



Collaboration for
Early Childhood
Strong Start, Bright Future

ChapinHall
at the University of Chicago

REPORT TO THE IGA GOVERNING BOARD

ABSTRACT

The Collaboration for Early Childhood has a contract with the Village of Oak Park, Oak Park Elementary School District 97 and Oak Park River Forest High School District 200 to develop an integrated system of high-quality early childhood programs and services to benefit all children birth to kindergarten age living in Oak Park and River Forest. Data collection and use of data are integral to the Contract for Services to better understand Oak Park's and River Forest's youngest children, monitor service delivery and usage, and measure impact.

This report provides an addendum to the October 24, 2018 report to share results of our work to support the professional development of the early child workforce. The indicators for this work are on a different data collection schedule from the other indicators and so are reported in November of each year.

Submitted November 29, 2018

Progress on Indicators

System Level Outcome 2: Percent of teachers and directors in Oak Park early childhood programs who have above minimum state educational requirements for their role.

Submeasure: Percent of teachers and directors who hold or who increase their level of an Illinois Early Childhood Certificate.

All survey respondents	2016 #	2017 #	2018 #	2016 Above minimum requirements	2017 Above minimum requirements	2018 Above minimum requirements
Number (%) of directors	21	26	28	14 (67%)	19 (73%)	22 (79%)
Number (%) of assistant directors	16	6	10	10 (63%)	<10	<10
Number (%) of teachers	127	125	116	95 (75%)	113 (90%)	98 (84%)
Number (%) of assistant teachers	57	75	62	52 (91%)	66 (88%)	53 (85%)
Number (%) of early childhood professionals in Oak Park & River Forest responding to survey	221	232	216	171 (77%)	201 (87%)	181 (84%)

The Collaboration for Early Childhood's annual workforce survey was open from July through October with regular reminders and incentives to child care professionals to complete the survey. The survey was administered via email as an online form and offered on paper to those who requested it. It was also available in Spanish, although no one elected to take it in Spanish. A consultant visited most child care programs in person and made multiple communication attempts to solicit responses.

While last year we saw a 5% increase in the number of survey participants, this year we saw a decrease of 7%. We are confident that 216 was the highest possible number of survey responses we could receive.

System Level Outcome 2 continued

Illinois Early Childhood Credentials	2016	2017	2018
Have submitted a Gateways Credential Application	136 people 59%	142 people 59%	145 people 67%
Have a Gateways Illinois Director's Credential	21 people Level 1 5% Level 2 2% Level 3 2%	23 people Level 1 4% Level 2 2% Level 3 2%	27 people Level 1 8% Level 2 2% Level 3 0%
Have a Gateways Infant Toddler Credential	24 people Level 2 7% Level 3 2% Level 4 0.4% Level 5 2%	23 people Level 2 5% Level 3 1% Level 4 2% Level 5 1%	39 people Level 2 6% Level 3 5% Level 4 1% Level 5 3%
Have a Gateways Early Childhood Education Credential	86 people Level 1 10% Level 2 3% Level 3 6% Level 4 5% Level 5 13% Level 6 0.4%	104 people Level 1 13% Level 2 4% Level 3 5% Level 4 7% Level 5 12% Level 6 2%	117 people Level 1 23% Level 2 4% Level 3 7% Level 4 6% Level 5 11% Level 6 3%
Have an Illinois State Board of Education Professional Educators License (PEL)	59 people 25%	63 people 26%	45 people 21%

Across the board, it is encouraging to see an increase in the number of people who hold the credentials listed above. In particular, there was a jump in the number of people who hold an Infant Toddler Credential, which involves more requirements than the Early Childhood Education Credential.

Since Race to the Top funds ended at the end of 2017, early childhood providers now pay \$50 to apply for a credential so we are encouraged that there continues to be a high rate of people who hold credentials, which demonstrates a commitment to professional development and providing high-quality child care.

