



# GATEWAYS TO OPPORTUNITY

Illinois Professional Development System

## PDAC Qualifications and Credentials (QC) Credential Committee

Thursday, February 25, 2016

1:00PM – 3:00PM

Telenet

Meeting Minutes

### Attendees:

Barbara Volpe	Jill Enchelmayer	Miranda Lin	Tami O'Daniel
Deborah Rogers-Jaye	John Roope	Penny Williams-Wolford	Tammy Notter
*Diana Rosenbrock	Johnna Darghst	Ryan Duffy	*Teri Talan
Diane Scruggs	Julie Lindstrom	Shallie Pittman	Tricia Desmond
Elva DeLune	Lisa Downey	Sharyl Robin	Wendy Mertes
Gayle Mindes	Medina Bailey	Shauna Ejeh	
Isolda Davila	Melissa Johnson	Stephanie Hellmer	

\*Denotes co-chair

**Welcome** – Teri Talan and Diana Rosenbrock, co-chairs

### Review and Approval of Minutes – November 6, 2015

- Gayle Mindes made a motion to approve the minutes.
- Tammy Notter seconded the motion.
- Minutes approved.

### Ad Hoc Committee Updates:

#### Family Child Care Credential - Diana Rosenbrock, co-chair

- 248 Direct Route applications have been received to date.
- 55 total Direct Route Credentials have been awarded.
  - Two Level 5 Family Child Care (FCC) Credentials Awarded – one of which was a Level Advance from a Level 4.
  - 14 FCC Credentials awarded at the Level 4.
  - 13 FCC Credentials awarded at the Level 3.
  - 26 FCC Credentials awarded at the Level 2.
- 22 Entitled Route applications have been received to date.
- Five total Entitled Route credentials awarded to date.
  - Zero FCC Credentials awarded at the Level 5.
  - Two FCC Credentials awarded at the Level 4.
  - One FCC Credentials awarded at the Level 3
  - Two FCC Credentials awarded at the Level 2
- Pilot survey is to be sent out to faculty and applicants to get feedback on the credential.
- Pilot responses will be recorded by the first week of March.
- Final Pilot report is currently being drafted.
  - The report will include a variety of information - History, Credential development, Survey Data, Misc.
- Target dates to present findings from survey and any revisions to the FCC Credential:

- QC – April 19
- Steering – May 18 and 19
- PDAC – June 17
- Family Child Care FY16 Future Meeting dates:
  - Thursday, March 10, 2016 1:00 - 2:30 Telenet
  - Saturday, March 19, 2016 10:00 - 3:00 Face-to-Face
- Will present findings to QC at the April 19<sup>th</sup> Meeting (Telenet).
- Still busy processing and receiving applications on a daily basis.

**Technical Assistance (TA) Credential– Lisa Downey, co-chair**

- 79 Direct Route applications have been received to date.
- 73 applicants have their official transcripts in.
- Course descriptions are evaluated with a smaller group from the TA Credential Committee on a weekly basis via telenet.
- The TA Credential Committee has begun awarding TA Credentials (December 17<sup>th</sup> and January 25<sup>th</sup>, 2016 meetings).
  - 3 TA Level 6
  - 2 TA Level 5
- A total of five TA Credentials have been awarded to date.
- We have had a total of 14 course description review meetings.
- The next entire TA Committee meeting will be held March 10<sup>th</sup> from 9:30-11:30 for a telenet .
- The TA Committee has continued to stay strong in the number of members on the committee and representation.
- Jumpstart was held with Rasmussen College on February 9<sup>th</sup>, 2016 which was hosted as a Webinar and another Jumpstart is scheduled with Rasmussen College for March 8<sup>th</sup>, 2016 also as a Webinar.
- Jumpstart scheduled with Highland Community College on April 12<sup>th</sup>.
- Pilot Credential End Date: August 2016.
- **Question:** How are Entitled Route applicants processed versus Direct Route applicants?
  - **Answer:** There are five Entitled Route Institutions that were selected to participate in the TA Pilot based upon the coursework that they have offered at their institution and/or availability to develop coursework.
    - Entitled Route applicants are processed once they have completed the required coursework on the program layout. Course completion is verified through official transcripts.
- **Question:** Do Entitled Route students have to submit in additional documentation for work experience in coaching/mentoring? Will there be issues with the Entitled Route having to fulfill the additional amount of hours (higher amount) for work experience?
  - **Answer:** Yes, applicants have to submit in additional documentation. Schools do not embed practicums and/or teaching experience in their programs (at this time) that fulfills the required hours to receive the TA Credential.
  - Highland Community College is an example of students who have the TA Experience outside of their practicums.

