

# Children's Cabinet

August 26, 2024

# Agenda

- Welcome and Introductions
- Vote on adoption of July meeting minutes
- Back to School – Priorities
  - Presentation from RIDE
  - Presentation from Gov's Office on Learn365RI
  - Presentation from DHS on ECE Strategic Plan
- Public Comment
- Adjournment

# RI Department of Education

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## Children's Cabinet Update: SY24-25 Priorities and #AttendanceMattersRI

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26 August 2024



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## **Learn365RI Updates & The Children's Cabinet**

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*Jeremy Chiappetta, Senior Advisor to Governor McKee*

*26 August 2024*



# Learn365RI

Every Home.  
Every Day.  
Learning Matters.



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# What is Learn365RI?

**Governor McKee launched Learn365RI in April of 2023 with the express intent to improve educational outcomes and to meet or exceed Massachusetts standards by 2030**

- By partnering with municipal leaders to develop local initiatives to meet the needs of individual Rhode Island Communities, Learn365RI is a community-based approach to increase out-of-school learning time in order to:
  - Improve school attendance
  - Improve reading and math skills (as measured by RICAS)
  - Ensure high school students graduate with a meaningful plan (as measured by FAFSA completion)

Improved educational results will lead Rhode Islanders to have greater economic opportunity, wealth, and health.  
Improved school systems will help attract and retain business and talent in Rhode Island.

# The Educational Compact: Local Leaders Matter



**For a municipality to participate in the Learn365RI opportunities, the community must sign on to the Learn365RI Compact**

## Rhode Island Municipal Compact

[city/town] recognizes that **improving educational outcomes**, **providing workforce training** and opportunities and access to healthy living programming is central to **raising the incomes** of those who live in our community and ensuring all residents lead healthier lives. Moreover, as Rhode Islanders, we recognize that all of us together have a role to play in adding 1 million hours of out-of-school learning time per year across our state to help reach our goal of improving educational outcomes.

**38 of 39 cities and towns have signed on to Governor McKee's Learn365RI Educational Compact committing to raising outcomes in their community.**

- [city/town] aspires to be among the very best public education systems in New England and the United States
- [city/town] will foster a culture of learning that extends beyond the traditional school setting and schedules to enhance learning outcomes
- [city/town] will explore innovative ways to expand learning opportunities and enhance efforts both inside and outside of the traditional school settings and schedules to enhance learning outcomes
- [city/town] will work to ensure that all students have access to high-quality learning opportunities and engage in this effort:
- Conduct a community-wide needs assessment to identify areas for improvement
- Regularly promote out-of-school time learning activities using social media, constituent newsletters, and public forums
- Host an annual community forum on education
- Commit to reviewing both K-12 and higher education outcomes data with the Rhode Island Department of Education on an annual basis to better understand areas for improvement
- Create a Municipal Youth Commission to engage students in local leadership opportunities and develop critical thinking, communication skills and more
- Invest in existing or new community learning programs, centers, and/or libraries that will help advance the goal of improving educational outcomes
- Ensure seamless family supports to connect families from the school day to out-of-school time opportunities (e.g. support awareness campaigns, transportation)
- Be creative and propose programs that advance learning in ways that are unique to the needs of your community

# Learn365RI Investments to Drive Educational Results

Governor McKee has leveraged several funding sources to advance the Learn365RI initiative

01

**Program Grants Governor's Emergency Education Relief Fund – Awarded August 2023**

\$4MM invested in grants to *municipalities* ranging from \$50,000 to \$400,000 for out-of-school time Learn365RI programs.

04

**Startup Grants State Fiscal Recovery Fund– 2025 State Budget (November 2024)**

\$2MM for operational support for starting up new municipal learning centers to be divided equally among the communities building or renovating a new Learning Centers

02

**Coronavirus Capital Projects Fund – Awarded August 2023**

\$81,000,000 invested in grants to *municipalities* across the state based on a formula approved by US Treasury to support the creation or renovation of facilities that commit to at least five years of education, workforce, and health monitoring programming.

