



**PDAC Qualifications and Credentials (QC) Committee Telenet**

**February 12, 2015**

**1:30 PM – 3:30 PM**

**Meeting Minutes**

**Attendees:**

Danyle Watkins	Jamie Nichols	Ryan Duffy	Tami O'Daniel
Debbie Jaye	Jenny Kemp	Sandra Cole	Tammy Notter
Debbie Merdinger	Marge Holland	Sharyl Robin	Teri Meisner
Diana Rosenbrock	Marsha Hawley	Stephanie Hellmer	Teri Talan
Diane Scruggs	Mehlia Owens	Sue Deason	Tiana Cody
Faith Arnold	Miranda Lin	Sue Jackson	Toni Williams
Gayle Mindes	Peggy North Jones	Susan Bowers	Tricia Desmond
			Wendy Mertes

**Review and Approval of Minutes - December 11, 2014**

- Gayle Mindes made a motion to approve the minutes.
- Tammy Notter seconded the motion.

**Technical Assistance (TA) Credential Content Areas-(Attachment A) – Sharyl Robin, co-chair**

- Developed TA Content Areas through combined work of TA committee members and hired TA Consultant, Marie Masterson.
  - Marie Masterson wrote the descriptors for the TA Content Areas.
- Seven additional content areas (specific to technical assistance have been added) to the seven core Gateways to Opportunity content areas.
- No revisions or objections.
- Recommendation for Approval of additional TA Content Areas approved.

**TA Framework-(Attachment B) – Sharyl Robin, co-chair**

- **Work and Practical Experience in Early Childhood/School-Age:**
  - Currently require 4,500 hours (at all levels) of Early Childhood/School-Age experience.
    - The TA committee wants individuals to have a minimum of three years of working in the field of early childhood and/or school-age.
    - Rationale being that it is important to have at least three years of experience working in the field in order to effectively coach or mentor another individual.
  - Suggestion to lower the number of Work and Practical Experience hours in Early Childhood/School-Age from 4,500 hours to 3,600 hours.
  - 4,500 hours may be too high and is more than three years of experience.
  - Three years of experience would equal approximately 3,600 hours.
    - Although the credential is not just focused on teaching experience, a component to evaluate is that teachers do not work the full 12 months in a year, therefore, three years will be a sufficient amount of experience.
  - Revision to TA Framework approved.

- Professional Contributions are included in the TA Framework to give us an opportunity to test them during the pilot – as there would be no other time to test to see if they are needed or not for this particular credential.
- If they are not needed and only necessary for renewals, can be removed after the pilot.
- **Question:** Professional Contributions are about renewal and advancement but when the official memo came out, it just said renewal, wouldn't it make sense that if I have a Level 4 TA Credential and I want to advance to a Level 5 that I have professional contributions?
  - **Answer:** It is only a renewal requirement at this time. There has not been discussion about Level Advancement and utilizing professional contributions in that way.
- No other revisions or objections.
- Recommendation for Approval of TA Framework approved.

**Family Child Care (FCC) Credential Committee Recommendation for Approval Credential Approved Training Points - (Attachment C),** Diana Rosenbrock, co-chair

- It will be tested during the pilot – not official at this time.
- It is important that there is alignment between the ExceleRate Illinois Licensed Family Child Care Bronze Circle Trainings and the Family Child Care Credential Content Areas.
  - The pilot will provide opportunities to test the training and its alignment with the Family Child Care Credential Content Areas.
  - A final stamp of approval will be made once the pilot is complete.
- Additional language will be added in the Recommendation for Approval that reflects what will be evaluated at the end of the pilot.
- Some trainings are still being developed and reflective and assessment components are being added similar to that of what is included in credential approved trainings.
- Recommendation approved with the following revision to the rationale:  
 “Specifically, the pilot will test whether or not the ExceleRate Illinois Licensed Family Child Care Bronze Circle Trainings meet elements similar to that of credential approved trainings and if they provide knowledge that aligns with the Family Child Care Content areas to award three trainings points in the Family Child Care Content Areas.”

**School-Age Credential and Youth Development Credential –** Tammy Notter, co-chair

- 108 School-Age and 57 Youth Development applications received.
- Met as a group on January 30<sup>th</sup> – School-Age applications met areas all over the state but would like more representation with the Youth Development Credential in the southern part of the state.
- Reviewed content areas.
- Reaching out to any individuals who would like to be involved in the pilot.
- Numbers are good for a pilot – over 100.
- School-Age Level 1 – would like to see an increase in the number of cohorts. Currently on fourth cohort.
- Utilize marketing strategies once the pilot is complete.
- Encourage participants to move to the next level.

**Family Specialist Credential –** Stephanie Hellmer, Program Specialist at INCCRRA

- Presented on January 16, 2015 in Chicago at the Chicago Commons and went extremely well.
  - 30 Family Workers and Directors and each of the family workers applied to be in the pilot.

- 134 current applicants.
- Pilot is moving forward.
- Next meeting is February 27, 2015 will start looking at coursework and content areas.

