Scope of Work
2012 - Rhode Island - SEA
PR Award #: S412A120033

Project Plan Version: Baseline

Effective Date: 7/18/2012

Code	Outcomes and Subtasks	Start Date	End Date

Project #1: Overall Grants Management

Overall State RTT-ELC Goals: Rhode Island's goals are to 1) Align and measure tiered quality program standards for all early-learning programs by using the BrightStars Quality Rating and Improvement System as the state's Tiered Quality Rating and Improvement System with linkages to Department of Children, Youth, and Families (DCYF) child-care licensing and Rhode Island Department of Education (RIDE) Comprehensive Early Childhood Education Program Approval; building the capacity of state systems (BrightStars, DCYF, and RIDE) to measure and monitor the quality of all early-learning programs; and validating the effectiveness of the BrightStars system by working with an independent evaluator, 2) Improve the quality of early-learning programs by developing and implementing tiered quality-incentive payments through the Child Care Assistance Program with higher rates paid to higher-quality programs; providing focused technical assistance to align quality-improvement resources to address the program-improvement goals of early-learning programs; and strengthening and expanding the resources available to programs to support continuous quality improvement, 3) Improve the knowledge and competencies of the early-learning workforce by completing the development of Workforce Knowledge and Competency (WKC) frameworks for remaining sectors of the early-learning workforce; collecting and publicly reporting aggregated data on early-childhood educator development, advancement, and retention (workforce study); increasing the availability and accessibility of high-quality professional development opportunities that are aligned with the WKC frameworks; and supporting professional improvement and career advancement along the articulated career pathway in the WKC framework by increasing access to higher education, 4) Use early-learning and development standards by developing a set of high-quality B-5 early-learning and development standards and accelerating the widespread use of the new early learning and development standards, 5) Develop and support effective early-childhood assessment by providing professional-development opportunities aligned with WKC frameworks to support improved knowledge and competencies in early-childhood assessment; supporting the use of common, developmentally appropriate, valid, and reliable developmental-screening instruments statewide; increasing the numbers of children ages birth through five who are regularly screened; increasing access to follow-up services in urban communities for children so as to support the learning and development of children with high needs; using Teaching Strategies GOLD in all programs receiving state or federal education funding; incentivizing the use of Teaching Strategies GOLD for private programs by incorporating these programs under the state license; and piloting a kindergarten entry assessment by the school year 2014-15, and 6) Develop and use a cross-departmental early learning data system.

Narrative: The Lead Agency for Rhode Island's Race to the Top Early Learning Challenge Grant is the RI Department of Education (RIDE), and the Participating State Agencies are the RI Department of Human Services (DHS), the RI Department for Children, Youth, and Families (DCYF), the Executive Office of Health and Human Services (EOHHS), and the RI Department of Health (HEALTH). The RI Early Learning Council will provide leadership and oversight to the grant implementation to ensure the development of cross-sector and cross-departmental systems and programs. Under the auspices of the Council, a wide variety of leaders from the early learning and development communities participated in the development of the grant proposal, and will have input into the ongoing implementation of the grant. The Early Learning Council Work Group will provide input on projects and policies related to the grant and ensure integration across project areas. Core Project Management Teams will carry out the work outlined in the Scope of Work. Each will be led by the state-agency staff designated in the Scope of Work and will include a representative from a corresponding Early Learning Council Sub-Committee. Each Participating State Agency will have the authority to make decisions for the programs and services that fall under the jurisdiction of their agency. Each Core Project Management Team will also include local and national experts for policy guidance as needed and state staff to carry out activities in the Scope of Work. They will seek input and feedback from, and regularly report out to, the corresponding Council Sub-Committee(s). Early Learning Council Sub-Committees will take the lead on providing stakeholder and public input to the Core Project Management Teams as they embark upon their work, and in providing feedback and guidance throughout. The Council will use a consensus style to recommend policy decisions to help ensure the effective implementation of the grant. If disputes arise, the issue will go to the Participating State Agency directors and the Co-Chairs of the Early Learning Council for shared discussion, further input as needed, and resolution. The State Department Directors have a collaborative style of operating, with three of the participating State agencies all falling under the Executive Office of Health and Human Services. Inter-departmental disputes related to the implementation of Rhode Island's plan under this grant are not anticipated, but if they arise will be resolved by the Commissioner of Education and the Secretary of OHHS. Throughout the grant, at the direction of the Co-Chairs, the Early Learning Council will ensure public updates on the progress of the grant and send representatives of the Council to periodically meet with important groups and associations. Council Sub-Committee Co-Chairs will report out at the quarterly Council meetings. Final products/policies will be reviewed by the Early Learning Council.

Selection Criterion Addressed:
(A)(2) Articulating the State's rationale for its early learning and development reform agenda and goals.
(A)(3) Aligning and coordinating early learning and development across the State.
(A)(4) Developing a budget to implement and sustain the work of this grant.

Code	Outcomes and Subtasks	Start Date	End Date
1.1.3	Assign a member of the Early Learning Council Work Group to each core project team.	1/1/2012	3/30/2012
1.1.4	Complete scopes of work	1/1/2012	7/1/2012
1.1.5	Resource core project teams by recruiting and hiring staff	4/1/2012	9/30/2012
1.1.6	Monitor the development of project plans based on SOW	7/1/2012	9/30/2012
1.2	Work with federal grant officers on federal requirements and TA opportunities	7/1/2012	12/31/2015

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Code	Outcomes and Subtasks	Start Date	End Date
1.2.1	Prepare and complete federal reporting requirements	7/1/2012	12/31/2012
1.2.2	Prepare and complete federal reporting requirements	1/1/2013	12/31/2013
1.2.3	Prepare and complete federal reporting requirements	1/1/2014	12/31/2014
1.2.4	Prepare and complete federal reporting requirements	1/1/2015	12/31/2015
1.2.5	Collaborate with other RTT-ELC states for cross-state learning and participate in USED learning opportunities	7/1/2012	12/31/2012
1.2.6	Collaborate with other RTT-ELC states for cross-state learning and participate in USED learning opportunities	1/1/2013	12/31/2013
1.2.7	Collaborate with other RTT-ELC states for cross-state learning and participate in USED learning opportunities	1/1/2014	12/31/2014
1.2.8	Collaborate with other RTT-ELC states for cross-state learning and participate in USED learning opportunities	1/1/2015	12/31/2015
1.2.9	Prepare policy and program modifications to scope of work, and seek federal approval as needed	7/1/2012	12/31/2012
1.2.10	Task 1.2.10: Prepare policy and program modifications to scope of work, and seek federal approval as needed	1/1/2013	12/31/2013
1.2.11	Prepare policy and program modifications to scope of work, and seek federal approval as needed	1/1/2014	12/31/2014
1.2.12	Prepare policy and program modifications to scope of work, and seek federal approval as needed	1/1/2015	12/31/2015
1.3	Develop, evaluate, and update annually effective communication and outreach strategies	7/1/2012	12/31/2015
1.3.1	Collaborate with stakeholders to design and implement effective strategies for engagement	7/1/2012	8/31/2012
1.3.2	Develop multi-year communication plan	7/1/2012	8/31/2012
1.3.3	Coordinate and prepare communication content	7/1/2012	10/31/2012
1.3.4	Evaluate effectiveness of communication and engagement	10/1/2012	12/31/2012
1.3.5	Evaluate effectiveness of communication and engagement	1/1/2013	12/31/2013
1.3.6	Evaluate effectiveness of communication and engagement	1/1/2014	12/31/2014
1.3.7	Evaluate effectiveness of communication and engagement	1/1/2015	12/31/2015
1.3.8	Revise communication plan	1/1/2013	12/31/2013
1.3.9	Revise communication plan	1/1/2014	12/31/2014
1.3.10	Revise communication plan	1/1/2015	12/31/2015
1.3.11	Core project team lead and Early Learning Council Work Team member report quarterly on progress to Early Learning Council	7/1/2012	12/31/2015
1.4	Establish progress monitoring review process	7/1/2012	12/31/2015
1.4.1	Develop progress monitoring protocol	7/1/2012	9/30/2012
1.4.2	Review core project teams' monthly reports on progress of project plans	7/1/2012	12/31/2015
1.4.3	Coordination team completes quarterly "stocktaking" with each core project team based on monthly reports	7/1/2012	12/31/2015
1.5	Establish performance measure review process	7/1/2012	12/31/2015
1.5.1	Develop performance monitoring protocol	7/1/2012	9/30/2012
1.5.2	Collect data on performance measures	7/1/2012	12/31/2015
1.5.3	Prepare annual report of progress toward performance measures	1/1/2013	12/31/2013
1.5.4	Prepare annual report of progress toward performance measures	1/1/2014	12/31/2014
1.5.5	Prepare annual report of progress toward performance measures	1/1/2015	12/31/2015
1.6	Establish and apply fiscal controls and accounting procedures to program funds	4/1/2012	12/31/2015
1.6.1	Identify Core Fiscal Management Team	4/1/2012	6/30/2012
1.6.2	Convene meetings to develop a final budget to align with the final Scope of Work	4/1/2012	6/30/2012
1.6.3	Create budget guidance for allocating funds to other departments and intermediaries	4/1/2012	6/30/2012
1.6.4	Develop processes for ongoing fiscal monitoring	4/1/2012	6/30/2012
1.6.5	Facilitate procurement process for each RTT project	7/1/2012	12/31/2015
1.6.6	Monitor state, intermediary and contractor expenditures for adherence to program guidelines and provide technical assistance as needed	7/1/2012	12/31/2015
1.6.7	Monitor PSA budgets for spending and revisions/amendments as needed	7/1/2012	12/31/2015
1.6.8	Redirect funding as appropriate, and with USED approval, when needed	7/1/2012	12/31/2012
1.6.9	Redirect funding as appropriate, and with USED approval, when needed	1/1/2013	12/31/2013
1.6.10	Redirect funding as appropriate, and with USED approval, when needed	1/1/2014	12/31/2014
1.6.11	Redirect funding as appropriate, and with USED approval, when needed	1/1/2015	12/31/2015

Project #2 Improving the Quality of Early Learning Programs

Project Goals/Desired Outcomes: Develop and implement tiered quality-incentive payments through the Child Care Assistance Program with higher rates paid to higher-quality programs; provide focused technical assistance to align quality-improvement resources to address the program-improvement goals of early-learning programs; and strengthen and expand the resources available to programs to support continuous quality improvement

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Narrative: To advance the quality improvement of early-learning programs, Rhode Island will develop and implement a tiered quality-incentive payment system for programs participating in the Child Care Assistance Program, with high-quality programs receiving higher payments. Programs participating in the BrightStars QRIS will receive these quality-incentive payments to help them achieve and maintain quality benchmarks. All programs participating in BrightStars will receive focused technical assistance to help them develop and implement program-improvement plans to achieve quality benchmarks, with priority for programs that serve larger proportions of children with high needs. Rhode Island will also strengthen and expand the resources available to programs to support continuous quality improvement by developing and offering program-quality-improvement grants, aligned with program-improvement plans, to programs seeking to make quality improvements to move up one or more levels within BrightStars or to meet licensing requirements or RIDE Comprehensive Early Childhood Education Program Approval standards. Resources will be prioritized for programs that serve larger proportions of children with high needs.

