



Illinois Preschool Teacher Study

Assessment of Illinois Early Care and
Education Data and Research Reports

First Interim Report to the
National Institute for Early Education Research

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I. EXECUTIVE SUMMARY

In March 2004, the National Institute for Early Education Research (NIEER) awarded the Illinois Education Research Council (IERC) a contract to study the adequacy of the supply of qualified teachers in preschool programs (in both school and non-school settings) in Illinois. This first interim report presents the results of our analysis of existing data and research reports, initial results of our analysis of the pre-kindergarten (Pre-K) workforce in Illinois public schools, and our next steps based on the findings of the data audit and initial Pre-K workforce analysis.

Illinois possesses a wealth of early childcare data and existing research, each with its own strengths and weaknesses. However, the absence of a coordinated effort to collect and utilize this information has led to overlap in some instances, and data gaps in others. A comprehensive registry of early care and education programs provides a strong foundation. But other data are collected in a decentralized fashion to meet the needs of specific agency mandates and are not all available electronically. The Illinois State Board of Education (ISBE) Pre-K program (both in schools and centers) and Head Start collect data on students served in those programs. Educational qualifications for licensed family childcare providers and teachers in ISBE Pre-K (both school and center settings) are available. In addition, aggregate teacher data are available from Head Start, but do not include information on staff with qualifications other than early childhood. The ongoing Department of Human Services Salary and Staffing Survey provides another good source of information on the early education workforce in Illinois, but there are certain limitations, such as generalizability and the concern about the accuracy of directors' reporting, that may call for constraint in interpretation.

Our review of recent research reports and special projects revealed that considerable work has been accomplished in the past three years that can provide a foundation for assessing the current and future demand for preschool education in Illinois. The findings on the number and characteristics of teachers in various early care and education settings are scattered. However, they are still useful in examining provider education qualifications. Finally, we note that none of the studies we reviewed gave consideration to the reserve pool of Early Childhood (Type 04) certificants as a potential supply of qualified educators, if requirements and working conditions are changed.

To address how data collection might be improved to more closely monitor the current and changing characteristics of the preschool workforce, we provide the following suggestions:

1. **Enhance the current administration of the Salary and Staffing Survey** by increasing response rates and undertaking a verification study of non-responders. This approach provides an immediate opportunity to improve the collection of workforce data at modest additional expense.
2. **Design a “common core of data”** to be collected from all licensed family and center providers. Developing a set of common data definitions to be used across surveys would be useful. This approach might enable responders to provide one set of data that could be used for various reporting needs. But a universal collection effort is ambitious and, with

12,000 licensed providers, costly. And without full compliance, the data may still not give a comprehensive picture of the population of providers.

3. **Coordinate and expand the collection of individual-level teacher data through an on-line data-collection process.** The Teacher Service Record system could provide an initial model for expansion to ISBE Pre-K programs in non-school settings. As experience is gained, the costs and benefits could be assessed before considering an expanded system that included other providers.

Results from our initial analysis examining the pre-kindergarten (Pre-K) workforce in Illinois public schools revealed potentially 8,000 or more individuals who may represent a reserve pool of qualified teachers who might be available to teach at the preschool level if working conditions were right. Some will already be employed in preschool settings outside of the Illinois public schools, while others might consider becoming or returning to preschool teaching under the changed conditions (such as competitive salaries and benefits).

Based on our analysis of the landscape of the existing data and research projects, we have chosen not to replicate or fine-tune the good information that is currently available with another survey of center directors and teachers. Instead, we intend to pursue the following agenda over the next 18 months:

1. We plan to work closely with the next Salary and Staffing Survey administration to provide incentives for participation and suggestions for improving the survey. We will suggest that a verification check of the 2005 Salary and Staffing Survey be conducted by examining differences between respondents and a sample of non-respondents.
2. We plan to conduct further analyses using the Teacher Service Record (TSR) and the Teacher Certification Information System (TCIS) datasets to study the full range of certifications earned by Pre-K teachers in greater detail.
3. We plan to examine the currently qualified pool of early education teachers through a survey of a random sample of Early Childhood Education certificants. This will help Illinois understand whether and where those individuals are participating in early education beyond the Illinois Public Schools, and under what circumstances others might choose to return to the field.
4. Our project will culminate with a final report of the study findings in March 2006.

This research is supported by the National Institute for Early Education Research.

II. INTRODUCTION

In March 2004, the National Institute for Early Education Research (NIEER) awarded the Illinois Education Research Council (IERC) a contract to study the adequacy of the supply of qualified teachers in preschool¹ programs in Illinois. The research plan included an audit of data availability that would inform our next steps. We thank Dawn Ramsburg² for the initial inventory and analysis of data availability and research reports. Section III of this report describes the various sources of data and published research reports and special projects currently available regarding Illinois preschool. We assess the strengths and weaknesses of these data with regard to the purposes of our proposed research. In Section IV, we summarize the results of our data audit and provide suggestions to improve data collection regarding the early childhood education workforce. Section V includes the results of our initial examination of Illinois Early Childhood (Type 04) teaching certificants. Finally, we describe our next steps in the research plan based on the findings of the data audit and initial analysis of Illinois Early Childhood certificants.

¹ Throughout this report the term “preschool” will be used to refer to children ages 3-5 who are not yet in Kindergarten. The term “Pre-K” will be used to refer to preschool age children in ISBE Pre-kindergarten, and the term “early childhood education” will refer to the education and care of all children ages 0 through 5.

² Until August 2004, Dr. Ramsburg was coordinator and co-investigator for early education research programs at the University of Illinois Urbana-Champaign. She is currently a SRCDC Policy Fellow at the Child Care Bureau, U.S. Department of Health & Human Services, in Washington, DC.

III. REVIEW AND ASSESSMENT OF ILLINOIS EARLY CHILDHOOD DATA AND RESEARCH REPORTS

Illinois has a wide variety of data collection activities in place regarding the state’s early childhood education system. Agencies and organizations that collect data as part of this system are described in this section of the report, organized by the following categories:

<p>Data Sources</p>	<ul style="list-style-type: none"> ◆ Head Start ◆ Illinois State Board of Education – Early Childhood Division ◆ Illinois State Board of Education – Teacher Certification Information System and Teacher Service Record ◆ Illinois Department of Children and Family Services ◆ Illinois Network of Child Care Resource and Referral Agencies ◆ Illinois Department of Human Services ◆ PreSchool Owners/Illinois Child Care Association ◆ Illinois State Board of Education Illinois Early Learning Project ◆ Illinois Association for the Education of Young Children ◆ Illinois Postsecondary Education
<p>Research Reports and Special Projects</p>	<ul style="list-style-type: none"> ◆ <i>Who’s Caring for the Kids.</i> (2001). The Center for Early Education Leadership, National-Louis University. ◆ <i>The Cost of Universal Access to Quality Preschool in Illinois.</i> (2003). Institute for Women’s Policy Research. ◆ <i>Moving Towards a System: A Statewide Early Childhood Care and Education Needs Assessment for Illinois</i> (2003). The Illinois Facility Fund. ◆ <i>Staff Qualifications of Lead Teachers in Early Childhood Classrooms.</i> (2004). The Center for Early Childhood Leadership, National-Louis University. ◆ <i>2003 Report on Illinois Child Care.</i> (2004). Illinois Department of Human Services, Bureau of Child Care and Development. ◆ <i>Highlights of the Illinois Child Care Survey,</i> (2002). Human Services Policy Center, Evans School of Public Affairs, University of Washington. ◆ <i>Financing Access to High Quality Early Care and Education for All of Illinois’ Children.</i> (2004). Human Services Policy Center, Evans School of Public Affairs, University of Washington. ◆ <i>Illinois Salary and Staffing Survey of Licensed Child Care Facilities, FY 2003: Draft Report.</i> (2004). The University of Illinois for the Department of Human Services. ◆ <i>National Pre-Kindergarten Center Survey of Teacher Preparation Programs.</i> (in progress). The National Pre-Kindergarten Center, Frank Porter Graham Child Development Institute, University of North Carolina-Chapel Hill.

