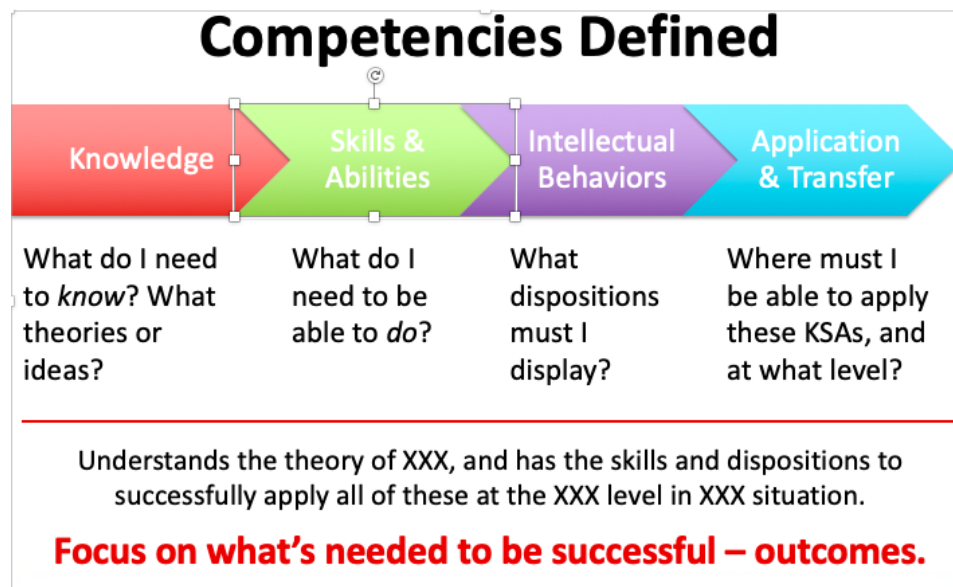


Guide to the Assessment System for the Illinois Gateways to Opportunity® Credential Competencies

The Benefits of Using Competencies

Competencies are well established as an effective tool in assessing practitioner development and learning and as a meaningful infrastructure for curricular and program design. The following graphic provides an overview of competency components.



Competencies allow for all forms of professional development—including training and college courses-- to have a common language. Competency-based education offers multiple entry and exit points for educators at different stages of learning and in different sectors of the early childhood field, creating increased accessibility for the early childhood workforce (which is more culturally, ethnically and linguistically diverse than the broader teaching population).

The following webinars provide both a national and state perspective on the utility of competencies in professional development systems.

[Webinar with Charla Long, Executive Director of the Competency-Based Education Network I](#)

[Webinar with Charla Long, Executive Director of the Competency-Based Education Network - 2nd](#)

[Why Competencies?](#)

History of Competency Development in Illinois

Gateways to Opportunity® Credentials provide underlying structure to support movement to competency-based education and learning in Illinois. The credentials were secured into Administrative Rule in 2009 and widely recognized by higher education and state agencies. The credentials are used for state system policy infrastructure and required by Illinois State Board of Education (IBHE) for licensure (effective 2019).

Illinois began its journey toward competency-based credentials when it received the Race to the Top Early Learning Challenge grant (RTT-EL) in 2016 which was administered by the Governor's Office of Early Childhood Development (GOECD). The focus of Illinois RTT-EL grant work included deepening and strengthening alignment of early childhood career pathways between and among institutions of Higher Education. A specific RTT-ELC focus designed to attain strong career pathways through institutions of higher education was the brainchild of the Governor's Office of Early Childhood Education, the Illinois Board of Higher Education (IBHE) and the Illinois Network of Child Care Resource and Referral Agencies (INCCRRA). This grant was awarded directly to institutions of higher education and required projects to work to improve teacher preparation, using the Gateways Credentials as a foundation. Early Childhood Educator Preparation Program Innovation (EPPI) grantees surfaced need for Gateways Credentials to become competency-based.

For more information, please see the following YouTube video: [Where Did the ECE Competencies Come From?](#)

Credential Structure

The structure of the Gateways to Opportunity® Credentials includes a common core that is delineated by work with children (e.g. the ECE or School-Age and Youth Development credentials) or families (e.g. the Family Specialist Credential). The ECE Competencies encompass the age range of birth to age eight, while the School Age and Youth Competencies encompass the age range of 5 to 16.

From the core knowledge represented through the ECE and SAYD, practitioners have opportunities to earn credentials reflective of areas of specialization. Areas of specialization that build off both the ECE and SAYD credentials include:

- The Illinois Director Credential: Designed for professional administrators of ECE and school-age programs. It requires specific levels of training, education, experience teaching in an ECE or school-age program, and experience as a director or assistant director in an ECE or school-age program.
- The Technical Assistance Credential: Designed for professionals working in a variety of roles that relate to relationship-based professional development (for example: Coach, Mentor, Quality Specialists, Professional Development Advisors, etc.)
- The Family Child Care Credential: Designed for professionals working as family child care providers for children ages birth through 12 years.

Credentials that build exclusively off the ECE credential include:

- The Infant Toddler Credential: Designed for early care and education professionals who have specific training, education, and experience working with children birth to age 3. In order to earn an ITC, you also need to meet the requirements for and obtain a Gateways ECE Credential.


The Illinois Gateways Credentials are comprised of competencies that reflect the knowledge, skills, dispositions, and application and transfer all practitioners need to support the development and learning within high-quality settings serving young children, youth, and families.

Each of the Illinois Gateways to Opportunity Credentials are a part of a framework that reflects education requirements, competency requirements, and practical experiences required to support practitioner development at various levels. <https://www.ilgateways.com/docman-docs/credentials/ece/24-ece-framework/file>