Key Performance Measures: B(4)(c)(1); B(4)(c)(2)

Selection Criterion Addressed: (B)(4) Promoting access to high-quality Early Learning and Development Programs for Children with High Needs

Cross-reference to other projects: This project relates to the following RTT-ELC projects as described: 1) the program-quality-improvement supports described above will be used to support program improvement aligned with the revised tiered quality standards (Project 3), 2)the technical assistance supports provided in this project will include individualized technical assistance to support programs and classrooms to use early learning and development standards (Project 4) and effective child assessment practices (Project 5), 3) information about program quality will be tracked in the early learning data system (Project 6), and 4) the technical assistance supports provided in this project will include the development of program-improvement plans, which will address the knowledge and competencies of the program's workforce (Project 7).

Code	Outcomes and Subtasks	Start Date	End Date
2	**Project 2**	4/30/2012	12/31/2015
2.1	Develop detailed project workplan.	4/30/2012	6/30/2012
2.1.1	Identify Core Project Management Team	6/30/2012	12/31/2012
2.1.2	Convene meetings to develop a final workplan and to identify resources which will support the work of the project	6/30/2012	12/31/2012
2.2	Year One Plan: Implement payment mechanism to incentivize TQRIS participation	7/1/2012	12/31/2013
2.2.1	Review interim quality financing recommendations from national expert hired through Early Learning Council	6/30/2013	12/31/2013
2.2.2	Monitor the provision of interim participation incentives	7/1/2012	6/30/2013
2.3	Years Two-Four Plan: Design and implement tiered quality incentive payment system based on new TQRIS standards.	10/1/2012	12/31/2015
2.3.1	Review revised quality financing recommendations from national expert hired through Early Learning Council	10/1/2012	11/30/2012
2.3.2	Identify tiered quality incentive payment structure	12/1/2012	12/31/2012
2.3.3	Provide quality incentive payment plan to DHS data staff	12/1/2012	12/31/2012
2.3.4	Provide tiered quality incentive payments to CCAP programs	7/1/2013	12/31/2015
2.3.5	Evaluate effectiveness of quality incentive payment system	12/2/2012	12/31/2012
2.3.6	Evaluate effectiveness of quality incentive payment system	12/2/2013	12/31/2013
2.3.7	Evaluate effectiveness of quality incentive payment system	12/2/2014	12/31/2014
2.3.8	Evaluate effectiveness of quality incentive payment system	12/2/2015	12/31/2015
2.4	Year One Plan: Assess current technical assistance initiatives alignment with TQRIS levels.	4/1/2012	6/30/2013
2.4.1	Identify existing aligned TA initiatives (e.g. RIELS, CCSN, CCFF, BrightStars) and assess capacity to expand	4/1/2012	6/30/2012
2.4.2	Modify existing contracts to include additional resources to support expanded capacity	7/1/2012	9/30/2012
2.4.3	Monitor the provision of aligned TA via existing contracts	7/1/2012	6/30/2013
2.5	Years Two – Four Plan: Identify state-wide technical assistance vendor.	10/1/2012	12/31/2015
2.5.1	Design technical assistance model based on effective practices in existing initiatives and recommendations from national experts.	10/1/2012	12/31/2012
2.5.2	Develop and release RFP	1/1/2013	2/1/2013
2.5.3	Review applications and select vendor	3/1/2013	3/30/2013
2.5.4	Develop and negotiate vendor contract	4/1/2013	6/1/2013
2.5.5	Monitor the provision of technical assistance to programs, prioritizing programs serving Children with High Needs.	7/1/2013	12/31/2015
2.6	Provide grants to programs, prioritizing programs serving Children with High Needs.	7/1/2012	12/31/2015
2.6.1	Year One Plan: Provide initial grants via existing aligned TA initiatives and in conjunction with TQRIS participation incentives	7/1/2012	6/30/2013
2.6.2	Develop program improvement grant payment structure to prioritize programs serving Children with High Needs. • Develop policies and procedures for awarding program improvement grants	10/1/2012	10/31/2012
2.6.3	Develop policies and procedures for awarding program improvement grants	10/1/2012	12/31/2012

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Code	Outcomes and Subtasks	Start Date	End Date
2.6.4	Years Two-Four Plan: Develop and release RFP for program improvement grant vendor	1/1/2013	2/1/2013
2.6.5	Review applications and select vendor	3/1/2013	3/30/2013
2.6.6	Develop and negotiate vendor contract	4/1/2013	6/1/2013
2.6.7	Monitor the provision of program improvement grants	7/1/2013	12/31/2015

Project #3 Establishing and Measuring Tiered Quality Program Standards for Early Learning Programs

Project Goals/Desired Outcomes: Use the BrightStars Quality Rating and Improvement System as the unified Quality Rating and Improvement System with aligned linkages to DCYF child care licensing and RIDE Comprehensive Early Childhood Education Program Approval; build the staff capacity of state systems (BrightStars, DCYF, and RIDE) to measure and monitor the quality of all early-learning programs; and validate the effectiveness of the BrightStars system by working with an independent evaluator

Narrative: Rhode Island will update and revise the DHS/BrightStars Quality Rating and Improvement System tiered program standards based on what has been learned from the first three years of implementation and from national research and best practices from other states, including updated infant and toddler standards. BrightStars will be re-aligned to include critical components of DCYF licensing standards and RIDE Comprehensive Early Childhood Education Program Standards. The Department of Children, Youth, and Families (DCYF) and the RI Department of Education (RIDE) will also revise their program regulations and standards to improve alignment with BrightStars, resulting in a coherent quality-improvement pathway for center-based early-learning settings and family child-care homes serving young children from birth to kindergarten.

Key Performance Measures: (B)(2)(c)

Selection Criterion Addressed: (B)(1) Developing and adopting a common, statewide Tiered Quality Rating and Improvement System.   (B)(2) Promoting participation in the State's Tiered Quality Rating and Improvement System.   (B)(3) Rating and monitoring (C)(2) Supporting effective uses of comprehensive assessment systems. (B)(5) Validating the effectiveness of the State Tiered Quality Rating and Improvement System.

Cross-reference to other projects: This project relates to the following RTT-ELC projects in these ways: 1) access to program improvement resources will be tied to participation in the TQRIS and will be aligned with efforts to move up the TQRIS levels (Project 2), 2) use of Early Learning and Development Standards (Project 4) will be incorporated into the TQRIS standards, 3) effective child assessment practices will be incorporated into upper levels of the TQRIS standards (Project 5), 4) program quality levels will be tracked in the Early Learning Data System (Project 6), and 5) educator credentials and ongoing professional development in the TQRIS standards will align with new WKC Frameworks (Project 7).

Code	Outcomes and Subtasks	Start Date	End Date
3	**Project 3**	4/1/2012	12/31/2015
3.1	Activity 3.1: Develop detailed project workplan.	4/1/2012	6/30/2012
3.1.1	Identify Core Project Management Team	4/1/2012	6/30/2012
3.1.2	Convene meetings to develop a final workplan and to identify resources which will support the work of the project	4/1/2012	6/30/2012
3.1.3	Work with RI Early Learning Council to review existing and develop new guiding principles for coordinated early learning program quality standards.	4/1/2012	6/30/2012
3.2	Activity 3.2: Engage national experts to assist in the program standards revision/alignment	4/1/2012	9/30/2012
3.2.1	Develop and release RFP to identify national TQRIS expert(s), licensing expert(s) and facilitators to support collaborative decision making	4/1/2012	8/31/2012
3.2.2	Review applications and select vendor	4/1/2012	8/31/2012
3.2.3	Develop and negotiate vendor contract	6/30/2012	9/30/2012
3.3	Gather input from providers, families and stakeholders to guide program quality standards and alignment	4/1/2012	9/30/2012
3.3.1	Design input format and schedule sessions	4/1/2012	6/30/2012
3.3.2	Conduct input sessions	7/1/2012	8/31/2012
3.3.3	Summarize feedback	9/1/2012	9/30/2012
3.4	Revise and align DCYF child care licensing regulations	10/1/2012	11/30/2012
3.4.1	Review stakeholder feedback summary	10/1/2012	10/31/2012
3.4.2	Review recommendations from national experts	10/1/2012	10/31/2012
3.4.3	Develop draft child care licensing regulations	11/1/2012	11/30/2012
3.5	Revise and align TQRIS program standards	10/1/2012	11/30/2012
3.5.1	Review stakeholder feedback summary	10/1/2012	10/31/2012
3.5.2	Review recommendations from national experts	10/1/2012	10/31/2012
3.5.3	Develop draft TQRIS program standards	11/1/2012	11/30/2012
3.6	Revise and align RIDE Comprehensive Early Childhood Education Program standards	10/1/2012	11/30/2012
3.6.1	Review stakeholder feedback summary	10/1/2012	10/31/2012

