



**INFORMATION REQUESTED BY THE VIRGINIA JOINT LEGISLATIVE
SUBCOMMITTEE ON THE VIRGINIA PRESCHOOL INITIATIVE**

Information on the latest research regarding teacher degrees and specialized training in early childhood.

The Institute of Medicine and the National Research Council released the report, “Transforming the Workforce for Children Birth through Age Eight in April 2015. A committee of national experts met to review the research and best practice and develop the findings and recommendations. Findings specific to the issue of the research on teacher degrees and specialized training in early childhood can be found in Chapter 12,” “A Blueprint for Action” on pages 24-30. Report and Report Brief available for free download at: <https://www.iom.edu/Reports/2015/Birth-To-Eight.aspx>. Kathy Glazer is convening a meeting on July 11th to discuss this report as part of the Professional Development Pathways for Virginia’s Early Childhood Practitioners, and has invited some of the committee members.

Review of the VA eligibility policy and recommendations if any on revisions and some examples of other states eligibility policies

Virginia’s new eligibility policy for VPI prioritizes risk factors that the research indicates places children at risk, including poverty, parent’s education (e.g. high school drop out is a good proxy), homelessness and children with disabilities with certain income restrictions. In the coming year, local at-risk criteria may also be used. We would recommend that the committee review data provided by local school districts to the Department of Education to consider: what other factors local districts choose to prioritize enrollment, how many children were served with each of the identified risk factors, and if any slots were not filled. The committee would want to consider the issue of income segregation, as I mentioned, and review data to determine if the local districts did utilize other funds (public or private) to ensure that the composition of children enrolled in a classroom or a program were of mixed income. Local entities and other groups such as Voices for Virginia’s Children, who work very closely with local programs, will be most informed on the specific impact of implementing the new eligibility policy.



Examples of State Guidance to Determine and Verify Income Eligibility for Prekindergarten Programs shares income eligibility guidance, tools and resources states have developed for preschool programs to use determine and verify income eligibility for and illustrate different approaches states can consider. (May 2015)

- ***Examples of other states that have effectively engaged school and private providers in the delivery of preschool/early childhood services, including comprehensive services particularly NJ, OK, and NC.***

A number of states require or incentivize mixed delivery preschool programs in school and community based settings. States differ on whether they require comprehensive services and how they define what the services include. Generally, partnering with Head Start and/or other community-based agencies affords children and families access to extended hours of care, medical or dental services, and other services such as job-training or housing. Further, states are most successful in building supply of high quality early childhood programs at the local level when they provide some operational support and guidance to ensure consistent levels of quality across programs. [Success with Mixed Delivery](#): What Can We Learn from New Jersey identifies 8 policy goals for successful mixed delivery system based on a study in New Jersey.

Below are several other state examples to consider:

IL - [Community Partnerships](#)

The Governor's Office of Early Childhood coordinates a number of efforts to build local capacity, align services for children and families, and leverage resources. The governor's office is the lead for the state's Race to the Top-Early Learning Challenge grant which has a primary focus on state system building, and supports the Community Systems Development Subcommittee of the state's Early Learning Councils.

KY-- [Community Early Childhood Councils](#)

The Governor's Office of Early Childhood funds Community Early Childhood Councils (CECC) with Master Tobacco Settlement Dollars. The CECCs are authorized through legislation and communities may [apply annually for funding](#) to the Governor's office to provide high quality programs for children birth to five; support families, and provide



communities with data on children's school readiness. The Kentucky Center for Education and Workforce Statistics produces county [Early Childhood Profiles](#) to assist CECCS in using data to drive their goals and address specific needs of the community. In many communities, members of the CECCs are actively involved in the following two activities that build capacity locally to implement high quality programs. These are:

[Early Childhood Regional Training Centers](#)- funded by the state to work with regions across the state to support early childhood programs.

[Early Learning Leadership Networks](#) - work with selected PK and K teacher and administrator leaders across the state to increase capacity to implement early learning standards and instructional.

LA-[Early Childhood Care and Education Community Networks](#)

LA passed new legislation, Act 3, in 2012, to unify early care and education sectors, coordinated by the Department of Education. As part of this legislation Community Networks were established and Cohorts of local networks have begun to implement new requirements for early care and education quality, family engagement, and teacher quality.

NC [Smart Start](#)

Established in 1993, North Carolina's Smart Start is the longest and most widely recognized approach to building a state-local early learning system. It is a public-private partnership that works in many communities across the state to coordinate and align services for children and families, and is organizationally housed and led by the North Carolina Partnership for Children. In some communities, Smart Start operates the NC prekindergarten, (formerly More at Four). The [preschool program](#) has recently experienced significant funding and organizational changes, and is now housed in the Department of Child Development and Early Education.

OR- [Early Learning System](#)

Legislation in 2013 established authority and funding for 16 [early learning hubs](#) for the purposes of align programs and services-- build capacity to implement the state early learning system. 14 regional hubs have been established to date, and they are charged with 3 primary goals related to increasing access to quality programs and services,



increasing children's school readiness, and strengthening families. See the 2015 [report to the Legislature](#). The hubs are required to establish metrics to track their success and the state is using the Collective Impact model. They've developed a number of tools and resources to support parent and community engagement.

WI- [Early Childhood Collaborating Partners](#)

The Wisconsin Early Childhood Collaborating Partners was established in 1994, as a public partnership of the major early childhood serving state agencies and local entities. They employ regional collaborative coaches to work with schools and community based organizations to implement high quality early childhood and kindergarten. They were originally established to support mixed delivery and blending/braiding funding to implement WI's 4 year old kindergarten program. They work at the state level and regional level, and address issues of rural programs.

ADDITIONAL RESOURCES

The BUILD Initiative - [State/Local System Profiles](#)

BUILD has a long history of working on system building in state/local communities. Their sight includes profiles of selected states you may want to review. If there any you want to talk to further and need contacts please let me know. You may also want to talk with Gerry Cobb, Director of State Services, at gcobb@buildinitiative.org

Office of Child Care Technical Assistance Network, State Profiles of Public-Private Partnerships - <https://childcareta.acf.hhs.gov/resource/state-profiles-successful-public-private-partnerships>

Public-private partnerships focus on shared goals that bring together the public sector (federal, state, local, and tribal officials or agencies) with the private sector (families, employers, philanthropies, media, civic groups, and service providers). This resource presents 14 state public-private partnership profiles, along with an overview summary of the profiles.



- ***Del Greason was also interested in some work we have done on financing early childhood systems, including "pay for success" models.***

CEELO recently released a number of resources on financing high quality early childhood programs. See the following Discussion Guide with specific examples of “pay for success” and other financing strategies and an annotated bibliography on financing that may be of interest. The [*Discussion Guide: State Financing Strategies for Early Care and Education Systems*](#), by Lori Connors-Tadros, is intended to help state policymakers make decisions about which financing strategies are needed to support early care and education (ECE) programs in their state. State and local investments are increasing in many states for early care and education programs, but in others, states are not investing sufficient dollars to ensure all children have access to high quality programs. [*Financing Early Care and Education Annotated Bibliography of Resources*](#), by Michelle Horowitz and Lori Connors-Tadros identifies selected resources on financing early care and education.