Gateways to Opportunity® Early Childhood Educator (ECE) Credential Framework			
	EDUCATION REQUIREMENTS	COLLEGE EDUCATION & TRAINING REQUIRED COMPETENCIES IN EARLY CARE AND EDUCATION	WORK & PRACTICAL EXPERIENCE IN EARLY CARE & EDUCATION
LEVEL 6	Graduate Degree	Must meet ECE Credential Level 5 requirements plus: Mastery in at least 3 of the 7 ECE Level 6 Skill Areas and Six professional contributions demonstrating competency in three different areas within the last five years	6,000 hours of documented ECE related experience
LEVEL 5	Bachelor's Degree	Must meet all previous level competencies plus: ECE Human Growth and Development (HGD5, HDG6) ECE Health, Safety, and Well-Being (HSW7, HSW8) ECE Observation and Assessment (OA7, OA8) ECE Curriculum or Program Design (CPD10) ECE Interactions, Relationships, and Environments (IRE6, IRE7) ECE Family and Community Relationships (FCR7) ECE Personal and Professional Development (PPD7, PPD8, PPD9, PPD10)	Minimum of 200 hours of ECE supervised experience or 1,200 total hours of documented ECE work experience
A Professional Educator License with endorsement in Early Childhood Education meets these requirements			
LEVEL 4	Associate's Degree or 60+ semester hours (including the 9 semester hours listed at level 3)	Must meet all previous level competencies plus: ECE Human Growth and Development (HGD4) ECE Health, Safety, and Well-Being (HSW6) ECE Observation and Assessment (OA4, OA5, OA6) ECE Curriculum or Program Design (CPD4, CPD5, CPD6, CPD7, CPD8, CPD9) ECE Interactions, Relationships, and Environments (IRE5) ECE Personal and Professional Development (PPD5, PPD6)	100 total hours of ECE supervised experience or 600 total hours of documented ECE work experience
LEVEL 3	Three semester hours in each: Any Math, English, and General Education electives (Psychology, Sociology, Science, etc.) (These 9 hours must be credit bearing and nondevelopmental 100 level +)	Must meet all previous level competencies plus: ECE Health, Safety, and Well-Being (HSW3, HSW4, HSW5) ECE Observation and Assessment (OA1, OA2, OA3) ECE Curriculum or Program Design (CPD1, CPD2, CPD3) ECE Interactions, Relationships, and Environments (IRE3, IRE4) ECE Family and Community Relationships (FCR4, FCR5, FCR6) ECE Personal and Professional Development (PPD3, PPD4)	10 hours of ECE supervised experience or 400 total hours of documented ECE work experience
LEVEL 2	High School Diploma or GED	ECE Human Growth and Development (HGD1, HGD2, HGD3) ECE Health, Safety, and Well-Being (HSW1, HSW2) ECE Interactions, Relationships, and Environments (IRE1, IRE2) ECE Family and Community Relationships (FCR1, FCR2, FCR3) ECE Personal and Professional Development (PPD1, PPD2)	10 hours of ECE observation or 200 hours of documented ECE work experience
LEVEL 1	Level 1 ECE Credential is awarded through completion of a 48 clock hour training available through local Child Care Resource & Referral Agencies statewide or 16 modules online and meets these ECE competencies HGD1, HSW1, IRE1, IRE2, and FCR1.		

The Child Development Associate Preschool (CDA) meets these ECE competencies: HSW1, HSW2, IRE1, IRE2, FCR1 and PPD1.

In addition to meeting required competencies through college coursework, up to 6 competencies (total) may be documented through credential approved training for Levels 2-4 and up to 11 competencies (total) may be documented through credential approved training for Levels 5 and 6.


GATEWAYS TO OPPORTUNITY®
 Illinois Professional Development System

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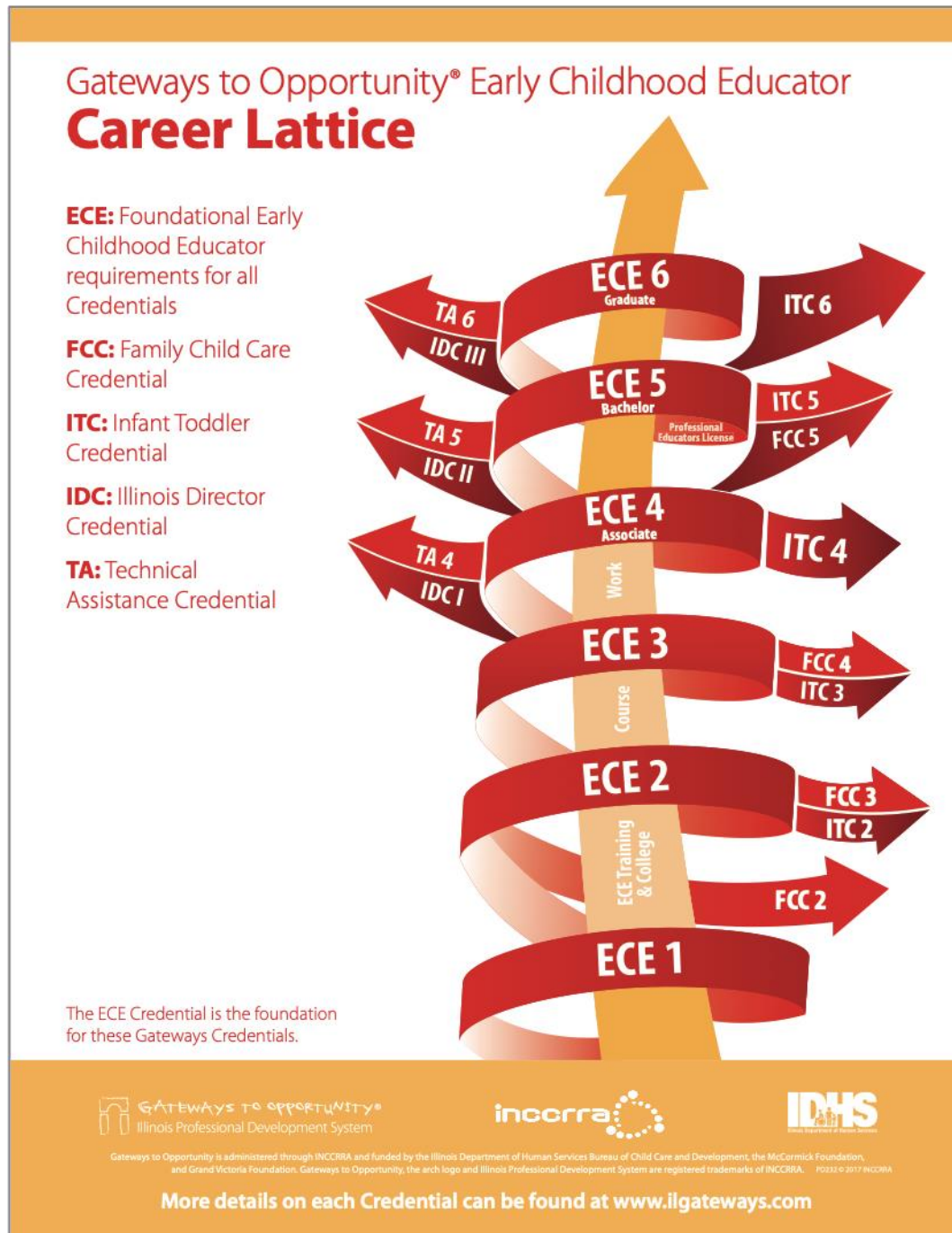
Administered through
incorra

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 Approved by PDAC - Pending IDHS Approval

Gateways to Opportunity is administered through INCORRA and funded by the Illinois Department of Human Services Bureau of Child Care and Development, the McCormick Foundation and Grand Victoria Foundation.

1 of 4

The clearly developed competency framework designed for each credential provides the foundation for career lattices tied to each core credential (ECE with specializations as a program director, technical assistant, family child care practitioner, or infant/toddler specialist; SAYD with specializations as a program director, technical assistant, or family child care practitioner; or a specialization in family services). Clearly defined pathways, with well outlined on and off-ramps, are essential components supportive of practitioner development. The following ECE Career Lattice provides an example of the progression of ECE levels and how the Family Child Care (FCC), Infant and Toddler Care (ITC), Illinois Director Credential (IDC), and Technical Assistance (TA) credential build off that core.



