

School Readiness Committee
Meeting Minutes
West Reading Room, Patrick Henry Building
1111 E. Broad Street, Richmond VA 23219
December 8, 2016
1 – 3pm

Attendees

SRC Members Present: Marita Alger, Del John Bell, Rosemary Burton, Irene Carney, Chris Chin, Walter Clemons, Del Mark Dudenhefer, Sen Adam Ebbin, Navine Fortune, Bonnie Graham, Del Tag Greason, Kathy Glazer, Phillip Hawkins, Lisa Howard, Gail Johnson, Sara Miller, Del Roxann Robinson, Christine Schull, Walter Stosch, Anne Marie Twohie, Barry Weinstein

Others present: Holly Coy, Karin Bowles, Elliot Haspel

Agenda

- Plenary Welcome Session
- Workgroup Meetings
- Plenary Closing Session

Welcome

Deputy Secretary of Education, Holly Coy, provided a welcome, facilitated introductions, and outlined a few objectives for each subcommittee for the day, including:

- To make a recommendation on whether or not the committee should affirm the statement of principles
- Develop a list of questions/items to learn more about from other states
- Identify what they need in order to begin moving towards a set of policy recommendations for the full committee

Kathy Glazer, Executive Director of the Virginia Early Childhood Foundation, then reviewed the NAM Assumptions and Principles document – which provides some foundational guideposts around these issues.

Subcommittee Discussions

Subcommittee on State Priorities for the Early Educator Workforce

Co-Chaired by Walter Stosch and Rob Krupicka

Primary driving question: What are our state priorities for this workforce?

Participating members: Delegate John Bell, Walter Clemons, Senator Ebbin, Kathy Glazer, Mark Gordon, Christine Harris (for Steve Staples), Phillip Hawkins, Andrew Ko, Laurie Moran, Gary Thomson, Barry Weinstein.

Agency Staff Resources: Margaret Schultze (DSS)

Agenda/ Pressing Questions for Workgroup Meeting:

- How does the SRC wish to define the early educator workforce to be impacted by the Committee's actions and recommendations, including ages of children served, sites and settings to be included, roles/positions of practitioners, programmatic funding streams and agencies involved, etc.?
- What is the SRC's vision for this workforce, over the next 5-10 years? What is the appropriate roadmap for establishing and sustaining a high quality system of supports for these essential professionals?
- Affirm NAM principles? Additional vision statement needed?

Identified Resources to Support the Workgroup Meeting:

- Upskilling working paper, including a chart outlining the various settings and different PD requirements for each
- NAM Guiding Principles, assumptions, affirmations, and recommendations
- NAEYC's Build It Better
- Draft Joint Resolution
- Draft proposal for specific age range and specific providers SRC will prioritize

Potential Outcomes from Workgroup Meeting:

- I. Recommend the full committee endorse the NAM assumptions, affirmations, and principles.
- II. Consider draft proposal for specific age range and a specific set of providers that SRC work will prioritize (and/or address in phases).
- III. Weigh in on the workforce survey proposed by VCCS. (if ready)
- IV. Review and expand on a draft priority list of actions (for the legislature, agencies and state boards, higher education, business, and philanthropy, etc.) for improvement of Virginia's professional development pathways for the early educator workforce.
- V. Call for a scan of potential funding for professional development for the early educator workforce within existing block grants and other revenues.

- VI. Recommend the full committee endorse a joint resolution affirming the value of the early education workforce.

Subcommittee on Professional Development Standards

Co-Chaired by Irene Carney and Chris Chin

Primary driving question: To what extent do Virginia's professional development standards and structures reflect current research and knowledge?

Participating members: Secretary Trent, Bonnie Graham, Lisa Howard, Shelley Lingamfelter, Craig Ramey, Delegate Roxanne Robinson, Margaret Schultze, Janet Turner-Giles, Rosemary Burton, Pam Kestner

Agency staff resources: Mark Allan (VDOE); Charlene Vincent, Kathy Gillikin (VDSS)

Agenda/ Pressing Questions for Workgroup Meeting:

- Reflect on November meeting discussion, charge for the day
- Review NAM principles and assumptions, discuss affirmation recommendation
- Review NAM crosswalk; discuss need to build on that to identify gaps

Other questions to explore:

- Are Virginia's PD standards and structures currently tied to completion of credentials and degrees, or to specific competencies?
- Are Virginia's standards, education programs, and licensure in line with nationally-recognized standards and accreditation? Do Virginia's PD standards and structures align with Virginia's recognized standards and values, such as the Virginia Quality system and its use of the Class Assessment Scoring System (CLASS)? Are Virginia's standards, education programs, and licensure linked sturdily to the competencies research tells us are correlated to better outcomes for students?
- What are the necessary and most effective in-service strategies for supporting the ongoing competency of early educators, such as on-site coaching? How can these strategies be embedded in Virginia's early childhood system?
- What combination of pre-service and in-service degree/s, license or certification/s, and strategies provides adequate preparation, assures mastery, promotes ongoing competency-building, and meets employer demand? What PD combination is feasible and affordable for this workforce to attain, given dynamics such as low wages and demand for the positions?

Identified Resources to Support the Workgroup Meeting:

- Upskilling working paper and chart of requirements
- NAM crosswalk of standards and recommendations
- New Virginia Quality standards
- NAEYC's Build It Better

Potential Outcomes from Workgroup Meeting:

- I. Prioritize alignment of Virginia's structures, standards, and regulations (for example, AA and BA education coursework and programs, child care regulations, teacher licensure, Virginia Quality, ongoing professional development options) with current research.
- II. Consider strategies for decision-making and a change agenda driven by allegiance to the priority competencies for this workforce.
- III. Call for summary of current standards and regulatory structures and processes across agencies. (agency staff by Jan meeting?)
- IV. Call for assessment of content/curriculum of coursework for current education programs in Virginia's community colleges in terms of alignment to competencies.
- V. Endorse position statement, principles, etc affirming the importance of the early educator workforce and the focus on the competencies elevated by research.

Subcommittee on Professional Development Pathways

Co-Chaired by Sara Miller and Christine Schull

Primary driving question: To what extent do professional development options provide a clear, stackable, affordable continuum for the early childhood workforce?

Participating members: Maritsa Alger, Senator Siobhan Dunnivant, Navine Fortune, Gail Johnson, Henry Light, Toni Marchese, Anne Marie Twohie, Holly Coy

Agency staff resources: Erin McGrath, Paul Smith (SCHEV, NAM team); Patty Pitts (VDOE); Barbara Newlin (VDSS)

Agenda/ Pressing Questions for Workgroup Meeting:

- Reflect on Conversation at November Meeting
- Discuss affirming NAM Principles and Assumptions
- Provide more detailed briefing on the NAM recommendations, including the transfer degree pilot
- Identify and prioritize the roadblocks the workgroup wants to make recommendations on

Other questions to explore:

- To what extent is high-quality content available and accessible to every practitioner at every stage of the continuum?
- What is the ideal credentialing and coaching solution for Virginia's EC classrooms?
- To what extent do the varying points-of-entry into the PD continuum stack seamlessly with one another?
- Do the proper credentials and degrees exist for this workforce, and is the pathway clear? What solutions are needed to streamline the pathway to high competency and attainment of marketable credentials for early educators?
- What needs to be in place to make pre-service and in-service professional development affordable and viable for this workforce, given the inherent constraints of low wages?

- What are employer demands and priorities for this workforce, and how can we ensure that Virginia's PD pathways align with employer demand?

Identified Resources to Support the Work:

- NAM Report
- Resources from other states
- NAEYC's Build It Better

Ultimate Potential Outcomes of the Workgroup:

- I. Endorse recommendations regarding the development of an ideal pathway that stacks and articulates seamlessly from one institution of higher education to the next.
- II. Call for a scan or survey to discern employer demands and priorities for the workforce (VECF staff and consultants, by Jan. meeting?)
- III. Implement and track recommendations of Virginia's National Academies of Medicine core team, especially pilot activities for a seamless EC transfer degree from Virginia's community colleges to universities.
- IV. Prioritize alignment of Virginia's structures, standards, and regulations (for example, AA and BA education coursework and programs, child care regulations, teacher licensure, Virginia Quality, ongoing professional development options) with current research.
- V. Call for feasibility study for a birth-to-elementary teacher license in Virginia.

Plenary Closing Session

After small group conversations, the subcommittees reported back on some preliminary themes and issues they anticipate having to wrestle with.

The next full committee meeting was announced for January 9, 2017.