Alignment Across Early Childhood, K-12, and Higher Education:
What can this look like and how do we get there?

March 28, 2017
ED YOUNG

Seven Blind Mice
Current Birth to Five Funding Streams: Funding Drives Services and Programs

U.S. Department of Education
- IL State Board of Education
  - Early Childhood Block Grant (Preschool for All & Prevention Initiative)
  - Title I CACFP/School Lunch (USDA)
- Early Head Start / Head Start

U.S. Department of Health and Human Services
- IL Department of Human Services
  - Child Care Assistance Program
  - MIECHV Program
  - Healthy Families & Parents Too Soon
  - Early Intervention
  - Better Birth Outcomes
  - Family Case Management
  - High Risk Infant Follow Up
  - Migrant and Seasonal Head Start
  - Perinatal Depression
  - Refugee and Immigrant Services
  - SNAP
  - TANF
  - Teen Parent Services
  - WIC (USDA funded)
- IL Department of Public Health
  - Children with Special Health Care Needs
  - Family Planning / Title X Family Planning
  - Genetics/Newborn Metabolic Screening
  - Immunizations
  - Lead Program
  - Newborn Hearing Screening
  - Subsequent Pregnancy Project
- IL Healthcare and Family Services
  - All Kids Moms and Babies
  - Child Protective Services
  - Licensing

Schools and Community-Based Programs

Children and Families

Source: Governor’s Office of Early Childhood Development
Discuss in Pairs or at Tables

Think of someone you know who is at a transition point on the P-20 continuum.

- At what transition point is this person?
- What kinds of supports are helping this person in the transition?
- What missing or hard-to-find supports would make the transition better?
700 New Neural Connections Every Second

High-quality early childhood programs have long-term benefits for children and society.

- Heckman (2016)
  - Academic and overall “lifecycle benefits” yield return on investment of 13% per year.
  - “Positive effects on maternal education, labor force participation, and parental income.”

- Barnett (2011); Camilli, Vargas, Ryan & Barnett (2010); Diamond & Lee (2011)
  - Narrow gaps for disadvantaged children and improve readiness and learning outcomes for all.

- Barnett & Masse (2007)
  - Reduction in grade retention, special education placement, crime, and public dependency.
  - Increased educational attainment, employment, and earnings.
  - Returns on investments ranging from $2.62 to $10 for every dollar spent.

- HighScope Perry Preschool Study (2005)
  - The study found that adults at age 40 who had the preschool program had higher earnings, were more likely to hold a job, had committed fewer crimes, and were more likely to have graduated from high school than adults who did not have preschool.
Early childhood educator (ECE) preparation is key to quality.

- National Academy of Medicine (April 2015)
  - National panel of medical experts described the **complex knowledge and skills** required of ECE professionals to support all aspects of child development 0-8
  - Call for **intentionally designed higher education programs** to specifically prepare ECE professionals for the complex work
  - Require baccalaureate-level preparation for all ECE teachers, regardless of setting

- Bredekamp & Goffin (2012); Minervino (2014); Schilder (2016)
  - Positive correlation between ECE credentialed staff, program quality, and child outcomes – especially when professionals have a degree with an ECE focus
60 x 2025 Trajectory

Degree/Credential Production by Sector Compared to Projected Need to Reach the 60% by 2025 Goal

- Public Universities
- Community College*
- Private NFP
- Private FP
- Needed

*Community College totals include data (fewer than 200 awards) from two public certificate-only granting institutions.
Credentials as Part of the 60 x 2025 Goal

Tracking the Trend*
Percentage of the state’s working population (25-64) with a quality postsecondary credential

- 2008: 40.8%
- 2009: 41.4%
- 2010: 41.3%
- 2011: 41.7%
- 2012: 42.5%
- 2013: 43.0%
- 2014: 49.6%

2014 includes an estimate of certificates, adding about 6%.

