



GATEWAYS TO OPPORTUNITY

Illinois Professional Development System

PDAC Qualifications and Credentials (QC) Credential Committee

Thursday, March 17, 2016

10:00AM – 3:00PM

INCCRRA

Meeting Minutes

Attendees:

Anne Wharff**	Jenny Kemp Berchtold**	Miranda Lin	Tami O’Daniel
Diane Scruggs	Joni Scritchlow	Ryan Duffy	Tammy Notter
Elva DeLuna	Julie Lindstrom	Sharyl Robin**	Teri Meismer
Gayle Mindes	Malia Owens	Stephanie Hellmer	Teri Talan*
Heather Seitz	Melissa Johnson	Sue Jackson	Tricia Desmond

*De-notes co-chair

**called-in

Welcome and Introductions – Teri Talan, co-chair

- Members went around the room and introduced themselves.

Review and Approval of Minutes

- February 25, 2016 Minutes
- Change spelling of Elva DeLuna (last name).
- Gayle Mindes motioned to approve the minutes.
- Tammy Notter seconded the motion.
- Minutes approved.

School-Age and Youth Development Credential Pilot Updates – Tammy Notter, co-chair

- Referenced the two different frameworks.
 - School-Age (SA)
 - Ages 5 to 12 year olds.
 - Youth Development(YD)
 - Ages 10 to 18.
- Based on survey data and research from the field, the SAYD Credential Committee recommends merging the two credentials into one credential:
 - School-Age and Youth Development Credential
- Three major reasons:
 - Higher number of applicants that applied for the School-Age Credential.
 - The Youth Development Credential is not in high demand in the workforce.
 - Expanding the age to 18 would limit funding (Youth Development Credential age range is 10 to 18).
 - Other funders would have to be involved and there are not many opportunities that would help support this credential with the extended age range up to 18.
- Changing the age range to reflect children in Kindergarten ages 5 through 16.
- All Youth Development Credential recipients’ work experience fall within the age range of 5 through 16.

- No Youth Development Credential applicants submitted work experience solely with 18 year olds. Documented work experience verifies they have been working with youth for the past five years (falling into the 5 through 16 age range).
- A comment was made that it is important for practitioners working with children and youth ages 5 through 16 to have strong skills in early literacy and math development.
- A suggestion was made to include at the School-Age and Youth Development Credential Level 5 benchmarks about the importance of practitioners taking coursework in teaching math and early literacy.
 - There is a high demand in urban areas to assist English as a Second Language (ESL) learners.
 - Need to highlight key issues that are happening in “before and after school programming.”
 - Tutoring is a big focus.
 - Every other credential in the state requires individuals to have experience with English learners.
 - Need to have that background if you work with ESL learners.
 - Comment: This is a very narrow focus in the field and a small part of the work that practitioners are doing.
 - The SAYD Credential Committee looked at the National Afterschool Association (NAA) and the work that is being done in before and after school programs.
 - Less emphasis on tutoring and more on behavior modifications that help the student gain control in school which is very different than programs that primarily focus on homework supervision.
- The SAYD Committee will take today’s dialogue and apply revisions to the benchmarks to vote on at the next QC call on April 19th, 2016.
- Two suggestions:
 - Finalize the age range of Kindergarten ages 5 through age 16.
 - Build in and revise content in the benchmarks to merge the two credentials.
 - Revise content in SA Benchmarks at the Level 5 to incorporate early literacy and math into curriculum programs.
- **Question:** How could the committee specify the early literacy and math requirements and do you want them on the on the framework or in the benchmarks?
 - **Answer:** Specify in the benchmarks at the level 5 the importance of early literacy and math.
- **Question:** Where is early literacy and math addressed specifically in the ECE Credential and/or is it addressed in the benchmarks?
 - **Answer:** There are no courses specifically required in this area for the ECE Credential.
- This is not a motion to vote but it is advice/suggestions (informal) for the benchmarks and frameworks.
- Withdrew a formal motion and noted this as a suggestion.
- **Question:** Were there individuals that only went for one or the other credential (SA or YD)?
 - **Answer:** A majority of applicants applied for both credentials but would only qualify for the School-Age Credential. Applicants who were awarded a Youth Development Credential were also awarded the School-Age Credential.
- There is support from IDHS to combine the School-Age and Youth Development Credentials.
- Five-finger vote taken regarding the age range being Kindergarten ages 5 through 16 years of age.