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3.6.2	Review recommendations from national experts	10/1/2012	10/31/2012
3.6.3	Develop draft RIDE Comprehensive Early Childhood Education Program standards	11/1/2012	11/30/2012
3.7	Revise and align family child care center licensing regulations.	1/1/2013	6/30/2013
3.7.1	Review stakeholder feedback summary	1/1/2013	1/31/2013
3.7.2	Review recommendations from national experts	1/1/2013	1/31/2013
3.7.3	Develop draft family child care center licensing regulations.	2/1/2013	3/31/2013
3.8	Gather feedback from stakeholders on draft regulations/standards	11/1/2012	12/31/2012
3.8.1	Design input format and schedule sessions	11/1/2012	11/30/2012
3.8.2	Conduct stakeholder feedback sessions	11/1/2012	12/31/2012
3.8.3	Summarize feedback	11/1/2012	12/31/2012
3.9	Finalize aligned program standards	1/1/2013	6/30/2013
3.9.1	Incorporate feedback into each set of regulations/standards as appropriate	1/1/2013	3/31/2013
3.9.2	Finalize updated BrightStars standards	4/1/2013	6/30/2013
3.9.3	Hold public hearings on revised center and family child care regulations	1/1/2013	3/30/2013
3.9.4	Finalize center and family child care regulations	4/1/2013	6/30/2013
3.9.5	Hold public hearings on Comprehensive Early Childhood Education Program standards	4/1/2013	6/30/2013
3.9.6	Finalize Comprehensive Early Childhood Education Program standards	1/1/2013	6/30/2013
3.9.7	Develop common measurement and monitoring policies, procedures and forms.	1/1/2013	6/30/2013
3.10	Provide ongoing communication to early learning programs regarding TQRIS participation	4/1/2012	6/30/2014
3.10.1	Work with RI Early Learning Council to develop and communicate process to include all DCYF licensed and DHS CCAP funded programs in BrightStars	4/1/2012	6/30/2013
3.10.2	Work with RI Early Learning Council to develop and communicate process to include RIDE funded programs in BrightStars	6/1/2013	6/30/2014
3.11	Expand the capacity to assess and monitor program quality of all early learning and development programs.	7/1/2012	12/31/2012
3.11.1	Assess staffing needs for state systems (BrightStars, DCYF, RIDE) based on new coordinated TQRIS	7/1/2012	8/1/2012
3.11.2	Develop and release RFP for the implementation of TQRIS	8/1/2012	9/1/2012
3.11.3	Review applications and select vendor	10/1/2012	10/31/2012
3.11.4	Develop and negotiate vendor contract	11/1/2012	12/31/2012
3.12	Assess and monitor the program quality of early learning and development programs	7/1/2013	12/31/2015
3.12.1	Enroll all DCYF-licensed and DHS CCAP-funded programs in BrightStars	7/1/2013	7/31/2013
3.12.2	Enroll all RIDE-funded programs in BrightStars	7/1/2014	7/31/2014
3.12.3	Family child care providers receive at least one routine inspection per year.	1/1/2013	12/31/2015
3.13	Design and conduct validation study	7/1/2013	12/31/2015
3.13.1	Develop and release RFP to identify evaluator	7/1/2013	8/1/2013
3.13.2	Review applications and select evaluator	8/1/2013	8/31/2013
3.13.3	Develop and negotiate contract with evaluator	9/1/2013	10/31/2013
3.13.4	Design validation study	11/1/2013	12/31/2013
3.13.5	Submit validation plans to ED/HHS for review and comment	1/1/2014	1/31/2014
3.13.6	Monitor implementation of validation study	2/1/2014	6/30/2015
3.13.7	Release validation study findings	7/1/2015	12/31/2015

Project #4 Using Early Learning and Development Standards

Project Goals/Desired Outcomes: Develop a set of high-quality B-5 Early Learning and Development Standards and accelerate the widespread use of the new Early Learning and Development Standards

Narrative: Rhode Island will develop a set of B-5 Early Learning and Development Standards that are:

• efficient, comprehensive, and reflective of the research that demonstrates that standards relate to improved child outcomes; evidence-based; and culturally, linguistically, and developmentally appropriate;

• clear, understandable, and consistent so that educators, parents, and the general public will know what they can do to support children;

• aligned horizontally with the Head Start Child Outcomes Framework, state-approved curricula, and child assessments; and

• aligned vertically with K-3 Common Core State Standards in mathematics and literacy.

Rhode Island will also support the widespread use of the Early Learning and Development Standards by ensuring that revised program standards and Workforce Knowledge and Competencies frameworks incorporate the new Early Learning and Development Standards; developing a process to approve curriculum resources aligned with the new standards; ensuring that assessment instruments being developed or identified align with the new Early Learning and Development Standards; providing professional development and technical assistance opportunities to support the use of the new Early Learning and Development Standards; and expanding the capacity to provide information to families on the new Early Learning and Development Standards.

Key Performance Measures: N/A

Selection Criterion Addressed: (C)(1) Developing and using statewide, high-quality Early Learning and Development Standards

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	Cross-reference to other projects: **This project relates to the following RTT-ELC projects as described: 1) individualized technical assistance to support use of Early Learning and Development Standards in programs and classrooms will be available (Project 2), 2) use of Early Learning and Development Standards will be incorporated into the TQRIS standards (Project 3), 3) child assessment practices aligned with Early Learning and Development Standards will be supported (Project 5), 4) the Early Learning Data system will be used to track teacher professional development in Early Learning and Development Standards and child outcomes aligned with Early Learning and Development Standards (Project 6), 5)knowledge and competencies related to using Early Learning and Development Standards will be incorporated into new WKC Frameworks (Project 7).**		

Code	Outcomes and Subtasks	Start Date	End Date
4	**Project 4**	4/1/2012	12/31/2015
4.1	Develop detailed project workplan.	4/1/2012	6/30/2012
4.1.1	Identify Core Project Management Team	4/1/2012	5/31/2012
4.1.2	Convene meetings to develop a final workplan and to identify resources which will support the work of the project	5/1/2012	6/30/2012
4.2	Seek broad-based community input on the standards revision and expansion.	4/1/2012	9/30/2012
4.2.1	Work with RI Early Learning Council to design input format and schedule sessions	4/1/2012	6/30/2012
4.2.2	Seek stakeholder input - Point of departure standards	6/1/2012	7/31/2012
4.2.3	Seek stakeholder input - Phase I draft RI standards	8/1/2012	9/30/2012
4.3	Engage national experts to assist in the development and review of Phase I RI draft standards	4/1/2012	9/30/2012
4.3.1	Develop and release RFP	4/1/2012	4/30/2012
4.3.2	Review applications and select vendor	5/1/2012	5/31/2012
4.3.3	Develop and negotiate vendor contract	6/1/2012	6/30/2012
4.4	Draft Phase I B-5 Early Learning and Development Standards	7/1/2012	9/30/2012
4.4.1	Review community input summary and point of departure standards	7/1/2012	7/31/2012
4.4.2	Develop draft standards	8/1/2012	8/31/2012
4.4.3	Review community input draft standards	9/1/2012	9/17/2012
4.4.4	Finalize Phase I draft standards	9/17/2012	9/30/2012
4.5	Engage national expert panel to assist in the development and review of Phase II RI draft standards	7/1/2012	9/30/2012
4.5.1	Develop and release RFP	7/1/2012	7/31/2012
4.5.2	Review applications and select vendor	8/1/2012	8/30/2012
4.5.3	Develop and negotiate vendor contract	9/1/2012	9/30/2012
4.5.4	Seek expert panel recommendations	10/1/2012	10/31/2012
4.6	Seek broad-based community input on the Phase II standards	10/1/2012	12/31/2012
4.6.1	Work with RI Early Learning Council to design input format and schedule sessions	10/1/2012	10/31/2012
4.6.2	Seek stakeholder input on expert panel recommendations	11/1/2012	11/16/2012
4.6.3	Seek stakeholder input on Phase II draft RI standards	12/15/2012	12/31/2012
4.7	Draft Final B-5 Early Learning and Development Standards	10/1/2012	1/15/2013
4.7.1	Review community input summary of expert panel recommendations	11/16/2012	11/30/2012
4.7.2	Develop draft standards	12/1/2012	12/15/2012
4.7.3	Review community input on final draft standards	12/15/2012	12/31/2012
4.7.4	Finalize B-5 Early Learning and Development Standards	1/1/2013	1/15/2013
4.8	Design, publish, and distribute the final standards.	12/1/2012	6/30/2013
4.8.1	Identify vendor to design and publish standards	12/1/2012	1/31/2013
4.8.2	Draft design reviewed and approved by Core Project Management Team	2/1/2013	2/28/2013
4.8.3	Publish and distribute standards	3/1/2013	6/30/2013
4.9	Develop contract to assist in the development and provision of new trainings	6/1/2012	8/31/2012
4.9.1	Develop and release RFP	6/1/2012	6/30/2012
4.9.2	Review applications and select vendor	7/1/2012	7/31/2012
4.9.3	Develop and negotiate vendor contract	8/1/2012	8/31/2012
4.10	Develop a process to approve curriculum resources aligned with the new Early Learning and Development Standards.	1/1/2013	6/30/2013
4.10.1	Research processes used by other states	1/1/2013	3/31/2013
4.10.2	Develop policies and procedures for RI process	4/1/2013	6/30/2013
4.11	Convene a Curricula Review Committee to review alignment of identified commercial curriculum resources.	6/1/2013	12/31/2013
4.11.1	Identify individuals with requisite expertise and request participation on Curricula Review Committee	6/1/2013	6/30/2013
4.11.2	Develop meeting schedule and identify curriculum resources to be reviewed	6/1/2013	6/30/2013
4.11.3	Review identified curriculum resources	7/1/2013	11/30/2013
4.11.4	Post curriculum reviews on website	12/1/2013	12/31/2013
4.12	Develop new early learning standards professional development and technical assistance opportunities for infant and toddler workforce.	1/1/2013	6/30/2013
4.12.1	Identify individuals with requisite expertise to serve on development workgroup	1/1/2013	1/31/2013
4.12.2	Develop meeting schedule and identify resources which will support the development	1/1/2013	1/31/2013
4.12.3	Develop the training modules	2/1/2013	6/30/2013

