GATEWAYS TO OPPORTUNITY
Illinois Professional Development System

PDAC Steering Committee
Spring Retreat at The Westin Hotel, Wheeling, IL
May 14, 2014

Anne Wharff	Christy Allen	Donna Emmons	Lauri Morrison-Frichtl
Beth Knight	Dawn Thomas	Joellyn Whitehead	Rebecca Livengood
Cass Wolfe	Deb Widenhofer	Johnna Darragh-Ernst	Sandra Cole
Cerathel Burnett	Diana Rosenbrock	Joni Scritchlow	Sharyl Robin
Christi Chadwick	Diane Scruggs	Julie Lindstrom	Tammy Notter
		Karen McCarthy	Teri Talan

Welcome – Cass Wolfe and Deb Widenhofer, co-chairs

- Attendees were welcomed to the meeting.
- Committee members reviewed the Mission, Vision, and Values of PDAC.

Review and Approval of the Minutes (Attachment 1)

- March 21, 2014
  - Christy Allen moved to accept the minutes as presented with amendments.
    - Amend minutes: Donna Emmons was not present at the meeting.
  - Dawn Thomas seconded the motion.
  - Minutes approved.

State and Federal Landscape Overview

- **Early Head Start/Child Care Partnerships** (Attachment 2) – Lauri Morrison Frichtl
  - Grant application will be released on May 20, 2014; applications due August 4, 2014.
  - Total estimated funding is $500,000,000; Illinois estimated funding is $20,000,000.
  - Estimated award ceiling is $55,011,324; estimated floor is $750,000.
  - Award date is November 30, 2014; start date December 1, 2014.
  - Partnerships have eighteen months to fully meet all standards.
  - Frequently Asked Questions handout was reviewed. (Attachment 3)
  - Concern was expressed about rural areas not being able to meet the "slot requirement", especially for centers south of Springfield, Illinois.
    - Priority will be given for applications proposing partnerships with a continuity of care.
    - Of specific interest to PDAC: the standards for Early Head Start require both teachers to have a minimum of an Infant Toddler CDA. Once funded, a center has 18 months to have both teachers acquire an Infant Toddler CDA or a Gateways to Opportunity Level 2 Infant Toddler Credential.
- **Infant and Toddler Curriculum** (Attachments 4, 5, 6, 7) – Lauri Morrison Frichtl

- The Office of Head Start along with the University of Cincinnati created an online Infant Toddler Associate Degree curriculum.
    - A web portal was created for faculty to supplement their courses with current research.
    - The information is free and can be downloaded to all institutions of higher learning.
    - Community colleges and ACCESS are encouraged to review this opportunity. It will be shared with faculty via the Gateways Higher Ed listserv.

- **Illinois State Board of Education** – Donna Emmons
    - Illinois State Board of Education Meeting on May 14, 2014 (Attachment 8)
        - Amendment to Part 228 for Transitional Bilingual Education Rules.
            - Proposed modifications: Deadline of July 2014 for staff qualifications due to staff shortage would not go into effect until July 2016 for school districts to have fully qualified early childhood staff for their preschool programs.
            - Schools that are unable to meet the staff requirement between now and July 2016, will need to submit an annual staffing plan.
    - Preschool Development Grants (Attachment 9)
        - The Preschool Development Grants competition will prepare more states to become ready to participate in the proposed Preschool for All Program in the Department of Education's FY2015 request.
        - Illinois will apply under the Expansion Grants section.
        - Possible $20,000,000 a year for four years, with 1,000 slots, full-day preschool (not less than five hours), only for four year olds, and up to 200% of the federal poverty level.
- **Institute of Medicine, National Research Council** (Attachment 10) – Cass Wolfe
    - On April 21, 2014, members of PDAC Steering were invited to discuss the work of PDAC with the Institute of Medicine and National Research Council. Members were interviewed regarding professional development and teacher preparation. Attendees felt they were particularly interested in the Gateways to Opportunity Registry and Gateways Credentials.
- **Illinois Department of Human Services** – Anne Wharff
    - The Illinois Head Start Collaboration Director position will be placed in Chicago.
    - Assistant Head Start Collaboration position will be placed in Springfield.
    - Strengthening the Early Childhood and School-Age Workforce Executive Summary (Attachment 11). Of note:
        - "Aligned PD systems can help States/Territories reduce duplication, streamline processes, and increase career mobility. Every reduction in cost, time, and attrition makes it possible to target more funding to programs stability and staff salaries."
            - Professional Development System Cost Analysis Tool Pilot.
                - Region Five cohort consists of Michigan, Wisconsin, Illinois, Minnesota, Ohio, and Indiana. The cohort will pilot and analyze the process, with Anne as the lead contact.
- **National Governor's Association** – Christi Chadwick

- Grant received from the National Governor's Association for the birth to third grade continuum within the state.
    - Goal of the grant is to bring stakeholders together for conversations regarding what an aligned system would look like in Illinois. Meetings are underway.

- **Illinois Articulation Initiative (IAI) Early Childhood Panel** – Johnna Darragh-Ernst
    - The IAI ECE Panel was convened with two- and four-year faculty represented.
    - The panel will meet two to four times a year to review ECE course work for articulation. Child growth and development will be the first course to be reviewed.
    - Johnna and Ty Giles of Governor's State are co-chairs.
- **Higher Education/Credential links** – Christi Chadwick and Joni Scritchlow
    - Gateways Credential impact on Higher Education course work:
        - 2002 – Nine schools in Illinois offered a specific Infant Toddler course.
            - Six community colleges offered Infant Toddler courses.
            - Three universities (four-year schools) offered Infant Toddler courses.
        - 2014 – Today: thirty-two schools in Illinois offer Infant Toddler courses.
            - 2014 – Nineteen community colleges offer courses.
            - 2014 – Thirteen universities (four-year schools) offer Infant Toddler courses.
        - Within just the last eight months, five additional schools have been entitled for Gateways to Opportunity Infant Toddler Credentials. This demonstrates the impact Credentials may have had on the development of courses at our higher education institutions.
        - Jump Start presentations help students connect to and complete their credentials. Presentations were made to 720 students in the last 120 days.
            - 1st Quarter, 348 individuals applied for credentials.
            - 2nd Quarter, 520 individuals applied for credentials.
            - 3rd Quarter, 1,100 individuals applied for credentials.
            - In the past eight months, 400 people have gained 691 credentials at Levels 2-5.

Cass Wolfe read Peggy Patton's resignation letter.

- Peggy is retiring from the University of Illinois and PDAC.

Gateways to Opportunity Registry Data – Joellyn Whitehead

- There were 16,748 self-described teachers in licensed centers who do not have an ECE Credential higher than Level 1.
    - INCCRRA has basic transcript review data on 4,500 of the 16,748.
    - From our analysis, 43% of the 4,500 may already be qualified for a Credential.
        - 360 individuals without a degree had a sufficient number of ECE credits for a Level 2 or 3.
        - 1, 700 had an Associate's Degree; 600 of these individuals had a sufficient number of ECE credits to earn a Level 2, 3, or 4.
        - 1,400 had a Bachelor's Degree; 850 of these individuals had a sufficient number of ECE credits to earn Levels 2-5.

        - 225 had a graduate degree; 136 of these individuals had a sufficient number of ECE credits to earn Levels 2-5.
- The Gateways to Opportunity Registry has @63,000 individuals, with @50,000 being active. 17,000 are self-identified as teachers at a licensed center.
- INCCRRA has the infrastructure in place to help individuals attain Credentials.

Announcements

- Teri Talan announced that the five year review process for the Illinois Director Credential has begun.
    - It will be a 6-9 month Ad Hoc Committee process. A survey has been created and will be sent to those who have attained, or applied for, an Illinois Director Credential.
- **Governor's Office of Early Childhood Development** – Christi Chadwick
    - RFP for centers to provide Technical Assistance to assist in Awards of Excellence is closed; applications are being reviewed.
    - RFP for Preschool Awards of Excellence to provide supports to improve quality in preschool instruction and moving programs from silver to gold is closed; applications are being reviewed.
    - RFP for QRIS Validation Study will close on May 22, 2014. The study is looking at connections to child outcomes to validate ExceleRate Illinois.
    - ExceleRate Illinois:
        - Currently working on Family Child Care standards; various groups have provided input. It is anticipated the standards will be presented to the Early Learning Council in June.
    - The Inter-Agency Team, Professional Development (IAT-PD), is a new Ad Hoc committee comprised of representatives from ISBE, OECD, DCFS, and IDHS. The goal is a better integrated professional development system. The Ad Hoc is currently looking at non-credit community based training, such as Starnet, CCR&R's, IRC's, and Head Start. The goal is to eliminate duplicate services, have one statewide training calendar, and make the system more cohesive.
- **Training in ExceleRate/Tying it to Professional Development** – Beth Knight (Attachment 12)
    - Powerpoint presentation focused on:
        - Chocolate
        - Resources
        - Training
        - Registry-Approved Training/Trainers
        - Current Trainings
        - Credential Approved Training
        - Proposed Strategies
    - Question: Where can we get a list of Gateways Credentialed approved trainings? Can they be listed on the Gateways website?
        - Answer: It could be added to the website.
    - The resource: *Credentials: How your training can count toward a credential.* (Attachment 13) was shared.

- Next Steps:
  - Increase Gateways Credential approved training
  - Consider the Idea of 101, 201, and 301 - continuum of training
  - Build trainer capacity
  - Maximize calendar use, coded by credential, QRIS, etc.
  - Monitor trends and trainings

- **Training Break-Out Exercise: prioritize the three items that need to happen first.**
  - Group 1
    - Create assessment and monitoring feed-back loop
    - Identify and develop training add-ons
    - Strengthen the connectors between ExceleRate and Program Quality Improvement Plan
  - Group 2
    - Agencies and program for professional growth
    - Develop training 201, 301 - continuum
    - How do we know trainings are effective, need a measurement
  - Group 3
    - CCR& R contract deliverables could be modified in regards to trainings
    - Bundle registry trainings to meet needs
    - Change mind set, to future by professional practice
  - Group 4
    - ExceleRate Illinois Trainings: can we add hours and depth to become credentialed approved?
    - Strengthening and linking the moderators
    - Identify and link benchmarks to trainings 201, 301 align with Blooms Taxonomy and identify anchor bench marks.

