



## GATEWAYS TO OPPORTUNITY

Illinois Professional Development System

### PDAC Workforce Development and Pathways Committee

February 26, 2014

10:00 AM – 3:00 PM

#### Meeting Minutes

#### Attendees

Brenda Lee Smith	Gina Ruther	Joni Scritchlow
Cerathel Burnett	Joan Longtin	Joyce Weiner
Christi Chadwick	Jennifer Weidner	Julie Lindstrom
Chris Bzdon	Johnna Darragh-Ernst	

#### Welcome – Cerathel Burnett

Joyce Weiner announced that the Office of Management and Budget has changed the way they will be funding non-profits. The change will allow for more funding for administrative and overhead costs. The funding change will go into effect in December 2014. Joyce recommended reviewing Anne Mitchell's worksheet as a general tool for cost modeling, [www.qrisnetwork.org/resource/2012/generic-costmodelcenters-%E2%80%93-excel-workbook-tool](http://www.qrisnetwork.org/resource/2012/generic-costmodelcenters-%E2%80%93-excel-workbook-tool). She also recommended reviewing the Alliance for Early Childhood Finance [www.earlychildhoodfinance.org](http://www.earlychildhoodfinance.org) website for information.

#### Approval of the Minutes

- December 11, 2013
  - Jennifer Weidner moved to approve the minutes.
  - Gina Ruther seconded the motion.
  - Minutes approved.

#### Data Review/Discussion (Attachment # 1 and #2)

- The collected data needs to be used to make people aware of the capability of the individuals in the field.
- Data disproves the assumption that turnover within the field of childcare is higher than a business setting.
- There is concern that current providers and new teachers are not prepared for the changes that the field is experiencing and will experience.
- A suggestion was made that the data presented at the December 11, 2013 Workforce Development and Pathways meeting be presented at the Gateways to Opportunity Higher Education Forum April 3-4, 2014.
- Higher Education Institutions will need to have systems in place for practitioners returning to school in order to complete the needed credential requirements.
  - Institutions won't be able to just offer a traditional AA, BA, or BS.
  - Higher Education Institutions will need something such as mini modules for the content they provide, as well as think of new ways to logistically present content.
- A request was made for more local data, more so than the regional data at the state level currently provided.

- Question: Does the diversity of teachers mirror children?
  - Answer: In general, black and white teachers and children mirror each other, but there are more Hispanic children than teachers.
- A request was made that Joellyn Whitehead pull subsets and refine the data for a presentation at the Gateways to Opportunity Higher Education Forum.
- Follow-up for Joellyn Whitehead
  - Question: Has data changed logistically since April 2013?
  - Question: Where does child data come from (holistically, enrolled in child centers, nationally, etc.)?
  - Question: Can longevity and/or wages be pulled out, separating Head Start and child care?
  - Question: Can the information be broken down to a local level?

### **Strategies to Utilize Data (Attachment #3)**

- White Paper possibilities:
  - Types of presentations:
    - Use as an executive briefing.
    - Use an infographic to make a concise statement about the information from the ECE field.
  - Reaching out and sharing information at the Gateways Higher Education Forum.
  - State interagency (partners inside state agencies).
  - Preschool for All merged into the Gateways Data (comparison).
  - Who's caring for your child? (Facts and Myths)
  - Community Colleges and Early Childhood Education.
    - Six out of forty-two community colleges across the State of Illinois within the past year have either closed or have been threatened with having the early childhood programs closed. Chief Academic Officers do not feel that an early childhood degree is viable. This is a troubling trend and we need to educate the CAO's on the potential of the field.
    - Completers
      - Funding is now tied to the percent of students that have completed degrees. Some colleges have reenacted their childhood certificates in order to award completers. Some schools are matching to the Gateways Credentials others are not. The legislature needs to help solidify these issues in order to match to the Gateways Credentials.
  - Fact and Myth Sheet:
    - Suggestion to create several sheets that relate to different topics or messages that can be distributed to specific groups.

### **Discussion/Next Steps**

- Possible Paper Topics
  - Informational – Information on educational needs of teachers.
  - Longevity – Who is the audience?
  - Size of Workforce – Advance workforce/teacher preparation.
- Diagram of topic areas. **(Attachment #4)**

- **Group one topics**
- **Advance Workforce**
  - Introduction: We know that well prepared (as in education) teachers have a positive outcome on children.
  - Big Picture
    - An advocacy piece around scholarships and Gateways Professional Development Advisors, and all the different supports within the system that are beneficial to help people advance.
  - Key Facts
    - Importance of the field.
    - Opportunities in the field for advancement.
    - It is a growing field.
    - We know the number of teachers out in the field.
    - We know the number of teachers we need in the future.
  - Supports
    - Need more data on supports.
    - Don't know how supports have been used utilized.
      - If we had that data and it showed that these supports were beneficial, implications would be we need to continued supports for these resources.
    - What supports have been used in order to help people get the different certificates or degrees in order to advance their careers?
  - Implications
    - What does this mean for effectiveness?
- **Education and Credentials**
  - There is a need for a clear message there is a great deal of opportunities in early childhood education, with growing State and Federal support and there is longevity and a variety of career opportunities not only teaching. For example:
    - Administration.
    - Higher Education positions.
    - Policy advisors and advocates.
    - Product and toy development.
    - Curriculum developers and writers.
  - Myth Busting for Chief Academic Officers and advisors
    - Look at the state and federal support for the field.
    - Variety of opportunities.
    - Career pathways in and career opportunities at the other end.
    - Road blocks:
      - Advisors are not educated about this information.
      - Targeted information to be sent to advisors and CAO's.
      - How do we make sure students have their benchmarks, Gateways ECE Level 5 Credential, and college credits in order for them to graduate and begin teaching right away?

