

# THE ROAD TO UNIVERSAL PRE-K IN RHODE ISLAND 2019 🗘

### CONTENTS:

The Vision 3 The Value 5 The Current State 6 The Plan 7 The Investment 8 The Road Ahead 9

# Improving Rhode Island Educational Outcomes through Universal Pre-K

# 

Double 3rd grade reading proficiency by 2025

# 

Expand access to <u>high-quality</u> Pre-K by adding nearly 6,000 seats to achieve Universal Pre-K

# OBJECTIVES

**Maintain** high quality

- Employ a mixed-delivery model of classrooms in public schools, child care centers, and Head Start centers
- **Enhance** the birth-to-5-year-old system

# CURRENT STATE 1080 PHASE +540 PHASE +5380 1080

A 2-phased approach to Pre-K expansion



### VISION VALUE CURRENT STATE PLAN INVESTMENT ROAD AHEAD

# Defining High Quality Pre-K

# SCHOOL YEAR: 6 HOURS/DAY, 180 DAYS/YEAR

### TEACHING

20

Teacher with a Bachelor's degree Teaching assistant with specialized training Annual observation and coaching 20 hours professional development (per person, per year)

# STUDENTS

- Up to 20 students per classroom
  - Developmental screening
  - Consistent, rigorous,
  - age-appropriate curriculum
  - Kindergarten readiness inventory

## FACILITIES

- At least 700 sq. ft. indoor space (excluding bathroom)
- Access to 2 sinks
- Access to a bathroom with 2 toilets
- Natural light
- At least 1500 sq. ft. of outdoor playground space accessible from classroom

Life Skills

Adequate parking for families

High-quality Pre-K engages families, nurtures the whole child, and prepares students for Kindergarten, elementary school, and beyond

VISION VALUE CURRENT STATE PLAN INVESTMENT ROAD AHEAD

# The Power of Pre-K

# FEW STATE POLICIES YIELD AS OVERWHELMING AND OBVIOUS A RETURN ON INVESTMENT AS UNIVERSAL PRE-K:

- Pre-K is the greatest predictor of gains in 3rd grade reading proficiency<sup>1</sup>
- High-quality Pre-K has a lasting effect, with persistent boosts in socio-emotional skills and later-life effects<sup>2</sup>
- Pre-K is most advantageous to those most in need, including ELLs, children with disabilities, and children in poverty<sup>2</sup>
- Pre-K returns a range of \$2 to \$17 per dollar invested<sup>3</sup>

### Long-term economic benefits of Pre-K



### NOTES

\*Return calculated using present discounted value (PDV).

- 1. Center for Public Education. http://www.centerforpubliceducation.org/research/starting-out-right-pre-k-and-kindergarten. Accessed 1/14/2019.
- 2. Heckman. http://heckmanequation.org/resource/early-childhood-education-quality-and-access-pay-off/. Accessed 1/14/2019.
- 3. Karoly, L The economic returns to early childhood education. https://files.eric.ed.gov/fulltext/EJ1118537,pdf. Accessed 1/14/2019.

ELLs, English language learners.

# The Current State of Pre-K in Rhode Island

### PAST ACCOMPLISHMENTS

- □ Race to the Top Expansion
- □ Preschool Development Grant
- □ Tiered reimbursement for child care rates, based on quality

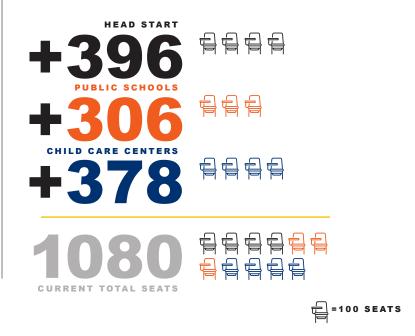
## COLLABORATION

- □ State agencies: Identify and engage ways to serve high needs students
- Outside agencies: Measure quality, provide professional development and technical assistance (RI KIDS Count, BrightStars, CELP)

## **COMMITMENT TO QUALITY**

□ As a result of our collective effort and engagement to date, **Rhode Island is one of only 3 states to meet all 10 NIEER** requirements

# **CURRENT STATE:** A mixed-delivery model helps ensure equitable access to Pre-K across the state



NOTES CELP, Center for Early Learning Professionals; NIEER, National Institute for Early Education Research. 1. US News. https://www.usnews.com/news/best-states/rhode-island. Accessed 1/15/2019. Rhode Island received a Top Ten Pre-K rating by US News<sup>1</sup>



# PHASE I: 2019-2020

# **INITIATIVES**

- Add new Pre-K classrooms in public schools, Head Start Centers, and child care centers
- Allow current Pre-K classrooms to serve up to 20 students where appropriate
- Provide Head Start expansion grants to convert half-day to full-day and improve quality
- Invest in existing CCAP providers to match quality standards to state Pre-K standards

### **ENABLERS**

- Utilize resources from CCAP Tiered Reimbursement
- Implement a Kindergarten readiness inventory that is calibrated and meaningful across the state
- Expand BrightStars capacity
- Maximize 2018 federal PDG funding
- Lay the groundwork for Phase II

# -540 SEATS

# Summarizing Phase I Costs and Resources

FUNDING SOURCES	OBJECTIVE	FY20 DOLLAR AMOUNT
NEW STATE INVESTMENT	<ul> <li>Leverage existing infrastructure to add 540 seats in the 2019-20 school year</li> <li>Prepare for long-term, systemic expansion in subsequent years</li> </ul>	\$4.25M \$10M in new
NEW STATE INVESTMENT	<ul> <li>Assume state ownership for sun-setting 2014 PDG scale-up funds</li> </ul>	\$5.75M <sup>state</sup>
EXISTING STATE FUNDING	Maintain current state funding for existing 1,080 seats	\$6.4M
NEW FEDERAL PRESCHOOL DEVELOPMENT GRANT	Analyze existing birth-to-5-year-old system and strategize for Pre-K expansion and increased quality in early childhood services	\$4.2M

# Key Opportunities and Action Items

GROWTH OPPORTUNITY	KEY ACTION ITEMS	
GOVERNANCE	<ul> <li>Design a sustainable system of governance to focus on quality, incorporate core responsibilities of different agencies, and scale to handle oversight of Pre-K classrooms</li> <li>Align quality standards across the mixed-delivery system</li> </ul>	
WORKFORCE	Collaborate with training organizations and employers to support development, training, and continuous improvement of Pre-K directors, teachers, teaching assistants, and other relevant human resources	
FACILITIES	Utilize available spaces for Pre-K classrooms, and work with state agencies, local education agencies, child care centers, Head Start centers, and others to build, furnish, and maintain suitable classrooms and outdoor spaces for Pre-K students	
FAMILY ENGAGEMENT	Expand awareness and demand for state Pre-K through coordination of branding, messaging, and messengers	

# Next Steps Towards Universal Pre-K

# PHASE I: ADD AT LEAST 540 HIGH-QUALITY SEATS

# PHASE II PLANNING AND EXECUTION

# ONGOING COMMUNITY ENGAGEMENT AND COLLABORATION:

- Education professionals
- State and outside agencies
- Public and private sectors
- Advocacy partners
- Current and potential providers
- Rhode Island families
- Everyone invested in a bright future for Rhode Island and its earliest learners

Governor Raimondo's commitment: Every child deserves a shot at a bright future, and nothing prepares a child for their future better than high-quality education



