

# Race to the Top – Early Learning Challenge 2014 ANNUAL PERFORMANCE REPORT

## Rhode Island



JUNE 2015



Race to the Top  
Early Learning Challenge

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**Note:** All information in this document was prepared and submitted by the **Grantee** as their annual performance report (APR). For reference, the instructions and prompts from the approved APR form are included in italics throughout the document. Check marks in tables indicate the Grantee selected the option. A blank cells in a table indicates that the Grantee did not provide data or did not select the option.



## APR Cover Sheet

### General Information

1. **PR/Award #:** S412A120033
2. **Grantee Name:** Office of the Governor, State of Rhode Island
3. **Grantee Address:** 255 Westminster Street, Providence, RI, 02903
4. **Project Director Name:** Melissa Emidy  
**Title:** Grant Officer  
**Phone #:** (401) 222-8165  
**Email Address:** Melissa.Emidy@ride.ri.gov

### Reporting Period Information

5. **Reporting Period:** 1/1/2014 to 12/31/2014

### Indirect Cost Information

#### 6. Indirect Costs

- a. Are you claiming indirect costs under this grant?  Yes  No
- b. If yes, do you have an Indirect Cost Rate Agreement(s) approved by the Federal Government?  Yes  No
- c. If yes, provide the following information:

Period Covered by the Indirect Cost Rate Agreement(s): 06/30/2014 to 06/30/2015

Approving Federal agency:  ED  HHS  Other (Please specify):



## Certification

**The Grantee certifies that the State is currently participating in:**

The Maternal, Infant, and Early Childhood Home Visiting program (see section 511 of Title V of the Social Security Act, as added by section 2951 of the Affordable Care Act of 2010 (P.L. 111-148))

Yes  No

Programs authorized under section 619 of part B and part C of the Individuals with Disabilities Education Act (IDEA)

Yes  No

The Child Care and Development Fund (CCDF) program

Yes  No

**To the best of my knowledge and belief, all data in this performance report are true and correct and the report fully discloses all known weaknesses concerning the accuracy, reliability, and completeness of the data.**

**Signed by Authorized Representative**

**Name:** David V. Abbott

**Title:** Deputy Commissioner, Rhode Island Department of Education

## Executive Summary

*For the reporting year, please provide a summary of your State's (1) accomplishments, (2) lessons learned, (3) challenges, and (4) strategies you will implement to address those challenges.*

### **Accomplishments**

Rhode Island has made progress toward its ambitious but achievable goals under the Race to the Top Early Learning Challenge Grant in 2014. In year three, Rhode Island realized key accomplishments in policy and systems development by:

- Promoting participation in BrightStars;
- Completing a Facilities Study to inform additional resources and supports for facility improvement;
- Launching the statewide Professional Development/Technical Assistance Center;
- Finalizing the Workforce Knowledge and Competencies for Professional Development Providers; and
- Developing and launching the RI College Institute for Teaching and Learning.

At year end, over 75% of all Rhode Island early care and education programs were rated in BrightStars, the state's TQRIS. In 2013, Rhode Island implemented a key strategy to reach its participation goals through the implementation of a regulatory rule change that required "Starting Star" participation in BrightStars for all programs accepting the Child Care Assistance Program (CCAP). In 2014, the state transitioned nearly 94% of Starting Star CCAP programs to a rating by increasing communication and outreach and by fully implementing a package of resources and supports designed to help support the costs of improving program quality and/or maintaining program quality.

In 2014, Rhode Island conducted a facilities study regarding the overall condition of Rhode Island early learning facilities, with a particular focus on issues that presented barriers to meeting and maintaining licensing standards, including group size. The resulting report informed a competitive RFP for the issuance of facilities grants and technical assistance to support programs in three priority areas: Compliance with DCYF Licensing Regulations; Health and Safety - Overall Building Condition; and Health and Safety - Playground Issues. Rhode Island issued a contract to the Local Initiatives Support Corporation to implement grants and technical assistance related to facilities in December of 2014.

The Workforce Knowledge and Competencies (WKC) for Professional Development (PD) Providers were completed in 2014. The WKCs articulate what trainers, technical assistance providers, and postsecondary education faculty and staff should know and be able to do to best support the ongoing knowledge and skill acquisition of the early childhood workforce. The WKCs for PD Providers includes five domains: professionalism, building relationships, knowledge of content, supporting adult learners, and evaluating outcomes. The competencies also set minimum expectations for each role in terms of level of education, years of experience, and ongoing professional development.

Rhode Island opened its statewide Professional Development and Technical Assistance Center in 2014. The Center for Early Learning Professionals (The Center) opened in March of 2014 and is designed to provide high-quality professional development aligned with the Workforce Knowledge and Competencies, offer technical assistance, implement an information line, and offer resources, specifically, program quality improvement grants. The Center's services are designed to work collaboratively with the state's TQRIS, to improve workforce competencies and skills, and to support a culture of continuous quality improvement within the early care and education community. In 2014, 593 early care and education staff attended a professional development session

at the center, most of which are actually series of sessions, and an additional 132 early care and education leaders participated in technical assistance.

Rhode Island launched a new bachelor's degree program to support the early learning workforce in 2014. The Rhode Island College Institute for Early Childhood Teaching and Learning began its inaugural semester in fall 2014 with 20 students in the Early Childhood Learning Prek-2 bachelor's degree program. The Institute's cohort design is aimed at providing wraparound supports to students to address needs in mathematics, reading, and writing, addressing the needs of a workforce that is currently employed in the field, as well other barriers to college completion. The coursework culminates in a student-teaching experience and capstone seminar. Coursework allows for ample practice of newly acquired knowledge and skills, and students are required to target changes to their instruction/practice in a variety of ways, such as working with a mentor teacher and videotaping lessons for class reflection and discussion.

### ***Challenges and Strategies Implemented to Address Challenges***

Rhode Island faced two challenges in the third year of implementation of the state's plan:

- Delays in the development of the Early Care and Education Data System; and
- Delays in procurement.

In early 2014, it became clear that the solutions to meet the stated objectives in our RTT-ELC application for the program domain of the Early Care and Education Data System were more complex and larger than originally anticipated. For example, Rhode Island designed a Universal Program Application (UPA) as the solution to secure data on program operations needed to answer key policy questions. The UPA is a coordinated application across the three program-quality standards, includes integrated data from three antiquated data systems in separate agencies, and fully automates three existing paper-based application processes. This coordination is highly complex and requires additional time and skills to complete. In order to effectively produce Rhode Island's desired Early Care and Education System, additional resources were requested and allocated to expand the capacity of the data team. A full-time consultant was hired to coordinate all aspects of the business engagement and data governance; one full-time Business Systems Analyst, one full-time Web Application Developer, as well as a contract extension for the current data analyst were also added to the project in December 2014. These positions will increase the capacity and allow the state to accelerate the development of the remaining components of the Early Care and Education Data System and begin the development of the anticipated workforce registry.

Rhode Island's state system for posting and reviewing RFPs, executing contracts and modifications, and obtaining purchase orders continues to be challenging and time-consuming. In some cases, procurements have taken up to twelve weeks. Grant Management staff increased internal fiscal stocktaking meetings to provide a regular vehicle to prioritize procurements and solve problems as soon as they developed. Leadership at the Department of Education and Department of Administration are in regular communication to reduce barriers and increase efficiencies in procurement.

## Successful State Systems

*Aligning and coordinating early learning and development across the State (Section A(3) of Application)*

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### Governance Structure

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*Please provide any relevant information and updates related to the governance structure for the RTT-ELC State Plan (specifically, please include information on the organizational structure for managing the grant, and the governance-related roles and responsibilities of the Lead Agency, State Advisory Council, and Participating State Agencies).*

Rhode Island experienced staffing changes in the RTT-ELC projects. An amendment, submitted in August 2013, expanded the capacity at the Department of Human Services (DHS) to manage projects 2, 3, 6, and 7. All positions were filled by the end of March 2014. To further improve on performance, DHS made a change in the RTT-ELC Manager at DHS in late summer 2014 and assigned a new administrator to oversee the new DHS RTT-ELC Manager and DHS' collaboration on the RTT-ELC state plan. Capacity was expanded at the Department of Health through and included an increase of time for the Perinatal and Early Childhood Health Team Lead on the Comprehensive Assessment project. Lastly, Rhode Island expanded the capacity of the Department of Education's data team with the addition of a data consultant, a business analyst, and a developer.

State Treasurer Gina Raimondo was elected as Rhode Island's Governor in November. Governor Raimondo's commitment to early childhood education and workforce development is clearly aligned with the state's RTT-ELC plan. Changes in leadership were announced after the inauguration in January and include Elizabeth Roberts as the new Secretary of the Executive Office of Health and Human Services, Melba Depena Affigne as the new Director of the Department of Human Services, and Jamia McDonald as the new Chief Strategy Officer of the Executive Office of Health and Human Services, overseeing the Department of Children, Youth and Families. (As of this date, Melba Depena Affigne is still awaiting Senate confirmation.) In February 2015, the Commissioner of Education, Deborah A. Gist, announced that she has accepted the opportunity to serve as the Superintendent of Tulsa Public Schools. The current Tulsa superintendent retires at the end of June; Dr. Gist will continue serving as Commissioner for the near future and will work with Governor Raimondo and the Board of Education to put a comprehensive transition plan in place.

As a part of the inter-agency collaboration used to implement the RTT-ELC grant, the Coordinating Team continues to meet twice per month to discuss policy questions and implementation plans, review the status of each project, discuss any major challenges, maintain alignment among project policies and activities, and discuss and confirm any necessary adjustments to the budget, scope of work, and implementation plans. This team is made up of top level executive-management staff from each of the Participating State Agencies and includes the Department of Education's Chief of Staff, as the Commissioner's designee.

In early 2014, Rhode Island developed a monthly data dashboard report to measure communication and outreach efforts, targets, and expenditures. In March of 2014, Rhode Island's Performance Monitoring Plan was updated to include quarterly programmatic self-assessments for the participating state agencies to ensure regular communication in relation to key targets and goals.

Lastly, a sub-group made up of Coordinating Team members and RIDE leadership formed a sustainability planning committee. In 2014, the Policy Equity Group was contracted to assist with the development of a sustainability plan. The team started by creating an inventory of RTT-ELC-funded projects and developing

criteria by which to evaluate whether projects should be sustained. In 2015, the Policy Equity Group and the sustainability team will apply criteria to the RTT-ELC projects to determine projects to be sustained, calculate the cost of sustainability, identify potential new and existing sources of funding to sustain projects, and seek broader stakeholder input at key stages in the development of the sustainability plan.

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## Stakeholder Involvement

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*Describe State progress in involving representatives from Participating Programs, Early Childhood Educators or their representatives, parents and families, including parents and families of Children with High Needs, and other key stakeholders in the implementation of the activities carried out under the grant.*

RTT-ELC continues to work collaboratively with Rhode Island's Early Learning Council. The Early Learning Council continues to provide input and feedback to the grant implementation as it relates to the Council's strategic goals, which are aligned with RTT-ELC goals, and its overarching charge to ensure the development of cross-sector and cross-departmental systems and programs. The Council is also charged with facilitating over-arching policy decisions to help ensure the effective implementation of the grant and to ensure the Council can make informed recommendations on key policy issues. The Early Learning Council is regularly apprised of RTT-ELC accomplishments and challenges through a written monthly update and regular subcommittee and council meeting updates.

A Communications Team, chaired by the Grant Officer, was established in 2013 and continued to meet in 2014. The Communications Team is made up of state agency staff, key vendors implementing the work of the grant, and early childhood leaders. The team meets monthly to monitor the ongoing communication of the RTT-ELC activities and makes recommendations to ensure the right messages are reaching the right audiences. In 2014, the communications plan was updated based on feedback from the annual communications survey and emerging needs.

In 2013, Exceed - Rhode Island's Early Childhood Commitment - was selected as the name of Rhode Island's Race to the Top -Early Learning Challenge Grant initiatives. Exceed represents the commitment of Rhode Island's early learning community to help ensure that all of our young children have the opportunity to soar. In 2014, Rhode Island utilized the Exceed brand in all communications. Exceed launched a revised website in October of 2014 and developed protocols for regular updates to "Top News" and "Additional Information" for each intended audience: Families, Professionals, and Programs. Protocols were put in place to ensure branding recognition; for instance, each participating state agency added the Exceed logo to its website, and staff email signatures link to the Exceed website. To expand communication efforts, Exceed RI launched a Facebook page, Twitter, and a You-Tube page.

State staff participated in a number of "boots on the ground" communication efforts to ensure the key activities of the grant were known by all stakeholders. Participating state agency staff continued to offer general information sessions in the community. These sessions include an opportunity for dialogue between the early childhood community and the state leaders. A foundational session, From Policy to Implementation, launched in the fall of 2013 and continued through the winter of 2014. Over the summer and fall, state agency leads conducted individual site visits to programs to answer questions about Exceed. General-information sessions resumed in the fall with a focus on the Early Care and Education Data System and, by year end, were focused on sustainability. Information sessions and site visits are available to all programs and will continue in 2015.

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## Proposed Legislation, Policies, or Executive Orders

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*Describe any changes or proposed changes to state legislation, budgets, policies, executive orders and the like that had or will have an impact on the RTT-ELC grant. Describe the expected impact and any anticipated changes to the RTT-ELC State Plan as a result.*

Two sets of state rules/regulations were changed in 2014: DHS's Starting Right - Child Care Assistance Program (CCAP) Rules and DCYF Family Child Care Regulations. In 2013, the CCAP Rules were revised to include language describing the availability of Quality Awards to programs at rated BrightStars level 3, 4, or 5, as the Quality Awards are separate and distinct from DHS CCAP Subsidy payments. The purpose of the Quality Awards is to offset the cost of operating at the highest levels of quality in BrightStars for programs enrolling at least 10% children receiving subsidized child care. In July of 2014, the Child Care Assistance Program (CCAP) Rules and Regulations were revised through an emergency amendment. The amendment made to the CCAP rules excluded Head Start enrollment from the calculation of quality-award payments, even if they met the eligibility criteria of providing programming for at least 10% children receiving subsidized care. At the end of 2014, this decision is under review, as more information has been provided to support the inclusion of Head Start children in the calculation of Quality Awards. A decision is expected in early 2015. In addition, the RTT-ELC State Plan committed to revising and aligning the complete continuum of program-quality standards. In 2014, the Department of Children, Youth and Families initiated the process to promulgate the final component of that continuum, the Family Child Care Home and Group Family Child Care Regulations for Licensure. The public hearing for the policy change was held in November and promulgation is expected in early 2015. DCYF's licensing regulations are considered the foundation on the continuum of standards and are the final set of regulations to be promulgated.

In late 2013, the Quality Family Child Care Act provided the right of CCAP providers to choose a provider representative, subject to negotiation over the terms and conditions of CCAP provider's participation in CCAP. In 2014, Service Employees International Union (SEIU1099NE) filed a petition to begin negotiations with the state. Negotiations were on hold during the Governor's transition and are expected to resume in 2015.

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## Participating State Agencies

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*Describe any changes in participation and commitment by any of the Participating State Agencies in the State Plan.*

Rhode Island had no changes in participation and commitment by the Participating State Agencies.

## High-Quality, Accountable Programs

### Developing and adopting a common, statewide Tiered Quality Rating and Improvement System (TQRIS) (Section B(1) of Application)

During the current year, has the State made progress in developing or revising a TQRIS that is based on a statewide set of tiered Program Standards that include—

<b>(1) Early Learning &amp; Development Standards</b>	
Yes or No	Yes
<b>Early Learning &amp; Development Standards that currently apply to:</b>	
State-funded preschool programs	✓
Early Head Start and Head Start programs	✓
Early Learning and Development programs funded under section 619 of part B of IDEA and part C of IDEA	✓
Early Learning and Development Programs funded under Title I of ESEA	✓
Early Learning and Development Programs receiving funds from the State's CCDF program:	✓
<i>Center-based</i>	✓
<i>Family Child Care</i>	✓

<b>(2) A Comprehensive Assessment System</b>	
Yes or No	Yes
<b>A Comprehensive Assessment System that currently apply to:</b>	
State-funded preschool programs	✓
Early Head Start and Head Start programs	✓
Early Learning and Development programs funded under section 619 of part B of IDEA and part C of IDEA	✓
Early Learning and Development Programs funded under Title I of ESEA	✓
Early Learning and Development Programs receiving funds from the State's CCDF program:	✓
<i>Center-based</i>	✓
<i>Family Child Care</i>	✓

<b>(3) Early Childhood Educator qualifications</b>	
Yes or No	Yes
<b>Early Childhood Educator qualifications that currently apply to:</b>	
State-funded preschool programs	✓
Early Head Start and Head Start programs	✓
Early Learning and Development programs funded under section 619 of part B of IDEA and part C of IDEA	✓
Early Learning and Development Programs funded under Title I of ESEA	✓
Early Learning and Development Programs receiving funds from the State's CCDF program:	✓
<i>Center-based</i>	✓
<i>Family Child Care</i>	✓

Developing and Adopting a common, statewide Tiered Quality Rating and Improvement System (TQRIS)  
(Continued)

<b>(4) Family engagement strategies</b>	
Yes or No	Yes
<b>Family engagement strategies that currently apply to:</b>	
State-funded preschool programs	✓
Early Head Start and Head Start programs	✓
Early Learning and Development programs funded under section 619 of part B of IDEA and part C of IDEA	✓
Early Learning and Development Programs funded under Title I of ESEA	✓
Early Learning and Development Programs receiving funds from the State's CCDF program:	✓
<i>Center-based</i>	✓
<i>Family Child Care</i>	✓

<b>(5) Health promotion practices</b>	
Yes or No	Yes
<b>Health promotion practices that currently apply to:</b>	
State-funded preschool programs	✓
Early Head Start and Head Start programs	✓
Early Learning and Development programs funded under section 619 of part B of IDEA and part C of IDEA	✓
Early Learning and Development Programs funded under Title I of ESEA	✓
Early Learning and Development Programs receiving funds from the State's CCDF program:	✓
<i>Center-based</i>	✓
<i>Family Child Care</i>	✓

<b>(6) Effective data practices</b>	
Yes or No	No
<b>Effective data practices that currently apply to:</b>	
State-funded preschool programs	
Early Head Start and Head Start programs	
Early Learning and Development programs funded under section 619 of part B of IDEA and part C of IDEA	
Early Learning and Development Programs funded under Title I of ESEA	
Early Learning and Development Programs receiving funds from the State's CCDF program:	
<i>Center-based</i>	
<i>Family Child Care</i>	

The State has made progress in ensuring that:	
TQRIS Program Standards are measurable	✓
TQRIS Program Standards meaningfully differentiate program quality levels	✓
TQRIS Program Standards reflect high expectations of program excellence commensurate with nationally recognized standards that lead to improved learning outcomes for children	✓
The TQRIS is linked to the State licensing system for Early Learning and Development Programs	✓

*Describe progress made during the reporting year in developing or revising a TQRIS that is based on a statewide set of tiered Program Standards. Please describe the State's strategies to ensure that measurable progress will be made in this area by the end of the four-year grant period.*

The program-standards alignment process, to align DCYF Child Care Regulations for Licensure, BrightStars Standards, and the Department of Education Comprehensive Early Childhood Education Standards, was completed in 2013. The final continuum contains six dimensions/domains of quality. They are: 1) Health, Safety, and Nutrition, 2) Enrollment and staffing, 3) Staff qualifications and ongoing professional development, 4) Administration, 5) Early learning and development, and 6) Family engagement. In early 2014 a technical paper on the program-standards alignment was released to describe the process by which the state engaged in the alignment and standards-revision process, and to review the rationale for key decisions made during the revision process.

Information sessions on revised DCYF center-based child care regulations were held in the last week of January 2014 to help programs understand the new regulations and how to achieve compliance. Program administrators in attendance described their facilities' challenges and their ability to comply with the enforcement of the existing regulations related to group size (this regulation was not changed during the revision). The state responded by commissioning an Early Learning Facility Needs Assessment. The Needs Assessment was conducted by Local Initiatives Support Corporation (LISC) - Rhode Island Child Care Facilities Fund (RICCFF) - from January through May 2014. The resulting report included detailed information regarding the overall condition of Rhode Island early learning facilities, with a particular focus on issues that presented barriers to meeting and maintaining licensing standards, including group size. Priority findings include:

- 1) Compliance with DCYF Licensing Regulations: 27% of centers were observed to have non-group size structural licensing issues. A total of 20% of centers were observed to have a structural group size issue.
- 2) Health and Safety - Overall Building Condition: The majority of centers (69%) had some issues related to overall building condition; these issues ranged across a wide spectrum, from large structural issues (roof, siding, heating systems) to smaller maintenance issues, such as peeling paint and damaged flooring.
- 3) Health and Safety - Playground Issues: Every center (100%) had at least one issue related to safety on the playground; 67% of centers had five (5) or more safety issues, and 17% of centers had 10 or more safety issues

LISC and the participating state agencies presented these findings of the facility-needs assessment at a community event on July 16. The facilities study led to the submission of an amendment to allocate additional

resources and supports to programs in the area of facilities. In 2015, a second contract was awarded to LISC via the state's competitive bidding process. This contract supports LISC to implement professional development and technical assistance and to provide capital and planning grants to Rhode Island's early care and education community.