- Qualities
  - The true cost needs to make sure that all of the different requirements are accounted. Early Education needs to be paid like a school setting fund for enrollment not attendance.
- **Group two topics**
- Myth Busters: Education and Longevity
  - Focused look at education for teachers regarding both Bachelors and Associates degrees.
  - Develop a Myth Buster fact sheet with “did you know” and “you need to know” areas.
  - Examine the longevity of child care employment average compared to other industry standards.
    - Promote a stable workforce.
    - Building a globally competitive workforce.
      - Draft a Myth Buster fact sheet on the well prepared workforce.
  - Would like to look back ten years to compare and contrast the workforce (graphs would show an increase in education and educational requirements).
    - How do we take resources to link knowledge to practice? What does it mean for mentoring, coaching, or master teachers?
  - Longevity – stable workforce, can we find a turnover industry standard to compare? It is a highly desirable, strategy to attract teachers.
  - Greater continuum of care impacts child outcomes.
    - What impact: Two good implications of longevity:
      - Stability of staff – strong impact (continuum of care and program).
      - Professional development builds on and leads to leadership.
  - Geographic issues
    - Broken down into smaller geographic areas regarding teacher education, using a simple graph.
- Size of the Workforce:
  - The scope of the size of the workforce (how large is it?)
  - Need to define the word “workforce”, as the term has so many connecting points.
    - Think beyond teachers (bus drivers, administrative staff, etc.)
  - Impact
    - Size of the workforce and the jobs they bring to the community.
    - Economic impact of the ECE workforce, which enables parents to work.
  - How
    - Review Illinois economic data; possibly review the study from Action for Children.
  - Implication
    - How workforce supports communities.
    - How it prepares children for school readiness and ultimately successful outcomes.

- Breakout groups will hold teleconferences to review their sections.
  - Group one:
    - Johnna Darragh- Ernst, Cerathel Burnett, Joan Longtin, Joyce Weiner and Chris Bzdron will hold a telenet on March 31, 2014 at 10:00AM.
  - Group two:
    - Joni Scritchlow, Jennifer Weidner, Brenda Lee Smith, and Gina Ruther will hold a telenet on March 27, 2014 at 11:00AM.
- The Workforce Development and Pathways Committee will meet on April 16, 2014 from 10:00 – 3:00PM at INCCRRA.

#### **Review of Strategic Plan (Attachment #5)**

- Johnna Darragh-Ernst read the goals of the strategic planning tool. Johnna feels progress is being made on all of the goals except Goal 2.
  - Goal 2: Gain cross sector agreement on an integrated/common language and definitions related to workforce “roles” and education/qualifications.
- Review of Objective “Identify policies and practices that prohibit or support increased workforce qualifications, education, and compensation”.
  - Review current articulation and completer policies and practices.
    - Need to do research on completer policies in the state.
      - Committee should review Center for Law and Social Policy which has a paper on the topic.
- Review of Objective “Determine common language to eliminate the dichotomy within the field of early care and education”.
  - Develop recommendations for a common language/set of definitions.
    - The possible creation a glossary of definitions using the organizations (Head Start, Illinois Board of Higher Education, Illinois Department of Child and Family Services, state regulations, funders) definitions regarding what is a teacher. Lay the teacher definitions out side-by-side for comparison. Having these definitions in one place will help give clarification for the profession.

#### **Adjourn**

- Cerathel called for the meeting to adjourn, and thanked all for their participation in the meeting.

#### **Future Meeting Date**

- April 16, 2014, 10:00 AM – 3:00 PM (INCCRRA).

