

Briefing for the House Appropriation Committee Elementary & Secondary Education Subcommittee

February 14, 2018

When does learning begin? Now we know:

- ▶ Early experiences in first 5 years influence brain development
- ▶ These learning experiences take place whether in homes, private or faith-based centers, or schools
- ▶ Path to success in school begins before a child ever enters a K-12 classroom
- ▶ Families, communities and schools play critical roles in helping children get ready for school
- ▶ Recognition that early childhood is first step to a strong workforce

“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”

**What is the state's
responsibility regarding
affordable access to quality
early education for at-risk
children?**

What does VECF do?

Mission: the non-partisan steward and capacity-builder for advancing school readiness in the Commonwealth

Established in 2006 and funded in Appropriation Act since FY07 to serve as private partner to the state's early childhood efforts:

- Long-term vision and leadership
- Attract and leverage additional resources (30:1)
- Private-sector innovation and leadership
- Trusted advisor for legislature, administration, and business
 - Joint Subcommittee on VPI
 - School Readiness Committee

Invest in quality, local innovation, data and research

WORKFORCE AND EDUCATION

BUILDING A STRONG FOUNDATION FROM THE BEGINNING THROUGH EARLY CHILDHOOD EDUCATION

PREPARING ALL VIRGINIANS FOR ALL JOBS

IDENTIFYING DEMAND AND SUPPORTING TRANSPARENT OUTCOMES

SYSTEM IMPROVEMENTS ACROSS THE PIPELINE

(SYSTEMWIDE COORDINATION, K-12 EDUCATION, POSTSECONDARY EDUCATION, VIRGINIA'S WORKFORCE PROGRAMS)

HOUSING OUR TALENT

It is not surprising that talent development ranked higher than other factors for economic growth in our survey. Businesses need people with the right skills to help them grow, thrive, and prosper. They have invested billions in employee training and development programs with the belief that talent is a critical factor to their overall productivity.

Still, Virginia's business community remains concerned about the availability of a well-trained, qualified workforce. When they cannot fill open jobs, they are less productive, hurting not only their bottom line but the state's overall potential for economic growth. Likewise, businesses need appropriate housing in the communities where they operate to attract and retain skilled talent.

The recommendations here offer a policy framework to ensure Virginia continues to have a strong and capable workforce.

CHAIR

BILL ERMATINGER

*Executive Vice President & Chief Human Resources Officer
Huntington Ingalls Industries, Inc.*

RECOMMENDATIONS

BUILDING A STRONG FOUNDATION FROM THE BEGINNING THROUGH EARLY CHILDHOOD EDUCATION

- Improve access to affordable, high-quality early childhood education for Virginia's working families
- Encourage employer policies and strategies that support access to high-quality early learning for families
- Protect the early education workforce by ensuring access to affordable, competency-building credentials and exploring strategies that value and retain this talent pool
- Expand public-private partnerships and mixed delivery of the Virginia Preschool Initiative
- Establish an integrated early childhood data system to inform financing and policymaking decisions and promote accountability
- Create an integrated public-private financing model that promotes innovative, flexible, and collaborative approaches to high-quality early childhood services for at-risk children
- Explore performance-based financing policies that incentivize and sustain high-quality early childhood services as part of Virginia's quality improvement framework

PREPARING ALL VIRGINIANS FOR ALL JOBS

ELEVATING POSTSECONDARY EDUCATIONAL ATTAINMENT

- Attract, retain, and expand high-need credentials and degrees that are linked to the needs of businesses and are crucial to the economy (e.g. computer science, engineering) through incentives and other tools

1995

2005

2015

2018

Head Start
emphasizes focus on
school readiness

CCDF emphasizes
focus on school
readiness and
quality

Federal/National

VPI established by
Governor Allen and
Legislature

VECF established
(public/private
partnership)

