



GATEWAYS TO OPPORTUNITY

Illinois Professional Development System

PDAC Steering Committee

Joint Face-to-face and Webinar Held

March 21, 2014

Anne Wharff	Donna Emmons	Laurie Rhodes
Beth Knight	Gena Glover	Rebecca Livengood
Cass Wolfe	Joellyn Whitehead	Sandra Cole
Cerathel Burnett	Johnna Darrah-Ernst	Sharyl Robin
Christi Chadwick	Joni Scritchlow	Tammy Notter
Christy Allen	Julie Lindstrom	Teri Talan
Deb Widenhofer	Lauri Morrison-Frichtl	

Welcome – *Cass Wolfe and Deb Widenhofer*, co-chairs

- Attendees were welcomed to the meeting and webinar.

Review and Approval of the Minutes (Attachment #1)

- January 9 and 10, 2014
 - Laurie Rhodes moved to accept minutes as presented with amendments.
 - Tammy Notter seconded the motion.
 - Minutes approved.

Recommendation for Approval (Attachment #2) – Cass Wolfe and Deb Widenhofer

- PDAC Strategic Plan Phase VI, 2013-2015, Governance Committee Goal #4
 - Propose to eliminate the existing objectives and replace with new objectives listed on the document in red.
 - Teri Talan moved to accept the motion.
 - Tammy Notter seconded the motion.
 - Recommendation approved.

edTPA Presentation (Attachment #3)

- Elisa Palmer, edTPA Coordinator, ISU College of Education presented on edTPA at Illinois State University.
 - ISU has 26 programs and 1,000 teacher candidates annually.
 - ISU implemented edTPA in the fall of 2013.

Discussion on Stacie Goffin's Early Childhood Education for a New Era and the Role of PDAC Steering. (Attachment #4)

- Cass Wolfe reviewed the Stacie Goffin attachment.
- Teri Talan recently attended the National Academy of Sciences meeting in Washington, D.C. A topic discussed at the meeting included what is needed to

prepare a workforce to work seamlessly with children birth to age 8. Birth to age 8 is not just an Illinois issue, but is on the national stage as well.

- Stacie Goffin will be in Wheeling on Tuesday, May 13, 2014 to with the McCormick Advisory Board Meeting. An invitation will be extended to have her attend a portion of the Steering Committee meeting.

Early Head Start Child Care Partnerships (Attachments #5 and #6) – Lauri Morrison-Frichtl and Gina Ruther

- Funding in the amount \$500,000,000.
- Purpose:
 - Support state and communities in expanding high quality early learning and development opportunities for infants and toddlers.
 - Early Head Start applicants who demonstrate partnership will join with child care providers who agree to meet high standards of quality.
 - Enhance and chocolate support early learning settings; provide new, full-day, comprehensive services that meet the needs of working families, and prepare children for the transition into preschool.
- Partnerships: center-based, family child care, and a combination of center and family child care.
- Funds will be awarded competitively through the Early Head Start grant process, even if an existing Early Head Start grantee is awarded.
- Interagency partnerships and continuums will be prioritized.
- Timeline:
 - Funding announcement should be sometime in spring 2014.
 - Review of the grants will happen in late summer and early fall 2014.
 - Funding to be expended by March 31, 2015.
- Question: Will there be any technical assistance available for applicants?
 - Answer- resources will be available at:
<http://www.acf.hhs.gov/programs/ecd/early-head-start-child-care-partnerships>
- Question: Do we have an estimate of how many children will be impacted?
 - Answer – No national estimate has been given. Illinois Governor’s office estimates \$20,000,000 in funding.

ELC PSQ Workforce Compensation – Joni Scritchlow

- Invites going out the week of March 17, 2014 to potential members of an Early Learning Council and Program Standards and Quality Ad Hoc work group, Workforce Compensation. PDAC Financial Supports Committee members will be asked to be a part of this committee.
 - Co-Chaired by Valerie Krajec and Joni Scritchlow
 - Focus of the group
 - Review state and national workforce data and demographics that inform recruitment and retention of 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.
- Committee will meet for 12 -18 months.
- Committee will have white papers versus recommendation format.

School-Age and Youth Development Credential Pilots – *Christy Allen and Tammy Notter*

- Thanks to the hard work of Dave Robisch and Anne Wharff of the Illinois Department of Human Services (IDHS), funding has been secured to pilot the program.
- Pilot scheduled to begin by the end May.
- Opportunity in May to participate in the Illinois After-School Conference (IAN) to get the word out to interested Direct Route Practitioners.

Gateways Higher Education Forum and HELP Committee – *Joni Scritchlow (Attachment #7 and #8)*

- The Gateways Higher Education Forum (Collaborating for Success) will be held on April 3, 2014 and April 4, 2014 at the Marriott Hotel and Conference Center in Normal, Illinois.
- Funding Partners include: Illinois Head Start Association, Illinois Head Start State Collaboration Office, and Heartland Community College-Heartland Equity and Inclusion Project.
- More than 100 people registered for the forum.
- Forty to 50 colleges and universities who have early childhood programs will have representatives attending.

Illinois State University-McCormick Conversation with Erika Hunt Follow-up – *Joni Scritchlow*

- Erika Hunt with ISU has submitted a grant to the McCormick Foundation which includes information about the ECE Credential Level 5 Benchmarks.
- Grant funding will not be announced until May 2014.
- Will be a partnership with PDAC.
- Update will be given at PDAC May meeting.

