

# **Understanding the Importance of the Early Childhood Workforce to School Readiness in Virginia**

Joint Subcommittee on the Virginia Preschool Initiative

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*October 7, 2015*

# Why Does the EC Workforce Matter?

- School readiness programs
- For outcomes, quality matters
- Adult capabilities

# Understanding the Composition and Dynamics of the EC Workforce

- Diversity
- Volume
- Landscape
- Market forces and other dynamics
- Importance

# The Early Care and Education Market

After-school program



School-based PreK



Family Child Care Home



Head Start Center

Private preschools



Non-Profit Child Care Center

Proprietary Child Care Center



Relative, Neighbor or Nanny



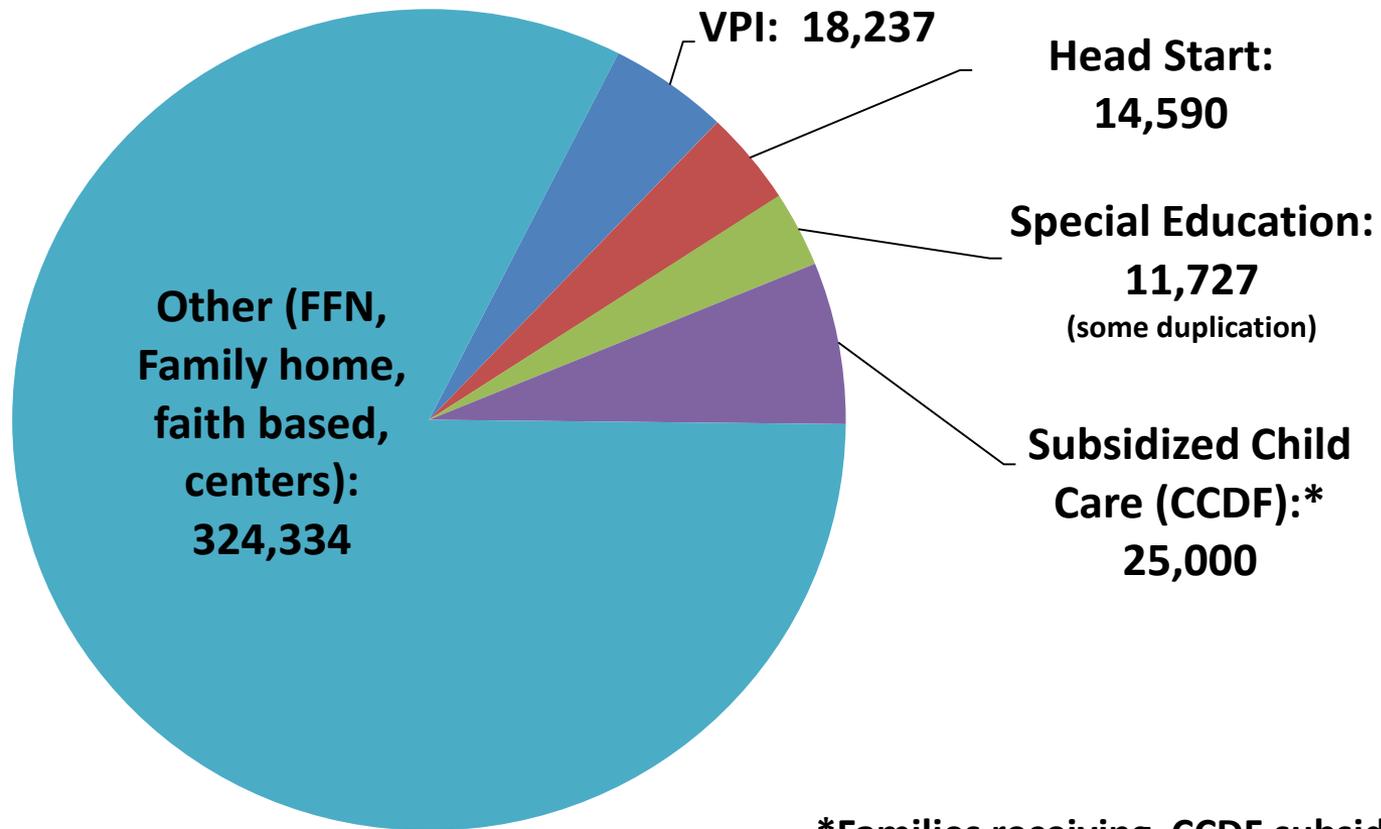
# Child Care and Preschool Options for Families with Children Birth to 5 in Virginia



Privately funded (some supported with federal subsidies)

Publicly-funded

# Number of VA Children Birth to 5 Estimated to be in Child Care/Preschool Programs by Program Type



Based on 2014 data from VDOE, Head Start, Child Care Aware

\*Families receiving CCDF subsidies can choose from a variety of child care types, including family home, faith-based, and center-based providers.