A. Data Sources

A.1. Head Start

Head Start and Early Head Start are comprehensive child development programs that serve children from birth to age 5, pregnant women, and their families. They have the overall goal of increasing the school readiness of young children in low-income families. The Early Head Start program serves infants and toddlers (birth to three-year olds) and, therefore, is not included in this assessment.

Data

Head Start and Early Head Start funds are distributed to licensed center- and home-based childcare programs. These programs must complete the annual Head Start Program Information Report (PIR). A separate PIR must be completed for each grantee and each delegate agency. As of 2003, all programs must submit the PIR electronically.

The PIR contains the following information relevant to the current study:

- Program contact information
- Enrollment and program options (number of children enrolled by type of program, program operation schedules, etc.)
- Program staff and qualifications
 - Total number of staff and volunteers
 - Qualifications of child development staff (teachers, assistant teachers, home visitors, and family childcare teachers)
 - Average annual teacher salary by level of education
 - Average annual salary of direct child development staff
 - Race/Ethnicity and language of child development staff
 - Teacher turnover

Strengths

Information from the Head Start database is available electronically for all participating licensed center-based programs. Teacher education levels are available. Head Start data can be separated from Early Head Start data. The data collection process is centralized and appears to be user-friendly. Numerous standard reports are available to facilitate data analysis.

Weaknesses

Data for teacher qualifications are reported by program directors, which may decrease accuracy. Data for staff degrees in fields other than early childhood or related field are not collected.

A.2. Illinois State Board of Education – Early Childhood Education Division

The Early Childhood Education Division of the Illinois State Board of Education (ISBE) administers programs that focus on children from birth to eight years old, early intervention for at-risk students, pre-kindergarten programs, early literacy, and partnerships among schools,

communities and service providers. For purposes of this assessment, the Pre-Kindergarten (Pre-K) Program for Children at Risk of Academic Failure is of primary interest. The Pre-K program serves children who are determined through a screening process to be at-risk of academic failure. Public school districts, university laboratory schools, charter schools, and area vocational centers are eligible to apply for the Early Childhood Block Grant (ECBG). As of FY 2004, childcare centers are also eligible to apply if they meet the program requirements. Starting in FY 2004, \$30 million in new funds each year for three years are slated to expand the number of at-risk three- and four-year olds served by about 40%, to more than 75,000 children.

Data

ISBE maintains a contact list of its grantees and the information is publicly available (http://isbe.net/earlychi/pdf/block_grant_contact.pdf).

The ISBE Early Childhood Division conducts site visits every three years to monitor programs and to provide support to newly funded programs. In addition, individual-level data are collected annually on employees in the Pre-K programs, including employee name and information on salary, benefits, certification, position, and program region. Due to lack of resources, ISBE has not entered these data into an electronic database for the past two years.

The ISBE Data Analysis and Progress Reporting Division collects site information on its grantees through hard copy. Every three years, ISBE is required to submit a Program Evaluation Report to the Illinois General Assembly. The last report available is for FY 2003 (http://isbe.net/research/pdfs/prek_evaluation.pdf). The report is based on data collected through:

- Pre-Kindergarten Student Record which collects individual-level data on the characteristics of students served, their status and performance.
- Pre-Kindergarten Program Record that collects data on program characteristics.
- Pre-Kindergarten Follow-Up Report that collects data to measure performance of participating children in succeeding school years.

From these hard copy reports, ISBE tracks, among other things, the number of full-time equivalent (FTE) teachers employed by ISBE funded Pre-K programs (both in school and community settings). The FY 2003 Program Evaluation Report indicated that ISBE Pre-K programs employed the equivalent of 1,637.1 full-time teachers. Since FY 1999, all teachers in this program are required by law to hold an Early Childhood Education certificate.

Strengths

Up-to-date grantee contact information is readily available. ECBG reporting will be extended to non-school settings that receive state funding as of FY 2004. Collection of individual-level data are useful for more detailed analyses.

Weaknesses

Early Childhood Division data are not available electronically and not coordinated with data collected by other ISBE divisions (i.e., the Teacher Service Record).

A.3. *Illinois State Board of Education - Teacher Certification Information System and Teacher Service Record databases*

The Data Analysis and Progress Reporting Division at the Illinois State Board of Education maintains the Teacher Certification Information System (TCIS) and the Teacher Service Record (TSR) databases.

Data

The TCIS database contains information for all individuals receiving an Illinois teaching certificate. The data relevant to this study include:

- Type, status and issue date for all certificates
- Type, status and issue date for all endorsements
- Certification test results
- Demographic data

The TSR database contains information on all full- and part-time paid personnel in Illinois public schools, including employees in a certificated position, who possess or have applied for a certificate for teaching, administration, or school service personnel issued by ISBE. The data relevant to this study include:

- Current place of employment
- Salary
- Percent of time and number of months employed
- Years of experience
- Main position or job title
- Highest and lowest grades served
- Teaching assignments(s)
- Demographic data

Strengths

The IERC already has experience with the TSR and TCIS databases, and has them in hand through SY2003 through a shared data agreement with ISBE. We had earlier invested to have an outside contractor reformat the TCIS files for research purposes. Data on IPS teachers and all state certifications are available at the individual level. It is possible to do analysis at various geographic levels within the state.

Weaknesses

Data are collected for administrative purposes and are thus quite difficult to use as a research database. Employment data are only available for those in the Illinois public schools.

A.4. Illinois Department of Children and Family Services

The Illinois Department of Children and Family Services (DCFS) is responsible for setting standards and licensing (or exempting from license) childcare centers, homes, group homes and childcare agencies in the state. DCFS maintains a database of all licensed childcare programs in the state. Illinois has about 2,900 licensed centers, 10,000 licensed homes and 300 licensed group homes with a combined capacity to serve more than 260,000 children.

Data

The DCFS computerized system for tracking licensed childcare facilities contains the following information:

- Provider ID
- Facility name
- Facility contact information
- County code
- Provider type
- License effective date
- License status
- Licensed day capacity
- Licensed night capacity
- Hours of operation
- Minimum age licensed to care for
- Maximum age licensed to care for

Strengths

Database of all licensed centers are centrally tracked through DCFS. The database provides an unduplicated count of licensed and license-exempt facilities.

Weaknesses

Licensed facilities can operate at more than one site, so this database does not provide a count of licensed sites. Program level and individual level data on staff (e.g., employment history, educational background) are collected as part of the licensing process, but these data are not centrally located nor in electronic form. Data are not updated on a regular schedule, although this is reportedly improving.

