



PDAC Workforce, Development, and Pathways Committee

October 27, 2014

10:00 AM – 2:30 PM

Meeting Minutes

Allison Lowe Fotos
Cerathel Burnett
Johnna Darragh Ernst
Joni Scritchlow

Julie Lindstrom
Lou Anne Burton
Pam Reising Rechner

Welcome – Johnna Darragh Ernst, co – chair

Approval of the Minutes

- July 21, 2014 (Attachment 1)
 - Lou Anne Burton moved to approve the minutes.
 - Johnna Darragh Ernst seconded the motion.
 - Minutes approved.

Review of the Infographics

- Follow Your Passion (Attachment 2)
 - Take off: fascinating and add October 2014 to the top line of the document.
 - Add: information provided by the work of PDAC to the bottom of the document.
 - White lettering on the yellow background is hard to read, will change to a different lettering color.
 - Vote to accept the Follow Your Passion document
 - Unanimous approval of the document
- Children Deserve Quality Care and Education (Attachment 3)
 - Take off: fascinating and add October 2014 to the top line of the document.
 - Change: a well-educated workforce to an educated workforce.
 - Add: well-educated workforce below the header.
 - Change: the 3rd fact to read: Achieving degrees for all ECE professionals is an attainable goal in Illinois, with continued public investments.
 - Add: information provided by the work of PDAC to the bottom of the document.
 - White lettering on the yellow background is hard to read, will change to a different lettering color.
 - Vote to accept the Children Deserve Quality Care and Education document
 - Unanimous approval of the document
- Invest in Early Care and Education (Attachment 4)
 - Take off: fascinating and add October 2014 to the top line of the document.
 - Add: information provided by the work of PDAC to the bottom of the document.

- White lettering on the yellow background is hard to read, will change to a different lettering color.
- Focus on Illinois data:
 - Remove the three square dots regarding national data.
- Move up: in the child care industry in Illinois section below the map of Illinois.
- Take off: the in the Early Childhood Care and Education Employment Includes section.
- Add: Infant Toddler and Pre-School for All, take off Pre-Kindergarten.
- Need to add data: such as number or percent of mothers of children who work , parents of children under the age 5 who work or dual worker information.
 - Possible to use Illinois Action for Children information.
 - Review 2010 labor statics for dual worker information.
 - Use Gateways to Opportunity data regarding workforce data.
- INCCRRA will reach out to Illinois Action for Children to review the infographic.
- Suggested revisions will be shared with the INCCRRA Marketing Department for changes.

Nomenclature

- Document shared regarding nomenclature (Attachment 5)
 - Great disparity within the profession in the description of what is a teacher.
 - Need to know the setting to know what is meant by the word teacher.
 - What critical question is this committee work addressing?
 - Vote to table the work on teacher definition. At this time there is no compelling need to continue, committee to focus on other areas of the Workforce Development and Pathways Strategic Plan.
 - Vote is unanimous to table the work on nomenclature.

Strategic Plan Phase VI (Attachment 6)

- Develop strategies and policies to increase the workforce’s qualifications, education and compensation.
 - Should Gateways Scholarship contracts only be issued to schools who articulate with other schools?
 - Gateways policy states practitioners must wait a year before they can apply for the funds. This often trips up practitioners as employers want them to continue to progress towards their degrees. Could the timeline be changed?
 - Practitioners receive the Great START Wage supplement and then continue to receive the supplement, which puts new practitioners on a waiting list. Currently there is no requirement that people getting the scholarship must move up to the next level. Should this policy be changed?
 - Staff will bring to the next meeting the Gateways Scholarship Program requirements and the new Great START Scale for the committee to review.
 - Pam Reising-Rechner referenced the ISBE study on the evaluation of the coaching project.
- Gain cross sector agreement on an integrated/common language and definitions related to workforce “roles” and education/qualifications.