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Code	Outcomes and Subtasks	Start Date	End Date
4.13	Revise existing early learning standards professional-development opportunities for preschool workforce.	1/1/2013	6/30/2013
4.13.1	Identify individuals with requisite expertise to serve on development workgroup	1/1/2013	1/31/2013
4.13.2	Develop meeting schedule and identify resources which will support the development	1/1/2013	1/31/2013
4.13.3	Complete the training modules revision	2/1/2013	6/30/2013
4.14	Revise and expand the existing Train the Trainer process to include the certification of trainers for infant and toddler professional-development opportunities and to reflect the revised Early Learning and Development Standards.	1/1/2013	6/30/2013
4.14.1	Identify individuals with requisite expertise to serve on development workgroup	1/1/2013	1/31/2013
4.14.2	Develop meeting schedule and identify resources which will support the development	1/1/2013	1/31/2013
4.14.3	Complete the TOT training modules revision	2/1/2013	6/30/2013
4.15	Train cohorts of trainers to support trainings for preschool standards training.	9/1/2012	12/31/2012
4.15.1	Recruit participants	9/1/2012	9/30/2012
4.15.2	Review applications and select trainers	9/1/2012	9/30/2012
4.15.3	Form training cohorts and assign trainers	9/1/2012	9/30/2012
4.15.4	Oversee vendor completion of trainings	10/1/2012	11/30/2012
4.15.5	Evaluate effectiveness of training	12/1/2012	12/31/2012
4.16	Train cohorts of trainers to support trainings for infant toddler and preschool standards training.	7/1/2013	10/31/2013
4.16.1	Recruit participants	7/1/2013	7/31/2013
4.16.2	Review applications and select trainers	7/1/2013	7/31/2013
4.16.3	Form training cohorts and assign trainers	7/1/2013	7/31/2013
4.16.4	Oversee vendor completion of trainings	8/1/2013	9/30/2013
4.16.5	Evaluate effectiveness of training	10/1/2013	10/31/2013
4.17	Train cohorts of trainers to support trainings for infant toddler and preschool standards training.	7/1/2014	10/31/2014
4.17.1	Recruit participants	7/1/2014	7/31/2014
4.17.2	Review applications and select trainers	7/1/2014	7/31/2014
4.17.3	Form training cohorts and assign trainers	7/1/2014	7/31/2014
4.17.4	Oversee vendor completion of trainings	8/1/2014	9/30/2014
4.17.5	Evaluate effectiveness of training	10/1/2014	10/31/2014
4.18	Train cohorts of trainers to support trainings for infant toddler and preschool standards training.	7/1/2015	10/31/2015
4.18.1	Recruit participants	7/1/2015	7/31/2015
4.18.2	Review applications and select trainers	7/1/2015	7/31/2015
4.18.3	Form training cohorts and assign trainers	7/1/2015	7/31/2015
4.18.4	Oversee vendor completion of trainings	8/1/2015	9/30/2015
4.18.5	Evaluate effectiveness of training	10/1/2015	10/31/2015
4.19	Implement early learning standards professional development opportunities for infant toddler workforce.	7/1/2013	6/30/2014
4.19.1	Recruit participants	7/1/2013	7/31/2013
4.19.2	Form training cohorts and assign trainers	7/1/2013	7/31/2013
4.19.3	Oversee vendor completion of trainings	8/1/2013	5/31/2014
4.19.4	Evaluate and revise the training modules as needed based on feedback	6/1/2014	6/30/2014
4.20	Implement early learning standards professional development opportunities for infant toddler workforce.	7/1/2014	6/30/2015
4.20.1	Recruit participants	7/1/2014	7/31/2014
4.20.2	Form training cohorts and assign trainers	7/1/2014	7/31/2014
4.20.3	Oversee vendor completion of trainings	8/1/2014	5/31/2015
4.20.4	Revise the training modules based on feedback from pilot groups	6/1/2015	6/30/2015
4.21	Implement early learning standards professional development opportunities for infant toddler workforce.	7/1/2015	12/31/2015
4.21.1	Recruit participants	7/1/2015	7/31/2015
4.21.2	Form training cohorts and assign trainers	7/1/2015	7/31/2015
4.21.3	Oversee vendor completion of trainings	8/1/2015	11/30/2015
4.21.4	Revise the training modules based on feedback from pilot groups	12/1/2015	12/31/2015
4.22	Implement early learning standards professional-development opportunities for preschool workforce.	10/1/2012	12/31/2012
4.22.1	Recruit participants	10/31/2012	10/31/2012
4.22.2	Form training cohorts and assign trainers	10/1/2012	10/1/2012
4.22.3	Oversee vendor completion of trainings	7/1/2012	12/31/2012
4.22.4	Revise the training modules based on feedback	6/1/2012	6/30/2012
4.23	Implement early learning standards professional-development opportunities for preschool workforce.	7/1/2013	6/30/2014
4.23.1	Recruit participants	7/1/2013	7/31/2013
4.23.2	Form training cohorts and assign trainers	7/1/2013	7/31/2013
4.23.3	Oversee vendor completion of trainings	8/1/2013	5/31/2014
4.23.4	Revise the training modules based on feedback	6/1/2014	6/30/2014
4.24	Implement early learning standards professional-development opportunities for preschool workforce.	7/1/2014	6/30/2015
4.24.1	Recruit participants	7/1/2014	7/31/2014
4.24.2	Form training cohorts and assign trainers	7/1/2014	7/31/2014
4.24.3	Oversee vendor completion of trainings	8/1/2014	5/31/2015
4.24.4	Revise the training modules based on feedback	6/1/2015	6/30/2015
4.25	Implement early learning standards professional-development opportunities for preschool workforce.	7/1/2015	12/31/2015

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4.25.1	Recruit participants	7/1/2015	7/31/2015
4.25.2	Form training cohorts and assign trainers	7/1/2015	7/31/2015
4.25.3	Oversee vendor completion of trainings	8/1/2015	11/30/2015
4.25.4	Revise the training modules based on feedback	12/1/2015	12/31/2015
4.26	Develop new Fun Family Activity Cards based on the new Early Learning and Development Standards.	1/1/2013	6/30/2013
4.26.1	Identify individuals with requisite expertise to serve on development workgroup	1/1/2013	1/31/2013
4.26.2	Develop meeting schedule and identify resources which will support the development	1/1/2013	1/31/2013
4.26.3	Complete the FFA cards revision	2/1/2013	6/30/2013
4.27	Develop new Fun Family Activity Parent Training opportunities to support the use of the new Early Learning and Development Standards with infants and toddlers.	7/1/2013	12/31/2013
4.27.1	Identify individuals with requisite expertise to serve on development workgroup	7/1/2013	7/31/2013
4.27.2	Develop meeting schedule and identify resources which will support the development	7/1/2013	7/31/2013
4.27.3	Complete the training modules	8/1/2013	12/31/2013
4.28	Revise existing Fun Family Activity Parent Training opportunities to support the use of the new Early Learning and Development Standards with preschoolers.	7/1/2013	12/31/2013
4.28.1	Identify individuals with requisite expertise to serve on development workgroup	7/1/2013	7/31/2013
4.28.2	Develop meeting schedule and identify resources which will support the development	7/1/2013	7/31/2013
4.28.3	Complete the training modules revisions	8/1/2013	12/31/2013
4.29	Revise and expand the existing Fun Family Activities Train the Trainer process to include the certification of facilitators of Fun Family Activity Parent Training opportunities for infants, toddlers, preschoolers	7/1/2013	12/31/2013
4.29.1	Identify individuals with requisite expertise to serve on development workgroup	7/1/2013	7/31/2013
4.29.2	Develop meeting schedule and identify resources which will support the development	7/1/2013	7/31/2013
4.29.3	Complete the training modules revisions	8/1/2013	12/31/2013
4.30	Develop new contract to assist in the development and provision of Fun Family Activities (FFA) trainings.	1/1/2013	6/30/2013
4.30.1	Develop and release RFP	1/1/2013	1/31/2013
4.30.2	Review applications and select vendor	2/1/2013	2/28/2013
4.30.3	Develop and negotiate vendor contract	3/1/2013	6/30/2013
4.31	Conduct FFA Train the Trainers sessions statewide for a variety of groups, including, but not limited to: Head Start, public schools, Parents As Teachers, public libraries, the Children's Museum.	9/1/2012	12/31/2012
4.31.1	Recruit participants	9/1/2012	9/30/2012
4.31.2	Form training cohorts and assign trainers	9/1/2012	9/30/2012
4.31.3	Oversee vendor completion of trainings	10/1/2012	11/30/2012
4.31.4	Evaluate and revise the training modules as needed based on feedback	12/1/2012	12/31/2012
4.32	Conduct FFA Train the Trainers sessions statewide for a variety of groups, including, but not limited to: Head Start, public schools, Parents As Teachers, public libraries, the Children's Museum.	7/1/2013	10/31/2013
4.32.1	Recruit participants	7/1/2013	7/31/2013
4.32.2	Form training cohorts and assign trainers	7/1/2013	7/31/2013
4.32.3	Oversee vendor completion of trainings	8/1/2013	9/30/2013
4.32.4	Evaluate and revise the training modules as needed based on feedback	10/1/2013	10/31/2013
4.33	Conduct FFA Train the Trainers sessions statewide for a variety of groups, including, but not limited to: Head Start, public schools, Parents As Teachers, public libraries, the Children's Museum.	7/1/2014	10/31/2014
4.33.1	Recruit participants	7/1/2014	7/31/2014
4.33.2	Form training cohorts and assign trainers	7/1/2014	7/31/2014
4.33.3	Oversee vendor completion of trainings	8/1/2014	9/30/2014
4.33.4	Evaluate and revise the training modules as needed based on feedback	10/1/2014	10/31/2014
4.34	Conduct FFA Train the Trainers sessions statewide for a variety of groups, including, but not limited to: Head Start, public schools, Parents As Teachers, public libraries, the Children's Museum.	7/1/2015	10/31/2015
4.34.1	Recruit participants	7/1/2015	7/31/2015
4.34.2	Form training cohorts and assign trainers	7/1/2015	7/31/2015
4.34.3	Oversee vendor completion of trainings	8/1/2015	9/30/2015
4.34.4	Evaluate and revise the training modules as needed based on feedback	10/1/2015	10/31/2015
4.35	Implement new Fun Family Parent Activity Training sessions statewide	9/1/2012	6/30/2013
4.35.1	Recruit participants	9/1/2012	9/30/2012
4.35.2	Form training cohorts and assign trainers	9/1/2012	9/30/2012
4.35.3	Oversee vendor completion of trainings	10/1/2012	5/31/2013
4.35.4	Evaluate and revise the training modules as needed based on feedback	6/1/2013	6/30/2013
4.36	Implement new Fun Family Parent Activity Training sessions statewide	7/1/2013	6/30/2014
4.36.1	Recruit participants	7/1/2013	7/31/2013
4.36.2	Form training cohorts and assign trainers	7/1/2013	7/31/2013
4.36.3	Oversee vendor completion of trainings	8/1/2013	5/31/2014
4.36.4	Evaluate and revise the training modules as needed based on feedback	6/1/2014	6/30/2014
4.37	Implement new Fun Family Parent Activity Training sessions statewide	7/1/2014	6/30/2015
4.37.1	Recruit participants	7/1/2014	7/31/2014
4.37.2	Form training cohorts and assign trainers	7/1/2014	7/31/2014
4.37.3	Oversee vendor completion of trainings	8/1/2014	5/31/2015

