



GATEWAYS TO OPPORTUNITY

Illinois Professional Development System

PDAC Qualifications and Credentials (QC) Committee

INCCRRA

August 4, 2015

10:00 AM – 3:00 PM

Meeting Minutes

Attendees:

| | | |
|--------------------|------------------------|----------------|
| Amanda Quesenberry | Marsha Hawley* | Sue Deason |
| Christy Allen | Melissa Johnson | Sue Jackson |
| Diana Rosenbrock | Miranda Lin | Tami O'Daniel |
| Diane King** | Pamela Reising-Rechner | Tammy Notter |
| Diane Scruggs | Rebecca Livengood | Teri Talan* |
| Gayle Mindes | Ryan Duffy | Tricia Desmond |
| Jennifer Kemp | Sharyl Robin** | |
| Julie Lindstrom | Stephanie Hellmer | |

*Denotes co-chair

**Dialed-in

Welcome – Teri Talan and Marsha Hawley, co-chairs

- Members went around the table and briefly introduced themselves.

Review and Approval of Minutes – February 12, 2015

- Tammy Notter made a motion to approve the minutes.
- Gayle Mindes seconded the motion.
- Minutes approved.

Recommendation for Approval – Sharyl Robin, co-chair

- Gateways to Opportunity Technical Assistance (TA) Credential Recommendation for Approval: TA Professional Contribution Guidelines (**Attachment A**).
- Professional Contribution categories are the same as other Gateways to Opportunity (GTO) credentials but the list of examples are different and tailored specifically to the TA Credential.
- Developed TA Professional Contribution guidelines and examples through the combined work of TA Credential Committee members.
- Professional Contributions with an asterisk by them are Professional Contributions that will be given a longer amount of time than five years to be accepted.
 - Wrote an article or book review that was published in an appropriate coaching/mentoring related journal
 - Developed a new college-level course approved by an accredited institution or credential approved training for the Technical Assistance Credential
 - Wrote/edited a book or chapter of a book on an early childhood/school-age topic
 - Published an article about an early childhood or school-age issue in a newspaper or magazine

- Published a research study in a peer-reviewed journal related to a topic on technical assistance
- Recommendation for Approval of TA Professional Contributions approved with the following revisions in red (**Attachment B**).
 - Co-chairs advised that individuals who have applied for the TA Credential recuse themselves (3) from voting. Entitled Institutions that are participating in the pilot (faculty representative) allowed to vote.
- Recommendation passed with 100% five-finger vote.
- The revisions will be sent to the TA Credential Committee by Tricia Desmond and if there are any objections, the recommendation will go back to the QC Committee.
- If there are no objections, the Recommendation will go to the Steering Committee on August 19th, 2015.

Ad Hoc Committee Updates:

Technical Assistance (TA) Credential – Sharyl Robin, co-chair

- The following institutions have been approved by the PDAC TA Committee on June 17th, 2015 to participate in the TA Pilot via the Entitled Route:
 - **Roosevelt University:** Master's Degree in Instructional Leadership with a Teacher Leader concentration
 - **Rasmussen College:** Bachelor's Degree in Early Childhood Education Leadership
 - **Kendall College:** Bachelor's Degree in Early Childhood Education with a concentration in Administration and Leadership
 - **Highland Community College:** Associate's Degree in Early Childhood Education
 - **Rend Lake College:** Associate's Degree in Early Childhood Education
- Received 59 Direct Route applications and 92 applicants that have expressed interest (emailed asking for an application but have not returned).
- Beginning to review applicant course descriptions.
- **Question:** Is there a Level 6 for the TA Credential?
 - **Answer:** Yes, the Level 6 requires a Graduate Degree. The TA Credential has three levels and will be tested at each level (Associate's Degree, Bachelor's Degree, and Graduate Degree).
- **Question:** Is there too much overlap with the Illinois Director Credential (IDC) and the Technical Assistance (TA) Credential?
 - **Answer:** Course content has been evaluated to ensure that content is specific to TA and if not, courses have been revised to incorporate the TA Content Areas.
- The Technical Assistance Credential Framework has been approved by PDAC for use during the pilot (**Attachment C**).

Family Specialist Credential – Diane Scruggs, co-chair

- 202 direct route applications received
 - 16 have earned a credential
 - 64 are awaiting portfolio documents
 - 49 are awaiting official transcripts

- 291 total have expressed interest
- 42 have sent portfolio documents
 - 16 have earned a credential
 - 12 are ready to review by the FSC committee
- 26 total entitled route applicants
 - 4 have earned a credential
- The FSC Committee has been reviewing course descriptions since February 2015 and the goal is to be done reviewing a majority of the course descriptions by the end of August.
 - Have utilized course syllabi as well to help review course content during FSC Committee meetings.
- The next committee meeting is a telenet on September 25th.

School-Age Credential and Youth Development Credential – Tammy Notter and Christy Allen, co-chairs

School-Age Credential:

- 153 direct route applications received
- 23 entitled route applications received
- 0 have earned a direct route credential
- 12 have earned an entitled route credential
- 16 direct route applicants have sent in portfolio documents

Youth Development Credential:

- 97 direct route applications received
- 24 entitled route applications received
- 0 have earned a direct route credential
- 12 have earned an entitled route credential
- 10 have sent in portfolio documents

Other SA/YD Updates:

- Next SA/YD meeting will be a telenet held on Thursday, August 13, 2015 to evaluate course descriptions.
- Currently working on getting portfolios obtained from applicants.