**Technical Assistance (TA) Credential – Sharyl Robin , co-chair**

- Next meeting will be a telenet held on March 4, 2015.
- Next steps:
  - Discussing Higher Education Institutions to pilot the TA Credential for the Entitled Route.
  - Discussing marketing strategies to get as much outreach as possible to practitioners in the field for the Direct Route.

**Family Child Care Credential – Diana Rosenbrock, co-chair**

- Last meeting was on January 10<sup>th</sup>, 2015: Reviewed trainings and coursework to see where there are matches and where they aren't with the FCC content areas.
- Reviewed Professional Contributions.
- 143 applications received.
- Next meeting in April 2015 to continue reviewing applications, course content areas, portfolio documents.
- Looking to get people credentialed soon.

**Review Draft of PDAC Strategic Plan Goals for QC Committee – Marsha Hawley and Teri Talan**

- Information developed at last Steering meeting with Marsha Hawley, Diana Rosenbrock, Diane Scruggs, Sharyl Robin, Lisa Downey and Sue Deason.
- **Question:** Are credentials linked to an increase in compensation?
  - **Answer:** Would be difficult to pull data on this.
- **Leaders and Partners:** Will be left blank for now but will need to be identified in future meetings.
  - Look at who is on the QC committee (and who is not on other committee's) that could give the time to be a leader.
- **Question:** Should we remove the last goal of true articulation pathways between two and four year higher education intuitions?
  - **Answer:** Keep it on but rephrase it so it doesn't create another committee. "Keep up efforts between monitoring true articulation pathways between two and four year higher education institutions."

**Announcements:**

- PDAC Webinar on February 20, 2015 from 10:00 AM – 12:00 PM

**Adjourn**

**Professional Development Advisory Council (PDAC)****RECOMMENDATION FOR APPROVAL****DATE:** January 21, 2015**COMMITTEE MAKING RECOMMENDATION:** Technical Assistance Credential Committee

**RECOMMENDATION:** The Technical Assistance Credential Committee recommends the approval of the Technical Assistance Credential Content Areas which provide the foundation of the core content for the Technical Assistance Credential under the Gateways to Opportunity system.

**RATIONALE:** The Technical Assistance Credential Content Areas include the seven required Gateways Content Areas, with the additional following Content Areas, which capture the knowledge required for technical assistance providers.

- Professional Skills
- Adult Learning
- Collaborative Relationships
- Reflective Practice
- Communication
- Assessment and Planning
- Change Process

These Content Areas have been developed by the committee as essential areas of Knowledge, Skills, and Dispositions needed by practitioners in the field of technical assistance. The Content Areas submitted for approval will provide the necessary foundation to further develop the Gateways to Opportunity Technical Assistance Credential, which will in turn result in meeting the increasing demand for qualified professionals in the field of technical assistance.

**DISPOSITION:****PDAC Technical Assistance Credential Committee****Approved:** X **Date:** January 21, 2015**Disapproved:** **Date:****DISPOSITION:****PDAC Qualifications and Credentials Committee****Approved:** X **Date:** February 12, 2015**Disapproved:** **Date:****DISPOSITION:****PDAC Steering Committee****Approved:** **Date:****Disapproved:** **Date:**

**Professional Development Advisory Council (PDAC)****RECOMMENDATION FOR APPROVAL**

**DATE:** February 5, 2015

**COMMITTEE MAKING RECOMMENDATION:** Technical Assistance Credential Committee

**RECOMMENDATION:** The Technical Assistance Credential Committee recommends approval of the Technical Assistance Credential Framework. This framework will be used as part of the entitled and direct route pilot process beginning spring 2015.

**RATIONALE:** The Technical Assistance Credential Framework is a quick reference guide to the requirements needed to obtain the Technical Assistance Credential.

**DISPOSITION:**

**PDAC Technical Assistance Credential Committee**

**Approved:** X **Date:** February 5, 2015

**Disapproved:** **Date:**

**DISPOSITION:**

**PDAC Qualifications and Credentials Committee**

**Approved:** X **Date:** February 12, 2015

**Disapproved:** **Date:**

**DISPOSITION:**

**PDAC Steering Committee**

**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  Maximum of 12 points from Credential approved training	21 points in the Gateways to Opportunity TA Content Areas	4,500 hours of Early Childhood/School-Age supervised and/or work experience	3,000 hours of coaching mentoring, or technical assistance supervised and/or work experience	Six Professional Contributions
Level 5	Bachelor's Degree	*24 points in the Gateways to Opportunity Content Areas  Maximum of 9 points from Credential approved training	15 points in the Gateways to Opportunity TA Content Areas	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	Four Professional Contributions
Level 4	Associate's Degree	**21 points in the Gateways to Opportunity Content Areas  Maximum of 6 points from Credential approved training	9 points in the Gateways to Opportunity TA Content Areas	4,500 hours of Early Childhood/School-Age supervised and/or work experience	1,000 hours of coaching mentoring, or technical assistance supervised and/or work experience	Two Professional Contributions

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.



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1226 Towanda Plaza | Bloomington, Illinois 61701 | Telephone: (866) 697-8278 | [www.ilgateways.com](http://www.ilgateways.com)

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