

Children's Cabinet Meeting

January 28, 2019

Rhode Island
CHILDREN'S CABINET



Agenda:

- Welcome and introductions
- Key FY20 Initiatives for Children & Youth
- Universal Pre-K Presentation
- Preschool Development Grant Birth through Five
- Public Comment

Welcome, Introductions, and Announcements

- Introductions
- Adoption of Minutes
- Announcements

As the Children’s Cabinet, we are committed to enacting our shared, comprehensive **vision for Rhode Island youth.**

<i>Desired Outcome Areas</i>	Early Childhood (0-8)	Middle Childhood (9-14)	Young Adulthood (16-24)
Physically Healthy & Safe	Young children develop appropriately by receiving high-quality early healthcare services.	Adolescents and young adults develop appropriately by receiving regular, coordinated healthcare, avoiding abuse of substances, and accessing reproductive health services.	
	Children live in safe and healthy living environments.		
Behaviorally Able & Emotionally Hopeful	Children with (or at risk of) mental and behavioral health issues receive appropriate treatment and make successful transitions.		
Academically Empowered & Career Ready	Children are ready for elementary school and have access to high-quality early learning and developmental programs.		Adolescents and young adults access, afford, and complete college.
		Adolescents and young adults prepare for and thrive in appropriate, in-demand jobs.	
	Children regularly attend, actively participate, and progress appropriately in school.		
Socially, Civically, & Culturally Engaged		Children and adolescents avoid justice system involvement.	
	Children and youth engage positively with each other and their communities, and access sports, after-school and community-based programming.		
Supported by Stable Families & Communities	Children and families are supported by stable wages and housing.		
	Families with children maintain stability and meet basic needs during periods of household unemployment or under-employment.		

Key FY 20 Initiatives for Children and Youth

Physically Healthy & Safe:

- Pivot to Prevention
- Family Home Visiting

Behaviorally Able and Emotionally Hopeful:

- School-based Mental Health Supports

Academically Empowered and Career Ready

- Universal Pre-K
- Increased Quality Investments in Preschool Rates
- English Learners (EL) funding
- RI Promise & Child Care for College Students

