

GATEWAYS TO OPPORTUNITY®

Illinois Professional Development System

PDAC Qualifications and Credentials (QC) Committee

Tuesday, September 13th, 2022

1:00 PM—3:00 PM

Virtual Meeting Agenda

Join Zoom Meeting

<https://us02web.zoom.us/j/85804074094?pwd=RFNnbG9sWXRhN3dva3FKaWdnd3RGUT09>

Meeting ID: 858 0407 4094

Passcode: 3GV6vs

Barb Christmas	Connie Shugart	Heidi Elliott	Miranda Lin	Tamara King
Bela Moté*	Debbie Rogers-Jaye	Joni Scritchlow	Paula Schnicker-Johnson	Tami O'Daniel
Carole Franke	Denise Monnier	Leslie Layman	Stephanie Hellmer	Teri Talan*
				Wendy Connell

**Denotes tri-chairs*

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

Review and Approval of May 10th, 2022, meeting minutes

- Motion Carole Franke
- 2nd Tammy Notter
- Welcome Wendy Connell – leadership coach for ExceleRate® Illinois and Illinois Director Credential competency group

Gateways to Opportunity® Credentials – Stephanie Hellmer & Joni Scritchlow

- Gateways Credential History Chart (Attachment A) was shared.
- Prior to Credential fee waivers, approximately 5,000 – 6,000 Credential applications were received each year. With waivers in place, applications more than doubled/tripled since 2020.
 - In 2022, the total number of received applications will likely remain high due to the Illinois Department of Human Services (IDHS) removing all Credential fees as of July 1, 2022.
 - Typically, 30 – 42 % of applicants can be awarded a Credential immediately after applying.
 - When Credentials required application fees, the field would wait to apply for a level advance or refuse to gain a Credential at a lower level until they feel they are eligible. With no fees, it is a plus to apply right away to gain a Credential OR given guidance on how to get a Credential.
 - Kudos on the hard work from the Credential team to keep up with increase of applications.
 - INCCRRA's contract with IDHS is to review applications within 20 business days. 20 business days is about one month. Our team goal is 8 – 10 business days or less. For example, August 1st – August 15th = 11 business days. If an application is not complete (no official transcripts), business days do not start until the transcripts do arrive. Having a complete application is key. A Credential review cannot be done without an application and official transcripts.

PDAC Strategic Plan – QC Goal 4, Objective 4: Deepen knowledge of credentialed and non-credentialed workforce through data collection focused on current and emerging demographics and ongoing inequities.

- Three surveys are being conducted specific to Gateways Credentials. The purpose of these surveys is to capture data on the Credential process.
 1. Pending Credential Application Survey
 - Each day, a pending survey link is sent to individuals with Credential eligibility information via email.
 2. Credentials Awarded Survey
 - Monthly, a Credentials survey is emailed to individuals who were awarded a Credential in the previous month to capture data on their Credential experience.
 3. Credential Website Survey
 - On September 9th, a three-question survey was added to the Gateways website.
 - The purpose of this survey is to gain feedback directly from applicants on the Credential application process.
 - INCCRRA staff will share information once 50 – 100 individuals complete the website survey.
 - This survey will also be in the Gateways Registry Newsletter coming out in late September.
 - How long will the survey stay up?
 - The survey will remain up for as long as needed to gain enough feedback. Results will be reviewed after 30 – 45 days and will take into consideration if the questions are capturing the data needed.
 - If additional information is needed, we can update and create another survey.

PDAC Steering – Definition Recommendation Update (Attachment B & C)

- The PDAC Workforce Development and Pathways (WDP) Committee scanned NAEYC and other
- WDP brought to PDAC Steering then to the full PDAC Committee who approved at the last meeting. Will send to IDHS for review, approval, and implementation.
- Professional development is not consistent. Once IDHS approves, professional development will have on definition across all systems (ExceleRate® Illinois training, Credential approved trainings, Credential renewal, etc.). It is important to get definitions consistently recognized across systems. High quality Job Embedded Professional Development (JEPD) is making a difference with the incumbent work force. This can also help to meet competencies.
 - INCCRRA staff will keep the QC Committee posted when we hear back from IDHS.
 - If approved, we can bring forward to other advisory bodies (i.e., Early Learning Council, etc.) to adopt this definition.
 - Start thinking about any impact on QC with these definitions.