A.5. Illinois Network of Child Care Resource and Referral Agencies (INCCRRA)

The Illinois Department of Human Services oversees INCCRRA and the statewide network of 17 childcare resource and referral (CCR&R) agencies. Each CCR&R determines eligibility for the childcare assistance program and processes payments to providers, in addition to the following services:

- Providing parents of all income levels with consumer education and referrals to childcare options in their communities;

- Delivering training and technical assistance to all legally operating providers in order to improve the quality of care offered;
- Helping to develop new childcare resources in communities where they are needed;
- Assembling and maintaining a database of childcare providers and programs; and,
- Recording and analyzing data on childcare supply and demand to support community capacity building.

Data

The INCCRRA database is a comprehensive statewide registry of licensed childcare programs (centers and family childcare homes) that is regularly updated. Program and funding information are maintained for each childcare program. Education level data are included for family childcare providers only; individual-level data (e.g., education, experience) for center staff are not available. Information on student capacity and enrollment by age is also available. Each local CCR&R database is merged by INCCRRA quarterly into a statewide database. All licensed childcare programs are required to be listed in each local database. Many of the state Pre-K programs are also listed in this database, even though they are exempt from licensure. The statewide database contains approximately 15,500-16,000 childcare centers and homes (licensed and license-exempt), with about 400,000 available spaces for children.

INCCRRA also collects and manages three other statewide databases of childcare provider activities and programs, namely the T.E.A.C.H. Scholarship database, Great START database, and a provider training database. These databases include individuals who have voluntarily applied and qualified for scholarships or wage supplements, or who have attended professional development activities. INCCRRA has future plans to create a comprehensive registry of individual childcare practitioners and to produce transcripts of individuals' training activities that can be used for licensing documentation, but this system is not currently in place.

Strengths

Registry information can be utilized as the population listing of licensed childcare centers. The database contains individual-level education information for family childcare providers. Data are available upon request with a 2-3 week turn-around.

Weaknesses

The database is limited in that it cannot account for all possible designations a center-based facility may have due to multiple funding streams. The INCCRRA database uses the DCFS licensing status as the unit for listing a facility. However, a single licensed facility may operate in more than one site. In addition, a full-time center-based program may collaborate with Head Start to deliver part-day Head Start services in its facilities. This presents a problem in determining how to list this facility in the database. So, when using this database, it is important to cross-reference the center listings with listings from Head Start and ISBE grantees to check for duplication and/or missing programs.

A.6. Illinois Department of Human Services

The Illinois Department of Human Services (IDHS) administers the Child Care Assistance Program (CCAP), which is funded by the federal Child Care and Development Fund (CCDF). The purpose of the program is to ensure that low-income parents have access to affordable childcare so they can remain in the workforce. Parents can access assistance in paying for childcare through CCAP either by being found eligible for a childcare voucher (certificate) or by enrolling their children in childcare programs that hold contracts with IDHS (site-administered childcare programs).

Data

CCAP application data are entered into the Child Care Tracking System (CCTS), a mainframe computer tracking system. The CCTS contains the following information on providers caring for subsidized children:

- Contact information
- Type of care
- License status
- Maximum subsidy rate eligible to receive

A.7. PreSchool Owners/Illinois Child Care Association (PSO/ICCA)

PSO/ICCA is comprised of licensed proprietary early education childcare programs in Illinois. As of June 2004, PSO/ICCA had 187 members. These members were primarily private for-profit programs with some small private chains (4 to 15 centers). PSO/ICCA is part of the National Child Care Association which serves licensed, private early childhood care and education programs. PSO/ICCA collects the information (e.g., contact information, licensed capacity, ages served) on its members through its membership application. Their data are available upon request via a data sharing agreement. Because all of the PSO/ICCA programs are licensed, they should be included in the INCCRRA database described earlier. To ensure completeness, the two registries could be cross-referenced.

A.8. ISBE Illinois Early Learning Project

The Illinois Early Learning Project is funded by the ISBE Early Childhood Division. A major activity of the Illinois Early Learning Project is to create and maintain a web site (www.illinoisearlylearning.org) that delivers high-quality resources that respond to the early learning information needs of parents and educators in Illinois. The Illinois Early Learning Project maintains a mailing list of 39,000 organizations and individuals that identifies the types of early childhood audiences that exist in Illinois. The mailing list is updated annually, coded by organization type, and is available with a data sharing agreement upon request.

A.9. *Illinois Association for the Education of Young Children*

The Illinois Association for the Education of Young Children (IL AEYC) is composed of individual members of the National Association for the Education of Young Children (NAEYC) who have representation through a local Illinois affiliate chapter. As of June 2004, Illinois AEYC had 3,931 members. The Chicago Metro AEYC is the largest affiliate with almost half of the statewide members (1,891). Members included early childhood teachers (47%), early childhood directors/administrators (26%), trainers/educators (19%), students (11%), and family childcare home providers (7%). Membership data on individuals are collected at the national level and then compiled and made available to state and local affiliates. Based on monthly reports produced by NAEYC, IL AEYC is able to report contact information, professional role, age group the member works with, and education level regarding their membership. With approval from the IL AEYC, membership data can be shared for research purposes. However, as a voluntary membership organization, these data are not representative of the early education workforce.

A.10. *Illinois Postsecondary Education*

There are 39 community college districts (48 colleges) covering the entire state. Of those, 37 offer early childhood education and/or child development curricula. The only degree offered is the Associate of Applied Science – a non-transfer degree. However, there is a current effort to design and implement a transferable Associate of Arts in Teaching degree in Early Education. The seven City Colleges of Chicago (CCC) have embarked on a two-year initiative to enhance their child development degree programs.

There are 84 public and private four-year colleges and universities in Illinois. Of those, 27 public and private universities offer early childhood education and/or child development programs.

Data

Public two-year and four-year institutions participate in the Shared Enrollment and Graduation Data System that is coordinated through Southern Illinois University Carbondale. Data are provided annually at the individual student level. Information includes the program in which the student is enrolled, using the national Classification of Instructional Programs (CIP) coding system, and demographic information. Degree/certificate information is also provided at the student level by approved program/major CIP. Several private institutions of higher education also participate in this data system. Summary reports are available through the IBHE and ICCB websites.

The City Colleges of Chicago collect an extended array of demographic information on its students, including family income, marital status, number of children and employment status, and educational intent. Data are available upon request.

Through the U.S. Department of Education, the national Integrated Postsecondary Education Data System (IPEDS) is used to collect data from each postsecondary institution, including aggregate information on enrollments and degrees conferred by CIP. Data are usually available with about a two-year lag.

Colleges of Education also participate in the Teacher Data Warehouse that is managed by the University of Illinois at Urbana-Champaign. They provide student enrollments in teacher preparation programs and graduation data from these programs. Data from the Teacher Service Record is added to the Warehouse and participating institutions receive information about the post-graduation employment of their graduates in Illinois Public Schools.

Strengths

Longitudinal data are available on enrollments in and graduation from academic programs related to early education training.

Weaknesses

The shared enrollment and graduation system does not include information from all of Illinois' postsecondary education institutions. Data from the Teacher Data Warehouse are available only to participating individual institutions.

