GATEWAYS TO OPPORTUNITY®
Illinois Professional Development System

PDAC Qualifications and Credentials (QC) Committee
Tuesday, April 11, 2023
1:00 PM—3:00 PM
Virtual Meeting Agenda

Brooke Walker	Joan Longtin	Marilyn Toliver	Tammy Notter
Cerathel Burgess-Burnett	Joellyn Whitehead	Patricia Chamberlain	Tami O'Daniel
Connie Shugart	Joni Scritchlow	Sandy Young	Teri Talan*
Danen Busch	Julie Lindstrom	Sue (Jackson) Murphy	Tom Layman
Elva DeLuna*	Leslie Layman	Tamara King	Wendy Connell

**Denotes tri-chair*

Welcome – *Teri Talan & Elva DeLuna, tri-chairs*

Review and Approval of February 14, 2023, meeting minutes

- Motion by Tammy Notter.
- Motion seconded by Patricia Chamberlain.
- Motion passed and minutes approved.

Gateways Registry: PDR/Competency Dashboard Updates – *Joellyn Whitehead (Attachment A)*

- College courses and training courses can be assigned competencies in the system.
- Competencies can change over time on the same course by using a "competency profile" with start/end date.
- McCormick Center for Early Childhood Leadership tested the training course functionality with job-embedded professional development (JEPD).
- The Data/Tech departments are working on automatically assigning the proper competencies when a person's coursework is entered into DTP via the Credentials process and creating a (printable) Competency Attainment Record (CAR). There are potentially three options:
    1. Courses listed at each institution and what competencies are assigned to individual courses.
    2. Courses listed by individual competency assigned and categorized by content areas.
    3. Courses listed by Credential level showing competency(s) assigned.
- The Data department is open to suggestions for alternative viewing options.
- Question: Will the system track trainings assigned to competencies?
    - Answer: Yes, this is possible.
- Question: How/what if a competency has been repeated?
    - Answer: A default logic is to list coursework first and trainings second. The logic "locks" the competencies so individuals cannot override the system. Individuals could potentially access more than one CAR viewing option.
- Thought: If a competency is missing, it would be helpful to have a separate repository to search courses/trainings by competency.
    - In the future, the Registry dashboard will be interactive and allow for courses and or trainings to be searchable through meta data.
- The Credential type needs to be added as header on all Competency Attainment Record reports.
- Prior Learning Assessments (PLA) will be included on the CAR when competencies are assigned.

DCFS & Credential Crosswalk Updates – *Tom Layman (Attachment B)*

- The goal for many years is for the Day Care Licensing Representatives (DCLRs) to use the Gateways Registry and Credentials as meeting requirements rather than analyzing transcripts.
- Drafted in 2018 was a proposed alignment of the Gateways Credentials to the Department of Child and Family Services (DCFS) teacher/assistant teacher education requirements for working in licensed programs.
- Minutes from the DCFS Day Care Licensing Advisory Council Meeting in October 2018 recommended the proposed Credential alignment as another option for providers to meet DCFS requirements to be teacher qualified.
- A second round of the proposed alignment was presented by Carol Morris at DCFS in 2019.
- Unfortunately, the recommended alignment of Gateways Credentials to the DCFS teacher/assistant teacher education requirements has stalled due to a 100% turnover at DCFS and Illinois Action for Children.
    - **ACTION:** Please look for the next release of the DCFS licensing standards to be open for public comment. The QC Committee can review to determine accurate alignment of Credentials to the DCFS standards. PDAC should have a strong voice.
- Comment: None of the Credentials align to the DCFS standards. Licensing supersedes Credentials.
    - Response: Licensing is not building higher quality programs. It is the ground level minimum for programs to be licensed. Gateways Credentials have higher requirements than the DCFS licensing minimums.
    - The purpose is not to change the licensing requirements, but to include Credentials as an option. There is no intention of making DCFS requirements and Credentials the same, just making the process easier to determine if someone is teacher qualified.

Gateways ESL & Bilingual Credential Recommendation – *Pat Chamberlain (Attachment C)*

- Applicants with an ESL and/or Bilingual Endorsement through the Illinois State Board of Education demonstrate that all ESL & Bilingual Credential competencies have been met. This is comparable to the Professional Educator License with an endorsement in Early Childhood Education covering the requirements for the ECE Credential Level 5, the Bachelor or master's in social work covering the requirements for the Family Specialist Credential Level 5, and the Professional Educator License with an endorsement in Elementary Education covering the requirements for the School-Age and Youth Development Credential Level 5.
- If approved, the statement "Illinois State Board of Education ESL and/or Bilingual Endorsement meets these requirements" will be added across the Content Specific Education Competencies to Support Dual Language Learners and Work and Practical Experience for the Gateways ESL & Bilingual Credential Level 4.
- There is no ESL & Bilingual Credential Level 5. Adding this statement to the framework would acknowledge meeting all the ESL & Bilingual Credential competencies.
- A five-finger vote was taken with a unanimous vote of three or more fingers.
- Recommendation will be given to PDAC Steering Committee at their next meeting.

