

Welcome to:
Apprenticeship Pilot Advisory
Committee Meeting

March 21, 2023

2:00-3:00 pm



DIVISION OF
EARLY CHILDHOOD

Agenda

I. Welcome and Introductions

II. Updates from UIC

- * Class for Site-based Mentors
- * Communities of Practices

III. Updates from INCCRRA

IV. First Look at Program Data



Communities of Practice

Institutions of Higher Education

Program Leaders from Participating Pilot Employers

Topics:

- Outreach, recruitment, enrollment
- Onboarding
- Partnerships across IHEs and Employers
- Recommendations





Site-based Mentor Community of Practice

- 3-credit course
- undergraduate or graduate level credit depending upon Individuals level of education
- hybrid course includes synchronous online meetings, and asynchronous coursework done individually
- a minimum of 90 hours of fieldwork done on-site,

Course Learning Objectives:

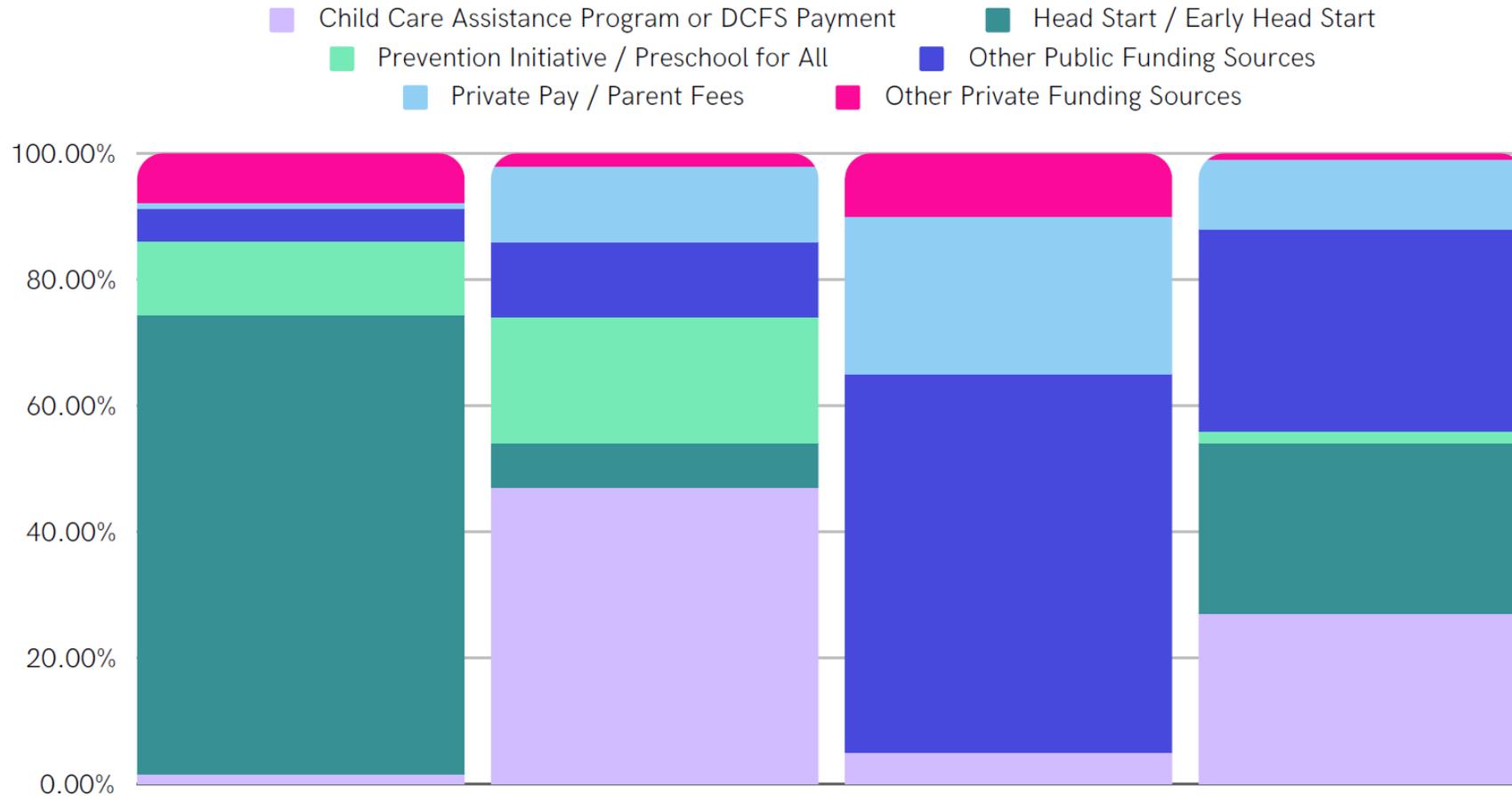
- Understand principles and practices that support adult learners in early childhood educational contexts
- Establish and maintain trusting relationships to support coachees' professional practice
- Develop effective contracts with teachers defining roles and identifying strengths and areas for growth
- Co-create strengths-based working plans with coachees
- Establish processes to collect and provide feedback on documentation to support coachees' professional development
- Identify and develop quality coaching strategies that promote dialogue and reflective practice
- Create structures that support ongoing teacher development that include the implementation and documentation of regular coaching cycles
- Reflect on their own practice, developing skills, and interactions with and responses to others to foster personal and professional self-awareness