Steering Committee Spring Retreat – *Julie Lindstrom (Attachments #9 and #10)*

- May PDAC Steering Committee Retreat will be held in conjunction with the 2014 Leadership Connections Conference.
- PDAC Steering Committee Meeting will begin at the Westin Hotel on Wednesday, May 14, 2014 at 10:00AM.
- PDAC Steering Committee Meeting Day Two will begin at 8:00AM concluding at 11:00AM on May 15, 2014.
- PDAC will host dinner opportunities at Cooper's Hawk Restaurant and Bucca di Beppo.
- Registration form should be filled out and returned to Julie Lindstrom as soon as possible in order to reserve rooms.
- Teri Talan will work with conference organizers to see if Stacie Goffin could participate in the PDAC meeting.

Committee Announcements/Updates

- Illinois Department Human Services – *Anne Wharff*

- Gina Ruther is retiring, will work for the Zero to Three Professional Development Workforce Center (PDW).
- Governor's Office Early Childhood Development – *Christi Chadwick*
 - No report
- ISBE – no representative
 - No report
- Information, Analysis, Trends – *Lauri Morrison Frichtl*
 - The committee has not met since the last PDAC Steering meeting in January.
 - Dawn Thomas recruited a graduate student to scan the research.
- Workforce Development and Pathways – *Johnna Darragh-Ernst*
 - The committee has divided into two work groups, and will hold two break-out sessions in order to prepare infographics and myth buster papers.
 - Papers will focus on critical workforce data
- Governance – *Deb Widenhofer*
 - Meeting on April 11, 2014 to review current PDAC policies and procedures and PDAC membership documents.
- Financial Supports – *Laurie Rhodes*
 - Looking forward to the opportunity to contribute to the ELC Workforce Compensation Ad Hoc Work Group.
- Qualifications and Credentials – *Teri Talan*
 - Gateways ECE Benchmarks Level 5 Review Group: The group met and walked through the content areas, need to institute some edits of the benchmarks based on the updating of the Bloom's taxonomy. Members are also sharing thoughts on the alignment of the standards, a few need to be deleted or added. The group will take one last look after all of the suggestions have been compiled.
 - Gateways ECE Benchmarks Level 2 -4 Review Group: The group will meet on Monday, March 24, 2014 to review the content areas and benchmarks. Teri Talan believes through this process they have strengthened the leveled benchmarks and have committed to keeping the different levels with a focus on competences rather than courses.
 - Technical Assistance Credential Committee – *Sharyl Robin*
Met on March 3, 2014 for face-to-face meeting, talked about the timeline of the credential, what would be the requirements of the credential, and defining Technical Assistance.
 - Family Child Care Credential Committee – No committee co-chair
No report
 - SA/YD Credential Committee – *Christy Allen*
No additional report
 - Family Specialist Credential Committee – *Jamilah Jor'dan*
Face-to-face meeting on April 29, 2014.
Need representation from higher education faculty on the committee and individuals in order to review the drafted benchmarks.

Adjourn

- Next meeting will be held on May 14, 2014 and May 15, 2014 in Wheeling, IL.





GATEWAYS TO OPPORTUNITY

Illinois Professional Development System

Attachment #1

PDAC Steering Committee

January 9, 2014

10:00 AM – 5:30 PM

Attendees:

Anne Wharff	Diana Rosenbrock	Lauri Morrison Frichtl
Cass Wolfe	Diane Scruggs	Laurie Rhodes
Cerathel Burnett	Donna Emmons	Marsha Hawley
Christi Chadwick	Gena Glover	Peggy Patton
Christy Allen	Joellyn Whitehead	Rebecca Livengood
Dawn Thomas	Johnna Darragh-Ernst	Sharyl Robin
Deb Widenhofer	Joni Scritchlow	Tammy Notter
	Julie Lindstrom	Teri Talan

Welcome – Cass Wolfe and Deb Widenhofer

- Attendees were welcomed to the meeting.
- New Steering Committee Member, Laurie Rhodes, co-chair of the Financial Supports Committee was introduced.

Review and Approval of the Minutes

- December 4, 2013
 - Diane Scruggs moved to approve the minutes.
 - Dawn Thomas seconded the motion.
 - Minutes approved.

ExceleRate Illinois

- Circles of Quality – Toni Porter
 - Overview of the website www.exceleRateillinois.com was presented.
 - Circle of Quality Standards: Bronze, Silver, and Gold Levels were reviewed. (Reference Attachment #1)
 - ExceleRate will be shared with the public on July 1, 2014.
 - Required pre-requisite trainings to qualify for various levels of the Circle of Quality for licensed child care programs:
 - An ExceleRate Illinois orientation session is required for all Program Administrators.
 - One teacher per classroom must attend an approved Environment Rating Scale or CLASS training.
 - Family Child Care will become part of ExceleRate Illinois in 2015.
 - Staff Qualifications were reviewed. (Reference Attachment #2)
 - There has been a significant increase in the number of people applying for credentials due to the application fee reduction from \$300 to \$30.
- Gateways Registry Data – Joellyn Whitehead

- Joellyn presented data related to Gateways Registry Data.

- **Race to the Top Early Learning Challenge Grant Credential Goals – *Joni Scritchlow* (Reference Attachment #4)**

- The Race to the Top Early Learning Challenge Grant Target Numbers vs actual numbers of Gateways Credentials awarded in 2013 are as follows:
 - Gateways Illinois Director Credential (IDC) Level I: target 48 – actual 30.
 - Gateways IDC Level II: target 37 – actual 29.
 - Gateways IDC Level III: target 3 – actual 2.
 - Gateways Early Childhood Education (ECE) Level 1: target 612 – actual 607.
 - Gateways ECE Level 2: target 54 – actual 27.
 - Gateways ECE Level 3: target 7 – actual 11.
 - Gateways ECE Level 4: target 61 – actual 111.
 - Gateways ECE Level 5: target 69 – actual 113.
 - Gateways ECE Level 6 Pilot: target 1 – actual 5.
 - Gateways Infant Toddler Credential (ITC) Level 2: target 32 – actual 57.
 - Gateways ITC Level 3: target 12 – actual 3.
 - Gateways ITC Level 4: target 14 – actual 91.
 - Gateways ITC Level 5: target 40 – actual 70.
 - Gateways ITC Level 6 Pilot: target 10 – actual 9.
 - INCCRRA doesn't track the number of Early Childhood Teacher Certificates issued, this information can be reviewed at the Illinois State Board of Education's website - www.isbe.net.