Levels of education for Illinois residents, ages 25-64*

- Less than ninth grade: 294,951 (4.31%)
- Ninth to 12th grade, no diploma: 408,483 (5.96%)
- High school graduate (including equivalency): 1,688,315 (24.64%)
- Some college, no degree: 1,471,520 (21.48%)
- Associate degree: 586,529 (8.56%)
- Bachelor’s degree: 1,502,236 (21.93%)
- Graduate or professional degree: 899,188 (13.12%)

TOTAL: 6,851,222

Estimated attainment of certificates: 6%

Note: For years prior to 2014, this graph denotes attainment of associate degrees and higher. For 2014, it also includes the estimated percentage of state residents who have earned high-value postsecondary certificates. This percentage—again, an estimate—was derived from Census and IPEDS data by labor market experts at the Center on Education and the Workforce at Georgetown University Center on Education and the Workforce used Survey of Income Program Participation 2008 Wave 12 data (2012) and data from the Integrated Postsecondary Education System (IPEDS) 2014.

*Excerpted from the Lumina Foundation’s A Stronger Nation Illinois policy brief.
Stackable Credentials
Embedded in Degree Programs

- Short Term with Clear Labor Market Value
- Accelerated Entrance into the Job Market
- Momentum Points
- Increased Persistence
Theory of Change

I. Create a coherent, competency-based, credentialing system for educators and leaders through regulatory change.

II. Create “user centered” pathways to help current workforce attain credentials & attract new professionals.

III. Create a foundational knowledge base of current workforce (survey) and develop a research agenda for workforce development.

Outcome: Diverse well-qualified workforce.
Why Competencies?

**Competencies**: Specific, measurable, observable behaviors that reflect knowledge, skills and dispositions and distinguishing levels of professional practice within a standard-based assessment system.

**Competencies Provide**: A structure for coherence across multiple systems.

**Competencies Create**: Opportunities for more seamless, coherent, user-centered pathways across IHEs and professional development systems.
ILLINOIS EARLY CHILDHOOD EDUCATOR POSTSECONDARY EDUCATION AND CAREER PATHWAY

GATEWAYS ECE CREDENTIALS * POSTSECONDARY COMPETENCIES

LEVEL 5
Lead Teacher (Level 5):
- Human Growth and Development (HGD), (HGD2)
- Health Safety and Well-Being (HSW), HSWB
- Observation and Assessment (GAT, GAX)
- Curriculum or Program Design (CUR10)
- Interactions, Relationships, and Environments (IRE5, IRE7)
- Family and Community Relationships (FCR7)
- Personal and Professional Development (PR6P, PR90, PR93, PR96)

Completion of additional ECE coursework, supervised experience, and possible specialization in:
- Infant/ toddler
- ESL/ Bilingual
- Early Childhood Special Education

Prepares competent early childhood classroom lead teachers with leadership and advisory knowledge and skills, and possible educator licensure through ISBE.

LEVEL 4
Teacher (Level 4):
- Human Growth and Development (HGD4)
- Health Safety and Well-Being (HSW4)
- Observation and Assessment (GAT, GAX, GAX1)
- Curriculum or Program Design (CUR4, CUR5, CUR6, CUR7, CUR9, CUR10)
- Interactions, Relationships, and Environments (IRE5)
- Personal and Professional Development (PR6P, PR90)

Completion of general education 3 additional hours of ECE, and child development practicum

Prepares competent early childhood classroom teachers with proficient knowledge and skills.

ASSOCIATE DEGREE

LEVEL 3
Entry-Level Teacher (Level 3):
- Health Safety & Well-Being (HSW), HSW4, HSW5
- Observation and Assessment (GAT, GAX, GAX2)
- Curriculum or Program Design (CUR1, CUR2, CUR3)
- Interactions, Relationships, and Environments (IRE5, IRE4)
- Family and Community Relationships (FCR4, FCR5, FCR6)
- Personal and Professional Development (PR6P, PR90)

Completion of 3 hours each of English, math, and general education

Prepares competent entry-level early childhood classroom teachers with basic knowledge and skills.

