GATEWAYS TO OPPORTUNITY
Illinois Professional Development System

PDAC Steering Committee
July 30, 2014

Anne Wharff	Deborah Rogers-Jaye	Julie Lindstrom
Beth Knight	Diana Rosenbrock	Laurie Rhodes
Cass Wolfe	Diane Scruggs	Marsha Hawley
Cerathel Burnett	Donna Emmons	Rebecca Livengood
Christi Chadwick	Jamilah Jor'dan	Sharyl Robin
Christy Allen	Joellyn Whitehead	Sue Deason
Deb Widenhofer	Joni Scritchlow	Tammy Notter
		Teri Talan

Welcome – Cass Wolfe and Deb Widenhofer, co-chairs
- Attendees were welcomed to the meeting. Deb thanked the members for their time and commitment;. Anne thanked members on behalf of Illinois Department of Human Services.
- PDAC Mission, Vision, and Values were reviewed.

Review and Approval of the Minutes (Attachment 1)
- May 14, 2014
    - Diane Scruggs moved to accept the minutes.
    - Cerathel Burnett seconded the motion.
    - Minutes approved.
- May 15, 2014
    - Christy Allen moved to accept the minutes.
    - Tammy Notter seconded the motion.
    - Minutes approved.

Background for Training Discussion from May Steering Retreat – Beth Knight
- Training Requirements for Licensed Child Care Centers hand-out. (Attachment 2)
    - The second page of the hand-out lists trainings from the Gateways Credentials (i.e. Credential levels 3-5, Infant Toddler Credential levels 3-5 and the Illinois Director Credential levels l-lll) that meet ExceleRate Illinois training requirements across all circles of quality.
        - The grid is available on the ExceleRate website under resources.
        - Suggestion to use an asterisk, number, or footnote the Registry Trainings Available section to the corresponding trainings on page two of the document for the levels.
        - Suggestion to list page 1 and page 2 on the hand-out.
        - Credential award letter should reference back to the chart (hand-out) and should be shared with their director.

- Registry-Approved Training and Credential-Approved Training (subset of above) hand-out. (Attachment 3)
    - o Registry Approved Training:
        - Growth in authorized entities during the past few months.
        - 1,746 Registry approved trainings.
            - Trainings include; face-to-face, webinars, on-line, and multi-media in English, Spanish, and Polish.
        - Increase in inquiries from programs from across the state who are applying for the five hours of approved Registry training needed for the gold level.
        - FY 14 - 2,521 Registry training events occurred.
        - FY 14 – 34,940 total participations.
        - We expect over the next few years, with more trainings offered online, to see a drop in face-to-face trainings and growth in online participants.
    - o Credential Approved Training (subset of above):
        - 106 Credential Approved trainings with 6,514 credential approved training participants.
        - FY 14 – 6,514 Total Credential Approved Training Participation, including 385 participants online.
    - o The comprehensive list of approved Credential trainings can be found at http://www.ilgateways.com/en/gateways-credential-approved-trainings
    - o Question: As new credentials come into play, what is the process to connect trainings to the credentials?
        - We do crosswalks, we look at technical assistance and training, and piece all of it together. We also reach out and work with trainers to make sure they have a menu of options.
- Gateways to Opportunity Registry Stages of Training hand-out. (Attachment 4)
    - o IAT-PD Ad Hoc Committee is looking at stages and levels in order to have consistent understanding and applications of stages or leveling system that will work in a meaningful way for providers so that they can identify trainings and be categorized and offered in a way that is consistent.
- Stages/Levels Conversations Underway
    - o Clarification needed on how trainings are categorized around ExceleRate and the different approval processes that meet ExceleRate requirements than there is for trainings that meet the Registry approval process.
        - Change in terminology.
            - Gateways Registry approved for required trainings for ExceleRate it will say ExceleRate Approved Training.
        - ExceleRate approved training is a subset of Registry approved training and is very specific. The key difference is content.
        - "Registry attendance verified" will no longer be used.
        - INCRRAA staff should ensure Registry verified conference planners highlight materials/provide information letting participants know it will count.