- All individuals voted with five-fingers (14 individuals).
- Recommendation for Approval will be developed and presented at the next QC Telenet on April 19th, 2016.

Reviewed School-Age Framework Recommendation for Approval – Tammy Notter, co-chair

Level 2 – The framework will then read 1 point in Human Growth and Development, 1 point in Curriculum and Program Design.

Level 3 – Removed requirement of needing 1 point in the content area of Observation and Assessment (OA). The rationale being:

- Applicants were eligible for a higher level but couldn't get the higher level because missing 1 point in Observation and Assessment.
- Revised to have 1 point in each Human Growth & Development, Health, Safety & Well-Being, Curriculum or Program Design, Interactions, Relationships, & Environments, and Family & Community Relationships.
- Suggested Revisions:
 - A student needs to be enrolled in 16 hours of college coursework to receive federal financial aid.
 - This information will be brought back to the SAYD Committee to evaluate if a change needs to be made to the framework to incorporate 16 hours at Level 3.
 - If an applicant is applying for a certificate at a community college (that is a 15 hour credit certificate), they would not qualify for federal financial aid.
 - Community colleges often have certificates and students need to declare what certificate they are applying for before receiving financial aid.
 - This rule does vary by institution and their requirements.
 - This would be more consistent with other Gateways Credentials.
 - If the ECE Credential is changing the Level 2 to require 16 points, it is suggested that other credentials follow in this requirement as well.
 - This will help individuals applying for a credential.
- Updated “transferable” to “credit bearing” to be consistent with other Gateways Credential frameworks.
- Suggestion: remove the sentence in the rationale for Level 3; “This workforce would gain greater knowledge from psychology, sociology etc., than math specifically.”
- Change the recommendation to say, “School-Age and Youth Development”
- Gayle Mindes made a motion to approve these changes subject to the SAYD Credential Committee’s review.
- Elva DeLuna seconded the motion.
- Motion approved.
- All individuals voted with five-fingers (14 individuals).

School-Age and Youth Development Credential Level 1

- An applicant can receive half of the point requirements for the Education and Training component if they have completed the School-Age and Youth Development Credential Level 1 for the SAYD Credential at the Level 2 only.
 - It will not count for points for any of the other levels.
 - There is not an articulation for the SAYD Training.

- It does meet the requirements of Level 2 (1 point in Human Growth and Development and 1 point in Curriculum or Program Design. The remaining 3 points would have to be fulfilled through coursework).
 - This is comparable to a Child Development Associate (CDA) credential.
- The remaining three points can be in any SA YD Content Areas Rationale:
 - Booster step for individuals in the field.
 - It is the same as when an individual moves from a Level 2 to a Level 3, they do not need an additional 18 points but 9 more points to get to the Level 3.
 - School-Age courses are being canceled due to low enrolment or are not being offered.
- During the pilot, 25% of applicants took the SAYD Training Level 1 training that got the SAYD Level 2 Credential.
- Comments:
 - SAYD Credential Level 1 is a good stepping stone for level 2.
 - It will help motivate practitioners towards pursuing a higher level.
 - This is only a positive and will help increase their professional development as a practitioner in the field.
 - The SAYD Credential Level 1 training gives practitioners good knowledge and is an in-depth, intentional training.
 - Also a good opportunity to get the credential when coursework is not available.
 - Great opportunity for individuals to start getting involved in the field.
- The SAYD Level 1 Credential can only be used at the Level 2.
- The SAYD Credential Level 1 Recommendation for Approval will be separate from other SAYD Recommendations as it was only approved for the pilot and could have implications for other credentials (e.g. FCC Bronze Level ExceleRate, ECE Level 1).
- Do not put in the rationale anything about the ECE Credential, as this is separate for SAYD.
- **Question:** Why should we not utilize the SAYD Level 1 at the Level 2?
 - **Answer:** Not encouraging people to take coursework which requires study and theory.
 - Comment: Disagree because would rather see someone who has the SAYD Level 1 training and is moving upward to a Level 2. It encourages practitioners and gets them excited to get to the next level and pursue more education/training.
- Practitioners are not required to have the SAYD Level 1 to get the SAYD Level 2.
- This was successfully tested during the pilot.