The Gateways to Opportunity career lattice (and the pathway) allows early childhood educators to apply knowledge and skills they have learned through experience with continuing education to create a personalized career path. This pathway offers ongoing guidance to educators to keep them on track in their schooling and help them make informed and beneficial coursework choices that lead directly to degrees and desired career advancement. The streamlined, flexible pathway meet the needs of early childhood educators who are non-traditional students, or adult learners, often working full-time. <https://www.ilgateways.com/professional-development/higher-education-programs/career-lattice>

From Competencies and Credentials to a Competency-Based Assessment System

Illinois is the first state to develop a statewide competency-based assessment system (CBAS) aligned to credentials. The CBAS is comprised of rubrics based on competencies and related assessments. In 2019, the Robert R. McCormick Foundation supported the work and input of faculty experts in each area of specialization (referred to as Faculty Fellows). These faculty were tasked with reviewing existing assessments and rubrics within the CBAS, expanding the repertoire of assessment rubrics, and further developing/refining data collection points both within and across the Illinois professional development system.

The following provides an overview of CBAS components. The appendices to this guidebook include relevant information for specific credentials, which resulted from the work of the Faculty Fellows (**please see Appendix C for a list of Faculty Fellows**).

Competency-Based Assessment Components

Both the rubrics and example assessments provide the common assessment foundation, reflecting standards of practice (competent, developing, etc.) across employment roles in Illinois. The following provides an overview of employment roles by credential:

Credential	Level 2	Level 3	Level 4	Level 5	Level 6
<i>ECE</i>	Assistant Teacher	Teacher	Lead Teacher	Master Teacher	Master Teacher
<i>School Age and Youth Development</i>	Assistant Teacher	Teacher	Lead Teacher	Master Teacher	n/a
<i>Family Child Care</i>	Novice Family Child Care Provider	Competent Family Child Care Provider	Proficient Family Child Care Provider	Influential Family Child Care Provider	n/a
<i>Family Specialist</i>	Family Support Worker	Novice Family Specialist	Proficient Family Specialist	Influential Family Specialist	n/a
<i>Infant/Toddler</i>	Infant/Toddler Assistant Teacher	Entry-Level Infant/Toddler Teacher	Infant/Toddler Teacher	Infant/Toddler Lead Teacher	Infant/Toddler Master Teacher

Technical Assistance	n/a	n/a	Novice Technical Assistance Practitioner	Competent Technical Assistance Practitioner	Master Technical Assistance Practitioner
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Credential			Level I	Level II	Level III
Illinois Director Credential	n/a	n/a	Novice Director	Competent Director	Master Director

For the ECE, SAYD, FCC, FSC, and ITC credentials, community colleges have the opportunity to be entitled at Levels 2, 3, and 4. Community colleges also have the opportunity to become entitled for the IDC at Level I and the TA credential at Level 4. **Please see Appendix A for underlying framework.**

As competencies are leveled (with attainment of foundational competencies needed prior to developing higher-level competencies) institutions entitled for the ECE, SAYD, FCC, FSC and ITC credentials at Level 3 are responsible for Level 2 and 3 competencies. Institutions entitled at Level 4 are responsible for Level 2, 3 and 4 competencies. The IDC can only be attained after securing the ECE Level 3, and for the TA credentials the SAYD Level 4 credential or higher.

For the ECE, SAYD, FCC, FSC, and ITC credentials, universities have the opportunity to be entitled at Level 5, and are responsible for Level 2, 3, 4, and 5 competencies. The Level 5 TA can build off the Level 5 in each of the noted credential areas (ECE and SAYD), and the Level II IDC can build off a ECE Level 4 or higher if you have a Bachelor's Degree. The Level 6 TA and ITC, as well as the Level III IDC credentials, are offered at the graduate-level.

Leveled competencies support the progressive attainment of credentials as well as increased opportunities for articulation. Specifically, when a community college is articulating competencies with a four-year institution, they are required to meet the Level 5 competencies within the articulating competency area.

For more information, please see the following YouTube video: [Stackable, Leveled Credentials](#)

Program Design

Developing educational programs using competency-based credentials allows for innovation and flexibility in design. Through the process of backward design and competency mapping, faculty can determine when a competency is truly introduced, when it is dug into, when the competency is assessed, and when evidence of proficiency is collected.

For more information, please see the following YouTube video: [Mapping Curriculum to Competencies](#)

Once your competency map is fully developed, questions such as how the map aligns with your plan of study can be explored as well as how your messaging (catalog, website, etc.) is reflective of the overall map. Competencies allow faculty to define how foundational knowledge and skills are developed and built upon within the context of the program sequence and how proficiency is determined.

An essential tool in the assessment of competencies is the Master Rubrics. Faculty at entitled institutions have flexibility in assessments utilized. **The assessments, however, need to be tied to and reflective of Master Rubrics. Please see Appendix A for sample assessments and rubrics tied to focused credentials.**

Master Rubrics

Master Rubrics are provided for each of the competencies included within the 7 Gateways Content Areas. Assessments can be designed based on using Master Rubrics in their entirety, or by using a unique compilation of rows from the Master Rubrics. While individual entitled institutions are not required to use the example assessments provided in the Gateways Toolbox, it is suggested to design assessments based on these established rubrics and to use those rubrics for summative assessment. The following information provides an overview of Master Rubric organization.

Master Rubric Organization

Each Master Rubric includes the targeted competency in the column to the far left. Columns from left to right denote varying levels of proficiency for each targeted competency.

Master Rubric Color-Coding Scheme

Master Rubrics are color-coded based on each competency's Credential Level. The following color-coded scheme applies to the ECE, ITC, SAYD, and FSC credentials:

- Level 2 = Yellow
- Level 3 = Green
- Level 4 = Orange
- Level 5 = Blue

The ITC is color-coded purple at Level 6.

Levels within the IDC are color-coded as follows:

- Level I: Beige
- Level II: Blue
- Level III: Purple

Levels within the TA credential are color-coded as follows:

- Level 4: Beige
- Level 5: Blue
- Level 6: Purple

Cross-Alignment of Competencies to State and National Standards

Each of the competencies are aligned to relevant state and national standards. This alignment means that the competencies are both reflective of broader standards and that the rubric infrastructure supports reporting to required organizations. All of the master rubrics for each competency provide a standards alignment to the Illinois Professional Teaching Standards (ISBE), the InTASC standards, and the NAEYC standards. This alignment allows institutions using Gateways assessments to also provide program evaluation data to accreditation and oversight agencies such as ISBE as required. Using these “data points” as an anchor to the program evaluation, provides the flexibility for multi-agency reporting requirements as well as inform the program as to how it is meeting standards from multiple agencies. For example, Table 1 below provides the standards alignment for the ECE level 2 assessment for FCR Family/Practitioner Interview Assessment (see Appendix A for full text of this assessment).

