



INDIANA EARLY LEARNING ADVISORY COMMITTEE

Workforce and Professional Development Workgroup

Meeting Minutes Summary

December 11, 2014

MEMBERS

Kevin Bain

Melanie Brizzi

Charlie Geier

Beckie Minglin

Tammy Veselsky

Alonzo Weems

ADVISORY MEMBERS

John Burnett

Connie Sherman

Attendees:

Pam Musick, Tammy Velesky, Kevin Bain, John Burnett, Becky Carothers, Terry Swim, Pat Clark, Ann Ruhmkoff, Dianna Wallace, Hanan Osman, Amanda Lopez, Kyle Wehmann, Christina VanOsdol

Key Topics Discussed:

1. Kevin Bain, ELAC Chairman: Welcome and comments
2. Discussion of Joint Workgroup 2015 Kick-Off Event on January 23rd
3. We are still in the “WHY” in terms of the coalition wheel, but getting close to 6 o’clock!
4. This group is embracing the strategic plan from the Indiana Professional Development Network and using strategies from Commission of Higher Ed.
5. Discussion of ELAC Glossary
6. Terry at DWD will review our datasets; he is just coming out of a 4-year study of early childhood across the nation (as principle investigator) and will have info by January.
7. The early childhood profession viewed as “highly elastic” in economist terms.
8. # 1 indicator of low quality is employee turnover and classroom turnover
9. 2005 and 2010 Workforce Data studies (for licensed and registered providers) added to Wiggi; will come out again in 2015
10. Whatever set of recommendations this group is going to make, we should be ready to make them by April, says John. We want to lift them into the June 30 report.
11. There will be some very rich data coming out in the next 6 months about the state of the workforce in Indiana
12. Dianna has asked Cheryl and Beckie about a Head Start rep for this group
13. Discussion on having longer bi-monthly meetings: This group will continue to meet together and discuss BOTH Workforce and Professional Development, the PD piece will be more of an “update” from other sources, (i.e. many in this workgroup serve on the Indiana Professional Development Leadership Committee)
14. When Higher Ed Inventory happens, we will know what data we lack and can make recommendations about how to get it.
15. Amanda discusses innovative/new business partnerships for professional development
16. Terri discusses issue in her program with what is actually needed in Higher Ed education, vs. degree constraints

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17. Becky Carothers gives update on Single Articulation Pathway Committee Report: 2-year program with Ivy Tech; still meeting workforce need and moving students into the BA degree; have to look at teacher licensing degrees
18. Literacy levels of individuals in CDA training have been an issue. BA degrees and licensing aren't required for PreK teachers in Indiana
19. Two projects with highest outcomes for PreK are in Boston, MA and OK.
20. Research says its not enough to have just a BA, the BA must be relevant and competency-based.
21. 30% pass rate for new Pearson test to get licensed to teach early education. If licensing IS required, there WILL be barriers to becoming a teacher, i.e. test too difficult, plus all other issues with point-in-time testing
22. In Indiana, *education* is one of the largest providers of services from an economic standpoint, but no one looks at education as an *industry*.
23. Teacher recruitment decline 45% in past 40 years. Teachers are retiring now and no one is taking their place.
24. Recruiting minority students is a priority for having teachers to match the students they are teaching.
25. Must use "last dollar in strategy" for funding of early education. Stakeholders must be sure we are getting the maximum use of dollars already spent and that early learning programs are working.
26. Kevin says it would be helpful to define levels of skill (low, middle, high) in terms of teaching and move the needle to show teachers as high skill, not low skill, which is the current state.
27. Discussion of 1-page info graphic: Current state and current education requirements—we WANT to show how messy this is with all of the arrows.
28. John shows us a credentialing system info graphic on his website that shows which educational requirements lead to which employment options, plus a list of the employers (High school career tracks to workforce; uses rows instead of columns.)
29. Need two visuals: Teacher education pathway, and teacher education *career* pathway: Picture of current state, then what the future SHOULD look like.
30. Discussion of a graphic displaying that "future state" is a pipe dream until the current state is seen as untenable and something is done about it. Must get stakeholders to accept this first; need to establish transparency—transparency pushes the market!
31. Three major problem areas within the early education teaching profession as it stands are qualifications, compensation, and retention.
32. Indiana does not offer nearly enough compensation to keep the best and brightest with our toddlers and infants.

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Key Questions Raised:

1. Do we want to propose ELAC Glossary definitions we know would move the field forward, or define what we already know?
2. Hanan asks what kind of PD training are we missing from Higher Ed? (This will come from the Higher Ed Inventory.)
3. Can we pull all of the Indiana Professional Development Leadership Committee info into one place so the group can see what is being done?
4. Should we find a Professional Development Committee or IYI representative for this workgroup?
5. If early education students cannot pass the test to become licensed, does this mean they are not qualified teachers? Or, simply not good at point and time testing? These are unintended barriers, consequences of licensure.
6. John asks if it would make sense to embed a series of recruitment and attainment strategies into the early education profession to better attract the best and brightest students.
7. How do we attract students into the field regardless of compensation? Student loan forgiveness? Why would the best and brightest students want to teach if salaries are NOT livable wages?
8. What is being asked of early education programs in terms of funding streams?
9. What are the big picture messages we want people to take away in terms of the current state of the early childhood teaching profession in Indiana? What graphic will make this clear across all stakeholder representation?

Action Steps:

1. All group members: Please list 3-4 key takeaways you think viewers should have after seeing a "current state" visual of the early childhood teaching pathway. *Please post these in Wiggo by Jan 16th.*
2. Dianna/Rebecca agreed to then take this feedback and draft the current state of teaching pathway visual *before the January 23rd Kick-Off Event.*
3. Dianna/Rebecca also agreed to draft a visual showing which educational requirements (high school through highest level of college) lead to which employment options, and list the names of employers; perhaps use rows instead of columns? (**John showed us a credentialing system info graphic on his website for reference.*)
4. All group members: Please read Higher Ed Inventory when it comes out—will be posted in Wiggo.

Next Meeting

Date: Thursday, February 12th 2015, 1:00 – 3:00pm. ***Please Note: All workgroups will participate in a combined ELAC Workgroup Kickoff event on January 23rd, and**



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will not meet in lieu of this meeting.

Location: at Indiana AEYC offices, 4755 Kingsway Drive, Suite 107, Indianapolis, Indiana 46205

Conference line: (800) 676-2060 **Code:** 105639

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