

XVII. APPENDIX TABLE OF CONTENTS

The Appendix must include a complete Table of Contents, which includes the page number or attachment number, attachment title, and relevant selection criterion. A sample table of contents form is included below. Each attachment in the Appendix must be described in the narrative text of the relevant selection criterion, with a rationale for how its inclusion supports the narrative and the location of the attachment in the Appendix.

Appendix #	Attachment Title	Relevant Selection Criteria
1	Rhode Island Early Learning Council Roster	(A)(1)
2	Rhode Island Early Learning Council Access Priorities	(A)(1)
3	Successful Start, RI's Comprehensive Early Childhood System Plan	(A)(1)
4	Rhode Island's 2009 Child Care Center and Preschool Quality Study	(A)(1)
5	Rhode Island's 2010 Family Child Care Quality Study	(A)(1)
6	Rhode Island Early Learning Standards for Preschoolers	(A)(1)
7	Comprehensive Early Childhood Education Program Standards: Standards for the Approval of Preschool and Kindergarten Programs	(A)(1)
8	The Rhode Island Workforce Knowledge and Competencies for Early Care Educators: For Teachers and Teacher Assistants Who Work With Children Birth Through Age 5 and Their Families in a Classroom Setting	(A)(1) (C)(1) (C)(2) (D)(1)
9	Child Outreach Screening Guidelines	(A)(1) (C)(2)
10	Alignment of the Rhode Island Early Learning Standards with Teaching Strategies GOLD Objectives for Development and Learning: Birth Through Kindergarten	(A)(1) (C)(2) (E)(1)
11	Early Childhood Indicators from the 2011 Rhode Island KIDS COUNT Fact Book: <ul style="list-style-type: none"> a) Infant and Preschool Child Care Capacity b) Children Enrolled in Head Start c) Children Enrolled in Early Head Start d) Children Enrolled in Early Intervention e) Children Enrolled in Full Day Kindergarten f) Children Receiving Child Care Subsidies g) Percentage of private preschools, licensed child care centers and family child care homes in Rhode Island that are nationally accredited and/or are participating in BrightStars. 	(A)(2)
12	Copies of all fully executed MOUs: <ul style="list-style-type: none"> a) Memorandum of Understanding between the Rhode Island Department of Education and the Rhode Island Department of Education b) Memorandum of Understanding between the Rhode Island Department of Education and the Rhode Island Early Learning Council. c) Memorandum of Understanding between the Rhode Island Department of Education and the Rhode Island Department of 	(A)(3)

	<p>Human Services</p> <p>d) Memorandum of Understanding between the Rhode Island Department of Education and the Rhode Island Department of Children, Youth and Families.</p> <p>e) Memorandum of Understanding between the Rhode Island Department of Education and the Rhode Island Department of Health</p> <p>f) Memorandum of Understanding between the Rhode Island Department of Education and the Rhode Island Executive Office of Health and Human Services.</p>	
13	Table of every Early Learning Intermediary Organization that submitted letters support with copies of their letters.	(A)(3)
14	Table of other stakeholders that submitted letters of support with copies of their letters.	(A)(3)
15	BrightStars Child Care Center and Preschool Quality Framework	(B)(1)
16	BrightStars Family Child Care Quality Framework	(B)(1)
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20	Recommendations to Strengthen Rhode Island’s Child Care Licensing Regulations and Compliance Procedures to Support a Strong Program Quality Rating System.	(B)(1)
21	Common Core Transition Timeline	(C)(1)
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23	Rhode Island Early Learning Standards Fun Family Activities for Preschoolers and Parent Training	(C)(1)
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26	Teaching Strategies GOLD Assessment System – Technical Summary	(C)(1) (C)(2)
27	Early Childhood Screening (WATCH ME GROW Rhode Island) Overview	(C)(2)
28	Comprehensive Assessment System: Rhode Island Criteria and Guidance	(E)(1)
29	Alignment of the Common Core State Standards for English Language Arts and Literacy (Kindergarten) with Teaching Strategies GOLD Objectives for Development and Learning: Birth Through Kindergarten	(E)(1)
30	Alignment of the Common Core State Standards for Mathematics (Kindergarten) with Teaching Strategies GOLD Objectives for Development and Learning: Birth Through Kindergarten	(E)(1)

APPENDIX 1

Rhode Island Early Learning Council

Expanding Access to High Quality Early Learning and Development Programs

Co-Chairs

Deborah Gist, Commissioner, Rhode Island Department of Elementary and Secondary Education
Elizabeth Burke Bryant, Executive Director, Rhode Island KIDS COUNT

Members

Tammy Camillo, Executive Director, R.I. Association for the Education of Young Children
Janice DeFrances, Director, Rhode Island Department of Children, Youth and Families
Colleen Dorian, President, Family Child Care Homes of Rhode Island
Maryann Finamore-Allmark, Director, Westbay Children's Center
Michael Fine, M.D., Director, Rhode Island Department of Health
Cynthia Garcia Coll, Professor of Education, Psychology, and Pediatrics, Brown University
Leslie Gell, Director, Ready to Learn Providence
Kristen Greene, Infant/Toddler Specialist, Rhode Island Training and Technical Assistance Center
Pamela High, M.D., Director of Developmental-Behavioral Pediatrics, Hasbro Children's Hospital
Cindy Larson, Director, Rhode Island Child Care Facilities Fund
Khadija Lewis Khan, Executive Director, Beautiful Beginnings Child Care Center
Susan Lusi, Superintendent, Providence Public Schools
Anthony Maione, President and CEO, United Way of Rhode Island
Sandra Powell, Director, Rhode Island Department of Human Services
Larry Pucciarelli, Director, Rhode Island Head Start Collaboration Office
Barbara Schermack, Chair, Rhode Island Head Start Association
Neil Steinberg, President & CEO, The Rhode Island Foundation
Susan Warford, Coordinator, URI Child Development Center

Ex Officio:

Leanne Barrett, Coordinator, Rhode Island Early Learning Council; Policy Analyst, Rhode Island KIDS COUNT
Michele Palermo, Coordinator of Early Childhood Initiatives, Rhode Island Department of Elementary and Secondary Education

APPENDIX 2

Rhode Island Early Learning Council

Access Priorities: These priorities were endorsed by the Rhode Island Early Learning Council on March 23, 2011 as key strategies to improve children's access to high-quality early learning programs. These recommendations are categorized by program funding area to help clarify the key areas for change. It is important to recognize that children's needs often don't fall into only one program/funding area. It is a goal of the council to remove barriers and to improve coordination and integration across early learning program areas, including strategies to increase access for English Language Learners and children involved with the child welfare system.

Child Care

- Change the Child Care Assistance Program policy so that currently enrolled families ($\leq 180\%$ of the Federal Poverty Level) remain eligible for the program as their income increases, up to an exit income limit of 225% of Federal Poverty Level. Work to restore eligibility for child care subsidies to 225% of the FPL.
- Increase the state's reimbursement rates paid to child care providers serving children from low-income working enrolled in the Child Care Assistance Program to a fair market rate based on the most recent market rate survey.
- Request that the Rhode Island Department of Human Services amend current regulations so that:
 - ❖ Low-income working families participating in the Child Care Assistance Program are re-certified every 12 months instead of every 6 months
 - ❖ Families can maintain eligibility for child care assistance for longer periods of time during periods of unemployment (beyond current 3 week period) so they can more effectively engage in job search.
 - ❖ Information about case closures is immediately shared with providers serving children in the Child Care Assistance Program with a 2 week final payment.
- Increase the consistency of children's participation in high-quality early learning programs by providing continued child care assistance regardless of changes in parent work status to children in their pre-kindergarten year for children enrolled in a high-quality early learning program.

Head Start/Early Head Start

- Restore state funding for Head Start to support enrollment of 500 low-income children. (currently 156 slots).
- Provide transportation to children enrolled in Head Start (between home and Head Start)

Rhode Island Early Learning Council

Expanding Access to High Quality Early Learning Programs

March 23, 2011

Public Pre-K

- Maintain the funding formula plan to expand the state Pre-K program to provide a high-quality early childhood education program with a mixed delivery system for 3- and 4-year old children in the critical preschool years.

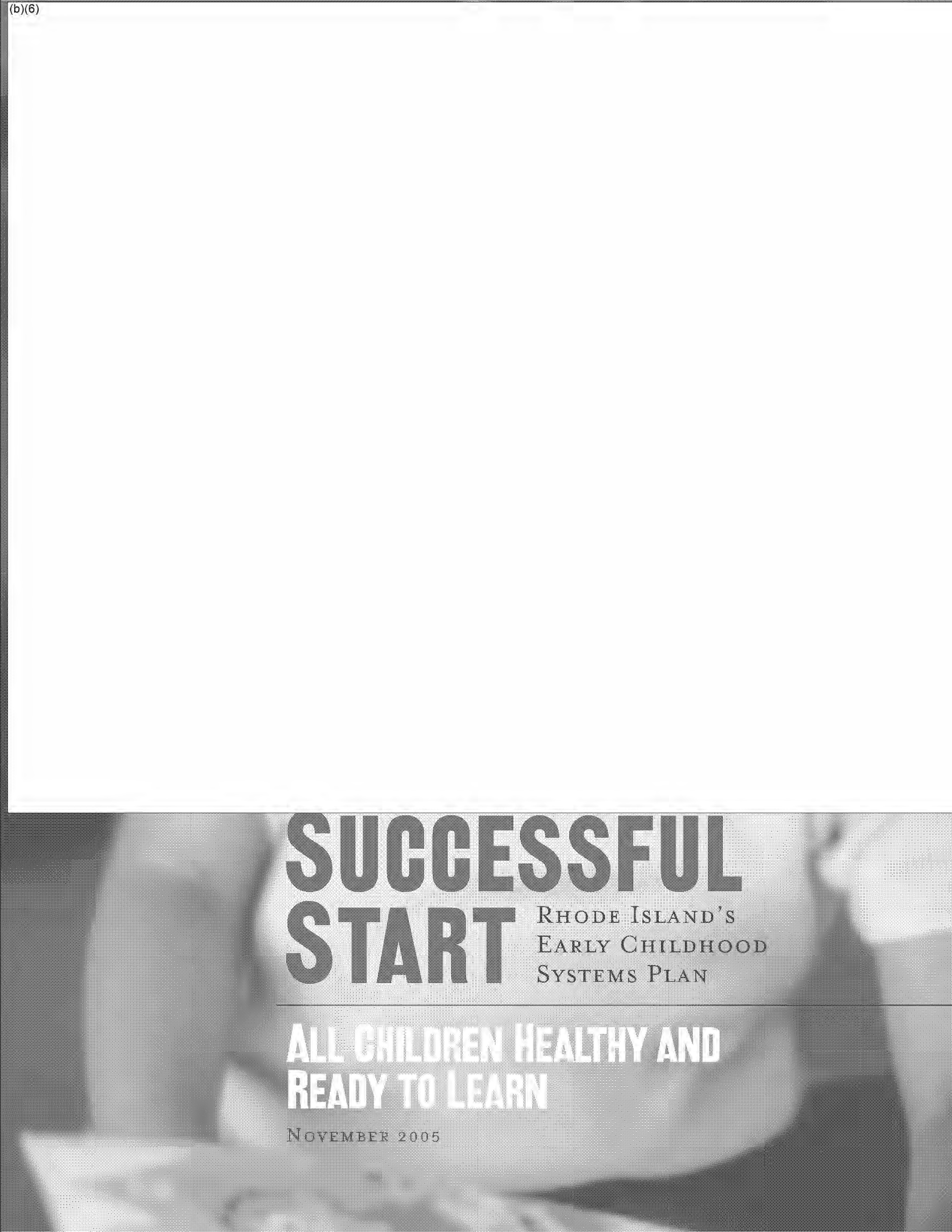
Early Childhood Special Education

- Increase the proportion of children under age 3 who are involved with DCYF who receive Early Intervention (EI) services.
 - ❖ Consider expanding eligibility for EI to all children birth-3 with a substantiated case of abuse or neglect (categorically).
 - ❖ Simplify EI consent for treatment process.
 - ❖ Incorporate evidence-based parenting education programs into EI.
- Ensure access to appropriate services (including evidence-based parenting education programs) to support families with children exhibiting behavioral concerns that may not rise to the level of special education
- Improve transitions for children as they move across early intervention, early childhood special education and school age (K-3) education systems.
- Provide access for children with special needs, but who are not Medicaid eligible, to home based services, respite, care management, etc. (particularly related to children with Autism)

Full Day Kindergarten

- Encourage school districts to expand access to full day kindergarten by maintaining differential reimbursement within the funding formula (e.g. half-day funding for half-day programming).

APPENDIX 3



SUCCESSFUL START

RHODE ISLAND'S
EARLY CHILDHOOD
SYSTEMS PLAN

**ALL CHILDREN HEALTHY AND
READY TO LEARN**

NOVEMBER 2005

SUCCESSFUL START. Rhode Island's Early Childhood Comprehensive Systems Initiative, is administered by the Rhode Island Department of Health through a grant from the U.S. Department of Health and Human Services, Health Resources and Services Administration, Maternal and Child Health Bureau.

This report was prepared by the Rhode Island Department of Health, Division of Family Health and Rhode Island Kids Count based on input from more than 200 early childhood leaders across the state during a two-year strategic planning process. Rhode Island Kids Count provided expertise and technical assistance throughout the strategic planning phase of the initiative.

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Design: Greenwood Associates

Photographs: Margaret Lambert

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RHODE ISLAND'S YOUNGEST CHILDREN

Strong families and healthy communities provide the foundation for children's healthy development. Community-based early childhood services are part of the critical network of supports for families. An effective early childhood system addresses the needs of all children, while providing more intensive services for infants and children most at risk.

FAMILY INCOME

Children in poor families generally score lower on standardized tests of verbal ability and cognitive skills than children in higher-income families. Research indicates that when family income improves so does elementary school performance. Strategies that support high-quality early learning opportunities for children most at risk are also effective in closing the achievement gap that exists at kindergarten entry. One in five Rhode Island

children under age 6 lives in a family with income below the federal poverty threshold of \$15,219 for a family of four with two children. Two-thirds of all poor children in Rhode Island live in the six core cities. The core cities are those communities in which 15% or more of the children live in families with income below the federal poverty threshold: Central Falls, Newport, Pawtucket, Providence, West Warwick and Woonsocket.

RACE AND ETHNICITY

Significant disparities in child outcomes continue to exist in Rhode Island. Black, Hispanic, Asian and Native American children are three times more likely than White, non-Hispanic children to be poor and more likely to live in Rhode Island's poorest urban neighborhoods. Children most at risk of not

achieving their full potential are children in poverty. Of the 77,648 Rhode Island children under age five, 70% are white, non-Hispanic, 16% are Hispanic, 5% are Black, 3% are Asian and Pacific Islander, 4% are two or more races and 1% are some other race.

SPECIAL NEEDS

Children with special needs are those who have a chronic disease or disability that requires educational services, health care and/or related services of a type or amount beyond that required by children generally. Without

appropriate supports in the early years, children with special needs are less likely to be ready for school and are at higher risk for poor educational outcomes.

ENGLISH AS A SECOND LANGUAGE

Rhode Island's children are diverse in race, ethnic background, language, and country of origin as well as how long they and their families have been in the United States. Children who speak a language other than

English at home and have difficulty speaking English are more likely to have barriers to academic success. They are more likely to start school with reading and math skills that lag behind their peers.

SUCCESSFUL START VISION

To create a comprehensive and coordinated early childhood system that supports families and communities in promoting positive early childhood development so that **all children enter school healthy and ready to learn.**

SUCCESSFUL START MISSION

Successful Start partners will use Rhode Island's Early Childhood Systems Plan to ensure that all young children reach their full potential through a system of services that promotes **healthy social-emotional development, quality early care and education, coordinated medical homes, and effective parent education and family support services.**

THE SUCCESSFUL START PARTNERSHIP

The Successful Start Partnership is comprised of over 200 early childhood leaders, including all of the state departments that administer programs for young children, community-based agencies, child care providers, health care and mental health professionals, child advocates, and parents. The project is administered by the Rhode Island Department of Health, Division of Family Health. Rhode Island Kids Count provided expertise and technical assistance throughout the strategic planning phase. The Successful Start Steering Committee provides guidance and oversight for the initiative and addresses challenges in systems building. The Early Childhood Council, a blue-ribbon panel of state agency directors, legislators, and community leaders convened by Rhode Island Kids Count, provided input into the strategic plan and will continue to work to ensure that public and private partners implement effective policies to coordinate and improve the early childhood system.

SYSTEM BUILDING

- Fill gaps in services.
- Coordinate programs.
- Develop effective policies.
- Maximize resources.
- Reduce inefficiencies.
- Build capacity for quality.

BEST PRACTICES

Evidence-based systems of service delivery and model programs are included in Rhode Island's Early Childhood Systems Plan.

STRATEGIC PLANNING RESULTS IN A STATEWIDE EARLY CHILDHOOD SYSTEMS PLAN

Successful Start is a five year systems building initiative. The first two years of the initiative (September 2003 through September 2005) focused on the development of a statewide Early Childhood Systems Plan. The next three years (October 2005–September 2008) focus on implementation. The plan presented in this document describes goals, objectives and implementation strategies that will improve and coordinate services, resulting in improved child and family outcomes.

As part of strategic planning, Successful Start conducted a needs assessment to identify strengths, weaknesses, and opportunities in the existing early childhood system and to assess child and family needs. Special attention was

paid to needs and gaps in the areas of *capacity, access, coordination, quality, and financing*.

Components of the environmental scan included:

- ◆ Survey of early childhood and family service programs.
- ◆ Analysis of data and indicators.
- ◆ Workgroup discussions.
- ◆ Key informant interviews.
- ◆ Parent focus groups conducted in multiple languages.

Successful Start partners used this information to address areas most in need of improvement.

GUIDING PRINCIPLES FOR RHODE ISLAND'S EARLY CHILDHOOD SYSTEM

A core set of guiding principles provides the foundation for Rhode Island's Early Childhood Systems Plan.

Rhode Island's early childhood system:

- ◆ Recognizes parents and families as a child's first teacher and most important support system.
- ◆ Supports all families, while still addressing the needs of children and families at high risk.
- ◆ Provides services that are individualized to meet child and family needs and build on family strengths.
- ◆ Ensures access through multiple points of entry.
- ◆ Integrates prevention, early intervention and early and complete response.

- ◆ Invests in high-quality, evidence-based practice and programs.
- ◆ Promotes cultural and linguistic competence.
- ◆ Involves parents in the design, delivery and evaluation of services.
- ◆ Maximizes resources and reduces inefficiencies.
- ◆ Includes target outcomes for children, families and systems and tracks progress over time.

THE FOUR COMPONENTS OF SUCCESSFUL START ARE:

- ◆ PARENT EDUCATION AND FAMILY SUPPORT
- ◆ EARLY CARE AND EDUCATION
- ◆ MEDICAL HOMES
- ◆ SOCIAL-EMOTIONAL DEVELOPMENT

These are critical components of a **comprehensive and coordinated early childhood system** that promotes the healthy development of infants, toddlers and young children. An effective early childhood system ensures that children are in safe and nurturing environments, supports the healthy development of all children and addresses the needs of families and young children at high risk for poor outcomes.

In the earliest stages of Successful Start planning several key themes emerged: 1) prevention is critical; 2) services and systems cannot operate categorically but must address the needs of the whole child and family; and, 3) strategies to specifically promote social-emotional development should be woven into the delivery of all services that touch children and families. Successful Start partners have focused on creating systems improvement where it will have the greatest positive impact on children and families.

DOMAINS OF CHILD DEVELOPMENT

Experiences during the first five years set the stage for a child's entire life, including success in school and productivity as an adult. Recent research demonstrates that brain development during a child's first five years is a complex interaction between physiology and environmental experiences. During early childhood the foundations for later

development are established, creating a strong or weak framework within which language, cognition, and social and emotional skills develop.

Early childhood development has significant implications for children's readiness for school. The Early Childhood Systems Plan that is presented here is designed to improve child

development in all five domains critical to school readiness:

- ◆ **Physical well-being and motor development.**
- ◆ **Social and emotional development.**
- ◆ **Approaches to learning.**
- ◆ **Language development.**
- ◆ **Cognition and general knowledge.**

This report outlines the comprehensive, statewide Early Childhood Systems Plan developed to create a better system of services for young children and families in our state.

SUCCESSFUL START: IMPLEMENTATION OF THE EARLY CHILDHOOD SYSTEMS PLAN

OPPORTUNITIES

Successful Start coincides with a renewed focus on preventing negative outcomes for children and families. There is widespread consensus that fragmented systems have resulted in too many children and families falling through the cracks. Strong momentum exists to shift resources to systems and programs that focus on primary prevention so that families are assisted in overcoming challenges and in supporting their children's optimal development. Other opportunities include interdepartmental

cooperation among state agencies that administer health and social service programs, facilitated by the newly formed Office of Health & Human Services. Successful Start is also partnering with the United Way of Rhode Island's Solutions for Children, Youth and Families Impact Group in its efforts to promote quality services and systems in the fields of Early Care and Education and Parenting and Family Support.

CHALLENGES

Financing the development of a comprehensive early childhood system remains a significant challenge. Successful Start will work to ensure that the impact of existing funding is maximized through creative strategies of blending and coordinating funding, integrating services and resources, reducing administrative inefficiencies and duplication of services and supporting evidence-based models of service delivery. Successful Start recognizes several health system needs that are beyond the scope of the project, but critical to its success. The Social-Emotional Development component

of the plan assumes that Rhode Island must increase the supply and capacity of behavioral health professionals and the Medical Homes component assumes that Rhode Island will assure that children have access to medical specialty providers and oral health providers. These needs are being addressed through a number of existing efforts including the Governor's Balanced Health Care Initiative, the Office of Health and Human Services implementation team on mental health, RIte Care and the Oral Health Access Project. Successful Start will contribute to these ongoing discussions.

EVALUATION

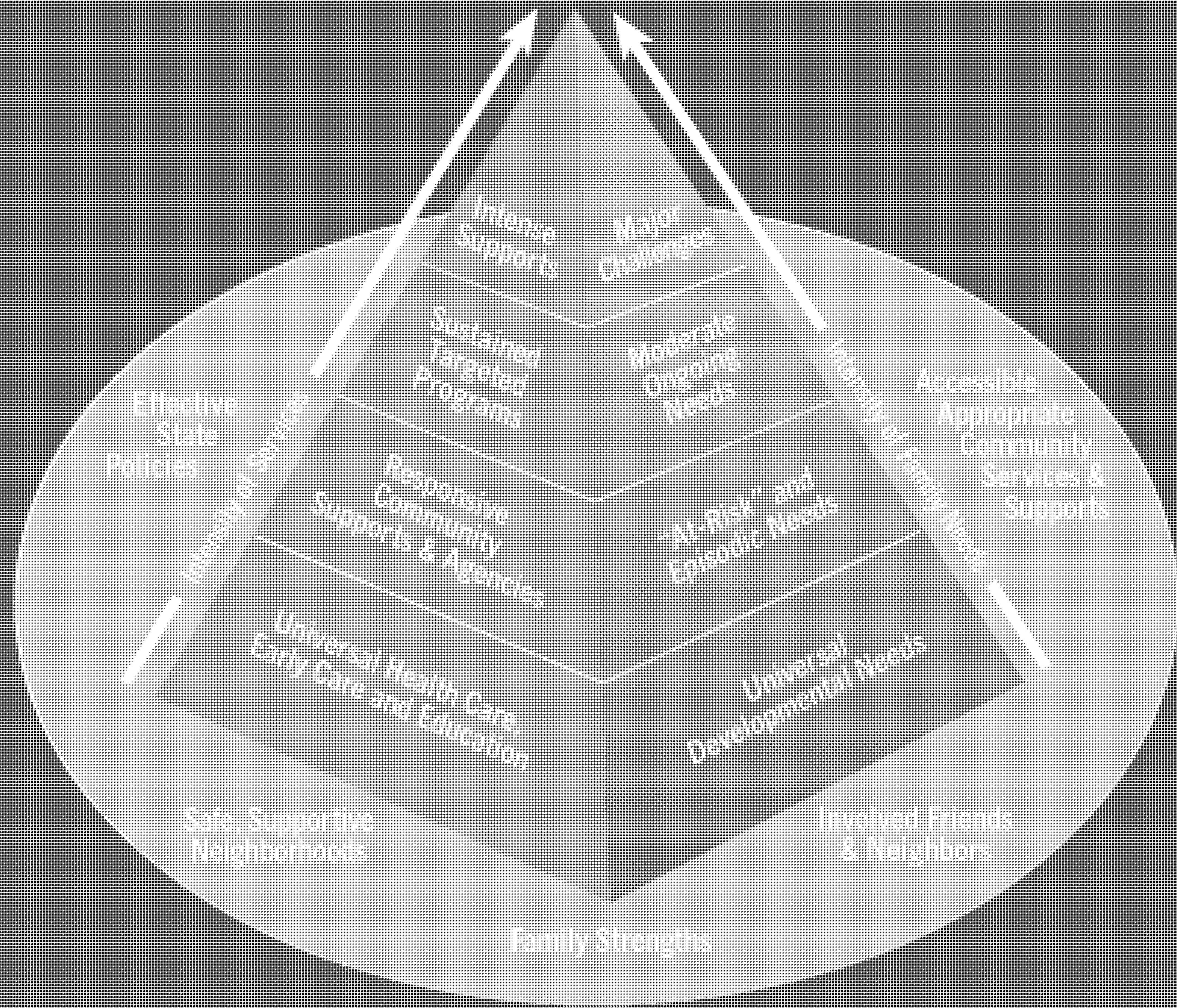
Evaluation of the implementation phase of Successful Start will include assessing the extent to which goals and objectives are achieved, and whether changes made to the early childhood system have a positive impact on the health and well being of young children and families. Performance measures have been developed to track progress toward

achievement of specific Early Childhood Systems Plan objectives. In addition, Successful Start will build on the work of the Rhode Island School Readiness Indicators initiative to assess service system capacity and access, monitor outcomes for children and families, and track progress in meeting goals and improving the early childhood system.

NEXT STEPS & IMPLEMENTATION

Successful Start is now ready to begin full-scale implementation of the Early Childhood Systems Plan. The Successful Start initiative continues to build support among key constituents, including policymakers, legislators, state and community-based agencies and consumers. Successful Start

partners are committed to the vision and mission of the initiative and have dedicated their time and resources to move the plan forward. Our work to build a better early childhood system will be directed at realizing our vision that all children enter school healthy and ready to learn.



Many factors influence the types of services that a child or family may need. All families and children have some need for support, but families with multiple and significant risk factors may require a greater intensity of services. Therefore systems of services and programs must respond to the individual strengths and needs of families with a continuum of services. Within Rhode Island's early childhood system, gaps in services were identified at various levels of intensity. It is critical that community-based services reinforce family knowledge and strengths, build networks of support in neighborhoods, and are affordable, accessible, and culturally competent. Successful Start goals focus on effective state policies and systems changes that are likely to have the greatest positive impact on children and families statewide and in local communities.

SUCCESSFUL START: SNAPSHOT OF GOALS AND OUTCOMES FOR CHILDREN & FAMILIES

CROSS-SECTOR

GOAL #1 Families, communities, and policymakers understand the importance of the early childhood years and there is **public and political will for accessible and effective early childhood services.**

◆ Families in Rhode Island are supported in their roles as caregivers and teachers through effective policies and services.

◆ **GOAL #2** Early childhood and family services are part of a **streamlined and coordinated early childhood system** that allows parents and families to access a range of services through multiple points of entry.

◆ Families can easily access services in their neighborhoods when they need them.

◆ **GOAL #3** High-quality parenting and early childhood information, services, and supports are **universally available to all families** to support and promote young children's healthy development.

◆ Families are offered information about activities they can do with their children that promote positive development.

◆ Information and services are available to families where they spend time.

◆ **GOAL #4** All young children have access to quality **developmental screening** and are connected to appropriate and **effective intervention** services.

◆ Children are screened early and periodically for developmental risks.

◆ Children get necessary intervention services at the earliest points possible.

◆ **GOAL #5** Effective **intensive and comprehensive services** are available to all children and families with significant risk factors for poor developmental outcomes.

◆ Families who need intensive home visiting services receive them.

◆ Children at risk for poor outcomes receive appropriate, comprehensive and timely services.

◆ **GOAL #6** Consensus exists about what constitutes **quality services** for early care and education, medical homes, parent education and family support, and early childhood behavioral health. **Quality standards and performance measures** are in place and used for licensure, regulation, and recognition purposes.

◆ Families can compare the quality of services on a standardized scale and make informed choices.

◆ The overall quality of early childhood services improves and more high-quality programs are available to families.

 PARENT EDUCATION & FAMILY SUPPORT

- ◆ **GOAL #7** All families with young children have access to **community-based parenting and family support programs** that provide direct services to families and link them to other resources including health and behavioral health care, child care, food and nutrition services, housing assistance, income supports and work readiness programs.
- ◆ Families receive the same level of high-quality, culturally competent support from all service providers.
- ◆ Parents are educated and supported in raising their children and are able to access support services in their community.

 EARLY CARE & EDUCATION

- ◆ **GOAL #8** All child care providers have access to **training and higher education on key early childhood issues** including children's behavioral health, infant-toddler care, inclusion of children with special health care needs, and service coordination.
- ◆ Children with special health care needs are able to spend time in natural environments with their typically developing peers.
- ◆ All children in early care and education programs are cared for in a way that supports their development and learning.
- ◆ **GOAL #9** All children with **challenging behaviors and special needs** have access to quality early care and education.
- ◆ Children with challenging behaviors are not excluded from child care. They receive inclusive, stable, nurturing care that supports their development, intervenes appropriately, and prepares them for school.

 MEDICAL HOMES

- ◆ **GOAL #10** All pediatric primary care practices incorporate the seven **medical home core components** — care that is accessible, family-centered, continuous, comprehensive, coordinated, compassionate, and culturally effective.
- ◆ Children and families receive culturally appropriate anticipatory guidance at well-child visits.
- ◆ Children have access to oral health care and to behavioral health and medical specialty providers as needed.
- ◆ Families are partners in their children's health care.

 SOCIAL-EMOTIONAL DEVELOPMENT

- ◆ **GOAL #11** All early childhood service providers have the capacity and ability to **support the healthy social-emotional development of young children** and families.
- ◆ Caregivers interact with children in ways that promote positive development and healthy relationships. They educate and assist families in understanding and promoting their children's social-emotional health.

TOWARD A COMPREHENSIVE EARLY CHILDHOOD SYSTEM

CROSS-SECTOR GOALS AND STRATEGIES

The development of the Successful Start plan has been an evolving process. Four workgroups specific to each of the critical components – Early Care & Education, Medical Homes, Parent Education & Family Support, and Social-Emotional Development – were convened during the first phase of the two-year strategic planning process. Work groups identified strengths, needs, and opportunities within each sector and began formulating goals and objectives.

As individual workgroup priorities developed, the groups merged into one Successful Start Partnership to ensure that the work would be systemic and comprehensive. A child's development cannot be divided into single domains of behavior, health, or learning. Therefore, the Successful Start Early Childhood Systems

Plan proposes an integrated approach across the critical components. The full partnership continues to focus on building a better early childhood system across all sectors.

To address goals for the Early Childhood System as a comprehensive, coordinated set of services for young children and families, Successful Start developed *Cross-Sector Goals and Strategies*. The Cross-Sector Goals are systemic in nature and policy-oriented. These goals will change the way the early childhood system is structured and the way services are delivered. They will facilitate collaboration between service providers in different sectors, resulting in a system that is efficient, effective, comprehensive and family-centered.

GOAL #1

Families, communities, and policymakers understand the importance of the early childhood years and there is public and political will for accessible and effective early childhood services.

FIRST STEPS FOR ACTION

PRIORITY STRATEGIES

- ◆ Communicate Successful Start vision and mission through a public engagement campaign that targets consumers, policymakers, program planners, local community leaders, and the private sector.
 - ◇ Develop materials to inform and educate parents about the physical, cognitive, and social-emotional needs of young children.
 - ◇ Convene small group meetings with legislators to discuss the issues affecting families with young children.
 - ◇ Outreach to and engage the Rhode Island business community as advocates for working families.
 - ◇ Develop materials and fact sheets to help consumers to advocate for effective early childhood policies and services.

GOAL #2

Early childhood and family services are part of a streamlined and coordinated early childhood system that allows parents and families to access a range of services through multiple points of entry.

FIRST STEPS FOR ACTION

PRIORITY STRATEGIES

- ◆ Promote service delivery models that build interagency partnerships and co-location of services.
 - ◇ Communicate best practice models of integrated services. Examples of effective models include family resource centers and co-location of behavioral health and primary care.
 - ◇ Develop statewide policies that support integrated services. Partner with the Rhode Island Office of Health and Human Services in this work.
- ◆ Improve collaboration between child care providers, school districts, Early Intervention providers, and health care providers.
 - ◇ Develop transition plans between child care providers and Kindergarten programs.

SUBSEQUENT STEPS

- ◆ Align eligibility criteria for state programs.
- ◆ Align funding streams to agencies to create more flexible funding.

GOAL #3

High-quality parenting and early childhood information, services, and supports are universally available to all families to support and promote young children's healthy development.

FIRST STEPS FOR ACTION

PRIORITY STRATEGIES

- ◆ Support child care providers as a primary access point for providing information and access to parenting education and family support services.
 - ◇ Create a public-private leadership team that includes child welfare, family support and early care and education providers to implement *Strengthening Families through Early Care & Education* models and approaches. Integrate the Strengthening Families approach into existing child care training and professional development efforts statewide and in local communities.
 - ◇ Engage child care providers in promoting use of the *Early Learning Standards* family materials and activities.
- ◆ Provide child development information to parents during pregnancy and immediately post-partum. Ensure parents of newborns are linked to and can access appropriate services.
- ◆ Expand the Family Outreach Program's capacity to outreach and provide services to pregnant women.

SUBSEQUENT STEPS

- ◆ Develop parenting workshops and offer them in settings easily accessible to families.
- ◆ Develop a web site for parents so that information about early childhood services is accessible and easily understood.
- ◆ Expand the capacity of evidence-based parent education programs, e.g. Parents as Teachers, Home Instruction for Parents of Preschool Youngsters and the Incredible Years.

STRENGTHENING FAMILIES THROUGH EARLY CARE & EDUCATION

Strengthening Families is a research-based, cost-effective strategy to prevent child abuse and neglect. The strategy involves child care centers in supporting families and building protective factors in the lives of children. Strengthening Families initiatives are now being implemented in seven states, including Rhode Island.

The goals of the initiative are:

- ◆ To increase awareness that strengthening families is central to quality child care.
- ◆ To increase the number of early childhood programs that are working to prevent child abuse and neglect by building protective factors in the lives of children and families.
- ◆ To build effective relationships among early childhood systems, child welfare systems, and child abuse prevention programs and initiatives.

Strengthening Families Rhode Island is managed by Prevent Child Abuse Rhode Island in collaboration with a community leadership team and is supported by a grant from the United Way of Rhode Island. Technical assistance is provided by the Center for the Study of Social Policy. Additional information on *Strengthening Families* is available at www.cssp.org/doris_duke/index.html

GOAL #4

All young children have access to quality developmental screening and are connected to appropriate and effective intervention services.

FIRST STEPS FOR ACTION

PRIORITY STRATEGIES

- ◆ Expand developmental screening of young children in natural settings. Create mechanisms to refer children with positive screening results for assessment, treatment, and other needed intervention services.
 - ◇ Work with the UCLA Center for Healthier Children, Families and Communities to identify best practice models of developmental services.
 - ◇ Convene a workgroup to identify appropriate screening tool(s), settings in which children will be screened, and effective referral mechanisms.
 - ◇ Address issues relating to the capacity of intervention services.
 - ◇ Address reimbursement policies for developmental screening in the medical home.
- ◆ Increase the number of three and four year-olds receiving comprehensive screening through the Child Outreach program.
 - ◇ Support existing efforts at the Rhode Island Department of Education to increase the number of children screened.
 - ◇ Promote the use of reliable and validated screening tool(s) by all school districts.

SUCCESSFUL START DEVELOPMENTAL SCREENING & SERVICES

Successful Start is working to increase the number of young children receiving quality, comprehensive, developmental screening and appropriate assessment and treatment services. Research shows that standardized developmental screening identifies physical, cognitive, and emotional health issues that may go undetected by health care providers, parents, and other caregivers, providing the opportunity to intervene to correct problems at the earliest points possible.

In partnership with the Rhode Island Chapter of the American Academy of Pediatrics, Successful Start has convened a work group to develop a plan to integrate developmental screening into medical homes and community settings, design effective referral pathways, and build relationships and partnerships among families, health care providers, child care providers, mental health, and family support services. In 2006, the model of developmental screening and services will be piloted in selected communities.

This work is supported in part by a grant award from the Vermont Child Health Improvement Project (VCHIP), the Commonwealth Fund, and the National Initiative for Children's Healthcare Quality (NICHQ). Technical assistance and expertise are provided by Dr. Neal Halfon from the UCLA Center for Healthier Children, Families and Communities.

GOAL #5

Effective intensive, comprehensive services are available to all children and families with significant risk factors for poor developmental outcomes.

FIRST STEPS FOR ACTION

PRIORITY STRATEGIES

- ◆ Develop protocols to refer all infants and young children birth to age three who have had an indicated case of child abuse and/or neglect for an assessment to determine eligibility for Early Intervention or other early childhood development services.
 - ◇ Work with the Early Intervention Interagency Coordinating Council to develop and evaluate the effectiveness of referral procedures and protocols.
- ◆ Expand comprehensive, intensive, evidence-based programs for families with young children at high risk. Programs that have been shown to produce positive child outcomes include Early Head Start and the Nurse Family Partnership.
 - ◇ Develop a sustainable public-private funding stream. Work with state agencies, local funders, and community partners to develop financing strategies using a combination of existing resources, new resources and public-private partnerships.
 - ◇ Examine successful intensive, comprehensive service delivery models in other states and communities.

SUBSEQUENT STEPS

- ◆ Provide comprehensive, intensive services for all teen parents to promote healthy child development and decrease repeat births to teens.
- ◆ Develop data sources and other mechanisms to identify the universe of high-risk pregnant women, children and families.

GOAL #6

Consensus exists about what constitutes quality services for early care and education, medical homes, parent education and family support, and early childhood behavioral health.

Quality standards and performance measures are in place and used for licensure, regulation, and recognition purposes.

FIRST STEPS FOR ACTION**PRIORITY STRATEGIES**

- ◆ Develop and implement a statewide child care Quality Rating System (QRS) that includes center-based child care programs and family child care homes.
 - ◇ Convene a task force/steering committee to design the system.
 - ◇ Evaluate current quality of child care and set benchmarks for improvement.
 - ◇ Pilot QRS in selected sites, followed by statewide implementation.

SUBSEQUENT STEPS

- ◆ Develop and implement quality standards and performance measures for medical homes, parenting education, family support, and early childhood behavioral health services.
- ◆ Develop mechanisms to obtain consistent outcome data from programs serving young children. Use this data to set benchmarks and track progress over time.

RHODE ISLAND QUALITY RATING SYSTEM PARTNERSHIP

Experience in other states shows that designing and implementing a Quality Rating System is a proven strategy to systemically improve the quality of child care children experience. A Quality Rating System measures the quality of a program against a common set of community-developed research-based standards, offers supports to help programs meet these standards and promotes the quality of programs to parents and other consumers through easily recognized symbols, usually stars. Based on the success of similar projects in 10 other states, Rhode Island has established a 30-member steering committee to design a reliable system to assess the quality of early care and education and after school programs. Quality rating information will help parents select a program for their child and will help the state focus resources to improve the quality of care and education available. The steering committee aims to pilot an initial Quality Rating System beginning in Fall 2007.

Rhode Island Kids Count coordinates the Quality Rating System Partnership that is leading the 24-month research and development phase of the Quality Rating System. The Partnership is funded by the United Way of Rhode Island and is supported by an expert consultant team, including Anne Mitchell from the National Child Care Information Center.

PARENT EDUCATION AND FAMILY SUPPORT GOALS AND STRATEGIES

Parents and families are a child's first and most important caregivers and teachers. All families face challenges and needs as they raise their children. Learning and family support programs that enhance parents' skills, provide child development services, create social networks, and build community linkages are critical resources for all parents and families. Families at high risk may need specialized supports and services that address a range of social, economic and emotional needs and build on their strengths. Research shows that intensive, high quality family support services can improve children's health, development, behavior and educational outcomes.

Currently, there is limited infrastructure to support

the delivery of parent education and family support services and coordinate and integrate these services into existing systems. Rhode Island, like many other states, also has an insufficient supply of comprehensive, intensive services for families at risk. Although Rhode Island faces significant challenges, there are foundations on which to build. Rhode Island is fortunate to have a number of state and community programs that offer a range of parent education and family support services and programs. Examples of these include Early Head Start and Parents as Teachers programs that operate in various communities in the state, providing home visiting and other critical supports to children and families at risk.

GOAL #7

All families with young children have access to community-based parenting and family support programs that provide direct services to families and link them to other resources including health and behavioral health care, child care, food and nutrition services, housing assistance, income supports and work readiness programs.

FIRST STEPS FOR ACTION

PRIORITY STRATEGIES

- ◆ Develop a statewide parent education and family support infrastructure. Develop a shared mission and vision for parent education and family support.
 - ◇ Use Rhode Island KIDS COUNT's definitions of family support across various levels of intensity to assess current system capacity.
 - ◇ Develop and convene a statewide Parent Education & Family Support Alliance to work on issues of capacity, quality, and coordination.
- ◆ Develop activities and programming that build on family strengths, use peer-to-peer models, and increase families' capacity to self-advocate.
 - ◇ Expand the Pediatric Practice Enhancement Project peer-to-peer model to additional medical and non-medical settings.
 - ◇ Research and disseminate information on best practice outreach, engagement, and family support models.

RHODE ISLAND'S PARENTING AND FAMILY SUPPORT CONTINUUM

The Rhode Island KIDS COUNT July 2005 Issue Brief on Parenting and Family Support offers a continuum for classifying and defining parenting and family support services. Services and programs generally fall into five categories, based on the intensity of the services:

- ◆ Basic Information and Support.
- ◆ Screenings, Assessments, and Referrals.
- ◆ Parent Education and Peer Support.
- ◆ Intensive, Individualized Family Support.
- ◆ Family Preservation.

Families vary in the type and intensity of services they find helpful at any particular point in time. Communities that have a diversity of services and offer a variety of programs along a continuum are most able to address the broadest range of family and community needs over time. While family support programs vary in program setting, size, delivery method, and intensity of services, all work to build on family strengths while addressing family needs.

EARLY CARE AND EDUCATION

GOALS AND STRATEGIES

Early care and education plays an important role in the social, emotional and cognitive development of infants and young children. Children who receive high quality care score higher on tests of cognitive and social skills, do better in school, are less likely to repeat a grade, and are better at problem-solving and working with others. Quality early care and education can further enhance child development by connecting parents to supports and services and by providing opportunities to enhance parenting skills and knowledge of child development. High quality early child care and education programs can also offer an entry point into family support and health care through early identification and referral of children with health

conditions, developmental disabilities or other risk factors.

Rhode Island is nationally recognized for its investments in an accessible, affordable, high-quality child care system. Rhode Island is the only state with a legal entitlement to child care subsidies for working families earning up to 225% of the federal poverty threshold. Reimbursement for child care providers who accept subsidies are set at the 75th percentile of the market rate, ensuring the low-income families have a choice in their children's child care. Building on these accomplishments, Successful Start is working to further enhance the quality and accessibility of early care and education for all families.

GOAL #8

All child care providers have access to training and higher education on key early childhood issues including children's behavioral health, infant-toddler care, inclusion of children with special health care needs, and service coordination.

FIRST STEPS FOR ACTION

PRIORITY STRATEGIES

- ◆ Develop a higher education scholarship program for early care and education providers.
 - ◇ Work with the Department of Human Services, United Way of Rhode Island, and community partners to implement the T.E.A.C.H. scholarship program.
- ◆ Ensure that training and coursework incorporate evidence-based practices, target specific topics, and meet the education needs of early care and education providers.
 - ◇ Review and revise higher education curricula with a workgroup of child care directors, teachers, education coordinators, and higher education.
 - ◇ Develop mechanisms to give college credit for experience and other completed training.

RHODE ISLAND EARLY LEARNING STANDARDS

Rhode Island has established a set of early learning standards to provide guidance to families, teachers and administrators on what children should know and be able to do as they enter kindergarten. The *Rhode Island Early Learning Standards* are organized into eight domains with defined learning goals and expectations. The eight domains are: approaches to learning, social and emotional development, language development and communication, literacy, mathematics, science, creativity, and physical health and development. Professional development – often with college credit – is available to early childhood programs to help teachers recognize four-year-old behavior that meets expectations and to implement curricula and activities that build competence in relation to each learning goal. Family materials are also available for parents so that they can support their child's learning at home and in their early education setting.

The Rhode Island Early Learning Standards project is a partnership of the Rhode Island Department of Elementary and Secondary Education and the Rhode Island Department of Human Services.

GOAL #9

All children with challenging behaviors and special needs have access to quality early care and education.

FIRST STEPS FOR ACTION

PRIORITY STRATEGIES

- ◆ Develop and implement a consultation model for child care providers that includes health, behavioral health, parent education and family support.
 - ◇ Build the capacity of the Child Care Support Network and Healthy Child Care Rhode Island to provide various levels of services including on-site consultation and referrals.
 - ◇ Link consultation services to the Strengthening Families initiative.
 - ◇ Evaluate the effectiveness of current child care health consultant licensing requirements and research other state licensing models.
- ◆ Expand the capacity of KIDS CONNECT to provide on-site therapeutic services to children with special health care needs and behavioral challenges in child care settings.
- ◆ Educate and inform child care providers about state and local resources for health, behavioral health, and family support.

THERAPEUTIC CHILD CARE AND YOUTH CARE

KIDS CONNECT supports the participation of children with special health care needs in typical child care settings. Medicaid-eligible children with physical, developmental, emotional, or behavioral special needs are eligible for the program. Inclusion in child care settings offers opportunities for socialization, communication, and overall skill development. Children with special health care needs often have limited access or no access to opportunities to interact with their peers in natural settings.

Child care and after-school care settings that are certified KIDS CONNECT providers hire and support additional staff who are specially trained to help children with special health care needs participate in group child care settings with their typically developing peers. An individualized therapeutic integration plan is developed for each child by a licensed clinician. Medicaid reimburses child care providers for staff time, development of a plan and nursing care when needed. Two child care providers in Rhode Island currently offer KIDS CONNECT services, and many more are being recruited.

KIDS CONNECT (previously named Therapeutic Child & Youth Care) is managed by the Rhode Island Department of Human Services and is supported through state and federal Medicaid funding.

**HIGH QUALITY EARLY CARE AND
EDUCATION, PARENTING AND FAMILY
SUPPORT, AND MEDICAL HOMES
CONTRIBUTE TO HEALTHY SOCIAL
AND EMOTIONAL DEVELOPMENT IN
EARLY CHILDHOOD.**

MEDICAL HOMES

GOALS AND STRATEGIES

All children benefit from a *medical home*, that is, a regular source of health care from a primary care provider (pediatrician, family physician, nurse practitioner, etc.) that is familiar with the child's family and medical history and developmental progress. Pediatric providers that have a regular, ongoing relationship with a family have a greater likelihood of understanding the family and community context in which the child is developing. They are more likely to partner with parents and other providers to identify and access all the medical and non-medical services needed to help children reach their full potential. Medical homes provide essential acute care, chronic care and developmental services and are culturally and linguistically competent.

Rhode Island leads the country in ensuring children's access to health and medical care. Rhode Island's strong commitment to RItE Care has resulted in one of the lowest rates of uninsured children in the country. Some children with special health care needs are supported through specialized programs and services such as Early Intervention and CEDARR Family Centers. The foundation for Rhode Island's child health system is a strong and active provider community, with leadership by the Rhode Island Chapter of the American Academy of Pediatrics, community health centers and family practice physicians.

GOAL #10

All pediatric primary care practices incorporate the seven medical home core components – care that is accessible, family-centered, continuous, comprehensive, coordinated, compassionate, and culturally-effective.

FIRST STEPS FOR ACTION

PRIORITY STRATEGIES

- ◆ Promote the use of parent consultants in primary care offices to assist families in accessing and navigating medical and non-medical services and supports. Build on the work of the Pediatric Practice Enhancement Project.
 - ◇ Secure stable funding to support current programming and expand capacity.
- ◆ Provide training to primary care providers on strategies to incorporate child development and anticipatory guidance into primary care.
 - ◇ Promote the use of Bright Futures and other recognized tools and guidelines for developmental surveillance and anticipatory guidance.
 - ◇ Offer provider training at hospital grand rounds.
 - ◇ Offer training and support to providers related to maximizing reimbursement for medical home-type services, including developmental screening and care coordination.

PEDIATRIC PRACTICE ENHANCEMENT PROJECT

The Pediatric Practice Enhancement Project (PPEP) supports pediatric practices in providing comprehensive and coordinated care to children and their families within a Medical Home. The project places trained parent consultants into pediatric primary care practices. The primary role of the parent consultant is to create linkages between the family, pediatric practice, and the community as a whole. All parent consultant activities are driven by the needs identified by individual families.

Currently, nine pediatric offices, each serving large numbers of children with special health care needs, participate in the project. Practices cover a large geographic area and represent several different practice types including private practices, community health centers, academic clinics, and a multi-specialty group practice.

The project is managed by the Rhode Island Parent Information Network and receives support from the Rhode Island Department of Human Services and Rhode Island Department of Health.

SOCIAL-EMOTIONAL DEVELOPMENT GOALS AND STRATEGIES

Healthy social and emotional development in early childhood provides the foundation for healthy behavior, cognitive development and school achievement. Social development refers to children's ability to interact with their peers and with adults. Emotional development includes such factors as children's perceptions of themselves and their abilities to both understand the feelings of other people and to interpret and express their own feelings. Throughout the Early Childhood Systems Plan there is the recognition that children build their social and emotional skills and capacities primarily through everyday social interactions with the adults at home, in child care, and in other settings. Components of this plan that address high quality early care and education and parenting and family support are

also strategies to ensure healthy social and emotional development in early childhood. Strategies within the medical home component of the plan are also critical to ensure that pediatric providers give anticipatory guidance to families, screen for behavioral problems and risks, and provide appropriate treatment and referral.

Rhode Island has struggled to provide appropriate services to children and families with significant behavioral health needs. Currently, there is widespread recognition that a system to address problems early and appropriately is needed, and that resources should be shifted from crisis intervention to primary prevention services. Many of the Successful Start goals incorporate the promotion of healthy social-emotional development through prevention, early identification, and early and complete response.

GOAL #11

All early childhood service providers have the capacity and ability to support the healthy social-emotional development of young children and families.

POSITIVE BEHAVIORAL INTERVENTION AND SUPPORTS

The Positive Educational Partnerships initiative will bring together the state's community-based behavioral health and education investments in both elementary and pre-school settings to prevent the development of serious behavioral disorders in children and to offer assistance to children who have serious emotional disturbances in the least restrictive and most natural settings. The project will develop training and evidence-based interventions to build positive environments that best support children's learning and development. Within the school setting, educators will implement Positive Behavioral Intervention and Supports (PBIS), which is a shift from a reactive approach to managing problem behavior to one that is preventive and positive. This approach involves a partnership between health, behavioral health, child welfare and social service supports in the community. The Positive Educational Partnerships initiative is managed by the Rhode Island Department of Children, Youth, & Families and is supported by a grant from the Substance Abuse and Mental Health Services Administration.

FIRST STEPS FOR ACTION**PRIORITY STRATEGIES**

- ◆ Support ways for behavioral health specialists to provide consultation and direct services in natural settings, including primary care, child care, and parenting and family support programs.
 - ◇ Address barriers to providing services in natural settings.
 - ◇ Educate the provider community on successful local and national models.
 - ◇ Develop an effective financing strategy.
 - ◇ Build on the work of the Foundations for Learning grants in Rhode Island.
- ◆ Expand and support the use of evidence-based tools and models in child care to build social-emotional protective factors in children.
 - ◇ Train and support child care providers in the use of the Devereaux Early Childhood Assessment tools and activities.
 - ◇ Implement Strengthening Families and Positive Behavioral Intervention and Supports (PBIS) in early care and education settings.
- ◆ Develop and offer multi-disciplinary professional development opportunities focused on early childhood social-emotional development, including workshops, in-service training, online classes, and conferences.
 - ◇ Identify and recruit persons qualified to conduct training, including professionals working in the field and higher education.
 - ◇ Conduct training in collaboration with professional organizations and other groups that provide training to service providers.

SUBSEQUENT STEPS

- ◆ Increase the capacity of early childhood service providers to address parent and family behavioral health problems, through on-site treatment or referral to services.
- ◆ Incorporate social-emotional development into higher education curriculum for child care providers, pediatricians, and other service providers.

GLOSSARY

BRIGHT FUTURES

Bright Futures is a vision, philosophy, set of expert guidelines, and a practical developmental approach to providing health supervision for children and adolescents from birth through age 21. Bright Futures publishes tools and materials and provides technical assistance and training to health professionals, families, and communities to promote children's health and development.

CEDARR FAMILY CENTERS

CEDARR (Comprehensive, Evaluation, Diagnosis, Assessment, Referral and Re-evaluation) Centers serve as a one-stop source of information for Rhode Island families with children with special health care needs. CEDARR Centers provide information, professional assessment, specialty clinical evaluation, care planning, coordination of services, and ongoing referral assistance and support.

CHILD CARE SUPPORT NETWORK

The Child Care Support Network is a comprehensive support system for both center-based and family child care providers in Rhode Island offering on-site technical assistance, training workshops, and access to resources.

CHILD OUTREACH

Child Outreach screening is sponsored by the Rhode Island Department of Education and is offered through the local school districts. It is a screening process to evaluate the developmental, speech, vision and hearing needs for children ages three through five.

DEVEREAUX EARLY CHILDHOOD ASSESSMENT (DECA)

The DECA Program is a strength-based assessment and planning system for children ages two through five. Based on resilience theory, DECA is a five-step system designed to support early childhood teachers, mental health professionals, and parents in their goal of helping children develop healthy social/emotional skills and reduce challenging behaviors.

EARLY HEAD START/ HEAD START

Head Start and Early Head Start are comprehensive child development programs that serve children from birth to age 5, pregnant women, and their families. They are child-focused programs and have the overall goal of increasing the school readiness of young children in low-income families.

EARLY INTERVENTION

Early Intervention serves families with children birth to three years old with a medical condition that may affect their growth and development, a known developmental delay, or a risk of delayed growth or development. Early Intervention provides complete developmental testing for children, services to meet the child's and family's special needs, and links to resources in the community.

FAMILY OUTREACH PROGRAM

The Family Outreach Program is a statewide home-visiting program for families with young children. Families of newborns are referred to the program if they screen positive for specific risk factors at birth. Family Outreach Program nurses, social workers, and trained paraprofessionals provide home and developmental assessments, referrals to community services, and parent education.

FOUNDATIONS FOR LEARNING

Through the Foundations for Learning grant program, the U.S. Department of Education provides funding to community organizations to deliver services to children and their families with significant risk factors for poor outcomes. Grantees develop services and programs that foster children's emotional, behavioral, and social development, coordinate and facilitate access to community resources, and develop early childhood community partnerships and build toward a community system of care. In Rhode Island, the Providence Center and Children's Friend and Service have been recipients of Foundations for Learning grants.

HEALTHY CHILD CARE RHODE ISLAND

Healthy Child Care Rhode Island promotes the healthy development of children in all child care settings through quality assurance, health consultation, and a medical home for all children.

HOME INSTRUCTION FOR PARENTS OF PRESCHOOL YOUNGSTERS (HIPPIY)

HIPPY is a parent involvement and school readiness program that offers home based early childhood education for three, four and five year-old children working with their parent(s) as their first teacher. Parents are provided with a set of carefully developed materials, curriculum and books designed to strengthen children's cognitive skills, early literacy skills, social/emotional and physical development.

NURSE FAMILY PARTNERSHIP

The Nurse Family Partnership program is an evidence-based program of home visiting by registered nurses. Nurse-Family Partnership clients are low-income, first-time mothers, and client participation is voluntary. Highly educated nurse home visitors begin making visits during pregnancy and continue through the first two years of the child's life. The program has been proven to improve pregnancy outcomes, children's health and development, and family economic self-sufficiency.

OFFICE OF HEALTH & HUMAN SERVICES

In March 2004, Governor Donald L. Carcieri created the Office of Health and Human Services to facilitate cooperation among the five state agencies that administer Rhode Island's critical health care and social service programs. The Office was created to eliminate redundancies, maximize purchasing power, and to magnify the departments' joint ability to meet client needs. State Departments included in the Office are: Elderly Affairs, Health, Human Services, Mental Health, Retardation and Hospitals, and Children, Youth and Families.

PARENTS AS TEACHERS

Parents as Teachers is an international early childhood parent education and family support program serving families throughout pregnancy until their child enters kindergarten. The program is designed to enhance child development and school achievement through parent education accessible to all families.

SCHOOL READINESS INDICATORS INITIATIVE

Rhode Island is one of 17 states that participated in the national School Readiness Indicators Initiative. Through this work, Rhode Island state agencies and policymakers identified a set of indicators to track progress in meeting the goal that all children enter school healthy and ready to learn. These 12 key indicators emphasize the importance of physical health, economic well-being and attention to child development. The set of school readiness indicators can be used as a starting point in developing indicators to track progress in meeting the goals of Successful Start. Rhode Island's School Readiness Indicators report, *Benchmarks for Progress: Preparing Rhode Island's Children to Succeed in School* is available at www.GettingReady.org or www.rikidscount.org.

T.E.A.C.H.

The T.E.A.C.H. Early Childhood Project gives scholarships to child care workers to complete course work in early childhood education and to increase their compensation. All T.E.A.C.H. scholarships link continuing education with increased compensation and require that recipients and their sponsoring child care programs share in the cost. The T.E.A.C.H. Early Childhood Project is an umbrella for a variety of different scholarship programs for teachers, directors and family child care providers working in regulated child care programs.

ACKNOWLEDGMENTS

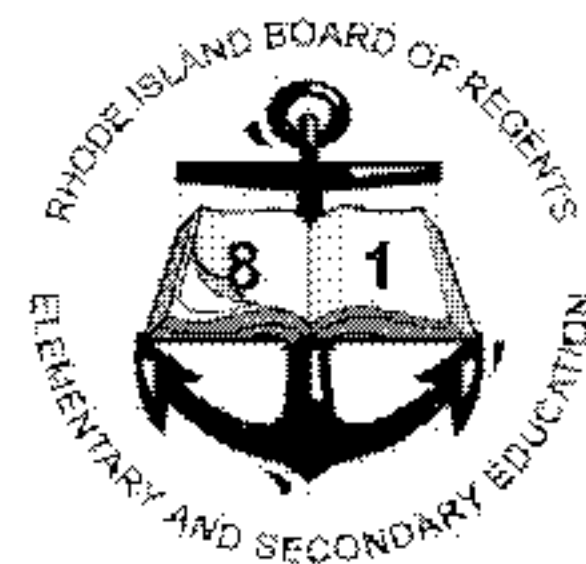
Successful Start is managed by the Rhode Island Department of Health through a grant from the Maternal and Child Health Bureau of the U.S. Department of Health and Human Services. The Successful Start team at HEALTH acknowledges the participation and input of the following state agencies that are instrumental in providing the services that are needed by Rhode Island's youngest children and their families. We look forward to working together to build an effective and comprehensive early childhood system.



Rhode Island Department of Health
David R. Gifford, Director



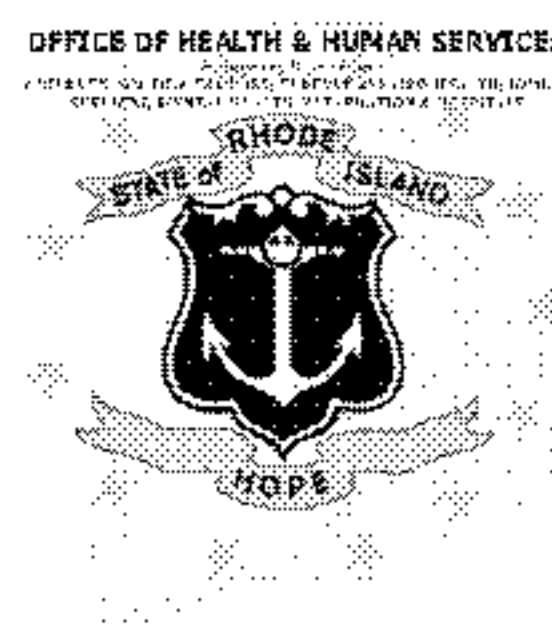
Rhode Island Department of Children,
Youth and Families
Patricia Martinez, Director



Rhode Island Department of Elementary and
Secondary Education
Peter McWalters, Commissioner



Rhode Island Department of Human Services
Ron Lebel, Acting Director



Rhode Island Office of Health and
Human Services
Jane Hayward, Managing Director

We also thank the agencies that are members of the Governor's Children's Cabinet for their work in support of the goal that all children enter school healthy and ready to learn. We acknowledge the contributions of the many state agency staff, children's service providers, community leaders and parents who contributed to the final goals and strategies that are part of Rhode Island's Early Childhood Systems Plan.

SUCCESSFUL START STEERING COMMITTEE

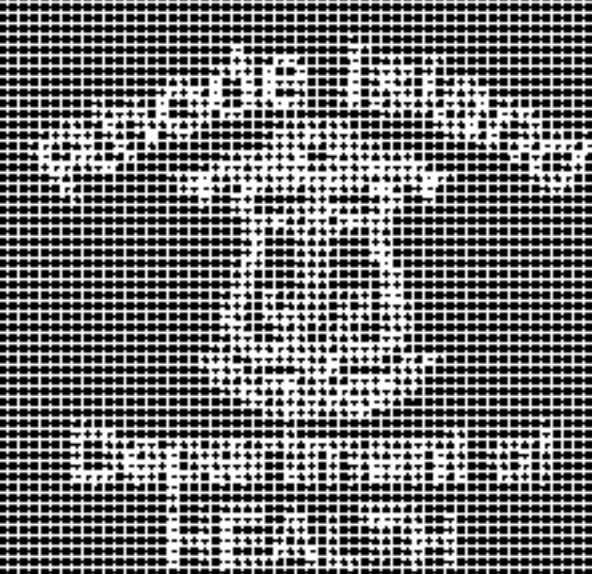
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United Way of Rhode Island

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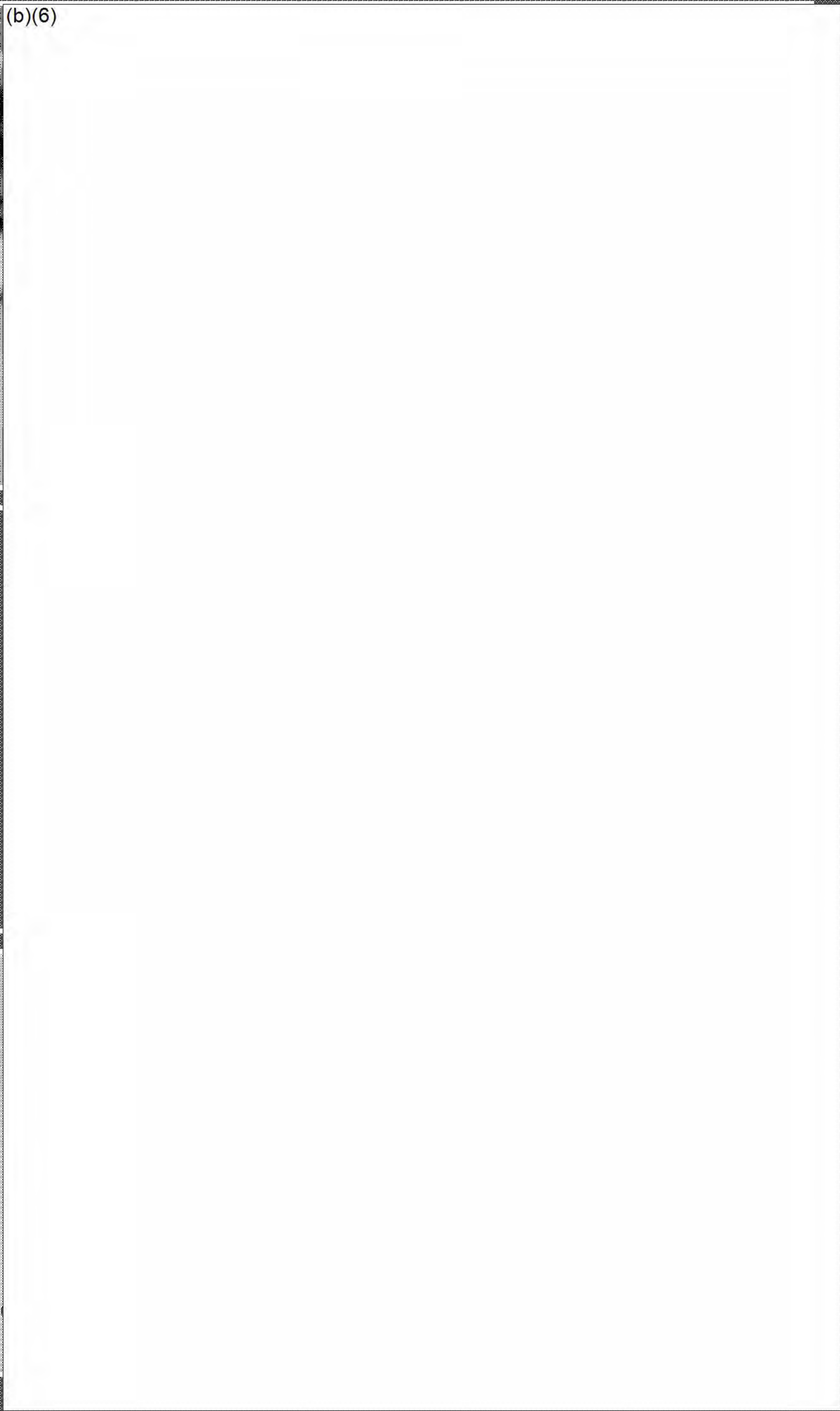


For additional copies of this report,
visit the Successful Start website
at www.health.ri.gov or call the
Rhode Island Department of Health
at 401-222-4354.

APPENDIX 4

Rhode Island's 2009 Child Care Center & Preschool Quality Study

(b)(6)



Kelly L. Maxwell
& Syndee Kraus

FPG Child Development Institute

The University of North Carolina at Chapel Hill

April 2010

Rhode Island's 2009 Child Care Center and Preschool Quality Study
© 2010 by Kelly L. Maxwell & Syndee Kraus

This report is available online at www.rikidscount.org

Suggested citation: Maxwell, K. L., & Kraus, S. (2010). *Rhode Island's 2009 child care center and preschool quality study*. Chapel Hill: The University of North Carolina, FPG Child Development Institute.

This study was funded by the Rhode Island Foundation and the Nellie Mae Education Foundation through a contract between Rhode Island KIDS COUNT and the FPG Child Development Institute (FPG). BrightStars, Rhode Island's Quality Rating and Improvement System for early care and learning programs, was launched with funding from United Way of Rhode Island, CVS Caremark Charitable Trust, and the Rhode Island Department of Human Services.

Several people worked hard to complete this study and report. The FPG team included Kelly Maxwell, principal investigator; Donna Bryant, investigator; Syndee Kraus, project director; Gina Walker, administrative assistant; Elizabeth Gunn, Lloyd DeWald, and Michelle Lemon, programmers; Angelia Baldwin, data entry. Gina Harrison helped design the report. The Rhode Island team included Leanne Barrett, policy analyst, Rhode Island KIDS COUNT and Tammy Camillo, director, and staff of the Rhode Island Association for the Education of Young Children, which is the implementation agency for BrightStars. The FPG and Rhode Island teams worked closely to conduct this study. FPG provided guidance, helped design the study and develop data collection tools, analyzed the data, and wrote the report. RIAEYC provided guidance and was responsible for recruitment and data collection. Rhode Island KIDS COUNT helped design the study and provided guidance on policy recommendations. We would like to thank the administrators and teachers who welcomed us into their programs and classrooms so that we could better understand the care available to young children in Rhode Island.

NATIONWIDE, most young children are cared for regularly by someone other than their parents. Twenty percent (20%) of all infants and toddlers and 44% of all three- and four-year-olds are served in a center-based care arrangement.¹ Research has demonstrated a statistically significant link between the quality of early care and education and children's academic and social skills.^{2,3,4} Children who attend higher quality programs have better academic and social skills when they enter school. Research on brain development also has underscored the importance of providing high quality, enriching experiences for young children because those experiences form the foundation for later learning.^{5,6} Thus, improving the quality of early care and education is an important strategy for supporting children's development and readiness for school success.

To recognize and support quality early care and education, Rhode Island early childhood leaders developed BrightStars, a Quality Rating and Improvement System (QRIS) for early care and learning programs. A QRIS is a systematic approach "to assess, improve, and communicate the level of quality in early care and education programs."⁷ A state QRIS generally includes five common elements: quality standards, a process for monitoring the quality standards, outreach and support to programs and practitioners, financial incentives, and dissemination of ratings and information to parents and consumers.^{8,9}

Rhode Island developed its QRIS over the past few years; implementation began in 2009. Through a statewide planning period funded by United Way of Rhode Island, Rhode Island KIDS COUNT worked with

a 30-member steering committee, national and local consultants, and families to draft a comprehensive set of quality standards and criteria for early care and learning programs (child care centers/preschools, family child care homes, and school-age programs). These standards and criteria were developed within a 5-level framework to be used as the basis for a QRIS. These frameworks were pilot-tested with a sample of programs.^{10,11} BrightStars leadership used the pilot data to finalize the *BrightStars Child Care Center and Preschool Quality Framework*¹² as well as the *BrightStars Family Child Care Quality Framework*.¹³ BrightStars began rating child care centers/preschools in January 2009 and began rating family child care homes in September 2009. The *BrightStars School-Age Child Care Quality Framework* will be finalized in 2010 and implemented statewide in January 2011.

During the BrightStars development period, Rhode Island early childhood leaders decided to gather data to better understand the current quality of care across all three types of programs: centers/preschools, family child care, and school-age programs. Recognizing that implementing a QRIS is a strategy designed to help programs make incremental quality improvements over time, Rhode Island leaders wanted to better understand the quality of care as BrightStars' implementation began and to have data with which to compare future improvements in the state's early care and education system. Findings from this study of a random sample of programs can also be used to guide the development of focused quality improvement initiatives in Rhode Island. This report focuses only on child care centers and preschool programs. Future reports will describe findings from similar quality studies of family child care and school-age programs.

"Early experiences determine whether a child's brain architecture will provide a strong or weak foundation for all future learning, behavior, and health."⁵

Study Description

The purpose of the Rhode Island Child Care Center and Preschool Quality Study (also referred to as the “Center Quality Study”) was to gather data to better understand the quality of care and education in child care centers and preschool programs, using key components delineated in the *BrightStars Child Care Center and Preschool Quality Framework*.

Program Selection

The Rhode Island Child Care Center and Preschool Quality Study was designed to build on the earlier Pilot Test of the *BrightStars Child Care Center and Preschool Quality Framework*. In the summer and early fall of 2008, BrightStars staff gathered pilot data from a random sample of 25 licensed/approved child care centers and preschools. The Pilot Test was designed to gather data to help the BrightStars Steering Committee refine the standards and criteria before formally implementing the *BrightStars Child Care Center and Preschool Quality Framework* in January 2009.

The goal of the Center Quality Study was to gather data on the quality of 50 infant/toddler and 50 preschool classrooms as well as program-level characteristics. For each program recruited, one classroom from each of the two age groups (infants/toddlers and preschoolers) was randomly selected for observation. Some participating programs served only one age group, so 69 programs were needed to obtain data from 50 classrooms of each age group.

Recruitment occurred in two steps. First, the randomly selected programs that participated in the Pilot Test were asked to be in this new study, and 23 of the 25 agreed. These programs needed only to allow a trained assessor to observe one or two randomly selected classrooms because the other program-level data had already been gathered as part of the Pilot Test. Of these 23 programs, 19 served both infants/toddlers and preschoolers and 4 served only preschoolers. Thus, an additional 27 preschool classrooms and 31 infant/toddler classrooms were needed to meet the goal of obtaining data from 50 infant/toddler and 50 preschool classrooms.

To meet this goal, the second step in the recruitment process required randomly selecting more programs. From a pool of 104 randomly selected licensed/approved programs across Rhode Island, 69 were eligible to participate (e.g., they were open, had a working phone number). Of those 69 programs, 46 agreed to participate in the Center Quality Study. This represents a response rate of 67%. (The response rate for the Pilot Test was 43%.¹⁴) Both program-level and classroom observation data were gathered from these 46 programs.

The 69 programs in this study were located across the state of Rhode Island. About half of the programs (55%) were located in Providence County. Twenty percent (20%) were in Kent County, 12% in Washington County, 9% in Newport County, and 4% in Bristol County.

Measures

Multiple measures were used to gather program-level and classroom-level data for the Center Quality Study.

Program-Level Measures

Program directors were asked to provide for review by BrightStars staff written documentation about licensing compliance, accreditation, program self-assessments, child assessments, family involvement, and program administration. Directors were also asked for basic information about their program (e.g., enrollment, number of children receiving child care subsidies, participation in Head Start). During each visit, BrightStars staff completed a facility observation checklist, which documented the observed group size and ratios for half of the classrooms

for each age group served (classrooms were randomly selected). The director and lead group teachers were asked to complete a questionnaire about their qualifications and, if possible, to submit documentation of their degrees, coursework, and credentials. Finally, the Rhode Island Department of Children, Youth, and Families provided data regarding licensing compliance for those programs in the Pilot Study.

Classroom-Level Measures

Classroom-level data about global quality were gathered through the *Infant/Toddler Environment Rating Scale-Revised* (ITERS-R)¹⁵ and the *Early Childhood Environment Rating Scale-Revised* (ECERS-R).¹⁶ The ITERS-R is a widely used instrument for examining global classroom quality. It is specifically designed for use in classrooms serving children birth to 2 ½ years of age. The ITERS-R measures the following aspects of classroom quality: Space and Furnishings (e.g., furnishings for relaxation and comfort, room arrangement, display); Personal Care Routines (e.g., greeting/departing, safety practices); Listening and Talking (e.g., helping children understand language, helping children use language); Activities (e.g., fine motor, art, promoting acceptance of diversity); Interaction (e.g., supervision of play and learning, peer interactions); Program Structure (e.g., schedule, group play activities, provisions for children with disabilities); and Parents and Staff (e.g., provisions for personal needs of staff, supervision and evaluation of staff). In this study, we did not complete the “Parents and Staff” items on the ITERS-R.

Scores on the ITERS-R can range from 1 to 7 with higher scores indicating higher quality. Total scores from 1 to 2.9 are considered “low” quality, scores from 3.0 to 4.9 are considered “medium” quality, and scores of 5.0 or greater are considered “good” or “high” quality.

The ECERS-R is a widely used measure of global classroom quality specifically designed for use in classrooms serving children 2 ½ to 5 years of age. The ECERS-R measures the following aspects of classroom quality: Space and Furnishings (e.g., furnishings for relaxation and comfort, room arrangement, display); Personal Care Routines (e.g., greeting/departing, safety practices); Language-Reasoning (e.g., quality of books and pictures, encouraging children to communicate); Activities (e.g., fine motor, art, promoting acceptance of diversity); Interaction (e.g., supervision of children, interactions among children); Program Structure (e.g., schedule, group time, provisions for children with disabilities); and Parents and Staff (e.g., provisions for personal needs of staff, supervision and evaluation of staff). In this study, we did not complete the “Parents and Staff” items on the ECERS-R.

Scores on the ECERS-R can range from 1 to 7 with higher scores indicating higher quality. Total scores from 1 to 2.9 are considered “low” quality, scores from 3.0 to 4.9 are considered “medium” quality, and scores of 5.0 or greater are considered “good” or “high” quality.

Procedures

Data collection began in late fall of 2008 and continued through summer 2009. Two BrightStars staff members were responsible for all data collection. They were trained to reliability on the classroom observation measures by the ECERS-R and ITERS-R scale authors. FPG and BrightStars leadership provided training on the program-level measures. Data collection in classrooms typically lasted 3 to 4 hours beginning in the morning. Program-level measures were typically completed in the afternoon of the same day. To maximize the inclusion of programs representing a range of quality, incentives in the form of a \$75 gift card were offered to programs.

Findings^a

The Child Care Center and Preschool Quality Study included a range of programs. Almost all of the participating programs (96%) served preschool-age children. About three-fourths (77%) served toddlers (age 19 to 36 months), and about half (54%) served infants (birth to 18 months). Seventy-four percent (74%) of programs served infants, toddlers and preschoolers. Fifty-one percent (51%) were not-for-profit organizations. A few programs (9%) reported receiving Head Start funds.

Programs varied in size, with a mean total enrollment of 61 children. Forty-one percent (41%) served fewer than 50 children; 48% served between 50 and 99 children; and 10% served 100 or more children. Many of the participating programs (86%) reported that they accept children whose families receive financial assistance through the Child Care Assistance Program at the Rhode Island Department of Human Services. Of the programs that reported accepting children with subsidies, 12% were currently not serving any children with subsidies; 51% reported that fewer than 25% of the enrolled children received subsidies; 11% reported that between 26% and 50% of the enrolled children received subsidies; and 25% reported that more than half of the enrolled children received subsidies. Finally, 58% of the observed preschool classrooms included at least one child with a disability, and 26% of the observed infant/toddler classrooms included at least one child with a disability.

Licensing Compliance

Eighty-five percent (85%) of the programs were compliant with critical areas of licensing; 15% did not meet basic licensing requirements. Licensing compliance was measured through a report produced by the Rhode Island Department of Children, Youth and Family's Child Care Licensing Office. The critical areas of compliance for child care centers, as defined by the Child Care Licensing Office, are: 1) staff/child ratio and maximum group size, 2) supervision of children, 3) prohibited disciplinary actions/corporal punishment, 4) licensed capacity, 5) use of passenger restraints/transportation, 6) items of potential danger to children, 7) reporting of child abuse and/or neglect, 8) staff background checks (criminal and child abuse and neglect), 9) proper procedures for administering medication to children, 10) room temperature/ventilation/lighting, 11) qualified personnel – head teacher (and nurse if serving children under 18 months), 12) safety of indoor and outdoor equipment, and 13) physically safe environment/clean and free of hazards.

National Accreditation

Sixteen percent (16%) of programs in this study were accredited by the National Association for the Education of Young Children (NAEYC). Most of these programs were accredited under the previous system of accreditation that was in place prior to 2007. This percentage is higher than the 2009 statewide percentage of accredited programs (11%¹⁷), suggesting that the sample of programs in this study may be of higher quality compared to all child care centers and preschools across Rhode Island.

^a Unless otherwise specified, the data presented in this section were obtained through observation or verified by data collectors (e.g., document review).

Classroom Quality

This section includes information about the observed quality of classrooms and is organized by the age of the children in the classroom: infant/toddler or preschool.

Infant/Toddler Classroom Quality

The *Infant/Toddler Environment Rating Scale-Revised* (ITERS-R) was used to measure the observed global quality of early care and education classrooms serving infants and toddlers. The mean ITERS-R total score in the 50 infant/toddler classrooms in this study was 3.65 (range = 1.71 to 5.50). As evident in Figure 1, almost three-fourths (74%) of the infant-toddler classrooms were rated as having medium quality (i.e., ITERS-R scores between 3.0 and 4.9). Twenty percent (20%) were rated as having low quality, and 6% were rated as having high quality. With the exception of Personal Care Routines, the ITERS-R mean subscale scores were in the medium quality range (see Table 1). The subscales of Listening and Talking, Interaction, and Program Structure were relative strengths compared to the other subscale scores.

Figure 1
Quality of Infant/Toddler Classrooms in Child Care Centers
(ITERS-R total mean = 3.65)

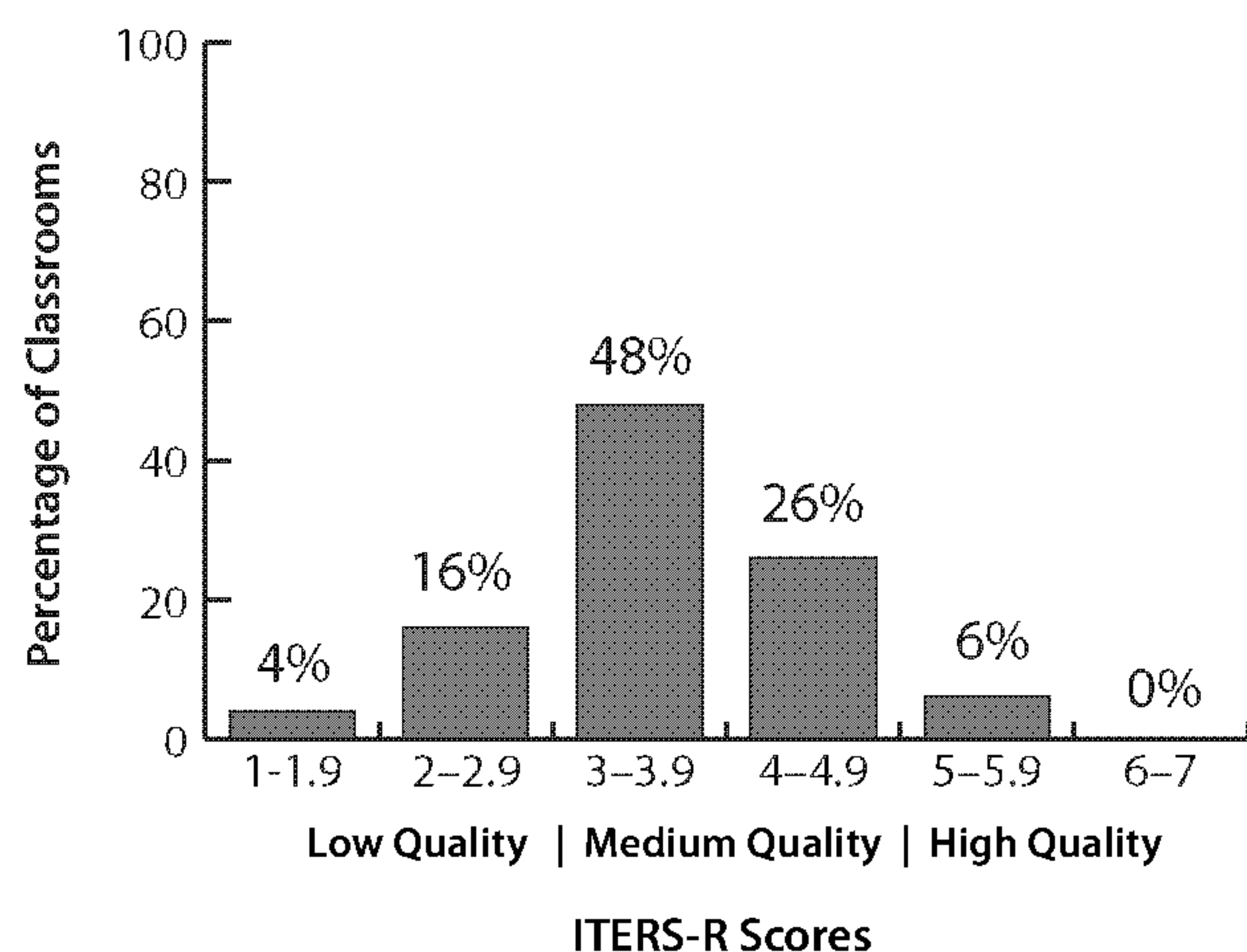


Table 1
ITERS-R Subscale Scores in Infant/Toddler Classrooms

Subscale	Mean	Range
Space and Furnishings	3.72	2.00 – 5.40
Personal Care Routines	2.61	1.33 – 4.83
Listening and Talking	4.42	1.33 – 7.00
Activities	3.68	1.25 – 5.56
Interaction	4.27	1.50 – 7.00
Program Structure	4.36	1.67 – 7.00

Preschool Classroom Quality

The *Early Childhood Environment Rating Scale-Revised* (ECERS-R) was used to measure the global quality of preschool classrooms. The mean ECERS-R total score in preschool classrooms was 4.09 (range = 2.89 to 5.49). As evident in Figure 2, 86% of preschool classrooms were rated as having medium quality (i.e., ECERS-R scores between 3.0 and 4.9). With the exception of Personal Care Routines, the ECERS-R mean subscale scores were in the medium or high quality range (see Table 2). Interaction, Language-Reasoning, and Program Structure were relative strengths compared to other subscale scores.

Figure 2
Quality of Preschool Classrooms in Child Care Centers and Preschool Programs (ECERS-R total mean = 4.09)

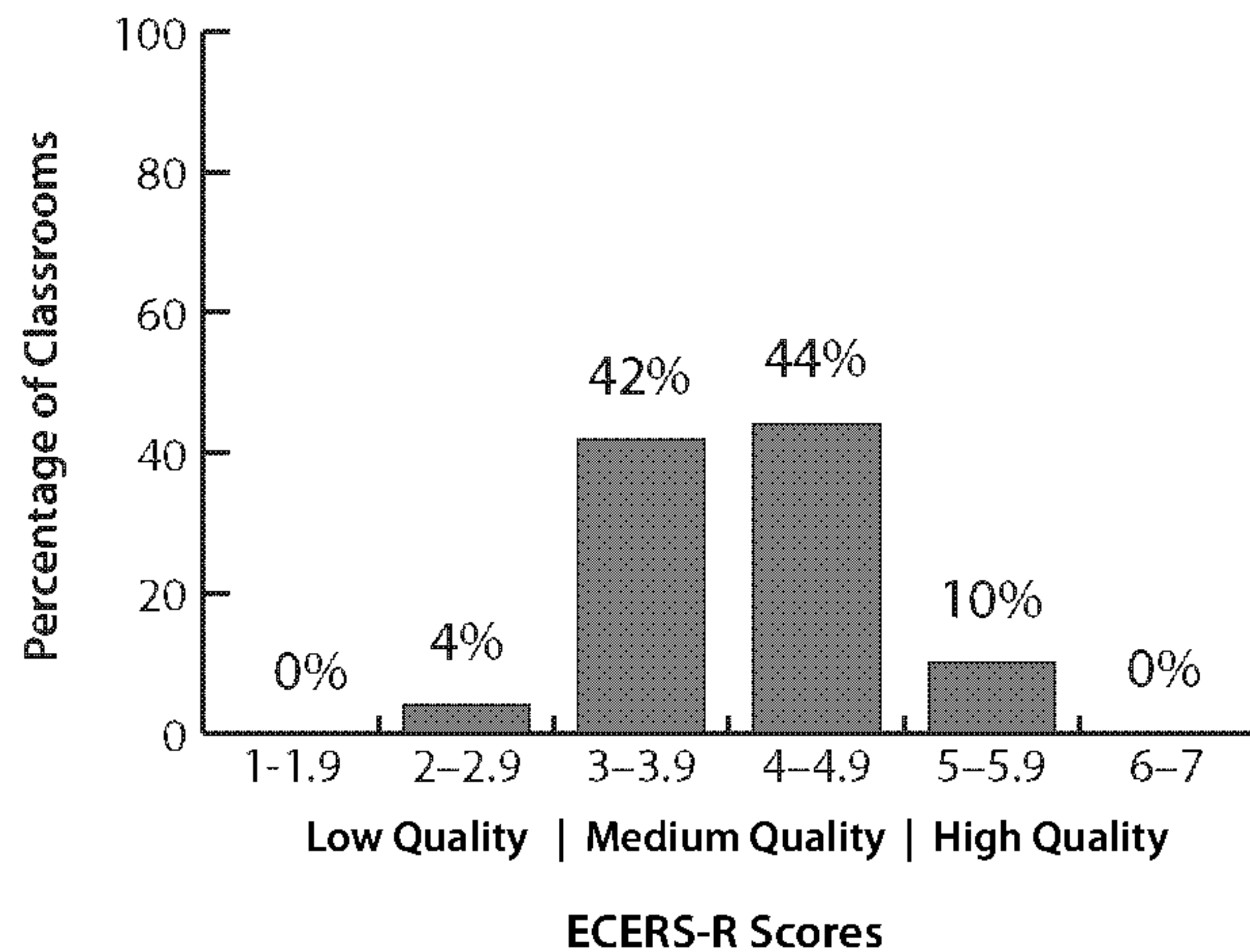


Table 2
ECERS-R Subscale Scores in Preschool Classrooms

Subscale	Mean	Range
Space and Furnishings	3.50	2.38 – 6.00
Personal Care Routines	2.74	1.50 – 3.67
Language-Reasoning	4.88	2.75 – 7.00
Activities	4.19	2.30 – 5.80
Interaction	5.23	2.00 – 7.00
Program Structure	4.82	2.00 – 7.00

Curriculum and Child Assessment

Twenty-nine percent (29%) of programs serving preschoolers used a curriculum that is aligned with the Rhode Island Early Learning Standards (i.e., curriculum referenced all domains of the RI Early Learning Standards). Seventy-one percent (71%) of programs provided written information to parents about the availability of Early

Intervention and Child Outreach screenings.

Eighty-two percent (82%) of programs gathered child-level assessment information for the purpose of guiding classroom instruction.

Table 3
Group Size and Ratio

	Mean	Range	RI Maximum Allowed
Group Size			
Infants (B-18 mos.)	5.79	2 – 11	8
Toddlers (19-35 mos.)	7.27	0 – 15	12
Three-year-olds	11.55	4 – 24	18
Four-year-olds	11.74	4 – 30	20
Five-year-olds	10.92	3 – 20	24
Ratio (Children per Adult)			
Infants (B-18 mos.)	2.68	1.33 – 4	4
Toddlers (19-35 mos.)	3.89	1 – 7	6
Three-year-olds	6.12	2.5 – 15	9
Four-year-olds	5.95	1 – 11	10
Five-year-olds	6.21	1.5 – 10	12

Group Size and Ratio

The total number of children in a class (i.e., group size) and the number of children per adult (i.e., ratio) are important aspects of quality because it is easier for adults to meet the health and developmental needs of each child if there are fewer children and more adults in a group. Eighty percent (80%) of programs met the group size requirements as specified in state licensing (see Table 3.) Seventy-two percent (72%) of programs met the stricter group size requirements based on the age of the *youngest* child in the classroom, rather than the age of *most* children in the classroom. Eighty-three percent (83%) of the

programs included only one group of children per room; 17% used a physical barrier to separate groups of children within the same room.

Ninety-one percent (91%) of programs met the ratio requirements as specified in state licensing (see Table 3). Eighty-five percent (85%) of programs met stricter ratio requirements based on the age of the *youngest* child in the classroom, rather than the age of *most* children in the classroom.

Director Qualifications

Although BrightStars staff requested transcripts and teaching certificates to verify information about the qualifications of program directors, it was not always possible to obtain these documents. Thus, the information reported below was self-reported by directors. Ninety-one percent (91%) of program directors had an Associate's degree or higher (see Table 4). Of those with an Associate's degree or higher, 63% majored in early childhood education or a related field.^b Only 11% of program directors reported having a RI Early Learning Standards Level III Certificate.

Table 4
Highest Education Level of Directors

Degree	Percentage of Directors
High School or GED	6%
Associate's	13%
Bachelor's or more	78%

Lead Group Teacher Qualifications

Although BrightStars staff requested transcripts and teaching certificates to verify information about teacher qualifications, it was not always possible to obtain these documents. Thus, the information presented in this section was self-reported.

Table 5 provides information about the highest educational level of lead group teachers.^c Sixty-six percent (66%) of preschool lead group teachers and 40% of infant/toddler lead group teachers had an Associate's degree or higher. Of the preschool lead group teachers with an Associate's degree or higher, 75% majored in early childhood education or a related field. Of the infant/toddler lead group teachers with an Associate's degree or higher, 93% majored in early childhood education or a related field.

Table 5
Highest Education Level of Lead Group Teachers

Degree	Percentage of All Lead Group Teachers	Percentage of Infant/Toddler Teachers	Percentage of Preschool Teachers
High School or GED	17%	25%	10%
CDA*	10%	14%	8%
Some college (but no degree)	18%	21%	16%
Associate's	20%	23%	16%
Bachelor's or more	35%	17%	50%

*The CDA is technically a certificate, not a degree.

About two-thirds (68%) of preschool lead group teachers did not have a Rhode Island Early Learning Standards Certificate. A few (6%) had a Level I Certificate, 12% had a Level II Certificate, and 2% had a Level III Certificate. Seven percent (7%) of the preschool lead group teachers reported having a Certificate but did not indicate the level, and 5% of preschool lead group teachers did not provide any information about certification.

^b Majors in early childhood or a related field included: early childhood education, early childhood special education, human development, psychology, sociology, social work, education, pediatric nursing, home economics/family and consumer science, recreation, and child and family studies.

^c Lead group teacher is defined as the individual with primary responsibility for a group of children who occupy an individual classroom or well-defined space. The lead group teacher must spend the vast majority of time with one group of children who attend at the same time rather than divide time between classrooms or float between groups.

Sixty percent (60%) of the programs created individual professional development plans for lead group teachers.

Family Communication and Involvement

Program directors provided information about different aspects of communication and involvement with families. Sixty percent (60%) of programs offered parent-teacher conferences at least twice per year. Twenty-eight percent (28%) of programs had an advisory board that included families and met at least four times per year. Table 6

Table 6
Strategies for Communicating with Families

Strategy Offered	% Programs
Monthly newsletter	67%
Host a family meeting, social event, or workshop four times per year	69%
Offer ideas and suggestions to support learning at home at least four times per year	60%
Conduct an annual family survey	62%

presents information about other kinds of communication with families. Seventy-seven percent (77%) of programs offered at least two of the strategies in Table 6.

Program Management

Thirty-one percent (31%) of programs provided evidence that they had conducted a comprehensive program self-assessment during the past year.

Study Limitations

These data provide rich information about child care centers and preschool programs in Rhode Island. Information was obtained from different individuals (i.e., administrators, teachers), using multiple methods (i.e., observations, interview, questionnaire, review of documents). The information in this study, however, is not perfect. For instance, some administrators or teachers may have misunderstood some of the questions asked. Although data collectors were trained to use the classroom observation measures, there is always a certain amount of observer error. Further, there is a high probability that higher quality programs were more likely to participate than lower quality programs. For instance, a higher percentage of programs in the study were accredited by NAEYC compared to programs across the state (16% vs. 11%). Thus, the findings may be somewhat higher/better than that found in all licensed centers and preschool programs across the state. Readers should keep these limitations in mind when interpreting the findings. Even with these cautions, though, we believe the study provides important information about the quality of early childhood education in Rhode Island.

Conclusions and Recommendations

The data from this study suggest that program administrators and teachers are working hard to serve young children and their families. Ninety-one percent (91%) of programs met the Rhode Island child:staff ratio requirements, while 80% met the group size requirement. Eighty-two percent (82%) of programs gathered child assessment information to help guide classroom instruction. Sixty-seven percent (67%) of programs distributed a newsletter to communicate regularly with families and 77% used at least two strategies to communicate with parents.

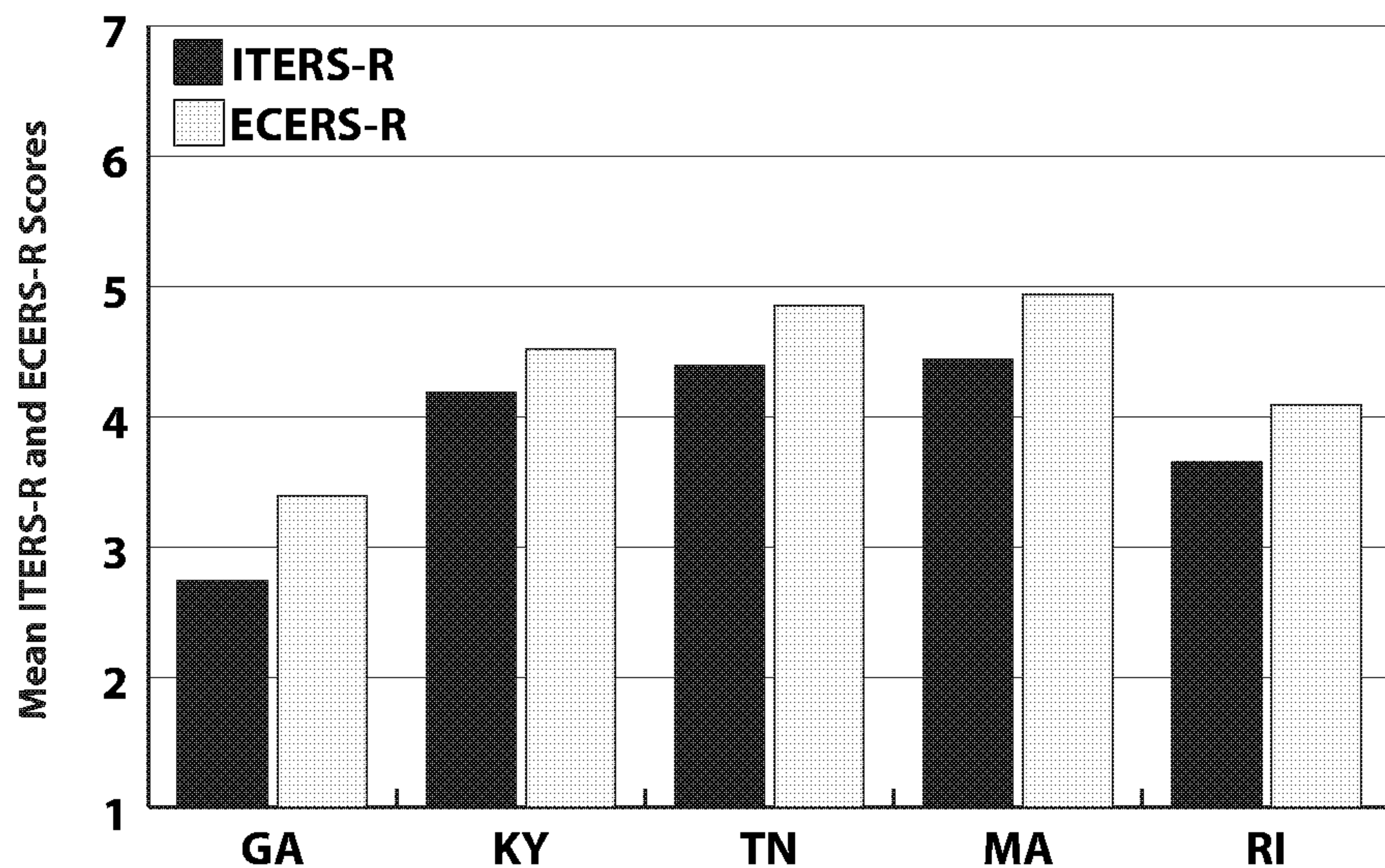
There is room for improvement in the quality of center-based care and education in Rhode Island. The quality of center-based care and education was mainly in the “medium” range. Quality could be improved by efforts that move programs from medium quality to high quality. Eighty-six percent (86%) of preschool classrooms and 74% of infant/toddler classrooms were rated as having a “medium” level of quality (i.e., ECERS-R or ITERS-R mean scores between 3.0 and 4.9). Medium quality is generally characterized by a fundamentally safe environment with access to good quality materials, although activities and interactions could be more enriching and purposeful to support children’s development and learning. Additionally, only 10% of preschool classrooms and 6% of infant/toddler classrooms were rated as having “high” quality.

Strengthening the quality of care for infants and toddlers is needed to ensure that the youngest children in Rhode Island have the high quality care and education needed to support positive development and later school success. The quality of infant/toddler classrooms in Rhode Island was not as high as the quality of preschool classrooms, with five times as many infant/toddler classrooms rated as having a “low” level of quality (i.e., 20% of infant/toddler classrooms had an ITERS-R mean score less than 3.0; while only 4% of preschool classrooms had an ECERS-R mean score less than 3.0). As evident in Figure 3, this pattern is similar to those in other states. With research documenting the importance of early brain development,¹⁸ it seems especially important to strengthen the quality of center-based early care and education for infants and toddlers in Rhode Island.

The quality of center-based care in Rhode Island was lower than some other states and higher than others. Figure 3 provides ITERS-R and ECERS-R means scores from four other states: Georgia, Kentucky, Tennessee, and Massachusetts. The states included for comparison were chosen because they had data that provided a broad picture of quality in that state. Many studies of child care rely on samples of convenience or of a specific sub-population (e.g., those applying for a high level on a state’s rated license), which do not reflect the broader early care and education system. Data from Georgia, Kentucky, and Massachusetts were gathered from random samples of licensed centers within each state. Tennessee data were from the entire population of licensed centers (and therefore representative of the child care system). Although no state is exactly like any other state in terms of their child care policies, investments in child care quality, and child population, these other state data help place the Rhode Island findings in a broader context. It is worth noting that Georgia does not have a QRIS. Kentucky and Tennessee have had a state QRIS in place for several years. Massachusetts began developing a QRIS in 2008. Additionally, 35% of licensed center-based programs in Massachusetts are accredited by the National Association for the Education of Young Children.¹⁹

Data from North Carolina, Tennessee, and New Jersey document that improvements in quality are possible with investments over time. When Smart Start first began in North Carolina in 1994, a study of 180 preschool classrooms across the state found that only 13% were of high quality. Five years later, 29% of 133 preschool classrooms visited were rated as high quality.²⁵ When Tennessee first began its Report Card and Star Quality Program, 31% of centers were rated as high quality. Seven years later, 46% of centers were rated as high quality.²⁶

Figure 3
Cross-State Comparisons of Center-Based Quality



Georgia: These data were collected in 2008-09 from 97 infant/toddler classrooms and 109 preschool classrooms in a sample of 112 randomly selected licensed centers.²⁰

Kentucky: These data were collected in 2007-08 from 39 infant/toddler classrooms and 61 preschool classrooms in a sample of 99 randomly selected licensed centers.²¹

Tennessee: These data were collected in 2007-08 as part of the TN STARS program from all licensed child care centers (1,315 infant/toddler classrooms and 1,972 preschool classrooms).²²

Massachusetts: The infant-toddler data were collected in 2004 from 102 centers serving infants and 104 centers serving toddlers. The ITERS-R mean presented in the table is an average of the ITERS-R for infants and toddlers. The preschool data were collected in 2000 from 90 centers serving preschoolers.^{23,24}

Finally, the quality of the Abbott pre-kindergarten classrooms in New Jersey has improved over the last 8 years. In 1999-2000, the average ECERS score in pre-k classes in New Jersey was 3.9 and in 2007-08, the average ECERS-R score was 5.2.²⁷ These documented changes in quality demonstrate the improvements possible when investments are made to strengthen the quality of care.

Continued education and professional development are key strategies for improving the quality of early care and learning in Rhode Island. Moving programs to higher levels of quality will likely require a broad array of strategies including access to higher education and professional development opportunities. The professional development will need to be tailored to particular needs. Given that one-quarter of infant/toddler lead group teachers in this study had only a High School diploma or GED, the types of professional development and supports offered to these teachers will likely need to be different than those offered to preschool teachers, half of whom in this study had a Bachelor's degree. Programs providing a low level of quality care may need basic information about health and safety practices and general child development. As decisions are made about developing, revising, and delivering professional development for the early childhood community, leaders should base their efforts on research. Research suggests that effective professional development is focused on specific content, actively engages participants, and is of sufficient duration.^{28,29} On-site technical assistance also may be

useful in providing ongoing support to teachers to ensure that they have the depth of understanding and skills needed to translate knowledge into practice in the classroom.³⁰

Multiple strategies are necessary to support and sustain high quality early care and learning programs in Rhode Island. Strategies to strengthen the quality of center-based care may include continued education and professional development for teachers and administrators, technical assistance, teacher compensation initiatives, and program incentives for quality improvement.³¹ Strategies will be needed not only to *improve* the quality but also to *maintain* high quality early care and learning in Rhode Island. Compensation strategies, for example, will help attract and retain highly qualified individuals to ensure that Rhode Island's young children have the best quality early learning experiences possible. Financial incentives, such as linking subsidy reimbursement to higher levels of quality, may also be useful in supporting high quality care and education.

Rhode Island leaders should use BrightStars to provide an overarching framework for organizing and aligning various aspects of the early childhood education system, including professional development. Organizing efforts around the BrightStars quality framework will help move Rhode Island toward an integrated, comprehensive system of early care and education.

In closing, Rhode Island KIDS COUNT and BrightStars leaders should be applauded for conducting a statewide study of child care. We hope that these findings will be useful in guiding Rhode Island's future investments in improving the quality of center-based care and education for young children. ✍

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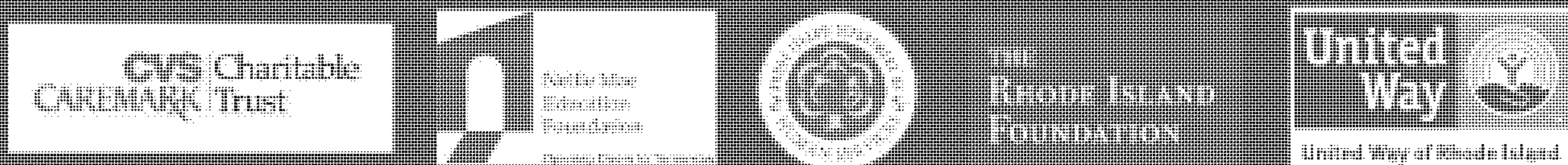
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This was a collaborative project among three organizations.



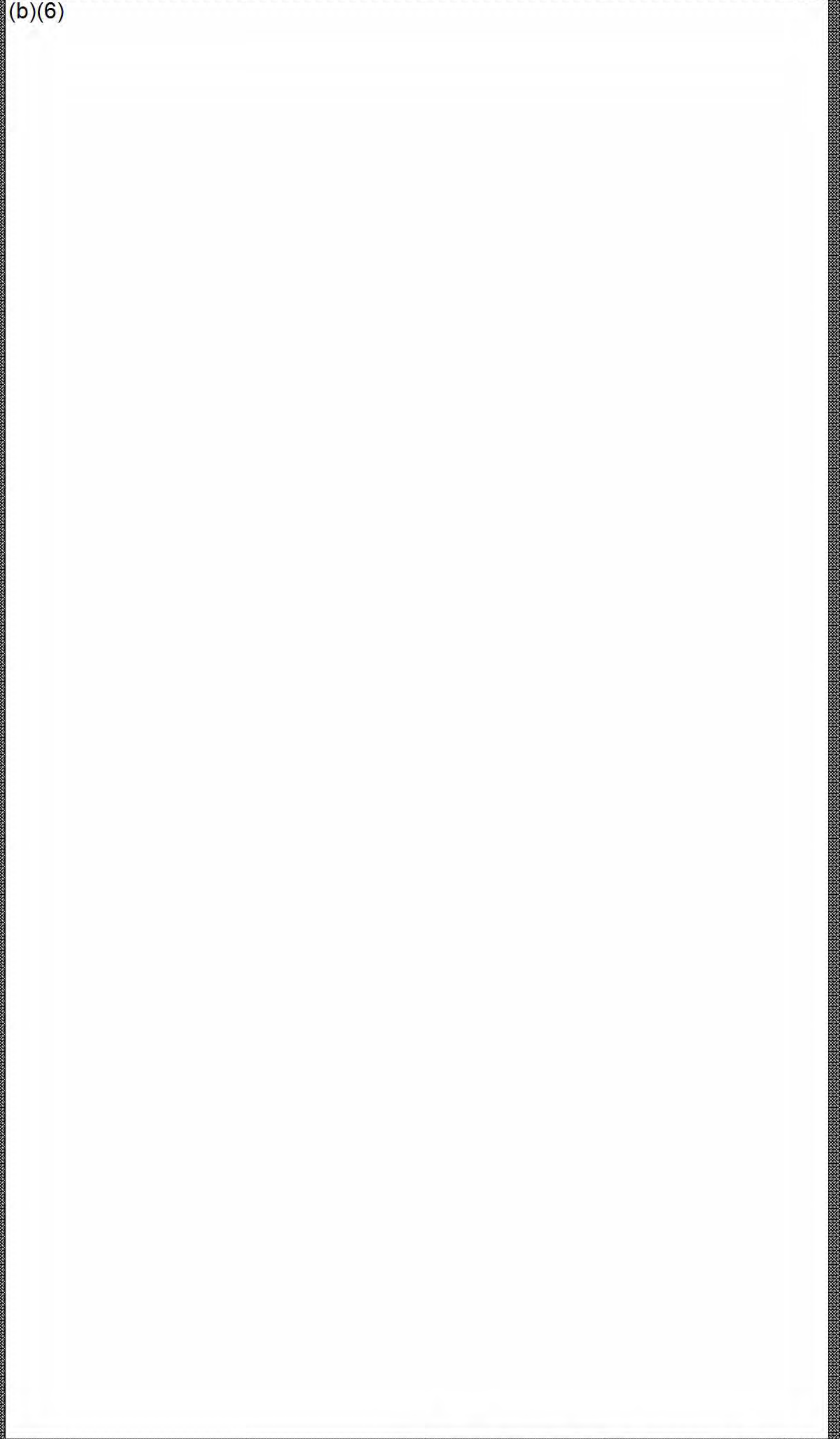
We thank these organizations for their support of BrightStars and this project.



APPENDIX 5

Rhode Island's 2010 Family Child Care Quality Study

(b)(6)



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FPG Child Development Institute

The University of North Carolina at Chapel Hill

December 2010

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2010 Family Child Care
Quality Study*

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Rhode Island's 2010 Family Child Care Quality Study
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This report is available online at www.rikidscount.org

Suggested citation: Maxwell, K. L., & Kraus, S. (2010). *Rhode Island's 2010 family child care quality study*. Chapel Hill: The University of North Carolina, FPG Child Development Institute.

This study was funded by The Rhode Island Foundation and the Nellie Mae Education Foundation through a contract between Rhode Island KIDS COUNT and the FPG Child Development Institute (FPG). BrightStars, Rhode Island's Quality Rating and Improvement System for early care and learning programs, was launched with funding from United Way of Rhode Island, CVS Caremark Charitable Trust, and the Rhode Island Department of Human Services.

Several people worked hard to complete this study and report. The FPG team included Kelly Maxwell, Principal Investigator; Syndee Kraus, project director; Gina Walker, administrative assistant; Elizabeth Gunn, Lloyd DeWald, and Michelle Lemon, programmers; Angelia Baldwin, data entry. Gina Harrison helped design the report. The Rhode Island team included Leanne Barrett, Policy Analyst, Rhode Island KIDS COUNT and Tammy Camillo, Director, and staff of the Rhode Island Association for the Education of Young Children, which is the implementation agency for BrightStars. The FPG and Rhode Island teams worked closely to conduct this study. FPG provided guidance, helped design the study and develop data collection tools, analyzed the data, and wrote the report. RIAEYC provided guidance and was responsible for recruitment and data collection. Rhode Island KIDS COUNT helped design the study and provided guidance on policy recommendations. We would like to thank the family child care providers who welcomed us into their homes so that we could better understand the care they provide to young children in Rhode Island.

NATIONWIDE, most young children are cared for regularly by someone other than their parents, and family child care is a common form of non-parental care. Fourteen percent (14%) of infants, 19% of toddlers and 13% of three- and four-year-olds are cared for in a home by someone other than a relative.¹ About one-quarter of children are in family child care at some point during their first five years of life, spending an average of 31 hours per week in family child care, which may include night and weekend hours.² Rhode Island currently has 746 licensed family child care and group family child care homes, with the capacity to serve 4,855 children.³

There are many reasons families choose family child care homes. They are often one of the few options available for families who work non-traditional schedules (e.g., second shift or weekends), and the cost of family child care is often lower than center-based care.⁴ Further, some parents prefer the home-like feel of family child care homes— especially for their infants and toddlers—over more formal child care centers and preschools.⁵

As in center-based settings, research has demonstrated a statistically significant link between the quality of the care provided in family child care homes and children’s academic and social skills.⁶ Research on brain development has underscored the importance of providing high quality experiences for young children.^{7,8} Thus, improving the quality of family child care homes is an important strategy for supporting children’s readiness for school success.

To recognize and support quality early care and education, Rhode Island early childhood leaders developed BrightStars, a Quality Rating and Improvement System (QRIS) for early care and learning programs. A QRIS is a systematic approach “to assess, improve, and communicate the level of quality in early care and education programs.”⁹ A state QRIS generally includes five common elements: quality standards, a process for monitoring the quality standards, outreach and support to programs and practitioners, financial incentives, and dissemination of ratings and information to parents and consumers.^{10,11}

Rhode Island developed its QRIS from 2005 to 2008; implementation began in 2009. Through a statewide planning period funded by United Way of Rhode Island, Rhode Island KIDS COUNT worked with a 30-member steering committee, national and local consultants, and families to draft a comprehensive set of quality standards and criteria for early care and learning programs (child care centers/preschools, family child care homes, and school-age programs). These standards and criteria were developed within a 5-level framework to be used as the basis for a QRIS. Starting in 2008, these frameworks were pilot-tested with a sample of programs.^{12,13,14} BrightStars leadership used the pilot data to finalize the *Child Care Center and Preschool Quality Framework*¹⁵ as well as the *Family Child Care Quality Framework*.¹⁶ Implementation of BrightStars began in January 2009 with child care centers/preschools and in September 2009 with family child care homes. The *School-Age Child Care (K-5) Framework* will be finalized and implemented statewide in 2011.

During the BrightStars development period, Rhode Island early childhood leaders decided to gather data to better understand the current quality of care across all three types of programs: centers/preschools, family child care, and school-age programs. Recognizing that implementing a QRIS is a strategy designed to help programs make

“Family child care is essential to families and communities. . . . the quality of care and caregiver-child relationships have important impacts on children’s development. The services supplied by family child care providers are also vital to local economies; family child care providers represent an estimated 300,000 small businesses across the United States. . . .”²

incremental quality improvements over time, Rhode Island leaders wanted to better understand the quality of care as BrightStars implementation began and to have data with which to compare future improvements in the state's early care and education system. Rhode Island leaders realized that they could not solely rely on BrightStars implementation data because programs that volunteer to participate in BrightStars may be more likely to provide high-quality care. Thus, a series of studies was conducted to understand the quality of care in randomly selected programs across Rhode Island. Randomly selected programs are more likely to represent the range of quality and program characteristics found across Rhode Island. Findings from these studies can also be used to guide the development of focused quality improvement initiatives in Rhode Island. This report focuses only on licensed family child care homes. A previous report describes findings from a similar quality study of child care centers and preschool programs¹⁷ and a future report will address findings from school-age programs.

Study Description

The purpose of the Rhode Island Family Child Care Quality Study was to gather data to better understand the quality of care and education in licensed family child care homes.

Program Selection

The goal of the Family Child Care Quality Study was to gather data on the quality and characteristics of 50 family child care homes across Rhode Island, using the *BrightStars Family Child Care Quality Framework* as a guide for the type of information collected.

Recruitment of providers for this study occurred in two steps. First, the randomly selected family child care homes that participated in the 2008 Pilot Test were asked to be in this new study. Of the 25 homes in the Pilot Test, 8 were no longer licensed or were no longer providing care. Four more did not have a working phone number or could not be reached after repeated calls. Two providers declined to participate. Thus, 11 of the 25 homes in the Pilot Test agreed to participate in the Family Child Care Quality Study. An additional 39 homes were needed to meet the goal of obtaining data from 50 family child care homes.

The second step in the recruitment process required randomly selecting more programs from the list of all licensed family child care homes. To recruit 39 more family child care providers in the study, BrightStars staff sent recruitment letters to 278 randomly selected licensed family child care programs across Rhode Island. Of those, 154 were eligible to participate (e.g., they were open and had a working phone number). Of the 154 homes, 39 agreed to participate in the Family Child Care Quality Study. This represents a response rate of 25%. [The response rate for the Family Child Care Pilot Test was 30%.]¹⁸ Response rates in other states that have conducted observational studies of randomly selected family child care homes have varied widely. For instance, Pennsylvania had a response rate of 21%, Delaware had a response rate of 36%, Massachusetts had a response rate of 57%, and Maine had a response rate of 79%.^{19,20,21,22}

Forty-five (90%) of the participating homes in this study were in Providence County, with two (4%) in Kent County and three (6%) in Washington County. This distribution is similar to that found statewide. According to state licensing data published in the *2010 Rhode Island KIDS COUNT Factbook*, 89% of all licensed family child care homes are located in Providence County, 6% are located in Kent County and 3% are located in Washington County.²³ The two remaining counties in Rhode Island (Bristol and Newport) have 3% of the family child care providers in the state.

Measures

Data were gathered from family child care homes using multiple methods: review of written documents, provider self-report and data collector observation.

Participants provided BrightStars staff with written documentation about licensing compliance, accreditation, program self-assessments, child assessments, family involvement, and program administration. Providers were also asked to report basic information about their program (e.g., enrollment, number of children receiving child care subsidies) and their education and credentials.

BrightStars staff observed the participating family child care homes and completed the *Family Child Care Environment Rating Scale-Revised* (FCCERS-R), a widely used instrument for examining the global quality of family child care homes.²⁴ It is specifically designed for use in homes serving children birth through 12 years of age.

The FCCERS-R measures the following aspects of child care home quality: Space and Furnishings (e.g., furnishings for relaxation and comfort, space arrangement, display); Personal Care Routines (e.g., greeting/departing, safety practices); Listening and Talking (e.g., helping children understand language, helping children use language); Activities (e.g., fine motor, art, promoting acceptance of diversity); Interaction (e.g., supervision of play and learning, interactions among children); Program Structure (e.g., schedule, group play activities, provisions for children with disabilities); and Parents and Provider (e.g., provisions for parents, balancing personal and caregiving responsibilities). The “Parents and Provider” items on the FCCERS-R instrument were not completed for this study.

Scores on the FCCERS-R can range from 1 to 7 with higher scores indicating higher quality. Total mean scores from 1 to 2.9 are considered “low” quality, scores from 3.0 to 4.9 are considered “medium” quality, and scores of 5.0 or greater are considered “good” or “high” quality.

During each visit, BrightStars staff also completed a facility observation checklist, which documented the observed group size and ratio.

Procedures

Data collection began in late fall of 2009 and continued through summer 2010. Three BrightStars staff members and consultants were responsible for all data collection. They were trained to reliability on the FCCERS-R and received additional training on the other measures. Observations typically lasted 3 to 4 hours, beginning in the morning. To maximize the inclusion of programs representing a range of quality, incentives in the form of a \$100 gift card were offered to programs. Data collectors were bilingual so data could be collected in homes where English or Spanish was spoken; 65% of providers in the study spoke Spanish as their primary language.

Findings

Almost all of the participating homes (88%) served preschool-age children, and two-thirds (66%) served school-age children. More than half of the homes served infants (56% served children birth to 18 months) and toddlers (59% served children age 19 to 36 months).

Fifty-six percent (56%) of the homes had a maximum capacity of 8 children; 34% had a maximum capacity of 6; and 10% had a maximum capacity of less than 6. Providers reported enrolling a range of 1 to 15 children, with a mean total enrollment of 6.4 children. It is important to note that enrollment is not the same as children present: providers could enroll several part-time children while still operating within their legal capacity because not all the children are present at the same time. According to state licensing, a provider can care for a maximum of 6 children by herself; she can care for 8 children if there is an assistant. (Group family child care homes can serve up to 12 children, but none of these were included in the study).

Almost all (94%) of the participating providers reported that they accept children whose families receive financial assistance through the Child Care Assistance Program at the Rhode Island Department of Human Services. The percentage of children enrolled who received subsidies varied. Of the programs that reported accepting children with subsidies, 20% were currently not serving any children with subsidies. Finally, 10% of the homes served at least one child with a disability.

Licensing Compliance

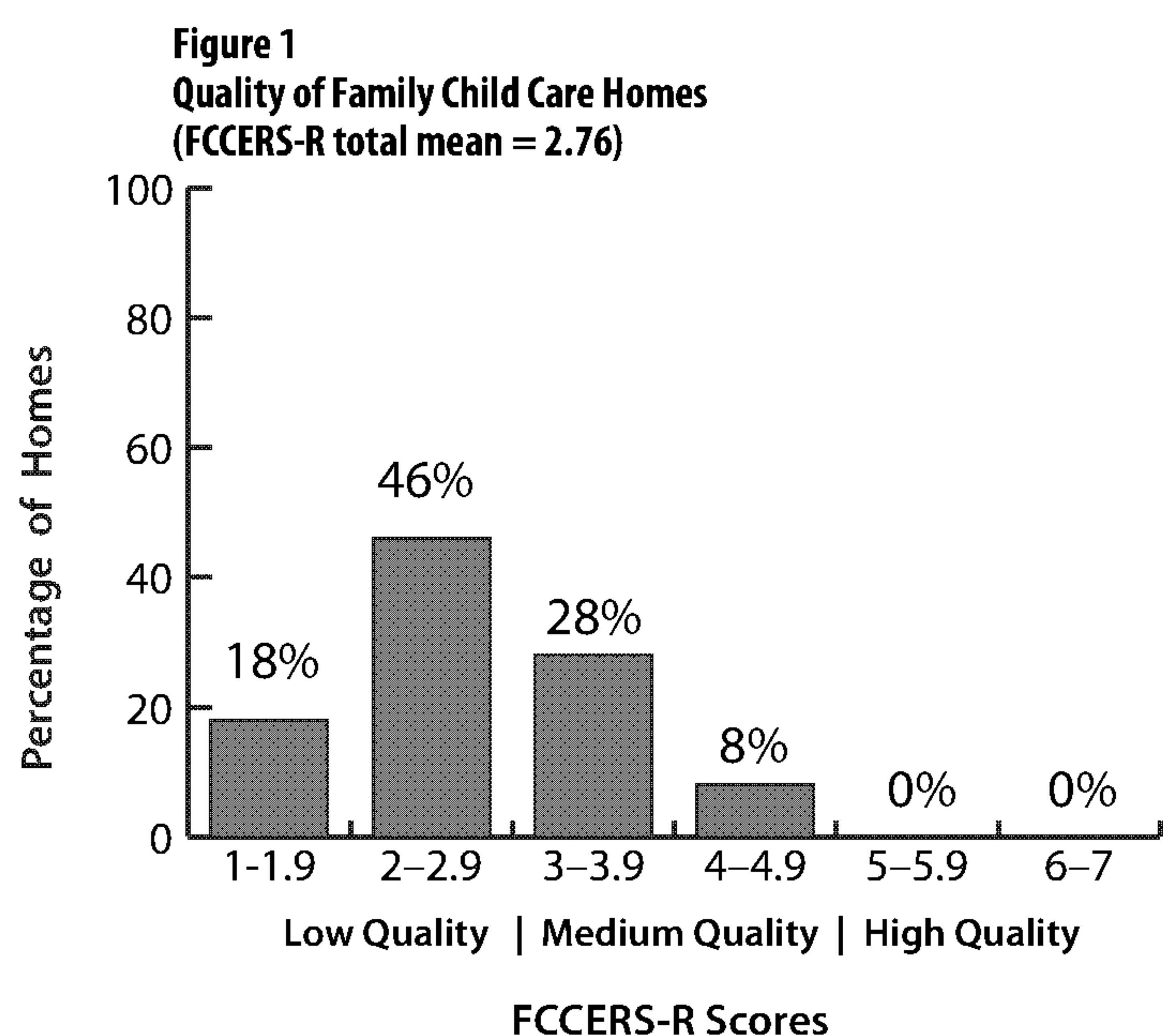
Ninety-six percent (96%) of providers reported compliance with critical areas of licensing requirements (28% were able to provide a written document that verified licensing compliance). The critical areas of compliance for family child care homes, as defined by the Child Care Licensing Office, are: 1) number of children in care and their supervision; 2) qualifications of provider and assistants; 3) physical space and home safety; 4) health and nutrition; 5) activities, materials, and equipment; 6) behavior management; and 7) administration.

National Accreditation

Two percent (2%) of programs in this study were accredited by the National Association for Family Child Care (NAFCC).

Quality

This section includes information about the observed quality of family child care homes, as measured by the *Family Child Care Environment Rating Scale-Revised* (FCCERS-R). The mean FCCERS-R total score was 2.76 (range = 1.44 to 4.58). As evident in Figure 1, nearly two-thirds (64%) of the homes were rated as having low quality (i.e., FCCERS-R scores of less than 3.0). The remaining homes (36%) were rated as having medium quality (i.e., FCCERS-R scores between 3.0 and 4.9). No homes were rated as having high quality (i.e., FCCERS-R scores of 5.0 or greater). Information about the FCCERS-R subscales is provided in Table 1. The subscales of Listening and Talking, Interaction, and Program Structure



were relative strengths compared to the other subscale scores, with mean scores in the medium range. Mean scores for Space and Furnishings, Personal Care Routines, and Activities were in the low range.

Curriculum and Child Assessment

Sixty-six percent (66%) of family child care providers serving preschoolers reported using a curriculum that is aligned with the Rhode Island Early Learning Standards; only 16% of providers serving preschoolers had written documentation to verify this (i.e., curriculum referenced all domains of the RI Early Learning Standards). Fifty percent (50%) of providers reported distributing written information to parents about the availability of Early Intervention and Child Outreach screenings (18% provided written documentation to verify this). Fifty-eight percent (58%) of providers reported gathering child-level assessment information for the purpose of guiding instruction (14% provided written documentation to verify this).

Number of Children Present and Ratio

The total number of children present (i.e., group size) and the number of children per adult (i.e., staff-child ratio) are important aspects of quality because it is easier for adults to meet the health and developmental needs of each child if there are fewer children and more adults in a group. On the day of the observation, the mean number of children present was 3.3 (range of 1-8), with a child-adult ratio of 2.2 children per every adult (range: 1 to 6 children per adult). Ninety-four percent (94%) of programs met state licensing ratio requirements. According to Rhode Island licensing requirements, a provider without an assistant can care for no more than six children. If the provider cares for children younger than 18 months old, she can care for no more than four children younger than 6 years old. Of these four children, no more than two can be younger than 18 months old. If the provider works with an assistant, she can care for eight children. Of the eight children, no more than four can be younger than 18 months old.

Provider Qualifications

Although BrightStars staff requested transcripts and teaching certificates to verify information about provider qualifications, it was not always possible to obtain these documents. Thus, the information presented in this section was self-reported.

Table 2 provides information about the highest educational level of providers. Fifty-two percent (52%) of providers in the study had no more than a high school diploma. Eighteen percent (18%) of providers had either an Associate's or Bachelor's degree. Of those with an Associate's or Bachelor's degree, 45% had an early childhood related major.

More than half (56%) of the family child care homes had a full-time assistant working with the provider; however, no data were collected from assistants.

The Rhode Island Department of Education offers professional development to early care and education

Table 1
FCCERS-R Subscale Scores

Subscale	Mean	Range
Space and Furnishings	2.89	1.67– 5.33
Personal Care Routines	2.04	1.17 – 3.83
Listening and Talking	3.39	1.00 – 6.33
Activities	2.43	1.00 – 6.34
Interaction	3.99	1.25 – 6.75
Program Structure	3.41	1.33 – 7.00

Table 2
Highest Education Level of Providers

Degree	Percentage of Providers
Less than High School or GED	14%
High School or GED	38%
CDA*	4%
Some college (but no degree)	26%
Associate's	6%
Bachelor's or more	12%

*The CDA is technically a certificate, not a degree.

professionals about the state's early learning standards through three levels of certification. In this study of licensed family child care homes, 90% of the providers did not have a Rhode Island Early Learning Standards Certificate. Two percent (2%) reported having a Level I Certificate, 2% had a Level II Certificate, and 2% had a Level III Certificate. Four percent (4%) of the providers reported having a Certificate but did not indicate the level.

Family Communication and Involvement

Information about different aspects of communication and involvement with families was also collected for this study. Thirty-six percent (36%) of family child care providers reported offering parent-teacher conferences at least twice a year (2% provided written documentation to verify this).

Forty-two percent (42%) of providers reported using at least two different strategies for communicating with and involving families, as shown in Table 3 (8% were able to verify the use of these strategies through written documents).

Table 3
Percentage of Providers Using Strategies for Communicating with Families (self-reported)

Strategy	Percentage
Send a month newsletter	24%
Host a family meeting, social event, or workshop four times per year	28%
Offer ideas and suggestions to support learning at home at least four times per year	46%
Conduct an annual family survey	24%

Program Management

Twenty-four percent (24%) of family child care providers reported that they had conducted a comprehensive program self-assessment during the past year (4% provided written documentation to verify this).

Study Limitations

These data provide rich information about family child care homes in Rhode Island. Information was obtained using multiple methods (i.e., observations, interview, questionnaire, review of documents). The information in this study, however, is not perfect. For instance, some providers may have misunderstood some of the questions asked. Although data collectors were trained to use the observational measures, there is always a certain amount of observer error. The study participation response rate of 25% also suggests that the providers in this study may not be representative of those throughout Rhode Island. Readers should keep these limitations in mind when interpreting the findings. Even with these cautions, though, the study provides important information about the quality of licensed family child care in Rhode Island.

Conclusions and Recommendations

The data from this study suggest that family child care providers in Rhode Island are working hard to serve young children and their families. Ninety-six percent (96%) of providers reported compliance with the Rhode Island licensing requirements. No family child care provider was caring for more than the legal capacity of children on the day of the study visit. Ninety-four percent (94%) of family child care programs met state licensing ratio requirements. Fifty-eight percent (58%) of providers reported that they gathered child assessment information to help guide instruction.

Observed quality in Rhode Island’s licensed family child care homes was generally low. A little over 60% of the family child care homes in this study fell into the “low” quality range, with all of the remaining programs in the “medium” quality range. No program in the study received a FCCERS-R score in the “high” quality range. It is important to note, though, that there are high-quality licensed family child care programs in Rhode Island that have received FCCERS-R scores of 5 or greater through the BrightStars rating process.

The findings from this Rhode Island study are similar to other research describing licensed family child care as poor-to-medium quality.²⁵ The FCCERS-R measures many different aspects of quality including health, safety, materials, activities, and provider-child interactions. Low quality is generally characterized by the following: few age-appropriate toys available for the age groups enrolled (e.g., toys appropriate for babies but not for preschoolers); inappropriate provider expectations about children’s behavior (e.g., expecting children to sit still for long periods of time); language used by the provider is aimed primarily at controlling children’s behavior (e.g., “stop”, “come here”) rather than promoting learning (e.g., “Look how the red car rolls over the bridge”); multiple indoor and outdoor safety hazards (e.g., difficult for the provider to adequately supervise the children; outdoor play area is not fenced); and recommended health practices not followed (e.g., not washing hands thoroughly to prevent the spread of germs).

Improving the quality of family child care homes will require multiple, coordinated strategies. These quality improvement efforts should build on the growing body of research regarding how best to support quality improvement in family child care. Although the research base is still sparse, some recent research studies and a review of the literature on improving the quality of family child care suggest some important considerations when developing and implementing quality improvement efforts. Past research in family child care indicates that Rhode Island’s providers would likely benefit from increased on-site coaching and consultation that uses a well-defined model and specially-trained and closely supervised consultants.^{26,27,28} With so many homes in the low quality range, special supports may be needed to first emphasize basic health and safety issues of caring for young children as well as a general understanding of appropriate expectations for children of various ages.

The Supporting Quality in Home-Based Child Care project, funded by the Office of Planning, Research and Evaluation within the Administration for Children and Families in the U.S. Department of Health and Human Services, issued a series of reports in 2010 that provide helpful guidance in developing and implementing effective quality improvement efforts for family child care.^{29,30} They propose that intensity and individualization should each be considered when developing support services. With regard to *intensity*, consider whether the technical assistance strategy is intense enough to likely produce the intended outcome. For example, a one-day workshop is unlikely to result in lasting changes in practice. Instead, most providers will need sustained support to improve quality. With regard to *individualization*, consider whether the technical assistance strategy or collection of strategies is suitable for the wide range of people who provide family child care.

The findings from this study of family child care homes suggest two important dimensions on which to individualize for Rhode Island providers: education and primary language. There is a wide range of education levels in Rhode Island's family child care provider community. Half (52%) of the providers in this study had no more than a high school diploma, and only 18% had an Associate's degree or higher. The variability among provider education levels will require careful planning of the specific professional development efforts and supports that best match a provider's needs for strengthening her teaching practices. Strategies like T.E.A.C.H. Early Childhood,[®] which Rhode Island will implement in 2011, can help family child care providers access the college coursework they need to provide high-quality early care and education. Second, 65% of the providers in the study spoke Spanish as their primary language. It is important to tailor materials and quality improvement efforts to meet the needs of those who do not speak English as their first language.

Another possible strategy is to offer quality improvement supports to a group or network of family child care providers. Research suggests that family child care networks with the following features may be more successful in improving quality: hosting regular meetings, offering telephone assistance, training providers, having a network coordinator with post-baccalaureate training, conducting frequent visits to the homes, and using a formal quality assessment tool.³¹ This strategy may be particularly useful in Providence, where there is a large concentration of providers.

Rhode Island leaders should use the BrightStars quality frameworks as the overarching system for organizing and aligning various aspects of the early childhood education system, including professional development. Organizing efforts around the BrightStars quality framework will help move Rhode Island toward an integrated, comprehensive system of early care and education. The findings from this study suggest that few family child care providers have a college degree (Associate's or higher) or a Rhode Island Early Learning Standards Certificate, both of which are components of the BrightStars quality framework. It may be useful to expand access to higher education and professional development opportunities for family child care providers and to consider how best to support family child care providers in implementing an early learning program in a home-based setting in which they likely care for children of multiple ages.

In closing, Rhode Island KIDS COUNT and BrightStars leaders should be applauded for conducting a statewide study of family child care. We hope that these findings will be useful in guiding Rhode Island's future investments in improving the quality of early care and education provided for young children in family child care homes.

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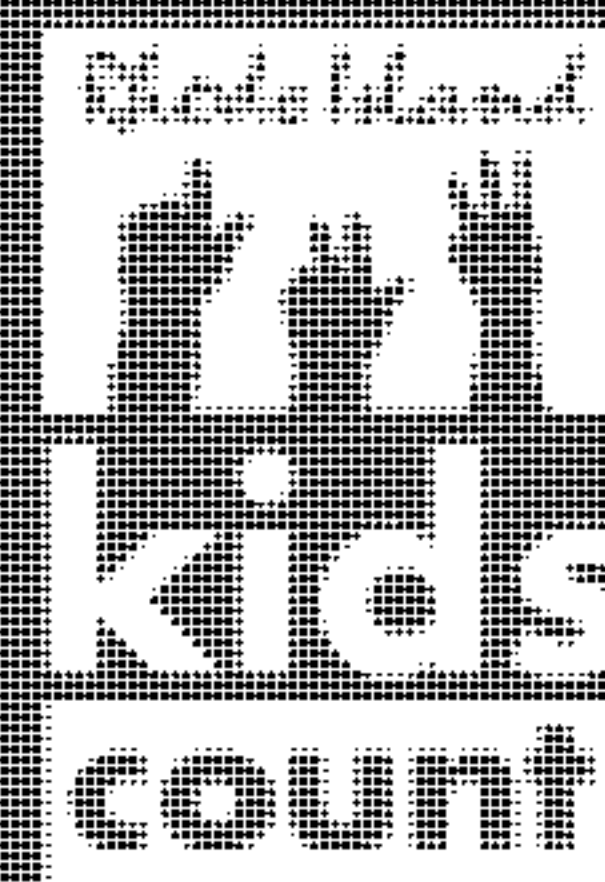
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- ³⁰See Reference 25.
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This was a collaborative project among three organizations.

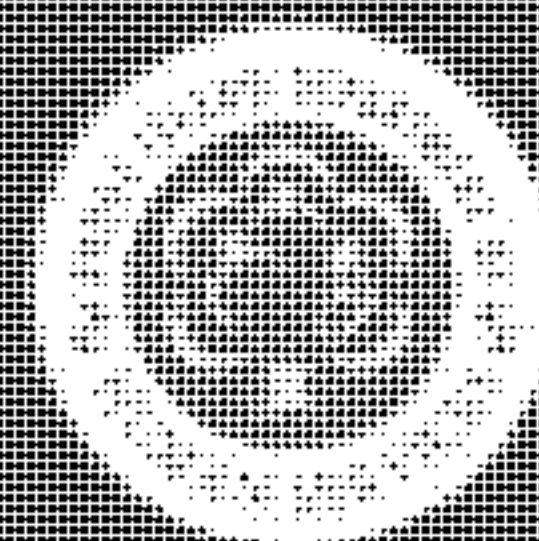


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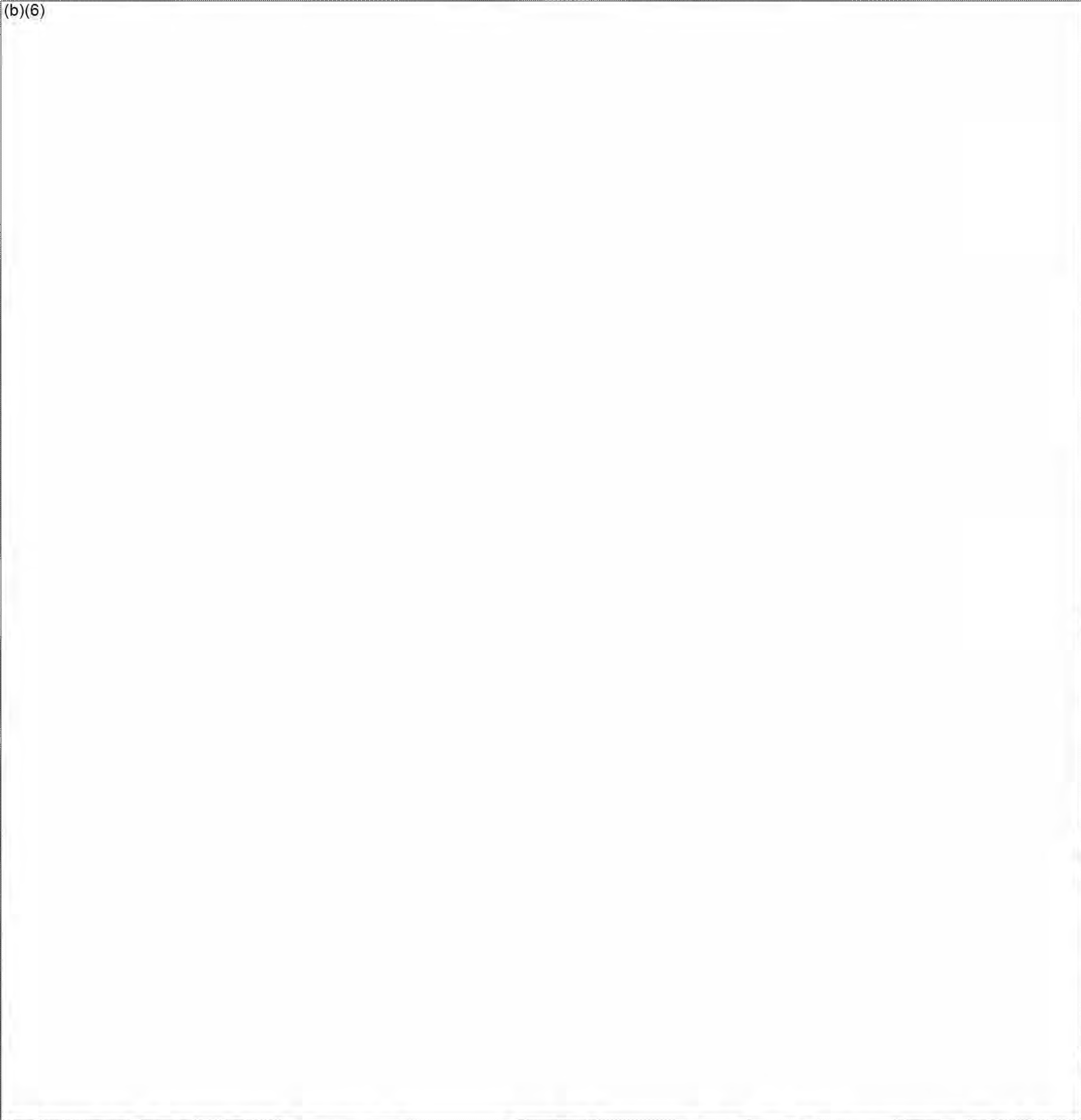
We thank these organizations for their support of BrightStars and this project.



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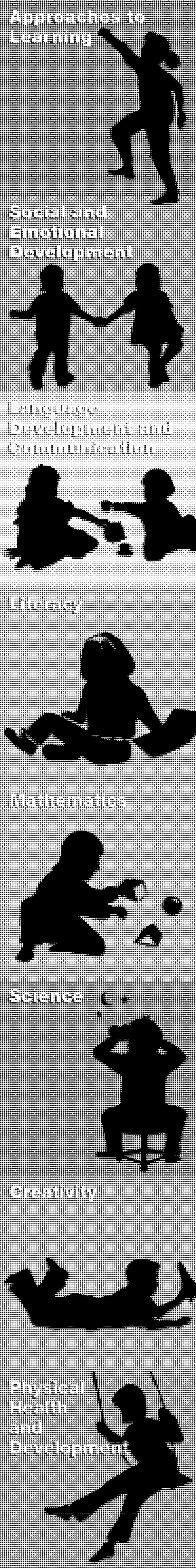


APPENDIX 6



Rhode Island Early Learning Standards

2003



Rhode Island Early Learning Standards

*a framework to support all children
as they enter school ready to succeed*

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Introduction

Nationally, as part of the education reform effort, states and community leaders are encouraged to consult with local educators, families and community members to develop statewide standards, goals and expectations for what preschool children should know and be able to do. In Rhode Island, the education strategy holds all adults accountable for organizing resources and systems that will ensure success for all children. The number one goal of the Rhode Island Children's Cabinet is that *All Children Enter School Ready to Learn* regardless of socio-economic status, home language, special health needs or disabilities.

Background

With early care and education being provided in a wide variety of settings and in programs governed by different regulations, the Rhode Island Departments of Education and Human Services developed a partnership and an agreement to develop early childhood standards for Rhode Island. A Steering Committee was formed consisting of the Departments of Human Services; Education; Health; Children, Youth and Families; along with the Head Start State Collaboration Project; the University of Rhode Island and Rhode Island KIDS COUNT, to collaboratively guide the Rhode Island Early Learning Standards Project in the work of establishing a set of expectations for four-year-olds as they exit preschool programs to enter kindergarten.

(b)(6) The *Early Learning Standards* were initially developed by an Early Childhood Task Force charged with creating a document that is based on current education research and practice and reflects the priorities of practitioners in Rhode Island. Task Force members included representatives of early care and education programs, Head Start, the public schools, family child care home programs, higher education and parents. The *Early Learning Standards* they developed reflect a shared understanding of the knowledge, skills, and dispositions that children gain through high quality early childhood experiences.

The *Early Learning Standards* were then piloted by a partnership of early childhood providers in five communities to ensure that the *Learning Goals and Expectations* were appropriate for the target preschool population. A series of professional development sessions and mentoring was provided to these communities to support the implementation of the *Early Learning Standards* in their programs. Feedback from the pilot participants was used to refine the standards and to design professional development to be implemented statewide.

Project leaders intend that the standards be used by early care and education practitioners, families, schools, community members and legislators to design and support a comprehensive system of high quality early childhood programs for young children in Rhode Island leading to success in school.



Overview

The Rhode Island Early Learning Standards provide guidance to families, teachers and administrators on what children should know and be able to do as they enter kindergarten. They are intended to be inclusive of all children — English language learners, children with special health care needs, children with disabilities and children who are typically developing — recognizing that children may meet the *Early Learning Standards* at different times and in different ways.



The *Early Learning Standards* **should** be used to:

- inform educators in the development of curriculum
- inform families about the development of four-year-old children who are about to enter kindergarten
- focus a conversation among families, community members and legislators about the education of young children
- provide a framework for administrators to oversee curricula practices and advocate for resources
- guide the selection of assessment tools that are appropriate for learners from a variety of backgrounds with differing abilities.

The *Early Learning Standards* are **not** intended to be used to:

- assess the competence of young children
- mandate specific teaching practices or materials
- determine rewards or penalties for educational personnel
- prohibit children from entering kindergarten or
- exclude groups of children because of disabilities or home language.

The Rhode Island Early Learning Standards are divided into eight **domains**:

- Approaches to Learning
- Social and Emotional Development
- Language Development and Communication
- Literacy
- Mathematics
- Science
- Creativity
- Physical Health and Development

They are organized in a **three-tier structure**:

- *Domains* are general areas of learning.
- *Learning Goals and Definitions* are categories of knowledge and skills within each domain.
- *Expectations* are examples of typical four-year-old behavior that demonstrate competence in relation to each Learning Goal.

Play appears as the first *Learning Goal* in each of the eight domains. The *Early Learning Standards* reflect Rhode Island's strong belief in the important role of play in how children learn. Through play, children enhance the learning of skills, knowledge and dispositions that guarantees success in later schooling.

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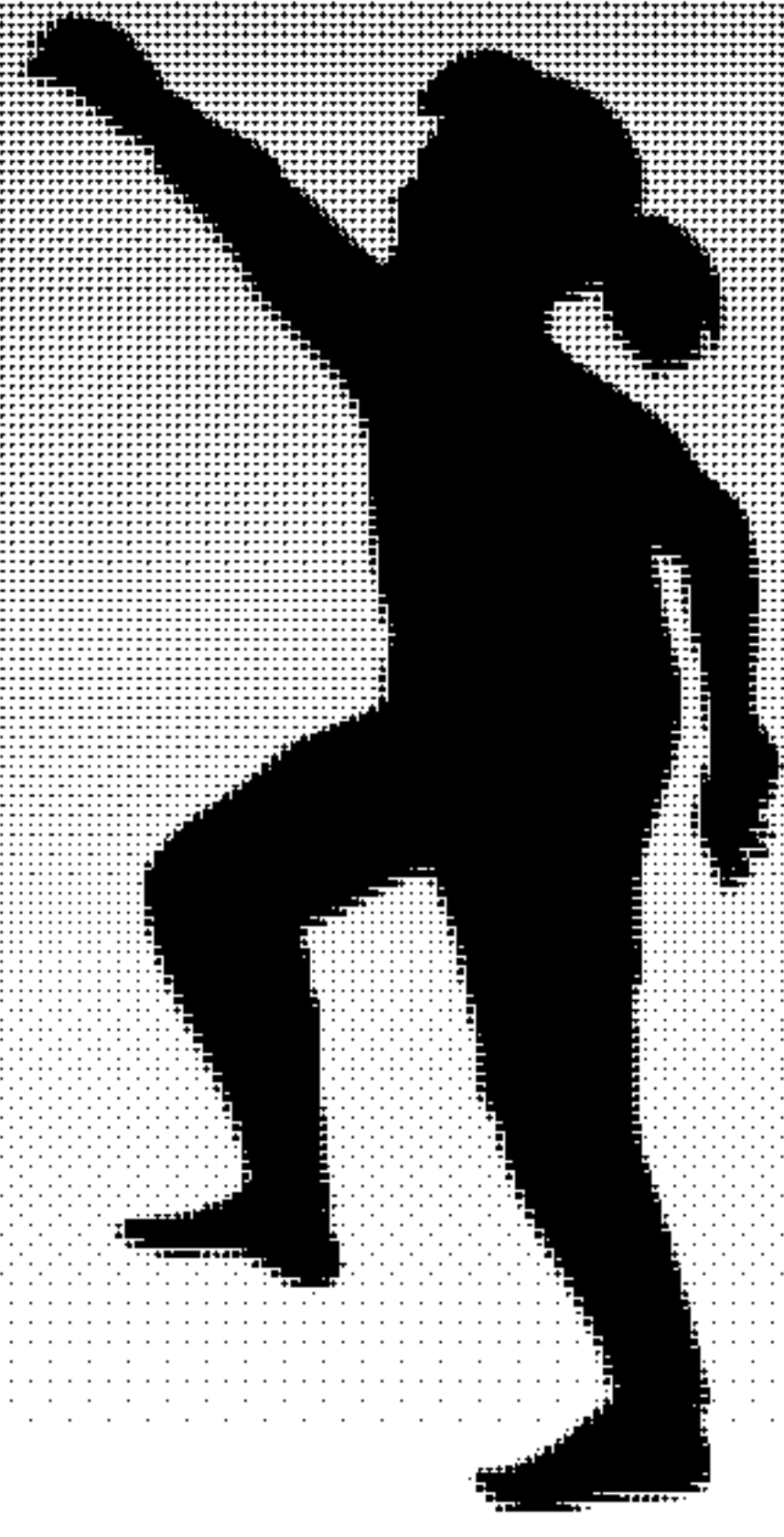
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Approaches to Learning

As early as infancy, children display some of the dispositions and styles of learning that lead to success in school. Some children seem to be born well-organized and bursting with initiative while others require more structure and encouragement while they discover their unique capacity as learners. Adults must ensure that every child has the opportunity to take responsibility in directing their own learning. All children, regardless of innate abilities or the presence of disabilities, are able to learn and be successful.

When children complete a puzzle, construct an elaborate block structure, or ride a tricycle through a maze, they learn when to ask for assistance, seek additional resources and take responsibility for the care of materials. A well-planned learning environment, carefully designed activities and teachers who participate as co-learners will promote in children a willingness to try new experiences and demonstrate persistence in completing projects. As children connect their learning each day to past experiences, they learn how to take the initiative to carry their knowledge and skills to a new level of mastery.

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Children demonstrate positive attitudes, habits and learning styles.

Learning Goals and Definitions	Expectations
<p>1. Play Children engage in play as a means to develop their individual approach to learning.</p>	<ul style="list-style-type: none"> • Initiate sustained play with peers. • Enter into and play cooperatively with other children. • Choose from a variety of play activities.
<p>2. Curiosity Children demonstrate curiosity and a willingness to participate in tasks and challenges.</p>	<ul style="list-style-type: none"> • Demonstrate an eagerness and interest in learning through questioning and adding ideas. • Show an interest in people, things and the world around them. • Choose to participate in an increasing variety of activities, tasks and play areas.
<p>3. Persistence Children demonstrate an increased ability to show initiative, accept help, take risks and work towards completing tasks.</p>	<ul style="list-style-type: none"> • Invest time in a sustained activity despite distractions and interruptions. • Accept help from another child or adult when encountering a problem. • Seek help when appropriate from another child or adult.
<p>4. Self-organization Children demonstrate an increased ability to establish goals, develop and follow through with plans.</p>	<ul style="list-style-type: none"> • Demonstrate an increased ability to understand a task as a series of steps. • Demonstrate an increased ability to organize themselves and materials in the learning environment. • Follow through to complete tasks and activities.
<p>5. Reasoning Children demonstrate an increased ability to identify possible solutions to problems.</p>	<ul style="list-style-type: none"> • Demonstrate an increased ability to generate different approaches to solving problems. • Seek alternative approaches to problem solving.
<p>6. Application Children use their prior experiences, sense and knowledge to learn in new ways.</p>	<ul style="list-style-type: none"> • Communicate about events and experiences. • Use prior knowledge to understand new experiences.

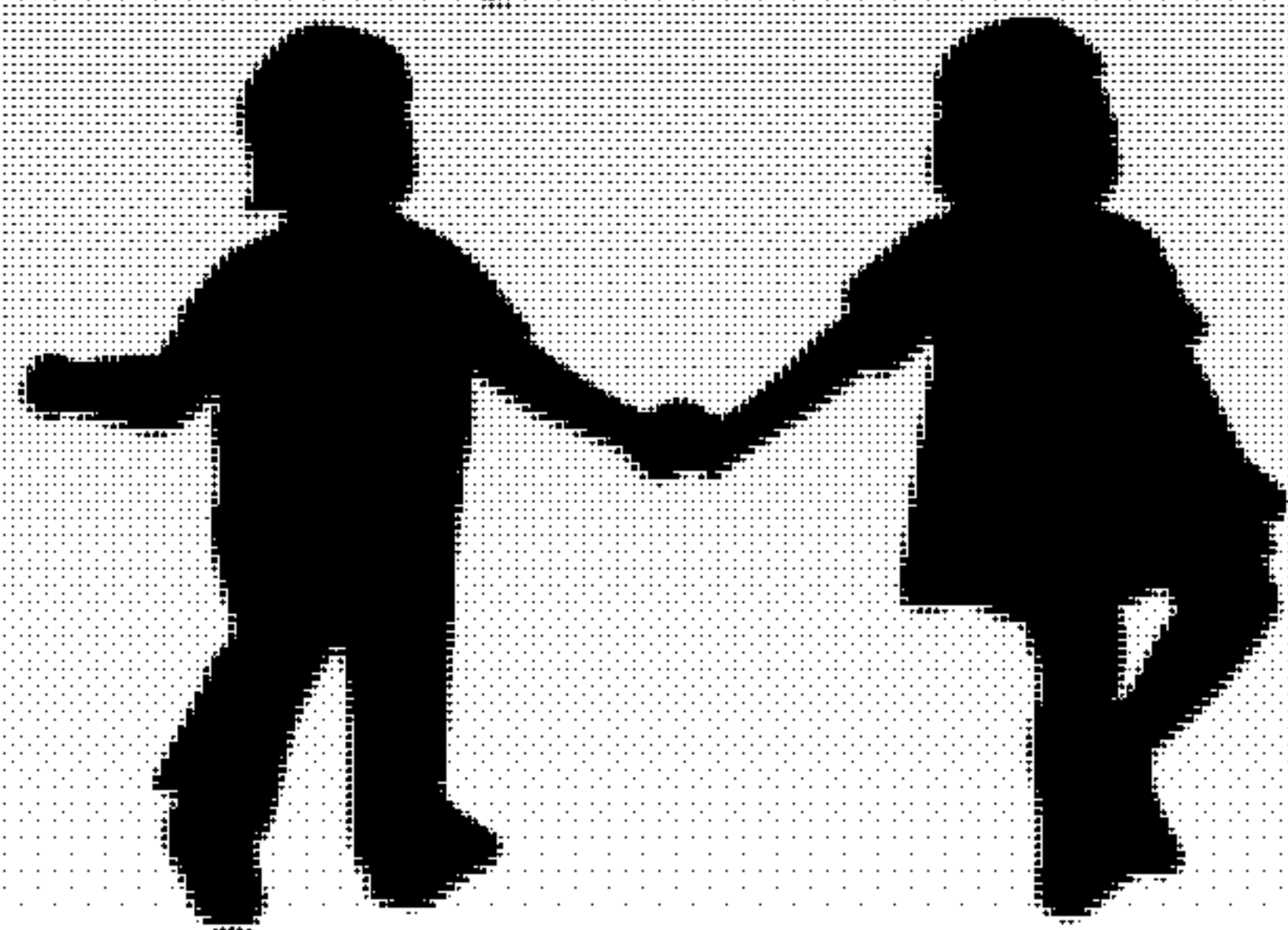
Social and Emotional Development

2

Children are dependent upon their interactions with peers and adults to construct a sense of self and to view themselves as learners. As toddlers, children begin to notice differences among people. They willingly explore these differences as they mature. This natural curiosity about other people helps children to develop a strong sense of identity and provides teachers and families with opportunities to associate schools and programs with a child's home and community.

Ideas of citizenship are based upon meaningful daily events and a classroom environment that ensures that children are aware of and respect another person's interests, preferences and cultural background. When children participate in activities that bring the community into the classroom, they feel good about themselves and find out how different groups of children live. Teachers and family members who help children negotiate the rules, responsibilities and challenging issues that characterize a vibrant learning environment can expose children to a community based upon kindness, equality and justice.

(b)(6)



Children demonstrate a strong and positive self-concept, appropriate self-control and growth in their awareness of their responsibilities when interacting with others.

Learning Goals and Definitions	Expectations
<p>1. Play Children use play as a vehicle to build relationships and to develop an appreciation for their own abilities and accomplishments.</p>	<ul style="list-style-type: none"> • Participate in a variety of individual and group play experiences. • Explore and understand new experiences and differences among people.
<p>2. Self-Concept Children demonstrate and express an awareness of self.</p>	<ul style="list-style-type: none"> • Progress toward identifying self according to gender, community membership, ethnicity, ability and family membership. • Separate from familiar people, places or things. • Demonstrate confidence in their range of abilities and express pride in accomplishments.
<p>3. Self-Control Children increase their capacity for self-control.</p>	<ul style="list-style-type: none"> • Demonstrate an increased understanding and acceptance of rules and routines within the learning environment. • Begin to accept the consequences of their behavior. • Use materials purposefully, respectfully and safely. • Effectively manage transitions between activities. • Demonstrate progress in the capacity to express feelings, needs and opinions.
<p>4. Interactions with Others Children develop successful relationships with other members of their learning community.</p>	<ul style="list-style-type: none"> • Play, work and interact easily with one or more children and adults. • Develop friendships with peers. • Demonstrate empathy and caring for others. • Develop ability to take turns in activities. • Begin to participate in resolving conflicts and disagreements with others.
<p>5. Sense of Community Children increasingly demonstrate a sense of belonging to the program, family and community.</p>	<ul style="list-style-type: none"> • Begin to respect the rights of others. • Demonstrate a growing understanding and appreciation of the relationships, people and places that make up their communities. • Participate in the care of the learning environment. • Demonstrate progress toward an understanding and valuing of similarities and differences among people. • Perceive the needs of others and demonstrate growing empathy.

Language Development and Communication

A rich language environment has an essential impact on the rapid development of a child's brain, that occurs during the first years of life. When adults speak with children in a timely, responsive manner, children understand the construction of speech, learn new words and become capable conversationalists. It is important that young children have many opportunities to learn language and practice communication skills in order to obtain information and express themselves in a variety of ways and settings.

Children increase their language and communication skills by engaging in meaningful experiences that require them to effectively express their ideas and feelings, listen and understand others. Teachers must plan for the many ways that children communicate both verbally and non-verbally. Educators must respect and incorporate the rich diversity of families' languages and dialects into the educational environment as children make progress in speaking and understanding English.

(b)(6)



Children develop skills in listening and expressing their thoughts and ideas.

Learning Goals and Definitions	Expectations
<p>1. Play Children engage in play as a means to develop their listening and expressive language skills.</p>	<ul style="list-style-type: none"> • Develop and experiment with conversation during daily activities and interactions. • Represent stories and experiences through play. • Think and talk about play experiences.
<p>2. Listening and Understanding Children develop skills in listening and in understanding language.</p>	<ul style="list-style-type: none"> • Listen and understand stories, songs and poems. • Listen and increasingly understand conversations and questions. • Follow directions that involve multiple steps. • Learn to wait and take turns during conversations. • Demonstrate progress in listening and understanding English while maintaining home language.
<p>3. Speaking and Communicating Children will use verbal and non-verbal language to express and communicate information.</p>	<ul style="list-style-type: none"> • Communicate needs or thoughts through non-verbal gestures, actions, expressions and words. • Participate in communication around a topic. • Use more complex and longer sentences. • Communicate clearly enough to be understood by unfamiliar listeners. • Begin a conversation with other children and adults. • Understand an increasingly complex and varied vocabulary.

Literacy

Literacy is the foundation for creating a well-educated and responsible citizen. It is essential that each child arrive in kindergarten able to take advantage of the materials, activities and interactions in classrooms that nourish literacy. The ways in which children learn to read and write are similar to how they develop language. Just as children seem to be compelled to learn language, children become excited about using pictures and letters to communicate.

The printed word, whether it is in a storybook or in the environment, is the bridge that allows children to connect themselves to distant places, to quality children's literature and to new ideas. Through natural exposure to books and print, and through conversations that prompt children to discuss the people and important events in their lives, children discover that written words are another way to share ideas. A child who enters school experiencing the joy of a storybook, developing awareness of letters of the alphabet and demonstrating the ability to write a few letters, is a child well prepared to learn to read and write.

(b)(6)



Children develop skills in writing and reading while exploring print in books and in the environment.

Learning Goals and Definitions	Expectations
<p>1. Play Children engage in play as a means to develop early reading and writing skills.</p>	<ul style="list-style-type: none"> • Use symbols and forms of early writing to create more complex play. • Use writing tools and materials in all areas of the learning environment. • Create play ideas that come from favorite stories, poems and songs.
<p>2. Early Writing Children demonstrate an interest and ability to use symbols to represent words and ideas.</p>	<ul style="list-style-type: none"> • Begin to print letters in own name. • Understand that writing carries a message. • Experiment with a variety of writing tools and materials. • Use scribbles, shapes, letter-like symbols and letters to write or represent words or ideas. • Begin to dictate ideas, sentences and stories.
<p>3. Early Reading Children demonstrate an interest in:</p> <p>A. Phonemic and Phonological Awareness Learning letters and the combination of letter sounds with letter symbols.</p>	<ul style="list-style-type: none"> • Show increasing ability to discriminate and identify the sounds of language. • Demonstrate growing awareness of the beginning sounds of words. • Show growing ability to hear and discriminate separate syllables in words. • Begin to associate sounds with written words. • Recognize and generate rhymes.
<p>B. Book Knowledge and Appreciation Understanding and appreciating that books and other forms of print have a purpose.</p>	<ul style="list-style-type: none"> • Attempt to read or tell a story and guess what happens next. • Listen to and talk about a variety of types of literature. • Handle and care for books in a respectful manner.
<p>C. Comprehension Understanding that spoken and written words have meaning.</p>	<ul style="list-style-type: none"> • Retell parts of a story with prompts. • Connect information to familiar experiences when being read a story. • Demonstrate understanding of the meaning of a story.
<p>D. Print Awareness and Concepts Recognizing the association between spoken and written words by following print as it is read aloud.</p>	<ul style="list-style-type: none"> • Explore and investigate books and other forms of print. • Understand that print carries a message. • Show an increasing awareness of how books are organized. • Recognize some letters and words captured in books and in the environment. • Recognize own name in print. • Show an increasing ability to recognize individual words in sentences.
<p>E. Alphabet Knowledge Recognize that symbols are associated with letters of the alphabet and that they form words.</p>	<ul style="list-style-type: none"> • Know the names of some letters and words. • Identify some letters in print. • Know the names of most letters in own name.

