



PDAC Workforce Development and Pathways

March 8, 2017

10:00AM – 11:30AM

Meeting Minutes

Allison Lowe Fotos	Joyce Weiner
Cerathel Burnett	Julie Lindstrom
Christine Nicpon	Lou Ann Mills
Cindy Berrey	Stephanie Bernoteit
Johnna Darragh Ernst	Terri Lamb* Guest
Joni Scritchlow	

Welcome – Johnna Darragh-Ernst and Cerathel Burnett, Co-Chairs

Approval of the Minutes (Attachment 1)

- November 30, 2016
 - Cindy Berrey moved to approve the minutes.
 - Stephanie Bernoteit seconded the motion.
 - Minutes approved.

Resource Overview

- Joni gave an update on the recommendations for teacher and assistant teacher hours that were highlighted in the minutes from the November WDP meeting. These recommendations have been sent to Illinois Department of Human Services (IDHS) and Department of Child and Family Services (DCFS), IDHS agreed in principle to the recommendation, but implementation should come from DCFS.
- The Qualifications and Credential Committee brought forward a recommendation requiring 7.5 hours of training for the ECE and the Illinois Directors Credential at renewal in topics related to working with multilingual, multicultural children and their families beginning with credentials that expire January 1, 2019. This recommendation was approved by PDAC and IDHS.
- Illinois Education Resource Council (IERC) has two publications which address the work to support professionals currently in the field and those entering the field.
 - *Innovations for High Quality, Aligned Early Childhood Educator Preparation*
 - The study provides a review of the innovations and strategies the Early Childhood Educator Preparation Program Innovative (EPPI) grant partnerships used to build a clear pathway for those working in the field and/or those entering the field.
 - *Voices from the Field: Collaborative Innovations in Early Childhood Educator Preparation*
 - This is the first book published by the IERC and the first co-published book between the IERC and the Illinois Board of Higher Education (IBHE). The book is a compilation of chapters written by the EPPI grant faculty regarding their work and approaches toward educator pathways.
 - Both documents are available on-online at <http://ierc.education/our-research/publications>. The documents are being disseminated throughout the state.

- Joyce encouraged Stephanie Bernoteit to make sure distribution also includes those outside of the ECE field.
- It is very difficult to hire high quality people right now.
 - Twenty-six sites serving children in Chicago have closed in the last eight months.
 - Need to make sure sites can get the right people into their programs, and need to educate staff on the importance of credentials, in comparison to degrees and competencies will make a big difference in what we are doing here.
- It is important in the day –to-day work to have a strong and consistent message.

Competency Updates – Joni Scritchlow

- Gateways credentials are moving towards competency focus and utilization.
- Review groups are underway for the School Age and Youth Development and Technical Assistance credentials to finalize the movement to competencies.
- ECE, Infant Toddler, Illinois Director, Family Specialist and Family Child Care credentials have moved to competencies.
- A series of regional meetings were held with higher education institutions to introduce the competencies, to review information to sort and restructure their programs.
- Direct technical assistance is being provided to 2-year higher education institutions for initial movement to competencies by June 2017, with assessments incorporated into courses by December 2017.

Definitions of Roles and Terminology – Joellyn Whitehead

- The Information and Trends Committee as part of their strategic plan have developed general role definitions for the field. Two positions have been identified; Early Care and Education Lead Teacher and Site Director.
- The purpose of defining these roles, titles, and definition is to ensure that we are consistent with the types of positions available in the workforce across a board system regardless of setting. The Information and Trends Committee kept things generic enough to allow flexibility, but still give enough specificity to coalesce people behind one common definition.
 - Early Care and Education Site Director (See Attachment #2):
 - The director role responsibilities seem to change depending on the type of program.
 - This person has the ultimate responsibility for the daily operation of the site.
 - Site directors may work with additional personnel, on-site or as part of a larger program or organizational structure.
 - Site directors may work with other personnel that are responsible for a specific department (human resources, financial supports, and site/maintenance managers etc.). These roles could be on-site or part of a corporate level.
 - At Head Start sites, often a person is responsible for daily operations such as the implementing the budget, while a CFO is often responsible for fiscal policies and grant reports.
 - For a privately-run program a director takes responsibility for all activities.
 - The IT Committee recognizes that depending on the setting that other terms such as Center Director, Program Director, and Center Manager could be used.
 - How would these definitions and key responsibilities complement the roles listed within the competency levels?
 - Must be careful with limiting definitions into very specific roles could fragment the field even more.

