



**PDAC Steering Committee**

**May 18, 2016**

**May 19, 2016**

**Meeting Minutes**

Anne Wharff	Joellyn Whitehead	Lynn Burgett
Beth Knight	Johnna Darragh Ernst	Marsha Hawley
Christy Allen	Joni Scritchlow	Rebecca Livengood
Dawn Thomas	Julie Lindstrom	Sharyl Robin
Deb Widenhofer	Karen McCarthy	Tammy Notter
Debbie Rogers Jaye	Lauri Morrison Frichtl	Teri Talan
Diana Rosenbrock	Laurie Rhodes	Sandra Cole

**Welcome** – Deb Widenhofer and Marsha Hawley welcomed participants to the meeting.

**Review and Approval of Minutes (Attachment #1)**

- March 23, 2016
  - Laurie Rhodes motioned to approve the minutes as amended and presented.
  - Teri Talan seconded the motion.
  - Minutes approved.

**Qualifications and Credentials Committee ECE Level 1 Recommendation** –Teri Talan and Diana Rosenbrock, Co-Chairs QC Committee

- **ECE Recommendation (Attachment #2)**
    - Committee Making Recommendation: PDAC Qualifications and Credentials Committee
    - Recommendation: The PDAC Qualifications and Credentials (QC) Committee recommends approval for the ECE Level 1 Credential to count for three Credential Approved Training points towards the ECE Credentials Level 2.
      - Rationale: Allowing the ECE Level 1 Credential to count for three Credential Approved Training points at the ECE Level 2 will encourage individuals to continue and grow in their professional development and credential attainment. The ECE Level 1 Credential is for individuals interested in the entering the field of early care and education and school-age care. It consists of a series of trainings that are offered statewide from local Child Care Resource and Referral Agencies or can be taken online. To earn an ECE Credential Level 1 applicants need to successfully complete a 16 module training series. The ECE Level 1 training will help applicants towards obtaining the ECE Level 2 and provide validation of the importance in utilizing well-developed trainings.
- **The recommendation was approved.**

**PDAC Utilization of Consensus Voting Process** – Deb Widenhofer and Marsha Hawley

- When PDAC first started it was important to come to consensus.
- Is the five finger vote still the best way of voting for PDAC to move work forward?
- Can PDAC vote one way and the committees vote another?

- Have to trust in the vetting of the information.
- Consensus voting has high interest and expertise by those voting.
- Committee members broke into five groups to discuss the topic. Results are included on (Attachment #3).
- Ideas from these groups will be shared with Governance to see if any suggested changes from Steering should be made.
  - Shared power and leadership vs the power of one.
    - Do we need a percentage of 1 votes before something is stopped.
  - Could we change the process and give more power to the ad hocs, committees, and Steering versus PDAC?

**Teacher Assistant Recommendation – Johnna Darragh Ernst, Co-Chair WDP**

- Johnna recapped the Teacher Assistant Recommendation discussions from previous meetings.
- Deb gave the following options to consider:
  - Bring the recommendation to a revote and move to PDAC in June.
  - Move the recommendation to the i2I team
  - Or come up with another option.
- Keep in mind:
  - ECE is one of the last professions that has no entry requirement.
  - We may need to leave practitioners behind, as referenced by Stacie Goffin.
  - Push for quality.
  - Want assistant teachers to be teachers (pipeline).
- Will competencies change roles?
- Teri would like the recommendation to stay with PDAC and not move it i2I.
- Could supportive resources be included into the recommendation, resources be put forward in the explanation?
  - Deb proposes that rather than call for a vote, re- draft language to include in the rationale that can be brought back to Steering tomorrow for a re-vote. Note: Supports were put in place similar to CDA and Type 04.

**Changing State Council, Cabinet and Committees – Dan Harris**

- Children's Cabinet
  - First meeting held in March 2016.
  - Cabinet made up of 25 state agency heads which intersects with children and youth. The Cabinet will better align health and human services from birth to adulthood.
  - Chaired by Beth Purvis, The Illinois Secretary of Education.
  - Goal: Raise the profile of children's issues within state government, and provide the opportunity to enhance collaboration across state agencies.
  - Cabinet will meet quarterly.
- Early Childhood Workforce Commission
  - Formed from the mayor's office in Chicago regarding the consolidation of the ECE classes at Truman College.
  - Focus is to figure out a middle ground on the consolidation.
  - Dan Harris and Cerathel Burnett are the co-chairs of the Commission.
- P-20 Council
  - One of the main focuses of the P-20 Council has been high school to college and college to career.
  - The P-20 Council is a key advisory body to the current administration.

- A recent report was released on teachers in Illinois. The report indicated, statewide there is not a shortage of teachers, but regionally some areas are lacking.
- Early Learning Council
  - In process of being restructured.
    - Goal: Better alignment and make the work of the committees more efficient.
    - Current ELC Committees might move into new standing committees.

#### **State and National Landscape**

- Infant Toddler Teacher Quality Initiative – Beth Knight, Joni Scritchlow and Joellyn Whitehead
  - INCCRRA partnered with the McCormick Foundation to bring trainings to infant toddler teachers in Chicago.
  - All day trainings were held for infant toddler teachers and focused on one content area.
  - Will convene a task force to review data, with possible recommendations focused on the infant toddler workforce.
  - Data has been collected from those who attended the trainings.
- i2I Group
  - Work revolves around the recommendations from the Institute of Medicine’s report.
  - Five states are involved in this process. Illinois has an eight-person team made up of representatives from state agencies, higher education, The Ounce, and INCCRRA.
  - Current focus of the group is on pathways for practitioners and data.
  - i2I Group will meet in D.C., in July and Chicago in August.

