

Policy Foundations for Early Learning:

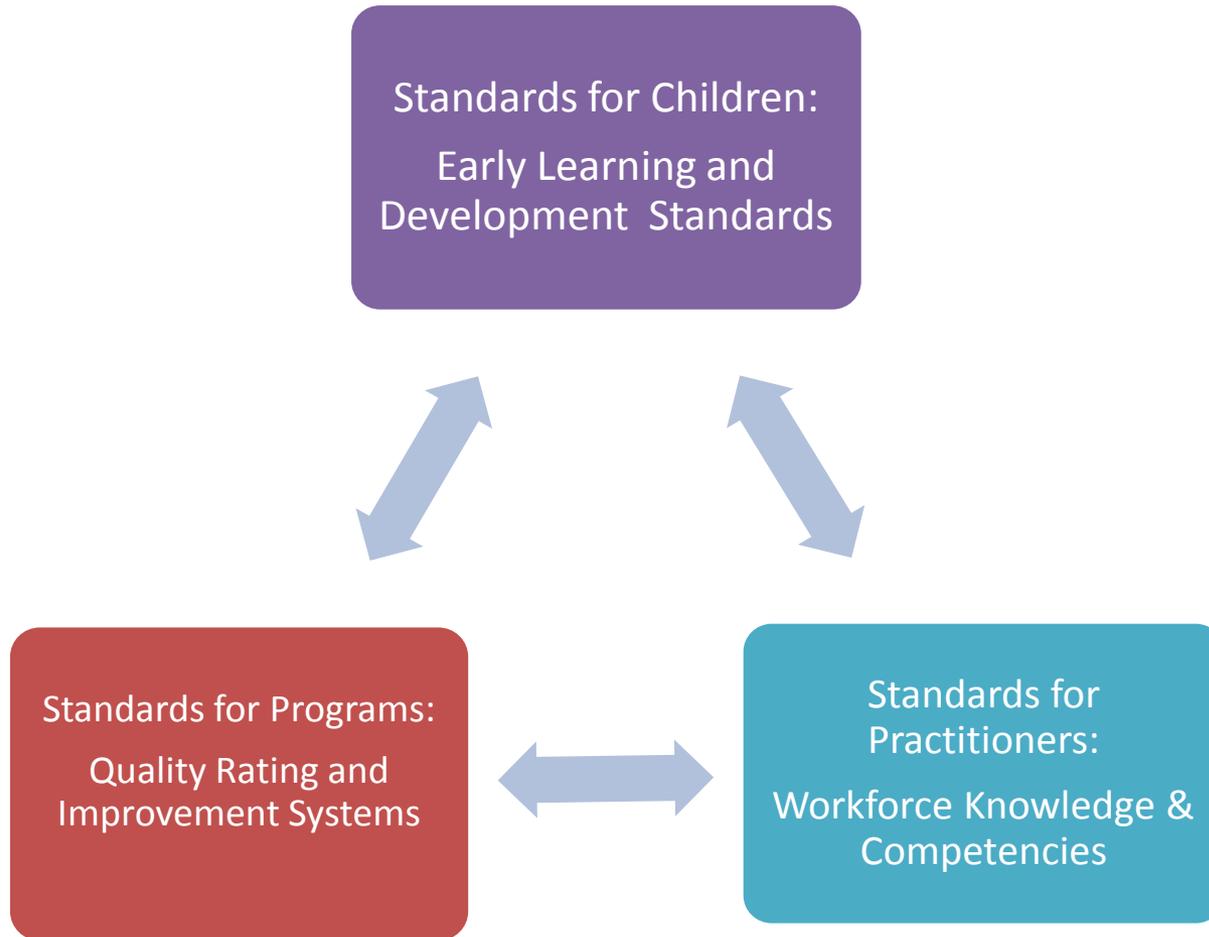
Rhode Island's Experience with Standards, Assessments and Accountability