# Minimum education and training requirements for lead teacher by program type

	Licensed child care centers	Head Start	Virginia Preschool Initiative
Minimum education (pre-service) requirements	HS diploma plus 6 months classroom experience plus 12 hours of specific training	2 year degree in early childhood education or related coursework*	<p><u>School setting</u>: BA/BS degree and teacher license</p> <p><u>Private care setting</u>: Not addressed in VPI requirements; default to Code for public schools.</p>
Minimum annual training (in-service) requirements	16 hours per year	15 hours per year	15 hours per year

\*Federal law set a goal (not requirement) for Head Start to have 50% of teachers with a BA degree by 2013.

# Bucking Assumptions Regarding Qualifications of the EC Workforce

- Definition of “highly qualified”
- Degrees and licenses
- In-service professional development

# Understanding the Relevance of QRIS to the EC Workforce



**Quality Rating Improvement Systems** are market interventions to improve quality.

- **Quality Assurance** – progressive standards, with assessment & monitoring
- **Supply** side interventions – program and practitioner supports (TA and PD) and incentives
- **Demand** side interventions – ratings, consumer education, and incentives

QRIS is a framework to align public and private programs and implement the program, practitioner, and child standards that support high quality experiences for children.

# Virginia Quality Standards

Virginia's QRIS awards quality levels to child care and preschool programs based on these four nationally recognized quality standards and best practices.



## EDUCATION & QUALIFICATIONS

A teacher's formal education in child development or early childhood education has an impact on children's school readiness. When teachers have some formal education, such as a Child Development Associate (CDA), professional certificate, or child-related college credits, they are more prepared to intentionally support children's learning through high quality interactions. This standard measures the education and qualifications of program staff.



## CURRICULUM & ASSESSMENT

Intentional teaching has an impact on children's school readiness. This standard does not require programs to use a purchased curriculum. Instead, this standard measures how programs intentionally promote children's learning and development. Virginia has developed the Milestones of Child Development and the Foundation Blocks for Early Learning to guide early childhood educators in promoting school readiness, and this standard considers how the program aligns with Virginia's early learning guidelines.



## ENVIRONMENT

Children engaged in meaningful learning and play, guided by qualified caregivers in an enriched educational environment, has an impact on school readiness. This standard measures the types of materials available to the children and the types of activities they are involved in throughout the day.



## INTERACTIONS

Interactions between teachers and children form the foundation for all social and cognitive learning, significantly impacting school readiness. In addition to exposure to high quality materials and intentional teaching, children benefit most when they experience high quality interactions. At your program, do teachers

- support children's social and emotional growth?
- have a positive attitude towards the children?
- use constructive behavior management techniques?
- encourage children to learn and be creative?