Discussion on Dot Points (Attachment 5) – Deb and Cass

- **Utilizing Data to Inform Development of Trainings (make trainings more effective)**
    - Use the data to help improve professional development.
    - Use data to feed back into the PD system.
    - Look at the data and share the data regionally to show where there are trends and thinking about it from the perspective of the support system.
    - Have trainings increased in number or refined in terms of content in order to address need.
    - Give authorized entities a yearly report of things we could share such as in the state how many trainings were offered and where they were attended.
    - As we collect data through ExceleRate on programs making it through or areas for continued improvement, targeted/identified, match it up to trainings that are offered by all entities that could help inform training calendars as well as inform coaches or specialists.
    - Training reports by standards will be beneficial.
    - Gold standard participants are having the hardest time finding trainings because they need the higher "stage" training.
- Increase Training Linkage to Credentials
    - Identify and develop training add-ons for both INCRRAA and ITN trainings.
    - Anchor Standards, pull out the key concepts and then align to trainings.
    - Could have a Special Focus committee dedicated to training.
- CQI for Programs Linking to Individualized PD Plan
    - Strengthening staff, Individual Professional Development Plans and Continuous Quality Improvement plans.
        - Need to change the concept of hours of training to quality of training.
    - All training has to be connected to people are actually doing, applying in their work, and not by themselves. "A learning community".

Summary of Training/Morning Discussions
Refer to chart created to show effectiveness and system integration with a dual role for scaffolding.

Effectiveness	Scaffolding	System Integration
*Using follow-up of networking to make training (professional development) more effective with follow-up from TA to make an effective training	*Benchmarks ID key indicators	*Using data to influence training - Gap Analysis
*Using data to influence PD	*How is the effectiveness of training being measured in the context of outcomes	*Increase training linkages to credentials
A. Stages	*Possible outcome from ad hoc work is to define, identify, bring forward best practices the effectivieness of training/coaching	*Linking/intergrating PD/licensing
B. IPDP		*Needs Assessment Across Systems (related to) Tie to data from CQI/PDP/ExceleRate
C. Valadation/Assessment Findings (i.e. CQI)		*Peer learning component to Bronze Level
*Is effectiveness borader than training?		
*Perspective on effectivness		
*Change mindset from looking at hours to how training improves individual development of staff		
*Agency/program self-assessment drives CQIP		

- Committee Members will divide into two groups to review the areas of effectiveness and integration.
  - The objective is for the Ad Hoc Groups to hold telenet(s) between now and the October 15th Steering Meeting.
  - Each Ad Hoc Group is to address how PDAC can impact these challenging questions, things that should happen, strategies, and action steps.
  - The end result is not to say a year from now and that PDAC wishes we would have done something, or that someone else is defining these questions.

Effectiveness	Integration
Jamilah	Beth
Beth	Donna
Marsha	Debbie
Diana	Christi
Laurie	Sharyl
Rebecca	Joellyn
Tammy	Cerathel
Christy	Teri
Deb	Cass

Race to the Top- Higher Education & Credentials – Joni Scritchlow
- Jumpstarts/credentials awarded
  - Narrowing the gap between direct route and entitled route for ECE credentials.
  - On target to meet the goals for ExceleRate Illinois for 2014.