B. Research Reports and Special Projects

The following research reports and special projects are presented in chronological order of publication.

B.1. Who's Caring for the Kids

The Center for Early Childhood Leadership, National-Louis University, Wheeling, Illinois. June 2001.

Valerie Dawkins Krajec, Paula Jorde Bloom, Teri Talan, Douglas Clark.

Funded by The McCormick Tribune Foundation.

Methodology

Uses existing data from INCCRRA, DHS, ISBE and 18 other state and national reports from 1994-2001 and three new statewide surveys:

- Early Childhood Workforce Survey collected current information on compensation and turnover. Phone interview with program directors at 146 Head Start Programs, 450 ISBE programs, 85 private and public profit and not-for-profit programs, 30 corporate-sponsored programs, and 7 large nonprofit agencies in Chicago. Data are collected by child age group (infant/toddler; preschool; school-age) on number of employees, turnover, salary range, minimum educational requirements and funding. A total of 4,125 teachers and administrators were represented in the data collection.
- The "What's in a Name" survey, dealing with early childhood nomenclature, was sent to 2,250 teachers, administrators and support staff in 150 programs in December 2000. Another 175 surveys were sent to providers and others attending a conference in Chicago in January 2001. In all, 137 centers responded. A total of 1,084 responses were used in the data analysis.

- A Pre-K survey assessing ISBE Pre-K teachers’ career decisions was sent in January 2001 to 900 (557 returned) pre-kindergarten teachers and assistant teachers in 450 Pre-K programs across the state.

Key Findings

- Children in formal and informal early childhood settings (N=660,000): 50% (330,000) in relative and/or unlicensed care; 37% (240,000) in DCFS-licensed care; 5% (35,000) in Head Start; 8% in ISBE PreK (55,000).
- Children in formal early childhood settings by funding source (N=330,000): 72% (240,000) tuition/parent fee programs (including 50,000 low income children receiving IDHS subsidies and 66,000 children in licensed family childcare homes).
- This report estimates the cost of high quality childcare to be \$14,994, calculated as follows: \$3,268 for ISBE Pre-K + 15% local contribution × 3 (to move from a 3 hour day to a 9 hour day) × 1.33 (to move to full year service).
- Eighty percent of ISBE Pre-K teachers who had interviewed for private early childhood education jobs indicated salary was the deciding factor in their choice of work.
- Turnover varies widely, from 7% in ISBE Pre-K to 17% in private nonprofit, and 40% in private for-profit programs in Illinois.
- Fewer than 1/3 of current practitioners feel that a BA should be a prerequisite for teaching in early childhood – most think an AA is sufficient for lead teachers, but that a BA should be required for coordinating the curriculum and monitoring teachers.
- Average hourly wage (including benefits) for early childhood teaching staff by funding source:

IDHS-Subsidized Parent Fee	\$8.21 (\$17,077 per year)
Tuition / Parent Fee	\$9.76 (\$20,300 per year)
Head Start	\$12.32 (\$25,626 per year)
ISBE PreK	\$26.72 (\$55,578 per year)

Strengths

This study provides helpful overviews of the national growth of early childhood education and the scope of current (2001) family and group home childcare, and center- and school-based programs and enrollments in Illinois. It clearly documents the regulatory oversight for early childhood programs in Illinois, requisite qualifications and child utilization by funding source. The report documents the availability of higher education programs and support programs (i.e., T.E.A.C.H and GreatSTART). The researchers contacted nearly all Head Start and ISBE Pre-K program directors for this study. The report contains a helpful summary of findings, recommendations, and action steps.

Weaknesses

Most of the narrative discusses 0-5 year children in the aggregate. It is therefore difficult to extract information relating solely to preschool (3 and 4 year olds). The report combines data

from a variety of sources and it is sometimes difficult to track the comparability of data. The report does not indicate how the samples of non-Head Start/non-ISBE Pre-K centers were selected and whether they are representative of the types of centers for which data are presented.

B.2. The Cost of Universal Access to Quality Preschool in Illinois

Institute for Women’s Policy Research, Washington, D.C. 2003.
 Stacie Carolyn Golin (IWPR), Anne W. Mitchell (Early Childhood Policy Research) and Margery Wallen, (Governor’s Task Force on Universal Access to Preschool, Illinois).
 Funded by John D. and Catherine T. MacArthur Foundation.

Methodology

Existing data were used to estimate current use of childcare for families with 3- and 4-year olds. The study estimated the direct costs and indirect (infrastructure) costs of early childhood education in Illinois. Data used include Current Population Survey (1999-2001 averaged) of the March Demographic survey to get a large enough sample size for estimates, which were confirmed with state birth records. The report suggests using 2000 Census microdata (PUMS) when they become available. The report states that under a ‘universal’ program, a 70% participation could be anticipated using Georgia’s and national experience. Program assumptions for Illinois include 50% participation of 3-year olds with 42% of that group needing full-year service, and 60% of 4-year olds with 60% of that group needing full-year service.

The report provides three models for budgeting costs using three program configurations. Costs include also indirect costs of technical assistance, program monitoring, professional development for current staff, evaluation, and administration.

Formulae used to calculate costs were:

- Total Annual Direct Service Costs = ((Total number of estimated 3- and 4-year olds participating in program × percent of total participating children being phased in) × (per-child-hour cost) × (number of hours per day) × (number of days per year)) + ((Number of children being phased in) × classroom material cost per child))
- Total Annual Indirect Costs = (Technical assistance costs × number of new enrollments) + (monitoring costs × number of children enrolled) + (classroom assessment materials costs × number of children enrolled) + (annual portion of total spending for professional development) + (annual portion of total spending for classroom assessment training for teachers) + (annual portion of total spending for children’s school readiness assessment) + (annual portion of total spending for evaluation) + (annual government office staff costs)

Key Findings

	Universal Preschool Cost (per-child-hour)	Current Annual Allocation (per-child-hour)	Difference (per-child-hour)
Childcare ^a	\$4,208 (\$6.78)	\$1,280 (\$2.06)	\$2,828 (\$4.72)
Head Start ^b	\$2,176 (\$4.84)	\$838 (\$1.86)	\$1,338 (\$2.97)
ISBE Pre-K ^c	\$3,419 (\$7.60)	\$2,654 (\$5.90) ^d	\$765 (\$1.70)

^a IDHS (1999) and Who’s Caring for the Kids? (2001)

^b Head Start PIR State Level Summary for IL (2001)

^c ISBE (2001)

^d State allocation (2000-01)

- Staffing requirements and costs:
 - At least one BA-level teacher with Type 04 certification in every preschool for at least 2.5 hours per day, paid at the average for an IL elementary school teacher (\$44,431 in 1999-2000).
 - A program director paid the average for an IL principal (\$77,529 in 1999-2000).
 - A MA-level family resource coordinator for every 4 classrooms, paid \$45,000 annually (based on Speech Specialist salary in public schools, since both jobs require a similar level of education).
- Technical assistance: \$49.58 per child cost.
- Monitoring: \$74,373 salary and benefits for each additionally needed staff person (one new staff person needed for every 50 programs).
- Professional development: one BA teacher with Type 04 certification (Early Childhood Education) in every classroom for 2.5 hours; one teacher for every 40 students. Project costs for meeting needs with newly trained/upgraded staff to total \$31M.
- Evaluation: \$6M over six years beginning in 4th year of program, plus student assessment. Total cost \$10M.
- Administration by a state-level staff council: \$400,000 annually.
- Total cost \$440.8M in year 10 for full participation of projected population.