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4.37.4	Evaluate and revise the training modules as needed based on feedback	6/1/2015	6/30/2015
4.38	Implement new Fun Family Parent Activity Training sessions statewide	7/1/2015	12/31/2015
4.38.1	Recruit participants	7/1/2015	7/31/2015
4.38.2	Form training cohorts and assign trainers	7/1/2015	7/31/2015
4.38.3	Oversee vendor completion of trainings	8/1/2015	11/30/2015
4.38.4	Evaluate and revise the training modules as needed based on feedback	12/1/2015	12/31/2015

Project #5 Developing and Supporting Effective Early Childhood Assessment

Project Goals/Desired Outcomes: Provide professional development opportunities to support reliable child assessment and to support the use of assessment data to inform practice; expand the use of Teaching Strategies GOLD in early-learning programs; increase developmental screening rates to identify children with high needs; and develop or identify a valid, reliable, and appropriate kindergarten entry assessment and pilot the kindergarten entry assessment by the school year 2014-15

aligned system of assessments statewide to avoid duplication and to establish a seamless transition into the K-12 public-school system. Our key activities are to:

• develop and implement a variety of professional development opportunities aligned with the Rhode Island Workforce Knowledge and Competencies (WKC) frameworks to support improved knowledge and competencies in early-childhood assessment;

• support the use of common, developmentally appropriate, valid, and reliable developmental-screening instruments statewide;

• increase the number of children ages birth through 5five who are regularly screened;

• increase access to follow-up services in urban communities for children to support the learning and development of children with high needs;

• use Teaching Strategies GOLD in all programs receiving state or federal education funding; and

• incentivize the use of Teaching Strategies GOLD for private programs by incorporating these programs under the state license and state rate and by incorporating the use of Teaching Strategies GOLD into the upper levels of the Tiered QRIS for all programs.

Rhode Island will also develop and pilot a statewide kindergarten entry assessment. The key activities that will support this goal are to:

• develop or identify a valid, reliable, and appropriate kindergarten entry assessment and a plan to pilot the kindergarten entry assessment by the school year 2014-15;

• develop clear policies and procedures to ensure the effective and appropriate use of kindergarten entry assessment data;

• design comprehensive supports for kindergarten teachers and school administrators to ensure valid and reliable implementation of the kindergarten entry assessment; and

• pilot the kindergarten entry assessment by the school year 2014-15, with a phased in scale-up that builds on the results of the pilot.

Key Performance Measures: N/A

Selection Criterion Addressed: (C)(2) Supporting effective uses of Comprehensive Assessment Systems

Cross-reference to other projects: This project relates to the following RTT-ELC projects as described: 1) provide individualized technical assistance to support use of effective child assessment in programs and classrooms (Project 2), 2) use of effective child assessment practices will be incorporated into the TQRIS standards (Project 3), 3) professional development supporting child assessment aligned to Early Learning and Development Standards will be provided (Project 4), 4) the early learning data system will be used to track child outcomes assessed through the use of Teaching Strategies GOLD and the kindergarten entry assessment (Project 6), 5) knowledge and competencies related to effective child assessment practices will be incorporated into new WKC frameworks (Project 7).

Code	Outcomes and Subtasks	Start Date	End Date
5	**Project 5 Developing and Supporting Effective Early Childhood Assessment**	7/1/2012	12/31/2015
5.1	Develop detailed project workplan.	7/1/2012	9/30/2012
5.1.1	Identify Core Project Management Team	7/1/2012	7/31/2012
5.1.2	Convene meetings to develop a final workplan and to identify resources which will support the work of the project	8/1/2012	9/30/2012

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Code	Outcomes and Subtasks	Start Date	End Date
5.2	Develop/identify and implement child assessment professional-development opportunities for teachers and administrators addressing the following topics: • purposes and uses of assessment information in classrooms, • selecting assessment systems and approaches that are appropriate for target populations and purposes, • formative child assessment practices, including using appropriate authentic assessment strategies and planning for ongoing assessment, • using assessment data to improve instruction, • understanding and use of standardized assessment data	9/1/2012	12/31/2012
5.2.1	Research existing local and national professional development opportunities	9/1/2012	10/31/2012
5.2.2	Identify/modify existing professional development aligned with WKC Child Assessment domain	11/1/2012	12/31/2012
5.3	Develop contract to assist in the development and provision of assessment trainings	10/1/2012	12/31/2012
5.3.1	Develop and release RFP	10/1/2012	10/31/2012
5.3.2	Review applications and select vendor	11/1/2012	11/30/2012
5.3.3	Develop and negotiate vendor contract	12/1/2012	12/31/2012
5.4	Develop and implement a coordinated set of professional-development opportunities that address core competencies in child assessment	1/1/2013	6/30/2013
5.4.1	Recruit participants	1/1/2013	1/31/2013
5.4.2	Form training cohorts and assign trainers	1/1/2013	1/31/2013
5.4.3	Monitor the provision of training	2/1/2013	5/31/2013
5.4.4	Evaluate and revise the training modules as needed based on feedback	6/1/2013	6/30/2013
5.5	Develop and implement a coordinated set of professional-development opportunities that address core competencies in child assessment	7/1/2013	6/30/2014
5.5.1	Recruit participants	7/1/2013	7/31/2013
5.5.2	Form training cohorts and assign trainers	7/1/2013	7/31/2013
5.5.3	Monitor the provision of training	8/1/2013	5/31/2014
5.5.4	Evaluate and revise the training modules as needed based on feedback	6/1/2014	6/30/2014
5.6	Develop and implement a coordinated set of professional-development opportunities that address core competencies in child assessment	7/1/2014	6/30/2015
5.6.1	Recruit participants	7/1/2014	7/31/2014
5.6.2	Form training cohorts and assign trainers	7/1/2014	7/31/2014
5.6.3	Monitor the provision of training	8/1/2014	5/31/2015
5.6.4	Evaluate and revise the training modules as needed based on feedback	6/1/2015	6/30/2015
5.7	Develop and implement a coordinated set of professional-development opportunities that address core competencies in child assessment	7/1/2015	12/31/2015
5.7.1	Recruit participants	7/1/2015	7/31/2015
5.7.2	Form training cohorts and assign trainers	7/1/2015	7/31/2015
5.7.3	Monitor the provision of training	8/1/2015	11/30/2015
5.7.4	Evaluate and revise the training modules as needed based on feedback	12/1/2015	12/31/2015
5.8	Develop and implement professional-development opportunities that address formative infant toddler assessment practices in Early Intervention programs, including using appropriate authentic assessment strategies and planning for ongoing assessment.	7/1/2012	12/31/2015
5.8.1	Facilitate program self-assessment of current child assessment practices	7/1/2012	10/31/2012
5.8.2	Identify effective infant/toddler assessment practices in home-based service models	11/1/2012	12/31/2012
5.9	Develop and implement professional development to support effective infant/toddler assessment in home-based service models	1/1/2013	6/30/2013
5.9.1	Recruit participants	1/1/2013	1/31/2013
5.9.2	Form training cohorts and assign trainers	1/1/2013	1/31/2013
5.9.3	Monitor the provision of training	2/1/2013	5/31/2013
5.9.4	Evaluate and revise the training modules as needed based on feedback	6/1/2013	6/30/2013
5.10	Develop and implement professional development to support effective infant/toddler assessment in home-based service models	7/1/2013	6/30/2014
5.10.1	Recruit participants	7/1/2013	7/31/2013
5.10.2	Form training cohorts and assign trainers	7/1/2013	7/31/2013
5.10.3	Monitor the provision of training	8/1/2013	5/31/2014
5.10.4	Evaluate and revise the training modules as needed based on feedback	6/1/2014	6/30/2014
5.11	Develop and implement professional development to support effective infant/toddler assessment in home-based service models	7/1/2014	6/30/2015
5.11.1	Recruit participants	7/1/2014	7/31/2014
5.11.2	Form training cohorts and assign trainers	7/1/2014	7/31/2014
5.11.3	Monitor the provision of training	8/1/2014	5/31/2015
5.11.4	Evaluate and revise the training modules as needed based on feedback	6/1/2015	6/30/2015
5.12	Develop and implement professional development to support effective infant/toddler assessment in home-based service models	7/1/2015	12/31/2015
5.12.1	Recruit participants	7/1/2015	7/31/2015

