



GATEWAYS TO OPPORTUNITY

Illinois Professional Development System

PDAC Steering Committee

January 8, 2015: 10:00 AM – 5:30 PM

January 9, 2015: 8:00 AM – 2:30 PM

The Chateau

Anne Wharff	Diane Scruggs	Lauri Morrison Frichtl
Beth Knight	Donna Emmons	Marsha Hawley
Cerathel Burnett	Joellyn Whitehead	Rebecca Livengood
Christi Chadwick	Johnna Darragh-Ernst	Sharyl Robin
Christy Allen	Joni Scritchlow	Sue Deason
Dawn Thomas	Julie Lindstrom	Tammy Notter
Deb Widenhofer	Karen McCarthy	Valerie Krajec*
Diana Rosenbrock	Lisa Downey	

* Retreat facilitator

Welcome – Deb Widenhofer welcomed participants to the retreat and reviewed the agenda for the day.

Review and Approval of the Minutes (Attachment 1)

- December 17, 2014
 - Minutes were accepted as presented.

Setting the Stage: Federal and State Landscape – Valerie Krajec

- Use the capture tool to write down:
 - Topics or ideas which are important to you.
 - Most important to PDAC.
 - Impact on people in the field.
 - Intersections of work.
- Change will be a dominate theme throughout the retreat.
 - PDAC has benefited from being adaptable and proactive during the past twelve years, and will need to demonstrate adaptability going forward.
 - 2015 is a critical year.

Federal Initiatives Underway

- **U.S. Department of Health and Human Services: Child Care Development Block Grant (CCDBG) Reauthorization** – Anne Wharff (Attachment 2)
 - CCDBG was first passed in 1990, re-authorized in 1996, and again in 2014.
 - CCDBG Reauthorization Purpose
 - Provide consumer education information to help parents make informed choices about child care services.
 - Deliver high-quality, coordinated early childhood care and education services.
 - Improve the overall quality of child care services and programs by implementing the health, safety, licensing, training and oversight standards.
 - Improve child care and development of participating children.
 - Increase the number and percentage of low-income children in high-quality child care settings.

- Workforce Training
 - Need to show the connection between PDAC and the Early Learning Council.
- Training Content
 - Need to do an assessment of the training we currently have and make changes if necessary.
- Progression of Professional Development
 - Show the career lattice, link practitioners to current and developing career pathways.
- Early Learning and Development Guidelines
 - Illinois has developed the IELG and IELDS which are aligned with state standards for education in K-grade 3.
- Child Care Resource and Referral
 - No changes are needed, Illinois has a good system in place.
- Monitoring, Inspection, and Complaint Reports
 - Requires states to post electronically the results of monitoring and inspection reports. Need to change the Sunshine website to comply with regulations.
 - Requires states to collect and make public the number of deaths, serious injuries and instances of substantiated child abuse. DCFS does not currently track the number of deaths, serious injuries, and substantiated abuse in child care settings.
- Background Check Requirements
 - An issue will be the 45 day period for the FBI to provide results from the fingerprint test.
- Minimum Safety Protections
 - Requires a minimum health and safety training completed during a pre-service orientation period. Requires rule changes for license exempt home providers.
- Inspections/Accountability
 - DCLR's must perform pre-licensure inspections and annual unannounced monitoring visits to all licensed facilities. IDHS doesn't have the capacity to perform annual monitoring visits for 7,500 providers.
- Timeline
 - October 1, 2014 – beginning of the federal fiscal year for 2015.
 - CCDBG enacted on December 1, 2014.
 - State Plan due on July 1, 2015.
- **U.S. Department of Health and Human Services: Head Start** – Lauri Morrison Frichtl
 - Early Head Start/ Child Care Partnerships were announced in December 2014.
 - 234 preliminary grantees were named.
 - A quarter of the grants were for less than \$1 million, half were between \$1 million and \$2 million, the remainder were for more than \$2 million.
 - 203 agencies on the list already operate a Head Start or Early Head Start program.
 - 31 agencies are new to Head Start.
 - Grantee's agency types include: school system, Community Action, government and non-profit.
 - Grantees with fewer than 500 children are underrepresented, and larger grantees are overrepresented.

- Illinois grantees include: City of Chicago at \$14,900,000; Child Care Resource & Referral in Joliet at \$1,400,000; Proviso Leyden Council for Community Action, Inc. (PLCCA) in Maywood at \$1,200,000; and City of Rockford \$600,000.
 - Grantees must now follow all of the Head Start and Early Head Start rules and regulations including: programs must develop a professional development for each full-time employee who provides direct services to children, staff must have familiarity with ethnic background of the families they serve, center-based Early Head Start teachers must have a minimum of an Infant-Toddler Child Development Associate (CDA), a comparable credential, or preschool CDA with training in infant toddler development.
- **U.S. Department of Education: Preschool for All Expansion** – Donna Emmons and Karen McCarthy
 - \$80,000,000 distributed over the next four years (January 2015 – December 2018).
 - Lead agency for Illinois is the Governor’s Office of Early Childhood Development, with Illinois State Board of Education acting as the fiscal agent.
 - Focus on 4- year olds, at or below the 200% poverty level.
 - Full day program with comprehensive services, class size of no more than 20 children or a ratio of 1 to 10.
 - 2600 new slots with 680 enhanced slots (1/2 day programs expanding to full day).
 - Must provide full day kindergarten. Must work collaboratively with community based organizations and must use Kindergarten Individual Development Survey (KIDS) assessment.
 - On site or accessible comprehensive services must be provided. Instructional coordinator (1 per 10 classrooms) for embedded professional development.
 - Ensure continuity for children from preschool to 3rd grade.
 - Commitment that the Early Childhood Block Grant (ECBG) will be increased by \$50,000,000 each year starting in state FY16. Part of the funds will go to preschool expansion, but a larger part will go for general Preschool For All expansion.
- **U.S. Department of Education** – Johnna Darragh-Ernst (Attachment 3)
 - Current legislation Great Teachers Matter is under review. Focus is on K-12 and licensure, not specific for Birth to Five population.
 - Goal: Enhancing the preparation of prospective teachers and the professional development activities for current teachers; holding teacher preparation programs at institutions of higher education accountable for preparing highly qualified teachers.
 - These regulations help ensure teacher training programs are preparing educators who are ready to succeed in the classroom.
 - The new rules shift the focus for currently required state reporting on teacher preparation programs from inputs to outcomes. (How graduates are doing in the classroom post-graduation)
 - Holds programs accountable for how well they prepare teachers to succeed in today’s classrooms and throughout their careers.
 - The proposal would require states to report annually on the performance of teacher preparation programs.
 - This has implications tied to financial aid given to the institutions, and for students to get loans to attend the institution. Will use outcome data to show if the program is producing quality practitioners.