Table 1: Gateways Competencies Assessed	Competency Alignment Citation		
	NAEYC	IPTS	InTASC
ECE FCR1: Outlines the role and influence of families and communities on children’s development, learning, and the early childhood setting.	1c-LV1-1, 1c-LV1-2, 2a-LV1-1, 2a-LV1-2, 2a-LV1-3, 2a-LV1-5	1C, 1E, 8A	10l, 10m
ECE FCR2: Identifies culturally and linguistically responsive communication and collaboration strategies designed to engage families in their children’s care and education	2b-LV1-1, 2b-LV1-2, 2b-LV1-3	8B, 8D, 8E, 8H, 8I	10m, 10n
ECE FCR3: Identifies and models respect for families by using strengths-based, culturally responsive practices.	2a-LV1-4, 2b-LV1-4, 2b-LV1-5	8Q, 8R, 9I	10d, 10i

Table 1 indicates that ECE competency FCR1, used in the assessment, also incumbers the corresponding NAEYC, IPTS, & InTASC standards. An example of cumulative data, collected in a given time period, using this assessment example for FCR1, FCR2, and FCR3 is provided below in Table 2.

Table 2: Gateways Assessment Level 2: Family/Practitioner Interview Fall 2019 N=25					
Gateways Competency	Distinguished	Competent	Needs Improvement	Unsatisfactory	Unable to Assess
ECE FCR1: Outlines the role and influence of families and communities on children’s	4	16	5	0	

Table 2: Gateways Assessment Level 2: Family/Practitioner Interview Fall 2019 N=25					
Gateways Competency	Distinguished	Competent	Needs Improvement	Unsatisfactory	Unable to Assess
development, learning, and the early childhood setting.					
ECE FCR2: Identifies culturally and linguistically responsive communication and collaboration strategies designed to engage families in their children's care and education	2	20	2	3	
ECE FCR3: Identifies and models respect for families by using strengths-based, culturally responsive practices.	1	23	0	1	

As indicated above, that cumulative data using this provided alignment allows the evaluation data collected to also be used in reporting to agencies like NAEYC or ISBE. Table 3 below provides an example of a data chart using the same data but provided, in this example for NAEYC.

Table 3: NAEYC Program Assessment Family/Practitioner Interview Fall 2019 N=25					
NAEYC Competency	Distinguished	Competent	Needs Improvement	Unsatisfactory	Unable to Assess
1c-LV1-1 Identify family, social, cultural and community influences on children's learning and development	4	16	5	0	
1c-LV1-2 Identify how quality early childhood education influences children's lives	4	16	5	0	
2a-LV1-1 Identify diverse characteristics of families and communities and the many influences on families and communities	4	16	5	0	
2a-LV1-2 Identify	4	16	5	0	

Table 3: NAEYC Program Assessment Family/Practitioner Interview Fall 2019 N=25					
NAEYC Competency	Distinguished	Competent	Needs Improvement	Unsatisfactory	Unable to Assess
stages of parental development					
2a-LV1-3 Identify some of the ways that various socioeconomic conditions; family structures, relationships, stressors, adversity, and supports; home languages, cultural values and ethnicities create the context for young children's lives	4	16	5	0	
2a-LV1-4 Affirm the families' culture and language(s) (including dialects) and respect various structures of families and different beliefs about parenting	1	23	0	1	
2a-LV1-5 Understand that children can thrive across various family structures	4	16	5		
2b-LV1-1 Identify the importance of having respectful, reciprocal relationships with families	2	20	2	3	
2b-LV1-2 Recognize families as partners in their children's learning and development	2	20	2	3	
2b-LV1-3 Identify strategies for building reciprocal relationships and use those to learn with and from family members	2	20	2	3	
2b-LV1-4 Initiate and begin to sustain respectful relations with families and caregivers that take families' preferences, values and goals into account	1	23	0	1	
2b-LV1-5 They use a variety of communication and engagement skills with families and use (or can find resources) to communicate in families' preferred languages when possible.	1	23	0	1	

A full example of the assessment task, assessment rubric, and sample data tables is provided in Appendix A.

Assessing to Competencies

Competency-based assessment allows faculty to identify what students should know and be able to do and what this knowledge and skill looks like. Knowledge of what students know (or don't know) is clearly delineated for both faculty and practitioners, as are observable skills. As noted previously, competency-based assessment also provides information regarding what levels of performance look like and what competencies look like at different program/credential points.

For more information, please see the following YouTube video: [Assessing Performance with Competencies](#)

The work of the faculty fellows included reviewing and expanding existing example assessments. The following section outlines guiding principles in example assessment design.

Guiding Principles in Assessment Design

The Faculty Fellows aspired to several key guidelines in designing example assessments. To support applied assessment, careful attention was paid to embedding relevant technology options (**please see Appendix B for an overview of Technology Options**). Both the design strategies and embedded technology ensured assessments were reflective of Universal Design for Learning.

Creating Assessments Reflective of Universal Design for Learning

As noted, faculty design and review processes were aligned with principles of Universal Design for Learning. Assessments were specifically designed to be inclusive of and accessible to all students. Embedded technology insured that example assessment tasks were both engaging and supportive of multiple means of representation, allowing students to compose or communicate final products in a variety of modalities (e.g. print, oral presentation, multimedia). Through the process of aligning assessment components to competencies, assurance was provided that the depth and breadth of required cognitive demands and skills in the assessment were reflective of the depth and breadth of the cognitive demands and skill requirements in the listed competencies.

Opportunities for Innovative Practice

Competency-based assessment systems provide opportunity to create flexible, respectful pathways to credential attainment as they map necessary skills and qualifications for roles serving children, youth, and families across all levels.

Foundational competencies exist throughout the professional development system, inclusive of training and college coursework. Opportunities for innovation include creating learning opportunities that blend training, traditional course materials, and prior learning assessment.

Students can be placed into pathways based on their unique training/course/credential attainment history. This tailored approach, in turn, supports progression within the field and attainment of unique goals.

Assessments can also be designed based on curricular needs. Assessments can be developed from rubrics arranged by or across domains or based on level. For example:

- A Level 3 ECE Assessment might include all Level 2 and 3 Human Growth and Development competencies, or only include Level 3 competencies if a person has already attained competencies at Level 2.
- A Level 3 assessment might also be comprised of Human Growth and Development and Observation and Assessment competencies at both Level 2 and Level 3, resulting in a custom rubric that is developed across domains.
- Programs may also opt to include a combination of training and coursework that is tied to specific competencies, as well as embed opportunities for prior learning credit within the pathway.

