# Children's Cabinet
## September 30, 2019

RHODE ISLAND
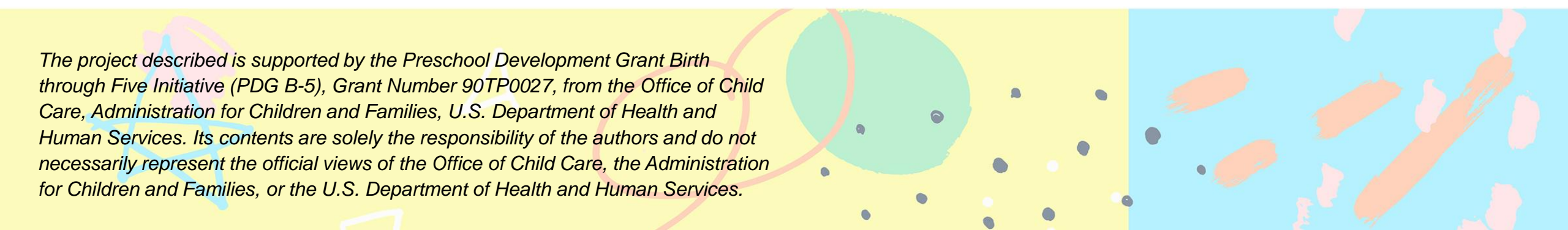**Children's Cabinet**

# Agenda

- Welcome, Introductions, Approval of Minutes

- Preschool Development Grant

- Work-based Learning Outcomes

- PrepareRI Readiness Project

- Public Comment & Discussion

# Welcome & Introductions

# Preschool Development Grant Birth-5

Needs Assessments Preliminary Results
September 30, 2019

# Agenda

- Introduction – Overview of Rhode Island's PDG Birth-5 Grant
- Presentation of Preliminary Findings
  - LISC: Facilities Needs Assessment
  - Abt:
    - Family Needs Assessment
    - Workforce Needs Assessment
- Questions
- Next Steps

# Preschool Development Grant (PDG Birth-5) Update

- RI was awarded a **$4.2M federal grant to align, strengthen and support our state's early childhood system (birth-five)**

- DHS is the lead entity for the state in partnership with sister Children's Cabinet agencies RIDE, RIDOH, DCYF and EOHHS

- PDG is supporting the planning for an expansion of Pre-K, in addition to strengthening the existing Birth-5 system

# PDG Birth-5 Overview

**Grant Purpose:** "To develop, update, or implement a strategic plan to facilitate collaboration and coordination among ECE programs in a mixed delivery system to prepare low-income and disadvantaged children to transition into the local educational agency or elementary school."

## Four Key Activities:

- ✓ **Needs Assessment**
- ❑ Strategic Plan
- ❑ Maximize Parental Choice and Knowledge
- ❑ Increase Collaboration and Efficiency

# *Abt Associates*

# Selected Findings from the
# Family and Workforce Needs Assessments

## September 2019

# Family Needs Assessment Sample

- 700+ families with children prenatal through age 5 completed the statewide survey. Survey respondents came from across the state – responses represent 85% of the 93 RI zip codes.

- 10 family focus groups that included 52 families in three focal communities, including 4 conducted in Spanish.

- About three-quarters of the families in the survey sample belong to vulnerable populations: low-income, primary language other than English, family with foster care child(ren), and/or child(ren) with special needs.

**% of Vulnerable Families by Age Group**

| | 24% | 28% | 21% |
|---|---|---|---|
| | 76% | 72% | 79% |
| | All Families (n=724) | Families with child under 3 years (n=299) | Families with child 3-5 years (n=425) |

■ Vulnerable  ■ Non-Vulnerable

**Vulnerable Subgroups in Overall Sample**

| Low-income | Primary language other than english | Family has child with special needs | Family has foster child |
|---|---|---|---|
| 67% | 25% | 25% | 7% |
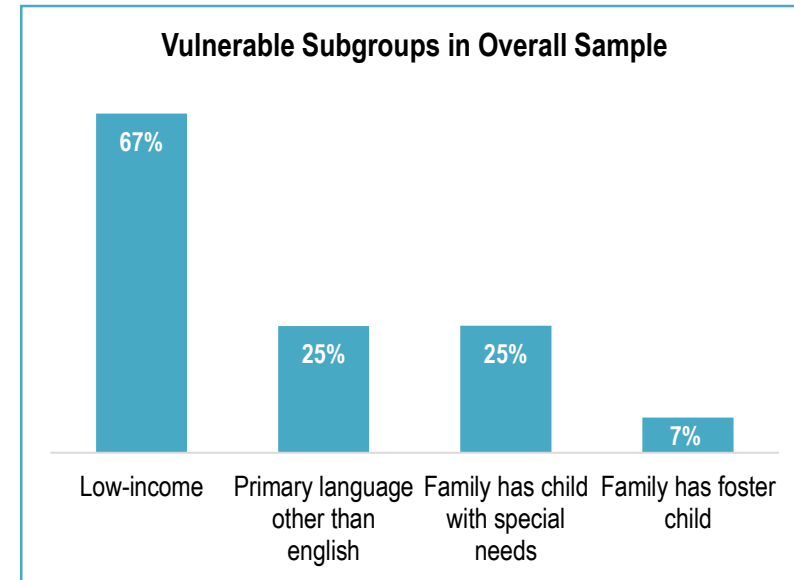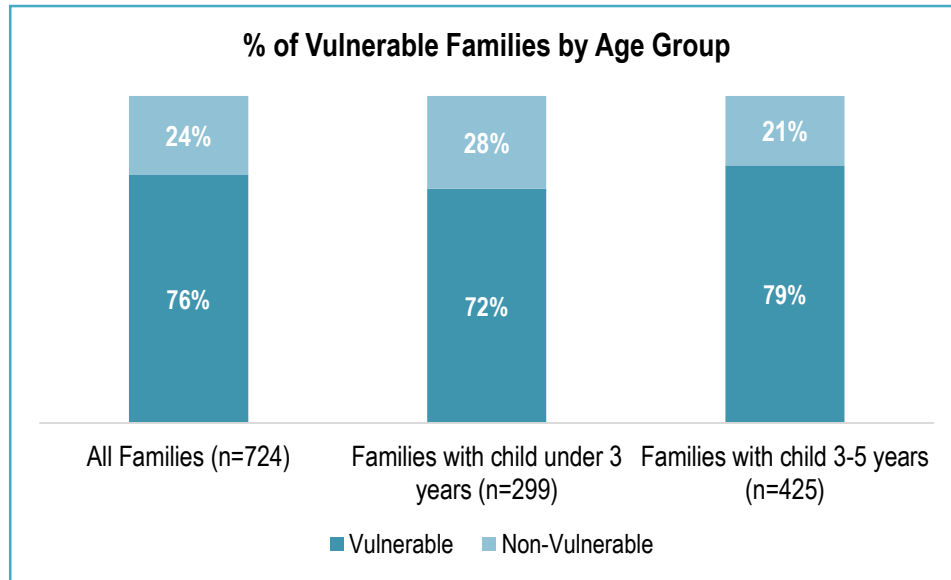
# Family Needs Assessment: Select Finding

- *Family Needs*. Needs identified most often by families with young children (all families and vulnerable subgroups) include: (1) *affordable child care* and *child care close to home* and (2) *information about programs.*
- More families who speak a primary language other than English identified need for jobs and affordable health care.

**Top Needs of Rhode Island Families**
**(All Families, n=724)**

| Need | % |
|------|---|
| Affordable child care | 44% |
| Nearby child care | 33% |
| Information about programs | 31% |
| Affordable health care | 28% |
| Safe and affordable housing | 24% |
| Financial assistance for job training/education | 22% |
| A job | 20% |

**Top Needs of Vulnerable Families**

| | Information about programs | Nearby child care | Affordable child care |
|---|---|---|---|
| Non-English speaking families | 31% | 37% | 43% |
| Families with special needs child | 42% | 34% | 43% |
| Families with foster child | 40% | 24% | 46% |
| Low-income families | 33% | 42% | 37% |

SOURCE: Family Survey, Q3 "Raising young children is challenging. Which of the following would help your family the most?" (Check up to three or "None of the above")

# Families' Perceived Barriers to Accessing Needed Services

**% of Families Identifying Specific Barrier**

| Barrier | Families in Program with Navigator (n = 290) | All Families (n = 723) |
|---|---|---|
| Told not eligible for services | 35% | 53% |
| No transportation | 29% | 33% |
| Overwhelmed and confused about programs | 19% | 28% |
| Staff don't speak my language or understand my culture | 17% | 21% |
| No help | 9% | 16% |
| Don't feel welcome | 12% | 15% |

■ All Families (n = 723)

■ Families in Program with Navigator (n = 290)
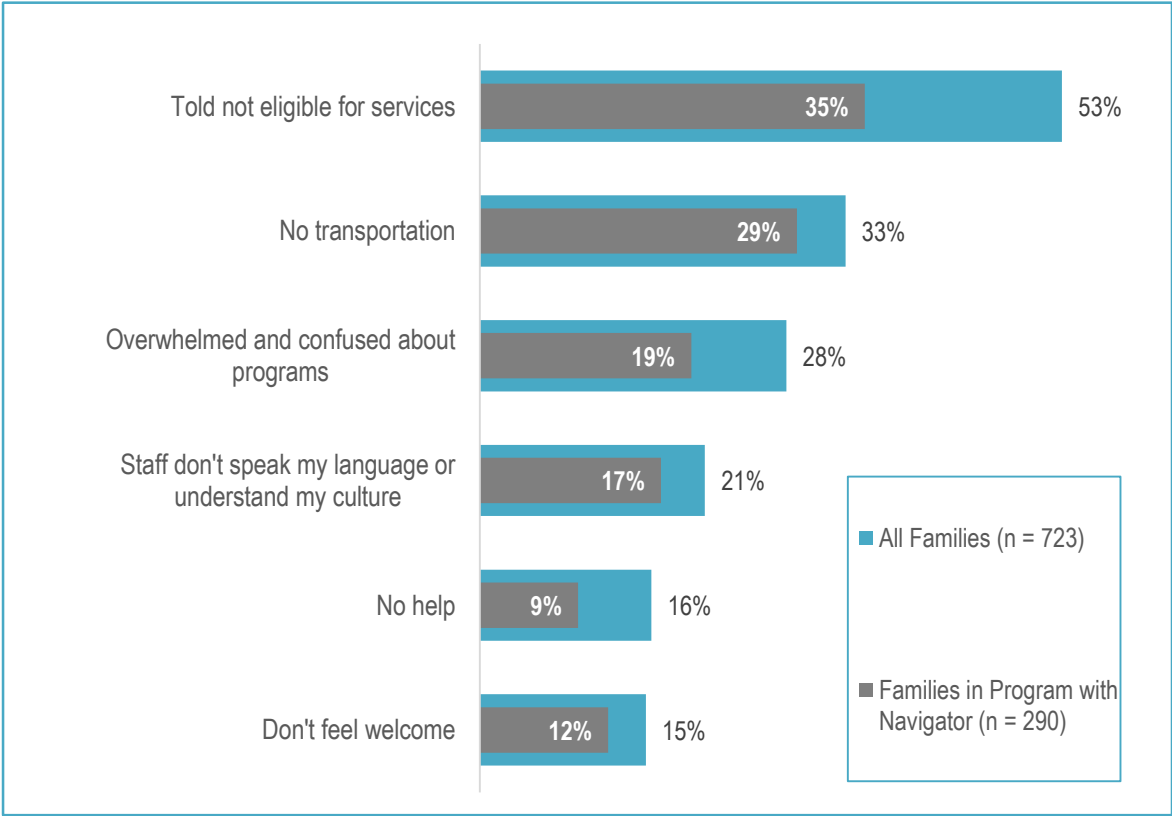
**# of Barriers Experienced by Vulnerable Subgroups**

| Subgroup | Any barrier | Multiple… |
|---|---|---|
| Vulnerable families | 66% | 35% |
| Low-income families | 68% | 36% |
| Families with foster child | 81% | 71% |
| Families with special needs child | 82% | 64% |
| Non-English speaking families | 61% | 28% |
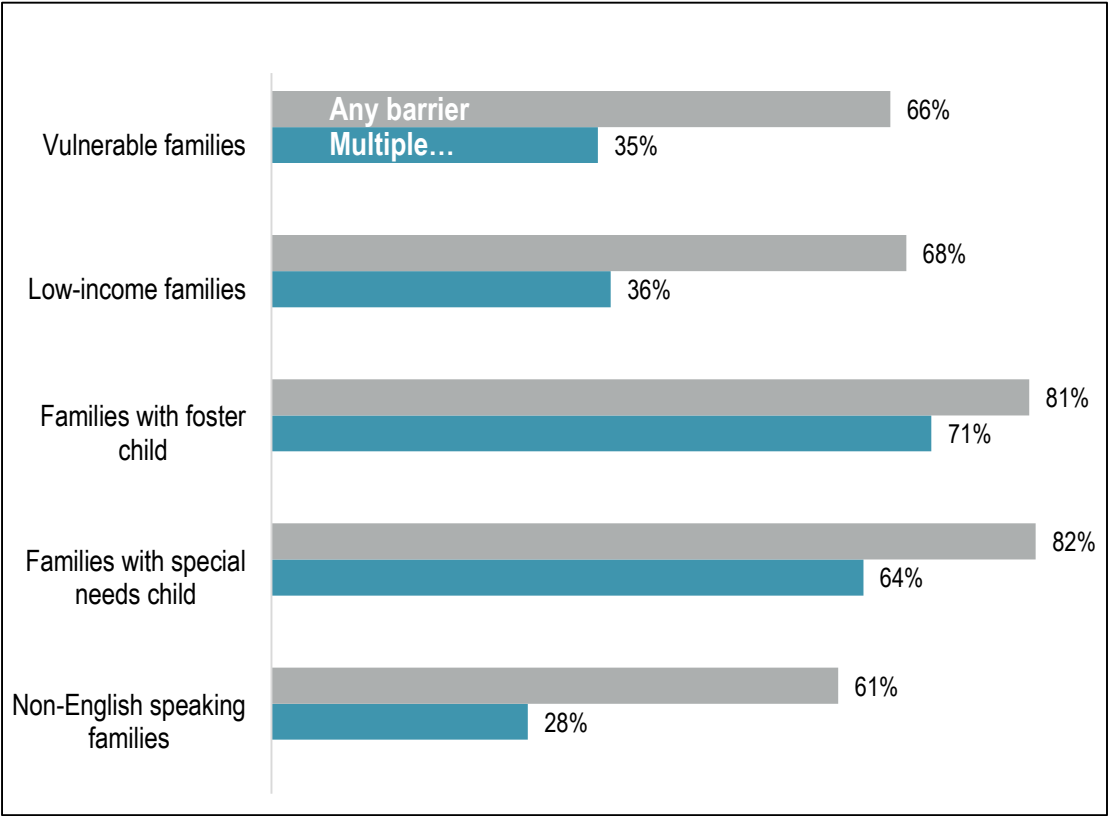
SOURCE: Family Survey Q9 "What difficulties or barriers have you faced in getting services you need for your family?" (Check all that apply or "None of the above")

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# Potential State Action Steps: Improve Communication and Navigation for Families

- Need for a ***robust family communications and outreach/public awareness campaign*** to help provide information about available early learning resources and comprehensive services to families with young children, including information about State Pre-K and its benefits.

- ***Intentional messaging and communications to particular subgroups of families*** with multiple barriers to access for families whose primary language is not English, families with children with special needs, and families with foster care children.

- Consider strategies for ***increasing ease of navigation*** for all vulnerable families starting when children are very young (0 – 3 years) , especially those who are not part of existing programs.

# Workforce Needs Assessment Sample

| Sector | # Survey Respondents | Response Rate |
|---|---|---|
| Child Care (including Head Start and State Pre-K) program directors | 166* | 35% |
| Child Care and Public School (including Head Start and State Pre-K) educators | 892* | Received responses from 61% of programs |
| Family Child Care Providers | 5 focus groups including 54 providers | |
| Family Visiting Directors | 15 | 44% |
| Family Visiting Staff | 58 | 67% |
| Early Intervention Directors | 8 | 89% |
| Early Intervention Staff | 189 | 64% |

*Child care and public school responses were weighted so that findings represent the estimated statewide population of programs/educators.