Gateways Credential Career Lattice Background – Joni Scritchlow

- In 2017, the Illinois Early Childhood Educator Preparation pathway was published by the Illinois Education Research Council (IERC) and includes the image of an ever moving/advancing, swirling increase of knowledge and experience.
- Gateways ECE Credential Framework – state system alignment with IBHE, IERC – shows movement and action moving upward.
- This image was used cohesively across all Gateways Credentials to show upward movement through advancing levels.
- The ESL & Bilingual Credential, under guidance of QC, needs to use the same image to remain consistent across all Gateways Credentials.
 - Level 2 – 3 beginning levels, Level 4 = Associate level, Level 5 = Bachelor level, Level 6 = Graduate level



- There are also separate career lattices for the School-Age & Youth Development Credential and Family Specialist Credential that show add on specialization credentials.

ECE Career Lattice – add/include ESL & Bilingual Credential (Attachment D)

- The Gateways ESL & Bilingual Credential was approved on July 1st as the newest specialization Credential.
- It needs to be included on the approved IDHS career lattice.
- It is a three-to-five-year process for a new design for career lattices, which would also require updates to all eight Gateways Credential frameworks. This is not easy to do.
- How can we place the ESL & Bilingual Credential so it can be seen on the lattice?
- All specialization Credentials must be added to the ECE Credential.
 - The Family Child Care Credential Level 2 can build from ECE Level 1 and/or trainings only.
 - Less college is required so the level of the FCC Credential can be higher than the ECE Credential.
 - The ECE Credential Level 2 does require some college coursework.
 - When adding a specialization to the ECE Credential, they must be the same level or higher.
 - Level 4 specialization cannot be added to an ECE 2.
 - The Illinois Director Credential (IDC) requires an Associate's degree but it does touch and builds off the ECE Credential Level 3. Both the Technical Assistance (TA) Credential and IDC require a degree.
 - The Infant Toddler Credential (ITC) Level 5 require an ECE Credential Level 5.
 - The ESL & Bilingual Credential is a new specialization. ESL 2 needs ECE 2, ESL 3 needs ECE Level 3, etc. The lattice is running out of room so the ESL 4 is on the right side of the graphic.
 - The ESL/Bilingual Credential is only level 2 – 4. The Illinois State Board of Education (ISBE) awards the ESL & Bilingual endorsement tied to the Bachelor's degree. The ESL & Bilingual Credential stop at the Associate's degree.
 - Today, QC needs to add to the current/approved career lattice. Then, if QC wants to embark on the extensive work on all eight frameworks and other career lattices in the future, we can.
 - The spiral shows dynamic movement which we are trying to convey to the field.
 - ESL 4 gets lost on the right side. Bilingual piece gets lost too.
 - There is no significance between the left and right side of the lattice.
 - The IDC and TA do not have lower levels.
 - If the ESL was added to the other arrows, it looks like ITC or FCC is also required to get the ESL – which isn't true.
 - Printing in color varies by printer.
 - Could the letters be colored but the arrow be white?
 - Each credential could have a different "color". Possibly we could change the ribbons totally to match the framework color as well.
 - Who really sees this graphic? Who is the end user?
 - The practitioner? Directors? Faculty? Employers?
 - Thought: It would be interesting to do a test of how end users respond to the graphic before finalizing it.
 - Not sure who uses it, but it is shared at the national level. Not sure how this could be surveyed.
 - Could the TA 4, IDC I, and ESL 4 be on one side (ESL 4 in between TA 4 and IDC I)

Gateways Credential Career Lattice (Attachment E)

- Add ESL/Bilingual Credential to the currently approved Gateways Career Lattice.
- Go back to Marketing:



- Put the TA 4, IDC I and ESL 4 on one side (ESL 4 in between TA 4 and IDC I)
- ESL/B for ESL & Bilingual acronym
- Vote November 15th

