

GATEWAYS TO OPPORTUNITY®

Illinois Professional Development System

PDAC Qualifications and Credentials (QC) Committee

August 7, 2019

Telenet

10:00 AM – 12:00 PM

Barbara Christmas	Connie Shugart	Joellyn Whitehead	Paula Schnicker-Johnson	Tami O’Daniel
Bela Mote*	Diane King	Joni Scritchlow	Penny Williams-Wolford	Tammy Notter
Beth Knight	Diane Scruggs	Joyce Weiner	Sherry Fang	Teri Meismer
Brenda Eastham	Elva DeLuna*	Melissa Johnson	Stephanie Hellmer	Teri Talan*
Carol Weisheit	Emma Knocke	Miranda Lin	Tamara King	Terri Lamb
Carole Franke	Heather Duncan	Patricia Twymon		

*denotes tri-chairs

Welcome – Teri Talan, Bela Mote, and Elva DeLuna; tri-chairs

Approval of April 11, 2019 Minutes

- Motion to approve by Joyce Weiner.
- Motion seconded by Brenda Eastham.
- Motion passes and minutes approved.

Gateways Credentials and Work Underway

- Competencies, Faculty Fellows, Regional Meetings – Joni Scritchlow
 - Since 2016, all Gateways Credentials have been aligned to competencies.
 - Ninety-six percent of all Illinois Higher Education Institutions have aligned their ECE programs with the Gateways ECE Credential competencies.
 - In spring 2019, the Faculty Fellows work began to review all Gateways Credential competencies, and underlining master rubrics, and assessments to ensure a comprehensive, cohesive system.
 - The Faculty Fellow’s work will be complete in August 2019.
 - Regional Meetings will convene between September and November 2019 and are open to all faculty, Deans, etc. Locations will be in Bloomington, Naperville, and Chicago.
- Credential Data, Frameworks, & Renewal Checklist – Stephanie Hellmer (Attachment A)
 - Within the last three years, there has been a significant increase in providers with Credentials (see graph on Attachment A).
 - Over that last 20 years, Gateways Credentials have steadily increased each year. 2019 is on trend with meeting or surpassing 2018.
 - The Credential renewal process was streamlined after the Illinois Department of Human Services (IDHS) signed the QC Committee’s recommendation to include the renewal requirements for all seven Gateways Credentials. Attachment A includes a link to the streamlined renewal checklist.
 - All Gateways Credential frameworks received a facelift. This facelift blends competencies with points.

- All Gateways Credentials are reviewed every five years. The timeline is included in Attachment A. The ECE and Infant Toddler Credential review is partially incorporated in the Faculty Fellows work.
- RBPB Pilot & Trainings Aligned to Competencies/Lessons Learned – Beth Knight
 - The Relationship-Based Professional Development (RBPB) pilot is underway. Using the QC Committee’s definition of RBPB, the pilot kicked off in June 2019 and will continue until Spring 2020.
 - The pilot will identify appropriate processes and procedures to effectively use RBPB toward the 15-hour yearly training requirements for licensed program staff.
 - The goal is to track activity but will not populate on an individual’s Professional Development Record (PDR) until after the pilot has ended.
 - Eventually, RBPB hours could align to specific competencies as well as the Continuous Quality Improvement Plan (CQIP) and for Gateways Registry credit.
 - Competencies and Trainings Pilot
 - Lessons learned in Phase 1 include difficulties “retro-fitting” a competency into an existing training. Backwards mapping a competency to create a training is a smoother process.
 - Lower level competencies (typically levels 2 and 3) tend to align with trainings. Higher level competencies are hard to meet within a training.
 - Training content is more important than the length of time spent in the training.
 - This philosophy shift requires a depth of knowledge and understanding of competencies.
 - Phase 2 will focus on educating and sharing resources about competencies.