INCCRRA – Updates

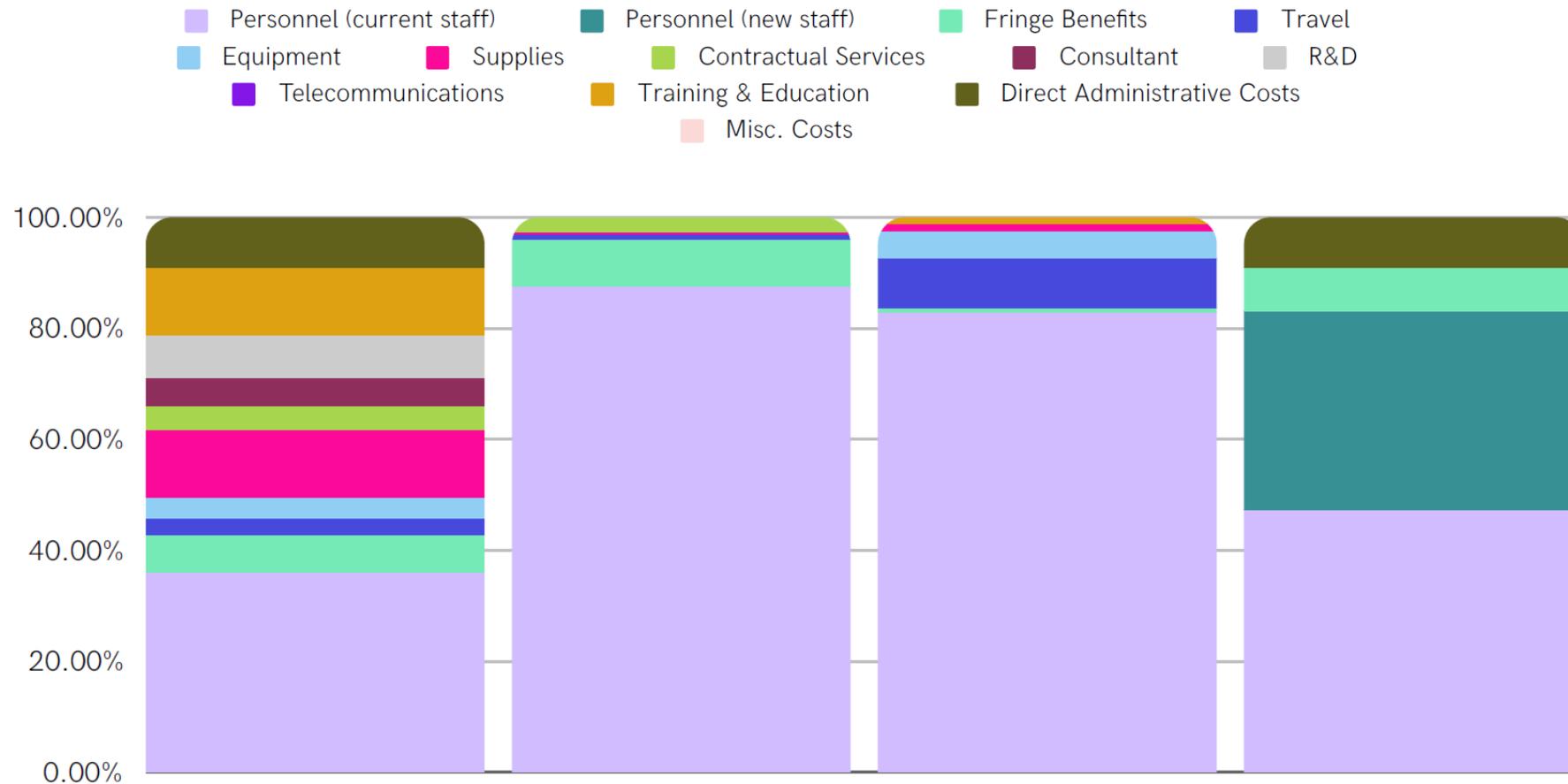
- Monthly budget reporting is due by the 15th of each month.
- Actively working with programs on budget corrections
- Highlights from current reporting:
 - Range of IECAP add-ons
 - Variation in positions and titles
 - Guidance is being provided to assist programs
 - Payroll documentation varies
 - Working with programs to gather specific details needed