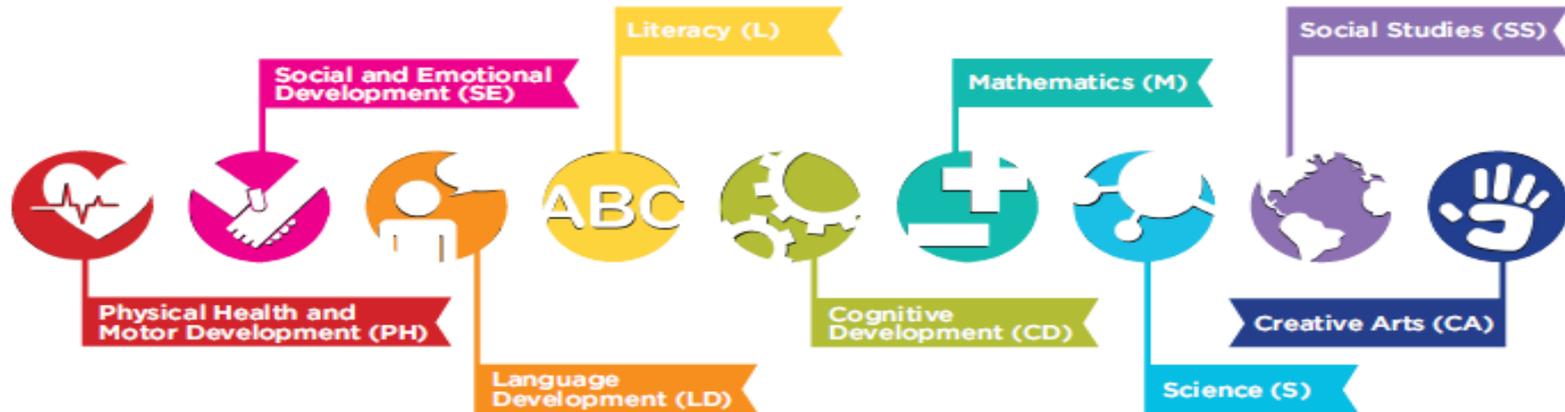
**Presentation by: Leanne Barrett, Rhode Island KIDS COUNT
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Building a Standards-Based Early Learning System



Standards & Assessment for Children



- Rhode Island Early Learning and Development Standards Design & Development Committee (RI Early Learning Council and RTT-ELC) to update 2003 standards and expand to include infants and toddlers.
- Goal: Articulate shared expectations for what young children should know and be able to do at various ages. Provide a common language for measuring progress toward achieving specific learning goals.
- Purposes: To guide early educators in the development of curriculum, to inform families about learning milestones, to provide a framework for implementing high-quality early childhood programs, and to promote optimal early learning trajectories into kindergarten.
- Structure: 9 learning domains, 6 developmental epochs (9, 18, 24, 36, 48, and 60 months).
- Professional Development: four courses offered (six to 12 sessions), some with college credit
- RI Department of Education reviewing commercial curriculum re: alignment .