- **Home Visiting** – Deb Widenhofer and Lauri Morrison Frichtl
 - Illinois has had a spectrum of home visiting services for families of children. This includes: family case management, early intervention, teen parent services, Healthy Families Illinois, Head Start, Early Head Start, and ISBE funded programs. In 2010, Congress established the Maternal Infant Early Childhood Home Visiting, funding was extended until March 2015. Currently there are six communities in Illinois that have MIECHV funding including: a Chicago southside cluster, Cicero, Elgin, Rockford, and Macon and Vermillion Counties.
 - Professional development (educational requirements) impacts on a home visitor are as varied as the spectrum of services that are provided through home visiting. The funding stream may dictate some of the training requirements.
 - Credentials for home visiting include: the Gateways Family Specialist Credential, (the Gateways Technical Assistance Credential may come into play as well), The Infant Mental Health Association of Illinois has a master's level infant mental health credential, and another group is working on a Medicaid certification for home visitors programs and home visitors to bill for services.
 - Question: Is home visiting a part of early childhood? If the answer is yes, there will be confusion among professionals doing home visiting.
 - Questions/concerns of the professional: Why do I have multiple credentials? What do I need? The blending and braiding of funding and different funding streams will require certain certifications and credentials that might overlap, or have to acquire credentials that are around the same thing because of the funding streams.
 - Work to find common ground, work on a system, keep our eyes on the professional and what is best for the professional.
- **Political Landscape** – Anne Wharff and Christi Chadwick
 - The new Governor will come into office on Monday, January 12, 2015. He has made very few appointments before coming into office. A transition team is in place, and has been interviewing different state agencies and department heads. At this point we don't know who will be appointed head of education in his cabinet.
 - IDHS will have a new secretary.
 - Biggest issue is that the department has shortfall in funding child care.
 - DCFS will also have a new head of the agency.
- **Race to the Top** – Christi Chadwick
 - Status: Officially two full years into the grant with two more left. Currently assessing as to where we are, what progress we have achieved, reviewing the scope of work, laying out what the next two years need to look like. Reviewing budgets, where to use money not already obligated. Report due to federal officers the beginning of February 2015.
 - OECD will be meeting with a contractor on a validation study on the QRIS system. Will be looking at child outcomes, where programs are on various circles, and how to process the work.
 - Goals the Resource and Referrals and Quality Specialists are using to promote and motivate for ExceleRate:
 - Goal for centers: (ended December 2014) 50% of center based programs completed the ExceleRate orientation and/or received a Circle of Quality.
 - Within the next year (completed by December 2015) 50% of center based programs will have applied for or are in process of receiving a Circle of Quality.

- By December 2016, 50% of center based programs are rated above license Circle of Quality and 25% are rated gold.
 - Centers would like to have a check list. There is concern among centers of not reaching 25% Gold Level.
- **Credentials** – Marsha Hawley, Diana Rosenbrock and Joni Scritchlow
 - Diana looked at credentials on a national level, very inconsistent across the country, but Illinois is better placed because of our systems.
 - Marsha also looked at the national picture. The Infant-Toddler Child Development Associate (CDA) is about the only place to find any type of national information on credentials. It is unfortunate not to have a place to readily find information.
 - Gateways Credential Information
 - Family Specialist Gateways Credential 100 direct route applicants.
 - Family Child Care Gateways Credential 132 direct route applicants.
 - School Age Gateways Credential 100 direct route applicants.
 - Youth Development Gateways Credential 55 direct route applicants.
 - Technical Assistance will meet on January 21, 2015.
 - Forty-three people and three institutions participated in the ITC Level 6 Credential.
 - Thirty-eight people and five institutions participated in the ECE Level 6 Credential.
 - In October 2014, 2,700 people (excluding Level 1) have received a credential, need to be at 10,000 in December 2016. We need to be thinking about the infrastructure and strategies related to rapid credential attainment.
 - Question: What is the major barrier for credential attainment?
 - Answer: Vast majority qualify for a credential, but might not be at the level they think they have earned, difficulty is the paperwork, they need multiple transcripts to be turned in, or to have transfer work accepted by the college or university.
 - We need to look at data to identify areas of the state that are lacking in training on the credentials, focus on CCR&R's, and conferences to reach as many practitioners as possible.

Synthesis of Landscape Discussion – Valerie Krajec

- Valerie recapped the morning topics and synthesizes topics into categories.
- Remember Mia? (introduced at the Annual Meeting)– Deb Widenhofer
 - Molly is a student in the Early Childhood program at Millikin University.
 - Question: What does Molly need in order to provide for Mia (child at a center) and her family in order to reach their potential?
 - Response: Steering Committee should remember Mia and Molly's needs as we work on our Strategic Plan.
 - Input and feedback thoughts from the Annual Meeting:
 - Current resources
 - Obtain credentials
 - Teachers have practical experiences
 - Value early development
 - Community support fund resource
 - Learning experiences to include children with special needs

Activity: Topic/Subject were listed on Post-It Board paper around the room. Committee members were to write their thoughts and comments regarding each topic. **(Attachment 4)**

Professional Contributions:

- Professional Contributions are a valuable part of Gateways Credential components. Contributing professionally to the field is a key aspect of leadership growth and development.
- Moving forward: Credential *attainment* will be through verification of education, training, and experience. We will utilize Professional Contributions as a way to build leadership capacity in credential renewal processes.
- State agency conversations have resulted in a policy change: Gateways Credential Professional Contributions will no longer be required with initial Credential application for the IDC all 3 levels, ECE Credential Level 2 – 5 and Infant Toddler Credential Level 2 – 5. Professional Contributions will be required for credential renewal. (There are no changes for credentials in pilot phase.)
- Statewide messaging around this upcoming change in the way in which Professional Contributions are utilized will be sent to all Credential applicants and other key stakeholders around the state.
- This change will go into effect January 12, 2015.

