



PDAC Steering Committee

10:00AM – 3:00PM

October 26, 2016

Meeting Minutes

Anne Wharff
Bryan Stokes
Cerathel Burnett
Christy Allen
Dawn Thomas
Deb Widenhofer
Diana Rosenbrock

Diane Scruggs
Johnna Darragh Ernst
Joni Scritchlow
Julie Lindstrom
Lauri Morrison Frichtl
Laurie Rhodes
Lynn Burgett

Marsha Hawley
Rebecca Livengood
Sharyl Robin
Stephanie Bernoteit
Stephanie Hellmer
Tami O'Daniel
Tammy Notter

Welcome – Deb Widenhofer

- Christy Allen read the mission.
- Dawn Thomas read the vision.
- Laurie Rhodes read the values.
- Bryan Stokes from the Governor's Office of Early Childhood Department was introduced as a member of PDAC Steering.

Review and Approval of Minutes (Attachment 1)

- May 18th and May 19th, 2016
 - Christy Allen moved to accept the minutes.
 - Laurie Rhodes seconded the motion.

Child Care Development Block Grant – Anne Wharff

- What's the Big Deal – Anne Wharff
 - The reauthorization of the Child Care and Development Block Grant along with the Child Care and Development Fund Final Rule make sweeping changes in what is expected in the implementation of the regulation. CCDBG still provides child care assistance to low income working families, but now there is also a stronger emphasis on health & safety and child development.
 - In FY 2016 the Child Care Assistance Program (CCAP) served 120,000 children in an average month.
 - Changes in the program are focused on strengthening child care to better support children and parents.
 - Final rule categories:
 - Protect the health and safety of children in child care.
 - Support equal access to high quality child care.
 - Help parents make informed choices and improve access to child care for low income children.
 - Enhance the quality of child care and the early childhood workforce.
 - Increase state funds used for quality from 4% to 9% and adding a new 3% set aside for infant-toddlers.

- Require states to have training and professional development tied to a progression of professional development for providers.
 - Prioritize populations with high concentrations of poverty and unemployment.
 - For professional development, it is being sure that staff who are in high concentrations of poverty know about all of the supports and services that are available for professional development, credentials, and/or degrees.
- The Lead Agency must describe in their plan the requirements for pre-service or orientation (to be completed within three months) and ongoing professional development for caregivers, teachers, and directors of child care providers of services for which assistance is provided under the CCDF that, to the extent practicable, align with the State framework. This includes:
 - Ongoing, accessible professional development, aligned to a progression of professional development, including the minimum annual requirement for hours of training and professional development for eligible caregivers, teachers and directors, appropriate to the setting and age of children served.
 - All of the health and safety requirements are under these training requirements.
- The Illinois Department of Human Services website has been revised. The website has a section for child care providers and a section for parents with a link to the Sunshine website.
- On-going revisions have been also made to the Department of Child and Family Services' Sunshine website.

Statewide Initiatives Impacting the Workforce

- Early Childhood Workforce Commission – Cerathel Burnett
 - Truman College was to offer all of the early education courses for the City Colleges of Chicago. The Workforce Commission through the Chicago Mayor's Office has made the following recommendations:
 - The commission does not believe one point of access for courses is best for students.
 - If Truman College remains the focal point of access for ECE classes, hubs need to be offered to increase access.
 - Need to improve cohort collaborations.
 - Need to increase access to online and hybrid courses.
 - Financial supports are needed for students.
- Illinois Board of Higher Education (ISBE) – Stephanie Bernoteit
 - 60% of those attending college are non-traditional.
 - The economy has added 11.6 million jobs since the recession, with 99% going to workers with at least some college education.
 - 46.6% of adults in Illinois hold a credential or a degree, which moves Illinois closer to the 2025 goal.
 - More than 87% of students enrolled full-time at public Illinois Higher Education institutions complete a degree in six years.
 - Illinois is first in the nation for completion rates for part-time students at public Higher Education institutions at 46% compared to 19% nationally.

- A state initiative is underway in Illinois called Partnership for Educator Preparation (PEP). The project is piloting a variety of metrics to evaluate educator preparation programs in Illinois.
- ISBE is preparing to launch a new rule around the ESL Endorsement.
 - Coursework used toward an ESL or bilingual endorsement can be taken at any regionally accredited institution of higher education, this includes two-year institutions.
- A document of the summary of Early Childhood Higher Education Initiatives was shared for further reading. (Attachment #2)
- i2I – Joni Scritchlow
 - The group’s work is ending in the next six months.
 - The work group will be moving forward with projects around ECE workforce initiatives.
 - A paper will be drafted from Illinois’ perspective on the work of the i2I work group with key take-aways. The paper will be published by the National Academies.
- Early Learning Council – Joni Scritchlow
 - The Quality Committee held its first meeting on October 5, 2016. The Quality Committee is a reconfiguration of the Early Learning Council’s Program Standards and Quality Committee. The Quality Committee has the option to embed some of the work of the ELC PSQ work plan and move this forward. A directive of the Quality Committee includes:
 - Workforce preparation and quality of preparation to advance our state goals.
 - A small subgroup will be formed to develop and draft a work plan.
 - The Higher Education Learning and Professional Development subcommittee could be placed under the Quality Committee to continue the work they have done with Higher Education institutions.
- The Children’s Cabinet – Bryan Stokes
 - Shift from statewide metrics to projects. The Children’s Cabinet will focus on:
 - Early Childhood Workforce Development.
 - Apprenticeship (youth and disaffected youth into the workforce).
 - Early Childhood Lead Burden (Illinois has the second worst lead burden for young children).
- Every Student Succeeds Act – Lynn Burgett
 - The state is working on a system of support for districts.
 - Families and communities were added to the Illinois plan.
 - The Illinois ESSA Plan is due to the U.S. Department of Education on March 6, 2017.

Partnership with the Department of Children and Family Services – Carol Morris guest

- Basic Transcript Reviews (BTR)
 - Working toward internal DCLR consistency by utilization of Basic Transcript Review.
 - A goal of DCLR internal training in how to review transcripts more effectively and consistently is underway.
 - A work group has been developed including day care licensing reps, supervisors, OECD liaison, and INCCRRA staff. Recommendations will be brought to the Advisory Council.
 - A concern was that the process would take away work from Day Care Licensing Representative (DCLRS) and be given to an outside entity.
 - Agreement on the need for refresher training.

- Need to address “bubble classes” which are classes that some reviewers count while others do not count.
 - Develop a system to make transcript evaluation easier and quicker, which will help the individual staff person and center directors in making hiring decisions.
- Using Professional Development Records (PDR)
 - Will work with INCCRRA to clarify the descriptive language on the PDRs.
 - Will work to develop a portal as a means to permanently document and affix someone’s certification to their PDR. This is a movement to universal acknowledgement.
 - A Basic Transcript Review would be a part of the portal to access the level of qualifications.
 - The issue of practitioners not being able to obtain their official certified transcripts from higher education institutions due to owing money to the institution needs to be addressed.