Financial Supports – Great Start & Credentials – (Attachment B)

- Great Start was created to reward those who attain degrees and encourage consistent work.
- The Illinois Director Credential is included in Great Start; however, the remaining six Gateways Credentials are not.
- Politically, now is a good time to open recommendations to add remaining Credentials into the Great Start Wage Supplement Scale. This addition will increase the importance of Credentials and reward those who have them.
- Since one of QC’s goals is to incentivize Gateways Credentials, the Financial Supports (FS) Committee wants to partner with QC for dual recommendation support. During the September 11, 2019 face to face QC meeting, the QC Committee will be able to walk through the full recommendation from the FS Committee. Attachment B is a sneak peak of the work.
 - The Infant Toddler Credential Level 5 and Technical Assistance Level 5 are missing from this crosswalk. Suggest adding at level 10A.

Vision for ExceleRate/Hybrid Model/Credential Implications – (Attachment C & D)

- There are big visions for improving the ExceleRate Illinois website to include more resources.
- Attachment C & D highlight the draft vision for the ExceleRate hybrid model.
- The teacher shortage over the last 10 years has impacted the field of education; early childhood included. This hybrid model is an aspect to address the shortage but does not stand alone; rather a short-term solution to address compensation.
 - Consistent messaging regarding access to early childhood and Professional Educator Licenses (PEL) with an early childhood endorsement is crucial. Over the last 10 – 12

years, only one PEL program has closed. At that time, approximately 40% of PEL ECE programs were aligned to the Gateways ECE Credential. Now 96% of PEL ECE programs have aligned and some programs are available online. Illinois is in much better shape now than a decade ago.

Update ESL & Bilingual Credential – Joyce Weiner – tri-chair

- The pilot is underway with Levels 2 – 4.
- Originally seven institutions completed a Request for Proposal (RFP) and four were selected to participate in the pilot. Those institutions include:
 - Lewis University
 - Waubonsee Community College
 - Moraine Valley Community College
 - Elgin Community College
- The pilot will test the requirements. At the completion of the pilot, the consultants will finalize competencies, as well as create a comprehensive assessment toolbox. All lessons learned will be included in a final report with comprehensive data.

Announcements/Updates

- The Illinois State Board of Education (ISBE) has announced the K – 12 PEL programs will develop and align to competencies. They are putting a committee together to map competencies and develop a timeline.