- **McCormick Data on the Gateways Illinois Director Credentials (IDC) – *Teri Talan***

- Data collected from Quality Rating System assessments:
 - 599 site assessments of administrators were completed.
 - 80.9% would not qualify for Gateways IDC Level I Credential.
 - Less than 5% would get a Gateways IDC Level II.
 - Less than 2% would get a Gateways IDC Level III.
 - Twenty percent of directors have a Master's degree and 60% have a Bachelor's degree.
 - Administrators need to be informed of available opportunities, education, and course work.

Race to the Top Early Learning Challenge Grant Credential Development – *Gena Glover*

- Three credentials are in development to meet Race to the Top Early Learning Challenge Grant deliverables. They include:
 - Family Child Care
 - Pilot scheduled to begin in September 2014.
 - Family Specialist
 - Pilot scheduled to begin in May 2014.
 - Technical Assistance
 - Committee to meet for the first time in January 2014.

Recap of High Education Regional Faculty Meetings – *Johnna Darragh-Ernst and Joni Scritchlow*

- Four meetings were held across the state. Two in the northern area, one in the central area, and a webinar for the southern area.
 - 154 two- and four-year institution faculty members participated.
- A topic presented and generated much discussion was the impact of edTPA and the ramifications on the students and the teaching field.
 - edTPA is:
 - New licensing portfolio that students must submit at the culmination of their education.
 - Includes a 15 minute video presentation of teaching samples.
 - It is reviewed by an outside entity.
 - Students can pass their course work, but fail this portion and they would not be licensed.
 - The greatest impact on higher education institutions will be on four-year faculty, but it will also affect two-year faculty. That is why it is important that two-year faculty are familiar with edTPA.
 - Goes into effect in 2016.
 - The Steering Committee would like to receive additional information on this topic at a future meeting.
- Another topic presented at the Regional Faculty Meetings was information regarding grant opportunities through the Early Learning Council Higher Education Learning and Professional Development Work Group. This grant opportunity was to:
 - Develop models of effective early childhood educator preparations;
 - Foster the creation and further the development of partnerships between two- and four-year preparation programs, and all early childhood settings for the purposes of improved educator preparation;
 - Promote articulation and alignment of curriculum between two- and four-year programs;
 - Support early childhood educator preparation programs in designing curriculum to incorporate new state standards for educator licenses, Gateways Credentials, and what professionals should know and be able to do;
 - Build capacity in key areas of need including early math, bilingual/English language learning, infant-toddler development, and special development; and
 - Create opportunities for innovation in program implementation, including but not limited to, quality field experience placements, assessments to demonstrate candidate progress toward or attainment of key competencies, flexible pathways to further degree/credentials attainment for the current workforce and Gateways entitlement.
 - Twenty-one applications were received and will be reviewed on January 21, 2014.

Federal and State Landscapes - Erika Hunt

- Early Childhood Advisory Group Early Childhood Endorsement Program Recommendations.
 - All early childhood endorsement programs shall align to the 2010 National Association for the NAEYC standards for Initial and Advanced Early Childhood Professional Preparation Programs.

- ECAG recommends early childhood teacher endorsement programs to align their clinical and field experience requirements with NAEYC and CAEP.
- ECAG recommends content standards for Math, English Language Arts, Science, and Social Studies.
- All early childhood teacher endorsement programs shall pursue and receive Gateways to Opportunity ECE Entitlement Level 5 credential within three years of program redesign approval.
 - Partnership between the Illinois State Board of Education and INCCRRA on these entitlements.
- McCormick Grant Information
 - Information given regarding grant received from the McCormick Foundation.
 - The purpose of the grant is for all Principal Preparation Programs in the state of Illinois to address specific rules regarding program assessments.
 - Information presented regarding a potential grant opportunity from the McCormick Foundation that would require utilizing the Gateways ECE Level 5 Benchmarks.
 - Proposal to be submitted for funding to develop a tool which has sample outcome assessments aligned with Gateways ECE Level 5 Benchmarks and edTPA.
 - Proposal will be submitted in February for a two year grant.

ECE: Credential Articulation Report – Patricia Steinhouse and Wendy Mertes (Reference Attachment #5)

Innovative Articulation Agreement – Johnna Darragh-Ernst

- An agreement between Heartland Community College (HCC) and Illinois State University (ISU) has been developed.
 - This agreement was created because students at two-year institutions are only taking one core course and the rest are general education courses. When they transfer the students have not completed additional endorsements such as bilingual or special education. Another issue is that all of ISU's early childhood courses take place during the day, which is difficult for students who are working in the field.
 - ACCESS developed seven core courses, six were built around the Gateways content areas.
 - Five of the six core courses are transferable to ISU.
 - The agreement would allow:
 - Students to leave HCC with a Gateways ECE level 3 Credential (15 hours) and an Associate of Arts Degree.
 - Attend night classes at HCC during the last two years of their program at ISU for credit.
 - This agreement/program will begin in fall 2015.
- As this agreement/program is implemented, there is a need to meet with high school guidance counselors and HCC guidance counselors so they know about the challenges of transferring course work and re-entry pathways.

