



GATEWAYS TO OPPORTUNITY®

Illinois Professional Development System

PDAC Qualifications and Credentials (QC) Committee

Tuesday, May 5, 2020

1:30 PM — 3:00 PM

ZOOM Meeting Minutes

Anni Reinking	Diane Schael	Julie Lindstrom	Miranda Lin	Tamara King
Barbara Christmas	Emma Vibber	Leslie Layman	Pat Chamberlain	Tami O'Daniel
Bela Mote*	Faith Arnold	Malia Owens	Pat Twymon	Tammy Notter
Carolyn Beal	Heather Duncan	Maria Montalvo	Sharyl Robin	Teri Meisner
Christy Allen	Heidi Elliot	Marilyn Toliver	Stephanie Hellmer	Teri Talan*
Connie Shugart	Joni Scritchlow	Melissa Johnson	Stephanie Herling	Terri Lamb
Debbie Rogers-Jaye	Joyce Weiner	Melissa Szymczak	Steven Sharp	Tom Layman

*Denotes tri-chair

Welcome – Bela Mote and Teri Talan; tri-chairs

Approval of November 5, 2019 Minutes

- Motion to approve by Carole Franke
- Motion seconded by Joyce Wiener
- Motion passed and minutes approved

Cohort Report – Pat Chamberlain (Attachment A)

- During the fall of 2019, a small group of faculty consultants within Illinois were tasked to collect information about college cohorts.
- The project required identifying and adopting a universal definition of “cohort” and identified attributes to successful cohort models.
- In the full report, the consultants were able to identify the population of teachers, design features, pathway models, and identified two big supports; social and practical supports needed by cohort participants.
- The term “cohort” is typically used differently across institutions. The recurring themes identified in the report are extremely important as it creates universal language and consistency across Higher Education institutions. The recurring cohort themes identified successful models need to be:
 - Responsive to workforce needs
 - Responsive to participant needs
 - Responsive to pathway needs
 - Address issues of access
 - Based on rich collaboration
- Overall:
 - It was noted that cohorts with financial incentives and those without were both successful. The social networking and sense of community often as equally important.
 - Cohorts provide a sense of comradery between participants. Those motivated to enter the field are more successful in completing cohorts.
 - Financial supports in the rural or high needs areas tends to be a big incentive.
- Question: Out of the 25 cohorts in the report, were they offered every year or based on enrollment?
 - Cohorts in this report were based on enrollment and not always offered yearly.
- Question: Is there an opportunity for cohorts to use technology?
 - The importance of the use and access to technology in a cohort is included in this this report.

- A big thank you to the Governor’s Office of Early Childhood Development (GOECD) for PDG B-5 funding for this project which was completed in a short time frame.
 - There could be potential future work to support ExceleRate Illinois sites as an incentive to use a cohort model for program improvement efforts. A cohort model could be used to increase staff’s educational requirements.
 - A cohort approach could be used with the Pyramid Model.
 - Future cohort projects could blend college coursework and professional development (PD) training to tie Higher Education with the PD system.

Faculty Fellows – Anni Reinking (Attachment B & C)

- Faculty Fellows Assessment Project Report (Attachment B)
 - The organizational structure of participants included team members, the within-team identification of Faculty Fellow team leaders, project team leaders, a technology leader, and overseeing leadership.
 - *See Figure 2 Faculty Fellow Leadership and Team Structure on page nine.*
 - Faculty Fellows team members were assigned to credential teams based on self-identified expertise, credential entitlement at their institutions, experience with specific credentials, or competency experience. Attention was given to creating teams balanced with 2-year and 4-year representation.
 - Fellows committed to working on assessments in one credential area. Teams either started over completely or reviewed current assessments within each toolbox.
 - The ECE Credential Toolbox, available [here](#), includes a webinar series on competencies, the importance of stackability, and webinars with Charla Long, Executive Director of the Competency-Based Education Network (CBEN).
 - Assessment Toolboxes:
 - Within each Gateways Credential toolbox, assessments are organized by Content Area and Level.
 - Alignment to state and national standards are included on each assessment.
 - Each ECE assessment also includes a technology component.
 - Master rubrics are also imbedded into each assessment and are also available separately. These rubrics are meant to be used with current assessments and in the development of new assessments.
 - Some levels do not include Gateways Competencies at each level.
 - Inclusion resources:
 - The ECE Credential toolbox imbeds inclusion resources within each Content Area. These have been uploaded to Spark Adobe and includes videos. Anyone with a Spark Adobe account can request access to add new resources.

Competency Assessment Guide – Anni Reinking (Attachment C)

- Use the toolbox! This is a huge resource created by faculty and is for anyone who is teaching or providing PD to ECE professionals.
- Question: The Assessment Guide states that “While individual entitled institutions are not required to use the example assessments provided in the Gateways Toolbox, they are required to design assessments based on these established rubrics and to use those rubrics for summative assessment”. When was this going to be shared with faculty? We were not informed nor is this a part of the entitlement application for Credentials.
 - Colleges/universities are encouraged to use the Master rubrics. (This was shared at each of the statewide faculty regional meetings in 2017). This moves us toward state system/teacher preparation consistency. It provides congruence between 2- and 4-year Higher Education Institutions supporting articulation.
- Question: When will the Master rubrics be required?
 - The entitlement application requires assessments of competencies. Institutions are encouraged to use the rubrics and assessment toolboxes.