# Birth-5 Workforce Compensation Gaps
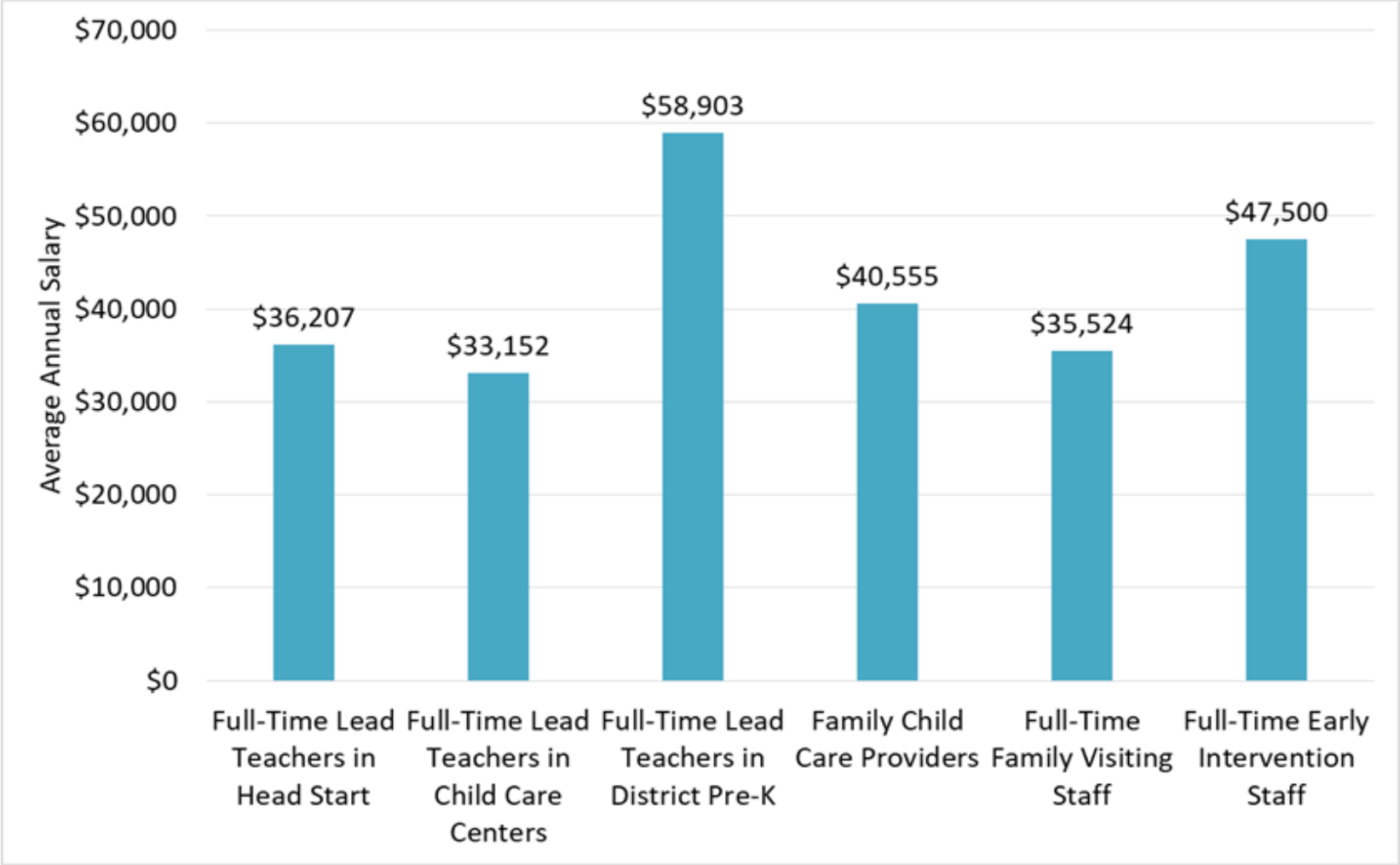
# Potential Factors Affecting the Birth-5 Workforce Movement



**Plan on Staying in This Kind of Work**

- Bachelor's Degree + PK-2 Certification: 73%
- Bachelor's Degree, No PK-2 Certification: 61%
- No Bachelor's Degree, No PK-2 Certification: 67%
- Family Visiting Staff: 48%
- Early Intervention Staff: 50%

**Often Feel Burned Out from Their Job**

- Bachelor's Degree + PK-2 Certification: 38%
- Bachelor's Degree, No PK-2 Certification: 43%
- No Bachelor's Degree, No PK-2 Certification: 47%
- Family Visiting Staff: 56%
- Early Intervention Staff: 63%

**Would Leave Job if Salary Does Not Improve**

- Bachelor's Degree + PK-2 Certification: 54%
- Bachelor's Degree, No PK-2 Certification: 69%
- No Bachelor's Degree, No PK-2 Certification: 69%
- Family Visiting Staff: 69%
- Early Intervention Staff: 77%

**Interested in Teaching Public Pre-K**

- Bachelor's Degree + PK-2 Certification: 48%
- Bachelor's Degree, No PK-2 Certification: 39%
- No Bachelor's Degree, No PK-2 Certification: 43%

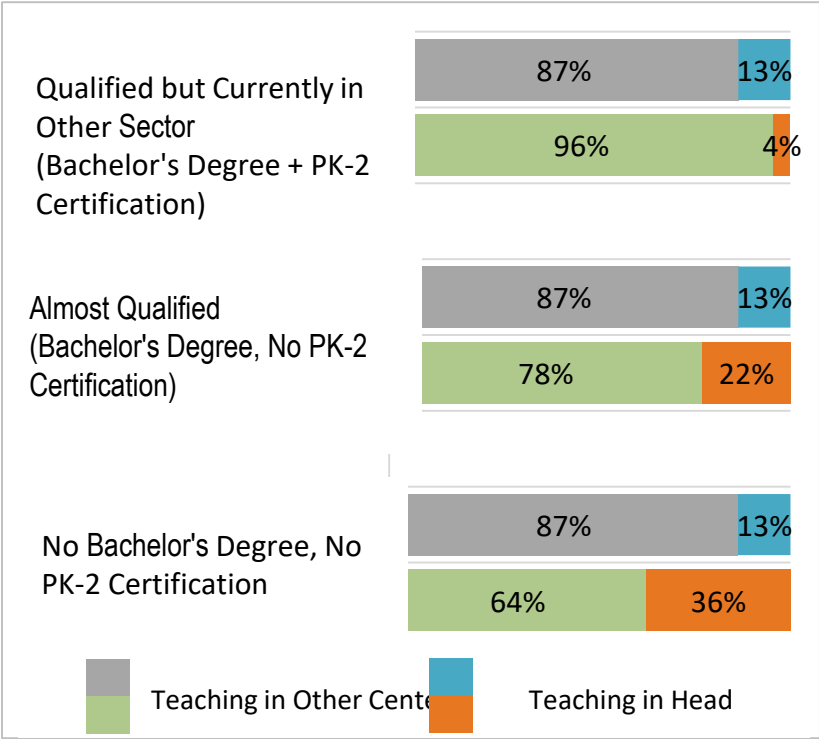(N/A for FV and EI)

# A Focus on State Pre-K Expansion: Are There Enough Qualified Teachers?

**On paper, the state has a sufficient supply of educators to roll out the expansion of State Pre-K and to serve 7,000 young children by 2024, assuming that attrition is minimized.**
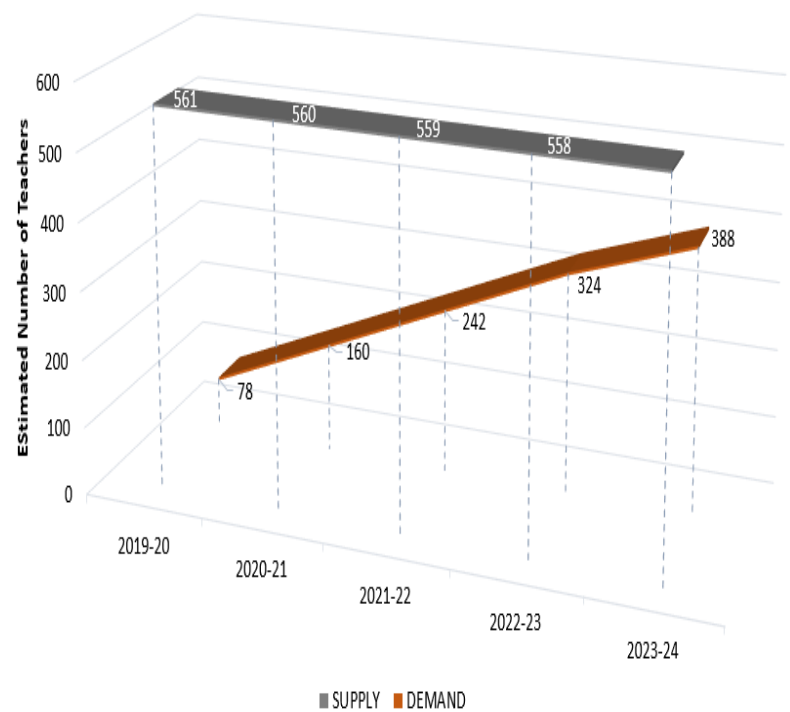
**Current distribution of preschool teachers in Rhode Island**



SUPPLY (grey line): 561, 560, 559, 558 across 2019-20 to 2023-24
DEMAND (orange line): 78, 160, 242, 324, 388

Estimated Number of Teachers (y-axis: 0 to 600)
Years (x-axis): 2019-20, 2020-21, 2021-22, 2022-23, 2023-24

| Category | Teaching in Other Center | Teaching in Head |
|---|---|---|
| Qualified but Currently in Other Sector (Bachelor's Degree + PK-2 Certification) | 87% / 96% | 13% / 4% |
| Almost Qualified (Bachelor's Degree, No PK-2 Certification) | 87% / 78% | 13% / 22% |
| No Bachelor's Degree, No PK-2 Certification | 87% / 64% | 13% / 36% |

Teaching in Other Center    Teaching in Head

# Potential State Action Steps to Stabilize and Boost Quality of the B-5 Workforce

- Explore additional strategies to increase and provide more equitable compensation to the B-5 workforce such as higher subsidy rates, compensation incentives and/or scholarships for higher education, direct wage supplementation, and refundable tax credits

- Explore apprenticeship model to offer students paid on-the-job learning that results in a credential (and in some cases higher degrees) to help break down some of the barriers to accessing higher education.

- Consider creating pool of substitute/relief teachers to support release time for child care teachers working to complete credentials

- Continue to invest in improving the quality of current programs and classrooms to avoid existing teachers leaving classrooms as State Pre-K expands

# *Local Initiatives Support Corporation (LISC)*

# Rhode Island Early Learning Facilities Study

# Progress Report,
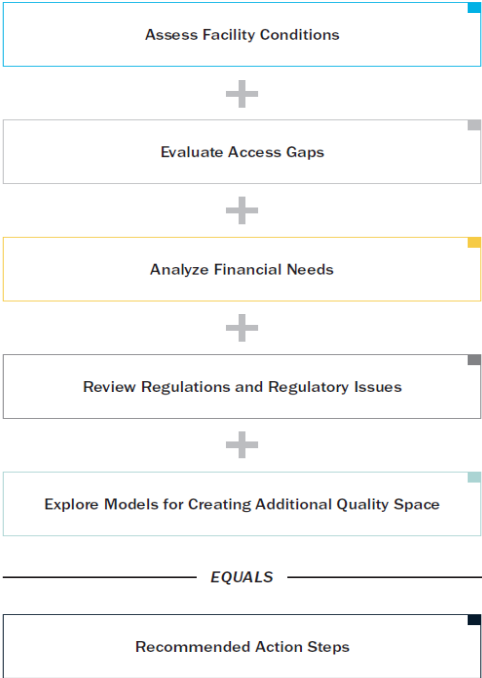# Preliminary Observations & Recommendations
*September 2019*

# Six methods of investigation were used to gather the information used in the study

| Surveying | Focus Groups | Site Visits | Data Review | Interviews | Project Examples |
|---|---|---|---|---|---|
| ▪ 100% of licensed center-based settings and LEAs surveyed<br><br>▪ 36% return rate – 59% return rate from high quality centers<br><br>▪ Privately funded small grant opportunity for survey participants | ▪ Formal focus groups held for state leaders, early learning providers and real estate developers<br><br>▪ Informal focus groups at existing association meetings including Head Start Association, Business Owners for Child Care, LEA Early Learning Coordinators and Child Care Directors' Association<br><br>▪ Focus groups as part of family child care training programs | ▪ 100% of 2019 pre-k applicants<br><br>▪ 100% of community-based settings and LEAs indicating space available to expand and/or interest in expanding<br><br>▪ New spaces under consideration for expansion | ▪ 2014 Early Learning Facilities Needs Assessment Data<br><br>▪ 2017 State of Rhode Island Schoolhouses Report<br><br>▪ All applicable regulations and standards<br><br>▪ Construction cost data<br><br>▪ DCYF classroom size measurement sheets<br><br>▪ Detailed center level financial data<br><br>▪ Child Care Deserts Report<br><br>▪ Rhode Island KIDS COUNT Factbook data<br><br>▪ Rhode Island Department of Education school enrollment trends<br><br>▪ Rhode Island KIDS COUNT Early Learning Fact Sheet: Focus on Pre-K for Four-Year-Olds 0-4 population data<br><br>▪ Family child care property ownership records<br><br>▪ Data from facility financing projects in other geographies<br><br>▪ Commerce RI commercial properties listings<br><br>▪ Rhode Island public libraries space analysis<br><br>▪ Rhode Island Efficiency Commission final report<br><br>▪ Analysis of BrightStars ratings in Exceed database | *Local interviews with:*<br><br>▪ Licensing Leadership<br>▪ State Fire Marshall<br>▪ RIDE Pre-K Leadership<br>▪ RIDE Building Authority<br>▪ DHS Leadership<br>▪ Children's Cabinet Leadership<br>▪ Key Advocates<br>▪ Key Provider Leaders<br>▪ Commerce RI<br>▪ Chamber of Commerce Leadership<br>▪ State Properties (Efficiency Committee) Leaders<br>▪ Real Estate Developers<br><br>*National interviews with leaders from facility projects in:*<br><br>▪ Massachusetts<br>▪ Washington DC<br>▪ California<br>▪ Philadelphia<br>▪ Connecticut<br>▪ Detroit<br>▪ New Jersey<br><br>Interviews with leadership from the Bi-Partisan Policy Institute and the National Children's Facilities Network | *Project Examples conducted to model pros, cons, costs and time frames of varying building and project types:*<br><br>▪ Project cost and feasibility modeling conducted for a variety of building types by professional architectural firms<br><br>▪ Project data reviewed and summarized for a variety of actual project types constructed over the past decade<br><br>*Project types considered include:*<br><br>▪ New construction<br>▪ Major rehabilitation of existing structure for early learning use<br>▪ Use of space in existing community-based setting<br>▪ Use of space in existing municipal building<br>▪ Public school space<br>▪ Single classroom renovation<br>▪ Out of the box strategies |

# The assessment had several goals



Assess Facility Conditions

+

Evaluate Access Gaps

+

Analyze Financial Needs

+

Review Regulations and Regulatory Issues

+

Explore Models for Creating Additional Quality Space

——— EQUALS ———

Recommended Action Steps

19

# Preliminary observations

- Developing new classrooms and facilities takes significant time and funding. A lack of suitable sites and buildings in Rhode Island's already densely built urban areas creates additional growth complications. Therefore, capitalizing on existing built infrastructure is essential.

- Early learning space has unique requirements designed to ensure health and safety of vulnerable populations and support delivery of quality programming.

- Rhode Island's existing early learning infrastructure is in need of significant attention. Most providers lack sufficient resources to address deferred maintenance issues, make quality improvements or capitalize on unused spaces for expansion.

