



GATEWAYS TO OPPORTUNITY®

Illinois Professional Development System

Professional Development Advisory Council (PDAC)

Qualifications and Credentials Committee

Face to Face Meeting

August 1, 2017

10:00 AM – 3:00 PM

Amanda McMillen	Jennifer Kemp Berchtold**	Sharyl Robin	Teri Meisner
Christy Allen	Joni Scritchlow	Stephanie Hellmer	Teri Talan*
Diana Rosenbrock*	Julie Lindstrom	Sue Jackson	Terri Lamb
Diane Scruggs	Malia Owens	Tami O'Daniel	Toni Williams
Elva DeLuna	Medina Bailey	Tammy Notter	

*Denotes co-chairs
**by phone

Welcome –Teri Talan and Diana Rosenbrock - co-chairs

Approval of May 1, 2017 Minutes

- Motion made by Tammy Notter.
- Motion seconded by Christy Allen.
- Motion passed and minutes approved.

What's New?

- Gateways Website: www.ilgateways.com
 - The website has been updated to be more user-friendly on tablets, smart phones, iPads, etc. It is organized in such a way that you can access the same information in different ways.
 1. Users can select from dropdown choices across the top of the page.
 2. The four most used areas; Gateways Registry, Online Training, Training Calendar, and Credentials; each have a tile/icon to select.
 3. Gateways Credentials and Professional Development specific landing pages are listed separately for direct access.
 - Entitlement information is located within the Credentials section of the website.
 - <http://www.ilgateways.com/professional-development/higher-education-programs/becoming-entitled>
 - Each Credential has its own landing page which includes the Credential specific entitled application, competencies, content areas, and a toolbox.
 - The ECE Credential toolbox includes links to a web series of nine short videos on competencies. They can also be viewed on YouTube: https://www.youtube.com/playlist?list=PL8Kkc2N4aPzniJnEIWskin5tjZ_jm72W
- Credential fees:
 - As of July 1, 2017, Credential fees are \$65 per Credential. The ECE Credential and Infant Toddler Credential are still bundled together and require one fee.
- CCDBG/IDHS:
 - The deadline to meet the Illinois Department of Human Services (IDHS) Child Care Assistance Program (CCAP) training requirements is September 30, 2017 (Attachment A).

The most current information can be found on the Gateways website:
<http://www.ilgateways.com/professional-development/ccap-providers>

- On July 28, 2017, IDHS released a new announcement for School-age only providers serving only School-age children (ages 6-13) (Attachment B).
 1. Providers who only care for school-aged children (6-13), can choose to complete the previously communicated 2017-2018 IDHS CCAP training requirements so that they achieve an ECE Level 1 Credential and may qualify for a rate add-on if they are not already receiving an add-on through the Child Care Assistance Program. OR
 2. School-age only providers can complete the training outlined on the back of this page:

**IDHS Child Care Assistance Program Training Requirements
 -Providers Serving Only School Age Children (ages 6-13)-**

Option 2

Providers serving only school age children that choose to complete training Option 2 must complete the following trainings by **September 30, 2017**.

Can Complete	Where to find the Training
1) The following modules of the Illinois SAYD Level 1: a) 4a: Health and Nutrition b) 4b: Safety	Online training is available through Gateways Registry at https://registry.ilgateways.com or contact local CCR&R for face-to-face training.
2) CPR/First Aid Certification	Contact your local CCR&R for training or a list of organizations that offer approved training.
3) Child Abuse and Neglect/Mandated Reporter Training	Visit: https://mr.dcfstraining.org/
4) What is CCAP? (In Centers, only Directors must complete this training).	Online training is available through Gateways Registry or contact local CCR&R for face-to-face training.

Providers serving only school age children that choose to complete training Option 2 must complete the following trainings by **September 30, 2018**.

Can Complete	Where to find the Training
5.) The following modules of the Illinois SAYD Level 1: a) Module 1: Development Overview b) Module 2a: School-Age Development c) Module 2b: Early Adolescent Development d) Module 2c: Late Adolescent Development	Online training is available in English only, through Gateways Registry at https://registry.ilgateways.com or contact local CCR&R for face-to-face training in English & Spanish.

