

PDAC Workforce, Development, and Pathways Committee

May 29, 2014

10:00 AM – 3:00 PM

Meeting Minutes

Cerathel Burnett	Johnna Darragh-Ernst
Jennifer Weidner	Joni Scritchlow
Joan Longtin	Julie Lindstrom

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

Approval of the Minutes

- February 26, 2014
 - Cerathel moved to approve the minutes.
 - Joan seconded the motion.
 - Minutes approved.

Review of the Myth Buster Documents

- **Fascinating Facts about the Early Care and Education Workforce in Illinois #1 Document (Attachment 1)**
 - Viable career path information.
 - The committee reviewed the U.S. Bureau of Labor Statistics hand-out regarding “Job Outlook” for Childcare Workers. **(Attachment 2)**
 - Expected job growth is 14% for the Childcare workforce.
 - Document was reviewed, edited, and reformatted.
 - New quote added – “Touch the Future – Teach!” from Christa McAuliffe.
- **Fascinating Facts about the Early Care and Education Workforce in Illinois #2 Document (Attachment 3)**
 - The Impact of the ECE Workforce.
 - Document was reviewed, edited, and reformatted.
 - Discussion on use of the term “The Early Childhood *Care* and *Education*”. Per IDHS will include the word *care*.
- **Fascinating Facts about the Early Care and Education Workforce in Illinois #3 Document (Attachment 4)**
 - Early Childhood Professionals in Illinois are a Well Educated Workforce.
 - National numbers were removed, as people might concentrate on low national numbers rather than the numbers for Illinois.
 - Supports include both Gateways Scholarship program and Great START wage supplement program.
 - Question: How many individuals applied for scholarship dollars?

- 912 people were eligible for Gateways Scholarships program in 2014, committee felt this number was low and should not be included in the information sheet.
 - This page could be the front of a page and Document #5 could be on the back side of the page.
- **Fascinating Facts about the Early Care and Education Workforce in Illinois #4 Document (Attachment 5)**
 - Turnover in the field of Early Care and Education is much lower than in other fields per national data.
 - A short infograph was made up focusing on turnover, cost, and profit.
 - Average of 9.7 years in the field compared to the overall workforce of 4.6 years.
- **Fascinating Facts about the Early Care and Education Workforce in Illinois #5 Document (Attachment 6)**
 - Investments in ECE Professional Development Work
 - This page could have at the top barriers and at the bottom ways to overcome the barriers.
 - Information from this document could be used as the back of document #3.

Discussion/Next Steps

- These documents will be shared with the INCCRRA Marketing Department for layout and stylized look.
- After WDP committee approval:
 - Documents to be reviewed by PDAC Steering and PDAC.
 - Infographics and Fascinating Facts could be used on the Gateways website, newsletter and Facebook page.
 - Documents could be given to members of the legislature, and university and high school academic advisors.
 - Documents could be given to PDAC members and the Illinois Early Learning Council members to use and share with colleagues.

Review of the Strategic Plan

- Strategic Plan Objective: Determine common language to eliminate the dichotomy within the field of early care and education.
 - Glossaries from NAYSE, ISBE, Head Start, and DCFS for teacher, assistant teacher, para-professional, teacher's aide and director/teachers will be researched by Johnna Darragh. A grid will be developed for easy reference.
- Strategic Plan Objective: Create a professional development system with cross-sector access to Professional Development Supports.
 - Question: Will there be enough funding for the Gateways Scholarships?
 - Answer: To date we are able to meet the needs.
- Strategic Plan Objective: Identify policies and practices that support exemplary college student preparation.

- Action Step: Information and data on the workforce was shared at the Gateways Higher Education Forum in April 2014, with faculty attending.
- Action Step: Explore partnership with the Illinois Early Learning Council (ELC) Program Standards and Quality (PSQ) Higher Education learning and Professional Development (HELP) Committee to inform Higher Ed RFP development.

FY15 Meeting Dates

- July 21, 2014 (Telenet 1:00PM – 3:00PM)
- 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

- July 21, 2014, (Telenet 1:30PM – 3:30PM)



Fascinating Facts about the Early Care and Education Workforce in Illinois.

(#1)

Audience (students, guidance and career counselors)

STUDENTS: Be on the Cutting Edge!

- Did you know:
 - Early Childhood Education is on the “cutting edge” for careers right now
 - Significant federal and state focus and mandates are directed to Early Childhood Care and Education
 - Many promising career opportunities are available when you graduate
 - Twenty-two governors highlighted Early Childhood in their State of the State addresses
 - The nation is facing a Critical Need for well-prepared Early Childhood teachers
 - Early Childhood teachers play a significant role in helping children become successful students
 - A degree in Early Childhood Education has many career opportunities including
 - Early Childhood teacher (public and private schools, child care centers, Head Start)
 - Policy Advocates and Lobbyists
 - Curriculum Developers
 - Professional Development including: faculty

Implications for you as you begin your career

- It is a field with great opportunities

Let us debunk several Early Childhood Education myths for you:

Myth:

- ECE is a not viable career option

Reality:

- Distinct career pathways with varied salaries are available
- The Early Childhood field is the beneficiary of significant federal and state funding
- Credentialed system is supporting pathways for the profession that is viewed as a career
- It is a field with varied supports
- It is a field of state and national attention

Personal Care and Service >

Childcare Workers

EN ESPAÑOL: PRINTER-FRIENDLY

Summary	What They Do	Work Environment	How to Become One	Pay	Job Outlook	Similar Occupations	More Info
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Job Outlook

About this section

Employment of childcare workers is projected to grow 14 percent from 2012 to 2022, about as fast as the average for all occupations. Parents will increasingly need assistance during working hours to care for their children. Because the number of children requiring childcare is expected to grow, demand for childcare workers is expected to grow as well.

