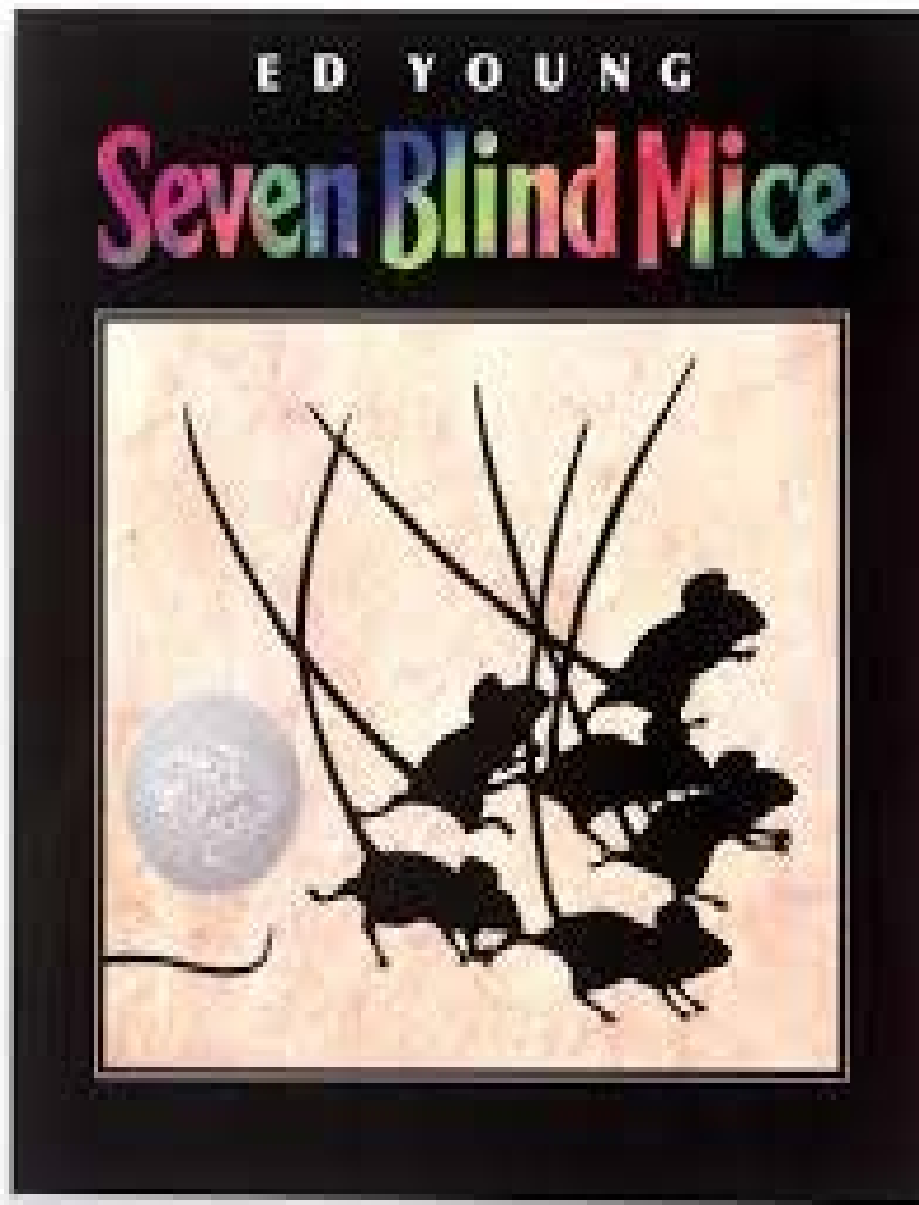


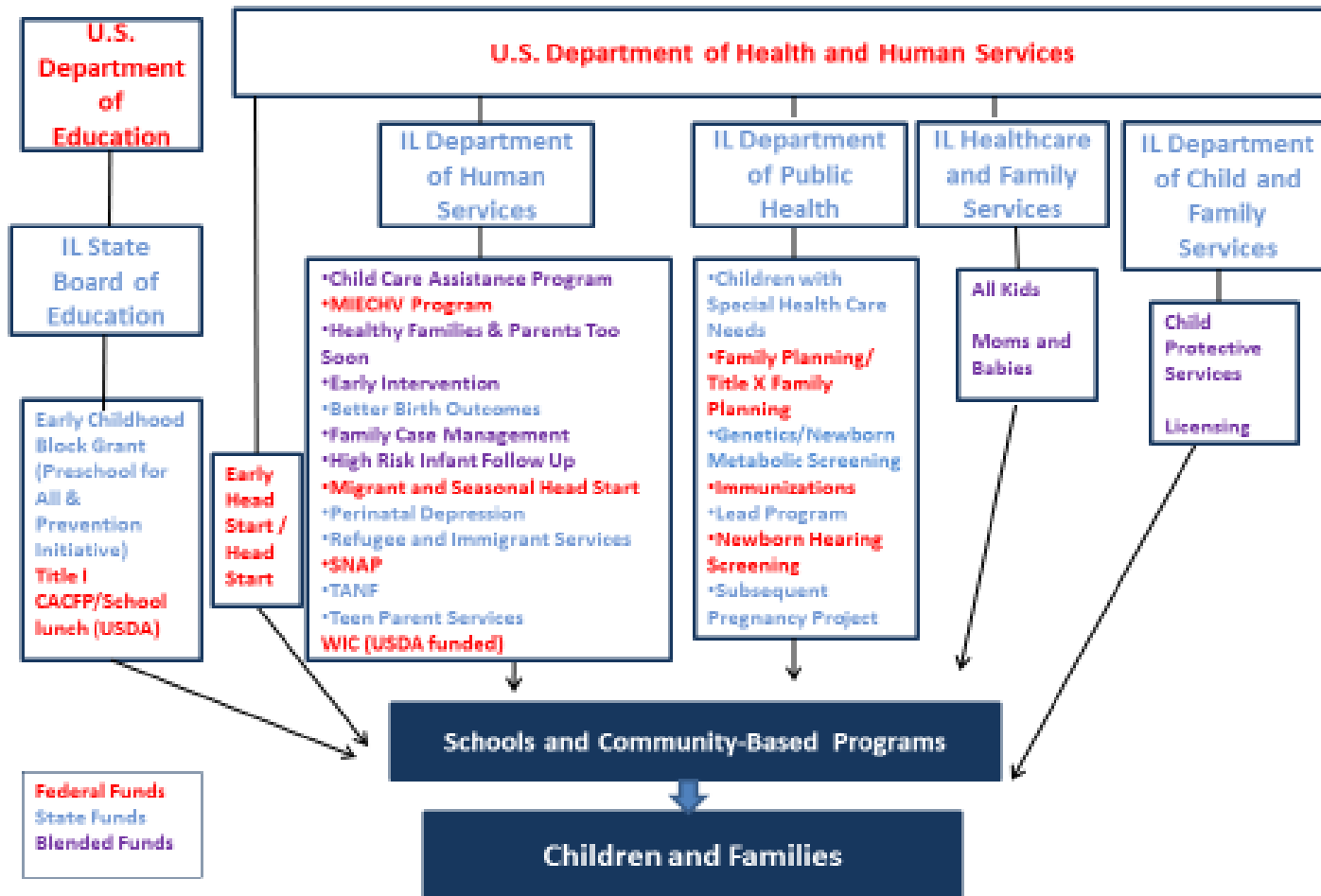
spring into action

March 28, 2017

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



Current Birth to Five Funding Streams: Funding Drives Services and Programs



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

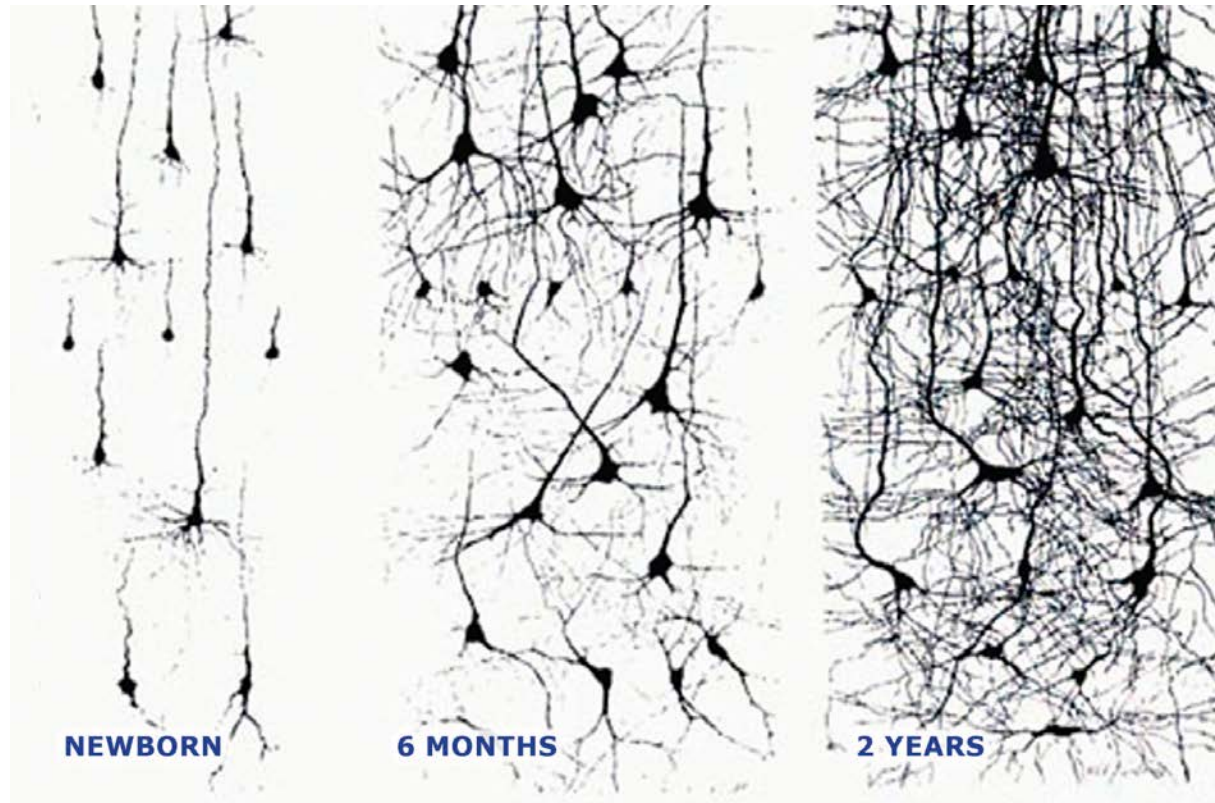


Image source: Conel, J.L. The postnatal development of the human cerebral cortex. Cambridge, Mass: Harvard University Press, 1959

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

Heckman (2016)

- o Academic and overall “lifecycle benefits” yield return on investment of 13% per year
- o “Positive effects on maternal **education, labor force participation, and parental income**”

Barnett (2011); Camilli, Vargas, Ryan & Barnett (2010); Diamond & Lee (2011)

- o Narrow gaps for disadvantaged children and improve readiness and learning outcomes for all

Barnett & Masse (2007)

- o Reduction in grade retention, special education placement, crime, and public dependency
- o Increased educational attainment, employment, and earnings
- o Returns on investments ranging from \$2.62 to \$10 for every dollar spent

HighScope Perry Preschool Study (2005)

- o 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.