Family Child Care (FCC) Credential – Diana Rosenbrock, co-chair

- 190 direct route applications received
 - 142 have sent in official transcripts
- 9 entitled route applications received
- 7 have earned a direct route credential
 - 1 awarded the FCC Level 5
 - 1 awarded the FCC Level 4
 - 4 awarded the FCC Level 3
 - 1 awarded the FCC Level 2
- 0 have earned an entitled route credential
- 43 have sent portfolio documents
- Excited to have a wide range of credentials awarded at different levels for the FCC Credential.
- Met weekly in March, April and May 2015 to evaluate course descriptions.

- National Louis University (one of the FCC Credential pilot Entitled Route Institutions) is offering a cohort model where upon completion students earn the ECE and ITC and then can choose whether they would like to receive the IDC or FCC Credential depending upon the route that the student takes.
- The content areas *Business* and *Family Child Care Environment Management* have set some challenges.
 - Most business coursework do not reflect the unique skills and challenges of family child care.
 - The committee feels strongly that to meet the points needed in Family Child Care Environment Management there needs to be very specific content in the course or training.
 - This has been a challenge to find coursework.
 - Most applicants will meet these points through trainings.
- Entitled institutions are having a hard time filling some of their FCC specific courses.
 - Information is going out to family child care providers to make them aware of which institutions are offering FCC specific coursework.
- Erikson Institute is working on a family child care website with trainings that are specific to family child care – soft pilot for this projected to begin in September 2015.
- Cohort at McCormick Center (six month duration) focused on family child care that had two courses fulfilling points in two Family Child Care Credential content areas – one point in the Business content area and one point in the Advocacy content area (hybrid model).
 - First time that it has been offered and almost all chose (80%) to take it for course credit as opposed to points for credential approved training.
 - Leaving the message, “if you build it, they will come.”
 - Individuals want validation in coursework (not just in trainings) so they can receive course credit as well as advance them towards receiving a Gateways Credential.
 - Encourage institutions to do this as there is a big market in Family Child Care.
- Important that institutions take into perspective that family child care providers work during the day so it is helpful to have hybrid models where courses are offered online or at night.
- Illinois Action for Children (FKA Daycare Crisis Council) located in Chicago connects with a large number of family child care providers – good resource.
- FCC Credential Committee will meet via telenet on Wednesday August 5th to continue review of course descriptions.
- The next face-to-face meeting is scheduled for Saturday, September 19th at INCCRRA.

Recent Technological Innovations – Teri Talan

- ECE Framework used as a reference for this discussion.
- Work and practical experience includes an amount of supervised hours as an alternative to work experience.
 - Supervised experience is used for the Entitled Route. It is embedded in coursework and verified by a faculty member.
 - The faculty member from the institution validates the supervised experience but it is not the faculty member but a different person (teacher or director) that is supervising the student.
- Questions:

- What needs to be done to ensure that the student is in fact being observed and supervised by a qualified teacher?
 - For example, does the teacher or director have the appropriate degree and/or credential?
- Suggestion: It is important that the supervisor has at least the credential that the student is working for.
- The supervisor and instructor/faculty member should work together towards monitoring the students supervised experience.
- Follow up conversation with Joni Scritchlow (per review of minutes):
 - INCCRRA trusts the fidelity of Higher Education Institutions to place students in appropriate supervised settings.
- Are we are thinking as broadly as we need to when defining supervised experience?
- Can it be met virtually through videotaping or technological sources?
 - Head Start University, part of the National Center for Quality Teaching and Learning, developed online courses as a BA degree completion program and used an online coaching platform as the means of assisting and supervising quality and applied knowledge. Now taking this model to other states and institutes of higher education. Illinois wants to now participate in this pilot; more information will be shared in September as to what is available.
 - **The question was then raised - does this meet our Gateways framework?** Would an entitled institution be able to use this and have it count towards the ECE Credential which led us towards looking at our definition of supervised experience (to incorporate using videotape recording versus requiring on-site evaluations).
- The current definition is as follows:
 - **Supervised Experience**
 - Supervised experience involves student working hands-on with children in a supervised setting. Supervision may come from the instructor or the student's ECE contact at the site. Experience must be instructor evaluated and contain an **on-site** evaluation of the student.
- The definition of supervised experience uses the wording, "on-site" indicating that the experience must be evaluated in person, thus, removing the possibility of using videotape recording as a resource for evaluation.
- **Question:** Should the definition be changed to incorporate the use of new technological advances where videotaping can be used to evaluate a student?
 - **Answer:** Yes, it is an effective model and provides an opportunity to observe more accurately.
 - Face-to-face evaluations are held but videotape recordings are often used during face-to-face evaluations as a tool to observe and reflect on the individual's experience.
- New revisions in red. Main revision is removing the use of the word, "on-site", "ECE" and replacing "student" with "candidate".
 - Removed "ECE" from the definition.
 - Rationale: Every credential should be able to utilize the definition without having to change it entirely to maintain consistency across Gateways Credentials. The age/population will change (e.g. in this definition "children" would be replaced with "families" for the Family Specialist Credential).
 - Removed "student" and replaced with "candidate".

