



# GATEWAYS TO OPPORTUNITY

Illinois Professional Development System

**PDAC Steering Committee**  
**10:00AM – 2:30PM**  
**March 23, 2016**  
**Meeting Minutes**

|                    |                        |                     |
|--------------------|------------------------|---------------------|
| Anne Wharff        | Diane Scruggs*         | Laurie Rhodes       |
| Cerathel Burnett * | Donna Emmons           | Lynn Burgett        |
| Christi Chadwick   | Jamilah R. Jor'dan*    | Marsha Hawley       |
| Christy Allen      | Joellyn Whitehead      | Sharyl Robin        |
| Dawn Thomas        | Joni Scritchlow        | Stephanie Bernoteit |
| Deb Widenhofer     | Julie Lindstrom        | Stephanie Hellmer   |
| Debbie Rogers Jaye | Karen McCarthy         | Tammy Notter        |
| Diana Rosenbrock   | Lauri Morrison-Frichtl | Teri Talan          |

Lynn Burgett guest of Donna Emmons  
\* dialed in to the meeting

**Welcome** – Deb Widenhofer and Marsha Hawley welcomed participants to the meeting. Deb and Marsha thanked Donna Emmons on her years of service to PDAC and the Steering Committee. Donna is retiring from the Illinois State Board of Education. Donna introduced Lynn Burgett as her replacement on PDAC.

#### **Review and Approval of Minutes (Attachment 1)**

- January 7 and January 8, 2016
  - Teri Talan moved to accept the minutes.
  - Christy Allen seconded the motion.

#### **Workforce Development and Pathways Recommendations – Cerathel Burnett**

- Recommendation: The PDAC Workforce Development and Pathways Committee recommends the Illinois Department of Children and Family Services (IDCFS) that teacher education requirements in Qualifications for Early Childhood Teachers in the Day Care Center Licensing Standards be increased by including the Gateways to Opportunity ECE Credential. (Attachment 2)  
By 2025: Early childhood teachers must have completed their Gateways ECE Credential, Level 3.  
By 2030: Early childhood teachers must have completed their Gateways ECE Credential, Level 4.
  - Rationale: These recommendations create congruence between IDCFS staffing requirements, Gateways to Opportunity Credential Levels, ExceleRate™ Illinois Quality Standards Program Staff Qualifications and Continuing Education requirements, and Institute of Medicine and National Research Council of the National Academies recommendations. The focus of this recommendation is defining the early childhood profession through implementation of strong, coherent, competency-based qualification requirements for professionals working with young children from birth through age 8. The committee recognizes that state agencies will determine the most effective dates and adjust accordingly.
    - The recommendation was approved.

## Family Specialist Credential Pilot Recommendation – Jamilah R. Jor’dan and Diane Scruggs

- Recommendation: The committee is recommending approval of the attached Gateways Family Specialist Credential Content Area Specific Education (and training knowledge, skills, dispositions, and benchmarks). (Attachment 3)
  - Rationale: The Gateways Family Specialist Credential was piloted using a comprehensive set of performance area indicators and benchmarks. These were successfully tested at each level and validated with survey data from the pilot applicants and faculty. The guidance provided clear and consistent education and training requirements for all recipients of the Gateways Family Specialist Credential. A few edits can be found on pages 10, 11, 14, 20 and 21. These minor revisions strengthen inclusion of responsiveness of cultural and linguistic appropriate practices.
    - Recommendation was approved.
- Recommendation: Include “Bachelor’s or Master’s degree in Social Work meets these requirements” across the General Education Requirements, Content Area Specific Education and Work and Practical Experience for the Gateways Family Specialist Credential Level 5. (Attachment 4)
  - Rationale: All pilot applicants with a Bachelor’s or Master’s degree in Social Work exceeded the General Education Requirements, Content Area Specific Education and Work and Practical Experience for the Gateways Family Specialist Credential Level 5. This is comparable to a Professional Educator License with endorsement in Early Childhood Education for the ECE Credential Level 5.
    - Recommendation was approved.
- Recommendation: The committee is recommending the approval of the attached Gateways Family Specialist Credential framework. Thorough testing of each level and survey data has led to the following changes: (Attachment 5)
  - Level 2**—No changes.
  - Level 3**—Revised General Education Requirements to “6 semester hours of English, Social Science or any Math or Science. (These 6 credits must be credit bearing and non-developmental 100 level +)” to align with other Gateways Credential frameworks. In Work and Practical Experience, increased to 20 hours of family related supervised experience. Removed observation hours.
  - Level 4**—In the Content Area Specific Education, increase to 21 points. Revised General Education Requirements to “9 semester hours of English, Social Science or any Math or Science. (These 6 credits must be credit bearing and non-developmental 100 level +)” to align with other Gateways Credential frameworks. In Work and Practical Experience, increase from 75 to 100 hours of family related supervised experience.
  - Level 5**—In the Content Area Specific Education, increase to 33 points.
  - ALL LEVELS:** Remove professional contributions from initial credential attainment-required upon renewal.
    - **Rationale: Level 3 and 4**—The general education requirements for Level 3 and 4 have been updated for Gateways Credential consistency. Including Math or Science mirrors AAS state requirements with a greater application for this credential and workforce. (This workforce would gain greater knowledge from psychology, sociology etc. than math specifically). Utilizing “any Math or Science” provides opportunities for both professionals working in the field and faculty in designing programs, to better meet the needs of this workforce.
    - Level 4**—Increasing the Content Area Specific Education point requirements from 20 to 21 at Level 4 better aligns with the amount of coursework pilot applicants completed as well as Higher Education institution coursework (e.g. 21 points is the equivalent to seven–3 semester hour courses). Increasing the Work and Practical experience hours from 75 to 100 better prepares students to work with families.