Strategic Plan:

- Deb gave a status update on Phase VI of the Strategic Plan.
- Steering Committee discussed moving the Strategic Plan Phase VII from a two year plan to a three year plan which will mirror the Illinois State Plan which has moved to a three year plan.
 - Five finger vote was taken to move from a two year strategic plan to a three year strategic plan.
 - Vote was approved.

Do we see a theme of the work from today?

- Themes include: transition, change, accessibility, efficiency, simplification and integration, and intentional work.
- The willow tree analogy: a tree with shallow roots that will need a lot of watering over the next few years that will bend and sway.

Day 2: January 9, 2015**Opening – Recap Yesterday's Work**

- Opening conversations regarding items and ideas committee members have been thinking about since yesterday, and things happening in their world (staff and students getting credentials, learning styles, support systems in place, and support systems needed).

Activity: Day 2 Follow-up from ideas and concepts listed on Post-It Board paper:

- List key concepts, goals, what committees should be assigned to review the topics of each Post It sheet. Information from the activity will help to inform the work for the Strategic Plan Phase VII. (Attachment 5)
- Teams that will form using this data for the strategic plan:
 - Lori, Dawn, Joni, and Joellyn – IAT
 - Rebecca, Deb and Donna – FS
 - Marsha, Sue, Diane, Diana, Lisa and Sheryl – QC
 - Anne, Karen, Christy Allen and Julie – Governance and Steering
 - Johnna, Cerathel, Christi Chadwick and Beth – WDP
- Financial Supports – goals outlined for their Strategic Plan
 - Build consensus across the state about equitable pay. (old goal)
 - Broaden eligibility for Gateways Scholarship Program.

- Analyze current resources for efficiency and effectiveness in alignment to state, partnering agencies and requirements.
- Qualifications and Credentials – goals outlined for their Strategic Plan
 - Review, develop, and implement credentials.
 - Improve access and incentivizing of credentials.
 - Determine if current coursework and training is sufficient to meet the needs of practitioners to achieve credentials.
 - True articulation pathways between two and four year higher education institutions.
- Workforce Development and Pathways – goals outlined for their Strategic Plan
 - Develop a more comprehensive career lattice that clearly articulates varied pathways in the system (role based not credentialed based).
 - Analyze if credentials are stackable and how they are offered and utilized with the goal of providing multiple pathways.
 - Explore how levers and supports including scholarships and Great START can be used to support credentials.
 - Create continuity between DCFS and credentials.
 - Explore responsive practices for direct and entitled routes and supporting credential attainment.
 - Support state efforts of meaningful articulation between 2- and 4- year institutions.
- Information Analysis and Trends – goals outlined for their Strategic Plan
 - Identify key research questions related to the Illinois Professional Development System.
 - Establish and implement a framework for disseminating information
 - Synthesize available information, trends, research and policy around issues critical to professional development and professional development systems.
 - Explore innovative PD practices in other states.
- Governance – goals outlined for their Strategic Plan
 - Create and implement a leadership development plan.
 - Maintain well defined processes and protocols to support PDAC decision making.
- Steering – goals outlines for their Strategic Plan
 - Build effective relationships with state agencies, advocates, and others, to support professional development in Illinois.
 - Maintain a diverse, fully cross-sector PDAC membership.
- Timeline
 - Share this information with your committee members to review the goals and modify where needed.
 - At the March Steering Committee telenet review the work done at the committee meetings to make sure there is no overlap, and then pass it along to for the April PDAC meeting for review.
 - The plan can be tweaked following the June PDAC meeting.
 - This will be a three year plan July 2015 – June 2018.

Recommendations

- Recommendation: The Level 6 Ad-Hoc Committee recommends approval of the Gateways to Opportunity Infant Toddler Credential at Level 6. (Attachment 6)
 - Rationale: Direct Route and Entitled Route pilots were conducted for the Infant Toddler Credential Level 6 from 2012-2014. Forty-three individuals and three Illinois Higher Education Institutions participated in the pilot. The pilot results informed the finalizations of the ITC Level 6 framework.

- The recommendation was approved
- Recommendation: The Level 6 Ad-Hoc Committee recommends approval of the Gateways to Opportunity ECE Credential at Level 6. (Attachment 7)
 - Rationale: Direct Route and Entitled Route pilots were conducted for the ECE Credential Level 6 from 2012 to 2014. Thirty-eight individuals and five Illinois Higher Education Institutions participated in the pilot. The pilot results informed the finalization of the ECE Level 6 framework.
 - The recommendation was approved.
- Recommendation: The Illinois Director Credential Review Group recommends changes to the Professional component of the Gateways Illinois Director Credential as follows: (Attachment 8)

Illinois Director Credential Level I:

Two professional contributions *in one or more area (s)* completed within the last five years.

Illinois Director Credential Level II:

Four professional contributions *in at least two different areas* completed within the last five years.

Illinois Director Credential Level III:

No changes to what is already in place: Six professional contributions with a minimum of one in at least four different areas completed within the last five years. Must include documentation of specialized expertise.

**With the exception of the following professional contributions which can be completed with no time limit:*

 - *Early childhood and/or school-age doctoral dissertation.*
 - *Published peer-reviewed journal article.*
 - *Author or contributing author to a published early childhood and/or school-age book.*
 - Rationale: The Illinois Director Credential Review Group Committee wants to create more professional contribution opportunities for directors. Making these adjustments would allow for directors to complete professional contribution requirements with the least amount of restrictions. Directors obtaining the IDC Level I could complete professional contributions within their center/program while the IDC Level II and III require contributions to the field of ECE as a whole.
 - The recommendation was approved.
- Recommendation: The Illinois Director Credential Review Group recommends language updates and revisions to the Gateways Illinois Director Credential Administrative Content Areas (see attached – (Attachment 9)
 - Rationale: The Illinois Director Credential Review Group Committee has added descriptive language to the Gateways Illinois Director Credential (IDC) Administrative Content Areas. The intent of the IDC Administrative Content Areas has not been changed but small revision to language and expanded examples have been added to help keep the IDC Administrative Content Areas up-to-date and relevant with current day practices.
 - The recommendation was approved.
- Recommendation: Approval of the PDAC Operating Guidelines and Procedures Document. (Attachment 10)
 - Rationale: Following review of the PDAC Operating Guidelines and Procedures Document and the Process for Membership Document the PDAC Governance Committee combined the documents into one document to eliminate redundancy and

overlap, ad to ensure consistency. The document has been updated with current language to reflect PDAC practices.

