to an increase in developmental screening results.

In the latter half of 2015 and through 2016 each state agency experienced some staffing changes as a result of the original award period ending; a number of key positions were vacated requiring others to pick up the remaining tasks and shepherd through the remaining deliverables. Despite the staffing changes, all of the state agencies are committed to ongoing collaboration to ensure continued alignment and successful outcomes for young children. Under RTT-ELC the agencies established a coordinating team comprised of staff from each agency. This group monitored the progress of the RTT-ELC projects. The agencies plan to continue to meet, although on a less frequent basis, on an ongoing basis. Currently, the cross agency team is developing a plan to support the Governor's goal for 3rd grade reading building upon the work developed under RTT-ELC. In addition, the agencies developed a Data Governance Board to focus on the development of the Early Childhood Education Data System. This group will be combined with the coordinating team since many of the staff overlapped. Finally, several smaller workgroups were established for focused coordination on the alignment of birth – grade 3. For example, DCYF, DHS, and RIDE developed a small working group to focus on alignment of the TQRIS.

## **B. High-Quality, Accountable Programs**

### **Overall Accomplishments**

Reflect and relate your accomplishments during the four-year grant and No-Cost Extension period in the area of improving quality in early learning programs in your State, including development and use of a Tiered Quality Rating and Improvement System (TQRIS).

Please report on your progress against all applicable goals, targets, and projects in the State's application. Provide an overall assessment of your grant implementation (you may want to explain the major accomplishments in the projects you outlined in your RTT-ELC Project Plan, identify strategies used, and how identified challenges and lessons learned will inform future work). Discuss how RTT-ELC funds contributed to project goals and outcomes. Include evidence and data to support your discussion (e.g., tools created, student outcomes, survey results, changes in instructional practice).

Rhode Island realized the following key accomplishments in improving quality in early learning programs in Rhode Island State, including development of our Tiered Quality Rating and Improvement System (TQRIS) BrightStars:

- Increased numbers of early learning programs engaged in the state's program quality continuum;
- Aligned sets of standards for programs, workforce, and children were created that resulted in a common, cohesive focus on children's learning and development;
- Increased the consistency in rating and monitoring the quality of all early learning and development programs across all aspects of the program-quality continuum.

- Improved the quality of early learning programs and expand access to High-Quality Early Learning and Development Programs for Children with High Needs by:
  - Implementing program and provider training, technical assistance, and financial rewards and incentives.
  - Expanding access to high, quality state-funded Pre-K programs

**Developing and adopting a common, statewide Tiered Quality Rating and Improvement System (TQRIS) (Section B(1) of Application).**

Please check all that apply – The State’s TQRIS is based on a statewide set of tiered Program Standards that address or are aligned with:

- Early learning and development standards
- A comprehensive assessment system
- Early childhood educator qualifications
- Family engagement strategies
- Health promotion practices
- Effective data practices

Describe progress made during the reporting year and across all five years of grant implementation in **developing or revising** a TQRIS that is based on a statewide set of tiered Program Standards.



The program-standards alignment process - to align DCYF Childcare Regulations for Licensure, BrightStars Standards, and the Department of Education Comprehensive Early Childhood Education Standards - was completed in 2013. The final continuum contains six dimensions or domains of quality. They are: 1. Health, Safety, and Nutrition 2. Enrollment and staffing 3. Staff qualifications and ongoing professional development, 4. Administration, 5. Early learning and development 6. Family engagement.

Every aspect of the continuum—from the way it is organized to the way each set of standards was revised—is grounded in a strong rationale based on research, best practices, expert opinion, and public input. A brief description of the process for each agency is discussed below.

#### DCYF’s Revision of the Childcare Licensing Regulations for Centers

DCYF’s licensing regulations are considered the “floor” of quality and represent a “pre-level” on the continuum of standards. After 20 years without revision, these regulations were revised based on the latest research and knowledge of best practices to promote safer, healthier, and more enriching environments for young children. Raising the quality floor must be done with regulations that are reasonable, achievable, and enforceable. All of the changes were guided by the latest research in the field and industry best practices. DCYF worked with the National Association of Regulatory Administrators (NARA) to draft the revisions to the childcare center licensing regulations. NARA supported DCYF in hosting initial forums and sought feedback from licensing staff and local quality monitoring and improvement experts prior to revisions. In addition, a series of focus groups and forums were held with licensed early childhood providers in the state to review draft revisions. In addition to the public input, NARA used the latest research and knowledge about best practices to guide the revisions. The resources that were used included Caring for Our Children: National Health and Safety Performance Standards for Early Care and Education Programs, 3rd Edition; a white paper by NARA entitled Strong Licensing: The Foundation for a Quality Early Care and Education System; as well as Oklahoma’s regulations, which are listed by the National Association of Childcare Resource and Referral Agencies as the best in the country. The revised regulations were then cross-walked with RIDE CECE Program Standards with a focus on streamlining health and safety and facilities requirements and ensuring structural and language alignment for early care and education programs located in public schools and as such not licensed by DCYF. Finally, the state held public hearing on the regulations as required by statute.

In November 2013, The Department of Children, Youth and Families, promulgated Childcare Program Regulations for Licensure. In 2014, the Department of Children, Youth and Families initiated the process to promulgate the final component of that continuum, the Family Childcare Home and Group Family Childcare Regulations for Licensure. The public hearing for the policy change was held in November 2014. Early in 2015, promulgation of the Family Childcare Home and Group Family Childcare regulations was delayed due to Executive Order 15-07. Executive Order 15-07 outlines the importance of up-to-date, transparent regulations that use rigorous analysis to balance health, safety, welfare, and the environment against the need to minimize regulatory burdens on Rhode Island businesses and individuals. Agencies must submit proposed regulations and associated documents, including an economic impact statement as defined in EO 15-07, to the Office of Regulatory Reform (ORR). DCYF completed and submitted revisions to the office of ORR in 2015. Information sessions on revised DCYF center-based childcare

regulations were held early in 2014 to help programs understand the new regulations and how to achieve compliance.

DCYF initiated the process to revise all sets of regulations including, the Family Childcare Home and Group Family Childcare Regulations for Licensure and the Child Care Center Regulations for Licensure. Building upon the alignment work completed under RTT-ELC, DCYF is further refining the regulations to clarify terms to remove ambiguity related to the practices and structures that need to be in place in early childhood settings. For example, in the 2013 regulations, requirements for lighting stated, “All activity rooms used for children have natural lighting through a window or a skylight directly to the outdoors.” Providers had a difficult time understanding what an activity room was, and additionally, how much light needed to be provided through these windows. DCYF has refined this to state, “Each classroom, in an existing program, has natural light through a window, windowed door, or skylight (either directly into the classroom or from a shared space), enough to provide supervision of the entire classroom without the use of artificial lighting.” Additionally, the 2013 regulations stated that programs should have 1:4 staff/child ratio for swimming. However, there was no other guidance to what age group that meant, etc. Therefore, we are proposing a “precautionary staff/child ratio” for field trips and potentially dangerous activities. This proposal outlines precautionary staff/child ratios for each age group, and there are additional regulations being put in place, to ensure safety, for when a program leaves the building. The revised Child Care Center Regulations for Licensure will be promulgated in spring 2017 and the revised Family Childcare Home and Group Family Childcare Regulations for Licensure Goal will be promulgated by the end of summer 2017.

#### Revision of the BrightStars QRIS Standards for Centers and Family Childcare

Early on in the grant, the Program Standards Alignment Core Team drafted the revisions to the BrightStars TQRIS standards. A key goal of Rhode Island's Race to the Top—Early Learning Challenge grant was to support the revision of Rhode Island's quality rating system so that it better differentiated levels of program quality. To be considered a successful rating system, programs at a higher rating level on BrightStars should produce stronger child outcomes than programs at lower levels. Accordingly, the BrightStars revisions focused heavily on identifying and measuring those aspects of program quality that would have the most impact on child outcomes.

The Core Team worked with Kelly Maxwell, Ph.D., Senior Scientist and Associate Director of the Frank Porter Graham Child Development Institute. Dr. Maxwell provided research support and used data collected from a methodologically rigorous pilot study of BrightStars to inform the initial development of the standards, as well as baseline studies of center quality, family childcare quality, and school-age childcare quality. The team was also informed by work conducted on other state systems, national research on TQRIS, and other relevant research. Revisions to the rating system were considered in the following areas: the Scoring System, Staff Qualifications, Accreditation, Ratios and Group Size, Curriculum, Child Assessment, and Family Engagement.

#### RIDE's Revision of CECE Program Standards for Approval

With the goal of incorporating multiple stakeholder perspectives, RIDE created an in-house team with wide-ranging experience and content area knowledge. Team members included early childhood teachers, administrators, education coordinators, and technical assistance providers from public preschool and community-based programs. The team also included Rhode Island

Early Learning and Development Standards (RIELDS) trainers, early childhood education college instructors, and state monitoring and technical assistance staff. In this way, the development team reflected multiple perspectives including preschool special education, child assessment, Head Start Performance Standards, National Association for the Education of Young Children (NAEYC) Accreditation Standards, and the Division of Early Childhood (DEC) Recommended Practices. The primary goal of the revisions to the CECE standards was to ensure that they were informed by research, grounded in a strong rationale that met or exceeded NAEYC standards and national Pre-K Benchmarks, and better aligned with the other sets of state standards.

**Promoting Participation in the TQRIS (Section B(2) of Application)**

Describe progress made during the reporting year and across all five years of grant implementation in promoting participation in the TQRIS. Please describe the State's strategies to ensure that measurable progress was made in this area by the end of the four-year grant period and the No-Cost Extension period.

Rhode Island made significant progress toward goals for participation in Rhode Island's TQRIS, BrightStars. Participation in BrightStars is required for programs participating in the Childcare Assistance Program (CCAP), State-Funded Pre-K, and for programs seeking Comprehensive Early Childhood Education (CECE) approval. Voluntary participation remains for licensed childcare centers, family childcare homes and for public schools. The table below shows the increase in participation from the first year of the grant (2012) to the last year of the grant (2016). There was a significant increase in participation for each program type.

<b>% of total programs participating in the TQRIS</b>	<b>2012</b>	<b>2016</b>	<b>Change</b>
State-funded preschool	75%	100%	+25%
Early Head Start and Head Start	45%	81%	+36%
IDEA, Part B, Section 619	0%	65%	+65%
Title I	0%	50%	+50%
Programs Receiving CCDF	18%	96%	+78%
DCYF Licensed Child Care Centers	15%	80%	+65%
DCYF Licensed Child Care Homes	19%	84%	+65%

This progress is due to a number of efforts put in place. Rhode Island's strategies over the five-year grant period included:

- Consistent and regular communication;
- Collaboration between agencies and vendors;
- Targeted outreach to ensure understanding and engage programs;
- Resources and supports to achieve and maintain a star rating that are described in section B(4)

***Communication***

Rhode Island chose a brand- Exceed - Rhode Island's Early Childhood Commitment – to demonstrate the state’s collaboration and to articulate the grant’s initiatives. Based on that brand, Rhode Island developed protocols to ensure branding recognition; for instance, each participating state agency added the Exceed logo to its website, and staff email signatures link to the Exceed website. All communications began to utilize the branding standards starting in 2013 including: the website, social media, documents and deliverables. The communications team helped to develop protocols for regular updates to the website for each intended audience: Families, Professionals, and Programs. The development of the Exceed website and social media and regular e-news communication improved the knowledge of the RTT-ELC grant's initiatives progressively year after year.

In December 2013, a formal outreach and marketing plan was developed by BrightStars in conjunction with the Department of Education, the Department of Human Services, and the grant's communications vendor, with the goal of communicating regularly and often, through a variety of means, to ensure that programs understand the connection between BrightStars and the overall quality continuum as it relates to positive child outcomes and access to resources and

supports. Rhode Island's Quality Matters campaign to inform families of the importance of choosing a high-quality early learning program launched in 2015 and continued through 2016. The campaign has three focus areas: community outreach, direct parent contact, and advertising. The campaign materials led families to a web page connected to [exceed.ri.gov](http://exceed.ri.gov). The Quality Matters campaign's plan includes number of paid ads throughout the state and in both English and Spanish; more than 750,000 impressions were made through web, television, social media and print ads throughout the course of the campaign.

Systemic supports continue to encourage participation in BrightStars upon the opening of a new center or family childcare home. The Department of Children, Youth and Families, with responsibility of licensing new centers and family childcare homes, provides packets to all new owners and operators, which include copies of the Early Learning and Development Standards, the revised licensing regulations, the revised BrightStars Standards, and information about the resources and supports available under RTT-ELC, including professional development and grants. Presentations are held at First Steps, the required pre-course for all new family childcare providers to ensure understanding of the system of supports for programs through participation in BrightStars. The Department of Human Services (DHS) requires participation in BrightStars for any program participating in the childcare subsidy program. Upon receipt of application to participate as a subsidy provider, providers are immediately referred to BrightStars and have six months to apply for a rating. DHS has also put systems in place to ensure all programs with subsidized children maintain a star rating.

### ***Collaboration***

The collaboration between BrightStars and the Center continued to grow over the grant period, enhanced by their co-location in the same building. The biggest area of collaboration was around technical assistance services. With BrightStars supporting programs around the BrightStars application and renewal process, they were in a position to identify programs that needed technical assistance around quality improvement. So, the two organizations developed a referral protocol so that BrightStars could refer programs for technical assistance when needed.

Other ways in which BrightStars and the Center have collaborated include:

- Center staff participates in ERS feedback visits with program providers and BrightStars staff to share the results of the ERS observation with the program.
- The leadership of BrightStars and the Center regularly meet to share information and coordinate services to programs.
- The two organizations jointly submitted a winning proposal for a national BUILD conference and co-presented a session on the successful model of collaboration between the Center and BrightStars.
- The Center partnered with RIAEYC (the entity that runs BrightStars) to plan and present the annual Early Childhood conference in 2014, 15 and 16.
- The two organizations collaborated on the development of a mandatory ERS training series for program administrators. The sessions focus on understanding and using the tool for program self-assessment. Center staff facilitated the sessions and BrightStars staff attend the final session of the three part series to inform participants of the structure of the assessment visit and to answer specific questions about the scoring of the ERS tool.

### ***Targeted Outreach***

The participating state agencies and partners implemented two “boots-on-the-ground” in March of 2014 and the summer of 2015 to encourage participation in BrightStars. The outreach teams included staff from several state and community agencies. The campaigns were designed to provide all early childhood administrators with information about benefits of applying to BrightStars and to inform them of the CCAP Requirements, resources and supports available to programs. The state's campaigns have ensured every provider in the state has received, at minimum, written material and at least one personal phone call or face to face visit to inform them about the state's efforts to improve quality in early care and education. The first effort, “March Madness 2014,” focused on the goal of 100% of early care and education programs participating in the TQRIS. The campaign was designed to provide all providers with information about the participation mini-grants to offset the cost of preparing their application, to ensure an understanding of the participation in the TQRIS due to the change in CCAP rule, to understand which programs were required to join BrightStars and for which programs participation remained voluntary, and the benefits of applying to BrightStars. DCYF licensors and HEALTH home visitors and immunization-program staff were armed with fliers and scripts to take on their regular visits to programs; RIDE staff attended quarterly meetings with public school special education and child outreach coordinators. Staff at the Center for Early Learning Professionals reached out to programs in which they had an existing relationship to encourage their participation in BrightStars. Programs were targeted for a personal visit if they had a high number of CCAP children enrolled. More than 120 programs were visited over eight weeks in 30 towns across Rhode Island. By April 1, 2014, BrightStars had received 393 applications. Special attention was made to ensure Spanish-speaking family childcare providers were notified of the CCAP policy. The DHS team called family childcare homes directly and scheduled appointments to visit homes to talk about joining BrightStars and inform them of application support sessions. The Center reminded providers with phone calls and text messages. Drop in application support sessions were held on Saturday mornings and evenings at Ready To Learn Providence and representatives from RIDE, DHS and BrightStars assisted with applications. At the largest session, over 60 applications to BrightStars were processed and submitted.

In 2015, a second campaign was launched with the goal of supporting programs to reach higher levels of the TQRIS. The Rising Stars program recognizes programs that increase their rating, convert from the 2009 to the 2013 standards, join at two stars or higher, or move up the BrightStars quality continuum. As a result of this campaign, between June and December 2015, 166 programs applied to and were rated by BrightStars and an additional 130 programs submitted an application and are in the queue to be rated. Of the 166 programs that applied to BrightStars, 110 were seeking a conversion from the old standard to the new or were applying to increase their star rating. Rhode Island has succeeded in successfully supporting programs to maintain their star rating upon conversion to the new standards or increase their star rating. In 2015, 38 programs maintained their star rating while 65 went up at least one level. Only 7 programs decreased in star rating. Of those 7, ERS scores were the primary cause of their reduction in overall star level.

By the end of the RTT-ELC funding, 100% of state-funded preschool programs and 96% of programs receiving CCDF funds were participating in the TQRIS. In addition, 80% of licensed child care centers, 84% of licensed family child care homes, and 65% of public schools were participating.

**Performance Measure (B)(2)(c)**

In the **Final Progress Report Excel Workbook** provide data on the numbers and percentages of Early Learning and Development Programs that are participating in the State’s TQRIS by type of Early Learning and Development Program. Targets must be consistent with those in the State’s application unless a change has been approved. Grantees will need to populate the table using last year’s APR data and include data on “Actuals” for the No-Cost Extension period.

Performance Measure (B)(2)(c): Increasing the number and percentage of Early Learning and Development Programs participating in the statewide TQRIS.

TARGETS										
Number and Percent of Early Learning and Development Programs in the TQRIS										
Type of Early Learning and Development Program in the State	Baseline		Year 1		Year 2		Year 3		Year 4	
	#	%	#	%	#	%	#	%	#	%
State-funded preschool										
Early Head Start and Head Start <sup>1</sup>										
Programs funded by IDEA, Part C										
Programs funded by IDEA, Part B, section 619										
Programs funded under Title I of ESEA										
Programs receiving from CCDF funds										
Licensed Family Child Care Homes and Licensed Center-Based Facilities not receiving CCDF funds										

<sup>1</sup> Including Migrant and Tribal Head Start located in the State.

Performance Measure (B)(2)(c): Increasing the number and percentage of Early Learning and Development Programs participating in the statewide TQRIS.

ACTUALS																		
Number and Percent of Early Learning and Development Programs in the TQRIS																		
Type of Early Learning and Development Programs in the State	Baseline			Year 1			Year 2			Year 3			Year 4			Year 5		
	# Programs in the State	# in the TQRIS	%	# Programs in the State	# in the TQRIS	%	# Programs in the State	# in the TQRIS	%	# Programs in the State	# in the TQRIS	%	# Programs in the State	# in the TQRIS	%	# Programs in the State	# in the TQRIS	%
State-funded preschool																		
Specify																		
Early Head Start and Head Start <sup>1</sup>																		
Programs funded by IDEA, Part C																		
Programs funded by IDEA, Part B, section 619																		
Programs funded under Title I of ESEA																		
Programs receiving from CCDF funds																		
Licensed Family Child Care Homes and Licensed Center-Based Facilities not receiving CCDF funds																		

<sup>1</sup> Including Migrant and Tribal Head Start located in the State.