Strengths

Report is clear about assumptions and calculations. The approach is consistent with Illinois budgeting approaches and the assumptions of models for calculation purposes can be modified quite straightforwardly.

Weaknesses

The report assumes that all increases in employment of qualified teachers will have to come from the production of new certificants. Salary assumptions based on average Illinois public school teachers and Illinois public school principals may lead to higher cost estimates than may be needed to attract qualified applicants under the different program scenarios.

B.3. Moving Towards A System: A Statewide Early Childhood Care and Education Needs Assessment for Illinois

Illinois Facilities Fund. November 2003.

Methodology

This study used the INCCRRA database of licensed and license-exempt centers and licensed homes as of January 2003, IDHS license-exempt certificates in use in September 2003, ISBE Pre-K providers in December 2002, Head Start delegates, December 2002, and US Census data (1990 and 2000 population and housing) to measure the number of childcare ‘slots’ available compared to expected demand.

- The study assumes that full-day, full-year childcare is the model of care needed by working parents—part-day slots are reported only when used in collaboration with other programs to create full-day slots.
- Four different components are used (for all working families regardless of income, subsidized childcare, Head Start, and ISBE Pre-K); assessment broken down geographically into municipalities with a population of 30,000 or greater (66 in IL), urban counties (containing a municipality of over 30,000) and rural counties.
- Demand:
 - measured for children from birth to 5 and broken down into birth-3 and 3-5
 - determined by labor force status of parents (from Census data) and depends on the assumptions presented in the table below (based on figures from the Urban Institute’s 1990 *National Child Care Survey*):

Family Type	Percentage eligible under plan who would demand childcare (Target Families)	
	All-Income Plan	Subsidized Childcare Plan
2-parent family, both employed	48%	69%
2-parent family, one employed	0%	0%
1-parent family, employed	71%	100%
1-parent family, unemployed	50%	50%

- Potential demand is determined by multiplying the percentage of target families (displayed above) by the number of eligible children (which includes: all children in target families for all-income plan, and children from target families with 50% or less of the 2002 state median income for the subsidized childcare program).
- Supply: Details are provided for each of the four components described above.

Key Findings

- If free childcare were to be available for all families (regardless of income): There is current capacity to provide a 62% service level statewide for 3-5 year olds (70% in municipalities).

- Under a model of full-year subsidized care (defined as those with 50% or less of state median family income, or 120,482 children aged 0-5; assumes slots are used only by those needing subsidized care): There is current capacity to provide a licensed service level of 107% for 3-5 year olds (101% for municipalities).
- Head Start: There are 38,045 slots for 83,838 eligible children (defined at 100% of federal poverty level) for a current service level of 45%, 47% in municipalities. Of the slots provided, 67% are full-day service (75% in municipalities).
- ISBE Pre-K: 54,590 slots are available for 162,059 eligible children (using income conditions only, defined at 185% of federal poverty level) for a 34% service level. Municipalities at 31% service level.

Strengths

This report provides a straightforward methodology for measuring childcare slots available and possible demand. Analyses extract 3-5 year olds from other subgroups, which is helpful.

Weaknesses

The report is not intended to measure teacher supply or quality of care. It assumes that children with a parent at home do not need an early educational experience outside the home.

B.4. Staff Qualifications of Lead Teachers in Early Childhood Classrooms

The Center for Early Childhood Leadership, National-Louis University. Winter, 2004.

Methodology

Researchers evaluated the staff qualifications of 365 lead teachers (defined as the person with the highest education level who is regularly assigned to teach a group of children) in 67 center-based, full-day, early childhood programs in Illinois. The sample was drawn from licensed childcare centers in Cook (Chicago), Cook (suburban), Jackson, Madison, McLean and Winnebago counties. These counties were targeted because they included urban, suburban and rural geographic regions of the state. A random stratified sample of 176 centers was selected, and 124 centers were contacted. A total of 67 centers agreed to participate in the study, which included an on-site interview with the program administrator and a review of documents, including staff transcripts.

Key Findings

- In 44% of classrooms, the lead teacher had a minimum of a bachelor's degree.
- Approximately 60% of classrooms had a lead teacher with a minimum of 21 semester hours of specialized training in early childhood education.
- Lead teachers in accredited (NAEYC) programs were more qualified than lead teachers in non-accredited programs.

Strengths

The research approach of reviewing teacher transcripts provides a reliable estimate of teacher qualifications. The researchers define the lead teacher differently than other surveys (the person with the highest qualification in the classroom is defined as the lead teacher) and thus can

provide important additional information about teachers' education levels. The purposeful sampling of counties to ensure representation for urban, suburban and rural geographic regions helps to build some generalizability to other similar counties/settings.

Weaknesses

Results would need to be weighted to represent the distribution of these regions and their populations across the state in order to be generalizable to the state level. Further, it is not known whether centers that chose not to participate in the study were systematically different from those that did participate.

B.5. 2003 Report on Illinois Child Care

Illinois Department of Human Services, Bureau of Child Care and Development. April 2004.

Methodology

The Illinois Department of Human Services compiled and analyzed data from the CCR&R database of childcare providers and the DHS Child Care Tracking System (CCTS) to produce this required annual report. Additional required information was also gathered from follow-up surveys and interviews with 23% of families who contacted the CCR&R for referrals to childcare programs. In FY 2003, 7,711 families were interviewed.

Key Findings

- In FY 2003, there were 12,718 licensed facilities listed in the CCR&R registry, comprised of 9,495 licensed homes (9,119 full-day), 328 licensed group homes (307 full day), and 2,895 licensed centers (1,800 full-day). There were 2,769 license-exempt facilities also listed in the CCR&R registry, comprised of 650 license-exempt homes (609 full-day) and 2,119 license-exempt centers (268 full-day).
- These facilities represented a total of 399,550 childcare spaces in FY 2003.
- Lack of openings (28%) and cost of care (23%) were the main problems in finding childcare reported by parents (N=4,877) responding to the follow-up survey.

Strengths

The report is straightforward and easy to understand, providing an overview of the DHS childcare initiatives and goals for the future. The annual publication schedule provides up-to-date data that are comparable from year to year, and likely to be accurate at the time of submission.

Weaknesses

Analysis, particularly regarding follow-up survey/interview, lacks a great degree of detail and instruments are not provided. As noted in the report, sections describing the requests and preferences for types of care may be skewed and ungeneralizable because those utilizing the CCR&R system are likely to be a select group who has already experienced some difficulty finding care.

B.6. Highlights of Illinois Child Care Survey

Human Services Policy Center, Evans School of Public Affairs, University of Washington. 2002. Funded by Illinois Department of Human Services, Child Care Division. The Chicago Department of Human Services provided support for an over-sample of residents of low-income neighborhoods in Chicago and analysis of their responses. The MacArthur Foundation, through Voices for Illinois' Children, provided funding for interviews in Spanish and translation of the survey instrument. This survey was undertaken as part of a larger University of Washington Project on *Financing Access to High Quality Early Care and Education for All of Illinois' Children*, a description of which is provided in the next section.