- **PDAC Strategic Plan Review –** Cass Wolfe and Deb Widenhofer
  - Revised Strategic Plan:
    - Governance
  - Moved goals one and four to the Steering Committee.
    - Qualifications and Credentials
  - Added the definition of diversity.

- Report from Committees on the Strategic Plan and Updates:
  - Financial Supports
    - Challenges: Have urged committee members to join the ELC PSQ Workforce Compensation Committee.
  - Information, Analysis, and Trends
    - Challenges: Need more members. May change the committee name to engage members and reflect actual work of the committee.
    - Committee meeting held on May 5, 2014.
  - Qualifications and Credentials

        - Challenges: Committee has been very busy with Ad Hoc Committees and development of Credentials. Goal number one has seen minimal progress; Goal number three may be difficult to attain.
        - Family Child Care – Diana Rosenbrock
            - Very excited to begin the pilot in the fall. Recruiting schools for the pilot.
        - SA/YD – Tammy Notter
            - Building momentum. Meeting will be held on May 29, 2014. Currently adding more members to the committee.
        - Technical Assistance – Sharyl Robin
            - Many on the committee are new to PDAC. Orientation packet for the credential is being put together for the members.
    - Workforce, Development, and Pathways
        - New members have joined the committee; time has been used to introduce members to the work of the committee.
        - Concentrating on goal number two; goals one, three, and four have been tabled for now.
        - Committee has divided into two work groups in order to prepare info graphics and myth buster papers.
    - Governance
        - Focusing on PDAC processes and procedures and leadership plan.
- Early Learning Council (ELC) Program Standards & Quality (PSQ) Work Plan intersection with PDAC Strategic Plan (Attachments 14 & 15)
    - Goal four of the document will need to be reviewed by the Steering Committee at the July meeting.
        - Updates will be shared with ELC PSQ Committee in September.
    - The three charges of the ELC PSQ Workforce Compensation committee were reviewed.

FY14 PDAC Committee Summary Information – Julie Lindstrom

- All Steering members received lists of committee members. Committee co-chairs were asked to review the lists. Co-chairs will follow-up those who have lapsed attendance and will work with committee liaisons to strengthen and increase membership as needed.

FY15 Meeting Dates – Julie Lindstrom

- Proposed FY15 dates for the Steering and PDAC Committee meetings were shared.
- All FY15 PDAC Committee meeting dates should be submitted before June 30, 2014.

Building on the Dream, PDAC Annual Meeting Theme – Cass Wolfe and Deb Widenhofer

- Committee members participated in a building a pathway to the future exercise. (Attachment 16)

Adjourn

Attachment 2

Early Head Start-Child Care Partnership Grants

E-mail me when this page is updated

Most Recent Update:	05/05/2014 11:31:59 AM

denotes Help Information

Summary:

Funding Opportunity Number:	HHS-2014-ACF-OHS-HP-0814
Forecast ID Number:	ACF-2014-FCAST-0218
Fiscal Year:	2014
Funding Opportunity Title:	Early Head Start-Child Care Partnership Grants
CFDA Number:	93.600
Funding Activity Category:	Income Security and Social Services
CFDA Number Description:	Disabled and Handicapped Services Family and Child Welfare Services Information and Referral Services Legal and Advocacy Services
Funding Instrument Type Code(s):	Grant
Cost Sharing / Matching Requirement:	Yes
Affordable Care Act (ACA):	No

Estimated Funding Information:

Estimated Funding:	$500,000,000
Expected Number of Awards:	300
Estimated Award Ceiling:	$55,011,324
Estimated Award Floor:	$750,000

Estimated Milestone Dates:

Estimated Post Date:	05/20/2014
Estimated Application Due Date:	08/04/2014
Application Due Date Explanation:	Electronically submitted applications must be submitted no later than 11:59 p.m., ET, on the listed application due date.

Estimated Award Date:	11/30/2014
Estimated Start Date:	12/01/2014

Eligibility:

Eligibility Category:	State governments County governments City or township governments Independent school districts Public and State controlled institutions of higher education Native American tribal governments (Federally recognized) Public housing authorities/Indian housing authorities Nonprofits having a 501(c)(3) status with the IRS, other than institutions of higher education Nonprofits without 501(c)(3) status with the IRS, other than institutions of higher education Private institutions of higher education For profit organizations other than small businesses Small businesses

Additional Eligibility Information:

Eligible applicants are any public or private non-profit agency, including community-based and faith-based organizations, or for-profit agencies pursuant to Section 645A(d) of the Head Start Act, 42 U.S.C. § 9840A(d).

Faith-based and community organizations that meet the eligibility requirements are eligible to receive awards under this funding opportunity announcement. Faith-based organizations are encouraged to review the ACF Policy on Grants to Faith-Based Organizations at: http://www.acf.hhs.gov/acf-policy-on-grants-to-faith-based-organizations. Applications from individuals, foreign entities, and sole proprietorship for-profit organizations are not eligible and will be disqualified from competitive review and from funding under this announcement.

Description:

The Administration for Children and Families (ACF) announces the availability of approximately $500 million to be competitively awarded for the purpose of expanding access to high-quality, comprehensive services to low-income infants and toddlers and their families through Early Head Start-Child Care (EHS-CC) Partnerships. ACF solicits applications from public entities, including states, or private non-profit organizations, including community-based or faith-based organizations, or for-profit agencies that meet eligibility for applying as stated in section 645A of the Head Start Act.

For more information, interested applicants should visit http://eclkc.ohs.acf.hhs.gov/hslc/hs/grants/ehs-ccp.

Federal Agency Contact Information:

Federal Agency:	Department of Health and Human Services
Name:	Shawna Pinckney
Email Address:	Shawna.Pinckney@ACF.hhs.gov
Phone:	(866) 796-1591
OpDiv:	Administration for Children & Families
Sub OpDiv:	Office of Head Start
Division:	Grants and Contracts Division

<< Back

Attachment 3

1. **What is the Early Head Start – Child Care (EHS-CC) Partnership program?**
   The EHS-CC Partnership is a new competitive grant opportunity to support the partnering of Early Head Start (EHS) programs with child care providers to expand the number of high-quality slots for infants and toddlers. New or existing EHS grantees will partner with local center-based and family child care providers and, through activities including training and technical assistance, management, and the delivery of comprehensive services, support them in meeting the Early Head Start Program Performance Standards.

2. **What is the Project Period for the FY 2014 funds?**
   Successful applicants will be awarded a five year grant with an initial project period of 9-11 months. Subsequent project periods would be 12 months each. If additional funds beyond $500 million are appropriated to support the partnerships in FY 2015, ACF would consider expanding to additional applicants.

3. **How will funding be allocated across state, AIAN, Migrant and Territories?**
   The Administration anticipates a robust nationwide competition, including territories and tribes. Funding will be available within each state based on the number of young children in poverty and no less than 3% and 4.5% of total funds will be available for American Indian/Alaska Native Head Start programs and Migrant and Seasonal Head Start programs, respectively. ***However, only high quality applications will be funded. Priority will be for applicants proposing EHS-CC partnerships and ensuring continuity of services for children who are served.*** HHS may reallocate funds in order to achieve this.

4. **Who is eligible to apply for this grant program?**
   All entities eligible to apply for EHS funds can apply for the EHS-CC Partnership funds, including tribes and territories. Eligible entities include community organizations, non-profit or for profit organizations, state, local and tribal governments, schools, and existing Head Start or Early Head Start grantees.

5. **How do I apply for funding?**
   ACF will release a Funding Opportunity Announcement (FOA) in mid-spring 2014. The FOA will spell out explicitly what is required in the partnership and in the application. Prior to the release of the FOA, interested eligible applicants should consider reaching out to potential partners and begin to work together to develop a plan so they are ready when the FOA is announced.

6. **What benefits will children in EHS-CC partnerships receive?**
   Children served in an EHS-CC partnership will receive the comprehensive education, health, development, and family support services required under EHS, and benefit from high-quality services that meet EHS standards.

7. **Can an existing Early Head Start grantee use these funds to expand their number of slots, or is an applicant required to partner with child care?**
   The FOA will give strong competitive priority to applicants who propose EHS-CC partnerships. Applicants may still apply to receive Early Head Start slots without partnerships. An EHS-CC Partnership applicant may be an existing Early Head Start grantee or any other eligible entity proposing to become an EHS-CC Partnership grantee through this funding opportunity.

4/25/2014 10:36 AM

8. **Will alignment with other federal, state, or locally funded early childhood development programs (e.g. Pre-K, home visiting, Head Start, other preschool programs) be prioritized?**
   Applicants should demonstrate strong alignment with other federally, State or locally funded early childhood development programs, such as home visiting, Head Start, or state funded Pre-K.

9. **Will Early Head Start-Child Care Partnership funding be targeted to areas of high poverty?**
   Applicants who propose to fill most of their funded EHS-CC partnership slots with children from zip codes of concentrated poverty will be at a competitive advantage. A list of high-poverty concentration zip codes will be included in the FOA.

10. **How will 3 year olds be served in this initiative?**
    The FY 2014 appropriations language allows the $500 million for the EHS-CC partnerships to serve children ***through*** age 3. Family child care providers are designed to serve mixed age groups and the family child care Head Start standards are written to seamlessly accommodate children birth to five. However Head Start standards for Center-based programs are significantly different for children up to age 3 and 3 year olds. As such, EHS-CC partnership funding will be available for children birth through age 2 in center-based settings but also will be available for 3 year olds to be served in family child care settings. All applicants must propose a plan to provide seamless transitions to Head Start, pre-K, or other preschool settings.