Prior Learning Assessment Recommendation – *Cerathel Burgess-Burnett (Attachment D)*

- The PDAC Workforce Development and Pathways (WDP) Committee is asking for the QC Committee's support in a recommendation to standardize the statewide use of Prior Learning Assessments (PLA).
- Scaling up the statewide, standardized Prior Learning Assessment (PLA) system, developed using innovative technology (Mursion), should be a priority among our state agencies and higher education institutions to support Illinois' highly diverse incumbent workforce.
- Question: How are the Mursion scenarios assigned to competencies?
    - Answer: Higher education faculty across multiple institutions are trained to review and assess using a rubric as a standardized tool. Inter-rater reliability is measured with unbiased faculty from a separate institution unassociated with the institution the student is requesting credit from.

- Question: How much college credit has been given to PLA students?
    - Answer: There is a series of meetings with faculty to discuss the amount of college credit to award consistently statewide and how to accurately place on official transcripts.
- Question: Did all students come out of the pilot meeting all 12 ECE Level 2 competencies?
    - Answer: Some learners met all the Level 2 competencies while others only partially met. The faculty is discussing how to document competencies assessed on official transcripts and how they can meet the remaining competencies.
- The pilot gave great information to help develop this recommendation.
- No vote was taken and the WDP Committee will bring this recommendation to the next PDAC Steering Committee meeting.

Shared Information/Data/Announcements

- Faculty Request to Share: Technical Assistance Credential Level 4 course: Mentoring in ECE will be offered in Summer 2023 at Highland Community College.
- National Louis University – Early Childhood Education Faculty Preparation master's degree will pilot this fall. It is fully online and will prepare early childhood educators to become faculty. Funding is through an ECACE sub-grant for 25 individuals.
- ExceleRate® Illinois Job-Embedded Professional Development (JEPD) will be administered through IDHS in FY24.
- FY24 PDAC Qualifications & Credentials (QC) meeting dates – TBD.

Adjourn

Gateways Registry & Competencies Update

PDAC Qualifications and Credentials Committee

April 2023

Where are we today?

- College courses and training courses can be assigned competencies in the system
  - Courses can have more than one competency
  - A single competency may not be split between multiple courses – we only work in "whole" competencies
- Competencies can change over time on the same course by using a "competency profile" with start/end date
- Tested the training course functionality with JEPD course (McCormick Center for Early Childhood Leadership)
- Will be training INCCRRA's POD team staff on how to add competencies to college courses this quarter

What are we working on?

- Working on being able to automatically assign the proper competencies when a person's coursework is entered into DTP via the credentials process
- Creating a (printable) Competency Attainment Record
  - Several options…

Attachment A continued

Gateways to Opportunity

Competency Attainment Record

Record for: Suzy Smith (N000001)

Prefix	Number	Course Name	HGD1	HGD2	HGD3	HGD4	HGD5	HGD6	HSW1	HSW2	HSW3	HSW4	HSW5	HSW6	HSW7	HSW8	OA1	OA2	OA3	OA4	OA5	OA6	OA7	OA8	CPD1	CPD2	CPD3	CPD4	CPD5	CPD6	CPD7	CPD8	CPD9	CPD10	IRE1	IRE2	IRE3	IRE4	IRE5	IRE6	IRE7	FCR1	FCR2	FCR3	FCR4	FCR5	FCR6	FCR7	PPD1	PPD2	PPD3	PPD4	PPD5	PPD6	PPD7	PPD8	PPD9	PPD10
Name of Institution Here																																																										
EDUC	268	Care and Development of the Preschool Child	x	x	x	x																																																				
EDUC	279	Introduction to Early Childhood Education																																															x	x	x	x	x	x				
EDUC	296	Educational Psychology																x	x																																						
EDUC	302	Classroom Management																																		x	x			x																		
EDUC	355	Methods and Materials for Early Childhood Education																								x	x	x										x	x																			
EDUC	421	Practicum in Early Childhood Education (Preschool)																		x	x	x							x	x	x	x	x	x																								
EDUC	422	Practicum in Early Childhood Education (Kindergarten)													x	x							x	x											x						x	x							x							x	x	x	x
EDUC	451	Diagnostic and Assessment Reading Methods															x																																								
HLTH	300	Health and Nutrition							x	x	x	x	x																																													
PSYC	251	Developmental Psychology I: Infancy through Adolescence					x	x																																																		
PSYC	380	Topics: Skills Building for Youth & Families												x																																x												
SPED	306	Collaboration and the Family																																									x	x	x		x	x											