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Code	Outcomes and Subtasks	Start Date	End Date
5.12.2	Form training cohorts and assign trainers	7/1/2015	7/31/2015
5.12.3	Monitor the provision of training	8/1/2015	11/30/2015
5.12.4	Evaluate and revise the training modules as needed based on feedback	12/1/2015	12/31/2015
5.13	Incentivize the use of Teaching Strategies GOLD for Head Start, Title I funded preschools, and private Early Learning and Development programs by incorporating them under the State license and affording them the State rate.	7/1/2012	9/30/2012
5.13.1	Develop MOU	7/1/2012	8/31/2012
5.13.2	Develop policies and procedures associated with MOU requirements	9/1/2012	9/30/2012
5.13.3	Develop common informational tools/consent forms for families regarding TSG	9/1/2012	9/30/2012
5.14	Develop a plan for implementing TS GOLD in Early Intervention Programs	4/1/2012	12/31/2015
5.14.1	Examine the functionality of TSG for home-based services	4/1/2012	7/31/2012
5.14.2	Develop implementation strategy within fee-for-service reimbursement system	8/1/2012	9/30/2012
5.14.3	Develop policies and procedures to support the use of TSG by Early Intervention providers	9/1/2012	12/31/2012
5.14.4	Develop plan to incorporate TSG into Early Intervention programs statewide	9/1/2012	12/31/2012
5.14.5	Implement TSG according to plan	1/1/2013	12/31/2015
5.15	Develop and implement a coordinated set of professional-development opportunities that address using Teaching Strategies GOLD system and achieving reliability status.	7/1/2012	12/31/2015
5.15.1	Research existing professional development opportunities	7/1/2012	9/30/2012
5.15.2	Identify existing professional development aligned with WKC Child Assessment domain	7/1/2012	9/30/2012
5.15.3	Differentiate TSG training for early Intervention providers	9/1/2012	10/1/2012
5.15.4	Recruit participants	10/1/2012	10/31/2012
5.15.5	Form training cohorts and assign trainers	10/1/2012	10/31/2012
5.15.6	Monitor the provision of training	11/1/2012	5/30/2013
5.15.7	Evaluate and revise the training modules as needed based on feedback	6/1/2013	6/30/2013
5.15.8	Recruit participants	7/1/2013	7/31/2013
5.15.9	Form training cohorts and assign trainers	7/1/2013	7/31/2013
5.15.10	Monitor the provision of training	8/1/2013	5/31/2014
5.15.11	Evaluate and revise the training modules as needed based on feedback	6/1/2014	6/30/2014
5.15.12	Recruit participants	7/1/2014	7/31/2014
5.15.13	Form training cohorts and assign trainers	7/1/2014	7/31/2014
5.15.14	Monitor the provision of training	8/1/2014	5/31/2015
5.15.15	Evaluate and revise the training modules as needed based on feedback	6/1/2015	6/30/2015
5.15.16	Recruit participants	7/1/2015	7/31/2015
5.15.17	Form training cohorts and assign trainers	7/1/2015	7/31/2015
5.15.18	Monitor the provision of training	8/1/2015	11/30/2015
5.15.19	Evaluate and revise the training modules as needed based on feedback	12/1/2015	12/31/2015
5.16	Identify and invest in technological supports to facilitate seamless, effective child-assessment data entry that allows teachers to collect and enter child-observation data without redundancy of effort.	1/1/2014	12/31/2015
5.16.1	Research existing technological supports	1/1/2014	1/31/2014
5.16.2	Develop and release RFP to award technology grants	2/1/2014	2/28/2014
5.16.3	Review applications and select vendor	3/1/2014	3/31/2014
5.16.4	Develop and negotiate vendor contract	4/1/2014	4/30/2014
5.16.5	Monitor the provision of technology grants according to selection criteria	7/1/2014	12/31/2015
5.17	Create and implement a public-awareness campaign regarding the importance of regular developmental screening for children between birth and 5 years old and regarding how to access screening.	1/1/2013	12/31/2015
5.17.1	Identify key messages and public awareness strategies for campaign	1/1/2013	1/31/2013
5.17.2	Develop and release RFP	2/1/2013	2/28/2013
5.17.3	Review applications and select vendor	3/1/2013	3/30/2013
5.17.4	Develop and negotiate vendor contract	4/1/2013	4/30/2013
5.17.5	Work with RI Early Learning Council sub-committee to develop campaign materials	5/1/2013	6/30/2013
5.17.6	Implement campaign	7/1/2013	12/31/2015
5.18	Train ELL screening teams to provide culturally and linguistically appropriate Child Outreach screening to young English Learners.	7/1/2012	12/31/2015
5.18.1	Develop training materials based on ELL Screening sub-committee's existing recommendations	7/1/2012	9/30/2012
5.18.2	Recruit participants	10/1/2012	10/31/2012
5.18.3	Form training cohorts and assign trainers	10/1/2012	10/31/2012
5.18.4	Monitor the provision of training	11/1/2012	5/30/2013
5.18.5	Evaluate and revise the training modules as needed based on feedback	6/1/2013	6/30/2013
5.18.6	Recruit participants	7/1/2013	7/31/2013
5.18.7	Form training cohorts and assign trainers	7/1/2013	7/31/2013
5.18.8	Monitor the provision of training	8/1/2013	5/31/2014
5.18.9	Evaluate and revise the training modules as needed based on feedback	6/1/2014	6/30/2014
5.18.10	Recruit participants	7/1/2014	7/31/2014
5.18.11	Form training cohorts and assign trainers	7/1/2014	7/31/2014
5.18.12	Monitor the provision of training	8/1/2014	5/31/2015

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Code	Outcomes and Subtasks	Start Date	End Date
5.18.13	Evaluate and revise the training modules as needed based on feedback	6/1/2015	6/30/2015
5.18.14	Recruit participants	7/1/2015	7/31/2015
5.18.15	Form training cohorts and assign trainers	7/1/2015	7/31/2015
5.18.16	Monitor the provision of training	8/1/2015	11/30/2015
5.18.17	Evaluate and revise the training modules as needed based on feedback	12/1/2015	12/31/2015
5.19	Disseminate information to primary care providers and recruit screening system development participants	7/1/2012	12/31/2015
5.19.1	Screening system information developed	7/1/2012	9/30/2012
5.19.2	Order screening materials	7/1/2012	9/30/2012
5.19.3	Work with primary care providers (approx. 23 per year)	9/1/2012	12/31/2015
5.20	Develop RFP to distribute funding for evidence-based programs to increase children's language and literacy skills, social-emotional development, and family engagement in health settings	7/1/2012	12/31/2015
5.20.1	Develop and release RFP to award evidence-based intervention grants	7/1/2012	9/30/2012
5.20.2	Review applications and select vendor	10/1/2012	10/31/2012
5.20.3	Develop and negotiate vendor contract	12/1/2012	12/31/2012
5.20.4	Monitoring ongoing implementation of evidence- based interventions	1/1/2013	12/31/2015
5.21	Engage national experts to assist in the Kindergarten Entry Assessment development	7/1/2013	12/31/2013
5.21.1	Develop and release RFP	7/1/2013	7/31/2013
5.21.2	Review applications and select vendor	8/1/2013	8/31/2013
5.21.3	Develop and negotiate vendor contract	9/1/2013	10/31/2013
5.22	Gather stakeholder information using forums, surveys, and focus groups	10/1/2013	12/31/2013
5.22.1	Work with RI Early Learning Council sub-committee to design input format and schedule sessions	10/1/2013	10/31/2013
5.22.2	Summarize feedback	11/1/2013	12/31/2013
5.23	Identify Kindergarten Entry Assessment	1/1/2014	7/31/2014
5.23.1	Develop and release RFP to determine alignment of existing assessment tools with new learning and development standards	1/1/2014	1/31/2014
5.23.2	Review applications and select vendor	2/1/2014	2/28/2014
5.23.3	Develop and negotiate vendor contract	3/1/2014	3/30/2014
5.23.4	Alignment determinations completed	4/1/2014	5/31/2014
5.23.5	Review identified resources, stakeholder input, and existing aligned KEA Assessment tools	6/1/2014	6/30/2014
5.23.6	Select KEA tool(s)	7/1/2014	7/31/2014
5.24	Develop policies and procedures for administration of the KEA and the appropriate use of assessment data.	7/1/2014	12/31/2014
5.24.1	Develop policy and procedure manual	7/1/2014	12/31/2014
5.24.2	Develop plan to monitor the implementation of the KEA	7/1/2014	12/31/2014
5.25	Develop supports for kindergarten teachers and administrators.	1/1/2015	6/30/2015
5.25.1	Review existing professional development opportunities	1/1/2015	1/31/2015
5.25.2	Identify/develop professional development aligned with WKC Child Assessment domain and KEA policies and procedures manual	1/1/2015	6/30/2015
5.26	Train pilot districts using developed supports	7/1/2015	8/31/2015
5.26.1	Recruit pilot participants	7/1/2015	7/31/2015
5.26.2	Form training cohorts and assign trainers	7/1/2015	7/31/2015
5.26.3	Monitor the provision of training	8/1/2015	8/31/2015
5.27	Pilot Kindergarten Entry Assessment	9/1/2015	12/31/2015
5.27.1	Monitor implementation of KEA in pilot districts	9/1/2015	10/31/2015
5.27.2	Identify issues/challenges to address based on pilot implementation	11/1/2015	11/30/2015
5.27.3	Develop plan for statewide implementation of KEA	12/1/2015	12/31/2015
5.27.4	Identify revisions to training/policies and procedures to address issues/challenges	12/1/2015	12/31/2015

Project #6 Building an Early Learning Data System

Project Goals/Desired Outcomes: Ensure shared planning, access, and use of an early learning data system by state departments, by early learning intermediary organizations, and by early learning programs by expanding the RI Department of Education's Statewide Longitudinal Data System (the RIDE Data Warehouse) and building strong links to the RI Department of Health's KIDSNET database, DCYF's Rhode Island Children's Information System (RICHIST), and the Department of Human Services' Data Systems to track information on young children's participation and attendance in early learning programs, young children's learning and development, early learning programs and classrooms, and the early learning workforce

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PR Award #: S412A120033

Project Plan Version: Baseline

Effective Date: 7/18/2012

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Narrative: Rhode Island will build on the cross-departmental early learning data system planning work accomplished to date with the support of the National Governors Association. The RI Department of Education (RIDE) will lead the inter-agency effort to build the Rhode Island Early Learning Data System and will ensure shared data access and use across state agencies, early learning intermediary organizations, and early learning programs. Rhode Island will build on the RIDE data expertise and the infrastructure already built for the Statewide Longitudinal Data System. RIDE has already constructed a logical model to track child enrollment (entrances and exits) and attendance in various schools and programs, to connect children with individual classrooms and within schools and programs, and to track educator data by connecting staff to schools and programs, classrooms, and children, as part of the RIDE K-12 data system. Additionally, RIDE has expertise in developing the physical model for a data warehouse and in developing data-transfer agents that can work with multiple-source data systems to supply accurate and verifiable data. Building on the RIDE infrastructure will ensure that children's progress can be tracked from the early childhood years through high-school graduation (and beyond, as RIDE is building connections with higher-education data systems). The RI Department of Health's database, KIDSNET, is also a critical state data hub for information about young children's health, development, and critical risk factors identified at birth. KIDSNET is the database that will track children's participation in evidence-based home-visiting programs funded through the Maternal Infant and Early Childhood Home Visiting grant. Rhode Island will build a strong link between the Early Learning Data System at RIDE and KIDSNET. Additionally, strong linkages between the Early Learning Data System at RIDE and the databases at the Department of Human Services and the Department of Children, Youth, and Families will be built. RIDE and its partners will also develop and share data privacy and security policies and practices to comply with federal, state, and local privacy laws.

Key Performance Measures: N/A

Selection Criterion Addressed: (E)(2) Building or enhancing an early learning data system to improve instruction, practices, services, and policies.

Cross-reference to other projects: This project relates to the following RTT-ELC projects as described: 1) individualized technical assistance to support effective data collection practices in programs and classrooms will be available (Project 2), 2) the Early Learning Data System will be used to track program quality information (Project 3), 3) the Early Learning Data System will be used to track child outcomes aligned with Early Learning and Development Standards assessed through the use of Teaching Strategies GOLD and the Kindergarten Entry Assessment (Projects 4 and 5), 4)the Early Learning Data System will be used to track the credentials and professional development of the early learning workforce, and professional development supporting effective data collection and data use will be available (Project 7).