Shared Information/Data/Announcements

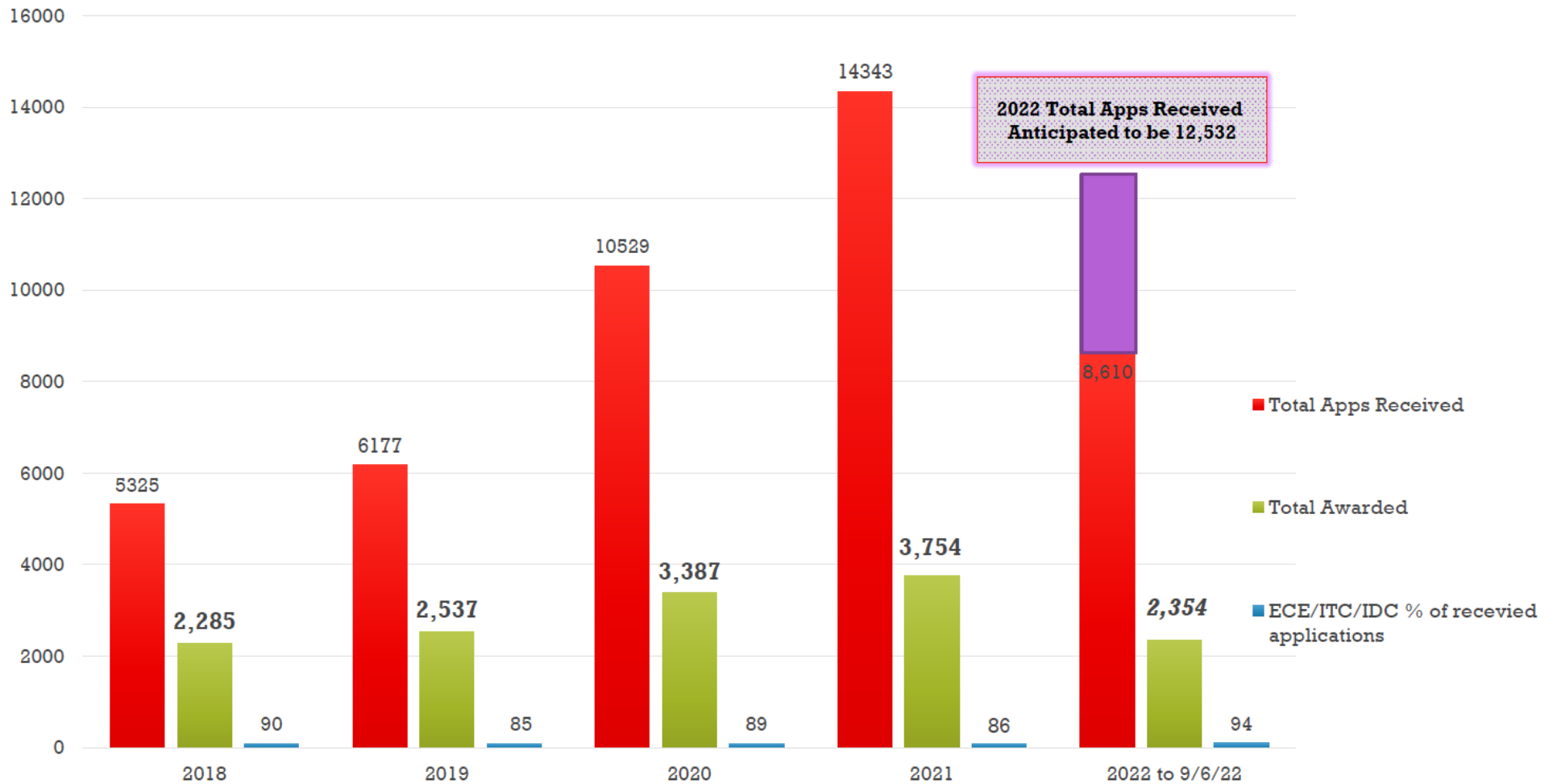
- The Illinois Department of Children and Family Services (DCFS)/Credential small group was planning to meet on 9/14/22. This will be rescheduled – proposed rule changes have not been released yet. It is very important to get Credentials aligned appropriately in DCFS licensing.
- Anyone on the call in the consortium? How are the scholarships going?
 - On Mondays – quarterly virtual conversations with IDHS, ISBE, IBHE, ICCB, faculty etc. convene. Update coming this Monday.
 - IDHS helps hold Early Childhood Access Consortium for Equity (ECACE) monies and funds Gateways Scholarship Program. How can these scholarships work together? Collecting data from faculty on enrollment – this information is due by Friday.
 - Around 50 individuals have received ECACE Scholarships this semester and are working on next semester.
 - Do scholarship monies reach more individuals who may not be qualified for GSP (i.e. Part year Head Start)?
 - FAQ: <https://www.isac.org/students/during-college/applying-for-financial-aid/applications/ecace/index.html>
 - Here is the way the eligible programs are described on the website: be enrolled or accepted for enrollment in a course of study which, upon completion, qualifies you to receive: a postsecondary credential or undergraduate degree in the field of early childhood education, or a Professional Educator's License in early childhood education. If you have questions about whether your planned program of study is eligible for the scholarship, contact either an academic advisor or the financial aid office at your college.
 - Must be able to approve for FAFSA and currently enrolled or accepted into an approved/entitled institution.
 - ECACE – unclear if someone wants to get an IDC. At CCC – the FSC track is not included in ECACE. Refer individuals to their Navigator.
 - IDHS is trying to be mindful of overlap between GSP and ECACE.
 - The College of Lake County is one example. The ECE Credential Level 2 modules were translated into Spanish. CLC reached out to Navigators for Spanish speaking workforce to attend an information sharing event with a one-week notice. They hoped for 20 individuals, but 94 individuals showed up. There are 74 on a waiting list. This resulted in doubling the number of course sections!