Attachment A continued

Gateways to Opportunity

Competency Attainment Record

Record for: Suzy Smith (N000001)

	Prefix	Number	Course Name	Term	Year	Name of HEI
Human Growth and Development						
HGD1	EDUC	268	Care and Development of the Preschool Child	Fall	2018	Name of Institution Here
HGD2	EDUC	268	Care and Development of the Preschool Child	Fall	2018	Name of Institution Here
HGD3	EDUC	268	Care and Development of the Preschool Child	Fall	2018	Name of Institution Here
HGD4	EDUC	268	Care and Development of the Preschool Child	Fall	2018	Name of Institution Here
HGD5	PSYC	251	Developmental Psychology I: Infancy through Adolescence	Fall	2020	Name of Institution Here
HGD6	PSYC	251	Developmental Psychology I: Infancy through Adolescence	Fall	2020	Name of Institution Here
Health, Safety, and Well-Being						
	Prefix	Number	Course Name	Term	Year	Name of HEI
HSW1	HLTH	300	Health and Nutrition	Spring	2019	Name of Institution Here
HSW2	HLTH	300	Health and Nutrition	Spring	2019	Name of Institution Here
HSW3	HLTH	300	Health and Nutrition	Spring	2019	Name of Institution Here
HSW4	HLTH	300	Health and Nutrition	Spring	2019	Name of Institution Here
HSW5	HLTH	300	Health and Nutrition	Spring	2019	Name of Institution Here
HSW6	PSYC	380	Topics: Skills Building for Youth & Families	Spring	2021	Name of Institution Here
HSW7	EDUC	422	Practicum in Early Childhood Education (Kindergarten)	Spring	2022	Name of Institution Here
HSW8	EDUC	422	Practicum in Early Childhood Education (Kindergarten)	Spring	2022	Name of Institution Here
Observation and Assessment						
	Prefix	Number	Course Name	Term	Year	Name of HEI
OA1	EDUC	451	Diagnostic and Assessment Reading Methods	Fall	2019	Name of Institution Here
OA2	EDUC	296	Educational Psychology	Fall	2018	Name of Institution Here
OA3	EDUC	296	Educational Psychology	Fall	2018	Name of Institution Here
OA4	EDUC	421	Practicum in Early Childhood Education (Preschool)	Spring	2021	Name of Institution Here
OA5	EDUC	421	Practicum in Early Childhood Education (Preschool)	Spring	2021	Name of Institution Here
OA6	EDUC	421	Practicum in Early Childhood Education (Preschool)	Spring	2021	Name of Institution Here
OA7	EDUC	422	Practicum in Early Childhood Education (Kindergarten)	Spring	2022	Name of Institution Here
OA8	EDUC	422	Practicum in Early Childhood Education (Kindergarten)	Spring	2022	Name of Institution Here
Curriculum and Program Design						
	Prefix	Number	Course Name	Term	Year	Name of HEI
CPD1	EDUC	355	Methods and Materials for Early Childhood Education	Spring	2020	Name of Institution Here
CPD2	EDUC	355	Methods and Materials for Early Childhood Education	Spring	2020	Name of Institution Here

Gateways to Opportunity

Competency Attainment Record

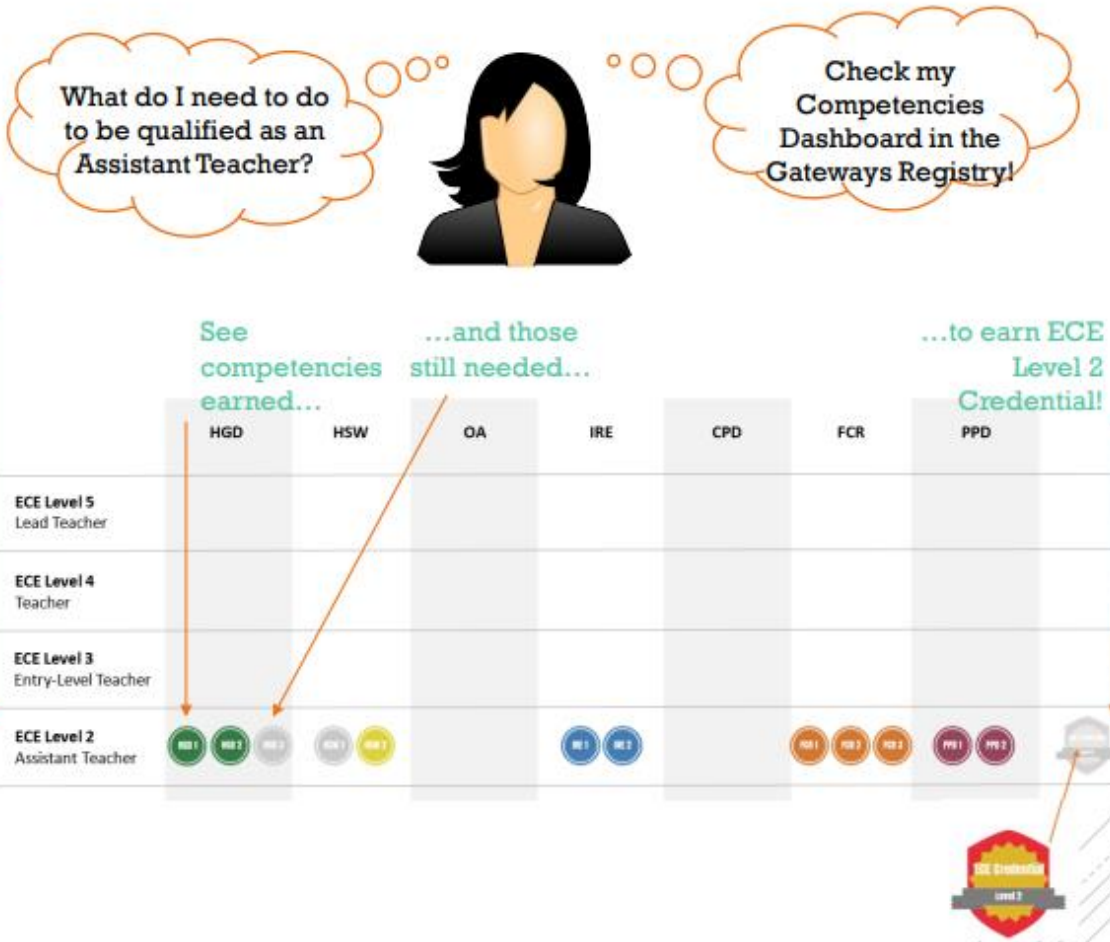
Record for: Suzy Smith (N000001)

ITC Level 2			
Competency	Course Prefix/Name	Term Taken	HEI Name
ITC HGD1	EDUC 268 Care and Development of the Preschool Child	Fall 2018	Name of Institution Here
ITC HGD2	EDUC 268 Care and Development of the Preschool Child	Fall 2018	Name of Institution Here
ITC HGD3	EDUC 268 Care and Development of the Preschool Child	Fall 2018	Name of Institution Here
ITC HSW1			
ITC HSW2			
ITC IRE1			
ITC IRE2			
ITC IRE3			
ITC FCR1	SPED 306 Collaboration and the Family	Fall 2019	Name of Institution Here
ITC FCR2			
ITC FCR3			
ITC PPD1	EDUC 279 Introduction to Early Childhood Education	Spring 2019	Name of Institution Here
ITC PPD2	EDUC 279 Introduction to Early Childhood Education	Spring 2019	Name of Institution Here
ITC Level 3			
Competency	Course Prefix/Name	Term Taken	HEI Name
ITC HGD4			
ITC HGD5			
ITC HSW3			
ITC HSW4			
ITC OA1			
ITC OA2			

Future Dashboard?

Are we able to identify roles for each credential and level?

Display would be similar to badges where the metadata would be included.



Attachment B

Bruce Rauner
Governor

Illinois Department of DCFS Children & Family Services

Beverly J. Walker
Acting Director

DCFS Day Care Licensing Advisory Council Meeting
October 4, 2018
11:00 am – 1:00 pm

James R. Thompson Center
100 W. Randolph, 6th Floor-Room 275 (Chicago)

406 E. Monroe Street, 7th Floor Conference Room (Springfield)

MEETING MINUTES

ATTENDEES

Jennifer Alexander, Metropolitan Family Services
Oni Austin, Illinois Action for Children
Shontee Blankenship, Department of Children and Family Services
Carie Bires, Ounce of Prevention Fund
Missy Brown, Child Care Resource & Referral
DeCarla Burton, Family Child Care
Dana David, Milestones Early Learning Center
Donna Emmons, Illinois Head Start Association
Maria Estlund, Illinois Action for Children, Co-Chair
Mary Jane Forney, Department of Human Services
Jamilah Jor'dan, Governor's Office of Early Childhood Development
Beth Knight, Illinois Network of Child Care Resource and Referral Agencies
Tom Layman, Governor's Office of Early Childhood Development
Matt Lustbader, Illinois Action for Children
Theenshina Mayfield, Department of Children and Family Services
Bridget McKnight, Department of Children and Family Services
Denise Monnier, Association of Illinois Montessori Schools
Carol Morris, Department of Children and Family Services
Martina Rocha, Together for Childhood Network
Anita Rumage, Circles of Learning
Beth Seggebruch, Department of Children and Family Services
Stephanie Spanbauer, Step by Step Day Care
Sarah Stoliker, First School
Pat Twymon, Family Child Care
George Vennikandam, Department of Children and Family Services, Co-Chair
Judy Walker-Kendrick, Chicago Coalition of Site Administered Child Care Programs
Emnet Ward, Eyes on the Future
Edie Washington Gurley, Department of Children and Family Services
Ken Yordy, Department of Children and Family Services

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Attachment B continued

I. **Welcome and Introductions**

II. **Approval of Minutes from August 2, 2018**
   a. Motion by Denise Monnier
   b. Seconded by Beth Knight

III. **Department Updates**

Discussion: **Background Checks** George Vennikandam and Carol Morris shared changes to the fingerprint-based background check process in response to processing delays caused by the significant increase in authorizations. With the implementation of the Child Care and Development Block Grant (CCBDG), all staff now must have an FBI finger-print based background check, which was previously only required by for some. Furthermore, the background check unit received significant numbers of authorization forms with errors or missing information, which have to be sent back to the provider to correct and resubmit, which starts the process again from the beginning – requiring more staff time and exacerbating the backlog. The background clearance unit requested the following new process: • Updated background check authorization forms for existing staff should be sent directly to background check unit • Background check authorization forms for new staff should be sent to DCLR, who will review and ensure form is complete and ready to be processed.

IV. **Status Update on Proposed Rules** – Stacey Simek-Dreher
   a. Lead Testing
   b. Expulsion

Discussion: Lead Testing - JCAR has reached out to the department about concerns regarding implementation. JCAR and DCFS will be meeting to discuss. DCFS, OCFP, and licensing staff will be at Oct 16th hearing. The non-DCFS advisory council members were also reminded to submit comments before the meeting if they wish. Expulsion – Proposed expulsion rules should be coming soon. ISBE and DCFS separated their proposed rules – as opposed to having a "joint rulemaking" – to allow ISBE to move forward in the meantime.

V. **Communicating Lead Testing Requirements to the Field** – Ken Yordy, Communications Committee

Discussion: Council discussed recommendations from the Communications Committee regarding communicating a timely, consistent message to providers upon the adoption of the final lead testing requirements (see Communication Committee report for details of recommendations). The council also decided that the communication plan at-hand should be the standard communication strategy moving forward. After discussion, Caries Bires motioned for the council to pass the recommendations on to the department. Tom Layman seconded the motion.		
Decisions: Advisory council voted to move the recommendations to the department. Council also decided the recommended communication plan should be the standard strategy moving forward.	Point Person:	Deadline(s):

VI. **IAT Credential Alignment Recommendations** – Tom Layman, Carol Morris

Discussion:
The advisory council considered a second round of credential alignment recommendations from the Interagency Team (IAT). The advisory council moved the first round of recommendations on to DCFS earlier this year – that previous round included straightforward recommendations where the credentials were "higher" than licensing standards, so it was clear that meeting credential standards met licensing standards. This second round of recommendations is still focused on finding places where the licensing standards and credentials are already technically aligned (see recommended language for more details). The goal is not to make the licensing standards more or less strict – simply to find where they already align with credentials and to allow for those credentials as an optional pathway for staff to meeting licensing standards. DCFS stated that adding in this language does not take away the discretion of the DCLR to determine if licensee and staff meet licensing standards, which prompted a discussion on subjectivity of DCLR discretion. DCFS and Gateways are working on one way to address this issue, which would be to include on the Professional Development Record (PDR) what position/role an individual has qualified as so that when that individual moves to a different program or location, their qualifications for their role does not have to be reevaluated. DCFS is also working on a training for DCFS staff on transcript evaluation. The committee 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 co-chairs 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.

