

# Children's Cabinet

May 28, 2019

# Agenda

- Welcome & Introductions
- 3<sup>rd</sup> Grade Reading Action Plan
  - Hassenfeld Child Health Innovation Institute Presentation
  - Preschool Development Grant update
- Real Skills for Youth Presentation
- Public Comment & Discussion

# Welcome, Introductions, and Announcements

- Introductions
- Adoption of Minutes

— Hassenfeld —  
CHILD HEALTH  
INNOVATION INSTITUTE  

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BROWN UNIVERSITY

# 3<sup>rd</sup> Grade Reading Updates and Early Themes

May 28, 2019

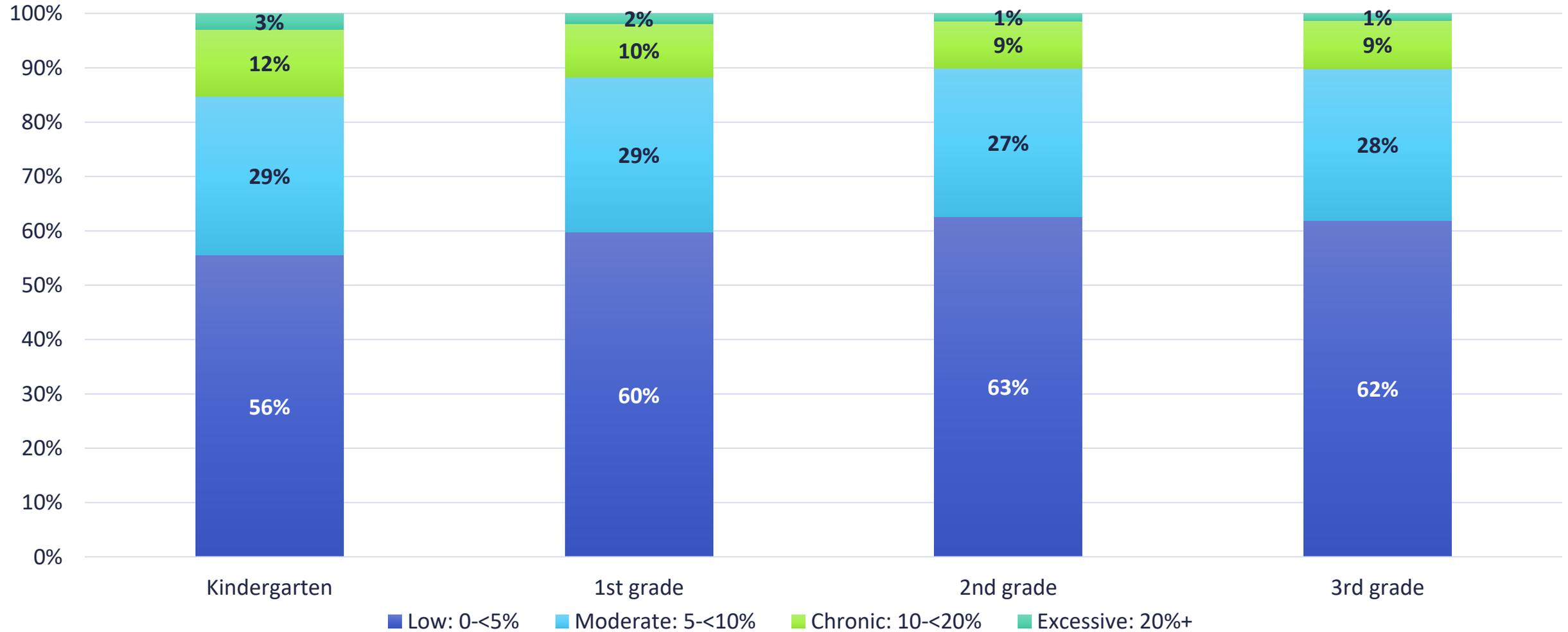
# Retrospective Birth Cohort Analyses (2005→)

- Partnership of state government and Hassenfeld Institute
  - Monthly meetings
    - State agencies (RIDE, RIDOH, DCYF, DHS, EOHHS)
    - Hassenfeld Child Health Innovation Institute
    - School districts: Central Falls, Pawtucket and Providence
  - Prioritized research questions from each agency involved
  - Regular communication; go over data and give suggestions on path forward

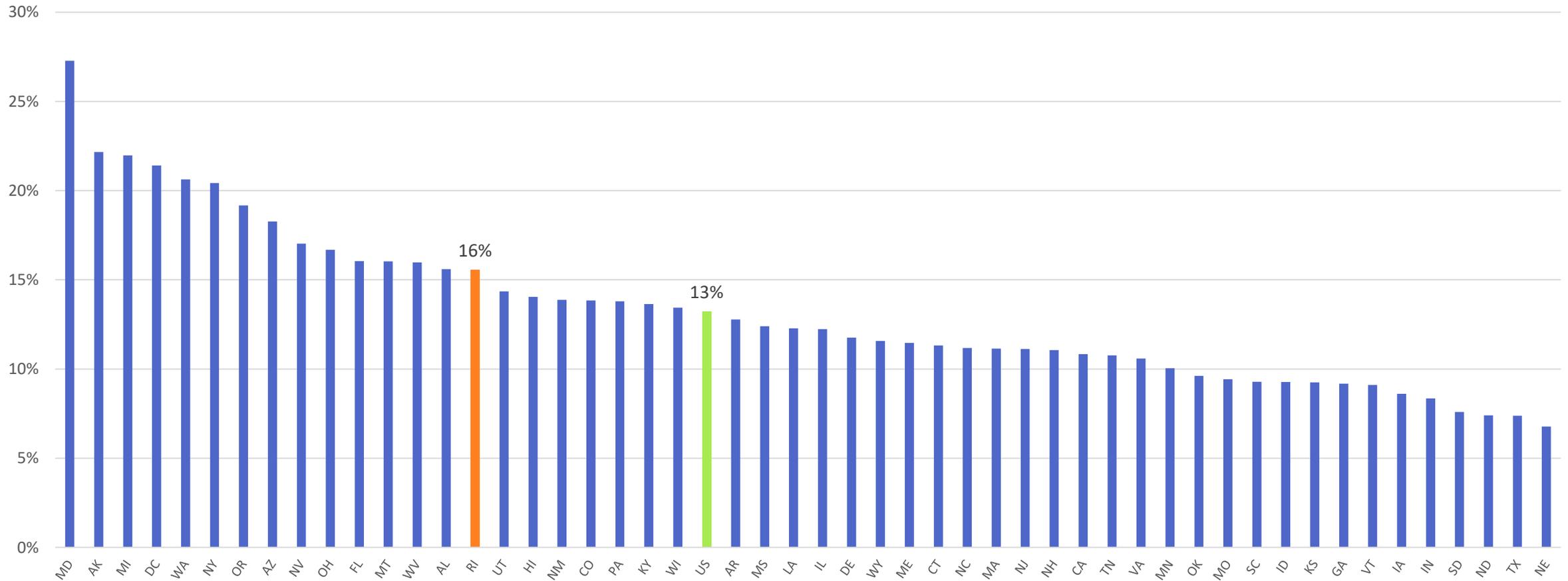
# Data supports the need for comprehensive solutions

- Examples
  - School absenteeism
  - Early risk assessment
  - Touch points/Service engagement
    - Pre-K
    - Medicaid