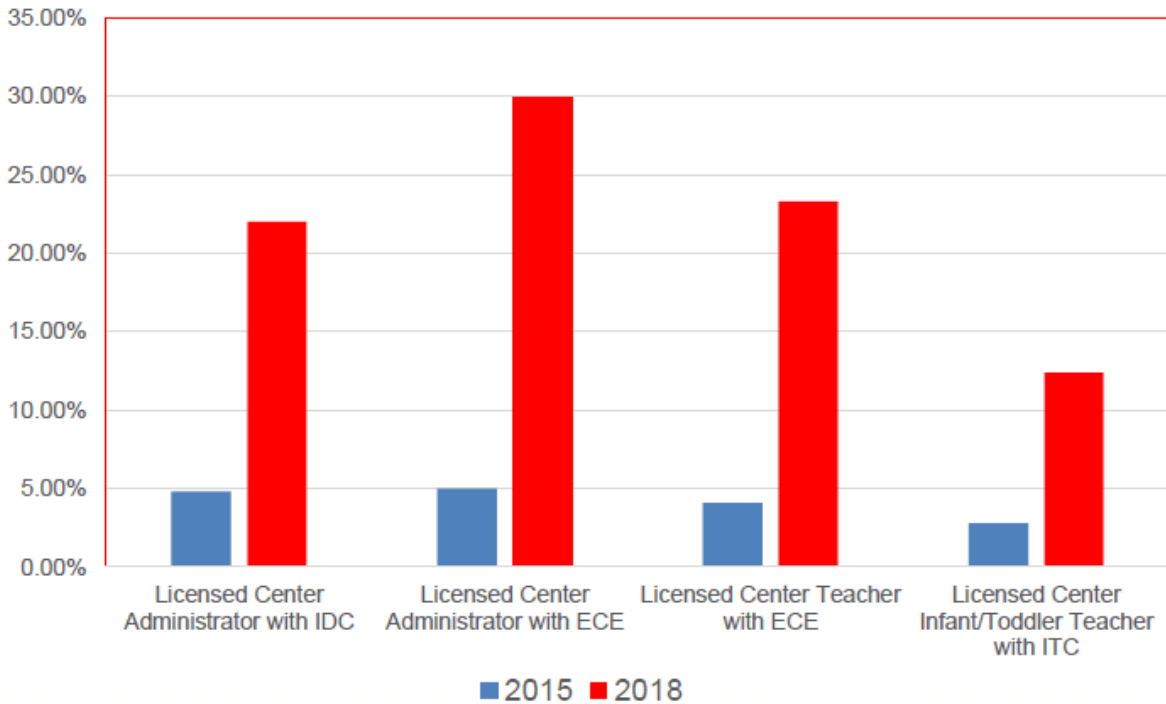
Adjourn



Attachment A

Credential Data

Role-Specific Credentials



20 years of Gateways Credentials						
Credential Type	1999-2013 (14 years)	2014	2015	2016	2017	2018
ECE Level 1	2,161	1,251	2,052	2,723	17,519	9,448
SAYD Level 1	76	100	69	35	143	20
ECE (Levels 2-6)	648	721	4,484	2,865	2,459	1,211
ITC	503	392	1,574	1,212	1,027	523
IDC	617	174	698	516	561	328
FCC	-	-	45	113	148	70
FSC	-	-	60	115	148	114
SAYD (Levels 2-5)	-	-	40	158	95	31
TA	-	-	3	53	14	4
TOTALS	4,006	2,638	9,025	7,815	22,114	11,750

Attachment A – continued

Credential Renewal Checklist:

<https://www.ilgateways.com/docman-docs/credentials/renewal/1612-renewal-and-level-advance-checklist-any-level/file>

Credential Frameworks:

ECE Framework link: <https://www.ilgateways.com/docman-docs/credentials/ece/24-ece-framework/file>

ITC Framework link: <https://www.ilgateways.com/docman-docs/credentials/infant-toddler/9-itc-framework/file>

IDC Framework link: <https://www.ilgateways.com/docman-docs/credentials/illinois-director/3-frameworks/file>

FCC Framework link: <https://www.ilgateways.com/docman-docs/credentials/family-child-care/17-fcc-framework/file>

FSC Framework link: <https://www.ilgateways.com/docman-docs/credentials/family-child-specialist/21-fsc-framework/file>

SAYD Framework link: <https://www.ilgateways.com/docman-docs/credentials/school-age-and-youth-development/14-sayd-framework/file>

TA Framework link: <https://www.ilgateways.com/docman-docs/credentials/technical-assistance/835-ta-framework/file>

5 Year Credential Review Timeline:

- Gateways ECE Credential Review Group – 2019
- Gateways Infant Toddler Review Group – 2019
- Gateways Family Specialist Credential Review Group – 2020
- Gateways School Age and Youth Development Review Group – 2020
- Gateways Family Child Care Credential Review Group – 2021
- Gateways Technical Assistance Credential Review Group – 2021

