

Children's Cabinet Meeting

MAY 21, 2018

Children's Cabinet Meeting Agenda

- ▶ Welcome and Introductions
- ▶ Adoption of Minutes
- ▶ Update: Executive Order on Mental Health
- ▶ Strategic Initiative: Third Grade Reading Action Plan
 - ▶ Action Plan Update
 - ▶ Update on BrightStars Think Tank Recommendations
 - ▶ Update on Professional Development Proposal for K-12 Educators
- ▶ Discussion

Executive Order on Mental Health



EXECUTIVE ORDER

18-03

May 4, 2018

REAFFIRMING AND EXPANDING RHODE ISLAND'S COMMITMENT TO
PERSONS WITH MENTAL ILLNESS AND SUBSTANCE USE DISORDERS—
ADDRESSING PARITY AND ACCESS TO TIMELY AND NEEDED CARE

WHEREAS, nearly a quarter of the adult population in Rhode Island had a mental health diagnosis in 2015 – many of whom may not have received treatment for their condition;

WHEREAS, Rhode Island is experiencing an addiction crisis that has devastated communities and families across the State and threatens the health and well-being of the

- ▶ Support a cross-departmental effort, including Children's Cabinet member agencies
- ▶ Leverage work at the Children's Cabinet
- ▶ Develop and carry out a statewide conversation about mental health

3RD GRADE READING ACTION PLAN: UPDATES

▶ **School Readiness:**

- ▶ DCYF is focusing on enrolling eligible youth in the lottery for State Pre-K.
- ▶ Pilot of lead screening at a WIC site is being planned.
- ▶ Dental health team has dramatically increased the rates of dental visits for 2-year olds.

▶ **Public Engagement Campaign:**

- ▶ Cabinet visits are underway to kindergarten classrooms using the Focus on K2 curriculum. Spanning seven communities, the visits highlight student projects that answer Governor Raimondo's question, "what could we build in our state to make RI a better place for children?"

2018 BrightStars Think Tank Recommendations



Presented by
Director Courtney Hawkins, DHS
Cara Harrison, Governor's Office
Caitlin Molina, DHS



Background

- BrightStars is Rhode Island's Quality Rating Improvement System (QRIS) for childcare providers.
- BrightStars works to assess, improve, and communicate the level of quality in child care programs through research-based standards.
- A BrightStars rating is an objective tool to support continuous program quality improvement and assist families in selecting child care.
- A national study found that BrightStars' star-ratings have been linked to observed quality.