JLARC report
on VPI

VA Chamber
Blueprint

VPI+

Joint
Subcommittee
on VPI

Upskilling ECE
educators

School
Readiness
Committee

JLARC report
on ECE
programs

Virginia

Smart Beginnings,
VA QRIS launched in
Virginia communities

VA QRIS refined
Mixed Delivery
launched in Virginia
communities

Local

Governors advocate for
preschool for 4-year
olds

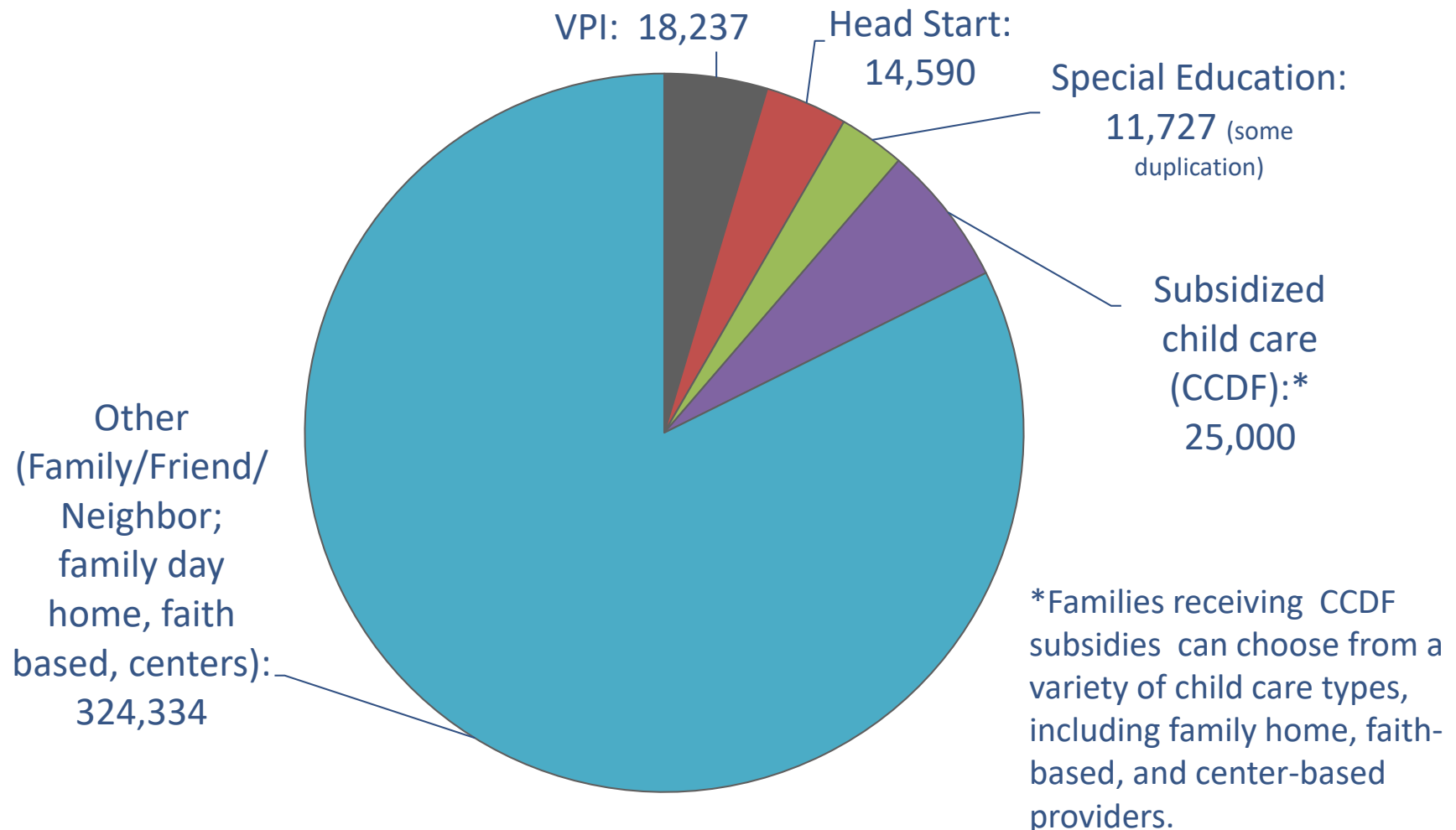
1st generation QRIS
launched

Comprehensive EC
Systems Building
(RTT - ELC)

2nd generation
QRIS refined

States Across Country

Nearly 400,000 VA children birth to age 5 in early learning programs



Joint Subcommittee on VPI

The Chairmen of the House Appropriations and Senate Finance Committees shall each appoint up to five members from their respective committees to a Joint Subcommittee to [provide recommendations for reforming the Virginia Preschool Initiative](#). The goals and objectives of the Joint Subcommittee will be to [consider increasing accountability, flexibility, innovation, clarification of the state's role and policy](#) relating to providing a preschool for economically disadvantaged children, and to further develop [facilitation of partnerships between school divisions and private providers](#) for the Virginia Preschool Initiative. The Subcommittee will also review and consider possible recommendations regarding the [development of a competency-based professional development framework for early childhood teachers](#) in public schools and early learning practitioners in private early learning settings.

Co-Chairs: Delegate Landes/Senator Hanger

House Members: Landes, Cox, Torian

Problems to Solve:

- Lack of space in public schools to house enough preschool classrooms
- Local communities' inability to come up with the required match
- Working families' need for services beyond the school day/year
- Not enough VPI slots allocated or utilized to serve all eligible preschoolers

Joint Subcommittee on VPI: Moving Forward

- 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.