#### **SAYD Credential Pilot Recommendations – Tammy Notter and Christy Allen, Co-Chairs**

- **SAYD Merge Recommendation (Attachment #4)**
  - Recommendation: The SAYD Committee is recommending combining the School-Age and the Youth Development Credentials into one School-Age and Youth Development Credential that spans the ages of 5 through 16.
    - Rationale: Merging the School-Age and the Youth Development Credentials is being recommended based on the SAYD Committee’s discussions, pilot survey results, the School-Age Credential pilot was more successful than the Youth Development Credential pilot, there were more people interested in the School-Age Credential, and the fiscal reality of funding being available for an age range of 5 through 16. (All Youth Development Credential recipients also achieved a School-Age Credential).
  - **The recommendation was approved.**
- **SAYD Framework Recommendation (Attachment #5)**
  - Recommendation: The committee is recommending the approval of the attached Gateways School-Age and Youth Development Credential framework. Thorough testing of each level and survey data has led to the following changes:
 

**Level 2-**Adding a 1 point requirement for Curriculum or Program Design content area to Education and Training. Keeping the option for applicants that have achieved a SAYD Credential Level 1 to use this achievement towards half of the SAYD Credential Level 2 Education and Training requirement. Updated Education and Training to say “6 points in SAYD Content Areas (must have a minimum of 1 point in Human Growth & Development and 1 point in Curriculum or Program Design) **or** 3 points from SAYD coursework and the SAYD Credential Level 1; 3 points may be from credential approved training, and 1 of those 3 points **may** come from assessment of prior learning (APL). Updated “HS/GED” under General Education Requirements to “High School Diploma or GED.”

**Level 3-**Removed Observation and Assessment content area requirement from Level 3 Education and Training Requirements. Updated General Education Requirements to “High School Diploma or GED and 6 semester hours (in 2 areas—English, Social Science, and **any Math or Science**) (These 6 hours must be credit bearing and non-developmental 100 level+).” Adding a text box across Education Requirements and SAYD Education and Training saying “1 additional point is required from general or content area specific education).” Updated Education and Training to say “9 points in SAYD Content Areas (minimum of 1 point in each area) – Human Growth & Development, Health, Safety, & Well-Being, Curriculum or Program Design, Interactions, Relationships & Environments, Family & Community Relationships, 6 points may come from credential approved training and 1 of those 6 points may come from APL”

**Level 4-**Updated General Education Requirements to “Associate’s Degree **or** 60+ semester hours with (9 semester hours of English, Social Science, and **any Math or Science**) (These 9 hours must be credit bearing and non-developmental 100 level +).”

**Level 5-**No changes at this time.

**All Levels-**Removed Professional Contributions from initial credential attainment requirements and only requiring professional contributions at renewal.

- **Rationale: Level 2-**Adding the 1 point Curriculum of Program Design content area to the Education and Training at Level 2 to insure that School-Age and Youth Development Credential recipients have skills necessary to understand and design basic curriculum and programs in School-Age and Youth Development. Updated the General Education Requirements to match existing credential requirements. Any applicant that has earned a SAYD Credential Level 1 has received extensive training focused on working with children and youth ages 5 – 18. This training consists of 16 modules that are each three hours in length. These trainings strengthen the SAYD workforce professionals to be able to offer higher quality programs, care, and services to individuals within the SAYD age ranges.

**Level 3-**Including **any Math or Science** mirrors AAS state requirements with a greater application for this credential and workforce. Utilizing “**any Math or Science**” provides opportunities for both professionals working in the field and faculty in designing programs, to better meet the needs of this workforce. Removing the Observation and Assessment content area requirement from Level 3’s Education and Training was based upon analysis of data and applicability to expectations related to roles. Updated the General Education Requirements to match existing credential requirements.

**Level 4-**Including **any Math or Science** mirrors AAS state requirements with a greater application for this credential and workforce. Utilizing “**any Math or Science**” provides opportunities for both professionals working in the field and faculty in designing programs, to better meet the needs of this workforce. Removing the Observation and Assessment content area requirement from Level 4’s Education and Training was based upon analysis of data and applicability to expectations related to roles. Updated the General Education Requirements to match existing credential requirements.

**All Levels-**Professional contributions will be required only upon renewal.

- **The recommendation was approved.**

- **SAYD Benchmarks Recommendation (Attachment #6)**

- Recommendation: The committee is recommending the approval of the attached Gateways School-Age and Youth Development Credential Benchmarks.  
**Levels 2-4**-The benchmarks for the School-Age and the Youth Development Pilot Credentials Levels 2-4 will be merged together as one set of benchmarks.  
**Level 5**-The benchmarks for the School-Age and the Youth Development Pilot Credentials Level 5 will be merged together as one set of benchmarks.
  - **Rationale: Levels 2-4**-The Level 2-4 benchmarks have been merged to strengthen the education and training requirements for SAYD Credential professionals working with children and youth ages 5 through 16.  
**Level 5**- The Level 5 benchmarks have been merged to strengthen the education and training requirements for SAYD Credential professionals working with children and youth ages 5 through 16.
  - **The recommendation was approved.**

**FCC Recommendations – Sandra Cole and Diana Rosenbrock, Co-Chairs**

- **FCC Level 2 Recommendation (Attachment #7)**
  - Recommendation: The Family Child Care Credential Committee recommends that completion of ECE Level 1 or SAYD Level 1 AND ExceleRate® Illinois Bronze Circle of Quality Training Requirements for Licensed Family Child Care in their entirety fulfill the requirements of “Education and Training in ECE/School Age” at Level 2 of the Family Child Care Credential.
    - **Rationale:** Family Child Care Providers will need to complete two series of trainings which include 16 training modules (48 clock hours) of training for the ECE Level 1 or SAYD Level 1 and a minimum of 54.5 hours to complete ExceleRate Bronze Circle trainings in their entirety. Recognizing and valuing these trainings through integration into our credential system will support family child care providers in their participation in both professional development and ExceleRate Illinois. This will serve as an alternate pathway for providers and align systems, making it easier for providers to navigate and understand. (Currently, the ExceleRate Licensed Family Child Care Requirement for the Silver Circle of Quality is the ECE Credential Level 2 or higher, OR Family Child Care Credential Level 2 or higher, OR Illinois Director Credential I or higher, OR CDA. The goal for all Licensed Family Child Care Providers in 2018 is the Family Child Care Credential Level 4.)
    - **The recommendation was approved.**
- **FCC Framework Recommendation (Attachment #8)**
  - Recommendation: The committee is recommending the approval of the attached Gateways Family Child Care Credential framework. Thorough testing of each level and survey data has led to the following changes:  
**Level 3** – Revise General Education requirements to “Three semester hours: Any Math, English, and General Education Electives (Psychology, Sociology, and Science, etc.) (These 9 hours must be credit bearing and non-developmental 100+)” to align with the ECE Credential framework.  
**Level 4** – Revise content areas required at Level 4 for Education and Training in ECE/School Age to “include a minimum of one point in each area”.  
**Level 5** – Revise content areas required at Level 5 for Education and Training in ECE/School Age to “include a minimum of one point in each area”. Decrease points required in Family Child Care Content Areas from 15 to 12.

**ALL LEVELS:** Remove professional contributions from initial credential attainment–required upon renewal.

- Rationale: **Level 3** – The general education requirements for Level 3 have been updated to reflect the ECE Credential for consistency.

**Level 4** – Requiring one point in each of the ECE/School Age Content Areas is consistent with what is required for the ECE Credential. Pilot data indicated that most applicants have a minimum of one point in each content area at the Levels 4.

**Level 5** – Requiring one point in each of the ECE/School Age Content Areas is consistent with what is required for the ECE Credential. Pilot data indicated that most applicants have a minimum of one point in each content area at the Levels 5. Decreasing the points required in the Family Child Care Content Areas from 15 to 12 makes sense due to the four content areas. Higher education faculty came to consensus that 12 points across four content areas would allow for coursework to align with the credential.

**All Levels** – Professional contributions are being removed to maintain consistency throughout Credentials.

- **The recommendation was approved.**

- **FCC Benchmarks Recommendation (Attachment #9)**

- Recommendation: The committee is recommending the approval of the attached Gateways Family Child Care Credential Content Area Specific Education (and training, knowledge, skills, and dispositions benchmarks) for Levels 2-4 and Level 5. Included is a change to the Advocacy content area. This area has been revised to Leadership and Advocacy.

- Rationale: The Gateways Family Child Care Credential was piloted using two comprehensive sets of performance area indicators and benchmarks. These were successfully tested at each level and validated with survey data from the pilot applicants and faculty. The guidance provided clear and consistent education and training requirements for all recipients of the Gateways Family Child Care Credential. The additions to the Advocacy content area, including Leadership, can be found in red.

As stated by the National Association of Family Child Care; “family child care providers are in a unique position to impact their community through relationships with parents and fellow child caregivers. In order to maximize the family child care role attaining leadership skills and having confidence in them is key.”

- **The recommendation was approved.**

**Adjourn for the day**

**DAY 2 May 19, 2016**

**Recap from Day One**

- Marsha recapped the first day.
  - Highlighted leadership development books (Harvard Business Review on Communication, Leadership and Jonah Berger’s Contagious) that were offered to Steering Members.
  - ECE, FCC, and SAYD Credential recommendations were passed.

- Discussion on voting process that will be brought to PDAC Governance for further input, review and possible recommendation.

**Teacher Assistant Recommendation – Johnna Darragh Ernst, Co-Chair WDP**

Based on discussion from yesterday, additional language regarding supportive strategies was added to the rationale. Key additions to the rationale include: accessibility for practitioners, coordination with governing agencies, and supportive practices. The recommendation now reads:

- Assistant Teacher Education Recommendation (Attachment #10)
  - **Recommendation:** The PDAC Workforce Development and Pathways Committee recommends that the Illinois Department of Children and Family Services (IDCFS) increase assistant teacher education requirements in the Day Care Center Licensing Standards (Section 407.140 Qualifications for Early Childhood Teachers) and utilize the Gateways to Opportunity ECE Credential as educational attainment indicators as follows.  
By 2025: Early childhood assistant teachers must have completed their Gateways ECE Credential, Level 2.
    - **Rationale:** These recommendations create congruence between IDCFS staffing requirements, Gateways to Opportunity Credential Levels, ExceleRate™ Illinois Quality Standards Program Staff Qualifications and Continuing Education requirements, and Institute of Medicine and National Research Council of the National Academies recommendations. The focus of this recommendation is defining the early childhood profession through implementation of strong, coherent, competency-based qualification requirements for professionals working with young children from birth through age 8. The committee recognizes that state agencies will determine the most effective dates and adjust accordingly.

**Additional Rationale added at Steering Meeting on 5.19.2016**

Rationale: Successful implementation of this recommendation requires supportive practices that facilitate practitioner access and completion. Coordination with governing agencies committed to monitoring timelines and attainment rates and funding partners committed to creating affordable pathways will be essential. A creative investment in pathway opportunities, designed to support workforce goal attainment, is essential for this recommendation to be attained.

- **The recommendation was approved.**

**Navigating Uncharted Territory – Joni Scritchlow**

- 60% By 2025. National and State goals are that sixty percent of the workforce should have a usable degree or credential by 2025.
  - Economically the United States is losing out.
  - Currently, no ECE Gateways Credentials count toward the 60% By 2025 goal.
- Georgetown University is doing a study to see what Credentials should be counted towards the 60% By 2025 initiative. Georgetown University will include the Gateways ECE in the study. To be counted, need the following:
  - Need to be competency based.
  - Validation of social utility.
- The Illinois Board of Higher Education is working on the development of an assessment framework to objectively examine the value of Credentials based on criteria such as:
  - Earning potential.
  - Regional needs.

- State priorities – a social utility index.
  - IBHE will work with OECD, INCCRRA and others to find different ways to measure social utility.

#### **Uber Competencies – Johnna Darragh-Ernst (Attachment #11)**

- Started with the 347 benchmarks and performance areas. At this point have drilled down to 50 overarching competencies.
- Sorted by knowing, doing, and applying, and further coded into Gateways Content Areas.
- Some benchmarks jumped to different Content Areas, these are “content jumpers”. Some moved to different levels on the framework.
- Using competencies, universities can teach the continuum of Levels 2 -5.
- The uber competencies are informing the development of master rubrics.
  - Developing an assessment tool box for colleges and universities.
  - Possible that rubrics are usable for articulation between colleges and universities.
- Only two benchmarks were not included in the competencies:
  - Identifies specific assistive technology that could be used to support specific children’s learning and development - was listed twice.
  - Creates services that define and justify differences in families and within the community – could not define this benchmark.
- Assessments, competencies, and rubrics will be shared with faculty at entitled Illinois higher education institutions in a series of regional meetings in June 2016.
- Other Gateways Credentials will be reviewed regarding competencies.
- The Steering Committee acknowledges and endorses the process, and supports the uber competencies concept as it moves work forward.
  - Christy made a motion of support.
  - Dawn seconded the motion.
  - Vote of support was given with unanimous vote of five fingers.

#### **Uber Competencies and System Linkages – Beth Knight (Attachment #12)**

- Pilot initiated with the Innovation Zone in East St. Louis in terms of training needed for ExceleRate. Also looking for teachers and directors to apply Credential credit to the bundle activity.
- Most of the ExceleRate trainings fall under the Illinois Trainers Network, and are being analyzed for Credential comparable bundle options.
- Initial conversation of the potential use of Credential bundles with CCR&R Quality Improvement Funds training cohorts.
- Development is underway to ensure system capacity for tracking Credential bundles and individual completion bundles. This structure could be used for digital badging.
- Need to consider how identifying training in relation to the uber competencies could enhance coaching and mentoring individuals. How do we educate trainers to, design, guide, and use trainings with the competencies in a thoughtful way?

#### **Committee Reports**

- Financial Supports – Laurie Rhodes
  - Have followed-up with ELC PSQ Committee members and previous Financial Support Committee members. Many have agreed to serve on Financial Supports.
  - Committee will meet on June 28, 2016.
- Information and Trends – Dawn Thomas
  - Co-chairs are reviewing the strategic plan.
  - Have targeted new members to join the Committee.



- Workforce Development and Pathways – Johnna Darragh-Ernst
  - Infographs were shared with Steering.
    - Infographs could be developed to market new Gateways Credentials.
- Governance – Marsha Hawley and Deb Widenhofer
  - The Governance Committee will set a meeting date to discuss the voting procedure.
- FY17 Meeting Dates – Julie Lindstrom (Attachment #13)
  - Steering reviewed the proposed meeting dates for Steering and PDAC for fiscal year 2017.

#### **IOM PDAC Recommendation Work - Deb Widenhofer and Marsha Hawley**

- Using the IOM recommendations, Steering members were divided into groups to determine which PDAC Committees might be best to address work.
  - Recommendation One and the associated dot points within the recommendation.
    - Workforce, Development and Pathways with Information and Trends as a secondary committee.
  - Recommendation Two
    - Workforce, Development and Pathways with Financial Supports as a secondary committee.
  - Recommendation Six
    - Qualifications and Credentials with Workforce, Development and Pathways as a secondary committee.
  - Recommendation Nine
    - Information and Trends with Steering as a secondary committee.
  - Recommendation 10
    - Steering
  - Recommendation 11
    - Workforce, Development and Pathways.

#### **Member Updates**

- **Advocacy** – Written report from Joyce Weiner
  - Negotiations are underway in both chambers on the FY16 and 17 budgets but a deal has not been reached and talks are continuing.
  - Pay Now Illinois, a growing coalition of human and social service agencies, are suing the Governor and the directors of six state agencies, seeking full and immediate payment of unpaid bills.
  - The legislative session ends 5/31/16 so there are 13 more days to come to a budget agreement on FY16 (six more weeks in FY16) and FY17.
- **Marketing**
  - The Gateways website is in the process of being redesigned. The new website should be ready by mid-summer.
  - A number of mailings have gone out regarding Credentials and the \$30 fee.

#### **Adjourn**





# GATEWAYS TO OPPORTUNITY

Illinois Professional Development System

Professional Development Advisory Council (PDAC)

Attachment 2

## RECOMMENDATION FOR APPROVAL

DATE: April 19, 2016

COMMITTEE MAKING RECOMMENDATION: PDAC Qualifications and Credentials Committee

**RECOMMENDATION:** The PDAC Qualifications and Credentials (QC) Committee recommends approval for the ECE Level 1 Credential to count for three Credential Approved Training points towards the ECE Credential Level 2.

**RATIONALE:** Allowing the ECE Level 1 Credential to count for three Credential Approved Training points at the ECE Level 2 will encourage individuals to continue and grow in their professional development and credential attainment. The ECE Level 1 Credential is for individuals interested in entering the field of early care and education and school-age care. It consists of a series of trainings that are offered statewide from local Child Care Resource and Referral Agencies or can be taken online. To earn an ECE Credential Level 1 applicants need to successfully complete 16 module training series. The ECE Level 1 training will help applicants towards obtaining the ECE Level 2 and provide validation of the importance in utilizing well-developed trainings.

### DISPOSITION:

PDAC Qualifications and Credentials Committee

Approved: x Date: 4/19/2016

Disapproved: Date:

### DISPOSITION:

PDAC Steering Committee

Approved: Date:

Disapproved: Date:

### DISPOSITION:

PDAC

Approved: Date:

Disapproved: Date:

### DISPOSITION:

IDHS

Approved: Date:

Disapproved: Date:



- Ideas from Group One:
  - Pros on consensus: honoring expertise and everyone's input.
  - Cons on consensus: equal weight if you are highly invested or not invested when voting.
    - A narrow view could derail the process.
  - Pro for majority: honor the discussion of everyone present which eliminates the power of one.
  - Con for majority: it does not build consensus.
    - Do we vote differently depending on the type of meeting (committee meetings and Steering verses full PDAC)?
- Ideas Group Two:
  - The group has experience with informal voting experiences.
  - Vetting is very important.
  - Majority voting gives a winner/loser feel to the vote.
  - Is the large PDAC group really the decision maker – or are they just ok'ing? Ad hoc is a group of experts, goes to committee and then to Steering and finally to PDAC, do we want to give PDAC the power to veto the work/idea when the committee members have put the work and expertise into it?
  - Ad hocs, committees, and Steering would use the 5, 4, 3, 2, 1 vote as they have the expertise and background on the recommendation. PDAC could vote using majority.
  - Could use time in a meeting to change a 2 to a 3 vote.
  - Keep the voting process in the meeting folder.
  - PDAC members need to review the meeting materials, be aware of what is being voted on, and follow-up with committee members or staff for clarification.
  - The 5, 4, 3, 2, 1 allows for grey areas, which some people are more comfortable with when voting.
- Ideas Group Number 3:
  - Consider the size of the group, consensus voting might work better for a smaller group.
  - Consider how involved the people who are voting.
  - Consensus allows for better decision making. People can express how they feel with the number voting system.
  - The issue with consensus is that someone who doesn't have the expertise or has been involved in the process can come into a meeting and upset the process.
  - Majority vote is better for the large group, because there is discussion before the vote. If you feel strongly about the topic you should be on the committee doing the work.
- Ideas Group Four:
  - PDAC could use a super majority maybe 50% to 75%.
  - 5, 4, 3, 2, 1 vote allows for rich conversation about the topic. Makes people feel valued and that their opinion counts.
    - Use a percentage of 1 votes, so a single vote doesn't stop everything.
- Ideas Group Five:
  - Talked about formal boards (school boards) and election process – different than a non-profit/church board etc.
    - Types of votes: open vote, aye/nay, roll call, close session -, majority voting – what is the majority a %, private voting – on paper.
  - PDAC places value on everyone sharing in the discussion.
  - Accountability: Who are PDAC members accountable to when voting/making the decisions?



GATEWAYS TO OPPORTUNITY®

Illinois Professional Development System

Professional Development Advisory Council (PDAC)

Attachment 4

**RECOMMENDATION FOR APPROVAL**

**DATE:** 4/7/2016

**COMMITTEE MAKING RECOMMENDATION:** School-Age and Youth Development Credential Committee

**RECOMMENDATION:**

The SAYD Committee is recommending combining the School-Age and the Youth Development Credentials into one School-Age and Youth Development Credential that spans the ages of 5 through 16.

**RATIONALE:**

Merging the School-Age and the Youth Development Credentials is being recommended based on the SAYD Committee's discussions, pilot survey results, the School-Age Credential pilot was more successful than the Youth Development Credential pilot, there were more people interested in the School-Age Credential, and the fiscal reality of funding being available for an age range of 5 through 16. (All Youth Development Credential recipients also achieved a School-Age Credential).

**DISPOSITION:**

**PDAC SAYD Committee**

**Approved:** X

**Date:** 4/7/2016

**Disapproved:**

**Date:**

**PDAC Qualifications and Credentials Committee**

**Approved:** x

**Date:** 4/19/16

**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:**





# GATEWAYS TO OPPORTUNITY®

## Illinois Professional Development System

Professional Development Advisory Council (PDAC)

Attachment 5

### RECOMMENDATION FOR APPROVAL

DATE: 4/7/2016

**COMMITTEE MAKING RECOMMENDATION:** School-Age and Youth Development Credential Committee

**RECOMMENDATION:** The committee is recommending the approval of the attached Gateways School-Age and Youth Development Credential framework. Thorough testing of each level and survey data has led to the following changes:

**Level 2-**Adding a 1 point requirement for Curriculum or Program Design content area to Education and Training. Keeping the option for applicants that have achieved a SAYD Credential Level 1 to use this achievement towards half of the SAYD Credential Level 2 Education and Training requirement. Updated Education and Training to say "6 points in SAYD Content Areas (must have a minimum of 1 point in Human Growth & Development and 1 point in Curriculum or Program Design) **or** 3 points from SAYD coursework and the SAYD Credential Level 1; 3 points may be from credential approved training, and 1 of those 3 points **may** come from assessment of prior learning (APL). Updated "HS/GED" under General Education Requirements to "High School Diploma or GED."

**Level 3-**Removed Observation and Assessment content area requirement from Level 3 Education and Training Requirements. Updated General Education Requirements to "High School Diploma or GED and 6 semester hours (in 2 areas—English, Social Science, and **any** Math **or** Science) (These 6 hours must be credit bearing and non-developmental 100 level+)." Adding a text box across Education Requirements and SAYD Education and Training saying "1 additional point is required from general or content area specific education)." Updated Education and Training to say "9 points in SAYD Content Areas (minimum of 1 point in each area) – Human Growth & Development, Health, Safety, & Well-Being, Curriculum or Program Design, Interactions, Relationships & Environments, Family & Community Relationships, 6 points may come from credential approved training and 1 of those 6 points may come from APL"

**Level 4-**Updated General Education Requirements to "Associate's Degree **or** 60+ semester hours with (9 semester hours of English, Social Science, and **any** Math **or** Science) (These 9 hours must be credit bearing and non-developmental 100 level+)."

**Level 5-**No changes at this time.

**All Levels-**Removed Professional Contributions from initial credential attainment requirements and only requiring professional contributions at renewal.

### RATIONALE:

**Level 2-**Adding the 1 point Curriculum of Program Design content area to the Education and Training at Level 2 to insure that School-Age and Youth Development Credential recipients have skills necessary to understand and design basic curriculum and programs in School-Age and Youth Development. Updated the General Education Requirements to match existing credential requirements. Any applicant that has earned a SAYD Credential Level 1 has received extensive training focused on working with children and youth ages 5 – 18. This training consists of 16 modules that are each three hours in length. These



trainings strengthen the SAYD workforce professionals to be able to offer higher quality programs, care, and services to individuals within the SAYD age ranges.