- The recommendation was approved. The document does not move on to PDAC or IDHS.
- Next meeting will be a telenet in March. March 18th will not work for many Steering members as a CCR&R meeting is scheduled for the same date. Staff will send out a notice with a new date for the March telenet. (Note: March 19th was selected as the new date for the Steering telenet)

Adjourn

- Next Steering Committee meeting will be held as a telenet.



The Child Care and Development Block Grant of 2014

COMPARISON WITH EXISTING RULE, POLICY & PRACTICE

Topic	CCDBG	Current IL Law, Rule, Policy, Practice	Agency Impacted	Comments
CCDBG Reauthorization Purpose	Includes the current goals/purposes and adds the following language: (3) to encourage States to provide consumer education information to help parents make informed choices about child care services and to promote involvement by parents and family members in the development of their children in child care settings; (4) to assist States in delivering high-quality, coordinated early childhood care and education services to maximize parents' options and support parents trying to achieve independence from public assistance; (5) to assist States in improving the overall quality of child care services and programs by implementing the health, safety, licensing, training, and oversight standards established in this subchapter and in State law (including State regulations); (6) to improve child care and development of participating children; and (7) to increase the number and percentage of low-income children in high-quality child care settings."	The Illinois Child Care Program –Subsidy and Quality activities – includes the following principles. (1) to allow each State maximum flexibility in developing child care programs and policies that best suit the needs of children and parents within such State; (2) to promote parental choice to empower working parents to make their own decisions on the child care that best suits their family's needs; (3) to encourage States to provide consumer education information to help parents make informed choices about child care; (4) to assist States to provide child care to parents trying to achieve independence from public assistance; and (5) to assist States in implementing the health, safety, licensing, and registration standards established in State regulations.		

Attachment 2

Wharff, 01-02-15

Topic	CCDBG	Current IL Law, Rule, Policy, Practice	Agency Impacted	Comments
Workforce Training	Would require workforce and competency standards for providers developed in consultation with the State Advisory Council on Early Childhood Education and Care using an evidence-based framework designed to promote learning, development, and school readiness to improve language and literacy development, and incorporate knowledge and application of the State's early learning and development guidelines for children and health standards	The Lead Agency consults with several advisory councils (Illinois Early Learning Council, Professional Development Advisory Council and Child Care Advisory Council) for developing workforce competency standards for providers. Illinois does not require linking IELG/IELDS to licensed providers, but it is a requirement for ExceleRate programs and providers.	DHS	There are a variety of places in the State Plan where connections between PDAC and the ELC will be made
Training Content	Training at a minimum would cover: <ul style="list-style-type: none"> • Specialized training of infants and toddlers, children who are English learners, and children with disabilities. • Early mathematics, language and literacy development. • Effective use of data to guide instruction and program improvement. • Feedback from institutions of higher education, early childhood care and development experts. • The nutritional and physical needs of children to promote healthy development. • Safe sleep practices, First Aid, and CPR. 	Illinois requires the following trainings for LICENSED homes and centers: <ul style="list-style-type: none"> -First Aid & CPR -Safe sleep practices/SIDS (if infants in care) -shaken baby syndrome (if infants in care-centers) -caring for children with special needs (if in care) 	DHS DCFS	(DCFS) Licensing Standards will need to be amended to include all topics DHS will need to do an assessment of the trainings offered by CCR&Rs and through ITN and ExceleRate and make any necessary changes
Progression of Professional Development	That State will carry out training, professional development, and professional advancement of child care staff and provide mentoring opportunities linking them to current or developing career pathways for providers in the workforce and improving the State credentialing of eligible providers.	Illinois offers significant amounts of training, professional development, and mentoring through the local R&Rs. Gateways provider career pathways and credentialing for providers. ExceleRate provides quality improvement pathways.	DHS	No changes needed

Wharff, 01-02-15

Topic	CCDBG	Current IL Law, Rule, Policy, Practice	Agency Impacted	Comments
Early Learning and Development Guidelines	Includes the development and implementation of guidelines that are research-based, developmentally appropriate, and aligned with State standards for education in kindergarten through grade 3.	Illinois has developed the IELG and IELDS which are aligned with state standards for education in K-grade 3.	ISBE DHS	No changes needed
Development and Implementation of Early Learning Guidelines	The development and implementation of early learning and developmental guidelines that are appropriate for children from birth through entry into kindergarten describing what children should know and be able to do covering the essential domains of early childhood education, care and development for child care providers	Illinois has developed the IELG and IELDS which are aligned with state standards for education in K-grade 3.	ISBE IDHS	No changes needed
Supporting the Use of Early Learning Guidelines	Developing and implementing the State's early learning and developmental guidelines providing technical assistance to enhance early learning for preschool and school aged children in order to promote language and literacy skills, foster school readiness, and support later success.	Programs in Excelerate are required to use the IELDS and IELG for Birth to Three. Training on the Illinois early learning and development standards/guidelines are available to all child care providers	ISBE IDHS	No changes needed
Quality Rating and Improvement Systems Participation	Develop and implement a tiered rating system which will support and assess the quality of child care providers in the State by building on licensing and regulatory standards, describe the quality of early learning facilities, increase the capacity of State early childhood education and care programs, and provide financial incentives/support to help child care providers	Illinois Excelerate	IDHS OECD	No changes needed

