

**Illinois Early Learning Council  
Workforce Development Committee  
James R. Thompson Center  
100 W. Randolph Street • Chicago, IL  
December 5, 2011  
10:30am–12:30pm**

**Attendees**

Andi Sass	Harriette Herrera	Marie Donovan
Angela Fowler	Jan Maruna	Mary Leonard
Anne Wharff	Joanna Pierce	Maxine DeLap
Ava Harston	Johnna Darragh-Ernst	Nicole Wilson
Cass Wolfe	Joni Scritchlow	Rekha Rajan
Christine Ryan	Joyce Weiner	Shannon Christian
Christine Wilson	Juliet Bromer	Sheridan Turner
Cynthia Zumwalt	Karen McCarthy	Vanessa Rich
Diana Rosenbrock	Kim Collins	Wendy Mertes
Eileen Carr	Lauri Morrison-Frichtl	
Elizabeth Coulson	Linda Tomlinson	

**Welcome**—*Jan Maruna*

**Minutes**—*Jan Maruna*

- August 22, 2011 minutes were approved without change.

**Early Learning Challenge Race-to-the-Top (RTT) Grant Update**—*Jan Maruna*

- During the November 18, 2011 Professional Development Advisory Council (PDAC) Annual Stakeholders' meeting, Theresa Hawley presented an overview of the RTT Grant. Regardless of whether Illinois receives funding from the RTT Grant, there are initiatives that the state has committed to do.
- Under the "Workforce Development" section, Illinois has committed to: (1) Develop four new credentials: Family Specialist, Technical Assistance, Home Visitor, and Family Child Care; (2) Increase scholarships to obtain the ESL/Bilingual Endorsement; and (3) Convene faculty institutes to strengthen coursework at higher education institutions.
- Another goal will be for greater integration of trainings offered by the Illinois Resource Center (IRC), STARNET, and the CCR&Rs. The overall goal is to ensure that we have a cross-sector/system in Illinois.
- The Illinois Department of Children and Family Services (IDCFS) has proposed rule changes including one that requires all ECE professionals to obtain Gateways to Opportunity Registry membership by July 1, 2012. This rule is currently in the comment period, **ending December 19**—everyone is encouraged to share feedback.
- The Illinois Department of Human Services (IDHS) has proposed rule changes including one regarding Gateways credentials. The rule is currently in comment period, **ending December 19**.
- The Illinois State Board of Education has proposed rule changes currently in comment period, **ending January 28, 2012**.
- **Comment:** As ISBE adopts new licensure, there is a strong potential to confuse the field. Practitioners do not always understand differences between Gateways, ISBE, etc. We should review the language/nomenclature utilized and ensure that it is understandable across all programs and coordinated across all systems.
  - **Suggestion:** A matrix could be created to help practitioners understand the career lattice continuum.

- **Suggestion:** If creating a field “matrix,” then “Professional Educators” could be used as the general umbrella, with the career lattice, licensure, school districts, etc. underneath.
- **Suggestion:** A credentials glossary defining terms related to credentialing, licensure, etc. could be created and linked on the Gateways Website.
  - As the Gateways credentials expand, a much wider audience will utilize them. There is a Gateways Credential Glossary on the Gateways Website. This is an opportunity to update the glossary.
- **Comment:** We should be careful when using language such as “qualified teachers.”
  - Defining a professional educator and a “qualified teacher” is confusing because this terminology has not been used before.
    - The US Department of Education has begun using this terminology. Illinois should follow and refer to ECE teachers (in the classroom) as professional educators.
- Now is the time to review and market the Gateways Career Lattice with clear and concise messaging.
  - **Suggestion:** Review the Gateways Career Lattice for clarity and consider potential marketing opportunities.
- As language changes with the reauthorization of the Elementary and Secondary Education Act (ESEA), the Gateways Professional Development Advisors (PDAs) will need to be knowledgeable regarding nomenclature to help practitioners. With the ESEA, our language may shift from “highly qualified” to “highly competent.” Regardless of the finalized terminology, Illinois’ usage needs to be synchronized with the national language.
- Adequate compensation is the next step.
  - The PDAC Financial Supports Committee has been working to identify adequate compensation for the field in regards to education levels. They have researched compensation tied to education levels within ECE as well as compensation tied to education across a wide variety of fields (in Illinois). Recommendations are being crafted and should be ready for sharing with the ELC Workforce Development (WFD) Committee during the spring/summer 2012 meeting.
  - During the PDAC Annual Stakeholders’ meeting, Gateways Registry data regarding the workforce education levels was shared.
    - **Suggestion:** Share this information with the WFD Committee.
- Nationally, there are negative connotations toward public education and teachers: we would like to shift the focus from blaming teachers.
- The field of ECE is different than public schools. Can we frame our viewpoint that we learned from historical examples? Can we get to the “high ground” without bashing others?
  - We could think about this in terms of an advocacy standpoint. For example, when comparing Census data, the rate of poverty has increased 46% for children in Illinois. Our messaging can stay focused on the benefits of high-quality ECE for children from disadvantaged backgrounds.
  - We need to think about not “destroying the brand” of ECE/education. How do we not bash the field, but talk about the necessity of developmental transitions for children and show a seamless continuum from Pre-K, to elementary school, to middle school? We need to let the field as well as parents know that professional educators understand a child’s needs along the continuum.
  - People need to talk about the vertical transition children need to make as they move through different stages of learning. Professionally, we need to look broad spectrum.
- **Question:** What is happening with the P-20 Council?



- ISBE is currently reviewing the pieces and the influences of the core. This is a great opportunity to make adjustments in reference to ECE as K–3 using the Early Learning Standards and Early Learning frameworks.
  - ECE Standards (3–5) will be included as well as the common core, Illinois Professional Teaching Standards (IPTs), and the two national standards: the Association for Early Childhood International (ACEI) and the National Education for the Education of Young Children (NAEYC). EMAG is bringing in the elementary grades group to align with ACEI and NAEYC as well.
- **Question:** Who is EMAG working with regarding the K–3 conversation?
  - There are many representatives: Ava Harston, Joyce Weiner, Christine Ryan, as well as higher education institutions, teachers, and principals.
  - **Note:** Linda Tomlinson will share the list with Jan Maruna to share with the ELC WFD Committee.
- **Question:** What is the next phase?
  - ISBE will move forward with the elementary and middle grade rules and will finish working with ECAG. As EMAG moves forward, they will develop rules, give time for public comment, and share with ISBE for final approval.
  - For ELC WFD Committee members who are taking part in these conversations, they can report back to the overall committee with updates.
- **Question:** Can someone be present at the Gateways Higher Education Forum to discuss licensure changes?
  - There will be someone from the Division of Educator and School Development attending the March 30, 2012 Gateways Higher Education Forum to discuss licensure.

### Higher Education Faculty Development

- Please note that in conjunction with the Opening Minds Conference, higher education will meet on January 26, 2012.
- The Gateways Higher Education Forum (March 30, 2012) has opened registration last week. Gateways is working in partnership with ISBE, IRC, and STARNET. Patricia Kuhl (University of Washington) will be the key note speaker with Diane LaCopo (ISBE) addressing licensure in the afternoon. ACCESS will meet the day before and the ILACTE group will meet either before or after the forum.
  - If members did not receive a registration link for the forum, please contact Joni Scritchlow at [jscritchlow@inccrra.org](mailto:jscritchlow@inccrra.org).
- The Illinois Early Childhood Summit is April 19, 2012, and save-the-date fliers will be distributed next week. Robin McWilliam (Vanderbilt University Medical Center) and Eva Thorp (George Mason University), and Camille Catlett (University of North Carolina's Frank Porter Graham Child Development Institute) will be the speakers. Robin is interested in inviting providers (working in blended classroom) for an all-day presentation on engagement and incidental teaching. Eva will be speaking to working families and cultural responsiveness, and Camille will share evidenced-based practices and other resources. Both Eva and Camille will address integrating faculty development and workshops.

### Joint Workforce Diversity Committee: Report—*Joyce Weiner and Harriette Herrera*

- The University of California, Berkeley (UCB) contracted with the McCormick Foundation to develop an e-survey to determine the cultural and linguistic strengths that ECE staff bring to the workforce in Illinois.
- To date, the survey has received 550 responses, and is open through December 16. The survey will be redistributed to encourage people to respond. After December, UCB will analyze the data and compile a report with a target release in February 2012. While it was anticipated that the survey would take a half hour to complete, respondents have indicated that it takes longer to complete.

- Because the survey link was distributed through multiple listservs, many providers received the link, even home visitors and Prevention Initiative programs. Because a wide variety of audiences received the survey, the nomenclature was slightly confusing.
- This survey can be a template for future surveys—this type of data can be very helpful.
  - **Note:** the Workforce Diversity Committee will discuss this possibility during their December 14, 2011 meeting.
- **Question:** Can this survey (or results) be shared during any upcoming statewide meetings? Can the information be posted on the Gateways Website? Sharing this at the March Gateways Higher Education Forum or the April PDAC/ACCESS meeting would be helpful.
  - Because this information is so important, it may be best served by sharing in a Webinar. It would be the direct focus and not an add-on to another meeting.
  - The release of this survey data warrants press coverage.
  - Multiple Websites could link to the Webinar (e.g., Gateways, ISBE, IRC, etc.).
  - **Suggestion:** It would be helpful to record the Webinar for those who do not have the opportunity to attend the release date Webinar.

## Updates

- Advocacy
  - There will be a licensure meeting on Friday, December 9 in Springfield, Illinois to discuss the professional educator license.
  - The EMAG recommendations are not set in stone regarding birth to 5 (6–8 is set); there is still an opportunity to discuss where the age “breaks” will be. This is an opportunity to make a point from the developmental perspective.
  - EMAG considered other states’ age break-downs.
    - **Note:** Joyce Weiner will provide this chart to be shared with the ELC WFD Committee.
  - Additional resources to consider are:
    - Double Jeopardy: How Third-Grade Reading Skills and Poverty Influence High School Graduation (Annie E. Casey Foundation)  
(<http://www.gradelevelreading.net/wordpress/wp-content/uploads/2010/10/DoubleJeopardyReport040511FINAL.pdf>)
    - Getting in Sync: Revamping the Preparation of Teachers in Pre-K, Kindergarten, and the Early Grades (New America Foundation)  
([http://newamerica.net/publications/policy/getting\\_in\\_sync](http://newamerica.net/publications/policy/getting_in_sync))
- Illinois’ Poverty
  - There are an increased number of children whose families fall at the poverty level. We need to consider how we utilize resources in the state and how to train staff to work with children and families in poverty.
  - **Clarification:** When noting that between the two Census surveys, the number of Illinois’ children in poverty increased to 46%. The percentage that increased at 100% of the poverty level was 35% and the number of children at 185% of the poverty level was 46%.
  - In the DuPage district, the median income has dropped by 1/3 and the single female households have increased by 1/3. There are districts across the state of Illinois that do not have an infrastructure in place to address the poverty issue—“this is not your grandfather’s neighborhood anymore.”
  - **Question:** Head Start (HS) colleagues have the range of experience and preparation to work with lower income families. How can we maximize this and link key information from HS to help prepare the ECE workforce? What can we learn from HS that can be shared?

- This is a conversation that cannot be held in isolation from politicians, communities, and administrators. You can arm teachers with information, but if you are still operating under “No Child Left Behind,” you will have frustrated teachers.
  - We need to start communicating information to the parents as well.
- **Question:** Can child development be integrated into the high schools (e.g., Gateways Level 1 ECE Credential)?
  - The Gateways Level 1 ECE Credential has been integrated into various high schools across the state of Illinois. Many schools are working to have the credential integrated into their curriculum.
  - The Heartland Equity and Inclusion Project (HEIP) is trying to develop a model that incorporates the Gateways Level 1 ECE Credential with dual credit at the community college level. This would help students connect obtaining a Gateways Level 1 ECE Credential and moving up the career lattice continuum to an ECE Credential Level 2.
- **Question:** How many Gateways Level 1 ECE Credential students are in the Gateways Registry?
  - This information is important to track. The students have been given information to become a Gateways Registry member, but are not required to obtain membership.
  - The PDAC Access and Outreach Committee has reviewed data on which high schools participate in the Gateways Level 1 ECE Credential, where they are located in the state, and the success rate of completion. The goal is to take this information and present it to other high schools to encourage involvement.
  - The Gateways Level 1 ECE Credential is currently offered to all high school students. A challenge to high schools is the cost (e.g., teachers need to attend the “train the trainer,” schools copy materials, etc.).
- **Question:** Can we reach out to young mothers to take the Level 1 ECE Credential as well (e.g., Parents too Soon)?
  - Students should be offered the opportunity to obtain the Gateways Level 1 ECE Credential before they are 16 years old. They need to be introduced to the field before they think of dropping out. They can look at the Gateways Level 1 ECE Credential in terms of accomplishing something in high school with a job potential upon graduation.
- We need to think about how to train our professionals to work with families. Practitioners can strengthen partnerships with families. We need to focus on the child and the family.
  - A strength of the Kohl Children’s Museum is the relationships/contacts they have with families. The museum is considering launching a training program for parents modeled after what they currently implement with teachers. This will strengthen family engagement.
    - **Suggestion:** The museum could consider offering the Gateways Level 1 ECE Credential.

## Meeting Adjourned

## Next Meeting Dates

- April 23, 2012