- Concern: Submitting rubric information may violate FERPA laws.
 - No names or student information will be included when/if any data collection points are decided upon by faculty.

Infant Toddler Mental Health – Credential Renewal

- All Gateways Credentials are renewed every five years. Credential renewal requires 45 clock hours of training (or three semester hours of college credit) inclusive of 7.5 clock hours in topics related to multilingual, multicultural children and their families.
 - In summer 2019, the QC Committee streamlined the Credential renewal requirements to include all seven Gateways Credentials.
 - During this streamlining process, the QC Committee recommended lowering the multilingual, multicultural children and their families to six hours. This recommendation was approved by IDHS and is currently in place.
 - However, the Infant Toddler Credential (ITC) requires 7.5 clock hours of training specific to infant toddler mental health (ITMH).
 - In summer 2019, the QC Committee briefly discussed lowering the ITMH training to six hours but put this work on pause to collect more information.
 - We might consider mirroring this recommendation in looking at lowering the 7.5 clock hours of infant toddler mental health training currently required for ITC renewal.
 - The purpose of this discussion today is to gain the Committee’s interest on this topic.
 - ITMH is an obstacle for many trying to renew their ITC. There are not enough trainings that include ITMH.
 - The QC Committee is an advocate for eliminating obstacles; especially when resources are not available.
 - Question: If the ITMH hours are lowered to six hours, would the other one and a half clock hours be required?
 - Renewal of the ITC requires 15 hours of the 45 hours of training to be specific to infants and toddlers (birth – three). Currently half, 7.5 hours, must be on infant toddler mental health. If lowered to six hours, the other one and a half clock hours can be used to meet the remaining nine hours of training specific to infants and toddlers.
 - The QC Committee will entertain additional discussion and a possible recommendation at the next Committee meeting.

Announcements

- There are currently four Requests for Proposals (RFPs) available:
 - 1. Early Childhood Credential Completion Cohorts Grant**
 - In collaboration with the Governor’s Office of Early Childhood Development, the Illinois Board of Higher Education (IBHE) is pleased to announce the release of a request for proposals (RFP) for the Early Childhood Credential Completion Cohorts (EC4) Grant. The EC4 Grant is funded through federal Preschool Development Grant Birth-Five monies. It is designed to grow the number of working early childhood professionals who hold an Illinois Gateways credential or degree. Eligible institutions of higher education may apply to the IBHE by June 8, 2020 for grant funds to support a cohort of working adults to complete a credential. Details about the RFP and application process are available at: <http://ibhe.org/IBHE-EC4.html>. Questions? Contact: grants@ibhe.org
 - 2. Early Childhood Teacher Preparation Innovation**
 - The Illinois Governor’s Office of Early Childhood Development and INCCRRA are pleased to jointly announce a grant opportunity for Illinois higher education institutions. The RFP for the Illinois Gateways to Opportunity® ECE Credential competency-based project to support early

childhood teacher preparation pathway innovation is attached and is funded by Preschool Development Birth to Five (PDG B-5) federal funding.

- Institutions who wish to partner in this collaborative work must submit an application by June 1 at 1:00 PM (electronically) or if mailed, applications must be received by June 5 at 4:00 PM. If you have questions after reviewing the RFP, please contact GatewaysRFP@inccrra.org.

3. **ICCB Fiscal Year 2021 Competency-Based Education Grant**

- This grant is designed to create and support Early Childhood Education competency-based education programs and projects in the community college system. Competency-based education focuses on determining a student's achievement by evaluating proficiency within a set of learning outcomes and objectives moving away from traditional time-based constraints.
- [ICCB's Grant Opportunities webpage](#)
- Grant Contacts: Marcus Brown, Senior Director for Academic and Student Services, marcus.brown@illinois.gov / Whitney Thompson, Senior Director for CTE, whitney.thompson@illinois.gov.

4. **Call for Panelists (Released on May 6, 2020)**

- The Illinois Governor's Office of Early Childhood Development and INCCRRA are pleased to jointly announce a Call for Panelists to participate in a collaborative review of the degree of alignment between the Illinois home visitor core competencies, the Gateways to Opportunity® Family Specialist Credential competencies, and the Home Visitor CDA. This project is funded by the Preschool Development Birth to Five (PDG B-5) federal funding (upon execution of pending grant agreement).
- Faculty and other family support content experts who wish to partner in this collaborative work must submit their name and contact information, along with a vitae which highlights subject matter expertise, by May 20, to Stephanie Hellmer (shellmer@inccrra.org). Feel free to forward to colleagues as appropriate. If you have questions after reviewing these attachments, please don't hesitate to reach out.

- PDAC QC FY21 meeting dates will be scheduled soon.

Adjourn

Attachments

Attachment A – Higher Education Cohort Report

<https://www.ilgateways.com/docman-docs/professional-development/higher-education-programs/ece-toolbox/1956-higher-education-cohort>

Attachment B – Faculty Fellows Assessment Project Report

<https://www.ilgateways.com/docman-docs/professional-development/higher-education-programs/ece-toolbox/1955-faculty-fellows-assessment-project>

Attachment C – Competency Assessment Guide

<https://www.ilgateways.com/docman-docs/professional-development/higher-education-programs/ece-toolbox/1671-assessment-guide>