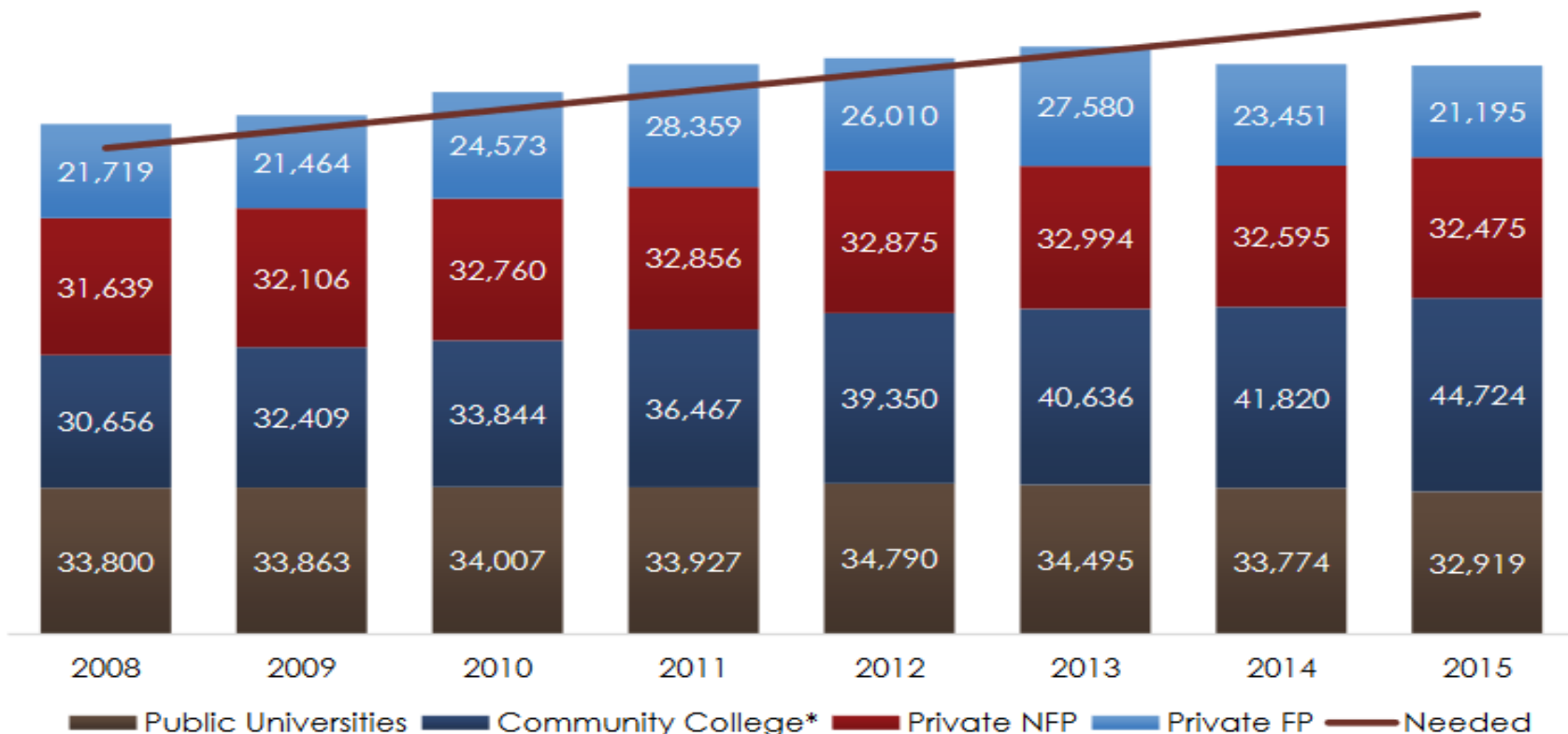
Early childhood educator (ECE) preparation is key to quality.



- 🌿 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

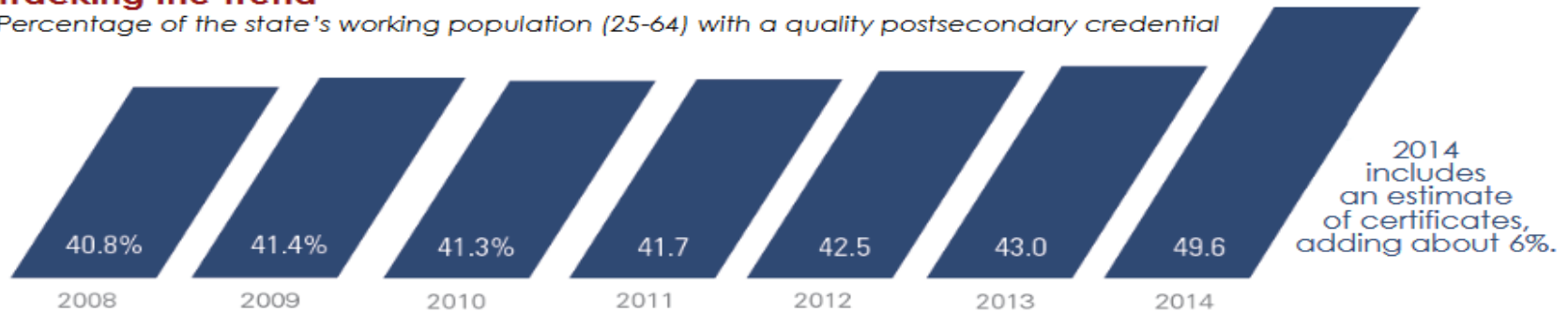


*Community College totals include data (fewer than 200 awards) from two public certificate-only granting institutions.