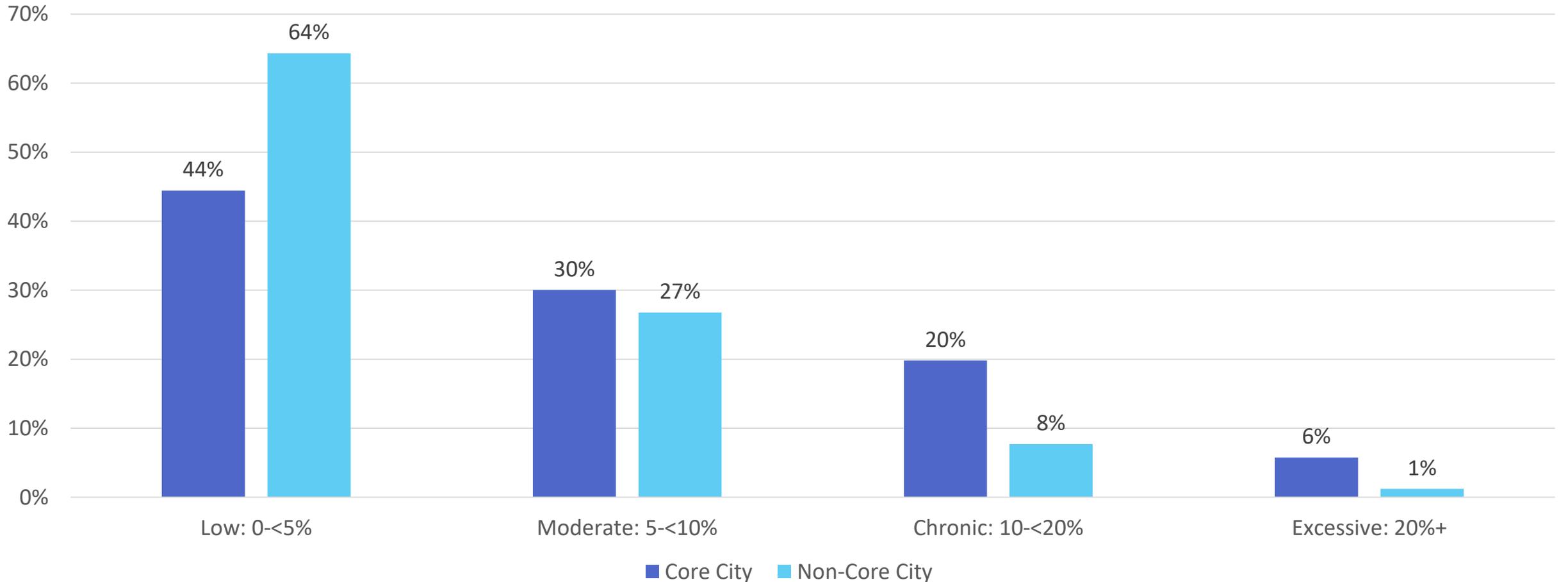
# Absenteeism is a major problem in K-3



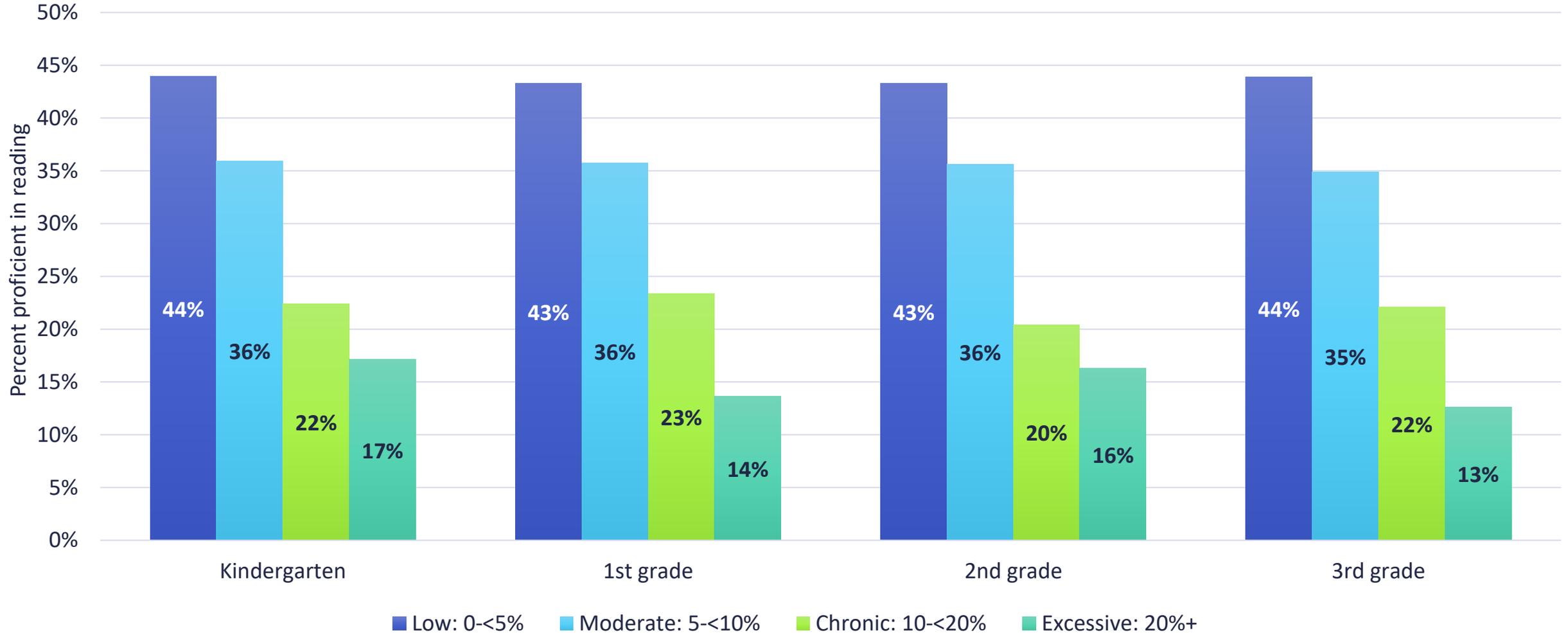
# Rhode Island ranks 15<sup>th</sup> for chronic absenteeism in elementary schools



# Chronic absenteeism is more prevalent in core cities



# As absenteeism increases, 3<sup>rd</sup> grade reading proficiency decreases



# Attendance matters: Absenteeism in most grades is associated with lower 3<sup>rd</sup> grade reading proficiency

Chronic absenteeism	Unadjusted OR (95% CI)	Adjusted* OR (95% CI)
Kindergarten	0.44 (0.41, 0.47)	0.74 (0.68, 0.80)
1 <sup>st</sup> grade	0.44 (0.40, 0.47)	0.73 (0.67, 0.80)
2 <sup>nd</sup> grade	0.39 (0.35, 0.42)	0.67 (0.61, 0.73)
3 <sup>rd</sup> grade	0.40 (0.37, 0.44)	0.67 (0.61, 0.74)

\*Adjusted for gender, race/ethnicity, lunch subsidy, and living in a core city

# Attendance matters: Absenteeism in most grades is associated with lower 3<sup>rd</sup> grade reading proficiency

Chronic absenteeism	Unadjusted OR (95% CI)	Adjusted* OR (95% CI)
Kindergarten	0.62 (0.57, 0.68)	0.86 (0.78, 0.95)
1 <sup>st</sup> grade	0.77 (0.70, 0.85)	0.92 (0.82, 1.02)
2 <sup>nd</sup> grade	0.66 (0.59, 0.74)	0.82 (0.73, 0.92)
3 <sup>rd</sup> grade	0.64 (0.58, 0.72)	0.78 (0.70, 0.87)

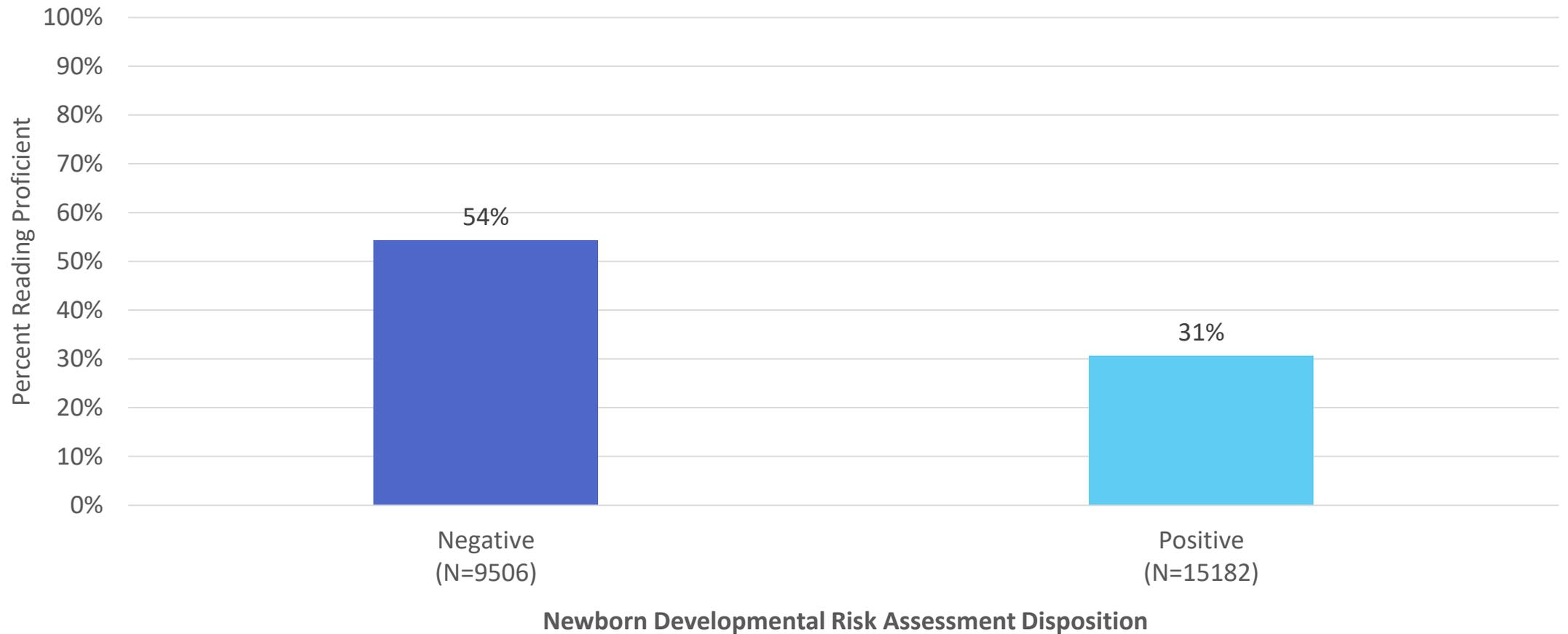
\*Adjusted for gender, race/ethnicity, lunch subsidy, and living in a core city

