



GATEWAYS TO OPPORTUNITY

Illinois Professional Development System

Professional Development Advisory Council

Meeting

10:00AM – 3:00PM

April 28, 2017

Amanda Cardin	Elva Deluna	Lisa Downey
Barb Volpe	Jill Enchelmayer	Lou Anne Mills
Beth Berendsen	Joan Longtin	Marge Holland
Christy Allen	Joellyn Whitehead	Marsha Hawley
Cindy Berrey	Johnna Darragh Ernst	Rebecca Livengood
Cindy Mahr	Joni Scritchlow	Renee Detloff
Connie Shugart	Julie Lindstrom	Shauna Ejeh
Dawn Thomas	Karen McCarthy	Stephanie Bernoteit
Deb Widenhofer	Lauri Morrison Frichtl	Tammy Notter
Diana Rosenbrock	Linda Langosch	Teri Lamb

Welcome – Marsha Hawley and Deb Widenhofer, PDAC Co-Chairs

- Tammy Notter read the mission statement.
- Diana Rosenbrock read the vision statement.
- Dawn Thomas read the values statement.

Review and Approval of the Minutes – Marsha Hawley, PDAC Co-Chair (Attachment #1)

- January 20, 2017
 - Diana Rosenbrock moved to approve the minutes.
 - Cindy Berrey seconded the motion.
 - Minutes approved.

Agenda Updates – Deb Widenhofer

- Deb Widenhofer reviewed potential changes to PDAC meetings depending on state funding.
- Mileage reimbursement may, or may not, be provided depending on available funds.
 - PDAC members whose agencies provide funding for mileage could use those funds to attend meetings.
- Lunch will only be provided for meetings lasting 5 or more hours.
- Technology will be used to reduce meeting costs by holding more telenets or webinars.

Integration of Competencies – Deb Widenhofer

- Competencies – Stephanie Bernoteit
 - Nationally more than half of the students in college are working adults. Most institutions are thinking about how to better support these types of students.
 - Competencies offer the opportunity to recognize what students already know, are able to do, and to potentially award credit toward their next credential or degree.
 - The key notion around competency-based education is that it must be very clear regarding knowledge, the application of that knowledge and skill, and the dispositions.
 - No higher education institution in Illinois is doing a complete institution wide competency based effort.

- Charla Long of Go Long Consulting, our keynote speaker at the 2017 Gateways Higher Education Forum, was very complementary of the work of the Gateways competencies. Eighty entitled early childhood education programs in Illinois are on-board with moving to competencies. Support from licensing and regulatory bodies includes the Department of Human Services (DHS), the Illinois State Board of Education (ISBE), the Illinois Board of Higher Education (IBHE), and the Illinois Community College Board (ICCB).
- Illinois Community College Board/Illinois Board of Higher Education Partnerships – Stephanie Bernoteit
 - The Illinois Community College Board (ICCB) and the Illinois Board of Higher Education (IBHE) continue to partner with PDAC to engage faculty to move to competencies and align programs to the competencies. The work began last year with technical assistance offered to community colleges from Wendy Mertes and Diane Christianson.
 - This summer Antonia Potenza from Roosevelt University will offer technical assistance to four- year institutions.
- Gateways Credential Movement to Competencies – Johnna Darragh Ernst
 - Competencies with rubrics gives a greater capacity for assessment.
 - In regards to assessment of prior learning, competencies have given uniformity across systems to show that the practitioner is demonstrating skills and knowledge in the work environment.
 - Potential hope regarding assessment of prior learning through the unifying Gateways System of credentials and competencies is to make it less idiosyncratic. The hope is to move to a place and time where a practitioner could walk into any program and get the same answer when reviewing their prior learning information.
 - A toolbox located on the Gateways website www.ilgateways.com has been created and contains competency information, master rubrics, and assessments.
 - The Postsecondary Education Career Pathway was shared. (Attachment #2)
 - The document shows the stackability of the Gateways Credential levels, postsecondary competencies, higher education degrees associated with the level, and the potential employment role.
 - The document will be released by the Illinois Education Research Council later this year in a policy brief.
 - At the next PDAC meeting we hope to share statistics regarding the outmigration of students attending out of state higher education institutions.
- Timelines – Joni Scritchlow
 - The competency work originated with the ECE Credential and over the past 8 months have moved the competency work to other credentials including: the Infant Toddler Credential (ITC), Illinois Director Credential (IDC), Family Specialist Credential (FSC), Family Child Care Credential (FCC), Technical Assistance Credential (TA) and School Age and Youth Development (SAYD) all work should be completed by April 2017.
 - By January 1, 2018, all entitled community colleges will have submitted to INCCRRA how their coursework will align with the competencies and assessments.
 - By July 1, 2019, four-year institutions are required by ISBE’s Part 26 to be Gateways entitled.
 - INCCRRA’s internal review of the competencies and awarding of credentials will begin with FCC, FSC, TA, and SAYD, then move to ECE, ITC and IDC.