Adjourn

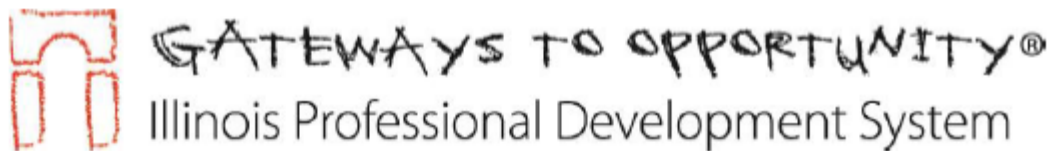
Remaining FY23 PDAC Qualifications & Credentials (QC) meeting dates:

- Q2: Tuesday, November 15th, 2022 1 – 3 PM
- Q3: Tuesday, February 14th, 2022 1 – 3 PM
- Q4: Tuesday, April 11th, 2023 1 – 3 PM
- *HOLD: Tuesday, May 16th, 2023 1 – 3 PM (if needed before FY23 ends)*

Credential Applications Overview



Attachment B



Professional Development Advisory Council (PDAC)

RECOMMENDATION FOR APPROVAL

DATE: June 15, 2022

COMMITTEE MAKING RECOMMENDATION: Workforce Development and Pathways Committee

RECOMMENDATION: The Workforce Development and Pathways committee recommends approval of a standardized definition of Professional Development for the ECE field in Illinois. *Professional development includes the continuum of professional preparation and ongoing professional learning and skill building. It includes training, higher education, and technical assistance. It can take place in person or e-learning and take the form of university/college credit-bearing coursework, preservice and in-service training sessions, observation with feedback and reflection with a colleague or supervisor; peer learning communities; and mentoring, coaching, and other forms of job-related technical assistance. High-quality professional development includes an opportunity for the learner to participate in planning their professional development, as well as access credit-bearing course work, valued credentials, and instructors with appropriate knowledge, skills, and experience in early childhood education and principles of adult learning.*

RATIONALE including financial impact/monetary breakdown this recommendation would have if applicable): This recommendation is in response to the PDAC Strategic Plan (Phase IX) goal to define professional development for all early childhood practitioners regardless of program type. Research in order to inform the PDAC definition was collected from a variety of national entities (e.g. Build it Better – NAEYC and Learning Forward – Standards for Professional Learning) regarding professional development and job-embedded professional development definitions. The definition will provide consistency for the ECE workforce.

DISPOSITION:

WDP Committee

Approved: ☒ x

Date: 7/26/22

Disapproved:

Date:

DISPOSITION:

PDAC Steering Committee

Approved: ☒ X

Date: 8.3.22

Disapproved:

Date:

DISPOSITION:

PDAC Steering

Approved: ☒ x

Date: 9.7.22

Disapproved:

Date:

DISPOSITION:

IDHS, Office of Early Childhood

Attachment C



Professional Development Advisory Council (PDAC)

RECOMMENDATION FOR APPROVAL

DATE: June 15, 2022

COMMITTEE MAKING RECOMMENDATION: Workforce Development and Pathways Committee

RECOMMENDATION: The Workforce Development and Pathways committee recommends approval of a standardized definition of Job-embedded professional development (JEPD) for the ECE field in Illinois. *Job-embedded professional development (JEPD) refers to the continuum of learning that is grounded in day-to-day practice. It is integrated into the work and includes assessing and finding solutions for authentic and immediate problems of practice as part of a cycle of continuous improvement. JEPD is a shared, ongoing process that is locally rooted and makes a direct connection between learning and application in daily practice, thereby requiring active involvement in collaborative, inquiry-based work. High-quality JEPD is aligned with best practice standards and relevant federal, state and local standards for early learning and any related agency, program, center, or school related goals.*

RATIONALE including financial impact/monetary breakdown this recommendation would have if applicable): This recommendation is in response to the PDAC Strategic Plan (Phase IX) goal to define high-quality job-embedded professional development for all early childhood practitioners regardless of program type. Research in order to inform the PDAC definition was collected from a variety of national entities (e.g. Build it Better NAEYC, Learning Forward – Standards for Professional Learning) regarding professional development and job-embedded professional development definitions. The definition will provide consistency for the ECE workforce.