**(B)(2)(c) Data Notes****Source(s)**

- State-funded preschool: Rhode Island Department of Education
- Title 1: Rhode Island Department of Education. Title 1 programs include 1 classroom at Captain Hunt Elementary (participating in the TQRIS) in Central Falls and a second program with 2 classrooms located at Oakland Beach School in Warwick (not participating in the TQRIS). Children from any Title I school can attend.
- Head Start: Number of programs, direct from Grantees as of 12/31/16. Note: The decrease in the number of Head Start programs participating in the TQRIS by five is due to a merger of those programs in 2016. Prior to the merger all 5 programs were participating in the TQRIS. The merger necessitated new licenses, new DCYF provider ID's and all five programs are currently waiting for a new rating under the new license.
- IDEA: Number of programs, Rhode Island Department of Education 12/31/16
- Licensed child care, all public schools: Rhode Island's Early Care and Education Data System, 12/31/16. DCYF Licensed Child Care Centers represents the total number of center-based programs in Rhode Island. DCYF Licensed Family Child Care Home represents the total number of family child care homes in Rhode Island.
- CCDF: Rhode Island's Early Care and Education Data System, 8/31/16. Program's receiving CCDF represent the total number of Center-based and Family Child Care homes receiving CCDF funds. The decrease in the total number participating in the TQRIS is due to the timing of the count. Due to data system implementation delays, the more current data on CCDF programs available was as of 8/31/2016 – a time of year where there are typically a lot of changes to CCDF status. While all programs receiving CCDF funds are required to participate in the TQRIS, when they first join CCAP they have a 3-6 month timeframe in which to enroll in BrightStars. These programs would be counted as a CCAP program but would not yet show as participating in the TQRIS.

**Rating and monitoring Early Learning and Development Programs (Section B(3) of Application).**

Describe the State's progress made in developing and enhancing a system for rating and monitoring the quality of Early Learning and Development Programs that participate in the TQRIS during the reporting year and across all five years of grant.

Rhode Island continues to strive for consistency in rating and monitoring the quality of all early learning and development programs across all aspects of the program-quality continuum. Rhode Island's program-quality continuum creates a logical pathway for continuous program improvement. The quality continuum for early childhood education programs begins with the foundational requirements of the Department of Children, Youth and Families licensing regulations for childcare centers and family childcare homes and the Department of Education's



Basic Education Program compliance for public schools. As programs make quality improvements, they move up through the 1-5 Star BrightStars rating process. The highest bar in the quality continuum for preschool and kindergarten programs is approval under the Department of Education's 2013 Comprehensive Early Childhood Education Standards for Approval. To promote consistency in rating and monitoring programs Rhode Island:

- Developed an Assessor Management System for ERS and CLASS assessments;
- Convened a cross-agency alignment team to support consistent and regular communication and monitoring;
- Made specific steps to increase consistency in monitoring within each respective agency involved in the continuum, and;
- Created a streamlined application for providers to apply for licensing renewal, to apply to BrightStars, and to apply for CECE approval.

### ***Assessor Management***

Rhode Island's Assessor Management System (AMS) was developed collaboratively by the Rhode Island Department of Education, the Rhode Island Department of Human Services and the Rhode Island Association for the Education of Young Children (RIAEYC). The AMS was completed in 2015 to ensure that the assessor's ability to conduct independent assessments and use the Environment Ratings Scales accurately. Rhode Island's AMS includes policies and procedures that apply to the standards for Environmental Rating Scale (ERS) assessors, observations, and reports, training, quality assurance, and the appeals process.

The AMS requires all assessors to achieve an average score of 85% across the last three reliability checks with an author-reliable trainer to ensure that accuracy and accountability are maintained by the assessor. Inter-rater reliability is established during "reliability checks" where staff trained by Environmental Rating Scale Institute (ERSI) are checked on or before their 20th assessment following ERSI training. Reliability checks occur on or before every 20th assessment thereafter. All BrightStars staff and consultants conducting assessments using any of the Environment Rating Scales participate in reliability checks for each scale that they use.

In February 2015, RIAEYC, the organization contracted to implement BrightStars, sub-contracted with Branagh Information Group to develop the automated Environmental Rating System (ERS), a data collection system for Rhode Island ERS information. The Branagh ERS data system allows BrightStars assessment staff and consultants to conduct Environmental Rating Scale assessments across age groups (ECERS-R, ITERS-R, FCCERS-R and SACERS) using software on a tablet computer. The system also provides information and tools that the BrightStars assessment team uses to conduct and automatically score assessments, producing a wide range of feedback and monitoring reports. Training on the data system for assessors and consultants took place in March, 2015, with full implementation and roll-out in April 2015. Reports from the ERS Data System have been shared with the staff at the Center for Early

Learning Professionals. Management staff at BrightStars, in collaboration with the Center for Early Learning Professionals, used ERS data to inform the design of new PD opportunities or revised existing ones to address trends. In 2015, BrightStars revised its confidentiality policy for participating programs to encompass new data sharing requirements and to incorporate the use of tablets in the field by assessment staff. In 2016, the data from QStar, RIAEYC's data system, was incorporated into ECEDS. Management staff at BrightStars, in collaboration with the Center for Early Learning Professionals, will also use ERS data to incorporate information on scores by indicator into professional development opportunities.

### ***Alignment Team***

The Department of Education continued the monthly convening of an alignment team consisting of staff from the Department of Children, Youth and Families, BrightStars, the Center for Early Learning Professionals, Local Support Initiatives Corporation, and the Department of Education. This team's goal is to ensure ongoing consistency and reliability among the assessors and front-line staff regularly interacting with programs, not only in standards/regulations measurement but also in providing consistent guidance and communication about quality expectations, resources, and supports. The focus of the 2015 work was on aligning expectations, and measurements and messaging across the continuum. During this process, the team determined programs needed significant guidance and developed the following tip sheets for early care and education programs:

- Child Assessment;
- Family Communication, Involvement, and Engagement;
- Continuous Quality Improvement and the Quality Improvement Plan;
- Inclusive Practices;
- Group Size/Determining Licensed Capacity;
- Health and Safety in Facilities;
- Curriculum;
- Developing a Program-Level Curriculum Framework; and
- Systems of Staff Support.

In an effort to support consistent messaging, front-line training for all staff with direct contact with early learning programs was held from March through August 2015. The sessions focused on the areas listed above.

The Center for Early Learning Professionals has an Info Line. This resource assists early learning programs and professionals to improve quality by answering questions and accessing resources related to best practice in the field of early childhood. The Center staffs the Info Line, but the Center also has a system for reaching out to assigned staff within other state and community agencies to ensure the consistency and accuracy of the information provided. To further ensure

consistent communication with the field, the Exceed website is updated regularly with information about the program-quality continuum.

***Rating and monitoring: Department of Children, Youth and Families***

The Department of Children, Youth and Families (DCYF) is responsible for monitoring the licensing regulations for centers and family childcare homes. DCYF continues to make progress toward the goal to monitor all licensed childcare center programs at least twice per year and all family childcare homes at least annually. As part of RTT-ELC, targets were set to monitor 100% of family childcare homes at least annually. As of year-end, 87% of family childcare homes had received at least an annual monitoring visit. DCYF continues to work on improving rates for monitoring.

***Rating and Monitoring: BrightStars***

The Department of Human Services and the Rhode Island Association for the Education of Young Children convene the BrightStars Governing Board, comprised of representatives from the Head Start Collaboration Office, Department of Health, Rhode Island Kids Count, United Way of Rhode Island and the Department of Education, Department of Children, Youth and Families. The role of the BrightStars Governing Board is to review BrightStars policies, procedures, business processes, work plans, and staffing patterns to ensure operational efficiencies; to incorporate current research and best practices in BrightStars standards; and to ensure alignment with other state systems and initiatives. The BrightStars Governing board makes official recommendations to the Department of Human Services for consideration and ultimate decision-making.

***Rating and Monitoring: Department of Education***

In Rhode Island, the highest level of program quality is established by the Department of Education's Comprehensive Early Childhood Education (CECE) Program Standards. CECE standards align with, or exceed the highest tier in BrightStars. CECE approval is voluntary for preschool and kindergarten programs and required for state-funded prekindergarten classrooms. The standards meet or exceed national pre-k benchmarks, and reflect research and evidence-based practices shown to improve educational and developmental outcomes for children. The standards also incorporate a framework for providing high-quality educational services based on Rhode Island's Early Learning and Development Standards. Approval is available at both a classroom and a program level. The Department of Education's Approval systems were updated and providers were informed of new application protocols in 2014. As of December 2016, 39 classrooms in 22 of Rhode Island's early care and education program sites have achieved CECE approval. An additional 23 classrooms representing 7 program sites are presently engaged in the initial approval process.

### ***Streamlining Application Processes: Universal Program Application***

To support alignment in data collection across the program quality continuum, three state agencies worked together to support a streamlined application that can be used for applying for license renewal, a BrightStars rating and/or Comprehensive Early Childhood Education program approval. The Universal Program Application (UPA) allows program administrators to link the data from the early care and education data system's program profile with the data on the program's staff in the workforce registry, since the information contained in the program profile and workforce registry are commonly requested in the applications across all agencies. This streamlined process reduces the paperwork burden on program administrators and ensures that accurate, up-to-date information is shared across agencies. Specifications for the UPA were finalized in 2015 and development is underway. In addition to what is common across the agencies and collected in the UPA, each agency participating in the program quality continuum has a set of application requirements that are unique. As the data team completes each unique section, the applications across the continuum will be released in phases starting with license renewal for centers and school-age programs, family childcare license renewal, BrightStars rating application and then CECE approval.

### **Promoting access to High-Quality Early Learning and Development Programs for Children with High Needs (Section B(4) of Application).**

Please check all that apply – The State has made progress in improving the quality of the Early Learning and Development Programs that are participating in your State TQRIS through the following policies and practices:

- Program and provider training
- Program and provider technical assistance
- Financial rewards or incentives
- Higher, tiered child care subsidy reimbursement rates
- Increased compensation

Describe the progress made improving the quality of the Early Learning and Development Programs that are participating in your State TQRIS during the reporting year and across all five years of grant implementation based on the policies and practices above.

Across the grant period, Rhode Island implemented the several strategies to improve the quality of early learning programs and expand access to High-Quality Early Learning and Development Programs for Children with High Needs:

- Program and provider training, technical assistance, and financial rewards and incentives
- Expanded access to high, quality state-funded Pre-K programs

### **Program and Provider Training, Technical Assistance, and Financial Rewards and Incentives**

In 2016, Rhode Island continued its focus on assisting rated programs to move up the program-quality continuum in order to ensure high-needs children have access to high-quality programs. The Center for Early Learning Professionals and BrightStars worked together to analyze data collected by both agencies, including technical assistance notes, Environmental Rating Scores, Classroom Assessment System Scores, professional development participation, and quality-improvement plans, to identify areas of focus that will be used to target efforts to support program quality improvement directly related to moving up the program-quality continuum. A description of each strategy is provided below.

#### ***Program and Provider Training***

Rhode Island invested significant resources to provide program and provider training including training on the Rhode Island Early Learning and Development Standards, a myriad of trainings aligned with the state's Workforce Knowledge and Competencies provided by the Center for Early Learning Professionals, and LISC.

#### **RIELDS**

Rhode Island has a long history of supporting the use of early learning standards by offering comprehensive professional development to the early care and education workforce. The Rhode Island Early Learning Standards Project provided four professional development opportunities to support early care and education professionals in creating high-quality, standards-based programs: Foundations for Rhode Island Early Learning Standards, Developing a Standards-Based Curriculum, Implementing a Standards-Based Classroom, and Implementing a Standards-Based Program. All training is leveled to the appropriate role as it relates to Rhode Island's Workforce Knowledge and Competencies. In total, Rhode Island allocated \$2,790,421 (including RTT-ELC, DHS, and IDEA Pre-K funding) toward implementing RIELDS training.

The Rhode Island Department of Education offered both train-the-trainer RIELDS courses and RIELDS trainings for early learning professionals. A total of 25 train-the-trainer cohort participants received their certification through RTT-ELC funding. Early learning professionals were offered 222 opportunities to take one of four RIELDS courses and 3,729 early learning professionals participated and received course certificates. In addition to the four RIELDS courses, Rhode Island offered 58 sessions of "Next Steps" over the grant period. Next Steps is a training designed for those who have completed a RIELDS course to take a deeper look at content within the standards; 670 members of the workforce participated in a Next Steps workshop over the grant period.

### The Center for Early Learning Professionals

The Center for Early Learning Professionals develops and implements high-quality professional development for early educators and administrators. From January 2014 through December 2016, the Center has developed 37 multi-session series that address all domain areas in RI's Workforce Knowledge and Competencies frameworks. Of these series, 10 have been translated into Spanish. The Center has delivered 189 series in English (582 sessions) and 47 series in Spanish (152 sessions) over the course of 11 semesters. In total, 4874 individuals have participated in professional development at the Center; 3513 in English language series and 1361 in Spanish language series.

### LISC

Throughout the grant period, LISC offered professional development opportunities, created and shared technical resources and provided specialized onsite technical assistance to 175 programs with a focus on addressing facility-related licensing variance issues, correcting health and safety concerns and implementing modest indoor and outdoor physical space alterations with a focus on supporting increased program quality. For more detail see Program and Provider Technical Assistance below.

### ***Program and Provider Technical Assistance***

In addition, The Center for Early Learning Professionals offered individual and group technical assistance (TA) that builds on program strengths to improve program quality and outcomes for children. A total of 428 programs received technical assistance services over the course of the grant. Of these, 184 were Centers, 213 were family childcare homes, and 31 were public schools.

To date, Center staff have conducted 2310 individual TA sessions and 210 small group TA sessions. The focus of TA provided is aligned to expectations outlined in the BrightStars Framework and Comprehensive Early Childhood Education Program Standards. On-site program-level TA is offered to program administrators and family child-care providers interested in individualized support that focuses on their unique program needs. Technical assistance is designed to support administrators and education coordinators to embrace a culture of continuous improvement by building strong systems for program self-assessment and staff support that are aligned with the BrightStars rating system and Rhode Island's Workforce Knowledge and Competencies.

Between August 2014 and May 2016, 95% of all programs applying to BrightStars for a rating renewal or increase had used Center services. 91% of programs assessed with 2013 standards, at two different points in time, increased their ratings. Of programs that transitioned to the more rigorous 2013 standards, 88% either maintained or increased their star rating.

### ***Financial Rewards and Incentives***

In addition to professional development and technical assistance, Rhode Island was intentional in its design of supports. All direct financial supports to programs are linked to participation in BrightStars and are intended to help support the costs of improving program quality or of

maintaining program quality. This package of incentives and supports totaling more than \$11M included:

- BrightStars Application Supports;
- Program Improvement Grants;
- Facilities Technical Assistance and Grants;
- Quality Awards;
- Rising Stars Awards;
- Child Assessment Technology Grants; and
- Technology Grants for ECEDS.

Incentives and Technical Assistance had a combined effect that helped programs reach and maintain a higher star rating.

BrightStars Application Supports Incentives

BrightStars held bi-weekly application sessions to assist programs with their application and the development of their quality-improvement plan. A mini-grant was offered to programs that joined before April 1: \$500 for centers and \$250 for family child-care providers. By year end, BrightStars released \$69,750 in mini-grants to the 393 programs that applied by April 1.

Program Quality Improvement Grants

The Rhode Island Department of Education and the Center for Early Learning Professionals granted 389 programs quality improvement grants totaling over \$6.6M programs participating in BrightStars at all star levels were eligible for program quality-improvement grants (PQI). Grant applications were required to be aligned with the program's continuous quality-improvement plan which is required through participation in BrightStars. Funds were primarily spent on materials and supplies that enabled programs to improve the quality of the learning environment and receive a higher score on the Environmental Rating Scale tools – ECERS, ITERS and FCCERS. In addition, programs requested funds for staff professional development primarily on the topic of child assessment.

<b>Program Type</b>	<b>BrightStars Application Supports</b>	<b>PQI Grant Funds</b>	<b>Quality Awards</b>	<b>Rising Star Award</b>	<b>Facility Grants</b>	<b>CAT Grant</b>	<b>Technology Grants for ECEDS</b>	<b>Grand Total</b>
Centers	\$32,000	\$5,003,621	\$1,272,282	\$319,000	\$2,159,098	\$196,550	\$15,240	<b>\$8,997,793</b>
Homes	\$22,250	\$750,139	\$30,287	\$141,000	\$0.00	\$15,473	\$9,897	<b>\$969,047</b>
Public Schools	\$3,500	\$859,947	\$0.00	\$48,000	\$166,225	\$59,823	\$0.00	<b>\$1,137,495</b>

<b>Grand Total</b>	\$57,750	\$6,613,707	\$1,302,569	\$508,000	\$2,325,323	\$271,847	\$25,137	\$11,104,336
--------------------	----------	-------------	-------------	-----------	-------------	-----------	----------	--------------

<b>Program Type</b>	<b>Program Type</b>	<b>Total Amount Awarded</b>
Childcare Center	191	\$5,003,621
Family Childcare Homes	165	\$750,139
Public Schools	33	\$859,947
<b>Grand Total</b>	<b>389</b>	<b>\$6,613,708</b>

***Facilities Technical Assistance and Grants***

As a result of stakeholder feedback on the 2013 revisions to the Department of Children, Youth and Families regulations for licensed childcare centers, the state commissioned an Early Learning Facility Needs Assessment. Local Initiatives Support Corporation (LISC) - Rhode Island Childcare Facilities Fund (RICCFF) conducted the study from January through May 2014. The resulting report included detailed information regarding the overall condition of Rhode Island early learning facilities, with a particular focus on issues that presented barriers to meeting and maintaining licensing standards, including group size. The facilities study led to the submission of an amendment to allocate additional resources and supports to programs in the area of facilities. LISC offered professional development opportunities, created and shared technical resources and provided specialized onsite technical assistance to 175 programs in addition to awarding more than \$2.3M in capital and planning grants to 83 programs with a focus on addressing facility-related licensing variance issues, correcting health and safety concerns and implementing modest indoor and outdoor physical space alterations with a focus on supporting increased program quality.

<b>Program Type</b>	<b>Number of Programs</b>	<b>Total Amount Awarded</b>
Childcare Centers	77	\$2,159,099
Public Schools	6	\$166,225
<b>Total</b>	<b>83</b>	<b>\$2,325,324</b>

**Quality Awards**

Quality Awards assist early learning programs participating in the state child-care subsidy program in offsetting the overall cost of operating a high-quality program. Early learning programs that achieve and maintain a BrightStars rating of 3, 4, or 5 Stars and meet eligibility criteria for serving children receiving a child-care subsidy received a monthly Quality Award payment via a per-child-served calculation. In addition to the monthly base payment, a bonus is provided to early learning programs that provide care for infants and toddlers. The monthly Quality Award payment increases as an early learning program moves up the quality continuum and is designed to address estimated gaps in



program expenses and probable revenue, which correspond to increased quality standards.

