

PDAC Workforce Development and Pathways

October 31, 2017

1:30PM – 3:00PM

Telenet Minutes

Allison Lowe Fotos

Joni Scritchlow

Shanna Edison

Cindy Berrey

Joyce Weiner

Stephanie Bernoteit

Faith Arnold

Julie Lindstrom

Susan Bowers

Gail Nelson

Lorri Fabry

Terri Lamb

Johnna Darragh- Ernst

Lou Anne Mills

Welcome – Johnna Darragh-Ernst, Co-Chair

Approval of the Minutes (Attachment 1)

- August 3, 2017
 - Stephanie Bernoteit moved to approve the minutes.
 - Cindy Berrey seconded the motion.
 - Minutes approved.

Career Lattice and Framework (Attachment 2) – Joni Scritchlow

- The career lattice was sent to the Illinois Department of Human Services for feedback.
- A recommendation was put forward to replace the current, but outdated, Gateways to Opportunity career lattice. The career lattice depicts the ECE Credential as foundation work of the Gateways FCC, IDC, ITC, and TA credentials and moves it to the Steering committee for approval.
 - Allison Lowe Fotos makes a motion
 - Lou Anne Mills seconded the motion
- At the bottom of the ECE Framework there is a statement about which competencies are met if you have your CDA.

SB 1829 – Joni Scritchlow

- The Illinois Early Learning Council’s Executive Committee requested that the Quality Committee form an ad hoc regarding SB 1829 to develop a recommendation(s) and look at long term strategies.
- Guiding principles included:
 - Commitment to ensuring well-qualified teachers for all children enrolled in a PFA program regardless of setting.
 - Commitment to finding both short and long term solutions.
 - Included in the long term solutions is total compensation parity for comparably qualified PFA teachers.
- Recommendations included:
 - A teacher must hold a current Illinois Gateways to Opportunity ECE Credential Level 5 and obtain a PEL with an Early Childhood endorsement within five years of hire, or
 - A teacher must hold a Type 29 Transitional Bilingual License and have passed the ECE Content Test or have 9 semester hours of ECE course content and obtain a PEL with an Early Childhood endorsement within five years of hire.

- Recommendations have been sent the Illinois State Board of Education for review and potential approval.

Illinois Council on Developmental Disabilities (ICDD) – Johnna Darragh-Ernst

- A grant was awarded from ICDD for a project called *High Quality Inclusive Practices within the Illinois Professional Development System*.
- Partners in the project include: Illinois State University, Heartland Community College, The Ounce of Prevention and others.
 - The project is designed to take the competencies, informed by the benchmarks, and consider how resources, toolboxes, opportunities, and guidance papers can be developed that support faculty and trainers in their ability to highlight and access practices that support high quality inclusion.
 - The project will explore content alignment supportive of inclusive practices and cross walk the competencies with different inclusion standards and evidence based practice guidelines.
 - The project will analyze the early childhood preparation landscape and how to support enhanced methods.

Latino Policy Forum and The Ounce Recommendation (Attachment 3) – Joyce Weiner

- The Ounce and the Latino Policy forum convened a group of stakeholders to build on the SB 1829 recommendations.
- In order to feel proficient in supporting their learning, practitioners need extra support and skills. The workforce needs to be more reflective both in language and culture of the children they are working with and their families.
- A goal is to examine the field as a whole and included both licensed programs with assistant teachers and lead teachers and licensure PEL programs.
- Tried to identify gaps and how to best close them.
- Compensation is mentioned in the document because it is a primary issue in all early childhood positions along with school based and community based programs.
- Proposing a new credential for bilingual ESL at the associate level.
- The document was presented at an early childhood workforce meeting which is one of the focuses of the Governor’s Children’s Cabinet. Goal is while the Cabinet still has early childhood workforce as a primary focus, want to bring recommendations forward while all of the organizations/state agencies are meeting. The document will be shared at the December Children’s Cabinet meeting.
- Joyce would appreciate any feedback.

