Transforming Education in Rhode Island

The Race to the Top Opportunity

Race to the Top Steering Committee Meeting

February 13, 2012

The contents of this presentation were developed under a Race to the Top grant from the U.S. Department of Education. However, those contents do not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal Government.
Agenda

I. Report-Out from National Race to the Top Meeting

II. Progress Review
   • Progress to date
   • Upcoming projects and milestones
   • Budget

III. Race to the Top Early Learning Challenge

IV. Wrap-Up
Report-Out from National Race to the Top Meeting
January 12-13, 2012
Progress Review: Work to Date

• Halfway through Year Two

• Well into implementation:
  – Study of the Standards
  – Model Curriculum Development
  – Educator Evaluation
  – New Teacher Induction
  – Redesigning support services to persistently low-achieving schools

• By the numbers:
  – Approximately 4,000 teachers have engaged in Study of the Standards
  – Approximately 85% of evaluators trained
  – 17 induction coaches support approximately 278 beginning teachers this year and provide on average 75-90 minutes of targeted feedback each week

• Increased collaboration and engagement around the work
Progress Review:
Upcoming Milestones and Projects

• Data systems development, training, and roll-out:
  – Instructional Management System
  – Educator Performance and Support System
  – Certification Data System

• Refinement of the Rhode Island Model educator evaluation system with full implementation beginning next school year

• Accelerating supports to persistently low-achieving schools

• Virtual learning math modules development and roll-out
Progress Review: Budget

• Race to the Top Year One
  – Set foundation for the work
  – Set up budgets for the districts
  – Hired personnel
  – Obtained contractual services to support systems development
Progress Review: Budget

• Today
  – Districts are accessing their allocated funds to support training and other approved local activities.
  – Contracts are in place.
  – Personnel have been hired.
  – Year Two projected spending is on track.
  – Budgets have been revised to better support districts’ implementation of the work.
Progress Review: Budget

• Themes Behind Budget Changes:
  – Ensuring the greatest possible support to districts
    • Providing Intermediary Service Providers to districts through an alternative approach
    • Increasing number of induction coaches to support more beginning teachers in districts
    • Creating more tools, guidance materials, and other supports for educator evaluation; more support to early adopter districts
    • Providing infrastructure supports for data systems
  – Sought efficiencies with contractors on design of systems
  – Achieved significant savings in personnel
# Progress Review: Budget

## State Education Agency

<table>
<thead>
<tr>
<th>System of Support</th>
<th>RTTT Approved Budget</th>
<th>Revised RTTT Budget</th>
<th>Variance</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standards and Curriculum</td>
<td>$4,729,535</td>
<td>$5,103,396</td>
<td>$373,861</td>
<td>Greater support for ISPs</td>
</tr>
<tr>
<td>Educator Effectiveness</td>
<td>$10,466,493</td>
<td>$10,886,723</td>
<td>$420,230</td>
<td>Enhancing support to the districts in RI</td>
</tr>
<tr>
<td>Instructional Improvement Systems</td>
<td>$7,206,537</td>
<td>$5,471,346</td>
<td>$(1,735,191)</td>
<td>Vendor contracts for formative and interim assessments yielded significant savings as a result of competitive bid processes</td>
</tr>
<tr>
<td>Human Capital Development</td>
<td>$4,331,450</td>
<td>$4,438,599</td>
<td>$107,148</td>
<td>Greater support for principals and leaders for persistently low-achieving (PLA) schools</td>
</tr>
<tr>
<td>School Transformation and Innovation</td>
<td>$4,093,253</td>
<td>$4,207,959</td>
<td>$114,706</td>
<td>Providing support to the additional PLA schools</td>
</tr>
<tr>
<td></td>
<td><strong>Subtotal</strong></td>
<td></td>
<td><strong>(719,246)</strong></td>
<td>Personnel savings due to delays in hiring</td>
</tr>
<tr>
<td>Other Investments</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>State and Local Capacity</td>
<td>$6,672,729</td>
<td>$7,391,977</td>
<td>$719,248</td>
<td>RTTT coordination and professional learning community grants</td>
</tr>
<tr>
<td></td>
<td><strong>Total RTTT Budget</strong></td>
<td></td>
<td><strong>0</strong></td>
<td></td>
</tr>
</tbody>
</table>
## Progress Review: Budget
### State Education Agency