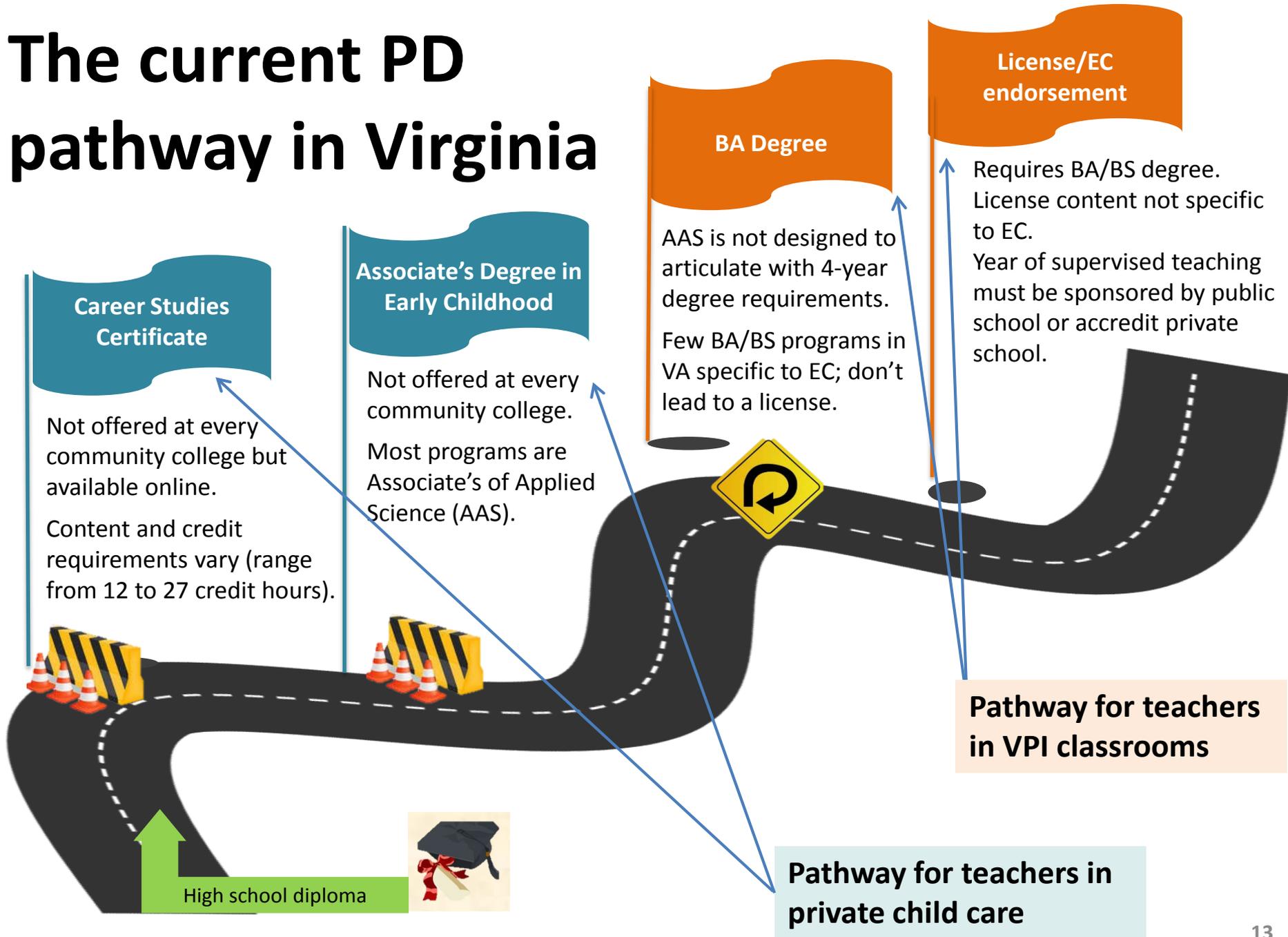
This standard measures the quality of interactions.