11. **Must a child have a Child Care and Development Fund (CCDF) subsidy in order to be eligible?**
    A child does not need a child care subsidy and does not have to be CCDF-eligible to be eligible for an EHS-CC partnership slot. However, applicants must demonstrate how they are layering funding from other sources including child care subsidies.

12. **Do programs have to be regulated to be eligible for a partnership?**
    Yes, regardless of State exemptions, all partners must be regulated. The term "regulated" means a provider who meets state-established health and safety standards and is subject to monitoring. Self-certification by the provider without documentation or verification is not sufficient.

13. **Can partnerships be within one entity or does a partner have to be two separate entities?**
    Partnerships may be within one entity, under the condition that the applicant identifies partner child care centers or family child care homes.

14. **What does partnership mean when an existing child care program applies and then becomes an Early Head Start grantee? In this case, who are the partners?**
    If an entity applies to be an Early Head Start grantee, without proposing to partner with local child care sites, this would be considered a new grant to expand Early Head Start, rather than a partnership. If the entity applies to be an Early Head Start grantee with additional child care site partners, this would be a partnership.

15. **Will the partnership grantees need to provide a match for these new funds?**
A non-federal match of 20% is established by law. Partnership grantees can request a waiver for all or part of the match if they cannot meet the non-federal match required of Head Start programs.

16. **What is the minimum number of child slots for entity?**
Although ACF is not setting a minimum number of slots for which applicants can apply, ACF recommends applicants propose no less than 72 slots, which can be allocated across multiple partner sites. The goal of this recommendation is to ensure that partnerships are of sufficient size to support provision of both comprehensive and cost effective services. ACF recognizes that applicants in rural communities, or organizations with existing infrastructure to support the necessary services, may propose less than 72 slots.

17. **Do specific child care partner sites have to be identified in the application?**
Applicants are encouraged to identify their partners in their application. If it is not possible to identify all of the partner sites in a partnership, the applicant may provide a detailed plan and timeline for identifying partners.

18. **Will there be a different monitoring protocol for partnerships?**
EHS-CC partnership monitoring will be in accordance with the Head Start monitoring protocol, with minor modifications. Ongoing oversight and intensive technical assistance will be provided to all grantees during the first 18 months of the grant award to ensure appropriate implementation of the program. The formal monitoring process and Designation Renewal System (DRS), however, will not take place until after the first 18 months of the grant.

19. **What services will a child receive in an EHS-CC Partnership slot funded in a child care setting?**
Children in EHS-CC partnership funded slots will receive all of the services children in the Early Head Start program receive. Applicants are highly encouraged to develop models – including with additional community partners or other funding streams – to ensure parity of service throughout their program, including children who are not directly funded through EHS-CC partnership funds.

20. **Will the new initiative include EHS Home Based Option?**
No, the EHS-CC Partnerships will not include Early Head Start home-based option (home visiting). It will only include the Early Head Start center-based and family child care options.

21. **Family child care providers have their own set of regulations to follow and don't have to do everything centers do. How are they able to provide Early Head Start?**
Family child care is an existing and successful Head Start model. EHS-CC Partnership grantees must ensure that all partner sites offer high quality programs and that the children enrolled receive all Early Head Start services regardless of the setting in which they are served. Though some requirements differ between family child care programs and center-based programs, most Early Head Start regulations apply to programs across settings. For

more information on strong family child care models check out *An Early Head Start for Family Child Care.*

22. **What resources are available to help make partnerships work?**
As part of the Office of Child Care and the Office of Head Start's ongoing efforts to support partnerships, there are several resources available that can help communities build and sustain partnerships. At this link, there are tip sheets, technical assistance papers and lessons learned documents. Both offices provide extensive TA networks which will also be used to support this effort.

23. **I am concerned about leveraging funds because I don't want to seem like I'm double dipping. How can I use EHS and child care funds to support partnerships?**
EHS-CC partnerships will not "double-dip" because grantees will intentionally combine or layer EHS funding with CCDF funding in order to provide high-quality, comprehensive services to children. Grantees will be required to have budgets that reflect the multiple funding sources, and cost allocation plans to ensure that each funding source is used for allowable purposes without duplicate payment. Each funding source will be used for different parts of the program to ensure no duplicative payment. For example, an EHS-CC partnership might use one source for basic programming costs and another source for quality enhancements (e.g., training, equipment, supplies). Alternatively, a partnership might use one source for certain periods of time (e.g., core hours) and another source for other periods (e.g., before and after care). By combining funding sources, the EHS-CC partnerships will be able to increase the number of children receiving high quality services.

24. **How can communities work together to ensure training opportunities exist for all providers in the community? I thought only EHS programs/staff could attend EHS training and professional development opportunities.**
Many partners find that professional development is one of the key areas where they can successfully work together. There are many ways to do this. For example, partnerships can leverage CCDF-funded professional development registries and scholarships to support providers pursuing higher teacher qualifications to meet Early Head Start standards. Similarly, local Early Head Start training and technical assistance funds can be targeted to community providers to increase the pool of qualified professionals in the community who can serve children served in both Early Head Start and child care.

25. **What does the typical contract with an Early Head Start and child care provider include?**
The contract should clearly state the responsibilities and expectations of each entity and should include all the requirements for fully implementing all of Early Head Start's required services. There are sample contracts available on this link as well as on the National Association for Family Child Care web site.

26. **I am concerned about implementing a curriculum and assessing children in a multi-age setting like family child care. How can that be done?**
Grantees should work with families and teachers to review curriculum and assessment tools that are most appropriate for their setting. The Early Childhood Learning and Knowledge Center (ECLKC) has many resources available for selecting appropriate tools. There are also resources and training available through the Head Start National Centers available to Early

Head Start grantees and their child care partners to support appropriate selection and implementation of curriculum and assessment across settings.

27. What are the next steps?

We held a series of technical assistance webinars aimed at providing helpful information to prospective grant applicants. In addition, we published an applicant support toolkit that can be accessed here. The FOA will be released in mid-spring of 2014.

Attachment 4

Infant and Toddler Curriculum Introduction

Angie Godfrey: Hello everyone. We are so happy to be here today sharing this information. Thank you for joining us. Learning experiences in the first three years of life set the foundation for lifelong learning. Staff in Early Head Start and all programs serving infants and toddlers are crucial to the experiences of babies, toddlers, and their families. The relationship of infants and toddlers with their providers, and providers' relationships with families, create an environment of respect and trust that supports each infant and toddler and their healthy development.

The Office of Head Start is committed to supporting the development of an Infant-Toddler workforce—a workforce that understands the unique characteristics of babies and the science of their development. To accomplish this, staff need professional development experiences that include college-level course work with an emphasis on infants and toddlers.

With that in mind, the Office of Head Start, in collaboration with the University of Cincinnati and its partners, funded an Innovation and Improvement Grant, or IIP, to develop infant and toddler course work that can be accessed by institutions of higher learning across the country. This IIP was developed to address the need for accessible, high-quality college degree programs focused on the care and education of infants. The primary goal of the IIP grant was to develop a comprehensive professional development system of support for early care professionals that would be anchored in the development and delivery of an online associate's degree. The curriculum was developed as distance learning courses and instructor's manuals accompany each course.

There are two audiences for the material: One, Early Head Start programs that have strong professional development plans, and can communicate their needs to local institutions of higher education. And two, institutions of higher education that can access these modules online, and offer them as part of existing classes, or as the foundation for expanded infant and toddler course work.

Because we want the modules to remain credit bearing, they will be available as a free download to all institutions of higher education. Modules were developed for 15 courses, and are available in both English and Spanish. Each module contains: a syllabus, weekly objectives, primary texts, appropriate readings for each week, a PowerPoint presentation for each week, assignments, a rubric for each assignment, and a Blackboard template. There is a list of courses available on our web page.

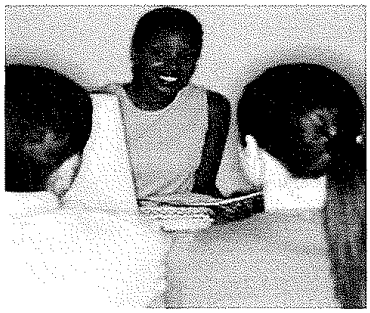
Again, thank you for joining us.

Attachment 5

All of the modules for the Infant /Toddler Associate Degree Curriculum are located on the ECLKC Higher Education Workspace. You need to be college/university faculty to access this workspace and we will need your FAFSA for verification. To access the workspace please follow a few simple steps:

Step 1: Register on the ECLKC for a free subscription account:

1. Enter URL into your browsers address bar: http://eclkc.ohs.acf.hhs.gov/
2. Select the "Login" link at the top of the ECLKC homepage

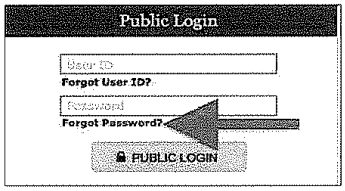


If you already subscribe:

1. Login into the ECLKC (http://eclkc.ohs.acf.hhs.gov/)
2. Verify that your password has not expired
3. List your active subscription login on the form below
   - User ID, email address, and full name

If you have forgotten your password:

1. Select the "Forgot Password" link on the login page



2. Enter your User ID
3. Select the "Continue" button to reset your password

Step 2: Find or request your College/University FAFSA code. You can obtain your institution's FAFSA code by contacting your financial aid or other administrative office.

Step 3: Complete the form below with your full name, ECLKC User ID, university email address, and your college/university FAFSA code. If any of this information is missing, we will not be able to process your request. You will receive a response from us within two days. If you do not receive a written response or if you have questions or concerns, please send an email to: workspaces@eclkc.info.