Due to cuts in the state budget, there is only one Professional Development Advisor (PDA) for the entire state for this full year. (Previously there were up to 50 PDAs for the state.) The PDA provides coaching and advice to early childhood providers on their career path and educational goals. To supplement this advice, the Collaboration's Professional Development staff offers mentoring and guidance on obtaining credentials.

System Level Outcome 3: Percent of teachers and child care providers reporting more than the state-mandated 15 documented hours of continuing professional education each year.

All License Categories	Number			Less than 15 hours			15 hours			16-19 hours			20 or more hours		
	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018
Directors	21	26	28	<10	<10	<10	<10	<10	<10	<10	<10	<10	14	15	20
Assistant directors	16	6	10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10
Teachers	127	125	116	37	29	24	22	17	15	25	20	<10	43	59	69
Assistant teachers	57	75	62	25	33	25	10	<10	<10	<10	<10	<10	19	28	25
Total	221	232	216	68 (31%)	65 (28%)	55 (25%)	37 (17%)	30 (13%)	23 (11%)	34 (15%)	31 (13%)	18 (8%)	82 (37%)	106 (46%)	120 (56%)

Licensed Centers Only	Number			Less than 15 hours			15 hours			16-19 hours			20 or more hours		
	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018
Directors	19	21	23	<10	0	<10	<10	<10	<10	<10	<10	<10	14	14	18
Assistant directors	15	6	<10	<10	0	<10	<10	<10	<10	<10	0	0	<10	<10	<10
Teachers	109	89	96	26	16	15	20	12	14	24	16	<10	39	45	61
Assistant teachers	44	57	53	12	16	17	<10	<10	<10	<10	<10	<10	19	28	24
Total	187	173	180	42 (22%)	32 (10%)	36 (20%)	34 (18%)	23 (13%)	21 (12%)	33 (18%)	27 (16%)	15 (8%)	78 (42%)	91 (53%)	108 (60%)

System Level Outcome 3 continued

The minimum requirement for staff at DCFS-licensed centers and homes is 15 credit hours per year. Staff at centers who have ExceleRate Silver or Gold ratings must have 20 or more credit hours per year.

Our goal was to look at people who previously reported less than 15 hours and see if they increased their hours over time. Fifty-five percent of people at this level increased their hours between 2015 and 2017, exceeding our goal of 20%.

We continue to be encouraged with the marked increase in the number of providers who completed 20 or more credit hours. This seems to be a sign that professionals are committing to increase their training more than is required by the state. The other side of this coin is that there is a decrease in the number of people who have a lower number of credit hours.

There were 89 people who took the survey in both 2015 and 2017. We will look more at the subset of early learning providers who have taken our workforce survey over multiple years to see how they've improved their qualifications. For instance, 43% of these providers increased the number of professional education hours in that time frame, 32% decreased their number of hours, and 25% had the same number of hours. We plan on looking at these numbers more by whether providers were employed by the centers who participated in our offerings and by other factors. We can also see where else they go for professional development. This analysis informs our coaching and mentoring work as well as our training programs.

The Professional Development Committee will look at the group of providers who took the survey over multiple years to compare credentials over time and see whether providers are working toward improving their qualifications. We will also look at where providers are receiving their professional education hours. The breakout of these data is too small to report on here.

Of all survey responders, 71% attended a Collaboration for Early Childhood workshop or training, and 81% of those who took the survey in multiple years attended our workshops or trainings.

The Collaboration has conducted this workforce survey over the past five years to report on these outcomes as a measure of the quality of child care available in Oak Park and River Forest. While the credentialing system is handled by the State of Illinois, their data has not been available to us. However, in October 2018, Chapin Hall, our research partner, received data from the Illinois Network of Child Care Resource and Referral Agencies (INCCRRA). We are excited to dive into this new source to see how it compares to our own survey. It's important that we have access to either zip code or city level data in order to understand our local environment. Over the next few months, we will conduct a crosswalk of the INCCRRA data and our own survey to determine whether we need to make adjustments to what we plan to administer in July 2019 or whether what INCCRRA provides will meet our needs to learn about and improve the early childhood workforce in our community.