05

**General Obligation Funds –2025 State Budget (To Be Awarded)**

\$3MM proposed for grants to *municipalities* for out-of-school time initiatives and programming connected to the Learn365RI goals.

03

**Program Grants State Fiscal Recovery Fund – March 2024**

\$3.8MM invested in grants to *municipalities* across the state ranging from \$40,000 to \$400,000 for out-of-school time initiatives and programming connected to the Learn365RI goals.

06

**Philanthropic support - Ongoing**

Private fundraising and in-kind support for the Learn365RI initiatives (e.g. #AttendanceMatters campaign, Learn365RI WaterFire, targeted investments)

# Learn365RI Results – Attendance

AttendanceRI Campaign has driven strong improvement in school attendance and national recognition

**244,375 fewer absences than last school year**  
**1.3 million more learning hours**

National recognition of the work has included:

- Governor McKee presenting on the RI attendance campaign at the **White House**, May 2024
- Governor’s Office, RIDE, and The Partnership for Rhode Island presented at the **Education Commission of the States** annual conference, June 2024
- Governor’s Office, RIDE, and The Partnership for Rhode Island attendance write-up won the Bronze Medal in **Fordham Institute’s** Annual “Wonkathon,” July 2024
- Featured in nationally: *The 74 Million* and Georgetown University’s *FutureED*, August 2024



# Learn365RI Results – Attendance Plan & Commerce

The AttendanceRI Campaign is a “collective impact” approach engaging with municipal leaders, state agencies, the business community, healthcare providers, the religious community, and families and students

## The Providence Journal

### Keeping students in the classroom an investment in RI's future | Opinion

**Elizabeth Tanner**  
Guest columnist

*Elizabeth Tanner serves as Rhode Island's secretary of commerce. She previously served as director of the Rhode Island Department of Business Regulation.*

I am writing to our business community as Rhode Island's secretary of commerce to highlight a matter that has far-reaching implications for our future workforce and our economy: the critical role of school attendance.

# Learn365RI Results – FAFSA

Every high school student needs to have a plan upon graduation, and completing the FAFSA is an important *proxy* for measuring a student's readiness for success

Rhode Island is 1<sup>st</sup> in FAFSA submissions and 2<sup>nd</sup> in FAFSA completions\* in New England

\*trails CT by one point

- The FAFSA form is the Free Application for Federal Student Aid, and its completion is required to be eligible for Pell Grants, federal student loans, URI's Talent Development Program, RIC's Hope Scholarship, and CCRI's Promise Scholarship
- Technical challenges led to well-publicized declines in completion rates across the country, yet Rhode Island has remained one of the top completers of the application. (7<sup>th</sup> in *submissions* per United States Department of Education; 12<sup>th</sup> in *completions* per National College Attainment Network).

# Learn365RI Results – Reading and Math

The ultimate goals of Learn365RI is to meet or exceed Massachusetts performance levels by 2030. While test scores are not typically available until late fall, efforts are underway to improve reading and math skills

- \$8MM in investments in out-of-school time programming across 30+ communities through innovative partnerships with local non-profits, government agencies, and school systems to add meaningful learning experiences in the summer, on weekends, vacations and after-school