Attachment B

DRAFT Gateways Credentials & Great START Crosswalk May 2019

NOT FOR DISTRIBUTION

Level	Option	Education	Eligibility	Suppl.
1	A	6 semester (9 qtr) hrs in Early Childhood Education (ECE)/Child Development (CD)	A/FCC	150
2	A	Child Development Associate (CDA)	A/FCC	225
2	B	Certified Childcare Professional (CCP)	A/FCC	225
2	C	Montessori Credential (AMS or AMI credentials only)*	A/FCC	225
2	D	12 sem hrs (18 qtr) hrs toward a degree (9 sem hrs in ECE/CD) FCC Level 2, SAYD Level 2, FSC Level 2	A/FCC	225
3	A	24 sem (36 qtr) hrs toward an Associates Degree in ECE/CD	A/FCC/G	375
3	B	24 sem (36 qtr) hrs related field (9 sem hrs ECE/CD)	A/FCC/G	375
3	C	ECE Level 2, FCC Level 3, SAYD Level 3, FSC Level 3	A/FCC/G	375
3	C	CDA/CCP/Montessori Credential + 12 sem (18 qtr) hrs toward a degree	A/FCC/G/T	375
4	A	Approved Community College Early Childhood Certificate	A/FCC/G	525
4	B	36 sem (54 qtr) hrs toward Associates Degree in ECE/CD	A/FCC/G	525
4	C	36 sem (54 qtr) hrs toward a degree in related field (12 sem hrs in ECE/CD) ECE Level 3, ITC Level 2, SAYD Level 4	A/FCC/G	525
5	A	48 sem (72 qtr) hrs toward Associates Degree in ECE/CD	A/FCC/G	675
5	B	48 sem (72 qtr) hrs toward a degree in related field (15 sem hrs in ECE/CD)	A/FCC/G	675
5	C	Associates Degree with non ECE/CD major (15 sem (22 qtr) hrs in ECE/CD)	A/FCC/G/T	675
5	D	60 sem (90 qtr) hrs toward a degree in unrelated field (15 sem hrs in ECE/CD) ITC Level 3, FCC Level 4	A/FCC/G/T	675
6	A	Associates Degree in ECE/CD	A/FCC/G/T/D	825
6	B	Associates Degree in any field with 18 sem (27 qtr) hrs in ECE/CD (21 sem hrs for Dir)	A/FCC/G/T/D	825
6	C	60 sem (90 qtr) hrs toward a degree in unrelated field (15 sem hrs in ECE/CD)	A/FCC/G/T/D	825
6	D	90 sem (134 qtr) hrs toward a degree in an unrelated field (15 sem hrs in ECE/CD; 21 sem hrs for Dir) FSC Level 4	A/FCC/G/T/D	825
7	A	72 sem (107 qtr) hrs toward Bachelors Degree in ECE/CD	A/FCC/G/T/D	975
7	B	90 sem (134 qtr) hrs toward Bachelors Degree in related field (18 sem hrs in ECE/CD; 21 sem hrs for Dir)	A/FCC/G/T/D	975
7	C	Bachelors Degree in unrelated field (18 sem (27 qtr) hrs in ECE/CD; 21 sem hrs for Dir) ECE Level 4, IDC Level I	A/FCC/G/T/D	975
8	A	90 sem (134 qtr) hrs toward a Bachelors Degree in ECE/CD	A/FCC/G/T/D	1200
8	B	Bachelors Degree in related field (24 sem hrs (36 qtr) in ECE/CD)	A/FCC/G/T/D	1200
8	C	Bachelors Degree in unrelated field (30 sem hrs (45qtr) in ECE/CD) ITC Level 4, SAYD Level 5, TA Level 4	A/FCC/G/T/D	1200
9	A	Bachelors Degree in ECE/CD	A/FCC/G/T/D	1,575
9	B	Masters Degree in unrelated field (30 sem (45 qtr) hrs in ECE/CD) FCC Level 5, FSC Level 5	A/FCC/G/T/D	1,575
10	A	ECE Level 5, IDC Level II	A/FCC/G/T/D	1,725

Proposed:

11	A	Masters Degree in ECE/CD	A/FCC/G/T/D	1,950
12	A	IDC III, ECE Level 6, ITC Level 6, TA Level 6	A/FCC/G/T/D	2,100

Incentivizing Credentials – level may be slightly lower than minimum requirements

