



GATEWAYS TO OPPORTUNITY®

Illinois Professional Development System

PDAC Qualifications and Credentials (QC) Committee

Tuesday, February 4, 2020

1:30 PM—3:00 PM

Telenet

Agenda

Barbara Christmas	Emma Vibber	Melissa Johnson	Steven Sharp
Carole Franke	Heather Duncan	Melissa Szymczak	Sue Jackson
Carolyn Beal	Heidi Elliott	Pat Chamberlain	Tamara King
Christy Allen	Jamilah R. Jor'dan	Sharyl Robin	Tami O'Daniel
Connie Shugart	Joni Scritchlow	Sergio Hernandez	Tammy Notter
Debbie Rogers-Jaye	Julie Lindstrom	Stephanie Hellmer	Teri Meisner
Diane King	Leslie Layman	Stephanie Herling	Teri Talan*
Elva DeLuna*			

*denotes tri-chairs

Welcome – Bela Mote and Teri Talan; tri-chairs

Approval of November 5, 2019 Minutes

- Motion to approve minutes was seconded by Christy Allen.
- Motion passed and minutes approved.

Updates from PDAC Steering Committee – Stephanie Hellmer

- [School-Age & Youth Development Career Lattice](#) – DHS approved 1/7/2020
- Credentials into Great START – DHS approved 1/7/2020
 - The approved scale is currently with the Great START team to update the wage supplement scale.
 - The timeline to implement may depend on current work at IDHS.
 - Question – Was everything approved within the recommendation for Credentials into Great START?
 - Yes, if there are no changes to Administrative Rule.
 - No response has been received regarding implementation
 - Adding the proposed levels would open Administrative Rule and is still under review by IDHS.
- Family Specialist Career Lattice – PDAC approved 1/31/2020. Sent to IDHS for final approval.
- Credential Application Timeline – PDAC approved 1/31/2020. Sent to IDHS for final approval.
- A big thank you to everyone involved in continuing efforts to support the field of early childhood education.

Discussion – Bachelor Degreed Career Changers & Level 5

- Early childhood professionals are educationally diverse. Some individuals complete a Bachelor's degree in an unrelated field (i.e. Accounting, etc.) but find themselves changing careers overtime.

- The question has been raised – Can a Bachelor degreed individual complete early childhood education coursework at a community college to obtain a Gateways to Opportunity ECE Credential Level 5?
 - This could provide affordable, accessible, and timely coursework opportunities to obtain Gateways ECE Credential Level 5 competencies.
 - Currently there is a group of Chicago-based early childhood educators that fall into this category.
 - In order to answer this question, the PDAC Qualifications & Credentials Committee is being asked to partner with the PDAC Higher Education Committee to surface pros and cons of offering Level 5 competencies through community college coursework.
 - At first thought, the following is a list of questions or issues from the QC Committee:
 - It is currently expected that any Level 5 competencies be met in 300 and 400 level courses within accredited 4-year colleges/universities.
 - If this procedure is approved for one Credential, it must be available to all Credentials.
 - How do direct route Credential recipients earn Level 5 competencies?
 - Do you still have five years to obtain a Professional Educator License (PEL) with an Early Childhood Endorsement if teaching in a Preschool for All (PFA) setting?
 - What implications does this have on SB1829?
 - Do PEL courses have to be taught at 300 and 400 level?
 - The Illinois State Board of Education (ISBE) approved coursework and pathways that lead to endorsements on a PEL.
 - City Colleges of Chicago offers the ESL & Bilingual PEL endorsement through community college coursework.
 - We need clarification from ISBE if the level of coursework is defined.
 - Do we know if anyone has earned a Level 5 with only community college coursework but have completed a Bachelor’s degree?
 - INCCRRA staff can submit a data request and an audit can be done to answer this question.
 - Colleges and universities that participate in the Illinois Articulation Initiative (IAI) already allows three early childhood courses to be taught at a community college but articulate to 4-year, Level 5 competencies.
 - If this moves forward, any interested community colleges may need to strengthen coursework to meet Level 5 and potentially become entitled.
 - Are community colleges able to teach 300 and 400 level courses?
 - Currently community colleges can only teach 100 and 200 level courses.
 - How many individuals would use this pathway throughout the state?
 - The Higher Education Committee will need to look at curriculum perspectives.
 - Do 4-year colleges and universities align their coursework to meet Levels 2 – 4?

