



GATEWAYS TO OPPORTUNITY

Illinois Professional Development System

PDAC Steering Committee October 15, 2014

Anne Wharff	Diane Scruggs	Laurie Rhodes
Beth Knight	Donna Emmons	Lisa Downey
Cerathel Burnett	Joellyn Whitehead	Lori Morrison Frichtl
Christi Chadwick	Johnna Darragh-Ernst	Sandra Cole
Christy Allen	Joni Scritchlow	Sharyl Robin
Dawn Thomas	Julie Lindstrom	Sue Deason
Deb Widenhofer	Karen McCarthy	Tammy Notter
		Teri Talan

Welcome – Deb Widenhofer, co-char

- Attendees were welcomed to the meeting. Lisa Downey, co-chair of the Technical Assistance Credential Committee, was welcomed as a new member of the Steering Committee. Lisa is with National Louis University.

Review and Approval of the Minutes (Attachment 1)

- July 30, 2014
 - Teri Talan moved to accept the minutes.
 - Laurie Rhodes seconded the motion.

Deb reminded PDAC Steering members to renew their Gateways Registry membership.

The Gateways Core Knowledge Booklet was reviewed by Joni Scritchlow (Attachment 2)

- Core Knowledge is the foundation for Gateways to Opportunity (Gateways) credentials, and a key component of the Illinois Professional Development System.

Setting the Stage: Effectiveness and Integration Trainings – Deb Widenhofer

- The committee divided into two groups to discuss Training Effectiveness and Training Integration.
 - These discussions build on the previous work of the committee from the May 2014 Steering Retreat and the July 2014 committee meeting.
 - We have a good system in place, but we want to become better knowing the system will grow to support more practitioners.
 - Each group is charged with coming back with three to four significant concepts or ideas to share with the entire committee.
 - Cass, Deb, Anne and Joni will review the chart and send to the Steering Committee members for their comments and identify next steps.

Effectiveness

Beth
Laurie R.
Tammy

Integration

Donna
Sharyl
Joellyn

Christy
Karen
Lisa
Dawn
Johnna
Deb
Joni
Julie

Cerathel
Anne
Sandra
Lauri
Christi
Teri
Sue

Effectiveness	Integration
Start with Leadership (Directors, Principals etc.)	Need for Common Vocabulary (CC, Headstart, ISBE)
* purposeful (fill in gaps in knowledge)	*connected to Core Knowledge
*training portfolios	Common PD Requirements
*reflective/action plans	*CPU, Clock Hours, CEU
*knowledge of leadership	needs for licensure, DCFS - Different Requirements
Linkages or Bridges to Training	*Sharing across systems
*some to more (scaffolding needed)	*Advocacy need
*purposeful	*Clarity about training needs
*build on knowledge	Data Analysis
Guided Professional Development	*Training Needs from PDR's * Credentials Applications
*technology (utilization)	*Assessment - ExceleRate data identified needs
*group leadership	Clarity of Training Needs for ExceleRate & Credentials
*external or internal (where to find information)	Level of Training
Policies	*Appropriate Rigor for system education level
*CCAP payment for professional development	*Integration of coach/mentor/RBPD Model
*TA - Relationship Based	
*Modified ITN Model	

Christi Chadwick provided recent legislative/administrative rule changes in regard to Illinois State Board of Education and Professional Development:

- ISBE is moving towards a clock hour system for tracking ongoing professional development.
- ISBE is automatically authorizing certain entities to provide professional development.
 - These entities include: school districts, higher education institutions, regional offices of education, and charter schools.
- If an entity doesn't fall into one of these categories, then they don't get automatic approval, but can apply directly to ISBE.
 - School code states the only way you can apply to ISBE is if you are a professional association.
 - In the original administrative rules a professional association is defined as an organization that is a member organization that represents teachers, principals etc. in legislation or as a liaison or advocate. It does not include organizations that exist to support teachers, administrators, principals, or research organizations.
- They struck the language that said a professional association cannot be a group to support and changed to a professional association can or may be a group that exists to support teachers etc.
- ISBE now needs to define the term "professional association".

