



PDAC Workforce, Development, and Pathways Committee
April 14, 2015
10:30AM – 2:30PM
Meeting Minutes

Allison Lowe Fotos	Jennifer Weidner	Julie Lindstrom
Chris Bzdon	Joan Longtin	Joni Scritchlow
Christi Chadwick	Johnna Darragh-Ernst	Melissa Johnson
Denise Conkright	Lou Anne Burton	

Welcome – Johnna Darragh-Ernst

Approval of the Minutes (Attachment 1)

- February 9, 2015
 - Allison Lowe Fotos moved to approve the minutes.
 - Christi Chadwick seconded the motion.
 - Minutes approved.

Infograph: Invest in Care and Education (Attachment 2)

- The infographs have been well received throughout the state.
- Chris Bzdon would like to put the infographs on their facebook page.
- Invest in Early Care and Education Infograph:
 - Added the information on the return on investment of 7-10%.
 - Added adults who didn't attend a program earn \$5,500 less than a person who did.
 - Added children who attended early childhood programs are more likely to be employed and earn a 33% higher average salary.
 - Updated the date to May 2015.
 - Changes and input:
 - Be consistent in using the term ECE.
 - Put (ECE) after the first time use.
 - Target audience: business leaders and policy makers.
 - Dr. James Applegate gave a presentation at the Gateways to Opportunity Forum regarding outcomes and trajectories.
 - Once this information is available, it could also be included in this infograph or the creation of another.
 - Could list the employment settings based age, program, or funding stream rather than it being mixed.
 - Could the phrase "Early Childhood Care and Education Employment include those who work with young children and families in settings such as...." then list settings.
 - Should DCFS trainers and licensing representatives be on the list?
 - Take out the ECE industry generates 2.4 billion every year for the state.
 - Asterisk "employs millions", to tie it to the employment settings at the bottom of the page.

- Changes will be reviewed by the committee at the next meeting.
- Additional ideas for infographs.
 - Joyce Weiner gave a presentation at the Gateways to Opportunity Forum on new federal grants; Illinois received \$112 million in federal grants (including Preschool For All Expansion and Head Start Partnerships). This has created an additional need for teachers. Currently have 30% cuts to higher education programs. In addition, the Transforming the Workforce initiative has a recommendation for teachers to have a bachelor degree.
 - Concern among two- and four-year institutions of Early Childhood Education programs being cut.
 - At the Gateways to Opportunity Forum, a point was brought up in a presentation for white papers, fact sheets, and infographs that highlight the pressing need for teachers.
 - Inform Pat Steinhaus, Melissa Johnson, and Joyce Weiner of the committee's work on infographs that could supplement any work that ACCESS and Illinois Association of Early Childhood Teacher Educators (ILAECTE) are creating.
 - Career Lattice – based on the movement toward the bachelor degree.
 - Field use.
 - Chief Academic Officer, people making decisions about funding use.

IAI Panel and Great Teachers Matter – Johnna Darragh-Ernst (See Attachment 3)

- IAI Panel.
 - The Panel has identified the course “child growth and development” for articulation.
 - Need to identify the next course for articulation. Looking for a total of 3 or 4 courses for articulation.
 - Looking for commonality across all institutions to help choose the next course.
 - Many universities have classes placed within different departments, not just the early childhood education department.
- Great Teachers Matter.
 - Financial aid legislation.
 - Goal of the legislation is to enhance the preparation of prospective teachers, with the goal of holding teacher preparation programs at higher education institutions accountable for preparing highly qualified teachers.
 - Refocus institutional data reporting already required under federal law on meaningful data at the program level.
 - Support states in developing systems that differentiate programs by performance on outcomes, provide feedback to programs about graduates' performance and satisfaction.
 - Hold programs accountable for how well they prepare teachers to succeed in throughout their careers.
 - Require data on new teacher employment outcomes.
 - States need to report annually on the performance of the teacher preparation programs.
 - The focus is on the outcomes and assessments. Four- year institutions have been focused on outcomes, while two- year institutions have not been under the same reporting requirements.
 - Focus on the progress of the teacher in the field and how well their own students are doing in the classroom.
 - Will help the field learn where the strong programs are, and what the programs are doing to prepare quality teachers.

- The legislation applies to four-year institutions with programs that lead to licensure. Community Colleges need to be cognizant of assessments, thinking about data, accountability, and assessments so articulation can be supported.

