

Children's Cabinet

October 25, 2022

Agenda

- Welcome and Introductions (2 min)
- Vote on adoption of October meeting minutes (2 min)
- Kindergarten Jumpstart Enrichment Grants (20 min)
- Updates on Key Early Childhood Projects (15 min)
 - Preschool Development Grant new funding opportunity
 - RI Pre-K expansion planning
 - Infant/Toddler Mental Health Task Force
- Public Comment (10 min)
- Adjournment

Kindergarten Jumpstart 2022 Summer Enrichment Grants

RI Department of Education

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Background

- In February 2021, RIDE announced the Learning, Equity, & Accelerated Pathways (LEAP) Task Force that would outline several absolute priorities that would accelerate student learning and move PK-12 system forward and close gaps in equity and learning.
 - Ensuring all students have access to high-quality summer learning opportunities & improving and supporting student transitions across grades and systems were identified as absolute priorities by the taskforce
 - The early learning team proposed a project that would accelerate learning during critical summer months prior to Kindergarten entry
 - Funding for this project (\$500,000) is made possible through the Elementary and Secondary School Emergency Relief Fund (ESSER III)

Project Goal: To fund comprehensive Kindergarten Jumpstart Summer Enrichment programs that enhance learning opportunities for Pre-K children who suffered learning losses due to the peak of RI's COVID-19 health crisis and to strengthen a smooth and coordinated transition to Kindergarten.

Project Overview

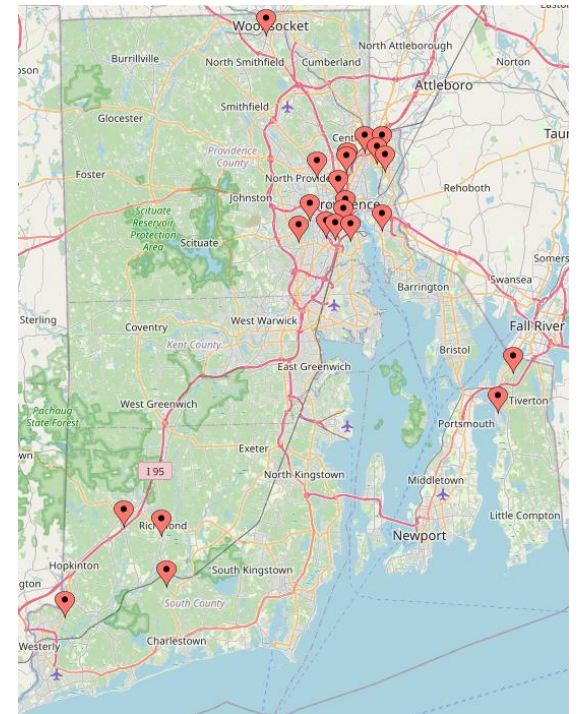
Grant Application:

Subgrantees were identified through a competitive grant application process and demonstrated capacity to provide high-quality summer enrichment programming to children transitioning to Kindergarten over the Summer of 2022.

- Enrolled children must have turned 4 by 9/1/21 and have not yet attended Kindergarten
- Staff must maintain their existing service delivery standards to partake in the summer program
- Programs must target and prioritize children with varying risk factors for enrollment

Awardees:

- ✓ 11 awardees, representing 24 locations and 11 communities across the state
- ✓ Mixed Delivery service model:
 - ✓ **LEAs** - Chariho, East Providence, Pawtucket, North Providence, Tiverton
 - ✓ **Community-Based Organizations** - Roger Williams Daycare, Over the Rainbow, Progresso Latino, YWCA RI
 - ✓ **Head Start** - Children's Friend
- ✓ Maximum Impact: ~850 children



Subgrantee Deliverables

- In addition to providing high-quality, play-based summer instruction and transition support to children that would benefit from additional classroom experiences prior to the start of the school year, participating programs were expected to:
 - ✓ Collect child summative assessment data using the RIDE-developed [Kindergarten Readiness Assessment Form](#)
 - This tool draws 20 indicators from the 2013 RI Early Learning and Development Standards across Physical Health/Motor Development, Social Emotional, Cognitive, Language, and Literacy domains most influential in the successful transition to Kindergarten (as identified by stakeholders).
 - ✓ Compile assessment counts by class and report using the RIDE-developed [Child Assessment Reporting Tool](#)
 - ✓ Distribute a RIDE-developed Family Feedback Survey in English and in Spanish to participating families
 - ✓ Complete the [K-Jumpstart Administrator Reflection form](#), identifying strengths, weaknesses, and best practices for future K-transition summer programs