Methodology

A general population survey of Illinois parents' early childhood education utilization and preferences. The population from which the sample was drawn included those with children 0-12 years old and over-sampled low-income census tracts in Chicago. The survey received a 22% response rate, representing 1,740 parents in total, August-December 2002. The report states that respondents were representative of the survey population.

Key Findings

- Utilization patterns for 3-5 year olds: 58% use centers or Head Start, 52% use family/friends/neighbor care, 25% use Pre-K and 18% use family childcare centers.
- Primary mode of care for 3-4 year olds (N=361): 43% centers or Head Start, 17% family/friends/ neighbor care, 8% family childcare centers, 7% Pre-K. Total participation rate of 75%.
- Parents with children in ISBE Pre-K more often choose their childcare based on program characteristics (37% of these parents, compared to 4% of parents with children in family care).
- Parents with children in family care more often choose their childcare based on trusting or liking the caregiver (40% of these parents, compared to 7% of parents with children in Pre-K).
- The most important characteristics of childcare, according to parents of children 0-5 years old, are: the way child and caregiver relate to each other (49%), the training and education of caregiver (22%), the type of activities or programs offered (9%), the number of children per caregiver (8%), affordable cost (5%), flexible and convenient hours (4%), and a convenient location (3%).
- Childcare subsidy participation among eligible employed/in-school mothers ranges from 13% for those earning 101-148% of the federal poverty level to 22% for those earning 51-100% of the federal poverty level.
- Seventeen percent (17%) of parents pay for relative care for 3-5 year olds.

Strengths

The study provides insight to Illinois population preferences for childcare as demonstrated by their utilization of available options.

Weaknesses

Much of the analysis is done for the 0-5 year old group combined. The sample size/response rate results in some very small cell sizes (less than 30) when analyses are provided for specific age groups in specific childcare settings. Caution should be exercised in generalizing some of the survey results to the population of parents with preschool aged children.

B.7. Financing Access to High Quality Early Care and Education for All of Illinois' Children.

Richard N. Brandon, Eric J. Maher, Guanghui Li, and Juktta M. Joesch. Human Services Policy Center, Evans School of Public Affairs, University of Washington. May 2004.

Funded by the David and Lucille Packard, Ewing Marion Kauffman, Mailman, and Annie E. Casey Foundations and the Carnegie Corporation of New York.

Methodology

This study of Illinois was part of a larger multi-state project to develop a model to estimate the projected costs of various policy options for early education. The research team worked with the Illinois Universal Financing Project (IUFPP) Team, comprised of over 70 representatives from state and city government agencies, school districts, higher education institutions, early care and education agencies, including resource and referral, and advocacy and civic organizations.

The project leaders worked with the IUFPP Team to develop the Illinois Package plan. This plan provides a phased-in approach to universal care, both in terms of salary assumptions and children served. Then parameters in the finance model were populated with Illinois costing data although the summary report does not provide details of sources. Planning assumptions included a 6.4:1 child-to-adult ratio for 3-5 year olds, 50% of preschool teachers would have bachelor's degrees, children 3-5 would be in classrooms taught by BA-degreed teachers, and low-income at-risk children (40% of the age group) would be taught by BA-degreed certified teachers. The model also specifies hourly salary rates and add-ons for benefits, professional development, non-personnel costs, and facilities.

Key Findings

The authors point out that the birth-to-five population is 53% of the K-12 population. The recommended Illinois Package would result in a total cost equivalent to 16% of K-12 spending. State spending on early childhood education would increase from 2.6% to 13% of K-12 spending after at least five years. The authors note, however, that increases to serve only preschoolers (3-5 year olds) under the Illinois Package would call for an increase of just 3% over current K-12 state funding.

Strengths

The approach was an exercise to coalesce state stakeholders around a 5-15 year vision for all early childhood education services and to cost out that vision. The Illinois Package could provide a starting point for further discussion among policy stakeholders. The analytic approach provides a comprehensive but complex estimate of the costs of providing incremental increases in early education in Illinois.

Weaknesses

The models and estimates provided are extremely complex and difficult for most lay people to understand. The report and the financing computer models and analytic methods remain the copyrighted property of the Human Services Policy Center at the University of Washington. Thus, the models are not available for additional testing of different assumption sets.

B.8. Illinois Salary and Staffing Survey of Licensed Child Care Facilities: FY 2003

Dawn Ramsburg, Dale Montanelli and Emily Rouge. Department of Human and Community Development, University of Illinois at Urbana-Champaign for the Illinois Department of Human Services. April 2004.

Methodology

Mail survey of directors of licensed childcare facilities listed by INCCRRA in April-May 2003. A geographically stratified random sample of 1,000 out of approximately 3,000 licensed centers (about 2,000 of which are full-day facilities) and 750 out of approximately 10,000 licensed homes. Three hundred forty-five (345) centers responded (34.5% response rate) as did 386 homes (52% response rate). This is a biennial survey and the most recent administration included a larger sample of centers (up from 400) and homes (up from 400) from 2001. Part-time programs were included in the 2003 survey.

Key Findings

The report provides statistics on highest level of education of teachers (N=1,241 in 2003), hours/days of program (i.e., Full Day/Full Year versus Part Day/School Year) of centers, funding streams, employee size, capacity, average hourly wages of full- and part-time teachers in different types of centers (by hours/days of program), and benefits.

- In 2003, 34% of teachers had a BA or above, and another 27% had an Associates degree. Only 11% had at least a BA in Early Childhood Education, while 21% had an AA in Early Childhood Education.
- The median hourly wage for a teacher with a BA in Early Childhood Education was \$10.15 in a year-round setting, and \$12.75 in a part-year setting.
- The two-year turnover rate for teachers was 67%.
- More than a quarter of centers almost always have vacancies (29%) while nearly half (48%) almost never have vacancies.
- Directors' assessments of teachers' reasons for leaving include:
 - To take a new job not in public schools or childcare (21%)
 - Dissatisfaction with pay (20%)
 - Personal (16%)
 - To take a new job in childcare (14%)
 - To take a new job in public school (12%)
- There was an average of 17.78 applicants for each teacher position, 5.19 of whom were DCFS qualified and 4.97 of whom were program qualified. Thirty four percent (34%) of

directors in 2003 said that new hires were more qualified while 11% said they were less qualified.

- 66% of directors indicated the time taken to hire has remained the same over the past two years. 24% of directors said the time to hire has increased.
- Thirty seven percent (37%) of teachers and 54% of teacher assistants work part-time.

Strengths

This survey attempts to collect information from a large percentage (about one third) of all licensed centers and about one in ten licensed homes in the state. It is comprehensive. The longitudinal nature of the survey provides useful trend information. The data are stratified to the 17 CCR&R regions.

Weaknesses

Data on teachers' educational background are collected from directors, who may not always have current information. The fairly low response rate from centers may mean that data are not generalizable to the population of licensed centers in Illinois. In addition, it is not possible to do analysis at the regional level, given the resulting small 'N's. Comparisons from survey to survey may be misleading if respondents' average characteristics differ significantly from survey administration to administration. As noted in the report, comparisons from the 2001 and 2003 should not be made since samples were drawn from different populations (full-time programs in 2001 versus full- and part-time programs in 2003). It might be possible, if needed, to re-analyze 2003 data for full-time programs only for trend analysis. Finally, data analysis is not done specifically for teachers of 3- to 5-year olds, although again, it might be possible to further analyze the data to accomplish this.

