



PDAC Workforce, Development, and Pathways Committee

August 31, 2015

10:00AM – 2:30PM

Meeting Minutes

Allison Lowe-Fotos	Julie Lindstrom
Cerathel Burnett	Lou Anne Burton
Christi Chadwick	Nancy Latham
Jennifer Weidner	Pamela Reising Rechner
Johnna Darragh-Ernst	Safiyah Jackson
Joni Scritchlow	Stephanie Bernoteit

Welcome and Introductions – Johnna Darragh-Ernst and Cerathel Burnett, co-chairs

Approval of Minutes (Attachment 1)

- April 14, 2015
 - Jennifer Weidner moved to approve the minutes.
 - Lou Anne Burton seconded the motion.
 - Minutes approved.

State and Federal Initiatives

- Registry Data
 - Registry data was shared with the committee.
 - Since inception more than 93,000 have joined the Registry.
 - Currently more than 76,000 active Registry members.
- EPPI Grant Impact
 - The grant application was designed not to promote a particular strategy for supporting candidate preparation, but rather to support institutions in thinking about what makes the most sense for their regions, workforce needs, and the ways in which their partner institutions could best work together.
 - All grantees were to focus on articulation, attainment of the Gateways Entitlement, and/or to consider how Gateways Credentials could be embedded within existing and revised programs as part of a stackable credentialing effort.
 - Outcomes were to include documenting, disseminating and promoting discussion about the promising innovations, but not to create the same thing for each institution.
 - Stephanie Bernotiet will share a list of the grantees with the WDP co-chairs for distribution.
 - New Partnership Grants (March 2015 – January 2016).
 - 7 partnerships – from across all sectors and regions of the state.

- Awards range from \$39,000 to \$48,000.
 - Continued Implementation Grants (April 2015 – February 2016).
 - 5 partnerships in order to to continue the work accomplished in the first round of grants.
 - Awards range from \$29,000 to \$30,000.
- Articulation
 - IAI Panel
 - This is the second convening of the panel. The panel has approved the Child Growth and Development course. It has been proposed that the Exceptional Child be the next course reviewed. The Exceptional Child coursework is not always housed within the Early Childhood Department. Some institutions house it within general or special education departments. There is a great deal of discourse around this issue.
 - The next IAI Panel meeting will be October 28, 2015.
 - Challenges for the committee include universities offering courses at Level 5, while community colleges offer courses at Levels 2-4.
 - Many 4-year universities do not offer 100 and 200 levels in early childhood courses, most universities offer courses at 300 and 400 level. If we look at the workforce, ExceleRate™ Illinois guidelines, and student populations, many students who go to university are working, if they don't get these courses until the 300 and 400 level how are they working out in the field.
 - The Family Specialist Credential is piloting a framework that is only one level of benchmarks. The benchmarks need to be met rather than a specific number of courses. This will be reviewed at the end of the pilot. Approximately 75% of teachers work in licensed centers. Licensing Representatives look at hours of coursework, not the level attained.
 - Preschool for All
 - Currently 73,145 children are served in Preschool for All programs, by the year 2021 more than 85,800 slots will be available.
 - Preschool Expansion will serve an additional 17,143 children by 2021. This will require approximately 850 new educators. Combined with educators needed for Preschool for All more than 1,400 new teachers will be needed by 2021.
 - Teachers working today who hold a professional educator licensure specific to early childhood could migrate towards a setting where they could earn a larger income because of the expansion of the Preschool for All programs.
 - The WDP Committee needs to know the number of early childhood teachers that colleges and universities are graduating each year, in order to understand the the needs of the field due to an increase in demand from changing federal initiatives.
 - Head Start Performance Standards
 - The national performance standards for Head Start are changing.