Mathematics

Mathematics helps young children make sense of the world around them and understand their physical world. Children are inclined to make comparisons, notice similarities and differences in objects and group their toys and materials. The ability to organize information into categories, quantify data and solve problems helps children to learn about time, space and numbers.

When children play in the sandbox, cook applesauce and complete a puzzle, they are engaging in activities that allow them to develop the thinking skills that are naturally used in daily life. Children learn the uses of mathematics to describe and explore relationships among objects and materials in the environment. They increasingly develop the vocabulary and skills to measure, describe patterns and to express order and position.

(b)(6)

5



Children develop ways to solve problems and to think about math.

Learning Goals and Definitions	Expectations
<p>1. Play Children engage in play to develop their mathematical thinking and problem solving.</p>	<ul style="list-style-type: none"> • Begin to make groups and match objects. • Use counting and number vocabulary as a part of play. • Experiment with patterns and shapes. • Explore measurement, number and quantity with various materials. • Collect and organize information and materials as a natural part of play.
<p>2. Numbers and Operations Children show interest and curiosity in counting and grouping objects and numbers.</p>	<ul style="list-style-type: none"> • Match, sort, put in a series and regroup objects according to one characteristic. • Begin to use numbers and counting as a means for solving problems, predicting and measuring quantity. • Use one-to-one correspondence in counting objects and matching groups of objects. • Begin to associate a number of objects with names and symbols for numbers. • Use words such as more than, less than and add/subtract to express some number concepts.
<p>3. Geometry and Spatial Sense Children show an interest in recognizing and creating shapes and an awareness of position in space.</p>	<ul style="list-style-type: none"> • Describe and name common shapes found in the natural environment. • Use language to understand the arrangement, order and position of objects that are on top of, next to, on the bottom, underneath, beside and in front of other objects. • Group objects according to their shape and size.
<p>4. Patterns and Measurement Children show an interest in recognizing and creating patterns, comparing and measuring time and quantity.</p>	<ul style="list-style-type: none"> • Group and name a number of similar objects into simple categories. • Begin to understand that some events take place in the past, present or future. • Begin to order, compare or describe objects according to size, length, height and weight using standard or non-standard forms of measurement.

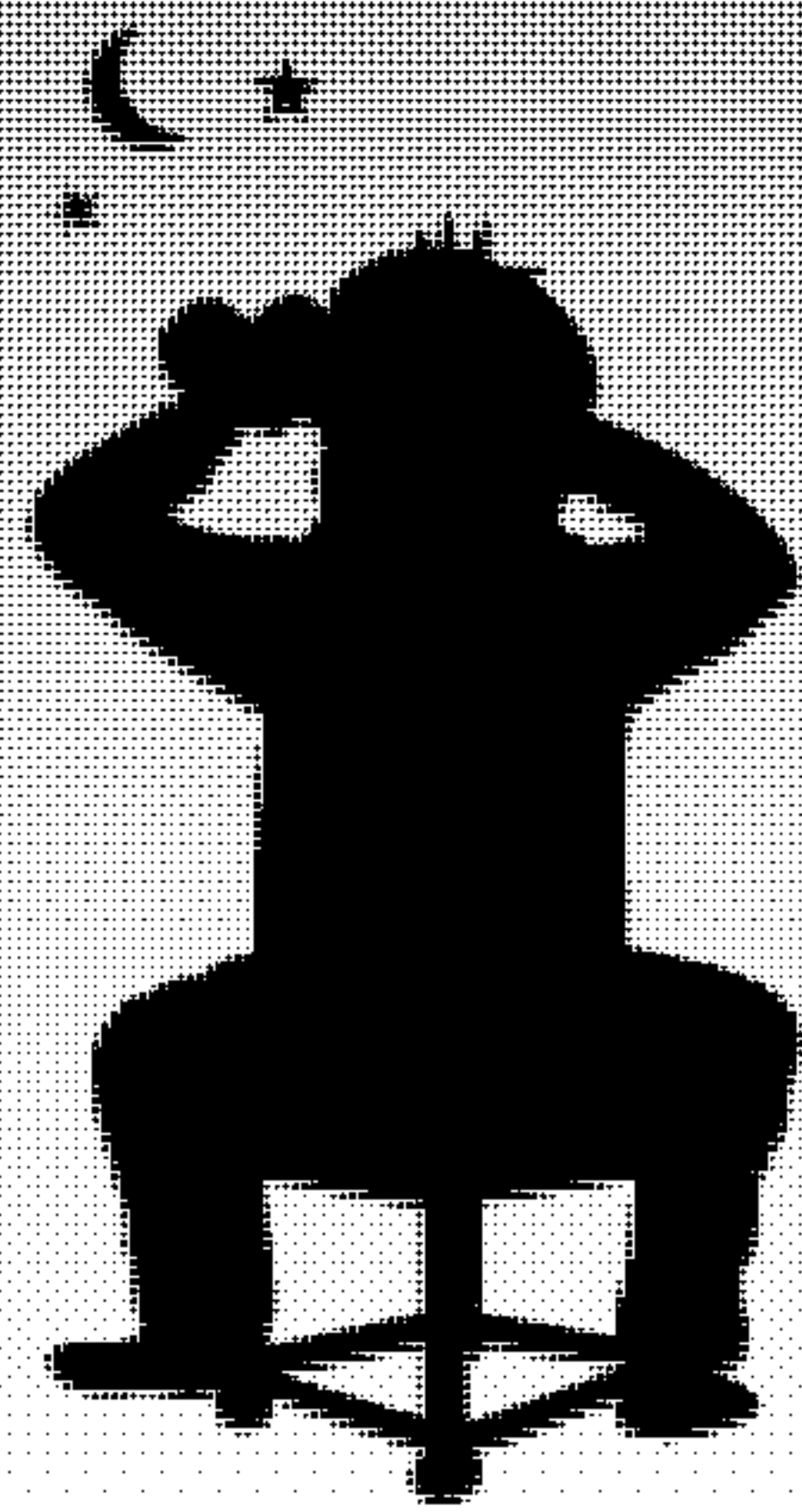
Science

Children are captivated by the natural world and by physical events. They insist that teachers and family members answer their questions about the world around them. By cultivating this sense of wonder, we help children to become scientific thinkers.

Children can learn to use the scientific method in their everyday life. The questions that children ask about insects flying, making a shadow or mixing paints are transformed into hypotheses about their world. They use their senses and scientific tools to observe, collect and interpret data and draw conclusions. Communicating their findings informally in conversations or through the documentation of results, lead children to ask new questions and to continue the cycle of scientific investigation.

(b)(6)

6



Children will understand and use the scientific method of asking questions, observing and recording their findings and discussing their conclusions.

Learning Goals and Definitions	Expectations
<p>1. Play Children engage in play as a means to develop their scientific skills.</p>	<ul style="list-style-type: none"> • Ask questions based upon discoveries made while playing. • Use play to discover, question and understand the natural and physical world. • Use scientific tools as props in their play.
<p>2. Scientific Knowledge Children learn about the development of the natural and physical world.</p>	<ul style="list-style-type: none"> • Collect, describe and learn to record information through discussion, drawings and charts. • Use tools and their senses to make observations, gather and record information and make predictions about what might happen. • Investigate changes in materials and cause-effect relationships. • Ask and pursue their questions through simple investigations.
<p>3. Scientific Skills and Methods Children begin to use scientific tools and methods to learn about their world.</p>	<ul style="list-style-type: none"> • Explore the natural processes of growing, changing and adapting to the environment. • Make simple observations, predictions, explanations and generalizations based on real life experiences. • Explore time, temperature and cause-effect relationships based on everyday experiences.

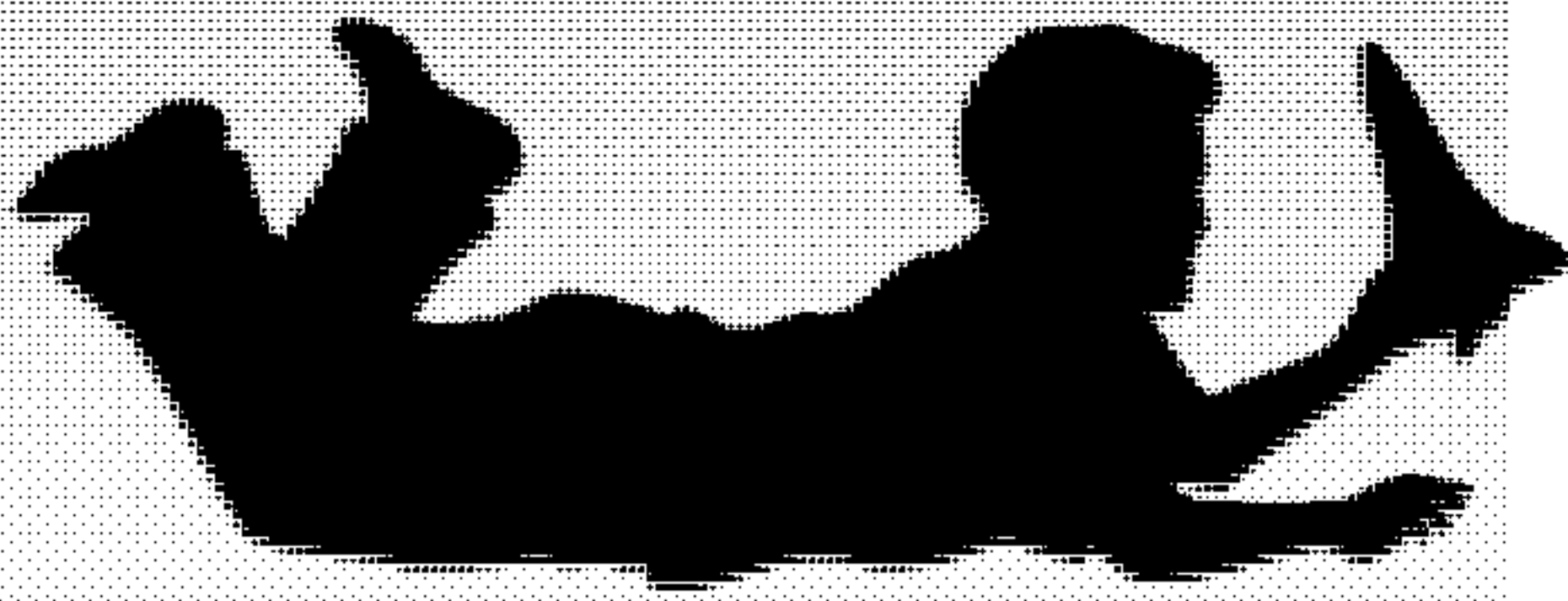
Creativity

Investigating and appreciating the arts allow children to integrate a number of different skills essential to child development. The arts provide each child with another vehicle and organizing framework to express ideas and feelings. Music, movement, drama and visual arts stimulate children to use words, manipulate tools and media and solve problems in ways that simultaneously convey meaning and are aesthetically pleasing.

Through experimenting with sounds, colors, forms, motion and words, children communicate in ways that are distinctly their own and that reflect their own learning style. Each painting, dramatic play scenario and improvised tune provides teachers and families with insights into a child's interests and abilities and allows children to express what they know. In an environment that fosters the arts, children learn to appreciate the contributions of other children and the works of others that reflect different experiences, cultures and views.

(b)(6)

7



Children enjoy, express themselves, create and learn about the arts through experiences with a variety of art forms and media.

Learning Goals and Definitions	Expectations
<p>1. Play Children engage in play as a means of self-expression and creativity.</p>	<ul style="list-style-type: none"> • Engage in spontaneous imaginative play using a variety of materials to dramatize stories and experiences. • Use movement, a variety of media and music while playing to represent stories, moods and experiences. • Use musical instruments and tools from various art forms as props in dramatic play.
<p>2. Creative Expression Children engage in individual or group activities that represent real-life experiences, ideas, knowledge, feelings and fantasy.</p>	<ul style="list-style-type: none"> • Explore various roles in dramatic play through the use of props, language and fantasy roles with others. • Use movement and a variety of musical styles to express feelings and to understand and interpret experiences. • Participate in musical activities using a variety of materials for expression and representation. • Plan, work cooperatively and create drawings, paintings, sculptures and other art projects. • Demonstrate care and persistence when involved in art projects.
<p>3. Tools Children use a variety of tools and art media to creatively express their ideas.</p>	<ul style="list-style-type: none"> • Experiment with different tools to creatively express and present ideas. • Select and use a variety of tools to approach tasks.
<p>4. Appreciation of the Arts Children express interest in and begin to build a knowledge base in the arts.</p>	<ul style="list-style-type: none"> • Begin to understand and develop a vocabulary to share opinions about artistic creations and experiences. • Enjoy participating in a variety of art experiences. • Appreciate and demonstrate respect for the work of others. • Begin to notice differences in the arts from a variety of cultures.

Physical Health and Development

Children use their senses and bodies to explore their physical environment. They investigate and practice with intensity the motions that lead to the mastery of fine and large motor tasks. How a child learns to sit, walk or hold a spoon has implications for how the child understands space, coordinates thinking and holds a pencil. Children often describe their competence according to their physical accomplishments.

Children enthusiastically explore how to move their bodies. Children may need encouragement to adapt sensible health habits. They appreciate learning how to enhance their strength, balance, muscle control and coordination.

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Young children’s future health and well-being are directly related to strengthening their large and small muscles, using their sensory experiences and practicing healthy behavior.

Learning Goals and Definitions	Expectations
<p>1. Play Children engage in play as a means to understand healthy behavior and develop their physical bodies.</p>	<ul style="list-style-type: none"> • Participate in games, outdoor play and other forms of play that enhance physical fitness. • Use their senses to explore materials and experience activities. • Begin to use health and safety practices. • Initiate activities that challenge their bodies in new ways.
<p>2. Gross Motor Children increasingly move their bodies in ways that demonstrate control, balance and coordination.</p>	<ul style="list-style-type: none"> • Demonstrate increasing strength and stamina in movement activities. • Demonstrate body and space awareness to move and stop with control over speed and direction. • Develop coordination and balance with a variety of playground equipment.
<p>3. Fine Motor Children use their fingers and hands in ways that develop hand-eye coordination, strength, control and object manipulation.</p>	<ul style="list-style-type: none"> • Demonstrate increasing strength and stamina to perform fine motor tasks. • Use hand-eye coordination to perform fine motor tasks with a variety of manipulative materials. • Show increased awareness and control of tools for various learning activities.
<p>4. Healthy Habits Children begin to understand how daily activity and healthy behavior promote overall personal health and safety.</p>	<ul style="list-style-type: none"> • Demonstrate safety awareness when purposefully using materials. • Demonstrate the increasing ability to perform self-care skills independently when eating, dressing, toileting and washing hands. • Shows care for personal belongings. • Begin to understand that some foods have nutritional value.
<p>5. Senses Children increase their understanding of the use of their eyes, ears, fingers, nose and mouth and how the senses work together.</p>	<ul style="list-style-type: none"> • Discriminate between a variety of sights, smells, sounds, textures and tastes. • Explore and learn to tolerate a wide variety of sensory input. • Combine and use different senses depending on the activity.

Glossary

Art Forms: The four components of art education — dance, music, dramatic play and visual arts.

Cause/Effect: Understanding how action creates a change in the environment.

Comprehension: Understanding the meaning of spoken and written languages.

Cooperative Play: Physical activities in which children play with each other rather than against each other to master challenges.

Curriculum: The framework for the philosophy, goals and expectations for guiding children's learning and engaging families in their children's development.

Data: Information used as a basis for making decisions and drawing conclusions.

Developmentally Appropriate Practice: The manner in which children are provided opportunities to learn and practice newly acquired skills, offering challenges just beyond their present level of mastery and taking place in a setting where children are safe, valued and where physical and psychological needs are met.

Discriminate: Use of senses to compare and note differences between objects.

Documentation: The way in which information is recorded by practitioners, children and families to capture events and child progress.

Empathy: The ability to recognize the feelings of others and respond appropriately.

Ethnicity: Ethnic affiliation or distinctiveness; belonging to a particular group by descent, language or culture rather than by nationality.

Expressive Language: Having the ability to convey ideas and feelings using words and expanded sentences.

Fine Motor Tasks: Using and coordinating the small muscles in the hands and wrist with dexterity.

Large Motor Tasks: Moving the large muscles in the body, especially the arms and legs, consciously and deliberately.

Learning Environment: The structure of the setting that makes it possible for practitioners to guide children in their development and learning.

Literacy: Using vocabulary, oral language, phonological awareness, letters, words, print, comprehension, books and other print materials to help children explore, expand and participate in their world.

Order/Classify: Methods of data collection, organization and representation. Others include sorting, graphing, counting, measuring and comparing.

Phonological Awareness: Hearing and understanding the different sounds of spoken language including hearing and understanding the different ways oral language can be broken down into individual parts (phonemes).

Play: A dynamic process that develops and changes becoming more varied and complex, allowing children to practice skills they will need later in life. Play is the vehicle for learning and development across domains, reflecting the social and cultural contexts in which children live.

Practitioner: Professional charged with guiding children's learning including teachers, caregivers and assistants.

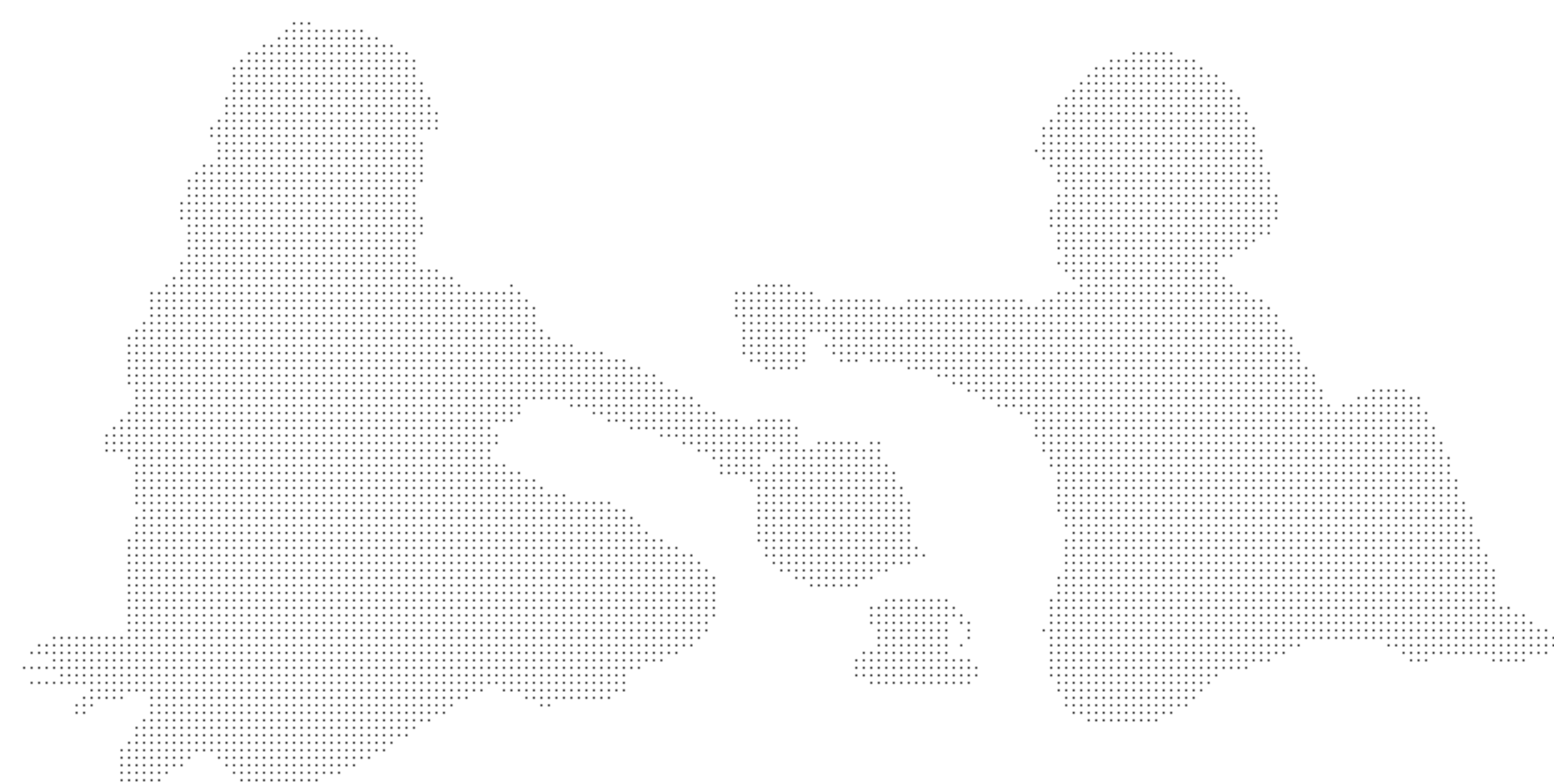
Predict: Use of prior knowledge to guess what an outcome will be.

Scientific Method: How children put facts together to make sense of the world around them including observing, questioning, experimenting, manipulating, predicting and demonstrating understanding of concepts.

Sensory Experiences: Providing objects and materials that children can explore using all their senses.

Symbols: Scribbling, scribble writing, letter like forms, letters, numbers and pictures used to represent sounds, words, ideas and feelings.

Visual Arts: Painting, drawing, collages, modeling and sculpting with various materials.



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Charter Regional School District
- Katherine Irons
Hunter Learning Center
- Gayle Justynski
Department of Education
- Michael King
Providence Head Start
- Kim Lacroix
Every Child Care
- Wendy Lopes
Carter Child Care Center
- Mary Lat Love
Dorchester Head Start

Kim Maine
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Erin Martin
Westerly Public Schools

Araminta McIntosh
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Day Care Justice Center

Andrea Menard
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Patty Pontarelli
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CHILD Home

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Leslie Seery
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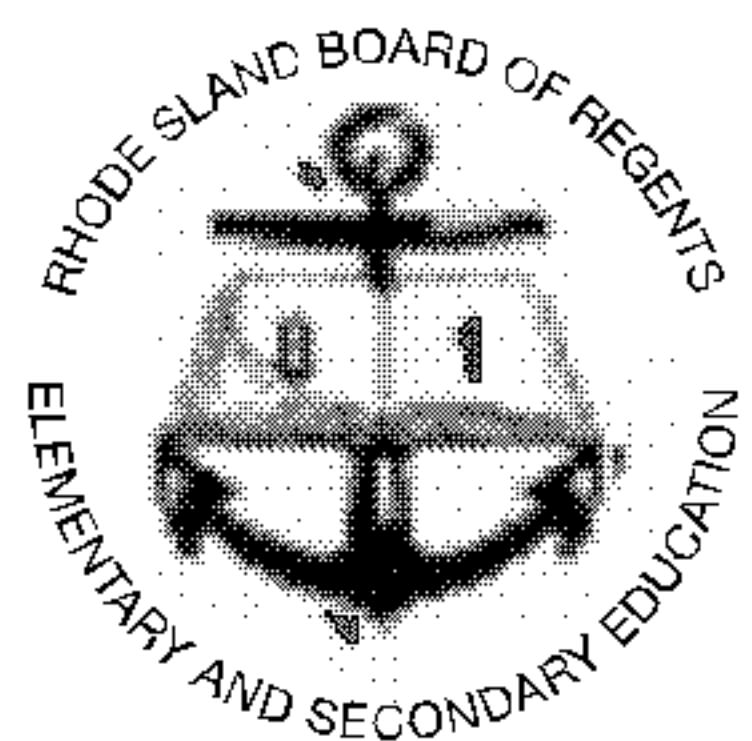
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- Westerly



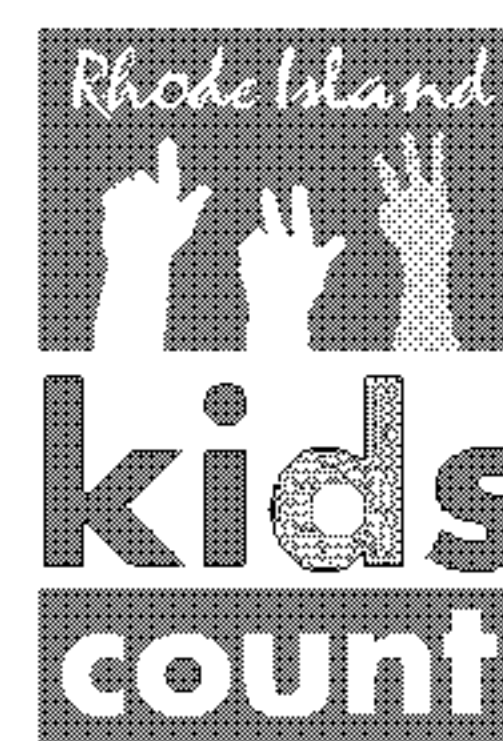
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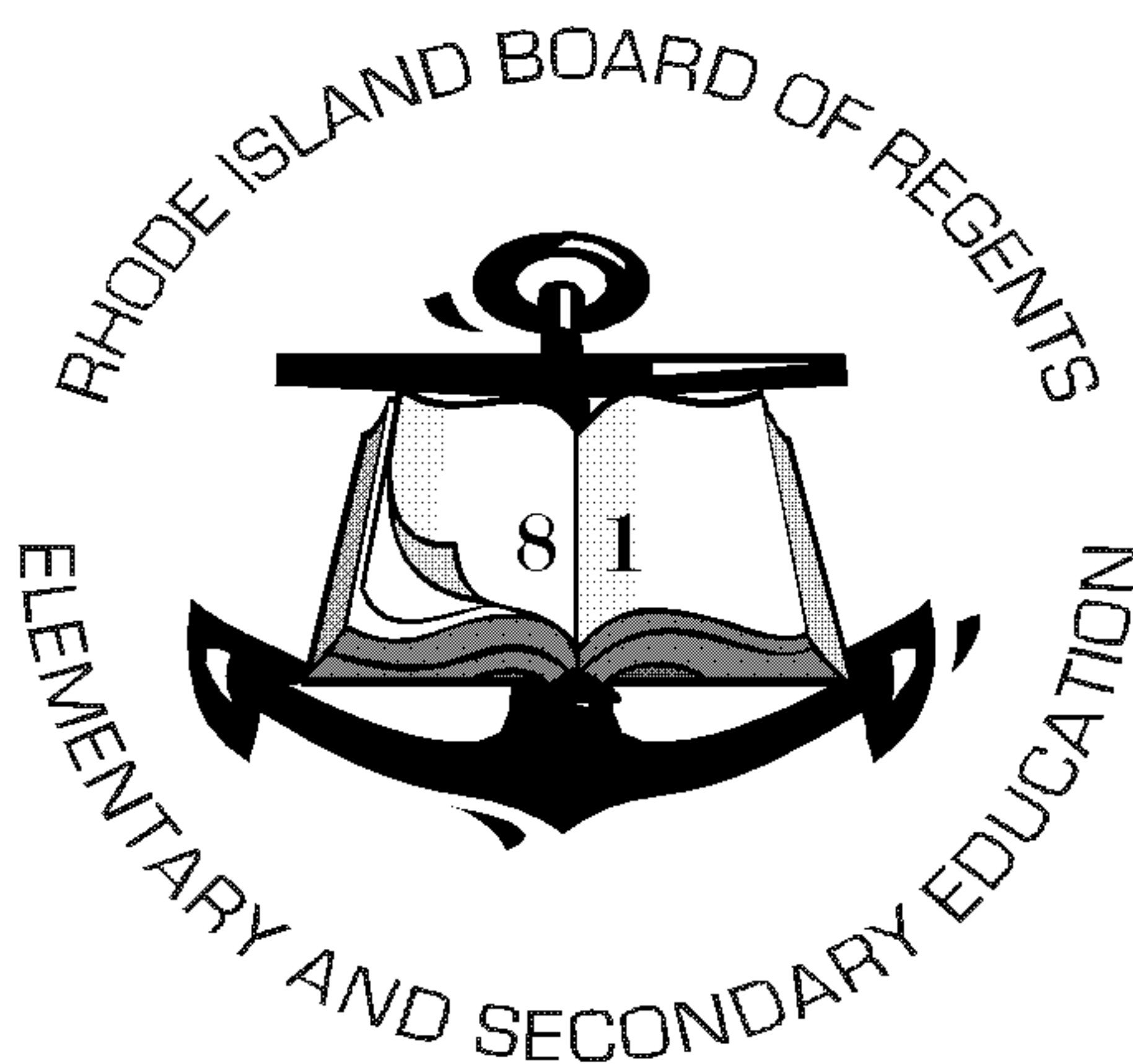
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APPENDIX 7

COMPREHENSIVE EARLY CHILDHOOD EDUCATION PROGRAMS

STANDARDS FOR APPROVAL OF PRESCHOOL AND KINDERGARTEN PROGRAMS



**STATE OF RHODE ISLAND AND PROVIDENCE PLANTATIONS
DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION**

DATE: January 7, 2010

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Standards for RI Department of Elementary and Secondary Education Approval of Comprehensive Early Childhood Education Programs

FOREWORD

History

By act of the General Assembly in 1968, nursery schools and kindergartens were endorsed as the initial steps in early childhood education and were thereby made an integral part of the schools of Rhode Island. This act was the result of an upsurge of interest across the nation in offering planned educational opportunities to preschoolers, the establishment of increasing number of facilities for children under six, and the demand by parents for a safe, healthy and acceptable place for their child to begin his/her educational experience. Thus, the Department of Education was authorized to plan for the approval of existing schools and to assume leadership in the establishing of standards for new facilities. That is, by legislative act, namely, Chapter 48 of Title 16 of the General Laws of Rhode Island, the Commissioner was given responsibility for setting standards and planning approval procedures for children three to six years of age.

It was the original legislative intent of the aforementioned statute to protect the health, education, safety and welfare of the children of the state who attend preschool programs. In this respect, the establishment of statewide standards for approval was deemed essential to insure that each child enrolled in the preschool setting would develop his/her potential to the fullest and for each to enjoy the benefits of a safe and healthy learning climate. In 1986, the State of Rhode Island Department of Children, Youth and Families promulgated standards for licensing child day care programs. As their regulations state, "Day care is providing care for a child outside of their home for any part of a day, by a person other than the child's parents or legal guardians. The purpose of licensing and certification of child day care centers and family child care homes is to ensure the health, safety and well-being of children while in care outside of their home." As a result, Rhode Island has two sets of standards. Over time, the need to coordinate and align these two sets of state standards became evident.

Standards Overview

In 2008, the Rhode Island Department of Elementary and Secondary Education developed the standards presented in this document to establish a streamlined singular statewide system for a 2-tier interagency approval process for early care and education programs reflecting current research and changing trends:

- Tier 1/Foundational Level
 - Reflects an early care and education program that is
 - A Child Day Care Center, Family Child Care Home, Head Start Program or private preschool licensed by the State of Rhode Island Department of Children, Youth and Families OR
 - A program housed in a public or private K-12 school that meets physical facility requirements of the RI Department of Elementary and Secondary Education
 - Is mandatory for those who want to operate an early childhood education program in Rhode Island.
 - Signifies that the program meets rigorous health and safety standards (as part of the requirements for licensing or approval).
- Tier 2/Comprehensive Level
 - Reflects an early care and education program that is approved by the Rhode Island Department of Elementary and Secondary Education as a Comprehensive Early Childhood Education Program pursuant to these standards.
 - Is voluntary. Because these standards represent the second tier of Rhode Island's 2-tier approval process for early care and education programs, a program's decision to not pursue Tier 2 approval will not jeopardize its ability to operate as a Tier 1 program.

These standards were developed by a team of Rhode Island stakeholders utilizing key resources reflecting evidence-based practice, requirements and/or recommendations of national organizations or nationally recognized resources, and requirements of state agencies including:

- Rhode Island Early Learning Standards Documents
- Rhode Island Quality Rating and Improvement System: BrightStars Center/Preschool Standards and Criteria Framework
- Rhode Island Quality Rating and Improvement System: BrightStars Family Child Care Standards and Criteria Framework
- Rhode Island Department of Children, Youth and Families Child Care Center Regulations for Licensure and Group Family Child Care Home Regulations for Licensure
- National Association for the Education of Young Children (NAEYC) Early Childhood Program Standards and Accreditation Criteria, 2005
- Early Childhood Environment Rating Scale (ECERS)
- Head Start Program Performance Standards and Other Regulations
- Caring for Our Children: National Health and Safety Performance Standards: Guidelines for Out-of-Home Child Care, A Joint Collaborative Project of the American Academy of Pediatrics, American Public Health Association and National Resource Center for Health and Safety in Child Care

These standards reflect the Rhode Island Department of Elementary and Secondary Education's commitment to early childhood education and belief that:

- In the early childhood years, children develop the foundation upon which subsequent development in all domains of learning is built. These years are crucial to a child's healthy growth and development.
- Disparities in what children know, understand and are able to do are evident before they enter school and are strongly associated with social and economic circumstances. Participation in high-quality early childhood education programs helps close these gaps in achievement.
- Early childhood education programs that implement research-based program standards of quality have been shown to result in positive educational, social, and economic outcomes for both children and society.
- Comprehensive early childhood education programs recognize that:
 - Children learn through play and social interactions.
 - Children construct their knowledge through active engagement with people and materials.
 - Child development and learning are characterized by individual variation.
 - Family partnerships positively impact both child and program outcomes.
- Comprehensive early childhood education programs address all eight RI Early Learning Standards domains of development: Approaches to Learning, Social and Emotional Development, Language Development and Communication, Literacy, Mathematics, Science, Creativity, and Physical Health and Development.

I. APPLICABILITY

Pursuant to state law (RIGL 16-48), these standards shall apply to early childhood education programs in order to ensure developmentally appropriate early development and learning experiences based on Rhode Island's Early Learning Standards to children between the ages of three (3) to six (6) years of age. These standards shall also pertain to kindergarten classrooms operating in private programs in which kindergarten is the terminal grade.

Applicants must already meet the Tier 1/Foundational Level of being either:

- A Child Day Care Center, Family Child Care Home, Head Start Program, or private preschool licensed by the State of Rhode Island Department of Children, Youth and Families OR
- A program housed in a public or private K-12 school that meets physical facility requirements of the RI Department of Elementary and Secondary Education

Application to the Rhode Island Department of Elementary and Secondary Education pursuant to these standards represents the program's desire to seek voluntary approval as a Comprehensive Early Childhood Education Program.

When a program is subject to a governmental rule or regulation that exceeds the expectation outlined in one of the standards contained herein, that rule or regulation takes precedence. When a governmental rule or regulation differs in other ways or sets a lower threshold of performance, these standards take precedence.

To be eligible for approval under these standards, the program shall operate a minimum of 12 hours per week with compliance with these standards as follows:

- Programs that operate double sessions: Separate morning and afternoon sessions each day must comply with these standards 100% of the time that they are in operation.
- Programs that operate single sessions:
 - Sessions of 6 hours or less in duration per day must comply with these standards 100% of the time that they are in operation.
 - Sessions of more than 6 hours in duration per day must comply with these standards at least 6 hours within their daily hours of operation.

II. THE APPROVAL PROCESS

This section of the standards outlines the approval process including:

1. Purpose
2. Procedures for Approval
3. Types of Applications
4. Department Action on Applications
5. Provisions of Approval

PURPOSE. The primary purpose of approval is to ensure comprehensive and developmentally appropriate early development and learning experiences in public and private early childhood education programs serving children between the ages of three (3) to six (6) years of age and also in kindergarten classrooms operating in private programs in which kindergarten is the terminal grade. An approval certificate signifies that the program meets standards for comprehensive early childhood education programs contained herein including provisions to fulfill such requirements of the standards contained herein. Further, the approval signifies to families, guardians and other concerned individuals that each child is in a comprehensive learning environment.

Approval is a method of regulation designed to implement the state's obligation to comprehensive early education programs to children who are enrolled. An approval is granted after a detailed review of the program, its application, and supporting documentation has shown that the program complies with established laws and standards. Basic guidelines to be used in the evaluation are described in Section III of these standards. Copies of the form, "Application for Approval of Comprehensive Early Childhood Education Programs" may be secured from the Rhode Island Department of Elementary and Secondary Education at www.ride.ri.gov/.

PROCEDURES FOR APPROVAL. Procedures for approval include:

1. Completion and submission of an application and such documentation as may be required by the Commissioner of the Rhode Island Department of Elementary and Secondary Education
2. Upon receipt of a completed application and required documentation, review by an authorized representative of the Commissioner to determine compliance of said application with the standards contained herein (See Section III)
3. An on-site visit by an authorized representative designated by the Commissioner for the purpose of providing assistance in terms of compliance matters or observing the program in action
4. Determination by an authorized representative designated by the Commissioner that the program meets requirements for approval based on both the program's application and supporting documentation and the on-site visit to that program

TYPES OF APPLICATIONS. Outlined below are the various types of applications for approval. Prior to filing these applications, it is recommended that the applicant confer with the authorized representative designated by the Commissioner to initiate the steps required for meeting approval requirements. Types of applications include:

1. Application for Initial Approval
2. Application for Renewal of Approval
3. Re-Application for Approval

Application for Initial Approval. A person desiring to open a comprehensive early childhood education program shall make formal application for tentative approval on prescribed forms provided by the Commissioner. Applications may be submitted for multi-site programs or for single-site programs. In either case, all early childhood education programs in any single site must be approved in order for the site to be approved. Approval by the Commissioner is required before any program advertises itself as a comprehensive early childhood education program approved by the Rhode Island Department of Elementary and Secondary Education.

Application for Renewal of Approval. Renewal of approval must be made annually. The Commissioner will provide written notification through an authorized representative of the Department prior to the expiration of the current approval that a renewal application must be filed. Early childhood education programs desiring renewal of approval shall make application on forms provided by the Commissioner. In addition to the information required on renewal forms, the applicant program shall provide the Department with information regarding any changes made since the date of last approval.

Re-Application for Approval. A re-application for approval for a comprehensive early childhood education program shall meet the requirements as set forth above in these Standards, "Application for Initial Approval." Re-application shall be filed when:

1. There is a change in the location of the early childhood early education program;
2. There is a major change in the original program, goals and objectives of the program and/or type of population served;
3. There has been a previous discontinuance of the program; or
4. The Commissioner has revoked or refused to renew the program's approval.

DEPARTMENT ACTION ON APPLICATIONS. After reviewing the data collected and reported by the authorized representative designated by the Commissioner, approval action by the Commissioner shall take the form of one of the following:

1. Approval
2. Approval Variance
3. Provisional Approval
4. Probationary Approval
5. Denial of Approval
6. Revocation of Approval

Approval. A program which meets the standards will be approved, will be issued a letter of approval and certificate to operate, and will be listed in the Department's Directory of Approved Comprehensive Early Childhood Education Programs. Approval is for one year and must be renewed annually.

Approval Variance. A variance to these standards may be allowed at the discretion of the Commissioner or authorized representative. Application for a variance shall include the following items: an identification of the standard for which the variance is requested, an explanation of the program's current status in relation to the standard in question, a justification for the variance request and a specific plan of tasks and timelines for bringing the program into full compliance with the standard. Variances shall be allowed for no more than one calendar year or another timeframe not to exceed five years as specified by the Commissioner or authorized representative. Renewal of the variance can be requested annually as part of the program's annual program approval renewal. A variance renewal request shall address the same items as in the initial variance request plus documentation of task, timelines and progress toward bringing the program into full compliance unless determined unnecessary by the Commissioner or authorized representative.

Provisional Approval. A new program may be given provisional approval for a six-month period during which time an authorized representative(s) of the Commissioner will visit the program for a full review of the program and its operation. This temporary approval may be renewed once if conditions warrant an extension of time and an acceptable step-by-step plan is submitted for meeting the areas not in compliance with these standards.

Probationary Approval. A program currently approved but unable to meet these standards due to special circumstances as allowed by the Commissioner will be required to submit a step-by-step plan for meeting the requirements. If the plan is acceptable, the Commissioner may permit the applicant to continue to operate for a limited probationary period within a given school year. The program will then be re-examined by the authorized representative of the Commissioner and recommendations made.

Denial of Approval. If a program does not meet these standards and the applicant does not submit an acceptable application or step-by-step plan for doing so, the program will be disapproved. When such action is taken, the Commissioner shall upon written request, grant the applicant a hearing.

Revocation of Approval. The Commissioner may consider any violation of these standards cause for the revocation of or refusal to renew the approval. A comprehensive early childhood education program approval shall be revoked for cause as specified in Section 16-48-5 of the General Laws of Rhode Island, 1956, as amended (See Section IV of these standards). Where approval is revoked or refused, the applicant has a right to a hearing whereby the extent of the program's compliance with these standards shall be determined.

PROVISIONS OF APPROVAL.

1. A letter and certificate of approval is issued without charge by the Commissioner of Education.
2. The letter of approval shall be maintained on file in the program and the certificate of approval shall be posted in a prominent place within the program.
3. The letter and certificate of approval will state the maximum number of children to be served in the program during any given session and the dates of validity. It will remain in force unless otherwise specified or sooner, if revoked.
4. When the approval is in force, the Commissioner or authorized representative shall be given the right of entrance at any reasonable time, the privilege to inspect the program, and access to all records for the purpose of ascertaining compliance with these standards and investigating complaints.
5. The approval is granted to a designated holder of the letter and certificate of approval and limited only to the location named.
6. An operator of a program must notify the Commissioner of Education of major changes such as closure of service, change of name or location, change of ownership, change of program administrator or early education coordinator, major program changes, which affect the approval certificate while in force.
7. When a program discontinues its operation, the owner or program administrator shall provide written notification to the Commissioner at least thirty days prior to closure.
8. A person, unincorporated society, association, or corporation purchasing a program shall comply with all of the requirements for securing an initial approval. An approval is not transferable or assignable.

III. STANDARDS FOR SCHOOLS AND AGENCIES

Structural Standards

Standard One: Physical Facilities

- 1.1 It is expected that the early childhood program will comply with either DCYF Licensing Regulations or, if the program is located in a public or private PK-12 school, with RIDE Basic Education Program Regulations, G-14-4 Ensuring a Safe and Healthy Physical Environment, in addition to these standards listed below.
- 1.2 A classroom is a group of children in a room with floor to ceiling walls. If floor to ceiling walls are not possible, then stable partitions of at least 4 feet in height shall divide the classroom and completely separate groups of children as defined in Standard 3.
- 1.3 Physical facilities must be:
 - a. Inspected and certified by OSHA,
 - b. Be in compliance with building and fire codes,
 - c. Provide evidence of being lead free or safe,
 - d. Provide evidence of being asbestos-free or safe,
 - e. Have an acceptable score on a radon test within the last 3 years and
 - f. Have a public water supply or a Department of Health certificate related to a water supply of drinking water quality.
- 1.4 The early childhood program must be accessible for children and adults with disabilities in accordance with disabilities requirements including the American with Disabilities Act (ADA).
- 1.5 The program's exterior doors shall be locked. The program's designated main entrance(s) shall have a doorbell, buzzer, keypad, swipe card or other comparable means for entrance. Any unlocked doors shall be monitored at all times by a staff person.
- 1.6 All parts of the program and its premises shall be kept in good repair, clean, neat, and free of hazards. Maintenance of the facility including daily cleaning shall be done at a time that does not interfere with children's learning or health and safety. Additionally, fundamental methods for achieving the control of rodent and insect infestation shall be used:
 - Good sanitation and proper screening
 - Proper use of insecticides and rodenticides.
 - Structure blocking of avenues through which insects and rodents could gain access to the building.
 - Insecticides and rodenticides used approved by the State Health Department
- 1.7 To ensure playground safety, the playground shall allow at least 75 square feet per child. Given that not all children may be on the playground at one time, the per child allowance is calculated as follows: 75 times one half of the program's capacity. It shall be fenced and have surfaces and equipment that comply with the Handbook for Public Playground Safety. Outdoor play areas for preschoolers shall be separated by fencing or scheduling from those used by children of first grade age and above. Outdoor play areas for kindergarteners may be in the same area used for preschoolers, first and/or second graders but shall be separated by fencing or scheduling from those used by children in the third grade or higher grades.
- 1.8 Toilet facilities shall be on the same floor as the program and within 40 feet. It is recommended that these be in or immediately adjacent to the classroom; if not, the program should provide a plan that addresses how toileting will be supervised while classroom staff adult/child ratios are maintained. Programs shall have one toilet and one sink for each group of 10 children. Hand washing sinks shall have both warm and cold running water. Potty chairs shall not take the place of required toilets. There shall be separate toilet facilities for staff.

- 1.9 If enrolled children wear diapers, there shall be a diaper changing area and an adjacent hand-washing sink with warm and cold running water for each group of children. Diaper changing areas and hand washing sinks shall be separate and apart from any food preparation area.
- 1.10 There shall be adequate ventilation and natural and/or artificial lighting throughout the program facility.
- Each room used for instructional purposes shall have sufficient air changes to produce healthful conditions and to avoid odors or concentrations of toxic substances or dust particles.
 - All rooms used for children shall have a window or skylight directly to the outdoors.
 - The Illuminating Engineering Society of North America standards for the quantity of illumination, Lighting for Educational Facilities RP-3-00, should be met in general classrooms.
 - Emergency lighting shall be available when normal lighting systems fail and in locations that permit an orderly egress from the building in an emergency situation
- 1.11 There shall be adequate space for the storage of individual clothing with hooks at children's levels for the use of children.
- 1.12 There shall be adequate storage space for equipment, including cots and blankets, materials, supplies and seasonal toys.
- 1.13 There shall be designated adult space with adult-size furniture for functions such as planning, meeting privately with parents, storage of staff materials, breaks, etc.
- 1.14 Classrooms shall be located on the first floor and there shall be a minimum of 35 square feet of usable floor space for each child in activity rooms or classrooms.
- 1.15 Sound originating in spaces where learning takes place and sound transmitted from adjacent spaces or outdoor sources should not disrupt or hinder educational activities:

Acceptable noise levels in schools areas:

<u>Area</u>	<u>Acceptable Noise Levels in Decibels</u>
Classrooms (up to 750 sf)	40 max
Classrooms (over 750 sf)	35 max

Standard Two: Health and Safety

- 2.1 It is expected that the early childhood program will comply with either DCYF or, if the program is located in a public or private K-12 school, with RIDE health and safety regulations for public and private K-12 schools in addition to these standards listed below.
- 2.2 Food and outdoor play shall not be used as a reward or as a behavior consequence. Exceptions may only be made if specifically stated in a child's Individualized Education Program (IEP).
- 2.3 Physical punishment, threats or derogatory remarks are never permitted.
- 2.4 When a child presents with challenging behavior, teaching staff shall:
- a. Observe the child, then identify events, activities, interactions and other factors that predict and may contribute to challenging behavior.
 - b. Focus on teaching the child social communication and emotional regulation skills and using environmental modifications, activity modifications, adult or peer support and other intervention

strategies to support the child's appropriate behavior rather than focusing only on eliminating the challenging behavior.

- c. Respond to challenging behavior, including physical aggression, in a manner that:
 - i. Provides for the safety of the child and others in the classroom
 - ii. Is calm and respectful to the child
 - iii. Provides the child with information about acceptable behavior

- 2.5 If there are children in the program who have special health care needs, specific health procedures shall be delivered, where appropriate, by a licensed/certified health professional or a staff person who has been trained to appropriately carry out such procedures. Such procedures may include, but not be limited to, Epi Pen, nebulizer, insulin injections, etc.

- 2.6 For each child with special health care needs or food allergies or special nutrition needs, the program shall request the family to obtain from the child's health provider an individualized care plan that is prepared in consultation with family members and specialists involved in the child's care. The program shall protect children with food allergies from contact with the problem food. The program shall ask families of a child with food allergies to give consent for posting information about that child's food allergy. If consent is given, then it shall post that information in the food preparation area and in the areas of the program the child uses so it is a visual reminder to all those who interact with the child during the program day. If consent for posting is not provided, then this information shall be shared with all relevant staff to ensure that they are informed.

- 2.7 At least one staff person per classroom in the early childhood education program shall have a current valid certificate showing satisfactory completion of pediatric CPR training and first aid.

- 2.8 Clean sanitary drinking water shall be available to children throughout the day.

- 2.9 The program shall conduct routine cleaning and sanitizing of all surfaces in the facility.
 - a. Sanitizing shall be consistent with the recommendations of Caring for Our Children: National Health and Safety Performance Standards: Guidelines for Out-of-Home Child Care, A Joint Collaborative Project of the American Academy of Pediatrics, American Public Health Association and National Resource Center for Health and Safety in Child Care. Caring for Our Children recommends the use of a sanitizer of 1/4-cup household bleach to one gallon water which is made fresh everyday or an industrial product as defined as follows. "Industrial products that meet the Environmental Protection Agency's (EPA's) standards for "hospital grade" germicides (solutions that kill germs) may be used for sanitizing. Be cautious about industrial products that advertise themselves as "disinfectants", having "germicidal action", or "kills germs". While they may have some effect on germs, they may not have the same effectiveness as bleach and water or EPA approved hospital grade germicides." Taken from Caring for Our Children, Appendix pgs. 417-418.
 - b. After spraying with a sanitizer, surfaces shall be wiped with a disposable paper towel to reduce the spread of germs.

- 2.10 The program shall adhere to the following cleaning and sanitation schedule:
 - a. Countertops, door handles and cabinet handles cleaned and sanitized daily and when soiled.
 - b. Tables shall be sanitized before and after snacks and meals.
 - c. Food preparation and service surfaces cleaned and sanitized before and after contact with food activity and between preparation of raw and cooked food.
 - d. Items used for personal care and hygiene such as sheets, blankets and pillowcases cleaned at least weekly and/or when visibly soiled. These items are to be used only by one child and are to be stored in such a way that items of one child are not touching items of another child. If individual cloth towels or washcloths are used, they should be used only once before being cleaned.
 - e. The following cleaned and sanitized on a regular basis and/or when visibly soiled:
 - i. Toys including machine-washable cloth toys
 - ii. Dramatic play materials including dress-up clothing

- iii. Other cloth items
 - f. Toileting areas cleaned and sanitized when visibly soiled and at least nightly. Diapering areas cleaned and sanitized after each use.
 - g. Sinks shall be sanitized after toileting hand-washing when the same sinks are going to be used for other purposes, e.g., before eating, before water table activities, after blowing nose, for washing toys, etc. As an exception to this rule, in order to avoid requiring children to wash their hands twice in quick succession between toileting and eating, the following applies: If children use the toilet, wash their hands and immediately sit down for a meal/snack, contamination of children's hands at the sink used after toileting must be minimized by having children or adults turn off the faucet with a disposable paper towel. (Taken from the Early Childhood Environment Rating Scale - ECERS)
 - h. Water table emptied and sanitized after each day that it is used. Children and staff shall wash their hands before and after each use.
- 2.11 Programs shall be inspected by the State Fire Marshal, or other authorized personnel, and the Department of Labor at least once every year, and shall maintain updated fire drill and evacuation plans in accordance with RIGL §16-21-4 and §16-21-5.
- 2.12 Individualized evacuation plans for children with special needs shall be in place when appropriate.
- 2.13 The program shall ensure that specific training is provided to staff to be able to appropriately address health and safety of children with special needs including medical needs.

Standard Three: Children's Age Requirements

- 3.1 A child may be enrolled in an early childhood education program once the child has attained 3 years of age and until entry into an approved kindergarten program.
- 3.2 The age for enrollment in an approved kindergarten program has been defined by law as 5 years on or before September 1 of any school year.

Standard Four: Staff- Class Sizes, Staff Adult/Child Ratios

- 4.1 The following staff-child ratios shall be maintained in all classrooms:
 - 3, 4 and 5 year olds: 1:9 ratio with a maximum of 18 children per classroom
 - Kindergarten children: 1:12 ratio with a maximum of 24 children per classroom
- 4.2 In every classroom, staff adult/child ratios shall include at least one qualified teacher as defined in 5.2 of these standards.
- 4.3 Staff adult/child ratios shall be maintained at all times of the day including staff breaks, lunch and outdoor play.
- 4.4 Programs that provide for inclusive settings for children with disabilities may have staff adult/child ratios that are better than those required above for each classroom. The staff adult/child ratios used shall be determined by the program in consideration of the IEPs for students and/or other special learning, health or social and emotional needs of the children in each classroom.
- 4.5 Programs serving children that do not speak English or have limited English proficiency may also have staff adult/child ratios that are better than those required above for each classroom. Given the cultural and linguistic diversity in Rhode Island, programs serving children and families from a variety of cultural and linguistic backgrounds must ensure that the program has adequate staff to successfully incorporate the rich diversity of families' languages and dialects into the educational environment while supporting children to make progress in speaking and understanding English. Programs should make every effort to hire qualified staff and secure volunteers who represent the cultures and speak the languages of the communities they serve and reduce the staff-child ratio, when appropriate.

Standard Five: Staff Qualifications and Requirements for Ongoing Professional Development

5.1 Qualifications of Early Childhood Education Coordinator

The program shall employ someone serving in the role of Early Childhood Education Coordinator. This role may be assumed by the following, but not necessarily be limited to, the director or principal or teacher or may be a stand-alone position. The Early Childhood Education Coordinator shall have the following educational qualifications required to serve as the program's pedagogical leader:

1. RI Department of Elementary and Secondary Education teaching certificate in
 - a. Early Childhood Education OR
 - b. Early Childhood Special Education AND
2. A minimum of 2 years classroom teaching experience AND
3. A 3-credit college course or a minimum of 40 documented hours of professional development over the course of 2 years in mentoring, supervision and leadership. If the Early Childhood Education Coordinator does not meet this requirement as of the effective date of these standards, he/she shall develop an individualized plan for meeting this requirement and submit it to the RI Department of Elementary and Secondary Education as part of the early childhood education program's annual approval renewal. Documentation of progress toward and completion of this plan shall be submitted

to the RI Department of Elementary and Secondary Education as part of the early childhood education program’s annual approval renewal AND

4. A Level III RI Early Learning Standards certificate or a plan with timeline for completion as described above.

5.2 Ongoing Professional Development: The program shall assure that each Early Childhood Education Coordinator shall have an individual professional development plan related to core competencies as appropriate to his/her position. This plan shall be developed and updated annually as part of each staff person’s annual performance evaluation.

5.3 Teacher Qualifications

Programs shall employ at least one professionally prepared early childhood teacher in each classroom qualified consistent with the requirements in one of the columns on the chart below. If the teacher is employed by a school district in any type of classroom or is employed by a community agency or program in a kindergarten classroom, the teacher shall meet the requirements in column A. Columns A-C apply to community programs other than school districts. All professional preparation referenced below shall include content knowledge in areas including, but not limited to: Child Growth and Development, Approaches to Learning, Social and Emotional Development, Literacy, Language Development and Communication, Mathematics, Science, Creativity, Physical Health and Development, Professionalism, Curriculum, Assessment, Differentiated Teaching and Learning, and Family and Community Relationships.

A	B	C*
<ol style="list-style-type: none"> 1. RI Department of Elementary and Secondary Education teaching certificate in <ol style="list-style-type: none"> a. Early Childhood Education <u>OR</u> b. Early Childhood Special Education AND 2. A Level II RI Early Learning Standards certificate 	<ol style="list-style-type: none"> 1. Bachelor’s or Master’s in Early Childhood Education or Early Childhood Special Education or Human Development or Child Development from an accredited or approved Institution of Higher Education AND 2. A Level II RI Early Learning Standards certificate AND A minimum of 3 months of successful supervised teaching in a licensed/ approved education program for the appropriate age level (student teaching may fulfill). “Supervised teaching” is defined as a teaching experience in accordance with an individualized professional development plan that is overseen by someone qualified as an Early Childhood Education Coordinator as defined in 5.1 of these standards and that includes active regularly scheduled supervision and review and documentation of the individual’s work as it 	<ol style="list-style-type: none"> 1. An Associate Degree or Equivalent in Early Childhood Education or Early Childhood Special Education or Human Development or Child Development from an accredited or approved Institution of Higher Education. An Associate’s Degree Equivalent is defined as 60 college credits with 30 college credits (semester hours) in child development-early childhood education, child development, elementary education or early childhood special education that encompasses the following: child growth and development and learning of children birth through kindergarten; early childhood curriculum; family and community relationships; observing, documenting, and assessing young children; teaching and learning; and professional practices and development, including relevant field-based experience AND

	<p>relates to that individualized professional development plan.</p> <p>3. An individualized plan for completing requirements to be a professionally prepared early childhood teacher in each classroom as defined in Column A within 1 year and documentation of progress toward plan completion that is submitted annually to the RI Department of Elementary and Secondary Education as part of the early childhood education program's annual approval renewal.</p>	<p>2. A Level II RI Early Learning Standards certificate AND</p> <p>3. A minimum of 3 months of successful supervised teaching in a licensed/ approved education program for the appropriate age level (student teaching may fulfill). "Supervised teaching" is defined as a teaching experience in accordance with an individualized professional development plan that is overseen by someone qualified as an Early Childhood Education Coordinator as defined in 5.1 of these standards and that includes active regularly scheduled supervision and review and documentation of the individual's work as it relates to that individualized professional development plan AND</p> <p>4. An individualized plan for completing requirements to be a professionally prepared early childhood teacher in each classroom as defined in Column A within five years and documentation of progress toward plan completion that is submitted annually to the RI Department of Elementary and Secondary Education as part of the early childhood education program's annual approval renewal.</p>
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•Column "C" applies only to existing teachers, that is, those employed as of promulgation date of these standards. New teachers shall meet column "A" or "B".

5.4 Ongoing Professional Development: The program shall assure that each teacher shall have an individual professional development plan related to core competencies as appropriate to his/her position. This plan shall be developed and updated annually as part of each staff person's annual performance evaluation.

5.5 Teacher Assistant Qualifications

Teacher assistants shall meet the requirements in one of the columns on the chart below. If the teacher assistant is employed by a school district in any type of classroom, the teacher assistant shall meet the requirements in column A. Columns A-B apply to community programs other than school districts.

A	B
<ol style="list-style-type: none"> 1. Meet teacher assistant qualifications as established in RI law (RIGL 16-11.2) for teacher assistants employed by school districts. 2. A Level I or II RI Early Learning Standards certificate either at the time of employment or have an individual professional development plan for achieving not to exceed 2 years from the date of employment. 	<ol style="list-style-type: none"> 1. Be at least 18 years of age. 2. Have a high school diploma OR general equivalency 3. Have documentation of the following either at the time of employment or have an individual professional development plan not to exceed 2 years from the date of employment for achieving: <ol style="list-style-type: none"> a. A Child Development Associate (CDA) Credential or enrollment, active participation and demonstration of progress in a program leading to a CDA as reported in the RI Department of Elementary and Secondary Education as part of the early childhood education program's annual approval renewal over a period not to exceed 2 years OR b. Successful completion of a Teacher Assistant Training Program approved by the RI Department of Elementary and Secondary Education OR c. A minimum of 12 credit hours of college coursework relevant to the early childhood education program setting. 4. A Level I or II RI Early Learning Standards certificate either at the time of employment or have an individual professional development plan for achieving not to exceed 2 years from the date of employment.

5.6 Ongoing Professional Development: The program shall assure that each teacher assistant shall have an individual professional development plan related to core competencies as appropriate to his/her position. This plan shall be developed and updated annually as part of each staff person's annual performance evaluation.

5.7 Consultant Qualifications

When hired by the early childhood education program, consultants, e.g., physicians, psychiatrists, social caseworkers, psychologists or nurses, shall meet minimum professional standards in their particular fields. Professional persons whose practice is regulated by state law must meet state requirements.

Standard Six: Administration

- 6.1 It is expected that the early childhood program will comply with either DCYF or RIDE standards related to Administration in addition to these standards listed below.
- 6.2 Each early childhood education program shall have a designated program administrator who is responsible for the development, implementation and evaluation of policies and procedures for compliance with these standards that shall be made available to staff and to families. The position of the designated program administrator may vary from program to program, e.g., a child care center director, a public school principal, etc.
- 6.3 Each program shall have a person assigned to the role of Early Childhood Education Coordinator. This role includes providing leadership for compliance with the Educational Program Standards contained herein.
- a. For programs with one classroom, the Early Childhood Education Coordinator, program administrator and teacher may be the same individual if that person meets the qualifications for these positions.
 - b. For programs with two, three or four classrooms, the equivalent of at least a half time position must be designated as the Early Childhood Education Coordinator.
 - c. For programs with five or more classrooms, the Early Childhood Education Coordinator shall not have regular direct teaching responsibilities.
- 6.4 There shall be liability insurance for school personnel, children, transportation services and physical plant.
- 6.5 Reports shall be submitted to the Commissioner of Education in such manner and form as may be required.
- 6.6 The program shall actively seek and utilize input from families in the following areas:
- a. Establishing or refining program philosophies, long-term goals and short-term objectives.
 - b. Conducting program assessment and evaluation.
 - c. Designing family engagement opportunities.
 - d. Establishing strategies to ensure that the program remains relevant to the values, culture, identity and home language.
 - e. Creating a physical environment that is welcoming to families.
- 6.7 The program's governing structure or advisory groups shall include families as members and supports them as active participants. Family members are encouraged to take on leadership roles.
- 6.8 On an ongoing basis and at least once each year, the program will engage in a comprehensive self-assessment to determine compliance with the structural and educational program standards contained herein and all other standards and regulations governing the program and the program's effectiveness in meeting needs of children and families. This assessment shall include a review and analysis of program-wide child assessment information that reveals patterns and trends. The process shall involve families and staff. As a result of this self-assessment, the program shall document its improvement plan, which shall include priority goals, specific strategies for attaining each goal, and progress towards goal attainment.
- 6.9 Each program shall produce an annual professional development plan that:
- a. Is linked to the program's goals
 - b. Is linked to individual staff professional development plans that are an outgrowth of a performance-based evaluation process for each staff
 - c. Includes staff and volunteer orientation which addresses review of the program's staff and family handbook(s) and/or policies and procedures

- d. Includes a variety of ongoing professional development strategies that reflect effective research-based professional development practices
- 6.10 Each program shall have a system in place that provides individualized supervision and support to every person employed by the program and volunteers as defined herein.
- 6.11 Each program shall have an ongoing staff evaluation process that:
- a. Includes individual self-assessments
 - b. Includes supervisor feedback based on formal observation
 - c. Includes an evaluation of family engagement
 - d. Is linked to the individual's job description
 - e. Is performance-based
 - f. Includes a formal supervisor/staff conference conducted at least annually
 - g. Leads to an annual individual professional development plan addressing competencies referenced in the educational program standards areas of curriculum, child assessment, differentiated teaching and learning, and family engagement
 - h. Provides results that inform the program's annual professional development plan.
- 6.12 Each program shall provide a minimum of 2 hours paid time per week for each classroom dedicated to planning including interpretation and use of child assessment results to align curriculum and teaching practices to the interests and needs of the children. A part of this planning time shall include collaboration among teaching team members.
- 6.13 The following applies to volunteers who are used on a routine basis as opposed to those who may be involved on an episodic basis, e.g., for a party, field trip, etc.:
- a. Have a personnel record maintained by the program
 - b. Complete an application for volunteering that shall include signing a statement that they do not have a criminal record or a communicable disease
 - c. Be provided with an orientation to the program and the volunteer assignment
 - d. Always work under the supervision of program staff and never be left alone with children or engage in any disciplinary action with a child.
- 6.14 Children shall be released only to a parent or authorized individual. The program shall have written policies and procedures for releasing children to persons other than parents including:
- a. Documentation of any custody or restraining orders relating to child
 - b. Current written parental authorization for release to named individuals updated annually
 - c. Verification of identity of authorized individuals including picture ID
 - d. Emergency call-in authorization by parent including verification of identity of parent over phone
- 6.15 The program shall:
- a. Establish and maintain efficient and effective record-keeping systems to provide accurate and timely information regarding children, families, and staff.
 - b. Have a confidentiality policy that requires that all employees, consultants, and volunteers maintain confidentiality of child, family, and staff information included in files, conversations, observations, meetings, correspondence, or any other source.
 - c. Have procedures to ensure appropriate implementation of this policy.
- 6.16 The program shall be in full compliance with all requirements related to criminal record checks found in requirements for:
- a. A Child Day Care Center, Family Child Care Home, or Head Start Program licensed by the State of Rhode Island Department of Children, Youth and Families OR
 - b. A program housed in a facility that meets physical facility requirements of the RI Department of Elementary and Secondary Education
- 6.17 The program shall have a staffing plan and schedule for each classroom including a list of qualified substitutes.

Educational Program Standards

Standard Seven: Curriculum

Program level curriculum is a written framework expressing the philosophy, goals and objectives of individual programs and is used to guide teaching staff in implementing curriculum at the classroom level. In order to assure that programs have a curriculum framework and classroom-level curriculum appropriate to the individual needs of children, evidenced-based published curriculum resources may be used in the development of a program level curriculum but should not be used in place of an individualized curriculum at the program and classroom level.

Program Level

- 7.1 The program has a written statement of philosophy and a curriculum framework consistent with its philosophy that addresses central aspects of child development and that reflects the community it serves.
- 7.2 The curriculum framework articulates that play experiences are the mechanism through which children attain developmentally appropriate goals in all developmental domains.
- 7.3 The curriculum framework guides teachers' intentional implementation of evidence-based practices that contribute to positive child outcomes and are consistent with the program's philosophy, goals and objectives.
- 7.4 The curriculum framework guides teachers in the development of a daily schedule that is predictable yet flexible and responsive to the individual needs of the children. The schedule provides time and support for transitions, includes both indoor and outdoor experiences, provides for large and small group and individual time, and is responsive to a child's need to rest or be active.
- 7.5 The curriculum framework guides teachers to incorporate content, concepts, and activities that foster and integrate the eight RI Early Learning Standards domains of learning: Approaches to Learning, Social and Emotional Development, Literacy, Language Development and Communication, Mathematics, Science, Creativity, and Physical Health and Development.
- 7.6 The curriculum framework reflects the program's understanding of how child learning develops and guides teachers in meeting the individual needs of children.
- 7.7 The curriculum framework describes the materials and equipment needed to support children's learning that:
 - a. Reflect the lives of the children and families
 - b. Reflect the diversity found in society, including gender, age, language and abilities
 - c. Provide for children's safety while being appropriately challenging
 - d. Encourage exploration, experimentation, and discovery
 - e. Promote action and interaction
 - f. Are organized to support independent use
 - g. Are rotated to reflect changing curriculum and accommodate new interests and skill levels
 - h. Are rich in variety
 - i. Accommodate children's special needs
- 7.8 The program has a system that supports teachers in developing competencies associated with curriculum design and implementation and are associated with achieving child outcomes.

Classroom Level

Classroom level curriculum emerges from the program level curriculum framework as it is translated into the daily experiences for the individual children in the class. It encompasses teaching staff roles, daily schedule, classroom environment, planned activities, intentional practice and nurturing relationships.

- 7.9 The curriculum is implemented in a manner that reflects responsiveness to goals that families have for their children and home values, beliefs, experiences, and language of currently enrolled children and families.
- 7.10 The curriculum is implemented through play experiences that provide opportunities for children to attain developmentally appropriate goals in all developmental domains.
- 7.11 Teaching staff talk frequently with children and listen to children with attention and respect. They:
 - a. Respond to children's questions and requests.
 - b. Use strategies to communicate effectively and build relationships with every child.
 - c. Engage regularly in meaningful and extended conversations with each child.
- 7.12 Teaching staff shall maintain, post and follow a regular daily schedule and yet permit flexibility to meet interests and needs of the moment. The schedule prioritizes play and incorporates:
 - a. A combination of teacher-initiated and child-initiated activities
 - b. Learning opportunities, experiences, and projects that extend over the course of several days
 - c. Large group, small group and individual activities
 - d. Indoor and outdoor activities
 - e. An age appropriate balance between active and quiet activities.
- 7.13 Teachers design a learning environment that is well organized and equipped with clearly defined learning areas which include, at a minimum, areas devoted to: construction, dramatic play, discovery, books, manipulatives and creative expression.
- 7.14 Teachers design learning opportunities that integrate multiple goals.
- 7.15 Classroom materials are:
 - a. Chosen intentionally to support the learning goals for children
 - b. Well-maintained
 - c. Organized and labeled
 - d. Easily accessible to children
 - e. Representative of the interests and cultures of children
 - f. Age-appropriate
 - g. Of sufficient quantity for the numbers of children being served
- 7.16 Teachers maintain a method of documented planning that demonstrates that curriculum is developed based on the RI Early Learning Standards or for kindergartens, based on applicable Rhode Island Department of Elementary and Secondary Grade Level Expectations (GLEs). Plans should be written at least on a weekly basis with adjustments as needed based on emerging needs, skills and interests of children in the class.
- 7.17 Teaching staff use a wide range of teaching strategies based on information gained through ongoing observation of children at play, to support children's growth and development in the areas addressed in all domains. Teaching staff demonstrate a variety of teaching strategies such as facilitator, decision-maker, observer, co-player and trusting adult based on the needs and interests of children.
- 7.18 Teaching staff support the development and maintenance of children's home language whenever possible while promoting English language acquisition.

- 7.19 Teaching staff proactively prevent bias and discrimination by:
- Treating all children and their families with equal respect and consideration.
 - Initiating activities and discussions that build positive self-identity and teach children to value differences.
 - Intervening when children tease or reject others.
 - Providing models and visual images of adult roles, differing abilities, and ethnic or cultural backgrounds that counter stereotypical limitations.
 - Avoiding stereotypes in language references.
- 7.20 Teaching staff create a positive environment through their own behaviors such as frequent social conversations with children, joint laughter and affection, eye contact, tone of voice and smiles.
- 7.21 Teachers organize space and select materials to stimulate exploration, experimentation, discovery and conceptual learning in all developmental areas.
- 7.22 Teaching staff develop individual relationships with children by providing care that is responsive, attentive, consistent, comforting, supportive, and culturally sensitive.
- 7.23 Teaching staff manage behavior, implement classroom rules and expectations, and help individual children learn socially appropriate behavior by providing positive guidance that is consistent with the child's level of development
- 7.24 Teaching staff provide children opportunities to effect what happens in the classroom through participation in decision making about issues concerning classroom behavior, plans, and activities.
- 7.25 Teaching staff use children's interest in and curiosity about the world to engage them with new content and developmental skills.
- 7.26 The outdoor environment should be used as an extension of the indoor classroom and should be included in intentional curriculum planning.

Standard Eight: Child Assessment

Program level child assessment is a written description of the program's system of ongoing assessment that guides:

- Monitoring children's development and learning.
- Informing curriculum and decision-making.
- Identifying children who might benefit from additional supports and/or special services.
- Communicating with families and other authorized parties.

Program Level

- 8.1 The program has a written philosophy statement and written practices on child assessment that guides the implementation of a system of assessment that includes both classroom-based and norm-referenced assessment strategies.
- 8.2 Norm-referenced and standardized tests are used primarily when seeking information on eligibility for special services or when collecting information for overall program effectiveness and are implemented by qualified professionals. When these assessments are used, they are combined with other methods such as observations, checklists, rating scales, and work sampling to obtain an ongoing, comprehensive assessment of children's progress over time.
- 8.3 The program staff provide families with information about how assessment is used by the program. This information includes:
- The purpose and use for which an assessment is designed and its programmatic purpose and use.

- b. The interpretations of the results and their meaning in terms of future learning opportunities for their child.
 - c. The way teaching staff or others have been trained to use assessment procedures and interpret results as well as the conditions under which the child will be assessed (e.g., group size, time constraints, familiarity with adults involved).
 - d. Access to or information about the specific instruments used.
- 8.4 The program has a written plan and description of practices for implementing a child assessment system that is aligned with the RI Early Learning Standards and program curriculum. For kindergartens, the child assessment system is aligned with applicable Rhode Island Department of Elementary and Secondary Grade Level Expectations (GLEs). The plan also includes:
- a. Timelines associated with assessments that occur throughout the year
 - b. Procedures to keep individual child records confidential
 - c. Ways to involve families in planning and implementing assessments and
 - d. Methods to effectively communicate assessment information to families.
- 8.5 The program provides teachers with adequate time and classroom support to successfully implement a system of authentic assessment.
- 8.6 The program collaborates with Child Outreach programs to screen children annually.
- 8.7 Families have ongoing opportunities to share the results of observations from home to contribute to the assessment process and the identification of goals for the child.
- 8.8 The program makes provision for teachers, families and relevant specialists to have regular opportunities to participate in two-way communication conferences to discuss each child's progress, accomplishments, difficulties in the classroom and at home as well as to plan learning activities. This includes providing family members with information, either verbally or in writing, about their child's development and learning on at least a quarterly basis, with written reports at least two times a year as part of the parent conferences.
- 8.9 The program has a system that supports teaching staff in developing competencies in child assessment.
- 8.10 The program uses child assessment to:
- a. Ascertain the degree to which the program is attaining desired child outcomes and goals for children.
 - b. Identify patterns and trends across the program.
 - c. Inform the program's improvement plan and professional development of staff.

Classroom Level

Classroom level child assessment practices emerge from the written program level assessment plan and are used to:

- 1. Monitor children's development and learning.
 - 2. Inform curriculum and decision-making.
 - 3. Identify children who might benefit from additional supports and/or special services.
 - 4. Communicate with families and other authorized parties.
- 8.11 Teachers assess the developmental progress of each child in the eight RI Early Learning Standards domains, using assessment data from natural classroom environments and situations consistent with children's cultural, language and everyday experiences.

- 8.12 Teachers conduct child assessments as an integral part of the program to support children's learning. They use a variety of methods such as observations, interactions with children, checklists, rating scales, photographs, work samples, and family input.
- 8.13 The assessment methods used are
- Sensitive to and informed by family culture, experiences, children's abilities and disabilities, and home language
 - Are meaningful, accurate, and objective
 - Are used in settings familiar to the children
- 8.14 Teachers have a system to help manage and organize the collection of assessment information for each child (Example: child portfolio system).
- 8.15 Teachers use child assessment information to:
- Identify children's strengths, learning styles and developmental levels.
 - Inform classroom instruction, make sound decisions about individual and group curriculum content, teaching approaches, personal interactions, and guide the design of the children's learning environment.
 - Identify children who might benefit from additional supports and/or special services.
 - Share information on each child's progress with families and other authorized parties.

Standard Nine: Differentiated Teaching and Learning

Programs have a written plan that describes program practices for supporting the learning of each child based on their individual developmental levels, learning styles and interests.

Program Level

- 9.1 The program has a written philosophy statement and written plan describing how the program supports each child's unique learning style, individual growth and development, and interests.
- 9.2 The program has a system that supports teaching staff in developing competencies for implementing differentiated teaching and learning practices to enhance each child's learning and development.
- 9.3 The program's written plan guides teaching staff in using a variety of instructional strategies and multi-level learning opportunities based on the assessment of each child's developmental levels, learning styles, and interests.
- 9.4 The program's written plan describes a process for serving children with disabilities in inclusive settings and accessing appropriate special education services for children with suspected and diagnosed disabilities.

Classroom Level

At the classroom level, differentiated teaching and learning emerges from the program's written plan that guides teachers in designing and implementing a variety of instructional strategies and multilevel opportunities to support children's development.

- 9.5 Teaching staff use ongoing, authentic assessments to inform the implementation of classroom practices that reflect each child's developmental level, learning style, and interests in each RI Early Learning Standards domain of learning.
- 9.6 Teaching staff promote children's learning by responding to their need for and interest in practicing emerging skills by providing children choice and enhancing and expanding activities that children repeatedly choose.

- 9.7 Children are provided with multiple options and opportunities for learning and demonstrating what they have learned.
- 9.8 Teaching staff utilize multi-level learning opportunities and a variety of instructional strategies to support children's development.
- 9.9 Teaching staff interact with children in ways that are sensitive and responsive to differing abilities, temperaments, activity levels, culture and cognitive and social developmental levels.
- 9.10 Teachers, families, and other professionals work as a team to develop, document and implement a plan for each child that supports his or her inclusion and success.
- 9.11 For children requiring special education services, teaching staff shall collaborate with special education professionals and families to support children with disabilities to succeed in inclusive environments and ensure each partner has access to necessary information and supports for appropriate services.

Standard Ten: Family Engagement

The program has a written plan that describes program practices for communicating with and involving family members as partners in their child's education and in program decision-making. Family members include adults and children significant in the child's daily life who influence the child and support their learning.

Program Level

- 10.1 The program level written plan delineates the expectation that all teaching staff engage families in the education of their child. The program level written framework describes the opportunities for families to be involved in program decision-making (e.g. advisory groups) and delineates the expectation that all teaching staff engage families in the education of their child.
- 10.2 Families are encouraged to take on leadership roles and are actively involved in decision-making opportunities.
- 10.3 The program uses a variety of methods to engage families in active two-way communication on an ongoing basis such as new family orientations, small group meetings, individual conversations, notes between program and home and written questionnaires.
- 10.4 The program shall be open to families for observation and visits whenever the program is in operation.
- 10.5 The program implements activities to facilitate the transition of children and families including:
 - a. Opportunities for the child and parent to visit the program one or more times prior to enrollment.
 - b. Activities to support internal transitions within the program, e.g., from class to class, during program enrollment.
 - c. Strategies to support families with their transitions to other programs or schools at the end of enrollment. These strategies may include providing basic general information on future program options, enrollment procedures and practices, and opportunities for program visitation.
- 10.6 The program actively seeks and utilizes input from families in the following areas:
 - a. Establishing or refining program philosophies, long-term goals and short-term objectives.
 - b. Conducting program assessment and evaluation.
 - c. Designing family engagement opportunities.
 - d. Establishing strategies to ensure that the program remains relevant to the values, culture, identity and home language.

- e. Creating a physical environment that is welcoming to families.
- 10.7 The program plans and implements a wide variety of opportunities for families to be engaged in their child's education both within the program and in the family's home.
- 10.8 The program makes efforts to accommodate families with special needs and circumstances so that they can take full advantage of family engagement opportunities.
- 10.9 The program has a system that supports teaching staff in developing competencies to enhance families' involvement in the program and in their child's learning and development.

Classroom Level

Classroom level family engagement emerges from the program level written plan as it is translated into individual teacher and staff practices with families.

- 10.10 Teaching staff implement intentional practices designed to foster strong reciprocal relationships with families from the first contact and maintain them over time.
- 10.11 Teaching staff communicate with families to gather information about their child's interests, approaches to learning and developmental needs, and to learn about their concerns and goals for their children. This information is incorporated into ongoing classroom planning.
- 10.12 Teaching staff collect information from individual families for use in designing family engagement opportunities appropriate to their interests and circumstances.
- 10.13 Teaching staff communicate with families in a variety of ways on at least a weekly basis regarding children's activities and developmental milestones, shared caregiving issues, and other information that affects the well-being and development of their children.
- 10.14 Teaching staff plan and implement a continuum of opportunities so that families:
 - a. Know what young children should know and be able to do as articulated in the RI Early Learning Standards.
 - b. Recognize how standards-based programs support their child's learning.
 - c. Understand and embrace the positive role that parents play in supporting their child in learning at home and in the program.
- 10.15 Teaching staff use a variety of resources to communicate with families who speak languages different from their own and, whenever possible, provide information for families in their primary language.

**IV. STATE LAW (RIGL 16-48) RELATED TO
EDUCATIONAL SERVICES TO VERY YOUNG CHILDREN**

CHAPTER 16-48: EDUCATIONAL SERVICES TO VERY YOUNG CHILDREN

SECTION

- 16-48-1. Applicability
- 16-48-2. Establishment and operation of schools and programs
- 16-48-3. Rules and Regulations
- 16-48-4. Enforcement
- 16-48-5. Revocation of approval
- 16-48-6. Penalty

16-48-1. Applicability. -- This chapter shall pertain to private nursery schools and such other regular programs of educational services to children between the ages of two (2) years, eight (8) months and six (6) years of age where such schools and programs operate one or more sessions daily. It does not include bonafide kindergarten and nursery classes which are part of a non-public elementary school system.

16-48-2. Establishment and operation of schools and programs.

- (a) No person, unincorporated society, association, or corporation desiring to operate a school or program as defined in this chapter shall be permitted to establish and maintain such a school or program unless and until an application has been filed with the Commissioner of Education and suitable provision has been made to fulfill such minimum requirements of adequate faculty, health, safety, sanitation, site, physical plan, educational program and such other standards as may be established through rules and regulations promulgated by the Commissioner of Education. Upon satisfactory compliance with the standards as established by the Commissioner of Education, along with the certification by the appropriate fire, health and building inspectors, such school or program shall be approved for a period of one year, which approval shall require renewal unless sooner revoked by said Commissioner for cause.
- (b) Upon application to establish a school or program as defined in this chapter or to renew the application, the applicant will submit the names of its owner, officers, and employees. The commission may request the bureau of criminal identification of the state police to conduct a nationwide criminal records check of the owners, officers, and employees of the school or program and the bureau of criminal identification of the state police will conduct criminal records checks on request. To accomplish nationwide criminal records checks, the commissioner may require owners, officers, and employees of the schools or programs to be fingerprinted by the bureau of criminal identification of the state police. The commissioner may examine these criminal records checks to aid in determining the suitability of the applicant for approval or renewal of approval.

16-48-3. Rules and Regulations. -- The Commissioner of Education shall make all necessary rules and regulations as he shall deem necessary or expedient, in conformity with the provisions of this chapter and not contrary to law, for the necessary accreditation of the schools and programs, and he shall do all things and perform all acts necessary to enforce the provisions of this chapter.

16-48-4. Enforcement -- It shall be the duty of the Commissioner of Education to prosecute any person, firm or corporation violating the provisions of this chapter, and the director of said department or any duly authorized agent thereof may make complaint for the violation of the provisions of said chapter, and such director or such agent making such complaint shall not be required to give surety for the payment of cost.

16-48-5. Revocation of approval. -- The Commissioner of Education may revoke or refuse to renew the approval of any nursery school or program so approved upon reasonable notice to such school authorities and/ provided further that a hearing on such revocation shall be afforded such parties. Grounds for revocation or refusal to renew shall include: failure to maintain standards; refusal to submit proper reports or records; refusal to admit authorized representatives of the department; furnishing or making misleading or false statements of reports; failure to maintain adequate financial resources; or for

any other cause which, in the opinion of the Commissioner, may be detrimental to the health/ education, safety/ or welfare of the children involved.

16-48.6. Penalty. -- Every person who violates any of the provisions of this chapter by conducting such a school or program without first having obtained approval as herein provided or who shall refuse to permit a reasonable inspection and examination of such a facility as herein provided or who shall intentionally make any false statements or reports to the Commissioner of Education or his agents with reference to the matters contained herein or who conducts such facility after approval has been revoked or suspended, shall, upon conviction of the first offense be imprisoned for a term not exceeding six (6) months or be fined not exceeding one hundred dollars (\$100.00) for each week that such facility shall have been maintained without approval, and on the second or subsequent offense shall be imprisoned for a term not exceeding (1 year) or be fined not exceeding five hundred dollars (\$500.00) for each week that such facility shall have been maintained without approval or both such fine and imprisonment.

CHAPTER 16-48.1: CERTIFICATION OF PERSONNEL PROVIDING EDUCATIONAL SERVICES TO VERY YOUNG CHILDREN

SECTION

16-48.1-1. Definitions

16-48.1-2. Qualification

16-48.1-3. Employment background checks

16-48.1-4. Criminal records checks -- Operations

16-48.1-5. Criminal records check -- Employee

16-48.1-6. Prior criminal records checks

16-48.1-7. Rules and regulations

16-48.1-8. Destruction of fingerprint records

16-48.1-1. Definitions. --

(1) . The term "commissioner"^{ll} means the commissioner of elementary and secondary education or the designee of the commissioner.

(2) The term "person"^{ll} when used to describe the owner or operator of a facility which must be licensed or registered with the commissioner includes individuals, associations, and corporations.

16-48.1-2. Qualification. -- Notwithstanding any other provisions of law to the contrary/ any person seeking to operate or seeking employment in any facility covered under § 16-48-1, if the employment involves supervisory or disciplinary power over a child or children or involves frequent and routine contact with a child or children without the presence of other employees, shall undergo an employment background check and criminal records check as provided for in this chapter. The commissioner may by rule identify those positions requiring background checks and criminal record checks.

16-48.1-3. Employment background checks. -- Any person seeking to operate a facility covered under § 16-48-1 will submit an affidavit to the commissioner providing information relating to individual employment history as shall be required by rule promulgated by the commissioner. Any person operating a facility covered under § 16-48-1 shall require all persons seeking employment, if the employment involves supervisory or disciplinary power over a child or children or involves routine contact with a child or children without the presence of other employees, to execute a similar affidavit prior to employment and will maintain the affidavit on file subject to inspection by the commissioner. Failure to require the affidavit or failure to maintain the affidavit on file will be prima facie grounds to revoke the authority of the facility to operate.

16-48.1-4. Criminal records checks -- Operations. -- Any person seeking to operate a facility covered under § 16-48-1 shall apply to the bureau of criminal identification of the state police or the local police department for a nationwide criminal records check. The check will conform to the applicable federal standards including the taking of fingerprints to identify the applicant. The commissioner will determine by rule those items of information appearing on a criminal records check which constitute disqualifying information because the information would indicate that the operation or, in the case of an employee, the

employment could endanger the health or welfare of a child or children. Upon the discovery of any disqualifying information with respect to a proposed operator, the bureau of criminal identification of the state police or the local police department will inform the commissioner in writing of the nature of the disqualifying information.

16-48.1-5. Criminal records check -- Employee. -- Any person seeking employment/ if the employment involves supervisory or disciplinary power over a child or children or involves routine contact with a child or children without the presence of other employees, in any facility covered under § 16-48-1 shall, after acceptance by the employer of the affidavit required by § 16-48.1-3, apply to the bureau of criminal identification of the state police or the local police department for a nationwide criminal records check. The check will conform to applicable federal standards including the taking of fingerprints to identify the applicant. Upon the discovery of any disqualifying information as defined in accordance with the rule promulgated by the commissioner, the bureau of criminal identification of the state police or the local police department will inform the applicant, in writing, of the nature of the disqualifying information. In addition, the bureau of criminal identification of the state police or the local police department will inform the employer, in writing, without disclosing the nature of the disqualifying information, that an item of disqualifying information has been discovered. In those situations in which no disqualifying information has been found, the bureau of criminal identification of the state police or the local police department will inform both the applicant and the employer, in writing, of this fact. The employer will maintain on file, subject to inspection by the commissioner, evidence that the criminal records checks have been initiated on all employees seeking employment after August 1, 1985/ and the results of the checks. Failure to maintain that evidence on file will be prima facie grounds to revoke the license or registration of the operator of the facility. It will be the responsibility of the bureau of criminal identification of the state police or the local police department to conduct the nationwide criminal records check pursuant to this section. The nationwide criminal records check will be provided to the applicant for employment without charge.

16-48.1-6. Prior criminal records checks. -- If an applicant for employment has undergone a nationwide criminal records check pursuant to § 16-48.1-4 within eighteen (18) months of an application for employment, then an employer may request from the bureau of criminal identification of the state police or the local police department a letter indicating if any disqualifying information was discovered. The bureau of criminal identification will respond by stating if an item of disqualifying information was discovered without disclosing the nature of the disqualifying information. The letter may be maintained on file to satisfy the requirements of § 16-48.1-4.

16-48.1-7. Rules and regulations. -- The commissioner is authorized to promulgate rules and regulations to carry out the intent of this chapter.

16-48.1-8. Destruction of fingerprint records. -- At the conclusion of any background check required by this chapter, the state police or the local police department will promptly destroy the fingerprint card of the applicant.

APPENDIX 8

The Rhode Island Workforce Knowledge and Competencies for Early Care Educators

For Teachers and Teacher Assistants Who Work With Children Birth Through Age 5 and Their Families in a Classroom Setting

Last Updated 9/20/2011

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FORBIDDEN

Introduction

Welcome

Welcome to the first published edition of the Rhode Island Workforce Knowledge and Competencies for Early Care Educators. This document is intended for teachers and teacher assistants who work with children birth through age 5 and their families in a classroom setting. The Rhode Island Workforce Knowledge and Competencies for Early Care Educators articulate the essential skills and knowledge that educators who work with young children in a classroom setting need to know, understand, and be able to do to promote young children's healthy development and learning. They are designed for many purposes including, but not limited to: 1) supporting an educators individual professional development efforts, 2) helping program administrators' articulate educator job expectations and design evaluation processes for staff and 3) guiding higher education and professional development providers on the creation of curricula for college courses and educator training offered in the community. This publication is designed to be a practical and living document. We hope that you find it useful and that you will contribute to the ongoing refinement of core knowledge and competencies for early care educators in our state.

Rationale and Purpose

Research shows that high-quality early childhood education produces substantial long-term educational, social, and economic benefits with the largest benefits for children occurring when teachers are professionally prepared and adequately compensated. Furthermore, the knowledge and skills required of an effective early education educators have increased as science has revealed more about the capabilities of young children, how they learn best, and the importance of early learning for later school success¹. Therefore it is essential that a core component of Rhode Island's efforts to build a high quality early learning system is a highly qualified workforce with access to a high quality professional development system.

At the foundation of this system is the knowledge base of theory and research that underlies practice, *often referred to as core knowledge and competencies*. In the United States, over 30 states have published core knowledge and competencies as a foundation of their professional development systems. Rhode Island's early education leaders recognize that our workforce must have access to a professional development system designed to build competencies that are linked to child outcomes.

The Rhode Island Workforce Knowledge and Competencies for Early Care Educators are intended to be used by a variety of stakeholders. They will:

- be used by Rhode Island's **early education leaders** as a framework for developing a state-wide professional development system;

¹ Better Teachers, Better Preschools: Student Achievement Linked to Teacher Qualifications Issue 2 / Revised December 2004, W. Steven Barnett, National Institute for Early Education Research.

- help teacher and teacher assistants focus on critical areas of professional development and recognize their own areas of exceptional skill and expertise.
- help teacher and teacher assistants with the creation and implementation of their own personalized professional development plans.
- help program administrators articulate job expectations including performance-based job descriptions and evaluation processes.
- support program administrators with hiring staff and guide prospective and current staff in their own professional growth.
- guide higher education and professional development providers with the creation of curricula for college courses and professional development opportunities offered in the community.
- help families identify best practices and select high-quality programming for their children.
- serve as an advocacy tool for designing programming and for guiding policy makers.

Alternate Pathways and the Child Development Associate Certificate (CDA)

The Rhode Island Workforce Knowledge and Competencies for Early Care Educators are meant to serve as the foundation for developing a future high-quality professional development system that will better prepare early care and education providers for their challenging roles. Rhode Island recognizes that thousands of early childhood professionals have used other pathways to attain the knowledge and competencies needed to keep pace with the evolving early childhood field and intends to support a system where these alternate pathways are recognized and whenever appropriate, translated into college credit that can be applied towards future degrees.

The Child Development Associate (CDA) credential is one example of a pathway that for many has not resulted in college credits. As the new professional development system is implemented, we will want to determine how that experience, combined with a demonstration of competency, can be translated into higher education credits so that these individuals are appropriately represented on the career pathway.

Organization

To navigate the Rhode Island Workforce Knowledge and Competencies for Early Care Educators, it is helpful to understand how they are organized. Below is an explanation of the career lattice, Bloom's Taxonomy, and the six domains that were used as organizers in developing the Core Knowledge and Competencies Framework.

The Teacher and Teacher Assistant Career Pathway

The Career Pathway for both the teacher and teacher assistant role specifies the formal education, experience, professional development and professional activities that correspond with an educator who is at each level. For the purposes of this document, "teacher" is defined as an individual primarily responsible for planning and implementing the educational program in an early childhood classroom and "teacher" assistant is defined as an individual who assists the teacher in planning and implementing the educational program in an early childhood classroom. Educators progress from one level to

another through a combination of formal study, experience and professional development. Level I correspond with Rhode Island’s minimal expectations for teachers and teacher assistant. The teacher career pathway can be found on page 11 and the teacher assistant career pathway can be found on page 49.

Bloom’s Taxonomy

Like many core competency documents across the country, Rhode Island’s core knowledge and competencies use an interpretation of Bloom’s Taxonomy as a guide for how knowledge and skill should deepen over the levels. As the competencies become more complex across the levels, the language of those competencies changes to reflect deeper and more critical reflection and practice. Early stages correspond with foundational knowledge and understanding in a particular area while the more advanced stages progress from basic knowledge and understanding to application of that knowledge and eventually to analysis, synthesis and evaluation. At the highest level of competency, professionals are critically reflecting on their knowledge, solving problems, mentoring and advocating for change.

OUR ADAPTATION OF BLOOM’S TAXONOMY	
<p>LEVEL 4: Analysis, Synthesis and Evaluation</p>	<p>Can critically reflect on knowledge and application, bringing together the knowledge in new combinations, thinking creatively about the knowledge to solve new problems and work to change policies and practices that are not aligned with best practice.</p>
<p>LEVEL 3: Nuanced Application and Some Analysis</p>	<p>Can apply content knowledge and information in increasingly nuanced ways. Begins to compare, contrast and experiment.</p>
<p>LEVEL 2: Application</p>	<p>Can apply content knowledge and information in the classroom setting.</p>
<p>LEVEL 1: Knowledge and Understanding</p>	<p>Can name, recognize, recall information and understand its content.</p>

The Six Domains

Rhode Island’s core competencies for teachers and teacher assistants are organized into six domains important to the profession. Each domain has a number of sub-headings. Although the domains are presented individually, all domains are intrinsically interrelated and interdependent. They are worded so they can be measured or demonstrated. These domains include:

1. Health, Safety, and Wellness
2. Family Engagement
3. Development and Learning
4. Curriculum
5. Observation and Assessment
6. Professionalism

Each of the six domains contains several skill levels that range from the skills and knowledge of a beginning practitioner to the more advanced skills and knowledge possessed by a more advanced professional. With these frameworks as organizing devices, the competencies become more complex across the four levels reflecting what the individual should know and be able to do at each corresponding level. The core competency levels are also cumulative for each category. In other words, someone working at a Level III in any given competency area should have the core competencies identified for Levels I and II in that area.

NAEYC

In addition, the teacher core competencies for Level 3 (generally teachers with a Bachelor's degree) were intentionally aligned with the 2010 National Association for the Education of Young Children (NAEYC) standards for Early Childhood Professional Preparation Program. The NAEYC standards are used by institutes for higher education to design early childhood teacher preparation programs. They are also used to inform requirements for: credentialing early childhood teachers, accreditation of programs, state approval of early childhood teacher education programs and articulation agreements between various professional development programs. Therefore, it is important that Rhode Island's core competencies for teachers align appropriately with the NAEYC standards.

Background, History and Process

In 2001-2002 there was a comprehensive, grass-roots effort, with broad representation from all areas of early care and education (ECE) and youth development (YD) that created the June 2003 draft version of Rhode Island's core competencies. In the fall of 2007, a committee was brought together by DHS/Childspan to revise the June 2003 draft in light of changes in the field such as new trends, new regulations, and ongoing development of state initiatives, e.g. Rhode Island Early Learning Standards (RIELS), BrightStars, and new NAEYC DAP guidelines. The committee composition was recommended by DHS and was comprised of representatives from major stakeholders such as RIDE, Higher Education, DCYF, Department of Health, ECE providers including Center-based and Family Child Care, BrightStars, and representatives from the Afterschool and Youth Development field. This group began that work by making several significant design changes including:

- Separating out competencies for center-based, family child care, and school age workforces
- Separating out competencies for teachers, teacher assistants, education coordinators, and administrators
- Shifting the lattice from six levels to four
- Aligning the competencies with Bloom's Taxonomy

With this new framework, the group developed a four level Career Lattice and drafted several domains for center-based teachers including, health, safety and wellness, child development and learning and curriculum. Unfortunately, due to resource constraints, the group needed to stop the work in late 2008. However, in 2010, DHS received CCDBG ARRA funding² which it allocated to completing the core competencies. Under RIDE leadership, a new work group was established in May 2010 and was comprised of state agency leaders, professional development providers, higher education, and early care and education providers (see Appendix A for a list of work group members). This team has worked to finish the Teacher competencies and is now seeking public feedback on their work.

² The funding must be used by September 30, 2011

SECTION A: Rhode Island Core Competencies for Early Care and Education Teachers

who work with children birth through age 5 and their families in a classroom setting

Last Updated 9/20/2011

Section A: Outline

1. Teacher Career Lattice

2. Health, Safety, and Wellness

- a. Knowledge of State and Federal Regulations
- b. Safety and Emergency Procedures
- c. Health
- d. Food and Nutrition

3. Family Engagement

- a. Creating Respectful, Reciprocal Relationships with Families
- b. Engaging Families in Their Children's Development and Learning
- c. Utilizing Community Resources to Support Families

4. Development and Learning

- a. Child Development
- b. Influences on Development

5. Curriculum

- a. Content
- b. Process
- c. Teaching and Facilitating
- d. Context
- e. Building Meaningful Curriculum

6. Observation and Assessment

- a. Knowledge of Early Childhood Assessment
- b. Conducting Developmentally Appropriate Authentic Assessments
- c. Conducting Formal Assessments
- d. Practicing Responsible Assessment
- e. Gathering Assessment Information from Multiple Sources Using a Variety of Methods
- f. Documenting Assessment Information
- g. Using Assessment Information in Curriculum Planning
- h. Communicating Assessment Information

7. Professionalism

- a. Foundations: Identifying and Involving Oneself with the Early Care and Education Profession
- b. Ethical Standards and Professional Guidelines
- c. Valuing Diversity
- d. Advocating for Children, Families and the Profession
- e. Commitment to Ongoing Professional Development

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Teacher Career Pathway

	Level I	Level II	Level III	Level IV
Formal Education	12 credit hours in Early Childhood Education (ECE) ³	AA in Early Childhood Education (ECE) OR 24 credits in Early Childhood Education (ECE)	Bachelor's Degree in addition to or including 30 credits in Early Childhood Education (ECE) Has RI Early Childhood Certification PreK - 2 (includes Bachelor's Degree)	Master's Degree in Early Childhood Education. OR Bachelor's Degree in Early Childhood Education and 12 graduate credits in Early Childhood Education (ECE).
Experience	Minimum of 1 year of relevant experience (may include fieldwork or practicum)	Minimum of 1 year of supervised instructional experience	Minimum of 2 years of supervised instructional experience	Minimum of 3 years of supervised instructional experience
Relevant Professional Development/Credentials	Minimum of 20 hours/year of professional development in the workforce core knowledge and competencies completed within past two years OR Credit hours in Early Childhood Education (ECE)	Practitioner portfolio Minimum of 20 hours/year of professional development in the workforce core knowledge and competencies completed within past two years OR Credit hours in Early Childhood Education (ECE)	Practitioner portfolio Minimum of 20 hours/year of professional development in the workforce core knowledge and competencies completed within past two years OR Credit hours in Early Childhood Education (ECE)	Practitioner portfolio Minimum of 20 hours/year of professional development in the workforce core knowledge and competencies completed within past two years OR Credit hours in Early Childhood Education (ECE) Additional formal education
Professional Activities		Membership in professional organization related to <u>Early Childhood Education (ECE)</u>	Membership in professional organization related to <u>Early Childhood Education (ECE)</u> Participation in at least one state, regional, or national conference via attendance, planning or presentation OR Participation in community or state coalition related to early care and education	Participation in at least one state, regional, or national conference via attendance, planning or presentation OR Participation in community or state coalition related to early care and education Teacher mentor activities

³ If you completed a Child Development Associate (CDA) credential that resulted in college credits, those credits would apply towards your formal education. If you completed a CDA that did not result in college credits, your CDA hours would apply to the professional development and credentials section.

Teacher Core Competency Domain 1: Health, Safety, and Wellness

Last Updated 9/20/2011

Young children's physical and emotional health and safety is vital for fostering competence in all developmental areas. Early Care and Education professionals must understand and be able to ensure children's safety, promote sound health and dental practices and recognize and respond to child abuse and neglect. They must also be competent in preparing for and handling emergencies.

TEACHER DOMAIN 1: HEALTH, SAFETY AND WELLNESS

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Knowledge of State and Federal Regulations	<p>Understands the purpose of and follows state and federal regulations including, but not limited to:</p> <ul style="list-style-type: none"> • Administration of medication • Infant and Child CPR and First Aid training • Fire and disaster drills • Abuse and neglect • Communicable disease • Staffing ratios 	<p>Communicates information pertaining to safety standards to families.</p>		
Safety and Emergency Procedures	<p>Routinely practices emergency plans and drills (e.g. fire, weather-related and lockdown) including safety procedures for children with disabilities.</p> <p>Understands ratio requirements and alerts appropriate parties when they are not met.</p> <p>Monitors and maintains safety in all areas, both indoors and outdoors, including condition of equipment and materials and the identification and removal of potential hazards.</p> <p>Actively supervises children and teaches age appropriate safety precautions and rules to children to ensure safety both indoors and outdoors.</p> <p>Follows recommended guidelines to prevent Sudden Infant Death Syndrome (SIDS), when serving infants.</p>		<p>Analyzes learning environments regularly to provide a safer learning environment for children.</p>	<p>Analyzes and critiques established safety procedures and makes recommendations for change, as necessary.</p>

TEACHER DOMAIN 1: HEALTH, SAFETY AND WELLNESS (cont'd)

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Health	<p>Understands program policies and practices regarding children's health and safety status. health and individual children's health status.</p> <p>Practices, models, supports and assists children in appropriate hygiene techniques including hand washing, teeth brushing, toileting and diapering practices.</p> <p>Communicates with families about program policies and practices regarding health and individual children's health status.</p> <p>Understands indicators of child maltreatment, follows program policies regarding documentation and notification and performs responsibly as mandated reporter for child abuse and neglect.</p> <p>Understands the signs and symptoms of common childhood illnesses and notifies appropriate program personnel and/or families as appropriate while ensuring the comfort and care of the child and other children.</p> <p>Recognizes and seeks to understand culturally influenced health practices of children.</p> <p>Follows policy and procedures for infection control and universal precautions.</p>			<p>Articulates, analyzes, evaluates and applies current theory, research and policy on children's health.</p> <p>Advocates for program policies and procedures that affect the nutritional welfare within the school community.</p>

TEACHER DOMAIN 1: HEALTH, SAFETY AND WELLNESS (cont'd)

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Health (cont'd)	<p>Knows individual children's allergies and other health needs and monitors compliance with requirements indicated by parents or a medical professional.</p> <p>Establishes an environment where children can sleep without disturbance.</p>			
Food and Nutrition	<p>Understands that the nutritional needs of infants, toddlers and preschoolers are unique to their development.</p> <p>Maintains appropriate communication systems with families regarding eating habits and food intake.</p> <p>Ensures that policies regarding allergies and family food restrictions are followed.</p> <p>Respectfully communicates with families about food restrictions and special needs.</p> <p>Respectfully communicates with families regarding family preferences and cultural influences on food and eating habits.</p> <p>Understands and utilizes developmentally appropriate practices which support healthy eating habits for infant, toddlers and preschoolers.</p> <p>Joins children for meals and snacks and models healthy eating habits with infant, toddlers and preschoolers.</p>	<p>Provides families with information about nutrition and food appropriate for children.</p>	<p>Observes children during mealtime to learn about individual eating preferences and uses observations to inform menus, meal schedules and communication with families.</p> <p>Recognizes symptoms and behaviors of children that signal possible nutritional need or feeding/eating concerns.</p>	<p>Articulates, analyzes, evaluates and applies current theory, research and policy on nutrition.</p> <p>Advocates for program policies and procedures that affect the health status of the school community.</p>

TEACHER DOMAIN 1: HEALTH, SAFETY AND WELLNESS (cont'd)

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Food and Nutrition (cont'd)	<p>Recognizes potential health hazards in meals (choking, allergies, etc.) and takes steps to avoid them.</p> <p>Practices safe food handling, follows general sanitation practices and maintains sanitary environments.</p>			

Teacher Core Competency Domain 2: Family Engagement

Last Updated 9/20/2011

Early childhood professionals understand the roles that family members and others play in the lives of children and the importance of engaging them in their child's education. They understand that children and youth develop within the context of their family and that there are a myriad of different family structures and dynamics. They also demonstrate respect for the family role as the primary educator and advocate for the child and they know how to build relationships with families and utilize community resources to support and strengthen families.

Early childhood professionals respect and celebrate the diversity of languages, values, customs, attitudes, expectations, and traditions in the family of each child. They nurture the primary relationships between children and those who raise them and there is an awareness of and willingness to try to overcome barriers and address inequities. Language is used that can be understood by all.

Finally, early childhood professionals create meaningful opportunities for families to be actively engaged in their child's education by sharing relevant information about their child's development and learning, and engaging them in the program. They also help families of child with special needs obtain information and advocate for special services and help connect children and their families with community resources.

TEACHER DOMAIN 2: FAMILY ENGAGEMENT

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Creating Respectful, Reciprocal Relationships with Families				
Family systems	<p>Understands the complexity and dynamics of issues that affect family systems.</p> <p>Understands the relationship between family functioning and positive child outcomes.</p> <p>Respects and values the varying structures, languages, and cultures of children’s families.</p> <p>Demonstrates respect for the family role as the primary educator, advocate and “expert” on their own child and actively seeks their opinion and input.</p>	<p>Able to identify and respond effectively to emerging family issues.</p> <p>Seeks information from families regarding variations across cultures in terms of family strengths, expectations, values and child-rearing practices.</p> <p>Understands and believes in the capacity of the family to change during children’s growth and development and supports the change process.</p>		
Communication	<p>Creates opportunities for two way communication to build relationships with families based on mutual trust and understanding.</p> <p>Communicates information about the program in a family-friendly and culturally appropriate way.</p>	<p>Utilizes a range of techniques to communicate effectively with all families, specifically families with linguistic differences.</p>	<p>Provides meaningful, effective outreach to achieve a high level of family engagement.</p>	

TEACHER DOMAIN 2: FAMILY ENGAGEMENT (cont'd)

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Creating Respectful, Reciprocal Relationships with Families (cont'd)				
Professional Relationships	<p>Understands the characteristics of positive or appropriate relationships with families.</p> <p>Demonstrates and maintains positive and appropriate relationships with families.</p>		<p>Assesses relationships with individual families and employs creative strategies to maximize engagement with all families.</p>	<p>Articulates, analyzes, evaluates and applies current theory and research on developing relationships with families.</p> <p>Serves as a role model and mentor to others on developing positive relationships with families.</p>
Engaging Families in Their Children's Development and Learning				
Sharing Information with Families	<p>Shares knowledge of general child development with families.</p> <p>Communicates with families regarding children's daily activities, developing skills and accomplishments.</p> <p>Employs regular and ongoing opportunities to exchange information with families pertinent to their child's learning and development.</p>	<p>Utilizes conferences and other strategies to exchange information with families in an ongoing way about their child's development and learning.</p> <p>Begins to utilize information from families regarding variations across cultures in terms of family strengths, expectations, values and child-rearing practices in their teaching practice.</p>	<p>Consistently incorporates information from families into many aspects of classroom planning.</p>	

TEACHER DOMAIN 2: FAMILY ENGAGEMENT (cont'd)

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Engaging Families in Their Children's Development and Learning (cont'd)	<p>Creates and maintains a safe and welcoming environment for families, including providing a quiet space for families to nurse, soothe or comfort a child.</p> <p>Understands that meaningful opportunities for family engagement linked to children's learning goals, occur both in the classroom and at home.</p>	<p>Supports the parent role by providing relevant information about child development and learning and healthy attachment.</p> <p>Provides opportunities for family engagement both in the classroom and at home that build upon their families' strengths, skills, talents, interests and availability.</p> <p>Provides opportunities for family engagement both in the classroom and at home tied to established learning goals for children.</p>	<p>Consistently provides opportunities for families to be engaged in their child's education in a way that reflects cultural and linguistic differences.</p> <p>Evaluates and improves family engagement opportunities on a regular basis to meet the needs of current families.</p> <p>Designs and implements strategies for supporting the attachment relationships between parents and their child.</p>	<p>Applies creative strategies to overcome challenges in engaging families, including families from cultures and languages new to the community.</p> <p>Serves as a role model and mentor to others on involving families in their child's development and learning.</p>
	<p>Helps all families understand that integrating children with special education and health needs benefits all children.</p>	<p>Helps families obtain clear and understandable information about their children's special education and health needs.</p> <p>Helps families to advocate for special services, when necessary.</p>	<p>Involves and supports families in the development of IEPs, IFSPs and other individualized plans for children.</p>	<p>Collaborates with other service providers to ensure classroom-based comprehensive services to children and families; serves as an advocate for families when necessary.</p>
Working with Families of Children With Special Education and Health Needs				

TEACHER DOMAIN 2: FAMILY ENGAGEMENT (cont'd)

		LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Utilizing Community Resources to Support Families					
Community Resources	Is aware of resources within the program and surrounding community (e.g. early childhood special education, pediatricians, mental health services, health care, adult education, EL instruction, economic assistance, etc.).			Builds relationships with community organizations and their representatives to bring services to children and their families in the classroom. Works in partnership with families to respond appropriately to a range of family needs from informational to crisis intervention.	
Connecting Families with Resources	Recognizes when families may be in need of support.	Provides families with community resource information. Accesses community resources to communicate effectively with families from diverse backgrounds.	Facilitates/supports families in making connections to formal and informal community support.	Identifies gaps in services to families and advocates for needed services and resources.	

Teacher Core Competency Domain 3: Development and Learning

Last Updated 9/20/2011

Early childhood professionals recognize that experiences for any child in early care and education, regardless of the child's age, must include consideration of the child's developmental abilities, temperament, needs, and learning styles. Development includes several interrelated areas (physical, cognitive, social/emotional) that influence each other and develop simultaneously. Early care and education professionals recognize that the developmental process typically proceeds in predictable steps and in recognized sequences.

In addition to typical development, professionals must take into account factors that influence the rate and style of development, including each child's unique temperament learning style and interests, environmental influences such as culture and ethnicity, home language, community characteristics, and short and long-term risk factors such as poverty, illness, changes in family structure and ability levels including the influence of disabilities and special needs. They embrace an inclusive philosophy, where all children are individually valued and believe that an inclusive environment benefits children with and without special needs.

TEACHER DOMAIN 3: DEVELOPMENT AND LEARNING

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Child Development				
<i>General Knowledge of Domains, Stages, and Milestones</i>	<p>Understands that each child's development typically proceeds in a predictable and recognizable sequence.</p> <p>Understands that children's development includes several inter-related domains (physical, cognitive, social/emotional) that influence each other and develop simultaneously.</p> <p>Understands that it is typical for each child to develop differently across developmental domains.</p> <p>Recognizes the major developmental milestones of children.</p>	<p>Uses knowledge of child development in order to provide developmentally appropriate and engaging experiences and interactions.</p> <p>Understands current research regarding the importance of early experiences on the development of the brain.</p>	<p>Consistently applies an understanding of child development in order to provide appropriate and engaging experiences and interactions.</p> <p>Comprehends and applies major child development theories and understands the interrelationships across developmental domains.</p>	<p>Articulates, analyzes, evaluates, and applies current theory and research on child growth and development and applies that knowledge to one's practice.</p>
<i>Fostering Healthy Attachment and Relationships</i>	<p>Understands process of attachment as it relates to the continuity of care and the growth and development of children.</p>	<p>Uses knowledge of healthy attachment theory to support children's personal connections with adults and peers and preparation for separation e.g. during changes in staffing patterns and prolonged absences.</p>		<p>Advocates for continuity of care within the classroom and program to ensure that children are able to form a relationship with a consistent caregiver.</p>

TEACHER DOMAIN 3: DEVELOPMENT AND LEARNING (cont'd)

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Influences on Development				
<i>Individual Needs and Differences</i>	<p>Understands and values that each child has unique characteristics including developmental levels, learning styles, temperament and interests</p> <p>Recognizes infants' /toddlers' individual schedules/preferences and uses that knowledge when planning daily routines and interactions.</p>	<p>Understands individual differences in development, temperament, learning styles and interests and applies this information to interact with children in individual ways.</p>	<p>Applies knowledge of individual differences in development, temperament, learning styles and interests to adapt environments and experiences for individual children.</p> <p>Adapts program schedule, routines and experiences to meet needs of all children.</p>	<p>Articulates, analyzes, evaluates and applies current theory and research pertaining to children's development, learning styles and interests and applies that knowledge to one's practice.</p>
<i>Environmental Influences</i>	<p>Understands that there are multiple environmental influences including home language, culture and ethnicity, home environment, and community characteristics that may affect the pre- and post-natal development and learning of children in both positive and negative ways.</p>	<p>Begins to appropriately integrate knowledge of applicable environmental influences to promote children's development.</p>	<p>Seeks knowledge of environmental influences and utilizes that knowledge to adapt environments and learning experiences for individual children.</p>	<p>Analyzes, evaluates and applies current theory and research related to environmental influences and applies that knowledge to one's practice.</p>
<i>Risk Factors Impacting Children</i>	<p>Understands that children's development can be impacted by a myriad of short and long-term risk factors such as poverty, illness, changes in family structure, etc.</p>	<p>Applies knowledge of child development to identify and be responsive to the impact of risk factors on child development.</p>	<p>Identifies appropriate resources and services to address risk factors impacting children and partners with families to make appropriate referrals where needed.</p> <p>Learns and applies strategies to support children in overcoming the impact of</p>	<p>Analyzes, evaluates and applies current theory and research related to risk factors and applies that knowledge to one's practice.</p>

				risk factors in their lives.	
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	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Influences on Development (cont'd)				
Identified Special Needs	<p>Understands that there is a wide range of identified special needs across all areas of development.</p> <p>Understands that risk factors, developmental delays or disabilities may indicate a need for special services.</p> <p>Understands that there is a process of accessing services for children with special needs.</p> <p>Understands and values that an inclusive environment benefits children with and without special needs.</p> <p>Follows specific requirements for children in their care with Individual Education Plans (IEPs), Individual Family Service Plans (IFSPs).</p>	<p>Welcomes children with special needs and employs practices that support an inclusive philosophy.</p> <p>Utilizes the appropriate resources and services for children with special needs.</p> <p>Begins to apply knowledge about individuals with special needs and makes accommodations and adaptations to ensure their inclusion.</p> <p>Collaborates with other significant adults in planning appropriate activities, routines and experiences for individual children with special needs.</p>	<p>Demonstrates knowledge of inclusive philosophy and understands the range of development in young children.</p> <p>Utilizes knowledge about individual children with special needs and consistently makes accommodations and adaptations to ensure their inclusion.</p> <p>Collaborates with team members and contributes to the development of Individualized Education Programs (IEPs) and Individualized Family Service Plans (IFSPs) that utilize recommended practices focusing on families' priorities and concerns as well as children's development and interests.</p> <p>Understands and participates in, as appropriate, the process to develop Individualized Education Programs (IEPs) and Individualized Family Service Plans (IFSPs).</p> <p>Collaborates with a multi-disciplinary team to develop and implement strategies for working together to benefit children with special needs.</p>	<p>Applies knowledge of inclusive philosophy to create a classroom community where all children are individually valued.</p> <p>Maintains current knowledge of relevant laws and emerging issues impacting children eligible for Early Intervention and special services.</p>

Teacher Core Competency Domain 4: Curriculum

Last Updated 9/20/2011

Early childhood professionals are able to design, implement and evaluate curriculum that promotes positive development and learning for each and every child through intentional learning experiences. They know and understand that curriculum for early care and education settings have four core components: content domains, process, context and teaching and facilitation. And they consider all four of these areas and their inter-relatedness when building meaningful curriculum.

Early childhood professionals know the learning standards within each of the eight content domains for early learning including approaches to learning, social and emotional development, language development and communication, literacy, mathematics, science, creativity and physical health and development. They know that each domain has various components that are important to pre-school curriculum as reflected in current literature. Early childhood professionals also think about how young children learn. They know that a child's development in each domain is sequential and dependent on a child's experiences and they also recognize that each child is unique and learns in a distinctive way. They use their knowledge of 1) the early learning standards, 2) current research, theory and best practice of how children learn and develop, 3) their own knowledge, 4) child assessment information and 5) the unique interests, strengths and needs of the children and families in the program to design, implement and evaluate meaningful challenging curriculum for each child.

Finally, they understand the importance of relationships and high-quality interactions in supporting successful learning and they provide a learning environment that is respectful, supportive, challenging and aesthetically pleasing which will have a positive impact on the whole child.

TEACHER DOMAIN 4: CURRICULUM

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Content				
<i>Approaches to Learning</i>	<p>Understands the learning goals (scope) and definitions of approaches to learning as outlined in the Rhode Island Early Learning Standards and/or Infant/Toddler guidelines (to be identified by the state.)</p> <p>Understands that development in the domain of approaches to learning is sequential and is dependent on infant, toddler and preschooler experiences.</p>	<p>Plans and implements intentional learning experiences designed to support what infants, toddlers and preschoolers should know, understand, and be able to do in the domain of approaches to learning.</p>	<p>Utilizes in-depth knowledge of the scope and sequence of learning goals in the area of approaches to learning to develop and implement a comprehensive, integrated curriculum aligned with Rhode Island Early Learning Standards and/or Infant/Toddler guidelines identified by the state.</p>	<p>Articulates, analyzes, and evaluates current theory and research pertaining to approaches to learning to expand and refine expectations for infants, toddlers and preschoolers and apply that knowledge to one's practice.</p>
<i>Literacy</i>	<p>Understands the learning goals (scope) and definitions of literacy as outlined in the Rhode Island Early Learning Standards and/or Infant/Toddler guidelines. (to be identified by the state)</p> <p>Understands that development in the domain of literacy is sequential and is dependent on infant, toddler and preschooler experiences.</p>	<p>Plans and implements intentional learning experiences designed to support what infants, toddlers and preschoolers should know, understand, and be able to do in the domain of literacy.</p>	<p>Utilizes in-depth knowledge of the scope and sequence of learning goals in the area of literacy to develop and implement a comprehensive, integrated curriculum aligned with Rhode Island Early Learning Standards and/or Infant/Toddler guidelines identified by the state.</p>	<p>Articulates, analyzes, and evaluates current theory and research pertaining to literacy to expand and refine expectations for infants, toddlers and preschoolers and apply that knowledge to one's practice.</p>

TEACHER DOMAIN 4: CURRICULUM (cont'd)

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Content (cont'd)				
Mathematics	<p>Understands the learning goals (scope) and definitions of mathematics as outlined in the Rhode Island Early Learning Standards and/or Infant/Toddler guidelines (to be identified by the state).</p> <p>Understands that development in the domain of mathematics is sequential and is dependent on infant, toddler and preschooler experiences.</p>	<p>Plans and implements intentional learning experiences designed to support what infants, toddlers and preschoolers should know, understand, and be able to do in the domain of mathematics.</p>	<p>Utilizes in-depth knowledge of the scope and sequence of learning goals in the area of mathematics to develop and implement a comprehensive, integrated curriculum aligned with Rhode Island Early Learning Standards and/or Infant/Toddler guidelines identified by the state.</p>	<p>Articulates, analyzes, and evaluates current theory and research pertaining to mathematics to expand and refine expectations for infants, toddlers and preschoolers and apply that knowledge to one's practice.</p>
Social/Emotional Development	<p>Understands the learning goals (scope) and definitions of social/emotional development as outlined in the Rhode Island Early Learning Standards and/or Infant/Toddler guidelines (to be identified by the state).</p> <p>Understands that development in the domain of social/emotional development is sequential and is dependent on infant, toddler and preschooler experiences.</p>	<p>Plans and implements intentional learning experiences designed to support what infants, toddlers and preschoolers should know, understand, and be able to do in the domain of social and emotional development.</p>	<p>Utilizes in-depth knowledge of the scope and sequence of learning goals in the area of social and emotional development to develop and implement a comprehensive, integrated curriculum aligned with Rhode Island Early Learning Standards and/or Infant/Toddler guidelines identified by the state.</p>	<p>Articulates, analyzes, and evaluates current theory and research pertaining to social and emotional development to expand and refine expectations for infants, toddlers and preschoolers and apply that knowledge to one's practice.</p>

TEACHER DOMAIN 4: CURRICULUM (cont'd)

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Content (cont'd)				
Language Development and Communication	<p>Understands the learning goals (scope) and definitions of language development and communication as outlined in the Rhode Island Early Learning Standards and/or Infant/Toddler guidelines (to be identified by the state).</p> <p>Understands that development in the domain of language development and communication is sequential and is dependent on infant, toddler and preschooler experiences.</p> <p>Understands that English Language Learners must have opportunities to progress in their home language as they are learning English.</p>	<p>Plans and implements intentional learning experiences designed to support what infants, toddlers and preschoolers should know, understand, and be able to do in the domain of language development and communication.</p> <p>Applies strategies in the classroom so that English Language Learners have opportunities to progress in their home language as they are learning English.</p>	<p>Works with children and their families, using community resources as needed, to maintain the child's home language.</p> <p>Incorporates researched-based individualized instruction designed to promote English language development of English Language Learners.</p>	<p>Articulates, analyzes, and evaluates current theory and research pertaining to language development and communication to expand and refine expectations for infants, toddlers and preschoolers and apply that knowledge to one's practice.</p>
Science	<p>Understands the learning goals (scope) and definitions of science as outlined in the Rhode Island Early Learning Standards and/or Infant/Toddler guidelines (to be identified by the state.)</p> <p>Understands that development in the domain of science is sequential and is dependent on infant, toddler and preschooler experiences.</p>	<p>Plans and implements intentional learning experiences designed to support what infants, toddlers and preschoolers should know, understand, and be able to do in the area of science.</p>	<p>Utilizes in-depth knowledge of the scope and sequence of learning goals in the area of science to develop and implement a comprehensive, integrated curriculum aligned with Rhode Island Early Learning Standards and/or Infant/Toddler guidelines identified by the state.</p>	<p>Articulates, analyzes, and evaluates current theory and research pertaining to science to expand and refine expectations for infants, toddlers and preschoolers and apply that knowledge to one's practice.</p>

TEACHER DOMAIN 4: CURRICULUM (cont'd)

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Content (cont'd)				
<i>Creativity</i>	<p>Understands the learning goals (scope) and definitions of creativity as outlined in the Rhode Island Early Learning Standards and/or Infant/Toddler guidelines (to be identified by the state).</p> <p>Understands that development in the domain of creativity is sequential and is dependent on infant, toddler and preschooler experiences.</p>	<p>Plans and implements intentional learning experiences designed to support what infants, toddlers and preschoolers should know, understand, and be able to do in the domain of creativity.</p>	<p>Utilizes in-depth knowledge of the scope and sequence of learning goals in the area of creativity to develop and implement a comprehensive, integrated curriculum aligned with Rhode Island Early Learning Standards and/or Infant/Toddler guidelines identified by the state.</p>	<p>Articulates, analyzes, and evaluates current theory and research pertaining to creativity to expand and refine expectations for infants, toddlers and preschoolers and apply that knowledge to one's practice.</p>
<i>Physical Health and Development</i>	<p>Understands the learning goals (scope) and definitions of physical health and development as outlined in the Rhode Island Early Learning Standards and/or Infant/Toddler guidelines (to be identified by the state)</p> <p>Understands that development in the domain of physical health and development is sequential and is dependent on infant, toddler and preschooler experiences.</p>	<p>Plans and implements intentional learning experiences designed to support what infants, toddlers and preschoolers should know, understand, and be able to do in the domain of physical health and development.</p>	<p>Utilizes in-depth knowledge of the scope and sequence of learning goals in the area of physical health and development to develop and implement a comprehensive, integrated curriculum aligned with Rhode Island Early Learning Standards and/or Infant/Toddler guidelines identified by the state.</p>	<p>Articulates, analyzes, and evaluates current theory and research pertaining to physical health and development to expand and refine expectations for infants, toddlers and preschoolers and apply that knowledge to one's practice.</p>

TEACHER DOMAIN 4: CURRICULUM (cont'd)

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Process				
<i>Play</i>	Understands that play is an important vehicle for learning in all domains.	Designs a learning environment and plans experiences that maximize play as a vehicle for learning.	Utilizes knowledge of children's interests, learning styles and stages of development to create meaningful play opportunities.	Continually analyzes and revises planned play experiences to deepen children's understanding of concepts.
<i>Interactions Between Children</i>	Understands that peer interactions support learning.	Facilitates developmentally appropriate interactions between children to support learning.	Evaluates interactions between children to identify opportunities to extend children's learning.	Evaluates and applies theory and current research about the importance of peer interactions in children's learning.
<i>Interactions with Adults</i>	Understands that successful learning utilizes a variety of interactions with adults as an effective teaching strategy.	Utilizes engaging conversations with adults and thought provoking questions with adults to facilitate learning.	Evaluates situations in order to identify when to interact with a child to deepen the child's understanding.	Evaluates and applies theory and current research about the importance of adult-child interactions in children's learning.
<i>Interactions with Materials</i>	Understands that children learn through interaction with materials as they explore, problem-solve and discover.	Facilitates children's learning as they interact with materials to explore, problem-solve and discover.	Evaluates children's learning through their interactions with materials as they explore, problem-solve and discover in order to deepen understanding.	
<i>Individual Ways of Knowing and Learning</i>	Understands that each child is unique and learns in a distinctive way.	Provides opportunities and experiences to support each child's unique and distinctive way of knowing and learning.		

TEACHER DOMAIN 4: CURRICULUM (cont'd)

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Teaching and Facilitating				
Repertoire of Instructional Approaches	<p>Understands that various instructional approaches should be used to meet individual children's needs.</p> <p>Understands that instructional approaches include but are not limited to: modeling, facilitating, scaffolding, and co-constructing.</p> <p>Has a beginning understanding of current theoretical perspectives and research specific to teaching and facilitating.</p> <p>Recognizes that interactions and relationships are a primary instructional strategy for infants, toddlers and preschoolers.</p>	<p>Applies recommended instructional approaches that support children's learning and development.</p> <p>Understands that various instructional approaches should be developmentally appropriate and be tailored to meet individual children's needs.</p> <p>Identifies and applies sound theoretical perspectives that undergird teaching strategies.</p> <p>Appropriately uses technology (such as computers, digital and video cameras, etc.) to support children's learning.</p>	<p>Analyzes instructional approaches to support individual children's development and learning.</p> <p>Analyzes and integrates sound theoretical perspectives in teaching strategies.</p>	<p>Continuously researches and applies innovative approaches to expand repertoire of instructional approaches.</p>
Positive Relationships and Interactions	<p>Understands that positive relationships with children, families and teachers are a foundation for all healthy development and learning.</p>	<p>Promotes positive relationships and respectful and supportive interactions among teachers, families and children.</p> <p>Responds consistently to each child's individual needs.</p>	<p>Analyzes own relationships and interactions and implements strategies to continuously improve relationships.</p>	<p>Models positive relationships and respectful and supportive interactions among children, families, teachers and other professionals.</p>

TEACHER DOMAIN 3: CURRICULUM (cont'd)

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Context				
Environment	<p>Understands the impact of indoor and outdoor learning environments on children's development and learning.</p> <p>Understands that environmental design supports learning in all domains and encourages choice, play and exploration.</p> <p>Creates a learning environment that encourages children's autonomy and exploration.</p>	<p>Applies knowledge about children's learning and development to create healthy, respectful, supportive and challenging learning environments.</p>	<p>Assesses and adjusts environments based on knowledge of children's learning goals.</p>	<p>Articulates, analyzes, evaluates and applies current theory and research on learning environments and various teaching approaches.</p> <p>Advocates for access to appropriate learning environments.</p>
Materials	<p>Utilizes materials that demonstrate acceptance of all children's gender, family, race, culture and special needs.</p> <p>Chooses toys and materials that children find interesting and have multiples of favorites.</p>	<p>Utilizes knowledge of child development and individual children to select materials.</p>	<p>Provides open-ended materials that encourage problem solving and creativity and challenge children to construct knowledge in each domain outlined in the Rhode Island Early Learning Standards and/or Infant/Toddler guidelines identified by the state.</p> <p>Adapts and modifies materials for children with special needs.</p>	

TEACHER DOMAIN 3: CURRICULUM (cont'd)

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Context (cont'd)				
Materials (cont'd)			Intentionally selects materials that reflect children's interests, learning styles and stages of development.	
Daily Schedule	<p>Establishes and follows a daily schedule which includes substantial blocks of time for uninterrupted play.</p> <p>Supports children's understanding of the daily schedule through predictable and consistent daily routines.</p> <p>Maintains a daily schedule that provides balance between active and quiet, child-directed and teacher-directed, individual and group and indoor and outdoor activities.</p>	<p>Maintains a daily schedule that is flexible and responsive to the needs and interests of the group and the individuals within the group.</p> <p>Includes planning for transitions.</p>		
Building Meaningful Curriculum				
Integrating the Four Components	Understands the importance of including content, process, teaching and facilitation, context and the inter-relatedness of the eight domains when planning curriculum.	Plans curriculum that integrates the eight content domains, knowledge of process, strategies for teaching and facilitation and appropriate context.	Reflects on planned curriculum and analyzes effectiveness by looking closely at content, process, teaching and facilitation and context and ensuring the integration of the eight domains.	Consistently plans, implements and analyzes an integrated curriculum and shares knowledge with others.

TEACHER DOMAIN 3: CURRICULUM (cont'd)

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Building Meaningful Curriculum (cont'd)				
<i>Incorporating Meaningful Information</i>	Understands the importance of incorporating family, culture and community factors when planning curriculum.	Incorporates family, culture and community factors into curriculum planning.	Consistently, with family input, incorporates family, culture and community factors into curriculum planning.	Analyzes the effectiveness of curriculum through the lens of family, culture and community factors.
<i>Utilizing Assessment Information</i> (*see the Observation and Assessment Domain on page 35 for more detail)	Understands the important of utilizing child assessment information when planning curriculum.	Utilizes child assessment information to inform curriculum planning.	Constructs curriculum experiences that are appropriately challenging for individual children and support critical thinking.	Utilizes child assessment information to analyze the effectiveness of curriculum planning.
<i>Utilizing Curriculum Resources</i>	Understands the need to evaluate the quality of curriculum resources including books, website resources and commercially prepared curricula.	Applies knowledge of quality curriculum to identify high quality resources including books, website resources and commercially prepared curricula.	Analyzes and evaluates a variety of curriculum resources and ensures that the resources used contribute to the development of an effective classroom environment.	Participates in the selection of and advocates for high quality, developmentally appropriate curriculum resources.

Teacher Core Competency Domain 5: Observation and Assessment

Last Updated 9/20/2011

Observation and assessment are a critical component of an effective program that supports children's development and learning. Effective observation and assessment helps early care and education (ECE) professionals to plan and adapt the environment and curriculum to meet group and individual needs.

It is important that ECE professionals have a strong knowledge of early childhood assessment and are able to effectively plan for and conduct developmentally appropriate authentic assessments (e.g. ongoing, natural settings, meaningful activities). It is also important that professionals understand the role of formal/standardized screening and assessment in evaluating the development and learning needs of young children and are able to support their effective use.

Early childhood professionals know how to practice responsible assessment and ensure that information is used to support children rather than exclude. They recognize the need to gather assessment information from multiple sources using a variety of methods when seeking to describe what children know and are able to do and they know how to effectively document the information they gather. Finally, they know how to share child assessment information with families and other professionals in an appropriate and confidential manner.

TEACHER DOMAIN 5: OBSERVATION AND ASSESSMENT

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Knowledge of Early Childhood Assessment.	<p>Understands that assessment is ethically grounded and guided by sound professional standards.</p> <p>Understands that assessment information should be used to inform curriculum planning, monitor a child's growth and development, share information with families and others and identify children that might benefit from special services.</p> <p>Understands that assessment is ongoing and should be integrated into daily curriculum.</p> <p>Understands the importance of observation, documentation and other appropriate assessment tools and strategies in early care and education programs.</p>	<p>Understands that observation, documentation and other appropriate assessment tools and strategies are used to guide individualized instructional planning.</p> <p>Has a working knowledge of assessment methods that fall on a continuum between authentic and standardized.</p> <p>Aligns assessment with the learning goals of the Rhode Island Early Learning Standards.</p>	<p>Understands the purposes and appropriateness of various developmental screening and assessment procedures and instruments.</p> <p>Analyzes the strengths and weaknesses of various assessment methodologies and makes appropriate choices for various populations and situations.</p> <p>Demonstrates awareness of the laws, regulations and identification process for children with disabilities.</p>	<p>Critically analyzes assessment tools and strategies used for determining children's learning goals for validity and reliability.</p> <p>Keeps abreast of changes in the assessment field.</p>

TEACHER DOMAIN 5: OBSERVATION AND ASSESSMENT (cont'd)

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Conducting Developmentally Appropriate Authentic Assessments (ongoing, natural settings, meaningful activities)	<p>Understands the importance of gathering information about the child over time, in natural settings, while children are engaged in meaningful activities.</p> <p>Identifies opportunities within the classroom environment to collect assessment information.</p>	<p>Begins to gather information about the child over time, in natural settings, while children are engaged in meaningful activities.</p> <p>Implements ongoing assessment in settings typical for the child e.g. home, class or center.</p> <p>Observes family members with children to understand the nature of relationships, developmental strengths, and capacities for change.</p>	<p>Develops and implements a comprehensive authentic assessment plan that integrates developmentally appropriate assessment into daily practice.</p>	<p>Analyzes the effectiveness of authentic assessment practices and utilizes that information to refine one's assessment plan.</p>
Conducting Formal Assessments (if used in classrooms)	<p>Understands that some formal/standardized screening and assessment is important in evaluating the development and learning needs of young children.</p>	<p>Understands that standardized assessments must be used for purposes for which they are intended and only administered by trained individuals.</p> <p>With supervision, utilizes selected formal/standardized screening and assessment tools and strategies in the evaluation process.</p>	<p>Independently utilizes selected formal /standardized screening and assessment tools and strategies in the evaluation process with fidelity.</p> <p>Considers how formal/standardized assessments are integrated into the overall classroom assessment plan and implements them as appropriate.</p>	<p>Selects, evaluates and interprets information from developmental screening and standardized assessment instruments used in the assessment of children.</p>

TEACHER DOMAIN 5: OBSERVATION AND ASSESSMENT (cont'd)

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Practicing Responsive Assessment	Understands the difference between subjective and objective observations.	Utilizes assessment information to support children rather than exclude. Understands that language and culture can influence the assessment process and results. Identifies environmental factors that influence assessment process and results such as length of assessment, time of day, environmental distractions, etc.	Implements responsible assessment processes that reduce and/or eliminate negative influences on the assessment process and results. Evaluates current practice to determine if assessment practices are effective and adequate. Designs methods for improving assessment practices based upon a review of information collected.	Ensures that consideration is given to cultural/linguistic and environmental influences during the planning, selecting, adapting, modifying and implementing of all assessment procedures. Analyzes current research and best practices related to the assessment of young children. Evaluates and modifies assessment tools and strategies to ensure validity and reliability. Advocates for developmentally appropriate responsible assessment tools and strategies.
Gathers Assessment Information from Multiple Sources Using a Variety of Methods	Understands that assessment information comes from a variety of sources (families, other teachers, specialists). Understands the benefits of using a variety of assessment strategies (observation, interview, work samples, standardized tests)	Incorporates assessment information from a variety of sources (families, other teachers, specialists, peers, child care) when seeking to describe what children know and are able to do. Begins to apply a variety of assessment strategies to gather meaningful and objective information about each child's development	Seeks assessment information from a variety of sources. Consistently collects assessment information which reliably illustrates children's interests and learning styles	Analyzes the effectiveness of assessment strategies to gather meaningful and objective information and refines one's assessment plan

TEACHER DOMAIN 5: OBSERVATION AND ASSESSMENT (cont'd)

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Gathers Assessment Information from Multiple Sources Using a Variety of Methods (cont'd)	Identifies opportunities to collect multiple sources of information for children in their classroom.	Begins to collect assessment information from multiple sources which objectively illustrates what children know and are able to do in relation to learning goals. Begins to collect assessment information from multiple sources which objectively illustrate children's interests and learning styles.	Consistently collects assessment information which reliably illustrates what children know and are able to do in relation to learning goals. Consistently utilizes a variety of assessment strategies to gather meaningful and objective information about each child's development.	
Documenting Assessment Information	Understands the importance of documenting assessment information.	Begins to create assessment documentation which is linked to learning goals; is objective and specific; and includes enough detail to give a third party a complete understanding of the assessment event.	Consistently creates assessment documentation which is linked to learning goals; is objective and specific; and includes enough detail to give a third party a complete understanding of the assessment event.	Analyzes the effectiveness of practices used to document assessment information and utilizes that information to refine one's assessment plan.
Using Assessment Information in Curriculum Planning (including for use in planned interventions and referral for special services)	Understands and values the link between curriculum and assessment.	Utilizes observation and assessment results to plan developmentally appropriate curriculum.	Utilizes assessment information from a variety of sources to develop curriculum for individuals, small groups and large groups of children. Is able to aggregate and analyze assessment data. Develops multi-level learning opportunities in response to assessment information to meet the needs of children at different places on the development continuum.	Continuously evaluates the assessment system to determine its effectiveness in informing curriculum and adapts as needed.

TEACHER DOMAIN 5: OBSERVATION AND ASSESSMENT (cont'd)

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Using Assessment Information in Curriculum Planning (including for use in planned interventions and referral for special services) (cont'd)			<p>Utilizes assessment information to establish objectives for children.</p> <p>Analyzes assessment information to determine whether further evaluation by other professionals is warranted.</p>	
Communicating Assessment Information to Others (families, other professionals)	<p>Understands that child assessment information is confidential and the sharing of this information is governed by program policy.</p> <p>Understands the purpose and value of sharing child assessment information with families and other professionals.</p>	<p>Explains the importance of collecting, using and sharing assessment information with families.</p> <p>Determines when child assessment information should be shared with other professionals to enhance services to children.</p>	<p>Continually improves strategies for the communication of assessment information to meet the needs of families with diverse linguistic and cultural backgrounds.</p> <p>Exchanges complete and unbiased assessment information about a child's strengths and needs in a supportive manner with families.</p>	<p>Serves as a mentor to other professionals in developing skills for effectively communicating child assessment information.</p>

Teacher Core Competency Domain 6: Professionalism

Last Updated 9/20/2011

Early childhood professionals identify and conduct themselves as members of the early childhood profession. They understand that there is a context within which their profession originates. That context is the history and a research-based core base of knowledge that serve as a foundation for the profession. This knowledge must be used in all aspects of professional involvement with children, families and colleagues.

There are also certain expectations for behavior. Early childhood professionals must know and use ethical guidelines such as the NAEYC Code of Ethics and other professional standards related to early childhood as they implement strategies in a program and work closely with children, families, colleagues and the community. They value the diversity of culture, language, gender, ability, age, thought and programs that can be found in all aspects of our society.

Early childhood professionals show a commitment to ongoing professional development and learning by engaging in and utilizing a wide variety of professional development resources to improve their practice. This includes participating in collaborative learning experiences and being supported or mentored by others in the field. As professionals advance in their careers, they begin to share their knowledge in the greater community and mentor others in their professional growth.

Finally, every professional must be able to advocate on behalf of children, families and the profession.

TEACHER DOMAIN 6: PROFESSIONALISM

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
<p>Foundations: Identifying and Involving Oneself with the Early Care and Education Profession</p>	<p>Has beginning knowledge of the historical context of the early care and education profession.</p> <p>Understands that the profession has a research-based core of knowledge as its foundation.</p> <p>Understands that there is a connection between the core base of knowledge, regulations and program and professional standards.</p> <p>Understands that early childhood practice is impacted by emerging research, current issues and advances in the field.</p>	<p>Consistently seeks new information on research, current issues and advances in the early care and education profession.</p> <p>Accesses resources and participates in activities offered by professional organizations.</p>	<p>Applies information from related fields such as health, mental health, etc. to develop a holistic approach to early care and education.</p> <p>Articulates a personal philosophy of early care and education based on core knowledge.</p> <p>Maintains active membership in one or more professional organizations.</p>	<p>Critically analyzes and addresses issues and challenges within the early care and education field through research, policymaking and/or leadership.</p>
<p>Ethical Standards and Professional Guidelines</p>	<p>Identifies and values ethical and professional guidelines established by the early care and education profession.</p> <p>Is aware of and complies with program policies that pertain to professional conduct.</p>	<p>Utilizes professional code of ethics in making professional decisions.</p> <p>Establishes and maintains appropriate professional boundaries.</p>	<p>Identifies potential conflicts of interest and ethical dilemmas and proactively seeks support in resolving emerging ethical issues.</p> <p>Demonstrates understanding of the ethical and professional guidelines established by the early care and education profession and references those when solving dilemmas in working with infants/toddlers and their families.</p>	<p>Serves as a role model and promotes compliance with ethical standards in the workplace.</p>

TEACHER DOMAIN 6: PROFESSIONALISM (cont'd)

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Ethical Standards and Professional Guidelines (cont'd)	<p>Knows and obeys relevant laws such as those pertaining to child abuse, the rights of children with disabilities and school attendance.</p> <p>Recognizes potentially unethical practices.</p> <p>Protects the privacy and confidentiality of family information.</p>			
Valuing Diversity	<p>Is aware of and respects differences in children, family, colleagues, lifestyles, languages, perspectives and cultural backgrounds.</p> <p>Views diversity as an asset to the classroom and program.</p> <p>Understands how culture influences child-rearing practices and how that in turn can affect growth and development.</p>	<p>Incorporates differences in children, family, colleagues, lifestyles, languages, perspectives and cultural backgrounds into planning curriculum.</p> <p>Utilizes teaching strategies that are responsive to differences in the needs of children and families.</p>	<p>Collaborates with families, colleagues and community members to promote diversity.</p> <p>Supports children in identifying and challenging bias.</p>	<p>Mentors others in understanding issues related to diversity and cultural competence.</p>

TEACHER DOMAIN 6: PROFESSIONALISM (cont'd)

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Advocating for Children, Families and the Profession	<p>Has knowledge of resources available to support children, families and professionals.</p> <p>Understands the impact that certain environmental and social factors have on children and families.</p> <p>Advocates for individual children through processes established by the program.</p> <p>Discusses child development (birth to 8) and the value of early care and education programs with families.</p>	<p>Understands and begins to communicate the relationship between the program philosophy and the daily curriculum with others.</p> <p>Understands that national, state and local legislation and public policy affects children, families, programs and the early care and education profession.</p>	<p>Clearly articulates the relationship between program philosophy, daily curriculum, early learning standards and child outcomes.</p> <p>Maintains an awareness of legislative changes that affect children, families and the ECE field.</p>	<p>Advocates for children, families and the profession in the greater community.</p> <p>Nurtures and supports the development of advocacy skills with colleagues.</p>
Commitment to Ongoing Professional Development	<p>Understands the importance of ongoing professional development.</p> <p>Utilizes a variety of professional resources and relationships to improve practice.</p> <p>Develops and carries out a personal professional development plan in collaboration with a supervisor.</p>	<p>Utilizes reflections to modify and improve work with children, families and colleagues.</p> <p>Develops and carries out a professional development plan with increasing autonomy.</p> <p>Engages in continuous collaborative learning to inform practice.</p> <p>Identifies professional and personal goals in working with children and families.</p>	<p>Shares knowledge with the school community.</p> <p>Routinely engages in reflection of teaching practices and the behavior of children and revises practice as necessary.</p> <p>Initiates and advocates for own professional development activities.</p> <p>Utilizes aggregate child assessment data to identify ongoing professional development goals.</p>	<p>Shares knowledge in the greater community as a component of one professional development.</p> <p>Mentors others in their professional growth.</p>

TEACHER DOMAIN 6: PROFESSIONALISM (cont'd)

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Commitment to Ongoing Professional Development (cont'd)	<p>Utilizes constructive feedback to improve performance.</p> <p>Values reflection as a tool for professional development and begins to reflect on own performance.</p> <p>Seeks out professional development opportunities that are specific to the unique needs of children in the program.</p>			

SECTION B: Rhode Island Core Competencies for Early Care and Education Teacher Assistants

who work with children birth through age 5 and their families in a classroom setting

Last Updated 9/20/2011

Section B: Outline

1. *Teacher Assistant Career Lattice*

2. *Health, Safety, and Wellness*

- a. Knowledge of State and Federal Regulations
- b. Safety and Emergency Procedures
- c. Health
- d. Food and Nutrition

3. *Family Engagement*

- a. Creating Respectful, Reciprocal Relationships with Families
- b. Engaging Families in Their Children's Development and Learning
- c. Utilizing Community Resources to Support Families

4. *Development and Learning*

- c. Child Development
- d. Influences on Development

5. *Curriculum*

- a. Content
- b. Process
- c. Teaching and Facilitating
- d. Context
- e. Building Meaningful Curriculum

6. Observation and Assessment

- a. Knowledge of Early Childhood Assessment
- b. Contributing to Classroom Assessment
- c. Using Assessment Information to Inform Interactions with Children and Contribute to Curriculum Planning

7. Professionalism

- a. Ethical Standards and Professional Guidelines
- b. Valuing Diversity
- c. Commitment to Ongoing Professional Development

TEACHER

Teacher Assistant Career Pathway

	Level I	Level II	Level III
Formal Education	<ul style="list-style-type: none"> Follows Direction High School Diploma or GED	Begins to: <ul style="list-style-type: none"> show independence Effectively partner with teacher Take initiative Contribute ideas CDA or Minimum of 6 college credit hours in Early Childhood Education (ECE)	Consistently: <ul style="list-style-type: none"> Shows independence Effectively partners with teacher Takes initiative Contributes ideas Minimum of 12 college credit hours in Early Childhood Education (ECE)
Experience	Minimum of 1 year of relevant experience	Minimum of 1 year of supervised experience	Minimum of 3 year of supervised experience
Relevant Professional Development/ Credentials			Minimum of 20 hours/year of professional development in the Core Domains of Learning completed within past two years OR credit hours in Early Childhood Education (ECE)
Professional Activities			Membership in professional organization related to <u>ECE</u>

Teacher Assistant Core Competency Domain 1: Health, Safety, and Wellness

Last Updated 9/20/2011

Young children's physical and emotional health and safety is vital for fostering competence in all developmental areas. Early Care and Education professionals must understand and be able to ensure children's safety, promote sound health and dental practices and recognize and respond to child abuse and neglect. They must also be competent in preparing for and handling emergencies.

TEACHER ASSISTANT DOMAIN 1: HEALTH, SAFETY AND WELLNESS

	LEVEL 1 High School Diploma or GED	LEVEL 2 CDA or Minimum of 6 college credit hours in Early Childhood Education (ECE)	LEVEL 3 Minimum of 12 college credit hours in Early Childhood Education (ECE)
Knowledge of State and Federal Regulations	<p>Understands the purpose of and follows state and federal regulations including, but not limited to:</p> <ul style="list-style-type: none"> • Administration of medication • Infant and Child CPR and First Aid training • Fire and disaster drills • Abuse and neglect • Communicable disease 		
Safety and Emergency Procedures	<p>Follows recommended guidelines to prevent Sudden Infant Death Syndrome (SIDS).</p> <p>Monitors and maintains safety in all areas, both indoors and outdoors, including condition of equipment and materials and the identification and removal of potential hazards.</p> <p>Actively supervises children to ensure safety both indoors and out.</p>	<p>Understands ratio requirements and alerts appropriate parties when they are not met.</p>	<p>Assist teacher in practicing emergency plans and drills (e.g. fire, weather-related and lock-down) including safety procedures for children with disabilities.</p> <p>Partners with teacher to teach age appropriate precautions and rules to children to ensure safety both indoors and out.</p>

TEACHER ASSISTANT DOMAIN 1: HEALTH, SAFETY AND WELLNESS (CONT'D)

	<p>LEVEL 1 High School Diploma or GED</p>	<p>LEVEL 2 CDA or Minimum of 6 college credit hours in Early Childhood Education (ECE)</p>	<p>LEVEL 3 Minimum of 12 college credit hours in Early Childhood Education (ECE)</p>
<p>Health</p>	<p>Understands program policies and practices regarding children's health and safety status.</p> <p>Models, supports and assists children in appropriate hygiene techniques including hand washing, teeth brushing, toileting and diapering practices.</p> <p>Understands indicators of child maltreatment, follows program policies regarding documentation and notification and performs responsibly as mandated reporter for child abuse and neglect.</p> <p>Understands the signs and symptoms of common childhood illnesses and notifies appropriate program personnel and/or families as appropriate while ensuring the comfort and care of the child and other children.</p> <p>Follows policy and procedures for infection control and universal precautions.</p> <p>Knows individual children's allergies and other health needs and takes appropriate measures to ensure the health and safety of each child.</p> <p>Follows established program rules regarding rest time policies/procedures to create an environment where children can sleep without disturbance.</p>	<p>In collaboration with the teacher, communicates with families about program policies and practices regarding health and individual health status.</p> <p>In collaboration with the teacher, monitors compliance with health requirements indicated by parents or a medical professional.</p>	

TEACHER ASSISTANT DOMAIN 1: HEALTH, SAFETY AND WELLNESS (CONT'D)

	<p>LEVEL 1 High School Diploma or GED</p>	<p>LEVEL 2 CDA or Minimum of 6 college credit hours in Early Childhood Education (ECE)</p>	<p>LEVEL 3 Minimum of 12 college credit hours in Early Childhood Education (ECE)</p>
<p>Food and Nutrition</p>	<p>Follows rules established by the program regarding food provided to the children.</p> <p>Ensures that policies regarding food allergies and family food restrictions are followed.</p> <p>Models healthy eating habits with infant, toddlers and preschoolers.</p> <p>Recognizes potential health hazards in meals (choking, allergies, etc.) and takes steps to avoid them.</p> <p>Practices safe food handling, follows general sanitation practices and maintains sanitary environments.</p> <p>Demonstrates respect for family preferences and cultural influences on food and eating habits.</p>	<p>In collaboration with teacher, maintains appropriate communication systems with families regarding eating habits and food intake.</p>	<p>Understands and utilizes developmentally appropriate practices which support healthy eating habits for infant, toddlers and preschoolers.</p>

Teacher Assistant Core Competency Domain 2: Family Engagement

Last Updated 9/20/2011

Early childhood professionals understand the roles that family members and others play in the lives of children and the importance of engaging them in their child's education. They understand that children and youth develop within the context of their family and that there are a myriad of different family structures and dynamics. They also demonstrate respect for the family role as the primary educator and advocate for the child and they know how to build relationships with families.

Early childhood professionals respect and celebrate the diversity of languages, values, customs, attitudes, expectations, and traditions in the family of each child. They nurture the primary relationships between children and those who raise them and there is an awareness of and willingness to try to overcome barriers and address inequities. Language is used that can be understood by all.

Finally, early childhood professionals create meaningful opportunities for families to be actively engaged in their child's education by sharing relevant information about their child's development and learning, and engaging them in the program. They also help families of child with special needs obtain information and advocate for special services and help connect children and their families with community resources.

TEACHER ASSISTANT DOMAIN 2: FAMILY ENGAGEMENT

	LEVEL 1 High School Diploma or GED	LEVEL 2 CDA or Minimum of 6 college credit hours in Early Childhood Education (ECE)	LEVEL 3 Minimum of 12 college credit hours in Early Childhood Education (ECE)
Creating Respectful, Reciprocal Relationships with Families	<p>Understands the characteristics of appropriate relationships with families.</p> <p>Communicates respectfully with and about families and uses communication to build positive relationships with families.</p>	<p>Demonstrates respect for the family role as the primary educator and advocate.</p>	<p>Respects and supports the varying structures, languages, and cultures of children’s families.</p>
Engaging Families in Their Children’s Development and Learning	<p>Communicates with families about general daily activities as a means of building relationships.</p> <p>Is welcoming to all families.</p>	<p>In collaboration with teacher, begins to take responsibility for exchanging information with families about their child’s daily activities and experiences.</p> <p>Collaborates with teacher to create and maintain a welcoming environment for families.</p> <p>Understands that integrating children with special needs benefits all children.</p>	<p>Collaborates with teacher to:</p> <ul style="list-style-type: none"> • Shares knowledge about the program and general child development with families. • Regularly exchange information with families regarding their child’s learning and development. • Develop meaningful opportunities for family engagement occurs both in the classroom and at home. • Help all families to recognize that integrating children with special education needs benefits all children.

TEACHER ASSISTANT DOMAIN 2: FAMILY ENGAGEMENT (CONT'D)

	<p>LEVEL 1 High School Diploma or GED</p>	<p>LEVEL 2 CDA or Minimum of 6 college credit hours in Early Childhood Education (ECE)</p>	<p>LEVEL 3 Minimum of 12 college credit hours in Early Childhood Education (ECE)</p>
<p>Utilizing Community Resources to Support Families</p>		<p>Develops an awareness of some resources within the program and surrounding community that are available to families.</p>	<p>Works with teacher to identify program and community resources to strengthen families and to support positive child outcomes.</p>

Teacher Assistant Core Competency Domain 3: Development and Learning

Last Updated 9/20/2011

Early childhood professionals recognize that experiences for any child in early care and education, regardless of the child's age, must include consideration of the child's developmental abilities, temperament, needs, and learning styles. Development includes several interrelated areas (physical, cognitive, social/emotional) that influence each other and develop simultaneously. Early care and education professionals recognize that the developmental process typically proceeds in predictable steps and in recognized sequences.

In addition to typical development, professionals must take into account factors that influence the rate and style of development, including each child's unique temperament learning style and interests, environmental influences such as culture and ethnicity, home language, community characteristics, and short and long-term risk factors such as poverty, illness, changes in family structure and ability levels including the influence of disabilities and special needs. They embrace an inclusive philosophy, where all children are individually valued and believe that an inclusive environment benefits children with and without special needs.

TEACHER ASSISTANT DOMAIN 3: DEVELOPMENT AND LEARNING

	LEVEL 1 High School Diploma or GED	LEVEL 2 CDA or Minimum of 6 college credit hours in Early Childhood Education (ECE)	LEVEL 3 Minimum of 12 college credit hours in Early Childhood Education (ECE)
Child Development			
<i>General Knowledge of Domains, Stages, and Milestones</i>	<p>Recognizes the major developmental milestones of children.</p> <p>Understands the important of the first three years of life on children's development.</p>	<p>Understands that each child's development, through major developmental milestones, typically proceeds in a predictable and recognizable sequence.</p> <p>Understands that it is typical for each child to develop differently across developmental domains.</p>	<p>Uses knowledge of child development to partner with teacher to plan developmentally appropriate and engaging experiences and interactions.</p> <p>Understands that children's development includes several inter-related domains (physical, cognitive, social/emotional) that influence each other and develop simultaneously.</p> <p>Comprehends and begins to apply major child development theories.</p>
<i>Fostering Healthy Attachment and Relationships</i>		<p>Has a beginning understanding of the concept of attachment as it relates to children's growth and development.</p>	<p>Understands the concept of attachment and begins to apply it within interactions with children.</p> <p>Uses knowledge of attachment to contribute ideas when collaboratively planning with teacher.</p>
Influences on Development			
<i>Individual Needs and Differences</i>	<p>Understands and values that each child has unique characteristics (developmental levels, learning styles, temperament and interests).</p> <p>Follows classroom schedules and routines as they are adapted for individual children.</p>		<p>Uses knowledge of individual children's development and unique characteristics (developmental levels, learning styles, temperament and interests) to contribute ideas when collaboratively planning with teacher.</p>

TEACHER ASSISTANT DOMAIN 3: DEVELOPMENT AND LEARNING

	<p>LEVEL 1 High School Diploma or GED</p>	<p>LEVEL 2 CDA or Minimum of 6 college credit hours in Early Childhood Education (ECE)</p>	<p>LEVEL 3 Minimum of 12 college credit hours in Early Childhood Education (ECE)</p>
<p><i>Identified Special Needs</i></p>	<p>Understands and values that an inclusive environment benefits children with and without special needs.</p> <p>Under the direction of the teacher, follows specific requirements for children in their care with Individual Education Plans (IEPs), Individual Family Service Plans (IFSPs).</p>		<p>Understands that there is a wide range of identified special needs across all areas of development.</p> <p>Understands that risk factors, developmental delays or disabilities may indicate a need for special services.</p> <p>Understands that there is a process of accessing services for children with special needs.</p>

Teacher Assistant Core Competency Domain 4: Curriculum

Last Updated 9/20/2011

Early childhood professionals are able to design, implement and evaluate curriculum that promotes positive development and learning for each and every child through intentional learning experiences. They know and understand that curriculum for early care and education settings have four core components: content domains, process, context and teaching and facilitation. And they consider all four of these areas and their inter-relatedness when building meaningful curriculum.

Early childhood professionals know the learning standards within each of the eight content domains for early learning including approaches to learning, social and emotional development, language development and communication, literacy, mathematics, science, creativity and physical health and development. They know that each domain has various components that are important to pre-school curriculum as reflected in current literature.

Early childhood professionals also think about how young children learn. They know that a child's development in each domain is sequential and dependent on a child's experiences and they also recognize that each child is unique and learns in a distinctive way. They use their knowledge of 1) the early learning standards, 2) current research, theory and best practice of how children learn and develop, 3) their own knowledge, 4) child assessment information and 5) the unique interests, strengths and needs of the children and families in the program to design, implement and evaluate meaningful challenging curriculum for each child.

Finally, they understand the importance of relationships and high-quality interactions in supporting successful learning and they provide a learning environment that is respectful, supportive, challenging and aesthetically pleasing which will have a positive impact on the whole child.

TEACHER ASSISTANT DOMAIN 4: CURRICULUM

	LEVEL 1 High School Diploma or GED	LEVEL 2 CDA or Minimum of 6 college credit hours in Early Childhood Education (ECE)	LEVEL 3 Minimum of 12 college credit hours in Early Childhood Education (ECE)
Content <i>Approaches to Learning</i>	Understands that classroom curriculum for approaches to learning is organized around the Rhode Island Early Learning Standards and/or Infant/Toddler guidelines identified by the state.		<p>Understands the various components (scope) of approaches to learning important to infant, toddler and preschool curriculum as reflected in current literature.</p> <p>Understands that development in the domain of approaches to learning is sequential and is dependent on infant, toddler and preschooler experiences.</p> <p>Understands the learning goals and definitions of approaches to learning as outlined in the Rhode Island Early Learning Standards and/or Infant/Toddler guidelines (to be identified by the state).</p>

TEACHER ASSISTANT DOMAIN 4: CURRICULUM (CONT'D)

	LEVEL 1 High School Diploma or GED	LEVEL 2 CDA or Minimum of 6 college credit hours in Early Childhood Education (ECE)	LEVEL 3 Minimum of 12 college credit hours in Early Childhood Education (ECE)
Content (cont'd)			
<i>Literacy</i>	Understands that classroom curriculum for literacy is organized around the Rhode Island Early Learning/Toddler guidelines identified by the state.		Understands the various components (scope) of literacy important to infant, toddler and preschool curriculum as reflected in current literature. Understands that development in the domain of literacy is sequential and is dependent on infant, toddler and preschooler experiences. Understands the learning goals and definitions of literacy as outlined in the Rhode Island Early Learning Standards and/or Infant/Toddler guidelines (to be identified by the state).
<i>Mathematics</i>	Understands that classroom curriculum for mathematics is organized around the Rhode Island Early Learning Standards and/or Infant/Toddler guidelines identified by the state.		Understands the various components (scope) of mathematics important to infant, toddler and preschool curriculum as reflected in current literature. Understands that development in the domain of mathematics is sequential and is dependent on infant, toddler and preschooler experiences. Understands the learning goals and definitions of mathematics as outlined in the Rhode Island Early Learning Standards and/or Infant/Toddler guidelines (to be identified by the state).

TEACHER ASSISTANT DOMAIN 4: CURRICULUM (CONT'D)

	LEVEL 1 High School Diploma or GED	LEVEL 2 CDA or Minimum of 6 college credit hours in Early Childhood Education (ECE)	LEVEL 3 Minimum of 12 college credit hours in Early Childhood Education (ECE)
Content (cont'd)			
<i>Social/Emotional Development</i>	Understands that classroom curriculum for social/emotional development is organized around the Rhode Island Early Learning Standards and/or Infant/Toddler guidelines identified by the state.		Understands the various components (scope) of social and emotional development important to infant, toddler and preschool curriculum as reflected in current literature. Understands that development in the domain of social/emotional development is sequential and is dependent on infant, toddler and preschooler experiences. Understands the learning goals and definitions of social/emotional development as outlined in the Rhode Island Early Learning Standards and/or Infant/Toddler guidelines (to be identified by the state).
<i>Language Development and Communication</i>	Understands that classroom curriculum for language development and communication is organized around the Rhode Island Early Learning Standards and/or Infant/Toddler guidelines identified by the state.		Understands the various components (scope) of language development and communication important to infant, toddler and preschool curriculum as reflected in current literature.

TEACHER ASSISTANT DOMAIN 4: CURRICULUM (CONT'D)

	LEVEL 1 High School Diploma or GED	LEVEL 2 CDA or Minimum of 6 college credit hours in Early Childhood Education (ECE)	LEVEL 3 Minimum of 12 college credit hours in Early Childhood Education (ECE)
<i>Language Development and Communication (cont'd)</i>			<p>Understands that development in the domain of language development and communication is sequential and is dependent on infant, toddler and preschooler experiences.</p> <p>Understands the learning goals and definitions of language development and communication as outlined in the Rhode Island Early Learning Standards and/or Infant/Toddler guidelines (to be identified by the state).</p> <p>Understands that English Language Learners must have opportunities to progress in their home language as they are learning English.</p>
<i>Science</i>	Understands that classroom curriculum for science is organized around the Rhode Island Early Learning Standards and/or Infant/Toddler guidelines identified by the state.		Understands the various components (scope) of science important to infant, toddler and preschool curriculum as reflected in current literature.