- Focus on pre-k expansion should not detract from critical lack of access to regulated infant and toddler care.

- Successful facility projects have all of the following components; a location and building that meet requirements and needs, a strong operator and sufficient funding.

- A comprehensive review of successful initiatives from around the country points to the importance of bringing **new partners** to the table.

- There is no dedicated source of public funding for community-based early learning center facility projects. Most providers lack sufficient resources to take on new facility projects without access to additional funding.

- A robust review of regulations does not point to lack of alignment or undue burdens. However, varying interpretations within and between departments as well as a lack of clarity and specificity in many regulations does create challenges and frustrations.

# Rhode Island has limited potential for expansion within its existing community based early learning settings
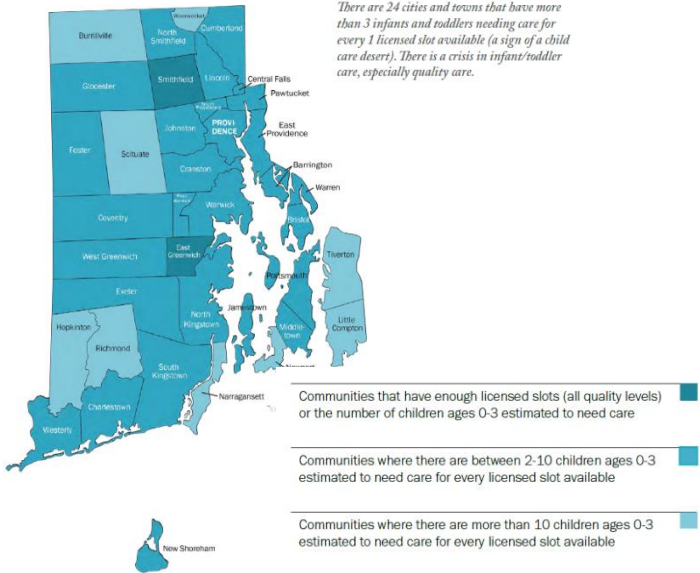
- 77% of programs report having a wait list
- 64% report being fully enrolled
- The majority of openings for centers not fully enrolled are for the 3-5 year-old age group

90 centers self-identified as having room to expand as determined by the assessment survey, recent LISC technical assistance requests, and state pre-k applicants who were not awarded classrooms

Through an interview and site visit process with these 90 centers, programs were narrowed down to those with feasible space and an interest in expansion. The reasons for omitting some self-identified programs are as follows: space would not meet regulations (ex: third floor), owner is retiring and/or selling building, misunderstood question, not maximizing square footage due to group size regulations, no space but declining enrollment, no current space but actively seeking out new space or building addition, or displacement issues.

32 centers were found to have adequate space for at least one additional classroom *and* a desire to expand

20 centers are lower quality (rated 1, 2, 3 or non-rated by BrightStars)

12 centers are high quality (rated 4 or 5 by BrightStars or otherwise providing high quality programming such as Head Start or state pre-k)

468 lower quality/non-rated slots

300 high quality slots

14 centers/306 slots where funding for expansion is not available (See Map 1D)

6 centers/162 slots where funding for expansion is available (See Map 1C)

4 centers/84 slots where funding for expansion is not available (See Map 1B)

8 high quality centers/216 slots with room, a desire, and funding to expand immediately (See Map 1A)

**Considering time, expense and complexity of developing new space, coupled with limited room for expansion, it is important to consider how existing infrastructure can best be improved and maximized**
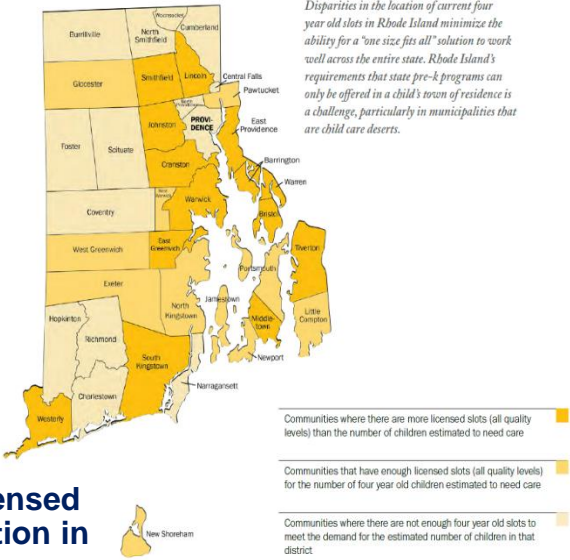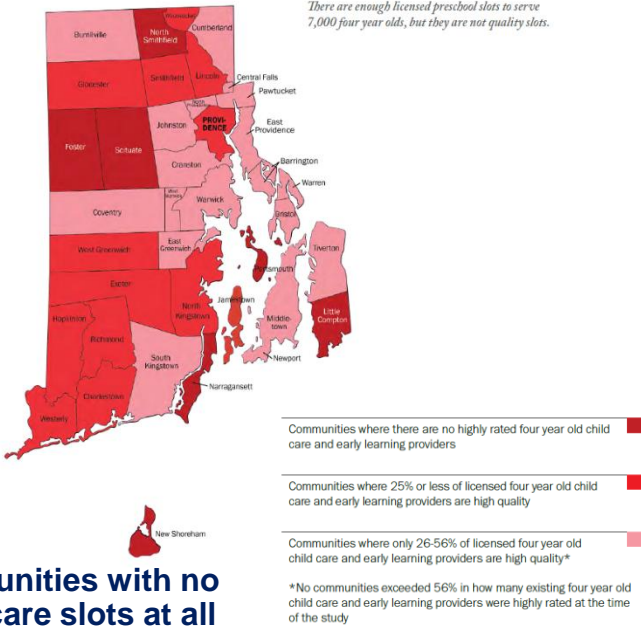
**Rhode Island already has enough built space for its four year old population, though not always in community of residence**

AVAILABILITY OF LICENSED SLOTS FOR FOUR YEAR OLDS IN RHODE ISLAND



*Disparities in the location of current four year old slots in Rhode Island minimize the ability for a "one size fits all" solution to work well across the entire state. Rhode Island's requirements that state pre-k programs can only be offered in a child's town of residence is a challenge, particularly in municipalities that are child care deserts.*

Communities where there are more licensed slots (all quality levels) than the number of children estimated to need care

Communities that have enough licensed slots (all quality levels) for the number of four year old children estimated to need care

Communities where there are not enough four year old slots to meet the demand for the estimated number of children in that district
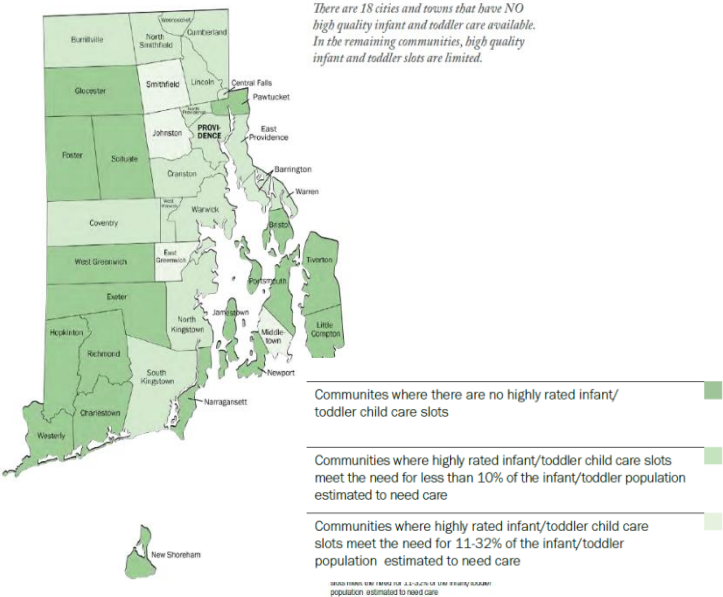
**Rhode Island has enough built space for its four year old population, however, not enough quality spaces**

AVAILABILITY OF LICENSED QUALITY SLOTS FOR FOUR YEAR OLDS IN RHODE ISLAND



*There are enough licensed preschool slots to serve 7,000 four year olds, but they are not quality slots.*

Communities where there are no highly rated four year old child care and early learning providers

Communities where 25% or less of licensed four year old child care and early learning providers are high quality

Communities where only 26-56% of licensed four year old child care and early learning providers are high quality*

*No communities exceeded 56% in how many existing four year old child care and early learning providers were highly rated at the time of the study

**Rhode Island does not have enough licensed spaces for its infant and toddler population in need of care**

AVAILABILITY OF LICENSED INFANT & TODDLER CARE IN RHODE ISLAND



*There are 24 cities and towns that have more than 3 infants and toddlers needing care for every 1 licensed slot available (a sign of a child care desert). There is a crisis in infant/toddler care, especially quality care.*

Communities that have enough licensed slots (all quality levels) or the number of children ages 0-3 estimated to need care

Communities where there are between 2-10 children ages 0-3 estimated to need care for every licensed slot available

Communities where there are more than 10 children ages 0-3 estimated to need care for every licensed slot available

**Rhode Island has 18 communities with no high quality infant/toddler care slots at all**

AVAILABILITY OF LICENSED QUALITY INFANT & TODDLER CARE IN RHODE ISLAND



*There are 18 cities and towns that have NO high quality infant and toddler care available. In the remaining communities, high quality infant and toddler slots are limited.*

Communities where there are no highly rated infant/toddler child care slots

Communities where highly rated infant/toddler child care slots meet the need for less than 10% of the infant/toddler population estimated to need care

Communities where highly rated infant/toddler child care slots meet the need for 11-32% of the infant/toddler population estimated to need care

# Early Action Recommendations

## FUNDING

Take necessary steps to include early learning facility bond referendum on November, 2020 ballot. Utilize highly successful Massachusetts program as a model. This is the most clear-cut way to access the large amount of capital needed to grow the system to scale and enable prioritized providers to make necessary improvements to infrastructure. Funding can be tied to state priorities and critical needs.

Include line item in the state budget for a small grants program to be used for facility planning and pre-development activities as well as urgent space-related health, safety and quality issues. Utilize funding to emphasize state priorities. Seek matching opportunities from private funders.

## POLICIES

Contemplate policy change that allows delaying start-up of newly awarded pre-k classrooms to allow time for adequate planning and infrastructure development. Few providers or developers will build new space on speculation and current time frame does not allow for development of new spaces.

Reconsider policy that requires child to attend state pre-k in his or her community of residence which allows for better use of existing infrastructure.

Work with legislature and municipalities to:

a. Create a blanket property tax exemption or stabilization program for providers meeting key benchmarks (quality, high needs populations, etc.) This will afford greater financial stability to existing providers and better encourage new development.

b. Lessen zoning restrictions so that more buildings and sites can be considered for early learning use.

## PARTNERS

New partners from different backgrounds than traditional early learning advocates are needed. Form an early learning facilities task force similar to the one in San Mateo County, CA that includes business, real estate experts, philanthropy, government and educators. To be effective this group must include new partners with specialized expertise.

Connect with leadership of other states currently grappling with similar issues. Form Governor's Association Working Group to advocate federally and share lessons learned and strategy successes.

Support and incentivize partnerships between LEAs and high quality community based early learning providers to maximize use of appropriate infrastructure available within many school systems.

Engage Rhode Island's philanthropic community in a shared vision to support growth of a quality early learning system. Evidence from around the country points to the vital role that private funding plays in successful early learning policy.

## REGULATIONS

SMILEE Regulations are needed for facilities - Specific, Measurable, Incremental, Logical, Enforceable, Enforced. Ensuring facilities can be readily measured and consistently understood should be a top priority for the next revision to standards.

Create and operationalize tools that support regulators with consistency and transparency and guide providers in clearly understanding requirements. These are needed to support shared understandings and consistent application.

Create a central clearinghouse for all regulations connected to facilities. This could be as simple as a website page that contains links to resources and includes links to resources, all applicable regulations and key contacts.

## PROGRAM SUPPORTS

Develop and launch an online platform such as the ones available in Philadelphia, DC, Detroit and New Jersey to readily identify and easily connect providers, available sites, developers, funders and areas of need.

Create a more robust set of resources to guide providers through the real estate process and educate other essential partners on key components of quality early learning space.

Increase access to training and supports to guide current and potential providers through the facility improvement and development processes.

Ensure access to robust on-site facility related support for all components of the mixed delivery system.

# Key Questions for Consideration

- Are these findings consistent with your own experience? Are they reflective of the needs you experience within your own organization or community?

- How would you prioritize addressing these findings? Are there common themes that denote particular urgency?

- Are there initiatives that your agency has piloted that would effectively address these needs at scale?

# Please Stay Engaged!

- Send additional feedback on today's presentation to PDG Birth-5 grant manager, Sam Saltz: **Sam.Saltz@dhs.ri.gov**

- We will be scheduling a special working meeting on November 12th through the Early Learning Council to review the state's PDG Birth-5 Strategic Plan and hope you will join us!

# Children's Cabinet Meeting

**September 30, 2019**

## REAL SKILLS For Youth

- AS220
- Blackstone Valley Community Action Program
- Center for Dynamic Learning
- Comprehensive Community Action Program
- City of Providence, Office of Economic Opportunity
- Connecting for Children and Families
- Down City Design
- East Bay Community Action Program
- Nowell Leadership Academy
- RI Nurses Middle College Institute (RINI)
- Skills for RI's Future
- Southside Community Land Trust
- Tri-County Community Action Agency
- Young Voices
- Youth Build Preparatory Academy