The final revisions for the Family Child Care Homes and Group Family Child Care Homes Regulations were completed in 2013; however, the regulations have yet to be promulgated. In January, regulations were sent to the DCYF policy office for final preparations for public hearing. The first date for FCC public hearing was set for June 30. Notification was sent to the community; however, many family child care providers were unclear about state rule-making notification processes. Therefore, the FCC hearing was rescheduled to July 28 to ensure maximum participation. As that date approached, representatives from the Service Employees International Union (SEIU) 1199NE contacted DCYF to request a full translation of the regulations by a certified translator prior to the hearing. Due to lack of time to accommodate this request, the hearing was postponed a second time. The public hearing was finally held on November 13. Hundreds of comments were taken on that evening, and DCYF is in the process of preparing the official response. Rhode Island expects promulgation of the final set of regulations in the spring of 2015. This promulgation will complete the alignment of all of the regulations/standards included in Rhode Island's program-quality standards continuum.

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## Promoting Participation in the TQRIS (Section B(2) of Application)

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*Describe progress made during the reporting year in promoting participation in the TQRIS. Please describe the State's strategies to ensure that measurable progress will be made in this area by the end of the four-year grant period.*

Participation in Rhode Island's TQRIS was voluntary for most programs in much of 2013. In October 2013, the Department of Human Services revised the Child Care Assistance Program rules to require participation in BrightStars for any program participating in the child care subsidy program. This resulted in the identification of 577 early childhood programs as "Starting Stars" by virtue of their participation in CCAP. Programs were notified in writing by of their "Starting Star" in November 2013, and the notification packet informed providers they had until April 1, 2014, to complete an application or be rated an automatic one star. Further, those automatic one-star programs had until October 1, 2014, to complete a program profile and a quality-improvement plan to maintain compliance with the CCAP rule. Voluntary participation remained for DCYF-licensed programs and for public schools.

At year end, 238 child care centers, 15 public schools, and 421 family child care programs are rated in BrightStars. This progress is due to a number of efforts put in place by the state. Rhode Island's strategies included:

- Consistent and regular communication;
- Targeted outreach to ensure understanding and engage programs;
- Application assistance;
- Resources to offset the costs to apply to BrightStars; and
- Resources to achieve and maintain a star rating.

### Communication

In December 2013, a formal outreach and marketing plan was developed by BrightStars in conjunction with RIDE, DHS, and the grant's communications vendor, with the goal of communicating regularly and often, through a variety of means, to ensure programs understand the connection between BrightStars and the overall quality continuum as it relates to positive child outcomes and access to resources and supports. In 2014, Rhode Island implemented a number of communication strategies to reach this goal, including, letters and phone calls to DCYF-licensed programs encouraging participation, regular spotlights on BrightStars-rated programs in the Exceed newsletter, and Facebook posts on both BrightStars and Exceed pages to encourage participation in application information sessions.

Systemic supports were put in place to encourage participation in the TQRIS upon the opening of a new center or family child care home. DCYF now provides packets to all new owner/operators, which include copies of the Early Learning and Development Standards, the revised DCYF regulations; the revised BrightStars Standards, and information about the resources and supports available under RTT-ELC, including professional development and grants. Presentations are held at First Steps, the required pre-course for all new FCC providers to ensure understanding of the system of supports for programs through participation in BrightStars.

Rhode Island launched the Exceed website in 2014. The website is the hub for early learning communication. The website has pages dedicated to providers, families, professionals and programs with links to key implementation activities. In addition, the website will serve as the entry point to the Early Learning Data System (ECEDS). The ECEDS will launch to the early care and education field in 2015. The Early Learning Program

Search brings together CCAP program data, DCYF licensing data, and RIDE data in one robust site and it allows families to search for a program by multiple factors including, but not limited to, program type, quality level, geography, hours of operation, and languages spoken by staff and children. The Exceed families' page and the search provide families with the requirements for CCDF resource and referral. In 2015, further modifications will be planned to comply with implementation of the anticipated revisions of the CCDF state plan. Immediately following the launch of the Early Learning Program Search is the implementation of functionality to support the Universal Program Application, which will allow for administrators to enter and store data that will be used across the three applications in the program-quality continuum: DCYF license renewal, BrightStars application, and the application for Comprehensive Early Childhood Education approval. Rhode Island also launched a Facebook page and Twitter to complement the Exceed website and promote activities, news and events that support Rhode Island's early learning community.

### Outreach

The participating state agencies and partners planned a “boots on the ground” effort, “March Madness,” focused on the goal of 100% of early care and education programs participating in the TQRIS. The March Madness campaign team included staff from several state and community agencies. The campaign was designed to provide all providers with information about the mini-grants to offset the cost of preparing their application, to ensure an understanding of the CCAP rule, to understand which programs were required to join BrightStars and for which programs participation remained voluntary, and the benefits of applying to BrightStars. DCYF licensors and HEALTH home visitors and immunization-program staff were armed with fliers and scripts to take on their regular visits to programs; RIDE staff attended quarterly meetings with public school special education and child outreach coordinators. Staff at community agencies, Ready to Learn Providence, and the Center for Early Learning Professionals reached out to programs in which they had an existing relationship to encourage their participation in BrightStars. Programs were targeted for a personal visit if they had a high number of CCAP children enrolled. More than 120 programs were visited over eight weeks in 30 towns across Rhode Island. By April 1, 2014, BrightStars had received 393 applications.

Immediately following the March Madness campaign, DHS and BrightStars began sorting applications to assess the number of CCAP programs that applied to BrightStars during the campaign. Of the 587 starting stars, BrightStars received 287 applications from CCAP providers. On April 2, a revised automatic one-star list was created with 201 Centers and Family Child Care providers. The remaining programs were required by the CCAP mandate to 1) to complete a one-page program profile, describing basic program services, and a quality-improvement plan to remain at a one star; or 2) complete the formal application to BrightStars. Notification packets mailed to each provider explained the process to become rated, offered information and dates for application support sessions, and provided a formal document explaining the resources and supports available to programs as they enter BrightStars. In August, DHS started executing an enhanced communication plan for the October 1 deadline. Monthly letters were sent to each program. A community CCAP meeting was held to address concerns and provide information on the mandate. The DHS staff were sent into the field to follow up with programs to ensure understanding of the CCAP mandate. Each program received a personal call or visit and materials to support their enrollment.

Special attention was made to ensure Spanish-speaking family child care providers were notified of the CCAP policy. The DHS team called family child care homes directly and scheduled appointments to visit homes to talk about joining BrightStars and inform them of application support sessions. Ready to Learn Providence reminded providers with phone calls and text messages. Drop in application support sessions were held on Saturday mornings and evenings at Ready To Learn Providence and representatives from RIDE, DHS and Brightstars

assisted with applications. At the largest session, over 60 applications to BrightStars were processed and submitted.

At year-end, 63 CCAP providers were not active with BrightStars. These programs had a number of statuses throughout the year, and some were missed in the outreach campaign. This results in the 93.7% participation of CCAP programs in BrightStars. As of December 31, the programs have the following statuses: New: 11; Expired Rating: 6; Pending: 7; Suspended: 10; Withdrawn: 5; Not Engaged: 32. DHS will continue to monitor programs to ensure participation of all CCAP programs in BrightStars.

The CCAP mandate resulted in a total of 71 CCAP providers withdrawing from CCAP. It is important to note that these withdrawals resulted in no impact or displacement of children, as the programs that chose to withdraw from the CCAP program did not have any CCAP children enrolled. Additionally, DHS assessed the locations of the programs that withdrew to ensure that families continued to have access to providers that were participating in the CCAP program and determined that the withdrawals did not affect parental choice options.

### Resources and Supports

In addition to communication and outreach, Rhode Island was intentional in its design of supports. All direct financial supports to programs are linked to participation in BrightStars and are intended to help support the costs of improving program quality and/or of maintaining program quality. This package of incentives and supports includes Program Improvement Grants, Quality Awards, and Technical Assistance and the combined effect is expected to help programs reach and maintain a higher star rating.

#### Application Support

BrightStars held bi-weekly application sessions to assist programs with their application and the development of their quality-improvement plan. A mini-grant was offered to programs that joined before April 1: \$500 for centers and \$250 for family child-care providers. By year end, BrightStars released \$69,750 in mini-grants to the 393 programs that applied by April 1.

#### Program Quality Improvement Grants

In 2014, the Center for Early Learning Professionals assumed the program quality-improvement granting process, building upon the foundation set forth by RIDE in the interim grant process. Programs participating in BrightStars at all star levels were eligible for program quality-improvement grants (PQI). Grant applications had to be aligned with their continuous quality-improvement plan, required through participation in BrightStars. Centers are eligible for up to \$60,000 per year, and family child-care homes up to \$10,000 per year.

The Center for Early Learning Professionals completed four waves of program quality-improvement grant awards in 2014. The first wave launched in April. At the third wave, the Center for Early Learning Professionals launched an online submission process whereby application and budget submissions, reviewer comments, and required reports are managed. In 2014, 106 centers, 64 family child-care providers, and 2 public schools received program quality-improvement grants totaling \$2,176,739, \$272,050, and \$26,211 respectively. A total of 30 cities across the state received PQI grants. The highest number of PQI grants were awarded to providers located in the following cities: Providence (56), Warwick (15), Pawtucket (9), Cranston (12), Johnston (11), Central Falls (7), and South Kingstown (8). Program quality-improvement grants primarily funded materials and furnishings to improve Environmental Rating Scores, the purchase or development of curricula, parent engagement activities, substitutes to allow for staff to attend professional development sessions at the Center, college tuition for staff, and onsite professional development.

Through the alignment process, programs and providers identified a number of facilities issues that could prevent compliance with DCYF licensing, resulting in a reduced or lower star rating in the QRIS. A needs assessment was conducted by Local Initiatives Support Corporation, Rhode Island Child Care Facilities Fund (RICCFF), from January through May 2014. The resulting report included detailed information regarding the overall condition of Rhode Island early learning facilities, with a particular focus on issues that presented barriers to meeting and maintaining licensing standards, including group size. To address these barriers, Rhode Island issued a competitive RFP for the issuance of facilities grants technical assistance to support programs in three priority areas: Compliance with DCYF Licensing Regulations; Health and Safety - Overall Building Condition; and Health and Safety - Playground Issues. Improvement Grants and technical assistance to support facilities will be offered in 2015.

### Quality Awards

Quality Awards assist early learning programs participating in the state child-care subsidy program in offsetting the overall cost of operating a high-quality program. Early learning programs that achieve and maintain a BrightStars rating of 3, 4, or 5 Stars and meet eligibility criteria for serving children receiving a child-care subsidy can receive a monthly Quality Award payment via a per-child-served calculation. In addition to the monthly base payment, a bonus is provided to early learning programs that provide care for infants and toddlers. The monthly Quality Award payment increases as an early learning program moves up the quality continuum and is designed to address estimated gaps in program expenses and probable revenue, which correspond to increased quality standards.

Quality Awards can be used to provide enhanced compensation and/or benefits to staff and to support expanded staffing needed to meet higher quality standards such as supplemental staff or expanded hours for assistants. They may also be used to pay on-going costs associated with meeting higher quality standards (e.g., individual child assessment system), program/classroom materials, family engagement, and staff development.

In 2014, 46 centers and 15 family child-care providers received Quality Awards of \$555,860.52 and \$15,754.13 respectively. Programs enrolled in the Quality Award program are required to spend a percentage of their award on mandatory expenditures, such as wage enhancements, staff bonuses, expanded benefits, and staffing/release time for professional development activities. Through September 2014, \$273,715 has been spent on mandatory expenditures, with about \$89,028 spent on elective expenditures, such as classroom materials, curriculum, observational assessment resources, family engagement, staff development, and college coursework.

In October 2014, DHS began conducting an analysis of the first year of program quality awards to assess their effect(s) and consequence(s) in the context of the original goals and priorities. Through the analysis of the first year of program-quality awards, Rhode Island anticipates revising the calculation of Quality Awards to include Head Start Programs and State Funded Pre-K programs that offer extended-day programs and participate in the Child Care Assistance Program.

### Technical Assistance

The Center for Early Learning Professionals offers individual and group technical assistance (TA) that builds on program strengths to improve program quality and outcomes for children. TA is offered in both English and Spanish, and in small-group or individual sessions. TA services are adapted to match the current and dynamic status of programs as they strive to move forward along the quality continuum. The focus of TA provided is aligned to expectations outlined in the BrightStars Framework and CECE Program Standards.

The Center has developed two approaches to technical assistance to meet the needs of programs. *Small group TA* is offered to programs as a means of providing support to those administrators who can best benefit from working with colleagues in a small-group setting. *Small group TA* employs both a community of practice and process consultation approach. Administrators work collaboratively with TA specialists and other early childhood administrators on common issues. *On-site program-level TA* is offered to program administrators and family child-care providers interested in individualized support that focuses on their unique program needs. TA providers meet with administrators and their staff and utilize process consultation strategies to help move the program forward in their quality-improvement efforts.

Technical assistance is designed to support administrators and education coordinators to embrace a culture of continuous improvement by building strong systems for program self-assessment and staff support that are aligned with the BrightStars rating system and Rhode Island's WKC. Most often, programs receiving small-group TA and on-site program-level TA receive supports to:

- Strengthen the program's Quality Improvement Plan (QIP);
- Strengthen the Individual Professional Development Plans (IPDP) of staff;
- Develop a program self-assessment process
- Identify community resources;
- Understand the program quality-improvement grant process and alignment of the program's QIP goals with grant requests;
- Assist programs in their efforts to meet the CECE approval and certification process; and/or
- Increase the administrator's capacity to lead programs on a continuous path of self- assessment and ongoing quality improvement.

The Center for Early Learning Professionals recognizes that its success is reliant, in large part, on strong partnerships with the other RTT-ELC entities that serve as referral sources to the Center's TA services. The Center has worked to foster strong relationships with partner organizations so that, in addition to a program's self-referral, other agencies may refer a program for technical assistance.

At the end of 2014, 83 centers, 47 family child-care programs, and 2 public schools engaged with the Center for Early Learning Professionals to receive technical assistance. From April to December 2014, the CELP hosted 560 TA sessions, for a total of 1265 hours of TA, including small-group and individual delivery.

At year's end, consistent and regular communication, targeted outreach, and a package of resources and supports resulted in significant progress toward its goal of 100% of early care and education programs rated in BrightStars.

## Performance Measure (B)(2)(c)

In the table, provide data on the numbers and percentages of Early Learning and Development Programs that are participating in the State's TQRIS by type of Early Learning and Development Program. Targets must be consistent with those in the State's application unless a change has been approved.

### Performance Measure (B)(2)(c): Increasing the number and percentage of Early Learning and Development Programs participating in the statewide TQRIS.

Targets Number and percentage of Early Learning and Development Programs in the TQRIS										
Type of Early Learning & Development Program in the State	Baseline		Year 1		Year 2		Year 3		Year 4	
	#	%	#	%	#	%	#	%	#	%
State-funded preschool	6	86.00%	8	100.00%	14	100.00%	14	100.00%	20	100.00%
Early Head Start & Head Start <sup>1</sup>	10	26.00%	20	53.00%	44	100.00%	44	100.00%	44	100.00%
Programs funded by IDEA, Part C	-	0.00%								
Programs funded by IDEA, Part B, section 619	55	0.00%	-	0.00%	55	100.00%	55	100.00%	55	100.00%
Programs funded under Title I of ESEA	6	0.00%	-	0.00%	6	100.00%	6	100.00%	6	100.00%
Programs receiving from CCDF funds	86	9.00%	233	25.00%	933	100.00%	933	100.00%	933	100.00%
Other 1	34	10.00%	82	25.00%	330	100.00%	330	100.00%	330	100.00%
Describe:	DCYF Licensed Child Care Centers									
Other 2	59	9.00%	172	25.00%	688	100.00%	688	100.00%	688	100.00%
Describe:	DCYF Licensed Family Child Care									

<sup>1</sup> Including Migrant and Tribal Head Start located in the State.

Actuals									
Number and percentage of Early Learning and Development Programs									
Type of Early Learning & Development Program in the State	Baseline			Year 1			Year 2		
	# of programs in the State	# in the TQRIS	%	# of programs in the State	# in the TQRIS	%	# of programs in the State	# in the TQRIS	%
State-funded preschool	7	6	86.00%	7	6	75.00%	11	8	72.70%
Specify:	State-funded Preschool								
Early Head Start & Head Start <sup>1</sup>	38	10	26.00%	38	16	45.00%	38	29	76.31%
Programs funded by IDEA, Part C	-	-	0.00%	-	-	0.00%	-	-	0.00%
Programs funded by IDEA, Part B, section 619	55	55	0.00%	55	-	0.00%	50	-	0.00%
Programs funded under Title I of ESEA	6	6	0.00%	6	-	0.00%	4	-	0.00%
Programs receiving from CCDF funds	933	86	9.00%	933	166	17.79%	774	774	100.00%
Other 1	330	34	10.00%	330	48	14.55%	309	278	89.67%
Describe:	DCYF Licensed Child Care Centers								
Other 2	688	59	9.00%	688	127	18.46%	569	516	90.68%
Describe:	DCYF Licensed Family Child Care								

<sup>1</sup> Including Migrant and Tribal Head Start located in the State.

Actuals						
Number and percentage of Early Learning and Development Programs						
Type of Early Learning & Development Program in the State	Year 3			Year 4		
	# of programs in the State	# in the TQRIS	%	# of programs in the State	# in the TQRIS	%
State-funded preschool	17	16	94.00%			
Specify:	State-funded Preschool					
Early Head Start & Head Start <sup>1</sup>	40	36	90.00%			
Programs funded by IDEA, Part C	-	-	0.00%			
Programs funded by IDEA, Part B, section 619	53	15	28.30%			
Programs funded under Title I of ESEA	3	2	67.00%			
Programs receiving from CCDF funds	703	659	93.70%			
Other 1	311	245	78.80%			
Describe:	DCYF Licensed Family Child Care					
Other 2	552	425	77.00%			
Describe:	DCYF Licensed Family Child Care					

<sup>1</sup> Including Migrant and Tribal Head Start located in the State.

### **Performance Measure (B)(2)(c) Data Notes**

*Indicate if baseline data are actual or estimated; describe the methodology used to collect the data, including any error or data quality information; and please include any definitions you used that are not defined in the notice.*

Baseline data is estimated.

Rhode Island utilizes a master spreadsheet to compile data from DHS, DCYF, RIDE and BrightStars for APR report. Requirements have been gathered for a future report in ECEDS.

IDEA Part C programs are not eligible to participate in the QRIS. Head Start and PreK programs are required to hold a DCYF license, therefore they are counted in both categories. Title I programs are also counted in IDEA Part B.

Source(s):

- State Funded PreK, RIDE, 12/31/14
- Head Start/Early Head Start, Rhode Island Kidscount, 12/31/14
- Title I, RIDE/SLDS,12/31/14
- IDEA Part B, RIDE, 12/31/14
- CCDF, DHS/InRhodes, 12/31/14
- QRIS rating, RIAEYC, 12/31/14. For APR purposes, Brightstars Active Status, with rating. Suspended and pending programs are not counted
- Licensed program data, DCYF, 12/31/14

### **Performance Measure (B)(2)(c) Target Notes**

*For all targets that were not reached in the reporting year, please describe the State's strategies to ensure that measurable progress will be made in reaching the established grant targets by the end of the grant period.*

At year end, Rhode Island had 863 licensed programs and 53 public schools for a total of 916 early care and education programs, eligible for rating in the TQRIS. At year's end, 685, or 74%, of all early care and education programs held an active status and a rating in the TQRIS. State funded Pre-K programs and the Child Care Assistance Program require participation in BrightStars. Participation in Rhode Island's TQRIS is voluntary for DCYF-licensed child-care centers, public schools, and family child-care homes. Rhode Island incentivizes participation by linking access to RTT-ELC resources, including technical assistance, program quality-improvement grants, and quality awards, to participation in BrightStars. It is important to note that public schools became eligible to join BrightStars in late 2013, and public schools already have a participation rate of just over 28%. In 2014, 22 public schools applied for a BrightStars rating; however, only 15 of these schools received a rating in 2014, due in part to the length of time to complete the rating process and the fact that there are only 180 days per year that a public school can be rated.

The Department of Human Services required all programs accepting the CCAP to participate in the QRIS as of April, 2014. The implementation of the promulgated rules reduced the total number of providers accepting CCAP. The implementation did not result in any children losing a slot in a child-care program, and families continue to have access to CCAP providers in each community.

On October 1, DHS reported that the goal of 100% of all CCAP providers engaged in BrightStars had been met. A quality-assurance check at the end of the year identified 64 programs that were accepting CCAP and were not rated in BrightStars at year's end. There are a number of factors that resulted in the 6% of programs accepting

CCAP and not rated. First, some of the programs are active in BrightStars, yet they do not have a current star rating. These programs have pending, expired ratings and/or may be new and are in the application process. Second, due to the shortcomings of In Rhodes, DHS' data system, and the delayed timeline for the Early Care and Education Data System, DHS needed to create an interim data solution. During the DHS campaign, a Microsoft Access database was created to track participation. Data entry lasted about 3 months, as all CCAP applications are on paper. Some programs were in transition during this time and were not included in the database. For example, a non-certified (family, friend, neighbor) provider that transitioned to a licensed family child care was omitted from the database. DHS contacted each provider and expects the remaining programs to be rated by the end of March. In addition, DHS has put in place protocols and policies to ensure 100% of CCAP Programs are engaged in BrightStars in the future.

Communication and outreach will continue in 2015 to reach the goal of 100% of early care and education programs. Rhode Island will continue the campaign to encourage the remaining 231 early care and education programs to join BrightStars. Rhode Island understands that the participation gap will require regular and ongoing communication with programs, targeted outreach, and marketing to reach the RTT-ELC goal of 100% of early childhood education programs participating in BrightStars. Rhode Island is planning to continue the successful strategies of 2014, including application sessions, visits to programs, and the package of resources and supports to programs. In addition, Rhode Island will implement new strategies, including a Quality Matters Campaign and the launch of the Early Learning Program Search.