- o Joni Scritchlow and Christi Chadwick met with the Illinois Board of Higher Education (IBHE) and Illinois Community College Board (ICCB) to make sure credentials are aligned and embedded in their programs.
    - Looking at ways for ECE Level 2 and Level 3 to be counted as "completers".
    - The basic certificate aligns with our ECE Level 2 with 12 hours, but the advanced certificate is 30 hours while our ECE Level 3 is 27 hours.
    - Would it be worth having a conversation regarding matching our Level 3 to the advanced certificate?
    - Christi is working with the Illinois Student Assistance Commission (ISAC) to review financial aid requirements to ensure no obstacles in relation to credentials.
- o Anticipate the Early Childhood Advisory Group (ECAG) recommendation will be brought to the ISBE Board in August with the rule out for public comment after August meeting.
- o The State Board of Education is proposing to amend Part 25 of the Educator Licensure which addresses continuing education requirements and license renewal for teachers.
    - The new definition of trainers and professional associations could potentially be too narrow and threatens the integrated PD system in the state.
    - PDAC would like ISBE to expand the language to include other state agencies (e.g. CCR&R's, IDCFS, IDHS, and Department of Public Health, etc.) as they provide key professional development opportunities that are missing from the new proposed amendment.
    - Cass and Deb will craft a letter on behalf of PDAC Steering to send to State Superintendent, Christopher Koch. PDAC members are encouraged to individually express their concern on the proposed Amendments to Part 25 (Educator Licensure). The comment period ends August 25, 2014.
- o Illinois Articulation Initiative (IAI) Early Childhood Panel has not met.

Race to the Top – Gateways Credential Pilot Status
- School Age Pilot and Youth Development Pilot – Tammy Notter and Christy Allen
    - o Postcards regarding the credential were handed out, and are being sent to interested pilot participants.
    - o We have received two applications for the pilot which will begin in September.
    - o School Age and Youth Development committee will meet face-to-face on August 26, 2014.
- Family Specialist Credential Pilot – Jamilah Jor'dan and Diane Scruggs
    - o Rockford University, Lakeland College, and Eastern University will be pilot participants.
    - o Waiting for more information to determine whether Illinois State University, Daley Community College, and Southern Illinois University will be part of the pilot.
- Family Child Care Credential Pilot – Diana Rosenbrock
    - o Visits to colleges and universities have begun.
    - o Visits have occurred at Harper, Oakton, and Rockford. Kendall and St. Augustine visits are scheduled on August 4, 2014.
    - o Goal of 150+ participants in the direct route, we have 71.
    - o Our target date for launching the pilot is September 1, 2014.

- Technical Assistance Pilot – Sharyl Robin
  - Lisa Downey, from National Lewis University is the new co-chair.
  - The committee reviewed definitions, and added six content areas to the seven established content areas.
  - A consultant will be hired. The pilot is on schedule to begin in 2015.

ELC PSQ Committee Work Plan – Deb Widenhofer and Cass Wolfe (Attachment 6)
- The PSQ Work Plan will be presented at the Early Learning Council Program Services Quality Committee meeting in September 2014 for approval.
- PDAC Steering might consider making a recommendation at the October Steering Committee to the Illinois Department of Human Services Child Care Advisory Council Board regarding the need to review scholarship support for the Illinois Director Credential.

Committee Reports
- Governance – Deb Widenhofer
  - The committee is reviewing and editing the Operating Guidelines and Procedures document.
- Information, Analysis, and Trends – Joellyn Whitehead
  - The committee is considering removing the analysis part of the committee name.
  - The committee is working on a tool similar to one developed by the National Child Care Information Center (NCCIC) on how your PD system and your QRIS system align.
    - It is a self-assessment tool, what we can do with our PD system to better align to our system. Working on writing and putting it in a format that could be shared with Steering Committee.
- Qualifications and Credentials – Teri Talan and Marsha Hawley
  - The committee is coordinating the Ad Hoc review committee for the Illinois Director's Credential.
  - Reviewing feedback on how the Ad Hoc Credential Committees are progressing towards their goals.
  - ECE Level 6 pilot and ITC Level 6 pilot are completed. Information from the pilots will be integrated in preparation for statewide rollout.
- Workforce, Development and Pathways – Cerathel Burnett (Attachment 7)
  - The infograph "Follow Your Passion – Educate Young Children" was shared with the Steering Committee. The infograph was created to dispel misinformation about the ECE field.

Announcements
- The PDAC Annual Meeting will be held on Friday, Sept. 19, 2014, at the Marriott Hotel in Normal.
- Advertising for ExceleRate including; billboards, buses, trains, website, and radio will begin in September.

Adjourn
- Next Steering Committee meeting will be held on October 15, 2014 at INCCRRA.

