



GATEWAYS TO OPPORTUNITY®

Illinois Professional Development System

PDAC Qualifications and Credentials (QC) Committee

Wednesday, February 14, 2023

1:00 PM—3:00 PM

Virtual Meeting Agenda

Barb Christmas

Denise Monnier

Miranda Lin

Tamara Notter

Brooke Walker

Joan Longtin

Patricia Chamberlain

Tami O'Daniel

Cerathel Burgess-Burnett

Joni Scritchlow

Steven Sharp

Teri Talan*

Connie Shugart

Julie Lindstrom

Tamara King

Wendy Connell

Danen Busch

*Denotes tri-chair

Welcome – Teri Talan, tri-chair

Review and Approval of November 29, 2022, meeting minutes

- Motion by Teri Talan.
- All in favor, none opposed.
- Motion passed and minutes approved.

PDAC Qualifications & Credentials (QC): Goals and Objectives Strategic Plan IX – Teri Talan

- A document was shared to illustrate goals and objectives as to what has been accomplished, work that is ongoing, and what the committee will be working on moving forward. **(Attachment A)**
- **QC Goal 1, Objective 1:** *Support the ESL and Bilingual Credential through the final review and credential recommendation approval process.*
 - The ESL and Bilingual Credential has been created, piloted, and launched statewide as part of the cadre of Gateways Credentials.
 - Adding the ESL & Bilingual Credential to the Career Lattice is a final piece, and almost complete.
 - This recommendation has been approved by Steering and next goes to full PDAC and then to Illinois Department of Human Services (IDHS) to be added to the Career Lattice.
- **QC Goal 1, Objective 2:** *Survey existing utilization of credentials, align credentials within the existing qualifications in cross-sector systems, and expand credential usage in cross-section systems when feasible.*
 - There are minimum qualifications in licensing for each role such as: assistant teacher, lead teacher, and director, etc. and there are multiple options for how you can meet qualifications.
 - In Summer 2018, a working team of the Children’s Cabinet Ad hoc group unanimously agreed to the crosswalk which embeds Gateways Credentials into DCFS Licensing as an option for staff to meet the requirements for their position in licensing regulations.
 - Embedding Gateways Credentials will not change the DCFS requirements, but rather add an additional option for meeting those requirements. This is key in being able to align Credential across systems.
 - At the November 29, 2022, QC meeting, an Ad Hoc work group was formed to meet and determine a way to move this forward and then circle back to this committee with recommendations. Cerathel, Brooke, Debbie, Bela, and Teri volunteered to be a part of this Ad Hoc at that time. Additional volunteers came forward at this meeting including Denise, Barb, Tammy, and Danen. Meetings have not taken place.
 - First step will be contacting and scheduling a meeting with Edie Washington from DCFS and this Ad Hoc.
 - **Update after the QC Meeting:** Meeting Minutes from the DCFS Day Care Licensing Advisory Council Meeting on October 4, 2018, were obtained through a FOIA request.
 - The Children’s Cabinet Ad hoc group presented this crosswalk at the October 4th, 2018, DCFS Day Care Licensing Advisory Council meeting,



- The DCFS Day Care Licensing Advisory Council decided to advance the second round of credential alignment recommendations on to DCFS for consideration.
 - This discussion also prompted a discussion on workforce issues being experienced across the state. The cochairs agreed to do some brainstorming about how we can have an intentional and productive discussion on this large issue and to bring it back to the council.
- **QC Goal 4, Objective 4:** *Deepen knowledge of credentials and non-credentialed workforce through data collection focused on current and emerging demographics and ongoing inequities.*
 - Next Steps – collect and analyze Registry data on Credentialed/Non-Credentialed workforce.
 - **Question:** What data do we want to look at to inform discussion in comparing the Credentialed and non-Credentialed workforce?
 - **Answers:**
 - What can we learn about the non-Credentialed population of Registry members?
 - How can we connect with them better?
 - Differences and comparisons three groups: 1.) Non-Credentialed 2.) Level 1 3). Levels 2 and up
 - Non-Credentialed workforce, those that have applied, but not yet received a Credential:
 - Barriers to completing the Credential?
 - How long will it take to complete?
 - If you stopped working on it, why?
 - What are the demographic differences?
 - Geographic location or issues with proximity to a higher education institution?
- **Comments:** Directors indicate staff are having a hard time finding out what courses they need to take, and this is preventing them from enrolling in coursework as they want to be 100% sure the course will meet the competencies needed.
 - Navigators and College Coach Mentors should be able to tell which courses are needed if going to an entitled route institution, but many of these staff are not degree seeking only taking a course or two.
 - Gateways recommends that staff reach out to their individual Credential Counselor for guidance on exact courses and/or trainings to meet any gaps in competency requirements.
 - Gateways has information from higher education institutions of courses that meet Credential competency requirements.
 - **Question:** Is there any reason this can't be public to show what competencies are met and at which higher education institution? This would help with transparency throughout the system.
 - **Answer:** This would be up to the individual institutions. This has been brought up to the Illinois Articulation Initiative (IAI), but they have not been on board with this.
 - **Comment:** There is no longer an indication of "points" on the Gateways Credential Frameworks and there is no indication of how many semester hours or courses are required.
 - Currently some higher education institutions may have three competencies being met in one course while another may have five or six competencies met in a course. Institutions are not cohesive or consistent in the number of competencies in a course and how it equates to semester hours.
 - As competencies become more widely used across institutions, we will begin to see more clarity.
 - Black Hawk College has created a crosswalk with Gateways Credential competencies aligned to their coursework. This makes competencies transparent in course offerings.
- **Goal 3:** *Identify how Relationship Based Professional Development (RBPDP) can support competency attainment and achievement of Gateways Credentials.*
 - The ExceleRate® Illinois Pilot included a component where participants were offered the opportunity to get credit for five competencies towards the Illinois Director Credential for job embedded professional development (JEPD), that was provided as a part of this pilot.
 - The State Competency Leadership Team recommended having a learner record that reflects all competencies met on their Professional Development Record (PDR), not just courses completed. This would help with recording competency attainment through JEPD as well as all Credential attainment.