# 3<sup>rd</sup> Grade Reading Risk Begins Early

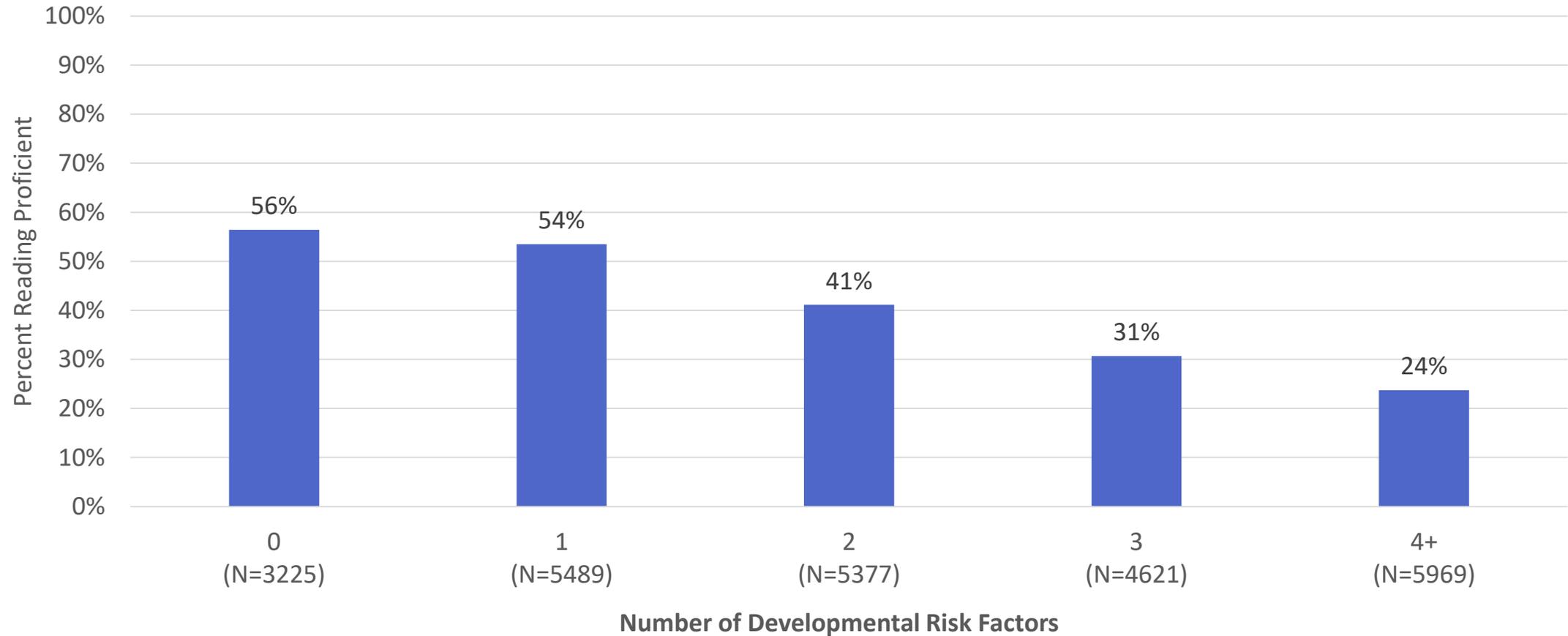
# Newborn Developmental Risk Assessment: 23 Risk Factors

- Any 1
  - Developmental disabilities and certain other established conditions
  - Birth weight less than 1500g
  - Intensive care hospitalization greater than 48 hours
  - Hepatitis B surface antigen positive mother
- OR
- Any 2
  - Caregiver's education less than 11th grade
  - Mother's age less than 19 or greater than 37
  - Single care giver
  - Mother's number of live births greater than 5 OR no other live births
  - One parent characteristics, e.g. chronic illness (5 categories for mother & father)
    - Mental health, developmental disability, DCYF, substance abuse, chronic illness
  - Less than 6 prenatal care visits before 36 weeks OR total number less than 10
  - No prenatal visits before 5 months
  - Gestational age greater than 37 weeks and birth weight 1500-2500 grams (3.3-5.5 lbs.)
  - Apgars at 1 and 5 minutes less than 7
  - Medicaid eligible

# Risk for not being reading proficient in third grade begins at birth



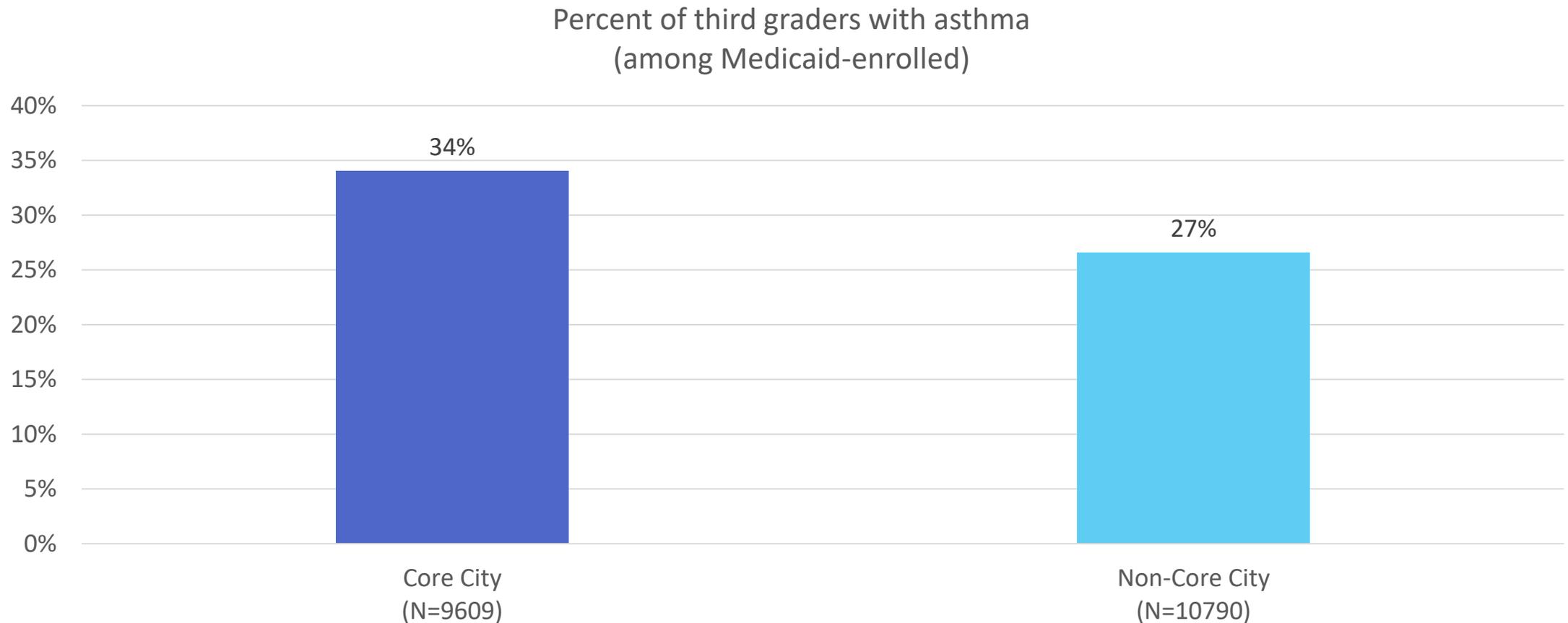
# Reading proficiency decreases with additional developmental risk factors