PDAC Structure – Deb Widenhofer

- Ad Hoc Credential Development Committees
 - Four Ad Hoc Committees were created to help develop the new credentials (School Age and Youth Development, Family Child Care, Family Specialist Credential and Technical Assistance).
 - The pilots have ended, but each credential has two- to three- years of credential processing and work under way before the committees' work is completed.
- Core Knowledge: Higher Education Teacher Preparation – PDAC Committee
 - PDAC use to have a Core Knowledge Committee, which created the Seven Core Content Areas. PDAC committees are structured to be flexible to meet current needs.
 - Current competency work has shown the need for more faculty to be involved in PDAC.
 - The Higher Education Learning and Professional Development (HELP) Committee is currently under Early Learning Council's (ELC) Quality Committee.
 - The HELP committee will become part of PDAC, with current co-chairs Stephanie Bernoteit and Cathy Main continuing to serve in their roles. The HELP committee will be invited to join PDAC and begin to meet in FY18.

New Gateways Website – Rebecca Livengood

- The new website is written in a more conversational style for easier understanding with interactive graphics.
- Surveys were used to inform the redesign of the website.
- Survey results showed the majority of people are searching for the Gateways Registry, Online Training, Training Calendar, and Credentials. These topics are now featured on the main page.
- The PDAC section has a member directory, orientation information, committee information, meeting minutes and agendas.

Voices from the Field – Stephanie Bernoteit

- Stephanie Bernoteit encouraged interested PDAC members to take the *Voices from the Field* book with them today.
- At the Gateways Higher Education Forum, Early Childhood Professional Preparation Initiative (EPPI) authors were video-taped giving overviews of their chapters from the *Voices from the Field* book.

Illinois Department of Human Services/ Child Care Development Fund Information Sharing and Discussion – Cindy Wall and Barb Payne

- Training Requirements
 - The federal government is now requiring that child care providers participating in the Child Care Assistance Program (CCAP) complete specific health, safety and child development trainings and have current CPR/First Aid certification.
 - In order to continue receiving CCAP payments, modules of the Gateways ECE Credential Level 1 Tier 1 (health and safety) must be completed by providers by September 30, 2017.
 - By September 30, 2018, Gateways ECE Credential Level 1 Tiers 2 and 3 (child development) must be completed.
- Credential Cross Walk
 - If a practitioner has the Gateways ECE Credential Level 1 they have met the training requirements.
 - If a practitioner has the ECE Level 3-6, Infant Toddler Credential Level 3-5, the Illinois Director Credential Level I-III, and/or the Family Child Care Credential Levels 2-5 they meet the requirements.