B.9. National Pre-Kindergarten Center Survey of Teacher Preparation Programs

In a collaborative effort, the National Pre-kindergarten Center (NPC) at the Frank Porter Graham Child Development Institute at the University of North Carolina at Chapel Hill and Dr. Marcy Whitebook at the University of California at Berkeley are conducting a national survey of early childhood teacher preparation programs in post-secondary education institutions. This national survey includes programs that offer Master's and Doctoral degrees as well as Associate's and Bachelor's degrees in early childhood education. This survey is being conducted through Fall 2004. Survey results are expected to be available by early 2005. Data collected in this survey include:

- Contact information
- Coursework content and practicum requirements
- Characteristics of faculty, including educational background, race/ethnicity, and tenure status
- Characteristics of students enrolled (e.g., degree working toward, number of graduates)
- Program challenges for students, faculty, institution and community

Strengths

This study will provide new information about the current quality of preparation programs. If data are available at the state-level of analysis, it could prove to be quite helpful in assessing the extent to which programs need to be modified in order to ensure that future graduates are prepared to meet the changing needs of early childhood education.

Weakness

If the data are not representative at the state-level of analysis, the results will be less useful for information regarding Illinois education policy development.

IV. SUMMARY AND CONCLUSIONS OF DATA ASSESSMENT

Illinois possesses a wealth of early childcare data and existing research, each with its own strengths and weaknesses. However, the absence of a coordinated effort to collect and utilize this information has led to overlap in some instances, and data gaps in others. The provider referral database maintained by INCCRRA provides a comprehensive registry of most early childcare and education programs – including all licensed centers and family childcare providers, Head Start, most ISBE pre-kindergarten programs, and a small proportion of legally license-exempt home-based programs.

Information on students served and the qualifications of provider staff are less comprehensive. The INCCRRA database contains information on the educational qualification of licensed family childcare providers. ISBE collects individual-level data on students served in ISBE Pre-K programs and the certification status of individual teachers, as well as individual-level data on the qualifications of its teachers through the Teacher Service Record for programs that are provided in school settings. Nonetheless, these ISBE data-collection efforts are administered through two different divisions within the Teaching and Learning Services unit, and may not be fully coordinated. Aggregate data are available on Head Start programs for both students and teachers, but they exclude staff with qualifications not in early childhood education. The ongoing DHS Salary and Staffing Survey provides another good source of information on the early education workforce in Illinois, but there are certain limitations, such as generalizability and the concern about the accuracy of directors' reporting, that may call for constraint in interpretation.

Our review of recent research reports and special projects reveals that considerable work has been accomplished in the past three years that can provide a foundation for assessing the current and future demand for early childhood education in Illinois. There is good information available on the capacity (number of slots) in both licensed and license-exempt centers, the Head Start program and the ISBE Pre-K program. The findings on the number and characteristics of teachers in various early care and education settings are less solid. But as we put the pieces together, we have found that the various data-collection efforts and reports provide a more complete picture of provider educational qualifications than has been recognized to date. The IERC will draw on the findings of these studies as we develop our analysis of the supply and demand for preschool teachers. Finally, we note that none of the studies we reviewed gave consideration to the reserve pool of Early Childhood (Type 04) certificants as a supply of qualified educators, if requirements and working conditions are changed.

The Data Gap

Illinois has a good central source of registry information. But other data are collected in a decentralized fashion to meet the needs of specific agency mandates. Some agencies do not house the data they collect centrally or electronically. So how might data collection be improved to more closely monitor the current and changing characteristics of the early childhood education workforce? There are several possible approaches (not necessarily mutually exclusive) that could be considered:

1. **Enhance the current administration of the Salary and Staffing Survey.**
 - Ask for additional help from the regional CCR&Rs to increase response rates.
 - Provide incentives for center participation in the 2005 administration of the survey.
 - Undertake a verification study of non-responders, perhaps by providing incentives for participation, and/or through expansion of the site-transcript audit approach begun by the National-Louis University study.

This approach provides an immediate opportunity to improve the collection of workforce data at modest additional expense.

2. **Design a “common core of data”** to be collected from all licensed family and center providers, along the lines of that used by the federal government to collect information from schools in the nation.

Developing a set of common data definitions to be used across surveys would be useful. This approach might enable responders to provide one set of data that could be used for various reporting needs. But a universal collection effort is ambitious and, with 12,000 licensed providers, costly. And without full compliance, the data may still not give a comprehensive picture of the population of providers.

3. **Coordinate and expand the collection of individual-level teacher data through an on-line data-collection process.**

The Teacher Service Record system could provide an initial model for expansion to ISBE Pre-K programs in non-school settings. As experience is gained, the costs and benefits could be assessed before considering an expanded system that included other providers.

V. THE IERC’S INITIAL ANALYSIS OF THE PRE-K WORKFORCE IN ILLINOIS PUBLIC SCHOOLS

The data assessment provided in the previous sections of this report illustrates the inherent difficulty in gaining a comprehensive understanding of the full spectrum of preschool education in Illinois. The state-sponsored Pre-K sector of early childhood education, however, can be further understood by analyzing the two large teacher databases maintained by the Illinois State Board of Education (ISBE) and made available to the IERC through a shared data agreement.

The state’s Teacher Certification Information System (TCIS) contains information regarding the type, status, and issue date for all certifications and endorsements held by Illinois educators, the college(s) attended and degree(s) attained by these individuals, and the certification tests they have taken and the results of these tests, as well as some individual background data. The Teacher Service Record (TSR) database contains, among other data, information regarding the current place of employment, salary, percent of time and number of months employed, years of experience, main position or job title, highest and lowest grades served, and teaching assignment(s) of all educators working in Illinois public Schools (IPS).

Type 04 Certificants

A Type 04 Early Childhood teaching certificate is required to teach in state-sponsored Pre-K programs in Illinois.³ We used the TCIS to identify people who hold Type 04 certification, and then used the TSR to examine whether they are employed in Illinois public schools. The TSR is also used to determine how many of these qualified teachers who are in the Illinois public schools are actually assigned to teach in Pre-K classrooms or have other assignments in Illinois public schools.

As of School Year 2003, there are 22,337 individuals with Illinois Type 04 certification, 18,255 of which are active (Table 1). Some of these individuals may also have other active or inactive certifications. In addition, they are not necessarily employed in Illinois public schools. A total of 10,121 active Type 04-certified teachers were working in IPS in 2003.

Table 1: Teaching and Certification Status of Illinois Type 04 Certificate Holders in School Year 2003

	Active Type 04			Inactive Type 04			Total
	No Other Active Certificates	Multiple Active Certificates	Subtotal	No Active Certificates	Other Active Certificates	Subtotal	
In Illinois Public Schools	3,988	6,133	10,121	12	1,816	1,828	11,949
Not in Illinois Public Schools	4,946	3,188	8,134	1,020	1,123	2,254	10,388
TOTAL	8,934	9,321	18,255	1,143	2,939	4,082	22,337

³ A certification is considered active by ISBE if its current status is either “issued” or under “endorsement evaluation” (meaning that ISBE staff are in the process of determining whether a specific endorsement should be awarded to the issued certificate). The TCIS “certification type” and “certification status” fields are used to determine if a teacher is qualified in these analyses.