Supported by Stable Families and Communities

- Real Jobs RI



Children's Budget Scan

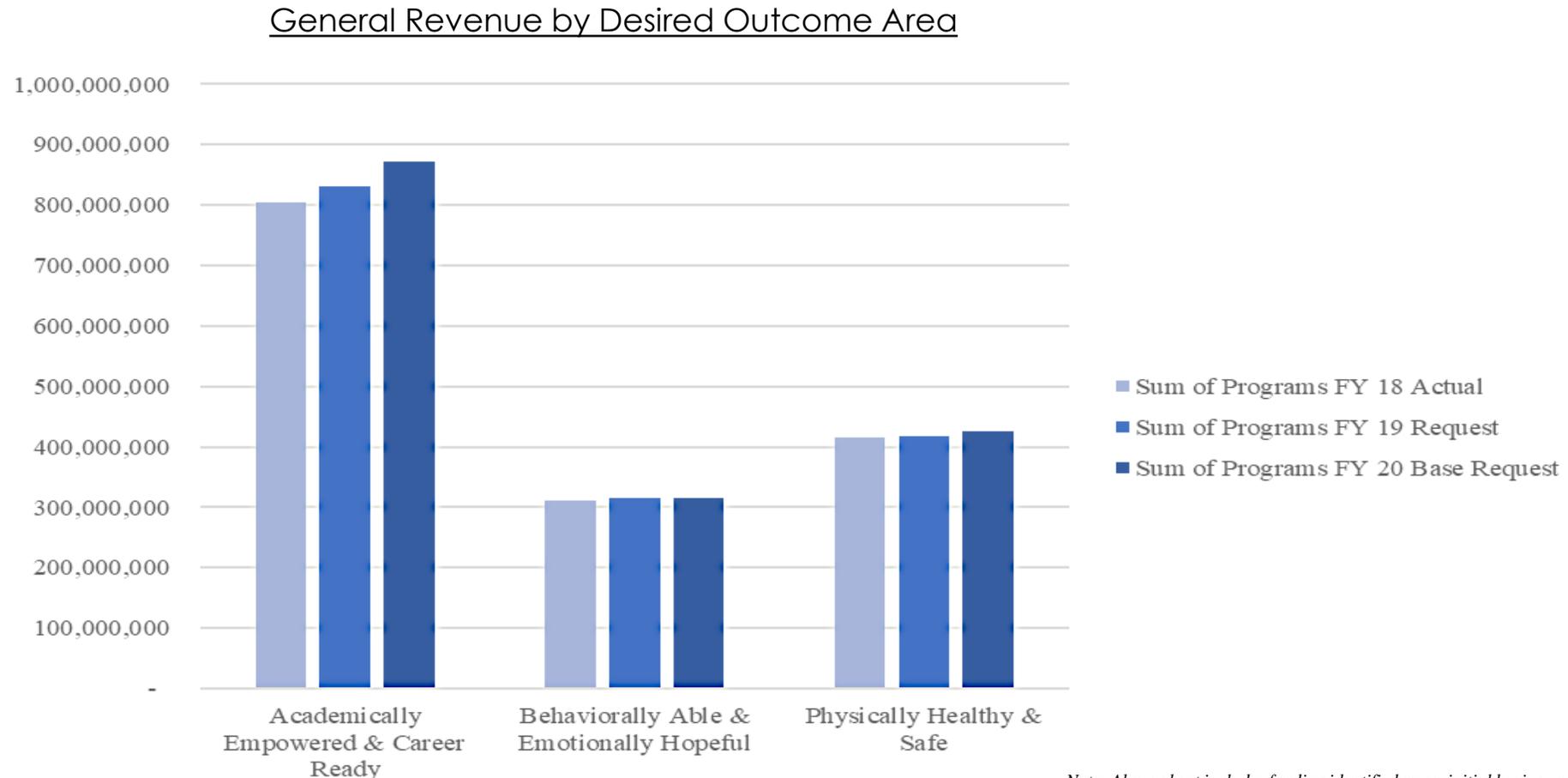
Preliminary Analysis

- Per the Children's Cabinet's strategic plan, the Children's Cabinet, with leadership from the Office of Management and Budget, undertook a **scan of Cabinet agency appropriations to identify and map investments supportive of the Cabinet's desired outcomes for children and youth.**
- Through this mapping exercise, the Children's Cabinet will be better able to assess, align and maximize investments in children, develop resource maps to track spending towards desired outcomes, and leverage resources across public and private sources to achieve shared goals.
- Agencies were asked to make estimations and assumptions about budget items where data was not available, such as the percent of program recipients who were children and youth ages 0-24.

Children's Budget Scan

Preliminary Analysis

This year's initial budget scan results demonstrate year over year growth in general revenue investments in key desired outcome areas for children and youth over the last two fiscal years.