Note: Child Care Providers MUST be members of the Gateways Registry to track training completion.

Caregivers should register at: <https://registry.ilgateways.com/> .

Questions and Comments should be directed to dhs.ccap-reauth@illinois.gov.

- Option (2), above WILL NOT result in the attainment of a Credential nor qualify for a rate add-on.
 - Providers serving only school-age children must complete one of the two training options in order to fulfill training requirements as outlined in the Child Care Assistance Program Manual. Providers who serve school-aged children and children of other ages must complete option 1.
- Advancing the Illinois Early Childhood Education Workforce (Attachment C):
 - The Illinois Education Research Council (IERC) published this policy brief in 2017.
 - The IERC included the Illinois Early Childhood Educator Preparation Pathway on page 8 and 9. This pathway includes the ECE competencies along with additional postsecondary education and preparation. Each level aligns to pathway to employment.
 - This pathway info-graphic will be used with faculty and advisors; not for practitioners.
 - Question: Will Bilingual/ESL competencies be added?
 - The ECE Credential includes foundational knowledge of Bilingual/ESL. It also includes basic cultural and linguistic knowledge.

- Additional Bilingual/ESL knowledge would be embedded in the specialized Bilingual/ESL certification.
 - The Illinois Articulation Initiative (IAI) panel includes community college coursework in the seven core content areas that is transferable to four-year colleges and universities. It is possible that 1 or 2 courses in Bilingual/ESL community college coursework could be articulated.
- Children’s Cabinet Ad-hoc Committee (Attachment D):
 - The Governor’s Office of Early Childhood Development (GOECD) has developed this ad-hoc committee which includes 18 state agency leaders (birth – 21) to address the issues from cradle to college. This project is closely related to the work and efforts of the QC Committee.
 - The Project Definition and Plan—Provide IL children with high needs, quality early care and education by: 1) Increasing the number of ECE professionals and trained caregivers, including those from diverse populations, and; 2) Creating clear pathways to increasing career opportunities. There are three major areas in the project plan:
 1. Build a "pipeline" to attract and retain qualified, diverse caregivers.
 2. Provide “pathways” to create career opportunity and promote movement.
 3. Build upon existing information systems that collect and provide data to inform workforce development efforts.
 - Currently there are approximately 1,200 ECE job openings in Illinois that cannot be filled. An estimated 14% increase in the ECE workforce is expected within the next year.
 - Analysis of an ECE workforce survey is currently underway. This survey included compensation. A workforce deficit is compelling a discussion on compensation parity. Compensation equity causes economic havoc when families are unable to work because of the insufficient ECE workforce.
 - Everyone needs to be included in the compensation equity discussion. More collaboration with Preschool for All (PFA), Head Start, etc. to include multiple public funding streams.
 - INCCRRA, in partnership with Dr. Ashley Becker at the Illinois Community College Board (ICCB), has implemented a series of webinars for two-year institution advisors to understand the importance of ECE as a highly needed profession. The purpose of these webinars is to educate advisors on the need of ECE professionals and not discourage students to enter the ECE workforce because of compensation. The next webinar is August 2, 2017. It is possible this webinar could be adapted for four-year colleges and universities.
 - The US Military Child Care System is one model the state will be reviewing.
 - The follow-up report to the *Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation* report focuses on financing systems.

NAEYC Power to the Profession (P2P)

- In response to the *Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation* report, NAEYC initiated Power to the Profession (Attachment E).
 - “Power to the Profession is a two-year collaborative initiative to establish the shared framework of knowledge and competencies, qualifications, standards of practice, and compensation for all early childhood educators who work with children birth through age eight across a variety of early learning settings” (<http://www.naeyc.org/profession>).
 - The Power to the Profession is an all-in initiative which includes everyone’s perspective and voice to be heard with all the voices of the profession itself to be front and center (<http://www.naeyc.org/profession/overview>). It is structured like this:

1. 15 national organizations who represent and engage with large groups of early childhood professionals that make up the core task force AND
 2. Over 25 national organizations with systems-level influence on the early childhood profession that make up the stakeholder group.
 - The list of task force and stakeholders can be found at <http://www.naeyc.org/profession/national-organizations>.
- What does ECE stand for?
 - NAEYC defines ECE as early childhood educators. The task force and stakeholders are charged with elevating early childhood education as a profession.
 - Family child care providers could be in the ECE field if they meet qualifications.
 - Directors/Pedagogical Leaders, inclusive of ECE faculty, are not included in the ECE profession.
 - “The 2015 Institute of Medicine report *Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation* provided a blueprint for action to advance the early care and education workforce with a set of recommendations directed to stakeholders at local, state, and national levels. The National Academy of Medicine (NAM) supports a state Incubation to Innovation (i2I) team to act as a neutral convener for stakeholders interested in discussing the report’s recommendations and developing independent implementation plans” (https://nam.edu/programs/innovation-to-incubation/#ert_pane1-1).
 - Eight state and regional teams have participated in the B8 State Pathways to Implementation Project: California, Colorado, Illinois, Minnesota, Nebraska, Virginia, Washington State, and a regional team representing Maryland, Northern Virginia, and Washington, DC.

Pedagogical Leadership & Illinois Director Credential (IDC) Work Group

- Whole Leadership Framework (Attachment F):
 - Teri provided the QC Committee with the Whole Leadership flyer that was distributed during the Leadership Connections Conference May 17–20, 2017.
 - The McCormick Center for Early Childhood Leadership at National Louis University developed a Whole Leadership Framework in order to clarify the concept of early childhood leadership. Whole Leadership encompasses a broad view of program leadership—evidenced in many areas and collapsed into three domains:
 1. Leadership Essentials
 2. Administrative Leadership
 3. Pedagogical Leadership
- Competency Updates (Attachment G):
 - The Gateways to Opportunity Illinois Director Credential (IDC) was the first Credential. It originally included 10 ECE/School-Age content areas and 10 Administrative content areas. Over time, and with the development of the ECE Credential and Infant Toddler Credential, the 10 original IDC ECE/School-Age content areas were shifted to the seven Gateways ECE core content areas. The content shifted from what a Director should know to what ECE teachers should know.
 - Although not specifically aligned to the ECE Credential, the Illinois Director Credential competencies align as follows:
 - IDC I + ECE 3 or higher
 - IDC II + ECE 4 or higher
 - IDC III + ECE 5 or higher

- A small work group repackaged the 10 Gateways Illinois Director Credential Administrative Content Areas and corresponding competencies. They 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
- The edits and revisions in Attachment G are in red.
- **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 two competencies and descriptors in the 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
- LFM4
- HRD1
- HRD2
- HRD4
- EP2
- EP5 (previously EP4)
- FP1
- FP2
- PPS3

○ **Question:** Will IDHS require these revisions to move through the PDAC system as a formal recommendation?

- Typically changes that are 10% or less do not need a formal recommendation. In this case, 16–17% of original content has been changed.
 1. A call to Claudia Fabian at IDHS will be made to discuss the revisions to the Illinois Director Credential competencies.
 2. In the meantime, the QC Committee can make a formal recommendation and will be shared during the PDAC Steering meeting on August 16, 2017.

- Motion (if needed) to approve the revised Illinois Director Credential competencies by Diane Scruggs.
- Motion seconded by Elva De Luna.
- Five finger vote:

5 Fingers	13
4 Fingers	1
3 Fingers	0
2 Fingers	0
1 Finger	0

- Motion passes.
- Anyone who already has an Illinois Director Credential (IDC) will not be affected by the shift to competencies. Once you have a Credential, you do not need to meet new requirements. If an applicant decides to level advance, they would need to meet the IDC

competencies. Statewide implementation of competency based Credentials is January 2019.