Connecting the Dots – Cass Wolfe and Deb Widenhofer

- During the course of the day, participants were encouraged to write thoughts or comments on post-it notes. All were posted on various sheets around the room labeled with the following topics: bright ideas, challenges, overall ideas and thoughts, and other.
- Bright Ideas
 - Can there be one set of competencies and level of benchmarks?
 - Eliminate levels 2 - 4 benchmarks.
 - National movement in credential reciprocity.
- Challenges
 - Do we (Gateways) still own the benchmarks?
 - Benchmarks versus Competencies? (what is the difference)
 - edTPA
 - Unintended consequences.
 - Assessments of competencies.
 - Benchmarks with integrity.
 - Have the Gateways Benchmarks been cross walked with edTPA?
 - If Gateways is not used, what would?
 - What will it take to make a decision on the offer presented by Erika Hunt?
- Overall
 - Definition of competencies and benchmarks – is there a difference or are they interchangeable?
 - Vision for 10 years.
 - Articulation/leveling.
 - Guiding principles for using Gateway competencies.
 - What are our values around our work?
 - What are the implications for the other credentials?
 - What are the unintended consequences?
- Other:
 - What do we need to do to envision the next 10 years?
 - Gateways Scholarship Program and its usage in relationship to directors needing management classes.
 - What is the difference between a benchmark and a competency?
- The PDAC Steering Committee members have drafted an email of several follow-up questions for Erika in order to facilitate discussion at the meeting tomorrow, January 10th regarding the McCormick Foundation Proposal and the use of the Gateways ECE Level 5 Benchmarks to create an assessment tool.
- The following questions were sent to Erika in an email.
 - Clarification on why they are doing the project.
 - How are they going to use the tool.
 - What is our role in the development.
 - Why is this tool useful/to our benefit.

DAY 2 PDAC Steering Committee
January 10, 2014
8:00 AM – 2:00 PM

Attendees

Anne Wharff	Diana Rosenbrock	Peggy Patton
Cass Wolfe	Diane Scruggs	Rebecca Livengood
Cerathel Burnett	Gena Glover	Sharyl Robin
Christi Chadwick	Joni Scritchlow	Tammy Notter
Christy Allen	Julie Lindstrom	Teri Talan
Dawn Thomas	Laurie Rhodes	
Deb Widenhofer	Marsha Hawley	

Breakfast Conversation – Choua Vue

- Strong Start for America's Children Act
 - Strong Start is a Federal Act to expand access to high quality preschool for four year olds from low and moderate income families through Federal and State partnerships. In addition, the act would increase access to high-quality infant and toddler care through an optional set aside, and partnerships between Early Head Start and child care.
 - Three areas of the bill:
 - Children Eligible for Prekindergarten:
 - States use funds to serve four year olds whose families have incomes at or below 200% of poverty. States could subgrant funds to schools or community based providers such as child care and Head Start programs.
 - Early Learning Quality Partnerships:
 - Grants would be provided to Early Head Start agencies to partner with center-based and family child care providers.
 - Maternal, Infant and Early Childhood Home Visiting:
 - Support to continue providing resources for voluntary home visits by nurses and social workers to at risk families.
- Concerns and Questions of the PDAC Steering Committee:
 - Question: Why is only 15% set aside for toddlers?
 - Answer: Want to focus on access to Kindergarten rather than infant/toddlers.
 - Question: Is this bill about four year olds first versus most at need?
 - Answer: This bill is about four year olds no matter the risk.
 - Question: Many sites (buildings/structures) are full. Does this bill expand capacity?
 - Answer: Money is not for additional brick and mortar endeavors.
 - Question: Concern of downstate centers is not having enough blended funding and if four year olds are pulled out of centers, centers would not be able to survive.
 - Answer: Choua will take these concerns and share with officials.
 - Question: Is the intent of the bill expanded funding?
 - Answer: Yes, additional Federal expansion versus repurposing of dollars.

- Question: There is concern regarding teachers having a Bachelor's Degree and demonstrating competency in early childhood education – who will make those decisions?
 - Answer: This has not been worked on yet by federal or state officials.
- Question: There is concern that it is not a full day program. It is a school day (6 hours) schedule versus (7 hours) plus for working parents. An additional concern is the number of transitions the children would have to make each day.
 - Answer: These concerns will be shared with officials.
- Follow-up: PDAC Steering will prepare a list of concerns which will be given to Choua Vue at Illinois Action for Children, who will share with advocates in Washington, D.C., but not on letterhead, thereby not needing full PDAC approval.
 - The concerns to be shared are as follows:
 - We recognize the honorable intentions of the Act, but the Act has unintended consequences.
 - There is valid concern about centers closing due to four year olds being pulled from centers. Many centers cannot survive with just three year olds in their programs.
 - There is fear that a childcare program is not valued or thought of as a quality program unless it has Head Start/Pre-School for All – blended funding. Many centers downstate are unable to blend funding.
 - The Strong Start Act does not seem designed for states as advanced as Illinois. Could we be set back because of the Act.
 - There could be a large impact on the economy if centers close due to lack of enrollment, which could increase unemployment because parents are unable to work.

Leading for our Profession – Cass Wolfe and Deb Widenhofer

- Review of Stacie Goffin's book and presentation, *Early Childhood Education for a New Era*.
 - Stacie would like Illinois to lead the way in defining the ECE profession.
 - Stacie advocates that there should be a division of 3 and 4 year old care needs and birth to 3 years olds in order to have professional identity and knowledge sets around those ages.
 - Several members stated the following quote from page 13 of Stacie's book made them stop and think: "no matter how well governed, funded, credentialed, and assessed the early childhood system and its participants are, advancements will remain haphazard and unrealized unless there is some intellectual core holding the field together"
 - The nursing field has moved forward because of the professionalism required to enter the field, categories and licenses are defined, should this be used as an example?
 - There seems to be a number of different "pathways" toward credentials, degrees, and standards. Should this be limited? If so, this needs to be done on a national level, but Illinois could be a pilot.
 - Profession versus program is very different.
 - We must define ourselves before "others" decide for us.
 - Compensation is an issue for those coming into the field and those already in the field.