Statewide Updates in Relation to PDAC

- Illinois Head Start Association – Lauri Morrison Frichtl
 - The new Head Start Program Performance Standards increase the minimum levels for program duration to ensure teachers have time to implement effective practices that will improve child outcomes.
 - Standards include:
 - Head Start center-based programs to operate 50% of their slots for 1,020 hours (approximately equivalent to a 6-hour day for 170 days) per year by August 1, 2019.
 - Head Start center-based programs to operate 100% of their slots for 1,020 hours by August 1, 2021.
 - Early Head Start center-based program to operate 100% of their slots for 1,380 hours per year by August 1, 2018.
 - In Illinois, it is estimated that 1,400 children could lose Head Start services with this model.
 - By August 1, 2017, Early Head Start home-based services standards require:
 - Early Head Start home-based program must provide one home visit per week per family that lasts at least an hour and a half and provide a minimum of 46 visits per year; and provide, at a minimum, 22 group socialization activities.
 - Curricula for center-based and family child care programs include:
 - Implement curricula that are aligned with the Head Start Early Learning Outcomes Framework: ages birth to five and, as appropriate, state early learning and development standards; and are sufficiently content-rich to promote measurable progress toward development and learning.
- Illinois State Board of Education – Lynn Burgett
 - Twenty-five award letters have been sent to Expansion Grant programs that received funding for FY17.
 - Forty-six Prevention Initiative proposals were funded.
 - Continuation Grants are still in progress.
- Governor’s Office of Early Childhood Development – Bryan Stokes
 - GOECD is working with INCCRRA and ISBE to use remaining Race to the Top Early Learning Challenge Grant funding for an education reimbursement opportunity.
 - This offer will be announced in January 2017.

- Funds can be used to continue education efforts toward credentials (Infant Toddler) or a degree.
- Funds can be used to repay outstanding debts to colleges or universities in Illinois.

New Gateways Credentials and Competency Timeline – Joni Scritchlow

- Family Specialist Credential, Family Child Care Credential and School Age/Youth Development Credential were all launched statewide this past summer. The Technical Assistance Credential should be launched in December 2016.
- Currently shifting credentials to a competency based system.
- There is a shift to competencies on both a state and national level.
- In May 2016 consensus was gained from PDAC to move Gateways Credentials to competencies.
- Work groups have been established to review each credential to move toward competencies. Technical Assistance Credential will begin this work after the first of the year if funding is secured.
- Higher Education regional meetings will be held this fall with entitled institutions.
- Looking at a shift to competencies in the next two years. Timeline will correlate with the Part 26 requirements for entitled institutions.
- There will be a shift in trainings that count towards credentials.

Committee Reports

- Qualifications and Credentials Committee – Diana Rosenbrock
 - ECE Level 6 Renewal Requirements Recommendation (Attachment #3)
 - RECOMMENDATION: The QC Committee recommends renewal requirements for the ECE Credential Level 6 is as follows:
 - ECE Level 6:
45 clock hours of training (or 3 semester hours of coursework) in ECE topics focused on working with children birth to age eight.
A combination of both college coursework and training hours may be utilized and completed within the last five years.
Three professional contributions in any area completed within the last five years.
Current Registry Membership
 - RATIONALE: All Gateways Credentials must be renewed every five years. These renewal requirements for the ECE Credential Level 6 are consistent with the current renewal requirements for other Gateways Credentials at the graduate level (e.g. IDC III).
 - **The recommendation passed.**
 - ITC Level 6 Renewal Requirements Recommendation (Attachment #4)
 - RECOMMENDATION: The QC Committee is recommending renewal requirements for the Infant Toddler Credential Level 6 as follows:
Infant Toddler Credential Level 6:
45 clock hours of training (or 3 semester hours of coursework) that is specific to working with children birth to age three—if renewing the ITC only.
A combination of college coursework and training hours may be utilized and completed within the last five years.
Three professional contributions in any area completed within the last five years.
A minimum of one of the three professional contributions must pertain to the birth to three population.

Current Registry Membership

- **RATIONALE:** All Gateways Credentials must be renewed every five years. These renewal requirements for the Infant Toddler Credential Level 6 are consistent with the renewal requirements for other Gateways Credentials at the graduate level (e.g. IDC III).
 - **The recommendation passed.**
- ECE and IDC Credential Renewal Recommendation (Attachment #5)
 - **RECOMMENDATION:** All Gateways Credentials must be renewed every 5 years. The ECE Credential and Illinois Director Credential require 45 clock hours (or 3 semester hours of coursework) within the last 5 years since credential attainment. The QC Committee recommends requiring a small portion of those training hours (7.5 hours) be in topics related to working with multilingual, multicultural children and their families beginning with credentials that expire January 1, 2019.
 - **RATIONALE:** This recommendation is in response to the suggestion from Illinois Early Learning Council's Quality subcommittee: Higher Education Learning and Professional Development Work Group (HELP) Strategies for Promoting Early Childhood Bilingual/ESL and Cultural Competency. These 7.5 hours of training would add new content and knowledge specific to topics related to working with multilingual, multicultural children and their families. The 7.5 clock hour model is comparable to the Infant Toddler Credential renewal requirements include 7.5 clock hours of Infant Toddler mental health.
 - **The recommendation passed.**
- Technical Assistance Credential Pilot (Attachments #6, 7, 8, 9)
 - **RECOMMENDATION:** The committee is recommending the approval of the attached Gateways Technical Assistance Credential Framework—Part 1. Specific changes to the Work and Practical Experience in ECE/School-Age column as follows:

ECE/SA Work Experience:

Level 4 – Increase to 4,500 hours

Level 5 – Increase to 4,500 hours

Level 6 – Increase to 4,500 hours
 - **RATIONALE:** ECE/SA Work Experience: Early Childhood/School-Age Practitioners must have experience in the field working with early childhood and school-age children in order to become an effective coach, mentor, or provide technical assistance to other professionals. 4,500 hours is approximately 3 years of full-time work experience. Requiring these additional hours of work experience strengthens the hands-on work experience of technical assistance providers at all levels. Research from the Association for Supervision and Curriculum Development (www.ascd.org) indicates having taught for three years as a key indicator of effective teacher qualifications. In addition, The Institute of Medicine Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation states “most coaches/mentors of early childhood educators have education credentials and extensive work experience in an early childhood care and education setting” (page 406).
 - **The recommendation passed.**
 - **RECOMMENDATION:** The committee is recommending the approval of the attached Gateways Technical Assistance Credential Framework—Part 2. Specific

changes to the Education and Training in ECE/School-Age coaching, mentoring or technical assistance column and Professional Contributions in ECE/School-Age column as follows:

Technical Assistance Credential Content Area Requirements

TA Level 4 – Remain a minimum of 1 point in 4 of the 7 TA content areas with one point required in Reflective Practice.

TA Level 5 – Decrease to a minimum of 1 point (previously of 1.5) in all 7 TA content areas.

TA Level 6 – Remain a minimum of 1.5 points in all 7 TA content areas.

ALL LEVELS: Remove professional contributions from initial credential attainment–required upon renewal.

- **RATIONALE:** Technical Assistance Credential Content Area Requirements
TA Level 5: Thorough testing of each level and survey data indicated that requiring 1 point (instead of 1.5) in all 7 TA Credential Content Areas allows for Bachelor or Graduate degree professionals to document proficiency in all 7 TA Content Areas. Graduate TA Level 6 maintains 1.5 points in all 7 TA Content Areas to document advanced knowledge specific to coaching, mentoring or technical assistance.
- **ALL LEVELS:** Remove professional contributions from initial credential attainment–required upon renewal to maintain consistency between other Gateways Credentials.
 - **The recommendation passed.**
- **RECOMMENDATION:** The committee is recommending the approval of the attached Gateways Technical Assistance Credential Content Areas. The TA Content Area of Professional Skills was expanded to include Leadership and will be renamed to Leadership and Professional Skills.
- **RATIONALE:** Strong leadership skills are important when providing support as a coach, mentor, or technical assistance professional to other early childhood/school-age professionals. The Institute of Medicine Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation states “most coaches/mentors of early childhood educators have education credentials and extensive work experience in an early childhood care and education setting” (page 406). “The knowledge and skill of coaches are of critical importance. Coaches must have knowledge of instructional and other practices to foster development and learning, as well as knowledge and competencies in effective coaching” (page 398 & 532). The expansion and integration of leadership skillsets in the Technical Assistance Credential will provide alignment with existing teacher leader and teacher leader effectiveness work advancing in Illinois.
 - **The recommendation passed**
- **RECOMMENDATION:** The Technical Assistance Credential Committee is recommending the approval of the attached Gateways Technical Assistance Credential Framework. Specific changes to the Work and Practical Experience in ECE/School-Age coaching, mentoring or technical assistance column as follows:
 - Level 4 – Increase from 1,000 to 2,000 hours
 - Level 5 – Remain at 2,000 hours
 - Level 6 – Decrease from 3,000 to 2,000 hours