- Using the role definitions given by the IT Committee, these definitions could be given to the WDP committee for further discussion on how the definitions would be incorporated into the competencies and levels.
- Early Care and Education Lead Teacher Role Definition (Attachment #3)
 - The Lead Teacher is the person in the classroom who has the primary responsibility for providing a developmentally appropriate classroom environment, and coordinates a team of professionals working within the classroom.
 - The definition for this position has not been cross-walked with the terms used in the competencies definitions for the ECE Credential levels.
 - Knowing the Lead Teacher works with a team of professionals in the classroom, that the lead teacher is responsible for coordinating the team to accomplish the following types of activities such as:
 - Lead lesson planning
 - Guidance for staff
 - Keeping accurate records and paperwork
 - The type of settings affected many of the roles the lead teacher could/would occupy in the classroom.
 - Other titles could include Program Specialist and Head Teacher.
 - The IT Committee will continue to research additional roles such as teacher and assistant teachers. Once those definitions have been developed they will be brought to WDP for feedback to use as a tool or resource for incorporation into the competencies.

Workforce Development and Pathways Strategic Plan and the Career Lattice

- One of the goals is to create a more comprehensive career lattice that articulates varied pathways. Will use the competencies to help with a depiction of a career lattice that provides the clarity for the workforce.
- The ideal career lattice will show where people are now and what opportunities might exist for the practitioner.

A telenet will be scheduled for May 2017.

Adjourn



Role Definition – Early Care and Education Site Director

The *Early Care and Education Site Director* is the individual at a specific location (site) where early care and education services are provided who has ultimate responsibility for the daily operation of the site. This may include managing enrollment; relationships with families; supervision, support, and development of staff; implementation of curriculum; management of facilities; and budgetary responsibilities. The early care and education site director is responsible for compliance with program policies, as well as state and local regulations. They also participate in ongoing professional development opportunities and make time for self-reflection and continuous improvement both for themselves and their staff.

Early Care and Education Site Directors may work with additional personnel, on-site or as part of a larger program or organizational structure, who provide additional expertise and coordination. The level of input a site director may have within the larger structure will vary based on organizational policies and partnerships. For example:

- In a multi-site child care program, there may be a Human Resources Manager who has ultimate responsibility for personnel functions within the organization. The Early Care and Education Site Director would still be involved in hiring, daily supervision, and professional development.
- A Head Start site will likely have a Chief Financial Officer who works at the grantee level and is responsible for finances and fiscal policies for all sites under that grantee. The Early Care and Education Site Director would be responsible for implementing the budget.
- In a school-based public preschool, there may be a Director of Curriculum, Instruction, and Assessment that is responsible for providing leadership in the planning, implementation, and evaluation of curriculum and instructional services for the school district. The Early Care and Education Site Director (most likely the school principal) would be responsible for working with this person to ensure the curriculum being used in the preschool classroom(s) are in alignment with district objectives.
- In a privately-run program, there may be an owner/director that is responsible for providing leadership in the planning, implementation, and evaluation of curriculum and instructional services for the program. The Early Care and Education Site Director would be responsible for working with any additional management or leadership staff to ensure the curriculum being used in the classroom(s) are in alignment with program objectives.

Early Care and Education Site Directors may have the following job titles, depending on setting:

- Center Director
- Principal
- Program Director
- Site Director
- Site Manager
- Site Supervisor

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