

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



SPRING INTO ACTION CONFERENCE
MARCH 8, 2016

the **Ounce**

graduate school in child development
erikson institute



Illinois
Board of
Higher
Education

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

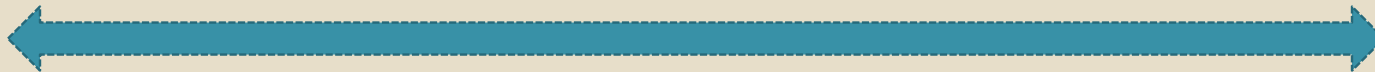


Licensed Center:
30 Sem hrs, (6 in
ECE)

Head Start:
50% of teachers have BA in
ECE

Preschool for All:
BA + ECE
License/Endorsement

Example: Assistants

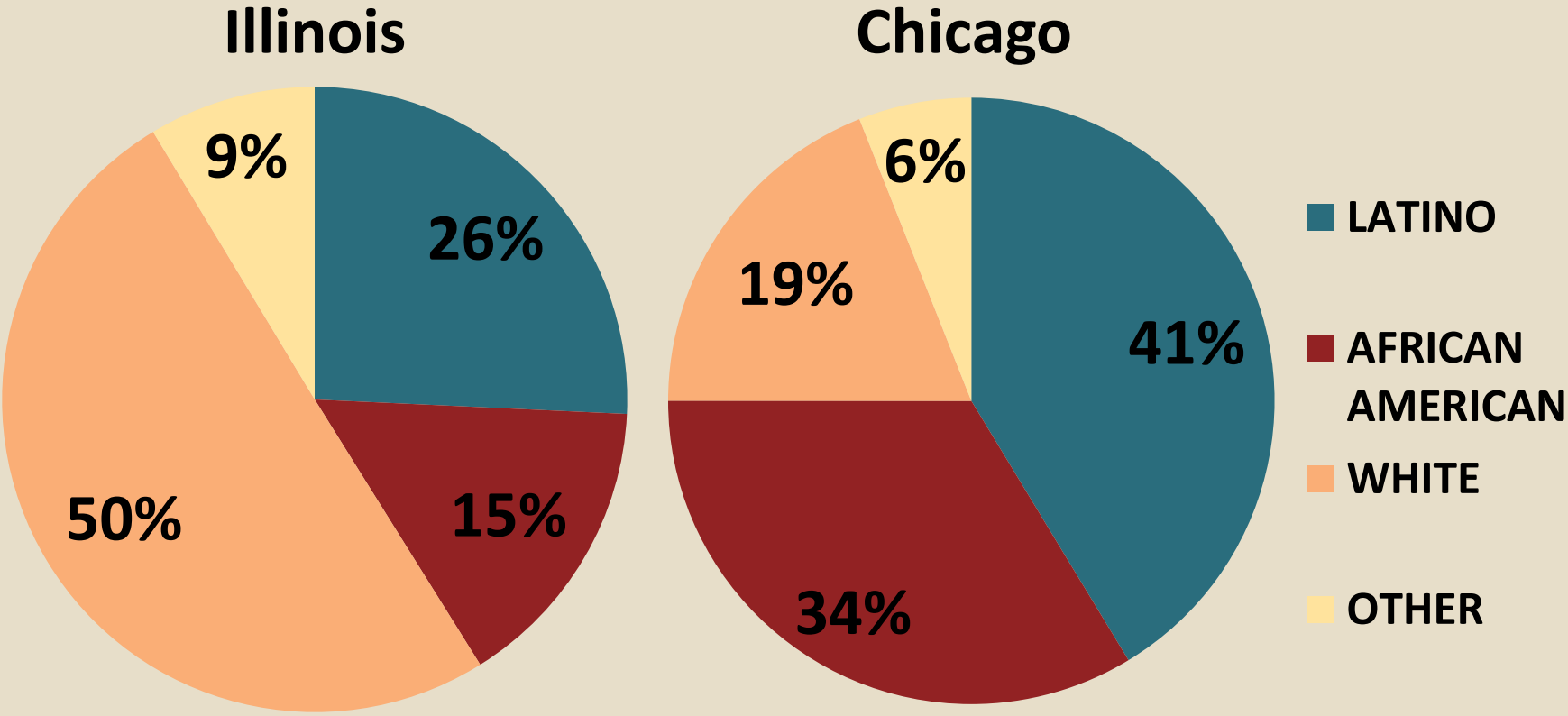


Licensed Center:
HS Diploma

Head Start:
CDA or Associates Degree

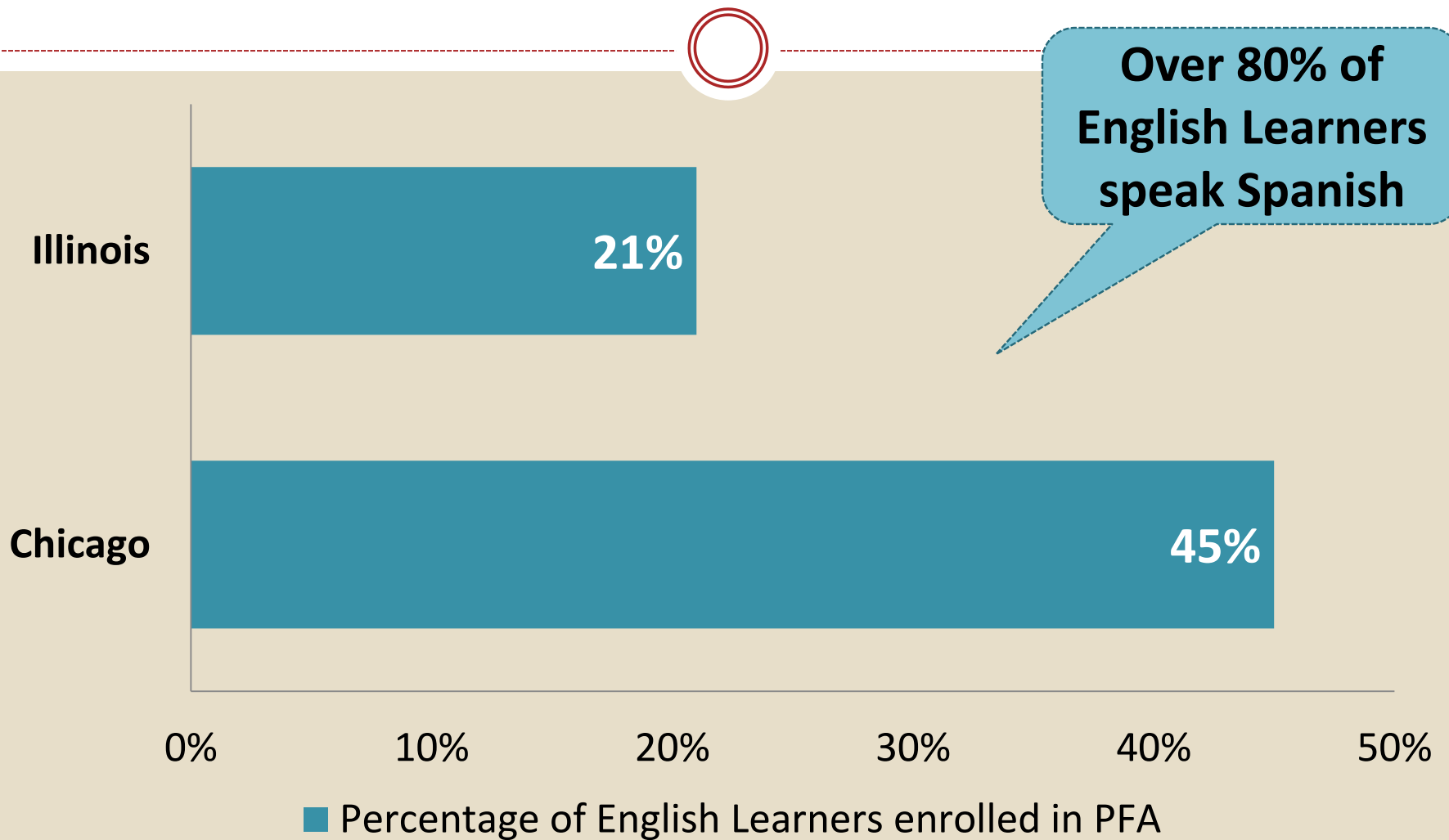
Preschool for All:
Paraprofessional certificate