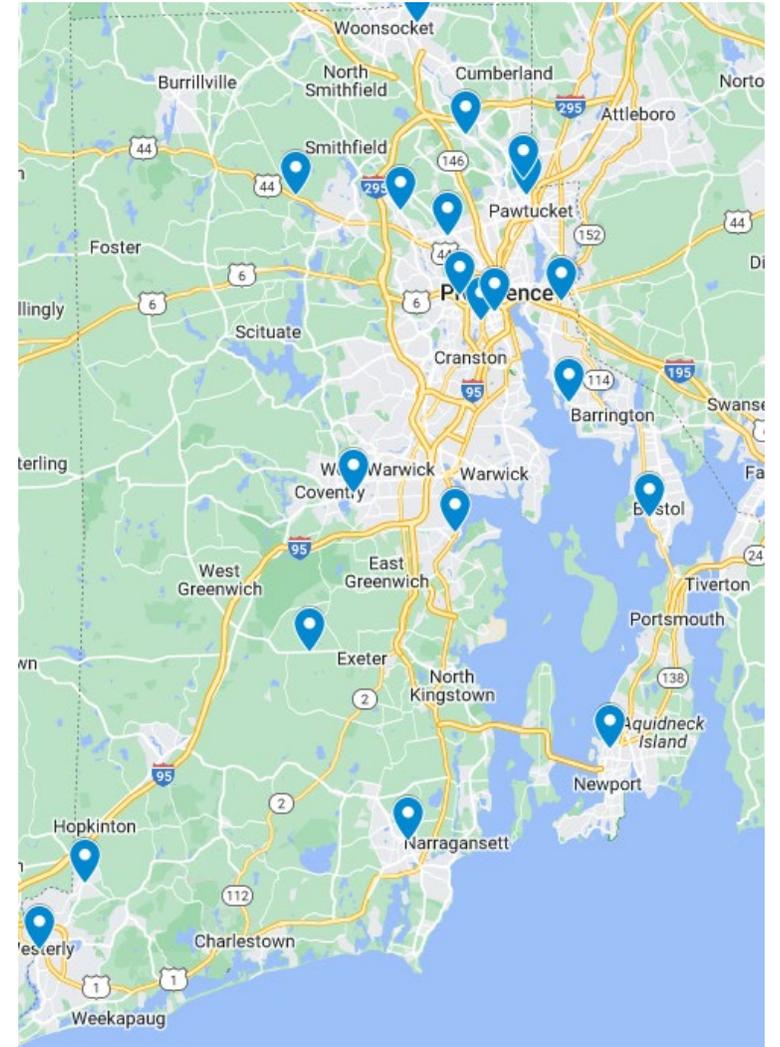
2:46 PM · Jul 19, 2024 · 1,688 Views

# Learn365RI Ahead – Community Learning Centers

>20 Community Learning Centers are planned across Rhode Island

Funded with \$81MM of federal dollars, Governor McKee’s community learning centers will provide a minimum of five years of programming that align to the Rhode Island 2030 Plan:

- Learning
- Health Monitoring
- Workforce Training and Development



# What's Next for Learn365RI?

While continuing to “double-down” on the AttendanceMattersRI campaign, the 2024-2025 school year will also feature a new focused Learn365RI initiative: MathMattersRI

- Math is essential to prepare for a technology-driven economy. From financial literacy to data analytics, from engineering to social science, a stronger math population is a stronger Rhode Island.
- With partners from the Governor’s Office, Rhode Island Department of Education, the Rhode Island Education Collective, Always Learning Rhode Island, and several other key partners, we are building a plan that will:
  - Celebrate math successes,
  - Demystify the false notion that there are “math people” and “non-math people,” and
  - Provide tools to parents, caregivers, and students to increase math skills



