

ELC TA Highlights for April 2016

State TA Highlights

- Staff from **Colorado Shines** (TQRIS) asked Kathy Thornburg, ELC TA SST, for information about policies in other States related to programs that request additional observations on the Environmental Rating Scale. Programs in Colorado want one classroom to be re-rated so they can possibly increase the score and put the program in a higher Star rating category. After research is conducted on the topic, a memo will be sent with sample policies, as well as state contact information if CO wants additional information.
- In **Georgia**, Kathy Thornburg, ELC TA SST, met on-site with teams from Georgia's projects in seven different categories to plan for the next year. The categories were Validation; Comprehensive Assessment System; Quality Rated (TQRIS); Early Education Empowerment Zones; Kindergarten Entry Assessment; Comprehensive Data System; and Professional Learning Supports. Kathy will continue to work with GA Department of Education on the communication plan for the KEA and will work to develop plans for rating public school pre-k classrooms.
- In **Illinois**, Christi Chadwick from the Governor's Office of Early Childhood Development requested that Kathy Thornburg, ELC TA SST, help her obtain presentation slides related to workforce that were shared at the Workforce/Professional Development Peer Learning Exchange held in Dallas last December. Kathy sent Christi a new set of slides.
- **Kentucky**
 - As a follow up to the on-site visit to Kentucky, Gladys Wilson, ELC TA SST, provided Kentucky with two documents: 1) *Accreditation in TQRIS in RTT-ELC States* and 2) *Accreditation and TQRIS as Indicators of Quality*. These documents were shared with the Kentucky team to assist them with their TQRIS migration plan.
 - Kentucky requested Gladys Wilson provide on-site TA to support the State in exploring new incentives and strategies for their TQRIS participants as well as involving participants in the Expert Panel review of the TQRIS Pilot Study Findings. Recommended next steps are to develop an implementation plan for the standards, create new incentives models to encourage participation in the TQRIS, and consider alternative pathways to encourage the preschool programs to actively participate.
- **Michigan**
 - Kelly Young, Michigan RTT-ELC Project Manager, is interested in how outside contractors have been used by other states to lead their sustainability planning and develop their sustainability plan. Gladys Wilson, ELC TA SST, learned from Jim Lesko that North Carolina used an outside contractor, Tracy Zimmerman, to do their sustainability

planning. Gladys connected Kelly Young and Tracy Zimmerman so Kelly could learn about the process used for sustainability planning with North Carolina.

- Kelly Young requested that Gladys Wilson provide information regarding Vermont's recently adopted data governance structure as reported in their APR. Ken Branscome, Vermont ELC TA SST, obtained the information, and Gladys shared the information with Kelly.
- **New Jersey** is piloting a Leadership Academy with five school districts to examine how to best impact quality of instruction through leadership practices. Within the project, the State is exploring how to capture the data being generated by the project. The grantee requested Jim Lesko, ELC TA SST, provide assistance with setting-up the data structure for this effort. Jim participated in planning for the data collection component to the Leadership/Instructional Impact project. He arranged and participated in a call between Vincent Costanza and Jeff Sellers (AEM). Together, they identified next steps in the development of the data collection structure. Jim then arranged for a call with representatives from State Longitudinal Data System (SLDS) and RTT-District project to assist with the development of a data collection system. The focus was on identification of data elements. Jim also arranged a call to explore New Jersey teacher standards and Common Education Data Standards (CEDS) teacher elements as possible items for New Jersey to consider. At the end of April, Jim gave a presentation to Birth-Grade 3 Leadership Academy participants on data analysis strategies for examining primary grade data to identify local level instructional intervention practices. He will continue work with SLDS and RTT-District representatives to assist the grantee with developing a State-level data collection system for the Birth-Grade 3 Leadership Academy initiative.
- **Pennsylvania**
 - Sue Mitchell, ELC TA SST, forwarded Tracey Campanini information about an upcoming webinar on Every Student Succeeds Act (ESSA) and preschools for her consideration.
 - Sue Mitchell held a call with Samantha Gray, the Innovation Zones Manager, to better understand the Zones approach and to discuss possibilities for upcoming technical assistance. Samantha suggested that Sue attend the May meeting of the Zones' coordinators to learn about work occurring within the communities. Sue Mitchell requested a phone call with the person who is managing the project while in transition since the Debra Reuvenny, the previous RTT-ELC manager, resigned. A call was scheduled with Tracey Campanini for May 4 at 9:00.
- **Wisconsin**
 - Amanda Reeve, Wisconsin RTT-ELC Grant Manager, requested Sue Mitchell, ELC TA SST, send the minutes from the March 2016, Learning Management Systems peer phone conversation exchange so Amanda could determine if she wanted to participate in future calls. Sue forwarded Amanda the notes from the March call.

- Sue Mitchell forwarded information to Amanda Reeve about upcoming webinars on preschools and ESSA.

Multi-State Highlights

- **State-specific TA Collaboration Calls** are quarterly calls to discuss States' TA needs with collaborating TA partners from the following centers: Center on Enhancing Early Learning Outcomes Comprehensive Center, BUILD/Early Learning Challenge Collaborative, Child Care State Capacity Building Center, and the DaSy Center.
 - Region II - The quarterly call to discuss TA needs and services for New Jersey, Pennsylvania, and Vermont was held April 20.
 - Region IV - The quarterly call to discuss TA needs and services for Georgia and Kentucky was held March 4.
 - Region V - The quarterly call to discuss TA needs and services for Illinois, Michigan, and Wisconsin was held March 16.
 - Region VI and VIII - The quarterly call to discuss TA needs and services for Colorado and New Mexico was held on March 22.
 - Region X - The quarterly call to discuss TA needs and services for Oregon is scheduled for May 18.