- Question: How will the field be notified of the shift to competencies?
 - The plan is yet to be developed.
- Using a Pedagogical Leadership structure, the Gateways Illinois Director Credential competencies could be used as a leadership model for NAEYC's Power to the Profession.
 - NAEYC Accreditation Standard 10 Leadership and Management requires administrators:
 - Have at least a baccalaureate degree. [AND]
 - Have at least 9 credit-bearing hours of specialized college-level course work in administration, leadership, and management (which can be in school administration, business management, communication, technology, early childhood management or administration, or some combination of these areas.) [AND]
 - Have at least 24 credit-bearing hours of specialized college-level course work in early childhood education, child development, elementary education, or early childhood special education that encompasses child development and children's learning from birth through kindergarten; family and community relationships; the practices of observing, documenting, and assessing young children; teaching and learning processes; and professional practices and development.
 - Elva DeLuna – Illinois Migrant Head Start program accepts Gateways ECE Credential as meeting teacher requirements and the Illinois Director Credential Level II as meeting Director requirements. Federal reviews have not indicated any problems with this procedure.
 - 1302.91(b) – Early Head Start or Head Start director. A program must ensure an Early Head Start or Head Start director hired after November 7, 2016, has, at a minimum, a baccalaureate degree and experience in supervision of staff, fiscal management, and administration.
 - 1302.9(e)7 – Family services staff qualification requirements. A program must ensure staff who work directly with families on the family partnership process hired after November 7, 2016, have within eighteen months of hire, at a minimum, a credential or certification in social work, human services, family services, counseling or a related field.

Gateways Credentials—Professional contributions discussion/recommendation

- In summer 2013, Illinois received a Race to the Top (RTT) Early Learning Challenge Grant. This grant allowed for a Credential fee cost reduction. Credentials went from \$300 to \$30 (90% reduction).
- In late 2013/early 2014, it was determined that professional contributions were a barrier for most trying to obtain a Credential. With countless centers participating in ExceleRate Illinois, many professionals were finding it difficult to obtain a Credential with professional contributions.
- As of January 12, 2015, professional contributions were removed from initial Credential attainment and only required upon renewal. Removing this barrier allowed for thousands of applicants to get a Credential.

- Pilot Credentials, Family Child Care, Family Specialist, School-Age and Youth Development, and Technical Assistance followed suit awarding Credentials without professional contributions beginning in fall 2015.
- Applicants who are renewing Credentials through 2017 are already familiar with professional contributions since they were required when they obtained their initial Credential.
 - Credentials that expire in 2018 would include thousands of professionals who are not familiar with professional contributions.
 - Directors and staff are overwhelmed with the Illinois Department of Human Services (IDHS) Child Care Assistance Program (CCAP) training requirements as well as ExceleRate Illinois Credential requirements.
 - The current ECE landscape has had significant education and training requirements compared to almost 20 years ago when the first Gateways Credential was developed.
 - This increase in professional requirements has changed the ECE landscape.
 - Question: Do other professional certifications or Credentials require applicants to contribute professionally?
 - The Professional Educator License (PEL) issued by the Illinois State Board of Education (ISBE) requires continuing education units (CEUs) or additional graduate level coursework to renew a PEL. A PEL is renewed every 5 years.
 - Fitness certification must show evidence of professional development hours in order to renew.
 - Cosmetology, medical, social work, and other professional licenses do not require professional contributions but rely on professional development hours and continuing education.
 - Question: Could applicants upload professional contributions to their Gateways Registry?
 - This would create a vast modification to the Registry database. If professional contributions are removed, this function would not be necessary.
 - There could be a section added to self-report volunteer/professional contribution activity without uploading documentation.
 - Competencies are more inclusive which may include professional contribution content.
 - Higher Education/entitled route students used assignments embedded into coursework to complete professional contributions.
 - A recommendation to remove professional contributions from renewal requirements would include ALL Gateways Credentials. According to the ECE and Infant Toddler Credential frameworks, the graduate Level 6 Credentials require professional contributions at initial Credential attainment.
 - Motion to remove professional contributions from Credential renewal requirements by Diane Scruggs.
 - Motion seconded by Sue Jackson.
 - Five finger vote:

5 Fingers	13
4 Fingers	0
3 Fingers	1
2 Fingers	0
1 Finger	0
 - Motion passes.

Gateways Credentials & Competencies

- A draft ECE Credential competency framework was shared with the committee.
 - Each level builds from the previous level(s). Competencies required at Level 2 are also required at each level.