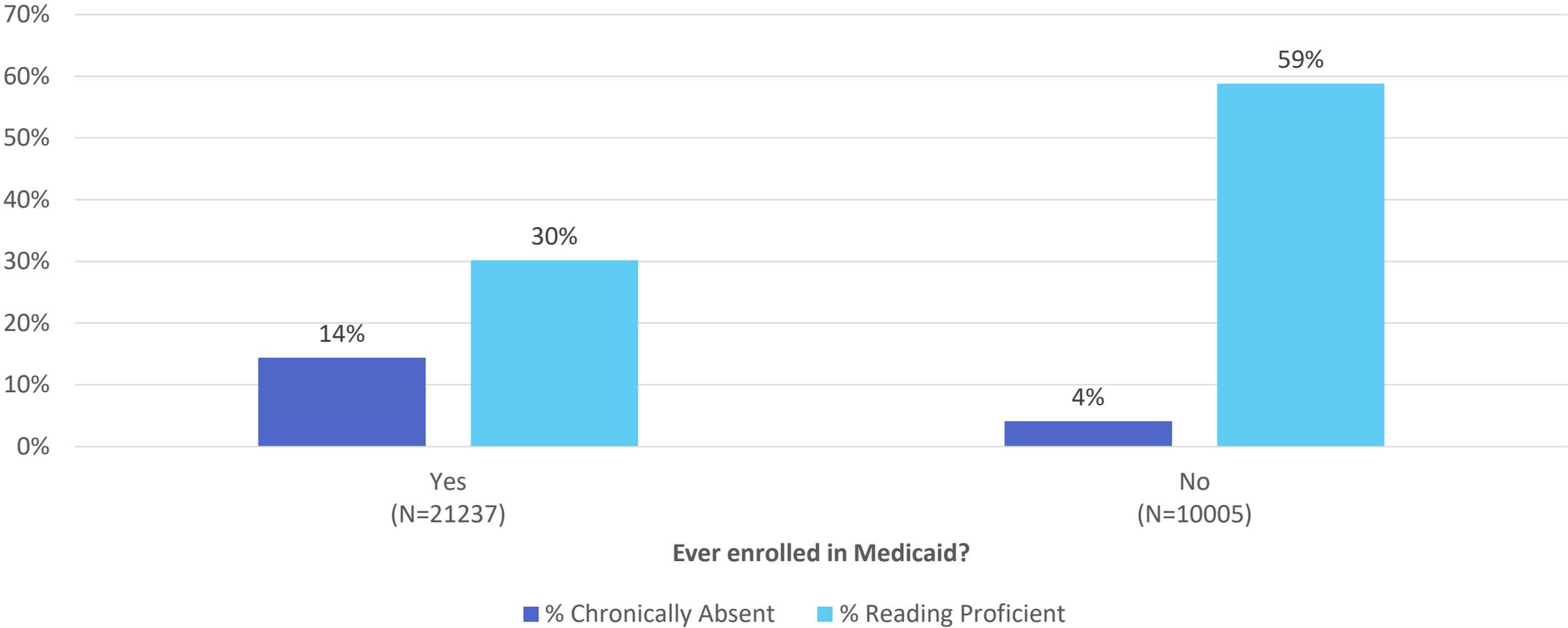
# Focus on early touch points

- Medicaid
  - 68% of third graders enrolled at some point in their life
  - 53% were enrolled in Medicaid in third grade

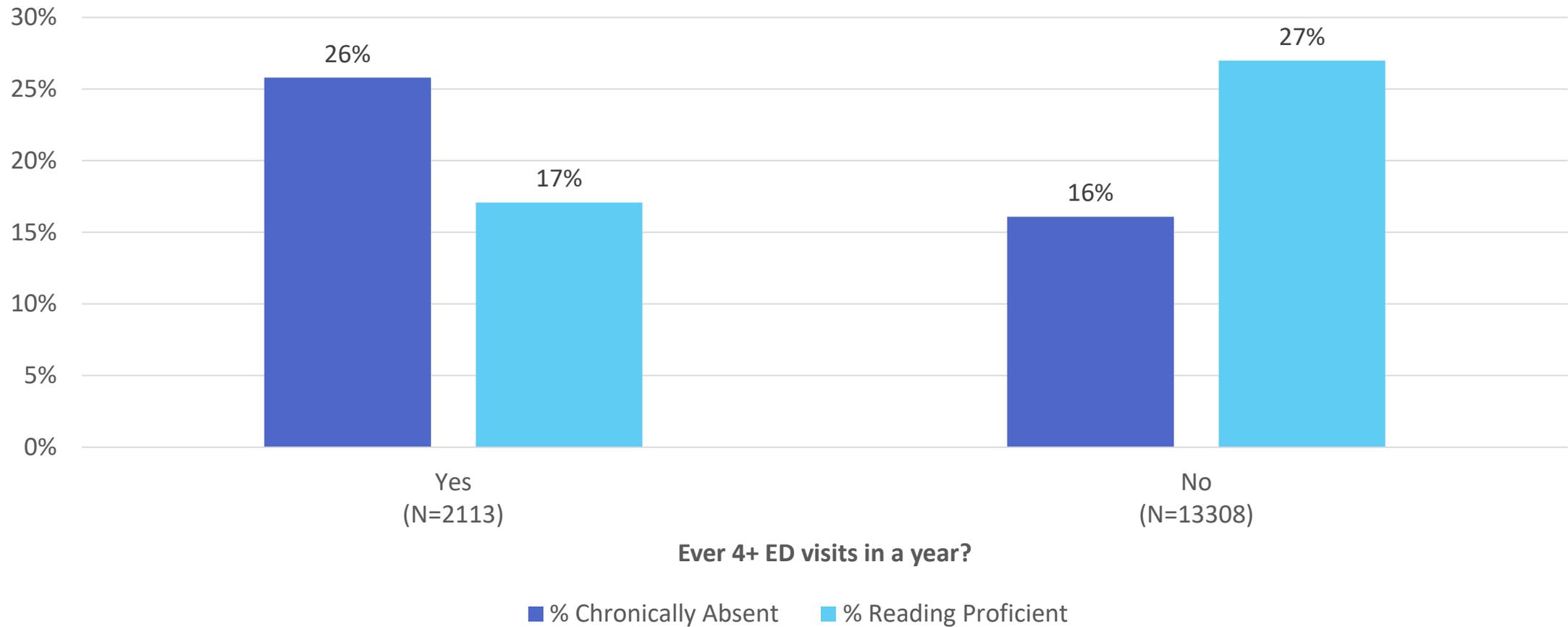
# One in three Medicaid-enrolled children living in core cities have been diagnosed with asthma



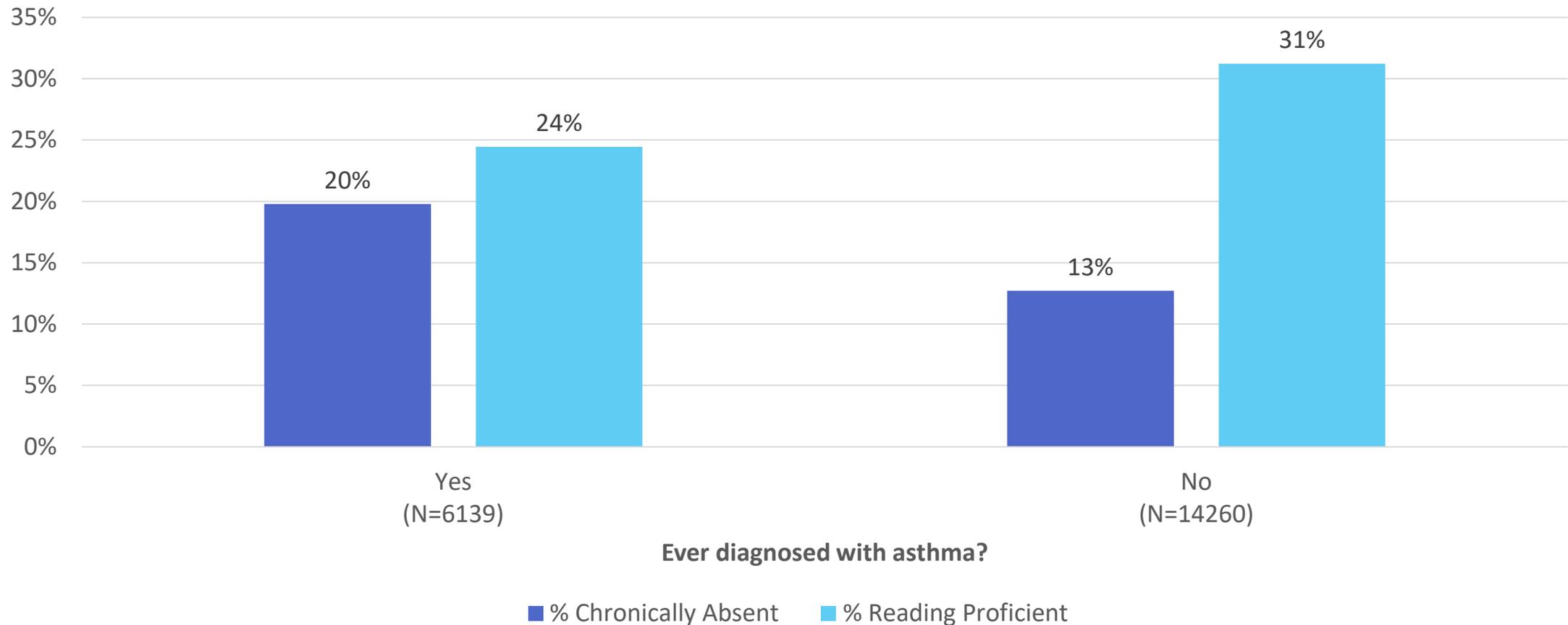
# Children enrolled in Medicaid are at increased risk for absenteeism and less likely to be reading proficient