ACCESS FORM

Full Name

Full Name of College/University

State

Institutional Email Address
(e.g. my.name@university.edu)

ECLKC User ID (the one you use to subscribe to ECLKC)

Institutional Federal Application for Student Aid (FAFSA) Code Number

Please save and email this form to: workspaces@eclkc.info

or

Select the button below

SUBMIT

Attachment 6

NCQTL Higher Education

THE NATIONAL CENTER ON Quality Teaching and Learning

OVERARCHING GOAL

To develop relevant and effective course work that aligns with the Head Start Child Development and Early Learning Framework and make these widely available to higher education faculty throughout the nation.

UNIQUE FEATURES

- NCQTL higher education work group comprised of experts from top universities (University of Washington; Vanderbilt University; University of Virginia; University of Colorado; Stanford Research Institute; University of Illinois; University of Wisconsin; and Iowa State University) across the United States
- Courses are based on the most recent evidence of practices to improve child outcomes from comprehensive literature review
- 3 credit semester or 5 credit quarter courses at BA completion level (300 and 400 level)
- Courses map onto the NCQTL House and the Head Start Child Development and Early Learning Framework
- Each course addresses cultural and linguistic diversity
- Each course includes sample syllabi; recommended reading lists; assignments and grading rubrics; daily lectures with accompanying PowerPoint slides; rich digital media resources such as video vignettes, guest lectures and interviews with researchers as well as lecture notes for instructors
- Competency based assignments (demonstration of improved teaching practices)

KNOW, SEE, DO, IMPROVE MODULE APPROACH

The NCQTL Higher Ed courses encourage meaningful integration of content with practice, embracing a competency-based model of assessment. Students not only gain knowledge, but also enact that knowledge with young children and examine their own practice to seek observable, quantifiable improvement.

Student competency within a course is developed and measured ultimately by demonstrating improvement through a pre- and post- course video comparison. Course content is divided into modules, each of which guides students through the Know, See, Do, and Improve process (Hamre et al., 2012a; Joseph & Brennan, 2013).

KNOW — Gain knowledge of child development and specific teaching practices

SEE — Objectively describe and reliably identify what is happening in video clips of your own and others' classrooms, using specific behavioral language

DO — Set goals, plan, and implement strategies (also involves enacting knowledge within the context of in-class activities)

IMPROVE — Observe your practice, assess, analyze, and implement quantifiable positive change

DISSEMINATION AND TRAINING OPPORTUNITIES

Dissemination and training can be offered in partnership with Head Start State Collaboration Offices and to faculty at current 4-year colleges and universities.

NCQTL COURSES FOR HIGHER EDUCATION

Foundational

(1) Child Development and Family Engagement
(2) Engaging Interactions and Environments
(3) Observation and Assessment
(4) Resilient Educators*
(5) Becoming a Teacher Leader

Early Academic Domains

(6) Classroom Strategies to Promote Social Emotional Competence and Prevent and Address Challenging Behaviors (based on CSEFEL modules)
(7) Language and Literacy
(8) Cognition and General Knowledge: Science, Math, Logic and Reasoning
(9) Approaches to Learning*
(10) Technology: Digital Media and Learning

Specialization

(11) Highly Individualized Teaching and Learning
(12) Practice-Based Coaching*

Capstone

(13) The Intentional Teacher *

*To be developed Year Four

ACTIVITIES TO DATE

*Focus groups with experts and stakeholders in higher education and Head Start were held in Year One

*Courses were drafted in Year Two

*Courses were refined and piloted in Year Three

*Collaborative presentations for dissemination purposes are scheduled with EHS-NRC (webinar with HSSCO and presentation at NAEYC PDI, 2013)

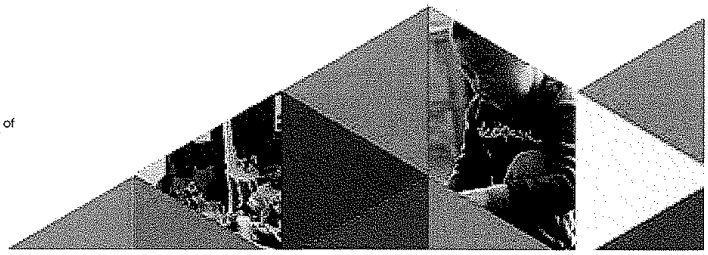
*Real to REEL research highlight videos featuring current innovative research related to improved child outcomes are being completed

*Produced highlight videos for each course to promote material on ECLKC

*Developing the Coaching Companion Campus Edition as a tool for higher education faculty to coach students virtually in their practice based settings (e.g., Head Start classrooms) – piloting in Year Four

This document was prepared under Grant #90HC0002 for the U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start, by the National Center on Quality Teaching and Learning.

SEPTEMBER 2013 V.1



Attachment 7

The Office of Head Start, in collaboration with the University of Cincinnati and its partners, funded an Innovation and Improvement Grant, to develop an infant and toddler curriculum that can be accessed by institutions of higher learning across the country. The curriculum consists of courses in simple module form that incorporate the latest research and expertise in online learning. The courses may be used to develop an infant and toddler associate degree focused completely on infant and toddler care and development.

What is the purpose of the Infant Toddler Online Associate Degree Courses?

---

1. To provide online associate level course content packaged into 15 courses, comprising modules containing videos of effective practice, reflection exercises, and relevant readings.

2. Modules are designed to be incorporated into an existing college course, or grouped together to comprise an entire college curriculum.

3. Each module contains an instructor's guide describing effective practices and links course content to the Head Start Program Performance Standards and the NAEYC Standards.

Common Threads Included Throughout Modules

- The developing brain
- Children and families with special needs
- Social and -emotional development
- Dual language learners
- Family-oriented care and family partnerships
- Culturally-sensitive care
- Reflective practice

Attachment B

ILLINOIS STATE BOARD OF EDUCATION MEETING
May 14, 2014

TO: **Illinois State Board of Education**

FROM: **Christopher A. Koch, Ed.D., State Superintendent of Education** CAK
Susie Morrison, Deputy Superintendent and Chief Education Officer SM
Nicki Bazer, Deputy Superintendent NBB

Agenda Topic: **Action Item: Proposed Amendments for Initial Review: Part 228 (Transitional Bilingual Education)**

Materials: Recommended Amendments

Staff Contact(s): Reyna Hernandez, Assistant Superintendent

Purpose of Agenda Item
The purpose of the agenda item is to present the proposed amendments for the Board's initial review.

Relationship to/Implications for the State Board's Strategic Plan
This agenda item primarily relates to Strategic Plan Goal 1 (student achievement), as the proposed changes would ensure that English learners have access to the programs and services that will help them to be academically successful.

Expected Outcome(s) of Agenda Item
The Board will be asked to adopt a motion authorizing solicitation of public comment on the proposed amendments.

Background Information
Proposed modifications in Part 228 affect various Sections of the rules to:

- Incorporate English development standards for English learners in preschool programs;
- Allow flexibility for school districts to choose the prescribed screening instrument for English learners who are in the second semester of grade 1 or in grades 2 through 12;
- Require that transitional programs of instruction include instruction in English as a second language; and
- Modify the requirement for preschool teachers of English learners to be fully qualified to provide home language or English as a second language instruction.

Each of these proposed modifications is more fully explained under "Policy Implications" below.

The proposed changes were discussed with the Illinois Advisory Council on Bilingual Education (IACBE) on March 14, 2004. No comments were received from members of the IACBE.

Analysis and Implications for Policy, Budget, Legislative Action and Communications
Policy Implications:
English Development Standards. Since 2006, the rules governing bilingual education programs have relied on English language development standards of the World-class International Design and Assessment Consortium (WIDA) at the University of Wisconsin at

Madison as the basis of the English proficiency test and starting in 2010, for English as a second language instruction. Originally, the standards addressed all students, prekindergarten through grade 12. In 2012, the standards were modified to apply only to students in kindergarten through grade 12. WIDA has now completed English language development standards for prekindergarten (i.e., ages 2½ through 5½) and these also are being incorporated into the rules. Both sets of standards are now defined in Section 228.10, and references to them in the body of the rules will direct the reader to Section 228.10 for the standards applicable to the ages/grade levels of the students being served. Adoption of the prekindergarten standards will ensure alignment to the kindergarten through grade-12 standards already incorporated into the rules.

Screening Instrument. Section 228.10 currently requires the use of the WIDA ACCESS Placement Test (W-APT™) as a screening instrument for use with students in the second semester of grade 1 through grade 12. Students in kindergarten or in the first semester of grade 1, however, must be screened using a different screener, WIDA's Measure of Developing English Language, or MODEL™.

The distinction between the two screening instruments was added in 2010. MODEL is a more nuanced, student-specific screening instrument that enables school district staff to make better placement decisions for students just starting school (i.e., kindergarten or beginning of grade 1). Either test would be appropriate for students in the second semester of grade 1 through grade 12, and the proposed rule would provide school districts with the flexibility to choose which screening instrument to use for these students.

English as a Second Language (ESL) Instruction. The two components of a transitional program of instruction (TPI) are instruction or support in the student's native language and ESL instruction. ESL is necessary to ensure that students who enter schools with little or no knowledge of English acquire the necessary skills to understand and produce academic English. The purpose of ESL is to provide direct instruction in the acquisition of the English language. Under Article 14C of the School Code [105 ILCS 5/Art. 14C], school districts are required to provide programs that will help English learners learn English. Therefore, the changes proposed in Section 228.30(d) do not create a new mandate. Rather, the changes clarify the existing rule to make clear that ESL instruction is not an optional component for TPI programs.