Joint Subcommittee on VPI: Actions Taken

- Mixed Delivery Preschool Fund and Grant Program (HB47)
- Creation of School Readiness Committee (HB46)
- Upskilling the Early Education Workforce

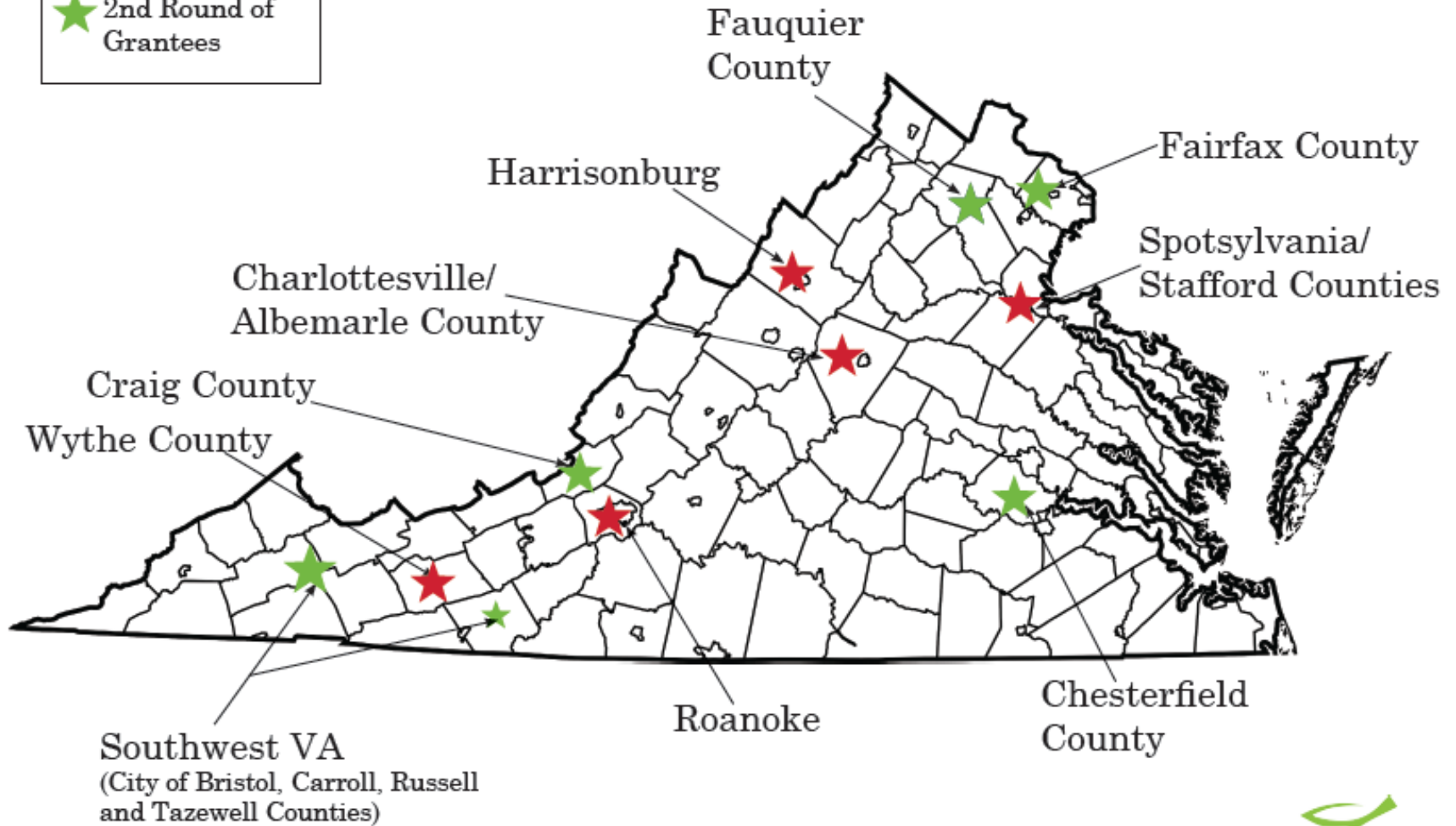
Mixed Delivery Preschool Grants

- 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

★ 1st Round of Grantees

★ 2nd Round of Grantees

MIXED-DELIVERY PRESCHOOL GRANTEES



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)

Pre-Existing Barriers

Communities identified barriers to VPI utilization:

- Lack of space in public schools to house enough preschool classrooms
- Local communities' inability to come up with the required match
- Working families' need for services beyond the school day/year
- Not enough VPI slots allocated to serve all at-risk preschoolers

Mixed Delivery Strategies

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

Why Mixed Delivery?

Removes structural barriers:

- Limited school space
- Financial challenges (local match)
- Working families schedules/needs

Promotes:

- Family choice
- Stabilization/use of private child care
- Design to fit community needs and assets
- Access to quality preschool services for at-risk children

Quality

Affordability

Access

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