- Changes to trainings and courses.
- The WDP Committee will need to be aware of the impact of the changes on workforce preparation.
- Proposed changes are open for comment until September 17, 2015. Comments can be made at:
http://www.regulations.gov/#!submitComment;D=ACF_FRDOC_0001-0057
- CCDBG (Child Care Development Block Grant)
 - The grant has new standards and requirements.
 - Standards are being used to focus on quality.
 - CCDBG has distinct requirements for staff working in programs and centers.
 - Increase the amount of understanding that teachers have in the areas of health, safety, and well-being.
- ELC PSQ Compensation Report
 - The report will be shared at the Early Learning Council Program Standards and Quality (ELC PSQ) Committee meeting on September 14, 2015.
 - Long term goal is to share the report with key state leaders.
 - Incremental steps for pay equity would include:
 - Establish a base or minimum of \$12.50/\$26,000 a year.
 - Use in contracts and grants as a leverage.
 - Establish parity with Head Start wages by setting a salary at \$17.00/\$35,000 a year.
 - Establish parity with beginning licensed public school teacher wages salary of \$25.00/\$52,000. (12 month salary)

WDP Strategic Plan Phase VII

- Goal 1: Develop a more comprehensive career lattice that clearly articulates varied pathways in the early childhood system.
 - Use data that Joellyn Whitehead has regarding models from other states in developing a career lattice.
- Goal 2: Analyze stackability of Gateways Credentials, and how they are offered and utilized with the goal of providing multiple pathways.
 - Governors Office of Early Childhood Development (OECD), Illinois Board of Higher Education (IBHE), Illinois Community College Board (ICCB), Illinois Department of Human Services (IDHS), INCCRRA and faculty from 2- and 4- year institutions began meeting last year to look at the barriers to stackability and the alignment of credentials at institutions.
 - Issues identified include the Gateways ECE Credential Level 2. Student who take 12 semester hours do not meet federal financial aid requirements. In order to receive federal financial aid a student must have 16 semester hours. The recommendation has been made to increase the hours to 16 semester hours (points) to align with federal requirements for financial aid.
 - Gateways ECE Credential Level 3, often gets skipped over. The recommendation is that General Education requirements for the Gateways to Opportunity ECE

Credential at Level 3 and Level 4 are changed to “credit-bearing” versus “transferable”.

- The recommendations have been approved for implementation by IDHS.
 - The goal becomes more of an analysis of the impact of the recommendations for students and institutions.
 - What are the implications of these changes?
 - What are the intended and unintended consequences?
- Goal 3: Explore how levers and supports, including Gateways Scholarships and GreatSTART can be used to strengthen Gateways Credentials.
 - Need to know what supports are available for individuals to continue to make progressive steps in their education.
 - The committee needs to be thinking about what are the supports and how do people access the information and supports.
 - At a systems level are their policies that can be used to encourage individuals to pursue credentials?
 - An example could be that only Higher Education Institutions that are entitled are eligible for memorandums of understanding for the Gateways Scholarship Program.
 - Where do things stand in the Joint Committee on Administrative Rules (JCAR) process for GreatSTART and Gateways Scholarship Program? A status update is needed.
- Goal 4: Create continuity between DCFS and Gateways Credentials.
 - Licensing standards are universal.
 - Description and identification across systems of how these are met.
- Goal 5: Explore responsive practices for supporting Gateways Credential attainment inclusive of direct and entitled routes.
 - What are the key standards that we can organize under?
 - Need to know where the benchmarks fall under the key standards.
 - Once we know the standards, can build infrastructure and badging.
 - Take work that is happening in other states and cluster the information together to inform the work of the WDP Committee.
 - Adoption of a competency based system in higher education. How do you translate that system to practitioners in the field?
- Goal 6: Support state efforts for meaningful articulation between 2- and 4-year higher education institutions.
 - Will continue to place on agenda for any updates.
- The committee will emphasize Goals 3, 4, 1, and 5.
 - Idea of alignment, what is in the standards now and how does that align with credentials.
 - Idea that an institution needs to be entitled in order to offer Gateways Scholarships.
 - Begin looking at models and defining roles in order to understand movement within the system.

Infographs

- Current Infographs
 - *Children Deserve Quality Care and Education* and *Follow Your Passion – Educate Young Children* infographs have been approved and are available for distribution.
 - *Invest in Early Childhood Care and Education* infograph (Attachment #2)
 - Change 5 facts to 4 and move the 5th fact directly under the 7-10% annual return on the left hand side of the page.
 - Bold any reference to jobs or economy.
 - Take off “Adults who didn’t attend early childhood programs earn \$5,500 less each year than peers who did attend”.
 - Move the quote to the bottom of the page.
- Potential New Infograph
 - *Infant Toddler Credential and the Infant Brain* outline (Attachment #3) was shared with the committee for feedback and direction.
 - Create one infograph for the practitioner and one for general information.
 - All of the outcomes listed on the draft are impacted by a properly trained practitioner and could be shared with higher education institutions.
 - Infant/toddler openings in quality care settings are often difficult to find. An infograph could be used to explain the need for more openings.
 - The infograph could be used as an advocacy tool for the Infant Toddler Credential, and to increase infant toddler coursework in higher education curriculum.