BrightStars will begin its Quality Matters campaign in 2015 and will provide promotional materials and advertising on local websites and in physical locations of community partners connected to children and families, including pediatricians' offices, health care centers/hospitals, and parent organizations and support groups, to ensure parents can make an informed choice on their child's care by using the Early Learning Program Search. The Exceed website will host the Early Learning Program Search, which will provide the public with information on the quality of each program in the state, starting with its foundational regulations, to star rating by standard, and the search function will highlight those programs that have met the Comprehensive Early Childhood Education standards, the highest level quality within the program-quality continuum.

The Public Awareness Campaign on the importance of developmental screening, launched in early 2015, also includes messaging about choosing high-quality child care and the campaign promotes BrightStars as Rhode Island's Quality Rating and Improvement System.

## Rating and monitoring Early Learning and Development Programs (Section B(3) of Application)

*Has the State made progress during the reporting year in developing and enhancing a system for rating and monitoring the quality of Early Learning and Development Programs that participate in the TQRIS that:*

System for Rating & Monitoring	
Includes information on valid and reliable tools for monitoring such programs	Yes
Has trained monitors whose ratings have an acceptable level of inter-rater reliability	Yes
Monitors and rates Early Learning and Development Programs with appropriate frequency	Yes
Provides quality rating and licensing information to parents with children enrolled in Early Learning and Development Programs (e.g., displaying quality rating information at the program site)	Yes
Makes program quality rating data, information, and licensing history (including any health and safety violations) publicly available in formats that are easy to understand and use for decision making by families selecting Early Learning and Development Programs and families whose children are enrolled in such programs	Yes

*Describe progress made during the reporting year in developing and enhancing a system for rating and monitoring the quality of Early Learning and Development Programs that participate in the TQRIS. Describe the State's strategies to ensure that measurable progress will be made in rating and monitoring Early Learning and Development Programs by the end of the grant period.*

Rhode Island continues to strive for consistency in rating and monitoring the quality of all early learning and development programs across all aspects of the program-quality continuum.

The R.I. Department of Education (RIDE) continued the monthly convening of an alignment team consisting of staff from DCYF, BrightStars, and RIDE itself. In 2014, the staff from the Center for Early Learning Professionals and LISC joined the team. This team's goal is to ensure ongoing consistency and reliability among the assessors and front-line staff regularly interacting with programs, not only in standards/regulations measurement but also in providing consistent guidance and communication about quality expectations, resources, and supports. The focus of the 2014 work was on aligning expectations, and measurements and messaging across the continuum in the areas of curriculum, child assessment, family engagement, inclusion, continuous quality improvement, systems of staff support, group size, health & safety, and playgrounds. During this process, the team determined programs needed significant guidance and developed tip sheets for each area.

To ensure consistent communication, the Exceed website was launched with a page designed specifically to support programs. Within this page, information about the program-quality continuum is updated regularly. The Center for Early Learning Professionals developed and launched an Infoline in the summer of 2014. The Center's InfoLine is a resource to assist early learning programs and professionals to improve quality by answering questions and accessing resources related to best practice in the field of early childhood. The Center staffs the Infoline, but the center also has a system for reaching out to assigned staff within other state and community agencies to ensure the consistency and accuracy of the information provided.

Additional supports are still required to ensure consistent communication, so, in 2015, the alignment team will begin a professional development series for front-line staff responsible for conducting the monitoring and assessment and supporting the quality improvement of programs.

## **Department of Children, Youth and Families (DCYF)**

DCYF continues to monitor all licensed programs at least twice per year and continues biweekly compliance meetings with all staff. In 2014, DCYF provided an additional announced visit to measure all licensed child-care facilities and to reassess licensed capacity. These visits used a consistent measurement approach to determine compliance with the group-size regulations and these visits will assist DCYF in consistently monitoring this regulation. Rhode Island recognizes the need for additional support to ensure consistency in DCYF measurement and monitoring across each area of the regulations. Building upon the knowledge from the LISC facilities study and the implementation of re-measurement in all centers, DCYF has developed a plan to seek expert guidance to develop a measurement guide and to train staff, with a focus on improved customer service, to ensure consistency when monitoring compliance with licensing regulations.

DCYF and BrightStars require programs to conspicuously post a license and a program's star rating at the facility. With the launch of the Early Learning Program Search in 2015, the general public will be able to access basic licensing information about all programs in Rhode Island, including the current status (approved, provisional, or probationary) of a program's license. Additionally, Rhode Island families will be able to use the Early Learning Program Search to find out more about Rhode Island's quality continuum, search for a high-quality program, learn the foundational regulations the program meets, and be able to view the program's current license status, Brightstars rating by domain, and, if applicable, the number of programs that meet the state's highest level of program regulations, Comprehensive Early Childhood Education Regulations. In 2015, Rhode Island plans to update the ECEDS system to include additional information in accordance with newly promulgated Child Care Development Fund rules.

## **BrightStars**

BrightStars revised its policies and protocols to ensure alignment and to improve operational efficiencies. In 2014, BrightStars eliminated the feedback visit for all one-star programs and replaced it with written information on DCYF licensing compliance and self-assessment information. BrightStars revised policies for collecting missing information from incomplete applications from 1 month to 2 weeks and reduced the site-visit window for all onsite assessments from 3 weeks to 2 weeks. New measurement policies for BrightStars Standards 7 and 8, Curriculum and Child Assessment, were developed to improve alignment with the program-standards quality continuum, in accordance with the work of the alignment team described previously.

## **Comprehensive Early Childhood Education (CECE) Program Standards**

In Rhode Island, the highest level of quality is established by RIDE's Comprehensive Early Childhood Education (CECE) Program Standards. CECE standards align with, and in most cases, exceed the highest tier in BrightStars. CECE approval is voluntary for preschool and kindergarten programs and required for state-funded prekindergarten classrooms. The standards align with national Pre-K benchmarks, research, and evidence-based practice shown to improve educational and developmental outcomes for children. The standards also incorporate a framework for providing high-quality educational services based on Rhode Island's Early Learning and Development Standards. Approval is available at both a classroom and a program level. Much of the work of 2014 was the development of revised application materials, approval processes, and measurement protocols used to provide CECE approval.

In the beginning of 2014, twenty programs, representing 26 fully approved and 4 provisionally approved, achieved RIDE CECE approval. These programs were asked to submit updated quality-improvement plans, individual professional development plans, and staff-change information, as a requirement to extend their 2013

approval. Existing programs were provided with instructions to prepare for a full, online renewal application process and to ensure that their program policies and practices align with the 2013 RIELDS and the 2013 CECE Standards. At the end of 2014, 23 fully approved classrooms and 3 provisionally approved classrooms had submitted required updated materials they assessed to meet CECE standards and indicated intent to apply for renewal under the new 2013 standards. An additional 6 programs and 6 school districts, representing more than 40 classrooms overall plus additional 13 classrooms that are required to apply for CECE approval due to their status as a state Pre-K grantee, communicated intent to in apply for initial CECE approval and were given the same guidance.

The Rhode Island Department of Education developed and shared with programs a detailed application and review process and corresponding timelines that described expectations for programs applying for initial or renewal approval. Delays in the Early Care and Education online application required an alternate application process and the creation of new materials and instructions. These materials were made available to programs at the end of December 2014 so that programs could apply using a paper-based process. The online application is expected to launch in 2015.

### **Assessor Management**

BrightStars and the Rhode Island Department of Education continue to develop and implement a plan for the alignment of the state systems for ensuring the reliability of assessors on the state's chosen quality assessments, Environmental Rating Scale (ERS) and Classroom Assessment Scoring System (CLASS). To increase the state's capacity to assess programs at the higher tiers, BrightStars hosted two trainings with Environmental Rating Scale Institute (ERSI) authors, in March and October of 2014, and sent an assessor to training in North Carolina, resulting in a total 17 staff and consultants learning to provide ERS and CLASS.

Rhode Island requires all assessors achieve 85% reliability with an author-reliable trainer. Inter-rater reliability for the Environment Rating Scales (ERS) is essential in maintaining accuracy and accountability. Inter-rater reliability is established during "reliability checks." Environmental Rating Scale Institute trained staff will be checked on or before their 20th assessment following ERSI training. Reliability checks will occur on or before every 20th assessment thereafter. All BrightStars staff and consultants conducting assessments using any of the Environment Rating Scales participate in reliability checks for *each* scale that they use. Rhode Island's standards for reliability include an average score of 85% across the last three reliability checks. This base level of reliability establishes an assessor's ability to conduct independent assessments and ensures that assessors are using the Environment Ratings Scales accurately. Rhode Island will contract with the Brough Information Group in 2015 to meet the data needs required for ongoing assessor management, including the ability to collect and analyze of ERS data by indicator and by assessor.

Promoting access to high-quality Early Learning and Development Programs for Children with High Needs (Section B(4) of Application)

Has the State made progress in improving the quality of the Early Learning and Development Programs that are participating your State TQRIS through the following policies and practices?

Policies and Practices Supporting Program Quality	
Program and provider training	Yes
Program and provider technical assistance	Yes
Financial rewards or incentives	Yes
Higher, tiered child care subsidy reimbursement rates	
Increased compensation	Yes

Number of tiers/levels in the State TQRIS
5

How many programs moved up or down at least one level within the TQRIS over the last fiscal year?

	State-funded preschool programs	Early Head Start	Head Start programs	Early Learning and Development programs funded under section 619 of part B of IDEA and part C of IDEA	Early Learning and Development Programs funded under Title I of ESEA	Center-based Early Learning and Development Programs receiving funds from the State's CCDF program	Family Child Care Early Learning and Development Programs receiving funds from the State's CCDF program
TQRIS Programs that Moved Up at Least One Level		2	5	3	1	14	3
TQRIS Programs that Moved Down at Least One Level	0	0	0	0	0	1	1

**Optional Notes - State TQRIS Tiers/Levels**

Explain missing data. If program movement up or down is not tracked by program type in the TQRIS you can provide the Total Programs that Moved Up and Total Programs that Moved Down in this optional notes box.

A total of 25 programs moved up at least one level in 2014. Three family child care providers, 19 center based programs and 3 public schools moved up one level. Of these, a total of 5 Head Start programs moved up one level; two of the five offer Early Head Start.

A total of three programs moved down one level. One center based program, receiving CCDF and two family child care programs, one receiving funds from the CCDF moved down one level.

*Has the State made progress in developing high-quality benchmarks at the highest level(s) of the TQRIS in the following areas?*

<b>High-Quality Benchmarks at the Highest Level(s) of the TQRIS</b>	
Standards alignment or reciprocity with Early Learning and Development Programs that meet State preschool standards (e.g., content of the standards is the same, or there is a reciprocal agreement between State preschool and the TQRIS)	Yes
Standards alignment or reciprocity with Early Learning and Development Programs that meet Federal Head Start Performance Standards (e.g., content of the standards is the same, there is a reciprocal agreement between Head Start and the TQRIS, or there is an alternative pathway to meeting the standards)	Yes
Standards alignment or reciprocity with Early Learning and Development Programs that meet national accreditation standards (e.g., content of the standards is the same, or an alternative pathway to meeting the standards)	Yes
Early Learning and Development Standards	Yes
A Comprehensive Assessment System	Yes
Early Childhood Educator qualifications	Yes
Family engagement strategies	Yes
Health promotion practices	
Effective data practices	
Program quality assessments	Yes

*Please provide more detail on your development of high-quality benchmarks at the highest level(s) of the TQRIS. Please describe the State's strategies to ensure that measurable progress will be made in developing high-quality benchmarks at the highest level(s) of the TQRIS by the end of the grant period.*

Rhode Island's highest tiers of TQRIS were intentionally designed to achieve improved child outcomes. All revisions to the TQRIS were completed in 2014 and reported, as below, in the 2014 APR. No changes to the standards are anticipated in 2015.

### **BrightStars**

Level 4 of BrightStars requires classroom-level curriculum informed by the Rhode Island Early Learning and Development Standards as well as by child assessment data, and includes a variety of instructional strategies and multilevel learning opportunities. It also encompasses teaching-staff roles, daily schedule, classroom environment, planned activities, intentional practice, and nurturing relationships.

At the highest tier of BrightStars, level 5, programs are required have a written curriculum framework aligned to the Rhode Island Early Learning and Development Standards that recognizes the individual needs for all children. This framework is a description of how the program will implement core components of a quality curriculum: context, content, teaching and facilitation, and process. The curriculum framework guides teachers in incorporating content, concepts, and activities that foster and integrate the Rhode Island Early Learning and Development Standards to support all children's learning.

NAEYC Accreditation is recognized as BrightStars levels 3, 4, and 5 for curriculum and at levels 4 and 5 for child assessment. Compliance with Head Start Performance Standards is recognized as BrightStars level 5 for curriculum, child assessment, and inclusive program practices.

Formal education requirements at level 4 BrightStars are 75% of teachers have 12 college credits in ECE/related field and of these teachers 25% must have at least an associate's degree or higher. At BrightStars level 5, at least

75% of teachers have an associate's degree or higher and of these 50% of preschool teachers must have a Bachelor's Degree or higher and 24 credits in ECE/related field. BrightStars levels 4 and 5 require of teachers, in addition to formal education, a certificate in the Rhode Island Early Learning and Development Standards relevant to their position.

### **RIDE CECE Approval**

RIDE CECE-approved programs are required to have a written plan and description of practices for implementing a child assessment system aligned with the Rhode Island Early Learning and Development Standards for preschool and/or the Common Core State Standards/Grade-Level Expectations for kindergarten. RIDE uses the Early Childhood Environmental Rating scale (ECERS) to ensure that classroom environments meet high-quality standards associated with improving child outcomes. Programs need an average ECERS score of 5.0 or greater, with no observed classrooms scoring less than 3.0. This standard aligns with the five-star rating in the BrightStars Quality Rating and Improvement System.

The standards require a reduced ratio of 1:9 and they also align with national Pre-K benchmarks. The CECE standards also require certified teachers in each RIDE-approved classroom. The decision to require certified teachers in each RIDE-approved classroom reflects the following: research relating teacher credentials to improved child outcomes, research on Pre-K programs with certified teachers, Pre-K benchmarks, knowledge, skills, and competencies required to implement the educational program, alignment with K-12 system requirements, and alignment with other national and state-level efforts to raise credentials (NAEYC, Head Start, BrightStars).

## Performance Measure (B)(4)(c)(1)

In the table, provide data on the number of Early Learning and Development Programs in the top tiers of the TQRIS. Targets must be consistent with those in the State's application unless a change has been approved.

### Performance Measure (B)(4)(c)(1): Increasing the number of Early Learning and Development Programs in the top tiers of the TQRIS.

Type of Early Learning & Development Program in the State	Baseline	Targets				Actuals			
		Year 1	Year 2	Year 3	Year 4	Year 1	Year 2	Year 3	Year 4
Total number of programs covered by the TQRIS	93	255	1,079	1,079	1,079	175	786	685	
Number of Programs in Tier 1	34	77	755	540	270	88	97	460	
Number of Programs in Tier 2	23	64	108	216	270	36	48	118	
Number of Programs in Tier 3	14	51	108	162	216	16	22	41	
Number of Programs in Tier 4	16	38	54	81	162	23	29	48	
Number of Programs in Tier 5	6	25	54	80	161	12	13	18	

#### Performance Measure (B)(4)(c)(1) Data Notes

Describe the methodology used to collect the data, including any error or data quality information; and please include any definitions you used that are not defined in the notice.

Source: RIAEYC, 12/31/14. A program covered by the TQRIS is defined as a center in full compliance with BrightStars policies. Pending star ratings are not included in count. Programs that have been rated and are now physically closed or are rated and have an expired or suspended rating are not included in (B)(4)(c)(1).

#### Performance Measure (B)(4)(c)(1) Target Notes

For all targets that were not reached in the reporting year, please describe the State's strategies to ensure that measurable progress will be made in reaching the established targets by the end of the grant period.

Rhode Island is clear that participation in BrightStars is the first step for early care and education programs to increase program quality. There are a number of reasons Rhode Island did not reach its targets. First, delays in developing, issuing, reviewing proposals and contracting for the state's TQRIS vendor resulted in a 9 months delay in implementing the revised TQRIS standards. This delay impacted the state's ability to reach its targets. For example, public school programs were not eligible for participation until November of 2013. Second, leadership changes at the Rhode Island Association for the Education of Young Children (RIAEYC), the vendor contracted to implement the QRIS, occurred in January of 2014 resulted in revised contract deliverables and shifts in operational practice that required time to implement. Lastly, Rhode Island's QRIS remains voluntary for early learning programs that do not accept state funding. Despite this, the state remains confident that targets will be met by the end of the grant due to the combinations of policy changes and financial incentives described above.

The total number of programs participating in the QRIS decreased in 2014. In October 2013, the Department of Human Services began the implementation of the CCAP requirement to participate in the QRIS. By virtue of receiving DHS CCAP approved child care provider status, approved child care providers were automatically awarded a temporary "Starting Star" designation within the Quality Rating and Improvement System. This resulted in 585 early learning programs counted as participating the QRIS in 2013. Phase two of the

implementation of the CCAP rule was effective April 1, 2014. By this date all licensed CCAP approved programs that had not received, or submitted an application to receive an official rating were automatically awarded a Star Level One designation after completion of a program profile and quality improvement plan. In 2014, 71 providers decided to withdraw their CCAP approved child care status. The implementation did not result in any children losing a slot in a child-care program, and families continue to have access to CCAP providers in each community. Lastly, in implementing the CCAP policy, it became clear that some programs awarded and counted as starting star in 2013, did not complete an application or quality improvement plan to allow them to be recorded into the data base at RIAEYC as a rated one star program.

Rhode Island's targets are based on estimates from 2011. In 2014, Rhode Island has 916 licensed child care programs. Rhode Island estimated number of programs by tier as a percentage of totals is: 50% at Tier 1, 20% at Tier 2, 15% at Tier 3, 8% at Tier 4, and 7% at Tier 5. With a current participation rate of 76%, the distribution of Rhode Island's programs are currently at 50% Tier 1, 12% at Tier 2, 5% at Tier 3, 5% at Tier 4, and 2% at Tier 5.

Rhode Island is focused on assisting rated programs to move up the program-quality continuum. Rhode Island will continue the successful strategies used to engage programs in BrightStars to encourage programs to move up the quality continuum. In addition, Rhode Island will implement new strategies, including direct outreach related to program quality-improvement needs, launch the Quality Matters public awareness campaign, launch the Early Learning Program Search, expand eligibility to Quality Awards, and design specific supports for reaching higher tiers.

The Center for Early Learning Professionals and BrightStars will work together to analyze data collected by both agencies, including technical assistance notes, Environmental Rating Scores, Classroom Assessment System Scores, professional development participation, and quality-improvement plans, to identify areas of focus that will be used to target efforts to support program quality improvement directly related to moving up the program-quality continuum. Dependent upon the program's individual needs, BrightStars and/or the Center for Early Learning Programs will provide direct outreach to rated programs and provide technical assistance to reach a higher star level.

**Performance Measure (B)(4)(c)(2)**

*In the table, provide data on the number and percentage of children with high needs who are enrolled in Early Learning and Development Programs in the top tiers of the TQRIS. Targets must be consistent with those in the State's application unless a change has been approved.*

**Performance Measure (B)(4)(c)(2): Increasing the number and percentage of Children with High Needs who are enrolled in Early Learning and Development Programs that are in the top tiers of the TQRIS.**

Targets										
Number and percentage of Children with High Needs in programs in top tiers of the TQRIS										
Type of Early Learning & Development Programs in the State	Baseline		Year 1		Year 2		Year 3		Year 4	
	#	%	#	%	#	%	#	%	#	%
State-funded preschool	69	64.00%	92	64.00%	161	64.00%	230	64.00%	731	100.00%
Early Head Start & Head Start <sup>1</sup>	515	20.00%	1,024	40.00%	1,535	60.00%	2,047	80.00%	2,559	100.00%
Programs funded by IDEA, Part C	-	0.00%			-		-		-	
Programs funded by IDEA, Part B, section 619	-	0.00%	-		1,053	50.00%	1,580	75.00%	2,106	100.00%
Programs funded under Title I of ESEA	-	0.00%	54	50.00%	108	100.00%	108	100.00%	108	100.00%
Programs receiving from CCDF funds	244	3.00%	476	6.00%	794	10.00%	1,588	20.00%	2,382	30.00%
Other 1	243	4.00%	333	6.00%	556	10.00%	1,111	20.00%	1,667	30.00%
Describe:	DCYF Licensed Child Care Centers									
Other 2	1	0.00%	24	1.00%	71	3.00%	119	5.00%	191	8.00%
Describe:	DCYF Licensed Family Child Care Homes									

<sup>1</sup> Including Migrant and Tribal Head Start located in the State.

Actuals									
Number and percentage of Children with High Needs in programs in top tiers of the TQRIS									
Type of Early Learning & Development Programs in the State	Baseline			Year 1			Year 2		
	# of Children with High Needs served by programs in the State	#	%	# of Children with High Needs served by programs in the State	#	%	# of Children with High Needs served by programs in the State	#	%
State-funded preschool	69	69	64.00%	98	-	0.00%	156	73	46.79%
Specify:	State-funded Preschool								
Early Head Start & Head Start <sup>1</sup>	2,559	515	20.00%	2,559	687	26.84%	2,046	759	37.09%
Programs funded by IDEA, Part C	-	-	0.00%	-	-	0.00%	-	-	0.00%
Programs funded by IDEA, Part B, section 619	2,106	-	0.00%	2,106	-	0.00%	2,166	-	0.00%
Programs funded under Title I of ESEA	108	-	0.00%	108	-	0.00%	79	-	0.00%
Programs receiving from CCDF funds	7,940	244	3.00%	7,940	563	7.09%	4,898	576	11.75%
Other 1	5,558	243	4.00%	5,558	550	9.90%	3,741	561	14.78%
Describe:	DCYF Licensed Child Care Centers								
Other 2	2,382	1	0.00%	2,382	13	0.05%	1,157	15	1.10%
Describe:	DCYF Licensed Family Child Care Homes								
<sup>1</sup> Including Migrant and Tribal Head Start located in the State.									

