

 **GATEWAYS TO OPPORTUNITY**
Illinois Professional Development System
Professional Development Advisory Council
September 15, 2017
Business Meeting

Amanda Cardin	Joni Scritchlow	Olga Torres
Anni Reinking*	Joyce Weiner	Patricia Steinhaus*
Beth Knight	Julie Lindstrom	Rebecca Livengood
Cathy Main	Julie Swanberg	Rebecca Pruitt*
Cerathel Burnett	Karen McCarthy	Renee Detloff
Christy Allen	Kate Connor*	Robert Hitchen
Cindy Berrey	Larrisa Mulholland*	Robin Miller Young*
Dawn Thomas	Lauri Morrison Frichtl	Sara Beach
Deb Clark*	Lou Ann Mills	Shallie Pittman
Deb Widenhofer	Lynn Burgett	Shanna Edison
Debbie Rogers-Jaye	Marcy Mendenhall	Stephanie Bernoteit
Elizabeth Sherwood*	Marilyn Toliver	Susan Bowers
Elva DeLuna	Marsha Hawley	Tammy Notter
Faith Arnold	Martha Latorre*	Terri Lamb
Gail Nelson	Miranda Lin	Tina Dimmitt Salinas

Call meeting to Order/Roll Call

- The meeting was called to order and attendance was taken.

Senate Bill 1829

- Senate Bill 1829, introduced by State Senator Toi Hutchinson, addresses the shortage of Preschool for All teachers.
- The ELC Quality committee formed an Ad Hoc Committee to review the issue, develop guiding principles, and forward to the Quality Committee any recommendations.
 - Guiding principles included: ensuring well-qualified teachers for all children enrolled in a PDA program regardless of setting (public schools, Head Start, community-based organizations).
 - Long-term solutions will include total compensation parity for comparably qualified PFA teachers (with PEL in early childhood education) working in the public and private sectors.
- Recommendations included:
 - Currently a teacher of preschool children in the PDA program may alternatively meet one of the following requirements: A teacher must hold a current Professional Educator License with an Early Childhood endorsement or Under ISBE Emergency Rules 25.430 Short-term approval for teachers at all grade levels – A teacher must hold a current PEL and have passed the ECE content test or have 9 semester hours of ECE course work.
 - Proposed additions: A teacher must hold a current Illinois Gateways to Opportunity ECE Credential Level 5 and obtain a PEL with an Early Childhood

endorsement within five years of hire, or a teacher must hold a (provisional) Type 29 Transitional Bilingual license and have passed the ECE Content Test or have 9 semester hours of ECE course content and obtain a PEL with an Early Childhood endorsement within five years of hire.

Mission, Vision and Values were read by Amanda Cardin, Gail Nelson and Sara Beach.

Review and Approval of Minutes

- June 9, 2017 (Attachment 1)
 - The Ounce of Prevention was added to the organizations convening the ECE Workforce Pipeline under 1A.
 - Tammy Notter moved to approve the minutes with the change.
 - Christy Allen seconded the motion.

PDAC Qualifications and Credentials Recommendations – Marsha Hawley

- **Professional Contributions (Attachment 2)**
 - **RECOMMENDATION:** Remove Professional Contributions from Gateways Credential renewal requirements.
 - **RATIONALE:** All Gateways Credentials must be renewed every 5 years. Currently renewal requirements include: 45 clock hours of training or 3 semester hours of coursework (and may include specificity related to individual credentials) and a range of 1–3 professional contributions (number and type specific to each credential). The QC Committee recommends removing professional contributions from all credential renewal requirements. Other professional certification and renewal processes (i.e. Professional Educator Licensure/PEL, Licensed Social Work/LCSW) do not require applicants to verify professional contributions. Renewal requirements for professional licenses and credentials are typically based on continuing education and training.
 - When professional contributions were embedded within Gateways Credentials two decades ago, it was part of an intentional effort to professionalize the field. Within the past twenty years, significant progress has been and this is no longer as applicable.
 - Additionally, in Illinois there has been a significant increase in education and training expectations for staff working in licensed programs, licensed exempt programs, and for family providers receiving Child Care Assistance Program (CCAP) funds. The added burden of meeting professional contribution requirements, and of maintaining verification documentation of such for the five year intervals between renewals, is troublesome and time consuming for staff.
 - Recommendation passed.
- **IDC Competency: Strengthening Pedagogy (Attachment 3)**
 - **RECOMMENDATION:** The QC Committee recommends the addition of 3 Competencies, modification to 2 competencies, and small language revisions to the Illinois Director Credential (IDC) to strengthen pedagogical leadership within the IDC competencies.
 - **RATIONALE:** This recommendation is in response to the recommendations within the Institute of Medicine and National Research Council's report,

