

**Early Learning Council
Workforce Development Committee
March 14, 2011
10:00am–12:00pm**

Attendees

Andi Sass	Jan Maruna	Nora Gaines
Anne Wharff	Joanna Pierce	Wendy Mertes
Catherine Main	Joni Scritchlow	Isolda Davila
Cindy Mahr	Joyce Weiner	Samir Tanna
Christine Ryan	Luz Maria Solis	Sue Moustakas
Dave Lowitzki	Marie Donovan	Vanessa Rich
Diana Rosenbrock	Martha Arntson	
Harriette Herrera	Maxine DeLap	

Welcome

The Early Learning Council met February 28, 2011, and unanimously passed the joint Oversight and WFD Committee Administrator/Director Qualifications recommendation. The recommendation will be implemented across three agencies: (1) the Illinois Department of Children and Family Services, (2) Illinois Department of Human Services (IDHS), and (3) Illinois State Board of Education (ISBE). The Office of Early Childhood is in the process of sending a letter to the department heads of each of these agencies regarding the ELC recommendations and future implementation. The ELC WFD Committee will monitor implementation in anticipation of these recommendations being in place by 2017.

Approval Process for WFD Minutes—Jan Maruna

- The January 24, 2011 meeting minutes were approved without change.
- The ELC WFD Committee has six calendar days to submit a *draft* of minutes to the Office of Early Childhood for posting to the ELC Web site on the seventh day following a meeting. It is important for Committee members to respond via e-mail when drafted minutes are sent for review to allow corrections to the draft copy posted on the ELC web site in a timely manner. (Note: to date, there are no defined parameters as to when revised/approved minutes need to be posted to the Web site. In the interim, WFD will update/approve minutes via e-mail.)

Budget Update—Samir Tanna

- State:
 - In early February, the proposed cuts to child care budgets were devastating (e.g., employment and training, quality grants, QRS, CCAP eligibility, capping of enrollment, etc.). The good news is the finalized budget is a \$56 million reduction for IDHS as a whole, with two cuts to child care:
 - Income eligibility guidelines for the program will be reduced from 200% to 185% of federal poverty level. For example, income eligibility guidelines for a family of three will fall from \$3,052/month to \$2,823/month. It is estimated that 15,000 children will lose their eligibility for child care assistance as a result of this change. Families currently in CCAP that fall between 185% and 200% of federal poverty will remain eligible until their next redetermination. All new

applications beginning after 04/01/11 will be determined based on the new 185% eligibility guidelines.

- Parent co-payments will increase to a revised scale. Co-payments will not be as high as they were prior to the federal stimulus act (ARRA), but there will be a considerable increase for families in the program. For example, a family of three:
 - Earning \$1,500/month is currently assessed a monthly co-payment of \$15. On April 1, 2011, the co-payment will increase to \$46/month.
 - Earning \$2,600/month is currently assessed at a monthly co-payment of \$110. On April 1, 2011, the co-payment will increase to \$192/month.
 - The reduction in income guidelines and increased co-pays are being utilized to ensure no waiting lists. In FY12, this could be a different issue.
 - **Question:** If there is underutilization of programs, because families are “jumping ship” when fees go up, will there then be any adjustment to income eligibility guidelines?
 - 185% of federal poverty level will be used. Because of the political climate, it is not likely the percentage will increase back to 200%.
 - Early Childhood Block Grant (ECBG): The recommendation is flat funding. However, the Governor has suggested funding at FY09 levels. This is actually an increase over the current fiscal year. The kindergarten readiness assessment is part of the ECBG. Pre-K dollars could possibly be restored (from the previous 10% cut), helping an additional 10,000 children.
- Federal:
 - In February, the House passed the HR1, including a \$65 billion cut (this is approximately a \$39 million cut to child care and a \$1 billion cut to Head Start (impacting 368,000 children). The Senate did not pass the HR1, but proposed their own budget resolution, which was also rejected.
 - We are currently operating on a two-week continuing resolution (March 4–18). At the end of the week, they will pass another three-week continuing resolution, which will include around \$6 million in cuts (likely to include Even Start and Child Care Aware—what both sides are in agreement to cut).
 - President Obama has proposed a \$1.3 billion increase making permanent some ARRA funding, as well as a reauthorization for the Child Care Development Block Grant (CCDBG). **Note:** This is still a “proposed” budget.
 - **Question:** How do we make this information/advocacy clear to our conservative representatives?
 - We do not want to cut items that make investments in our future—anything related to ECE shows long-term savings—which is a good talking-point for liberals and conservatives.
 - While 218,000 Head Start children could lose funding, as the WFD Committee, we need to remember this is approximately 58,000 teachers. The Chamber of Commerce published a report that includes talking-points about the business community needing to support ECE. The report included research and statistics on how ECE provides a large return on investment (http://icw.uschamber.com/sites/default/files/ICW_EarlyChildhoodReport_2010.pdf).