Actuals Number and percentage of Early Learning and Development Programs						
Type of Early Learning & Development Program in the State	Year 3			Year 4		
	# of Children with High Needs served by programs in the State	#	%	# of Children with High Needs served by programs in the State	#	%
State-funded preschool	205	175	85.30%			
Specify:	State-funded Preschool					
Early Head Start & Head Start <sup>1</sup>	2,416	1,466	60.70%			
Programs funded by IDEA, Part C	-	-	0.00%	-	-	
Programs funded by IDEA, Part B, section 619	2,786	347	12.40%			
Programs funded under Title I of ESEA	916	20	2.20%			
Programs receiving from CCDF funds	5,748	811	14.80%			
Other 1	4,585	786	17.10%			
Describe:	DCYF Licensed Child Care Centers					
Other 2	1,506	25	1.60%			
Describe:	DCYF Licensed Family Child Care Homes					

<sup>1</sup> Including Migrant and Tribal Head Start located in the State.

#### Performance Measure (B)(4)(c)(2) Data Notes

Please indicate whether baseline data are actual or estimated; and describe the methodology used to collect the data, including any error or data quality information; and please include any definitions you used that are not defined in the notice.

Baseline data is estimated.

Rhode Island utilizes a master spreadsheet to compile data from DHS, DCYF, RIDE and BrightStars for APR report. Requirements have been gathered for a future report in ECEDS.

IDEA Part B programs are not eligible to participate in the QRIS.

Source(s):

- Head Start/Early Head Start, Rhode Island Kidscount, 12/31/14
- Title I, RIDE/SLDS, 12/31/14
- IDEA Part B, RIDE, 12/31/14
- CCDF, DHS/InRhodes, 12/31/14
- QRIS rating, RIAEYC, 12/31/14
- Licensed program data, DCYF, 12/31/14

#### Performance Measure (B)(4)(c)(2) Target Notes

For all targets that were not reached in the reporting year, please describe the State's strategies to ensure that measurable progress will be made in reaching the established grant targets by the end of the grant period.

Rhode Island is focused on assisting rated programs to move up the program-quality continuum in order to ensure high-needs children have access to high-quality programs. Rhode Island will continue the successful

strategies used to engage programs in BrightStars to encourage programs to move up the quality continuum. In addition, Rhode Island will employ the strategies described in the previous section, including direct outreach related to program quality-improvement needs, launch the Quality Matters public awareness campaign, launch the Early Learning Program Search, expand eligibility for quality awards, and design specific supports for reaching the higher tiers, level 4 and level 5 of BrightStars.

In 2014, The U.S. Department of Education awarded Rhode Island a Preschool Development Grant to add additional prekindergarten programs in the seven highest-need communities in Rhode Island: Central Falls, East Providence, Newport, Pawtucket, Providence, West Warwick, and Woonsocket. With funding from this grant, the Rhode Island Department of Education will expand the Rhode Island Prekindergarten Program from the current 17 sites to a total of 60 sites by school year 2019-20. Rhode Island will continue to require BrightStars participation and require programs to meet the Comprehensive Early Childhood Education standards as a condition of eligibility for the State Funded Pre-K Expansion grant. This expanded opportunity will encourage programs to reach for the higher tiers of the program-quality continuum and will help Rhode Island ensure more high-needs children have access to high-quality programs.

Rhode Island has increased the number of children receiving Child Care Assistance from 4,898 to 5,748 in 2014. The Department of Human Services has successfully implemented two pilots that expand eligibility for the Child Care Assistance Program (CCAP), increasing the number of high-needs children in early learning programs in the state. The Transitional Child Care Pilot Program and the increase in eligibility for parents participating in the Workforce Training Program are supporting an increase in access for the Child Care Assistance Program for Rhode Island's most vulnerable children.

The Transitional Child Care Pilot allows families to maintain eligibility as their income increases. Prior to this pilot, eligibility required families to be at or below 180% of Federal Poverty Level to remain on CCAP. As of October 13, 2013, families may remain on CCAP if their income increases up to 225% of the Federal Poverty Level. This pilot served 230 children in 2014.

In the second pilot program, parents participating in the Governor's Workforce Training Programs are now eligible for CCAP. The Workforce Training Program is a coordinated system of workforce programs, including programs sponsored through the Department of Labor and Training, Department of Human Services, R.I. Department of Education, postsecondary education, and "all other employment and training and related services administered by any state agencies, departments, or councils." This pilot served 22 families and 43 children in 2014.

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## Validating the effectiveness of the State TQRIS (Section B(5) of Application)

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*Describe progress made during the reporting year in validating the effectiveness of the TQRIS during the reporting year, including the State's strategies for determining whether TQRIS tiers accurately reflect differential levels of program quality and assessing the extent to which changes in ratings are related to progress in children's learning, development, and school readiness. Describe the State's strategies to ensure that measurable progress will be made by the end of the grant period.*

In February of 2014, DHS contracted with Child Trends to design and implement the BrightStars validation study. The proposed plan by Child Trends required modification due to the status of BrightStars implementation as of spring of 2014. The changes of moving from voluntary to mandatory participation of CCAP programs and the need to transition programs rated on the 2009 standards to the 2013 standards resulted in an influx of programs that needed to be rated. Given that validation analysis would require at least 50 programs in both the higher and lower tiers to conduct a statistical analysis of the questions on quality and child outcomes, there were not enough programs rated to begin the validation study as originally proposed. As a small state with approximately 350 centers and school-based programs in total, of which less than 10% of programs rated at the higher tiers on the 2013 standards, Rhode Island did not have the participation numbers in the spring of 2014 to begin the study. Further, the CCAP mandate requiring all CCAP programs to join BrightStars resulted in 35 centers accepting a one-star rating to simply comply with the mandate. It is possible these programs are operating at a higher tier level. This can potentially skew the results of the study as originally proposed.

DHS and Child Trends made revisions to the study design and reframed the proposed questions to examine 1) how BrightStars is functioning, by analyzing existing, administrative data; and 2) conducting a validation study to compare the ratings with independent measures of quality and measures of children's outcomes. The Child Trends validation team plans to conduct the validation study in fall 2015 through spring 2016, with program recruitment beginning by May 1, 2015. Child Trends will invite all level-4 or -5 centers/schools to participate in the validation study and will gather classroom observation and child assessment data from all of those programs that agree to participate. Programs will be encouraged to provide information about indicators across all levels. The data will be examined to understand patterns among the indicators and standards. Depending on the final number of participating programs, Child Trends will use different analytic approaches to answer the general question about the extent to which BrightStars meaningfully differentiates programs on quality. Although there may not be enough programs to examine differences between higher- and lower-rated programs, Child Trends anticipates being able to examine the relationships between particular standards that make up the rating and other independent measures of quality. The Child Trends validation team will also collect child assessment information from a sample of children in every level 4 or 5 center and school that agrees to participate in the validation study. If there are many more programs and, therefore, children, in the lower-quality group than in the higher-quality group, Child Trends will use alternative matching and weighting strategies rather than the one-to-one matching strategy originally proposed. Rhode Island will propose to complete the study through the no-cost extension process.

## Focused Investment Areas: Sections (C), (D), and (E)

Select the Focused Investment Areas addressed in your RTT-ELC State Plan. Grantee should complete only those sections that correspond with the focused investment areas outlined in the grantee's RTT-ELC application and State Plan.

### Focused Investment Areas

- (C)(1) Developing and using statewide, high-quality Early Learning and Development Standards.
- (C)(2) Supporting effective uses of Comprehensive Assessment Systems.
- (C)(3) Identifying and addressing the health, behavioral, and developmental needs of Children with High Needs to improve school readiness.
- (C)(4) Engaging and supporting families.
- (D)(1) Developing a Workforce Knowledge and Competency Framework and a progression of credentials.
- (D)(2) Supporting Early Childhood Educators in improving their knowledge, skills, and abilities.
- (E)(1) Understanding the status of children's learning and development at kindergarten entry.
- (E)(2) Building or enhancing an early learning data system to improve instruction, practices, services, and policies.

## Promoting Early Learning Outcomes

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### Early Learning Development Standards (Section C(1) of Application)

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*Has the State made progress in ensuring that it's Early Learning and Development Standards:*

Early Learning and Development Standards	
Are developmentally, culturally, and linguistically appropriate across each defined age group of infants, toddlers, and preschoolers	Yes
Cover all Essential Domains of School Readiness	Yes
Are aligned with the State's K-3 academic standards	Yes
Are incorporated in Program Standards, curricula and activities, Comprehensive Assessment Systems, the State's Workforce Knowledge and Competency Framework, and professional development activities	Yes

*Describe the progress made in the reporting year, including supports that are in place to promote the understanding of and commitment to the Early Learning and Development Standards across Early Learning and Development Programs. Please describe the State's strategies to ensure that measurable progress will be made in these areas by the end of the grant period.*

Rhode Island's Early Learning and Development Standards (RIELDS) were completed in 2013 and reported in the 2013 APR. The final standards address all domains of learning and development; avoid redundancy and focus only on essential aspects of development and learning; can be measured; are developmentally, linguistically, and culturally appropriate for all children, including children with disabilities; are research-based or otherwise grounded in a strong rationale for inclusion; and are vertically integrated with K-12 standards. The Rhode Island Early Learning and Development Standards include developmental benchmarks at the following ages: 9 months, 18 months, 24 months, 36 months, 48 months, and 60 months.

To promote their use in 2014, Rhode Island printed, translated, and, by summer, distributed the standards to all early care and education programs, family child care homes, state agency leads and staff, and postsecondary-education faculty and trainers within the network. The RIELDS team then developed a community-outreach plan to connect with state agencies, vendors, partners, and institutes of postsecondary education about the use of RIELDS. The Community Outreach Plan includes goals for connecting with state-agency programs and community agencies/initiatives regarding RIELDS resources, as well as alignment where appropriate. RIDE is working with the following entities to ensure that staff and parents are aware of Rhode Island's Early Learning and Development Standards and Fun Family Activity Cards, can access parent training, and, when staff and programs speak to school readiness and children's learning and development, that messages, materials, activities, and curriculums are aligned with RIELDS. The following agencies and corresponding programs are included in the outreach plan:

- Rhode Island Department of Education purview, including Superintendents, Child Outreach Coordinators, Quality Rating and Improvement staff, Center for Early Learning Professionals staff, Higher Education and other professional development providers
- Department of Health purview, including WIC staff, staff in Home Visiting programs including First Connections, Healthy Families America, Nurse Family Partnerships, Parents as Teachers as well as Pediatricians

- Department of Children, Youth and Families purview, including the Resource Family Training Unit, Child Welfare Institute, and Foster Forward
- Department of Human Services purview, including Child Support, Early Intervention, Youth Success
- Rhode Island Department of Administration, including the Office of Library and Information Services - Children's Librarians
- Community-Based Organizations including the Roger Williams Park Zoo and Children's Museum and Head Start/Early Head Start

In order to support program use of curriculum aligned with the RIELDS, RIDE developed a solicitation and review process for soliciting published curriculums for alignment review. In response to the initial Request for Proposals, RIDE received seven submissions: Creative Curriculum for Infants and Toddlers, 2nd edition Revised; Creative Curriculum for Preschoolers; Creative Curriculum for Family Child Care; Big Day for Pre-K; HighScope Infant, Toddler and Preschool; Tools of Mind, 6th edition; and Mother Goose Time for Preschoolers. Rather than endorsing a particular curriculum as aligned or not aligned, RIDE published its findings according to the criteria used for the evaluation in May of 2014. RIDE will be instituting an annual process for reviews. During 2015, another Request for Proposals will be released, at which time new submissions, as well as updated versions of curriculums already reviewed, will be reviewed.

### **Family Fun Activities**

Families are supported to use the RIELDS through the use of Fun Family Activity (FFA) Cards and Fun Family Activities Parent Training. Fun Family Activity Cards can be downloaded and provide family members with specific play-based activities that can be used to support children's learning and development at home. Fun Family Activity Parent Trainings are based on the knowledge that parents have a critical role in supporting children's learning and development and preparing children for later school success. The process to train community facilitators to conduct Fun Family Activities Parents Training was revised in 2013 and in 2014 and in this grant year, resulting in 17 trainings and 151 parents trained.

Rhode Island revised the FFA Mini Grant process to include a pre-grant meeting, technical assistance calls, and an award meeting to better support applicants in developing and submitting a high-quality application. FFA Mini Grants are awarded to entities that have completed FFA Facilitator training and are used to support Parent Training implementation. Statewide metrics, as well as additional requirements for tracking and reporting outcomes, were added for all grantees. Lastly, outreach efforts were targeted to include entities working with children and families who had not previously applied. Additional outreach efforts have been successful in engaging faith-based groups, community-based organizations, and high-school teen parenting based programs. In 2014, 42 mini-grant applications were received, resulting in 23 mini-grants awarded.

## Comprehensive Assessment Systems (Section C(2) of Application)

*Has the State made progress in implementing a developmentally appropriate Comprehensive Assessment System working with Early Learning and Development Programs to:*

Comprehensive Assessment Systems	
Select assessment instruments and approaches that are appropriate for the target populations and purposes	Yes
Strengthen Early Childhood Educators' understanding of the purposes and uses of each type of assessment included in the Comprehensive Assessment Systems	Yes
Articulate an approach for aligning and integrating assessments and sharing assessment results	Yes
Train Early Childhood Educators to appropriately administer assessments and interpret and use assessment data in order to inform and improve instruction, programs, and services	Yes

*Describe the progress made during the reporting year. Please describe the State's strategies to ensure that measurable progress will be made in these areas by the end of the grant period.*

Rhode Island made measurable progress in strengthening developmental screening systems and promoting screening for children ages birth to five through continuous quality improvement in pediatric offices, modifications to the existing data system to include pediatric screening, implementing a developmental-screening public awareness campaign, and supporting the development of a comprehensive assessment system in Early Intervention and Early Childhood Special Education.

### **Developmental Screening in Pediatric Offices**

The Rhode Island Department of Health and representatives from the Rhode Island chapter of the American Academy of Pediatrics worked together to increase developmental screening rates in Rhode Island. This year, HEALTH quality-improvement staff participated in national training to prepare them to support pediatric office continuous quality improvement through technical assistance to use the Survey of Wellness in Young Children (SWYC) and to use a web-based tool that administers and analyzes online screening assessments, Child Health and Development Interactive System (CHADIS). In March, continuous quality improvement formally began with 5 practices in a cohort model. By year's end, 14 practices were engaged in continuous quality improvement and are now using CHADIS. Participating practices were offered opportunities such as a four-day kaizen at Hasbro. A kaizen improvement event is one of the tools used in the Lean Model of Quality Improvement. It is a formalized, focused rapid improvement event conducted over a fixed duration (usually between 2-4 days); the goal is to create a more effective and efficient process. During the event, the members of the quality improvement team map the current process for developmental screening, prioritize areas for improvement, create sub-teams to address the areas for improvement, and perform small tests of change until the team meets the goals. At the Hasbro Primary Care Clinic, the kaizen event occurred over 4 days and allowed the team to make significant changes to the developmental screening process in a short amount of time. In addition, participating practices received on-site technical assistance, and funding to offset the startup costs of using the electronic screening tool.

In April 2014, an amendment to the RTT-ELC budget approved additional resources for HEALTH to increase the time of the Team Lead to focus on continuous quality improvement and to fund additional modifications to KIDSNET, HEALTH's public-health database, to include the large variety of developmental screening tools

available in CHADIS in use by Rhode Island primary healthcare providers. The scope of the project and the associated information system programming was expanded in order to fully capture the breadth and depth of developmental screening taking place in Rhode Island.

To support practices in connecting families with evidence-based language and literacy and social-emotional resources, identified through the enhanced data system, HEALTH worked with a vendor, Health Centrics, to create a resource directory to track referrals and HEALTH trained a staff person to use the directory in responding to families. Additionally, Health Centrics is planning to support practices with funds to offset the cost of evidence-based resources. In 2014, evidence-based resources were identified and protocols were determined for the application process. This work will be implemented in 2015.

### **Child Outreach Screening for ages 3-5**

Rhode Island completed the development of KIDSNET modifications for child-outreach screening results. Modifications to KIDSNET were completed and launched in September 2014 to assist with outreach and to document the screening and referral process. Data collection is ongoing, and, through the analysis of this data, additional enhancements to the data system and revisions to training will be implemented. In 2014, 62 child-outreach coordinators were trained to use the new system.

Rhode Island continues to make progress toward implementing appropriate screening approaches for all children, including Dual Language Learners, by continuing to provide training for screeners in the use of appropriate screening tools and practices. New protocols have been put into place to ensure appropriate screening and referral practices.

### **Developmental Screening Campaign**

The overall vision and goal for the developmental-screening campaign is to create an environment in Rhode Island where families with children ages birth to five are aware of and understand the importance of developmental screening, know how to access it, and feel supported by their social networks and health and education providers to participate in the process. Outcomes for the developmental-screening campaign are expected to 1) increase the number of families with children ages birth to five who understand the importance of developmental screening and know how to access it for their children; 2) celebrate developmental milestones and share the value in attentiveness to a child's development in their earliest formative years; and 3) increase pediatrician awareness of the work of Child Outreach and engage pediatric offices in the process of informing families of children ages 3-5 of the Child Outreach system by creating easily accessible materials and tools. Kits were developed and include a developmental-milestones book for parents, a 6x4 magnet, and information on how to access developmental screening. The kits will be distributed in 2015. Also, in 2015, Rhode Island parents will see bus shelter, print, and Facebook ads and they will hear radio spots about developmental milestones and the importance of developmental screening. Finally, parents can visit the expanded Exceed website to learn more about milestones, obtain additional print materials, and search for a pediatrician and/or child-outreach provider.

### **Early Intervention and Early Childhood Special Education**

In 2013, Rhode Island conducted a study to determine the most appropriate assessment tool(s) for Part C Early Intervention program to use in support of their formative assessment system. Results of this study were used to submit a revised scope of work for IDEA Part C and Part B. The revised scope of work, approved in 2014, focuses on four key components of a comprehensive assessment system for special education programs: 1) developmental screening, 2) evaluation and eligibility, 3) formative assessment, and 4) federal outcomes

reporting. The revised scope of work calls for a national expert to assist with developing and implementing assessment policies and procedures across programs serving children ages birth to five with disabilities and developmental delays and to provide for the creation of aligned professional development and the necessary technical assistance to support educators, accelerate learning, and ultimately improve outcomes and reduce readiness gaps for young children with disabilities and developmental delays. The work will be implemented in 2015 and will also include grants for Early Intervention Providers to participate in the revised professional development.

### **Comprehensive Assessment in ECE Programs and Training for ECE Educators to appropriately administer**

Rhode Island has made progress on goals related to comprehensive assessment in ECE programs and in training for ECE educators to appropriately administer formative assessment. All state-funded Pre-K programs, all public-school early childhood special education programs, and 29 child-care centers are using Teaching Strategies GOLD (TSG). In 2014, 24 new programs signed memorandums of understanding and initiated contracts allowing them to purchase TSG at the reduced rate negotiated by the state.

The formative-assessment professional development activities were focused on teachers working in state-funded Pre-K classrooms and on their administrators. The state piloted a training designed for teachers at Levels III & IV on the Workforce Knowledge and Competencies. During 2014, 64 staff members participated in 3 different workshops focused on the formative-assessment process and using TSG and 23 administrators participated in bi-monthly leadership meetings focused on analyzing and using classroom-level GOLD data and supporting teachers in the use of formative-assessment practices. In addition, 78 hours of technical assistance were provided by a consultant to teachers and administrators in 17 programs, with a specific focus on analyzing and using data. In addition to state-funded Pre-K programs and staff, 127 school-district early childhood special education teachers and administrators received training in the use of TSG in September 2014. These early activities were used to shape the design and implementation plan for professional development, which will be available for the whole early learning field, as described below.

Rhode Island is in progress with the development of professional development modules to support the workforce members in their understanding of the comprehensive-assessment system, including appropriate purposes and uses of different types of assessments, the importance of implementing assessments reliably, and the importance of interpreting and using data to inform instruction. This project encountered some delays, but it is on track to release modules, aligned with the workforce knowledge and competencies, through an online platform in 2015. To support programs in the future, RIDE released a competitive RFP for a vendor to conduct a technology-needs assessment to inform protocols for technology grants to support assessment.

## Early Childhood Education Workforce

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### Workforce Knowledge and Competency Framework and progression of credentials (Section D(1) of Application)

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*Has the State made progress in developing:*

Workforce Knowledge and Competency Framework	
A common, statewide Workforce Knowledge and Competency Framework designed to promote children's learning and development and improve child outcomes	Yes
A common, statewide progression of credentials and degrees aligned with the Workforce Knowledge and Competency Framework	Yes

*Describe the progress made during the reporting year, including progress in engaging postsecondary institutions and other professional development providers in aligning professional development opportunities with the State Workforce Knowledge and Competency Framework. Please describe the State's strategies to ensure that measurable progress will be made in this area by the end of the grant period.*

Rhode Island made progress during the reporting year by completing the Workforce Knowledge and Competencies for Professional Development Providers and Higher Education and the Workforce Knowledge and Competencies for Professional Development Providers and Higher Education, starting the Workforce Knowledge and Competencies for Administrators and Education Coordinators, and aligning coursework to the Workforce Knowledge and Competencies.