Adjourn

Next Meeting Date:

Monday, November 23, 2015 (telenet 10:00AM – Noon)



FACTS ABOUT THE EARLY CHILDHOOD CARE AND EDUCATION WORKFORCE IN ILLINOIS – AUGUST 2015

Invest in Early Childhood Care and Education

The Early Childhood Care and Education Workforce Positively Impacts the Economy

The return on investment in early childhood development:

7-10%
annual return¹

6.77%
annual return

6.56%
annual return

Compared to:
Dow Jones Industrial Average
over the last 40 years

S & P 500 Index
over the last 40 years



Children who attended early childhood programs are more likely to be employed and earn a 33% higher average salary.¹

Early Childhood Care and Education Employment include those who work with young children and families in settings such as:

- Child Care Centers
- Infant Toddler Programs
- Family Child Care Homes
- Preschool for All Programs
- Early Head Start/Head Start Programs

The ECE industry employs millions of people with billions of dollars impacting the economy.

Each dollar invested in high-quality early childhood programs produces a \$2 to \$3 increase in state earnings per capita.² Working parents play a vital role in the Illinois economy, earning a total of \$132 billion in 2008.³

“

An investment in Early Care and Education is much more than an investment in children. It is an investment that helps guarantee the long-term stability of Illinois' economy, its families and future workforce.

”

Illinois Action for Children

¹ First Five Years Fund

² Timothy Bartik “Investing in Kids: Early Childhood Programs and Local Economic Development”

³ U.S. Census Bureau

Information compiled by the Professional Development Advisory Council.

4 Facts About Why Early Childhood Care and Education and the Economy is Important

1. Provides a significant number of jobs and generates considerable revenue in its own right.

2. Enables parents to maintain employment and/or obtain education and training.

3. Enables employers to attract and retain employees.

4. Supports a strong future economy by preparing children to enter K-12 education ready to learn the skills necessary to succeed in school and become productive workers.



GATEWAYS TO OPPORTUNITY
Illinois Professional Development System

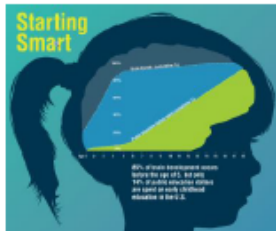


1226 Brandon Plaza | Bloomington, Illinois 61701 | (800) 697-8278 | www.ilcgateways.com

Gateways to Opportunity is administered through Incommensurate and funded by the Illinois Department of Human Services, Bureau of Child Care and Development, the MacArthur Foundation, and Grand Victoria Foundation. Consistent to Opportunity, Incommensurate and Illinois Professional Development System, which share the goal of providing high-quality early childhood education.

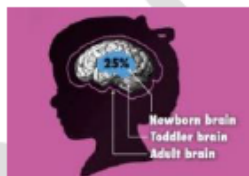
Infant Toddler Credential and the Infant Brain

#1 – 85% of brain development occurs before the age of 5, but only 14% of public education dollars are spent on early childhood education in the US.



- At birth, the brain has 200 billion brain cells.
- Communication across different regions of the developing brain occurs most rapidly during the first two years of life.
- Toddlers have more than 100 trillion synapses at age two, the most they will ever have in their life.

#2 – A newborn's brain weight 25 % of its adult weight at birth. By two years of age, a toddler's brain has reached 75% of its adult weight.



#3 – The first three years of life is a period of fast growth in the human brain. A three-year-old's brain is twice as active as an adult's.

#4 – Children who participate in high quality preschool programs gain up to one year of additional learning.

#5 – The majority (67%) of preschoolers show readiness for kindergarten, while just over a quarter (28%) of non-preschoolers are ready.



#6 – Infants are active, self-motivated learners. Each infant is born curious and motivated to learn, and actively participates in learning each day.

- Practitioners need specific training in infant learning to understand how to read and respond to infant behavior. They also need training in how to construct environments and activities that keep motivation, experimentation, and curiosity alive as well as in how to facilitate the infant's natural learning process.