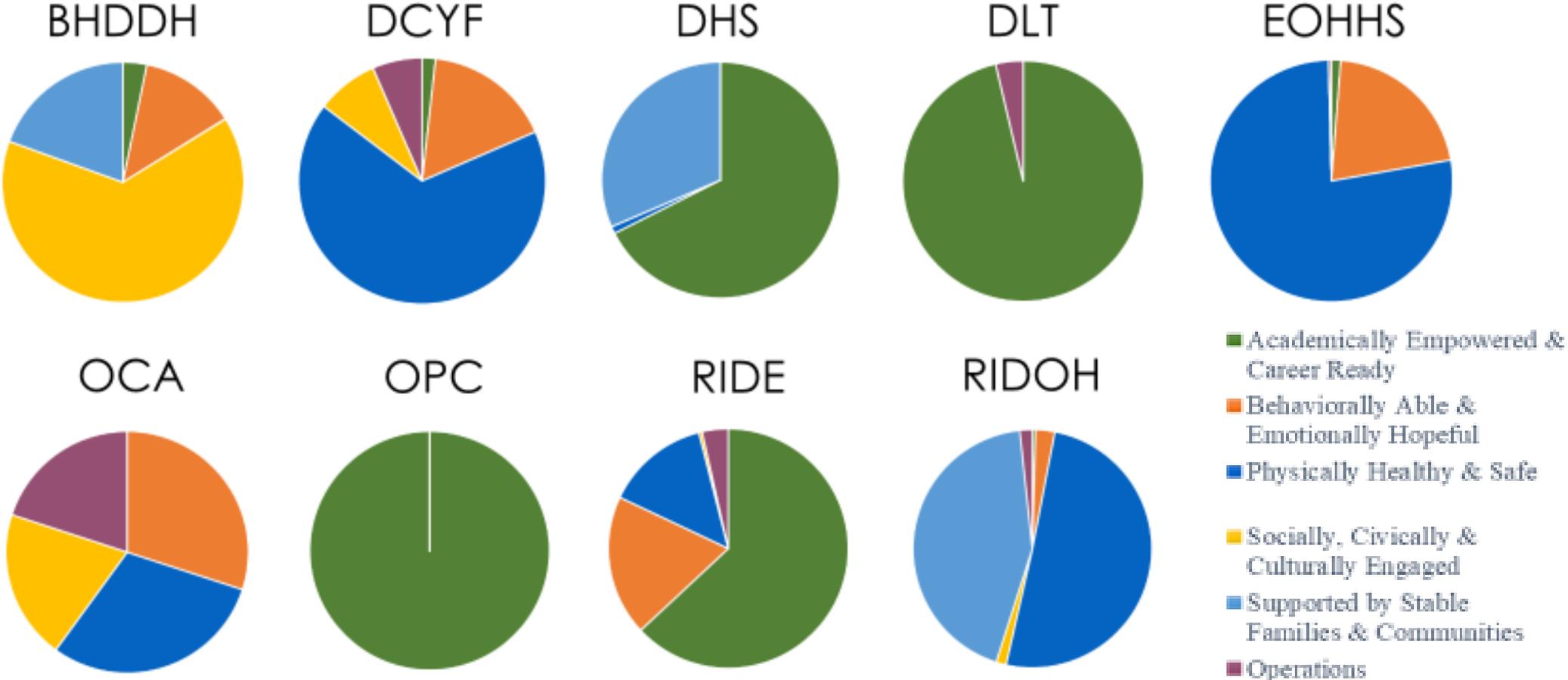


Note: Above chart includes funding identified on an initial basis as relating to children and youth ages 0-24.

Children's Budget Scan

Investments in children and youth are allocated across departments, as several desired outcome areas have multiple departments with related programs and funding.

Agency Budgets by Desired Outcome Area



Note: Above chart includes FY20 Recommended funding identified on an initial basis as relating to children and youth ages 0-24 by agency. The graphic is not representative of total agency activity.



THE ROAD TO
UNIVERSAL PRE-K
IN RHODE ISLAND

2019 

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Improving Rhode Island Educational Outcomes through Universal Pre-K

■ OUTCOME

- **Double** 3rd grade reading proficiency by 2025

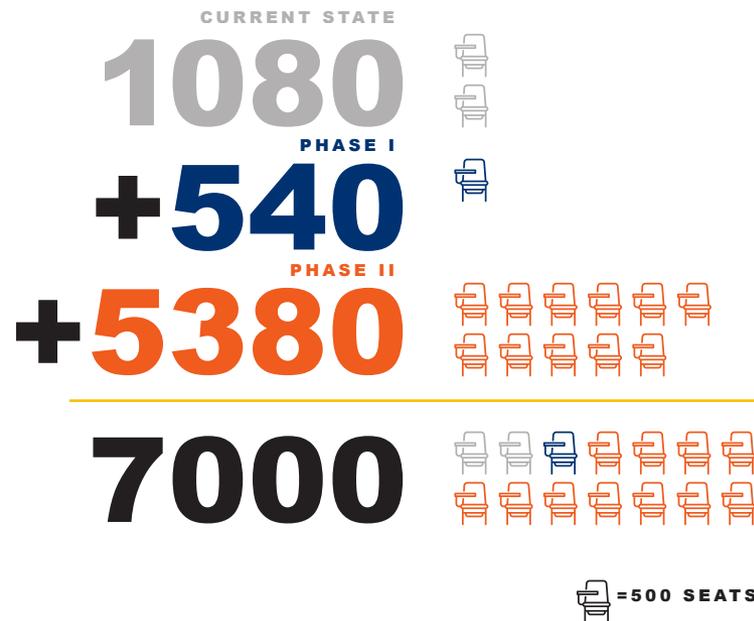
■ OUTPUT

- **Expand** access to **high-quality** Pre-K by adding nearly 6,000 seats to achieve Universal Pre-K

■ OBJECTIVES

- **Maintain** high quality
- **Employ** a mixed-delivery model of classrooms in public schools, child care centers, and Head Start centers
- **Enhance** the birth-to-5-year-old system

A 2-phased approach to Pre-K expansion



Governor Raimondo's vision: Achieve Universal Pre-K in Rhode Island through expansion that is high-quality, equitable, and cost-sustainable



Defining High Quality Pre-K

SCHOOL YEAR: 6 HOURS/DAY, 180 DAYS/YEAR

TEACHING

- Teacher with a Bachelor's degree
- Teaching assistant with specialized training
- Annual observation and coaching
- 20 hours professional development (per person, per year)

STUDENTS

- Up to 20 students per classroom
- Developmental screening
- Consistent, rigorous, age-appropriate curriculum
- Kindergarten readiness inventory

FACILITIES

- At least 700 sq. ft. indoor space (excluding bathroom)
- Access to 2 sinks
- Access to a bathroom with 2 toilets
- Natural light
- At least 1500 sq. ft. of outdoor playground space accessible from classroom
- Adequate parking for families