In 2014, Rhode Island completed the Workforce Knowledge and Competencies (WKC) for Professional Development (PD) providers. The WKC articulate what trainers, technical assistance providers, and postsecondary education faculty and staff should know and be able to do to best support the ongoing knowledge and skill acquisition of the early childhood workforce. This WKC framework was developed by a team of state staff from the Department of Health and the R.I. Department of Education, postsecondary education faculty, and technical assistance and professional development experts, and the team was supported by consultants. The team pulled from national and local resources in order to write competencies, and from these resources the team identified five domains: professionalism, building relationships, knowledge of content, supporting adult learners, and evaluating outcomes. The competencies also set minimum expectations for each role in regard to level of education, years of experience, and ongoing professional development. The first draft of WKC for Professional Development and Higher Education was released in March 2014, with focus groups to garner feedback on the draft held in April. The process was completed in July 2014 after review by national experts. The final version was released in late August.

#### **Workforce Knowledge and Competencies for Administrators and Education Coordinators**

The drafting for the Workforce Knowledge and Competencies (WKC) for Administrators and Education Coordinators began in late fall 2014. A development team was brought together consisting of early childhood program administrators, education coordinators, elementary-school leadership, technical assistance providers, professional development providers, and state staff. The development team worked to define nine domains for which knowledge and skills for those working in leadership positions fall, including: leadership, family engagement, systems of staff support, program administration and management, community partnerships,

continuous quality improvement, development and learning, curriculum framework, and child assessment. The team will move forward in 2015 to complete the document.

### **Postsecondary Education Alignment to Workforce Knowledge and Competencies**

Rhode Island has three institutes of postsecondary education with programs of study focused on early childhood education: The Community College of Rhode Island (CCRI), the University of Rhode Island (URI), and Rhode Island College (RIC). URI and RIC submitted alignment reports in 2013, which outlined where there was misalignment within their courses in regard to the Workforce Knowledge and Competencies for Early Childhood Educators. Rhode Island College's Institute for Teaching and Learning coursework is aligned to the WKC Framework for Early Childhood Educators. In 2014, Rhode Island College revised its wellness course, which was identified in its report as needing greater alignment, and incorporated the identified changes into this course. The work is ongoing to ensure alignment to the WKC's at the University of Rhode Island. RIDE has engaged Rhode Island's Office of Higher Education to encourage participation and alignment to the WKC's all of the institutions of postsecondary education.

CCRI identified its alignment to the WKC's through the NAEYC accreditation process. CCRI is in the final phase of accreditation, preparing for the peer review scheduled in March of 2015. The self-study report, submitted to NAEYC in the fall of 2014, determined all WKC domains were represented in the certificate and degree program of studies; 5 of 6 WKC domains were areas of strength; the family engagement, development and learning, and professionalism domains achieved the highest competency levels across courses and sections of the program, and CCRI courses meet competencies at levels I, II, and III on the Teacher Career Lattice. CCRI also identified the following gaps in the domain areas physical and mental health, safety and wellness, curriculum, and assessment. The coordinator continues to make systematic changes and updates to close gaps and support alignment to the WKC's. Meetings with faculty, stakeholders, and administrators continue to take place to support program improvements as identified in the NAEYC self-study. By year's end, CCRI completed the alignment of 9 required and 4 elective courses in the A.A. program of study. Improvements are underway to redesign the Infant/Toddler Methods Course; consult with four-year education partners to strengthen articulation agreements; review the ECE core course content, assessments, and student-learning opportunities; revise the field placement; and strengthen collaboration and professional development.

### **RIELDS and Postsecondary Education Collaboration**

In 2014, RIDE engaged in planning with Rhode Island College to include Foundations RIELDS training in the early childhood education course of study. In 2015, the content of the RIELDS training will be converted into the Blackboard format and will be designed to be offered in three transcription formats as follows: as a free module to participant's standalone professional development, as an undergraduate credit-bearing course for 1 credit hour, and as a non-credit course for Continuing Education Credit (CEU), 1.8 CEU. This new opportunity will be implemented in 2015.

Supporting Early Childhood Educators in improving their knowledge, skills, and abilities  
(Section D(2) of Application)

Has the State made progress in improving the effectiveness and retention of Early Childhood Educators who work with Children with High Needs with the goal of improving child outcomes:

Supporting Early Childhood Educators	
Providing and expanding access to effective professional development opportunities that are aligned with your State's Workforce Knowledge and Competency Framework	Yes
Implementing policies and incentives that promote professional and career advancement along an articulated career pathway that is aligned to the Workforce Knowledge and Competency Framework, and that are designed to increase retention, including:	Yes
<i>Scholarships</i>	Yes
<i>Compensation and wage supplements</i>	Yes
<i>Tiered reimbursement rates</i>	
<i>Other financial incentives</i>	Yes
<i>Management opportunities</i>	
Publicly reporting aggregated data on Early Childhood Educator development, advancement, and retention	Yes
Setting ambitious yet achievable targets for:	Yes
<i>Increasing the number of postsecondary institutions and professional development providers with programs that are aligned to the Workforce Knowledge and Competency Framework and the number of Early Childhood Educators who receive credentials from postsecondary institutions and professional development providers that are aligned to the Workforce Knowledge and Competency Framework</i>	Yes
<i>Increasing the number and percentage of Early Childhood Educators who are progressing to higher levels of credentials that align with the Workforce Knowledge and Competency Framework</i>	Yes

Describe the progress made during the reporting year. Please describe the State's strategies to ensure that measurable progress will be made in this area by the end of the grant period.

Rhode Island continues to meet goals in statewide professional development and obtainment of postsecondary-education credentials. Rhode Island's system of support for the ECE workforce includes high-quality professional development, a 12-credit training program, and an associate's degree in Early Childhood Education and a bachelor's degree in Early Childhood aligned to the Workforce Knowledge and Competencies.

**Professional Development - Center for Early Learning Professionals (The Center)**

The Center for Early Learning Professionals (The Center) was awarded the contract for professional development in early 2014. In the first few months of operation, the Center completed a needs assessment/environmental scan of professional development offered in the state to aid in identification of topics, content, and likely demand for Center offerings; hosted an open house in conjunction with BrightStars; and developed and implemented professional development aligned to WKC's covering a range of topics that fall into three major categories: 1) the use of classroom assessment tools, 2) the foundations of child development and best practices in early care and education, and 3) developing a responsive curriculum for infants and toddlers

The Center for Early Learning Professionals developed a professional development review process to ensure alignment of community-based professional development to WKC's, designed a rubric for assessing quality, and undertook the processing and approval of professional development. In June of 2014, policies were put into place by DCYF requiring all professional development that counts toward the regulation's required 20 hours would have to be approved by the Center from that date forward. To date 122 community-based professional development courses have been approved to count toward DCYF's required 20 hours of annual training.

In addition, by the end of the third quarter, the Center supported the development of trauma-informed curriculum, launched a website and social media to promote professional development opportunities and share participants' learning, created an online system for professional development registration, and offered 9 professional development courses. By the end of 2014, the Center developed and implemented 20 courses aligned with the WKC's and served 1,113 participants in professional development.

### **Professional Development RIELDS**

Rhode Island has a long history of supporting the use of early learning standards by offering comprehensive professional development to the early care and education workforce. The Rhode Island Early Learning Standards Project provides four professional development opportunities to support early care and education professionals in creating high-quality, standards-based programs: Foundations for Rhode Island Early Learning Standards, Developing a Standards-Based Classroom, Implementing a Standards-Based Classroom, and Implementing a Standards-Based Program. All training is leveled to the appropriate role as it relates to Rhode Island's Workforce Knowledge and Competencies. In 2014, 912 members of the workforces participated in one of the 62 RIELDS courses offered.

In addition to the four RIELDS courses, Rhode Island offers Next Steps for Professional Development. Next Steps consists of a series of workshops designed for those who have completed a RIELDS course. The sessions are designed to provide a deeper look at content within the standards. An additional 157 members of the workforce participated in 1 of 8 Next Steps workshops.

### **RIELDS Training Evaluation**

In the fall of 2014, the Rhode Island Department of Education awarded Child Trends a contract to evaluate the effectiveness of the professional development component of the Rhode Island Early Learning and Development Standards Project. Evaluators will examine all project components affecting the consistency of training delivery, which includes the training of trainers, policies and procedures, trainer materials, and the ongoing support system for trainers. More specifically, the evaluator will meet with RIDE project staff to review project processes and data, such as policies, evaluations, the train-the-trainer process and materials, course content and design, trainer networking meetings, and trainer monitoring processes. The Rhode Island Department of Education desires results that will generate findings used to inform policy, programmatic, and resource-allocation decisions moving forward, as well findings as to whether revisions stemming from evaluation findings have created the desired outcome. Contracting began in December 2014 with work anticipated to begin in February 2015.

### **Professional Development - Comprehensive Assessment**

Rhode Island has made progress on goals related to comprehensive assessment in ECE programs and in training for ECE educators to appropriately administer formative assessment. All state-funded Pre-K programs, all public-school early childhood special education programs, and 29 child-care centers are using Teaching Strategies GOLD (TSG). In 2014, 24 new programs signed memorandums of understanding and initiated contracts allowing them to purchase TSG at the reduced rate negotiated by the state.

The formative-assessment professional development activities were focused on teachers and program administrators working in state-funded Pre-K classrooms. The state piloted a training designed for teachers at levels III & IV on the Workforce Knowledge and Competencies. During 2014, 64 staff members participated in 3 different workshops focused on the formative-assessment process and using TSG, and 23 administrators participated in bi-monthly leadership meetings focused on analyzing and using classroom-level GOLD data and on supporting teachers in the use of formative-assessment practices. In addition, 78 hours of technical assistance were provided by a consultant to teachers and administrators in 17 programs, with a specific focus on analyzing and using data. In addition to state-funded Pre-K programs and staff, 127 school-district early childhood special education teachers and administrators received training in the use of TSG in September 2014. These early activities were used to shape the design and implementation plan for professional development, which will be available for the whole early learning field, as described below.

Rhode Island is in progress with the development of professional development modules to support the workforce members in their understanding of the comprehensive-assessment system, including appropriate purposes and uses of different types of assessment, the importance of implementing assessments reliably, and interpreting and using data to inform instruction. This project encountered some delays, but it is on track to release modules, aligned with the workforce knowledge and competencies, through an online platform in 2015. To support programs in the future, RIDE released a competitive RFP for a vendor to conduct a technology-needs assessment to inform protocols for technology grants to support assessment.

### **Rhode Island Early Childhood Education Training Program (RIECETP)**

The RIECETP program is on track to reach its goal of 280 students successfully obtaining 12 credits in early childhood education. The RIECETP is an essential part of the ECE system, as it is aligned to the obtainment of teacher credentials aligned to a level 3 in both the Center and Family Child Care BrightStars Frameworks.

In the 2014 academic year, 125 students were enrolled, and 83 students completed the RIECETP program in 2014. To recruit students, the RIECETP coordinator works collaboratively with BrightStars and the Center for Early Learning Professionals to target BrightStars level 2 programs for potential students. In addition, the RIECETP coordinator uses mailing lists, networks with programs, displays flyers in and around the four campuses, and sends mailings to local technical schools and community partners.

To ensure success in the program, all RIECETP students are assigned a mentor and can access counseling and advising from the program coordinator. In addition to mentoring, all CCRI students have access to a variety of online and drop-in student support services at all campus locations. Services include, but are not limited to, college-readiness support, faculty advising, library resources, technology help, peer tutoring, study skills, math and writing labs, and ESL classes. As the cohort moves into its fourth course, T.E.A.C.H staff visit the class to inform students wishing to further their education about the availability of scholarships through T.E.A.C.H.

### **Access to Credentials through T.E.A.C.H.**

For educators ready for admission to an A.A. or B.A/B.S teacher-preparation program, T.E.A.C.H. scholarships are available to students working 30 or more hours per week in an early childhood program. These scholarships require sponsorship from the center by which the educator is employed. Additionally, T.E.A.C.H. provides access to additional supports as needed or identified by the cohort. T.E.A.C.H. requires a financial contribution by the center that employs the T.E.A.C.H. scholar. The employer must provide release time and increased compensation for program participants as they complete each scholarship term. To offset the cost to programs, Program Quality Improvement Grants may be applied to the supports required to sponsor a T.E.A.C.H. scholar.

In 2014, 76 students were participating in T.E.A.C.H. from 34 of Rhode Island's child-care centers and from 5 family child-care homes.

### **CCRI A.A. in Early Childhood Education**

As of June 2014, the Community College of Rhode Island graduated 31 students with an associate's degree in Early Childhood Education. CCRI coursework is aligned to level 1 and level 2 of the Workforce Knowledge and Competencies for Teachers.

### **Rhode Island College - Institute for Teaching and Learning**

Rhode Island launched a new bachelor's degree program to support the early learning workforce in 2014. The Rhode Island College Institute for Early Childhood Teaching and Learning began its inaugural semester in fall 2014 with 15 students in the Early Childhood Learning PK-2 B.S. degree program. Recruitment efforts for the initial cohort of the Institute were primarily completed through the T.E.A.C.H. Scholarship Program, which has been engaging with those currently in the workforce looking to pursue a bachelor's degree as part of their work. T.E.A.C.H. recruited through mailings and emails to all licensed programs, visits to associate's degree-level courses at the Community College of Rhode Island, and targeted outreach through BrightStars and through technical-assistance providers from the Center for Early Learning Professionals.

The Institute's cohort design is aimed at providing wraparound supports to students that address needs in mathematics, reading, and writing, as well as supports for other barriers to college completion. Each cohort member is required to attend weekly tutoring sessions that occur in the two hours prior to their coursework. The content of these tutoring sessions is determined by individual assessments of math and literacy skills. Cohort members take two courses per semester as a cohort, both of which are hybrid courses - 50% of course hours are completed online and 50% in person. Students may also take general education requirements as needed. The cohorts attend classes during fall, spring, and summer semesters. The cohort model takes 8 semesters for A.A. to B.A. candidates to complete and 7 semesters for second bachelor's-degree candidates to complete. A second degree program, Infant and Toddler Education, will welcome its first cohort in the fall of 2015.

In both the Early Childhood Learning PK-2 B.S. degree and the Infant and Toddler Education B.S. degree, students begin with foundational early childhood coursework, such as early childhood development, and move toward coursework focused on pedagogy. The coursework culminates in a student-teaching experience and capstone seminar. Coursework allows for ample practice of newly acquired knowledge and skills and students are required to target changes to their instruction/practice in a variety of ways, such as working with a mentor teacher and videotaping lessons for class reflection and discussion.

### **Preparation to obtain high-school equivalency and postsecondary-education credentials**

The Rhode Island Early Learning Workforce Study indicated that 23% of Spanish-speaking family child-care educators have less than a high-school credential. Rhode Island estimates approximately 77 owner/operators of family child-care homes (23%) have less than a high-school credential; 93% of those providers live in Providence. In addition to this information, the Department of Human Services conducted a telephone survey in June 2014. This survey targeted Spanish-speaking providers working in early childhood programs at the two- or three-star level in the Bright Stars rating scale. Forty-three (43) family child care providers whose primary language is Spanish responded to the survey. Results indicated that 33 out of the 43 Spanish-speaking providers claimed to have an English-language limitation. Only 8 out of 43 interviewees considered themselves fully English-proficient. Early Childhood Providers who seek to further their own basic literacy and language skills, increase

their BrightStars rating, or comply with licensing requirements will need learning opportunities that will allow them to reach their individual goals.

To respond to this need, Rhode Island will offer a pilot program to provide adult education instruction in Spanish GED Preparation and in English as a Second Language instruction, with wrap-around case-management support services for a cohort of up to 25 early childhood educators currently providing licensed care for children. The pilot's cohort model will serve as a dynamic transitional growth opportunity that will encourage learners to grow and support one another in an active learning environment. The cohort design embodies a community of concern. For example, when a student is absent from a particular class, others will inquire about the student's well-being. Support can often be offered in concrete ways, such as help with homework, friendly encouragement, and help pronouncing words correctly. Instruction will be through a contextualized education model focusing on the early childhood learning workplace and Spanish GED instruction. The pilot, managed jointly by Department of Human Services and the Rhode Island Department of Education Office of Adult Education, will launch in March of 2015.

## Performance Measure (D)(2)(d)(1)

*In the tables below, indicate State progress toward meeting ambitious yet achievable targets for increasing the number of postsecondary institutions and professional development providers with programs that are aligned to the Workforce Knowledge and Competency Framework and the number of Early Childhood Educators who receive credentials from postsecondary institutions and professional development providers that are aligned to the Workforce Knowledge and Competency Framework.*

### **Performance Measure (D)(2)(d)(1): Increasing the number of Early Childhood Educators receiving credentials from postsecondary institutions and professional development providers with programs that are aligned to the Workforce Knowledge and Competency Framework.**

	Baseline	Targets				Actuals			
		Year 1	Year 2	Year 3	Year 4	Year 1	Year 2	Year 3	Year 4
Total number of "aligned" institutions and providers	0	2	5	8	11	2	6	126	
Total number of Early Childhood Educators credentialed by an "aligned" institution or provider	0	1,000	1,500	2,000	2,500	621	1,569	2,178	

### **Performance Measure (D)(2)(d)(1) Data Notes**

In Year 1, the two aligned providers were RIAEYC and RIDE. RIAEYC provided professional development through an existing contract with DHS using CCDF funds and additional funds added from RTT-ELC. It was required that these opportunities be aligned to the Workforce Knowledge and Competencies. RIDE continued to provide professional development in the Early Learning Standards, also aligned with the WKC for teachers and teacher assistants. In Year 2, RIAEYC and RIDE continued to offer the professional development opportunities in 2012. RIAEYC continued to provide professional development through an extended contract, while the PDTA Center was in development.

In 2014, 2178 members of the workforce were documented as receiving high-quality professional development aligned to the Workforce Knowledge and Competencies in three approved institutions: The Rhode Island Association for the Education of Young Children (RIAEYC), the Center for Early Learning Professionals, and the Rhode Island Department of Education (RIDE). RIAEYC held it's annual leadership day and conference serving 85 and 299 participants respectively. 593 participants received professional development at the Center for Early Learning Professionals. RIDE offered Rhode Island Early Learning and Development Standards (RIELDS) training to 912 providers, RIELDS Next Steps to 157 providers and 5 individuals completed the RIELDS train the trainer course. In addition, 127 providers completed professional development on the use of Teaching Strategies Gold through RIDE.

Also in 2014, the Center for Early Learning Professionals implemented a new approval process for community based providers. The professional development approval process ensures that professional development offered to the early learning workforce within the state is high-quality and articulates learning objectives and content that is aligned with Workforce Knowledge and Competency (WKC) domains and career levels; includes references that demonstrate ties to research, theory, and best practice; establishes a learning atmosphere that encourages participants to share their knowledge and experiences and apply learning to their practice; demonstrates appreciation of and respect for the unique needs and characteristics of the participants; and gets

delivered by individuals who demonstrate deep content knowledge of the topic and understanding of adult learning principles. The professional development approval process requires professional development providers to complete and submit the *Professional Development Approval Application* with all required documentation, such as the Participant Evaluation Form. Upon receipt, a team of reviewers uses the *Professional Development Approval Scoring Rubric* to review and score the application's components and recommend approval.

Providers applying for approval receive a mail notification with the application's score and the reviewers' feedback together with an identification code. Such identification code is used to let training participants know that that the PD they are attending counts toward their required hours of ongoing PD related to the state's *Workforce Knowledge and Competencies Frameworks*. It also helps professional development providers document participation in their approved sessions. Approval is granted for a period of one year and subsequent approval is required by the end of such period.

In 2014, the Department of Children Youth and Families notified all licensed child care centers and family child care homes that approval process is required for all the professional development counted toward DCYF licensing requirements for professional development. In 2014, 122 professional development providers, such as a staff member in a program, a paid consultant, or content expert, were approved to provide high-quality professional development to Rhode Island's early learning workforce.

In 2014, Rhode Island's Early Care and Education Data System was not ready to incorporate data from the community based providers to understand the number of participants in each approved professional development opportunity. Rhode Island will include functionality in the workforce registry to be able to accurately reflect the number of individuals completing aligned professional development through these community based providers in the future.

**Performance Measure (D)(2)(d)(1) Target Notes**

*For all targets that were not reached in the reporting year, please describe the State's strategies to ensure that measurable progress will be made in reaching the established targets by the end of the grant period.*

All targets in (D)(2)(d)(1) were met.

## Performance Measure (D)(2)(d)(2)

In the tables below, indicate State progress toward meeting ambitious yet achievable targets for increasing the number and percentage of Early Childhood Educators who are progressing to higher levels of credentials that align with the Workforce Knowledge and Competency Framework.

### Performance Measure (D)(2)(d)(2): Increasing number and percentage of Early Childhood Educators who are progressing to higher levels of credentials that align with the Workforce Knowledge and Competency Framework.

Targets										
Progression of credentials (Aligned to Workforce Knowledge and Competency Framework)	Number and percentage of Early Childhood Educators who have moved up the progression of credentials, aligned to the Workforce Knowledge and Competency Framework, in the prior year									
Progression: Low to High	Baseline		Year 1		Year 2		Year 3		Year 4	
	#	%	#	%	#	%	#	%	#	%
12 Credit Hours in Early Childhood Education or CDA plus 9 credits; Career Pathway Level 1.										
A.A. in Early Childhood Education or 24 Credits in ECE; Career Pathway Level 2.										
Bachelor's Degree in addition to or including 30 credits in Early Childhood Education (ECE); Career Pathway Level 3.										
Master's Degree in Early Childhood Education or Bachelor's Degree in Early Childhood Education and 12 graduate credits in Early Childhood Education (ECE); Career Pathway Level 4.										

