



GATEWAYS TO OPPORTUNITY®
 Illinois Professional Development System

PDAC Qualifications and Credentials (QC) Committee

Thursday, April 8th, 2021

1:00 PM—3:00 PM

Virtual Meeting Minutes

Anita Rumage	Denise Monnier	Julie Lindstrom	Melissa Szymczak	Sue Jackson
Barbara Christmas	Diane King	Leslie Layman	Miranda Lin	Tamara King
Barb Volpe	Heather Duncan	Malia Owens	Sharyl Robin	Tammy Notter
Carolyn Beal	Heidi Elliot	Maria Montalvo	Stephanie Hellmer	Teri Meisner
Christie Easley	Joni Scritchlow	Marilyn Tolliver	Stephanie Herling	Teri Talan*

*denotes tri-chair

Welcome – Teri Talan; tri-chair.

Approval of February 24, 2021 Minutes

- Motion to approve by Tammy Notter.
- Motion seconded by Barb Christmas.
- Motion passed and minutes approved.

Strategic Planning (Appendix A)

- Strategic planning is for a three-year cycle but should include foundations to build what is important for the next decade.
- Today PDAC QC needs to review and edit the strategic plan IX goals and objectives only. Action steps will be refined later. The committee needs to vote by the end of today’s meeting.
- Committee discussion:
 - We need to clearly define the role of a teacher assistant.
 - The National Association for the Education of Young Children (NAEYC) educator levels and the Gateways ECE Credential levels are not equal.
 - Action steps will be revised later. Today’s purpose is to finalize goals and objectives.
 - Goal 1, Objective 2: a paraprofessional test does not qualify providers to automatically meet the ECE Credential Level 4. A review of the paraprofessional test and credential requirements would be needed.
 - Goal 1, Objective 3 and 4: make action steps for objective 2.
 - Question: Has there been any discussion on the development of a Home Visiting Credential?
 - The Illinois Home Visiting Taskforce will need to determine if this credential is needed or if the Family Specialist Credential meets their needs.
 - Goal 2: Add compensation as an action step.
 - PDAC is not an advocacy organization but we can promote and incentivize.
 - Part of the purpose of this goal is to recognize and celebrate milestones in between levels with coherent and sensible steps.
 - Question: How do we measure the impact attaining Credentials has made?
 - First we need a baseline to determine what is the motivation and current incentives to attaining and level advancing Credentials.
 - Goal 3: The Professional Development Advisor (PDA) program is an internal role within INCCRRA.
 - The PDA system previously was a statewide mentorship program to support individuals in professional development.

- We need to investigate the usage of Relationship Based Professional Development (RBPDP) and how it is currently used in the field.
 - Prior Learning Assessment (PLA) and RBPDP are mean two different things. We need one universal term or clearly define both.
 - There is a standard RBPDP definition.
 - Objective 4: We cannot control compensation, but it is important to include.
 - Add Objective 5.
 - Removed Objective specific to apprenticeship. This should be included in the Workforce Development and Pathways committee.
 - Goal 4, Objective 2: This will be completed by expert reviewers with final NAEYC standards.
 - This crosswalk will be brought to this committee as well as the Higher Ed committee for review and approval.
 - An overall definition of equity will be developed by PDAC.
 - Goal 4, Objective 3: Gateways Credentials are reviewed every five years.
 - A survey to those who did and did not obtain a credential is completed.
- Committee Vote of Goals and Objectives:
 - A unanimous vote with three or more fingers was taken. Goals and objectives will proceed to PDAC Steering in in May.

Announcements:

- Mark your Calendars – FY21 PDAC Qualifications & Credentials (QC) meeting dates:
 - Wednesday, May 26th 1:00 PM – 3:00 PM (Fourth Quarter)
- No announcements from committee members.

Adjourn

Attachment A

PDAC Strategic Plan Phase IX: PDAC Qualifications and Credentials: Draft Goals and Objectives – QC NOTES

Goal 1: Support Implementation of all Gateways Credentials within state systems.

- Objective 1: Guide Support the ESL and Bilingual Credential through the final review and credential recommendation approval process.
 - Action Step: Support ESL Bilingual state-wide implementation
- Objective 2: Survey existing utilization of credentials, align credentials with existing qualifications in cross-sector systems, and expand credentials in cross-sector systems when feasible.
 - Action Step: Recommend the Gateways ECE Credential Level 4 for teaching assistants (Teacher Assistants, Paraprofessionals) in state funded Pre-K.
 - Action Step: Re-evaluate the previous recommendation to integrate Gateways Credentials into child care licensing.
 - Action Step: Add language of Gateways Credentials to the Illinois school code.

Goal 2: Promote and incentivize mechanisms that advance incremental steps to increase attainment of Gateways Credentials at all levels.

- Objective 1: Encourage a dashboard of progress within the Gateways Registry Professional Development Record toward competency completion for each credential.
 - Action Step: Consider multiple data needs for individuals, staff, and programs.
- Objective 2: Engage center directors and leaders to understand the credential process.
 - Marketing the value of Gateways Credentials to individuals, staff, and programs.
- Objective 3: Identify potential barriers and suggest multiple strategies to increase participation in Gateways Credentials.
 - Action Step: Ensure all Gateways Credential applications are available online through the Gateways Registry.
 - Action Step: Survey the field to identify barriers.
- Objective 4: Support and advance strategies that increase a full range of incentives (including but not limited to compensation) across all Gateways Credentials.
- Objective 5: Increase participation in the Credentialing system.
 - Action Step: Head Start, Public Schools, programs of different sizes and funding types.

Goal 3: Identify how Relationship Based Professional Development (RBPD) can support competency attainment and achievement of Gateways Credentials.

- Objective 1: Research Prior Learning Assessment credit (Higher Education committee) with RBPD efforts to support students and practitioners in gaining college credit.
 - Work with the higher ed committee to find overlaps in the two systems that support students and practitioners.
 - Support RBPD experiences in college credit to lead to Gateways Credential credit.
 - RBPD ideally situated within the workplace.
 - Further expand the use of RBPD toward Credential attainment. (partner with Higher Ed Committee)
 - Faculty and/or mentor counts toward credits for financial aid.
- Objective 2: Investigate and expand the utilization of RBPD within cross-sector Professional Development Systems.
 - Include RBPD within individual Professional Development Records showing competency completion.
 - RBPD to count toward Gateways Credential and licensure renewal requirements.

Goal 4: Ensure Gateways to Opportunity Credentials align with state and national initiatives, incorporate current research and validated practices, and are responsive to workforce needs.

- Objective 1: Explore alignment of Gateways Credentials with national initiatives.
- Objective 2: Review findings from the faculty driven NAEYC crosswalk alignment in FY22.
 - Bidirectional efforts (any stakeholders and standards).
- Objective 3: Support Gateways Credential review processes by adding an additional diversity, equity, and inclusion lens.
 - School-Age and Youth Development Credential review – FY22
 - Review the Faculty Fellow recommendations (2019 – 2020)
 - Family Specialist Credential review group – FY23
 - ECE Credential review group – FY24
 - Review Faculty Fellow competency changes
 - Review findings from Gateways ECE Credential competency project
 - Align with state and national standards.
- Objective 4: Collect data on inequities and other variables of credentialed and non-credentialed members of the workforce.
 - Survey non-credentialed Gateways Registry members for barriers to Gateways Credential attainment.
 - Inequities in other variables other than race and ethnicity and geographical location.
 - Feedback from actual practitioners (WDP? Or joint effort?).