- Action to be taken: Additional conversations will be held about how to move forward:
 - Jan Maruna, Joni Scritchlow, Anne Wolfe, Dawn Thomas, Laurie Rhodes, Teri Talan, Cerathel Burnett, Cass Wolfe, and Deb Widenhofer have volunteered to work on these next steps.

Articulation – Moving Forward – Cass Wolfe and Deb Widenhofer

- During the PDAC Steering Committee meeting on January 9, 2014, a series of questions were developed and submitted to Erika Hunt, Senior Policy Analyst at the Center for Study of Education Policy at Illinois State University regarding her proposal for collaboration with PDAC and the use of the Gateways ECE Level 5 Benchmarks in creating an assessment tool.
- The Response of Erika Hunt. (**Reference Attachment #6**)
 - Following the review of Erika's response, PDAC Steering Committee members raised the following questions or issues:
 - Is this a formal partnership versus volunteers from PDAC giving information and input?
 - Is this something that is being requested?
 - PDAC needs to help and have some connection to this process.
 - If we don't participate we could be left out, we need some type of representation, as they will move forward with or without our participation.
 - The scoring guide gives higher education flexibility in assessing students.
 - Motion made by Marsha Hawley for the committee to take a consensus vote.
 - Consensus vote: Permission for Jan Maruna and Joni Scritchlow to have further conversation with Erika regarding the proposal and if it seems appropriate, to engage PDAC Steering in the process. If Jan and Joni don't feel it appropriate, PDAC Steering would not move forward with it.
 - Cerathel Burnett seconded the motion.
 - Vote: Five fingers all present committee members with the exception of Peggy Patten who gave a three finger vote.
 - Action to be taken: Questions for Jan and Joni to ask as they move forward.
 - What level of involvement do you see PDAC having?
 - Role of PDAC, can we decide who is involved in the process?
 - Do you have a comprehensive timeline?
 - Is this proposal only focusing on Gateways ECE Level 5 Benchmarks, if so, what about the other levels?

Working Lunch

- Committee members split into three groups to brainstorm suggested strategies that would positively impact articulation.
- Report back from brainstorming
 - Group One
 - Lead teachers need to have a bachelor's degree (2020).
 - There is a need for a better path for students since they don't take major course work until their junior year.
 - Remove Gateways credential leveling.
 - Limit Gateway Scholarships to higher education institutions that articulate.
 - Group Two
 - Comes down to trust and money.

- Create a tool to demonstrate competency at two- and four-year institutions.
- Faculty at two-year institutions should be knowledgeable about edTPA.
- Limit Gateway Scholarships to high education institutions that articulate.
- Group Three
 - Nomenclature.
 - Teacher needs to have a Bachelor's Degree.
 - Competencies to transfer make "sense".
 - Upside down/reverse transfer.

Committee Reports

- Information Analysis and Trends – *Dawn Thomas*
 - The committee has been looking at what research, topics, and trends are occurring in professional organizations. Also looking at reports and peer reviews.
- Workforce Development and Pathways - *Cerathel Burnett*
 - The committee has been reviewing data from the Gateways Registry.
 - The data show the following:
 - Many more people have degrees than what was expected.
 - Practitioners are staying in positions longer, showing that turn-over is not as high as expected, and practitioners are not aging out.
 - The committee is also looking at what supports are needed to be in place for people entering the field.
 - There is concern about compensation for those young people coming into the field with a Bachelor's Degree – making sure they are paid a rate that will keep them in the field.
 - Question posed by the committee is how do we get younger professionals at the leadership table and part of the discussion?
- Special Focus – Registry - *Sharyl Robin*
 - Committee has worked itself out of work. INCRRAA staff is now implementing the (strategic plan) work.
 - They will hold one last meeting to review the work that has been accomplished and finalize any last details.
- Financial Supports - *Rebecca Livengood*
 - The committee has been on a hiatus, but will begin meeting with the Early Learning Council Workforce Compensation Work Group in January.
- Governance – *Deb Widenhofer*
 - During the February 11th meeting, the committee will review PDAC Operating Procedures and Current PDAC Processes for Membership.
- Family Child Care Credential – *Diana Rosenbrock*
 - A face to face meeting is scheduled for January 25, to finalize the credential framework and begin discussing Professional Contributions.
- Family Specialist Credential – *Diane Scruggs*
 - Meeting on January 23rd to look at credential frame-work.
- School Age & Youth Development – *Christy Allen*
 - Discussions have been held with a potential funder and the outlook of funding for a pilot program looks promising.
 - The committee will meet once word is received on pilot funding.

- Technical Assistance Credential – *Peggy Patten*
 - Telenet was held on December 10, 2013.
 - INCCRRA staff is working on contacting people for a late January committee meeting.
- ECE/IT Credentials Level 6 - *Marsha Hawley*
 - Pilot is still in progress, but nearing completion.

Adjourn

- Next meeting will be held on March 21, 2014 from 10:00 AM to 3:00 PM at INCCRRA.

DRAFT



GATEWAYS TO OPPORTUNITY

Illinois Professional Development System

Professional Development Advisory Council (PDAC)

RECOMMENDATION FOR APPROVAL

DATE: November 26, 2013

COMMITTEE MAKING RECOMMENDATION: PDAC Governance

RECOMMENDATION: The PDAC Governance Committee recommends that the PDAC Strategic Plan Phase VI, 2013-2015, Governance Committee Goal #4 and its objectives be moved to the PDAC Steering Committee.