Actuals										
Progression of credentials (Aligned to Workforce Knowledge and Competency Framework)	Number and percentage of Early Childhood Educators who have moved up the progression of credentials, aligned to the Workforce Knowledge and Competency Framework, in the prior year									
Progression: Low to High	Baseline		Year 1		Year 2		Year 3		Year 4	
	#	%	#	%	#	%	#	%	#	%
12 Credit Hours in Early Childhood Education or CDA plus 9 credits; Career Pathway Level 1.							83			
A.A. in Early Childhood Education or 24 Credits in ECE; Career Pathway Level 2.							35			
Bachelor's Degree in addition to or including 30 credits in Early Childhood Education (ECE); Career Pathway Level 3.							17			
Master's Degree in Early Childhood Education or Bachelor's Degree in Early Childhood Education and 12 graduate credits in Early Childhood Education (ECE); Career Pathway Level 4.										

**Performance Measure (D)(2)(d)(2) Data Notes**

*Please describe the methodology used to collect the data, including any error or data quality information.*

Baseline data on the number of Early Childhood Educators in Rhode Island was not available at the time of application. In the application, the progression of credentials was defined as:

Level 1: 12 credit hours in Early Childhood Education (ECE) OR CDA plus 9 credit hours in Early Childhood Education (ECE).

Level 2: AA in Early Childhood Education (ECE) OR 24 credits in Early Childhood Education (ECE).

Level 3: Bachelor's Degree in addition to or including 30 credits in Early Childhood Education (ECE) OR RI Early Childhood Certification PK-2 (includes Bachelor's Degree).

Level 4: Master's Degree in Early Childhood Education OR Bachelor's Degree in Early Childhood Education and 12 graduate credits in Early Childhood Education (ECE).

Baseline will be reported via the Workforce Registry, which is currently in development.

In 2014, the following number of students completed credentials:

- Level 1: CCRI RIECETP Certificates: 83;
- Level 2: CCRI AA: 35 as of December 2014;
- Level 3: RIC, 16 graduates, URI 1.

**Performance Measure (D)(2)(d)(2) Target Notes**

*For all targets that were not reached in the reporting year, please describe the State's strategies to ensure that measurable progress will be made in reaching the established targets by the end of the grant period.*

Rhode Island continues to support the workforce in obtaining higher credentials that align with the career pathway set forth in the application. Data is expected with the development of the early care and education data system's workforce registry. Rhode Island anticipates the launch of the workforce registry in 2015, with preliminary data to be reported in 2015 APR.

## Measuring Outcomes and Progress

### Understanding the Status of Children’s Learning and Development at Kindergarten Entry (Section E(1) of Application)

*Has the State made progress in developing a common, statewide Kindergarten Entry Assessment that:*

Kindergarten Entry Assessment	
Is aligned with the State's Early Learning and Development Standards and covers all Essential Domains of School Readiness	Yes
Is valid, reliable, and appropriate for the target population and for the purpose for which it will be used, including for English learners and children with disabilities	Yes
Is administered beginning no later than the start of the school year in the third year of the grant to children entering a public school kindergarten (e.g., the 2014-2015 school year for Round 1 grantee states, the 2015-2016 school year for Round 2 grantees). States may propose a phased implementation plan that forms the basis for broader statewide implementation	Yes
Is reported to the Statewide Longitudinal Data System, and to the early learning data system, if it is separate from the Statewide Longitudinal Data System, as permitted under and consistent with the requirements of Federal, State, and local privacy laws	Yes
Is funded, in significant part, with Federal or State resources other than those available under this grant, (e.g., with funds available under section 6111 or 6112 of the ESEA)	Yes

*Describe the domain coverage of the State’s Kindergarten Entry Assessment, validity and reliability efforts regarding the Kindergarten Entry Assessment, and timing of the administration of the Kindergarten Entry Assessment.*

The Kindergarten Entry Assessment will cover the five essential domains (language and literacy development, cognition and general knowledge, approaches toward learning, physical well-being and motor development, and social and emotional development).

Two rounds of pilot testing will be done to confirm that the assessment measures what it was intended to measure, that the domains and their associated progressions measure one and only one factor, that average performance on the scale advances through the progressions, and that the points on the progressions progress in difficulty. Rasch scaling will be used to examine unidimensionality, effectiveness of the rating scale, and item difficulty. Score reliability will also be estimated using the Rasch metrics of person reliability, item reliability, and internal consistency. Item-person maps will be used to evaluate the density of items across the full performance continuum.

Psychometric analyses involving exploratory and confirmatory factor analyses, initial Item Response Theory analyses, and examination of domain-score reliabilities will be conducted. These analyses will be used to determine how well the items measure each domain as part of the item-development and validation process and later in setting cut scores and levels of performance. Online certification modules will be developed to assess inter-rater reliability of teachers and to certify them as reliable to administer the assessment. To establish reliability, a teacher will view sets of documentation for different children for different progressions and be asked to locate the child's performance on the progression, based on the documentation provided. These

responses will be compared with master scores to compute reliability. Teachers who fail the reliability check will be given additional training and asked to retake the reliability check until they achieve reliability.

The KEA will be piloted in selected districts in September and October of 2015.

*Describe the progress made during the reporting year. Please describe the State's strategies to ensure that measurable progress will be made in this area by the end of the grant period.*

The state's Kindergarten Entry Profile (KEP) is under development. Rhode Island is participating in a federal Enhanced Assessment Grant multi-state consortium, led by North Carolina. The scope of work includes enhancing North Carolina's kindergarten-entry assessment to ensure that it aligns with a common set of standards that represent all states in the consortium, that the assessment measures the constructs it intends to measure, and that the assessment is valid and reliable. The five essential domains of school readiness will be assessed. The assessment items will be field tested in the spring of 2015, and the full assessment will be piloted in the fall of 2015.

The consortium held two in-person planning meetings in March and October to coordinate development of the KEP. The state standards were analyzed and, based on that analysis, consortium members selected constructs they deemed to be most essential to understanding kindergarten readiness. Based on the North Carolina pilot data, research partners began to enhance the KEP and prepare items for piloting in consortium states. Stakeholder-engagement materials were developed, and outreach began within Rhode Island to recruit districts to participate in pilot activities and in an advisory capacity. RIDE is planning to engage a consultant to develop a state-specific implementation plan, which will help the department anticipate next steps and ensure that all targets are met by the end of the grant period.

## Early Learning Data Systems (Section E(2) of Application)

*Has the State made progress in enhancing its existing Statewide Longitudinal Data System or building or enhancing a separate, coordinated, early learning data system that aligns and is interoperable with the Statewide Longitudinal Data System and that:*

Early Learning Data Systems	
Has all of the Essential Data Elements	Yes
Enables uniform data collection and easy entry of the Essential Data Elements by Participating State Agencies and Participating Programs	Yes
Facilitates the exchange of data among Participating State Agencies by using standard data structures, data formats, and data definitions such as Common Education Data Standards to ensure interoperability among the various levels and types of data	Yes
Generates information that is timely, relevant, accessible, and easy for Early Learning and Development Programs and Early Childhood Educators to use for continuous improvement and decision making	Yes
Meets the Data System Oversight Requirements and complies with the requirements of Federal, State, and local privacy laws	Yes

*Describe the progress made during the reporting year, including the State's progress in building or enhancing a separate early learning data system that aligns with and is interoperable with the Statewide Longitudinal Data System and that meets the criteria described above. Describe the State's strategies to ensure that measurable progress will be made in this area by the end of the grant period.*

Rhode Island has made significant progress in the development of the Early Care and Education Data System (ECEDS) in 2014. Rhode Island's ECEDS will serve multiple purposes, including enabling uniform data collection, reducing duplicative data collection efforts between the participating state agencies and early childhood stakeholders, and collecting data to help the state answer key policy questions for the purpose of informing policy and programmatic decision-making. The ECEDS as currently defined includes a statewide child identifier to enable linkage between the Department of Health's public health database, the Department of Human Services database data, and the Department of Education's Statewide Longitudinal Data System; a unique statewide workforce identifier; a unique program site identifier; child, family, and workforce demographic information; data on the educator's educational attainment and credentials and professional development information; data on the program's structure, quality, and applicable data reported as part of BrightStars, Rhode Island's Quality Rating and Improvement System; and child-level participation and attendance data.

It became clear in 2014 that the development needs to meet the stated objectives in Rhode Island's application are more complex than originally anticipated. In order to effectively produce Rhode Island's desired Early Care and Education System, additional resources were requested and allocated through an amendment. A contract was issued and a full-time consultant was hired to coordinate all aspects of the business engagement and data governance. The position monitors progress against the project work plan to ensure that appropriate time is allocated for stakeholder input, manages the process to handle red flags raised by the technical lead, and facilitates the development and implementation of a data-governance structure. Also in requested were contracts for one full-time business -systems analyst and one full-time web-application developer, as well as a

contract extension for the current data analyst. These two positions will accelerate the development of the Universal Program Application and the development of the workforce registry.

### **Data Governance**

In early 2014, technical assistance was received through RTT-ELC TA and DaSy to understand data governance in a complex project, involving multiple state agencies and vendors. The outcome of the two-day session made it very clear that a person must be dedicated to development and implementation of data governance. Rhode Island has secured a consultant to focus on data governance. This will be a priority area in 2015, and the anticipated work includes amendments to existing data-sharing agreements, memorandums of understanding for use of the ECEDS, and the formation of data-governance and data-stewards teams.

### **Data-Sharing Agreements**

After significant delays, data-sharing agreements for the ECEDS are now executed for the Department of Human Services, Department of Health, and Department of Children, Youth and Families. Rhode Island initially set forth to secure a multi-agency data-sharing agreement. After months of negotiation, Rhode Island's participating state agencies agreed to individual agency agreements. In 2015, modifications to the existing data-sharing agreements will be made to include additional required data elements.

### **ECEDS Development**

Rhode Island launched the Exceed website in 2014. The website will serve as the entry point into the ECEDS. Content-management functionality was completed to support the ongoing communication with the field. ECEDS registration, login, access delegation, multi-site user functionality, state-agency access, and program tabs were completed in 2014. Rhode Island finalized requirements for the Early Learning Program Search and was near completion at the end of 2014. Also in progress in 2014 were the processes of gathering final requirements and defining functionality for Universal Program Application (UPA).

The workforce-registry requirements gathering began in the summer of 2014. At the end of the year, Rhode Island had defined the business context, developed scope, identified and interviewed the key users and stakeholders, identified business requirements, identified known constraints imposed by the business or other systems, created a business process flowchart depicting business processes, gathered the list of data elements, and defined prototypes of reports.

The ECEDS will launch to the early care and education field in 2015 with functionality for program administrators to enter data into the family search. The Early Learning Program Search brings together CCAP program data, DCYF licensing data, and RIDE data in one robust site and it allows families to search for a program by multiple factors including, but not limited to, program type, quality level, geography, hours of operation, and languages spoken by staff and children. The Exceed families' page and the search provide families with the requirements for CCDF resource and referral. In 2015, further modifications will be planned to comply with implementation of the anticipated revisions of the CCDF state plan.

Immediately following the launch of the Early Learning Program Search is the implementation of functionality to support the Universal Program Application, which will allow for administrators to enter and store data that will be used across the three applications in the program-quality continuum: DCYF license renewal, BrightStars application, and the application for Comprehensive Early Childhood Education approval. The functionality will also include the elements of the workforce registry required in the applications.

## **Supports to Providers to Use ECEDS**

A complex data system that engages the field in data entry will require significant supports to ensure success. Rhode Island has planned for supports to administrators and the workforce in the rollout of the ECEDS. Communication to ensure a clear understanding of the vision and purpose of the data system is ongoing. Rhode Island is using a number of approaches: letters, updated information on the Exceed website, social media, and presentations to the field. A contract for help-desk service was secured to assist providers as they enter data into the system. The help desk will support child-care administrators, public-school leaders, and the workforce in registration, login, and data entry. This contract is in response to lessons learned and built upon the existing functionality developed from Rhode Island's Race to the Top K-12 grant. In addition, during the launch of the family-search and universal-program application, support sessions and technology access will be offered to the field by the data team. Lastly, upon completion of the registration and family-search launch, administrators will be asked to complete a short survey on their user experience to help inform modifications in the system, plan for technology grants, and plan for additional training and supports.

## **Data System Integration**

The integration of participating state agency data into ECEDS continues to progress. The Department of Children, Youth and Families (DCYF) set up protocols for staging data for integration into the ECEDS. By April, a weekly DCYF, and by year's end, a daily data load was incorporated into ECEDS. The remainder of the year was focused on data quality. The Department of Human Services (DHS) is in process with manual data extracts and is progressing toward an automated transfer with its new Integrated Eligibility System, Deloitte, in 2015. The Department of Health has completed the initial phase of modifications to KIDSNET to allow screening data from CHADIS to integrate into the state public-health database and to modify KIDSNET to incorporate child-outreach screening. The Rhode Island Department of Education moved forward with exchanging district data with the Department of Health to assist child outreach with identification and targeted outreach to children who have yet to be screened.

Rhode Island's QRIS vendor, RIAEYC, is also making progress in goals to link to the ECEDS System. RIAEYC has contracted with Mosaic STARS system for internal operations and data management. The work began in early 2014 with requirement collections and sharing of all application materials, procedures, and protocols with the team at Mosaic. It was decided later that year, in order to effectively use the Mosaic system for internal operations, the QRIS application must flow through the Mosaic system. This required the state to discontinue the plans for building the BrightStars application in ECEDS and to work with Mosaic to provide a user-friendly, seamless experience for the Universal Program Application. A data manager for BrightStars was hired to manage the Mosaic contract and to determine requirements to link to the ECEDS system through single sign-on. User-acceptance testing for the internal operations system continues while planning and development for single sign-on will take place in 2015.

## Data Tables

### Commitment to early learning and development

In the tables that follow, provide updated data on the State's commitment to early learning and development as demonstrated in Section A(1) of the State's RTT-ELC application. Tables A(1) -1 through 3 should be updated with current data. Tables 4 and 5 should provide data for the reporting year as well as previous years of the grant. Tables 6 and 7 may be updated only where significant changes have occurred (if no changes have occurred, you should note that fact).

Table (A)(1)-1: Children from Low-Income families, by age

Table (A)(1)-1: Children from Low-Income <sup>1</sup> families, by age		
	Number of children from Low-Income families in the State	Children from Low-Income families as a percentage of all children in the State
Infants under age 1	5,137	47%
Toddlers ages 1 through 2	10,702	47%
Preschoolers ages 3 to kindergarten entry	16,688	47%
Total number of children, birth to kindergarten entry, from low-income families	32,527	47%

<sup>1</sup> Low-Income is defined as having an income of up to 200% of the Federal poverty rate.

#### Data Table (A)(1)-1 Data Notes

Indicate the data source and clarify or explain any of these data if needed.

Estimated from U.S. Census data by multiplying the statewide percentage of children under age 6 living below 200% FPL (from the 2013 American Community Survey) by the total number of children in the state in each age group from the 2010 Census. Children ages 3 to 5 is used for children ages 3 to kindergarten entry. Separate breakdowns are not available for poverty levels for each of these age groups.

Table (A)(1)-2: Special Populations of Children with High Needs

Table (A)(1)-2: Special Populations of Children with High Needs		
Special Populations: Children who...	Number of children (from birth to kindergarten entry) in the State who...	Percentage of children (from birth to kindergarten entry) in the State who...
Have disabilities or developmental delays <sup>1</sup>	4,873	9.2%
Are English learners <sup>2</sup>	4,817	9.1%
Reside on "Indian Lands"	0	0.0%
Are migrant <sup>3</sup>	0	0.0%
Are homeless <sup>4</sup>	1,117	2.1%
Are in foster care	660	1.2%

<sup>1</sup>For purposes of this Annual Performance Report, children with disabilities or developmental delays are defined as children birth through kindergarten entry that have an Individual Family Service Plan (IFSP) or an Individual Education Plan (IEP).

<sup>2</sup>For purposes of this Annual Performance Report, children who are English learners are children birth through kindergarten entry who have home languages other than English.

<sup>3</sup>For purposes of this Annual Performance Report, children who are migrant are children birth through kindergarten entry who meet the definition of "migratory child" in ESEA section 1309(2).

<sup>4</sup>The term "homeless children" has the meaning given the term "homeless children and youths" in section 725(2) of the McKinney-Vento Homeless Assistance Act (425 U.S.C. 11434a(2)).

**Data Table (A)(1)-2 Data Notes**

Indicate the data source and clarify or explain any of these data if needed.

Total number of children in the state, for purposes of calculating percentages, is the 2014 population of children under the age of 5, living in Rhode Island, as reported by HEALTH (n=52,723).

Children who have Developmental Delays or Disabilities is the number of children with an Individual Family Service Plan through a Rhode Island Early Intervention Provider IDEA Part C (n=2087) children from One day count 12/1/13 reported 3/12/14 to OSEP plus the number of preschool children who received special education services under Part B, Section 619 of IDEA (n=2786) children.

Children who are English Language Learners is the number of children in KIDSNET under age 5 on September 1, 2014, who were born to a mother who did not speak English, as collected during universal newborn developmental screening at a Rhode Island hospital. These data are an undercount, as we do not collect this data point for children born outside of a Rhode Island hospital.

Children who are migrant or reside on Indian lands in Rhode Island is less than 1%.

Children who are homeless are the total number of children in shelters includes all children who stayed at homeless shelters and domestic-violence shelters in Rhode Island. Estimated number of homeless children by last permanent residence includes children under age 18 who stayed at emergency homeless shelters, domestic-violence shelters, and transitional housing facilities in Rhode Island with their families in 2013 as reported in the KIDSCOUNT Fact Book, April 2014. Original Source: Rhode Island Emergency Shelter Information Project, 2013.

Children who are in Foster Care includes all children in foster care, group homes/residential facilities, residing in medical facilities, and residing in shelter care in January 2013, as reported in the KIDS COUNT Fact Book, April 2014. Original Source: Rhode Island Department of Children, Youth and Families, Rhode Island Children's Information System (RICHIST), January 2014.

**Table (A)(1)-3a: Participation of Children with High Needs in different types of Early Learning and Development Programs, by age**

*Note: A grand total is not included in this table since some children participate in multiple Early Learning and Development programs.*

<b>Table (A)(1)-3a: Number of Children with High Needs participating in each type of Early Learning and Development Program, by age</b>				
<b>Type of Early Learning &amp; Development Program</b>	<b>Infants under age 1</b>	<b>Toddlers ages 1 through 2</b>	<b>Preschoolers ages 3 until kindergarten entry</b>	<b>Total</b>
<b>State-funded preschool</b>	-	-	205	205
Specify:	State-funded Preschool			
Data Source and Year:	Rhode Island Department of Education, October 2014.			
<b>Early Head Start &amp; Head Start<sup>1</sup></b>	-	162	2,254	2,416
Data Source and Year:	Center Based Early Head Start and Head Start slots as of October 2014.			
<b>Programs funded by IDEA, Part C and Part B, section 619</b>	315	1,772	2,786	4,873
Data Source and Year:	Executive Office of Health and Human Services, Rhode Island Department of Education, 2014			
<b>Programs funded under Title I of ESEA</b>	-	-	917	917
Data Source and Year:	CSPR, School Year 2012-2013			
<b>Programs receiving funds from the State's CCDF program</b>	-	2,202	3,546	5,748
Data Source and Year:	Department of Human Services, December 31, 2014.			
<sup>1</sup> Including Migrant and Tribal Head Start located in the State.				

**Data Table (A)(1)-3a Data Notes**

*Enter text here to clarify or explain any of these data if needed.*

State Funded PreK: RI Department of Education, Pre-K Child Demographic Survey, 2014-2015.

Early Head Start/Head Start: Reported by center, the total reported is the number of slots in each center's physical location as of October 2014.

Programs funded under Title I of ESEA is the total served in Title I funded schools in the 2012-2013 academic year as reported in the Consolidated State Performance Report. 2013-2014 academic year is not yet reported.

Programs and services funded by IDEA Part C and Part B, Section 619: Part B includes all children receiving services in 2014, reported by the Executive Office of Health and Human Services (Part C) and Rhode Island Department of Education (Part B).

**Table (A)(1)-3b: Participation of Children in Early Learning and Development Programs in the State, by Race/Ethnicity**

*Note: Totals are not included in this table since some children participate in multiple Early Learning and Development programs.*

Table (A)(1)-3b: Number of Children							
Type of Early Learning & Development Program	Hispanic Children	Non-Hispanic American Indian or Alaska Native Children	Non-Hispanic Asian Children	Non-Hispanic Black or African American Children	Non-Hispanic Native Hawaiian or Other Pacific Islander Children	Non-Hispanic Children of Two or more races	Non-Hispanic White Children
State-funded preschool	90	7	13	50		63	147
Specify:	RI Department of Education, Pre-K Child Demographic Survey, 2014-2015						
Early Head Start & Head Start <sup>1</sup>	1,363	1,952	69	410	3	565	1,609
Early Learning and Development Programs funded by IDEA, Part C	571	14	42	156	2	89	1,213
Early Learning and Development Programs funded by IDEA, Part B, section 619							
Early Learning and Development Programs funded under Title I of ESEA							
Early Learning and Development Programs receiving funds from the State's CCDF program							

<sup>1</sup> Including Migrant and Tribal Head Start located in the State.