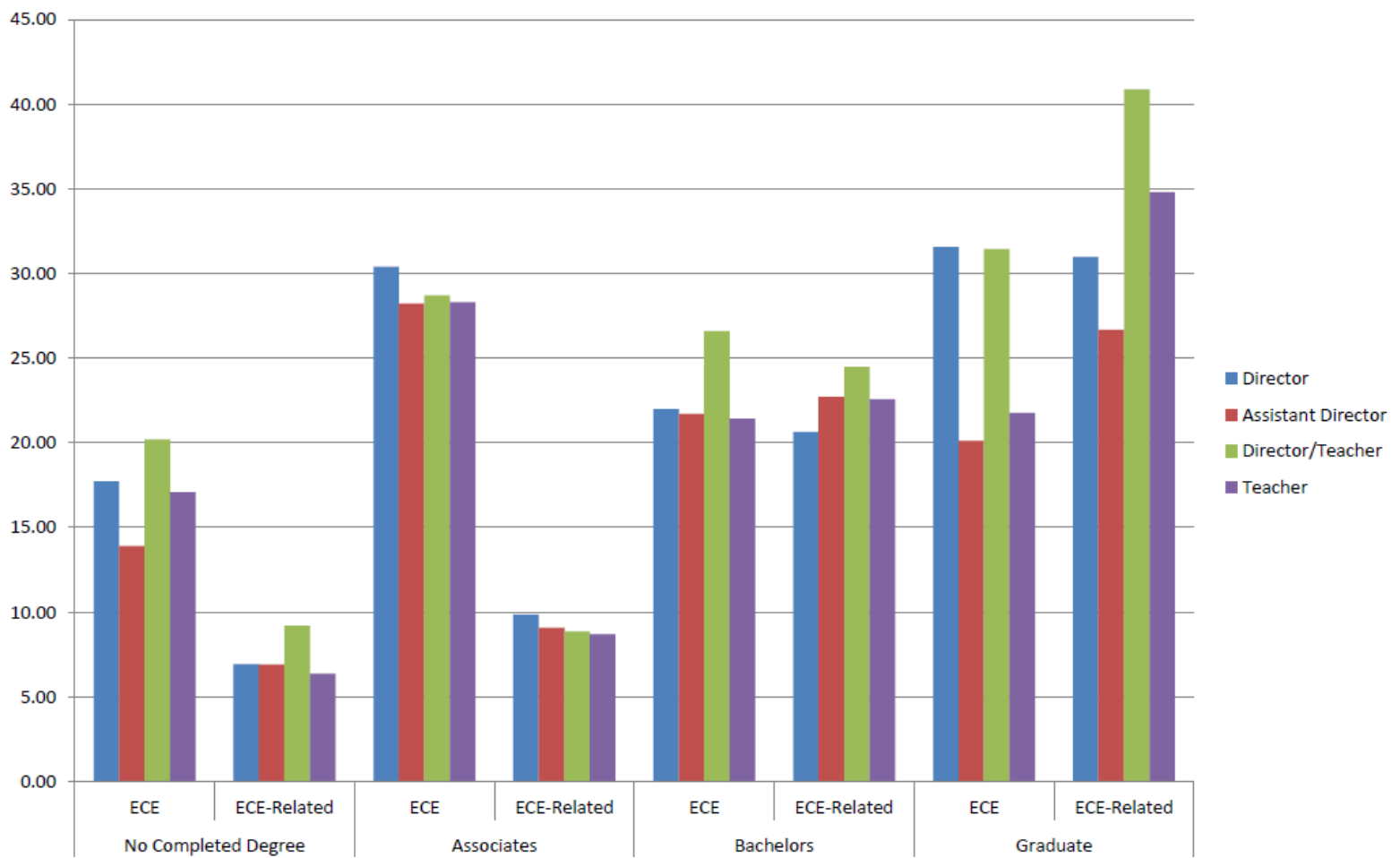


# Workforce Development and Pathways

Workforce Data

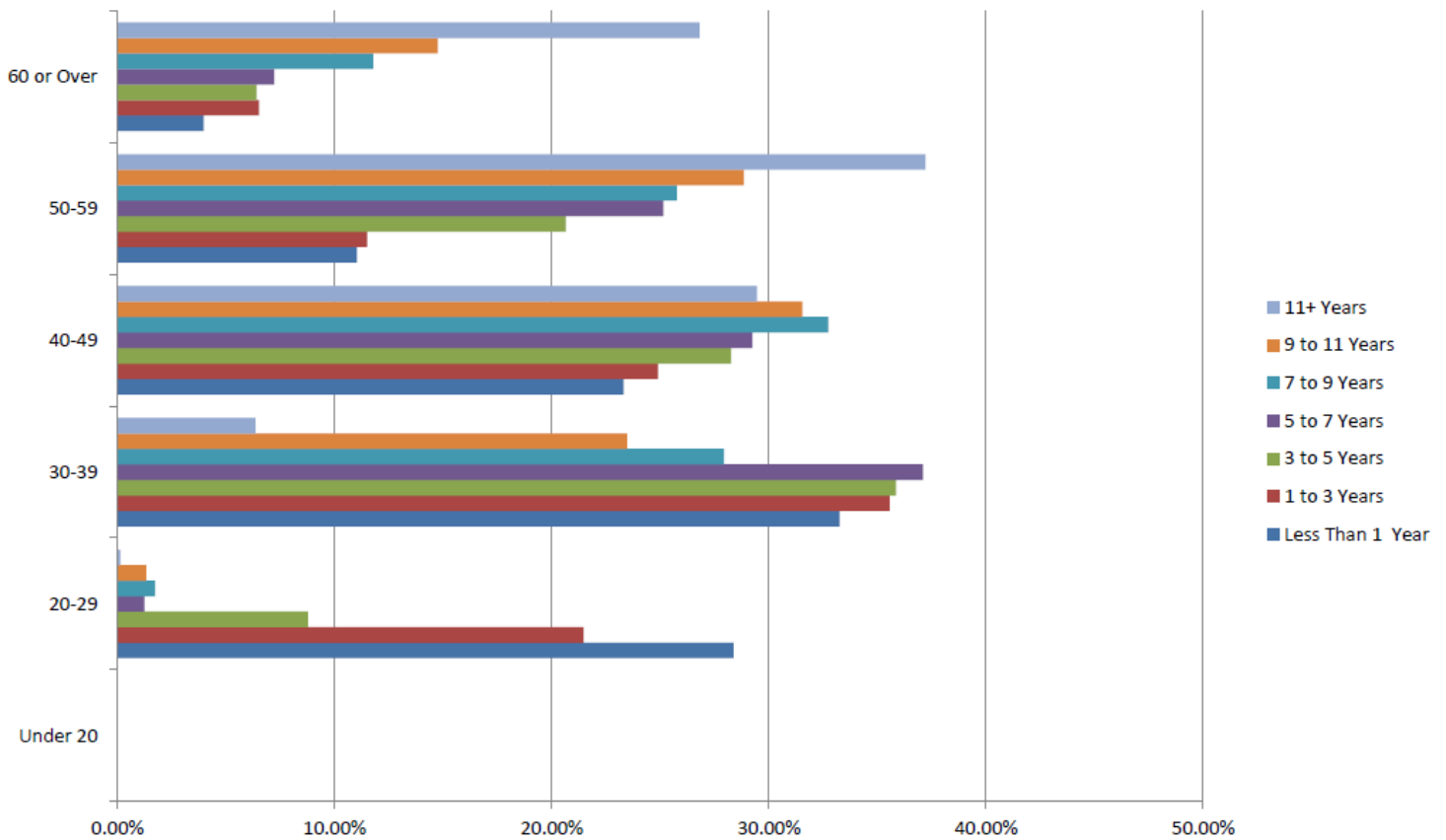
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# ECE Credits by Role