TEACHER ASSISTANT DOMAIN 4: CURRICULUM (CONT'D)

	LEVEL 1 High School Diploma or GED	LEVEL 2 CDA or Minimum of 6 college credit hours in Early Childhood Education (ECE)	LEVEL 3 Minimum of 12 college credit hours in Early Childhood Education (ECE)
Content (cont'd)			
<i>Science (cont'd)</i>			<p>Understands that development in the domain of science is sequential and is dependent on infant, toddler and preschooler experiences.</p> <p>Understands the learning goals and definitions of science as outlined in the Rhode Island Early Learning Standards and/or Infant/Toddler Guidelines (to be identified by the state).</p>
<i>Creativity</i>	<p>Understands that classroom curriculum for creativity is organized around the Rhode Island Early Learning Standards and/or Infant/Toddler guidelines identified by the state.</p>		<p>Understands the various components (scope) of creativity important to infant, toddler and preschool curriculum as reflected in current literature.</p> <p>Understands that development in the domain of creativity is sequential and is dependent on infant, toddler and preschooler experiences.</p> <p>Understands the learning goals and definitions of creativity as outlined in the Rhode Island Early Learning Standards and/or Infant/Toddler Guidelines (to be identified by the state).</p>

TEACHER ASSISTANT DOMAIN 4: CURRICULUM (CONT'D)

	LEVEL 1 High School Diploma or GED	LEVEL 2 CDA or Minimum of 6 college credit hours in Early Childhood Education (ECE)	LEVEL 3 Minimum of 12 college credit hours in Early Childhood Education (ECE)
Content (cont'd)			
<i>Physical Health and Development</i>	Understands that classroom curriculum for physical health and development is organized around the Rhode Island Early Learning Standards and/or Infant/Toddler guidelines (to be identified by the state).		Understands the various components (scope) of physical health and development important to infant, toddler and preschool curriculum as reflected in current literature. Understands that development in the domain of physical health and development is sequential and is dependent on infant, toddler and preschooler experiences. Understands the learning goals and definitions of physical health and development as outlined in the Rhode Island Early Learning Standards and/or Infant/Toddler guidelines (to be identified by the state).
Process	Beginning to understand that play is an important vehicle for learning in all domains. Understands that peer interactions support learning. Beginning to understand that children learn through interaction with materials as they explore, problem-solve and discover.		Is able to apply knowledge of how children learn to collaboratively plan with teacher.

TEACHER ASSISTANT DOMAIN 4: CURRICULUM (CONT'D)

	LEVEL 1 High School Diploma or GED	LEVEL 2 CDA or Minimum of 6 college credit hours in Early Childhood Education (ECE)	LEVEL 3 Minimum of 12 college credit hours in Early Childhood Education (ECE)
Process (cont'd)	Beginning to understand that each child is unique and learns in a distinctive way.		
Teaching and Facilitating	Understands that positive relationships with children, families and teachers are a foundation for all healthy development and learning.		<p>Understands that various instructional approaches should be used to meet individual children's needs.</p> <p>Understands that instructional approaches include but are not limited to: modeling, facilitating, scaffolding, and co-constructing.</p> <p>Has a beginning understanding of current theoretical perspectives and research specific to teaching and facilitating.</p> <p>Recognizes that interactions and relationships are a primary instructional strategy for infants, toddlers and preschoolers.</p>
Context	Begins to understand how the environment, materials and daily schedules support children's learning in all domains	<p>Assists teacher to prepare and organize the environment by:</p> <ul style="list-style-type: none"> • Setting up materials • Maintaining a daily schedule • Helping to implement the curriculum 	Utilizes information the environment, materials and daily schedules to collaboratively plan with teacher.

TEACHER ASSISTANT DOMAIN 4: CURRICULUM (CONT'D)

	LEVEL 1 High School Diploma or GED	LEVEL 2 CDA or Minimum of 6 college credit hours in Early Childhood Education (ECE)	LEVEL 3 Minimum of 12 college credit hours in Early Childhood Education (ECE)
Building Meaningful Curriculum	Support the development of a meaningful curriculum by communicating relevant information to children, families and the community.		

Teacher Assistant Core Competency Domain 5: Observation and Assessment

Last Updated 9/20/2011

Observation and assessment are a critical component of an effective program that supports children's development and learning. Effective observation and assessment helps early care and education (ECE) professionals to plan and adapt the environment and curriculum to meet group and individual needs.

It is important that ECE professionals have a strong knowledge of early childhood assessment and are able to effectively plan for and conduct developmentally appropriate authentic assessments (e.g. ongoing, natural settings, meaningful activities). It is also important that professionals understand the role of formal/standardized screening and assessment in evaluating the development and learning needs of young children and are able to support their effective use.

Early childhood professionals know how to practice responsible assessment and ensure that information is used to support children rather than exclude. They recognize the need to gather assessment information from multiple sources using a variety of methods when seeking to describe what children know and are able to do and they know how to effectively document the information they gather. Finally, they know how to share child assessment information with families and other professionals in an appropriate and confidential manner.

LEADER

TEACHER ASSISTANT DOMAIN 5: OBSERVATION AND ASSESSMENT

	LEVEL 1 High School Diploma or GED	LEVEL 2 CDA or Minimum of 6 college credit hours in Early Childhood Education (ECE)	LEVEL 3 Minimum of 12 college credit hours in Early Childhood Education (ECE)
Knowledge of Early Childhood Assessment	Begins to understand that assessment is used in early childhood classrooms to inform practice.	<p>Understands that assessment information should be used to inform curriculum planning, monitor a child's growth and development, share information with families and others and identify children that might benefit from special services.</p> <p>Understands that assessment information should come from a variety of sources and be collected using a variety of strategies in natural settings while children are engaged in meaningful activities.</p>	<p>Understands that assessment is ethically grounded and guided by sound professional standards.</p> <p>Understands that observation, documentation and other appropriate assessment tools and strategies are used to guide individualized instructional planning.</p>
Contributing to Classroom Assessment	<p>Maintains confidentiality of children's assessment information.</p> <p>Begins to understand the difference between subjective and objective observations.</p>	Under the direction of the teacher, collects and documents child assessment information with increasing objectivity.	In partnership with teacher, begins to take responsibility for collecting child assessment information according to the classroom assessment plan.
Using Assessment Information to Inform Interactions with Children and Contribute to Curriculum Planning	Begins to share information with teacher about children's classroom experiences using objective language.	Under the direction of the teacher, begins to modify interactions with children based on assessment information.	

Teacher Assistant Core Competency Domain 6: Professionalism

Last Updated 9/20/2011

Early childhood professionals identify and conduct themselves as members of the early childhood profession. They understand that there is a context within which their profession originates. That context is the history and a research-based core base of knowledge that serve as a foundation for the profession. This knowledge must be used in all aspects of professional involvement with children, families and colleagues.

There are also certain expectations for behavior. Early childhood professionals must know and use ethical guidelines such as the NAEYC Code of Ethics and other professional standards related to early childhood as they implement strategies in a program and work closely with children, families, colleagues and the community. They value the diversity of culture, language, gender, ability, age, thought and programs that can be found in all aspects of our society.

Early childhood professionals show a commitment to ongoing professional development and learning by engaging in and utilizing a wide variety of professional development resources to improve their practice. This includes participating in collaborative learning experiences and being supported or mentored by others in the field. As professionals advance in their careers, they begin to share their knowledge in the greater community and mentor others in their professional growth.

Finally, every professional must be able to advocate on behalf of children, families and the profession.

TEACHER ASSISTANT DOMAIN 6: PROFESSIONALISM

	LEVEL 1 High School Diploma or GED	LEVEL 2 CDA or Minimum of 6 college credit hours in Early Childhood Education (ECE)	LEVEL 3 Minimum of 12 college credit hours in Early Childhood Education (ECE)
Ethical Standards and Professional Guidelines	<p>Is aware of and complies with program policies and ethical standards that pertain to professional conduct.</p> <p>Knows and obeys relevant laws such as those pertaining to child abuse.</p> <p>Establishes and maintains appropriate professional boundaries.</p>	<p>Utilizes professional code of ethics in making professional decisions.</p> <p>Identifies potential conflicts of interest and ethical dilemmas and proactively seeks support in resolving potential ethical issues.</p>	<p>Serves as a role model and promotes compliance with ethical standards in the workplace.</p>
Valuing Diversity	<p>Acknowledges that bias exists and begins to reflect on one's own biases.</p>	<p>Actively works to reduce bias in the classroom by challenging children's assumptions.</p>	<p>Is aware of and respects differences in children, family, colleagues, lifestyles, languages, perspectives and cultural backgrounds.</p> <p>Views diversity as an asset to the classroom and program.</p>

TEACHER ASSISTANT DOMAIN 6: PROFESSIONALISM (CONT'D)

	<p>LEVEL 1 High School Diploma or GED</p>	<p>LEVEL 2 CDA or Minimum of 6 college credit hours in Early Childhood Education (ECE)</p>	<p>LEVEL 3 Minimum of 12 college credit hours in Early Childhood Education (ECE)</p>
<p>Commitment to Ongoing Professional Development</p>	<p>Understands the importance of ongoing professional development.</p> <p>Utilizes a variety of resources and relationships to improve practice.</p> <p>Develops and carries out a personal professional development plan in collaboration with a supervisor.</p> <p>Utilizes constructive feedback to improve performance.</p>	<p>Develops and carries out a professional development plan with increasing autonomy.</p> <p>Values reflection as a tool for professional development and begins to reflect on own performance to modify and improve work with children, families and colleagues.</p>	<p>Applies emerging research, current issues and advances in the field to early childhood practice.</p> <p>Accesses resources and participates in activities offered by professional organizations.</p> <p>Routinely engages in reflection of teaching practices and the behavior of children and revises practices as necessary.</p> <p>Initiates and advocates for own professional development activities.</p>

APPENDIX A: 2010 Work Group Members

Brenda Almeida	RI Department of Children, Youth and Families
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Lori Colleti	Educational Development Corporation
Leslie Gell	Ready to Learn Providence
Kristen Greene	RI Training and Technical Assistance
Deb Morelle	University of Rhode Island
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Carol Patnaude	Community College of Rhode Island
Karen Pucciarelli	RI Early Learning Standards Project
Leslie Sevey	Rhode Island College
Sue Warford	University of Rhode Island
Kristin Lehoullier	Facilitator

APPENDIX 9

Child Outreach Screening Guidelines

(b)(6)

Identification of culturally competent, high quality programs for children age three to five years

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Screening Guidelines	3
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History

Major strides in the provision of special education services for children with disabilities were first made with the passage of the All Handicapped Children Act of 1975 (P.L. 94-142) and the **Individuals with Disabilities Education Act (IDEA)** passed in 1991 and represents the most comprehensive public law affecting very young children with disabilities. This act states "develop and implement a statewide, comprehensive, disciplinary, interagency program of early intervention services for toddlers and preschoolers with disabilities" (Individuals with Disabilities Amendments of 1991, Part B and 619).

In 1997, Section 619 of Part B of IDEA authorized grants to states to provide early identification and intervention services to children ages 3 through 5 with disabilities. This act provided incentives for states to locate and serve children with disabilities, thereby renewing the focus and strengthening existing Child Find preschool screening programs, first mandated in 1991. This act was amended in 2001 to require states to not only identify children with conditions known to be associated with Down syndrome which are known to be associated with Down syndrome but also to provide screening of children aged 3 through 5 for developmental delays in one or more of the five domains (Communication, Cognition, Social-Emotional, Motor and Adaptive Behavior).

In June 2002, in compliance with the federal monitoring provisions of the US Department of Education's Office of Special Education Programs, the **Rhode Island State Improvement Plan – Continuous Improvement Process (CIMP)** was developed. This unified Part C/Part B change plan was developed as a vehicle to measure compliance with the Individuals with Disabilities Act (IDEA). CIMP was organized around several key areas which were Comprehensive Public Awareness and the Child Welfare area was developed to address the requirements of IDEA and the needs pertaining to early identification and intervention of children with disabilities.

Childhood Coordinators in Rhode Island, was subsequently facilitated by state level leadership, has met on a monthly basis since that time. The system is currently being implemented in all districts. The system is designed to be consistent, efficient, and accountable. The system is designed to be consistent, efficient, and accountable. The system is designed to be consistent, efficient, and accountable.

Regarding the implementation of Child Outreach Programs, content areas of screening, screening availability, and protocols for screening, rescreening and referral, and psychometrically sound and culturally sensitive screening

guidelines to all Child Outreach and Early Childhood Island. Disseminate an executive summary to all district directors and Superintendents.

Accountability in which the numbers of children screened Education evaluations for each age group are reported to live birth data for the district. Develop benchmarks for children and families participating in the program each

and intervention strategies prior to referral for special particularly in the area of social/emotional development, development focusing on partnerships with families, and best practice guidance.

Outreach and marketing to health care providers, teen- and linguistically diverse populations, licensed family member "difficult to access" populations, including families of

a seamless Birth-Five Tracking System as part of a agreement with the Early Intervention Program.

Technical assistance as necessary to support local school Child Outreach standards in accordance with , improving outreach and collaboration efforts, and

These objectives and establishes best practice guidelines for the t, high quality screening programs for children aged three to five in Rhode d Outreach Coordinators to ensure consistency across districts. The Rhode tions (2008) require that districts follow the Best Practice Guidelines set

Purpose of the Screening Program

"A primary rationale for screening is prevention — to help children who need services gain access to them at a very early age in order to prevent the occurrence of more severe problems later" (Meisels and Burnett, 2005).

"Screening is a brief, relatively inexpensive, standardized procedure designed to quickly appraise a large number of children to find out which ones should be referred for further assessment" (McAfee, Leong, Bodrova, 2004).

The purpose of the Child Outreach Screening Program is **twofold**:

1 Child Outreach is a universal developmental screening system designed to screen **all** children, aged three to five years old. Screening serves as a **first step** in the identification of children who might have special needs or be at risk for a learning problem and who could benefit from intervention. A system for identifying children with disabilities is a required component under IDEA and the Rhode Island Special Education Regulations.

2 Child Outreach serves as a resource to families. Information about general child development, and specifically, the development of their child, is provided. Child Outreach provides families with information regarding referrals to agencies and programs within their community as well as opportunities for family involvement in their child's development and education.

Screening should always take place within the context of a program of authentic assessment, evaluation and intervention. When a school system establishes a screening program, it commits itself to a process that can lead to the early identification of children with special needs. Public schools are legally responsible for providing follow-up evaluation and intervention services for those children who are identified in this process.

Screening test results can help to organize information about a child and serve as a means for assisting families in assessing community resources. Screening results are often the **first** step in identifying children who may be in need of further evaluation. Results of screening should not be used to label a child, even

used in multicultural, multilingual communities must be sensitive to cultural and linguistic differences. Resources are available to Child Outreach Coordinators so that the services of bilingual screeners or trained interpreters can be procured.

Screenings may be accessed in the following ways:

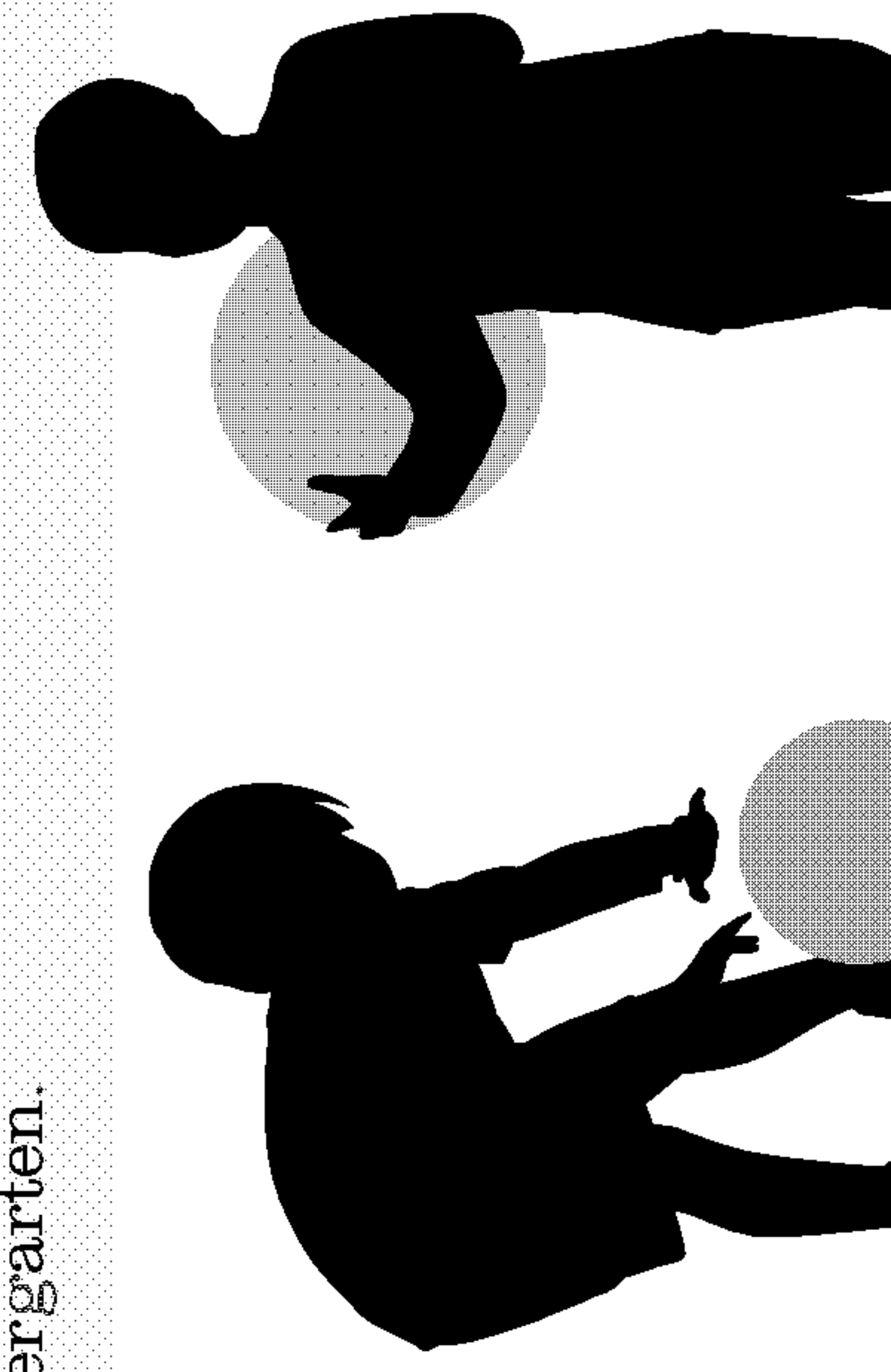
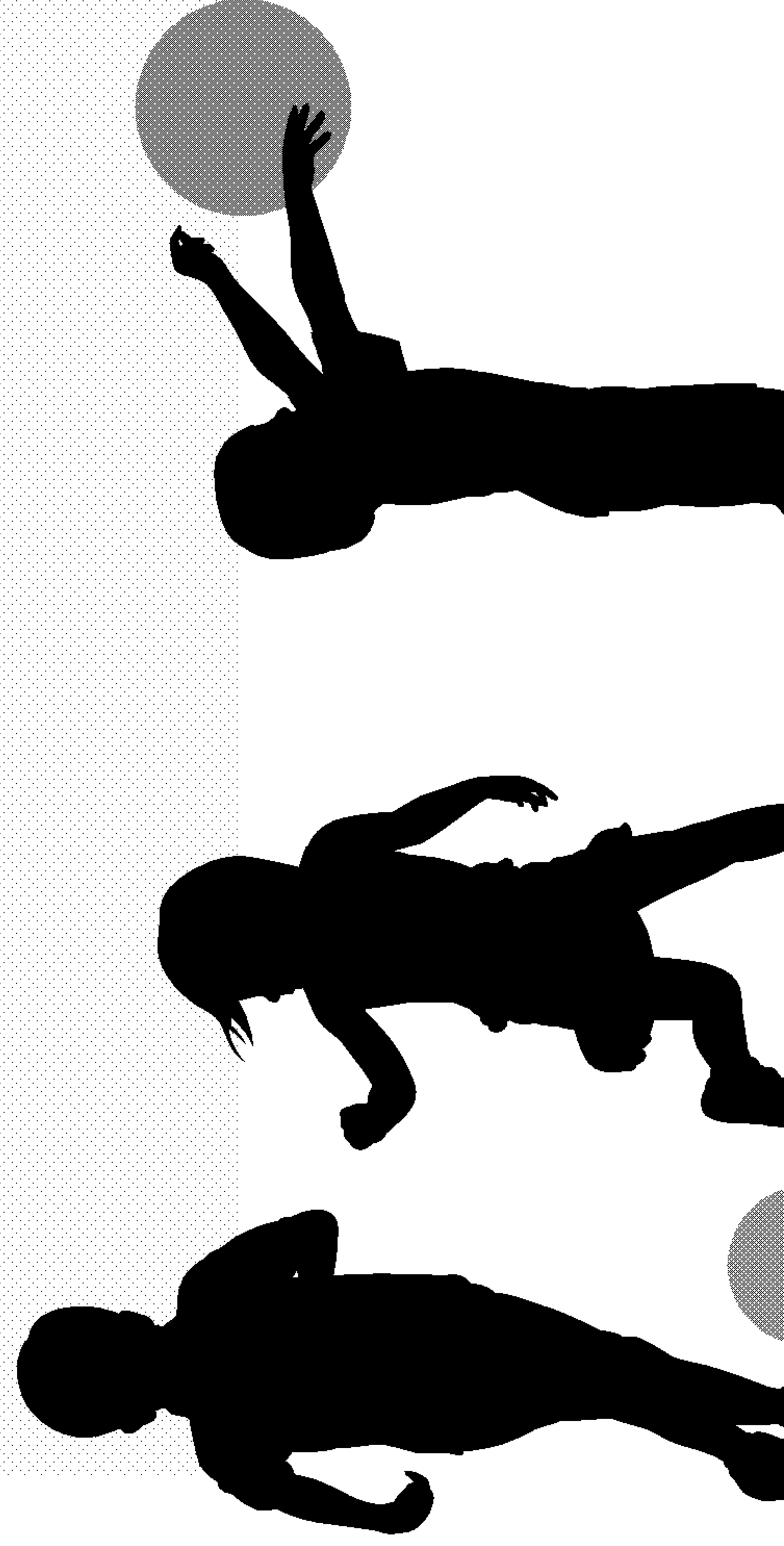
Direct Requests: Questions or concerns expressed by a family, physician or staff in an Early Care and Education Program will be addressed promptly by the Child Outreach Coordinator or Evaluation Team liaison; a screening or referral will be made within **ten** (10) school days of the communication with the family, physician or child care provider. If screening is requested and there are no concerns expressed, screening will take place within **thirty** (30) calendar days.

On-site Screening: Screening will be made available in all Early Care and Education Centers, private pre-schools, center-based child care centers, Head Start Programs, public pre-school classrooms, ELL classrooms, Early Childhood COZs, licensed family child care homes, and neighborhood sites which are convenient and familiar to diverse (culturally, linguistically, low-resourced, hard-to-access) populations within the community. When the on-site facility is inadequate for screening, appointments should be scheduled for families to participate at another site or screening should be conducted on a smaller scale (ex. one or two screeners). For sites that decline on-site screening, it is the responsibility of the Child Outreach Coordinator to work with that site to ensure that those children have every opportunity to participate in screening at another site.

Community Support: Child Outreach Programs should make every effort to collaborate with Head Start Programs and any Early Care and Education Programs where children are placed by a state social service agency to assist them in meeting their screening requirements. Children enrolled in these programs will be screened within **45 days of entry**.

District Cooperation: For children who are residents in one district, but attend an Early Care and Education Program in another district, the child's district of residence is responsible for providing screening services. This does not preclude districts working cooperatively to provide screening services for children who reside and attend school in different communities. However, communication between Child Outreach Coordinators is critical, both prior to, and following screening.

Kindergarten: All children enrolled in Kindergarten for the first time will participate in developmental screening for disabilities. Child Outreach Programs may be utilized to provide this developmental screening. Screening results obtained within one calendar year prior to kindergarten entry or within 45 days after a child's entrance into the school department will be made available to appropriate school personnel. Since the Rules and Regulations for School Health Programs require that Kindergarteners participate in vision, hearing, and speech/language screenings administered by medical or appropriate school department personnel (e.g. Doctor, School Nurse-Teacher, Speech/language Pathologist, etc.), it is not necessary for Child Outreach Programs to screen vision, hearing and speech/language skills of children after they have entered Kindergarten. It is also not necessary to obtain parental permission for screening after children have entered Kindergarten.



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rescreening should take place within three weeks of the initial screening. While there may be some concern regarding a child's "remembering" the tasks presented during the initial screening, a far greater problem exists when a child who is eligible for services does not receive them in a timely manner because of a lengthy screening/rescreening process prior to the submission of a referral.

Referral

Children who present with obvious or significant delays or conditions need not be screened at all and should instead, with parental consent, be referred for diagnostic evaluation. Similarly, there are some children who will bypass rescreening and be referred directly to the Evaluation Team when screening results indicate that their level of functioning is clearly not within an age-appropriate range. Frequently, these are the children whose score is two standard deviations below the norm for their age and whose family confirms that the child's performance during screening represents their typical or usual patterns. In accordance with Rhode Island Special Education Regulations, a direct referral for a Special Education Evaluation may be made at any time by a parent, teacher, or other individual, such as a pediatrician or mental health professional. Participation in a developmental screening program does not preclude children from being referred directly for an evaluation, nor is it to be used as prerequisite for diagnostic evaluation.

(b)(6)

scored test protocols in the following areas: vision, hearing, speech/ and social/emotional skills, are stored in locked files at a central site

Child Outreach results can be shared with public school professionals in the child's educational program. The Outreach Screening Summary is a cumulative folder and can travel from teacher to teacher. The entire set of protocols, however, should remain in the central site under the responsibility of the Outreach Coordinator. Child Outreach records should be kept until the child is no longer in the district where screening was conducted, screening results, including the Outreach Screening Summary, should be shared with the Child Outreach Coordinator from the district of residence.

Families are encouraged to provide written permission on the consent form to share screening results with their child's pediatrician and/or Early Care and Education Program. If permission has been obtained, Child Outreach Coordinators are required to provide a Child Outreach Screening Summary Form to their child's pediatrician or Early Care and Education Program, if applicable.

Data Collection

An established accountability system must be implemented by each school district. Data collection is best accomplished with an electronic tracking system, whereby data is collected on a continuous basis:

- child's name
- date of birth
- resident or non-resident
- age at the time of screening
- screening results in each area
- rescreening results (if applicable)
- follow-up provided

Child Outreach Coordinators are responsible for ensuring that a system for data collection is implemented so that accurate numbers can be reported in the annual Consolidated Report of Children Screened. The number of children screened is to be reported and compared to live birth data for the same year. The report should include the percentage of resident children screened at ages 3, 4, and 5. The following information is required:

- Number of 3, 4, and 5 year old resident children screened in the district
- Number of 3, 4, and 5 year old resident children screened elsewhere
- Number of 3, 4, and 5 year old resident children whose parent(s) refused screening
- Number of 3, 4, and 5 year old resident children referred for special education based on Outreach screening results
- Number of 3, 4, and 5 year old non-resident children screened
- Number of 3, 4, and 5 year old non-resident children referred to their district based on Child Outreach screening results

In addition, Child Outreach Coordinators must provide a description of their di



...erience, but also to the
...tionship where families
...n a child's development
...grams should be
...dren, respect for families,
...ized approach to
...eening process.

...nicate with families
...ey are not present during
...and Child Outreach staff
...eded in the screening process. The effectiveness of this exchange
...e of information shared, the manner in which it is exchanged, and
...essed needs of families and children. The ease, accuracy, sensitivity,
...treach staff communicates with families leave a lasting impression.
...n are exchanged with families:

...elf
...nformed about:

...ding an explanation of the meaning of each
...of activities involved in each area)

...ave the name and contact information of one person they can call if they have
...but the screening process or their child, in particular. A sample of a pamphlet which
...n the Child Outreach Manual.

...amilies
...mation about their child's development in all areas. By completing the Family
...al Screening instrument, they provide Child Outreach Programs with an invaluable
...amilies often:
...d from a natural context, over time, in a variety of settings
...of their child's performance collected during screening
...n about family culture, child-rearing practices, and their child's habits and
...child's development

...pond to any concerns that are expressed about a child on either of these
...or not these concerns are confirmed during screening. By discussing areas of
...idence, support and/or reassurance families may need. For example, the family
...es his/her name backwards or has temper tantrums at bedtime. Child Outreach
...out general child development, materials or suggestions regarding strategies to
...d. Child Outreach staff can also provide information or referrals to other community

...where a family indicates concern about this area and mentions that they already
...professional to address their concerns. In this case, it is appropriate for the Child
...Screener to share the results verbally, and make a copy of the results for the pa

...When a child appears to be developing typically in all areas, results are reported
...Child Outreach Coordinator should the family wish to have the results explained
...needs to be rescreened, it is also appropriate to communicate this option via m
...emphasize that screening yields only tentative results following a brief encounter
...by a variety of factors, including illness, fatigue, or just "an off day." It is extreme
...communication as a report card and that their child has "passed" or "failed." Let
...should indicate if the results in each area are "within age-appropriate expectatic
...warranted. Forms for reporting screening results are included in the Child Outre
...families either verbally or in writing the following should be **avoided**:

- Any emotionally-charged words such as Fail, Weakness, Very low scores, Problem, etc. (some professionals object to the terms, average/below average)
- Any reference to percentile scores or explanation of what numerical scores considered to be within "acceptable limits.")
- Any reference to possible diagnosis or reason for needed rescreen or follow (ex. fluid in the middle ear, child not feeling good about himself, etc.).
- Any reference to Child Outreach results being used to refer the child to a sp to a team to determine if preschool programs will be offered (no mention of

4. Information about Available Resources

Child Outreach staff offer resource information about general child development their child's growth and development in the years before school. High quality Child Outreach staff have a variety of resources on hand to share with families. While some families may identify specific resources as possibly needing additional resources based on the screening results, staff should take place prior to sending any information to the family. Information about resources should be readily available to families. In the event that a recommendation is made, staff should refer families to specific domains such as fine motor skills, communication, social interaction, etc. Child Outreach Centers and community recreation programs are also available to families. Child Outreach Coordinators frequently provide information about resources to families. Resource information should be useful and respectful of the varying needs of individual families.

5. Information about Special Education Services

For children who may be eligible for special education services, the Child Outreach staff should refer families to the appropriate resources. Child Outreach staff should be contacted personally to arrange a face-to-face meeting, or by telephone if a referral is needed. In addition to that remain of question or concern. Families should be reminded that a screening is to indicate if further evaluation may be needed. It is important to listen to the family and to work with them as a team to determine what is best for their child. When a referral is made, it is important to make a referral for further resources or evaluation, written material regarding the referral should be provided in the Child Outreach Manual.

In some districts, the Child Outreach Coordinator presents the referral at the Evaluation Team meeting. In other districts, the Child Outreach Coordinator is a member of the Evaluation Team, and provides support to the family as they enter into the evaluation process and to provide clarification of the screening process. In addition, families frequently

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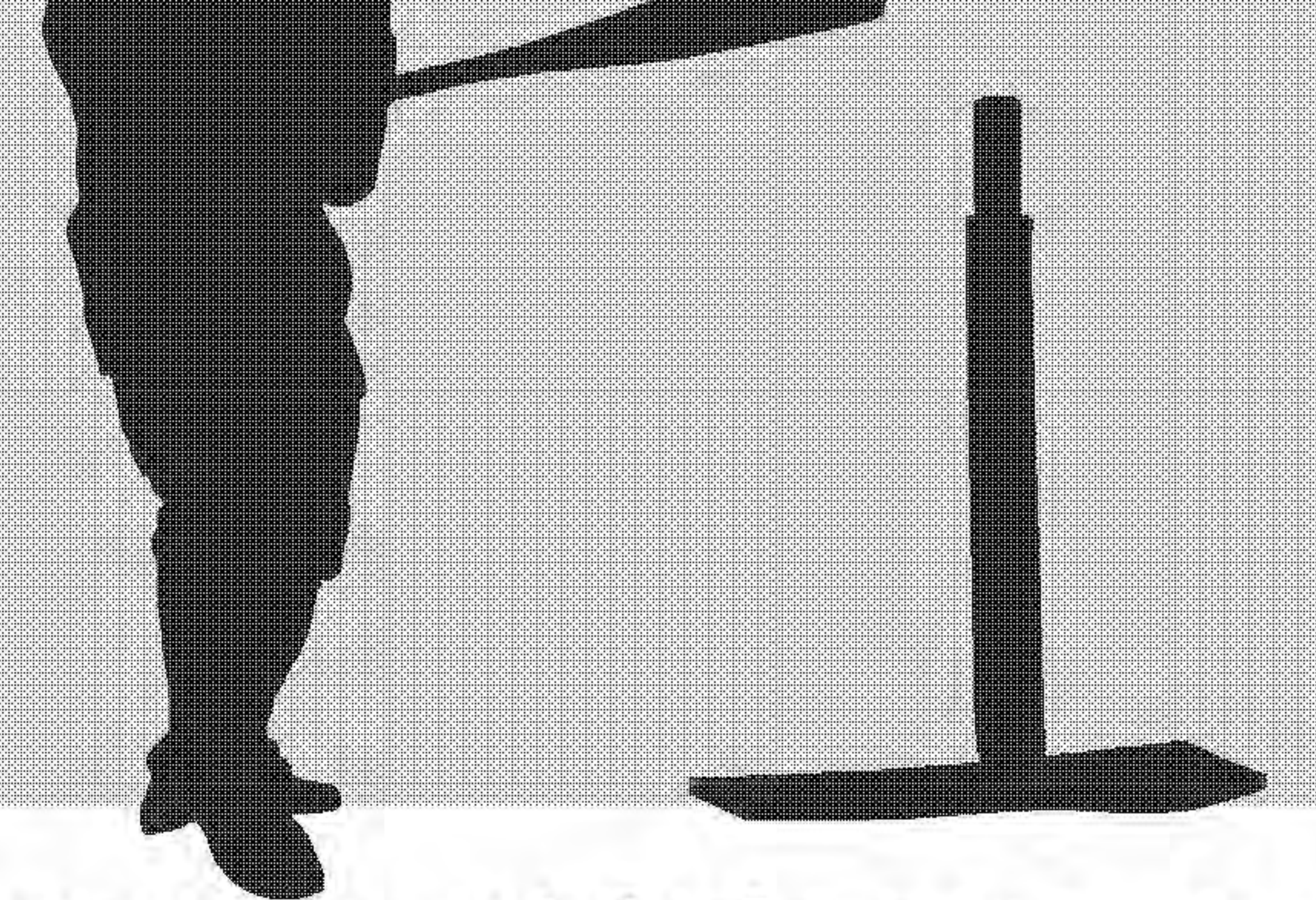
goal of screening 100% of its 3, 4 and 5 year old children
Districts report annually the percentage of children
group. As part of the Child Outreach System, districts are
g targets or goals that address the percentage of the
the year and to establish target percentages at each
ng year. Districts are also required to describe the plan
d to achieve these goals. Districts failing to demonstrate
reening targets are assisted in developing viable

ilding capacity for marketing, outreach and collaboration
th the state and school district levels. In an effort to
ilies aware of the purpose and availability of screening
en our efforts to include teenage parents, culturally and
opulations, licensed family child care homes and other
access challenges, especially families with need-related
erty, illiteracy, high degrees of stress, etc. In addition to
ch activities which include sibling searches, newspaper
sters and leaflets, districts should make every effort to
nd systemize collaborations with community programs/
e professionals

ng children.
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ach to the
sustained
ommitment.

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and Instruments



Young children learn a great deal about their world through
circumstances, 80% of what is learned is through our visual sense. Vision di
health problems children have, and in preschoolers, the majority go undetec
affected by vision problems. Without good vision, children lose a critical path

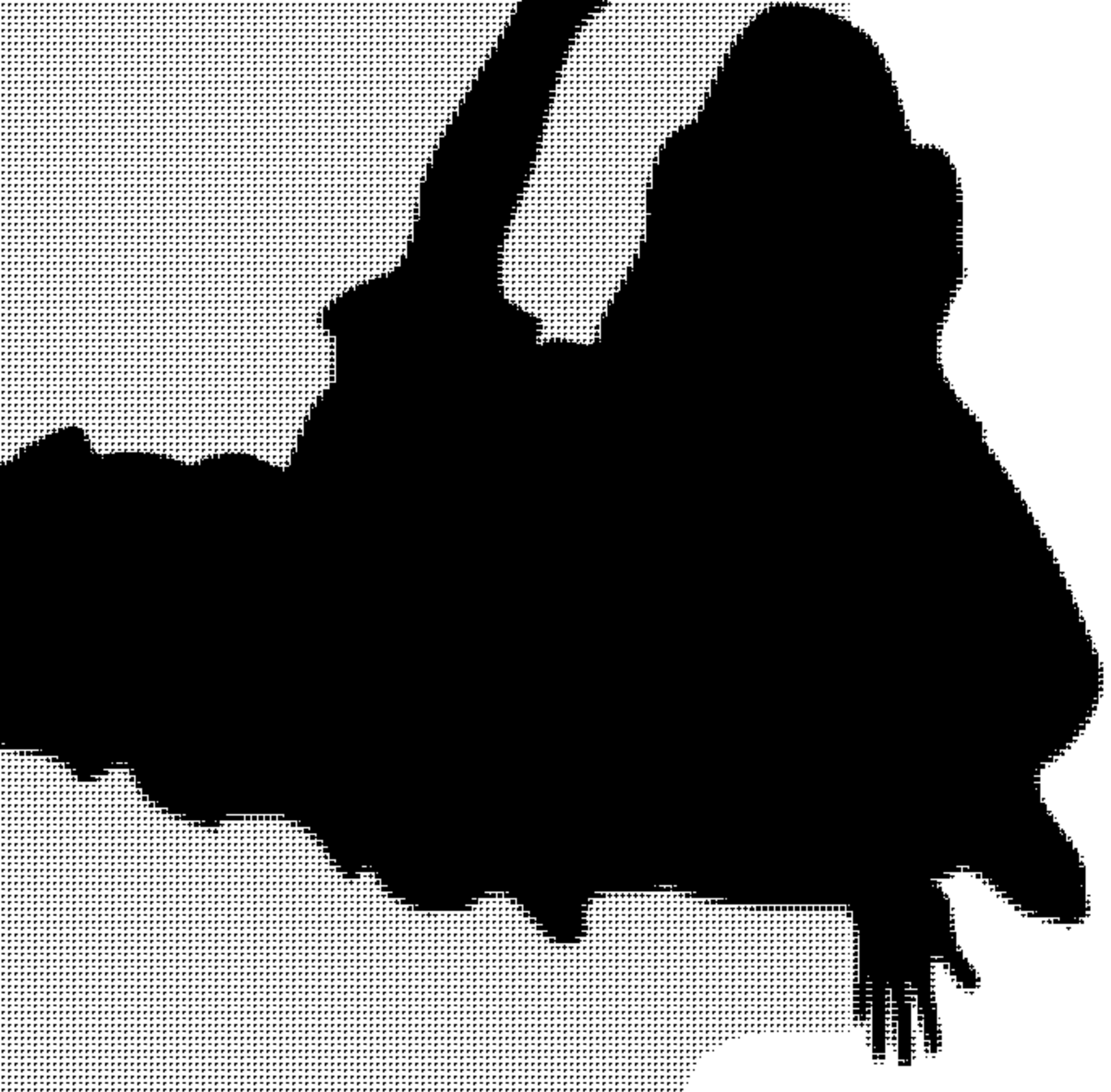
It is often difficult for a parent to know if their child has difficulty seeing. Most
their eyesight. Children typically believe that the way they see is the way eve
doubled, blurred or normal in just one eye. Most eye problems can be corre
early. Some eye problems, however, if left untreated for even a short period
blindness. For example, 4 out of 100 children have a lazy eye (amblyopia). I
permanent, preventable vision loss could result.

For these reasons, the American Academies of Pediatrics, Family Practice, C
advocate preschool vision screening; especially a key check of children age
meet this recommendation for early, appropriate vision screening at no cost,
to prevent learning, personality and school adjustment problems that could r
Early detection reduces treatment needs and improves outcomes.

At the present time, Child Outreach Programs in the state of Rhode Island h

1. to access the services of Saving Sight Rhode Island, an organization
for children using the **Suresight Vision Screener**
2. to conduct vision screening through the traditional method, using a v
trained screeners employed by the district's Child Outreach Program

Additionally, input from the Family Questionnaire provides essential informat
symptomology. The Child Outreach Screening Manual includes a detailed de
instruments, administration procedures, suggested follow up as well as sam
reporting vision results to families.



Hearing

During the early years, when foundational language learning is beginning, it is critical to identify any kind of hearing loss in children. A small hearing loss, even in one ear, is significant due to the adverse impact that hearing loss has on communication skills, learning abilities, psychosocial development and academic achievement. Children who are hard of hearing have much more difficulty learning vocabulary, grammar, word order, idiomatic expressions, and other aspects of verbal communication, than their hearing peers.

Rationale for providing a high quality hearing screening program, which is continuous, periodic monitoring of hearing status for some children, is supported by the following information:

One in ten children per 1000 are born with congenital hearing loss. While most of these children are identified at birth which can potentially be identified during infant hearing screening, hearing loss may not be evident until later in childhood (Task Force on Hearing, 1999).

Approximately 10% of children have low-frequency or high-frequency hearing loss of at least 16-dB (Niskar, A.S., et al, 1998).

Conductive hearing loss of the middle ear behind the eardrum, is one of the most common illnesses of the middle ear. Middle ear infection involves an infection of the middle ear. The fluid, however, may be gone. Otitis media with effusion, also called middle ear fluid, is fluid in the middle ear prevents the ear from conducting sound properly, it is not hearing. The degree of hearing loss caused by otitis media is usually mild to moderate. A mild loss will not hear 25-50% of what is said in a classroom, depending on the type of the loss (American Academy of Audiology, 2003). For some children, it is not until their fingers. Because chronic middle ear disease in early childhood is common that can have both medical and developmental consequences, it should be periodically monitored.

Screening programs screen children in the area of hearing with either an **audiometer or **Otoacoustic Emission Testing (OAE)**. These two methods are used to detect conductive hearing loss. Many children with middle ear dysfunction will be identified by pure tone audiometry alone. **Input from the family** should also be included in the screening process. A hearing checklist can be included in a developmental or health**

Speech/Language

The acquisition of speech and language skills is central to a child's learning and development. Language has a critical role in fostering optimal language skills. Language skills are the single most powerful and sensitive indicator of a child's

We know that babies begin learning about language long before they are able to understand and receptive/expressive language skills develop primarily in the early years for learning. Delayed speech and language development impacts learning and writing skills. Children with speech language difficulties, who are not given help in school and social emotional areas.

Learning to read requires the ability to produce different sounds and to discriminate between different sounds. Vocabulary is another important ingredient in learning to read fluently, which is why language competence is a crucial precursor to reading comprehension, making it one of the most important concepts possible and academic success achievable. Research indicates that a child should be able to read at a "basic" level, for example, read a paragraph at the 4th grade level (American Academy of Child and Adolescent Psychiatry, NAEYC, June 2002).

While the prevalence rates for speech and language disorders for the general population are 7-10% (American Speech-Language-Hearing Association, 2004), the prevalence rates for children from poor urban areas (Tineo et al., 2004). Child Outreach Program is an important role in terms of prevention. Early screening, evaluation and timely intervention can have far-reaching effects on the child's language skills.

The two screening instruments recommended for use in Rhode Island's Child Outreach Program are the **Preschool Language Scale Screening Test — Fourth Edition and the **Speech and Language Screening Test — Second Edition**. While these instruments have been normed specifically on Spanish speaking children, they both demonstrate good reliability. Child Outreach Screening Manual provides a detailed description of these screening procedures and suggested follow up.**



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g in the vision,
emotional

families and possibly Early Care and Education Providers. Developmental
e range of areas of child development including language, cognition, gross
kills. The screening is conducted one-to-one in a game-like format using
he screener, and activities whereby the child moves around and responds

instruments differ from one another, they generally include items in the

Perceptual Motor: items that examine fine motor planning and control,
memory, sequencing, perception, scanning, copying forms, drawing two-
ucing three-dimensional visual structures.

Language: items that focus on language comprehension, verbal expression,
quantitative concepts, categorization, completion of analogies and
es.

Physical: items that focus on balance, large motor coordination, locomotion,
nd initiating body positions or movements from visual or auditory cues.

ation for the acquisition of literacy and math skills and future success in
children who need services gain access to them at a very early age to
e problems. We can also serve as a resource to families by helping them
everyday experiences and future school success, for example, how playing
tes to writing skills, or putting away toys in designated areas connects with
lls. Our work is based on the premise that a young child's skills and even
ed. Providing children with appropriate everyday experiences, and when
tly impact a child's abilities, potential and life.

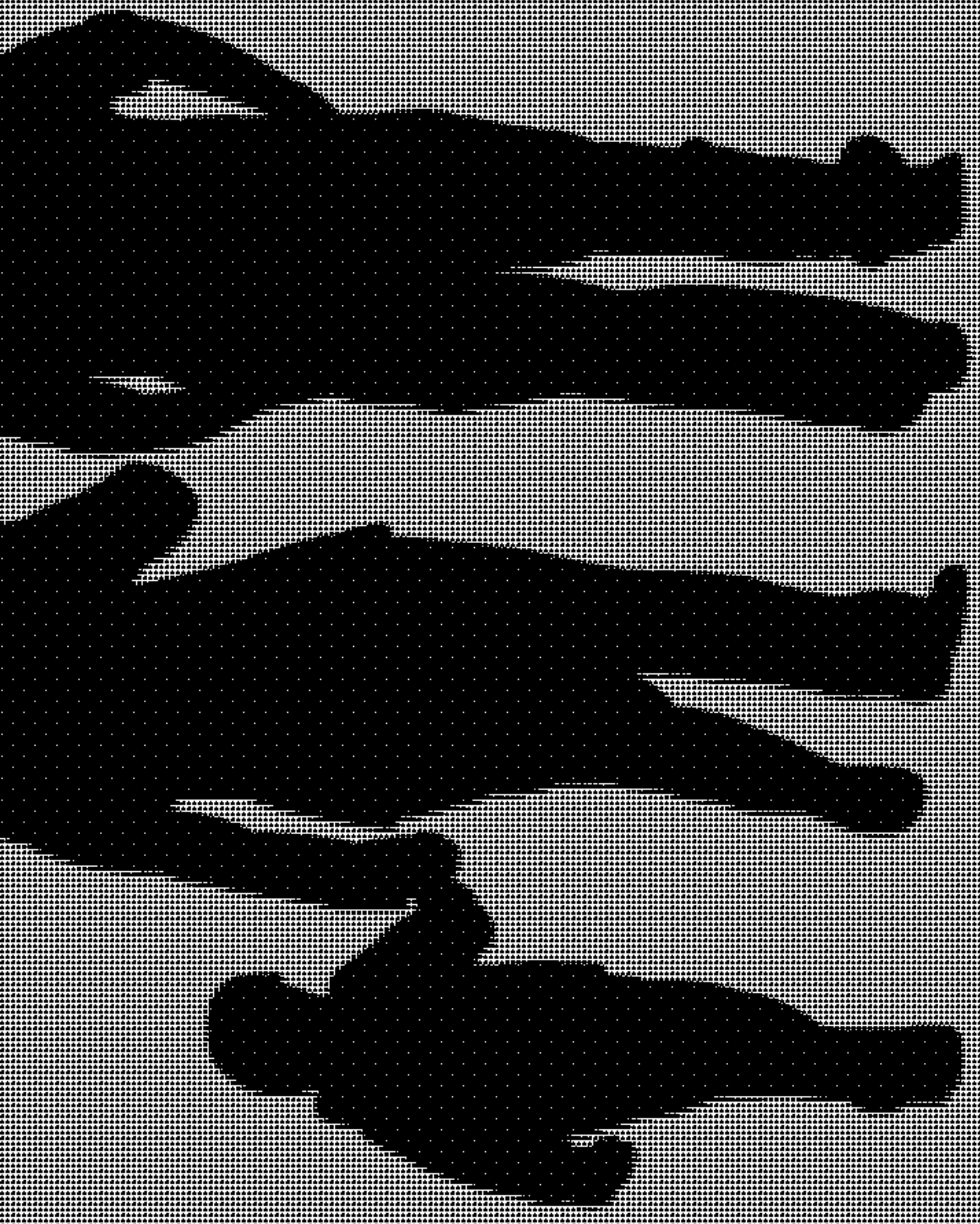
approved for screening in the area of General Development and listed

In recent years, we have seen a significant increase in the numbers
challenging behaviors within their homes and/or Early Care and Education F
parents with children 4 to 7 years old report that their children have “definite
concentration, behavior, or the ability to get along with other people” (Federal
Family Statistics, 2005). The results of a study conducted by Walter S. Gillan
research scientist at the Yale University Child Study Center (May, 2005), rev
are being expelled from Pre-K programs at a rate 3.2 times higher than that
Research data from 3,898 classrooms, representing all of the nation's 52 stat
states, indicated that 6.67 out of every 1,000 preschoolers are being expelled
2.09 per 1,000 Kindergarten–12th grade students. Expulsion rates are even
community-based programs. Because children who are expelled from their
the benefits that high quality preschool education provides, it is likely that th
school behind their peers, not only in regard to social/emotional development
areas as well.

The need for prevention and early intervention of social/emotional problems
concern for Early Childhood professionals. Social-emotional competence, or
alter the course of a child's life. Child Outreach Programs can make an impac
dilemma by offering high quality screening in the social/emotional area for a
identification and/or appropriate intervention services.

The two screening instruments selected for use in Rhode Island's Child Out
Stages Questionnaire: Social Emotional and the **Devereux Early
(DECA)**. The ASQ: SE is better suited for one-time screening. While the DE
for children who exhibit insipient behavior problems, the strength of the DEC
classroom profile can be generated and a comprehensive program of preven
be implemented. Both instruments have systems for monitoring children's pr
area. Please refer to the Child Outreach Screening Manual for a detailed de
administration procedures and suggested follow up.

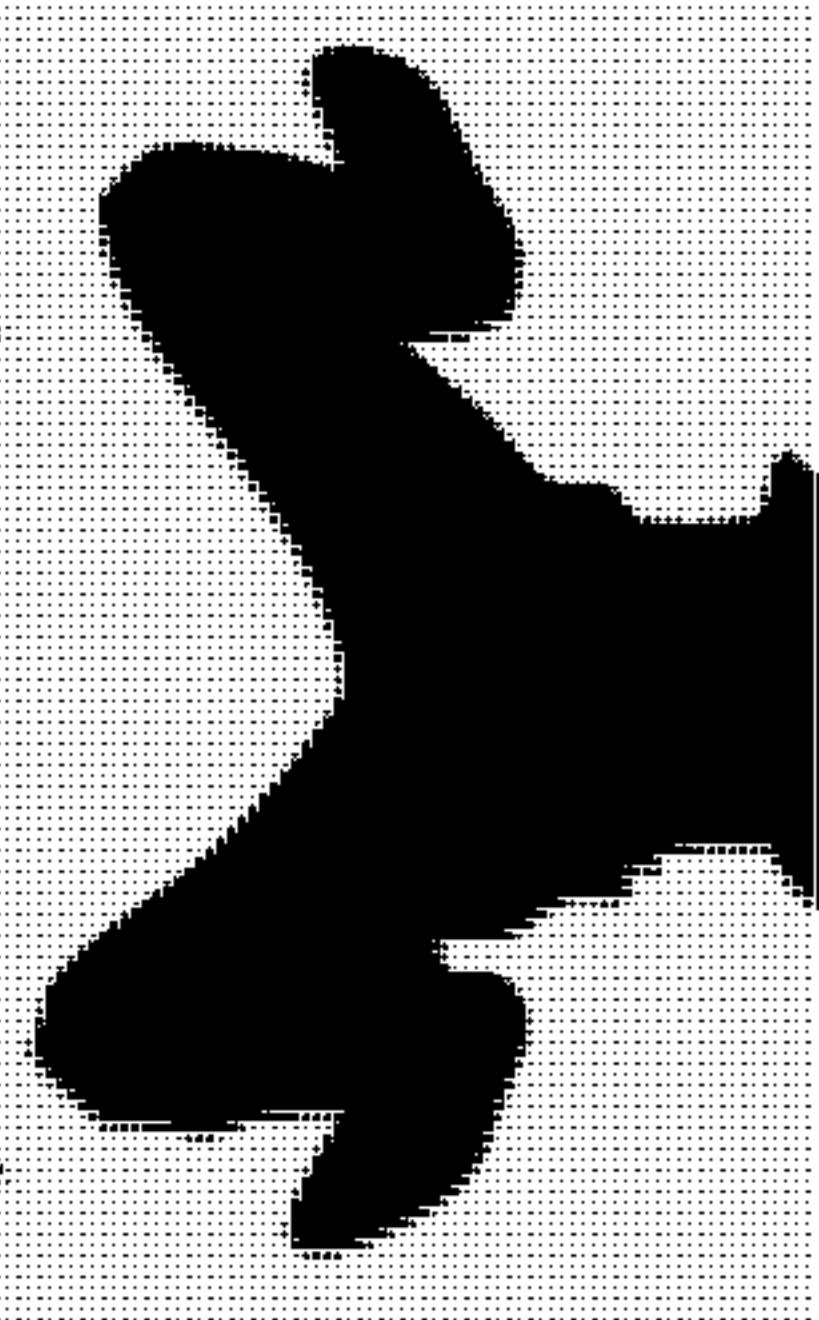
...only needs Federal and
...significant benefits to children
...in which they live. Screening
...children who may benefit
...well documented that early
...improved child outcomes as
...special education services
...sity remedial services. The
...of Education is the realization
...which reach all young
...developed these guidelines
...implementation through annual

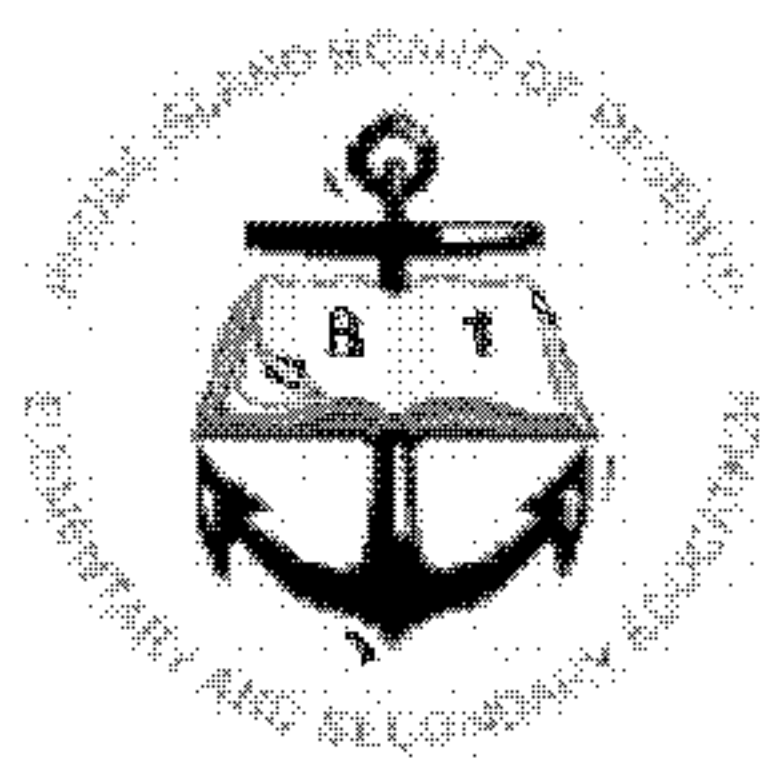


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...Donna Vigeant, Executive Director, Saving Sight, Rhode Island

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APPENDIX 10

Alignment of the Rhode Island Early Learning Standards

With

Teaching Strategies GOLD™ Objectives for Development & Learning: Birth Through Kindergarten

This document aligns the domains and abilities in the *Rhode Island Early Learning Standards* with the objectives, dimensions, and indicators of the *Teaching Strategies GOLD™* assessment system. The methodology was to analyze the information in the state standards and then determine whether there was a word alignment (WA) or a construct alignment (CA). For a word alignment, the language of the Rhode Island standards and the Teaching Strategies tool is similar. For a construct alignment, the underlying intent, rather than the specific wording, is similar. No alignment (NA) means that the Teaching Strategies tool does not address the specific benchmark in the Rhode Island standards.

References

Heroman, C., Burts, D. C., Berke, K., & Bickart, T. (2010). *Teaching Strategies GOLD™ Objectives for Development & Learning: Birth Through Kindergarten*. Washington, DC: Teaching Strategies, Inc.

Rhode Island Department of Elementary and Secondary Education, Rhode Island Department of Human Services, Rhode Island KIDS COUNT. (2003). *Rhode Island Early Learning Standards*. Providence, RI; Cranston, RI: Authors. Retrieved May 27, 2010 from http://www.ride.ri.gov/els/pdfs/ELS_Booklet.pdf

Rhode Island Early Learning Standards	Teaching Strategies GOLD™ Objectives, Dimensions, and Indicators	Methodology
Approaches to Learning		
Play: Children engage in play as a means to develop their individual approach to learning.		
<ul style="list-style-type: none"> Initiate sustained play with peers. 	2c. Interacts with peers 6. Initiates, joins in, and sustains positive interactions with a small group of two to three children	WA
<ul style="list-style-type: none"> Enter into and play cooperatively with other children. 	3a. Balances needs and rights of self and others 6. Initiates the sharing of materials in the classroom and outdoors	CA
<ul style="list-style-type: none"> Choose from a variety of play activities. 	2c. Interacts with peers 6. Initiates, joins in, and sustains positive interactions with a small group of two to three children	CA
Curiosity: Children demonstrate curiosity and a willingness to participate in tasks and challenges.		
<ul style="list-style-type: none"> Demonstrate an eagerness and interest in learning through questioning and adding ideas. 	11d. Shows curiosity and motivation 6. Shows eagerness to learn about a variety of topics and ideas	WA
<ul style="list-style-type: none"> Show an interest in people, things and the world around them. 	11d. Shows curiosity and motivation 6. Shows eagerness to learn about a variety of topics and ideas	CA
<ul style="list-style-type: none"> Choose to participate in an increasing variety of activities, tasks and play areas. 	11d. Shows curiosity and motivation 6. Shows eagerness to learn about a variety of topics and ideas	CA
Persistence: Children demonstrate an increased ability to show initiative, accept help, take risks and work towards completing tasks.		
<ul style="list-style-type: none"> Invest time in a sustained activity despite distractions and interruptions. 	11a. Attends and engages 6. Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions	WA
<ul style="list-style-type: none"> Accept help from another child or adult when encountering a problem. 	11b. Persists 6. Plans and pursues a variety of appropriately challenging tasks 11c. Solves problems 4. Observes and imitates how other people solve problems; asks for a solution and uses it	CA CA
<ul style="list-style-type: none"> Seek help when appropriate from another child or adult. 	11b. Persists 6. Plans and pursues a variety of appropriately challenging tasks 11c. Solves problems 4. Observes and imitates how other people solve problems; asks for a solution and uses it	CA CA
Self-organization: Children demonstrate an increased ability to		

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establish goals, develop and follow through with plans.		
<ul style="list-style-type: none"> Demonstrate an increased ability to understand a task as a series of steps. 	11b. Persists 6. Plans and pursues a variety of appropriately challenging tasks	CA
<ul style="list-style-type: none"> Demonstrate an increased ability to organize themselves and materials in the learning environment. 	11a. Attends and engages 6. Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions	CA
<ul style="list-style-type: none"> Follow through to complete tasks and activities. 	11a. Attends and engages 6. Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions	CA
Reasoning: Children demonstrate an increased ability to identify possible solutions to problems.		
<ul style="list-style-type: none"> Demonstrate an increased ability to generate different approaches to solving problems. 	11c. Solves problems 6. Solves problems without having to try every possibility	CA
<ul style="list-style-type: none"> Seek alternative approaches to problem solving. 	11e. Shows flexibility and inventiveness in thinking 6. Changes plans if a better idea is thought of or proposed	CA
Application: Children use their prior experiences, sense and knowledge to learn in new ways.		
<ul style="list-style-type: none"> Communicate about events and experiences. 	12a. Recognizes and recalls 6. Tells about experiences in order, provides details, and evaluates the experience; recalls 3 or 4 items removed from view	WA
<ul style="list-style-type: none"> Use prior knowledge to understand new experiences. 	12b. Makes connections 6. Draws on everyday experiences and applies this knowledge to a similar situation	CA
Social and Emotional Development		
Play: Children use play as a vehicle to build relationships and to develop an appreciation for their own abilities and accomplishments.		
<ul style="list-style-type: none"> Participate in a variety of individual and group play experiences. 	2c. Interacts with peers 6. Initiates, joins in, and sustains positive interactions with a small group of two to three children	WA
<ul style="list-style-type: none"> Explore and understand new experiences and differences among people. 	30. Shows basic understanding of people and how they live	CA
Self-Concept: Children demonstrate and express an awareness of self.		
<ul style="list-style-type: none"> Progress toward identifying self according to gender, community membership, ethnicity, ability and family membership. 	29. Demonstrates knowledge about self	CA
<ul style="list-style-type: none"> Separate from familiar people, places or things. 	2a. Forms relationships with adults 6. Manages separations without distress and engages with trusted	CA

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	adults	
<ul style="list-style-type: none"> • Demonstrate confidence in their range of abilities and express pride in accomplishments. 	1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being	CA
Self-Control: Children increase their capacity for self-control.		
<ul style="list-style-type: none"> • Demonstrate an increased understanding and acceptance of rules and routines within the learning environment. 	1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders	CA
<ul style="list-style-type: none"> • Begin to accept the consequences of their behavior. 	1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders	CA
<ul style="list-style-type: none"> • Use materials purposefully, respectfully and safely. 	1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders 3a. Balances needs and rights of self and others 6. Initiates the sharing of materials in the classroom and outdoors	CA
<ul style="list-style-type: none"> • Effectively manage transitions between activities. 	1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders	WA
<ul style="list-style-type: none"> • Demonstrate progress in the capacity to express feelings, needs and opinions. 	1a. Manages feelings 8. Controls strong emotions in an appropriate manner most of the time	CA
Interactions with Others: Children develop successful relationships with other members of their learning community.		
<ul style="list-style-type: none"> • Play, work and interact easily with one or more children and adults. 	2a. Forms relationships with adults 8. Engages with trusted adults as resources and to share mutual interests 2c. Interacts with peers 6. Initiates, joins in, and sustains positive interactions with a small group of two to three children	CA
<ul style="list-style-type: none"> • Develop friendships with peers. 	2d. Makes friends 6. Establishes a special friendship with one other child, but the friendship might only last a short while	WA
<ul style="list-style-type: none"> • Demonstrate empathy and caring for others. 	2b. Responds to emotional cues 6. Identifies basic emotional reactions of others and their causes accurately	CA
<ul style="list-style-type: none"> • Develop ability to take turns in activities. 	3a. Balances needs and rights of self and others	WA

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<ul style="list-style-type: none"> Begin to participate in resolving conflicts and disagreements with others. 	4. Takes turns 3b. Solves social problems 6. Suggests solutions to social problems	WA
Sense of Community: Children increasingly demonstrate a sense of belonging to the program, family and community.		
<ul style="list-style-type: none"> Begin to respect the rights of others. 	30. Shows basic understanding of people and how they live	CA
<ul style="list-style-type: none"> Demonstrate a growing understanding and appreciation of the relationships, people and places that make up their communities. 	30. Shows basic understanding of people and how they live	CA
<ul style="list-style-type: none"> Participate in the care of the learning environment. 	30. Shows basic understanding of people and how they live	CA
<ul style="list-style-type: none"> Demonstrate progress toward an understanding and valuing of similarities and differences among people. 	30. Shows basic understanding of people and how they live	CA
<ul style="list-style-type: none"> Perceive the needs of others and demonstrate growing empathy. 	2b. Responds to emotional cues 6. Identifies basic emotional reactions of others and their causes accurately	CA
Language Development and Communication Play: Children engage in play as a means to develop their listening and expressive language skills.		
<ul style="list-style-type: none"> Develop and experiment with conversation during daily activities and interactions. 	10a. Engages in conversations 6. Engages in conversations of at least three exchanges	CA
<ul style="list-style-type: none"> Represent stories and experiences through play. 	14b. Engages in sociodramatic play 6. Interacts with two or more children during pretend play, assigning and/or assuming roles and discussing actions; sustains play scenario for up to 10 minutes	CA
<ul style="list-style-type: none"> Think and talk about play experiences. 	9d. Tells about another time or place 6. Tells stories about other times and places that have a logical order and that include major details	CA
	12a. Recognizes and recalls 6. Tells about experiences in order, provides details, and evaluates the experience; recalls 3 or 4 items removed from view	CA
Listening and Understanding: Children develop skills in listening and in understanding language.		
<ul style="list-style-type: none"> Listen and understand stories, songs and poems. 	8a. Comprehends language 8. Responds appropriately to complex statements, questions, vocabulary, and stories	CA
<ul style="list-style-type: none"> Listen and increasingly understand conversations and questions. 	8a. Comprehends language 8. Responds appropriately to complex statements, questions,	CA

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	vocabulary, and stories	
<ul style="list-style-type: none"> Follow directions that involve multiple steps. 	8b. Follows directions 8. Follows detailed, instructional, multistep directions	WA
<ul style="list-style-type: none"> Learn to wait and take turns during conversations. 	10b. Uses social rules of language 6. Uses acceptable language and social rules while communicating with others; may need reminders	WA
<ul style="list-style-type: none"> Demonstrate progress in listening and understanding English while maintaining home language. 	37. Demonstrates progress in listening to and understanding English	WA
Speaking and Communicating: Children will use verbal and non-verbal language to express and communicate information.		
<ul style="list-style-type: none"> Communicate needs or thoughts through non-verbal gestures, actions, expressions and words. 	9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items	CA
<ul style="list-style-type: none"> Participate in communication around a topic. 	9d. Tells about another time or place 8. Tells elaborate stories that refer to other times and places	CA
<ul style="list-style-type: none"> Use more complex and longer sentences. 	9c. Uses conventional grammar 6. Uses complete, four- to six-word sentences	CA
<ul style="list-style-type: none"> Communicate clearly enough to be understood by unfamiliar listeners. 	9b. Speaks clearly 6. Is understood by most people; may mispronounce new, long, or unusual words	CA
<ul style="list-style-type: none"> Begin a conversation with other children and adults. 	10a. Engages in conversations 6. Engages in conversations of at least three exchanges	CA
<ul style="list-style-type: none"> Understand an increasingly complex and varied vocabulary. 	8a. Comprehends language 8. Responds appropriately to complex statements, questions, vocabulary, and stories	WA
Literacy		
Play: Children engage in play as a means to develop early reading and writing skills.		
<ul style="list-style-type: none"> Use symbols and forms of early writing to create more complex play. 	19a. Writes name 6. Accurate name 19b. Writes to convey meaning 5. Early invented spelling	CA
<ul style="list-style-type: none"> Use writing tools and materials in all areas of the learning environment. 	7b. Uses writing and drawing tools 6. Holds drawing and writing tools by using a three-point finger grip but may hold the instrument too close to one end	CA
<ul style="list-style-type: none"> Create play ideas that come from favorite stories, poems and songs. 	14b. Engages in sociodramatic play 6. Interacts with two or more children during pretend play, assigning	CA

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	and/or assuming roles and discussing actions; sustains play scenario for up to 10 minutes	
Early Writing: Children demonstrate an interest and ability to use symbols to represent words and ideas.		
<ul style="list-style-type: none"> • Begin to print letters in own name. 	19a. Writes name 5. Partially accurate name	WA
<ul style="list-style-type: none"> • Understand that writing carries a message. 	17b. Uses print concepts 2. Shows understanding that text is meaningful and can be read	CA
<ul style="list-style-type: none"> • Experiment with a variety of writing tools and materials. 	7b. Uses writing and drawing tools 6. Holds drawing and writing tools by using a three-point finger grip but may hold the instrument too close to one end	WA
<ul style="list-style-type: none"> • Use scribbles, shapes, letter-like symbols and letters to write or represent words or ideas. 	19b. Writes to convey meaning 2. Controlled linear scribbles 19b. Writes to convey meaning 3. Mock letters or letter-like forms 19b. Writes to convey meaning 4. Letter strings 19b. Writes to convey meaning 5. Early invented spelling	WA WA WA WA
<ul style="list-style-type: none"> • Begin to dictate ideas, sentences and stories. 	14a. Thinks symbolically 6. Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas	CA
Early Reading: Children demonstrate an interest in:		
A. Phonemic and Phonological Awareness Learning letters and the combination of letter sounds with letter symbols.		
<ul style="list-style-type: none"> • Show increasing ability to discriminate and identify the sounds of language. 	15c. Notices and discriminates smaller and smaller units of sound 4. Hears and shows awareness of separate syllables in words	CA
<ul style="list-style-type: none"> • Demonstrate growing awareness of the beginning sounds of words. 	15b. Notices and discriminates alliteration 4. Shows awareness that some words begin the same way	WA
<ul style="list-style-type: none"> • Show growing ability to hear and discriminate separate syllables in words. 	15c. Notices and discriminates smaller and smaller units of sound 4. Hears and shows awareness of separate syllables in words	WA
<ul style="list-style-type: none"> • Begin to associate sounds with written words. 	16b. Uses letter-sound knowledge 6. Shows understanding that a sequence of letters represents a sequence of spoken sounds	CA
<ul style="list-style-type: none"> • Recognize and generate rhymes. 	15a. Notices and discriminates rhyme	WA

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	4. Fills in the missing rhyming word; generates rhyming words spontaneously	
B. Book Knowledge and Appreciation Understanding and appreciating that books and other forms of print have a purpose.		
<ul style="list-style-type: none"> Attempt to read or tell a story and guess what happens next. 	18a. Interacts during read-alouds and book conversations 6. Identifies story-related problems, events, and resolutions during conversations with an adult 18b. Uses emergent reading skills 6. Pretends to read, reciting language that closely matches the text on each page and using reading-like intonation	CA WA
<ul style="list-style-type: none"> Listen to and talk about a variety of types of literature. 	18a. Interacts during read-alouds and book conversations 6. Identifies story-related problems, events, and resolutions during conversations with an adult	CA
<ul style="list-style-type: none"> Handle and care for books in a respectful manner. 	17a. Uses and appreciates books 6. Knows some features of a book (title, author, illustrator); connects specific books to authors	CA
C. Comprehension Understanding that spoken and written words have meaning.		
<ul style="list-style-type: none"> Retell parts of a story with prompts. 	18c. Retells stories 4. Retells familiar stories, using pictures or props as prompts	WA
<ul style="list-style-type: none"> Connect information to familiar experiences when being read a story. 	18a. Interacts during read-alouds and book conversations 6. Identifies story-related problems, events, and resolutions during conversations with an adult	CA
<ul style="list-style-type: none"> Demonstrate understanding of the meaning of a story. 	18a. Interacts during read-alouds and book conversations 6. Identifies story-related problems, events, and resolutions during conversations with an adult	CA
D. Print Awareness and Concepts Recognizing the association between spoken and written words by following print as it is read aloud.		
<ul style="list-style-type: none"> Explore and investigate books and other forms of print. 	17a. Uses and appreciates books 6. Knows some features of a book (title, author, illustrator); connects specific books to authors	CA
<ul style="list-style-type: none"> Understand that print carries a message. 	17b. Uses print concepts 2. Shows understanding that text is meaningful and can be read	WA
<ul style="list-style-type: none"> Show an increasing awareness of how books are organized. 	17a. Uses and appreciates books	CA

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<ul style="list-style-type: none"> Recognize some letters and words captured in books and in the environment. 	6. Knows some features of a book (title, author, illustrator); connects specific books to authors	WA
<ul style="list-style-type: none"> Recognize own name in print. 	17b. Uses print concepts 6. Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation	CA
<ul style="list-style-type: none"> Show an increasing ability to recognize individual words in sentences. 	17b. Uses print concepts 6. Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation	WA
E. Alphabet Knowledge Recognize that symbols are associated with letters of the alphabet and that they form words.		
<ul style="list-style-type: none"> Know the names of some letters and words. 	16a. Identifies and names letters 4. Recognizes as many as 10 letters, especially those in own name 17b. Uses print concepts 6. Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation	CA
<ul style="list-style-type: none"> Identify some letters in print. 	17b. Uses print concepts 6. Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation	WA
<ul style="list-style-type: none"> Know the names of most letters in own name. 	16a. Identifies and names letters 4. Recognizes as many as 10 letters, especially those in own name	WA
Mathematics		
Play: Children engage in play to develop their mathematical thinking and problem solving.		
<ul style="list-style-type: none"> Begin to make groups and match objects. 	20b. Quantifies 6. Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many	WA
<ul style="list-style-type: none"> Use counting and number vocabulary as a part of play. 	20a. Counts 6. Verbally counts to 20; counts 10–20 objects accurately; knows the last number states how many in all; tells what number (1–10) comes next in order by counting	CA
<ul style="list-style-type: none"> Experiment with patterns and shapes. 	21b. Understands shapes	CA

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	<p>6. Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation</p> <p>23. Demonstrates knowledge of patterns</p> <p>6. Extends and creates simple repeating patterns=</p>	CA
<ul style="list-style-type: none"> Explore measurement, number and quantity with various materials. 	<p>20a. Counts</p> <p>6. Verbally counts to 20; counts 10–20 objects accurately; knows the last number states how many in all; tells what number (1–10) comes next in order by counting</p> <p>20b. Quantifies</p> <p>6. Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many</p> <p>22. Compares and measures</p> <p>6. Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools</p>	CA
<ul style="list-style-type: none"> Collect and organize information and materials as a natural part of play. 	<p>24. Uses scientific inquiry skills</p>	CA
<p>Numbers and Operations: Children show interest and curiosity in counting and grouping objects and numbers.</p>		
<ul style="list-style-type: none"> Match, sort, put in a series and regroup objects according to one characteristic. 	<p>13. Uses classification skills</p> <p>6. Groups objects by one characteristic; then regroups them using a different characteristic and indicates the reason</p> <p>22. Compares and measures</p> <p>4. Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers</p>	CA
<ul style="list-style-type: none"> Begin to use numbers and counting as a means for solving problems, predicting and measuring quantity. 	<p>20a. Counts</p> <p>6. Verbally counts to 20; counts 10–20 objects accurately; knows the last number states how many in all; tells what number (1–10) comes next in order by counting</p> <p>20b. Quantifies</p> <p>6. Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many</p>	CA
<ul style="list-style-type: none"> Use one-to-one correspondence in counting objects and matching 	<p>20a. Counts</p>	WA

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groups of objects.	6. Verbally counts to 20; counts 10–20 objects accurately; knows the last number states how many in all; tells what number (1–10) comes next in order by counting	
<ul style="list-style-type: none"> Begin to associate a number of objects with names and symbols for numbers. 	20c. Connects numerals with their quantities 6. Identifies numerals to 10 by name and connects each to counted objects	CA
<ul style="list-style-type: none"> Use words such as more than, less than and add/subtract to express some number concepts. 	20b. Quantifies 6. Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many	CA
Geometry and Spatial Sense: Children show an interest in recognizing and creating shapes and an awareness of position in space.		
<ul style="list-style-type: none"> Describe and name common shapes found in the natural environment. 	21b. Understands shapes 4. Identifies a few basic shapes (circle, square, triangle)	CA
<ul style="list-style-type: none"> Use language to understand the arrangement, order and position of objects that are on top of, next to, on the bottom, underneath, beside and in front of other objects. 	21a. Understands spatial relationships 6. Uses and responds appropriately to positional words indicating location, direction, and distance	WA
<ul style="list-style-type: none"> Group objects according to their shape and size. 	32. Demonstrates simple geographic knowledge 13. Uses classification skills 6. Groups objects by one characteristic; then regroups them using a different characteristic and indicates the reason	CA CA
Patterns and Measurement: Children show an interest in recognizing and creating patterns, comparing and measuring time and quantity.		
<ul style="list-style-type: none"> Group and name a number of similar objects into simple categories. 	13. Uses classification skills 6. Groups objects by one characteristic; then regroups them using a different characteristic and indicates the reason	CA
<ul style="list-style-type: none"> Begin to understand that some events take place in the past, present or future. 	22. Compares and measures 4. Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers	CA
<ul style="list-style-type: none"> Begin to order, compare or describe objects according to size, length, height and weight using standard or non-standard forms of measurement. 	31. Explores change related to familiar people or places 22. Compares and measures 6. Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools	CA CA
Science		
Play: Children engage in play as a means to develop their scientific		

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skills.		
<ul style="list-style-type: none"> Ask questions based upon discoveries made while playing. Use play to discover, question and understand the natural and physical world. Use scientific tools as props in their play. 	24. Uses scientific inquiry skills 24. Uses scientific inquiry skills 28. Uses tools and other technology to perform tasks	CA CA CA
Scientific Knowledge: Children learn about the development of the natural and physical world.		
<ul style="list-style-type: none"> Collect, describe and learn to record information through discussion, drawings and charts. Use tools and their senses to make observations, gather and record information and make predictions about what might happen. Investigate changes in materials and cause-effect relationships. Ask and pursue their questions through simple investigations. 	24. Uses scientific inquiry skills 24. Uses scientific inquiry skills 26. Demonstrates knowledge of the physical properties of objects and materials 28. Uses tools and other technology to perform tasks 24. Uses scientific inquiry skills	CA CA CA CA CA
Scientific Skills and Methods: Children begin to use scientific tools and methods to learn about their world.		
<ul style="list-style-type: none"> Explore the natural processes of growing, changing and adapting to the environment. Make simple observations, predictions, explanations and generalizations based on real life experiences. Explore time, temperature and cause-effect relationships based on everyday experiences. 	25. Demonstrates knowledge of the characteristics of living things 27. Demonstrates knowledge of Earth's environment 24. Uses scientific inquiry skills 26. Demonstrates knowledge of the physical properties of objects and materials 24. Uses scientific inquiry skills 31. Explores change related to familiar people or places	CA CA CA CA CA CA
Creativity		
Play: Children engage in play as a means of self-expression and creativity.		
<ul style="list-style-type: none"> Engage in spontaneous imaginative play using a variety of materials to dramatize stories and experiences. Use movement, a variety of media and music while playing to represent stories, moods and experiences. 	14b. Engages in sociodramatic play 6. Interacts with two or more children during pretend play, assigning and/or assuming roles and discussing actions; sustains play scenario for up to 10 minutes 14b. Engages in sociodramatic play 6. Interacts with two or more children during pretend play, assigning and/or assuming roles and discussing actions; sustains play scenario for up to 10 minutes 35. Explores dance and movement concepts	CA CA CA

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<ul style="list-style-type: none"> Use musical instruments and tools from various art forms as props in dramatic play. 	<ul style="list-style-type: none"> Engages in sociodramatic play 6. Interacts with two or more children during pretend play, assigning and/or assuming roles and discussing actions; sustains play scenario for up to 10 minutes 	14b. Engages in sociodramatic play 6. Interacts with two or more children during pretend play, assigning and/or assuming roles and discussing actions; sustains play scenario for up to 10 minutes 34. Explores musical concepts and expression	CA CA
Creative Expression: Children engage in individual or group activities that represent real-life experiences, ideas, knowledge, feelings and fantasy.			
<ul style="list-style-type: none"> Explore various roles in dramatic play through the use of props, language and fantasy roles with others. 	<ul style="list-style-type: none"> Engages in sociodramatic play 6. Interacts with two or more children during pretend play, assigning and/or assuming roles and discussing actions; sustains play scenario for up to 10 minutes 	14b. Engages in sociodramatic play 6. Interacts with two or more children during pretend play, assigning and/or assuming roles and discussing actions; sustains play scenario for up to 10 minutes	CA
<ul style="list-style-type: none"> Use movement and a variety of musical styles to express feelings and to understand and interpret experiences. 	<ul style="list-style-type: none"> Thinks symbolically 6. Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas 	14a. Thinks symbolically 6. Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas	CA
<ul style="list-style-type: none"> Participate in musical activities using a variety of materials for expression and representation. 	<ul style="list-style-type: none"> Explores musical concepts and expression 	34. Explores musical concepts and expression	CA
<ul style="list-style-type: none"> Plan, work cooperatively and create drawings, paintings, sculptures and other art projects. 	<ul style="list-style-type: none"> Explores the visual arts 	33. Explores the visual arts	CA
<ul style="list-style-type: none"> Demonstrate care and persistence when involved in art projects. 	<ul style="list-style-type: none"> Persists 6. Plans and pursues a variety of appropriately challenging tasks Explores the visual arts 	11b. Persists 6. Plans and pursues a variety of appropriately challenging tasks 33. Explores the visual arts	WA CA
Tools: Children use a variety of tools and art media to creatively express their ideas.			
<ul style="list-style-type: none"> Experiment with different tools to creatively express and present ideas. 	<ul style="list-style-type: none"> Explores the visual arts Explores musical concepts and expression Explores dance and movement concepts Explores drama through actions and language 	33. Explores the visual arts 34. Explores musical concepts and expression 35. Explores dance and movement concepts 36. Explores drama through actions and language	CA CA CA CA
<ul style="list-style-type: none"> Select and use a variety of tools to approach tasks. 	<ul style="list-style-type: none"> Explores the visual arts Explores musical concepts and expression Explores dance and movement concepts Explores drama through actions and language 	33. Explores the visual arts 34. Explores musical concepts and expression 35. Explores dance and movement concepts 36. Explores drama through actions and language	CA CA CA CA
Appreciation of the Arts: Children express interest in and begin to build a knowledge base in the arts.			
<ul style="list-style-type: none"> Begin to understand and develop a vocabulary to share opinions about artistic creations and experiences. 	<ul style="list-style-type: none"> Explores the visual arts Explores musical concepts and expression 	33. Explores the visual arts 34. Explores musical concepts and expression	CA CA

Rhode Island Early Learning Standards	Teaching Strategies GOLD™ Objectives, Dimensions, and Indicators	Methodology
	35. Explores dance and movement concepts 36. Explores drama through actions and language	CA CA
<ul style="list-style-type: none"> • Enjoy participating in a variety of art experiences. 	33. Explores the visual arts 34. Explores musical concepts and expression 35. Explores dance and movement concepts 36. Explores drama through actions and language	CA CA CA CA
<ul style="list-style-type: none"> • Appreciate and demonstrate respect for the work of others. 	30. Shows basic understanding of people and how they live 33. Explores the visual arts 34. Explores musical concepts and expression 35. Explores dance and movement concepts 36. Explores drama through actions and language	CA CA CA CA CA
<ul style="list-style-type: none"> • Begin to notice differences in the arts from a variety of cultures. 	30. Shows basic understanding of people and how they live 33. Explores the visual arts 34. Explores musical concepts and expression 35. Explores dance and movement concepts 36. Explores drama through actions and language	CA CA CA CA CA
Physical Health and Development		
Play: Children engage in play as a means to understand healthy behavior and develop their physical bodies.		
<ul style="list-style-type: none"> • Participate in games, outdoor play and other forms of play that enhance physical fitness. 	29. Demonstrates knowledge about self	CA
<ul style="list-style-type: none"> • Use their senses to explore materials and experience activities. 	24. Uses scientific inquiry skills	CA
<ul style="list-style-type: none"> • Begin to use health and safety practices. 	1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being 29. Demonstrates knowledge about self	CA CA CA
<ul style="list-style-type: none"> • Initiate activities that challenge their bodies in new ways. 	11b. Persists 6. Plans and pursues a variety of appropriately challenging tasks	CA
Gross Motor: Children increasingly move their bodies in ways that demonstrate control, balance and coordination.		
<ul style="list-style-type: none"> • Demonstrate increasing strength and stamina in movement activities. 	4. Demonstrates traveling skills 8. Contributes complex movements in play and games 5. Demonstrates balancing skills 8. Sustains balance during complex movement experiences 6. Demonstrates gross-motor manipulative skills 8. Manipulates balls or similar objects with a full range of motion	CA CA CA CA
<ul style="list-style-type: none"> • Demonstrate body and space awareness to move and stop with 	4. Demonstrates traveling skills	CA

Rhode Island Early Learning Standards	Teaching Strategies GOLD™ Objectives, Dimensions, and Indicators	Methodology
control over speed and direction.	<ul style="list-style-type: none"> 8. Contributes complex movements in play and games 5. Demonstrates balancing skills 8. Sustains balance during complex movement experiences 6. Demonstrates gross-motor manipulative skills 8. Manipulates balls or similar objects with a full range of motion 	<p>CA</p> <p>CA</p>
<ul style="list-style-type: none"> • Develop coordination and balance with a variety of playground equipment. 	<ul style="list-style-type: none"> 4. Demonstrates traveling skills 8. Contributes complex movements in play and games 5. Demonstrates balancing skills 8. Sustains balance during complex movement experiences 6. Demonstrates gross-motor manipulative skills 8. Manipulates balls or similar objects with a full range of motion 	<p>CA</p> <p>CA</p> <p>CA</p>
<p>Fine Motor: Children use their fingers and hands in ways that develop hand-eye coordination, strength, control and object manipulation.</p>		
<ul style="list-style-type: none"> • Demonstrate increasing strength and stamina to perform fine motor tasks. 	<ul style="list-style-type: none"> 7a. Uses fingers and hands 8. Uses small, precise finger and hand movements 	<p>CA</p>
<ul style="list-style-type: none"> • Use hand-eye coordination to perform fine motor tasks with a variety of manipulative materials. 	<ul style="list-style-type: none"> 7a. Uses fingers and hands 8. Uses small, precise finger and hand movements 7b. Uses writing and drawing tools 6. Holds drawing and writing tools by using a three-point finger grip but may hold the instrument too close to one end 	<p>CA</p> <p>CA</p>
<ul style="list-style-type: none"> • Show increased awareness and control of tools for various learning activities. 	<ul style="list-style-type: none"> 7b. Uses writing and drawing tools 6. Holds drawing and writing tools by using a three-point finger grip but may hold the instrument too close to one end 	<p>CA</p>
<p>Healthy Habits: Children begin to understand how daily activity and healthy behavior promote overall personal health and safety.</p>		
<ul style="list-style-type: none"> • Demonstrate safety awareness when purposefully using materials. 	<ul style="list-style-type: none"> 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being 	<p>CA</p>
<ul style="list-style-type: none"> • Demonstrate the increasing ability to perform self-care skills independently when eating, dressing, toileting and washing hands. 	<ul style="list-style-type: none"> 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being 	<p>CA</p>
<ul style="list-style-type: none"> • Shows care for personal belongings. 	<ul style="list-style-type: none"> 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being 	<p>CA</p>
<ul style="list-style-type: none"> • Begin to understand that some foods have nutritional value. 	<ul style="list-style-type: none"> 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being 29. Demonstrates knowledge about self 	<p>CA</p> <p>CA</p>
<p>Senses: Children increase their understanding of the use of their eyes, ears, fingers, nose and mouth and how the senses work together.</p>		

Rhode Island Early Learning Standards	Teaching Strategies GOLD™ Objectives, Dimensions, and Indicators	Methodology
<ul style="list-style-type: none"> • Discriminate between a variety of sights, smells, sounds, textures and tastes. 	12b. Makes connections 6. Draws on everyday experiences and applies this knowledge to a similar situation	CA
<ul style="list-style-type: none"> • Explore and learn to tolerate a wide variety of sensory input. 	11a. Attends and engages 6. Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions	CA
<ul style="list-style-type: none"> • Combine and use different senses depending on the activity. 	11b. Persists 6. Plans and pursues a variety of appropriately challenging tasks	CA

APPENDIX 11

Infant and Preschool Child Care

DEFINITION

Infant and preschool child care is the number of regulated child care slots per 100 children under age six estimated to be in need of care. Regulated child care slots include licensed child care center slots and licensed family child care home slots.

SIGNIFICANCE

Child care enables parents to work and, when high quality, supports the development of important school-readiness skills. Research indicates that high-quality child care and early-learning programs for infants, toddlers and preschoolers have long-lasting positive effects on how children learn, develop, cope with stress and handle their emotions.¹

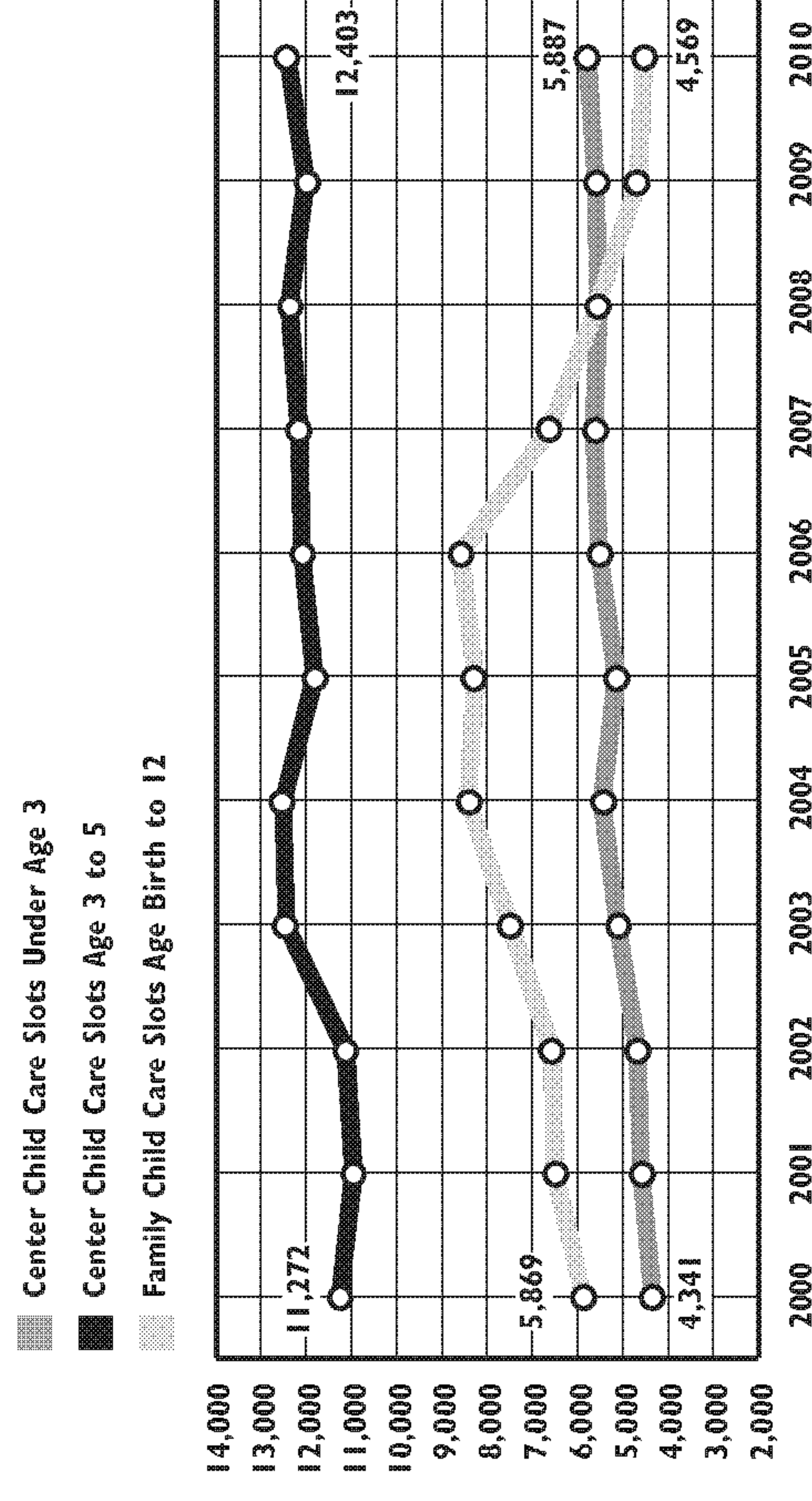
Early and extensive enrollment in child care is common in the United States and is a basic need for many working families in Rhode Island. Between 2007 and 2009, an estimated 70% of Rhode Island children under age six had all parents in the workforce, higher than the estimated U.S. rate of 63%.² In the U.S., 63% of children under age five are in some type of regular child care arrangement. Children of employed mothers spend an average of 35 hours per week in child care compared with 19 hours per week for children of mothers not in the workforce.³

Nationally, 47% of children under age 5 with an employed mother are cared for by a relative (father, grandparent, sibling, other relative or mother while working), 24% attend a center-based program, 7% attend family child care, 8% are in another type of home-based care arrangement with a non-relative and 3% attend school-based programs. Eleven percent of young children with employed mothers have no regular child care arrangement.⁴

The availability of stable child care is critical for Rhode Island's economy. When parents have difficulty finding and keeping child care, they miss work and are more likely to leave their jobs.⁵ Access to affordable, quality child care plays a pivotal role in supporting maternal employment and economic self-sufficiency. Women with children earn lower hourly wages than women without children. In contrast, having children has a positive or no impact on men's wages. Greater use of child care during the early childhood years is associated with higher hourly wages and more hours of employment in the long term, indicating that using child care can improve women's career trajectories.⁶

When the availability of child care is sufficient to meet demand and child care subsidies are accessible and tied to market rates, families have more options and can make enrollment decisions based on the quality of the care.

Infant and Preschool Child Care Capacity, Rhode Island, 2000-2010



Source: Options for Working Parents, slots in licensed child care centers and certified family child care homes, 2000-2006. Rhode Island Department of Children, Youth and Families, slots in licensed child care centers and family child care homes, 2007-2010.

- ◆ In 2010 in Rhode Island, there were 22,859 slots for children under age six in licensed child care centers and certified family child care homes. This total is down from a peak high of 26,243 in 2006, but up from 21,482 in 2000.⁷
- ◆ The number of licensed child care center slots for infants and toddlers (children under age three) in Rhode Island has increased fairly steadily over the past decade, growing 36% from 4,341 in 2000 to 5,887 in 2010.⁸
- ◆ The number of licensed child care center slots for preschoolers (children ages three to five) has grown more slowly than slots for infants and toddlers. Between 2000 and 2010, there has been a 10% increase in the number of licensed slots for preschoolers.⁹
- ◆ The number of licensed family child care slots grew 47% between 2000 and 2006, from 5,869 to 8,601. Since 2006, the number of family child care slots has decreased to 4,569 and is 22% below the capacity in 2000.¹⁰

Table 34. Child Care for Children Under Age 6, Rhode Island, December 2010

CITY/TOWN	# OF CHILD CARE CENTER SLOTS		# OF CHILD CARE CENTER SLOTS AGES 3-5	# OF LICENSED FAMILY CHILD CARE HOME SLOTS*		TOTAL REGULATED CHILD CARE SLOTS FOR CHILDREN < AGE 6		POTENTIAL CHILDREN < AGE 6 IN NEED OF REGULATED CHILD CARE	SLOTS PER 100 CHILDREN < AGE 6 IN NEED OF REGULATED CHILD CARE	Source of Data for Table/Methodology
	< AGE 3	< AGE 3		CHILD CARE	HOME SLOTS*	CHILDREN < AGE 6	CHILDREN < AGE 6			
Barrington	116	44	320	26	26	462	386	120		Rhode Island Department of Children, Youth and Families, number of licensed child care center slots for children under age 6 and number of certified family child care home slots, December 2010. Only full-day and morning slots are counted for center-based care.
Bristol	44	28	102	22	22	168	447	38		
Burrillville	28	101	114	14	14	156	408	38		
Central Falls	101	13	207	131	131	439	520	84		
Charlestown	13	80	36	20	20	69	170	41		
Coventry	80	531	238	82	82	400	962	42		
Cranston	531	115	1,140	325	76	1,996	1,799	111		
Cumberland	115	312	311	16	16	502	912	55		
East Greenwich	312	137	518	63	63	846	277	305		
East Providence	137	28	550	8	8	750	1,168	64		
Exeter	28	17	63	0	0	99	189	52		
Foster	17	60	25	0	0	42	107	39		
Glocester	60	0	74	6	6	140	264	53		
Hopkinton	0	31	0	24	24	24	283	8		
Jamestown	31	251	33	8	8	72	83	87		
Johnston	251	136	335	80	80	666	702	95		
Lincoln	136	0	283	22	22	441	565	78		
Little Compton	0	217	0	6	6	6	53	11		
Middletown	217	0	393	30	30	640	463	138		
Narragansett	0	12	0	0	0	0	228	0		
New Shoreham	12	48	22	0	0	34	27	126		
Newport	48	161	158	31	31	237	615	39		
North Kingstown	161	130	413	22	22	596	805	74		
North Providence	130	103	227	90	90	447	662	68		
North Smithfield	103	330	74	42	42	219	285	77		
Pawtucket	330	90	690	318	318	1,338	2,103	64		
Portsmouth	90	966	112	6	6	208	411	51		
Providence	966	0	1,945	2,731	2,731	5,642	4,002	141		
Richmond	0	12	36	16	16	52	255	20		
Scituate	12	231	44	35	35	91	288	32		
Smithfield	231	217	469	13	13	713	400	178		
South Kingstown	217	25	489	28	28	734	590	124		
Tiverton	25	55	135	22	22	182	358	51		
Warren	55	728	119	8	8	182	325	56		
Warwick	728	75	1,380	120	120	2,228	2,119	105		
West Greenwich	75	136	102	0	0	177	173	102		
West Warwick	136	152	340	46	46	522	737	71		
Westerly	152	199	284	11	11	447	644	69		
Woonsocket	199	1,780	622	71	71	892	1,100	81		
Core Cities	1,780	4,107	3,962	3,328	3,328	9,070	9,077	100		
Remainder of State	4,107	5,887	8,441	1,241	1,241	13,789	16,808	82		
Rhode Island	5,887		12,403	4,569	4,569	22,859	25,885	88		

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- ¹ Shonkoff, J. P. & Phillips, D. A. (Eds.), (2000). *From neurons to neighborhoods: The science of early childhood development*. Washington, DC: National Academy Press.
- ² U.S. Bureau of the Census, 2007-2009 American Community Survey 3-Year Estimates, *Selected Economic Characteristics, Rhode Island and United States, 2007-2009*.
- ^{3,4} Laughlin, L. (2010). *Who's minding the kids? Child care arrangements: Spring 2005/Summer 2006*. (Current Population Reports P70-121). Washington, DC: U.S. Census Bureau.
- ⁵ Usdansky, M. L. & Wolf, D. A. (2005). *A routine juggling act: Managing child care and employment*. Working Paper, No. 937. Princeton, NJ: Woodrow Wilson School of Public and International Affairs.
- ⁶ Bub, K. L. & McCartney, K. (2004). On childcare as a support for maternal employment wages and hours. *Journal of Social Issues, 60*(4), 819-834.
- ^{7,8,9,10} Options for Working Parents, slots in licensed child care centers and certified family child care homes, 2000-2006. Rhode Island Department of Children, Youth and Families, slots in licensed child care centers and family child care homes, 2007-2010.

DEFINITION

Children enrolled in Head Start is the percentage of eligible children enrolled in the Head Start preschool program.

SIGNIFICANCE

Head Start is a federally-funded comprehensive early childhood program for low-income preschool children and their families. It is designed to address a wide variety of needs during the two years before kindergarten so that low-income children can begin school on a more equal footing with their more economically advantaged peers.¹ Head Start programs deliver early education, medical and dental screenings and referrals, nutritional services, mental health services, parental involvement activities and social service referrals for the whole family.²

Family income is strongly correlated with children's cognitive and social skills at school entry. Before kindergarten entry, children in the highest socio-economic group have cognitive test scores that are 60% higher than the average scores of children in the lowest socio-economic group. Children in families with incomes below the federal poverty threshold are typically 18 months behind their peers at age four.³

Head Start centers are typically of higher quality than most other early care and education programs available to low-

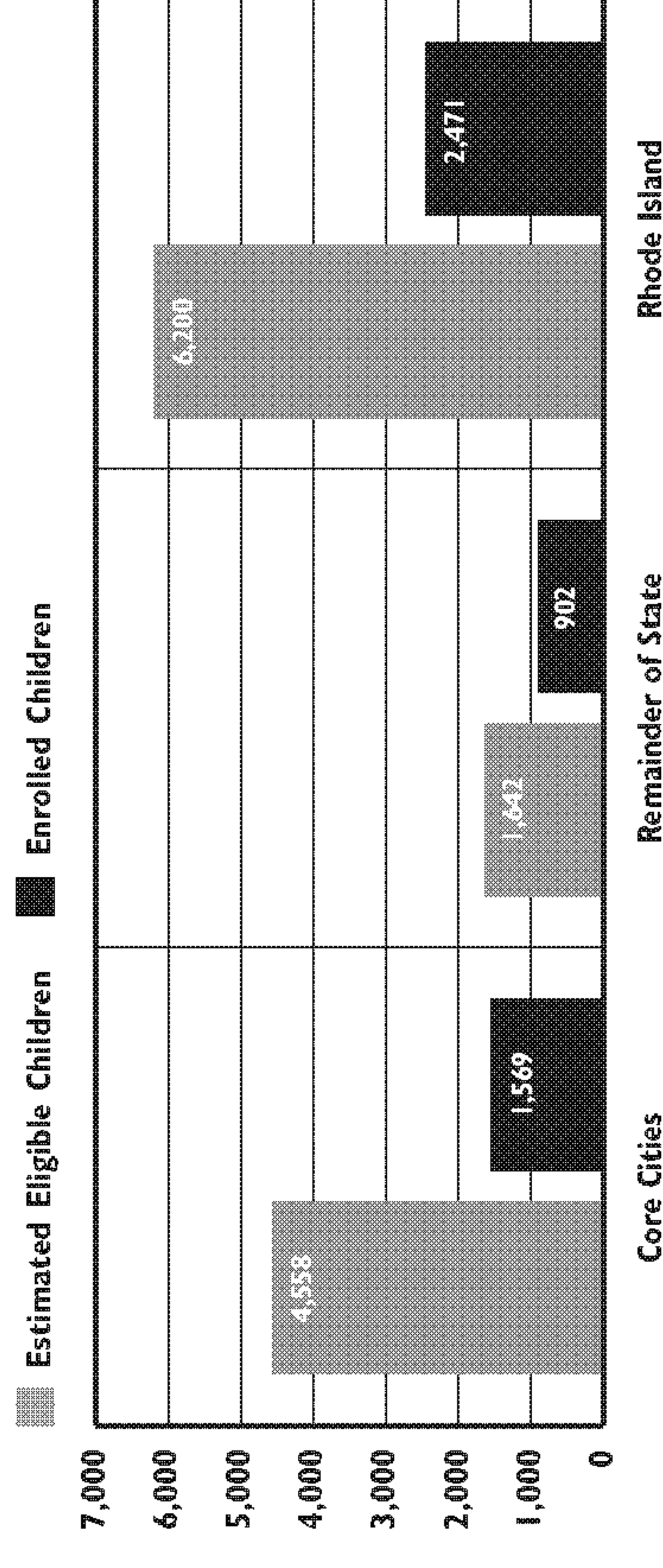
income parents.⁴ Head Start also has been found to be more effective than many other early learning programs.⁵ Children who participate in Head Start show improvements in language and literacy skills as well as behavior.⁶

Researchers have found lasting impacts in reduced grade retention and special education placement and increased high school graduation rates.⁷ Some experts believe that Head Start could produce even greater gains for disadvantaged children if Head Start teachers were better prepared and better paid.⁸ In 2009 in Rhode Island, 31% of Head Start teachers had a bachelor's degree and the average Head Start teacher salary was \$29,048.⁹

Core federal Head Start and Early Head Start funding for Rhode Island totaled an estimated \$23 million in Federal Fiscal Year 2010.¹⁰ Rhode Island supplements federal funding with \$1 million in state funds so that more Rhode Island children can attend Head Start programs.¹¹

In 2008 and 2009, state funding for Head Start was cut.^{12,13} For the 2010-2011 school year there are 2,323 federally-funded and 156 state-funded Head Start slots. Funding from the federal *American Recovery and Reinvestment Act* supports 18 additional Head Start slots for preschool children in Providence.¹⁴

Access to Head Start, Rhode Island, 2010



Source: Rhode Island Head Start program data compiled by Rhode Island KIDS COUNT, 2010.

◆ **Head Start is not funded at a level to serve all eligible children and most Rhode Island Head Start programs maintain active waiting lists of eligible children. In October 2010, Rhode Island Head Start programs served 2,471 children, 40% of the estimated 6,200 eligible children. In the core cities, 34% of eligible children were enrolled in Head Start, compared with 55% in the remainder of the state.**¹⁵

◆ **Preschool age children from across the state are served by seven Head Start agencies: CHILC, Inc., Children's Friend, Comprehensive Community Action Program, East Bay Community Action Program, South County Community Action Program, Tri-Town Community Action Program and Woonsocket Head Start Child Development Association.**¹⁶

Head Start Families, Rhode Island & United States, 2009

	RHODE ISLAND	UNITED STATES
Single-parent families	57%	57%
Two-parent families	43%	43%
At least one employed parent	63%	68%
At least one parent in school/job training	14%	14%

Source: *Rhode Island Head Start by the numbers 2009 PIR profile*. (2010). Washington, DC: Center for Law and Social Policy.

Children Enrolled in Head Start, Rhode Island, 2010

Table 36.

CITY/TOWN	# OF CHILDREN AGES 3 & 4	ESTIMATED ELIGIBLE CHILDREN < 100% OF FPL*	ESTIMATED ELIGIBLE CHILDREN 100-129% OF FPL*	# OF CHILDREN ENROLLED IN HEAD START	ESTIMATED % OF ELIGIBLE CHILDREN ENROLLED IN HEAD START
Barrington	416	10	0	2	21%
Bristol	547	54	9	31	50%
Burrillville	370	35	14	16	32%
Central Falls	607	260	82	110	32%
Charlestown	184	7	17	12	48%
Coventry	789	45	25	28	40%
Cranston	1,689	143	43	207	100%
Cumberland	776	32	32	4	6%
East Greenwich	381	29	5	1	3%
East Providence	1,030	134	46	112	62%
Exeter	220	35	25	4	7%
Foster	76	0	0	1	NA
Glocester	313	18	2	3	16%
Hopkinton	263	19	31	7	14%
Jamestown	71	0	0	1	NA
Johnston	638	55	20	52	70%
Lincoln	483	24	7	6	19%
Little Compton	66	3	0	2	67%
Middletown	508	30	32	45	73%
Narragansett	290	18	4	11	49%
New Shoreham	27	1	0	0	0%
Newport	599	223	41	122	46%
North Kingstown	750	85	15	36	36%
North Providence	540	60	35	53	56%
North Smithfield	180	13	1	7	51%
Pawtucket	2,112	643	136	194	25%
Portsmouth	443	24	0	7	30%
Providence	4,590	1,919	451	790	33%
Richmond	226	7	4	6	58%
Scituate	164	6	0	0	0%
Smithfield	365	5	3	8	100%
South Kingstown	660	33	0	22	66%
Tiverton	261	12	2	16	100%
Warren	243	17	15	22	70%
Warwick	1,989	137	52	126	67%
West Greenwich	241	11	5	1	6%
West Warwick	791	207	59	149	56%
Westerly	538	51	45	53	56%
Woonsocket	1,233	443	94	204	38%
Core Cities	9,932	3,695	863	1,569	34%
Remainder of State	15,737	1,153	489	902	55%
Rhode Island	25,669	4,848	1,352	2,471	40%

Source of Data for Table/Methodology

Rhode Island Head Start Programs, all children enrolled (ages three to five) as of October, 2010. Children enrolled are listed by residence of child, not location of the Head Start program.

The estimated number of children eligible for Head Start is divided into two categories (below 100% of the Federal Poverty Line and between 100 and 129% of the Federal Poverty Line) as described in the income eligibility guidelines passed as part of the *Improving Head Start for School Readiness Act of 2007*. The estimated number of Head Start eligible children is calculated by multiplying the number of three- and four-year-old children in each community from Census 2000, Summary File 3 by the percentage of children under age five living in families with incomes below 100% of the poverty level and between 100 and 129% of the poverty level in that community, according to Census 2000, Summary File 3.

*This is an estimate of the income-eligible population and does not take into account other children who are eligible for Head Start services (e.g., children in homeless families) or changes in child population and poverty rates since 2000. Also, federal Head Start regulations allow 10% of enrolled children to be over the income threshold.

Core cities are Central Falls, Newport, Pawtucket, Providence, West Warwick and Woonsocket.

References

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² Hoffmann, E. (2010). *Head Start participants, programs, families, and staff in 2009*. Washington, DC: Center for Law and Social Policy.

³ Klein, L. & Knitzer, J. (2007). *Promoting effective early learning: What every policymaker and educator should know*. New York: National Center for Children in Poverty, Columbia University.

^{3*} Barnett, S. & Frede, E. (2009). *Federal early childhood policy guide for the first 100 days*. New Brunswick, NJ: National Institute for Early Education Research, Rutgers University.

(continued on page 171)

Children Enrolled in Early Head Start

DEFINITION

Children enrolled in Early Head Start is the percentage of eligible children enrolled in a Rhode Island Early Head Start program.

SIGNIFICANCE

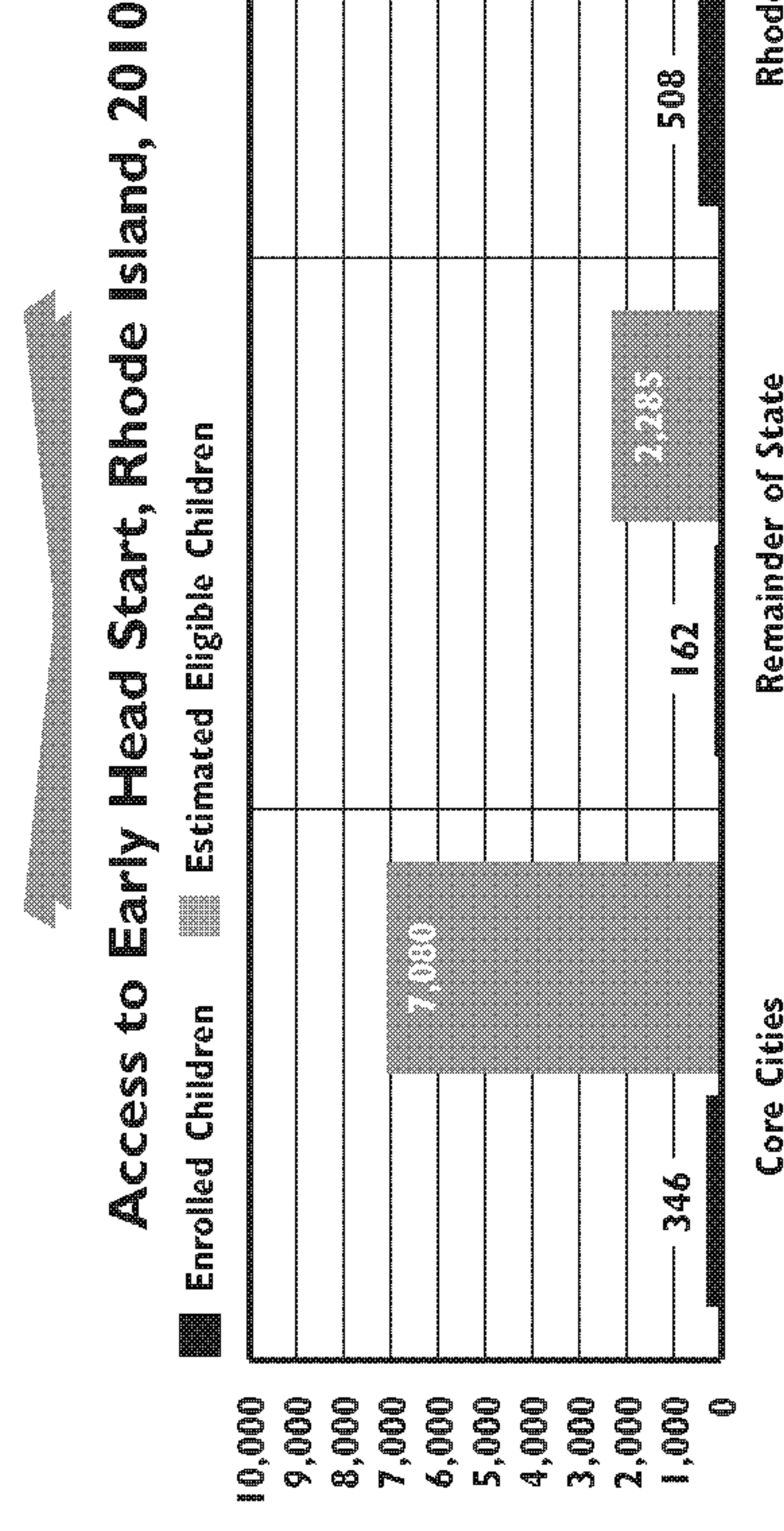
Established in 1994, Early Head Start is a comprehensive early childhood program serving low-income children birth to age three, pregnant women and their families. Early Head Start programs serve children in families with incomes below 130% of the federal poverty guidelines (\$24,089 for a family of three in 2011).^{1,2,3} Children in families with incomes below the federal poverty line have priority enrollment. Funded almost entirely by the federal government, Early Head Start is designed to provide high-quality early care and education and comprehensive services to infants and toddlers, to promote healthy birth outcomes for pregnant women and to foster the development of healthy family relationships.⁴

Pregnant women enrolled in Early Head Start are assessed for risks to a successful pregnancy. Individualized plans are developed to support prenatal health, promote healthy behaviors and prepare for the baby's arrival.⁵ After the baby is born, families participate by enrolling in either a center-based program or a home-based program. Home-based programs use weekly home visits to support child

development and twice monthly group meetings. Children in center-based programs attend a center-based early care and education program and families receive twice yearly home visits. Some Early Head Start programs provide a combination of home-based and center-based services for families.⁶ In Rhode Island in 2010, there were 533 federally-funded Early Head Start slots. Of these, 41% were center-based and 59% were home-based.⁷

The National Evaluation of Early Head Start showed that the program produced significant cognitive, language and social-emotional gains in participating children and more positive interactions with their parents. Early Head Start parents provided more emotional support and more opportunities for language and learning to their children than did a comparable group of non-participating parents. Early Head Start parents also were more likely to pursue education and job-training activities and to be employed.^{8,9}

As of October 2010, 508 infants and toddlers were receiving Early Head Start services in Rhode Island, approximately 5% of the estimated eligible population. In addition, there were 27 pregnant women receiving Early Head Start services designed to improve birth outcomes, maternal health and early childhood development.¹⁰



Source: Rhode Island Early Head Start program data compiled by Rhode Island KIDS COUNT, 2010

- ◆ In 2010 in Rhode Island, federal funding for Early Head Start enabled services to be provided to 508 children, approximately 5% of the 9,365 income-eligible children ages birth to three and their families.¹¹
 - ◆ In October 2010, there were 346 children enrolled in Early Head Start from the core cities and 162 children from the remainder of the state.¹²
 - ◆ Of the 533 federally-funded Early Head Start slots in Rhode Island in 2010, twenty-nine percent (152) were funded through the *American Recovery and Reinvestment Act*.¹³
- ### Ages of Children Enrolled in Early Head Start in the U.S.
- ◆ Nationally, the age breakdown of children enrolled in Early Head Start is as follows: 29% under 12 months of age, 31% ages 12 months to 23 months and 34% ages 24 months to 36 months.¹⁴
 - ◆ About 13% of families enroll in Early Head Start prenatally, 62% enroll when the child is younger than age 2 and 19% enroll when the child is between age two and age three.¹⁵
 - ◆ About half (46%) of U.S. children enrolled in Early Head Start leave the program upon graduation at age three, while 23% leave between ages two and three, 16% exit before turning age two and 2% are disenrolled during the prenatal period.¹⁶

Children Enrolled in Early Head Start

Table 33. Children Ages Birth to 3 Enrolled in Early Head Start, Rhode Island, 2010

CITY/TOWN	# OF CHILDREN UNDER AGE 3	ESTIMATED ELIGIBLE CHILDREN <100% FPL	ESTIMATED ELIGIBLE CHILDREN 100-129% FPL	# OF PREGNANT WOMEN ENROLLED IN EARLY HEAD START	# OF CHILDREN ENROLLED IN EARLY HEAD START	ESTIMATED % OF ELIGIBLE CHILDREN ENROLLED IN EARLY HEAD START
Barrington	567	13	0	0	0	0%
Bristol	582	57	9	0	4	6%
Burrillville	525	50	20	0	9	13%
Central Falls	933	400	127	3	48	9%
Charlestown	266	11	25	0	0	0%
Coventry	1,268	72	40	0	17	15%
Cranston	2,499	211	64	0	21	8%
Cumberland	1,232	51	50	0	0	0%
East Greenwich	378	28	4	0	0	0%
East Providence	1,563	204	71	1	22	8%
Exeter	160	26	18	0	0	0%
Foster	126	0	0	0	0	0%
Glocester	261	15	1	0	4	25%
Hopkinton	240	17	29	0	0	0%
Jamestown	153	0	0	0	1	0%
Johnston	951	81	30	1	19	17%
Lincoln	654	33	10	0	0	0%
Little Compton	111	5	0	0	0	0%
Middletown	685	40	42	0	0	0%
Narragansett	346	22	5	0	0	0%
New Shoreham	32	2	0	0	0	0%
Newport	996	371	68	0	60	14%
North Kingstown	1,010	114	20	0	0	0%
North Providence	893	99	57	0	17	11%
North Smithfield	368	26	2	0	0	0%
Pawtucket	2,765	842	178	0	52	5%
Portsmouth	622	33	0	0	4	12%
Providence	7,397	3,092	727	21	123	3%
Richmond	348	10	6	0	0	0%
Scituate	451	17	0	0	0	0%
Smithfield	499	6	4	0	1	10%
South Kingstown	807	41	0	0	0	0%
Tiverton	522	25	5	0	3	10%
Warren	329	23	20	0	4	9%
Warwick	2,741	188	72	0	35	13%
West Greenwich	175	8	3	0	1	9%
West Warwick	1,146	299	86	1	61	16%
Westerly	824	77	69	0	0	0%
Woonsocket	2,041	733	156	0	2	<1%
Core Cities	15,278	5,737	1,343	25	346	5%
Remainder of State	22,188	1,607	678	2	162	7%
Rhode Island	37,466	7,344	2,021	27	508	5%

Source of Data for Table/Methodology
Rhode Island Early Head Start Programs, children enrolled as of October 2010. Children enrolled are listed by residence of child, not location of the Head Start program.

The estimated number of children eligible for Early Head Start is divided into two categories (below 100% of the Federal Poverty Line and between 100 and 129% of the Federal Poverty Line) as described in the income eligibility guidelines passed as part of the *Improving Head Start for School Readiness Act of 2007*. The estimated number of Early Head Start eligible children is calculated by multiplying the number of children under age three in each community from Census 2000, Summary File 3 by the percentage of children under age five living in families with incomes below 100% of the poverty level and between 100 and 129% of the poverty level in that community, according to Census 2000, Summary File 3.

*These are estimates of the eligible population and do not take into account other children who are eligible for Early Head Start services (e.g., children in homeless families) or changes in child population and poverty rates since 2000. Also, Early Head Start regulations allow 10% of enrolled children to be in families with incomes over the threshold.

Core cities are Central Falls, Newport, Pawtucket, Providence, West Warwick and Woonsocket.

References
^{1,68} Raikes, H. H., Chazan-Cohen, R., Love, J. M. & Brooks-Gunn, J. (2010). Early Head Start impacts at age 3 and a description of the age 5 follow-up study. In A. J. Reynolds, A. J. Rolnick, M. M. Englund & J. A. Temple (Eds.), *Childhood programs and practices in the first decade of life*. New York: Cambridge University Press.
² *Improving Head Start for School Readiness Act of 2007*, § 42 U.S.C. 9801, § 645 (2007).
³ U.S. Department of Health and Human Services. (2011). Annual update of the HHS poverty guidelines. *Federal Register*, 76(13), 3637-3638.
^{4,14} Hoffmann, E. (2010). *Early Head Start participants, programs, families and staff in 2009*. Washington, DC: Center for Law and Social Policy.

(continued on page 170)

Children Enrolled in Early Intervention

DEFINITION

Children enrolled in Early

Intervention is the percentage of children under age three who have an active Individual Family Service Plan through a Rhode Island Early Intervention provider.

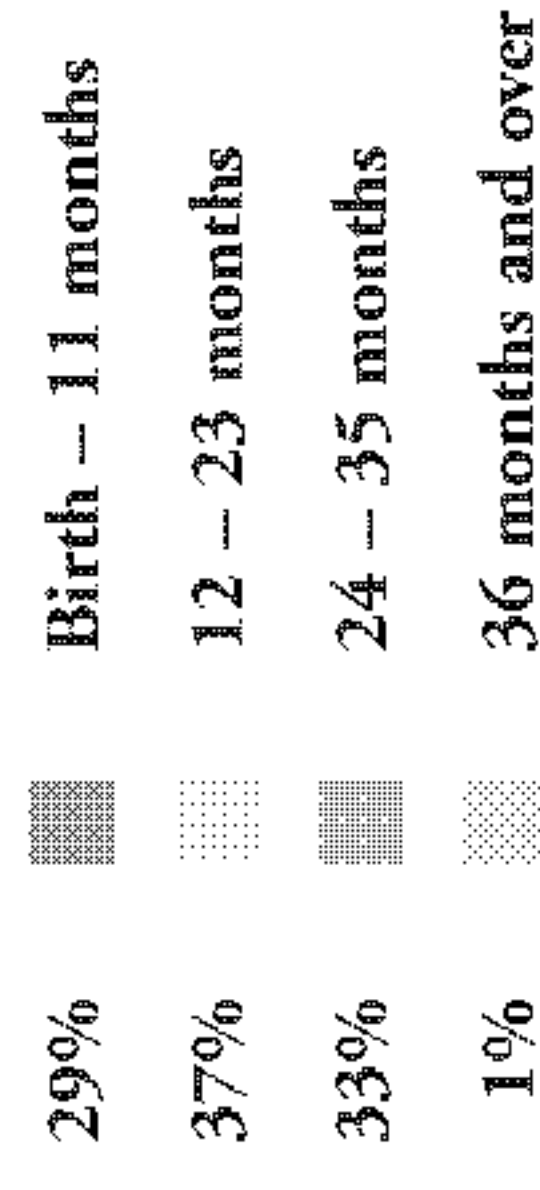
SIGNIFICANCE

During the first few years of life, children develop the linguistic, cognitive, emotional, social and behavioral capabilities that are the foundation for subsequent development.¹ The federal *Individuals with Disabilities Education Act (IDEA) Part C* requires states to identify and provide appropriate Early Intervention services to children under age three who are developmentally delayed or have a diagnosed physical or mental condition that is associated with a developmental delay. The type of criteria used to determine eligibility and the level of delay required for eligibility varies widely by state. In order to receive federal funding under Part C, states must ensure that Early Intervention services are available to all eligible children. States may choose to serve children who are at risk of experiencing a substantial delay if early intervention services are not provided, but only five out of the 56 states and territories serve at-risk children.²

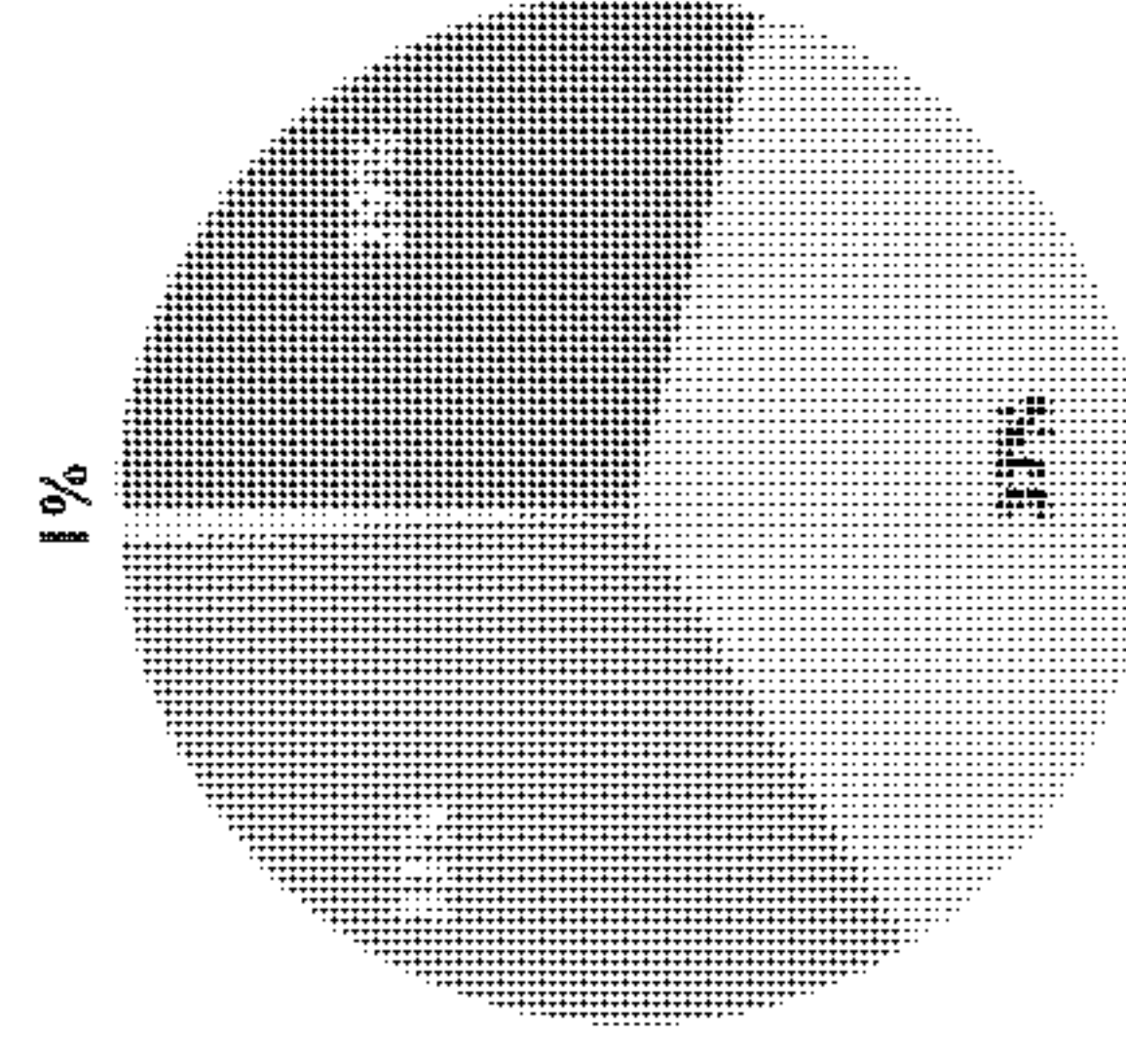
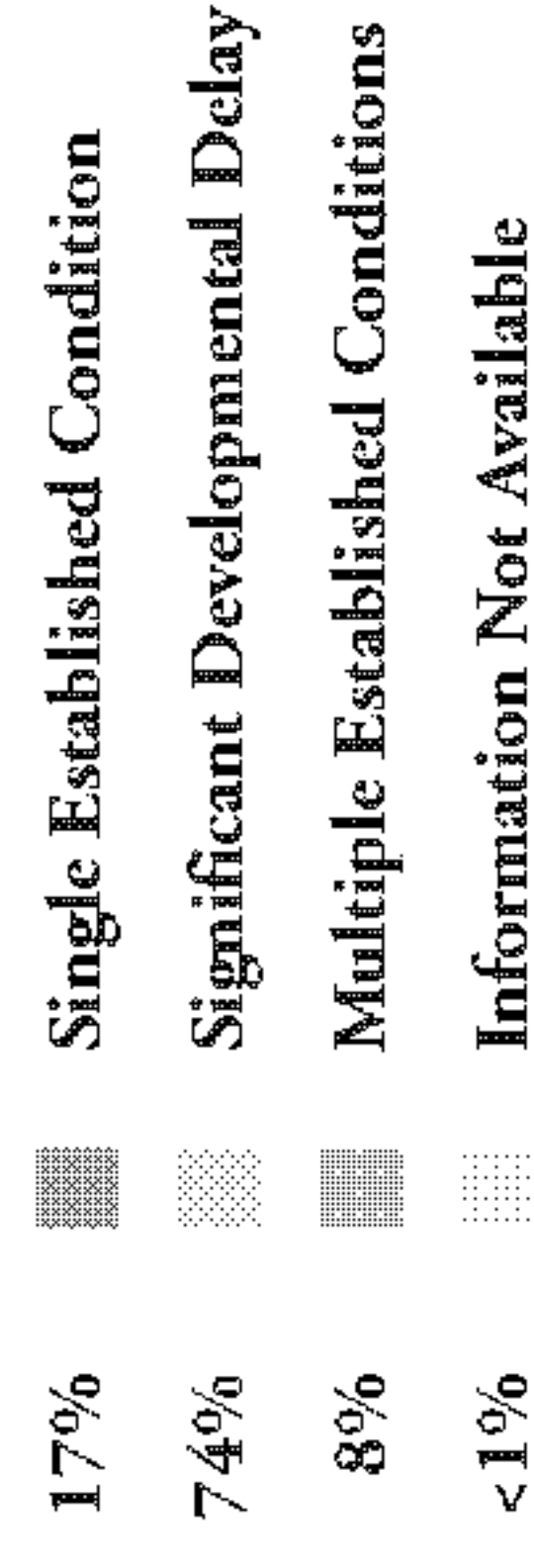
Rhode Island's eligibility criteria for Early Intervention (EI) include children with a diagnosed medical disorder bearing relatively well-known expectancy for developmental delay (single established condition) and children exhibiting or who have been professionally determined to have a developmental delay in one or more areas of development (cognitive, physical, communication, social-emotional and adaptive). Children also may be eligible for Rhode Island Early Intervention through a "multiple established conditions" category that includes children with a history of biological issues that could negatively impact the developing nervous system and/or early life experiences that indicate a high probability for atypical or delayed development.³

Poverty is linked to disabilities and developmental delays. Children living below the federal poverty level have higher participation rates in EI than higher-income children.⁴ Nationally, more than half of the children in EI have two or more risk factors and 20% have four or more risk factors for poor developmental outcomes. The most effective Early Intervention programs combine support for families (e.g., services designed to improve parent-child interactions) with carefully designed services for young children (e.g., physical therapy, speech therapy).⁵

Early Intervention Enrollment, by Age, Rhode Island, 2010



Early Intervention Enrollment, by Eligibility, Rhode Island, 2010



n = 3,796

Source: Rhode Island Department of Human Services, Center for Child and Family Health, 2010.

- ◆ In 2010 in Rhode Island, 3,796 children received Early Intervention (EI) services, 10% of the 37,775 Rhode Island children under age three. Children in the core cities participated in EI at a slightly higher rate (11%) than children in the remainder of the state (9%). Sixty-three percent of the EI population was male and 37% was female.⁶
- ◆ In 2010 in Rhode Island, 954 children were discharged from EI upon reaching age three. Of these children, 68% were eligible for preschool special education, 16% were not eligible for preschool special education and 11% did not have eligibility determined when exiting. An additional 5% moved out of state, were unreachable, died, completed their service plan or were withdrawn by a parent or guardian.⁷
- ◆ Infants and toddlers who have been maltreated are six times more likely to have a developmental delay than the general population.⁸ Federal legislation requires states to refer children who have been involved in a substantiated case of child abuse or neglect and children who have been affected by parental substance abuse to Early Intervention for an eligibility assessment.⁹ In 2010, of the 867 children under age three with an indicated investigation of child abuse or neglect, 341 were referred by DCYF to an EI provider. Additionally, 211 children were already enrolled in EI, resulting in 64% (552) either referred to or already enrolled in EI.¹⁰

Table 32. Infants and Toddlers Enrolled in Early Intervention, by Eligibility Type, Rhode Island, 2010

CITY/TOWN	# OF CHILDREN UNDER AGE 3*	SINGLE ESTABLISHED CONDITION	DEVELOP- MENTAL DELAY	MULTIPLE ESTABLISHED CONDITIONS	ELIGIBILITY INFORMATION NOT AVAILABLE	# OF CHILDREN ENROLLED IN EI	% OF CHILDREN UNDER AGE 3 ENROLLED	
Barrington	570	2	29	1	0	32		6%
Bristol	655	23	56	4	0	83		13%
Burrillville	509	6	30	0	0	36		7%
Central Falls	990	14	80	14	0	108		11%
Charlestown	289	3	16	1	0	20		7%
Coventry	1,243	22	71	7	0	100		8%
Cranston	2,455	40	151	12	1	204		8%
Cumberland	1,136	14	79	2	1	96		8%
East Greenwich	384	11	29	1	0	41		11%
East Providence	1,552	23	125	7	0	155		10%
Exeter	187	4	8	3	0	15		8%
Foster	113	0	13	0	0	13		12%
Glocester	335	0	13	0	0	13		4%
Hopkinton	282	8	30	2	0	40		14%
Jamestown	132	1	2	1	0	4		3%
Johnston	893	13	70	1	0	84		9%
Lincoln	662	14	51	4	1	70		11%
Little Compton	107	1	4	2	0	7		7%
Middletown	700	16	32	4	0	52		7%
Narragansett	403	3	18	3	0	24		6%
New Shoreham	35	2	1	0	0	3		9%
Newport	941	19	71	15	0	105		11%
North Kingstown	1,034	13	85	13	0	111		11%
North Providence	885	16	90	7	0	113		13%
North Smithfield	337	2	29	0	0	31		9%
Pawtucket	2,957	61	220	35	5	321		11%
Portsmouth	583	12	39	1	0	52		9%
Providence	7,642	142	594	95	7	838		11%
Richmond	321	0	10	0	0	10		3%
Scituate	371	4	26	1	0	31		8%
Smithfield	499	4	22	0	0	26		5%
South Kingstown	868	13	64	7	0	84		10%
Tiverton	461	15	23	6	0	44		10%
Warren	355	4	26	4	0	34		10%
Warwick	2,714	53	200	21	0	274		10%
West Greenwich	192	2	16	1	0	19		10%
West Warwick	1,136	33	117	14	0	164		14%
Westerly	827	18	52	8	0	78		9%
Woonsocket	2,020	26	226	7	2	261		13%
Core Cities	15,686	295	1,308	180	14	1,797		11%
Remainder of State	22,089	362	1,510	124	3	1,999		9%
Rhode Island	37,775	657	2,818	304	17	3,796		10%

*Population under age 3 is based on Census 2000 and may not reflect increases or decreases in population.

Source of Data for Table/Methodology

Rhode Island Department of Human Services, Center for Child and Family Health, Early Intervention enrollment, calendar year 2010.

The denominator is the number of children under age three, according to Census 2000, Summary File 1.

Core cities are Central Falls, Newport, Pawtucket, Providence, West Warwick and Woonsocket.

References

¹ Shonkoff, J. P. & Phillips, D. A. (2000). *From neurons to neighborhoods: The science of early childhood development*. Washington, DC: National Academy Press.

^{2,3,8} Gebhard, B. (2009). *Early experiences matter: A guide to improved policies for infants and toddlers*. Washington, DC: Zero to Three.

³ Rhode Island Department of Health. (2006). *Children enrolled in Early Intervention*.

⁴ *Why young children enter Early Intervention services* (2007). Chapel Hill, NC: University of North Carolina, FPG Child Development Institute.

^{6,7} Rhode Island Department of Human Services, Center for Child and Family Health, 2010.

⁹ Shaw, E. & Goode, S. (2005). *The impact of abuse, neglect and foster care placement on infants, toddlers and young children: Selected resources*. Chapel Hill, NC: University of North Carolina, FPG Child Development Institute, National Early Childhood Technical Assistance Center.

¹⁰ Rhode Island Department of Children, Youth and Families, 2011.

DEFINITION

Full-day kindergarten is the percentage of public school children enrolled in full-day kindergarten programs on October 1. Full-day kindergarten is defined as kindergarten programs that operate for at least six hours per day. Children enrolled in private kindergarten programs or in half-day kindergarten programs that offer after-school child care are not included.

SIGNIFICANCE

Children benefit academically from participating in full-day kindergarten. Those in full-day kindergarten are more likely to be ready for first grade than children in half-day kindergarten programs, regardless of family income, parental education and school characteristics. On average, the learning gains that students make in full-day kindergarten programs translate to a month of additional schooling over the course of a school year. Full-day kindergarten programs can be especially beneficial to poor and minority children and can contribute significantly to closing academic achievement gaps.^{1,2,3}

With an estimated 74% of four-year-olds in the U.S. enrolled in some type of preschool program, kindergarten no longer serves as the

entry-point to formal, full-day school for most young children.⁴ Many parents favor full-day kindergarten as it provides continuity for children who are already accustomed to full-day preschool experiences and it reduces the number of transitions and disruptions their child experiences each day.⁵ Also, teachers in full-day kindergarten programs have more time to provide meaningful learning opportunities that encourage cognitive, physical and social-emotional development.^{6,7}

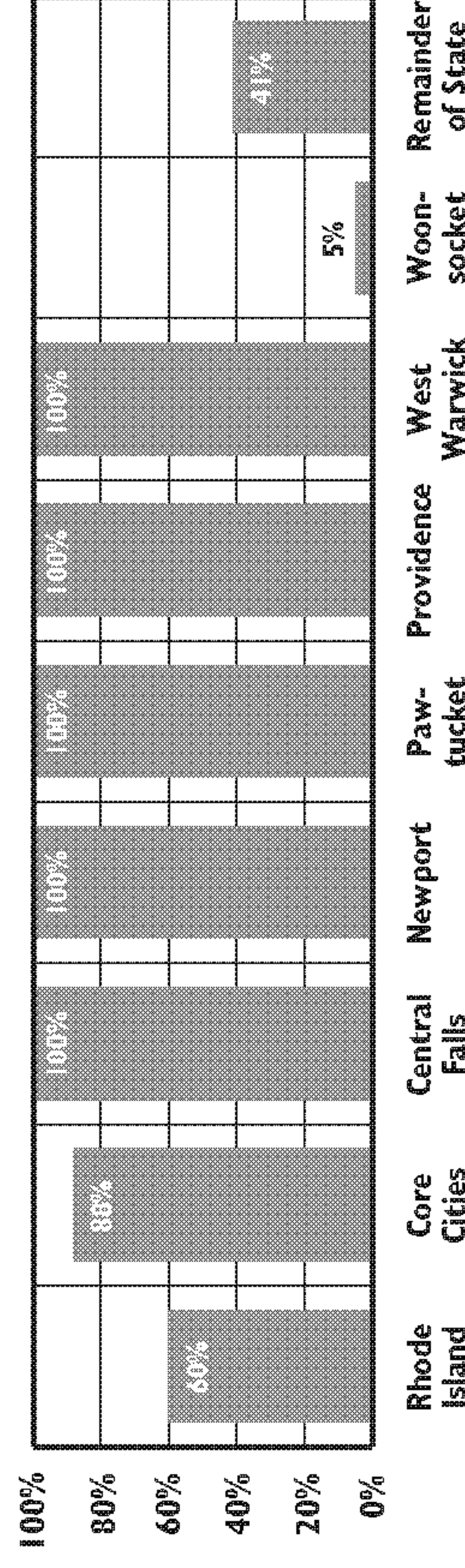
Nationally, enrollment in full-day kindergarten has been increasing steadily over the past 25 years. In 1979, 25% of kindergartners were in full-day programs.⁸ In 2008, 72% of the nation's public and private school kindergartners were enrolled in full-day programs.⁹

Across the U.S., nine states require all school districts to offer full-day kindergarten and two states require children to attend full-day kindergarten before entering first grade.¹⁰

In Rhode Island in the 2010-2011 school-year, 60% of the children who attended public kindergarten were in a full-day program, with 88% of students in the core cities and 41% of students in the remainder of the state attending full-day kindergarten.¹¹



Children in Full-Day Public Kindergarten Programs, Core Cities and Rhode Island, 2010-2011 School Year



Source: Rhode Island Department of Elementary and Secondary Education, October 1, 2010.

◆ In the 2010-2011 school year, 88% of public school kindergarten students in the core cities were enrolled in full-day programs. This is a decline from 100% participation in full-day kindergarten among students in the core cities last year. Due to budget issues, the Woonsocket School District eliminated all but one full-day kindergarten classroom for the 2010-2011 school year.¹²

◆ During the 2010-2011 school year, 17 school districts offered universal access to full-day kindergarten programs and another six school districts operated at least one full-day kindergarten classroom. The Lincoln School District began offering universal full-day kindergarten in the 2010-2011 school year. All of the independent charter schools in Rhode Island that offer kindergarten run full-day programs.¹³



Academic Progress in Full-Day Kindergarten

◆ According to the National Center for Education Statistics, 68% of full-day kindergarten classes spend more than one hour per day on reading instruction, compared to 37% of half-day classes. Full-day kindergarten classes are more likely than half-day classes to spend time every day on math (90% and 73%, respectively), social studies (30% and 18%, respectively) and science (24% and 10%, respectively).¹⁴

◆ Nationally, children in full-day kindergarten classes make greater academic gains in both reading and mathematics compared to those in half-day classes, even after adjusting for differences associated with race/ethnicity, poverty status, fall achievement level, gender and class size.¹⁵

Table 37. Children Enrolled in Full-Day Kindergarten Programs, Rhode Island, 1999-2000 and 2010-2011

SCHOOL DISTRICT	1999-2000 SCHOOL YEAR			2010-2011 SCHOOL YEAR		
	TOTAL CHILDREN IN K PROGRAMS	CHILDREN IN FULL-DAY K	% OF CHILDREN IN FULL-DAY K	TOTAL CHILDREN IN K PROGRAMS	CHILDREN IN FULL-DAY K	% OF CHILDREN IN FULL-DAY K
Barrington	214	0	0%	177	0	0%
Bristol Warren*	255	0	0%	262	262	100%
Burrillville*	164	0	0%	169	169	100%
Central Falls*	250	44	18%	259	259	100%
Charlho	292	0	0%	180	0	0%
Coventry	381	0	0%	328	0	0%
Cranston	737	0	0%	673	1	<1%
Cumberland	373	0	0%	302	4	1%
East Greenwich*	165	0	0%	132	21	16%
East Providence*	443	0	0%	361	243	67%
Exeter-West Greenwich	129	0	0%	93	0	0%
Foster	55	0	0%	46	0	0%
Glocester	124	0	0%	86	0	0%
Jamestown*	59	0	0%	42	42	100%
Johnston*	241	0	0%	213	21	10%
Lincoln*	232	0	0%	184	184	100%
Little Compton*	38	0	0%	26	26	100%
Middletown*	258	211	82%	181	181	100%
Narragansett*	125	0	0%	90	90	100%
New Shoreham*	8	8	100%	9	9	100%
Newport*	225	206	92%	172	172	100%
North Kingstown*	313	0	0%	245	63	26%
North Providence*	211	0	0%	253	249	98%
North Smithfield*	122	55	45%	94	94	100%
Pawtucket*	788	0	0%	805	805	100%
Portsmouth	214	0	0%	151	0	0%
Providence*	2,117	1,431	68%	1,909	1,909	100%
Scituate	107	0	0%	95	0	0%
Smithfield	177	0	0%	136	0	0%
South Kingstown*	278	0	0%	235	235	100%
Tiverton	144	0	0%	125	0	0%
Warwick*	766	29	4%	630	61	10%
West Warwick*	260	0	0%	287	287	100%
Westerly*	282	10	4%	214	214	100%
Woonsocket*	522	0	0%	505	27	5%
Charter Schools	NA	NA	NA	337	337	100%
State-Operated Schools	NA	NA	NA	6	6	100%
Core Cities	4,162	1,681	40%	3,937	3,459	88%
Remainder of State	6,907	313	5%	6,075	2,512	41%
Rhode Island	11,069	1,994	18%	10,012	5,971	60%

Source of Data for Table/Methodology

Rhode Island Department of Elementary and Secondary Education, October 1, 1999 and October 1, 2010.

* District operated at least one full-day kindergarten classroom during the 2010-2011 school year.

Core cities are Central Falls, Newport, Pawtucket, Providence, West Warwick and Woonsocket.

Charter schools included in this indicator are Highlander Charter School, Paul Cuffee Charter School, Kingston Hill Academy, International Charter School, The Compass Charter School and The Learning Community. The state-operated school is the Rhode Island School for the Deaf.

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- U.S. Census Bureau, Current Population Survey, October 2008. Table 3: *Nursery and primary school enrollment of people 3 to 6 years old, by control of school, attendance status, age, race, Hispanic origin, mother's labor force status and education, and family income: October 2008.*

(continued on page 171)

Children Receiving Child Care Subsidies

DEFINITION

Children receiving child care subsidies is the number of children receiving child care that is either fully or partially paid for with a child care subsidy from the Rhode Island Department of Human Services. Child care subsidies can be used for care by a child care center, family child care home, a relative or an in-home caregiver.

SIGNIFICANCE

Families rely on child care to enable them to work and to provide the early education experiences needed to prepare their children for school. Yet the high cost of child care in the United States (\$3,550 - \$18,750 per child per year) puts quality care out of reach for many low-income families.¹

In Rhode Island, the average cost of full-time child care for an infant in a child care center consumes 42% of the median single-parent family income and 12% of the median two-parent family income. The average cost of child care for two children (an infant and a preschooler) in Rhode Island is almost twice as much as the state's median annual rent and is nearly as much as the median mortgage payment.² Using the federal affordability guideline that families should spend no more than 10% of their gross income on child care, a Rhode Island family would need to make at least \$91,000 per year to afford

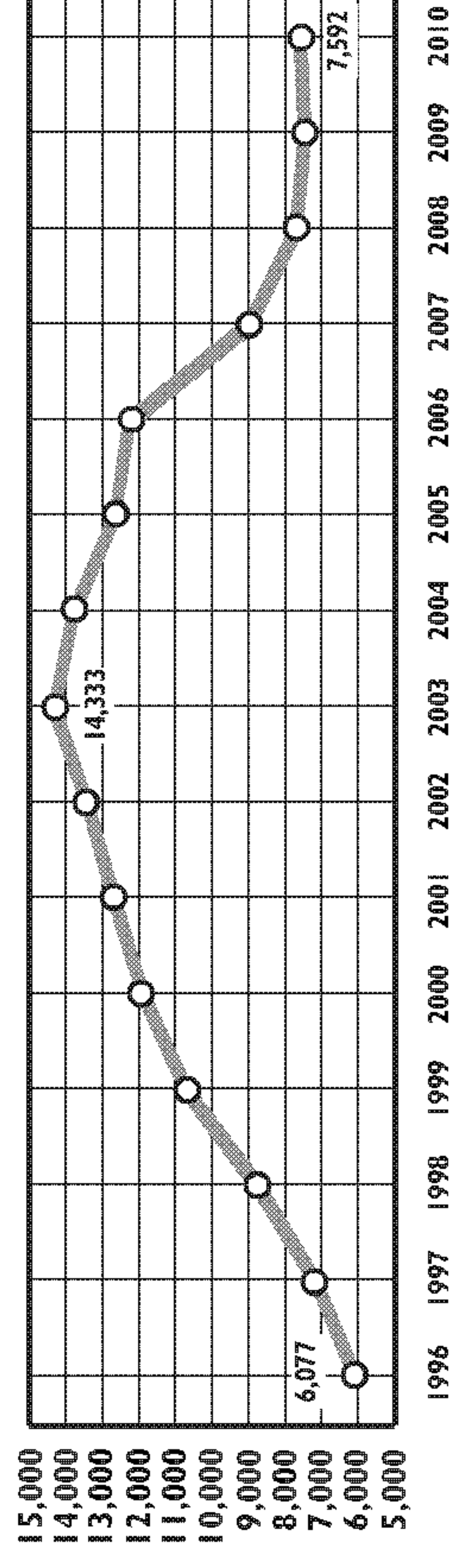
the average cost of child care for a three-year-old at a licensed center (\$9,119).^{3,4}

Use of child care subsidies increases the likelihood that low-income parents are able to work and remain employed. Child care subsidies reduce the likelihood that former cash assistance recipients return to the program and increase the range of types of child care that low-income families can afford. Families who use child care subsidies have higher rates of maternal employment, more stable employment and higher wages than disadvantaged families who do not use child care subsidies.^{5,6}

In 1996, Rhode Island established an entitlement to child care assistance for families with incomes up to 185% of the federal poverty level (FPL) as a key component of welfare reform. In 1998, eligibility was expanded to families with incomes up to 225% of the FPL, children ages 13-15 were added and rates paid to child care providers were to be adjusted biennially in order to provide low-income families with access to high-quality child care.⁷

In 2007, eligibility for child care subsidies was reduced to 180% of the FPL (\$32,958 for a family of three in 2010) and eligibility for children ages 13-15 was eliminated.^{8,9} In 2008, rates paid to providers serving children with subsidies were increased slightly to the average of the 2002 and 2004 market rate levels.¹⁰

Child Care Subsidies, Rhode Island, 1996-2010



Source: Rhode Island Department of Human Services, December 1996 – December 2010.

◆ In December 2010, there were 7,592 child care subsidies in Rhode Island, up slightly from 7,471 in December 2009. The number of child care subsidies increased steadily from 6,077 in 1996 to 14,333 in 2003. Since 2003, there has been a 47% decrease in the number of child care subsidies.¹¹ In September 2007, the state cut income eligibility for the Child Care Assistance Program from 225% of the FPL to 180% of the FPL, increased family co-payments and eliminated eligibility for children ages 13 to 15, which has resulted in fewer families qualifying for subsidies.¹²

◆ In 2010 in Rhode Island, 71% of child care subsidies were for care in a licensed child care center, 28% were for care by a licensed family child care home or group family child care home, and 1% were for care by a non-licensed relative, friend or neighbor.¹³

◆ In December 2010, 82% of all child care subsidies in Rhode Island were being used by low-income working families not receiving cash assistance and 9% were used by families enrolled in the Rhode Island Works Program who were engaged in employment activities. Another 8% of child care subsidies were being used for children in the care of the Rhode Island Department of Children, Youth and Families.¹⁴

Average Annual Cost for Full-Time Child Care, Rhode Island, 2009

PROGRAM TYPE	COST PER CHILD
Child Care Center (infant care)	\$11,374
Child Care Center (preschool care)	\$9,119
Family Child Care Home (preschool care)	\$8,303
School-Age Center-Based Program (child age 6 - 12)	\$7,067

Source: Rhode Island KIDS COUNT analysis of average weekly rates from Bodah, M. M. (2009). *Statewide survey of childcare rates in Rhode Island*. Kingston, RI: University of Rhode Island.

Child Care Subsidies, Rhode Island, December 2010

CITY/TOWN	SUBSIDY USE BY CHILD RESIDENCE			SUBSIDY USE BY PROGRAM LOCATION			TOTAL CHILD CARE SUBSIDIES
	ENROLLED IN RI WORKS	NOT ENROLLED IN RI WORKS	TOTAL CHILD CARE SUBSIDIES	UNDER AGE 3	AGES 3-5	AGES 6-12	
Barrington	0	16	16	7	13	11	31
Bristol	4	35	39	6	12	13	31
Burrillville	4	34	38	12	25	26	63
Central Falls	30	307	337	93	124	168	385
Charlestown	0	12	12	0	4	3	7
Coventry	9	106	115	18	28	44	90
Cranston	38	406	444	112	197	195	504
Cumberland	6	85	91	22	33	34	89
East Greenwich	2	29	31	20	28	25	73
East Providence	13	223	236	53	99	104	256
Exeter	0	5	5	4	6	5	15
Foster	0	6	6	3	5	1	9
Glocester	1	7	8	6	11	1	18
Hopkinton	1	8	9	1	6	7	14
Jamestown	0	1	1	3	3	0	6
Johnston	6	89	95	42	63	47	152
Lincoln	4	71	75	33	48	35	116
Little Compton	0	3	3	0	0	1	1
Middletown	9	67	76	67	60	23	150
Narragansett	5	35	40	0	1	3	4
New Shoreham	0	0	0	0	0	0	0
Newport	47	170	217	36	73	75	184
North Kingstown	9	108	117	37	66	44	147
North Providence	13	111	124	33	40	29	102
North Smithfield	6	9	15	23	27	2	52
Pawtucket	62	700	762	185	287	268	740
Portsmouth	5	30	35	5	21	14	40
Providence	324	2,485	2,809	694	987	1,244	2,925
Richmond	0	11	11	0	0	0	0
Scituate	1	9	10	1	3	0	4
Smithfield	0	32	32	23	38	13	74
South Kingstown	6	41	47	20	40	20	80
Tiverton	1	19	20	5	6	5	16
Warren	0	38	38	2	6	11	19
Warwick	14	235	249	113	163	146	422
West Greenwich	1	11	12	6	8	0	14
West Warwick	17	188	205	40	82	78	200
Westerly	4	70	74	30	33	18	81
Woonsocket	82	455	537	105	162	202	469
DCYF	NA	NA	631	NA	NA	NA	NA
Our-Of-State	NA	NA	NA	2	7	0	9
Core Cities	562	4,305	4,867	1,153	1,715	2,035	4,903
Remainder of State	162	1,962	2,124	707	1,093	880	2,680
Rhode Island	724	6,267	7,622	1,862	2,815	2,915	7,592

Source of Data for Table/Methodology

The Rhode Island Department of Human Services, InRhodes Database, December 2010.

Subsidy data by age of child are reported by the location of the program. Total subsidy use numbers by child residence and total subsidy use numbers by program location do not match because children may be enrolled in more than one program and the InRhodes database is a live system and reports run on different days can have slight variation.

**Out of State* is Rhode Island resident children who attend child care located outside of Rhode Island

RI Works is Rhode Island's cash-assistance program (formerly known as the Family Independence Program). DCYF is the number of children in the care of the Department of Children, Youth and Families who are receiving child care subsidies.

NA = Not applicable.

Parents who are working and are enrolled in RI Works can claim a "child care disregard." When cash benefits levels are calculated based on monthly income, the child care disregard allows families to not count or "disregard" and designate for child care expenses up to \$200 of their monthly income for children under two years of age and up to \$175 for children two years and older. The child care disregard is a form of subsidy not included in this table. In December 2010, 16 families used child care disregards.

The average annual cost for full-time child care was determined by multiplying the average weekly tuition rate by 52 weeks (for infants and preschoolers). For school-age children, the annual cost was determined by multiplying the average weekly tuition for before and after school care by 39 weeks and adding three weeks of average school vacation tuition and 10 weeks of average summer vacation tuition.

References

- ¹ Schulman, K. & Blank, H. (2010). *State child care assistance policies 2010: New federal funds help states weather the storm*. Washington, DC: National Women's Law Center.
- ² *Parents and the high price of child care: 2010 update*. (2010). Arlington, VA: National Association of Child Care Resource and Referral Agencies.

(continued on page 171)

Quality Early Care and Education

DEFINITION

Quality early care and education is the percentage of private preschools, licensed child care centers and family child care homes in Rhode Island that are nationally accredited and/or are participating in BrightStars, Rhode Island's Quality Rating and Improvement System for child care and early learning programs. Child care centers and preschools are accredited by the National Association for the Education of Young Children (NAEYC). Family child care homes are accredited by the National Association for Family Child Care (NAFCC).

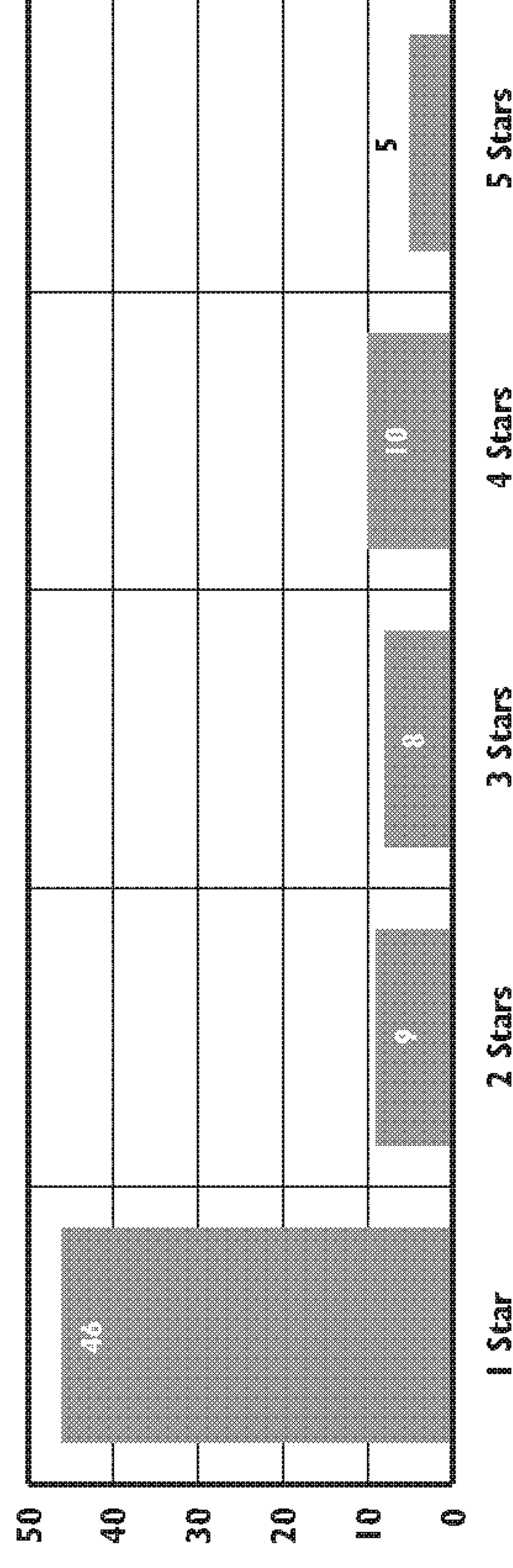
SIGNIFICANCE

Research on early care and education reveals strong associations between program quality and children's developing skills and well-being.¹ Children who receive high-quality early care and education score higher on tests of language and cognitive skills and demonstrate stronger social and emotional development than children who receive poor-quality care. The impact of program quality is stronger for children from low-income families.^{2,3} Programs across the U.S. and in Rhode Island vary markedly in quality -- ranging from rich, learning experiences to mediocre, custodial care.^{4,5,6} High-quality early care and education is characterized by smaller

numbers of children in a classroom or group, fewer children per adult, skilled staff, a language-rich environment with stimulating curricula, warm, nurturing and dependable relationships between staff and children and a safe environment.⁷ The development and retention of a highly qualified and appropriately compensated workforce for early childhood programs is critical to improve program quality and child outcomes.⁸

Quality Rating and Improvement Systems (QRIS) are becoming an increasingly common strategy used by states to measure, improve and incentivize program quality. QRIS incorporate five components: (1) quality standards with incremental steps for programs, (2) a process to assess program quality, (3) strategies to support quality improvement, (4) financial incentives for programs, and (5) a system to share program quality information with parents and the public. Studies have shown that, over time, state QRIS can improve the quality of care available.^{9,10} Many states provide financial incentives to encourage and support achievement of quality standards. Incentives include setting subsidy payments at higher rates for higher quality care, paying bonuses tied to quality levels and providing tax credits linked to quality ratings.¹¹

Quality Ratings of Early Care and Education Programs Participating in BrightStars, Rhode Island, December, 2010



Source: Rhode Island Association for the Education of Young Children, December 2010.

- ◆ BrightStars, Rhode Island's statewide Quality Rating and Improvement System (QRIS) for child care and early learning programs, was launched in 2009 with voluntary quality ratings for licensed child care centers, preschools and family child care homes.¹²
- ◆ Programs participating in BrightStars receive a rating and develop a quality improvement plan across six quality domains: (1) child's daily experience, (2) teaching and learning, (3) staff-child ratio and group size, (4) family communication and engagement, (5) staff qualifications and (6) program management.¹³
- ◆ As of December 2010, there were 78 early care and education programs participating in BrightStars, 24 centers and 54 family child care homes. In 2010, BrightStars awarded star rating increases to five programs that made significant quality improvements; this represents 25% of all programs eligible for an increased star rating.¹⁴
- ◆ A 2009 random-sample study of the quality of licensed child care centers and preschools in Rhode Island found that most (74% of infant/toddler classrooms and 86% of preschool classrooms) were providing a medium level of quality while a minority (10% of preschool classrooms and 6% of infant/toddler classrooms) were delivering a high quality learning program. Low-quality care was more common for infants and toddlers (20% of classrooms) than for preschoolers (4% of classrooms).¹⁵
- ◆ A 2010 random-sample study of the quality of licensed family child care homes in Rhode Island found that most (64%) were providing low quality care and the remainder (36%) were providing medium quality care.¹⁶

Table 35. Measuring Quality in Early Childhood Programs, Rhode Island, 2010

CITY/TOWN	CHILD CARE CENTERS AND PRESCHOOLS				FAMILY CHILD CARE HOMES			
	NUMBER	BRIGHT-STARS IN	% BRIGHT-STARS IN	% NAEYC ACCREDITED	NUMBER	BRIGHT-STARS IN	% BRIGHT-STARS IN	% NAEYC ACCREDITED
Barrington	11	1	9%	0	4	0	0%	0%
Bristol	6	0	0%	1	4	0	0%	0%
Burrillville	3	0	0%	1	2	0	0%	0%
Central Falls	4	0	0%	0	22	1	5%	0%
Charlestown	4	0	0%	0	3	0	0%	0%
Coventry	8	2	25%	1	13	2	15%	0%
Cranston	33	0	0%	4	50	3	6%	2%
Cumberland	9	0	0%	1	10	0	0%	0%
East Greenwich	13	0	0%	0	2	0	0%	0%
East Providence	15	0	0%	1	9	0	0%	0%
Exeter	2	0	0%	0	1	0	0%	0%
Foster	1	0	0%	0	0	0	NA	NA
Glocester	3	0	0%	0	1	0	0%	0%
Hopkinton	2	0	0%	0	3	1	33%	0%
Jamestown	1	0	0%	0	1	0	0%	0%
Johnston	15	0	0%	2	11	1	9%	0%
Lincoln	5	1	20%	0	4	0	0%	0%
Little Compton	1	0	0%	0	1	0	0%	0%
Middletown	11	0	0%	0	4	0	0%	0%
Narragansett	1	0	0%	0	0	0	NA	NA
New Shoreham	1	0	0%	0	0	0	NA	NA
Newport	3	0	0%	0	3	0	0%	0%
North Kingstown	13	1	8%	0	3	0	0%	0%
North Providence	8	1	13%	3	14	1	7%	0%
North Smithfield	1	0	0%	0	5	2	40%	20%
Pawtucket	17	2	12%	0	49	2	4%	0%
Portsmouth	6	0	0%	0	1	0	0%	0%
Providence	49	11	22%	6	415	40	10%	0%
Richmond	2	0	0%	0	2	0	0%	0%
Scituate	1	0	0%	0	5	0	0%	0%
Smithfield	8	0	0%	0	2	0	0%	0%
South Kingstown	12	0	0%	2	4	0	0%	0%
Tiverton	3	0	0%	0	3	0	0%	0%
Warren	3	0	0%	0	1	0	0%	0%
Warwick	26	2	8%	3	17	0	0%	0%
West Greenwich	4	0	0%	0	0	0	NA	NA
West Warwick	6	0	0%	1	7	0	0%	0%
Westerly	7	1	14%	0	2	0	0%	0%
Woonsocket	12	2	17%	4	10	1	10%	0%
Core Cities	91	15	16%	11	506	44	9%	0%
Remainder of State	239	9	4%	19	182	10	5%	1%
Rhode Island	330	24	7%	30	688	54	8%	<1%

Source of Data for Table/Methodology

Data on the number of child care centers, family child care homes and preschools are from the Rhode Island Department of Children, Youth and Families, December 2010 and the Rhode Island Department of Elementary and Secondary Education, December 2010. Number of programs participating in BrightStars is from the Rhode Island Association for the Education of Young Children, December 2010. Number of accredited programs is from the National Association for the Education of Young Children (NAEYC), January 2011 and National Association for Family Child Care (NAFCC), January 2011.