- The term, “candidate” is not as specific as “student” and can be used within a variety of roles and course content in teacher education.
- **Supervised Experience:**
 - Supervised experience involves **candidate** ~~(student)~~ working hands-on with children in a supervised setting. Supervision may come from the instructor or the **candidate’s** ~~(student’s)~~ ECE contact at the site. Experience must be instructor evaluated and contain an **evaluation of the candidate working within the setting.** ~~on-site evaluation of the student.~~
- This definition will be utilized for the ECE Credential and will serve as a template for all other Gateways Credentials.
- **Question:** Should there be a line added that the supervisor must possess the level of credentials that the student is applying for?
 - **Answer:** No, this is part of the work that faculty and higher education institutions are already doing to ensure that supervisors evaluating students are qualified.
 - To add more qualifications/credentials to those supervising would be at the discretion of the faculty member or Higher Education Institutions.
 - There is trust in the nature of how faculty set-up supervised experience at institutions.
- Supervised experience is in the other GTO Frameworks as well.
 - The definition will serve as a template for other Gateways Credentials. Some language will have to be tweaked depending upon that particular credentials target population.
 - For example, the Family Specialist Credential may need to include with children and/or families or the School-Age Credential and Youth-Development Credential may need to incorporate children and youth.
 - These changes will be made at the end of each credentials pilot (when all other changes/revisions are revisited).
- Teri Talan made a motion to approve the revisions to the definition of supervised experience.
- Gayle Mindes seconded the motion.
- Five finger vote taken, all in favor. Revisions passed.
- See final definition -**Attachment D**.
- Recommendation for Approval -**Attachment E**

Innovative Supports for Credentials – Julie Lindstrom

- Identifying strategies to streamline and scale up the credential process for applicants.
- Steps:
 - Creating a survey to send to applicants who have recently received an ECE, ITC or IDC credential.
 - Addressing questions such as:
 - How long does it take for an applicant to go through the process of obtaining a credential?
 - How can we make it easier/less stressful for applicants to go through the credential process?
 - Will then analyze the responses and look at what can be changed to improve the overall credential process.
- The main objective is to decrease the time between submission of a credential application and attainment.
- Potential strategies that have already been brainstormed to help the credential process:

- Creation of online modules to support credential attainment
- Creation of Webinars
 - E.G. Live event for one hour every month for applicants to ask questions and get an immediate response.
- Utilize social media to answer questions about the credential process.
- Hold meetings with applicants that have gone through the process to get their feedback.
- Thoughts from QC Members:
 - Tool on Registry page is very helpful, shows the status of where an applicant is at in the credential process.
 - Would like to see this tool expanded to see more in depth where applicants are at in the process (e.g. missing work experience hours).
 - Un-hosted webinar that is on the Gateways website that goes over common questions.
 - Have a monthly webinar where applicants can ask questions (make the entire hour a time for just questions) –may help motivate them in obtaining a credential.
 - Make this announcement on Facebook and to local CCRR's.
 - Educate directors on the credential process so they can easily educate their staff on how to get credentialed.
 - Special webinar just for directors.
 - Want to make sure that directors are ready and the word is out about ExceleRate in 2016 (Gateways Credential requirements).
 - Archive webinars so that individuals can access them after work hours.
 - Biggest problem that has been heard - applicants are not aware of what they are missing to obtain a credential.
 - Being able to apply online and check the status of one's credential has made the credential process faster and easier for applicants to get their credential.
 - Also helps applicants know where they are at in the credential process.
 - Helps students apply for the credential independently (reducing the number of meetings that have to be scheduled between faculty members and students).
 - When applying online, populates a lot of information automatically (this is very helpful).
 - Portfolios can sometimes be overwhelming for students.
 - Suggestion: Condense or include a cover sheet of exactly what forms need to be filled out and how.
 - Students struggle with the calculation of work experience hours.

Questions Asked before Discussion on ECE Framework – Rebecca Livengood

- Discussion about the online application process for credentials.
 - Students feeling good about working independently on the website.
 - Improved things exponentially for students because they can check the status of their credential.
 - Can also now make payments online (\$30 fee).
 - Hard to find the dashboard when applying online. There are tabs and if you have applied for a credential it will pop up on tab (like a file folder) but these tabs have been reported as hard to navigate from some students.
- **Question:** Are students having trouble enrolling in college courses because scholarships aren't available? Is there a ripple effect?
 - **Answer:** Stories are noted from applicants and shared.

- **Question:** Can we get a report on the ripple effect (data on if it's affecting students and their ability to obtain a credential)?
 - **Answer:** There is not a specific data report that can be pulled on this but stories have been collected from applicants and shared with the Governor's office.
- **Question:** Will credential fees change?
 - **Answer:** The \$30 credential fee will stay the same until December 2016 through the Race to the Top Grant. Do not know after this.

ECE Framework – Rebecca Livengood (Attachment F)

- Looking at the frameworks to ensure that they are still serving the purposes we intended for them to serve.
 - Want to see what/if anything needs to be changed.
 - The information will not change but looking to change the format or layout.
- **Attachment F** includes the renewal requirements for professional contributions.
- Professional contributions are required for renewal only. Adding in information about this to the professional contribution column only makes one think that this is all that is required when renewing their credential.
 - There are other requirements when renewing credentials.
 - This brought up the topic of possibly reformatting the framework or creating a guidelines sheet to make it less content heavy and easier to read.
- Two different groups of people; one group that feels that there is too much information on the framework and another group that feels that there is not enough.
- **Thoughts and Suggestions from QC Committee Members:**
 - Develop a simple framework but add a guideline's sheet for applicants to refer to.
 - Applicants want to know the bottom line of what they need in order to get a credential.
 - Have one page per level showing what applicants need for each level.
 - Framework can look overwhelming for applicants.
 - Use more infographics (<http://elearninginfographics.com/>). Create an online framework where an applicant can click on the degree they have and it would then tell them what level they would be qualified for (interactive document).
 - Would still need a framework for print.
 - Move levels across the top, instead of at the bottom. The content would not change.
 - More inviting. Less intimidating.
 - The levels are arranged going from the bottom-up which visually makes the applicant think they are at the bottom if eligible, for example, an ECE Level 2.
 - The ECE Level 5 has a space between the ECE Level 4 because the ECE Level 5 has its own set of benchmarks that are different than the ECE Level 2 - 4 benchmarks.
 - Like the idea of having the levels across the top versus on the side of the framework.
 - Also like the idea of having a separate page for each level.
 - Send any thoughts or ideas to Tricia (TDesmond@inccrra.org).
- **Other Thoughts and Suggestions about the Overall Credential Process:**
 - Applicants often think that once they send in the Information Update Form and Direct Route Supplement Form that they are then done with the credential process but they

are not (still need official transcripts, work/practical experience forms and/or professional contributions).

- Can lose applicants in this process because they think once they apply, they are then done with the process.
- Suggestion: Create a cover page for portfolios saying exactly what the applicant needs.
- Using the term, “portfolio” sounds intimidating to applicants.
 - Using the word “forms” is less intimidating.

Review Draft of PDAC Strategic Plans/Goals for QC Committee – Marsha Hawley and Teri Talan

- Revisions in bolded red from today’s meeting – **Attachment G.**
- **Question:** What are partners?
 - **Answer:** Representation of Ad-Hoc Committee members.

Anticipated Number of Credentials Awarded at End of Pilot:

- Note – these numbers are not required yet are an estimated guess as to how many credentials could be awarded. Numbers may vary as pilot’s progress.
- Family Child Care Credential – 120 total anticipated number of credentials.
- Family Specialist Credential – 165 total anticipated number of credentials.
 - Add the Department of Children and Family Services as a partner.
- School-Age Credential – 100 total anticipated number of credentials.
- Youth Development Credential – 100 total anticipated number of credentials.
 - **Question:** Do we have enough applicants for both SA/YD to close a pilot?
 - **Answer:** Yes
- Technical Assistance Credential – 110 total anticipated number of credentials.
- Form a review group for both the ECE and ITC Level 6 Credentials.
 - Miranda Lin and Tammy Notter volunteered to be in the ECE Level 6 Review Group.
 - Jenny Kemp volunteered to be in the ITC Level 6 Review Group.
- Will recruit a review group for the ECE Levels 2-5 Credential and ITC Levels 2-5 Credential in early 2017.
- Consider Head Start as a partner for incentivizing Gateways Credentials.
- Involve DCFS with Gateways Credentials

Additional Conversations:

- Conversation on qualifications for teachers.
 - CDAs over Bachelors preferred?
 - Topic to possibly discuss further at a QC Meeting

Future Meeting Dates for FY16

- Friday, November 6, 2015 1:30 p.m. - 3:00 p.m. (Telenet)
- February 25, 2016 1:30 p.m. - 3:00 p.m. (Telenet)
- March 29, 2016 1:30 p.m. - 3:00 p.m. (Telenet)
- April 19, 2016 1:30 p.m. - 3:00 p.m. (Telenet)

Adjourn



Professional Development Advisory Council (PDAC)

RECOMMENDATION FOR APPROVAL

DATE: May 15, 2015

COMMITTEE MAKING RECOMMENDATION: Technical Assistance Credential Committee

RECOMMENDATION: The Technical Assistance Credential Committee recommends approval of the Technical Assistance Credential Professional Contribution Guidelines which will be used as part of the entitled and direct route pilot process beginning spring 2015.

RATIONALE: The Technical Assistance Credential Professional Contributions were written to highlight the uniqueness of relationship based professional development and the Professional Contributions in the field. The goal of the Technical Assistance Credential Professional Contributions is to build leadership and professionalism into the field of technical assistance.

DISPOSITION:

PDAC Technical Assistance Credential Committee

Approved: X **Date:** May 15, 2015

Disapproved: **Date:**

DISPOSITION:

PDAC Qualifications and Credentials Committee

Approved: X **Date:** August 4, 2015

Disapproved: **Date:**

DISPOSITION:

PDAC Steering Committee

Approved: **Date:**

Disapproved: **Date:**

DISPOSITION:

PDAC

Approved: **Date:**

Disapproved: **Date:**





Technical Assistance Credential Professional Contributions

Professional Contribution Instructional Guidelines

A Professional Contribution is an activity completed outside the workplace that contributes to the support of children birth to age 12 through technical assistance. It is an activity that goes above and what is required of one in their day to day job activities. As an entitled institution, the opportunity for completing professional contributions may be included as part of coursework or degree requirements. Each applicant must document a specified number of professional contributions related to technical assistance, depending on the credential level for which he/she is applying. The specific requirements are listed on the credential framework. The contributions must have been completed within five years of the date the applicant's portfolio is sent to the Gateways to Opportunity office **unless otherwise noted**.

There are six different areas of professional contributions. The six areas represent a range of professional activities in which practitioners engage to improve the field. Examples follow each area. Other comparable activities may be considered.

1. Program Improvement

- Organize a group of teachers to visit a model classroom to observe the environment, interactions, and instructional strategies
 - Facilitate a follow up group discussion reflecting on observations and how it applies to teaching practices
- Help guide a program through an accreditation process
- Participate in a mentoring program for new teachers
- Mutually develop and assist program directors to implement and complete a program improvement plan, complete with action steps, objectives and outcomes
- Provide evidence of technical assistance provided to assist an Early Head Start, or Head Start program with federal monitoring requirements
- Develop a tool **or resource** to assist a program to receive a circle of quality in ExceleRate™ Illinois
- Model and provide technical assistance on best practices for communicating with children, families, and staff
- Model and encourage a program to participate in peer-reflection sessions to improve strength based practices

- Provide evidence of collaborating with a program to develop a plan to address challenges and how to secure resources
- Translate assessment information into appropriate goals, action steps, and identify barriers, in partnership with practitioners

2. Service in a Professional Organization

- Serve on a local, state, or national advisory board focused on the work of coaching, mentoring, consulting, and/or technical assistance
- Help plan for an annual event related to the work of TA providers or those who support the improvement of professional practice in others (Leadership Connections, Illinois Association for Infant Mental Health Annual Conference, Children’s Mental Health Partnership committees, local AEYC, etc.)
- Raise awareness about the importance of coaching, mentoring, consulting, and TA in early care and education through membership in a professional organization
- Develop/oversee a committee whose goal is to provide funding for a local program to use for hiring a coach, mentor, consultant, and/or TA service provider for the purpose of improving outcomes for local children and families
- Lead a school or program leadership team that focuses on improving professional skills for new teachers

3. Presentations/Training

- Provide an oral or written presentation on topics related to technical assistance (e.g., the evidence base for the work, principles and practices, change theory, relationship-based methods, reflective supervision, needs assessment, or goal setting/action planning)
- Present/ conduct a workshop on the continuous program improvement process
- Develop and deliver a training related to coaching in early care and education and/or school-age
- Present at a state or national conference on a quality component of ExceleRate™ Illinois, such as Continuous Quality Improvement Plans (CQIP), Child Development, Cultural and Linguistic Appropriate practices, or curriculum development
- Voluntarily present at staff meetings or to co-workers on topics related to coaching and mentoring that will help their professional skills

4. Advocacy

- Attend a meeting, training, or event related to advocating for an early childhood or school-age issue
- Attend a legislative hearing on topics related to technical assistance
- Serve as an active member to an advocacy organization or public policy committee
- Mentor a director or teacher on advocacy in the field of technical assistance
- Write an original letter or an e-mail to a legislator or policymaker about an issue related to technical assistance
- Provide testimony at a public hearing on an early childhood/school-age issue
- Help draft legislation related to an early childhood or school-age issue
- Use social networking to raise awareness about an early childhood issue
- Offer a resource library on advocacy issues for early childhood and school-age practitioners

- Facilitate a discussion group with other technical assistance providers to share successes, challenges, and professional development needs

5. Writing and Publication

- Develop a handbook or manual (potentially part of a professional practice or internship experience)
- Write an original letter or an e-mail to a legislator or policymaker about an issue in early childhood/school-age that is related to technical assistance (coaching, mentoring, relationship-based professional development, etc.)
- Write an article or book review that was published in an appropriate coaching/mentoring related journal*
- Develop a new college-level course **that is approved by an accredited institution** or credential approved training for the Technical Assistance Credential*
- Develop new materials (e.g. handbook, manuals, toolkits) related to effective practice strategies
- Write an article in a newsletter related to coaching and mentoring in field of early childhood or school-age
- Write/edit a book or chapter of a book on an early childhood/school-age topic*
- Publish an article about an early childhood or school-age issue in a newspaper or magazine*