# Licensed Center Administrators

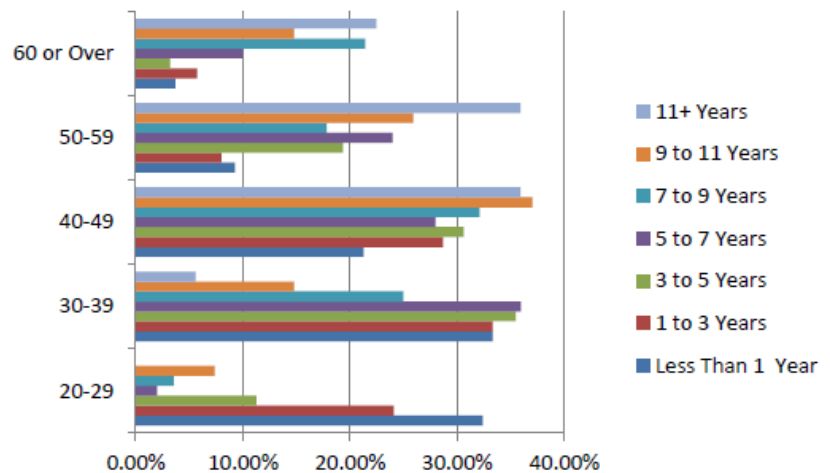
## Age and Longevity



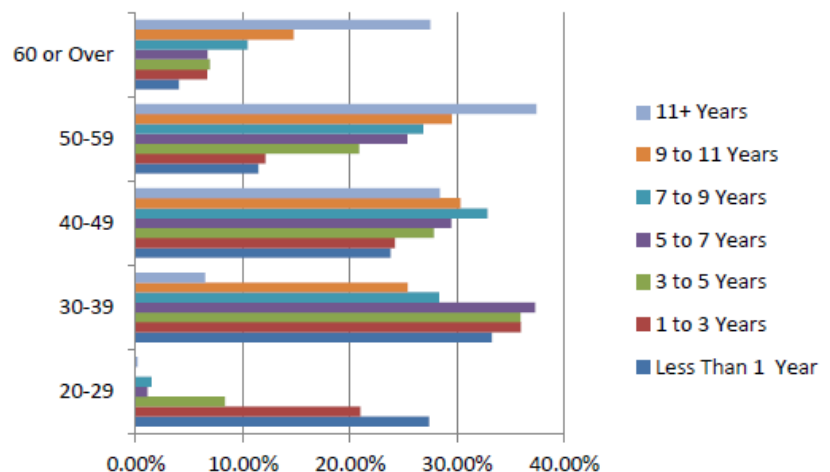


# Licensed Center Administrators Age and Longevity - Comparison

No College Degree

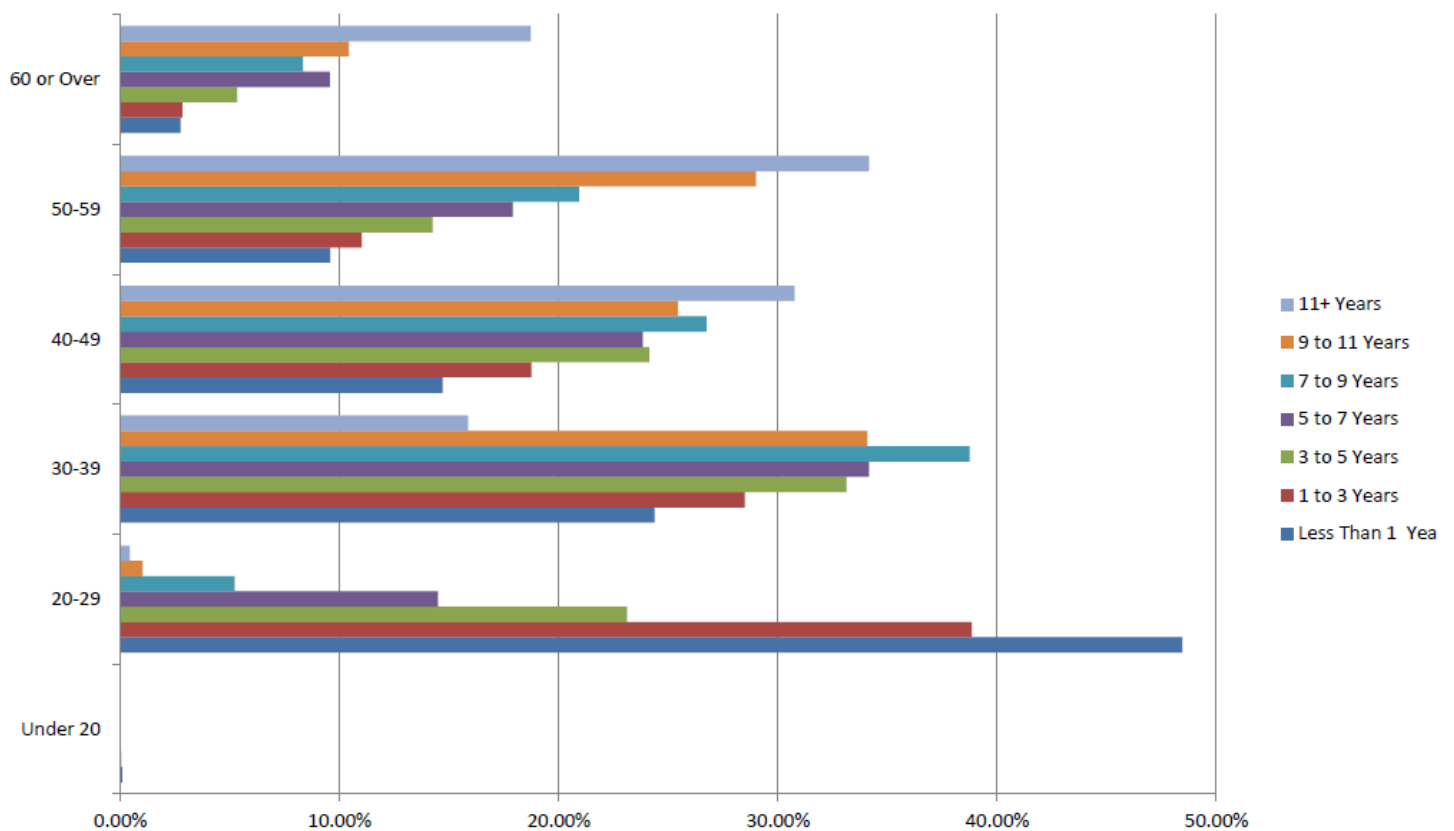


Associates or Higher



# Licensed Center Teachers

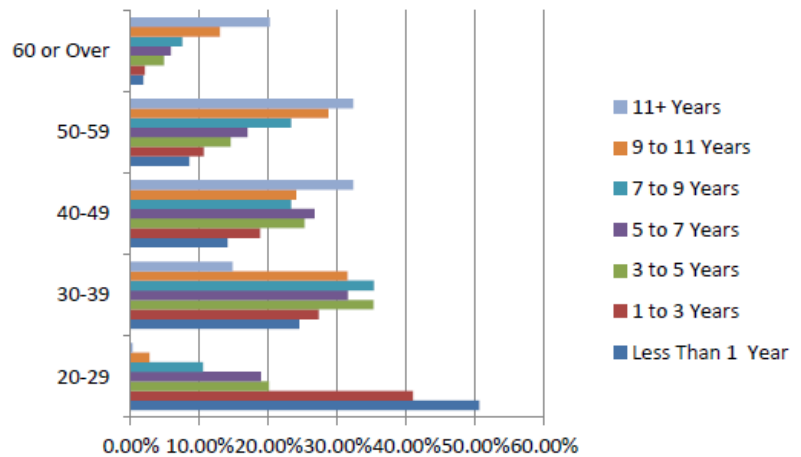
## Age and Longevity



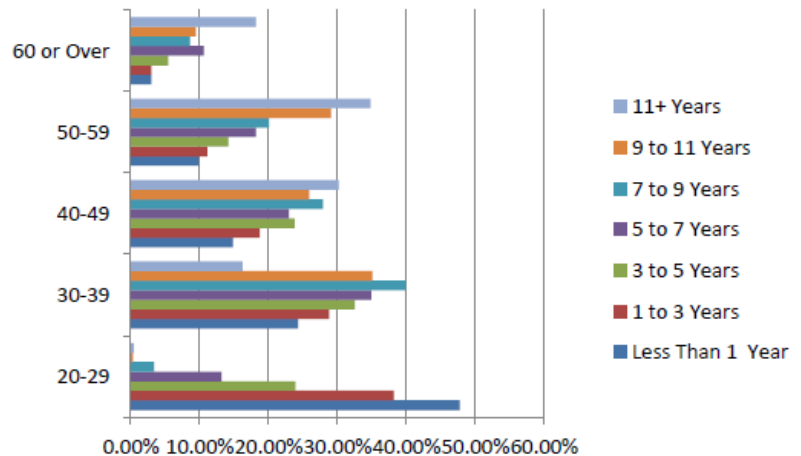
# Licensed Center Teachers

## Age and Longevity - Comparison

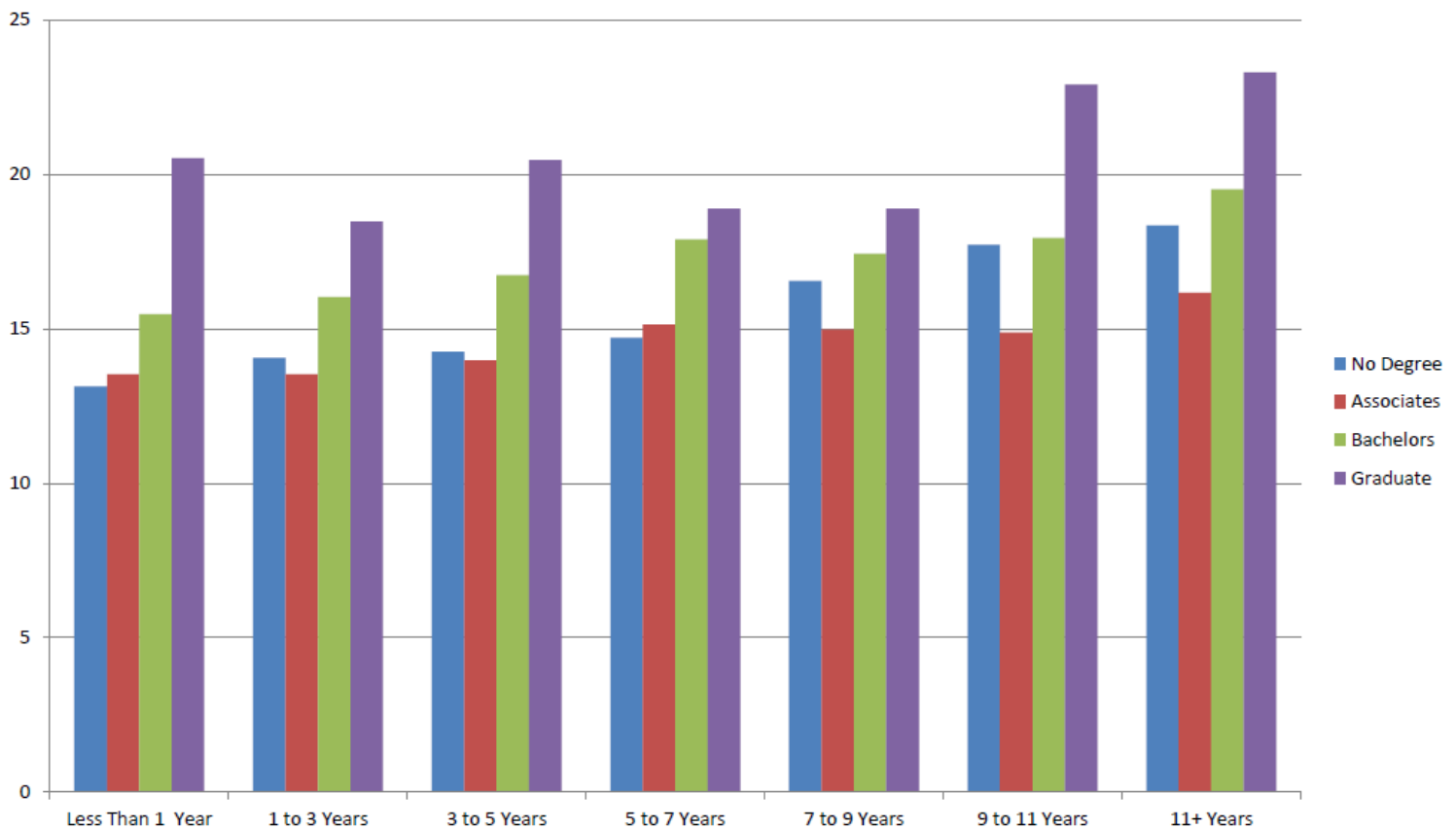
No College Degree



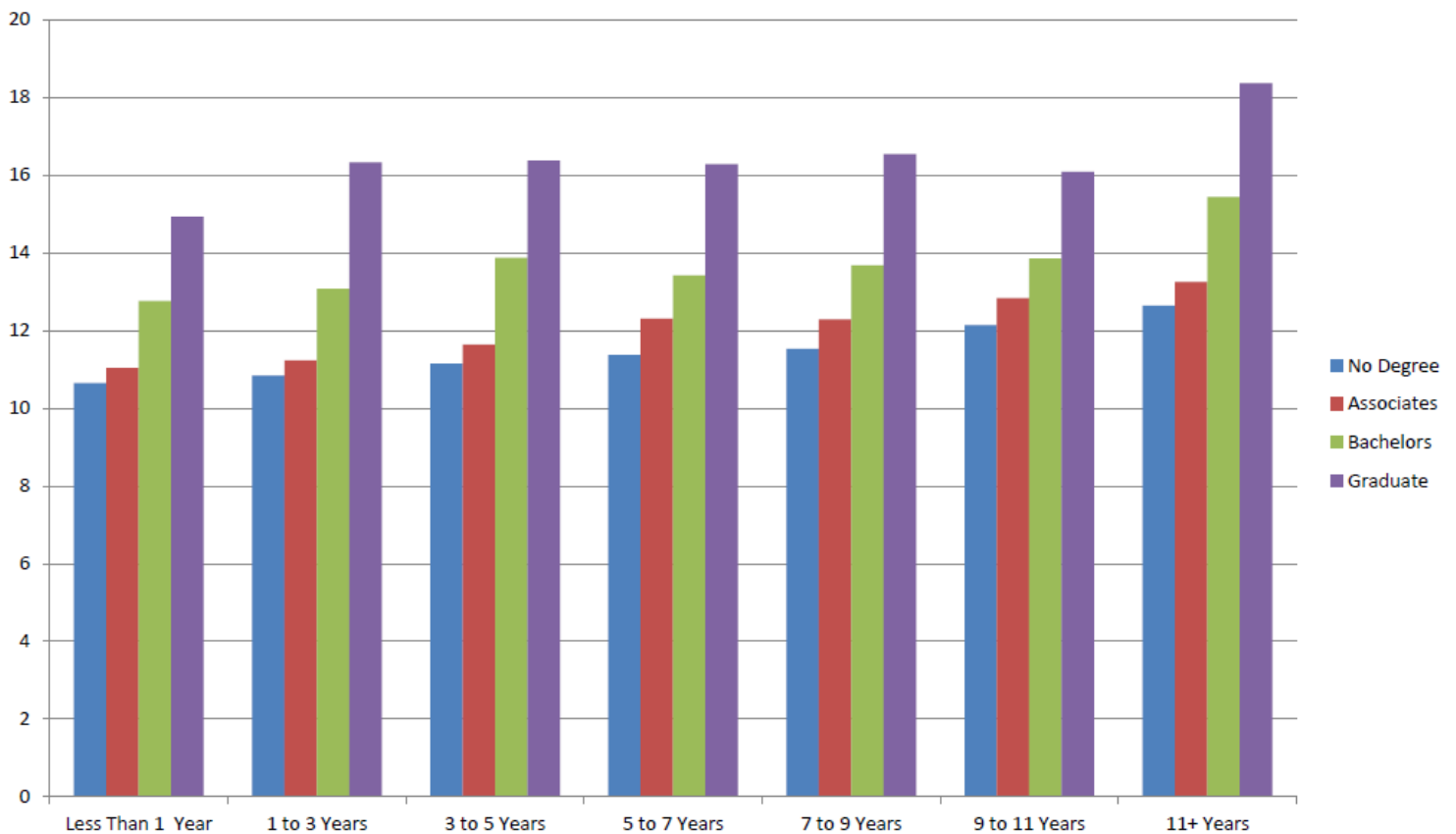
Associates or Higher