Recent and Upcoming Site Visits/Conferences/Peer Exchanges

- **Site visits**
 - Kathy Thornburg: ELC TA SST, held a needs assessment visit to **Georgia** on April 6–8, 2016. She met with all of the directors of the various programs to plan the rest of the year.
 - Gladys Wilson, ELT TA SST, visited **Kentucky** on April 6-8, 2016. She reviewed QRIS recommendations/implementation and supported them in expediting their projects in order to expend their grant funds in a more timely manner.
- A Peer Learning Exchange on Transformation Zones was held April 20 and 21 in St. Louis. Twenty people from **Georgia, Illinois, Pennsylvania, and Vermont** attended, including State-level and community-level persons. They spent one and a half days sharing information and planning next steps for their community-based programs. In addition, they participated in discussions related to State-level policies and practices that can be learned from the "zones" work. Gerry Cobb from the BUILD Initiative collaborated with ELC TA in the Peer Learning Exchange. A summary is included as an attachment in the April Monthly Progress Report.

ELC TA Collaboration Updates

- The ELC TA Consortium met by phone at noon on Friday, April 22. The DaSy Center led a conversation about “Topic Cohorts as a Delivery Method for TA.” Questions related to 1) links between Part C and Part 619 and other early childhood data; 2) collaboration among States that have common questions and data needs; and 3) the inclusion of Head Start State Collaboration Directors and other early childhood programs with data about young children on the State Teams and in general. Representatives from 13 TA centers were on the call. The agenda and PowerPoint are included as attachments in the April Monthly Progress Report.
- The next ELC TA Consortium call is scheduled for Friday, May 27, at noon. The National Center on Early Childhood Development, Teaching, and Learning (NCECDTL) will host a meeting about “Supporting States/Territories and Grantees in Cross-Sector Work.”

State TA Work Products:

The following brief work product was developed in response to a Grantee TA request for information. State Technical Assistance Resources, or STARS, are quick compilations of information that are designed for immediate use and are expected to have a short shelf-life. They are available for easy access by grantees on the State TA Resources Page of [elcta.org](https://elc.grads360.org/#program/state-ta-resources) at <https://elc.grads360.org/#program/state-ta-resources>:

STAR: [Alternative Pathways for State-Funded Preschools in TQRIS in RTT-ELC States](#)

This resource was prepared in response to a request from a RTT-ELC State for information about what the 20 RTT-ELC States reported in their 2014 Annual Performance Reports about alternate pathways for State-Funded preschool programs into Tiered Quality Rating and Improvement Systems (TQRIS). This is a companion piece to the earlier STAR document, [Accreditation in Tiered Quality Rating and Improvement Systems in RTT-ELC States](#).

RTT-ELC State Highlights

- **Colorado**
 - On April 2, 2016, a panel of early childhood professionals from Colorado partnered with the BUILD Initiative to present a webinar, [The Story of Colorado's New QRIS System and Integrated Data Quality Improvement Approach](#) that focused on Colorado's decision to build data systems and integrate the new Colorado Shines QRIS system with its Professional Registry and a tracking system for quality investments. (Source: QRIS National Learning Network April 26 e-newsletter)
 - Qualistar **Colorado's** April 2016 [report](#), *Leading Colorado's Early Care and Education Workforce*, identifies primary characteristics of professionals who identify as leaders of

early care and education centers and preschools and their working environments. Key findings were:

- Early educators make far less than other Colorado professionals with similar degrees. The compensation does not reflect their critical role in children’s lives and in the community.
- Low teacher wages make it challenging to find, hire, and retain qualified professionals.
- Support is needed for early care and education leaders in the management and implementation of historic change.

- **Pennsylvania**

- As part of the RTT-ELC grant, the Pennsylvania Office of Child Development and Early Learning (OCDEL) convened a workgroup to provide expert recommendations for the development of an Infant-Toddler Credential. As a result of stakeholder feedback and subcommittee review, the workgroup recommends a three-tiered credential with levels that will meet the immediate and long-term workforce needs, be stackable (build on one another), and advance workforce qualifications and career options. [Click here to read more.](#) (Source: *Pennsylvania Early Education News*, May, 2016)
- [Our Priorities](#), by OCDEL, is a four page document meant to provide a high-level overview of the Office’s priorities. It is designed to be shared with non early childhood education audiences. A similarly titled document, [Our Priorities](#), is available for early childhood education audiences. (Source: *Pennsylvania Early Education News*, May, 2016)
- Beginning May 1, 2016, the Pennsylvania Professional Development Registry will begin accepting online applications for Facility/Legal Entity Administrator permissions. For steps on how to access this application, please view the [tipsheet](#). (Source: *Pennsylvania Early Education News*, May, 2016)

- **Vermont’s [report](#), *Vermont’s Early Childhood & Afterschool Workforce Findings from the Vermont Early Childhood & Afterschool Workforce Surveys*, released by the Vermont Department for Children and Families and funded by RTT-ELC, includes information on workforce demographics, education and credentials, wages and benefits, and aspirations of Vermont’s early childhood and afterschool workforce. Key findings were:**

- Educational degree attainment varies by sector.
- Wages in family child care homes and licensed private centers are lower than wages in public school settings.
- Few benefits are provided to people working in family child care homes and private licensed centers.

- The early childhood and afterschool workforce reports high job satisfaction and plans to continue working in the field.
- Low wages and few benefits are the top reasons why individuals might leave the field.
- Many workers stay in the field but move from one program to another.