Wharff, 01-02-15

Topic	CCDBG	Current IL Law, Rule, Policy, Practice	Agency Impacted	Comments
Quality Set-Aside	Would require no less than 6% of funds in 2014, 8% of funds in 2016, 10% of funds in 2018 and beyond, be used to improve the quality of child care. Additionally, 3% of funds are set-aside to improve the quality of infant and toddler care.	Illinois currently exceeds the required percentage of funds to improve the quality of child care. Illinois currently exceeds the required percentage of funds to improve infant and toddler care.	IDHS	No change needed
Child Care Resource and Referral	A state may use funding to establish or support a system of local or regional child care resource and referral organizations that is coordinated, to the extent determined appropriate by the state, by a statewide public or private nonprofit, community-based or regionally based, lead child care resource and referral organization. (Law continues with a list of required activities/deliverables that CCR&Rs must support)	Illinois funds 16 Child Care Resource and Referral (CCR&R) agencies that perform the following services for parents and/or providers: - Provide parents with consumer education and referrals to child care in their communities; - Deliver training and assistance to providers in order to improve the quality of care offered; - Help develop new child care resources in communities where they are needed; - Assemble and maintain an accurate child care database to provide up-to-date information to parents; and - Record and analyze data on child care supply and demand to support community capacity building.	IDHS	No change needed
Monitoring, Inspection, and Complaint Reports	Would require states to post electronically the results of monitoring and inspection reports, including those as a result of major, substantiated complaints. Additionally, states would be required to collect and make public the number of deaths, serious injuries, and instances of substantiated child abuse that happened in child care settings each year. The reports will also include information on the date of inspection and the corrective action taken.	Illinois currently posts monitoring reports of child care facilities on the internet via the Sunshine Screen. DCFS Procedures 383, Licensing Enforcement, require annual monitoring visits to be unannounced.	IDCFS IDHS	There will probably need to be some changes to the Sunshine website to comply with new regs DCFS does not currently track the number of deaths, serious injuries and instances of substantiated abuse in child care settings.

Wharff, 01-02-15

Topic	CCDBG	Current IL Law, Rule, Policy, Practice	Agency Impacted	Comments
Background Check Requirements	<p>Would require States to conduct criminal background checks for current and potential child care staff with licensing, regulation, and registration requirements. Background checks would include a search of each State criminal, neglect, and sex offender registry, database, or repository where the child care staff member currently resides and had resided during the preceding 5 years, a search of the <i>National Crime Information Center</i>, and an FBI fingerprint check. Results of background checks must be completed within 45 days. The State must create an appeals process for the current/prospective staff member of their background check results. Applies to all providers but may exempt individual related to all children for whom care is provided.</p>	<p>LICENSED HOMES & CENTERS Age 13-17, CANTS (Illinois Child/Abuse Neglect Tracking System) and IL Sex Offender Registry check.</p> <p>Ages 18 and over—fingerprint based. CANTS, SOR and then ISP Criminal History check. Only run FBI criminal history and nation SOR registry check if there's hit in IL or if they've lived outside of IL during past 5 years.</p> <p>LICENSE EXEMPT (excluding relatives): same as above for ages 18 and older</p>	<p>IDCFS (406, 407, 408)</p> <p>IDHS (89 Ill. Adm. Code, Chapter IV, §50.430)</p>	<p>National Crime Information Center appears to be part of LEADS which is part of IL current background check process.</p> <p>The 45 day period is a problem for FBI fingerprints. It takes the FBI much longer to provide results to Illinois.</p> <p>IL rule includes an appeals process for providers, but I'm not sure about staff members. Need to check with Carol Morris.</p>
Minimum Safety Protections	<p>Minimum health and safety training completed during a pre-service or orientation period would consist of:</p> <ul style="list-style-type: none"> • Prevention of shaken baby syndrome and abusive head trauma. • Prevention and control of infectious diseases and use of immunizations. • Universal health precautions. • Administration of medication consistent with parental consent standards. • Prevention and response to allergies • Prevention of SIDS and use of safe sleeping practices. • Physical premise safety. • Preparedness and response to natural disasters or a man-caused events. • The handling, storage, and disposal of hazardous materials and bio contaminants. • Protection from hazards that can cause bodily injury. • Precautions in transporting children. • First Aid and CPR. 	<p>Illinois requires the following trainings for LICENSED homes and centers:</p> <ul style="list-style-type: none"> -First Aid & CPR -Safe sleep practices/SIDS (if infants in care) -shaken baby syndrome (if infants in care-centers) -caring for children with special needs (if in care) 	<p>IDCFS</p> <p>IDHS</p>	<p>Will require rule changes for license-exempt home providers.</p> <p>Will require additional training offerings through Gateways and R&Rs.</p> <ul style="list-style-type: none"> • At the very least a close review to be sure the required topics are listed on the Statewide Training Calendar

Wharff, 01-02-15

Topic	CCDBG	Current IL Law, Rule, Policy, Practice	Agency Impacted	Comments
Inspections/ Accountability	Licensed inspectors would need to receive training in related health, safety and fire requirements, child development, child abuse prevention and detection, program management, and relevant law enforcement. Inspectors must perform at least one pre- licensure inspection and conduct annually an unannounced inspection of each child care provider and facility in the State.	Illinois state licensing representatives (DCLRs) are trained on current health and safety licensing standards and must have a background in child development. DCLRs must perform pre-licensure inspection and annual unannounced monitoring visits to all licensed facilities.	IDCFS IDHS	DCFS doesn't have the authority to inspect license-exempt child care providers IDHS doesn't have the capacity to perform annual monitoring visits on approximately 7,500 providers. There are over 40,000 license-exempt CCAP providers. We can exempt relatives and care in the child's home.
License-Exempt Care	If the State uses funding to support child care providers that are exempt from the corresponding licensing requirements, the plan will include a description stating why such licensing exemption does not endanger the health, safety, or development of children who receive services from child care providers who are exempt from these requirements.		IDHS	
Continuity of Care	Each child who receives assistance from the State will be considered to meet all eligibility requirements for assistance and will receive assistance no less than 12 months before the State re-determines the eligibility of the child. Working parents are not required to disrupt their employment in order to comply with State requirements for redetermination of eligibility for assistance. Includes a provision of continued assistance at the beginning of a new eligibility period for children of parents who are working, job training, attending an educational program and whose income exceeds the State's income limit to initially qualify them for assistance.	Eligibility for each family must be redetermined at least every six (6) months except for parents who are: enrolled in an education or training program that lasts less than six months, approved by a Responsibility and Service Plan (RSP) that indicates the activity lasts less than six months, or the child(ren) are participating in an approved Head Start or Pre-K Collaboration program. Three 30-day search periods are allowed for parents currently in CCAP	IDHS	Would require change in eligibility/redetermination policies and procedures This is the first change IL will be expected to comply with...however, we need clearer guidance on some of the language

