

Children's Cabinet

August 24, 2021

Agenda – 4-5pm

- Welcome, Introductions, and adoption of minutes (3 min)
- Central Providence Opportunity Project (15 min)
- Back to School Update (20 min)
- DHS Child Care Stabilization Grant update (15 min)
- Public Comment (5 min)
- Adjournment

Presentation to the
Children's Cabinet

August 24, 2021



ONE NEIGHBORHOOD BUILDERS - HOME | HEALTH | OPPORTUNITY



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Central Providence Opportunities

The mission of Central Providence Opportunities is to improve the economic mobility for residents of the 02908 and 02909 ZIP codes. Economic mobility is the likelihood that children achieve a higher standard of living than the household in which they were born.



CPO's 4 Strategy Areas

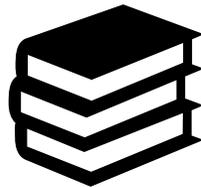
Housing

To advance economic opportunity by improving housing stability and affordability and homeownership rates in 02908 and 02909



Education

To advance economic opportunity by improving third-grade reading level of students in 02908 and 02909



Business Development

To advance economic opportunity by supporting entrepreneurs and local businesses in 02908 and 02909

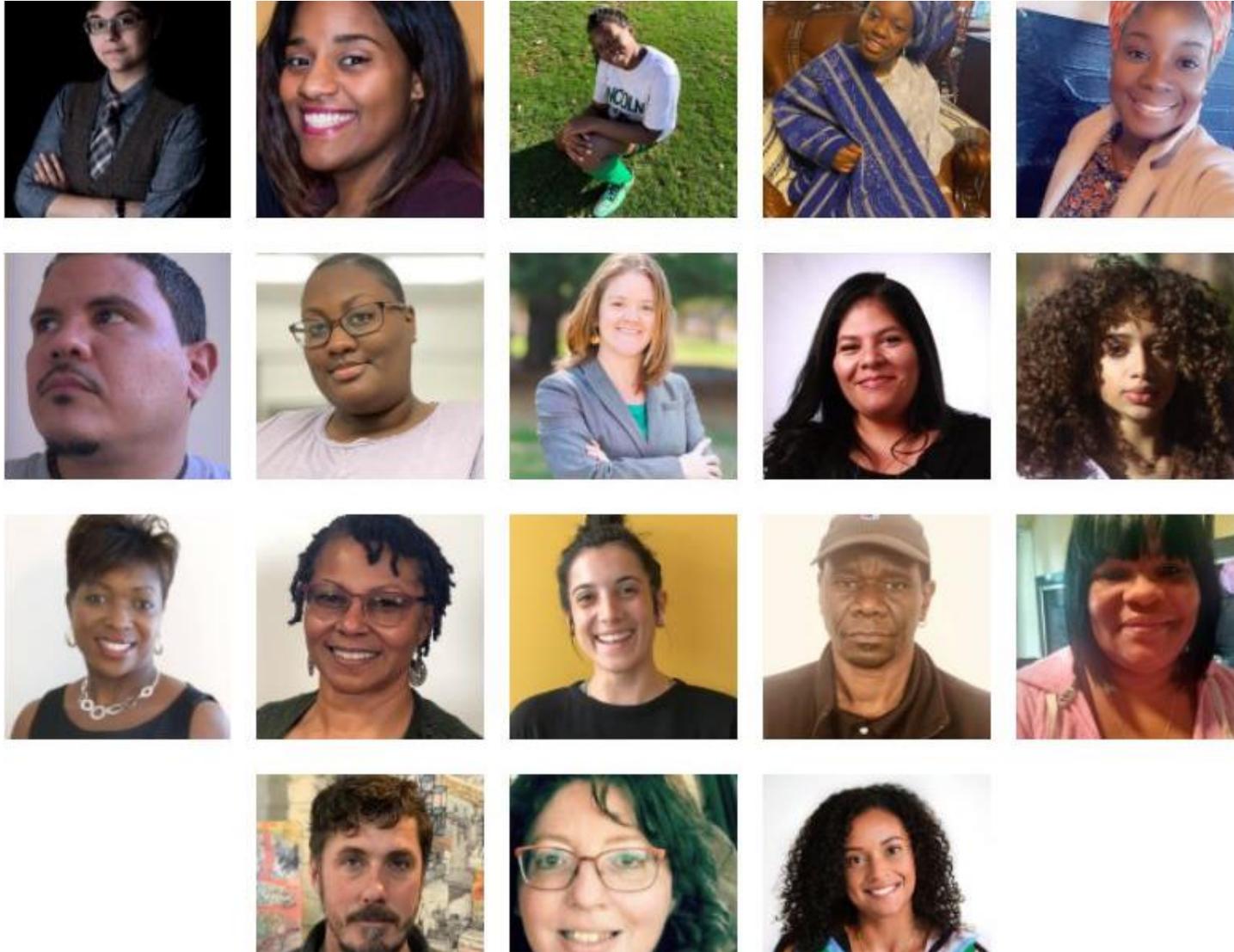


Workforce Development

To advance economic opportunity by increasing wages and job security in 02908 and 02909



- 
1. **Amplify and coordinate the existing work that ONE|NB and the 30+ members of the CP-HEZ** are doing to improve social & economic conditions in 02908 and 02909.
 2. **Invest \$5MM in new and existing initiatives** in 02908 and 02909 that lead to increasing affordable housing, third grade literacy, residents' wages and skills, and supporting the profitability of local businesses.
 3. **Learn *how* place-based community-led transformation happens** and develop baseline metrics for quantifying economic mobility.
 4. **Suggest new public sector policies and legislation** that will help us achieve our mission for the long-term.
 5. **Participate in an EOHHS/RIDOH-led scaling working group** that will inform the State's Health Equity Zone expansion strategy and its comprehensive approach to place-based equitable revitalization.



Resident Advisory Council

The Resident Advisory Council is comprised of 18 individuals representing different neighborhoods, and who reflect the diversity of Central Providence. The group ensures broad, authentic engagement from residents who live in Central Providence, so that residents and families most impacted by economic insecurity and lack of opportunities have a strong voice in designing solutions to these problems.

0-8 EDUCATION AND EARLY CHILDHOOD GOAL

Improve leading indicators leading to third grade reading

- \$350,000
- Implementation period is through 2022 (18 months)
- Focus on one to three pilot projects
- Birth outcomes; early childhood; K-3rd grade

BIRTH OUTCOMES

LISTENING SESSIONS

Birth experiences: Of the listening group participants, almost all had an experience with pre-term birth or preeclampsia. When asked why they thought that may have happened, participants responded that “it’s the stress” and spoke out work stress and family stress.

Care experiences: Families spoke highly of the OB and pediatric care they received and their trust in their doctors. One woman expressed her profound gratitude to her primary care provider and gynecologist. Doctors looked after her throughout her pregnancy, and she did all she could to assist. "First thank God, then thank her," she constantly emphasized, since she literally saved my life and the life of my child. Her infant was in the NICU and had 11 operations before he was discharged. She was quite happy with the physicians in Rhode Island.

Doulas: When asked specifically if participants would have wanted a doula, there were some definitive “yesses”. However, the majority of participants said they would prefer a doctor (there was some confusion about whether that meant having a home birth). When described as an advocate and support, more participants were interested.