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

Objectives:

- Work closely with the Illinois Department of Human Services to improve quality and stability of the early care and education workforce.
- Be intentional in identifying state agencies with whom to build strong partnerships.
- Support the alignment of PDAC goals with the Illinois Early Learning Council.

Objectives:

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

RATIONALE: The goal and objectives listed above fall within the scope of the over-arching work of the PDAC Steering Committee for state planning and alignment. The role of the PDAC Governance Committee is to review and make recommendations regarding PDAC operating policies and procedures.

DISPOSITION:

PDAC Steering Committee

Approved: X **Date:** December 4, 2013
Disapproved: **Date:**

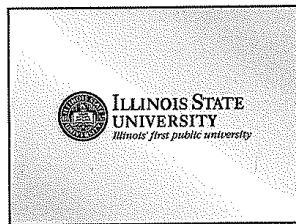
DISPOSITION:

PDAC

Approved: **Date:**
Disapproved: X **Date:** February 7, 2014

DISPOSITION:
IDHS, Bureau of Child Care and Development
Approved: Date:
Disapproved: Date:





EFFECTIVE TEACHERS . . .

- Engage students in active learning
- Create intellectually ambitious tasks
- Use a variety of teaching strategies
- Assess student learning
 - Continuously
 - Adapt teaching to student needs
- Create effective scaffolds and supports
- Provide clear standards, constant feedback, and opportunities for revising work
- Develop and effectively manage a collaborative classroom in which all students have membership

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EDTPA OVERVIEW

- Learning Segment
 - 2-6 lessons of connected instruction (can be part of a larger unit)
- Three Tasks
 - Task 1 Planning Instruction and Assessment
 - Task 2 Instructing and Engaging Students in Learning
 - Task 3 Assessing Student Learning
- Evidence of Teaching Practice
 - Artifacts – lesson plans, video clips, student work
 - Commentary – reflective explanations and analysis of teaching
- 15 Rubrics (5 rubrics per task)
- Attention to Language Demands

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INTRODUCTION TO EDTPA

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CORE OF EFFECTIVE BEGINNING TEACHING

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In Task 1, Candidate Must Explain...

- How the lesson plans build on one another to help students achieve the learning objectives
- How the planned supports will help students achieve the learning objectives
- Why the chosen learning tasks are appropriate for the students in this classroom
- The language demands of the learning segment and how the lesson plans to help students with those language demands
- How the candidate will assess student progress towards meeting the learning objectives

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WHAT IS EDTPA?

- educational Teacher Performance Assessment
- National assessment to determine readiness to teach
- Organized and developed by the Teacher Performance Assessment Consortium (TPAC), a national partnership
 - Stanford Center for Assessment, Learning, & Equity (SCALE)
 - American Association of Colleges for Teacher Education (AACTE) and state college affiliates
 - Institute for Higher Education (IHE)
 - 20 State Education Associations
 - Pearson (operational partner)

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WHAT CANDIDATES WILL LEARN

- How to think deeply about how their teaching practice impacts student learning
- The thought processes required of professional educators
- How to provide evidence of their professional practice

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In Task 2, Candidate Must...

- Video him/herself engaging students in learning
- Analyze his/her teaching effectiveness based on what is seen in the video
- Submit 1-2 video clips (depending on major) that show how he/she...
 - created a positive learning environment
 - engaged students in learning
 - deepened student learning
 - engaged students in subject-specific pedagogy (teaching methods)

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5/8/2014

In Task 3, Candidate Must...

- Choose 1 assessment and analyze student learning, showing patterns of learning and providing evidence to support higher conclusions
- Choose student work samples and submit these as evidence as to the feedback provided to students
- Explain how students will use the feedback to further their learning
- Analyze students' use of language demands and provide evidence to support higher analysis
- Identify the next steps for instruction and explain how they are based on student learning

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EXAMPLE

Rubric 2: Planning Assessments to Monitor and Support Student Learning

Level 1	Level 2	Level 3	Level 4	Level 5
The candidate identifies the purpose of the assessment and the data it will provide.	The candidate identifies the purpose of the assessment and the data it will provide, and identifies the students who will be assessed.	The candidate identifies the purpose of the assessment and the data it will provide, and identifies the students who will be assessed, and identifies the data that will be used to monitor and support student learning.	The candidate identifies the purpose of the assessment and the data it will provide, and identifies the students who will be assessed, and identifies the data that will be used to monitor and support student learning, and identifies the data that will be used to monitor and support student learning.	The candidate identifies the purpose of the assessment and the data it will provide, and identifies the students who will be assessed, and identifies the data that will be used to monitor and support student learning, and identifies the data that will be used to monitor and support student learning, and identifies the data that will be used to monitor and support student learning.

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EDTPA RUBRIC BLUEPRINT

Task name: Rubric Blueprint

Guiding Question	Level 1	Level 2	Level 3	Level 4	Level 5
Struggling candidate, not ready to teach	Some skillful, needs more practice to be ready to teach	Acceptable level of skillful teaching	Solid foundation of knowledge and skills	Skilled and effective	Skilled and effective

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PURPOSE OF EDTPA

- Determine readiness to be the teacher of record
- Preparation for teacher evaluation system
- Preparation for National Board Certification process

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RUBRIC PROGRESSION

1	2	3	4	5
Not Ready	Early Novice	Novice	Proficient	Highly Accomplished
Teacher Focus	Teacher Focus	Teacher Focus	Student Focus	Student Focus
Whole Class	Whole Class	Whole Class	Individuals/Small Groups	Individuals/Small Groups
Indiscriminate	Indiscriminate	Indiscriminate	Intentional & Well Executed	Intentional & Well Executed

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QUESTIONS?