Recommendation for Approval (Attachment 3) – Teri Talan

- Recommendation: The Illinois Director Credential Review Group recommends increasing the amount of Credential Approved Training points in the Education and Training component of the Gateways Illinois Director Credential Framework.
 - Motion was passed by unanimous vote.

PDAC Strategic Plan Phase VI (Attachment 4) – Deb Widenhofer

- Committee chairs gave updates on the goals and objectives for Phase VI.
 - Committee co-chairs will be sent their own individual committee sheets pertaining to Phase VI to complete status updates and return to INCCRRA staff by November 15, 2014. (Note: PDAC Strategic Plan Phase VI goals and objectives should all be completed by committees on/before June of 2015.)
 - The PDAC Steering Committee will review the status updates during their December meeting.
 - The January 2015 PDAC Steering Retreat will set the direction for Phase VII of the PDAC Strategic Plan to be implemented July 1, 2015- June 30, 2017.
- Committee members discussed the Qualifications and Credentials definition of the term Diversity. Term is defined on page 6 of the Strategic Plan Phase VI.
 - Question: What data of the listed items are captured by our Registry?
 - Answer: Age, race/ethnicity, and gender.

Announcement: The Gateways Registry has passed the Partnership Eligibility Review process from The National Workforce Registry Alliance. INCCRRA is one of only eleven registries to pass this review.

Race to the Top – Gateways Credential Pilot Status

- Youth Development Credential Pilot – Tammy Notter and Christy Allen, co-chairs
 - Five Higher Education Institutions are participating in the pilot.
 - Kankakee Community College – two year
 - Harold Washington College – two year
 - Millikin University – four year
 - Eastern Illinois University – four year
 - University of Illinois Chicago – four year
 - 166 Direct Route practitioners are interested
 - 36 applications have been received
- School – Age Credential Pilot – Tammy Notter and Christy Allen, co-chairs
 - Four Chocolate Higher Education Institutions are participating in the pilot.
 - Kankakee Community College – two year
 - Waubensee Community College – two year
 - Millikin University – four year
 - Eastern Illinois University – four year
 - 166 Direct Route practitioners are interested
 - 77 applications have been received
- Family Child Care Credential Pilot – Sandra Cole, co-chair
 - Six Higher Education Institutions are participating in the pilot.
 - Harper College – two year
 - Oakton Community College – two year
 - Parkland College – two year
 - St. Augustine – two year

- Rockford University – four year
- National Louis – four year
- 162 Direct Route applications were sent to interested practitioners
 - 10 applications have been received
- Family Child Care ExceleRate Illinois Updates
 - ECE Level 1 Training was going to be the base level of the FCC Credential. However the committee is now considering using the Bronze Circle series of training for ExceleRate, per OECD request. The committee will consider if this is a good fit for Family Child Care Level 1.
 - Need to know what trainings will be required at the Bronze Circle; how many hours of training (total) are required.
- Family Specialist Credential Pilot – Sue Deason reporting on behalf of committee chairs
 - Five Higher Education Institutions are participating in the pilot.
 - Lake Land Community College – two year
 - Truman College – two year
 - Eastern Illinois University – four year
 - Rockford University – four year
 - Southern Illinois University – four year
 - 67 Direct Route practitioners are interested
 - Seven applications have been received
- Technical Assistance Credential Pilot – Sharyl Robin and Lisa Downey, co-chairs
 - Committee telenet to be held on October 28, 2014.
 - Currently reviewing consultants to write the content area descriptors and benchmarks.
 - Goal is to have the consultant draft the TA Content Area descriptors before the December meeting.