Language barriers: Six of the seven participants thought that having an interpreter present during their appointments and even delivery would be very beneficial. The doctor comes out as irritated due to their inability to understand the patient. Additionally, the translators/interpreters they provide do not speak the same dialect, which makes communication difficult. Furthermore, individuals/patients typically report feeling hurried during their appointments. They leave without receiving a satisfactory response to their concerns.

RESEARCH

Correlations with later 3rd grade reading:

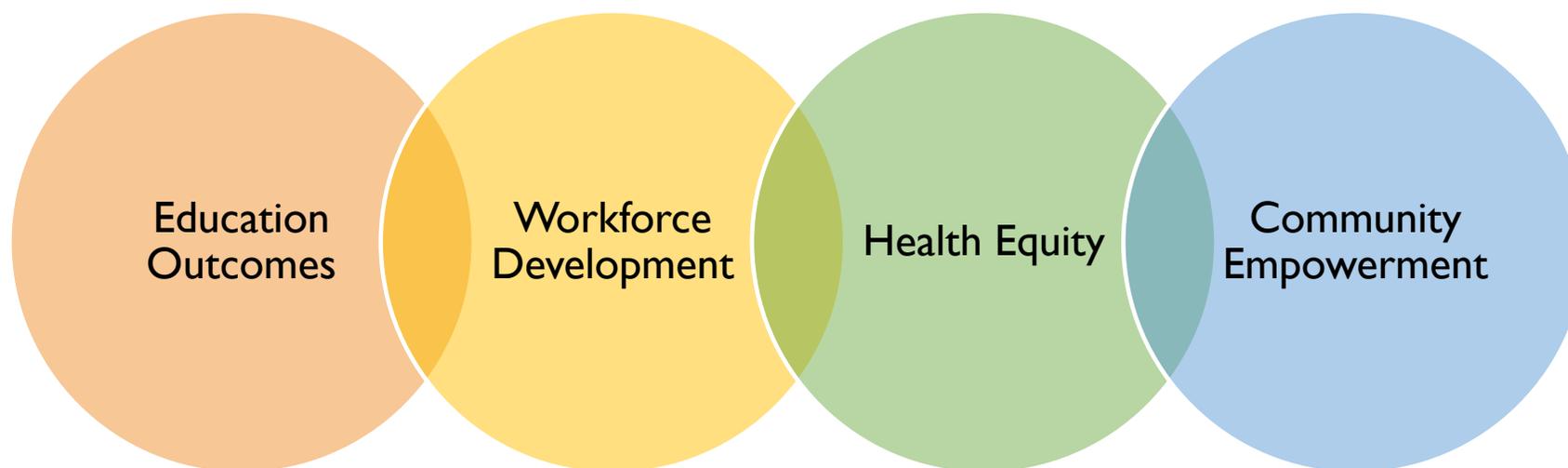
- Less than 6 prenatal care visits before 36 weeks OR total number less than 10
- No prenatal visits before 5 months
- Gestational age less than 37 weeks
- Birth weight less than 1500 grams (3.3 lbs.)

% of pregnancies with adequate pre-natal care

Location	%
02908	76.1
02909	73.4
Rest of Providence	81.4
Rest of RI	83.1

Recommendation to Improve Birth Outcomes

Support doula services for pregnant BIPoC women in 02908 and 02909.



K – 3 EDUCATION

RESEARCH

Attendance matters – being chronically absent just in K, 1, 2, or 3 has a causal relationship with later third grade reading proficiency outcomes

Harry Kizirian Elementary has lowest student attendance rate 2017, 2018, 2019 among all elementary schools in Providence

LISTENING SESSIONS

9:15 start time for '22 school year is very concerning

Parents want to be involved but formality of PTO can be intimidating (parent circle instead)

K & 1st grade worst attendance; sense that these are “less important” grades

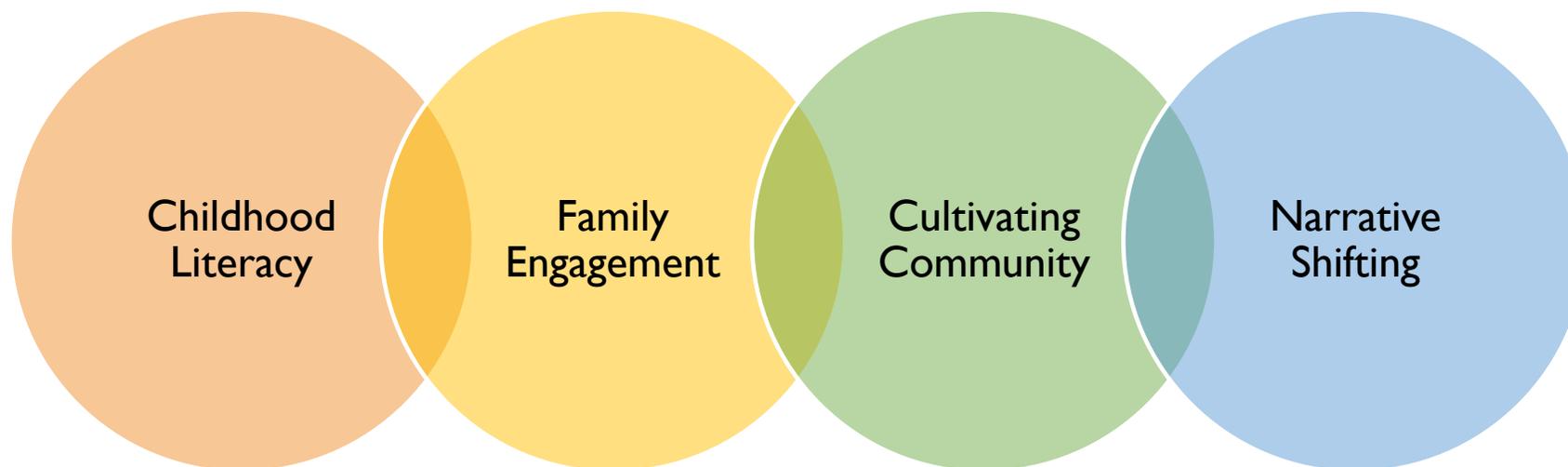
Present-Remote option when traveling

Chronic Absenteeism

Location	%
02908	31.4
02909	28.6
Rest of Providence	27.9
Rest of RI	12.1

Recommendation: K to 3rd Grade Attendance

Recommendation: Pilot a before-school program in 1-2 elementary schools to encourage attendance, provide academic support, and foster social-emotional wellness.