- If a practitioner has and ECE Level 2 or ITC Level 2 they will need the Tier 2 and 3 training of ECE Level 1 Credential.
- Children’s Cabinet
 - The ECE Workforce Group is headed by Cynthia Tate of the Governor’s Office of Early Childhood Development.
 - Areas of focus for the Department Human Services:
 - Getting licensed exempt providers trained for the ECE Level 1 Credential.
 - Improving the health and safety of all children.
 - Will crosswalk the idea of working with the City of Chicago regarding the CDA to see what training(s) they are providing that could align.
 - Looking at how Chicago Public Schools (CPS) is keeping track of trainings on a database to make sure that information gets into the Gateways Registry leading to a possible data exchange between CPS and INCCRRA.
- Will convene a work group to focus on messaging and communication. This will include how to best use social media, websites, and email blasts to get information to providers.
- An additional goal is to reduce the turnover rate of licensed exempt providers. Will use focus groups and surveys to see why practitioners leave the field, and what would incentivize them to stay.
- Directors Portal – Joellyn Whitehead
 - New report feature on the Gateways Registry section of the website: Completion of IDHS CCAP training requirements. Report will show by training tier each of the modules within that tier. The report will show the completion dates for the modules.
 - Approximately 5,000 modules are being completed online each week.
 - When a practitioner completes one of the online modules it automatically appears on their professional development record.
 - The Directors Portal has reports (at a program level) where a director can monitor the professional development of their staff.
 - Directors can use the staff education and credential report. This is a report that will list the staff education level and will tell you if staff have any current Gateways Credentials or if they have applied for a credential and the status of the credential.
- Training Information – Rebecca Livengood
 - Rebecca highlighted the i-learning site on the Gateways website, which can be used by practitioners for the CCAP training requirements.
 - Spanish online Level 1 module trainings will be available in May.
 - A large number of Level 1 trainings are taking place through the local CCR&Rs.

Statewide Updates in Relationship to PDAC

- Illinois Head Start Association – Lauri Morrison Frichtl
 - FY 17 federal budget ended today (April 28, 2017), now under a stop-gap budget.
 - Sequestration could be a part of the FY 18 budget.
 - Many immigrant families are concerned and scared regarding the changes to immigration policies. Many families are not seeking services and program attendance has dropped.
 - New Early Head Start Chapter Partnership grantees include YWCA Metro Chicago and Chicago Commons.
 - The National Academy of Sciences will hold a webinar on May 17, 2017, regarding the financing perspective of early learning.
 - Head Start is moving from compliance to a performance based monitoring system.