**Ad Hoc Committee Pilot Recommendations for QC March 17, 2016 Meeting:**

- Recommendations are not being presented at today's meeting.

- Today we are focusing on reviewing the Family Specialist Credential, School-Age Credential and Youth Development Credential in preparation for final Recommendations of Approval at the March 17<sup>th</sup>, 2016 QC Meeting.
- Going into more detail with these three credentials today as their pilots are now closed and they are preparing for statewide roll-out.
- Before these credentials can be rolled-out, they must be reviewed (frameworks, content areas, benchmarks) by the Qualifications and Credentials Committee.
- They will then be reviewed by PDAC Steering, then PDAC as a whole and finally by Illinois Department of Human Services (IDHS)
- Recommendations will come from survey results, faculty and ad hoc committee members.

#### **School Age (SA) Credential – Tammy Notter, co-chair**

- 182 School Age Direct Route applications have been received.
  - 31 total School Age Direct Route credentials have been awarded.
    - Four SA Direct Route Credentials awarded at the Level 5.
    - Three SA Direct Route Credentials awarded at the Level 4.
    - Three SA Direct Route Credentials awarded at the Level 3
    - 22 SA Direct Route Credentials awarded at the Level 2
  - School Age Credential Direct Route Survey sent on 12/16/2015.
- 70 School Age Entitled Route applications have been received.
  - 40 total School Age Entitled Route credentials have been awarded.
    - 0 SA Entitled Route Credentials awarded at Levels 2, 4 and 5.
    - 40 SA Entitled Route Credentials awarded at the Level 3.
  - School Age Credential Entitled Route survey sent on 12/16/2015.
- Final Pilot Report will include:
  - History
  - Credential development
  - Survey Data
  - Misc.
- March 9<sup>th</sup>, 2016 telenet scheduled to discuss and finalize recommendations in preparation for the March 17<sup>th</sup>, 2016 QC Meeting.
- Survey results were positive.
- **Question:** Will the School-Age Credential and the Youth Development Credential remain separate credentials?
  - **Answer:** Yes, at this time they will stay separate credentials, pending future feedback.
- Comment made: Very impressed with the number of applicants who have received and applied for the credential.

#### **Family Specialist Credential – Diane Scruggs, co-chair**

- 263 Family Specialist Credential direct route applications have been received.
  - 98 Family Specialist Credentials have been awarded through the Direct Route.
    - 78 – FSC Level 5
    - 3 – FSC Level 4
    - 11 – FSC Level 3
    - 6 – FSC Level 2
- The Family Specialist Credential direct route survey was sent on November 18, 2015.
  - 59 Family Specialist Credential Entitled Route applications have been received.

- Eight FSC Entitled Route Credentials have been awarded.
  - 3 – FSC Level 5
  - 3 – FSC Level 4
  - 1 – FSC Level 3
  - 1 – FSC Level 2
- The FSC faculty survey was sent on November 18<sup>th</sup>, 2015 and the FSC Entitled Route survey was sent on December 8, 2015.