Altogether, just over \$1.3M of RTT-ELC funds were allocated to support programs to maintain the higher tiers of BrightStars; 54 centers and 14 family child-care providers received Quality Awards of \$1,272,282 and \$30,287 respectively. Programs enrolled in the Quality Award program are required to spend a percentage of their award on mandatory expenditures, such as wage enhancements, staff bonuses, expanded benefits, and staffing/release time for professional development activities. As of September 2015, over \$770,000 of the total expenditures has been spent on these mandatory expenditures. Quality Awards ended in December of 2015 and the Department of Human Services has submitted a plan for tiered reimbursement for consideration by the General Assembly.

Rising Stars

The Department of Human Services offered Rising Stars one-time awards to center-based early learning programs, public schools, and family childcare homes to recognize programs achieving an advanced level in the BrightStars TQRIS in 2014-2016. This program incentivized programs to convert from the 2009 to the 2013 standards and/or to increase quality as evidenced by their overall BrightStars rating. Center and public schools are eligible for \$500 for a one-star conversion to the new standards, \$2,000 at 2-star, \$4,000 at 3-star, \$5,000 at 4-star, and \$6,000 at 5-star. Family childcare homes are eligible for \$250 for a one-star conversion, \$1,000 at 2-star, \$2,000 at 3-star, \$2,500 at 4-star, and \$3,000 at 5-star. 242 providers received payment. In total, 85 awards or \$319,000 was given to Centers, 138 awards or \$141,000 was given to Family Childcare Homes, and 14 awards or \$48,000 was given to schools.

<b>Program Type</b>	<b>Number of Programs</b>	<b>Total Awarded</b>
Center	85	\$319,000
Home	138	\$141,000
Public	14	\$48,000
<b>Grand Total</b>	<b>237</b>	<b>\$508,000</b>

Although use of funds was flexible, programs submitted an application that included details of how the award would be invested in their early learning program. Many reported they were spending funds to increase program quality and/or star rating, to fulfill ITTERS and ECERS requirements and/or increase scores. In addition, the following percent of programs spent a portion of the funds on the following items:

Supplies and materials, including facility improvements such as playground equipment and storage.

Staff bonuses and expanded staffing/release time.

Curriculum, assessment and child outcomes resources

Staff professional development and continuing education

10%

Family engagement

5%

Child Assessment Technology Grants and Technology grants are described in section C and E.

**Expanded Access to High, Quality State-Funded Pre-K Programs**

In 2014, The U.S. Department of Education awarded Rhode Island a Preschool Development Grant to add additional prekindergarten programs in the seven highest-need communities in Rhode Island: Central Falls, East Providence, Newport, Pawtucket, Providence, West Warwick, and Woonsocket. This expanded opportunity will encourage programs to reach for the highest tiers of the program-quality continuum and will help Rhode Island ensure more high-needs children have access to high-quality programs. The Rhode Island Department of Education requires BrightStars participation and requires programs to meet the Comprehensive Early Childhood Education standards as a condition of eligibility for the State Funded Pre-K Expansion grant. In 2016, Rhode Island's State Funded Pre-K was expanded to 1,008 children participating in 56 pre-kindergarten classes. With funding from this grant, the Rhode Island Department of Education will expand the Rhode Island prekindergarten program to a total of 60 sites by school year 2019-2020.

**Performance Measures (B)(4)(c)(1) and (2)**

In the **Final Progress Report Excel Workbook**, provide data on the number of Early Learning and Development Programs in the top tiers of the TQRIS. Targets must be consistent with those in the State’s application unless a change has been approved.

Performance Measure (B)(4)(c)(1): Increasing the number of Early Learning and Development Programs in the top tiers of the TQRIS.											
Type of Early Learning & Development Program in the State	TARGETS					ACTUALS					
	Baseline	Year 1	Year 2	Year 3	Year 4	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5
Total Number of Programs Enrolled in the TQRIS											
Number of Programs in Tier 1											
Number of Programs in Tier 2											
Number of Programs in Tier 3											
Number of Programs in Tier 4											
Number of Programs in Tier 5											
Number of Programs Enrolled But Not Yet Rated											

In the **Final Progress Report Excel Workbook**, provide data on the number and percentage of children with high needs who are enrolled in Early Learning and Development Programs in the

top tiers of the TQRIS. Targets must be consistent with those in the State’s application unless a change has been approved.

Performance Measure (B)(4)(c)(2): Increasing the number and percentage of Children with High Needs who are enrolled in Early Learning and Development Programs that are in the top tiers of the TQRIS.

TARGETS										
Number and percentage of Children with High Needs in programs in top tiers of the TQRIS										
Type of Early Learning and Development Program in the State	Baseline		Year 1		Year 2		Year 3		Year 4	
	#	%	#	%	#	%	#	%	#	%
State-funded preschool										
Early Head Start and Head Start <sup>1</sup>										
Programs funded by IDEA, Part C										
Programs funded by IDEA, Part B, section 619										
Programs funded under Title I of ESEA										
Programs receiving from CCDF funds										
First 5 California Child Signature Program										

<sup>1</sup> Including Migrant and Tribal Head Start located in the State.

Performance Measure (B)(4)(c)(2): Increasing the number and percentage of Children with High Needs who are enrolled in Early Learning and Development Programs that are in the top tiers of the TQRIS.

ACTUALS																		
Number and percentage of Children with High Needs in programs in top tiers of the TQRIS																		
Type of Early Learning and Development Programs in the State	Baseline			Year 1			Year 2			Year 3			Year 4 <sup>1</sup>			Year 5		
	# Programs in the State	# in the TQRIS	%	# Programs in the State	# in the TQRIS	%	# Programs in the State	# in the TQRIS	%	# Programs in the State	# in the TQRIS	%	# Programs in the State	# in the TQRIS	%	# Programs in the State	# in the TQRIS	%
State-funded preschool																		
Specify																		
Early Head Start and Head Start <sup>1</sup>																		
Programs funded by IDEA, Part C																		
Programs funded by IDEA, Part B, section 619																		
Programs funded under Title I of ESEA																		
Programs receiving from CCDF funds																		
First 5 California Child Signature Program																		

<sup>1</sup> Including Migrant and Tribal Head Start located in the State.

## Data Notes

Sources (s):

- State-funded preschool: Rhode Island Department of Education
- Title 1: Rhode Island Department of Education. Title 1 programs include Captain Hunt Elementary (participating in the TQRIS; rated 4 stars) in Central Falls and a second program with 2 classrooms located at Oakland Beach School in Warwick (not participating in the TQRIS). Children from any Title I school can attend.
- Head Start: Number of children enrolled, direct from Grantees as of 12/31/16
- IDEA: Number of children enrolled, Rhode Island Department of Education 12/31/16
- Licensed child care, all public schools, and CCAP: Rhode Island's Early Care and Education Data System, 12/31/16.

**Definition: For purposes of Performance Measure (B)(4)(c)(2), how is the State defining its "highest tiers"?**

Rhode Island defines the highest tiers as level four and five of the Rhode Island's TQRIS, BrightStars. Rhode Island's program quality continuum creates a logical pathway for continuous program improvement beginning with the foundational requirements of the Department of Children, Youth and Family licensing regulations for childcare centers and family childcare homes and Basic Education Program regulations for public schools. As programs make quality improvements, they move up through the 1-5 Star BrightStars rating process. The highest bar in the quality continuum for preschool and kindergarten programs is approval under the Department of Education's 2013 Comprehensive Early Childhood Education Standards for Approval.

Rhode Island believes that participation in BrightStars is the first step for early care and education programs to increase program quality. While Rhode Island significantly increased the number of programs participating in the TQRIS in every program category, we did not achieve our targets around the number of programs achieving the highest quality rating in BrightStars (4 or 5 star rating). There are a number of reasons why these targets were not met. First, delays in developing, issuing, and reviewing proposals and contracting for the state's TQRIS vendor resulted in a 9 month delay in implementing revised TQRIS standards. This delayed the timeline for conversion to the new standards and delayed the date at which public school programs could become eligible for participation (the standards revision incorporated public schools). In addition, leadership changes at the Rhode Island Association for the Education of Young Children (RIAYEC), the vendor contracted to implement the TQRIS, occurred in January 2014, and resulted in revised contract deliverables and shifts in operational practice that required time to implement. Finally, Rhode Island's TQRIS remains voluntary for early learning programs that do not accept state funding. All of these challenges have compressed the timeline for moving programs up the quality continuum.

**Validating the effectiveness of the State TQRIS (Section B(5) of Application).**

Describe progress made during the reporting year, and across all five years of grant implementation, in validating the effectiveness of the TQRIS during the reporting year and across all five years of grant implementation, including the State’s strategies for determining whether TQRIS tiers accurately reflect differential levels of program quality and assessing the extent to which changes in ratings are related to progress in children’s learning, development, and school readiness. Describe the State’s strategies to ensure that measurable progress was made by the end of the four-year grant and No-Cost Extension period.

Rhode Island has made progress in the plan to validate the effectiveness of the TQRIS, BrightStars. In February 2014, the Department of Human Services contracted with Child Trends to design and implement the BrightStars validation study. The proposed plan by Child Trends required modification due to the delayed status of BrightStars implementation as of the spring of 2014. DHS and Child Trends made revisions to the study design and re-framed the proposed questions to examine 1) how BrightStars is functioning, by analyzing existing administrative data; and 2) conducting a validation study to compare the ratings with independent measures of quality and measures of children's outcomes. The Child Trends validation team began program recruitment in May 2015. The validation team invited all centers/schools rated on the 2013 BrightStars Standards to participate in the validation study. Child assessment data collection started in mid-September and continued through mid-November. Three hundred thirty-two (332) children were assessed in 65 programs. In early December, Child Trends staff conducted training on the Classroom Assessment Scoring System (CLASS) pre-k version, and all three data collectors became certified on the observational measure. Child Trends staff also conducted a document review of BrightStars applications to determine the feasibility of using the applications as administrative data.

In May 2016, preschool classroom observation data collection was completed. Seventy-one (71) preschool classrooms were observed. Spring child assessments were conducted between early April and mid-June. Child assessments were conducted with 332 children in 65 programs. In late April, a team of data collectors was hired and trained to conduct classroom observations in toddler classrooms using the Toddler CLASS. Toddler classroom observations started in early June, and 26 observations were completed during this reporting period. Data have been entered and verified throughout this quarter. The Child Trends team communicated with DHS via e-mail to report on progress and discuss any issues that arose. The toddler classroom observations were completed in the 3<sup>rd</sup> quarter of 2016 and the report was completed in December 2016.

Results and conclusions from the study include:

- The study provides evidence of BrightStars' validity in measuring quality. Specifically, the quality of preschool classrooms, as measured by all three domains of the CLASS Pre K (e.g. instructional support, emotional support, classroom organization) was higher in programs with high star ratings than those with lower star ratings.
- The study provides evidence of a positive and meaningful relationship between several BrightStars standards and preschoolers' social competence. The study also showed that the curriculum standard was related to children's math skills. None of the standards were substantively related to language skills.
- The BrightStars rating was more strongly related to some children's math skills and social-emotional skills than others. Specially, for children from higher income families, math skills were substantively, positively associated with star rating; where the same was not true for children from lower income families. Additional research is needed to better understand how the relationship between quality and children's development might be influenced by family income.
- Directors and teachers expressed generally positive views about BrightStars.

## **Focused Investment Areas -- Sections (C), (D), and (E)**

### **Check the Focused Investment Areas addressed in your RTT-ELC State Plan:**

- (C)(1) Developing and using statewide, high-quality Early Learning and Development Standards.
- (C)(2) Supporting effective uses of Comprehensive Assessment Systems.
- (C)(3) Identifying and addressing the health, behavioral, and developmental needs of Children with High Needs to improve school readiness.
- (C)(4) Engaging and supporting families.
  
- (D)(1) Developing a Workforce Knowledge and Competency Framework and a progression of credentials.
- (D)(2) Supporting Early Childhood Educators in improving their knowledge, skills, and abilities.
  
- (E)(1) Understanding the status of children’s learning and development at kindergarten entry.
- (E)(2) Building or enhancing an early learning data system to improve instruction, practices, services, and policies.

*Grantee needs to complete only those sections that correspond with the focused investment areas outlined in the grantee’s RTT-ELC application and State Plan.*

## **Focused Investment Areas**

### **C. Promoting Early Learning Outcomes**

#### **Early Learning and Development Standards (Section C(1) of Application)**

Describe the progress made in the reporting year and across all five years of grant implementation, including supports that are in place to promote the understanding of and commitment to the Early Learning and Development Standards across Early Learning and Development Programs. Please describe the State’s strategies to ensure that measurable progress was made in these areas by the end of the four-year grant and the No-Cost Extension period.

Rhode Island Early Learning and Development Standards are intended to provide guidance to families, teachers, and administrators on what children should know and be able to do as they enter kindergarten. Rhode Island's Early Learning and Development Standards (RIELDS) were completed in 2013. As the first revised document completed in the grant, all of the subsequent work produced under RTT-ELC, including the state's childcare licensing regulations, TQRIS, the Workforce Knowledge and Competencies, and professional development, were aligned to Rhode Island's Early Learning and Development Standards.

The final standards address all domains of learning and development; avoid redundancy and focus only on essential aspects of development and learning; can be measured; are developmentally, linguistically, and culturally appropriate for all children, including children with disabilities; are research-based or otherwise grounded in a strong rationale for inclusion; and are vertically integrated with K-12 standards. The Rhode Island Early Learning and Development Standards include developmental benchmarks at the following ages: 9 months, 18 months, 24 months, 36 months, 48 months, and 60 months. Rhode Island made progress on its 4 strategies to promote the understanding and commitment to use the Early Learning and Development Standards:

- Review of curriculum alignment to the standards;
- Targeted outreach and promotion;
- Provider training on the RIELDS;
- Family Fun Activities, parent training and Family Fun Activities mini- grants;
- Higher education program of study alignments

### **Curriculum Alignment**

In 2014 the Rhode Island Department of Education developed a process for which it solicited and reviewed aligned curricula. The first review was conducted in 2014, with another in 2015. Rhode Island's curriculum review process and indicators are informed by national organizations' indicators of effectiveness. Five education specialists from the Department of Education conducted a detailed, independent review of specific domains, as well as an overarching review of the curriculum. At the end of each annual review, a curriculum alignment report was posted to the Exceed website to provide information and guidance to help programs select high quality, research-based published curricula. 10 curricula programs were submitted for alignment to Rhode Island's Early Learning and Development Standards. In addition to this submission process, RIDE engaged consultants to conduct a review, and complete alignment documents of the Parents as Teachers curriculum and the Healthy Families America used in Rhode Island's Home Visiting programs. The RIELDS were also used by statewide librarians to update the Learning and Readiness Kits (LARK) curriculum kits, develop parent learning bags, which provide materials to support learning at home aligned to the RIELDS and Fun Family Activity Cards. This work was coupled with tailored professional development for these practitioners on the Early Learning and Development Standards.

### **Targeted Outreach**

To promote the use of the RIELDS, Rhode Island printed, translated, and distributed the standards to all early care and education programs, family childcare homes, state agency leads and staff, and postsecondary-education faculty and trainers within the network. New programs are



provided with a set of RIELDS by the Department of Children, Youth and Families (DCYF) upon approval of their initial licensing application.

Rhode Island reached out to state agencies, vendors, partners, and institutes of postsecondary education to ensure that staff and parents are aware of Rhode Island's Early Learning and Development Standards and Fun Family Activity Cards, can access parent training, and, when staff and programs speak to school readiness and children's learning and development, that messages, materials, activities, and curricula are aligned with RIELDS. The Department of Education worked with a total of 25 agencies throughout the grant period.

Finally, a new website was developed to promote and disseminate the standards. The website, [www.rields.com](http://www.rields.com) outlines the standards, links to Fun Family Activity resources, and links early childhood educators to professional development opportunities.

### **RIELDS Training**

Rhode Island has a long history of supporting the use of early learning standards by offering comprehensive professional development to the early care and education workforce. The Rhode Island Early Learning Standards Project provided 9 professional development opportunities to support early care and education professionals in creating high-quality, standards-based programs:

- Foundations for the Rhode Island Early Learning and Development Standards (RIELDS)
- Foundations for the Rhode Island Early Learning and Development Standards- Certified Educators
- Foundations for the Rhode Island Early Learning and Development Standards- Hybrid
- EI/ECSE Foundations: Applying the RIELDS within a Coaching/ Consultative Model
- Developing a Standards-Based Curriculum
- Implementing a Standards-Based Classroom
- RIELDS for Certified Educators
- Implementing a Standards-Based Program
- Implementing a Standards- Based Program- Intensive

All training is leveled to the appropriate role as it relates to Rhode Island's Workforce Knowledge and Competencies. To support each member of the workforce's role, RIDE produced a variety of differentiated training opportunities for special populations, such as a Foundations course designed for Early Intervention and Early Childhood Special Educators, an expedited Foundations pathway for teacher-certified educators and for teacher-certified administrators, and a Foundations pathway for high school students in career and technical education programs.

In addition, during 2015 the content of the RIELDS Foundations training was converted into the Blackboard format and offered in three transcription formats: as a free module to participant's standalone professional development; as an undergraduate credit-bearing course for 1 credit hour; and as a non-credit course for Continuing Education Unit (CEU). RIDE also converted its Foundations course for Early Intervention and Early Childhood Special Educators into a hybrid course. The hybrid-online courses were piloted in the summer of 2015 and fully implemented in 2016.

Rhode Island's investment in RIELDS professional development totaled \$2,790,421 (includes RTT-ELC, DHS and IDEA Pre-K funds) and 3,729 members of the workforce completed one of over 222 training opportunities offered over the grant period and received course certificates. Specifically, 2901 participated in one of the RIELDS trainings, 828 participated in the Rhode Island Early Learning Standards training based on the pre-2013 early learning standards. Many participants have multiple certificates.

Under the grant the Rhode Island Department of Education revised its train-the-trainer process, implemented a new process for trainer candidates and offered train-the-trainer RIELDS courses including a RIELDS TOT Overview, the Instructor Course, and RIELDS Co-Teaching and Coaching. All train-the-trainer candidates move through all three courses. RIDE re-certified 25 trainers in the new standards training courses as they made the transition between RIELS and RIELDS. In addition, RIDE added 6 new train-the-trainer candidates in 2014 and another 8 candidates in 2015.