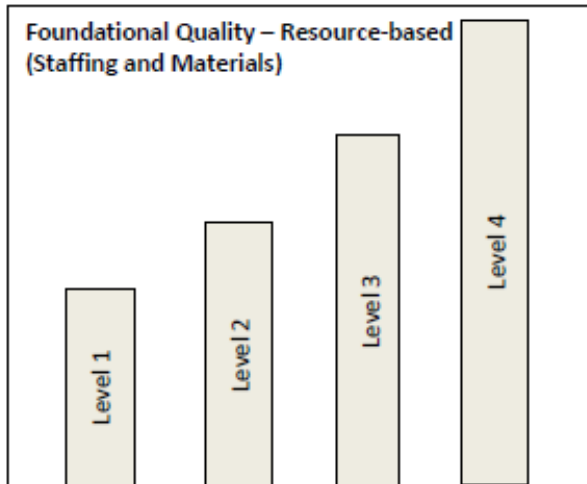
Credential(s) closely match requirements

Credential(s) above minimum requirements

Attachment C

Hybrid concept graphic 6/18/19

What you have (staffing & materials) + What you do (professional practice + CQI) = Quality



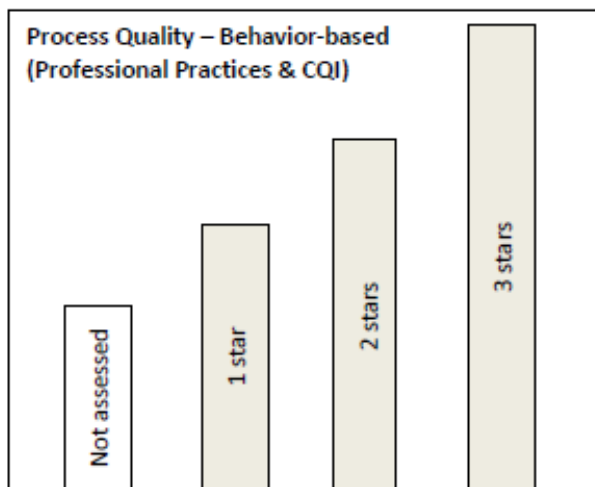
Supported by proposed cross-sector incremental funding system

Staffing

- Ratios & group size
- Coverage when staff member is out (subs, floating teachers)
- Staff qualifications
- Compensation/fringe benefits
- Specialized positions (family worker, instr. Leader, etc.)

Materials

- Classroom furnishings
- Educational materials
- Curriculum



Supported by Training, TA, consultation & other services

CQI

- Put children first
- Listen to families & staff
- Choose improvement topic(s)
- Learn
- Form teams
- Plan-Do-Review

Professional practices – (A few key indicators by star level)

- Teaching & Learning
- Family & Community Engagement
- Inclusion
- Linguistically & Culturally Appropriate practice

Attachment D

DRAFT 7/19/19, for Quality Committee meeting on 7/23/19

Vision for ExceleRate hybrid model

Vision

A redesigned ExceleRate Illinois³ Quality Recognition and Improvement System will operate in conjunction with redesigned funding, quality support, and program assessment systems. The funding system will integrate early care and education funding streams across sectors to meet ExceleRate *foundational quality* standards, including staffing and compensation requirements. The quality improvement system will integrate training, technical assistance, and coaching across sectors to meet ExceleRate *process quality* standards. The program assessment and monitoring system will continue to provide data that informs program and system improvement¹.