Exploration of Strategies and Pathway Attainment – Johnna Darragh-Ernst and Joni Scritchlow

- Opportunities to explore and support innovative strategies regarding competencies.
 - A pilot at Heartland Community College has broken out ECE courses by levels and are looking at a model that embeds both training (training to credit) and a prior learning pathway.

Strategic Plan – Johnna Darragh-Ernst

- Congruence with DCFS requirements:
 - A great deal of conversation in the field around this topic. The potential alignment would support clarity of pathways. Want to create a complementary relationship between ExceleRate, Gateways Credentials and DCFS licensing in terms of quality measures and expectations.
 - Set of recommendations that moved forward through PDAC (regarding teacher assistants attaining Level 2 and teachers attaining a Level 3 moving toward a Level 4 and Level 5) was forwarded to DCFS. DCFS have these in hand, and are supportive of the recommendation, but understand that it is a considerable lift.

- A Children’s Cabinet work group is examining if it too big of a lift or is it something that we need to work towards on an extended timeline rather than what was proposed by PDAC originally. At the very least we can look at placing credentials in licensing in terms of not replacing and not increasing qualifications but being an equivalency. A small group (through the Children’s Cabinet) will form under the direction of Cindy Wall at IDHS with Carol Morris at DCFS being supportive of this group. Many members of the WDP committee already are a part of the Cabinet.

Meeting Schedule

- Julie will review calendars to find a date in December for a telenet and message the new date to the committee.

Adjourn



Gateways to Opportunity® Early Childhood Educator Career Lattice

ECE: Foundational Early Childhood Educator requirements for all Credentials

IDC: Illinois Director Credential

TA: Technical Assistance Credential

ITC: Infant Toddler Credential

FCC: Family Child Care Credential



The ECE Credential is the foundation for all Gateways Credentials.



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Gateways to Opportunity® Early Childhood Educator (ECE) Credential Framework

	EDUCATION REQUIREMENTS	COLLEGE EDUCATION & TRAINING REQUIRED COMPETENCIES IN EARLY CARE AND EDUCATION	WORK & PRACTICAL EXPERIENCE IN EARLY CARE & EDUCATION
LEVEL 6	Graduate Degree	<i>Must meet all previous level competencies or have an ECE Credential Level 5 plus:</i> Mastery in at least 3 of the 7 ECE Level 6 Skill Areas and Six professional contributions demonstrating competency in three different areas within the last five years	6,000 hours of documented ECE related experience
LEVEL 5	Bachelor's Degree	<i>Must meet all previous level competencies plus:</i> Human Growth and Development (HGD5, HDG6) Health, Safety, and Well-Being (HSW7, HSW8) Observation and Assessment (OA7, OA8) Curriculum or Program Design (CPD10) Interactions, Relationships, and Environments (IRE6, IRE7) Family and Community Relationships (FCR7) Personal and Professional Development (PPD7, PPD8, PPD9, PPD10)	Minimum of 200 hours of ECE supervised experience or 1,200 total hours of documented ECE work experience
A Professional Educator License with endorsement in Early Childhood Education meets these requirements			
LEVEL 4	Associate's Degree or 60+ semester hours (including the 9 semester hours listed at level 3)	<i>Must meet all previous level competencies plus:</i> Human Growth and Development (HGD4) Health, Safety and Well-Being (HSW6) Observation and Assessment (OA4, OA5, OA6) Curriculum or Program Design (CPD4, CPD5, CPD6, CPD7, CPD8, CPD9) Interactions, Relationships, and Environments (IRE5) Personal and Professional Development (PPD5, PPD6)	100 total hours of ECE supervised experience or 600 total hours of documented ECE work experience
LEVEL 3	Three semester hours in each: Any Math, English, and General Education electives (Psychology, Sociology, Science, etc.) <i>(These 9 hours must be credit bearing and nondevelopmental 100 level +)</i>	<i>Must meet all previous level competencies plus:</i> Health, Safety, and Well-Being (HSW3, HSW4, HSW5) Observation and Assessment (OA1, OA2, OA3) Curriculum or Program Design (CPD1, CPD2, CPD3) Interactions, Relationships, and Environments (IRE3, IRE4) Family and Community Relationships (FCR4, FCR5, FCR6) Personal and Professional Development (PPD3, PPD4)	10 hours of ECE supervised experience or 400 total hours of documented ECE work experience
LEVEL 2	High School Diploma or GED	Human Growth and Development (HGD1, HGD2, HGD3) Health, Safety, and Well-Being (HSW1, HSW2) Interactions, Relationships, and Environments (IRE1, IRE2) Family and Community Relationships (FCR1, FCR2, FCR3) Personal and Professional Development (PPD1, PPD2)	10 hours of ECE observation or 200 hours of documented ECE work experience
LEVEL 1	Level 1 ECE Credential is awarded through completion of a 48 clock hour training available through local Child Care Resource & Referral Agencies statewide or 16 modules online and meets HGD1, HSW1, IRE1, IRE2, and FCR1.		



