WELCOME!

Please join us by phone at:
1 (855) 947-8255
Access code: 7031 030#
OUTLINE

Welcome & Check-in
Act on What’s Important: Rhode Island KIDS COUNT
Act on What’s Important Tools
Wrap-Up & Check-out

ACT CHALLENGES

ACT SUCCESSES
ACT ON WHAT’S IMPORTANT
Take action—ensure that selected strategies are implemented.

HEALTHY FUTURES: CRADLE TO COLLEGE

Stephanie Geller
Project Director
Roadmaps to Health Community Grant
Healthy Futures: Cradle to College:
Policy Analyst, Rhode Island KIDS COUNT

2012 Rhode Island Kids Count Factbook
RHODE ISLAND

The Annie E. Casey Foundation’s 23rd annual report on the status of American children ranks Rhode Island 25th in the nation for overall child well-being (1st is best, 50th is worst).

CRADLE TO COLLEGE: POLICY AND SYSTEM GOALS

1. Ensure that state funding for Pre-K is allocated through the education funding formula
2. Increase access to full-day K in districts across the state
3. Support the establishment of early warning systems at 6th and 8th grade to identify and intervene with students at risk of dropping out
4. Increase the rigor of the high school curriculum through common core implementation and increased AP course offerings
5. Identify and build on systems for providing in-school and community-based student support for the college application process

WHY FOCUS ON PRE-K?

- Access to preschool is uneven
  - Influenced by family economic status
  - Early education costs more than tuition at most state colleges and universities
- Quality is often inadequate in existing programs
  - Under-resourced
  - Low-paid staff and high turnover
  - Minimal education credentials required
  - Inadequate facilities
WHY FOCUS ON PRE-K?

- **Impact**
  - **On children** – improved school readiness, higher graduation rates, less teen pregnancy, less criminal involvement, higher earnings, and improved physical and behavioral health
  - **On society and economy** – significant government savings, more productive workforce, reduced crime, and increased tax revenues

RETURN ON INVESTMENT

<table>
<thead>
<tr>
<th>ECONOMIC RETURNS TO PRE-K FOR DISADVANTAGED CHILDREN</th>
<th>PROGRAM</th>
<th>COST</th>
<th>BENEFITS</th>
<th>B/C</th>
</tr>
</thead>
<tbody>
<tr>
<td>Perry Pre-K</td>
<td>$17,599</td>
<td>$294,086</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>Abecedarian</td>
<td>$70,697</td>
<td>$176,284</td>
<td>2.5</td>
<td></td>
</tr>
<tr>
<td>Chicago</td>
<td>$8,224</td>
<td>$83,511</td>
<td>10</td>
<td></td>
</tr>
</tbody>
</table>

In 2006 dollars, 3% discount rate.

KEY CHARACTERISTICS OF PRE-K IN RHODE ISLAND

- **Diverse delivery system**
  - Child care, Head Start, public schools

- **High-quality**
  - NIEER quality benchmarks, $9,300/child per year

- **Full-day program**
  - 6-hour day, 180 days per year with link to child care

MILESTONES TO INCREASE ACCESS TO HIGH-QUALITY PRE-K

<table>
<thead>
<tr>
<th>DATE</th>
<th>MILESTONES ALONG THE WAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>Pre-K Exploration Committee</td>
</tr>
<tr>
<td>2008</td>
<td>Pre-Kindergarten Education Act passed, requiring planning of pilot</td>
</tr>
<tr>
<td>2009</td>
<td>Budget included funds for Pre-Kindergarten Demonstration (pilot)</td>
</tr>
<tr>
<td>2010</td>
<td>Education Funding Formula passed, including plan for Pre-K expansion</td>
</tr>
<tr>
<td>2011</td>
<td>Funds for Pre-K expansion not in budget, but Title I, district and private funds found to continue the program</td>
</tr>
<tr>
<td>Feb. 2012</td>
<td>Pre-K Demonstration Program evaluation shows positive effects</td>
</tr>
<tr>
<td>April 2012</td>
<td>Rhode Island’s Pre-K Program meets all 10 NIEER quality benchmarks</td>
</tr>
<tr>
<td>June 2012</td>
<td>Pre-K funds are back in the budget</td>
</tr>
</tbody>
</table>

CHILDREN IN STATE PRE-K PROGRAM

- Children Enrolled in Rhode Island State Pre-K

![Graph showing enrollment growth from 2008 to 2016-2017 target]

NEXT STEPS FOR PRE-K

- **Expansion plan**: Phase in over 10 years through the state’s education funding formula to expand the Pre-K program
- **Implementation**: Continue the policy of conducting stratified enrollment lotteries to ensure that children in low-income families and other children with high needs have priority access to state Pre-K
- **Target**: By 2016-2017 school year, there will be at least 504 children enrolled in a state Pre-K program (28 classrooms), growing from 144 children in 2012-2013 (8 classrooms), a 250% increase.
WHY FOCUS ON FULL-DAY KINDERGARTEN?