DISPOSITION:

WDP Committee

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Date: 7.26.22

Disapproved:

Date:

DISPOSITION:

PDAC Steering Committee

Approved: X

Date: 8.3.22

Disapproved:

Date:

DISPOSITION:

PDAC Steering

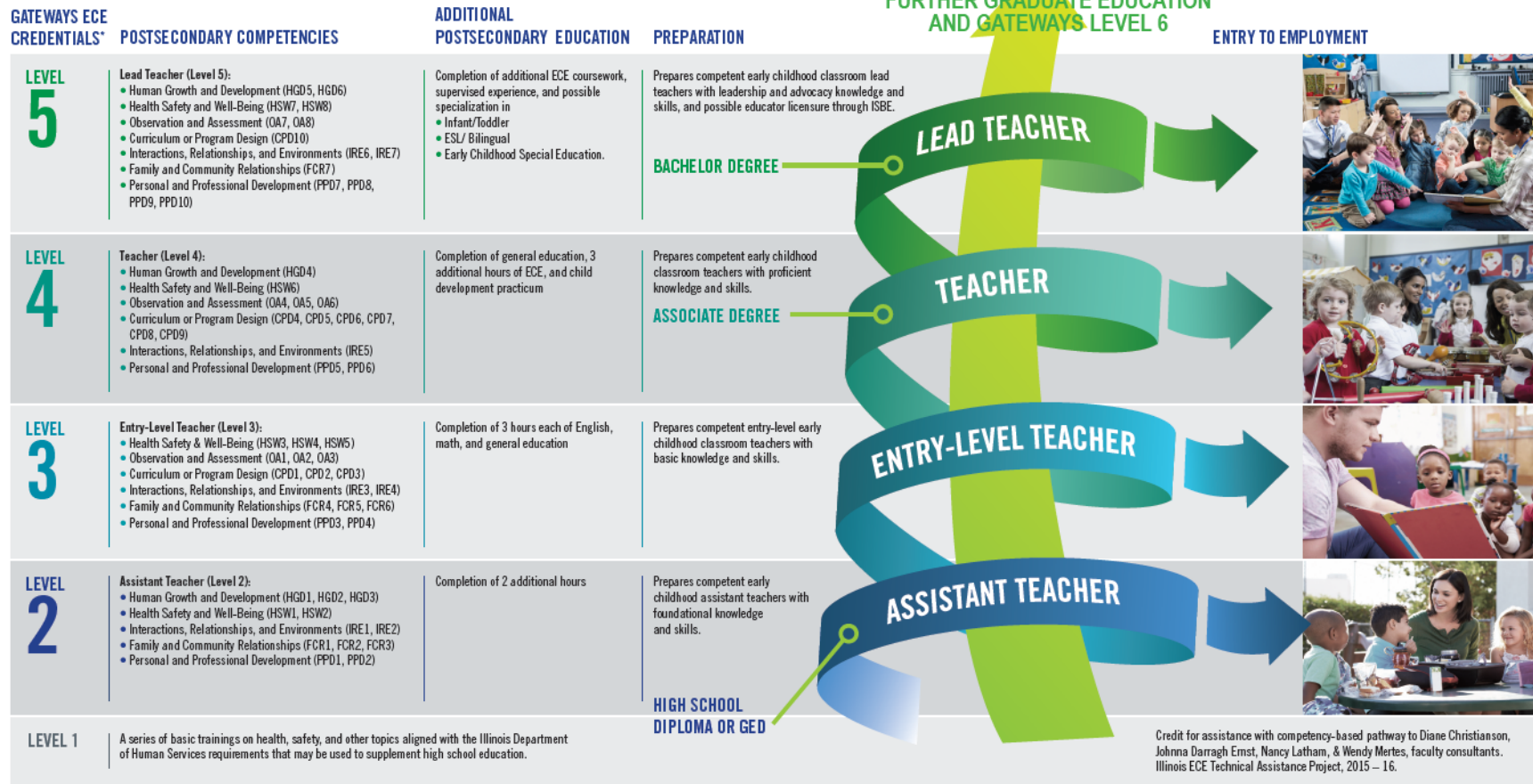
Approved: x

Date: 9.7.22

Attachment D

ILLINOIS EARLY CHILDHOOD EDUCATOR PREPARATION PATHWAY

Stephanie A. Bernoteit and Janet K. Holt



*Gateways to Opportunity
<http://www.ilgateways.com>

HGD = human growth and development; HSW = health, safety, and well-being; OA = observation and assessment; CPD = curriculum or program design; IRE = interactions, relationships, and environments; FCR = family and community relationships; and PPD = personal and professional development.