**Data Table (A)(1)-3b Data Notes**

*Enter text here to clarify or explain any of these data if needed.*

State Funded Pre School data from the RI Department of Education, Pre-K Child Demographic Survey, 2014-2015.

Head Start Data, PIR Summary Report, January 30, 2015.

Race and Ethnicity data was not collected by the SEAs for IDEA Part B, or Title I under ESEA or CCDF at the state level. Rhode Island will request from districts for future reporting for Title I ESEA. Additionally, as the Rhode Island collects data via the ECEDS, we will be able to report this information.

**Table (A)(1)-4: Data on funding for Early Learning and Development**

*Note: For States that have a biennial State budget, please complete for all fiscal years for which State funds have been appropriated. We are not asking for forecasting, but for actual allocations. Therefore, States that do not have biennial budgets need not complete for years for which appropriations do not yet exist.*

<b>Table (A)(1)-4: Funding for each Fiscal Year</b>					
<b>Type of investment</b>	<b>Baseline</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
<b>Supplemental State spending on Early Head Start &amp; Head Start<sup>1</sup></b>	\$800,000	\$800,000	\$800,000	\$800,000	
<b>State-funded preschool</b>	\$700,000	\$208,000	\$1,450,000	\$1,950,000	
Specify:	GR Funds				
<b>State contributions to IDEA, Part C</b>					
<b>State contributions for special education and related services for children with disabilities, ages 3 through kindergarten entry</b>					
<b>Total State contributions to CCDF<sup>2</sup></b>	\$9,292,000	\$9,631,000	\$9,504,605	\$10,091,567	
State match to CCDF Exceeded / Met / Not Met	Met	Met	Not Met	Met	
<i>If exceeded, indicate amount by which match was exceeded</i>					
<b>TANF spending on Early Learning and Development Programs<sup>3</sup></b>					
<b>Other State contributions 1</b>		\$125,000	\$125,000	\$125,000	
Specify:	Head Start Collaboration				
<b>Other State contributions 2</b>		\$4,500,000	\$4,400,000	\$4,400,000	
Specify:	Child Welfare				
<b>Other State contributions 3</b>		\$250,000	\$100,000	\$100,000	
Specify:	United Way of Rhode Island				
<b>Other State contributions 4</b>		\$225,000		\$225,000	
Specify:	Rhode Island Foundation				
<b>Total State contributions:</b>	<b>\$10,972,000</b>	<b>\$15,431,000</b>	<b>\$16,429,605</b>	<b>\$17,466,567</b>	
<sup>1</sup> Including children participating in Migrant Head Start Programs and Tribal Head Start Programs.					
<sup>2</sup> Total State contributions to CCDF must include Maintenance of Effort (MOE), State Match, and any State contributions exceeding State MOE or Match.					
<sup>3</sup> Include TANF transfers to CCDF as well as direct TANF spending on Early Learning and Development Programs.					

### **Data Table (A)(1)-4 Data Notes**

*Enter text here to indicate data source and clarify or explain any of these data, including the State's fiscal year end date.*

Funds listed in this table are aligned with goals of our Race to the Top - Early Learning Challenge State Plan and will help us achieve our outcomes.

State funding for Pre-K are categorically allocated as part of Rhode Island's education funding formula pursuant to a ten-year Pre-K expansion plan beginning in FY 2013. In FY 2012, bridge funding for the Pre-K classrooms was provided by a blend of state funding, Title 1 funding, and private, philanthropic resources (United Way and Rhode Island Foundation) to cover six classrooms operating during the transition from the Pre-K Demonstration Project Phase funded by the R.I. Department of Education to Pre-K's being funded through the new mechanism of the education funding formula.

State funding for Head Start expands access to Head Start programs for low-income families. The Head Start Collaboration Office supports partnerships and collaboration among Head Start agencies and other state early learning and development programs.

Description of changes from last year's report:

- DHS previously over-estimated the annual direct TANF contribution to Early Learning as \$800,000. DHS corrected the report as of this reporting year.
- BrightStars received \$100,000 in funding from the United Way for FY 2014.

**Table (A)(1)-5: Historical data on the participation of Children with High Needs in Early Learning and Development Programs in the State**

*Note: Totals are not included in this table since some children participate in multiple Early Learning and Development programs. However, the current year should match the program totals reported in Table (A)(1)-3a.*

<b>Table (A)(1)-5: Total number of Children with High Needs participating in each type of Early Learning and Development Program<sup>1</sup></b>				
<b>Type of Early Learning and Development Program</b>	<b>Baseline</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>
<b>State-funded preschool</b> <i>(annual census count; e.g., October 1 count)</i>	81	110	156	205
Specify:	State-funded Preschool			
<b>Early Head Start and Head Start<sup>2</sup></b> <i>(funded enrollment)</i>	3,793	2,986	2,269	2,416
<b>Programs and services funded by IDEA Part C and Part B, section 619</b> <i>(annual December 1 count)</i>	6,524	6,721	4,143	4,873
<b>Programs funded under Title I of ESEA</b> <i>(total number of children who receive Title I services annually, as reported in the Consolidated State Performance Report )</i>	581	647	608	917
<b>Programs receiving CCDF funds</b> <i>(average monthly served)</i>	8,407	8,623	5,076	5,748
<sup>1</sup> Include all Children with High Needs served with both Federal dollars and State supplemental dollars.				
<sup>2</sup> Including children participating in Migrant Head Start Programs and Tribal Head Start Programs.				

**Data Table (A)(1)-5 Data Notes**

*Enter text here to indicate data source and clarify or explain any of these data if needed. Include current year if data are available.*

State Funded Pre-K: R.I. Department of Education, Pre-K Child Demographic Survey, 2014-2015.

Early Head Start/Head Start: Reported by center, the total reported is the number of slots in each center's physical location as of October 2014.

Programs funded under Title I of ESEA is the total served in Title I funded schools in the 2012-13 academic year as reported in the Consolidated State Performance Report. 2013-14 academic year is not yet reported.

Programs and services funded by IDEA Part C and Part B, Section 619: Part B includes all children receiving services in 2014, reported by the Executive Office of Health and Human Services (Part C) and Rhode Island Department of Education (Part B).

## Table (A)(1)-6: Current status of the State's Early Learning and Development Standards

Check marks indicate the State's Early Learning and Development Standards address the different age groups by Essential Domain of School Readiness.

Table (A)(1)-6: Current status of the State's Early Learning and Development Standards			
Essential Domains of School Readiness	Age Groups		
	Infants	Toddlers	Preschoolers
Language and literacy development	✓	✓	✓
Cognition and general knowledge (including early math and early scientific development)	✓	✓	✓
Approaches toward learning	✓	✓	✓
Physical well-being and motor development	✓	✓	✓
Social and emotional development	✓	✓	✓

### Data Table (A)(1)-6 Data Notes

Enter text to explain or clarify information as needed.

Below is the outline of Rhode Island's Early Learning and Development Standards:

#### Physical Health and Motor Development (PH)

PH 1: Health and Safety Practices

PH 1.a: Children engage in structured and unstructured physical activity.

PH 1.b: Children become increasingly able to identify unsafe situations and gradually learn strategies for responding to them.

PH 1.c: Children develop self-help skills.

PH 2: Gross Motor Development

PH 2.a: Children develop large-muscle control, strength, and coordination.

PH 2.b: Children develop traveling skills.

PH 3: Fine Motor Development

PH 3.a: Children develop small-muscle control, strength, and coordination.

PH 3.b: Children develop writing and drawing skills.

#### Social and Emotional Development (SE)

SE 1: Relationships with Others

SE 1.a: Children develop trust in and engage positively with adults who are familiar and consistently present in children's lives.

SE 1.b: Children engage in positive relationships and interactions with other children.

SE 2: Sense of Self

SE 2.a: Children develop an awareness of themselves as an individual with unique thoughts, feelings, and perspectives.

SE 2.b: Children develop the confidence to complete an action successfully or independently.

SE 3: Self-regulation

SE 3.a: Children develop the ability to express and regulate their own emotions.

SE 3.b: Children develop the ability to control impulses.

## **Language Development (LD)**

LD 1: Receptive Language

LD 1.a: Young children attend to, understand, and respond to increasingly complex language.

LD 2: Expressive Language

LD 2.a: Young children use increasingly complex vocabulary, grammar, and syntax to express thoughts and needs.

LD 3: Pragmatics

LD 3.a: Young children understand, follow, and use appropriate social and conversational rules.

LD 4: Language Development of Dual Language Learners

LD 4.a: Young children attend to, understand, and respond to increasingly complex language as well as a range of topics and types of texts (including digital texts) in English.

LD 4.b: Young children become increasingly proficient in expressing their thoughts and ideas in English.

## **Literacy (L)**

L 1: Phonological Awareness

L 1.a: Children notice and discriminate the sounds of spoken language.

L 2: Alphabet Knowledge

L 2.a: Children recognize and identify letters and make letter-sound connections.

L 3: Print Knowledge

L 3.a: Children demonstrate book awareness and knowledge of basic print conventions; they understand that print carries meaning and spoken words are represented by text.

L 4: Comprehension and Interest

L 4.a: Children show interest in and an understanding of a variety of literacy experiences.

L 5: Literacy Development for Dual Language Learners

L 5.a: Children become increasingly engaged in literacy experiences in English.

L 6: Emergent Writing

L 6.a: Children learn writing skills and show knowledge of writing conventions; they demonstrate an understanding of writing as a means of communication.

L 6.b: Children use writing to represent and communicate ideas in a variety of contexts; they use a combination of drawing, dictating, and writing to communicate; they participate in shared writing.

## **Cognitive Development (CD)**

CD 1: Logic and Reasoning

CD 1.a Children apply strategies and draw upon past knowledge and experiences to meet goals and solve problems.

CD 2: Memory and Working Memory

CD 2.a Children hold information in their mind and manipulate it to perform tasks.

CD 3: Attention and Inhibitory Control

CD 3.a Children's skills increase in filtering impulses and sustaining attention on a task.

CD 4: Cognitive Flexibility

CD 4.a Children's skills increase at adjusting to changes in demands, priorities, and perspectives.

## **Mathematics (M)**

M 1: Number Sense and Quantity

M 1.a Children develop number recognition and counting skills and learn the relationship between numbers and the quantity they represent.

M 2: Number Relationships and Operations

M 2.a Children learn to use numbers to compare quantities and solve problems.

M 3: Classification and Patterning

M 3.a Children learn to order and sort objects by common attributes, to identify patterns, and to predict the next sequence in a pattern.

M 4: Measurement, Comparison, and Ordering

M 4.a Children learn to measure objects by their various attributes (length, height, weight, volume) and to use differences in attributes to make comparisons.

M 5: Geometry and Spatial Sense

M 5.a Children learn to identify shapes and their attributes, solve problems using shapes, and explore the positions of objects in space.

### **Science (S)**

S 1: Scientific Inquiry and Application

S 1.a: Children learn to plan for and carry out investigations and to collect, evaluate, and communicate information.

S 2: Knowledge of Science Concepts

S 2.a: Children explore the characteristic of objects and materials that are living, non-living, man-made, or naturally occurring

### **Social Studies (SS)**

SS 1: Self, Family, and Community

SS 1.a: Children gain awareness of how they relate to their family and community, understand social roles and responsibilities, and recognize and respect similarities and differences in people.

SS 2: Self, History, and Geography

SS 2.a: Children understand the concepts of time (past, present, and future) and place.

### **Creative Arts (CA)**

CA 1: Experimentation and Participation in the Creative Arts

CA 1.a: Children gain an appreciation for and participate in the creative arts.

Table (A)(1)-7: Elements of a Comprehensive Assessment System currently required within the State

Check marks indicate where an element of a Comprehensive Assessment System is currently required.

Table (A)(1)-7: Elements of a Comprehensive Assessment System currently required within the State					
Types of programs or systems	Elements of a Comprehensive Assessment System				
	Screening Measures	Formative Assessments	Measures of Environmental Quality	Measures of the Quality of Adult-Child Interactions	Other
State-funded preschool	✓	✓	✓	✓	
Specify:					
Early Head Start & Head Start <sup>1</sup>	✓	✓		✓	
Programs funded by IDEA, Part C	✓	✓			✓
Programs funded by IDEA, Part B, section 619	✓	✓			
Programs funded under Title I of ESEA	✓	✓			
Programs receiving CCDF funds	✓	✓	✓	✓	✓
Current Quality Rating and Improvement System requirements (Specify by tier)	✓	✓	✓	✓	✓
Tier 1					
Tier 2	✓				
Tier 3	✓		✓		
Tier 4	✓	✓	✓		
Tier 5	✓	✓	✓	✓	✓
State licensing requirements	✓				

<sup>1</sup> Including Migrant and Tribal Head Start located in the State.

**Data Table (A)(1)-7 Data Notes**

Enter text here to clarify or explain any of the data, if necessary.

State Funded Pre-K uses the following elements of a Comprehensive Assessment System: Screening Measures, Teaching Strategies Gold, ECERS, and CLASS.

IDEA Part B, Section 619 used screening measures and Teaching Strategies Gold.

Programs accepting the Child Care Assistance Program (CCAP) funded through CCDF were required to participate in BrightStars, Rhode Island's Program Quality and Improvement Rating System, in 2013. Each of the elements of a Comprehensive Assessment System are included in the BrightStars TQRIS, dependent upon the program's star level. Screening measures are required in all tiers. Formative assessments are required at star level 4 and 5. ECERS, ITERS, or FCCRS, dependent on type of program are required at star levels 3, 4, and 5. Additionally CLASS is required for preschool programs at star level 5.

DCYF Regulations for Licensure require staff to work collaboratively with local school districts to ensure that all children have the opportunity to participate in Child Outreach screening.

## Budget and Expenditure Tables

### Budget and Expenditure Table 1: Overall Budget and Expenditure Summary by Budget Category

Report your actual budget expenditures for the entire previous budget period and for the current reporting period.

#### Budget Summary Table

Budget Summary Table					
Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	\$427,597.88	\$1,469,298.52	\$1,834,555.02	\$0.00	\$3,731,451.42
2. Fringe Benefits	\$217,166.89	\$771,722.73	\$991,307.40	\$0.00	\$1,980,197.02
3. Travel	\$323.01	\$3,194.48	\$10,078.35	\$0.00	\$13,595.84
4. Equipment	\$5,888.56	\$29,488.23	\$13,638.38	\$0.00	\$49,015.17
5. Supplies	\$881.46	\$28,704.07	\$29,895.36	\$0.00	\$59,480.89
6. Contractual	\$40,060.00	\$1,472,288.56	\$3,830,371.73	\$0.00	\$5,342,720.29
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$280.62	\$11,909.12	\$80,521.11	\$0.00	\$92,710.85
9. Total Direct Costs (add lines 1-8)	\$692,198.42	\$3,786,605.71	\$6,790,367.35	\$0.00	\$11,269,171.48
10. Indirect Costs	\$9,413.96	\$225,452.43	\$340,797.43	\$0.00	\$575,663.82
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners	\$0.00	\$143,438.22	\$4,114,279.71	\$0.00	\$4,257,717.93
12. Funds set aside for participation in grantee technical assistance	\$18,095.42	\$23,966.42	\$53,402.36	\$0.00	\$95,464.20
<b>13. Total Grant Funds Requested (add lines 9-12)</b>	<b>\$719,707.80</b>	<b>\$4,179,462.78</b>	<b>\$11,298,846.85</b>	<b>\$0.00</b>	<b>\$16,198,017.43</b>
14. Funds from other sources used to support the State Plan	\$62,559,400.30	\$59,311,485.92	\$47,223,804.94	\$0.00	\$169,094,691.16
<b>15. Total Statewide Budget (add lines 13-14)</b>	<b>\$63,279,108.10</b>	<b>\$63,490,948.70</b>	<b>\$58,522,651.79</b>	<b>\$0.00</b>	<b>\$185,292,708.59</b>

Columns (a) through (d): For each grant year for which funding is requested, show the total amount requested for each applicable budget category. Column (e): Show the total amount requested for all grant years.

Line 6: Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6.

Line 10: If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.

Line 11: Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.

Line 12: The State must set aside \$400,000 from its grant funds for the purpose of participating in RTT-ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.

Line 13: This is the total funding requested under this grant.

Line 14: Show total funding from other sources (including Federal, State, private, or local) being used to support the State Plan and describe these funding sources in the budget narrative.

### **Budget Summary Table Narrative**

*Please provide a brief explanation of any discrepancies between the State's approved budget and its total expenditures for the reporting year.*

Rhode Island increased its spending rate by 15% in 2014. This is due to the increased number of programs participating in BrightStars and the launch of the state's professional development and technical-assistance center.

Overall, 2014 actual expenditures were lower than the anticipated amount largely due to delays in the contracting for the state's TQRIS. Funds allocated directly to programs are linked to BrightStars participation. The delay in contracting affected the timeline for the implementation of the Child Care Assistance Program requirement to join BrightStars. Further, upon implementation of CCAP requirement, 393 programs applied to BrightStars in the month of March 2014. This resulted in an operational bottleneck. Some school-year-only programs closed for the summer before their on-site visit and were in pending status throughout the summer, therefore unable to access program quality-improvement grants, technical-assistance, and/or quality awards.

The LOI for primary-care practices to provide evidence-based interventions had to be re-posted twice in order to secure a bid from an appropriate vendor. A third posting resulted in a response. HEALTH contracted in 2014 with a vendor to release evidence-based grants to support children and families that require additional supports identified through developmental screening. In 2014, memorandums of agreement were signed with four evidence-based programs. Implementation will begin in 2015.

Lastly, Rhode Island's state system for posting and reviewing RFPs, executing contracts and modifications, and obtaining purchase orders continues to be challenging and time-consuming. In some cases, procurements have taken up to twelve weeks. Grant-management staff increased internal fiscal stocktaking meetings to provide a regular vehicle to prioritize procurements and solve problems as soon as they developed. Leadership at the Department of Education and Department of Administration are in regular communication to reduce barriers and increase efficiencies in procurement.

In total, these delays account for \$12.5M less in anticipated spending versus actual spending.

In line 14, the discrepancy between the state's approved budget and total expenditures is a result of DHS previously over-estimated the annual direct TANF contribution to Early Learning as \$800,000. DHS corrected the report as of this reporting year and a reduction in BrightStars funding from the United Way for FY 2014.

### **Budget Summary Table Explanation of Changes**

*Please describe any substantive changes that you anticipate to the State RTT-ELC budget in the upcoming year.*

Rhode Island will implement a plan to continue outreach and communication on the availability of Quality Awards to programs as they reach the higher tiers, implement a plan for bonus payments to programs that reach higher tiers on the QRIS, and continue to provide program quality-improvement grants and facilities grants. Rhode Island will propose to shift funds from line 11, direct funds, to line 8, contractual, through the no-cost extension process to allow for additional technical assistance and program quality-improvement grants to assist programs in moving up the program-quality continuum.

## Budget Table: Project 1 – Overall Grant Management

Budget Table: Project 1					
Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	\$164,527.92	\$365,024.29	\$517,337.54	\$0.00	\$1,046,889.75
2. Fringe Benefits	\$83,545.78	\$184,677.06	\$288,532.80	\$0.00	<b>\$556,755.64</b>
3. Travel	\$153.18	\$1,053.03	\$3,188.77	\$0.00	<b>\$4,394.98</b>
4. Equipment	\$2,173.62	\$20.38	\$3,768.36	\$0.00	<b>\$5,962.36</b>
5. Supplies	\$881.46	\$10,841.41	\$14,351.12	\$0.00	<b>\$26,073.99</b>
6. Contractual	\$0.00	\$47,518.86	\$149,578.95	\$0.00	<b>\$197,097.81</b>
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	<b>\$0.00</b>
8. Other	\$265.27	\$3,278.47	\$5,050.34	\$0.00	<b>\$8,594.08</b>
9. Total Direct Costs (add lines 1-8)	\$251,547.23	\$612,413.50	\$981,807.88	\$0.00	<b>\$1,845,768.61</b>
10. Indirect Costs	\$1,438.12	\$25,333.49	\$44,084.17	\$0.00	<b>\$70,855.78</b>
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners	\$0.00	\$0.00	\$0.00	\$0.00	<b>\$0.00</b>
12. Funds set aside for participation in grantee technical assistance	\$17,960.42	\$16,004.62	\$50,688.43	\$0.00	<b>\$84,653.47</b>
<b>13. Total Grant Funds Requested</b> (add lines 9-12)	\$270,945.77	\$653,751.61	\$1,076,580.48	\$0.00	<b>\$2,001,277.86</b>
14. Funds from other sources used to support the State Plan	\$60,124.00	\$45,061.49	\$0.00	\$0.00	<b>\$105,185.49</b>
<b>15. Total Statewide Budget</b> (add lines 13-14)	<b>\$331,069.77</b>	<b>\$698,813.10</b>	<b>\$1,076,580.48</b>	<b>\$0.00</b>	<b>\$2,106,463.35</b>

Columns (a) through (d): For each grant year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all grant years.

Line 6: Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6.

Line 10: If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.

Line 11: Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.

Line 12: The State must set aside \$400,000 from its grant funds for the purpose of participating in RTT–ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.

Line 13: This is the total funding requested under this grant.

Line 14: Show total funding from other sources (including Federal, State, private, or local) being used to support the State Plan and describe these funding sources in the budget narrative.