- **RATIONALE:** Consistency in the amount of required Work and Practical Experience in ECE/School-Age Coaching, Mentoring or technical assistance across all levels is recommended. The committee believes that a consistent baseline (2,000 hours) of work and practical experience is the threshold that demonstrates needed coaching/mentoring/technical assistance experience. Higher levels of credential attainment are evidenced through increases in educational attainment and amount of specific coursework targeted to coaching/mentoring.
 - **The recommendation passed.**
 - SAYD Credential Recommendation (Attachment #10)
 - **RECOMMENDATION:** The current Illinois State Board of Education (ISBE) Professional Educator License with an endorsement in Elementary Education meets the requirements of the Gateways to Opportunity School-Age and Youth Development (SAYD) Credential Level 5 General Education Requirements, Content Area Specific Education and Work and Practical Experience.
 - **RATIONALE:** Further evaluation of pilot and post-pilot SAYD Credential applicants, with a valid Professional Educator License (PEL) with Elementary Education endorsement, met or exceeded the SAYD Credential Level 5 requirements. 100% of applicants with a valid PEL in Elementary Education were awarded the SAYD Level 5. This is comparable to a Professional Educator License with an endorsement in Early Childhood Education for the ECE Credential Level 5.
 - **The recommendation passed.**
- **Competencies – Johnna Darragh Ernst (Attachments # 11, 12, 13)**
 - Johnna shared documents regarding the Illinois ECE Competency Pathway, ECE Lattice Pathway and the competency table.
 - Uber Competencies are now known as Illinois ECE Competencies.
 - There are 56 competencies, with the benchmarks encapsulated within them.
 - The competencies are leveled.
 - Lattice Pathway document shows what the levels look like and potential courses at Higher Education institutions with the levels.
 - Competency Pathway document shows where the competencies completion would be placed within the levels.
- **Workforce Development and Pathways (Attachment #14) – Johnna Darragh Ernst and Cerathel Burnett**
 - **RECOMMENDATION:** The PDAC Workforce Development and Pathways Committee recommends to the Illinois Department of Children and Family Services (DCFS) that teachers in a DCFS licensed setting be a current member of the Gateways Registry and also have official current transcripts on file with INCCRRA by 2020.
 - **RATIONALE:** These changes would allow the Day Care Licensing Representative (DCLR) to have one depository in order to review any qualifications of a teacher working in the DCFS licensed settings.
 - **The recommendation passed.**
- **Financial Supports – Laurie Rhodes and Debbie Rogers Jaye**
 - Financial Supports is creating a compensation infograph for potential use with advocacy agencies.
- **Information and Trends – Lauri Morrison Frichtl and Dawn Thomas**

- The IT Committee is working on role definitions and clarification. The committee started with the early care and education site director. The next role to be reviewed will be lead teacher.
- Once the IT Committee has finished their work, the definitions will be shared with the Workforce Development and Pathways Committee.
- The i2I team was looking for similar information, the IT Committee will share information on role definitions with the i2I team once the work is completed.
- Governance (Attachment #15) – Marsha Hawley and Deb Widenhofer
 - RECOMMENDATION: Approval of the revised PDAC Operating Guidelines and Procedures Document.
 - RATIONALE: Following review of the PDAC Operating Guidelines and Procedures document, revisions were made to update language and procedures. Included in this revision are: 1) language and procedure changes and 2) an update to the voting process. The Governance Committee proposed the one finger vote to read “Strongly disagree, if more than 20% of individuals vote one finger, the motion or recommendation returns to the originating committee for review and further discussion”. The Governance committee recognizes the nuances in which discussions are captured by voting a five finger voting system, but also recognizes that it is counterproductive for one person to have excessive power in the decision making process.
 - **The recommendation passed.**

PDAC Annual Meeting

- The PDAC Annual Meeting will be held on Friday, November 18, 2016, at Eastland Suites Hotel in Bloomington.
- Dr. James Applegate the Executive Director of the Illinois Board of Higher Education and Dr. Junlei Li Co-Director of the Fred Rogers Center will be our presenters for the event.

Adjourn



Summary of EC Higher Education Initiatives – Illinois Board of Higher Education
Race to the Top – Early Learning Challenge
September 20, 2016

Attachment 2

Early Childhood Educator Preparation Program Innovation (EPPI) Grants

- 20 grant partnerships awarded to both public and private institutions in all regions of Illinois and representing 70% of the state's ECE programs
 - Two rounds of grant recipients
 - 2014-2015 - 12 partnership awards
 - 2015-2016 – 8 partnership awards and 5 continuing implementation grants to recipients from the 2014-2015 cohort
 - All grant awards \$50,000 or less (average award for first-time recipients was \$45,000 with the average award for continued implementation grants at \$29,000)
 - All grant periods for 10 months of work
- Grant outcomes as documented in grantees' reports
 - Gateways entitlement - 14 institutions achieved Gateways entitlement to award EC credentials in one or more credentialing areas
 - Articulation agreements between two- and four-year institutions
 - 28 articulation agreements were developed
 - 2 articulation agreements were revised
 - Course review
 - 106 courses were reviewed and determined to be equivalent for transfer
 - 4 more courses were modified to be equivalent for transfer
 - 11 more courses, at the time of final grant reporting, were being modified to become equivalent for transfer
 - 7 new courses were developed
 - Program redesign – all 20 four-year institutions completed program redesign with their two-year partners in accordance with new ECE licensure standards by the Illinois State Board of Education
 - Assessment – 5 assessment alignment projects were completed, including one that is grounded in the development of competencies from the Gateways credentials
 - Advising supports - 23 instances of flowcharts, pathway documents, and recruiting materials developed with dissemination to and/or training for advisors
 - Employer and constituent engagement
 - 20 workshops or other special events conducted for EC educators/professionals in the field
 - 6 online training modules developed
- Research on EPPI grant project with the Illinois Education Research Council
 - Lichtenberger, E. J., Klostermann, B. K., & Duffy, D. Q. (2015). *The early childhood educator preparation program innovation grant: Lessons from initial implementation* (IERC 2015-2). Edwardsville, IL: Illinois Education Research Council at Southern Illinois University Edwardsville.
 - Second study by IERC – promising practices for EC workforce development from the EPPI grants (November 2016)
 - "Voices from the Field" monograph by IERC and IBHE – EC faculty perspectives on advancing the IL EC workforce through the attainment of credentials and degrees (December 2016)
 - Policy brief by IERC and IBHE (December 2016)

EPPI Grant – Extension Work with INCCRRA and The Center: Resources for Teaching and Learning

- Development of competencies for Gateways credentials with related assessment toolkit
- Faculty workshops on competencies and assessment toolkit

Prepared by: Dr. Stephanie Bernoteit, Senior Associate Director and NBCT (IBHE)
With: Ms. Sarah Sebert, Preschool for All Coach and Consultant (The Center)
Dr. Nancy Latham, Professor (ISU)

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**Summary of EC Higher Education Initiatives – Illinois Board of Higher Education
Race to the Top – Early Learning Challenge
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- Online resources for EC faculty– Higher Education Resources Online (HERO)

IBHE and ICCB Re-Launch of the Illinois Articulation Initiative (IAI) Major Panel for Early Childhood

<https://www.itransfer.org/faculty.aspx>

IBHE Project to Define and “Count” High-Quality Credentials Toward 60x2025 Goal

- Inclusion of Gateways credentials and social utility indicators

Technical Assistance Project – IBHE, INCCRRA, and the Illinois Community College Board (ICCB)