Technical Assistance Credential Status Updates – Sharyl Robin, co-chair

- 116 applicants have expressed interest in the credential (emailing asking for an application).
 - 81 Direct Route applications have been received.
 - 17 TA Credential portfolios have been submitted.
 - 76 applicants have their official transcripts in.
- The TA Credential Committee has approved a total of 6 applicants at this time.
 - 3 TA Level 6
 - 3 TA Level 5
 - There are two applicants pending at a TA Level 4 due to further documentation needed.
- The TA Committee meets every month to review applicant's portfolios for credential approval and meets every week to review course descriptions.
- Next Step:

- The committee will determine if professional contributions will be required upon renewal or remain for credential attainment.
- Jumpstarts have been held with Rasmussen College on February 9th, March 9th and another one on June 7th, 2016 to help students apply for the TA Credential through the Entitled Route.
- Another Jumpstart scheduled with Highland Community College on April 12, 2016.
- The TA Credential pilot ends on August 31, 2016.

IOM Report (i2I) – Incubation to Innovation Work Underway – Joni Scritchlow

- Transforming the Workforce Report
 - National Research Council and Institute of Medicine
- Evaluating policies that are guiding the early care and education workforce in each state.
- Want to develop a structure that works effectively for each state.
 - Want to utilize the report and help to inform and change workforce policies.
- To foster that, at a federal level, they are taking four states at a time and forming what is being called, "i2I groups".
 - Each team will have 8 people meeting to evaluate the information and look at key recommendations.
 - First core focus is to incubate the recommendations and innovative strategies to apply certain recommendations in Illinois.
 - Look at high priority recommendations and advancements first.
- Individuals who wrote the report are on the committee and facilitating these different groups.
- I2I led by Cathy Main and Christi Chadwick.
- Each state can have a team of 8 people and will come to DC or California to share information on what is going on in their state.
- Opportunity to provide good input and strategies for our workforce.
- Welcome QC members to share recommendations they feel are most important.
- Report is federal so states can come together and learn from each other.
- Feedback will be important for each group to bring to the larger group to help evaluate and raise points to develop a good structure moving forward.
- **Question:** Who is sponsoring the project?
 - **Answer:** National Research Council and the Institute of Medicine
- Helping to guide the PDAC Workforce and Development Pathways Committee to develop and put recommendations on the table to help transform our workforce.
- IOM Report will help us to start thinking about what it is that our programs and institutions need.

Family Specialist Credential Pilot Recommendations – Diane Scruggs, co-chair

Recommendation for Approval of the Family Specialist Credential Benchmarks

- Revisions to the benchmarks have been made in red after results from the pilot and meetings with faculty were captured.
 - The changes made are in red on pages 10, 11, 14, 20, and 21.
 - Changes were made to show the importance of Cultural and linguistic responsiveness.
- Elva DeLuna made a motion to approve.
- Gayle Mindes seconded the motion.
- Recommendation approved.

- All voted with a five finger vote (11 individuals).

Recommendation for Approval of the Family Specialist Credential Level 5 Degree Requirements

- Recommending that if an applicant has a Bachelors or Master's Degree in Social Work the applicant meets these requirements across the General Education Requirements, Content Area Specific Education and Work and Practical Experience for the Gateways FSC Credential Level 5.
- **Question:** Were schools looked at in terms of making this recommendation and are school geographically represented?
 - **Answer:** Schools from both in and out of state were examined.
- **Question:** Did the committee look at colleges and universities in Illinois that offer both a Bachelors and Master's program in Social Work?
 - **Answer:** Yes, there were applicants from a variety of universities that offer both a Bachelors and Master's program in Social Work in and out of state.
- **Suggestion:** Look at other institutions from applicants who have applied for the FSC and look to see if the program is accredited or is a good program.
 - May be complicated to assess.
 - It is not required that an institution is accredited in the state of Illinois.
 - Suggestion to make a rule that the student has to come from a nationally accredited program or if not from an accredited program that the student has to submit their official transcripts to see courses taken (like the Direct Route).
- **Question:** What would be the motivation for an individual to get the FSC if they already have a Bachelor's degree in Social Work?
- **Answer:** The FSC helps an individual in the workforce to gain employment. It could be a requirement for individuals working with families and the level of the credential they should have.
 - The Preschool for All Expansion Grant requires in Illinois that staff working with children take one family specialist credential approved training.
 - ISBE has already rolled out the connecting points with this conversation regarding the Preschool for All Expansion Grant and tying it into the Family Specialist Credential.
- **Question:** Why would an individual get a credential if they already have a degree (e.g. in Social Work)?
 - **Answer:** There are a lot of individuals who get a degree in an area that they do not end up working in later on in life. Having a credential that focuses on the area they are currently working in (with families for example) helps to build their professional development in that area.
- Add to the Recommendation that an institution must be accredited or have gone through some external body of review to show that it is a good program.
 - Revise language in some way to say this in the recommendation to ensure that institutions are offering valid coursework (may not have to necessarily be accredited).
 - Want to have consistent course requirements across institutions.
- Gayle Mindes made a motion to approve.
- Tammy Notter seconded the motion.
- Recommendation approved.
- All voted with a five finger vote (11 individuals).

Recommendation for Approval of the Family Specialist Credential Framework

- No changes to the framework at Level 2.
- **Level 3** – Will include the language explaining “any Math” at both Level 3 and Level 4 to be consistent with other Gateways Credentials.
 - Will remove the sentence; “This workforce would gain greater knowledge from psychology, sociology etc., than math specifically.”
 - Adding 1 point at the Level 3 to help individuals obtain federal financial aid—16 points is also consistent with other Gateways Credentials.
 - There is pressure at the federal level to have students as completers.
 - Certificates are not as widely applied for at community colleges but making this change is only beneficial to students and will maintain consistency across all levels.
 - The FSC is not currently tied to a “certificate” like some college or university programs.
- **Level 4** – Will change, “(These 6 hours to 9 hours....).
 - Increasing Level 4 to require 21 points did not affect any applicants.
- **Level 5** – Increased Level 5 to require 33 points.
 - Only 6 out of 81 (7%) people were effected
 - 22 out of 81 (27%) at the FSC Level 5 had a BSW or MSW.
- Gayle Mindes made a motion to approve.
- Elva DeLuna seconded the motion.
- Recommendation approved.
- All voted with a five finger vote (11 individuals).

Family Child Care Credential Status Updates

- 262 direct route applications have been received.
 - A total of 65 direct route credentials have been awarded,
 - 2 – Level 5
 - 1 was a Level Advance from Level 4.
 - 16 – Level 4
 - 16 – Level 3
 - 31 – Level 2
- 22 entitled route applications have been received.
 - A total of 5 entitled route credentials have been awarded.
 - 2 – Level 4
 - 1 – Level 3
 - 2 – Level 2
- Pilot survey was emailed to applicants and faculty at the end of February.
- Pilot responses were recorded early in March and will be shared soon.
- The final FCC pilot report is currently being drafted.
- There is a jumpstart scheduled with Oakton Community College next Saturday, March 26, 2016.
- The next Family Child Care Credential Committee meeting will be a face-to-face meeting at INCCRRA on April 9, 2016.
- Will be bringing information to QC at the April 19th, 2016 meeting.
- It is important that there is alignment between the ExceleRate Illinois Licensed Family Child Care Bronze Circle Trainings and the Family Child Care Credential Content Areas.

- Approved for the pilot that anyone who takes ExceleRate Illinois Licensed Family Child Care Bronze Circle Trainings will get three credential approved training points at the Level 2 only.
- Will look at how many providers have taken and finished the training at the end of the pilot.
 - It has just recently started to be offered.
- The Family Child Care Environment Management content area is an area where a lot of applicants are missing points. Many applicants could get the credential but are unable because they are missing 1 point in this content area.
- Looking at developing trainings that would fulfill the 1 point requirement in Family Child Care Environment Management.
 - Erikson Institute has implemented Town Square and has developed some online trainings for providers.
- A lot of students are enrolled in an online course through Parkland Community College in Family Child Care Administration.
 - Great course: offered as an 8-week online course.
 - This course is helping practitioners to advance to a higher level.

Connecting Trainings

- **Question:** Should the trainings (ECE Level 1, SAYD Level 1, ExceleRate Bronze level trainings) start counting as points towards a credential?
 - **Answer:** There are a large number of individuals in our workforce that are taking these trainings and want them to start counting and bridging with other state requirements.
- **Question:** Do we have a process in place where we can count pieces of the trainings towards Gateways credentials?
 - Need to look at how we can place training points in our professional development system and how we can connect pieces in a cohesive way for our practitioners.
- **Comments:**
 - A lot of corporate providers that invest in training their staff and feel that their training hours are not being recognized by state professional development systems.
 - Want to help practitioners to see themselves in the system.
 - E.G. Bright Horizons and Knowledge Universe offer trainings and could look to see if their training content is connected to Gateways Credentials content.
 - Bright Horizon offers scholarships for their staff to take Gateways trainings that could apply to Gateways Credentials but won't pay for private school tuition coursework.
- It is possible that some institutions use the content from the SAYD Level 1 Training or ECE Level 1 Training to develop a three credit hour course. INCCRRA staff will look into this.