- This work has been tabled.
- Enhance the Gateways to Opportunity Career Lattice to include multiple access points and dimensions of quality to allow for greater utilization.
 - Stackable Credentials are very similar to the “on/off ramp” idea proposed by Cathy Main at the Higher Ed October meeting.
 - Community colleges are focused on stackable credentials, could be a conversation with four- year universities.
 - Students at community colleges are a more fluid transient population. Stackable credentials are beneficial to the students.
 - The Career Lattice should have an explanation piece.
 - For the December WDP meeting INCCRRA staff will provide:
 - Copy of the current Career Lattice with definitions.
 - Credential frameworks
 - Data: licensed DCFS teachers have a greater diversity versus Preschool For All teachers – goal is for teachers to mirror the children they support.
 - “Pipeline” data, biggest leak are those with the highest ACT/SATs scores and highest grades, we do better with middle grade students as they stay longer.
 - Scholarship usage, Great START Program usage, PDA usage, Gateways Credentials
 - Regarding barriers: we have looked at access, but have not concentrated on barriers.
- Influence college coursework to be reflective of current research and best practices while providing students with an opportunity to put theory into practice before entering the field.
 - Committee has yet to include action steps on the Strategic Plan.
 - Illinois State Board of Education proposed amendments to Educator Licensure.
 - Gateways Higher Ed. Forum will feed into this goal.
 - Committee should review the report from the Race to The Top grants awarded to higher education intuitions.
 - Develop a report that can identify policies that are supportive and cohesive.
 - Student performance outcomes related to teacher preparation.
 - Accountability needs to use evidence based practices, connected to curriculum, assessment and outcomes.
- Will add a status column to the Strategic Plan chart.

Upcoming WDP meeting dates

- A telenet is scheduled for December 10, 2014 from 10:00AM – 12:00PM.
- A telenet was added to the meeting schedule for February 9, 2015, from 1:30PM - 3:00PM.
- Meeting dates will be sent to all Workforce, Development and Pathways committee members.

Updates/Announcements

- No announcements were given.

Adjourn



Follow Your Passion – Educate Young Children

Early Childhood Care and Education is on the Cutting Edge with Career Opportunities

Early Childhood teachers play a critical role in preparing children birth to age eight to be successful in school. Early school success equates to a more positive life trajectory.

↑ 14% anticipated growth in Early Childhood careers¹

The ECE Field Offers Many Opportunities:

- Distinct career pathways with varied salaries are available
- Early Childhood is receiving state and national attention
- Early Childhood has a wide range of supports including scholarships, Professional Development Advisors, wage supports, and Credentials



1 President & 27 Governors highlighted Early Childhood in their State of the Union and State of the State addresses

A Variety of Promising Career Opportunities are Available:

- Directly working with children through teaching (e.g., public schools, private schools, child care centers, Head Start, etc.)
- Supporting those who work directly with children (e.g., administrators, curriculum development, policy advocates and lobbyists, coaches/mentors, licensing representatives, providers of professional development including faculty and trainers, etc.)

“

Study after study has shown that high-quality early childhood education provides the best return of any public investment. We can make more than \$7 for every dollar invested.

Governor Pat Quinn

”



4 Facts About Early Childhood Care and Education Careers

1. Significant federal and state focus and funding is being directed to Early Childhood Care and Education.
2. The nation is facing a critical need for well-prepared Early Childhood teachers and leaders.
3. New research in science and brain development shows that how you engage with a child through the first five years shapes that child's ability to be successful in life.
4. Teachers play an important role in social-emotional and cognitive skill development as children transition into school.

¹ January 2014 U.S. Bureau of Labor Statistics Occupational Outlook Handbook for 2012-2022.

Attachment 3
FASCINATING FACTS ABOUT THE EARLY CARE AND EDUCATION WORKFORCE IN ILLINOIS

Children Deserve Quality Care and Education

Early Childhood Professionals in Illinois are a Well-Educated Workforce

Research shows high-quality, educated teachers positively impact a child's school readiness and outcomes.



of teachers working in licensed early care and education settings have degrees

(includes licensed child care center teachers and Early Head Start/Head Start teachers)

Increasing the quality of early childhood programs is achievable, building from the high level of education that exists in our ECE workforce.

92.9% of child care center staff in Illinois have some college education

The Gateways Scholarship program and Great START wage supplement program have played a significant role in providing the supports needed to increase the education level of our workforce in Illinois (as evidenced by comparing Illinois to national data).

“

Although education and the acquisition of skills is a life long process, starting early in life is crucial.