**939 total**

## REAL PATHWAYS Rhode Island

- Community Care Alliance/ Riverzedge
- Foster Forward

**154 total**

## REAL JOBS

- RI Marine Trades Association
- Ocean Community Chamber of Commerce
- Lifespan

**205 total**

## PrepareRI Internship Program
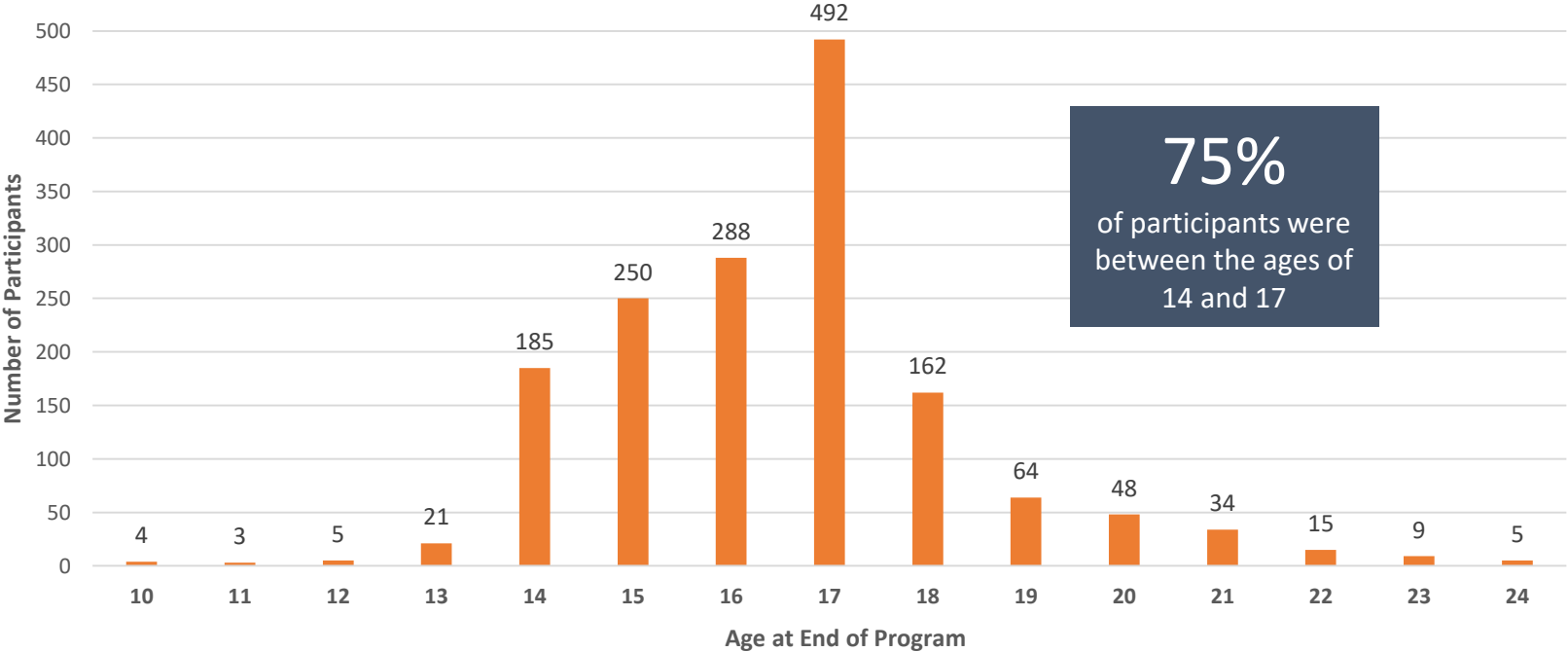
**326 total**

# Grand Total: 1,624 young people enrolled

**Understand Career Options**

**Develop Essential Skills**

**Program Objectives**

**Understand Work Norms and Culture**

**Build Professional Networks**

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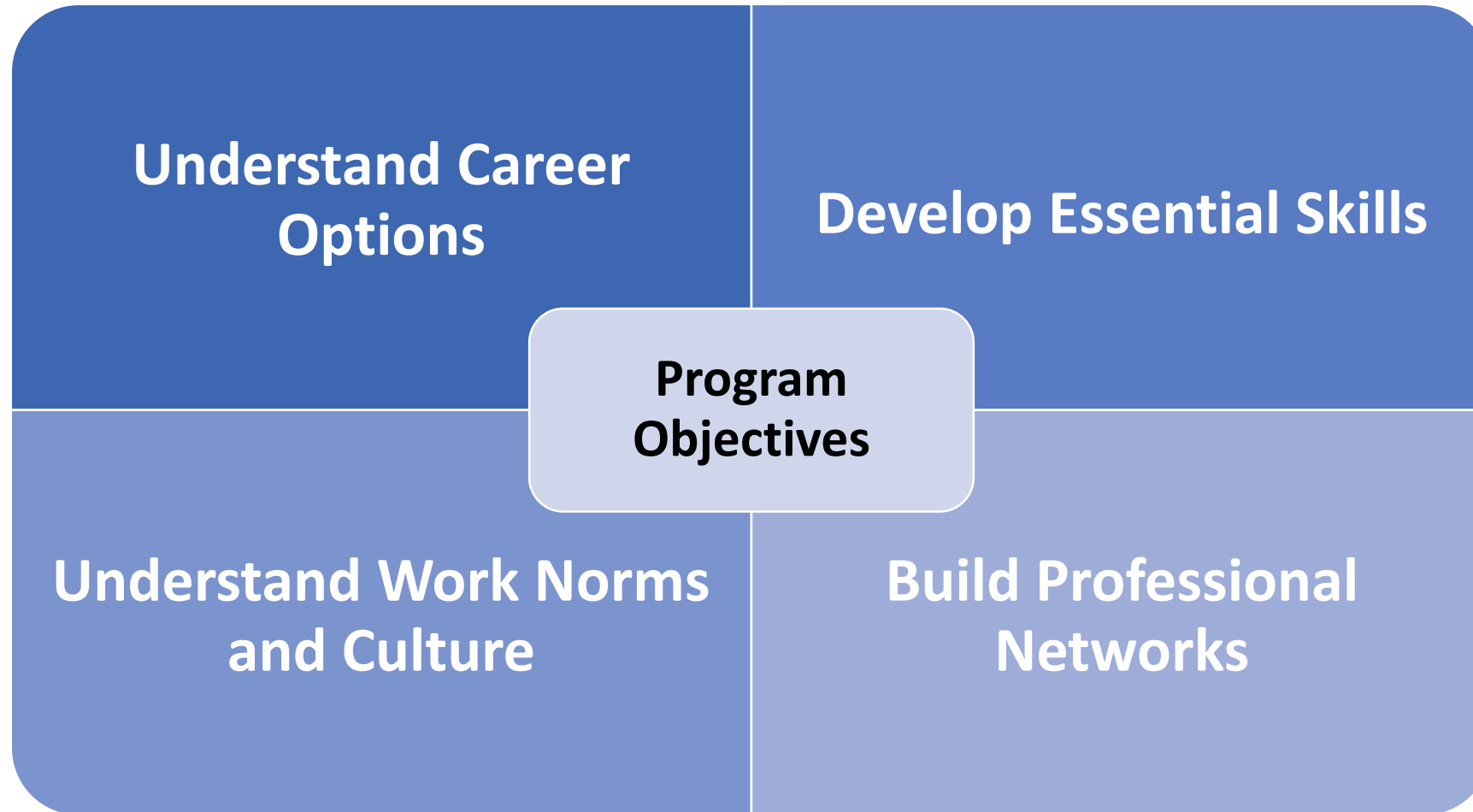
# Summer 2019 Participant Demographics

## Youth Participants by Race/Ethnicity

- 30.4% White
- 23.8% Hispanic/Latino
- 20% Black/African American
- 11.1% No Response
- 7% Multi-Racial
- 3.6% Asian
- 2.6% Other
- 1% Native American/Alaska Native
- .6% Hawaiian/Pacific Islander
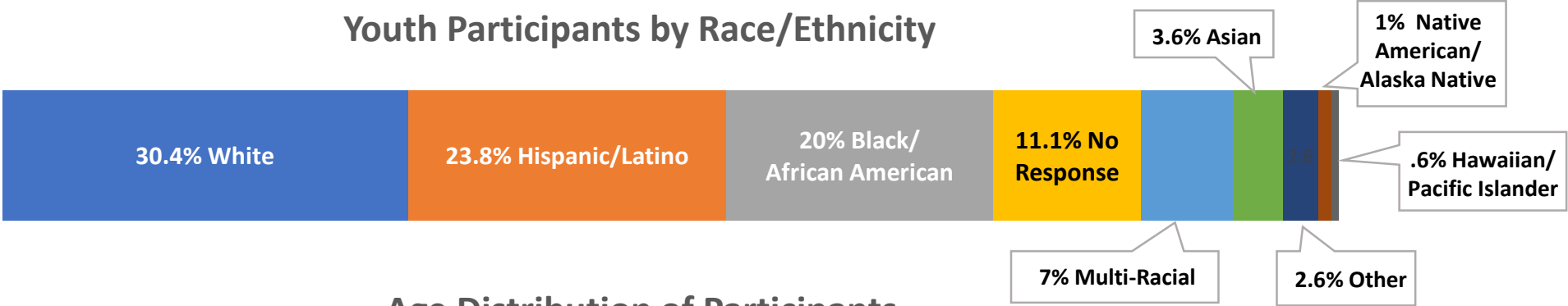
**100** participants were out-of-school youth

## Age Distribution of Participants

| Age | Number of Participants |
|---|---|
| 10 | 4 |
| 11 | 3 |
| 12 | 5 |
| 13 | 21 |
| 14 | 185 |
| 15 | 250 |
| 16 | 288 |
| 17 | 492 |
| 18 | 162 |
| 19 | 64 |
| 20 | 48 |
| 21 | 34 |
| 22 | 15 |
| 23 | 9 |
| 24 | 5 |

**75%** of participants were between the ages of 14 and 17

## FY20 Participants By Gender

- 4% No Response
- .2% Other
- 46% Male
- 49% Female
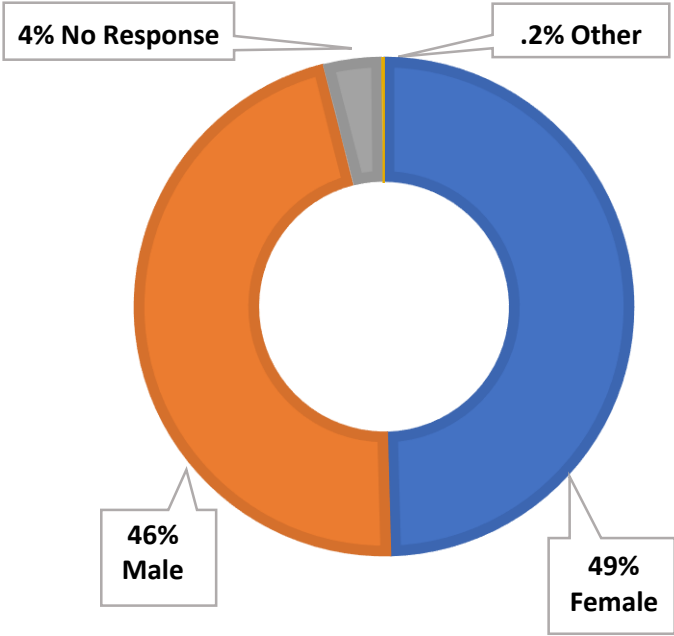
*Demographic data includes participants that did not complete, were terminated, or dropped from the program.

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## **Background**

- Effort to collect data on youth program quality and essential skills gains

- Pilot survey developed with CPAC feedback

## **Format**

- Online survey

- Retrospective

- Two versions: youth and supervisor/teacher/mentor

- Questions on essential skills growth and program feedback

- Toolkit and webinar to train and orient Program Providers

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# Survey Questions

**Q1 & Q2** Name and program

**Q3 & Q4** Retrospective assessment on 16 essential skills
*Responders were asked how often youth demonstrated these skills at the beginning and end of the summer using a rating scale: Rarely, Sometimes, Often, Always, N/A*

| **Collaboration and Teamwork** | **Communication** | **Initiative and Self-Management** | **Critical Thinking & Problem Solving** | **Professionalism** |
|---|---|---|---|---|
| • Teamwork<br>• Interpersonal Skills | • Oral<br>• Written<br>• Non-verbal | • Focus<br>• Adaptability<br>• Engagement | • Information Processing<br>• Problem Solving & Decision Making<br>• Creative/Innovative Thinking | • Attendance<br>• Appearance<br>• Workplace Culture<br>• Accountability |

**Q5 to Q10** Program feedback questions

**Q11 to Q13** Career interests and next steps (youth only)

**Q14** Open ended feedback on survey

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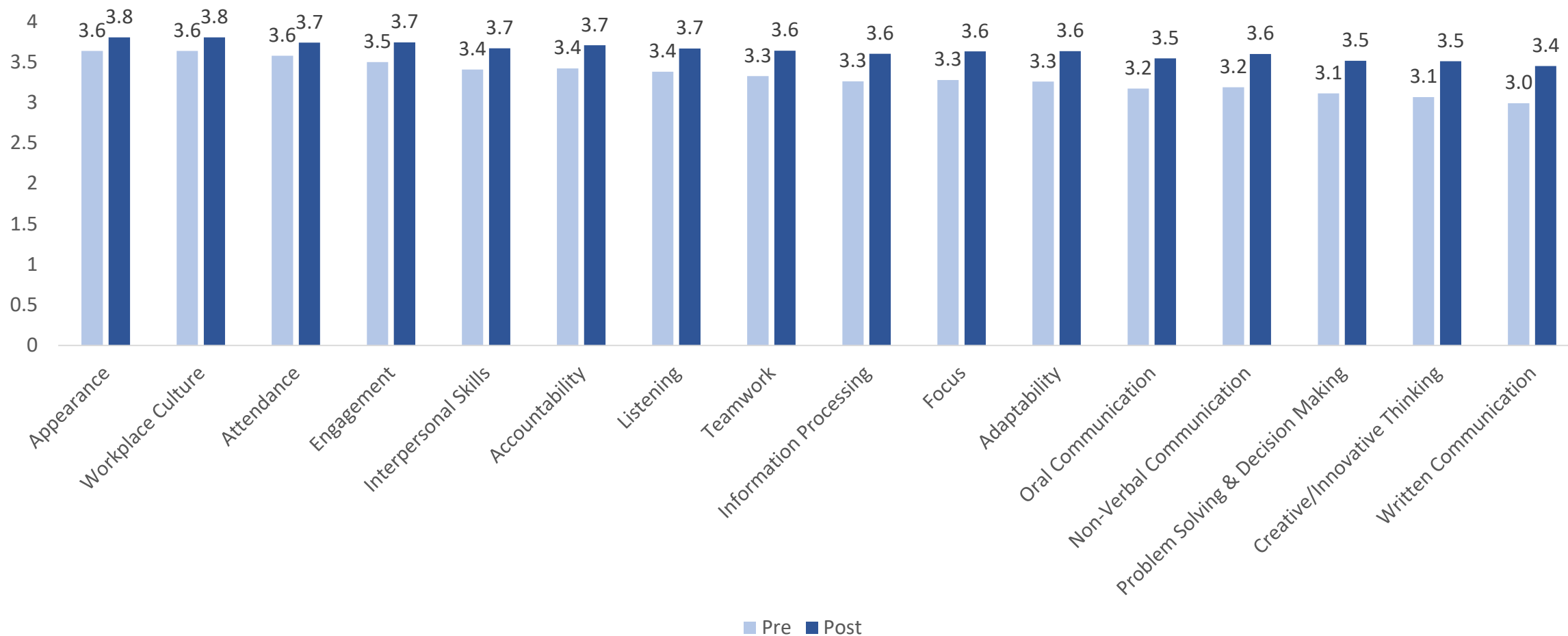train for success · connect for growth

# Survey Response Rate

## Survey Response Results
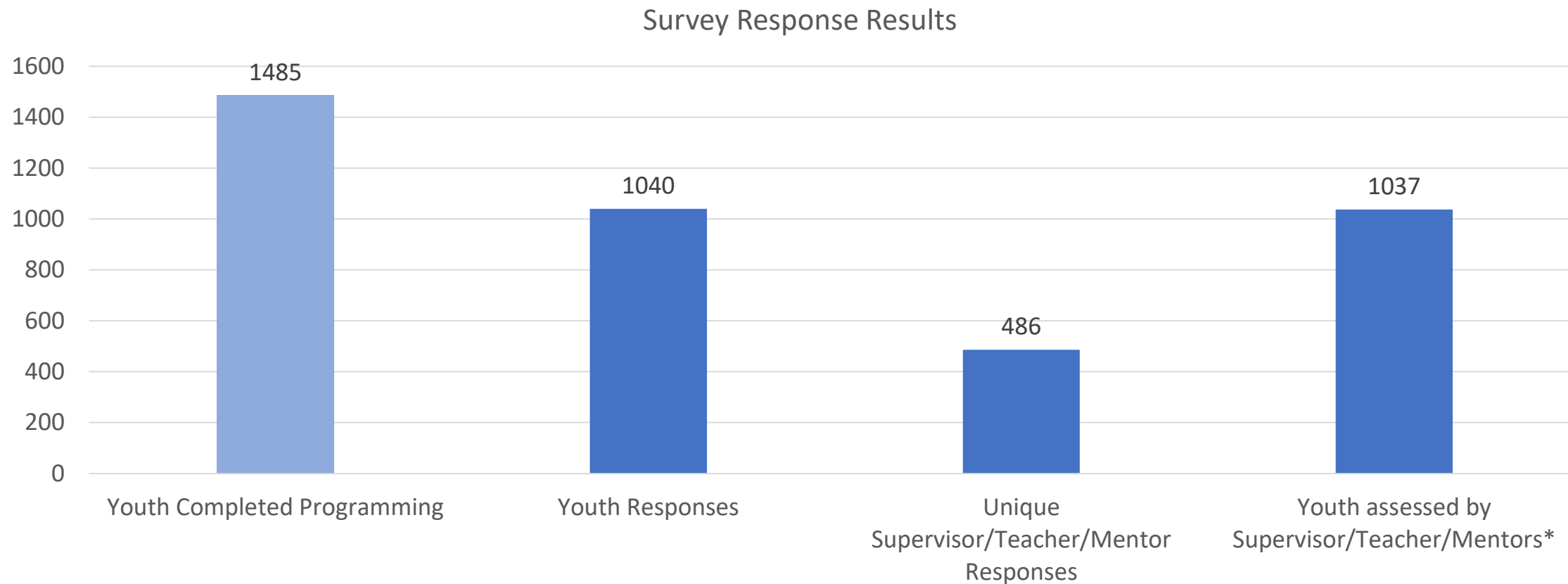


*Total Employer Responses include 193 Duplicate youth records. Youth may have been placed with multiple employers or multiple employer contacts submitted a survey for the same participant.