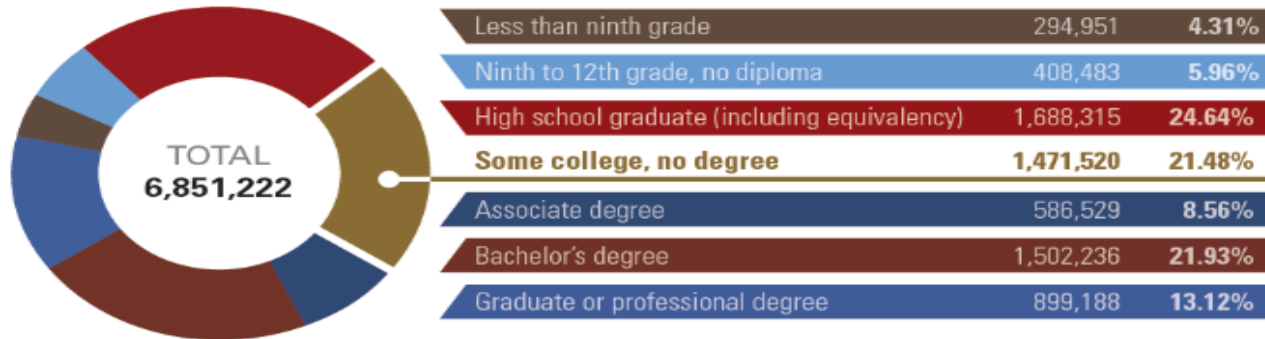
Credentials as Part of the 60 x 2025 Goal

Tracking the Trend*

Percentage of the state's working population (25-64) with a quality postsecondary credential



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



Estimated attainment of certificates: **6%**

Source: U.S. Census Bureau, 2014 American Community Survey

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

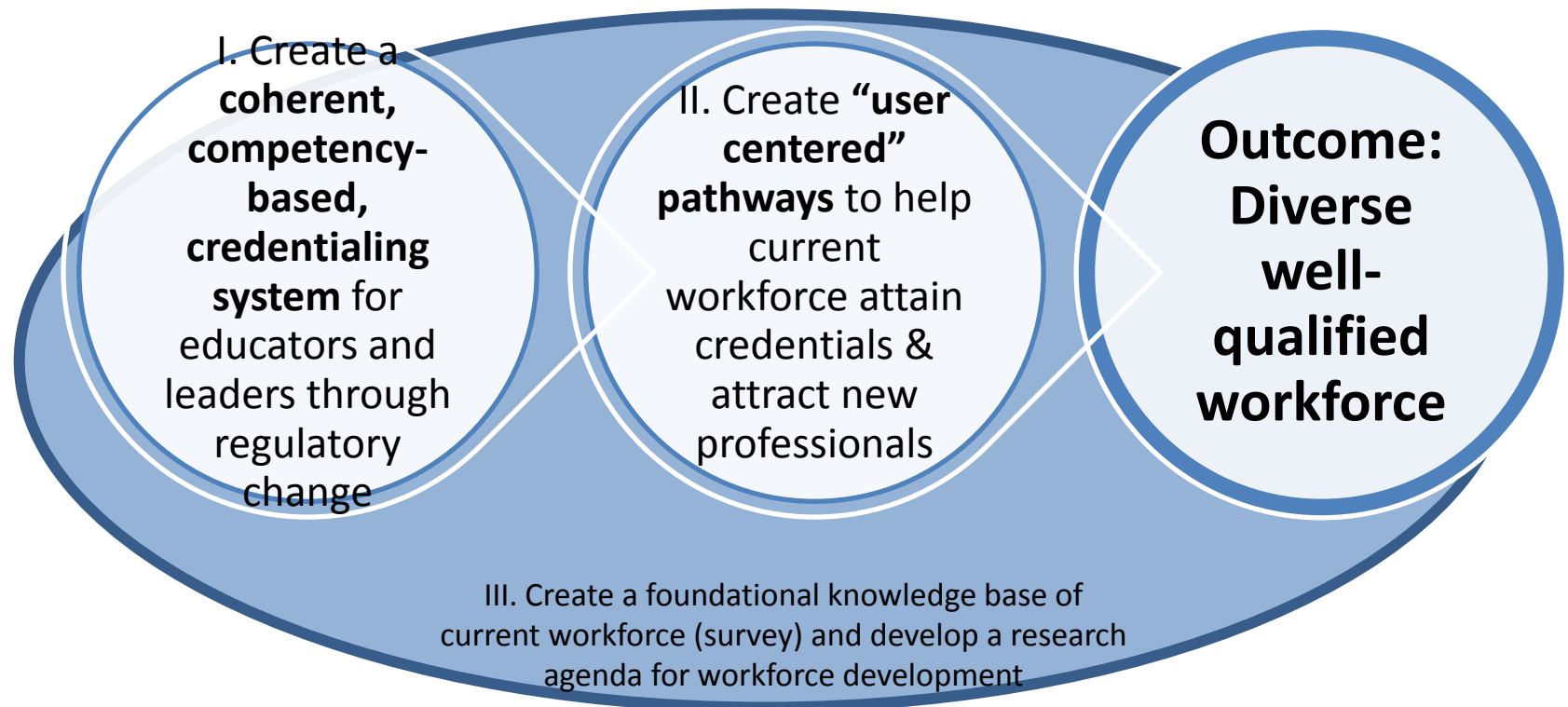
Short Term with
Clear Labor
Market Value