Gateways to Opportunity Registry Stages of Training

Attachment 3

| | Introductory | | Continuum of Training[1] | | Advanced |
	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
Stages[2]	Developing basic knowledge	Expanding knowledge Focuses on early childhood or school-age/youth standards	Deepening knowledge and skills	Mastering skills Refinement of knowledge and skills	Strengthening and adapting skills for more effective application
Content Guidelines					
Trainer Focus[3]	Core content and related learner needs	Core content, standards and related learner needs	Core content, standards, and performance	Core content, standards, performance and leadership	Core content, standards, performance and leadership
Training Focus[4]	Basic concepts and vocabulary	Essential concepts: theory, philosophy of ECE/school-age/youth Expanded vocabulary	Related concepts, theories and philosophies Expanded vocabulary	Deepening of knowledge and the effective application of concepts, theories and philosophies. Training includes basic research	Creative application of mastered skills Problem solving Advanced research
Process Guidelines					
Demonstration of Knowledge and Skills[5]	Able to describe concepts	Able to define concepts and skills. Demonstrates the basic use of increased knowledge	Able to discuss concepts and skills Demonstrates interpersonal communication skills related to content Demonstrates use of increased knowledge, giving examples and details	Able to effectively apply and explain concepts, knowledge, skills and vocabulary to content Demonstrates effective use of interpersonal communication skills Shows broad use of skills	Reflective thinking Shows consistent, extensive, effective application of skills
Evaluation[6]	Evaluation will show at least one measurable skill or intent to apply knowledge	Evaluation will show measurable skills and increased knowledge	Evaluation will show measurable skills and increased knowledge, including interpersonal communication skills	Evaluation includes demonstrating skills and new knowledge. May include ongoing self-study, and/or modification of a professional development plan	Evaluation includes synthesis of knowledge and skills. May include continued modification of a professional development plan
Recommended Participant Experience[7]	No to very little experience with this topic	Basic knowledge and experience with this topic	A working knowledge and experience with this topic	In-depth knowledge and experience with this topic	In depth knowledge of and experience in the application and evaluation of this topic Leadership skills

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Footnotes and Explanations

1. **Continuum of Training** – Training is offered on a continuum of knowledge and skill levels or stages. The higher the Stage number, the more rigorous the training content and the evaluation of knowledge and skill. That is, training offered at Stages 1 and 2 provide an introductory look at the topic while trainings at Stages 3 and 4 are designed for the individual with experience with the topic. Stage 5 trainings offer an advanced level of training, for the most experienced practitioners.

2. **Stages** – This row provides a name for each stage of training and represents the breadth and depth of the training's content.

3. **Trainer Focus** – As trainers develop their trainings at each stage, they must address at least one of the objectives for that stage.

4. **Training Focus** – This row represents what the trainings at each stage focus.

5. **Demonstration of Knowledge and Skills** – This represents the way(s) in which a participant should be able to demonstrate what they learned at trainings in the various stages.

6. **Evaluation** – This row represents what an evaluation of the participant will show after attending a training.

7. **Participant Experience** – These are suggested levels of knowledge and experience possessed by participants taking training at each stage. These criteria are meant as a guide to help trainers plan training for a specific level of participant knowledge and skill.

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Training Requirements for Licensed Child Care Centers

ate | Preparing Children for Success
ILLINOIS

This is a guide to inform you of training requirements throughout the ExceleRate Illinois Circles of Quality. It includes the trainings that will count currently, but as the system rolls out additional trainings may be created or approved. Please always refer to the ExceleRate Illinois Standard and Evidence Charts for the specific detail.

To find available trainings, visit the statewide online training calendar at www.ilgateways.com.

meet the ExceleRate™ Illinois requirements it must be Gateways Registry-approved and appear on section 3, 4, or 5 of your Professional Development Record (PDR).