Transforming the Workforce for Children Birth through Age 8: A Unifying Foundation. Leadership is emerging as an important component for increasing workforce capacity in early childhood education. As Gateways Credentials moved to a competency basis, it was noted that the pedagogical leadership competencies needed to be strengthened. The IDC was structured into three domains: leadership essentials, administrative leadership, and pedagogical leadership (IDC Content Areas remain the same).

The 10 Gateways Illinois Director Credential Administrative Content Areas and corresponding competencies were categorized into three domains as follows:

1. Administrative Leadership
 - Legal and Fiscal Management
 - Human Resources Development
 - Marketing and Public Relations
 - Program Operations and Facilities Management
2. Pedagogical Leadership
 - Educational Programming
 - Family Partnerships
3. Leadership Essentials:
 - Personal and Professional Self-Awareness
 - Leadership and Advocacy
 - Oral and Written Communication
 - Technology

Three additional competencies were added to the IDC Educational Programming (EP) Administrative Content Area under the Pedagogical Leadership domain as follows:

1. EP4: Utilize data generated from children and families to ensure integrity in program design, decision-making, and goals.
 - Utilize results of informal data generated from children and families to inform program design, decision-making, and goals.
 - Utilize results of data generated from formal, standardized instruments to modify/refine program design in support of children, family, and staffing needs.
2. EP7: Aggregate and analyze data to identify opportunities for program improvement and to inform program goals.
 - Identify evidence-based strategies to aggregate and analyze data.
 - Utilizes aggregate data and analysis to identify opportunities for continuous quality program improvement.
 - Utilizes aggregate data and analysis to inform program goals.
3. EP8: Develop, implement, and evaluate system for providing feedback and support to teaching staff.
 - Utilize a variety of strategies to promote effective teaching including modeling, observation and feedback, and peer to peer learning opportunities.

- Demonstrate adult learning principles including strength based coaching and appreciation of individual differences in knowledge, experience, and development.

Revisions were also made to 2 competencies and descriptors in IDC Educational Programming Administrative Content Area under the Pedagogical Leadership domain as follows:

1. EP9 (previously EP6)—Collaborate with external organizations and agencies to promote smooth transitions for children entering and exiting the program.
 - Demonstrate collaboration skills that build cross-sector and/or cross-program supports for children and their families.
 - Develop written policies and procedures about sharing and using confidential data about children’s development and learning.
 - ❖ *Previously: Collaboration skills reflect visionary leadership and support others in developing as professionals.*
 - *Collaborate with community organizations and local schools to promote smooth transitions for children entering and exiting the program.*
2. EP10 (previously EP7)— Utilize aggregate data to inform program planning and improvement, advocacy supportive of funding and policy changes, and collaborative community partnerships that support community/program teaching and learning goals.
 - Create a continuous quality improvement plan based on aggregated data that supports program planning and improvement.
 - Demonstrate the use of aggregate data as an advocacy tool, supporting funding and policy changes.
 - Collaborate with community partners utilizing aggregate data across community and program contexts to develop collaborative goals that are responsive to the strengths, needs, and goals of young children and their families.
 - ❖ *Previously: Utilizes results of data gathered to impact program decision-making and design.*
 - *Utilizes results of data generated from formal, standardized instruments to modify/refine program to better meet children, family, and staffing needs*

Minor changes to improve clarity (but which did not alter original intent) were also made to the following competencies:

- | | | |
|--------|------------------------|--------|
| • LFM3 | • HRD4 | • FP1 |
| • LFM4 | • EP2 | • FP2 |
| • HRD1 | • EP5 (previously EP4) | • PPS3 |
| • HRD2 | | |

- Recommendation Passed

State Landscape Updates – Deb Widenhofer

- Illinois State Board of Education – Lynn Burgett and Karen McCarthy
 - FY18 RFP Preschool for All Expansion proposals are due September 18, 2017.
 - The Prevention Initiative is currently in the routing process and should be coming out before the end of September 2017.
 - ISBE will announce FY19 re-compete for Preschool for All and Preschool for All Expansion in early winter with Prevention Initiative following their release.

- Program districts are beginning to collect information regarding Kindergarten Individual Development Survey (KIDS). Webinars will be held for stakeholders who are partnering with elementary schools and helping kids transition.
- Last spring ISBE issued TA and PD RFP's projects for FY18 start date.
- The Preschool for All PD project was awarded to The Center.
- Pyramid Model: Illinois recently joined the Pyramid Model consortium. All six STARNet regions would offer all four days of the training so all areas of the state are covered.
- Illinois Head Start Association – Lauri Morrison Frichtl
 - Federal government passed a short term continuing resolution budget until December 8, 2017.
 - Senator Murray and Congressman Scott introduced the Childcare for Working Families Act which included a lot of language and proposal for Early Childhood programs.
 - Head Start has a revised monitoring system. The system is moving from a compliance based system to a performance based system.
 - Head Start from across the country has been working with the University of Chicago on a family outcome measurement tool called Parent Gage.
 - Illinois Head Start Parent Ambassadors are meeting with Senator Durbin and Senator Duckworth today – September 15, 2017.

Update:

- **Staffing changes:**
 - Beth Purvis is leaving as Illinois Education Secretary to take a position at the Kern Foundation.
 - Lori Orr is the new Preschool Expansion Policy Implementation Director at the Governor's Office of Early Childhood Development (GOECD).
 - Julia Zhu is the new Community Systems Policy Director at GOECD.

PDAC Annual Meeting – November 17, 2017

- The PDAC Annual Meeting will take place at Eastland Suites in Bloomington. Jorge Luis Garcia and Aisha Ray have committed to presenting at the meeting.
- The theme is *Invest in Progress*.
- Electronic invitations will be sent out in the next 10 days.

Committee Highlights

- A handout was included in the packet.

Adjourn





Professional Development Advisory Council (PDAC)

RECOMMENDATION FOR APPROVAL

DATE: August 1, 2017

COMMITTEE MAKING RECOMMENDATION: Qualifications & Credentials (QC) Committee

RECOMMENDATION: Remove Professional Contributions from Gateways Credential renewal requirements.

RATIONALE: All Gateways Credentials must be renewed every 5 years. Currently renewal requirements include: 45 clock hours of training or 3 semester hours of coursework (and may include specificity related to individual credentials) and a range of 1–3 professional contributions (number and type specific to each credential). The QC Committee recommends removing professional contributions from all credential renewal requirements. Other professional certification and renewal processes (i.e. Professional Educator Licensure/PEL, Licensed Social Work/LCSW) do not require applicants to verify professional contributions. Renewal requirements for professional licenses and credentials are typically based on continuing education and training.

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DISPOSITION:

PDAC Qualifications and Credentials Committee

Approved: X Date: 8/1/2017
Disapproved: Date:

DISPOSITION:

PDAC Steering Committee

Approved: X Date: 8.16.17
Disapproved: Date:

DISPOSITION:

PDAC

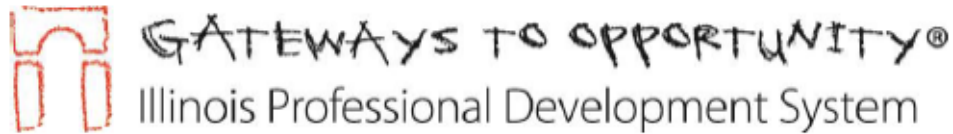
Approved: Date:
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DISPOSITION:

IDHS, Bureau of Child Care and Development

Approved: Date:
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