- “The Economic Impact of the Early Child Care and Education Industry in Illinois” (2005) (www.actforchildren.org/content_assets/MDP_ResearchPublications_PDFs_EconImp2005.pdf) shows that over 60,000 jobs have a return on investment. Child care is a 2.1 times economic multiplier, which returns back to the economy. This report compares the child care industry to others.

ARRA Funding Update

- Reminder: the Gateways Scholarship Program (GSP) will pay for one or two classes toward a Bilingual/ESL Certificate, Endorsement, and/or Approval (for more information, refer to the GSP FAQ sheet: www.ilgateways.com/en/component/docman/doc_download/775-gsp-faqs). Thank you to WFD Committee members for sharing this information with the field.

Gateways to Opportunity—Joni Scritchlow

- Gateways and ACCESS Joint Articulation Survey
 - Challenges related to articulation have been discussed with Higher Education Institution representatives resulting in the creation (and future dissemination) of a survey which will be sent in two waves:
 - (1) The first survey will be sent out in approximately a week to 10 days in order to discern if faculty in ECE programs are aware of their college’s articulation agreements and how coursework transfers.
 - (2) A second survey will be directed to additional audiences identified from the first survey.
 - The joint PDAC meeting in April with ACCESS will review preliminary findings. Final results will also be shared with the WFD Committee.
- Current Work Related to Outreach
 - Research is underway regarding utilization of Gateways programs in terms of geography, licensing, workforce populations, etc. The goal is to identify whether there are any ECE practitioner special populations that are underserved/under-represented.
 - A Focus Group will convene at the end of March (that includes bilingual providers and non-English speaking providers [and a translator]), to determine how ECE practitioners in Illinois learn about professional development opportunities. The goal is to discover whether current accessibility and outreach efforts are working.

Clarifying Terminology

- At the Chicago Metro AEYC Conference in January of 2011, a Faculty Forum was held. Discussion arose regarding incorrect usage of terminology as related to Bilingual, ESL, Special Education Endorsements, Certifications, and/or Approvals. These terms are being used without consistent background knowledge and/or clear understanding. A small group was formed that includes Higher Education faculty to develop a resource to support consistency in terminology use across the state. It is anticipated that this summary will be available at the WFD May 9, 2011 meeting.
 - **Question:** Is the state changing to a certificate system and eliminating endorsements and approvals?

- ISBE is moving toward implementing a licensing procedure to replace all other endorsements, certifications, and approvals. This change should happen in the next two to three years.
 - **Question:** How can WFD gain information or possibly influence this work of ISBE?
 - Linda Tomlinson (Illinois State Teacher Certification Board) will be invited to join the next WFD meeting to explain anticipated changes.
 - From the Higher Education viewpoint, teachers are redesigning current programs now to reflect the new Illinois Professional Teaching Standards. This is yet another change that would be helpful for Higher Education faculty to be knowledgeable of now while reviewing and revising curriculum.