Code	Outcomes and Subtasks	Start Date	End Date
6	**Project 6**	4/1/2012	12/31/2015
6.1	Develop detailed project workplan.	4/1/2012	6/1/2012
6.1.1	Identify Core Project Management Team	4/1/2012	5/1/2012
6.1.2	Convene meetings to develop a final workplan and to identify resources which will support the work of the project	5/1/2012	6/1/2012
6.1.3	Seek cross-departmental sign-off plan	5/1/2012	6/1/2012
6.2	PHASE I: ELDS Project intiatiion	7/1/2012	9/1/2012
6.2.1	Orient new staff to RIDE's existing development protocols and infrastructure awareness	7/1/2012	9/30/2012
6.3	PHASE II: Program Domain	10/1/2012	6/30/2013
6.3.1	Meet with key stakeholders, including the Early Learning Council, to gather system requirements	10/1/2012	10/31/2012
6.3.2	Develop data security and privacy policies to be used across state agencies and by intermediaries and programs	10/1/2012	11/30/2012
6.3.3	Create system design from business requirements	11/1/2012	1/31/2013
6.3.4	Build database structure and application interface	2/1/2013	4/30/2013
6.3.5	Test application	4/1/2013	5/30/2013
6.3.6	Train end user	5/1/2013	6/30/2013
6.3.7	Deploy application	5/1/2013	6/30/2013
6.3.8	Finalize end user documentation	5/1/2013	6/30/2013
6.4	PHASE III: Teacher Domain	1/1/2013	12/31/2014
6.4.1	Meet with key stakeholders, including the Early Learning Council, to gather system requirements	1/1/2013	1/31/2013
6.4.2	Develop data security and privacy policies to be used across state agencies and by intermediaries and programs	1/1/2013	2/28/2013
6.4.3	Create system design from business requirements	3/1/2013	8/31/2013
6.4.4	Build database structure and application interface	9/1/2013	4/30/2014
6.4.5	Test application	5/1/2014	6/30/2014
6.4.6	Train end user	7/1/2014	11/30/2014
6.4.7	Deploy application	7/1/2014	12/31/2014
6.4.8	Finalize end user documentation	7/1/2014	12/31/2014

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Code	Outcomes and Subtasks	Start Date	End Date
6.5	PHASE IV: Student Domain	7/1/2014	12/31/2015
6.5.1	Meet with key stakeholders, including the Early Learning Council, to gather system requirements	7/1/2014	7/31/2014
6.5.2	evelop data security and privacy policies to be used across state agencies and by intermediaries and programs	7/1/2014	8/31/2014
6.5.3	Create system design from business requirements	9/1/2014	12/31/2014
6.5.4	Build database structure and application interface	1/1/2015	6/30/2015
6.5.5	Test application	7/1/2015	8/31/2015
6.5.6	Train end user	9/1/2015	11/30/2015
6.5.7	Deploy application	9/1/2015	12/31/2015
6.5.8	Finalize end user documentation	9/1/2015	12/31/2015
6.6	PHASE V: Close out	7/1/2015	12/31/2015
6.6.1	Conduct post implementation review	7/1/2015	12/31/2015
6.7	Phase I: Secure contract with IT Consultant	1/1/2012	6/30/2012
6.7.1	Submit request to Purchasing Dept.	1/1/2012	6/30/2012
6.7.2	Create IT consultant contract	4/1/2012	6/30/2012
6.8	Phase II: ELDS Data Requirements	4/1/2012	12/31/2015
6.8.1	Identify data needed from HEALTH to answer RI's key early learning policy questions.	4/1/2012	6/30/2012
6.8.2	Work with RIDE to establish a Child Outreach - KIDSNET advisory group	4/1/2012	6/30/2012
6.8.3	Identify gap between data needed and data currently available	7/1/2012	9/30/2012
6.8.4	Develop design specs (with advisory group) to modify KIDSNET to collect missing data elements, including Child Outreach Screening and developmental screening report for PCPs	7/1/2012	12/31/2012
6.8.5	Develop KIDSNET modifications per specifications	1/1/2013	12/31/2013
6.8.6	Test KIDSNET modifications	1/1/2014	12/31/2014
6.8.7	Deploy new functionality in production system	1/1/2015	6/30/2015
6.8.8	Train LEA Child Outreach staff on data entry requirements	1/1/2015	12/31/2015
6.8.9	Train primary care providers on developmental screening functionality and report	1/1/2015	12/31/2015
6.9	Phase III: KIDSNET Interface with RIDE	7/1/2012	12/31/2015
6.9.1	Develop interagency data sharing agreement	7/1/2012	6/30/2013
6.9.2	Identify interface specifications with RIDE	4/1/2012	9/30/2012
6.9.3	Develop interface design document	10/1/2012	6/30/2013
6.9.4	Develop interface	7/1/2013	6/30/2014
6.9.5	Test interface	7/1/2014	6/30/2015
6.9.6	Implement interface	7/1/2015	12/31/2015
6.10	Expand capability of DHS Data Warehouse to match relevant DHS data to RIDE's SLDS	10/1/2012	12/31/2015
6.10.1	Determine need for interagency data sharing agreement	10/1/2012	12/31/2012
6.10.2	If necessary, develop interagency data sharing agreement	10/1/2012	12/31/2012
6.10.3	Identify data needed from DHS Data Warehouse to answer RI's key early learning policy questions.	10/1/2012	12/31/2012
6.10.4	Identify gap between data needed and data currently available	10/1/2012	12/31/2012
6.10.5	If necessary, develop design specs to modify DHS Data Warehouse to collect missing data elements	10/1/2012	12/31/2012
6.10.6	Develop modifications to DHS Data Warehouse per specifications	10/1/2012	12/31/2012
6.10.7	Test functionality and accuracy of draft modifications	10/1/2012	12/31/2012
6.10.8	Fine-tune modifications based on testing results	10/1/2012	12/31/2012
6.10.9	Implement final modifications to production	10/1/2012	6/30/2013
6.10.10	Identify interface specifications with RIDE	10/1/2012	6/30/2013
6.10.11	Develop interface module	1/1/2013	6/30/2013
6.10.12	Test Interface module	1/1/2013	6/30/2013
6.10.13	Implement and monitor interface module	1/1/2013	12/31/2015
6.11	Expand capability of DHS' Eligibility System to include program quality information in order to process tiered quality incentive payments	1/7/2012	12/31/2015
6.11.1	Analyze DHS' Eligibility System to determine specifications needed to include a new field related to program level TQRIS rating	7/1/2012	12/31/2012
6.11.2	Draft specifications needed to include data related to program quality	10/1/2012	6/30/2013
6.11.3	Test specifications used to include data related to program quality	10/1/2012	6/30/2013
6.11.4	Analyze specifications needed to build secure web portal to allow entry of program quality data	7/1/2012	12/31/2012
6.11.5	Draft specifications needed to build secure web portal to allow entry of program quality data	10/1/2012	6/30/2013
6.11.6	Test specifications used to build secure web portal to allow entry of program quality data	1/1/2013	6/30/2013
6.11.7	Test communication between DHS' Eligibility System and secure web portal to ensure functionality and accuracy	1/1/2013	6/30/2013
6.11.8	Implement specifications for secure web portal to allow entry of program quality data	1/1/2013	6/30/2013
6.11.9	Monitor implementation and functionality of secure web portal	1/1/2013	12/31/2013
6.11.10	Monitor functionality of secure web portal	1/1/2014	12/31/2014
6.11.11	Monitor functionality of secure web portal	1/1/2015	12/31/2015
6.11.12	Implement specifications for integration of program quality data into DHS eligibility system	1/1/2013	6/30/2013
6.11.13	Monitor implementation and functionality of modifications within DHS' Eligibility System	1/1/2013	12/31/2013
6.11.14	Monitor implementation and functionality of modifications within DHS' Eligibility System	1/1/2014	12/31/2014

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Code	Outcomes and Subtasks	Start Date	End Date
6.11.15	Monitor implementation and functionality of modifications within DHS' Eligibility System	1/1/2015	12/31/2015
6.11.16	Reprogram DHS' Eligibility System to calculate and process tiered quality reimbursements based on program quality information	1/1/2013	6/30/2013
6.11.17	Begin implementation of tiered quality incentive payments based on program quality information	1/1/2013	6/30/2013
6.11.18	Monitor implementation of tiered quality incentive payments through DHS' Eligibility System	7/1/2013	12/31/2013
6.11.19	Monitor implementation of tiered quality incentive payments through DHS' Eligibility System	1/1/2014	12/31/2014
6.11.20	Monitor implementation of tiered quality incentive payments through DHS' Eligibility System	1/1/2015	12/31/2015
6.12	Continue to participate in ELDS system design and integration of DHS Data System(s)	7/1/2013	12/31/2015
6.12.1	As necessary, participate in integration of DHS Data System(s) for ELDS Teacher Domain	7/1/2013	6/30/2014
6.12.2	As necessary, participate in integration of DHS Data System(s) for ELDS Student Domain	7/1/2014	12/31/2015
6.13	Phase I: ELDS Data Requirements	10/1/2012	12/31/2013
6.13.1	Identify data needed from DCYF to answer RI's key early learning policy questions	10/1/2012	12/31/2012
6.13.2	Identify gap between data needed and data currently available	10/1/2012	12/31/2012
6.13.3	Develop design specs (if needed) to modify RICHIST to collect missing data elements	1/1/2013	6/30/2013
6.13.4	Develop RICHIST modifications per specifications	1/1/2013	12/31/2013
6.13.5	Test RICHIST modifications	7/1/2013	12/31/2013
6.13.6	Train licensing staff on new data requirements	7/1/2013	12/31/2013
6.13.7	Deploy new functionality in production system	7/1/2013	12/31/2013
6.14	Phase II: Interface with RIDE	1/1/2014	12/31/2014
6.14.1	Identify interface specifications with RIDE	1/1/2014	6/30/2014
6.14.2	Develop interface design document	1/1/2014	6/30/2014
6.14.3	Develop interface module	1/1/2013	12/31/2013
6.14.4	Test interface module	7/1/2014	12/31/2014
6.14.5	Implement interface module	7/1/2014	12/31/2014

Project #7 Improving the Knowledge and Competencies of the Early Learning Workforce

Project Goals/Desired Outcomes: Complete the development of Workforce Knowledge and Competency (WKC) frameworks for remaining sectors of the early-learning workforce; collect and publicly report aggregated data on early-childhood educator development, advancement, and retention; increase the availability and accessibility of high-quality professional development opportunities that are aligned with the new WKC frameworks; and support professional improvement and career advancement along the articulated career pathway in the WKC framework, by increasing access to higher education

Narrative: Rhode Island has completed a comprehensive set of Workforce Knowledge and Competencies (WKC) for teachers and teacher assistants, but companion documents for other early-childhood educators have not been completed. Rhode Island will develop additional WKC frameworks so that key roles in our early-childhood system are fully addressed. Our key activities will be to:

• develop core competencies for family child-care providers;

• create an addendum to teacher competencies for preschool special educators and early-intervention professionals;

• develop competencies for program administrators and education coordinators;

• develop competencies for professional development providers and higher education staff;

• support the alignment of the competencies with higher education credentials identified in the WKC for the teachers and teacher assistants career lattices; and

• increase the availability and accessibility of high-quality professional development opportunities that are aligned with the new WKC frameworks.

