

# Mixed-Delivery Grants and Project Pathfinders Scholarships Update

Joint Subcommittee on VPI  
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“A broad set of socially and economically valuable skills start developing in children’s very first months, build over time, and are critical determinants of academic and economic success.”

U.S. Chamber of Commerce Report, 2017

“Workforce of Today, Workforce of Tomorrow”

# A Quick Look Back...

- Young children are learning continuously, regardless of setting – whether it is called “preschool” or “child care”
  - Virginia should pilot a mixed-delivery system, increasing engagement of private providers and emphasizing quality and choice, to increase access to high-quality early learning for at-risk children.
- To be effective, the adults who work with young children need specific and unique skills.
  - Virginia needs to ensure an affordable and cohesive career and education pathway for this workforce in order to ensure quality of early childhood services.

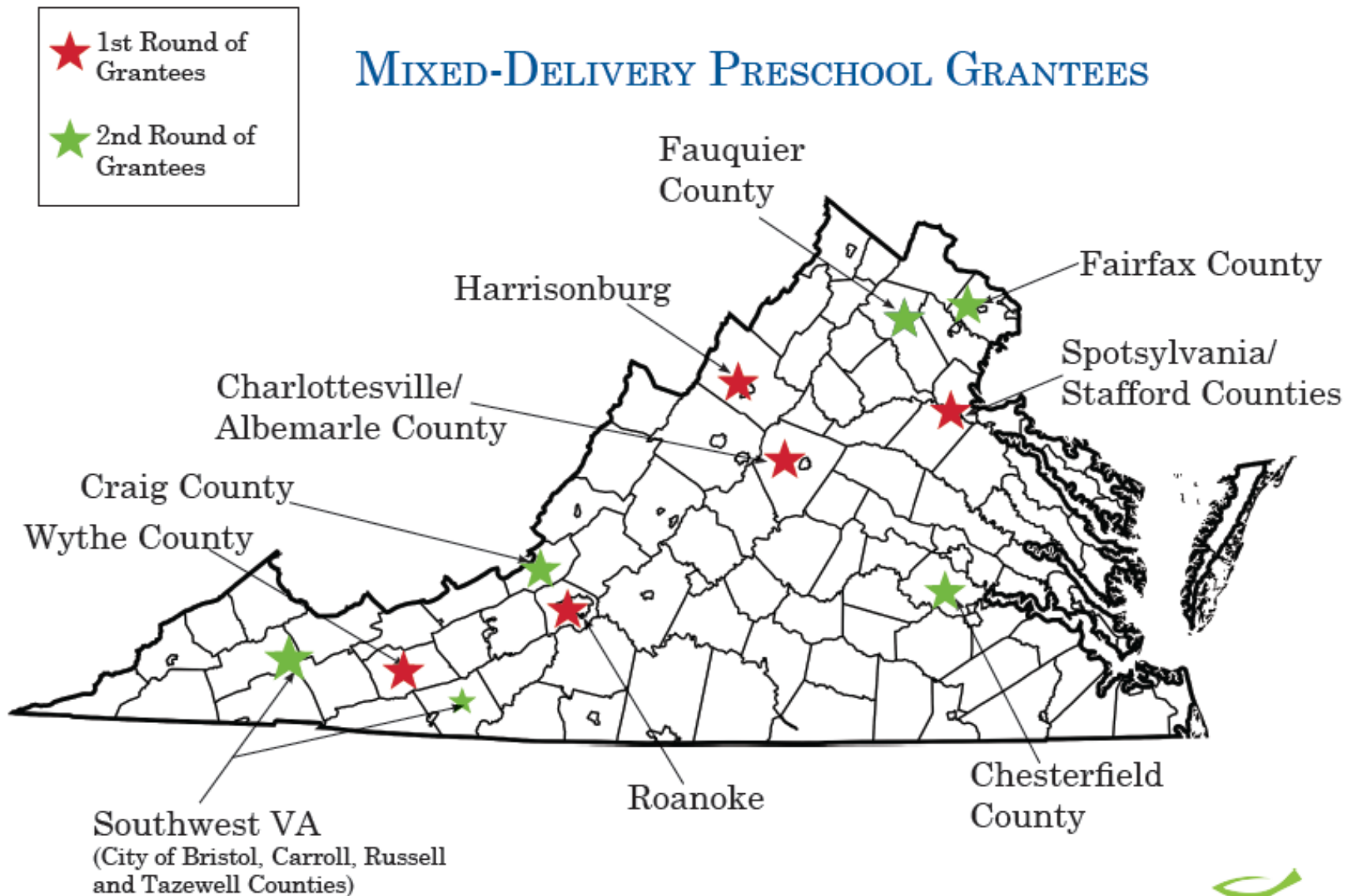
# Actions Taken

- Creation of School Readiness Committee (HB46)
- Mixed-Delivery Preschool Fund and Grant Program (HB47)
  - (\$1.5M per year FY17-18)
- Scholarships for Early Education Workforce
  - (\$600,000 FY17; \$1M FY18)

# Mixed-Delivery Preschool Grants

- An opportunity for communities to think **entrepreneurially** (“no strings attached”) about how to address unique local challenges and common barriers that can prevent access to high-quality preschool

## MIXED-DELIVERY PRESCHOOL GRANTEES



# Mixed-Delivery Preschool Grants

## Community Innovations:

- Utilizing private providers
- Testing teacher credentials
- Piloting integrated financing models that maximize resources & better support working families
- Improving QUALITY using incentives
- Employing local decision-making models/public-private governance models
- Developing classroom cost models & leveraging private funding
- Utilizing single point of entry across public and private settings