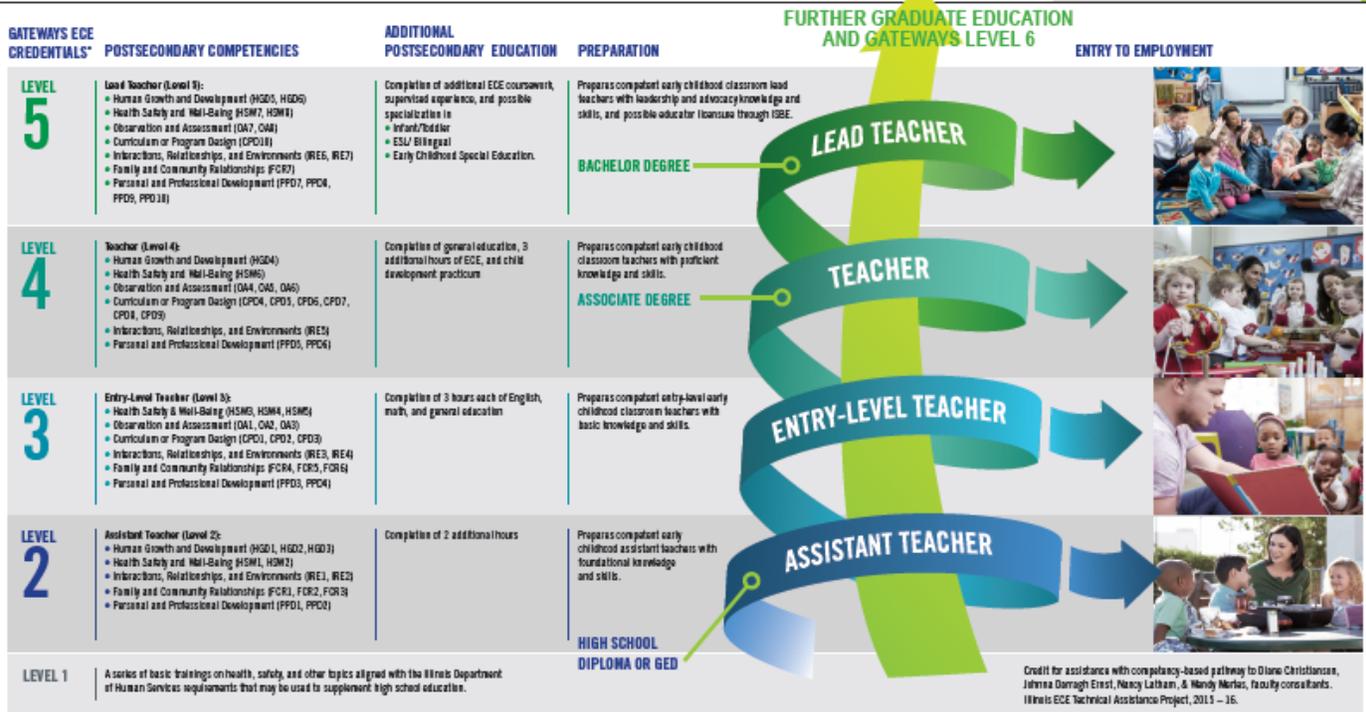
- DCFS Licensing Advisory Council – Joni Scritchlow
 - The recommendations from PDAC regarding the Illinois Department of Children and Family Services (IDCFS) increase the ECE Credential levels for early childhood teachers and assistant teachers, has been brought to the DCFS Advisory Board. The goal is to place the ECE Credential within licensing, but not include the specific levels. At a later time the levels could be included in the regulations.
- Illinois State Board of Education – Karen McCarthy
 - Cindy Zumwalt has retired with Lynn Burgett taking over many of Cindy’s duties while reporting to Marcy Johnson who is the Director of Teaching and Learning.
 - ISBE has created a revised Preschool For All (PFA) plan regarding request for proposals for FY 18 and FY 19.
 - FY 18 PFA, Prevention Initiative (PI), and PFA Expansion will be seen as continuation grants.
 - FY 19 will be full re-competition grants.
 - Grant information is available on the ISBE website for the following categories:
 - Early CHOICES
 - Star Net
 - Child Find
 - Preschool for All Professional Development Project
 - PFA monitoring
 - Pyramid Model Training using the Train the Trainers method will take place in late May and early June.
- Illinois Board of Higher Education – Stephanie Bernoteit
 - IBHE is working with INCCRRA to pilot a research project with the Gateways Registry to count college completion efforts regarding credentials.
 - The Illinois Articulation initiative’s early childhood panel has agreed that ESL coursework can begin at two- year institutions.

The Infant Toddler Cohort handout was reviewed (See Attachment #3). Cohorts were held this fall and spring with Roosevelt University and Truman College. Almost 50 City of Chicago Infant Toddler teachers participated in cohorts to improve their Infant Toddler Credential levels.

Adjourn



**ILLINOIS EARLY CHILDHOOD EDUCATOR
POSTSECONDARY EDUCATION AND CAREER PATHWAY**
Stephanie A. Bemollet and Janet K. Holt



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Infant Toddler Cohort



Introduction:

In partnership with the McCormick Foundation, INCCRRA instituted a multiple pronged approach to advancing the education and Gateways to Opportunity Credential levels of infant toddler teachers. The Governor's Office of Early Childhood Development, the McCormick Foundation and INCCRRA wanted to raise the education levels of infant toddler teachers to secure attainment of the Gateways Infant Toddler Credential which would help child care programs advance to higher circles of quality in ExceleRate Illinois. INCCRRA designed and tested a variety of infant toddler teacher cohort models to identify effective and efficient models that could be replicated statewide. An analysis of Gateways Registry data showed that:

- More than 15,000 infant toddler teachers and assistant teachers work in licensed programs in Illinois, with more than **900 in Chicago** needing to attain their Infant Toddler Credential.