Programs that are not currently licensed or certified by the Rhode Island Department of Children, Youth and Families or approved as a preschool by the Rhode Island Department of Elementary and Secondary Education are not included in the table. Some public school classrooms have NAEYC accreditation, but they are not included in this table.

Core cities are Central Falls, Newport, Pawtucket, Providence, West Warwick and Woonsocket.

References

- ¹ Shonkoff, J. P. & Phillips, D. A. (2000). *From neurons to neighborhoods: The science of early childhood development*. Washington, DC: National Academy Press.
- ² Demma, R. (2010). *Building ready states: A governor's guide to supporting a comprehensive, high-quality early childhood state system*. Washington, DC: National Governor's Association, NGA Center for Best Practices.
- ³ Vandell, D. L., Belsky, J., Burchinal, M., Steinberg, L. & Vandergrift, N. (2010). Do effects of early child care extend to age 15 years? Results from the NICHD study of early child care and youth development. *Child Development*, 81(3), 737-756.
- ^{4,5} Center on the Developing Child at Harvard University. (2007). *A science-based framework for early childhood policy: Using evidence to improve outcomes in learning, behavior, and health for vulnerable children*. Cambridge, MA: Harvard University.
- ^{6,7} Maxwell, K. L. & Kraus, S. (2010). *Rhode Island's 2009 child care center and preschool quality study*. Chapel Hill, NC: The University of North Carolina, FPG Child Development Institute.

(continued on page 171)

APPENDIX 12

Appendix 12 - Copies of all fully executed MOUs:

12a	Memorandum of Understanding between the Rhode Island Department of Education and the Rhode Island Department of Education
12b	Memorandum of Understanding between the Rhode Island Department of Education and the Rhode Island Early Learning Council
12c	Memorandum of Understanding between the Rhode Island Department of Education and the Rhode Island Department of Human Services
12d	Memorandum of Understanding between the Rhode Island Department of Education and the Rhode Island Department of Children, Youth and Families
12e	Memorandum of Understanding between the Rhode Island Department of Education and the Rhode Island Department of Health
12f	Memorandum of Understanding between the Rhode Island Department of Education and the Rhode Island Executive Office of Health and Human Services

MODEL PARTICIPATING STATE AGENCY MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding ("MOU") is entered into by and between the Rhode Island Department of Education ("Lead Agency") and the Rhode Island Department of Education ("Participating State Agency"). The purpose of this agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of an approved Race to the Top-Early Learning Challenge grant project.

I. ASSURANCES

The Participating State Agency hereby certifies and represents that it:

- 1) Agrees to be a Participating State Agency and will implement those portions of the State Plan indicated in Exhibit I, if the State application is funded;
- 2) Agrees to use, to the extent applicable and consistent with the State Plan and Exhibit I:
 - (a) A set of statewide Early Learning and Development Standards;
 - (b) A set of statewide Program Standards;
 - (c) A statewide Tiered Quality Rating and Improvement System; and
 - (d) A statewide Workforce Knowledge and Competency Framework and progression of credentials.

(Please note that Participating State Agencies must provide these assurances in order for the State to be eligible for a Race to the Top-Early Learning Challenge grant.)

- 3) Has all requisite power and authority to execute and fulfill the terms of this MOU;
- 4) Is familiar with the State's Race to the Top-Early Learning Challenge grant application and is supportive of and committed to working on all applicable portions of the State Plan;
- 5) Will provide a Final Scope of Work only if the State's application is funded and will do so in a timely fashion but no later than 90 days after a grant is awarded; and will describe the Participating State Agency's specific goals, activities, timelines, budgets, and key personnel ("Participating State Agency Plan") in a manner that is consistent with the Preliminary Scope of Work (Exhibit I), with the Budget included in section VIII of the State Plan (including existing funds, if any, that the Participating State Agency is using for activities and services that help achieve the outcomes of the State Plan; and
- 6) Will comply with all of the terms of the Race to the Top-Early Learning Challenge Grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Race to the Top-Early Learning Challenge program, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 85, 86, 97, 98 and 99).

II. PROJECT ADMINISTRATION

A. PARTICIPATING STATE AGENCY RESPONSIBILITIES

In assisting the Lead Agency in implementing the tasks and activities described in the State's Race to the Top-Early Learning Challenge grant application, the Participating State Agency will:

- 1) Implement the Participating State Agency Scope of Work as identified in the Exhibit I of this agreement;
- 2) Abide by the governance structure outlined in the State Plan;

- 3) Abide by the Participating State Agency's Budget included in section VIII of the State Plan (including the existing funds from Federal, State, private and local sources, if any, that the Participating State Agency is using to achieve the outcomes in the RTT-ELC State Plan);
- 4) Actively participate in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
- 5) Post to any Web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the RTT-ELC grant;
- 6) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;
- 7) Be responsive to State, ED, or HHS requests for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State and Federal privacy laws.

B. LEAD AGENCY RESPONSIBILITIES

In assisting the Participating State Agencies in implementing their tasks and activities described in the State's Race to the Top-Early Learning Challenge application, the Lead Agency will:

- 1) Work collaboratively with, and support the Participating State Agency in carrying out the Participating State Agency Scope of Work, as identified in Exhibit I of this agreement;
- 2) Timely award the portion of Race to the Top-Early Learning Challenge grant funds designated for the Participating State Agency in the State Plan during the course of the project period and in accordance with the Participating State Agency's Scope of Work, as identified in Exhibit I, and in accordance with the Participating State Agency's Budget, as identified in section VIII of the State's application;
- 3) Provide feedback on the Participating State Agency's status updates, any interim reports, and project plans and products;
- 4) Keep the Participating State Agency informed of the status of the State's Race to the Top-Early Learning Challenge grant project and seek input from the Participating State Agency, where applicable, through the governance structure outlined in the State Plan;
- 5) Facilitate coordination across Participating State Agencies necessary to implement the State Plan; and
- 6) Identify sources of technical assistance for the project.

C. JOINT RESPONSIBILITIES

- 1) The Lead Agency and the Participating State Agency will each appoint a key contact person for the Race to the Top-Early Learning Challenge grant.
- 2) These key contacts from the Lead Agency and the Participating State Agency will maintain frequent communication to facilitate cooperation under this MOU, consistent with the State Plan and governance structure.
- 3) Lead Agency and Participating State Agency personnel will work together to determine appropriate timelines for project updates and status reports throughout the grant period.
- 4) Lead Agency and Participating State Agency personnel will negotiate in good faith toward achieving the overall goals of the State's Race to the Top-Early Learning Challenge grant, including when the State Plan requires modifications that affect the Participating State Agency, or when the Participating State Agency's Scope of Work requires modifications.

D. STATE RECOURSE IN THE EVENT OF PARTICIPATING STATE AGENCY'S FAILURE TO PERFORM

If the Lead Agency determines that the Participating State Agency is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, the Lead Agency will take appropriate enforcement action, which could include initiating a collaborative process by which to attempt to resolve the disagreements between the Lead Agency and the Participating State Agency, or

initiating such enforcement measures as are available to the Lead Agency, under applicable State or Federal law.

III. MODIFICATIONS

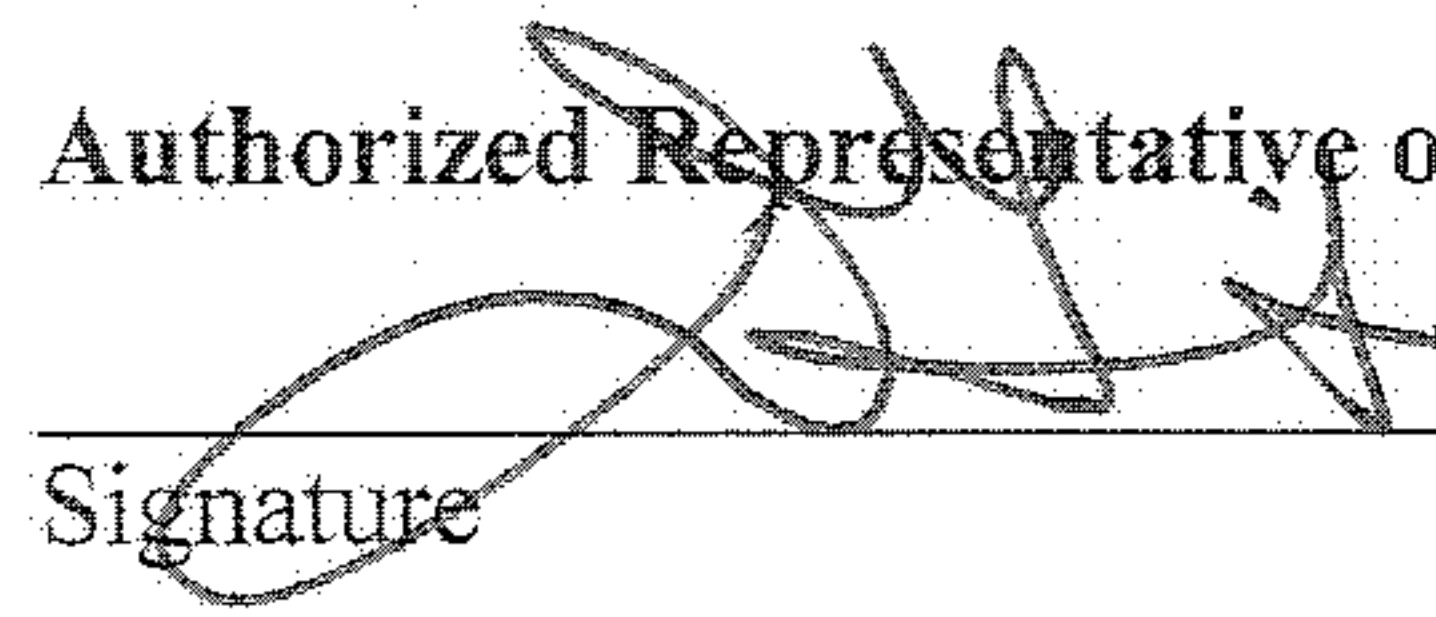
This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, in consultation with ED.

IV. DURATION

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and, if a Race to the Top- Early Learning Challenge grant is received by the State, ending upon the expiration of the Race to the Top- Early Learning Challenge grant project period.

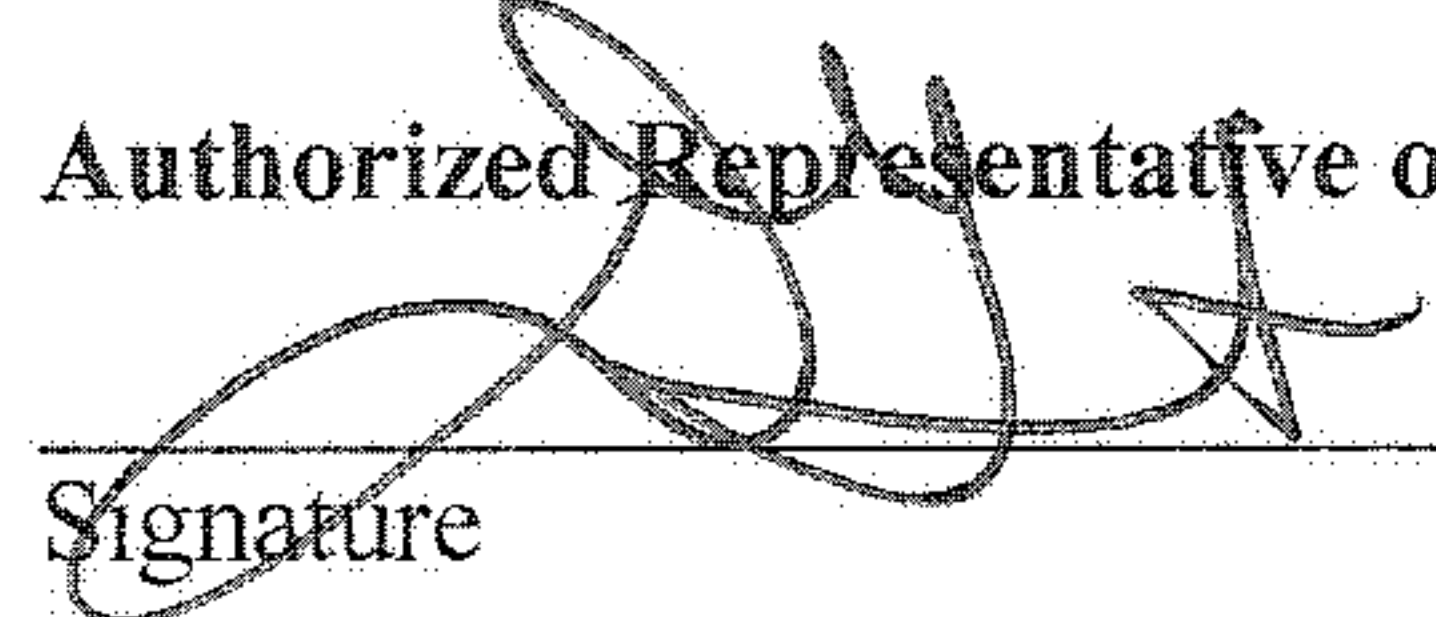
V. SIGNATURES

Authorized Representative of Lead Agency:

 _____ 10/7/11
Signature Date

Deborah A. Gist _____ Commissioner
Print Name Title

Authorized Representative of Participating State Agency:

 _____ 10/7/11
Signature Date

Deborah A. Gist _____ Commissioner
Print Name Title

EXHIBIT I – PARTICIPATING STATE AGENCY SCOPE OF WORK

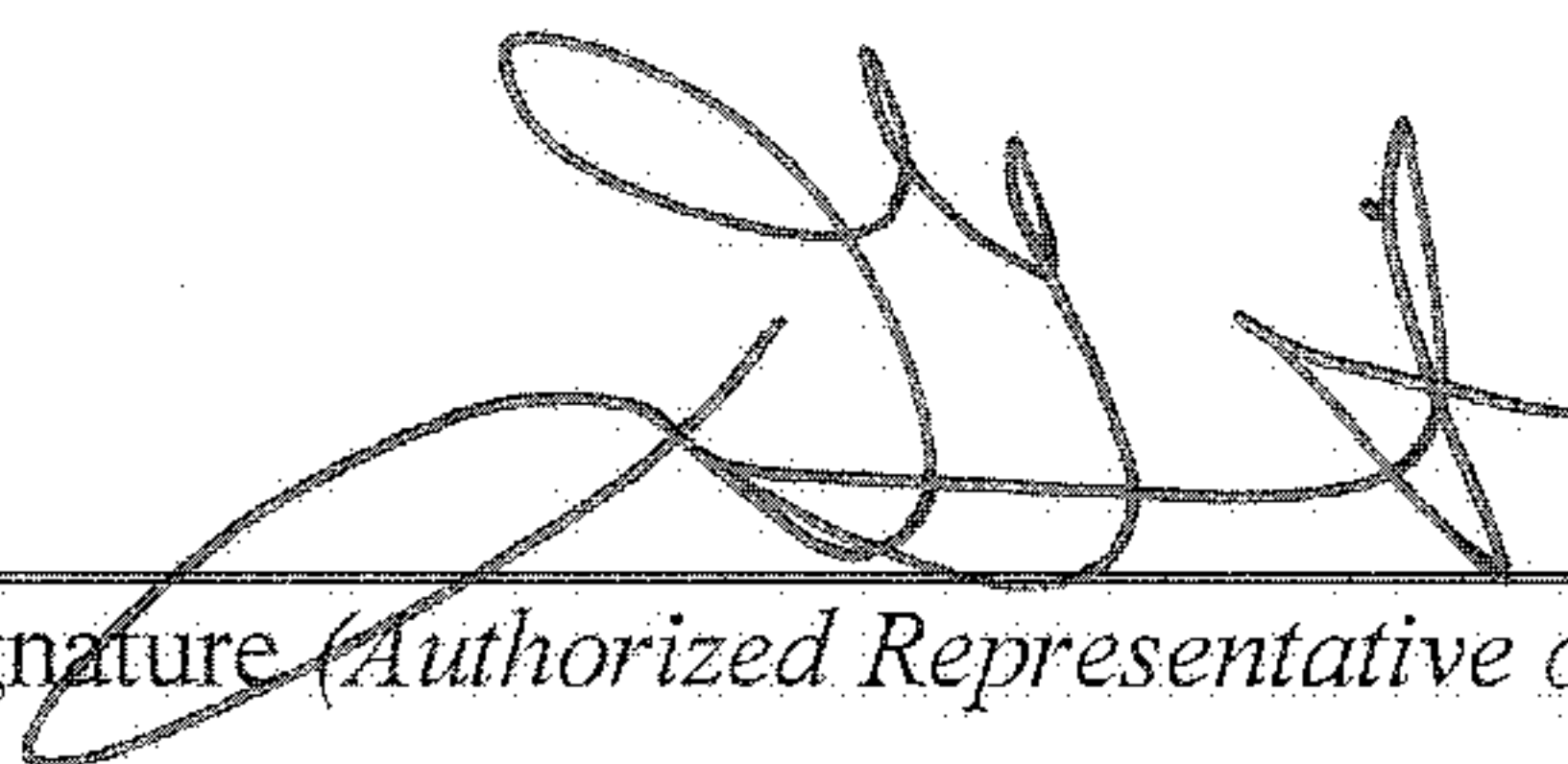
The Participating State Agency hereby agrees to participate in the State Plan, as described in the State's application, and more specifically commits to undertake the tasks and activities described in detail below.

Selection Criterion	Participating Party	Type of Participation
(A)(3)	<ul style="list-style-type: none"> • <i>Office of the Commissioner</i> 	Attend the quarterly meetings of the full Early Learning Council and designate appropriate staff to support the work of the Council in order to ensure cross-departmental input and accountability for the Race to the Top Early Learning Challenge Reform Agenda.
(A)(3)	<ul style="list-style-type: none"> • <i>Office of the Commissioner</i> 	Administer and serve as fiscal agent for the grant.
(A)(3)	<ul style="list-style-type: none"> • <i>Office of the Commissioner</i> 	Ensure that the high quality plans detailed in the grant are effectively implemented.
(A)(3)	<ul style="list-style-type: none"> • <i>Office of the Commissioner</i> 	Ensure that the MOUs executed between RIDE and each of the Participating Agencies, including the scope of work for each MOU are carried out according to the timelines set forth in the application.
(B)(1)	<ul style="list-style-type: none"> • <i>Office of Instruction, Assessment and Curriculum</i> 	Participate in Program Standards Revision/Realignment Committee to revise/realign program standards and monitoring systems.
(B)(2)	<ul style="list-style-type: none"> • <i>Office of Instruction, Assessment and Curriculum</i> • <i>Office of Student, Community and Academic Supports</i> 	Require all public pre-school programs to participate in BrightStars TQRIS.
(B)(3)	<ul style="list-style-type: none"> • <i>Office of Instruction, Assessment and Curriculum</i> 	Collaborate with DHS/BrightStars to conduct program quality assessments to strengthen measurement capacity, improve efficiency and streamline the process for providers seeking RIDE Comprehensive Early Childhood Education Program Approval to align with

Selection Criterion	Participating Party	Type of Participation
		BrightStars TQRIS.
(B)(4)	<ul style="list-style-type: none"> • <i>Office of Instruction, Assessment and Curriculum</i> 	Expand T.E.A.C.H. and target to programs that serve Children with High Needs.
(B)(5)	<ul style="list-style-type: none"> • <i>Office of Instruction, Assessment and Curriculum</i> 	Participate on the BrightStars TQRIS validation committee.
(C)(1)	<ul style="list-style-type: none"> • <i>Office of Instruction, Assessment and Curriculum</i> 	Develop high-quality B-5 Early Learning Standards.
(C)(1)	<ul style="list-style-type: none"> • <i>Office of Instruction, Assessment and Curriculum</i> 	Develop and implement new professional development opportunities aligned with the new Early Learning and Development Standards.
(C)(1)	<ul style="list-style-type: none"> • <i>Office of Instruction, Assessment and Curriculum</i> 	Convene a Curricula Review Team to review and identify curricula aligned with the Early Learning and Development Standards.
(C)(1)	<ul style="list-style-type: none"> • <i>Office of Instruction, Assessment and Curriculum</i> 	Reassess Teaching Strategies GOLD alignment with the new Early Learning and Development Standards.
(C)(1)	<ul style="list-style-type: none"> • <i>Office of Instruction, Assessment and Curriculum</i> 	Ensure that the new Early Learning and Development Standards are incorporated into the revised program standards and Workforce Knowledge and Competencies Frameworks.
(C)(1)	<ul style="list-style-type: none"> • <i>Office of Instruction, Assessment and Curriculum</i> 	Design, print and distribute the new Early Learning Standards.
(C)(1)	<ul style="list-style-type: none"> • <i>Office of Instruction, Assessment and Curriculum</i> 	Develop and implement new Fun Family Activity parent supports.
(C)(2)	<ul style="list-style-type: none"> • <i>Office of Instruction, Assessment and Curriculum</i> 	Develop an MOU for programs addressing the sharing, transfer and use of child


Selection Criterion	Participating Party	Type of Participation
	<i>Curriculum</i>	assessment data in Teaching Strategies GOLD.
(C)(2)	<ul style="list-style-type: none"> • <i>Office of Instruction, Assessment and Curriculum</i> 	Work with DHS to develop and implement a variety of professional development opportunities aligned with the Workforce Knowledge and Competencies Framework to support improved knowledge and competencies in early childhood assessment for Early Childhood Educators.
(C)(2)	<ul style="list-style-type: none"> • <i>Office of Instruction, Assessment and Curriculum</i> 	Develop and implement professional development opportunities to support the use of Teaching Strategies GOLD.
(C)(2)	<ul style="list-style-type: none"> • <i>Office of Instruction, Assessment and Curriculum</i> 	Identify and invest in technological supports and other strategies to incentivize child assessment data entry using Teaching Strategies GOLD.
(C)(2)	<ul style="list-style-type: none"> • <i>Office of Instruction, Assessment and Curriculum</i> 	Train regional ELL screening teams to provide culturally and linguistically appropriate Child Outreach screening to young English learners.
(D)(1)	<ul style="list-style-type: none"> • <i>Office of Instruction, Assessment and Curriculum</i> 	Design and implement professional development on aligning with the Workforce Knowledge and Competencies Framework for professional development providers
(D)(1)	<ul style="list-style-type: none"> • <i>Office of Instruction, Assessment and Curriculum</i> 	Develop workforce knowledge and competencies for program administrators, education coordinators, professional development providers and higher education. Create an addendum to the Teacher competencies for special educators and early intervention professionals.
(D)(1)	<ul style="list-style-type: none"> • <i>Office of Instruction, Assessment and Curriculum</i> 	Host Higher Education Summits to support the alignment of credentials and degrees with the Workforce Knowledge and Competencies Framework.
(D)(1)	<ul style="list-style-type: none"> • <i>Office of Instruction, Assessment and Curriculum</i> • <i>Office of Educator Quality</i> 	Revise existing teacher preparation program approvals to align with the Workforce Knowledge and Competencies Framework for teachers.

Selection Criterion	Participating Party <i>and Certification</i>	Type of Participation
	<i>and Certification</i>	
(D)(2)	<ul style="list-style-type: none"> Office of Instruction, Assessment and Curriculum 	Ensure that RIDE-funded professional development opportunities for early learning educators are listed on the Early Learning Resource and Referral Center professional development calendar.
(E)(1)	<ul style="list-style-type: none"> Office of Instruction, Assessment and Curriculum 	Convene a Kindergarten Entry Assessment Planning Team to guide the selection and implementation of a Kindergarten Entry Assessment.
(E)(2)	<ul style="list-style-type: none"> Office of Data Analysis and Research 	Work with the Data System Team of the Rhode Island Early Learning Council to establish and participate in a cross-departmental public-private planning/oversight body to develop policies for ensuring the quality, privacy, and integrity of data contained in the Early Learning Data System, including a data governance policy and a transparency policy, and use this to guide the design and implementation of the RI Early Learning Data System.
(E)(2)	<ul style="list-style-type: none"> Office of Data Analysis and Research 	Design and build a shared early learning data system to track information on young children's participation in early learning programs, young children's early learning development, the early learning workforce and early learning programs based on the work of the Rhode Island Early Learning Data System Team.
(E)(2)	<ul style="list-style-type: none"> Office of Data Analysis and Research Office of Instruction, Assessment and Curriculum 	Implement training, technical support and incentives for early learning programs and state administrators to support data entry/data transfers.


 Signature (Authorized Representative of Lead Agency)

10/7/11

Date

 _____

Signature (Authorized Representative of Participating State Agency)

10/7/11

Date

MODEL PARTICIPATING STATE AGENCY MEMORANDUM OF UNDERSTANDING

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 - (c) A statewide Tiered Quality Rating and Improvement System; and
 - (d) A statewide Workforce Knowledge and Competency Framework and progression of credentials.

(Please note that Participating State Agencies must provide these assurances in order for the State to be eligible for a Race to the Top-Early Learning Challenge grant.)

- 3) Has all requisite power and authority to execute and fulfill the terms of this MOU;
- 4) Is familiar with the State's Race to the Top-Early Learning Challenge grant application and is supportive of and committed to working on all applicable portions of the State Plan;
- 5) Will provide a Final Scope of Work only if the State's application is funded and will do so in a timely fashion but no later than 90 days after a grant is awarded; and will describe the Participating State Agency's specific goals, activities, timelines, budgets, and key personnel ("Participating State Agency Plan") in a manner that is consistent with the Preliminary Scope of Work (Exhibit I), with the Budget included in section VIII of the State Plan (including existing funds, if any, that the Participating State Agency is using for activities and services that help achieve the outcomes of the State Plan; and
- 6) Will comply with all of the terms of the Race to the Top-Early Learning Challenge Grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Race to the Top-Early Learning Challenge program, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 85, 86, 97, 98 and 99).

II. PROJECT ADMINISTRATION

A. PARTICIPATING STATE AGENCY RESPONSIBILITIES

In assisting the Lead Agency in implementing the tasks and activities described in the State's Race to the Top-Early Learning Challenge grant application, the Participating State Agency will:

- 1) Implement the Participating State Agency Scope of Work as identified in the Exhibit I of this agreement;
- 2) Abide by the governance structure outlined in the State Plan;

- 3) Abide by the Participating State Agency's Budget included in section VIII of the State Plan (including the existing funds from Federal, State, private and local sources, if any, that the Participating State Agency is using to achieve the outcomes in the RTT-ELC State Plan);
- 4) Actively participate in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
- 5) Post to any Web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the RTT-ELC grant;
- 6) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;
- 7) Be responsive to State, ED, or HHS requests for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State and Federal privacy laws.

B. LEAD AGENCY RESPONSIBILITIES

In assisting the Participating State Agencies in implementing their tasks and activities described in the State's Race to the Top-Early Learning Challenge application, the Lead Agency will:

- 1) Work collaboratively with, and support the Participating State Agency in carrying out the Participating State Agency Scope of Work, as identified in Exhibit I of this agreement;
- 2) Timely award the portion of Race to the Top-Early Learning Challenge grant funds designated for the Participating State Agency in the State Plan during the course of the project period and in accordance with the Participating State Agency's Scope of Work, as identified in Exhibit I, and in accordance with the Participating State Agency's Budget, as identified in section VIII of the State's application;
- 3) Provide feedback on the Participating State Agency's status updates, any interim reports, and project plans and products;
- 4) Keep the Participating State Agency informed of the status of the State's Race to the Top-Early Learning Challenge grant project and seek input from the Participating State Agency, where applicable, through the governance structure outlined in the State Plan;
- 5) Facilitate coordination across Participating State Agencies necessary to implement the State Plan; and
- 6) Identify sources of technical assistance for the project.

C. JOINT RESPONSIBILITIES

- 1) The Lead Agency and the Participating State Agency will each appoint a key contact person for the Race to the Top-Early Learning Challenge grant.
- 2) These key contacts from the Lead Agency and the Participating State Agency will maintain frequent communication to facilitate cooperation under this MOU, consistent with the State Plan and governance structure.
- 3) Lead Agency and Participating State Agency personnel will work together to determine appropriate timelines for project updates and status reports throughout the grant period.
- 4) Lead Agency and Participating State Agency personnel will negotiate in good faith toward achieving the overall goals of the State's Race to the Top-Early Learning Challenge grant, including when the State Plan requires modifications that affect the Participating State Agency, or when the Participating State Agency's Scope of Work requires modifications.

D. STATE RECOURSE IN THE EVENT OF PARTICIPATING STATE AGENCY'S FAILURE TO PERFORM

If the Lead Agency determines that the Participating State Agency is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, the Lead Agency will take appropriate enforcement action, which could include initiating a collaborative process by which to attempt to resolve the disagreements between the Lead Agency and the Participating State Agency, or

initiating such enforcement measures as are available to the Lead Agency, under applicable State or Federal law.

III. MODIFICATIONS

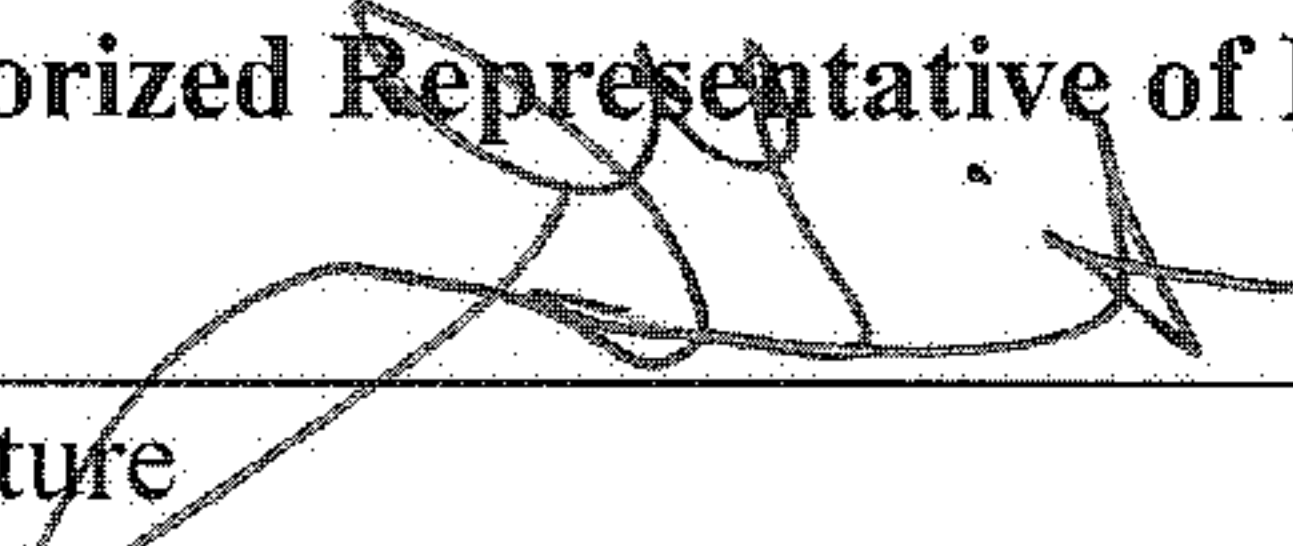
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IV. DURATION

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and, if a Race to the Top- Early Learning Challenge grant is received by the State, ending upon the expiration of the Race to the Top- Early Learning Challenge grant project period.

V. SIGNATURES

Authorized Representative of Lead Agency:




Signature 10/7/11
Date

Deborah A. Gist

Print Name Commissioner
Title

Authorized Representative of Participating State Agency:



Signature 10/7/11
Date

Elizabeth Burke Bryant

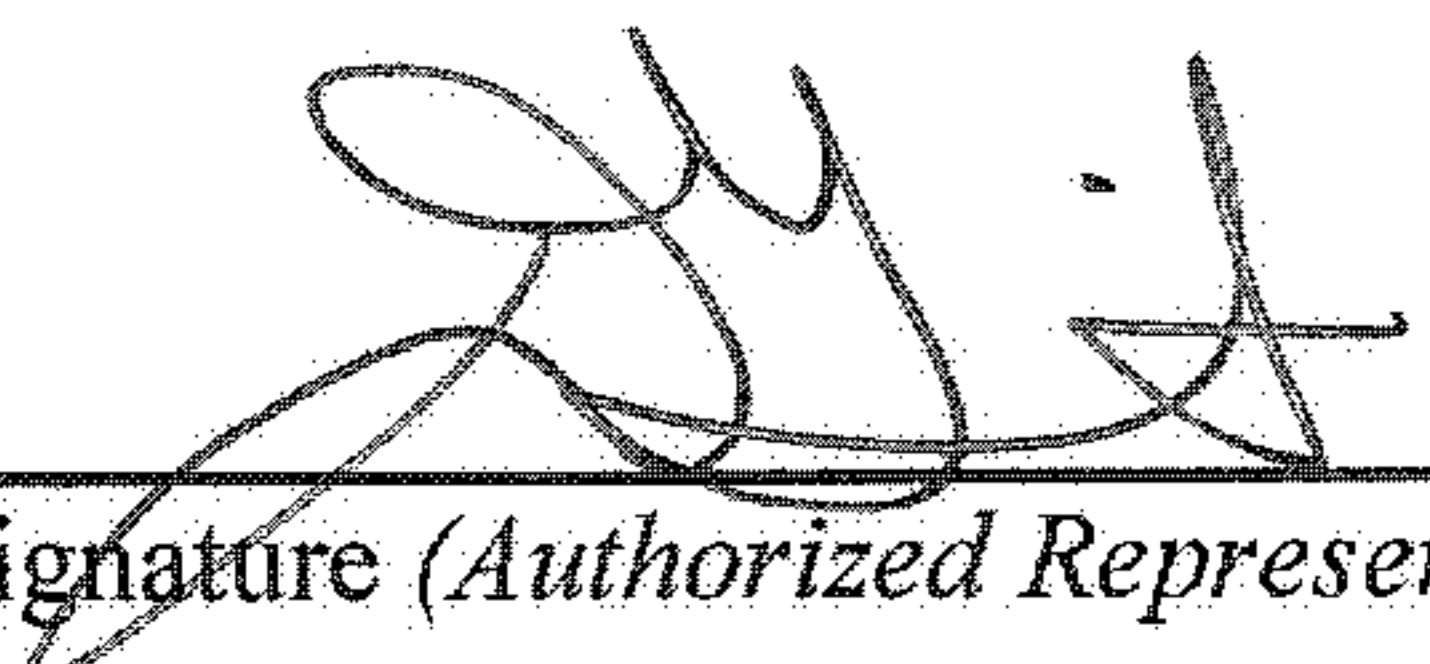
Print Name Co-Chair, RI Early Learning Council
Title

EXHIBIT I – PARTICIPATING STATE AGENCY SCOPE OF WORK


The Participating State Agency hereby agrees to participate in the State Plan, as described in the State's application, and more specifically commits to undertake the tasks and activities described in detail below.

Selection Criterion	Participating Party	Type of Participation
(A)(3)	<ul style="list-style-type: none"> • <i>Early Learning Council</i> 	Provide leadership and oversight to the grant implementation to ensure the development of cross-sector and cross-departmental systems and programs.
(A)(3)	<ul style="list-style-type: none"> • <i>Early Learning Council</i> 	Facilitate overarching policy decisions to help ensure the effective implementation of the grant.
(A)(3)	<ul style="list-style-type: none"> • <i>Early Learning Council</i> 	Refer disputes to the Participating State Agency Directors and the Co-Chairs of the Early Learning Council for resolution.
(A)(3)	<ul style="list-style-type: none"> • <i>Early Learning Council</i> 	Ensure public updates on the progress of grant implementation.
(A)(3)	<ul style="list-style-type: none"> • <i>Early Learning Council</i> 	Solicit broad-based public input and feedback on key aspects of the grant implementation.
(A)(3)	<ul style="list-style-type: none"> • <i>Early Learning Council</i> 	Send representatives of the Council to periodically meet with important groups, associations and families to inform the grant implementation.
(C)(2)	<ul style="list-style-type: none"> • <i>Early Learning Council</i> 	Convene an Early Learning Council Team to make funds available to community-based efforts that engage primary health providers with families in evidence-based interventions to increase children's healthy development and early learning.
(E) (2)	<ul style="list-style-type: none"> • <i>Early Learning Council</i> 	Early Learning Council Co-chairs will designate a member of the Early Learning Council to serve on the cross-departmental public-private planning/oversight body to develop policies for ensuring the quality, privacy, and integrity of data contained in the Early Learning Data System, including a data governance policy and a transparency policy, as well as to work

Selection Criterion	Participating Party	Type of Participation
		with RIDE on the design and implementation of the RI Early Learning Data System.
(B)(1), (C)(1), (C)(2), D(1), D(2), E(1), (E)(2)	<ul style="list-style-type: none"> • <i>Revision/Realignment of Program Standards Team</i> • <i>Higher Education Team</i> • <i>Professional Development Team</i> • <i>Access Team</i> • <i>Kindergarten Entry Assessment Team</i> • <i>Data System Planning and Implementation Team</i> • <i>Early Learning and Development Standards Advisory Team</i> • <i>Program Quality Incentives and Supports Team</i> 	Provide leadership and oversight for the planning, implementation, and execution of the high quality plans included in the grant application.



 Signature (Authorized Representative of Lead Agency) 10/7/11
Date



 Signature (Authorized Representative of Participating State Agency) 10/7/11
Date
Co-Chair, Rhode Island Early Learning Council

MODEL PARTICIPATING STATE AGENCY MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (“MOU”) is entered into by and between the Rhode Island Department of Education (“Lead Agency”) and the Rhode Island Department of Human Services (“Participating State Agency”). The purpose of this agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of an approved Race to the Top-Early Learning Challenge grant project.

I. ASSURANCES

The Participating State Agency hereby certifies and represents that it:

- 1) Agrees to be a Participating State Agency and will implement those portions of the State Plan indicated in Exhibit I, if the State application is funded;
- 2) Agrees to use, to the extent applicable and consistent with the State Plan and Exhibit I:
 - (a) A set of statewide Early Learning and Development Standards;
 - (b) A set of statewide Program Standards;
 - (c) A statewide Tiered Quality Rating and Improvement System; and
 - (d) A statewide Workforce Knowledge and Competency Framework and progression of credentials.

(Please note that Participating State Agencies must provide these assurances in order for the State to be eligible for a Race to the Top-Early Learning Challenge grant.)

- 3) Has all requisite power and authority to execute and fulfill the terms of this MOU;
- 4) Is familiar with the State’s Race to the Top-Early Learning Challenge grant application and is supportive of and committed to working on all applicable portions of the State Plan;
- 5) Will provide a Final Scope of Work only if the State’s application is funded and will do so in a timely fashion but no later than 90 days after a grant is awarded; and will describe the Participating State Agency’s specific goals, activities, timelines, budgets, and key personnel (“Participating State Agency Plan”) in a manner that is consistent with the Preliminary Scope of Work (Exhibit I), with the Budget included in section VIII of the State Plan (including existing funds, if any, that the Participating State Agency is using for activities and services that help achieve the outcomes of the State Plan; and
- 6) Will comply with all of the terms of the Race to the Top-Early Learning Challenge Grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Race to the Top-Early Learning Challenge program, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 85, 86, 97, 98 and 99).

II. PROJECT ADMINISTRATION

A. PARTICIPATING STATE AGENCY RESPONSIBILITIES

In assisting the Lead Agency in implementing the tasks and activities described in the State’s Race to the Top-Early Learning Challenge grant application, the Participating State Agency will:

- 1) Implement the Participating State Agency Scope of Work as identified in the Exhibit I of this agreement;

- 2) Abide by the governance structure outlined in the State Plan;
- 3) Abide by the Participating State Agency's Budget included in section VIII of the State Plan (including the existing funds from Federal, State, private and local sources, if any, that the Participating State Agency is using to achieve the outcomes in the RTT-ELC State Plan);
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- 5) Post to any Web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the RTT-ELC grant;
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If the Lead Agency determines that the Participating State Agency is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, the Lead Agency will take appropriate enforcement action, which could include initiating a collaborative process by which to attempt to resolve the disagreements between the Lead Agency and the Participating State Agency, or

initiating such enforcement measures as are available to the Lead Agency, under applicable State or Federal law.

III. MODIFICATIONS

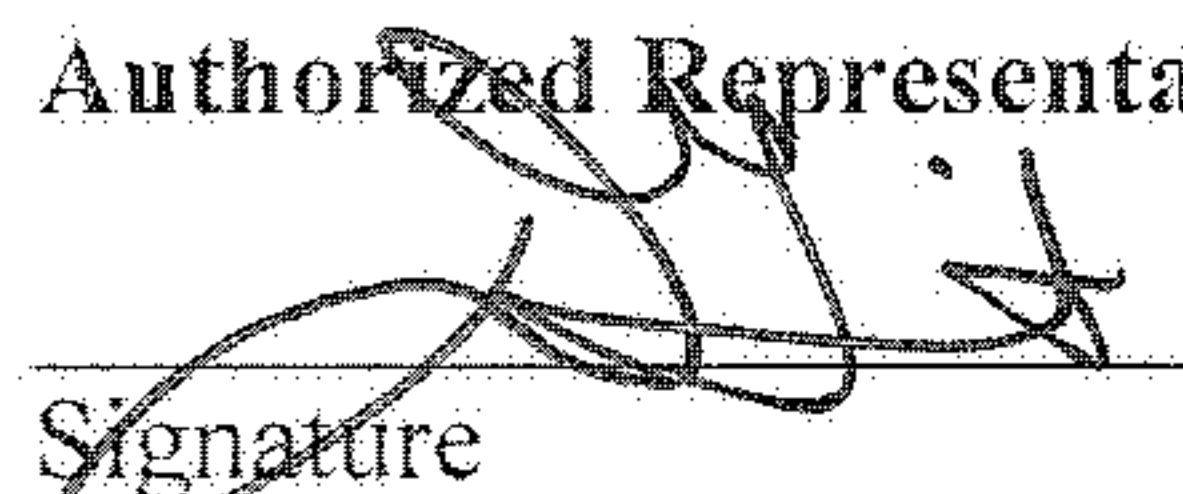
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IV. DURATION

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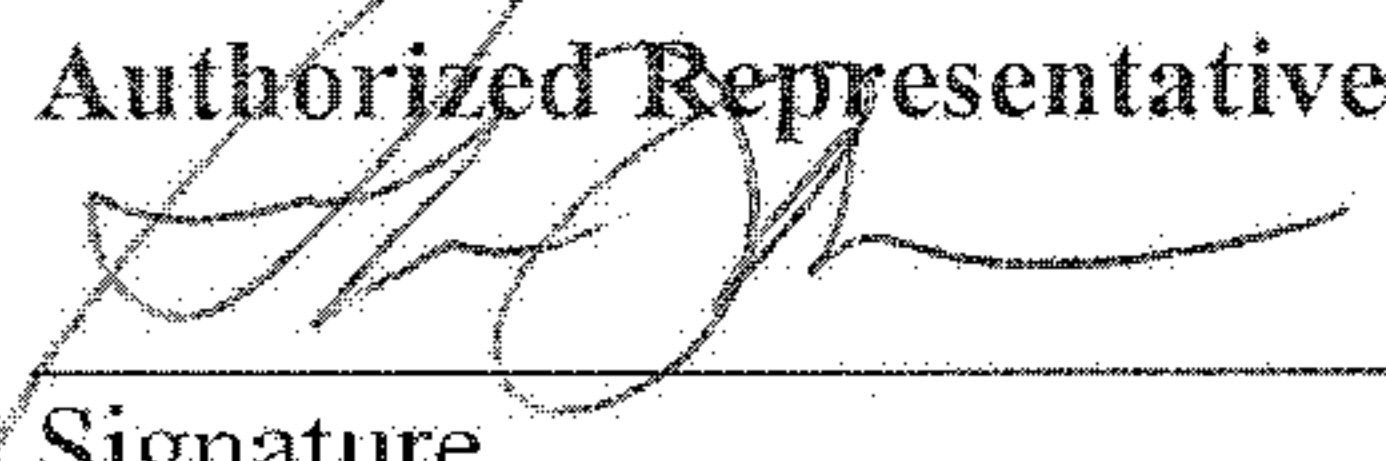
V. SIGNATURES

Authorized Representative of Lead Agency:


Signature 10-11-11
Date

Deborah A. Grist Commissioner
Print Name Title

Authorized Representative of Participating State Agency:


Signature 10-7-11
Date

SANDRA M. POWELL, Director
Print Name Title

EXHIBIT I – PARTICIPATING STATE AGENCY SCOPE OF WORK


The Participating State Agency hereby agrees to participate in the State Plan, as described in the State's application, and more specifically commits to undertake the tasks and activities described in detail below.

Selection Criterion	Participating Party	Type of Participation
(A)(3)	<ul style="list-style-type: none"> • <i>Office of the Director</i> 	Attend the quarterly meetings of the full Early Learning Council, designate a senior level staff alternate to the Council to represent them when they are not available, and designate appropriate staff to support the work of the Council in order to ensure cross-departmental input and accountability for the Race to the Top Early Learning Challenge Reform Agenda.
(B)(1)	<ul style="list-style-type: none"> • <i>Office of Child Care/Bright Stars (DHS Contract)</i> 	Participate in Program Standards Revision/Realignment Committee to revise/realign program standards and monitoring systems.
(B)(2)	<ul style="list-style-type: none"> • <i>Office of Child Care</i> 	Require all DHS CCAP funded programs to participate in BrightStars TQRIS.
(B)(2)	<ul style="list-style-type: none"> • <i>Office of Child Care/Bright Stars (DHS Contract)</i> 	Build program assessment capacity to include RIDE funded programs and all DCYF licensed and DHS CCAP funded programs in BrightStars TQRIS.
(B)(3)	<ul style="list-style-type: none"> • <i>Office of Child Care/Bright Stars (DHS Contract)</i> 	Maintain and strengthen monitoring practices and systems for program quality ratings.
(B)(3)	<ul style="list-style-type: none"> • <i>Office of Child Care/Bright Stars (DHS Contract)</i> 	Collaborate with RIDE to conduct program quality assessments to strengthen measurement capacity, improve efficiency and streamline the process for providers seeking RIDE preschool approval.
(B)(4)	<ul style="list-style-type: none"> • <i>Office of Child Care</i> 	Design and implement a tiered quality incentives program for programs serving children in the Child Care Assistance Program and achieving quality benchmarks in BrightStars TQRIS.
(B)(4)	<ul style="list-style-type: none"> • <i>Office of Child Care</i> 	Design and implement program improvement grant system for early learning and development programs that serve children participating in the CCAP


Selection Criterion	Participating Party	Type of Participation
		program.
(B)(4)	<ul style="list-style-type: none"> • <i>Office of Child Care</i> 	Align CCAP quality contracts to support program advancement in BrightStars TQRIS.
(B)(4)	<ul style="list-style-type: none"> • <i>Office of Child Care</i> 	Design and implement a focused technical assistance system to help programs advance within BrightStars TQRIS including: 1) an Infant/Toddler TA Network for centers, 2) a Preschool TA Network for centers, 3) a Family Child Care TA Network, 4) a Program Administrator TA Network, and 5) a Facilities TA Network.
(B)(5)	<ul style="list-style-type: none"> • <i>Office of Child Care</i> 	Identify and hire an independent evaluator to design and carry out a validation study of BrightStars TQRIS.
(B)(5)	<ul style="list-style-type: none"> • <i>Office of Child Care</i> • <i>Office of Head Start Collaboration</i> 	Participate on the BrightStars TQRIS validation committee.
(C)(1)	<ul style="list-style-type: none"> • <i>Office of Head Start Collaboration</i> • <i>Office of Child Care</i> 	Participate in the Early Learning and Development Standards Advisory Team.
(C)(1)	<ul style="list-style-type: none"> • <i>Office of Head Start Collaboration</i> 	Support the development and implementation of new professional development opportunities and parent supports aligned with the new Early Learning and Development Standards.
(C)(1)	<ul style="list-style-type: none"> • <i>Office of Child Care</i> 	Work with RIDE to develop and implement new professional development opportunities and parent supports aligned with the new Early Learning and Development Standards.
(C)(2)	<ul style="list-style-type: none"> • <i>Office of Child Care</i> • <i>Office of Head Start Collaboration</i> 	Develop policies and procedures to address the sharing, transfer and use of classroom quality data within BrightStars and the Rhode Island Early Learning Data System.
(C)(2)	<ul style="list-style-type: none"> • <i>Office of Child Care</i> 	Maintain a pool of reliable classroom quality assessors.
(D)(1)	<ul style="list-style-type: none"> • <i>Office of Child Care</i> 	Develop workforce knowledge and competencies for family child care.
(D)(1)	<ul style="list-style-type: none"> • <i>Office of Child Care</i> 	Participate on a taskforce to develop

Selection Criterion	Participating Party	Type of Participation
		workforce knowledge and competencies for program administrators, education coordinators, professional development providers and higher education.
(D)(2)	<ul style="list-style-type: none"> • <i>Office of Head Start Collaboration</i> 	Participate on a taskforce to develop workforce knowledge and competencies for program administrators, education coordinators, professional development providers and higher education.
(D)(2)	<ul style="list-style-type: none"> • <i>Office of Child Care</i> 	Work with a taskforce from the Early Learning Council to conduct a professional workforce study.
(D)(2)	<ul style="list-style-type: none"> • <i>Office of Child Care</i> 	Design and implement a process to approve professional development content and community-based professional development providers.
(D)(2)	<ul style="list-style-type: none"> • <i>Office of Child Care</i> • <i>Office of Head Start Collaboration</i> 	Ensure that DHS-funded and Head Start-funded professional development opportunities for early learning educators listed on the Early Learning Resource and Referral Center professional development calendar.
(D)(2)	<ul style="list-style-type: none"> • <i>Office of Child Care</i> 	Work with BrightStars to design and implement staff training for CCAP staff on the importance of high quality early learning experiences.
(D)(2)	<ul style="list-style-type: none"> • <i>Office of Child Care</i> 	Provide professional development innovation grants to expand the availability of high-quality professional development opportunities that meet the needs of the workforce.
(D)(2)	<ul style="list-style-type: none"> • <i>Office of Child Care/ Community College of Rhode Island (DHS Contract)</i> 	Double the size of the current Early Childhood Educator certificate program and include developmental coursework.
(D)(2)	<ul style="list-style-type: none"> • <i>Office of Child Care/ Community College of Rhode Island (DHS Contract)</i> 	Employ a bi-lingual career advisor.
(D)(2)	<ul style="list-style-type: none"> • <i>Office of Child Care/ Community College of Rhode Island (DHS Contract)</i> 	Seek NAEYC accreditation for the Associate's degree program in Early Childhood Education.

Selection Criterion	Participating Party	Type of Participation
(E)(2)	<ul style="list-style-type: none"> • <i>Office of Child Care</i> • <i>Office of Head Start Collaboration</i> 	Participate in a cross-departmental public-private planning/oversight body to develop policies for ensuring the quality, privacy, and integrity of data contained in the Early Learning Data System, including a data governance policy and a transparency policy, as well as to work with RIDE on the design and implementation of the RI Early Learning Data System.
(E)(2)	<ul style="list-style-type: none"> • <i>Office of Data, Analysis and Research</i> 	Collaborate to ensure access to and integration of agency early learning data to support the early learning data system and ensure staff capacity to address integration and alignment needs.


10-11-11

 Signature (Authorized Representative of Lead Agency) Date


10-7-11

 Signature (Authorized Representative of Participating State Agency) Date

MODEL PARTICIPATING STATE AGENCY MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding ("MOU") is entered into by and between the Rhode Island Department of Education ("Lead Agency") and the Rhode Island Department of Children, Youth and Families ("Participating State Agency"). The purpose of this agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of an approved Race to the Top-Early Learning Challenge grant project.

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The Participating State Agency hereby certifies and represents that it:

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(Please note that Participating State Agencies must provide these assurances in order for the State to be eligible for a Race to the Top-Early Learning Challenge grant.)

- 3) Has all requisite power and authority to execute and fulfill the terms of this MOU;
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- 6) Will comply with all of the terms of the Race to the Top-Early Learning Challenge Grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Race to the Top-Early Learning Challenge program, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 85, 86, 97, 98 and 99).

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If the Lead Agency determines that the Participating State Agency is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, the Lead Agency will take appropriate enforcement action, which could include initiating a collaborative process by which to attempt to resolve the disagreements between the Lead Agency and the Participating State Agency, or

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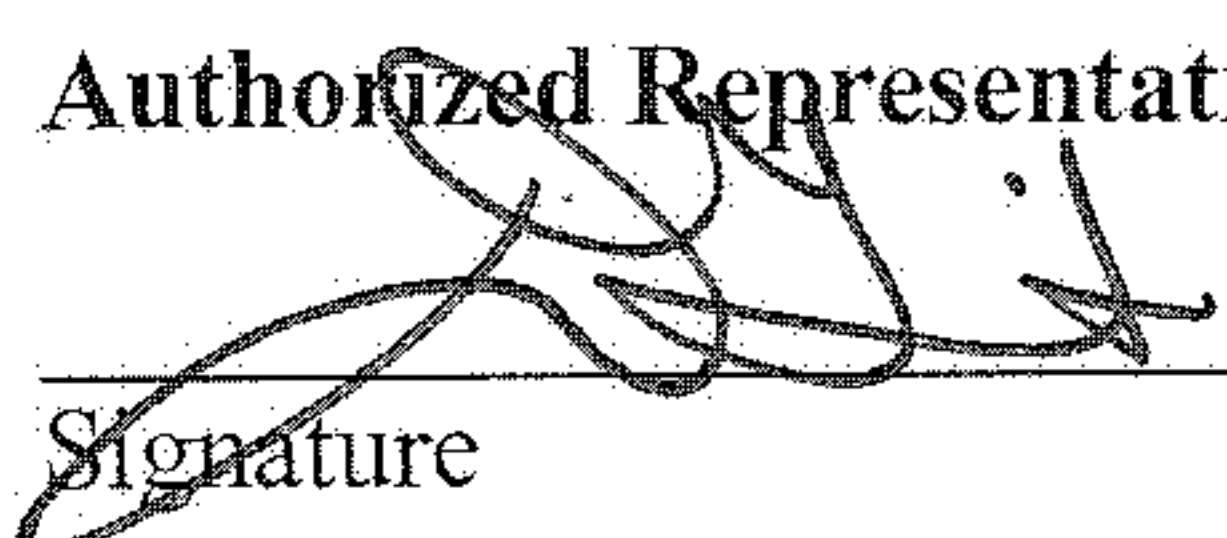
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V. SIGNATURES

Authorized Representative of Lead Agency:

 10-11-11
Signature Date
Deborah A. Grist Commissioner
Print Name Title

Authorized Representative of Participating State Agency:

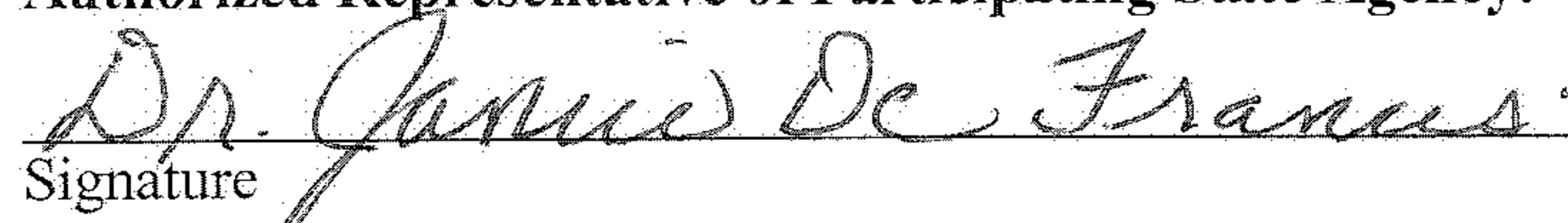
 10/7/11
Signature Date
Janice DeFrances Director / DCYF
Print Name Title

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Selection Criterion	Participating Party	Type of Participation
(A)(3)	<ul style="list-style-type: none"> • <i>Office of the Director</i> 	Attend the quarterly meetings of the full Early Learning Council, designate a senior level staff alternate to the Council to represent them when they are not available, and designate appropriate staff to support the work of the Council in order to ensure cross-departmental input and accountability for the Early Learning Council over all and the Race to the Top Early Learning Challenge Reform Agenda.
(B)(1)	<ul style="list-style-type: none"> • <i>Child Care Licensing Unit</i> 	Participate in Program Standards Revision/Realignment Committee to revise/realign program standards and monitoring systems.
(B)(2)	<ul style="list-style-type: none"> • <i>Child Care Licensing Unit</i> 	Require all DCYF licensed programs to participate in BrightStars TQRIS.
(B)(3)	<ul style="list-style-type: none"> • <i>Child Care Licensing Unit</i> 	Improve and strengthen licensing monitoring practices and systems in consultation with a national expert.
(B)(3)	<ul style="list-style-type: none"> • <i>Child Care Licensing Unit</i> 	Increase the frequency of routine licensing inspection visits for family child care homes to at least once a year.
(B)(3)	<ul style="list-style-type: none"> • <i>Child Care Licensing Unit</i> • <i>DCYF Data Unit</i> 	Work with the state’s Early Learning Data System team to develop data systems to track licensing compliance and share compliance information with parents and public.
(B)(5)	<ul style="list-style-type: none"> • <i>Child Care Licensing Unit</i> 	Participate on the BrightStars TQRIS validation committee.
(C)(1)	<ul style="list-style-type: none"> • <i>Child Care Licensing Unit</i> 	Participate in the Early Learning and Development Standards Advisory Team.
(D)(1)	<ul style="list-style-type: none"> • <i>Child Care Licensing Unit</i> 	Participate on a taskforce to develop workforce knowledge and competencies for program administrators.
(D)(2)	<ul style="list-style-type: none"> • <i>Family Support Unit</i> • <i>Child Welfare Institute</i> 	Work with DHS/BrightStars to design and implement staff training for foster care staff on the importance of high quality

Selection Criterion	Participating Party	Type of Participation
		early learning experiences.
(E)(2)	<ul style="list-style-type: none"> • <i>Child Care Licensing Unit</i> 	Participate in a cross-departmental public-private planning/oversight body to develop policies for ensuring the quality, privacy, and integrity of data contained in the Early Learning Data System, including a data governance policy and a transparency policy, as well as to work with RIDE on the design and implementation of the RI Early Learning Data System.
(E)(2)	<ul style="list-style-type: none"> • <i>Office of Data, Analysis and Research</i> 	Collaborate to ensure access to and integration of agency early learning data to support the early learning data system and ensure staff capacity to address integration and alignment needs.
(E)(2)	<ul style="list-style-type: none"> • <i>Child Care Licensing Unit</i> 	In partnership with RIDE (Early Learning Data System), implement a web-based license application and renewal system that will gather critical data on early learning programs and the early learning workforce. Enter licensing compliance information into the Early Learning Data System.


10-11-11

Signature (Authorized Representative of Lead Agency) Date


10/7/11

Signature (Authorized Representative of Participating State Agency) Date

	DCYF	TOTAL
Summary of Budget Items - Current State as of 10-5-11		
2012 Revision/Realignment of Program Standards and Measurement System	\$ -	\$ 90,000.00
Validation Study for 100 classrooms	\$ -	\$ 700,000.00
DHS/Bright Stars Program Quality Assessment Capacity	\$ -	\$ 3,192,992.00
DHS/BrightStars Quality Incentive Payments	\$ -	
DHS Contract to Northrop Grumman to re-program DHS CCAP Payment System	\$ -	\$ 227,000.00
Quality Incentive Payments	\$ -	\$ 10,477,266.00
DHS/BrightStars Program Improvement Grants	\$ -	\$ -
Program improvement Grants	\$ -	\$ 4,810,000.00
Grant Administration	\$ -	\$ 240,500.00
DHS/BrightStars Focused TA - Improvement Specialists (Coordination, Specialized TA, and Overhead)	\$ -	\$ 4,258,800.00
DCYF Staff Expansion for expanded monitoring (2 FTE Social Caseworker and 1 MIS FTE plus fringe, travel, equipment and supplies)	\$ 1,291,690.00	\$ 1,291,690.00
PreK Programs (to get to year 2)	\$ -	\$ 1,000,000.00
SUBTOTAL B1 - TQRIS	\$ 1,291,690.00	\$ 26,288,248.00
Early Learning Standards Development	\$ -	\$ 696,182.00
Using the Early Learning Standards	\$ -	\$ 1,530,391.00
SUBTOTAL C1 - EARLY LEARNING STANDARDS	\$ -	\$ 2,226,573.00
Comprehensive Assessment System Development		\$ -
Professional Development re: Assessment	\$ -	\$ 290,560.00
Expanding WATCH ME GROW (increasing developmental screening rate)	\$ -	\$ 1,071,088.40
Ages and Stages Kits with Social Emotional Component	\$ -	\$ 29,600.00
Train regional ELL screening teams to provide culturally and linguistically appropriate Child Outreach screening to young ELL.	\$ -	\$ 38,040.00
Evidence-based Early Learning and Development Interventions for Children with High Needs in Public awareness campaign about the importance of developmental screenings	\$ -	\$ 1,200,000.00
Implementation of TS GOLD in Early Intervention for all enrolled children	\$ -	\$ 25,000.00
Professional Development re: Teaching Strategies GOLD	\$ -	\$ 832,000.00
Technology Supports for TSG	\$ -	\$ 39,840.00
Training a pool of assessors to achieve reliability	\$ -	\$ 406,960.00
SUBTOTAL C2 - COMPREHENSIVE ASSESSMENT	\$ -	\$ 3,985,088.40
Design, print and distribute final Teacher/Teacher Assistant Workforce Knowledge and Develop Family Child Care (FCC) WKC	\$ -	\$ 6,500.00
Seek community feedback on FCC WKC	\$ -	\$ 14,400.00
Design, print and distribute final FCC WKC	\$ -	\$ 8,720.00
Create and addendum to Teacher WKC for special educators and early intervention	\$ -	\$ 8,000.00
Seek community feedback on addendum to Teacher WKC for special educators and early interv	\$ -	\$ 14,400.00
Design, print and distribute addendum to Teacher WKC for special educators and early interve	\$ -	\$ 8,720.00
Develop WKC for program administrators and education coordinators	\$ -	\$ 2,600.00
Seek community feedback on WKC for program administrators and education coordinators	\$ -	\$ 36,300.00
Design, print and distribute WKC for program administrators and education coordinators	\$ -	\$ 8,720.00
Develop WKC for professional development providers and higher education	\$ -	\$ 6,500.00
Seek community feedback on WKC for professional development providers and higher educatio	\$ -	\$ 36,300.00
Design, print and distribute final professional development provider/higher education compet	\$ -	\$ 8,720.00
Review existing teacher preparation program curricula against Teacher Core Competencies	\$ -	\$ 6,500.00
Host Higher Education Summits	\$ -	\$ 45,000.00
Alignment of professional development sessions	\$ -	\$ 15,800.00
SUBTOTAL D1 - DEVELOPMENT OF WORKFORCE KNOWLEDGE AND COMPETENCIES (WKC)	\$ -	\$ 238,380.00
Professional Development		\$ -
Workforce Study	\$ -	\$ 100,000.00
PD Expansion to Aligned PD through RI Early Learning Resource and Referral Center	\$ -	\$ 1,885,000.00
PD Alignment with WKC and PD System Development	\$ -	\$ 33,500.00
Subtotal	\$ -	\$ 2,018,500.00
Higher Education		\$ -
Alternative pathways to college credit		\$ 1,292,500.00
Expand TEACH		\$ 3,247,500.00
Subtotal	\$ -	\$ 4,540,000.00
SUBTOTAL D2 - PROFESSIONAL DEVELOPMENT AND HIGHER EDUCATION	\$ -	\$ 6,558,500.00
Kindergarten Assessment Development and 1st year of training	\$ -	\$ 574,452.00
SUBTOTAL E1 - KINDERGARTEN ASSESSMENT	\$ -	\$ 574,452.00
RIDE		\$ 3,250,304.23
DOH/KIDSNET		\$ 70,000.00
SUBTOTAL E2 - DATA SYSTEM	\$ -	\$ 3,320,304.23
General Staff Budget		\$ 2,872,191.00
SUBTOTAL General Staff	\$ -	\$ 2,872,191.00
Federal Technical Assistance	\$ -	\$ 400,000.00
SUBTOTAL Required Federal Technical Assistance	\$ -	\$ 400,000.00
RIDE Indirect Cost (13%)	\$ -	\$ 6,500,000.00
SUBTOTAL with INDIRECT	\$ 1,291,690.00	\$ 52,963,736.63
TOTAL REQUEST		\$ 50,000,000.00
AMOUNT REMAINING		\$ (2,963,736.63)

MODEL PARTICIPATING STATE AGENCY MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (“MOU”) is entered into by and between the Rhode Island Department of Education (“Lead Agency”) and the Rhode Island Department of Health (“Participating State Agency”). The purpose of this agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of an approved Race to the Top-Early Learning Challenge grant project.

I. ASSURANCES

The Participating State Agency hereby certifies and represents that it:

- 1) Agrees to be a Participating State Agency and will implement those portions of the State Plan indicated in Exhibit I, if the State application is funded;
- 2) Agrees to use, to the extent applicable and consistent with the State Plan and Exhibit I:
 - (a) A set of statewide Early Learning and Development Standards;
 - (b) A set of statewide Program Standards;
 - (c) A statewide Tiered Quality Rating and Improvement System; and
 - (d) A statewide Workforce Knowledge and Competency Framework and progression of credentials.

(Please note that Participating State Agencies must provide these assurances in order for the State to be eligible for a Race to the Top-Early Learning Challenge grant.)

- 3) Has all requisite power and authority to execute and fulfill the terms of this MOU;
- 4) Is familiar with the State’s Race to the Top-Early Learning Challenge grant application and is supportive of and committed to working on all applicable portions of the State Plan;
- 5) Will provide a Final Scope of Work only if the State’s application is funded and will do so in a timely fashion but no later than 90 days after a grant is awarded; and will describe the Participating State Agency’s specific goals, activities, timelines, budgets, and key personnel (“Participating State Agency Plan”) in a manner that is consistent with the Preliminary Scope of Work (Exhibit I), with the Budget included in section VIII of the State Plan (including existing funds, if any, that the Participating State Agency is using for activities and services that help achieve the outcomes of the State Plan; and
- 6) Will comply with all of the terms of the Race to the Top-Early Learning Challenge Grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Race to the Top-Early Learning Challenge program, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 85, 86, 97, 98 and 99).

II. PROJECT ADMINISTRATION

A. PARTICIPATING STATE AGENCY RESPONSIBILITIES

In assisting the Lead Agency in implementing the tasks and activities described in the State’s Race to the Top-Early Learning Challenge grant application, the Participating State Agency will:

- 1) Implement the Participating State Agency Scope of Work as identified in the Exhibit I of this agreement;
- 2) Abide by the governance structure outlined in the State Plan;

- 3) Abide by the Participating State Agency's Budget included in section VIII of the State Plan (including the existing funds from Federal, State, private and local sources, if any, that the Participating State Agency is using to achieve the outcomes in the RTT-ELC State Plan);
- 4) Actively participate in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
- 5) Post to any Web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the RTT-ELC grant;
- 6) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;
- 7) Be responsive to State, ED, or HHS requests for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State and Federal privacy laws.

B. LEAD AGENCY RESPONSIBILITIES

In assisting the Participating State Agencies in implementing their tasks and activities described in the State's Race to the Top-Early Learning Challenge application, the Lead Agency will:

- 1) Work collaboratively with, and support the Participating State Agency in carrying out the Participating State Agency Scope of Work, as identified in Exhibit I of this agreement;
- 2) Timely award the portion of Race to the Top-Early Learning Challenge grant funds designated for the Participating State Agency in the State Plan during the course of the project period and in accordance with the Participating State Agency's Scope of Work, as identified in Exhibit I, and in accordance with the Participating State Agency's Budget, as identified in section VIII of the State's application;
- 3) Provide feedback on the Participating State Agency's status updates, any interim reports, and project plans and products;
- 4) Keep the Participating State Agency informed of the status of the State's Race to the Top-Early Learning Challenge grant project and seek input from the Participating State Agency, where applicable, through the governance structure outlined in the State Plan;
- 5) Facilitate coordination across Participating State Agencies necessary to implement the State Plan; and
- 6) Identify sources of technical assistance for the project.

C. JOINT RESPONSIBILITIES

- 1) The Lead Agency and the Participating State Agency will each appoint a key contact person for the Race to the Top-Early Learning Challenge grant.
- 2) These key contacts from the Lead Agency and the Participating State Agency will maintain frequent communication to facilitate cooperation under this MOU, consistent with the State Plan and governance structure.
- 3) Lead Agency and Participating State Agency personnel will work together to determine appropriate timelines for project updates and status reports throughout the grant period.
- 4) Lead Agency and Participating State Agency personnel will negotiate in good faith toward achieving the overall goals of the State's Race to the Top-Early Learning Challenge grant, including when the State Plan requires modifications that affect the Participating State Agency, or when the Participating State Agency's Scope of Work requires modifications.

D. STATE RECOURSE IN THE EVENT OF PARTICIPATING STATE AGENCY'S FAILURE TO PERFORM

If the Lead Agency determines that the Participating State Agency is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, the Lead Agency will take appropriate enforcement action, which could include initiating a collaborative process by which to attempt to resolve the disagreements between the Lead Agency and the Participating State Agency, or

initiating such enforcement measures as are available to the Lead Agency, under applicable State or Federal law.

III. MODIFICATIONS

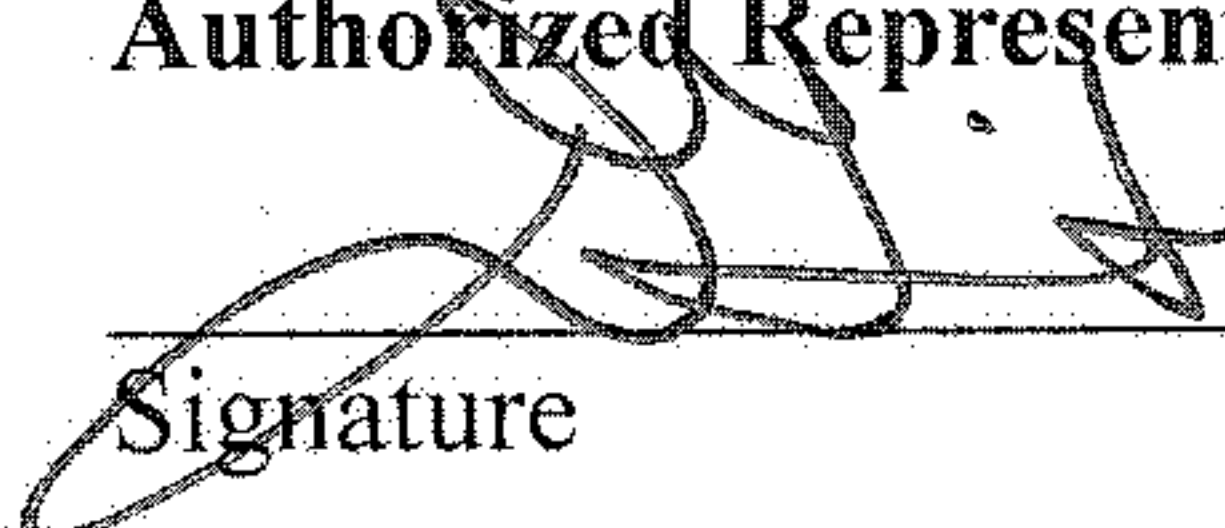
This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, in consultation with ED.

IV. DURATION

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and, if a Race to the Top- Early Learning Challenge grant is received by the State, ending upon the expiration of the Race to the Top- Early Learning Challenge grant project period.

V. SIGNATURES

Authorized Representative of Lead Agency:


Signature _____ Date 10-11-11
Deborah A Gist _____ Commissioner
Print Name Title

Authorized Representative of Participating State Agency:



Signature _____ Date 10/6/2011
MICHAEL FINE _____ Director AIDOLT
Print Name Title

EXHIBIT I – PARTICIPATING STATE AGENCY SCOPE OF WORK

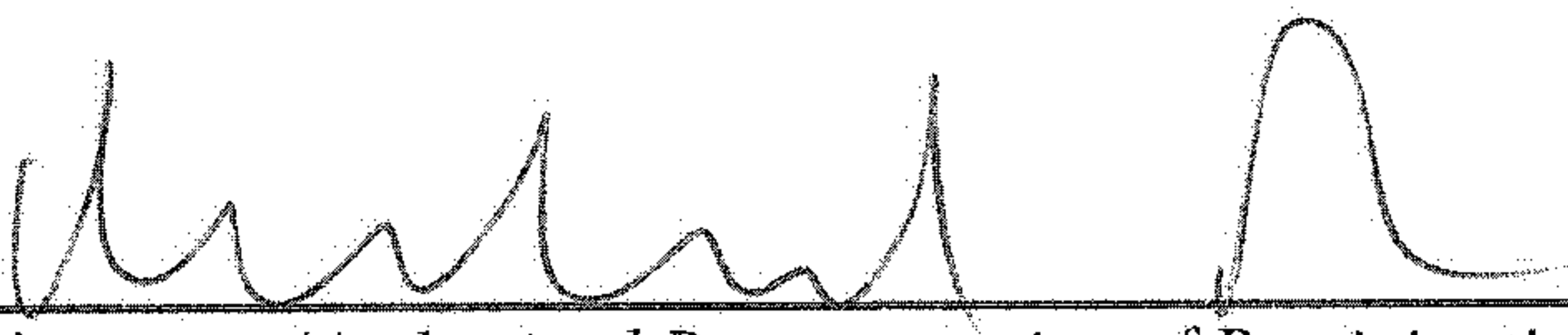
The Participating State Agency hereby agrees to participate in the State Plan, as described in the State's application, and more specifically commits to undertake the tasks and activities described in detail below.

Selection Criterion	Participating Party	Type of Participation
(A)(3)	<ul style="list-style-type: none"> • <i>Office of the Director</i> 	Attend the quarterly meetings of the full Early Learning Council, designate a senior level staff alternate to the Council to represent them when they are not available, and designate appropriate staff to support the work of the Council in order to ensure cross-departmental input and accountability for the Early Learning Council over all and the Race to the Top Early Learning Challenge Reform Agenda.
(B)(1)	<ul style="list-style-type: none"> • <i>Office of Perinatal and Early Childhood Health</i> 	Participate in Program Standards Revision/Realignment Committee to revise/realign Program Standards and monitoring systems.
(B)(5)	<ul style="list-style-type: none"> • <i>Office of Perinatal and Early Childhood Health</i> 	Participate on the BrightStars TQRIS validation committee.
(C)(1)	<ul style="list-style-type: none"> • <i>Office of Perinatal and Early Childhood Health</i> 	Participate in the Early Learning and Development Standards Advisory Team.
(C)(2)	<ul style="list-style-type: none"> • <i>Office of Perinatal and Early Childhood Health</i> 	Expansion of capacity and quality assurance for pediatric primary care providers across provider settings to increase developmental assessment and screening rates across pediatric provider settings with priority focus on pediatric providers serving concentrations of children with high needs.
(C)(2)	<ul style="list-style-type: none"> • <i>Office of the Director</i> 	Provide leadership and expertise to the Early Learning Council Team convened to make funds available to community-based efforts that engage primary health providers with families in evidence-based interventions to increase children's healthy development and early learning.
(C)(2)	<ul style="list-style-type: none"> • <i>Office of Perinatal and Early Childhood Health</i> 	Provide staff to support the entry of developmental screening data accurately

Selection Criterion	Participating Party	Type of Participation
		into KIDSNET and link with the Rhode Island Early Learning Data System.
(D)(2)	<ul style="list-style-type: none"> <li data-bbox="628 422 1109 522">Office of Perinatal and Early Childhood Health 	Ensure that DOH-funded professional development opportunities for early learning educators are provided to the Early Learning Resource and Referral Center.
(E)(2)	<ul style="list-style-type: none"> <li data-bbox="628 773 1109 873">Center for Health, Data and Analysis 	Coordinate with RIDE and the Rhode Island Early Learning Data System Team to enhance KIDSNET to accept developmental screening data on young children birth to kindergarten entry.
(E)(2)	<ul style="list-style-type: none"> <li data-bbox="628 1073 1109 1173">Center for Health, Data and Analysis 	Collaborate to ensure access to and integration of agency early learning data to support the early learning data system and ensure staff capacity to address integration and alignment needs.
(E)(2)	<ul style="list-style-type: none"> <li data-bbox="628 1330 1109 1430">Office of Perinatal and Early Childhood Health 	Participate in a cross-departmental public-private planning/oversight body to develop policies for ensuring the quality, privacy, and integrity of data contained in the Early Learning Data System, including a data governance policy and a transparency policy, as well as to work with RIDE on the design and implementation of the RI Early Learning Data System.


 Signature (Authorized Representative of Lead Agency)

10-11-11
 Date


 Signature (Authorized Representative of Participating State Agency)

10/6/2011
 Date

MODEL PARTICIPATING STATE AGENCY MEMORANDUM OF UNDERSTANDING

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- 2) Agrees to use, to the extent applicable and consistent with the State Plan and Exhibit I:
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 - (c) A statewide Tiered Quality Rating and Improvement System; and
 - (d) A statewide Workforce Knowledge and Competency Framework and progression of credentials.

(Please note that Participating State Agencies must provide these assurances in order for the State to be eligible for a Race to the Top-Early Learning Challenge grant.)

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- 6) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;
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initiating such enforcement measures as are available to the Lead Agency, under applicable State or Federal law.

III. MODIFICATIONS

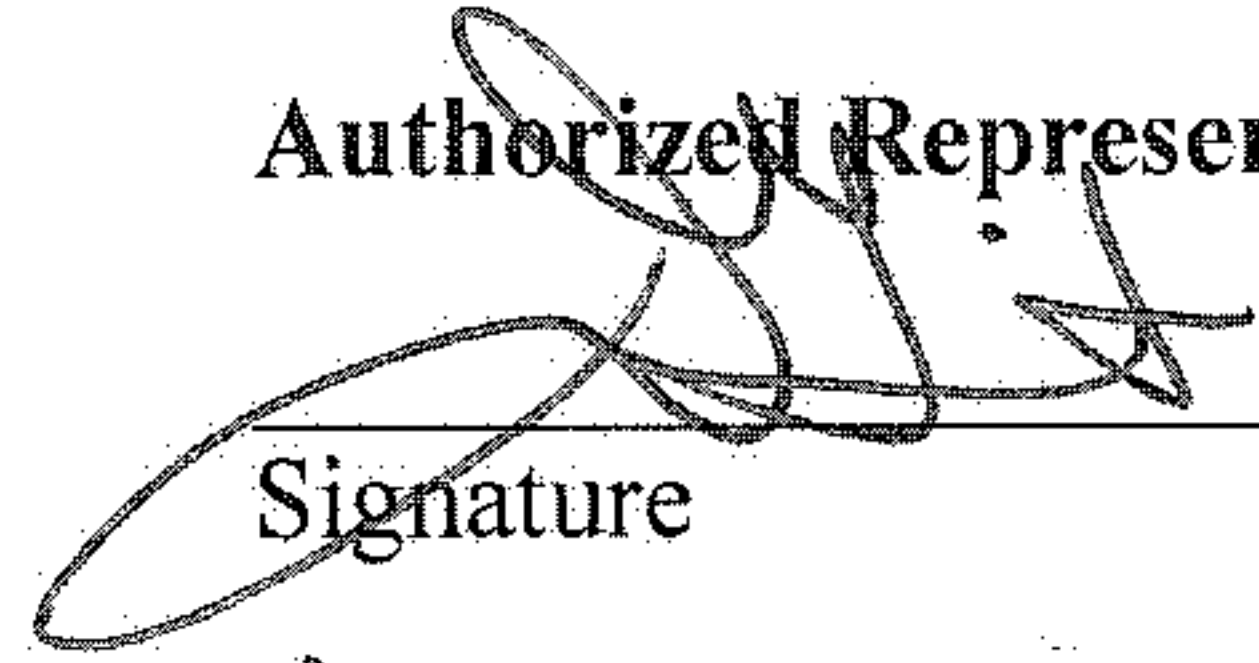
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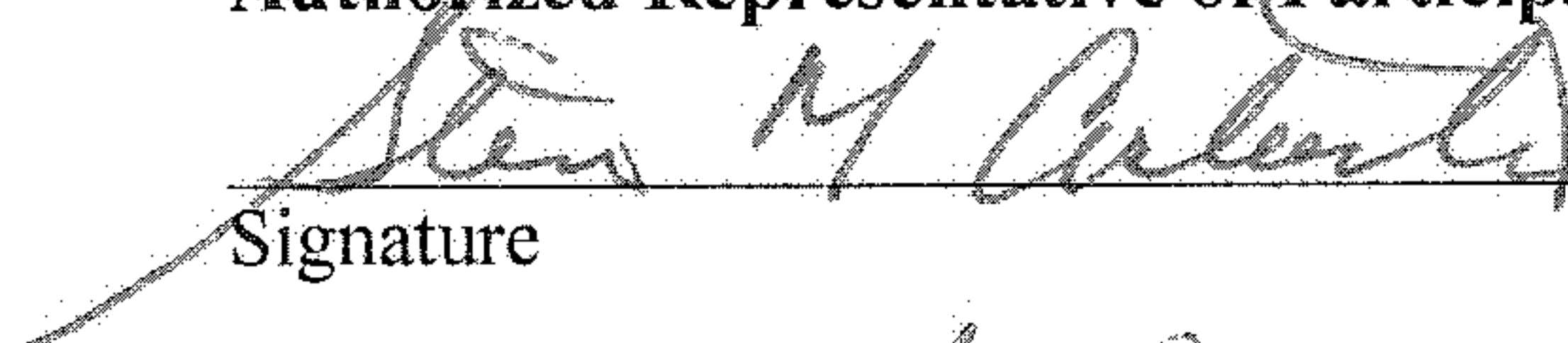
V. SIGNATURES

Authorized Representative of Lead Agency:


Signature 10-11-11
Date

Deborah A. Giust Commissioner
Print Name Title

Authorized Representative of Participating State Agency:


Signature 10-7-11
Date

STEVEN M. COSTANTINO Secretary
Print Name Title

EXHIBIT I – PARTICIPATING STATE AGENCY SCOPE OF WORK

The Participating State Agency hereby agrees to participate in the State Plan, as described in the State’s application, and more specifically commits to undertake the tasks and activities described in detail below.

Selection Criterion	Participating Party	Type of Participation
(A)(3)	<ul style="list-style-type: none"> • <i>Office of the Director</i> 	Attend the quarterly meetings of the full Early Learning Council, designate a senior level staff alternate to the Council to represent them when they are not available, and designate appropriate staff to support the work of the Council in order to ensure cross-departmental input and accountability for the Race to the Top Early Learning Challenge Reform Agenda.
(C)(1)	<ul style="list-style-type: none"> • <i>Center for Child and Family Health</i> 	Participate in the Early Learning and Development Standards Advisory Team.
(C)(1)	<ul style="list-style-type: none"> • <i>Center for Child and Family Health</i> 	Participate in the development and implementation of new professional development opportunities and parent supports aligned with the new Early Learning and Development Standards.
(C)(2)	<ul style="list-style-type: none"> • <i>Center for Child and Family Health</i> 	Implement the use of Teaching Strategies GOLD by IDEA Part C.
(C)(2)	<ul style="list-style-type: none"> • <i>Center for Child and Family Health</i> 	Participate in the development of professional development opportunities to support the use of Teaching Strategies GOLD by IDEA Part C.
(C)(2)	<ul style="list-style-type: none"> • <i>Center for Child and Family Health</i> 	Participate on a taskforce to develop workforce knowledge and competencies for program administrators.
(D)(2)	<ul style="list-style-type: none"> • <i>Center for Child and Family Health</i> 	Ensure that Early Intervention professional development opportunities for early learning educators are listed on the Early Learning Resource and Referral Center professional development calendar.
(E)(2)		Participate in a cross-departmental public-private planning/oversight body to develop policies for ensuring the quality, privacy, and integrity of data contained in the Early Learning Data System, including a data governance policy and a transparency policy, as well

Selection Criterion	Participating Party	Type of Participation
		as to work with RIDE on the design and implementation of the RI Early Learning Data System.
(E)(2)		Collaborate to ensure access to and integration of agency early learning data to support the early learning data system and ensure staff capacity to address integration and alignment needs.


10-11-11

 Signature (Authorized Representative of Lead Agency) Date

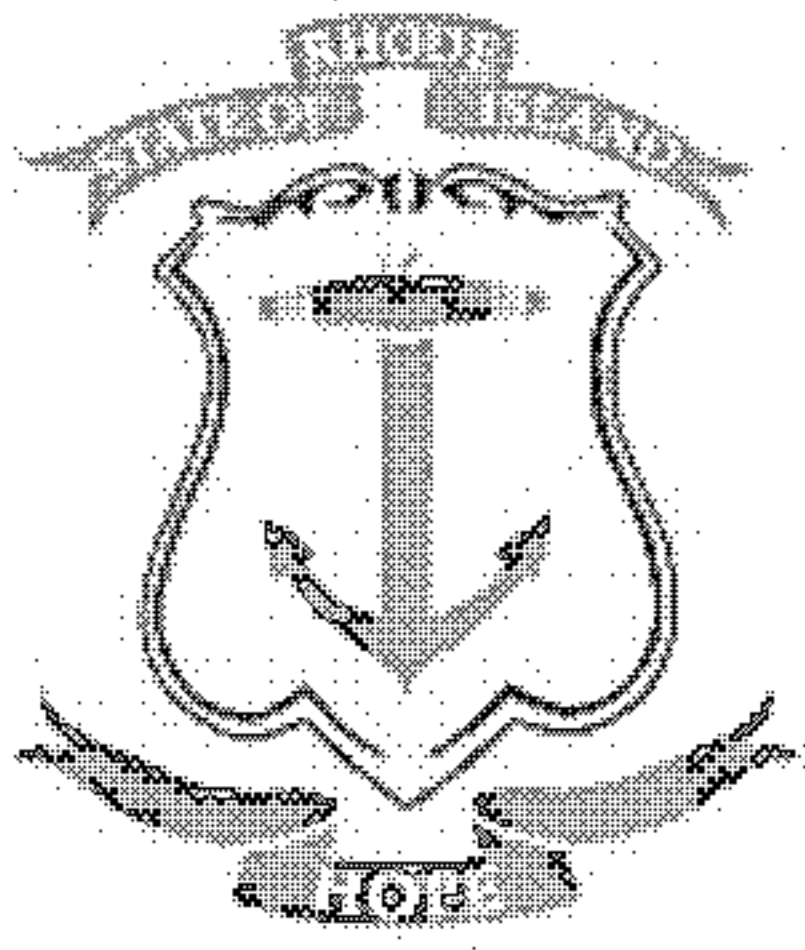

10-7-11

 Signature (Authorized Representative of Participating State Agency) Date

APPENDIX 13

Appendix 13 – Letters of Support from Early Learning Intermediary Organizations:

- 1) RI Permanent Legislative Commission on Child Care
- 2) RI Head Start Association
- 3) RI IDEA Preschool Leadership Network
- 4) RI Interagency Coordinating Council
- 5) RI Association for the Education of Young Children
- 6) BrightStars
- 7) RI Child Care Directors' Association
- 8) Family Child Care Homes of Rhode Island
- 9) Comite de Proveedoras de Cuidado Infantil de RI (Latina Family Child Care Providers Association)
- 10) Rhode Island KIDS COUNT
- 11) Ready to Learn Providence
- 12) RI Child Care Facilities Fund
- 13)RI Parents As Teachers



State of Rhode Island and Providence Plantations

PERMANENT LEGISLATIVE COMMISSION ON CHILD CARE IN RHODE ISLAND

REPRESENTATIVE GRACE DIAZ

Chair
401-222-2457

SENATOR ELIZABETH A. CROWLEY

Vice Chair
401-725-8526

October 11, 2011

Deborah Gist

Co-Chair, Rhode Island Early Learning Council

Commissioner, Rhode Island Department of Elementary and Secondary Education

255 Westminster Street

Providence, RI 02903

Elizabeth Burke Bryant

Co-Chair, Rhode Island Early Learning Council

Executive Director, Rhode Island KIDS COUNT

One Union Station

Providence, RI 02903

Dear Commissioner Gist and Ms. Bryant:

As chair of the Rhode Island Permanent Legislative Commission on Child Care, I am writing to express my strong support for Rhode Island's Race to the Top-Early Learning Challenge application.

Rhode Island's Permanent Legislative Commission on Child Care acts as an advisory body to the Rhode Island General Assembly and other government bodies to plan and advocate for the state's current and future child care and early education needs. The Commission works to ensure that Rhode Island has a system of child care and early education services for children, from birth to age 16, that provides quality, affordable, and accessible child care and early education for all of Rhode Island's diverse communities. Our membership includes members of the Rhode Island House and Senate (both Democrats and Republicans), state department administrators from the Departments of Human Services, Health, Children, Youth and Families, and Education, as well as representatives from the community including, Head Start programs, child care centers, family child care homes, school-age child care programs, advocates and others.

Members of the Child Care Commission have been involved in the development of Rhode Island's Race to the Top – Early Learning Challenge application and we discussed potential reform strategies at our September 12, 2011 meeting. We are delighted that the competition is

October 11, 2011

Page 2

Commissioner Deborah Gist and Elizabeth Burke Bryant

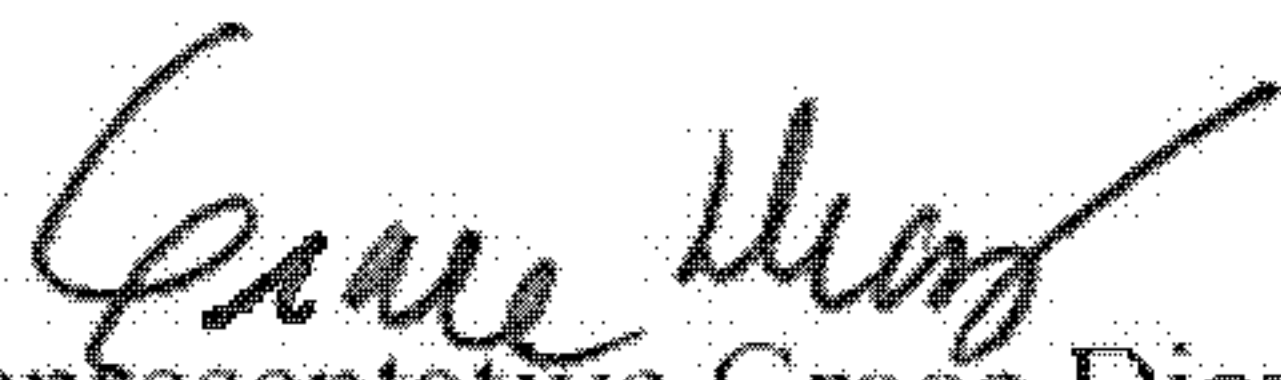
focused on improving low-income and disadvantaged children's access to high-quality early learning programs. The reform strategies included in the grant application fit with the goals of the Commission, particularly the focus on increasing resources available for programs to achieve high-quality standards.

At our 2009 Commission Retreat, members identified 3 major goals:

- 1) *Access:* Advocate to restore and sustain funding to improve children's access to early care & education, youth and school-age programs.
- 2) *Provider Reimbursement:* Advocate to create a tiered provider reimbursement system tied to BrightStars that is based on the market rates.
- 3) *Communications:* Educate members of the General Assembly on the importance of early care and education and youth and school-age programs.

The Commission fully supports Rhode Island's application for the Early Learning Challenge and looks forward to supporting implementation. We will play an active role in educating members of the General Assembly about this initiative and supporting legislative strategies to improve children's access to high-quality early learning programs.

Sincerely,



Representative Grace Diaz

Chair, The Permanent Legislative Commission on Child Care in RI

(b)(6)

RHODE ISLAND HEAD START ASSOCIATION

State President: Barbara Schermack
654 Green End Avenue
Middletown, RI 02842
401 846 5454, X145
(Fax) 401 847 2960
bschermack@ehcap.org

October 11, 2011

Deborah Gist
Co-Chair, Rhode Island Early Learning Council
Commissioner, Rhode Island Department of Elementary and Secondary Education
255 Westminster Street
Providence, RI 02903

Elizabeth Burke Bryant
Co-Chair, Rhode Island Early Learning Council
Executive Director, Rhode Island KIDS COUNT
One Union Station
Providence, RI 02903

Dear Commissioner Gist and Ms. Bryant:

I am writing to express my enthusiastic support for Rhode Island's Race to the Top-Early Learning Challenge application.

The mission of the Rhode Island Head Start Association (RIHSA) is to promote universal, high quality Head Start programs and services, training and other mutually supportive activities for the eight grantees in the state. We seek to strengthen the critical leadership roles programs play in promoting social justice and educational equality for Head Start children and families. We have had a long history of collaboration with other agencies concerned with early learning, and we are gratified that these relationships have been formalized through the Rhode Island Early Learning Council and its subcommittees.

Birth to age five are critical years for children, a key time for developing important cognitive, language and socio-emotional skills that help lay the foundation for success in school. For this reason, one of the goals of the Rhode Island strategic plan for transforming education is to "improve the quality and accessibility of early-learning programs" across the state, and I believe that Race to the Top Early Learning Challenge Funds will help Rhode Island move rapidly toward meeting that vital goal.

Rhode Island Head Start Programs

- CHILD Inc.
- Children's Friend & Service
- Comprehensive Community Action Program
- East Bay Community Action Program
- Meeting Street School
- South County Community Action, Inc.
- Tri-Town Community Action Agency
- Woonsocket Head Start Child Development Association, Inc.

Continued from page 1

As staunch advocates for increased access to high-quality Early Learning and Development programs for Rhode Island's high risk children, RIHSA is very excited by the prospect of building a comprehensive and seamlessly aligned early learning system that will make this goal a reality in our state.

On behalf of Head Start programs across the state, I offer my full support for Rhode Island's Race to the Top Early Learning Challenge application. Rhode Island's Early Learning Plan set forth in this application will substantially increase the school readiness of Rhode Island's young children and will advance student achievement in Rhode Island for many years to come.

Sincerely,

(b)(6)

Barbara Schermack, RIHSA President

Rhode Island IDEA Preschool Leadership Network

October 12, 2011

Deborah Gist

Co-Chair, Rhode Island Early Learning Council

Commissioner, Rhode Island Department of Elementary and Secondary Education

255 Westminster Street

Providence, RI 02903

Elizabeth Burke Bryant

Co-Chair, Rhode Island Early Learning Council

Executive Director, Rhode Island KIDS COUNT

One Union Station

Providence, RI 02903

Dear Commissioner Gist and Ms. Bryant:

As public school early childhood coordinators and special education administrators we are responsible for developing and overseeing high quality early childhood preschool programs that are in compliance with the IDEA Part B- Section 619 and the Rhode Island Regulations Governing the Education of Children with Disabilities. We are writing today to express our genuine support for Rhode Island's Race to the Top- Early Learning Challenge application.

As required under IDEA, we facilitate and monitor our district's participation in early childhood assessment, child find and transitions from early intervention. We have participated in focused trainings provided by the state but would be particularly eager to take part in any additional training provided through the RTT-ELC funds!

Within the last several years district early childhood leaders and educators have participated in a variety of state early childhood initiatives including professional development in the use of the RI Early Learning Standards, implementing a standards-based program and a variety of next step early childhood sessions. A few districts have been able to access targeted, individualized training and technical assistance to support the development of high quality, inclusive, early education programs. We again would be particularly eager to have greater access to such support!

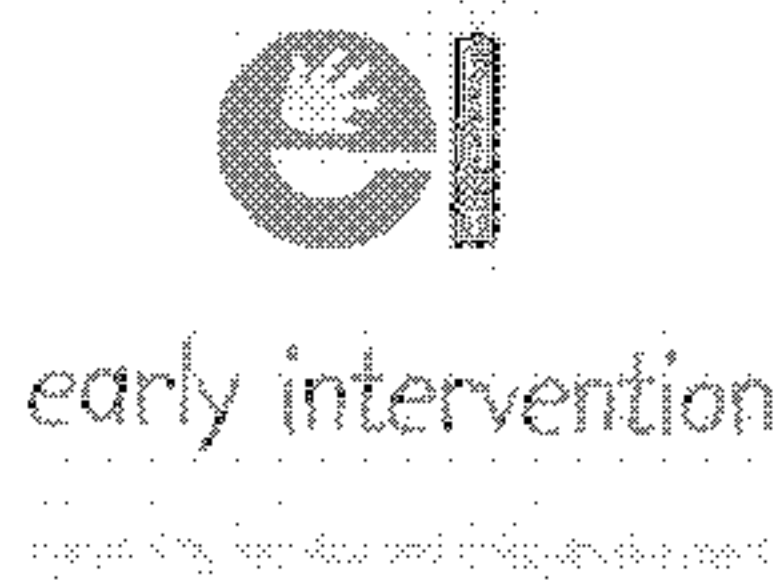
Rhode Island IDEA Preschool Leadership Network

In closing, we would like to express our eagerness to begin working with other early childhood programs throughout the state. We welcome the potential inclusion in the tiered rating system and the technical assistance we would receive in reaching the RIDE comprehensive approval. We look forward to participating in the creation of the new kindergarten assessment and improving outcomes for our youngest learners, especially those with developmental delays and disabilities.

Sincerely,

The Rhode Island IDEA Preschool Leadership Network

(b)(6)



October 12, 2011

Deborah Gist, Co-Chair, Rhode Island Early Learning Council
Commissioner, Rhode Island Department of Elementary and Secondary Education
255 Westminster Street
Providence, RI 02903

Elizabeth Burke Bryant, Co-Chair, Rhode Island Early Learning Council
Executive Director, Rhode Island KIDS COUNT
One Union Station
Providence, RI 02903

Dear Commissioner Gist and Ms. Bryant:

On behalf of the Interagency Coordinating Council (ICC) for Early Intervention (IDEA Part C), I am writing to express my enthusiastic support for Rhode Island's Race to the Top-Early Learning Challenge application.

The ICC is responsible for planning and promoting the implementation of a coordinated and family-centered service system in order to address the needs of infants and toddlers with developmental delays or disabilities and their families. Working alongside the Office of Health and Human Services, the lead agency for Early Intervention, the ICC provides coordination for the planning, development and implementation of the statewide comprehensive delivery system of services to Rhode Island's infants and toddlers with development delays and disabilities. Appointed by the Governor, ICC members represent a broad cross section of the early childhood community, including parents, providers, state agencies, and community advocates. Through the combined efforts of the ICC, the State, and providers, Rhode Island has become a national leader in identifying and serving infants and toddlers with developmental delays or disabilities.

Rhode Island's application for Race to the Top-Early Learning Challenge funds offers an exciting opportunity to align systems, processes, and data to improve outcomes for young children, particularly those most at risk. The State's commitment to inclusion and the participation of children with developmental delays or disabilities in high quality early care and education systems will go a long way to ensuring the successful development of all Rhode Island children.

The ICC is committed to having its members serve on several of the work groups that are forming to support this important initiative. In particular, members will contribute to work teams focusing on the development of early learning standards for infants and toddlers, workforce

development efforts, and data system alignment. As advocates, we will also encourage and facilitate parent representation and participation across all of the components of this broad based effort. We will also support the adoption of the proposed new statewide child assessment system to be used in Early Intervention so that all providers working with children are using a common tool to chart and monitor child development and progress.

The ICC looks forward to working with you to realize the goals and the vision of this important initiative for Rhode Island's youngest and most vulnerable children.

Sincerely,

(b)(6)

James D. Berson, Chair
Interagency Coordinating Council for Early Intervention

Rhode Island Association for the Education of Young Children
An Affiliate of the National Association for the Education of Young Children
Promoting excellence in early childhood education

October 12, 2011

Deborah Gist
Co-Chair, Rhode Island Early Learning Council
Commissioner, Rhode Island Department of Elementary and Secondary Education
255 Westminster Street
Providence, RI 02903

Elizabeth Burke Bryant
Co-Chair, Rhode Island Early Learning Council
Executive Director, Rhode Island KIDS COUNT
One Union Station
Providence, RI 02903

Dear Commissioner Gist and Ms. Burke Bryant:

We are writing to express our strongest support for Rhode Island's Race to the Top-Early Learning Challenge application.

The Rhode Island Association for the Education of Young Children (RIAEYC), the state affiliate of NAEYC, works to improve the well-being of all young children, with particular focus on the quality of educational and developmental services for children birth through age eight. As a membership organization, RIAEYC represents many and diverse early childhood educators in the state. In addition, RIAEYC is the managing agency for BrightStars, the state's tiered QRIS, as well as the Rhode Island Child Care Resource and Referral Center, the state's CCR&R offering professional development for educators and parent information and referrals.

RTT-ELC will allow our state to radically transform several facets of our early childhood system that will directly benefit the children and families who need our support the most. RIAEYC fully supports the state's ambitious and achievable reform agenda and stands ready to extend our support to insure that our state meets or exceeds its reform goals.

We will work in collaboration with the Early Learning Council to expand the number and type of early childhood development programs participating in the state QRIS. We will re-evaluate our QRIS standards and criteria. As in the past, we will engage a highly qualified external evaluation team to validate our system. In addition, we will participate in a collaborative process of QRIS review and realignment.

As part of BrightStars and the Resource Center professional development, we will provide new and better supports to programs so that they may attain the highest levels of quality and meet rigorous quality standards. We will focus our efforts on programs serving high-need children, including low-income children accessing the child care subsidy program.

In addition, with state and community partners, we will continue our important work in building Rhode Island's professional development system, by finalizing critical infrastructure elements (e.g. birth to three early learning standards) and offering effective, aligned professional development opportunities.

As members of the Early Learning Council, we will provide oversight and governance for RTT-ELC and will advocate for increased access to high-quality programs for Rhode Island children.

Finally, we will work for continued community input and support for the state's reform plan through our network of RIAEYC members and programs.

I appreciate your careful consideration of Rhode Island's RTT-ELC application. I know that you will find an agenda and plan fully worthy of support.

Sincerely,

(b)(6)

Chris Amirault, Ph.D.
President, RIAEYC

Tammy Camillo
Director, RIAEYC



Recognizing Quality Care & Learning

October 12, 2011

Deborah Gist

Co-Chair, Rhode Island Early Learning Council

Commissioner, Rhode Island Department of Elementary and Secondary Education

255 Westminster Street

Providence, RI 02903

Elizabeth Burke Bryant

Co-Chair, Rhode Island Early Learning Council

Executive Director, Rhode Island KIDS COUNT

One Union Station

Providence, RI 02903

Dear Commissioner Gist and Ms. Burke Bryant:

I am writing to express my strongest support for Rhode Island's Race to the Top-Early Learning Challenge application.

The Rhode Island Association for the Education of Young Children (RIAEYC), the state affiliate of NAEYC, works to improve the well-being of all young children, with particular focus on the quality of educational and developmental services for children birth through age eight.

RIAEYC is the managing agency for BrightStars, the state's tiered QRIS, as well as the Rhode Island Child Care Resource and Referral Center.

As a member of the state's Early Learning Council, I have been very involved with the development of the state's RTT-ELC proposal. The process has been truly collaborative, engaging state agencies as well as community partners.

In our proposal, you will find a reform agenda that is both ambitious and achievable. I feel, as do many of my colleagues, that RTT-ELC will provide us the resources to "fast track" this agenda – allowing us to impact programs, professionals, children, and families in the near-term.

**For more information about
BrightStars contact:**

Rhode Island Association for the Education of Young Children
655 Main Street, Suite 201, East Greenwich, Rhode Island 02818
p: (401) 398-7605 f: (401) 398-7604 www.BrightStars.org

RIAEYC is fully committed to the implementation of Rhode Island's reform agenda, including creating high-quality, accountable programs and a strong professional workforce.

First, we will work in collaboration with the Early Learning Council to expand the number and type of early childhood development programs participating in the state QRIS.

We will re-evaluate our QRIS standards and criteria. As in the past, we will engage a highly qualified external evaluation team to validate our system. In addition, we will participate in a collaborative process of QRIS review and realignment.

We will provide new and better supports to programs so that they may "climb the ladder" of quality by meeting rigorous quality standards. We will focus our efforts on programs serving high-need children, including children accessing Head Start and the child care subsidy program.

In addition, with state and community partners, we will continue our important work in building Rhode Island's professional development system, by finalizing critical infrastructure elements (e.g. birth to three early learning standards) and offering effective, aligned professional development opportunities.

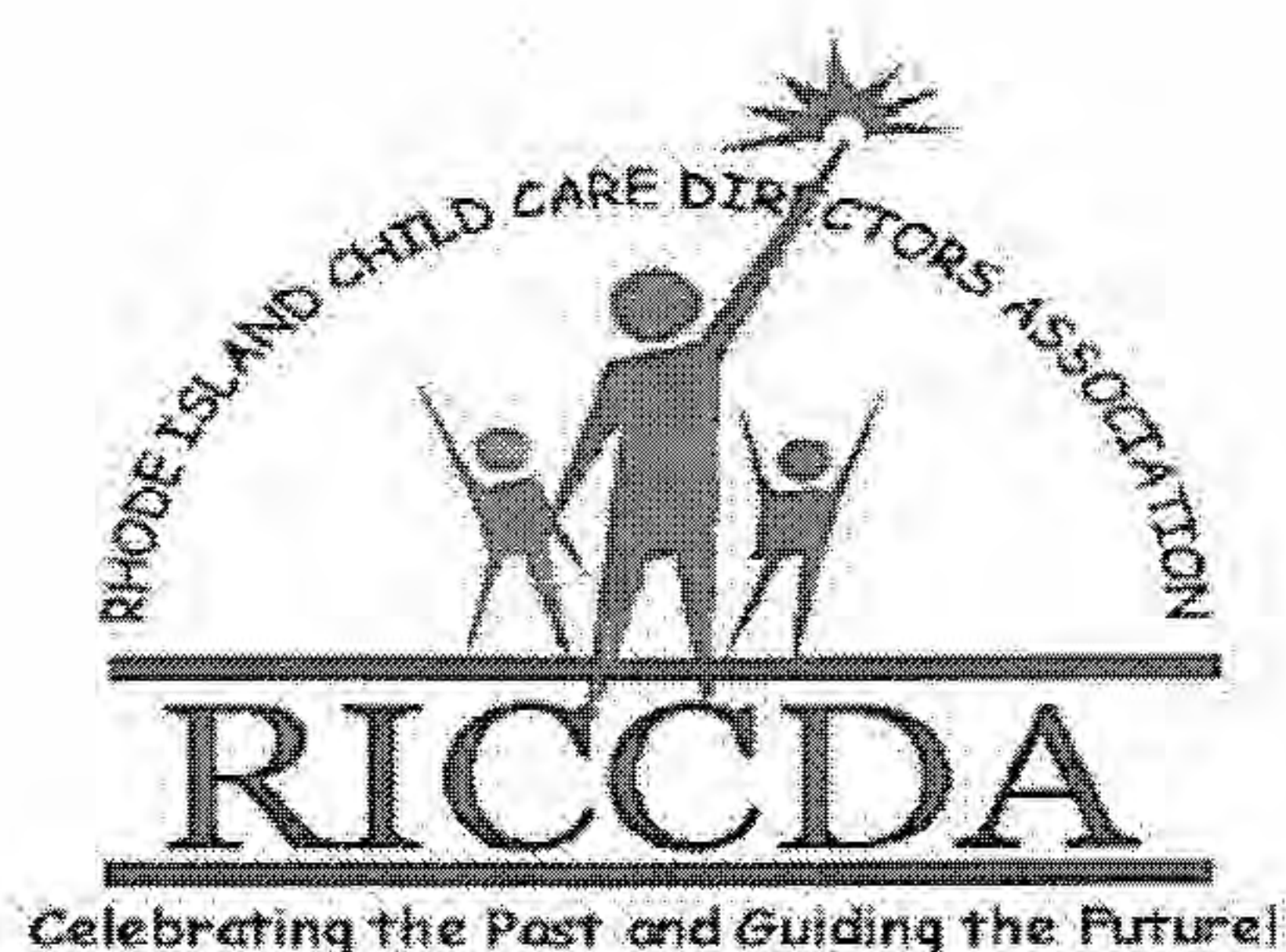
Finally, as a member of the Early Learning Council, we will provide oversight and governance for RTT-ELC and will advocate for increased access to high-quality programs for Rhode Island children.

I appreciate your careful consideration of Rhode Island's RTT-ELC application. I know that you will find an agenda and plan fully worthy of support.

Sincerely,

(b)(6)

Tammy Camillo
Director



October 8, 2011

Deborah Gist
Commissioner, RI Department of Education
Co-Chair, Rhode Island Early Learning Council
255 Westminster Street
Providence, RI 02903

Elizabeth Burke Bryant
Executive Director, Rhode Island KIDS COUNT
Co-Chair, Rhode Island Early Learning Council
One Union Station
Providence, RI 02903

Dear Commissioner Gist and Ms. Bryant:

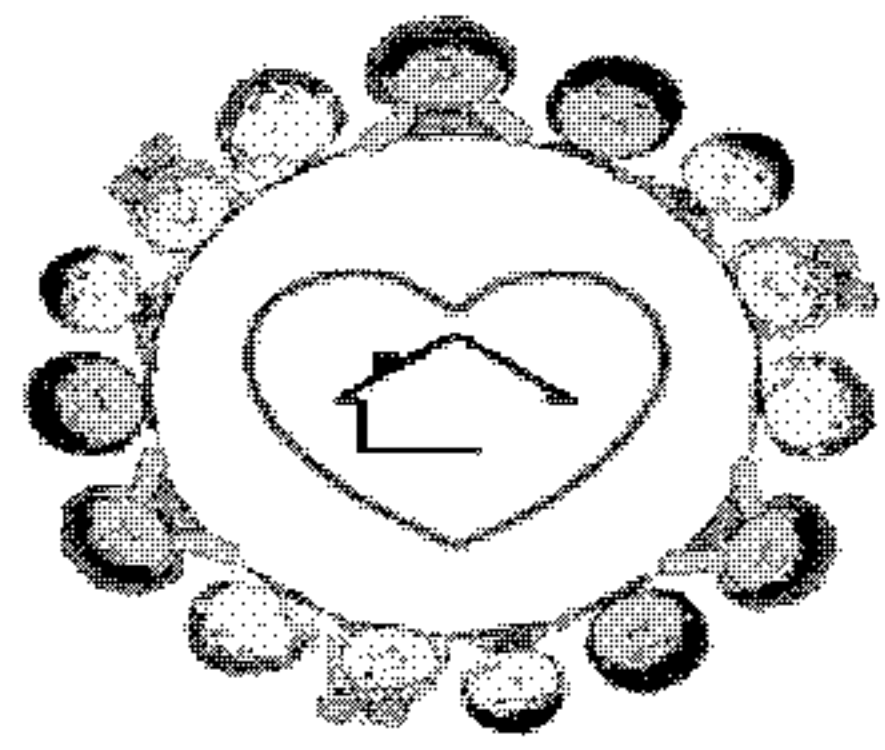
The Rhode Island Child Care Directors Association is pleased to add its name to the list of supporters of Rhode Island's application for the Race to the Top Early Learning Challenge grant. The Rhode Island Child Care Directors Association (RICCDA) is committed to promoting professional leadership and excellence in the early learning programs in our state. We are a network of early learning administrators dedicated to enhancing the quality of the programs we provide for the children in our state and in supporting each other in achieving positive outcomes for children.

There are many aspects of this Early Learning Challenge grant that are particularly exciting to our members. Specifically: strengthening the program quality measurement and monitoring practices in our state; providing a more seamless alignment of our statewide quality initiatives; enhancing the knowledge and competency of our workforce and providing quality improvement supports and incentives to programs. All of these measures will assist us in improving the quality of our programs and provide better outcomes for our youngest and most venerable learners.

Sincerely,

(b)(6)

Charlotte Moretti
Chair/RICCDA



Family Child Care Homes of Rhode Island, Inc.

Colleen Dorian

President
cjustfortots@cox.net
823-5612

Sharon DiBiasio

Co-Vice President
Salmontedb@verizon.net
353-7645

Lourdes Pichardo

Co-Vice President
Spanish Liaison
Lourdesvpichardo@yahoo.com
301-5028

Cheryl Delva

Past Co-President
cdelva@cox.net
334-9198

Jenni Seri

Past Co-President
Jenniseri@yahoo.com
751-7622

Elisabeth Fuller

Corresponding Secretary
Elisabeth.fuller@verizon.net
397-5545

Cindi Dubay

Treasury
dubay@cox.net
315-0366

Adriana Thompson

Membership
adsdaycare@hotmail.com
828-0017

October 12, 2011

Deborah Gist
Co-Chair, Rhode Island Early Learning Council
Commissioner, Rhode Island Department of Elementary and Secondary Education
255 Westminster Street
Providence, RI 02903

Elizabeth Burke Bryant
Co-Chair, Rhode Island Early Learning Council
Executive Director, Rhode Island KIDS COUNT
One Union Station
Providence, RI 02903

Dear Commissioner Gist and Ms. Bryant:

Family Childcare Homes of Rhode Island, Inc. is proud to express its strong support for Rhode Island's Race to the Top-Early Learning Challenge application. As a member of the Early Learning Council as well as a member of the Early Learning Council work group, I have attended review meetings, worked on innovative concepts and have reviewed many drafts of the application. I am convinced that we are submitting an excellent plan that is deserving of our support. A plan that will transform the Early Childhood framework in Rhode Island.

Family Childcare Homes of RI, Inc. is an independent, non-profit statewide association that was formed in 1978 to assist family child care providers in imparting quality childcare, increasing their professionalism, and facilitating networking between both providers and organizations. FCCHRI, Inc. members are comprised of Certified Child Care Providers, Parents, and Family Child Care Advocates. Family Child Care Homes of Rhode Island, Inc. supports the belief that quality home based childcare is an essential and desirable childcare service for every community.

The Early Learning Challenge would allow our state to fundamentally build an Early Learning System that is a complex and coherent developmental system that will increase the quality of Early Learning and Development Programs for Children throughout the state of Rhode Island.

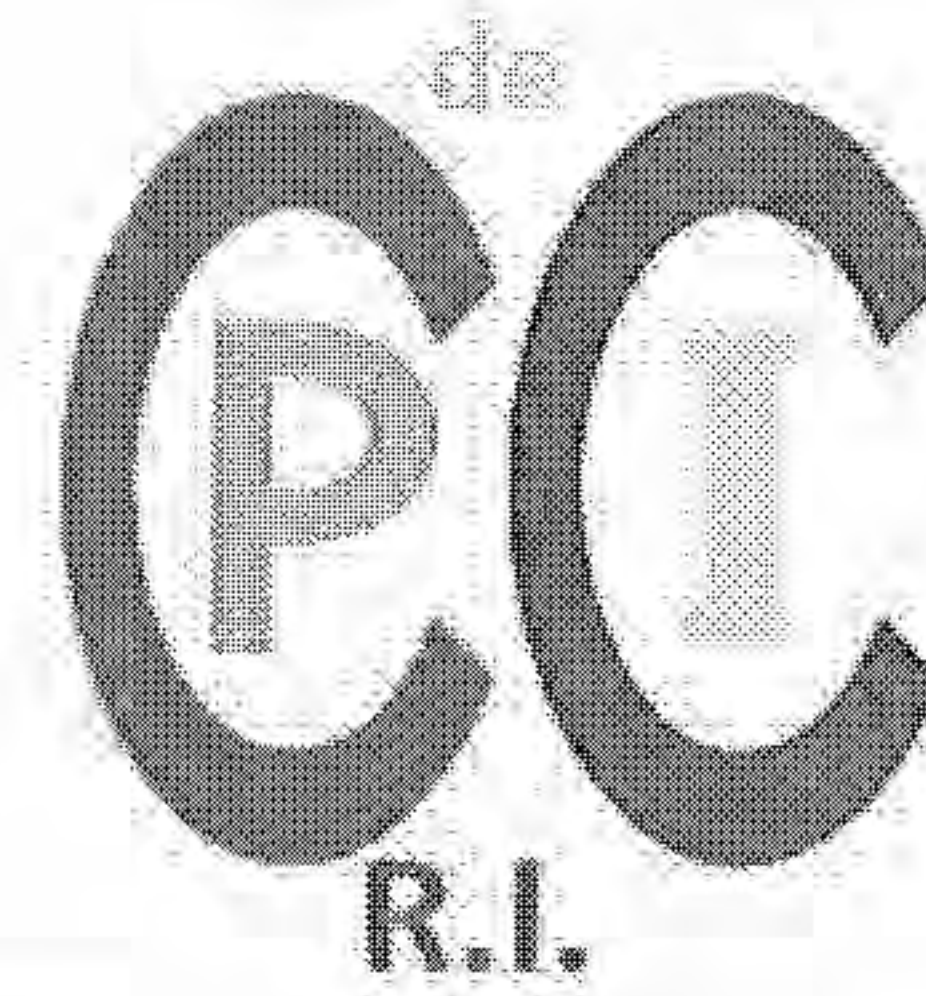
Family Childcare Homes of Rhode Island continues to support the participation in BrightStars with its membership. We are committed to bringing low-income and English Language Learners together as advocates toward increasing high-quality Early Learning and Development programs for Rhode Island's Children.

Sincerely,

Colleen B. Dorian
President FCCHRI

85 Colvintown Road | Coventry, Rhode Island 02816 | Phone: 401.823.5612 | Fax: 401.823.5612
www.familychildcarehomesri.org

Octubre 7 del 2011



Commissioner Deborah Gist
Elizabeth Burke Bryart
Co-Chairs Early Learning Council



Comité de Proveedoras
de Cuidado Infantil
de Rhode Island

Respetadas señoras:

Primero nos queremos presentar. Nosotros (as) somos el Comité de Cuidado Infantil de R.I. Formamos parte de la estructura de R2LP, somos un total de 342 participantes y con posibilidades de expansión permanente.

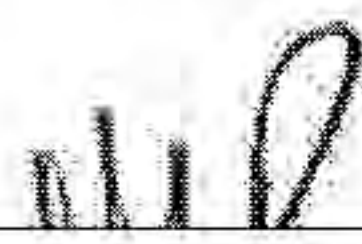
Para nosotros es muy grato poder comunicarnos con ustedes y tener la oportunidad de decirles lo mucho que necesitamos sus auxilios y apoyo. Somos un equipo de Proveedoras de Cuidado Infantil, lo hacemos en nuestros hogares, con amor y dedicación, pero tenemos debilidades que necesitamos cubrirlas para beneficio de la Infancia que son los futuros responsables de conducir las riendas de nuestra sociedad.

Tenemos que estar capacitados (as) y nuestros hogares adecuados para poder cumplir con los estándares de alfabetización, que en esta sociedad cada vez mas educada, sus exigencias en la preparación temprana es mas exigente y demandante, por lo tanto tenemos que estar preparados (as) para este reto.

Necesitamos capacitación permanente en todo lo concerniente a la alfabetización temprana, nuestras debilidades las tenemos que convertir en fortalezas. Nuestros hogares necesitan cada vez mas mejoras y adecuaciones, necesitamos constantemente personas que nos orienten y capaciten.

Por eso es indispensable para nosotros los fondos de apoyo para un grupo dinámico, con deseos de superación constante y mirando siempre hacia adelante, enfocados positivamente frente a los retos que se nos presentan en la Alfabetización Infantil.

Siempre confiando con su apoyo permanente y agradeciéndoles la oportunidad de querer escuchar nuestras angustias y necesidades.

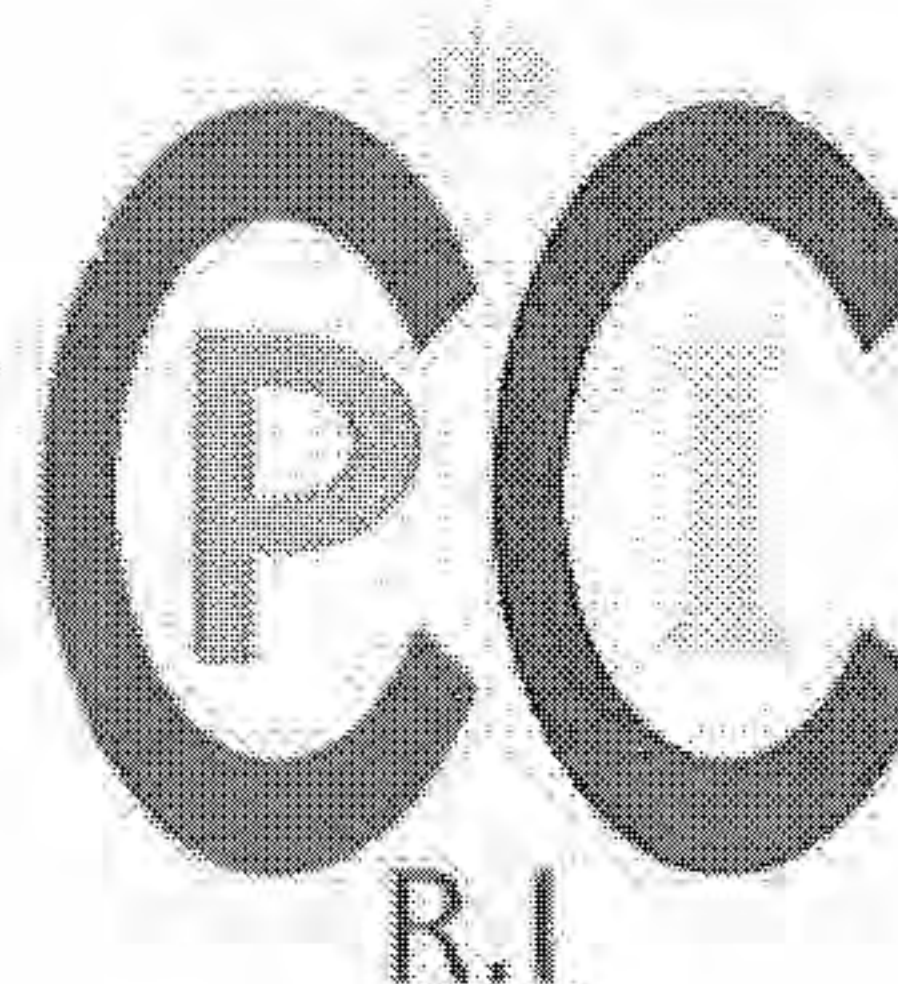
Cordialmente 

(b)(6)

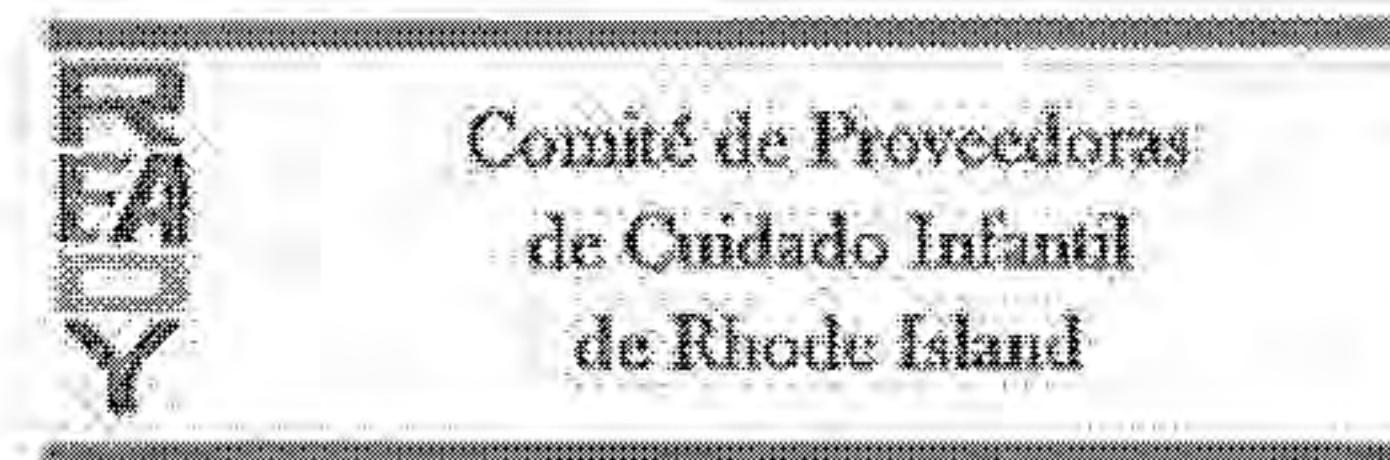
Esteban Hurtado

en nombre del Comité de Proveedoras de Cuidado Infantil de R.I.

October 7, 2011



Commissioner Deborah Gist
Elizabeth Burke Bryant
Co-Chairs, Early Learning Council



Dear Madams:

First, we want to introduce ourselves. We are the Comité de Proveedoras de Cuidado Infantil de RI. We are part of the R2LP framework with a total of 342 members and the potential of continuous expansion.

It is a great pleasure to be able to communicate with you and have the opportunity to let you know how much we need your assistance and support. We are a team of early childhood care/education providers and we provide this service from our homes with love and dedication. However, we have weaknesses that need to be addressed for the benefit of the young children who, in the future, will be responsible for leading our society.

We have to be qualified and our homes need to be suitable to be able to fulfill the literacy standards, which in this ever better educated society demands more and requires greater school readiness. Therefore, we need to become better prepared to meet these challenges.

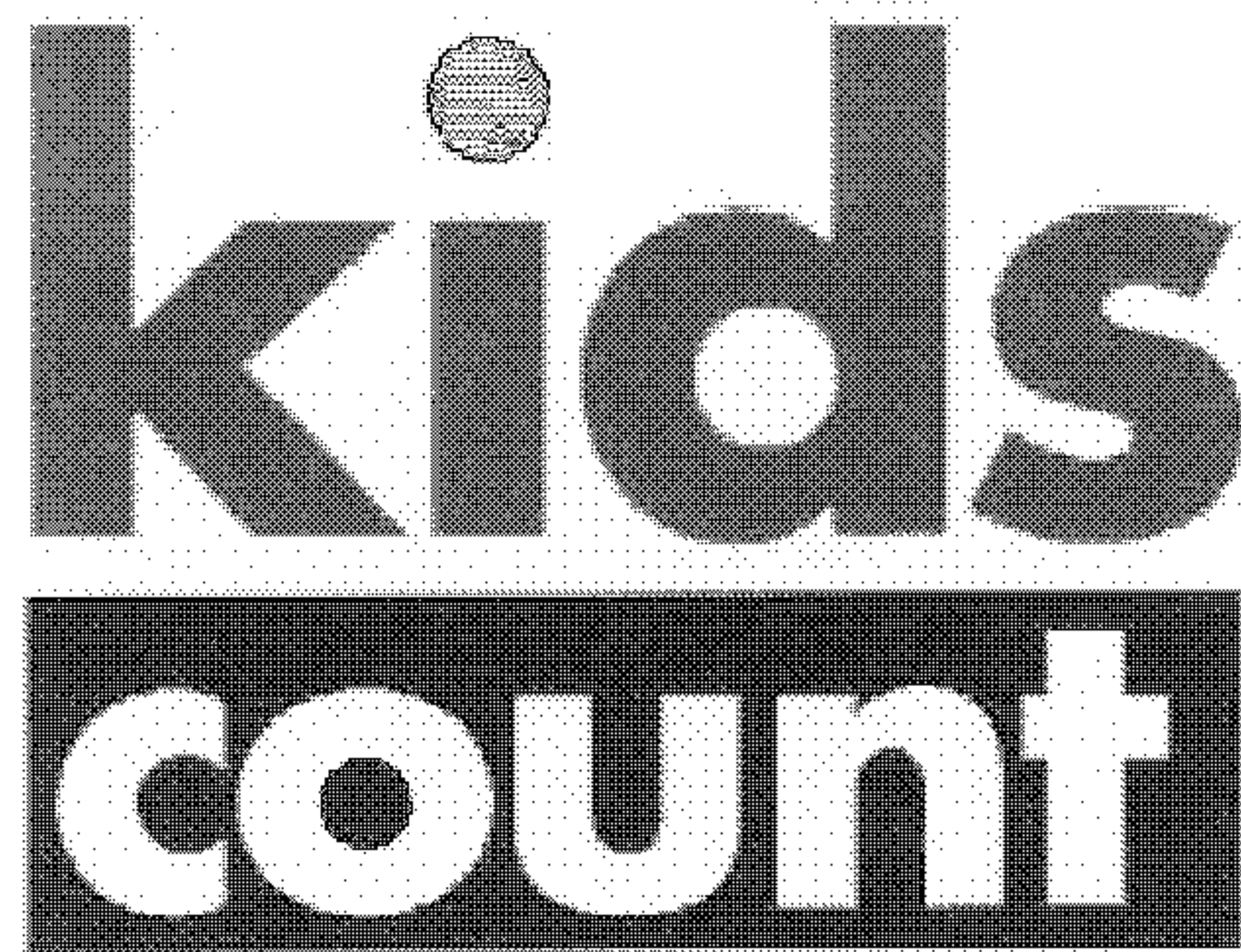
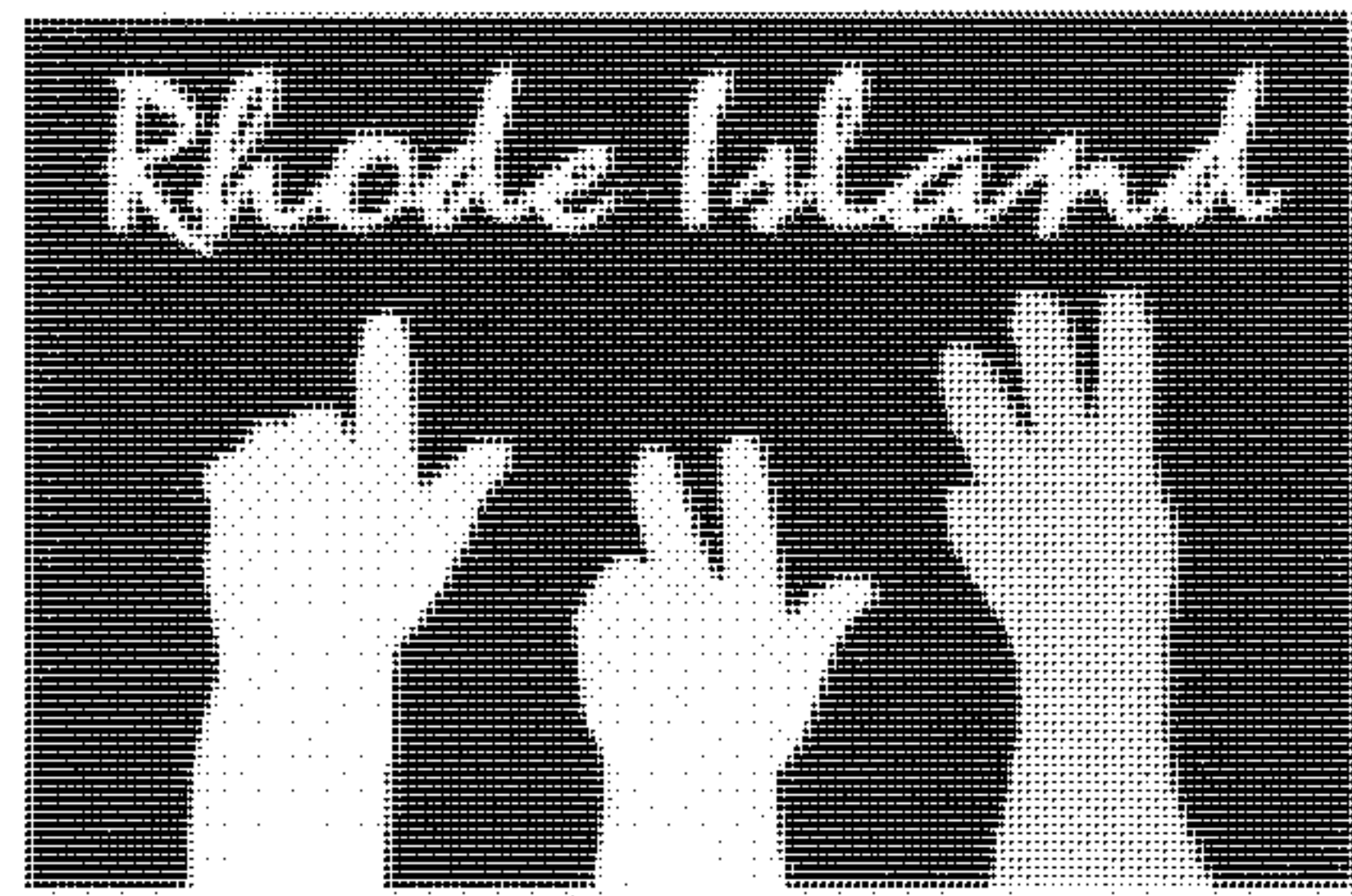
We need permanent training in everything concerning early literacy. Our weaknesses must be turned into strengths. Increasingly, our homes need improvements and adaptation. We, constantly, need individuals who can guide and train us.

That is why it is indispensable for us to secure funding for our dynamic group that possesses such a steadfast desire for self-improvement, is always looking forward, and with a positive approach to the challenges faced by the field of early literacy.

Trusting in your permanent support and thanking you for the opportunity to listen to our needs and concerns.

(b)(6)

Esteban Hurtado
on behalf of the Comité de Proveedoras de Cuidado Infantil de RI



RHODE ISLAND KIDS COUNT
ONE UNION STATION
PROVIDENCE, RHODE ISLAND 02903
401/351-9400 • 401/351-1758 (FAX)

October 12, 2011

Deborah Gist
Co-Chair, Rhode Island Early Learning Council
Commissioner, Rhode Island Department of Elementary and Secondary
Education
255 Westminister Street
Providence, RI 02903

Dear Commissioner Gist:

It is my honor to serve as Co-Chair, with you, of the Rhode Island Early Learning Council. Our leadership of the Rhode Island Early Learning Council is a shining example of an effective, high-level public/private partnership that is working across state agencies and with Rhode Island's impressive and talented early childhood education leaders to advance Rhode Island's ambitious agenda to improve early learning and development programs for all of Rhode Island's children, with a laser-like focus on children with high needs.

As a statewide children's policy and advocacy organization, Rhode Island KIDS COUNT has a successful, 17-year track record of working with state agency directors and early childhood leaders to lead Rhode Island's efforts to improve the early learning and development system. We also provide leadership for major national efforts to improve early learning opportunities for children including the National Campaign for Grade Level Reading and the Birth to Five Policy Alliance.

Through our leadership role on the Rhode Island Early Learning Council, we have been pleased to participate in the creation of the early learning reform strategies and goals detailed in Rhode Island's Race to the Top - Early Learning Challenge grant application. This initiative is a tremendous opportunity to further advance Rhode Island's early learning and development system and to increase the number of children with high needs who are in high quality programs.

Birth to kindergarten entry are critical years for young children, a key time for developing important cognitive, language and socio-emotional skills that help lay the foundation for success in school. For this reason, one of the goals of the Rhode Island strategic plan for transforming education is to "improve the quality and accessibility of early-learning programs" across the state, and I believe that Race to the Top Early Learning Challenge Funds will help Rhode Island move rapidly toward meeting that vital goal.

These funds will also allow the State to work on closing the significant preparation gap that exists at kindergarten entry among children living in

rikids@rikidscount.org
www.rikidscount.org

poverty, children from immigrant families, children in the foster care system, and children who are English Language Learners. By increasing access to high quality early learning and development programs, we will be able to focus on our state's most vulnerable children and eventually help close the achievement gap that persists as children make their way through the education system.

Rhode Island KIDS COUNT offers its enthusiastic support for Rhode Island's Race to the Top - Early Learning Challenge application and we commit the substantial staff resources of Rhode Island KIDS COUNT, including my continued work as Co-Chair of the Rhode Island Early Learning Council, which will provide overarching leadership for the implementation of this grant, and the work of Leanne Barrett, Policy Analyst at Rhode Island KIDS COUNT, who was appointed by the Governor to serve as the Coordinator of the Rhode Island Early Learning Council. In addition, the ongoing research, policy, data and communications work that is done by the 10-person staff of Rhode Island KIDS COUNT will continue to be an important, ongoing resource for the Rhode Island Early Learning Council and for the successful implementation of Rhode Island's Race to the Top - Early Learning Challenge grant.

Rhode Island's Early Learning Plan set forth in this application will substantially increase the school readiness of Rhode Island's young children and will advance student achievement in Rhode Island for many years to come. I look forward to our continued work together to ensure high quality early learning and development opportunities for Rhode Island's young children, with a priority focus on children with high needs.

Sincerely,

(b)(6)

Elizabeth Burke Bryant
Executive Director



October 3, 2011

READY TO
LEARN
PROVIDENCE

Deborah Gist
Commissioner of Elementary and Secondary Education and
Co-Chair, RI Early Learning Council
255 Westminster St.
Providence, RI 02903

Dear Commissioner Gist:

On behalf of Ready to Learn Providence (R2LP), a program of The Providence Plan, I am pleased to provide this letter in support of Rhode Island's Race to the Top, Early Learning Challenge grant proposal.

Ready to Learn Providence provides research-based, high quality professional development in both English and Spanish to early childhood educators in Rhode Island's urban communities. R2LP improves the educational and health outcomes of young children in Rhode Island through professional development, community engagement, research and direct service. We partner with families, educators and policy makers to promote best practices in healthy development and early childhood. With our ambitious vision that all children will have a high quality early education and healthy start, R2LP has made a sizeable investment in the professional development of early care and education providers who serve high-need children. R2LP is also the home to "El Club de Proveedoras Infantils, a professional organization comprised over 230 Spanish speaking family childcare providers.

Since its inception in June of 2010, The Rhode Island Early Learning Council, co-chaired by you and Elizabeth Burke Bryant of RI KIDS COUNT, is working to ensure that Rhode Island children have access to high quality early learning experiences in a variety of settings. Comprised of 24 state-wide leaders, the Council will facilitate the development and enhancement of high quality systems of early childhood education, from birth to age 8, with the goal of improving school readiness and success in school. The Council is well positioned to advance the ambitious agenda that is outlined in our Race to the Top application.

R2LP is fully supportive of the goals and objectives that are outlined in the Race to the Top proposal, and if funded, we look forward to partnering with our colleagues in state agencies to implement this ambitious agenda that will change outcomes for high-need children in our state.

Sincerely,

(b)(6)

Leslie Gell
Director

*A Program of
The Providence Plan*

845 WESTMINSTER STREET
PROVIDENCE, RI
02903

p 401.490.9960
f 401.490.9959

WWW.R2LP.ORG



October 12, 2011

Deborah Gist

Co-Chair, Rhode Island Early Learning Council

Commissioner, Rhode Island Department of Elementary and Secondary Education

255 Westminster Street

Providence, RI 02903

Elizabeth Burke Bryant

Co-Chair, Rhode Island Early Learning Council

Executive Director, Rhode Island KIDS COUNT

One Union Station

Providence, RI 02903

Dear Commissioner Gist and Ms. Bryant:

I am writing to express my support and tremendous enthusiasm for Rhode Island's Race to the Top-Early Learning Challenge application. I have had the privilege of being involved in Rhode Island's Early Learning Community for more than two decades. As a result, I know first-hand our state's commitment to quality, vision and ingenuity. I believe that we are well positioned to receive these funds and to smartly and adeptly put them to good use immediately to benefit our state's most vulnerable young children .

As Director of the Rhode Island Child Care Facilities Fund (RICCFF) I have excellent insight into the needs of early learning providers; the areas where early education systems could be improved and better integrated; and the types of opportunities that are available to children and families in low-income communities across the state. As a result of this first-hand knowledge, I am acutely aware of how critical these federal funds are to moving our state to the next level in our work on behalf of young children. I know that these funds will make a real difference in our state and that children will benefit for years to come from the foundations that can be built with these resources.

As always, the RICCFE is committed to working in close partnership with the state's Quality Rating and Improvement Systems to ensure that early learning programs have the supports needed to improve their quality and strengthen their services. Over the past decade, the RICCFE has matched state dollars more than 3:1 with other resources to maximize our investments in the early learning community. In all we have raised more than \$8 million and leveraged an additional \$24 million in investment in our state's child care community. We are committed to actively raising private investments to support infrastructure improvements that are needed in low-income communities to help expand and improve the quality of care for young children.

As a member of the State's Early Learning Council, I am committed to providing leadership and support to the Race to the Top project. I know my fellow council members share my dedication to ensuring that federal dollars are spent wisely and that these investments have long-term impacts on the availability of quality early learning experiences for the state's youngest children. This council and its workgroup represent a diverse, knowledgeable and impressive collection of state leaders whose dedication to ensuring quality early education systems in our state is truly inspiring.

Thank you both for your leadership to the early learning community and on this project. It is my sincere belief that our state has put forth a strong and compelling application and that Rhode Island will be successful in its bid to win this challenge!

Sincerely,

(b)(6)

Cindy Larson, Director RICCFE



RHODE ISLAND PARENTS AS TEACHERS PROGRAMS

1210 Pontiac Avenue Cranston, RI 02920 401.270.0101

Bristol Warren

October 12, 2011

Cranston COZ

Chariho

Deborah Gist

Co-Chair, Rhode Island Early Learning Council

*Children's Friend and
Service*

Commissioner, Rhode Island Department of Elementary and Secondary Education

255 Westminster Street

Providence, RI 02903

Dorcas Place

Foster

Elizabeth Burke Bryant

Co-Chair, Rhode Island Early Learning Council

Executive Director, Rhode Island KIDS COUNT

*Tri Town Community
Action Agency*

One Union Station

Providence, RI 02903

Middletown

Dear Commissioner Gist and Ms. Bryant:

East Bay CAP Head Start

*Early Intervention –
Trudeau*

I am writing to express my strong support for Rhode Island's Race to the Top-
Early Learning Challenge application.

Newport

As the state office for the RI Parents as Teachers programs, our agency provides support and technical assistance to programs statewide. Parents as Teachers, an evidence based home visiting program, provides services to families with children birth to kindergarten entry. 73% of the families served in 2011 had at least one identified risk factor.

North Kingstown

Federal Hill House

RIPIN

We are so excited that the application contains plans to develop standards for infants and toddlers. Having these standards in place will help families understand infant toddler child development which helps to improve parenting skills.

*South County Community
Action*

Tiverton

RI Parents as Teachers currently uses the RI Early Learning Standards in our work with 3-5 year olds. We will implement the birth to three standards in our work with families and imbed them into all of our program offerings.

*Woman and Infants
Project Link*

Warwick

Sincerely,

Westerly

(b)(6)

Deborah Meiklejohn

RI Parents as Teachers State Leader

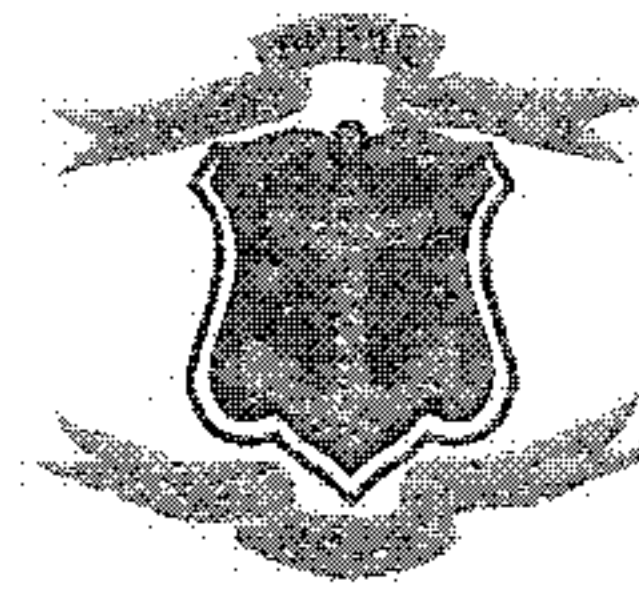
*Woonsocket-Connecting for
Children and Families*

APPENDIX 14

Appendix 14 – Letters of Support from Other Stakeholders

- 1) Governor of Rhode Island
- 2) Entire Rhode Island Congressional Delegation
- 3) Lieutenant Governor of Rhode Island
- 4) Speaker of the Rhode Island House of Representatives
- 5) President of the Rhode Island Senate
- 6) Chairman of the Board of Regents for Elementary and Secondary Education
- 7) Mayor of Providence
- 8) President of the Rhode Island Foundation
- 9) President of United Way of Rhode Island
- 10) President of the Community College of Rhode Island
- 11) President of Rhode Island College
- 12) President of the University of Rhode Island
- 13) Director of the Rhode Island Department of Corrections
- 14) Executive Minister, Rhode Island State Council of Churches
- 15) Co-Chairs, Rhode Island Interfaith Coalition
- 16) President, Rhode Island Chapter of the American Academy of Pediatrics
- 17) Executive Director, Rhode Island Local Initiatives Support Corporation
- 18) Senior Program Director, Community Investment Collaborative for Kids
- 19) Executive Director, Rhode Island Campaign for Achievement Now
- 20) Executive Director, Rhode Island Parent Information Network
- 21) Executive Director, Socio-Economic Development Center for Southeast Asians
- 22) Director, Developmental & Behavioral Pediatrics, Hasbro Children's Hospital
- 23) Superintendent, Providence Public Schools
- 24) Superintendent, Central Falls Public Schools
- 25) Superintendent, Newport Public Schools
- 26) Executive Director, Rhode Island Association of School Principals
- 27) Executive Director, Rhode Island Middle Level Educators
- 28) President, Association of Rhode Island Administrators of Special Education
- 29) Early Childhood/Special Education Administrator, Providence Public Schools
- 30) Child Outreach Coordinator, Smithfield Public Schools

- 31) Speech/Language Pathologist, South Kingstown Inclusionary Preschool
- 32) Director, University of Rhode Island Child Development Center
- 33) Assistant Professor, Community College of Rhode Island
- 34) Britni Dilorio, TEACH Scholar
- 35) Christine Miguel, TEACH Scholar
- 36) Frances Pepin, TEACH Scholar
- 37) Executive Director, Comprehensive Community Action Program (Head Start Agency)
- 38) Executive Director, CHILD, Inc. (Head Start Agency)
- 39) President & Chief Executive Office, Children's Friend (Head Start Agency)
- 40) Head Start Director, East Bay Community Action Program (Head Start Agency)
- 41) President, Meeting Street (Early Head Start Agency)
- 42) Chief Executive Officer, South County Community Action (Head Start Agency)
- 43) Chief Executive Officer, Tri-Town Community Action Agency (Head Start Agency)
- 44) Executive Director, Woonsocket Head Start Child Development Association (Head Start Agency)
- 45) Director, Rhode Island Head Start Collaboration
- 46) Elected Organizer, SEIU Local District 1199NE
- 47) Executive Director, Beautiful Beginnings Child Care Center
- 48) Executive Director, Connecting for Children and Families
- 49) Director, Early Childhood Initiatives, Connecting for Children and Families
- 50) Head Teacher, Child's Play
- 51) Executive Director, Federal Hill House Association
- 52) Executive Director, Heritage Park YMCA
- 53) Director, Early Learning Center, John Hope Settlement House
- 54) Director, Mariposa Center
- 55) Acting Director/Education Coordinator, Pawtucket Day Child Development Center
- 56) CEO & President, Perspectives Corporation
- 57) President/CEO, The Providence Center
- 58) Executive Director, Roger Williams Day Care Center
- 59) Director, Smith Hill Early Childhood Learning Center
- 60) Director, Westbay Children's Services
- 61) President/CEO, Westbay Community Action
- 62) Director, The Genesis Center



State of Rhode Island and Providence Plantations

State House, Room 224
Providence, Rhode Island 02903
401-222-2080

Lincoln D. Chafee
Governor

October 11, 2011

Race to the Top Early Learning Challenge Review Committee
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Committee Members:

As Governor of the State of Rhode Island, I am pleased to transmit for your consideration the Rhode Island application for a Race to the Top – Early Learning Challenge grant. We deeply appreciate that the U.S. Department of Education and the U.S. Department of Health and Human Services have established this program to help States build more efficient and effective early learning systems for young children and their families. I hope and anticipate that you will look favorably on our application, and I pledge to you that Rhode Island will move immediately to put into action any Race to the Top funds awarded to us so as to improve the lives of our youngest learners and to improve the future prosperity of our State.

The Rhode Island Early Learning Council, co-chaired by R.I. Education Commissioner Deborah A. Gist and Rhode Island KIDS COUNT Director Elizabeth Burke Bryant, and consisting of the directors of the R.I. Department of Health, the R.I. Department of Human Services, and the R.I. Department for Children, Youth, and Families as well as leaders from the philanthropic, higher education, and early childhood communities, has provided leadership and coordination throughout the development of our application. All of our State department directors strongly support the program, plan, and budget contained in this application, as evidenced by the Memorandum of Understanding that is included within this grant application.

I am pleased to inform you that the process for developing the Rhode Island application for the Race to the Top – Early Learning Challenge has benefited from the enthusiastic participation of a wide range of early childhood leaders from across our State. We held two successful public forums, we sponsored two Reading Days to provide an opportunity for the public to read a draft of our application, and we have received more than 50 letters of support, endorsing our plan to improve education for our early learners, including letters of support from our Congressional Delegation, the Speaker of the R.I.

House, the President of the R.I. Senate, the presidents of our public colleges and universities, leaders from philanthropy, and a wide variety of other Rhode Island citizens who are excited about our Race to the Top – Early Learning Challenge grant application and about the opportunity it provides to increase access to high-quality learning opportunities for our children.

The Race to the Top – Early Learning Challenge is aimed at helping States address the school-readiness gap by developing a unified statewide system of early learning and development to improve access to and to improve the quality of early learning for all children, with a special focus on increasing access for high-needs populations. Research shows that providing this kind of high-quality early education can improve young children's health and social-emotional and cognitive outcomes, can enhance school readiness, and can help close the wide school-readiness gap that exists between children with high needs and their peers at the time they enter kindergarten.

With this goal in mind, we have structured our efforts into four main categories:

- developing high-quality, accountable programs;
- promoting early learning and development outcomes for children;
- building a great early childhood education workforce; and
- measuring outcomes and progress.

This structure will allow us to improve upon existing programs and to create a coordinated, statewide early learning system.

In Rhode Island, we are well on our way toward reform of our entire system of preschool, child care, and prekindergarten education. As you will see in our grant application, some of the main reforms in progress in Rhode Island include:

- improving the quality of our BrightStars program;
- strengthening early learning standards for preschoolers;
- developing learning standards for infants and toddlers;
- expanding access to and the quality of development for early childhood educators; and
- developing a statewide, cross-departmental early learning data system.

A grant from the Race to the Top – Early Learning Challenge will enable us to continue to move forward rapidly on these initiatives, which affect the lives of all Rhode Islanders.

As Governor, I am working diligently to improve education in Rhode Island. To do so, we must focus our efforts on the education of our youngest students. Success in the early years is the foundation for all that follows.

We submit to you our Race to the Top – Early Learning Challenge grant application in the hope of earning greatly needed resources and support to expand and accelerate our ongoing work in this vital area. Thank you for this opportunity, and thank you for focusing the nation's attention and resources on the education of our youngest students.

Sincerely,



Lincoln D. Chafee
Governor

Congress of the United States
Washington, DC 20515

October 13, 2011

Race to the Top Early Learning Challenge Review Committee
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

RE: Race to the Top-Early Learning Challenge (CFDA Number: 84.412)

Dear Committee Members:

We are writing in strong support of Rhode Island's application for funding under the Race to the Top-Early Learning Challenge federal competitive grant program. According to the guidance, Rhode Island is eligible for up to \$50 million in grant funds over the next four years.

We are pleased that States have been provided with this opportunity to improve the quality of early-childhood education for our youngest learners with a special focus on increasing the quality of programs for children with high needs. Early childhood education is the foundation for all that follows. Yet many children, particularly children living in poverty and English-language learners, have limited access to high-quality Pre-K, child care and Head Start programs, and they enter kindergarten at a disadvantage. We must rectify this inequity and the Race to the Top Early Learning Challenge will help the State of Rhode Island take swift and strategic action to do so.

We appreciate the work of Rhode Island's Commissioner of Elementary and Secondary Education, Deborah Gist, and Elizabeth Burke Bryant, Executive Director of Rhode Island KIDS COUNT in spearheading the development of Rhode Island's proposal. Several core aspects of the Early Learning Challenge are already underway through the efforts of the Rhode Island Early Learning Council. This will give the state a significant head start on the formal implementation of the Race to the Top Early Learning Challenge grant.

Rhode Island's comprehensive and ambitious application demonstrates the State's commitment and capacity to build a statewide system that raises the quality of early learning and development programs. These programs have the remarkable potential to improve the health, social, emotional, and cognitive outcomes for our young children, enhance school readiness, and help close the wide school-readiness gap that exists between children with high needs and their peers at the time they enter kindergarten.

The State of Rhode Island has a proud history of demonstrating its commitment to high quality child care, and Head Start as a critical foundation for the early learning and development of our youngest children. Despite many budget challenges, Rhode Island significantly increased its investment in the child-care subsidy program steadily from 2000 to 2006. As funding declined and then leveled off in recent years because of budget deficits, Rhode Island has maintained and intensified its focus on ensuring the high quality of child-care programs, through such initiatives

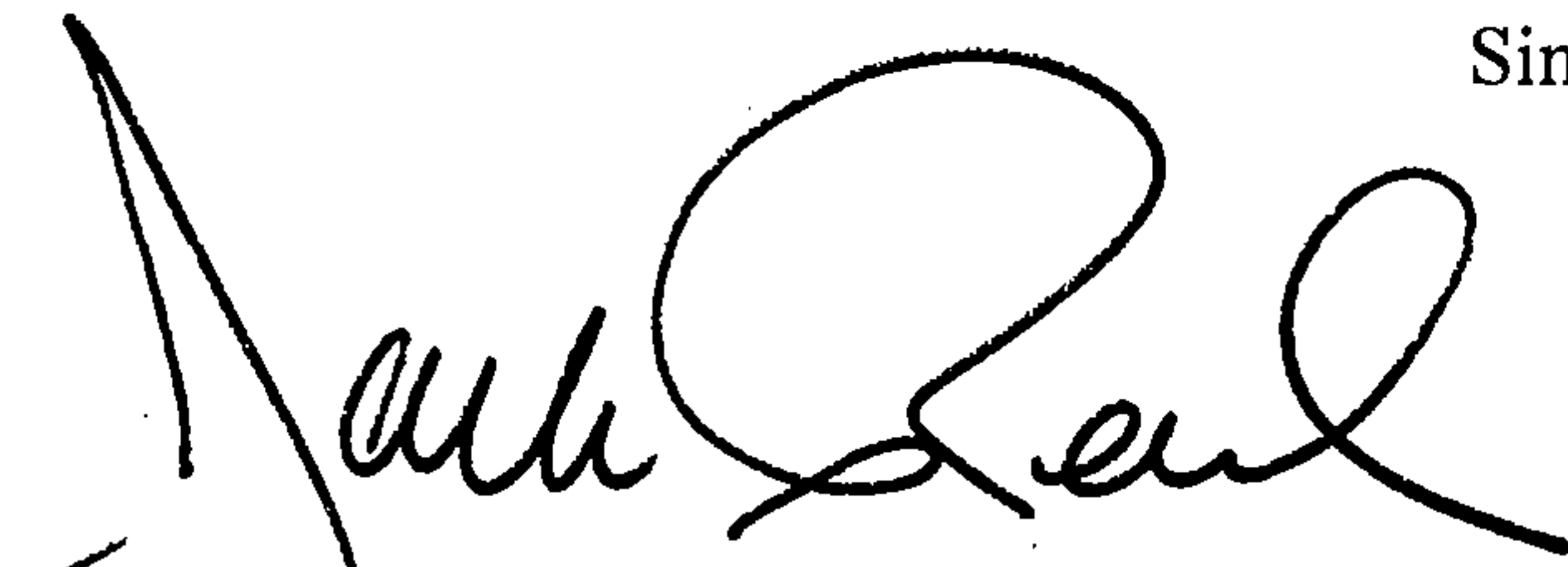
as statewide implementation of the BrightStars Quality Rating and Improvement System and through the creation of the high quality Rhode Island Pre-K Program.

Rhode Island also has a long and successful track record of cross-agency partnerships to improve the health and school readiness of young children with high needs, including children who are living in poverty, have special needs, are English-language-learners, or are vulnerable due to homelessness or involvement in the child-welfare system.

As Members of Rhode Island's Congressional Delegation, we strongly support the goals embodied in Rhode Island's application, which has received the enthusiastic support of a broad cross-section of Rhode Island citizens. The Race to the Top Early Learning Challenge funds will help Rhode Island rapidly move this work to the highest level and to serve as an example of excellence and innovation for other states to emulate.

We encourage you to perform a full and fair review of Rhode Island's Race to the Top-Early Learning Challenge application, according to the applicable federal rules and regulations.

Sincerely,



Senator Jack Reed



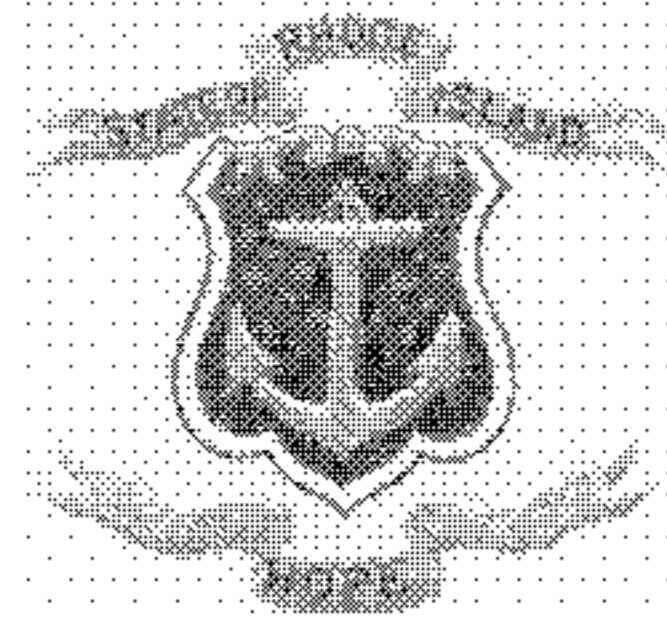
Senator Sheldon Whitehouse



Congressman James Langevin



Congressman David Cicilline



State of Rhode Island and Providence Plantations
Office of the Lieutenant Governor

Elizabeth H. Roberts
Lieutenant Governor

October 12, 2011

Deborah Gist
Co-Chair, Rhode Island Early Learning Council
Commissioner, Rhode Island Department of Elementary and Secondary Education
255 Westminster Street
Providence, RI 02903

Elizabeth Burke Bryant
Co-Chair, Rhode Island Early Learning Council
Executive Director, Rhode Island KIDS COUNT
One Union Station
Providence, RI 02903

Dear Commissioner Gist and Ms. Bryant:

I write to extend my strong support for Rhode Island's Race to the Top - Early Learning Challenge grant application. Both in my current position as Lieutenant Governor and as a former State Senator, I have supported and advocated for the health and well-being of Rhode Island's children.

I have complete faith in the ability of the Rhode Island Early Learning Council to create and implement a state-wide early learning system, and am deeply impressed by the strength of Rhode Island's proposal. Developing high-quality and fully accountable programs, building a strong early childhood educator workforce, and measuring outcomes and progress will help close the achievement gap that exists among many of our state's low-income children.

I enthusiastically support the Council's strategies that have been developed in this application. I believe that these strategies will help us achieve our ultimate goal of providing high-quality early learning opportunities for all of Rhode Island's children, as well as put them on the path of life long success.

Sincerely,

Lieutenant Governor Elizabeth Roberts
State of Rhode Island



STATE OF RHODE ISLAND & PROVIDENCE PLANTATIONS

HOUSE OF REPRESENTATIVES

OFFICE OF THE SPEAKER

ROOM 323, STATE HOUSE

PROVIDENCE

02903

GORDON D. FOX
SPEAKER
401-222-2466

October 12, 2011

Race to the Top Early Learning Challenge Review Committee
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Committee Members:

As Speaker of the House in the Rhode Island General Assembly, I am pleased to express my strong support for the Rhode Island Race to the Top Early Learning Challenge grant application.

I can assure you that the House of Representatives in the Rhode Island General Assembly is in full accord with the over-arching goal of the Race to the Top Early Learning Challenge initiative, which is to close achievement gaps that separate students in poverty from their peers through state support for a strong, high-quality system of early-childhood education and by providing increased access to high-quality programs for our children in greatest need.

As our grant application notes, Rhode Island has a long and successful history of cross-agency partnerships to improve the school readiness of young children with high needs, including children who are living in poverty, who have special needs, who are English language learners, and who are vulnerable due to homelessness or involvement in the child-welfare system. We have recently formalized our working partnerships through the establishment of the Rhode Island Early Learning Council, which has spearheaded the development of this application and which will work with the heads of all state agencies to ensure that we implement this vital work across the state and that we meet the goals of the Early Learning Challenge.

I was a strong supporter of our successful Race to the Top application, and in fact I traveled with a group of my colleagues to Washington to show our broad-based and whole-hearted support for education reform in Rhode Island. As a Race to the Top winner, Rhode Island is already leading the way toward transforming education. As Speaker of the House of

Representatives and as a graduate of the Providence Public Schools, I have been a staunch advocate in support of our Race to the Top initiative and of public education in Rhode Island and I have championed many bills on education reform, including our funding formula for aid to education that provides state aid based on district capacity and student need and the lifting of the cap on the number of charter public schools allowed in Rhode Island. The funding formula passed in the 2010 legislative session, under my leadership, includes a ten-year Pre-K expansion plan.

Over the past two years, Rhode Island has made dramatic progress in ensuring educator excellence, improving all schools, adopting world-class standards and assessments, building user-friendly data systems, and welcoming innovative schools and programs. One of the goals of the Rhode Island strategic plan for transforming education is to “improve the quality and accessibility of early-learning programs” across the state, and I believe that Race to the Top Early Learning Challenge Funds will help Rhode Island move rapidly toward meeting that vital goal.

I am confident that Rhode Island educators, community organizations, child-care programs, and state agencies all are prepared to work in partnership to put Race to the Top Early Learning Challenge funds into action.

I appreciate your careful consideration of the Rhode Island Race to the Top Early Learning Challenge application. The proposals in this application will help improve the lives of the youngest children in our state and will advance student achievement in Rhode Island for many years to come.

Sincerely,

A handwritten signature in black ink, appearing to read 'Gordon D. Fox', written over a light blue horizontal line.

Speaker Gordon D. Fox

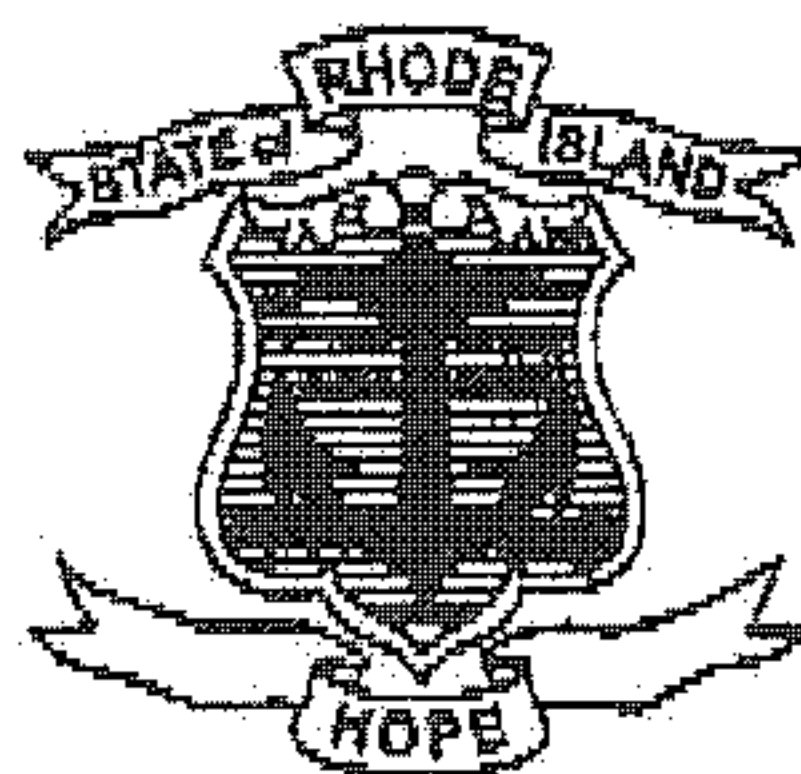
GDF/rad

State of Rhode Island and Providence Plantations

M. TERESA PAIVA WEED
President of the Senate

Room 318 State House
Providence, Rhode Island, 02903

Office: 401-222-6655
Fax: 401-222-2967
Email: sen-palvaweed@rilln.state.ri.us



Senate Chamber

October 12, 2011

Review Committee
Race to the Top Early Learning Challenge
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Review Committee Members:

As President of the State Senate, I am pleased to convey my strong support for Rhode Island's Race to the Top Early Learning Challenge grant application.

The Rhode Island Senate endorses the goals of the Race to the Top Early Learning Challenge initiative. We have long-supported initiatives aimed at increasing access to high-quality learning and development programs and services so as to ensure that all children enter kindergarten with the knowledge and skills they will need in order to succeed in school.

We have a long history of demonstrating our state's commitment to funding and improving quality child care, which is a critical foundation for the early learning and development of our youngest children. Despite many budget challenges, we increased our investment in our child-care subsidy program steadily from 2000 to 2006, to the point where we were providing more funding for child care, on a percentage basis, than any other state. As funding has leveled off in recent years because of budget deficits, we have maintained and intensified our focus on ensuring the high quality of our child-care programs, through such initiatives as statewide implementation of the BrightStars program and through the creation of our first State Pre-K Pilot Program.

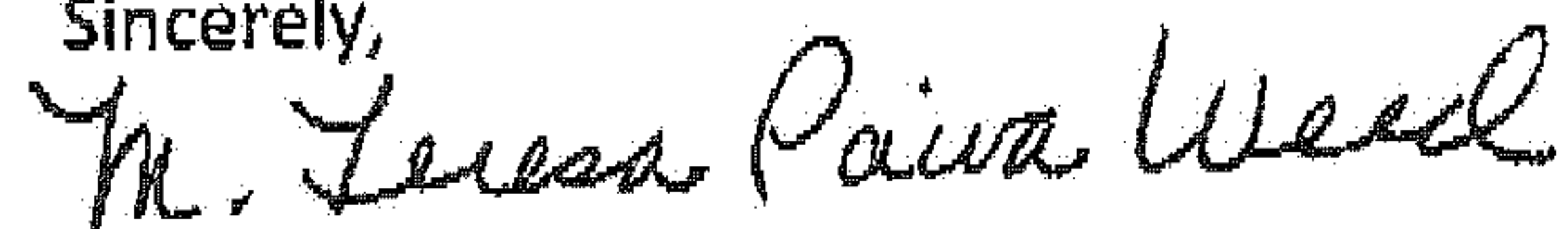
As you know, Rhode Island is proud to be a winner of a Race to the Top grant, and I have been proud to be a strong advocate in the Rhode Island Senate for our public-education system and for our Race to the Top initiative. I traveled to Washington, D.C., twice, as part of a delegation of Rhode Islanders in support of our Race to the Top application. I have also strongly supported legislation to improve public education in Rhode Island, most notably our new funding formula for state aid to education, which bases state aid on student need and district capacity. Within this formula we have created a categorical funding stream for Pre-K. We will work toward the

expansion of Pre-K through the funding formula over the next ten years in accordance with the State's Pre-Kindergarten Ten Year Expansion Plan.

With state leadership and funding from the US DOE Race to the Top, we continue to make progress toward ensuring educator excellence, improving all schools, adopting world-class standards and assessments, building user-friendly data systems, and welcoming innovative schools and programs. As we implement our strategic plans for transforming education, we are committed to the principle that our state agencies, including the Department of Education, Department of Health, Department of Human Services, and Department for Children, Youth, and Families, work together with community partners, institutions of higher education, and early-childhood professionals to strength the quality of our early-childhood programs and to improve their governance, operations, and outreach. Race to the Top Early Learning Challenge Funds will help Rhode Island advance this work and serve as an example of excellence and innovation for other states to emulate.

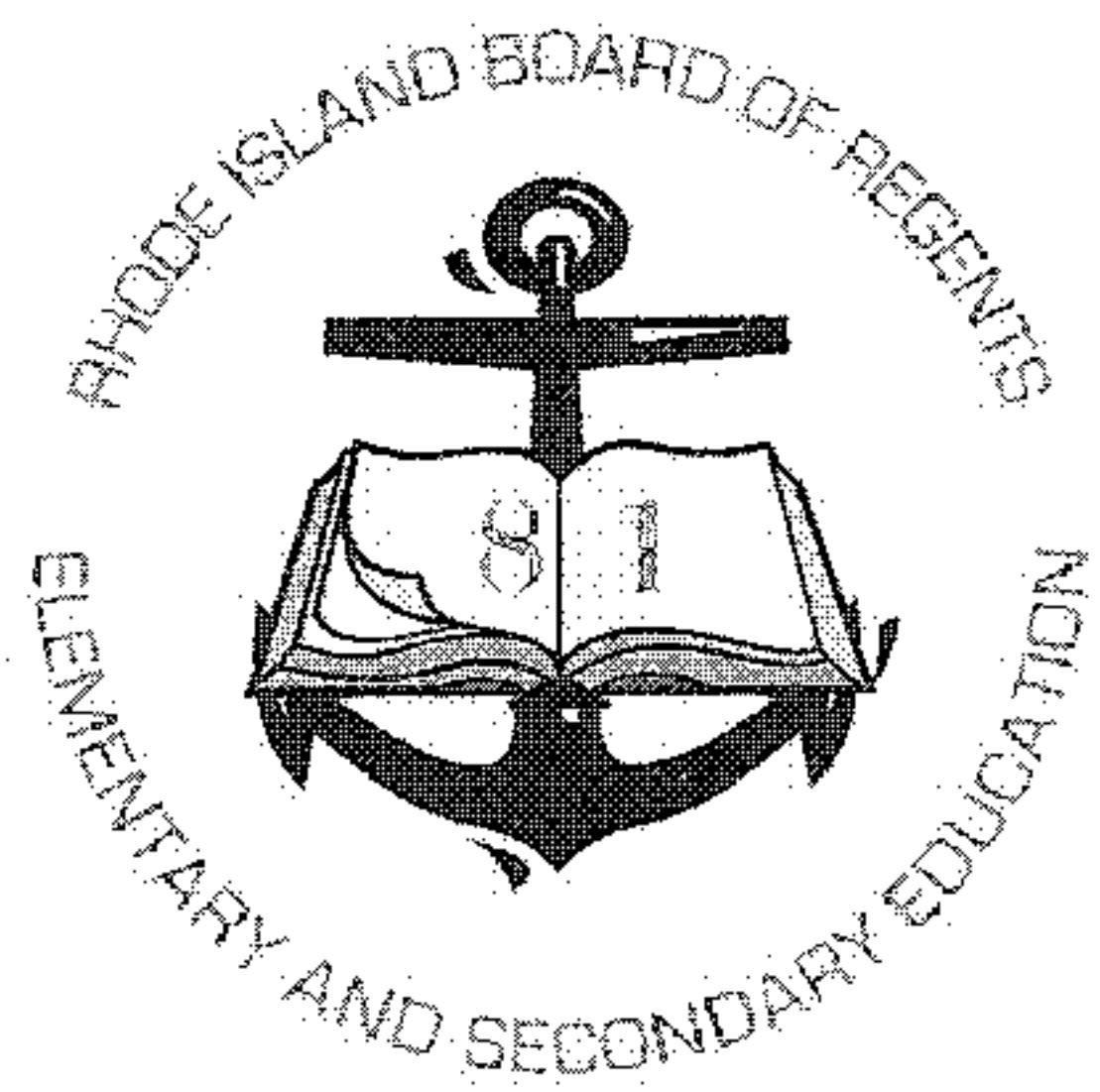
Thank you for your consideration of the Rhode Island Race to the Top Early Learning Challenge application. Rhode Island educators, legislators, and community members are committed to advancing student achievement, closing achievement gaps, and improving the lives of all Rhode Island children – particularly our youngest learners.

Sincerely,



M. Teresa Paiva Weed
President of the Senate

MTPW/ma



State of Rhode Island and Providence Plantations
BOARD OF REGENTS FOR ELEMENTARY AND SECONDARY EDUCATION
255 Westminster Street
Providence, Rhode Island 02903-3400

October 6, 2011

George D. Caruolo, Esq.
Chairman

Patrick A. Guida, Esq.
Vice-Chairman

Colleen A. Callahan, Ed.D.
Secretary

Lorne A. Adrain
Carolina B. Bernal
Dr. Robert L. Carothers
Karin Forbes
Mathies J. Santos
Betsy P. Shimberg

Angela Teixeira
Special Assistant

Race to the Top Early Learning Challenge Review Committee
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Members of the Review Committee,

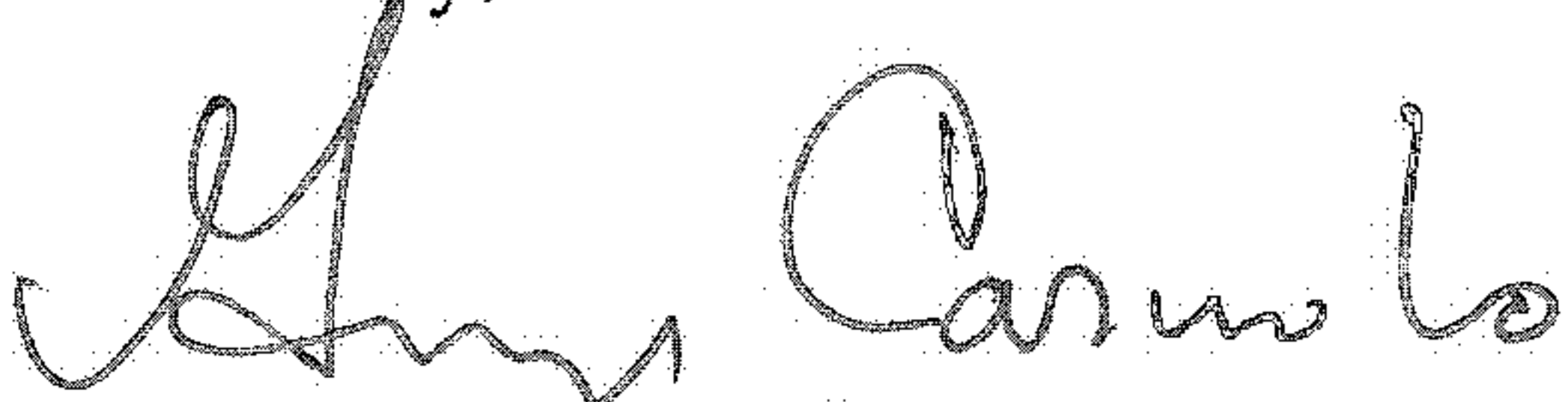
Because we strongly believe that the quality of education children receive from ages 3 to 5 is a major factor affecting performance in elementary school and beyond, the Rhode Island Board of Regents for Elementary and Secondary Education has made improving the quality and accessibility of early-childhood education an essential part of our strategic plan for Transforming Education. The actions we have taken in recent years to support early-childhood education in Rhode Island include the approval of comprehensive early-learning standards, support for preschool programs through the BrightStars quality-rating and improvement system, and the establishment and endorsement of first Pre-K Pilot Program in Rhode Island.

Through these initiatives, we have seen steady improvement in the quality of our preschool programs, but we need to bring our work to the next level and we need to greatly expand opportunities for all of our youngest students to attend high-quality preschool. We also must develop sophisticated data metrics to measure success and to hold our preschool providers and ourselves accountable for results.

With this progress as a background and with these goals and objectives in mind, the R.I. Department of Education, in partnership with Rhode Island Kids Count and the Department of Health, the Department of Human Services, and the Department for Children, Youth, and Families, is applying for a Race to the Top Early Learning Challenge grant. We are grateful that the U.S. Department of Education and the U.S. Department of Health and Human Services have provided this unique opportunity for States. I sincerely believe that Rhode Island is submitting to you one of the strongest applications in the country, and I urge you to approve our proposal and to award Rhode Island an Early Learning Challenge grant.

Aligned with the ongoing, intense work currently under way thanks to our Race to the Top grant, Rhode Island can use an Early Learning Challenge grant to become a national model for the transformation of a *complete* education system, from Pre-K right through grade 12 and beyond. As Chairman of the Rhode Island Board of Regents, I can assure you that we will continue to be aggressive in moving education forward and vigilant in our oversight, as we work together with our many partners across the state to prepare all students, including our youngest learners, for success.

Sincerely,



George D. Caruolo
Chairman



Mayor of Providence

Angel Taveras

October 12, 2011

Deborah Gist
Co-Chair, Rhode Island Early Learning Council
Commissioner, Rhode Island Department of Elementary and Secondary Education
255 Westminster Street
Providence, RI 02903

Elizabeth Burke Bryant
Co-Chair, Rhode Island Early Learning Council
Executive Director, Rhode Island KIDS COUNT
One Union Station
Providence, RI 02903

Dear Commissioner Gist and Ms. Bryant:

I am writing to express my support for Rhode Island's Race to the Top - Early Learning Challenge application.

As Mayor of Providence, my vision for education includes that every student will achieve proficiency in reading by the end of third grade. I see the Race to the Top – Early Learning Challenge grant as an opportunity that can help achieve this important goal. A strong state wide early education system is essential to ensuring that every child comes to kindergarten prepared to learn and succeed. High quality early learning can help ensure that our children develop strong reading skills by the third grade and close any achievement gaps that exist. I am excited by Rhode Island's specific commitment to developing high-quality programs and outcome measurement strategies, which will allow educators to build upon and improve them moving forward. Importantly, Rhode Island's Race to the Top – Early Learning Challenge grant will align with Providence's entry into the Campaign for Grade Level Reading to build a coordinated system of strategies to support improved academic outcomes for children ages 0-8.

As I stated in my inaugural address, increasing access to early learning programs is a top priority of my administration and this initiative will help make that goal a reality.

I continue to support expanding access to early learning in Rhode Island, especially in Providence where a large percentage of our students live in poverty or are English Language Learners. The application's

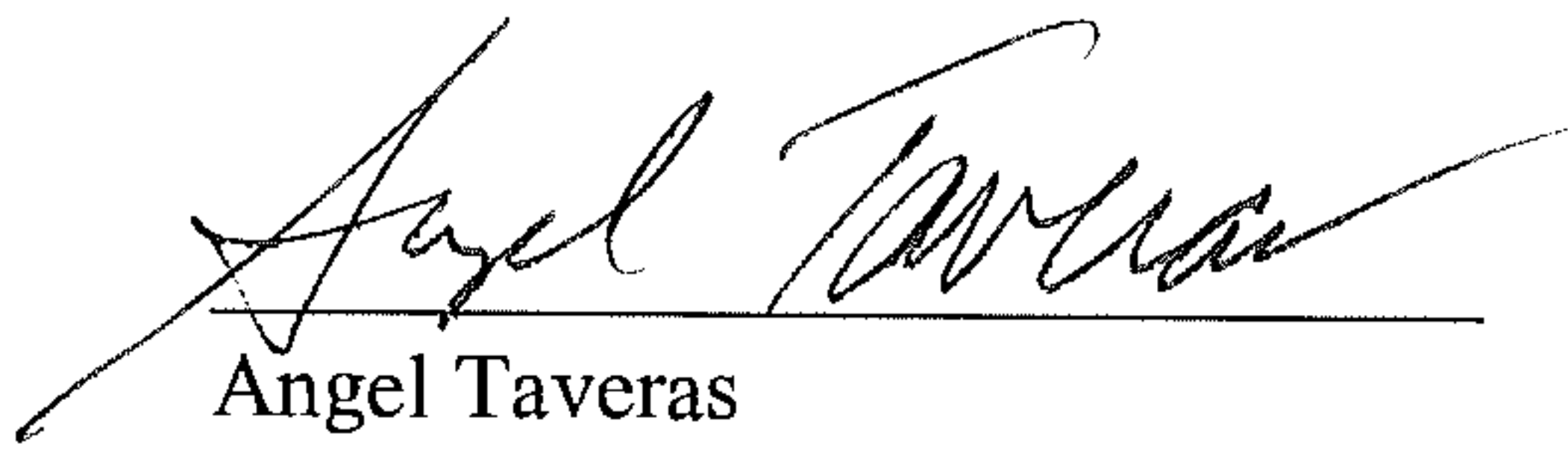
Letter to Deborah Gist and Elizabeth Burke Bryant

October 12, 2011

Page 2 of 2

focus on these high-need students will greatly help the City of Providence and Rhode Island as a whole improve educational opportunities for all children. I give my full and continuing support for this application and the development of high quality, accessible early learning programs.

Sincerely,

A handwritten signature in black ink, appearing to read "Angel Taveras", written over a horizontal line.

Angel Taveras

Mayor

The Rhode Island Foundation

October 12, 2011

Deborah Gist

Co-Chair, Rhode Island Early Learning Council

Commissioner, Rhode Island Department of Elementary and Secondary Education

255 Westminster Street

Providence, RI 02903

Elizabeth Burke Bryant

Co-Chair, Rhode Island Early Learning Council

Executive Director, Rhode Island KIDS COUNT

One Union Station

Providence, RI 02903

Neil D. Steinberg

President and CEO

One Union Station, Providence, RI 02903

401 427-4007 ■ nsteinberg@rifoundation.org

Dear Commissioner Gist and Ms. Bryant:

The Rhode Island Foundation is pleased to voice our strong and enthusiastic support for Rhode Island's Race to the Top-Early Learning Challenge application. As a member of the Early Learning Council and a long-time supporter of high-quality education for all children, we have participated in discussions on the development of the application and its main goals. We are especially excited by the focus on promoting early learning and development outcomes in Rhode Island's application.

We have always been deeply committed to improving outcomes for children in the K-12 education system, and we know that providing high-quality early learning opportunities is essential to reaching that goal. Children who have access to high-quality early education programs, including pre-k score higher on tests of language and cognitive skills. The impact of program quality is even greater for children from low-income families. In Rhode Island, many of those at-risk children are English Language Learners or have developmental disabilities or delays.

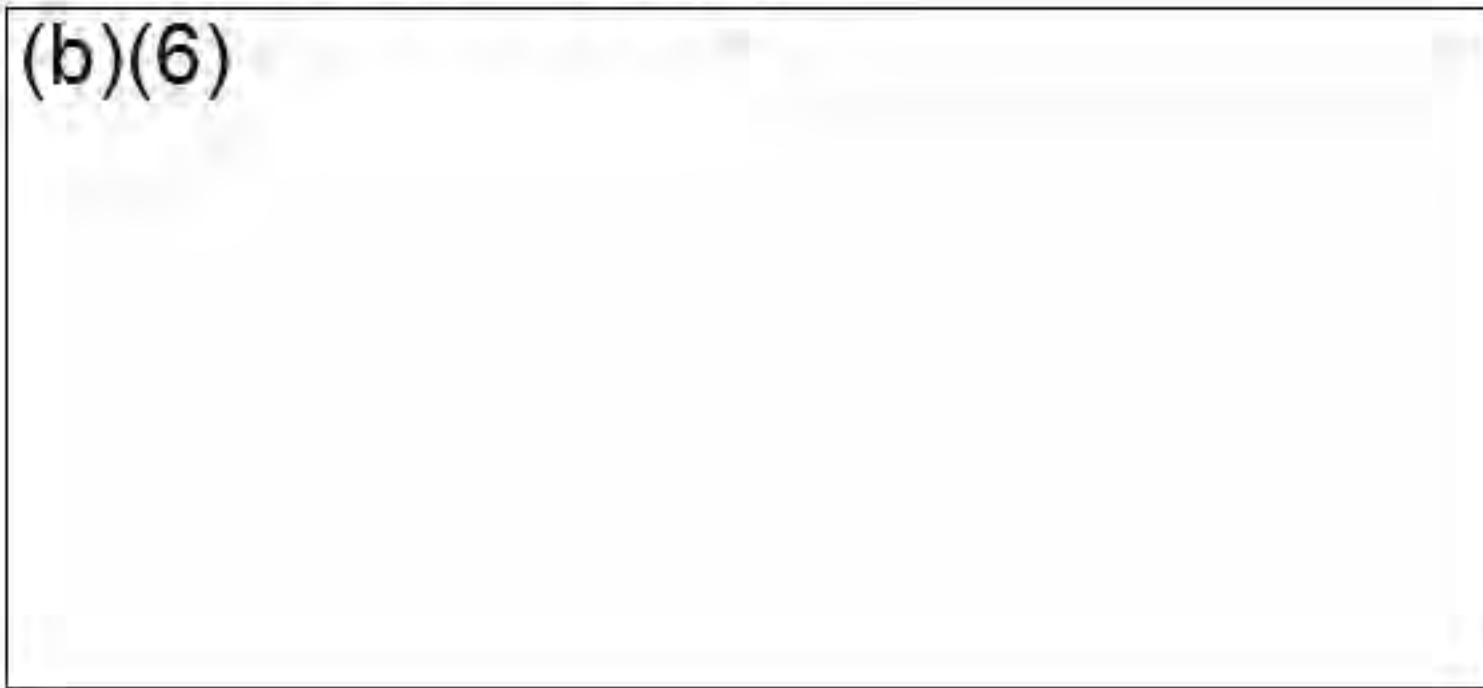
Under your leadership, the Rhode Island Early Learning Council is ideally suited to spearhead the implementation of Rhode Island's Early Learning Challenge grant. As Co-Chair of Rhode Island's Race to the Top Steering Committee which is providing leadership and guidance for the implementation of our state's Race to the Top K – 12 award, and as a longtime partner to Rhode Island KIDS COUNT, I have seen first-hand your commitment and determination that all of Rhode Island's children, including children living in poverty, should have the opportunity for a

first class education. Rhode Island's Race to the Top Early Learning Challenge application and plan will provide the solid foundation of strong, high quality early education during the earliest years.

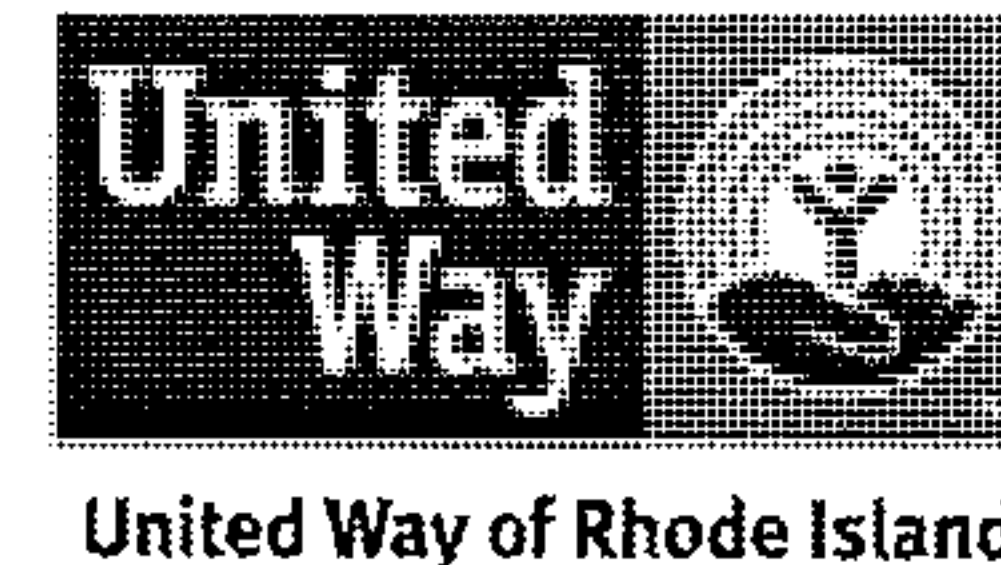
The Early Learning Reform Plan set forth in Rhode Island's application will substantially improve the quality and coordination of Rhode Island's early learning and development system and will ensure that children with high needs have access to high quality programs. As a partner in many initiatives that advance the welfare of Rhode Island's children, we will remain committed to supporting this grant throughout the implementation period and beyond. Our ongoing funding support to Rhode Island KIDS COUNT will continue to support the organization's highly regarded work to promote evidence based early learning opportunities for Rhode Island's young children and its coordination of the work of the Rhode Island Early Learning Council. We will also provide ongoing leadership for Rhode Island's ambitious effort to transform education, starting with our youngest citizens.

Sincerely,

(b)(6)

A rectangular box with a thin black border, used to redact the signature of the sender. The text "(b)(6)" is written in the top-left corner of the box.

50 Valley Street
Providence, RI 02909
tel 401.444.0600
fax 401.444.0635
www.LIVEUNITEDri.org



October 12, 2011

Deborah Gist
Co-Chair, Rhode Island Early Learning Council
Commissioner, Rhode Island Department of Elementary and Secondary Education
255 Westminster Street
Providence, RI 02903

Elizabeth Burke Bryant
Co-Chair, Rhode Island Early Learning Council
Executive Director, Rhode Island KIDS COUNT
One Union Station
Providence, RI 02903

Dear Commissioner Gist and Ms. Bryant:

I am writing to express my enthusiastic support for Rhode Island's Race to the Top - Early Learning Challenge application.

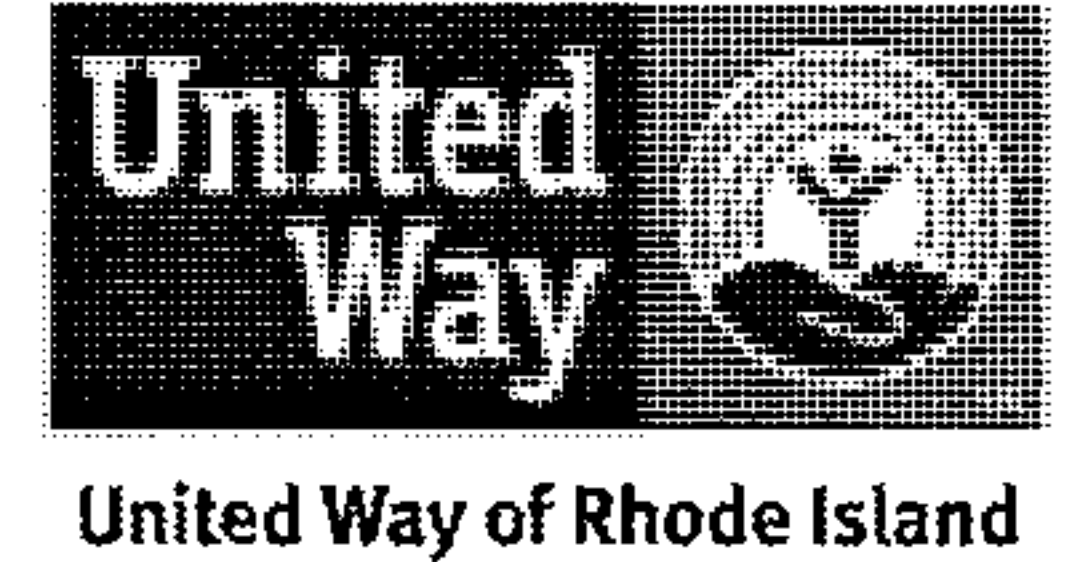
United Way of Rhode Island (UWRI) has always been a strong supporter of high-quality early learning and development opportunities for Rhode Island's children. I am pleased to serve as a member of the Rhode Island Early Learning Council. I am particularly excited about the focus of Rhode Island's application on supporting low-income children, English Language Learners, children with disabilities, and children who are homeless. The strategies outlined in Rhode Island's application will build on the already strong foundation of public-private partnerships that support early learning in our state.

UWRI has made robust, multi-year investments in high-quality early learning programs as well as early learning systems, particularly in developing, with our partners in state agencies and community leaders, BrightStars, the state's highly regarded tiered quality rating and improvement system (TQRIS).

A strong TQRIS is a focal point of Rhode Island's application. BrightStars has achieved considerable success in a few short years of existence, giving star ratings to over 10% of the state's early learning (and school-age) programs. Rhode Island's application has a goal of expanding BrightStars from a voluntary system to a mandatory system linked to state licensing,

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an ambitious and exciting goal! Currently, all UWRI program grantees are required to apply to BrightStars and receive a star rating. All early learning (and school-age) programs should undergo the process for receiving a star rating to improve their quality and practice for the ultimate benefit of children and families. UWRI will continue its strong support of BrightStars as it moves into becoming a mandatory TQRIS.

Our focus on education is in lockstep with Rhode Island's Race to the Top - Early Learning Challenge application. Therefore, United Way of Rhode Island offers its enthusiastic support for the application. The Early Learning Plan set forth in this application will substantially increase the school readiness of Rhode Island's young children and will advance student achievement in Rhode Island for many years to come.

Sincerely,

A handwritten signature in black ink, appearing to read "Anthony Maione". The signature is fluid and cursive, with a prominent loop at the beginning and a long horizontal stroke at the end.

Anthony Maione
President and CEO
United Way of Rhode Island



COMMUNITY COLLEGE
OF RHODE ISLAND

October 11, 2011

Office of the President

Commissioner Deborah Gist
Elizabeth Burke Bryant
Co-Chairs, RI Early Learning Council
255 Westminster St.
Providence, RI 02903

Dear Commissioner Gist and Ms. Burke Bryant:

As President of the Community College of Rhode Island and Commissioner of Higher Education for the state, I am pleased to provide this letter of support for Rhode Island's Race to the Top-Early Learning Challenge proposal.

As the only community college in Rhode Island, CCRI serves as the gateway to education to the early childhood workforce in the state. Our early childhood degree program serves hundreds of students on four campuses around the state and through various community-based organizations, and the chair of the Department of Human Services, which houses the early childhood program, is an active participant on several workgroups of the state's Early Learning Council. Recently, CCRI forged a unique partnership with Ready to Learn Providence to provide coursework in Spanish to the state's large Spanish speaking family child care community. This is just one example of how CCRI is reaching out into the community to meet the needs of the incumbent workforce.

As a result of various quality initiatives that have taken root in RI including BrightStars, RI's tiered quality rating and improvement system, new Department of Education standards of approval for pre-k classrooms, and a publicly funded pre-k program, the demand for credentialed teachers has never been higher. CCRI is eager to meet this demand with courses that align with state standards and competencies and faculty members who can demonstrate the highest level of professionalism. We look forward to partnering with state agencies and community organizations to ensure that the early childhood workforce is well equipped to meet the needs of young children.

This is a unique opportunity for Rhode Island to create an early childhood system that can change outcomes for our most vulnerable children. I look forward to working with you and the Early Learning Council to operationalize this vision that is set forth in the proposal.

Sincerely,

A handwritten signature in black ink that reads "Ray M. Di Pasquale". The signature is written in a cursive, flowing style.

Ray M. Di Pasquale
President, Community College of Rhode Island and
Commissioner of Higher Education

Knight Campus

400 East Avenue, Warwick, RI 02886-1807 P: 401.825.2188 F: 401.825.2166



**RHODE ISLAND
COLLEGE**

October 12, 2011

President

Deborah Gist
Co-Chair, Rhode Island Early Learning Council
Commissioner, Rhode Island Department of Elementary and Secondary Education
255 Westminster Street
Providence, RI 02903

Elizabeth Burke Bryant
Co-Chair, Rhode Island Early Learning Council
Executive Director, Rhode Island KIDS COUNT
One Union Station
Providence, RI 02903

Dear Commissioner Gist and Ms. Bryant:

I am writing to express my strong support for Rhode Island's Race to the Top-Early Learning Challenge application.

As President of Rhode Island College, I oversee all aspects of the College's wide spectrum of academic programs at the undergraduate and graduate levels. RIC enrolls about 9,000 students and has received longstanding acclaim for its performing and fine art series and for its quality teacher preparation. As an educator, I understand the importance of early childhood care and education. The formative infant and toddler years are critical for establishing sound reading and mathematics skills that will impact a child's education for years to come. RIC is the site for the State's STEM Center and is known for its strong literacy programs.

I am a strong supporter of investments in early childhood programs because they lay the groundwork for a solid education and help close the achievement gap among low-income children. Strong early education programs provide all students with meaningful learning opportunities that encourage cognitive, physical and social-emotional development. They have been proven to have lasting impacts in reduced grade retention and special education placement and increased high school graduation rates. The children who participate in these programs are more ready to learn when entering kindergarten and later grades.

I will do all I can to support the implementation of the Early Learning Challenge reform strategies, including raising awareness among key leaders and the general public about the need for increased access to high-quality early learning and development opportunities for children

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and particularly for children with the highest needs and the dividends these investments can return.

I appreciate your careful consideration of Rhode Island's Race to the Top Early Learning Challenge application. I believe this is an opportunity to improve the lives of the youngest children in our state and advance student achievement in Rhode Island for many years to come.

RIC looks forward to working with RIDE and KIDS COUNT on these early-learning initiatives.

Sincerely,

A handwritten signature in black ink that reads "Nancy Carriuolo". The signature is written in a cursive, flowing style.

Nancy Carriuolo
President, Rhode Island College



David M. Dooley, Ph.D.
President

October 12, 2011

Race to the Top Early Learning Challenge Review Committee
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Committee Members:

As President of the University of Rhode Island, I am pleased to convey my strong support for the Rhode Island Race to the Top Early Learning Challenge grant application. I appreciate that President Obama and Secretaries Duncan and Sibelius are providing States with this opportunity to significantly improve early learning and development opportunities for young children, with a particular focus on increasing access to high quality early learning opportunities for low income children.

There is significant evidence that access to high quality early childhood education is related to children's success in school and in life. Many children in Rhode Island, however, particularly children living in poverty and English-language learners, have limited access to high quality early childhood programs and, consequently, they enter kindergarten at a disadvantage. The University of Rhode Island is prepared to support the work of the Early Learning Challenge in order to provide all children in Rhode Island with the opportunity to succeed in school.

The University of Rhode Island has an extensive history of demonstrating its commitment to enhancing high quality early childhood care and education in the state. The University houses an early childhood teacher certification program which educates, trains, and prepares for teacher certification many of whom are early childhood teachers who work in a variety of settings throughout the state. At the University, there are two Child Development Centers, one in Kingston and one in Providence, that are the laboratory schools for the Department of Human Development and Family Studies. The Child Development Centers serve as practicum sites for undergraduate students studying to become early childhood teachers. Additionally, the Child Development Centers serve as mentor classrooms for the early childhood workforce throughout the state to learn about high quality early childhood care and education practices.

Faculty and staff at the University also serve on many of the statewide committees and boards associated with the early childhood field including the Early Learning Council, the Early Learning Work Group, the BrightStars Advisory Board, the T.E.A.C.H Advisory Board, the Workforce Knowledge and Competencies Workgroup, among others. As active participants in many early childhood initiatives, the University is well positioned to continue to collaborate with statewide partners and contribute to the work of the Early Learning Challenge Grant.

The University of Rhode Island is prepared to participate in the work of the Race to the Top Early Learning Challenge. We are uniquely suited to lead the work specifically related to expanding access to higher education to a wider portion of the state's population, to contributing to statewide professional development initiatives, and to ensuring that there is alignment of the higher education early childhood curriculum to the new Workforce Knowledge and Competencies framework. Expanding access to higher education is part of the University's mission, thus closely aligned with the goals of the grant, and URI is eager to welcome new early childhood students.

The University of Rhode Island faculty and staff will continue to serve as professional development providers and mentors for the early childhood workforce. Faculty and staff of the University will maintain the high level of participation, collaboration, and contribution to the work of the state's early childhood community. The School of Education and the Human Development and Family Studies Department will review and align the early childhood curriculum to the Workforce Knowledge and Competencies to ensure that graduates of the URI early childhood program are prepared to provide young children with the education they need to succeed in kindergarten and beyond. The University is enthusiastic about opportunities to contribute to the improvement of early childhood education.

Thank you for your careful consideration of the Rhode Island Race to the Top Early Learning Challenge application. As Rhode Island focuses on strengthening early childhood education, the University of Rhode Island will work with community partners, state agencies, other institutions of higher education, and early childhood professionals to advance the knowledge and skills of the early childhood workforce, and to improve outcomes for the high needs children in Rhode Island.

Sincerely,

A handwritten signature in black ink, appearing to read "David M. Dooley". The signature is fluid and cursive, with a prominent initial "D".

David M. Dooley, Ph.D.
President



Department of Corrections

Ashbel T. Wall, II, Director
40 Howard Avenue
Cranston, RI 02920

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October 12, 2011

Deborah Gist

Co-Chair, Rhode Island Early Learning Council

Commissioner, Rhode Island Department of Elementary and Secondary Education

255 Westminster Street

Providence, RI 02903

Elizabeth Burke Bryant

Co-Chair, Rhode Island Early Learning Council

Executive Director, Rhode Island KIDS COUNT

One Union Station

Providence, RI 02903

Dear Commissioner Gist and Ms. Bryant:

I am writing to express my strong support for Rhode Island's Race to the Top-Early Learning Challenge application.

As the Director of the Rhode Island Department of Corrections I oversee all aspects of the Rhode Island's adult correctional agency, set the policy direction for the department and serve on numerous state and national commissions covering a wide range of topics. Every day, I see adults who have entered the criminal justice system and I find myself considering ways of stemming this tide.

My colleagues and I are well aware that, by the time an offender arrives at our doors, the course of his or her life has been charted by events that occurred previously - - often at the earliest years of life. Some particularly important factors are poverty, lack of stimulation, a poor foundation for educational development, and insufficient family supports. The research shows that children of incarcerated parents are six times as likely as other young people to become adult inmates themselves.

I have learned that birth to age five are critical years for children, a key time for developing critical cognitive, language and socio-emotional skills that help lay the foundation for success in school and life. While our department offers programs intended to strengthen family connections and promote parenting skills, we recognize that these initiatives cannot possibly match the profound impact of strong and focused developmental and educational opportunities at a very young age.

As a result, when I am asked about the best approach to reducing crime, I speak about the importance of investments in early childhood. I am convinced that funds aimed at childhood development and education generate a host of positive societal outcomes: higher educational levels, a better trained workforce, safer and healthier communities and reduced spending on correctional systems. It is particularly gratifying that Rhode Island's application emphasizes supporting low-income children, children with disabilities, English Language Learners, children in the child welfare system, and children of color who reside in Rhode Island's core cities.

I pledge to enthusiastically promote the implementation of the Early Learning Challenge reform strategies, including raising awareness among key leaders and the general public about the necessity of increased access to high-quality early learning and development opportunities for children - - especially those who are in greatest need.

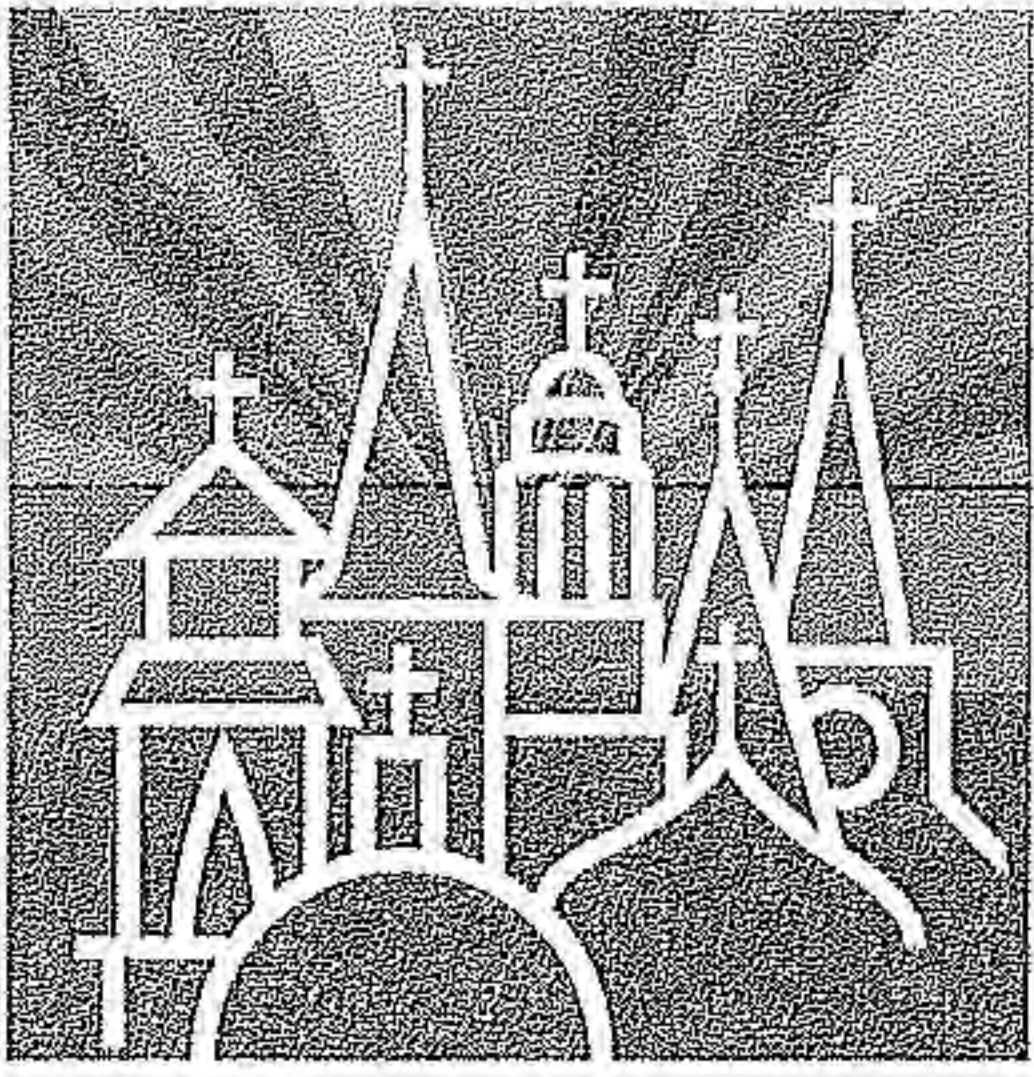
Thank you for your careful consideration of Rhode Island's Race to the Top Early Learning Challenge application. There is no doubt in my mind that our state will take maximum advantage of this opportunity to improve the lives of our youngest children and advance student achievement in the years to come.

Sincerely,

A handwritten signature in black ink that reads "A.T. Wall". The letters are bold and stylized, with a large "A" and "W".

Ashbel T. Wall, II

Director



The Rhode Island State
Council of Churches

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The Rev. Dr. Donald C. Anderson,
Executive Minister
danderson@councilofchurchesri.org

Member Denominations

African Methodist Episcopal Church
African Methodist Episcopal Zion Church
American Baptist Churches USA
Church of God in Christ
Episcopal Church in the USA
Evangelical Lutheran Church in America
Presbyterian Church (USA)
Religious Society of Friends
Rhode Island Orthodox Clergy Fellowship
Salvation Army
The United Church of Christ
Unitarian Universalist Association of Congregations
United Methodist Church

Local Members

Church Women United
Council of Nigerian Ministers
Hispanic Ministerial Association of Rhode Island
Ministers' Alliance of Rhode Island
Social Service Churches New England
Universalist Church of Rhode Island

Rhode Island State Council of Churches

October 12, 2011

Deborah Gist
Co-Chair, Rhode Island Early Learning Council
Commissioner, Rhode Island Department of Elementary and Secondary Education
255 Westminster Street
Providence, RI 02903

Elizabeth Burke Bryant
Co-Chair, Rhode Island Early Learning Council
Executive Director, Rhode Island KIDS COUNT
One Union Station
Providence, RI 02903

Dear Commissioner Gist and Ms. Bryant:

I am writing to express my enthusiastic support for Rhode Island's Race to the Top -Early Learning Challenge application.

The Rhode Island State Council of Churches includes over 300 churches from 13 Protestant and Orthodox denominations. Although we are a diverse group, one of the areas we all share is a concern for the poor and our most vulnerable citizens. Because we are aware of the importance of education in breaking the cycle of poverty, we are committed to working with others to bring quality education to all of Rhode Island's children. We are thrilled that the state of Rhode Island plans to increase access to high quality early childhood education for all of Rhode Island's young children. We are especially pleased that it will focus on children who are living in poverty and children from immigrant families, and know that quality early learning programs can help close the kindergarten entry preparation gap often facing children in these vulnerable populations.

As in the past, we are look forward to the opportunity to be advocates in the legislature and the broader community on behalf of the educational needs of Rhode Island's children.

Sincerely,

(b)(6)

Reverend Donald Anderson
Rhode Island Council of Churches



October 12, 2011

Deborah Gist
Co-Chair, Rhode Island Early Learning Council
Commissioner, Rhode Island Department of Elementary and Secondary Education
255 Westminster Street
Providence, RI 02903

Elizabeth Burke Bryant
Co-Chair, Rhode Island Early Learning Council
Executive Director, Rhode Island KIDS COUNT
One Union Station
Providence, RI 02903

Dear Commissioner Gist and Ms. Bryant:

We are writing to express our strong support for Rhode Island's Race to the Top-Early Learning Challenge application.

The Rhode Island Interfaith Coalition is a faith-based organization whose mission is to reduce poverty in half by 2020. The Coalition represents community faith-based leaders of virtually all denominations. The Coalition strongly believes that education, particularly beginning at the early childhood age, is crucial to reducing poverty. We have been, and will continue to be advocates at the Statehouse for quality education programs that will benefit our children. Our advocacy efforts focus on the belief that we, the community, are responsible for assisting the most vulnerable in the state. No child should go to bed hungry, homeless and in poor health.

The Race to the Top- Early Learning Challenge is a great opportunity to help low income families and families with a disabled child improve their education and also help improve their social skills. More importantly, the challenge holds the community and its providers accountable.

The Rhode Island Interfaith Coalition is in complete support of the Race to the Top Early Learning Challenge. We will continue to be strong advocates for increased access to high-quality Early Learning and Development programs for the state's children with high needs. Our advocacy efforts will focus not only on the state level, but at the federal level as well.

Sincerely,

(b)(6)

Betsy A Garland
Co-Chair of the RI Interfaith Coalition

Maxine Richman
Co-Chair of the RI Interfaith Coalition

American Academy of Pediatrics

DEDICATED TO THE HEALTH OF ALL CHILDREN™



Rhode Island Chapter

Rhode Island Chapter of the AAP
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Cranston, RI 02920

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October 12, 2011

Deborah Gist
Co-Chair, Rhode Island Early Learning Council
Commissioner, Rhode Island Department of Elementary and Secondary
Education
255 Westminster Street
Providence, RI 02903

Elizabeth Burke Bryant
Co-Chair, Rhode Island Early Learning Council
Executive Director, Rhode Island KIDS COUNT
One Union Station
Providence, RI 02903

Dear Commissioner Gist and Ms. Bryant:

The RI Chapter of the American Academy of Pediatrics offers its strong support for Rhode Island's Race to the Top-Early Learning Challenge application. As long-term partners in policies, programs, and care to assure the healthy development of RI children, pediatricians are committed to the investments proposed to recognize and respond to our neediest children in the preschool years.

The RI Chapter of the AAP has been active in both leadership and delivery of excellence for RI children for many decades. From many decades of work on children's safety, vaccination, and school health, through the development of community child health plans, the Pew Children's Initiative's Child Opportunity Zones, KIDSNET, and Successful Start (the state's Early Childhood Systems Plan), to recent work on parent engagement, universal developmental screening, and medical homes under Rite Care and the ACA, the RIAAP has collaborated on both planning and action for kids.

As pediatricians we recognize that many RI children miss important opportunities for healthy early development, and some are exposed to serious risks or threats to their lifelong success. Both science and common wisdom tell us the early years are a key time for developing important cognitive, language and socio-emotional skills that help lay the foundation for success in school. Therefore, the Rhode Island strategic plan for transforming education has a goal, "improve the quality and accessibility of early-learning programs" across the state. Race to the Top Early Learning Challenge Funds will help Rhode Island move rapidly toward meeting that vital goal.

Pediatricians are eager to help move this goal and the Early Learning Challenge, to action for the most vulnerable kids in RI. We are also committed to continuing, expanding, and aligning our related work:

- Pediatricians, home visitors, *child care* and Head Start staff are developing a shared system of evidence-based developmental screening, called Watch Me Grow. We will continue and expand the Watch Me Grow plan to train, support, and document early, sustained developmental screening from birth into the school years.
- Pediatricians have long been advocates, designers, and participants in KIDSNET, RI's universal integrated child health data system that captures, tracks, and assures critical preventive and developmental services. KIDSNET supports best practices, assures quality, and allows population-based analysis of gaps and barriers. KIDSNET is a powerful tool to monitor timely and complete attention to vulnerable young children, which will add to both the performance and the evaluation of the Early Learning Challenge in RI.
- RI Pediatricians are practicing as partners with parents in a variety of innovative medical homes. Our Pediatric Practice Enhancement Project uses trained and paid Parent Consultants to add new services and peer support to medical homes for families raising vulnerable kids with complex problems. This is an excellent opportunity to weave that work more closely into families' preparations for the school years.
- The RIAAP has senior Fellows on the Early Learning Council, the Successful Start and LAUNCH Steering Committee, on the Board of RI Kids Count and in numerous other positions of leadership to guide the state's investments in young children's healthy growth, learning, and success. We shall continue those commitments and add this Early Learning Challenge to the work.
- The RIAAP has a long history of advocacy in legislative and executive matters, making our state a pioneer for good children's health policies. The Chapter will continue that tradition, including support for this Early Learning Challenge.

The RI Chapter of the AAP offers enthusiastic support for RI's Early Learning Challenge application. It is a critical opportunity to assure school success for our most vulnerable children, thereby also assuring them longer, healthier, more productive lives, as well. We commend the proposal for full funding, and we are eager to respond to any questions reviewers may have.

Sincerely,

(b)(6)

Patricia Flanagan MD FAAP
President



October 12, 2011

Deborah Gist

Co-Chair, Rhode Island Early Learning Council

Commissioner, Rhode Island Department of Elementary and Secondary Education

255 Westminster Street

Providence, RI 02903

Elizabeth Burke Bryant

Co-Chair, Rhode Island Early Learning Council

Executive Director, Rhode Island KIDS COUNT

One Union Station

Providence, RI 02903

Dear Commissioner Gist and Ms. Bryant:

On behalf of the Local Initiatives Support Corporation (LISC), I am writing to express my support and enthusiasm for Rhode Island's Race to the Top-Early Learning Challenge application. Rhode Island LISC works to rebuild distressed communities across our state. In our efforts to build strong, resilient communities of choice and opportunity, we recognize that education is an absolutely critical component and that interventions in the earliest years of life are needed to establish the foundations of life-long learning.

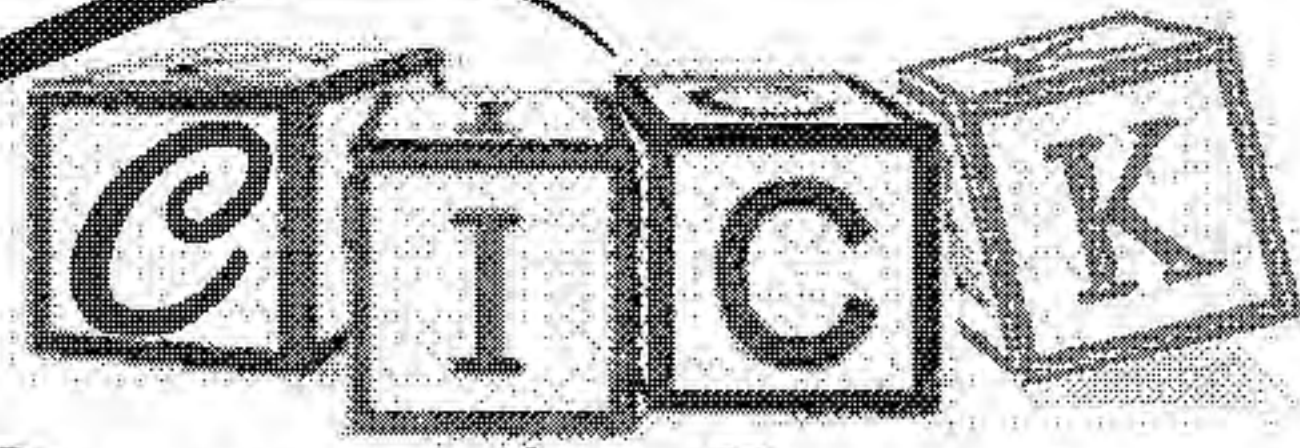
The Race to the Top-Early Learning Challenge offers an opportunity to build on the State's many efforts and initiatives and to strengthen and better coordinate services for young children. All of us at Rhode Island LISC are excited about what this opportunity would mean for the children, families and early learning programs in low income neighborhoods across the state. We are committed to helping make this initiative a great success by continuing to coordinate services at the neighborhood level in order to ensure that resources are maximized and children and families receive the greatest benefit.

Sincerely,

(b)(6)

Jeanne Cola, Executive Director

LISC



*Community Investment
Collaborative for Kids*

October 12, 2011

Deborah Gist
Co-Chair, Rhode Island Early Learning Council
Commissioner, Rhode Island Department of Elementary and Secondary Education
255 Westminster Street
Providence, RI 02903

Elizabeth Burke Bryant
Co-Chair, Rhode Island Early Learning Council
Executive Director, Rhode Island KIDS COUNT
One Union Station
Providence, RI 02903

Dear Commissioner Gist and Ms. Bryant:

I am writing to express my strong support for Rhode Island's Race to the Top-Early Learning Challenge application. LISC's Community Investment Collaborative for Kids (CICK) is the only national effort focused exclusively on the development of high quality early learning facilities in low-income communities. Through my work in helping to establish LISC's Rhode Island Child Care Facilities Fund, I came to appreciate Rhode Island's strong commitment to improving the quality and capacity of early learning centers for the state's most disadvantaged young children. I have also been impressed by the State's ability to quickly and nimbly move an agenda forward on behalf of children. Despite Rhode Island's best intentions and visionary goals for young children, the economy has taken a severe toll on the state and I know has impeded much progress in the past few years. This funding would help the state jumpstart many of the quality improvements needed in the early childhood infrastructure, creating higher quality environments in low-income communities.

Should Rhode Island receive Race to the Top-Early Learning Challenge program funding, CICK would work in close partnership with our Rhode Island colleagues to ensure that the state's early childhood community has access to the technical resources and assistance they need to improve the quality of their environments, providing a supportive foundation for early learning. I urge you to give every consideration to Rhode Island's compelling application.

Sincerely,

(b)(6)

Amy Gillman
Senior Program Director

LOCAL INITIATIVES SUPPORT CORPORATION

501 Seventh Avenue, 7th Floor ■ New York, NY 10018 ■ Phone 212-455-9800 ■ Fax 212-370-9427

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www.ri-can.org

October 12, 2011

Deborah Gist
Co-Chair, Rhode Island Early Learning Council
Commissioner, Rhode Island Department of Elementary and Secondary Education
255 Westminster Street
Providence, RI 02903

Elizabeth Burke Bryant
Co-Chair, Rhode Island Early Learning Council
Executive Director, Rhode Island KIDS COUNT
One Union Station
Providence, RI 02903

Dear Commissioner Gist and Ms. Bryant:

On behalf of RI-CAN, the Rhode Island Campaign for Achievement Now, I am writing to express our strong support for Rhode Island's Race to the Top-Early Learning Challenge application.

RI-CAN is an education reform policy and advocacy organization dedicated to ensuring all children in our state have access to a great public school. We work to connect the schoolhouse to the State House, educating policymakers and key stakeholders on the importance of enacting student-centered reforms. Through annual campaigns, we advocate for policies that promote flexibility, accountability and choice within our public school system. In our 2011 campaign, we encouraged the RI Department of Education to include a teacher literacy test for reading teachers in certification redesign to ensure those teaching the critical skill of reading to students in elementary grades had the necessary credentials to do so. We are strong supporters of high quality early childhood education and plan to continue advocating for early learning policies in the upcoming year.

Birth to age five are critical years for children, a key time for developing important cognitive, language and socio-emotional skills that help lay the foundation for success in school. For this reason, one of the goals of the Rhode Island strategic plan for transforming education is to "improve the quality and accessibility of early-learning programs" across the state, and we believe that Race to the Top Early Learning Challenge Funds will help Rhode Island move rapidly toward meeting that vital goal.

RI-CAN is committed to being a strong advocacy voice for key initiatives laid out in the Race to the Top Early Learning Challenge application, including:

- Advocating for increased access to high-quality Early Learning and Development programs for Rhode Island's Children with High Needs (low-income, English Language Learners, children with developmental delays/disabilities, children in the Child Welfare system, children who are homeless).

- Supporting a new statewide Kindergarten Entry Assessment
- Supporting the new Early Learning Data System and its importance to support connections between early childhood providers and Pre-K/K-12 schools.

We offer our enthusiastic support for Rhode Island's Race to the Top Early Learning Challenge application. Rhode Island's Early Learning Plan set forth in this application will substantially increase the school readiness of Rhode Island's young children and will advance student achievement in Rhode Island for many years to come.

Sincerely,

(b)(6)

Maryellen Butke
Executive Director



1210 Pontiac Avenue Cranston, Rhode Island 02920 CALL 401.270.0101 - 800.464.3399 FAX 401.270.7049 VISIT www.ripin.org

October 12, 2011

Deborah Gist
Co-Chair, Rhode Island Early Learning Council
Commissioner, Rhode Island Department of Elementary and Secondary Education
255 Westminster Street
Providence, RI 02903

Elizabeth Burke Bryant
Co-Chair, Rhode Island Early Learning Council
Executive Director, Rhode Island KIDS COUNT
One Union Station
Providence, RI 02903

Dear Commissioner Gist and Ms. Bryant:

I am writing to express my strong support for Rhode Island's Race to the Top-Early Learning Challenge application.

Founded in 1991, RIPIN is a statewide non-profit organization with a collective programmatic reach that extends to all communities in RI. We have a daily presence in schools, pediatric practices/clinics, hospitals, medical specialty clinics, other health/medical facilities, community organizations, and RI Department of Health programs. As Rhode Island's "family engagement specialists" we provide information, support, training, and empowering experiences that help parents, families, individuals (including children, youth, and young adults) to be effective advocates for their health, education, and socio-economic stability. We offer 18 programs and services and serve more than 65,000 Rhode Islanders each year.

We are pleased to read the comprehensive plans for engaging families of young children. Specifically, *Fun Family Activities for Preschoolers* has supported parents as they work with their children at home to prepare them for kindergarten entry. The plan to expand capacity to reach more families as well as including families with children birth to age 3 is very encouraging.

The Rhode Island Parent Information Network fully endorses this application as a means to coordinate a comprehensive plan for Rhode Island families with very young children. We are

fully committed to working with the Rhode Island Early Learning Council to ensure the success of this initiative and hope that this application receives a favorable review.

Sincerely,

(b)(6)

Matthew B. Cox
Executive Director



Socio-Economic Development Center for Southeast Asians (SEDC-SEA)

Main Office ▪ 270 Elmwood Avenue ▪ Providence, Rhode Island 02907
Phone: 401.274.8811 ▪ Fax: 401.274.8877

Branch Office ▪ 727 Front Street, Suite 110 ▪ Woonsocket, Rhode Island 02895
Phone: 401.762.0343 ▪ Fax: 401.762.1459

October 12, 2011

Deborah Gist
Co-Chair, Rhode Island Early Learning Council
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255 Westminster Street
Providence, RI 02903

Elizabeth Burke Bryant
Co-Chair, Rhode Island Early Learning Council
Executive Director, Rhode Island KIDS COUNT
One Union Station
Providence, RI 02903

Dear Commissioner Gist and Director Bryant:

I am pleased to offer my support for the Rhode Island's Race to the Top-Early Learning Challenge application that is being proposed by the Rhode Island Department of Elementary and Secondary Education (RIDE). I believe RIDE's experience and track record to establish a comprehensive and coherent early learning and development system increases the quality of early learning and development programs for all children statewide.

I look forward to the opportunity to collaborate and support the values and principles behind the initiative to create quality education opportunities for all the SEA communities in the State. The Socio-Economic Development Center for Southeast Asians (SEDC-SEA) will work with stakeholders to assure that the voices from the SEA community are heard and will guide the Department in which direction best fits the community.

Rhode Island is home to more than 20,000 refugees from Southeast Asia. They come mostly from Cambodia, Laos, Hmong and Vietnam. There is a statewide non-profit providing a hub of social services with an office in South Providence and a satellite office in Woonsocket; the two areas with the highest concentration of Southeast Asian residents. SEDC-SEA is regarded by Southeast Asian communities as their primary support system for help in navigating state's governmental, healthcare, human services, legal and financial services system.

SEDC-SEA provides comprehensive services and programs ranging from social services for adults and families, to providing academic enrichment programs via summer and after-school activities and basic needs with the on-site Meals on Wheels program and the Volunteer Income Tax Assistance Program (VITA). In addition, SEDC-SEA supports self-sustaining programs such as the Language Bank, a fee-for-service program that provides interpretation and translation services in over 40 languages and education through ESL, GED and Citizenship classes.

Sincerely,

(b)(6)

Channavy Chhay, Executive Director



October 11, 2011

Deborah Gist
Co-Chair, Rhode Island Early Learning Council
Commissioner, Rhode Island Department of Elementary and Secondary Education
255 Westminster Street
Providence, RI 02903

Elizabeth Burke Bryant
Co-Chair, Rhode Island Early Learning Council
Executive Director, Rhode Island KIDS COUNT
One Union Station
Providence, RI 02903

Department of Pediatrics

593 Eddy Street
Providence, RI 02903
Tel: 401-444-5078
Fax: 401-444-8488
Email: phigh@lifespan.org

Pamela C. High, MD
Director
Developmental-Behavioral
Pediatrics
Hasbro Children's Hospital
Professor of Pediatrics
(Clinical)
Brown Medical School

Dear Superintendent Gist and Ms. Bryant:

I write to offer my enthusiastic support for Rhode Island's *Race to the Top* Early Challenge Grant Proposal. I was appointed as a member of Rhode Island's Early Learning Council at its inception more than a year ago and I have also been a member of Rhode Island's Early Childhood Systems' Successful Start Steering Committee for the past 4 years. In these roles, I have watched the momentum toward improving quality of and access to early childhood education build and grow exponentially in our state. It is essential that we support the healthy growth and development of our youngest and most vulnerable citizens by investing in their education and care during their early and most formative years. Implementation of our *Race to the Top* state plan could be our state's next big step in helping us achieve our goal of having every child in Rhode Island enter Kindergarten ready to learn.

As a pediatrician, I am particularly excited about key components of this plan which will connect young children's health and development, as it is addressed within the medical home, with their early learning, at home, in care and at school. In particular, two elements of this proposal support these linkages: 1) funding for development of an integrated data system building on *Kidsnet*, our statewide health data system which contains child specific information on newborn metabolic and psychosocial screening, immunizations, home visitation, lead screening and early intervention participation, with data from the newly developed Rhode Island Early Learning Data System containing data on a child's participation and developmental progression in early learning environments, and 2) the provision of support to primary care medical homes for evidence based interventions that support child development.



Department of Pediatrics

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Tel: 401-444-5078
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Pamela C. High, MD
Director
Developmental-Behavioral
Pediatrics
Hasbro Children's Hospital
Professor of Pediatrics
(Clinical)
Brown Medical School

The first of these elements will allow pediatricians, child care providers and parents to track children's progress and communicate in a unified way. Also, with the support of *Race to the Top*, we will be able to expand developmental and behavioral screening in pediatric practice and in child care in Rhode Island through expansion of *Watch Me Grow*. By adding developmental screening to this integrated dataset, Rhode Island will be able to identify children with developmental concerns early and address their needs through timely provision of specialized services, which we know is the most effective and efficient way to impact their learning and life course.

Should Rhode Island receive *Race to the Top* support, I will do all that I can to assure success of this plan. As a member of the Early Learning Council, I will be most pleased to provide advice and oversight to the development of Rhode Island's *Race to the Top* Early Learning Challenge Plan. As a member of the Successful Start Steering Committee, I will continue to participate in the development and expansion of *Help Me Grow* Rhode Island. As a member of the executive committee of Rhode Island's AAP chapter, I will encourage fellow pediatricians who serve high needs young children and families to work with *Help Me Grow* to integrate into their practices evidence-based developmental and behavioral pediatric screenings with timely early referrals to community based resources. I will also work to educate our pediatric workforce on the value of our enhanced quality rating system for early education and care and our new statewide Kindergarten entry assessment. As a member of Rhode Island Reach Out and Read's Board of Directors, I will help spread evidence-based early literacy promotion throughout our state.

Rhode Island's Early Learning Plan set forth in this application will substantially increase the school readiness of Rhode Island's young children and will advance student achievement in Rhode Island for many years to come. I endorse and support it wholeheartedly.

Sincerely,

(b)(6)

Pamela C. High, MD
Director, Developmental-Behavioral Pediatrics
Hasbro Children's/ RI Hospital
Professor of Pediatrics (Clinical)
The Warren Alpert Medical School of Brown University

ANGEL TAVERAS
Mayor

SUSAN F. LUSI, PH.D.
Superintendent



Providence Public School District
Office of the Superintendent
797 Westminster Street
Providence, RI 02903-4045
tel. 401.456.9211
fax 401.456.9252

October 12, 2011

Deborah Gist
Co-Chair, Rhode Island Early Learning Council
Commissioner, Rhode Island Department of Elementary and Secondary Education
255 Westminster Street
Providence, RI 02903

Elizabeth Burke Bryant
Co-Chair, Rhode Island Early Learning Council
Executive Director, Rhode Island KIDS COUNT
One Union Station
Providence, RI 02903

Dear Commissioner Gist and Ms. Bryant:

On behalf of the Providence Schools, I am pleased to offer my enthusiastic support for Rhode Island's Race to the Top - Early Learning Challenge application. As an educator, I understand how important early learning opportunities are to reducing the achievement gap. I am fully committed to ensuring that every child in Rhode Island gets a high-quality education.

Equal access to high-quality early learning opportunities is the first step to making sure that every child has a chance to succeed in school. The Race to the Top - Early Learning Challenge has a particular focus on expanding access for high-needs populations, including children living in poverty and English language learners. This focus is especially relevant to Providence, where 42.5% of children under age 6 live in poverty and 16% of the district's students are English Language Learners. This grant will help our state address the needs of those children by providing them with high-quality learning opportunities.

As Superintendent of Rhode Island's largest school district, I passionately support the goals and strategies expressed in this application and its potential to improve the lives and education of Rhode Island's children.

Sincerely,

(b)(6)

Susan F. Lusi, Ph.D.
Superintendent



21 Hedley Avenue • Central Falls, RI 02863 • Telephone: 401.727.7700 • Fax: 401.727.7722

October 12, 2011

Deborah Gist
Co-Chair, Rhode Island Early Learning Council
Commissioner, Rhode Island Department of Elementary and Secondary Education
255 Westminster Street
Providence, RI 02903

Elizabeth Burke Bryant
Co-Chair, Rhode Island Early Learning Council
Executive Director, Rhode Island KIDS COUNT
One Union Station
Providence, RI 02903

Dear Commissioner Gist and Ms. Bryant:

As Superintendent of Central Falls Schools, I am pleased to offer my strong support for Rhode Island's Race to the Top - Early Learning Challenge application. As an educator, I am fully committed to ensuring that every child in Rhode Island gets a high-quality education. Equal access to high-quality early learning opportunities is the first step to making sure that every child has a chance to succeed in school. The Race to the Top - Early Learning Challenge's particular focus on expanding access for high-needs populations, such as children living in poverty and English Language Learners, is especially relevant to Central Falls and will ensure that our children have a strong educational foundation. This grant will help our state address the needs of those children by providing them with high-quality learning opportunities and bridge the preparation gap often seen when children from low-income communities like ours enter kindergarten.

As Superintendent of the Central Falls school district, I passionately support the goals and strategies expressed in this application and its potential to improve the lives and education of our children.

Sincerely,

A handwritten signature in cursive script that reads "Frances Gallo".

Frances Gallo
Superintendent of Schools



NEWPORT PUBLIC SCHOOLS

John H. Ambrogi, Ed.D.
Superintendent of Schools

15 Wickham Road • Newport, Rhode Island 02840-4232
Tel 401.847.2100 ext. 212 • Fax 401.849.0170 • johnambrogi@newportrischools.org

October 12, 2011

Ms. Deborah Gist
Co-Chair, Rhode Island Early Learning Council
Commissioner, Rhode Island Department of Elementary and Secondary Education
255 Westminster Street
Providence, RI 02903

Ms. Elizabeth Burke Bryant
Co-Chair, Rhode Island Early Learning Council
Executive Director, Rhode Island KIDS COUNT
One Union Station
Providence, RI 02903

Dear Commissioner Gist and Ms. Bryant:

As Superintendent of Newport Public Schools, I am pleased to offer my full support for Rhode Island's Race to the Top - Early Learning Challenge Application. As an educator, I am fully committed to ensuring that every child in Rhode Island gets a superior education.

Therefore, it is important to ensure that all children have equal access to high-quality early learning opportunities. That is the first crucial step to making sure that every child has a chance to succeed in school. The Race to the Top - Early Learning Challenge particularly focuses on expanding access for high-needs populations, such as children living in poverty, is especially relevant to Newport, and will ensure that our children begin kindergarten on a level playing field. This grant will help our state address the needs of those children by providing them with appropriate learning opportunities and bridge the preparation gap often seen when children enter kindergarten.

I am in support of the goals and strategies expressed in this application and its potential to improve the lives and education of our children.

If there is anything I can do to assist you in securing this important opportunity for our students, do not hesitate to contact me.

Sincerely,

John H. Ambrogi, Ed.D.
Superintendent of Schools

JHA:wjg

Providing Quality Education That Makes A Difference In Each Student's Life

October 12, 2011

Deborah Gist
Co-Chair, Rhode Island Early Learning Council
Commissioner, Rhode Island Department of Elementary and Secondary Education
255 Westminster Street
Providence, RI 02903

Elizabeth Burke Bryant
Co-Chair, Rhode Island Early Learning Council
Executive Director, Rhode Island KIDS COUNT
One Union Station
Providence, RI 02903

Dear Commissioner Gist and Ms. Bryant:

On behalf of the members of the Rhode Island Association of School Principals (RIASP), I am writing to convey our strong support for Rhode Island's Race to the Top - Early Learning Challenge application. Principals note that early learning/or the lack thereof is a key indicator of how well students will achieve throughout their years in school. As the National Association of Elementary School Principals (NAESP) asserts, "The impact of high-quality early learning experiences is well established, particularly for children at risk for underachievement."

Birth to age five are critical years for children, a key time for developing important cognitive, language and socio-emotional skills that help lay the foundation for success in school. For this reason, one of the goals of the Rhode Island strategic plan for transforming education is to "improve the quality and accessibility of early-learning programs" across the state, and the Race to the Top - Early Learning Challenge Funds will help Rhode Island move rapidly toward meeting that vital goal. Different from other states that have mandatory pre-kindergarten programs with all of the supports inherent in them, Rhode Island is hampered by the fact that too many children enter kindergarten not yet ready to learn.

RIASP members support all steps to increase access to high-quality early learning. We offer our enthusiastic support for Rhode Island's Race to the Top - Early Learning Challenge application. Rhode Island's Early Learning Plan set forth in this application will substantially increase the school readiness of Rhode Island's young children and will advance student achievement throughout their years in school.

Sincerely,

(b)(6)

Patricia A. Hines
Executive Director, RIASP



RHODE ISLAND MIDDLE LEVEL EDUCATORS

255 Westminster Street – Room 002 Providence, RI 02903

(401) 222-8938 Fax: (401) 222-2146

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October 11, 2011

Deborah Gist
Co-Chair, Rhode Island Early Learning Council
Commissioner, Rhode Island Department of Elementary and Secondary Education
255 Westminster Street
Providence, RI 02903

Elizabeth Burke Bryant
Co-Chair, Rhode Island Early Learning Council
Executive Director, Rhode Island KIDS COUNT
One Union Station
Providence, RI 02903

Dear Commissioner Gist and Ms. Bryant:

I am writing to express the strong support of the Rhode Island Middle Level Educators for Rhode Island's Race to the Top-Early Learning Challenge application. Our organization represents teachers and administrators that impact the learning of children from the ages of 10-14. RIMLE also advocates for opportunities that will prepare them to be successful through college and careers. We view the middle level as the bridge to academic achievement in high school and without a solid foundation in literacy by the end of the third grade the chances for academic success are greatly reduced.

Birth to age five are critical years for children, a key time for developing important cognitive, language and socio-emotional skills that help lay the foundation for success in school. For this reason, one of the goals of the Rhode Island strategic plan for transforming education is to "improve the quality and accessibility of early-learning programs" across the state, and I believe that Race to the Top Early Learning Challenge Funds will help Rhode Island move rapidly toward meeting that vital goal. Through its networking opportunities, RIMLE will be able to advocate for the increasing of access to high-quality early learning and development programs for Rhode Island's children with high needs (low-income, English Language Learners, children with developmental delays/disabilities, children in the child welfare system, and children who are homeless). These same students will be able to enter the middle level with better classroom skills and emotional development leading to a greater opportunity for success. Additionally, the new Early Learning Data System will create an articulation opportunity that is greatly needed at this time by making the connections between early childhood providers and Pre-K/K-12 schools.

We enthusiastically offer our support for Rhode Island's Race to the Top Early Learning Challenge application. Rhode Island's Early Learning Plan set forth in this application will

MISSION STATEMENT: The Rhode Island Middle Level Educators (RIMLE) is dedicated to providing advocacy and professional development in support of a high quality education for early adolescents.

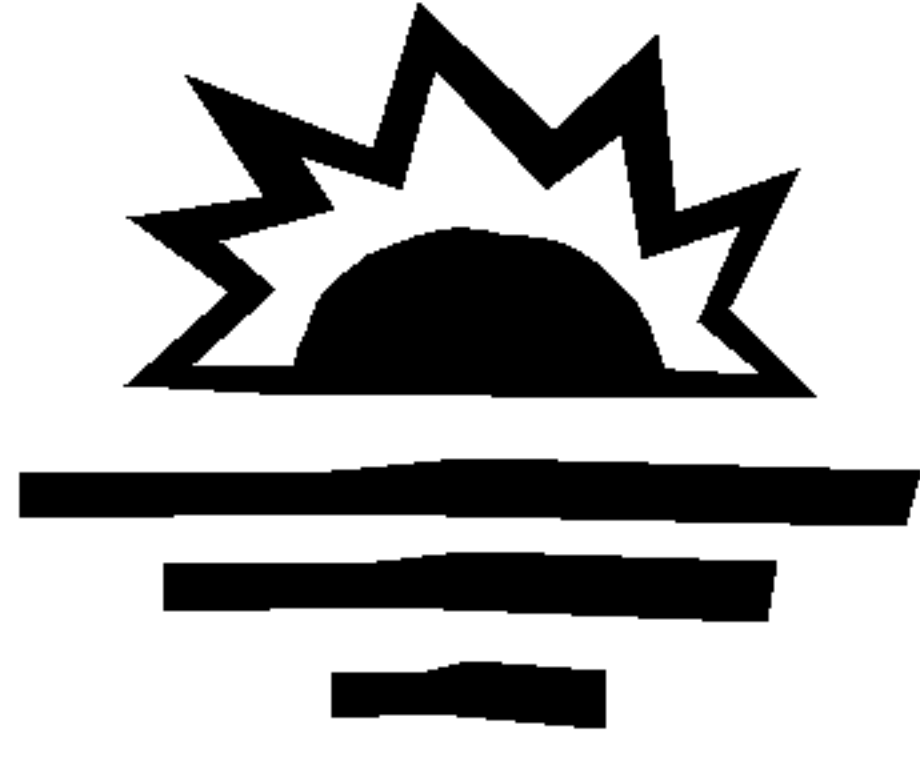
substantially increase the school readiness of Rhode Island's young children and will advance student achievement in Rhode Island for many years to come.

Sincerely,

(b)(6)

William R. Fasano
Executive Director

MISSION STATEMENT: The Rhode Island Middle Level Educators (RIMLE) is dedicated to providing advocacy and professional development in support of a high quality education for early adolescents.



Association of Rhode Island Administrators of Special Education

October 13, 2011

Deborah Gist
Co-Chair, Rhode Island Early Learning Council
Commissioner, Rhode Island Department of Elementary and Secondary Education
255 Westminster Street
Providence, RI 02903

Elizabeth Burke Bryant
Co-Chair, Rhode Island Early Learning Council
Executive Director, Rhode Island KIDS COUNT
One Union Station
Providence, RI 02903

Dear Commissioner Gist and Ms. Bryant:

I am writing to express the Association of Rhode Island Administrators of Special Education (ARIASE) strong support for Rhode Island's Race to the Top-Early Learning Challenge application.

As educational leaders in Rhode Island, ARIASE represents the voice of special education on all state wide initiatives that influence policy, instruction, best practice and the dissemination of information for the 21st century learning to improve the quality of education in Rhode Island. Our membership has special education administrators from public schools, private school, charter schools and retirees. Our mission is to improve the outcomes of all children including young children with disabilities.

ARIASE is excited that lifelong outcomes for students could be improved through Rhode Island's proposed strategies to create a comprehensive and coherent early learning and development system. Ensuring that students with disabilities have access to high quality Early Learning and Development Programs is a goal we strongly support so that all students are ready to succeed in kindergarten

We are committed to supporting educational leadership to improve outcomes for students by: influencing the exchange of information, enhancing and fostering professional and community partnerships and providing professional development.

Sincerely,
Elizabeth Pinto
President
ARIASE

ANGEL TAVERAS
Mayor

SUSAN F. LUSI, PH.D.
Superintendent



Providence Public School District
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October 12, 2011

Deborah Gist
Co-Chair, Rhode Island Early Learning Council
Commissioner, Rhode Island Department of Elementary and Secondary Education
255 Westminister Street
Providence, RI 02903

Elizabeth Burke Bryant
Co-Chair, Rhode Island Early Learning Council
Executive Director, Rhode Island KIDS COUNT
One Union Station
Providence, RI 02903

Dear Commissioner Gist and Ms. Bryant:

On behalf of the Providence Schools, I am pleased to offer my enthusiastic support for Rhode Island's Race to the Top - Early Learning Challenge application. As an educator, I understand how important early learning opportunities are to reducing the achievement gap. I am fully committed to ensuring that every child in Rhode Island gets a high-quality education.

Equal access to high-quality early learning opportunities is the first step to making sure that every child has a chance to succeed in school. The Race to the Top - Early Learning Challenge has a particular focus on expanding access for high-needs populations, including children living in poverty and English language learners. This focus is especially relevant to Providence, where 42.5% of children under age 6 live in poverty and 16% of the district's students are English Language Learners. This grant will help our state address the needs of those children by providing them with high-quality learning opportunities.

As an early childhood and special education administrator of Rhode Island's largest school district, I passionately support the goals and strategies expressed in this application and its potential to improve the lives and education of Rhode Island's children.

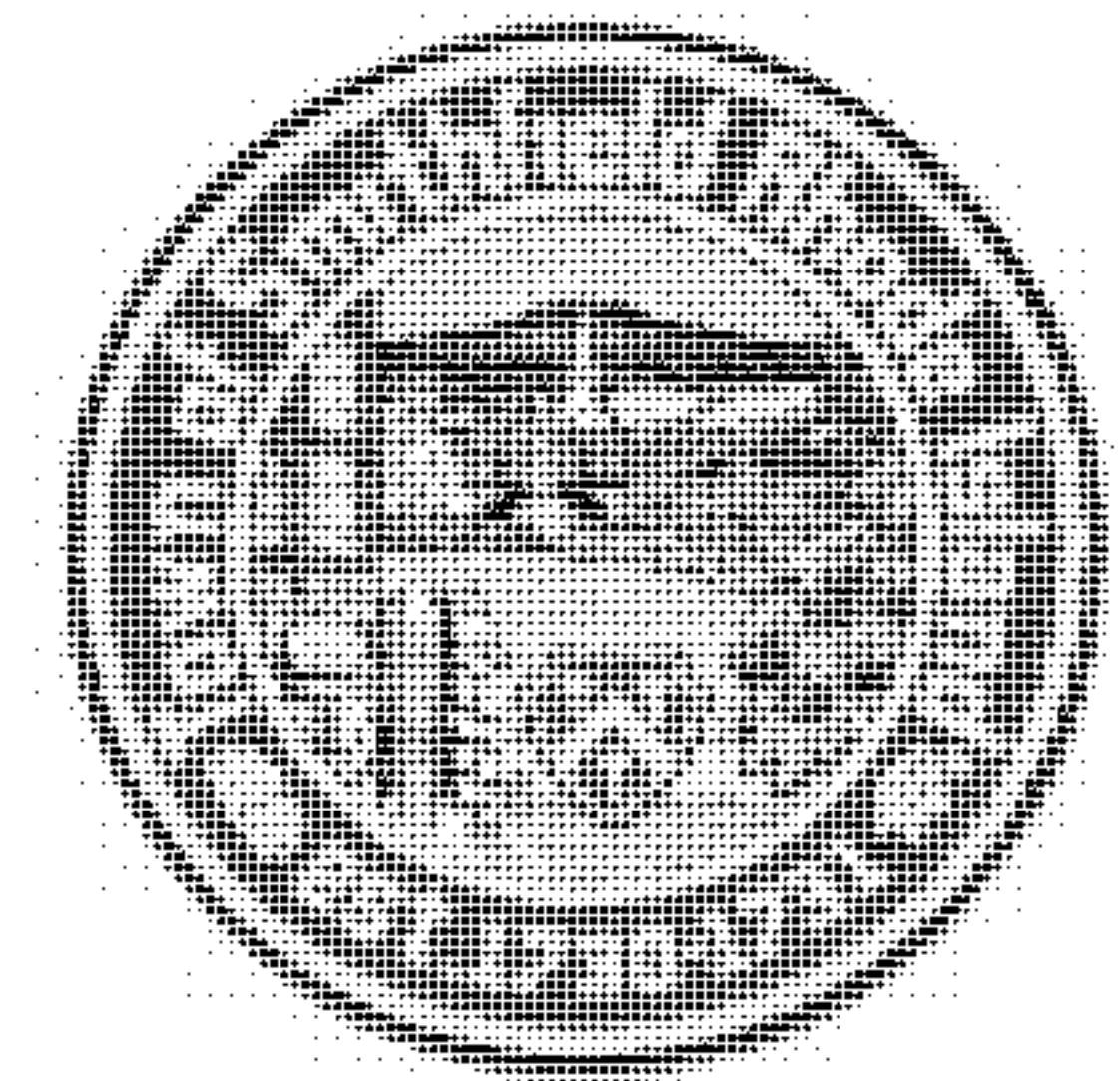
Sincerely,

Mindy B. Mertz
Early Childhood/Special Education Administrator

Robert M. O'Brien
Superintendent
Donald W. Holder
Assistant Superintendent
Craig J. Levis
Special Education Director

SMITHFIELD PUBLIC SCHOOLS

49 Farnum Pike
Smithfield, Rhode Island 02917-3211
Administration 401-231-6606 FAX 401-232-0870
Special Education 401-231-6608 FAX 401-232-1580
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October 12, 2011

Deborah Gist
Co-Chair, Rhode Island Early Learning Council
Commissioner, Rhode Island Department of Elementary and Secondary Education
255 Westminster Street
Providence, RI 02903

Elizabeth Burke Bryant
Co-Chair, Rhode Island Early Learning Council
Executive Director, Rhode Island KIDS COUNT
One Union Station
Providence, RI 02903

Dear Commissioner Gist and Ms. Bryant,

I am writing to express my strong support for Rhode Island's Race to the Top-Early Learning Challenge Application. I have been employed by the Smithfield Public School Department for the last fourteen years as their Child Outreach Coordinator. In my role as Coordinator, I organize all screening efforts, coordinate Early Intervention transitions, assess preschoolers with suspected disabilities, serve as the LEA for all preschoolers with disabilities, act as Teaching Strategies Gold Administrator, manage the Integrated Preschool as it relates to identification of typical peers, and serve as a contact for all Smithfield families and community organizations.

Our program has currently been accepted as a Candidate for National Association for the Education of Young Children's Accreditation process. We are excited to potentially hold the mark of high quality that will validate the exceptional work we provide to our preschool children and their families.

In addition, I have been fortunate to be a part of the Rhode Island Early Learning Standards Training Project, both as a consultant, and participant in the many professional development opportunities made available to early childhood professionals. As a consultant, it has been exciting and rewarding to educate participants in the Rhode Island Early Learning Standards. Our own program has also benefited from the excellent technical assistance offered by the Project. It is very stimulating to be amongst professionals, who not only value early childhood, but are agents of the positive change we see in our state.

I am committed to providing high quality early childhood programs to the children in our community and across Rhode Island. It is my desire to expand on the current programs that we offer to our preschool children, with and without disabilities. Continued availability for professional development in assessment, transition, and the Rhode Island Early Learning Standards will bring us closer to having Rhode Island's children entering school ready to learn.

Sincerely,

Colleen P. Poyton, M. Ed.
Child Outreach Coordinator
Smithfield Public Schools

The Smithfield Public Schools: A Partnership of Schools, Families and Community

The Smithfield Public Schools does not discriminate on the basis of age, sex, race, religion, national origin, color, sexual orientation or disability in accordance with applicable federal and state laws and regulations

South Kingston Inclusionary Preschool

153 School Street

Wakefield, Rhode Island 02879

October 12, 2011

Deborah Gist

Co-Chair, Rhode Island Early Learning Council

Commissioner, Rhode Island Department of Elementary and Secondary Education

255 Westminster Street

Providence, RI 02903

Elizabeth Burke Bryant

Co-Chair, Rhode Island Early Learning Council

Executive Director, Rhode Island KIDS COUNT

One Union Station

Providence, RI 02903

Dear Commissioner Gist and Ms. Bryant:

I am writing to express my strong support for Rhode Island's Race to the Top-Early Learning Challenge application. I am a speech/language pathologist in the South Kingstown School Department in the inclusionary preschool program. I have worked with preschoolers with a wide variety of special needs for 28 years.

In the SKIP (South Kingstown Inclusionary Preschool) program I deliver therapy services to children with a continuum of service delivery which includes consultation, direct individual or small group therapy sessions, language groups in the classroom or at community daycares. We are an NAEYC accredited preschool and serve a wide range of children in our community from varied social, ethnic and educational backgrounds. We provide services to children with IEPs, community preschoolers, children at risk for academic problems and young English language learners.

The opportunity to participate in Race to the Top for young learners is exciting. I would love to expand our contacts with our families, provide more specialized and individualized services and assist in preparing these young children for kindergarten and their further learning. We are already using the Early Learning standards and are assessing and taking data with Teaching Strategies Gold. I would appreciate any professional development to expand my use and knowledge of these tools to provide equal and better education for young children in my community.

Sincerely,

(b)(6)

Donna A Pensa M.S.CCC-SLP

CHILD DEVELOPMENT CENTER

Department of Human Development and Family Studies, 10 Lower College Road, Kingston, RI 02881 USA

p: 401.874.2758 f: 401.874.4020 uri.edu/hss/hdffc



October 11, 2011

Deborah Gist

Co-Chair, Rhode Island Early Learning Council

Commissioner, Rhode Island Department of Elementary and Secondary Education

255 Westminster Street

Providence, RI 02903

Elizabeth Burke Bryant

Co-Chair, Rhode Island Early Learning Council

Executive Director, Rhode Island KIDS COUNT

One Union Station

Providence, RI 02903

Dear Commissioner Gist and Ms. Bryant:

I am writing to express my strong support for Rhode Island's Race to the Top-Early Learning Challenge application. As the director of the University of Rhode Island Child Development Center, a faculty member in the URI Department of Human Development and Family Studies, and a member of the Rhode Island Early Learning Council, I am deeply committed to improving the quality of early childhood programs throughout the state and increasing access to those programs for the most vulnerable children in the state.

As the laboratory school for the Department of Human Development and Family Studies, the Child Development Center serves as the practicum site for approximately 80 undergraduate students each year. Of these, 20-35 undergraduates are working towards early childhood certification while the rest will enter careers working with children and their families in another capacity. Additionally, the Child Development Center serves as a mentor classroom for the early childhood workforce throughout the state to learn about high quality early childhood care and education practices. The professional staff members of the Child Development Center are also actively involved in providing a variety of professional development opportunities to many early childhood care and education professionals in the state.

As a representative of the University, I serve on many of the statewide committees and boards associated with the early childhood field including the Early Learning Council, the Early Learning Work Group, the T.E.A.C.H Advisory Board, the Workforce Knowledge and Competencies Workgroup, the committee to rewrite the Rhode Island Department of Education Approval process, among others. Additionally, I teach two of the early childhood curriculum courses that are part of the URI early childhood certification program. As active participants in many early childhood initiatives, the Child Development Center staff and I are well-positioned to continue to play a collaborative role in Rhode Island's next steps.

Birth to age five are critical years for children, a key time for developing important cognitive, language, physical, social, and emotional skills that help lay the foundation for success in school and in life. The educational attainment, knowledge base, skill level, and quality of interactions of the teacher in an early childhood classroom play a critical role in the quality of the classroom environment, which has a direct impact on child outcomes. Consequently, programs for young children must have well trained teachers who understand the importance of the early childhood years. For this reason, one of the goals of the Rhode Island strategic plan for transforming education is to "create a great early childhood workforce" across the state, and I believe that Race to the Top Early Learning Challenge Funds will help Rhode Island move rapidly toward meeting that vital goal.

The Child Development Center staff and I are committed to support the implementation of the Early Learning Challenge reform strategies in a variety of ways. We will continue to contribute to statewide professional development initiatives, we will participate in the process of aligning the URI early childhood curriculum to the new Workforce Knowledge and Competencies framework, we will welcome new early childhood students to the URI early childhood certification program, and we will continue to serve as mentors for the early childhood workforce. Faculty and staff of the Child Development Center will maintain the high level of participation, collaboration, and contribution to the work of the State's early childhood community. The Child Development Center professionals are excited about the opportunity to contribute to the work of the Early Learning Challenge.

I offer my enthusiastic support for Rhode Island's Race to the Top Early Learning Challenge application. Rhode Island's Early Learning Plan set forth in this application will substantially increase the quality of early childhood care and education programs in Rhode Island, improve outcomes for Rhode Island's young children and their families, and advance student achievement in Rhode Island for many years to come.

Sincerely,



Susan D. G. Warford

Director

October 11, 2011

To Whom It May Concern,

I am writing in support of Rhode Island's Race to the Top-Early Learning Challenge application. In my role as Assistant Professor of early childhood education and Faculty Advisor to the AA degree T.E.A.C.H. scholarship program at the Community College of Rhode Island; I am committed to the need for expanding access to higher education.

Section A-2 of the grant application highlights the fact that "the most important factor in quality early learning is having an effective educator in every setting every day." The goal to achieve this is also highlighted in Section A-2 which reads, "Expand provider access to higher education by expanding the T.E.A.C.H. scholarship program to serve more early childhood educators seeking AA and BA degrees and by expanding the Community College of Rhode Island's Early Childhood Education Specialists program." I have had the opportunity to have T.E.A.C.H. scholarship students in my college classroom and know the benefits are invaluable. I support the expansion of T.E.A.C.H. to BA degree candidates as well. Many of my students continue their education upon completion of their AA degree. The opportunity for a BA scholarship would open doors for many students who would otherwise be unable to continue their education. I fully commit to being an integral component of the T.E.A.C.H. program and its connection to the Community College of Rhode Island.

Section A-2 of the application references two goals related to the state's Workforce Knowledge and Competencies. The first goal is to "Expand access to high-quality, effective professional development and increase the number of Early Childhood Educators with higher education credentials aligned with the state's Workforce Knowledge and Competencies." The second goal is to "Align higher education coursework and professional development opportunities to the Workforce Knowledge and Competencies." These goals are necessary and are an integral component of having an effective educator in every class. By meeting these two goals and aligning coursework, I will be able to coordinate and collaborate with faculty and the RI Department of Education to best meet the needs of the CCRI early childhood students who in turn will be Rhode Island's future early childhood educators. This coordinated effort will ensure that other people in the workforce will have the ability to move up a career lattice and receive higher education credits for training and education.

I thank you in advance for reading this letter of support and for your consideration in choosing Rhode Island to be a recipient of the Race to the Top-Early Learning Challenge Grant.

Sincerely,

Carol A. Patnaude

Assistant Professor

Community College of Rhode Island

October 12, 2011

To Whom It May Concern,

My name is Britni Dilorio and I am writing in support of Rhode Island's Race to the Top-Early Learning Challenge Grant application.

The key area that I am very excited about in this grant is the expansion of the T.E.A.C.H. scholarship program. Having worked as an assistant teacher and now a lead teacher in an early care and education center in North Kingstown, Rhode Island for the past 5 years, I have seen how the standard for qualifications in this field have increased. I began my education in the RI State Apprenticeship Program and received my Early Childhood Education Specialists certificate along with attaining my CDA at the Community College of RI. I am now an active participant in the T.E.A.C.H. scholarship program continuing to take classes to earn my Associate's Degree in Early Childhood. If this program was not available to me, I would not be able to go forward in my goals of furthering my secondary education in this field. Many of us, who have chosen this career, absolutely need financial support and assistance to complete our education and this grant could make that happen. It is my goal as an early care and education teacher, to assist in moving the Early Learning and Development agenda forward by staying current in my education in this field. I will do this by implementing the skills that I am learning and providing high quality care and education for young children.

My absolute dream is to complete my bachelor's degree in Early Care and Education. The financial support that the Race to the Top grant could generate would help my dreams come to fruition. The agency that I work for will commit to support Rhode Island's reform strategies by strengthening and expanding on our staff's educational growth. Highly educated, specialized teachers provide better outcomes for young children's learning. I will be committed to help move this Early Learning and Development agenda forward by continuing on my path to further my education and to be an advocate for young children.

Sincerely,

Britni Dilorio

October 11, 2011

To Whom It May Concern,

I am writing in support of Rhode Island's Race to the Top-Early Learning Challenge application. I am a student in the Early Childhood Education program at the Community College of Rhode Island and a recipient of the T.E.A.C.H Scholarship. This has been a great opportunity for me. I am a single parent of three children and this has helped me a great deal in being able to return to school to finish my degree in Early Childhood Education. Having this scholarship has made me work harder for my education and has also allowed me to work full-time. Without the help of this scholarship I don't think it would be possible for me to be able to go back to school and continue to do what I love.

In section A-2 of Rhode Island's Race to the Top application a goal is to "Expand provider access to higher education by expanding the T.E.A.C.H. scholarship program to serve more early childhood educators seeking AA and BA degrees and by expanding the Community College of Rhode Island's Early Childhood Education Specialists program."

With this program I would be able to continue my education. I would receive my BA in Early Childhood Education and be able to not only educate young children to the best of my ability but also be able to support my children. I will be having one child going off to college in only a few years. This is a wonderful opportunity for all individuals whom enjoy working in the field of Early Childhood Education.

I would like to take this opportunity to thank you for reading this letter of support.

Sincerely,

Christine Miguel

October 11, 2011

To whom it may concern:

I am writing in support of Rhode Island's Race to the Top - Early Learning Challenge application. I am a part-time student at the Community College of Rhode Island and a recipient of the T.E.A.C.H. scholarship. I currently work in a Head Start program as a Teacher Assistant, and was so excited to find out that I could receive funds to complete my education in Early Childhood Education. It is mandated that Teacher Assistants have an Associates Degree by 2013 in order to stay employed. Without this opportunity, I could not have taken the courses needed to get my degree, and I would have had to leave the agency. More importantly, throughout the state, any job for a Teacher Assistant requires an Associates Degree in Early Childhood Ed.

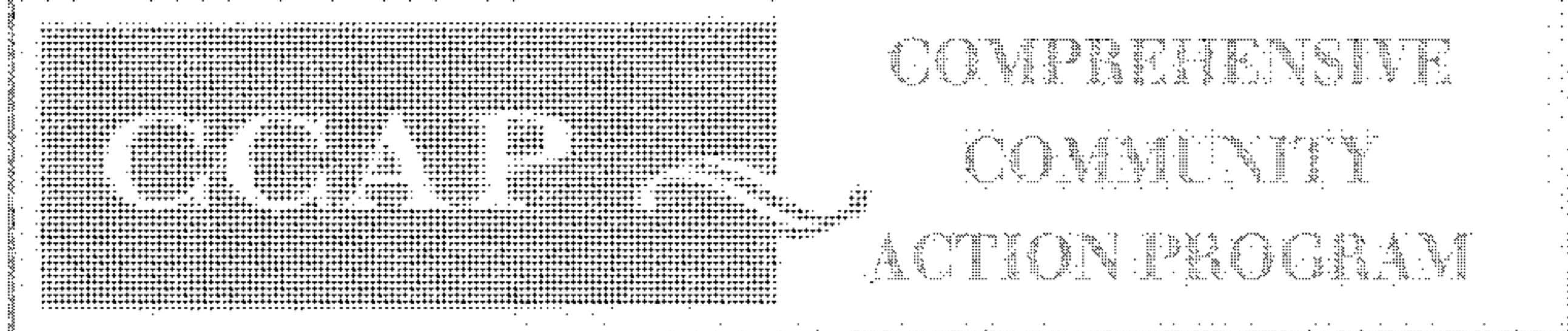
In today's economy, I would most definitely not be able to find any employment in my field, even though I have had over ten years experience. In section A-2 in Rhode Island's Race to the Top application, a goal is to expand provider access to higher education by expanding the T.E.A.C.H. scholarship program to serve more early childhood educators seeking their AA and BA degrees and by expanding the Community College of Rhode Island's Early Childhood Education Specialist's program.

For me, being able to continue my education to earn a BA has always been my dream, with the only thing in my way is finding the funds to complete my education. This would allow me to not only fulfill my dream of being a Classroom Lead Teacher, but would also allow me to earn a higher income, and still stay where I have worked all these years. I feel this is the only job that has allowed me to make a difference in the lives of young children and their family.

I thank you for your considering the Rhode Island's Race to the Top application, and for taking the time to read this letter to fully appreciate the positive impact this program has had for me.

Sincerely,

Frances Pepin



John Bucci
Chairperson
Board of Directors

Joanne McGunagle
Executive Director

October 7, 2011

Ms. Deborah Gist
Co-Chair, Rhode Island Early Learning Council
Commissioner, Rhode Island Department of Elementary and Secondary Education
255 Westminster Street
Providence, RI 02903

Ms. Elizabeth Burke Bryant
Co-Chair, Rhode Island Early Learning Council
Executive Director, Rhode Island KIDS COUNT
One Union Station
Providence, RI 02903

Dear Commissioner Gist and Ms. Bryant:

It is with great pleasure that I offer this letter of support for Rhode Island's Race to the Top-Early Learning Challenge application.

As you know, Comprehensive Community Action (CCAP) has operated the Cranston Head Start Program for 206 children since its inception. We also have 20 children in Early Head Start. To complement Head Start, CCAP also operates a full day child care program for 60 children ages birth through five. Extended day care is also offered for the 226 Head Start children. In addition, CCAP has operated a certified full day kindergarten program from Cranston children. The majority of our children are low income with 21% of our children on TANF. Approximately 10% have a disability. Over 34% of our children consider English as a second language. Our child care programs have received the BrightStars certification. In addition, our child care programs are accredited under the Joint Commission.

High quality, accountable programming is key in delivering lasting outcomes in child care. CCAP looks forward to participating in a child care system that promotes new strategies including early learning, professional development, expanded screenings for children, and program improvement funding.

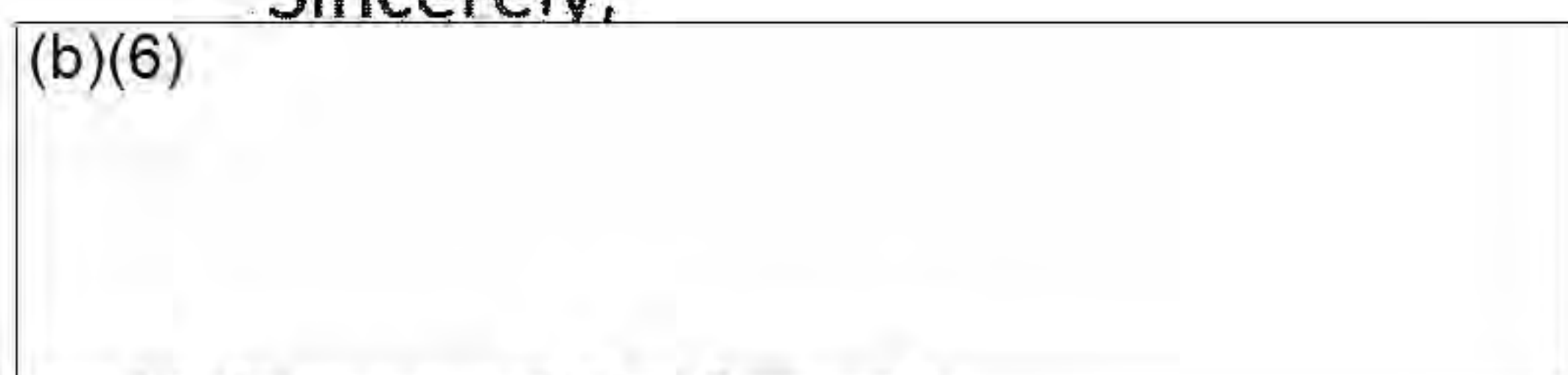
CCAP supports the key reform strategies in the Early Learning Challenge. As an agency we are currently participating in BrightStars. We continue to offer staff development opportunities to our teachers and child care staff to further their education and training in early childhood development/education. We have the ability to expand our services to more children with high needs including low income children, ESL, children with developmental disabilities, and children in the child welfare system. Currently duplication exists in so many areas. We would embrace one statewide child assessment system along with one Early Learning Data System.

311 Doric Ave.
Cranston, RI 02910
401.467.9610
Fax: 401.467.9030
www.comcap.org

Again, we wholeheartedly offer our support for Rhode Island's Race to the Top – Early Learning Challenge. We look forward to working with you in the future.

Sincerely,

(b)(6)

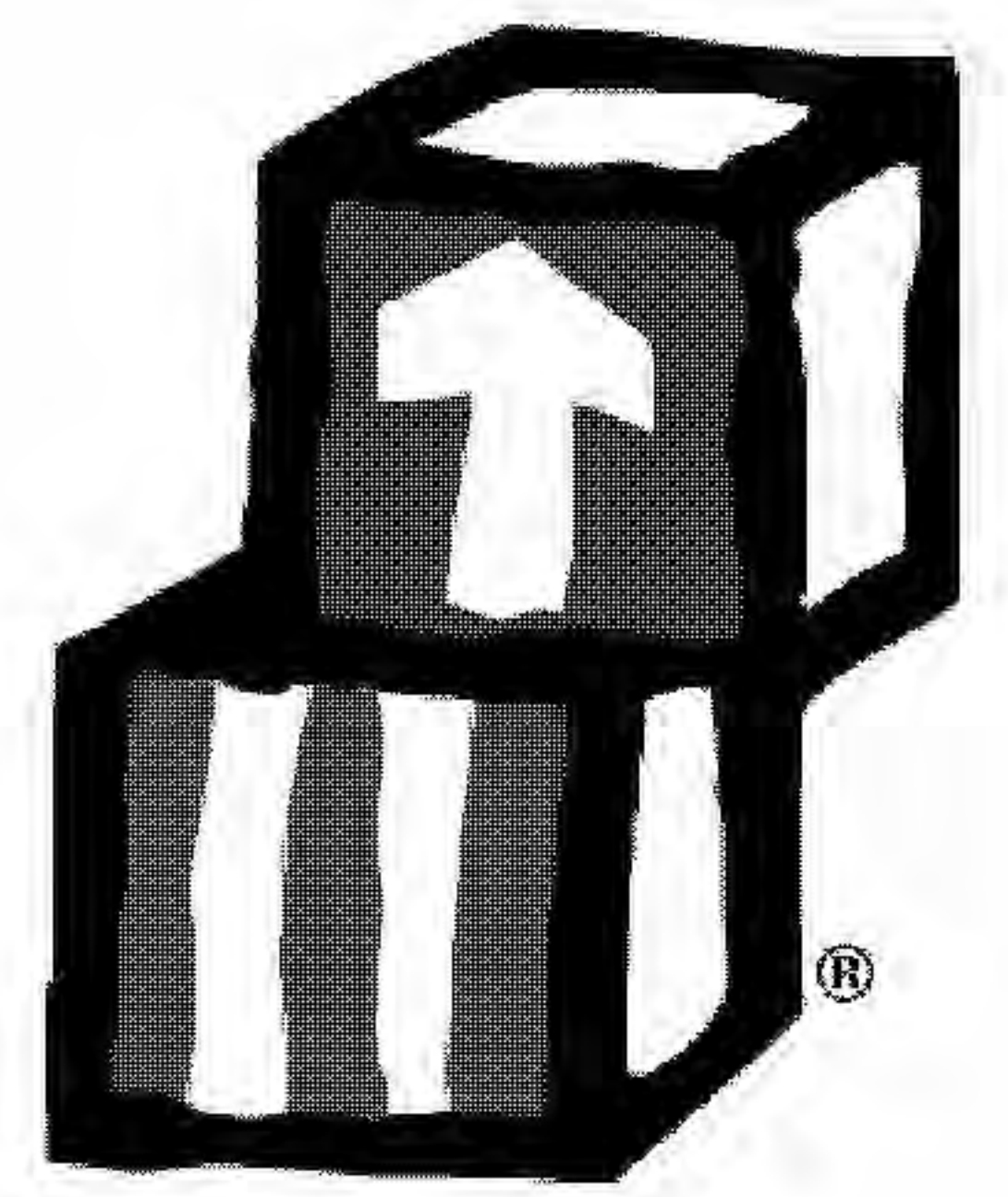


✓ Joanne McGunagle
Executive Director



C.H.I.L.D., Inc.

160 Draper Avenue, Warwick, R.I. 02889
(401) 732-5200



The Honorable Arne Duncan
Secretary of Education

The Honorable Kathleen Sebelius
Secretary of Health and Human Services

October 12, 2011

Dear Secretaries Duncan and Sebelius:

It is with a great deal of enthusiasm and optimism that the CHILD, Inc. Board of Directors and Policy Council offer their unconditional support for Rhode Island's Race to the Top – Early Learning Challenge application.

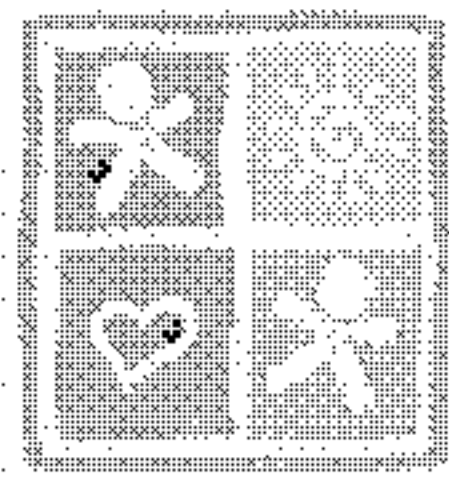
As a Head Start and Early Head Start grantee, and provider of extended day child care to low-income families, CHILD, Inc. has actively participated in both the triumphs of state funded Head Start and Starting RIGht legislation, as well as the painful dismantling of services to children during our recent economic crises. At no other time in our state's early care and education history have so many and varied stake holders mobilized in support of such an important opportunity!

It is particularly noteworthy that both the Head Start and greater child care communities were afforded considerable opportunity and indeed greatly influenced this final application. We are certain of Rhode Island's ability to fully meet the Early Learning Challenge and look forward to your favorable response.

Sincerely,

(b)(6)

Lynda Dickinson
Chief Executive Officer



Children's FRIEND

Making a difference...
one child at a time.



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Kimberly J. McCarthy, Esq.

VIC. CHAIRMAN

Maureen Gurghigian

TREASURER

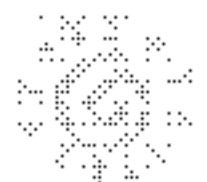
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PRESIDENT AND CHIEF EXECUTIVE OFFICER

David Caprio

CONTACT

153 Summer Street
Providence, RI 02903

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childrensfriendri.org



October 11, 2011

Ms. Deborah Gist
Co-Chair, Rhode Island Early Learning Council
Commissioner, RI Department of Elementary and Secondary Education
255 Westminster Street
Providence, RI 02903

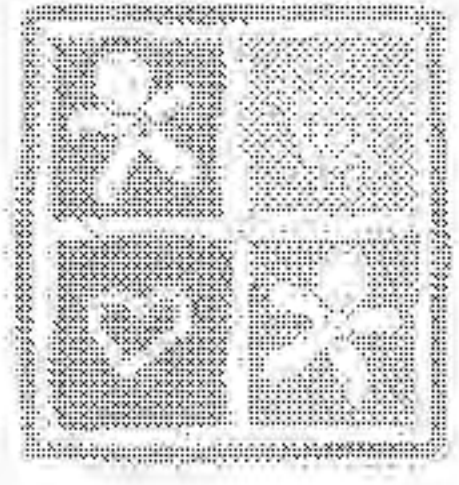
Ms. Elizabeth Burke Bryant
Co-Chair, Rhode Island Early Learning Council
Executive Director, Rhode Island KIDS COUNT
One Union Station
Providence, RI 02903

Dear Ms. Gist and Ms. Bryant:

I am writing to express my strong support for Rhode Island's Race to the Top-Early Learning Challenge application. Children's Friend is Rhode Island's first child-serving nonprofit agency, providing services for children and families in need for 177 years. We provide a range of services for Rhode Island's most vulnerable, and youngest, children. Our services include foster care, adoption, Early Intervention, Nurse Family Partnership, and a number of programs promoting maternal and child health, as well as family preservation. We are the largest provider of early childhood services in the state. Over 1300 children participate in our Head Start, Early Head Start, and child care programs. We have supported family child care providers for 30 years. Over 300 family child care providers are participating in our Child and Adult Care Food Program, and are receiving support for providing nutritious meals to children in their care, as well as training and support from our bilingual staff.

We are excited about Rhode Island's application for Race to the Top funding. We have long been an advocate of the need to improve the quality of Rhode Island's early childhood programs, and feel that the proposed approach is multi-faceted and addresses the components necessary to ensure that Rhode Island is a leader in providing high quality early education. Our children will reap the benefits with improved outcomes not only when they enter school, but throughout their life journey.

We are committed to support the implementation of the Early Learning Challenge strategies. This includes ensuring that our Head Start and child care sites receive BrightStars ratings, and working towards achieving the highest rating available. Access to professional development opportunities,



Making a difference... one child at a time.

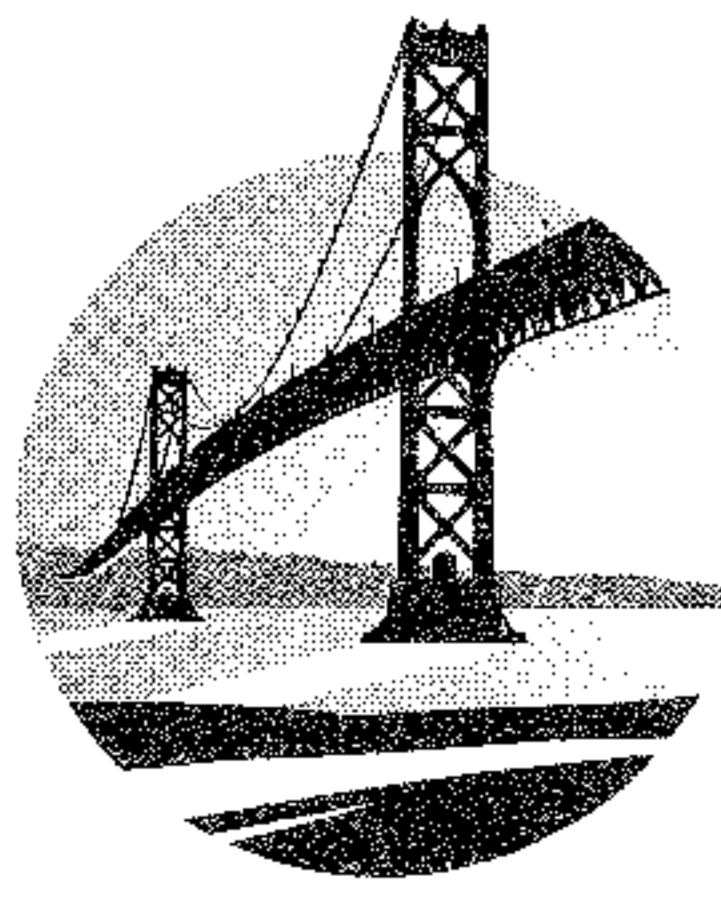
and particularly expanded opportunities for higher education, will help our workforce meet those standards that are known to result in high quality early learning programs. Our work with family child care homes can be helpful as additional supports and services become available for this population of early care providers. We will continue to be a partner in advocating for the provision of high quality early care and education programs for our most at-risk young children.

Children's Friend wishes Rhode Island success in this funding request, and looks forward to our continued partnership in working towards improving outcomes for Rhode Island's most vulnerable children.

Sincerely,

(b)(6)

David Caprio
President and Chief Executive Officer



east bay community action program
THE BRIDGE to SELF-RELIANCE

DENNIS ROY
Chief Executive Officer

HEAD START, EARLY
HEAD START & CHILD CARE

Joel Peckham School
654 Green End Avenue
Middletown, RI 02842
P: 401 846 5454
F: 401 847 2960

October 11, 2011

Deborah Gist
Co-Chair, Rhode Island Early Learning Council
Commissioner, Rhode Island Department of Elementary and Secondary Education
255 Westminster Street
Providence, RI 02903

Elizabeth Burke Bryant
Co-Chair, Rhode Island Early Learning Council
Executive Director, Rhode Island KIDS COUNT
One Union Station
Providence, RI 02903

Dear Commissioner Gist and Ms. Bryant:

I am writing to express my agency's strong support for Rhode Island's Race to the Top-Early Learning Challenge application.

For over four decades, East Bay Community Action Program (EBCAP) Head Start has provided comprehensive child development services to families living in Newport County, Warren, Bristol, Barrington, and East Providence, Rhode Island. We serve 468 high risk children from birth to age five and their families annually, with the goal of enhancing their cognitive, social and physical development in order to prepare them to enter kindergarten ready to learn and succeed. Our comprehensive services include developmentally appropriate pre-school programs, child care, health, nutrition and mental health services, and family engagement activities that support school readiness. We have a long history of cooperation and collaboration with other early learning agencies, and we are gratified that these relationships have been formalized through the Rhode Island Early Learning Council and its subcommittees.

Rhode Island has shown great leadership in the development of its early learning infrastructure with the design and implementation of a quality rating system and the newly revised Early Learning Standards. Over the past two years, EBCAP Head Start has responded by committing to the use of Teaching Strategies GOLD as our child assessment system, providing staff and administrator training in the Rhode Island Early Learning Standards, and preparing for participation in the

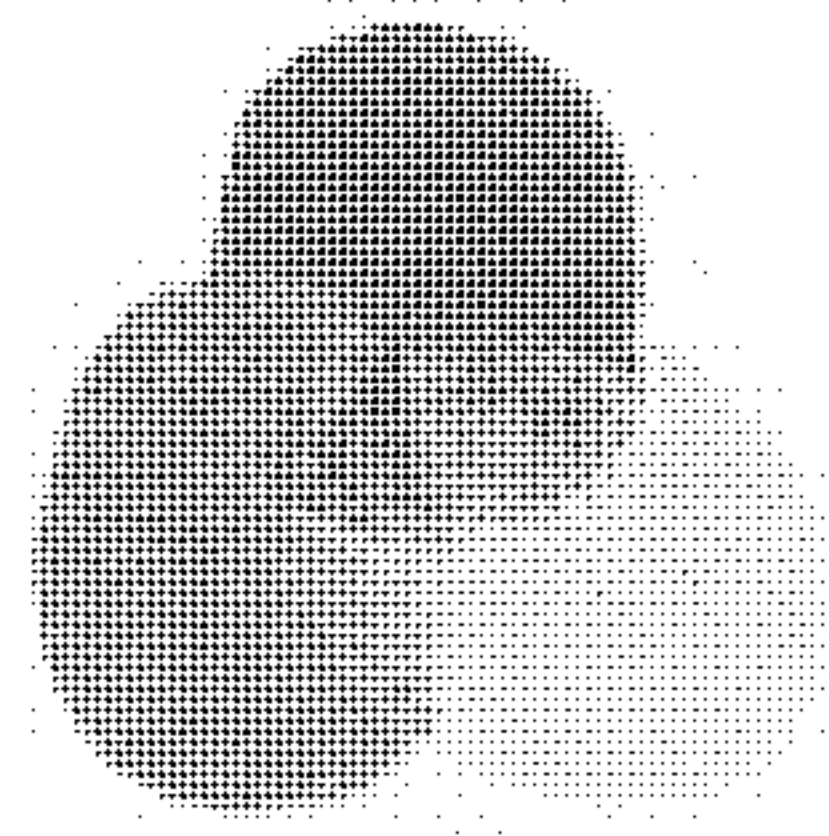
BrightStars quality rating system as part of our ongoing efforts to improve the quality of our early learning program.

I am very excited by the prospect of building a comprehensive and seamlessly aligned early learning and development system that will increase the quality of all of the state's early learning programs, and pledge my full support to and participation in this vitally important project.

Sincerely,

(b)(6)

Barbara Schermack
Head Start Director



Meeting Street

October 12, 2011

Deborah Gist, Co-Chair, Rhode Island Early Learning Council
Commissioner, Rhode Island Department of Elementary and Secondary Education
255 Westminster Street
Providence, RI 02903

Elizabeth Burke Bryant, Co-Chair, Rhode Island Early Learning Council
Executive Director, Rhode Island KIDS COUNT
One Union Station
Providence, RI 02903

Dear Commissioner Gist and Ms. Bryant:

Meeting Street, a leading provider of services for young children since 1946, is pleased to support Rhode Island's Race to the Top-Early Learning Challenge application.

As you may know, Meeting Street is Rhode Island's largest and oldest provider of Early Intervention services, having provided these services since the 1970s. In fact, Meeting Street helped write the federal legislation that transformed Early Intervention into a federally mandated program. Meeting Street is also a provider of Early Head Start services in Providence and operates a Bright Stars and NAEYC accredited early learning center. In fact, Meeting Street was the first fully inclusive early learning center to earn national accreditation from NAEYC. In all, nearly 80% of the 3,000 children we serve annually are under the age of six. As such, we are fully invested in and committed to preparing each child we work with to enter school healthy and ready to learn.

Meeting Street representatives have attended Early Learning Council meetings and provided input in the development of this application. As such, we are excited by the prospects of developing a unified licensing/accrediting system for child care providers, early learning standards for infants and toddlers, and a comprehensive workforce development effort, all of which will support our work with high need and high risk children. Standardizing assessment tools and expanding developmental screenings, combined with an integrated and longitudinal data system, will enable all of us working with young children to document, celebrate, and promote our success.

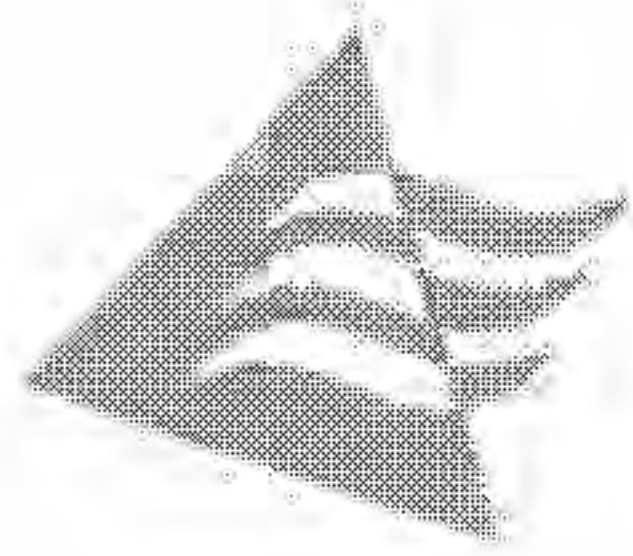
Meeting Street will continue to commit staff time to serve on grant-related committees as well as offer itself as a pilot demonstration site for the State to test new models and strategies to helping our most vulnerable and at risk children succeed.

I look forward to working with you on this important initiative and wish you success with this application.

Sincerely,

(b)(6)

John M. Kelly
President



South County
Community Action Agency
Helping people. Changing lives.

Joseph R. DeSantis
Chief Executive Officer

Serving the
Towns of:
Charlestown
Exeter
Hopkinton
Narragansett
New Shoreham
North Kingstown
Richmond
South Kingstown
Westerly
West Greenwich

October 12, 2011

Deborah Gist
Co-Chair, Rhode Island Early Learning Council
Commissioner, Rhode Island Department of Elementary and Secondary Education
255 Westminster Street
Providence, RI 02903

Elizabeth Burke Bryant
Co-Chair, Rhode Island Early Learning Council
Executive Director, Rhode Island KIDS COUNT
One Union Station
Providence, RI 02903

Dear Commissioner Gist and Ms Bryant:

I am writing to express my strong and enthusiastic support for Rhode Island's Race to the Top-Early Learning Challenge application.

South County Community Action Agency provides Head Start services to 152 low-income children and their families residing in the towns of Charlestown, Exeter, Hopkinton, Narragansett, New Shoreham, North Kingstown, Richmond, South Kingstown and Westerly. Head Start provides comprehensive educational, special education, health, nutrition and social services to the families enrolled in the program. Ten percent of the Head Start enrollment is comprised of children with diagnosed disabilities. Enrollment criteria for the Head Start program includes categorical eligibility for children involved in the state foster care system as well as children whose families are experiencing homelessness. The Head Start program at South County maintains a commitment to excellence as evidenced in the four locations that are licensed by the RI Dept. of Children, Youth and Families as well as the RI Dept. of Education. The program follows the Rhode Island Early Learning Standards.

South County Community Action Agency also operates a quality child care program – Joyful Learning Child Academy providing up to 82 child care slots. The center is open year round, provides care to infants and children from 6 weeks to 5 years and accepts DHS reimbursement payments. JLCA is also licensed by DCYF and RIDE and follows the Rhode Island Early Learning Standard.

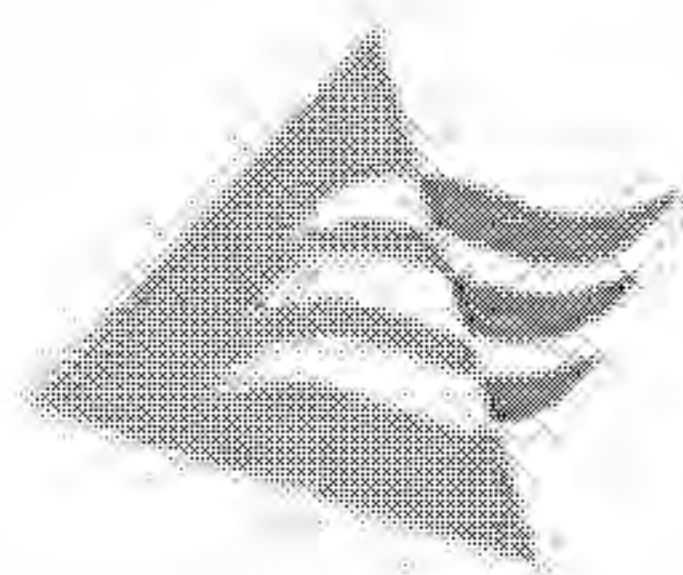
South County Community Action Agency is committed to supporting the implementation of the Early Learning Challenge strategies by participating in the Bright Stars quality rating and improvement system; striving for the Rhode Island Department of Education preschool program approval; advocating for increased access to high quality Early Learning and Development programs for Rhode Island's children with high needs; supporting the statewide use of a statewide assessment system in Teaching Strategies GOLD; taking full advantage of the professional development opportunities offered, and by using a shared Early Learning Data System when it becomes available.

We wholeheartedly support The Race to the Top Application by the Rhode Island Department of Education which promises to bring educational excellence to our State. If I may be of further assistance, please do not hesitate to contact me.

Sincerely,

(b)(6)

Joseph R. DeSantis
Chief Executive Officer



Tri-Town Community Action Agency

Helping people. Changing lives.

October 12, 2011

Joseph R. DeSantis
Chief Executive Officer

1126 Hartford Avenue
Johnston, RI 02919
401-351-2750
fax 401-351-6611
www.tri-town.org

Deborah Gist
Co-Chair, Rhode Island Early Learning Council
Commissioner, Rhode Island Department of Elementary and Secondary Education
255 Westminster Street
Providence, RI 02903

Elizabeth Burke Bryant
Co-Chair, Rhode Island Early Learning Council
Executive Director, Rhode Island KIDS COUNT
One Union Station
Providence, RI 02903

Dear Commissioner Gist and Ms. Bryant:

I am writing to express my strong and enthusiastic support for Rhode Island's Race to the Top-Early Learning Challenge application.

Tri-Town Community Action Agency provides Head Start services to 205 low-income children and their families residing in the towns of North Providence, Johnston, Smithfield, North Smithfield, Scituate, Burrillville, Foster and Glocester. Head Start provides comprehensive educational, special education, health, nutrition and social services to the families enrolled in the program. Ten percent of the Head Start enrollment is comprised of children with diagnosed disabilities. Enrollment criteria for the Head Start program includes categorical eligibility for children involved in the state foster care system as well as children whose families are experiencing homelessness. The Head Start program at Tri-Town maintains a commitment to excellence as evidenced in the four locations that are accredited by the National Association for the Education of Young Children. The program follows the Rhode Island Early Learning Standards. Tri-Town has implemented a standardized best-practice curriculum (Opening the World of Learning) and assessment system (Teaching Strategies GOLD) that is used to promote optimal high quality early childhood educational teaching strategies.

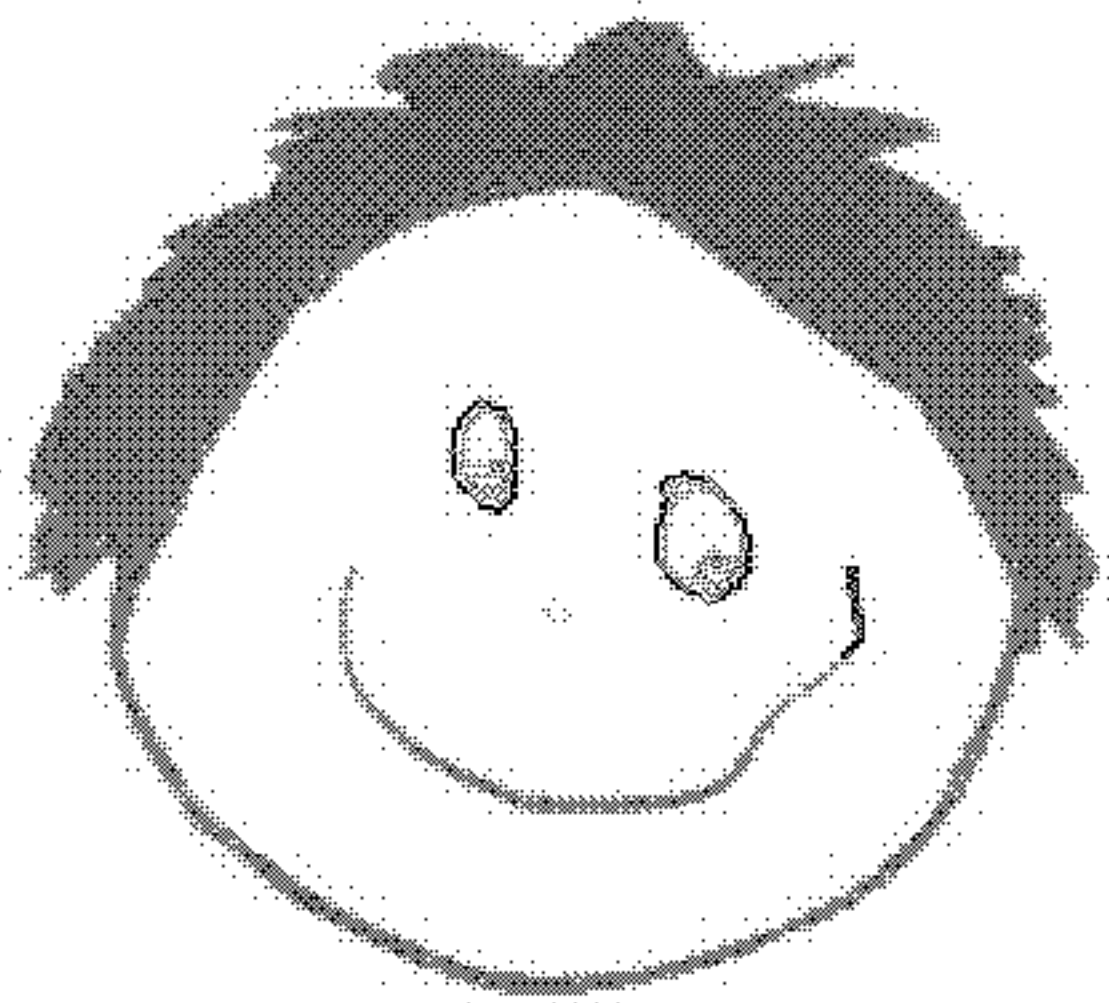
Tri-Town Community Action Agency is committed to supporting the implementation of the Early Learning Challenge strategies by participating in the Bright Stars quality rating and improvement system; striving for the Rhode Island Department of Education preschool program approval; advocating for increased access to high quality Early Learning and Development programs for Rhode Island's children with high needs; supporting the statewide use of a statewide assessment system in Teaching Strategies GOLD; taking full advantage of the professional development opportunities offered, and by using a shared Early Learning Data System when it becomes available.

We wholeheartedly support The Race to the Top Application by the Rhode Island Department of Education which promises to bring educational excellence to our State. If I may be of further assistance, please do not hesitate to contact me.

Sincerely,

(b)(6)

Joseph R. DeSantis
Chief Executive Officer
Tri-Town Community Action Agency



WOONSOCKET HEAD START CHILD DEVELOPMENT ASSOCIATION, INC.

204 WARWICK STREET
WOONSOCKET, RI 02895
TEL: 401.769.1850
FAX: 401.769.1854
www.whscda.org

October 12, 2011

Deborah Gist
Co-Chair, Rhode Island Early Learning Council
Commissioner, Rhode Island Department of Elementary and Secondary Education
255 Westminster Street
Providence, RI 02903

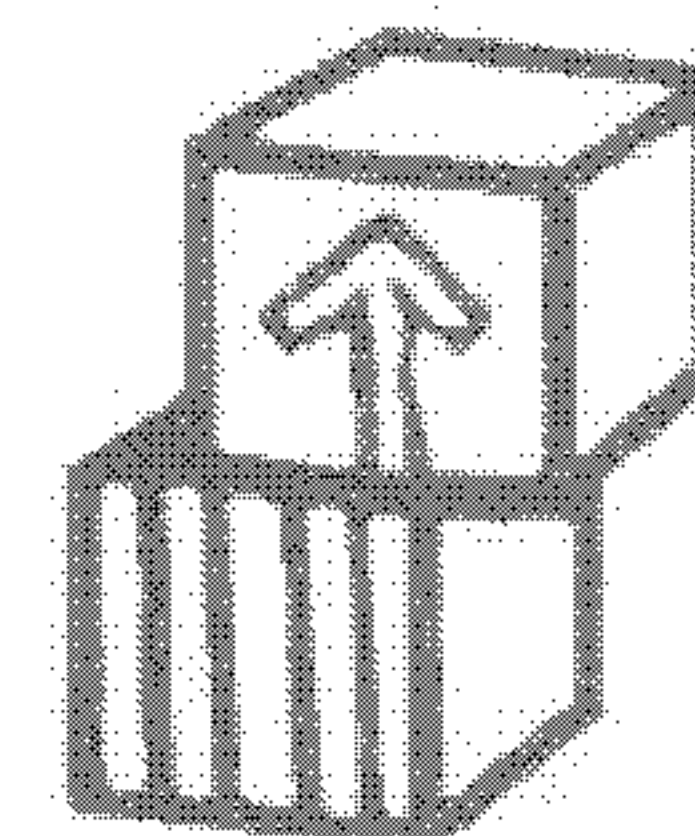
Elizabeth Burke Bryant
Co-Chair, Rhode Island Early Learning Council
Executive Director, Rhode Island KIDS COUNT
One Union Station
Providence, RI 02903

Dear Commissioner Gist and Ms. Bryant:

I am writing to express my strong support for Rhode Island's Race to the Top-Early Learning Challenge application. As the Executive Director of the Woonsocket Head Start Child Development Association Inc., the success of this challenge application is extremely important to me since it focuses on increasing the quality of early learning and development programs for children with high needs.

As professionals in the early childhood field, my colleagues and I feel strongly that now is the time to increase awareness of the rising population of early childhood families in need. We know firsthand that quality education and comprehensive services do make a difference in shaping the lives of children. Testimonials from some of our board members, such as the father of a former head start child who has achieved his PHD, and the mother who was a former head start participant who is now a professor at a local college, give proof to this fact.

In addition, although our Head Start families are the neediest of the needy today, they continue to be a part of making a change for the better. How empowering! Every day they play an integral part in determining our policies, volunteer in the classrooms, and constantly strive to support our goal of increasing the level of education and care for their children.



Tomorrow
Better
A
For
Today
Building



WOONSOCKET HEAD START CHILD DEVELOPMENT ASSOCIATION, INC.

204 WARWICK STREET
WOONSOCKET, RI 02895
TEL: 401.769.1850
FAX: 401.769.1854
www.whseda.org

In fact, over the last few years, our Policy Council played a key role in supporting our pursuit of Bright Stars, NAEYC accreditation and Rhode Island Department of Education approval for all 4 of our Head Start/Child Care Program Centers. This has enhanced our services and created the opportunity to better serve our expanding population of children who may have developmental delays, are dual language learners or homeless.

The Woonsocket Head Start Child Development Association is committed to continuing on our journey of advocating for young children by expanding our services, increasing the education of our teachers, using a statewide common assessment system, and fully implementing the new early learning standards in all of our classrooms.

With this said, we know we cannot do it alone, It is only through partnership, collaboration and a shared vision that our state will break down the barriers that these dire economic times have brought. Today, more than ever, it is our duty to educate and support young children and families in our neediest communities. The Race to the Top Challenge provides the perfect opportunity to build a seamless educational process for our youngest learners as they move from early childhood education into our elementary schools.

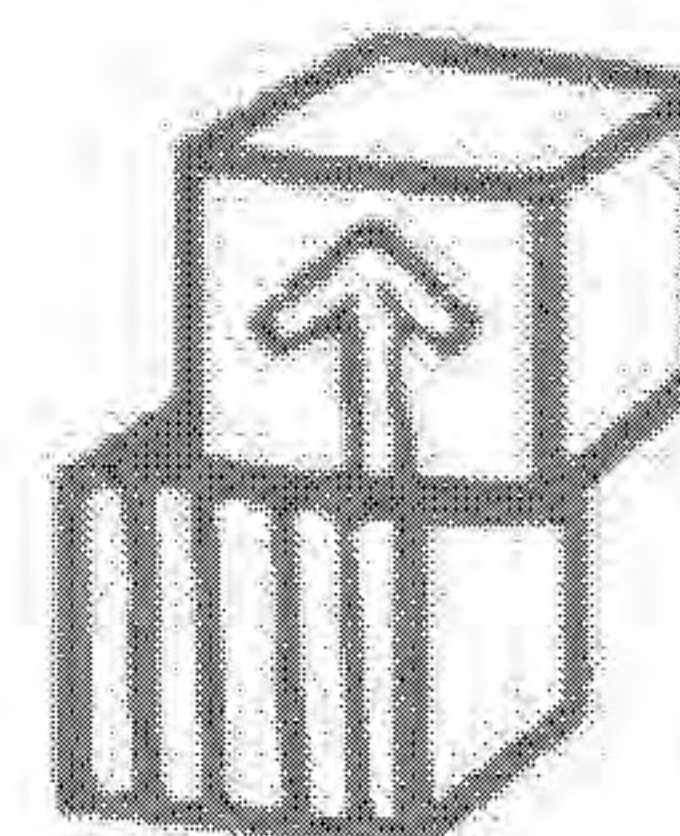
Sincerely,

(b)(6)

Mary Vato

Executive Director

Woonsocket Head Start Child Development Association, Inc.



Tomorrow
Better
A
For
Today
Building



STATE OF RHODE ISLAND AND PROVIDENCE PLANTATIONS

DEPARTMENT OF HUMAN SERVICES

Division of Economic Support / Office of Child Care

57 Howard Ave. / Fl 3

Cranston, RI 02920

(401) 462-6877 / Fax: (401) 462-6878

Deborah Gist
Co-Chair Rhode Island Early Learning Council
Commissioner, Rhode Island Department of Education
255 Westminster Street
Providence, R.I. 02903

Elizabeth Burke Bryant
Co-Chair, Rhode Island Early Learning Council
Executive Director, Rhode Island Kids Count
One Union Station
Providence, R.I. 02903

Dear Commissioner Gist and Ms. Bryant,

It is a pleasure to express my strong support for Rhode Island application for the Race to the Top-Early Learning Challenge application. As director of the Head Start Collaboration Office at the Rhode Island Department of Human Services we have worked closely with the Department of Education in the development of this initiative. The Early Learning Challenge is a tremendous opportunity to create and implement a fully realized system for early care and education in our State.

Rhode Island has been on a path toward a quality framework for pre-school children, especially low-income children for over a decade. The QRIS system, Early Learning Standards, State investments in Head Start and Pre-K, and the growth of a host of programs for birth to three: bold professional development plans and a coordinated training and technical assistance system have helped us begin to realize the high quality system of care we are seeking.

As a partner at both a State agency (DHS) and also a the primary person responsible for Collaboration (ACF) we pledge to continue to support Race to the Top Rhode Island by linking Head Start grantees with this initiative, and by linking Head Start experience and resources with the Early Learning Challenge Team. This will be accomplished by membership in all the key activities outlined, such as Bright Stars, reviewing standards, professional development plans, and participation in a shared early learning Data system.

The Collaboration Office has been at the table from the beginning. A key partner is the Office of Child Care, which is co-located at the Department of Human Services with the Collaboration Office. Together we have oversight over thousands of Head Start and High- Need children in child care. The Race to the Top Early Learning Challenge represents the most exciting opportunity we can imagine for a greater vision and reality for our children and families.

Sincerely
Lawrence G. Pucciarelli

Head Start Collaboration Director



SEIUHealthcare®
United for Quality Care

New England Health Care Employees Union
294 West Exchange Street
Providence, RI 02903
401.457.5099
Fax 401.457.1150
providence@seiu1199ne.org
www.seiu1199ne.org

October 12, 2011

Deborah Gist, Commissioner
RI Department of Elementary & Secondary Education
255 Westminster St.
Providence, RI 02903

Elizabeth Burke-Bryant, Director
RI Kids Count
One Union Station
Providence, RI 02903

Dear Commissioner Gist and Ms. Burke-Bryant,

On behalf of the hundreds of family child care providers who are organized in our union and who provide child care and early learning opportunities each day to thousands of Rhode Island children, I am writing to express our support for Rhode Island's application for the Race to the Top Early Learning Challenge Grant.

SEIU is grateful for the investment in quality that the Race to the Top - Early Learning Challenge Grant represents. We support the goals of constructing a "coordinated system of early learning to ensure that many more children from low-income and disadvantaged families, from birth to age 5, have access to dramatically improved early learning and development programs and are able to start kindergarten with a strong foundation for future learning." And most importantly, we believe that Rhode Island's plan outlines a set of ambitious and yet achievable goals to do just that.

We look forward to working with the state and with other agencies and partners to use these grant funds to strengthen our system of early learning and provide more supportive and more accessible professional development opportunities for all child care providers, regardless of what language they speak, while also ensuring that low-income working families can actually access and afford the child care options that exist. We are committed to continuing our advocacy and organizing to ensure that more children from low-income working families have access to high quality child care and early learning opportunities, and so that our state can better support and stabilize the child care workforce, and family child care providers in particular.

Beginning with the Starting Right program in the 1990s, Rhode Island has demonstrated a strong commitment to ensuring that low-income children had access to quality child care and early learning opportunities before they entered school. Though the economic crisis and budgetary constraints of recent years have undone some of our earlier progress, it is our firm belief that given the new leadership in our state, we are poised to establish an integrated system of supports and incentives that improve both the quality of and access to child care and early learning opportunities for Rhode Island's most vulnerable young children.

We appreciate the work of Rhode Island's Early Learning Council to invite public comment and feedback from stakeholders in the shaping of Rhode Island's Race to the Top Early Learning Challenge Grant application. Given our state's history of partnership between administering state agencies and child care providers, advocates, and agencies, we are confident that the voices of all stakeholders will continue to be part of the conversation going forward.

On behalf of the home-based care providers in our organization who were called to make a difference in children's lives, as well as on behalf of our thousands of members who work in nursing homes, community health centers, and hospitals throughout the state who rely on the child care system for their young children's earliest learning experiences, we sincerely hope that Rhode Island's grant application is approved, and we look forward to continued participation in the dialogue to shape the future of that system.

Sincerely,

(b)(6)

Chas Walker
Elected Organizer



BEAUTIFUL BEGINNINGS
CHILD CARE CENTER

401-785-8485

401-785-8487(fax)

October 12, 2011

Deborah Gist

Co-Chair, Rhode Island Early Learning Council

Commissioner, Rhode Island Department of Elementary and Secondary Education

255 Westminster Street

Providence, RI 02903

Elizabeth Burke Bryant

Co-Chair, Rhode Island Early Learning Council

Executive Director, Rhode Island KIDS COUNT

One Union Station

Providence, RI 02903

Dear Commissioner Gist and Ms. Bryant:

I submit this letter to express my strong support for Rhode Island's Race to the Top-Early Learning Challenge application. As the director of Beautiful Beginnings Child Care Center, a member of Rhode Island's Early Learning Council and a member of the BrightStars Advisory Committee, I am excited to support this initiative which will help improve the quality and accessibility of early learning programs across the state. With Race to the Top Early Learning Challenge funds Rhode Island will have the capital and technical support necessary to move rapidly, in a coordinated manner, to meet this critical goal.

At Beautiful Beginnings we and provide high quality care and education for over one hundred children from infancy through preschool in Providence, Rhode Island. We are BrightStars rated and operate one of Rhode Island's six State approved Pre-K classes. Birth to age five are critical years for children, a key time for developing important cognitive, language and socio-emotional skills that help lay the foundation for success in school. Our mission is to insure that all children that complete our program enter school academically and socially prepared to succeed.

Rhode Island's Race to the Top Early Learning Challenge funds will bring more childcare centers into the quality rating and improvement system, thus increasing the quality of care that many children experience in the critical years before school. The funds will also assist Rhode Island in coordinating regulatory agencies and systems of care that affect our youngest citizens, allowing us to offer a more comprehensive system of care and education during these early years.

With the hard economic times that have hit Rhode Island, supports for children and families with high needs have waned and many children from fragile families are currently falling through the cracks. I offer my enthusiastic support for Rhode Island's Race to the Top Early Learning Challenge application. Rhode Island's Early Learning Plan set forth in this application will substantially increase the school readiness of Rhode Island's young children and will advance student achievement in Rhode Island for many years to come.

Sincerely,

(b)(6)

Khadija Lewis Khan, M.Ed
Executive Director



October 12, 2011

Deborah Gist
Co-Chair, Rhode Island Early Learning Council
Commissioner, Rhode Island Department of Elementary and Secondary Education
255 Westminster Street
Providence, RI 02903

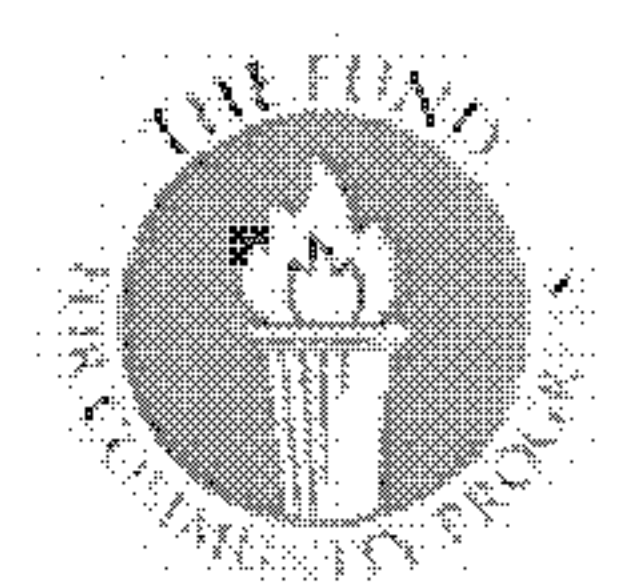
Elizabeth Burke Bryant
Co-Chair, Rhode Island Early Learning Council
Executive Director, Rhode Island KIDS COUNT
One Union Station
Providence, RI 02903

Dear Commissioner Gist and Ms. Bryant:

As the Executive Director of Connecting for Children and Families (CCF), I am writing to strongly endorse Rhode Island's Race to the Top-Early Learning Challenge application.

As a community-based nonprofit organization located in one of RI's core urban districts, we provide a wide range of early childhood services to ethnically diverse, low-income families. We offer the nationally recognized school-readiness program *Parents As Teachers*, which provides child development education, literacy activities, and parenting support through home visits. Additionally, CCF provides quality childcare for 110 infants, toddlers, pre-schoolers and school age children. Our center recently received a four-star rating from *Bright Stars*, RI's Quality Rating and Improvement System.

We also offer the U.S. Department of Education's *Early Reading First Initiative*, designed to develop early childhood centers of excellence that focus on early language, cognitive, and pre-reading skills that prepare low-income children for continued school success.



CCF views the Early Learning Challenge as a tremendous opportunity for our state. It is critically important to invest in children early on so they will begin school ready to learn and stay on course throughout their entire educational experience. Through the Early Learning Challenge, CCF is committed to: expanding its services for low-income, ethnically diverse children in order to close the gap between our children and their more affluent peers; utilizing the new Early Learning Standards in our programs; and participating in the new, shared Early Learning Data System.

CCF has a long-term relationship with the Rhode Island Department of Education and RI KIDS COUNT as partners for high quality education. We support your leadership efforts to work closely with schools, families and community organizations to effect positive change in our state.

Sincerely,

(b)(6)

Terese Curtin, MSW
Executive Director

Deborah Gist, Commissioner
Rhode Island Department of Education
255 Westminster Street
Shepard Building
Providence, RI 02903

Elizabeth Burke Bryant JD, Executive Director
Rhode Island Kids Count
One Union Station
Providence RI 02903

October 11, 2011

Dear Commissioner Gist and Ms. Bryant—Co-Chairs Rhode Island Early Learning Council,

I am writing this letter to express my support and the support of Phenomenal Readers- Woonsocket's Early Reading First Project for Rhode Island's Race to the Top-Early Learning Challenge application. This federal grant program will provide enormous help in enabling the state of Rhode island to build more efficient and effective early learning systems for young children—infants, toddlers & preschoolers—and their families.

As the Director of Early Childhood Initiatives at Connecting for Children and Families, I am committed to fully supporting the tenets of this grant. I have personally been active in the early childhood community in Rhode Island for over 35 years. The work of the Rhode Island Early Learning Council has been outstanding throughout the process of preparing the application and it has been a privilege to serve with this group of professionals. The work of the council has brought together the early childhood community in a dynamic way that will continue to highlight the essential aspects of developing programs for high needs children and their families.

The Early Reading First Project, sponsored by Connecting for Children and Families, is designed to assist the development of early childhood centers of excellence that focus on all areas of development, especially on the early language, cognitive, and pre- reading skills that prepare children for continued school success and that primarily serve children from low-income families. As much as we support the literacy development of high needs students, with the awarding of the Race to the Top-

Early Learning Challenge Support Letter

October 11, 2011

Page 2

Early Learning Challenge grant, we will be able to carry on much of the work of our project:

- Closing the gap between our students and more affluent peers
- Reaching out to families in promoting high quality early literacy experience
- Improve teachers' knowledge, instruction and planning through professional development conducted by leaders in the field of reflective practice, early language and literacy development, children with special needs and ELL learners.

I wholeheartedly commend the effort of the Rhode Island Early Learning Council and believe that their commitment and resolve will continue to strengthen and expand the quality of programs serving young children throughout our state.

Sincerely,

(b)(6)

Joyce C. Ruppell, Director
Early Childhood Initiatives
Connecting for Children and Families



Child's Play

Toddler, Nursery & Preschool

October 11, 2011

Commissioner Deborah Gist, RI Dept of Education
Elizabeth Burke Bryant, RI Kids Count
Co-Chairs, Rhode Island Early Learning Council

Dear Commissioner Gist and Ms. Burke Bryant:

On behalf of Child's Play I am writing to express our strong support for Rhode Island's Race to the Top Early Learning Challenge application.

Child's Play, a parent cooperative in the city of Providence, has been committed to quality early childhood education since our founding in 1979. We have blazed the trail for other cooperatives and programs for very young children. We have been NAEYC accredited since 2001 and are currently undergoing our second re-accreditation. We are also a BrightStars program currently holding a 4 star rating and anticipate earning our 5 star rating this year. We continually strive to challenge ourselves to the highest levels to be a model for others. We work closely with a variety of community people – we provide practicum placement URI students, act as mentors for MET school students, provide community service placement for local high school students and welcome visits from other early childhood programs. As a parent cooperative we are deeply committed to the family school connection. Our goal is always to provide the highest quality to our families.

We know that much has been done to improve the field of early childhood education over the past several years. However, we are also aware that much more is needed in order for programs to reach their full potential providing children and families with the quality they deserve. Funding is desperately needed for both individual and program quality improvement and we need more resources, higher level professional development, a better system to deliver a coordinated approach to quality, credentialing, assessment, licensing and approval. The Early Learning Challenge Fund would allow our state to improve several facets of our early childhood system that will directly benefit all children and families.

Child's Play is committed to continue its strive for excellence and challenging ourselves and other programs to be the best they can be; and we pledge our support to insure that our state meets or exceeds its ambitious goals. We will continue to implement quality strategies in our program and to work with others in the field to insure that our state meets or exceeds its ambitious goals.

Sincerely,

(b)(6)

Ramona Braza
Head Teacher

c/o Central Congregational Church ♦ 296 Angell Street ♦ Providence, Rhode Island 02906
(401)331-8443 ♦ www.childsplayri.org



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October 12, 2011

Deborah Gist
Co-Chair, Rhode Island Early Learning Council
Commissioner, Rhode Island Department of Elementary and Secondary Education
255 Westminster Street
Providence, RI 02903

Elizabeth Burke Bryant
Co-Chair, Rhode Island Early Learning Council
Executive Director, Rhode Island KIDS COUNT
One Union Station
Providence, RI 02903

Dear Commissioner Gist and Ms. Bryant:

Federal Hill House Association is pleased to write this letter in support for Rhode Island's Race to the Top-Early Learning Challenge application.

Federal Hill House Association (FHHA) is a culturally sensitive, socially responsible nonprofit agency that is at the heart of community life and plays a significant role in strengthening and sustaining communities. FHHA's client population live at or below poverty level and present with significant additional risk factors including low educational levels, limited English proficiency, and poor nutrition.

For over 100 years, FHHA has been committed to preparing its students to excel as young leaders of tomorrow. In 2008, FHHA initiated key improvements to its Early Learning Center and as a direct result of this work, in 2010, was awarded a 4-star rating for its programs through the State-recognized BrightStar rating system. To build on these accomplishments, in September 2011 FHHA introduced the State's first tri-lingual immersion Language Learning Curriculum, *Speak to Succeed*, in its Early Learning Center.

After 2 years of increasing staff credentials, staff expectations, and implementing a rigorous professional development program, our Early Learning Center continues to be the highest rating of all multi-service community centers in Rhode Island.

While FHHA recognizes the importance of creating high quality learning environments and believes investing in our City's youngest and most vulnerable children is the key to future success, the costs of maintaining high quality program comes at a premium -- often prohibiting centers from engaging in increasing their quality of service.

As a partnering member of the Providence Neighborhood Community Center Association (PNCCA), a nonprofit coalition comprised on 9 community centers strategically located in Providence's challenging neighborhoods, FHHA continues to encourage other centers to raise the standard of quality and professional expectation in their respective Early Learning Centers. With the capacity to serve over 500 high risk children below the age of 6 years, PNCCA has the ability to demonstrate how high quality early learning services could narrow the achievement gap for children living in poverty. However, the costs of creating and maintaining high quality programs have prevented many of the PNCCA partners to apply for the BrightStars quality rating system.

The Early Learning Challenge Grant would make it possible for our State to transform our Early Learning system and support the growth and development of high quality programs. FHHA looks forward to helping change the way we invest in Early Learning services and stands ready to receive/provide support and guidance in building high quality programs. We are excited to partner with Rhode Island Department of Education, KIDSCOUNT and BrightStars and commit to the following:

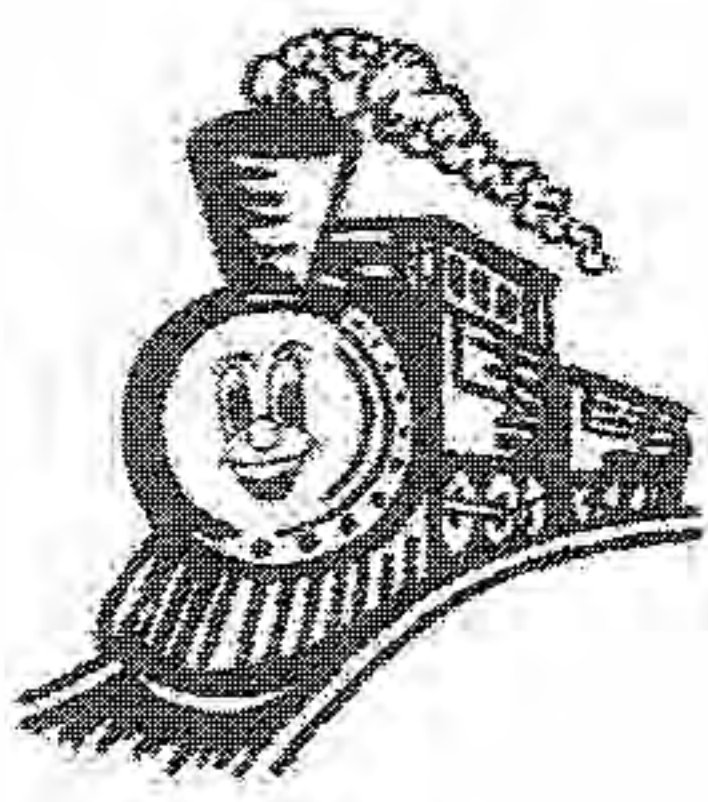
- ✓ FHHA will continue its participation in the BrightStars program and will work to improve our program until we achieve a 5-star rating;
- ✓ FHHA is poised to expand its Early Learning program and continue serving children with significant risk factors including poverty, low educational levels, limited English proficiency, and poor nutrition;
- ✓ FHHA is committed to working with the PNCCA members and support them in creating a high quality system of Early Learning Services for vulnerable children living in Providence, Rhode Island;
- ✓ FHHA is committed to creating, adopting and implementing the new State Early Learning Standards and share professional resources for others to adopt and implement the new standards;
- ✓ FHHA enthusiastically supports professional development of its staff and will accommodate staff needs to ensure their completion of higher education;
- ✓ FHHA is committed to using a common statewide child assessment system and welcomes any professional support around its implementation.

Federal Hill House Association enthusiastically supports the Rhode Island Department of Education's application for Race to the Top-Early Learning Challenge Grant. We look forward to working with you and other community leaders in making Rhode Island's Early Learning Education system a model for preparing all of our children for life success.

Sincerely,

(b)(6)

Nina Pande
Executive Director



Heritage Park YMCA

333 Roosevelt Avenue
Pawtucket, RI 02860

telephone 401/727-7050
fax 401/727-7757

October 11, 2011

Commissioner Deborah Gist, RI Department of Education
Elizabeth Burke Bryant, Executive Director, RI Kids Count
Co-Chairs, Rhode Island Early Learning Council

Dear Commissioner Gist and Ms. Burke Bryant,

On behalf of the children and staff of the Heritage Park YMCA, a branch of the YMCA of Pawtucket, I am pleased to write this letter of support to Rhode Island's Race to the Top, Early Learning Challenge grant proposal.

The Heritage Park YMCA serves the families of Pawtucket and Central Falls in programs that provide the early learning needs of infants, toddlers and preschoolers. Most of our families live below the Federal Poverty Level and all of our families receive financial support. At the same time our community is very diverse hosting many languages and cultures from five continents. To support the many learning needs of our children and families, Heritage Park has participated in various programs and collaborations since its inception in 1999. These partnerships have brought professional development to its staff and high quality programming to more than 200 hundred children a week. The Heritage Park YMCA is one of only three center programs in Pawtucket that is actively participating in the BrightStars QRIS, Rhode Island's quality rating system. Along with a partnership with Ready to Learn Providence, we have demonstrated how crucial early learning is for young children and how important professional development is for the staff, who as members of the local community, also struggle to find assessable higher education programs. The parents of the children that we serve have also seen how important a high quality program has been for their children.

Along with many of our colleagues, we know that the potential benefit of this challenge grant is enormous. The goal of developing infant and toddler standards and strengthening standards for preschoolers will ensure that children will enter Kindergarten ready to learn. And for children growing up in impoverished communities, it will mean a chance for an education that will see those children finish high school. The grant's goal of supporting the professional development of staff who are eager to learn and have not had the financial means and/or programs that have been aligned with their needs will reflect positively on the early childhood community as a whole. The other goals that outline alignment of early learning outcomes for all young children as well as statewide formative assessment can only move the field of early childhood forward.

The children, parents and staff of the Heritage Park YMCA truly hope that Rhode Island is successful in its Early Learning Challenge Grant proposal. It will provide much needed support to the early childhood community.

Sincerely,

(b)(6)

Sharon Friedman
Executive Director



FOR YOUTH DEVELOPMENT
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY

JOHN HOPE SETTLEMENT HOUSE

7 THOMAS P. WHITTEN WAY, PROVIDENCE, RI 02903-4046 TELEPHONE: (401) 421-6993-4-5 FAX: (401) 454-5619

"The Pulse of the Neighborhood"

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† Deceased

October 12, 2011

Deborah Gist

Co-Chair, Rhode Island Early Learning Council

Commissioner, Rhode Island Department of Elementary and Secondary
Education

255 Westminster Street

Providence, RI 02903

Elizabeth Burke Bryant

Co-Chair, Rhode Island Early Learning Council

Executive Director, Rhode Island KIDS COUNT

One Union Station

Providence, RI 02903

Dear Commissioner Gist and Ms. Bryant:

I am writing to express my strong support for Rhode Island's Race to the Top-
Early Learning Challenge application.

The Jo-Ann Caffey McDowell Early Learning Center at John Hope Settlement
House is an early care and education program located in the West End of
Providence. We serve up to 94 students from ages eighteen months to
kindergarten. Our student population primarily consists of children of color with
low socioeconomic backgrounds.

Our center was created over 40 years ago to offer affordable child care for
working parents. Since then, we have worked diligently to provide a safe, healthy,
and educational environment for our children and families. Our teachers

participate in professional development throughout the year, and many are working toward goals of higher education. We are concerned about the achievement gap that our students face and are working to close this gap by providing a curriculum rich in language and vocabulary.

We believe that the Race to the Top-Early Learning Challenge is an exciting opportunity. Our teachers and colleagues have known that early childhood education is more than just babysitting and have been dedicated to ensure that our students are being challenged academically, socially, and physically. This grant would help us achieve our goal of making certain that each child is ready to enter school with an advantage.

The Jo-Ann Caffey McDowell Early Learning Center at John Hope Settlement House is committed to:

- Participating in BrightStars to ensure that we are continually improving our program
- Ensuring that our students and families with high needs have access to programs and services that will support their child's learning
- Accessing new higher education opportunities
- Using a common, statewide child assessment system

We look forward to this exciting opportunity.

Sincerely,

(b)(6)

Nancy Lowder

Director

Jo-Ann Caffey McDowell Early Learning Center

John Hope Settlement House

mariposa

a learning community for children and their families

October 12, 2011

Deborah Gist

Co-Chair, Rhode Island Early Learning Council

Commissioner, Rhode Island Department of Elementary and Secondary Education

255 Westminster Street

Providence, RI 02903

Elizabeth Burke Bryant

Co-Chair, Rhode Island Early Learning Council

Executive Director, Rhode Island KIDS COUNT

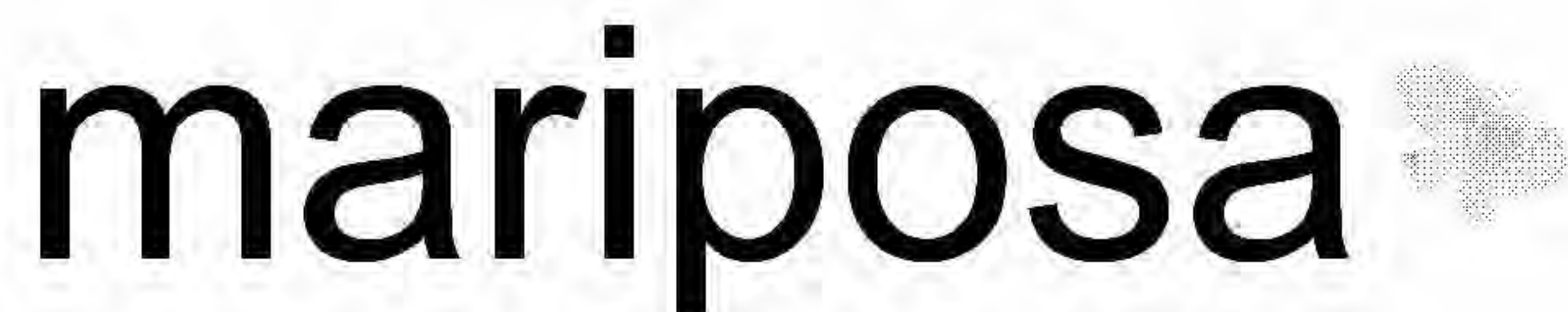
One Union Station

Providence, RI 02903

Dear Commissioner Gist and Ms. Bryant:

As Director of the Mariposa Center, an innovative not for profit organization dedicated to creating high quality early learning experiences for young children and families in Providence and as a RI Early Learning Council member, I am writing to express my strong support for Rhode Island's Race to the Top – Early Learning Challenge application. Since 2007, The Mariposa Center has been an active contributor to Rhode Island's goals toward creating high quality early learning experiences for infants, toddlers and preschoolers. We engage Providence families in infant toddler parenting groups, develop and implement after school literacy programs in South Providence, and were honored to be one of seven high quality PreK classrooms in Rhode Island's PreK Demonstration Project. This year Mariposa continues to pursue its mission of creating innovative high quality early learning experiences for young children and their families as one of the first publically funded RIDE PreKindergarten Program classrooms. All of our work is focused on ensuring a generation of Providence children enter school ready to learn – knowing the joy of discovery, the warmth of a nourishing environment, and the confidence of their own creativity.

I have been working within Rhode Island's early care and learning field for many years involved in early intervention, early childhood special education, early care and education and in higher education. Over this time, I have been part of Rhode Island's long history of early childhood quality initiatives and projects devoted to improving early learning outcomes for infants, toddlers and preschoolers. I know birth to age five are critical years for children, a key time for developing important cognitive, language and socio-emotional skills that help lay the foundation for success in school.



a learning community for children and their families

For this reason, one of the goals of the Rhode Island strategic plan for transforming education is to “improve the quality and accessibility of early learning programs” across the state, and I believe that Race to the Top Challenge Funds will help Rhode Island move rapidly toward meeting that vital goal.

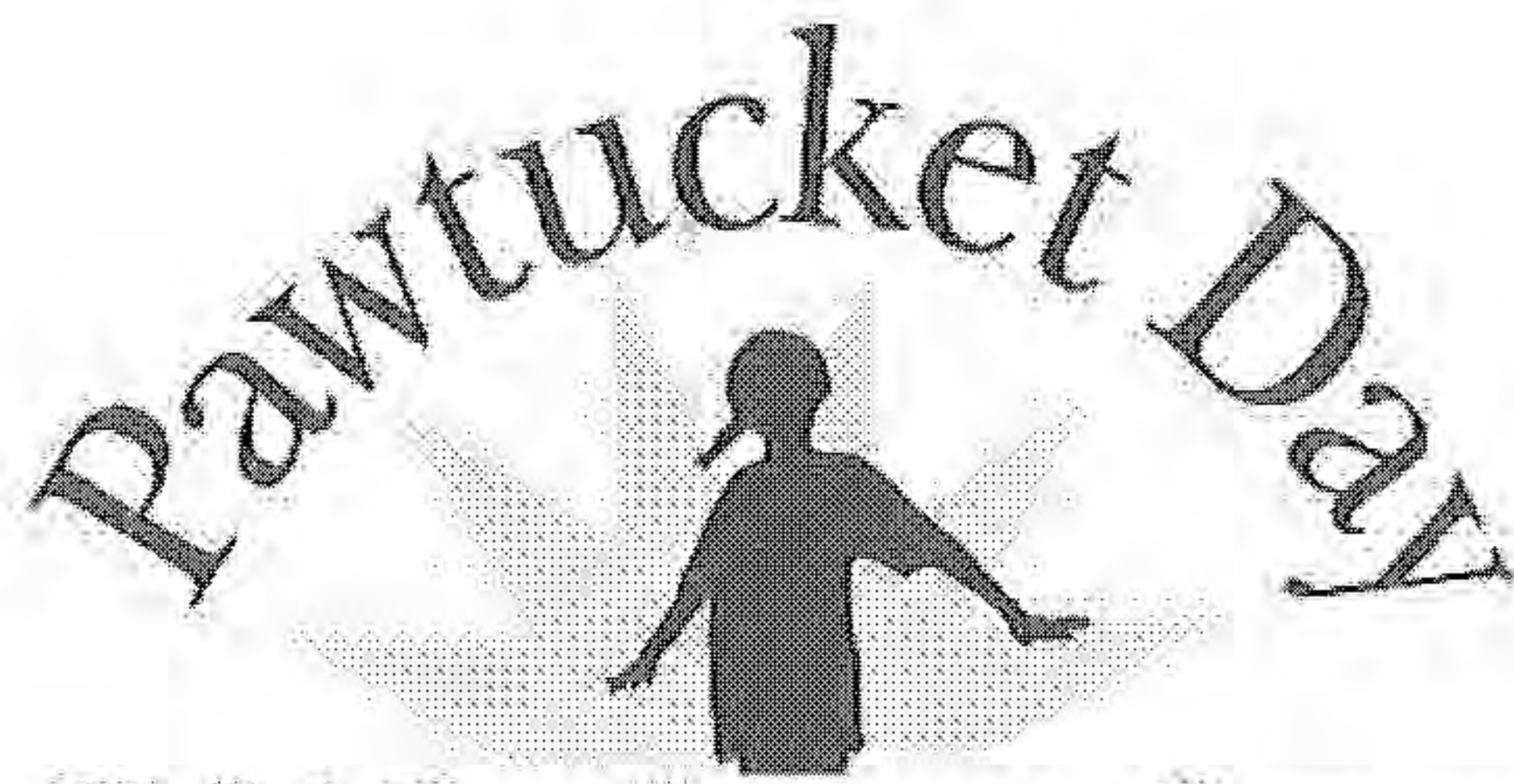
Please be assured that the Mariposa Center stands ready to support the implementation of the Early Learning Challenge reform strategies. Our organization, staff, and board of directors is ready to advocate for Rhode Island’s Children with High Needs and inform our larger Rhode Island community of the work we can all do to support brighter futures for every young child in our state. I am also eager to continue my work as an Early Learning Council member and Kindergarten Assessment work group member directly supporting and participating in building our Kindergarten Entry Assessment system.

On behalf of the Mariposa Center staff and board, I offer our enthusiastic support for Rhode Island’s Race to the Top Early Learning Challenge application. Rhode Island’s Early Learning Plan set forth in this application will substantially increase the school readiness of Rhode Island’s young children and will advance student achievement in Rhode Island for many years to come.

Sincerely,

(b)(6)

Dr. Kristen Greene
Director of the Mariposa Center



Child Development Center

Commissioner Deborah Gist
Elizabeth Burke Bryant
Co-Chairs, RI Early Learning Council
255 Westminster Street
Providence, RI 02903

Dear Commissioner Gist and Ms. Burke Bryant,

Pawtucket Day Child Development Center is pleased to provide this letter of support for Rhode Island's Race to the Top Early Childhood Challenge proposal.

As a center that serves primarily high-need children and families, we are excited by the opportunities for high quality professional development and increased access to higher education that would be afforded to our staff should this proposal be funded. While we are committed to providing high quality care and education to the children in our program, our current limited resources make it challenging for us to achieve higher ratings in BrightStars, the state's quality rating and improvement system.

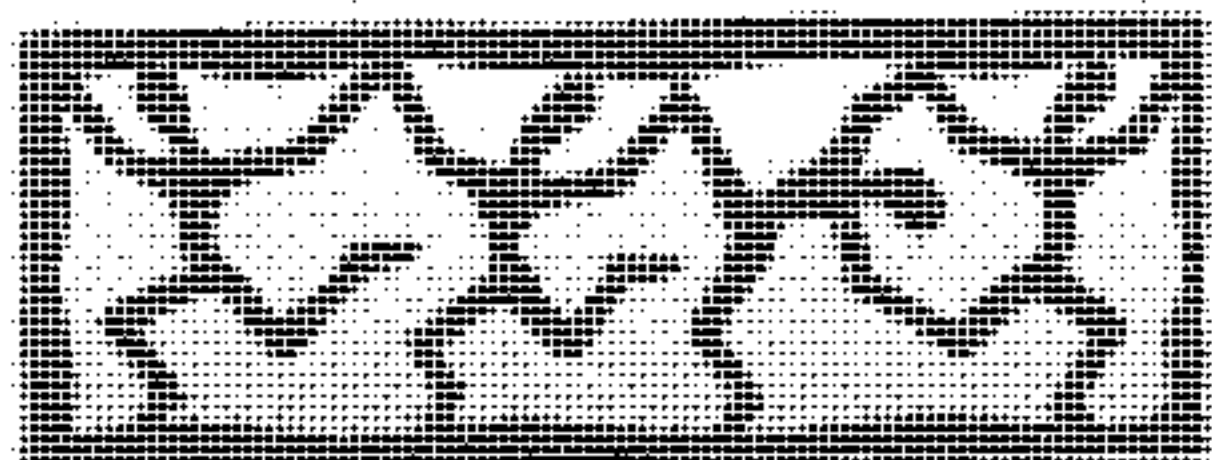
Pawtucket Day has recently submitted the application packet to BrightStars. Our program would like to be able to provide professional development tuition assistance to our teaching staff, however our budget is currently being stretched thin.

There are many new quality initiatives in place in RI, and our center is eager to participate and create centers of early learning excellence. But we need resources. The Early Learning Challenge is a wonderful opportunity to support centers so that they can ensure that children are ready to enter school with all of the skills that they need to be successful.

Sincerely,

(b)(6)

Evelyn St. George
Acting Director / Education Coordinator



Rhode Island Department of Education

Att. Deborah Gist, Commissioner

255 Westminster Street

Shepard Building

Providence, RI 02903

1130 Ten Rod Road
Building B Suite 101
North Kingstown, RI 02852

Rhode Island Kids Count

Elizabeth Burke Bryant JD, Executive Director

TEL: 401-294-3990
FAX: 401-294-9879

One Union Station

Providence RI 02903

October 10, 2011

Dear Commissioner Gist and Ms Bryant,

I am writing this letter to express my support for the attached *Rhode Island's Race to the Top-Early Learning Challenge application*. This federal grant program will provide much needed assistance which will enable the state of Rhode Island to build more efficient and effective early learning systems for young children.

As the president of Perspectives Corporation, I am committed to supporting the tenets of this grant. I have been a resident and business owner in RI for over 35 years. Perspectives Corporation serves adults and children with developmental disabilities and autism spectrum disorders throughout the state and employs over 800 people. As one of the largest human service providers in Rhode Island, we recognize the need for a highly trained, specialized work force. We understand that the ability to hire and retain outstanding employees begins with a strong foundation built in the early childhood years. Elizabeth Burke Bryant has stated it so well "Our state's economic future depends on high quality education and it begins with high quality early learning and development opportunities for young children." (Providence Journal 10/5/11)

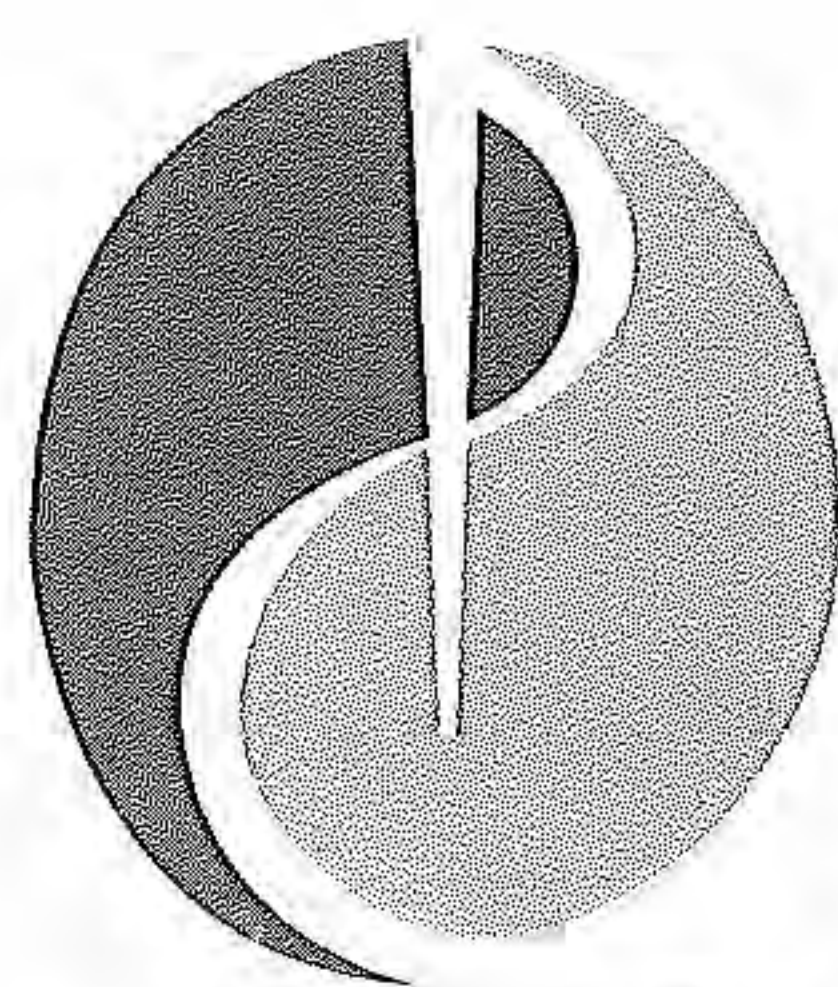
It is my understanding that with awarding of this grant, programs will be developed and enhanced that will serve children with high needs and better prepare them for school success. We applaud the efforts of the Rhode Island Early Learning Council and wish them continued success in all their endeavors.

Sincerely,

(b)(6)

David C. Ruppell, CEO and President

Perspectives Corporation



The
Providence
Center

October 12, 2011

Mental health
and substance
use care and
treatment services
for adults, children,
adolescents
and families

Commissioner Deborah Gist, RI Department of Education &
Elizabeth Burke Bryant, RI Kids Count
Co-Chairs, Rhode Island Early Learning Council
c/o RI Department of Education
255 Westminster Street
Providence, RI 02903

Dear Commissioner Gist and Ms. Burke Bryant:

On behalf of The Providence Center and Imagine Preschool I am pleased to offer my support for Rhode Island's Race to the Top Early Learning Challenge Fund application. As a member of the Successful Start Steering Committee I am convinced that the state's plan will transform the early childhood landscape in our state.

Since The Providence Center launched Imagine Preschool in 2007, we have been committed to providing our students with a comprehensive learning experience. Imagine is one of the highest rated pre-schools in the state, with a level 4 Bright Stars rating and has not only allowed young children to take their first steps in the education process within a supportive, high quality environment but it has also served as a training program for future teachers.

The Early Learning Challenge Fund would allow our state to extend the benefits of quality early childhood education to a wider audience. The benefits of quality pre-kindergarten programs are both well documented and long-lasting. They include:

- Increased high school graduation rates
- Improved results on standardized tests
- Reduced grade repetition
- Reduced criminal justice involvement and teen pregnancy rates later in life
- Higher rates of employment and compensation as adults

The Providence Center Imagine Preschool supports the Early Learning Challenge Fund application and is excited to support the state in moving the early childhood community toward a high quality approach to early childhood education.

Sincerely,

(b)(6)

Dale K. Klatzker, PhD
President/CEO

(b)(6)

Roger Williams Day Care Center

P.O. Box 2089
64 Applegate Lane
Providence, RI 02905
Tel: 785-9330 • Fax: 785-0027

October 7, 2011

Commissioner Deborah Gist
Elizabeth Burke Bryant
Co-Chairs, RI Early Learning Council
255 Westminster St.
Providence, RI 02903

Dear Commissioner Gist and Ms. Burke Bryant:

Roger Williams Day Care Center is pleased to provide this letter of support for Rhode Island's Race to the Top Early Childhood Challenge proposal.

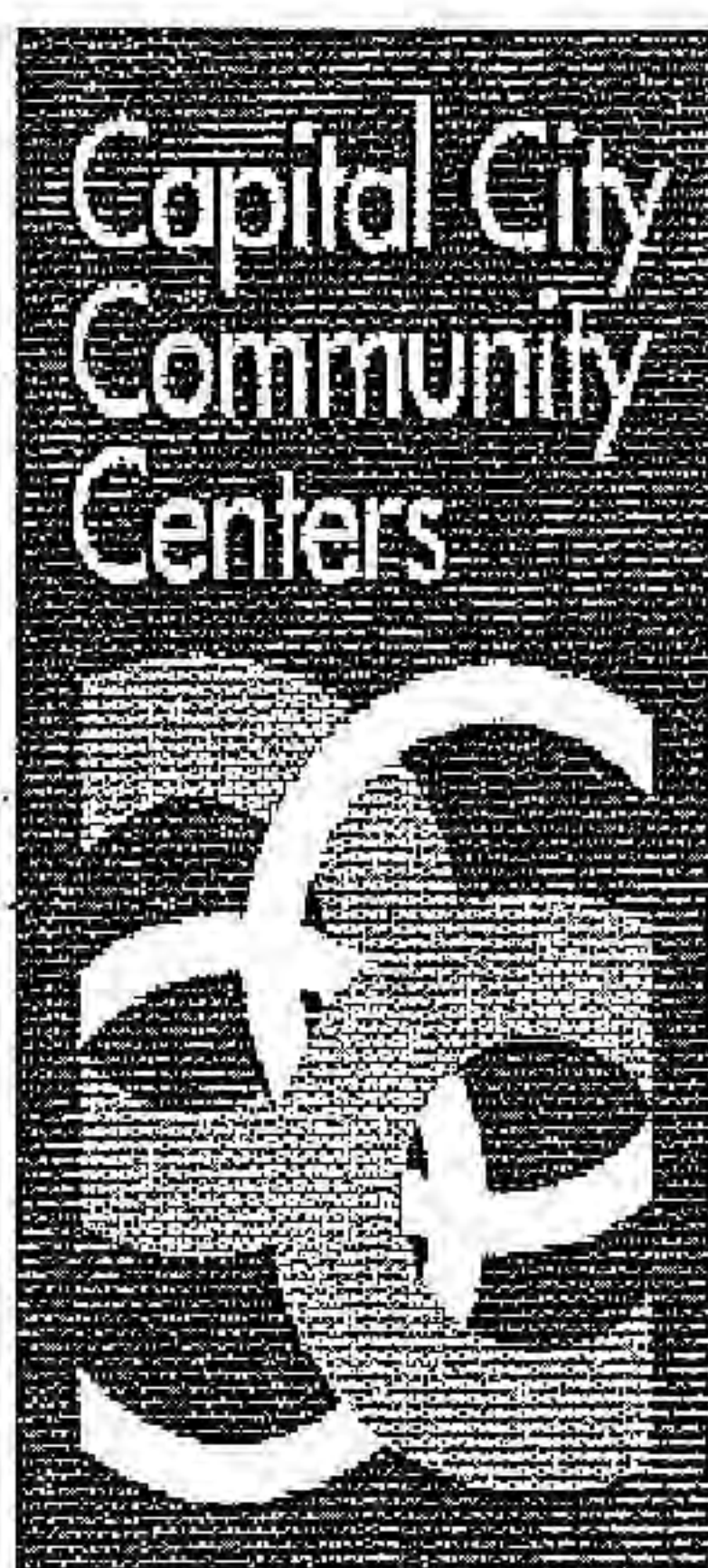
As a center that serves primarily high-need children and families, we are excited by the opportunities for high quality professional development and increased access to higher education that would be afforded to our staff should this proposal be funded. While we are committed to providing high quality care and education to the children in our program, our current limited resources make it challenging for us to participate in BrightStars and to achieve the higher ratings of the state's quality rating and improvement system.

There are many new quality initiatives in place in Rhode Island, and our center is eager to participate and create a center of early learning excellence. However, we need resources. The Early Learning Challenge is a wonderful opportunity to support centers so that they can ensure that children are ready to enter school with all of the skills that they need to be successful.

Sincerely,

(b)(6)

Phyllis H. Evans
Executive Director



Smith Hill Center:

- Emergency Services
- Casework Services
- Before/After School Program
- Summer Enrichment Program

110 Ruggles Street
Providence, RI 02908
401-455-3880

**Smith Hill Early
Childhood Learning
Center**

25 Danforth Street
Providence, RI 02908
401-455-3890

**Lillian Feinstein
Senior Center**

1085 Chalkstone
Avenue
Providence, RI 02908
455-3888

October 7, 2011

Commissioner Deborah Gist
Elizabeth Burke Bryant
Co-Chairs, RI Early Learning Council
255 Westminster St.
Providence, RI 02903

Dear Commissioner Gist and Ms. Burke Bryant:

Smith Hill Early Childhood Learning Center is pleased to provide this letter of support for Rhode Island's Race to the Top Early Childhood Challenge proposal.

As a center that serves primarily high-need children and families, we are excited by the opportunities for high quality professional development and increased access to higher education that would be afforded to our staff should this proposal be funded. While we are committed to providing high quality care and education to the children in our program, our current limited resources make it challenging for us to achieve higher ratings in BrightStars, the state's quality rating and improvement system.

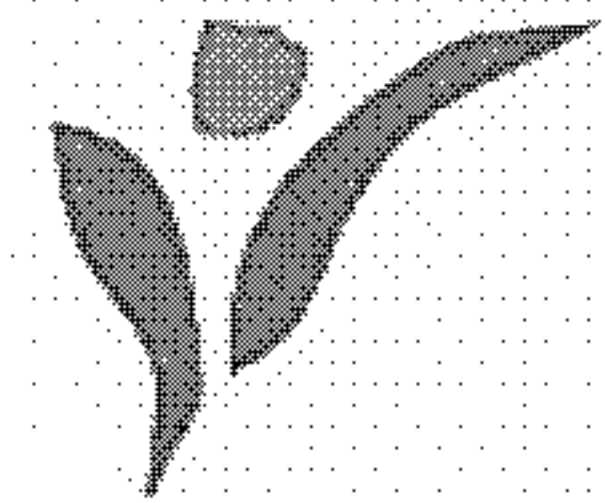
All my staff is committed to providing high quality care and education and is striving to continue their educational pursuits. However with limited resources this goal is often difficult to achieve. We are all working to increase our rating in BrightStars and therefore increase our quality but this is proving even more difficult in today's economy. We are extremely excited by the prospect that increased access to professional development and education could be a reality if this proposal is funded. We want to provide the children and families we serve with the highest quality of education that will give them the foundation that will best allow them to be successful in the future educational endeavors.

There are many new quality initiatives in place in Rhode Island, and our center is eager to participate and create centers of early learning excellence. But we need resources. The Early Learning Challenge is a wonderful opportunity to support centers so that they can ensure that children are ready to enter school with all of the skills that they need to be successful.

Sincerely,

(b)(6)

Debbie Durant
Director



Westbay Community Action
Helping People, Changing Lives

October 7, 2011

Deborah Gist
Commissioner, RI Department of Education
Co-Chair, Rhode Island Early Learning Council
255 Westminster Street
Providence, RI 02903

Elizabeth Burke Bryant
Executive Director, Rhode Island KIDS COUNT
Co-Chair, Rhode Island Early Learning Council
One Union Station
Providence, RI 02903

Dear Commissioner Gist and Ms. Bryant:

As a member of Rhode Island's Early Learning Council and the director of an early learning center, I am happy to submit this letter of support for R.I.'s Race to the Top Early Learning Challenge Grant. The process around which this grant was written was exemplary; inclusive of key stakeholders in the R.I. early learning community and open for public review and comment. Helping to shape the future development of quality early learning opportunities for our state has created a sense of excitement for the possibilities our Challenge Grant holds for R.I.'s children.

Westbay Children's Center is a quality early learning program serving children whose families struggle daily trying to manage everyday life. Our mission of supporting them and their young children has led us to provide the very best early care and education services we can. We have participated in all the state quality initiatives and are proud of the success we have achieved. This Early Learning Challenge Grant however, will dramatically improve many areas of our state's early learning system and will assist many more programs in our state to achieve and maintain quality for all children in R.I.

Jeanne M. Gattegno
President/CEO

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Westbay Food Services
Westbay Housing Division
224 Buttonwoods Ave.
Warwick, RI 02886
401 732 4666
Fax: 732 6965
www.westbaycap.org
info@westbaycap.org

Elder & Family Services
205 Buttonwoods Ave
Warwick, RI 02886
401 732 4660
Fax: 732 2761
TDD: 401 738 8673

Westbay Children's Services
Kids Connect
22 Astral St
Warwick, RI 02888
401 463 6620
Fax: 463 0107

Westbay Working Wardrobe
212 Buttonwoods Ave
Warwick, RI 02886
401 737 6334
Fax: 737 2051

Westbay Adult Education Academy
RSVP
218 Buttonwoods Ave
Warwick, RI 02886
401 732 4666 x 120
RSVP x 154
Fax for both offices: 737 2051

Westbay Kidz Closet
210 Buttonwoods Ave
Warwick, RI 02886
401 732 7870
Fax: 732 6965

Many of us have read and commented on the drafts of this application. I am proud to have personally participated in developing the concepts around which this grant was written. It is an excellent, comprehensive plan that will support many early care and education providers – both center based and family home care providers. It will assist us in supporting and advancing the education of our workforce and the monitoring system of all programs statewide. Perhaps most exciting is the development of a statewide data system which will allow us to track child outcomes and trends in our workforce development.

R.I. is fortunate to have many leaders who are committed to enhancing the quality of our early care and education system. Together, we have work hard and long over the years to create the system we have in place and are very cognizant of the gaps and strides we still need to make. We all stand ready to move the concepts within this application into reality when our application is funded. This Challenge grant will allow us to enhance the quality and the infrastructure of our system which will directly benefit the children and families of our great state.

Sincerely,

(b)(6)

Maryann Finamore-Allmark
Director
Westbay Children's Services

Jeanne M. Gattegno
President/CEO

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401 732 4666
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info@westbaycap.org

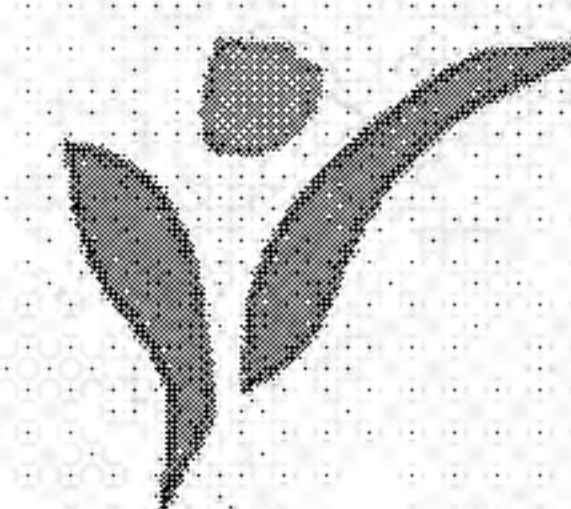
Elder & Family Services
205 Buttonwoods Ave.
Warwick, RI 02886
401 732 4660
Fax: 739 2761
TDD: 401 738 8673

Westbay Children's Services
22 Astral St.
Warwick, RI 02888
401 463 6620
Fax: 463 0107

Westbay Working Wardrobe
RI Clothing Collaborative
212 Buttonwoods Ave.
Warwick, RI 02886
401 737 6334
Fax: 737 2051

Westbay Business Services
218 Buttonwoods Ave.
Warwick, RI 02886
401 732 4666
Fax: 737 2051

Westbay Annex
BayNet
RSVP
210 Buttonwoods Ave.
Warwick, RI 02886
401 732 7870
Fax: 732 7873



Westbay Community Action

Helping People, Changing Lives

October 7, 2011

Deborah Gist
Commissioner, RI Department of Education
Co-Chair, Rhode Island Early Learning Council

Elizabeth Burke Bryant
Executive Director, Rhode Island KIDS COUNT
Co-Chair, Rhode Island Early Learning Council
One Union Station
Providence, RI 02903

Dear Commissioner Gist and Ms. Bryant:

Westbay Community Action is please to write this letter in support of Rhode Island's Race to the Top Early Learning Challenge grant application. Our agency is a strong supporter of the quality early learning initiatives that are taking place in our state and is proud of the quality benchmarks our early learning program has achieved to date. Our Children's Center is a United Way funded program, a four-star RI Bright Stars program (our state's QRIS) and has received state Department of Education funding to operate a pre-kindergarten demonstration classroom.

There is still work to be done in our state in delivering the very best education and care for our youngest and most vulnerable children. As a Community Action agency, we see first hand the need in our community and in our state and are proud to add our name in support of this opportunity. This Challenge grant will allow our state to continue the fine work we have started and help support early learning programs reach the quality standards our children deserve.

Sincerely,

(b)(6)

Jeanne M. Gattegno
President/CEO

Jeanne M. Gattegno
President/CEO

Administrative Offices
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RSVP
218 Bultonwoods Ave
Warwick, RI 02886
401 732-4666 x 120
RSVP x 154
Fax for both offices: 737 2051

Westbay Kidz Kioset
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Warwick, RI 02886
401 732 7870
Fax: 732 6965

The Genesis Center

620 Potters Avenue
Providence, RI 02907

p (401) 781-6110
f (401) 461-8788

October 7, 2011

Commissioner Deborah Gist
Elizabeth Burke Bryant
Co-Chairs, RI Early Learning Council
255 Westminster St.
Providence, RI 02903

Dear Commissioner Gist and Ms. Burke Bryant:

The Genesis Child Development and Learning Center is pleased to provide this letter of support for Rhode Island's Race to the Top Early Childhood Challenge proposal.

As a center that serves primarily high-need children and families, we are excited by the opportunities for high quality professional development and increased access to higher education that would be afforded to our staff should this proposal be funded. While we are committed to providing high quality care and education to the children in our program, our current limited resources make it challenging for us to achieve higher ratings in BrightStars, the state's quality rating and improvement system.

The Genesis Child Development and Learning Center has earned 3 stars from Bright Stars. We struggle with continuing to fund college level courses for our staff. We would also benefit from having mentoring/consulting opportunities for staff.

There are many new quality initiatives in place in Rhode Island, and our center is eager to participate and create centers of early learning excellence. But we need resources. The Early Learning Challenge is a wonderful opportunity to support centers so that they can ensure that children are ready to enter school with all of the skills that they need to be successful.

Sincerely,

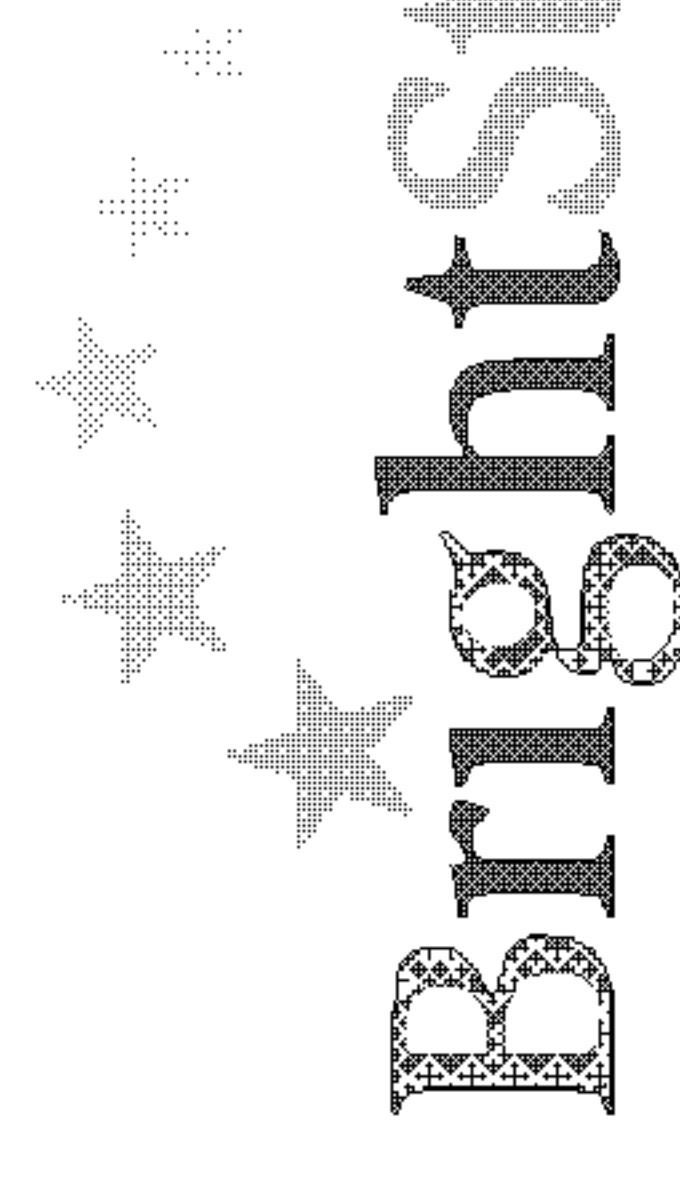
(b)(6)

Yvonne Phillips, M.Ed.
Director/Head Teacher

APPENDIX 15

Child Care Center and Preschool Quality Framework

December 2008



Recognizing Quality Care & Learning

BrightStars: Rhode Island's Quality Rating and Improvement System for Child Care and Early Learning Programs

Rhode Island has developed BrightStars, a voluntary quality rating and improvement system, in order to improve family access to high quality child care and early learning programs across the state. Quality rating and improvement systems exist in many states across the country and are a proven strategy to systematically improve the quality of child care and early learning programs.

Quality rating systems measure program quality with a set of community-developed, research-based standards. State licensing requirements establish the foundation for operating child care and early learning programs. These regulations specify the minimum standards that must be met to operate legally and are the first step in a quality rating and improvement system. Higher levels in quality rating systems recognize programs for exceeding basic licensing standards and implementing practices that research shows are best for children.

BrightStars is a 5-level quality rating and improvement system. In order to participate in BrightStars, programs must have a current, valid license from the Rhode Island Department of Children, Youth and Families or an approval from the Rhode Island Department of Elementary and Secondary Education and have a commitment to continuous quality improvement. Participating programs must also be in compliance with all critical areas of licensing including: staff-child ratio and group size, staff qualifications, supervision of children, licensed capacity, safe environment, safe transportation, criminal background checks, and other areas.

Programs that achieve higher levels of BrightStars recognition have demonstrated that they are implementing important research-based practices known to promote child development and learning. Each incremental step

in BrightStars is an important step toward best practice. BrightStars assesses programs using six quality domains:

- Child's Daily Experience
- Teaching and Learning
- Staff-Child Ratio and Group Size
- Family Communication and Involvement
- Staff Qualifications
- Program Management

BrightStars is led by a steering committee including representatives from all sectors of the early learning and child care field, state department leaders, providers, and key local experts and advocates. Families from across Rhode Island have been engaged throughout the development of BrightStars to ensure the standards reflect what matters to parents. The BrightStars standards and measurement system was field tested in 2008 in partnership with national researchers from the FPG Child Development Institute at the University of North Carolina.

BrightStars is a public-private partnership managed by the Rhode Island Association for the Education of Young Children. Key partners include the United Way of Rhode Island, RI Department of Human Services, RI Department of Children, Youth and Families, and RI Department of Elementary and Secondary Education.

For more information visit www.BrightStars.org.

BrightStars Child Care Center and Preschool Standards and Criteria

The following is a snapshot of the BrightStars Child Care Center and Preschool Quality Framework. Standards and criteria are listed under each of the respective six BrightStars quality domains. Under “Level 1”, “Level 2”, etc., a check mark indicates that BrightStars will assess criteria at that level. For each criteria, an increase in check marks indicates an increase or difference in what is required to achieve a higher star rating.

STANDARD	CRITERIA	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Domain 1: Child’s Daily Experience						
Child’s Daily Experience	Licensing Compliance	✓	✓	✓	✓	✓
	Learning Environment		✓	✓	✓	✓
Domain 2: Teaching and Learning						
Context and Process of Learning	Learning Context		✓	✓	✓	✓
	Teaching and Interaction				✓	✓
Curriculum and Child Assessment	Curriculum		✓	✓	✓	✓
	Developmental Screening Info		✓	✓	✓	✓
	Child Assessment				✓	✓
Domain 3: Staff-Child Ratio and Group Size						
Minimum Staff-Child Ratio	Staff-Child Ratio		✓	✓	✓	✓
	Staff-Child Ratio Posted		✓	✓	✓	✓
Maximum Group Size	Group Size		✓	✓	✓	✓
	Group Dividers		✓	✓	✓	✓
	Group Size Posted		✓	✓	✓	✓
Domain 4: Family Communication and Involvement						
Family Communication and Involvement	Family Communication		✓	✓	✓	✓
	Parent-Teacher Conference			✓	✓	✓
	Advisory Board					✓
Domain 5: Staff Qualifications						
Lead Group Teacher Qualifications	Professional Development		✓	✓	✓	✓
	Formal Education			✓	✓	✓
	Preschool Preparation				✓	✓
	Formal Education			✓	✓	✓
Center Director Qualifications	RI Early Learning Standards Training					✓
Domain 6: Program Management						
Program Management	Program Self-Assessment		✓	✓	✓	✓
	Quality Improvement Plan		✓	✓	✓	✓

How to Use this Document

This framework is designed for use by child care centers and preschools serving children ages birth through kindergarten entry. It describes the standards and criteria BrightStars uses to assign programs a star rating.

BrightStars Quality Domain

Domain 1: Child's Daily Experience

BrightStars Standard Name
Standard 1: Child's Daily Experience

Definition of Standard
 Daily activities and interactions show that the program is providing a **safe, healthy, and stimulating environment**. The program provides **indoor and outdoor space** to support varied and enriching experiences for children. Daily interactions demonstrate that **staff respect, care for, and enjoy** working with children. The program supports the **inclusion of children with disabilities**, responds to the **cultural and linguistic diversity** of the population it serves, and promotes the acceptance of diversity among staff, families, and children.

Levels: five vertical columns show the levels in which you can achieve a star rating

	Level One	Level Two	Level Three	Level Four	Level Five	Measurement	Resources
BrightStars Criteria	Licensing Compliance Compliance in all critical areas of licensing ¹ — OR — Preschool approval ²	Licensing Compliance Compliance in all critical areas of licensing ¹ — OR — Preschool approval ²	Licensing Compliance Compliance in all critical areas of licensing ¹ — OR — Preschool approval ²	Licensing Compliance Compliance in all critical areas of licensing ¹ — OR — Preschool approval ²	Licensing Compliance Compliance in all critical areas of licensing ¹ — OR — Preschool approval ²	Child care license and monitoring report Preschool approval letter Comprehensive program self-assessment ECERS-R ITERS-R NAEYC Accreditation Certificate	DCYF Licensing RI Department of Elementary and Secondary Education RI Child Care Facilities Fund Child Care Support Network CHILDSpan ECERS-R, All About the ECERS-R ITERS-R, All About the ITERS-R NAEYC Accreditation Resources Focused self-assessment tools
					Learning Environment Average ECERS-R and ITERS-R score of 3.0 or greater, with no observed classroom score less than 2.5 ³ — OR — NAEYC Accreditation	Learning Environment Average ECERS-R and ITERS-R score of 4.0 or greater, with no observed classroom score less than 3.0 ³ — OR — NAEYC Accreditation	Learning Environment Average ECERS-R and ITERS-R score of 5.0 or greater, with no observed classroom score less than 3.0 ³ — OR — NAEYC Accreditation

BrightStars Criteria
 Plus represents additional criteria needed to achieve a rating in that level

BrightStars Criteria
 "OR" represents one criteria or another needed to achieve a rating in that level

BrightStars Criteria
 Bold or italics text represents a change from level to level

Domain 1: Child’s Daily Experience

Standard 1: Child’s Daily Experience

Daily activities and interactions show that the program is providing a **safe, healthy, and stimulating environment**. The program provides **indoor and outdoor space** to support varied and enriching experiences for children. Daily interactions demonstrate that **staff respect, care for, and enjoy**

working with children. The program supports **the inclusion of children with disabilities**, responds to the **cultural and linguistic diversity** of the population it serves, and promotes the acceptance of diversity among staff, families, and children.

Level One	Level Two	Level Three	Level Four	Level Five	Measurement	Resources
<p>Licensing Compliance Compliance in all critical areas of licensing¹</p> <p>— OR — Preschool approval²</p>	<p>Licensing Compliance Compliance in all critical areas of licensing¹</p> <p>— OR — Preschool approval²</p> <p>+</p> <p>Learning Environment Comprehensive self-assessment that includes: <ul style="list-style-type: none"> • indoor and outdoor space • health and safety practices • teaching and learning practices • family communication and involvement • cultural and linguistic competence • respect for diversity </p>	<p>Licensing Compliance Compliance in all critical areas of licensing¹</p> <p>— OR — Preschool approval²</p> <p>+</p> <p>Learning Environment Average ECERS-R and ITERS-R score of 3.0 or greater, with no observed classroom score less than 2.5³</p> <p>— OR — NAEYC Accreditation</p>	<p>Licensing Compliance Compliance in all critical areas of licensing¹</p> <p>— OR — Preschool approval²</p> <p>+</p> <p>Learning Environment Average ECERS-R and ITERS-R score of 4.0 or greater, with no observed classroom score less than 3.0³</p> <p>— OR — NAEYC Accreditation</p>	<p>Licensing Compliance Compliance in all critical areas of licensing¹</p> <p>— OR — Preschool approval²</p> <p>+</p> <p>Learning Environment Average ECERS-R and ITERS-R score of 5.0 or greater, with no observed classroom score less than 3.0³</p> <p>— OR — NAEYC Accreditation</p>	<ul style="list-style-type: none"> • Child care license and monitoring report • Preschool approval letter • Comprehensive program self-assessment • ECERS-R • ITERS-R • NAEYC Accreditation Certificate 	<ul style="list-style-type: none"> • DCYF Licensing • RI Department of Elementary and Secondary Education • RI Child Care Facilities Fund • Child Care Support Network • CHILDSPAN • ECERS-R, All About the ECERS-R • ITERS-R, All About the ITERS-R • NAEYC Accreditation Resources • Focused self-assessment tools

¹For child care programs licensed by the RI Department of Children, Youth and Families (DCYF).

²For preschool programs approved by the RI Department of Elementary and Secondary Education and not licensed by DCYF.

³ECERS-R and ITERS-R scores will be collected from a random sample of 33% of classrooms (with at least one tool used per age group) and scores will be averaged. NAEYC accredited programs will also have ECERS-R and ITERS-R data collected, but the scores will not be used in the rating process during the first year of implementation.

Domain 2: Teaching and Learning

Standard 2: Context and Process of Learning

Teachers have a **positive emotional connection** with students and respond appropriately to individual students' academic and emotional needs. Classroom routines **maximize time spent in learning** activities. The program provides many **opportunities for children to learn and practice skills** across a broad range of developmental areas including social, emotional, physical, cognitive, and language.

Level One	Level Two	Level Three	Level Four	Level Five	Measurement	Resources
N/A	<p>Learning Context Self-assessment of materials, routines, and activities that promote play and learning</p>	<p>Learning Context Average ECERS-R and ITERS-R score of 3.0 or greater, with no observed classroom score less than 2.5⁴</p> <p>— OR —</p> <p>NAEYC Accreditation</p>	<p>Learning Context Average ECERS-R and ITERS-R score of 4.0 or greater, with no observed classroom score less than 3.0⁴</p> <p>— OR —</p> <p>NAEYC Accreditation</p> <p>+</p> <p>Teaching and Interaction CLASS completed by BrightStars (preschool only)⁵</p>	<p>Learning Context Average ECERS-R and ITERS-R score of 5.0 or greater, with no observed classroom score less than 3.0⁴</p> <p>— OR —</p> <p>NAEYC Accreditation</p> <p>+</p> <p>Teaching and Interaction CLASS completed by BrightStars (preschool only)⁵</p>	<ul style="list-style-type: none"> • Self-assessment of learning context • ECERS-R • ITERS-R • NAEYC Accreditation Certificate • CLASS (Classroom Assessment Scoring System) 	<ul style="list-style-type: none"> • RI Early Learning Standards • ECERS-R, All About the ECERS-R • ITERS-R, All About the ITERS-R • NAEYC Accreditation Resources • CLASS Manual • Focused self-assessment tools

⁴ECERS-R and ITERS-R scores will be collected from a random sample of 33% of classrooms (with at least one tool used per age group) and scores will be averaged. NAEYC accredited programs will also have ECERS-R and ITERS-R data collected, but the scores will not be used in the rating process during the first year of implementation.

⁵CLASS scores will be collected from a random sample of 33% of preschool classrooms, but the scores will not be used in the rating process during the first year of implementation.

Domain 2: Teaching and Learning

Standard 3: Curriculum and Child Assessment

The program uses a **curriculum or curriculum framework** for all age groups **Standards**. The program **systematically and routinely gathers information** served, including infants and toddlers. For programs serving preschool-age **about each child** in order to meet the individual needs of children and provide children, the program has a **curriculum aligned with the RI Early Learning differentiated learning experiences**.

Level One	Level Two	Level Three	Level Four	Level Five	Measurement	Resources
Child care center licensing requires a program plan book and a written daily schedule for preschoolers	<p>Curriculum Self-study of curriculum for all age groups served (infants, toddlers, preschool)</p> <p>Self-study of preschool curriculum must reference the RI Early Learning Standards</p> <p>+</p> <p>Developmental Screening Info The program provides written information to parents about the availability of Early Intervention and Child Outreach screenings</p>	<p>Curriculum Self-study of curriculum for all age groups served (infants, toddlers, preschool)</p> <p>Self-study of preschool curriculum must reference the RI Early Learning Standards</p> <p>+</p> <p>Developmental Screening Info The program provides written information to parents about the availability of Early Intervention and Child Outreach screenings</p>	<p>Curriculum Preschool curriculum aligned with the RI Early Learning Standards</p> <p>+</p> <p>Developmental Screening Info The program provides written information to parents about the availability of Early Intervention and Child Outreach screenings</p> <p>+</p> <p>Child Assessment The program gathers information about each child through child observation, checklists, family surveys/interviews, standardized tools, or other assessment tools</p>	<p>Curriculum Preschool curriculum and curriculum framework aligned with the RI Early Learning Standards</p> <p>+</p> <p>Developmental Screening Info The program provides written information to parents about the availability of Early Intervention and Child Outreach screenings</p> <p>+</p> <p>Child Assessment The program gathers information about each child through child observation, checklists, family surveys/interviews, standardized tools, or other assessment tools</p>	<ul style="list-style-type: none"> • Written self-study of curriculum • Documentation of information about screening provided to parents • Preschool curriculum contains all RI Early Learning Standards domains or Preschool approval • Documentation of child assessment • Curriculum framework approved by RI Early Learning Standards or Preschool approval 	<ul style="list-style-type: none"> • RI Early Learning Standards • NAEYC Curriculum and Assessment Resources • Early Intervention Program • Child Outreach Program • Focused self-assessment tools • Ready to Learn Providence

Domain 3: Staff-Child Ratio and Group Size

Standard 4: Minimum Staff-Child Ratio

Classrooms have enough staff members at all times to supervise the children and to support learning and development.

Level One	Level Two	Level Three	Level Four	Level Five	Measurement	Resources
<p>Child care center licensing requires:</p> <p>1:4 for infants (6 weeks to 18 months)</p> <p>1:6 for toddlers (18 to 36 months)</p> <p>1:9 for three year olds</p> <p>1:10 for four year olds</p> <p>1:12 for five year olds/kindergarten</p>	<p>Staff-Child Ratio</p> <p>1:4 for infants (6 weeks to 18 months)</p> <p>1:6 for toddlers (18 to 36 months)</p> <p>1:9 for three year olds</p> <p>1:10 for four year olds</p> <p>1:12 for five year olds/kindergarten</p> <p>— + —</p> <p>Staff-Child Ratio Posted Minimum staff-child ratio is clearly posted for each group of children</p>	<p>Staff-Child Ratio</p> <p>1:4 for infants (6 weeks to 18 months)</p> <p>1:6 for toddlers (18 to 36 months)</p> <p>1:9 for three year olds</p> <p>1:10 for four year olds</p> <p>1:12 for five year olds/kindergarten</p> <p>— + —</p> <p>Staff-Child Ratio Posted Minimum staff-child ratio is clearly posted for each group of children</p>	<p>Staff-Child Ratio</p> <p>1:4 for infants (6 weeks to 18 months)</p> <p>1:6 for toddlers (18 to 36 months)</p> <p>1:9 for three year olds</p> <p>1:10 for four year olds</p> <p>1:12 for five year olds/kindergarten</p> <p>The age of the youngest child in the group is used to determine ratio</p> <p>— + —</p> <p>Staff-Child Ratio Posted Minimum staff-child ratio is clearly posted for each group of children</p>	<p>Staff-Child Ratio</p> <p>1:4 for infants (6 weeks to 18 months)</p> <p>1:6 for toddlers (18 to 36 months)</p> <p>1:9 for three year olds</p> <p>1:10 for four year olds</p> <p>1:12 for five year olds/kindergarten</p> <p>The age of the youngest child in the group is used to determine ratio</p> <p>— + —</p> <p>Staff-Child Ratio Posted Minimum staff-child ratio is clearly posted for each group of children</p>	<ul style="list-style-type: none"> • Observation of staff-child ratio • Observation of staff-child ratio posted 	

Domain 3: Staff-Child Ratio and Group Size

Standard 5: Maximum Group Size

Group size is the number of children assigned for most of the day to a teacher or **cared for in a small group separate from other groups** of children in order a teaching team who occupy a well-defined space that prevents intermingling of to promote the development of stable, positive relationships and to prevent children from different groups. Measuring group size ensures that **children are** the spread of disease.

Level One	Level Two	Level Three	Level Four	Level Five	Measurement	Resources
<p>Child care center licensing requires:</p> <p>8: infants</p> <p>12: toddlers</p> <p>18: three year olds</p> <p>20: four year olds</p> <p>24: five year olds/ kindergarten</p>	<p>Group Size 8: infants</p> <p>12: toddlers</p> <p>18: three year olds</p> <p>20: four year olds</p> <p>24: five year olds/ kindergarten</p> <p>— + —</p> <p>Group Dividers Physical barriers completely separate groups of children so they do not intermingle</p> <p>— + —</p> <p>Group Size Posted Maximum group size is clearly posted for each group of children</p>	<p>Group Size 8: infants</p> <p>12: toddlers</p> <p>18: three year olds</p> <p>20: four year olds</p> <p>24: five year olds/ kindergarten</p> <p>— + —</p> <p>Group Dividers Physical barriers completely separate groups of children so they do not intermingle</p> <p>— + —</p> <p>Group Size Posted Maximum group size is clearly posted for each group of children</p>	<p>Group Size 8: infants</p> <p>12: toddlers</p> <p>18: three year olds</p> <p>20: four year olds</p> <p>24: five year olds/ kindergarten</p> <p>The age of the youngest child in the group is used to determine group size</p> <p>— + —</p> <p>Group Dividers Physical barriers completely separate groups of children so they do not intermingle</p> <p>— + —</p> <p>Group Size Posted Maximum group size is clearly posted for each group of children</p>	<p>Group Size 8: infants</p> <p>12: toddlers</p> <p>18: three year olds</p> <p>20: four year olds</p> <p>24: five year olds/ kindergarten</p> <p>The age of the youngest child in the group is used to determine group size</p> <p>— + —</p> <p>Group Dividers One group of children per room</p> <p>— + —</p> <p>Group Size Posted Maximum group size is clearly posted for each group of children</p>	<ul style="list-style-type: none"> • Observation of group size • Observation of group dividers • Observation of group size posted 	<ul style="list-style-type: none"> • RI Child Care Facilities Fund

Domain 4: Family Communication and Involvement

Standard 6: Family Communication and Involvement

The program **communicates regularly and effectively** with families, encourages active two-way communication, offers regular opportunities for family involvement, and **works to build partnerships with families**.

Level One	Level Two	Level Three	Level Four	Level Five	Measurement	Resources
Child care center licensing requires an open door policy, pre-admission conferences, daily communication with parents of infants/toddlers, a parent handbook, and a directory of community resources	<p>Family Communication Program offers two of the following:</p> <ul style="list-style-type: none"> • Monthly newsletter • Family meeting, social event, or workshop (four times per year) • Ideas and suggestions to support learning at home (four times per year) • Annual family survey 	<p>Family Communication Program offers two of the following:</p> <ul style="list-style-type: none"> • Monthly newsletter • Family meeting, social event, or workshop (four times per year) • Ideas and suggestions to support learning at home (four times per year) • Annual family survey <p>— + —</p> <p>Parent-Teacher Conference Offered twice per year</p>	<p>Family Communication Program offers two of the following:</p> <ul style="list-style-type: none"> • Monthly newsletter • Family meeting, social event, or workshop (four times per year) • Ideas and suggestions to support learning at home (four times per year) • Annual family survey <p>— + —</p> <p>Parent-Teacher Conference Offered twice per year</p>	<p>Family Communication Program offers two of the following:</p> <ul style="list-style-type: none"> • Monthly newsletter • Family meeting, social event, or workshop (four times per year) • Ideas and suggestions to support learning at home (four times per year) • Annual family survey <p>— + —</p> <p>Parent-Teacher Conference Offered twice per year</p> <p>— + —</p> <p>Advisory Board An advisory board that includes families meets four times per year</p>	<ul style="list-style-type: none"> • Documentation of newsletters, events, ideas/suggestions, or family survey • Documentation of parent-teacher conferences • Documentation of advisory board 	<ul style="list-style-type: none"> • RI Early Learning Standards • Strengthening Families Through Early Care and Education • Ready to Learn Providence

Domain 5: Staff Qualifications

Standard 7: Lead Group Teacher Qualifications

Lead group teachers have primary responsibility for one group of children and should have the **formal education and professional preparation** to work with spend the majority of time with this group of children. Lead group teachers children in their assigned age group.

Level One	Level Two	Level Three	Level Four	Level Five	Measurement	Resources
Child care center licensing requires that all lead group teachers have a high school diploma or its equivalent and complete 20 annual clock hours of training	<p>Professional Development All lead group teachers have an individual professional development plan</p> <p>+</p> <p>Formal Education All lead group teachers have a CDA, Associate's Degree, or higher</p> <p>OR</p> <p>12 college credits in ECE/related</p>	<p>Professional Development All lead group teachers have an individual professional development plan</p> <p>+</p> <p>Formal Education All lead group teachers have a CDA, Associate's Degree/higher and 12 college credits in ECE/related</p> <p>+</p> <p>Preschool Preparation 50% of preschool lead group teachers have a RI Early Learning Standards Level II Certificate</p> <p>OR</p> <p>RI Early Childhood Teaching Certificate</p>	<p>Professional Development All lead group teachers have an individual professional development plan</p> <p>+</p> <p>Formal Education All lead group teachers have an Associate's Degree/higher and 18 college credits in ECE/related</p> <p>50% of preschool lead group teachers have a Bachelor's Degree/higher and 18 college credits in ECE/related</p> <p>+</p> <p>Preschool Preparation 100% of preschool lead group teachers have a RI Early Learning Standards Level II Certificate</p> <p>OR</p> <p>RI Early Childhood Teaching Certificate</p>	<ul style="list-style-type: none"> • Documentation of individual professional development plans • CDA Certificate • College diplomas and transcripts • RI Early Learning Standards Certificate • RI Early Childhood Teaching Certificate 	<ul style="list-style-type: none"> • RI Early Childhood Education and Training Project at the Community College of Rhode Island • Community colleges • Four-year colleges and universities • Credit-bearing coursework offered through community agencies • RI Early Learning Standards • RI Department of Elementary and Secondary Education 	

Domain 5: Staff Qualifications

Standard 8: Center Director Qualifications

The administrator responsible for the program has the **formal education and professional preparation** to manage the program and act as a pedagogical leader.

Level One	Level Two	Level Three	Level Four	Level Five	Measurement	Resources
Child care center licensing requires no formal education if the center has a full-time head teacher; if the center has a part-time head teacher, the director must have a CDA or 12-18 credits in ECE/related	N/A	<p>Formal Education The director has a Bachelor's Degree or higher and 18 college credits in ECE/related</p>	<p>Formal Education The director has a Bachelor's Degree or higher and 18 college credits in ECE/related</p>	<p>Formal Education The director has a Bachelor's Degree or higher and 18 college credits in ECE/related</p> <p style="text-align: center;">+</p> <p>Rhode Island Early Learning Standards Training The director has a RI Early Learning Standards Level III Certificate</p>	<ul style="list-style-type: none"> College diplomas and transcripts RI Early Learning Standards Certificate 	<ul style="list-style-type: none"> Four-year colleges and universities Credit-bearing coursework offered through community agencies RI Early Learning Standards

Domain 6: Program Management

Standard 9: Program Management

The program comprehensively assesses overall program operations, establishes **program goals to continually improve quality**, and makes progress toward achieving program goals.

Level One	Level Two	Level Three	Level Four	Level Five	Measurement	Resources
Child care center licensing requires that parents, staff, and other professionals be involved in evaluating the program's effectiveness annually	<p>Program Self-Assessment Comprehensive program self-assessment (see <i>Child's Daily Experience</i>)</p> <p>+</p> <p>Quality Improvement Plan Quality improvement plan that includes all BrightStars domains (to be completed after initial BrightStars rating)</p>	<p>Program Self-Assessment Comprehensive program self-assessment (see <i>Child's Daily Experience</i>)</p> <p>+</p> <p>Quality Improvement Plan Quality improvement plan that includes all BrightStars domains (to be completed after initial BrightStars rating)</p>	<p>Program Self-Assessment Comprehensive program self-assessment (see <i>Child's Daily Experience</i>)</p> <p>+</p> <p>Quality Improvement Plan Quality improvement plan that includes all BrightStars domains (to be completed after initial BrightStars rating)</p>	<p>Program Self-Assessment Comprehensive program self-assessment (see <i>Child's Daily Experience</i>)</p> <p>+</p> <p>Quality Improvement Plan Quality improvement plan that includes all BrightStars domains (to be completed after initial BrightStars rating)</p>	<ul style="list-style-type: none"> • Comprehensive program self-assessment • Program quality improvement plan 	<ul style="list-style-type: none"> • ECERS-R, All About the ECERS-R • ITERS-R, All About the ITERS-R • NAEYC Accreditation Resources • Focused self-assessment tools • CHILDSPAN

Glossary

BrightStars Criteria: BrightStars criteria are specific, measurable benchmarks within a standard that programs must meet in order to receive a BrightStars rating. For example, “compliance in all critical areas of DCYF licensing” and “parent-teacher conference offered twice per year” are criteria.

BrightStars Domain: BrightStars standards are organized into 6 domains, or general areas of program quality. The 6 BrightStars domains are: 1) child’s daily experience, 2) teaching and learning, 3) staff-child ratio and group size, 4) family communication and involvement, 5) staff qualifications, and 6) program management.

BrightStars Standard: BrightStars program standards set specific goals for program quality. For example, “lead group teacher qualifications” is a program standard.

Child Development Associate (CDA): The CDA credential is a nationally-awarded certificate administered by the Council for Professional Recognition. A CDA can be obtained in infant/toddler, preschool, family child care, or home visiting. In order to receive a CDA credential, an individual must be 18 years of age, hold a high school diploma or GED, have 480 hours of experience working with children, and 120 hours of formal training in eight content areas. www.cdacouncil.org

Child Care Support Network: The Child Care Support Network provides child care professionals with individual and peer support and facilitates connections with community resources. The program offers Early Childhood Mental Health Consultation, Health Consultation, and Infant & Toddler Technical Assistance. The Child Care Support Network is managed by the RI Department of Health. www.health.ri.gov

Child Outreach: The Child Outreach program is sponsored by the RI Department of Elementary and Secondary Education and is offered through local school districts. It is a screening process to evaluate the developmental, speech, vision, and hearing needs of children ages three through five.

CHILDSPAN: CHILDSPAN offers training and consultation to care and education providers throughout the state, including workshops, conferences, and series-based training. CHILDSPAN also hosts a lending library of nearly 5,000 books, videos, educational toys, prop boxes, and program resources. www.childspan.net

CLASS: The Classroom Assessment Scoring System. The CLASS is an observational instrument developed at the University of Virginia to assess quality in preschool classrooms. It assesses the quality of interactions between teachers and students in classrooms through measurement of instructional and social interactions. www.classobservation.com

Early Intervention: Early Intervention serves families with children birth to three years old with a medical condition that may affect their growth and development, a known developmental delay, or a risk of delayed growth or development. Early Intervention provides developmental testing, services, and links to resources in the community. The program is administered by the RI Department of Human Services. www.dhs.ri.gov

Early Childhood Education/Related Field (ECE/related): Specialized coursework in Early Childhood Education or a related field is required. Related fields include Human Development, Psychology, Sociology, Social Work, Education, Pediatric Nursing, Home Economics/Family & Consumer Science, Recreation, and Child and Family Studies.

ECERS-R, ITERS-R: The Early Childhood Environment Rating Scale – Revised. The Infant-Toddler Environment Rating Scale – Revised. The ECERS-R and ITERS-R assess process quality in infant, toddler, and preschool classrooms. The ECERS-R and ITERS-R were developed by the FPG Child Development Institute at the University of North Carolina-Chapel Hill. <http://www.fpg.unc.edu/>

Continued on page 15 >

Glossary (continued)

Lead Group Teacher: The individual with primary responsibility for a group of children who occupy an individual classroom or well-defined space. The Lead Group Teacher must spend the vast majority of time with one group of children who attend at the same time rather than divide time between classrooms or float between groups.

The National Association for the Education of Young Children (NAEYC): NAEYC is a professional association focused on the quality of educational and developmental services for all children from birth through age 8. NAEYC supports a national, voluntary accreditation system for early childhood education programs.

Ready to Learn Providence: Ready to Learn Providence (R2LP) supports programs that improve the quality of early care and education in the city of Providence, such as professional development for providers and literacy activities for parents. Parents and providers play a key role on R2LP committees and teams, helping to shape policies that affect their daily lives and the well-being of their children. www.r2lp.org

RI Child Care Facilities Fund: The RI Child Care Facilities Fund at LISC Rhode Island provides the capital and technical expertise that child care programs need to improve the quality and capacity of their physical space. The Fund provides a combination of training, technical assistance, and flexible, affordable financing. www.rilisc.org

RI Department of Children, Youth and Families (DCYF): DCYF licenses child day care centers, family child care homes, and school-age programs to ensure the health, safety and well-being of children while in care outside of their home. www.dcyf.ri.gov

RI Department of Elementary and Secondary Education (RIDE): RIDE establishes standards and approves community-based preschool and kindergarten programs to ensure developmentally appropriate early development and learning experiences. RIDE also manages RI Teacher Certification and the RI Early Learning Standards project. www.ride.ri.gov

RI Early Childhood Teaching Certificate: The RI Early Childhood Teaching Certificate is issued by the RI Department of Elementary and Secondary Education and is valid for teaching early childhood education (preschool through grade 2) in the public schools of Rhode Island. www.ride.ri.gov

RI Early Childhood Education & Training Project: The RI Early Childhood Education & Training Project at the Community College of Rhode Island (formerly the Child Care Apprenticeship Program) provides academic training to address the needs of the field of early childhood education. As part of the training, participants receive one-on-one mentoring that incorporates both education and training.

RI Early Learning Standards: Rhode Island Early Learning Standards provides guidance to families, teachers and administrators on what children should know and be able to do as they enter kindergarten. The program offers training specifically designed for early care and education teachers and administrators to strengthen quality in early childhood programs. www.ride.ri.gov/els

Strengthening Families Through Early Care & Education: Strengthening Families works with child care centers in supporting families and building protective factors in the lives of children in order to reduce abuse and neglect. Strengthening Families RI is managed by Prevent Child Abuse Rhode Island. www.preventchildabuse-ri.org

Special thanks to United Way of Rhode Island for providing the funding to design and launch BrightStars.

BrightStars Partners:

United Way of Rhode Island

CVS Caremark Charitable Trust

Nellie Mae Education Foundation

The Rhode Island Foundation

BrightStars Steering Committee

Rhode Island Association for the Education of Young Children

Rhode Island Department of Human Services

Rhode Island Department of Children, Youth and Families

Rhode Island Department of Elementary and Secondary Education

Rhode Island KIDS COUNT

BrightStars is managed by the Rhode Island Association for the Education of Young Children

For more information about BrightStars visit:
www.BrightStars.org



BrightStars

Recognizing Quality Care & Learning

APPENDIX 16

Family Child Care Quality Framework

September 2009



BrightStars

Recognizing Quality Care & Learning

BrightStars: Rhode Island's Quality Rating and Improvement System for Child Care and Early Learning Programs

Rhode Island has developed BrightStars, a voluntary quality rating and improvement system, in order to improve family access to high quality child care and early learning programs across the state. Quality rating and improvement systems exist in many states across the country and are a proven strategy to systematically improve the quality of child care and early learning programs.

Quality rating systems measure program quality with a set of community-developed, research-based standards. State licensing requirements establish the foundation for operating child care and early learning programs. These regulations specify the minimum standards that must be met to operate legally and are the first step in a quality rating and improvement system. Higher levels in quality rating systems recognize programs for exceeding basic licensing standards and implementing practices that research shows are best for children.

BrightStars is a 5-level quality rating and improvement system. In order to participate in BrightStars, programs must have a current, valid license from the Rhode Island Department of Children, Youth and Families or an approval from the Rhode Island Department of Elementary and Secondary Education and have a commitment to continuous quality improvement. Participating programs must also be in compliance with all critical areas of licensing including: staff-child ratio and group size, staff qualifications, supervision of children, licensed capacity, safe environment, safe transportation, criminal background checks, and other areas.

Programs that achieve higher levels of BrightStars recognition have demonstrated that they are implementing important research-based practices known to promote child development and learning. Each

incremental step in BrightStars is an important step toward best practice. BrightStars assesses programs using six quality domains:

- Child's Daily Experience
- Teaching and Learning
- Staff-Child Ratio and Group Size
- Family Communication and Involvement
- Staff Qualifications
- Program Management

BrightStars is led by a steering committee including representatives from all sectors of the early learning and child care field, state department leaders, providers, and key local experts and advocates. Families from across Rhode Island have been engaged throughout the development of BrightStars to ensure the standards reflect what matters to parents. The BrightStars standards and measurement system was field tested in 2008 in partnership with national researchers from the FPG Child Development Institute at the University of North Carolina.

BrightStars is a public-private partnership managed by the Rhode Island Association for the Education of Young Children. Key partners include the United Way of Rhode Island, RI Department of Human Services, RI Department of Children, Youth and Families, and RI Department of Elementary and Secondary Education.

For more information visit www.BrightStars.org.

BrightStars Family Child Care Standards and Criteria

The following is a snapshot of the BrightStars Family Child Care Quality Framework. Standards and criteria are listed under each of the respective six BrightStars quality domains. Under "Level 1", "Level 2", etc., a check mark (✓) indicates that BrightStars will assess criteria at that level. For each criteria, an increase in check marks indicates an increase or difference in what is required to achieve a higher star rating.

STANDARD	CRITERIA	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Domain 1: Child's Daily Experience						
Child's Daily Experience	Licensing Compliance	✓	✓	✓	✓	✓
	Learning Environment		✓	✓✓	✓✓✓	✓✓✓✓
Domain 2: Teaching and Learning						
Context and Process of Learning	Learning Context		✓	✓✓	✓✓✓	✓✓✓✓
	Curriculum		✓	✓	✓✓	✓✓✓
	Developmental Screening Info		✓	✓	✓	✓
	Child Assessment				✓	✓
Domain 3: Staff-Child Ratio and Group Size						
Minimum Staff-Child Ratio	Staff-Child Ratio		✓	✓	✓	✓
	Staff-Child Ratio Posted		✓	✓	✓	✓
Domain 4: Family Communication and Involvement						
Family Communication and Involvement	Family Communication		✓	✓	✓	✓
	Parent-Teacher Conference			✓	✓	✓
Domain 5: Staff Qualifications						
Provider Qualifications	Professional Development		✓	✓	✓	✓
	Formal Education		✓	✓✓	✓✓✓	✓✓✓✓
	Preschool Preparation				✓	✓
Domain 6: Program Management						
Program Management	Program Self-Assessment		✓	✓	✓	✓
	Quality Improvement Plan		✓	✓	✓	✓

How to Use this Document

This framework is designed for use by licensed family child care homes and group family child care homes. It describes the standards and criteria BrightStars uses to assign programs a star rating.

Domain 1: Child's Daily Experience						
Standard 1: Child's Daily Experience						
Level One	Level Two	Level Three	Level Four	Level Five	Measurement	Resources
<p>Licensing Compliance Compliance in all critical areas of licensing</p>	<p>Licensing Compliance Compliance in all critical areas of licensing</p> <p>Learning Environment Comprehensive written self-assessment that includes: <ul style="list-style-type: none"> indoor and outdoor space health and safety practices teaching and learning practices family communication and involvement cultural and linguistic competence respect for diversity </p>	<p>Licensing Compliance Compliance in all critical areas of licensing</p> <p>Learning Environment FCCERS-R score of 3.0 or greater</p> <p>OR NAFCC Accreditation</p>	<p>Licensing Compliance Compliance in all critical areas of licensing</p> <p>Learning Environment FCCERS-R score of 4.0 or greater</p> <p>OR NAFCC Accreditation</p>	<p>Licensing Compliance Compliance in all critical areas of licensing</p> <p>Learning Environment FCCERS-R score of 5.0 or greater</p> <p>OR NAFCC Accreditation</p>	<p>Child care license and monitoring report</p> <p>Comprehensive written program self-assessment</p> <p>FCCERS-R</p> <p>NAFCC Accreditation Certificate</p>	<ul style="list-style-type: none"> DCYF Licensing RI Child Care Facilities Fund Child Care Support Network CHILDSPAN FCCERS-R NAFCC Accreditation resources Focused self-assessment tools

BrightStars Quality Domain

Measurement: tools and methods used to assess program quality

Resources: selected quality improvement resources

“+” Plus represents additional criteria needed to achieve a rating in that level

“OR” represents one criteria or another needed to achieve a rating in that level

Bold or italics text represents a change from level to level

BrightStars Standard Name

Definition of Standard

Levels: five vertical columns show the levels in which you can achieve a star rating

BrightStars Criteria

Domain 1: Child's Daily Experience

Standard 1: Child's Daily Experience

Daily activities and interactions show that the program is providing a **safe, healthy, and stimulating environment**. The program provides **indoor and outdoor space** to support varied and enriching experiences for children. Daily interactions demonstrate that **staff respect, care for, and enjoy**

working with children. The program supports **the inclusion of children with disabilities**, responds to the **cultural and linguistic diversity** of the population it serves, and promotes the acceptance of diversity among staff, families, and children.

Level One	Level Two	Level Three	Level Four	Level Five	Measurement	Resources
<p>Licensing Compliance Compliance in all critical areas of licensing</p>	<p>Licensing Compliance Compliance in all critical areas of licensing</p> <p>+</p> <p>Learning Environment Comprehensive written self-assessment that includes:</p> <ul style="list-style-type: none"> • indoor and outdoor space • health and safety practices • teaching and learning practices • family communication and involvement • cultural and linguistic competence • respect for diversity 	<p>Licensing Compliance Compliance in all critical areas of licensing</p> <p>+</p> <p>Learning Environment FCCERS-R score of 3.0 or greater</p> <p>OR</p> <p>NAFCC Accreditation¹</p>	<p>Licensing Compliance Compliance in all critical areas of licensing</p> <p>+</p> <p>Learning Environment FCCERS-R score of 4.0 or greater</p> <p>OR</p> <p>NAFCC Accreditation¹</p>	<p>Licensing Compliance Compliance in all critical areas of licensing</p> <p>+</p> <p>Learning Environment FCCERS-R score of 5.0 or greater</p> <p>OR</p> <p>NAFCC Accreditation¹</p>	<ul style="list-style-type: none"> • Child care license and monitoring report • Comprehensive written program self-assessment • FCCERS-R • NAFCC Accreditation Certificate 	<ul style="list-style-type: none"> • DCYF Licensing • RI Child Care Facilities Fund • Child Care Support Network • CHILDSPAN • FCCERS-R • NAFCC Accreditation resources • Focused self-assessment tools

¹NAFCC accredited programs will also have FCCERS-R data collected, but the score will not be used in the rating process during the first year of implementation.

Domain 2: Teaching and Learning

Standard 2: Context and Process of Learning

Family child care providers have a **positive emotional connection** with children and respond appropriately to individual children's academic and emotional needs. Program routines **maximize time spent in learning**

activities. The program provides many **opportunities for children to learn** and **practice skills** across a broad range of developmental areas including social, emotional, physical, cognitive, and language.

Level One	Level Two	Level Three	Level Four	Level Five	Measurement	Resources
N/A	Learning Context Self-assessment of materials, routines, and activities that promote play and learning	Learning Context FCCERS-R score of 3.0 or greater — OR — NAFCC Accreditation ¹	Learning Context FCCERS-R score of 4.0 or greater — OR — NAFCC Accreditation ¹	Learning Context FCCERS-R score of 5.0 or greater — OR — NAFCC Accreditation ¹	<ul style="list-style-type: none"> Self-assessment of learning context FCCERS-R NAFCC Accreditation Certificate 	<ul style="list-style-type: none"> RI Early Learning Standards FCCERS-R NAFCC Accreditation resources Focused self-assessment tools

¹NAFCC accredited programs will also have FCCERS-R data collected, but the score will not be used in the rating process during the first year of implementation.

Domain 2: Teaching and Learning

Standard 3: Curriculum and Child Assessment

The program uses a curriculum or curriculum framework for all age groups served, including infants and toddlers. For programs serving preschool-age children, the program has a curriculum aligned with the RI Early Learning Standards. The program systematically and routinely gathers information about each child in order to meet the individual needs of children and provide differentiated learning experiences.

Level One	Level Two	Level Three	Level Four	Level Five	Measurement	Resources
Family child care licensing requires a written plan of activities and routines that meet the developmental, cultural, and individual needs of the children in care	<p>Curriculum Self-study of curriculum for all age groups served (infants, toddlers, preschool)</p> <p>Self-study of preschool curriculum must reference the RI Early Learning Standards</p> <p>+</p> <p>Developmental Screening Info The program provides written information to parents about the availability of Early Intervention and Child Outreach screenings</p>	<p>Curriculum Self-study of curriculum for all age groups served (infants, toddlers, preschool)</p> <p>Self-study of preschool curriculum must reference the RI Early Learning Standards</p> <p>+</p> <p>Developmental Screening Info The program provides written information to parents about the availability of Early Intervention and Child Outreach screenings</p>	<p>Curriculum Preschool curriculum aligned with the RI Early Learning Standards</p> <p>+</p> <p>Developmental Screening Info The program provides written information to parents about the availability of Early Intervention and Child Outreach screenings</p> <p>+</p> <p>Child Assessment The program gathers information about each child through child observation, checklists, family surveys/interviews, standardized tools, or other assessment tools</p>	<p>Curriculum Preschool curriculum and curriculum framework aligned with the RI Early Learning Standards</p> <p>+</p> <p>Developmental Screening Info The program provides written information to parents about the availability of Early Intervention and Child Outreach screenings</p> <p>+</p> <p>Child Assessment The program gathers information about each child through child observation, checklists, family surveys/interviews, standardized tools, or other assessment tools</p>	<ul style="list-style-type: none"> Written self-study of curriculum Documentation of information about screening provided to parents Preschool curriculum contains all RI Early Learning Standards domains Documentation of child assessment Curriculum framework approved by RI Early Learning Standards 	<ul style="list-style-type: none"> RI Early Learning Standards NAEYC Curriculum and Assessment Resources Early Intervention Program Child Outreach Program Focused self-assessment tools Ready to Learn Providence

Domain 3: Staff-Child Ratio and Group Size

Standard 4: Minimum Staff-Child Ratio

Programs have enough staff at all times to supervise the children and to support learning and development.

Level One	Level Two	Level Three	Level Four	Level Five	Measurement	Resources
Family child care licensing requires: 1:6 ¹ 2:8 ² 2:12 (applies to licensed group family child care homes only) ³	Staff-Child Ratio 1:6 ¹ 2:8 ² — OR — 2:12 (for licensed group family child care homes only) ³ — + —	Staff-Child Ratio 1:6 ¹ 2:8 ² — OR — 2:12 (for licensed group family child care homes only) ³ — + —	Staff-Child Ratio 1:6 ¹ 2:8 ² — OR — 2:12 (for licensed group family child care homes only) ³ — + —	Staff-Child Ratio 1:6 ¹ 2:8 ² — OR — 2:12 (for licensed group family child care homes only) ³ — + —	<ul style="list-style-type: none"> • Observation of staff-child ratio • Observation of staff-child ratio posted 	
	Staff-Child Ratio Posted Minimum staff-child ratio is clearly posted	Staff-Child Ratio Posted Minimum staff-child ratio is clearly posted	Staff-Child Ratio Posted Minimum staff-child ratio is clearly posted	Staff-Child Ratio Posted Minimum staff-child ratio is clearly posted		

¹ A provider, without an assistant, who cares for children less than 18 months old, can have no more than four children less than six years old, and of these four children, can have no more than two children less than 18 months old.

² Of these children, no more than four children can be less than 18 months old.

³ The 2:12 ratio applies to children over 18 months old. For children less than 18 months old, the ratio is one staff for four children.

Domain 4: Family Communication and Involvement

Standard 5: Family Communication and Involvement

The program **communicates regularly and effectively** with families, encourages active two-way communication, offers regular opportunities for family involvement, and **works to build partnerships with families**.

Level One	Level Two	Level Three	Level Four	Level Five	Measurement	Resources
<p>Family child care licensing requires an open door policy for parents, pre-admission interviews, daily written communication with parents of infants, a directory of community resources, and a plan for communicating with parents</p>	<p>Family Communication Program offers two of the following:</p> <ul style="list-style-type: none"> • Monthly newsletter • Family meeting, social event, or workshop (four times per year) • Ideas and suggestions to support learning at home (four times per year) • Annual family survey 	<p>Family Communication Program offers two of the following:</p> <ul style="list-style-type: none"> • Monthly newsletter • Family meeting, social event, or workshop (four times per year) • Ideas and suggestions to support learning at home (four times per year) • Annual family survey <p>— + —</p> <p>Parent-Teacher Conference Offered twice per year</p>	<p>Family Communication Program offers two of the following:</p> <ul style="list-style-type: none"> • Monthly newsletter • Family meeting, social event, or workshop (four times per year) • Ideas and suggestions to support learning at home (four times per year) • Annual family survey <p>— + —</p> <p>Parent-Teacher Conference Offered twice per year</p>	<p>Family Communication Program offers two of the following:</p> <ul style="list-style-type: none"> • Monthly newsletter • Family meeting, social event, or workshop (four times per year) • Ideas and suggestions to support learning at home (four times per year) • Annual family survey <p>— + —</p> <p>Parent-Teacher Conference Offered twice per year</p>	<ul style="list-style-type: none"> • Documentation of newsletters, events, ideas/suggestions, or family survey • Documentation of parent-teacher conferences 	<ul style="list-style-type: none"> • RI Early Learning Standards • Strengthening Families Through Early Care and Education • Ready to Learn Providence • Options for Working Families

Domain 5: Staff Qualifications

Standard 6: Provider Qualifications

Family child care providers should have the **formal education and professional preparation** to work with children in their care.

Level One	Level Two	Level Three	Level Four	Level Five	Measurement	Resources
<p>Family child care licensing requires a high school diploma or GED for providers licensed on or after October 1, 2007</p> <p>Licensing requires all providers complete 24 clock hours of training every two years</p>	<p>Professional Development Provider has an individual professional development plan — + —</p> <p>Formal Education Provider has a high school diploma/GED</p>	<p>Professional Development Provider has an individual professional development plan — + —</p> <p>Formal Education Provider has a CDA, Associate's Degree, or higher — OR — 12 college credits in ECE/related</p>	<p>Professional Development Provider has an individual professional development plan — + —</p> <p>Formal Education Provider has a CDA, Associate's Degree/ higher and 12 college credits in ECE/related</p> <p>Preschool Preparation Providers serving preschoolers have a RI Early Learning Standards Level II Certificate — OR — RI Early Childhood Teaching Certificate</p>	<p>Professional Development Provider has an individual professional development plan — + —</p> <p>Formal Education Provider has an Associate's Degree/ higher and 18 college credits in ECE/related</p> <p>Preschool Preparation Providers serving preschoolers have a RI Early Learning Standards Level II Certificate — OR — RI Early Childhood Teaching Certificate</p>	<ul style="list-style-type: none"> • Documentation of individual professional development plan • High school diploma/GED • CDA Certificate • College diplomas and transcripts • RI Early Learning Standards Certificate • RI Early Childhood Teaching Certificate 	<ul style="list-style-type: none"> • RI Early Childhood Education and Training Project at the Community College of Rhode Island • Community colleges • Four-year colleges and universities • Credit-bearing coursework offered through community agencies • RI Early Learning Standards • RI Department of Elementary and Secondary Education

Domain 6: Program Management

Standard 7: Program Management

The program comprehensively assesses overall program operations, establishes **program goals to continually improve quality**, and makes progress toward achieving program goals.

Level One	Level Two	Level Three	Level Four	Level Five	Measurement	Resources
N/A	<p>Program Self-Assessment Comprehensive program self-assessment (see <i>Child's Daily Experience</i>)</p> <p>+</p> <p>Quality Improvement Plan Quality improvement plan that includes all BrightStars domains (to be completed after initial BrightStars rating)</p>	<p>Program Self-Assessment Comprehensive program self-assessment (see <i>Child's Daily Experience</i>)</p> <p>+</p> <p>Quality Improvement Plan Quality improvement plan that includes all BrightStars domains (to be completed after initial BrightStars rating)</p>	<p>Program Self-Assessment Comprehensive program self-assessment (see <i>Child's Daily Experience</i>)</p> <p>+</p> <p>Quality Improvement Plan Quality improvement plan that includes all BrightStars domains (to be completed after initial BrightStars rating)</p>	<p>Program Self-Assessment Comprehensive program self-assessment (see <i>Child's Daily Experience</i>)</p> <p>+</p> <p>Quality Improvement Plan Quality improvement plan that includes all BrightStars domains (to be completed after initial BrightStars rating)</p>	<ul style="list-style-type: none"> • Comprehensive program self-assessment • Program quality improvement plan 	<ul style="list-style-type: none"> • FCCERS-R • NAFCC Accreditation resources • Focused self-assessment tools • CHILDSPAN

Glossary

BrightStars Criteria: BrightStars criteria are specific, measurable benchmarks within a standard that programs must meet in order to receive a BrightStars rating. For example, “compliance in all critical areas of DCYF licensing” and “parent-teacher conference offered twice per year” are criteria.

BrightStars Domain: BrightStars standards are organized into 6 domains, or general areas of program quality. The 6 BrightStars domains are: 1) child’s daily experience, 2) teaching and learning, 3) staff-child ratio and group size, 4) family communication and involvement, 5) staff qualifications, and 6) program management.

BrightStars Standard: BrightStars program standards set specific goals for program quality. For example, “provider qualifications” is a program standard.

Child Development Associate (CDA): The CDA credential is a nationally-awarded certificate administered by the Council for Professional Recognition. A CDA can be obtained in infant/toddler, preschool, family child care, or home visiting. In order to receive a CDA credential, an individual must be 18 years of age, hold a high school diploma or GED, have 480 hours of experience working with children, and 120 hours of formal training in eight content areas. www.cdacouncil.org

Child Care Support Network: The Child Care Support Network provides child care professionals with individual and peer support and facilitates connections with community resources. The program offers Early Childhood Mental Health Consultation, Health Consultation, and Infant & Toddler Technical Assistance. The Child Care Support Network is managed by the RI Department of Health. www.health.ri.gov

Child Outreach: The Child Outreach program is sponsored by the RI Department of Elementary and Secondary Education and is offered through local school districts. It is a screening process to evaluate the developmental, speech, vision, and hearing needs of children ages three through five.

CHILDSPAN: CHILDSPAN offers training and consultation to care and education providers throughout the state, including workshops, conferences, and series-based training. CHILDSPAN also hosts a lending library of nearly 5,000 books, videos, educational toys, prop boxes, and program resources. www.childspan.net

Early Intervention: Early Intervention serves families with children birth to three years old with a medical condition that may affect their growth and development, a known developmental delay, or a risk of delayed growth or development. Early Intervention provides developmental testing, services, and links to resources in the community. The program is administered by the RI Department of Human Services. www.dhs.ri.gov

Early Childhood Education/Related Field (ECE/related): Specialized coursework in Early Childhood Education or a related field. Related fields include Human Development, Psychology, Sociology, Social Work, Education, Pediatric Nursing, Home Economics/Family & Consumer Science, Recreation, and Child and Family Studies.

FCCERS-R: The Family Child Care Environment Rating Scale – Revised. The FCCERS-R assesses process quality in family child care homes. The FCCERS-R was developed by the FPG Child Development Institute at the University of North Carolina-Chapel Hill. <http://www.fpg.unc.edu/>

Continued on page 13 >

Glossary (continued)

The National Association for Family Child Care (NAFCC): NAFCC is a non-profit organization dedicated to promoting quality child care by strengthening the profession of family child care. NAFCC sponsors a nationally recognized accreditation system designed specifically for family child care providers.

The National Association for the Education of Young Children (NAEYC): NAEYC is a professional association focused on the quality of educational and developmental services for all children from birth through age 8. NAEYC supports a national, voluntary accreditation system for center and school-based early childhood education programs.

Ready to Learn Providence: Ready to Learn Providence (R2LP) supports programs that improve the quality of early care and education in the city of Providence, such as professional development for providers and literacy activities for parents. Parents and providers play a key role on R2LP committees and teams, helping to shape policies that affect their daily lives and the well-being of their children.
www.r2lp.org

RI Child Care Facilities Fund: The RI Child Care Facilities Fund at LISC Rhode Island provides the capital and technical expertise that child care programs need to improve the quality and capacity of their physical space. The Fund provides a combination of training, technical assistance, and flexible, affordable financing.
www.rilisc.org

RI Department of Children, Youth and Families (DCYF): DCYF licenses child day care centers, family child care homes, and school-age programs to ensure the health, safety and well-being of children while in care outside of their home.
www.dcyf.ri.gov

RI Department of Elementary and Secondary Education (RIDE): RIDE establishes standards and approves community-based preschool and kindergarten programs to ensure developmentally appropriate early development and learning experiences. RIDE also manages RI Teacher Certification and the RI Early Learning Standards project. www.ride.ri.gov

RI Early Childhood Teaching Certificate: The RI Early Childhood Teaching Certificate is issued by the RI Department of Elementary and Secondary Education and is valid for teaching early childhood education (preschool through grade 2) in the public schools of Rhode Island. www.ride.ri.gov

RI Early Childhood Education & Training Project: The RI Early Childhood Education & Training Project at the Community College of Rhode Island (formerly the Child Care Apprenticeship Program) provides academic training to address the needs of the field of early childhood education. As part of the training, participants receive one-on-one mentoring that incorporates both education and training.

RI Early Learning Standards: Rhode Island Early Learning Standards provides guidance to families, teachers and administrators on what children should know and be able to do as they enter kindergarten. The program offers training specifically designed for early care and education teachers and administrators to strengthen quality in early childhood programs. www.ride.ri.gov/els

Strengthening Families Through Early Care & Education: Strengthening Families works with child care programs in supporting families and building protective factors in the lives of children in order to reduce abuse and neglect. Strengthening Families RI is managed by Prevent Child Abuse Rhode Island. www.preventchildabuse-ri.org

Special thanks to United Way of Rhode Island for providing the funding to design and launch BrightStars.

BrightStars Partners:

United Way of Rhode Island

CVS Caremark Charitable Trust

Nellie Mae Education Foundation

The Rhode Island Foundation

BrightStars Steering Committee

Rhode Island Association for the Education of Young Children

Rhode Island Department of Human Services

Rhode Island Department of Children, Youth and Families

Rhode Island Department of Elementary and Secondary Education

Rhode Island KIDS COUNT

BrightStars is managed by the Rhode Island Association for the Education of Young Children

**For more information about BrightStars visit:
www.BrightStars.org**



BrightStars

Recognizing Quality Care & Learning

APPENDIX 17

School-Age Child Care (K-5) Quality Framework

April 2011



BrightStars

Recognizing Quality Care & Learning

BrightStars: Rhode Island's Quality Rating and Improvement System for Child Care and Early Learning Programs

Rhode Island has developed BrightStars, a voluntary quality rating and improvement system, in order to improve family access to high quality child care and early learning programs across the state. Quality rating and improvement systems exist in many states across the country and are a proven strategy to systematically improve the quality of child care and early learning programs.

Quality rating systems measure program quality with a set of community-developed, research-based standards. State licensing requirements establish the foundation for operating child care and early learning programs. These regulations specify the minimum standards that must be met to operate legally and are the first step in a quality rating and improvement system. Higher levels in quality rating systems recognize programs for exceeding basic licensing standards and implementing practices that research shows are best for children.

BrightStars is a 5-level quality rating and improvement system. In order to participate in BrightStars, programs must have a current, valid license from the Rhode Island Department of Children, Youth and Families or an approval from the Rhode Island Department of Elementary and Secondary Education and have a commitment to continuous quality improvement. Participating programs must also be in compliance with all critical areas of licensing including: staff-child ratio, staff qualifications, supervision of children, licensed capacity, safe environment, safe transportation, criminal background checks, and other areas.

Programs that achieve higher levels of BrightStars recognition have demonstrated that they are implementing important research-based practices known to promote child development and learning. Each incremental step

in BrightStars is an important step toward best practice. BrightStars assesses programs using six quality domains:

- Child's Daily Experience
- Teaching and Learning
- Staff-Child Ratio and Group Size
- Family Communication and Involvement
- Staff Qualifications
- Program Management

BrightStars is advised by a steering committee including representatives from all sectors of the early learning and child care field, state department leaders, providers, and key local experts and advocates. Families from across Rhode Island have been engaged throughout the development of BrightStars to ensure the standards reflect what matters to parents. The BrightStars standards and measurement system was field tested in 2008 in partnership with national researchers from the FPG Child Development Institute at the University of North Carolina.

BrightStars is a public-private partnership managed by the Rhode Island Association for the Education of Young Children. Key partners include the United Way of Rhode Island, RI Department of Human Services, RI Department of Children, Youth and Families, RI Department of Elementary and Secondary Education, and RI Department of Health.

For more information visit www.BrightStars.org.

BrightStars School-Age Child Care (K-5) Standards and Criteria

The following is a snapshot of the BrightStars School-Age Child Care (K-5) Quality Framework. Standards and criteria are listed under each of the respective six BrightStars quality domains. Under “Level 1”, “Level 2”, etc., a check mark indicates that BrightStars will assess criteria at that level. For each criteria, an increase in check marks indicates an increase or difference in what is required to achieve a higher star rating.

STANDARD	CRITERIA	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Domain 1: Child’s Daily Experience						
Child’s Daily Experience	Licensing Compliance	✓	✓	✓	✓	✓
	Learning Environment		✓	✓✓	✓✓✓	✓✓✓✓
Domain 2: Teaching and Learning						
Curriculum, Child Assessment, and Process of Learning	Curriculum		✓	✓	✓✓	✓✓✓
	Child Assessment				✓	✓✓
Domain 3: Staff-Child Ratio and Group Size						
Minimum Staff-Child Ratio	Staff-Child Ratio		✓	✓	✓✓	✓✓
	Staff-Child Ratio Communicated		✓	✓	✓	✓
Maximum Group Size	Group Size		✓	✓	✓✓	✓✓
	Group Space		✓	✓	✓✓	✓✓✓
Domain 4: Family Communication and Involvement						
Family Communication and Involvement	Family Communication		✓	✓	✓✓	✓✓✓
Domain 5: Staff Qualifications						
Lead Staff Qualifications	Professional Development		✓	✓	✓	✓
	Formal Education			✓	✓✓	✓✓✓
Program Director Qualifications	Formal Education			✓	✓	✓
Domain 6: Program Management						
Program Management	Program Self-Assessment		✓	✓	✓	✓
	Quality Improvement Plan		✓	✓	✓	✓

How to Use this Document

This framework is designed for use by school-age child care programs serving children ages kindergarten through fifth grade. It describes the standards and criteria BrightStars uses to assign programs a star rating.

BrightStars Standard Name Domain 1: Child's Daily Experience

BrightStars Standard **Standard 1: Child's Daily Experience**

Definition of Standard Daily activities and interactions show that the program is providing a **safe, healthy, and stimulating environment**. The program provides indoor and outdoor space to support varied and enriching experiences for children. Daily interactions demonstrate that **staff respect, care for, and enjoy** working with children. The program supports **the inclusion of children with disabilities**, responds to the cultural and linguistic diversity of the population it serves, and **promotes the acceptance of diversity** among staff, families, and children.

Levels: five vertical columns show the levels in which you can achieve a star rating

Level One	Level Two	Level Three	Level Four	Level Five	Measurement	Resources
Licensing Compliance Compliance in all critical areas of licensing	Licensing Compliance Compliance in all critical areas of licensing	Licensing Compliance Compliance in all critical areas of licensing	Licensing Compliance Compliance in all critical areas of licensing	Licensing Compliance Compliance in all critical areas of licensing	• DCYF monitoring report • SACERS • COA After School Recognition	• DCYF Licensing • RI Child Care Facilities Fund • RI/ASPA • PASA • SACERS • COA After School Recognition resources • RI After School Quality Standards • Self-assessment tools • RIFQA
Learning Environment Comprehensive self-assessment (see Standard 8)	Learning Environment Average SACERS score/s of 3.0 or greater, with no observed group SACERS score less than 2.5 ¹	Learning Environment Average SACERS score/s of 4.0 or greater, with no observed group SACERS score less than 3.0	Learning Environment Average SACERS score/s of 5.0 or greater, with no observed group SACERS score less than 3.0	Learning Environment Average SACERS score/s of 5.0 or greater, with no observed group SACERS score less than 3.0	• COA After School Recognition resources	• COA After School Recognition resources • RI After School Quality Standards • Self-assessment tools • RIFQA

BrightStars Criteria **“+”** Plus represents additional criteria needed to achieve a rating in that level

“OR” represents one criteria or another needed to achieve a rating in that level

Bold or italics text represents a change from level to level

¹If the program is organized into self-contained groups, SACERS scores will be collected from a random sample of 33% of groups and scores will be averaged. If the program is run as one large group, one SACERS will be completed on the entire program. COA After School Recognition programs will also have SACERS data collected, but the scores will not be used in the rating process.

Domain 1: Child's Daily Experience

Standard 1: Child's Daily Experience

Daily activities and interactions show that the program is providing a **safe, healthy, and stimulating environment**. The program provides indoor and outdoor space to support varied and enriching experiences for children. Daily interactions demonstrate that **staff respect, care for, and enjoy**

working with children. The program supports **the inclusion of children with disabilities**, responds to the cultural and linguistic diversity of the population it serves, and **promotes the acceptance of diversity** among staff, families, and children.

Level One	Level Two	Level Three	Level Four	Level Five	Measurement	Resources
<p>Licensing Compliance Compliance in all critical areas of licensing</p> <p>— + —</p> <p>Learning Environment Comprehensive self-assessment (see Standard 8)</p>	<p>Licensing Compliance Compliance in all critical areas of licensing</p> <p>— + —</p> <p>Learning Environment Average SACERS score/s of 3.0 or greater, with no observed group SACERS score less than 2.5¹</p> <p>— OR —</p> <p>COA After School Recognition</p>	<p>Licensing Compliance Compliance in all critical areas of licensing</p> <p>— + —</p> <p>Learning Environment Average SACERS score/s of 4.0 or greater, with no observed group SACERS score less than 3.0</p> <p>— OR —</p> <p>COA After School Recognition</p>	<p>Licensing Compliance Compliance in all critical areas of licensing</p> <p>— + —</p> <p>Learning Environment Average SACERS score/s of 5.0 or greater, with no observed group SACERS score less than 3.0</p> <p>— OR —</p> <p>COA After School Recognition</p>	<p>Licensing Compliance Compliance in all critical areas of licensing</p> <p>— + —</p> <p>Learning Environment Average SACERS score/s of 5.0 or greater, with no observed group SACERS score less than 3.0</p> <p>— OR —</p> <p>COA After School Recognition</p>	<ul style="list-style-type: none"> • DCYF monitoring report • SACERS • COA After School Recognition 	<ul style="list-style-type: none"> • DCYF Licensing • RI Child Care Facilities Fund • RIASPA • PASA • SACERS • COA After School Recognition resources • RI After School Quality Standards • Self-assessment tools • RIPOA

¹If the program is organized into self-contained groups, SACERS scores will be collected from a random sample of 33% of groups and scores will be averaged. If the program is run as one large group, one SACERS will be completed on the entire program. COA After School Recognition programs will also have SACERS data collected, but the scores will not be used in the rating process.

Domain 2: Teaching and Learning

Standard 2: Curriculum, Child Assessment, and Process of Learning

The program uses a program plan, curriculum, or curriculum framework. emotional, physical, cognitive, and language. The program **systematically**

The program provides many **opportunities for children to learn and** **and routinely gathers information** about each child in order to meet the **practice skills** across a broad range of developmental areas including social, individual needs of children and provide differentiated learning experiences.

Level One	Level Two	Level Three	Level Four	Level Five	Measurement	Resources
School-age program licensing requires a plan book on site which details program planning for at least a month in advance	<p>Curriculum Comprehensive self-assessment (see Standard 8)</p>	<p>Curriculum Comprehensive self-assessment (see Standard 8)</p>	<p>Curriculum The program plan or curriculum includes weekly opportunities for each of the following:</p> <ul style="list-style-type: none"> • active physical activity • creative expression • academic support <p>+</p> <p>Child Assessment The program gathers information about each child through at least one of the following: observations, checklists, interest inventories, family/child surveys or interviews, school performance information, or other assessment tools</p>	<p>Curriculum The program plan or curriculum includes two or more different opportunities weekly for each of the following:</p> <ul style="list-style-type: none"> • active physical activity • creative expression • academic support <p>+</p> <p>Child Assessment The program gathers information about each child through at least two of the following: observations, checklists, interest inventories, family/child surveys or interviews, school performance information, or other assessment tools</p>	<ul style="list-style-type: none"> • Program plan/curriculum review • Documentation of child assessment 	<ul style="list-style-type: none"> • COA After School Recognition resources

Domain 3: Staff-Child Ratio and Group Size

Standard 3: Minimum Staff-Child Ratio

Programs have enough staff members to supervise the children and to support learning and development of each child, including children with disabilities.

Level One	Level Two	Level Three	Level Four	Level Five	Measurement	Resources
School-age program licensing requires a staff-child ratio of one adult to thirteen children be maintained	<p>Staff-Child Ratio 1:13²</p> <p>— + —</p> <p>Staff-Child Ratio Communicated Minimum staff-child ratio is clearly communicated to parents/families</p>	<p>Staff-Child Ratio 1:13</p> <p>— + —</p> <p>Staff-Child Ratio Communicated Minimum staff-child ratio is clearly communicated to parents/families</p>	<p>Staff-Child Ratio 1:13</p> <p>1:12 if the program serves any Kindergarteners</p> <p>— + —</p> <p>Staff-Child Ratio Communicated Minimum staff-child ratio is clearly communicated to parents/families</p>	<p>Staff-Child Ratio 1:13</p> <p>1:12 if the program serves any Kindergarteners</p> <p>— + —</p> <p>Staff-Child Ratio Communicated Minimum staff-child ratio is clearly communicated to parents/families</p>	<ul style="list-style-type: none"> • Observation of staff-child ratio • Documentation of staff-child ratio communicated to families 	<ul style="list-style-type: none"> • DCYF Licensing

²Ratio will be determined based on the total # of children present during observation and the total # of staff present during observation.

Domain 3: Staff-Child Ratio and Group Size

Standard 4: Maximum Group Size

Group size is the number of children who occupy a defined space while engaged in a specific activity. Programs plan for and **provide appropriate group sizes** for children according to the type, complexity, and difficulty

of activities as well as the ages, abilities, developmental levels, and needs of children.

Level One	Level Two	Level Three	Level Four	Level Five	Measurement	Resources
N/A	<p>Group Size 26 children³</p>	<p>Group Size 26 children</p> <p>— + —</p> <p>Group Space No more than 52 children in a room⁴</p>	<p>Group Size 26 children</p> <p>24 if the program serves any Kindergarteners</p> <p>— + —</p> <p>Group Space No more than 52 children in a room</p> <p>No more than 48 children in a room if the program serves any Kindergarteners</p>	<p>Group Size 26 children</p> <p>24 if the program serves any Kindergarteners</p> <p>— + —</p> <p>Group Space No more than 26 children in a room</p> <p>No more than 24 children in a room if the program serves any Kindergarteners</p>	<ul style="list-style-type: none"> • Observation of group size • Observation of group space 	<ul style="list-style-type: none"> • RI Child Care Facilities Fund

³Group size will be determined based on the total # of children in a group or activity throughout the observation; intermingling is permitted. Exceptions to group/activity size include: meal/snack time, outdoor time, arrival, departure, and special activities. Times for these exceptions to group/activity size should not exceed more than 1/3 of the total time children are in attendance. For example, activities which are exceptions to group size should not last more than 1 hour in a 3-hour program. For more information on how this standard is assessed, see 'Program Observation Information' in the BrightStars School-Age Child Care application materials.

⁴A room has floor-to-ceiling walls.

Domain 4: Family Communication and Involvement

Standard 5: Family Communication and Involvement

The program **communicates regularly and effectively** with families, encourages active two-way communication, offers regular opportunities for family involvement, and **works to build partnerships with families**.

Level One	Level Two	Level Three	Level Four	Level Five	Measurement	Resources
School-age program licensing requires an open door policy, pre-admission conference, parent-staff conferences, ongoing communication, and a directory of community resources	<p>Family Communication Program offers one of the following:</p> <ul style="list-style-type: none"> • Monthly newsletter • Family meeting, social event, or workshop (four times per year) • Ideas and suggestions to support learning at home (four times per year) • Annual family survey • Parent-staff conferences (twice per year) • An advisory board that includes families meets four times per year 	<p>Family Communication Program offers one of the following:</p> <ul style="list-style-type: none"> • Monthly newsletter • Family meeting, social event, or workshop (four times per year) • Ideas and suggestions to support learning at home (four times per year) • Annual family survey • Parent-staff conferences (twice per year) • An advisory board that includes families meets four times per year 	<p>Family Communication Program offers two of the following:</p> <ul style="list-style-type: none"> • Monthly newsletter • Family meeting, social event, or workshop (four times per year) • Ideas and suggestions to support learning at home (four times per year) • Annual family survey • Parent-staff conferences (twice per year) • An advisory board that includes families meets four times per year 	<p>Family Communication Program offers three of the following:</p> <ul style="list-style-type: none"> • Monthly newsletter • Family meeting, social event, or workshop (four times per year) • Ideas and suggestions to support learning at home (four times per year) • Annual family survey • Parent-staff conferences (twice per year) • An advisory board that includes families meets four times per year 	<ul style="list-style-type: none"> • Documentation of newsletters, events, ideas/suggestions, family survey, or parent-staff conferences 	<ul style="list-style-type: none"> • COA After School Recognition resources

Domain 5: Staff Qualifications

Standard 6: Lead Staff Qualifications

Lead staff have primary responsibility for children in the program. Lead staff should have the **formal education and professional preparation** to work with school-age children.

Level One	Level Two	Level Three	Level Four	Level Five	Measurement	Resources
School-age program licensing requires school age staff to be at least 18 years of age and have had either formal training in child care or at least one year of supervised experience working with school age children in a group setting	<p>Professional Development All lead staff have an individual professional development plan</p>	<p>Professional Development All lead staff have an individual professional development plan</p> <p>— + —</p> <p>Formal Education All lead staff have 12 college credits in any field</p>	<p>Professional Development All lead staff have an individual professional development plan</p> <p>— + —</p> <p>Formal Education All lead staff have 24 college credits in any field</p>	<p>Professional Development All lead staff have an individual professional development plan</p> <p>— + —</p> <p>Formal Education All lead staff have an Associate's Degree or higher or 60 college credits in any field</p>	<ul style="list-style-type: none"> • Documentation of completed worksheet or plan • College diplomas and transcripts 	<ul style="list-style-type: none"> • Rhode Island Core Knowledge and Core Competencies for Afterschool and Youth Development Professionals • Community colleges • Four-year colleges and universities • Credit-bearing coursework offered through community agencies

⁵Programs must have a sufficient number of lead staff. Programs seeking a rating of 1, 2, or 3 Stars must name one lead staff for every 26 enrolled children; programs seeking a rating of 4 or 5 Stars who serve Kindergarteners must name one lead staff for every 24 enrolled children.

Standard 7: Program Director Qualifications

The administrator responsible for the program has the **formal education and professional preparation** to manage the program and act as a pedagogical leader.

Level One	Level Two	Level Three	Level Four	Level Five	Measurement	Resources
School-age program licensing requires the director to have experience in administration or professional preparation in a field appropriate for those who work with school age children	N/A	<p>Formal Education The director has a Bachelor's Degree or higher and 18 college credits in Child/Youth Development or a related field⁶</p>	<p>Formal Education The director has a Bachelor's Degree or higher and 18 college credits in Child/Youth Development or a related field</p>	<p>Formal Education The director has a Bachelor's Degree or higher and 18 college credits in Child/Youth Development or a related field</p>	<ul style="list-style-type: none"> College diplomas and transcripts 	<ul style="list-style-type: none"> Four-year colleges and universities Credit-bearing coursework offered through community agencies

⁶Specialized coursework in Child/Youth Development or a related field is required. Related fields include Human Development, Psychology, Sociology, Social Work, Education, Pediatric Nursing, Home Economics/Family & Consumer Science, Recreation, and Child and Family Studies.

Domain 6: Program Management

Standard 8: Program Management

The program comprehensively assesses overall program operations, establishes **program goals to continually improve quality**, and makes progress toward achieving program goals.

Level One	Level Two	Level Three	Level Four	Level Five	Measurement	Resources
School-age program licensing requires that parents, staff, and other professionals be involved in evaluating the program's effectiveness annually	<p>Professional Development Comprehensive program self-assessment using the <i>RIPQA-Younger Youth Version</i>⁷</p> <p>— + —</p> <p>Quality Improvement Plan Quality improvement plan (to be completed after initial BrightStars rating)</p>	<p>Professional Development Comprehensive program self-assessment using the <i>RIPQA-Younger Youth Version</i>⁷</p> <p>— + —</p> <p>Quality Improvement Plan Quality improvement plan (to be completed after initial BrightStars rating)</p>	<p>Professional Development Comprehensive program self-assessment using the <i>RIPQA-Younger Youth Version</i>⁷</p> <p>— + —</p> <p>Quality Improvement Plan Quality improvement plan (to be completed after initial BrightStars rating)</p>	<p>Professional Development Comprehensive program self-assessment using the <i>RIPQA-Younger Youth Version</i>⁷</p> <p>— + —</p> <p>Quality Improvement Plan Quality improvement plan (to be completed after initial BrightStars rating)</p>	<ul style="list-style-type: none"> • Documentation of program self-assessment • Documentation of program quality improvement plan 	<ul style="list-style-type: none"> • RIPQA • PASA • RIASPA • RI After School Quality Standards • SACERS • COA After School Recognition resources • Self-assessment tools

⁷The RIPQA-Younger Youth Version is composed of two separate tools: the School Age Program Quality Assessment (SAPQA), developed by the Weikart Center for Youth Program Quality, and an administrative component, (Form B), developed locally in Rhode Island.

Glossary

BrightStars Criteria: BrightStars criteria are specific, measurable benchmarks within a standard that programs must meet in order to receive a BrightStars rating. For example, “compliance in all critical areas of DCYF licensing” and “staff-child ratio communicated” are criteria.

BrightStars Domain: BrightStars standards are organized into 6 domains, or general areas of program quality. The 6 BrightStars domains are: 1) child’s daily experience, 2) teaching and learning, 3) staff-child ratio and group size, 4) family communication and involvement, 5) staff qualifications, and 6) program management.

BrightStars Standard: BrightStars program standards set specific goals for program quality. For example, “lead staff qualifications” is a program standard.

Child/Youth Development: Specialized coursework in Child/Youth Development or related field is required. Related fields include Human Development, Psychology, Sociology, Social Work, Education, Pediatric Nursing, Home Economics/Family and Consumer Science, Recreation, and Child and Family Studies.

COA: The Council on Accreditation (COA) partners with human service organizations worldwide to improve service delivery outcomes by developing, applying, and promoting accreditation standards. www.coaafterschool.org

Group Size: Group size is the number of children who occupy a defined space while engaged in a specific activity. Group size will be determined based on the total number of children in a group or activity throughout the observation; intermingling is permitted. Exceptions to group size include: meal/snack time, outdoor time, arrival, departure, and special activities.

Lead Staff: One lead staff must be named for every 26 enrolled children. If the program serves Kindergartners and seeks a rating of 4 or 5 Stars, programs must name one lead staff for every 24 enrolled children.

PASA: The Providence After School Alliance (PASA) works to increase access to quality after school programming for the young people of the city, starting with middle school age youth and now continuing with high school age youth. PASA serves as a vehicle for collective action, advocacy and integrated planning. www.mypasa.org

RIASPA: The Rhode Island Afterschool Plus Alliance (RIASPA) was founded in 2002 by the United Way of Rhode Island, in partnership with the Charles Stewart Mott Foundation. Since its inception RIASPA has worked to envision a Rhode Island that maximizes how, when, and where children and youth learn to ensure their success. To accomplish this goal, RIASPA leads policy, practice, and systems change so that community- and school- based learning and youth development opportunities are aligned for student success. www.afterschoolri.org

RI Afterschool Quality Standards: As an initial step towards quality improvement, PASA convened after-school providers, youth, parents and funders to develop a common definition of quality after-school opportunities. This group identified the most important aspects of quality programs for Providence children and youth. The resulting quality standards for after-school programs were broken into five major categories: 1) Health, safety & environment; 2) Relationships; 3) Programming & activities; 4) Staffing & professional development; 5) Administration.

Continued on next page...

Glossary (continued)

RI Child Care Facilities Fund: The RI Child Care Facilities Fund at LISC Rhode Island provides the capital and technical expertise that child care programs need to improve the quality and capacity of their physical space. The Fund provides a combination of training, technical assistance, and flexible, affordable financing. www.rilisc.org

Rhode Island Core Knowledge and Core Competencies for Afterschool and Youth Development Professionals: The Rhode Island Core Competencies refer to the observable skills and dispositions needed by professionals in order to provide high-quality afterschool and youth development programming. Competencies are concrete, observable and achievable, and establish standards of practice that strengthen the profession.

RI Department of Children, Youth and Families (DCYF): DCYF licenses child day care centers, family child care homes, and school-age programs to ensure the health, safety and well-being of children while in care outside of their home. www.dcyf.ri.gov

RIPQA-Younger Youth Version: The RIPQA-Younger Youth Version is composed of two separate tools: the *School Age Program Quality Assessment (SAPQA)*, developed by the Weikart Center for Youth Program Quality, and an administrative component (Form B) developed locally in Rhode Island.

RISAA: The Rhode Island School-Age Association is the RI Affiliate of the National Afterschool Association. The Rhode Island School-Age Association supports and enhances high-quality school-age child care, youth, and enrichment programs in Rhode Island through public awareness, advocacy, legislation, and education. The Association also provides professional development and networking opportunities. www.rischoolagechildcare.org

SACERS: The *School-Age Care Environment Rating Scale*. The SACERS assesses quality in school-age classrooms/groups. The SACERS was developed by the FPG Child Development Institute at the University of North Carolina-Chapel Hill. <http://www.fpg.unc.edu/>

Special thanks to United Way of Rhode Island for providing the funding to design and launch BrightStars.

BrightStars Partners:

United Way of Rhode Island

CVS Caremark Charitable Trust

Nellie Mae Education Foundation

The Rhode Island Foundation

BrightStars Steering Committee

Rhode Island Association for the Education of Young Children

Rhode Island Department of Human Services

Rhode Island Department of Children, Youth and Families

Rhode Island Department of Elementary and Secondary Education

Rhode Island Department of Health

Rhode Island KIDS COUNT

BrightStars is managed by the Rhode Island Association
for the Education of Young Children

For more information about BrightStars visit:
www.BrightStars.org



BrightStars

Recognizing Quality Care & Learning

APPENDIX 18

**Crosswalk of Rhode Island Program Standards
Race to the Top – Early Learning Challenge
Focus Areas**

Licensing = Rhode Island Child Care Licensing Regulations

B.E.P. = Rhode Island Basic Education Program Regulations for Public Schools

BrightStars = Rhode Island’s Quality Rating and Improvement System

RIDE Comprehensive Early Childhood Education Program Approval = standards for programs serving children ages 3 to kindergarten entry

Early Learning and Development Standards	
Licensing	<ul style="list-style-type: none"> • Not addressed
B.E.P.	<ul style="list-style-type: none"> • Each curriculum shall be developed to meet or exceed state content standards that have been adopted by the Board of Regents.
BrightStars	<ul style="list-style-type: none"> • Levels 2 and 3: self-study of preschool curriculum must reference the RI Early Learning Standards • Level 4-5: preschool curriculum aligned with the RI Early Learning Standards • Level 5: preschool curriculum framework aligned with the RI Early Learning Standards • Level 4: 50% of preschool lead group teachers have a RI Early Learning Standards Level II Certificate • Level 5: 100% of preschool lead group teachers have a RI Early Learning Standards Level II Certificate • The center director has a RI Early Learning Standards Level III Certificate
RIDE Comprehensive Early Childhood Education Program Approval	<ul style="list-style-type: none"> • Classroom teachers must have a Level II RI Early Learning Standards certificate. • The program has a written statement of philosophy and a curriculum framework that guides teachers to incorporate content, concepts, and activities that foster and integrate the eight RI Early Learning Standards domains of learning: Approaches to Learning, Social and Emotional Development, Literacy, Language Development and Communication, Mathematics, Science, Creativity, and Physical Health and Development.

- Teachers maintain a method of documented planning that demonstrates that curriculum is developed based on the **RI Early Learning Standards**.
- Teaching staff plan and implement a continuum of opportunities so that families know what young children should know and be able to do as articulated in the **RI Early Learning Standards**.

Comprehensive Assessment Systems

Licensing

- A file shall be maintained on each child with information pertaining to the child's progress, growth and development, specifying special needs and interventions as well as program plans and goals;

B.E.P.

- Each LEA shall develop a comprehensive assessment system that includes measures of student performance for the purposes of formative, interim, and summative evaluations of all students in each core content area

BrightStars

- Levels 2-5: The program provides written information to parents about the availability of Early Intervention and Child Outreach screenings.
- Levels 4-5: The program can document that it gathers information about each child through child observation, checklists, family surveys/interviews, standardized tools, or other assessment tools.
- Levels 3-5: BrightStars uses the ERS tools to measure "child's daily experience" and "learning context." At level 3, programs must have an average ECERS-R, ITERS-R, and/or FCCERS-R score of 3.0 or greater, At level 4, programs must have an average ECERS-R, ITERS-R, and/or FCCERS-R score of 4.0 or greater. At level 5, programs must have an average ECERS-R, ITERS-R, and/or FCCERS-R score of 5.0 or greater.

RIDE Comprehensive Early Childhood Education Program Approval

- The program has a written plan and description of practices for implementing a child assessment system that is aligned with the RI Early Learning Standards and program curriculum.
- The program provides teachers with adequate time and classroom support to successfully implement a system of authentic assessment.
- The program collaborates with Child Outreach programs to screen children annually.
- Teachers assess the developmental progress of each child in the eight RI Early Learning Standards domains, using assessment

data from natural classroom environments and situations consistent with children's cultural, language and everyday experiences.

- Teachers conduct child assessments as an integral part of the program to support children's learning. They use a variety of methods such as observations, interactions with children, checklists, rating scales, photographs, work samples, and family input. Teachers have a system to help manage and organize the collection of assessment information for each child (Example: child portfolio system).
- Teachers use child assessment information to: a. Identify children's strengths, learning styles and developmental levels, b. Inform classroom instruction, make sound decisions about individual and group curriculum content, teaching approaches, personal interactions, and guide the design of the children's learning environment, c. Identify children who might benefit from additional supports and/or special services, and d. Share information on each child's progress with families and other authorized parties. Classrooms must achieve a score of at least 5.0 to receive RIDE approval
- RIDE uses the CLASS tool as a program improvement tool.

Early Childhood Educator Qualifications

Licensing

- Hold a high school diploma or its equivalent.

B.E.P.

- The Rhode Early Childhood Teacher Certification (PK- Grade2) requires a Bachelor's Degree from an accredited or an approved institution of higher education as defined with evidence of six (6) semester hours of student teaching in the early childhood grades and not less than twenty-four (24) semester hours of course work to include work in each of the following areas; Child Growth and Development, Curriculum and Methods in Early Childhood Education, Reading Readiness and Developmental Reading, Health and Nutrition for the Young Child; Child, Family, and Community Relationships; and Identification of and Service to Special Needs Children.
- Applicants who have not been previously certified in the State of Rhode Island must achieve a score of 171 on the Education of Young Children (0021) and 169 on the Early Childhood Content Knowledge Test (0022). The Elementary Content Knowledge Test (0014) with a score of 145 and the Elementary Content Areas Exercises Test (0012) with a score of 148 also meet the test

	requirement for this area of certification.
BrightStars	<ul style="list-style-type: none"> • Level 3: All lead group teachers have a CDA, Associate’s Degree, or higher OR 12 college credits in ECE/related field • Level 4: All lead group teachers have a CDA, Associate’s Degree, or higher AND 12 college credits in ECE/related field • Level 5: All lead group teachers have a CDA, Associate’s Degree, or higher AND 18 college credits in ECE/related field. • Level 5: 50% of preschool lead group teachers have a Bachelor’s Degree/higher AND 18 college credits in ECE/related field. (not required for family child care) • Level 4: 50% of preschool lead group teachers have a RI Early Learning Standards Level II Certificate • Level 5: 100% of preschool lead group teachers have a RI Early Learning Standards Level II Certificate
RIDE Comprehensive Early Childhood Education Program Approval	<ul style="list-style-type: none"> • Programs shall employ at least one professionally prepared early childhood teacher in each classroom defined as follows: <ul style="list-style-type: none"> A. RI Department of Elementary and Secondary Education teaching certificate in Early Childhood Education OR Early Childhood Special Education (required for teachers in classrooms operated by public schools) OR B. Bachelor’s or Master’s in Early Childhood Education or Early Childhood Special Education or Human Development or Child Development from an accredited or approved Institution of Higher Education AND have an individualized plan for completing requirements to become a professionally prepared early childhood teacher as defined in A within 1 year AND documentation of progress toward plan completion that is submitted annually to the RI Department of Elementary and Secondary Education as part of the early childhood education program’s annual approval renewal. • Classroom teachers must have a Level II RI Early Learning Standards certificate.

Family Engagement Standards	
Licensing	<ul style="list-style-type: none"> • The program shall offer opportunities for the parents to share in their children’s learning experiences. • The center shall be open to parents for observation and visits

	<p>whenever the program is in operation.</p> <ul style="list-style-type: none"> • Preadmission conferences shall be scheduled to secure health and family history, to obtain background information on the child and his/her home, and to develop the child's program. • There shall be a plan for parent-staff conferences. • Centers operating infant/toddler programs shall develop a means of daily communication between staff and parents. The information shared shall include the following: references to the child's mood, health, feeding, sleeping, toileting, playing or other activities, particularly noting changes, disruptions or note-worthy occurrences at home or at the center. • Parents shall be informed about the center's program through the parent handbook, regular newsletters, bulletin boards, frequent notes, telephone calls, and other similar measures. • The center shall maintain a directory of professional community services and shall make relevant information available to families as indicated.
B.E.P.	<ul style="list-style-type: none"> • Communication between home and school is regular, two-way, and meaningful; • Parenting skills are promoted and supported; • Parents play an integral role in assisting student learning; • Parents are welcome in the school, and their support and assistance are sought • Parents are full partners in the decisions that affect children and families
BrightStars	<ul style="list-style-type: none"> • Levels 2-5: program offers two or more of the following: Monthly newsletter, Family meeting, /social event/workshop (four times per year), Ideas and suggestions to support learning at home (four times per year), Annual family survey • Levels 3-5: program offers parent-teacher conference twice per Year, • Level 5: program has an Advisory Board that includes families that meets four times per year (not required for family child care providers)
RIDE Comprehensive Early Childhood Education Program Approval	<ul style="list-style-type: none"> • Families are encouraged to take on leadership roles and are actively involved in decision-making opportunities. • The program uses a variety of methods to engage families in active two-way communication on an ongoing basis such as new family orientations, small group meetings, individual conversations, notes between program and home and written questionnaires. • The program shall be open to families for observation and visits

whenever the program is in operation.

- The program implements activities to facilitate the transition of children and families
- The program actively seeks and utilizes input from families
- The program plans and implements a wide variety of opportunities for families to be engaged in their child's education both within the program and in the family's home.
- The program makes efforts to accommodate families with special needs and circumstances so that they can take full advantage of family engagement opportunities.
- The program has a system that supports teaching staff in developing competencies to enhance families' involvement in the program and in their child's learning and development.
- Families have ongoing opportunities to share the results of observations from home to contribute to the assessment process and the identification of goals for the child..
- The program makes provision for teachers, families and relevant specialists to have regular opportunities to participate in two-way communication conferences to discuss each child's progress, accomplishments, difficulties in the classroom and at home as well as to plan learning activities. This includes providing family members with information, either verbally or in writing, about their child's development and learning on at least a quarterly basis, with written reports at least two times a year as part of the parent conferences.
- Teaching staff use a variety of resources to communicate with families who speak languages different from their own and, whenever possible, provide information for families in their primary language.

Health Promotion Practices

Licensing

- Staff health records
- Child health records (immunization, lead screening)
- At least one staff member trained in CPR and the Red Cross basic first aid course or the equivalent shall be available in the center at all times.
- Each center shall have a choke-saving poster outlining the Heimlich Maneuver.
- Centers serving infants and toddlers shall have at least one staff member trained in the use of the Heimlich Maneuver with

this age group available in the center at all times.

- Administration of medication (specific requirements)
- All medical supplies, poisonous or toxic substances, and items of potential danger to children shall be clearly labeled and stored out of reach of children.
- The center director or his/her designee shall conduct at least 15 fire drills per year.
- Smoking shall not be permitted in the center facility.
- Hand washing for staff and children (as specified)
- The center staff shall monitor meals to insure nutritional value.
- Infant/toddler feeding (specific standards).
- Diapering (specific procedures)
- Toilet training shall be an individual plan, based on the child's readiness and carried out in conjunction with the parent.
- Programs shall provide regular periods of quiet activity or resting/sleeping appropriate to the needs of the children. Infants and toddlers shall be in cribs only for rest or sleep.
- All equipment and materials shall be kept clean and sanitary and shall be checked regularly to ensure freedom from hazards.
- There shall be an appropriately equipped outdoor play area for gross motor activity. The outdoor play area shall have at least 75 square feet of space for each child and be easily accessible from the center. It shall be safe, properly fenced with fencing of at least four (4) feet in height, reasonably level, well-drained, and free from hazards

B.E.P.

- Each LEA shall implement and comply with the requirements of the Health Services section of the *Rules and Regulations for School Health Programs*, addressing school health staff, health and dental screenings, physical examinations, records review and maintenance, medication administration, emergency care, chronic disease care, compliance with immunization regulations, and compliance with any other state or federal health related regulations and statutes
- Ensure that students have access to a coordinated program of culturally and linguistically responsive psychological and mental health services, on site or through effective referral systems;
- Ensure that school psychological and mental health services will be provided by appropriately credentialed, high quality staff. Services must provide for identification

	<p>of risks and assessment of service needs; primary prevention; individual, family, and group counseling; consultative services; and resource and service coordination; and</p> <ul style="list-style-type: none"> • Ensure the provision of statutorily required, standards-based instruction in physical education; • Implement a policy for physical activity and nutrition and a plan to address the physical activity and nutrition needs of students; • Provide daily recess opportunities for students in grades Kindergarten through grade 5 • Ensure that schools implement and comply with state and federal statutes and regulations that promote good nutrition, including those related to school food service programs and snacks.
BrightStars	<ul style="list-style-type: none"> • Level 1-5: Program is in compliance in all critical areas of licensing. • Levels 3-5: BrightStars uses the Environmental Rating scales to measure health, safety, and nutrition practices (see Comprehensive Assessment System above for benchmarks)
RIDE Comprehensive Early Childhood Education Program Approval	<ul style="list-style-type: none"> • Programs will be in compliance with DCYF licensing standards or RI Department of Education’s Basic Education Program regulations. • At least one staff person per classroom in the early childhood education program shall have a current valid certificate showing satisfactory completion of pediatric CPR training and first aid. • Clean sanitary drinking water shall be available to children throughout the day. • The program shall conduct routine cleaning and sanitizing of all surfaces in the facility in accordance with Caring for Our Children: National Health and Safety Performance Standards: Guidelines for Out-of-Home Child Care, A Joint Collaborative Project of the American Academy of Pediatrics, American Public Health Association and National Resource Center for Health and Safety in Child Care. • The program shall ensure that specific training is provided to staff to be able to appropriately address health and safety of children with special needs including medical needs..

Effective Data Practices

Licensing

- Not addressed

B.E.P.

- The LEA chief executive shall oversee a comprehensive information system of data collection, analysis and reporting, including relevant achievement criteria and measurement sufficient to inform the LEA about its progress in improving student learning. To that end, the information system shall support meaningful communication and professional learning.
- The LEA shall provide data and reports as are required by federal or state law and Board of Regents regulations or as are necessary for ensuring all aspects of accountability. These data and information shall provide the basis for meaningful comparisons of data by the LEA. These data and information will also provide the basis for the information required to set policies, align resources, and ensure equality of educational opportunities. The LEA shall provide appropriate access to its information systems and shall utilize all state and federal data systems necessary to implement its information system
- All student assessment data shall conform to the provisions of the Family Educational Rights and Privacy Act (FERPA)

BrightStars

- Not addressed

**RIDE
Comprehensive
Early Childhood
Education
Program
Approval**

- The program shall:
 - a. Establish and maintain efficient and effective record-keeping systems to provide accurate and timely information regarding children, families, and staff.
 - b. Have a confidentiality policy that requires that all employees, consultants, and volunteers maintain confidentiality of child, family, and staff information included in files, conversations, observations, meetings, correspondence, or any other source.

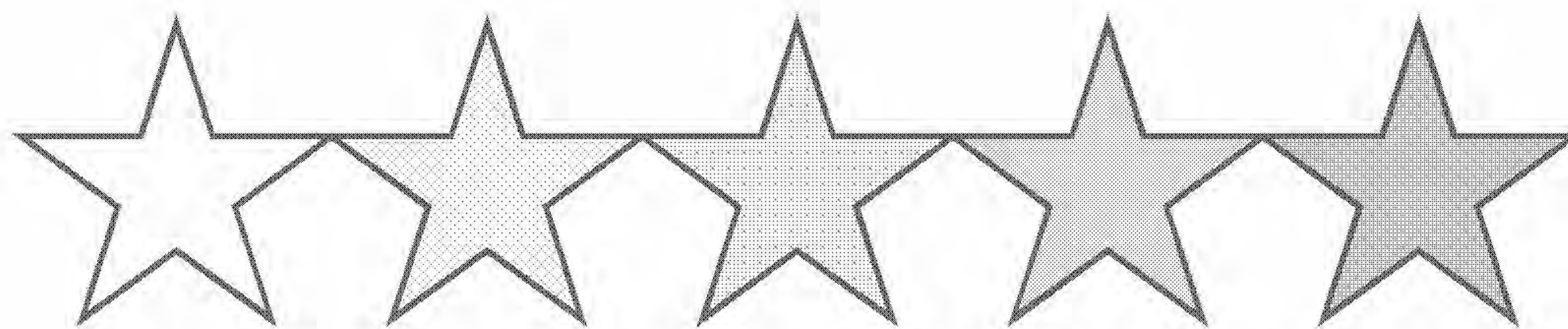
APPENDIX 19

Pilot Test of the Draft Rhode Island BrightStars Family Child Care Framework

By

**FPG Child Development Institute
The University of North Carolina at Chapel Hill**

July 2009



BrightStars is Rhode Island's quality rating and improvement system for child care and early learning programs. Over a two-year statewide planning period funded by United Way of Rhode Island, Rhode Island KIDS COUNT worked with a 30-member steering committee, national and local consultants, and families to draft a comprehensive set of standards and criteria for child care and early learning programs (child care centers/preschools, family child care homes, and school-age programs) in Rhode Island. The draft frameworks were intended to reflect the range of quality within all types of care in Rhode Island, establish research-based quality benchmarks, and provide a basis for quality improvement efforts.

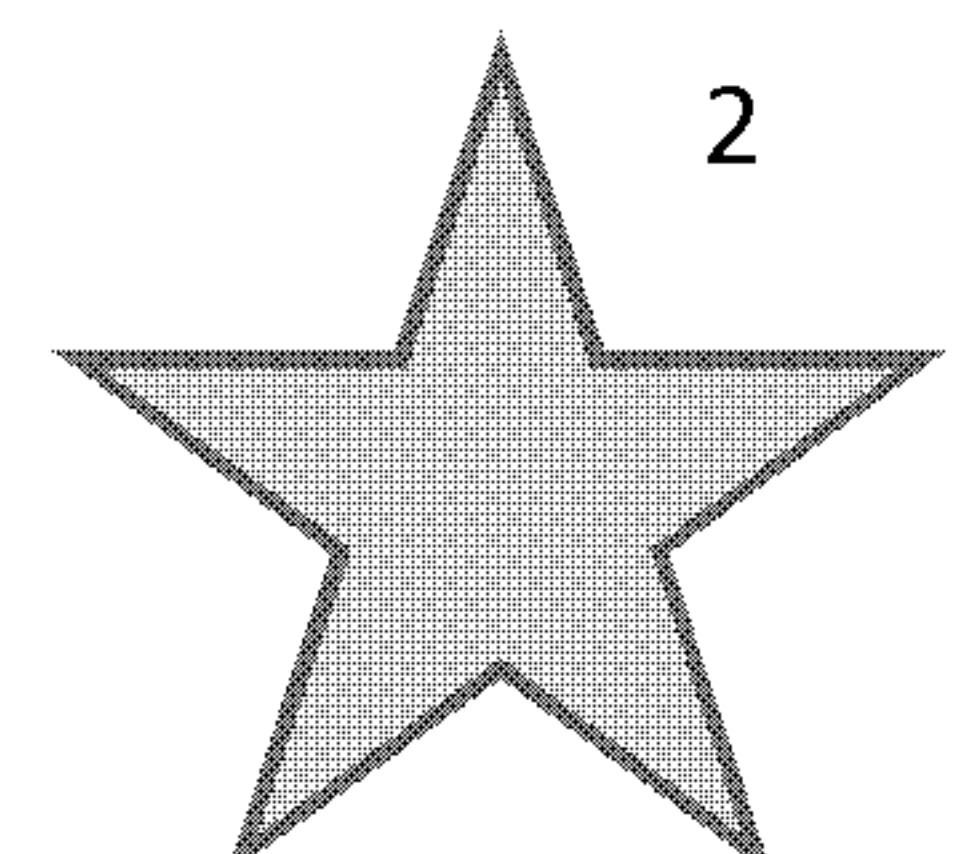
Rhode Island KIDS COUNT contracted with FPG Child Development Institute (FPG) at the University of North Carolina at Chapel Hill (UNC-CH) to collaborate with the Rhode Island Association for the Education of Young Children (RIAEYC) to develop and implement a statewide pilot test of the draft frameworks. The core members of the BrightStars Pilot Test Team were: Kelly Maxwell and Syndee Kraus from FPG, Leanne Barrett from Rhode Island KIDS COUNT, and Tammy Camillo, Shane Szrom, and a bilingual consultant from RIAEYC. This team worked closely to conduct the pilot test. FPG provided guidance, helped develop data collection tools, and analyzed the data. RIAEYC was responsible for recruitment and data collection. Rhode Island KIDS COUNT provided general advice on multiple aspects of the project.

The primary purpose of the pilot test was to use data to review and potentially revise the draft BrightStars standards and criteria before formally implementing BrightStars statewide. For the pilot test, data were collected from 25 randomly selected licensed/approved child care centers and preschools, 25 randomly selected licensed family child care homes, and 25 randomly selected licensed school-age programs. Findings from the pilot test of centers and preschools have already been reported (Maxwell, 2008), and BrightStars was officially implemented in licensed/approved child care centers and preschools in January 2009. This report focuses on the sample of **family child care homes** in preparation for implementing BrightStars with family child care providers in September 2009. A future report will describe the pilot findings from school-age programs.

Framework Revisions for Pilot

A multi-step process was used to refine the standards and criteria before collecting data for the pilot test. As a first step, FPG met with the Evaluation Subcommittee of the BrightStars Steering Committee to develop the following guidelines for revising the draft framework:

- Criterion is not covered in licensing/regulations,
- Criterion is based on research regarding high quality care and education, and
- Criterion is feasibly measured by either direct observation or review of program documents.



As a second step, the core pilot test team used the guidelines to reduce the number of criteria and revise the wording, as needed. These revisions were then reviewed and approved by the Evaluation Subcommittee.

The Family Child Care Framework used in the pilot test contained 26 standards that measured 46 different aspects of quality.

Measures for the Pilot Test

Five types of data were used for the pilot test:

1. Review of existing program documents
2. Facility observation checklist
3. Provider questionnaire
4. Provider qualifications and professional development form
5. Compliance data from the Department of Children, Youth, and Families (DCYF)

RIAEYC also asked for verification of provider qualifications through college transcripts. Copies of the pilot test tools are available from RIAEYC.

Pilot Sample

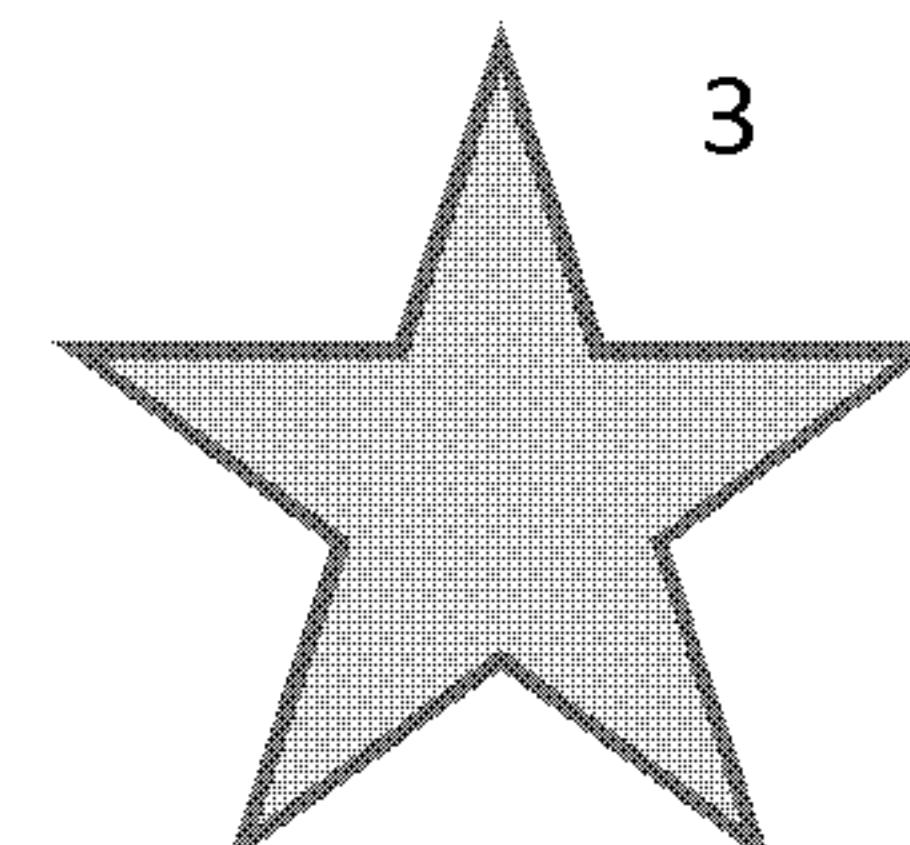
To reach the goal of piloting the framework with 25 licensed family child care homes, 120 providers were contacted. Of the 120 programs contacted, 84 were eligible to participate in the pilot (e.g., were open, had a working phone number). Twenty five of the 84 programs agreed to participate, which represents a response rate of 30%.

Most of the family child care homes in the pilot sample were located in Providence County (22), with 1 from Kent County and 2 from Washington County. Table 1 provides more information about the characteristics of the 25 family child care homes.

Table 1. Characteristics of the Family Child Care Pilot Sample

Characteristic	Percentage of Sample
NAFCC accredited	0%
Serve infants	64%
Serve preschoolers	84%
Serve school age children	72%
Accept child care subsidies	96%

The size of family child care homes participating in the pilot varied. Most (60%) of the participating programs were licensed to serve 8 children, 20% were licensed to serve 6 children, and 20% were



licensed to serve 5 or fewer children. The average (mean) number of children enrolled was 7, although it is important to recognize that not all children enrolled may be served at any one time due to differing schedules. Family child care homes in the sample also varied in the percentage of children served who received child care subsidies. Although only one provider reported not accepting children with subsidies, four providers were not currently serving any children receiving subsidies. For four providers, 50% or less of enrolled children received subsidies. For seven providers, 50 to 99% of enrolled children received subsidies. For nine providers, 100% of enrolled children received subsidies.

The characteristics of the sample suggest that the pilot included a range of family child care homes. Because of the voluntary nature of this project and the relatively low response rate of 30%, it is important to acknowledge that the sample may differ from the general population of licensed family child care homes in Rhode Island.

Family Child Care Pilot Findings

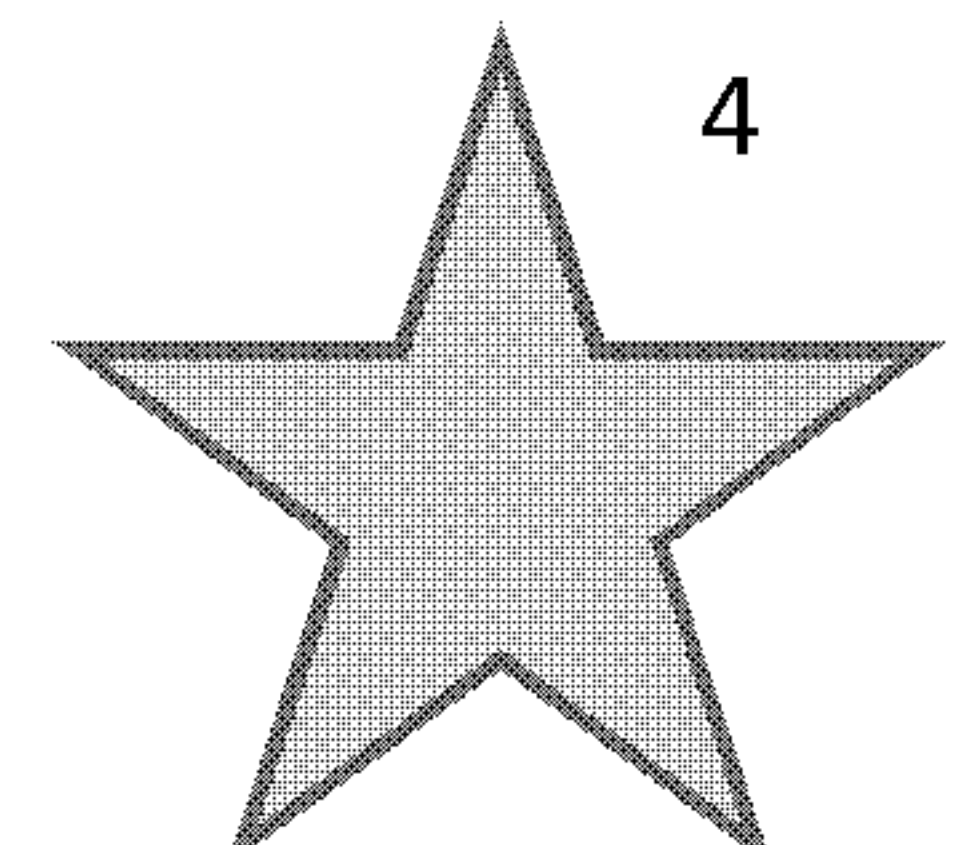
BrightStars relies on a “building blocks” model for assigning a star rating. Within the building blocks model, a program must meet *all* criteria for Level One to earn a one-star rating. To earn a two-star rating, a program must meet *all* criteria for Level Two.

Using the building blocks model with the original pilot framework from 2007, 4 family child care homes were not eligible for a one-star rating because they were not compliant with licensing standards. An additional 18 homes did not meet all of the one-star criteria using the verified level of data (i.e., the provider could verify her self-reported information by also providing some type of written documentation). Only 3 homes met all the criteria required at the one-star level.

Using the less-stringent self-report data, 4 family child care homes were not compliant with licensing standards, 2 homes did not meet all of the one-star criteria, and 19 homes met all of the one-star criteria. *It is important to note that the pilot test was a test of the draft family child care framework, not providers. As such, the findings were interpreted as limitations in the draft framework, not the quality of individual family child care homes.*

Initial Revisions to the Family Child Care Framework

As a next step, BrightStars leadership developed a revised, reduced Family Child Care Framework based on the final Child Care Center and Preschool Quality Framework from December 2008. Seven of the nine standards in the Child Care Center and Preschool Quality Framework apply to family child care and were tested with the pilot data (standards for maximum group size and director qualifications were excluded):



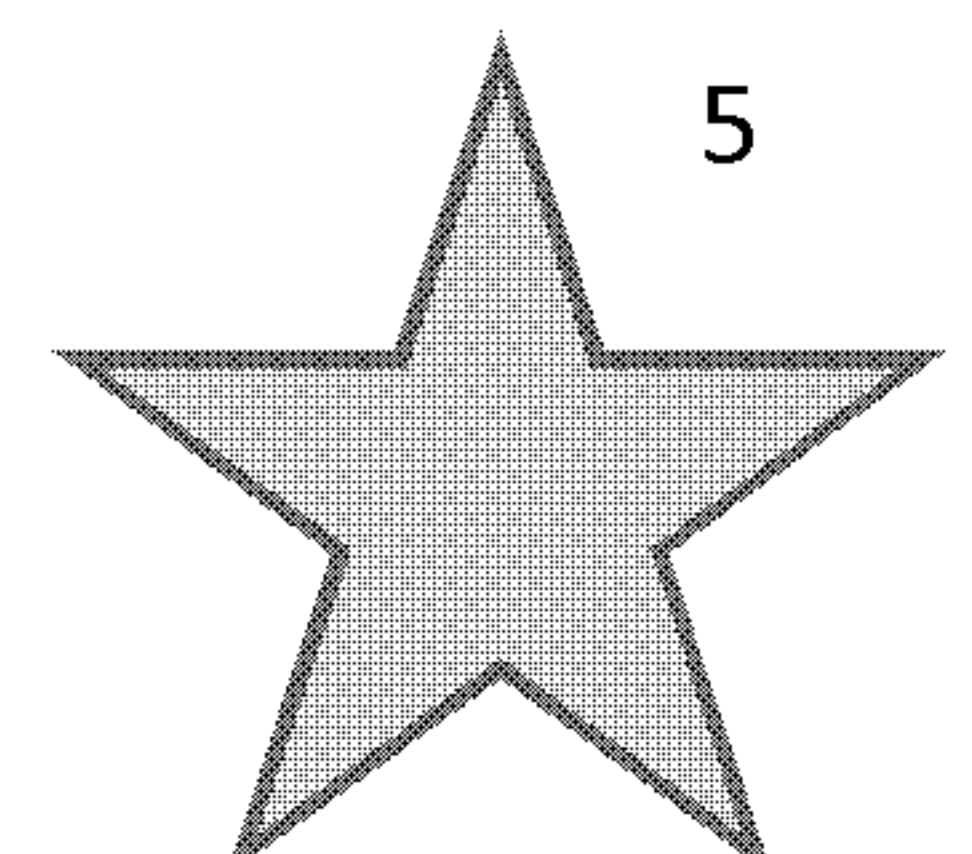
1. child's daily experience
2. teaching and learning
3. curriculum and child assessment
4. minimum staff-child ratio
5. family communication and involvement
6. lead group teacher qualifications
7. program management

Using this revised framework, 21 of the pilot family child care homes met the criteria for a one-star rating. Four homes were not compliant with licensing standards. The findings were the same using verified or self-report data.

Recommendations Based on the Pilot

The following recommendations were made to the BrightStars steering committee, based on the findings of the pilot test.

1. **Build the infrastructure now.** Although BrightStars is just beginning, now is the time to create or expand the infrastructure needed to support its long-term success. If, for example, BrightStars requires providers to obtain a RI Early Learning Standards Level II Certificate, then the Rhode Island Department of Education (RIDE) will need to ensure that the certificate program has enough trainers and is offered at the appropriate times to accommodate family child care providers. If many family child care providers speak Spanish, it will be important to ensure that materials, training, and consultation are offered in both English and Spanish. It is recommended that the BrightStars funders and leadership develop an action plan related to the infrastructure needed to support the successful implementation of BrightStars with family child care homes.
2. **Test the upper limits of the framework.** It is recommended that data be gathered on the revised family child care framework in 5 to 10 more family child care homes that are either nationally accredited or considered to be exemplary programs. The original random sample of 25 programs did not include any nationally accredited homes, and it will be useful to determine how high quality family child care homes will be rated using the revised framework. These additional data will provide important information to finalize the family child care framework.
3. **Use the pilot data to test possible revisions to the framework.** It is recommended that the BrightStars leadership use the original pilot data to test any further revisions to the family



child care home framework. Testing possible changes will enable BrightStars to better understand the likely distribution of programs across the full range of star levels before the framework is implemented.

Further Testing of the Framework

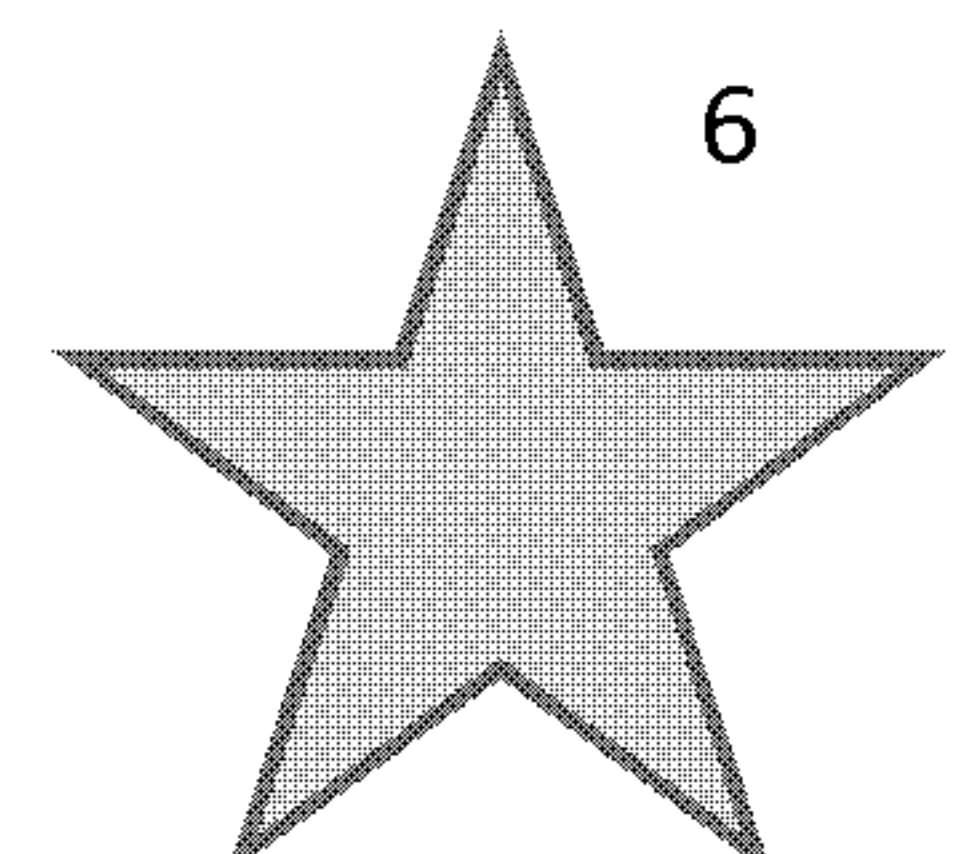
Following up on the recommendation to further test the upper limits of the revised quality framework with family child care providers, data were gathered and analyzed from an additional 7 family child care providers in June and July 2009. These 7 providers were either nationally accredited or generally recognized as providing high quality care. The sample was intentionally selected to reflect these characteristics as well as include providers whose formal education exceeded a high school diploma. The data from these additional providers were meant to inform decisions about the framework revision for family child care providers, not to describe the quality of individual family child care homes.

Using the verified levels of evidence, 6 of the 7 providers were rated at the 1-star level and 1 was rated at the 3-star level. There was not one particular criterion that was consistently problematic for all providers. Each provider exhibited a different pattern of strengths and weaknesses. Examining the data, it seems like high quality providers could relatively easily make changes in their program that would allow them to earn at least a 3-star level on the quality framework.

Future Work

Data from a pilot sample of approximately 25 child care centers and preschools, 25 family child care homes, and 25 school-age programs have been collected. This report describes the pilot findings from family child care homes. A previous report described pilot findings from the child care center and preschool pilot, and a future report will be issued for the pilot results from school-age programs. The data from these pilot studies will help the BrightStars leadership team revise the frameworks before implementing them statewide.

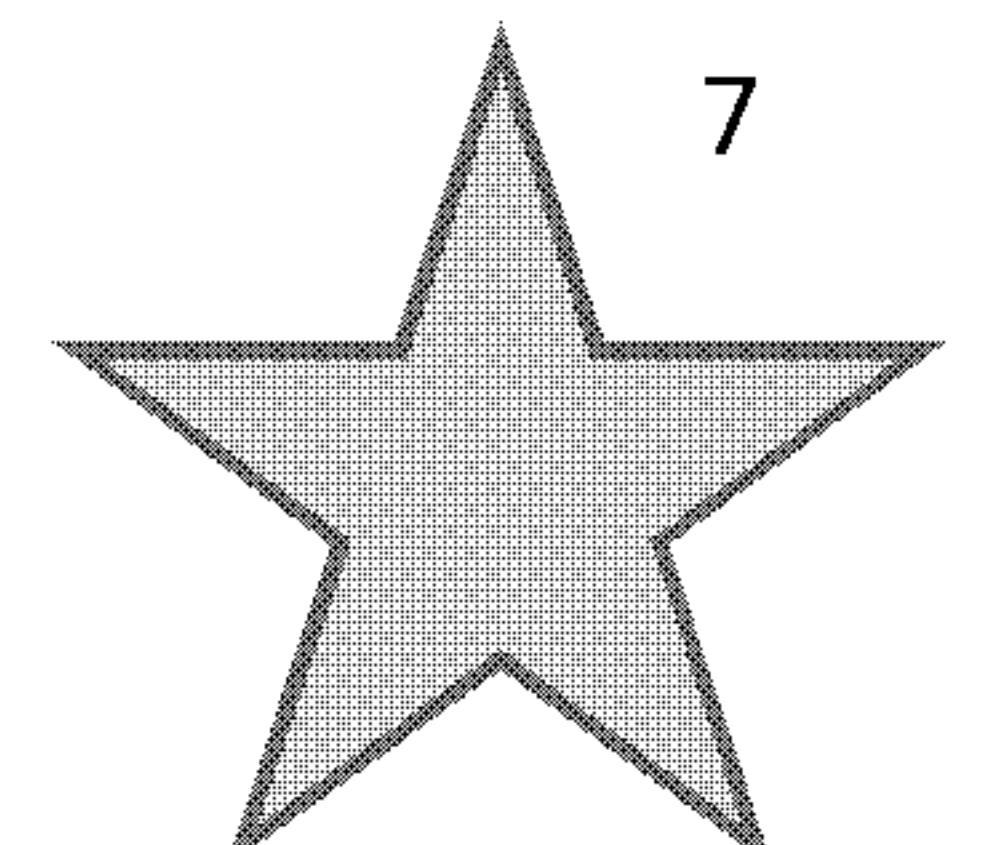
In addition to these pilot data, BrightStars and FPG are working together to gather baseline data on the quality of care statewide in each of these three types of programs. Data collection methods include document review, questionnaires, observational checklists, and environmental rating scales in randomly selected classrooms. Currently, data are being gathered from a random sample of 50 preschool classrooms and 50 infant/toddler classrooms in child care centers and preschools across



Rhode Island. This fall, data will be gathered from a random sample of 50 family child care homes. Future reports will describe the findings from these studies.

Other Reports

Maxwell, K. L. (December, 2008). Pilot test of the draft Rhode Island BrightStars child care center and preschool framework. Chapel Hill, NC: The University of North Carolina at Chapel Hill, FPG Child Development Institute. Available at [http://www.rikidscount.org/matriarch/MultiPiecePage.asp?Q=PageID E 665 A&PageName=E_RIQRS](http://www.rikidscount.org/matriarch/MultiPiecePage.asp?Q=PageID%20E%20665%A&PageName=E_RIQRS)



APPENDIX 20

**Recommendations to Strengthen Rhode Island's Child
Care Licensing Regulations and
Compliance Procedures to
Support a Strong Program Quality Rating System**

April 2008

Prepared for Rhode Island KIDS COUNT

By the National Association for Regulatory Administration

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EXECUTIVE SUMMARY

April 2008

Quality Rating and Improvement Systems have been implemented in 16 states across the U.S. in order to improve the quality of child care and early learning programs. Quality Rating and Improvement Systems measure the quality of child care and early learning programs with research-based standards, identify areas for improvement, inform consumers about levels of quality, and target technical assistance. The earliest Quality Rating and Improvement Systems were developed by the states of Oklahoma and North Carolina in the mid 1990s and are closely connected to child care licensing. Compliance with key licensing regulations is often a fundamental requirement in Quality Rating and Improvement Systems.

In 2005, a steering committee was formed in Rhode Island to design a Quality Rating and Improvement System for child care and early learning programs. Rhode Island KIDS COUNT, the Rhode Island Department of Human Services, and United Way of Rhode Island were partners in leading the planning effort which also involved 30 other key stakeholders including the manager of the child care licensing unit at the Department of Children, Youth and Families, the early childhood coordinator at the Department of Elementary and Secondary Education and the early childhood program manager at the Department of Health. Early in the design process, the Steering Committee developed goals for the Rhode Island Quality Rating System. One of these goals is to “improve, coordinate, and support the licensing and regulatory system in Rhode Island so that it is efficient and effective at ensuring and communicating compliance with regulations.”

Now named **BrightStars** and managed by the Rhode Island Association for the Education of Young Children, Rhode Island’s Quality Rating and Improvement System is built on the foundation of child care regulations. Programs must have a full (non-provisional, non-probationary) license from the Department of Children, Youth and Families in order to participate in the quality rating system. In order to achieve a 1-star rating, programs must be able to document that they are in compliance with critical licensing standards. When programs advance to higher levels of quality (2, 3, 4, or 5 star quality levels) they still must remain in compliance with these critical licensing standards in order to maintain their star designation.

In Autumn 2007, as BrightStars began designing the pilot implementation phase, it became clear that expert consulting assistance would be helpful in reviewing current child care licensing regulations and procedures and providing recommendations that

would strengthen the licensing system. Consultants could also provide guidance to BrightStars staff and the child care licensing unit at the Department of Children, Youth and Families on protocols to share important information. BrightStars and the child care licensing unit also had to develop and agree on a list of critical compliance regulations.

With funding from the United Way of Rhode Island, Rhode Island KIDS COUNT hired consultants from the National Association for Regulatory Administration (NARA) to work with the director of the child care licensing unit at the Department of Children, Youth and Families, the director of BrightStars, and Rhode Island KIDS COUNT to review licensing regulations and compliance procedures in preparation for the roll-out of a Quality Rating and Improvement System. NARA, an international professional membership association founded in 1976, is dedicated to the protection of the health, safety and well-being of children and vulnerable adults in day or residential human care facilities through licensing and other forms of regulation. Among other products and services NARA produces periodic reports reviewing child care licensing regulations and practices across the country.

NARA consultants utilized several resources in their work with Rhode Island. Rick Fiene's publication, *Thirteen Indicators of Quality Child Care* was especially helpful in developing the serious areas of non-compliance. The American Academy of Pediatric's publications *Caring for Our Children: National Health and Safety Performance Standards: Guidelines for Out-Of-Home Child Care* and *Stepping Stones* were very useful in making recommendations for changes in the child care home and center regulations. In addition recommendations from the National Association for Family Child Care and Child Welfare League of America were also reviewed.

Between November 2007 and March 2008, NARA provided comprehensive consultation and conducted a review of policy regarding licensing regulations and procedures and licensing compliance policy related to the Rhode Island Quality Rating Improvement System (QRIS). This included bringing representatives from Rhode Island KIDS COUNT, BrightStars, Rhode Island Department of Education (RIDE), and Rhode Island Child Care Licensing together to meet with NARA consultants with the goal to make recommendations to improve Rhode Island's current licensing system, including licensing policies and regulations for family child care homes and centers.

The major recommendations from this collaborative effort include updating compliance and enforcement procedures and making regulation changes to both child care centers and family child care homes. Although family child care home

regulations were recently revised, there were recommendations for future changes. Child care center regulations have not been revised since 1993 and by comparison with six other states, review of Caring for Our Children, and expertise from NARA consultants recommendations for revision were also made. The revision of regulations should be a continuous process.

MAJOR RECOMMENDATIONS

Strengthen Child Care Licensing Program Policies and Procedures:

- Incorporate the recommended list of serious non-compliance violations into child care licensing enforcement procedures to guide decisions regarding negative sanctions and revocations of licenses. The recommended list includes violations in the areas of: 1) staff-child ratios and maximum group size, 2) supervision of children, 3) sleep positions, 4) prohibited disciplinary actions, 5) licensed capacity, 6) use of passenger restraints, 7) weapons, 8) pool and other water hazards, 9) reporting child abuse, 10) prohibiting access to children by a person with a criminal record or a health or behavior risk, 11) administering medication to children, 12) room temperatures and heat sources, 13) qualified personnel, 14) safe indoor and outdoor equipment, and 15) physically safe environment.
- Develop written policies and procedures which outline the expectations for licensing staff during monitoring inspections.
- Use the revised monitoring report form during program inspections to identify and document any serious non-compliance violations.
- Require and allow for providers' signatures on monitoring reports and provide copies of these reports to the facilities.
- Increase the number of unannounced monitoring visits to at least three times per year for centers and family child care homes
- Update child care center regulations to incorporate best practices and to align with current state laws.
- Review and revise child care licensing regulations on a continual, ongoing basis.

- Use the ability that is currently in place in statute to fine non-compliant facilities.
- Develop written policies and procedures to address complaints received by child care licensing unit.
- Develop and maintain a tracking system for variances that have been issued.

Update and strengthen child care center licensing regulations:

- Define supervision in a clearer manner including requiring the presence of the staff in the room and being able to see and hear the children they are responsible for.
- Define what is meant by group size and how it is determined.
- Make the smoking section in the regulations more specific.
- Add prohibition of alcohol to the regulations.
- Specify the outdoor square footage required in relationship to the capacity of the program (such as 50% of the facility capacity).
- Include “Back to Sleep” regulations.
- Clarify in staff-child ratios during sleep and napping that staff counted in ratio need to remain in the facility.
- Specify and include increased staff-child ratios during swimming and water activities.
- Add regulation prohibiting weapons on the premises.
- Add a regulation for use of approved heating sources including prohibition of space heaters.
- Require carbon monoxide detectors.

- Prohibit the use of walkers.
- Enhance the hand washing regulations.
- Limit the use of television.
- Expand the section on the prohibition of hazards to include blind cords.
- Clarify the training regulations by removing the regulation for two hours of training a month and specifying the annual requirement of actual clock hours.

Update and strengthen family child care home regulations:

- Add disclosure of previous licensing history of the applicant.
- Add a specific regulation prohibiting individuals with certain criminal backgrounds from being household members and in the home during hours of care
- Define more clearly what is meant by supervision of the children in care.
- Add a section regarding program activities in literacy, math/science, music/art, cultural diversity, dramatic play, language development, visual/auditory development, small and large muscle development, and self-help skills.

For both centers and family child care homes:

- Require at least three (3) inspections a year.
- Require reporting to the licensing agency any death or serious injury that occurs in child care.
- Require that baby bottles and baby food be labeled with the child's name.
- Limit time for children to be confined in cribs, high chairs, car seats, playpens, etc.

- Transportation regulations should be much more specific.
- Expand section on daily activities and relationships including staff-child relationships and staff-parent relationships.
- Require T-straps for high chairs.
- Address the use of facility for other employment purposes during child care hours.
- Add and broaden section specifically addressing infant care.
- Add a section on pest control and utilization of pesticides.
- Night-time care should be addressed in the regulations including maximum time a child can be in care, sleeping spaces and equipment, and personal hygiene.
- Add a regulation that the facility shall remain within its licensed capacity at all times.
- Have specific diapering procedure regulations in accordance with Caring for Our Children.
- Add a maximum indoor temperature of 82 degrees.
- Include a list of prohibited disciplinary actions in all sets of regulations.

Recommendations for BrightStars

- Develop a Memorandum of Understanding between BrightStars and the Department of Children, Youth and Families that specifies how information will be shared between the organizations.
- Adopt the recommended procedures to ensure programs participating in BrightStars are in compliance with child care regulations.

- Adopt the policies that were developed on how BrightStars will handle facilities that are non-compliant with licensing regulations.
- Utilize the serious licensing non-compliance list in guiding their decisions regarding licensing criteria for BrightStars.

The implementation of these recommendations should help the Rhode Island Department of Children Youth and Families strengthen its licensing system and should provide clear guidance and clarity to both BrightStars and the licensing unit on their respective roles and relationships in the implementation of Rhode Island's Quality Rating and Improvement System.

INTRODUCTION

The safeguarding of tens of thousands of children who participate in various child care settings is one of the more important responsibilities of state government. It is obvious that the citizens of the state of Rhode Island through their state's legislature have given this goal appropriate attention.

The study included a comparison of the child care regulations with a selected number of states with the objective of evaluating both the relevancy and effectiveness of these regulations to maximize the protection of children in child care settings. The comparison analysis of Rhode Island's licensing regulations for licensure provides the KIDS Count and licensing staff with comparative data, and whether or not there are potential gaps in providing basic consumer protection for Rhode Island's citizens. Are the regulations reflective of the best research and child care program operations experience? Are the regulations clear and easily understood? These are among the questions to be answered by this study.

We believe that the data from the study will provide a resource to guide goal setting and refinement of the licensing process for the betterment of the state's children who use child care.

The right of states to regulate out-of-home child care settings (family child care homes and centers) has been a part of the jurisprudence landscape of the United States for more than 120 years in one form or another. It can be concluded, therefore, that the protection of children is a principle of compelling state interest. As such, states have developed over the decades a body of experience and wisdom regarding both the content of licensing regulations and the means by which the licensing processes can be efficiently implemented. The Appendix includes two different sets of information that evaluate the regulations of the state of Rhode Island by comparing them with a selection of other states or standard-setting bodies. There is a section entitled Recommendations, which contains a summary of the recommendations made by the Project Team in regard to licensing and regulations.

The care of young children is an important part of our culture. Not just keeping them safe and healthy, but also supporting every aspect of their development. Research shows that brain development is affected by a child's early experiences in life and that nurturing relationships and early environments matter (Shonkoff & Phillips, 2000).

Many studies have looked at the long-term effects of child care on children. The Children of the Cost, Quality, and Outcomes Study Go to School study followed children through second grade and found that high quality child care helped children succeed in school in the areas of cognitive skills and social skills (Peisner-Feinberg, et al., 1999). The Abecedarian study (Campbell, et al., 2005) followed children's

progress from infancy through age 21. This study found scientific evidence that high quality early childhood education has a positive effect on a child's school success. In both studies, children from at-risk backgrounds were positively influenced by quality child care.

In an effort to increase the quality of child care, many states have implemented a strategy known as quality rating systems. Quality rating systems provide additional requirements above minimum licensing standards and serve as a method to evaluate the quality of care being provided to children. Quality rating systems also serve as a method to help families assess child care programs, provide an accountability measure for funding sources, and when tied to tiered reimbursement, increase the child care slots for children whose families receive subsidized child care. Ultimately, the goal of a quality rating system is to improve the quality of care being provided to children. Licensing compliance is a large part of many of these rating systems.

This report will include the level of compliance necessary to participate in the Rhode Island Quality Rating System by determining what will be considered as serious non-compliance with licensing regulations. These are listed as serious non-compliances as well as where they are located in the Regulations for Licensure for both child care centers and family child care homes.

Monitoring reports for licensing staff to identify these non-compliances during monitoring visits will also be included. These checklists identify what the Project Team, Rhode Island Licensing, and QRS staff identified as the serious licensing non-compliance.

Lastly, guidelines for QRS staff to use in responding to seriously non-compliant facilities will be addressed as well as reduction policy for these facilities which are identified as being non-compliant.

**REGULATION ANALYSIS – CHILD CARE
NATIONAL ASSOCIATION FOR REGULATORY
ADMINISTRATION
SUMMARY AND RECOMMENDATIONS FOR RHODE ISLAND**

The challenge of embracing quality regulations is the writing of an effective code. Licensing regulations are the minimum standards required for the facility to obtain the state’s permission to operate. In *Caring for Our Children*, published by the National Health Resource Center for Health and Safety in Child Care, Recommendation 9.009 states:

“The state child care regulatory agency should formulate, implement, and enforce regulations that reduce risks to children in out of home child care. Regulations describe the minimum performance required of a facility. Regulations must be:

- Understandable to any reasonable citizen;
- Specific enough that any person knows what to be done and what is not to be done;
- Enforceable, in that they are capable of measurement;
- Consistent with new technical knowledge and changes in public views to offer necessary protection.”

CHILD CARE CENTERS

Rhode Island has worked with the same child care center regulations since 1993. Sections on children’s health, child admissions, director and teacher educational requirements demonstrate an understanding and appreciation for the standards of excellence offered by Child Welfare League of America, National Association for the Education of Young Children and the National Health Resource Center for Health and Safety in Child Care. After research, a comprehensive comparison with other state’s requirements and discussions with the consultation work group, NARA offers the following recommendations

NARA recommends the following:

- Define supervision in a clearer manner including requiring the presence of the staff in the room and being able to see and hear the children they are responsible for.
- Include “Back to Sleep” regulations.

- Define what is meant by group size and how that is determined. An example is:

A group is determined by the number of children cared for by a caregiver or group of caregivers in a designated area not to exceed the maximum group size.

(A) Groups are required to have assigned staff and be recognizable by both staff and children.

(B) When more than one group of children younger than five years of age use the same room, the room is divided into designated activity areas for each group, using a temporary wall or physical barrier that is at least three feet in height and appropriate for defining limits and reducing distraction.

(C) When more than one group of children five years of age and older use the same room, the room is divided into designated activity areas for each group using a variety of means appropriate for defining limits and reducing distraction, including but not limited to, a temporary wall or physical barrier.

(D) Groups with their assigned staff may be combined for special group activities, for example, outdoor play, meals, sleeping, or field trips. Designated area requirements do not apply during these activities.

- Add more specifics to the smoking regulation.
- Prohibition of alcohol should be added to the regulations.
- Measure actual square footage of the outdoor area to relate to capacity such as 50% of the facility capacity.
- Clarify in staff-child ratios during sleep and napping that staff counted in ratio need to remain in the facility.
- Specify and include increased staff-child ratios during swimming and water activities.
- Add regulation relating to weapons with prohibiting them from the premises.
- Add a regulation for use of approved heating sources including prohibition of space heaters.

- Include the regulation for carbon monoxide detectors.
- Prohibit the use of walkers.
- Enhance the handwashing regulations with assistance from the Health Department and guidance from Caring for Our Children.
- Limit the use of television.
- Expand the section on the prohibition of hazards to include blind cords.
- Clarify the training regulations by removing the regulation for two hours of training a month and use the annual requirements by using actual clock hours.

FAMILY CHILD CARE HOMES

Overall, the content of these regulations is very good. They were recently revised in October of 2007. In many areas, Rhode Island addresses regulations more effectively than their surrounding states. However, there are ways in which child safety could be dramatically improved.

Focusing now on the specific regulations of the family child care provider, we found that Rhode Island Regulations for Licensure is, for the most part, thoughtful, thorough and organized appropriately. It is commendable to note that these regulations incorporate many elements consistent with Child Welfare League of America Standards of Excellence for Child Care, National Association of Family Child Care Accreditation Standards and National Child Health and Safety Standards.

NARA recommends the following:

- Add disclosure of previous licensing history of the applicant in regulations.
- Clarify that a specific regulation in regard to prohibiting individuals with certain criminal backgrounds from being a household member as well as in the home during hours of care.
- Define more clearly what is meant by supervision of the children in care.

- Add a section regarding teaching activities in literacy, math/science, music/art, cultural diversity, dramatic play, language development, visual/auditory development, small and large muscle development, and self-help skills.

RELATING TO BOTH CENTERS AND FAMILY CHILD CARE HOMES

- Require at least three (3) inspections a year.
- Require facilities to report to the licensing agency any death or serious injury that occurs in child care.
- Require labeling with child's names of baby bottles and baby food.
- Limit time for children to be confined in cribs, high chairs, car seats, playpens, etc.
- Enhance transportation regulations to be more specific including current National Transportation Safety Board recommendations and preventive measures.
- Expand daily activities and relationships to include staff-child relationships and staff-parent relationships.
- Require T-straps for high chairs.
- Address the use of facility for other employment purposes during child care hours.
- Add and broaden section specifically addressing infant care.
- Add a section on pest control and utilization of pesticides.
- Enhance night-time care regulations to include maximum time a child can be in care, sleeping spaces and equipment, and personal hygiene.
- Require and allow for provider's signature on monitoring reports and providing copies of these reports for the facilities.

- Add a regulation that the facility shall remain within its licensed capacity at all times.
- Include specific diapering procedure regulations in accordance with Caring for Our Children.
- Add a maximum indoor temperature of 82 degrees.
- Include a list of prohibited disciplinary actions in all sets of regulations.

LICENSING PROGRAM POLICIES AND PROCEDURES

- Utilize current ability to fine non-compliant facilities.
- The inspection process needs to be addressed more thoroughly in the document including increased unannounced monitoring visits to at least three times a year.
- Review and revise regulations on a continuous basis.
- Update regulations with current state laws.
- Complaint process needs to be addressed more thoroughly in the policy and procedures document.
- Develop written policies and procedures to include what is expected of licensing staff in regard to the monitoring of facilities.
- Develop and maintain a tracking system for variances that have been issued.

SERIOUS NON-COMPLIANCE IN CHILD CARE CENTERS

Serious non-compliance is violation of the following child care center regulations. Numbers associated with each category and language are from the current DCYF regulations.

Staff-child ratios and maximum group size

II. Regulations for licensure,

One: Enrollment and staffing,

STAFF/CHILD RATIO AND MAXIMUM GROUP SIZE

Centers shall maintain the following staff to child ratios and maximum group requirements:

Age	Staff/Child Ratio	Maximum Group Size
6 weeks to 18 months	1 to 4	8
18 months to 3 years	1 to 6	12
3 years	1 to 9	18
4 years	1 to 10	20
5 years	1 to 12	24

Supervision of children

II. Regulations for licensure,

One: Enrollment and staffing

1. SUPERVISION. Children shall be under the direct supervision of child care staff at all times. All aspects of the program, including toileting, resting or sleeping, eating, outdoor play, etc. shall be supervised by designated staff.

Prohibited disciplinary actions

II. Regulations for licensure,

One: Enrollment and staffing,

18. DISCIPLINE

Staff shall serve as a positive role model for the children in care. Staff shall use positive methods in guiding children back on task, shall encourage appropriate behavior, and set clear limits and rules that children can understand. Staff shall match their expectations with the children's developing abilities and capabilities. Staff shall praise the children's accomplishments as well as their attempts at tasks. Staff shall use positive, firm limit setting in situations where a child's safety is at stake. Staff shall assist children by redirecting them from inappropriate actions to activities that are more favorable.

19. CORPORAL PUNISHMENT

Staff shall not hit the children or engage in any form of corporal punishment. Children shall not be subjected to cruel or severe punishment, humiliation or verbal abuse. Children shall not be deprived of meals or snacks as a form of discipline. Children shall not be punished for soiling, wetting, or not using the toilet.

Licensed capacity

Procedure for obtaining a license

PROVISIONS OF THE LICENSE

1. The license will state the maximum number of children ...to be served in the center.

Use of passenger restraints

II. Regulations for licensure

Eight: Administration

1. TRANSPORTATION

Transportation of children to and/or from any center shall adhere to the state law and the rules and regulations of the Rhode Island Registry of Motor Vehicles. Centers providing transportation shall have written policies regarding the transport of children to and from the center.

Weapons

II. Regulations for licensure

Three: Health, safety and nutrition

15. STORAGE OF ITEMS OF POTENTIAL DANGER

All medical supplies, poisonous or toxic substances, and items of potential danger to children (cleaning supplies and equipment, paints, plastic bags, aerosols, etc.) shall be clearly labeled and stored out of reach of children.

Reporting child abuse

II. Regulations for licensure

Three: Health, safety and nutrition

10. CHILD ABUSE

Any suspected case of child abuse and/or neglect shall be reported to the Department Of Children, Youth And Families (1-800-RICHILD) in accordance with state law.

Prohibiting access to children by a person with a criminal record or health or behavior risk

II. Regulations for licensure

Two: Staff qualifications and development

12. EMPLOYMENT BACKGROUND, CRIMINAL RECORD, AND CHILD ABUSE AND NEGLECT TRACKING SYSTEM CHECKS

The center director shall be responsible for insuring that employment background checks, criminal record checks, and CANTS checks are conducted on all new staff prior to the assignment of child care duties, including volunteers and consultants, whether full or part-time, who:

- Have supervisory or disciplinary power over children; or
- Have routine contact with children without the presence of other staff.

If notification is received that disqualifying information has been found, the center administrator shall immediately notify the employee in writing that his/her employment will be terminated in ten (10) working days. A copy of this letter shall go to the Department of Children, Youth and Families Administrative Hearing Officer. This letter shall inform the employee of the right to appeal.

III. Appendix -Criminal records check-Disqualifying Information

Information contained in the national criminal identification computer pertaining to conviction or arrest pending disposition for the crimes identified below will result in a letter to the individual disqualifying them from employment in a child day care center.

- ◆ Offenses Against the Person
- ◆ Murder
- ◆ Voluntary Manslaughter
- ◆ Involuntary Manslaughter
- ◆ Kidnapping
- ◆ Kidnapping with intent to extort
- ◆ First degree sexual assault
- ◆ Second degree sexual assault
- ◆ Third degree sexual assault
- ◆ Assault by spouse
- ◆ Assault with intent to commit specified felonies
- ◆ Felony assault
- ◆ Domestic assault
- ◆ First degree child abuse
- ◆ Second degree child abuse
- ◆ Offenses Against the Family
- ◆ Incest
- ◆ Child snatching
- ◆ Exploitation for commercial or immoral purposes
- ◆ Public Indecency
- ◆ Transportation for indecent purposes:
- ◆ Harboring
- ◆ Prostitution

- ◆ Pandering
- ◆ Deriving support or maintenance from prostitution
- ◆ Circulation of obscene publications and shows
- ◆ Sale or exhibition to minors of indecent publications, pictures or articles
- ◆ Child nudity in publication
- ◆ Drug Offenses

Any offense constituting a felony, which is, enumerated in Rhode Island General Law 21-28-1.01 et seq., the Uniform Controlled Substances Act.

CANTS CHECK ADDENDUM -DISQUALIFYING INFORMATION

When the applicant/employee has been identified as the indicated perpetrator in a Child Abuse and Neglect Tracking System (CANTS) investigation and the final finding(s) of the investigation is listed below, the applicant/employee will be disqualified from assuming child care duties in a child care facility:

INDICATED FINDINGS

- ◆ DEATH (#1)
- ◆ BRAIN DAMAGE/SKULL FRACTURE (#2)
- ◆ SUBDURAL HEMATOMA (#3)
- ◆ INTERNAL INJURIES (#4)
- ◆ MALNUTRITION/STARVATION (#8)
- ◆ VENEREAL DISEASE (#30)
- ◆ SEXUAL INTERCOURSE (#31)
- ◆ SEXUAL EXPLOITATION (#32)
- ◆ SEXUAL MOLESTATION (#33)
- ◆ FAILURE TO THRIVE (#48)

INDICATED ABUSE FINDINGS ONLY

- ◆ BURNS/SCALDING (#5)
- ◆ POISONING (#6)
- ◆ WOUNDS (#7)
- ◆ BONE FRACTURES (#9)
- ◆ EXCESSIVE/INAPPROPRIATE DISCIPLINE (#10)
- ◆ CUTS/BRUISES/WELTS (#11)
- ◆ HUMAN BITES (#12)
- ◆ SPRAINS/DISLOCATIONS (#13)

Administering medication to children

II. Regulations for licensure

Three: Health Safety and Nutrition

14.ADMINISTRATION OF MEDICATION Each center shall establish guidelines for the administration of medications. If a center chooses to administer medication, the following procedures shall apply:

Neither prescribed nor non-prescribed medications shall be administered to a child without written parental authorization. These written instructions shall include the name of the medication, circumstances under which it may be administered, dosage, and frequency of administration. Prescription medication shall not be administered to a child without written order of a licensed physician (which may include the label on the medication) which indicates that the medicine is for a specified child and is in the original container. All medications shall be administered by the center director or his/her designee. The center shall maintain, on a daily basis, a written record of every medication administered. This record shall include:

- ◆ the child's name;
- ◆ the name and dosage of medication administered;
- ◆ the date and time administered;
- ◆ the name and signature of the person who administered the medication;
- ◆ the name of the licensed physician prescribing the medication.

In the event of an emergency, the daily log shall be transported with the child to the emergency treatment facility. Medications shall be stored in clearly labeled original containers, out of reach of children. Parents shall be advised that medications should be given at home whenever possible

Room temperatures

II. Regulations for licensure

Four: Physical Facilities.

5. VENTILATION AND LIGHTING

There shall be adequate ventilation and artificial lighting throughout the center facility. All activity rooms used for children shall have provision for natural lighting. Exterior doors and windows which are opened for ventilation shall be securely screened. The temperature in rooms used by children shall be maintained within a range of 65 - 74 degrees F at the level of the children's height and the heat shall be kept constant. Rooms where infants are cared for shall be maintained at a minimum of 68 degrees F at crib height.

Qualified personnel-head teacher/nurse

II. Regulations for licensure,

One: Enrollment and staffing,

7. HEAD TEACHER

Each center shall have at least one head teacher who shall be responsible for the development and implementation of the educational/developmental curriculum and program, the organization of children's groups and staff performance.

In centers with a total maximum capacity of more than 40 children:

- The head teacher shall be a full-time staff person, working in the program no less than 30 hours per week for centers which operate full-day programs;
- No more than 50% of the head teacher's time shall be spent in direct teaching. The head teacher shall only be counted in the staff/ child ratio during the time spent in direct teaching.
- A head teacher who also serves as director shall not be counted at any time in the staff/child ratio.

In centers with a total maximum capacity of 40 children or fewer:

- If the director is full-time and meets the specified qualifications, the head teacher may be part-time, working on-site no less than 15 hours per week. A minimum of 10 of the 15 hours shall be during the time when the educational/developmental curriculum is being implemented.
- A head teacher who also serves in the capacity of director shall be a full-time staff member.

10. NURSE

Centers serving infants under the age of 18 months shall have a nurse on the premises a minimum of three hours per day at a time when most of the children are received for care. The nurse shall:

- Coordinate the depth and scope of health services provided;
- Participate in the enrollment decision-making process in collaboration with other appropriate staff members;
- Provide on-site supervision and monitoring of the health status of all infants enrolled in the center;
- Maintain responsibility for the health records of the children enrolled in the center;
- Serve as a health consultant to staff and parents and be the primary liaison to health consultants and services outside the center. The nurse may also function in an additional staff capacity after the duties and responsibilities of the nurse's role have been discharged.

Two: Staff qualifications and development

1. HEAD TEACHER QUALIFICATIONS

The head teacher in a center shall meet one of the following:

- Hold a current Rhode Island certificate in Early Childhood Education; or
- Hold a Bachelor's or Master's degree in Early Childhood Education or Child Development from an accredited or approved institution of higher education; and have a minimum of three months supervised teaching experience in a

licensed/approved early childhood program for the appropriate age level (student teaching may fulfill this requirement); or

- Hold a Bachelor's degree from an accredited or approved institution of higher education and have met the course work and experiential requirements defined in the Rhode Island Early Childhood certification standards.

NURSE QUALIFICATIONS

The nurse shall possess appropriate education and training to work with infants and their families and shall be currently licensed by the state as a registered nurse or a licensed practical nurse.

Equipment-indoor and out

II. Regulations for licensure,

Five: Equipment and materials

4. MATERIALS AND EQUIPMENT

All equipment and materials used in the center program shall be:

- Safe;
- Durable;
- Appropriate for the age level of the children and stage of development;
- Materials which require staff supervision shall be stored out of children's reach.

9. SAFETY

All equipment and materials shall be kept clean and sanitary and shall be checked regularly to ensure freedom from hazards.

Four: Physical Facilities

16. OUTDOOR PLAY AREA

There shall be an appropriately equipped outdoor play area for gross motor activity. The outdoor play area shall have at least 75 square feet of space for each child and be easily accessible from the center. It shall be safe, properly fenced with fencing of at least four (4) feet in height, reasonably level, well-drained, and free from hazards. Climbing equipment, swings, and large pieces of play equipment shall be securely anchored and maintained in good repair. Cushioning materials such as mats, wood chips, or sand shall be used under climbers, slides, or swings. If organic cushioning (i.e. sand, wood chips, etc.) is used, it shall be of at least 6" in depth. The outdoor play area for infants and/or toddlers shall be separate from that used by older children.

Physically safe environment

II. Regulations for licensure

Three: Health, safety and nutrition

12. STORAGE OF ITEMS OF POTENTIAL DANGER

All medical supplies, poisonous or toxic substances, and items of potential danger to children (cleaning supplies and equipment, paints, plastic bags, aerosols, etc.) shall be clearly labeled and stored out of reach of children.

Four: Physical facilities

15. CLEANLINESS

All parts of the center and its premises shall be kept in good repair, clean, neat, and free of hazards. Maintenance of the facility shall be done when children are not present.

SERIOUS NON-COMPLIANCE IN FAMILY CHILD CARE HOMES

Serious non-compliance is violation of the following family child care home regulations. Numbers associated with each category and language are from the current DCYF regulations.

Staff-child ratios

Section Three-Licensing Standards

I. Number of Children in Care and Their Supervision p. 9

A. A family child care home provider, who is caring for children without an assistant, shall care for no more than six (6) children at any time.

B. If a provider, who is caring for children without an assistant, cares for children under the age of eighteen (18) months, there shall be no more than four (4) children under the age of six (6) years, and of these four (4) children, no more than two (2) shall be under the age of eighteen (18) months.

C. A provider who has a full-time assistant shall care for no more than eight (8) children at any time. Of these eight (8) children, no more than four (4) shall be under the age of eighteen (18) months.

D. Maximum number of children for child care when there are children living in the home

1. Children under six (6) years of age who live in the home shall be counted in determining the maximum number for licensure.

2. More than two (2) children between six (6) and twelve (12) years of age who live in the home and are present for four (4) consecutive hours or more during the period that child care is provided shall be counted in determining the maximum number for licensure. Exceptions may be made for snow days, sick days, holidays and one week school vacations.

3. To determine the adult/child ratio, children of assistants shall be counted in the appropriate age groups when in care in the home.

Supervision of children

Section Three-Licensing Standards

I. Number of Children in Care and Their Supervision p. 10

Children shall be under the direct supervision of the provider and/or assistant(s) at all times. The provider and/or assistant(s) shall supervise all aspects of the program, including toileting, resting or sleeping, eating and outdoor play.

1. Children shall not be under the care or supervision of family members who have not been approved as assistants or emergency assistants.

2. Children shall not be under the care or supervision of a visitor nor shall they be left alone with a visitor.

V. Activities, Materials and Equipment

E. Sleeping/Resting Arrangements p. 20

2. While resting or sleeping, children shall be directly supervised by the provider or an assistant who is on the same floor where the children are sleeping. Monitors shall not take the place of in-person supervision.

4. Children under the age of one year napping in cribs shall be monitored by in person checks at least every ten (10) minutes. The provider shall maintain a written record of crib checks for each child under the age of one (1) year.

Sleep positions

Section Three-Licensing Standards

V. Activities, materials and Equipment

E. Sleeping/Resting Arrangements p. 20

5. To reduce the risk of Sudden Infant Death Syndrome, infants shall be placed on their backs to sleep unless there are medical orders or a written statement from the parent/guardian requiring alternative positioning.

Prohibited disciplinary actions

Section Three-Licensing Standards

VI. Behavior management p. 21

A. Positive Behavior Management Techniques

1. Provider and assistants shall be positive role models for the children in care.

2. Provider and assistants shall use positive, consistent methods in guiding children back on task, shall encourage appropriate behavior and set clear limits and rules that children can understand.

3. Provider and assistants shall match their expectations with the developing abilities and capabilities of the children.

4. Provider and assistants shall praise the accomplishments of the children and encourage their attempts at tasks.

5. Provider and assistants shall use positive, firm limit setting in situations where a child's safety is at stake.

6. Provider and assistants shall assist children by redirecting them from inappropriate actions to activities that are more favorable.

B. Inappropriate Discipline

1. Provider and assistants shall not hit the children or engage in any form of corporal punishment.

2. Children shall not be subjected to cruel or severe punishment, humiliation or verbal abuse.

3. Children shall not be deprived of meals or snacks as a form of discipline.
4. Children shall not be punished for toileting accidents or for soiling, wetting or not using the toilet during toilet training.
5. Children shall not be subjected to excessive time out. Time out may not exceed one (1) minute for each year of the child's age and shall take place within the provider or assistant's view.

Use of passenger restraints

Section Three-Licensing Standards

VII. Administration

H. Transportation of Children p. 22

1. Transportation of the children by the provider or assistants, including requirements for child restraint systems, shall follow the state laws and regulations of the Rhode Island Department of Transportation, Registry of Motor Vehicles and shall be covered by liability insurance.

Pools and other water hazards

Section Three-Licensing Standards

III. Physical Space and Home Safety

R. Swimming Pools p. 14

1. Swimming pools shall be securely fenced to prevent access by the children.
 - a. The fence shall be at least six (6) feet high with a locked gate.
 - b. Above ground pools may have a four (4) foot fence extension along the outer rim of the pool, provided that the ladder leading to the pool folds up and locks into place and the height from the ground is at least six (6) feet.
2. Pools, including wading and inflatable pools, shall only be used under the supervision of the provider or assistant(s).
3. Pools without a filtration system must be emptied and disinfected after each use.
4. Provider shall obtain written permission from parent/guardian prior to taking a child into a pool.

Weapons

Section Three-Licensing Standards

III. Physical Space and Home Safety

Q. Firearms p. 14

1. Providers and household members who have possession of firearms shall obtain the proper licenses or permits to the extent required by law.
2. Firearms shall be stored, unloaded and under lock, in a place which is inaccessible to children during the hours that child care is provided in the home.
3. Ammunition shall be stored separately under lock during the hours that child care is provided in the home.

Reporting child abuse

Section Three-Licensing Standards

VI. Behavior Management

D. Reporting Child Abuse and Neglect p. 21

Provider and assistants shall report any known or suspected child abuse or neglect to DCYF at 1-800-RI-CHILD in accordance with RI law 40-11-3 and DCYF Policy 500.0000, Reporting Child Abuse and/or Neglect to the Call Floor, which require that any person, who has reasonable cause to know or suspect that any child has been abused and/or neglected or has been a victim of sexual abuse by another child, must report this information to DCYF within twenty-four (24) hours.

Prohibiting access to children by a person with a criminal record or health or behavior risk

Section III-Licensing Standards

II. Qualifications of Provider and Assistants

C. General Physical and mental health Requirements. P. 11

2. The physical, mental and emotional health of household members shall not interfere with the provider's child caring responsibilities.

Administering medication to children

Section III-Licensing Standards

IV. Health and Nutrition

C. Administration of medication p.16-17

1. Provider shall not administer medication to a child without written authorization from parent/guardian.
2. Prescription medication shall not be administered to a child without the written order of a physician. A labeled prescription bottle with the child's name, current date and dosage shall be considered acceptable.
3. Non-prescription or homeopathic medication shall not be administered to a child under two (2) years of age unless prescribed by a physician.
4. Non-prescription or homeopathic medication shall not be administered to a child over two (2) years of age for longer than three (3) days without the written authorization of a physician.
5. Provider shall maintain a written record of every medication administered, both prescription and non-prescription. This record shall include:
 - a. Child's name
 - b. Name and dosage of medication administered
 - c. Date and time administered
 - d. Initials of the provider or assistant administering the medication

Room temperatures and heat sources

Section Three-Licensing Standards

III. Physical Space and Home Safety

K. Heating System p. 13

1. The family child care home shall have a heating system capable of maintaining a minimum temperature of 65 degrees in all areas accessible to the children.
2. All heating equipment shall have the proper controls for controlling the temperature, ignition and safety. Also an auxiliary switch wired to a position that is remote from the boiler/furnace area is required in order to shut off the boiler/furnace without entering a danger area in the event of a fire.
3. All heating elements, including hot water pipes, wood stoves, electric space heaters and radiators in areas used by children shall be insulated, protected or barricaded so that they will not be a danger to the children and will not be a fire hazard. Asbestos insulation covering any pipes or heating elements shall be intact and properly sealed.
4. Fireplaces shall be securely screened or equipped with protective guards at all times.

Equipment-indoor and out

Section Three-Licensing Standards

V. Activities, Materials and Equipment

D. Indoor and Outdoor Play Materials and Equipment p. 20

4. All equipment and materials shall be free from hazards such as lead paint, insects, protruding nails or rust that may be dangerous to children and shall be kept clean and in good repair.

Physically safe environment

Section Three-Licensing Standards

III. Physical Space and Home Safety

V. Storage of Drugs, Medicines and other Dangerous Substances p. 15

1. Drugs and medicines shall be stored in their original containers in a clean, dry area out of reach of children or in a locked cabinet. Storage shall be separate from any items that attract children such as food or candy.
2. Cleaning materials, detergents, aerosol cans, matches and other substances that could be a danger to children shall be stored in their original containers out of reach of children or in a locked cabinet and used in such a way that shall not contaminate play surfaces, food or food preparation areas or generally constitute a hazard to children.

Guidelines for Responding to Licensing Non-compliance in the QRIS

The program must have a full (not probationary or provisional) DCYF license or RIDE approval. The most recent monitoring visit and indicated complaints for the last 12 months of operation are reviewed. If there are two or more incidents of serious non-compliance with applicable licensing requirements or one serious incident resulting in injury or imminent risk of harm, the request may be denied. Serious non-compliance is non-compliance with licensing requirements that exposes children to conditions that present an imminent risk of harm.

The following procedures will be used until a Memo of Understanding is worked out between Licensing and the BrightStars staff as to how licensing can notify them in case of licensing non-compliance issues for facilities participating in the Bright Stars program:

MAINTAINING LICENSING COMPLIANCE AND APPEAL PROCESS

A participant must maintain the license status at all times for the star level. Any changes in the license status must be reported immediately in writing to the BrightStars staff. All DCYF licensing correspondence will be forwarded to BrightStars staff within 5 days of its receipt by the facility.

Failure to correct licensing compliance violations may result in withdrawal or reduction of star level. BrightStars staff will notify the facility in writing of withdrawal or reduction of star level.

The provider has the right to request an appeal of this decision. This request must be submitted in writing within 15 calendar days of receipt of the withdrawal or reduction notification to the BrightStars staff.

When withdrawal or reduction of award is based on violations of licensing or regulations, the provider may not reapply for participation in this program for at least six months.

APPENDIX

NATIONAL ASSOCIATION FOR REGULATORY ADMINISTRATION
COMPARISON OF STATE REGULATIONS
CHILD CARE CENTERS
January 2008

TABLE A – GENERAL PROVISIONS

Sub-category	Rhode Island	Pennsylvania	Massachusetts	New York (Sub-sections 413 and 418)	Maryland	Delaware	Oklahoma
Legal Authority	Rhode Island General Law Section 42-72.1 Chapter 23-28.15- 21	Statute: 62 P.S. Sec. 901 et seq and 1001 et seq (Nancy the prior legal cite I gave you was for FCC only) Rules: 55 Pa.Code Ch. 3290	General Laws of Massachusetts Chapter 28A	Social Service Law 390	Family Law Title 5 Part VII Child Care Centers	Delaware Code, Title 31, Chapter 3, Subchapter II, Subsections 341- 344 and Title 29, Chapter 90, Subsection 9003	Oklahoma Statutes 10 O.S. Sec. 401 through 414
Definitions	Yes.	Very good	Limited	Section 413 of NY code dedicated to definitions and enforcement	Comprehensive list of definitions	Comprehensive list of definitions	Comprehensive list of definitions
Type of care	Applies to care provided to children under the age of 16 for any part of a 24 hour day , not in a home or residence apart from their parent or guardian.	Out of home care provided for part of a 24 hour day, for seven or more children (Requirements for "Group Child Day Care" homes are	Applies to day care centers serving unrelated children under age 7 (or 16 if special needs) for part or all of a day separated from parents. Applies to Group day care,	Applies to child care center care for 6 or more children from 6 weeks of age thru 12 yrs. Also small day care centers,	Child care center, preschool, child development center, nursery school, before and after school, school age programs, early	Day Care Centers provide care for 13 or more children for less than 24 hours	Applies to child care arrangements for more than 30 hours weekly

Sub-category	Rhode Island	Pennsylvania	Massachusetts	New York (Sub-sections 413 and 418)	Maryland	Delaware	Oklahoma
		found in Chapter 3280)	school age programs, etc.	family day care, group family day care and school age programs. Each program has a separate section of applicable rules.	learning center, by whatever name known, whether private, proprietary, public or religious.		
Type of Document Issued	License	Certificate of Compliance	License	License	License	License	License
Suggested edit							
Exemptions	Yes, nursery schools or other programs of educational services subject to approval of commissioner of education.	Not Specified	Not Specified	Not Specified	Yes	Yes	Care provided less than 15 hours weekly.
Application Fee	Yes, \$500 annually	No fee	\$275 less than 40 \$375 more than 40	No fee	No fee	No fee	No fee
Application Process	Yes, limited.	Yes, Procedural rules are located in separate rules	Yes	Yes – very good section	Yes	Yes	Yes

Sub-category	Rhode Island	Pennsylvania	Massachusetts	New York (Sub-sections 413 and 418)	Maryland	Delaware	Oklahoma
Term of license	1 year	1 year	2 years	2 years	24 months if licensed after 1/1/05 (Previously 1 yr.)	1 year	Non-expiring
Renewal process	Yes	Yes, Procedural rules are located in separate rules	Yes, briefly	Yes	Yes	Yes	None
Inspections	Yes, but limited.	Yes, Procedural rules are located in separate rules	Yes, addressed in separate section 102 CMR 1.00	Yes	Yes, specifies announced and unannounced and minimum requirements	Addressed in statute and distributed with code.	Yes – Procedural rules are located in separate policy document.
Complaints	Yes, briefly addressed.	Yes, Procedural rules are located in separate rules	Yes, addressed in 102 CMR 1.00	Not Specified	Yes, briefly addressed	Yes	Yes, Procedural rules are located in separate rules
Separate section for night-care requirement	Not Specified	Yes	Not Specified	Not Specified	Not Specified	Yes	Yes
Separate section for infant/toddler requirements	Yes, brief section	Yes, in regard to activities	Yes, generally dispersed under topics, with some devoted sections. To provide care- rules must be approved and reflected on license	Not Specified	Yes	Yes	Yes

Sub-category	Rhode Island	Pennsylvania	Massachusetts	New York (Sub-sections 413 and 418)	Maryland	Delaware	Oklahoma
Separate section for school age requirements	Yes	Yes	Yes, devoted section with some small dispersed under topics. To provide care- must be approved and reflected on license	Not Specified	Identified but dispersed under topics	Yes	Yes and also found in separate set of requirements.
Special Needs	Yes	Yes	Yes- excellent section on physical access and other areas.	Not Specified	Yes	Yes, identified as "specialized care"	Yes
Parent Access	Yes	Yes	Yes	Yes	Yes	Yes	Yes

TABLE B – ENFORCEMENT PROCESS AND POWERS

	Rhode Island	Pennsylvania	Massachusetts	New York	Maryland	Delaware	Oklahoma
Criteria for negative enforcement	Yes	Yes, Procedural rules are located in separate rules	Yes, addressed in 102 CMR 1.00	Yes, in code 413	Yes	Yes	Yes with more in separate rules.
Penalties for violations	Revoke, suspend, or deny application for license as well as penalties of fines and imprisonment.	Yes, Procedural rules are located in separate rules	Yes, addressed in 102 CMR 1.00 Includes: Fines \$50-250; Ceasing enrollment; Reducing # of enrollees; Hiring consultants; Hiring additional staff; restricting staff access to children; Requiring that an agency withdraw approval as adoptive, foster or shelter home;	NY code section 413.3 has a thorough list of enforcement options. NY code section 413.3 has an excellent description of enforcement options which range from meetings and phone calls to license revocation. It also includes the newspaper publication of child care programs who have been the subject of any administrative, civil or criminal actions.	-May restrict the ages and numbers of children enrolled -Reduce the # of children in care -Require the operator or staff to participate in training Increase frequency of inspections -Enter into agreement with operator -Notice parents of affected facility about intermediate sanctions -Denial, revocation, suspension.	In statute	Yes, Procedural rules are located in separate rules

	Rhode Island	Pennsylvania	Massachusetts	New York	Maryland	Delaware	Oklahoma
Fines	Yes, up to \$550 for first violation and up to \$1000 for second.	Not Specified	Yes, addressed in 102 CMR 1.00	Yes – defines 3 classes of fines, ranging from \$50 to \$500 per day per violation	Yes – up to \$1000	Yes, “not more than \$100 or imprisoned not more than 15 days or both”	No
Denial	Yes.	Yes, Procedural rules are located in separate rules	Yes, addressed in 102 CMR 1.00	Yes, Section 413	Yes	Yes	Yes
Revoke	Yes	Yes, Procedural rules are located in separate rules	Yes, addressed in 102 CMR 1.00	Yes	Yes, includes process and time frames	Yes	Yes
Suspend	Yes	Not Specified	Yes, addressed in 102 CMR 1.00	Yes	Yes, includes process and time frame	Yes	Called Emergency Orders of Closure
Refuse renewal	Not specified.	Yes, Procedural rules are located in separate rules	Yes, addressed in 102 CMR 1.00	Yes	Not specified	Not specified	No renewals as non-expiring
Hearing Rights	Yes	Yes	Yes, addressed in 102 CMR 1.00	Yes	Yes	Yes	Yes

	Rhode Island	Pennsylvania	Massachusetts	New York	Maryland	Delaware	Oklahoma
If Administrative Action becomes final...	May not reapply for a similar license for 3 years.	Yes, Procedural rules are located in separate rules	May not reapply for 5 years (102 CMR 1.00)	Not specified	Parent's notified of revocation	Not specified	May not reapply for five years.

TABLE C – SAFETY, HEALTH AND PHYSICAL ENVIRONMENT

	Rhode Island	Pennsylvania	Massachusetts	New York	Maryland	Delaware	Oklahoma
Discipline	Yes	Yes	Yes – behavior management using positive expectations, offering choices, providing opportunities to develop self control, etc.	Yes	Poor – only requires facility to have discipline policy	Yes	Yes, very good section
Inappropriate Restraint of Children	Not specified.	Yes	Not specified	Infants should not be left in high chairs more than 15 min. and left min. in crib, playpen or other confined space.	Not Specified	As it relates to discipline and the program must insure that children do not spend excessive units of time sitting or confined to cribs or playpens	Yes
Nutrition	Yes	Yes	Food prep	Yes	Extensive section which contains overall expectations, menus, diets, food sources, food preparation and storage, etc.	Yes	Yes
First Aid materials	Yes	Yes	Yes	Yes	Yes	Yes	Yes

	Rhode Island	Pennsylvania	Massachusetts	New York	Maryland	Delaware	Oklahoma
Release of children	Yes	Yes	Yes	Yes	Yes	Yes, also requires program must have a procedure	Yes
Evacuation/Fire Drills	15 drills a year.	Yes, at least every 60 days	Every other month	Monthly	Monthly	Monthly	Monthly
Smoking/ Alcohol use	Smoking not permitted in the facility. No mention of alcohol.	Yes, for smoking No mention of alcohol	Yes, for smoking	Yes	Yes	Staff may not allow drugs or alcohol use to affect their job performance or have it in the workplace. Smoking prohibited in all areas inside and outside the facility and all field trips.	Yes
Transportation	Yes, but limited.	Yes	Yes	Yes	Yes, but limited	Yes	Yes
Indoor area	35 sq. ft per child	40 sq. ft per child	35 sq. ft. per child	35 sq. ft per child	35 sq. ft per child* (*waiver can be granted for lesser sq. footage)	35 sq. ft. per child	35 sq. ft. per child, 40 sq. ft. per child in infant only rooms

	Rhode Island	Pennsylvania	Massachusetts	New York	Maryland	Delaware	Oklahoma
Outdoor area	75 sq. ft. per child not tied to capacity	65 sq. ft. per child	75. sq. ft. per child when in use	Readily accessible and adequate outdoor space	Readily accessible, ample space and free from hazards	75 sq. ft. per child for 1/4 of licensed capacity	75 sq. ft per 1/3 of licensed capacity
Children's health and Immunizations	Yes	Age appropriate screening in accordance with AAP	Yes	Yes	Yes	Yes	Yes
Lead screening of children	Yes	Yes, Age appropriate screening in accordance with AAP	Yes, annually for all children between 9-12 months up to 48 months; also required for all if lead paint is detected	Yes	Yes	Yes	Not specified
Adult staff health	Yes	If showing symptoms of communicable disease or infection, should be excluded from attendance.	Not specified	Yes	Yes	Yes	Yes
Medications	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Provisions for Sick Children	Yes	Yes	Yes	Yes	Yes	Yes	Yes

	Rhode Island	Pennsylvania	Massachusetts	New York	Maryland	Delaware	Oklahoma
Reporting Communicable Diseases	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Isolation area	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Reporting Injury to Children	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Toilet facilities	1 per 20 children for under age 2 and 1 to 10 for 2 years and older	1 per 15 for preschool 1:20 for school-age	1 per 20 children	1 per 15 children	1 per every 15 children over age 18 months	1 per 10 children 24 months up to school-age. 1:15 for school-agers	1 per 15 children
Pets	Yes	Yes	Yes	Yes	Not Specified	Yes	Yes

TABLE D – ADMINISTRATION

	Rhode island	Pennsylvania	Massachusetts	New York	Maryland	Delaware	Oklahoma
Child admissions	Yes	Yes	Yes – excellent sections on admissions, enrollment, etc.	Not Specified	Yes, to a limited degree	Yes	Yes
Information for Parents	Yes	Yes	Yes	Information should be posted	Yes Consumer education packet	Yes – center must have written policy regarding parent communication and involvement. This policy is presented at enrollment	Yes
Policies	Yes	Not specified	Very Comprehensive	Not specified	Not specified	Yes	Yes
Liability Insurance	Yes, appropriate insurance	Yes	Not Specified – only vehicle insurance req. mentioned	Yes	Not Specified	Insurance covering fire and liability Plus vehicle insurance	Auto liability only
Record Management	Yes	Yes	Very Comprehensive	Not specified	Not specified	Yes	Yes

	Rhode island	Pennsylvania	Massachusetts	New York	Maryland	Delaware	Oklahoma
Relationship with Parents	Yes	Yes	Provides a section 7.04 devoted to "Parent Information, Rights and Responsibilities" Requires an excellent example	Not specified	Not specified	Yes	Yes

TABLE E – STAFF QUALIFICATIONS AND TRAINING

	Rhode Island	Pennsylvania	Massachusetts	New York	Maryland	Delaware	Oklahoma
Director Qualifications	<p>Bachelor's degree including 12 credits in Early Childhood and/or child development</p> <p>OR</p> <p>Associates degree in Early Childhood and/or CD and 3 years experience in the field</p> <p>OR</p> <p>CDA with 12 hours as listed above and 3 years of experience as above.</p> <p>OR</p> <p>18 hours in Early Childhood and/or Child Development and 5 years of experience</p>	<p>a) Bachelor's degree in early childhood education, child development, special education, elementary education or human services field with 1 year exp.</p> <p>b) Bachelor's degree including 30 credit hrs in early childhood education, child development, special education, elementary education or human services and 2 years experience;</p> <p>c) AA/AS degree in early childhood education, child development, special education, elementary education or human services field and 3 years experience</p> <p>d)) AA/AS degree including 30 hours in early childhood</p>	<p><u>Director II</u> must meet all the requirements of Director I (see below) as well as have satisfactory evidence of an additional 2 credits or 3 CEU's in any category 102 CMR 7.21 3h-1</p> <p><u>Director I</u> must meet the requirements of lead teacher, have 6 mo. work experience after meeting lead teacher qualifications and have evidence of satisfactory completion of at least 2 credits or 3 CEU's in Day Care administration and have evidence of satisfactory completion of at least two additional credits or 3 CEU's</p>	<p>Required for facilities with 45 or more children enrolled.</p> <p>Bachelor's degree including 12 credits in Early Childhood or related field AND one (1) year of teaching experience in a early childhood program AND one (1) year experience supervising staff</p> <p>OR</p> <p>NY State Children's Program Administrator Credential and same experience as above</p> <p>OR</p> <p>AA degree in Early Childhood</p>	<p>Director shall be present at least ½ of the operating hours.</p> <p>Must be 21 years old</p> <p>HS diploma or equivalent</p> <p>6 semester hours or 90 clock hours of their equivalent or employment training or hold CDA</p> <p>And provide evidence of having completed continued training at the rate of 6 clock hours per full year of employment as director</p> <p>Specifically for preschool with 20 or fewer children, just 1 year experience or 2</p>	<p>At least 21 yrs. old, and meets one of following:</p> <p>1) Four year college degree with 15 credit hours of child development etc. and 2 years of experience working with children in a group setting;</p> <p>Or</p> <p>2) Associates degree in a field related to child development including 15 credit hours in ECE, CD , etc. and 24 months of experience working with children in group setting</p> <p>And</p> <p>3 college credits or 45 clock hours</p>	<p>Must be 21 yrs old, have a HS diploma/GED, min. of 3 years experience working with children in a licensed program or school AND meet one of these requirements:</p> <p>1) 6 credit hours in ECE/ CD</p> <p>2) A CDA or CCP</p> <p>And</p> <p>A Minimum of 40 formal hours in administration and management</p>

	Rhode Island	Pennsylvania	Massachusetts	New York	Maryland	Delaware	Oklahoma
		education, child development, special education, elementary education or human services field and 4 years experience.	in any category 102 CMR 7.21 3a-k	or related field and a plan of study leading to a Bachelor's degree or NY State PA Credential and 2 years of experience as above OR CDA with plan for Bachelor degree and 2 years of experience as above.	yrs. as registered FDCH operator For preschools with more than 20 children, Director needs to have earned 60 semester hours from accredited institution of higher learning and 2 yrs. experience working under supervision in a licensed child care program, Or 4 yrs. at FDCH operator Keeps going up from there...	in Administration	
Lead/Head Teacher Qualifications	Hold a current Rhode Island certificate in Early Childhood education OR Bachelors or Masters degree in Early Childhood, or Child Development and 3 months supervised	Called "Group Supervisor": One of following a) Bachelor's degree in early childhood education, child development, special education, elementary education or human services field.	Lead Teacher for Infant/Toddlers: 21 yrs. old 9 months of exp. With infants and toddlers, and one of the following; a) HS diploma or GED, 12 credit hrs in 4 related categories and 36 months work experience, b) CDA, 3 credit	For less than 45 children, a "Head of Group" may take responsibility. Head of Group of preschoolers: AA degree in Early Childhood, or related field OR	Called "Senior staff" – must be at least 19 yrs. old, have HS diploma and successfully completed 90 hrs. of curricula towards CDA and have one year of experience. Must complete	Early Childhood Teacher is at least 18 years of age. At least a high school degree with specified additional training and one year experience in group care. Ratio of Early	Master teacher at least 18years, with minimum of Oklahoma Competency Certificate in Early Care and Education. Qualifications specified in Oklahoma Professional

Rhode Island	Pennsylvania	Massachusetts	New York	Maryland	Delaware	Oklahoma
<p>teaching experience</p> <p>OR</p> <p>Bachelors degree and met the coursework and experiential requirements defined in the Rhode Island Early Childhood certification standards</p>	<p>b) Bachelor's degree including 30 credit hrs in early childhood education, child development, special education, elementary education or human services and 1 year experience;</p> <p>c) AA/AS degree in early childhood education, child development, special education, elementary education or human services field and 2 years experience</p> <p>d) AA/AS degree including 30 hours in early childhood education, child development, special education, elementary education or human services field and 3 years experience.</p>	<p>hrs and 27 months exp.;</p> <p>c) AA in ECE or related field and 12 credits in related field and 18 months experience</p> <p>d) Bachelors degree and 12 credits in child care, 3 infant/toddler and 18 mo. exp.</p> <p>e) Bachelors in ECE, 12 credits in child care, 3 infant/toddler and 9 months experience.</p> <p>Lead teachers for Preschool is similar to above except requires credits in Planning Programs and Curriculum instead of I/T.</p>	<p>CDA or 9 college credits towards CDA and 2 yrs of experience caring for children.</p>	<p>training at 3 clock hours per full year of employment as senior staff.</p>	<p>Childhood Teacher to Assistants, caregivers, and Interns is 1:4.</p>	<p>Development Ladder included in requirements.</p>

	Rhode Island	Pennsylvania	Massachusetts	New York	Maryland	Delaware	Oklahoma
Group Teacher Qualifications	HS/GED and 3 years experience or CDA	See above	Teachers Must be 21 yrs old CDA ; OR 3 credit hrs. and 9 month practicum; OR 2 yr. HS vocational program in early childhood with evaluation and recommendation by program instructor	For infants and/or preschoolers see above. Group teacher for school age requires AA in related field OR HS diploma and 2 years experience working with children under 13 years.	Group leaders for School age center requirements listed. Similar to Senior staff without CDA training portion.	At least 18 and a high school degree with additional training and 6 months of experience in group care.	Teacher Must be 18 yrs. old, HS/GED, or completed 10 th grade and be in process of working on GED for no more than 12 months.
Staff Qualifications	An aide shall be at least 18 years of age and working toward a high school diploma or equivalent and participate in a staff development program.	a) HS/GED b) 8 th grad and enrollment in training program (CDA) with the classroom portion completed c) 8 th grade ed. And 2 years experience with children	Assistant "Teacher" must be at least 16 or have a HS diploma/GED. Must work at all times under the supervision of at least teacher qualified staff person	Must be 21 years old and min. of 2 years exp for children 6 wk to 6 yrs. OR 1 year exp for Nothing spec and 6 hrs. training in early childhood development All staff must be familiar with the regulations governing the child care program and regulations must be readily accessible to staff for reference	"Aides or substitutes" must be at least 16 yrs old and under direct supervision	Early childhood intern must be at least 16 and receive specific training.	Assistant teachers are at least 16 years of age

	Rhode Island	Pennsylvania	Massachusetts	New York	Maryland	Delaware	Oklahoma
Staff under 18 years of age	No staff under 18	Volunteers under 18 Staff to be 18 UNLESS A 16+ yr old is enrolled in approved training course approved by DOE	Not specified	Must be at least 16 yrs. old and never left alone with children. Must be supervised by staff at least 18 yrs. old.	Staff members may not be younger than 16 years	15 year olds can be hired if they are attending a vo tech. program. They must be at least 4 years older than children they care for.	Must be at least 16 yrs. old and work under the on-site supervision of qualified director or teacher who is readily available.
Disclosure of previous history, i.e. denial, revocation, suspension etc.	Not Specified	Not Specified	Not Specified	Not Specified	Not Specified	Not Specified	Not Specified
Orientation for staff	Yes	Not Specified	Must have written plan for staff orientation	Not Specified	Not Specified	Yes	Yes
Medical exam	TB test only	Yes (health assessment)	Yes	Also health statement which addresses their "fitness" to provide care for children including no diagnosed emotional and psychiatric disorders.	Yes	Yes	No, unless concern exists
TB test	Yes	Yes	Yes	Yes	Not stated	Yes	No, unless an outbreak is reported.

	Rhode Island	Pennsylvania	Massachusetts	New York	Maryland	Delaware	Oklahoma
References	Previous employers	Not Specified	Yes	Yes	Not stated	Yes	Yes
Disclosure of criminal information	Yes for applicant and staff	Yes, criminal history clearance required under separate law	Not Specified	Yes for applicant and staff	Not Specified	Yes	Yes
Child Abuse Records check	Yes	Yes, child abuse check required under separate law	Yes	Yes	Yes	Yes	Only for director and owner
Background Screening	Yes	Yes, criminal history and child abuse clearances required under separate law	Yes	Yes	Yes	Yes	State Record check
Initial Training	Orientation	Not Specified	FA/CPR in 6 months.	15 hours of training in first 6 months	Not Specified	Orientation	Prior to or within 3 months of employment
Ongoing training	2 hours a month or 20 hours a year	6 hours annually	20 hours per year	30 hours every 2 years	Not Specified	If they work 25 or more hours weekly, 18 hrs. annually Work less than 25 hours weekly, 9 hours annually	12 hours a year

	Rhode Island	Pennsylvania	Massachusetts	New York	Maryland	Delaware	Oklahoma
First Aid/ CPR	Yes, at least one certified staff present at all times children are present	Yes, same as NJ	Requires all staff be trained within 6 months employment	Yes, same as NJ	Yes, same	Yes, within 6 months of hire	Yes, requires one certified person in premises at all times children are present

TABLE F - STAFFING REQUIREMENTS

	Rhode Island	Pennsylvania	Massachusetts	New York	Maryland	Delaware	Oklahoma
Staff/Ratio during sleep and napping	Not specified	13 - 24 mo 1:10 25- 36 mo 1:12 37 mo. to 6yrs. 1:20 Staff persons on duty shall remain on premises.	Not specified	Not specified	Not specified	At least one-half of the normal required staff must be present for children one year and older.	Ratios for infants, toddlers, 2s the same for naptime. Other ages sufficient staff must be in center and available.
Staff/Ratio Special Needs Children	Not specified	Yes, in separate rules; Additional ratios apply of more than 20% children with disabilities	Not specified	Not specified	Not specified	Staff/child ratio set by needs of the children	Staff/child ratio set by needs of the children
Staff/Child Ratio and Groups	See next page	See next page	See next page	See next page	Staff assigned to individual children Posted in a conspicuous spot for parents- a current and complete staffing pattern specifies all child care assignments by staff name; the number & ages of children	See next page	See next page

	Rhode Island	Pennsylvania	Massachusetts	New York	Maryland	Delaware	Oklahoma
					enrolled; and staff/ratio in relation to the daily schedule.		

Staff/Child Ratio Comparison

Rhode Island

Age of Children	Staff/Child ratio	Maximum Group Size
6 weeks to 18 months	1:4	8
18 months to 3 years	1:6	12
3 years	1:9	18
4 years	1:10	20
5 years	1:12	24
School age	1:13	

Pennsylvania

Age of Children	Staff/Child Ratio	Maximum Group Size
Birth -12mo.	1:4	8
13mo - 24 months	1:5	10
25 mo – 36 months	1:6	12
	1:10	20
1 st to 3 rd grade	1:12	24
4 th grade to 15 yrs	1:15	30
Mixed Ages		
0-36 months	1:4	8
0 to 1 st grade 6 yrs.	1:4	8
13 mo. to 1 st grade	1:5	18
25 mo. to 1 st grade	1:6	12
37 mo. to 15 yr. old	1:10	20

Massachusetts

Age of Children	Staff/Child Ratio	Maximum Group Size
1 mo. to 15 mo.	1:3	7
15 mo. to 2.9 yrs.	1:4	9
2.9 yrs. to 7 years. (FT)	1:10	20
2.9 yrs. to 7 yrs. (PT)	1:12	24
4.9 yrs. – 7yrs.	1:15	30
Mixed Ages		
1 mo to 2.9 yrs	1:3 (2 staff for 4-9 kids)	9 (min. 3 infants)
15 mo to 7 years	1:5 (2 staff for 6-9 kids)	9

New York

Age of Children	Staff/Child ratio	Maximum Group Size
6 weeks to 18 months	1:4	8
18 months to 36 months	1:5	12
3 years	1:7	18
4 years	1:8	21
5 years	1:9	24
School age thru 9 yrs	1:10	20
10 – 12 years	1:15	30

Maryland

Age of Children	Staff/Child Ratio	Maximum Group Size
6 wks to 18 months	1:3	6
18 mo. to 2 yrs	1:3	9
Up to 2 years	1:6	12
3 or 4 year olds	1:10	20
5 and up	1:15	30
Mixed Ages		
Group size of 6	1:6	6
Group size 7-10	1:10	10
Group size 11-12*	2:12	*With 3 or > aged 2
Group size 13-20*	3:20	*With 4-6 2 yrs olds

Delaware

Age of Children	Staff/Child Ratio	Maximum Group Size
Under one year	1:4	8
1 to 2 years	1:6	12
2 – 3 years	1:8	16
3 – 4 Years	1:10	20
5 years or older	1:15	30
Mixed Ages		
Ratio for youngest child in	the group.	

Oklahoma

Age of Children	Staff/Child Ratio	Maximum Group Size
0 up To 12 months	1:4	8
12 mo. to 23 months	1:6	12
Two-year-olds	1:8	16
Three-year-olds	1:12	24
Four-and five-year-olds	1:15	30
Six-year-olds and older	1:20	40
Mixed Ages		
0-35 months	1:6	12
Infants and older	1:8	16
Twos and older	1:12	24
Threes and older	1:15	30
Fours and older	1:18	36

TABLE G – DAILY ACTIVITIES AND RELATIONSHIPS

	Rhode island	Pennsylvania	Massachusetts	New York	Maryland	Delaware	Oklahoma
Structured Activities	A variety of developmentally appropriate activities.	General statement about daily activities and experiences.	Required daily general categories such as snack, rest, toileting, indoor play, and outdoor play. Also requires a well-balanced plan which give children the opportunity for variety of activities, creative play Self help skills, quiet and active, etc.	Program of self-initiated, group-initiated and staff-initiated activities	Self selected and staff-directed Include quiet and active Include periods of rest	Provide daily schedule program of varied activities which includes active and rest, indoor and outdoor activities, etc. Good general section on activities and parent communication	Staff shall plan and provide experiences that meet children's needs and stimulate learning in all developmental areas.
Literacy	Not specified	Not specified	Not specified	Not specified	Not specified	Language and literacy area	Not specified
Math/Science	Not specified	Not Specified	Must have materials available	Not specified	Must have materials available	Activities provided for science and math	Not specified
Music/Art	Not specified	Must have materials available	Must have materials available	Not specified	Must have materials available	Activities provided	Must have materials available

	Rhode island	Pennsylvania	Massachusetts	New York	Maryland	Delaware	Oklahoma
Cultural diversity	Not specified	Daily experience	Opportunities to be provided	Not specified	Not specified	Yes	Not Specified
Dramatic Play and Language Development	Not specified	Must have materials available	Must have materials available	Not specified	Must have materials available	Activities provided	Must have materials available
Visual and Auditory Development	Not specified	Must have materials available	Opportunities to be provided	Not specified	Not specified	Activities provided	Not specified
Small and Large Muscle Development	Not specified	Must have materials available	Must have materials available	Not specified	Materials available for vigorous play, socialization and individual pursuits	Activities provided	Must have materials available
Self-help skills, independence, problem solving, etc.	Not specified	Not Specified	Opportunities to be provided	Not specified	Not specified	Activities provided	Not specified
Playroom arrangement	Not specified.	Not Specified	Implied	Must be arranged to allow children to actively manipulate toys while interacting with peers and adults Environment designed for	Not specified	Not specified	Not Specified

	Rhode island	Pennsylvania	Massachusetts	New York	Maryland	Delaware	Oklahoma
Engages infants in face to face social interactions				opportunities for quiet and active play.			
	Not Specified	Infant/toddler stimulation by being holding, rocking talking and playing with infant.	Not specified	Not Specified	Not specified	Offers frequent face to face interactions with awake infants	Not specified

NATIONAL ASSOCIATION FOR REGULATORY ADMINISTRATION

COMPARISON OF STATE REGULATIONS OF APPROVED

FAMILY CHILD CARE

January 2008

TABLE A -GENERAL REQUIREMENTS

(Key: NAFCC - National Association for Family Child Care; CWLA – Child Welfare of America;
NHSPS – National Health and Safety Performance Standards)

(Recommendations under NAFCC/CWLA apply to both agencies unless otherwise noted. NHSPS recommendations are specifically identified.)

Sub-category	Rhode Island	Pennsylvania	Massachusetts	New York	Maryland	Delaware	NAFCC/CWLA
Type of Regulation/	Licensure	Registration (mandatory)	Licensure	Registration (mandatory)	Registration (mandatory)	Licensure	NAFCC: Licensed, or registered, or certified and in compliance with all state regulations.
Legal Authority	Rhode Island General Law 42-72.1, 42-72.5, 40-13.2	Statute: 62 P. S. Sec. 1070-1080 Rules: 55 Pa. Code Ch. 3290	MGL C 28A 102 CMR 8	Social Services Law 390	Family Law Article 5-550—5-557.1, State Govt Article 10-617; Annotated Code of Maryland	Delaware Code, Title 31, Chapter 3, Subchapter II, Subsections 341-344 and Title 29, Chapter 90, Subsection 9003	N/A

Sub-category	Rhode Island	Pennsylvania	Massachusetts	New York	Maryland	Delaware	NAFCC/CWLA
Definition	<p>“Family child care home means any home other than the child’s home in which child care, in lieu of parental care and/or supervision, is offered at the same time to four or more children who are not relatives of the caregiver.</p> <p>Group family child care home means a residence occupied by an individual of at least 21 years of age who provides care for not less than 9 and not more than 12 children.</p>	<p>“Family child day care home” – a home other than the child’s own home, operated for profit or not-for-profit, in which child day care is provided at any one time to four, five or six children unrelated to the operator</p>	<p>“Family child care home”-means any private residence that on a regular basis, receives for care during part or all of the day, children up to the age of 12 years (or 16 for special needs).</p> <p>Total number of children younger than 16 yrs. In the home shall not exceed 6 children including those living there and those receiving child care services.</p> <p>Family CC “Plus” homes have 8 and Large FCCH have 10 children. (Additional standards also required.)</p>	<p>“Family day care home means a program caring for children for more than 3 hours per day per child in which child day care is provided in a family home for 3 to 6 children.</p> <p>(NY offers Group Family Day Care for 7-12 children in residential setting. The requirements are addressed separate regulation.)</p>	<p>Family Day care means the care given to a child younger than 13 years old or to a developmentally disabled person younger than 21 years old in place of parental care for less than 24 hours a day, in a residence other than the child’s residence, for which the provider is paid in cash or in kind.</p> <p>Level 1 and Level 2 home status available. Level 2 includes higher educational requirements and experience.</p>	<p>“Family Child Care home” means a private home in which child care for one to six children, unrelated to the caregiver, is provided..</p>	Not specified
Fee	<p>\$100 every 2 years for family child care home \$250 for group family child care homes</p>	No fee	<p>\$100.00 initial \$75.00 renewal</p>	No fee	\$100	No fee	Not specified

Sub-category	Rhode Island	Pennsylvania	Massachusetts	New York	Maryland	Delaware	NAFCC/CWLA
Disclosure of previous history, i.e. denial, revocation, suspension etc.	Not specified	Not specified	Yes	Not specified	Yes	Not specified	CWLA: Yes
Health care statement	Yes	Yes	Yes	Yes	Yes, on designated state form for applicant and all household members.	Yes	CWLA -Yes – prior to approval and every 2 years thereafter
Safe Location	Not specified.	Not specified	Not specified	Yes, applicant must certify that dwelling, property and premises and the surrounding neighborhood that the location are free of environmental hazards. Such hazards include gas stations, nuclear or power plants, or any ground known to be contaminated etc.	Not specified	Not specified	CWLA: Family Child Care home should be located in safe location that is friendly and welcoming to children and families.
Initial Inspections of home	Licensing, health and fire inspections required.	Self-inspection and self-certification under a registration system Fire inspection req.	Home inspection by licensing staff is a pre-condition to licensure.	Licensing, health and sanitation inspections required.	Licensing and fire inspection by State or local fire authority at initial and each renewal	Electrical inspection required by an approved inspection agency	CWLA: Family Child Care homes should be sound in structure and in compliance with state and local

Sub-category	Rhode Island	Pennsylvania	Massachusetts	New York	Maryland	Delaware	NAFCC/CWLA
							building codes, health, fire and sanitation regulations.
Duration of License, Registration/ or Certification	2 years	24 months	3 years	2 years	24 months	1 year	CWLA: 2 years
Monitoring visits	Once every 2 years or in response to complaints.	Monitoring visits conducted on a random sample; upon request of an operator, or in response to complaint. Provider must allow access to agents of Dept.	Only mentions initial inspection prior to licensure.	Generally annual inspections but not required. By statutes, announced and unannounced inspections can be done at any time.	On announced basis at least 1x during 24 month period Unannounced basis at least every 12 months.	FCCCH shall allow Department representative to inspect all aspects of operation related to compliance with licensure requirements, making either announced or unannounced visits.	NHSPS: Recommends <u>minimum of one</u> prior to approval and one annually – authorized unannounced inspections
Home Business/ Employment of Applicant	Not specified.	Not specified	Yes May not combine any other business with child care during hours of operation unless another caregiver is present in the home. Must obtain written approval for other home-based	Yes Indoor and outdoor areas of the home where the children are being cared for must not be used for any other business or social purpose when children are present.	Not specified	Caregiver may have no other employment during time children are in care. Caregiver may not be licensed or approved for nursing care of aged, etc. May not serve	Not specified

Sub-category	Rhode Island	Pennsylvania	Massachusetts	New York	Maryland	Delaware	NAFCC/CWLA
			businesses			dually as foster parent without Department permission.	
Renewal application	Renewal paperwork must be returned to licensing within 4 months of license expiration.	Dept. required to contact provider prior to expiration; self-certification for renewal of registration required.	Applicant must file a written application for renewal no less than 30 days before expiration of existing license.	Applicant must file a written application for renewal no less than 60 days before expiration of existing license.	In advance of registration expiration	Caregiver must request application at least 90 days before expiration of existing license.	Not specified

TABLE B – BUSINESS PRACTICES AND RECORDKEEPING

	Rhode Island	Pennsylvania	Massachusetts	New York	Maryland	Delaware	NAFCC/CWLA
Child's Health Records	Yes, including proof of a physical exam in the last year.	Yes	Yes	Yes, plus the provider conducts a daily health check	Yes	Yes	CWLA: Provider keeps updated medical information on each child
Emergency information	Yes	Yes	Yes	Yes	Yes	Yes	Recommended
Record of incidents	Yes	Yes	Yes	Yes	Yes	Yes	Recommended
Release of children	Yes	Yes.	Yes.	Yes Also requires visitor control by having a sign in at entry and departures, citing reason for visit.	Yes	Yes	Recommended

	Rhode Island	Pennsylvania	Massachusetts	New York	Maryland	Delaware	NAFCC/CWLA
Provider's action when injury to a child	Yes.	Yes	Not specified	Not specified	Not specified	Not specified	Recommended

TABLE C – PROVIDER AND STAFF REQUIREMENTS

	Rhode Island	Pennsylvania	Massachusetts	New York	Maryland	Delaware	NAFCC/CWLA
Provider Characteristics	Shall be positive role models for the children in care. They shall match their expectations with the developing abilities and capabilities of the children in care.	Not specified	The caregiver must demonstrate and maintain at all times the physical, mental and emotional ability to care for the number of children for which the provider has applied or for which the license has been granted in a way that meets the generally accepted physical, social, emotional and intellectual needs of children.	Must have a minimum of 2 years experience with children. Must be capable of providing and agree to provide safe, and suitable care to children which is supportive of their physical, intellectual, emotional and social well-being.	Not specified	Must be physically and emotionally capable of performing activities and meeting children's needs – supportive, calm, relating to children with courtesy, respect, patience and affection, with an understanding and respect for child's family and culture. No caregiver or household member shall be diagnosed or under treatment for mental illness that would pose a risk or threat to children.	CWLA: Special knowledge and understanding of children in addition to skills to enable children to benefit from the child care experience.
Ability to Speak English	Not specified	Not specified	Not specified	Not specified	Not specified	Not specified	CWLA: Non-English speaking providers must be able to communicate basic emergency and medication directions.

	Rhode Island	Pennsylvania	Massachusetts	New York	Maryland	Delaware	NAFCC/CWLA
Provider and Staff Health requirements	All providers shall have statements from licensed physicians that they have had a medical exam within the last months and are in good health and able to care or children..	All staff must have health assessment every 24 months Excludes sick adults and those with skin lesions or herpes infection from providing care.	Caregiver and all members of the household must be in good mental and physical health. Submission of physical exam within one year before application and must be updated every 3 years. Proof of immunizations for measles, mumps, and rubella and other diseases according to current MassPubHealth policy	Extensive section on Health and Infection control	Yes	Yes	NAFCC: Physical exam required for Provider, co-provider & assistants within 2 years of request for accreditation assessment
FirstAid/CPR	Current certification in CPR and First Aid.	Someone with FA must be on site when children are in care	First Aid and CPR certification required with application Someone on the premises at all times	Yes	First Aid and CPR certification required with application and provider must always hold current certification.	Pediatric First Aid training	NAFCC: Current certificate required for Provider, co-provider & assistants

	Rhode Island	Pennsylvania	Massachusetts	New York	Maryland	Delaware	NAFCC/CWLA
Background screening	Yes, nationwide, state criminal check and DCYF records check	Yes, state police criminal history and child abuse (not finger-print based- no FBI)	Yes, FBI, state criminal check and child abuse	Yes, FBI, state criminal check and child abuse	Yes, FBI, state criminal check and child abuse check for applicant, adults in home and any paid employee over 14 yrs of age	Yes, FBI, state criminal check and child abuse	NAFCC: Provider and co-provider – state and FBI check within 3 years of request for accreditation assessment
Pre-Service Training	CPR/First Aid certification and attendance in DCYF Family Child Care orientation training		Proof of completion of 3 hr. orientation approved by Dept. <u>AND</u> Provider must have one of the following: -1 year exp. As parent or otherwise caring for children under 12 mos. -9 mos. Of fill-time exp. And completion of 15 hrs. of training approved by Dept. -6 mos. Exp and 30 hrs of training; -Certificate of staff qualifications issued by Dept.	15 hours of competency based pre-service training	Proof of completion of orientation approved by Dept. Within 2 years before application, must have completed 8 hours of training on one or more of 5 specific topics	6 Hour Orientation	NAFCC: 90 hours of FCC related training including: 15 hrs. in at least 3 of 5 content area; 28 hrs. of workshops; 58 hours of comprehensive training thru the accreditation project; up to 18 hrs. college coursework Provider knows how to detect child abuse
Inservice training	24 hrs. every 2 years excluding CPR/First Aid	12 hrs every two years	15 hrs. within last 3 years	30 hrs. every 2 years	12 hours	15 hours during 1 st year, 12 hrs. in subsequent years	Recommended

	Rhode Island	Pennsylvania	Massachusetts	New York	Maryland	Delaware	NAFCC/CWLA
Substitute Qualifications	16 hours every 2 years excluding CPR/First Aid	18 years. Must comply with training requirements	Called "Certified" or "Regular" Assistants, they must be able to implement the provider's written plan of activities, curriculum and routines.	Same as Provider	Must be 18 yrs. Or older -Familiar with regulations -Background screened -present no risk to child's health, safety or welfare Dept. has right to disapprove of substitute for cause.	Must be oriented to licensing requirements. Parents must be notified in advance that substitute will be providing care	CWLA: Substitutes should receive all relevant reports and information on the children in care.

TABLE D - SAFETY, HEALTH AND PHYSICAL ENVIRONMENT

	Rhode Island	Pennsylvania	Massachusetts	New York	Maryland	Delaware	NAFCC/CWLA/ NHSPS
Maximum Number of Children	8 Children and 12 children in a group home.	Maximum of 6 unrelated children	Maximum of 6 children including those living in home. Capacity noted on license	6 Children	Maximum of 8 children of which four may be under 24 months Adult to child ratio of at least one adult to two children younger than 24 months. Provider's children under 6 years of age are included in count. Capacity established on license. Dept. may restrict number and ages of children.	Level I FCCCH may have maximum of 4 or 5 children, depending on the age combination	CWLA: Maximum of 6 children
Ages of Children	Number of caregivers needed is determined by counting children under the age of 18 months and the total number	No more than 5 infants and toddlers at one time; no more than 2 infants at a time; limits on the combination of infants and toddlers	Up to 12 yrs. Up to 16 yrs. If special needs Provider may care for up to 3 children under 2 yrs of age if one is at least 15	Not specified	Up to 13 yrs. Up to 21 yrs. If special needs Dept. can restrict ages and number of children from	No maximum age mentioned	Not specified

	Rhode Island	Pennsylvania	Massachusetts	New York	Maryland	Delaware	NAFCC/CWLA/ NHSPS
	of children under age 6.		months old and can walk unassisted. Anytime there is more than 3 children younger than 2 yrs., or more than 2 children under 15 months of age, two caregivers must be present. One caregiver must be the provider or certified assistant.		maximum if determines the max is unsuitable for home based on various factors such as space, equipment, number and ages of provider's children, # of residents in home, etc. This is subject to appeal		
Supervision	Children shall be under the direct supervision of the provider and/or assistants at all times.	Supervised at all times	Caregiver must ensure supervision of the children in care that ensures their health and safety. There is also a separate section on outdoor supervision and around water.	Yes – children never left without competent supervision at all times. Written permission from parents for unsupervised times.	Provider can see or hear children at all times Supervision appropriate for age, activities and individual needs	Direct supervision at all times	Provider can see or hear children at all times
Supervision at naptime	Yes	Not addressed separately	Caregiver must observe them every 15 minutes and remain on same floor as napping children.	Not addressed separately	Children under 12 months must be observed every 15 minutes Must be put down on back	Not addressed separately	Provider can see or hear children at all times

	Rhode Island	Pennsylvania	Massachusetts	New York	Maryland	Delaware	NAFCC/CWLA/ NHSPS
Restraint of Children	Not specified.	Yes	Doors must be ajar unless baby monitor used. Caregiver must never leave a child awake and unattended in a crib, infant seat on floor, playpen, or napping room for more than 15 min.	Children are not left in crib for more than 30 minutes at a time High chair – 15 min.		Limits infants to max. of 1 hour in crib or playpen	Children not left in equipment which restrains them more than 20 min. at a time except when eating or sleeping
Discipline	Shall use positive and consistent methods in guiding children.	Yes	Caregiver must use child guidance techniques such as setting reasonable and positive expectations. No negative forms of discipline like spanking, cruel, severe physical or verbal discipline, excessive time-out etc.	Yes	Yes	Yes	No form of physical punishment
Indoor Space	35 square feet of usable space per child in care.	Not specified	Provider must have 150-225 sq. ft. of approved usable indoor space depending on # of children served, allowing for free movement and active play of	Yes	Area for children must be approved by Dept. Has sufficient floor area for the number and ages of the children	Yes	NAFCC: The environment is pleasant, not over-stimulating or distracting. CWLA: Should have sufficient space to meet the

	Rhode Island	Pennsylvania	Massachusetts	New York	Maryland	Delaware	NAFCC/CWLA/ NHSPS
			<p>children.</p> <p>Child Care must be in approved space. Place space and furniture must be arranged to allow for active and quiet play, and individual and group activities.</p>		<p>approved for care in the home to allow the children to engage in active play without overcrowding.</p>		<p>needs and purpose. Family Child care home should have a playroom & separate from bathrooms, food preparation and diaper changing.</p> <p>Recommended 35 sq. ft. of usable floor space (excluding bathrooms and kitchens)</p>
Drinking water safety	<p>If water supply is not from public source, it shall be tested for potability.</p>	<p>Safe and adequate water supply made available throughout the day</p>	<p>Must have drinking water that meets all safety standards – otherwise provide drinking water</p>	<p>Yes</p>	<p>Yes</p>	<p>Not specified</p>	<p>CWLA: Should be safe and satisfactory quality for drinking and bathing</p>
Food storage and preparation	<p>Yes</p>	<p>Not specified</p>	<p>Not specified</p>	<p>Yes</p>	<p>Yes</p>	<p>Yes</p>	<p>CWLA: Should have refrigeration and dry ventilated storage. Dishwasher safe and sanitary – proper temperatures reached for all aspects of storage and sanitizing.</p>

	Rhode Island	Pennsylvania	Massachusetts	New York	Maryland	Delaware	NAFCC/CWLA/ NHSPS
Firearms	Firearms shall be stored, unloaded and under lock, in a place which is inaccessible to children.	Same but includes notification to parent that weapons are present	Yes	Not specified	Not specified	Yes	Unloaded firearms and weapons inaccessible Exterminator services should be used to control insects and pests. Children's exposure to pesticides should be avoided.
Pest Control	Not specified.	Yes	Not specified	Yes Must give parents 48 hour notice on application of pesticides.	Yes	Yes	
Smoking/ Alcohol use	No smoking on grounds or premises or in children's view. No drinking of alcoholic beverages in presence of children in care.	Cigarettes, pipes and cigars prohibited. Ashes, cigarette or cigar butts prohibited	Smoking is not permitted in presence of children. Parents must be notified in advance of smoking household members	Yes	Yes No smoking anywhere within the home during child care hours May not consume alcohol.	May not be under the influence of illegal drugs or alcohol – may not take any substance or medication that affects ability to provide care. Parents must be informed of the presence of smokers in the home.	No smoking or drinking of alcohol in the presence of children
Emergency Plan	Yes written plan and ensuring assistants are familiar with plan. Operable flashlights available	Yes, but detailed requirements in plan and notification to parents. Staff also trained on emergency plan.	Must have written plan posted which includes escape routes, a designated meeting place outside and away from center and a method of contacting	Yes written plan and ensuring children are familiar with plan. Operable flashlights	Yes	Yes	Written emergency plans which include clear instructions for contacting parents, when to evacuate and where to go. Parents should be

	Rhode Island	Pennsylvania	Massachusetts	New York	Maryland	Delaware	NAFCC/CWLA/ NHSPS
			<p>appropriate authorities after home has been evacuated.</p> <p>Also: requires caregiver to identify at least one potential emergency caregiver able to provide temporary care in case of a medical emergency. The emergency caregiver must be able to arrive at the child care home within 10 minutes of being summoned.</p> <p>Flashlights required on each floor.</p>	<p>available</p> <p>Door open from either side</p>			<p>provided a copy of the written plans.</p>
Smoke Detectors	Yes	Yes, on each level of home used by children	<p>Very prescriptive description of smoke detector requirements – well written and comprehensive.</p>	Yes	Not specified	Yes	Yes
Evacuation/Fire Drills	Yes. Evacuation drills monthly	Yes – 4x a year	<p>Monthly Evacuation drills from each approved floor</p>	Yes. Evacuation drills monthly	Yes, monthly	Yes, practiced monthly	Should be conducted monthly

	Rhode Island	Pennsylvania	Massachusetts	New York	Maryland	Delaware	NAFCC/CWLA/ NHSPS
			level. Alternate escape routes must be used at every other drill.				
Carbon Monoxide detectors	Yes	Not specified	Yes	Not specified	Not specified	Not specified	Recommended
Outdoor space	No space requirements, area available for outdoor play.	No space requirements	Must have access to at least 75 sq. ft. of safe, hazard-free outdoor space for each child in care. (Allows for alternative space if within 10 minutes of child care home.) Outdoor hazards must be inaccessible to children.	No space requirements	Ample, accessible space free of hazards	No space requirements	Outdoor area should allow ¼ of space for children to run and play.
Outdoor equipment	Yes	Yes, play surfaces	Yes Also porches and decks are addressed in detail.	Yes	Yes Provider may not let child use in an unsafe manner	Yes	Outdoor Play equipment is spaced to avoid safety hazards for active children Equipment must be safe and sturdy

	Rhode Island	Pennsylvania	Massachusetts	New York	Maryland	Delaware	NAFCC/CWLA/ NHSPS
Trampolines	Yes, the use of trampolines is prohibited.	Not specified	Yes	Not specified	Yes	Not specified	Yes, Trampolines should not be accessible to children
Bicycles skateboards etc.	Not specified	Not specified	Not mentioned	Not specified	Protective gear to be used if required by law.	Not specified	Children always wear a helmet while riding bicycles, skateboards, scooters and in line or roller skates
Swimming Pool/Hot Tub Safety	Swimming pools shall be securely fenced to prevent access unless under the supervision of provider and/or assistant. Hot tubs not specified.	Same as NJ plus staff ratios, supervision and life guards addressed – includes sanitizing wading pools	Yes	Yes	Children shall be continuously supervised in the water. If water over 4 feet, person with lifesaving training must be present. Provider may not use pools which do not have operable circulation system	Yes	Yes
Swings, slides and monkey bars	Adequate cushioning under climbers over 5 feet high.	Not specified	Not specified	Yes	No climbing equipment on which a child could fall 7 or more feet	Large outdoor equipment firmly anchored and not located on asphalt or concrete.	Cushioning materials are used under climbers, swings and slides

	Rhode Island	Pennsylvania	Massachusetts	New York	Maryland	Delaware	NAFCC/CWLA/ NHSPS
Transportation	<p>Transportation should follow all state laws and regulations.</p> <p>Children must never be left in a car alone</p>	<p>Yes</p>	<p>Children never left unattended in vehicle.</p>	<p>Yes</p> <p>Driver with valid driver's license and at least 18 years old.</p> <p>Must never be left in a car alone</p>	<p>Parents must sign permission for transporting in vehicle.</p> <p>Child care seats or seat belts used in compliance with Maryland state law.</p>	<p>Yes</p>	<p>Babies and toddlers never sit in front seat</p> <p>Proper restraints and car seats used,</p> <p>Must never be left in a vehicle alone</p>
Nutrition	<p>Provider shall serve nutritious meals and snacks in accordance with the child care component of the USDA CACFP.</p>	<p>Yes</p>	<p>Must serve nutritious meals – must be offered if in care over 4 hours. Snack must be offered for less time in care.</p> <p>Infants and toddlers must be fed according to their individual feeding schedules.</p> <p>Nutritious food must be provided by caregiver for parents who do not supply food</p> <p>Nutritious food.</p> <p>Drinking water must be offered at frequently</p>	<p>Yes</p> <p>Infants must be held during bottle-feeding.</p>	<p>Yes</p>	<p>Yes – more prescriptive</p>	<p>CWLA: Meals should be planned around child's 24 hr. need.</p> <p>Mealtime atmosphere should be comfortable</p>

	Rhode Island	Pennsylvania	Massachusetts	New York	Maryland	Delaware	NAFCC/CWLA/ NHSPS
Rest Periods, and individual sleeping safety and sanitation	Opportunity for children to rest for at least 30 minutes daily. Individual places to rest and clean bedding provided.	Yes	Not adequately addressed	Yes	Rest periods are provided appropriate for age and activities, with comfortable, safe and sanitary furnishings and linens Each child to have individual place to rest not used by any other children Overnight care mentioned	Yes	Recommended
Infant sleeping	Infants placed on their back to sleep and monitored every 10 minutes.	No	Parents must be notified of SIDS risk, sleeping positioning policies and practice to sleep infants on backs	Yes	For each child under 2, a portacrib, crib or playpen must be provided. No soft bedding for children under 18 months	No	NHSPS/CWLA: Placed on their backs. No pillows or quilts placed around or under child.
Nighttime Care	Not specified.	Yes	Yes	Yes	Yes	Yes	Not specified

	Rhode Island	Pennsylvania	Massachusetts	New York	Maryland	Delaware	NAFCC/CWLA/ NHSPS
Sick Children	Yes	Yes	Yes	Yes	Yes – good section on administering medications.	Yes	NHSPS: Sick children should be isolated from others but within hearing and sight of provider Isolation area should be designated.
Personal Hygiene	Yes	Yes	Not specified	Yes	Caregiver to promptly change child's diaper, wash clothing, wash hands before food preparation,	Not specified	Recommended
Stairs, etc.	Stairways are well-lit and equipped with a handrail within reach of young children. A gate in use if children under 3 are in care.	Yes	Same as NJ and includes no riding toys in areas where there is access to stairs.	Yes	Generally addressed	Yes	Secure gates or barriers are present at the top and bottom of all stairs in play areas of children under 3 years
High Chairs and Boosters	Not specified.	Yes	Not specified	Yes	Not specified	Yes	NAFCC: Highchairs and booster seats are secured and have a T-shaped restraint strap
Pets	Pets must be kept in a safe and sanitary manner and properly vaccinated.	Friendly and vaccinated	Parents must be notified of existence of pets	Yes	Not specified	Yes, Parents must be informed of the presence of pets.	Home should have written policy on pets. All pets should be domesticated and non-aggressive.

	Rhode Island	Pennsylvania	Massachusetts	New York	Maryland	Delaware	NAFCC/CWLA/ NHSPS
	Parents notified of the presence of pets.						<p>Pets should not include ferrets, turtles, iguanas and reptiles, birds of the parrot family or wild animals.</p> <p>Pets must be immunized and pet supplies and litter boxes should be kept out of reach of children.</p>

TABLE E – RELATIONSHIPS

	Rhode Island	Pennsylvania	Massachusetts	New York	Maryland	Delaware	NAFCC
Provider encourages parents to visit any time their children are present.	Home shall be open to parents whenever program is in operation.	Yes	Parents permitted to visit anytime	Not specified	Not specified	Parents shall have free access to home while their child in care	Yes
Provider keeps parents informed daily (for babies)	Written daily communication with parents of children under 18 months.	Operator shall establish oral and written communication which is understandable to the parent	Not specified	Not specified	Not specified	Yes	Yes
Provider and parents work together on child related issues	Not specified.	Not specified	Not specified	Yes	Not specified	Not specified	Yes
Information provided to parents at enrollment	Not specified.	Not specified	Good section on information to be provided to parents, but does not specify given at enrollment	Yes	Not specified	Yes	Yes
Providers offer ways for parent involvement	Not specified	yes	Not specified	Not specified	Not specified	Not specified	Yes

	Rhode Island	Pennsylvania	Massachusetts	New York	Maryland	Delaware	NAFCC
Provider helps children learn to respect each other's possessions and activities	Not specified	Not specified	Ample opportunities for positive interactions among children Learning social skills such as kindness, empathy, responsibility, and respect for self and others.	Not specified	Not specified	Not specified	Yes
Provider shows affection to each child in some way.	Not specified	Not specified	Caregiver provides care that is nurturing, responsive to their individual needs and supports development of self-esteem. Frequent positive interactions between caregiver and children	Not specified	Not specified	Yes	Yes

TABLE F – TEACHING

	Rhode Island	Pennsylvania	Massachusetts	New York	Maryland	Delaware	NAFCC/CWLA
Structured Activities	Yes	Written plan of activities including time for free play	Provider must develop, implement, and submit a written plan that addresses curriculum, activities and routine.	Yes	Not specified	Yes	CWLA: Daily program of developmental learning and recreational activities that encompass individual needs. NAFCC: The provider reads to the children at least 15 minutes in each half of the day. Children have access and are encouraged to look at books every day.
Literacy	Not specified	Not specified	Children have opportunities to experiment, create, and explore language and literacy	Not specified	Not specified	Not specified	NAFCC: Children learn math and science concepts in the context of everyday activities. Children have opportunities to explore nature
Math/Science	Not specified	Not specified	Children have opportunities to experiment, create, and explore concepts in math & science.	Not specified	Not specified	Not specified	

	Rhode Island	Pennsylvania	Massachusetts	New York	Maryland	Delaware	NAFCC/CWLA
Music/Art	Not specified	Not specified	Children have opportunities to experiment, create, and explore concepts in art & music.	Not specified	Not specified	Not specified	NAFCC: The provider uses music in a variety of ways Most art activities are open-ended and child directed
Cultural diversity	Not specified but implied.	Activities shall recognize cultural background	Caregiver is responsible for providing an environment which promotes cultural, social and individual diversity while developing awareness, acceptance and appreciation of differences.	Yes	Not specified but implied	Not specified but implied	Recommended
Dramatic Play and Language Development	Not specified	Play opportunities provided	Not specified but implied.	Not specified but implied.	Not specified	Not specified but implied.	Recommended
Visual and Auditory Development	Not specified	Play opportunities provided	Not specified but implied.	Not specified but implied.	Not specified	Not specified but implied.	Recommended
Small and Large Muscle Development	Not specified but implied.	Play opportunities provided	30 minutes of physical activity every day.	Not specified but implied.	Indoor and outdoor activities provided	Indoor and outdoor activities provided	Recommended

	Rhode Island	Pennsylvania	Massachusetts	New York	Maryland	Delaware	NAFCC/CWLA
Self-help skills, independence, problem solving, etc.	Not specified	Not specified but implied	Opportunities to be provided.	Yes	Not specified but implied	Not specified but implied.	Recommended

TABLE G – DEVELOPMENTAL LEARNING ACTIVITIES

	Rhode Island	Pennsylvania	Massachusetts	New York	Maryland	Delaware	NAFCC
Daily Activities	Daily routine shall include age appropriate physical activity and quiet play, indoor and outdoor play.	Daily activities shall promote the development skills, social competence and self esteem. They should recognize the child as an individual and give some choice of activities that respect personal privacy, lifestyle and cultural background.	Caregiver provides care support of development of self-esteem, social competence and school readiness through developmentally and culturally appropriate learning environment. Balance of active and quiet play	Must establish a daily schedule of program activities which offers regularity in routines, snack and meal periods, nap and rest periods, indoor activities and outdoor play time.	Provider shall provide each child in care with indoor and outdoor activities that are appropriate to the age, needs and capabilities of the individual child.	Varied activities designed to promote the development of language, thinking skills, large & small muscles, social skills, self-esteem and positive self image as appropriate to the ages and functioning levels of children in care.	Children have free play at least 30 min. each half day to explore their own interests
No more than one hour of TV or video watching	Television and video viewing shall be limited and age appropriate.	Not specified	Not specified	Not specified	Not specified	No more than 2 hours of television or videotape No adult programming may be viewed by children.	Yes
The provider clearly and positively explains to the child what is expected of them.	Yes	Not specified	Not specified	Not specified	Not specified	Not specified	Yes
Playtime and Toys	Shall have available an adequate variety of materials for	Yes	Child initiated and caregiver initiated activities.	Yes	Developmentally appropriate toys and materials	A variety and sufficient supply of play equipment and materials that	The provider support's children's play without domineering, and

	Rhode Island	Pennsylvania	Massachusetts	New York	Maryland	Delaware	NAFCC
	indoor and outdoor play.					are appropriate to ages, developmental needs and individual interests.	plays interactively When used, all computer software promotes active involvement No toy guns or violent, inappropriate or stereo-typed materials are available

CENTER MONITORING

Facility name		Provider#	Date	Time a.m. <input type="checkbox"/> p.m. <input type="checkbox"/>	
Location: street address		City		State	Zip
Mailing: street address or P.O. Box		City		State	Zip
Phone	E-mail		Star status or Accreditation		Expires
Purpose of visit		Case status: provisional <input type="checkbox"/> renewal <input type="checkbox"/> probationary <input type="checkbox"/>		Expires	
List days and times when child care is provided					
Licensed capacity		Total children enrolled		Total staff employed	

Children present.

Single age groups:			Additional single age groups:		
6 weeks- 18 months	_____	Staff _____	()	_____	Staff _____
18 months - 3 years	_____	Staff _____	()	_____	Staff _____
3 years	_____	Staff _____	()	_____	Staff _____
4years	_____	Staff _____	()	_____	Staff _____
5 years	_____	Staff _____	()	_____	Staff _____
School-age	_____	Staff _____	()	_____	Staff _____

Total children on-site	Staff with children	Total children off-site	Staff with children
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Children engaged in the following activities
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Requirements. Items marked identify areas of non-compliance (NC) with the Requirements for Child Care Centers. This is only a partial list of requirements to be met. Facilities are responsible for meeting and maintaining all requirements.

Item	Requirement descriptions	NC	Remarks
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Item	Requirement descriptions	NC	Remarks
01	One: Enrollment and staffing, 1. STAFF/CHILD RATIO AND MAXIMUM GROUP SIZE 1.SUPERVISION.,7. HEAD TEACHER, 10. NURSE, 18. DISCIPLINE, 19. CORPORAL PUNISHMENT		
02	Two: Staff qualifications and development 3. HEAD TEACHER QUALIFICATIONS 7. NURSE QUALIFICATIONS 12.EMPLOYMENT BACKGROUND,CRIMINAL RECORD, AND CHILD ABUSE AND NEGLECT TRACKING SYSTEM CHECKS		
03	Three: Health, safety and nutrition 10. CHILD ABUSE 14.ADMINISTRATION OF MEDICATION 15. STORAGE OF ITEMS OF POTENTIAL DANGER		
04	Four: Physical Facilities. 5. VENTILATION AND LIGHTING 15. CLEANLINESS 16. OUTDOOR PLAY AREA		
05	Five: Equipment and materials 4. MATERIALS AND EQUIPMENT, 9. SAFETY		
06	Six: Program		
07	Seven: Parent-Center Relations		
08	Eight: Administration 3. TRANSPORTATION		
09	Additional areas of non-compliance:		

Areas of improvement and corrections of non-compliances from previous visit:

Materials provided: _____

Materials requested: _____

Have there been any known arrests, criminal investigations, or criminal charges, that have not been reported to licensing, involving any persons who live in the facility or are caregivers? Yes No

Discussion: _____

Plan to correct	Correction deadline

Plan to correct	Correction deadline

Based on today's visit, the items marked identify areas of non-compliance (NC) with the Requirements for Child Care Centers and **must be corrected**. **Failure to correct** all non-compliances may result in revocation of the license or denial of application, as applicable.

Signed _____
Caregiver
Licensing staff
Witness

Office use only:
Monitoring report: Date mailed to facility: _____ Date copy left at facility: _____

Family Child Care Home Monitoring

Facility name		Provider#	Date	Time a.m. <input type="checkbox"/> p.m. <input type="checkbox"/>	
Location: street address		City		State	Zip
Mailing: street address or P.O. Box		City		State	Zip
Phone	E-mail		Star status or Accreditation		Expires
Purpose of visit		Case status: provisional <input type="checkbox"/> renewal <input type="checkbox"/> probationary <input type="checkbox"/>		Expires	
List days and times when child care is provided					
Licensed capacity		Total children enrolled		Total staff employed	

Children present.

0 - 18 months _____

19 months-5 years _____

6 years and older _____

Total children on-site	Staff with children	Total children off-site	Staff with children
Children engaged in the following activities			

Requirements. Items marked identify areas of non-compliance (NC) with the Requirements for Family Child Care Homes. This is only a partial list of requirements to be met. Facilities are responsible for meeting and maintaining all requirements.

Item	Requirement descriptions	NC	Remarks
01	I. Number of Children in Care and Their Supervision D. Maximum number of children, I. Supervision		
02	II. Qualifications of Provider and Assistants C. General Physical and mental health Requirements.		
03	III. Physical Space and Home Safety K. Heating System Q. Firearms R. Swimming Pools V. Storage of Drugs, Medicines and other Dangerous Substances		
04	IV. Health and Nutrition C. Administration of medication		
05	V. Activities, Materials and Equipment D. Indoor and Outdoor Play Materials and Equipment E. Sleeping/Resting Arrangements		
06	VI. Behavior management D. Reporting Child Abuse and Neglect		
07	VII. Administration H. Transportation of Children		

Item	Requirement descriptions	NC	Remarks
	Additional areas of non-compliance:		

Areas of improvement and corrections of non-compliances from previous visit:

Materials provided: _____

Have there been any known arrests, criminal investigations, or criminal charges, that have not been reported to licensing, involving any persons who live in the facility or are caregivers? Yes No

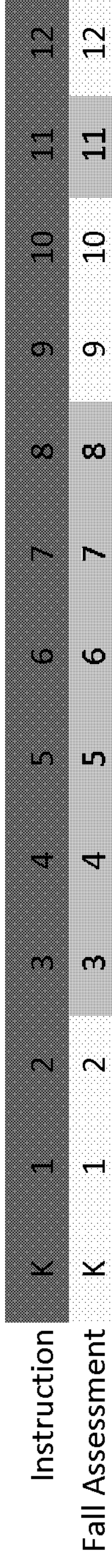
Discussion: _____

Plan to correct	Correction deadline

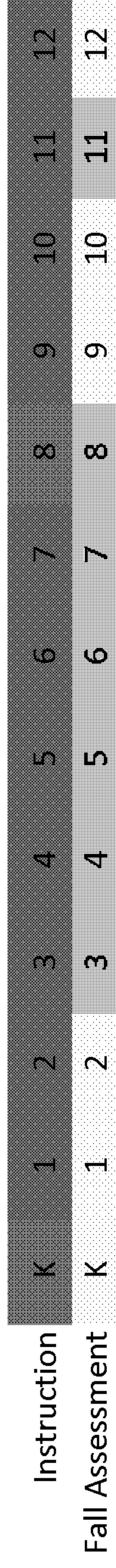
APPENDIX 21

Common Core Transition Timeline

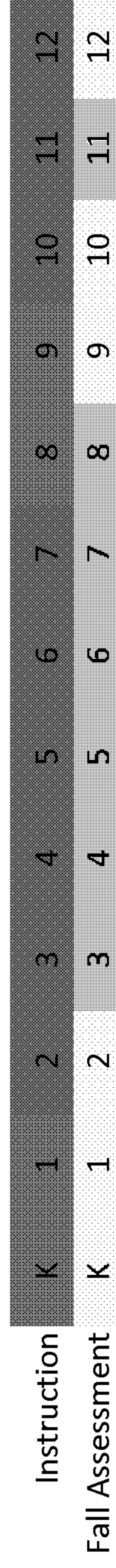
2010-2011



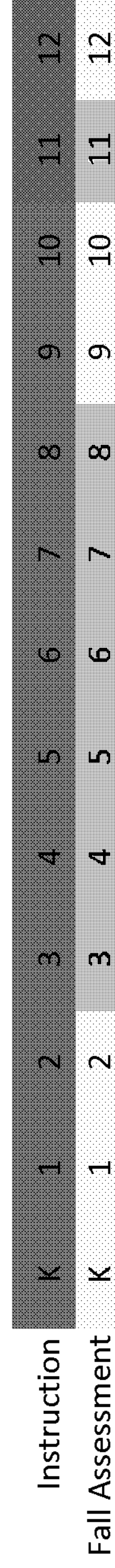
2011-2012



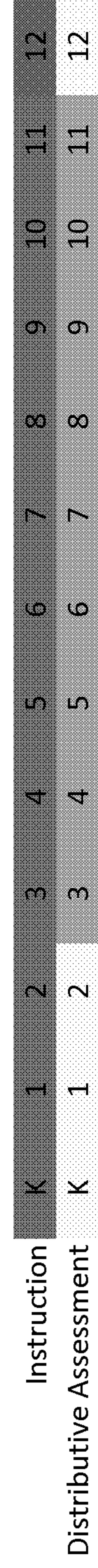
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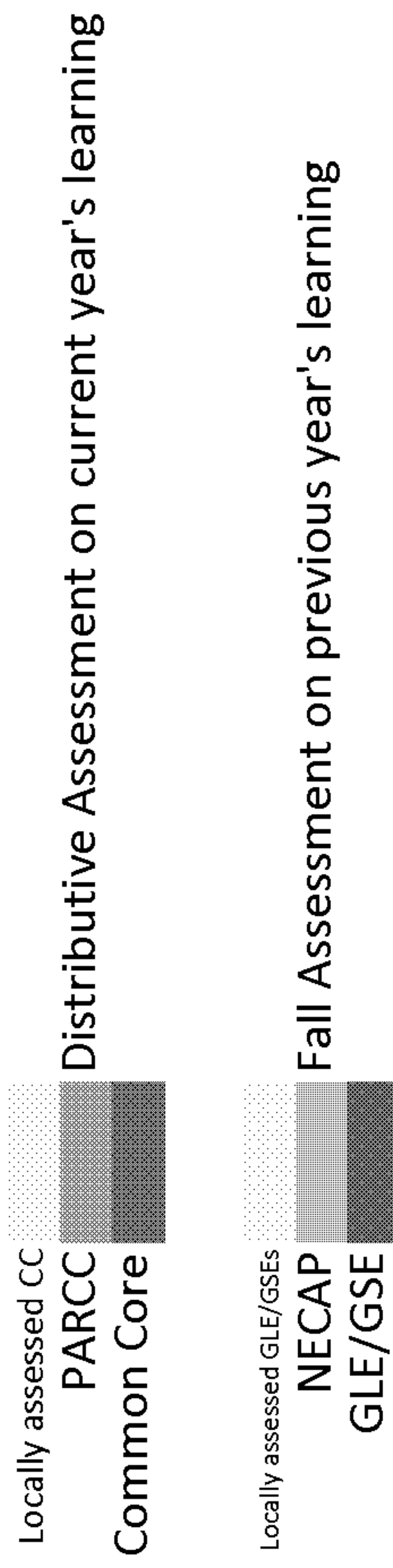
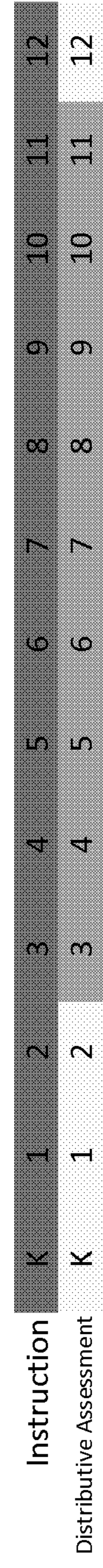
2013-2014



2014-2015

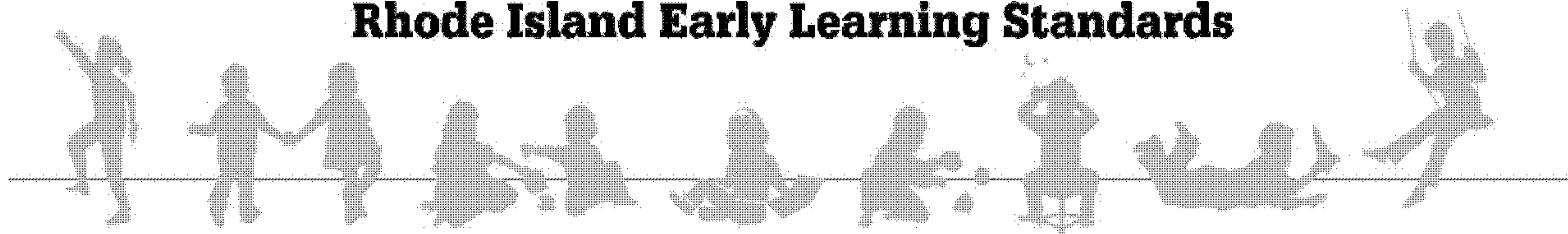


2015-2016



APPENDIX 22

Rhode Island Early Learning Standards



Current RI Early Learning Standards (RIELS) Professional Development Opportunities

Four Strands of Professional Development

The Rhode Island Early Learning Standards Project provides four strands of professional development to support early care and education professionals in creating high-quality, Standards-based programs for young children. A cadre of highly qualified early childhood experts work with early education staff to share information, support participants in reflecting on past and current practice, and develop plans for meeting goals that lead to improved early childhood practices and improved outcomes for children.

1. Introduction to the RI Early Learning Standards

This training option is the preferred training option for early childhood professionals who want to learn more about the eight domains and learning goals of the Standards and how they can be used as the basis for enhancing classroom curriculum. Many center-based teacher assistants and family childcare providers interested in gaining knowledge and skills in using the Standards take advantage of this training option. Participants in this fifteen-hour, 5-session training will learn about the Rhode Island Early Learning Standards, create activities that help children learn skills associated with school success and find new ways to encourage families to help children learn using *Fun Family Activities for Preschoolers*.

Upon successful completion of the 5-session training, participants receive a Certificate of Achievement from the RI Department of Education.

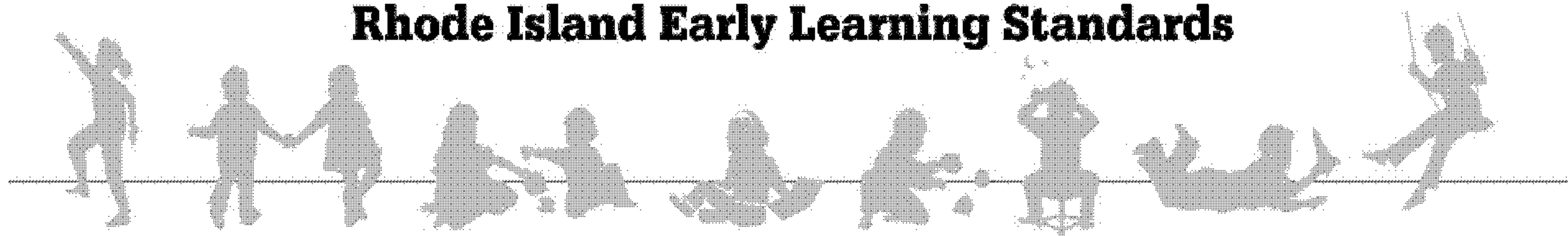
2. Level I: Using the RI Early Learning Standards as a Framework for Curriculum Development

This 30-hour, 10-session training focuses on strategies to enhance curriculum in all domains and learning goals addressed in the Standards. Participants explore the four components of a quality curriculum, content, process, teaching and facilitating, and context and take a critical look at their current teaching practice in each of these areas. Teachers will focus on curriculum development and implementation and practice effective, intentional teaching strategies to improve outcomes for children.

Participants choosing this option should have previous training in child development, experience working with preschool age children, and be prepared to complete assignments comparable to a first or second year college course.

Upon successful completion of the 10-session training, participants receive a Level I Certificate of Achievement from the RI Department of Education.

Rhode Island Early Learning Standards



3. Level II: Implementing a Standards-based Program

This intensive, competency-based training for lead teachers and experienced early childhood professionals is designed to improve teaching practice by implementing a quality curriculum aligned with the Standards, engaging in authentic assessment, using a variety of teaching strategies that build upon children's interests, learning styles, and developmental levels, and engaging families in their child's education. Participants in this training develop a Practitioner Portfolio to document their progress in implementing Standards-based practices in the area of curriculum, assessment, differentiated teaching and learning, and family engagement.

Participants in this session should have a strong early childhood background with knowledge and experience in the areas of curriculum and assessment. Individuals should have an early childhood educational background that includes a minimum of 12 higher education credits in Early Childhood Education or Child Development.

Training includes ten 3-hour sessions throughout the year. Participants who successfully complete the 30 hours of training receive a Level II Certificate of Achievement through the RI Department of Education. Participants who complete 30 hours of core training plus 15 hours in the Saturday Next Steps series are eligible to receive three undergraduate/graduate credits at the 400 level through the University of Rhode Island.

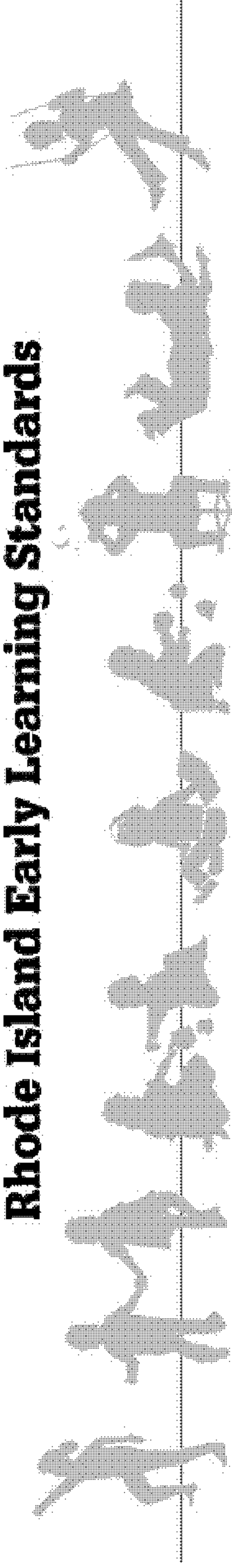
4. Level III: The Administrator's Role in Implementing a Standards-based Program

This intensive training for administrators of early care and education programs builds upon the core elements of implementing a Standards-based program and focuses on program-wide implementation, policy and management issues, supporting teaching staff, and the dynamics of systems change. Administrators participating in this training develop a Program Portfolio to document their progress in implementing a Standards-based program. Participants who successfully complete 30 hours of training receive a Level III Certificate of Achievement through the RI Department of Education. Participants who complete 30 hours of core training plus 15 hours in the Saturday Next Steps series are eligible to receive three graduate/undergraduate credits through the University of Rhode Island.

Next Steps Workshops

The **Next Steps** Workshop Series offers a menu of thirteen (13) three-hour sessions designed to extend the learning of both administrators and practitioners who are engaged in RIELS Level I, Level II, and Level III training. Level II and Level III participants attend sessions that support the goals they have identified in their Practitioner and Program Portfolios. The sessions planned for 2011 are as follows:

Rhode Island Early Learning Standards



Next Steps Fall 2011 Training Calendar At-a-Glance

Month	Date & Time	Session Title/Subject Area	Audience
September	Saturday, Sept. 24 th	Aligning Curriculum: Literacy	Teachers and Administrators
	Saturday, October 1 st	Family Engagement	Teachers and Administrators
	Saturday, October 15 th	Children's Behavior	Teachers and Administrators
	Thursday, October 20 th	Teaching and Facilitating	Teachers and Administrators
	Tuesday, October 25 th	Aligning Curriculum: Science	Teachers and Administrators
November	Saturday, November 5 th	Process: How Children Learn	Teachers and Administrators
	Tuesday, November 8 th	Child Assessment for ELL's	Teachers and Administrators
	Saturday, November 12 th	Aligning Curriculum: Math	Teachers and Administrators
	Tuesday, November 15 th	Supervision and Support	Administrators only
December	Thursday, December 1 st	Improving Child Assessment	Teachers and Administrators
	Saturday, December 10 th	Inclusive Education	Teachers and Administrators

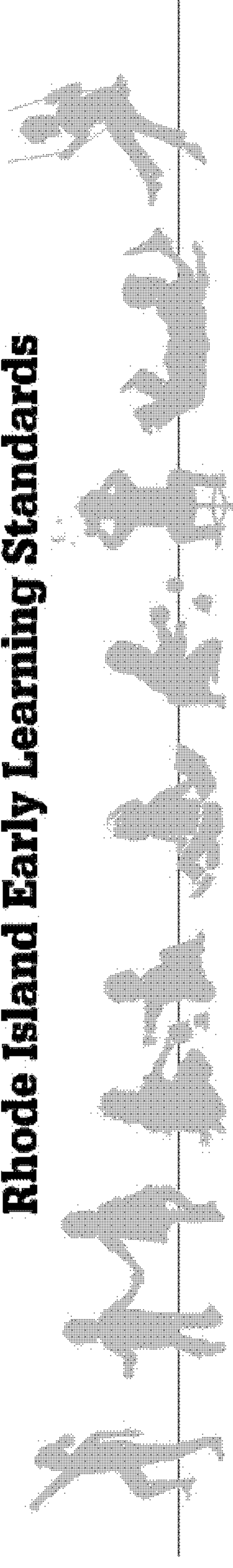
Next Steps Fall 2011 Details & Descriptions

RIELS Next Steps Title	Target Audience	Description	Presenter(s)	Date	Location
<p>Session 1: Aligning Curriculum to the RI Early Learning Standards in the Area of Literacy</p>	Teachers and Administrators	This session will focus on supporting children's growth toward Literacy Learning Goals, including Alphabet Knowledge, Print Awareness and Concepts, Phonological Awareness, and Book Knowledge. Participants will explore high quality strategies for Literacy instruction, as well as the indicators of high-quality Literacy environments.	<p>Bethany Carpenter Professional Development Coordinator</p> <p>Ready to Learn Providence</p>	Saturday September 24 2011 9:00-12:00	<p>URI PROVIDENCE Room 233</p>
<p>Session 2: Family Engagement Basics for Early Childhood Educators</p>	Teachers and Administrators	In this interactive and experiential workshop participants will learn the basics of engaging families including creating a family friendly environment, effective communication, strategies for engaging families, and helping parents to understand how their young child is developing and learning. Participants will also be introduced to the Fun Family Activities training series that is positively impacting family engagement throughout the state.	<p>Deborah Meiklejohn Director, Parent Information and Resource Center</p> <p>Rhode Island Parent Information Network</p>	Saturday October 1 2011 9:00-12:00	<p>URI PROVIDENCE Room 233</p>
<p>Session 3: Understanding Children's Behavior and How to Proactively Avert Behavior Challenges</p>	Teachers and Administrators	In this session, our presenter will exchange strategies for creating a positive emotional climate in the classroom that will proactively avert the onset of behavior challenges. Participants will explore the connection between children's behavior and their progress on the social and emotional continuum and the strong relationship between classroom environments and children's behavior.	<p>Peg Wark Mentor Teacher and RIELS Consultant</p> <p>Jamestown Public Schools</p>	Saturday October 15 2011 9:00-12:00	<p>URI PROVIDENCE Room 233</p>
<p>Session 4: Improving Curriculum in the area of Teaching and Facilitating: Building Your Repertoire of Instructional Supports</p>	Teachers and Administrators	Research spearheaded by Robert Pianta, University of Virginia points to the strong link between teacher-child interactions and positive child outcomes. Participants will learn about the CLASS observations tool developed as an outgrowth of this research and focus on teaching practices that have the greatest impact on children's development and learning.	<p>Kristen Greene Program Director</p> <p>The Mariposa Center</p>	Thursday October 20 2011 6:00-9:00	<p>URI PROVIDENCE Room 242</p>

RIELS Next Steps Title	Target Audience	Description	Presenter(s)	Date	Location
Session 5: Aligning Curriculum to the RI Early Learning Standards in (Content) Science	Teachers and Administrators	This interactive session will focus on science in the early childhood classroom. Hands-on science activities, materials and visuals will help participants understand how to create open-ended, explorative, science experiences that encourage children's scientific inquiry skills.	Sue Keefe, Mentor Teacher URI Child Development Center	Tuesday October 25 2011 6:00-9:00	URI PROVIDENCE PAFF AUDIT.
Session 6: Process: How Children Learn	Teachers and Administrators	<p>Research, theory, and best practice will serve as the basis for important discussion about how preschool children learn and the importance of purposeful play. Our presenter will help participants bridge theory to practice as they explore how this looks in a high-quality preschool classroom. Participants will also have the opportunity to revisit and improve their philosophy statements in the area of process.</p> <p>**Remember to bring a copy of your current philosophy statement to this session**</p>	Phyllis Penhallow, RIELS Consultant and Adjunct Human Development Faculty University of Rhode Island	Saturday November 5 2011 9:00-12:00	URI PROVIDENCE PAFF AUDIT.
Session 7: Culturally Responsive Assessment Practices with Young English Language Learners	Teachers and Administrators	<p>In place of the traditional practice of schools focusing on finding a child's deficit, this training will help educators look at student performance as the result of interactions between the individual and cultural contexts. Strength-based assessment directs the professional to identify and build upon the existing strengths and skills that the child and family present.</p> <p>This workshop will provide and opportunity for early childhood educators to consider information gathering methods and approaches for observing and assessing how language and culture influences the development of an English Language Learner.</p>	TBD	Tuesday November 8 2011 6:00-9:00	URI PROVIDENCE Room 242
Session 8: Aligning Curriculum to the RI Early Learning Standards (Content) Mathematics	Teachers and Administrators	This session is especially relevant for early childhood professionals who want to enhance curriculum and focus on the area of Mathematics. Facilitators will provide many opportunities for hands-on exploration to support participants in weaving mathematical concepts into all areas of the early childhood classroom.	Sharon Greenwood and Ann Twomey Mentor Teachers, URI Child Development	Saturday November 19 2011 9:00-12:00	URI PROVIDENCE Room 233

RIELS Next Steps Title	Target Audience	Description	Presenter(s)	Date	Location
Session 9: Unraveling the Key Characteristics of Supervision and Support	Administrators and Early Education Supervisors	Administrators and early education supervisors recognize that teaching staff are their greatest resource and that effective supervision and support is the key to staff performance, staff retention, and positive outcomes for children. This workshop will focus on (1) the elements of an effective supervision system and (2) improving skills associated with high-quality, reflective supervision.	Sue Washburn , Project Director Rhode Island Head Start Training and Technical Assistance Project Education Development Center, Inc.	Tuesday November 15 2011 6:00-9:00	URI PROVIDENCE PAFF AUDIT.
Session 10: Improving Child Assessment Practices	Teachers and Administrators	This session is designed to meet the needs of early childhood professionals who have identified child assessment as an area where they would like to grow professionally. Participants will develop a plan for implementing focused observations and practice the skill of documentation so that they can fully utilize child assessment information in curriculum planning.	Holly Ayoite RIDE Consultant Teaching Strategies GOLD Trainer	Thursday, December 1 2011 6:00-9:00	URI PROVIDENCE PAFF AUDIT.
Session 11: Inclusive Education: Differentiating for Students with Disabilities Part 1	Teachers and Administrators	High quality early education programs embrace their role in serving all children, including children with special health or education needs. This training has been designed to examine evidence based practices which promote positive outcomes for all students, including those with disabilities. Teachers and administrators will learn how to differentiate and accommodate for students with disabilities within a high-quality inclusive setting.	Ruth Gallucci Education Specialist: Early Childhood Special Education RIDE Julie Goggin and Deborah Hopkins Inclusionary Preschool Teachers South Kingstown School Dept.	Saturday December 10 2011 9:00-12:00	URI PROVIDENCE PAFF AUDIT.

Rhode Island Early Learning Standards



Technical Assistance

The Rhode Island Department of Education's Early Learning Standards Project offers technical assistance to support the development of high quality, inclusive, early education programs throughout Rhode Island. Each year, a new cohort of administrators and educators receive one year of targeted, individualized technical assistance from expert consultants to bridge the gap between theory and practice.

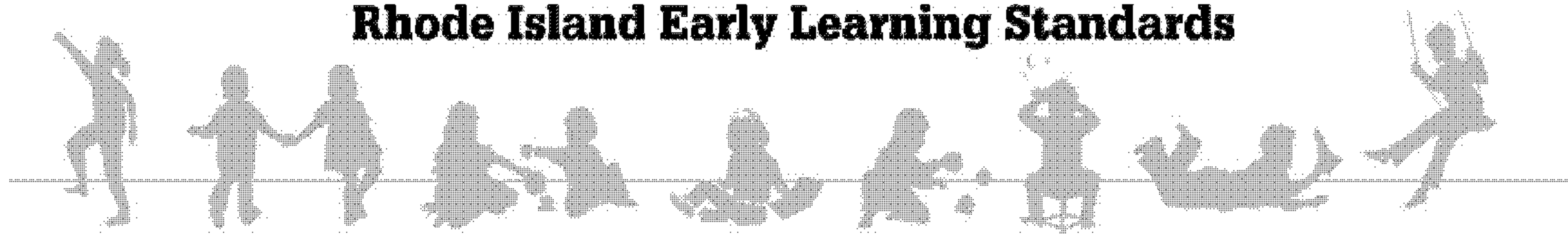
Examples of technical assistance focus areas include:

- Aligning curriculum with the Standards
- Improving teacher competencies in areas such as teacher-child interactions,
- Creating learning environments
- Engaging in authentic assessment aligned with the Standards
- Differentiating teaching and learning
- Developing IEPs aligned with the Standards

Programs who have participated in both training and technical assistance are positioned to become mentor classroom sites where others can observe and learn about implementing high-quality Standards-based programs.

APPENDIX 23

Rhode Island Early Learning Standards



Fun Family Activities for Preschoolers

This family resource developed by a group of parents and early childhood professionals, contains information on the domains and learning goals of the RI Early Learning Standards in family-friendly language. The activity cards describe home activities that engage families in their child's learning and development in meaningful, culturally relevant, and cost-effective ways.

Early childhood professionals have discovered many exciting ways to introduce Fun Family Activities to families and reinforce their use throughout the year. Examples include:

- Invite family members to Family Night to create treasure boxes and choose activities that match their child's interests.
- Hold family meetings to gather new ideas and create additional cards to add to the collection
- Design activity bags that contain Fun Family Activities. Include materials you will need to engage in a number of the activities and add one or more of the recommended books listed on the front card of each section
- Select family activities that reinforce the curriculum and include these activities in the parent newsletter
- Make family activity tapes to respond to the different learning styles of family members
- Translate the cards onto cards or tapes for families whose primary language is other than English or Spanish
- Include family activity cards on a weekly schedule posted in the classroom, center or family child care setting
- Use parent-teacher conferences as a time to decide which of the family activities will best support each child in reaching new goals

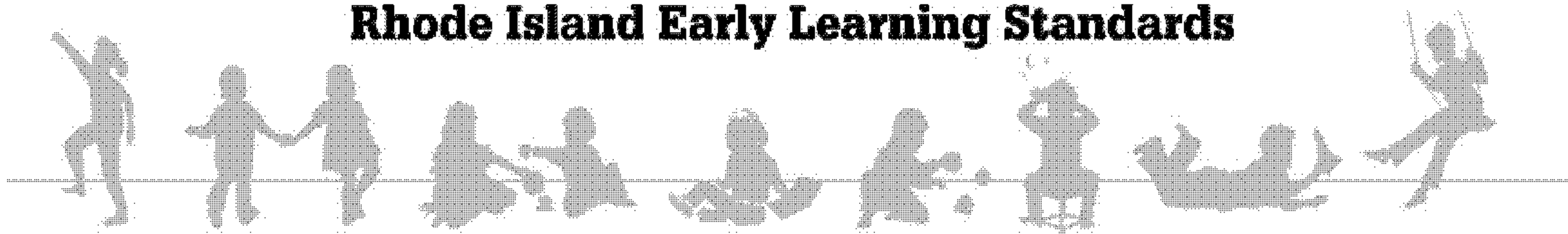
This resource is available to all families on the RI Early Learning Standards website:
www.ride.ri.gov/els

Fun Family Activities Parent Training

In partnership with the Department of Human Services and Ready-to-Learn Providence, the Rhode Island Early Learning Standards Project at RIDE has designed and implemented a six-session parent training series to compliment and build upon the Fun Family Activity packet. This interactive and experiential training:

- Builds upon our understanding that children learn best through play
- Provides opportunities for parents to adapt and strengthen Fun Family Activities for Preschoolers to reflect their family culture and values
- Is respectful and appropriate for all adults who are the primary caregivers for preschool age children, including fathers and grandparents
- Reflects adult learning principles
- Is based on research and best practices in both early childhood development and parenting

Rhode Island Early Learning Standards

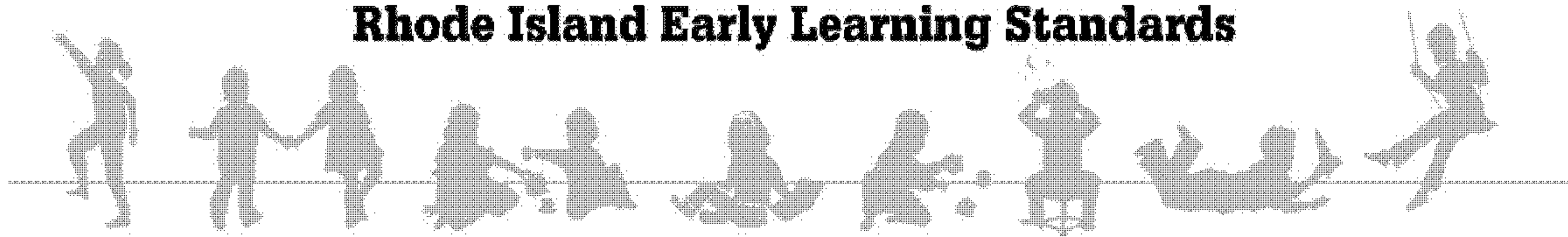


- Promotes partnerships between parent, early childhood providers, and the greater community to maximize outcomes for children

To date, 44 early childhood experts, parent trainers, and statewide children's librarians have completed the formal Training-of-Facilitators series and are prepared to deliver the training modules in communities throughout RI.

APPENDIX 24

Rhode Island Early Learning Standards



Course Name	Total number of participants by year	Total number of participants by program type (child care, public school, Head Start, etc.)	Total number of participants by location (Urban – Providence, Central Falls, Woonsocket, Pawtucket, Newport, West Warwick, Urban Ring – Cranston, Warwick, North Providence, Johnston, Other – remaining communities)
Introduction to the Early Learning Standards	2004-2005: 25 2005-2006: 83 2006-2007: 59 2008: 68 2009: 73 2010: 258 2011 (YTD): 170	Child Care Program: 415 Public School: 198 Head Start: 77 Family Child Care: 28 Other: 2	<p><u>Urban</u> Central Falls: 20 Pawtucket: 46 Providence: 178 Woonsocket: 18 West Warwick: 6</p> <p><u>Urban Ring</u> Cranston: 28 Johnston: 5 North Providence: 4 Warwick: 69</p> <p><u>Other</u> Ashaway: 3 Barrington: 11 Bristol: 3 Charlestown: 7 Coventry: 5 Cumberland: 5 East Greenwich: 7 Greenville: 3 Harrisville: 3 Hope Valley: 3 Lincoln: 18 Middletown: 7 Narragansett: 1 North Kingstown: 8 North Smithfield: 8 Pascoag: 2 Portsmouth: 22 Riverside: 5 Scituate: 6 Smithfield: 57 South Kingstown: 9 Wakefield: 6 Westerly: 21</p>

			Wood River Junction: 43
Level I: Using the RI Early Learning Standards as a Framework for Curriculum Development (new course)	2010-2011: 24	Child Care Program: 21 Public School: 0 Head Start: 3 Family Child Care: 0 Other: 0	<u>Urban</u> West Warwick: 2 Woonsocket: 6 <u>Urban Ring</u> Cranston: 3 Warwick: 5 <u>Other</u> Coventry: 1 Cumberland: 1 Exeter: 1 Lincoln: 1 Middletown: 2 Riverside: 2
Level II: Implementing a Standards-based Program	2003-2004: 184 2004-2005: 178 2005-2006: 164 2006-2007: 82 2007-2008: 73 2008: 69 2009: 45 2010: 170 2011 (YTD): 123	Child Care Program: 618 Public School: 58 Head Start: 133 Family Child Care: 11 Other: 9	<u>Urban</u> Central Falls: 22 Newport: 7 Pawtucket: 44 Providence: 164 West Warwick: 46 Woonsocket: 50 <u>Urban Ring</u> Cranston: 43 Johnston: 41 North Providence: 4 Warwick: 89 <u>Other</u> Ashaway: 3 Barrington: 29 Block Island: 1 Bristol: 11 Carolina: 1 Charlestown: 4 Coventry: 21 Cumberland: 28 East Greenwich: 37 East Providence: 2 Exeter: 3 Greenville: 10 Harrisville: 2 Hope Valley: 2 Jamestown: 4 Kingston: 9 Lincoln: 12 Middletown: 41 Narragansett: 1 North Kingstown: 48 North Smithfield: 8 Peace Dale: 5 Portsmouth: 12 Riverside: 24 Rumford: 2 Scituate: 3 Smithfield: 30 South Kingstown: 13 Tiverton: 5

			Warren: 1 Wakefield: 24 Warren: 5 West Greenwich: 2 Westerly: 16 Wyoming: 3
Level III: The Administrator's Role in Implementing a Standards-based Program	2005-2006: 12 2006-2007: 20 2007-2008: 43 2008: 18 2009: 17 2010: 80 2011 (YTD): 24	Child Care Program: 137 Public School: 16 Head Start: 44 Family Child Care: 2 Other: 0	Urban Central Falls: 3 Newport: 6 Pawtucket: 8 West Warwick: 5 Providence: 40 Woonsocket: 5 <u>Urban Ring</u> Cranston: 10 Johnston: 5 Warwick: 18 <u>Other</u> Barrington: 7 Block Island: 1 Bristol: 3 Carolina: 1 Charlestown: 2 Chepachet: 1 Cumberland: 6 East Greenwich: 9 East Providence: 1 Exeter: 2 Harrisville: 1 Hope Valley: 1 Kingston: 1 Lincoln: 4 Middletown: 7 Narragansett: North Kingstown: 9 North Smithfield: 1 Peace Dale: 1 Portsmouth: 1 Riverside: 3 Rumford: 1 Smithfield: 9 South Kingstown: 2 Warren: 1 Wakefield: 5 Westerly: 1

APPENDIX 25



Research Foundation: Teaching Strategies GOLD™ Assessment System



Research Foundation: Teaching Strategies GOLD™ Assessment System

In recent years, a growing body of research has offered new and powerful insight into the importance of early learning and its relationship to school and success in later life. Much of this evidence links children’s early cognitive, language, and social–emotional development to later developmental and school outcomes (Hair, Halle, Terry-Humen, Lavelle, & Calkins, 2006).

In response to this growing evidence of the importance of early development and learning, as well as the changing needs of the diverse early childhood programs across the country, Teaching Strategies decided to develop an entirely new assessment system. Although the current systems (*The Creative Curriculum® Developmental Continuum for Ages 3–5*, *The Creative Curriculum® Developmental Continuum for Infants, Toddlers & Twos*, and the related online subscription service CreativeCurriculum.net) have proven to be highly successful and well received by educators, we recognized that new needs had to be met. The new system will

- serve children from birth through kindergarten
- focus on the key elements that research indicates are most predictive of school success
- align with the expected outcomes identified in state early learning standards
- serve the needs of English-language learners

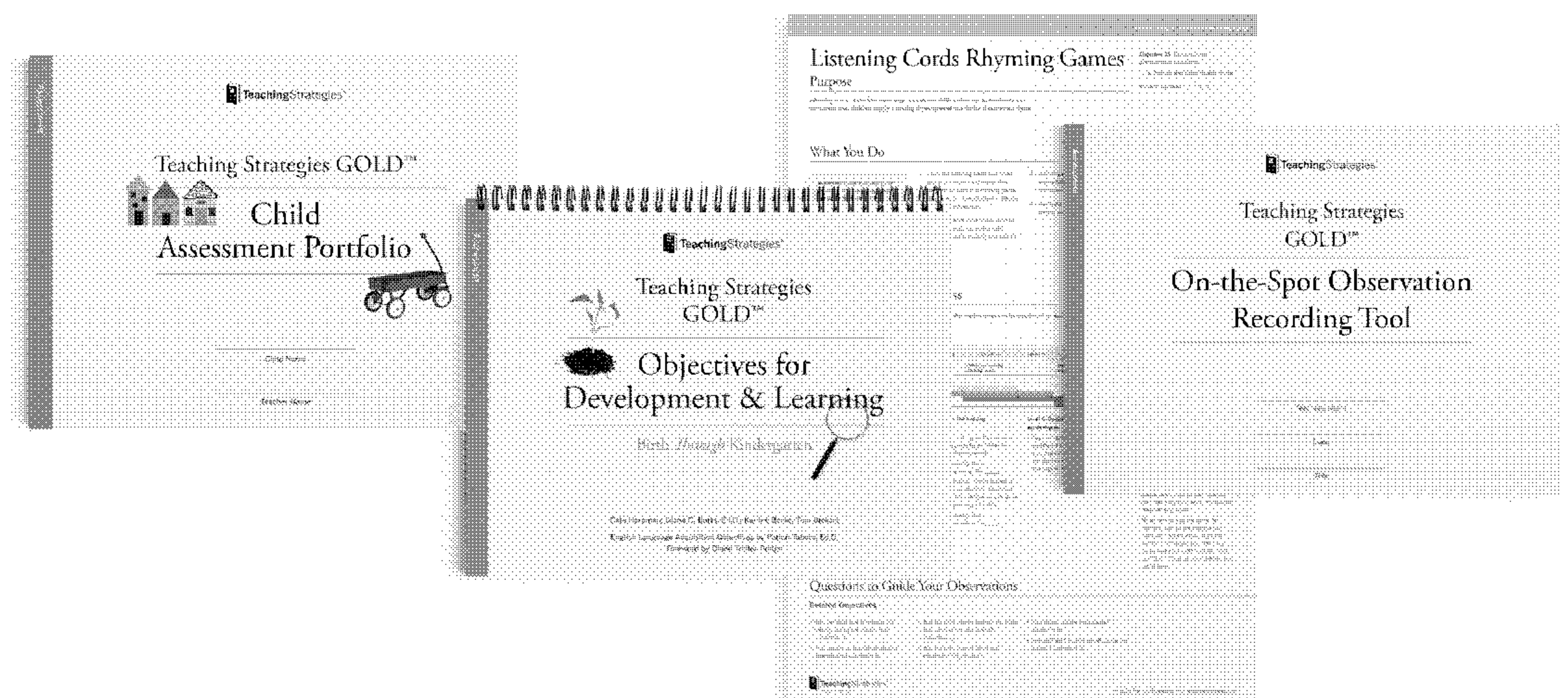
To gather evidence on the most important predictors of school success, Teaching Strategies embarked upon an extensive literature-based research review of the most significant recent studies on early learning. This review resulted in the development of Teaching Strategies GOLD™ assessment system, a seamless, observation-based assessment system for children from birth through kindergarten that blends ongoing, authentic assessment in all areas of development and learning with intentional, focused performance assessment tasks for selected predictors of school readiness in the areas of literacy and numeracy. Designed for use as part of meaningful, everyday experiences in the classroom or program setting, Teaching Strategies GOLD™ is inclusive of children with developmental delays and disabilities, children who are English-language or dual-language learners, and children who are advanced learners.

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Because the complex, uneven nature of child development and learning makes it impossible to measure every skill and behavior that children demonstrate in the early years, Teaching Strategies GOLD™ measures the knowledge, skills, and behaviors that are predictive or most important for school success, focusing on 36 basic objectives and two additional objectives related to English language acquisition. Objectives are organized into nine areas of development and learning; the first four describe major areas of child growth and development (social–emotional, physical, oral language, and cognitive), and the following five focus on content learning (literacy, mathematics, science and technology, social studies, and the arts). A tenth area, English language acquisition, helps teachers follow a child’s progress in acquiring both receptive and expressive language in English. Teaching Strategies GOLD™ can be used as one of many tools to inform state efforts as educators develop their own school readiness criteria. It is also appropriate for use with any developmentally appropriate curriculum.

The Research Behind Teaching Strategies GOLD™

Selection of the specific 38 objectives and indicators showing widely held expectations for each age group was based on further review of the current research and professional literature in child development and early childhood education as well as state early learning standards. As evidenced in the research summary below, the first 23 objectives focus on key predictors of school success in the areas of social–emotional, physical, cognitive, oral language, literacy, and math development and learning. The remaining objectives help teachers plan instruction in science and technology, social studies, and the arts, and enable teachers to assess children’s English language acquisition.



Social–Emotional Development

There is a strong connection between children’s early relationships and behaviors and their later development and learning (Smith & Hart, 2002). For this reason, assessing children’s social–emotional development accurately and supporting their growth and competence in this area is especially important. Teaching Strategies GOLD™ includes three social–emotional objectives:

Objective 1. Regulates own emotions and behaviors

Self-regulation is ranked as the most important characteristic necessary for school readiness by kindergarten teachers (Rimm-Kaufman, Pianta, & Cox, 2000). Children who positively regulate their emotions and behaviors do better in school (Blair & Razza, 2007; Bronson, 2000) and have an easier time getting along with peers (Copple & Bredekamp, 2009). Children with poor emotional regulation skills are not likely to get along well with teachers and peers (Berk, 2006; Denham, Blair, Schmidt, & DeMulder, 2002).

Objective 2. Establishes and sustains positive relationships

Children’s ability to form positive relationships with adults is important to their social–emotional development and academic success (Birch & Ladd, 1997; Bronson, 2006; Hamre & Pianta, 2001; Howes, 2000; Howes, Burchinal, Pianta, Bryant, Early, Clifford, et al., 2008; Palermo, Hanish, Martin, Fabes, & Reiser, 2007; Pianta & Stuhlman, 2004). Warm, supportive teacher-child relationships are related to children’s self-direction and positive attitudes toward school (Birch & Ladd, 1997). Children’s ability to build positive relationships with peers affects their social competence, school adjustment, and academic success (Ladd, Birch, & Buhs, 1999; Riley, San Juan, Klinkner, & Ramminger, 2008; Shonkoff & Phillips, 2000).

Objective 3. Participates cooperatively and constructively in group situations

The foundational skills for being a productive member of social and learning groups are established during the early childhood years, and they are important for early school success (Ladd et al., 1999). Positive group participation includes work-related skills like listening, following directions, behaving appropriately, staying on task and organizing work materials; poor work-related skills in kindergarten are related to behavioral difficulties and lower academic achievement in the early primary grades (McClelland, Morrison, & Holmes, 2000).

Physical Development

Physical development includes children's gross-motor (large muscle) and fine-motor (small muscle) skills. Physical development affects other areas of development. In fact, brain research points to the importance of early, positive movement experiences to brain development (Gabbard, 1998; Robert, 1999), and physical development is linked to children's emotional development and their school performance (Pica, 2006; Rule & Stewart, 2002; Sanders, 2002; Son & Meisels, 2006). The physical development objectives are:

Objective 4. Demonstrates traveling skills

Traveling involves moving the body through space. The early years are critical for the development of the large muscles needed for traveling. This important skill has implications beyond just the physical. When children with disabilities achieve greater independent mobility, they show improved social and language development (Charlesworth, 2008; Kim, 2005).

Objective 5. Demonstrates balancing skills

Turning, stretching, stopping, rolling, jumping, swinging, and dodging require balance (Sanders, 2002). Children use balancing skills during structured and unstructured play and game activities. Children's ability to balance affects their performance of gross-motor tasks (Ulrich & Ulrich, 1985).

Objective 6. Demonstrates gross-motor manipulative skills

The early years are important for the development of fundamental gross-motor manipulative skills including throwing, catching, and kicking. When children are told discreet actions to take (e.g., "Watch the ball. Reach with your hands."), they are helped to focus on the skill so they can perform it more efficiently (Breslin, et al., 2008; Sanders, 2002).

Objective 7. Demonstrates fine-motor strength and coordination

Fine-motor skills involve grasping and releasing objects using fingers and hands and coordinating movements with the eyes. These skills are important in the performance of daily routines and many school-related tasks. When teachers provide structure and guidance, children can increase their fine-motor skills (Stewart, Rule, & Giordano, 2007).

Language Development

Strong language skills are essential for children’s success in school and life (Hart & Risley, 2003; Heath & Hogben, 2004; Jalongo, 2008; Kalmer, 2008). Oral language, including grammar, the ability to define words, and listening comprehension helps provide the foundation and is an ongoing support for literacy (National Early Literacy Panel, 2008; Strickland & Shanahan, 2004). The oral language objectives are:

Objective 8. Listens to and understands increasingly complex language

To comprehend language, children must focus their attention and listen with a purpose. They must accurately and quickly recognize and understand what they hear (Roskos, Tabors, & Lenhart, 2004). Receptive language (including listening to, recognizing, and understanding the communication of others) starts to develop before expressive language, but they are closely connected (Hirsch-Pasek, Golinkoff, & Naigles, 1996; Strickland, 2006).

Objective 9. Uses language to express thoughts and needs

Oral language is important to children’s literacy development. Children’s first writing experiences are usually based on what they learned through narrative talk (Beals, 2001; Dickinson & Tabors, 2001; Hart & Risley, 1995), and their literacy development also is influenced by their ability to define words and their knowledge of grammar (National Early Literacy Panel, 2008).

Objective 10. Uses appropriate conversational and other communication skills

Children benefit from conversations that include varied vocabulary and that challenge their thinking (Dickinson & Tabors, 2001). Such conversations contribute to early reading success. In addition, conversations are important to children’s cognitive and social–emotional learning (Hart & Risley, 1995).

Cognitive Development

Cognitive development, also called intellectual development, is influenced by various factors including biological makeup, the environment, and how the child approaches learning tasks (e.g., attention, persistence, curiosity, and flexibility). A child’s background knowledge, or knowledge base, also affects the way a child thinks. This background knowledge influences the child’s information processing, memory, classification, problem solving, language acquisition, and reading and mathematics learning (Bjorklund, 2005; McAfee & Leong, 1994). The cognitive development objectives are:

Objective 11. Demonstrates positive approaches to learning

Children who have positive approaches to learning are more likely to succeed academically and to have more positive interactions with peers (Fantuzzo, Perry & McDermott, 2004; Hyson 2005, 2008; Hyson, Buch, Fantuzzo & Scott-Little, 2006). The ability to resist distractions, remain positively engaged, and persist at learning tasks are related positively to children's academic achievement, cognitive development, and peer interactions (Deater-Deckard, Petrill, Thompson, & DeThrone, 2005; Duncan, Dowsett, Claessens, Magnuson, Huston, Klebanov et al., 2007; Fantuzzo, Perry, & McDermott, 2004; Howse, Lange, Farran, & Boyles, 2003; Hyson, 2008). In addition, cognitive flexibility is important for children's academic achievement (George & Greenfield, 2005; Hyson, 2008), and flexible thinking is critical to children's development of sorting and categorization skills, understanding of concepts, problem-solving skills, reasoning skills, divergent thinking, and inventiveness.

Objective 12. Remembers and connects experiences

As children develop their abilities to attend and to use memory strategies, their learning is enhanced. Adult scaffolding, or support, helps children attend and use memory strategies such as categorizing (Barry, 2006; Larkina, Guler, Kleinknect, & Bauer, 2008; McAfee & Leong, 1994; Mussen, Conger, Kagan & Huston, 1990).

Objective 13. Uses classification skills

The ability to classify is important for learning and remembering (Larkina, Guler, Kleinknect, & Bauer, 2008). Exploration of objects, expanding knowledge of the world, and increased language skills contribute to children's ability to classify (Berk, 2002; Gelman & Coley, 1990).

Objective 14. Uses symbols and images to represent something not present

Thinking symbolically is necessary for language development, problem solving, reading, writing, mathematical thinking, and participating fully in society (DeLoache, 2004; Younger & Johnson, 2004). Before children can effectively use symbols such as letters, numbers, or maps, they must understand implicitly that symbols represent other things (DeLoache, 1991). Dramatic play, sometimes called symbolic play, is an important vehicle for development and learning (Bergen, 2002; Klein, Wirth, & Linas, 2004; Nourrot & Van Hoorn, 1991; Similansky & Shefatya, 1990; Steglin, 2005). Dramatic play contributes to children's development of abstract thinking and imagination and supports their school adjustment, memory, language, and self-regulation abilities (Bodrova & Leong, 2004; Fantuzzo & McWayne, 2002; Krafft & Berk, 1998; Newman, 1990).

Literacy

The early years are critical for literacy development. The level to which a child progresses in reading and writing is one of the best predictors of whether the child will function competently in school and in life (Neuman, Copple, & Bredekamp, 2000). Effective instruction in the early years can have a large impact on children's literacy development. The assessment system has these literacy objectives:

Objective 15. Demonstrates phonological awareness

Phonological sensitivity is a strong predictor of later reading, writing, and spelling ability (National Early Literacy Panel, 2004, 2008). Instruction that strengthens children's phonological awareness has been shown to contribute to later reading success (Ehri, Nunes, Willows, Schuster, Yaghoub-Zadeh, & Shanahan, 2001; National Early Literacy Panel 2008).

Objective 16. Demonstrates knowledge of the alphabet

Young children's alphabet knowledge, especially their ability to rapidly name letters and numerals in random order, is a strong predictor of later reading, writing, and spelling ability (Adams, 1990; National Early Literacy Panel, 2004, 2008; Stevenson & Newman, 1986). Children's knowledge of the alphabet is also closely related to their comprehension skills by the end of second grade (Cats, Fey, Zhang, & Tomblin, 2001).

Objective 17. Demonstrates knowledge of print and its uses

Young children's concepts about print are a good predictor of later reading, writing, and spelling ability (Clay, 1979a, 1979b; McCormick & Mason, 1986; National Early Literacy Panel, 2004, 2008; Wells, 1985). In addition, understanding that print is meaningful is one of the first steps children take in learning to read and write (Mason, 1980).

Objective 18. Comprehends and responds to books and other texts

Comprehension of oral language and simple texts is essential to future reading success; children learn to process what they hear and read (Teale & Yokota, 2000). Children who engage in frequent activities with books have larger vocabularies. These children learn to read better than children who have few book experiences (Dickinson & Tabors, 1991; Wells, 1986).

Objective 19. Demonstrates emergent writing skills

Writing letters or name writing is a predictor of later literacy (National Early Literacy Panel, 2008). By exploring writing, children learn about letters, sounds, and the meaning of text (Schickedanz & Casbergue, 2004). Understanding the mechanics of the writing system (letter naming and letter-sound correspondence) has a moderate correlation with reading in the primary grades (Stuart, 1995).

Mathematics

Research has made a clear link between early math skills and later school reading and math achievement. Children's mathematical knowledge at kindergarten entry is considered predictive of future mathematics success throughout their years in school. Evidence shows that high-quality early childhood education programs can make a difference in children's mathematical learning (Clements & Sarama, 2009). These mathematics objectives are:

Objective 20. Uses number concepts and operations

Children's understanding of counting, number symbols, and number operations are fundamental to their success with more complex mathematics (Ginsburg & Baroody, 2003; Zur & Gelman, 2004). Through both everyday experiences and planned learning experiences, children begin to construct understandings of number concepts and operations.

Objective 21. Explores and describes spatial relationships and shapes

Understanding spatial relationships and shapes helps children build the foundation for understanding geometry. Children who have a strong spatial sense do better in mathematics (Clements, 2004).

Objective 22. Compares and measures

Children's initial ideas about size, quantity, and seriation involve comparisons related to their play materials and books. They experiment with measurement by lining up and comparing objects. They begin to connect number to length as they use nonstandard measurement tools, e.g., links, blocks, rods (Clements & Sarama, 2009). In addition, children can benefit from exploring and using tools with uniform units (e.g., rulers and centimeter cubes) as their measurement ideas and skills are developing (Clements, 2003; Sarama & Clements, 2006).

Objective 23. Demonstrates knowledge of patterns

Children begin to identify patterns in their environment at an early age. Guiding children to understand patterns is a foundational skill in mathematics. Learning experiences that focus on patterns facilitate children's generalizations about number combinations, counting strategies, and problem solving (Copley, 2000).

Science and Technology

Young children are natural investigators. They are curious about how things work and what will happen next (Gronlund, 2006; Mantzicopolous, Patrick & Samarapungavan, 2008). During the early years, learning to engage in the process of scientific thinking, gaining understanding, and making connections are more important than learning scientific facts. Young children need many opportunities to explore science concepts firsthand over time so they can connect new understandings to related experiences. The science and technology objectives are:

Objective 24. Uses scientific inquiry skills

Children use a variety of inquiry skills as they connect what they know to new experiences. Inquiry skills include making focused observations, posing meaningful questions, determining what is already known by examining books and other resources, making predictions, selecting appropriate techniques and tools, conducting investigations, reflecting on experiences, and communicating their findings (Chalufour & Worth, 2004; National Committee on Science Education Standards & Assessment, National Research Council, 1996). Scientific inquiry can support the development of young children's explanatory language as well as their scientific knowledge (Lind, 2001; Peterson & French, 2008).

Objective 25. Demonstrates knowledge of the characteristics of living things

No matter what topic of the life sciences children study, they can learn the major concepts as they interact with living things. Through regular contact with nature, children expand their curiosity and observation skills, practice nurturing behaviors as they care for living things, and gain knowledge in other academic areas (Rosenow, 2008; Russo, 2008).

Objective 26. Demonstrates knowledge of the physical properties of objects and materials

By preschool, children have already begun building scientific knowledge about the physical properties of objects and materials (Gelman & Brenneman, 2004). As teachers talk with children about the properties of objects and materials, children develop vocabulary and important background knowledge; this background knowledge helps children observe their environment more closely (Eshach & Fried, 2005).

Objective 27. Demonstrates knowledge of Earth's environment

Young children show an emerging knowledge of the properties of the Earth (Nobes, Moore, Martin, Clifford, Butterworth, Panagiotaki, et al., 2003), but they know much more about their immediate surroundings. When children learn about the Earth's environment and explore the properties of the world around them, they notice changes and make predictions. They begin to understand their environment, learn important ideas, and develop respect for their natural surroundings.

Objective 28. Uses tools and other technology to perform tasks

Technology enables children to respond and represent their learning in individual ways (Northwest Educational Technology Consortium, Northwest Regional Educational Laboratory, 2002). Technology can increase participation for English-language learners and children with disabilities (Murphy, DePasquale, & McNamara, 2003).

Social Studies

When young children study social studies, they learn how to be researchers, critical thinkers, active members of a classroom community, and experts on topics related to everyday life. The social studies objectives are:

Objective 29. Demonstrates knowledge about self

During the preschool years children begin to develop their racial identities and notice differences in social class (Feeney & Moravcik, 2005; Ramsey, 2003). They also begin to develop self-perceptions of their abilities. Negative self-perceptions have been linked to non-social behaviors (Nelson, Hart, Evans, Coplan, Roper, & Robinson, in press). Personal storytelling involving family members serves as a rich source of self-knowledge and helps to instill a child's cultural values (Burger & Miller, 1999; Miller, Fung, & Mintz, 1996).

Objective 30. Shows basic understanding of people and how they live

Young children are eager to learn about other people and how they live. Reading appropriate books to children can be an effective way to help them develop positive attitudes about others and to better understand how people live throughout the world (Feeney & Moravcik, 2005).

Objective 31. Explores change related to familiar people or places

To gain a sense of history, children must first understand that people and places change over time. Change is a difficult concept for young children to understand because they focus on the here and now (Seefeldt, 1997). However, they enjoy thinking about what they can do now that they could not do when they were babies. They can learn about time and change related to their daily schedule, what they did yesterday, and what they will do tomorrow.

Objective 32. Demonstrates simple geographic knowledge

The study of geography for young children needs to be relevant to their experiences; they can learn about the characteristics of the places where they live and the relationship between that place and other places. Children's experiences with mapmaking help them to develop the concepts of representation, symbolization, perspective, and scale (Lenhoff & Huber, 2000).

The Arts

The early childhood years are very important in helping children to realize their creative potential (Kemple & Nissenberg, 2000). Children's involvement in the arts also helps support other areas of learning and development (Epstein, 2007). As children draw, paint, construct, mode, weave, dramatize, sing, dance, and move, they make new discoveries and integrate what they are learning. The arts objectives are:

Objective 33. Explores the visual arts

Children benefit from working with many different kinds of materials and having conversations about their artwork and the work of others (Bae, 2004; Colbert, 1997; Johnson, 2008). The more they are able to experiment with various media and to discuss different ways to use materials, the more children are able to express their ideas through the visual arts.

Objective 34. Explores musical concepts and expression

Music can affect children's literacy development and academic performance (Shore & Strasser, 2006; Wiggins, 2007). Musical activities that relate to story reading can focus children's attention and enhance their social interactions (deVries, 2008).

Objective 35. Explores dance and movement concepts

One of the first ways children express themselves is through movement. Each new movement gives children more information about the capabilities of their bodies (Lutz & Kuhlman, 2000).

Objective 36. Explores drama through actions and language

Drama is an important part of learning for young children; it positively affects their language development and literacy, self-awareness, social–emotional reasoning, and problem solving (Brown, 1990; Pinciotti, 1993; Wright, Bacigalupa, Black & Burton, 2008). Experiences and cultural traditions influence what stories children tell and how they tell stories (Curenton & Ryan, 2006; Wright, et al., 2008).

English Language Acquisition

Language learning is a basic feature of the early development of all children. The language-learning process for bilingual children, or simultaneous language learners, closely resembles the process for monolingual children. Because simultaneous language learners' need to know twice as many words, their vocabulary development may be less extensive in each language in comparison to monolingual children (Oller & Eilers, 2002). Children learning English as a second language, or sequential language learners, follow a different learning sequence. They may first use their home language and they may enter a nonverbal period (Tabors, 2008). This process is cumulative and uneven. The English language acquisition objectives are:

Objective 37. Demonstrates progress in listening to and understanding English

Children begin to hear the sounds of the new language and begin the process of connecting those sounds to the objects and activities around them at different rates (Itoh & Hatch, 1978; Saviile-Troike, 1988; Fillmore, 1979). As they acquire English phonology, children may also play with the sounds of the language by inventing new words that sound English-like (Saviile-Troike, 1988).

Objective 38. Demonstrates progress in speaking English

A distinct feature of young children's second language acquisition is their memorization and use of social interactive terms (Fillmore, 1979) to help them enter play situations and to have their needs met. Once children have acquired a number of words and socially useful phrases, they can begin to construct original sentences in English (Tabors, 2008).

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APPENDIX 26

Outcomes
Study

LEVEL OF EVIDENCE
Gold Standard

Teaching Strategies GOLD[®]
Assessment System

Technical Summary

Summary Findings of a Study Conducted by
The Center for Educational Measurement and Evaluation
The University of North Carolina at Charlotte

Teaching Strategies GOLD[®] Assessment System

Technical Summary

Introduction

Selecting a Meaningful Assessment Instrument

When selecting an assessment instrument to administer to children, the most important considerations are the *validity* and *reliability* of the measure. Validity refers to *what* the assessment tool measures and *how well* it does so. Reliability refers to the consistency of scores obtained for the same children when reexamined with the same assessment instrument on different occasions, with different sets of equivalent items, or under other variable assessment conditions.

To ensure that *Teaching Strategies GOLD*[®] is both valid and reliable, The Center for Educational Measurement and Evaluation (CEME), The University of North Carolina at Charlotte, conducted extensive research with thousands of children and teachers. This document is a summary of the results obtained from that research.

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Teaching Strategies GOLD[®] Overview

Teaching Strategies GOLD[®] is an authentic observation-based assessment system for children from birth through kindergarten. The system may be implemented with any developmentally appropriate curriculum. It blends ongoing observational assessment for all areas of development and learning with performance tasks for selected predictors of school success in the areas of literacy and numeracy. *Teaching Strategies GOLD*[®] can be used to assess all children, including English-language learners, children with disabilities, and children who demonstrate competencies beyond typical developmental expectations.

Using Teaching Strategies GOLD[®]

The primary purpose of *Teaching Strategies GOLD*[®] is to document children's learning over time, inform instruction, and facilitate communication with families and other stakeholders. It is important to remember that *Teaching Strategies GOLD*[®] is not intended as a screening or diagnostic measure, an achievement test, or a program-evaluation tool.

Objectives for Development and Learning

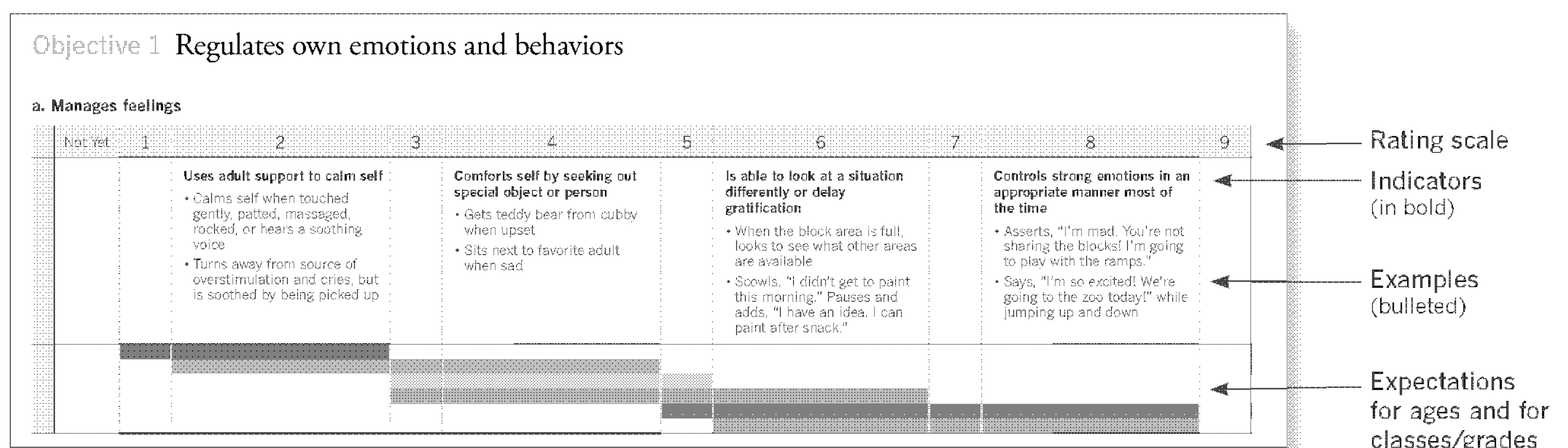
Teaching Strategies GOLD[®] enables educators to focus on and measure the knowledge, skills, and behaviors most predictive of school success. The tool has a total of 38 objectives. Two objectives are related specifically to English language acquisition, and the other 36 objectives are organized into nine areas of development and content-area learning. The areas are

- Social–Emotional
 - Physical
 - Language
 - Cognitive
 - Literacy
 - Mathematics
 - Science and Technology
 - The Arts
-

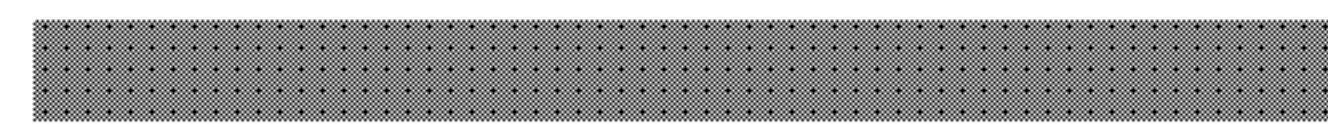
Teaching Strategies Gold® Progressions of Development and Learning

Teaching Strategies Gold® presents progressions of development and learning for objectives in the areas of social–emotional, physical, language, and cognitive development and in the content areas of literacy, mathematics, and English–language acquisition. Indicators and examples enable tool administrators to rate children’s knowledge, skills, and behaviors on a 10-point scale of “Not Yet” to level 9. Furthermore, with the exception of those for English language acquisition, the progressions use colored bands to show widely held expectations for various ages (birth–1 year, 1–2 years, and 2–3 years) and for various classes/grades (preschool 3, pre-K 4, and kindergarten). At a glance, these colored bands show educators and families which skills and behaviors are typical for children of a particular age or class/grade. The bands help teachers manage the complexity of young children’s development, which *Teaching Strategies Gold®* recognizes as being uneven and rapidly changing. They also help teachers and families understand that expectations for a particular age or class often overlap expectations for another.

Here is the progression for Objective 1, Dimension a:



Birth to 1 year



1 to 2 years



2 to 3 years



Preschool 3 class



Pre-K 4 class



Kindergarten



The Norm Sample

Determining the Sample

When determining the validity and reliability of an early childhood assessment instrument, it is important to identify a large sample of children who are representative of the nation's population of similarly aged children. Doing so allows teachers and administrators to assume that the instrument will be used equally effectively with children from all parts of the country; children in all types of instructional settings; and children with different backgrounds, races, ethnicities, and special needs.

CEME determined the norm sample from a total of 111,059 children rated by using *Teaching Strategies GOLD*®. The total population was divided into 3-month age bands, for a total of 24 age bands ranging from 0–2 months to 69–71 months. Teachers answered questions about each child's background, race, and ethnicity that were identical to those employed by the U.S. Census Bureau. The goal was to represent each of the twenty-four 3-month age bands with 500 randomly selected children. This sampling procedure was used to match the U.S. Census Bureau 2009 estimates for children ages birth to 5 years, 11 months with respect to seven ethnic subgroups.

Final Sample

The final sample used to evaluate the validity and reliability of *Teaching Strategies GOLD*® retained a total of 10,963 children. This extremely diverse group of children received educational services in 618 different programs at 2,525 different early childhood centers located across the United States. These programs included Head Start, private child care, and school-based sites. Forty-eight states and the District of Columbia were represented in the final sample. A total of 4,580 teachers was selected as raters to administer *Teaching Strategies GOLD*®. Overall, the final sample used in this research was large, broad, and highly representative of young children in the United States.

Construct Validity

Construct validity refers to whether the assessment instrument measures the theoretical constructs (e.g., knowledge, skills, or behaviors) that it is intended to measure. To determine whether *Teaching Strategies GOLD*® is a valid tool for measuring early childhood development and learning, several analyses were conducted.

Factors Measured by *Teaching Strategies GOLD*®

The first step was to confirm the areas of development that *Teaching Strategies GOLD*® is intended to measure. Researchers examined a six-factor model that corresponded to the design of the instrument. This model evaluated each assessment item's "fit" within one of six areas: social–emotional, physical, language, cognitive, literacy, and mathematics. Statistically, the study's goal was to find a Root Mean Square Error of Approximation (RSMEA) value of $<.06$, a Standardized Root Mean Square Residual (SRMR) value of $<.08$, and a Comparative Fit Index (CFI) value of at least $.90$. The overall results supported the six-factor design of *Teaching Strategies GOLD*® with a RMSEA = $.066$, a SRMR = $.033$, and a CFI = $.931$. All of these analyses were statistically significant at $p < .001$, demonstrating that the assessment instrument reliably measures those six factors of child development (social–emotional, physical, language, cognitive, literacy, and math).

Scale and Item Analysis

Researchers further conducted an analysis known as Rasch scaling to determine that the six areas of *Teaching Strategies GOLD*®, and the items within those areas, measure one and only one factor (e.g., social–emotional but *not* language development.) This is also referred to as *unidimensionality*. For each of the six areas (social–emotional, physical, language, cognitive, literacy, and mathematics), the results of the analysis indicated that they are unidimensional, meaning they are distinct from one another and acceptably measure only one factor within the overall assessment. Furthermore, with the exception of one literacy item and one mathematics item, all individual objectives and dimensions within each area of *Teaching Strategies GOLD*® are distinct and measure only one of the six areas.

Rating Scale Effectiveness

The items in *Teaching Strategies GOLD*® are measured on a 10-point scale from level 0 to level 9. Researchers evaluated the rating process for each of the six scales to determine whether teachers were administering the instrument in the way it was intended. Statistical analysis should ideally demonstrate that the average performance on the various scales strictly advanced as the individual ratings advanced, which was the case for the social–emotional, physical, and cognitive scales. For the language, literacy, and mathematics scales, two of the possible ratings on the scale (e.g., 0 vs. 1 and 7 vs. 8) overlapped, indicating that the descriptions of those particular ratings might have been somewhat redundant and therefore challenging for teachers to discriminate between when evaluating children.

Item Difficulty

Finally, researchers evaluated the specific items within the six factors of *Teaching Strategies GOLD*® to determine whether they progress in difficulty as expected for typically developing children. Results confirmed that the six factors (social–emotional, physical, language, cognitive, literacy, and mathematics), or scales, consisted of items that increased in difficulty and align with accepted developmental milestones. According to the CEME researchers, the developers of *Teaching Strategies GOLD*® were “very successful in creating measures that offer a developmental pathway of sequential milestones that agree with developmental theory.”

Reliability

Several analyses were conducted to determine whether *Teaching Strategies GOLD*® is a reliable measure of development and learning. These included person and item reliabilities, internal consistency reliability, and interrater reliability.

Person and Item Reliabilities

High person and/or item reliability means that there is a high probability of replicating the instrument’s results. Specifically, person reliability estimates the likelihood of children’s performing the same across other items measuring the same constructs of child development as those measured by *Teaching Strategies GOLD*®. Similarly, item reliability estimates the likelihood that the instrument’s items would follow the same developmental progression if administered to another sample of children with similar abilities. Person and item reliabilities

of .8 and higher are considered strong indicators of reliability. Across the six scales of *Teaching Strategies GOLD*®, person reliabilities ranged from .95 to .98, while item reliabilities were .99 for all six scales. These values indicate very high person and item reliability for *Teaching Strategies GOLD*®.

Internal Consistency Reliability

Internal consistency reliability refers to the consistency of children's responses to all items within each area of the instrument. The more homogeneous the domain measured, the higher the internal consistency reliability should be. Researchers measured the internal consistency of the items within each area of *Teaching Strategies GOLD*®. They determined internal consistency reliability estimates ranging from .957 for the physical scale to .980 for the cognitive scale. These values represent extremely high internal consistency reliability.

Interrater Reliability

Interrater reliability refers to the consistency of scores obtained when two different people administer the same instrument to the same child. If the tool is reliable, the results should be the same (or nearly the same) regardless of the user. Researchers conducted an interrater reliability study by examining the correlations between the ratings of a *Teaching Strategies GOLD*® master teacher/trainer and the ratings of teachers to whom the assessment system is new. This study was conducted by first having a master teacher/trainer rate the skills of 18 children on all items of the instrument. Next, a sample of 557 teachers examined video clips of the same children and provided their ratings for all assessment items. Each teacher rated the skills of only those children who matched the age-group he or she worked with, meaning that no teacher rated all 18 children. Researchers determined the correlations at the area level (e.g., physical, cognitive, language, etc.) between the teacher ratings and the master teacher/trainer ratings. Correlations were very high, with all but one being above .90 and the lowest correlation still being high at .80. The highest level of agreement between the master teacher/trainer and the new teachers was found in the literacy scale. This is very strong evidence of interrater reliability for *Teaching Strategies GOLD*®.

Scale Scores and Age Bands

Scale scores are generally considered more reliable and meaningful than raw scores when analyzing assessment data. Researchers determined scale scores for *Teaching Strategies GOLD*® by using strategies common in both educational and psychological testing. Children's ability estimates were rescaled to conform to a normal distribution with a mean of 500 and standard deviation of 100. Scores three or more standard deviations below the mean were given a value of 200, while values three or more standard deviations above the mean were given a value of 800. Data was analyzed by separating children into 3-month age bands based on their age in months at the time of the first assessment checkpoint in October 2010.

Results indicate that the mean for each scale score is appropriately occurring around age 36 months, which is the middle age range for which *Teaching Strategies GOLD*® is intended. Scale scores correlate moderately strongly with age, suggesting that teachers are generally giving higher scores to older children and lower scores to younger children. Since *Teaching Strategies GOLD*® is meant to measure progress across skills that follow a developmental progression, these results are positive and promising. Furthermore, mean scores for the age bands increase with age at a steady pace. This finding indicates that *Teaching Strategies GOLD*® can be used to track and monitor the developmental progress of children from year to year.

Differential Item Analysis

Assessment instruments should ideally be valid and reliable with all populations of children, including those with disabilities and those for whom English is not a home language. Researchers used differential item analysis to determine whether any items of *Teaching Strategies GOLD*® were operating differently for different populations of children. Three age-groups (3-, 4-, and 5-year-olds) were selected for this study. Data was analyzed according to each child's primary language and disability status, forming three groups of interest: children with disabilities, English-language learners (ELLs), and Spanish-speaking children. There is strong evidence that the items in *Teaching Strategies GOLD*® are operating the same way for different groups of children, meaning that the assessment instrument is equally valid and reliable for children with special needs and for those whose home language is not English.

Conclusion

The *Teaching Strategies GOLD*® assessment system yields highly valid and reliable results. The results of the current research strongly validates that teachers are able to use *Teaching Strategies GOLD*® to make valid ratings of the developmental progress of children across the intended age range from birth through kindergarten. Future analysis will focus on the variance in the ratings that can be attributed to child age, within teacher variability and between teacher variability. Additional evidence of concurrent validity will be released in fall 2011.

APPENDIX 27

Watch Me Grow RI

Program Name: Watch Me Grow RI (Early Childhood Developmental Screening)

Team: Perinatal and Early Childhood Health

Division: Community, Family, Health and Equity

Purpose: The purpose of this program is to increase the number of young children (birth –8) receiving standardized comprehensive developmental and behavioral screenings (child wellness screen) in community based settings consistent with current recommendations of the American Academy of Pediatrics. The program was designed based on best practice and to meet the needs of primary care providers who wished to implement developmental screening using standardized tools, but needed assistance in setting up a system.

Tools: Ages and Stages, Ages and Stages SE, Early Childhood Screening Assessment, PEDS (not all providers use all tools)

Current Goals: 90% of children in participating programs receive a child wellness screen at the appropriate interval.

Performance Measures: Percent of all children in participating community based settings who receive regular standardized screening.

Objective/Activities:

1. Provide technical assistance to primary health care providers and child care providers to implement a system of standardized developmental screening.
2. Assist sites in setting up systems for collecting data
3. Assist community based providers in speaking with parents and referring children to appropriate resources
4. Provide information about community based referrals for children that screen out of the normal range.
5. Link primary care providers with community based referrals when available in the community
6. Continue to provide ongoing Technical Assistance

Legislative and/or Regulatory Authority: N/A

Key External Partners: Rhode Island Chapter of the American Academy of Pediatrics

Program Manager & Personnel Allocations: Blythe Berger (team lead) .10 FTE, Kristine Campagna (program manager) .30 FTE

Staff & Personnel Allocations: .10 FTE

Outside Contract Staff: .5 FTE

Date Updated: 07/01/09

APPENDIX 28

Comprehensive Assessment System: Rhode Island Criteria & Guidance

Rhode Island
Department of Elementary and
Secondary Education
Office of Instruction, Assessment, &
Curriculum
255 Westminster Street, 4th Floor
Providence, RI 02903
Phone: 401-222-4600
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Comprehensive Assessment System: Rhode Island Criteria and Guidance

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Comprehensive Assessment System: Rhode Island Criteria and Guidance

I. Background and Rationale

On January 7, 2010, The Rhode Island Board of Regents approved *Transforming Education in Rhode Island*, the strategic plan for 2010-2015. Deborah A. Gist, Commissioner of Education, guided the development of this strategic plan. With input from the Board of Regents, Rhode Island Department of Education (RIDE) staff, educators, parents, community members, civic leaders, and youth, five priorities were set. One of the five priorities, Establish World-Class Standards and Assessments, mirrors the expectations in the Basic Education Program (BEP). The BEP states that by 2015 all Local Education Agencies (LEAs) will have comprehensive curriculum, instruction, and assessment systems that are internationally benchmarked. Supporting this strategic objective is another objective: Monitor and support LEA implementation of comprehensive local assessment and reporting systems based on internationally benchmarked standards (WCS 3).

On July 1, 2010, the Basic Education Program (BEP) that was adopted by the Board of Regents went into effect. It details expectations for implementation of a comprehensive assessment system. An excerpt from Section G-13-3, Comprehensive Local Assessment and Reporting Systems, follows:

“Each LEA shall develop a Comprehensive Assessment System that includes measures of student performance for the purposes of formative, interim, and summative evaluations of all students in each core content area.”

A comprehensive assessment system is a coordinated plan for monitoring the academic

achievement of students from Pre-Kindergarten through Grade 12. The goal of the comprehensive assessment system is to increase student learning by producing actionable data*, evaluate the effectiveness of programs, and ensure that all students are making progress toward achieving learning goals. Research has shown that data-informed decision-making on the part of educators leads to greater student achievement.¹ In addition, students benefit when they understand the criteria for success and receive regular, descriptive feedback on their progress toward their goals.² The statewide adoption of the Response to Intervention (RTI) Framework necessitates that educators be well-versed in how to collect and interpret student data. Though the BEP requires a comprehensive assessment plan in the core content areas, the best practices and expected assessment literacy addressed in this document are applicable to all content areas, grades, and groups of students.

When properly designed and implemented, a comprehensive assessment system provides multiple perspectives and sources of data to help educators understand the full range of student achievement. This information can be used to evaluate educational programs and practices and make informed decisions related to curriculum and instruction, professional development, and the allocation of resources to better meet students’ needs. The data inform educators and families regarding student performance on state, LEA, school, and classroom assessments and their relationship to ongoing instructional practice. Various types of assessments are required because

* For the purpose of this document, *data* refers to information about or measures of student behavior, performance, or learning. For example, attendance rates, spelling quiz averages, NECAP scores, graduation rates, and grade point averages are all pieces of data.

they provide different types of information regarding performance. A comprehensive assessment system must be appropriate for the student population and address the assessment needs of all students, including students with disabilities, culturally and linguistically diverse students, and students in early childhood programs.

Defining a process for how assessments are used to make educational decisions is critical to ensure there is consistency of rigor and expectations across all buildings and levels within an LEA. LEAs should have a well-established and documented system with reliable assessments that shows how data are used to make timely decisions about when and how to provide additional support or extend student learning.

The following information must be documented for each assessment in the comprehensive assessment system:

1. The name of the assessment
2. The purpose and use of data
3. The type of assessment (e.g., formative, interim, summative)
4. The scoring procedures along with the expected turnaround time for providing feedback to students
5. The implementation schedule
6. The allowable accommodations and/or modifications for specific students.

The above information should be kept on file and used as evidence of the LEA's comprehensive assessment system work, a foundation for conversations about changes to the assessment system, and guidance for future decisions regarding the assessment system. LEAs can review their assessment system using the tools and guidance provided in this document.

The purpose of this document is to outline the elements and features of a comprehensive assessment system, primarily as they apply to the roles and responsibilities of LEA leadership. However, the definitions, habits of thinking, and tools contained in the guidance may also be of use to school-level administrators and teachers. It provides a framework that LEAs should use to take inventory of existing assessments so as to determine any possible redundancy or gaps. Ideally, this work should be completed by teams of LEA and school leaders as well as content and grade-level experts who have a solid understanding of what data are needed and which assessments are best suited to provide it. Special educators and teachers of English Learners should also contribute to this analysis.

In some cases, LEAs may find that a fairly comprehensive assessment system is already in place. In others, LEAs may find that existing assessments are being used inappropriately or that more assessments are being employed for a given purpose than are needed. Or, LEAs may find that additional assessments are needed. Thoroughly evaluating the assessment systems in place to ensure that they are comprehensive will enable LEAs to introduce more efficiency, rather than additional burdens. Furthermore, data produced by a comprehensive assessment system will serve definable and significant purposes that, taken together, will enhance the educational outcomes for all students.

There are numerous ways to categorize and label the variety of assessments that are used in Rhode Island schools. For the purposes of this document, assessments are described in terms of purpose (to inform instruction, to screen/identify, and to measure outcomes) and type (summative, formative, interim). Students with disabilities and English learners are not addressed specifically in

any one section of the document. This is because, in most cases, good assessment practices for general education students are good assessment practices for diverse learners. Information about modifications and accommodations is contained in the “Consider Quality: Validity, Reliability, & Fairness” section of this document.

Current Efforts

RIDE, in partnership with local educators, has a multi-pronged strategy for enhancing existing assessment infrastructure, increasing assessment literacy, and assisting with the development of comprehensive assessment systems across the state. The instructional management system (IMS), which will launch in 2012, will be a single sign-on, web-based platform that will house curriculum, instruction, and assessment material and data. Through the IMS, educators will be able to access reports and query data at the student, classroom, school, and LEA level. The IMS will support an interim assessment item bank and test-development engine, which LEAs may use to design, generate, and score interim assessments. Also in development is a series of online formative assessment modules, which will be housed on the IMS, to familiarize educators with general assessment literacy and concrete formative assessment strategies. In addition, professional development will be offered to leadership teams to increase capacity in understanding and using data.

II. Purposes of Assessment

Assessment has an important and varied role in public education. Assessments are used to inform parents about their children’s progress and overall achievement. They are used by teachers to make decisions about instruction, assign grades, and determine eligibility for special services and program placement. They are used by evaluators to measure program and educator effectiveness.

Assessments are used to track progress toward school and LEA goals set by the state in accordance with federal regulations.

When it comes to assessment of student learning, the *why* should precede the *how*. Often the emphasis on measuring student learning creates very real pressure to purchase and implement programs and assessments that may not accurately assess the content and skills that need measuring. This pressure is felt at all levels of education and underscores the need to make thoughtful assessment choices that are not often amenable to quick solutions.

The vast majority of assessments are used for one of three general purposes: *to inform and improve instruction, to screen/identify (for interventions), and to measure outcomes (as part of an accountability system, for school improvement planning, or for evaluation)*.

When assessments are used *to inform instruction*, the data typically remain internal to the classroom. They are used to provide specific and ongoing information on a student’s progress, strengths, and weaknesses, which can be used by teachers to plan and/or differentiate daily instruction. This is most typically referred to as Formative Assessment. However, interim and summative assessments can also be used to impact instructional decision-making, though not in the “short cycle” timeline that characterizes formative assessments. Assessments such as unit tests and even state assessment data can be used to reflect on and inform future instructional decisions.

When assessments are used *to screen/identify*, the data typically remain internal to the school or LEA. Assessments that are used primarily to screen are administered to the total population of students and generally assess key skills that are indicators of students’ larger skill set, rather than an in-depth

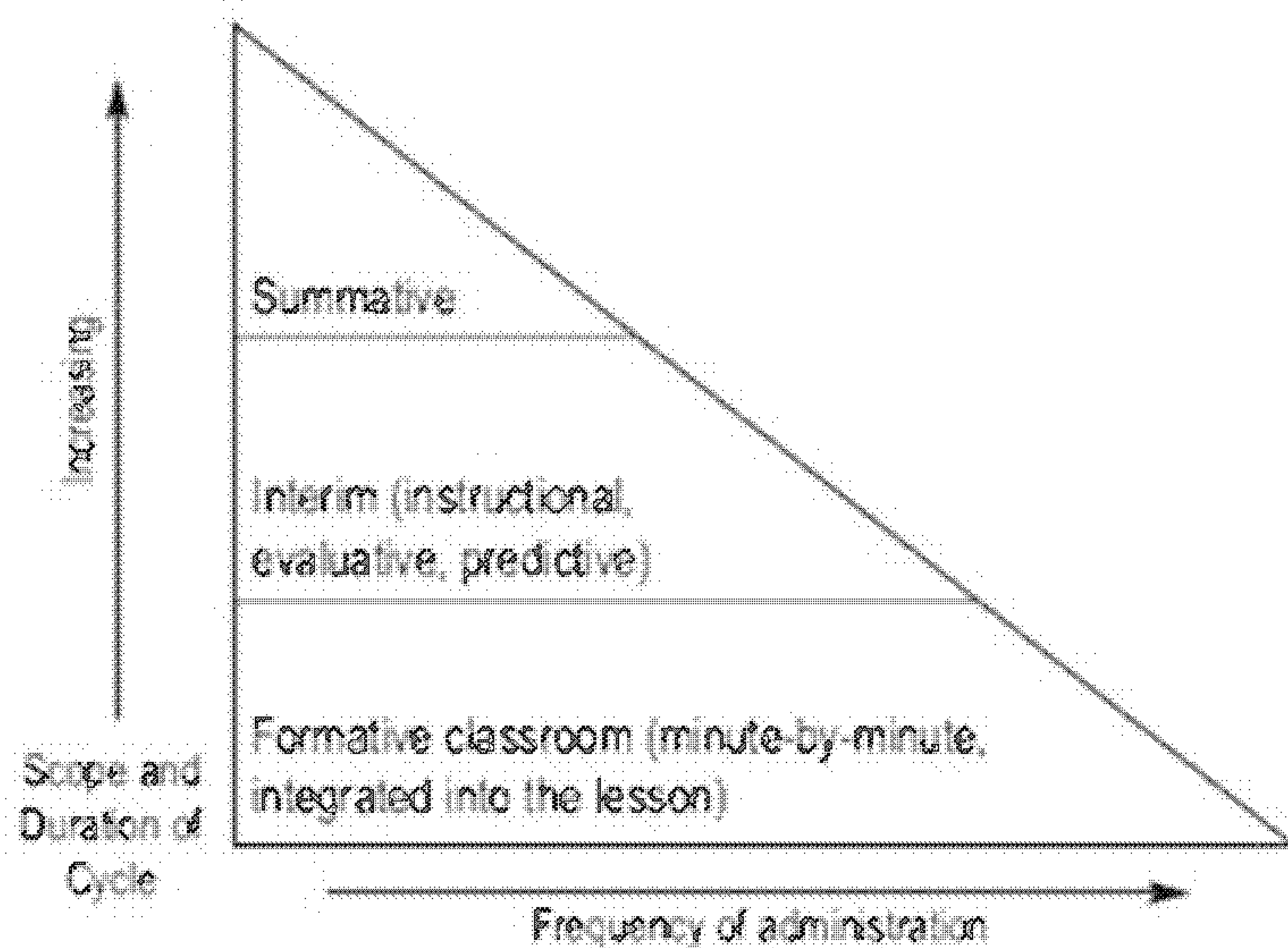
analysis of the standards. They should be relatively quick to administer and easy to score. Assessments used for screening purposes can inform decisions about the placement of groups of students within an academic program structure or individual students' needs for academic interventions or special programs. When needed, screening assessments are followed by diagnostic assessments to determine if more targeted intervention is necessary or if a student has a disability.

Finally, when assessments are used *to measure outcomes*, data are communicated to parties external to the classroom. Whether it is a unit test that is entered into a grade book and communicated to parents or a standardized test that is reported to the SEA, assessments used to measure outcomes attempt to measure what has been learned so that it can be quantified and reported. Some assessments that are used to measure outcomes may also be used to serve accountability requirements. These requirements are determined by state or federal regulations and corresponding state policy. In all cases, the particular type of assessment that is used is dependent on the claims that will be made about student learning, how the data will be used, and with whom it will be shared. No single type of assessment, and certainly no single assessment, can serve all purposes.

III. Types of Assessments

From informal questioning to final exams, there are countless ways teachers may determine what students know, understand, and are able to do. The instruction cycle generally follows a pattern of determining where students are with respect to the standards being taught before instruction begins, monitoring their progress as the instruction unfolds, and then determining what knowledge and skills are learned as a result of instruction. Assessments, based on when they are administered relative to instruction, can be categorized as formative, summative, or interim. Figure 1 and Table 1 illustrate how these types of assessments compare in terms of scope and use/purpose.

Figure 1. Tiers of Assessment



Source: Policy brief by Aspen/Achieve/Center for Assessment

Table 1: Intersections between Purposes and Types of Assessment

	<u>Inform Instruction</u>	<u>Screen/Identify</u>	<u>Measure Outcomes</u>
Summative	Generally not used as the primary source of data to inform instruction. May be useful in examining program effectiveness	Generally not used as the primary source of data to screen/identify students. May be one of multiple sources used	Primary purpose is to measure outcomes (at classroom, school, LEA, or state level). Can be used for accountability, school improvement planning, evaluation, and research.
Formative	Primary purpose is to inform instruction	Generally not used to screen/identify students	Generally not used to measure long term outcomes; rather, it is used to measure whether students learned what was just taught before moving on to instructional “next steps”
Interim	May be used to inform instruction	May be used to screen/identify students	May be used to measure outcomes in a longer instructional sequence (e.g., end of a unit of study or quarter, semester).

Summative Assessment: *Formal assessments that are given at the end of a unit, term, course, or academic year.*

These assessments are designed to judge the extent of student learning for the purpose of grading, certification, or evaluating the effectiveness of a curriculum. They are retrospective assessments of what students have learned, know, or are able to do. Given that common purpose, summative assessment items may take the form of anything from a persuasive essay to a geometry proof. Summative assessments typically have the most robust technical merit, allowing for more comparison and analysis of data, particularly on

developing trends. These are the assessments most appropriately used to answer big questions such as “How are a group of students performing with respect to a body of standards or to their peers?” and “How well is the school/LEA/state serving its students?”

While a formative assessment might ascertain what students understand (and do not understand) at the end of a mini-lesson, a summative assessment measures what students can demonstrate they have learned at the end of a unit of study. Summative assessments typically have a less frequent cycle of administration than formative assessments and, as a

result, include more content. Because of the less frequent cycle of administration and more cumulative content, summative assessments are not typically used to inform instruction. Often, by the time assessments have been scored and results reported, the teacher has moved on to different material or group of students. The data produced are not particularly useful to teachers for creating student groupings or re-teaching material. However, it can be useful for informing *future* instruction. As teachers rethink the structure of a class after it has ended, they might review summative assessment data to determine what content or concepts were most challenging to students and, therefore, may warrant more time and attention next semester or next year. In some cases, summative assessments may signal whether a student should be more closely evaluated to determine if there is a need for additional supports or additional challenges.

Finally, summative assessment data can sometimes be used to evaluate the effectiveness of a particular program, curriculum, or instructional strategy. For example, if two similar elementary schools within an LEA are using two very different science curriculums (one project-based and the other more traditional), a common summative assessment might provide interesting data for comparing the effectiveness of the two programs, thus informing school-improvement planning. Additionally, summative assessments can be used for determining whether or not a student has met graduation requirements and for evidence of Student Learning Objectives* in the Rhode Island Model for Educator Evaluation.

Formative Assessment: *A process and/or a set of strategies that teachers and students use to gather information*

* Student Learning Objectives are long-term, measureable academic goals for students and are one measure of student learning in the Rhode Island Model for Educator Evaluation.

*during (as opposed to after) the learning process and to make adjustments accordingly.*³

At the other end of the assessment spectrum is *formative assessment*. A teacher using formative assessment strategies knows where students need to end up and regularly checks in with students, using a wide variety of methods and strategies, to determine where they are in the learning process. Once the teacher clearly understands where students are, instruction is adjusted to accommodate the needs of the students in order to get them to where they need to be.

In contrast with summative assessment, formative assessments (such as quizzes, assignments, or quick verbal or non-verbal checks for understanding) are not used to grade in a formal sense. Rather, they are an exchange between the student and the teacher to determine what the student understands (and is therefore ready to move on from) and what may need to be re-taught or reinforced. A useful component of formative assessment may include teacher-student conferences and student reflections on their learning and skill development. Students must be actively involved in the formative assessment process, reflecting on their work and conducting self-evaluations of their learning. Students must be equal partners in the process in order to gain an awareness of where they are, where they are going, and what they need to keep moving forward toward their learning targets.

Formative assessment encompasses a variety of strategies. Teachers may require students to summarize the main idea of a story on an exit ticket before leaving class or to vote for which multiple choice selection they think is correct and defend their choice. They might give every student a whiteboard and require each one to solve a mathematics problem and hold up his or her work. Wiliam (2009) explains that formative assessment is

effective because it utilizes *pedagogies of engagement* and *pedagogies of contingency*.⁴ By pedagogy of engagement, he means that effective formative assessment strategies require that 100% of the students in a classroom participate. All students must demonstrate their understanding (or lack thereof), thereby avoiding a scenario in which the teacher is directing most of his or her attention to those students whose hands are raised while neglecting those who choose not to participate. There is no opting out. By pedagogy of contingency, he means that formative assessment strategies require the teacher to adjust his or her instruction based on the data produced by these informal assessments.

For example, if a teacher administers a formative assessment and finds that all of the students are able to demonstrate understanding of a particular concept, he or she may adjust the lesson plan and move forward to match the pace of student learning. If the teacher finds that some students are able to demonstrate understanding while others are not, he or she may choose to create a small group for re-teaching or to create heterogeneous partnerships so that those students who can demonstrate competency can re-teach those who cannot. Or, in a third scenario, the teacher may find that few or no students are able to demonstrate understanding of a particular concept, in which case, he or she may decide to alter the next day's lesson plan in order to re-teach the concept in a different way or with greater detail. The key point is that formative assessment involves a short cycle of collecting data and using that data to keep instruction at pace with student needs and learning styles.

Shavelson (2006) describes three types of formative assessment: a) "on-the-fly," (b) planned-for-interaction, and (c) formal and embedded in curriculum. On-the-fly formative assessment

occurs during "teachable moments" within the class. They are not planned for, yet they are an important opportunity to redirect misconceptions or flawed understanding.

During a planned-for-interaction assessment, a teacher may identify areas in the lesson plan to stop and assess understanding using response cards, one-sentence summaries, or purposeful questioning. This requires the teacher to plan questions ahead of time to be posed strategically throughout the lesson and the unit. The in-class questions as well as the delivery of the questions (using wait time to allow students appropriate time to think and respond) are key to advancing student learning.⁵

Finally, formal embedded-in-the-curriculum formative assessments may be administered every few lessons to determine student progress on sub-goals needed to meet the goals of the unit. For example, a teacher might administer a quiz that isn't factored into students' averages but is used to determine groupings or inform review for a summative assessment. These activities provide opportunities to teach to the students' areas of need.⁶ In addition, formative assessment should provide opportunities for students to gain experience with and skills for self- and peer-evaluation. By setting clear learning targets and criteria for success, and providing multiple, low-stakes opportunities for assessment, teachers can help students become more independent, self-regulated learners.

Imagine a middle school writing class in which the teacher, unskilled in the strategies of formative assessment, is working to get her students to write informational essays with proficiency. She gives the assignment, which requires students to write an essay on an informational topic of their choice, sets a deadline, and provides work time in class and as homework. A few days or weeks later, the students

turn in their essays and the teacher grades and returns them. Work has been done, but has learning taken place? Have the students' writing skills been developed or just measured?

Now consider the same objective in the classroom of a teacher who has been trained in the formative assessment process. The teacher might begin with the same assignment. However, she also shows the students an exemplary essay, pointing out its features, and takes time to discuss what makes it a strong piece of work. Then, she has the class help create the rubric on which their essays will be scored. These activities clarify for students the *criteria for success*—what they need to incorporate in their writing in order to score highly. After writing their thesis statements and outlines, students are required to score each other's work and provide commentary on areas for improvement. During in-class writing time, the teacher conferences with students and asks them to assess their pieces against the rubric. After making careful observations to *identify gaps in learning*, she convenes strategy groups of students who are all struggling with the same concept, such as thesis sentences or paragraphing. This targeted intervention assists those who need it without slowing down those who don't. When rough drafts are submitted, the teacher provides *descriptive feedback*, which the students may use to revise their final draft. In the second scenario, students are required to be more engaged in and reflective about the writing process. The teacher assumes the role of a coach, assessing and guiding students during the writing process, not simply evaluating after the writing has been completed.

Formative assessment, in all forms, enables teachers to extract prior knowledge, identify concepts that students struggle with, and tailor instruction to meet the unique needs of a particular group of students. It enables students to strategically reflect upon their learning and become more aware of what they need

to do to progress. Because it requires full participation of students and leads to more personalized, responsive teaching, formative assessment is a powerful tool for raising student achievement.

Interim Assessment: *Assessments administered during instruction that are designed to evaluate students' knowledge and skills relative to a specific set of goals to inform decisions in the classroom and beyond.*

As the name suggests, interim assessments fall between formative and summative assessments. They are typically administered every 6 to 8 weeks at the school or LEA level. Their purposes may include predicting a student's ability to succeed on a large-scale summative assessment, evaluating a particular educational program or pedagogy, or diagnosing gaps in students' learning.⁷ As with any quality assessment, the specific interim assessment used is driven by the purpose and intended use of the data, but the results of an interim assessment must be reported in a manner that allows for aggregating across students, occasions, or concepts.⁸ For example, LEAs might administer interim assessments to all the Algebra II classes in its high schools, half of which are using a new piece of technology, in order to evaluate the effectiveness of that tool. An LEA might administer interim reading assessments in order to identify or verify students for Personal Literacy Plans (PLPs). Or, in implementing RTI, an LEA may use interim assessments for progress monitoring, which may be administered at more frequent intervals, depending upon the intensity of the instruction or intervention. Many common assessments can be used as interims, including the Group Reading Assessment and Diagnostic Evaluation (GRADE) and the Developmental Reading Assessment (DRA), as well as quick tools, such as curriculum-based measurements.

Given their various purposes, interim assessments may be used both to inform instruction and to measure and document what has been learned.⁹ Like formative assessments, interim assessments should inform classroom practice, though not with the same frequency and immediacy. Similarly, like summative assessments, interim assessments can be used for accountability purposes, though they don't typically carry the same high-stakes weighting. Interim assessments can be administered at the classroom level to track individual student progress. Common school or LEA interim assessments allow for comparisons across classrooms or schools. As a result, the line between interim and summative and interim and formative is not as distinct as the line between summative and formative.

In sum, each type of assessment has a role in a comprehensive assessment system. The goal is not to have "some" or "enough" of each type; rather it is to understand that each type of assessment has a purpose and, when used effectively, can provide important information to further student learning.

IV. Developing and Selecting Assessments

LEAs will not need to build a comprehensive assessment system from scratch. Rather, the process is one of revising the current system to make it more comprehensive and efficient. This involves identifying data needs, analyzing the quality of available assessments, and considering the capacity of the LEA to create, administer, score, and report on assessments. Once appropriate assessments are chosen, LEAs should document their comprehensive assessment systems and carefully review them for gaps and

redundancies. Note that in the case of formative assessment, LEAs should identify the formative assessment practices that are widely used among their teachers. Documentation may include the formative assessment training that has been provided to teachers, the LEA's process for systematically implementing formative assessment strategies, and protocols for observing the use of formative assessment practices and sharing best practices/exemplars.

Consider Needs: Purpose, Alignment, and Form

Building or refining a comprehensive assessment system begins by agreeing upon the purposes of the assessments the LEA will administer. Decision-makers must first ask: "What claims do we want to make about student learning?", "What do we want to learn about students' skills and knowledge?" and "What data do we need?" Once claims and needs are identified, the appropriate assessments are selected to fulfill those data needs by asking: "Which assessment best serves our purpose?" Therefore, the LEA should not be concerned with having a sufficient number of each type of assessment but should select assessments that deliver the needed data for the intended purpose.

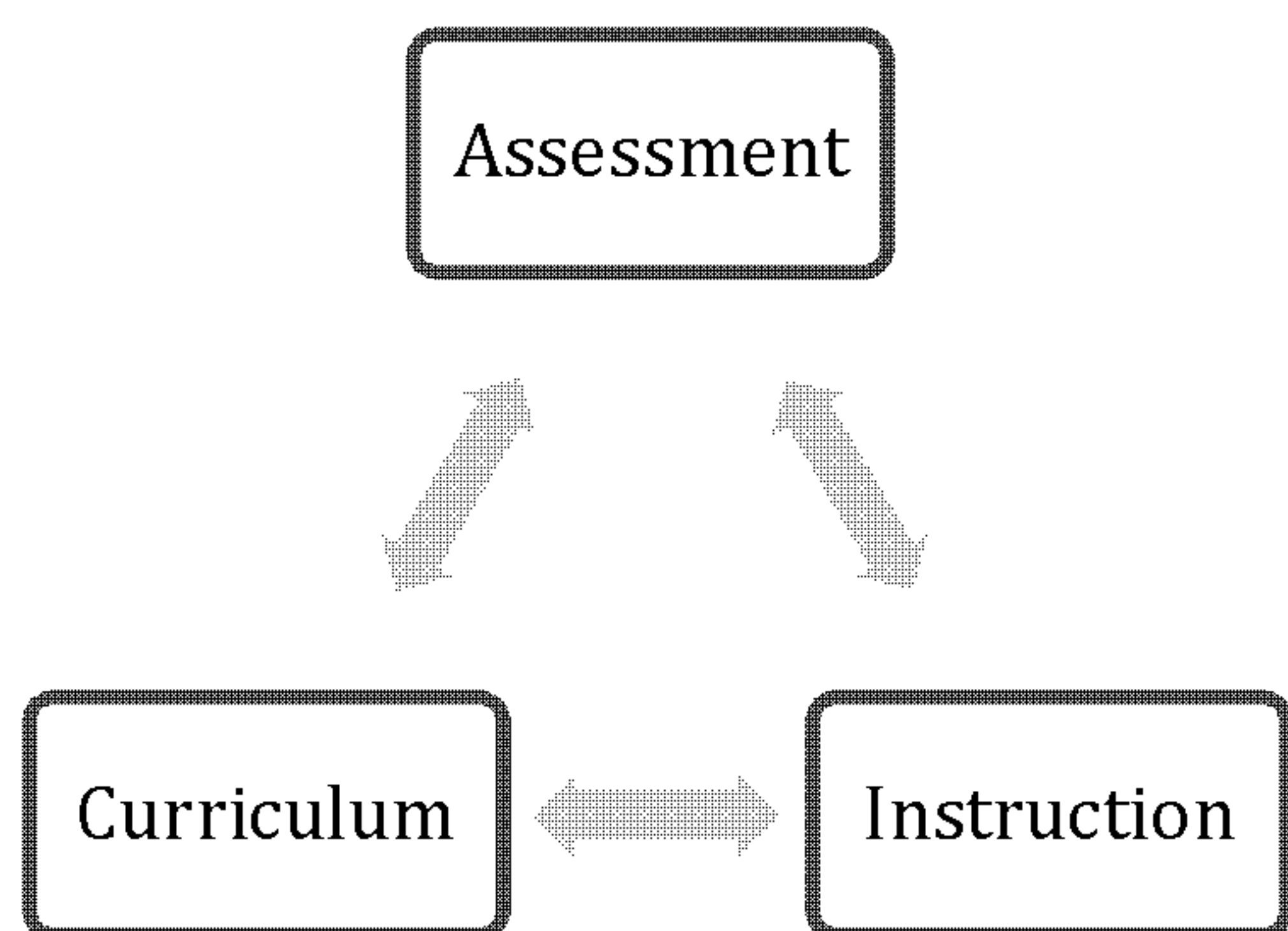
Consider Purpose First: Example 1

A 3rd grade teacher who wants to assess the reading skills and strategies a student uses for the purpose of informing instruction might administer a Record of Reading Behaviors.

Consider Purpose First: Example 2

A 7th grade mathematics teacher wants to know if any of his students may be in need of Tier 2 or Tier 3 interventions for mathematics computational skills. He administers the AIMSweb probes for computation and concepts and applications throughout the year.

In addition to considering what purpose an assessment will serve, attention must be paid to the alignment of the assessment with the curriculum and instruction within the school or LEA. The Board of Regents adopted the Common Core State Standards on July 1, 2010. As a result, LEAs will align their curriculum and assessments with these comprehensive standards for college and career readiness. Assessments that are not adequately aligned with what is taught are not accurate indicators of student learning. This is especially important when assessment data are used in high-stakes decision-making, such as student promotion, graduation, or educator evaluation. Because every assessment has its limitations and it is difficult to prove that any assessment is perfectly aligned with standards, it is preferable to use multiple measures when data are used in high-stakes decisions. By collecting a body of evidence, which hopefully indicates an overall conclusion, one can feel more confident in inferences drawn from such data. When curriculum, instruction, and assessment are carefully aligned and working together, student learning is maximized.



Finally, when developing or selecting assessments, knowing whether an assessment is a good fit for your needs requires a basic understanding of item types and assessment methods and their respective

features, advantages, and disadvantages. Though this is certainly not an exhaustive list, a few of the most common item types and assessments methods are outlined here.

Selected Response – Selected response items present a question and a list of possible answers that a student can choose from. These can take the form of multiple choice questions, true/false questions, or matching questions. Selected response items often contain distractors, which are plausible incorrect answers intended to obscure the correct answer. They are generally used to assess recall knowledge and for questions for which it is easy to identify one correct answer. This item type can sometimes be used to assess higher-order thinking skills, though writing selected response items for this purpose is much more difficult.

Advantages: They allow for quick, inexpensive, and objective scoring. Because they usually take less time for students to complete, an assessment can contain a much higher number of these items than other item types, which increases the validity (see p. 14 for more information about validity) of inferences made on their basis.

Disadvantages: By definition, selected response items are fairly limited in form. Because the response options are provided, students' memories may be triggered, making it more difficult to accurately assess their knowledge and determine if they are able to generate authentic representations of learning.

Constructed Response – Constructed response items are open-ended questions that require students to produce a written response to a prompt or question. It may involve fill-in-the-blank, a short written paragraph, an extended response, working out a problem, or some other short, written activity.

Constructed response items are typically scored using a rubric or on a scale ranging from no credit to partial credit to full credit.

Advantages: Students must recall or produce a response without being prompted or reminded by options. Constructed response items are considered a more “authentic” assessment of certain skills, particularly writing.

Disadvantages: Constructed response items are more difficult to score because students can answer them in innumerable ways, usually necessitating human scoring. This makes scoring more time-consuming, expensive, and potentially open to subjectivity in the absence of strong scoring guides. Additionally, because these items usually take longer for students to complete, assessments usually contain fewer constructed response items, decreasing the validity of inferences made on their basis. Finally, because constructed response items typically require a written response, these items can conflate the skills being assessed. For example, a student’s ability to express his understanding of the causes of the American Revolution may be limited by his ability to organize ideas in writing or express himself clearly in written English.

Selected response and constructed response items make up the majority of item types found on both locally developed and standardized assessments. On traditional assessments, either paper-and-pencil or computer-based, students answer the same core set of items (though they may appear in different forms) and their score is calculated based on the number of points earned out of the total number of possible points. On **computer-adaptive assessments** the items presented to a student are dependent upon his or her previous responses. For example, if a student consistently answers items

correctly, the computer-adaptive program will select progressively more difficult items for that student. If the student answers incorrectly, the computer will select and present a less difficult item. The score is calculated automatically as the student completes the assessment. Computer-adaptive assessments might also contain a small number of constructed response items, which are either scored automatically by the computer or scored separately by human scorers and added into the overall score at a later time. In most cases, the overall score is calculated and ready to be reported by the time the student completes the assessment.

Performance Tasks – These are items or assessments that require students to apply their understanding to complete a demonstration, performance, or product that can be judged on clear performance criteria. For example, an essay might be considered a performance task if the skill being assessed is essay writing. However, an extended response on how to measure pH levels would not be a performance task if the skill being assessed is the ability to measure pH levels. In that case, having students use lab equipment to *actually measure* the pH levels of different substances may be considered a performance task. Strong performance tasks require students to apply and demonstrate their understanding, knowledge, skill, or ability. Performance tasks are often included as one type of assessment in portfolios and exhibitions, such as those used as part of Rhode Island’s Proficiency Based Graduation Requirements. They could also be used as one type of evidence of progress or mastery for Student Learning Objectives, as part of the Rhode Island Model for Educator Evaluation.

Advantages: Because of their broad range of forms and contexts, performance tasks allow for richer, more “authentic” assessment of skills. In addition, depending upon the quality of the performance task, they can require higher-order

thinking and the application of multiple skills. Strong performance tasks require students to *apply* their understanding.

Disadvantages: Given their formats, forms, and contexts, performance tasks can be difficult and expensive to develop and score. They usually require human scorers. Ensuring consistency in the evaluation of performance tasks requires training of scorers. Performance tasks can be difficult to administer in a controlled and consistent manner. As they often require significantly more time than other item types, assessments usually only include one or a small number of performance tasks. This decreases the validity of the inferences made on their basis. Additionally, performance tasks can also conflate the skills being assessed. For example, a laboratory experiment designed to assess students' understanding of how energy is transferred may also assess students' ability to properly use laboratory equipment.

Observations/Interviews – This form of assessment includes actually watching students perform a task in order to determine if they are able to do it properly or having a formalized discussion with a student about the knowledge or skill being assessed. Observations and interviews are commonly used in early childhood education and as alternate assessments when students have difficulty expressing their knowledge or understanding on a written assessment.

Advantages: Observations and interviews are considered authentic assessments because they allow students to demonstrate their knowledge/understanding/skill firsthand and in a natural setting.

Disadvantages: This assessment method is very time-consuming and, therefore, can be very

expensive to use and score. For this reason, it is often difficult to conduct more than a few of observations/interviews per student. This limits the validity of inferences drawn on their basis. In addition, observers and interviewers must be trained to know what to look for, how to avoid influencing the child during the assessment, and how to score consistently.

Consider Quality: Validity, Reliability, & Fairness

LEAs have discretion in deciding which assessments to use to meet their various needs. However, they should always seek to create or purchase assessments of high quality. Assessments of poor quality are of limited utility as the information they produce does not represent student learning well enough to properly inform decision-makers about the changes that are needed. There are three major indicators of assessment quality: validity, reliability, and fairness.

Validity refers to the accuracy of inferences drawn from an assessment, or the degree to which the assessment measures what it is supposed to measure. Valid interpretations provide an accurate picture of what students know, understand, and are able to do at different levels of application and understanding (i.e., cognitive complexity). How do you determine if the interpretation of a particular assessment is valid? Because validity is closely tied to the purpose or use of an assessment, the appropriate question is not “Is this assessment valid?” but “Is the interpretation of this assessment valid *for my purpose?*” For example, if a student's weight is 100 pounds, and the nurse's scale indicates that the student weighs 100 pounds, the scale has provided a valid assessment of the student's weight. However, it would not be valid to interpret this as an assessment of the student's height.

As described in the *Standards for Educational and Psychological Testing* (AERA, APA, & NCME, 1999)

below, the process of validation requires the collection of various sources of evidence:

Validity refers to the degree to which evidence and theory support the interpretations of test scores entailed by proposed uses of tests. Validity is, therefore, the most fundamental consideration in developing and evaluating a test. The process of validation involves accumulating evidence to provide a sound scientific basis for the proposed score interpretations. It is the interpretations of test scores required by proposed uses that are evaluated, not the test itself. When the tests are used or interpreted in more than one way, each intended interpretation must be validated (p. 9).

It is also helpful to have a basic understanding of various types of validity, including *construct validity*, *concurrent validity*, and *predictive validity*.

Every assessment is designed to measure something. For interpretations of an assessment to have *construct validity*, the assessment must actually measure what it is designed to measure and not contain features that would convolute interpretations. For example, a teacher finishes a unit on multi-digit multiplication and he wants to assess his students' understanding of said skill. He needs to administer an assessment that truly measures students' understanding of how to do multi-digit multiplication, not their understanding of multi-digit addition *or* their ability to memorize common multi-digit multiplication problems.

Construct validity depends not only on alignment to content but also on the level of cognitive demand. Assessments must ask students to engage in the content at different levels of understanding, depending on where they are in their learning. When students are learning a new concept or skill, an assessment should be of a sufficient cognitive demand to allow them to demonstrate where they

are and then require them to apply those concepts at increasing levels of complexity.

There are many frameworks for measuring cognitive demand. This document refers to Webb's Depth of Knowledge Framework (2002), which outlines four levels of cognitive demand that are applicable to all content levels:

1. Level 1 is Recall and is characterized by simple retelling or recitation of facts or a procedure.
2. Level 2 is Skill/Concept and necessitates some type of decision-making. The response to a prompt will not be automatic and will require more than one step for the student to arrive at the answer.
3. Level 3 is Strategic Thinking. This is where reasoning becomes more complex and demanding. Tasks of this variety require greater planning, abstraction, evidence, and justification from the student. A student engaged in Level 3 is often required to form a hypothesis or conjecture.
4. Level 4 is Extended Thinking and manifests itself in tasks that require an extended period of time utilizing complex thinking and planning. Level 4 tasks compel students to make connections within a discipline and/or to other disciplines. More than likely, there are multiple solutions to a problem and multiple pathways for attaining a solution. Level 4 tasks are not typically found in large-scale assessments as they usually require multiple days of thought and consideration by the student. Students should be applying what they know to new situations to come up with complex answers and justifications.

It is important to note that Depth of Knowledge levels are not discrete but rather they are on a continuum. For this reason, it is important to

discuss test items and be familiar with DOK levels in order to ensure that students apply their skills and knowledge in the ways that encourage creativity, proficiency, and independence. Furthermore, DOK levels do not necessarily involve steps to solving a problem but rather how the students are being asked to apply their skills and knowledge. So while multi-digit multiplication involves more than one step, it is not necessarily a level 2 DOK because students are still applying a procedure.

Concurrent validity is an indicator of how well an assessment correlates with other assessments that measure the same skill/content. For example, a student who scored highly on the AP Biology exam is expected to also score highly on the SAT II Biology Subject Test. In the aforementioned mathematics teacher example, if the data from the multi-digit multiplication test were similar to the LEA interim assessment on multi-digit multiplication administered one week later, the teacher can assume that concurrent validity has been established.

On the other hand, consider a scenario in which an LEA has purchased a reading fluency intervention program and its accompanying assessments. That LEA needs to ensure that concurrent validity exists among program assessments by using multiple measures. If students who receive the intervention show increased scores on both the program-supplied assessment and on other measures of reading fluency, the LEA might infer that the program is effective for improving reading fluency and that interpretations based on program-supplied assessments are valid. However, if the students show improved scores on the program-supplied assessment but not on other measures of reading fluency, the program-supplied assessment might not be a valid measure of student reading fluency or the fluency intervention program might not be sound.

This example underscores the importance of using multiple sources of data, when possible.

Predictive validity is an indicator of how accurately an assessment can predict performance on a future assessment. For example, college admissions officers use SAT scores to predict how a student will perform in college. If the mathematics teacher's multi-digit multiplication test data are highly correlated with students' scores on the end-of-the-year mathematics assessment, which is heavily based on multi-digit multiplication, it can be inferred that predictive validity has been established.

An assessment that is highly reliable is not necessarily valid. However, for an assessment to be valid, it must also be reliable.

Reliability refers to the consistency of an assessment. A reliable assessment provides a consistent picture of what students know, understand, and are able to do. For example, if the nurse's scale reports that a student weighs 100 pounds every time he steps on it, that scale provides a reliable assessment of the student's weight. If his true weight is 104 pounds, however, the scale does not provide an accurate assessment of his weight.

Understanding reliability measures in large scale or purchased assessments and programs is important. It is also important to note that reliability measures will be available for the stated purpose of the test, not for any imagined or alternative purpose. This is another reason why it is important to use the programs and assessments for their stated purposes and be wary of alternative uses.

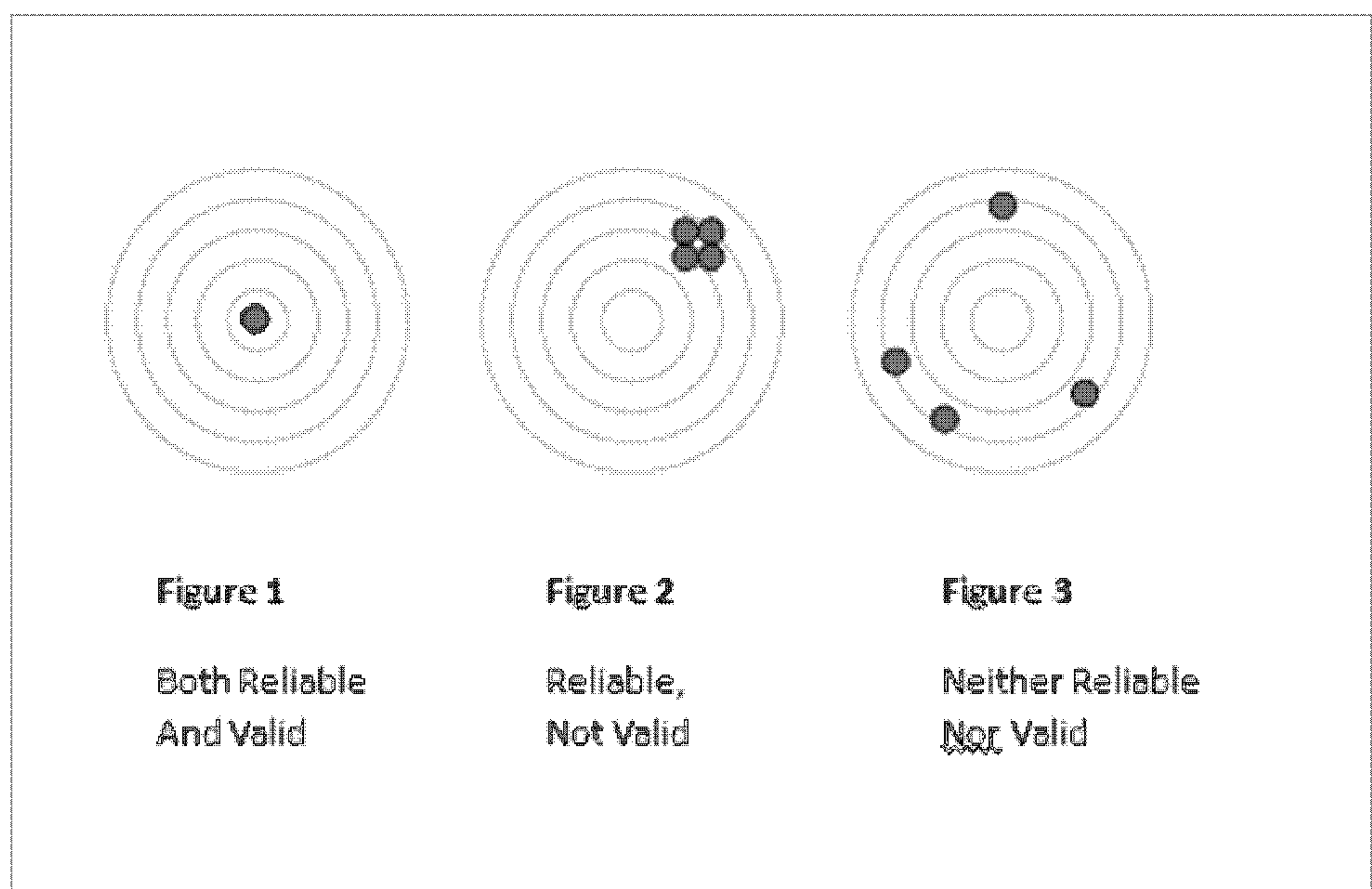
Determining reliability in teacher-developed assessments is a little more difficult given the small scale of the administration and the multiple purposes of assessments. It is useful to compare the results of a teacher-developed assessment with other assessment results. Did the students who are doing poorly on other assessments and classroom work pass this test? Did generally high-performing students do poorly on the test? If the test results indicate that struggling students are doing well, then the test is probably not reliable. This is one instance where gathering multiple sets of data is useful. It can help teachers evaluate the effectiveness of their own assessments.

How do you know if an assessment is reliable? A reliable assessment should yield similar results for the same student if administered more than once. All commercially available assessments should provide reliability information within their technical manuals. Reliability information can be reported in different ways, including, but not limited to, standard errors of measurement, confidence intervals, reliability coefficients, generalizability coefficients, and/or IRT-based (Item Response Theory) test-information curves.¹⁰ Ideally, assessment should have high reliability and generalizability coefficients, low standard errors, and small confidence intervals. For IRT-based test-information curves, the test information (i.e., a numerical value indicating the precision of measurement) should be high at cut scores (e.g., between below proficient and proficient).

How reliable does an assessment need to be? The answer depends on the

purpose of the assessment. When data are used to make high-stakes decisions (regarding student promotion, graduation, or educator evaluation, for example), they need to be highly reliable, in addition to being valid. Teachers, students, and parents need to feel confident that the assessments results are an honest representation of what students know and are able to do.

To understand how validity and reliability are linked, consider the target analogy. The center of the target is what you are trying to measure (student learning). Imagine that each dot on the target represents one measure of student learning. If the inferences based on that assessment are perfectly valid, the center of the target would be consistently hit, as in Figure 1. If the inferences are not valid, the dots would miss the center. If each of the dots hits the target at about the same spot, the assessment is reliable. However, as Figure 2 illustrates, a reliable assessment is not necessarily valid. The goal is to administer assessments that accurately reflect student learning (hitting the center of the target) and produce consistent data (dots are closely grouped).¹¹



Fairness entails a lack of bias, the accessibility of the assessment, and the equity with which the assessment is administered.¹² A fair assessment is one that distinguishes only between students on the basis of the skills or content being measured. Therefore, on an unbiased assessment, a student will not have an advantage or disadvantage based on cultural background or gender. In designing an assessment, it is critical to not include terminology or examples that favor the background knowledge or experience of one group of students over another.

Accessibility refers to the ability of all students to participate in the assessment and may be ensured by offering assessments in various modalities (Braille, oral) and languages. If accessibility is not considered, an assessment of a non-native English speaker's content knowledge may be highly influenced by his or her language skills. Nonetheless, an assessment administered with accommodations must still measure the construct it is designed to measure. For example, it might be appropriate to provide a scribe to type a student's response on a final exam in American history, but it would not be appropriate to provide a scribe to type a student's final exam in typing.

Equity of test administration means that all students took the assessment under equitable conditions that were appropriate to produce the best working environment for the student (i.e., they were allowed the appropriate amount of time, they were provided with the materials they needed, they took the assessment under appropriate testing conditions). Ensuring equitable test administration may require the use of alternative ways to administer the test and/or the use of tools that enable students to engage in the test content.

The New England Common Assessment Program (NECAP) Accommodations Guide states:

Test accommodations are changes in setting, timing (including scheduling), presentation format, or response format that do not alter in any significant way what the test measures, or the comparability of the results. When used properly, appropriate test accommodations remove barriers to participation in the assessment and provide students with diverse learning needs an equitable opportunity to demonstrate their knowledge and skills (p.14).

Accommodations may include small group testing to reduce distractions, Braille or large-print materials, extended time, or access to a word processor. Conversely, assessment *modifications* may include focusing the assessment on some standards (versus all), reducing the complexity of a performance task (i.e., eliminating steps), or using alternative scoring rubrics. Accommodations are typically an adjustment in *how* a student is assessed while modifications are an adjustment in *what* is assessed. Modifications should be used only when available accommodations have been used and the assessment is still prohibitive.

The decision of what, if any, accommodations and/or modifications to use depends on the purpose of the assessment. For example, if the purpose is to screen/identify or to measure outcomes, the same assessment must be administered to all students in order to meaningfully compare the data. However, if the purpose is solely to inform instruction, a modification might be useful in order to assess a particular student's appropriate level of instruction.

Ensuring equity of administration also requires LEAs to consider the security and implementation schedule of their assessments. They must establish procedures for how teachers and other test administrators receive and return their materials, so as to standardize access to the materials and protect the comparability of results.

Some assessments, such as the Northwest Evaluation Association (NWEA), require careful planning to reserve computer lab space and produce alternate schedules. For LEA-wide assessments, common schedules should be articulated to ensure that differences in data reflect differences in student achievement, not differences in access to the test.

Similarly, an established procedure for moving from a screening assessment to a diagnostic or identification assessment should be in place within an LEA. Without one, schools may have dramatically different steps and timeframes for administering the assessments, therefore rendering the results less comparable across schools.

LEAs should make every effort to ensure that the assessments their students encounter are valid, reliable, and fair, particularly for high-stakes testing and decision-making. When common or highly

validated assessments are not available, multiple measures must be used. For example, a teacher may not have a common assessment to measure a Student Learning Objective. In this case, the teacher should use more than one measure of student learning. By triangulating data sources, the teacher can determine if each measure is reporting the same or similar results, therefore allowing for more confidence in the validity of the inferences.

Formative assessments should also be held to high standards of validity, reliability, and fairness. They are not typically subjected to external validation but can be validated by multiple measures. Generally, however, the best way to ensure quality formative assessment is to provide comprehensive training to teachers in formative assessment strategies and techniques and conduct regular observations to ensure that they are utilizing them properly.

Table 2: Ensuring validity, reliability, fairness

Purpose:	To inform instruction	To screen/diagnose/ascertain outcomes
Validity	Ask questions based on taught curricula Ask questions in various modes (paper and pencil, orally, in groups) Allow students to demonstrate knowledge/skills in multiple ways Ask questions at varying Depth of Knowledge levels	Ensure alignment with standards Ensure a variety of Depth of Knowledge levels Ensure a variety of item types (multiple-choice, constructed response) Ensure accurate test delivery Ensure high correlation with outcome variable
Reliability	Ask the same question more than once (to a different student, to the same student at a later time) or in different ways Ask questions randomly/call on students who have not raised their hands	Review rubrics to ensure alignment and clarity Review internal consistency of assessment (Published in technical reports) Review scorer reliability, when necessary
Fairness	Provide multiple ways for students to demonstrate what they know Expect participation from 100% of students	Ensure equitable testing conditions (time, materials, tools, conditions) Provide appropriate accommodations Ensure items have been reviewed for potential bias (statistically and/or via bias committees)

Note: This is a sample of strategies, not an exhaustive list.

Consider Capacity: Administration, Scoring, & Reporting

The purpose and quality of an assessment are not the only considerations when building a comprehensive assessment system. An assessment might be perfectly suited to an LEA's purpose and of the highest quality and still not be an appropriate addition to the comprehensive assessment system. Decision-makers must also consider the professional development, funding, and personnel capacity necessary and available to appropriately administer, score, and interpret the results.

For example, in order to administer an assessment in a valid and reliable manner, appropriate procedures must be followed. Thus, LEAs should ask: "Do we have the technological capacity to properly administer this assessment?" and "What support will teachers need to use the data effectively?" This may include ongoing professional development to develop and administer assessments or to administer commercially developed assessments. Additionally, data that are reported in a manner that teachers cannot understand or interpret are ultimately not useful. LEAs, therefore, must provide assessment literacy professional development to teachers on how to interpret the score reports and act upon the data. Assessments that require computer administration or teacher scoring may necessitate additional training and will certainly require an investment of time and funding. These considerations are mentioned to promote discussion and careful thought, not to discourage the use of assessments that require significant time, resources, or training. Assessments should not be chosen on the basis that they are inexpensive, quick, and easy to administer, score, and report. However, an assessment that is not (or cannot be) used properly is probably not the best use of LEA resources or students' time.

V. Interpreting and Communicating Data

Administering a rich repertoire of appropriate assessments generates meaningful data for schools and LEAs—but it cannot be the end of the story. In order to truly have a comprehensive assessment system, LEAs need to close the loop by effectively *using* the data their assessments generate. To do so, it is critical that teachers, students, school administrators, parents, and LEA administrators have a level of assessment literacy that enables each group to communicate and understand the information disseminated from assessments commensurate with their roles and responsibilities. Each group must understand what the various types of scores mean and how to properly interpret them. They must understand what the data show and, just as important, what the data do not show. LEAs must also consider how they are converting data into actionable information and then communicating this information in a manner that makes it not only available, but also salient and accessible to a variety of stakeholders.

Interpreting Scores & Scales

In order to properly interpret assessment data produced by a comprehensive assessment system, it is necessary to have a basic understanding of common score types and scales. Knowing what these scores and scales are—and are not—will limit misunderstanding and misuse of assessment data.

A common source of confusion is the difference between criterion-referenced assessments and norm-referenced assessments. **Criterion-referenced assessments** measure a student's level of mastery on a set of criteria such as the Rhode Island state standards on the NECAP or WIDA standards on the ACCESS. **Norm-referenced assessments** compare a student's performance with the performance of a group. Percentile rank scores are used exclusively with norm-referenced

assessments. Raw and scaled scores are used for both norm-referenced and criterion-referenced assessments.

Raw scores are the most straightforward type of score. They typically represent the number of multiple-choice or short-answer items that a student answered correctly, plus any additional points earned on extended-response questions (if available). Raw scores are often converted to derived scores, which allow for easier comparison and interpretation. Common types of derived scores include scaled scores, percentile rankings, and grade-equivalent scores.

Scaled scores convert raw scores into scores on a different scale. For example, students' NECAP scores are converted from a raw score on the test (the number answered correctly out of the total number of items on the test) into a score on the 80-point NECAP scale. This allows for comparisons between the tests across years, subject areas, and grade levels.

Cut scores are those scores at which score categories are divided (e.g., the point at which Proficient scores are separated from Proficient with Distinction scores). Typically, cut scores are represented as scaled scores. For example, the NECAP cut score between Partially Proficient and Proficient is 40 for all tested grades and subjects.

Percentile rankings are generally easy to understand and communicate to various stakeholders such as parents and students. A percentile score is measured on a 100-point scale. A student's performance is typically measured in relation to a norm group—a sample of the intended audience of the assessment that represents the demographic composition of the larger population. Large-scale assessments use norm groups to control for slight variation from administration to

administration. A percentile score represents the percentage of students scoring at or below the student's raw score. For example, a raw score of 120 that converts to a percentile ranking of 64 would indicate that 64% of students in that normative group scored equal to or less than 120.

Grade-equivalent scores are another type of derived score. They are most commonly used at the elementary level and are expressed in terms of the grade level and the month of the academic year. For example, a score of 3.6 would indicate the sixth month of grade 3. These scores are often misunderstood as the grade level work that a student is capable of completing. That is not an accurate interpretation of this type of score. Consider, for example, a fifth grade student who receives the following grade equivalent scores.

Mathematics	5.4
Reading	8.1

Many people misunderstand this data to mean that this student is reading at an 8th grade level. The score actually indicates that the student read the test as quickly as, and made as few errors as, an average 8th grader in his or her first month of school might have on the 5th grade test. It cannot be inferred that he or she can read 8th grade texts because he or she has not been tested on 8th grade material.

Stanine scores (short for standard nine) are based on a scale of 1 to 9. Typically, a stanine score of 1, 2, or 3 indicates below-average performance, a score of 4, 5, or 6 indicates average performance, and a score of 7, 8, or 9 indicates above-average performance, as compared with other students who took the test.

Normal Curve Equivalent (NCE) scores indicate where a student falls along a normal curve using a scale of 1-99. The benefits of using NCEs is that

under certain conditions (normally distributed populations, nationally representative norming groups) NCEs are based on an equal-interval scale and, therefore, can be averaged and used to compare student achievement from year to year. For example, in a normally distributed population, if a student made exactly one year of gains, his or her NCE score would remain the same and their NCE gain would be zero (though they *have* progressed). A student with a net loss in NCE score has made less progress on the skills/content assessed than the general population, while a student with a net gain in NCE score has made more. Caution should be taken when comparing NCE results from different assessments. If a student receives an NCE score of 40 on a reading test and an NCE score of 30 on a mathematics test, it does *not* necessarily mean that the student is doing better in reading than in mathematics. The scores represent different content areas that have been assessed in different ways and are therefore not comparable.

Standard scores (z-scores or t-scores) also allow for comparison between various assessments because they are “standardized” to the same numerical scale. The scores represent raw scores converted to standard scores, which indicate how far above or below the average (i.e., mean) an individual score falls when using a common scale such as a t-scale with a mean of 50 and standard deviation of 10.

Though the aforementioned score types are the most commonly reported by commercial assessments, this is certainly not an exhaustive list. The important take away from this section is that whenever educators use a type of score to make programmatic or instructional decisions, they should have a solid, common, and *accurate* understanding of what those scores represent and how they are intended to be used.

Another common confusion stems from interpreting data based on ordinal scales and interval scales. On an **ordinal scale**, numbers are ordered such that higher numbers represent higher values, but the intervals between the numbers on the scale are not necessarily equal. For example, consider the Fountas & Pinnell reading level scale, which identifies 26 reading levels labeled with letters of the alphabet. A student reading at a level E is certainly a stronger reader than one reading at a level C. However, we cannot accurately quantify the differential between these two readers because we cannot know that the difference between a level C text and a level D text is the same as the difference between a level D text and a level E text. Other examples of ordinal scales are ranks and percentile scores. Because the intervals between the numbers on an ordinal scale are not necessarily equal, it is inappropriate to calculate averages or subtract scores with ordinal scales. However, in practice this misuse of ordinal-scale data occurs often.

On an **equal-interval scale**, the difference between any two consecutive points on the scale is always the same, as on a thermometer (the difference between 14° and 15° is the same as the difference between 15° and 16°). This type of scale allows for more manipulation of data, such as subtracting scores to calculate differences and calculating averages. Common examples of interval scales include the NECAP and SAT. One limitation of this and ordinal-scale data is that these scales do not have a “true” zero point; rather zero points are arbitrarily set (0°F does not actually represent the absence of temperature). Therefore it is not possible to make statements about how many times higher one value or score is than another (it is not valid to say that 50°F is twice warm as 25°F). These types of comparisons can only be made using a **ratio scale**, such as the Kelvin scale of temperature, which are uncommon in educational testing. It is important to understand the type of score and scale being used

before attempting to calculate averages or otherwise manipulate or graph data. One way to do so is by considering the following:

Are the data simply ordered from highest to lowest, or do increases (or decreases) in the scale represent equal intervals? An affirmative answer to the former statement would indicate an ordinal scale, while an affirmative answer to the latter would indicate an interval scale.

A **vertical scale** is one that allows a student's score in one grade to be compared with his or her scaled score in another grade (provided the scores are in the same language and subject). In order to allow for this, the assessment contains spiraled content from the previous grade's assessment. The ACCESS test for English Learners is an example of an assessment that uses a vertical scale. It is important to note that the NECAP does *not* have a vertical scale. It may appear, for example, that the fourth grade scale (which ranges from 400-480) is a continuation of the third grade scale (which ranges from 300-380), but it is not. The grade level included as the first digit of the score is for informational and organizational purposes only. Therefore, it is *not* appropriate to calculate a growth score, for example, by subtracting a student's third grade NECAP score from their fourth grade NECAP score. However, growth scores can be calculated on assessments, like the NECAP, that are not vertically scaled using other methods like those used in the Rhode Island Growth Model[†].

Of course, only a portion of the assessments administered LEA-wide use these types of standardized scores and scales. LEAs should also consider what types of scores and scales are used on

[†] The Rhode Island Growth Model is one measure of student learning in the Rhode Island Model for Educator Evaluation. For more information on the model, please visit <http://www.ride.ri.gov/assessment/RIGM.aspx>

local assessments and other measures of student learning, such as grades. For example, does the LEA have a grading policy that requires the use of a common scale? Are grades allowed to be curved and, are therefore, norm-referenced? Are there guidelines available to direct teachers as to what distinguishes a B- from a C+? When using local assessments that do not have standardized scores and scales, it is important to think about and discuss issues such as what qualifies as proficient and what the cut scores are between letter grades. In addition, LEAs should examine the consistency of policies for allowable accommodations and modifications, as inconsistencies may limit the degree to which scores can be compared across classrooms and schools. These discussions lead to common understandings and, ultimately, more appropriate interpretation and use of assessment data.

**Considerations for
Non-Standardized Assessments:**

- **What are the cut points between letter grades?**
- **Is there a common grading scale in the LEA?**
- **Is the common grading scale adhered to consistently?**
- **Is there a policy for accommodations and modifications?**
- **What is the cut score for proficiency?**

Understanding the Limitations of Data

Data-informed decision making has become a best practice among educators. Allowing data to guide the allocation of resources leads to a more strategic use of funds and more targeted interventions. However, while data provide a wealth of important

information, it is critical that decision-makers are clear about its limitations.

State assessment results, likely to be many LEAs' largest data set, are very useful for providing descriptive information on students' performance and identifying general areas of improvement or need. For example, when the results signal an improvement, they can be used as one indicator that a new reading curriculum is having a positive effect. When the results signal a need, they can be used as part of the basis for a decision to reallocate a coach from one school to another. However, results on a single state assessment should not be used to make programmatic, curricular, or instructional decisions; rather a body of evidence should be used from various sources to mitigate some of the limitations of educational assessment. By triangulating data sources, educators either gain confidence in the interpretations of the data or have reason to question the significance of any one piece.

At its core, educational assessment is about making inferences concerning students' knowledge, skills, and accomplishments. Yet educational assessment is limited because data are never completely comprehensive or unequivocal. In fact, educational assessments represent just a sampling of items measuring all possible aspects of a construct, such as mathematical ability. Thus, it is inappropriate to conclude that a student is or is not proficient in regard to a mathematics standard based on their performance on only a very small number of test items measuring that standard, for example. Such conclusions are only warranted using a body of evidence from a comprehensive assessment system.

Furthermore, as in any assessment situation, there is error in educational assessment due to various sources relating to the task at hand, the rater/scorer, or the occasion. These may include the characteristics of assessment itself (i.e., task) such as

ambiguous questions and confusing directions; rater characteristics such as inconsistent scoring or a weak adherence to the rubric; and student characteristics such as test anxiety, guessing, or mood on testing day.

Despite this inevitable uncertainty, we must interpret the data in order to reach accurate conclusions about students. This involves understanding what evidence the data provide. The same data can prove conclusive for some inferences about student performance, but barely suggestive for others. It is important to understand why certain data is being collected, and in turn, use this evidence to reach appropriate conclusions. Part of this process involves understanding the purpose that the assessment was designed to serve. Summative assessments are typically not designed to inform instruction. Formative assessments are not designed to measure outcomes for high-stakes decisions. LEA leadership must be clear about what data the assessment was designed to produce and ensure that they are using that data accordingly. When using assessments for a different purpose than that for which it was originally designed, it is important to validate the assessment for the new purpose.

Similarly, attention should be paid to the type of score that is being reported. Norm-referenced scores compare student performance against the performance of the norm group, not against the standards. This type of score might be very useful in some scenarios, but may not explicitly reveal a student's level of proficiency. Other types of scores do measure students' proficiency with specific standards or curricular domains. However, it is important to be aware of the number of items that are used to calculate any type of score. A low number of items might encourage the interpreter of the scores to be cautious as they likely do not represent the broad spectrum of the construct being measured, but rather a small sample.

Communicating Assessment Data

Assessment data needs to be analyzed and converted into usable, actionable information if it is to be used to inform decision making. In order to package the information in a way to maximize use, an LEA should consider the target audience, from teachers and administrators to parents, students, and community partners (such as after school tutoring programs). Different stakeholders may require different types of data in different formats (data briefs, score reports, report cards, etc.).

First, consider what is being reported. Perhaps parents are being excluded from the conversation because assessment data are not shared with them. Or, perhaps parents are being inundated with scores and reports that they do not understand and cannot interpret. It is the responsibility of the LEA to ensure that students and their families are receiving sufficient and clear communication about the assessment data that is collected and what it can and cannot tell them. LEAs should look critically at the reports that are distributed and reach out to parents to ask them if their needs are being met and if they understand what is being shared with them. If not, the LEA might consider hosting an information session about assessment data or simply including a “How to Read this Score Report” memo when the data are sent home.

Students, when old enough to properly understand, should be encouraged to look at their assessment data. If students understand the purposes for which they are being assessed, they may be more motivated to perform and more engaged in their learning. Educators and parents should help them to understand what the data say and what the limitations of that data are. The goal is to equip all parties with the available information to lead to the best questions, the richest discussions, and the most appropriate decisions.

VI. Suggested Next Steps

Establishing an assessment system that monitors the academic achievement of students from Pre-Kindergarten through Grade 12 and produces actionable information to inform the learning process will take time. Not only must it provide all of the necessary information, but it must be of high quality and function smoothly. Revisions will be needed as curricula change, student learning improves, or new data needs arise. Certainly, this process requires a significant investment of time, energy, and resources. However, investing in a comprehensive assessment system will promote efficiency and produce programs that are tailored to local needs and more effective for promoting student achievement.

The Steps of Evaluating an Assessment System

Step 1: Inventory the assessments used across the LEA, at all grades, for all purposes, and in all content areas. The Assessment Map documents (Appendix A) will help LEA teams gather information from across the LEA and present it in a format where it provides an overview of what assessments are being used for which purposes. These tools will highlight areas where LEAs are not collecting data where they should be, and areas where they are administering assessments that produce redundant data. This step may be organized by the LEA team in one of two ways: have the schools complete the inventory on their own and then aggregate the information at the LEA level or have the LEA team complete the table on behalf of the schools.

Step 2: The LEA assessment team discusses the populated maps to understand the number and purposes of the assessments being used. It is important to understand if the intent of the assessments and their application is understood across all of the schools using that assessment.

Step 3: Are the assessments being used for their intended purpose? To help LEAs more clearly understand the information better, below are key questions to ask of each other and the schools:

Purchased Assessments and Programs

1. Are the assessments listed being used for their intended purpose? For example: if a screening assessment is being used for progress monitoring, this may not be appropriate given the design of the test.
2. Are the assessments being used to the full extent possible? Why or why not? For example: many purchased programs have different types of assessments built into them that may or may not be useful for teachers. The vocabulary component of a reading assessment may not be as thorough as a different assessment or it may not serve a particular set of students adequately so an additional assessment may have been purchased or developed to augment or supplement that component.

LEA and Teacher-Developed Common Assessments (e.g., PBGR and common tasks)

1. Are these assessments being used at the appropriate curricular time during the school year?
2. Were assessments validated, benchmarked, and scored according to a standard protocol?
3. Are assessments being used by all teachers in the necessary grade/content area?
4. Do the assessments address the needs of students both at low and high levels of achievement?

Step 4: Now that the assessments have been identified and their purposes and uses are understood, it is important to ask questions about the number of assessments used in a given area. Are

there too many or too few in any area? Reading is a clear example as there are many purchased assessments available that address the various components of reading (see Appendix C) as well as RTI models. When determining whether or not there are redundancies, it is helpful to consider the finer points of the assessment design.

Purchased Assessments

1. What grade levels do the assessments serve? If there are two screening assessments used, each at different grades, does the information generated by the results “match” or “complement” the results from the first assessment? In other words, if reading assessment 1 provides a benchmark of reading comprehension that involves retelling, does reading assessment 2’s benchmark of reading comprehension also involve a type of retelling? In this way, results may be complementary across assessments because they are measuring a skill or concept in a similar way. It is important to note that differences in assessments from one grade to another are necessary because of the depth of the skill being measured. It is important to have an understanding of *why* and *how* each assessment measures the content and skill in question. This ensures that results are used appropriately and avoids improper inferences.
2. It is important to talk with teachers about these assessments and programs to understand why the assessments are or are not needed and what they find valuable about each component.

LEA and Teacher Developed Common Assessments

1. Is there a particular strand or domain in a content area that has too many assessments developed for it?

2. Are there assessments across the various strands and domains that stretch high achieving and low achieving students appropriately?
3. Teacher-developed assessments and common tasks have a unique place in educational assessment in that they can be complex, dynamic, and incorporate many instructional strategies that other assessments cannot. The creativity employed by teachers in developing tasks and common assessments is wide; do enough common tasks incorporate various ways students work: with technology, research, self-direction, etc.

Step 5: Outline changes and alterations that need to be made and develop a timeline.

Step 6: Repeat Step 1. Assessments and the systems that use them should be constantly evolving. LEA and school staff should be continuously improving their assessment literacy skills so they can evaluate and discuss new developments in assessment. This ensures that everyone has a stake in gathering data that improve instruction and student learning and that cutting-edge research and assessment designs are used well and appropriately. Assessments are tools, not ends in themselves, and better, more accurate tools provide better data from which to make decisions.

The BEP only requires a comprehensive assessment system for the core content areas. However, LEAs should extend this work across all content areas. Such careful reflection and analysis leads to improved quality of assessment by encouraging alignment to state or national content standards, raising expectations for the assessment literacy of all content educators, and providing consistency in expectations and language across the curricula.

The second tool—Considerations for Interim and Summative Assessments (Appendix B)—provides a set of prompts to guide LEA leadership as they determine whether or not an assessment is a good match for their purpose, is of high quality, and fits within the LEA’s capacity for administration, scoring, and reporting. This tool can be used to determine the appropriateness of an assessment that the LEA has been using or an assessment under consideration. The tool can be applied to assessments developed at the LEA level and those that are purchased. In addition to these two general tools, which can be used for any content area, you will also find a comprehensive Reading Needs Assessment Worksheet (Appendix C). This worksheet determines what assessments are being used and documents the reading assessment system within the LEA.

The data culled from these tools provides a fairly complete picture of the assessment system currently in place within the LEA. As a result, LEAs should begin asking questions. What additional assessments appear to be necessary? What, if any, assessments are redundant and unnecessary? A good practice for evaluating the need for adjustments and revisions to the comprehensive assessment system is to ask if the needs of the LEA, schools, teachers, parents, and students are being met.

At the LEA level, are sufficient data available to analyze the academic achievement of subgroups? Can the LEA identify gaps between populations of students? Do the data allow for the identification of trends over time?

At the school level, are data available to analyze the effectiveness of programs and curriculums? Can school leaders use data to get a picture of what is going on in particular classrooms? Can they use data to track at-risk students? The best way to determine

if a school's data needs are being met is to ask leaders, either in face-to-face meetings or in surveys.

Similarly, LEAs should inquire as to whether teachers' data needs are being met. At the classroom level, do they have assessments for producing the data they want? Do they know how to read and interpret the data? Do they have the knowledge of how to use the data? LEAs should think deeply about the capacity of its educators to properly utilize the data produced by the assessment system. After all, if the data cannot be properly interpreted and utilized, the system will not wield a significant impact on student achievement. A crucial final step, therefore, is determining the professional development needs that exist within the LEA. Some areas of need may include interpreting multiple pieces of data, translating data into instruction, and communicating data to students and parents.

Finally, LEAs should ask families and students if they are satisfied with the amount and quality of the data that are being collected and communicated by

the LEA. Do they have questions that aren't being answered or needs that aren't being met?

Ensuring a comprehensive assessment system at the LEA level is not a simple process. It must be artfully pieced together through collaboration, reflection, discussion, and analysis. It cannot be dashed together, hired, or purchased. It is RIDE's belief that the tools and considerations in this guidance help facilitate that process. Carefully thinking about the assessment system as a whole will promote alignment between standards and assessments. It will reduce redundancies, inefficiencies, gaps in data, and misuse of assessments. The result will be a comprehensive assessment system that yields meaningful data for educators who are equipped to utilize it to promote student achievement. RIDE believes that taking the steps outlined in this guidance to create comprehensive assessment systems across the state will move Rhode Island closer to the goal of college and career readiness for every student.

Appendix A

Assessment Maps

The Assessment Maps are two tools that can be used to inventory the assessments administered at each grade level in each content area across the LEA (see page 26 for more information about how to use the Assessment Maps). Note that the same assessment can be used for multiple purposes, as long as they are appropriate uses of that assessment.

The following is a list of assessments required by the Rhode Island Department of Elementary and Secondary Education, which should be included in your comprehensive assessment system, in addition to all summative and interim assessments administered in the LEA.

NECAP Reading, Writing, and Mathematics Grades 3-8, 11
Alternative Assessment Grades 2-8, 10
Developmental Reading Assessment Grades K, 1
NECAP Science Testing Grades 4, 8, 11
WIDA ACCESS Placement Test (W-APT) Grades K-12
Assessing Comprehension and Communication in English State-to-State (ACCESS for ELLs®) Grades K-12
TechLiteracy Assessment Grade 8

The partially-populated maps below are included to illustrate the features of these tools. The map templates can be downloaded at <http://www.ride.ri.gov/Assessment/CAS.aspx>

Assessment Map 1: Example

Grade Level	Type of Assessment	ELA / literacy	MATH / numeracy	SCIENCE	HISTORY / SOCIAL STUDIES	WORLD LANGUAGE	ENGLISH LANGUAGE ACQUISITION
PK	Screening/ diagnostic	Preschool Language Scale; Fluently Speech and Language Screening; Early Screening Inventory; First Step Screening	Early Screening Inventory; First Step Screening		Ages and Stages Questionnaire - Social/Emotional (addresses social- emotional development which is PK focus in this content area)		
	Interim/ progress monitoring	Teaching Strategies GOLD	Teaching Strategies GOLD	Teaching Strategies GOLD	Teaching Strategies GOLD		Teaching Strategies GOLD
K	Summative/ Accountability						
	Screening/ diagnostic						W-APT
1	Interim/ progress monitoring						
	Summative/ Accountability						ACCESS for ELLs®
2	Screening/ diagnostic						W-APT
	Interim/ progress monitoring						
2	Summative/ Accountability						ACCESS for ELLs®
	Screening/ diagnostic						W-APT
2	Interim/ progress monitoring						
	Summative/ Accountability	Alternate Assessment	Alternate Assessment				ACCESS for ELLs®

Assessment Map 2: Example

Assessment Name	Grade / Range	Description of assessment (e.g., content strand, domain, areas covered with in assessment)	Purpose and use of data	Type of assessment	Scoring procedure / turnaround time for providing feedback to students	Implementation schedule	Allowable accommodations / modifications	# of schools using this assessment / total # of schools in LEA serving these grades
NECAP Mathematics	3-8, 11	Assesses the GLEs/GSEs in Number & Operations, Functions & Algebra, Geometry & Measurement, and Data, Statistics & Probability.	Measure outcomes	Summative	Testing Contractor scores/3-4 months	October - 3 week window	Reference NECAP Accommodation Guide	
NECAP Reading	3-8, 11	Assesses Word ID, Vocab, Initial Understanding for Literary and Informational Text, Analysis & Interpretation for Literary and Informational Text	To screen for PUPs, To measure outcomes	Summative	Testing Contractor scores/3-4 months	October - 3 week window	Reference NECAP Accommodation Guide	
NECAP Science	4, 8, 11	Assesses concepts and skills in Life Science, Earth and Space Science, and Physical Science. Inquiry skills are also assessed during a separate assessment.	Measure outcomes. Program evaluation.	Summative	Testing Contractor scores/3-4 months	May - 3 week window (in Gr. 4)	Per Table of Standard NECAP Accommodations found in appendices of NECAP Administrator	
NECAP Writing	5, 8, 11	Writing Conventions, Response to Literary Text, Response to Informational Text, Report Writing, Narrative Writing	Measure outcomes	Summative	Testing Contractor scores/3-4 months	October - 3 week window	Reference NECAP Accommodation Guide	

Appendix B

Determine Appropriateness: Interim and Summative Assessment Prompts

It is important to consider a variety of factors to determine whether or not an assessment is appropriate for your needs and capabilities. The prompts below should be used to generate discussion about an assessment currently being used or about an assessment being considered. Comments should be recorded as evidence of the reflection and analysis. For more information refer to section IV Developing and Selecting Assessments.[‡]

Assessment: _____	Comments / Summary Statement
Purpose/Use	
<p>What is the intended purpose of this assessment?[§]</p> <p>What is the target population for which this assessment was designed?</p> <p>Is the assessment being used for its intended purpose, with its intended population?</p>	
Alignment	
<p>What is your evidence that the assessment items are aligned to the standards?</p> <p>Who completed the study of alignment?</p> <p>How rich is the representation of the content standards?</p>	

[‡] Adapted from Li, Marion, Perie, & Gong (2010). An approach for evaluating the technical quality of interim assessments. *Peabody Journal of Education: Issues of Leadership, Policy, and Organizations*, 85, 2. and The Council of Chief State School Officers (2010). *Building an interim assessment system: A workbook for school districts*. Washington, DC: Author.

[§] When using commercial assessments, the intended purpose is usually described in the test publisher's materials.

Validity & Reliability	
<p>If the assessment is to be used to monitor whole class student progress, does it include at least three forms of the assessment to be given throughout the year?</p> <p>If the assessment is to be used to monitor individual student progress, does it include multiple forms of the assessment to be administered to match the frequency of interventions?</p> <p>If multiple forms of the assessment are provided, what is the evidence of equating procedures to ensure comparability across forms?</p> <p>How varied are the assessment response types (e.g., selected response, constructed response)? Are they varied enough to assess the complexity of the content?</p> <p>How have you ensured that the assessment is paced with the curricula so that students are not being tested on standards that have not been taught?</p>	
Fairness	
<p>What accommodations are available?</p> <p>What training needs to be offered to teachers to ensure the valid, reliable, and effective administration, interpretation, and use of the assessment?</p> <p>What procedures are in place to ensure equitable testing conditions?</p>	

Administration	
<p>How is the assessment administered? (Individual, small group, or whole class? Paper and pencil, via computer, or other?)</p> <p>If the materials are consumable, how will the LEA replenish supplies?</p> <p>Is the amount of time it takes to administer reasonable given the frequency with which it will be administered?</p> <p>What training needs to be offered to teachers to ensure proper administration?</p>	
Scoring & Reporting	
<p>How long will it take the LEA or vendor to score the assessment?</p> <p>Are open-ended items included in the assessment? If so, how explicit are scoring guidelines/rubrics?</p> <p>If open-ended items are included in the assessment, what training materials and exemplar papers are available?</p> <p>Does the type of score (e.g., raw, scale, norm-referenced, criterion-referenced) reported match the assessment purpose?</p> <p>What, if any, quantitative and qualitative data are included in the assessment reports? How can it be used to inform instruction?</p> <p>What training do teachers need in how to read/use the reports?</p> <p>How can results be aggregated or disaggregated?</p> <p>Are score reports easily understood by parents? Students?</p>	

Appendix C

Best Practices in Reading and Writing Assessment

Reading

The act of reading and comprehending is complex and requires the acquisition of many overlapping and supporting skills and strategies. Effective reading instruction depends on sound instructional decision-making in partnership with the use of reliable data regarding students' strengths, weaknesses, and progress in reading. The National Reading Panel (2000) concluded that there are no easy answers or quick solutions for optimizing reading achievement. Nor is there one assessment that will screen, diagnose, benchmark and progress monitor students reading achievements. Multiple indicators from different types of assessments provide a more complete picture of students' reading processes and achievement.¹³

There are various ways to gather assessment data.¹⁴ Teachers can test students, analyze student work samples, observe students performing literacy tasks, or interview students on their reading skills. Teachers can gain the most information by using all of these methods to collect data.

“Timely and reliable assessments indicate which children are falling behind in critical reading skills so teachers can help them make greater progress in learning to read. Reliable and valid assessments also help monitor the effectiveness of instruction for all children; without regularly assessing children’s progress in learning to read, we cannot know which children need more help and which are likely to make good progress without extra help.”¹⁵

When developing items for reading assessments, it is necessary to consider the cognitive complexity of the proposed task/question. The four DOK levels focus attention on the cognitive processes required by students to complete a task or answer a question. By creating assessments that encourage students to demonstrate their ability across all DOK levels, students will become strategic thinkers who can analyze, synthesize, communicate their understanding, and apply their thinking to new situations/tasks.¹⁶

DOK should not be confused with difficulty. What does the word *secure* mean? and What is the definition of the word *prescient*? are both DOK 1 level questions even though few students might correctly answer the second question. The second question is more difficult but not more complex. Both questions merely require recall.

The information below is not all inclusive but merely a few examples⁵ of questions that are aligned to each DOK level for reading.

Level 1: Many questions at this level require the ability to:

- locate answers in the text; recall details from the text
 - Which is true according to the Nutrition Facts chart found in the article? (given multiple choice answers)
 - What is similar about the two men’s experiences before law

⁵ Some examples are NECAP Released Items or adaptations of NECAP Released Items.

- school? (given selected response answers and information is explicitly stated in the text)
- use language structure or word relationships to determine meanings of words
 - Which word(s) has the same vowel sound as blue? (given multiple choice answers or word box)
 - The root *bio* in biography and antibiotic means (given multiple choice answers)
- select appropriate words to use in context when intended meaning is clearly evident
 - In paragraph 10, the word _____ means (given multiple choice answers)
- identify or describe characters, setting or sequence events
 - Why is the hockey game different than other games for the narrator? (information is explicitly stated in the text)

Level 2: Many questions at this level require the ability to:

- use context cues or resources to identify the meaning of an unfamiliar word
 - *Use the definitions below to answer the question.*
condition *n* **1.** state of health or well-being **2.** social status **3.** the state of usability **4.** demand or requirement
Which is the **best** definition of the word condition as it is used in this sentence?
Mark said he would accept the job on one condition.

- make basic a inference or draw a basic conclusion about information presented in the text
 - Why did the Northwest Coast Indian tribes call the western cedar tree the “Tree of Life”? (given multiple choice answers)
- recognize appropriate generalizations about text
 - The author most likely wrote this story to (given multiple choice answers)
- summarize the major events, problem, solution, etc. in a literary text
 - Identify how the sons change in the story. Use details from the passage to support your answer.
- distinguish between fact and opinion
 - Which of the following phrases from the text is an opinion? (given multiple choice answers)
- organize information using mapping, charting, summarizing, etc.

Level 3: Many questions at this level require the ability to:

- make and support inferences using evidence from the text or other sources
 - What conclusion can be drawn from these three texts?
- describe how word choice, point of view or bias affects the interpretation of a text
 - Describe the author’s attitude toward (the subject of the article) and analyze how she communicates this attitude to the reader. Use examples from the article to support your answer.
- interpret the use of author’s craft to analyze/critique text

- Examine the author's use of literary devices in conveying the theme of the passage.

Level 4 assessments require an extended period of time and usually include accessing multiple sources of information. Many projects or assignments may include the ability to:

- gather, analyze, organize, and interpret information from multiple sources to discuss author's craft, universal themes, drafting a reasoned report, etc.
- evaluate the relevancy and accuracy of text using multiple sources to support or refute claims

The following has been developed as a guide for LEAs to evaluate their comprehensive assessment system in the area of reading.

Guidance for Developing a Comprehensive Assessment System in Reading

This guidance provides Local Education Agencies (LEAs) with tools and information to assess their areas of need in reading instruction.

The Facets of a Comprehensive Assessment System in Reading defines the types of assessments needed for a thorough reading development system of measurement for students in grades K-12.

The *Needs Assessment Worksheet* determines what assessments are currently being implemented within the LEA and provides an overall picture of the reading assessment system within the LEA.

Directions to complete the *Needs Assessment Worksheet*:

List the LEA-wide reading assessments currently in place. The provided grade ranges identify what grades need specific assessments. Please note: some assessments measure more than one component and should be listed within *each* category. If an assessment

is given multiple times within the year for a variety of purposes, it should be listed in every category that it is currently being used for in the LEA.

Example: What phonics assessment is used to screen students in grades K-1?

In grades 3-5? Does the same assessment screen phonemic awareness skills? Are there alternate forms of the assessment that may be used for benchmarking?

Keep in mind that intervention assessments are needed for a much broader range of grades due to the variety of student needs or gaps in instruction.

Upon completion of the *Needs Assessment Worksheet*:

Use the questions below to guide the analysis of the information collected:

- Which COMPONENTS have assessments ranging across the grade levels?
- Does any ASSESSMENT TYPE (screening, benchmark, progress monitoring, etc.) have an overabundance of assessments currently in place?
- Does any COMPONENT have an overabundance of assessments?
- Does any ASSESSMENT TYPE (screening, benchmark, progress monitor, etc.) have insufficient assessments and/or does not range across the grade levels?
- Does any one COMPONENT have insufficient assessments and/or does not range across the grade levels?
- Which assessments are being used within multiple categories? Is the assessment designed to produce data for all of these categories?

Facets of a Comprehensive Assessment System in Reading

Classroom Instructional Assessments

Screening Assessment(s) ~ a type of interim assessment

- Used as a first alert or indication of being at-risk for reading below grade level
- Administered to all students *before* instruction
- Quick and easy to administer to a large number of students and are correlated with end-of-year achievement tests
- Rarely provide specific information needed to determine the most appropriate intervention or target for instruction

All essential components of reading may not be included within any given grade level's Screening Assessment. However, to make informed decisions on a student's proficiency in reading, ample data must be collected. Therefore, a screening assessment should include at a minimum, two of the components that influence reading proficiency.

Key questions that should be answered by the screening assessment(s):

- Which student(s) is experiencing reading difficulty?
- Which student is at-risk for reading difficulty and in need of further diagnostic assessment(s) and/or additional interventions?

Benchmark Assessments ~ a type of interim assessment

- Used to chart growth in reading
- Administered to all students
- Determine if students are making adequate progress in overall performance towards standard(s)

- Typically administered at predetermined time (examples: end of a unit/theme, quarterly, etc.)

Key questions that should be answered by the benchmark assessments:

- What is the effectiveness of classroom instruction?
- Which student(s) needs extra support to acquire a particular reading skill(s) or standard(s)?
- How should groups be formed for classroom reading instruction?
- Which specific reading skills need to be emphasized/re-taught?

Progress Monitoring ~ a type of formative or interim assessment

- Used to determine next steps
- Used during classroom reading instruction (may occur daily, weekly)
- Aligned to instructional objective
- Can be used on an ongoing basis and may include teacher made-assessments, book logs, work samples, anecdotal records, standardized or semi-structured measures of student performance such as a miscue analysis and observational notes from a reading conference

Key questions that should be answered by the progress monitoring assessments:

- How does the data articulate if the students "got it"?
- Does the lesson need to be re-taught to the whole class or just a few students?
- Who needs extra support?
- How is specific, constructive, and timely feedback provided to students promoting

student learning or relearning of reading skills/standards?

Outcome Measures ~ a type of summative assessment

- Used as a program or student evaluation in reading
- Used to indicate a student's learning over a period of time and how proficient a student is towards meeting the grade level standards in reading

Key questions that should be answered by the outcome assessments:

- To what degree has the student achieved the reading content standards?
- Is the assessment aligned to the state adopted reading standards?
- What information/data is provided and maybe used to evaluate the effectiveness of the reading curriculum?
- Can decisions about selection, utilization of resources, materials and personnel be made with data collected from this reading assessment?

Intervention Assessments

Diagnostic Assessment(s) ~ a type of interim assessment

- Used to gain an in-depth view of a student's reading profile
- Administered to students who have already been identified as being at-risk of reading below grade level during the screening process
- Often are individually administered so observations of behaviors can also be included

Diagnostic assessments are used to determine specific areas of need and may not include all essential components of reading. However, a comprehensive assessment system must include a variety of assessments that address all essential

components of reading for educators to use as needed.

Key questions that should be answered by the diagnostic assessments:

- What are a student's strengths in reading?
- What are a student's weaknesses in reading?
- Which components of comprehensive reading (fluency, phonemic awareness, phonics, text comprehension, and vocabulary) are problematic for the student?
- Are other students exhibiting similar reading profiles?
- How should reading intervention groups be formed?

Progress Monitoring of Intervention ~ a type of formative or interim assessment

- Used to chart rate of growth towards benchmark/goal/standard
- Used for students who have intervention services in reading

Key questions that should be answered by the progress monitoring assessments when using a method of intervention:

- Has this intervention been proven effective in improving students' literacy skills?
- Is the individual student progressing at a sufficient rate to achieve the goal?
- Are instructional revisions needed in order for sufficient progress to be made towards the student's goal/standard?

Comprehensive Assessment System in Reading: Needs Assessment Worksheet

Components that Influence Reading Proficiency	Screening	Benchmark	Progress Monitoring	Outcome Measures	Intervention	Diagnostic	Progress Monitoring
<p>Comprehension <i>RL & RI 1-3 and 5-10</i></p> <p><i>Does the student demonstrate an understanding of the key ideas and details within a text or multiple texts that has been read?</i></p> <p><i>Does the student use their understanding of text structure, words and phrases and point of view to gain meaning from text(s)?</i></p> <p><i>Does the student analyze how the author's choice(s) contributes to the overall structure and meaning of the text?</i></p> <p><i>Does the student integrate knowledge and ideas to analyze and evaluate various aspects of texts?</i></p> <p><i>Does the student read and comprehend literary and informational grade appropriate text independently and proficiently? Grades 2-12</i></p>	<p><i>1-2 Elementary</i></p> <p><i>3-5 Elementary</i></p> <p><i>Middle School</i></p> <p><i>High School</i></p>	<p><i>K-2 Elementary</i></p> <p><i>3-5 Elementary</i></p> <p><i>Middle School</i></p> <p><i>High School</i></p>	<p><i>K-2 Elementary</i></p> <p><i>3-5 Elementary</i></p> <p><i>Middle School</i></p> <p><i>High School</i></p>	<p><i>K-2 Elementary</i></p> <p><i>3-5 Elementary</i></p> <p><i>Middle School</i></p> <p><i>High School</i></p>		<p><i>1-2 Elementary</i></p> <p><i>3-5 Elementary</i></p> <p><i>Middle School</i></p> <p><i>High School</i></p>	<p><i>K-2 Elementary</i></p> <p><i>3-5 Elementary</i></p> <p><i>Middle School</i></p> <p><i>High School</i></p>
<p>Vocabulary <i>L 4,5,6 and RL/RI 4</i></p> <p><i>Is the student able to determine and clarify the meaning of unknown and multiple meaning words using various strategies?</i></p> <p><i>Does the student demonstrate an understanding of figurative language, word relationships and nuances in word meanings?</i></p> <p><i>Has the student acquired a range of general academic and domain specific words and phrases sufficient for reading and understanding a variety of texts?</i></p> <p><i>Is the student able to determine the meaning of grade appropriate words and phrases as they are used in text (including figurative and connotative meanings)?</i></p>	<p><i>K-2 Elementary</i></p> <p><i>3-5 Elementary</i></p> <p><i>Middle School</i></p> <p><i>High School</i></p>	<p><i>K-2 –Elementary</i></p> <p><i>3-5 Elementary</i></p> <p><i>Middle School</i></p> <p><i>High School</i></p>	<p><i>K-2 Elementary</i></p> <p><i>3-5 Elementary</i></p> <p><i>Middle School</i></p> <p><i>High School</i></p>	<p><i>K-2 Elementary</i></p> <p><i>3-5 Elementary</i></p> <p><i>Middle School</i></p> <p><i>High School</i></p>	<p><i>K-2 Elementary</i></p> <p><i>3-5 Elementary</i></p> <p><i>Middle School</i></p> <p><i>High School</i></p>	<p><i>K-2 Elementary</i></p> <p><i>3-5 Elementary</i></p> <p><i>Middle School</i></p> <p><i>High School</i></p>	

Components that Influence Reading Proficiency (continued)

<p>Fluency RE-4 <i>Does the student's reading fluency at a sufficient level of accuracy to comprehend appropriate grade level text?</i> <i>Does the student's reading fluency at an appropriate rate for grade level text?</i> <i>Does the student read on-level text with expression on successive readings?</i> <i>Does the student use context, language structure, and/or visual cues to confirm or self-correct understanding and word recognition?</i> <i>Does the student adjust their rate of fluency within various context and text?</i></p>	<p>Classroom Instruction</p>	<p>Screening</p>	<p>Benchmark</p>	<p>Progress Monitoring</p>	<p>Outcome Measures</p>	<p>Intervention</p>	<p>Diagnostic</p>	<p>Progress Monitoring</p>
<p>Phonics/Decoding/Word Analysis RE-3 <i>Does the student know and apply the grade-level phonics and word analysis skills in decoding unfamiliar words?</i> <i>Does the student have knowledge of syllables and syllable patterns to decode multi-syllabic words?</i> <i>Does the student have mastery of needed sight words at each grade level including irregularly spelled words?</i></p>	<p>Classroom Instruction</p>	<p>Screening</p>	<p>Benchmark</p>	<p>Progress Monitoring</p>	<p>Outcome Measures</p>	<p>Intervention</p>	<p>Diagnostic</p>	<p>Progress Monitoring</p>
<p>Phonemic Awareness RE-2 <i>Does the student demonstrate an understanding of spoken words, syllables and sounds?</i></p>	<p>Classroom Instruction</p>	<p>Screening</p>	<p>Benchmark</p>	<p>Progress Monitoring</p>	<p>Outcome Measures</p>	<p>Intervention</p>	<p>Diagnostic</p>	<p>Progress Monitoring</p>
<p>Print Knowledge RE-1 <i>Does the student demonstrate an understanding of the organization of print (directionality, return stroke, page by page spacing between words, first and last concepts as they relate to words, sentences and whole text, etc.)?</i> <i>Does the student demonstrate an understanding of the basic features of print (connection between spoken and written languages, first word in a sentence, capitalization, punctuation, etc.)?</i></p>	<p>Classroom Instruction</p>	<p>Screening</p>	<p>Benchmark</p>	<p>Progress Monitoring</p>	<p>Outcome Measures</p>	<p>Intervention</p>	<p>Diagnostic</p>	<p>Progress Monitoring</p>

Writing

Writing requires the coordination of multiple skills and abilities, including organization, purpose/focus, elaboration, voice, word choice, sentence structure, spelling, planning and revising, etc. “To address each of these aspects instructionally, educators need an assessment plan that is comprehensive and meets the varied needs of students.”¹⁷

Writing assessments may be used for a variety of purposes i.e., providing assistance to students, assigning a grade, determining proficiency, placing students in instructional groups or courses, and even evaluating writing curricula/programs. The National Council of Teachers of English (NCTE) believes that the primary purpose of assessment is to improve teaching and learning. Consequently, the goal of assessing students’ writing should always be for refining instruction and improving student learning.

Writing assessments must reflect the social nature of writing and its recursive process; while also considering that each writing piece has a specific purpose, audience and task. Due to the variety of genres of writing, the skills associated with each, the diverse audiences and various purposes for writing (entertain, persuade, inform), a student’s overall writing ability should be based upon multiple measures. One piece of writing, regardless of the quality of the writing and/or the conditions that it was written for, should never be the sole indicator of overall writing ability. “Ideally, writing ability must be assessed by more than one piece of writing, in more than one genre, written on different occasions, for different audiences, and responded to and evaluated by multiple readers as part of a substantial and sustained writing process.”¹⁸ Students may draw incorrect conclusions about the very nature of writing when there is a lack of multiple measures. “For example, timed writing may

suggest to students that writing always cramps one for time and that real writing is always a test. Machine-scored tests may focus students on error-correction rather than on effective communication.”¹⁹

Students should be able to demonstrate what they do well in writing. Assessment criteria should match the particular kind of writing piece being created and its purpose. These criteria should be directly linked to the standards and clearly communicated to students in advance so that the students can be guided by the criteria while writing. In some cases, teachers may even want to involve students in the creation of the rubric, a process which can solidify their understanding of the criteria for success and invest them in the assessment process.

Most standardized tests focus on easily assessed features of language (grammar, usage and mechanics) through the use of multiple choice questions. Choosing a correct response from a set of possible answers is not writing. This type of assessment lends itself to provide information on what students do wrong or do not know rather than on how well a student can communicate through writing.

Classroom formative assessments are short-term, ongoing, in-process judgments about what the students know and what to teach next. Classroom assessment should include a period of ungraded work that receives feedback from multiple readers, including peer reviewers. Writing feedback often occurs within a conference, both peer and teacher, which provides specific feedback to improve the piece. Sometimes this type of conference provides written feedback but not always, sometimes it is just oral (promoting the social aspect of writing). Self-assessment should also be encouraged. “Ultimately, we want students to internalize the qualities of good

writing and to have inner conversations about their writing- in other words, to have conferences with themselves in which they notice their strengths, critique their own writing, set reasonably high goals, know how and when to seek help, and work towards accomplishing their goals.”²⁰ Classroom-level assessment of writing should also include reviewing the initial piece through to final drafts of a writing piece and multiple opportunities to demonstrate quality writing. Classroom “assessment gets to the heart of teaching and lets us decide how and when to offer support to writers”²¹ to develop proficiency in writing.

Educators need to understand the following in order to develop a system for assessing writing:

- How to find out what students can do in writing informally and on an ongoing basis
 - How to use that assessment in order to decide how and what to teach next
 - How to assess in order to form judgments about the quality of student writing and learning
 - How to assess ability and knowledge across varied writing engagements
 - What the features of good writing are
 - What the elements of a constructive process of writing are
 - What growth in writing looks like, the developmental aspects of writing
 - How to deliver useful feedback, appropriate for the writer and situation
 - How to analyze writing tasks/situations for their most essential elements, so that assessment is not of everything about writing all at once, but rather targeted to objectives
 - How to analyze and interpret both qualitative and quantitative writing assessments
 - How to use portfolios to assist writers in their development
 - How self-assessment and reflection contribute to a writer’s development
- When determining proficiency in writing, multiple student writing samples should be reviewed from various genres, and for diverse audiences, tasks, and purposes.
Adapted from Newkirk and Kent (2007)²²

When creating items for local writing assessments, it is necessary to consider the cognitive complexity of the proposed task or question. The DOK levels focus attention on the cognitive processes required by students to complete a task or answer a question. The information below is not all inclusive but merely a few examples⁶ of questions/prompts that are aligned to each DOK level for writing tasks.

Level 1 requires the student to write or recite simple facts. Students may be asked to use standard English conventions to edit sentences, identify misspelled words or apply conventional spelling patterns and rules in a sentence and paragraph or to new situations, use resources to correct spelling, identify grammatical errors, apply basic formats for documentation, select appropriate vocabulary to convey intended meaning, or write simple sentences.

- Which word in the sentence below should be capitalized? (given multiple choice answers)
- Which of the following is a complete sentence? (given multiple choice answers)
- Choose the correct punctuation to complete the following sentence: Which is your favorite book_ (given multiple choice answers)
- How should the underlined word in the sentence below be spelled?

The brilliennt ocean lay sparkling before them.

⁶ *Some examples are NECAP Released Items or adaptations of NECAP Released Items.

Level 2 requires some mental processing, such as beginning to connect ideas using a simple organizational structure. At this level, students are engaged in first draft writing for a limited number of purposes and audiences. This may include note taking or outlining to organize ideas in writing, developing text that is approximately one paragraph in length, constructing a variety of sentence types, writing summaries that contain the main idea of a reading selection and pertinent details, editing final drafts of compositions for mechanics and conventions.

- Think about your **least** favorite activity. Write a paragraph that explains how your character tries to avoid doing the activity. Use descriptive details to convey the character's feeling(s) about the activity.
- What is the best way to combine the two sentences below? (given the prompt and multiple choice answers)
- Combine the two sentences below into one complex sentence.
- Given a picture prompt, the student could be asked to use dialogue, descriptive details and/or sensory language to capture the action and convey the experience or event

Level 3 requires some higher level mental processing. Students are developing multi-paragraph compositions that include complex sentence structures or may demonstrate some synthesis and analysis. Students show awareness of audience and purpose through focus, organization, and voice/tone. Students edit and revise to improve the quality of the writing, support ideas with details, examples, quotations, text references and/or citations, and summarize information from multiple sources to address a specific topic. Assessments would be completed in one sitting and students might be presented with a text to draw information from to complete the response.

Sample on-demand writing tasks/questions:

- What would a person from ancient Rome find familiar and/or different about writing today? Write an informative/explanatory response to convey the ideas by selecting information found in given facts and connecting to prior knowledge.
- When given an informational text to read, student may be asked to address something from the text or support/refute the claims in the text, using details from the text to support their response.
- When given a literary text to read, the student may be asked to compare two or more (characters, settings, or events) in the story, drawing on specific details to support the analysis.

Level 4 Higher-level thinking is central to this level. Multi-paragraph extended writing demonstrates synthesis and analysis of complex idea or themes and evidence of a deep awareness of purpose and audience. Gathering, analyzing and evaluating written information for the purpose of drafting a reasoned report that supports and appropriately illustrates inferences and conclusions drawn. Writing will usually take place over an extended period of time.

Sample writing performance assessment tasks:

- short research projects to answer a question, drawing on several sources to build knowledge and/or summarize findings
- arguments to support claims with clear reasons and relevant evidence
- opinion pieces on topics supporting a point of view with reasons and information
- informative or explanatory text which examine a topic and convey the ideas, concepts and information through the selection, organization and analysis of relevant content

Appendix D

Best Practices in Mathematics Assessment

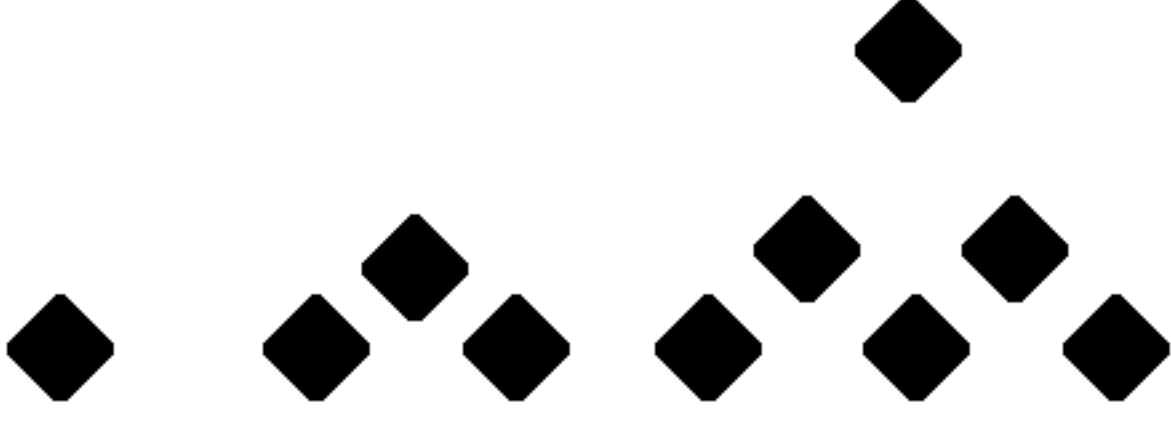
In reviewing the research on best practices in mathematics assessment, it becomes clear that practitioners should employ formats that are varied in nature, foster deep and rich thinking, and target the critical areas of skill mastery, concept development, and problem solving. Additionally, as outlined in the National Council of Teachers of Mathematics (NCTM) *Assessment Standards for School Mathematics*, quality assessment in mathematics should be an open and coherent process that enhances mathematical learning. It should simultaneously promote equity and the development of valid inferences about mathematical learning.²³

As with assessment in any other discipline, mathematical assessment has a recursive relationship with instruction. When planning a unit, it is essential to reference the standards in order to determine what students need to learn and be able to do. Consequently, it is at this point that a teacher will be able to contemplate and design assessment models that they will administer both during and at the conclusion of the instructional roll-out. This pre-planning of assessment directs the path of instruction. The recursive nature of the relationship manifests itself through the use of formative and interim assessments. (e.g., screening, diagnostic, progress monitoring, and benchmark assessments). By utilizing the information garnered from these sources of data, a teacher is able to fine tune his/her instructional path to better serve the needs of all learners (e.g., creating small groups of students with similar needs for re-teaching, providing additional practice to others to cement concept development, or posing challenges to some that are ready for enrichment.) If the students' needs have been adequately addressed, their success

should be maximized when it comes time to evaluate student learning through the use of summative assessments (e.g., outcome measures).²⁴

When designing mathematics assessments, it is necessary to consider the cognitive complexity of proposed tasks. In the Depth of Knowledge (DOK) Framework, Webb outlines four levels of cognitive demand – Recall, Skill/Concept, Strategic Thinking, and Extended Thinking. Level 1 cognition is characterized by simple recall. As illustrated in Table D.1, tasks of this nature require a rote response or the performance of a simple algorithm (e.g., *Find the next three terms . . .*). Level 2 DOK necessitates some type of decision making. The response to a prompt will not be automatic and will require some “mental processes” involving more than one step (e.g., *Draw the next figure in the following pattern . . .*). Moving up the spectrum to a Level 3 DOK, the quality of reasoning becomes more complex and demanding. Tasks of this variety require greater planning, abstraction, evidence and justification of thought. A student engaged in Level 3 cognition could be required to form a hypothesis or conjecture (e.g., *Find the next three terms in the pattern and determine the rule for . . .*). Lastly, the highest tier of DOK, Level 4, manifests itself in tasks that require an extended period of time utilizing complex thinking and planning. Level 4 tasks compel a student to make connections within a discipline and/or to other disciplines. More than likely, there are multiple solutions to a problem and multiple pathways for attaining a solution (e.g., *Find the next three terms in the pattern, determine the rule for finding the next number in the pattern, and make or find a model for . . .*).²⁵

Table D.1.

Recall & Reproduction (DOK 1)	Skills & Concepts/ Basic Reasoning (DOK 2)	Strategic Thinking/ Complex Reasoning (DOK 3)	Extended Thinking & Reasoning (DOK 4)
Find the next three terms in the following pattern: $2/7, 4/7, 6/7 \dots$	Draw the next figure in the following pattern: 	Find the next three terms in the pattern and determine the rule for the following pattern of numbers: $1, 4, 8, 11, 15, 18, 22, 25, 29, \dots$	Find the next three terms in the pattern, determine the rule for finding the next number in the pattern, and make or find a model for the pattern: $1, 1, 2, 3, 5, 8, 13, 21, 34, \dots$ ²⁶

Bush and Leinwand offer some guidance in the selection and design of varied assessment items. When measuring skill attainment, items are best kept short necessitating a single correct answer. Generally involving simple recall or the use of a routine procedure, skill items require little or no context. Conceptual items can also be short in duration, but are not based on rote memorization and thus are non-routine. They are steeped in context requiring the production of some explanation or representation from the student. In relation to Norman Webb’s Depth of Knowledge levels, both of these types of items most likely fall within the scope of Level 1 or Level 2 cognition. Lastly, problem solving items capitalize on a student’s ability to apply their “mathematical power” in creating and using a plan. Such assessment items are context rich, require a sustained effort, are non-routine, and may have more than one correct solution.²⁷ The Depth of Knowledge for these items usually draws on Level 2

or Level 3 thinking, but in some complex situations reach to the top of the spectrum, Level 4. Students need to regularly encounter a balance of all of these types of assessment items in order to fully demonstrate the depth and breadth of their learning.²⁸

When designing or selecting these varied assessment items, the infusion of writing in mathematics gives the teacher access to the inner thinking and reasoning of their students. Written evidence provides assistance in determining what the next instructional steps should be.²⁹ The use of writing is beneficial when assessing procedural or conceptual knowledge as well as reviewing a student’s justification for a solution path when problem solving.³⁰

Finally, the role of the student in the assessment process cannot be overlooked. NCTM calls for a switch in focus from “students as the objects of assessment” to “students as active participants in

the assessment process.” As multiple measures are employed to assess a student’s “mathematical power,” a student is required to become more responsible for and reflective of their own learning.³¹ When students engage in critical self-assessment of their own work and they gain frequent and targeted feedback from their teacher, they have a clearer understanding of expectations and their own mathematical learning. This combination fosters an environment that moves away from one that is judgment-oriented to one that focuses on the continued growth of all students.

Classroom Instructional Assessments for Mathematics

A comprehensive assessment system provides multiple pieces of information on student achievement. Various types of assessments are required because they provide different types of information. The *Best Practices in Assessing Mathematics* section described what quality assessments in mathematics should look like. With respect to the purpose of an assessment, the outline that follows offers guidance as to what types of tools should be included within an LEA’s Comprehensive Assessment System.

Screening Assessment(s) ~ a type of interim assessment

- Used as a first alert or indication of being at risk for deficits in mathematics skills or concepts.
- Administered to ALL students *before* instruction.
- Quick and easy to administer to a large number of students.
- Correlated with content and/or instructional objectives germane to grade level performance.
- Rarely provide specific information needed to determine the most appropriate intervention or target for instruction.

Mathematics screening instruments are broad in nature, so they are not able to address all facets of

grade level content or standards. With that said, their design should target the identification of common misunderstandings and should address the focal areas for that grade level. Items should assess factual and procedural knowledge as well as the application of concepts. Finally, they need to be reliable, have predictive validity, and be efficient in terms of administration and reporting.

Key questions that should be answered by the screening assessment(s):

- Which student(s) is experiencing mathematics difficulty?
- Which student is at risk for mathematics difficulty and in need of further diagnostic assessment(s) and/or additional interventions?

Benchmark Assessments ~ a type of interim assessment

- Used to chart growth in mathematics. Administered to all students.
- Determine if students are making adequate progress in overall performance towards standard(s).
- Typically administered at predetermined time (examples: end of a unit/theme, quarterly, etc.).

Key questions that should be answered by the benchmark assessments:

- What is the effectiveness of classroom instruction?
- Which student(s) need extra support to acquire a particular mathematics skill(s), concept(s), or standard(s)?
- How should groups be formed for classroom mathematics instruction?
- Which specific mathematics skills, concepts and/or standards need to be emphasized/ re-taught?

Progress Monitoring ~ a type of formative or interim assessment

- Used to determine next steps.
- Used during classroom mathematics instruction (may occur daily, weekly).
- Aligned to instructional objective.
- Can be used on an ongoing basis and may include teacher made-assessments, work samples, observational notes, and standardized or semi-structured measures of student performance.

Key questions that should be answered by the progress-monitoring assessments:

- How does the data articulate if the students “got it”?
- Does the lesson need to be re-taught to the whole class or just a few students?
- Who needs extra support?
- How is specific, constructive, and timely feedback provided to promote student learning or relearning of mathematics skills, concepts, or standards?

Outcome Measures ~ a type of summative assessment

- Used as a program or student evaluation.
- Used to indicate a student’s learning over a period of time and how proficient a student is towards meeting the grade level standards in mathematics.

Key questions that should be answered by the outcome assessments:

- To what degree has the student achieved the mathematics content standards?
- Is the assessment aligned to the state adopted mathematics standards?
- What information/data are provided and used to evaluate the effectiveness of the mathematics curriculum?
- Can decisions about selection, utilization of resources, materials and personnel be made with data collected from this mathematics assessment?

INTERVENTION ASSESSMENTS

Diagnostic Assessment(s) ~ a type of interim assessment

- Used to gain an in-depth view of a student’s mathematics profile.
- Administered to students who have been identified as at-risk of not achieving grade level mathematical proficiency during the screening process.
- Often are individually administered so observations of behaviors may also be included.

Diagnostic assessments are used to determine gaps in student learning. They provide evidence to make inferences with respect to instructional interventions.

Key questions that should be answered by the diagnostic assessments:

- What are a student’s strengths in mathematics?
- What are a student’s weaknesses in mathematics?
- What are the specific areas of need for the student?
- Are other students exhibiting similar mathematics profiles?
- How should mathematics intervention groups be formed?

Progress Monitoring of Intervention ~ a type of formative or interim assessment

- Used to chart growth towards benchmark/goal/standard.
- Used for students who have intervention services in mathematics.

Key questions that should be answered by the progress-monitoring assessments when using an intervention:

- Is the individual student progressing at a sufficient rate to achieve the goal?
- Are instructional revisions needed in order for sufficient progress to be made towards the student’s benchmark/goal/standard?
- Has this intervention been proven effective in improving students’ mathematics skills?

Appendix E

Best Practices in Science Assessment

Assessment in science is everywhere. It is present in the form of a simple clarifying question, a paper and pencil test, an investigation, or a large-scale assessment. The National Science Teachers Association Position Statement on Assessment states:

“Science assessments are necessary tools for managing and evaluating efforts to ensure all students receive the science education necessary to prepare them for participation in our nation’s decision-making processes and lifelong learning of science in a technology-rich workplace.”³²

As a content area, science is something that students actively do, rather than something that is done to them or for them. Science is not merely a collection of concepts; it involves the development of skills in investigation, measurement, observation, analysis, discourse, and synthesis. Science also involves problem solving and the application of new knowledge gained through the process of connecting evidence to form conclusions.

Measurement of student learning of these skills and concepts requires a variety of assessment strategies and tools. Assessment in science is organic to instruction and learning. Assessment, by its very nature, can be likened to a scientific process. It involves careful planning, entails the design of measurement tools and instruments, necessitates the collection of data along with analysis and discussion, and, ultimately, requires decision-making based upon conclusions drawn from the data.

What Does Assessment Look Like In A Science Classroom?

The word science is derived from the Latin verb *scire* which means to know. Students have an innate desire to discover, explore, and investigate. Our goal as science educators is to capitalize on that natural curiosity and build understanding. To determine student understanding, science educators ask questions and listen to student responses, observe how students engage in activities, and study their work. Student discourse, inquiry, and the free flow of ideas should be encouraged. The ideal orchestration and measurement of science instruction is a blend of purposeful and spontaneous teacher-to-student, student-to-teacher, and student-to-student verbal and written interactions that involves a variety of assessment techniques.³³ These assessment techniques are used to aid students in thinking deeply about their ideas in science, uncover pre-existing ideas students bring to their learning, and help teachers and students determine how well individuals and the class are progressing toward developing scientific understanding.

In a comprehensive assessment system, science educators must accommodate the variety of purposes that the assessments will serve. Of the three assessment types outlined in the *Criteria and Guidance*, research strongly supports the use of formative assessment to strengthen students’ understanding of science.³⁴ Science educators need to spend time understanding how their students think and what they know prior to and during instruction and use that information to design opportunities to learn that help students develop conceptual understanding. These opportunities to

learn are historically defined as “*what schools and teachers must do if curriculum and achievement standards are to be met*”.³⁵ They exist as a result of educator awareness of the experiences and understandings that students bring into the classroom. It is incumbent upon the educator to connect these experiences with learning goals. This “bridging” process comes about with the careful and cohesive use of formative assessment to inform instruction.

With respect to a comprehensive local assessment system, collaboratively-designed and administered interim assessments in science are useful for assessing progress of students at the grade or course level. For example, collaboratively-designed assessments may be constructed at the school level using item banks that have been aligned to standards. If the assessments are administered as part of a guaranteed and viable curriculum, the data garnered over prescribed intervals (approximately 6-8 weeks) will provide important guidance to students, teachers, schools, families, and LEAs.

A summative assessment in science may take many forms. For instance, an end-of-unit assessment determines student learning over the course of

several lessons. Science projects as well as topic papers and lab reports may be used in a summative way as well. Summative assessments could be either objective or subjective in nature, or some combination of the two. An example objective assessment item would be those that generate clear correct or incorrect responses (i.e., multiple choice, true and false, fill in the blank) whereas subjective items would be open-ended in design such as constructed response or performance based tasks. Objective tasks can be scored easily and fairly quickly. Subjective tasks, on the other hand, require calibration, as well as more time and analysis. The scorer must possess requisite knowledge of the concepts in order to make proper judgments of learning. Table E.1 describes various assessment formats that may be used in a science classroom.

Regular administration of a variety of assessments produces rich data that science educators can use to adjust instruction and carefully monitor students’ progress. Science educators are the critical agents in aligning assessment, instruction, and learning with a guaranteed and viable curriculum that will boost student achievement in science classrooms.

Table E.1: Assessing Student Learning In the Science Classroom

Objective-Response Formats		Subjective-Response Formats		
		Product	Performance	Process-Focused Assessment
<ul style="list-style-type: none"> ▪ Multiple-choice ▪ True-false ▪ Matching ▪ Enhanced multiple choice ▪ Simple calculations 	<ul style="list-style-type: none"> ▪ Fill in the blank ▪ Phrase(s) ▪ Label a diagram ▪ Visual representation 	<ul style="list-style-type: none"> ▪ Constructed response ▪ Concept maps ▪ Research paper ▪ “Show your work” ▪ Portfolio ▪ Model ▪ Video/audiotape ▪ Charts/Graphs ▪ Lab report ▪ Student notebooks 	<ul style="list-style-type: none"> ▪ Oral presentation ▪ Science lab/demonstration ▪ Hands-on inquiry task ▪ Data analysis task 	<ul style="list-style-type: none"> ▪ Debate ▪ Teach-a-lesson ▪ Oral questioning ▪ Observation checklist ▪ Interview ▪ Conference ▪ Process description ▪ “Think aloud” ▪ Lab skills

Adapted from McTighe and Ferrara (1998)

Appendix F

Best Practices in Social Studies Assessment

Social studies is comprised of several diverse disciplines: civics, economics, geography, and history. Social studies prepares students to participate in our nation’s democracy by helping them to become well-informed and civic-minded and to develop cultural, historical, and political understanding. The National Council for the Social Studies states:

*“Social studies programs prepare students to identify, understand, and work to solve the challenges facing our diverse nation in an increasingly interdependent world. Education for citizenship should help students acquire and learn to use the skills, knowledge, and attitudes that will prepare them to be competent and responsible citizens throughout their lives. Competent and responsible citizens are informed and thoughtful, participate in their communities, are involved politically, and exhibit moral and civic virtues.”*³⁶

In order for that purpose to be achieved, social studies instruction and assessment must be “meaningful, integrative, value-based, challenging, and active”.³⁷ Meaningful instruction engages students in rigorous curricula and helps them connect their learning with current issues and events. They learn how to apply critical thinking skills to situations beyond the classroom. Meaningful assessment for social studies goes beyond multiple-choice and short-answer tests.

Large-scale assessment in social studies has not been implemented to a great degree, in part due to its complex nature and the wide variety of social studies standards available. This make it difficult to agree upon the assessment of one

particular sequence of learning. In social studies, unlike mathematics or literacy, the order in which the knowledge and skills are gained is less critical. Provided that the depth and breadth of the content is developmentally appropriate, students don’t need to learn about the ancient world before learning about the history of their state, for example. Therefore, it is important that LEAs have a standards-based comprehensive social studies assessment system that fairly assesses student knowledge, skills, and attitudes.

Social Studies Assessment

Social studies assessment needs to be goal-oriented and standards-based to measure learner outcomes in knowledge, skills, and attitudes.³⁸ There are two main purposes of social studies assessment: to inform instruction and to measure outcomes. Social studies assessment has not included screening or identifying students for placement into particular programs or for interventions, except for course level placement.

When developing a comprehensive social studies assessment system, LEA’s must ensure that curriculum and instruction are based on rigorous social studies standards. Social studies standards generally fall into two categories: content-based, and theme-based. Content-based standards focus on the facts and particular skills within a particular discipline (e.g., era-based and chronological history standards; economics standards that focus on economics topics and skills). Theme-based standards focus on the “big ideas”, often integrating several disciplines into strands based on unifying elements and themes (e.g., the National Social Studies Standards, which

incorporate standards on geography, history, and economics into a single strand that focuses on “People, Places, and Environments”).

LEAs may adopt the National History Standards (UCLA), the Civics GSEs (RI), the National Economic Standards (NCEE), and the National Geography Standards (National Geographic) and use standards from each set as applicable within the curriculum; or an LEA may adopt the Civics GSEs and the National Social Studies Standards; or some combination thereof that addresses the knowledge, skills, and attitudes expected in Rhode Island’s Basic Education Program.

Social studies assessment may take a variety of forms in order to best fit the learning being assessed. Regardless of the form, they should adhere to several key principles:

1. Assessment is considered an integral part of the curriculum and instruction process.
2. Assessment is viewed as a thread that is woven through the curriculum, beginning before instruction and occurring at junctures throughout in an effort to monitor, assess, revise, and expand what is being taught and learned.
3. Assessment practices should be goal-oriented, appropriate in level of difficulty, feasible, and cost-effective.
4. Assessments should benefit the learner (promote self-reflection and self-regulation) and inform teaching practices.
5. Results should be documented to track responses and develop learner profiles.³⁹

In the Classroom

Commonly-used assessments include textbook-based, program-based, and teacher-created written tests and projects. These can provide valuable data so long as they assess the standards on which the curriculum and instruction are based. Project-based learning is an essential component of social

studies as it not only introduces the content that students need to learn, but provides them with experience in finding more information and developing critical thinking, research, and action skills that are necessary within and beyond the classroom. Portfolio projects that are implemented in a thoughtful and purposeful way can also be a valid assessment of student learning.

Robust assessments include items that test students’ knowledge and understanding at a variety of cognitive levels. Many assessments focus on how much knowledge has been gained in history, government, geography, economics, or other social sciences. These assessments usually take the form of multiple-choice or short-answer questions that rely on knowledge recall skills. Textbook or large-scale assessments (without thematic elements) usually fall into this category. Other assessments focus on the overarching themes of a topic (e.g., a particular culture or region, era in history, string of events) and students’ ability to synthesize ideas and communicate their understanding of a “bigger picture.” These conceptual assessments may include multiple-choice answers, but are likely to include extended response items that require students to demonstrate their understanding of a topic and how it relates to other topics. Both conceptual and objective assessments can be used to assess student attitudes. Some areas of social studies also include an experiential component that may require the use of alternative forms of assessment such as common tasks/projects, portfolios, or reflective journals.

Formative assessment in the social studies classroom looks similar to most content area classrooms: impromptu and planned question and answer, observations of student behavior and engagement, short quizzes that may not count towards the final grade, class discussions, and

other group activities (e.g., small group discussions, brainstorming assignments). Interim and summative assessments for reporting outcomes may have similar formats but cover different scopes of learning. These assessments are commonly given in the form of examinations or written tests to determine understanding of content knowledge and students' abilities to use

that knowledge and critical thinking/analysis skills to demonstrate their understanding. The most meaningful results are generated by assessments that are cross-classroom and even cross-LEA. When a comprehensive social studies assessment system is in place, LEAs can more easily facilitate collaboration and the administration of common assessments.

Appendix G

Best Practices in Early Childhood Assessment

The early childhood years are commonly held to include children ages birth through age eight. For the purposes of this document, the age range addressed is limited to children served in public schools, specifically children ages three through eight. While the purposes of assessment in early childhood classrooms and schools are the same as those for older children, the design of a comprehensive assessment system in early childhood is necessarily different because of the age of the child. Assessment of children in this age range is significantly impacted by the nature of the young child. Early childhood development and learning is rapid, episodic, and highly influenced by experience. In the preschool and early elementary years, rates of development in all areas outpace growth rates at any other time and because children develop and learn so rapidly, assessments given at one point in time might not give a complete picture of a child's abilities. Additionally, young children have uneven access to environmental supports prior to formal schooling. The young child's performance on assessment tasks is highly influenced by their emotional states and the conditions of the assessment. Young children are not consistent in demonstrating their abilities. Additionally, the younger the child, the less likely they are to be familiar with the goals of formal testing and the less likely they are to understand the need to perform well during assessments. It is more difficult to use assessment methods which require sustained, focused attention and cooperation with the examiner. Young children are better able to demonstrate their abilities, than to talk or write as a means of showing what they know. For these reasons, careful attention must be paid to the

design of the early childhood assessment system and to the accuracy of the conclusions which can be drawn from the assessment information.

Guiding Principles

Assessment of young children should:

- Focus on goals which are developmentally and educationally important.
- Be aligned with learning standards.
- Include teacher observations, student work, checklists and rating scales completed by teachers and parents, criterion-referenced tests, curriculum-based measures, and norm-referenced tests.
- Rely on instruments selected by qualified professionals for reliability, validity, and appropriateness (e.g., include manipulatives vs. abstract pen/pencil tasks).
- Address all domains of learning, not just cognitive domains of literacy and mathematics.
- Be systematically obtained over time using repeated measures and using a variety of methods and sources in each domain.
- Rely on demonstrated performance during real, not contrived, activities.
- Not threaten children's psychological safety and self-esteem and be sensitive to children's motivation, interest, and attention span.
- Provide a clear benefit for children either in the services they receive or in the quality of their educational program.

Authentic Assessment

Authentic assessment generally results in the most valid information about what children know and are able to do. However, authentic assessment is often seen as time and cost intensive due to data collection, coding and entry, and data analysis requirements. Authentic assessment information needs to come from a variety of methods, including child observation, work samples, child interviews, and information gathered from a variety of sources, including parents and other relevant adults. Ongoing teacher observations of children have proven effective at shaping instruction to meet children’s rapidly changing learning needs. However, these observations of children go beyond anecdotal notes and instead are used to complete developmental scales of proven reliability and validity. Examples of student work provide meaningful evidence of learning and development as long as the examples are aligned with learning goals and instruction.

Authentic assessment information is:

- Systematically obtained over time, across contexts, through multiple sources and methods.
- Generated using multiple methods for children to demonstrate what they know and can do – this is especially beneficial for children with disabilities.
- Collected in all domains of development and learning.
- Conducted in the natural environment as part of the child’s daily experience – real knowledge measured in the context of real activities which are meaningful to children.
- Conducted in an ongoing manner, but should include more formal progress assessments at least twice a year.

Standardized Assessments

Standardized assessments, when administered, appropriately allow for fair comparisons among individual children and groups of children. They are considered objective, and both time and cost efficient. However, assessment experts advise that caution should be used when interpreting the standardized assessment results of young children’s learning. There are a variety of issues which need to be taken into account when using standardized assessments as a part of a comprehensive early childhood assessment system. In general, obtaining valid scores on standardized assessments with children younger than age 8 is challenging because children may not understand the need to do well when tested, are inconsistent in their ability to demonstrate what they know and can do, and are easily influenced by their emotional states and testing conditions. In general, the long-term predicative validity of standardized assessments for children under the age of eight is not high. Additionally, adequate instruments do not exist to test in all domains or learning and development. Available tests primarily cover discrete components of language development, literacy, and mathematics. When standardized assessments are used, they should measure developmentally and educationally significant items and be aligned with early learning standards and program goals.

Because standardized instruments are so fallible, it is important that the measures selected meet rigorous standards of reliability and validity. Additionally, they must be administered and interpreted by trained professionals and scores should be interpreted within a broader assessment which includes information gathered from a variety of sources. Standardized assessments for young children must include enough items to

allow scores to represent a wide range of abilities and be sensitive enough to represent minor differences in skills. Assessments should be used for their intended purpose with their intended population and should be reliable, valid, and fair for that purpose; including culturally and linguistically appropriate. To some extent all standardized assessments are a measure of language, so it is critical that assessments be linguistically appropriate and that first and second language development are taken into account when selecting standardized assessment measures and interpreting the results. Lastly, standardized assessments must be administered in environments which correspond to the testing manual's specifications – usually controlled, relatively quiet areas with no distractions.

Conducting Early Childhood Assessment

Implementing comprehensive systems of early childhood assessment requires a substantial investment in training and professional development of teachers and assessors and ongoing quality checks. For effective child assessment, staff need to be educated about assessment principles and understand the limitations of standardized tests. Additionally, they need opportunities to practice classroom assessment and interpret assessment information.

All assessors of young children should be knowledgeable about both early childhood development and learning and skilled in the use of early childhood assessment measures, whether they will be using authentic or standardized assessment measures. Assessors also must have knowledge about cultural differences and their impact on development and learning. When implementing systems of authentic assessment, care should be taken to ensure that both the selected tool and the use of that tool are both reliable and valid. Additional competencies

related to objectively documenting observations and reliably interpreting those observations against recognized standards are also necessary.

Screening and Identification

Approximately 10% of all children born each year have developmental disabilities or live in environments that place them at risk for delays in learning and development. It has been clearly demonstrated that children with developmental delays who receive early identification and intervention services require less intensive services or no services at all when they are older. Early identification not only effectively promotes positive outcomes for young children and their families, but also has substantial cost benefits to our educational systems and to society. However, in special education, there is a tension between the need to identify children with disabilities early and to provide intervention and the possible harm of labeling children and subjecting them to ineffective treatments. This is complicated by the fallibility of standardized assessment instruments used to determine eligibility for special education. Screening serves as a first step in the process of identifying children who have special needs and ensuring that they receive appropriate services and interventions. Additionally, federal and state special education regulations require that LEAs have a process for identifying children with disabilities beginning at age three.

Developmental Screening

In Rhode Island, all LEAs have established developmental screening programs called Child Outreach and seek to annually screen all children, ages three through five, in the following areas: Vision, Hearing, Speech/Language Skills, Social/Emotional Development, and General Development (including, but not limited to gross and fine motor skills, language, and cognition). Developmental screening, as conducted by Child

Outreach, samples developmental tasks to determine whether a child may experience a challenge that will interfere with the acquisition of knowledge or skills. Developmental screening tests focus on a child's ability to acquire skills as opposed to other types of screening which seek to find out what skills the child has already acquired. Examples of the latter types of screening include literacy screenings and readiness testing. Screening measures should never be used as the sole measure to identify children for special services as they are limited assessments and often administered by staff who are not trained to make interpretations based on the results. Screening and diagnostic assessment measures used to determine whether a child has a disability are designed to assess a child's ability to learn and are traditionally designed to be "curriculum free" and therefore should not be used for instructional planning purposes.

Diagnostic Assessment

Although diagnostic assessment tied to eligibility determination for special education is the more common occurrence in early childhood education, increasingly, results from diagnostic assessment of early academic problems are being employed to guide instruction and intervention. The purpose of diagnostic assessment in early childhood is to identify and secure appropriate intervention services for children whose development and learning is delayed. Diagnostic assessment entails a comprehensive process that addresses specific questions about the development, knowledge and skills of young children. During diagnostic assessment, information is obtained to develop an in-depth analysis and description of a child's level of development in an area or areas of concern. This involves identifying the nature and the severity of the developmental or learning problems comprehensively and systematically. The diagnostic assessment of early academic

problems typically considers criterion-referenced, grade-level academic expectations comparing the performance of the individual child to local norms and curriculum benchmarks. The use of norm-referenced diagnostic tests that are not directly connected with the curriculum should be limited in young children. A thorough diagnostic assessment in early childhood includes the following components:

- Use of a valid, reliable tool that is implemented with fidelity
- Developmentally appropriate evaluation tasks (e.g., manipulation of toys and materials for younger children versus pictures and pencil and paper tasks)
- Use of experienced diagnosticians well-versed in child development who have experience working with young children
- Collection of information from multiple sources, including families.

The results of diagnostic assessment are used to guide targeted interventions, as well as to determine eligibility for special education services. Results of diagnostic assessments should be combined with information gathered using authentic assessment methods in a problem solving process to establish potential causality for the delay and develop intervention strategies. The individualized instructional plan stemming from this diagnostic assessment of early academic problems includes the clear articulation of goals and the monitoring plan for measuring progress. The diagnostic assessment of early academic problems should be a part of the responsive system of supports and interventions serving all students in elementary and secondary education.

Eligibility for Special Education

Eligibility determination by the evaluation team is perhaps the most common example of diagnostic

assessment in early childhood. Eligibility determination across all ages requires the development of a full and complete evaluation plan consistent with guidelines requiring assessment of the child in all areas related to the suspected disability. Procedures, methods, criteria, and timelines for determining eligibility for children ages 3 to 21 are regulated through the Rhode Island Special Education Regulations available at: http://www.ride.ri.gov/Special_Populations/State_federal_regulations/Default.aspx

The composition of the evaluation team and process for evaluation is individualized in response to the needs of the child and family. Diagnostic procedures include multiple sources of information collected over multiple points in time, with special attention to the family perspective in gathering information and interpreting results. Best practices include developmentally appropriate, evidenced based, comprehensive evaluation tools and practices administered by highly qualified professionals with expertise in early childhood development. Many young children have limited social exposure making the commitment to assessment and evaluation in a non-discriminatory, culturally and linguistically sensitive process the highest priority.

Given the challenges of standardized assessment inherent with young children, diagnostic assessment in young children relies on authentic assessment practices involving observation of children in their natural environments. While eligibility determination is a primary purpose of diagnostic assessment, the evaluation and assessment process must be embedded into a comprehensive system which guides instruction and intervention and informs the development of the Individual Education Plan.

Ascertaining Outcomes

Early childhood assessment information may be used to monitor trends in children's learning and development, inform program improvement and staff development needs, and to evaluate programs. When using assessment information for these purposes, the assessments must meet high standards of technical adequacy – observational assessments by teachers can only be used when there is sufficient information that the tool and the administration are valid and reliable. When evaluating programs, assessment data should be combined with program data that measure the overall classroom quality and teaching practices – it should not be used as the sole measure of program effectiveness. Additionally, there must be alignment between the assessment tools used for the purposes of classroom instruction and those used for program evaluation. Large scale assessments should use sampling so as not to over burden children and to protect against the potential misuse of assessment information at the individual child level. Authentic assessment measures do not meet the strict standards for technical accuracy required for high-stakes accountability purposes and therefore also should not be used as the only source of evidence when making high-stakes decisions.

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APPENDIX 29

Alignment of the Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects (Kindergarten)
With

Teaching Strategies GOLD™ Objectives for Development & Learning: Birth Through Kindergarten

DRAFT

This document aligns the standards for Kindergarten in the *Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects* with the objectives, dimensions, and indicators of the *Teaching Strategies GOLD™* assessment system.

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Common Core State Standards for English Language Arts – Kindergarten Level	Teaching Strategies GOLD™ Objectives, Dimensions, and Indicators
English Language Arts Standards	
Reading: Literature	
Key Ideas and Details	
1. With prompting and support, ask and answer questions about key details in a text.	<p>18. Comprehends and responds to books and other texts</p> <p>18a. Interacts during read-alouds and book conversations</p> <p>6. Identifies story-related problems, events, and resolutions during conversations with an adult</p>
2. With prompting and support, retell familiar stories, including key details.	<p>18. Comprehends and responds to books and other texts</p> <p>18c. Retells stories</p> <p>7 emerging to 8. Retells stories with many details about characters, events, and storylines</p>
3. With prompting and support, identify characters, settings, and major events in a story.	<p>18. Comprehends and responds to books and other texts</p> <p>18c. Retells stories</p> <p>5 emerging to 6. Retells a familiar story in proper sequence, including major events and characters</p>
Craft and Structure	
4. Ask and answer questions about unknown words in a text.	<p>8. Listens to and understands increasingly complex language</p> <p>8a. Comprehends language</p> <p>8. Responds appropriately to complex statements, questions, vocabulary, and stories</p>
5. Recognize common types of texts (e.g., storybooks, poems).	<p>17. Demonstrates knowledge of print and its uses</p> <p>17a. Uses and appreciates books</p> <p>8. Uses various types of books for their intended purposes</p>
6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	<p>17. Demonstrates knowledge of print and its uses</p> <p>17a. Uses and appreciates books</p> <p>6. Knows some features of a book (title, author, illustrator); connects specific books to authors</p>
Integration of Knowledge and Ideas	
7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	<p>18. Comprehends and responds to books and other texts</p> <p>18a. Interacts during read-alouds and book conversations</p> <p>7 emerging to 8. Reconstructs story, using pictures, text, and props; begins to make inferences and draw conclusions</p> <p>18b. Uses emergent reading skills</p> <p>7 emerging to 8. Tries to match oral language to words on page; points to words as reads; uses different strategies (e.g., sounding out words, known words, and patterns in text) to make meaning from print</p>
8. (Not applicable to literature)	

Common Core State Standards for English Language Arts – Kindergarten Level	Teaching Strategies GOLD™ Objectives, Dimensions, and Indicators
9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 7 emerging to 8. Reconstructs story, using pictures, text, and props; begins to make inferences and draw conclusions
Range of Reading and Level of Text Complexity	
10. Actively engage in group reading activities with purpose and understanding.	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 8. Reconstructs story, using pictures, text, and props; begins to make inferences and draw conclusions
Reading: Informational Text	
Key Ideas and Details	
1. With prompting and support, ask and answer questions about key details in a text.	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 6. Identifies story-related problems, events, and resolutions during conversations with an adult
2. With prompting and support, identify the main topic and retell key details of a text.	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 4. Asks and answers questions about the text; refers to pictures
3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 5 emerging to 6. Identifies story-related problems, events, and resolutions during conversations with an adult
Craft and Structure	
4. With prompting and support, ask and answer questions about unknown words in a text.	8. Listens to and understands increasingly complex language 8a. Comprehends language 7 emerging to 8. Responds appropriately to complex statements, questions, vocabulary, and stories
5. Identify the front cover, back cover, and title page of a book.	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 6. Knows some features of a book (title, author, illustrator); connects specific books to authors
6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 6. Knows some features of a book (title, author, illustrator); connects specific books to authors

Integration of Knowledge and Ideas	
7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 7 emerging to 8. Reconstructs story, using pictures, text, and props; begins to make inferences and draw conclusions 18b. Uses emergent reading skills 7 emerging to 8. Tries to match oral language to words on page; points to words as reads; uses different strategies (e.g., sounding out words, known words, and patterns in text) to make meaning from print
8. With prompting and support, identify the reasons an author gives to support points in a text.	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 7 emerging to 8. Reconstructs story, using pictures, text, and props; begins to make inferences and draw conclusions
9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	12. Remembers and connects experiences 12b. Makes connections 7 emerging to 8. Generates a rule, strategy, or idea from one learning experience and applies it in a new context
Range of Reading and Level of Text Complexity	
10. Actively engage in group reading activities with purpose and understanding.	11. Demonstrates positive approaches to learning 11a. Attends and engages 6. Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions 11b. Persists 6. Plans and pursues a variety of appropriately challenging tasks 11d. Shows curiosity and motivation 6. Shows eagerness to learn about a variety of topics and ideas
Reading: Foundational Skills	
Print Concepts	
1. Demonstrate understanding of the organization and basic features of print. <ul style="list-style-type: none"> ▪ Follow words from left to right, top to bottom, and page by page. ▪ Recognize that spoken words are represented in written language by specific sequences of letters. ▪ Understand that words are separated by spaces in print. ▪ Recognize and name all upper- and lowercase letters of the alphabet. 	16. Demonstrates knowledge of the alphabet 16a. Identifies and names letters 8. Identifies and names all upper- and lowercase letters when presented in random order 17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 4. Indicates where to start reading and the direction to follow 17b. Uses print concepts 6. Shows awareness of various features of print: letters, words, spaces, upper- and

	<p>lowercase letters, some punctuation</p> <p>17b. Uses print concepts</p> <p>8. Matches a written word with a spoken word, but it may not be the actual written word; tracks print from the end of a line of text to the beginning of the next line</p>
Phonological Awareness	
<p>2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> ▪ Recognize and produce rhyming words. ▪ Count, pronounce, blend, and segment syllables in spoken words. ▪ Blend and segment onsets and rimes of single-syllable spoken words. ▪ Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.1 (This does not include CVCs ending with /l/, /r/, or /x/.) ▪ Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. 	<p>15. Demonstrates phonological awareness</p> <p>15a. Notices and discriminates rhyme</p> <p>8. Generates a group of rhyming words when given a word</p> <p>15b. Notices and discriminates alliteration</p> <p>8. Isolates and identifies the beginning sound of a word</p> <p>15c. Notices and discriminates smaller and smaller units of sound</p> <p>4. Hears and shows awareness of separate syllables in words</p> <p>15c. Notices and discriminates smaller and smaller units of sound</p> <p>6. Verbally separates and blends onset and rime</p> <p>15c. Notices and discriminates smaller and smaller units of sound</p> <p>8. Verbally separates and blends individual phonemes in words</p>
Phonics and Word Recognition	
<p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> ▪ Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant. ▪ Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. ▪ Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). ▪ Distinguish between similarly spelled words by identifying the sounds of the letters that differ. 	<p>16. Demonstrates knowledge of the alphabet</p> <p>16b. Uses letter-sound knowledge</p> <p>4. Produces the correct sounds for 1–20 letters</p> <p>16b. Uses letter-sound knowledge</p> <p>6. Shows understanding that a sequence of letters represents a sequence of spoken sounds</p> <p>16b. Uses letter-sound knowledge</p> <p>8. Applies letter-sound correspondence when attempting to read and write</p>
Fluency	
<p>4. Read emergent-reader texts with purpose and understanding.</p>	<p>18. Comprehends and responds to books and other texts</p> <p>18b. Uses emergent reading skills</p> <p>8. Tries to match oral language to words on page; points to words as reads; uses different strategies (e.g., sounding out words, known words, and patterns in text) to make meaning from print</p>
Writing	
Text Types and Purposes	
<p>1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are</p>	<p>14. Uses symbols and images to represent something not present</p> <p>14a. Thinks symbolically</p>

<p>writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is...</i>).</p>	<p>8. Represents objects, places, and ideas with increasingly abstract symbols</p> <p>19. Demonstrates emergent writing skills</p> <p>19b. Writes to convey meaning</p> <p>6. Late invented spelling</p>
<p>2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p>	<p>14. Uses symbols and images to represent something not present</p> <p>14a. Thinks symbolically</p> <p>8. Represents objects, places, and ideas with increasingly abstract symbols</p> <p>19. Demonstrates emergent writing skills</p> <p>19b. Writes to convey meaning</p> <p>6. Late invented spelling</p>
<p>3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p>	<p>9. Uses language to express thoughts and needs</p> <p>9d. Tells about another time or place</p> <p>8. Tells elaborate stories that refer to other times and places</p> <p>14. Uses symbols and images to represent something not present</p> <p>14a. Thinks symbolically</p> <p>8. Represents objects, places, and ideas with increasingly abstract symbols</p> <p>19. Demonstrates emergent writing skills</p> <p>19b. Writes to convey meaning</p> <p>6. Late invented spelling</p>
<p>Production and Distribution of Writing</p>	
<p>4. (Begins in grade 3)</p>	
<p>5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p>	<p>11. Demonstrates positive approaches to learning</p> <p>11b. Persists</p> <p>7 emerging to 8. Plans and pursues own goal until it is reached</p> <p>11c. Solves problems</p> <p>7 emerging to 8. Thinks problems through, considering several possibilities and analyzing results</p>
<p>6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<p>28. Uses tools and other technology to perform tasks</p>
<p>Research to Build and Present Knowledge</p>	
<p>7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p>	<p>11. Demonstrates positive approaches to learning</p> <p>11d. Shows curiosity and motivation</p> <p>8. Uses a variety of resources to find answers to questions</p>
<p>8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p>12. Remembers and connects experiences</p> <p>12a. Recognizes and recalls</p> <p>7 emerging to 8. Uses a few deliberate strategies to remember information</p>
<p>9. (Begins in grade 4)</p>	

Range of Writing	
10. (Begins in grade 3)	
Speaking & Listening	
Comprehension and Collaboration	
<p>1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> ▪ Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). ▪ Continue a conversation through multiple exchanges. <p>2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>	<p>10. Uses appropriate conversational and other communication skills</p> <p>10a. Engages in conversations</p> <p>8. Engages in complex, lengthy conversations (five or more exchanges)</p> <p>10b. Uses social rules of language</p> <p>8. Uses acceptable language and social rules during communication with others</p> <p>8. Listens to and understands increasingly complex language</p> <p>8a. Comprehends language</p> <p>8. Responds appropriately to complex statements, questions, vocabulary, and stories</p> <p>11. Demonstrates positive approaches to learning</p> <p>11d. Shows curiosity and motivation</p> <p>8. Uses a variety of resources to find answers to questions</p>
Presentation of Knowledge and Ideas	
<p>4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>5. Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>6. Speak audibly and express thoughts, feelings, and ideas clearly.</p>	<p>12. Remembers and connects experiences</p> <p>12a. Recognizes and recalls</p> <p>6. Tells about experiences in order, provides details, and evaluates the experience; recalls 3 or 4 items removed from view</p> <p>14. Uses symbols and images to represent something not present</p> <p>14a. Thinks symbolically</p> <p>8. Represents objects, places, and ideas with increasingly abstract symbols</p> <p>9. Uses language to express thoughts and needs</p> <p>9b. Speaks clearly</p> <p>8. Pronounces multisyllabic or unusual words correctly</p>
Language	
Conventions of Standard English	
<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> ▪ Print many upper- and lowercase letters. ▪ Use frequently occurring nouns and verbs. ▪ Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). ▪ Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). 	<p>9. Uses language to express thoughts and needs</p> <p>9c. Uses conventional grammar</p> <p>8. Uses long, complex sentences and follows most grammatical rules</p> <p>19. Demonstrates emergent writing skills</p> <p>19a. Writes name</p> <p>6. Accurate name</p> <p>19b. Writes to convey meaning</p> <p>6. Late invented spelling</p>

<ul style="list-style-type: none"> ▪ Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). ▪ Produce and expand complete sentences in shared language activities. <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> ▪ Capitalize the first word in a sentence and the pronoun I. ▪ Recognize and name end punctuation. ▪ Write a letter or letters for most consonant and short-vowel sounds (phonemes). ▪ Spell simple words phonetically, drawing on knowledge of sound-letter relationships. 	<p>21. Explores and describes spatial relationships and shapes</p> <p>21a. Understands spatial relationships</p> <p>6. Uses and responds appropriately to positional words indicating location, direction, and distance</p> <p>19. Demonstrates emergent writing skills</p> <p>19b. Writes to convey meaning</p> <p>6. Late invented spelling</p>
Knowledge of Language	
3. (Begins in grade 2)	
Vocabulary Acquisition and Use	
<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <ul style="list-style-type: none"> ▪ Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck). ▪ Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word. 	<p>9. Uses language to express thoughts and needs</p> <p>9a. Uses an expanding expressive vocabulary</p> <p>8. Incorporates new, less-familiar or technical words in everyday conversations</p>
<p>5. With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> ▪ Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. ▪ Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). ▪ Identify real-life connections between words and their use (e.g., note places at school that are colorful). ▪ Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings. 	<p>8. Listens to and understands increasingly complex language</p> <p>8a. Comprehends language</p> <p>7 emerging to 8. Responds appropriately to complex statements, questions, vocabulary, and stories</p> <p>12. Remembers and connects experiences</p> <p>12b. Makes connections</p> <p>7 emerging to 8. Generates a rule, strategy, or idea from one learning experience and applies it in a new context</p> <p>13. Uses classification skills</p> <p>7 emerging to 8. Groups objects by more than one characteristic at the same time; switches sorting rules when asked, and explains the reasons</p>
<p>6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<p>9. Uses language to express thoughts and needs</p> <p>9a. Uses an expanding expressive vocabulary</p> <p>8. Incorporates new, less-familiar or technical words in everyday conversations</p>

APPENDIX 30

Alignment of the Common Core State Standards for Mathematics (Kindergarten)
With
Teaching Strategies GOLD™ Objectives for Development & Learning: Birth Through Kindergarten

This document aligns the standards for Kindergarten in the *Common Core State Standards for Mathematics* with the objectives, dimensions, and indicators of the *Teaching Strategies GOLD™* assessment system.

References

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- National Governors Association Center for Best Practices, & Council of Chief State School Officers. (2010). *Common core state standards for mathematics*. Washington, DC: Author. Retrieved June 24, 2010, from http://www.corestandards.org/assets/CCSSI_Math%20Standards.pdf

Common Core State Standards for Mathematics	Teaching Strategies GOLD™ Objectives, Dimensions, and Indicators
Mathematics Standards	
Counting & Cardinality	
Know number names and the count sequence.	
1. Count to 100 by ones and by tens.	20. Uses number concepts and operations 20a. Counts 8. Uses number names while counting to 100; counts 30 objects accurately; tells what number comes before and after a specified number up to 20
2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	20. Uses number concepts and operations 20a. Counts 8. Uses number names while counting to 100; counts 30 objects accurately; tells what number comes before and after a specified number up to 20
3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).	20. Uses number concepts and operations 20c. Connects numerals with their quantities 8. Identifies numerals to 20 by name and connects each to counted objects
Count to tell the number of objects.	
4. Understand the relationship between numbers and quantities; connect counting to cardinality. <ul style="list-style-type: none"> ▪ When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. ▪ Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. ▪ Understand that each successive number name refers to a quantity that is one larger. 	20. Uses number concepts and operations 20a. Counts 4. Verbally counts to 10; counts up to five objects accurately, using one number name for each object 6. Verbally counts to 20; counts 10–20 objects accurately; knows the last number states how many in all; tells what number (1–10) comes next in order by counting 8. Uses number names while counting to 100; counts 30 objects accurately; tells what number comes before and after a specified number up to 20
5. Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.	20. Uses number concepts and operations 20b. Quantifies 8. Uses a variety of strategies (counting objects or fingers, counting on, or counting back) to solve problems with more than 10 objects

Compare numbers.	
6. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.	20. Uses number concepts and operations 20b. Quantifies 6. Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many
7. Compare two numbers between 1 and 10 presented as written numerals.	20. Uses number concepts and operations 20c. Connects numerals with their quantities 8. Identifies numerals to 20 by name and connects each to counted objects
Operations & Algebraic Thinking	
Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	
1. Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.	20. Uses number concepts and operations 20b. Quantifies 8. Uses a variety of strategies (counting objects or fingers, counting on, or counting back) to solve problems with more than 10 objects
2. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.	20. Uses number concepts and operations 20b. Quantifies 6. Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many
3. Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).	20. Uses number concepts and operations 20b. Quantifies 6. Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many
4. For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.	20. Uses number concepts and operations 20b. Quantifies 6. Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many

<p>5. Fluently add and subtract within 5.</p>	<p>20. Uses number concepts and operations 20b. Quantifies 4. Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts</p>
<p>Number & Operations in Base Ten</p>	
<p>Work with numbers 11-19 to gain foundations for place value.</p>	
<p>1. Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (such as $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.</p>	<p>20. Uses number concepts and operations 20b. Quantifies 8. Uses a variety of strategies (counting objects or fingers, counting on, or counting back) to solve problems with more than 10 objects</p>
<p>Measurement & Data</p>	
<p>Describe and compare measurable attributes.</p>	
<p>1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.</p>	<p>22. Compares and measures 8. Uses measurement words and some standard measurement tools accurately; uses ordinal numbers from <i>first to tenth</i></p>
<p>2. Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference. <i>For example, directly compare the heights of two children and describe one child as taller/shorter.</i></p>	<p>22. Compares and measures 8. Uses measurement words and some standard measurement tools accurately; uses ordinal numbers from <i>first to tenth</i></p>
<p>Classify objects and count the number of objects in each category.</p>	
<p>3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.</p>	<p>13. Uses classification skills 8. Groups objects by more than one characteristic at the same time; switches sorting rules when asked, and explains the reasons</p>
<p>Geometry</p>	
<p>Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).</p>	
<p>1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as <i>above, below, beside, in front of, behind, and next to.</i></p>	<p>21. Explores and describes spatial relationships and shapes 21a. Understands spatial relationships 6. Uses and responds appropriately to positional words indicating location, direction, and distance 21b. Understands shapes 6. Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation</p>

<p>2. Correctly name shapes regardless of their orientations or overall size.</p>	<p>21. Explores and describes spatial relationships and shapes</p> <p>21b. Understands shapes</p> <p>8. Shows that shapes remain the same when they are turned, flipped, or slid; breaks apart or combines shapes to create different shapes and sizes</p>
<p>3. Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).</p>	<p>21. Explores and describes spatial relationships and shapes</p> <p>21b. Understands shapes</p> <p>8. Shows that shapes remain the same when they are turned, flipped, or slid; breaks apart or combines shapes to create different shapes and sizes</p>
<p>Analyze, compare, create, and compose shapes.</p>	
<p>4. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length).</p>	<p>21. Explores and describes spatial relationships and shapes</p> <p>21b. Understands shapes</p> <p>8. Shows that shapes remain the same when they are turned, flipped, or slid; breaks apart or combines shapes to create different shapes and sizes</p>
<p>5. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.</p>	<p>21. Explores and describes spatial relationships and shapes</p> <p>21b. Understands shapes</p> <p>8. Shows that shapes remain the same when they are turned, flipped, or slid; breaks apart or combines shapes to create different shapes and sizes</p>
<p>6. Compose simple shapes to form larger shapes. <i>For example, “Can you join these two triangles with full sides touching to make a rectangle?”</i></p>	<p>21. Explores and describes spatial relationships and shapes</p> <p>21b. Understands shapes</p> <p>8. Shows that shapes remain the same when they are turned, flipped, or slid; breaks apart or combines shapes to create different shapes and sizes</p>