Committee Reports

- **Workforce, Development and Pathways** – Cerathel Burnett and Johnna Darragh-Ernst, co-chairs
 - Shared two infographs with the committee: *Follow Your Passion – Educate Young Children* and *Children Deserve Quality Care and Education*. (Attachment 5)
 - Opportunity in the future to design an infograph for Family Child Care Credential.
 - It was suggested to remove the term “Fascinating Facts” on the header.
 - WDP Committee will consider Head Start and Early Head Start statistics on teacher education to ensure the most current data.
 - Committee would like to release these two infographs as soon as possible, as the information and data will change as new studies emerge.
- **Director Portal Flyer** – Joellyn Whitehead (Attachment 6)
 - Flyer shared regarding new Director Portal.
 - This tool will allow center directors to view their staff Registry membership status, training hours, and courses taken. The portal is located at <http://registry.ilgateways.com>
- **Illinois Director Credential Review Group** – Teri Talan
 - IDC Recommendation was approved earlier in the meeting.

Announcements – Deb Widenhofer

- Congratulations to Anne Wharff for her work which was mentioned in the article “Success Story: Aligned Professional Development Systems in Illinois” (Attachment 7).
- Congratulations to Johnna Darragh-Ernst for the article she wrote for Pastelle “A Meaningful Career in a Growing Field” (Attachment 8).

Planning for November PDAC Meeting – Deb Widenhofer

- The November 14th full PDAC meeting will be held as a webinar from 10:00AM to 11:30AM instead of a face-to-face meeting at INCCRRA.
 - Notice will be sent to PDAC committee members informing them of the meeting change.

Adjourn



Attachment 2

Core Knowledge



 GATEWAYS TO OPPORTUNITY
Illinois Professional Development System



GATEWAYS TO OPPORTUNITY

Illinois Professional Development System

Professional Development Advisory Council (PDAC)

RECOMMENDATION FOR APPROVAL

DATE: September 24, 2014

COMMITTEE MAKING RECOMMENDATION: Illinois Director Credential Review Group

RECOMMENDATION: The Illinois Director Credential Review Group recommends approval to increase the amount of Credential Approved Training points in the Education and Training component of the Gateways Illinois Director Credential Framework.

Illinois Director Credential Level I:

- Maximum of six total points may be from credential approved training and/or assessment of prior learning. Points may be split between the Education and Training in ECE/School-Age and Administration content areas with no more than three points in either content area.

Illinois Director Credential Level II:

- Maximum of nine total points may be from credential approved training and/or assessment of prior learning. Points may be split between the Education and Training in ECE/School-Age and Administration content areas with no more than six points in either content area.

Illinois Director Credential Level III:

- Maximum of 12 total points may be from credential approved training and/or assessment of prior learning. Points may be split between the Education and Training in ECE/School-Age and Administration content areas with no more than six points in either content area.

RATIONALE: The Illinois Director Credential currently allows 10-15% of points to come from Credential Approved Trainings. The Steering Committee decided on May 14, 2014 that 20 - 30% of Education and Training points can come from Credential Approved Trainings. Approving this recommendation would increase the credential approved training points to IDC Level I to 20%, IDC II Level II to 23 % and IDC Level III to 23 %. This proposal would result in a range of 20-23% of credential training points.



DISPOSITION:

Illinois Director Credential Review Group

Approved: X **Date:** 9/24/14

Disapproved: **Date:**

DISPOSITION:

PDAC Qualifications and Credentials Committee

Approved: X **Date:** 10/9/14

Disapproved: **Date:**

DISPOSITION:

PDAC Steering Committee

Approved: **Date:**

Disapproved: **Date:**

DISPOSITION:

PDAC

Approved: **Date:**

Disapproved: **Date:**

DISPOSITION:

IDHS

Approved: **Date:**

Disapproved: **Date:**



Professional Development Advisory Council* Strategic Planning Tool

Attachment 14

Date completed: _____

Names of those involved: _____

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)

X Steering Committee

System Component: _____

Goals: _____

1. Maintain a diverse, fully cross-sector PDAC membership.
2. Build effective relationships with state agencies, advocates, and others, to support professional development in Illinois.

**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: Maintain a diverse, fully cross-sector PDAC membership.

OBJECTIVE	ACTION STEPS			LEADERS	PARTNERS*	TIMELINE
Review current policies and procedures intended to support a diverse, cross-sector membership						
Review PDAC Member protocols at least biennially.						