**Level 5**—The pilot clearly showed a higher amount of coursework with an average of 50 points for FSC Level 5 during the pilot. Increasing the Content Area Specific Education point requirements from 30 to 33 at Level 5 also better aligns with Higher Education institution coursework (e.g. 33 points is the equivalent to eleven–3 semester hour courses).

- The recommendation was approved.

#### **Credentials in Development – Teri Talan**

- School Age and Youth Development Credential – Tammy Notter and Christy Allen, co-chairs
  - Following the review of the pilot data the School Age and Youth Development committee is recommending School Age and Youth Development pilot credentials be merged into one credential.
    - Factors considered include: School Age Credential was very successful, the Youth Credential was slow going; majority of the workforce that applied in the pilot are working with children in kindergarten through children 16 years of age; the fiscal reality.
  - The committee is considering allowing 6 of the points to come from training for SAYD Level 2. An option would be using the Gateways to Opportunity School Age and Youth Credential. If a practitioner completed Level 1 they would have the opportunity to use points as a stepping-stone to Level 2.
- Family Child Care Credential –Tami O’Daniel, FCC Credential Specialist
  - 265 applicants for the Direct Route.
    - 65 have been awarded credentials.
  - 22 applicants for the Entitled Route.
    - 5 have been awarded.
  - Pilot surveys have been returned and information is being reviewed.
  - Pilot report is being created.
- Technical Assistance Credential – Sharyl Robin, co-chair
  - 81 Direct Route applications have been received.
    - 3 have been awarded at Level 6.
    - 3 have been awarded at Level 5.
  - The TA Committee will meet in May for face-to-face meeting.
  - Jumpstarts are being currently being held at pilot institutions.
  - Pilot ends in August 2016.

#### **IOM and (i2I) Incubation to Innovation Work Underway – Christi Chadwick**

- The State i2I team (Incubation to Innovation), is working with the National Research Council (NRC), in order for states to begin implementation of the IOM report (*Transforming the Workforce for Children Birth to Age 8*) recommendations.
- The first meeting was held in Washington, DC with state representatives from across the country to discuss the recommendations.
- The Illinois team will focus on competencies, pathways, and data.
- i2I will seeking input from stakeholders, such as PDAC, later in the summer and early fall.

#### **Workforce Credentials Georgetown University – Stephanie Bernoteit (Attachment 6)**

- Problem
  - Recent surge of various types of credentials.
    - Expected job growth will be in chocolate fields that will require some type of post high school training.
    - 60x25 Initiative, by 2025 the goal is for 60% of the workforce in Illinois to have some type of quality credential or degree.
      - How will we count and recognize other types of training outside of institutions of higher education, which might help someone become more educated and employable.