****Note: The child assessment template and reporting tool linked above are a completed exemplar from North Providence School Department**

Child Growth & Development Assessment

Process

1. Teachers across K-Jumpstart subgrantee programs completed the Kindergarten Readiness Assessment Form for each child at the beginning and end of the program and indicated whether a child exhibited "age appropriate" or "needs development" skills and behaviors for each developmental indicator
2. Using completed Kindergarten Readiness Assessment forms, Administrators compiled student counts across the program by developmental indicator. Student counts were calculated for the "Age Appropriate" and "Needs Development" metrics and entered in the Assessment Reporting Tool at the beginning and end of the program.
3. RIDE compiled data across programs into the Master Data sheet; (see *figure for overall percent (%) change of children exhibiting age-appropriate skills and behaviors by developmental domain across programs*)

Kindergarten Jumpstart Summer Enrichment Grant

Kindergarten Readiness Assessment Form

Child Name: _____

Using the assessment tool below, place a single (checkmark) in the box that best corresponds to the child's development at the beginning and end of the summer readiness program ("age appropriate" or "needs development").

Developmental Domains & Indicators	Beginning of Program		End of Program	
	Age Appropriate	Needs Development	Age Appropriate	Needs Development
Physical Health & Motor Development				
Demonstrates independence in personal self-care skills (e.g., washing hands)				
Follows safety rules with adult assistance				
Social & Emotional Development				
Maintains well-being while apart from parents or primary caretakers				
Engages positively with familiar adults during activities and takes greater initiative in social interactions				
Demonstrates cooperation with other children				
Participates in group activities for increasing amounts of time				
Demonstrates an ability to compromise when working or playing in a group				
Controls strong emotions most of the time in an appropriate manner				
Resists help and demonstrates a sense of competence (e.g., insisting on doing a task themselves like pouring their own juice)				
Cognitive Development				
Solves complex problems by planning and carrying out a sequence of actions				
Explains reasoning behind a strategy or choice and why it did or did not work				
Successfully follows detailed, multi-step directions				
Maintain focus on a project/activity for a sustained period or until completion				
Applies different rules in different contexts that require different behaviors (e.g., using indoor voices or feet verses outdoor voices or feet)				
Requires minimal adult support to transition from one activity to another				
Language and Literacy Development				
Recognizes their own printed name and those of siblings or friends				
Writes their first name nearly correctly				

Child Growth & Development Data

Key Takeaways (n=317)

Beginning of Program:

- Strengths: **Over 80%** of children demonstrated age-appropriate self-care, safety rule-following, and separation (from primary caregivers) indicators
- Weaknesses: **Less than 51%** of children demonstrated age-appropriate complex problem-solving, logic and reasoning, sustained attention to book reading, and letter recognition indicators

End of Program:

- Children demonstrated growth in demonstrating age-appropriate skills and behaviors **across all developmental indicators**
- Indicators of greatest weakness at the beginning of the program **saw the greatest growth (13-17%)** in children meeting age-appropriate expectations by the end of the program
- Children demonstrated a high level of growth (10- ~14%) in social and emotional development – specifically on indicators related to **relationships and cooperation with peers**