- Joellen Whitehead had previously shared the future vision for the Professional Development Record (PDR). The QC Committee will invite her back to our next meeting to see where the progress is with anticipated changes to the PDR.
 - **Question:** Are there any other things that can be added to the Goals and Objectives to work on over the next 18 months?
 - **Comments:**
 - How to get higher education to be more transparent with coursework.
 - ISBE does not mandate school-based programs be a part of Gateways Registry. With Preschool for All (PFA) and PFAE programs, paraprofessionals (non-credentialed staff) should be required to be Gateways Registry Members. This would also help them get on a career path.

Preschool Development Grant (PDG) B-5 Project Accomplishments (Attachment B)

- In 2020, the Governors Office of Early Childhood Education (GOECD) received year one of the PDG B-5. This three-year, one-time grant funds contained very specific purposes, goals, and outcomes.
- INCCRRA was charged with facilitating and coordinating a range of projects during this time. Including:
 - Infant Toddler Credential Pilot
 - Infant Toddler Competency-Based Education Curriculum
 - Higher education faculty created, tested, and refined modules.
 - Modules will be available to all higher education institutions across the state.
 - Illinois Director Credential Curriculum Project
 - Higher education faculty created competency-based curriculum modules, but there is no anticipated funding to test the curriculum.
 - Modules will soon be made available to all higher education institutions across the state.
 - Diverse Workforce Supports for Equity
 - Spanish ECE Level 2
 - ECE Level 2 competency-based curriculum modules were translated to Spanish.
 - Spanish modules were piloted at the following institutions: College of Lake County, National Louis University, and Western Illinois University.
 - Curriculum is being refined based on feedback received from faculty and students and will then be available for use by higher education institutions throughout the state.
 - National Louis University is in the process of creating Spanish modules for the Gateways ECE Credential Level 3, 4, & 5.
 - Prior Learning Assessment (PLA)
 - In 2022, nine higher education institutions tested the state system for PLA, which was developed in 2021 by over 30 higher education faculty from institutions across the state.
 - PLA was offered in both English and Spanish.
 - The ECE Credential Level 2 competencies are the initial, introductory ECE competencies needed. The incumbent workforce was able to demonstrate these competencies using a PLA model to assess competence, knowledge, and skills, to gain college credit.
 - Mursion Software with avatars were used to create virtual simulations of a classroom so that learners could demonstrate what they already know.
 - Feedback has been very positive from both learners and faculty. PLA will be expanded on in years to come.
 - PDAC Workforce and Development and Pathway (WDP) Committee is looking at a recommendation for a statewide, standardized PLA.
 - There is potential for a joint recommendation between WDP & QC as this work supports Goal 4 and Objective 2.
 - QC Members Cerathel Burgess-Burnett and Pat Chamberlain volunteered to attend and bring information back to QC. Anyone else interested in attending the upcoming WDP meeting, should contact Julie Lindstrom.
 - **Question:** What are the limits on PLA through the Higher Learning Commission? How much PLA can someone receive and at what levels?

Credential Insights and Data – Julie Lindstrom (Attachment C)

- Graph was shared showing total Credential applications received and awarded over the past 5 years.
 - With application fees being waived, it is projected that applications received will remain high.
 - **Question:** Is the discrepancy between the number applied and number awarded a concern?
Answer: No. Some individuals apply early since it is free knowing that they have not yet completed the education or degree requirements or work experience hours. Many may already have a Credential at some level and have applied to advance to a higher level as well.
 - Credential turnaround time is currently at five to six days from date of application until the time applicants will be awarded or contacted by their counselor.
- Over the years, the Credential application process has been streamlined to three steps: Renew Registry, complete application, and follow up on documentation needed such as, official transcripts and work experience.
 - New applicants continue to receive Credential Website Surveys in 2023 to ensure that the application process is smooth and make changes as necessary to better engage applicants.
- **Question:** Do we have any updates on trainings needed for renewals?
 - **Answer:** Internal discussions between Credentials and the Learning and Development department are ongoing to ensure information on trainings available is updated as needed.
 - The biggest barrier for Credential renewal requirements is the Infant Toddler Mental Health requirement.
 - INCCRRA staff has met with IDHS to discuss ideas for trainings within ilearning to meet this requirement.

Shared Information/Data/Announcements

- Announcements coming from the Governor soon on the budget and vision for early childhood.

Adjourn

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

- Q4: Tuesday, April 11th, 2023 1 – 3 PM
- HOLD: Tuesday, May 16th, 2023 1 – 3 PM (if needed before FY24)