Staff Qualifications. Starting July 1, 2014, instruction provided to English learners in early childhood classrooms must be provided by an individual who holds a professional educator license endorsed for both early childhood and for the specific type of bilingual instruction that is being provided (i.e., either instruction conducted in the student's home language or English as a second language instruction). This requirement was placed in Section 228.35(c) in 2010 in response to modifications to Article 14C of the School Code requiring the provision of bilingual education services by school districts to English learners served in preschool programs. At the time the requirement was put in place, the agency received public comment stating that school districts would not be able to recruit a sufficient number of qualified staff by 2014. They also suggested that then-employed early childhood teachers or those with bilingual credentials would lack the resources and time needed to earn the endorsement they lacked so that they would be fully qualified to instruct preschool-aged English learners.

As the July 1 deadline has been approaching, school districts and early childhood advocates have indicated to agency staff that they are anticipating staff shortages for the 2014-15 school year. Therefore, agency staff's enforcement of the current rule could result in potential penalties

for school districts with preschool programs and may jeopardize services for English learners in these settings. For these reasons, the proposed amendment would delay until July 1, 2016, the requirement for school districts to have fully qualified early childhood staff for their preschool programs. It also includes an interim measure for school districts not now in compliance that is intended to promote planning and implementation. The proposed modification will require school districts that are unable to meet the staffing requirements between now and July 1, 2016, to submit to the agency an annual staffing plan that includes a description of how the needs of English learners will be met. In this way, the proposed amendment balances the need for English learners to have fully qualified staff with the difficulty some school districts are experiencing in recruiting and employing fully credentialed preschool personnel. Currently, licensed early childhood teachers with either bilingual or ESL endorsements comprise 10.3% of all licensed early childhood teachers, while English Learners comprise 20.4% of all preschool children. (See Section 228.35(c)(3) for further details.)

	Total Early Childhood Teachers	Bilingual - Spanish	Bilingual - Other	ESL	Unduplicated # of Bilingual or ESL Endorsed EC Teachers	% of EC teachers with Bilingual/ESL
2012	17324	878	85	1230	1750	10.1%
2013	16805	849	78	1253	1738	10.3%

Finally, a slight technical modification is being made in Section 228.30(c)(3)(B)(v), which addresses placement of certain English learners in part-time transitional bilingual education (TBE) programs. The provision was added in August 2013 and modified in response to public comment received. The provision, however, has caused some confusion in the field. Its intent is to communicate that under certain circumstances (i.e., when the native language has no written component or is one for which written instructional materials are not available), English learners may receive limited native language instruction. Since the first sentence of the subsection does not make this clear, the modifier "limited" will be restored to the rule.

Budget Implications: None.
Legislative Action: None.
Communication: Please see "Next Steps" below.

Pros and Cons of Various Actions
The proposed changes strengthen bilingual education programs and ensure that services to all English learners are aligned to rigorous standards and contain high-quality components necessary for becoming proficient in English. Additionally, early childhood and bilingual education staff in school districts unable to find a sufficient number of fully qualified staff for their preschool programs would be required to work together to make certain that preschoolers who are learning English have access to appropriate services and opportunities.

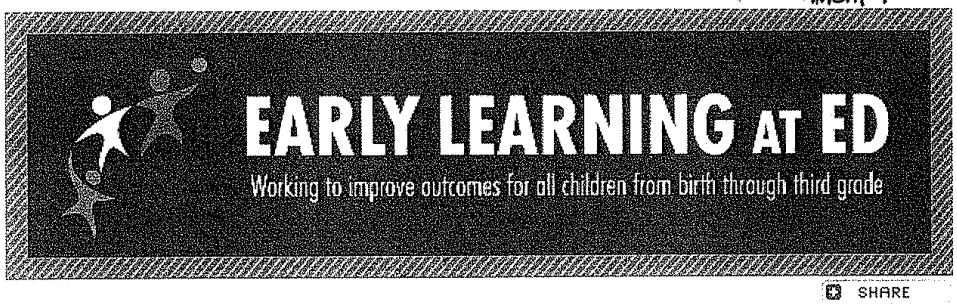
Not proceeding with the proposed rulemaking could result in limited services of a lesser quality being provided for English learners enrolled in preschool programs. Enforcing requirements that are outside of rules also would result in the agency being in conflict with the Illinois Administrative Procedure Act, which requires state agencies to set forth their policies in administrative rules.

Superintendent's Recommendation
The State Superintendent recommends that the State Board of Education adopt the following motion:

> The State Board of Education hereby authorizes solicitation of public comment on the proposed rulemaking for:
>
> Transitional Bilingual Education (23 Illinois Administrative Code 228),
>
> including publication of the proposed amendments in the Illinois Register.

Next Steps
With the Board's authorization, staff will submit the proposed amendments to the Administrative Code Division for publication in the Illinois Register to elicit public comment. Additional means, such as the *Superintendent's Weekly Message* and the agency's website, will be used to inform interested parties of the opportunity to comment on this rulemaking.

Attachment 9



SHARE

The U.S. Departments of Education and Health and Human Services Invite you to attend a Webinar on the new Preschool Development Grants Competition

The U.S. Departments of Education and Health and Human Services will hold an informational Webinar on the jointly-administered Preschool Development Grants competition on Monday, May 12th from 3:00-4:00p.m. ET.

Participants are asked to submit question ahead of time by 5:00 p.m. ET on May 9, 2014 to PreschoolDevelopmentGrants@ed.gov.

WebEx Info:

1. WebEx URL: https://edinfoevents.webex.com/edinfoevents/onstage/g.php?t=a&d=663834284
2. Teleconference Number: 1-877-668-4493
3. Access Code: 663 834 284

Instructions for Joining the WebEx:

It's recommended you try to join the meeting 5-10 minutes early in case you have to work around any technical issues, such as the installation of browser plug-ins. This is highly recommended if you have never attended a WebEx meeting.

To join the meeting, please complete the following steps in order:

1. Either click the following link or copy and paste it into your Web browser https://edinfoevents.webex.com/edinfoevents/onstage/g.php?t=a&d=663834284

2. Enter the required information and click Join Now. The browser will take up to a minute to load the WebEx window – **do not close your browser until you've joined the meeting**.
3. Once you have joined the meeting, you will see a pop up with call-in information and your **attendee ID number**. You can now call the teleconference line: 1-877-668-4493.
4. When prompted, enter the meeting access code (663 834 284) followed by the # sign.
5. When prompted, enter your **attendee ID number** followed by the # sign.

The Preschool Development Grants competition will prepare more States to become ready to participate in the proposed Preschool for All program in the Department of Education's FY2015 budget request. All States, the District of Columbia, and Puerto Rico will be eligible to apply, if they wish, for one of two proposed types of discretionary grants: Development Grants and Expansion Grants. States with small or no State-funded preschool programs will be eligible to apply for Development Grants. States that have more robust State-funded preschool programs *or* that have been awarded a Race to the Top – Early Learning Challenge grant will be eligible to apply for Expansion Grants. We intend for high-quality preschool programs to be located in regionally diverse communities or consortia of communities in cities, towns, counties, neighborhood, districts, rural or tribal areas, with a high level of need or distress as determined by the State. Preschool programs funded under either category of the Preschool Development Grants will need to meet the competition's criteria for high-quality preschool programs. Other preschool programs within the State will not be required to meet these criteria.

In order to run a rigorous competition and obligate funds to grantees before the December 31, 2014, statutory deadline, we will waive rulemaking for this new program, pursuant to authority in section 1232(d)(1) of the General Education Provisions Act. However, we are interested in your input on major elements of the program, and have posted *draft* requirements, priorities, selection criteria, and definitions in the executive summary for each of the Development Grants competition and the Expansion Grants competition. We encourage potential applicants to identify potential barriers and challenges that may impede implementation of an ambitious and achievable, high-quality State plan.

These documents will be posted for public input until 5:00 PM EDT on Friday, May 16, 2014, at which time the input section will be closed and we will begin considering comments received as we develop final requirements, priorities, selection criteria, and definitions. We will publish these requirements, priorities, selection criteria, and definitions in a notice inviting applications in the Federal Register later this summer. Further information will be posted on the Preschool Development Grants Web page.

Again, thank you for your interest in this opportunity to support early learning. We look forward to hearing from you.

Sign up to get our e-mail updates at
www.ed.gov/early-learning
Now over 17,000 subscribers

Attachment 10

INSTITUTE OF MEDICINE AND
NATIONAL RESEARCH COUNCIL
OF THE NATIONAL ACADEMIES
The Board on Children, Youth, and Families

The Science of Children Birth to Age 8: Deepening and Broadening the Foundation for Success

Statement of Task

An ad hoc committee will conduct a study and prepare a consensus report on how the science of children's health, learning and development from birth through age 8 can be employed to inform how we prepare a workforce to seamlessly support children's health, development, learning, and school success from birth through age 8, including standards and expectations, instructional practices, preparation and professional development, and family engagement across diverse contexts (e.g., rural/urban) and populations (e.g., special education, immigrant, dual language learners, sub-threshold children). The committee will address the following questions:

1) What do we know about the influence of neurobiology, health, and development (e.g., emotion regulation, executive functioning, psychosocial) on learning trajectories and educational achievement for children from birth through age 8, including typical and atypical pathways?

2) What generalized and specialized knowledge, skills, and abilities do adults, working with children across the birth through age 8 continuum and across infant, toddler, preschool-aged, and k-3 settings (for example, home visitors, child care workers, early childhood educators, health professionals, center directors, elementary school teachers, principals) need to seamlessly support children's health, learning, development, and school success?

3) What staff development structure and qualifications are necessary for educators at each level (e.g., entry level, full professional, etc.) to support children's learning across the continuum of development from birth through age 8? This should be linked to #2.

4) How can the science from 1. & 2. be employed to re-envision preparation and professional development programs across infant, toddler, preschool-aged, and k-3 settings, including how to assess children and use data to inform teaching and learning from birth through age 8?

5) How can the science on children's health, development, learning, and educational achievement, and the skills adults need to support them, inform policy decisions conducive to implementing the recommendations?