# Licensed Center Administrators Wages and Longevity



# Licensed Center Teachers Wages and Longevity



## Highlights of the Licensed Early Care and Education Workforce

### *Education, Longevity, Diversity, and Career Lattice Movement*

Prepared for Workforce Development and Pathways Committee  
October 23, 2013

#### EDUCATION

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- From April 2013 report, there is little important variance in educational attainment in like positions by geographic region in Illinois.
- Statewide, nearly 67% of Directors have attained a Bachelor's Degree or Higher
  - Regional Differences:
    - Northern – 68.7%
    - Cook – 68.4%
    - Central – 66.8%
    - Southern – 53.2%
  - Race Differences:
    - White/Caucasian – 68.8%
    - Black/African American – 60.6%
    - Hispanic/Latino – 48.8%
    - Other – 70.5%
- Statewide, 77% of Teachers have attained an Associate's Degree or Higher
  - Regional Differences:
    - Northern – 75.6%
    - Cook – 79.7%
    - Central – 76.8%
    - Southern – 73.4%
  - Race Differences:
    - White/Caucasian – 78.3%
    - Black/African American – 74.2%
    - Hispanic/Latino – 69.9%
    - Other – 78.6%
- Statewide, 57% of Assistant Teachers have attained only a High School Diploma/GED
  - Regional Differences:
    - Northern – 64.8%
    - Cook – 45.7%
    - Central – 65.3%
    - Southern – 64.5%

- o Race Differences:
  - White/Caucasian – 62.2%
  - Black/African American – 51.4%
  - Hispanic/Latino – 54.5%
  - Other – 42.2%

#### CREDENTIAL ATTAINMENT

- On average, it takes 171 days from receipt of application to awarding of credential (range 1-2748 days).
  - o Direct Route applications – 187 days
  - o Entitled Route applications – 72 days
- It takes longer to earn a new credential (175 days) compared to renewing a credential (106 days).
- The following comparisons on average number of days to attain a credential are done using new applications only:

	Direct	Entitled
<b>Race</b>		
White/Caucasian	212	58
Black/African American	189	64
Hispanic/Latino	93	106
Other	239	68
<b>Region</b>		
Northern	129	79
Cook	253	73
Central	154	63
Southern	239	52
<b>Credential Type</b>		
ECE (1-6)	85	71
ECE (2-6)	337	71
IDC	535	52
ITC	84	74
SAYD	29	-

Credential Type and Level

	Level 1	Level 2	Level 3	Level 4/I	Level 5/II	Level 6/III
ECE	28	290	208	193	247	419
IDC				492	503	321
ITC		297	268	179	211	355
SAYD	39					

Position and Credential Type

	ECE (2-6)	IDC (I-III)	ITC (2-6)
Director	323	511	382
Asst. Director	195	482	195
Director/Teacher	283	522	317
Teacher	287	335	254
Asst. Teacher	263	502	325

LONGEVITY

- Statewide and across all races, individuals in administrative positions tend to be employed at the same program longer than those in teaching positions.
- There are definite variations in longevity (defined as being employed at the same program site) when examined by region and race.
- As a trend, African American staff in Licensed Centers have the greatest longevity while Hispanic/Latino staff have the least.
- For Family Child Care, Caucasian providers show the greatest longevity.
- Statewide, Directors have been employed at the same program for an average of 124 months.
  - Directors in Southern Illinois show the greatest longevity (average 237.9 months) with those in Northern Illinois showing the least (93.6 months).
  - African American Directors have the greatest (228.7 months) while their Hispanic/Latino counterparts have the least (55.3 months).
- Statewide, Teachers have an average longevity of 75 months.
  - Teachers Northern Illinois have the greatest (average 93.7 months) while their counterparts in Southern Illinois show the least (60.6 months).
  - Teachers identifying as an "Other" race have greatest longevity (106.9 months on average) while those identifying as African American have the least (52.1 months).
- Statewide, Assistant Teachers have an average longevity of 62 months.
  - Assistant Teachers in Southern Illinois have the greatest (average 98.5 months) with those in Central Illinois having the least (46.1 months).
  - African American Assistant Teachers have the greatest longevity (86.1 months on average) while their Hispanic/Latino counterparts have the least (41.9 months).
- Directors with Associate's Degrees display the greatest longevity (average of 227.7 months), followed by Graduate Degree (104.7 months) and High School/GED (104.0 months). Those with a Bachelor's Degree have a longevity of 88.9 months.
- Teachers with an Associate's Degree have the greatest longevity, averaging 143.5 months at the same program. This is followed closely by those with a CDA/CCP and an average of 125.7 months. Those with a Graduate Degree have the least longevity (55.1 months).



## DIVERSITY

- Statewide, approximately 67% of the licensed center workforce is Caucasian/White.
  - Among administrative positions and Teachers, approximately 70% are White. The Assistant Teacher population is slightly more diverse, with only 58% being White.
  - The Hispanic/Latino representation is highest in the Asst. Teacher, School-Age Teacher, and School-Age Asst. positions.
- The racial composition of the licensed center workforce is most diverse in Cook County, and least diverse in Central Illinois region.
- Statewide, almost 50% of licensed FCC/group providers are Caucasian/White.
  - The Central region has least diversity while Cook County has the most.
- The composition of workforce is compared to the composition of children by region using data from the US Census Bureau on the number of children under the age of 5 by race/ethnicity.

	Northern	Cook	Central	Southern
<b>Children 0-5</b>				
White	57.3%	30.5%	76.6%	76.6%
Black	7.7%	24.9%	10.6%	13.0%
Hispanic	25.9%	36.1%	5.1%	4.0%
Other	9.1%	8.6%	7.6%	6.3%
<b>Workforce – Licensed Center</b>				
White	80.2%	39.4%	86.3%	83.8%
Black	7.0%	35.3%	9.5%	13.6%
Hispanic	7.6%	17.0%	1.6%	1.0%
Other	5.2%	8.3%	2.6%	1.6%
<b>Workforce – Licensed FCC/Group</b>				
White	67.1%	7.3%	88.5%	71.4%
Black	15.2%	58.0%	9.5%	25.9%
Hispanic	14.3%	31.4%	0.6%	0.3%
Other	3.4%	3.3%	1.4%	2.4%

Myth Busters Education Longevity  Accurate Info Common Beliefs Build on Facts	Size of Workforce Size - Quality Economic Links Teacher - Child- Child Outcomes Goal - Keep workforce running See it in terms of how it supports communities Career Opportunities	Advance Workforce Teacher - Prep Use of Resources	Education and Credentials  Qualities
Career Ready			

## 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, 2013Names of those involved: Cerathel Burnett, Johnna Darragh-Ernst Staffed by Joni Scritchlow

## Committee (System Element):

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

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System Component: Professional / Workforce DevelopmentGoals:

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	Identify Stakeholders.			

used to inform various stakeholders.	Transform raw data captured in objective one into usable information.			
<b>OBJECTIVE</b>	<b>ACTION STEPS</b>	<b>LEADERS</b>	<b>PARTNERS*</b>	<b>TIMELINE</b>
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.			
<b>OBJECTIVE</b>	<b>ACTION STEPS</b>	<b>LEADERS</b>	<b>PARTNERS*</b>	<b>TIMELINE</b>
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.			
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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.				