NEXT STEPS



Use community input to identify gaps and obstacles in successful and healthy 0-8 development



Work with partner organizations to plan and implement pilot initiatives



Develop a long-term roadmap for continuing to improve economic mobility through these four pillars in 02908/02909

Back-to-School Update

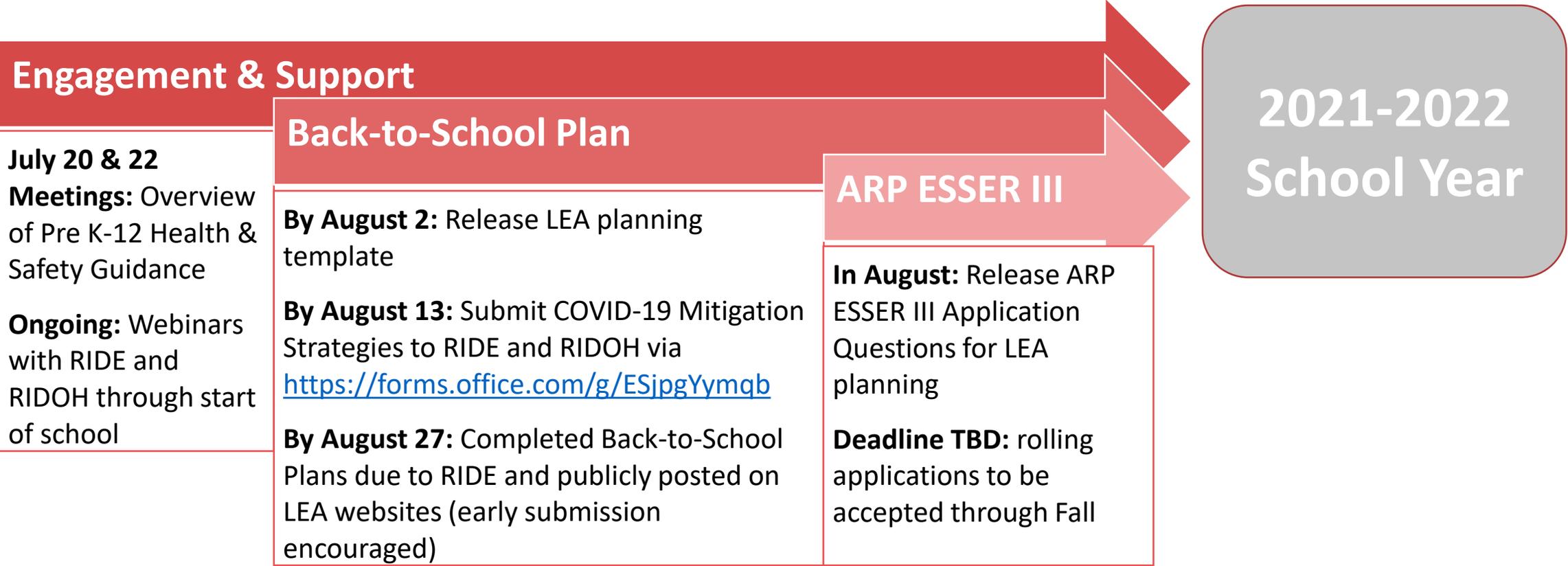


RIDE

August 24, 2021

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Local Education Agency (LEA) Planning Timeline



LEA Back-to-School Plan Template

The Back-to-School Planning template outlines the critical components needed for LEAs to begin SY21-22. In addition to ensuring effective planning for instruction, health, and safety, it is a required submission in order for LEAs to access ARP ESSER funding.

The comprehensive Back-to-School plan includes:

1. Message from the Superintendent / LEA leader
2. Vision and Guiding Principles for Back-to-School Operations:
3. Strengths and Challenges from the 2020-2021 School Year
4. Critical Components of the Back-to-School Plan
 - Health and Safety – *Attachment A was due 8/13/21, under review by RIDOH*
 - Instruction
 - Social-Emotional and Mental Health Support
 - Reopening Operations
 - Communication



Full plans are due by or before August 27, 2021
to back2school@ride.ri.gov
and must be published on LEA websites

COVID-19 Mitigation Strategies: RIDOH Collaboration

Through Back-to-School Plans, RIDE and RIDOH are collecting health and safety policies and procedures from LEAs related to COVID-19 Mitigation Strategies, including:

Vaccination

RIDE Role:

- Promote LEA partnership with RIDOH to stand-up vaccination clinics at schools
- Support communication of vaccination clinics for LEAs at community sites



School-Based Testing

RIDE Role:

- Supporting ELC Grant review for LEAs opting in to School-Based Testing approaches
- Supporting RIDOH in awarding ELC funds to LEAs



Physical Distancing

Masking

Symptom Screening



Case Investigation/Contact Tracing

Protocols for Isolation and Quarantine

Cleaning, Disinfection, Hand Hygiene



Back-to-School Update: Mid-August Vaccination Clinics

RIDOH is engaging each municipality to plan and execute back to school clinics.

(as of August 23)

Planning

- Clinics will be held in municipalities, prioritizing districts with low vaccination rates among adolescents and leveraging existing community clinics.
- All scheduled clinics will take place regardless of number of pre-registrations. NO events will be cancelled.
- Where municipalities cannot accommodate clinics in the requested timeframe, DMAT and TWC will be leveraged.

School District	Date
Barrington	8/20, 9/10
Bristol Warren	8/17, 9/9
Burrillville	8/24
Central Falls*	8/24, 8/26
Chirico	8/16, 9/9
Coventry	8/18
Cranston	8/14, 8/21, 8/28, 9/4
Cumberland	8/23, 9/13
East Greenwich	8/26
East Providence	8/18, 8/25, 8/26
Exeter-West Greenwich	8/19, 8/26
Foster-Glocester	8/28

School District	Date
Jamestown	8/19, 9/9
Johnston	8/23
Lincoln*	8/14, 8/24, 8/28, 9/14
Little Compton	8/19, 9/9
Middletown	8/21
Narragansett	8/17, 9/8
Newport*	8/14, 8/18, 8/21
New Shoreham	8/12, 8/19, 8/26
North Kingstown	8/14, 8/20, 8/21, 8/28, 9/10
North Providence	8/17, 9/7
North Smithfield	Woonsocket 8/18, 8/25
Pawtucket*	8/17, 8/18, 8/24, 8/25, 9/7

School District	Date
Portsmouth	8/27, 9/17
Providence*	8/14, 8/17, 8/19, 8/23, 8/24, 8/25, 8/26, 8/28, 8/31, 9/4, 9/16, 9/21
Scituate	8/17, 9/7, 9/28
Smithfield	8/21, 9/11
South Kingstown	8/17, 9/2, 9/15
Tiverton	8/20, 9/10
Warwick*	8/21
Westerly	8/17
West Warwick*	8/14
Woonsocket*	8/14, 8/18, 8/20, 8/25

**Dates listed for these school districts reflect both municipal-led clinics and community clinics that will be leveraged. A full schedule is available on back2schoolri.com*

Back2SchoolRI Campaign

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LEAP Task Force and Absolute Priorities

RIDE convened the Learning, Equity & Accelerated Pathways (LEAP) Task Force with the goal of identifying ways for students to recover from the learning challenges presented by the COVID-19 pandemic. This work must elevate and center the needs of students who are multilingual, differently-abled, and who live in the urban core through an explicitly anti-racist, equity-focused lens. **Absolute priorities include:**

1. Energize our school communities— students and educators— by launching a back-to-school campaign and statewide toolkit, with attention to students who are chronically absent and opportunity youth.
2. Ensure all students have access to high-quality and personalized support from adults, both during the school day and through extended learning, partnerships for before/after school, or summer learning opportunities.
3. Universally screen all students and align resources to need.
4. Improve and support student transitions, across grades and systems.
5. Close the digital divide.

Enrollment and Attendance

The Task Force found that overall enrollment decreased from the 19/20 school year to the 20/21 school year, with the early grades reflecting the greatest impact. Absences increased by almost 50% across schools, with greater percentages of chronic absenteeism in high-poverty schools compared to low-poverty schools.