- Early Childhood Advisory Group – state team comprised of OECD, IBHE, ICCB, INCCRRA, and DHS met and convened a panel of EC IAI faculty to examine potential systems issues with the awarding of Gateways credentials via the higher education entitled route
 - Identified and resolved policy issues
 - Gateways ECE Level II hours and financial aid
 - Gateways ECE Level III mathematics requirement and routes to employment and/or transfer
 - Recommended technical assistance with \$3,000 institutional stipend for participation
- 23 two-year institutions, representing all regions of Illinois, participated in the Winter 2015-Spring 2016 technical assistance project with the purpose of ensuring the Gateways credentials were embedded in two-year programs as stackable, seamless components of AA and/or AAS degrees
 - 22 public community colleges
 - 1 private, for-profit two-year college
- Overall outcomes
 - 6 new certificate offerings developed
 - 28 certificate revisions, including 4 certificates deleted or made inactive
 - 8 degree revisions
 - 9 new credential tracks
 - 5 new ECE math courses created during project timeframe
- Meeting new requirements for ECE credential levels II and III - Participating institutions worked to revise existing or create new certificates to both meet the new 16-hour requirement at Level II and the clarification of the math requirement for Level III. The 16-hour requirement change was made in the fall of 2015 to better align with federal financial aid requirements and help students in Level II programs be eligible for financial aid. The math requirement at Level III was shifted from a “transfer-level” math to a “credit-bearing” math. This requirement change made stackability from Level III to Level IV smoother and allowed institutions more flexibility in curricula design. Both of these changes directly reflect issues identified and recommendations made by the ECE Advisory Group.
- Embedding and stacking to create seamless pathways – Institutions received support to review the stackability of their certificates and degrees as well as the stackability of credential “tracks” from one level to another. As part of this process, the coaches supported faculty in curriculum review to ensure ECE credential levels were substantively embedded in existing degrees and certificates and that credential tracks were obvious and seamless for students negotiating these preparation pathways.
- Degree and certificate clean up – Participating institutions were coached to “clean up” existing certificates, degrees, and credential tracks that did not align or were no longer enrolling students.
- Institutional procedures and marketing updates - Participants updated websites, catalogs, curriculum guides, and program promotional materials to reflect revisions to certificates, degrees and credential tracks as well as more substantively guide students in both degree completion and credential attainment requirements, making the credential more relevant and embedded across their programs
- Automated credentialing - A model was also provided by the Technical Assistance Coaches to help institutions create internal systems for automatically awarding degrees and certificates when requirements were met and notifying students that credential requirements had also been met.

Prepared by: Dr. Stephanie Bernoteit, Senior Associate Director and NBCT (IBHE)
With: Ms. Sarah Sebert, Preschool for All Coach and Consultant (The Center)
Dr. Nancy Latham, Professor (ISU)

**Summary of EC Higher Education Initiatives – Illinois Board of Higher Education
Race to the Top – Early Learning Challenge
September 20, 2016**

- Course articulation - Many participating institutions reported working simultaneously on articulating courses with four year institutions based on the concurrent work of the Illinois Articulation Panel (IAI) ECE Panel. Many programs worked to embed specific courses into the certificate and degree revisions they accomplished, including Child Growth and Development and Child Family and Community, while also working toward IAI approval for direct transfer of these courses at the same time.

Prepared by: Dr. Stephanie Bernoteit, Senior Associate Director and NBCT (IBHE)
With: Ms. Sarah Sebert, Preschool for All Coach and Consultant (The Center)
Dr. Nancy Latham, Professor (ISU)

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Professional Development Advisory Council (PDAC)

Attachment 3

RECOMMENDATION FOR APPROVAL

DATE: August 16, 2016

COMMITTEE MAKING RECOMMENDATION: Qualifications & Credentials Committee

RECOMMENDATION: The QC Committee recommends renewal requirements for the ECE Credential Level 6 is as follows:

ECE Level 6:

1. 45 clock hours of training (or 3 semester hours of coursework) in ECE topics focused on working with children birth to age eight.
 - A combination of both college coursework and training hours may be utilized and completed within the last five years.
2. Three professional contributions in any area completed within the last five years.
3. Current Registry Membership

RATIONALE: All Gateways Credentials must be renewed every five years. These renewal requirements for the ECE Credential Level 6 are consistent with the current renewal requirements for other Gateways Credentials at the graduate level (e.g. IDC III).

DISPOSITION:

PDAC Qualifications and Credentials Committee

Approved: x **Date:** 9.15.16

Disapproved: **Date:**

DISPOSITION:

PDAC Steering Committee

Approved: **Date:**

Disapproved: **Date:**

DISPOSITION:

PDAC

Approved: **Date:**

Disapproved: **Date:**

DISPOSITION:

IDHS, Bureau of Child Care and Development

Approved: **Date:**

Disapproved: **Date:**





Professional Development Advisory Council (PDAC)

Attachment 4

RECOMMENDATION FOR APPROVAL

DATE: August 16, 2016

COMMITTEE MAKING RECOMMENDATION: Qualifications & Credentials Committee

RECOMMENDATION: The QC Committee is recommending renewal requirements for the Infant Toddler Credential Level 6 as follows:

Infant Toddler Credential Level 6:

1. 45 clock hours of training (or 3 semester hours of coursework) that is specific to working with children birth to age three—if renewing the ITC only.
 - A combination of college coursework and training hours may be utilized and completed within the last five years.
2. Three professional contributions in any area completed within the last five years.
 - A minimum of one of the three professional contributions must pertain to the birth to three population.
3. Current Registry Membership

RATIONALE: All Gateways Credentials must be renewed every five years. These renewal requirements for the Infant Toddler Credential Level 6 are consistent with the renewal requirements for other Gateways Credentials at the graduate level (e.g. IDC III).

DISPOSITION:

PDAC Qualifications and Credentials Committee

Approved: ☒ Date: 9.15.16
Disapproved: ☐ Date:

DISPOSITION:

PDAC Steering Committee

Approved: ☐ Date:
Disapproved: ☐ Date:

DISPOSITION:

PDAC

Approved: ☐ Date:
Disapproved: ☐ Date:

DISPOSITION:

IDHS, Bureau of Child Care and Development

Approved: ☐ Date:
Disapproved: ☐ Date:





GATEWAYS TO OPPORTUNITY®

Illinois Professional Development System

Professional Development Advisory Council (PDAC)

Attachment 5

RECOMMENDATION FOR APPROVAL

DATE: October 13, 2015

COMMITTEE MAKING RECOMMENDATION: Qualifications & Credentials (QC) Committee

RECOMMENDATION: All Gateways Credentials must be renewed every 5 years. The ECE Credential and Illinois Director Credential require 45 clock hours (or 3 semester hours of coursework) within the last 5 years since credential attainment. The QC Committee recommends requiring a small portion of those training hours (7.5 hours) be in topics related to working with multilingual, multicultural children and their families beginning with credentials that expire January 1, 2019.

RATIONALE: This recommendation is in response to the suggestion from Illinois Early Learning Council's Quality subcommittee: Higher Education Learning and Professional Development Work Group (HELP) Strategies for Promoting Early Childhood Bilingual/ESL and Cultural Competency. These 7.5 hours of training would add new content and knowledge specific to topics related to working with multilingual, multicultural children and their families. The 7.5 clock hour model is comparable to the Infant Toddler Credential renewal requirements include 7.5 clock hours of Infant Toddler mental health.