- Elisa Palmer
— edTPA coordinator, ISU
— epalme@isu.edu
— (309) 438-1837

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Stacie Goffin Summary Discussion from January 2014 PDAC Steering Meeting

- Review of Stacie Goffin's book and presentation, *Early Childhood Education for a New Era*.
 - Stacie would like Illinois to lead the way in defining the ECE profession.
 - Stacie advocates that there should be a division of 3 and 4 year old care needs and birth to 3 years olds in order to have professional identity and knowledge sets around those ages.
 - Several members stated the following quote from page 13 of Stacie's book made them stop and think: "no matter how well governed, funded, credentialed, and assessed the early childhood system and its participants are, advancements will remain haphazard and unrealized unless there is some intellectual core holding the field together"
 - The nursing field has moved forward because of the professionalism required to enter the field, categories and licenses are defined, should this be used as an example?
 - There seems to be a number of different "pathways" toward credentials, degrees, and standards. Should this be limited? If so, this needs to be done on a national level, but Illinois could be a pilot.
 - Profession versus program is very different.
 - We must define ourselves before "others" decide for us.
 - Compensation is an issue for those coming into the field and those already in the field.
 -

If opportunities to meet with Stacie can be identified, what questions do we have?

1. Are there any other groups who have gained traction in conversations/work to become a profession? Can we piggyback/replicate?
2. In reference to 2nd dot point – Illinois is pushing Birth to 8 agenda – this seems a step in the wrong direction.

New Early Head Start – Child Care Partnership Funding

In the 2013 State of the Union address, President Obama announced plans to grow the supply of high-quality early learning opportunities for children from birth-age 3, so that more children from low-income families can develop and learn from an early age, through Early Head Start – Child Care partnerships. According to Linda Smith, this is a federal refocusing the whole early childhood agenda to a different model, where children/families enter through home visiting, move to Early Head Start-Child Care partnership settings and end up in center-based PreK as 4 year olds (and sometimes as 3 year olds) before kindergarten. This continuum is a new focus for the federal government and this is much broader than “a new program.”

Public Law No. 113-76

“\$500,000,000 shall be available through March 31, 2015 ... for new discretionary grants for high quality infant and toddler care through Early Head Start – Child Care Partnerships ...”

Purposes

- Support state and communities in expanding high quality early learning and development opportunities for infants and toddlers.
- Early Head Start applicants who demonstrate partnership will join with child care providers who agree to meet high standards of quality.
- Enhance and support early learning settings; provide new, full-day, comprehensive services that meet the needs of working families; and prepare children for the transition into preschool.

Options: center based (full year center based program); family child care (EHS with FCC as primary delivery); combination of center and family child care

Application & Funding

- Funds will be awarded competitively through the Early Head Start grant process.
- All agencies eligible to apply for Early Head Start funds can apply for Partnership competitive grants, including tribes and territories, community organizations, non-profit or for-profit organizations, and state and local governments. There is a set-aside for both migrant and tribal.
- Awards will be competitive through the EHS grant process and will be considered new grants, even if an existing EHS grantee is awarded.
- Partnerships and continuums will be prioritized.
- Partnerships/all partners have to comply with the Head Start Program Performance Standards, including licensing & background checks.
- 18 months will be given to come into compliance with standards and qualifications without the threat of monitoring & the designation renewal system.

Workforce

- Child-caregiver relationships are a critical indicator of quality early learning experiences. Leveraging Early Head Start’s strong track record of recruitment & retention of quality providers, the Partnerships will combine new and existing resources to build the capacity needed for the President’s Early Learning Initiative.
- Part of the Partnership’s intention is to close gaps in standards and resources between Early Head Start and child care. ACF will provide funds sufficient to establish comparable program standards and compensation.
- All staff at partnership sites will meet the qualification required for Early Head Start. New grantees will have 18 months to meet these criteria.

Timeline

- Publish FOA (Funding Opportunity Announcement) Spring 2014
- Panel the grants late summer/fall 2014
- Funding has to be expended by March 31, 2015



ADMINISTRATION FOR CHILDREN & FAMILIES

ACF Releases Early Head Start-Child Care Partnerships Web Page

As part of President Obama's Early Education Plan, the Administration for Children and Families (ACF) will support States and communities in expanding high-quality early learning to infants and toddlers through the Early Head Start-Child Care Partnerships. Through these partnerships, Early Head Start (EHS) grantees will partner with center-based and family child care providers who agree to meet EHS Program Performance Standards and to provide comprehensive, full-day, full-year, high-quality services to infants and toddlers from low-income families.

ACF has launched an Early Head Start-Child Care Partnerships Web page. The launch includes the following resources:

- Read an [overview](#) of the Early Head Start-Child Care Partnerships Initiative (PowerPoint).
- Learn more about the President's [Early Learning Initiative](#).
- Learn [how to apply](#) for ACF grants.
- Explore [resources to develop successful partnerships](#) between EHS grantees and family child care providers.

Please continue to check back with this site regularly, as ACF will update this page with new resources as they are developed.

**The Early Head Start-Child Care Partnerships Web page is now published:
<http://www.acf.hhs.gov/programs/ecd/early-head-start-child-care-partnerships>**



Office of Child Care
Administration for Children and Families
U.S. Department of Health and Human Services
Aerospace Building, Fifth Floor East
370 L'Enfant Promenade, S.W.
Washington, DC 20447
General Office Number: (202) 690-6782
Fax: (202) 690-5600
General E-Mail: occ@acf.hhs.gov

The text, accompanying graphic artwork, and/or attachments in this e-mail are compliant with the Section 508 Amendment to the Rehabilitation Act of 1973.