Sharing of Workforce Development and Pathways Recommendations – Joni Scritchlow

- Want to develop a unifying structure for how to determine if an individual is qualified for a given position (e.g. as a teacher).
- For example, the Illinois Director Credential (IDC) is recognized by DCFS Licensing representatives as of July of 2017 as meeting DCFS Licensure.
 - No other documents need to be shown (e.g. degree, work experience).

- Statewide conversations with licensing reps as to what is being counted and have found some disconnects.
- Two ideas have been brought up to help unify requirements:
 - Individual has a certain Gateways Credential.
 - Individual has a certain degree with specific competencies (preferably Bachelor's degree).
 - Competencies are outlined in Gateways ECE Benchmarks.
- The requirement is quite a ways into the future, but qualified practitioners need to be prepared and ready for this.
- If it is required that practitioners have to have a Bachelor's degree, there needs to be steps in place to get them there.
- Will start with requiring an ECE Level 2 Credential and then can help move them up to an ECE Credential Level 3 or 4.
- Comments:
 - Tendency to push back deadlines and would like to see the ECE Level 2 required sooner, rather than later.
 - Would like to see credentials meet licensing requirements.
 - Need to have buy-in from state level.
 - If we are requiring people to have a credential and take courses to get the credential (if don't have the degree requirement) they should be compensated accordingly.
 - Individuals are not going to pay for a course to get a credential if they will not make any more money after having taken the course and receiving the credential.
 - More than 40% of teachers working at Illinois child care centers have a Bachelor's degree.
 - 78% of the workforce has either a Bachelors or Associates degree working in Illinois child care centers.
 - Main question is to address how we can motivate people to go into the field of early care and education.
 - Want qualified child care providers.
 - Comment that there has been lower enrollment in Early Childhood Education programs in colleges and universities. Seeing lower enrollment in Early Childhood Education programs.
 - Would like to see applicants move on a hierarchy where they have to have the ECE Level 2 by a certain deadline, therefore, moving them closer towards having the ECE Level 3 requirement.
 - Comment: Would like to start suggesting that in a couple years teachers are required to have the ECE Level 2 for DCFS Licensing.
 - Lower the amount of time until it is required.
 - 2025 is too far away.
 - This process will help as a stepping stone.
 - Comment that the timeline isn't a problem but the funding needs to be addressed.
 - General vote taken to help guide the work with WDP Committee.
 - Recommendation for Approval for Assistant Teachers
 - Five Finger: 3
 - Four Finger: 3
 - Three Finger: 2
 - Two Finger: 1

- One Finger: 0
- Comments on Two Finger Vote: Would like the Level 2 to be required sooner.
- Recommendation for Approval for Teachers
 - Five Finger: 4
 - Four Finger: 3
 - Three Finger: 0
 - Two Finger: 2
 - One Finger: 0
- Two Finger Vote Comments: Would like to see the credentials required earlier than 2025 and the other two finger vote having concerns about funding.

UBER Credential Competencies Discussion – Joni Scritchlow

- Process of using competencies from the 347 ECE Benchmarks.
- Organizing them into employment positions as to what competencies each position should have.
- Rich training system that can use the 347 benchmarks to develop training curriculum and cover more content areas.
- Other states utilizing overarching competency’s as qualifiers as well.
- Looking at next steps to see how this work will advance with other Gateways Credentials.

RTT Ending 12.31.16 – Budget Implications

- Pilot Credentials are funded by Race to the Top (RTT)
 - Family Specialist Credential
 - Family Child Care Credential
 - Technical Assistance Credential
- Credential fees are waived during the pilot but fees will be re-assed once the pilots are closed in December of 2016.
- The application fee for the ECE, ITC and IDC is \$30 until December of 2016.
- A new fee structure after RTT will need to be decided.
 - It is unknown at this time as to what the fees will be until a budget has been established.
- There will most likely be a fee after December 31, 2016 unless a unifying grant is received.
- Advocate and message to practitioners to apply now while the cost is still minimal— \$30.

Next Meeting Date:

April 19th, 2016: 1:30PM – 3:30PM *Telenet

Attachments available upon request

Adjourn