DISPOSITION:

PDAC Qualifications and Credentials Committee

Approved: X Date: 10/13/2016
Disapproved: Date:

DISPOSITION:

PDAC Steering Committee

Approved: Date:
Disapproved: Date:

DISPOSITION:

PDAC

Approved: Date:
Disapproved: Date:

DISPOSITION:

IDHS, Bureau of Child Care and Development

Approved: Date:
Disapproved: Date:





GATEWAYS TO OPPORTUNITY®

Illinois Professional Development System

Professional Development Advisory Council (PDAC)

RECOMMENDATION FOR APPROVAL

DATE: September 8, 2016

Attachment 6

COMMITTEE MAKING RECOMMENDATION: Gateways Technical Assistance Credential Committee

This framework was approved for purposes of the pilot by QC on February 5, 2015.

RECOMMENDATION: The committee is recommending the approval of the attached Gateways Technical Assistance Credential Framework—Part 1. Specific changes to the Work and Practical Experience in ECE/School-Age column as follows:

ECE/SA Work Experience:

Level 4 – Increase to 4,500 hours

Level 5 – Increase to 4,500 hours

Level 6 – Increase to 4,500 hours

RATIONALE:

ECE/SA Work Experience: Early Childhood/School-Age Practitioners must have experience in the field working with early childhood and school-age children in order to become an effective coach, mentor, or provide technical assistance to other professionals. 4,500 hours is approximately 3 years of full-time work experience. Requiring these additional hours of work experience strengthens the hands-on work experience of technical assistance providers at all levels. Research from the Association for Supervision and Curriculum Development (www.ascd.org) indicates having taught for three years as a key indicator of effective teacher qualifications. In addition, The Institute of Medicine Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation states “most coaches/mentors of early childhood educators have education credentials and **extensive work experience in an early childhood care and education setting**” (page 406).

DISPOSITION: PDAC Ad-Hoc Technical Assistance Credential Committee

Approved: X

Date: 9/8/16

Disapproved:

Date:

PDAC Qualifications and Credentials Committee

Approved: X

Date: 9/15/16

Disapproved:

Date:

DISPOSITION: PDAC Steering Committee

Approved:

Date:

Disapproved:

Date:

DISPOSITION: PDAC

Approved:

Date:

Disapproved:

Date:

DISPOSITION: IDHS, Bureau of Child Care and Development

Approved:

Date:

Disapproved:

Date:



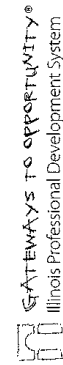
Gateways to Opportunity® Technical Assistance (TA) Framework

Technical Assistance Credential Levels	General Education Requirements	Education and Training in Early Childhood/School-Age	Education and Training in Early Childhood/School-Age-coaching, mentoring, or technical assistance	Work and Practical Experience in Early Childhood/School-Age	Work and Practical Experience in Early Childhood/School-Age-coaching, mentoring, or technical assistance	Professional Contributions in Early Childhood/School-Age
Level 6	Graduate Degree	30 points in the Gateways to Opportunity Content Areas <div>Maximum of 12 points from Credential approved training</div>	21 points in the Gateways to Opportunity TA Content Areas <div>Credential approved training</div>	4,500 hours of Early Childhood/School-Age supervised and/or work experience	2,000 hours of coaching mentoring, or technical assistance supervised and/or work experience	Required at Renewal
Level 5	Bachelor's Degree	*24 points in the Gateways to Opportunity Content Areas <div>Maximum of 9 points from Credential approved training</div>	15 points in the Gateways to Opportunity TA Content Areas <div>Credential approved training</div>	4,500 hours of Early Childhood/School-Age supervised and/or work experience	2,000 hours of coaching mentoring, or technical assistance supervised and/or work experience	Required at Renewal
Level 4	Associate's Degree	**21 points in the Gateways to Opportunity Content Areas <div>Maximum of 6 points from Credential approved training</div>	9 points in the Gateways to Opportunity TA Content Areas <div>Credential approved training</div>	4,500 hours of Early Childhood/School-Age supervised and/or work experience	2,000 hours of coaching mentoring, or technical assistance supervised and/or work experience	Required at Renewal

Guide: A point is equivalent to one semester hour of college credit.

*A Professional Educator License with Early Childhood Endorsement or ECE Credential Level 5 meets these requirements.

**The ECE Credential Level 4 meets these requirements.



Illinois Professional Development System
Revised 10/2/2016

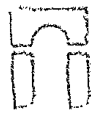
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GATEWAYS TO OPPORTUNITY®

Illinois Professional Development System

Professional Development Advisory Council (PDAC)

RECOMMENDATION FOR APPROVAL

DATE: September 8, 2016

Attachment 7

COMMITTEE MAKING RECOMMENDATION: Gateways Technical Assistance Credential Committee

This framework was approved for purposes of the pilot by QC on February 5, 2015.

RECOMMENDATION: The committee is recommending the approval of the attached Gateways Technical Assistance Credential Framework—Part 2. Specific changes to the Education and Training in ECE/School-Age coaching, mentoring or technical assistance column and Professional Contributions in ECE/School-Age column as follows:

Technical Assistance Credential Content Area Requirements

TA Level 4 – Remain a minimum of 1 point in 4 of the 7 TA content areas with one point required in Reflective Practice.

TA Level 5 – Decrease to a minimum of 1 point (previously of 1.5) in all 7 TA content areas.

TA Level 6 – Remain a minimum of 1.5 points in all 7 TA content areas.

ALL LEVELS: Remove professional contributions from initial credential attainment—required upon renewal.

RATIONALE:

Technical Assistance Credential Content Area Requirements

TA Level 5: Thorough testing of each level and survey data indicated that requiring 1 point (instead of 1.5) in all 7 TA Credential Content Areas allows for Bachelor or Graduate degree professionals to document proficiency in all 7 TA Content Areas. Graduate TA Level 6 maintains 1.5 points in all 7 TA Content Areas to document advanced knowledge specific to coaching, mentoring or technical assistance.

ALL LEVELS: Remove professional contributions from initial credential attainment—required upon renewal to maintain consistency between other Gateways Credentials.

DISPOSITION: PDAC Ad-Hoc Technical Assistance Credential Committee

Approved: ☒

Date: 9/8/16

Disapproved:

Date:

PDAC Qualifications and Credentials Committee

Approved: ☒

Date: 9/15/16

Disapproved:

Date:

DISPOSITION: PDAC Steering Committee

Approved:

Date:

Disapproved:

Date:

DISPOSITION: PDAC

Approved:

Date:

Disapproved:

Date:

DISPOSITION: IDHS, Bureau of Child Care and Development

Approved:

Date:

Disapproved:

Date:





GATEWAYS TO OPPORTUNITY®

Illinois Professional Development System

Professional Development Advisory Council (PDAC)

RECOMMENDATION FOR APPROVAL

DATE: September 8, 2016

Attachment 8

COMMITTEE MAKING RECOMMENDATION: Gateways Technical Assistance Credential Committee

RECOMMENDATION: The committee is recommending the approval of the attached Gateways Technical Assistance Credential Content Areas. The TA Content Area of Professional Skills was expanded to include Leadership and will be renamed to Leadership and Professional Skills.

RATIONALE: Strong leadership skills are important when providing support as a coach, mentor, or technical assistance professional to other early childhood/school-age professionals. The Institute of Medicine Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation states "most coaches/mentors of early childhood educators have education credentials and extensive work experience in an early childhood care and education setting" (page 406). "The knowledge and skill of coaches are of critical importance. Coaches must have knowledge of instructional and other practices to foster development and learning, as well as knowledge and competencies in effective coaching" (page 398 & 532). The expansion and integration of leadership skillsets in the Technical Assistance Credential will provide alignment with existing teacher leader and teacher leader effectiveness work advancing in Illinois.