Accelerated
Entrance into
the Job Market

Momentum
Points

Increased
Persistence

Theory of Change



Why Competencies?

Competency
A specific range of skill, knowledge, and ability to do something successfully, being adequately or well qualified, the condition of being capable of to meet demands, requirements

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

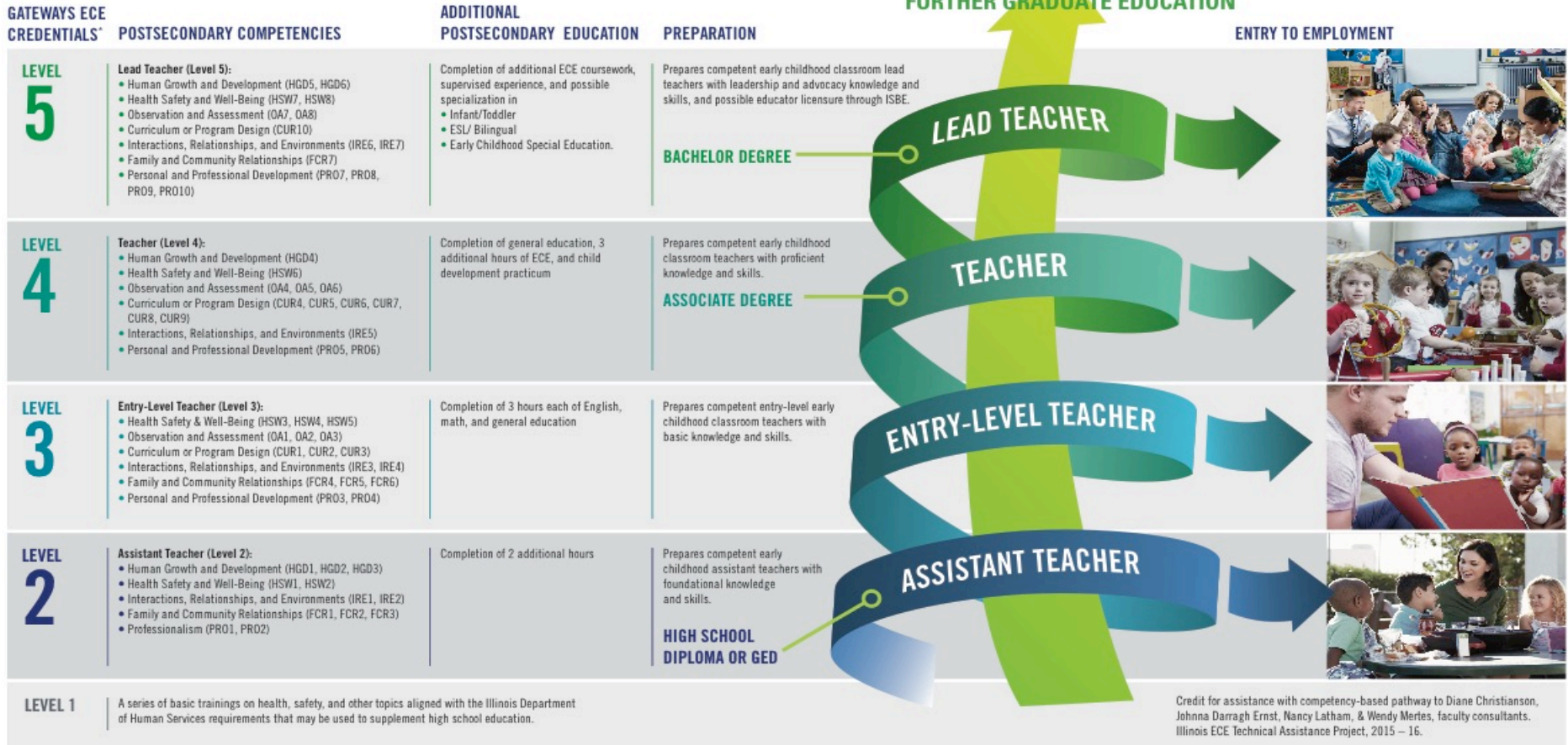
Competencies Provide: A structure for coherence across multiple systems.