High-quality Pre-K engages families, nurtures the whole child, and prepares students for Kindergarten, elementary school, and beyond



The Power of Pre-K

FEW STATE POLICIES YIELD AS OVERWHELMING AND OBVIOUS A RETURN ON INVESTMENT AS UNIVERSAL PRE-K:

- Pre-K is the greatest predictor of gains in 3rd grade reading proficiency¹
- High-quality Pre-K has a lasting effect, with persistent boosts in socio-emotional skills and later-life effects²
- Pre-K is most advantageous to those most in need, including ELLs, children with disabilities, and children in poverty²
- Pre-K returns a range of **\$2 to \$17 per dollar invested**^{3*}

Long-term economic benefits of Pre-K

LESS need for special education services



GREATER high school graduation rates



HIGHER career earnings



LOWER adult incarceration rate



NOTES

*Return calculated using present discounted value (PDV).

1. Center for Public Education. <http://www.centerforpubliceducation.org/research/starting-out-right-pre-k-and-kindergarten>. Accessed 1/14/2019.

2. Heckman. <http://heckmanequation.org/resource/early-childhood-education-quality-and-access-pay-off/>. Accessed 1/14/2019.

3. Karoly, L. The economic returns to early childhood education. <https://files.eric.ed.gov/fulltext/EJ1118537.pdf>. Accessed 1/14/2019.

ELLs, English language learners.

The Current State of Pre-K in Rhode Island

PAST ACCOMPLISHMENTS

- Race to the Top Expansion
- Preschool Development Grant
- Tiered reimbursement for child care rates, based on quality

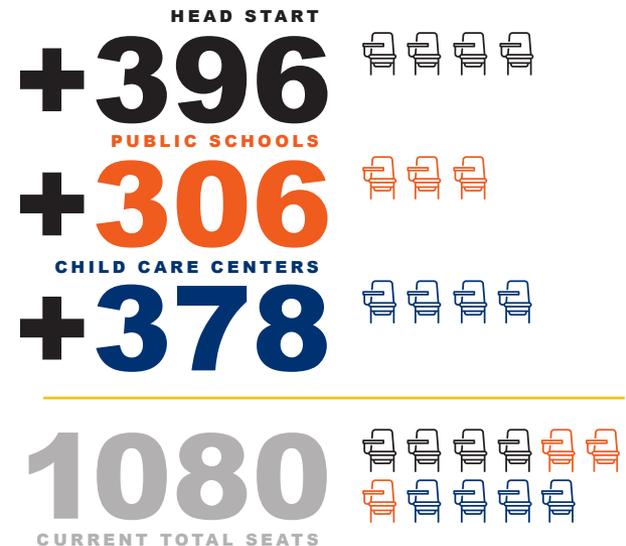
COLLABORATION

- **State agencies:** Identify and engage ways to serve high needs students
- **Outside agencies:** Measure quality, provide professional development and technical assistance (RI KIDS Count, BrightStars, CELP)

COMMITMENT TO QUALITY

- As a result of our collective effort and engagement to date, **Rhode Island is one of only 3 states to meet all 10 NIEER requirements**

CURRENT STATE: A mixed-delivery model helps ensure equitable access to Pre-K across the state



NOTES

CELP, Center for Early Learning Professionals; NIEER, National Institute for Early Education Research.
 1. US News. <https://www.usnews.com/news/best-states/rhode-island>. Accessed 1/15/2019.

Rhode Island received a Top Ten Pre-K rating by US News¹



PHASE I: 2019-2020

INITIATIVES

- **Add** new Pre-K classrooms in public schools, Head Start Centers, and child care centers
- **Allow** current Pre-K classrooms to serve up to 20 students where appropriate
- **Provide** Head Start expansion grants to convert half-day to full-day and improve quality
- **Invest** in existing CCAP providers to match quality standards to state Pre-K standards

ENABLERS

- **Utilize** resources from CCAP Tiered Reimbursement
- **Implement** a Kindergarten readiness inventory that is calibrated and meaningful across the state
- **Expand** BrightStars capacity
- **Maximize** 2018 federal PDG funding
- **Lay the groundwork** for Phase II

+540
SEATS

NOTES

CCAP, Comprehensive Community Action Program; PDG, Preschool Development Grant.