Overview of the Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation State and Federal Initiatives Inform our Strategic Plan

- The vision of the IOM Committee: a care and education workforce for children birth through age 8 that is unified by a foundation of the science of child development and early learning, shared knowledge and competencies, and principles to support quality professional practice at the individual, setting, systems, and policy levels.
- The report with its findings and recommendations will be a guide and direction on a federal level (which often drives the state work) for the next ten years.
- Tree illustration on page 14 of the powerpoint.
 - Roots: entry points into the profession:
 - High school graduates.
 - Practicing professionals.
 - Health and Social Service professionals.
 - 2- year and 4-year graduates.
 - Tier One: Shared Foundational Core of Knowledge and Competencies in Child Development (differentiated specialized knowledge to role).
 - Tier Two: Shared Core of Knowledge and Competencies for Care and Education Professionals (assist roles in care and education setting).
 - Tier Three: Shared Core Knowledge and Competencies for Instructional and Other Practices Specific to Educators (specialized knowledge and competencies).
 - Ultimate goal: bachelor degree educators.
- Overlap of the IOM Report and the WDP Strategic Plan.
 - Strong alignment between the IOM's recommendation to develop and implement comprehensive pathways and multiyear timelines for transitioning a minimum bachelor's degree qualification requirement, with specialized knowledge and competencies, for all lead educators working with children from birth through age 8 and WDP Strategic Plan's Goal 1, Goal 2 and possibility Goal 4 and 6.
 - PDAC Strategic Plan is now a three year plan, the IOM is a ten year plan.

WDP Strategic Plan VII

- The work of the EC Credential Committee and its connection to the WDP Committee.
 - A state team (Illinois Board of Higher Education, Governor's Office of Early Childhood Development, Illinois Community College Board, Illinois Department of Human Services, and INCCRRA) was convened to look at credential and higher education processes. The team started about a year ago, with volunteers from the IAI Panel joining the state team in December 2014. The committee is looking at stackability, pathways for degrees, and Gateways Credentials.
 - Outcome could be: recommendations from the EC Credential Committee could come to WDP to complement our work goals.
 - Add an update on the work of the EC Credential Committee to our next WDP meeting agenda.
- Health Committee of the Early Learning Council (ELC).
 - Recently put forward health related recommendations that are moving forward through the Early Learning Council. These recommendations have intersections into training and workforce development recommendations.
 - The Home Visiting Task Force health subgroup has also made recommendations, which may also include workforce ideas.

- Goals, Objectives, and Action Steps.
 - Changes made at the meeting to the document are attached. (Attachment 4)
 - Goal One: Foundational work was done a few years ago by the QC Committee, we can use the work to help us with our action steps.
 - Look to create more parallel language for pathways.
 - Goal Two: Discussion around Level 3 requires transferable math etc. and what happens within the system. Many students take Level 2 and move to Level 4 bypassing Level 3.
 - Goal Three: Should scholarships be used specifically toward the attainment of a credential or a degree? In legislative process to make the change toward a credential or degree.
 - Goal Four: Will want to think holistically between DCFS licensing, ExceleRate and Gateways Credentials in terms of staff qualifications.
 - Goal Five: Use the report being produced from the EC Credential Committee to help inform the action steps.
 - Goal Six: Gather on-going data, will revisit at future meetings.

FY16 Meeting Dates

- Dates will be shared with the committee once they are finalized. Will avoid Tuesdays and Thursdays as Johnna teaches on those days.

Adjourn



Invest in Early 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

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

6.56%
annual return

S & P 500 Index
over the last 40 years

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

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

Adults who didn't attend early childhood programs earn \$5,500 less each year than peers who did attend⁴

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*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**

Early Childhood Care and Education Employment Includes:

- | | |
|---------------------------|---|
| ■ Child Care Centers | ■ Infant Toddler |
| ■ Family Child Care Homes | ■ Pre-school for All |
| ■ Head Start Programs | ■ DCFS trainers and licensing representatives |

¹Illinois Action for Children

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

³U.S. Census Bureau

⁴First Five Years Fund



5 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.
5. Children who attended early childhood programs are more likely to be employed and earn a 33% higher average salary.⁴

Information compiled by the Professional Development Advisory Council.



GATEWAYS TO OPPORTUNITY
Illinois Professional Development System



1226 Towanda Plaza | Bloomington, Illinois 61701 | (866) 697-8276 | www.igateways.com

Gateways to Opportunity is administered through Incomm and funded by the Illinois Department of Human Services Bureau of Child Care and Development, the McCormick Foundation, and Grand Victoria Foundation. Gateways to Opportunity, the arch logo, the Illinois Professional Development System and registered trademarks of Incomm.

Great Teachers Matter – Johnna Darragh-Ernst

Currently under public comment (60 days starting at beginning of December, final rule published in May)

Goals: Enhancing the preparation of prospective teachers and the professional development activities for current teachers; holding teacher preparation programs at institutions of higher education (IHEs) accountable for preparing highly qualified teachers; and recruiting effective individuals, including minorities and individuals from other occupations, into the teaching force.

Proposed regulations help ensure teacher training programs are preparing educators who are ready to succeed in the classroom.