Goal: Build effective relationships with state agencies, advocates, and others, to support professional development in Illinois.

OBJECTIVE	ACTION STEPS			LEADERS	PARTNERS*	TIMELINE
Work closely with Illinois' early childhood Intergovernmental Agency Team to improve quality and stability of the early care and education workforce.						
Build strong partnerships with all relevant state agencies and state boards to support early childhood professional development.						
Support the alignment of PDAC goals with the Illinois Early Learning Council through the Program Standards and Quality Work Plan.						

FASCINATING FACTS ABOUT THE EARLY CARE AND EDUCATION WORKFORCE IN ILLINOIS

Follow Your Passion – Educate Young Children





























Early Childhood Education is on the Cutting Edge with Career Opportunities

Early Childhood teachers play a critical role in preparing children birth to age eight to be successful in school. Early school success equates to a more positive life trajectory.

↑ 14% anticipated growth in Early Childhood careers¹

The ECE Field Offers Many Opportunities:

- Distinct career pathways with varied salaries are available
- Early Childhood is receiving state and national attention
- Early Childhood has a wide range of supports offered through Scholarships, Professional Development Advisors, wage supports, Credentials to professionalize the field, and more!

                            **1 President & 27 Governors**

highlighted Early Childhood in their State of the Union and State of the State addresses

A Variety of Promising Career Opportunities are Available:

- Directly working with children through teaching (e.g. early childhood public schools, private schools, child care centers, Head Start etc.)
- Supporting those who work directly with children (e.g. administrators, curriculum development, policy advocates and lobbyists, coaches/mentors, licensing representatives, professional development including faculty and trainers etc.)

“ Study after study has shown that high-quality early childhood education provides the best return of any public investment. We can make more than \$7 for every dollar invested. ”

Governor Pat Quinn

4 Facts About ECE Careers

1. Significant federal and state focus and funding is being directed to Early Childhood Care and Education.
2. The nation is facing a critical need for well-prepared Early Childhood teachers and leaders.
3. New research in science and brain development shows that how you engage with a child through the first five years shapes that child's ability to be successful in life.
4. Teachers play an important role in social-emotional and cognitive skills development as children transition into school.

¹ January 2014 U.S. Bureau of Labor Statistics Occupational Outlook Handbook



GATEWAYS TO OPPORTUNITY®
Illinois Professional Development System



1226 Towanda Plaza | Bloomington, Illinois 61701 | (855) 697-8278 | www.ilgateways.com

Gateways to Opportunity is authorized to make Illinois and Illinois' Early Childhood Education System a priority for all Illinoisans. The Illinois Department of Education and the Illinois Department of Children's Services are the primary agencies responsible for the development and implementation of the Illinois Professional Development System and the Illinois Professional Development System's network of providers.

FASCINATING FACTS ABOUT THE EARLY CARE AND EDUCATION WORKFORCE IN ILLINOIS

Children Deserve Quality Care and Education

Early Childhood Professionals in Illinois are a Well Educated Workforce

Research shows high quality, educated teachers positively impact a child's school readiness and outcomes.



of teachers working in licensed early care and education settings have degrees

(includes licensed child care center teachers and Early Head Start/Head Start teachers)

Increasing the quality of early childhood programs is achievable building from the high level of education that exists in our ECE workforce.

92.9% of child care center staff in Illinois have some college education

The Gateways Scholarship program and Great START wage supplement program have played a significant role in providing the supports needed to increase the education level of our workforce in Illinois (as evidenced by comparing Illinois to national data).

“

Although education and the acquisition of skills is a life long process, starting early in life is crucial.

”

Ben Bernanke

Former Chairman, Federal Reserve Board

3 Facts About the ECE Workforce

1. “If early childhood practitioners have higher levels of formal education and specialized training, they are much more likely in their work with young children and families to use the evidence-based practices and possess the ongoing professional commitment we know are necessary to make a positive difference in children's lives.”²
2. “Young children's learning and development depend on the educational qualifications of their teachers.”³
3. To achieve degrees for all professionals may require fewer public investments than anticipated.