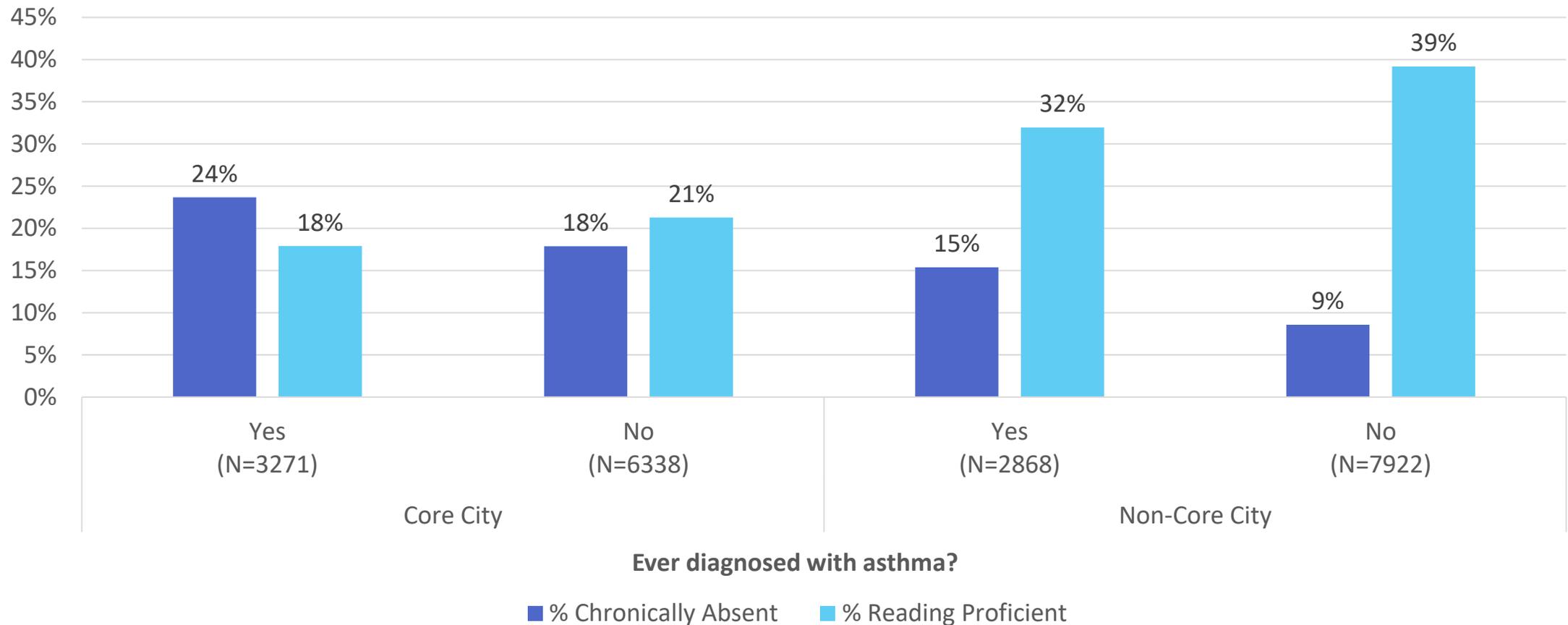
# Medicaid-enrolled children with frequent Emergency Department (ED) use are at higher risk



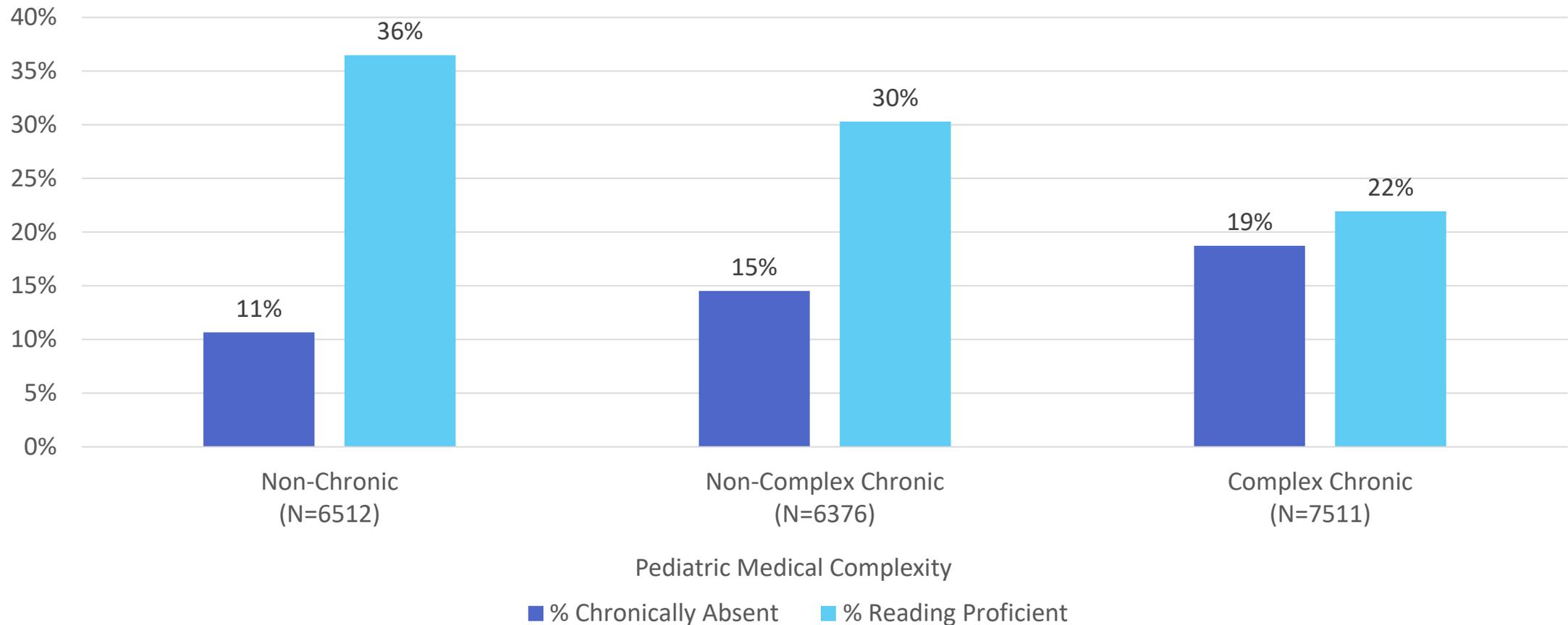
# Medicaid-enrolled children with asthma are at higher risk



# Medicaid-enrolled children with asthma who are living in a core city are at higher risk



# Medicaid-enrolled children with medical complexity are at higher risk



# Data supports the need for comprehensive solutions

- The risk for not being reading proficient in 3<sup>rd</sup> grade can be identified very early
- While concerning to see the risk faced by Medicaid enrolled children, it is also an opportunity to intervene
- Attendance matters, well before 3rd grade
- Instruction matters, especially for students who are multilingual and differently abled

# Examples of policy implications (many of which are underway)

- Refine RIDOH's system that identifies risk for adversity at birth and implement appropriate follow-up
- Attendance interventions
- Designing and implementing literacy and math instruction plans



# Preschool Development Grant

Strengthening RI's Birth-Five Early Childhood System | 2019



# 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)**
- The PDG B-5 grant was awarded in **December 2018 and runs through December 2019**
- DHS is the lead entity for the state in partnership with sister Children's Cabinet agencies RIDE, RIDOH, DCYF and EOHHS
- PDG will support planning for Universal PreK, in addition to strengthening the existing B-5 system
- PDG is part of our **comprehensive approach to supporting children Birth through Eight** and is led by our interagency Children's Cabinet team



# PDG B-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.”

## Five Key Activities:

- Needs Assessment
- Strategic Plan
- Maximize Parental Choice and Knowledge
- Increase Collaboration and Efficiency
- Quality Improvements



# Facilities Need Assessment

The **Local Initiatives support Corporation of Rhode Island (LISC)** is currently conducting Rhode Island's B-5 **Facilities Needs Assessment** with the goal of better understanding the current state, availability, and geographic distribution of facilities for children B-5.

## Since March, LISC has:

- Conducted a survey of early childcare operators
- Completed a comprehensive review of regulations impacting childcare

## In the coming months, LISC will:

- Work with current and potential providers, state and local government, and the business community to **identify resources needed to improve, optimize, and expand facilities** to meet system goals and improve quality
- Identify ways to **streamline permitting and licensing of new spaces to remove barriers** to small businesses operating and expanding in the State

# Family and Workforce Needs Assessments

Following a review of responses to Rhode Island's PDG B-5 Request for Proposal, the state has contracted with **Abt** to conduct Rhode Island's B-5 **Family and Workforce Needs Assessments**.

## Family Needs Assessment

- Capture family needs in terms of affordability, transportation, hours of service, transitions across programs, access to information, and trust in the system
- Focus on identifying the barriers preventing the most at-risk families from utilizing the services and supports available from the state
- Provide comprehensive recommendations that address barriers to access

## Workforce Needs Assessment

- Leverage existing needs assessments and conduct new analyses to provide updated baseline knowledge about the nature of the current B-5 workforce
- Identify opportunities to strengthen the quality and stability of the workforce
- Provide data to drive development of a pipeline for staffing universal, high-quality, Pre-K and expanded access to programs for 0-3 year-olds

# RI Birth-5 Action Plan

Rhode Island has contracted with **AnLar** to facilitate and lead the development of a comprehensive B-5 Action Plan and Funding Stream Analysis.