Toolbox Components and Organization

The assessment toolbox includes the following:

- Assessment rubrics created from the Gateways Master Rubrics for that credential
- Example assessments

Toolbox organization is based on each credential's Gateways Content Areas, e.g., for the ECE credential:

- CPD: Curriculum or Program Design
- FCR: Family and Community Relationships
- HGD: Human Growth and Development
- HSW: Health, Safety and Well-Being
- IRE: Interactions, Relationships, and Environments
- OA: Observation and Assessment
- PPD: Personal and Professional Development

Example Assessments are included that address each credential's competency set. The Example Assessments provided correspond to each credential's Levels (**see table on page xx of this guide**). Faculty can select Example Assessments based on alignment between targeted competency and the highest leveled Assessment target. **Please see Appendix A for specific information related to each targeted credential.**

Appendix A: Specific Credential Information, inclusive of framework, competency map, rubrics, and example assessments

Appendix B: Overview of Technology Options

Appendix C: List of Faculty Fellows

Appendix A: Credential AREA: Early Childhood Credential (Level 2)

TOPIC: FCR Domain-Specific Assessment Example

Family/ Practitioner Interviews

I. Assessment Competency & Standards Alignment

Gateways Competencies Assessed	Competency Alignment by citation (<i>If Applicable</i>)		
	NAEYC	IPTS	Other
ECE FCR1: Outlines the role and influence of families and communities on children’s development, learning, and the early childhood setting.	1c-LV1-1, 1c-LV1-2, 2a-LV1-1, 2a-LV1-2, 2a-LV1-3, 2a-LV1-5	1C, 1E, 8A	10l, 10m
ECE FCR2: Identifies culturally and linguistically responsive communication and collaboration strategies designed to engage families in their children’s care and education	2b-LV1-1, 2b-LV1-2, 2b-LV1-3	8B, 8D, 8E, 8H, 8I	10m, 10n
ECE FCR3: Identifies and models respect for families by using strengths-based, culturally responsive practices.	2a-LV1-4, 2b-LV1-4, 2b-LV1-5	8Q, 8R, 9I	10d, 10i

II. Assessment Task Description/ Directions

In this assessment, you will interview the family member of a young child and an early childhood practitioner. The goal of these interviews is to gather information that will be useful in the development of a Family Engagement Plan. This assessment is designed to provide you with opportunities to demonstrate competencies in outlining how to support families through culturally and linguistically responsive communication and strengths-based collaboration strategies that engage families in assessment, curricular planning, and goal setting. This assessment consists of three parts outlined below.

Part 1: Articulate the Role of Families & Communities

Outline the role and influence of families and communities on children’s development, learning, and the early childhood setting. Additionally, explain the role of the early childhood professional in facilitating this impact. Include the roles of culture, language, family composition, disability, etc.

Part 2: Family Interview

Interview Preparation

- Select a family with a child between the ages of birth and eight. You must choose a family that has a different cultural and linguistic background than your own. The goal of the interview is to engage in a conversation for you to learn *from* the family, rather than simply *about* the family.
- Develop a plan for engaging the family in this conversation. Your plan should include how you will contact the family, gain their permission, your conversations starters, questions you plan to pose, and how you will record information from the conversation, etc.
- Provide a rationale for your selected conversation/ questioning strategy and actual choice of questions. Use the Post-Interview Reflection topics as a guide.
- Have the full plan (bullets 1-3 above, including selection of the family) approved by your course instructor before beginning
- Conduct your interview being mindful of your approved plan

Technology Option:
- video/audio record
for future use

Post-Interview Reflection

This can take a variety of formats including a written paper, discussion, or presentation, etc. This may vary based on student population and instructor preference.

Using your notes, recordings, reflections, etc., describe the family by including the following information:

- What do you see as this family's strengths?
- What did you learn about this family's culture?
- What did you learn about this family in terms of language and communication preferences?
- What did you learn about this family's goals, hopes and dreams for their child?
- How could the information you gained in this interview support your ability to facilitate the development and learning of this family's child?

Part 3: Practitioner Interview (early childhood teacher or director)

Interview Preparation

- Schedule an interview with a teacher, family support person, or director from a Head Start or early childhood program in your area
- Familiarize yourself with the suggested interview questions (see below). The focus of your interview is on identifying family engagement policies and practices within the early childhood program/classroom/school.

Suggested Interview Questions:

- What strategies do you use to communicate with families within your program/classroom/school?
- What areas of your program do you encourage family engagement and collaboration in?
- What specific procedures do you have in your program/school that help you gain information from families about their children? What information do you gather? How do you use this information within your program?
- What strategies do you use to engage families as team members?
- What do you feel are the biggest barriers in working with families? How do you work to overcome these barriers?

III. Assessment Rubric

ECE Family & Community Resources Level 2 Master Rubric			
Competency	Competent		Unable to Assess
	Checklist Criteria		
FCR1: Outlines the role and influence of families and communities on children's development, learning, and the early childhood setting NAEYC (Proposed): 1c-LV1-1, 1c-LV1-2, 2a-LV1-1, 2a-LV1-2, 2a-LV1-3, 2a-LV1-5 IPTS (2013): 1C, 1E, 8A InTASC (2018): 10l, 10m		ways communities influence children's development and learning and the early childhood setting	
		ways family structure influence children's development and learning and the early childhood setting	
		ways social backgrounds influence children's development and learning and the early childhood setting	
		ways cultural backgrounds influence children's development and learning and the early childhood setting	
		ways linguistic backgrounds influence children's development and learning and the early childhood setting	
		how early childhood practitioners, families, and communities can partner to support children's healthy development and learning	
Competency	Competent		Unable to Assess
	Checklist Criteria		
FCR2: Identifies culturally and linguistically responsive communication and collaboration strategies designed to engage families in their		written communication strategies that respect unique communication styles	
		written communication strategies that respect, home language	
		written communication strategies that respect family communication preferences	

children's care and education Possible Codes: N = names, P = provides example of NAEYC (Proposed): 2b-LV1-1, 2b-LV1-2, 2b-LV1-3 IPTS (2013): 8B, 8D, 8E, 8H, 8I InTASC (2018): 10m, 10n		verbal communication strategies that respect unique communication styles	
		verbal communication strategies that respect, home language	
		verbal communication strategies that respect family communication preferences	
		ways to encourage meaningful and sustained collaboration and connection with families designed to support engagement in their child's care and education	
Competency	Competent		Unable to Assess
	Checklist Criteria		
FCR3: Identifies and models respect for families by using strengths-based, culturally responsive practices Possible Codes: N = names, P = provides examples of, M = models NAEYC (Proposed): 2a-LV1-4, 2b-LV1-4, 2b-LV1-5 IPTS (2013): 8Q, 8R, 9I InTASC (2018): 10d, 10i		the importance of understanding family strengths in providing culturally responsive practice	
		the importance of understanding family expectations in providing culturally responsive practice	
		the importance of understanding family values in providing culturally responsive practice	
		the importance of understanding family child-rearing practices in providing culturally responsive practice	
		practices that are strength-based	
		practices that are respectful	
		practices that are culturally responsive	

Yellow = Level 2

IV. Data Collection & Analysis Tool

Table 1: Level 2 Family/Practitioner Interview Assessment Date Table Fall 2019 N=25								
Gateways Competency	NAEYC (draft)	IPTS (2013)	InTASC (2018)	Distinguished	Competent	Needs Improvement	Unsatisfactory	Unable to Assess

ECE FCR1: Outlines the role and influence of families and communities on children's development, learning, and the early childhood setting.	1c-LV1-1, 1c-LV1-2, 2a-LV1-1, 2a-LV1-2, 2a-LV1-3, 2a-LV1-5	1C, 1E, 8A	10l, 10m	4	16	5	0	
ECE FCR2: Identifies culturally and linguistically responsive communication and collaboration strategies designed to engage families in their children's care and education	2b-LV1-1, 2b-LV1-2, 2b-LV1-3	8B, 8D, 8E, 8H, 8I	10m, 10n	2	20	2	3	
ECE FCR3: Identifies and models respect for families by using strengths-based, culturally responsive practices.	2a-LV1-4, 2b-LV1-4, 2b-LV1-5	8Q, 8R, 9I	10d, 10i	1	23	0	1	