The Child Development Associate Preschool (CDA) meets HSW1, HSW2, IRE1, IRE2, FCR1 and PPD1.

In addition to meeting required competencies through college coursework, Up to 6 competencies (total) may be documented through training for Levels 2-4
Up to 11 competencies (total) may be documented through training for Levels 5 and 6



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Recommendations to Boost the Number of Linguistically and Culturally Diverse Early Childhood Workforce Professionals

Early childhood programs require teachers and program/school leaders who have specialized knowledge and experience in creating linguistically and culturally responsive learning environments and can support healthy development for each child across all domains of learning, including cognitive, reasoning, and social/emotional development.

Projected student growth from 2005-2020 will largely come from the children of immigrants.³ Preliminary findings from the Illinois Early Childhood Workforce Hiring Survey (2017) highlight that the most difficult position to hire is a lead teacher who is licensed by the Illinois State Board of Education (ISBE). Of the 706 respondents surveyed, 42 percent claimed the need for bilingual staff and 15 percent needed more than two bilingual positions filled. More than half of respondents (55%) claimed that there is a limited pool of candidates making it difficult to hire bilingual staff. The implementation of mandated bilingual instruction (2010) for some children in state funded Preschool for All programs has been delayed by the shortage of bilingual, licensed teachers. Without staff with the capacity to provide linguistically and culturally responsive early learning environments, Illinois cannot ensure school readiness and equitable services to these children and families.

In 2017, Illinois leaders accelerated efforts to address the state's increased need for a well-prepared early childhood education (ECE) workforce, defined as birth through age eight. The Governor's Children's Cabinet declared this a key priority; the Governor's Office of Early Childhood Development created a multipronged work plan to address the concern; and legislation introduced into the Illinois General Assembly (SB1829) focused on the shortage of teachers within community-based organizations. The Early Learning Council also charged its Quality Committee to develop recommendations specific to the shortage of licensed teachers in ECE settings. In addition, the Latino Policy Forum and Ounce of Prevention convened a group of experts to draft the recommendations in this document (see Appendix A for project and purpose description). The following recommendations address strategies for increasing the number of both non-licensed and licensed educators that are culturally and linguistically responsive.

Recommendations for Preparation of Non-Licensed ECE Assistant and Lead Teachers

- Issue Identification: Associate and non-licensure BA Degree programs have not been required to include ECE Bilingual/ESL pedagogy within their curricula.**

- ✓ **Recommendation:** The Illinois Community College Board (ICCB), Illinois State Board of Education (ISBE), Illinois Board of Higher Education (IBHE), early childhood bilingual experts,

³ Fry, R. (2008). *The Role of Schools in English Language Learner Achievement Gap*. Washington, D.C.: Pew Hispanic Center. Available at <http://www.pewhispanic.org/files/reports/89.pdf>



and stakeholder groups should design a statewide Bilingual/ESL credential that articulates between the AA and BA levels to provide teachers in non-Preschool for All settings linguistically and culturally responsive training.