Pilot Employers Are Funded Very Differently



Differences in Funding Mix, Inform How Apprenticeship Funds Are Used



Average Increases to Meet Pilot Salary Scale

Lead Teachers: ~ \$1,100 to \$12,000

Assistant Teachers ~ \$1,000 to \$8,000

Other positions requiring increases:

- Teacher Aides
- Administrators
- Substitutes/Floaters
- Education Coordinators

Lead Teacher Degrees:

- Graduate 13%
- Bachelors 39%
- Associates 20%
- Less than Associates 27%

Assistant Teacher Degrees:

- Bachelors 7%
- Associates 11%
- Less than Associates 68%
- No data 14%

Administrator Degrees:

- Graduate 52%
- Bachelors 39%
- Associates 5%
- Less than Associates 2%

Launch of SEQUAL survey

EC Workforce Policy Brief Series

1. Overview
2. Scholarship Impact
3. Apprenticeship Model
4. Unified Agency

Volume 1, Number 1

Strengthening the Early Learning Workforce

A prerequisite for expanding access to high-quality early childhood care and education



UIC Policy Brief This brief was produced by the UIC Collaborative for Young Children and Families with generous funding from the W. Clement & Jessie V. Stone Foundation

Early childhood educators have a greater impact on classroom quality than any other variable—and the benefits of high-quality early childhood programming are particularly powerful for the most vulnerable children in Illinois.

Why a Well-Qualified Workforce Matters in Early Education

Between birth and age three, a child's brain develops at an astonishing rate, making about a million neural connections *per second*—far more than at any other stage of life. These connections are profoundly influenced by the quality of a child's interactions with the adults who care for them. These adults include the members of our early childhood workforce, who serve the 558,000 Illinois children under the age of six who spend time in child care so that their parents can work.

During these early years, **children learn how to learn**—and they learn best when they have secure, positive relationships with adults who can support their learning and development.

According to the Center on the Developing Child at Harvard University, "Young children naturally reach out for interaction through babbling, facial expressions and gestures, and adults respond with the same kind of vocalizing and gesturing back at them. This back-and-forth process is fundamental to the wiring of the brain, especially in the earliest years."

Wiring a brain—and laying the foundation for lifelong learning—is complex and nuanced work. Adults with a solid understanding of early childhood development are more likely to provide the stimulating, developmentally appropriate learning opportunities that early learners need to achieve their full potential. Conversely, adults who lack this knowledge could undermine their early learning and development.

In other words, adults working in early childhood contexts are not "just babysitting." Their work is intellectually, physically and emotionally demanding. Because young children don't have the self-awareness and verbal skills to identify and express their needs, early childhood professionals must observe the children in their programs closely to discern and address these needs in the right way at the right time—all while ensuring the optimal development of the group as a whole.

71%
Percentage of Illinois children under the age of six who spend time in child care so that their parents can work¹

¹ Kids Count Data Center

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INCCRRA – Considerations as we look ahead

- Updates to monthly budget reporting materials to provide clarity
- Anticipate meeting with programs regarding FY25 reporting

We appreciate the patience, flexibility, and responsiveness of each program.



Questions??

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Thank you!

Next Steps: We will email the meeting notes and an invite for our next meeting. Thanks for coming!!



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