Sample Multi -Agency Data Collection Analysis

Table 1: Level 2 Family/Practitioner Interview Assessment Data Table Fall 2019 N=25								
Gateways Competency	NAEYC (draft)	IPTS (2013)	IntASC (2018)	Distinguished	Competent	Needs Improvement	Unsatisfactory	Unable to Assess
ECE FCR1: Outlines the role and influence of families and communities on children's development, learning, and the early childhood setting.	1c-LV1-1, 1c-LV1-2, 2a-LV1-1, 2a-LV1-2, 2a-LV1-3, 2a-LV1-5	1C, 1E, 8A	10l, 10m	4	16	5	0	
ECE FCR2: Identifies culturally and linguistically responsive communication and collaboration strategies designed to engage families in their children's care and education	2b-LV1-1, 2b-LV1-2, 2b-LV1-3	8B, 8D, 8E, 8H, 8I	10m, 10n	2	20	2	3	
ECE FCR3: Identifies and models respect for families by using strengths-based, culturally responsive practices.	2a-LV1-4, 2b-LV1-4, 2b-LV1-5	8Q, 8R, 9I	10d, 10i	1	23	0	1	

Table 2: Gateways Assessment Level 2: Family/Practitioner Interview Fall 2019 N=25					
Gateways Competency	Distinguished	Competent	Needs Improvement	Unsatisfactory	Unable to Assess
ECE FCR1: Outlines the role and influence of families and communities on children's development, learning, and the early childhood setting.	4	16	5	0	
ECE FCR2: Identifies culturally and linguistically responsive communication and collaboration strategies designed to engage families in their children's care and education	2	20	2	3	
ECE FCR3: Identifies and models respect for families by using strengths-based, culturally responsive practices.	1	23	0	1	

Table 3: NAEYC Program Assessment Family/Practitioner Interview Fall 2019 N=25					
NAEYC Competency	Distinguished	Competent	Needs Improvement	Unsatisfactory	Unable to Assess
1c-LV1-1 Identify family, social, cultural and community influences on children's learning and development	4	16	5	0	
1c-LV1-2 Identify how quality early childhood education influences children's lives	4	16	5	0	
2a-LV1-1 Identify diverse characteristics of families and communities and the many influences on families and communities	4	16	5	0	
2a-LV1-2 Identify stages of parental development	4	16	5	0	
2a-LV1-3 Identify some of the ways that various socioeconomic conditions; family structures, relationships, stressors, adversity, and supports; homelanguages, cultural values and ethnicities create the context for young children's lives	4	16	5	0	
2a-LV1-4 Affirm the families' culture and language(s) (including dialects) and respect various structures of families and different beliefs about parenting	1	23	0	1	
2a-LV1-5 Understand that children can thrive across various family structures	4	16	5		
2b-LV1-1 Identify the importance of having respectful, reciprocal relationships with families	2	20	2	3	
2b-LV1-2 Recognize families as partners in their children's learning and development	2	20	2	3	
2b-LV1-3 Identify strategies for building reciprocal relationships and use those to learn with and from family members	2	20	2	3	
2b-LV1-4 Initiate and begin to sustain respectful relations with families and caregivers that take families' preferences, values and goals into account	1	23	0	1	

2b-LV1-5 They use a variety of communication and engagement skills with families and use (or can find resources) to communicate in families' preferred languages when possible.	1	23	0	1	
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Table 4: Illinois State Board of Education (ISBE) Assessment Level 2: Family/Practitioner Interview Fall 2019 N=25					
Illinois Professional Teaching Standard (IPTS)	Distinguished	Competent	Needs Improvement	Unsatisfactory	Unable to Assess
1c) understands how teaching and student learning are influenced by development (physical, social and emotional, cognitive, linguistic), past experiences, talents, prior knowledge, economic circumstances and diversity within the community;	4	16	5	0	
1e) understands the impact of linguistic and cultural diversity on learning and communication;	4	16	5	0	
8a) understands schools as organizations within the larger community context;	4	16	5	0	
8b) understands the collaborative process and the skills necessary to initiate and carry out that process;	2	20	2	3	
8d) understands the benefits, barriers, and techniques involved in parent and family collaborations	2	20	2	3	
8e) understands school- and work-based learning environments and the need for collaboration with all organizations (e.g., businesses, community agencies, nonprofit organizations) to enhance student learning;	2	20	2	3	
8h) understands concerns of families of students with disabilities and knows appropriate strategies to collaborate with students and their families in addressing these concerns	2	20	2	3	
8i) understands the roles and the importance of including students with disabilities, as appropriate, and all team members in planning individualized education programs (i.e. IEP, IFSP, Section 504 plan) for students with disabilities.	2	20	2	3	
8q) establishes respectful and productive relationships with parents or guardians and seeks to develop cooperative partnerships to promote student learning and well-being;	1	23	0	1	
8r) uses conflict resolution skills to enhance the effectiveness of collaboration and teamwork	1	23	0	1	
9i) models professional behavior that reflects honesty, integrity, personal responsibility, confidentiality, altruism and respect;	1	23	0	1	

Table 4: InTASC Assessment Level 2: Family/Practitioner Interview Fall 2019 N=25					
InTASC Standard	Distinguished	Competent	Needs Improvement	Unsatisfactory	Unable to Assess
10d) The teacher works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.	1	23	0	1	
10i) The teacher seeks appropriate opportunities to model effective practice for colleagues, to lead professional learning activities, and to serve in other leadership	1	23	0	1	

roles.					
10l) The teacher understands schools as organizations within a historical, cultural, political, and social context and knows how to work with others across the system to support learners.	4	16	5	0	
10m) The teacher understands that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning.	4 2	16 20	5 2	0 3	
10n) The teacher knows how to work with other adults and has developed skills in collaborative interaction appropriate for both face-to-face and virtual contexts.	2	20	2	3	

Appendix B

Need to find more resources? Google or YouTube "How to use _____".

*All links below are "live" as of August 2019

(+) Indicates a FREE program/app/software

If any of the technology will be implemented in a course, please ensure that you are also following college/university protocols and procedures.