Finally, the Rhode Island Department of Education awarded Child Trends a contract to evaluate the effectiveness of the professional development component of the Rhode Island Early Learning and Development Standards Project in 2014 and was completed the following year. The evaluation includes an examination of the process and supports provided to trainers, as well as the fidelity and effectiveness of course delivery. The evaluation used multiple methods to collect data from staff, trainers, writers, trainer candidates, and professional development course participants through focus groups, interviews, document review, and surveys. The final report delivers: background on the RIELDS project and details about the trainer process and courses; details about the evaluation, research questions, and data collection methods; the results, including findings; and a summary and recommendations that can be used by the Department of Education to support and improve the RIELDS professional development processes. Recommendations led to an action plan, which was implemented in 2016.

### **Family Fun Activities, Parent Training and Family Fun Activities Mini- Grants**

With the release of new state Early Learning and Development Standards (RIELDS) children ages birth to 60 months, the RI Department of Education developed activities and trainings to support the development and learning of young children at home. Specifically, the RI Department of Education engaged the Rhode Island Parent Information Network to develop Fun Family Activity (FFA) Cards and Fun Family Activities Parent Training. The Fun Family Activities Cards give parents information and enjoyable ways to support the development and learning of young children at home. The activities are meant to help the child develop skills that are important for future learning and support the Standards-based education that children may receive in early care and education settings. To promote the standards and the Fun Family Activities Cards, RI Department of Education developed a webpage for families ([www.rields.com](http://www.rields.com)) that was published in 2015 where families download the cards. The cards can also be downloaded from the RIPIN website ([www.RIPIN.org](http://www.RIPIN.org)).

The Fun Family Activities Parent Training is an interactive, hands-on training for a parent that is led by trained facilitators (some who are parents themselves) and built on the premise that children learn best through play and that parents play a critical role. Parent participants learn about the early learning domains, explore their role as parents, and experience fun and creative ways to support their child's learning through activities both at home and in the community. The

training is 12 hours long conducted over multiple sessions. To promote implementation of the RIELDS Family Fun Activities, the Department of Education, in collaboration with Rhode Island Parent Information Network, trained 10 master facilitators who in turn trained 211 Early Learning Professionals facilitators over the course of 27 (15 hour long) trainings.

In addition, the RI Department of Education contracted with RIPIN to offer mini-grants totaling \$53,439 to 28 community-based organizations working with families to deliver the Fun Family Activities Parent Training. Many of the 386 parents who participated in these grant funded trainings were English language learners, teen parents, and/or served as the primary caregivers of young children with special needs. The mini-grants allowed the community-based organizations that received them to hire 2 certified parent facilitators (from the pool of 211 facilitators), purchase the instructional materials needed for the training including a set of the Fun Family Activities Cards for each family.

Data collected through formal reports and focus groups confirmed that the FFA series helps parents create learning connections for their young children, but also showed that challenges related to recruitment of parents, retention of participants, and assessing impact remain. As a result, Rhode Island revised the Fun Family Activities parent and trainer modules and now provides programs with more intensive support in creating plans and measurable outcomes related to family engagement in early childhood learning and development.

The Department of Education will continue to provide RIELDS training as well as FFA training post RTT-ELC. In addition, CCDF has historically funded RIELDS training for childcare and family childcare providers and will continue to do so using its quality dollars.

### **Comprehensive Assessment Systems (Section C(2) of Application)**

Describe the progress made during the reporting year and across all five years of grant implementation. Please describe the State's strategies to ensure that measurable progress was made in these areas by the end of the four-year grant and the No-Cost Extension period.

Rhode Island made measurable progress in implementing appropriate screening approaches for all children, including dual language learners, by strengthening developmental screening systems and promoting screening for children ages birth to five. Rhode Island's strategies included:

- Implementing a statewide system of developmental screening using an electronic system of screening
- Implementing a developmental-screening public awareness campaign;
- Continuous quality improvement and promotion of screening protocols for birth –five year olds
- Grants to support evidence-based interventions for children based on data,
- Modifications to the existing data system to include all elements of the comprehensive assessment system, and:
- Supporting the development of a comprehensive assessment system in Early Intervention and early childhood special education.

### **Implementation of the Developmental Screening Campaign**

In 2014, the Department of Education initiated a developmental screening campaign to create an environment in Rhode Island where families with children ages birth to five are aware of and understand the importance of developmental screening, know how to access it, and feel supported by their social networks and health and education providers to participate in the process. In 2015, the public awareness campaign launched. The campaign included radio advertisements, bus stop displays throughout the state, and the launch of the developmental screening and milestones family web sites. The state created developmental screening kits to provide information on screening tools, when they should be used and for what purposes, and who should be conducting the screenings. Over 9,000 developmental screening kits were distributed in English and Spanish, and at least 30 separate training sessions were offered to pediatricians, home visitors, Department of Children, Youth and Families staff, public librarians, and others to prepare them to share this information and to support communication of this information to families. In 2016, The Department of Education and the Department of Health revised its early development website pages to ensure sustainability and the practice of disseminating information supporting pediatricians and Child Outreach screeners in using appropriate screening tools and following recommendations and regulations regarding developmental screening became institutional practice.

### **Continuous Quality Improvement and Promotion of Screening: Birth- Three Year Olds**

Rhode Island has three strategies to increase birth-three year old developmental screening rates:

- Continuous quality improvement in pediatric practices;
- Evidence-based resource and referral, and;
- Improved data systems to track and report on developmental screening.

### ***Continuous quality improvement of screening protocols in pediatric offices***

The Rhode Island Department of Health (RIDOH) made significant progress towards increasing developmental screening rates in Rhode Island. Since the start of the project in 2014, RIDOH has worked with 39 practices representing a total of over 160 physicians, nurse practitioners, and physician assistants.

As part of the project, RIDOH, along with Healthcentric Advisors, worked with practices to improve their screening rates. Since July 2014, at least one Survey of Well-being of Young Children screening result has been reported to KIDSNET for 13,524 children. In 2015, 6,734 children were screened at least once using the SWYC. By December 31, 2016, the number of children screened using the SWYC at least once during 2016 and reported to KIDSNET was 9,672. The SWYC is a screening instrument designed to be freely accessible and available to families, pediatricians, and nurses, as well as professionals involved in early childhood education and care. This instrument is designed to screen cognitive, language, motor and social-emotional development as well as family risk factors. At certain ages, there is a section for autism-specific screening. The entire instrument takes about fifteen minutes to complete and is easy to score and interpret.

### ***Evidence Based Resource Referral***

To support practices in connecting families with evidence-based language and literacy and social-emotional resources, the Department of Health developed and continues to use a resource

directory to track referrals. Since 2014, participating practices have made 1,291 referrals to RIDOH's Resource and Referral Specialist, who referred families to various programs including Early Intervention, Child Outreach, First Connections, and Head Start. In addition, participating practices that showed a need could take advantage of evidence-based resources including onsite mental health consultation, the Incredible Years Parenting Program, and/or Reach Out and Read at their practice. Seven participating practices had an onsite Mental Health Consultant who was available to consult with physicians on issues, to provide brief family consultation with the family while the physician was present, to perform basic assessments with a family to determine next steps, and to help with care coordination. Since the start of the project, RIDOH provided 6 Incredible Years Parenting groups for 5 practices. In addition, 8 practices are receiving 1 year of Reach Out and Read.

### ***Data Systems to support birth-3 screening and referral***

The Department of Health encourages the use of two interactive web-based data systems where parents can complete evidence-based screening tools regarding their child's development: Child Health and Development Information Systems (CHADIS) and Patient Tools. Data sharing agreements between the Department of Health's public health Data System KIDSNET and Total Child Health Inc. (CHADIS) and Patient Tools Inc. are in place. As of November 2016, practices serving 57.7% of all children under 3 were sending developmental screening data to KIDSNET. The number of screening tests reported to KIDSNET since collection began in July 2014 nearly tripled in the ten months since the last report. As of December 31, 2016, KIDSNET had collected:

- 23,099 Survey of Well-being of Young Children (SWYC) Developmental Screens: Developmental Milestones;
- 22,929 SWYC Social/Emotional Screens: Baby Pediatric Symptom Checklist/Preschool Pediatric Symptom Checklist;
- 12,958 SWYC Autism screenings: Parent's Observations of Social Interactions (POSI);
- 3,039 Ages and Stages Questionnaires (ASQ-3);
- 1,715 Ages and Stages Questionnaires: Social-Emotional (ASQ: SE);
- 1,952 Modified Checklists for Autism in Toddlers, Revised (M-CHAT-R™).

In December 2016, the early childhood developmental screening data became part of a monthly data transfer between KIDSNET and the Early Care and Education Data System and can be linked to the statewide longitudinal data system.

### **Continuous Quality Improvement and Promotion of Screening: Three-Five Year Olds**

Rhode Island continued and improved developmental screening through Child Outreach, a universal developmental screening system designed to screen all children, aged three to five years old. 36 school districts in Rhode Island are responsible for Child Outreach screening under the child find requirements of the Individuals with Disabilities and Education Act (IDEA). Screening serves as a first step in the identification of children who might have developmental delays or disabilities and who could benefit from intervention. Rhode Island implemented two new strategies to support an increase in child outreach screening rates:

- The Primary Care Provider and Child Outreach Pilot, and;
- The Dual Language Learner Screener Initiative.

In addition, the Department of Education worked with the Department of Health to incorporate Child Outreach data into the state's public health data system, KIDSNET to integrate assessment results. The Early Childhood Special Education Department also worked together to develop aligned policies and procedures, which meet OSEP's Child Outcomes Measurement requirement. Finally, the Department of Education invested in training for ECE educators to appropriately administer formative assessment and provided technology grants to programs to support high-quality child assessment practice. Further detail on each of these activities is provided below.

***The Primary Care Provider and Child Outreach Pilot***

The Primary Care Provider and Child Outreach Pilot's goal is to train and support primary care providers (PCP) to connect children to Child Outreach screenings for both regular annual screens and screenings requested in response to a primary care provider or family concern at their children's 3, 4, and 5-year well-child checks. This collaboration not only allows PCP's to remind families about the importance of annual screenings but to provide direct referrals to the school district's Child Outreach office when a concern is noted. At the grant's end, at least 20 practices are implementing the prescription referrals in tandem with the continuous quality improvement work. In addition, each LEA has been encouraged to sustain the practices identified during the pilot and to continue collaborating with their local PCP's.

***The Dual Language Learner Screener Initiative***

The Department of Education also created a Dual Language Learner Screener initiative to train local interpreters to do child outreach screenings. Starting in 2015, The Department of Education partnered with translation agencies around screening dual-language learners with 3 translation agencies. In 2016, a directory of dual language interpreters was posted to the RIDE Website. Through this initiative, Rhode Island now has 16 trained bilingual screeners able to train in 16 different languages; during this initial year, 21 children were served through this program.

***Data Systems Improvements to Support Data Collection for Child Outreach***

In addition, one of the Rhode Island Department of Education's approaches for aligning and integrating assessments and sharing assessment results was to improve the Department of Health's public health data system, KIDSNET, to incorporate Child Outreach data. Prior to RTT-ELC, data was collected and maintained separately by each district, with aggregate reporting to the Department of Education. The plan allows for better tracking statewide of children and their screening information. Housing Child Outreach data in KIDSNET allows identification of all individual children eligible for screening at the school-district level and facilitates communication between school districts as well as with primary care providers and the Department of Education. Rhode Island piloted its new data entry system for Child Outreach Screening in 2014 and continues to make improvements to support high-quality data entry. KIDSNET allows the Department of Education to monitor the percentages of children screened, whether Child Outreach screeners are following recommended protocol for screening, and how many children are referred to and/or found eligible for special education services. Through training, the prescription, and DLL pilots, Rhode Island has dramatically increased the accuracy of data entered into KIDSNET, and now has a clear baseline for screening rates. During the first year (2014-15) using KIDSNET, 34.66% of 3 to 5 year olds were screened. That rate increased to

38.33% in the second year (2015-16) of screening. In addition RIDE is now able to make a variety of data informed policy decisions as well as support LEA's in their continuous quality improvement efforts. Child Outreach data is a part of the data transfer to the Early Care and Education Data System and can be linked to the statewide longitudinal data system for aggregate reporting purposes.

### ***Early Intervention and Early Childhood Special Education Collaboration***

The Department of Education, which oversees early childhood special education (ECSE), and Executive Office of Health and Human Services, which oversees Early Intervention (EI), worked together to develop aligned policies and procedures which meet OSEP's Child Outcomes Measurement requirement. In addition, ten (10) online training modules were created to support RI LEA's and EI programs in their transition to the new Child Outcomes Summary Process. Over 250 participants have accessed these modules as of this time.

In addition, professional development opportunities were offered to Early Intervention and Early Childhood Special Education personnel to ensure full access to all RTT: ELC initiatives. The Rhode Island Early Learning and Development Standards-Foundations course for Early Intervention providers and training on evaluation instruments such as the Bayley and Brigance which support evaluation practices when assessing young children for special education eligibility.

### ***Comprehensive Assessment in Early Childhood Education Programs and Training for Early Childhood Educators to Appropriately Administer***

Rhode Island has made progress on goals related to comprehensive assessment in ECE programs and in training for ECE educators to appropriately administer formative assessment. All state-funded Pre-K programs, all public-school early childhood special education programs, and 46 child-care centers are using Teaching Strategies GOLD (). At the start of the grant, there were 3000 child portfolios. There are now 7,165 portfolios across state-funded Pre-K programs, public and private schools, and community programs.

The formative-assessment professional development activities were focused on teachers and program administrators working in state-funded Pre-K classrooms. The state piloted a training designed for teachers at levels III & IV on the Workforce Knowledge and Competencies in 2014 and over the course of the grant, delivered workshops focused on the formative-assessment process, analyzing and using classroom-level Teaching Strategies GOLD data, and on supporting teachers in the use of formative-assessment practices were offered through RTT-ELC funds. The Department of Education worked with EDC to finalize and deliver two online professional development series aligned to the Workforce Knowledge and Competencies domain of Child Assessment. The two series with nine modules in total were made available on the Center for Early Learning Professional's website in 2016. The modules are designed to support the workforce in understanding of the comprehensive-assessment system, including appropriate purposes and uses of different types of assessment, the importance of implementing assessments reliably, and interpreting and using data to inform instruction. To date, 249 professionals have viewed the modules, completed an online survey that asks for feedback on the content of the modules and reflections on their own assessment practices, and received certificates for professional development hours.

***Supporting technology use in assessment***

In 2015, the Department of Education selected the Center for Early Learning Professionals to administer grants to support high-quality child assessment practices in programs, including family childcare homes. In addition to administering the Child Assessment Technology Grants, the Center provided technical assistance and professional development to support grantees to enhance their Quality Improvement Plans in the area of child assessment, strengthen child assessment planning and implementation, and develop new knowledge and competencies necessary to implement strong child assessment practices. In 2016, The Center awarded more than \$270,000 in grants and supported 61 programs in child assessment practices through technical assistance.

Type	Number	Total Grant Amount
Center	39	\$196,550.96
Home	6	\$15,473.68
Public	16	\$59,823.13
<b>Total</b>	<b>61</b>	<b>\$27,1847.77</b>

**Health Promotion (Section C(3) of Application)**

Describe the progress made during the reporting year and across all five years of grant implementation. Please describe the State’s strategies to ensure that measurable progress was made in this area by the end of the four-year grant and the No-Cost Extension period.

**Rhode Island did not write to Section C(3) of Application.**

**Performance Measure (C)(3)(d)**

In the **Final Progress Report Excel Workbook**, provide data on leveraging existing resources to meet ambitious yet achievable statewide targets. Targets must be consistent with those in the State’s application unless a change has been approved.

Performance Measure (C)(3)(d): Leveraging existing resources to meet ambitious yet achievable annual statewide targets.											
	TARGETS					ACTUALS					
	Baseline	Year 1	Year 2	Year 3	Year 4	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Children with High Needs screened											
Number of Children with High Needs Referred for Services Who Received Follow-Up/Treatment											
Number of Children with High Needs who participate in ongoing health care as part of a schedule of well child care											
Of these participating children, the number or percentage of children who are up-to-date in a schedule of well child care											



**Date Notes**

(Rhode Island did not write to Section C(3) of Application.)

**Engaging and Supporting Families (Section C(4) of Application)**

Describe the progress made during the reporting year and across the five years of grant implementation. Please describe the State's strategies to ensure that measurable progress was made in this area by the end of the four-year grant and No-Cost Extension period.

Rhode Island did not write to Section C(4) of Application.

**D. Early Childhood Education Workforce****Workforce Knowledge and Competency Framework and progression of credentials. (Section D(1) of Application)**

Describe the progress made during the reporting year and across all five years of grant implementation, including progress in engaging postsecondary institutions and other professional development providers in aligning professional development opportunities with the State Workforce Knowledge and Competency Framework. Please describe the State's strategies to ensure that measurable progress was made in this area by the end of the four-year grant and the No-Cost Extension period.

Rhode Island has made progress in meeting its goals in engaging postsecondary institutions and other professional development providers in aligning professional development opportunities with the state's workforce knowledge and competency framework.

Rhode Island's efforts to improve the knowledge and skills of the workforce revolve around a simple plan:

- 1) Define expectations using Workforce Knowledge and Competency Frameworks;
- 2) Require all professional development and formal education to be aligned to the Frameworks, and;
- 3) Ensure that individuals have access to the aligned professional development and formal education along an aligned career pathway.

**Workforce Knowledge and Competency Frameworks**

Rhode Island's Workforce Knowledge and Competency (WKC) Frameworks for key roles in the early care and education field provide the foundation for a high quality professional development system and are based on research, theory, and best practice. Rhode Island completed five sets of Workforce Knowledge and Competencies (WKC) under RTT-ELC to help professionals

understand what they should know and be able to do in their respective roles in the early care and education system including:

- Teachers, with a special addendum for Early Intervention and early childhood special education,
- Teacher assistants,
- Family Childcare Educators,
- Professional development providers, and;
- Administrators and Education Coordinators.

Each set of competencies was designed utilizing several national documents and documents from other states to inform the development process. Rhode Island wrote each document using a collaborative process involving consultants and local and national experts. The Rhode Island Department of Education worked with individuals from the participating state agencies, Rhode Island College, the University of Rhode Island, and the state’s newly established Center for Early Learning Professionals. Utilizing the expertise of the Education Development Center, each draft was then sent to an expert review panel, revised once again, and then put out for public comment to garner feedback from administrators, education coordinators, and teachers across the state. Following this round of public comment, the document was revised to address the comments gathered. The final documents represent the collective work and expertise of a variety of people across the state and across the nation.

In addition, the core knowledge and competencies for each role were aligned with a career pathway for each role. The career pathway specifies the benchmark that corresponds with the formal education, experience, professional development, and professional activities that correspond with an educator who is at each level. Workforce members progress from one level to another through a combination of formal study, experience, and professional development. Each set of WKC’s articulate a pathway specific to the workforce role.