Joint WFD Diversity Committee Progress—Harriette Herrera/Joyce Weiner

- Reyna Hernandez (Latino Policy Forum) is working with the University of California, Berkley (UC Berkley) and the Education Writers Association (Washington, DC) on a research project survey to identify new evidence on how Latino children are progressing in schools (the intent is to share with policy makers, advocates, etc.).
- The survey will gain information related to cultural and linguistic backgrounds of the workforce, and primarily targets state-funded programs (e.g., Preschool for All). However, the survey will be expanded to include the Head Start population and the child care population.
- The goal of this project is to understand what the ECE workforce is like across all sectors and domains of funding; what we need to do as an educational community to support workforce preparation; and to work with a more diverse workforce that complies with the new bilingual teacher rules going into effect July 1, 2014.
- This project is funded by the McCormick Foundation.
- Timeline: The goal is to distribute and collect the surveys within this academic year (by June 1, 2011), analyze information over the summer, and share results in the fall of 2011.

Appraising Early Childhood Teacher Preparation (AECTP)—Catherine Main

- The AECTP is a grant from the Chicago Community Trust, which has supported multiple conversations related to the complexity of early childhood teacher preparation. ECE preparation is very different from elementary education and we are looking at national trends for comparative data.
- The grant is designed specifically for the Chicago Metro area higher education institutions and to inform the Chicago area.
- A new proposal for additional funding is under consideration. It has been identified that we need to work more in collaboration and partnership, not just university-to-university, but with agencies across the state that support ECE development.
- Focus groups are held periodically, with open invitations. Contact Catherine (cmain@uic.edu) if you would like to attend:
 - Next Scheduled Dates: April 29, 2011 and June 10, 2011 from 10:00am–1:00pm at University of Illinois, Chicago (UIC) (lunch provided). Three topics of focus will include basic skills, articulation and transfer, and program design and structure.

HEIP/NPDCI

- The Illinois Early Childhood Summit registration is underway (handouts attached).

ELC Business Meeting/Strategic Planning Session

- The ELC held a strategic planning meeting on February 28 with approximately 125 in attendance. Shannon Christian (Director of the Office for Early Childhood) is compiling and summarizing information (in conjunction with co-chairs Julie Smith and Harriette Meyer). WFD Committee members will be kept informed of next steps in the strategic planning process.

WFD FY12 Meeting Dates

- Group Consensus: Mondays work well for the committee members.
- Future meeting times: 10:30am–12:30pm.
- Committee members should bring their calendars and come to the May meeting prepared to finalize dates for FY12.

Work Plan

- ISBE provides statistics/data from the Basic Skills Test (BST) on the ISBE Web site (www.isbe.net/certification/pdf/basic_skills_test_results_1-11.pdf and www.isbe.net/certification/pdf/basic_skills_test_results_12-10.pdf).
- There appear to be significant gaps between the language arts and writing passing scores. During the recent changes and updates to the BST process, the language arts passing score was increased from 50 to 79, but the writing portion was unchanged.
- **Question:** What is the goal in having this conversation? What recommendation does WFD want to make?
- **Question:** Should the testing occur earlier for practitioners? Should a practitioner wait until they have chosen education as a career to find out whether they pass basic material? Should students test in high school/before entering college?
 - A solution would be to approach the ISBE certification division. Since test scores are good for up to 10 years, students can take the BST right out of high school (closer to learning the information)—students could then use this score when applying to senior-level classes.
- Out of 77 freshmen coming into UIC elementary and secondary education program, only one was able to pass the BST. Primary and secondary schools are failing to teach students the basics. UIC was reconfiguring support systems for the BST, and ran workshops, but had low participation. Students are hearing about the difficulty of the BST and are making an early decision that education is not for them.
- Note the actual data on the graphs/information provided by ISBE: Language arts is a more significant problem for students to pass than the math portion. There has been a misperception that it is the math that is causing students to not pass the BST.
 - **Question:** Is it possible to sponsor a workshop about language barriers? What do these results look like and how does it impact constituents?
 - In reviewing this data, we need to look at specific population data:

- What does the Hispanic group look like? Are they English speakers that came from high schools or from community colleges?
 - What high schools are students coming from that pass/fail the BST?
 - How many non-traditional students are returning to take the BST? Are these regional issues?
 - **Note:** These questions should be taken to the P20 Council (it has come up at the Teacher Readiness Committee).
- There is currently no research correlating passing the BST with being a good teacher; however, there are some academic skills that help you become more successful in your educational process. We need to be careful in how we interpret research/findings.
- Of significant concern to WFD: many high school guidance counselors fail to see ECE (and education) as a viable career—they are not steering students who are strong academically into the field. Several vocational high schools have ECE programs that feed into the field—but they are referring people with IEPs themselves. Given the depth and range of what practitioners need to know and understand to effectively work with children, and the level of difficulty of the BST, is this correct guidance?
- **Question:** Can we review other states (with major populations that mirror Illinois) and review their practices for teacher preparation? Are there similar tests? Constraints? What are their score cut-offs/policies? Do these states encounter the same issues with testing? Are there bigger educational issues in terms of relevance and are the testing outcomes different? Has anyone charted this? Does anyone track the people who are no longer eligible to take the BST? Do students who cannot pass, drop out from their career program?
- **Question:** What is the Union position? SEIU considers it of small impact since the majority of those in the field of child care do not obtain a Type 04; however, they are very concerned about the changes and the impact it will have on prospective teachers (especially those of color).
- **Action:** Assemble a subcommittee to gather additional data to share back with WFD (comprised of Joyce, Marie, Dave, Catherine, and Joni).

Next Steps

- Jan will contact Linda Tomlinson to ask her to join WFD at the next meeting.
- When the minutes from today's meeting are sent out to the committee, please review them ASAP.
- Contact Catherine Main for meeting information for AECTP.

Meeting Adjourned

Next Meeting

- May 9, 2011—10:00am–12:00pm



The Summit will be a professional development opportunity focused on building the capacity to collaboratively promote access to inclusive learning for each and every child in Illinois, including those who are culturally, linguistically, and ability diverse.

Who should attend?

- College, university and community college faculty members
- Professional development leaders

Illinois Early Childhood Summit

April 17th and 18th 2011

**Heartland Community College
Normal, Illinois**

Participants will leave with resources and strategies for . . .

- Preparing personnel to support young dual language and dual dialect learners
- Incorporating evidence-based practices and decision making
- Building collaboration with culturally and linguistically diverse family and community partners
- Supporting personnel to thoughtfully evaluate and assess diverse young learners
- Incorporating resources that build the social and emotional development of young children who are culturally and linguistically diverse
- How to use instructional dilemmas to explore issues of culture
- Where to find high quality, low cost instructional resources related to cultural, linguistic, and ability diversity
- How to support the development of reflective practitioners
- Effective ways to scaffold instruction for individual learners
- Supporting personnel to recognize and address issues of inequality, bias, privilege, and discrimination
- Creating environments and using practices that support each and every young learner

Featured Presenters

Modyeh Bayat

DePaul University

Camille Catlett

FPG Child Development Institute

Lynette Chandler

Northern Illinois University

Johnna Darragh-Ernst

Heartland Community College

Jana Fleming

Erikson Institute

Barbara Leys

National Louis University

Susan Maude

Iowa State University

Susan Moore

University of Colorado

Aisha Ray

Erikson Institute

Eva Thorp

George Mason University

Tweety Yates

University of Illinois

Collaboratively planned and supported by the National Professional Development Center on Inclusion (NPDCI), the NPDCI-IL Steering Committee and the Heartland Equity and Inclusion Project (HEIP).

For details contact:

Johnna Darragh-Ernst

(309) 268-8746

johnna.darragh@heartland.edu

Benefits of Participation

- Quality professional development opportunity for faculty and other early childhood professional development partners
- A networking reception (4/17), continental breakfast and lunch (4/18), and all summit materials will be provided at no cost for each participant.
- Intense workshops for expanding your repertoire of instructional strategies
- Useful content to support improvements in coursework, practica and program practices.
- Opportunities to network with state and national colleagues

Summit Schedule

Sunday, April 17

12:30 – 2:00 pm	Registration
2:00 – 5:30 pm	Concurrent sessions
5:30 – 7:00 pm	Reception (provided)
7:00 –	Dinner on your own

Monday, April 18

8:00– 9:00 am	Continental breakfast (provided)
9:00–12:30 am	Concurrent Sessions
12:30– 1:30 pm	Lunch (provided)
1:30– 3:00 pm	Knowledge application sessions

Summit Logistics

- Participants are responsible for making their own hotel reservations.
- All sessions will be held at Heartland Community College.
- Ample free parking is available at Heartland Community College.
- Information about nearby lodging and directions to the Summit will be provided in a follow-

up email.