Based on currently available evidence, the report could include findings, conclusions, and recommendations on the above, paying particular attention to research on: 1) poverty, racial inequities and disadvantage; 2) learning environments in the home and in schools; 3) adult learning processes as they relate to teaching children; and 4) leadership/management skills as

they relate to developing the skills of a highly effective workforce designed to support children's learning, growth, and development from birth through age 8.

The report will provide research and policy recommendations to specific agencies and organizations (governmental and non-governmental) as well as inform institutions serving children birth through age 8. Recommendations will be geared toward: federal funding agencies including the Administration for Children and Families, the Maternal and Child Health Bureau of the Health Resource and Services Administration, the National Institutes of Health, the US Department of Education, with a particular emphasis on Title II of the Elementary and Secondary Education Act (ESEA) (Title II), which focuses on improving teacher and principal quality; legislatures (Congress, state legislatures); higher education institutions; state and local education agencies; state early childhood care and education agencies; family child care programs; regulation agencies; and practitioners that provide health, education, and care services to children birth through age eight.

Study Sponsors

Administration for Children and Families, HHS
Department of Education
Maternal and Child Health Bureau, HRSA
Bill and Melinda Gates Foundation
W.K. Kellogg Foundation
McCormick Foundation
Packard Foundation

Attachment 11

Strengthening the Early Childhood and School-Age Workforce Executive Summary

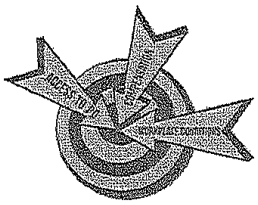
ADMINISTRATION FOR CHILDREN & FAMILIES

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

To support the Office of Child Care's and the Office of Head Start's priority of a strong early childhood (EC) and school-age (SA) workforce, the PDW Center developed a series of briefs, a guide for planning and implementing, and a tool on targeting workforce investments. These resources are designed to help State/Territory decisionmakers increase and retain a skilled workforce by improving their workplace conditions, compensation, and access to professional development (PD). These resources and full citations are available at https://childcareta.acf.hhs.gov/resource/strengthening-early-childhood-and-school-age-workforce.

This brief outlines the content of *Strengthening the EC and SA Workforce: A Tool to Improve Workplace Conditions, Compensation, and Access to Professional Development.*

FOCUS AREAS



1. Workplace conditions: Positive **workplace conditions** support staff retention *and* staff's ability to translate new knowledge and skills into effective practice.

2. Compensation: Pairing an increase in competency with an increase in **compensation** can help programs retain skilled staff.

3. Access to professional development: EC and SA professionals must be able to **access PD** to gain new knowledge and skills.

KEY MESSAGES

- Improving workplace conditions, achieving fair and equitable compensation, and increasing access to PD for the EC and SA workforce requires a combination of strategies.
- It is important to address workplace conditions, compensation, and access to PD in the overall context of quality improvement and broader EC and SA systems.
- Addressing workplace conditions, compensation, and access to PD as part of a PD system requires the examination of available funding and the packaging, staging, targeting, and prorating of investments of those resources.
- Aligned PD systems can help States/Territories reduce duplication, streamline processes, and increase career mobility. **Every reduction in cost, time, and attrition makes it possible to target more funding to program stability and staff salaries.**
- To raise quality *and* retain effective educators, States/Territories can combine promising PD and workforce retention strategies at the professional, program, and system levels.
- Innovative policies and initiatives can improve workplace conditions, compensation, and access to PD.
- The management and leadership skills of center administrators and family child care providers are essential to making the most of the current system and to securing a better future for the workforce.
- Standards and policies can set expectations for staff qualifications, salary schedules, and working conditions and define markers for program quality.

January 2014

E-mail: PDWCenter@zerotothree.org
Phone: (202) 857-2673

SECTION SUMMARIES

Strengthening the EC and SA Workforce is a reference and resource tool and is not designed to be read from start to finish. It includes research, definitions, examples, and links to more information in five major sections. We encourage you to go directly to the sections that you find most meaningful. The following provides key points from each of the tool's five sections.

1. WHY TARGETING INVESTMENTS MATTERS

- Workplace conditions, compensation, and access to PD affect the recruitment and retention of all EC and SA staff.
- Investment in high-quality EC and SA programs is smart economic development.
- High-quality programs require an effective workforce.
- Acquiring critical knowledge, skills, and dispositions can make educators more effective.
- Workforce turnover is detrimental to promoting stable, consistent relationships between educators and young children.

2. FUNDING SOURCES

- Data on funding allocations, participation rates, and results inform strategic decisions and impact outcomes.
- Policymakers and other leaders need more data and analyses to determine the most effective ratio of investments in scholarships, training, wage supplements, and management skill development. They also need more information to prioritize and sequence implementation of these investments over time to achieve the greatest results.

3. PROGRAM STANDARDS, MANAGEMENT, AND BUSINESS PRACTICES

- Business and personnel practices play a critical role in providing positive workplace conditions, offering professional salaries and benefits, and supporting staff's access to PD.
- Program leaders who secure adequate funding and have personnel management skills are better able to recruit and retain highly skilled and well-compensated staff.

4. PLANNING AND IMPLEMENTATION GUIDE

- An effective, aligned approach to supporting improved workplace conditions, compensation, and access to PD requires comprehensive decisionmaking and implementation strategies.
- This five-step process can support States/Territories as they move toward system innovation: State/Territory teams can (1) map existing efforts, (2) develop goals, (3) gauge readiness to change, (4) implement a plan, and (5) review the results.

5. STRATEGIC APPROACHES: A STATE STORY

- The current financing structure cannot meet the costs needed to deliver high-quality programs and retain highly qualified staff. However, aligned systems make it possible to target more funding to program stability and staff salaries.
- A State story that describes an intentional, multifaceted, and effective approach demonstrates how leaders can successfully address workplace conditions, compensation, and the workforce's access to PD, one strategic step at a time.

Strengthening the Early Childhood and School-Age Workforce: Professional Development System Cost Analysis Tool Pilot Overview

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

The Office of Child Care and the Office of Head Start created the PDW Center to work with Child Care and Development Fund (CCDF) grantees, Head Start/Early Head Start leaders, and their partners to design and implement professional development (PD) systems that align with other quality improvement efforts within and across early childhood (EC) and school-age (SA) sectors and systems.

Pilot Overview

Purpose

To inform State decisionmaking about targeting resources for PD systems and initiatives to build and retain a qualified workforce.

- This pilot process will help State stakeholders including CCDF Administrators, Head Start Collaboration Directors and other Head Start/Early Head Start leaders, and partners explore the following questions to inform decisionmaking:
  - What qualifications does your EC/SA workforce currently have?
  - What qualifications do you need/want them to have?
  - What is the gap between the current workforce qualifications and your goal for workforce qualifications?
  - What PD and workforce supports are you currently funding and how effective are they at closing the gap?
  - What do you need to target to help you meet your goals of building and retaining a qualified workforce?

Why It Matters

- Policymakers and other leaders who contribute to PD system funding decisions need to know how resources are being spent and if they align with the State/Territory priorities
- Aligning investments with priorities increases effectiveness and optimizes your intended outcomes

Technical Assistance (TA) Activities

The PDW Center will provide TA services to Administration for Children and Families (ACF) Region V States from February–September 2014.

- Individual State TA
  - Remote, expert consultation as needed
  - Facilitation of/presentations at individual State's working meetings
  - Remote, peer-to-peer opportunities with other States as needed
- Targeted Region V Cohort TA
  - Access to a Region V Cohort online sharing and discussion platform

E-mail: PDWCenter@zerotothree.org
Phone: (202) 857-2673

- Two Region V Cohort Web meetings: April 24 and August 5, 2014
- One in-person Region V Cohort working meeting at NAEYC's Institute for Early Childhood PD in Minneapolis, MN on June 8, 2014

- PD System Cost Analysis Tool pilot resources
  - A draft electronic tool in PDF/MS Excel with fillable fields for State-specific information, drop-down options, built-in cost modeling formulas, and a user's guide
  - The *Strengthening the EC and SA* Workforce: *A Tool to Improve Workplace Conditions, Compensation, and Access to PD* materials
  - An individualized State summary report for up to three States that fully pilot the PD System Cost Analysis tool
  - A summary report of the pilot process and outcomes for ACF
  - A final version of the PD System Cost Analysis tool for use by all State/Territory PD system partners, planners, and administrators

PD System Cost Analysis Tool Specifics

The PDW Center's TA will help you and your State stakeholders use the PD System Cost Analysis tool to identify, generate, and analyze data related to workforce qualifications and PD investments. Below is an outline of what the tool will include.