Developmental Domains & Indicators	% Change (Age Appropriate)
Physical Health & Motor Development	
Demonstrates independence in personal self-care skills	8.83%
Follows safety rules with adult assistance	8.52%
Social & Emotional Development	
Maintains well-being while apart from parents or primary caretakers	5.99%
Engages positively with familiar adults during activities and takes greater initiative in social interactions	8.52%
Demonstrates cooperation with other children	10.41%
Participates in group activities for increasing amounts of time	13.88%
Demonstrates an ability to compromise when working or playing in a group	12.30%
Controls strong emotions most of the time in an appropriate manner	9.15%
Resists help and demonstrates a sense of competence	6.94%
Cognitive Development	
Solves complex problems by planning & carrying out a sequence of actions	13.88%
Explains reasoning behind a strategy or choice and why it did or did not work	17.67%
Successfully follows detailed, multi-step directions	13.56%
Maintains focus on a project/activity for a sustained period or until completion	11.67%
Applies different rules in different contexts that require different behaviors	6.94%
Requires minimal adult support to transition from one activity to another	7.89%
Language and Literacy Development	
Recognizes their own printed name and those of siblings or friends	7.89%
Writes their first name nearly correctly.	9.15%
Attends to an requests longer and more complex books or stories	15.46%
Recognizes at least half of the letters of the alphabet.	17.03%

Family Feedback Survey

Response rate: 35% (n=133)

- 92-99% of families agreed that their child enjoyed the program, the program met the child's needs, the program was respectful and supportive of child's needs, and teachers were friendly and approachable
- 93% of families felt that their child is more prepared for Kindergarten after attending the program

Successes	Weaknesses
<ul style="list-style-type: none">• Longer programming (full-day verses half-day; more weeks)• Programmatic emphasis on routines and social interactions• Exposure to diverse cultural and academic activities• Integration of summer activities (field trips/guest speakers) in daily schedule along with use of high-quality curriculum• Emphasis of play-based structure	<ul style="list-style-type: none">• Lack of transportation to and from program• Lack of effective and timely communication with families; communication on daily schedule and curriculum activities• Lack of orientation prior to summer programming; may be beneficial for families and children that have never had exposure to school-based setting• Lack of market/advertisement to children/families in the target population; many learned about this opportunity through word of mouth

Note: Family Feedback, collected anonymously, was shared with each program respectively

Administrator Reflection

- **All** K-Jumpstart subgrantees indicated interest in hosting a Summer Enrichment Program in future years
- **7/10** subgrantee programs served less children than their total capacity

Best Practices	Areas of Improvement
<ul style="list-style-type: none">• Sending welcome letter/holding orientation for families• Organizing a realistic child/staff classroom ratio comparable to a Kindergarten classroom• Using a RIDE-endorsed, high-quality curriculum with added emphasis on social-emotional & soft-skill preparedness for Kindergarten• Integrating summer enrichment activities into programming (<i>field trips, YMCA activities, guest speakers</i>)• Embedding SLP & occupational therapy supports in program• Having a short gap between the summer program ending and the start of the school year for a seamless transition to K	<ul style="list-style-type: none">• Family outreach methods (timing and strategy) need to be more proactive and strategic to reach qualifying children• Structure of program (e.g., too short duration, lack of transportation) were barriers for child enrollment• Teacher recruitment (late timing)• Lack of program transportation was a barrier for many children's enrollment in programs



New PDG Planning Grant Opportunity: Application Update

Children's Cabinet: October 25, 2022

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New PDG opportunity allows states to continue to develop their early childhood systems.

This opportunity through the Administration for Children and Families, is a one-year planning grant – and is distinct from the current PDG Renewal Grant that RI is currently implementing.

- **Overview:** The funding is available to support states in revising or enhancing needs assessments, strategic plans, and capacity building efforts to support the comprehensive birth through age five system. The grant is focused on systems level work and cannot pay for direct services for children, such as RI Pre-K seats.
- **Amount:** up to \$4M, with likely award being \$3.6M and likely 10 awards
- **Duration:** 1 calendar year (December 31, 2022 – December 30, 2023)
- **Application Due Date:** November 7, 2022
- **Context:** RI currently has a PDG Renewal Grant that is \$27M over three years. We are entering our No Cost Extension year in 2023. This new Planning Grant is an opportunity to do systems review and enhancement work. There is no guarantee of follow-on funding after this planning grant, but we hope additional opportunities will be available.

This planning grant encourages states to iterate on past and current planning efforts, taking into account lessons from the pandemic and current needs.

RI is well positioned to leverage these funds to improve our ECCE system and advance our Strategic Plan vision.

Activity 1: Needs Assessment

- States will conduct or substantively update needs assessments

Activity 2: Strategic Plan

- States will develop or substantively revise comprehensive Strategic Plans, based on the needs assessments

Activity 3: Maximize Parent and Family Engagement in B-5 System

- Includes ensuring that information is accessible to families
- Focus on transitions between parts of the system

Activity 4: Support the B-5 Workforce and Disseminate Best Practices

- Support the workforce, including increasing collaboration, coordination, and alignment

Activity 5: Support Program Quality Improvement

- Implementation activities informed by Activity 1 and 2

To build our application, RI sought input from the ECCE field.

- September: State team reviewed funding opportunity
- September – October: Engaged stakeholders
 - ELC
 - September Children’s Cabinet Meeting
 - Direct feedback via email
 - Right from the Start Campaign recommendations
- October: State team created proposal for Leadership feedback
- October: State team is drafting application

Based on feedback, and constraints of the grant, RI's application includes a variety of activities to strengthen existing work related to our Strategic Plan.

Proposed initiatives, by grant activity

Activity 1: Needs Assessment

- Multi-lingual learner Needs Assessment
- ECCE Workforce Wage Study

Activity 2: Strategic Plan

- Support Infant/Toddler Mental Health Planning
- Infants/Toddler Strategic Planning
- Aligning development supports (ECSE, EI, KIDS CONNECT, etc)
- RI Pre-K expansion planning

Activity 3: Maximize Parent and Family Engagement in B-5 System

- Expand family engagement in governance
- Pre-K Family Liaisons
- Pre-K Lottery Design Review

Activity 4: Support the B-5 Workforce and Disseminate Best Practices

- Review of QRIS
- Workforce Recruitment, Retention & Recognition Bonus Pilot
- Higher Education Articulation Support

Activity 5: Support Program Quality Improvement

- Infant/ Toddler Mental Health Report Implementation

Other

- Grant manager
- Travel
- Required program performance evaluation plan

Questions?

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RI Pre-K Planning Update

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The FY23 budget includes a charge to develop a plan to reach 5000 RI Pre-K seats by 2028.

Statute Overview

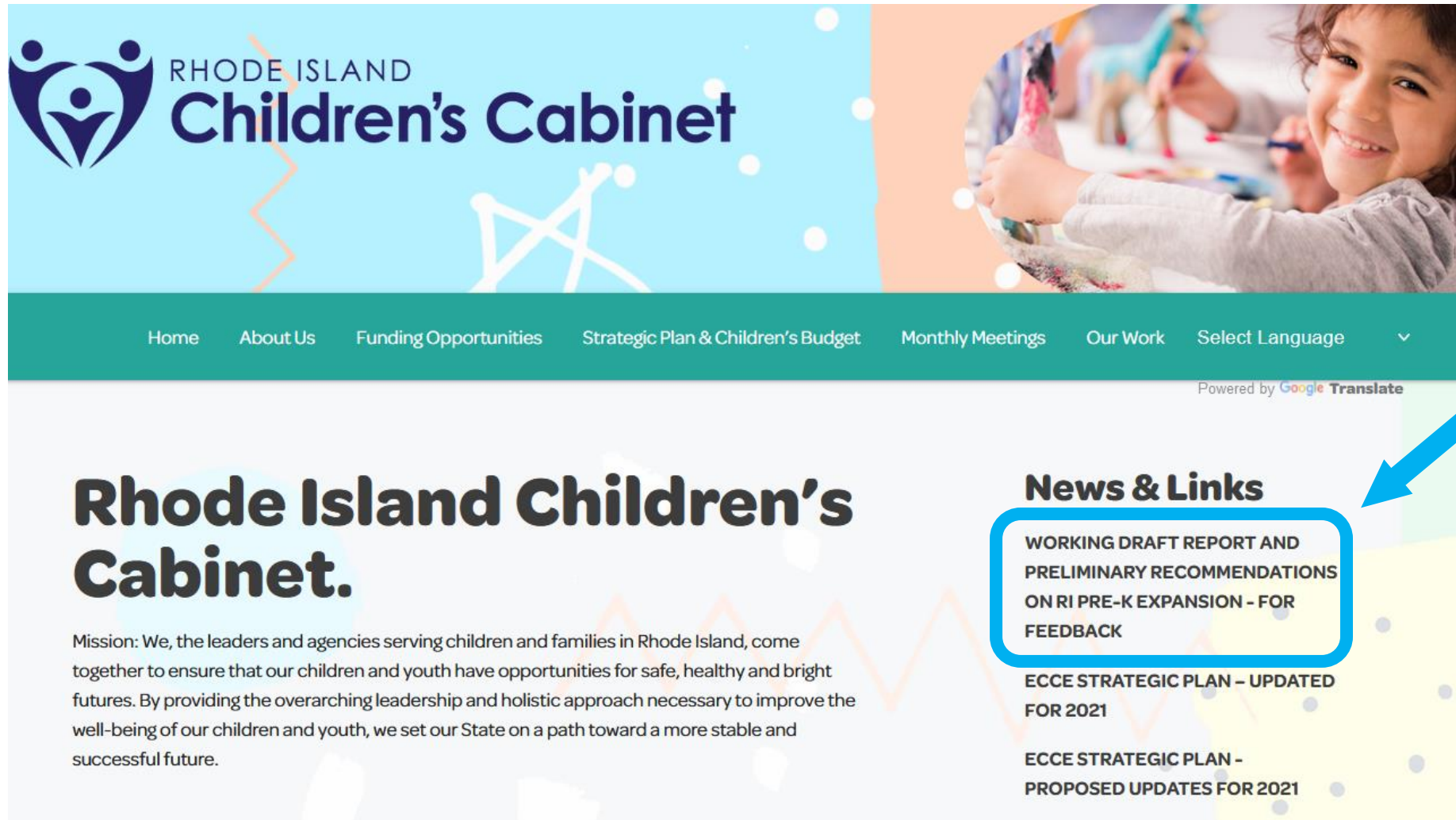
By December 31, 2022, develop an annual growth plan to expand the **state prekindergarten program to five thousand (5,000) seats, for three- and four-year-old children, over five (5) years**, beginning in FY 2024, as well as recommendations for achieving universal prekindergarten in the state. The growth plan shall detail annual targets and projected funding needs, as well as how the state will:

- Equitably distribute prekindergarten funding to eligible providers
- Ensure that access to infant and toddler care is not at risk as the state prekindergarten program is expanded
- Prepare, recruit and retain a highly-qualified early childhood workforce, including adequate wages for early childhood educators, regardless of setting
- Build capacity among new and existing providers to ensure quality standards are met in all settings
- Ensure providers in the mixed-delivery system have sufficient facilities to expand access to high-quality prekindergarten services

Process for developing the draft report



The draft report is posted on kids.ri.gov!



RHODE ISLAND Children's Cabinet

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Rhode Island Children's Cabinet.

Mission: We, the leaders and agencies serving children and families in Rhode Island, come together to ensure that our children and youth have opportunities for safe, healthy and bright futures. By providing the overarching leadership and holistic approach necessary to improve the well-being of our children and youth, we set our State on a path toward a more stable and successful future.

News & Links

- WORKING DRAFT REPORT AND PRELIMINARY RECOMMENDATIONS ON RI PRE-K EXPANSION - FOR FEEDBACK**
- ECCE STRATEGIC PLAN - UPDATED FOR 2021
- ECCE STRATEGIC PLAN - PROPOSED UPDATES FOR 2021

Opportunities for public feedback and input

Online Survey Portal

Review the draft and share thoughts and feedback via an online survey portal:

<https://forms.gle/xRW4H1SB9PmeUr666> [r20.rs6.net]

Feedback via Email

- Share feedback via email: kayla.s.rosen@governor.ri.gov

Public Feedback Sessions

Session 1: November 1 at 3pm

Session 2: November 16 at 9am

On Zoom:

<https://us02web.zoom.us/j/84654314291>

In addition, the RI interagency team is meeting with key ECCE groups, including Parents Leading with Educational Equity, Head Start Association, Family Child Care Homes of RI, BOCA, and more. If your group would like to host a conversation, please let us know!

Children's Behavioral Health System of Care Updates

Public Comment