Decisions:	Point Person:	Deadline(s):
The committee decided to advance the second round of credential alignment recommendations on to DCFS for consideration. The co-chairs will be intentional about figuring out the best way for advisory council to address or get engaged in addressing workforce issues.		

VII. October Regional Forums – Bridget McKnight, Carol Morris

Discussion:
Bridget McKnight shared an update on preparations for the October regional forums for licensed providers. The powerpoint (English and Spanish) is in the final stages of development and approval. Registration for the forums is slow, however. The advisory council discussed that it would be helpful for those who cannot attend to have the powerpoint slides available on the Sunshine website, which Bridget is going to look into. There are a host of resources that they will be sharing with providers at the forums, including a new resource called "We Choose Health," which is a texting group where providers would receive one text with healthy tips and ideas each week.

Decisions:	Point Person:	Deadline(s):
Bridget is going to look into posting the powerpoint on the Sunshine website.		

VIII. Status Update on Health and Safety Trainings - IDHS

Discussion:
Mary Jane Forney thanked the Child Care Resource and Referral agencies on behalf of Nakisha Hobbs. IDHS is going to start the verification process in October. Mary Jane will send the letter that was sent to providers out to the full council to continue sharing with our networks. There was discussion about the experience of some centers that have trained staff and then staff have left, which is a challenge. Council members sought clarification from IDHS regarding when any new staff hires

have to complete training after the deadline. It is believed to be the end of the calendar year, but IDHS will confirm.		
Decisions: Mary Jane will send the letter out to the full council.	Point Person:	Deadline(s):

IX. Committee Reports

a. Data – Theenshina Mayfield and Carie Bires

Discussion:
The data committee is waiting on the FY18 report to the general assembly. As soon as they receive it, they will analyze and bring back to the full council.

b. Communications – Ken Yordy

Discussion:
See above discussion on communication to providers regarding lead testing.

c. Systems Integration – Carol Morris and Tom Layman

Discussion:
The committee is still interested in figuring out a way to communicate with ExceleRate about licensing violations and have violations factor into ExceleRate. The co-chairs are going to set up a meeting with INCCRRA, but first Tom recently reached out to federal partners to find out if any other states have taken similar steps or have this kind of idea on their radar. After he hears back from partners, he will move forward with INCCRRA.

d. Training – Beth Knight and Edie Washington Gurley

Discussion:
At the committee's meeting, they talked about possible forums topics, many of which have naturally been included in the powerpoint under development. The committee reviewed the violations report, which will be included in the forums, and the committee will be looking at what can be done moving forward.

VI. Other Announcements/Updates

Discussion:
Dr. Jamilah Jor'dan shared about the upcoming opportunity for the state to apply for a 1-year Preschool Development Grant planning grant. GOECD is serving as the lead agency and developing a strategic plan, with the input of stakeholders, to submit. After this round of planning grants, the state can possibly seek 2-4 year implementation grants.

Meeting Adjourned

Next Meeting: December 6, 2018 11:00am – 1:00pm

CHILD DAY CARE LICENSING ADVISORY COUNCIL
COMMITTEE REPORT AND RECOMMENDATIONS

Illinois Department of DCFS Children & Family Services

Committee: COMMUNICATIONS **Date:** 9/26/18

Discussion Items:

Communication plans to ensure that upon the forthcoming adoption of the lead testing requirements, all licensed center and home providers, and the families of children in licensed child care facilities, are notified in a timely manner and have adequate information and time to comply.

Recommendation(s):

The Communications Committee proposes for consideration by the full advisory council the following recommendations for the department.

1) The Communications Committee proposes that the Department should identify a point person to develop a concise notice/message for immediate distribution when the rules are adopted.
    a. This point person should ensure the notice and final rules are available on the Sunshine Website immediately.
    b. Point person should share the message with all partners as soon as possible, and ask partners to distribute/share/post the same, consistent message with individual networks.
2) Recommend the following regarding the notice language content:
    a. Which licensed facilities are required to comply
    b. Deadline for compliance and what exactly is required at that time (i.e. submitting samples to labs, or posting/submitting lab results, etc.)
    c. Where providers can find more information on what is required of them and resources to help them comply (Sunshine website)
    d. The notice should be developed in English as well as Spanish
3) Recommend the department send the notice via email (same, consistent language) to all licensed providers for whom DCFS has an email address (if possible).
    a. DCLRs should also send the email notice to any providers for whom they have an email address
4) For those licensed providers who do not have access to computers/internet, the committee recommends the department leverage DCLR's interactions with providers
    a. DCLRs should take paper copies of notice, rules, and resources to monitoring visits
    b. DCLRs should encourage providers to share information with any networks they belong to (provider associations, coalitions, etc.)
5) The committee discussed the use of robo calls/ texts as a possible way of reaching those without access to the internet/email. However, the committee members were unsure of the effectiveness of these tools (how many get answered?), so is first seeking discussion by the full council before recommending.
6) The committee recommends the department ensure providers have access to resources and necessary supports to best comply with the testing and mitigation requirements, and most effectively communicate with families. The committee recommends external resources be available on the Sunshine website on the Lead in Water Testing tab, essentially creating a central hub for providers to find everything related to lead in water.

a. The Sunshine website should have the following resources and partner agencies (not limited to these; should be ongoing process to add helpful items):
    i. Template(s) for notifying families of why testing is occurring; the program's sampling results; and the program's mitigation plan, if one is needed. External partners have offered to develop templates for this purpose.
    ii. Links to issue experts and their resources, including Elevate Energy, the Environmental Defense Fund, Eco-Friendly Child Care, the University of Illinois Family Resiliency Center
b. DCFS could brand the templates and make available as an optional resource for providers. If the department does not want to put its logo on the template(s), they could create separate lists under the lead in water tab, clearly marking one as external resources, not endorsed or required by the department, but available to support providers.

7) The committee recommends the Department advertise the use of the Sunshine website as a lead in water information and resource hub at the regional forums taking place in October. This can be shared even if the rules are not yet adopted; the department can say this information is forthcoming and will be on the Sunshine website, along with resources.

Rationale:

Providers will have very short window to come into compliance (at most 6 weeks), and the sampling process itself can take longer than that – so best chance of completing is to start immediately upon adoption.

DCFS no longer mails letter detailing rule changes, language is only posted on Sunshine and/or DCFS website. The committee has concerns regarding 1) department's lack of means to reach the providers who do not have TV and/or phones; and 2) the limited timeframe for completion, which is already troublesome, means that if a provider doesn't check sunshine website in 2 weeks, by the time they find out about the requirement, it may be too late to comply on time.

Considerations for Implementation:

The committee does not have an official partner list, but will generate list to send to.

Data Needs:

Consider the committee's data needs – could be part of a formal recommendation, or to help explore an issue or complete a project. The Data Committee will support other committees with their data needs.

Attachment B continued

IAT Credential Alignment Recommendations

The Adhoc committee, comprised of the working team of the Children's Cabinet (Strategy 2B) along with Community Partners, reconvened to continue the discussion on looking at Gateways ECE Credentials to explore the possibility of incorporating the attainment of a credential as an additional pathway to meet the DCFS job requirements. This was the second look at Gateways Credentials. The first look resulted in a set of recommendations to the DCFS Advisory Council, which was unanimously approved. Those recommendations were a "clean walk" to the existing DCFS standards. With the continued review, the Adhoc group looked at credential requirements that weren't necessarily as clean. It was the desire of the Adhoc group not to accept anything less than what is currently in place. In some instances, there may be a slight difference, but the Adhoc committee felt that the expectation of the requirement for the credential was in line with the current DCFS standards. Based on the review and discussion, the Adhoc committee recommends that the following be added to DCFS Standards as another pathway for child care practitioners to be qualified.

Credentials proposed for Early Childhood Teachers and School Age Workers (407.140)

Early Childhood Teachers:

- Early Childhood Credential (ECE) Level 3:
  27 semester hours. Minimally 15 semester hours in ECE/CD coursework, birth to age 8 and 9 Gen. Ed. Requires 400 hours of work experience or 10 hours of ECE supervised experience.

- Infant/Toddler Credential Level 3:
  In addition to the ECE Credential, the Infant/Toddler Credential Level 3 (minimally 3 semester hours in coursework birth to three) requires 450 hours of work experience or 109 hours of supervised experience with Infants, Toddlers and their families.

School-Age Worker:

- ECE Credential Level 3:
  27 semester hours. Minimally 15 semester hours in coursework birth to age 8) Requires 400 hours of work experience or 10 hours of ECE supervised experience.

- ECE Credential Level 2
  (16 semester hours in coursework birth to age 8) requires 200 hours of work experience or 10 hours of ECE observation.