# Youth Survey - Pre/Post Essential Skills Ratings
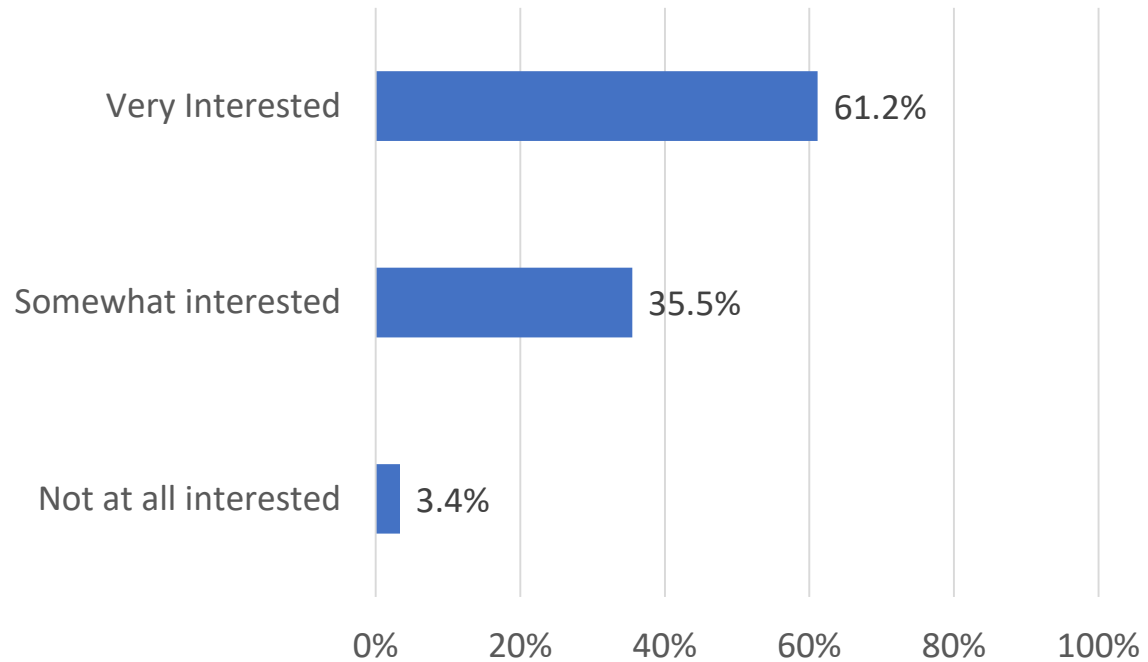
Pre and Post Essentials Skills Ratings



Legend: Pre, Post

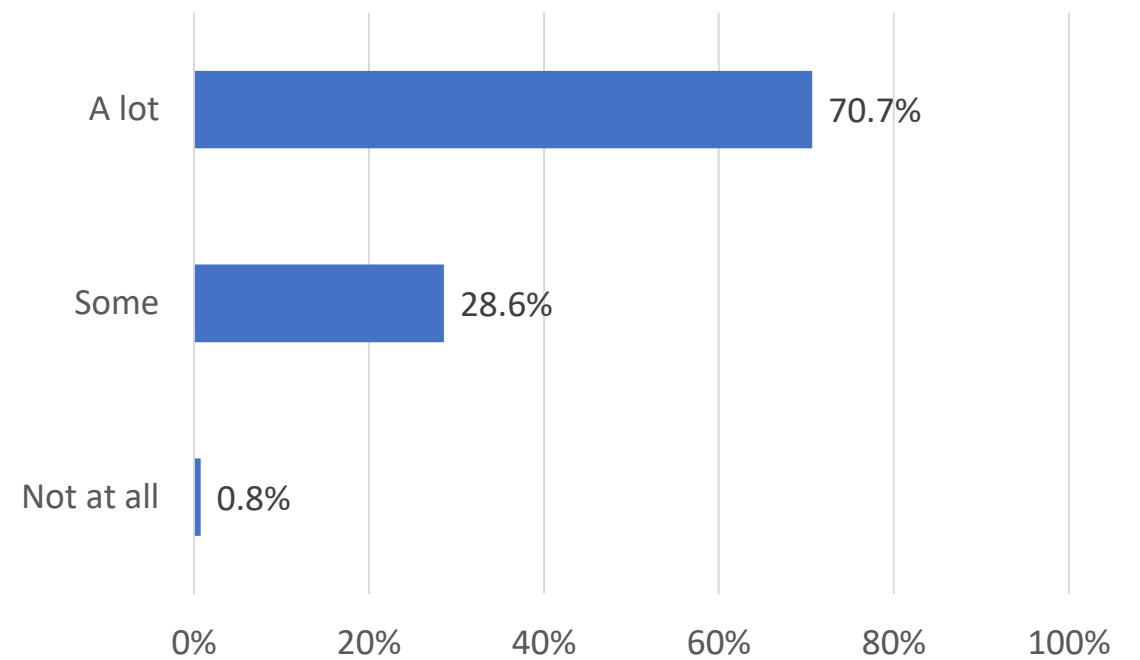| Skill | Pre | Post |
|-------|-----|------|
| Appearance | 3.6 | 3.8 |
| Workplace Culture | 3.6 | 3.8 |
| Attendance | 3.6 | 3.7 |
| Engagement | 3.5 | 3.7 |
| Interpersonal Skills | 3.4 | 3.7 |
| Accountability | 3.4 | 3.7 |
| Listening | 3.4 | 3.7 |
| Teamwork | 3.3 | 3.6 |
| Information Processing | 3.3 | 3.6 |
| Focus | 3.3 | 3.6 |
| Adaptability | 3.3 | 3.6 |
| Oral Communication | 3.2 | 3.5 |
| Non-Verbal Communication | 3.2 | 3.6 |
| Problem Solving & Decision Making | 3.1 | 3.5 |
| Creative/Innovative Thinking | 3.1 | 3.5 |
| Written Communication | 3.0 | 3.4 |

# Employer Survey - Pre/Post Essential Skills Ratings



Pre and Post Essential Skills Ratings
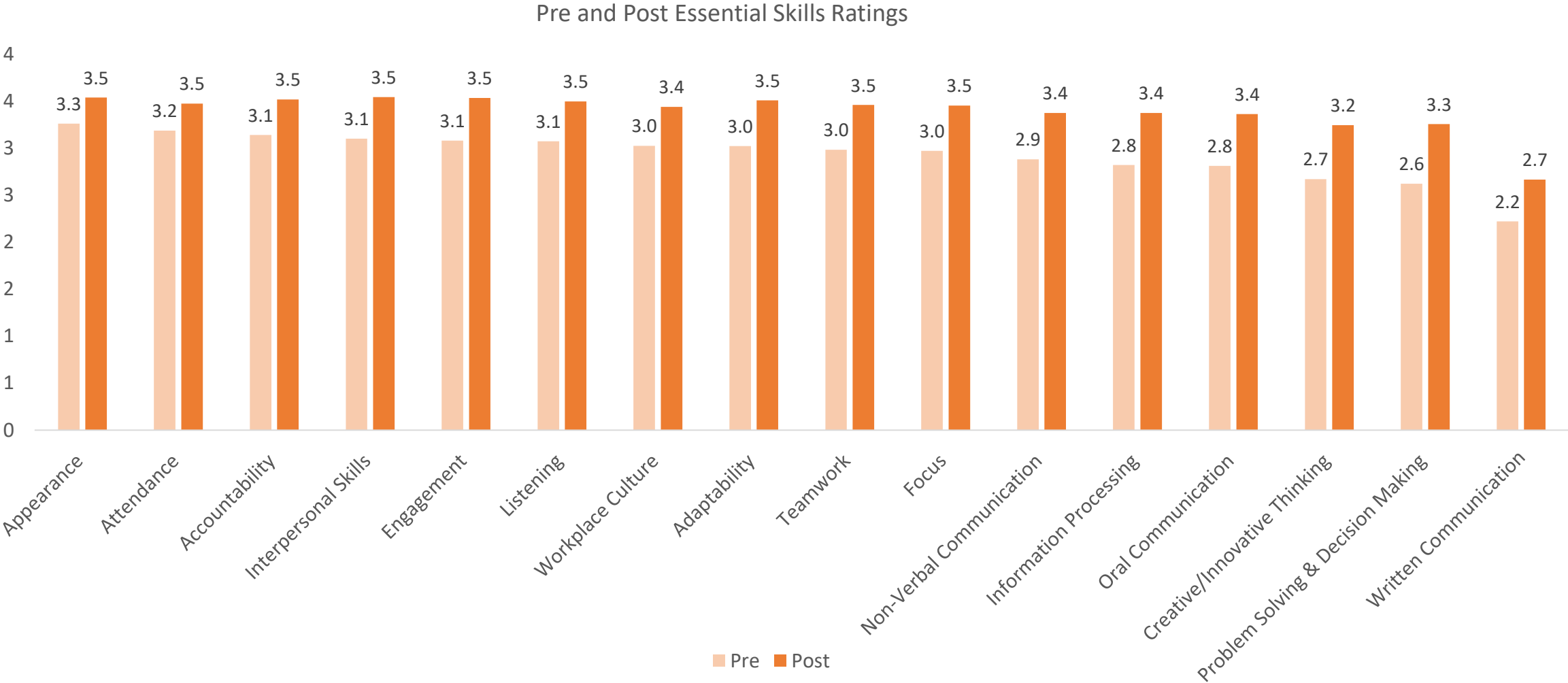
# Youth Survey – Career Interest and Exposure



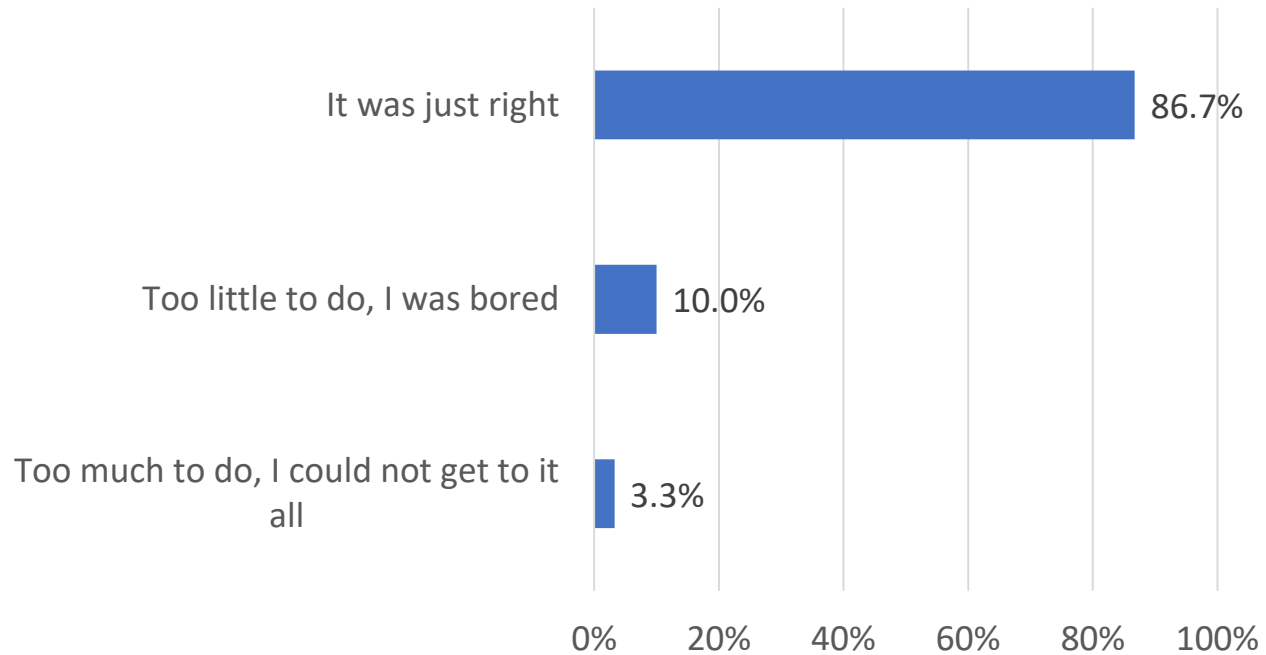How personally interested were you in what you did this summer?

- Very Interested: 61.2%
- Somewhat interested: 35.5%
- Not at all interested: 3.4%

How well did this program help you learn about jobs and careers?

- A lot: 70.7%
- Some: 28.6%
- Not at all: 0.8%

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# Youth Survey – Workload

**How would you rate how much work you were given this summer?**

- It was just right — 86.7%
- Too little to do, I was bored — 10.0%
- Too much to do, I could not get to it all — 3.3%

**How would you rate the difficulty of the work you did this summer?**
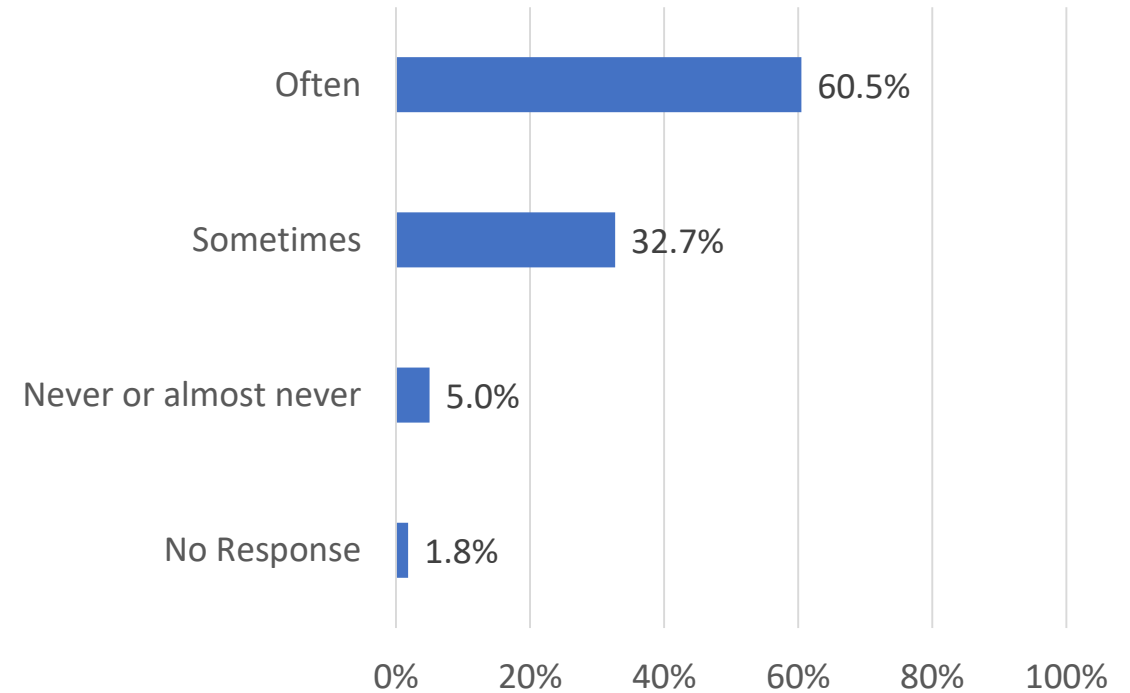
- Just right — 88.1%
- Too easy — 10.0%
- Too hard — 1.9%
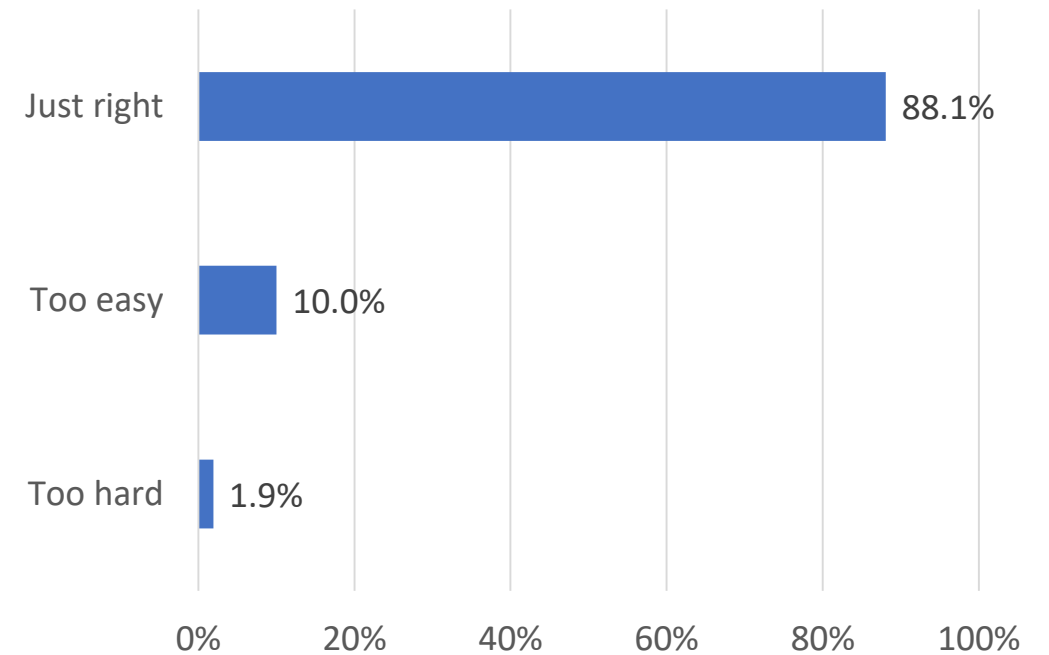
# Youth Survey – Employer Engagement

How often did adults check in with you to see how you were doing
in the program?