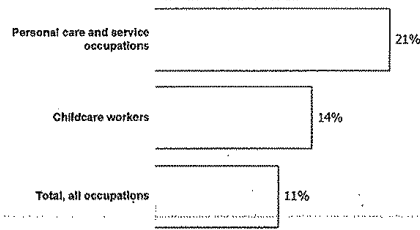
In the past decade, early childhood education has become widely recognized as important for children's development. Childcare workers often work alongside preschool teachers as assistants. This continued focus on the importance of early childhood education will spur demand for preschool programs and thus for childcare workers.

Job Prospects

Workers with formal education should have the best job prospects. However, even those without formal education who are interested in the occupation should have little trouble finding employment because of the need to replace workers who leave the occupation.

Childcare Workers

Percent change in employment, projected 2012-22



Note: All Occupations includes all occupations in the U.S. Economy.
Source: U.S. Bureau of Labor Statistics, Employment Projections program

Employment projections data for childcare workers, 2012-22

Employment projections data for childcare workers 2022-22				Change, 2012-22		Employment by Industry
Occupational Title	SOC Code	Employment, 2012	Projected Employment, 2022	Percent	Numeric	
Childcare workers	39-9011	1,312,700	1,496,800	14	184,100	XLS

SOURCE: U.S. Bureau of Labor Statistics, Employment Projections program

SOURCE: U.S. Bureau of Labor Statistics, Employment Projections program

<- pay

Similar Occupations ->

SUGGESTED CITATION:

Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2014-15 Edition*, Childcare Workers, on the Internet at <http://www.bls.gov/ooh/personal-care-and-service/childcare-workers.htm> (visited May 28, 2014).

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Childcare Workers

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Summary

Quick Facts: Childcare Workers	
2012 Median Pay	\$19,510 per year \$9.38 per hour
Entry-Level Education	High school diploma or equivalent
Work Experience in a Related Occupation	None
On-the-Job Training	Short-term on-the-job training
Number of Jobs, 2012	1,312,700
Job Outlook, 2012-22	14% (As fast as average)
Employment Change, 2012-22	184,100



Childcare workers watch children when parents and other family members are unavailable.

What Childcare Workers Do

Childcare workers care for children when parents and other family members are unavailable. They care for children's basic needs, such as bathing and feeding. In addition, some help children prepare for kindergarten or help older children with homework.

Work Environment

Childcare workers care for children in childcare centers, their own home, or the homes of the children in their care. Many work full time, but part-time work and irregular hours are common.

How to Become a Childcare Worker

Education and training requirements vary by setting, state, and employer. They range from less than a high school diploma to an early childhood education certification.

Pay

The median hourly wage for childcare workers was \$9.38 in May 2012.

Job Outlook

Employment of childcare workers is projected to grow 14 percent from 2012 to 2022, about as fast as the average for all occupations. Growth is expected due to increases in the number of children who require childcare and continued demand for preschool programs.

Similar Occupations

Compare the job duties, education, job growth, and pay of childcare workers with similar occupations.

More Information, Including Links to O*NET


Learn more about childcare workers by visiting additional resources, including O*NET, a source on key characteristics of workers and occupations.



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
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Work Environment

About this section

Childcare workers held about 1.3 million jobs in 2012. They are employed in childcare centers, preschools, public schools, and private homes.

The industries that employed the most childcare workers in 2012 were as follows:

Child day care services	24%
Elementary and secondary schools; state, local, and private	11
Religious, grantmaking, civic, professional, and similar organizations	8

Family childcare workers work in their own homes. They may convert a portion of their living space into a dedicated space for the children. Nannies and babysitters usually work in their employers' homes. About 29 percent of childcare workers were self-employed in 2012.

Many states limit the number of children that each staff member is responsible for by regulating the ratio of staff to children. The ratios vary with the age of the children. With babies and toddlers, childcare workers are responsible for relatively few children. As the children get older, workers can be responsible for more.

Work Schedules

Although many childcare workers work full time, more than a third worked part time in 2012.

Childcare workers' schedules vary widely. Childcare centers usually are open year round, with long hours so that parents can drop off and pick up their children before and after work. Some centers employ full-time and part-time staff with staggered shifts to cover the entire day.




Family childcare providers may work long or unusual hours to fit parents' work schedules. In some cases, these childcare providers may offer evening and overnight care to meet the needs of families. After the children go home, childcare providers often have more responsibilities, such as shopping for food or supplies, doing accounting, keeping records, and cleaning.