- ECE Level 2 does not specify college coursework is required. The “education and training required competencies in early care and education” column should be revised to include “college education and training required competencies in early care and education”.
- Competencies and trainings (Attachment H).
 - Credential Approved Training not to exceed 30% of total points in “Education and Training” Component area(s) OR not to exceed 6 points in one “Education and Training” Component area. PDAC Steering 5/14/2014 recommendation – embedded into policies July 1, 2014.
 - The following chart (Attachment H) outlines the percentage of competencies by training:

	Current % of training points	Comparable % using number of competencies
ECE Level 5	6 points out of 30 points = 20%	56 total competencies: 11 out of 56 = 20% Same if we allow (up to) 11 competencies to be addressed through trainings
ECE Level 4	3 points out of 24 points = 13%	42 total competencies: 6 out of 42 = 15% 5 out of 42 = 12% Comparable if allow (up to) 5 or 6 competencies to be addressed through training
ECE Level 3	3 points out of 18 points = 17%	28 total competencies: 5 out of 28 = 18% Comparable if allow (up to) 5 competencies to be addressed through training
ECE Level 2	3 points out of 12 (+4) points = Originally: 3 of 12 points = 25% or 3 of total 16 = 19%	12 competencies: 3 out of 12 = 25% 2 out of 12 = 17%

- Question: For consistency, can 20% of competencies be met by training across all levels?
 - These percentages are consistent with the current framework training points allowed at each level. Shifting to 20% at each level would require a recommendation to IDHS. Using a mathematical calculation percentage from points to competencies will not require a recommendation.
 - The chart above shows all Credentials would following the same mathematical model for the percentage of competencies by training as was used in the point system.
- Question: How will professionals know which training to take to meet a specific competency?
 - In the future, the statewide online training calendar database would be the place to add search options by competencies.
 - Competencies are not tied to the 7.5 clock hour rule. It is possible for a competency to be met in a five-hour training.
 - Trainings could be bundled together to meet a competency.
- Higher Education update and competency timelines
 - Community Colleges were required to submit ECE competency alignment by June 2017.
 - A majority of community colleges will start offering coursework using competencies in fall 2018.
 - Full alignment including assessments and rubrics are due by December 2017.
 - Four-year institutions will begin aligning to ECE competencies in December 2017 with implementation before July 1, 2019.

- Two-year institutions will be required to list competencies within the course catalog within two years. Four-year institutions will follow suit.
- Parameters of point range for the Entitled Review Group (ERG):
 - Higher education institutions had parameters on how many semester hours it takes to complete a Credential when using the point system.
 - The table below indicates the range of semester hours two-year institutions have submitted to ERG to be entitled for the ECE Credential using competencies.
 - The Entitled Review Group with guidance from INCCRRA will determine an acceptable range of semester hours to meet Credential requirements based on competencies.
 - Level 5 institutions have not aligned to competencies but have additional expectations that may include a wider range of acceptable hours.
 - The purpose of point range parameters is to encourage similar pathways across all Higher Education Institutions. For example: School A takes 24 semester hours to get an ECE Level 2 while School B takes 16. Students may choose a quicker pathway if given the choice.

	Suggested ranges:	
ECE Level 5	30 – 56 semester hours	Not yet identified. PEL requirements? ISBE? EdTPA?
ECE Level 4	21 – 27 semester hours (24 ECE)	66% of schools would meet: <ul style="list-style-type: none"> ○ low 15 hours ○ high 44 hours
ECE Level 3	15 – 21 semester hours (18 ECE)	70% of schools would meet: <ul style="list-style-type: none"> ○ high 31 hours
ECE Level 2	12 – 18 semester hours (12 ECE plus 4 “other” hours)	88% of schools would meet: <ul style="list-style-type: none"> ○ low 9 hours ○ high 28 hours

Senate Bill 1829

- Dan Harris Executive Director for INCCRRA and Teri Talan Director of Policy Initiatives at the McCormick Center for Early Childhood Leadership and Associate Professor of Early Childhood Education at National Louis University, are co-chairs for the Early Learning Council Quality Committee.
- As of July 31, 2017, draft recommendations for SB 1829 are to address short term challenges in hiring qualified staff by increasing the pool of available teachers for Preschool for All (PFA) classrooms through expanding the Emergency Rule.
 - Currently: A teacher of preschool children in the PFA program may alternatively meet one of the following requirements:
 - A teacher must hold a current Professional Educator License (PEL) 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 content, OR
 - 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 three years of hire, OR
 - A teacher must hold a 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 three years of hire.