The new rule shifts the focus for currently required state reporting on teacher preparation programs from mostly inputs to outcomes - such as how graduates are doing in the classroom

Main focus:

- Refocus institutional data reporting already required under federal law on meaningful data at the program level,
 - Support states in developing systems that differentiate programs by performance on outcomes, provide feedback to programs about graduates' performance and satisfaction, and
 - Hold programs accountable for how well they prepare teachers to succeed in today's classrooms and throughout their careers.
 - By requiring data on new teacher employment outcomes (placement and retention), it will shine a light on high-need schools and fields and help facilitate a better match of supply and demand.
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The proposal would require states to report annually on the performance of teacher preparation programs – including alternative certification programs – based on a combination of:

- Employment outcomes: New teacher placement and three-year retention rates in high-need schools and in all schools.
- New teacher and employer feedback: Surveys on the effectiveness of preparation.
- Student learning outcomes: Impact of new teachers as measured by student growth, teacher evaluation, or both.
- Assurance of specialized accreditation or evidence that a program produces high-quality candidates.

U.S. Department of Education <http://www2.ed.gov/about/offices/list/index.html?src=oc>

Professional Development Advisory Council* Strategic Planning Tool July 1, 2015–June 30, 2018			
Date completed:			
Names of those involved: <u>Johnna Darragh-Ernst, Cerathel Burnett, WDP members at the April meeting.</u>			
Committee (System Element):			
<u>X</u> Workforce Development and Pathways (WDP)	<u> </u> Qualifications and Credentials (QC)	<u> </u> PDAC Governance (GOV)	
<u> </u> Information, Analysis and Trends (IAT)	<u> </u> Special Focus: Registry (SFR)	<u> </u> Financial Support (FS)	
<u> </u> Steering Committee			
Goals:			
<u>Develop a more comprehensive career lattice that clearly articulates varied pathways in the early childhood system.</u>			
<u>Analyze stackability of Gateways Credentials, and how they are offered and utilized with the goal of providing multiple pathways.</u>			
<u>Explore how levers and supports, including Gateways Scholarships and Great START can be used to strengthen Gateways Credentials.</u>			
<u>Create continuity between DCFS and Gateways Credentials.</u>			
<u>Explore responsive practices for supporting Gateways Credential attainment inclusive of direct and entitled routes.</u>			
<u>Support state efforts for meaningful articulation between 2-and 4- year higher education institutions.</u>			
<p><i>*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.</i></p>			

Goal 1: Develop a more comprehensive career lattice that clearly articulates varied pathways in the early childhood system.

OBJECTIVE	ACTION STEPS	LEADERS	PARTNERS*	TIMELINE
Inventory roles and qualifications.	1. Develop understanding of roles and qualifications that exist within scope of field.		Early Learning Council National Alliance Registry The PDAC Q/C Committee	
	Compile the information			
	1. Explore existing lattices and identify models that can be adapted to Illinois vision. 2. Create Illinois model.			
Identify comprehensive career pathways.				

Goal 2: Analyze stackability of Gateways Credentials, and how they are offered and utilized, with the goal of providing multiple pathways.

OBJECTIVE	ACTION STEPS	LEADERS	PARTNERS*	TIMELINE
Define how students and practitioners are using the Gateways Credentials.	1. Explore data to understand pathways to credential attainment.		INCCRRA for data OECD Industry partners in terms of challenges	
	2. Review actual attainment strategies with intentions.			
	3. Identify challenges and strengths of current system.			

Goal 3: Explore how levers and supports including Gateways scholarships and Great START can be used to strengthen Gateways Credentials.

OBJECTIVE	ACTION STEPS	LEADERS	PARTNERS*	TIMELINE
Make recommendations that support policies that fully integrate Gateways Credentials with Great START and Gateways Scholarship Program.	1. Provide overview of levers and supports.		DHS Institutions of Higher Education Data exploration within INCCRRA	
	2. Explore how levers and supports are currently being used.			
Create a comprehensive overview of potential levers and supports.	1. Explore how levers and supports can be used to complement system building.			

Goal 4: Create continuity between DCFS and Credentials.

OBJECTIVE	ACTION STEPS	LEADERS	PARTNERS*	TIMELINE
Create a complementary relationship between DCFS licensing, ExceleRate and Gateways Credentials in terms of quality measures and expectations.	1. Identify points of disparity.		PDAC Q/C Committee	
	2. Explore adjustments that would create continuity.			
	3. Develop a recommendation.			

Goal 5: Explore responsive practices for supporting Gateways Credential attainment inclusive of direct and entitled routes.

OBJECTIVE	ACTION STEPS	LEADERS	PARTNERS*	TIMELINE
<p>Review responses/practices currently in place.</p> <p>Develop a more responsive system.</p> <p>Analyze needs of higher education institutions.</p> <p>Create the most supportive pathway.</p>	1. Review data from Gateways.			
	2. Review paper that is being produced from the December 2014 IAI Panel/EC State Credential Work Group conference.			

Goal 6: Support state efforts for meaningful articulation between 2-and 4- year higher education institutions.

OBJECTIVE	ACTION STEPS	LEADERS	PARTNERS*	TIMELINE
Develop strategies to complement state efforts to increase articulation.	1. Place on agenda for each meeting.			