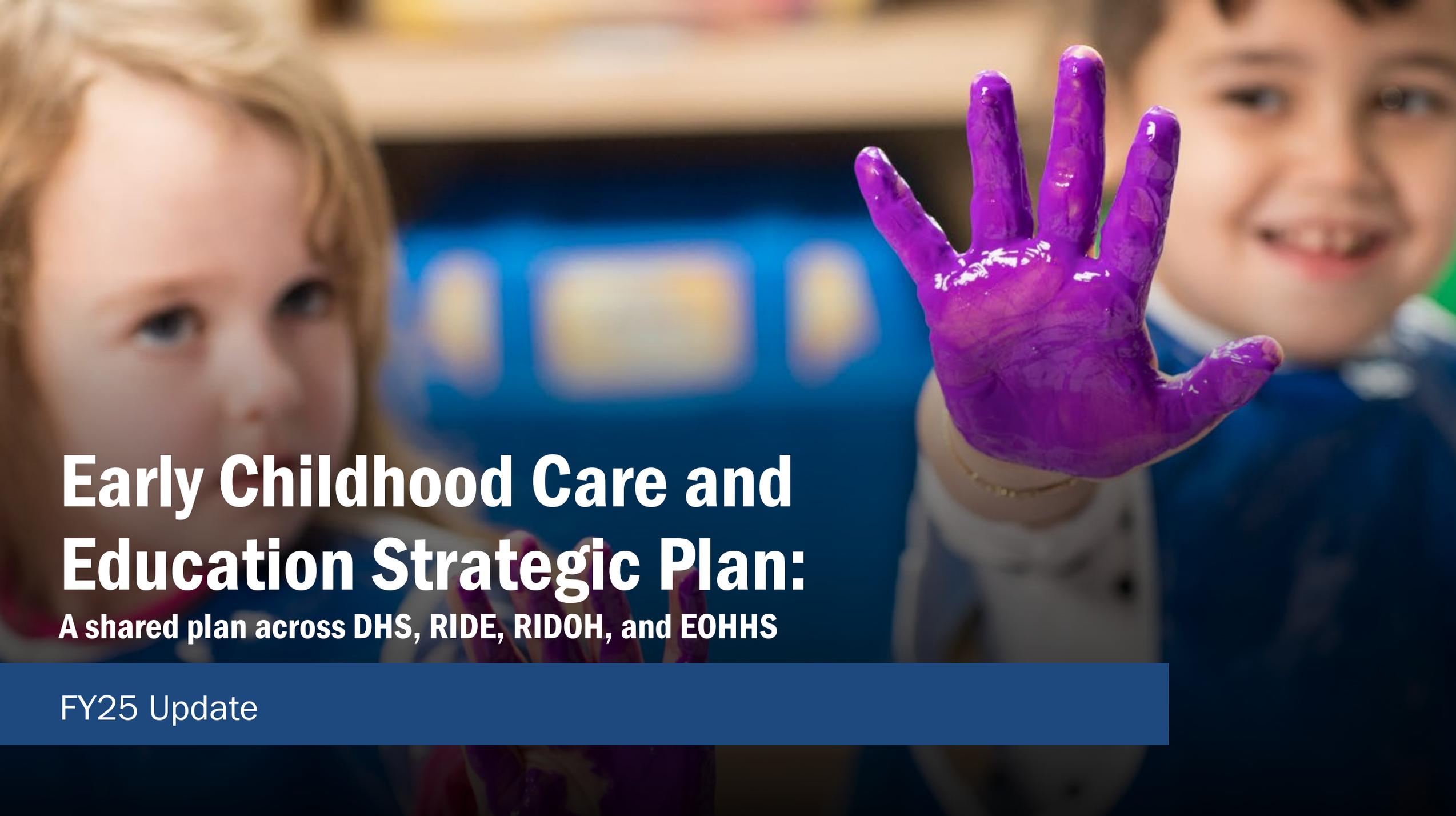
Help us amplify why math is important every day, both in business and daily life.



# Department of Human Services

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A young child with purple-painted hands is the central focus of the image. The child is smiling and looking towards the camera. The background is a blurred classroom setting with a blue wall and some yellow lights. The text is overlaid on the left side of the image.

# Early Childhood Care and Education Strategic Plan:

A shared plan across DHS, RIDE, RIDOH, and EOHHS

FY25 Update

# ECCE Strategic Plan Framework & Objectives

The ECCE Strategic plan has five core objectives to ensure that all children are on a path to reading proficiently in 3rd grade.

## VISION

All Rhode Island children enter kindergarten educationally, social-emotionally, and developmentally ready to succeed, putting them on a path to read proficiently by 3rd grade.

## PROGRAM OBJECTIVES

### Objective 1:

Rhode Island's early childhood programs meet high-quality standards for care and education as defined by our Quality Rating and Improvement System.

### Objective 2:

Children and families equitably access and participate in the ECCE system, services, and supports that will help them reach their potential and enter school healthy and ready to succeed.

### Objective 3:

All four-year olds in Rhode Island have access to high-quality Pre-K, inclusive of parental choice and student needs.

## SYSTEM OBJECTIVES

**Objective 4:** Secure the quality and delivery of ECCE through increased and sustainable funding and operational improvements.

**Objective 5:** Expand the depth and quality of family and child-level data accessible to and used by agencies, programs, and partners to drive decisions.

## Objective 1

Rhode Island's early childhood programs meet high-quality standards for care and education as defined by our Quality Rating and Improvement System



# Objective 1: Rhode Island's early childhood programs meet high-quality standards for care and education as defined by our Quality Rating and Improvement System.

## Strategies & Impact Statements

- **Strategy 1:** Strengthen and streamline foundational quality standards through regular review and robust data collection.
  - *Impact Statement: Clarity and consistency in the definition of quality – based in best practices and evidence – will ensure that all initiatives to improve quality ratings will have a true impact on child development and long-term positive outcomes.*
- **Strategy 2:** Expand high quality programs by providing access to a range of data-informed initiatives, resources and supports that will improve their quality and better support the needs of families in the PN-5 system.
  - *Impact Statement: By investing in the increasing the capacity within the early learning sector and investing in direct quality improvements, there will be more high-quality spots for children utilizing CCAP to access.*
- **Strategy 3:** Ensure the workforce of early childhood educators and care professionals are professionally prepared, fairly compensated, and have meaningful pathways towards career advancement.
  - *Impact Statement: The most important element of early childhood education are the educators who support children's development. Early education needs to recruit, retain, and train educators to have classrooms open and lead high quality programs.*

# Objective 1: Rhode Island’s early childhood programs meet high-quality standards for care and education as defined by our Quality Rating and Improvement System.

## Progress & FY25 Activities

Progress since 2020	FY25 Key Activities
<ul style="list-style-type: none"> <li>Progress meeting the equal access standard for CCAP rates, with <b>increasing CCAP rates</b> to the 50<sup>th</sup> percentile of the market rate for 1 star programs and up to the 85<sup>th</sup> percentile for 5 star programs</li> <li><b>Expansion of CCAP eligibility</b> to families up to 200% of the Federal Poverty Level – the first in more than 20 years – and to income-eligible full time students at public higher education institutions</li> <li>Implementation of the <b>\$15M Early Childhood Care and Education Facilities Bond</b>, passed in 2021, to expand and improve quality early learning spaces across the state. More than 1,000 seats will be improved or created as a result. Final report can be found <a href="#">here</a>.</li> <li>Implementation the <b>Family Child Care start-up grants</b> to support increased capacity in an important part of the mixed-delivery system. More than 120 programs received start-up grants.</li> <li>Expansion of <b>career pathways supports and pipelines</b> for early educators, including funding to double the number of TEACH Scholarships. Please find information about DHS-funded pathways <a href="#">here</a> and information the OPC projects <a href="#">here</a>.</li> <li>Implementation of the <b>Pandemic Retention Bonus program</b> to address compensation and support retention in the field during the pandemic. More than 5,500 unique individuals benefited from this program.</li> <li>Piloted the <b>Step Up to WAGE\$ initiative</b> to provide tiered wage to supplements more than 300 early educators. More information <a href="#">here</a>.</li> <li>Launched the <b>Workforce Registry</b> for the RI Start Early System in February 2024.</li> </ul>	<ul style="list-style-type: none"> <li><b>Quality:</b> Implement QRIS renewals across programs and implement the new QRIS framework for public schools.</li> <li><b>Capacity:</b> Develop a strategic plan for infant/toddler care to address capacity, affordability, and access for children 0-3 years old</li> <li><b>Operations:</b> Continue development of the RI Start Early System (RISES) to replace existing Licensing System of Record, provider portal, and develop other key operational functions</li> <li><b>Educator Recruitment, Retention, and Compensation:</b> <ul style="list-style-type: none"> <li>Continued implementation of the Career Pathways work (OPC/DHS/RIDE) to support innovative, accelerated pathways in higher education for incumbent educators. This includes finalizing and implementing the ECE curriculum with 100% transfer from CCRI to RIC and URI.</li> <li>If awarded, use new PDG Renewal Opportunity to extend WAGE\$ and other key compensation initiatives</li> </ul> </li> </ul>

## Objective 2

Children and families can equitably access and participate in the early childhood care, services, and supports that will help them reach their potential and enter school healthy and ready to succeed.



## **Objective 2: Children and families can equitably access and participate in the early childhood care, services, and supports that will help them reach their potential and enter school healthy and ready to succeed.**

### **Strategies & Impact Statements**

**Strategy 1:** Create a system for connecting families PN-5 to appropriate services and programs, and for supporting families' continued engagement in those services.