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



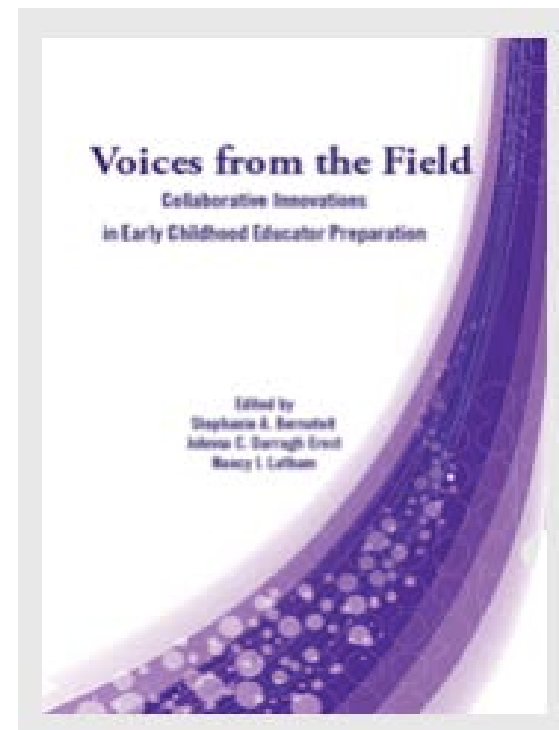
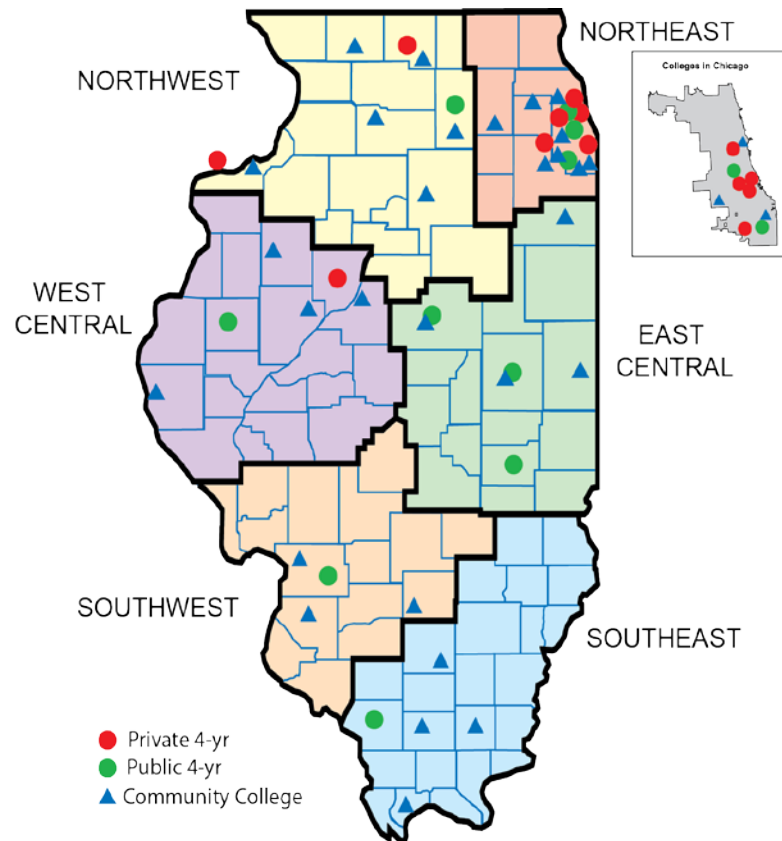
FURTHER GRADUATE EDUCATION