¹ Gateways Registry Members & US O HHS Targeting Early Childhood and School Age Workforce Investments

² Preparing Early Childhood Professionals: NAEYC's Standards for Programs

³ Barnett, Steven W. (2004, December). Better Teachers, Better Preschools: Student Achievement Linked to Teacher Qualifications. NIEER Preschool Policy Matters, Issue 2.



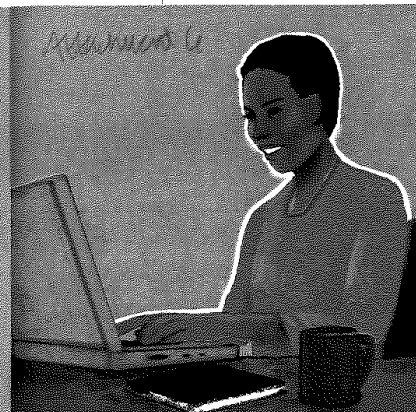
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Gateways to Opportunity is administered through the Illinois Department of Children and Family Services, Office of Early Childhood and School Age Workforce Investments, and the Center for Early Childhood Research and Policy. It is a partnership between the Illinois Department of Children and Family Services, the Illinois Department of Education, and the Illinois Department of Public Safety.

Introducing the New Gateways Registry Director Portal

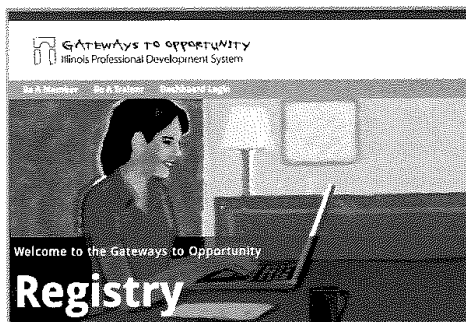


Are you the **director** or **administrator** of your program?

Sign up today to be the authorized contact for your program, and be able to view your staff's Registry membership status and training hours through a customized Director's Portal.

Step 1

Go to **<http://registry.ilgateways.com>**



Step 2

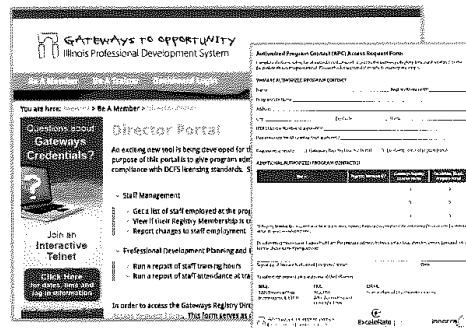
Under **"Be a Member"**, click the **"Director Portal"** menu item



Step 3

Complete the **Authorized Program Contact Access Request Form**
– then mail, fax, or email it

Wait a couple days, and then log into your **Registry Dashboard** and you will have an option for your **Director Portal**.



Gateways to Opportunity is administered through Inccra and funded by the Illinois Department of Human Services Bureau of Child Care and Development, the McCormick Foundation, and Grand Victoria Foundation. Gateways to Opportunity, the arch logo and Illinois Professional Development System are registered trademarks of Inccra.

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Success Story: Aligned Professional Development System in Illinois



ADMINISTRATION FOR
CHILDREN & FAMILIES

National Center on Child Care Professional
Development Systems and Workforce Initiatives (PDW Center)
Jointly funded by ACF's Office of Child Care and Office of Head Start

WHAT

Aligned professional development (PD) systems coordinate services and supports to prepare and sustain an effective workforce across early childhood (EC) and school-age (SA):

- Roles—direct service professionals and those working for young children and their families
- Settings—centers, schools, homes
- Sectors—Child Care, Head Start/Early Head Start (HS/EHS), public preschool/primary education, early intervention/special education

WHY IT MATTERS

- High quality requires an effective workforce who contribute to strong, consistent, nurturing relationships that foster positive early learning and development experiences for young children
- Aligned PD systems provide opportunities for long term professional growth from entry-advanced levels, and enhance practice through education, training, technical assistance
- Cross-sector coordination can result in efficient use of public and private funding, reduced duplication in PD offerings, and more streamlined and effective PD services

HOW IT CONTRIBUTES TO MEANINGFUL CHANGE FOR PROVIDERS

Aligned PD systems prepare and support the workforce by identifying qualifications and career options, providing access to PD, supporting the translation of knowledge to practice, and promoting positive workforce conditions, professional salaries, and benefits. In the words of a North Central Illinois teacher, "Receiving my EC Level I Credential means that I take my job seriously. It also shows parents that I am always learning new ways to teacher and care for their children."