Children under age five by race/ethnicity



Source: U.S. Census 2012 American Community Survey 1-year estimates; U.S. Census 2010

Linguistic diversity of preschool children



Source: 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



	Licensed Center Administrator	Licensed Center Teacher	Licensed Center Asst. Teacher	Licensed Family Child Care
Gender	96.4% Female	97.5% Female	96.7% Female	96.3% Female
Age	42	37	33	46
Race/Ethnicity	63.7% Caucasian 22.7% African American 8.5% Hispanic/Latino	65.3% Caucasian 18.1% African American 10.1% Hispanic/Latino	52.3% Caucasian 21.8% African American 18.7% Hispanic/Latino	43.5% Caucasian 37.8% African American 15.7% Hispanic/Latino
Primary Language	94.5% English 3.0% Spanish	92.4% English 3.9% Spanish	89.0% English 7.2% Spanish	87.2% English 11.4% Spanish

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

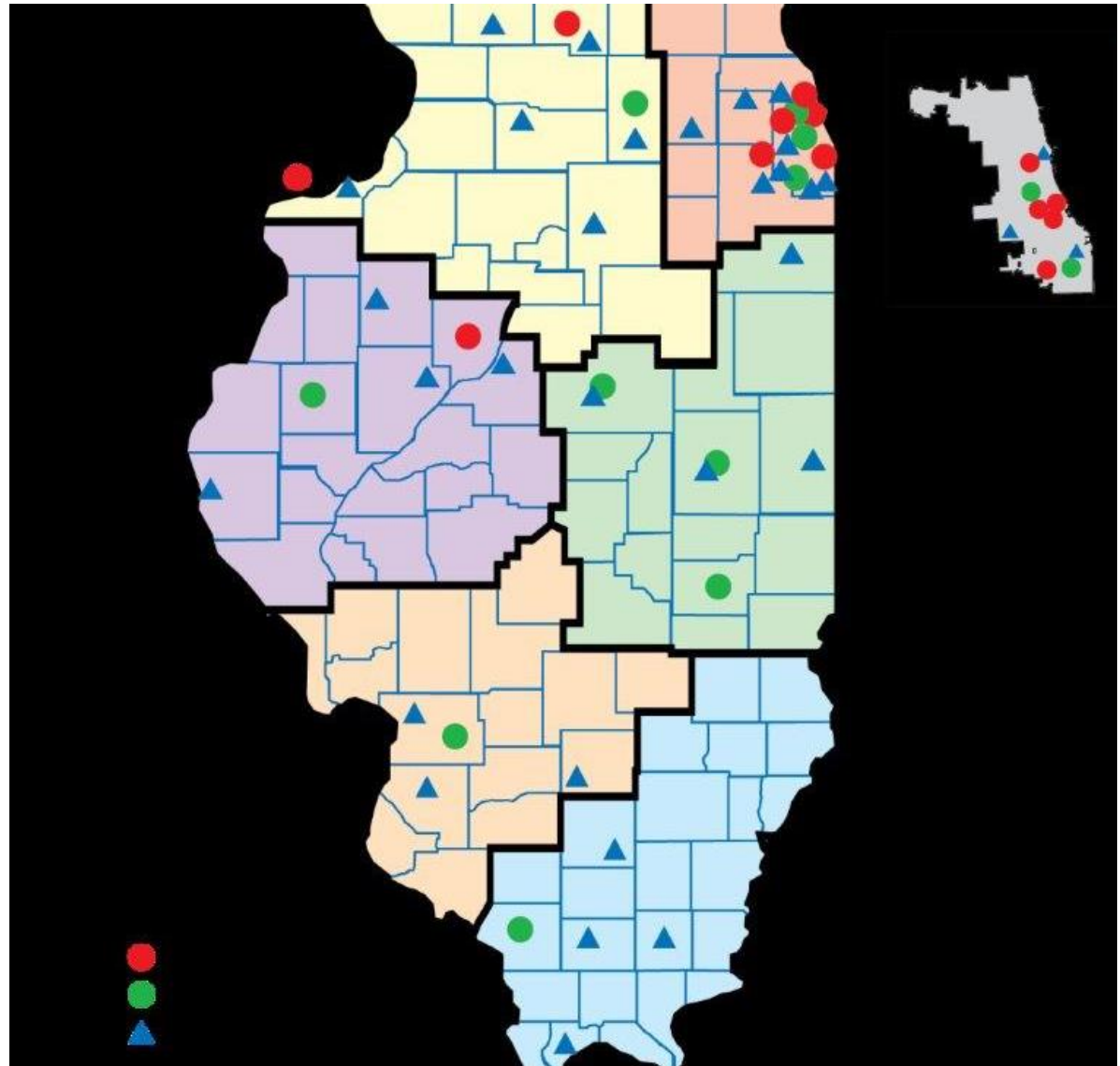


2014-2015 EPPI Grant Partnerships

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

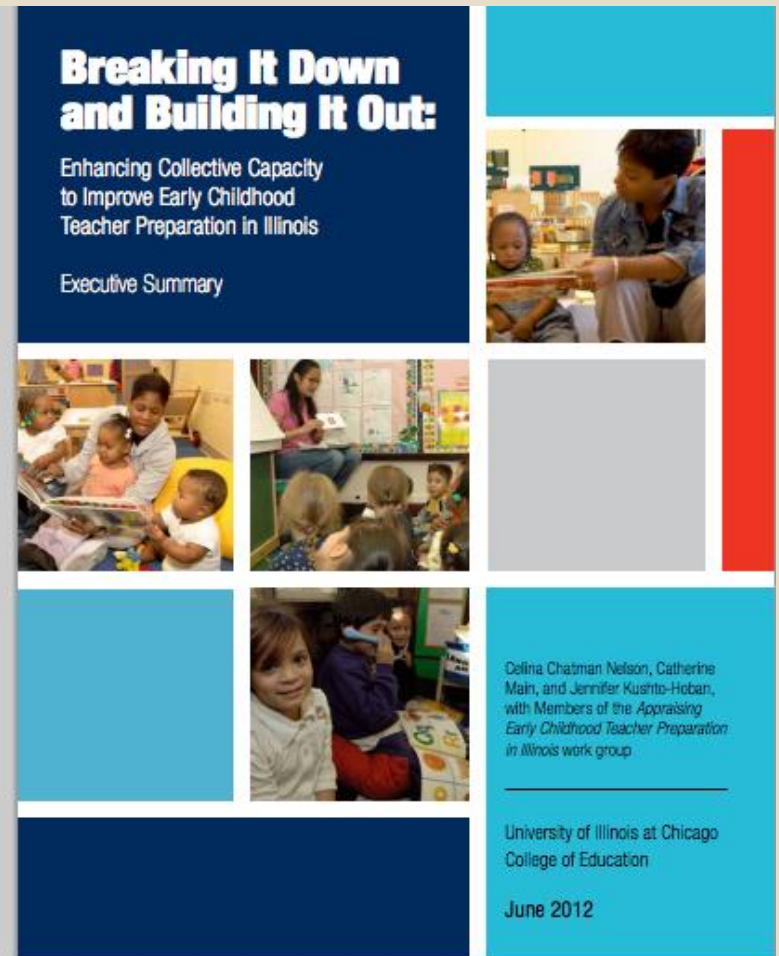
Promising Innovations



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

Take the next step
on your path to success as
an early childhood professional.

**Pathways to
Early Childhood
Professions**

An **academic advising and support program**
offered by the City Colleges of Chicago and the
College of Education, University of Illinois at Chicago