- Fields to record baseline estimates of your workforce's qualifications and an auto-generated comparison to the national estimates from the National Survey of Early Care and Education in the following categories:
  - High School or less
  - Some College
  - Associate's degree
  - Bachelor's degree or higher
- Fields to include additional baseline data and goals for workforce qualifications in the following categories:
  - Health and safety trainings
  - Bachelor's degree
  - Master's degree
  - PhD or higher
- A drop-down list of goals and types of PD to select for each currently funded PD initiative
- Fields to include estimates of the percentage of current funding that is directed to the (1) individual practitioner, (2) program/setting/employer, and (3) PD system; and general estimates of the State's share of the costs at each of these three levels
- Auto-generated cost estimates at three levels
  1. Individual: costs for tuition and training participation as well as additional access and supports required to help staff complete the next level of qualification
  2. Employer: costs for compensation increases and workplace conditions designed to attract/retain a highly qualified workforce
  3. PD system: costs for State-level PD system services infrastructure, workforce data systems, and additional PD system administrative functions
- Functions and fields to explore current State investments ("share") in the costs at each level that can be retargeted based on identified priorities and goals/desired outcomes for the EC/SA workforce

Attachment 12

7/28/2014

Trainings Within ExceleRate: Tying it All to Professional Development

Beth Knight
May 14, 2014
PDAC Steering Committee Retreat

ExceleRate™ Illinois Training

- Data & Information
  - Resources
  - Training
  - Trainers
- Credential Approved Trainings/Process
- Incorporating Trainings in Current Landscape

ExceleRate™ Illinois Training: RESOURCES

- Quality Standards Overview Chart
- Training Requirements Grid for Licensed Child Care Centers
- Training Descriptions
- Statewide Training Calendar
- Resources by Standard

ExceleRate™ Illinois Training: TRAINING

Minimum # of ExceleRate Illinois training hours required of administrator/teacher (one per classroom) at Bronze, Silver and Gold

- Bronze: Administrator = 53 hours; Teacher = 29 hours
- Silver : Administrator = 20 hours; Teacher = 18 hours
- Gold: Administrator = 10 hours; Teacher* = 11 hours
  *all classroom staff must complete Inclusion of Children with Special Needs training

ExceleRate™ Illinois Training: TRAINING

- Across Standards: Reference "Registry-approved training"
- Staff Development (4C):
  Licensed – meets DCFS Licensing Standards (15 hours)
  Bronze – Admin or staff member responsible for PD completes Creating IPDP training
  Silver – All staff develop IPDP and 20 hours PD/year
  Gold – All staff implement IPDP and 20 hours PD/year (including minimum 5 hours Registry-approved)

ExceleRate™ Illinois Training: REGISTRY-APPROVED TRAINING/TRAINERS

- Registry Trainings/Trainers
  - 542 Trainings
  - 441 Trainers (of which, 250 are ITN Trainers)
- ExceleRate Illinois Curriculum/Trainer Capacity
  - 9 New Curriculum; 100+ new trainers
  - Online Development
  - Collaborations (Guidelines; Standards)

ExceleRate™ Illinois Training: REGISTRY-APPROVED TRAINING/TRAINERS

- Authorized Entities
  - 45 Current; 32 Pending
  - Portal Availability
- Registry Verified Conferences
  - 33 in FY14

Current use of the calendar

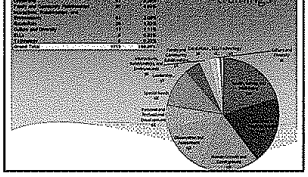
Provider	% Calendar
State Contractors	84%
Chicago (CPS or DFSS)	9%
Other*	7%

~Six-month snapshot

Provider	#	%
CCR&Rs	1022	77.67%
IRC	62	5.02%
Gurus	45	4.02%
STARNET	187	13.49%
Total	1406	100.00%

Current trainings

Year Listed	#	%
Health, Safety and Sanitation	146	10.24%
Child Growth and Development	140	9.82%
Guidance and Discipline	137	9.61%
Nutrition and Wellness	137	9.61%
Physical and Emotional Development	137	9.61%
Parent Partnerships	135	9.47%
Cultural Diversity	134	9.40%
Leadership, Management, Administration	134	9.40%
Professionalism and Ethics	134	9.40%
Observation	133	9.33%
Assessment	133	9.33%
Curriculum	133	9.33%
Building and Managing Relationships	132	9.26%
Child Development	132	9.26%
Total	1426	100.00%



ExceleRate ™ Illinois Training: CREDENTIAL APPROVED TRAINING

STAFF QUALIFICATIONS (4B)

BRONZE: At least 30% of teaching staff have a min of a Gateways ECE Cred Level 1

SILVER: At least 30% of teaching staff have a min of a Gateways ECE Cred Level 3 AND Beginning July, 2014, 30% of teaching staff in infant-toddler classrooms have a Gateways infant Toddler Cred Level 2

GOLD: At least 10% of teaching staff have a min of a Gateways ECE Cred Level 5 (or equivalent) AND an additional 20% of teaching staff have a min of a Gateways ECE Cred Level 4 (or equivalent) AND beginning July 2016, 40% of teaching staff in infant-toddler classrooms have a Gateways Infant Toddler Cred Level 3 (or equivalent)

ExceleRate ™ Illinois Training: CREDENTIAL APPROVED TRAINING

- Minimum 7.5 hours in one content area = .5 point
- 72 Credential Approved Trainings
- Includes applicable ITN/ExceleRate Trainings
- Majority trainings = .5 point
- 8 trainings = 1 point
- 1 training = 1.5 points (3 x .5 pt)

Supporting the System: PROPOSED STRATEGIES

- Increase Credential-Approved Training
- Support Availability of Required Trainings
- Ensure Adequate Trainer Capacity
- Maximize Statewide Training Calendar Use

Supporting the System: PROPOSED STRATEGIES

- Monitor PD Trends
- Complete Routine Gap Analysis
- Additional Strategies?

Attachment 1.3

Gateways to Opportunity®

Credentials

How your training can count toward a credential.

GATEWAYS TO OPPORTUNITY®
Illinois Professional Development System

Attachment 14

2.19.2014
Program Standards and Quality Ad Hoc Workforce Compensation committee:

- **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 with qualifications/roles**
- **Identify various strategies that can be combined to secure and retain a highly-skilled and professionally compensated workforce**

Underlying concept: The work of this committee is not just about compensation, but about how we recruit and retain a highly qualified workforce that will positively impact and support children and families in Illinois. The full range of compensation should be considered, as well as workplace conditions, professional development opportunities etc. Strategies to address compensation gaps will be informed by promising practices and current opportunities. This may include an analysis of current and potential retargeting of public funding, an examination of the important role of effective management practices, and/or exploration of blending and braided funding as a means to provide compensation parity and supportive workplace conditions.

Attachment 15

Illinois Early Learning Council Program Standards and Quality Committee

Co-Chairs: Jan Maruna & Jeanna Capito
IDHS Liaison: Linda Saterfield
Staffer: Joni Scritchlow

The Illinois Early Learning Council Program Standards and Quality Committee will focus on best practices and implementation of programmatic changes that support quality in all sectors and all components of work. Initial priorities of the Committee will cluster around four key areas: (1) Coordinate the development and implementation of a comprehensive cross-sector Quality Rating Improvement System (QRIS) designed to measure and support quality "improvement" across all settings (2) Support implementation of proposed revisions to Child Day Care Licensing rules and regulations which support quality environments for children (3) Support a well-educated, well-compensated workforce who nurture and support the development and learning of all children in Illinois and (4) Integrate infant toddler best practices throughout all early childhood systems and improve coordination across infant and toddler programs and services at state and local community levels.

The committee intends to utilize and build on the work of key, current statewide groups such as the IDHS Child Care Advisory Council and the Professional Development Advisory Council as well as other topic specific advisory bodies to assure cross-sector work in meeting the goals of the Illinois Early Learning Council Strategic Plan.

Goal 1: Fully support integration/implementation of all Program Standards and Quality Committee approved recommendations into larger statewide system.

	Action Steps	Responsibility	Timeframe	Status
Objective: Provide necessary supports to ensure successful integration and implementation of all approved Program Standards and Quality (PSQ) committee recommendations	• Provide necessary background/research or other supports to ensure implementation of IELC PSQ approved committee recommendations (and IELC previously approved recommendations)	Joint work: full Illinois Early Learning Council, IELC Exec. Committee, PSQ and Advisory Bodies	July 1, 2012 – June 30, 2015 (entire time period of Strategic Plan)	In Progress
	• Establish "report-back" process as part of ongoing IELC meetings to provide opportunities for communication related to implementation progress	Joint work: full Illinois Early Learning Council, IELC Exec. Committee, PSQ and Advisory Bodies	July 1, 2012 – June 30, 2015 (entire time period of Strategic Plan)	In Progress

Measurable Outcomes				
Comments	IELC PSQ Work Plan to be reviewed, with action steps and measurable outcomes developed in conjunction with timelines under direction of PSQ Steering Committee upon IELC Strategic Plan approval in conjunction with key councils/committees (e.g. IDHS Child Care Advisory Council; IDCFS Licensing Advisory Committee, Professional Development Advisory Council) and any others as identified.			

Goal 2: Coordinate the development and implementation of a comprehensive cross-sector QRIS System in Illinois designed to measure and support quality "improvement" across *all* settings.

Objective 1:	**Action Steps**	**Responsibility**	**Timeframe**	**Status**
Review Illinois 2011 Early Learning Challenge Race-to-the-Top Application proposed (QRIS) program revisions for current viability and potential implementation to strengthen 2012 RTT application	• Help support formation and coordination of interagency QRIS Leadership Team (e.g. IDHS, ISBE, Head Start, IDCFS) to develop a comprehensive QRIS framework for Illinois • Support QRIS program redesign & implementation • Support interagency program review and approval processes • Develop and support strategies for statewide implementation, including information/education of quality readily available to parents	Ad Hoc QRIS comprised of key representatives	July 1, 2012 – Dec. 31, 2012	Completed In Progress
Objective 2:	• Review current cross-sector Early Learning Challenge RTT guidance and complete comparative analysis to QRIS proposed program, identifying critical program requirements and (any) potential redesign required to meet federal guidelines	Joint Work with Ad Hoc QRIS comprised of key representatives	July 1, 2012 – December 31, 2012	Completed
Ensure interagency support for QRIS implementation processes and guidelines	• Review and provide evidence based research and suggest program implementation requirements necessary for cross-sector alignment that ensure inclusion of cross-sector statewide Gateways to Opportunity Credentials into QRIS framework; embedding nutrition, inclusion and family	Joint Work with Ad Hoc QRIS and Joint work with ELC Systems Integration and Alignment	July 1, 2012 – Dec. 31, 2012	Completed

	engagement/partnership quality indicators, as well as support development and implementation of quality indicators for birth to three programs under QRIS program	Committee		
Measurable Outcomes				
Comments	Key Partnerships: IDHS Child Care Advisory Council; RTT Interagency Team and Systems Integration and Alignment Committee			

Goal 3: Ensure Child Day Care Licensing rules and regulations support quality environments for children.