**Level 3-Including any Math or Science** mirrors AAS state requirements with a greater application for this credential and workforce. Utilizing “any Math or Science” provides opportunities for both professionals working in the field and faculty in designing programs, to better meet the needs of this workforce. Removing the Observation and Assessment content area requirement from Level 3’s Education and Training was based upon analysis of data and applicability to expectations related to roles. Updated the General Education Requirements to match existing credential requirements.

**Level 4-Including any Math or Science** mirrors AAS state requirements with a greater application for this credential and workforce. Utilizing “any Math or Science” provides opportunities for both professionals working in the field and faculty in designing programs, to better meet the needs of this workforce. Removing the Observation and Assessment content area requirement from Level 4’s Education and Training was based upon analysis of data and applicability to expectations related to roles. Updated the General Education Requirements to match existing credential requirements.

**All Levels**-Professional contributions will be required only upon renewal.

**DISPOSITION:**

**PDAC SAYD Committee**

Approved:     X                             Date: 4/7/2016

Disapproved:                             Date:

**PDAC Qualifications and Credentials Committee**

Approved:     x                             Date: 4/19/16

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:





# GATEWAYS TO OPPORTUNITY®

## Illinois Professional Development System

Professional Development Advisory Council (PDAC)

Attachment 6

### RECOMMENDATION FOR APPROVAL

DATE: 4/7/2016

**COMMITTEE MAKING RECOMMENDATION:** School-Age and Youth Development Credential Committee

**RECOMMENDATION:** The committee is recommending the approval of the attached Gateways School-Age and Youth Development Credential Benchmarks.

**Levels 2-4-**The benchmarks for the School-Age and the Youth Development Pilot Credentials Levels 2-4 will be merged together as one set of benchmarks.

**Level 5-**The benchmarks for the School-Age and the Youth Development Pilot Credentials Level 5 will be merged together as one set of benchmarks.

#### RATIONALE:

**Levels 2-4-**The Level 2-4 benchmarks have been merged to strengthen the education and training requirements for SAYD Credential professionals working with children and youth ages 5 through 16.

**Level 5-** The Level 5 benchmarks have been merged to strengthen the education and training requirements for SAYD Credential professionals working with children and youth ages 5 through 16.

#### DISPOSITION:

PDAC SAYD Committee

Approved: X

Date: 4/7/2016

Disapproved:

Date:

#### Disposition

PDAC Qualifications and Credentials Committee

Approved Levels 2-4: X

Date: 4/19/2016

Approved Level 5: X

Date: 5/13/2016

Disapproved:

Date:

#### DISPOSITION:

PDAC Steering Committee

Approved:

Date:

Disapproved:

Date:

#### DISPOSITION:

PDAC

Approved:

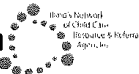
Date:

Disapproved:

Date:

#### DISPOSITION:

Administered through  
**incorra**



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IDHS, Bureau of Child Care and Development

Approved:

Date:

Disapproved:

Date:







Professional Development Advisory Council (PDAC)

Attachment 17

**RECOMMENDATION FOR APPROVAL**

**DATE:** April 9, 2016

**COMMITTEE MAKING RECOMMENDATION:** Gateways Family Child Care Credential Committee

**RECOMMENDATION:** The Family Child Care Credential Committee recommends that completion of ECE Level 1 or SAYD Level 1 AND ExceleRate® Illinois Bronze Circle of Quality Training Requirements for Licensed Family Child Care in their entirety fulfill the requirements of "Education and Training in ECE/School Age" at Level 2 of the Family Child Care Credential.

**RATIONALE:** Family Child Care Providers will need to complete two series of trainings which include 16 training modules (48 clock hours) of training for the ECE Level 1 or SAYD Level 1 and a minimum of 54.5 hours to complete ExceleRate Bronze Circle trainings in their entirety. Recognizing and valuing these trainings through integration into our credential system will support family child care providers in their participation in both professional development and ExceleRate Illinois. This will serve as an alternate pathway for providers and align systems, making it easier for providers to navigate and understand. (Currently, the ExceleRate Licensed Family Child Care Requirement for the Silver Circle of Quality is the ECE Credential Level 2 or higher, OR Family Child Care Credential Level 2 or higher, OR Illinois Director Credential I or higher, OR CDA. The goal for all Licensed Family Child Care Providers in 2018 is the Family Child Care Credential Level 4.)

**DISPOSITION:**

**PDAC Ad-Hoc Family Child Care Credential Committee**

**Approved:** X

**Date:** 4/9/2016

**Disapproved:**

**Date:**

**PDAC Qualifications and Credentials Committee**

**Approved:** X

**Date:** 4/19/2016

**Disapproved:**

**Date:**

**DISPOSITION:**

**PDAC Steering Committee**

**Approved:**

**Date:**

**Disapproved:**

**Date:**



Professional Development Advisory Council (PDAC)

Attachment 8

**RECOMMENDATION FOR APPROVAL**

**DATE:** April 9, 2016

**COMMITTEE MAKING RECOMMENDATION:** Gateways Family Child Care Credential Committee  
*This framework was approved for purposes of the pilot by QC on June 4, 2014.*

**RECOMMENDATION:** The committee is recommending the approval of the attached Gateways Family Child Care Credential framework. Thorough testing of each level and survey data has led to the following changes:

**Level 3** – Revise General Education requirements to “Three semester hours: Any Math, English, and General Education Electives (Psychology, Sociology, and Science, etc.) (These 9 hours must be credit bearing and non-developmental 100+)” to align with the ECE Credential framework.

**Level 4** – Revise content areas required at Level 4 for Education and Training in ECE/School Age to “include a minimum of one point in each area”.