Rhode Island will promote professional improvement and career advancement along the articulated WKC career lattice by creating a Level I certification program and providing scholarships for A.A. (Level II) and B.A. (Level III) degrees. Rhode Island will collect and publicly report aggregated data on early-childhood educator development, advancement, and retention.

Key Performance Measures: (D)(2)(d)(1); (D)(2)(d)(2)

Selection Criterion Addressed: (D)(1) Developing a Workforce Knowledge and Competency Framework and a progression of credentials. (D)(2) Supporting Early Childhood Educators in improving their knowledge, skills, and abilities.

Code	Outcomes and Subtasks	Start Date	End Date
7	**Project 7**	4/1/2012	12/31/2015
7.1	Develop detailed project workplan.	4/1/2012	6/30/2012
7.1.1	Identify Core Project Management Team	4/1/2012	6/30/2012

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2012 - Rhode Island - SEA
PR Award #: S412A120033

Project Plan Version: Baseline

Effective Date: 7/18/2012

Code	Outcomes and Subtasks	Start Date	End Date
7.1.2	Convene meetings to develop a final workplan and to identify resources which will support the work of the project	4/1/2012	7/31/2012
7.2	Develop WKC framework for Family Child Care	7/1/2012	12/31/2012
7.2.1	Hire meeting facilitator	7/1/2012	7/31/2012
7.2.2	Identify local and national experts and request participation on WKC Development Team	7/1/2012	8/1/2012
7.2.3	Work with the RI Early Learning Council to seek broad-based community input.	8/1/2012	8/31/2012
7.2.4	Convene initial meeting to develop a final workplan and schedule and identify resources which will support the development	8/1/2012	8/31/2012
7.2.5	Develop draft standards	9/1/2012	11/1/2012
7.2.6	Work with the RI Early Learning Council to seek broad-based community feedback on the draft standards.	11/1/2012	11/21/2012
7.2.7	Revise standards to incorporate community feedback	12/1/2012	12/31/2012
7.3	Create an Addendum to the WKC Framework for teacher for special educators and early intervention professionals	7/1/2012	12/31/2012
7.3.1	Hire meeting facilitator	7/1/2012	7/31/2012
7.3.2	Identify local and national experts and request participation on WKC Development Team	7/1/2012	8/1/2012
7.3.3	Work with the RI Early Learning Council to seek broad-based community input.	8/1/2012	8/31/2012
7.3.4	Convene initial meeting to develop a final workplan and schedule and identify resources which will support the development	8/1/2012	8/31/2012
7.3.5	Develop draft standards	9/1/2012	11/1/2012
7.3.6	Work with the RI Early Learning Council to seek broad-based community feedback on the draft standards.	11/1/2012	11/21/2012
7.3.7	Revise standards to incorporate community feedback	12/1/2012	12/31/2012
7.4	Develop WKC framework for professional development providers and higher education staff	1/1/2013	12/31/2013
7.4.1	Hire meeting facilitator	1/1/2013	3/1/2013
7.4.2	Identify local and national experts and request participation on WKC Development Team	1/1/2013	3/1/2013
7.4.3	Work with the RI Early Learning Council to seek broad-based community input.	3/1/2013	3/31/2013
7.4.4	Convene initial meeting to develop a final workplan and schedule and identify resources which will support the development	3/1/2013	3/31/2013
7.4.5	Develop draft standards	4/1/2013	9/30/2013
7.4.6	Work with the RI Early Learning Council to seek broad-based community feedback on the draft standards.	10/1/2013	10/31/2013
7.4.7	Revise standards to incorporate community feedback	11/1/2013	12/31/2013
7.5	Develop WKC framework for program administrators and education coordinators	1/1/2014	12/31/2014
7.5.1	Hire meeting facilitator	1/1/2014	3/1/2014
7.5.2	Identify local and national experts and request participation on WKC Development Team	1/1/2014	3/1/2014
7.5.3	Work with the RI Early Learning Council to seek broad-based community input.	3/1/2014	3/31/2014
7.5.4	Convene initial meeting to develop a final workplan and schedule and identify resources which will support the development	3/1/2014	3/31/2014
7.5.5	Develop draft standards	4/1/2014	9/30/2014
7.5.6	Work with the RI Early Learning Council to seek broad-based community feedback on the draft standards.	10/1/2014	10/31/2014
7.5.7	Revise standards to incorporate community feedback	11/1/2014	12/31/2014
7.6	Conduct Professional workforce study and publicly report findings	4/1/2012	1/31/2013
7.6.1	Develop and release RFP	4/1/2012	7/31/2012
7.6.2	Review applications and select vendor	9/1/2012	9/30/2012
7.6.3	Develop and negotiate vendor contract	10/1/2012	10/31/2012
7.6.4	Workforce Study completed and released	10/31/2012	1/31/2013
7.7	Use the early learning data system to produce and disseminate annual reports on the early learning workforce	6/1/2014	12/31/2015
7.7.1	Analyze workforce data	6/1/2014	12/31/2015
7.7.2	Design annual report format	6/1/2014	12/31/2015
7.7.3	Make report available to public	6/1/2014	12/31/2015
7.8	Identify RI professional development system baseline.	6/1/2012	9/30/2013
7.8.1	Develop final RI Professional Development System plan	6/1/2012	6/30/2012
7.8.2	Inventory existing PD offerings and identify PD gaps	6/1/2012	8/1/2012
7.8.3	Evaluate alignment of existing PD to WKC frameworks and high-quality delivery models	6/1/2012	8/1/2012
7.8.4	Identify existing high quality aligned PD resources from other states or national training centers	6/1/2012	8/1/2012
7.8.5	Year One Plan: Modify existing contract to add RTT-ELC funds to provide aligned PD	8/1/2012	9/30/2013
7.8.6	Design mandatory pre-service health & safety training for license exempt educators participating in child care subsidy program	10/1/2012	6/30/2013
7.9	Engage national experts to assist in the design of professional development center systems	8/1/2012	6/30/2013
7.9.1	Develop and release RFP	8/1/2012	8/30/2012
7.9.2	Review applications and select vendor	9/1/2012	9/30/2012
7.9.3	Develop and negotiate vendor contract	10/1/2012	11/30/2012

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Code	Outcomes and Subtasks	Start Date	End Date
7.9.4	Monitor the development of a process for approving training content and delivery method	12/1/2012	3/1/2013
7.9.5	Monitor the development of a process for approving trainers	12/1/2012	3/1/2013
7.9.6	Monitor the development of a system for Career Lattice verification and advising/planning	12/1/2012	3/1/2013
7.10	Establish professional development center to facilitate statewide access to high-quality professional development.	1/1/2013	12/31/2015
7.10.1	Develop and release RFP	3/1/2013	3/30/2013
7.10.2	Review applications and select vendor	4/1/2013	4/30/2013
7.10.3	Develop and negotiate vendor contract	5/1/2013	6/30/2013
7.10.4	Monitor the development of a centralized calendar for professional development opportunities	7/1/2013	12/31/2013
7.10.5	Monitor the increased number and frequency of approved PD offerings	7/1/2013	12/31/2015
7.10.6	Monitor the provision of approved PD opportunities to address gaps in system and areas identified as high need	7/1/2013	12/31/2015
7.10.7	Evaluate whether high quality PD opportunities are available to all sectors of the workforce and aligned with effective delivery methods	7/1/2013	12/31/2015
7.10.8	Monitor the implementation of mandatory pre-service health & safety training for license exempt educators participating in child care subsidy program	7/1/2013	12/31/2015
7.11	Expand RI TEACH scholarship program	4/1/2012	12/31/2015
7.11.1	Develop and release RFP	4/1/2012	6/30/2012
7.11.2	Review applications and select vendor	4/1/2012	6/30/2012
7.11.3	Develop and negotiate vendor contract	4/1/2012	6/30/2012
7.11.4	Explore flexible program delivery models for earning college credit/ teacher certification	4/1/2012	6/30/2012
7.11.5	Review proposals from existing teachers preparation programs	4/1/2012	6/30/2012
7.11.6	Identify models for pilot	4/1/2012	6/30/2012
7.11.7	Provide TEACH Scholarships	7/1/2012	12/31/2015
7.12	Activity 7.12: Review existing teacher preparation program curricula against WKC frameworks	7/1/2012	8/30/2013
7.12.1	Develop and release RFP to determine alignment of existing higher education curriculum with WKC Frameworks	7/1/2012	8/30/2012
7.12.2	Review applications and select vendor	9/1/2012	9/30/2012
7.12.3	Develop and negotiate vendor contract	10/1/2012	12/31/2012
7.12.4	Conduct a higher education alignment summit to review alignments and develop plans	1/1/2013	6/30/2013
7.12.5	Complete higher education alignment	6/1/2013	12/31/2013
7.12.6	Develop and release RFP to hire Accreditation consultant to Support CCRI to achieve NAEYC accreditation	4/1/2012	7/30/2012
7.12.7	Review applications and select CCRI consultant	8/1/2012	8/30/2012
7.12.8	Develop and negotiate contract	9/1/2012	10/31/2012
7.12.9	Monitor the CCRI Accreditation process	11/1/2012	8/30/2013
7.13	Review existing programs at CCRI and establish a Level I career pathway	7/1/2012	12/31/2015
7.13.1	Review of existing early childhood certificate programs	7/1/2012	8/30/2012
7.13.2	Create Level I career certificate program	9/1/2012	10/31/2012
7.13.3	Develop new contract for implementation of Level I Certificate program	11/1/2012	12/31/2012
7.13.4	Monitor enrollment of students in Level I Certificate program	1/1/2013	12/31/2015