## Action Plan

- Assemble a Stakeholder Design Team
- Build on existing ECE strategic plans and assessments to provide detailed recommendations
- Align key deliverables across state agencies

## Funding Stream Analysis

- Research other states' efforts to maximize funding to support the B-5 system
- Analyze RI's current use and implementation of funding streams
- Provide recommendations for funding alignment
- Conduct a cost analysis to explore funding a seat-based model for state-funded PreK expansion

# Marketing and Communications Campaign

Rhode Island has engaged **NAIL Communications** to implement a robust, targeted, multi-channel and multilingual media and outreach campaign to engage families in identifying the full range of options available in RI's B-5 system.

NAIL will develop an effective communications and public awareness campaign for Universal Pre-K and more targeted marketing strategies intended to reach specific audiences (e.g., parents of target populations) for the entire Birth to 5 system.



# Upcoming Work:



Pending finalization of contracting and procurement:

- System design to the public-facing (consumer) website ([Exceed.RI.gov](https://www.Exceed.RI.gov)) and ECE data systems
- RIDOH's Health Equity Zones (HEZ): Grants to Family-Serving Organizations for innovative programs to empower parents as advocates in their child's education
- Professional Development and technical assistance delivered by local community based partners for child care organizations to improve their quality (BrightStars) rating

# Please stay engaged!

- Join conversations at the Children's Cabinet and Early Learning Council Meetings
- Let us know if you want to participate in stakeholder listening and feedback sessions
- We will be reaching out for input and feedback throughout the process

The project described was supported by the Preschool Development Grant Birth through Five Initiative (PDG B-5), Grant Number 90TP0027, from the Office of Child Care, Administration for Children and Families, U.S. Department of Health and Human Services. "Its contents are solely the responsibility of the authors and do not necessarily represent the official views of the Office of Child Care, the Administration for Children and Families, or the U.S. Department of Health and Human Services."



# Governor's Workforce Board

RHODE ISLAND

*train for success · connect for growth*

## Real Skills for Youth

RI Children's Cabinet

Tuesday, May 28, 2019

# What is Real Skills for Youth?

The Real Skills for Youth program prepares youth for success in college and career through:

- Meaningful **career exposure**
- Opportunities to build **essential skills**
- Supported **work-based learning** activities

Aligns with the statewide vision of **PrepareRI** to ensure all Rhode Island students are college and career ready

**REAL**  
**SKILLS**  
**For Youth**

 **PREPARE**  
*Rhode Island*

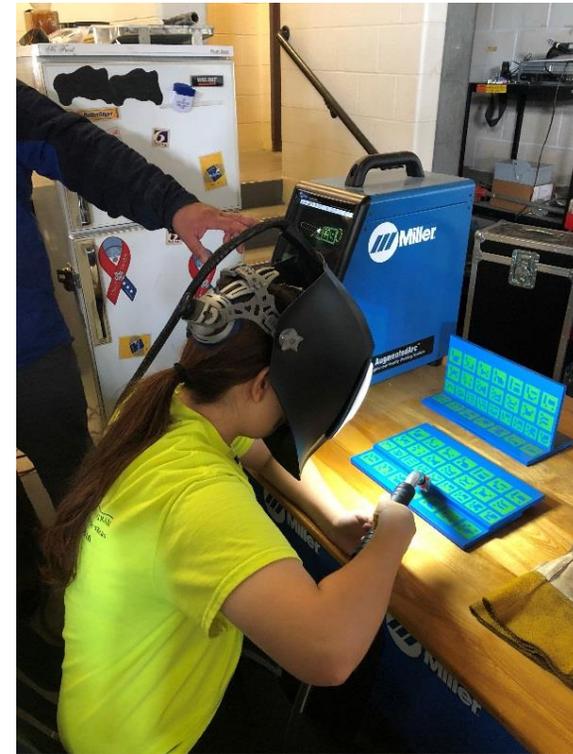
 **Governor's Workforce Board**  
RHODE ISLAND  
*train for success · connect for growth*

- Started in 2018-19
- Builds off the long-standing Summer Youth Employment investments to directly fund partnerships between industry and education
- Supports career exploration, college and career readiness, and work-based learning activities in the summer and academic year
- Expanded the scope timeline for tighter connections between summer work-based learning and what students learn in school

# Major Elements of Programming: Career Exploration

**Career Exploration** includes opportunities to understand career options and career pathways, including the linkages between educational and skills attainment, relevant experience, and career advancement.

- Examples include:
  - Personalized career interest/strength assessment surveys
  - Job shadows and site visits to workplaces
  - Interactive career fairs
  - Guided research
  - Industry-driven curriculum
  - Individual Learning Plan (ILP) reflections



# Major Elements of Programming: College and Career Readiness Training

**College and Career Readiness training** includes opportunities to develop essential skills; learn and understand work norms and culture; and prepare youth for work-based learning experiences (*must be included if participants will be engaged in WBL*).

- Must include but not limited to:
  - General career exploration, including job search tools and techniques
  - Resume development and interview skills
  - Learning and applying essential skills needed in the workplace (defined in the solicitation)
  - Financial literacy topics, such as managing money, budgeting, credit and debt, using bank accounts, and financial goal-setting
  - Health, safety, and rights on the job
  - Paperwork requirements to receive wages (as applicable)



# Major Elements of Programming: Work-Based Learning

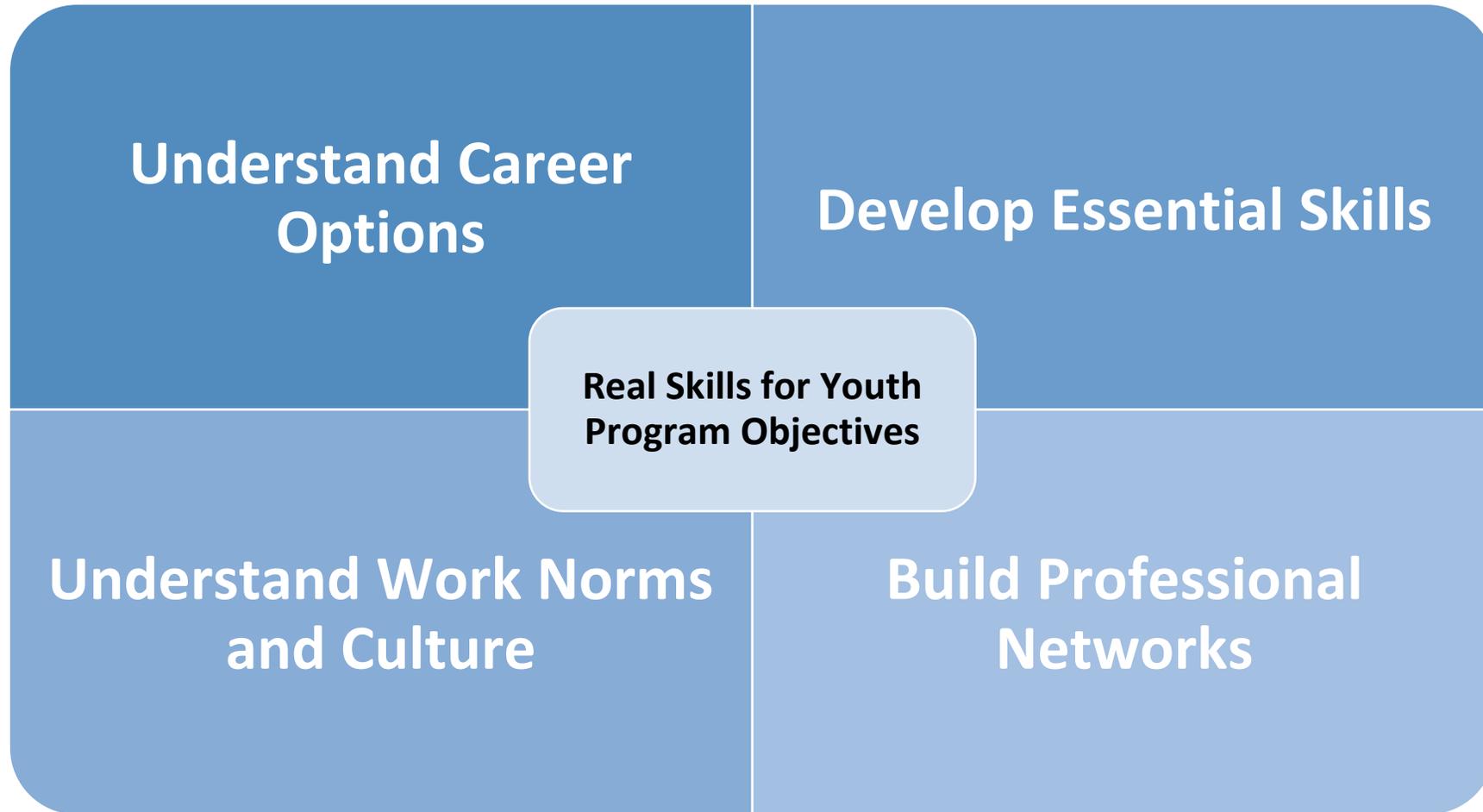
**Work-Based Learning (WBL)**: opportunities to apply academic, technical, and essential skills in a real life or simulated work environment.