6. Research/Grant Writing

- Write a proposal for a grant related to enhancing technical assistance services
- Research a technical assistance topic (i.e., training practices, adult learning, mentoring) and write a review that can be shared in a presentation or posted to a website/list serve
- Conduct a research study on a topic related to technical assistance
- Publish a research study in a peer-reviewed journal related to a topic on technical assistance*
- Review proposals or serve as a reader, for a foundation or a grant-making agency/organization
- Conduct a needs assessment with programs to determine needs that can be supported with technical assistance
- **Advise ~~(sit-on)~~ a research committee on technical assistance services and how it helps practitioners in the field of early childhood or school-age**

****There is no time requirement on this Professional Contribution.***

Gateways to Opportunity® Technical Assistance (TA) Framework

| Technical Assistance Credential Levels | General Education Requirements | Education and Training in Early Childhood/School-Age | Education and Training in Early Childhood/School-Age-coaching, mentoring, or technical assistance | Work and Practical Experience in Early Childhood/School-Age | Work and Practical Experience in Early Childhood/School-Age-coaching, mentoring, or technical assistance | Professional Contributions in Early Childhood/School-Age |
|--|--------------------------------|---|---|---|--|--|
| Level 6 | Graduate Degree | 30 points in the Gateways to Opportunity Content Areas Maximum of 12 points from Credential approved training | 21 points in the Gateways to Opportunity TA Content Areas | 3,600 hours of Early Childhood/School-Age supervised and/or work experience | 3,000 hours of coaching mentoring, or technical assistance supervised and/or work experience | Six Professional Contributions |
| Level 5 | Bachelor's Degree | *24 points in the Gateways to Opportunity Content Areas Maximum of 9 points from Credential approved training | 15 points in the Gateways to Opportunity TA Content Areas | 3,600 hours of Early Childhood/School-Age supervised and/or work experience | 2,000 hours of coaching mentoring, or technical assistance supervised and/or work experience | Four Professional Contributions |
| Level 4 | Associate's Degree | **21 points in the Gateways to Opportunity Content Areas Maximum of 6 points from Credential approved training | 9 points in the Gateways to Opportunity TA Content Areas | 3,600 hours of Early Childhood/School-Age supervised and/or work experience | 1,000 hours of coaching mentoring, or technical assistance supervised and/or work experience | Two Professional Contributions |

Guide: A point is equivalent to one semester hour of college credit.

*A Professional Educator License with Early Childhood Endorsement or ECE Credential Level 5 meets these requirements.

**The ECE Credential Level 4 meets these requirements.



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1226 Towanda Plaza | Bloomington, Illinois 61701 | Telephone: (866) 697-8278 | www.ilgateways.com

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Qualifications and Credentials Committee Meeting

August 4, 2015

Supervised Experience Final Revised Definition for Gateways ECE Credential

Supervised Experience

Supervised experience involves candidate working hands-on with children in a supervised setting. Supervision may come from the instructor or the candidate's contact at the site. Experience must be instructor evaluated and contain an evaluation of the candidate working within the setting.



GATEWAYS TO OPPORTUNITY

Illinois Professional Development System

Professional Development Advisory Council (PDAC)

RECOMMENDATION FOR APPROVAL

DATE: August 4, 2015

COMMITTEE MAKING RECOMMENDATION: PDAC Qualifications and Credentials Committee

RECOMMENDATION: The PDAC Qualifications and Credentials (QC) Committee recommends approval of the following revised definition of supervised experience for the Gateways to Opportunity ECE Credential.

Supervised experience involves candidate ~~(student)~~ working hands-on with children in a supervised setting. Supervision may come from the instructor or the candidate's ~~(student's)~~ ECE contact at the site. Experience must be instructor evaluated and contain an evaluation of the candidate working within the setting. ~~on-site evaluation of the student.~~

RATIONALE: The previous definition of **supervised experience** required that students have an "on-site" evaluation. This revised definition will allow the incorporation of technology in ways that didn't exist when the previous definition was created and can also serve as a template for other Gateways credentials.

DISPOSITION:

PDAC Qualifications and Credentials Committee

Approved: x Date: 8/4/15

Disapproved: Date:

DISPOSITION:

PDAC Steering Committee

Approved: Date:

Disapproved: Date:

DISPOSITION:

PDAC

Approved:

Date:

Disapproved:

Date:

DISPOSITION:

IDHS

Approved:

Date:

Disapproved:

Date:



Gateways to Opportunity® ECE Credential Framework

| ECE Levels | General Education Requirements | Education and Training In Early Care & Education | Work and Practical Experience In Early Care & Education | Professional Contributions In Early Care & Education |
|------------|--|---|--|--|
| Level 6 | Graduate Degree | 30 points in the ECE Content Areas <i>(of level 5 benchmarks)</i> – of which a maximum of 6 points may be from credential approved training, and 3 of those 6 points may come from assessment of prior learning Mastery in at least 3 of the 7 ECE Level 6 Skill Areas | 6,000 hours of documented ECE related experience | Six professional contributions in three different areas within the last five years |
| Level 5 | Bachelor's Degree A Professional Educator License with endorsement in Early Childhood Education meets these requirements | 30 points in the ECE Content Areas <i>(of level 5 benchmarks)</i> – of which a maximum of 6 points may be from credential approved training, and 3 of those 6 points may come from assessment of prior learning | Minimum of 200 hours of ECE supervised experience or 1200 total hours of documented ECE work experience | ↓ Renewal Only ↓ Verification of current membership in a professional organization Two additional professional contribution in any area, completed within the last 5 years |
| Level 4 | Associate's Degree or 60+ semester hours (including the nine semester hours listed at level 3) | 24 points in the ECE Content Areas <i>(of level 2-4 benchmarks)</i> – of which a maximum of 3 points may be from credential approved training, and 1 of those 3 points may come from assessment of prior learning <i>(must include 20 clock hours of ECE observation)</i> | 100 total hours of ECE supervised experience or 600 total hours of documented ECE work experience | Verification of current membership in a professional organization Two additional professional contribution in any area, completed within the last 5 years |
| Level 3 | Three semester hours: Math Three semester hours: English Three semester hours: General Education elective (Psychology, Sociology, etc) <i>(These 9 credits must be transferable)</i> | 18 points in the ECE Content Areas <i>(of level 2-4 benchmarks)</i> – of which a maximum of 3 points may be from credential approved training, and 1 of those 3 points may come from assessment of prior learning <i>(must include 20 clock hours of ECE observation)</i> | 10 hours of ECE supervised experience or 400 total hours of documented ECE work experience | Verification of current membership in a professional organization One additional professional contribution in any area, completed within the last 5 years |
| Level 2 | High School Diploma or GED | 12 points in the ECE Content Areas <i>(of level 2-4 benchmarks)</i> – 3 points in Human Growth and Development, 3 points in Health Safety and Well-Being, and 6 points from ECE electives or 6 points in ECE electives and a CDA, CCP, or Montessori Credential through AMS* 3 points may be from credential approved training, and 1 of those 3 points may come from assessment of prior learning | 10 hours of ECE observation or 200 hours of documented ECE work experience | Verification of current membership in a professional organization |
| Level 1 | Level 1 ECE Credential is awarded through completion of a 48 clock hour training available through local Child Care Resource & Referral Agencies statewide | | | |

Guide: A point is equivalent to one semester hour of college credit.

*American Montessori Society (AMS) Early Childhood and Infant Toddler Credentials count for a maximum of 6 points of credential approved training for the ECE, Infant Toddler Credential, or Illinois Director Credential.



GATEWAYS TO OPPORTUNITY®
Illinois Professional Development System

1226 Towanda Plaza | Bloomington, Illinois 61701 | Telephone: (866) 697-8278 | www.ilgateways.com



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Professional Development Advisory Council
Strategic Plan
July 1, 2015–June 30, 2018

Date completed: June 19, 2015 –Approval at PDAC meeting

Names of those involved: Co-Chairs: Marsha Hawley, Teri Talan and Diana Rosenbrock, Diane Scruggs, Sharyl Robin and Lisa Downey

Committee (System Element):

☐ Workforce Development and Pathways (WDP) ☒ Qualifications and Credentials (QC) ☐ PDAC Governance (GOV)
☐ Information, Analysis and Trends (IAT) ☐ Special Focus: Registry (SFR) ☐ Financial Support (FS)
☐ Steering Committee

System Component:




Goals:

1. Pilot, review, develop and implement Gateways to Opportunity Credentials
2. Improve access and incentivizing of Gateways to Opportunity Credentials.
3. Determine if current coursework and training is sufficient to meet the needs of practitioners to achieve Gateways to Opportunity Credentials.

**PDAC and PDAC Committee members represent a variety of institutions/agencies (e.g., higher education institutions), which are not listed as individual partners, but assumed partnerships.*

Goal: Pilot, review, develop and implement Gateways to Opportunity Credentials.

| OBJECTIVE | ACTION STEPS | LEADERS | PARTNERS* | TIMELINE |
|---|---|----------------------------------|--|---|
| Complete pilot, review, revise and implement the Gateways Family Child Care Credential. | <ol style="list-style-type: none"> 1. Pilot 2. Form review committee 3. Revise 4. Implement | Diana Rosenbrock Sandra Cole | Family Child Care Providers Collaboration for ECE Community Child Care Connections Community Coordinated Child Care (4-C) Two-Year Faculty Four-Year Faculty Ounce of Prevention Skip Along Home Network | July 2015  July 2016 |
| Complete pilot, review, revise and implement the Gateways Family Specialist Credential. | <ol style="list-style-type: none"> 1. Pilot 2. Form review committee 3. Revise 4. Implement | Jamilah Jor'dan Diane Scruggs | Illinois Association of Community Action Agencies Healthy Families of Chicago ISBE Head Start Baby TALK IDHS Ounce of Prevention McLean County Health Department Two-Year Faculty Four-Year Faculty Community and Economic Development Association of Cook County Department of Children and Family Services | July 2015  July 2016 |

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|---|---|-------------------------------|---|---|
| Complete pilot, review, revise and implement the Gateways School Age Credential. | <ol style="list-style-type: none"> 1. Pilot – ends December 31, 2015 2. Form review committee 3. Revise 4. Implement Accumulate data and reports between January 2016 and June 2016 | Christy Allen Tammy Notter | Illinois Afterschool Network Teen REACH CCRR Staff American Institute of Research Chicago Public Schools City of Chicago-Dept. of Family and Support Services Cass and Tazewell County Health Departments Ounce of Prevention Two-Year Faculty Four-Year Faculty | January 2016 – (begin forming review committee, revise, and implement)  June 2016 |
| Complete pilot, review, revise and implement the Gateways Youth Development Credential. | <ol style="list-style-type: none"> 1. Pilot - ends December 31, 2015 2. Form review committee 3. Revise 4. Implement Accumulate data and reports between January 2016 and June 2016 | Christy Allen Tammy Notter | Illinois Afterschool Network Teen REACH CCRR Staff American Institute of Research Chicago Public Schools City of Chicago-Dept. of Family and Support Services Cass and Tazewell County Health Departments Ounce of Prevention Two-Year Faculty Four-Year Faculty | January 2016 – (begin forming review committee, revise, and implement)  June 2016 |
| Complete pilot, review, revise and implement the Gateways Technical Assistance Credential | <ol style="list-style-type: none"> 1. Pilot 2. Review 3. Revise 4. Implement | Sharyl Robin Lisa Downey | ISBE Ounce of Prevention Head Start CCRR Staff NLU/McCormick Center StarNet Governor's Office of Early Childhood Development Caregiver Connections Two-Year Faculty Four-Year Faculty | July 2015  August 2016 |

| | | | | |
|---|---|--|---|-----------------------------|
| Implement the Gateways ECE Credential Level 6. | Coordinate ECE Level 6 Credential oversight during next 2 years. Form a Review Group. | Marsha Hawley Teri Talan Miranda Lin Tammy Notter | IDHS OECD Public and Private Funding Four-Year Higher Education Institutions and Faculty McCormick Center for Early Childhood Leadership | July/August 2015 |
| Implement the Gateways ITC Credential Level 6. | Coordinate ITC Level 6 Credential oversight during next 2 years. Form a Review Group. | Marsha Hawley Teri Talan Jenny Kemp | IDHS OECD Public and Private Funding Four-Year Higher Education Institutions and Faculty McCormick Center for Early Childhood Leadership Ounce of Prevention | July/August 2015 |
| Convene Gateways ECE Credential Review Group. Start Recruiting in January. | | | | July 2017 ↕ June 2018 |
| Convene Gateways Infant Toddler Credential Review Group. Start Recruiting in January. | | | | July 2017 ↕ June 2018 |
| Identify additional Gateways Credentials needed to meet the growing demands of the field. | | | | 2017 |

Goal: Improve access and incentivizing of Gateways to Opportunity Credentials.

| OBJECTIVE | ACTION STEPS | LEADERS | PARTNERS* | TIMELINE |
|--|--|---|---|-----------------------------------|
| Embed Gateways Credentials in licensing standards. | 1. Work with Advisory body for licensing | Illinois Early Learning Council Program Standards and Quality Committee – co-chairs of advisory committees | IDCFS Licensing Advisory Council IBHS IDHS OECD | August 2015 ↕ December 2016 |
| Incentivize Gateways Credentials. | 1. Encourage programs to include Gateways to Opportunity credentials in job descriptions and position announcements. 2. Encourage state agencies to include Gateways to Opportunity Credentials in RFP. 3. Gateways to Opportunity Credentials are recognized by accrediting bodies (e.g. NAEYC) as part of accreditation. 4. Continue the development of marketing pieces to promote the advantages of Gateways Credentials. | Suggestion to form Ad Hoc Group | IDHS Local and State AEYC OECD Advocacy Groups CCR&R Head Start | June 2015 |

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|---|---|---------------|--|---------|
| Increase knowledge and understanding of Gateways Credentials. | <ol style="list-style-type: none"> 1. Continue to market credentials to a broader audience that includes higher education institutions, businesses in the industry, parents, state agencies, school administrators, etc. regarding the benefits of quality care. 2. Incorporate Gateways Credentials into existing systems. | INCCRRA Staff | Higher Education Institutions OECD IDHS ExceleRate Illinois | Ongoing |
|---|---|---------------|--|---------|

Goal: Determine if current coursework and training is sufficient to meet the needs of practitioners to achieve Gateways to Opportunity Credentials.

| OBJECTIVE | ACTION STEPS | LEADERS | PARTNERS* | TIMELINE |
|---|--|---|--|-------------------------|
| Develop and identify coursework and training to help meet Gateways Credential requirement, based on gap analysis. | <ol style="list-style-type: none"> 1. Expand trainings that count for credentials. 2. Bundle coursework that counts for credentials. 3. Explore stackable content (101, 102, etc.) with trainings. 4. Find how many credential applicants are using training compared to coursework. | <p>Qualifications and Credentials Committee co-chairs</p> <p>Workforce Development and Pathways Committee</p> | Workforce Development and Pathways Committee | July 2015 - 2018 |
| Weave pre-service into existing coursework/training to develop a pathway. | <ol style="list-style-type: none"> 1. Identify DCFS licensing and pre-service requirements 2. Crosswalk with CCDBG and CCAP requirements 3. Review for alignment and Bronze ExceleRate requirements. 4. Review for alignment and ECE Credential Requirements 5. Involve DCFS | | | |