Recommended action steps:

- o Early childhood entities which may include higher education experts, Early Learning Council, Illinois Department of Human Services (IDHS), ICCB, ISBE, Professional Development Advisory Council (PDAC), or Illinois Network for Child Care Resource & Referral Agency (INCCRRA) members, and other expert stakeholders should work to convene an ad hoc group to develop a Bilingual/ESL Credential that can be earned at the Associate degree level. This process may require short-term financial support to develop, pilot, and implement this model.
- o The ad hoc group should work to design a credential that meets the language and literacy development needs of very young learners who are simultaneously acquiring two or more languages which makes their language acquisition instructionally different from Bilingual/ESL endorsements which are typically tailored to older children who already have proficiency in their home language.
 - The Bilingual/ESL credential should contain ISBE required content currently included in *Foundations of Bilingual Education* and *Cross-cultural Studies for Teaching Limited-English Proficient Students*.
 - Bilingual/ESL endorsement (BA level) and credential (AA level) content and the early childhood competencies that support them may be embedded in existing college level courses leading to degrees or Gateways ECE credentials.
 - Coursework should align with ISBE Bilingual/ESL endorsement standards, IL Early Learning and Development Standards, and relevant IDHS and Gateways competencies pertaining to the understanding of the cognitive, linguistic, and developmental pathways of young dual language learners and emergent bilinguals.
- o IBHE and ISBE should permit non-licensed, BA degreed early childhood teachers to earn a Bilingual/ESL endorsement to ensure quality instructional practices with linguistically and culturally diverse students. Currently courses leading to a Bilingual/ESL endorsement are only available to PEL holders.
 - ✓ Higher Education Institutions (HEI) should allow non-licensure track BA candidates to earn a Bilingual/ESL endorsement by making coursework available to all interested candidates.
 - ✓ Already entitled Bilingual/ESL endorsement programs must be designed to include content regarding the language and literacy development of children aged six and under that reflects best practices for emergent bilinguals.



- ✓ **Recommendation:** IBHE, ICCB, and ISBE should ensure that course frameworks approved by the Illinois Articulation Initiative (IAI) Early Childhood Panel address pedagogy, theory, and experiences for strengthening multi-lingual and biliteracy development and culturally responsive practices. The Illinois Articulation Initiative is a statewide transfer agreement covering courses that are transferable among more than 100 participating colleges or universities in Illinois.

2. Issue Identification: ECE course credits have not been consistently accepted between 2-and 4-year degree and credential programs resulting in students being required to repeat some coursework.

- ✓ **Recommendation:** ISBE and IDHS will advance data sharing capacity between the Gateways to Opportunity Registry and the Educator Licensure Information System (ELIS) to store course credits, ensuring that students have an accurate record of completed courses taken at various points throughout their academic careers. This data can support course transfer between institutions.

Recommended actions steps:

- o All ECE degrees and credentials will be based on Gateways ECE competencies to promote equivalent and transferable course content across 2 and 4-year HEIs.
- o INCCRRA will request that IDHS and ISBE work to align their data bases and technology.
- o INCCRRA, IDHS, and ISBE will develop protocol for entering AA level Bilingual/ESL credential in joint data bases for future articulation towards a Bilingual/ESL endorsement with a Professional Educator Licensure.
- o ISBE should allow teacher candidates to (1) take the ISBE language assessment at any time and (2) provide proof of the State Seal of Biliteracy to ISBE using the foreign language passage score, saved in ELIS or the Gateways Registry, for later application towards a Bilingual/ESL Endorsement. The Seal of Biliteracy requires that students demonstrate proficiency in both English and another language in the four domains of speaking, writing, listening and reading.

3. Issue Identification: There is a lack of sufficient systemic supports to fund diverse cohort models of teacher candidates. There is a need for public and private funders to foster partnerships between school districts, community providers, and HEIs to jointly implement teacher preparation cohorts that provide financial and academic supports.

- ✓ **Recommendation:** Funding models must prioritize investment in diverse cohort models for ECE and Bilingual/ESL degree and endorsement programs developed for working adult candidates.