Nannies may work either full or part time. Full-time nannies may work more than 40 hours a week to give parents enough time to commute to and from work.

[<- What They Do](#) [How to Become One ->](#)

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5/28/2014

7

Fascinating Facts about the Early Care and Education Workforce in Illinois.

(#2)

Audience (Policy Makers)

Policy Makers: The Impact of the ECE Workforce!

- Did you know:
 - The Early Childhood Care and Education impact on the economy.
 - The ECE industry generates \$2.4 billion every year for the state of Illinois.
 - Enables parents to work or continue their education.
 - In the state of Illinois \$100 of new spending in the childcare industry has a total impact of \$213 in new output.
 - For every 100 new jobs in childcare, 56 are created in other industries throughout the state.
 - Nationally the ECE workforce is comprised of about 1million center-based teachers and caregivers.
 - Nationally there are 1 million home-based teachers and caregivers.
- Size of the Early Childhood Workforce
 - *71,000 people work full time*
- The Early Childhood Care and education includes:
 - Childcare Centers
 - Family Child Care Homes
 - Head Start Programs
 - Pre-Kindergarten
 - Pre-Schools
 - DCFS trainers and licensing representatives
- Let us debunk a myth for you:
- Myth:
 - Early Child Care is not a major player in the employment sector and economy of the state and nation.
- Reality:
 - ECE employs millions of people with billions of dollars impacting the economy.

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

Audience (Councils and State Agencies)

Policy Makers: ECE Profession is a Well Educated Workforce!

- Did you know:
 - Eight out of ten teachers working in Illinois licensed early care and education settings (childcare centers, Early Head Start, and Preschool for All) have degrees.
 - 92.9% of child care center staff in Illinois have some form of college education, while 67.5% of family child care home providers have some form of college education.
 - Nationally 53% of center-based teachers and caregivers have college degrees.
 - Nationally 26% of center-based teachers and caregivers have a four-year degree.
 - Nationally 9% of center-based teachers and caregivers have a graduate or professional degree.
- Implications:
 - Quality teachers impact child outcomes.
 - “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.” – Preparing Early Childhood Professionals: NAEYC’s Standards for Programs
 - Development opportunity to impact quality, building from a significant baseline of degrees among early care and education teachers.
 - We may be able to impact quality sooner than we thought, due to the high level of education of the ECE workforce.
 - Current workforce supports from the Gateways Scholarship program has improved the workforce.
- Myth:
 - Early Child providers do not have high levels of education and training.
 - Reality:
 - “young children’s learning and development depend on the educational qualifications of the their teachers.”*
 - To achieve degrees for all professional require fewer public investments than anticipated.
 - 92% of center-based teachers in Illinois have some form of college education.
 - 53% of center-based teachers in the country have some form of college education.

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

Fascinating Facts about the Early Care and Education Workforce in Illinois.

(#4)

Audience (Councils and State Agencies)

Policy Makers: ECE where careers happen!

- Did you know:
 - In Illinois the average licensed Child Care Center Administrator/Director has been in their position eight years.
 - Early Childhood teachers were reported as having, on average 9.7 years' experience in childcare in Illinois.
 - From the Bureau of Labor Statistics, employment of childcare workers is projected to grow 14% from 2012 to 2022.
 - Nationally 74% of Center Based teachers and caregivers are full-time workers.
 - The median number of years that national overall wage and salary workers have been with their current employer was 4.6 in January 2012.
- Implications:
 - Turnover in the field of early care and education in Illinois may be much less than what we think.
 - Longevity in staff that care for children have positive impacts on social and emotional development.
 - Great START Wage Supplement Program appears to have a positive effect on maintaining employment at the same program.
- Myth:
 - It is often stated that the ECE workforce has low retention. Low retention raises questions about whether it pays to invest in training and professional development if teachers and caregivers are not going to be in the field long enough to apply what they learn.
 - Reality:
 - Nationally 74% of center based teachers and caregivers work full time.
 - Nationally 1,312,700 are employed in childcare.

Audience (Funders and Legislators Work)

Investments in ECE Professional Development Work

- Did you know:
 - Quote from Professional Development System
 - “My PDA was effective because of her knowledge of the field and requirements for different programs, and her ability to connect me to the right person”
 - Data on scholarships awarded
 - 912 people were found eligible for the Gateways Scholarship Program in FY14.
 - Data PDA
 - Currently have 55.
 - Data on growth for credentials over time.
 - Since June 1, 2013 Gateways to Opportunity has awarded 464 credentials and has received 1,218 through the entitled route.
 - Before June 1, 2013 241 credentials and 846 applications were received through the entitled route.
 - Great Start movement up the career lattice.
 - Level 1 48 hour level 1 ECE Training
 - Level 2 12 Semester hours in ECE
 - Level 3 18 Semester hours in ECE
 - Level 4 Associate’s Degree
 - Level 5 Bachelor’s Degree
 - Level 6 Graduate Degree
- Please see the attachment “Advancing Career Development” from 2010.
- Implications:
 - More strongly prepared workforce impacts quality.