LEVEL 2
Assistant Teacher (Level 2):
- Human Growth and Development (HGD1, HGD2, HGD3)
- Health Safety and Well-Being (HSW, HSW2)
- Observation and Assessment (GAT, GAX, GAX3)
- Interactions, Relationships, and Environments (IRE5, IRE2)
- Family and Community Relationships (FCR1, FCR2, FCR3)
- Professionalism (PR10, PR92)

Completion of 2 additional hours

Prepares competent early childhood assistant teachers with foundational knowledge and skills.

HIGH SCHOOL DIPLOMA OR GED

LEVEL 1

A series of basic training on health, safety, and other topics aligned with the Illinois Department of Human Services requirements that may be used to supplement high school education.

*Gateways to Opportunity
http://www.ilgateways.com

FURTHER GRADUATE EDUCATION

ENTRY TO EMPLOYMENT

LEAD TEACHER
BACHELOR DEGREE

TEACHER
ASSOCIATE DEGREE

ENTRY-LEVEL TEACHER

ASSISTANT TEACHER
HIGH SCHOOL DIPLOMA OR GED


ILLINOIS EDUCATION RESEARCH COUNCIL

spring into action
2014-15 & 2015-16
EC Educator Preparation Program Innovation (EPPI)
Grant Partnerships

NORTHWEST
WEST CENTRAL
SOUTHWEST
SOUTHEAST

NORTHEAST

Colleges in Chicago

Private 4-yr
Public 4-yr
Community College

Voices from the Field
Collaborative Innovations
in Early Childhood Educator Preparation
Edited by Stephanie A. Bernardo, James C. Darragh Ernst, Nancy J. Leatham
Primary Areas of Innovation

EPPI Partnerships

1) Articulation arrangements
2) Alignment of assessments
3) Advising and supporting students
4) Early math
5) English Language Learner instruction
6) Infant and toddler programs
7) Improving field experiences

EPPI Partner Articulation Innovations

- **Intentional continuums** beginning in high school through graduate school
- **Cohort bridge programs** allowing students to obtain a bachelor degree on the campus of a two-year college
- **Leveling bridge courses** to reconcile differences in the level of coursework between institutions
- **EC E-specific 2 + 2 articulation agreements** allowing Associate degree holders to obtain a bachelor degree in two years
- **New non-licensure programs** for students not planning to work in public school settings
- **Holistic AAS transfer** with blanket acceptance of all AAS credits toward non-licensure programs
- **Transferology** online transfer assistance program through statewide iTransfer initiative
Next Steps for Better Alignment: ECE and Higher Education

- **Field or practical experiences**: continued input and support from ECE professionals in a wider variety of settings.
- **Assessment of prior learning for credit**
- **Connect ECE professional development and higher education**: competencies demonstrated across both for credentialing.
- **Support ECE professionals to obtain ISBE Bilingual/ESL endorsement** through community college options.
“Every Student Succeeds Act” (ESSA)

- The new name for “No Child Left Behind”
- Federal funding for elementary and secondary education
- Administered by the Illinois State Board of Education – approved 3/15/17 by ISBE to be signed by Governor Rauner

- Focus on supporting the success of all students
- Redefine accountability for student outcomes with more ways schools can demonstrate their progress
- Emphasize a clear path for students to transition from high school into college and careers
- Support teacher and school leader professional development
Next Steps for Better Alignment: ECE and ESSA

- Sharing of what children know and can do across settings
- **Professional development shared** by ECE professionals across settings
- Link the importance of **attendance** in ECE settings with K-12 school attendance – support children and families
- Support and use the expertise of **teacher leaders**
- Create high school transition plans that include **credentials, apprenticeship, and credit for competencies** – ECE model
Discuss in Pairs or at Tables

How might any of the alignments among ECE, elementary, secondary, or higher education be helpful to the person you thought of at the beginning of the presentation?

What information would support you as an ECE professional in creating or advocating for these kinds of alignments?