**Project 1 Budget Narrative**

*Please provide a brief explanation of any discrepancies between the State's approved budget and its total expenditures for the reporting year.*

The discrepancy between the budgeted and actual costs in this project is due to the vacancy of the RTT-ELC grant manager position at the Department of Human Services and turnover of the fiscal officer at RIDE. Also, an estimated 3% COLA was built in to the budget; however, the actual state-approved increase is 2%. Actual indirect costs were lower than budgeted due to the staffing vacancies and due to a reduced federally approved indirect-cost rate. Savings were added to the supply line to support ongoing communication with the field, including the direct mail of newsletters to family child-care provider homes.

After an unsuccessful response to the RFP for the developmental-screening public awareness campaign, Rhode Island moved the budget for the developmental-screening campaign from Project 5 to Project 1 and amended the contract for the communications vendor to include this work.

**Project 1 Budget Explanation of Changes**

*Please describe any substantive changes that you anticipate to the State RTT-ELC budget in the upcoming year.*

Rhode Island does not anticipate any substantive changes in Project 1 in 2015.

## Budget Table: Project 2 – Improving the Quality of Early Learning Programs

Budget Table: Project 2					
Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	\$5,581.83	\$48,021.28	\$77,962.43	\$0.00	\$131,565.54
2. Fringe Benefits	\$2,348.33	\$26,994.30	\$37,176.35	\$0.00	\$66,518.98
3. Travel	\$33.02	\$0.00	\$1,887.22	\$0.00	\$1,920.24
4. Equipment	\$0.00	\$0.00	\$948.24	\$0.00	\$948.24
5. Supplies	\$0.00	\$0.00	\$2,403.09	\$0.00	\$2,403.09
6. Contractual	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$0.00	\$253.09	\$2,804.37	\$0.00	\$3,057.46
9. Total Direct Costs (add lines 1-8)	\$7,963.18	\$75,268.67	\$123,181.70	\$0.00	\$206,413.55
10. Indirect Costs	\$0.00	\$24,938.33	\$29,126.17	\$0.00	\$54,064.50
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners	\$0.00	\$143,438.22	\$3,051,766.46	\$0.00	\$3,195,204.68
12. Funds set aside for participation in grantee technical assistance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>13. Total Grant Funds Requested (add lines 9-12)</b>	\$7,963.18	\$243,645.22	\$3,204,074.33	\$0.00	\$3,455,682.73
14. Funds from other sources used to support the State Plan	\$49,599,450.14	\$49,613,423.33	\$37,649,868.47	\$0.00	\$136,862,741.94
<b>15. Total Statewide Budget (add lines 13-14)</b>	<b>\$49,607,413.32</b>	<b>\$49,857,068.55</b>	<b>\$40,853,942.80</b>	<b>\$0.00</b>	<b>\$140,318,424.67</b>

Columns (a) through (d): For each grant year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all grant years.

Line 6: Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6.

Line 10: If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.

Line 11: Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.

Line 12: The State must set aside \$400,000 from its grant funds for the purpose of participating in RTT–ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.

Line 13: This is the total funding requested under this grant.

Line 14: Show total funding from other sources (including Federal, State, private, or local) being used to support the State Plan and describe these funding sources in the budget narrative.

**Project 2 Budget Narrative**

*Please provide a brief explanation of any discrepancies between the State's approved budget and its total expenditures for the reporting year.*

The discrepancy between the budgeted and actual costs in this project is directly connected to performance measures in Section B. Rhode Island overestimated the number of programs reaching the higher tiers of the TQRIS and qualifying for the Quality Awards. Amendment 8 supported the \$1,000,000 line change to contractual to support the contract for facilities technical assistance and facilities grants. The resulting contract purchase order was issued in December 2014; therefore, the full award was moved to GY15. As a result of the increased direct costs, the total amount of budgeted indirect has increased.

**Project 2 Budget Explanation of Changes**

*Please describe any substantive changes that you anticipate to the State RTT-ELC budget in the upcoming year.*

In 2015, Rhode Island will implement a plan to continue outreach and communication on the availability of Quality Awards to programs as they reach the higher tiers, implement a plan for bonus payments to programs that reach higher tiers on the QRIS, and continue to provide program quality-improvement grants and facilities grants. Rhode Island will propose to shift funds from line 11, direct funds, to line 8, contractual, through the no-cost extension process to allow for additional technical assistance and program quality- improvement grants to assist programs in moving up the program-quality continuum.

**Budget Table: Project 3 – Establishing and Measuring Tiered Quality Standards for Early Learning Programs**

<b>Budget Table: Project 3</b>					
<b>Budget Categories</b>	<b>Grant Year 1 (a)</b>	<b>Grant Year 2 (b)</b>	<b>Grant Year 3 (c)</b>	<b>Grant Year 4 (d)</b>	<b>Total (e)</b>
1. Personnel	\$69,041.30	\$194,592.55	\$241,870.65	\$0.00	<b>\$505,504.50</b>
2. Fringe Benefits				\$32,946.44	<b>\$105,840.80</b>
3. Travel	\$0.00	\$0.00	\$1,026.52	\$0.00	<b>\$1,026.52</b>
4. Equipment	\$1,116.50	\$11,237.37	\$2,669.94	\$0.00	<b>\$15,023.81</b>
5. Supplies	\$0.00	\$0.00	\$2,916.62	\$0.00	<b>\$2,916.62</b>
6. Contractual	\$0.00	\$21,291.75	\$1,214,833.40	\$0.00	<b>\$1,236,125.15</b>
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	<b>\$0.00</b>
8. Other	\$0.00	\$351.24	\$773.02	\$0.00	<b>\$1,124.26</b>
9. Total Direct Costs (add lines 1-8)	\$103,104.24	\$333,313.71	\$1,601,585.05	\$0.00	<b>\$2,038,003.00</b>
10. Indirect Costs	\$345.69	\$27,675.71	\$35,298.25	\$0.00	<b>\$63,319.65</b>
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners	\$0.00	\$0.00	\$0.00	\$0.00	<b>\$0.00</b>
12. Funds set aside for participation in grantee technical assistance	\$0.00	\$0.00	\$0.00	\$0.00	<b>\$0.00</b>
<b>13. Total Grant Funds Requested</b> (add lines 9-12)	\$103,449.93	\$360,989.42	\$1,636,883.30	\$0.00	<b>\$2,101,322.65</b>
14. Funds from other sources used to support the State Plan	\$5,140,398.50	\$6,685,634.35	\$7,253,593.70	\$0.00	<b>\$19,079,626.55</b>
<b>15. Total Statewide Budget</b> (add lines 13-14)	<b>\$5,243,848.43</b>	<b>\$7,046,623.77</b>	<b>\$8,890,477.00</b>	<b>\$0.00</b>	<b>\$21,180,949.20</b>
<p>Columns (a) through (d): For each grant year for which funding is requested, show the total amount requested for each applicable budget category.</p> <p>Column (e): Show the total amount requested for all grant years.</p> <p>Line 6: Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6.</p> <p>Line 10: If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.</p> <p>Line 11: Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.</p> <p>Line 12: The State must set aside \$400,000 from its grant funds for the purpose of participating in RTT–ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.</p> <p>Line 13: This is the total funding requested under this grant.</p> <p>Line 14: Show total funding from other sources (including Federal, State, private, or local) being used to support the State Plan and describe these funding sources in the budget narrative.</p>					

**Project 3 Budget Narrative**

*Please provide a brief explanation of any discrepancies between the State's approved budget and its total expenditures for the reporting year.*

The discrepancy between the budgeted and actual costs in this project is primarily due to overestimations of staff salaries and benefits. An estimated 3% COLA was built in to the budget; however, the actual state-approved increase is 2%. Indirect costs were reduced due to the decrease in the federally approved indirect cost rate, from 13% to 10%. In contractual, Rhode Island budgeted to begin the TQRIS validation study in 2014; however, due to the challenges in participation as described in Section B, funds were moved to GY15. Also, \$60,000 was originally budgeted for a vendor for design services in three separate budgets, Project 3, 6, and 7. These services were awarded to one vendor, and the total contract is in the Project 3 budget (\$40,000 increase).

**Project 3 Budget Explanation of Changes**

*Please describe any substantive changes that you anticipate to the State RTT-ELC budget in the upcoming year.*

Rhode Island does not anticipate any substantive changes in Project 3 in 2015.

## Budget Table: Project 4 – Using Early Learning and Development Standards

Budget Table: Project 4					
Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	\$29,615.40	\$39,981.30	\$61,124.74	\$0.00	\$130,721.44
2. Fringe Benefits				\$18,324.44	\$16,965.78
3. Travel	\$0.00	\$309.63	\$453.13	\$0.00	\$762.76
4. Equipment	\$839.30	\$4,489.85	\$991.00	\$0.00	\$6,320.15
5. Supplies	\$0.00	\$170.94	\$0.00	\$0.00	\$170.94
6. Contractual	\$40,060.00	\$649,046.33	\$765,372.46	\$0.00	\$1,454,478.79
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$0.00	\$4,285.51	\$68,788.27	\$0.00	\$73,073.78
9. Total Direct Costs (add lines 1-8)	\$88,839.14	\$715,249.34	\$928,920.94	\$0.00	\$1,733,009.42
10. Indirect Costs	\$590.76	\$20,537.45	\$64,146.90	\$0.00	\$85,275.11
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
12. Funds set aside for participation in grantee technical assistance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>13. Total Grant Funds Requested</b> (add lines 9-12)	\$89,429.90	\$735,786.79	\$993,067.84	\$0.00	\$1,818,284.53
14. Funds from other sources used to support the State Plan	\$435,800.72	\$462,874.00	\$252,573.21	\$0.00	\$1,151,247.93
<b>15. Total Statewide Budget</b> (add lines 13-14)	<b>\$525,230.62</b>	<b>\$1,198,660.79</b>	<b>\$1,245,641.05</b>	<b>\$0.00</b>	<b>\$2,969,532.46</b>

Columns (a) through (d): For each grant year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all grant years.

Line 6: Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6.

Line 10: If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.

Line 11: Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.

Line 12: The State must set aside \$400,000 from its grant funds for the purpose of participating in RTT–ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.

Line 13: This is the total funding requested under this grant.

Line 14: Show total funding from other sources (including Federal, State, private, or local) being used to support the State Plan and describe these funding sources in the budget narrative.

**Project 4 Budget Narrative**

*Please provide a brief explanation of any discrepancies between the State's approved budget and its total expenditures for the reporting year.*

The discrepancy between the budgeted and actual costs in this project is primarily due to overestimations of staff salaries and benefits. An estimated 3% COLA was built in to the budget; however, the actual state-approved increase is 2%. Indirect costs were reduced due to the decrease in the federally approved indirect cost rate, from 13% to 10%. In contractual, the budget supported the contract with a fiscal agent to issue the interim program quality-improvement grants. Upon issue of the contract with the Center for Early Learning Professionals, the remaining funds were moved back to project 2.

**Project 4 Budget Explanation of Changes**

*Please describe any substantive changes that you anticipate to the State RTT-ELC budget in the upcoming year.*

Rhode Island does not anticipate any substantive changes in Project 4 in 2015.

## Budget Table: Project 5 – Developing and Supporting Effective Early Childhood Assessment

Budget Table: Project 5					
Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	\$63,279.76	\$181,613.51	\$268,288.69	\$0.00	\$513,181.96
2. Fringe Benefits				\$33,338.63	\$100,055.39
3. Travel	\$0.00	\$473.54	\$1,860.47	\$0.00	\$2,334.01
4. Equipment	\$827.45	\$913.85	\$0.00	\$0.00	\$1,741.30
5. Supplies	\$0.00	\$17,005.94	\$4,927.60	\$0.00	\$21,933.54
6. Contractual	\$0.00	\$7,922.34	\$522,713.66	\$0.00	\$530,636.00
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$9.21	\$164.65	\$655.35	\$0.00	\$829.21
9. Total Direct Costs (add lines 1-8)	\$97,455.05	\$308,149.22	\$933,526.95	\$0.00	\$1,339,131.22
10. Indirect Costs	\$4,072.80	\$32,616.10	\$51,509.45	\$0.00	\$88,198.35
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
12. Funds set aside for participation in grantee technical assistance	\$0.00	\$7,556.80	\$2,713.93	\$0.00	\$10,270.73
<b>13. Total Grant Funds Requested</b> (add lines 9-12)	\$101,527.85	\$348,322.12	\$987,750.33	\$0.00	\$1,437,600.30
14. Funds from other sources used to support the State Plan	\$147,551.00	\$209,362.00	\$208,502.31	\$0.00	\$565,415.31
<b>15. Total Statewide Budget</b> (add lines 13-14)	<b>\$249,078.85</b>	<b>\$557,684.12</b>	<b>\$1,196,252.64</b>	<b>\$0.00</b>	<b>\$2,003,015.61</b>

Columns (a) through (d): For each grant year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all grant years.

Line 6: Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6.

Line 10: If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.

Line 11: Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.

Line 12: The State must set aside \$400,000 from its grant funds for the purpose of participating in RTT–ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.

Line 13: This is the total funding requested under this grant.

Line 14: Show total funding from other sources (including Federal, State, private, or local) being used to support the State Plan and describe these funding sources in the budget narrative.

**Project 5 Budget Narrative**

*Please provide a brief explanation of any discrepancies between the State's approved budget and its total expenditures for the reporting year.*

The discrepancy between the budgeted and actual costs in this project is primarily due to delays in procurement. In 2014, Rhode Island released three RFPs to 1) support the digital delivery of assessment modules, 2) support the use of technology for assessment in early learning programs, and 3) support national experts to develop professional development for Early Intervention (EI) and Early Childhood Special Education (ECSE). All three RFPs were released late in 2014. The online modules and professional development for EI and ECSE went to contract in 2015. RIDE did not receive any bidders for the technology grants and will re-release the RFP in 2015. Funds were moved to GY15. Indirect costs were reduced, due to the decrease in the federally approved indirect-cost rate, from 13% to 10%.

The budget for line 11 was moved to GY15. The LOI to implement evidence-based practices in primary-care offices was posted twice, with no responses in 2013. A third posting resulted in a response. HEALTH contracted in 2014 with a vendor to release evidence-based grants to support children and families that require additional supports identified through developmental screening. In 2014, memorandums of agreement were signed with four evidence-based programs. Implementation will begin in 2015.

**Project 5 Budget Explanation of Changes**

*Please describe any substantive changes that you anticipate to the State RTT-ELC budget in the upcoming year.*

Rhode Island does not anticipate any substantive changes in Project 5 in 2015.

Budget Table: Project 6 – Building an Early Learning Data System

Budget Table: Project 6					
Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	\$78,806.19	\$528,634.33	\$542,394.02	\$0.00	\$1,149,834.54
2. Fringe Benefits				\$39,618.28	\$283,820.14
3. Travel	\$37.74	\$19.78	\$143.84	\$0.00	\$201.36
4. Equipment	\$931.69	\$7,243.81	\$5,260.84	\$0.00	\$13,436.34
5. Supplies	\$0.00	\$0.00	\$2,515.84	\$0.00	\$2,515.84
6. Contractual	\$0.00	\$32,062.73	\$347,000.71	\$0.00	\$379,063.44
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$6.14	\$3,191.22	\$1,582.64	\$0.00	\$4,780.00
9. Total Direct Costs (add lines 1-8)	\$119,400.04	\$854,972.01	\$1,198,462.02	\$0.00	\$2,172,834.07
10. Indirect Costs	\$2,966.59	\$51,809.50	\$70,136.47	\$0.00	\$124,912.56
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
12. Funds set aside for participation in grantee technical assistance	\$135.00	\$405.00	\$0.00	\$0.00	\$540.00
13. Total Grant Funds Requested (add lines 9-12)	\$122,501.63	\$907,186.51	\$1,268,598.49	\$0.00	\$2,298,286.63
14. Funds from other sources used to support the State Plan	\$6,167,824.94	\$1,210,256.62	\$1,015,595.30	\$0.00	\$8,393,676.86
15. Total Statewide Budget (add lines 13-14)	\$6,290,326.57	\$2,117,443.13	\$2,284,193.79	\$0.00	\$10,691,963.49
<p>Columns (a) through (d): For each grant year for which funding is requested, show the total amount requested for each applicable budget category.</p> <p>Column (e): Show the total amount requested for all grant years.</p> <p>Line 6: Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6.</p> <p>Line 10: If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.</p> <p>Line 11: Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.</p> <p>Line 12: The State must set aside \$400,000 from its grant funds for the purpose of participating in RTT-ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.</p> <p>Line 13: This is the total funding requested under this grant.</p> <p>Line 14: Show total funding from other sources (including Federal, State, private, or local) being used to support the State Plan and describe these funding sources in the budget narrative.</p>					

### **Project 6 Budget Narrative**

*Please provide a brief explanation of any discrepancies between the State's approved budget and its total expenditures for the reporting year.*

The discrepancy between the budgeted and actual costs in salaries and fringe benefits is due to vacancies and turnover in the data positions at the Department of Human Services and the Department of Children, Youth and Families. Indirect costs were reduced due these vacancies and due to the reduced federally approved rate.

Rhode Island proposed Amendment 6 and Amendment 7 in 2014 to increase the budget for developing the Early Care and Education Data System. Funds, originally budgeted for the data scan, were reallocated during the amendment process. Amendment 6 allocated additional resources to the vendor working with HEALTH to modify Rhode Island's health database, KIDSNET, to support developmental screening. Additional resources were requested and allocated through Amendment 7 to add additional contracted staff to support the development of the Universal Program Application and Workforce Registry. It became clear in 2014 that the development needs to meet the stated objectives in Rhode Island's application are more complex than originally anticipated. A contract was issued and a full-time consultant was hired to coordinate all aspects of the business engagement and data governance; contracts were also issued for one full-time business systems analyst and one full-time web-application developer. A contract extension for the data analyst, approved in Amendment 4, was also added to the project.

### **Project 6 Budget Explanation of Changes**

*Please describe any substantive changes that you anticipate to the State RTT-ELC budget in the upcoming year.*

Rhode Island does not anticipate any substantive changes in Project 6 in 2015.

**Budget Table: Project 7 – Improving the Knowledge and Competencies of the Early Learning Workforce**

<b>Budget Table: Project 7</b>					
<b>Budget Categories</b>	<b>Grant Year 1 (a)</b>	<b>Grant Year 2 (b)</b>	<b>Grant Year 3 (c)</b>	<b>Grant Year 4 (d)</b>	<b>Total (e)</b>
1. Personnel	\$16,745.48	\$111,431.26	\$125,576.95	\$0.00	<b>\$253,753.69</b>
2. Fringe Benefits				\$7,044.99	<b>\$53,369.26</b>
3. Travel	\$99.07	\$1,338.50	\$1,518.40	\$0.00	<b>\$2,955.97</b>
4. Equipment	\$0.00	\$5,582.97	\$0.00	\$0.00	<b>\$5,582.97</b>
5. Supplies	\$0.00	\$685.78	\$2,781.09	\$0.00	<b>\$3,466.87</b>
6. Contractual	\$0.00	\$714,446.55	\$830,872.55	\$0.00	<b>\$1,545,319.10</b>
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	<b>\$0.00</b>
8. Other	\$0.00	\$384.94	\$867.12	\$0.00	<b>\$1,252.06</b>
9. Total Direct Costs (add lines 1-8)	\$23,889.54	\$887,239.26	\$1,022,882.81	\$0.00	<b>\$1,934,011.61</b>
10. Indirect Costs	\$0.00	\$42,541.85	\$46,496.02	\$0.00	<b>\$89,037.87</b>
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners	\$0.00	\$0.00	\$1,062,513.25	\$0.00	<b>\$1,062,513.25</b>
12. Funds set aside for participation in grantee technical assistance	\$0.00	\$0.00	\$0.00	\$0.00	<b>\$0.00</b>
<b>13. Total Grant Funds Requested</b> (add lines 9-12)	\$23,889.54	\$929,781.11	\$2,131,892.08	\$0.00	<b>\$3,085,562.73</b>
14. Funds from other sources used to support the State Plan	\$1,008,251.00	\$1,084,874.13	\$843,671.95	\$0.00	<b>\$2,936,797.08</b>
<b>15. Total Statewide Budget</b> (add lines 13-14)	<b>\$1,032,140.54</b>	<b>\$2,014,655.24</b>	<b>\$2,975,564.03</b>	<b>\$0.00</b>	<b>\$6,022,359.81</b>

Columns (a) through (d): For each grant year for which funding is requested, show the total amount requested for each applicable budget category.  
Column (e): Show the total amount requested for all grant years.  
Line 6: Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6.  
Line 10: If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.  
Line 11: Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.  
Line 12: The State must set aside \$400,000 from its grant funds for the purpose of participating in RTT–ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.  
Line 13: This is the total funding requested under this grant.  
Line 14: Show total funding from other sources (including Federal, State, private, or local) being used to support the State Plan and describe these funding sources in the budget narrative.

**Project 7 Budget Narrative**

*Please provide a brief explanation of any discrepancies between the State's approved budget and its total expenditures for the reporting year.*

The discrepancy between the budgeted and actual costs in this project is primarily due to delays in procurement. First, due to delays in contracting, the Center for Early Learning Professionals, the statewide professional development center, opened its doors in March of 2014. Second, the Institute for Teaching and Learning at Rhode Island College opened in September of 2014. Funds were budgeted for a full year of services in both instances. Rhode Island offers T.E.A.C.H. scholarships to support tuition at the Institute. With the delays in opening the Institute, the number of T.E.A.C.H. scholarships issued were much fewer than anticipated. Funds were moved to GY15. While revising the budget for Grant Year 3, actuals, a miscalculation in indirect costs was discovered, resulting in an increase in budgeted indirect costs.

**Project 7 Budget Explanation of Changes**

*Please describe any substantive changes that you anticipate to the State RTT-ELC budget in the upcoming year.*

Rhode Island does not anticipate any substantive changes in Project 7 in 2015.