### RTTT Revised Budget by Category of Expenditure

<table>
<thead>
<tr>
<th>Category</th>
<th>Approved RTTT Budget</th>
<th>Revised RTTT Budget</th>
<th>Variance</th>
<th>Explanations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personnel</td>
<td>$9,706,084</td>
<td>$7,044,357</td>
<td>$(2,661,727)</td>
<td>Due to delays in hiring difficult to recruit positions.</td>
</tr>
<tr>
<td>Operations</td>
<td>$3,209,217</td>
<td>$3,871,267</td>
<td>$662,050</td>
<td>Increase in supplies, travel for ISPs and induction coaches, equipment and PD support.</td>
</tr>
<tr>
<td>Consultants</td>
<td>$19,773,786</td>
<td>$20,266,289</td>
<td>$492,503</td>
<td>Enhancing support to the districts in RI Model implementation.</td>
</tr>
<tr>
<td>Grants</td>
<td>$4,810,913</td>
<td>$6,318,086</td>
<td>$1,507,173</td>
<td>Additional funding for curriculum development, early adoption of RI Model, new PLA schools and involved charter schools.</td>
</tr>
</tbody>
</table>

**Total** | $37,500,000            | $37,500,000         | $(0)            |
Questions?
A $500 million federal competitive grant program that helps states build more efficient and effective early learning systems for young children—infants, toddlers & preschoolers—and their families.

Focus is on improving, linking & aligning systems to improve access to high-quality programs for children with high needs.

“Challenge states to build a coordinated system of early learning and development that ensures 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.”
How It Works:
Timeline and Funding Levels

- Grant period: December 31, 2011 to December 31, 2015

- Funding Levels: (based on population of low-income young children)
  - Up to $100 million CA, FL, NY, TX
  - Up to $70 million AZ, GA, IL, MI, NC, OH, PA
  - Up to $60 million AL, CO, IN, KY, LA, MO, NJ, OK, PR, SC, TN, VA, WA, WI
  - Up to $50 million AK, AR, CT, DE, DC, HI, ID, IA, KS, ME, MD, MA, MN, MS, MT, NE, NH, NM, NV, ND, OR, RI, SD, UT, VT, WV, WY

- RI was awarded the full $50 million!
Early Learning Challenge: Five Levers of Change

States committed to improving the quality of their early learning and development programs through five key levers of change.

1. **Successful State Systems** that include: demonstrated commitment to early learning and development; rationale for reform; aligned and coordinated system; and sustainable budget.

2. **High-Quality, Accountable Programs** with a statewide, validated QRIS and access to high-quality programs for children with high needs.

3. **Promoting Early Learning and Development Outcomes for Children** through early learning and development standards, comprehensive assessment systems, developmental screening and addressing health, behavioral, and developmental needs and family engagement.

4. **A Great Early Childhood Education Workforce** that includes a clear ladder of knowledge and competencies and support for providers to move up that ladder.

5. **Measuring Outcomes and Progress** including kindergarten entry assessment and/or building an early learning data system.
Children in Rhode Island will enter kindergarten with a strong foundation for learning as a result of access to high-quality early learning and development programs staffed with effective early childhood educators.
Successful State Systems

- Builds upon RI’s strong history of interagency collaboration and public-private partnerships
- Early Learning Council will provide leadership to grant implementation to ensure cross-sector and cross-departmental coordination
- Reform plan builds on existing investments and initiatives
- Budget that balances program improvement/workforce support with system development and demonstrates sustained commitments with existing resources
- 73 Letters of Support from a wide range of stakeholders
High-Quality, Accountable Programs

- Aligned quality rating and improvement program standards (DCYF licensing, BrightStars, RIDE Approval), application processes, and measurement strategies
- Participation in the revised QRIS by all licensed center, family child care homes, and public school programs serving preschoolers
- Increased frequency of routine licensing inspections for family child care homes
- Program improvement grants to support advancement in BrightStars
- Focused technical assistance to support advancement in BrightStars
- Tiered quality incentive payments tied to quality levels in BrightStars for programs serving low-income children receiving a child care subsidy
Promoting Early Learning and Development Outcomes for Children

- Strengthen, revise, and align Early Learning Standards for preschoolers
- Develop aligned Early Learning Standards for infants and toddlers
- Expand professional development opportunities supporting the use of RI Early Learning Standards
- Strengthen, expand, and align developmental screening for children
- Expand the use of statewide formative child assessment system (Teaching Strategies GOLD)
- Expand professional development focused on child assessment and use of data/Teaching Strategies GOLD to inform instruction
A Great Early Childhood Education Workforce

- Develop Workforce Knowledge and Competency frameworks for all sectors of the workforce
- Develop/purchase high-quality professional development opportunities aligned with Workforce Knowledge and Competency frameworks
- Expand access to aligned, high-quality professional development
- Align workforce credentials and higher education degrees with Workforce Knowledge and Competency frameworks
- Expand access to higher education with scholarships
Measuring Outcomes and Progress

- Develop a statewide Kindergarten Entry Assessment aligned with Early Learning Standards
- Develop a cross-departmental shared Early Learning Data System
Questions?
• Our next meeting is scheduled for Monday, May 7th.
  – What should be our focus?

• Thank you!