**First Half of Summer**

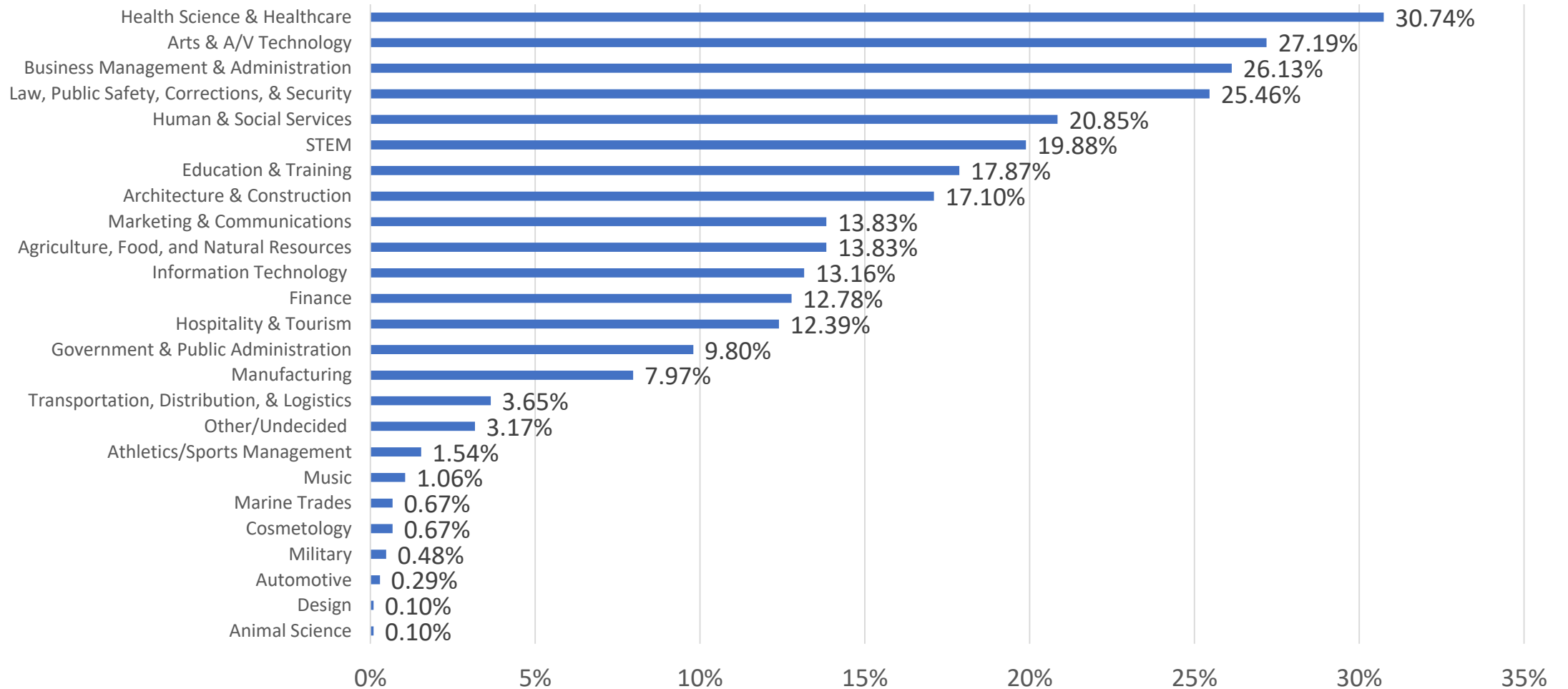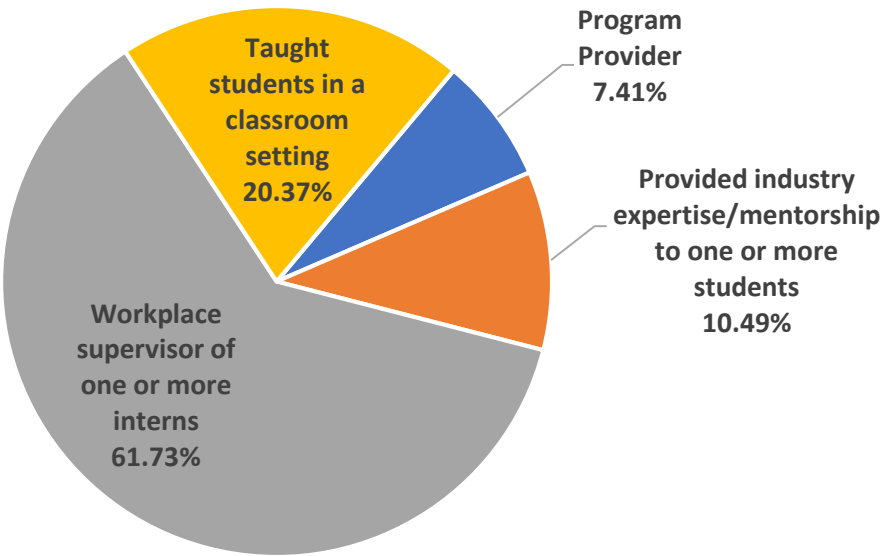| | |
|---|---|
| Often | 64.9% |
| Sometimes | 30.2% |
| Never or almost never | 4.5% |
| No Response | 0.4% |

**Second Half of Summer**

| | |
|---|---|
| Often | 60.5% |
| Sometimes | 32.7% |
| Never or almost never | 5.0% |
| No Response | 1.8% |

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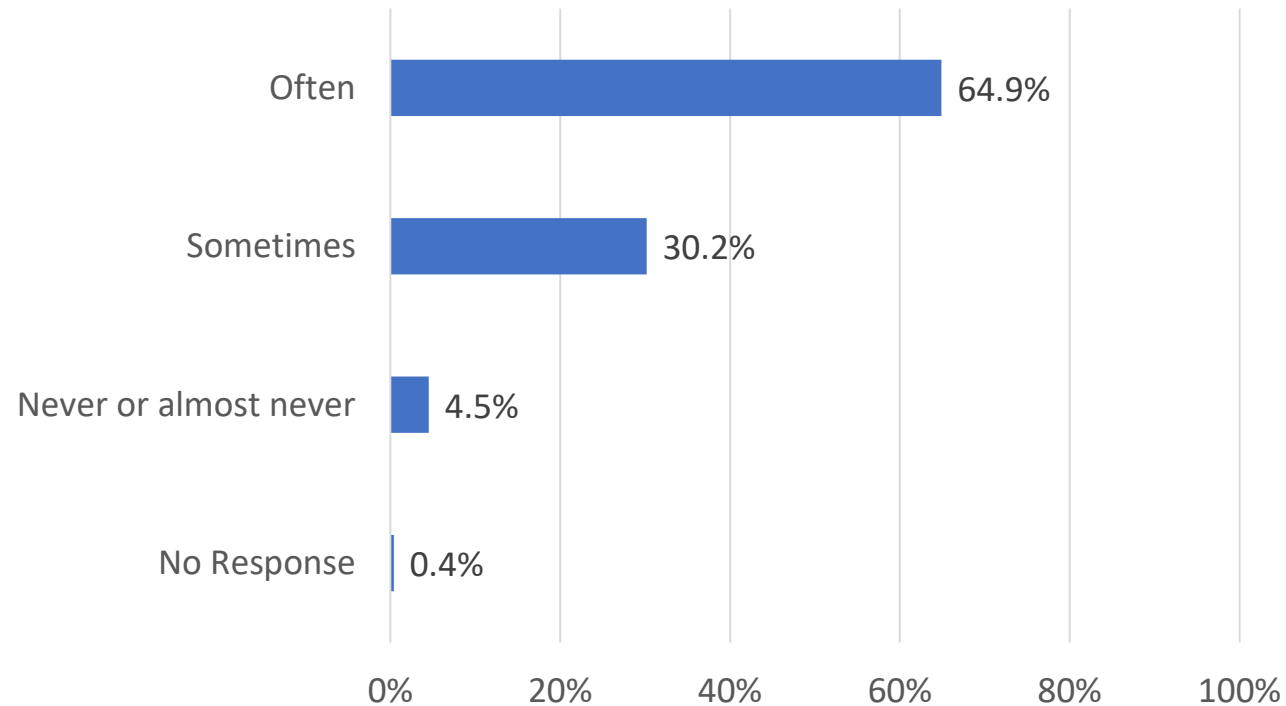
# Youth Survey – Career Interests

## What careers are you most interested in?

| Career | Percentage |
|--------|-----------|
| Health Science & Healthcare | 30.74% |
| Arts & A/V Technology | 27.19% |
| Business Management & Administration | 26.13% |
| Law, Public Safety, Corrections, & Security | 25.46% |
| Human & Social Services | 20.85% |
| STEM | 19.88% |
| Education & Training | 17.87% |
| Architecture & Construction | 17.10% |
| Marketing & Communications | 13.83% |
| Agriculture, Food, and Natural Resources | 13.83% |
| Information Technology | 13.16% |
| Finance | 12.78% |
| Hospitality & Tourism | 12.39% |
| Government & Public Administration | 9.80% |
| Manufacturing | 7.97% |
| Transportation, Distribution, & Logistics | 3.65% |
| Other/Undecided | 3.17% |
| Athletics/Sports Management | 1.54% |
| Music | 1.06% |
| Marine Trades | 0.67% |
| Cosmetology | 0.67% |
| Military | 0.48% |
| Automotive | 0.29% |
| Design | 0.10% |
| Animal Science | 0.10% |

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# Employer Survey – Engagement with Youth

## Which best describes your participation in this program?



- Taught students in a classroom setting **20.37%**
- Program Provider **7.41%**
- Provided industry expertise/mentorship to one or more students **10.49%**
- Workplace supervisor of one or more interns **61.73%**

## How often did you engage with your participants?
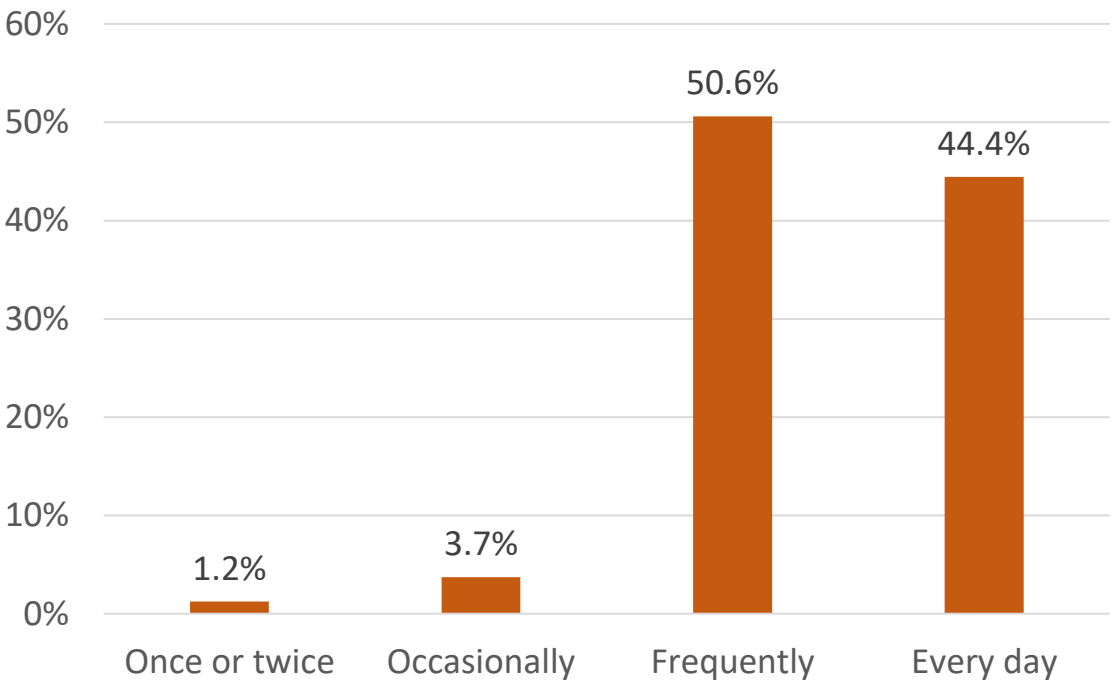


- Once or twice: 1.2%
- Occasionally: 3.7%
- Frequently: 50.6%
- Every day: 44.4%

# Employer Survey – Business/Industry Value

How valuable was this program in preparing your business/industry's future workforce?

- Not at all valuable: 14.9%
- Somewhat valuable: 19.8%
- Very valuable: 65.3%

How valuable was this program in contributing to work at your business?

