

PDAC Workforce, Development, and Pathways Committee

July 21, 2014

10:00 AM – 12:00 PM

Telenet Minutes

Anne Wharff	Joni Scritchlow
Chris Bzdon	Joyce Weiner
Christi Chadwick	Julie Lindstrom
Joan Longtin	Lou Anne Burton
Johnna Darragh Ernst	

Welcome – Johnna Darragh-Ernst, co-chair

Approval of the Minutes

- May 29, 2014
 - Joyce Weiner moved to approve the minutes.
 - Lou Anne Burton seconded the motion.
 - Minutes approved.

Review of Infographics

- Follow Your Passion – Work with Children (Attachment 1)
 - Revision of the document
 - Good information shared in the layout
 - Would like to make sure this is as broad as possible for the variety of programs in Early Child Care and Education
 - Like the images used
 - Like the focus on a growing industry using the 14% projected growth first
 - Change borders to allow more white space
 - Change Follow Your Passion – Work with Children to Follow Your Passion – Educate Young Children
 - Add 1 president and 27 governors highlighted Early Childhood in their addresses
 - Add Gateways to Opportunity Credential system professionalizes the ECE field
 - Add 4 Facts about ECE Careers
 - Add teachers play an important role in social-emotional and cognitive skills development as children transition into school
 - Where to market this document?
 - Need to get it in the hands of people who are just starting to make a decision about their future career opportunities and career options.
 - High school and college guidance counselors and advisors

- Guidance Counselor networks
 - Professional Development Advisory Council and Early Learning Council Members
 - Gateways website, Registry members, and newsletter
 - New practitioners
 - Licensing representatives
- Give Children Quality Care (Attachment 2)
 - Revision of the document
 - Change Give Children Quality Care to Children Deserve Quality Care and Education or Make a Positive Difference in a Child's Life
 - Change borders to allow more white space
 - Reverse the people color (greater number goes first)
 - Move the data sources lower on the page
 - Do we want to list below the 92.9% statement the percentages of associates, bachelors, masters degrees, or number of non-completers?
 - Joellyn can review stats that might be more compelling to use then compare stats to see which ones the committee likes better.
 - Find another quote on education
 - Possible from Heckman findings, Quinn or Obama speeches
 - Additional research regarding public investment makes a difference for educational level of the teacher impact the quality?
 - Where to market this document is listed above.

Discussion/Next Steps

- Suggested revisions will be shared with the INCCRRA Marketing Department for changes.
- Documents will be treated as part of our Marketing efforts.
- The documents will be shared with PDAC Steering, for general awareness, but not for review or approval.
- Staff will work on the additional infographics (ECE and the economy etc.) to share with the committee at the October meeting.

Review of the Strategic Plan

- Johnna reviewed the document regarding nomenclature for the term teacher. (Attachment 3)
- The document listed different terms for the word teacher for ECE, public schools, and Head Start. The document stated that NAEYC does not define a teacher beyond the term "early childhood professional".
- Strategic Plan goal number 2: Gain cross sector agreement on an integrated/common language and definitions related to workforce roles and education/qualifications.
 - Most professions have clear links to education required.
 - How these roles interrelate?
 - Such as: All teachers/educators are bachelorette prepared with a degree, all assistant teachers (para professionals, non-certified staff) have certain qualifications.

- Challenge is how do you cross walk terms/definitions?
 - Public School has certain terms
 - ECE has additional roles
 - Head Start has numerous job titles, roles, and descriptions
 - ExceleRate is built on licensing, staff have to meet those qualifications which also have certain levels of quality. Licensed Illinois Professional teacher with an endorsement in early childhood education.
- The systems (ISBE, Head Start, ECE, etc.) are not aligned and most people are not going to work across all systems.
- Might be good to just have general information/terms so people are able to communicate and understand each other's work, a common language so there is less misunderstanding.
- We will revisit this topic at our October meeting.
- We could come up with a grid that compares the term teacher.

FY15 Meeting Dates

- October 6, 2014 (Face-to-Face 10:00AM – 3:00PM)
- December 10, 2014 (Telenet 10:00AM – Noon)

Updates/Announcements

- No updates were given.

Adjourn

- Johnna called for the meeting to adjourn, and thanked all for their participation today.

Future Meeting Date

- October 6, 2014 (Meeting 10:00AM – 3:00PM)



Follow Your Passion – Work with Children

Early Childhood Education is on the Cutting Edge with Career Opportunities

Early Childhood teachers play a critical role in preparing children 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
- The Gateways to Opportunity Credential system professionalizes the ECE field
- Early Childhood is receiving state and national attention
- Early Childhood has a wide range of supports including Scholarships, Professional Development Advisors to assist you in your career journey, wage supports tied to a Career Lattice, Credentials to recognize your educational attainment, and more!



27 Governors highlighted Early Childhood in their State of the State addresses

A Variety of Promising Career Opportunities are Available:

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

¹ January 2014 U.S. Bureau of Labor Statistics Occupational Outlook Handbook



3 Facts About ECE 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.
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.



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Give Children Quality Care

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).

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.



3 Facts About the ECE 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.

Illinois Office of Early Childhood Development

ECE Terms for Teachers

Lead Teacher
Assistant Teacher
Educator
Practitioner
Director
Assistant Director
Practitioners
Paraprofessionals

Public School Terms for Teachers

Teacher
Public School Educators
Non-certified staff

Head Start

Director – Supervisory position of an individual who is responsible for the operation of a major unit or program within a system (principal, federal programs coordinator, program director, program administrator, chief operating officer, vice president)

Assistant Director – This position reports to a program director and either assists the director in managing broad program operations or oversees an identifiable unit of the program (service area manager, division director, division manager, associate director, unit manager)

Caretaker – has major responsibility for maintaining a classroom environment that is nurturing, consistent, stable, and supportive of establishing close relationships with the infants and toddlers in care and their parents. S/he develops appropriate plans, and individualized learning experiences for infants and toddlers in care. S/he supervises classroom volunteers; may also supervise and/or mentor teacher(s) (no assistant teachers). Participates in parent/teacher conferences and works to fully involve families in the program and, meets all Head Start record-keeping and recording requirements.

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):

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

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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.*

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.			

Workforce Development and Pathways Committee | 2

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.			

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.				