The Need

- The current standards were launched in 2014 with the expectation of revisions in 4 – 5 years based on experience.
- While ExceleRate measures quality as intended, the system falls short as a ladder for program improvement. Only 1 in 5 child care centers that were not initially Gold have increased their ratings since 2014. [Add something about increases/decreases for school-based and family child care programs.] Programs in all sectors (school, center and home-based) need help with Continuous Quality Improvement.
- Equity is a challenge, as better-resourced programs tend to achieve recognition and rate add-ons, while others have been unable to meet the requirements. In some parts of the state, very few child care programs have ratings above “Licensed.” Quality requirements that increase costs significantly – primarily staffing and materials – are not covered by after-the-fact rate add-on “incentives” offered by the child care system. Programs need foundational funds to cover the actual costs of those items. Overall, only 28% of child care centers are rated Silver or Gold, while almost every Preschool for All program achieves those ratings. [Add data on child care programs with multiple funding streams.] Funding levels are tied to setting type (school vs. center vs. home-based) rather than to the needs of the children and communities.
- Credential attainment has been a major obstacle to ExceleRate ratings, especially in child care and Head Start. On the one hand, the ExceleRate system has been very successful in increasing the number of early childhood personnel with credentials from ___ in 2013 to ___ today. However, few child care programs have enough credentialed staff members to meet ExceleRate requirements. ExceleRate has suspended enforcement of credentialing requirements so that Silver and Gold programs will not lose their recognition in this staffing crisis. Compensation inequity adds to the problem. As child care entry-level staff members from the communities

¹ The “sectors” in early care and education are (1) the education system (ISBE), which funds Preschool for All and Prevention Initiative programs through the Early Childhood Block Grant, (2) the child care system (DHS), which funds the Child Care Assistance Program and the Child Care Resource & Referral system, and (3) the federal Head Start/Early Head Start program. Each of these sectors (or “funding streams”) serves similar populations but operates independently. The term “program” in this document includes school-based, center-based and home-based early care and education settings. The ExceleRate Illinois standards and ratings (quality recognition) apply to all programs and sectors, but funding and support systems are still administered separately by sector. This vision calls for cross-sector funding and support to reflect a revised set of cross-sector standards. Finally, child day care licensing is administered by DCFS, which might be considered a fourth sector.

Attachment D – continued

DRAFT 7/19/19, for Quality Committee meeting on 7/23/19

served gain credentials, they often move to school-based settings where salaries are much more adequate. Standards and foundational funding for compensation parity are needed.

- National data indicates that block systems (like ours), in which programs must meet every requirement at each level, are less successful at engaging programs than hybrid systems, in which programs have some flexibility to demonstrate and build on their strengths.

System Principles

- *User experience:* The ExceleRate system will be experienced as helpful and easy to use by programs and families seeking to realize their quality goals.
- *Hybrid, strengths-based system:* The ExceleRate system will guide programs to build on the strengths of their families, communities and staff members. A hybrid system includes some required items at each level along with points earned beyond the required items. It lets a program accumulate points in areas of strength, supporting quality recognition even if a specific practice still needs attention.
- *Continuous Quality Improvement (CQI) as quality driver #1.* Currently, the CQI routines of collaborative reflection, peer learning and short-term improvement cycles are not called for until the Awards of Excellence level (not currently active). These practices are fundamental for quality at every level. They shift the ownership of quality to the program itself, respecting and engaging the abilities of families and staff teams.
- *New child care funding system as quality driver #2.* Implement the Early Learning Council recommendations for funding a Mixed Delivery System. Provide adequate funding to support the foundational cost-intensive elements on which quality is built (staffing and materials), rather than asking programs to put these in place in hope of future “incentive” rate add-ons.
- *Statewide program assessment system.* Regular staff and parent self-assessments of program quality are important for internal continuous quality improvement work. However, over the past four years, much self-assessment data collected by ExceleRate has been inaccurate and generally unreliable. ExceleRate needs to continue or expand the system of external program assessments (decoupled from ratings) in order to provide programs with good data. Also, aggregated assessment information is needed to inform the state on overall successes and needs. A good model is the ISBE practice of making coaching available when external assessments reveal needs. Assessment results trigger extra support, unlike in the child care system where a low assessment score triggers loss of quality add-on rates.
- *CQI support services.* As recommended by the Early Learning Council, plan and budget for strengthened CQI supports for FY21.
- *Workforce preparation and development.* Stepped funding increases must be based on stepped staffing requirements including ratios, qualifications, compensation and specialized roles. Continued development of higher education program models is urgent. In order to maintain a workforce representative of the families and communities served, college credit for job-embedded professional learning will be essential.