- For the 2020/21 school year, enrollment in RI public schools decreased by 3.1 percent, or about 4,000 students.
- Pre-K and K experienced the largest decreases in enrollment (26 percent and 9 percent, respectively).
- Enrollment in most other grades decreased by 3 to 4 percent.
- The percentage of students who were chronically, excessively, or mostly absent also increased from 19% to 26% from 2019/20 to 2020/21.
- Schools with the highest poverty levels showed the highest proportion of chronically absent students.
 - In Providence, the district has hired Community Specialist to help reengage students.

Rhode Island Academic Impact

Which areas were most impacted, and how big was the impact?

	Mathematics	Reading
Grade 2	Yellow	Green
Grade 3	Red	Yellow
Grade 4	Red	Yellow
Grade 5	Red	Yellow
Grade 6	Yellow	Green
Grade 7	Yellow	Green
Grade 8	Green	Green
Grade 9	Green	Green
Grade 10	Green	Green
Grade 11	Green	Green
Grade 12	Green	Green

Red	2-3+ months behind*
Yellow	1-2 months behind
Green	Less than 1 month behind

Summer Learning with RIDE's All Course Network (ACN)

The ACN is a statewide online course catalog that allows students across the state to take free courses offered by non-profits, colleges, municipalities, and other school districts. RIDE offered 288 free summer learning and enrichment courses this year, serving more than 5,700 students.

- One of the key recommendations coming out of the LEAP Task force was expanding free summer learning opportunities for students.
- The ACN helps LEAs offer academic and enrichment opportunities to their K-12 students outside of the traditional school day.
- ACN courses include dual enrollment, career credential, work-based learning (WBL), Advanced Placement (AP), and enrichment courses.
- Students pre-register for course selections on [EnrollRI.org](https://enrollri.org), RIDE's one-stop registration website for learning opportunities. Seats in oversubscribed courses are awarded via a lottery.
- ACN Fall, Spring, and Yearlong courses for the 2021-2022 school year are now open for families and students to browse courses and pre-register.
- RIDE is also holding public meetings to help reimagine the high school experience and seek feedback on its approach to revising secondary regulations.

Social-Emotional Wellness Support

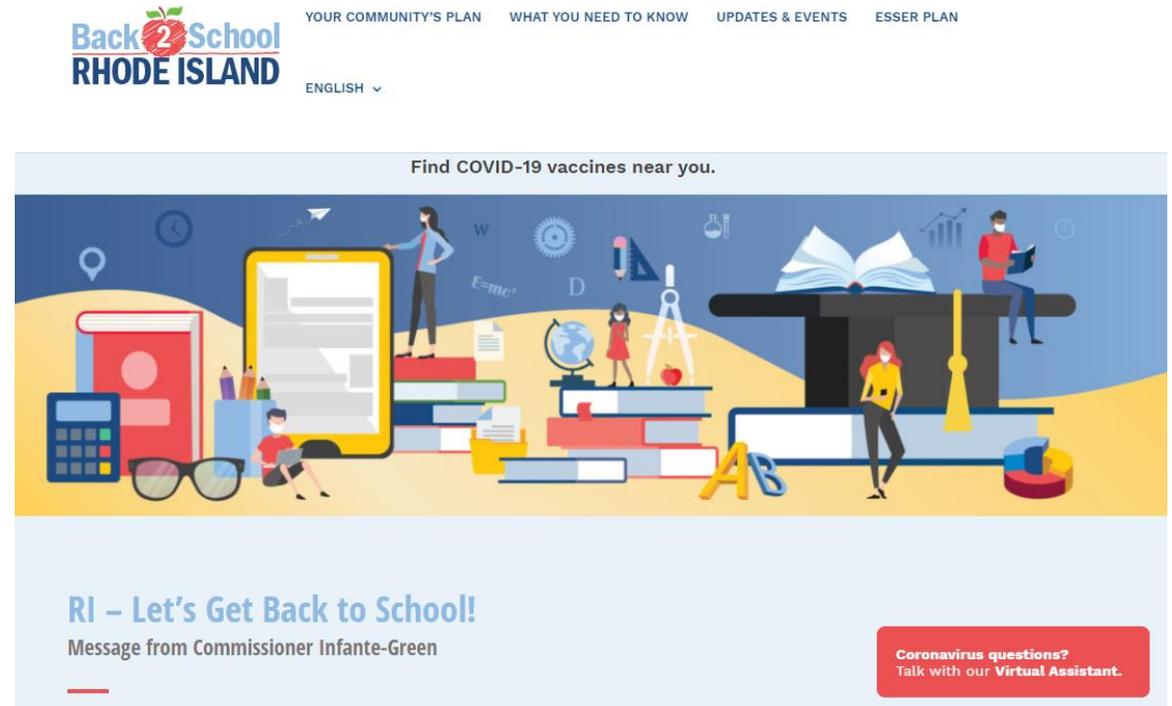
The LEAP Task Force noted RIDE should focus on the social-emotional wellness of students and educators and adopt new approaches to social-emotional work that acknowledges emotions, including anxiety, trauma, and grief of students and teachers, and encourages LEA and school leaders to lead from the place of that acknowledgement. **In alignment, RIDE has:**

- Supported the upcoming release of the “Let It Out Campaign” supporting youth behavioral health.
- Participated in regular meetings with EOHHS, RIDOH, DHS, BHDDH, DCYF and HIC to support the development of a Statewide System of Behavioral Health for youth and to address emerging behavioral health trends on youth suicide attempts and other mental health concerns.
- Secured funds to provide Signs of Suicide curricula to all middle schools and high schools per the Nathan Bruno Act requirements.
- Secured funds to support the expansion of evidence-based Youth Mental Health First Aid and Teen Mental Health First Aid statewide.
- Partnered with Yale Center for Emotional Intelligence to offer a free certificate course: "Social and Emotional Learning in Times of Uncertainty and Stress: Research-Based Strategies."
- Partnered with Yale to offer the evidence-based RULER training program and RULER Leadership Institute to RI school districts, 8 districts are participating.

Engagement with Families and Students

RIDE is building on a successful Back2School communications strategy with school communities for the 2021-22 school year will energize students and families to improve attendance, highlight the importance and benefits of in-person learning, and underscore available in-school support. **Goals include:**

- **Instill confidence** among students, families, and staff for a safe and successful return to full in-person learning
- **Engage and inform the community** on health and safety guidance to build trust
- **Highlight accomplishments and progress** under the pandemic
- **Underscore LEAP report recommendations** to accelerate learning for Rhode Island students for 2021-2022

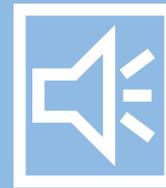


Key Communications & Outreach Activities

RIDE is engaging in the following activities to support and promote in-person learning for families and students leading up to the first day of school.

Direct Engagement

- Stakeholder Meetings
 - RISSA
 - RIASC
 - RIASP
- Virtual Town Halls/Live Events



Paid, Earned, and Social Media

- Radio Promotion
- Social Media Ads
- Weekly Interviews
- Organic Coverage

RIDE Tools

- Website – back2schoolri.com
- Field Memo – Weekly
- Targeted Messaging & Direct Outreach with Families
- Comms Toolkit for LEAs



Additional --

- Promoting Health & Safety Guidance
- Summer Meal Sites as Vax Sites
- School Facilities Tours
- Partnering with key organizations & trusted messengers

Questions?