Wharff, 01-02-15

Topic	CCDBG	Current IL Law, Rule, Policy, Practice	Agency Impacted	Comments
Coordination with Other Programs	Would require the State, in order to expand accessibility and continuity of quality early childhood education and care, and assist children enrolled in prekindergarten, Early Head Start, or Head Start programs to receive full-day services, will coordinate services with programs carried out under the Head Start Act including the Early Head Start programs, programs carried out under the Elementary and Secondary Education Act, programs carried out under the Individuals with Disabilities Education Act, maternal, infant, and early childhood home visiting programs, State, Indian tribe or tribal organizations, and programs serving homeless and foster children	Illinois already complies with this, in both Rule and Policy	IDHS ISBE OECD	No change needed
Payment Rates	Would require states to ensure that payment rates for assistance provided through CCDBG funds are sufficient to ensure equal access, with priority for low-income, rural, infant and toddler, children with disabilities, and non-traditional hour populations.	DHS conducts a Market Rate Survey every 2 years.	IDHS	No change needed
Development of Hotlines/Websites for Families	Would require the development of a National Toll-Free hotline and website to help parents access information about the safety, affordability, and quality of child care in their community. Additionally, the hotline and website would allow people (anonymously if preferred) to report suspected child abuse, neglect, or safety violations by an eligible child care provider.	DCFS maintains the Day Care Information Hotline as well as the Sunshine Screen to provide parents with access to information about safety violations in child care programs. DCFS also maintains the Child Abuse Hotline to allow people to report suspected child abuse, neglect, or safety violations. Local R&Rs are available to provide parents with information about affordable and quality child care in their community.	IDHS DCFS OECD	We need to do some evaluation of what we have after we get the Policy Interpretation

Wharff, 01-02-15

Topic	CCDBG	Current IL Law, Rule, Policy, Practice	Agency Impacted	Comments
Information available to promote informed child care decisions	Would require states to collect and make available information regarding: <ul style="list-style-type: none"> • Availability of child care services provided through programs. • The quality of providers. • Availability of assistance to obtain child care services. • The State process for licensing providers, conducting background checks, and monitoring and inspections. 	DHS collects data on the availability of child care services provided through programs (annual child care report available on DHS website). ExceleRate provides information on the quality of providers (search function available on ExceleRate website). DCFS licensing standards state the process for licensing providers, conducting background checks, and monitoring and inspections.	IDHS DCFS OECD	DHS may need to add information about the process for monitoring and inspecting license-exempt providers.
Technical Assistance to the States and Territories	OCC is planning a series of three TA meetings for the States and Territories to help with the transition to the new CCDBG regulations. <ul style="list-style-type: none"> • January meeting in DC for all • Regional meetings in Spring • STAM in July 		IDHS	The states will be expected to respond to all of the new regs in the State Plan due on July 1 st .

CCDBG of 2014 Enactment Timeline

10.1.14	12.1.14	7.1.15	10.1.15	9.30.16	7.1.18
Beginning of Federal Fiscal Year 2015	CCDBG of 2014 enacted	CCDF State Plan for FFY 2016, 2017, 2018 (October 1, 2015 through September 30, 2018)	Beginning of Federal Fiscal Year 2016	End of FFY 2016 (1 st full year of enactment)	CCDF State Plan for FFY 2019, 2020, 2021 (October 1, 2018 through September 2021)
		CCDF State Plan for FFY 16-18 will need to certify compliance with some of the new regs.		ACF will release a report on states use of priority of services. States have 6 months to comply with any areas found lacking.	
		Beginning of State Fiscal Year 2016			Beginning of State Fiscal Year 2021

Whorff, 01-02-15

Great Teachers Matter – Johnna Darragh-Ernst

Currently under public comment (60 days starting at beginning of December, final rule published in May)

Goals: Enhancing the preparation of prospective teachers and the professional development activities for current teachers; holding teacher preparation programs at institutions of higher education (IHEs) accountable for preparing highly qualified teachers; and recruiting effective individuals, including minorities and individuals from other occupations, into the teaching force.

Proposed regulations help ensure teacher training programs are preparing educators who are ready to succeed in the classroom.

The new rule shifts the focus for currently required state reporting on teacher preparation programs from mostly inputs to outcomes - such as how graduates are doing in the classroom

Main focus:

- Refocus institutional data reporting already required under federal law on meaningful data at the program level,
- Support states in developing systems that differentiate programs by performance on outcomes, provide feedback to programs about graduates' performance and satisfaction, and
- Hold programs accountable for how well they prepare teachers to succeed in today's classrooms and throughout their careers.
- By requiring data on new teacher employment outcomes (placement and retention), it will shine a light on high-need schools and fields and help facilitate a better match of supply and demand.

The proposal would require states to report annually on the performance of teacher preparation programs – including alternative certification programs – based on a combination of:

- Employment outcomes: New teacher placement and three-year retention rates in high-need schools and in all schools.
- New teacher and employer feedback: Surveys on the effectiveness of preparation.
- Student learning outcomes: Impact of new teachers as measured by student growth, teacher evaluation, or both.
- Assurance of specialized accreditation or evidence that a program produces high-quality candidates.

U.S. Department of Education <http://www2.ed.gov/about/offices/list/index.html?src=oc>

Attachment (4)

Activity from Day 1. Topic/Subject were listed on Post-It Board paper around the room. Committee members were to write their thoughts and comments regarding each topic.

Credentials

- Stackable credentials in higher ed built on Gateways Systems, clearly articulated.
- Motivate staff to attain.
- Important to the individual.
- Have credentials carry the same weight and value as teacher licensure (especially infant toddler credential).
- Fast track to meet large number of infant toddler staff.
- Link trainings to credential benchmarks.
- Teacher licensure Level 5 alignment/recognition.
- Make credentials easier for the field to understand and/or materials to help understand.
- Find additional supports for credential attainment (expansion of Early Head Start).
- Expand non burdensome processes.
- Collect review transcripts faster.
- Strengthen entitlement route to credentials.
- Strategies needed to support rapid advancement/attainment of credentials
- Build in assessment.