TITLE/TOPIC	DOMAIN/ STANDARD	BRONZE	SILVER	GOLD	REQUIRED ATTENDEES	REGISTRY TRAININGS AVAILABLE / EFFECTIVE DATE / FEE
...ois		√	√	√	Administrator	ExceleRate Illinois Orientation / December 2013 / Free
...ting Scales	1A	√	√	√	Administrator 1 teacher per classroom	An Introduction to the Environment Rating Scales / July 2007 / $10 OR CLASS training accepted at Silver and Gold only. Strategies for a Successful CLASS Observation / varies
...uidelines for ...e Age Three	1B / 1C	√			Administrator 1 teacher per classroom (trained on standards specific to the age group they care for)	Illinois Early Learning Guidelines (IELG) / December 2013 / Free
...nd ...andards	1B / 1C	√	√		Administrator 1 teacher per classroom (trained on standards specific to the age group they care for)	Illinois Early Learning & Development Standards (IELDS) August 2013 / Free
	1B / 1C	√	√		**Bronze:** Administrator 1 teacher per classroom (trained on overview of curricula or a specific curriculum aligned with IELG/ IELDS) **Silver:** 1 teacher per classroom (trained on specific curriculum chosen to implement)	Finding a Curriculum that Works for You / April 2013 / Free Creative Curriculum for Infants, Toddlers and Twos; Creative Curriculum for Preschool - 5th Edition / January 2004 / $20
	1D	√			Administrator	Introduction to Developmental Screening Tools / March 2014 / $10 OR Early Childhood Developmental Screening (ECDS) December 2007 / $15

Training Requirements for Licensed Child Care Centers

ExceleRate ILLINOIS — Preparing Children for Success

This is a guide to inform you of training requirements throughout the ExceleRate Illinois Circles of Quality. It includes the trainings that will count currently, but as the system rolls out additional trainings may be created or approved. Please always refer to the ExceleRate Illinois Standard and Evidence Charts for the specific detail.

To find available trainings, visit the statewide online training calendar at www.ilgateways.com.

For a training to meet the ExceleRate™ Illinois requirements it must be Gateways Registry-approved and appear on section 3, 4, or 5 of your Professional Development Record (PDR).

TRAINING TITLE/TOPIC	DOMAIN/STANDARD	BRONZE	SILVER	GOLD	REQUIRED ATTENDEES	REGISTRY TRAININGS AVAILABLE / EFFECTIVE DATE / FEE
Child Assessment	1E	✓	✓		Bronze: Administrator ; Silver: Administrator 1 teacher per classroom	Fundamentals of Child Assessment / April 2014 / $10 ; Teaching Strategies GOLD™ / varies ; Teaching Strategies GOLD™ Assessment System / varies ; To be determined - Additional training on specific assessment tools
Inclusion of Children with Special Needs	1F	✓	✓	✓	Bronze/Silver Administrator 1 teacher per classroom ; Gold: All classroom staff	Welcoming Each & Every Child (WEEC) / November 2012 / $15 ; Special Care / any duration / 2004-2012
Family & Community Engagement	2A	✓	✓		Administrator	Family and Community - Partners in Learning / June 2014 / $10
Transitions	2B	✓	✓		Administrator	An Introduction to Transitions / June 2014 / $10
Program Administration	3A	✓	✓	✓	Administrator	Getting Ready for the PAS / July 2007 / $10
Continuous Quality Improvement	3C	✓	✓	✓	Administrator	Understanding and Planning for Continuous Quality Improvement / June 2014 / $10
Culturally & Linguistically Appropriate Practice	3D	✓	✓		Administrator 1 teacher per classroom	Basics of Culturally and Linguistically Appropriate Practice / April 2014 / Free
Staff Development	4C	✓			Administrator (those responsible for professional development/training)	Creating Individual Professional Development Plans / June 2014 / $10

Gateways Credentials (i.e. ECE Credential levels 3-5, Infant Toddler Credential levels 3-5, and the Illinois Director Credential levels I-III) meet the following ExceleRate Illinois training requirements (across all circles of quality):

- Finding a Curriculum that Works for You
- Introduction to Developmental Screening Tools
- Fundamentals of Child Assessment
- Welcoming Each & Every Child
- Family and Community: Partners in Learning
- An Introduction to Transitions
- Understanding and Planning for Continuous Quality Improvement
- Basics of Culturally and Linguistically Appropriate Practice
- Creating Individual Professional Development Plans

GATEWAYS TO OPPORTUNITY
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Attachment 4

PDAC Steering Committee Meeting

July 30, 2014

Registry-Approved Training:

- 1746 Registry-approved trainings
- Total inclusive of both individual trainings and trainings offered by Authorized Entities
- 94% English; 6% Spanish
- Full range of delivery types available – primarily face-to-face (85%)
- *FY14*: 2,521 Registry-approved trainings; 94% in English
- *FY14*: 34,940 Total Participation (including 6,417 online participants)

Credential-Approved Training (subset of above):

- 106 Credential-approved trainings
- 2/3 English; 1/3 Spanish
- Includes trainings that count towards ECE, ITC and IDC Credentials
- *FY14*: 621 Credential-approved trainings
- *FY14*: 62% ECE/ECE Credential Level 1; 21% IT/Program for Infant/Toddler Care, Creative Curriculum for Infants, Toddlers and Twos; 17% ECE/ECE Credential Levels 2-4
- *FY14*: 6,514 Total Credential-approved Training Participation (including 385 online participants)
- By September 1: Comprehensive list of Credential-Approved Trainings at www.ilgateways.com

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Illinois Professional Development System

Circle Back to the Top Ten Points – Cass Wolfe and Deb Widenhofer, Co-Chairs

- Utilize Data to Inform Development of Trainings
  - o Use follow-up and networking to make trainings more effective.
    - ▪ Have a reflection, webinar, or conference call after a training. Some sort of follow-up, how you are applying, or a reflection paper. You don't get your hours until the circle is complete for greater impact.
    - ▪ Assign to IAT-PD?
- Increase Training Linkage to Credentials
  - o Identify and develop training "add-ons" that expand existing trainings to a minimum of 7.5 to create more credential approved trainings.
    - ▪ INCCRRA and ITN – look at add-ons and registry approved trainings.
  - o Link trainings to credential benchmarks in order to increase the depth of trainings (use the model of "anchor standards" to think about certain benchmarks to highlight for linkage).
    - ▪ Steering Committee
      - • possible parallel work with Erica Hunt at Illinois State University?
- CQI for Programs Linking to Individualized PD Plan
  - o Strengthen the connectors between staff members' Individual Professional Development Plans (IPDP) and programs' Continuous Quality Improvement Plans (CQIP); help understand how trainings can be part of links between the two plans.
    - ▪ Christi Chadwick to bring back to Gail Nelson at the Governor's Office of Early Childhood Development (OECD), suggesting that we would like to encourage this perspective being beyond ExceleRate Illinois.
  - o Change the mindset from simply looking at hours (of training) to how training can effectively improve staff overall development (trainings "matter"). Assist Program Leaders in "championing" this mindset with staff. Look beyond one aspect (e.g. staff need to meet training requirements for Bronze) and recognize training is part of an "ongoing work in progress" toward quality.
    - ▪ Stays with Steering Committee as it happens after other items move forward.
  - o Training for professional growth-individual
    - ▪ Is being taken care of by other dot point above, stays with Steering Committee
  - o Agency/program self-assessment drives over CQIP
    - ▪ Goes to Gail Nelson at OECD.
- Scaffolding of Training Needed
  - o No assignment
- Strategy to Impact Trainings
  - o Modify CCR&R contracts to # of training HOURS rather than # of trainings.
    - ▪ Anne Wharff to take responsibility for follow-up
- This document will be sent to Steering Committee members for review and then sent to the committees or departments mentioned.
- For follow-up: under CQI for Programs Linking to Individuals PD Plans dot point, Steering revisit those dot points not reviewed.