Contact: Back2School@ride.ri.gov



Rhode Island Child Care Stabilization Fund

Children's Cabinet

August 24, 2021



Agenda

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Overview & Distribution Data

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Workforce Spending Data

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**Timeline &
ARPA Stabilization Fund**



Overview: Vision & Methodology

Vision: All DHS-licensed child care programs approved to reopen and committed to serving children in-person were eligible to receive a Child Care Stabilization Grant. Child care providers applied online for a grant award reflective of their licensed capacity. These funds were intended to support the child care system's recovery during the COVID-19 pandemic with key focus on specific categories of spending designed to stabilize the program's ability to effectively and safely serve young children.

Methodology: Centers received a classroom-based stipend. Family child care received a program-based stipend.

- Center-Based Monthly Stipend (per classroom): \$4,500 (Issued twice)
- Family Child Care Stipend (per program): \$3,000 (Issued once; inclusive of 2 awards of \$1,500)

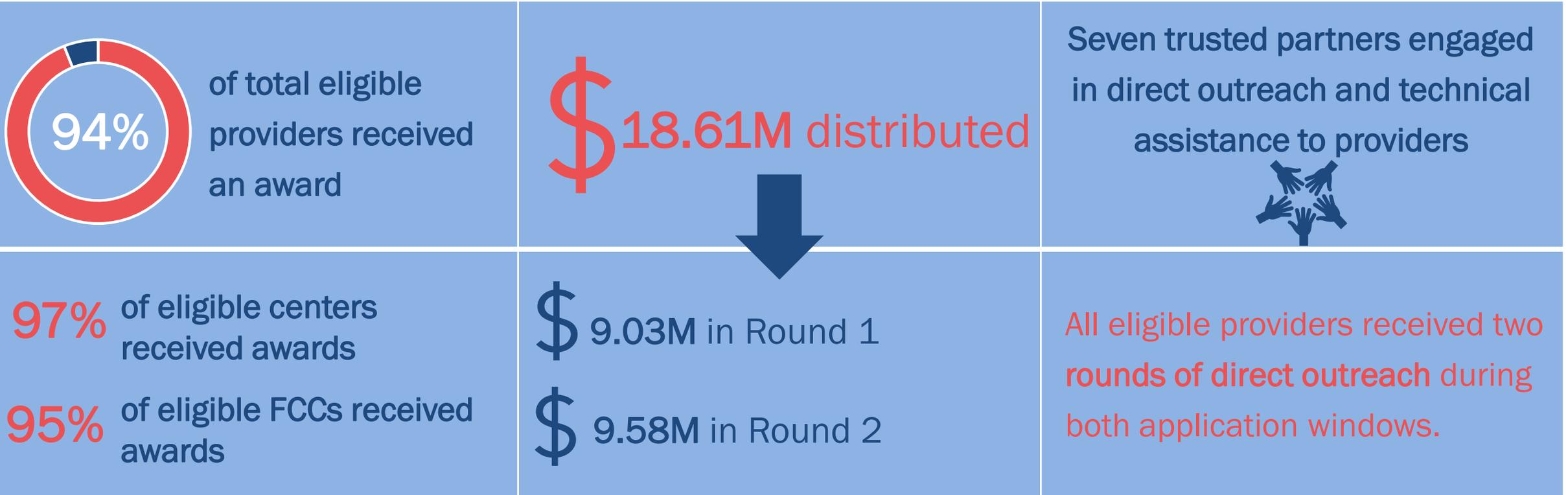
These costs reflect the lost revenue associated with operating at 75 percent capacity during the COVID-19 pandemic (25 percent reduction in enrollment) for each classroom for one month.

GOAL: 90 percent of total eligible providers will receive an award

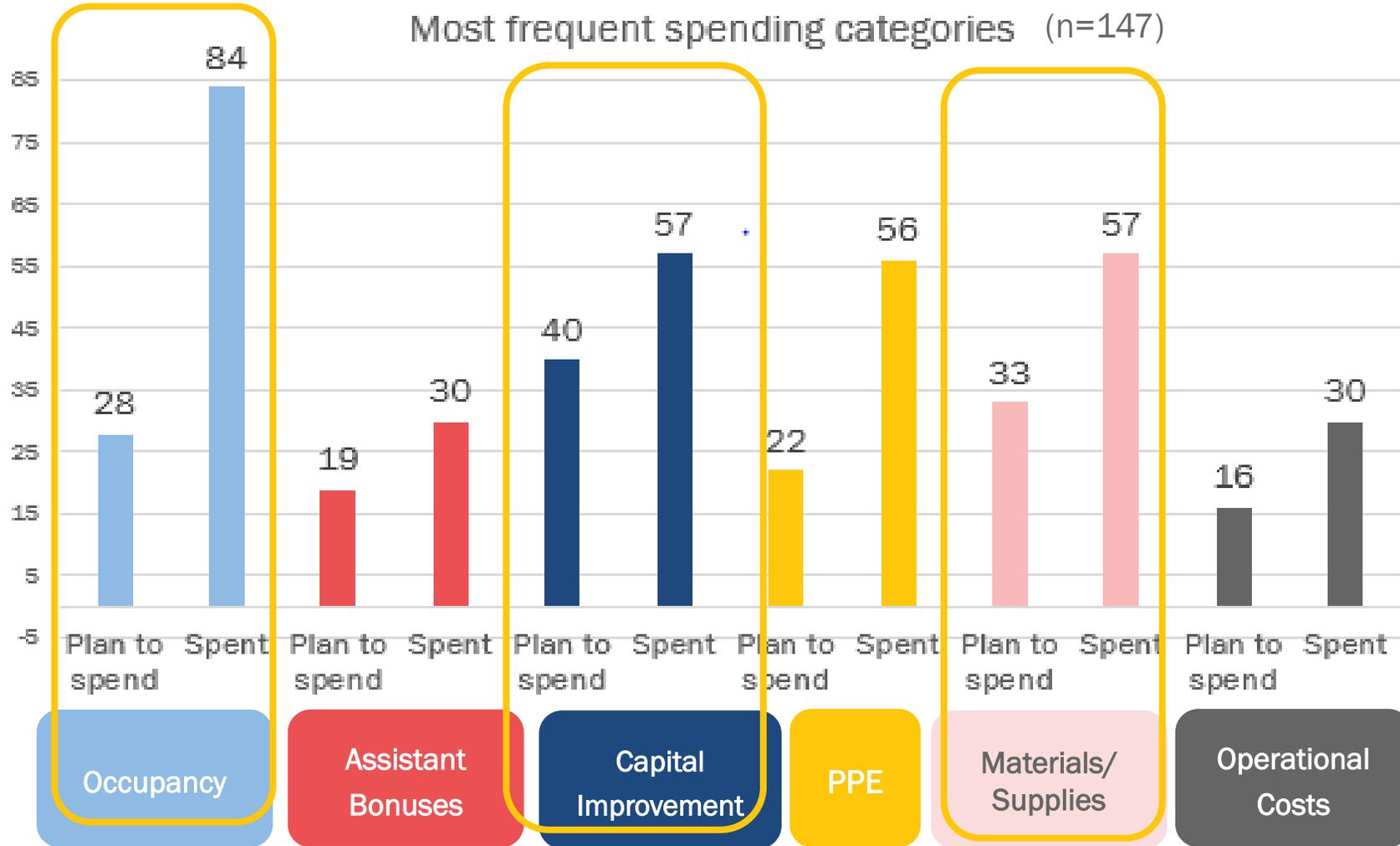


Overall Distribution Data

The first application window ran from March 29-May 28; the second application window ran from July 7-July 30. Any child care providers who did not apply for a grant during the first window were eligible to apply for their first, one-time stipend.