Tiered reimbursement proposal

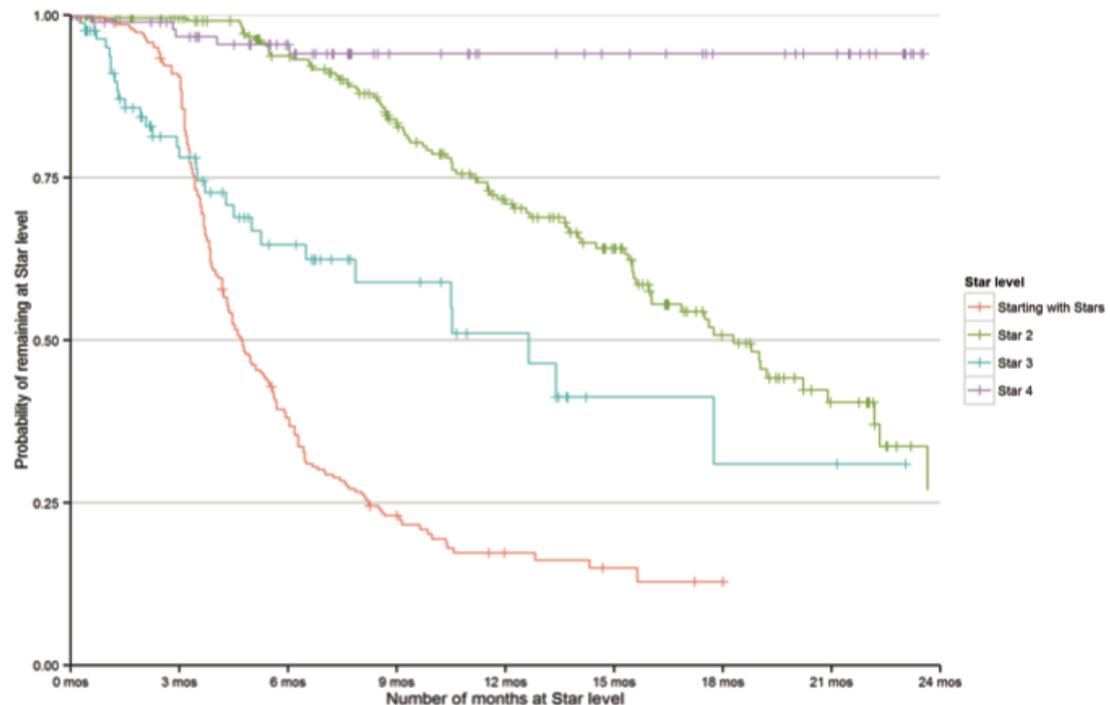
- In her FY19 budget, the Governor included \$1.5M for tiered reimbursement for childcare.
- The proposal links rates for childcare for infants and toddlers to the quality of the providers, using the BrightStars rating system.
- Tiered reimbursement includes rate increases at every star level, with higher increases at higher star levels. The goal is for 5 Star providers to receive rates equivalent to the 75th percentile of market rate.
- Quality childcare is critical to child outcomes, and this proposal incentivizes programs to achieve higher quality.
- The proposal is currently pending approval by the General Assembly .

Tiered reimbursement proposal

Rhode Island is the only state in New England and one of only 12 states nationally without tiered rates for childcare.

Case Example: Delaware

- Delaware implemented tiered reimbursement for childcare with similar rate progression to our proposal.
- Their data shows that with tiered reimbursement, there's over a 50% chance that a provider that's been at star levels 1, 2, or 3 for 18 months will improve quality (see right).



Current BrightStars model

There are 6 domains in which a provider earns 1 to 5 stars. The provider's overall BrightStars score is equal to the lowest star level earned in any of the domains.

What it takes to earn a star level varies as appropriate by setting of care and the age of the children served.



Six Quality Domains

DOMAIN	Centers/Preschools (2013)	Family Child Care (2013)	School Age (from 2011)
ONE: Learning Environment	Licensing Compliance (at 2Stars) ERS training ERS observation	Licensing Compliance (at 2Stars) ERS training ERS observation	Licensing Compliance (at 2Stars) ERS observation**
TWO: Enrollment & Staffing	Ratio Group Size Ratio and Group Size Posted	Ratio Ratio and Group Size Posted	Ratio Group Size
THREE: Staff Qualifications & PD	PD Plans College courses/degrees RIELDS training	PD Plans College courses/degrees RIELDS training	PD plans College coursework/degrees
THREE: Program Leadership	Administrator: College courses/degrees & RIELDS training Education Coordinator: RIELDS Training	N/A	College coursework/degrees
FOUR: Administration (CQI)	Program Self-Assessment Quality Improvement Plan	Program Self-Assessment Quality Improvement Plan	Program Self-Assessment using RIPQA Quality Improvement Plan
FIVE: Early Learning and Development- Curriculum	Written curriculum* Class Pre-K	Written Curriculum	Curriculum
FIVE: Early Learning and Development- Child Assessment	Developmental Screening info* Child assessment* practices	Developmental Screening Info Child assessment practices	Child assessment practices
FIVE: Early Learning and Development- Inclusive Classroom Practices	Written Philosophy* Staff release time*	Written Philosophy Staff release time	N/A
SIX: Family Engagement	Family Communication activities* Teacher conferences* Family Advisory Board*	Communication activities Teacher conferences	Communication activities

Within each domain, there are specific criteria for reaching any given star level .