With such large numbers of infant toddler teachers in the Chicago area, this cohort model was intentionally limited geographically to Chicago. INCCRRA partnered with the Chicago Public Schools (CPS) and the Department of Family Support Services to identify teachers who needed to begin and/or advance their credential levels. The goal was to identify the most successful and cost-efficient models for increasing the number of credentialed infant toddler teachers working in Chicago licensed child care programs. Both two- and four-year higher education institutions in Chicago were key partners in developing and testing these models. Two rounds of testing were conducted (with the second-round concluding May, 2017). The goal of the first round was for, 100 Chicago infant toddler teachers to achieve their Gateways Infant Toddler Credential Level 4 or 5 through college coursework. In the second round, the goal was for up to 200 Chicago infant toddler teachers to achieve their Gateways Infant Toddler Credential (at any level) through a combination of training and college coursework.

Objectives outlined in the grants:

- Developing, testing and identifying successful models for statewide replication that best support infant toddler teachers in attaining their Gateway infant Toddler Credential.
- Supporting 100 infant toddler teachers in Chicago attaining a Gateways Infant Toddler Credential at Level 4 or 5 in Round 1 through college coursework only.

- Testing cost effectiveness in Round 2 by up to 200 infant toddler teachers in Chicago would attain a Gateway Infant Toddler Credential (at any level) through a combined training and college coursework model.
- Identifying barriers that limit a teacher from successfully attaining an Infant Toddler Credential.
- Demonstrating that infant toddler teachers are willing to contribute personal time, effort and financial resources to the attainment of a credential.

Round 1/College only action steps:

- INCCRRA partnered with the Chicago Public Schools (CPS) and the Department of Family Support Services (DFSS) to identify teachers who needed to begin and/or advance their credential levels.
- To engage multiple higher education institutions and to offer as many educational opportunities as possible, INCCRRA distributed an RFP to all Chicago area two and four year higher institutions:
 - Based on the RFP - six higher education partners were selected: City Colleges – Harold Washington, City Colleges – Harry S. Truman, Chicago State, Harper College, National Louis University and Roosevelt University.
 - Multiple models were tested including: face-to-face class time, hybrids of face-to-face class coupled with on-line, more intensive/shorter term classes, and on-line classes.
 - All tuition, student fees, and transcript costs were covered for participants.

Findings from Round 1: higher education cohort model test 2015-2016:

- The development of supportive higher education registration procedures was critical to establishing a smooth transition for students.
- Participants identified the cost of textbooks (\$160-\$200) as a barrier, covering the costs must be a priority.
- Employer support of employee attending class was a key factor.
 - Supervisors believed face-to-face would be the most successful model, often this did not meet the needs of the workforce.
 - Online models were the most popular with students and filled-up first.
- The number of classes per week and time class offered was a crucial determiner for class sign up and success rate.
- Courses held on Saturdays were more successful in meeting workforce needs.
- Transportation was a critical factor for determining if a participant would consider signing-up or successfully finish a class.
- The hybrid (face –to- face and on-line) model was popular and often requested by the workforce.
- Accelerated coursework was highly desired by the workforce due to personal and work time constraints.
- Consistent communication between INCCRRA and infant toddler teachers was needed to gain requisite transcripts.

- Participants in the cohort were significantly more likely to be of a minority.
 - Cohort model appeared to have significant appeal to minority teachers. Cohorts often had 100% African American and/or Latino populations.