DISPOSITION:

PDAC Ad-Hoc Technical Assistance Credential Committee

Approved: X

Date: 9/8/16

Disapproved:

Date:

PDAC Qualifications and Credentials Committee

Approved: X

Date: 9/15/16

Disapproved:

Date:

DISPOSITION:

PDAC Steering Committee

Approved:

Date:

Disapproved:

Date:

DISPOSITION:

PDAC

Approved:

Date:

Disapproved:

Date:

DISPOSITION:

IDHS, Bureau of Child Care and Development

Approved:

Date:

Disapproved:

Date:





Technical Assistance Credential Content Areas

Leadership & Professional Skills

All professional development, including leadership, education, training, and technical assistance should use evidence-based best practices and be structured to promote linkages between research, theory and practice. A technical assistance provider acts as a learner as well as a leader and mentor, continually improving knowledge, skills and dispositions of the early childhood profession.

- Model dispositions and skills of leadership, including the ability to recognize others' strengths with the goal of building the capabilities of people and capacities of organizations
 - *(Note: Added this dot point)*
 - Mobilize and inspire action towards the goal of excellence in early childhood leadership
 - *(Note: Added this dot point)*
 - Hold and encourage high expectation for quality improvement and increasing professionalism of programs and staff
 - *(Note: Edited to shift capacity to above leadership, and to focus on the priority of professionalism. Previously written: Hold and encourage high expectation for quality improvement and capacity building of programs and staff)*
 - Pursue ongoing professional development opportunities in early care and education to fine tune and refine research-based practices and techniques
 - Model leadership, professionalism, responsibility in organization, time-management, and planning
 - Provide leadership to promote the growth and development of beginning teachers
 - Facilitate various modes of service delivery including face-to-face meeting, on-site observation and feedback, technology-based communication, and hybrid methods of coaching, mentoring, and professional development
-
- Provide leadership to create linkages to state quality improvement systems and efforts and resources for professional development
 - Understand coaching methods, including modeling and providing opportunities for teachers and home-based child care providers to intentionally practice new strategies
 - Respect the unique history, philosophy, mission and culture of early childhood programs (previously in Collaborative Relationships)
 - Demonstrate commitment to evidence-based practices in consultation and technical assistance, including knowledge of high-quality, research-based best practices in early care and education that promote optimal achievement and development for all children

Adult Learning

Adult learning theory recognizes the unique strengths and assets of learners within the specific context of their professional knowledge and experience, including the ability to apply life and professional knowledge, to identify and solve problems, and to use self-identified goals as a motivation for positive growth and change. A technical assistance provider fosters a safe collaborative environment by respecting each professional's unique learning style, encouraging active participation, and ensuring shared responsibility for planning and accountability.

- Acknowledge and build on each learner's strengths, knowledge, and experiences

- Show sensitivity and responsiveness to the unique characteristics of each professional, including cultural, linguistic, ability, and community and life experiences
- Engage and involve the learner through adult learning techniques, such as guided self-reflection and application of new learning to professional practice or personal dispositions
- Use a variety of techniques that promote self-directed learning including active communication, case-study, role-play, observation and shared reflection
- Invite learners to reflect on learning by asking guiding questions that invite mutual dialog and ongoing insight regarding the early childhood profession, children and families, and high-quality practices

Collaborative Relationships

A collaborative relational framework guides effective quality improvement efforts through shared decision making and iterative (on-going) planning to review practices, set priorities, define goals and objectives, evaluate progress, and document success. Technical assistance providers nurture successful collaboration by establishing credibility and trust, building on core knowledge and capabilities, and ensuring a professional relationship.

- Recognize and build on strengths, assets, capabilities and capacities of people and programs
- Develop respectful and responsive relationships through positive interpersonal skills
- Use shared decision making and mutual agreement to facilitate quality improvement plans
- Ensure awareness, sensitivity and responsiveness to cultural competencies of people and organizations, and understand their relevance to effective partnerships
- Maintain integrity and ethical conduct and protect confidentiality in communication and record keeping
- Build professional relationships by clarifying roles, respecting boundaries, and setting clear expectations
- Foster collaborative partnerships by clarifying needed goals and modeling effective and positive professional interactions
 - *(Note: Edited to shift “lead and inspire” to leadership. Previously written: Lead and inspire effective partnerships by clarifying vision and modeling positive interactions)*

Reflective Practice

Reflective practice in early care and education is a dynamic and ongoing process of reciprocal thought and evaluation that energizes dialog and informs meaningful action. The continuing cycle of learning is characterized by self-awareness and mutual empathy that includes observation, reflection, response, and evaluation to set goals for improved practice. A technical assistance provider facilitates reflective practice by engaging the perceptions and feedback of others to enrich decision making about professional practices.

- Observe actions, feelings, and experiences of individuals and groups with objectivity (without bias or judgment), respecting differences in knowledge, understanding, and skill
- Solve ethical dilemmas through an exchange of ideas and perspectives that increase mutual understanding
- Guide decision making, practice, and action through discussion and raising questions with the goal of adding to existing knowledge and fostering deeper understanding
- Reflect on one’s own work and engage in critical exploration of one’s practices, prejudices, values, and behaviors to gain insight into one’s values, knowledge, skills, and dispositions

- Use critical thinking skills by gathering data, analyzing, applying standards, and using logical reasoning and insight to apply knowledge to practice
- Promote mutuality and understanding of self and others through competence building, objectivity, adaptability, caring, and honesty (Hanft et al., 2004)
- Ensure flexible perspective taking by understanding practices from another viewpoint and frame of reference (e.g., how staff and teachers perceive or view a program)

Communication

Effective communication in technical assistance provides the basis for genuine care, respect, collaboration, and shared purpose. The technical assistance provider develops competency in effective communication through speaking, listening, writing, and leadership skills.

- Build a repertoire of positive communication strategies and skills that include effective discussion, problem solving, and mediation techniques through multiple mediums (e.g., telephone and e-mail, on-site visits, meetings, tele-conference, and various training approaches)
- Activate authentic listening skills (e.g., attending, acknowledging, and associating), responding (e.g., probing, summarizing, sharing feedback and support), and using information received to move towards problem solving and planning
- Provide verbal and non-verbal cues (e.g., focused attention, matched pace and affect) and feedback to validate, affirm, and encourage authentic conversation and engagement
- Develop effective writing skills for professional communication (e.g., e-mail, letter, training materials)
- Engage in critical thinking (e.g., identify needs, gather information, evaluate evidence in light of professional standards, weigh options, choose plans of action)
- Use positive conflict management and mediation skills to build on common goals, and respect unique experiences of program to solve problems and support growth

Assessment and Planning

Successful assessment and planning for quality improvement relies on clearly defined goals to gather and analyze data for the purpose of positive change. Technical assistance providers collaborate with professionals to evaluate practice, establish goals and priorities, and set action steps that lead to specific and meaningful outcomes.

- Use observation strategies and tools that are based on quality standards of the profession to gather information and define strengths and needs
- Gather and analyze data, and support others' ability to reflect on and analyze the data
- Use formal and informal assessment data to inform goal setting and collaborative planning related to individual, group, and program needs
- Use data to develop quality improvement plan (e.g., establish purpose and goals, determine areas for improvement, set priorities and action steps, and summarize/review needs)
- Develop action steps that leads to measurable realistic and attainable goals including creation of resources and tools
- Utilize standards and evidence-based practices to guide goal-setting and collaborative planning
- Establish follow-up plans with realistic time frame to keep goals on track and affirm progress
- Promote collaborative engagement for on-going evaluation of progress

-
- Provide guidance in making adjustments to action steps and goals

Change Process

Change processes are influenced by the assumptions, values, beliefs, and perceptions of people and programs that motivate or hinder positive change. Technical assistance providers work with professionals to gain needed insight and to plan strategies that will build the strengths, assets, and capabilities of an organization, and will increase needed skills, dispositions, and behaviors to achieve desired goals and outcomes.