Recommended action steps:



- o IBHE, with relevant stakeholders, should identify initiatives to support geographically diverse cohort models with partnerships that include school districts/community-based providers and HEIs. These cohorts should provide access for ECE staff with bilingual skills to pursue Gateways to Opportunity ECE credentials and college degrees as well as the Bilingual/ESL endorsement or credential.
 - Cohorts applying for career development funds should design flexible spending opportunities that school and community-based staff can access to support ECE credential and degree acquisition. Flexible spending options may include combined financial resources from entities such as Grow Your Own funds, school districts, community-based organizations, philanthropic or private entities, the higher education partner, and/or the student.
 - Resources may be used for **student supports**, including cost of courses, books, or other supports such as tutoring, needed to earn a degree/credential or for **program expenses**, such as hiring substitute teachers to provide coverage for programs while colleagues attend class.
- ✓ **Recommendation:** ISBE should explicitly encourage the use of job-embedded coaching in school and community based settings for short-term professional development support in order to strengthen linguistically and culturally responsive instructional practices between ECE assistant and lead teachers in the classroom. Funding sources may include the Early Childhood Block Grant (ECBG), City of Chicago, private philanthropic dollars, Grow Your Own, or federal Title funding.

Recommendations to Increase the Number of ECE Professionally Licensed Educators with a Bilingual/ESL Endorsement

4. Issue Identification: There is a lack of ECE teachers who hold a PEL and a more significant shortage of teachers who hold a PEL with the Bilingual/ESL endorsement. Access to teacher licensure and endorsement programs must be expanded to attract candidates who can meet the growing need for early childhood Bilingual/ESL teachers.

- ✓ **Recommendation:** Request that ISBE proceed with rule making actions to expand already enacted ISBE Emergency Rules in Section 25.430 Short-Term Approval for Teachers at all Grade Levels to include the following:
 - o A teacher must hold a current Illinois Gateways to Opportunity ECE Credential Level 5 and obtain a Professional Educator’s License (PEL) with an Early Childhood endorsement within five years of hire, or
 - o A teacher must hold a Type 29, an Educator License with Stipulations Endorsed as a Transitional Bilingual Educator ESL (TBE), and have passed the ECE Content Test or have 9 semester hours of ECE course content and obtain a PEL with an Early Childhood endorsement within five years of rule enactment.



- These recommendations to ISBE were accepted by the Illinois Early Learning Council on August 28, 2017
- Only accredited HEIs in IL may be entitled for Gateways to Opportunity credentials awarded through the IDHS

5. Issue Identification: Many potential teacher candidates face obstacles in their pursuit of teacher licensure. Challenges in the current licensure system must be addressed in order to expand the number of candidates eligible to enter teacher preparation coursework leading to a PEL.

- ✓ **Recommendation:** ISBE must broaden the menu of options that meet entry requirements into teacher preparation programs leading to a PEL. Current options for program entry include passing the Test of Academic Proficiency (TAP), SAT, or Act Plus Writing, and applicable content area test(s). Additional options may include:
 - Waiving the TAP if a candidate's GPA is 2.75 or above in college-level coursework earned at a regionally accredited institution; or
 - Evidence of a having earned a bachelor's degree with a 2.75 GPA from an accredited institution;
 - The Test of Academic Proficiency (TAP) is a significant barrier that eliminates many qualified and diverse candidates. Currently, less than one-third of test-takers across candidate demographics pass all four sections of the TAP on the first attempt. Admittance into a teacher preparation program for candidates who have earned a BA or have maintained a 2.75 GPA in college level coursework would be new options for meeting program entry requisites. These options reliably reflect a candidate's ability to successfully complete college coursework over time.
- ✓ **Recommendation:** Expedite ISBE and IBHE approval of HEI proposals for (1) alternative certification and (2) subsequent endorsement programs for teachers holding PELs and seeking early childhood endorsements and Bilingual/ESL endorsements.
- ✓ **Recommendation:** Request that ISBE set a numeric goal for increasing the Bilingual/ESL endorsed ECE PEL statewide over the next five years, prior to the expiration of Section 25.430 Emergency Rules.
 - ISBE should establish a mechanism to monitor progress in increasing the number of ECE PEL with Bilingual/ESL endorsements. Progress should be assessed after 2.5 years to ensure the field is on track for increasing the pool of teachers within the 5-year timeline.