Collaborating for Success

Continuing the Conversation

Gateways to Opportunity, in partnership with the Illinois State Board of Education, Illinois Head Start Association, Illinois Head Start State Collaboration Office, Illinois Resource Center Early Childhood, and Heartland Community College-Heartland Equity and Inclusion Project invites you to register for the:

Gateways to Opportunity Higher Education Forum
Bloomington-Normal Marriott Hotel & Conference Center
201 Broadway St. Normal, IL 61761
April 3, 2014 2:00 PM – 8:30 PM
April 4, 2014 8:00 AM – 1:00 PM

The forum will kick-off with a statewide panel of representatives from the Illinois Board of Higher Education, Illinois Community College Board, Illinois State Board of Education, and Gateways to Opportunity. Attendees will receive updates from panel participants, as well as have the opportunity to ask questions of panel members.

Dr. Ida Rose Florez, Director, Early Education Effectiveness Exchange at the Center for Child and Family Studies, WestED, will be the keynote speaker during dinner on April 3rd. Dr. Florez will share information and research on ECE assessments and how they impact curriculum development.

Breakout sessions will be offered each day of the forum. By attending this forum you can look forward to:

- Opportunity to hear statewide updates.
- Strengthening coursework and alignment with state priorities.
- Opportunity to network and share resources with colleagues from other two- and four-year higher education institutions.

The 2014 Gateways Higher Education Forum is a Gateways to Opportunity Registry Verified Conference. Gateways Registry members will receive credit for attendance. If you are not currently a Gateways Registry member and you would like to be, you will have the opportunity to join when you complete your registration for the forum.

To register, please use the link below:
<https://www.regonline.com/gatewaysHEF14>

Note: Please register only once. The deadline for registration is March 17, 2014

If you have difficulty registering, please contact - tkerr@inccrra.org.

Hotel accommodations will be provided the night of April 3rd to the first 70 faculty traveling one hour or more to attend the forum. **The deadline to request an overnight room is March 13, 2014.**

Attachment #8

INSTITUTIONS REPRESENTED
Aurora
Black Hawk College
Carl Sandburg College
College of Lake County
Columbia College
Concordia University
DePaul University
Erikson Institute
Governors State University
Harold Washington College
Harper College
Heartland Community College
Highland Community College
Illinois Central College
Illinois State University
Illinois Valley Community College
John A. Logan College
Joliet Junior College
Kendall College
Lewis & Clark Community College
Lincoln Christian College
Lincoln Land Community College
Loyola University
Millikin University
Morton College
National Louis University
Northern Illinois university
Oakton Community College
Olivet Nazarene University
Parkland College
Prairie State College
Richard J. Daley College
Richland Community College
Rockford College
Roosevelt Univeristy
Sauk Valley
Shawnee Community College
SIU-Edwardsville
South Surburban
Southeastern Illinois College
St. Augustine College
Truman College
University of Illinois at Chicago
Waubonsee Community College
Western Illinois

Attachment #9



GATEWAYS TO OPPORTUNITY

Illinois Professional Development System

PDAC Steering Committee Meeting

May 14th & 15th, 2014

Westin Chicago North Shore, Wheeling IL

Registration

PLEASE COMPLETE THE FOLLOWING:

Name: _____ Agency/Institution: _____
Phone: _____ E-mail: _____

PDAC Steering Committee members are requested to attend both May 14th & 15th, 2014.
For those individuals with time conflicts please indicate *all times/date you can attend*.

☐ YES, I plan to attend and will require overnight accommodations as indicated below:

_____ I would like overnight accommodations on Tuesday, May 13, 2014

_____ I would like overnight accommodations on Wednesday, May 14, 2014

Hotel accommodations will be provided to those who travel 120 miles or more one way.

☐ I can only attend PORTIONS of the meeting May 14th & 15th as indicated below:
Please select only the portions that you plan to attend.

Wednesday, May 14th

Morning 10 AM-12 PM

_____ attend in person

Afternoon 1 PM – 5 PM

_____ attend in person

Thursday, May 15th

8:30 AM – 11 AM

_____ attend in person

Leadership Connections

_____ Keynote Luncheon

_____ Public Policy Forum

_____ Leadership Colloquium

_____ \$50 support needed from INCCRRA

☐ NO, I am unable to attend any portion of the meetings on May 14th & 15th

Please list any dietary needs or other special needs that we may accommodate.

Please return this registration form by March 31, 2014 to:

Amber Egli, Gateways to Opportunity, 1226 Towanda Plaza

Bloomington, IL 61701

Fax: (309) 828-1808

Email: aegli@incrra.org





PDAC Steering Committee May Retreat

- The May PDAC Steering Committee Retreat will be held in conjunction with the 2014 Leadership Connections Conference.
- PDAC will host a dinner for those arriving the evening before the start of the Steering Retreat at Cooper's Hawk Restaurant on the evening of Tuesday, May 13th. (583 N. Milwaukee Ave., Wheeling, IL) at 6:30PM.
- The PDAC Steering Committee Meeting will begin at the Westin Hotel on Wednesday, May 14th at 10:00AM concluding at 5:00PM.
 - Dinner will be at Bucca di Beppo at (604 N. Milwaukee Avenue Wheeling, IL), at 6:00PM.
- Our second day, Thursday, May 15th, will begin with breakfast and our meeting beginning at 8:00AM and ending at 11:00AM.
 - The Leadership Conference opening ceremonies, luncheon and keynote speakers will begin at 11:30AM.
- Please see the accompanying form to make your reservation for the May PDAC Steering Committee Meeting.