”

Ben Bernanke

Former Chairman, Federal Reserve Board

3 Facts About the Early Childhood Care and Education Workforce

1. “If early childhood practitioners have higher levels of formal education and specialized training, they are much more likely in their work with young children and families to use the evidence-based practices and possess the ongoing professional commitment we know are necessary to make a positive difference in children's lives.”²
2. “Young children's learning and development depend on the educational qualifications of their teachers.”³
3. To achieve degrees for all professionals may require fewer public investments than anticipated.

¹ Gateways Registry Members & US O HHS Targeting Early Childhood and School Age Workforce Investments.

² Preparing Early Childhood Professionals: NAEYC's Standards for Programs.

³ Barnett, Steven W. (2004, December). Better Teachers, Better Preschools: Student Achievement Linked to Teacher Qualifications. NIEER Preschool Policy Matters, Issue 2.

 **GATEWAYS TO OPPORTUNITY**
Illinois Professional Development System

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 **incorra**

 **HHS**
DEPARTMENT OF HUMAN SERVICES

FASCINATING FACTS ABOUT THE EARLY CARE AND EDUCATION WORKFORCE IN ILLINOIS

Invest in Early Care and Education

The Early Childhood Care and Education Workforce Positively Impacts the Economy

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

The ECE industry generates **\$2.4 billion** every year for the state of Illinois¹

- Nationally the ECE workforce is comprised of about 1 million center-based teachers and caregivers.²
- Nationally there are 1 million home-based teachers and caregivers.²
- Enables parents to work or continue their education.

“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**

In the child care industry in Illinois

For every \$100 of new spending

\$213 of total impact on the economy

For every 100 new jobs

56 jobs are created in other industries

The Early Childhood Care and Education Employment Includes:

- Child Care Centers
- Family Child Care Homes
- Head Start Programs
- Pre-Kindergarten
- Pre-Schools
- DCFS trainers and licensing representatives



4 Facts About Early Childhood Care and Education and the Economy

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.

¹ Illinois Action for Children

² National Survey of Early Care and Education Project Team 2013

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Gateways to Opportunity is administered through Incorra and funded by the Illinois Department of Human Services Bureau of Child Care and Development, the MacArthur Foundation, and the United Way Foundation. Gateways to Opportunity is the only regional provider of professional development system for early childhood educators.

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DCS
DEPARTMENT OF CHILDREN & FAMILY SERVICES

Public School Sector

Baseline: BS/BA minus assistant positions—require paraprofessional qualifications for assistant positions.

Kindergarten–Grade 3

Teacher, Teacher Assistant, Parent Educator, Director

Pre-kindergarten at Risk

Teacher, Teacher Assistant, Parent Educator, Director, Coordinator

Preschool for All

Teacher, Teacher Assistant, Parent Educator, Director, Coordinator

Early Childhood Special Education

Teacher, Teacher Assistant, Parent Educator, Director

Illinois Department of Human and Family Services

Baseline: Some ECE hours for assistant, can flesh out for other degrees.

Child Care Centers

Director, Teacher, Teacher Assistant, Teacher Aide, Education Coordinator

Family Child Care

Teacher, Assistant, Group Home Provider

School-Age Programs

Director, Recreation Leader, Group Worker, Teacher, Site Coordinator

Youth Development Programs

Director, Youth Development Practitioner, Youth Leader, Youth Worker

Head Start

AA/AS for assistant, bachelor's degree for teachers

Head Start and Early Head Start

Director, Teacher, Head Teacher, Teacher Assistant, Home Visitor,
Family Support (or Service) Specialist, Family Resource Coordinator,
Education Coordinator, Infant Specialist

Professional Development Advisory Council* Strategic Planning Tool
July 1, 2013–June 30, 2015

Date completed: January 10, 2013, updated February 8, 2013; updated April 12, 2013

Names of those involved: Cerathel Burnett, Johnna Darragh-Ernst Staffed by Joni Scritchlow

Committee (System Element):

X Workforce Development and Pathways (WDP) Qualifications and Credentials (QC) PDAC Governance (GOV)
Information, Analysis and Trends (IAT) Special Focus: Registry (SFR) Financial Support (FS)

System Component: Professional / Workforce Development

Goals:

1. Develop strategies and policies to increase the workforce's qualifications, education, and compensation.
2. Gain cross sector agreement on an integrated/common language and definitions related to workforce "roles" and education/qualifications.
3. Enhance the Gateways to Opportunity Career Lattice to include multiple access points and dimensions of quality to allow for greater utilization.
4. Influence college coursework to be reflective of current research and best practices while providing students with an opportunity to put theory into practice before entering the field.