**Youth Development Credential – Tammy Notter, co-chair**

- 117 direct route applications received
  - 9 total direct route credentials awarded
    - Zero – Level 5
    - Zero– Level 4
    - Zero– Level 3
    - Nine – Level 2
- 75 entitled route applications received
  - 40 total entitled route credentials awarded
    - Zero – Level 5
    - Zero– Level 4
    - 40– Level 3
    - Zero – Level 2
- Youth Development Credential Direct Route and Entitled Route surveys sent on 12/16/2015.
- Youth Development Credential faculty survey sent on 12/16/2015.
- Final Pilot Report will include:
  - History
  - Credential development
  - Survey Data
  - Misc.
- March 9<sup>th</sup>, 2016 telenet scheduled to discuss and finalize recommendations in preparation for the March 17<sup>th</sup>, 2016 QC Meeting.

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**Credential Competencies – Johnna Darragh**

- Started with the Early Childhood Educator Preparation Program Innovation (EPPI) grant.
- Language and structural challenges between two and four institutions with the articulation process.
- Developed competencies as a unifying structure.
  - Differences in language between four year institutions (talk in terms of standards) and two-year institutions (talk in terms of courses).
  - Found the idea of using competencies to be a unifying structure.
- Competencies reflect observable behavior; encapsulate knowledge, skills, dispositions that distinguish levels of performance.
- Benefit of competencies: give concrete information about what a practitioner or student should be able to know and do and what should be assessed.

- Example of a competency: Maintain a safe and healthy environment.
- A group of faculty members met and sorted the 347 benchmarks from the ECE Credential Levels 2 -5 into employment positions within the state (relatable to levels):
  - Teacher Assistant (Level 2)
  - Teacher Practitioner (Level 3)
  - Lead Teacher (Level 4)
  - Master Teacher/Director (Level 5)
- Critical question asked – within each role, what fundamental, baseline knowledge, skills, and dispositions would practitioners have to have within each specific role?
- Broke out all 347 benchmarks and put them where they thought each benchmark would fall within each role.
- Looked at the seven Gateways Content Areas and looked at where benchmarks were placed.
  - Organized into categories.
- UBER Competencies reflect macro-level expectations.
  - Existing benchmarks became “UBER Competencies”.
- Captured and reorganized benchmarks.
- Small percentage of any redundant benchmarks or benchmarks listed twice.
- For each UBER Competency there is a Master Rubric.
- Individual institutions can develop assessments based on the Master Rubric.
- Creates continuity between institutions.
  - Assessments that can be based on the same rubric and competencies – tool to create continuity.
- Certain courses could be offered at certain levels in order for an individual to function effectively within a certain position.
  - Organized competency’s into this structuring.
- Maintains the integrity of the original benchmarks, not necessarily new but reframing of language representation.
  - Change in how things are represented that can serve to be a unifying framework.
- **Question:** How will this information be utilized moving forward – where does it go next?
  - **Answer:** Potential to go in a variety of different directions based on feedback and ideas presented.
- Potential connections to aspects in our systems.
  - Potential to combine the DR and ER with the competency system.
  - Competencies could be used for training curriculum and alignment.
  - 7 states that have moved towards a competency framework and has unified aspects of their systems.
  - In accordance with the IOM Report.

### **ECE Framework Layout Updates**

- Two different versions – the content is the same but the layout of how the levels are presented is different.
- Have students look at them in the field to get a fresh pair of eyes.
- Testing to see if one layout is easier for students and practitioners to understand than the other.
- A credential requirements page has been added.
  - This page includes information on what is required for each level (removed from the framework and added to this page).
  - Intent is to avoid having too much content on the framework – can be overwhelming.

### Feedback from QC Committee Members

- **Attachment A – Traditional Layout**
- **Attachment B – New Layout (levels across the top)**
- **Attachment C – Credential Requirements Page**
- Having the levels across the top (new format) is confusing.
- Showed the framework to an outside group (people at work and teachers at centers) who have not seen the framework before. They all liked the original framework the best.
- The original framework is easier to read, how eyes flow when reading, tend to look to the left.
- Comment that the extra page with the credential requirements is overwhelming, long, and intense with too much extra information.