- *Impact Statement: By ensuring that families are meaningfully engaged in programs and have the supports they need, children will have increased protective factors to support positive development.*

**Strategy 2:** Leverage community-embedded resources to help parents understand, navigate and remain engaged in the comprehensive array of PN-5 opportunities, programs and services.

- *Impact Statement: Families are children's first, best teacher. By ensuring that families have the information needed to navigate the early childhood system, children and families will access available programs and services at higher rates.*

**Strategy 3:** Build on RI's leadership in children's access to healthcare to improve prevention and screening.

- *Impact Statement: Accessing pediatric services is an evidence-based way to prevent negative health and development outcomes for children. By ensuring equitable access to early healthcare, children will experience more positive development.*

**Strategy 4:** Ensure that all families and children under age five who face early adversity equitably access high-quality early childhood programs that provide services through a trauma-informed approach.

- *Impact Statement: Young children exposed to trauma are at higher risk for long-term negative health and academic outcomes. By ensuring children exposed to early adversity are engaged in the highest-quality early learning programs, children will have the protective supports needed to buffer the impact of the trauma they have experienced.*

## Objective 2: Children and families can equitably access and participate in the early childhood care, services, and supports that will help them reach their potential and enter school healthy and ready to succeed.

### Progress & FY25 Activities

Progress since 2020	FY25 Activities
<ul style="list-style-type: none"> <li>Expanded <b>Parents as Teachers</b> by 300 spots and leveraged Medicaid funding for PAT to support ongoing sustainability</li> <li>Since 2020, implemented <b>12 Parent Support Programs</b> through the Health Equity Zones</li> <li>Secured <b>\$11M in stabilization funding for Early Intervention and \$15M in stabilization funding for pediatric primary care</b> providers to address health equity gaps and workforce challenges resulting from the COVID-19 pandemic</li> <li><b>Increased Medicaid rates</b> for Early Intervention and Pediatrics</li> <li>Made <b>perinatal doula services</b> a covered benefit for all insurance beneficiaries and funded trainings for new doulas to become licensed, with a focus on racial diversity for the doula pipeline.</li> <li>Partnered on the <a href="#">EOHHS Infant/Toddler Mental Health Task Force</a> report and funded implementation of key recommendations.</li> <li>Completed a needs assessment for <a href="#">multilingual learners</a> in early childhood education</li> <li>Improved the <a href="#">kids.ri.gov website</a> to be accessible for families to find the array of early childhood services</li> </ul>	<ul style="list-style-type: none"> <li>Implement recommendations from the <a href="#">EOHHS Infant/Early Childhood Mental Health Task Force</a> report</li> <li>Develop a comprehensive action plan to improve and expand access to the Kids Connect program</li> <li>Develop a No Wrong Door approach for families to engage with the early childhood system, beginning with development of a robust Child Care Resource &amp; Referral (CCR&amp;R)</li> </ul>

## Objective 3

All four-year olds in Rhode Island have access to high-quality Pre-K, inclusive of parental choice and student needs.



## Objective 3: All four-year olds in Rhode Island have access to high-quality Pre-K, inclusive of parental choice and student needs.

### Strategies & Impact Statements

**Strategy 1:** Increase the number of classrooms that meet high-quality pre-k standards

- *Impact Statement: RI Pre-K is built within the existing mixed-delivery system. By increasing the number of classrooms meeting high-quality standards, more children will have access to high quality care and more classrooms will be positioned to become part of the RI Pre-K program.*

**Strategy 2:** Establish a diverse and sustainable funding structure across state agencies to support the expansion of high-quality pre-k for all 4-year old children in Rhode Island.

- *Impact Statement: By leveraging resources across the early learning system, RI Pre-K can maximize funds in a way that sustains the program, improves transitions for families, and better supports providers.*

**Strategy 3:** Attract, develop and retain a strong workforce of qualified and well-supported educators to both build a pipeline for future expansion needs and support the current demand.

- *Impact Statement: RI Pre-K depends on highly-qualified educators. If there is a pipeline of educators ready to teach RI Pre-K, RI Pre-K will be able to expand as more funding becomes available.*

**Strategy 4:** Begin a multi-year planning process to expand Pre-K for all children ages 3 and 4 in collaboration with the community

- *Impact Statement: Pre-K expansions in other regions has shown that there can be negative impacts on the system – particularly infant/toddler care – if expansion is not done as part of the birth through five system as a whole. By taking a thoughtful approach and working with the community, RI will have a plan that can deliver RI Pre-K expansion in a way that strengthens all parts of early learning.*

# Objective 3: All four-year olds in Rhode Island have access to high-quality Pre-K, inclusive of parental choice and student needs.

## Progress & FY25 Activities

Progress since 2020	FY25 Key Activities
<ul style="list-style-type: none"> <li>• Since SY 19-20, expanded RI pre-k by <b>944 seats</b>, up from 1420, a 66% expansion in seats</li> <li>• Developed and piloted <b>four new service delivery models for RI Pre-k that equitably strengthened the mixed-delivery system</b>, increase family choice, and allow more providers to become RI Pre-K providers (see models <a href="#">here</a>). These models have been nationally recognized at preschool development grant conferences.</li> <li>• Developed a comprehensive <a href="#">RI Pre-K Expansion plan</a> to reach <b>5,000 seats by 2028</b>, which includes recommendations for expanding to 3-year olds, ensuring equity, embedding ECSE, supporting transitions, supporting the mixed-delivery system, and sustaining and growing infant/toddler care</li> <li>• Piloted new <b>community-embedded outreach to support families</b> in signing up for the lottery and secured funding to continue and expand the initiative in 2024</li> <li>• Developed <b>new Pre-K to 2 Teacher Certification pathways</b> for incumbent educators to support the workforce pipeline (<a href="#">URI</a>).</li> </ul>	<ul style="list-style-type: none"> <li>• Implement expansion of RI Pre-K aligned with the expansion plan, leveraging new funding available in the FY25 budget</li> <li>• Update approach to RI Pre-K monitoring and evaluation</li> <li>• Implement recommendations from the RI Pre-K Expansion Plan, including:               <ul style="list-style-type: none"> <li>• Develop an infant/toddler strategic plan to address capacity and sustainability as a corollary to the RI Pre-K plan (see Objective 1)</li> <li>• Improvements to the lottery system technology and process to expand family access and improve efficiency for programs and RIDE staff</li> </ul> </li> </ul>

## Objective 4

Secure the quality and delivery of ECCE through increased and sustainable funding and operational improvements



## **Objective 4: Secure the quality and delivery of ECCE through increased and sustainable funding and operational improvements.**

### **Strategies & Impact Statements**

**Strategy 1:** Drive an aligned advocacy effort to accomplish legislative and budgetary priorities, as well as increase community awareness of early childhood priorities and options.

- *Impact Statement: By increasing awareness of the ECCE sector and its connection to other priority goals, there will be greater understanding of the complex needs and investments required to sustain and expand ECCE.*

**Strategy 2:** Increase high-impact investments in the B-5 system through innovative financing levers and proactive sources of funding such as grants.

- *Impact Statement: The goals of this strategic plan require new funding sources. By pursuing creative funding solutions, the ECCE system will maximize resources and have the funding available to achieve goals.*

**Strategy 3:** Support interagency collaboration and coordination to optimize and streamline operations and use of funds.

- *Impact Statement: By coordinating teams, programs, and funding, RI will be able to advance the goals of this strategic plan.*

**Strategy 4:** Develop a sustainable ECCE governance structure that allows for interagency and private-public collaboration and decision-making to achieve the ECCE mission and vision.

- *Impact Statement: By formalizing the interagency governance, more rapid decision-making will be possible and will accelerate progress on ECCE goals.*

# Objective 4: Secure the quality and delivery of ECCE through increased and sustainable funding and operational improvements.

## Progress & Key FY25 Activities

Progress since 2020	FY25 Key Activities
<ul style="list-style-type: none"> <li>Implemented <b>innovative financing mechanisms</b> for RI Pre-K and Parents as Teachers to ensure ongoing sustainability of the programs by maximizing available fund sources</li> <li>Secured and implemented several <b>competitive grants</b> to support funding for the ECCE strategic plan priorities, including multiple Preschool Development Grants, Prenatal to 3 Grant, and a Congressional Directed Spending award</li> <li>Secured more than <b>\$50M in stimulus funding</b> to advance goals across all Objective areas</li> <li><b>Achieved key budget priorities</b>, including covering perinatal doula services, expanding First Connections prenatally, increased CCAP rates, expanded CCAP eligibility, and increased funding for RI Pre-K</li> <li>Coordinated <b>ongoing interagency governance</b> to allow for shared oversight of the ECCE strategic plan and completed the <a href="#">Governance Systems Analysis</a> in December, 2023.</li> <li>Implemented <b>public awareness campaigns</b> related to pediatric care, RI Pre-K enrollment, child care access and workforce, and EI access and workforce</li> </ul>	<ul style="list-style-type: none"> <li>Implement the recommendations of the Early Childhood Governance Systems Analysis, including:               <ul style="list-style-type: none"> <li>Produce an annual report on early childhood funding</li> <li>Drive aligned communications to families about early childhood</li> <li>Refine shared metrics for the strategic plan, using the ECCE Scorecard data</li> <li>Update the strategic plan with stakeholder feedback</li> </ul> </li> <li>Applied for anticipated PDG Renewal Grant to invest in the recommendations emerging from planning efforts across Objective areas</li> </ul>

## Objective 5

Expand the depth and quality of family and child-level data accessible to and used by agencies, programs, and partners to drive decisions.



## Objective 5: Expand the depth and quality of family and child-level data accessible to and used by agencies, programs, and partners to drive decisions.

### Strategies & Impact Statements

**Strategy 1:** Use data to drive action and updates to the Strategic plan to better meet the objectives. Regularly review progress and performance data on each Objective to measure progress on the Strategic Plan, identify opportunities for improvement, and determine the overall health of the Early Childhood System.

- *Impact Statement: By regularly reviewing data on progress, the plan can be revised to meet emerging needs or refine approaches to address if strategies are not having the intended impact.*

**Strategy 2:** Enhance the capabilities of the data systems that support operations and integrated data to increase efficiency and equity in the ECCE system.

- *Impact Statement: By improving operational data systems, agencies and programs will be able to focus on quality rather than on process.*

**Strategy 3:** Improve and expand the use of state's ECCE data among users, including families and programs.

- *Impact Statement: By increasing awareness of the current state of the ECCE system, families, programs, and agencies will have more choice and access to programs and resources.*

**Strategy 4:** Conduct ongoing research and needs assessments to inform updates to the Strategic Plan.

- *Impact Statement: By engaging in ongoing research, the Strategic Plan can be updated to align with latest best practices to maximize impact.*

# Objective 5: Expand the depth and quality of family and child-level data accessible to and used by agencies, programs, and partners to drive decisions.

## Progress & Key FY25 Activities

Progress since 2020	FY25 Key Activities
<ul style="list-style-type: none"><li>• Developed the ECCE Data Scorecard through the EOHHS Ecosystem to integrate child level data across ECCE agencies, allowing for longitudinal review of data at the child level to inform strategies, program design, and ensure a consistent focus on equitable access.</li><li>• A <a href="#">DHS dashboard</a> and a RIDE dashboard from the ECCE Scorecard are posted online.</li><li>• Begun development of the RI Start Early System (RISES). As of March 2024, the <a href="#">Workforce Registry</a> has been launched and the other four components are in development.</li><li>• Conducted a <a href="#">family survey</a> to gather qualitative information about family experiences navigating and engaging with the early learning system</li></ul>	<ul style="list-style-type: none"><li>• Continued implementation of the RI Start Early System across DHS and RIDE, which includes the licensing system of record, the workforce registry, the provider portal, the RI Pre-K applications, consumer website, and monitoring and evaluations.</li><li>• Continued refinement of the ECCE Data Scorecard to provide regular updates on progress of the strategic plan.</li></ul>

# Public Comment