Level 1	Level 2	Level 3	Level 4	Level 5
<b>Basic Health &amp; Safety</b>	<b>Education &amp; Qualifications</b>	<b>Curriculum &amp; Assessment</b>	<b>Environment &amp; Interactions</b>	<b>Environment &amp; Interactions</b>
<ul style="list-style-type: none"> <li>✓ In good standing with local and state regulations. Depending on the child care program type, one or more of the following may apply: Virginia Department of Social Services Licensing Standards, Virginia Board of Education Regulations, Head Start Performance Standards, Local Ordinances, or Licensed Family Day System</li> <li>✓ Complete Virginia Quality Orientation (through an online module or by attending an in-person training)</li> </ul>	<p style="text-align: center;"><b>Meet all requirements for Level 1</b></p> <p style="text-align: center;">— AND —</p> <ul style="list-style-type: none"> <li>✓ Complete the Virginia Quality Professional Development Series (through online modules or by attending in-person trainings)</li> </ul> <p style="text-align: center;">+ —</p> <p><b>For Classroom-based Programs</b></p> <ul style="list-style-type: none"> <li>✓ One Administrator or Director has earned an Associate degree in a relevant field with a minimum of 15 child-related credits <b>OR</b> has earned 24 child-related credits from an accredited college (or in progress)**</li> <li>✓ At least 50% of Lead Teachers have national Child Development Associate credential (also known as a CDA) <b>OR</b> 12 child-related credits from an accredited college <b>OR</b> another approved credential<sup>1</sup> such as an American Montessori Society Credential (or in progress)**</li> </ul> <p><b>For Family Child Care Homes</b></p> <ul style="list-style-type: none"> <li>✓ The Family Child Care Provider responsible for the direct supervision of children and delivery of the curriculum and instruction has a CDA <b>OR</b> 12 child-related credits from an accredited college <b>OR</b> another approved credential such as an American Montessori Society Credential (or in progress)**</li> </ul>	<p style="text-align: center;"><b>Meet all requirements for Levels 1 and 2</b></p> <p style="text-align: center;">— AND —</p> <ul style="list-style-type: none"> <li>✓ Lead teachers have at least eight (8) hours of training on implementing the program's curriculum or teaching framework</li> <li>✓ Completion of the Virginia QRIS Curriculum &amp; Assessment Checklist to show alignment with <i>Virginia's Milestones of Child Development</i> or <i>Virginia's Foundation Blocks for Early Learning</i></li> <li>✓ On-site document review and observation to verify accuracy of Virginia QRIS Curriculum and Assessment Checklist</li> <li>✓ Complete Environment Rating Scale (ERS)<sup>2</sup> self-study using the appropriate tool(s) for the ages served and setting</li> <li>✓ Complete CLASS<sup>3</sup> self-study using the appropriate tool(s) for ages served</li> </ul>	<p style="text-align: center;"><b>Meet all requirements for Levels 1, 2, and 3</b></p> <p style="text-align: center;">— AND —</p> <ul style="list-style-type: none"> <li>✓ Achieve an average Environment Rating Scale (ERS) score of <b>4.00 or higher</b> across four ERS subscales (Language-Reasoning/Listening and Talking, Activities, Interaction, and Program Structure)</li> <li>✓ Achieve an average Classroom Assessment Scoring System (CLASS) score of <b>5.00 or higher</b> in: <ul style="list-style-type: none"> <li>• Emotional Support &amp; Classroom Organization (Pre-K CLASS)</li> <li>• Emotional and Behavioral Support (Toddler CLASS)</li> <li>• Relational Climate &amp; Teacher Sensitivity (Infant CLASS)</li> </ul> </li> <li>✓ Achieve an average CLASS score of <b>3.25 or higher</b> in: <ul style="list-style-type: none"> <li>• Instructional Support (Pre-K CLASS)</li> <li>• Engaged Support for Learning Score (Toddler CLASS)</li> <li>• Facilitated Exploration &amp; Early Language Support (Infant CLASS)</li> </ul> </li> <li>✓ Develop a quality improvement plan based on ERS &amp; CLASS on-site observation</li> </ul>	<p style="text-align: center;"><b>Meet all requirements for Levels 1, 2, 3, and 4</b></p> <p style="text-align: center;">— AND —</p> <ul style="list-style-type: none"> <li>✓ Achieve an average Environment Rating Scale (ERS) score of <b>5.00 or higher</b> across four ERS subscales (Language-Reasoning/Listening and Talking, Activities, Interaction, and Program Structure)</li> <li>✓ Achieve an average Classroom Assessment Scoring System (CLASS) score of <b>6.00 or higher</b> in: <ul style="list-style-type: none"> <li>• Emotional Support &amp; Classroom Organization (Pre-K CLASS)</li> <li>• Emotional and Behavioral Support (Toddler CLASS)</li> <li>• Relational Climate &amp; Teacher Sensitivity (Infant CLASS)</li> </ul> </li> <li>✓ Achieve an average CLASS score of <b>4.25 or higher</b> in: <ul style="list-style-type: none"> <li>• Instructional Support (Pre-K CLASS)</li> <li>• Engaged Support for Learning Score (Toddler CLASS)</li> <li>• Facilitated Exploration &amp; Early Language Support (Infant CLASS)</li> </ul> </li> <li>✓ Develop a quality improvement plan based on ERS &amp; CLASS on-site observation</li> </ul>

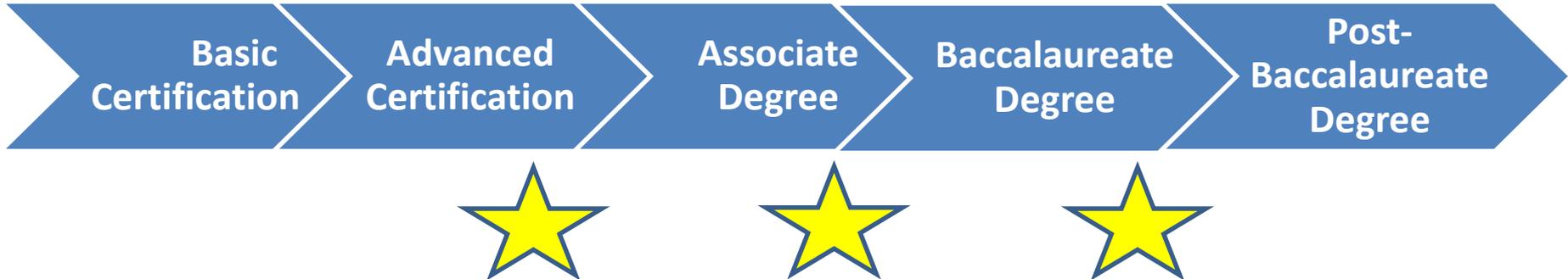
Notes:  
\*\* If in progress, programs may complete a professional development plan or request a waiver to this requirement, provided that they meet all Level 3 requirements and are seeking a Level 4 or 5 observation  
<sup>1</sup> VDSS Child Care Provider Resources : Career Pathways [http://www.dss.virginia.gov/files/division/cc/provider\\_training\\_development/intro\\_page/publications/career\\_pathways/Career\\_Pathways\\_8\\_2015.pdf](http://www.dss.virginia.gov/files/division/cc/provider_training_development/intro_page/publications/career_pathways/Career_Pathways_8_2015.pdf)  
<sup>2</sup> Go to <http://ersinfo> for more information on the ERS  
<sup>3</sup> Go to <http://teachstone.com> for more information on the CLASS