Presentation Options		
Adobe Spark (+)	Adobe Spark enables you to tell stories and share ideas quickly and beautifully. Use Page to create a story using text, images, and video. When you're done we'll present your story as a responsive web page that can be viewed in any web browser.	https://www.youtube.com/watch?v=n81j3evifyg (Glideshow): https://www.youtube.com/watch?v=Fz4T_dEJfAs
Padlet (+)	Padlet is a great place for gathering ideas, sharing them and modifying them later. It's like a living, breathing webpage. Users can add links, YouTube videos, files and images to Padlet notes. They can move and arrange them.	https://www.youtube.com/watch?v=UkBnwPgaljA
PowerPoint (+)	PowerPoint is a computer program that allows you to create and show slides to support a presentation. You can combine text, graphics and multi-media content to create professional presentations.	https://www.youtube.com/watch?v=MYgiFGT7INY
PowToon (+)	PowToon is Web-based animation software that allows you to quickly and easily create animated presentations with your students by manipulating pre-created objects, imported images, provided music and user created voice-overs.	https://www.youtube.com/watch?v=IEQiZQi-aGY
Prezi (+)	The main differentiation with Prezi is that, unlike PowerPoint, a Prezi presentation is NON LINEAR (a story presented to the audience with multiple paths from point A to point B). Instead of slides, Prezi gives you an unlimited canvas on which to layout your ideas.	https://www.youtube.com/watch?v=AlvWXa_uiZo
Sway (+)	Sway is a free app from Microsoft Office that helps gather, format, and share reports, newsletters, web pages, and presentations on an interactive, web-based canvas that looks great on almost any screen. Sway does all the formatting, themes, fonts, and more with its built-in design engine.	https://www.youtube.com/watch?v=mZFnrVwgOOM

Website Options		
Elementor (+)	A drag-and-drop page builder plugin for WordPress, which means a couple of things: ... You can use it to create any content layout or page layout you can imagine — regardless of what your current WordPress theme allows you to do. It works with all WordPress themes.	https://www.youtube.com/watch?v=xYrvjaSJH_M
Google Sites (+)	Google Sites is a structured wiki- and Web page-creation tool offered by Google. The goal of Google Sites is for anyone to be able to create simple web sites that support collaboration between different editors.	https://www.youtube.com/watch?v=w05NIgHNzWs
OneNote (+) (Class Notebook)	Designed to function as an electronic version of a paper notebook used to take notes and manage, organize, and share personal information. The OneNote Class Notebook is an app that helps you set up OneNote in your class. It is a notebook for teachers to share course materials with students. Teachers can add and edit its materials, but for students, the notebook is read-only.	https://www.youtube.com/watch?v= 2DYm1n9Nr4
Publisher (+)	A tool for graphic designers and non-designers to create visual communications such as brochures, business cards, greeting cards, web pages, posters, and more for professional or desktop printing (as well as for online or on-screen electronic publishing).	https://www.youtube.com/watch?v=Cqo0PVhBFYI
Weebly (+)	Weebly is a drag and drop website builder platform with responsive themes that you can build a professional website without any technical experience.	https://www.youtube.com/watch?v=Bm7hSqtV2J8
Wix (+)	Create your own stunning website with ease and speed. You can even manage through an online app.	https://www.youtube.com/watch?v=JTdK9q_iuE0
WordPress (+)	WordPress is a powerful semantic publishing platform, and it comes with a great set of features designed to make your experience as a publisher on the Internet as easy, pleasant, and appealing as possible.	https://www.youtube.com/watch?v=2cbvZf1jIJM

Collaboration Options		
Dropbox (+)	A cloud storage service, which means you can copy your files to the cloud and access them later, even if you're using a different device. Dropbox will not automatically copy all the files on your computer if you're on a personal plan, so you will have to pick and choose which you want to save.	https://www.youtube.com/watch?v=4Nan6Zt6bzw
GoogleDocs (+)	A very powerful real-time collaboration and document authoring tool. Multiple users can edit a document at the same time, while seeing each other's' changes instantaneously. Users can produce text documents, slide presentations, spreadsheets, drawings, and surveys.	https://www.youtube.com/watch?v=e771f9YYh4s
Hypothes.is (+)	Using annotation, we enable sentence-level note taking or critique on top of news, blogs, scientific articles, books, and terms of service, ballot initiatives, legislation and more.	https://www.youtube.com/watch?v=YzrcGVnWK4U

	Everything we build is guided by our principles . In particular that it be free , open, non-profit, neutral and lasting to name a few.	
Inspiration Maps (+) <i>limit 5 uses for free</i>	Encourages deeper, more critical thinking and that improves creativity, comprehension and retention. Write, take notes & plan. Use visual diagrams or written outlines to take notes and add details. Inspiration Maps turns static outlines into dynamic, rich writing structures.	https://www.youtube.com/watch?v=p383mosHxM
OneNote (+) (Class Notebook)	Designed to function as an electronic version of a paper notebook used to take notes and manage, organize, and share personal information. The OneNote Class Notebook is an app that helps you set up OneNote in your class. It is a notebook for teachers to share course materials with students. Teachers can add and edit its materials, but for students, the notebook is read-only.	https://www.youtube.com/watch?v=2DYm1n9Nr4
Padlet (+)	Padlet is a great place for gathering ideas, sharing them and modifying them later. It's like a living, breathing webpage. Users can add links, YouTube videos, files and images to Padlet notes. They can move and arrange them.	https://www.youtube.com/watch?v=UkBnwPqajIA
Trello (+)	A task management app that gives you a visual overview of what is being worked on and who is working on it. It used the Kanban system, which was developed in Toyota as a system to keep production levels high and maintain flexibility. It is best represented as a whiteboard filled with post-it notes.	https://www.youtube.com/watch?v=zzwovrD0vM4

Interactive Options		
Edmodo (+)	Edmodo is a free social learning platform that allows students/families to access the course content uploaded by their teachers.	https://www.youtube.com/watch?v=zzXt4PgZvd0&t=4s
FlipGrid (+)	A social learning platform that allows educators to ask a question, then the students respond in a video. Students are then able to respond to one another, creating a "web" of discussion.	https://www.youtube.com/watch?v=vJOoloQ7k5Q
Google Maps (+)	<i>Markers</i> are designed to be <i>interactive</i> within google maps.	https://www.youtube.com/watch?v=vnd2jxUImtE
Hyperlinked Document (+)	A hyperlink, or simply a link, is a reference to data that the reader can follow by clicking or tapping. A hyperlink points to a whole document or to a specific element within a document. Hypertext is text with hyperlinks.	https://www.youtube.com/watch?v=sUZRHQU5HM&t=11s (Word 2016) https://www.youtube.com/watch?v=nVStRjJknm4 (Excel) https://www.youtube.com/watch?v=CJMI1uFFeNA (PDF)
Inspiration Maps (+) <i>limit 5 uses for free</i>	Encourages deeper, more critical thinking and that improves creativity, comprehension and retention. Write, take notes & plan. Use visual diagrams or written outlines to take notes and add details. Inspiration Maps turns static outlines into dynamic, rich writing structures.	https://www.youtube.com/watch?v=p383mosHxM

OneNote (+) (Class Notebook)	<p>Designed to function as an electronic version of a paper notebook used to take notes and manage, organize, and share personal information.</p> <p>The OneNote Class Notebook is an app that helps you set up OneNote in your class. It is a notebook for teachers to share course materials with students. Teachers can add and edit its materials, but for students, the notebook is read-only.</p>	https://www.youtube.com/watch?v= 2DYm1n9Nr4
Piktochart (+)	Piktochart is easy to use, and it provides simple graphics tools which offer unlimited freedom to build or edit infographics. It offers plenty of themed templates that allows designers to create professional-grade infographics.	https://www.youtube.com/watch?v=Eq-85gzW3GI
PowerPoint (+)	PowerPoint is a computer program that allows you to create and show slides to support a presentation. You can combine text, graphics and multi-media content to create professional presentations.	https://www.youtube.com/watch?v=SrcTeoPc9BM
Prezi (+)	The main differentiation with Prezi is that, unlike PowerPoint, a Prezi presentation is non-linear (a story presented to the audience with multiple paths from point A to point B). Instead of slides, Prezi gives you an unlimited canvas on which to layout your ideas.	https://www.youtube.com/watch?v=AlvWXa_uizO
Sway (+)	Sway is a free app from Microsoft Office that helps gather, format, and share reports, newsletters, web pages, and presentations on an interactive, web-based canvas that looks great on almost any screen. Sway does all the formatting, themes, fonts, and more with its built-in design engine.	https://www.youtube.com/watch?v=mZFnRVwgOOM
ThingLink (+)	A free and user friendly digital tool that provides users with the ability to turn any image into an interactive graphic. Easily embed an interactive,	https://www.youtube.com/watch?v=iaZZfECX4pO