Integration and Coordination

- Make sure other systems (DCFS) understand PD system in ExceleRate.
- Don't let silos form or break down current or do we have a bifurcated system vis-à-vis system new incicatives.
- Make sure we have capacity at INCCRRA to handle the need for more credentials.
- Insure new program policies are based on continuity of care for children and families.
- What can we achieve through system alignment and sharing resources?

Pathways and Career Advising

- Well-developed clearly articulated pathway for practitioners.
- Non-traditional learners.
- More diverse staff.
- We need them to be able to articulate.
- Easily articulated pathway with stackable options.
- Career lattice with link to qualifications within DCFS.
- Easy access to mentoring and supports.
- Marketed to front line staff.
- Where does home visiting fit?
- Home visitors in registry and system.
- Who is in the field?
- Need consistent terms for roles.
- Career lattice on and off ramps.
- How does it become reality.
- Alignment related to other credentials (IT, mental health, Medicaid etc.) do we help workforce understand career options and PD requirements.

Outcomes

- Training effectiveness.
- Effective teachers.
- Stronger EC system (not just stronger pieces of the system).
- Sector alignment.
- Child outcomes: what and why we do what we do for children and their families.
- Worry that we get too caught up in the outcomes but forget about the process.

Data

- How many and what percentage of credentials are attained through training.
- Link to pilots now.
- Assessment of current trainings linking back to credentials.
- Where applying for credentials.
- Determine needs for trainings from ExceleRate data.
- What are the real challenges to programs being high quality, based on data not antidotal stories.
- Develop pathways for ease of data sharing.
- Model legal agreements.
- Use Registry data for informed decision making.
- Keep uphill push to raise awareness of early childhood care.

Leadership

- Re-education/introduction for leaders.
- Key leaders are retiring, do we have strong relationship with those replacing retirees.
- Mentoring and support model tied to ExceleRate.
- Stronger voice for family child care providers.

Communication

- Infrastructure Gateways Scholarship Program to support Early Head Start Child Care Partnership – do grantees know about it?
- Specialist mental health consultants do they have money to add or will it stretch existing resources?
- If we can add what are the professional development implications?
- Cross walk funding stream requirements for professional development and make credentials count.

Integration

- Develop/offer levels of courses.
- Weave pre-service into existing to help develop a pathway.
- Stackable content.
- True articulation between 2- and 4- year institutions.
- Accessible site to access user friendly.
- Match content to standards not met in ExceleRate
- Model of anchor standards for use in development of training and higher ed.
- Highlight IELG.
- Expand things that count for credentials, including credentials in pilot.
- CQI in higher ed and all trainings.

Compensation

- If someone has a four year ECE degree and credentials they should receive the same compensation as a licensed teacher.

Accountability

- How do we know what we are doing impacts child outcomes?
- Are we linking data and connecting to what is being done in the classroom?
- Measuring child outcomes.
- Can we say experiences rather than outcomes?
- Gateways supports used as accountability tool.
- Is training leading to changes in practice?
- How much accountability is too much?

Activity: Follow-up from ideas and concepts listed on Post-It Board paper. Information from the activity will help to inform the work for the Strategic Plan Phase VII.

- Data and Outcomes
 - Using registry or credentialing data for informed decision making. QC and/or WDP
 - How many credential applicants are using training/coursework?
 - Currently use ExceleRate data to determine training needs. (Staff/rethink)
 - Conduct an evaluation of professional development systems (what research questions should we be asking). (Staff/rethink)
 - Determine the definition of high quality; data should come back to PDAC. (Staff/rethink)
 - Use the data to determine the challenges and the successes of programs becoming high quality.
 - Technical assistance provided based on this knowledge.
- Accountability (went with Data and Outcomes)
 - Develop strategies that enhance the effectiveness of one-shot trainings (training, content and effectiveness). Special Focus (SF)
 - Use the model of anchor standards to develop professional development systems (training, content and effectiveness). SF
 - Use the results of KIDS to inform professional development systems. IAT
 - Beware of certain research to inform practice and policies?
 - Use accountability appropriately?
- Pathways
 - Develop more a comprehensive career lattice that clearly articulates varied pathways in the system. WDP
 - To analyze credentials in terms of how they exist, if they are stackable and if they meet the goal of providing multiple pathways. WDP
 - Look at how we can fully use levers and supports that exist. WDP
- Funding/Compensation
 - Work to broaden eligibility for Gateways Scholarships Program. Financial Supports FS
 - Would include a formula for additional funders or repurpose funding.
 - Prioritize near completers for scholarships and possibly a bonus. Loan forgiveness – needs to be funded. FS
 - Build consensus across the state about equitable pay. FS
- Credentials
 - Facilitating people to achieve credentials faster and easier (Fast track). WDP
 - Motivating people to do it.
 - Making the path easier to get there.
 - Ensure supports are present.
 - Strengthen the entitled route.
 - Teacher licensure alignment and Level 5 to be recognized. (Compensation) FS the policy section would be (Staff/rethink)
- Content
 - Developing and identifying course work and training to help meet credential requirements. – QC and/or (Staff/rethink)
 - Expanding training that count for credentials.
 - Unbundling coursework that counts for credentials.

-
- Stackable content (training).
 - Lead pre-service training into existing coursework and training to develop a pathway. QC
 - True articulation between 2- and 4- year institutions (ECE/IAI panel). WDP
 - Identify INCCRRA standards link to standards and coursework and training. QC
 - Matching content to standards that are not in ExceleRate.
 - Highlighting early learning guidelines and development standards within credential content.
 - Accessible website for accessing content that is user friendly and comprehensive. (Staff/rethink)
 - Embedding CQI in all coursework. (Staff/rethink)
 - Leadership, Integration and Communication
 - Identify leadership roles in early childhood programs and various sectors/build and create systems to support successful CQI. Steering
 - Clarify and expand communication points with commonalty and shared values to reach a broad early childhood leadership. (Staff/rethink)
 - Share our silos and build our bench. (Staff/rethink)
 - Maximize cross sector efficiency by moving the credentials from the addendum to the requirements in DCFS. QC

Attachment 6



Professional Development Advisory Council (PDAC)

RECOMMENDATION FOR APPROVAL

DATE: 12/1/14

COMMITTEE MAKING RECOMMENDATION: PDAC Qualifications and Credentials ECE and Infant Toddler Credential Level 6 Ad-Hoc Committee

RECOMMENDATION: The Level 6 Ad-Hoc Committee recommends approval of the Gateways to Opportunity Infant Toddler Credential at Level 6.