- Lack of consistent quality control and lack of connection to competencies.
- Challenge Facing Illinois
  - Be open to the evolution of the current understanding of credentials.
- Credential Landscape
  - Badges, Certificates, Diplomas, Licenses, Micro-Credentials.
  - Competency –Based Education.
- On-Going
  - Examination of the criteria for credentials included in Illinois College Completion numbers.
  - Higher Education Commission on the Future of the Workforce.
  - Collaborative project with the Governor’s Office on Early Childhood.
- Current Picture
  - Currently no Credentials under a year in length are counted towards the 60x25 goals.
  - IBHE is working on the development of an assessment framework to objectively examine the value of credentials based on criteria regarding regional needs and state priorities.
- Focus Area: Early Childhood Education
  - First Step
    - An innovative data project focused on the integration of Gateways Credentials into the Illinois Longitudinal Data System.

**Steering Recommendation for Early Childhood Teachers with a Level 2 – Marsha Hawley**

- Following the morning discussion of the Workforce, Development, and Pathways recommendation for teachers at Level 3 and Level 4 a recommendation was drafted by Steering regarding Level 2 for teachers. (Attachment 7)
- Recommendation: The PDAC Steering Committee recommends that the Illinois Department of Children and Family Services (IDCFS) increase teacher education requirements in the Day Care Center Licensing Standards (Section 407.140 Qualifications for Early Childhood Teachers) and utilize the Gateways to Opportunity ECE Credential as educational attainment indicators as follows. (Attachment 7)  
By 2020: Early childhood teachers must have completed their Gateways ECE Credential, Level 2.
  - Rationale: These recommendations create congruence between IDCFS staffing requirements, Gateways to Opportunity Credential Levels, ExceleRate™ Illinois Quality Standards Program Staff Qualifications and Continuing Education requirements, and Institute of Medicine and National Research Council of the National Academies recommendations. Inclusion of the Gateways ECE Credential Level 2 requirement by 2020 for teacher working in licensed settings creates clarity for the workforce and outlines a pathway toward increased educational attainment and a high quality workforce. The focus of this recommendation is defining the early childhood profession through implementation of strong, coherent, competency-based qualification requirements for professionals working with young children from birth through age 8. The committee recognizes that state agencies will determine the most effective dates and adjust accordingly.
    - Recommendation was approved.

**Infant Toddler Brief – Joellyn Whitehead (Attachment 8)**

- The Characteristics of the Infant Toddler Workforce in Illinois Brief received funding from the McCormick Foundation as part of an overall infant toddler teacher quality initiative.
- The brief is focused on licensed child care centers from the Registry.
- 3,280 licensed child care centers and two-thirds of those centers have staff (teachers and assistant teachers) who reported working with infants and toddlers (birth until three year olds).
- Demographics of the infant toddler teacher mirror the workforce as a whole.
- Two-thirds of the teaching staff for infants and toddlers are under the age of 35.
- 68% of infant toddler teachers in Illinois have a degree compared to 81% of preschool teachers.
- 32% of infant toddler teachers have no degree.

- Infant toddler teachers mean salary is \$11.75 while the mean salary for a preschool teacher is \$13.10.
- A group of stakeholders will review the information on the infant toddler workforce to better develop and support the infant toddler workforce.
  - Sarah LeMoine from Zero to Three will be the facilitator for the stakeholders.

#### **ECE Credential Framework Requirements – Anne Wharff (Attachment 9)**

- Changes to the ECE Framework
  - ECE Credential Level Two is increasing from 12 points to 16 points, which will allow students to access federal financial aid.
    - Will go into effect July 1, 2016.
  - ECE Credential Level Three math has changed from transferable to credit bearing.
    - This change has already gone into effect.

#### **Announcements**

- The executive director at BabyTALK is retiring at the end of 2016, if anyone knows of someone looking for a new position, resumes will be accepted until April 15, 2016.
- PDAC is monitoring ISBE's recent resolution to move Kindergarten back into the elementary education grade span. PDAC and the Early Childhood Advisory Group (ECAG) have worked many years to place Kindergarten as part of ECE.
- IDHS state plan was filed on March 1, 2016.
- The Illinois Early Learning Council is reorganizing. The Governor's Office of Early Childhood Development will be the primary coordinating body of both the ELC Executive and the Inter Agency Team (IAT). The committees will decrease from five to four committees. PDAC currently reports to the Program, Standards and Quality Committee.
- Higher Education Forum will be held on April 14 and 15, 2016 at the Marriott Hotel in Normal.

#### **Adjourn**

Next Steering Meeting: May 18<sup>th</sup> and May 19<sup>th</sup> at Eastland Suites in Bloomington, IL

Next PDAC Meeting: April 29<sup>th</sup> at INCCRRA, Bloomington, IL