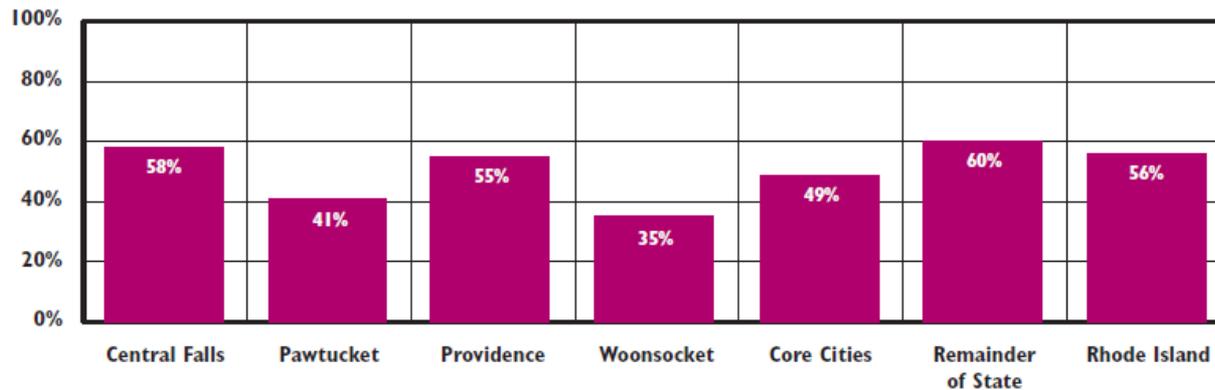
Standards & Assessment for Children

- **Developmental Screening to Identify Potential Delays & Disabilities**
 - 0-36 months (Health Care Providers, EPSDT Screening Schedule, home visitors, etc.)
 - Age 3 to K entry (Public School Child Outreach Program, Head Start, etc.)
 - Statewide data system for health care providers and early learning practitioners (KIDSNET)
- **Assessment to Inform Instruction & Practice**
 - Professional Development for field (schools, child care programs, Pre-K, Early Intervention)
 - Teaching Strategies GOLD: tool to gather and organize meaningful data quickly, including online portfolios where children’s work can be stored (already used by schools, many Head Start agencies, state Pre-K).
- **Kindergarten Entry Assessment**
 - 1987 RI law requires “all school districts that provide elementary education to screen all children prior to, or upon their first entry to school, to determine their level of educational readiness.” Various tools are used. Data maintained at district level. No statewide collection of data.
 - RI Early Learning Council goal to develop KEA linked with comprehensive Early Learning Data System to guide practice and policy and inform Kindergarten teachers.
 - Rhode Island is part of 8-state consortium funded by U.S. DOE to develop a new Kindergarten Entry Assessment tool.

Developmental Screening

- In 2011-2012, only 28% of low-income parents of children under age 6 in Rhode Island reported receiving a developmental screening by a health care provider, lower than the U.S. average of 30%.

**CHILD OUTREACH SCREENING RATES FOR CHILDREN AGES 3 TO 5,
RHODE ISLAND, 2012-2013**



Source: Rhode Island Department of Education, 2012-2013 school year.

- In 2012 – 2013 in Rhode Island, 56% of children ages three to five received a developmental screening through the Child Outreach program.
- Children in the four core cities were less likely to receive a developmental screening (49%) than children in the remainder of the state (60%).