Video/Audio Record Options		
Adobe Spark (+)	Adobe Spark enables you to tell stories and share ideas quickly and beautifully. Use Video to create, well, a video. Add videos from your computer or iOS camera roll, overlay text, add your voice and background music, and we'll help turn your story into an amazing video to share with the world.	https://www.youtube.com/watch?v=n81j3evifyg (Glideshow): https://www.youtube.com/watch?v=Fz4T_dEJfAs
Animoto (+)	A free Web 2.0 tool, students can develop short digital videos that include music, photos, video clips, and text as well as share their creations electronically.	https://www.youtube.com/watch?v=E6A1PVeVf_U
Apple Clips	Use the <i>Clips</i> app to record a video, add photos and more, and then share it with your friends and social media. With the <i>Clips</i> app, you can record video and add animated captions to your video while	https://www.youtube.com/watch?v=c9SBAW2hngk

	recording. You can also combine multiple video <i>clips</i> and still photos.	
FlipGrid (+)	A social learning platform that allows educators to ask a question, then the students respond in a video. Students are then able to respond to one another, creating a “web” of discussion.	https://www.youtube.com/watch?v=vJOoloQ7k5Q
GoReact	Participants receive real-time feedback on live or asynchronous presentations.	https://www.youtube.com/watch?v=MDPOINFr2xY www.goreact.com
iPhone/Android Camera (+)	Enables you to record a meeting, a personal reflection, or other events.	Use your camera to do either audio or video. There are also “recording” apps that are free to download.
Pictures (+)	Enables you to document various events or artifacts.	Use your camera to take pictures: https://www.youtube.com/watch?v=liTDvHXfdQg
PowToon (+)	PowToon is Web-based animation software that allows you to quickly and easily create animated presentations with your students by manipulating pre-created objects, imported images, provided music and user created voice-overs.	https://www.youtube.com/watch?v=IEQiZQi-aGY
Vimeo (+)	A video sharing platform.	https://www.youtube.com/watch?v=MzFcpC_CUUA
YouTube (+)	A free to use service to find videos or upload videos in private, password protected, or unlisted formats.	www.youtube.com

Communication Options		
Adobe Spark (+)	Adobe Spark enables you to tell stories and share ideas quickly and beautifully. Use Post to create images optimized for social media; you provide images and text and we'll help with the design. We'll even help you create the right shape and size image for each social media platform.	https://www.youtube.com/watch?v=n81j3evifyg (Glideshow): https://www.youtube.com/watch?v=Fz4T_dEJfAs
Canva (+)	A tool loaded with enough easy-to-use features and functionality that anyone can create a variety of engaging content that gets shared.	https://www.youtube.com/watch?v=WL-WbHwsbs8
Constant Contact	An online marketing company offering email marketing, social media marketing, online survey, and event marketing.	https://www.youtube.com/watch?v=y4r3QdvB1Ec
Online forums (+)	An online discussion group.	Develop an online forum (yahoo groups, slack (https://slack.com) (i.e. collaborative working platforms)
Podcasts (+)	Episodes of a program available on the Internet. Podcasts are usually original audio or video recordings, but can also be recorded broadcasts of a television or radio program, a lecture, a performance, or other event.	See Audio/Video recommendations above Buzzsprout (www.buzzsprout.com)
Publisher (+)	A tool for graphic designers and non-designers to create visual communications such as brochures, business cards, greeting cards, web pages, posters,	https://www.youtube.com/watch?v=Cqo0PVhBFYI

	and more for professional or desktop printing (as well as for online or on-screen electronic publishing).	
Social Media (+)	Forms of electronic communication through which users create online communities to share information, ideas, personal messages, and other content.	Facebook, Instagram, Snapchat, Class Dojo, Remind, Twitter, etc.
Virtual Calendar (+)	Utilizing virtual calendars can be a great way to stay organized, stay on top of appointments, and keep track of meetings.	Examples: Google Calendar or Outlook Calendar, iCal
Virtual Meetings (+)	Real-time interactions that take place over the Internet using integrated audio and video, chat tools, and application sharing. They offer a way to engage students in fully interactive, online learning experiences such as lectures, discussions, and tutoring.	Zoom: https://www.youtube.com/watch?v=-ik5o6WptX0 Skype: https://www.youtube.com/watch?v=NRcb3uB3Jac Go To Meeting: https://www.youtube.com/watch?v=AsYgWAPiypE

Virtual Learning Environment (VLE) Options		
VLE	Professionals practice to master the complex interpersonal skills necessary to be effective in high-stakes professions.	https://www.siue.edu/virtual-practice-lab/ or https://www.mursion.com/ <ul style="list-style-type: none"> - ECE embedded scenarios - FCC embedded scenarios - FS embedded scenarios - IDC embedded scenarios - ITC embedded scenarios - TA embedded scenarios

Faculty Leads

Antonia Potenza	Roosevelt University
Kira Hamann	Illinois State University

Faculty Technology Lead

Anni Reinking	Southern Illinois University – Edwardsville
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Donna Walker	South Suburban College
Inna Dolzhenko	Chicago State University
Jamilah R. Jor'dan	Governor's Office of Early Childhood Development
Jennifer Kemp Berchtold	Erikson Institute
Jin-ah Kim	Roosevelt University
Julia Cotter	Heartland Community College
Kathleen Sheridan	University of Illinois at Chicago
Kathy Nikolai	Harper College
Kristen Walley	Rasmussen College
La Tia Collins	Prairie State College
Leslie Katch	National Louis University
Leslie Layman	City Colleges of Chicago
Linda O'Connell Knuth	Waubensee Community College
Luisiana Melendez	Erikson Institute
Marie Ann Donovan	DePaul University
Marilyn Toliver	John A. Logan College
Mary Muhs	Rasmussen College
Melissa Batchelor	Lewis and Clark Community College
Melissa Johnson	Highland Community College
Melissa Clucas Walter	Northern Illinois University
Pat Chamberlain	Erikson Institute
Patricia Steinhaus	Chicago State University
Rachel Adeodu	Northeastern Illinois University
Rebecca Pruitt	Lewis University
Sabrina Mendez	City Colleges of Chicago
Sham'ah Md- Yunus	Eastern Illinois University
Stacie Kirk	Southern Illinois University – Edwardsville
Tanginia Southall	Moraine Valley Community College



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