**Alignment of Professional Development**

***Center for Early Learning Professionals***

Contract deliverables for the Center for Early Learning Professionals (The Center) specify that all offerings created by The Center must align with the state’s expectations for the workforce as articulated in multiple Workforce Knowledge and Competency documents. The Center has developed and implemented professional development aligned to WKC’s covering a range of topics that fall into these major categories: 1) use of classroom assessment tools (ERS) for program self-assessment; 2) foundations of child development and best practices in early care and education from birth through age 5, and 3) program management, leadership and supervision. Over the grant period: 236 multi-session series totaling 734 sessions were offered in various locations throughout the state. 189 series (582 sessions) were offered in English; 47 series (152 sessions) were offered in Spanish.

Provider	# of Aligned Professional Development Sessions – Grant Period
----------	---------------------------------------------------------------

Center For Early Learning Professionals	734
RI Department of Education	222
Community-Based Providers	474
<b>Grant Total</b>	<b>1,430</b>

In addition, the Center for Early Learning Professionals developed a professional development review process to ensure alignment of community-based professional development to WKC, designed a rubric for assessing quality, and undertook the processing and approval of professional development in 2014. In the grant period 474 community-based professional development sessions have been approved by the Center for Early Learning Professionals as aligned to the WKC.

***Postsecondary Education Alignment to Workforce Knowledge and Competencies***

Rhode Island has three institutes of postsecondary education with programs of study focused on early childhood education: the Community College of Rhode Island, the University of Rhode Island, and Rhode Island College. The state continues to improve its postsecondary education alignment to the WKC at each of the institutions as described below.

Community College of Rhode Island

In 2013, the Community College of Rhode Island (CCRI) set forth to pursue accreditation of its Early Childhood Education Associate's degree program through the National Association for the Education of Young Children (NAEYC). The purpose for engaging in this process was to promote excellence in early childhood teacher education and to provide a valid and objective external evaluation of the course of study. During this two-year endeavor, collaboration was developed and inclusive of CCRI faculty degree candidates, alumni, and community stakeholders representing various early childhood programs and state agencies. Members of the collaboration were engaged in intensive self-study of many elements within the program including courses, advising, field placement program resources, student comprehension, and success. In March 2015, NAEYC peer reviewers conducted an onsite visit at CCRI. The Accreditation Coordinator submitted a written response to the NAEYC Commission in June and a final decision to accredit CCRI was received in August 2015. In 2016, CCRI faculty continued to engage in ongoing quality improvement plans with students and stakeholders to ensure that the school's programming options are relevant for the early childhood workforce in Rhode Island. CCRI redesigned the Infant/Toddler methods course, reviewed the ECE core course content, assessments, and student-learning opportunities.

University of Rhode Island

The work with the University of Rhode Island (URI) to ensure alignment of courses in the Human Development and Family Studies and Education Department to the WKC is complete. In 2015, URI revised its early childhood education curriculum to cover the key concepts in the Rhode Island Early Learning and Development Standards Foundation course and the Workforce Knowledge and Competencies; embedded readings and activities on cognitive science into the methods course on teaching integrated math and science and into the literacy courses; revised to

align materials and content for the child assessment course; and developed a course on health and wellness to meet alignment requirements.

#### Rhode Island College

Rhode Island College's Institute for Early Childhood Teaching and Learning is in progress with the development of a new birth-5 bachelor's degree program aligned to Rhode Island's Workforce Knowledge and Competencies and Rhode Island's Early Learning and Development Standards. With funding from RTT-ELC, the Institute contracted in 2014 with Zero To Three-National Center for Infants, Toddlers, and Families to provide a framework for the new Infant Toddler pilot program. Work will continue into 2016 on the development of infant/toddler courses. Altogether, 100% of the courses in the early childhood education program at Rhode Island College are aligned to the Workforce Knowledge and Competencies.

In 2016, Rhode Island College researched and developed an Early Childhood Administrator Certificate of Graduate Studies. The program is designed for current administrators and teachers in Rhode Island who are interested in developing and furthering skills knowledge and dispositions in the leadership of Early Childhood Programs. Individuals who complete this program will earn a Graduate Certificate. Preparing administrators in community-based programs (Directors and/or Education Coordinators) and public schools (Principals and/or educational leads) to be effective leaders in supporting high-quality early childhood education is a key strategy to improve the learning outcomes for all children. As such, the content of the program focuses on understanding the developmental and learning needs of young children; the pivotal roles of family and community in early learning; on effective strategies for strengthening teaching and learning in early childhood classrooms, centers/schools, communities and systems. The program has been submitted for approval to the Rhode Island College Curriculum Committee.

### **Supporting Early Childhood Educators in improving their knowledge, skills, and abilities. (Section D(2) of Application)**

Describe the progress made during the reporting year and across all five years of grant implementation. Please describe the State's strategies to ensure that measurable progress was made in this area by the end of the four-year grant and the No-Cost Extension period.

Rhode Island continues to meet goals in statewide professional development and obtainment of postsecondary-education credentials. Rhode Island's system of support for the early childhood education workforce includes:

- Free, high-quality professional development aligned to Workforce Knowledge and Competencies;
- Supporting professional advancement along the career pathway, and;
- The development of a workforce registry to understand the composition of the early childhood workforce and to track development, advancement and retention.

#### **Effective Professional Development Aligned to Workforce Knowledge and Competencies**

To increase the knowledge and skills of early learning professionals, Rhode Island targets professional development toward the key knowledge and competencies that promote young

children's healthy development and learning. RTT-ELC has supported training at no cost to early learning professionals. To support this goal, Rhode Island awarded a contract to the Center for Early Learning Professionals in early 2014. Under this contract, the Center is charged with:

- Developing a professional development review process to ensure alignment of community-based professional development to Workforce Knowledge and Competencies;
- Designing a rubric for assessing quality;
- Continued implementation of an information line;
- Processing and approving quality professional development delivered by community based organizations. To date, 474 community-based professional development sessions have been approved and aligned to the Workforce Knowledge and Competencies.
- Developing and implementing high-quality professional development; Throughout the grant period, the Center for Early Learning Professionals offered 236 multi-session series totaling 734 sessions offered in various locations throughout the state. 189 series (582 sessions) were offered in English; 47 series (152 sessions) were offered in Spanish with a total of 4874 participants. One key training effort by the Center was the implementation of the mandatory pre-service training on health and safety for license-exempt providers was shifted from the Department of Human Services, Office of Childcare (OCC) to the Center for Early Learning Professionals (the Center) in 2015. OCC held planning meetings with the Center to mainstream the process for implementation. Working closely with OCC, the Center developed a set of online modules in English and Spanish that meet the health and safety pre-service requirement for license-exempt providers. To date, 108 providers have completed the online modules and accompanying survey.

### ***Professional Development on High-Quality Facilities***

In addition to the Center, the Rhode Island Childcare and Early Learning Facilities Fund (RICCELFF) supports programs through high-quality professional development on ways to improve existing facilities or create new spaces that support quality. RICCELFF offered all-day playground training for all individuals working with centers on national playground safety standards and a three-day national playground safety certification course in June of 2015. This course enabled attendees to test for and potentially receive certification as a playground safety inspector. More than 140 programs participated in training or information sessions designed to support programs to focus on best practices in designing early learning spaces, understanding facility grant management and utilization of federal funding for facility projects. An additional 80 programs participated in grantee training sessions held for all centers who received RTT-ELC facilities funding through RICCELFF. These trainings covered grants management, project management, selection of professionals, Davis Bacon compliance, and topics such as safety of children during construction and how construction projects can be part of curriculum.

### ***Rhode Island Early Learning and Development Standards (RIELDS)***

Also, the Rhode Island Early Learning Standards Project provides four professional development opportunities to support early care and education professionals in creating high-quality, standards-based programs: Foundations for Rhode Island Early Learning Standards, Developing a Standards-Based Curriculum, Implementing a Standards-Based Classroom, and Implementing a Standards-Based Program. All training is leveled to the appropriate role as it relates to Rhode Island's Workforce Knowledge and Competencies. To support each member of the workforce's

role, RIDE produced a variety of differentiated training opportunities for special populations, such as a Foundations course designed for Early Intervention and Early Childhood Special Educators, an expedited Foundations pathway for teacher-certified educators and for teacher-certified administrators, and a Foundations pathway for high school students in career and technical education programs.

In 2015, the content of the RIELDS Foundations training was converted into the Blackboard format and offered in three transcription formats, as a free module to participant's standalone professional development, as an undergraduate credit-bearing course for 1 credit hour, and as a non-credit course for Continuing Education Credit (CEU). The Foundations hybrid-online course and a shortened version for certified teachers was piloted in the summer of 2015.

#### ***Training for ECE Educators to Appropriately Administer Comprehensive Assessment***

To strengthen early childhood educators' understanding of the purposes and uses of each type of assessment included in the Comprehensive Assessment Systems, the Department of Education worked with a vendor to finalize and deliver a professional development series on assessment. The professional development series is designed to provide information to teachers at levels I and II on the Workforce Knowledge and Competencies domain of Child Assessment. Levels I and II provide information regarding Rhode Island's approach to child assessment, the purposes of assessment in early childhood, and the different types of assessments used in early childhood settings. This series has been designed to be facilitated by program directors and/or education coordinators, and will be offered through the Center for Early Learning Professionals for approved professional development credit. The modules were made available to the workforce in the Spring of 2016. Since that time, 249 workforce members have completed the online modules and received certificates for professional development hours.

#### **Supporting Professional Advancement Along the Career Pathway**

Rhode Island's system of supporting professional advancement along the career pathway includes supporting basic education for family childcare providers, a 12-credit training program, an associate's degree in Early Childhood Education, and a bachelor's degree in Early Childhood aligned to the Workforce Knowledge and Competencies. In 2016, Rhode Island developed additional coursework to support master's level competencies in early care and education administration.

#### ***Family Childcare Basic Education***

The 2013 Rhode Island Early Learning Workforce Study indicated that 23% of Spanish speaking family childcare educators have less than a high school credential. A phone survey conducted by Rhode Island's family childcare union noted that 77 individuals (23%) have less than a high school credential, with 93% of those providers live in Providence area. In order for Rhode Island's family childcare providers to increase learning outcomes for the children in their care, it became clear that RIT-ELC needed to further support basic literacy and language skills. In partnership with the Department of Human Services, the Rhode Island Department of Education, Office of Adult Education, was engaged to develop a pilot program to provide English as a Second Language (ESOL), and adult basic education instruction with wrap around support services for a cohort of 11 family childcare providers. The cohort model was designed as a dynamic transitional growth opportunity by providing both the challenges that will encourage learners to grow and the support they need to meet those challenges.

While no participants passed all GED subject tests, significant gains were documented, with an average increase of 11.2 points per participant on subsequent practice tests in the fall. The results indicated that the participants needed more time than what was allocated to the six-month pilot to gain the skills necessary to earn a high school equivalency. Ten (10) of the eleven (11) participants returned for the 2016 school year. The core coursework for the ESOL Program was guided by the All-Star English workbook series. Early results of the six-month pilot program were promising: 60% of the 21 participants increased their Educational Functioning Level in the first 6 months of the class. The Rhode Island Department of Education continued to subcontract with the Genesis Center to provide the ESOL program through the Workforce Investment Opportunities Act and the GED program continued through childcare development funds.

### ***Rhode Island Early Childhood Education Training Program (RIECETP)***

The RIECETP is a 12 credit training program for early care and education teachers that is aligned to level 3 in both the center and family child care BrightStars frameworks. Over the period of the grant, 253 successfully obtained 12 credits in early childhood education at the Community College of Rhode Island (CCRI) through this program.

To ensure success in the program, all RIECETP students are assigned a mentor and can access counseling and advising from the program coordinator. Program mentors assist the student in contextualizing early childhood education best practice within the classroom or home setting. Upon referral, students are also provided technical assistance from a trained environmental rating specialist. In addition to mentoring, all CCRI students have access to a variety of online and drop-in student support services at all campus locations. Services include, but are not limited to, college-readiness support, faculty advising, library resources, technology help, peer tutoring, study skills, math and writing labs, and ESL classes. As the cohort moves into its fourth course, T.E.A.C.H. staff visits the class to inform students wishing to further their education about the availability of scholarships through T.E.A.C.H.

### ***Access to Credentials through T.E.A.C.H.***

For educators ready for admission to an A.A. or B.A./B.S teacher-preparation program, T.E.A.C.H. scholarships are available to students working 30 or more hours per week in an early childhood program. These scholarships require sponsorship and a financial contribution from the center by which the educator is employed. Additionally, T.E.A.C.H. provides access to additional supports as needed or identified by the cohort. The employer must provide release time and increased compensation for program participants as they complete each scholarship term. To offset the cost to programs, Program Quality Improvement Grants may be applied to the supports required to sponsor a T.E.A.C.H. scholar. In 2016, 94 students were participating in T.E.A.C.H.; 87 students from 60 of Rhode Island's child-care centers and 7 students from 7 family child-care homes. Since RTT-ELC funding began for T.E.A.C.H., 33 students have graduated with a postsecondary degree. An additional 14 students are projected to graduate this May 2017.

### ***CCRI A.A. in Early Childhood Education***

Over the life of the grant, the Community College of Rhode Island (CCRI) graduated 104 students with an Associate's degree in Early Childhood Education. Of those, 31 graduated in May 2015, 32 graduated in May 2015, and another 41 graduated in December 2016. 100% of the

CCRI coursework is aligned to level 1 and level 2 of the Workforce Knowledge and Competencies for Teachers.

### ***Institute for Early Childhood Teaching and Learning at Rhode Island College***

Rhode Island College (RIC) offers an Early Childhood Learning PK-2 B.S. degree and the Infant and Toddler Education B.S. degree. The Rhode Island College Institute for Early Childhood Teaching and Learning began its inaugural semester in fall 2014 with the PK-2 B.S. degree and in the fall of 2015, the Infant and Toddler Education B.S. degree. The Institute's cohort design is aimed at providing wraparound supports that address needs in mathematics, reading, and writing, as well as supports for other barriers to college completion. Cohort members are required to attend weekly tutoring sessions that occur in the two hours prior to their coursework. The content of these tutoring sessions is determined by individual assessments of math and literacy skills. Cohort members take two courses per semester, both of which are hybrid courses - 50% of course hours are completed online and 50% in person.

Students may also take general education requirements as needed. The cohorts attend classes during fall, spring, and summer semesters. The cohort model takes 8 semesters for A.A. to B.S. candidates to complete and 7 semesters for second bachelor's-degree candidates to complete.

In both the Early Childhood Learning PK-2 B.S. degree and the Infant and Toddler Education B.S. degree, students begin with foundational early childhood coursework, such as early childhood development, and move toward coursework focused on pedagogy. The coursework culminates in a student-teaching experience and capstone seminar. Coursework allows for ample practice of newly acquired knowledge and skills and students are required to target changes to their instruction and practice in a variety of ways, such as working with a mentor teacher and videotaping lessons for class reflection and discussion.

From Fall 2014 through Fall 2016, 57 candidates, some who were funded by T.E.A.C.H., participated in one of three cohorts of students who went through the program. Beginning May 2017, the first cohort of students enrolled in Fall 2014, will graduate with a Bachelor's degree in Early Childhood Education. It is anticipated that each successive academic year, IECTL students will also complete program requirements following and successfully graduate from the program. Additionally, in collaboration with the Rhode Island Department of Education, RIC designed the outline of a new Concentration focused on the preparation of a B-3 workforce. RIC then utilized the draft outline to work with *Zero To Three* to fully develop the program design and delivery for a new Early Childhood Education and Development Bachelor of Science Concentration with a focus on Birth – Three. RIC is currently working on the College's Program Approval process and hopes to launch this new Concentration in 2017/2018.

### **Development of Rhode Island's Workforce Registry**

Promoting the professional growth and development of the workforce is essential to reaching the state's workforce goals. Rhode Island's goal also includes a clear way to understand the existing early care and education workforce, answer key policy questions related to demographics and credentials, and measure the impact of our investments in our workforce. The State developed and launched the Workforce Registry in 2015, which allows the central collection of data regarding the education, credentials, demographics, professional development, and employment history of individuals within the early care and education workforce. The workforce registry is



linked to the Department of Education for credential information and the Center for Early Learning Professionals for state-sponsored professional development. The result is that a provider has a digital staff file that can be shared with their current employer and can transfer with the workforce member if they change employers.

In addition, as a result of the Workforce Registry, Rhode Island will be able to produce an annual report on the early education workforce. Currently, a template for the Annual Workforce Report has been drafted and the Department of Education is working with the Early Learning Data System team to extract the data from the Workforce Registry needed to support the report. The first iteration of the report will be finalized in the 1st Quarter 2017. The report will show the demographics of the early education workforce based on one year of data collection. Information included in the report will be both self-reported, for example previous experience and professional development participation; as well as provided by the employer in the case of wages and benefits. While some information is required for compliance with licensing and program standards, other information upon which this report will rely is voluntary.

**Performance Measures (D)(2)(d)(1) and (2):**

In the **Final Progress Report Excel Workbook**, indicate State progress toward meeting ambitious yet achievable targets for:

- (1) Increasing the number of postsecondary institutions and professional development providers with programs that are aligned to the Workforce Knowledge and Competency Framework and the number of Early Childhood Educators who receive credentials from postsecondary institutions and professional development providers that are aligned to the Workforce Knowledge and Competency Framework; and
- (2) Increasing the number and percentage of Early Childhood Educators who are progressing to higher levels of credentials that align with the Workforce Knowledge and Competency Framework.

Performance Measure (D)(2)(d)(1): Increasing the number of Early Childhood Educators receiving credentials from postsecondary institutions and professional development providers with programs that are aligned to the Workforce Knowledge and Competency Framework.											
	TARGETS					ACTUALS					
	Baseline	Year 1	Year 2	Year 3	Year 4	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5
Total number of "aligned" institutions and providers											
Total number of Early Childhood Educators credentialed by an "aligned" institution or provider											

Performance Measure (D)(2)(d)(2): Increasing number and percentage of Early Childhood Educators who are progressing to higher levels of credentials that align with the Workforce Knowledge and Competency Framework.

TARGETS										
Number and percentage of Early Childhood Educators who have moved up the progression of credentials, aligned to the Workforce Knowledge and Competency Framework, in the prior year										
Type of Credential	Baseline	Baseline	Year 1		Year 2		Year 3		Year 4	
	#	%	#	%	#	%	#	%	#	%
Child Development Assistant (Lowest)										
Child Development Associate Teacher										
Child Development Teacher										
Child Development Master Teacher										
Child Development Site Supervisor										
Child Development Program Director (Highest)										

Performance Measure (D)(2)(d)(2): Increasing number and percentage of Early Childhood Educators who are progressing to higher levels of credentials that align with the Workforce Knowledge and Competency Framework.

ACTUALS												
Number and percentage of Early Childhood Educators who have moved up the progression of credentials, aligned to the Workforce Knowledge and Competency Framework, in the prior year												
Type of Credential	Baseline	Baseline	Year 1		Year 2		Year 3		Year 4		Year 5	
	#	%	#	%	#	%	#	%	#	%	#	%
Child Development Assistant (Lowest)												
Child Development Associate Teacher												
Child Development Teacher												
Child Development Master Teacher												
Child Development Site Supervisor												
Child Development Program Director (Highest)												

**(D)(2)(d) Data Notes**

In Year 1, the two aligned providers were the Rhode Island Association for the Education of Young Children (RIAEYC) and the Rhode Island Department of Education (RIDE). RIAEYC provided professional development through an existing contract with Department of Human Services using Childcare Development Funds with additional funds added from RTT-ELC. It was required that these opportunities be aligned to the Workforce Knowledge and Competencies. RIDE continued to provide professional development in the Early Learning Standards, also aligned with the WKC's for teachers and teacher assistants.

In Year 2, RIAEYC and RIDE continued to offer the professional development opportunities in 2012. RIAEYC continued to provide professional development through an extended contract, while the professional development and technical assistance center was in development.

In year three, 2,178 members of the workforce were documented as receiving high-quality professional development aligned to the Workforce Knowledge and Competencies in three approved institutions: The Rhode Island Association for the Education of Young Children (RIAEYC), the Center for Early Learning Professionals, and the Rhode Island Department of Education (RIDE).

In Year 4, 6 institutions were approved to provide aligned professional development include the Department of Education, The Center for Early Learning Professionals, Ready to Learn Providence, Rhode Island Association for the Education of Young Children, and Local Support Initiatives Corporation. The 5 institutions provided professional development to a total of 3,111 members of the workforce: 22 participants in the Health and Safety pre-service modules, 10 in Rhode Island Early Learning and Development Standards (RIELDS) Train-the-Trainer courses, 723 in RIELDS Courses; 366 in RIELDS Next Steps, 75 in Formative Assessment on TSG, 13 in Formative Assessment Data Collection and Analysis on TSG, and 1,902 in approved professional development onsite at the Center For Early Learning Professionals. 20 participated in the English as a Second Language program at Genesis Center. In addition to the 3,111 participating in professional development, the following providers completed an aligned course while seeking a degree credential: 13 in the GED program at Genesis Center, 160 in the RIECETP at CCRI, and 41 in the cohorts at Rhode Island College's Institute for Early Childhood Teaching and Learning.

In Year 5, 6 institutions were approved to provide aligned professional development include the Department of Education, The Center for Early Learning Professionals, Ready to Learn Providence, Rhode Island Association for the Education of Young Children, and Local Support Initiatives Corporation. The 5 institutions provided professional development to a total of 3,325 members of the workforce:

- 616 in RIELDS Courses;
- 313 in RIELDS Next Steps;
- 265 in Assessment in Early Childhood Settings;
- 70 in Early Childhood Assessment Observation and Documentation;
- 33 in Formative Assessment;
- 2011 in approved professional development onsite at the Center For Early Learning Professionals, and;

- 17 participated in an English as a Second Language program contextualized to early childhood education at the Genesis Center.

In addition, 2,443 people completed an aligned credit-bearing course while seeking a degree credential as follows:

RI Early Childhood Education and Training Program (RIECETP) - CCRI	252
Early Childhood Certificate program - CCRI	81
Early Childhood Associates - CCRI	655
B.S. in Early Childhood Education - RIC	513
B.S. in Human Development and Family Systems – Child Settings	553
B.S. in Human Development and Family Systems – ECE Certification	389
<b>Total</b>	<b>2,443</b>

The Center for Early Learning Professionals also approves professional development provided by early childhood educators and consultants. The number of providers who obtained professional development credit in the 312 courses approved by the Center for Early Learning Professionals is unknown.

In the application, the progression of credentials was defined as:

- Level 1: 12 credit hours in Early Childhood Education (ECE) OR CDA plus 9 credit hours in Early Childhood Education (ECE).
- Level 2: A.A. in Early Childhood Education (ECE) OR 24 credits in Early Childhood Education (ECE).
- Level 3: Bachelor's Degree in addition to or including 30 credits in Early Childhood Education (ECE) OR RI Early Childhood Certification PK-2 (includes Bachelor's Degree).
- Level 4: Master's Degree in Early Childhood Education OR Bachelor's Degree in Early Childhood Education and 12 graduate credits in Early Childhood Education (ECE)

When the Workforce Registry is fully rolled out, Rhode Island will be able to provide the number of professionals at each level of the career pathway working in early childhood education programs.

## E. Measuring Outcomes and Progress

### Understanding the Status of Children’s Learning and Development at Kindergarten Entry (Section E(1) of Application)

Describe the domain coverage of the State's Kindergarten Entry Assessment, validity and reliability efforts regarding the Kindergarten Entry Assessment, and timing of the administration of the Kindergarten Entry Assessment.

Rhode Island's Kindergarten Entry Assessment covers the five essential domains: language and literacy development, cognition and general knowledge, approaches toward learning, physical well-being and motor development, and social and emotional development.

Two rounds of pilot testing were completed in 2015 to confirm that the assessment measures what it was intended to measure, that the domains and their associated progressions measure one and only one factor, that average performance on the scale advances through the progressions, and that the points on the progressions progress in difficulty. Rasch scaling is used to examine unidimensionality, effectiveness of the rating scale, and item difficulty. Score reliability will also be estimated using the Rasch metrics of person reliability, item reliability, and internal consistency. Item-person maps will be used to evaluate the density of items across the full performance continuum.

Psychometric analyses involving exploratory and confirmatory factor analyses, initial Item Response Theory analyses, and examination of domain-score reliabilities were conducted to determine how well the items measure each domain as part of the item-development and validation process and later in setting cut scores and levels of performance. Online certification modules were developed to assess inter-rater reliability of teachers and to certify them as reliable to administer the assessment. To establish reliability, a teacher will view sets of documentation for different children for different progressions and be asked to locate the child's performance on the progression, based on the documentation provided. These responses will be compared with master scores to compute reliability. Teachers who fail the reliability check will be given additional training and asked to retake the reliability check until they achieve reliability.

Rhode Island continues to develop the state's Kindergarten Entry Profile (KEP). Rhode Island is participating in a federal Enhanced Assessment Grant multi-state consortium, led by North Carolina. The scope of work includes enhancing North Carolina's kindergarten-entry assessment to ensure that it aligns with a common set of standards that represent all states in the consortium, that the assessment measures the constructs it intends to measure, and that the assessment is valid and reliable. The five essential domains of school readiness will be assessed. The assessment items were field tested in the spring of 2015, with 26 kindergarten teachers, 5 first grade, and 4 second grade teachers. The kindergarten assessment was piloted in the fall of 2015, with 8 kindergarten teachers. In fall of 2016, 24 kindergarten, 6 first, 5 second, and 7 third grade teachers participated in the Kindergarten entry profile.

To promote the KEP, The Department of Education met with district assistant superintendents to begin planning communication around the KEP pilot. Each district received a personalized profile of their community, which included information regarding children's access to quality preschool programs and demographic information such as the number of children born at-risk and the number of children living in poverty. These profiles were intended to spotlight the major predictors of children's preparedness for kindergarten and to help administrators understand the potential number of children who would enter kindergarten already behind. To additionally support formative assessment and the kindergarten entry profile, Rhode Island will work with local education agencies (LEA) to help prepare them to implement formative assessment in grades K-3. After the approval of the no-cost extension application, Rhode Island revised the state plan and reallocated unspent funds to release a request for proposals to provide professional development for LEAs that will help them focus specifically on understanding and supporting developmentally appropriate kindergarten instruction, assessment and curriculum practices, and

transition from preschool to kindergarten. A contract was awarded to Education Development Center to complete this work. To accomplish this work Rhode Island recruited schools in Rhode Island to pilot the Kindergarten curriculum from Boston Public Schools and host a statewide kindergarten conference. Fall 2016, over 100 educators from across Rhode Island participated in the Kindergarten Conference. The conference focused on effective instructional practices for the kindergarten classroom. Featured at the conference was staff from the Boston Public Schools Early Childhood Department, which has received national attention for the innovative kindergarten curriculum it has developed. Jason Sachs, the head of the department, delivered the keynote on their success in improving classroom quality in both prekindergarten and kindergarten classrooms in the Boston schools. The staff from the Early Childhood Department then led breakout sessions on a number of highly effective instructional practices. The conference also included an administrator track as well. This conference also was the launch of the pilot of the Boston Public schools kindergarten. At this conference, twenty three kindergarten teachers from seven districts began learning how to implement an interdisciplinary kindergarten curriculum developed by the Boston Public Schools (BPS) with professional development support from BPS and coaching support from the Education Development Center (EDC) with the aim of supporting developmentally-appropriate, Common Core-aligned kindergarten teaching and learning. In an effort to build district capacity, reading specialists/coaches from each district are joining the kindergarten teachers in the professional development sessions and participating in special coach training days. This initiative is generating an unusual level of enthusiasm among teachers, coaches, and school and district leaders. Educators have begun to create learning centers where children might be reading, writing, talking, singing, building with blocks, conducting science, engineering, or math investigations, or taking on roles through dramatization.

The Policy Equity Group was contracted in 2015 to develop the implementation plan for Rhode Island that will help structure communications and approaches when the field test is conducted. The Policy Equity Group interviewed Department of Education staff to better understand the current state context. In addition, four separate focus groups were held statewide to gather information from kindergarten teachers regarding their current context and to better understand the potential challenges and benefits to implementing a KEP. Over 40 teachers participated, with representation from more than 15 individual school districts. In early 2016, focus groups will be held with district administrators. RIDE has included in its state budget request funding to support the implementation of the Kindergarten Entry Profile. Based on the report developed by the Policy Equity Group, RIDE is planning a gradual implementation of the Kindergarten Entry Profile. Should we be funded our plan is to emphasize professional development on developmentally appropriate practices prior to implementation of the Kindergarten Entry Profile as we have learned that implementation is more successful where classroom environment supports data collection through observation and developmentally appropriate instructional practices.

**Early Learning Data Systems (Section E(2) of Application)**

Describe the progress made during the reporting year and across all five years of grant implementation, including the State’s progress in building or enhancing a separate early learning data system that aligns with and is interoperable with the Statewide Longitudinal Data System. Describe the State’s strategies to ensure that measurable progress was made in this area by the end of the four-year grant and the No-Cost Extension period.



Rhode Island has made significant progress in the development of the Early Care and Education Data System (ECEDS). Rhode Island's ECEDS serves multiple purposes, including enabling uniform data collection, reducing duplicative data collection efforts between the participating state agencies and early childhood stakeholders, and collecting data to help the state answer key policy questions for the purpose of informing policy and programmatic decision-making. The ECEDS includes:

- A statewide child identifier to enable linkage between the Department of Health's public health database, the Department of Human Services database data, and the Department of Education's Statewide Longitudinal Data System;
- A unique statewide workforce identifier;
- A unique program site identifier;
- Child, family, and workforce demographic information;
- Data on the educator's educational attainment and credentials and professional development information, and;
- Data on the program's structure, quality, and applicable data reported as part of BrightStars, Rhode Island's Quality Rating and Improvement System; and child-level participation and attendance data.

Despite the progress, Rhode Island did not finish building all of the initially proposed components of ECEDS – especially in the area of collecting child level data. This was due to the following reasons:

- **Staffing Challenges:** Because it is challenging for state agencies to compete with private business to attract the staff with needed skills, hiring data system staff took an extraordinarily long time. Fortunately, the Rhode Island Department of Education had the infrastructure for the system already in place from the first Race to the Top initiative.
- **Changing Technology:** As ECEDS was being built technology was advancing and other agency systems were being upgraded requiring staff to make continual upgrades to the parts of the system that were already built while continuing to build the new components.
- **Data Sharing Agreements:** It also took almost a year and a half to put in place data sharing agreements between the agencies –something the team planned to do in a few months.
- **Expanded Scope:** Finally, the project scope expanded over time to include important components that the team had not included in the original scope of work such as the development of a universal application and the website. Both of these components emerged as critical for driving users to ECEDS and incentivizing entry of key data elements.
- **Early Delays As Core System Elements Were Put in Place:** Progress in this area was also delayed by the revision of the BrightStars standards that occurred as part of the overall alignment of the standards and regulations. This was not anticipated in the original project scope of work but proved to be an important, foundational step for the overall system. While critical, this unanticipated work delayed almost every aspect of the project.

The following sections describe the status and progress of the state in several core areas of work.

### **Data System Integration**

Rhode Island's RTT-ELC application initially planned to integrate data from the following systems:

- InRhodes, social service eligibility system from the Department of Human Services;
- Brightstars, tiered quality rating and improvement system data from the Rhode Island Association for the Education of Young Children;
- KIDSNET, the state child health/public-health database from the Rhode Island Department of Health;
- Eride, public school database, and Ecert, teacher certification database, both from the Rhode island Department of Education;
- RICHIST, child welfare and childcare licensing database, from the Rhode Island Department of Children Youth and Families, and;
- Welligent, Early Intervention database, from the Executive Office of Health and Human Services.

All of these data systems were integrated into ECEDS during the grant period, with the exception of Welligent; as it was determined early on in the grant that a direct exchange of Welligent data related to early intervention services is available through KIDSNET. However, during the grant period, the Department of Human Services transitioned to a new integrated eligibility system, RI Bridges, which was launched in September 2016 resulting in additional integration work. Due to delays in the launch of RI Bridges, which was originally scheduled to launch in July 2015, Rhode Island does not anticipate achieving full integration of social services data until May 2017.

While the data system integration brings together a lot of the data elements needed to answer the RTT-ELC policy questions, some data is collected directly from the early learning program administrators through an outward facing program portal and individuals through a Workforce Registry (see below for more detail). Access to the ECEDS system is available through the [exceed.ri.gov](http://exceed.ri.gov) website.

In addition to data flowing in to the ECEDS system, data flows out. School roster data is sent monthly from the Department of Education to KIDSNET. An initial file of children ages birth to 5 was sent from ECEDS to KIDSNET. A KIDSNET ID number was returned for all matches. Children not previously in the ECEDS database were added and assigned a state assigned student Identification Number (SASID). The SASID stays with a child longitudinally and thus allows for connecting early childhood data in KIDSNET and ECEDS with the state longitudinal data system (SLDS).

### **Child Level Data**

Rhode Island's initial scope of work included the ability to collect enrollment and attendance data in the ECEDS system. The initial plan was to collect that information directly from programs via the program portal into ECEDs. However, due to the extra burden of work this would put on programs as well as the reluctance of many families to submit this information to the state, the team decided to narrow the focus to children in state-funded programs such as CCAP, State-funded Pre-K, and preschool programs run by public schools. Unfortunately, this was not accomplished under the grant due to overall delays with the ECEDS system development and delays with the in the launch of RI Bridges. Going forward, Rhode Island continues to look at how they will address this and make other improvements to the ECEDS system.

### **EXCEED Website**

Rhode Island launched the [www.exceedri.gov](http://www.exceedri.gov) in 2014. In addition to providing information about the early childhood system for programs and professionals, the website has a section for families that provides residents with the information necessary to choose the best early care and education program for their family. Specifically there is a program search allowing Rhode Island residents to search for and review a program's profile in Rhode Island's Early Learning program search. This supports residents' understanding of the foundational regulations for early childhood programs and understanding of how quality is measured across our state. The family section also includes information for families about how to support their child's early learning and development and to access resources to afford quality care. In addition, [Exceed.ri.gov](http://Exceed.ri.gov), 'The Exceed families' page, and the program search are the foundation for meeting the requirements outlined in the Childcare Development Block Grant reauthorization.

### **Program Portal and Workforce Registry**

The website is also the entry point into the Early Care and Education Data System (ECEDS) for Program Administrators, individuals in the early learning workforce, and state agencies. There is one login and registration into ECEDS for administrators, the workforce and state agencies. The development team built and released the ECEDS registration, login, delegation, multi-site user functionality, state-agency access, program, workforce and classroom tabs in 2015.

When Program Administrators login and view the program portal, they can enter, review and update information about their program. This, paired with information that is already collected and stored by state agencies, displays the program profile. Program Administrators can also access and update their personal Workforce Registry through a toggle feature on the program portal page.

Early care and education workforce professionals can also login to enter and view the Workforce Registry. In the Workforce Registry, the workforce member can review information provided by state agencies and enter and update general information about them that is required by regulatory authorities. The individual then has a digital staff file that can be shared with their current employer and will move with the workforce member if they change employers. Once the workforce member completes their registry, program administrators can also review their employees' credentials, education, and experience. Program Administrators can use the information in the Workforce Registry to support their employees' professional development plan and monitor the staff requirements for their regulatory agencies. Workforce information is not displayed in the program's public profile.

The workforce registry is also linked to the Department of Education eCert system so that teacher certification information is automatically displayed in the workforce registry.

In addition, the state completed and implemented the functionality to support a Universal Program Application in 2016. The Universal Program Application (UPA) allows program administrators to link the data in the early care and education data system's program profile with the data on the program's staff in the workforce registry and allows the administrator to use this data to complete applications across the program-quality continuum (DCYF license renewal, BrightStars and CECE approval). State agency leads can also login to the ECEDS to review and approve applications across the program quality continuum and run reports.

### **Supports to Providers to Use ECEDS**

A complex data system that engages the field in data entry requires provider supports to ensure success. Rhode Island has planned and implemented a communication plan to ensure a clear understanding of the vision and purpose of the data system through letters, updated information on the Exceed website, social media, and presentations to the field.

In addition, the state put in place a contract for help-desk service to support technical issues related to registration, login, and data entry in 2015. The Department of Human Services (DHS), in conjunction with SEIU 1199NE, as the dedicated union for home based childcare providers, identified the need to train educators to use technology to enter data into the new DHS eligibility system and into the workforce registry. To that end, DHS provided proper technology (i.e. hardware), computer skills training, and training on creating and maintaining a workforce registry profile to 370 home based child care providers participating in CCAP in the summer of 2016. To ensure access to technology for all, the Center for Early Learning Professionals offered technology grants in the summer of 2016 to center-based programs and to licensed family childcare programs who were ineligible to receive technology through the family childcare union; 27 grants were awarded totaling just over \$25,000.

### **Data Governance**

In order to effectively produce Rhode Island's desired Early Care and Education System, additional resources were requested to support data governance and allocated through an amendment in 2014. A contract was issued and a full-time consultant was hired to facilitate the development and implementation of a data-governance structure. Rhode Island convened the data governance group in 2015 and created formal documents guiding the format for ECEDS Data Governance, completed Privacy Policies and Terms and Conditions of Use and finalized all data sharing agreements. A sustainable data governance plan to fold the overarching ECEDS data governance structure into the SLDS, the state's P20 - W+ system is being developed. RIDE plans to integrate the coordinating team structure development under RTT-ELC with the ECEDS Data Governance. Since many of the staff involved with these groups are the same the agencies will continue to meet, although on a less frequent basis to ensure continued alignment of early childhood policies and initiatives as well as ensure the effective implementation, use and coordination of ECEDS.

### **Reporting**

The Rhode Island Department of Education developed a longitudinal data warehouse to support the integration of data with the statewide longitudinal data system. The state has determined that the most effective way to meet reporting needs is to develop the ability for administrative users to query the data warehouse and define data extracts. Three queries reports have been defined by a cross-agency team and are pending development: one each for programs, workforce, and child-level data. Currently, there is not established timeline for the completion of these queries.

Finally, a template for the Annual Workforce Report was drafted and data from ECEDS was extracted from the Workforce Registry to support the report. The first iteration of the report was finalized in the 1st Quarter 2017. The report is designed to show the demographics of the early education workforce. Information included in the report will be both self-reported, for example previous experience and professional development participation; as well as provided by the employer as evidence of standards or compliance with regulations.

**Attach the following final documents:**

- **Final Validation Study**
- **Kindergarten Entry Assessment Summary**

**Future State plans**

Thank you for filling out the Race to the Top—Early Learning Challenge grant Final Progress Report. Please provide the Departments with a description of your State’s future early learning plans.

Rhode Island's youngest children will have additional resources in FY17. Rhode Island received \$5.2M through federal Preschool Expansion Grant to expand state funded Pre-K and an additional \$8.3M for the childcare assistance program's subsidies.

The Department of Human Services will be resourcing the following activities at a reduced capacity in FY17 after RTT-ELC through the quality set-aside of the Childcare Development Block Grant: Adult GED and ESOL classes, BrightStars, the Center for Early Learning Professionals, the Childcare Facilities Fund, and supports for the workforce to obtain post-secondary education.

The Department of Education funded two early childhood positions through their state agency budget, a Coordinator of Early Childhood Education and an Education Specialist, to focus on Pre-K initiatives. The Governor's proposed FY18 budget adds one new FTE staff position at RI Department of Education (RIDE) to support early learning programs.

The Department of Education is working with the Department of Children, Youth and Families and the Department of Human Services to determine next steps for continuation of the early learning data system.

Rhode Island's Department of Health (DOH) work around supporting screening and response to screening was designed to be sustainable once the system was put into place. Since 2013, DOH has supported 39 practices to implement standardized developmental screening using an electronic system. All but 10 of the practices have chosen to cover the cost of the electronic system (one of these practices disbanded). DOH has created a sustainable referral hotline and has streamlined the referral protocol for families to engage in services. Additional data elements may be added to monthly KIDSNET to ECEDS file exchange with approval from the data governance board. Finally, DOH will continue to work on systems issues as part of its commitment to a comprehensive early childhood system.

In addition, the Governor's proposed FY18 Rhode Island State Budget includes \$1.1 million increase to the State Pre-K program for four-year-olds which, when combined with funding, will enable Rhode Island to expand the State Pre-K program to serve over 1,000 children in 2017-2018. The budget also adds \$390,000 to state-funded Head Start preschool slots for three- and four-year-olds to close the gap between federal and state funding levels per child. This funding will help Head Start programs attract and retain qualified, effective teaching staff and expand program hours to meet new federal requirements. Funding for the Child Care Assistance Program (CCAP) is also included. This funding will be used to implement new federal rules designed to improve continuity of access to child care, specifically: a permanent graduated-phase out policy, 12 month continuous eligibility, 3 months of eligibility for families who lose their jobs to engage in job search, infant-toddler prioritization, and expanded outreach to homeless families. In addition, the budget adds \$1 million to create enhanced reimbursement rates for child care programs serving infants and toddlers that meet high-quality standards and provides \$250,000 in funding to support implementation of the Kindergarten Entry Profile (KEP). Rhode Island's advocates, including the Early Learning Council and state agency leadership, will continue to advocate for the FY18 budget.

## Budget and Expenditure Tables

**Expenditure Table 1: Overall Expenditure Summary by Budget Category—** . Report your actual expenditures for the entire grant period.

<b>Budget Table1: Budget Summary by Budget Category</b>						
<b>Budget Categories</b>	<b>Grant Year 1 (a)</b>	<b>Grant Year 2 (b)</b>	<b>Grant Year 3 (c)</b>	<b>Grant Year 4 (d)</b>	<b>Grant Year 5 (e)</b>	<b>Total (f)</b>
1. Personnel	427,598	1,469,299	1,838,213	1,870,692	1,216,962	6,822,763
2. Fringe Benefits	217,167	771,723	987,650	995,962	641,433	3,613,935
3. Travel	323	3,194	10,078	10,401	4,095	28,092
4. Equipment	5,889	29,221	13,639	2,201	1,070	52,018
5. Supplies	881	28,972	29,895	20,957	12,926	93,631
6. Contractual	40,060	1,472,289	3,830,372	4,690,071	8,183,226	18,216,017
7. Training Stipends	0	0	0	0	0	0
8. Other	281	11,909	80,521	24,586	66,304	183,601
9. Total Direct Costs (add lines 1-8)	692,198	3,786,606	6,790,368	7,614,871	10,126,015	29,010,057
10. Indirect Costs*	9,414	225,452	340,797	232,917	249,692	1,058,273
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	0	143,438	4,114,280	9,070,247	5,893,339	19,221,304
12. Funds set aside for participation in grantee technical assistance	17,960	16,005	50,688	95,284	21,616	201,553
<b>13. Total Grant Funds Expended (add lines 9-12)</b>	<b>719,573</b>	<b>4,171,501</b>	<b>11,296,133</b>	<b>17,013,318</b>	<b>16,290,662</b>	<b>49,491,187</b>
14. Funds from other sources used to support the State Plan	62,559,400	59,311,486	47,223,805	66,997,092	79,586,019	315,677,802
<b>15. Total Statewide Expenditures (add lines 13-14)</b>	<b>63,278,973</b>	<b>63,482,987</b>	<b>58,519,938</b>	<b>84,010,410</b>	<b>95,876,680</b>	<b>365,168,988</b>
<u>Columns (a) through (e):</u> For each grant year for which funding is requested, show the total amount expended for each applicable budget category.						
<u>Column (f):</u> Show the total amount expended for all grant years.						
<u>Line 6:</u> Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6.						
<u>Line 10:</u> If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.						

Line 11: Show the amount of funds distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.

Line 12: The State was expected to set aside \$400,000 from its grant funds for the purpose of participating in RTT-ELC grantee technical assistance activities facilitated by ED or HHS. The State could request to amend this amount if needed.

Line 13: This is the total funding expended under this grant.

Line 14: Show total funding from other sources (including Federal, State, private, or local) used to support the State Plan and describe these funding sources in the budget narrative.

Please provide a brief explanation of any discrepancies between the State's approved budget and its total expenditures for the reporting period.



Salary and fringe expenditures were lower than budgeted by \$93,737 due to turnover as the grant period end date approached.

In-State Travel was underspent by \$4,306. During the last year of the grant, and across all projects, less in-person meetings were held and business was conducted primarily through phone calls and email.

Funds for equipment were not budgeted for in Grant Year 5, however a laptop was needed for the RTT-ELC Associate Director, Project 1. The funds for this \$1,070 purchase came from savings in salary and fringe.

Supplies were overspent by \$3,426. The net total is a result of savings in Projects 5 and 6; and additional supplies needed in Project 2 for RIELDS trainings and Family Fun Activity sessions that were not originally budgeted for. The funds for these additional supplies came from savings in salary and fringe.

Total expenditures for contracts were under budget by \$497,998. A detailed explanation is provided below in the budget narrative for each project.

“Other” was overspent by \$53,226. These costs were in Project 2 for printing additional materials needed for RIELDS trainings and Family Fun Activity sessions that were not originally budgeted for. The funds for these additional materials came from savings in salary and fringe.

Indirect costs were overspent by \$19,163. Actual calculation of indirect was slightly higher than original estimates.

Pass-through funds expenditures were higher than budgeted by \$29,663. A detailed explanation is provided below in Project 2 – Improving the Quality of Early Learning Programs and Project 5 – Developing and Supporting Effective Early Childhood Assessment.

Funds set aside for technical assistance were underspent by \$19,320. The majority of the unspent technical assistance funds were in project management. We had a strong project management process and were not in need of technical assistance.

Please provide the Departments with an estimated total of grant funds to be returned to the U.S. Treasury.

RI estimates that \$508,813 will be returned to the U.S. Treasury.

**Budget and Expenditure Tables by Project** -- Report your actual budget expenditures for the entire previous grant period. Copy the table and questions below for each project.

<b>Budget Table 2: Project 1 – Grant Management</b>						
<b>Budget Categories</b>	<b>Grant Year 1 (a)</b>	<b>Grant Year 2 (b)</b>	<b>Grant Year 3 (c)</b>	<b>Grant Year 4 (d)</b>	<b>Grant Year 5 (e)</b>	<b>Total (f)</b>
1. Personnel	164,528	365,024	520,995	485,556	372,481	1,908,585
2. Fringe Benefits	83,546	184,677	284,875	262,586	197,005	1,012,688
3. Travel	153	1,053	3,189	3,466	1,297	9,159
4. Equipment	2,174	20	3,768	2,201	1,070	9,233
5. Supplies	881	10,841	14,351	14,467	432	40,973
6. Contractual	0	47,519	149,579	211,174	82,518	490,790
7. Training Stipends	0	0	0	0	0	0
8. Other	265	3,278	5,051	4,982	5,565	19,142
9. Total Direct Costs (add lines 1-8)	251,547	612,414	981,808	984,433	660,369	3,490,570
10. Indirect Costs*	1,438	25,333	44,084	30,111	50,841	151,808
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	0	0	0	0	0	0
12. Funds set aside for participation in grantee technical assistance	17,825	8,043	47,975	85,768	8,074	167,685
13. <b>Total Grant Funds Expended</b> (add lines 9-12)	270,811	645,790	1,073,867	1,100,312	719,284	3,810,063
14. Funds from other sources used to support the State Plan	60,124	45,061	0	0	0	105,185
15. <b>Total Budget</b> (add lines 13-14)	330,935	690,851	1,073,867	1,100,312	719,284	3,915,248
Columns (a) through (e): For each grant year for which funding is requested, show the total amount expended for each applicable budget category.						
Column (f): Show the total amount expended for all grant years.						
Line 6: Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6.						
Line 10: If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.						

Line 11: Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.

Line 12: The Participating State Agency's allocation of the \$400,000 the State must set aside from its Total Grant Funds Requested for the purpose of participating in RTT-ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated evenly across the four years of the grant.

Line 13: This is the total funding requested under this grant.

Line 14: Show total funding from other sources (including Federal, State, private, or local) being used to support the State Plan and describe these funding sources in the budget narrative.

For each project, please provide an explanation of any discrepancies between the State's approved budget and expenditures for the reporting period.

Salary and fringe expenditures for Project 1 were \$122,721 lower than expected as a result of key staff who were originally budgeted through 12/31/2016 leaving the project early.

Contracts were underspent by \$576. RIDE put funds aside for translation for FY 2017 and the full amount was not needed.

There are \$17,044 TA funds remaining in the budget for Project 1.

**Budget Table 3: Project 2 – Improving the Quality of Early Learning Programs**

<b>Budget Categories</b>	<b>Grant Year 1 (a)</b>	<b>Grant Year 2 (b)</b>	<b>Grant Year 3 (c)</b>	<b>Grant Year 4 (d)</b>	<b>Grant Year 5 (e)</b>	<b>Total (f)</b>
1. Personnel	5,582	48,021	77,962	91,267	240,095	462,927
2. Fringe Benefits	2,348	26,994	37,176	49,304	135,976	251,799
3. Travel	33	0	1,887	906	603	3,429
4. Equipment	0	0	948	0	0	948
5. Supplies	0	0	2,403	1,216	11,220	14,840
6. Contractual	0	0	0	550,186	5,586,227	6,136,412
7. Training Stipends	0	0	0	0	0	0
8. Other	0	253	2,804	3,752	58,976	65,785
9. Total Direct Costs (add lines 1-8)	7,963	75,269	123,182	696,630	6,033,095	6,936,139
10. Indirect Costs*	0	24,938	29,126	25,112	60,364	139,541
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	0	143,438	3,051,766	7,086,236	5,385,671	15,667,111
12. Funds set aside for participation in grantee technical assistance	0	0	0	0	0	0
<b>13. Total Grant Funds Expended</b> (add lines 9-12)	7,963	243,645	3,204,074	7,807,978	11,479,130	22,742,791
14. Funds from other sources used to support the State Plan	49,599,450	49,613,423	37,649,868	56,158,139	78,877,627	271,898,508
<b>15. Total Budget</b> (add lines 13-14)	49,607,413	49,857,069	40,853,943	63,966,117	90,356,757	294,641,299

Columns (a) through (e): For each grant year for which funding is requested, show the total amount expended for each applicable budget category.

Column (f): Show the total amount expended for all grant years.

Line 6: Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6.

Line 10: If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.

Line 11: Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.

Line 12: The Participating State Agency's allocation of the \$400,000 the State must set aside from its Total Grant Funds Requested for the purpose of participating in RTT-ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated evenly across the four years of the grant.

Line 13: This is the total funding requested under this grant.

Line 14: Show total funding from other sources (including Federal, State, private, or local) being used to support the State Plan and describe these funding sources in the budget narrative.

For this project, please provide an explanation of any discrepancies between the State's approved budget and expenditures for the reporting period.

There was \$55,583 unspent in the contractual line for this project. The main source of the remaining funds comes from the contract with The Providence Plan for the TEACH contracts; less than expected eligible applicants applied for the scholarship program during Grant Year 2016.

There was \$31,458 remaining in the pass-through fund line for this project. The RIC contract, for the Higher Ed Center for teaching and Learning, was underspent by \$41,680 due to the fact that early on there was a late start to the work from the point of contracting. Although all of the deliverables were met, there were unspent funds. The EDC contract, for the Center for Early Learning Professionals, had \$13,615 remaining due to staff turnover towards the end of the project. Of that remaining \$55,300, \$24,000 was moved to HEALTH's Project 5 pass-through budget line #11 for the Healthcentric Advisors contract for additional funding for primary care practices for evidenced based interventions, leaving \$31,458 unspent in Project 2 line 11.

**Budget and Expenditure Table 4: Project 3 – Establishing and Measuring Tiered Quality Program Standards** -- *Report your actual budget expenditures for the entire previous grant period. Copy the table and questions below for each project.*

**Budget Table 4: Project 3 – Establishing and Measuring Tiered Quality Program Standards**

<b>Budget Categories</b>	<b>Grant Year 1 (a)</b>	<b>Grant Year 2 (b)</b>	<b>Grant Year 3 (c)</b>	<b>Grant Year 4 (d)</b>	<b>Grant Year 5 (e)</b>	<b>Total (f)</b>
1. Personnel	69,041	194,593	241,871	266,937	0	772,441
2. Fringe Benefits	32,946	105,841	137,495	161,194	0	437,477
3. Travel	0	0	1,027	2,567	0	3,594
4. Equipment	1,117	11,237	2,670	0	0	15,024
5. Supplies	0	0	2,917	263	0	3,180
6. Contractual	0	21,292	1,214,833	1,461,792	0	2,697,917
7. Training Stipends	0	0	0	0	0	0
8. Other	0	351	773	895	0	2,019
9. Total Direct Costs (add lines 1-8)	103,104	333,314	1,601,585	1,893,648	0	3,931,651
10. Indirect Costs*	346	27,676	35,298	29,003	0	92,323
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	0	0	0	0	0	0
12. Funds set aside for participation in grantee technical assistance	0	0	0	0	0	0
<b>13. Total Grant Funds Expended</b> (add lines 9-12)	103,450	360,989	1,636,883	1,922,651	0	4,023,974
14. Funds from other sources used to support the State Plan	5,140,399	6,685,634	7,253,594	8,841,454	0	27,921,080
<b>15. Total Budget</b> (add lines 13-14)	5,243,848	7,046,624	8,890,477	10,764,105	0	31,945,054

Columns (a) through (e): For each grant year for which funding is requested, show the total amount expended for each applicable budget category.

Column (f): Show the total amount expended for all grant years.

Line 6: Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6.

Line 10: If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.

Line 11: Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.

Line 12: The Participating State Agency's allocation of the \$400,000 the State must set aside from its Total Grant Funds Requested for the purpose of participating in RTT-ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated evenly across the four years of the grant.

Line 13: This is the total funding requested under this grant.

Line 14: Show total funding from other sources (including Federal, State, private, or local) being used to support the State Plan and describe these funding sources in the budget narrative.

For this project, please provide an explanation of any discrepancies between the State's approved budget and expenditures for the reporting period.

No activities were conducted in Project 3 during Grant Year 5, Jan-Dec 2016.



**Budget and Expenditure Table 5: Project 4 – Using Early Learning and Development Standards**

*-- Report your actual budget expenditures for the entire previous grant period. Copy the table and questions below for each project.*

**Budget Table 5: Project 4 – Using Early Learning and Development Standards**

<b>Budget Categories</b>	<b>Grant Year 1 (a)</b>	<b>Grant Year 2 (b)</b>	<b>Grant Year 3 (c)</b>	<b>Grant Year 4 (d)</b>	<b>Grant Year 5 (e)</b>	<b>Total (f)</b>
1. Personnel	29,615	39,981	61,125	71,033	0	201,754
2. Fringe Benefits	18,324	16,966	32,191	30,467	0	97,949
3. Travel	0	310	453	517	0	1,280
4. Equipment	839	4,490	991	0	0	6,320
5. Supplies	0	171	0	0	0	171
6. Contractual	40,060	649,046	765,372	373,189	0	1,827,668
7. Training Stipends	0	0	0	0	0	0
8. Other	0	4,286	68,788	6,242	0	79,316
9. Total Direct Costs (add lines 1-8)	88,839	715,249	928,921	481,449	0	2,214,459
10. Indirect Costs*	591	20,537	64,147	15,163	0	100,438
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	0	0	0	0	0	0
12. Funds set aside for participation in grantee technical assistance	0	0	0	0	0	0
<b>13. Total Grant Funds Expended</b> (add lines 9-12)	89,430	735,787	993,068	496,612	0	2,314,897
14. Funds from other sources used to support the State Plan	435,801	462,874	252,573	531,436	0	1,682,684
<b>15. Total Budget</b> (add lines 13-14)	525,231	1,198,661	1,245,641	1,028,048	0	3,997,580

Columns (a) through (e): For each grant year for which funding is requested, show the total amount expended for each applicable budget category.

Column (f): Show the total amount expended for all grant years.

Line 6: Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6.

Line 10: If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.

Line 11: Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.

Line 12: The Participating State Agency's allocation of the \$400,000 the State must set aside from its Total Grant Funds Requested for the purpose of participating in RTT-ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated evenly across the four years of the grant.

Line 13: This is the total funding requested under this grant.

Line 14: Show total funding from other sources (including Federal, State, private, or local) being used to support the State Plan and describe these funding sources in the budget narrative.

For this project, please provide an explanation of any discrepancies between the State's approved budget and expenditures for the reporting period.

No activities were conducted in Project 4 during Grant Year 5, Jan – Dec 2016.

**Budget and Expenditure Table 6: Project 5 – Developing and Supporting Effective Early Childhood Assessment** -- *Report your actual budget expenditures for the entire previous grant period. Copy the table and questions below for each project.*

**Budget Table 6: Project 5 – Developing and Supporting Effective Early Childhood Assessment**

<b>Budget Categories</b>	<b>Grant Year 1 (a)</b>	<b>Grant Year 2 (b)</b>	<b>Grant Year 3 (c)</b>	<b>Grant Year 4 (d)</b>	<b>Grant Year 5 (e)</b>	<b>Total (f)</b>
1. Personnel	63,280	181,614	268,289	285,808	203,217	1,002,207
2. Fringe Benefits	33,339	100,055	135,081	149,638	100,950	519,064
3. Travel	0	474	1,860	1,872	2,195	6,401
4. Equipment	827	914	0	0	0	1,741
5. Supplies	0	17,006	4,928	2,974	1,167	26,074
6. Contractual	0	7,922	522,714	282,977	1,731,410	2,545,022
7. Training Stipends	0	0	0	0	0	0
8. Other	9	165	673	5,217	1,093	7,157
9. Total Direct Costs (add lines 1-8)	97,455	308,149	933,545	728,487	2,040,031	4,107,667
10. Indirect Costs*	4,073	32,616	51,509	37,446	60,226	185,870
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	0	0	0	51,675	507,669	559,344
12. Funds set aside for participation in grantee technical assistance	0	7,557	2,714	9,516	13,542	33,328
<b>13. Total Grant Funds Expended</b> (add lines 9-12)	101,528	348,322	987,768	827,230	2,621,467	4,886,209
14. Funds from other sources used to support the State Plan	147,551	209,362	208,502	169,145	391,999	1,126,559
<b>15. Total Budget</b> (add lines 13-14)	249,079	557,684	1,196,271	996,268	3,013,467	6,012,768

Columns (a) through (e): For each grant year for which funding is requested, show the total amount expended for each applicable budget category.

Column (f): Show the total amount expended for all grant years.

Line 6: Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6.

Line 10: If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.

Line 11: Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.

Line 12: The Participating State Agency's allocation of the \$400,000 the State must set aside from its Total Grant Funds Requested for the purpose of participating in RTT-ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated evenly across the four years of the grant.

Line 13: This is the total funding requested under this grant.

Line 14: Show total funding from other sources (including Federal, State, private, or local) being used to support the State Plan and describe these funding sources in the budget narrative.

For this project, please provide an explanation of any discrepancies between the State's approved budget and expenditures for the reporting period.

Salary and fringe expenditures for Project 5 were \$12,611 lower than expected as a result of staff who were originally budgeted through 12/31/2016 leaving the project early.

There was \$272,170 unspent in the contractual line for this project. \$37,121 was shifted from HEALTH's contractual line to HEALTH's pass-through funds line for Healthcentrics for evidence-based practices; several practices signed on to participate in Reach Out and Read late in the project. In addition, there were two Incredible Years groups that ended in December, and mental health consultation continued through the end of the project.

The remaining \$235,049 is broken down as follows:

*EDC Technology Grants* - \$13,608 unspent due to staff turnover and unspent funds on the Providence Plan Technology Grant subcontract;

*EDC Kindergarten Entry Profile* - \$2,309 unspent due to staff turnover;

*East Bay* - \$46,400 unspent due to this vendor not completing all of the professional development modules included in the scope of work. They had a late start due to delays in the procurement process and also had some staffing changes.

*Healthcentrics* - \$172,732 due to unspent salary and fringe because the work took fewer hours than expected; The American Academy of Pediatrics subcontract also underspent their salary and fringe line because the work took fewer hours than expected; the Continuous Quality Improvement line was underspent because fewer practices than anticipated met their screening goals due to start-up delays.

There are \$2,276 TA funds remaining in the budget for Project 5.

**Budget and Expenditure Table 7: Project 6 – Early Learning Data System** -- *Report your actual budget expenditures for the entire previous grant period. Copy the table and questions below for each project.*

**Budget Table 7: Project 6 – Early Learning Data system**

<b>Budget Categories</b>	<b>Grant Year 1 (a)</b>	<b>Grant Year 2 (b)</b>	<b>Grant Year 3 (c)</b>	<b>Grant Year 4 (d)</b>	<b>Grant Year 5 (e)</b>	<b>Total (f)</b>
1. Personnel	78,806	528,634	542,394	527,135	401,169	2,078,139
2. Fringe Benefits	39,618	283,820	299,564	276,360	207,502	1,106,865
3. Travel	38	20	144	92	0	293
4. Equipment	932	7,244	5,261	0	0	13,436
5. Supplies	0	0	2,516	394	107	3,016
6. Contractual	0	32,063	347,001	753,677	783,072	1,915,812
7. Training Stipends	0	0	0	0	0	0
8. Other	6	3,191	1,565	2,294	670	7,726
9. Total Direct Costs (add lines 1-8)	119,400	854,972	1,198,444	1,559,952	1,392,520	5,125,287
10. Indirect Costs*	2,967	51,810	70,136	59,682	78,261	262,855
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	0	0	0	0	0	0
12. Funds set aside for participation in grantee technical assistance	135	405	0	0	0	540
13. <b>Total Grant Funds Expended</b> (add lines 9-12)	122,502	907,187	1,268,580	1,619,634	1,470,781	5,388,683
14. Funds from other sources used to support the State Plan	6,167,825	1,210,257	1,015,595	399,055	316,393	9,109,125
15. <b>Total Budget</b> (add lines 13-14)	6,290,327	2,117,443	2,284,176	2,018,689	1,787,174	14,497,808



Columns (a) through (e): For each grant year for which funding is requested, show the total amount expended for each applicable budget category.

Column (f): Show the total amount expended for all grant years.

Line 6: Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6.

Line 10: If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.

Line 11: Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.

Line 12: The Participating State Agency's allocation of the \$400,000 the State must set aside from its Total Grant Funds Requested for the purpose of participating in RTT-ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated evenly across the four years of the grant.

Line 13: This is the total funding requested under this grant.

Line 14: Show total funding from other sources (including Federal, State, private, or local) being used to support the State Plan and describe these funding sources in the budget narrative.

For this project, please provide an explanation of any discrepancies between the State's approved budget and expenditures for the reporting period.

Expenditures for salary and fringe were \$40,370 over budget. During the last 6 months of the project, in order to meet the deliverables within the allotted timeline, and due to the loss of the Business and Data Governance Lead Consultant, additional RIDE Data staff dedicated a portion of their time to the project.

Expenditures for the contractual line were \$206,790 lower than budgeted. The HLN Consulting contract had \$9,678 in unspent funds due to delays in the work. HLN's work is dependent on work that happens with other organizations and practices; when that work is delayed, HLN's work gets delayed. Also, the contract for RIDE's Business and Data Governance lead had \$113,000 in remaining funds due to this consulting unexpectedly leaving the project early. The remaining \$84,112 was unspent from the Stonewall Solutions contract for 2 consultants due to an overestimate of actual funds needed.

**Budget and Expenditure Table 8: Project 7 – Improving the Knowledge and Competencies of the Early Learning Workforce** -- *Report your actual budget expenditures for the entire previous grant period. Copy the table and questions below for each project.*

**Budget Table 8: Project 7 – Improving the Knowledge and Competencies of the Early Learning Workforce**

<b>Budget Categories</b>	<b>Grant Year 1 (a)</b>	<b>Grant Year 2 (b)</b>	<b>Grant Year 3 (c)</b>	<b>Grant Year 4 (d)</b>	<b>Grant Year 5 (e)</b>	<b>Total (f)</b>
1. Personnel	16,745	111,431	125,577	142,956	0	396,710
2. Fringe Benefits	7,045	53,369	61,267	66,412	0	188,093
3. Travel	99	1,339	1,518	980	0	3,936
4. Equipment	0	5,315	0	0	0	5,315
5. Supplies	0	953	2,781	1,643	0	5,377
6. Contractual	0	714,447	830,873	1,057,076	0	2,602,396
7. Training Stipends	0	0	0	0	0	0
8. Other	0	385	867	1,204	0	2,456
9. Total Direct Costs (add lines 1-8)	23,890	887,239	1,022,883	1,270,272	0	3,204,283
10. Indirect Costs*	0	42,542	46,496	36,400	0	125,438
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	0	0	1,062,513	1,932,336	0	2,994,849
12. Funds set aside for participation in grantee technical assistance	0	0	0	0	0	0
<b>13. Total Grant Funds Expended (add lines 9-12)</b>	23,890	929,781	2,131,892	3,239,008	0	6,324,571
14. Funds from other sources used to support the State Plan	1,008,251	1,084,874	843,672	897,863	0	3,834,660
<b>15. Total Budget (add lines 13-14)</b>	1,032,141	2,014,655	2,975,564	4,136,871	0	10,159,231

Columns (a) through (e): For each grant year for which funding is requested, show the total amount expended for each applicable budget category.

Column (f): Show the total amount expended for all grant years.

Line 6: Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6.

Line 10: If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.

Line 11: Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.

Line 12: The Participating State Agency's allocation of the \$400,000 the State must set aside from its Total Grant Funds Requested for the purpose of participating in RTT-ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated evenly across the four years of the grant.

Line 13: This is the total funding requested under this grant.

Line 14: Show total funding from other sources (including Federal, State, private, or local) being used to support the State Plan and describe these funding sources in the budget narrative.

For this project, please provide an explanation of any discrepancies between the States's approved budget and expenditures for the reporting period.

No activities were conducted in Project 7 during Grant Year 5, Jan – Dec 2016.

Appendix:  
Performance Measure Tables

Performance Measure (B)(2)(c): Increasing the number and percentage of Early Learning and Development Programs participating in the statewide TQRIS.

TARGETS								
Number and Percent of Early Learning and Development Programs in the TQRIS								
Type of Early Learning and Development	Year 1		Year 2		Year 3		Year 4	
	#	%	#	%	#	%	#	%
State-funded preschool	8	100.00%	14	100.00%	14	100.00%	20	100.00%
Early Head Start and Head Start <sup>1</sup>	20	53.00%	44	100.00%	44	100.00%	44	100.00%
Programs funded by IDEA, Part C	-	0.00%	-	0.00%	-	0.00%	-	0.00%
Programs funded by IDEA, Part B, section 619	-	0.00%	55	100.00%	55	100.00%	55	100.00%
Programs funded under Title I of ESEA	-	0.00%	6	100.00%	6	100.00%	6	100.00%
Programs receiving from CCDF funds	233	25.00%	933	100.00%	933	100.00%	933	100.00%
DCYF Licensed Child Care Centers	82	25.00%	330	100.00%	330	100.00%	330	100.00%
DCYF Licensed Family Child Care	172	25.00%	688	100.00%	688	100.00%	688	100.00%
All Public Schools								

<sup>1</sup> Including Migrant and Tribal Head Start located in the State.

Performance Measure (B)(2)(c): Increasing the number and percentage of Early Learning and Development Programs participating in the statewide TQRIS.

ACTUALS																		
Number and Percent of Early Learning and Development Programs in the TQRIS																		
Type of Early Learning and Development Programs in the State	Baseline			Year 1			Year 2			Year 3			Year 4			Year 5		
	# Programs in the State	# in the TQRIS	%	# Programs in the State	# in the TQRIS	%	# Programs in the State	# in the TQRIS	%	# Programs in the State	# in the TQRIS	%	# Programs in the State	# in the TQRIS	%	# Programs in the State	# in the TQRIS	%
State-funded preschool	7	6	86.00%	7	6	75.00%	11	8	72.70%	17	16	94.00%	18	18	100.00%	30	30	100.00%
Specify																		
Early Head Start and Head Start <sup>1</sup>	38	10	26.00%	38	16	45.00%	38	29	76.31%	40	36	90.00%	45	43	93.33%	47	38	81.00%
Programs funded by IDEA, Part C	-	-	0.00%	-	-	0.00%	-	-	0.00%	-	-	0.00%	-	-	0.00%	-	-	0.00%
Programs funded by IDEA, Part B, section 619	55	55	0.00%	55	-	0.00%	50	-	0.00%	53	15	28.30%	50	32	64.00%	54	35	64.81%
Programs funded under Title I of ESEA	6	6	0.00%	6	-	0.00%	4	-	0.00%	3	2	67.00%	3	2	66.66%	2	1	50.00%
Programs receiving from CCDF funds	933	86	9.00%	933	166	17.79%	774	774	100.00%	703	659	93.70%	761	744	97.76%	724	694	95.86%
DCYF Licensed Child Care Centers	330	34	10.00%	330	48	14.55%	309	278	89.67%	311	245	78.80%	317	260	82.02%	321	257	80.00%
DCYF Licensed Family Child Care	688	59	9.00%	688	127	18.46%	569	516	90.68%	552	425	77.00%	516	445	86.24%	488	411	84.00%
All Public Schools													55	34	61.82%	54	35	65.00%

<sup>1</sup> Including Migrant and Tribal Head Start located in the State.

Performance Measure (B)(4)(c)(2): Increasing the number and percentage of Children with High Needs who are enrolled in Early Learning and Development Programs that are in the top tiers of the TQRIS.

TARGETS								
Number and percentage of Children with High Needs in programs in top tiers of the TQRIS								
Type of Early Learning and Development Program in the State	Year 1		Year 2		Year 3		Year 4	
	#	%	#	%	#	%	#	%
State-funded preschool	92	64.00%	161	64.00%	230	64.00%	731	100.00%
Early Head Start and Head Start <sup>1</sup>	1,024	40.00%	1,535	60.00%	2,047	80.00%	2,559	100.00%
Programs funded by IDEA, Part C			-		-		-	
Programs funded by IDEA, Part B, section 619	-		1,053	50.00%	1,580	75.00%	2,106	100.00%
Programs funded under Title I of ESEA	54	50.00%	108	100.00%	108	100.00%	108	100.00%
Programs receiving from CCDF funds	476	6.00%	794	10.00%	1,588	20.00%	2,382	30.00%
DCYF Licensed Child Care Centers	333	6.00%	556	10.00%	1,111	20.00%	1,667	30.00%
DCYF Licensed Family Child Care Homes	24	1.00%	71	3.00%	119	5.00%	191	8.00%

<sup>1</sup> Including Migrant and Tribal Head Start located in the State.



Performance Measure (B)(4)(c)(2): Increasing the number and percentage of Children with High Needs who are enrolled in Early Learning and Development Programs that are in the top tiers of the TQRIS.

ACTUALS																		
Number and percentage of Children with High Needs in programs in top tiers of the TQRIS																		
Type of Early Learning and Development Programs in the State	Baseline			Year 1			Year 2			Year 3			Year 4			Year 5		
	# Children with High Needs served by programs in the State	# in the TQRIS	%	# Children with High Needs served by programs in the State	# in the TQRIS	%	# Children with High Needs served by programs in the State	# in the TQRIS	%	# Children with High Needs served by programs in the State	# in the TQRIS	%	# Children with High Needs served by programs in the State	# in the TQRIS	%	# Children with High Needs served by programs in the State	# in the TQRIS	%
State-funded preschool	69	69	64.00%	98			156	73	46.79%	205	175	85.30%	417	259	62.11%	695	414	59.57%
Specify																		
Early Head Start and Head Start <sup>1</sup>	2,559	515	20.00%	2,559	687	26.84%	2,046	759	37.09%	2,416	1,466	60.70%	2,413	1,328	55.03%	2,179	1,287	59.00%
Programs funded by IDEA, Part C	-	-	0.00%	-	-	0.00%	-	-	0.00%	-	-	0.00%	-	-	0.00%	-	-	0.00%
Programs funded by IDEA, Part B, section 619	2,106	-	0.00%	2,106	-	0.00%	2,166	-	0.00%	2,786	347	12.40%	2,186	296	13.54%	2,967	274	9.23%
Programs funded under Title I of ESEA	108	-	0.00%	108	-	0.00%	79	-	0.00%	108	20	2.20%	91	-	0.00%	186	150	80.65%
Programs receiving from CCDF funds	7,940	244	3.00%	7,940	563	7.09%	4,898	576	11.75%	5,748	811	14.80%	6,405	794	11.97%	7,607	924	12.15%
DCYF Licensed Child Care Centers	5,558	243	4.00%	5,558	550	9.90%	3,741	561	14.78%	4,585	786	17.10%	4,871	729	14.96%	5,877	904	15.38%
DCYF Licensed Family Child Care Homes	2,382	1	0.00%	2,382	13	0.05%	1,157	15	1.10%	1,506	25	1.60%	1,534	38	2.47%	1,730	20	1.16%

<sup>1</sup> Including Migrant and Tribal Head Start located in the State.

Performance Measure (D)(2)(d)(1): Increasing the number of Early Childhood Educators receiving credentials from postsecondary institutions and professional development providers with programs that are aligned to the Workforce Knowledge and Competency Framework.

	TARGETS				ACTUALS					
	Year 1	Year 2	Year 3	Year 4	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5
Total number of "aligned" institutions and providers	2	5	8	11	-	2	6	3	6	6
Total number of Early Childhood Educators credentialed by an "aligned" institution or provider	1,000	1,500	2,000	2,500	-	621	1,569	2,178	3,111	5,768

Performance Measure (D)(2)(d)(2): Increasing number and percentage of Early Childhood Educators who are progressing to higher levels of credentials that align with the Workforce Knowledge and Competency Framework.

TARGETS								
Number and percentage of Early Childhood Educators who have moved up the progression of credentials, aligned to the Workforce Knowledge and Competency Framework, in the prior year								
Type of Credential	Year 1		Year 2		Year 3		Year 4	
	#	%	#	%	#	%	#	%
12 Credit Hours in Early Childhood Education or CDA plus 9 credits; Career Pathway Level 1					500		1,000	
A.A. in Early Childhood Education or 24 Credits in ECE; Career Pathway Level 2.					350		750	
Bachelor's Degree in addition to or including 30 credits in Early Childhood Education (ECE); Career Pathway Level 3.					250		500	
Master's Degree in Early Childhood Education or Bachelor's Degree in Early Childhood Education and 12 graduate credits in Early Childhood Education (ECE); Career Pathway Level 4.					100		100	

Performance Measure (D)(2)(d)(2): Increasing number and percentage of Early Childhood Educators who are progressing to higher levels of credentials that align with the Workforce Knowledge and Competency Framework.

ACTUALS												
Number and percentage of Early Childhood Educators who have moved up the progression of credentials,												
Type of Credential	Baseline	Baseline	Year 1		Year 2		Year 3		Year 4		Year 5	
	#	%	#	%	#	%	#	%	#	%	#	%
12 Credit Hours in Early Childhood Education or CDA plus 9 credits; Career Pathway Level 1					3		69		102		79	
A.A. in Early Childhood Education or 24 Credits in ECE; Career Pathway Level 2.							35		32		41	
Bachelor's Degree in addition to or including 30 credits in Early Childhood Education (ECE); Career Pathway Level 3.							30		26		71	
Master's Degree in Early Childhood Education or Bachelor's Degree in Early Childhood Education and 12 graduate credits in Early Childhood Education (ECE); Career Pathway Level 4.							1		6		16	