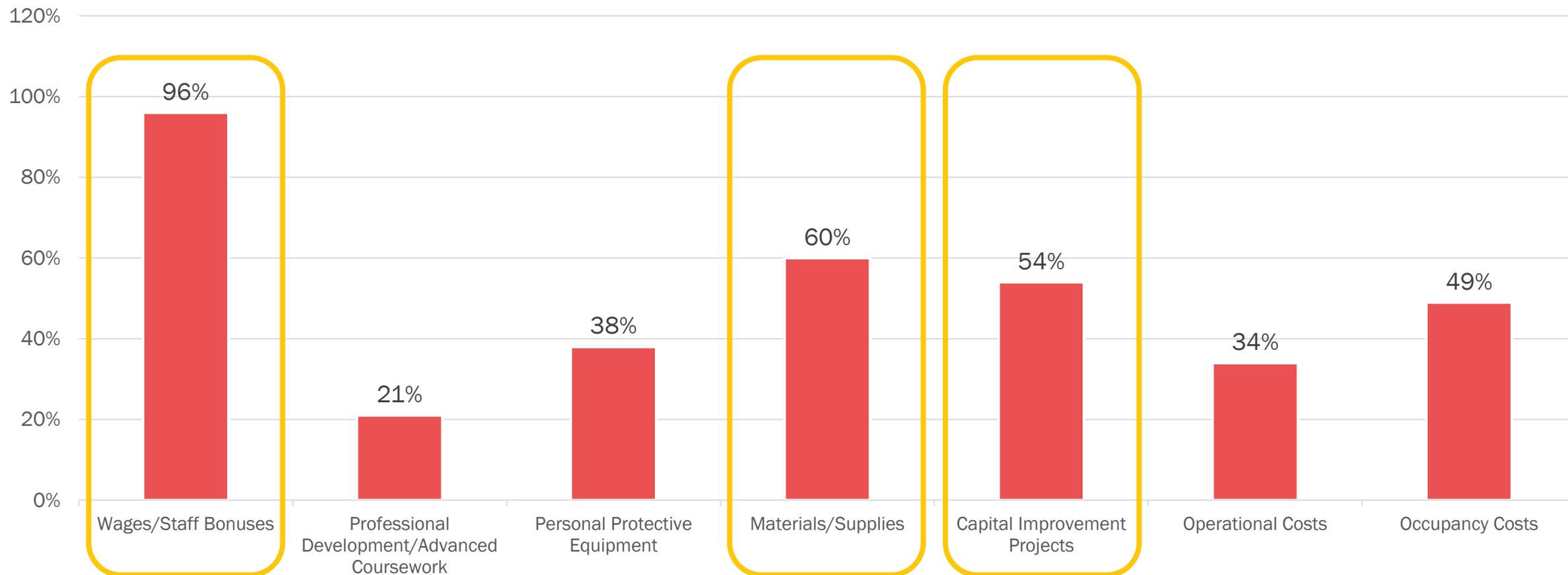


Overview: FCC Spending Poll Data

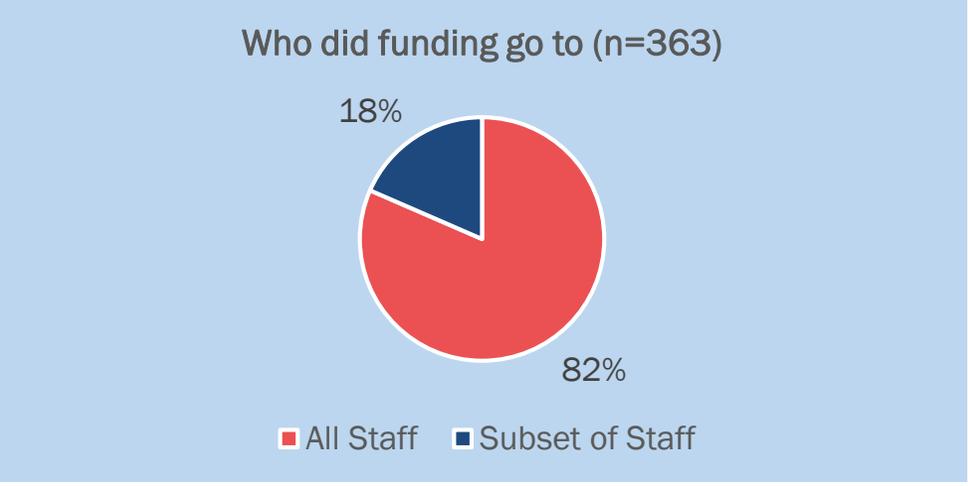
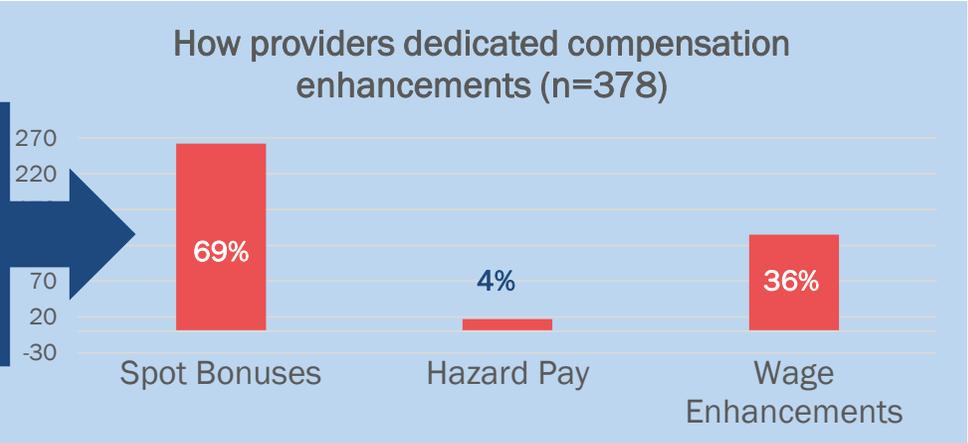
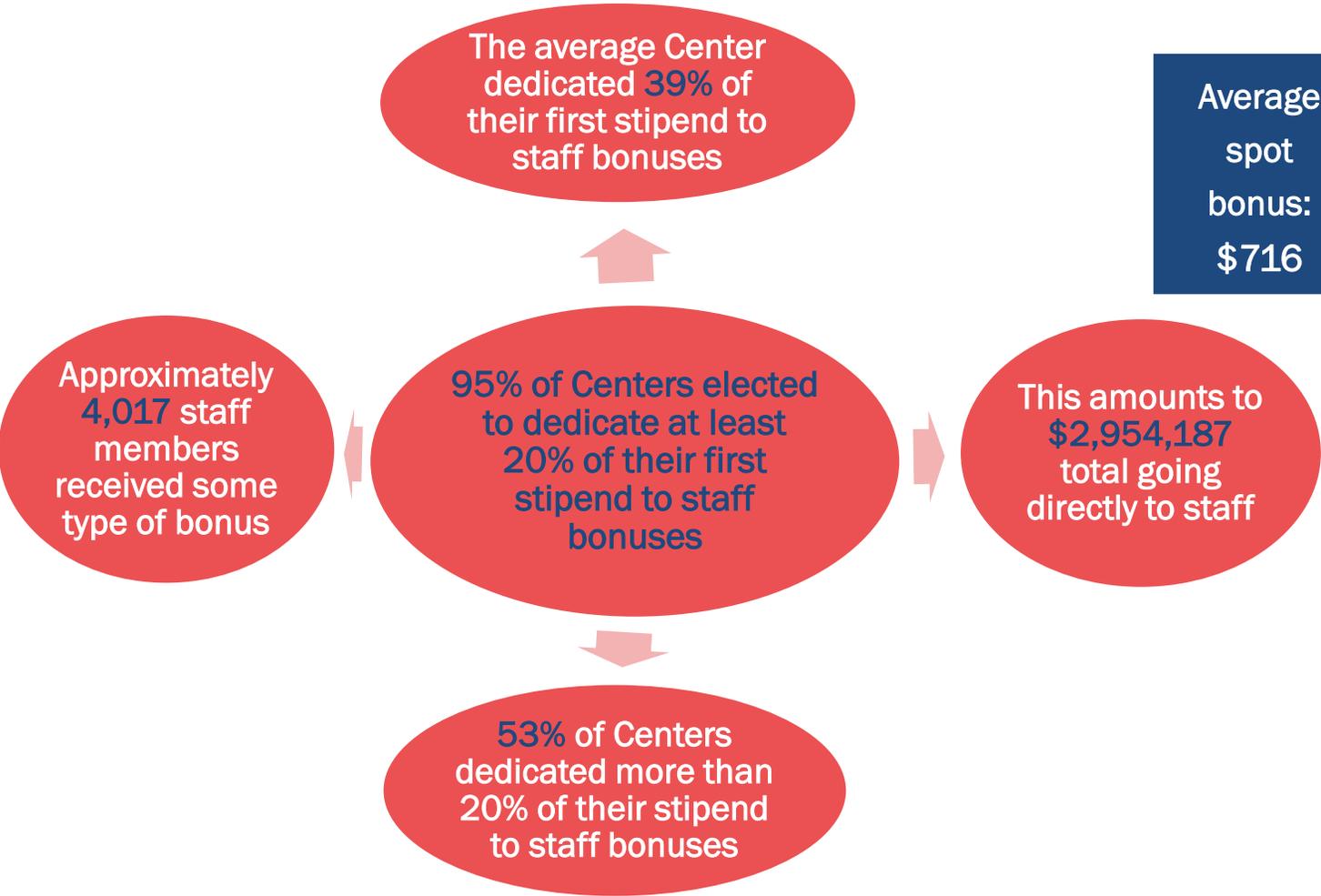


Overview: Center Spending Data

% of Providers Spending in Each Category (n=378)

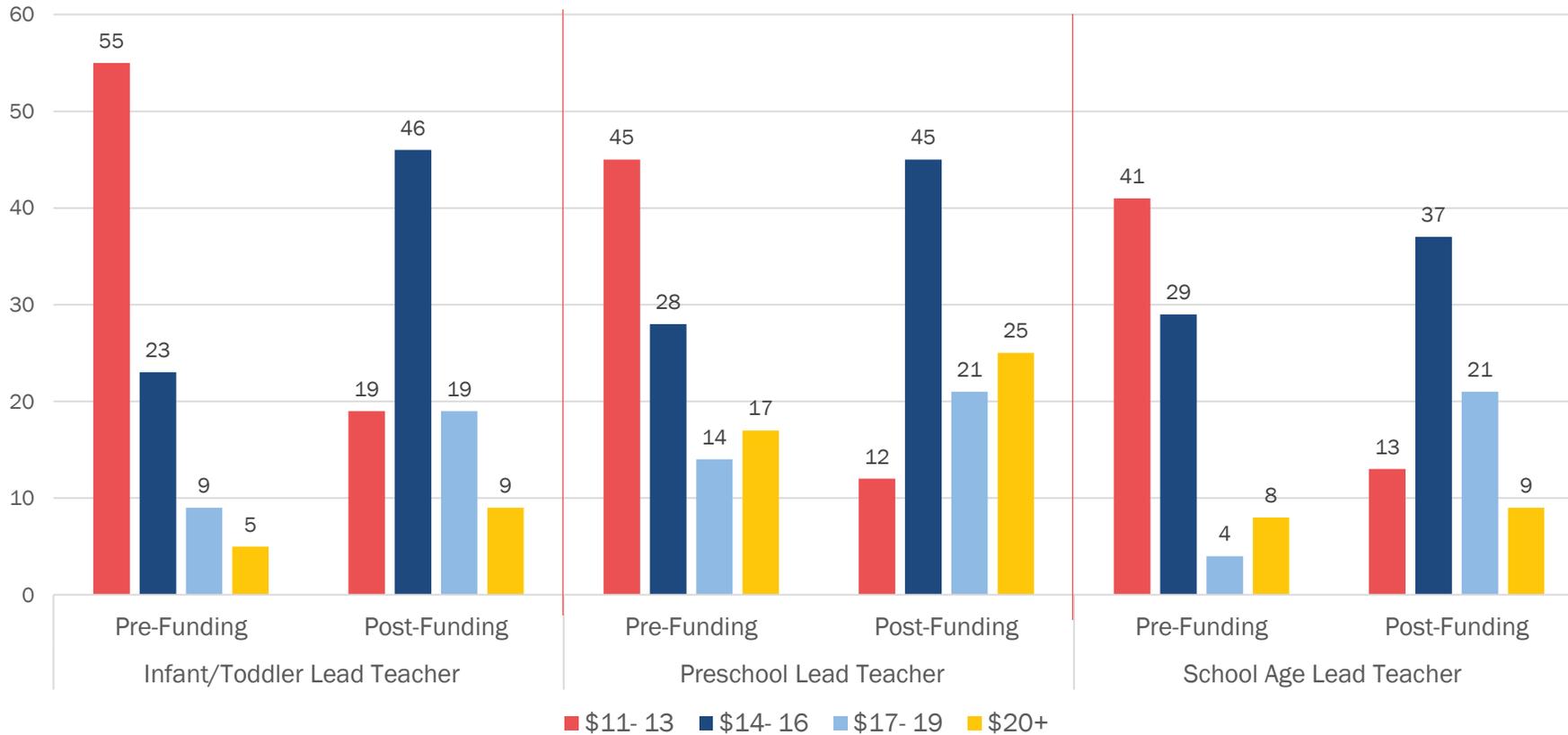


Overview: Center Workforce Compensation Enhancement



Center Pre- and Post-Funding Wage Data

Change in Staff Hourly Wages by Providers Implement Wage Enhancements: Lead Teachers (n=143)