Registration Details

Please register early. There is no cost to register but there are a limited number of spaces available. Please mail or fax your completed registration form before **April 8, 2011.** Complete one form for each person registering. For additional registrants, please copy the form.

Return the registration form to:

Darcia Gillan
Health and Human Services
Heartland Community College
1500 W. Raab
Normal, Illinois 61761
Fax (309) 268-7958
Email darcia.gillan@heartland.edu

Participant Stipend

Stipends of \$150 will be available to support the travel and lodging of up to 75 participants. To qualify for a stipend, **you must live 75 or more miles from Heartland Community College.** Each stipend recipient will be required to complete a brief form documenting their point of origin (for confirmation of the allowable distance). Reimbursement checks will be mailed shortly after the Summit.

Please check here if you qualify for a stipend and would like to receive one.

NOTE: There is a limited amount of funding available for participant stipends. They will be issued on a first-come, first served basis. Your best chance of receiving support will be to return this registration form early.

Registration Form

NAME (Please write on line above)

INSTITUTION/ORGANIZATION

WORK/DAYTIME PHONE

FAX

EMAIL

MAILING ADDRESS

CITY

STATE

ZIP

Your Role? (check all that apply)

College/university faculty member?

Community college faculty member?

Other? Please explain. _____

Special Needs? (check all that apply)

Vegetarian food preferences

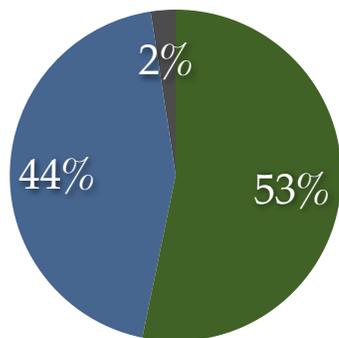
Other medically necessary menu requests:

Other physical assistance required:

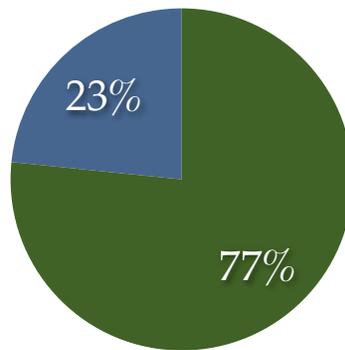
Diversity impacts every aspect of our work with children and families. Yet to many, it is as invisible as water to a fish. We must work to discover and be responsive to diversity in ourselves – our values, our words and our practices – and in others.

NPDCI-IL Survey Results

Role in Higher Education



Employment Status



- University Faculty
- Associate Degree Faculty
- Administrators

- Full-time
- Part-time

124 Respondents

55 Associate Degree Faculty

66 University Faculty

29 Adjunct and Part-time Faculty

Highest Priorities for Updating Knowledge and Skills

- Scaffolding instruction for individual learners
- The influence of culture on early childhood development
- Recognizing and addressing your own issues of inequality, bias, privilege, and discrimination
- Embedding individualized instruction or supports within daily routines
- Social/emotional development for children with or at risk for delays or disabilities

Resources likely to be used...

- Online repository of materials for use in higher education
- 1-3 day higher education institute where all expenses paid
- Video segments and exemplars
- Textbooks that integrate culturally, linguistically, and ability diverse

- Social/emotional development for children who are racially or ethnically diverse
- Implementing anti-bias approaches to learning and development
- Identifying and using evidence-based practices
- Supporting students to recognize and address issues of inequality, bias, privilege, and discrimination
- Collaboration with families who speak languages other and your own

Of faculty interest...

- Addressing dilemmas of daily practice (e.g., differences students see between theory and practice)
- Practica and field experiences in diverse community settings
- Incorporating evidence-based practices/using evidence-based decision-making
- Building the capacity for students to be reflective practitioners
- Case studies and dilemmas of practice