# **Understanding the Importance of Professional Development Pathways for the EC Workforce**

# The current PD pathway in Virginia

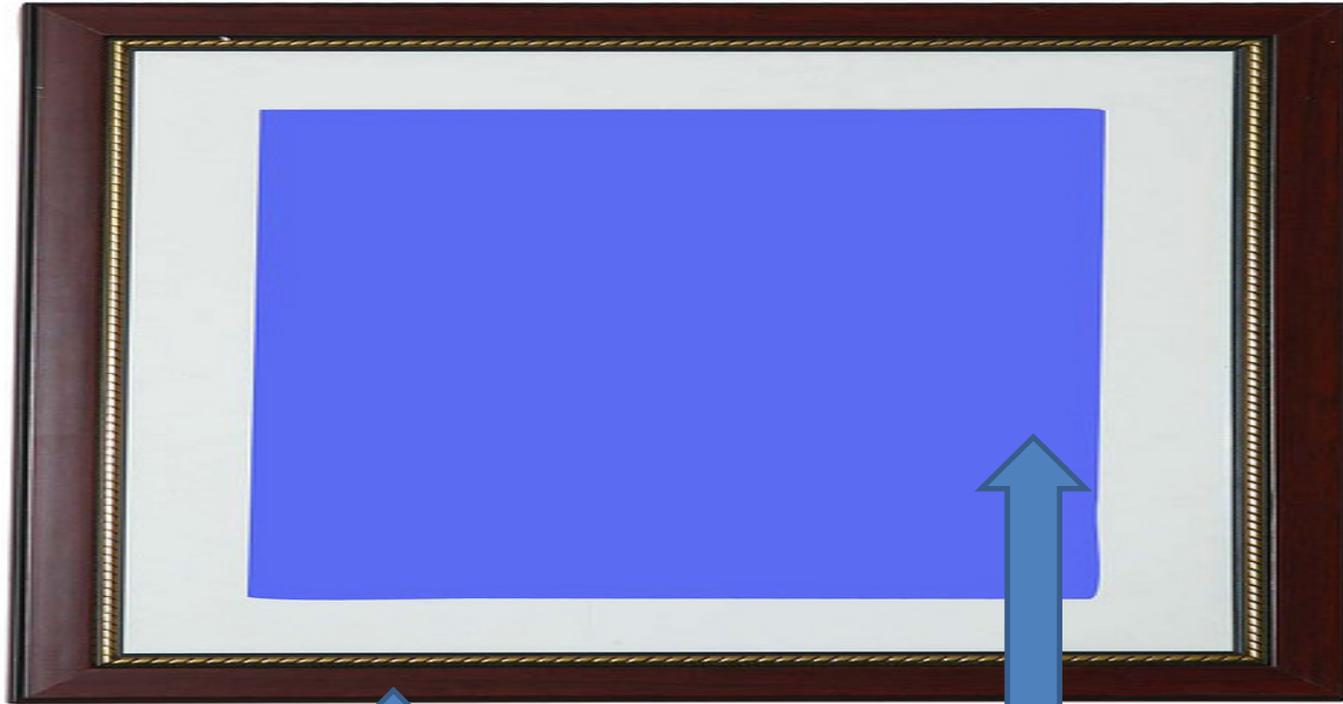


# Vision for an effective PD pathway:



- A continuum of “stackable” high quality skill-building options
- Easy on-ramp meeting students where they are
- Diverse delivery formats meeting varied needs
- Endorsements, licensure, demonstration of mastery and specialization at points along the way

# Developing a Plan in 2 Parts: The Frame, and Inside the Frame



Standards and Structures

Content

# Considerations for Planning for EC Workforce Development

- Front line teachers
- Failed/fragile market
- Challenging workforce dynamics
- At risk children
- School readiness outcomes
- Targeted skills
- Practical, common sense skill-building