ILLINOIS' STORY

Illinois' PD system began its alignment process in 2002 with a planning retreat resulting in a PD Advisory Council (PDAC). PDAC's purpose is to develop, support, and promote a PD system for all EC, SA, youth development, and family support practitioners. From the start, Illinois' PD system planning was cross-sector, with representatives from the CCDF lead agency, State education and licensing agencies, HS collaboration office, higher education, Child Care and HS/EHS providers, child care resource and referral, and EC advocates. PDAC revisits its strategic plan every 2 years in conjunction with the State's biennial CCDF plan development.

Anne Wharff, PD Manager for Illinois' Department of Human Services (DHS), explains how planning keeps the PD system aligned and alive: "Recognizing that any viable system is dynamic, consistent planning has been key to PDAC's success in developing the IL PD system. We live with the plan; it isn't just put on a shelf."

- Gateways to Opportunity, IL's PD system, includes a registry, scholarship and wage supplements, PD advising, and a career pathway and credentialing system. The credentialing system is embedded in State statute; primary funder Illinois Department of Human Services (DHS) awards the credentials.
- Higher education connections include an annual forum on EC and SA development for faculty and administrators.
- Registry membership is mandatory for all licensed Child Care and HS/EHS programs. The registry will soon include staff data from the State's preK program, via a data transfer from the Educator Licensure Information System, which houses P-12 teacher information.
- The Workforce Policy Director from the Governor's Office of EC Development is a member of PDAC and a PDAC representative serves on the Early Learning Council's Program Standards and Quality Committee to ensure data exchange and alignment between the PD system and ExceleRate (IL's quality rating and improvement system).

May 2014

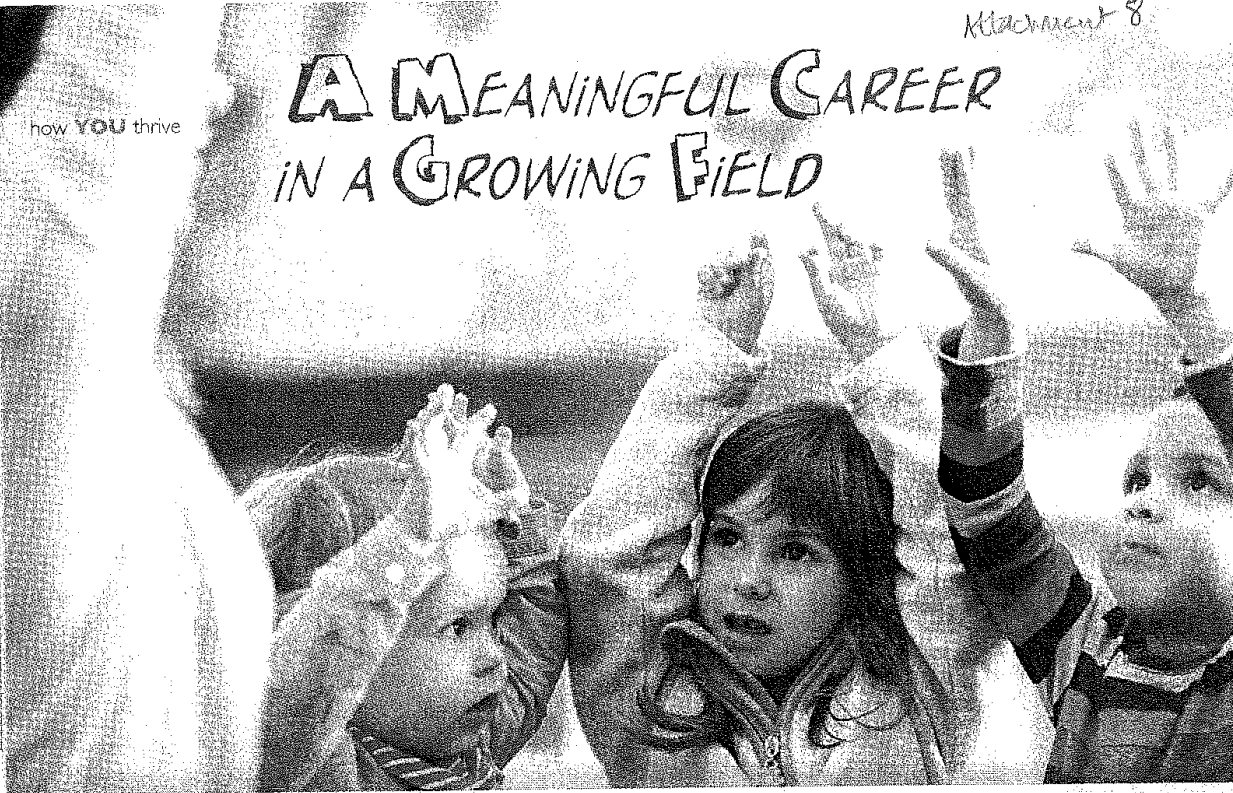
E-mail: PDWCenter@zerotothree.org

Phone: (202) 857-2673

how YOU thrive

A MEANINGFUL CAREER IN A GROWING FIELD

Kilachant 8



The field of early childhood education provides an opportunity to have a positive impact on the lives of young children, their families and society at large. Early childhood education professionals have the dramatic ability to affect the present and the future. The efforts of those who work in the field have ripple effects — the effects they have on children and families ripple out and make an impact for many years to come.

Early childhood education refers to educational programs serving children from birth to age 8, as well as their families. This field of study is also designed to prepare professionals for working directly or indirectly with children and their families in that age group.

The field of early childhood education is incredibly important, as this time in a child's life is a period of tremendous cognitive, social/emotional, language, and physical growth. The quality of the care and education children receive during this time has an extensive, long-term impact on their development. Investment in high-quality early childhood education programs can yield both short- and long-term benefits.

Early childhood professionals can hold a variety of different positions in various set-

tings. These include positions in child care centers, family child care homes, social services agencies, and public schools. Some professional roles in the field, such as teaching, involve working directly with children and their families. Other more indirect roles might include directing a program, working with families as a parent educator or providing training to early childhood professionals. Professionals can be found working in the full range of age groups included in the field, from infants to third graders.

The field is one of great growth and opportunity! According to the Bureau of Labor Statistics *Occupational Outlook Handbook*, there is an expected growth of 14 percent in careers in this area, and the field receives a great deal of state and national attention. In fact, 27 governors highlighted early childhood in their annual State of the State addresses and President Obama devoted time to it in the State of the Union address.

With so much expected growth in the field, colleges across the nation are scurrying to prepare individuals for careers in this area. Locally, Heartland Community College and Illinois State University have formed an exciting partnership that provides students

with a seamless way to earn an Associate of Arts or Associate of Science degree with a Gateways to Opportunity Credential from Heartland and then continue on to earn their Bachelor of Science degree from ISU with a Professional Educator License and Early Childhood Endorsement (birth-grade 3). The program, called the Early Childhood Practitioner Preparation Partnership or ECP3, offers flexible scheduling and scholarship support for qualified participants through Gateways to Opportunity scholarships. This is a great opportunity for students to prepare for a meaningful career in a growing field and be able to cover some of the costs through grants.

For more information, visit the *Early Childhood Practitioner Preparation Partnership* website at heartland.edu or contact Johnna Darragh-Ernst at johnna.darragh@heartland.edu.

Photo credit: skynesher/Stock

By Dr. Johnna Darragh-Ernst
Raegan Rinchuso