Pre-K teachers are identified using the TSR fields of “job title,” “highest grade taught,” and “main assignment.” For this study, Pre-K teachers are defined as having the job title of elementary or special education teachers, the highest grade taught listed as Pre-K, and the main teaching assignment of either At-Risk (Pre-K) or early childhood special education. These designations correspond with the selection criteria typically employed by ISBE in similar analyses.

In 2003, 8,134 individuals with active Type 04 certification were not employed in IPS, and for 61% of these, this was their only active teaching certificate. There were another 2,254 individuals not employed in IPS who have once held Type 04 certification that is no longer active. So it appears there are potentially 8,000 or more individuals who may represent a reserve pool of qualified teachers who might be available to teach at the preschool level if working conditions were right. Some may already be employed in preschool settings outside of the Illinois public schools, while others might consider becoming or returning to preschool teaching under the changed conditions (such as competitive salaries and benefits).

Position Title

In this section, we look in more detail at the assignments of Illinois public school employees in 2003 who hold Type 04 certification. Type 04 certification allows an individual to teach at any level of early childhood education, Pre-K through grade 3, and many individuals also hold dual certification. Table 2 provides information on the job titles of the 10,121 active Type 04 certificate holders who were employed in IPS in 2003. It shows that 7,120 of them were elementary teachers while 1,376 were special educators, for a total of 8,496 teachers in Illinois public schools. These figures accounted for 84% of all active Type 04 certificate holders in IPS. Other positions held by this group are also shown in Table 2.

Table 2: Positions of Active Type 04 Early Childhood Certificate Holders Employed in Illinois Public Schools in School Year 2003

Position Title	Number in Position	Percent of Total
Elementary Teacher	7,120	70.4%
Special Education Teacher	1,376	13.6%
Guidance Counselor	191	1.9%
Elementary Principal	189	1.9%
Assistant Elementary Principal	159	1.6%
High School Teacher	115	1.1%
Librarian/Media Specialist	103	1.0%
Other	868	8.5%

Teaching Assignment

We wanted to know how many of the 8,496 teachers with active Type 04 certification identified in Table 2 (7,120 elementary plus 1,376 Special Education) were actually teaching at the Pre-K level. Furthermore, elementary and special educators teaching in Pre-K may be assigned multiple jobs, so we also looked at teachers’ main teaching assignments. The results are presented in Table 3. We counted 1,695 Pre-K teachers who held active Type 04 certification. We also found that most Pre-K teachers had main assignments of either At-Risk Pre-K (922), or Early Childhood Special Education (622), for a total of 1,544 classroom Pre-K teachers. A few Type 04 certificants (151) held other main assignments, which could include reading specialist and speech therapist.

Table 3. Teaching Assignments of Active Type 04 Certificants Employed in Illinois Public Schools in School Year 2003

	Active Type 04		
	No Other Active Certificates	Multiple Active Certificates	Total
Job Title of Elem or SpEd Teacher, Highest Grade Taught is Pre-K	863	832	1,695
• <i>Main Assignment to At-Risk (Pre-K)</i>	458	464	922
• <i>Main Assignment to EC Special Education</i>	331	291	622
• <i>Main Assignment Other</i>	74	77	151
All other IPS employees with Type 04 certification	3,125	5,301	8,426
Total with Type 04 Certification in Illinois Public Schools	3,988	6,133	10,121

Additional Characteristics of ISBE Pre-K Teachers

The Teacher Service Record database provides additional descriptive information on Illinois public school teachers. Table 4 provides this information for the 1,695 teachers that we identified as holding an active Type 04 certificate and teaching at the Pre-K level in Table 3. Two thirds are elementary teachers while one third are special education teachers, most work full-time, and most have only one teaching assignment. One third hold a Master’s degree. The average years of experience in IPS is 10, and the average salary is \$38,600.

Table 4: Descriptive Statistics for ISBE Pre-K Teachers in School Year 2003 with Active Type 04 Certificates (N=1,695)

Characteristic	Response	Percentage
Job Title	Elementary Teacher	65%
	Special Education Teacher	35%
Main Teaching Assignment	At-Risk (Pre-K)	54%
	Early Childhood Special Education	37%
	Self-Contained	5%
	Other	4%
Percent of Time Employed	0-50%	5%
	51-99%	1%
	100%	94%
Highest Degree Attained	Bachelor's	67%
	Master's	33%
Number of Teaching Assignments	One	94%
	Two or More	6%
Variable		
		Mean
Number of Certificates Held*		3.5
Years of IPS experience		10.0
Salary		\$38,600

*Includes both active and inactive certificates

This initial analysis of Illinois' early education certificants provides valuable information about the current Pre-K workforce and the other job types of positions Type 04 certificants hold in Illinois public schools. We intend to pursue additional analyses in the next few months that examine other aspects of the Teacher Service Record database with regard to the Illinois Pre-K workforce. Most importantly, this initial analysis highlights the importance of including the reserve pool of certified early educators in any conversation about expanding preschool in Illinois. We also plan to survey the reserve pool in the next stages of this study.

VI. NEXT STEPS

The purpose of this data audit was to examine the landscape of the existing data and research projects regarding Illinois' demand for and supply of early childhood education teachers, with the intent of informing our next steps. After a thorough analysis of all of this work, we have chosen not to replicate or fine-tune the good information that is currently available with yet another survey of center directors and teachers. Instead, we intend to pursue the following agenda over the next 18 months:

1. We plan to work closely with the University of Illinois' next Salary and Staffing Survey administration scheduled for April 2005 to help increase response rates by providing an incentive for participation. In addition, we will participate in the existing Salary and Staffing Survey workgroup to provide suggested revisions to the survey. We will suggest that a verification check of the 2005 Salary and Staffing Survey be conducted by examining differences between respondents and a sample of non-respondents. This follow-up could also include building on the recent work at National-Louis University on the qualifications of the current workforce.
2. We plan to conduct further analyses using the Teacher Service Record (TSR) and the Teacher Certification Information System (TCIS) datasets to study the full range of certifications held by Pre-K teachers. This research will also enable us to examine the multiple certification pathways that lead to and from Early Childhood Education (Type 04) certification. The goal of these investigations will be to gain a greater understanding of the qualifications of the existing Pre-K workforce, as well as to better grasp the additional teaching opportunities available to Type 04 certificate holders. Further analyses involving the TSR and TCIS may also examine in more detail the current job titles held and grades served by Type 04 certificate holders who are not teaching Pre-K. Results from these analyses will be provided in our December 2004 report.
3. Given our assessment of the landscape, we have decided that we can make a unique contribution to the understanding of early education teacher supply in Illinois by examining the currently qualified pool of early education teachers. A random sample survey of Early Childhood Education (Type 04) certificants will help Illinois understand whether and where those individuals are participating beyond the Illinois Public Schools, and under what circumstances others might choose to return to the field. This component of our research effort will help to inform not only Illinois' work, but also other states that are grappling with the workforce issue. We plan to design this survey in Fall 2004 and administer the survey in Spring 2005.
4. Our project will culminate with a final report of the study findings in March 2006.



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