Suggested citation: Bernoteit, S. A., & Holt, J. K. (2017, May). *Illinois early childhood educator preparation pathway* (Infographic). Edwardsville, IL: Illinois Education Research Council at Southern Illinois University Edwardsville..



Gateways to Opportunity® Early Childhood Educator Career Lattice

ECE: Foundational Early Childhood Educator requirements for all Credentials

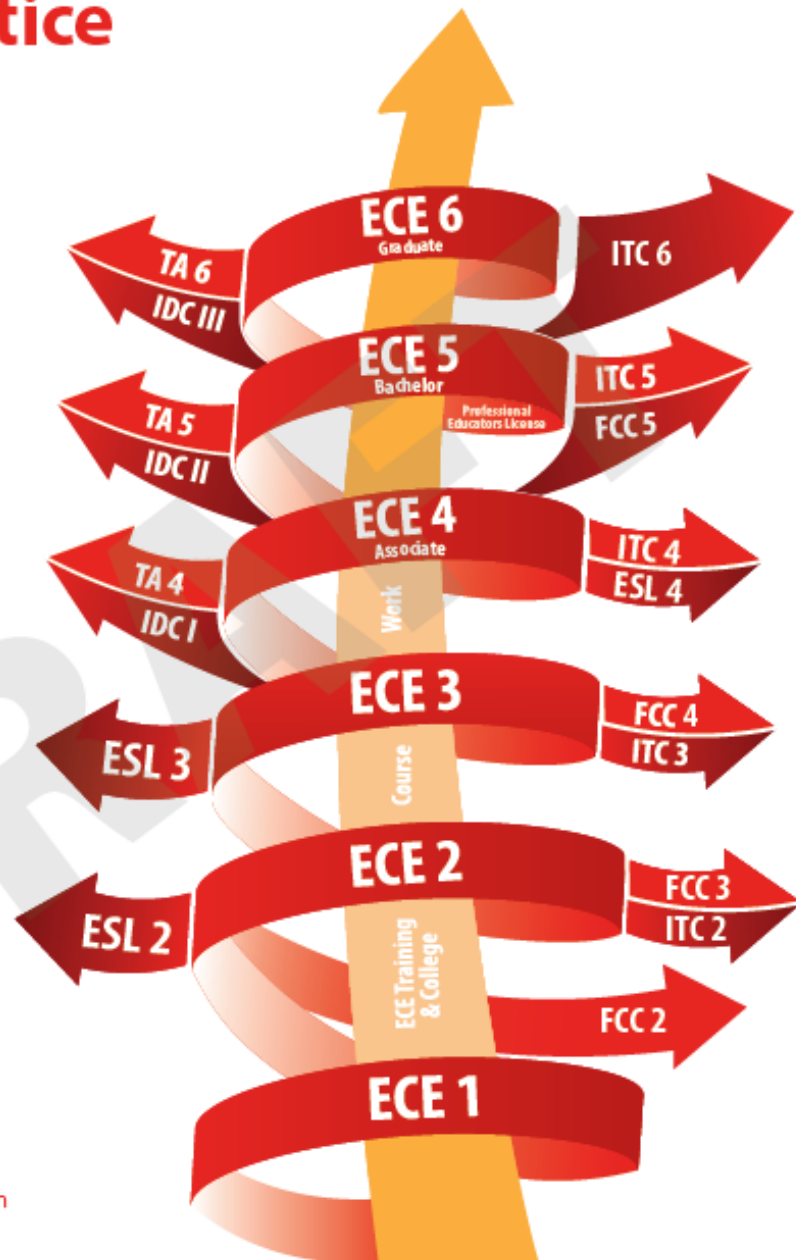
FCC: Family Child Care Credential

ITC: Infant Toddler Credential

IDC: Illinois Director Credential

TA: Technical Assistance Credential

ESL: ESL & Bilingual Credential



The ECE Credential is the foundation for these Gateways Credentials.



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More details on each Credential can be found at www.ilgateways.com