Goal 4: Ensure early care and education practitioners are diverse, well-qualified, well-compensated professionals who nurture and support the development and learning of *all* children in Illinois

	Action Steps	Responsibility	Timeframe	Status
Objective 1: Develop and assure implementation of a wide range of professional development workforce supports that address challenges of recruitment, diversity, retention and access.	• Review and integrate current work plans/strategic plans into IELC PSQ work plan (e.g. former IELC Workforce Development Work Plan, Professional Development Advisory Council (PDAC) Strategic Plan, joint former IELC Workforce Diversity Work Plan) to ensure non-duplicative efforts and support of cross-sector work	Joint work with Professional Development Advisory Council	10/1/14 – 9/30/16	
Objective 2: Advance a high-quality professional development system that includes and recognizes the valuable characteristics and variety of professional development organizations, services and programs which are currently operating and being utilized by Illinois early care and education practitioners	• Develop and implement statewide policies that require articulation between two- and four- year institutions. (e.g. explore use of RTT RFP/s; consider Gateways to Opportunity Scholarship Program as an incentive for schools to develop articulation agreements) • Develop strategies for increasing the number of well-prepared bilingual early childhood practitioners • Develop strategies to assure implementation of statewide, cross-sector Cultural and Linguistic Principles, developed and approved by the Early Learning Council. • Develop strategies to integrate policies for appropriate education levels to support the future vision of a well-educated, qualified workforce for early childhood across all sectors. • Identify and develop additional credentials necessary to support a well-educated workforce (e.g. Family Child Care Credential, Family Specialist Credential; Relationship-Based Professional Development Credential (coach/mentor)	Joint work with Professional Development Advisory Council, Illinois State Board of Education (ISBE), Illinois Resource Center (IRC), IBHE, ICCB	10/1/14 – 9/30/16	
Objective 3: Identify strategies to remove or mitigate barriers for workforce professional development including articulation	• Convene and coordinate a PSQ subcommittee to create workforce compensation models • Review state and national workforce data and demographics that inform recruitment and retention of a highly-qualified workforce. • Develop suggested ranges for compensation parity aligned	Joint work with Professional Development Advisory Council	10/1/14 – 9/30/16	

Objective 4: Develop strategies to integrate policies for workforce compensation models that are linked to appropriate education levels to support the future vision of a well education, qualified workforce for early childhood across all sectors.	• with qualifications/roles. • Identify various strategies that can be combined to secure and retain a highly-skilled and professionally compensated workforce. • Develop strategies for implementation of workforce compensation models tied to education levels of early childhood practitioners (utilize PDAC Financial Supports Committee research and findings) • Explore ways to expand current Gateways to Opportunity Scholarship Program across multiple funding streams to provide cross-sector, comprehensive support		
	• Build quality training related to child health, mental health, nutrition, cultural competence and linguistic development into the birth to three (as well through age 8) into the early childhood professional development system.	Joint work with Professional Development Advisory Council, IRC, Head Start TA	10/1/14 – 9/30/16
	• Evaluate and strengthen capacity of Gateways to Opportunity Registry approved professional development in Illinois.	Joint work with IAT PD Committee	10/1/14 – 9/30/16
	• Continue the development and coordination of plans for future workforce, teacher, and principal preparation - including diversity, recruitment, retention, and training.	Joint work with P-20 Council, ISBE, IBHE, ICCB, IRC, Head Start TA and Professional Development Advisory Council	10/1/14 – 9/30/16
	• Review and make recommendations to remove identified barriers toward progression on Illinois Career Lattice for early childhood professionals (approved by IELC in 2005) including integration of Gateways Credentials into Great START scale	Joint work with IDHS Child Care Advisory Council and Professional Development Advisory Council	10/1/14 – 9/30/16

14

Objective 5: Strengthen teacher preparation programs	• Convene and coordinate a PSQ subcommittee for Higher Education Learning and Professional Development comprised of Illinois Institutions of Higher Education faculty, to ensure research based best practice is implemented within teacher preparation programs, including integration of Gateways Credentials, and that identify IHE Early Childhood Model Programs. • Provide collaborative opportunities for faculty to increase pedagogical and research based knowledge of cultural and linguistic diversity; integration of early math; and birth to three best practices • Ensure collaborative Faculty Institutes for ECE faculty members increase pedagogical and researched-based knowledge of best practices • Offer higher education faculty institutes that are identified as high need areas by faculty • Develop Illinois Higher Education Institution Early Childhood Model Program	Joint work with ISBE, IBHE, ICCB Professional Development Advisory Council, PSQ HELP	10/1/14 – 9/30/16
Measurable Outcomes			
Comments	Key partnerships include P-20 Council and Systems Integration and Alignment		

Comments from ELC PSQ Members as of 7.23.14 regarding GOAL 4.