- Activities that qualify as WBL:
  - Internships
  - Apprenticeships
  - Service-learning
  - School-based enterprises
  - Industry projects
- WBL activities must meet the standards outlined in the **GWB Work-Based Learning Guidance**



# Key Objectives

Through activities participants will:



## Grantees 2019-20

- AS220
- Blackstone Valley Community Action Program
- Center for Dynamic Learning
- City of Providence, Office of Economic Opportunity
- Comprehensive Community Action Program
- Connecting for Children and Families
- DownCity Design
- East Bay Community Action Program
- Inspiring Minds
- Nowell Leadership Academy
- RI Nurses Institute Middle College Charter High School
- Skills for Rhode Island's Future
- Southside Community Land Trust
- Tri-County Community Action Agency
- Young Voices
- YouthBuild Preparatory Academy

## Notable Highlights for 2019-20

- **\$2.6 million investment** into youth work
- **16 Real Skills partnerships:** 12 returning and 4 new
- Through Real Skills, more than **1100 youth** will participate in **paid summer** work-based learning experiences. An **additional 500 youth** will have paid experiences through Real Pathways, Real Jobs, and PrepareRI Internships.
- **More than 2800 youth** will participate in year-round activities, including career exploration, building essential skills, and work-based learning.



DOWNCITY

DESIGN

# DESIGN/BUILD STUDIO





# CREATIVE CHANGE STUDIO







**IDENTIFY**



**EXPLORE**



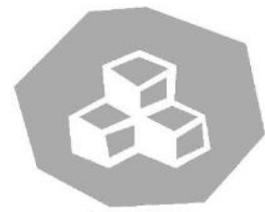
**IMAGINE**



**EVOLVE**



**SHARE**



**MAKE**

# DCD DESIGN PROCESS

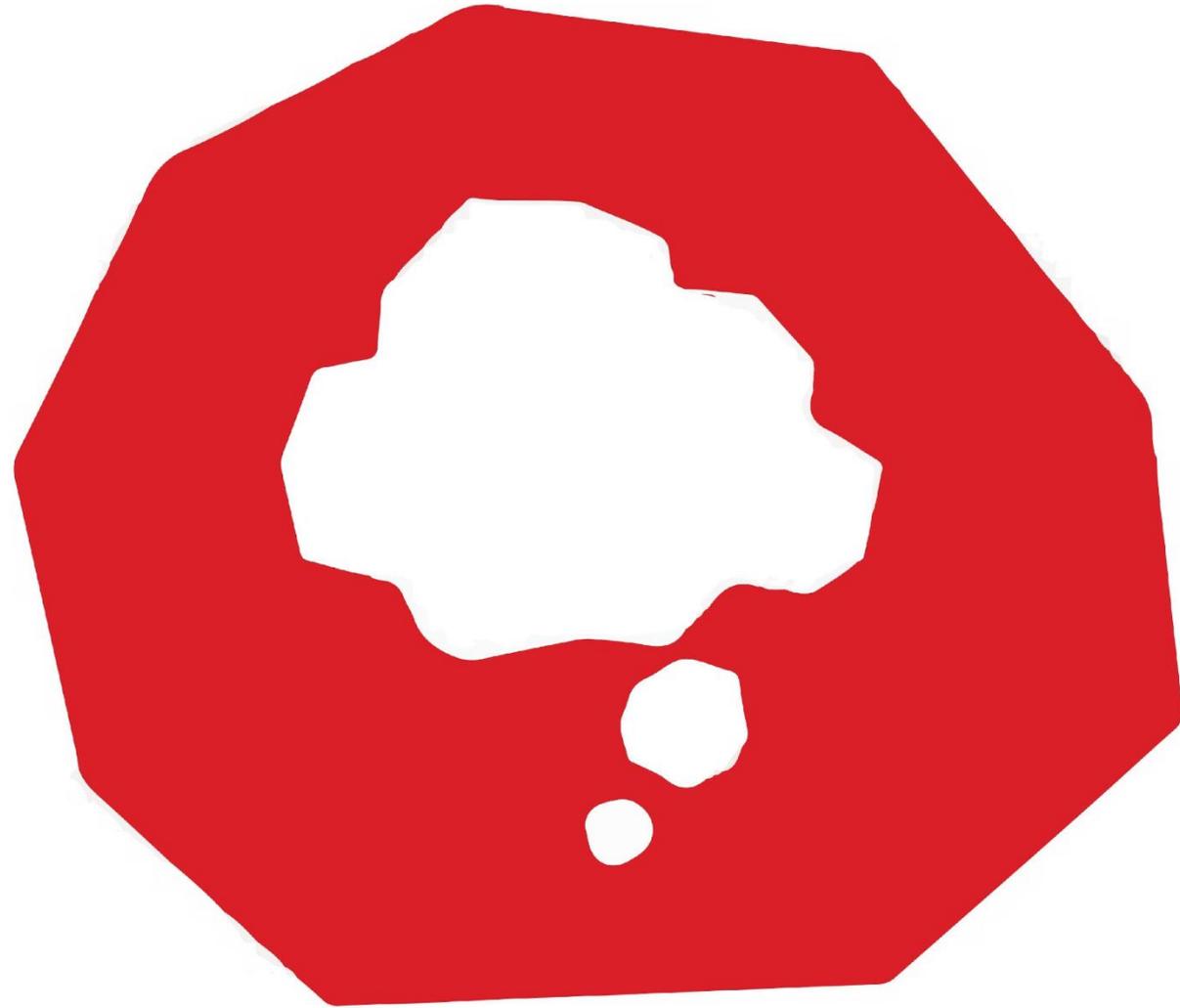


**IDENTIFY**



**EXPLORE**





**IMAGINE**





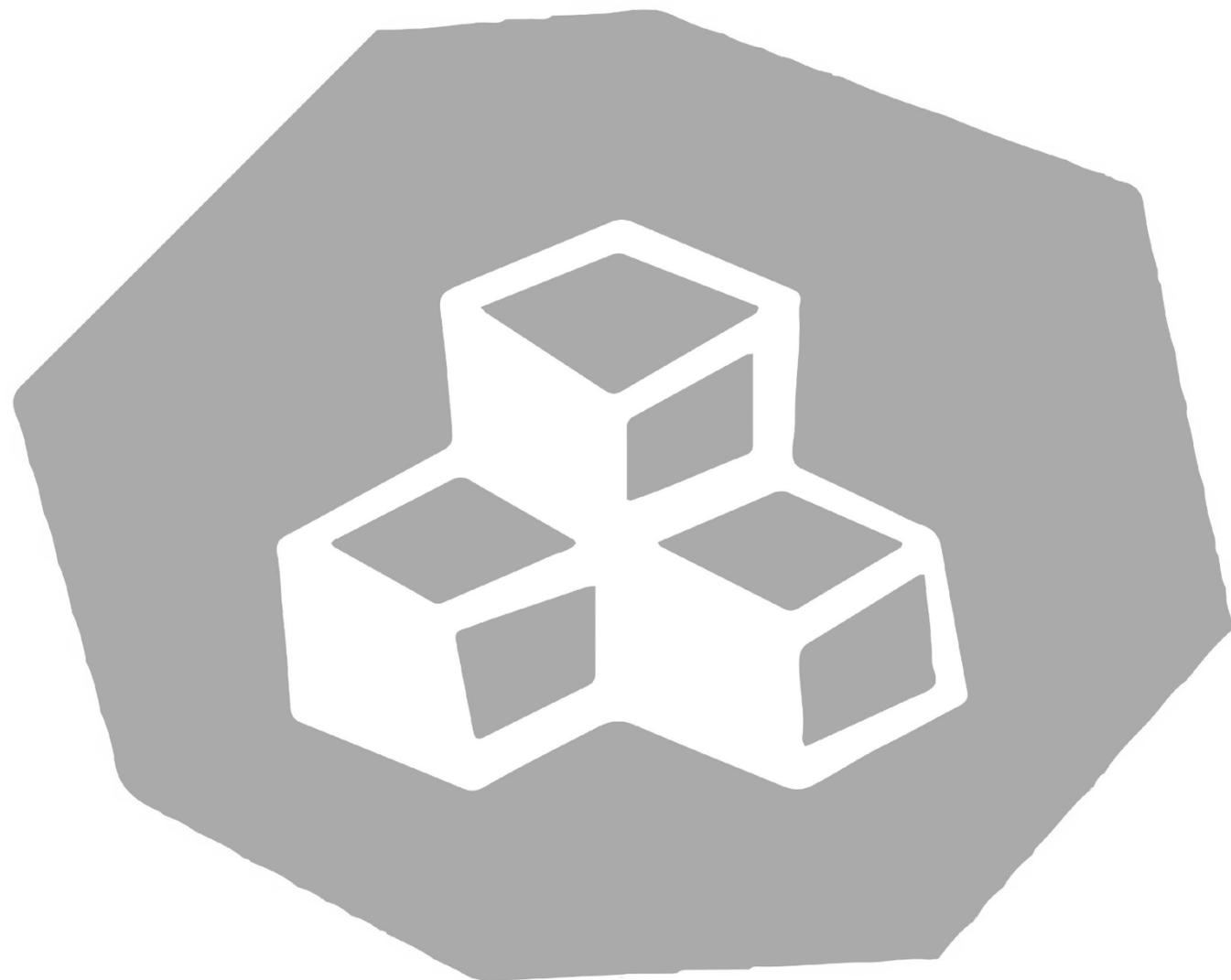
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**SHARE**





