



**Rhode Island
Department
of Education**



Rhode Island Department of Education Evidence Based Early Childhood Best Practices Toolkit

**Guidance Document 2: Options for Using Title Funding to Support
Early Learning**

Introduction

The Rhode Island Department of Education has developed this Toolkit to assist districts with identifying evidence-based early childhood best practices. A team of stakeholders working across state agencies, Head Start's, public schools, has developed these documents, and community-based agencies. These resources may assist with making ESEA Title funding decisions and with demonstrating the sufficient levels of evidence for their funded strategy.

This document is the second in the series. The first, titled "Guidance Document 1: An Overview of How to Use the Toolkit" provides an overview of the materials. "Guidance Document 2: Options for Using Title Funding to Support Early Learning" have been developed to provide a concise list of the evidenced based programs and initiatives in the state, as well as to provide resources and helpful links to understand and explore these resources further. The below list, has been developed using the [Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments](#) resource. Using this guidance, an evidence-based intervention is a strategy or intervention that demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes. Additionally, according to the federal law, there are four defined levels of evidence:

- Strong evidence from at least one well-designed and well-implemented experimental study;
- Moderate evidence from at least one well-designed and well-implemented quasi-experimental study; or
- Moderate evidence from at least one well-designed and well implemented correlational study with statistical controls for selection bias; or
- Demonstrates a rationale based on high-quality research findings or positive evaluation that such activity, strategy, or intervention which is likely to improve student outcomes or other relevant outcomes.

The table below provides the level of evidence, using the above definitions, for each identified evidence based best practice. It is suggested that the Toolkit be reviewed electronically, so as to best access the enclosed links and resources. Please note, this is by no means an exhaustive list, instead, the below is intended to provide a concise listing of key practices for consideration.

	Evidence Based Practice	Level of Evidence	Resources
Early Childhood Programs	<p>State Pre-K Model</p> <p>EC Kindergarten Transition Toolkit*</p> <p>Head Start</p> <p>Early Head Start**</p>	<p>Moderate Evidence</p> <p>Demonstrates a Rationale</p> <p>Strong Evidence</p> <p>Strong Evidence</p>	<p>RIDE State Pre-K Website</p> <p>CECE Standards</p> <p>BrightStars</p> <p>Early Childhood Environmental Rating Scale (ECERS-R)</p> <p>Classroom Assessment Scoring System (CLASS)</p> <p>The Current State of Scientific Knowledge on Pre-Kindergarten Effects</p> <p>Guidance Document</p> <p>Office of Head Start</p> <p>Rhode Island Head Start Association</p> <p>Head Start Evidence Based Report</p>
Curricula	<p>Rhode Island 2015 Curricula Aligned to the Early Learning and Development Standards</p> <p>WIDA A Theoretical Framework for Early English Language Development (E-ELD) Standards for Dual Language Learners</p> <p>Preschool Curriculum Consider Report</p> <p>Language and Literacy Consumer Report</p> <p>Social and Emotional Consumer Report</p>	<p>Level of Evidence Varies By Curricula</p>	<p>Early Childhood Knowledge and Learning Center- Curriculum</p> <p>WIDA Bulletin</p>

	Mathematics Consumer Report		
Child Screenings and Assessments	Rhode Island 2015 Curricula Aligned to the Early Learning and Development Standards Preschool Curriculum Consider Report	Level of Evidence Varies by Curricula	Early Childhood Knowledge and Teaching Center- Child Assessment Screening Dual Language Learners in Early Childhood Programs: A Guide for Program Leaders Policy Statement on Supporting the Development of Children Who Are Dual Language Learners in Early Childhood
Parent and Family Engagement	RIELDS Family Fun Activities Parents as Teachers Healthy Families America Nurse Family Partnerships Reach Out and Read Early Head Start**	Demonstrates a Rationale Strong Evidence Strong Evidence Strong Evidence Strong Evidence Strong Evidence	Title I Parent and Family Engagement Toolkit Parents as Teachers Healthy Families America Nurse Family Partnership Reach Out and Read Home Visiting Evidence of Effectiveness Head Start Early Childhood Learning and Knowledge Center Colorin Colorado
Coaching and Professional Development	Incredible Years Practice Based Coaching RIELDS Professional Development Trauma Informed Care	Strong Evidence Demonstrates a Rationale Demonstrates a Rationale Strong Evidence	National Registry of Evidence Based Programs Early Childhood Learning and Knowledge System RIELDS website Helping Young Children Who Have Experienced Trauma WestEd

	Program for Infant and Toddler Caregivers (PITC)	Moderate Evidence	A Guide to Itinerant Early Childhood Special Education Services
	Itinerant Professional Development	Moderate Evidence	
	My Teaching Partner	Strong Evidence	
	WIDA Workshops		
			Dual Language Learners Toolkit

*Early head Start is both an Educational Program, as well as a Family Visiting program so it is listed under both sections.

**Transitions are a requirement of the law.