- Question: Would a future recommendation include funding support or compensation for obtaining a PEL?
 - A future recommendation could include a request for funding from Child Care and Development Block Grant (CCDBG) to support teachers in obtaining a PEL.
 - There needs to be compensation equity between PFA teachers in center-based programs and PFA teachers within school-districts.
- Question: Would schools have someone on staff who does meet the PFA education requirement?
 - Someone would be assigned to supervise staff to meet the PFA education requirements but they may not have the same educational requirements as those they supervise.
- Question: What model or cohort would design a pathway for teachers to get a PEL while they are currently teaching?
 - Some models are already in place vetted by ISBE and other groups.
- The Type 29 Transitional Bilingual License allows educators with bachelor’s degrees from other countries to teach in their native language. They have five years to obtain a PEL.
- Question: When would SB 1829 Emergency Rule pass? What is the timeframe to implement?
 - It depends on how long the emergency rule takes to be approved.
 - Once the SB 1829 Early Learning Council Quality Committee passes this recommendation, it would be presented to the full Early Learning Council. It will not go out for public comment.

Teacher Pipeline — Guiding Principles for Cultural and Linguistic Responsiveness (Attachment I):

- Using the Multicultural Principles for Head Start Programs as a guide, these Guiding Principles were developed in partnership with:
 - The Governor’s Office of Early Childhood Development (GOECD)
 - Illinois State Board of Education (ISBE)
 - Illinois Department of Human Services (IDHS)
 - Illinois Department of Human Services Head Start Collaboration Office Bureau of Child Care and Development (HSSCO)
 - INCCRRA

Illinois Trainers Network (ITN)—Gateways Competencies: Origins, Applications, and Opportunities Power Point Presentation (Attachment J):

- In July 2017, Joni Scritchlow and Johnna Darragh Ernst presented to the Illinois Trainers Network (ITN). This presentation focused on *introducing competencies* to trainers statewide.
- Competency definition (slide 4 and 5): Specific, measurable, observable behaviors that reflect knowledge, skills and dispositions. Competencies describe:
 - What should a practitioner know?
 - What should a practitioner be able to do?
- Competencies provide common language, which can serve as a bridge between (slides 7 and 8):
 - Training and coursework
 - Two- and four-year institutions
 - Direct and entitled Credential routes
- Why competencies? Benefits from a field perspective (slide 10).
 - Creates infrastructure where opportunities supporting attainment of credit for practitioners in the field can be explored
 - Promotes development of clear career lattice
 - Supports development of easy-to-understand professional development plans and related development pathways

- Creates infrastructure where opportunities supporting professional development and coaching for practitioners in the field can be explored.
- Provides common bridge (language, infrastructure) between entitled and direct route
- Examples of trainings using competencies on slide 27 and 28.
- The next ITN Trainers Summit could focus on what existing trainings meet competencies.
- Professionals could take trainings to a college for an Assessment of Prior Learning (APL) to get college credit.

Announcements/Updates

- The School-Age and Youth Development (SAYD) Level 1 modules online satisfy the health and safety requirements for School-Age only programs. The remaining Level 1 modules were not budgeted to be available online.

FY18 Meetings:

▪ Tuesday, September 26 th	1:30 PM – 3:00 PM	telenet/webinar	(last Tuesday)
▪ Tuesday, December 5, 2017	1:30 PM – 3:00 PM	telenet	(first Tuesday)
▪ Tuesday, January 2, 2018	1:30 PM – 3:00 PM	telenet	(first Tuesday)
▪ Tuesday, February 6, 2018	1:30 PM – 3:00 PM	telenet	(first Tuesday)
▪ Tuesday, April 3, 2018	1:30 PM – 3:00 PM	telenet	(first Tuesday)
▪ Tuesday, June 5, 2018	1:30 PM – 3:00 PM	telenet	(first Tuesday)

Adjourned at 3:00 PM.

Attachments available upon request.