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



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



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



Source: White, et al (2016). Innovations for High Quality, Aligned Early Childhood Educator Preparation. Illinois Education Research Council

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
- 🍃 **ECE-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

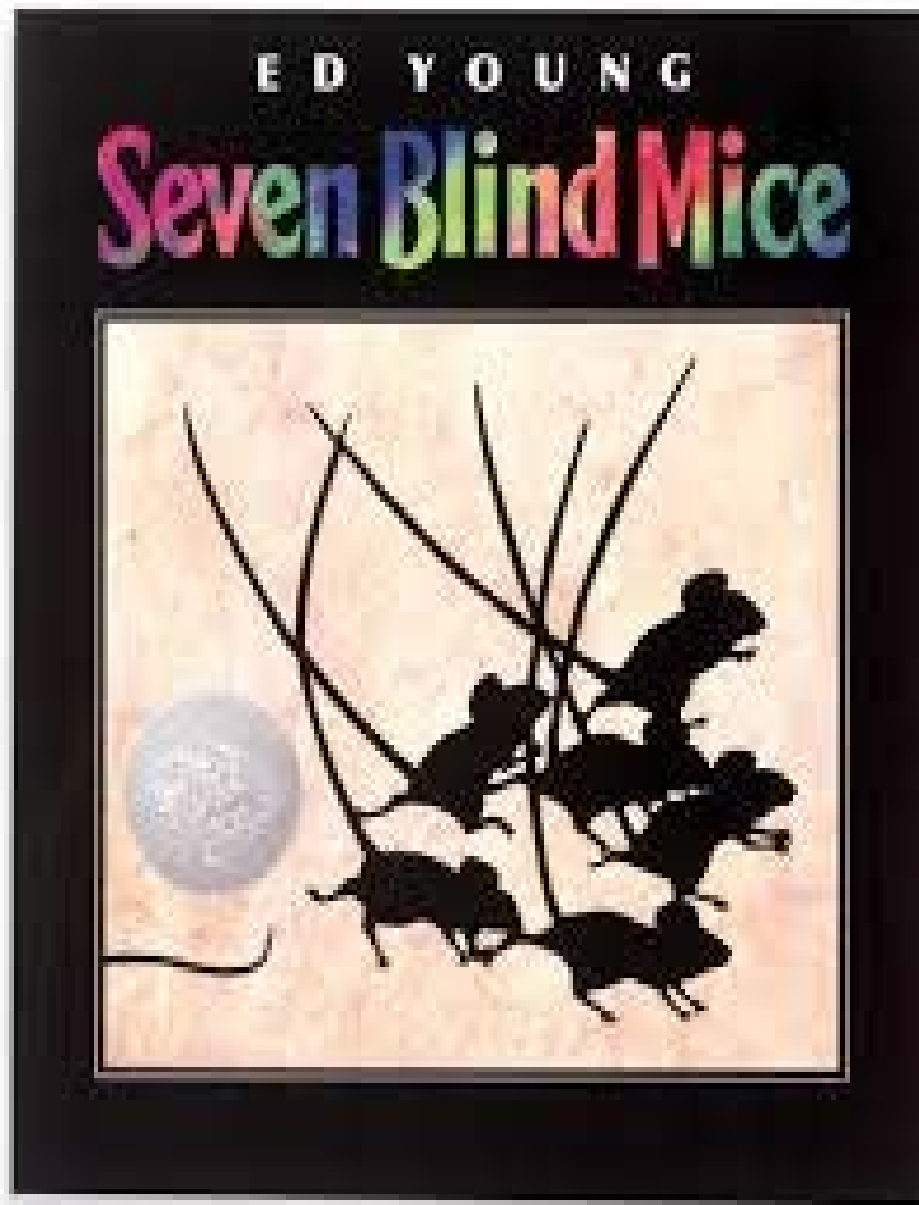
- 🍃 **Field or practical experiences** – continued input and support from ECE professionals in a wider variety of settings
- 🍃 **Assessment of prior learning for credit**
- 🍃 **Connect ECE professional development and higher education** – competencies demonstrated across both for credentialing
- 🍃 Support 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?