- Implementing a common evidence-based curriculum for all public and private programs and providing training and onsite assistance in its implementation

# Mixed-Delivery Preschool Grants

Grantees for FY17-18

- **James Madison University**
  - Harrisonburg (*\$242,082*)
- **Smart Beginnings Rappahannock Area**
  - Spotsylvania Co and Stafford Co (*\$248,830*)
- **United Way/Roanoke Valley**
  - Roanoke City (*\$250,000*)
- **United Way/Thomas Jefferson Area**
  - Charlottesville, Albemarle Co (*\$250,000*)
- **Wythe County Public Schools**
  - Wythe Co (*\$234,500*)



# Mixed-Delivery Preschool Grants

Grantees for FY18-19

- **Fairfax County Office for Children**
  - Fairfax Co (*\$250,000*)
- **Fauquier Co Public Schools**
  - Fauquier Co (*\$250,000*)
- **Smart Beginnings Greater Richmond**
  - Chesterfield County (*\$314,022*)
- **United Way/Southwest Virginia**
  - Carroll, Russell, Tazewell Co, City of Bristol (*\$216,705*)
- **Total Action for Progress**
  - Craig Co (*\$250,000*)

# Mixed-Delivery Preschool Grants

## Waivers:

- Cohort 1 – limited waiver of bachelor's degree and teacher licensure requirement
- Cohort 2 – expansion of this waiver, additional waivers being requested this year:
  - waivers related to child care subsidy eligibility
  - waiver of the required VPI local match
  - waiver of the process for determining local eligibility and an allocation for VPI slots

# Overview of the study

## IMPLEMENTATION:

- Successes, challenges, progress towards the goals of the pilot

## OUTCOMES:

- Preschool enrollment, quality and student (*language, literacy, numeracy, and self-regulation*) outcomes, and role of teacher qualifications

# What can we say after Year 1 Pilot Implementation?

Mixed delivery has...

- increased slots in private programs and provided supports for high quality preschool services;
- helped stabilize child care (small businesses); and
- provided a work support to families through access to preschool in private settings with flexible and longer hours, without the need to transport children from one provider to another.