**MAKE**





# CAREER EXPLORATION



# BUILDING NETWORKS

# DESIGN BUILD RESPONSIBILITIES

## JOB TITLE

## GROUNDWORK

## RISD

PROJECT MANAGER

JESSE  
KIRAN

MARIA

INVENTORY MANAGER:  
CLASSROOM

BRYAN

ARLESTER

INVENTORY MANAGER:

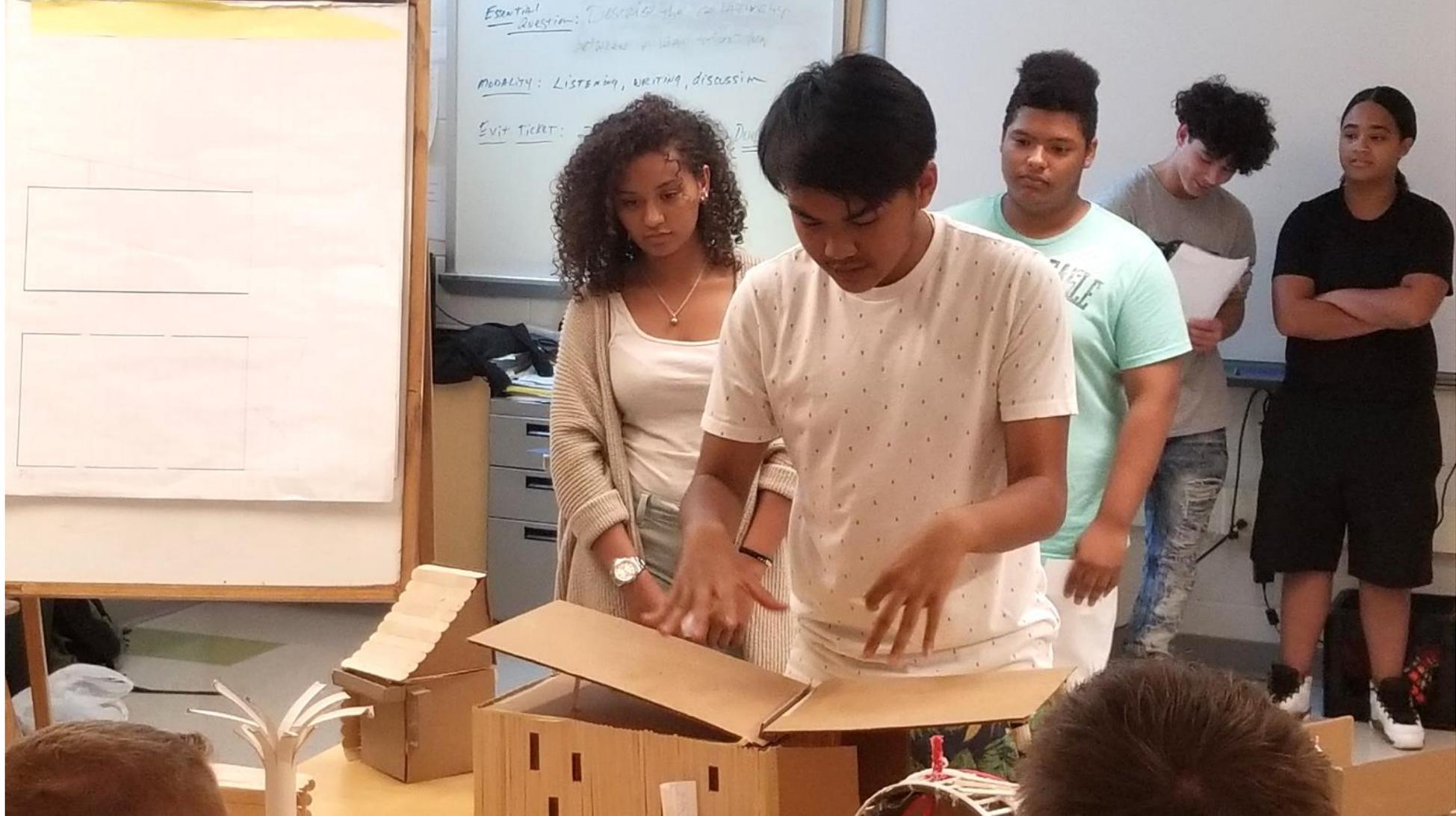
ALEX

GREG

**GENUINE  
RESPONSIBILITIES**



**FINAL SHOWCASE**



# COMMUNICATION

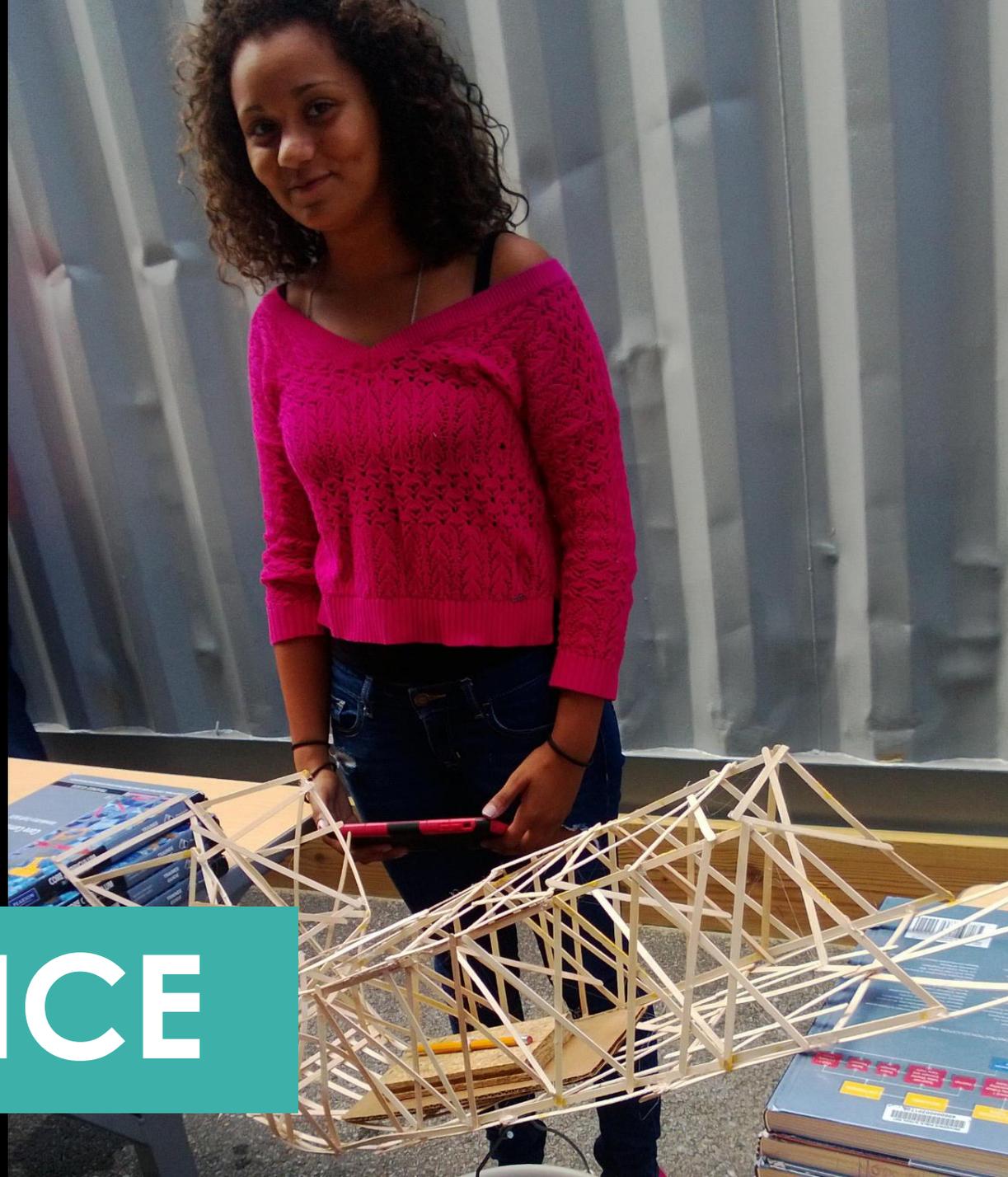


**COLLABORATION**



**EMPATHY**

**PERSISTENCE**



# Public Comment & Questions