* Centers that are NAEYC accredited or are in compliance with Federal Head Start regulations are exempt

** School-age programs that are COA school-age accredited are exempt from ERS

Think Tank Process

- DHS convened a “Think Tank” with the goal of collaborating with stakeholders to explore how we can continually improve BrightStars.
 - Responding to feedback from the community about the BrightStars framework
 - Understanding how the framework itself interacts with how providers are encouraged to increase quality
- The Think Tank held 4 meetings between January and April.
- More than 40 participants representing a diverse set of stakeholders were invited, including child care providers, public school districts, Head Start programs, early childhood intermediary organizations, state agencies, legislators, and advocates.
- Director Hawkins received recommendations from the Think Tank earlier this month.

Overview of Recommendations (1/3)

- *Recommendations on Standards:*
 - The Think Tank recommended changes to both the standards and the implementation of the standards including:
 - Improvements to facilitation of the ERS (Environment Rating Scale)
 - Increased communication and clarity around licensing regulations
 - Changes to staff qualification and professional development requirements
 - Improved supports in order to maximize continuous quality improvement

Overview of Recommendations (2/3)

- *Recommendations on Rating Model:*
 - The Think Tank recommended that DHS explore a “hybrid” rating model to replace the current building blocks rating model.
 - A hybrid model would mandate certain criteria be met to achieve certain star levels, but allow providers to improve their BrightStars rating by earning points on additional elements.

Overview of Recommendations (3/3)

- *Recommendations on Implementation:*
 - The Think Tank recommended a phased approach for implementation that focuses on the standards recommendations in the near-term and explores a hybrid model on a longer timeline.
 - The Think Tank also recommended convening a BrightStars advisory group that continues to meet several times per year, composed of a similar group as the Think Tank.

Next Steps

- Listening tour
- Establishment of on-going advisory council
- DHS review process of recommendations and development of implementation plan
- Any questions please contact:

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Updates to Educator Preparation, Employment, & Professional Learning Regulations

Office of Educator Excellence and Certification Support Services



RIDE Rhode Island
Department
of Education

Council Engagement Completed to Date

- **March 30: Overview of conceptual underpinnings guiding revision of regulations**
- **April 20: Council sent red-lined version of the regulations**
- **April 24: Detailed presentation of regulatory changes, focus on year-long residency requirement, reciprocity, and substitute teachers**
- **May 9: Focused discussion on Professional Learning and “other updates” as captured in the appendix**

Council Engagement Proposed Plan

- **May 15: Focused discussion on shortage areas approach and CTE teachers**
- **June 19: Focused discussion on school nurse teacher revisions, career education pathways, and endorsements**
- **July 17: Summary of discussions, feedback, and suggested revisions**
- **August 17: Send revised red-lined regulations**
- **August 21: Discussion and vote to move to public comment**

Council Engagement Proposed Plan

- **September: Host 4-5 public comment sessions across the state including Providence and continue to get written comment**
- **September 18: Invite 2-3 districts to share their practices to support high quality professional learning for educators**
- **October 2: Present summary from public comment period**

We have an opportunity to bring a coherent approach across student, teacher, workforce, & economic development sectors -

- **Focus on opportunities and pathways.**
- **Create coherence and incentives.**
- **Build supply tailored to demand, not legacy practices.**
- **Develop an ecosystem of service providers with mixed-delivery models and multiple on-ramps and off-ramps tailored to context.**
- **Healthy choice pressure serves to strengthen rather than weaken or replace existing systems.**

Proposed updates in four areas:

- **Ensure new teachers are ready for Day 1 of teaching**
- **Provide more opportunities for schools and teachers to find the right employment match**
- **Build educator professional learning pathways, in part based on SurveyWorks data**
- **Other program and technical updates**

We need to ensure new teachers are ready for Day 1 of teaching

- Educators have long told RIDE that new teachers need more practical experience.
- A one-year teacher practice residency requirement would help address this preparation gap.
- The current requirement is a semester-long student teacher placement.
- Would become effective in 3 years