**Level 5** – Revise content areas required at Level 5 for Education and Training in ECE/School Age to “include a minimum of one point in each area”. Decrease points required in Family Child Care Content Areas from 15 to 12.

**ALL LEVELS:** Remove professional contributions from initial credential attainment—required upon renewal.

**RATIONALE:**

**Level 3** – The general education requirements for Level 3 have been updated to reflect the ECE Credential for consistency.

**Level 4** – Requiring one point in each of the ECE/School Age Content Areas is consistent with what is required for the ECE Credential. Pilot data indicated that most applicants have a minimum of one point in each content area at the Levels 4.

**Level 5** – Requiring one point in each of the ECE/School Age Content Areas is consistent with what is required for the ECE Credential. Pilot data indicated that most applicants have a minimum of one point in each content area at the Levels 5. Decreasing the points required in the Family Child Care Content Areas from 15 to 12 makes sense due to the four content areas. Higher education faculty came to consensus that 12 points across four content areas would allow for coursework to align with the credential.

**All Levels** – Professional contributions are being removed to maintain consistency throughout Credentials.

**\*Note:** Level 2 recommendation is a separate document.

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**DISPOSITION:**

**PDAC Ad-Hoc Family Child Care Credential Committee**

**Approved:** X

**Date:** 4/9/2016

**Disapproved:**

**Date:**

**PDAC Qualifications and Credentials Committee**

**Approved:** X

**Date:** 4/19/2016

**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:**





**GATEWAYS TO OPPORTUNITY®**

Illinois Professional Development System

Professional Development Advisory Council (PDAC)

*Attachment 9*

**RECOMMENDATION FOR APPROVAL**

**DATE:** April 9, 2016

**COMMITTEE MAKING RECOMMENDATION:** Gateways Family Child Care Credential Committee  
*This framework was approved for purposes of the pilot by QC on June 4, 2014.*

**RECOMMENDATION:** The committee is recommending the approval of the attached Gateways Family Child Care Credential Content Area Specific Education (and training, knowledge, skills, and dispositions benchmarks) for Levels 2-4 and Level 5. Included is a change to the Advocacy content area. This area has been revised to Leadership and Advocacy.

**RATIONALE:** The Gateways Family Child Care Credential was piloted using two comprehensive sets of performance area indicators and benchmarks. These were successfully tested at each level and validated with survey data from the pilot applicants and faculty. The guidance provided clear and consistent education and training requirements for all recipients of the Gateways Family Child Care Credential. The additions to the Advocacy content area, including Leadership, can be found in red.

As stated by the National Association of Family Child Care; "family child care providers are in a unique position to impact their community through relationships with parents and fellow child caregivers. In order to maximize the family child care role attaining leadership skills and having confidence in them is key."

**DISPOSITION:**

**PDAC Ad-Hoc Family Child Care Credential Committee**

Approved: X                      Date: 4/9/2016

Disapproved:                      Date:

**PDAC Qualifications and Credentials Committee**

Approved: X                      Date: 4/19/2016

Disapproved:                      Date:

**DISPOSITION:**

**PDAC Steering Committee**

Approved:                      Date:

Disapproved:                      Date:

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**DISPOSITION:**

**PDAC**

**Approved:**

**Date:**

**Disapproved:**

**Date:**

**DISPOSITION:**

**IDHS, Bureau of Child Care and Development**

**Approved:**

**Date:**

**Disapproved:**

**Date:**





## GATEWAYS TO OPPORTUNITY

Illinois Professional Development System

Professional Development Advisory Council (PDAC)

*Attachment 10*

### RECOMMENDATION FOR APPROVAL

DATE: March 2, 2016

COMMITTEE MAKING RECOMMENDATION: Workforce Development and Pathways

**RECOMMENDATION:** The PDAC Workforce Development and Pathways Committee recommends that the Illinois Department of Children and Family Services (IDCFS) increase assistant teacher education requirements in the Day Care Center Licensing Standards (Section 407.140 Qualifications for Early Childhood Teachers) and utilize the Gateways to Opportunity ECE Credential as educational attainment indicators as follows.

By 2025:

- Early childhood assistant teachers must have completed their Gateways ECE Credential, Level 2.

**RATIONALE:** These recommendations create congruence between IDCFS staffing requirements, Gateways to Opportunity Credential Levels, ExceleRate™ Illinois Quality Standards Program Staff Qualifications and Continuing Education requirements, and Institute of Medicine and National Research Council of the National Academies recommendations. The focus of this recommendation is defining the early childhood profession through implementation of strong, coherent, competency-based qualification requirements for professionals working with young children from birth through age 8. The committee recognizes that state agencies will determine the most effective dates and adjust accordingly.

#### Additional Rationale added at Steering Meeting on 5.19.2016

**RATIONALE:** Successful implementation of this recommendation requires supportive practices that facilitate practitioner access and completion. Coordination with governing agencies committed to monitoring timelines and attainment rates and funding partners committed to creating affordable pathways will be essential. A creative investment in pathway opportunities, designed to support workforce goal attainment, is essential for this recommendation to be attained.