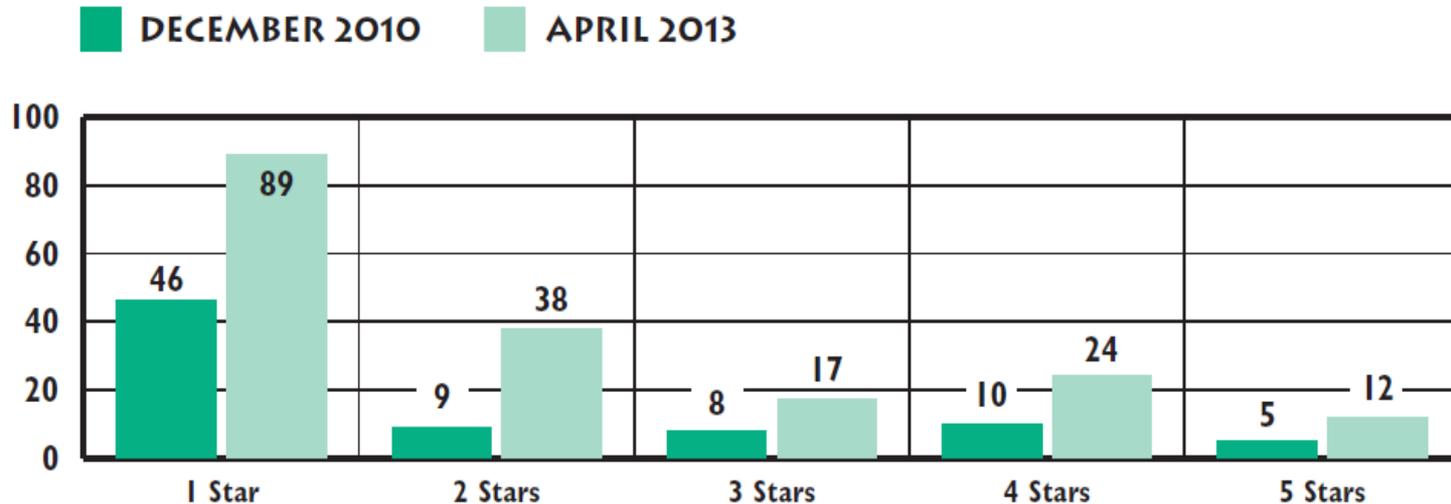
Standards & Assessment for Programs

- **Child Care Licensing**
 - Required for all community based early learning centers in the state (including Head Starts and part-day preschools)
 - Required for all homes caring for more than 3 unrelated children
 - Frequency of inspections (2x year for centers, 1x year for homes)
 - Posting licensing reports on-line (working on that!)
- **BrightStars QRIS**
 - 2005-2008 Design & Pilot Phase
 - 2009-2011 Implementation: Voluntary with limited incentives
 - 2012-2015 Race to the Top – Early Learning Challenge
 - Quality Improvement Grants and Awards tied to participation
 - Focused Technical Assistance for Quality Improvement
 - Participation mandatory for Child Care Assistance Program providers 2013
 - Participation mandatory for schools 2014
- **RIDE Preschool Approval**
 - Voluntary (need to be in BrightStars to apply)
 - Required for State Pre-K (Rhode Island is one of only 4 states meeting NIEER quality benchmarks for State Pre-K)
 - Classroom level approval



BrightStars Quality Ratings

QUALITY RATINGS OF EARLY LEARNING PROGRAMS PARTICIPATING IN BRIGHTSTARS, RHODE ISLAND, 2010 AND 2013



As of April 2013, there were 180 programs participating in BrightStars, including 51 centers (16%) and 129 family child care homes (22%).



BrightStars Quality Ratings

- Programs are making progress and increasing quality ratings:
 - 25% in 2010
 - 35% in 2011
 - 19% in 2012
- Centers are more likely to achieve higher quality ratings (59% of centers were 4 or 5 stars, while only 5% of family child care homes were 4 or 5 stars)
- Centers with Head Start funding or State Pre-K funding are more likely to achieve a high-quality rating.
- Centers serving infants under 18 months are less likely to achieve a high-quality rating.



Standards & Assessment for Practitioners

- Workforce Knowledge and Competencies Frameworks
 - Early Childhood Teachers (and Early Childhood Special Educators/Early Interventionists)
 - Early Childhood Teaching Assistants
 - Family Child Care Providers
 - Professional Development/Higher Education
- Career Pathways
- Statewide Workforce Study
- Alignment of Professional Development & Higher Education Offerings
- T.E.A.C.H. Early Childhood Model
- Community College of Rhode Island Certificate Program
- Building a Workforce Registry



Rhode Island Family Child Care Career Pathway

	Level 1	Level 2	Level 3	Level 4
Formal Education	High School Diploma or GED.	12 credit hours in Early Childhood Education (ECE). OR A CDA plus 9 credit hours in Early Childhood Education (ECE).	AA in Early Childhood Education (ECE). OR 24 credits in Early Childhood Education (ECE).	Bachelor's Degree in addition to or including 30 credits in Early Childhood Education (ECE). OR Has RI Early Childhood Certification PreK - 2 (includes Bachelor's Degree).
Experience	Minimum of 1 year of relevant experience in Early Childhood Education (ECE).	Minimum of 1 year of relevant experience in Early Childhood Education (may include fieldwork, coaching, mentoring, practicum or technical assistance).	Minimum of 1 year of relevant experience in Early Childhood Education (may include fieldwork, coaching, mentoring, practicum or technical assistance).	Minimum of 2 years of relevant experience in Early Childhood Education (may include fieldwork, coaching, mentoring, practicum or technical assistance).
Relevant Professional Development/ Credentials	Minimum of 20 hours/year of professional development directly pertaining to the workforce knowledge and competencies. OR Comparable credit hours in Early Childhood Education (ECE).	Minimum of 20 hours/year of professional development directly pertaining to the workforce knowledge and competencies. OR Comparable credit hours in Early Childhood Education (ECE).	Minimum of 20 hours/year of professional development directly pertaining to the workforce knowledge and competencies. OR Comparable credit hours in Early Childhood Education (ECE).	Practitioner portfolio AND Minimum of 20 hours/year of professional development directly pertaining to the workforce knowledge and competencies. OR Comparable credit hours in Early Childhood Education (ECE).
Professional Activities			Membership in professional organization related to Early Childhood Education (ECE).	Membership in professional organization related to Early Childhood Education (ECE). AND Participation in at least one state, regional, or national conference via attendance, planning or presentation. OR Participation in community or state coalition related to early childhood.



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