

Rhode Island's Third Grade Reading FY19 Action Plan



Reading by Third Grade is Critical

Reading proficiently by the end of third grade is a crucial indicator in a child's development.

- ▶ Students who are competent readers are more likely to perform well in other subjects.
- ▶ Students who do not read at grade level in third grade are four times more likely to drop out of high school than those who do.
- ▶ Nearly 60% of boys and young men in prison could not read at a third-grade level when they committed crimes.

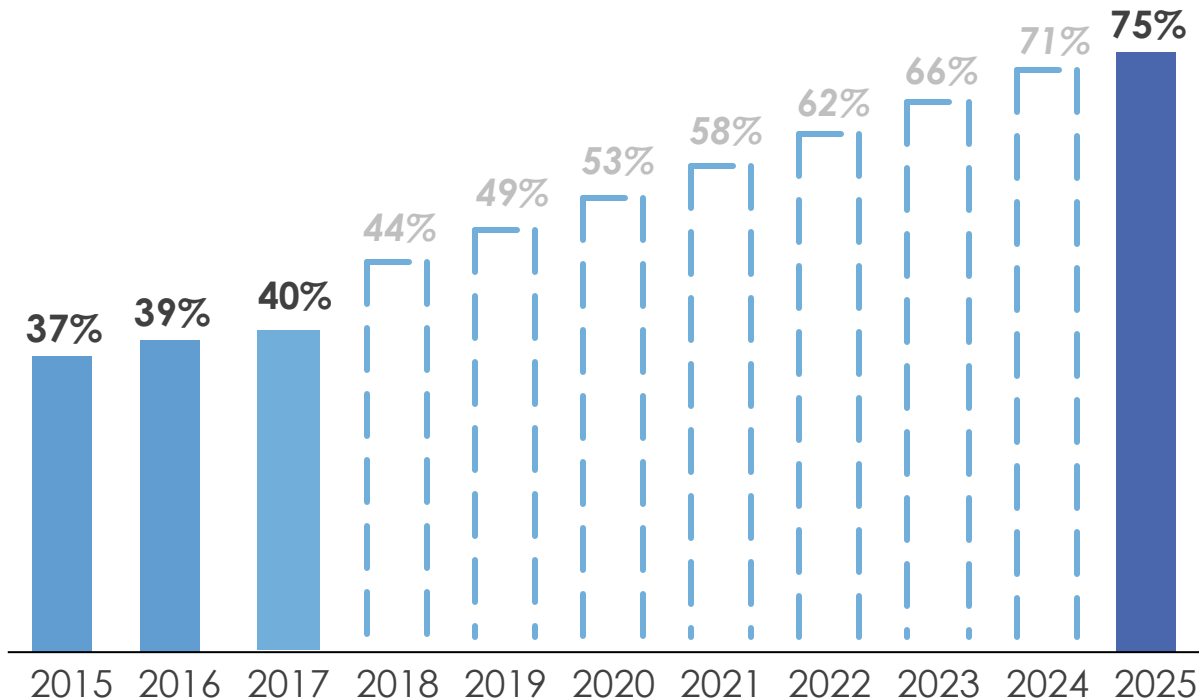
Rhode Island's economy demands that more children be on track to be proficient readers.

- ▶ The current pool of qualified high school graduates is neither large enough nor skilled enough to supply our nation's workforce, higher education, leadership and national security needs.
- ▶ Every student who does not complete high school costs an estimated \$260,000 in lost earnings, taxes and productivity.
- ▶ 70% of jobs will require at least an associates degree, but only 45% of Rhode Islanders have any type of college degree.

Just over one-third of Rhode Island third graders are reading on grade level

Governor Raimondo has set a goal to double state-wide third-grade reading proficiency in eight years

While closing significant achievement gaps



In 2018, RI began using a new test – the RI Comprehensive Assessment System (RICAS). The goal will be reviewed in context of this new exam.

RI Third Graders Meeting Expectations on the PARCC 3 rd Grade ELA Exam	
Subgroup	2016-17
Students with Disabilities	16%
English Language Learners	12%
Hispanic Students	24%
Low-Income Students	25%
Black Students	27%
All Students	40%

Rhode Island Is Ready to Improve

Long-Standing Commitment to Setting Strategic Priorities and Achieving Goals



Community Expertise, Engagement and Contributions



Early Leadership and Investments by Governor Raimondo

- ▶ The Starting Right Child Care System Plan
- ▶ The Successful Start Early Childhood Systems Initiative
- ▶ The Race to the Top – Early Learning Challenge

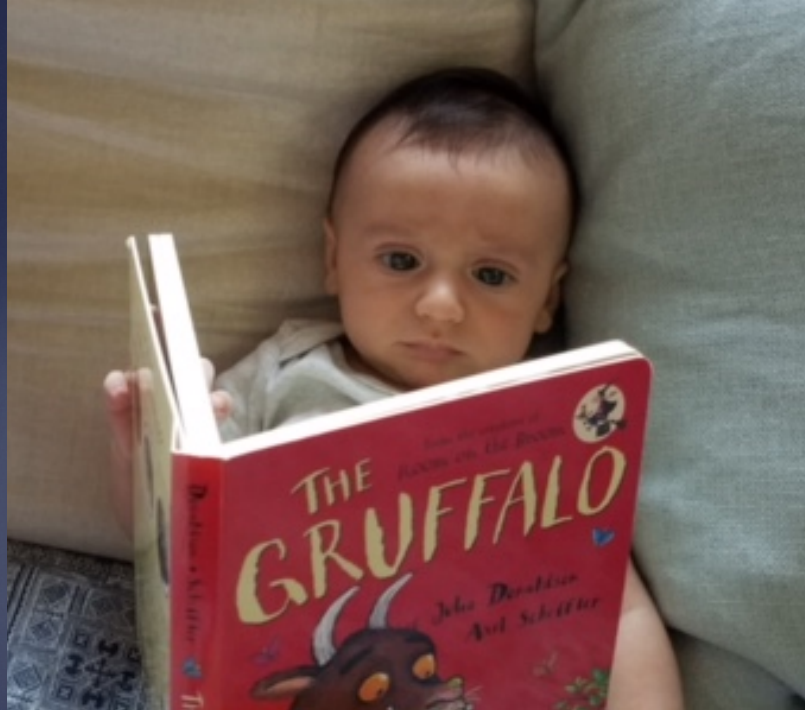
- ▶ RI Campaign for Third Grade Reading
- ▶ Early Learning Council
- ▶ Successful Start Steering Committee
- ▶ Engaged Research Partners

- ▶ Reconvened RI Children's Cabinet
- ▶ All-Day Kindergarten State-Wide
- ▶ Expanded Access to Pre-K
- ▶ Home Visiting Act Signed into Law
- ▶ Investments in Child Care Quality

Necessary factors for success

Investments this year will start Rhode Island down the path of improving literacy. However, there is more work to do to achieve our goals. To be successful, we will need sustained work from now through 2025.

- ▶ **Strong engagement from the Children's Cabinet and outside advocacy groups**
- ▶ **Commitment to data-driven management** for state programs and at local districts to measure and monitor progress consistently and provide quarterly opportunities for data-informed course corrections.
- ▶ **Willingness to annually reassess the plan** to ensure proposed objectives and actions are working, to add new items, and to replace ineffective strategies.
- ▶ **Opportunity to advocate for new budget investments**, which are determined to be cost effective and necessary for success



THE ACTION PLAN FISCAL YEAR 2019

By 2025, 75% of third-graders in Rhode Island will be reading at grade level

Governor Raimondo's Third Grade Reading Action Plan focuses on four specific and complementary strategies aimed at doubling the state's third grade reading proficiency level in eight years:



School Readiness: Ensure all children are ready to learn in school by *addressing health determinants and providing access to high quality early learning.*



School Success: Provide all children with high-quality literacy instruction in and out of school.



Safety Net Services: Effectively serve young children at high-risk with state-wide screening, referral and response system.



Community Engagement: Engage family and community members with a year-round campaign to prepare their children for school and for success in school.

Continuum

School Readiness (early health and learning)



School Success (engaging literacy instruction)

Safety Net Services (Timely screening, referral and response)

Robust Family and Community Engagement

To date, the Action Plan has helped to bring about big wins for kids and families.

School Readiness

\$3.6M

In Additional FY19
Investments to increase
Quality Child Care

School Success

70

Kindergarten classrooms
piloting a proven
curriculum

Safety Net Services

500,000

Approximate number
of meals served
in summer 2018

Community Engagement

4,828

Free, quality books
distributed to kids
at State offices



Key Working Groups for FY19

Pre-K Expansion

Cara Harrison, Governor's Office

- Apply for the PDG grant
- Support development and implementation of universal Pre-K in RI

Adverse Risk Mitigation

Blythe Berger, RIDOH

- Implement recommendations from the DCYF-RIDOH study with Harvard GPL
- Continue to address lead poisoning through increased screening, treatment, and prevention

Early Childhood Data Working Group

Kayla Rosen, Children's Cabinet

- Review use and integration of ECE data
- Support near-term needs
- Recommend long-term vision for improvement and sustainability

Early Childhood Workforce & Career Pathways

Caitlin Molina, DHS

- Collaborate with higher education institutions to increase professional development opportunities and improve teacher certification programs



SCHOOL READINESS: Address health determinants of school success and improve progress towards developmental milestones

Health outcomes drive significant disparities in school success. Better coordination between state agencies charged with addressing health outcomes and the education system will help improve outcomes for the most vulnerable children

Objective #1	Baseline	End of FY18	FY19 Target	2025 Target
Ensure all children have access to affordable health insurance coverage and are accessing it	97%	97%	97%	99%

FY19 Actions

- Maintain our nation-leading percentage of children with access to high-quality, affordable health care.

Objective #2	Baseline	End of FY18	FY19 Target	2025 Target
Ensure vulnerable infants and toddlers get engaged in appropriate evidence based services (NAS, DCYF)	67%	72%	75%	95%

FY19 Actions

- Work with sister state agencies to create policies and referral protocols for ensuring that children get engaged in appropriate services



SCHOOL READINESS: Address health determinants of school success and improve progress towards developmental milestones

Health outcomes drive significant disparities in school success. Better coordination between state agencies charged with addressing health outcomes and the education system will help improve outcomes for the most vulnerable children

Objective #3	Baseline	End of FY18	FY19 Target	2025 Target
Increase lead screening rates for children at 18 months	75.25%	75.03%	76.5%	80%

FY19 Actions

- Pilot, evaluate, and expand lead screening in WIC sites in the Core Cities
- Complete survey of primary care about best practices
- Work on primary prevention in Core Cities to have cities enforce certificates of compliance for parties with any violation

Objective #4	Baseline	End of FY18	FY19 Target	2025 Target
Increase the number of children under two years of age who have a dental visit	21.8%	30%	32%	40%

FY19 Actions

- Continue to promote and expand Age One dental registry
- Use academic detailing to outreach to pediatricians and family doctors to promote the Age One dental visit
- Continue to train and promote dental referrals from Family Visiting
- Use dental hygienists as trusted sources to promote Age One dental visits



SCHOOL READINESS: Address health determinants of school success and improve progress towards developmental milestones

Health outcomes drive significant disparities in school success. Better coordination between state agencies charged with addressing health outcomes and the education system will help improve outcomes for the most vulnerable children

Objective #5	Baseline	End of FY18	FY19 Target	2025 Target
Increase the capacity of family home visiting for children up to age 4, who are at risk of poor outcomes without intervention	64%	64%	64%	90%

FY19 Actions

- Leverage funding opportunities to increase the capacity of Family Home Visiting
- Develop targeted supports for home visiting providers to support staff retention
- Incorporate recommendations from the the Harvard GPL

Objective #6	Baseline	End of FY18	FY19 Target	2025 Target
Improve comprehensive screening rates for at-risk populations (ages 3-5 year old children in DCYF care)	31.4%	36.1%	50%	75%

FY19 Actions

- Increase requests for child outreach screens for children ages 3-5 who are at-risk, including DCYF children in foster care and other children receiving home-visiting services
- Increase communication to foster families and caseworkers about screening in children in DCYF

SCHOOL READINESS: Expand access to high-quality child care

13

Success in school starts in with early child care, long before entering kindergarten. High-quality child care ensures all children have an opportunity to learn, and can have a particular impact on reducing learning disparities.

Objective #7	Baseline	End of FY18	FY19 Target	2025 Target
Increase # of CCAP providers at higher levels of Bright Stars (4-5)	9.5%	12.4%	15%	30%

FY19 Actions

- Develop and promote best-practices coursework for childcare workers, based on BrightStars data, to improve child care quality statewide
- Provide targeted support to increase the number of providers at 3 stars
- Work with RIC to develop and implement Birth-3 course in Spanish for family childcare providers with support from DHS funds

Objective #8	Baseline	End of FY18	FY19 Target	2025 Target
Ensure low-income children (ages 0-5) have access to high-quality child care	7.6%	11.2%	15%	25%

FY19 Actions

- Phase-in family child care providers to participate in tiered reimbursement rates by July 2019
- Increase enrollment in quality child care (BrightStars programs rated 3 stars or higher) for children birth to 5-years-old who are in foster care

SCHOOL SUCCESS: Ensure Early Literacy Instruction is High-Quality

Early literacy instruction must be developmentally appropriate and evidence-based. Successful implementation is dependent on preparing educators and ensuring quality instruction is available

14

Objective #9	Baseline	End of FY18	FY19 Target	2025 Target
Ensure 4-year-olds have access to State Pre-K	6% 2015-16	11%	11%	70%

FY19 Actions

- Fill every one of the 1080 State Pre-K seats available in Rhode Island
- Increase enrollment for foster care families in State Pre-K

Objective #10	Baseline	End of FY18	FY19 Target	2025 Target
Ensure 3- and 4-year-olds have access to Head Start	36%	38%	38%	%

FY19 Actions

- Fill every available Head Start seat
- Extending day from 4 to 6 hours

Objective #11	Baseline	End of FY18	FY19 Target	2025 Target
Increase percentage of ALL students making progress on acquiring English language proficiency	38%	Will update with RICAS scores early October	51%	75%

FY19 Actions

- Increase the number of classrooms who use the Boston Public Schools kindergarten curriculum
- Help facilitate the implementation of high-quality curriculum and instructional materials in school districts
- Support DCYF caseworkers in incorporating literacy practices into their work



SCHOOL SUCCESS: Ensure Early Literacy Instruction is High-Quality

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Successful implementation is dependent on preparing educators and ensuring quality instruction is available

Objective #12	Baseline	End of FY18	FY19 Target	2025 Target
Increase percentage of ELL (English Language Learner) students making progress on acquiring English language proficiency by grade 3	12%	Will update with RICAS scores early October	30%	65%

FY19 Actions

- Increase technical assistance and professional development around instruction and assessment for educators of English Language Learners
- Working to approve updated educator regulations that increase the number of ELL teacher certification and endorsements
- Advance teacher preparation redesign at RIC to include ELL endorsement for all Teacher Candidates

Objective #13	Baseline	End of FY18	FY19 Target	2025 Target
Increase percentage of students with disabilities making progress on acquiring English language proficiency by grade 3	10%	Will update with RICAS scores early October	29%	64%

FY19 Actions

- Increase % of young children with disabilities who receive the majority of their special education services within general education settings
- Advance teacher preparation redesign for all Elementary Education Teacher Candidates at RIC to include dual-certification (ELED/ SPED)
- Continue to work with URI and RIDE to expand post-grad dyslexia certificate cohort

SCHOOL SUCCESS: Increase Early Literacy Instructional Time

One cause of low literacy is inconsistent engagement with high quality and engaging literacy practices..
Students must be in school as much as possible and should have access to additional programming outside of school to ensure they are on track for school success.

16

Objective #14	Baseline	End of FY18	FY19 Target	2025 Target
Increase participation in summer reading programs by 10%	13273	October	13900	15000

FY19 Actions

- Expand participation in the state-wide summer reading challenge in public libraries
- Facilitate partnerships between school districts and local libraries

Objective #15	Baseline	End of FY18	FY19 Target	2025 Target
Reduce chronic absenteeism in early grades (PK-3) by 1/3	14%	October	12%	10%

FY19 Actions

- Include chronic absence as a measure in accountability system
- Utilize 21st CLC January 2019 grant process to prioritize early foundations programming after assessing best practices
- Create a RIDE webpage that shares the attendance tool, attendance data, and best practices
- Increase the number of districts using the attendance tool

Objective #16	Baseline	End of FY18	FY19 Target	2025 Target
Reduce the rate of K-3 suspensions by two-thirds	1.5%	October	1.3%	0.5%

FY19 Actions

- Include discipline as a measure in accountability system
- Help LEAs in implementing social and emotional learning standards by growing SEL listserv and community of practice
- Implement Infant/Toddler mental health training and consultations for early childhood professions (ECE, pediatricians, home visiting etc.)



SAFETY NET SERVICES: Respond to the needs of high-risk children

More information is needed on the needs of high-risk children in the state to identify and resolve issues that prevent a seamless transition between effective programs that will ensure school readiness.

17

Objective #17

In partnership with Hassenfeld Institute, facilitate a multi-year cohort study of Rhode Island's at-risk births to study rates of screening, referral and program participation

FY19 Actions

- Answer prioritized research questions created by involved state agencies and districts to guide policy and programming decisions, as well as report out key findings to Children's Cabinet

Objective #18	Baseline	End of FY18	FY19 Target	2025 Target
Increase participation in breakfast, lunch, afterschool, and summer meals programs	7,009,635 meals (634,245 breakfast)	1,705,605 breakfast	5% increase	5% increase each year

FY19 Actions

- Execute on a targeted district outreach plan around breakfast, lunch, afterschool and summer programs
- Coordinate with libraries to increase attendance at summer meal programs



COMMUNITY ENGAGEMENT: Increase public awareness

18

Collaborate with the Third Grade Reading Campaign to promote public awareness and community-wide involvement in improving reading proficiency.

Objective #19

Engage ALL Rhode Islanders, especially parents, teachers, students and community members, in improving third-grade reading scores.

FY19 Actions

- Hold regional events on Read. Talk. Listen. Across Rhode Island to highlight campaign strategies that include the importance of reading, reducing school absenteeism, and limiting summer learning loss
- Continue public awareness campaign to engage educators and school communities on Talk. Read. Listen
- Execute on interagency communications plan
- Distribute communications materials (funded by Collette) to families throughout Rhode Island
- Goal to have each Children's Cabinet agency pursue one communications/outreach action for 3rd grade reading

Objective #20

Develop sustainable partnerships with RI School Superintendents Association (RISSA), RI KidsCount, United Way, RI Reads, and other key partners in order to build engagement, increase collaboration and improve outcomes across all action plan areas