- More time for meaningful learning activities
- Children learn more and have lower retention rates
- May help increase kindergarten enrollment
- Children from disadvantaged backgrounds benefit most
- Improves test scores

MILESTONES TO INCREASE FULL-DAY KINDERGARTEN ACCESS

<table>
<thead>
<tr>
<th>DATE</th>
<th>MILESTONES ALONG THE WAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>Education Funding Formula passed, including half-day funding for half-day K and full-day funding for full-day K</td>
</tr>
<tr>
<td>2009-2010</td>
<td>All 4 core cities (communities with highest child poverty rates) have 100% of children in full-day kindergarten classrooms</td>
</tr>
<tr>
<td>2010-2011</td>
<td>Woonsocket (1 of the 4 core cities) eliminated full-day K due to budget pressures</td>
</tr>
<tr>
<td>2011</td>
<td>Legislation did not pass requiring that all school districts offer full-day K</td>
</tr>
<tr>
<td>2012</td>
<td>Full-Day Kindergarten Accessibility Act passed, which provides one-time start-up funds to school districts transitioning from part-day K to full-day</td>
</tr>
</tbody>
</table>

CHILDEREN IN FULL-DAY KINDERGARTEN

Children in Full-Day Public Kindergarten Programs, Four Core Cities and Rhode Island, 1999-2000 through 2011-2012 School Years

Source: State Department of Elementary and Secondary Education Kindergarten enrollment October 1, 2000 - October 1, 2011.
NEXT STEPS FOR FULL-DAY KINDERGARTEN

- **Strategies:**
  - Maintain differential reimbursement
  - Advocate for dollars to fund full-day K start-up
  - Focused district-level advocacy

- **Target:** By 2015-2016 school year, 100% of Rhode Island kindergarteners enrolled in public school will be in full-day kindergarten, growing from 64% to 100%.

STRATEGIES

- Prevent Pre-K and full-day Kindergarten as being viewed as competing priorities
- Early childhood community does not always support same priorities
- Need to maintain other early childhood priorities (child care assistance, state funding for Head Start, etc.)
- Funding challenges at state and district levels

CONTACT INFORMATION

Stephanie Geller
Policy Analyst, Rhode Island KIDS COUNT
geller@rikidscount.org
Phone: 401.351.9400 x 11

Image courtesy of Rhode Island KIDS COUNT
QUESTIONS

Unmute - #6

ACT TOOLS

- Use Nine Questions: A Strategy Planning Tool for Advocacy Campaigns [PDF from the Advocacy Institute] to guide you in moving from broad goals to specific tactics and steps.
- Use Sphere of Influence [PDF from Kitty Jerome, kj consulting] to help you identify personal connections with the people who know the decision-makers.

NINE QUESTIONS

- What do we want?
- Who can give it to us?
- What do they need to hear?
- Who do they need to hear it from?
- How can we get them to hear it?
- What have we got?
- What do we need to develop?
- How do we begin?
- How do we tell if it’s working?
SPHERE OF INFLUENCE

‣ Who has the power to make the policy/system change?
‣ Who has influence on that person (political or personal)?
‣ Brainstorm names
‣ Build a circle of influence to provide information to that person

And the trouble is, if you don’t risk anything, you risk even more.

—Erica Jong

CHECK-OUT
What will you “take-away” from today’s webinar?
TAKE ACTION WEBINAR SERIES

<table>
<thead>
<tr>
<th>Action Step</th>
<th>Webinar Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluate</td>
<td>Oct. 9</td>
</tr>
<tr>
<td>Evaluate: In-depth</td>
<td>Oct. 23</td>
</tr>
</tbody>
</table>

CONTACT INFORMATION

Karen Odegaard
Community Engagement Specialist
karen.odegaard@match.wisc.edu
Phone: 608.265.6486

Jan O'Neill
Community Engagement Specialist
jan.oneill@match.wisc.edu
Phone: 608.265.6486

STAYING CONNECTED

e-Newsletter: chr@match.wisc.edu
ACKNOWLEDGEMENTS

- Wisconsin County Health Rankings & Roadmaps Team
  - Including Bridget Catlin, Julie Willems Van Dijk, David Kindig, Kirstin Siemering, Alison Bergum
- Robert Wood Johnson Foundation
  - Including Abbey Cofsky, Brenda Henry, Michelle Larkin, Jim Marks, Joe Marx
- Our Partners
  - Including Burness Communications, Community Catalyst, United Way Worldwide, ASTHO, NACCHO, NNPHI, Dartmouth Institute, CDC, NCHS

YOUTH

We have tomorrow
Bright before us
Like a flame.

Yesterday
A night-gone thing,
A sun-down name.

And dawn-today
Broad arch above the road we came.

We march!

—Langston Hughes