### Feedback from Students

- Johnna Darragh showed the frameworks to a group of students at Heartland Community College.
- The following questions were asked and feedback summarized as follows:
- **Is one format easier to understand? If so which one?**
  - The original framework was thought to be easier to understand.
- **Does one format show growth and progression better? If so which one?**
  - There was less “additional information” on the original framework, and therefore, the students thought that framework showed clearer growth and progression.
- **At a quick glance do you think these frameworks would help you understand what was needed for a credential?**
  - Yes
- **In what ways is the information on the backside helpful?**
  - General confusion
- **What is your favorite layout?**
  - The original layout (the framework that Gateways has been using).
- Overall students liked the original framework and were confused with the information on the second page (credential requirements).

**Announcements:**

- The next QC Meeting will be a face-to-face meeting held at INCCRRA on March 17<sup>th</sup>, 2016 from 10AM – 3:00PM.
- Important meeting as credentials in pilot will be finalizing their frameworks and benchmarks for statewide roll-out.
- These changes will be in place for five years.
- Credentials are reviewed every five years.

**Adjourn****FY16 Meeting Dates**

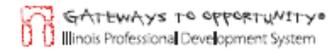
March 17, 2016 – 10:00AM – 3:00PM (INCCRRA Face-to-Face)

April 19, 2016 – 1:30PM – 3:30PM (Telenet)





Gateways to Opportunity® ECE Credential Framework (DRAFT)



ECE Levels	General Education Requirements	Education and Training in Early Care & Education	Work and Practical Experience in Early Care & Education	Professional Contributions in Early Care & Education
Level 6	Graduate Degree	30 points in the ECE Content Areas and mastery in at least 3 of the 7 <b>ECE Level 6 Skill Areas</b> A maximum of 6 points may be from Credential approved training.	6000 hours of documented ECE related experience	Six in three different areas within the last five years
Level 5	Bachelor's Degree	30 points in the ECE Content Areas A maximum of 6 points may be from Credential approved training.	200 hours of ECE supervised experience <b>or</b> 1200 hours of documented ECE work experience	Required at Renewal
A Professional Educator License with endorsement in Early Childhood Education meets these requirements				
Level 4	Associate's Degree <b>or</b> 60+ semester hours <i>(including the 9 semester hours listed at level 3)</i>	24 points in the ECE Content Areas A maximum of 3 points may be from Credential approved training.	100 hours of ECE supervised experience <b>or</b> 600 hours of documented ECE work experience	Required at Renewal
Level 3	3 semester hours of Math, English, and General Education Elective <i>(These 9 credits must be credit bearing)</i>	18 points in the ECE Content Areas A maximum of 3 points may be from Credential approved training.	10 hours of ECE supervised experience <b>or</b> 400 hours of documented ECE work experience	Required at Renewal
Level 2	High School Diploma or GED	16 points in the ECE Content Areas or 6 points in ECE electives and a current CDA, CCP, or Montessori Credential through AMS A maximum of 3 points may be from Credential approved training.	10 hours of ECE observation <b>or</b> 200 hours of documented ECE work experience	Required at Renewal
Level 1	ECE Credential Level 1 is awarded through completion of 16 training modules available through local Child Care Resource & Referral Agencies statewide or online.			