RATIONALE:

Direct Route and Entitled Route pilots were conducted for the Infant Toddler Credential Level 6 from 2012 to 2014. Forty-three individuals and 3 Illinois Higher Education Institutions participated in the pilot. The pilot results informed the finalization of the ITC Level 6 framework.

DISPOSITION:

PDAC Qualifications and Credentials ECE and Infant Toddler Credential Level 6 Ad Hoc Committee

Approved: X **Date:** December 1, 2014

Disapproved: **Date:**

DISPOSITION:

PDAC Qualifications and Credentials Committee

Approved: X **Date:** December 11, 2014

Disapproved: **Date:**

DISPOSITION:

PDAC Steering Committee

Approved: **Date:**

Disapproved: **Date:**

DISPOSITION:

PDAC

Approved: **Date:**

Disapproved: **Date:**

DISPOSITION:

IDHS, Bureau of Child Care and Development

Approved: **Date:**

Disapproved: **Date:**





Attachment 7

Professional Development Advisory Council (PDAC)

RECOMMENDATION FOR APPROVAL

DATE: 12/1/14

COMMITTEE MAKING RECOMMENDATION: PDAC Qualifications and Credentials ECE and Infant Toddler Credential Level 6 Ad-Hoc Committee

RECOMMENDATION: The Level 6 Ad-Hoc Committee recommends approval of the Gateways to Opportunity ECE Credential at Level 6.

RATIONALE:

Direct Route and Entitled Route pilots were conducted for the ECE Credential Level 6 from 2012 to 2014. Thirty-eight individuals and five Illinois Higher Education Institutions participated in the pilot. The pilot results informed the finalization of the ECE Level 6 framework.

DISPOSITION:

PDAC Qualifications and Credentials ECE and Infant Toddler Credential Level 6 Ad Hoc Committee

Approved: X **Date:** December 1, 2014

Disapproved: **Date:**

DISPOSITION:

PDAC Qualifications and Credentials Committee

Approved: X **Date:** December 11, 2014

Disapproved: **Date:**

DISPOSITION:

PDAC Steering Committee

Approved: **Date:**

Disapproved: **Date:**

DISPOSITION:

PDAC

Approved: **Date:**

Disapproved: **Date:**

DISPOSITION:

IDHS, Bureau of Child Care and Development

Approved: **Date:**

Disapproved: **Date:**





RECOMMENDATION FOR APPROVAL

DATE: November 19, 2014

COMMITTEE MAKING RECOMMENDATION: Illinois Director Credential Review Group

RECOMMENDATION: The Illinois Director Credential Review Group recommends changes to the Professional Contribution component of the Gateways Illinois Director Credential as follows.

Illinois Director Credential Level I:

- Two professional contributions *in one or more area (s)* completed within the last five years.

Illinois Director Credential Level II:

- Four professional contributions *in at least two different areas* completed within the last five years.

Illinois Director Credential Level III:

- No changes to what is already in place: Six professional contributions with a minimum of one in at least four different areas completed within the last five years. Must include documentation of specialized expertise.

**With the exception of the following professional contributions which can be completed with no time limit:*

- *Early childhood and/or school-age doctoral dissertation.*
- *Published peer-reviewed journal article.*
- *Author or contributing author to a published early childhood and/or school-age book.*

RATIONALE: The Illinois Director Credential Review Group Committee wants to create more professional contribution opportunities for directors. Making these adjustments would allow for directors to complete professional contribution requirements with the least amount of restrictions. Directors obtaining the IDC Level I could complete professional contributions within their center/program while the IDC Level II and III require contributions to the field of ECE as a whole.



DISPOSITION:

Illinois Director Credential Review Group

Approved: x **Date:** 11/19/14

Disapproved: **Date:**

DISPOSITION:

PDAC Qualifications and Credentials Committee

Approved: x **Date:** 12/11/14

Disapproved: **Date:**

DISPOSITION:

PDAC Steering Committee

Approved: **Date:**

Disapproved: **Date:**

DISPOSITION:

PDAC

Approved: **Date:**

Disapproved: **Date:**

DISPOSITION:

IDHS

Approved: **Date:**

Disapproved: **Date:**



Attachment 9



RECOMMENDATION FOR APPROVAL

DATE: December 8, 2014

COMMITTEE MAKING RECOMMENDATION: Illinois Director Credential Review Group

RECOMMENDATION: The Illinois Director Credential Review Group recommends language updates and revisions to the Gateways Illinois Director Credential Administrative Content Areas (see attached).

RATIONALE: The Illinois Director Credential Review Group Committee has added descriptive language to the Gateways Illinois Director Credential (IDC) Administrative Content Areas. The intent of the IDC Administrative Content Areas has not been changed but small revisions to language and expanded examples have been added to help keep the IDC Administrative Content Areas up-to-date and relevant with current day practices.

DISPOSITION:

Illinois Director Credential Review Group

Approved: x **Date:** 12/08/14

Disapproved: **Date:**

DISPOSITION:

PDAC Qualifications and Credentials Committee

Approved: x **Date:** 1/7/15

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 Attachment 10

Illinois Professional Development System

Professional Development Advisory Council (PDAC)

RECOMMENDATION FOR APPROVAL

DATE: December 11, 2014

COMMITTEE MAKING RECOMMENDATION: PDAC Governance

RECOMMENDATION: Approval of the PDAC Operating Guidelines and Procedures Document.

RATIONALE: Following review of the PDAC Operating Guidelines and Procedures Document and the Process for Membership Document the PDAC Governance Committee combined the documents into one document to eliminate redundancy and overlap, and to ensure consistency. The document has been updated with current language to reflect PDAC practices.

DISPOSITION:

PDAC Governance

Approved: X

Date: 12.11.14

Disapproved:

Date:

DISPOSITION:

PDAC Steering Committee

Approved:

Date:

Disapproved:

Date:



