

Professional Development Advisory Council
June 5, 2024
Meeting Minutes

Barb Christmas	Kate Connor	Rachel Salrin
Bela Mote	Lauri Morrison Frichtl	Rebecca Pruitt
Brooke Walker	Laurie Rhodes	Ruth Kimble
Carissa Hurley Davis	Laurie Rhodes	Sharyl Robin
Carole Franke	Leslie Layman	Shauna Ejeh
Denise Monnier	Lisa Downey	Stephanie Hellmer
Elva DeLuna	Marcy Mendenhall	Stormy Udell
Emily Dorsey	Marie Donovan	Susan Murphy
Erika Mendez	Marsha Hawley	Tamara Notter
Jacqueline Melendez	Mellissa Ferguson	Tammy King
Joan Longtin	Nicole Miller	Toni Porter
Johnna Darragh Ernst	Pam Womack	Wendy Connell
Julie Lindstrom	Paula Schnicker Johnson	

PDAC Welcome

- Attendees were welcomed to the zoom meeting by Carisa Hurley Davis, Johnna Darragh Ernst and Shauna Ejeh.

Review and Approval of the Minutes

- April 10, 2024
 - Marie Donovan moved to accept the meeting minutes.
 - Tammy Notter seconded the motion, minutes approved.

Vote on Strategic Plan Phase X (attachment A)

- The new PDAC Vision, Mission and Values were shared with PDAC members. The new statements were developed through an Ad Hoc Committee and were approved at the May Steering Meeting.
 - Vision:** We envision an inclusive and efficient system of preparation and training of early care and education, school age and youth development professionals who nurture, engage, and serve the needs of children and youth in partnership with their families and communities.
 - Mission:** To promote, support and recognize engaging professional preparation and training opportunities for all current and future early care and education, school age, and youth development practitioners.
 - Values:** We believe in an engaging, inclusive and efficient professional development system serving practitioners in all settings.

- Engaging: Respects and cultivates education, training, and experience; recognizes, and equitably compensates achievements based on levels of competence.
 - Inclusive: Has diverse representation of culture, linguistics, ability, ethnicity, gender, age, and geography; supports inclusive, high-quality, culturally responsive care and education for all children, youth and families in all settings.
 - Efficient: Is accessible, affordable, and diverse in opportunities; develops and expands core knowledge, skills, and dispositions.
- Each tri-chair reviewed the goals that were placed in the plan for their committee. These included: Financial Supports, Higher Education, Qualifications and Credentials, Steering, and Workforce Development and Pathways.
 - The recommendation to approve the PDAC Strategic Plan Phase X was brought forward for a vote.
 - The Professional Development Advisory Council Strategic Plan X was approved.
 - The PDAC Strategic Plan X will be forwarded to the Illinois Department of Human Services (IDHS) for review and potential approval and placement in the Illinois State Plan.

Illinois Salary and Staffing Survey FY23 Review – Rachel Salrin (attachment B)

The Illinois Department of Human Services is mandated by legislative rule to conduct a survey of the workforce in licensed child care facilities every two years.

- The survey was sent to 2,754 licensed child care centers.
- Child care centers response rate: 18%.
- Child care centers: 72.1% licensed circle of quality and 12.3% Gold Circle of Quality
- Child care center staff characteristics:
 - Education: 73.9% have some level of college education; 61.2% have completed a college degree.
 - Salary: Median hourly wage for a teacher was \$16.50 per hour (\$34,320 per year).
 - Benefits: 55.4% offered retirement coverage.
 - Staff Turnover: Turnover rate for teachers 41% (1.5% increase from FY 21). Turnover rate for assistant teachers 69.1% (13.2% increase from FY 21).
 - Credentials: 53.6% of staff have an ECE Credential. 36.1% of programs have a salary scale differentiated by attainment of Gateways Credentials.
- The survey was sent to 5,741 licensed family child care homes.
- Family child care response rate: 19.7%.
- Family child care: 89.5% licensed Circle of Quality and 0.6% Gold Circle of Quality.
- Family child care home staff characteristics:
 - Education: 45.9% have some level of college education; 34.1% have completed a college degree.
 - Salary: Average annual net income of \$13,985.85 – 75% of educators netted less than \$25,000 annually.
 - Hours worked: Average 50.2 hours per week taking care of children.
 - Benefits: 90.3% of educators report having health coverage.
- Information from the report will be used to guide the future work of PDAC.

Gateways ECE Level 1 Ad Hoc Committee Update – Marsha Hawley

- The Ad Hoc Committee formed following the Strategic Plan planning session to review what is the ECE Level 1, how is it connected to the credentials, is it a pathway for higher level credentials?
- The committee continues to meet using this as a chance to think through what the Level 1 is, how is it being used, how can it be used, where are the rubs and opportunities associated with Level 1. The committee will continue to meet during the summer.

State Agency Reports

- Illinois Head Start – Lauri Morrison Frichtl
 - The final rule will be posted this summer regarding Head Start Performance Standards. Included in the rule will be workforce parity with K -12 system. The expectation is that pay will have to be equal to that of the K-12 system. No funding is associated with the rule change, so the most probable option is that Head Start programs will reduce enrollment.
 - Currently working on the FY25 funding. Potential for a cut in funding programs.
 - Article shared regarding recruitment and retention - [Turn-over and Retention Among Head Start Educators \(springer.com\)](#)
- Transition Advisory Committee– Bela Mote
 - SB (Senate Bill) 1 passed out of the General Assembly. This will allow the new state agency to be created. The Governor must sign the bill for it to be law.
 - \$13.1 million dollars dedicated to the start up of the new agency to support infrastructure and making key hires, including the Secretary.
 - A search firm has been hired to recruit and hire the new Secretary with the goal of hiring in late summer/early fall.
 - Over the next two years the state agencies that are focused on early childhood nothing will change regarding their work, the transition efforts will focus on phase two which will start to get everything ready for the merger of the agencies.
 - The Transition Advisory Committee (TAC) work will be integral over the next two years, to inform through a report. The Transition Advisory Committee meets monthly. Once the bill is signed there will be regional listening sessions. The TAC website has the listening and meeting information available at [Transition Advisory Committee \(illinois.gov\)](#).
 - The TAC is currently building an equity framework based on the work of the Early Learning Council. This will help to ensure access and make sure it is through an equitable lens for any recommendations that are put forward.
 - Three sub committees have been formed: data/insights, children with special needs and multi-language learners.
- Illinois State Board of Education – Carisa Hurley Davis
 - Currently in the middle of an RFP. Awards will be given in July.
 - Distributing hardship funds to schools. It is a one-time funding opportunity. Currently informing schools, so as many can apply for the funding as possible. Information can be found at: [Illinois State Board of Education \(isbe.net\)](#)

Announcements

- Please return your PDAC annual membership forms before June 30th.
- FY25 meeting dates include: September 4th, November 13th, February 5th, and June 12th.
- PDAC meetings will start at 12:00PM and will be scheduled for 90 minutes.

Adjourn





Professional Development Advisory Council

Strategic Plan • Phase X • 2024-2027

The Professional Development Advisory Council (PDAC)

The Professional Development Advisory Council (PDAC) is a group of highly qualified practitioners, educators, organizational representatives, and advocates from around the state convened and established in December 2002 by the Illinois Department of Human Services (IDHS) Bureau of Child Care and Development. PDAC introduced Gateways to Opportunity®, Illinois Professional Development System, for early care and education, school-age and youth development professional in March 2005.

PDAC is committed to broadening its lens as it continues to develop a fully integrated, cross-sector, statewide professional development system along with its partners. PDAC promotes professionalism within the early care and education, school-age, youth development, and family supports fields, and provides opportunities for professionals to further their education and training.

Vision

We envision an inclusive and efficient system of preparation and training of early care and education, school age and youth development professionals who nurture, engage, and serve the needs of children and youth in partnership with their families and communities.

Mission

To promote, support and recognize engaging professional preparation and training opportunities for all current and future early care and education, school age, and youth development practitioners.

Values

We believe in an engaging, inclusive and efficient professional development system serving practitioners in all settings.

Engaging: Respects and cultivates education, training, and experience; recognizes, and equitably compensates achievements based on levels of competence.

Inclusive: Has diverse representation of culture, linguistics, ability, ethnicity, gender, age, and geography; supports inclusive, high-quality, culturally responsive care and education for all children, youth and families in all settings.

Efficient: Is accessible, affordable, and diverse in opportunities; develops and expands core knowledge, skills, and dispositions.

The Planning Process

The goal of strategic planning is not to generate a lot of new information, but rather to verify and clarify information among members about the purpose and direction of the organization of PDAC. One of the most powerful outcomes from the planning process is that it ensures complete understanding and agreement of information among all members of the PDAC, regardless of whether that information is entirely new or not.

What is most important is to recognize the difference between “What is important to accomplish?” (goals or objectives) and “How to accomplish it?” (ongoing strategies and tactics). The PDAC Steering Committee initiated development for the 10th Strategic Plan (Strategic Plan Phase X) in person at a 2-day retreat on September 21, and 22, 2023, and was completed on June 5, 2024. The goal was to continue the design and implementation of a comprehensive, growing professional development system inclusive of all sectors and funding streams for the state of Illinois. Goals for each committee within the configuration include a set of strategic objectives that identify and outline work to be accomplished over the next three years. This list is not all inclusive and will continue to be a focus of ongoing development and evaluation. The work of these committees is integral to the achievement of the goals as identified in the PDAC Strategic Plan Phase X.

PDAC Committees:

- Financial Supports
- Higher Education
- PDAC Steering
- Qualifications and Credentials
- Workforce Development & Pathways



Financial Supports Committee

Goal 1: Identify and advance potential new financial supports.

Objectives:

- 1. Strengthen the ECE workforce through financial supports for learner models (e.g. Prior Learning Assessment (PLA)/Apprenticeship).
 - a. Educate the committee on PLA and Apprenticeship models and the required fees.
 - b. Consider Child Development Associate (CDA) and the barriers and fees related to obtaining a CDA and moving the CDA into college credit.
- 2. Expand existing funding opportunities.
 - a. Educate the committee on Early Childhood Access Consortium for Equity (ECACE), Gateways to Opportunity Scholarship and Chicago Early Learning Scholarship eligibility and priority populations.
 - b. Monitor programs and changes in funding that could affect program participation.
 - c. If funding is lowered, recommend protection of certain groups or prioritization.

Goal 2: Identify and support ways to advance compensation for the field.

Objectives:

- 1: Monitor impact of The Smart Start Quality Support Program – intended and unintended financial consequences.
- 2: Consider intersection and integration of Gateways Initiatives (e.g. Great START, Gateways Scholarship) and Smart Start.
- 3: Identify quality support levers for bilingual staff and explore pay differential models.
- 4: Compare and contrast pay scales across programs throughout the state.



Higher Education Committee

Goal 1: Developing systems for identifying, sharing, and promoting flexible and innovative higher education early childhood/child development program models.

Objectives:

- 1. Identify information related to policy and how innovations, flexibilities and barriers affect higher education systems that will inform the work of the committee.
- 2. Identify audiences that benefit from innovative practices (e.g. program directors, early childhood educators, professional development providers (faculty and trainers), PDAC, etc.).
- 3. Review and identify successful systems (state or national) for sharing innovations (e.g. peer learning, communities of practice, etc.) and determine metrics for success.
- 4. Implement and test systems for sharing innovative practices and innovations among various audiences.
- 5. (If funding is available) Participate in shaping the agenda for the Gateways to Opportunity Higher Education Forum.

Goal 2: Expand (scale up) identified successful innovative professional development higher education Early childhood/child development program models.

Objectives:

- 1. Develop a process of review and metrics to evaluate effectiveness that includes student voice and insight.
- 2. Make recommendations for statewide scale-up of models that provide guidance for effective practices.
- 3. Partner with Financial Supports Committee for recommendations needed to provide funding to bring to scale identified successful and impactful models.

Goal 3: Gather and disseminate information on approaches to support new and/or incumbent early childhood professionals in entering or sustaining the field and/or workforce.

Objectives:

- 1. Areas of investigation:
 - a. Early college (dual credit/dual enrollment opportunities)
 - b. Current state of marketing in the workforce (e.g. centers, schools etc.).
 - c. Apprenticeship models
 - d. Head Start in local communities
 - e. Prior Learning Assessment (strategies to help the cost and strategies for access for prior learning credit)
- 2. Create a strategy to gain an understanding of the roles of the incumbent workforce in centers for easier transition (support role transitions in the ECE field).
- 3. Review statewide access for high need credentials.

Goal 4: Utilize and maximize Illinois' well-developed existing competency infrastructure for Gateways to Opportunity Credentials by increasing transparency.

Objectives:

- 1. Communicate with stakeholders about the competencies and credentials and the way these systems interact in the early childhood field. (includes, but not limited to)
 - a. Illinois Articulation Initiative
 - b. Illinois State Board of Education
 - c. Specialized accreditors
 - d. Illinois Department of Human Services
 - e. Department of Early Childhood

Steering Committee

Goal 1: Ensure PDAC Steering and all PDAC members have awareness of depth, breadth, history, and importance of PDAC's work.

Objectives:

- 1. Review existing onboarding process for new PDAC members.
 - a. Identify gaps/areas for expansion.
- 2. Develop a more structured onboarding process for new PDAC members.
- 3. Capture history of PDAC and incorporate into onboarding.
 - a. Document the work of PDAC.
- 4. Review and decide whether to bring back former assigning of mentors to new PDAC members.

Goal 2: Ensure PDAC continues to be a strong and productive advisory group to the Illinois Department of Human Services through member leadership development.

Objectives:

- 1. Identify and review succession planning protocols used successfully by other groups and councils.
- 2. Determine if succession planning protocol should be established for PDAC.

Goal 3: Ensure all relevant state agencies and other needed constituencies are represented on PDAC including those participating in standing up the Department of Early Childhood.

Objectives:

- 1. Engage and contribute in the development and transition to the new Department of Early Childhood.
- 2. Engage with Department of Children and Family Services (DCFS) as a needed and valued partner.
- 3. Enlarge IDHS representation in areas that are under-represented.
- 4. Review other states and identify successful ways teacher and workforce voice is incorporated into system design and development.

Goal 4: Increase information technology representation on PDAC.

Objectives:

- 1. Scan current members for information technology expertise.
- 2. Recruit PDAC members with technology knowledge and skillsets to inform PDAC's work.

Goal 5: Gain better understanding of how early care and education workforce has changed post COVID (e.g. generationally, culturally etc.) in order to strengthen professional development supports.

Objectives:

- 1. Review existing current workforce demographics. Compare to previous workforce demographics to ensure understanding of workforce changes.
- 2. Identify gaps in knowledge and creative ways to capture additional knowledge needed for informed decision making.
- 3. Ensure mental health needs, diversity, workforce work and life balance, generational, cultural, education, value placed on educational attainment, and other key factors and demographics related to workforce are captured and integrated.

Qualifications and Credentials Committee

Goal 1: Utilize PDAC approved definitions for Relationship-Based Professional Development (RBPD) and Job-Embedded Professional Development (JEPD) by placing within Gateways Credential frameworks to expand opportunities for workforce development.

Objectives:

- 1. Review and identify the agreed upon definitions for relationship based professional development (RBPD) and Job-Embedded Professional Development (JEPD).
 - a. Compare and contrast similarities and differences between RBPD and JEPD.
 - b. Identify ways to promote the consistent use of existing competency infrastructure and language across state agencies and stakeholders.
- 2. Review competencies and/or training topics that could be taught through RBPD and JEPD.
 - a. Prioritize training development recommendations.
 - i. Provide guidance for best practices that includes evaluative components.
- 3. Integrate RBPD/JEPD into Gateways Credential frameworks.
 - a. Review all RBPD or JEPD pilots held throughout the state.
 - b. Provide consistency in application of competency attainment through RBPD and JEPD models that leads to Credentials for the workforce.
 - c. Make recommendation(s) for statewide scale-up of successful models.

Goal 2: Inform and refine existing efforts to expand use of competency infrastructure for Gateways Credentials (in partnership with Higher Education Committee).

Objectives:

- 1. Expand the readily accessed Professional Development Record (PDR) to include opportunities that highlight competency attainment.
 - a. Build upon structures already in place.
- 2. Review micro-credentialing and badging systems to determine relevancy to Illinois' work.
 - a. Determine if use of micro-credentials to award educational advancement in smaller increments would be beneficial to the field.
 - b. Identify gaps and supports needed to create a badging system for competencies.

Goal 3: Utilize and maximize Illinois' well-developed existing competency infrastructure for Gateways Credentials by making it accessible and transparent to the field.

Objectives:

- 1. Standardize all professional development (RBPD, JEPD, and trainings) to identify content using competency language.
 - a. Training(s) list competency/competencies on certificates (where applicable)

Goal 4: Monitor and document progress of recommendations made to the Illinois Department of Child and Family Services (IDCFS) to streamline pathways through utilization of Gateways Credentials in licensing to increase access and transparency for the workforce.

Objectives:

- 1. Provide information and documentation to the state transition director of the recommendations.
- 2. Engage/partner with key state agency representatives (e.g. Department of Early Childhood, DCFS, IDHS, etc.) to support the progress of the recommendation.

Workforce Development and Pathways Committee

Goal 1: Improve access to education, credentials, endorsements, and degrees for current and potential (prenatal to age 5) workforce members.

Objectives:

- 1. Identify and recommend needed revisions and/or modifications to the current policies and processes for accessing opportunities.
- 2. Recommend ways to use technology to improve the current and changing ECE workforces' access to various programs offered.
- 3. Identify and address workforce entry point challenges.

Goal 2: Develop targeted communication and messaging tools.

Objectives:

- 1. Simplify and streamline communication tools that appeal to a diverse potential and current (prenatal to age 5) workforce members in all early childhood settings.
- 2. Communicate the mapped career pathways (associated degrees, credentials, competencies, and endorsements) in a systematic way to educators in all early childhood settings.

Goal 3: Develop systems for identifying and sharing high quality, innovative practices that strengthen recruitment and retention for the prenatal to age 5 workforce.

Objectives:

- 1. Identify innovative and evolving strategies that help employers attract, develop, stabilize, and retain a high quality and diverse workforce.

Goal 4: Recommend a system to strengthen reciprocity among qualifications and credentials required by multiple state and regulatory systems. (Inform and partner with Qualifications and Credentials Committee where needed).

Objectives:

- 1. Identify barriers to reciprocity (e.g. CDA, director credentials (national /state), Montessori, out of state candidates, (infant toddler CDA – home visiting)
- 2. Determine how flexibilities of competencies can support reciprocity.
- 3. Assess and map competencies met by other credentialing programs.



Professional Development Advisory Council Steering Committee Members

Bela Moté	Carole Robertson Center for Learning
Gail Nelson	Steans Family Foundation
Johnna Darragh Ernst*	Heartland Community College
Kate Connor	City Colleges of Chicago – Truman
Laurie Rhodes	LLCC Child Development Center
Lisa Downey	National Louis University
Lynn Burget	The Center: Early Childhood Professional Learning
Marcy Mendenhall	SAL Community Services
Mercedes Mondragón	Start Early
Rebecca Pruitt	Lewis University
Shauna Ejeh*	Illinois Action for Children
Teri Talan	McCormick Center For Early Childhood Leadership, National Louis University

Illinois Community College Board Representative:

Marcus Brown

Illinois Department of Human Services Representatives:

Elva DeLuna

Gabriel Holmes

Hollie Hoole

Illinois State Board of Education Representative:

Carisa Hurley Davis*

Illinois Board of Higher Education Representatives:

Christi Chadwick

Marsha Hawley

Stephanie Bernoteit

Illinois Head Start Association Representative:

Lori Morrison Frichtl

Financial Supports Committee:

Erika Mendez	Laurie Rhodes*	Melissa Ferguson
Gail Nelson*	Marcy Mendenhall*	Nichole Miller
Jill Bella	Medina Bailey	Sue Murphy

Higher Education Committee:

Anne Pradzinski	Kate Connor *	Marilyn Toliver
Christie Easley	Kristin Walley	Mikki Sherwood
Emily Dorsey	Leslie Layman	Natalie Vesga
Julia Auch	Marcus Brown	Rebecca Pruitt*
	Marie Ann Donovan	Thomas Pavkov

Qualifications and Credentials Committee:

Barbara Christmas	Elva DeLuna *	Miranda Lin
Barbara Volpe	Emma Vibber	Paula Schnicker-Johnson
Bela Moté*	Faith Arnold	Sandy Young
Brooke Walker	Gwyndolyn Moss	Sharyl Robin
Carole Franke	Heidi Elliott	Steven K. Sharp
Cerathel Burgess-Burnett	Jamie Nichols	Stormy Udell
Connie Shugart	Jennifer Kemp Berchtold	Tamara Notter
Danen Busch	Joan Longtin	Tammy King
Debbie Jaye	Malia Owens	Wendy Connell
Denise Monnier	Marilyn Toliver	

Workforce Development and Pathways Committee:

Christi Chadwick*	Larissa Mulholland	Ruth Kimble
Cindy Berrey	Lauri Morrison Frichtl*	Sara J. Beach
Danen Busch	Lynn Burgett*	Sara Mixer
Gail Nelson	Marie Ann Donovan	Sinthu Ramalingam
Jacqueline Melendez	Mercedes Mondragon	Thomas Pavkov
Keri Anderson	Pam Womack	Tina Wiegel
Kimberlee Hendricks		

Staffed by:

Illinois Network of Child Care Resource and Referral Agencies

Funder:

Illinois Department of Human Services





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**REPORT
BACKGROUND**

Survey of licensed child care programs

- 8,495 licensed child care programs
- 2,754 licensed child care centers
- 5,741 licensed family child care
- 1,579 surveys returned
- 544 child care centers
- 1,035 family child care

Gateways to Opportunity Registry data

- Staff qualifications and salary data

CHILD CARE CENTERS: PROGRAM CHARACTERISTICS

Capacity and Staffing

- Average licensed capacity - 92.6 children
- 9,195 staff in 544 programs

Accreditation

- 19.7% accredited by a national accrediting organization

ExceleRate

- 72.1% Licensed Circle of Quality, 12.3% Gold Circle of Quality

Center Turnover

- 0.86% net decrease in programs from FY 21 to FY 23
- 1.55% net increase in capacity from FY 21 to FY 23

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CHILD CARE CENTERS: STAFF CHARACTERISTICS



Education

19,982 teachers in the Registry:

- 73.9% have some level of college education
- 61.2% have completed a college degree



Salary

Median hourly wage for administrative director was \$21.50 per hour (~\$44,720 per year)

Median hourly wage for a teacher was \$16.50 per hour (~\$34,320 per year)



Benefits

55.4% offered retirement/pension coverage for employees (5% increase from FY 21)



Staff Turnover

Turnover rate for teachers - 41.0% (15% increase from FY 21)

Turnover rate for assistant teachers - 69.1% (13.2% increase from FY 21, 30% increase from FY 17)

CHILD CARE CENTERS: STAFF CREDENTIALS & PD PLANS

- Teachers make up:
 - 53.6% of staff with an ECE Credential
 - 64% of staff with the Infant/Toddler Credential
 - 20% of staff with the Illinois Director Credential
- 36.1% of programs have a salary scale differentiated by attainment of a Gateways Credential
- Professional development plans for staff:
 - 93.2% of centers have in-service training opportunities for instructional staff
 - 87.2% of centers pay for conference training or registration
 - 79.5% of centers have a staff professional development plan
 - 70.3% of centers have an individual staff professional development plan for instructional staff

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FAMILY CHILD CARE HOMES: PROGRAM CHARACTERISTICS

Capacity and Enrollment	<ul style="list-style-type: none">• Average licensed capacity - 10.3 children• Average weekly enrollment - 8.5
Accreditation	<ul style="list-style-type: none">• 5.0% accredited through NAFCC
ExceleRate	<ul style="list-style-type: none">• 89.5% Licensed Circle of Quality; 0.6% Gold Circle of Quality
Turnover	<ul style="list-style-type: none">• 8.10% net decrease in programs from FY 21 to FY 23• 6.84% net decrease in capacity from FY 21 to FY 23

FAMILY CHILD CARE HOME: EDUCATOR CHARACTERISTICS



Education

5,755 educators in the Registry:

- 45.9% have some level of college education
- 34.1% have completed a college degree



Salary

Average annual net income of \$13,985.85

75% of educators netted less than \$25,000 annually



Hours Worked

Average 50.2 hours per week taking care of children

Average 19.5 hours per week worked outside business hours



Benefits

90.3% of educators reporting having health care coverage

27.1% have set aside savings for retirement

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FAMILY CHILD CARE HOMES: TRAINING & TRAINING OPPORTUNITIES

Educators completed on average 25.9 hours of training in the last year

Online training & CCR&R workshops primary source of trainings

"Most opportunities are during the day so it is difficult for me to attend" as most frequently noted barrier (475%)

PROFESSIONAL DEVELOPMENT PROGRAM AWARENESS

Program	Child Care Centers	Family Child Care Homes
Gateways to Opportunity Registry	99.6%	99.0%
Gateways to Opportunity Credentials	98.3%	92.6%
Gateways to Opportunity Scholarship Program	95.7%	86.9%
ExceleRate Illinois Quality Recognition and Improvement System	95.4%	86.5%
Gateways i-Learning System	94.9%	92.0%
Great START Program	91.9%	85.6%
Professional Development Advisor Program	64.5%	55.8%

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QUESTIONS?

Rachel Salrin, Research Manager
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