Outcomes:

- Individuals must secure an ECE Credential before attaining an ITC. *Only 1.5% of the participating infant toddler teachers had already secured their ECE.*
 - Of the participating 120 infant toddler teachers, 118 secured an ECE Credential and 109 secured their Infant Toddler Credential.
 - The course completion/credential attainment rate was 98 percent.
 - 118 infant toddler teachers of 120 taking coursework is a very high degree of success
 - Breakdown of IT Credentials awarded was as follows:
 - 35 ITC Level 5 (tied to a BA degree)
 - 53 ITC Level 4 (tied to an Associate degree)
 - 8 ITC Level 3 and 14 ITC Level 2

Infant toddler coursework was needed for 22 individuals to “fill in the gaps” of ECE knowledge, which resulted in a lower than expected ITC attained.

Round 2: Action Steps (combined training & college coursework)

- INCCRRA partnered with DFSS to identify infant toddler teachers who could benefit from early childhood education and training.
- DFSS supervisors identified gaps in their infant toddler teacher education. From these discussions, the following topics were identified as areas of highest need for credential-approved training:
 - Health and safety
 - Child development
 - Family relationships
- Multiple large-scale trainings were provided in fall of 2015 and Spring of 2016 – reaching more than 617 infant toddler teachers and their supervisors.
 - Opportunities/connectors to initiate Gateways ECE Credential applications (required to attain Infant Toddler Credential) were provided at each training
- Infant toddler teachers who successfully completed this innovatively designed training series were invited (and recruited by supervisors) to take college coursework during fall 2016 and spring 2017 semesters that would lead to their ITC Level 4 or Level 5.
 - Recruitment strategies included using contact lists to notify and messaging strategies provided by the Department of Family and Support Services (DFSS), and center director from previous cohorts to inform and fill classes.
 - Infant toddler teachers in Chicago who did not attend the training series were also invited to fill cohorts.
- Through an RFP process, INCCRRA partnered with Harry S. Truman College and Roosevelt University to offer classes leading to an ITC Level 5 or Level 4.

Findings from Round 2: training and higher education cohort model (2015-2017)

- Large scale trainings are cost effective ways to maximize limited funds and increased the opportunity to engage large numbers of Chicago infant toddler teachers
 - 617 infant toddler teachers within City of Chicago, primarily DFSS, received credential approved training in health and safety, child development and family relationships.
- Relationships matter: INCCRRA was most successful in working directly with center directors to identify employees who needed to increase their ITC Level or who had had expressed an interest in furthering their education.
- Family life balance is important: building from lessons learned during the first cohort, teachers were surveyed about the best time for classes.
 - Based on survey results, classes were offered on Saturdays.
 - Streamlined/more intensive shorter-term classes appeal to this workforce
- The cost of textbooks is a significant barrier for this low-wage workforce.
- Many infant toddler teachers could not purchase the required textbook (at a cost of \$160-200). Earlier editions at a lower cost were secured online at significant cost savings to mitigate this barrier.
- A combination of hybrid and online classes appeals to this audience, compared to strictly face-to-face models.
- To maximize credential attainment by securing transcripts. Having students sign release forms before starting class was a key asset.
- Higher Education Institutions that provide a contact person who can provide needed support to a workforce that has not attended college in several years is a key factor for success. Based on findings from Round 1, both Truman and Roosevelt assigned a contact person to assist with student registration. In addition, Roosevelt dedicated a staff person to be a mentor/assistant for the cohort participants.
 - Harry S. Truman College offered both a fall 2016 and spring 2017 hybrid class (both on-line and face-to-face). Different students participated in the fall and spring accelerated classes, with a 95% completion rate.
 - Roosevelt University offered four classes during the spring and fall semesters, with the same students returning for each class. Classes included hybrid, on-line and practicum with seminars and were offered, per student request, in an accelerated model. These students were a majority African American with an average age of 51.

Outcomes:

- **Trainings alone resulted in 148 participants attaining their Infant Toddler Credential at a range of levels.**
- **Trainings combined with college coursework led to the awarding of 37 IT Credentials**

Using the model created for Chicago infant toddler teachers with trainings as a springboard, the cohorts could be cost-effectively replicated with a strong community college/university commitment to the infant toddler teachers in their communities and center directors supporting their staff in their efforts to advance their education and credential levels .