- Knowledge of change process, including ability to document evidence of change
- Knowledge and ability to facilitate individual and organizational readiness for change and to collaborate with individuals and program staff to create that change
- Demonstrate responsiveness to individuals' and organizations' ongoing professional needs
- Understand that improvement is continuous and takes time; is incremental and should be celebrated along the way
- Embrace the complexity of change and the need for adaptability and flexibility in supporting others
 - *(Note: Added this dot point to support current priorities)*
- Develop strategic plans and processes that lead to ongoing quality improvement in programs
 - *(Note: Edited to shift "capacity" to leadership area. Previously written: Build capacity for growth and improvement of individuals and programs)*
- Provide evidence-based materials and resources that maximize practitioner access to professional research and best-practices
- Translate professional development, training, and resources into practice through *active reflection*, discussion, problem solving techniques, identifying and linking training to practice
- Motivate positive change through commitment to the profession, ability to present evidence of the impact of quality practice on positive outcomes for children and to use compelling and relevant dialog to advocate for best practices for children and families



GATEWAYS TO OPPORTUNITY®

Illinois Professional Development System

Professional Development Advisory Council (PDAC)

RECOMMENDATION FOR APPROVAL

DATE: October 13, 2016

Attachment 9

COMMITTEE MAKING RECOMMENDATION: Gateways Technical Assistance Credential Committee

RECOMMENDATION: The Technical Assistance Credential Committee is recommending the approval of the attached Gateways Technical Assistance Credential Framework. Specific changes to the **Work and Practical Experience in ECE/School-Age coaching, mentoring or technical assistance** column as follows:

Level 4 – Increase from 1,000 to 2,000 hours

Level 5 – Remain at 2,000 hours

Level 6 – Decrease from 3,000 to 2,000 hours

RATIONALE:

Consistency in the amount of required Work and Practical Experience in ECE/School-Age Coaching, Mentoring or technical assistance across all levels is recommended. The committee believes that a consistent baseline (2,000 hours) of work and practical experience is the threshold that demonstrates needed coaching/mentoring/technical assistance experience. Higher levels of credential attainment are evidenced through increases in educational attainment and amount of specific coursework targeted to coaching/mentoring.

DISPOSITION: PDAC Ad-Hoc Technical Assistance Credential Committee

Approved: X

Date: 10/6/2016

Disapproved:

Date:

PDAC Qualifications and Credentials Committee

Approved: X

Date: 10/13/2016

Disapproved:

Date:

DISPOSITION: PDAC Steering Committee

Approved:

Date:

Disapproved:

Date:

DISPOSITION: PDAC

Approved:

Date:

Disapproved:

Date:

DISPOSITION: IDHS, Bureau of Child Care and Development

Approved:

Date:

Disapproved:

Date:





GATEWAYS TO OPPORTUNITY®

Illinois Professional Development System

Professional Development Advisory Council (PDAC)

RECOMMENDATION FOR APPROVAL

DATE: September 14, 2016

Attachment 10

COMMITTEE MAKING RECOMMENDATION: Gateways School-Age & Youth Development Credential Committee

RECOMMENDATION: The current Illinois State Board of Education (ISBE) Professional Educator License with an endorsement in Elementary Education meets the requirements of the Gateways to Opportunity School-Age and Youth Development (SAYD) Credential Level 5 General Education Requirements, Content Area Specific Education and Work and Practical Experience.

RATIONALE: Further evaluation of pilot and post-pilot SAYD Credential applicants, with a valid Professional Educator License (PEL) with Elementary Education endorsement, met or exceeded the SAYD Credential Level 5 requirements. **100% of applicants with a valid PEL in Elementary Education were awarded the SAYD Level 5.** This is comparable to a Professional Educator License with an endorsement in Early Childhood Education for the ECE Credential Level 5.

DISPOSITION:

PDAC Ad-Hoc School-Age & Youth Development Credential Committee

Approved: X Date: 9/14/16

Disapproved: Date:

PDAC Qualifications and Credentials Committee

Approved: X Date: 9/15/16

Disapproved: Date:

DISPOSITION:

PDAC Steering Committee

Approved: Date:

Disapproved: Date:

DISPOSITION:

PDAC

Approved: Date:

Disapproved: Date:

DISPOSITION:

IDHS, Bureau of Child Care and Development

Approved: Date:

Disapproved: Date:



Gateways to Opportunity® School-Age & Youth Development Credential Framework

SAYD Levels (5 through 16 years)	Education Requirements	Education and Training in School-Age & Youth Development	Work and Practical Experience in School-Age & Youth Development	Professional Contributions in School-Age & Youth Development
Level 5	Bachelor's Degree A Professional Educator License with endorsement in Elementary Education meets these requirements	30 points in SAYD Content Areas (minimum of 1 point in each area) – Personal & Professional Development, Program & Agency Governance & Function, Advocacy & Policy, Human Growth & Development, Health, Safety, & Well-Being, Observation & Assessment, Curriculum or Program Design, Interactions, Relationships & Environments, Family & Community Relationships 9 points may come from credential approved training and 3 of those 9 points may come from APL	180 hours SAYD supervised experience AND/OR 1000 hours of SAYD work experience	Required at Renewal
Level 4	Associate's Degree 60+ semester hours with (9 semester hours of English, Social Science, and any Math or Science) (These 9 hours must be credit bearing and nondevelopmental 100 level +)	18 points in SAYD Content Areas (minimum of 1 point in each area) – Personal & Professional Development, Program & Agency Governance & Function, Advocacy & Policy, Human Growth & Development, Health, Safety, & Well-Being, Observation & Assessment, Curriculum or Program Design, Interactions, Relationships & Environments, Family & Community Relationships 6 points may come from credential approved training and 1 of those 6 points may come from APL	100 hours SAYD supervised experience AND/OR 500 hours of SAYD work experience	Required at Renewal
Level 3	High School Diploma or GED and 6 semester hours (in 2 areas - English, Social Science, any Math or Science) (These 6 hours must be credit bearing and nondevelopmental 100 level +) 1 additional point is required from General or Content Area specific education	9 points in SAYD Content Areas (minimum of 1 point in each area) – Human Growth & Development, Health, Safety, & Well-Being, Curriculum or Program Design, Interactions, Relationships & Environments, Family & Community Relationships 6 points may come from credential approved training and 1 of those 6 points may come from APL	10 hours SAYD supervised experience AND/OR 400 hours of SAYD work experience	Required at Renewal
Level 2	High School Diploma or GED	6 points* in SAYD Content Areas (must have a minimum of 1 point in Human Growth & Development and 1 point in Curriculum or Program Design) 3 points from SAYD coursework or training* and the SAYD Credential Level 1 *3 points may be from credential approved training, and 1 of those 3 points may come from assessment of prior learning (APL)	5 hours of SAYD observation AND/OR 200 hours of SAYD work experience	Required at Renewal
Level 1	Gateways School-Age & Youth Development Credential Level 1 is awarded through completion of 48 hour training.			

Guide: A point is equivalent to one semester hour of college credit.