Gateways to Opportunity® ECE Credential Framework (DRAFT)



ECE Levels	Level 2	Level 3	Level 4	Level 5	Level 6
<b>General Education Requirements</b>	High School Diploma or GED	3 semester hours of Math, English, and General Education Elective <i>(These 9 credits must be credit bearing)</i>	Associate Degree <i>or</i> 60+ semester hours <i>(including the 9 semester hours listed at level 3)</i>	Bachelor's Degree  <div style="border: 1px solid black; padding: 2px; width: fit-content;">A Professional Educator License with endorsement in Early Childhood Education meets this requirement</div>	Graduate Degree
<b>Education and Training in Early Care &amp; Education</b>	16 points in the ECE Content Areas <i>or</i> 6 points in ECE electives and a current CDA, CCP, or Montessori Credential through AMS.  A maximum of 3 points may be from Credential approved training.	18 points in the ECE Content Areas  A maximum of 3 points may be from Credential approved training.	24 points in the ECE Content Areas  A maximum of 3 points may be from Credential approved training.	30 points in the ECE Content Areas A maximum of 6 points may be from Credential approved training.  <div style="border: 1px solid black; padding: 2px; width: fit-content;">A Professional Educator License with endorsement in Early Childhood Education meets this requirement</div>	30 points in the ECE Content Areas and mastery in at least 3 of the 7 ECE Level 6 Skill Areas  A maximum of 6 points may be from Credential approved training.
<b>Work and Practical Experience in Early Care &amp; Education</b>	10 hours of ECE observation <i>or</i> 200 hours of documented ECE work experience	10 hours of ECE supervised experience <i>or</i> 400 hours of documented ECE work experience	100 hours of ECE supervised experience <i>or</i> 600 hours of documented ECE work experience	200 hours of ECE supervised experience <i>or</i> 1200 hours of documented ECE work experience  <div style="border: 1px solid black; padding: 2px; width: fit-content;">A Professional Educator License with endorsement in Early Childhood Education meets this requirement</div>	6000 hours of documented ECE work experience
<b>Professional Contributions in Early Care &amp; Education</b>	Required at Renewal	Required at Renewal	Required at Renewal	Required at Renewal	Six in three different areas within the last five years

ECE Credential Level 1 is awarded through completion of 16 training modules available through local Child Care Resource & Referral Agencies statewide or online.

## Credential Requirements

This guideline sheet provides additional information regarding Gateways Credential requirements. Information is also available on the Gateways to Opportunity website at [www.ilgateways.com](http://www.ilgateways.com).

### ECE Level 2:

- A minimum of three points is required in the ECE Content Areas of:
  - *Human Growth and Development*
  - *Health, Safety, and Well-Being*
- One of the three allowed Credential approved training points may come from Assessment of Prior Learning.
- Level 2–4 benchmarks

### ECE Level 3 and ECE Level 4:

- A minimum of one point is required in each of the seven ECE Content Areas.
- One of the three allowed Credential approved training points may come from Assessment of Prior Learning.
- Level 2–4 benchmarks

### ECE Level 5:

- A minimum of one point is required in each of the seven ECE Content Areas.
- Three of the six allowed Credential approved training points may come from Assessment of Prior Learning.
- Level 5 benchmarks

### ECE Level 6:

- Three of the six allowed Credential approved training points may come from Assessment of Prior Learning.

### General Credential Information:

- One point is equivalent to 1 semester hour of college coursework, 1.5 quarter hours of college coursework, and/or 15 consecutive contact hours of Credential approved training.
- A Credential approved training must be at least 7.5 consecutive contact hours in length, cover one Content Area, and contain an assessment component. Each 7.5 consecutive contact hour training may be worth ½ of a point.
- Points for a Gateways ECE or IDC Credential may be earned through Assessment of Prior Learning (APL). This process includes submitting documentation directly to Credential program staff, including an artifact collection and a seven-point reflection on each collection. An additional fee may be assessed for this process. It is recommended to contact your local community college to inquire about receiving Assessment of Prior Learning.
- American Montessori Society (AMS) Early Childhood and Infant Toddler Credentials count for a maximum of 6 points of Credential approved training for the ECE Credential, Infant Toddler Credential, or Illinois Director Credential.
- Gateways Credentials are valid for five years. For more information on what is needed to renew a Gateways Credential, please see the renewal section of the Gateways website at [www.ilgateways.com](http://www.ilgateways.com).