Transforming Education in Rhode Island

The Race to the Top Opportunity

Race to the Top Steering Committee Meeting

February 13, 2012
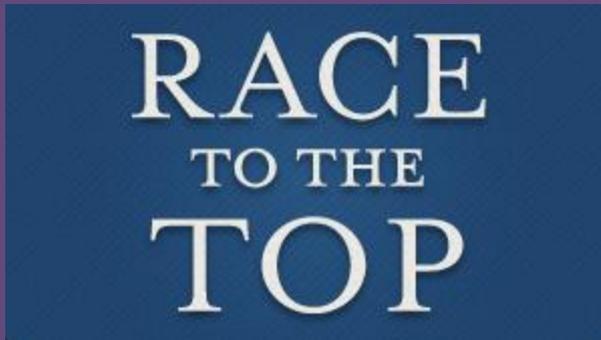
Agenda

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

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

System of Support	RTTT Approved Budget	Revised RTTT Budget	Variance	Explanation
Standards and Curriculum	$ 4,729,535	$ 5,103,396	$ 373,861	Greater support for ISPs
Educator Effectiveness	$ 10,466,493	$ 10,886,723	$ 420,230	Enhancing support to the districts in RI Model implementation
Instructional Improvement Systems	$ 7,206,537	$ 5,471,346	$ (1,735,191)	Vendor contracts for formative and interim assessments yielded significant savings as a result of competitive bid processes
Human Capital Development	$ 4,331,450	$ 4,438,599	$ 107,148	Greater support for principals and leaders for persistently low-achieving (PLA) schools
School Transformation and Innovation	$ 4,093,253	$ 4,207,959	$ 114,706	Providing support to the additional PLA schools
Subtotal	**$ 30,827,269**	**$ 30,108,023**	**$ (719,246)**	Personnel savings due to delays in hiring
Other Investments				
State and Local Capacity	$ 6,672,729	$ 7,391,977	$ 719,248	RTTT coordination and professional learning community grants
Total RTTT Budget	**$ 37,500,000**	**$ 37,500,000**	**$ 0**	

Progress Review: Budget
State Education Agency

RTTT Revised Budget by Category of Expenditure

Category	Approved RTTT Budget	Revised RTTT Budget	Variance	Explanations
Personnel	$ 9,706,084	$ 7,044,357	$ (2,661,727)	Due to delays in hiring difficult to recruit positions.
Operations	$ 3,209,217	$ 3,871,267	$ 662,050	Increase in supplies, travel for ISPs and induction coaches, equipment and PD support.
Consultants	$ 19,773,786	$ 20,266,289	$ 492,503	Enhancing support to the districts in RI Model implementation.
Grants	$ 4,810,913	$ 6,318,086	$ 1,507,173	Additional funding for curriculum development, early adoption of RI Model, new PLA schools and involved charter schools.
Total	**$ 37,500,000**	**$ 37,500,000**	**$ (0)**	

Questions?

Race to the Top
Early Learning Challenge

❖ 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.

Theory of Action

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?

Wrap-Up

- Our next meeting is scheduled for Monday, May 7th.

    – What should be our focus?

- Thank you!