# Challenges Addressed & Lessons Learned

- Communication, roles and accountability of partners
- Streamline the enrollment process and reduce burden on private programs
- Use Virginia Quality framework to determine appropriate supports
- Reduce the time and cost burden on teachers, and recognize teacher successes

# Continuing Challenges & Recommendations

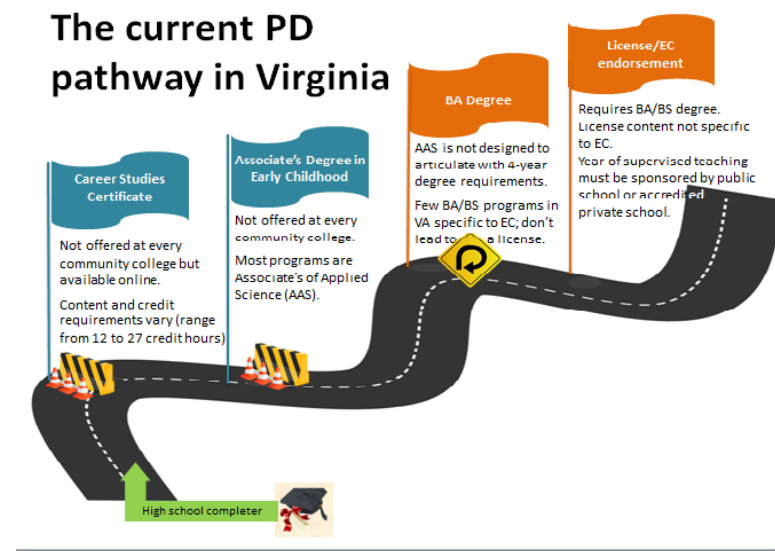
Long-term sustainability of the mixed delivery initiative requires effective models of public-private partnership, funding strategies that leverage all available resources, and collaborative relationships that are sensitive to the needs of private programs and their staff.

- *Provide additional guidance and support to communities implementing mixed delivery around robust models of public-private partnership in the early childhood education context.*
- *Consider providing communities that implement mixed delivery with access to technical assistance around blending and braiding of funds with state and federal sources.*
- *When possible, ensure decisions about mixed delivery slots in each community are made in advance of fall enrollment, to avoid the financial risk incurred by private sector programs that keep slots open for mixed delivery without a guarantee that the slot will be filled.*



# Upskilling the EC Workforce

- School Readiness Committee
- Project Pathfinders Scholarships
- EC Articulation Pilot





# Upskilling the EC Workforce

## Virginia's Brain Builders

- Two out of every three Virginia children live in families in which all parents work and therefore experience non-parental early care and education.
- Early educators are key partners with families as brain builders by supporting young children's school readiness.
- Over 10 years, one early childhood educator can launch the educational trajectory for *200 children*.

# Project Pathfinders

<u>Semester</u>	<u>Number of Scholarships/ Courses Approved</u>	<u># Community Colleges with Pathfinders Enrollment</u>	<u>Breakdown of Practitioner Role and Certificates or Credentials Sought</u>
Fall 2016	81/111	9	47% Lead Teacher, 41% Assistant Teacher, 12% Administrator  56% seeking Associate Degree, 38% seeking CSC or EC Certificate, 6% Other
Spring 2017	168/277	14	44% Lead Teacher, 37% Assistant Teacher, 17% Administrator, 2% High School student  67% seeking Associate Degree, 31% seeking CSC or EC Certificate, 2% Other
Summer 2017	228/349	13	41% Lead Teacher, 44% Assistant Teacher, 15% Administrator  58% seeking Associate Degree, 39% seeking CSC or EC Certificate, 3% Other
Fall 2017	457/752	17	41% Lead Teacher, 42% Assistant Teacher, 15% Administrator  57% seeking Associate Degree, 39% seeking CSC or EC Certificate, 4% other
Totals	934 scholarships 1,946 courses	17	

# Upskilling the EC Workforce

- Registered Apprenticeships
- Dual-Enrollment

# EC Articulation Pilot

- Reynolds CC, John Tyler CC → VCU
- Patrick Henry CC → Longwood
- Lord Fairfax CC → JMU
- Tidewater CC → ODU
- Northern Virginia CC → GMU

# Looking Ahead

- High-quality mixed-delivery system
- Integrated and innovative financing that promotes stable high-quality services
- Affordable, competency-based credentials and strategies that value and retain the EC workforce
- Support families' access to high-quality early childhood education
- Incentivize and sustain high-quality early childhood services, as part of Virginia's quality improvement framework