- Not at all valuable: 15.8%
- Somewhat valuable: 16.4%
- Very valuable: 67.8%

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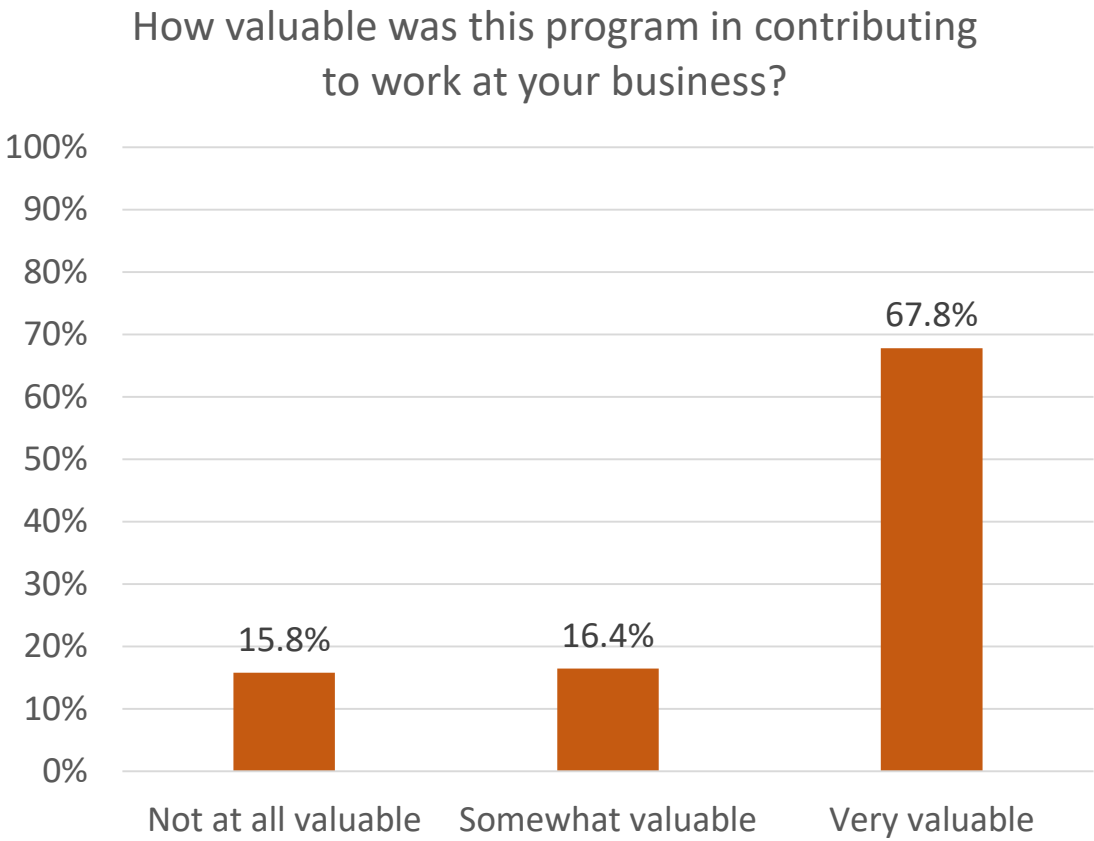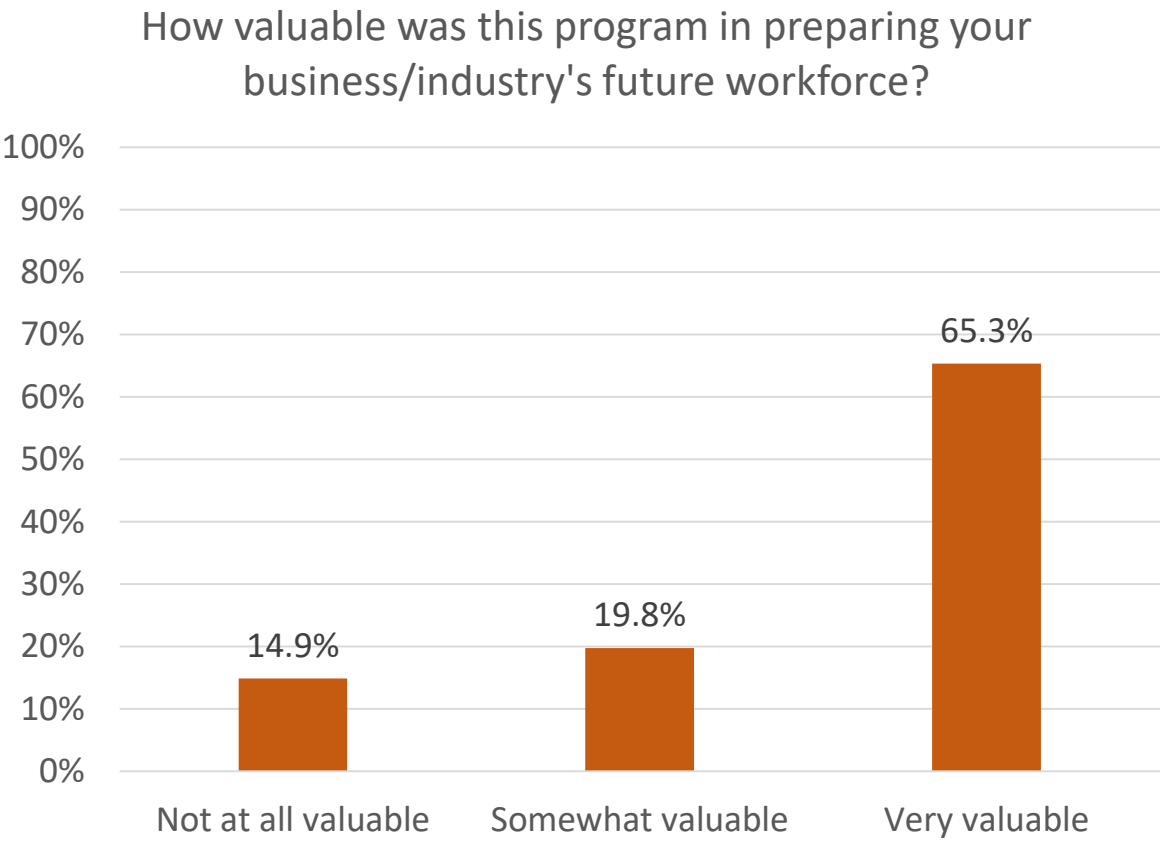
# Employer Survey – Business/Industry Value

How valuable was this program to building employee mentoring and management skills?



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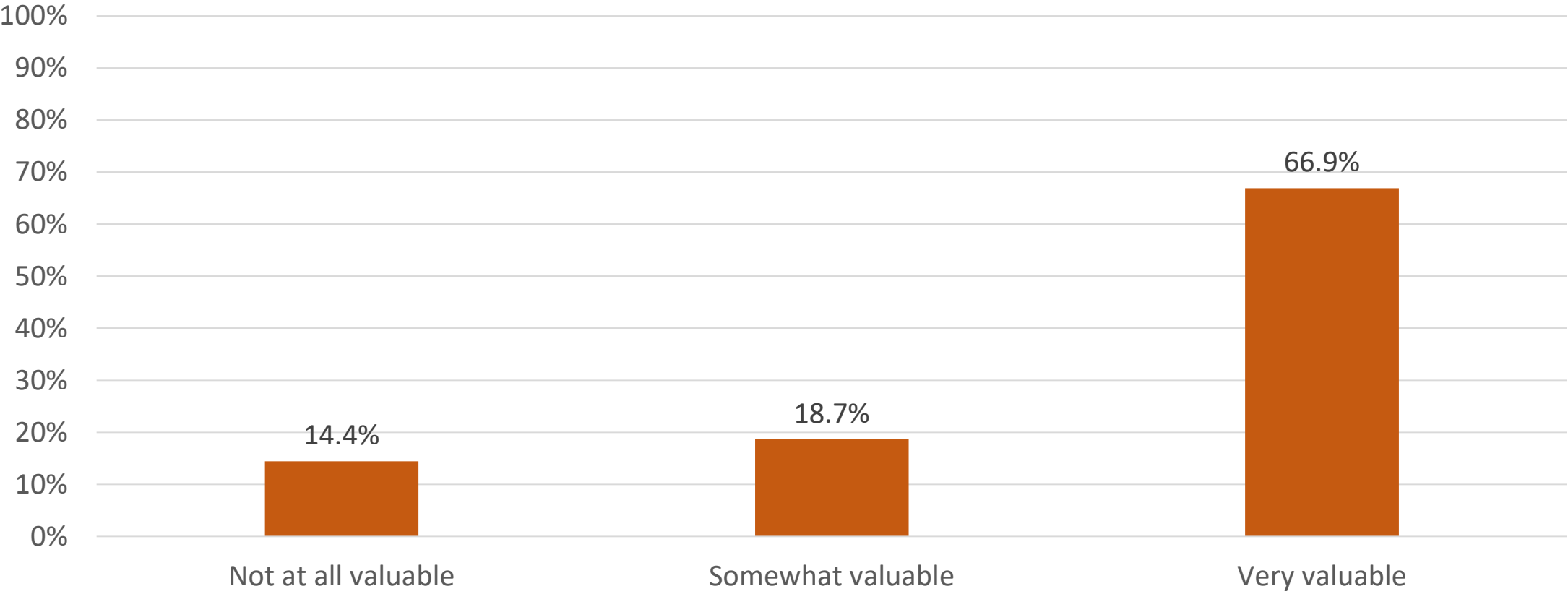
# Employer Survey – Industry/Career Alignment

## How aligned was the program content to learning about industry, careers, and the workplace?

- Not at all aligned: 0.9%
- Somewhat aligned: 18.0%
- Very aligned: 81.1%
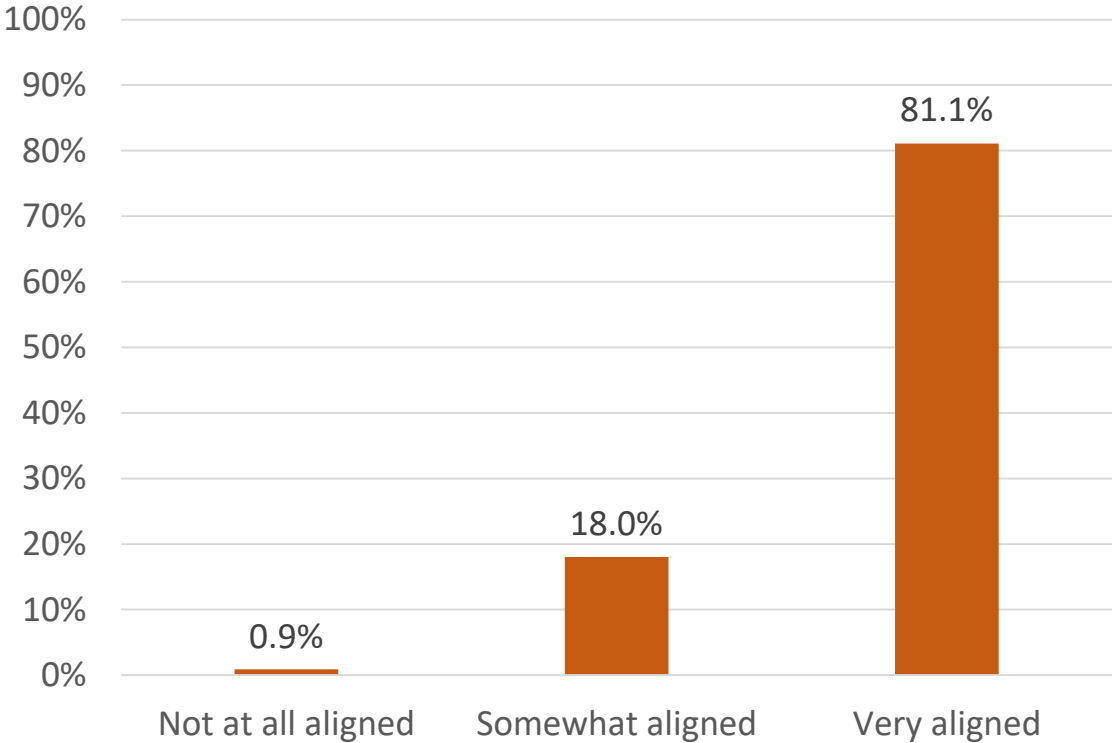
## How aligned were the projects and tasks to those that exist in a real workplace?

- Somewhat aligned: 12.4%
- Very aligned: 87.6%
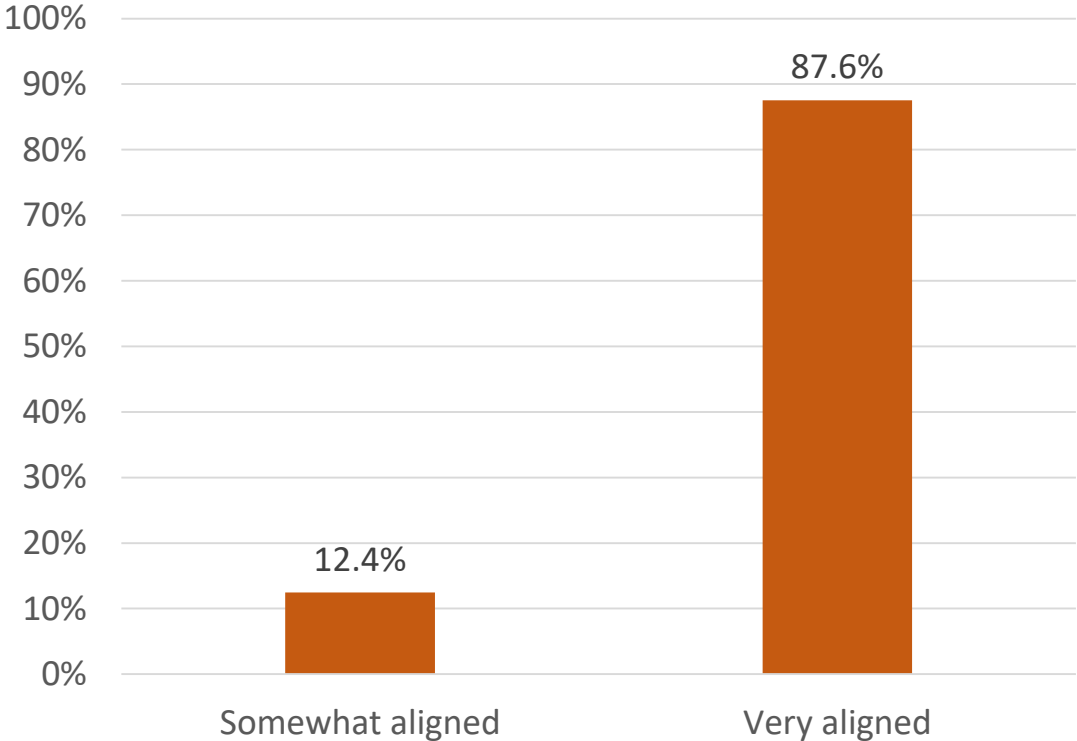
# PrepareRI
# College Readiness Project

*A system-wide effort to prepare all students for college success*

Children's Cabinet Presentation

September 30, 2019

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# Background

**Preparing Rhode Island students for college.**

The PrepareRI College Readiness Project represents a strategic partnership between K-12 education and Rhode Island's colleges and universities to ensure that **every student graduates from high school ready to enroll in credit-bearing coursework on a path to on-time college completion**.