Phase I will leverage existing infrastructure to add at least 540 seats for the 2019-2020 school year



Summarizing Phase I Costs and Resources

FUNDING SOURCES	OBJECTIVE	FY20 DOLLAR AMOUNT
NEW STATE INVESTMENT	<ul style="list-style-type: none"> ■ Leverage existing infrastructure to add 540 seats in the 2019-20 school year ■ Prepare for long-term, systemic expansion in subsequent years 	\$4.25M
NEW STATE INVESTMENT	<ul style="list-style-type: none"> ■ Assume state ownership for sun-setting 2014 PDG scale-up funds 	\$5.75M
EXISTING STATE FUNDING	<ul style="list-style-type: none"> ■ Maintain current state funding for existing 1,080 seats 	\$6.4M
NEW FEDERAL PRESCHOOL DEVELOPMENT GRANT	<ul style="list-style-type: none"> ■ Analyze existing birth-to-5-year-old system and strategize for Pre-K expansion and increased quality in early childhood services 	\$4.2M

\$10M
in new
state
funding

In FY18, more than \$12M was spent on the existing 1,080 seats: \$5.75M in federal funds and \$6.4M in state funds



Key Opportunities and Action Items

GROWTH OPPORTUNITY	KEY ACTION ITEMS
GOVERNANCE	<ul style="list-style-type: none"> ■ Design a sustainable system of governance to focus on quality, incorporate core responsibilities of different agencies, and scale to handle oversight of Pre-K classrooms ■ Align quality standards across the mixed-delivery system
WORKFORCE	<ul style="list-style-type: none"> ■ Collaborate with training organizations and employers to support development, training, and continuous improvement of Pre-K directors, teachers, teaching assistants, and other relevant human resources
FACILITIES	<ul style="list-style-type: none"> ■ Utilize available spaces for Pre-K classrooms, and work with state agencies, local education agencies, child care centers, Head Start centers, and others to build, furnish, and maintain suitable classrooms and outdoor spaces for Pre-K students
FAMILY ENGAGEMENT	<ul style="list-style-type: none"> ■ Expand awareness and demand for state Pre-K through coordination of branding, messaging, and messengers

Identifying key growth opportunities and action items will support expansion that is high-quality, equitable, and cost-sustainable



Next Steps Towards Universal Pre-K

■ PHASE I: ADD AT LEAST 540 HIGH-QUALITY SEATS

■ PHASE II PLANNING AND EXECUTION

■ ONGOING COMMUNITY ENGAGEMENT AND COLLABORATION:

- Education professionals
- State and outside agencies
- Public and private sectors
- Advocacy partners
- Current and potential providers
- Rhode Island families
- Everyone invested in a bright future for Rhode Island and its earliest learners

Governor Raimondo's commitment: Every child deserves a shot at a bright future, and nothing prepares a child for their future better than high-quality education





Preschool Development Grant Birth through Age 5 (PDG B-5)

- RI awarded **\$4.2 M to support** continued development, planning, and supports for a holistic approach for children ages birth through age 5
- This grant will support the continued development of a **sustainable, coordinated, and integrated B-5 system**, including the development of Universal Pre-K
- The PDG B-5 grant is part of our overall **3rd Grade Reading Action Plan** and is being led by our interagency Children's Cabinet team

Grant 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 disadvantage children to transition into the local educational agency or elementary school.”

Five Activities:

- 1. Needs Assessment:** Conduct or update a thorough statewide Birth - 5 needs assessment of the availability and quality of existing programs and services in the state
- 2. Strategic Plan:** Develop or update a strategic plan, based on needs assessment results, that recommends collaboration, coordination, and quality improvement activities among existing programs
- 3. Maximize Parental Choice and Knowledge:** Promote and increase involvement by parents and family members in the development and transition of their children from early childhood care and education program into an elementary school
- 4. Increase Collaboration and Efficiency:** Share best practices among early childhood care and education program providers in the State to increase collaboration and efficiency of services; including to improve transitions from such programs to elementary school
- 5. Quality Improvements:** Improve overall quality of early childhood care and education programs in the State (*Note: Activities 1 & 2 must be completed before 5 begins*)

Key Actions in 2019

Key actions that will be taken in the 2019 calendar year:

- Conduct a **family needs assessment** to better understand families' experiences, desires, and challenges
- Conduct a **workforce needs assessment across all programs**, including early childhood special education, home visiting, and Head Start, to better understand the needs and gaps of the workforce
- Conduct a **facilities needs assessment** to better understand state of current facilities and needs to achieve system goals
- Enhance **online portals** that centralize information
- Pilot a **peer-to-peer network** for family-based child care providers
- **Increase outreach** to support families in choosing quality programs
- Support **professional learning opportunities** for B-5 workforce
- Develop a comprehensive birth through 5 years **strategic plan** including a **funding stream analysis**
- Invest in **direct supports for families** that promote early learning and parents as educators

Public Comment

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