- School-Age and Youth Development Credential Level 3
  (minimally 6 semester hours of general education plus 3 semester hours in SAYD coursework) requires 400 hours of SAYD work experience or 10 hours of SAYD supervised experience

Credentials for Group Day Care Home caregivers (408.85)

- Early Childhood Education Credential Level 3
  27 semester hours. Minimally 15 semester hours in coursework birth to age 8. Requires 400 hours of work experience or 10 hours of ECE supervised experience

- Infant/Toddler Credential Level 3
  In addition to the ECE Credential, the ITC Level 3 (minimally 3 semester hours in coursework birth to three) requires 450 hours of work experience or 10 hours of supervised experience with Infants, Toddlers, and their families.

- Family Child Care Credential Level 3
  29 semester hours with 9-12 semester hours of coursework birth to age 12) requires 600 hours of FCC work experience or 10 hours of FCC supervised experience.

After further review, the previous recommendation for 408.55 (Group Day Care Home Substitute) recommendations will be rescinded. Group day care home substitutes' qualifications must be at least equal to the caregiver for which they are substituting.

Attachment C

Gateways to Opportunity
Illinois Professional Development System

Professional Development Advisory Council (PDAC)

RECOMMENDATION FOR APPROVAL

DATE: 4/11/2023

COMMITTEE MAKING RECOMMENDATION: Qualifications and Credentials

RECOMMENDATION: Include "Illinois State Board of Education ESL and/or Bilingual Endorsement meets these requirements" across the Content Specific Education Competencies to Support Dual Language Learners and Work and Practical Experience for the Gateways ESL & Bilingual Credential Level 4.

RATIONALE: Applicants with an ESL and/or Bilingual Endorsement through the Illinois State Board of Education demonstrate that all ESL & Bilingual Credential competencies have been met. This is comparable to the Professional Educator License with an endorsement in Early Childhood Education covering the requirements for the ECE Credential Level 5, the Bachelor or master's in social work covering the requirements for the Family Specialist Credential Level 5, and the Professional Educator License with an endorsement in Elementary Education covering the requirements for the School-Age and Youth Development Credential Level 5.

DISPOSITION:
PDAC Qualifications and Credentials Committee
Approved: **Date:**
Disapproved: **Date:**

DISPOSITION:
PDAC Steering Committee
Approved: **Date:**
Disapproved: **Date:**

DISPOSITION:
PDAC
Approved: **Date:**
Disapproved: **Date:**

DISPOSITION:
IDHS, Bureau of Child Care and Development
Approved: **Date:**
Disapproved: **Date:**

inccrra

IDHS ILLINOIS DEPARTMENT OF HUMAN SERVICES
DIVISION OF EARLY CHILDHOOD

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DIVISION OF EARLY CHILDHOOD

Attachment D

GATEWAYS TO OPPORTUNITY®
Illinois Professional Development System

Professional Development Advisory Council (PDAC)

RECOMMENDATION FOR APPROVAL

DATE: February 28, 2023

COMMITTEE MAKING RECOMMENDATION: Workforce Development and Pathways Committee

RECOMMENDATION: We support development of standardized forms of PLA for statewide use. Scaling up the statewide, standardized Prior Learning Assessment (PLA) system, developed using innovative technology (Mursion) should be a priority among our state agencies and higher education institutions to support Illinois' highly diverse incumbent workforce. Early childhood faculty at Illinois Higher Education Institutions created a series of PLA scenarios (based on workplace challenges) that were piloted at higher education institutions in fall 2022 and spring 2023 in both English and Spanish for learners. The PDAC Workforce Development and Pathways Committee recommends that this standardized state system of PLA developed under the direction of the Governor's Office of Early Childhood Development (GOECD) via PDG-B5 funds be prioritized and expanded for implementation throughout Illinois higher education institutions to provide greater accessibility and a critical pathway for the ECE workforce.

RATIONALE: National researcher The Council for Adult and Experiential Learning (CAEL) found in their study that adult students who participate in Prior Learning Assessment/Credit for Prior Learning (PLA/CPL) are 17% more likely to complete a degree, compared to those without PLA/CPL and that adults' students save, on average, 9-14 months in earning a degree. PLA boosted completion rates for adult students of color, low-income adult students, and adult students across the academic performance spectrum.

DISPOSITION:
PDAC Workforce Development and Pathways Committee
Approved: X **Date: 2.28.23**
Disapproved: **Date:**

PDAC Qualifications and Credentials Committee
Approved: **Date:**
Disapproved: **Date:**

DISPOSITION:
PDAC Steering Committee
Approved: **Date**
Disapproved: **Date:**

DISPOSITION:
PDAC
Approved: **Date:**
Disapproved: **Date:**

DISPOSITION:
IDHS
Approved: **Date:**
Disapproved: **Date:**

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