Cathy Main highlighted the following for review for GOAL 4: **Ensure early care and education practitioners are diverse, well-qualified, well-compensated professionals who nurture and support the development and learning of** *all* **children in Illinois**

Objective 2: Action Step:* Develop and implement statewide policies that require articulation between two- and four- year institutions." Just because this seemed to be a much stronger statement than some of the others.

Objective 5: Action Step: *"Develop Illinois Higher Education Institution Early Childhood Model Program" I'm not entirely sure what is meant by that.

Stephanie Bernoteit highlighted the following for review and gave suggested input:

Objective 2: Action Step: *Develop and implement statewide policies that require articulation between two- and four- year institutions. (e.g. explore use of RTT RFP/s; consider Gateways to Opportunity Scholarship Program as an incentive for schools to develop articulation agreements) – Suggest: "Develop statewide strategies to support implementation of the recommendations of the Early Childhood Illinois Articulation Initiative Panel to promote and further systematize articulation between two- and four-year institutions."

Objective 5: Action Step: *Convene and coordinate a PSQ subcommittee for Higher Education Learning and Professional Development comprised of Illinois Institutions of Higher Education faculty, to ensure research based best practice is implemented within teacher preparation programs, including integration of Gateways Credentials, and that identify IHE Early Childhood Model Programs. – Suggest: "...faculty to...engage the state's experts in supporting strategy development and implementation of related actions in areas of priority identified in Goal 4 as follows:

- Develop strategies for increasing the number of well-prepared bilingual early childhood practitioners
- Develop strategies to assure implementation of statewide, cross-sector Cultural and Linguistic Principles, developed and approve by the Early Learning Council.
- Develop strategies to integrate policies for appropriate education levels to support the future vision of a well-educated, qualified workforce for early childhood across all sectors.
- Identify and develop additional credentials necessary to support a well-educated workforce (e.g. Family Child Care Credential, Family Specialist Credential; Relationship-Based Professional Development Credential (coach/mentor)"

Objective 5 Action Step: *Provide collaborative opportunities for faculty to increase pedagogical and research based knowledge of cultural and linguistic diversity; integration of early math; and birth to three best practices – Suggest: "Engage faculty in designing strategies to enhance program capacities/expertise in key areas such as ...then list the above."

Objective 5 Action Step: *Offer higher education faculty institutes that are identified as high need areas by faculty – Suggest: "Offer higher education faculty institutes to support faculty collaboration and professional development in identified areas of need/interest, disseminate Illinois- and nationally-generated research about early childhood educator preparation, and promote promising practices in program redesign." [My concern here is that, while faculty are by definition, constantly learning, they are also, in most cases, highly educated experts in their field(s). This current wording implies a lack of regard for the substantial expertise faculty bring to the table, which I know is not the intent.]

Objective 5 Action Step: *Develop Illinois Higher Education Institution Early Childhood Model Program – Suggest: "Learn from and disseminate findings about higher education program redesign and implementation efforts to promote quality preparation of candidates across the career continuum."

Goal 5: Ensure quality practices and programming across systems serving birth to three

Objective 1: Assure implementation of quality monitoring, standards, and guidelines for birth to three services	Action Steps	Responsibility	Timeframe	Status
	Increase awareness and utilization of Infant Toddler Early Learning Guidelines within higher education institutions and among training entities	Joint work with PDAC	10/1/14 – 9/30/16	

No comments submitted as of 7.23.14 for GOAL 5.

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 careers[1]

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 including 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. curriculum development, policy advocates and lobbyists, coaches/mentors, licensing representatives, professional development including faculty and trainers etc.)

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

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.

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.