**PDAC and PDAC Committee members represent a variety of institutions/agencies (e.g., higher education institutions), which are not listed as individual partners, but assumed partnerships.*

Attachment C

Committee: Workforce Development and Pathways

Date: 04/12/13

Goal: Develop new strategies and policies to increase the workforce's qualifications, education, and compensation.

OBJECTIVE	ACTION STEPS	LEADERS	PARTNERS*	TIMELINE
Identify and review a wide range of available workforce data and current workforce development policies (e.g. Higher Education articulation, impact of current workforce supports, education level of the field, compensation, etc.) to inform workforce development recommendations.	Ascertain data needed to inform workforce development decisions.			
	Review available data; identify gaps (if any).			
	Develop strategies to mitigate gaps (if needed).			
	Recommend strategies/policies/practices that support the workforce's qualifications, education and/or compensation.			
OBJECTIVE	ACTION STEPS	LEADERS	PARTNERS*	TIMELINE
Identify how data captured in objective one can be used to inform various stakeholders.	Identify Stakeholders.			
	Transform raw data captured in objective one into usable information.			

OBJECTIVE	ACTION STEPS	LEADERS	PARTNERS*	TIMELINE
Identify policies and practices that prohibit or support increased workforce qualifications, education, and compensation.	Review current articulation and completer policies and practices.			
	Develop recommendations to mitigate barriers.			
OBJECTIVE	ACTION STEPS	LEADERS	PARTNERS*	TIMELINE
Review data and research related to impact of and cost effectiveness of mentors and coaches in performance outcomes and develop policies to inform workforce recommendations.	Identify data needed.			
	Review data.			
	Develop recommendations.			

Committee: Workforce Development and Pathways

Date: 04/12/13

Goal: Gain cross sector agreement on an integrated/common language and definitions related to workforce "roles" and education/qualifications.

OBJECTIVE	ACTION STEPS	LEADERS	PARTNERS*	TIMELINE
Determine common language to eliminate the dichotomy within the field of early care and education.	Review previous work completed that gathered and defined workplace related terms in field of early care and education.			
	Crosswalk language and definitions used across sectors (DCFS, public schools, Head Start federal regulations and accrediting agencies).			
	Develop recommendations for a common language/set of definitions.			

Committee: Workforce Development and Pathways

Date: 04/12/13

Goal: Enhance the Gateways to Opportunity Career Lattice to include multiple access points and dimensions of quality to allow for greater utilization.

OBJECTIVE	ACTION STEPS	LEADERS	PARTNERS*		TIMELINE
Ensure the Gateways to Opportunity Career Lattice is a relevant useful tool across all sectors.	Gather and review data from the field regarding movement in the Gateways to Opportunity Career Lattice.				
	Ensure Gateways to Opportunity Career Lattice is relevant to all sectors (e.g. Head Start and Preschool for All programs).				
	Determine whether the Career lattice has applicability across age ranges.				
OBJECTIVE	ACTION STEPS	LEADERS	PARTNERS*		TIMELINE
Support an active workforce pipeline.	Gather the appropriate data to identify challenges and barriers that contribute to people entering and leaving the field.				
	Identify policies and practices that increase workforce diversity.				

OBJECTIVE	ACTION STEPS	LEADERS	PARTNERS*	TIMELINE
Create a professional development system with cross-sector access to Professional Development Supports.	Review Professional Development Supports utilization data.			
	Identify potential barriers to accessing professional development supports.			
	Develop strategies to mitigate/reduce barriers.			

Committee: Workforce Development and Pathways

Date: 04/12/13

Goal: Influence college coursework to be reflective of current research and best practices while providing students with an opportunity to put theory into practice before entering the field.

OBJECTIVE	ACTION STEPS	LEADERS	PARTNERS*	TIMELINE
Identify policies and practices that support exemplary college student preparation.				
Review data and research related to performance outcomes and develop policies to inform workforce recommendations.				