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# Timeline

**Cross-agency leaders convened**
- Project "sponsors" (leaders from CCRI, RIC, URI, RIDE, OPC, BOE, and Governor's Office) met on 11/2/18 to begin collaboration and define the problem in Rhode Island

**November, 2018**

**Implementation of Readiness Plan**
- Plan presented to Board of Ed in February
- Workstreams outlined, deadlines set
- Deliverables being finalized

**February – May 2019**

**Implementation of Academic Readiness Pilot**
- Develop statewide readiness plan
- Identify promising models for readiness
- Data collected on each model

**August 2019 – June 2020**

**December, 2018**

**Readiness Project plan drafted**
- Drafted plan to align statewide efforts
- Sponsors met to discuss/approve plan

**June – July 2019**

**Development of Academic Readiness Pilot**
- Working group to identify strategies on engaging faculty in developing statewide readiness plan
- Convene key stakeholders in both the K12 and Postsecondary space to support academic readiness

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# The 10-year trajectory of RI's 2007-2008 freshman class
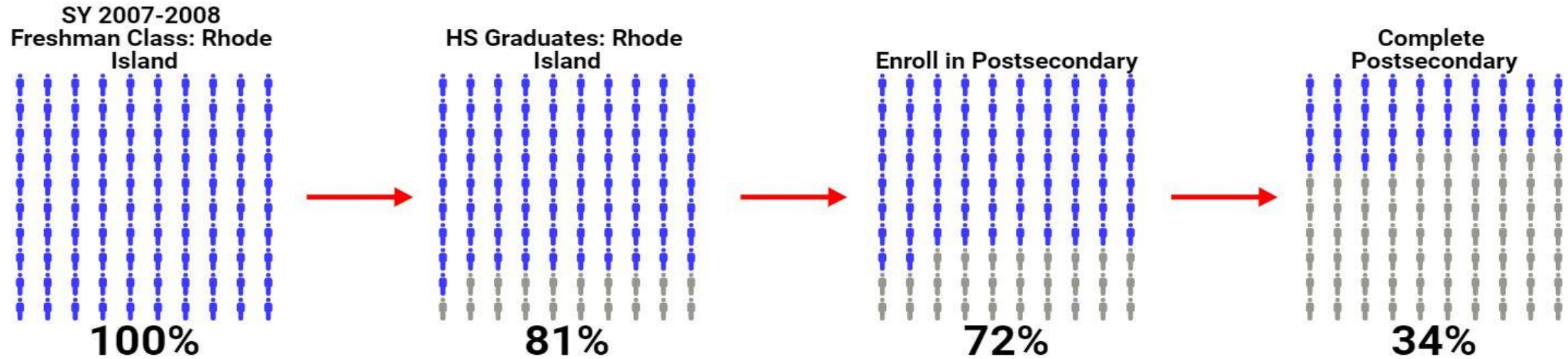


| | SY 2007-2008 Freshman Class: Rhode Island | HS Graduates: Rhode Island | Enroll in Postsecondary | Complete Postsecondary |
|---|---|---|---|---|
| | 100% | 81% | 72% | 34% |

| Disaggregation | High School Graduates | Enroll in Postsecondary | Complete Postsecondary |
|---|---|---|---|
| Full cohort (graphic above) | 81% | 72% | 34% |
| Free/Reduced Price Lunch | 73% | 63% | 19% |
| Students of Color | 73% | 66% | 21% |
| Multilingual Learners | 71% | 49% | 7% |
| Students with IEPs | 66% | 44% | 9% |

Data notes: The denominator for all of these percentages is the students from RI's 2007-2008 freshman class. The numerator is the percentage of who have completed each step at any point between 2008 to 2018. The postsecondary figures include any college or university nationwide (both 2-year and 4-year) that reports data to the National Student Clearinghouse. *Analysis by DataSpark at URI.*

# The impact of remediation on Rhode Island's Freshman class of 2007/8
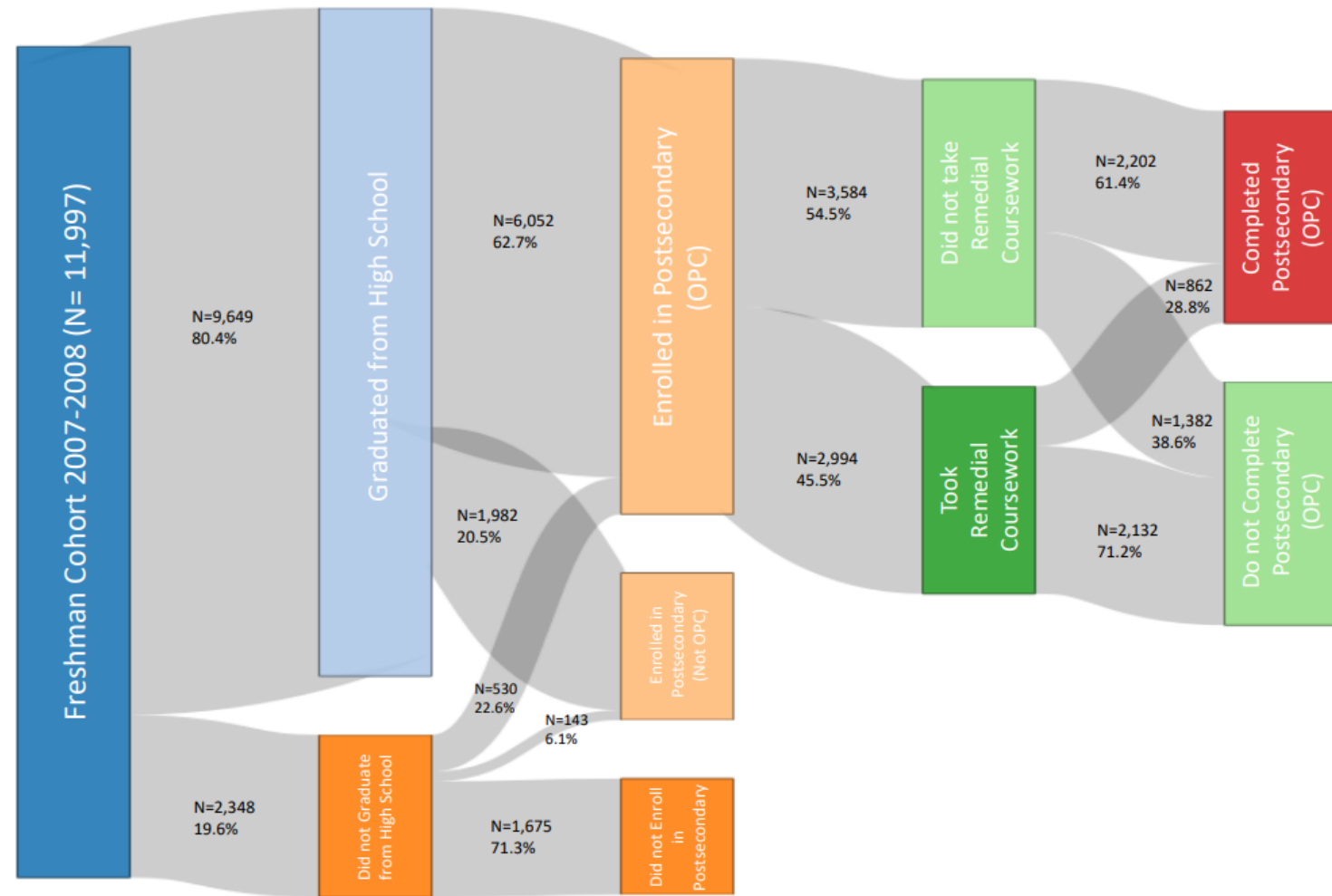
# Workstreams and Deliverables

| Category | Work stream | Deliverable |
|---|---|---|
| *Readiness* | **1. Academic readiness** | High schools have information about their readiness rates. RFP released for scaling successful models of high schools reducing remediation rates |
| *Matriculation* | **2. Alignment of requirements** | Present proposal for aligning high school graduation requirements with college admissions requirements |
| | **3. CTE credentials for college credit** | Postsecondary institution(s) approve articulation agreements to award college credit for at least one credential in each of the 8 prioritized CTE Board Standards in STEM fields |
| | **4. FAFSA** | Increase statewide FAFSA completion rate to 85%, with every high school above 70%. |
| *Comms* | **5. Transition to College eGuide** | RIDE publishes family guide for secondary to postsecondary transition. |
| | **6. Major-aligned college credit** | Departmental working groups formed at postsecondary institutions. |

# Academic Readiness Plan

**Problem:** Too many students who go to college in Rhode Island are placed into remedial coursework, and the majority of that group does not complete college.

**Solution:** Develop a partnership between K-12 educators and college faculty to identify the critical "college ready" mathematics skills students need to have to enter into credit-bearing college coursework and test out three different models of instruction to ensure that high school seniors are prepared for the rigors of higher education.

## January pilot:

- Three current strands
    - CCRI is working with Central Falls
    - URI is working with Cranston East and West
    - RIC and RIDE will be working with Carnegie/West Ed to launch a third strand of the pilot in January
- All three pilots will be evaluated based on shared metrics, with a plan to expand on successful initiatives next year

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# Alignment of Requirements

**Problem**: The Diploma requirements and IHE Admission requirements are not aligned in Rhode Island.

**Solutions**:

**Phase 1:** Provide guidance on our current state to students and families so they are able to make informed choices.

**Phase 2:** Modify policies to better align the systems. To that end, two memos have been drafted outlining possible changes.

This guidance chart has been reviewed:
- By representatives from the three public IHEs
- Representatives from RISCA
- Representatives from OPC and RIDE



## RI High School to College Pipeline:
**Requirements for High School Graduation**
**URI/RIC Admissions Requirements**

| | RI Secondary Diploma Requirements | RIC Undergraduate Freshman applicants | URI First-Year Student Admission Requirements | URI Engineering applicants | URI - Other (Recommended for applicants to Business, Chemistry, Computer Science, Physics, and Pharmacy) |
|---|---|---|---|---|---|
| English | 4 | 4 | 4 | 4 | 4 |
| Math ★ | 4 | 3 including Algebra I and II, and Geometry | 3 including Algebra I and II, and Geometry | 4 including pre-calculus or calculus | 4 including pre-calculus or trigonometry |
| Physical / Natural Science | 3 | 2 lab science | 2 >1 lab science | 3 physical science classes with labs, including 1 unit of physics, 2 other physical sciences and chemistry | 2 >1 lab science |
| History / Social Science | 3 | 2 | 2 | 2 | 2 |
| World Language ★ | None | 2 in same world language | 2 in same world language | 2 in same world language | 2 in same world language |
| Additional Units | 6 courses to include, but not limited to, world languages, the arts, technology, P.E., and health | 5 | 5 additional college preparatory units | 5 additional college preparatory units | 5 additional college preparatory units |
| Minimum Total | 20 | 18 | 18 | 20 | 19 |
| Additional | The 20 courses must include demonstration of proficiency, as defined by the LEA and aligned with high school content standards in 6 core content areas: English language arts, math, science, social studies, the arts, and technology. | Additional coursework in any of the above referenced subjects, or other college preparatory elective courses offered by your high school. | Additional college preparatory units include: English, world language, mathematics, social science, or laboratory science. | | |

*CCRI is not represented on this chart because it is an open enrollment school and there are no academic requirements for general admission.
**Math and World Language have been marked with a star to illustrate that these are the two content areas that are most likely to impact students.

RIDE Rhode Island Department of Education


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# PrepareRI College eGuide



| High School | | College |

**Problem:** Many students struggle to navigate the transition from high school to college.

**Solution:** The PrepareRI College eGuide was developed to provide information about resources available to students in Rhode Island.

It includes sections on:

- What you should be doing each year to get ready for college
- When, where, and how to register for the PSAT, SAT, and ACT
- Organizations that can help you get ready to apply to colleges
- When and how to apply to all 11 colleges in Rhode Island
- How to find money to pay for college
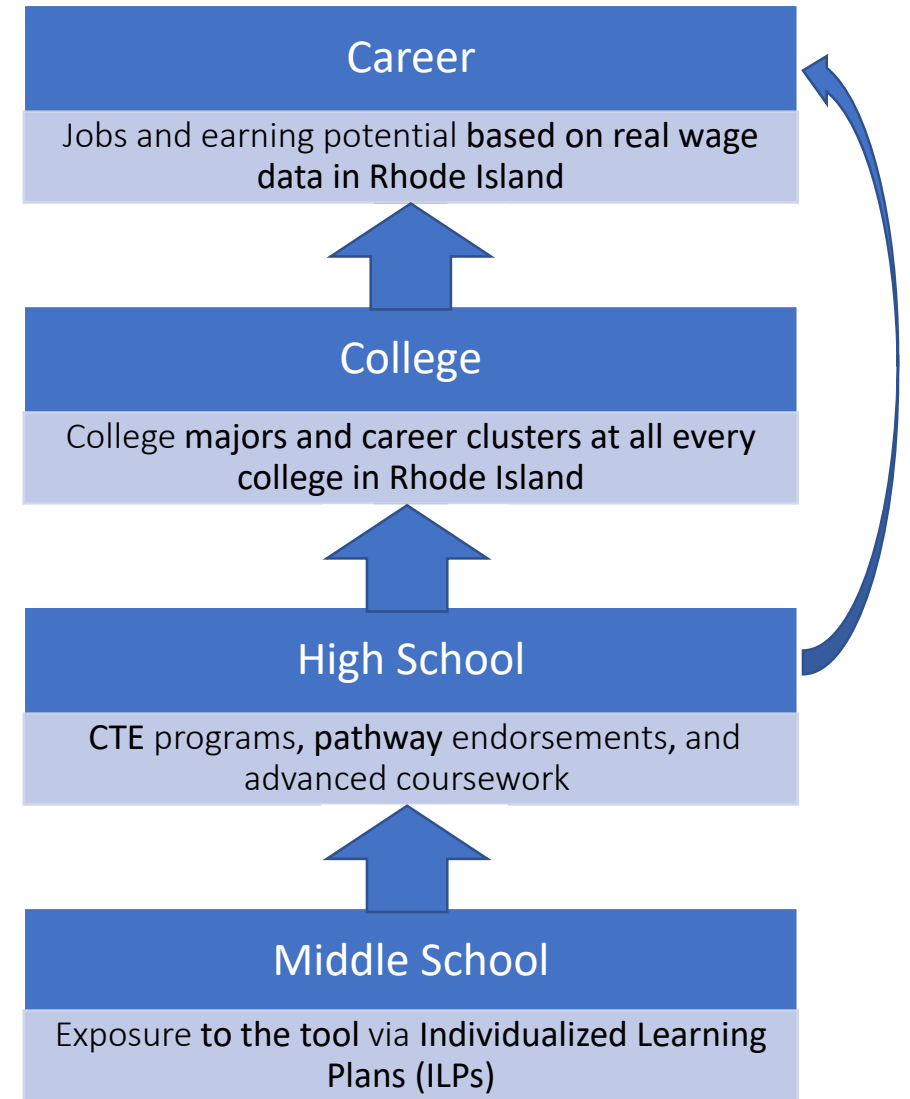- What other non-college opportunities are out there after high school

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*The full guide is available at www.prepare-ri.org/readiness and will be disseminated to every high school in September.*

# Major-aligned college credit

**Problem:** Students are taking advantage of dual enrollment opportunities in Rhode Island, but they may not be aligned to their long-term plans.

**Solution:** We have mapped the educational opportunities from middle school to high school to college to career in Rhode Island, so students can see the vertical alignment of their chosen path and understand their long-term prospects.

**Updates:**
- We have expanded the mapping spreadsheet to include RIDE-approved CTE programs.
- We have expanded the mapping spreadsheet to include all eight private colleges in the in the state. (dual courses are still pending).
- The full spreadsheet is available on www.prepare-ri.org/readiness.
- It will eventually be turned into an interactive tool on RIDE's website.

**Career**

Jobs and earning potential **based on real wage data in Rhode Island**

**College**

College **majors and career clusters at all every college in Rhode Island**

**High School**

CTE programs, **pathway** endorsements, and advanced coursework

**Middle School**

Exposure **to the tool** via **Individualized Learning Plans (ILPs)**

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# PrepareRI major-aligned mapping spreadsheet (sample columns)

| | | | | |
|---|---|---|---|---|
| **Adult** | Sample Jobs, Earning Potential | *Fine Artist (Earning Potential- $23.81/hour; $49,524/year)* | | |
| **Postsecondary Education** | Guided Pathway Name | **CCRI Guided Pathway 1: Arts and Humanities (degree programs below)** | | |
| | CCRI Major | Fine Arts, Music (A.F.A) | Fine Arts, Jazz Studies (A.F.A) | Fine Arts, Art (A.F.A) |
| **Both Secondary and Postsecondary** | Advanced Coursework Opportunities (Dual courses to consider) | 1. MUSC 1700 Music Theory I<br>2. MUSC 1710 Sight Singing<br>3. MUSC 1030 Voice | 1. MUSC 1700 Music Theory I<br>2. MUSC 1710 Sight Singing<br>3. MUSC 1110 Jazz History | 1. ARTS 1010 Drawing I<br>2. ARTS 1310 2-D Design<br>3. ARTS 1510 Art History |
| **Secondary Education** | Program name within the Pathway | Music History | Music Performance | Visual Arts |
| | RIDE-Approved CTE Program | North Kingsown High School (Music/ Music Education), North Smithfield High School (Music), Walsh School for the Performing Arts(Music), Chariho Area CTE Center (Performing Arts), West Warwick High School (Music & Performing Arts) | North Kingsown High School (Music/ Music Education), North Smithfield High School (Music), Walsh School for the Performing Arts(Music), Ponaganset High School ( Music and Performing Arts), Chariho Area CTE Center (Performing Arts), West Warwick High School (Music & Performing Arts) | Ponaganset High School (Visual Arts/ Studio Arts Pathway) , Walsh School for the Performing Arts (Visual Arts), Hope Academy (Visual Arts), West Warwick High School (Visual Arts), Chariho Area CTE Center (Performing Arts), Walsh Schhool for the Performing Arts (Video and Film Production) |
| | High School Pathway Endorsement | **Arts Pathway Endorsement** | | |
| | Middle School | Core content areas, Cross curricular skills, career exploration, beginning of the ILP work | | |

For questions, please visit
www.prepare-ri.org

or

Contact Liz Texeira at
Elizabeth.Texeira@ride.ri.gov

# Public Comment