#### DISPOSITION:

PDAC Workforce Development and Pathways Committee

Approved: X Date: 3.2.16

Disapproved: Date:

#### DISPOSITION:

PDAC Steering Committee

Approved: X Date: 3.23.16

Disapproved: Date:

PDAC Steering additional rationale section

Approved: Date:

**DISPOSITION:**

**PDAC**

**Approved:                      Date:**

**Disapproved:                Date:**

**DISPOSITION:**

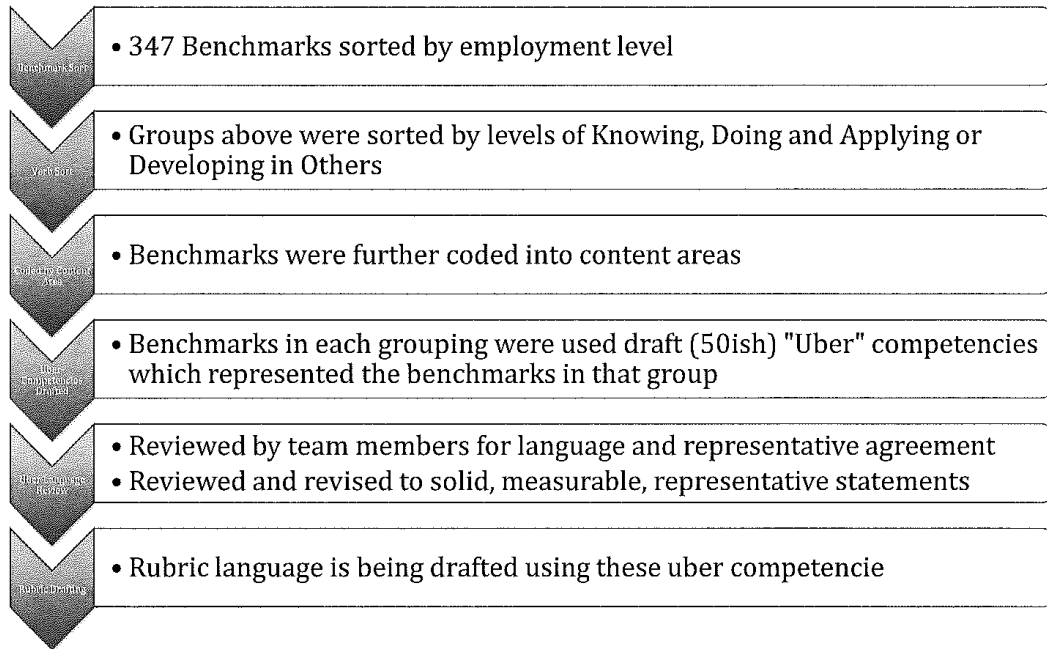
**IDHS, Bureau of Child Care and Development**

**Approved:                      Date:**

**Disapproved:                Date:**



### Uber Competency Development Process



#### Steps in the Uber competency development

1. Team sorted the 347 benchmarks (ECE Levels 2-5) into employment positions:
  - a. Teacher Assistant
  - b. Teacher Practitioner
  - c. Lead Teacher
  - d. Master Teacher/Director
2. Sub Committee sorted by level of indicator verb
  - a. Knowing
  - b. Doing
  - c. Developing in others/programmatic level
3. Sub committee Sorted benchmarks were further coded into Gateways content areas.
  - a. HGD (Human Growth & Dev)
  - b. IRE (Interactions, Relationships & Environments)
  - c. O&A (Observation & Assessment)
  - d. CUR (Curriculum & Planning)
  - e. PRO (professionalism)
  - f. FCR (Family & Community Relationships)
4. The benchmark sort resulting from numbers 2 & 3 above was used to collapse benchmarks under uber competency in each of the content areas that emerged. This resulted in 45-50 competencies across levels 2-5 (from 347 benchmarks)
5. This work was reviewed by team members in November. Each team member was assigned a content area to look at the following:
  - a. Do you feel like the indicators (benchmarks) in your assigned content area are correctly aligned under each suggested uber competency?
  - b. Do you feel like the indicators (benchmarks) in your assigned content area are correctly aligned under the most appropriate employment level?
  - c. Do you have any suggestions for further indicator collapsing (redundancy) in the indicators in your assigned content area?
6. These uber competencies were than reviewed and revised to ensure they were stated as a solid, measurable representation of the benchmarks categorized under them.
7. Draft language using these measurable competencies was used to begin drafting assessment rubrics
8. Concept shared and approved by PDAC Steering January 2016; shared at Gateways Higher Ed Forum April, 2016.
9. Redundancies and movement between levels and content areas clarified – shared with PDAC Steering 5.19.16
10. Regional Faculty meetings to further work hosted June of 2016.
11. Implementation timelines to be drafted/reviewed/approved.



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**Uber Competencies & System Linkages**  
**May 17, 2016**

Attachment 12

**Credential Bundles**

- As a means of maximizing efforts, related ExceleRate trainings have been identified and bundled for appropriate Credential credit. Pilot initiated with the Innovation Zone in East St. Louis and feedback is being gathered. Broader application is anticipated in FY17.
- Illinois Trainers Network trainings are being analyzed for comparable bundle options.
- Conversation is at the initial stage regarding potential use of credential bundles with CCR&R Quality Improvement Funds training cohorts.
- As related to the Levels of Learning, increased development of Intermediate and Advanced trainings are anticipated; all to be tied appropriately to credential credit (bundling where needed).
- Development is underway to ensure system capacity for tracking Credential Bundles and individual completion of identified bundles. These initial steps are being considered part of a proof of concept potentially towards a structure for digital badging.

**Competencies – Application to Training**

- The Uber Competencies can be an underlying framework for not only professional preparation in higher education, but ongoing professional development.
- Applicability of tying a training to an Uber Competency may be related to Level of Learning and/or what the training “counts for”.
  - Pilot using the Credential Bundles and determine how they tie to the competencies.
  - Also test by cross-walking a sample of current trainings of various durations, levels, and content areas, with the ubers.
- Trainings would be designed to provide the knowledge needed toward competencies.
  - Potential to support adult learners as higher ed continues to investigate competency-based assessment/APL.
- There is potential to engage trainers in using the competencies and the benchmarks as a basis for learning objectives. Application may also help to further identify gaps in training statewide and further development of opportunities to fill those gaps.
- Investigating use of Uber Competencies for self-assessment leading to goals for inclusion on an Individualized Professional Development Plan (IPDP), along with recommended trainings (linked to Gateways Training Calendar) to build knowledge and skill related to the competency.
- Considering also how identifying trainings in relation to the Uber Competencies could enhance coaching/mentoring for individuals in implementing what they learned through the training and how the coaching/mentoring may be able to be reflected in the Registry.