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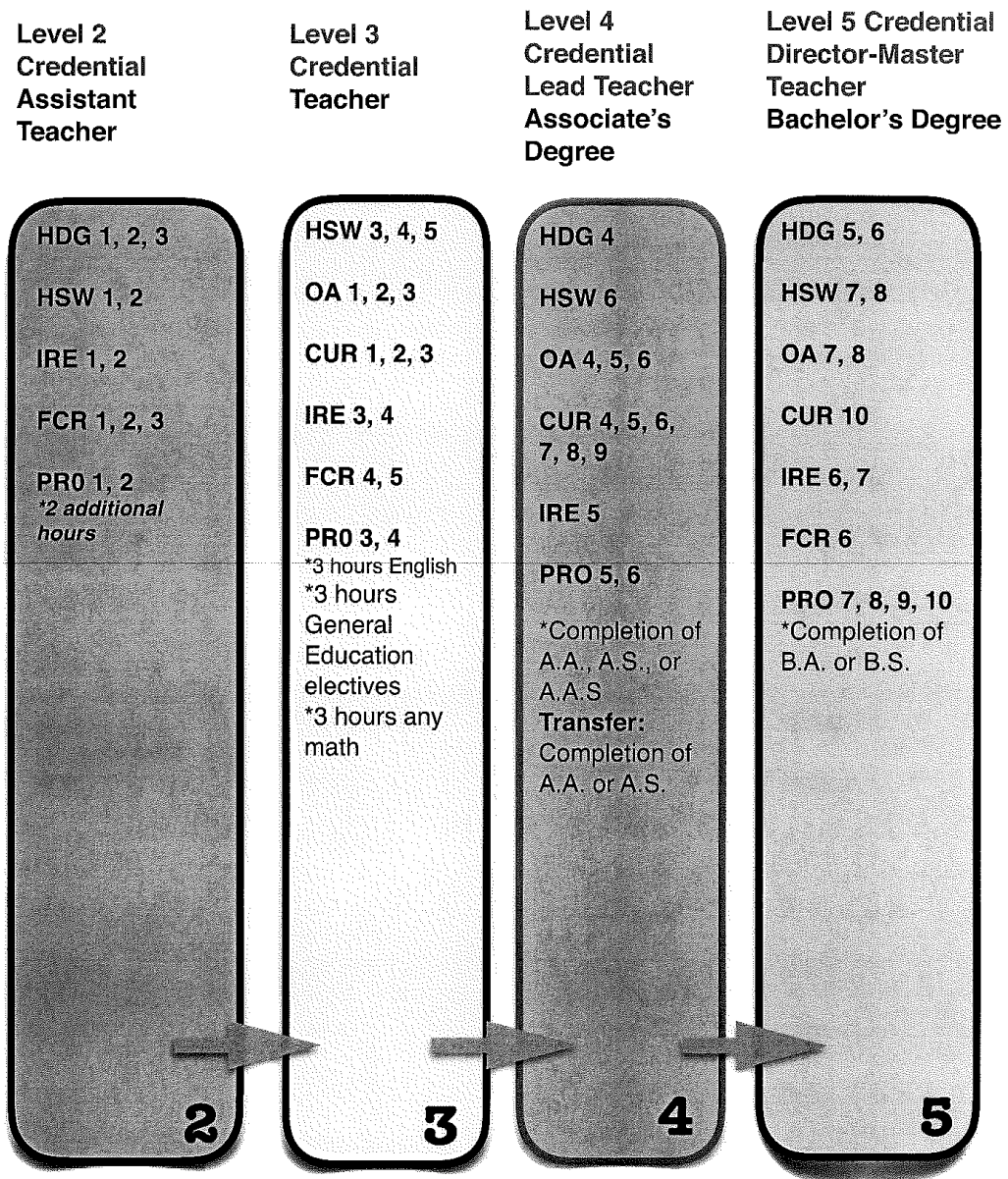
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PD56-007-1 INCOORRA

Illinois ECE Competency Pathway



Illinois ECE Lattice Pathway

Attachment 12

**Level 2
Credential
Assistant
Teacher**

**Level 3
Credential
Teacher**

**Level 4
Credential
Lead Teacher
Associate's
Degree**

**Level 5 Credential
Director-Master
Teacher
Bachelor's Degree**

*Child Growth and Development
*Health Safety and Nutrition for the Young Child
*Child, Family and Community
*3 additional hours supporting competencies in Interactions, Relationships, and Environments and Personal and Professional Development
*2 additional hours

2

*Observation and Assessment of the Young Child
*Curriculum
*3 hours English
*3 hours General Education electives
*3 hours any math

3

*Child Development Practicum
*3 additional hours ECE
*Completion of A.A., A.S., or A.A.S
Transfer:
Completion of A.A. or A.S.

4

*Additional required ECE coursework (minimum of 6 plus supervised experience)
*Completion of B.A. or B.S.

5

The successful Teacher Assistant... (Level II)	The competent Teacher Practitioner... (Level III)	The proficient Lead Teacher... (Level IV)	The influential Master Teacher... (Level V)
representations of the fields of early childhood general education, early childhood special education, and early intervention and how individual experiences and values influence perspective and practice within these fields. (2-4G3, 2-4G4, 2-4G5, 2-4G10, 5F27, 5G1, 5G3)	communication and collaboration skills when interacting with children, families, and colleagues and as a member of early childhood teams. (2-4D24, 2-4F1, 2-4F3, 2-4F21, 2-4G2, 2-4G18, 5F1, 5F6, 5F7, 5F21, 5F23, 5G17, 5G18, 5G23)	development as a practitioner and advocate. (2-4G1, 2-4G13, 5E8, 5F31, 5G12, 5G13)	communication skills with children, families, and colleagues that support culturally, linguistically, and ability diverse populations; program functioning; family and community collaboration; and healthy child development and learning. (2-4B9, 2-4B13, 2-4F32, 4F33, 2-4F34, 5C8, 5C20, 5E26, 5F2, 5F3, 5F10, 5F14, 5F15, 5F33, 5F34, 5G8)
			PPD9: Applies key legal, ethical, regulatory, and interpersonal skills reflective of professionalism and leadership within early childhood settings. (2-4F22, 2-4F28, 2-4G8, 2-4G22, 5D29, 5F22, 5F25, 5G5, 5G19)
			PPD7: Understands processes, procedures and identified roles within successful early childhood teams. (2-4C8, 2-4C19, 2-4D31, 2-4F17, 2-4F18, 2-4F19, 2-4F20, 2-4F24, 5A18, 5F9, 5F17, 5F18, 5F20, 5G26)



GATEWAYS TO OPPORTUNITY

Illinois Professional Development System

Professional Development Advisory Council (PDAC)

Attachment 14

RECOMMENDATION FOR APPROVAL

DATE: September 21, 2016

COMMITTEE MAKING RECOMMENDATION: Workforce Development and Pathways

RECOMMENDATION: The PDAC Workforce Development and Pathways Committee recommends to the Illinois Department of Children and Family Services (DCFS) that teachers in a DCFS licensed setting be a current member of the Gateways Registry and also have official current transcripts on file with INCCRRA by 2020.

RATIONALE: These changes would allow the Day Care Licensing Representative (DCLR) to have one depository in order to review any qualifications of a teacher working in the DCFS licensed settings.

DISPOSITION:

PDAC Workforce Development and Pathways Committee

Approved: x Date: 9.21.16

Disapproved: Date:

DISPOSITION:

PDAC Steering Committee

Approved: Date:

Disapproved: Date:

DISPOSITION:

PDAC

Approved: Date:

Disapproved: Date:

DISPOSITION:

IDHS, Bureau of Child Care and Development

Approved: Date:

Disapproved: Date:





Professional Development Advisory Council (PDAC)

Attachment 15

RECOMMENDATION FOR APPROVAL

DATE: July 19, 2016

COMMITTEE MAKING RECOMMENDATION: PDAC Governance

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

RATIONALE: Following review of the PDAC Operating Guidelines and Procedures document, revisions were made to update language and procedures. Included in this revision are: 1) language and procedure changes and 2) an update to the voting process. The Governance Committee proposed the one finger vote to read "Strongly disagree, if more than 20% of individuals vote one finger, the motion or recommendation returns to the originating committee for review and further discussion". The Governance committee recognizes the nuances in which discussions are captured by voting a five finger voting system, but also recognizes that it is counterproductive for one person to have excessive power in the decision making process.

DISPOSITION:

PDAC Governance

Approved: X

Date: 7.19.16

Disapproved:

Date:

DISPOSITION:

PDAC Steering Committee

Approved:

Date:

Disapproved:

Date:

