Changing Dynamics with Early Education: Early Childhood Educator Preparation Program Innovation (EPPI) Grants

SPRING INTO ACTION CONFERENCE
MARCH 8, 2016
Overview of Presentation

- **Workforce Needs**
  - Cristina Pacione-Zayas, (Erikson Institute)

- **Early Childhood Higher Education Grant Project**
  - Stephanie Bernoteit (Illinois Board of Higher Education)

- **Grant Partnership and Program Change Insights**
  - Catherine Main (University of Illinois at Chicago)

- **Facilitated Discussion**
  - Joyce Weiner (Ounce of Prevention)
# Early Childhood Workforce in Illinois

The early childhood workforce in Illinois serves young children in a variety of settings, under a variety of conditions, with varying degrees and credentials, and receiving a vast range of compensation.

**Example: Teachers**

<table>
<thead>
<tr>
<th>Licensed Center:</th>
<th>Head Start:</th>
<th>Preschool for All:</th>
</tr>
</thead>
<tbody>
<tr>
<td>30 Sem hrs, (6 in ECE)</td>
<td>50% of teachers have BA in ECE</td>
<td>BA + ECE License/Endorsement</td>
</tr>
</tbody>
</table>

**Example: Assistants**

<table>
<thead>
<tr>
<th>Licensed Center:</th>
<th>Head Start:</th>
<th>Preschool for All:</th>
</tr>
</thead>
<tbody>
<tr>
<td>HS Diploma</td>
<td>CDA or Associates Degree</td>
<td>Paraprofessional certificate</td>
</tr>
</tbody>
</table>
Children under age five by race/ethnicity

**Illinois**
- 50% WHITE
- 26% LATINO
- 15% AFRICAN AMERICAN
- 9% OTHER

**Chicago**
- 41% LATINO
- 34% AFRICAN AMERICAN
- 19% WHITE
- 6% OTHER

Source: U.S. Census 2012 American Community Survey 1-year estimates; U.S. Census 2010
Linguistic diversity of preschool children

Over 80% of English Learners speak Spanish

- Illinois: 21%
- Chicago: 45%

Source: ISBE Fiscal Year 2014, PreK PFA Estimates; CPS Office of Early Education PFA Program Evaluation and Assessment SY 2013-2014
Considerations for promoting a culturally and linguistically responsive workforce

- Physical environment, materials and resources
- Communication styles
- Values and attitudes
# Early Childhood Workforce in Illinois

<table>
<thead>
<tr>
<th></th>
<th>Licensed Center Administrator</th>
<th>Licensed Center Teacher</th>
<th>Licensed Center Asst. Teacher</th>
<th>Licensed Family Child Care</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Gender</strong></td>
<td>96.4% Female</td>
<td>97.5% Female</td>
<td>96.7% Female</td>
<td>96.3% Female</td>
</tr>
<tr>
<td><strong>Age</strong></td>
<td>42</td>
<td>37</td>
<td>33</td>
<td>46</td>
</tr>
<tr>
<td><strong>Race/Ethnicity</strong></td>
<td>63.7% Caucasian</td>
<td>65.3% Caucasian</td>
<td>52.3% Caucasian</td>
<td>43.5% Caucasian</td>
</tr>
<tr>
<td></td>
<td>22.7% African American</td>
<td>18.1% African American</td>
<td>21.8% African American</td>
<td>37.8% African American</td>
</tr>
<tr>
<td></td>
<td>8.5% Hispanic/Latino</td>
<td>10.1% Hispanic/Latino</td>
<td>18.7% Hispanic/Latino</td>
<td>15.7% Hispanic/Latino</td>
</tr>
<tr>
<td><strong>Primary Language</strong></td>
<td>94.5% English</td>
<td>92.4% English</td>
<td>89.0% English</td>
<td>87.2% English</td>
</tr>
<tr>
<td></td>
<td>3.0% Spanish</td>
<td>3.9% Spanish</td>
<td>7.2% Spanish</td>
<td>11.4% Spanish</td>
</tr>
</tbody>
</table>
Goals of the EPPI Grant Initiative

- Develop models of effective early childhood educator preparation
- Foster partnership development between two- and four-year preparation programs and other community-based organizations
- Promote articulation
- Incorporate Gateways entitlement
- Support ECE programs in designing curriculum to incorporate new program requirements
- Build capacity in key areas of need (e.g., Bilingual/ESL, early math learning, special education)
- Create opportunities for innovation program implementation
2014-2015 EPPI Grant Partnerships

35 institutions from across the state
12 public and private universities
23 community colleges
Early Implementation Study: Major Findings

- Most of the partnerships were moving towards achieving their grant-related goals.
- The grants had a fairly large positive impact, particularly in terms of:
  - partnership development;
  - enhancing articulation pathways between the partners;
  - integration of the Gateways Credentials into programs and into the transfer process.
- Some of the themes and sub-topics identified from the interview responses were mirrored key ideas within partnership development theory, as described by McQuaid (2009).
- Identified barriers were often wedded to a catalyst
Promising Innovations

- Regional consortium
- Cross- and intrusive advising
- Building several bridges for transfer candidates
- Full articulation and early commitment to the field
- Non-licensure baccalaureate programs
- Early math learning micro-teaching modules
Early Collaboration: Illinois Project on Early Childhood Teacher Preparation (AECTP)

- Provide multiple entry (e.g., pre-service and in-service) and exit (e.g., CDA, associate’s, bachelor’s, ece credential, Illinois licensure) points;
- Provide flexibility to attract high-quality students and support high-need students; and
- Build capacity to prepare teachers to work with children across the birth to 8 age range, in diverse settings.
Reality: Where We Are Now

- Completing alignment of all programs with Il Gateways credentials
- Development of ‘pseudeo’ courses for transfers
- Reviewing existing student support structures at all institutions
- Development of online courses
- Development of shared marketing materials (advising guides, website)