Objective 1:	**Action Steps**	**Responsibility**	**Timeframe**	**Status**
Review current IDCFS licensing rules and regulations and make recommendations, if needed, to strengthen requirements that support quality care for children	• Current IDCFS Licensing Advisory Committee Strategic Plan and/or goals to be reviewed, integrated within IELC PSQ Work Plan	Joint work with IDCFS Licensing Advisory Committee	July 1, 2012 – Dec. 31, 2012	In Progress
	• Complete comparative analysis of current IDCFS licensing rules and regulations with federal guidelines/priorities	Joint work with IDCFS Licensing Advisory Committee	July 1, 2013- June 30, 2015	In Progress
Objective 2: **Ensure interagency support for any proposed IDCFS licensing changes**	• Suggest revisions to IDCFS licensing rules and regulations (if necessary) to support quality environments for children	Joint work with IDCFS Licensing Advisory Committee	July 1, 2012 – June 30, 2015	In Progress
	• Embed Gateways to Opportunity credentials (in Illinois statute) in licensing language as meeting staff qualification requirements			
	• Provide recommendations to strengthen IDCFS Day Care Licensing requirements for health and safety to improve/support quality care for children			In Progress
Objective 3: **Help support current IDCFS Advisory Committee integration into IELC Program Standards and Quality Committee**	• Develop strategies to support implementation of the cross-sector recommendations passed by the Infant Toddler Committee (former) and IDCFS Licensing Advisory Committee in 2010 - 2012 to increase quality of infant toddler care in licensed center based programs			In Progress
	• Scan RTT application guidelines for changes necessary in day care licensing to support/strengthen Illinois application	Joint work with Ad Hoc QRIS and IDCFS Licensing	July 1, 2012- December 31, 2012	Completed

		Advisory Committee		
	• Require Gateways to Opportunity Registry membership for all licensed providers	Joint work with IDCFS Licensing Advisory Committee	July 1, 2012-December 31, 2012	Completed
	• Support interagency program review and approval processes including implementation • Develop strategies to support implementation of the cross-sector recommendations passed by the joint IELC (former) Oversight & Coordination and Workforce Development Committees in 2011 to increase administrator qualifications for licensed early childhood programs	Joint work with IDCFS Licensing Advisory Committee	July 1, 2012-December 31, 2015	In Progress
	• Work with current IDCFS Licensing Advisory Committee to assure integration of priorities and representation	Joint work with IDCFS Licensing Advisory Committee	July 1, 2013-June 30, 2015	In Progress
Measurable Outcomes				
Comments	Key Partnership: IDCFS Advisory Committee or integrated committee Current IDCFS Licensing Advisory Committee Strategic Plan and/or goals will be integrated into IELC PSQ work plan			

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 1: Ensure an adequate and stable supply of diverse, well-educated, fully prepared/qualified early childhood professional workforce	**Action Steps**	**Responsibility**	**Timeframe**	**Status**
	• Review and integrate relevant 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)	Joint work with Professional Development Advisory Council	July 1, 2012 – December 31, 2012	Completed
	• Develop strategies for increasing the number of well-prepared bilingual early childhood practitioners *(Moved from*	Joint work with Professional	July 1, 2013-June 30,	In Progress

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	*former Goal 5, page 6)* • Work to ensure that English as a Second Language practitioners have access to professional development opportunities including financial incentives (e.g. Gateways Scholarship Program, etc.) • Ensure targeted ARRA funds are utilized by diverse practitioners including those who are English Language Learners	Development Advisory Council, Illinois State Board of Education (ISBE), Illinois Resource Center (IRC)	2015 July 1, 2012-April 30, 2013	Completed Completed
Objective 3: Develop and assure implementation of a wide range of professional development workforce supports that address challenges of recruitment, diversity, retention and access	• Increase awareness and understanding within field of the Professional Educator Licensure changes. (Note: new Illinois Professional Educator License direction will come from the Illinois State Board of Education in 2012), *(moved from former goal 5, p. 6)* which include bilingual/English as a second language coursework and credentials, and address barriers (such as ICTS Test of Academic Proficiency/TAP)	Joint work with IELC System Integration & Alignment, ISBE, PSQ HELP, and PDAC	July 1, 2012-June 30, 2013	In Progress
	• Oversee implementation of collaborative Faculty Institutes for ECE faculty members to increase pedagogical and researched-based knowledge of cultural and linguistic diversity	Joint work with Higher Education, PSQ HELP, PDAC and ISBE/IRC	July 1, 2012 – April 30, 2013	Completed
Objective 4: Identify strategies to remove or mitigate barriers for workforce professional development	• Develop strategies to address findings from the Berkley Workforce Study and from the collection of workforce data through the Gateways to Opportunity Registry and Gateways programs related to cultural and linguistic diversity	Joint work with ISBE/IRC	July 1, 2012-June 30, 2013	Completed
	• Develop strategies to assure implementation of statewide, cross-sector Cultural and Linguistic Principles (currently in development) • Explore ways to use financial supports to potentially recruit culturally and linguistically diverse practitioners	Joint work with Professional Development Advisory Council	July 1, 2013-June 30, 2015	In Progress
	• 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.	Joint work with Professional Development Advisory Council	July 1, 2012-June 30, 2012	In Progress

	• 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), Home Visitor Credential)	Joint work with Professional Development Advisory Council	July 1, 2013-June 30, 2015	In Progress
	• Create workforce compensation models • Develop strategies for implementation of workforce compensation models tied to education levels of early childhood practitioners (*utilize PDAC Financial Supports Committee research and findings*) • Continue to pursue workforce development strategies including providing financial support in the form of scholarships to train and certify an adequate number of teachers to meet the estimated demand of at least 1,000 teachers by 2014 • Explore ways to expand current Gateways to Opportunity Scholarship Program across multiple funding streams to provide cross-sector, comprehensive support	Joint work with Professional Development Advisory Council	July 1, 2013-June 30, 2015	In Progress
	• 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	July 1, 2013-June 30, 2015	In Progress
	• Evaluate and strengthen capacity of Gateways to Opportunity Registry approved professional development in Illinois.	Joint work with Professional Development Advisory Council	July 1, 2013-June 30,2015	In Progress
	• Continue the development and coordination of plans for future workforce, teacher, and principal preparation - including diversity, recruitment, retention, and training.	Joint work with Professional Development Advisory Council, P-20 Council, IRC, Head Start TA	July 1, 2013-June 30, 2015	In Progress
	• Develop and implement statewide policies that require articulation between two-and four-year higher education institutions (e.g. explore possible use of Gateways to Opportunity Scholarship Program as an incentive for schools	Joint work with Professional Development Advisory Council,	July 1, 2013-June 30, 2015	In Progress

	to develop articulation agreements)	P-20 Council, ISBE		
	• Review and make recommendations to remove identified barriers toward progression on Illinois Career Lattice for early childhood professionals (approved by IELC in 2005)	Joint work with Professional Development Advisory Council	July 1, 2013-June 30, 2015	In Progress
	• Integrate education and Gateways to Opportunity Credentials into Great START scale and align scale with Career Lattice	Joint work with IDHS Child Care Advisory Council and PDAC	July 1, 2012-June 30, 2015	In Progress
	• Complete the Gateways to Opportunity ECE Credential Level 6 and Infant Toddler Credential Level 6 (graduate degree level credential) pilot in preparation for statewide rollout and implementation	Joint work with PDAC	July 1, 2012-December 1, 2013	In Progress
Objective 5: Strengthen teacher preparation programs	• Offer higher education faculty institutes that are identified as high need areas by faculty	Joint work between Professional Development Advisory Council, PSQ HELP, and IRC/ISBE	July 1, 2013-June 30, 2015	In Progress
	• Develop Illinois Higher Education Institution Early Childhood Model Program	Joint work with PSQ HELP Subcommittee, Illinois Higher Education Institutions, and PDAC	July 1, 2013-June 30, 2015	In Progress
Measurable Outcomes				
Comments	Key partnerships include P-20 Council and Systems Integration and Alignment			

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		**Responsibility**	**Timeframe**	**Status**
	• Work on a collaborative birth to three policy agenda that comprehensively addresses birth to three across systems. • Integrate items of this agenda into PSQ work plan as appropriate, support implementation of agenda across systems	PSQ Committee with Birth to Three Policy Planning group	May 2013-June 30, 2014	In Progress
	• Monitor quality of Birth to Three Early Learning Guidelines while aligning with Early Learning Standards and K-12 common core	System Integration & Alignment Committee to take lead, with support from PSQ	July 1, 2012-ongoing	In Progress
	• Embed Infant Toddler Early Learning Guidelines within QRIS	Joint work: QRIS Ad Hoc, IELC, IDCFS Licensing Advisory Committee	July 1, 2012-December 31,2012	Completed
	• Integrate Infant Toddler Early Learning Guidelines within Gateways to Opportunity Infant Toddler Credential Benchmarks to assure systemic utilization	Joint work with PDAC and Ad Hoc Infant Toddler Committee	July 1, 2012-June 30, 2013	In Progress
	• Increase awareness and utilization of Infant Toddler Early Learning Guidelines within higher education institutions and among training entities	Joint work with PDAC	July 1, 2013-June 30, 2015	In Progress
	• Coordinate utilization of Infant Toddler Early Learning Guidelines in partnership with IDCFS	Joint work with IDCFS Licensing Advisory Committee	July 1, 2013-June 30, 2015	In Progress
	• Ensure alignment with Illinois Interagency Council on Early Intervention around goals for Birth to Three Systems.	Joint work with Systems Integration and Alignment Committee and	July 1, 2012-June 30, 2013	Completed

		Interagency Council on Early Intervention		
Measurable Outcomes				
Comments	Additional responsibilities related to birth to three will be identified and embedded as action steps throughout entire work plan			