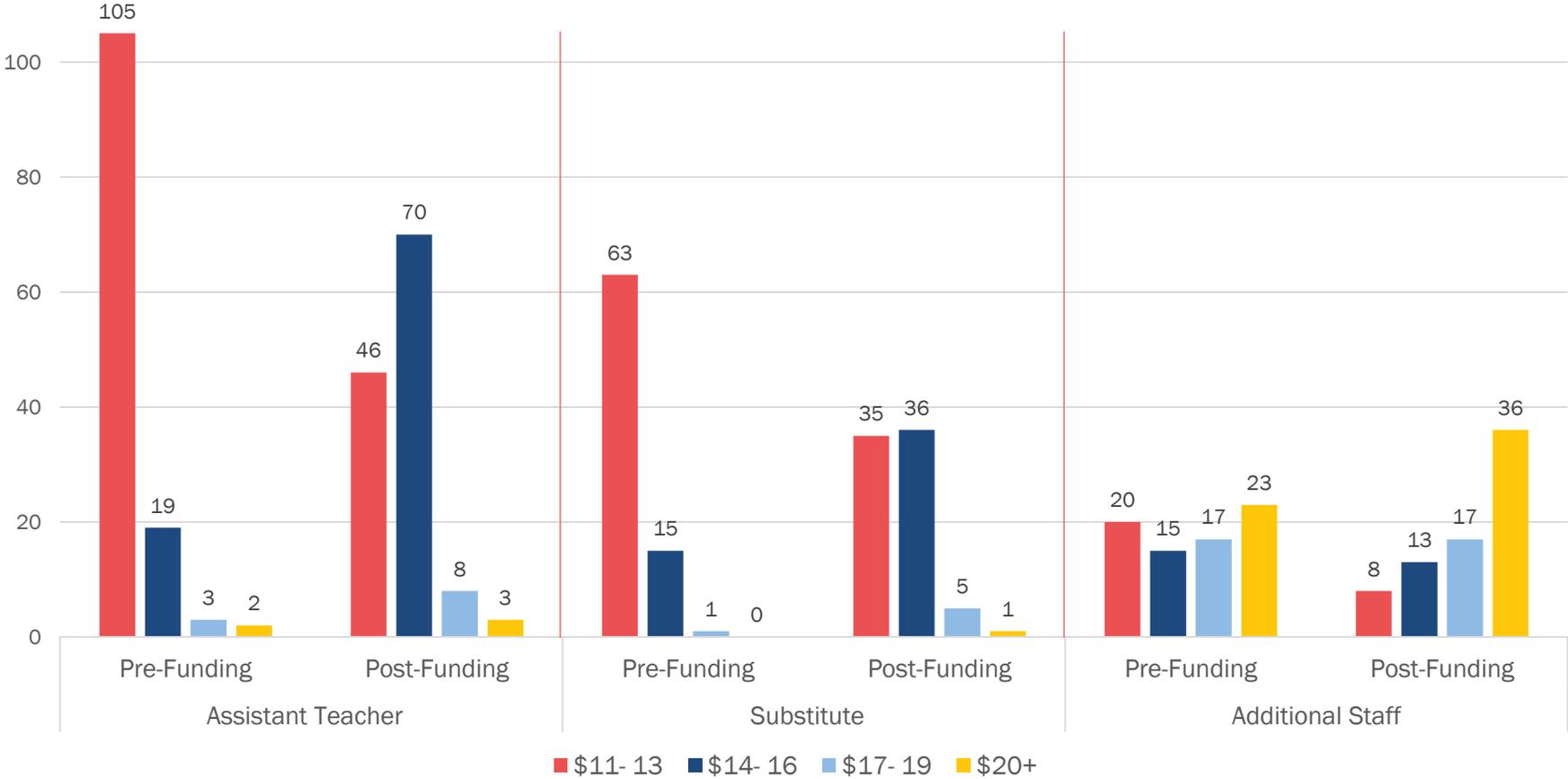
Key Highlights:

- Pre-funding, I/T, Preschool and School-Age lead teachers were all primarily in the \$11-13/hour category.
- Post-funding, lead teachers received wage enhancements that primarily moved them into the \$14-16/hour category.



Center Pre- and Post-Funding Wage Data

Change in Staff Hourly Wages by Providers Implementing Wage Enhancements: Other Staff (n=143)



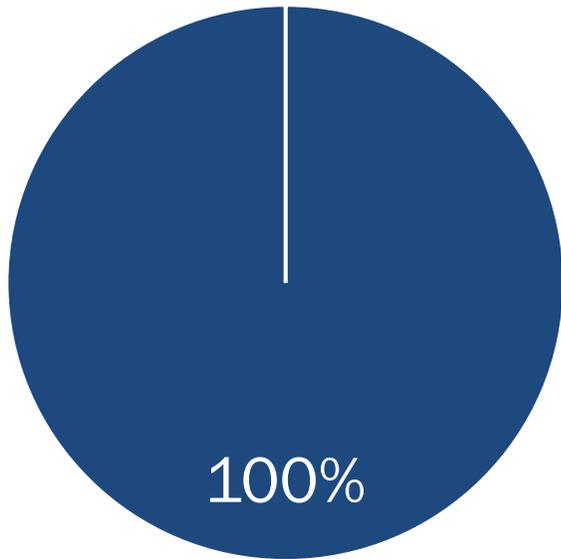
Key Highlights:

- Assistant teachers primarily moved from \$11-13/hour to \$14-16/hour.



Case Study: Provider A

Grant Spending

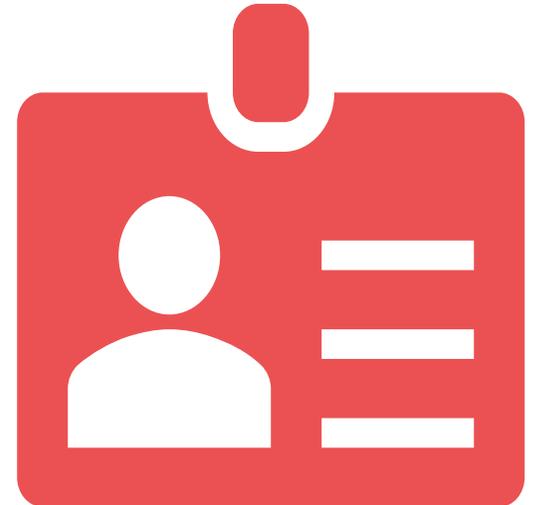


■ Staff Compensation Enhancement

\$50,000 award

18 full-time staff + 10
part-time staff = **28**
total staff

\$1,785/staff member
distributed in stipends
over **35-week period**



Learnings



- High degree of participation, largely due to direct outreach and TA provided by trusted partners within the sector.
 - A brief and simple application is well-received by the sector and promotes high utilization.
- Minor application refinements, such as rephrasing translated attestations and adding visual representations made the grant process more accessible across provider types and for providers whose primary language is Spanish.
 - Extending the application window provided additional opportunity for targeted outreach and individualized TA which led to a higher rate of provider participation.
- Webinars were the most effective forms of technical assistance.
- Anecdotally, providers were eager to access financial assistance to stabilize their business, pay their staff, and continue providing care.
- When incentivized, a large majority of Centers will dedicate grant funding to staff wage enhancements. Even without a direct incentive, a majority of Centers will dedicate grant funding to staff wage enhancements.



Timeline

Milestone	Date
Round 2 Application Window Closed	July 30
ARPA Stabilization Fund Preparation + Stakeholder Input	September
ARPA Stabilization Fund Opens (Rolling Application)	October



Updates are posted on the Children's Cabinet Funding Opportunities webpage: <http://kids.ri.gov/funding-opportunities.php>





Thank You!

Please reach out with additional
questions or feedback at
Katja.Hamler@dhs.ri.gov