- All competencies at all levels must be met for a 4-year institution to be entitled.
- How does this impact Credentials? Are there any issues?
 - The reality is that coursework is taught by content area (vertically); not by level (horizontally).
 - The field needs stackable courses that only include competencies at specific levels. Visualize stacks of pillows; each pillow is a Credential level.
 - Most colleges and universities have designed coursework vertically, which requires all levels of competencies to be met simultaneously by content area with no regard to leveling.
 - A scaffolded, horizontal design would help the field to earn Credentials as they progress through leveled coursework.
 - How does this process affect those with foreign degrees and transcripts?
 - We need to consider the alignment of the National Association for the Education of Young Children’s (NAEYC) current work with Power to the Profession (P2P) and their Educator Levels 1, 2, and 3. How does the Gateways ECE Credential align?
- Modularization:
 - Over the next three years, work will begin to create modules for the field to be assessed for each individual competency. The work of modularization will begin with the ECE competencies.
 - The purpose of creating modules will allow individuals to access high quality assessments of competencies that could potentially issue college credit or assessment of prior learning.
 - Modularization is crucial for rural areas with limited access to early childhood coursework.
- Moving forward – a joint telenet with the QC Committee and Higher Education Committee will be scheduled.

State and Federal Money Impacting Gateways Credentials

- The City of Chicago has dedicated resources to support Department of Family Support Services (DFSS) funded centers in the attainment and level advancement of Gateways Infant Toddler Credential (ITC) for their infant toddler teachers and teacher assistants.
 - This initial outreach was targeted to approximately 60 individuals with Bachelor’s degrees and an ITC Level 2 – 4. The goal is to support advancement to an ITC Level 5 which aligns with DFSS and the City of Chicago’s requirement of higher degrees and credentials by 2025.
- The Preschool Development Grant Birth to 5 (PDG B-5) and the Governor’s Office of Early Childhood Development (GOECD) received \$13.4 million each year for the next three years.
 - A Needs Assessment informed a Strategic Plan to focus on four areas:
 1. Access
 2. Coordination
 3. Quality
 4. Workforce

- Funding is included to support higher education institutions to create cohorts for educator candidates. Institutions will partner with ECCE programs to support candidates to attain credentials as a Lead or Assistant Teacher, Family Child Care Provider, Program Director, certified Bilingual Educator, etc. Funding to support these cohorts as well as scholarships, job-embedded coaching and mentoring will include rural communities and programs that serve infants and toddlers.
 - The proposed goal is for six cohorts to support 20-40 participants.
 - In order for cohorts and PDG activities to begin, the budget must be approved which is set for mid-March 2020.
- Course modularization is included in PDG B-5 deliverables.
- Funding is included for Gateways Credential application fees.
- Debt relief of approximately \$375 per individual will be available.
- Exploring the Home Visitor CDA and the Gateways Family Specialist Credential for alignment is also included in the PDG B-5 grant deliverables.

Announcements

- Illinois is participating in the Prenatal – 3 (P3) Initiative through the Pritzker Foundation.
 - The purpose is to increase high quality opportunities in child care settings for another 3,000 infants and toddlers and includes strategies to attract and retain high quality teachers.
 - Question – Is there any discussion around compensation for those with degrees and credentials vs. high school diplomas?
 - This is including the P3 work.
 - Teri can share a link to the report.
- Illinois State Board of Education (ISBE) Block Grant funds for Preschool Initiative and Preschool for All Requests for Proposals (RFPs) is open.
- Illinois Association for the Education of Young Children (ILAEYC) Conference
 - SAVE THE DATE: October 22-24, 2020 (Crowne Plaza, Springfield, IL)
- The next QC Telenet is scheduled for May 5th, 2020 but keep an eye out for a QC and Higher Education Committee joint call in the coming weeks.

Adjourn