Recommendations for Early Childhood Teacher Compensation



6. Issue Identification: A critical barrier to ECE teacher retention is low compensation, including limited benefits for assistant and lead teachers.

- ✓ **Recommendation:** ISBE should promote policies through Requests for Proposals and other channels that endorse compensation parity and provide incentives for ISBE providers to align salary ranges for licensed ECE teachers with local public school salary scales for positions requiring similar qualifications.
- ✓ **Recommendation:** Early childhood advocates, IDHS and ISBE should work to identify mechanisms for increasing compensation for non-licensed EC teachers and teacher assistants.
- ✓ **Recommendation:** Assistant and lead teachers who interact with children and families and can provide instruction in both English and another language should receive additional compensation for their bilingual skills.

CRITICAL INSIGHTS FROM THE FIELD TO SUPPORT COHORT MODELS:

- Because of poor compensation in the early childhood field, a variety of financial supports, such as Gateways to Opportunity Scholarships and funded cohort models, are needed to increase the number of candidates able to complete coursework leading to degrees and credentials.
- ECE cohort models are successful when governmental agencies foster partnerships between school districts/community providers, and HEIs to jointly develop and implement programs.
- In addition to offering individual teacher scholarships, priority should be given to funding cohort partnerships that focus on supports needed for candidate completion. School districts and community-based providers require funding for resources such as:
 - Book fees or lending libraries
 - Tuition costs
 - Access to on-line/in-person hybrid course models
 - Staff release time and substitute coverage
 - Daycare and meals on site for the families of staff who are pursuing higher education
 - Transportation to classes or on-site cohorts
- Effective cohort partnerships include focused academic counseling for teacher candidates with a consistent, designated contact person from the HEI or community organization:
 - To ensure buy-in from the district/community provider
 - To assist with the careful selection of candidates
 - To provide academic tutoring and other supports for teaching requisites
- Institutions of higher education must be responsive to cohorts by providing:



- o Intensive advising
- o Access to other college/university services, such as writing and computer supports
- o Hybrid models of face-to-face and online coursework
- o Condensed class schedules or class offerings at the work site,
- o Course offerings during evenings and weekends

Appendix A

Work Group Project:

The Latino Policy Forum and the Ounce of Prevention convened stakeholders, including advocates, funders, governmental agencies, higher education faculty, and community-based providers, for a finite time period (May-September 2017). The group developed recommendations for increasing the number of qualified ECE educators prepared to serve linguistically and culturally diverse children. Key priorities of these meetings included the following:

- Reviewing successful state initiatives that increased the bilingual workforce, and
- Prioritizing views of ECE providers to aid in the creation of practical recommendations.

Purpose:

The recommendations are intended to inform and support the Governor's Children Cabinet, Illinois State Board of Education, the Illinois Board of Higher Education, the Governor's Office of Early Childhood Development, the Illinois Department of Human Services, Illinois Network of Child Care Resource and Referral Agencies and the City of Chicago. The presentations and discussions focused on three key issue areas:

- Determining the supply and demand of ECE licensed teachers with bilingual/ESL endorsements
- Promoting competencies for successfully working with multilingual and multicultural children into AA and BA teacher preparation coursework and within the Illinois Gateways to Opportunities credentialing system. These linguistic and cultural competencies would be fully integrated within early childhood degrees and credentials at HEIs.
- Incentivizing the recruitment and retention of bilingual ECE teachers and staff, including support for further education with recognition that poor compensation is a leading barrier to growing the early childhood workforce.
 - o Despite the increase in demand for early childhood teachers, ECE workforce wages have remained relatively stagnant over the last two decades.