

PDAC Steering Committee
January 12th, 2017: 10:00AM – 5:00PM
January 13th, 2017: 8:00AM – 2:00PM
Eastland Suites
Minutes

Beth Knight	Johnna Darragh Ernst	Marsha Hawley
Christy Allen	Joni Scritchlow	Rebecca Livengood
Dawn Thomas	Joyce Weiner	Sharyl Robin
Deb Widenhofer	Julie Lindstrom	Stephanie Bernoteit
Debbie Rogers Jaye	Karen McCarthy	Stephanie Hellmer
Diana Rosenbrock	Lauri Morrison Frichtl	Tammy Notter
Joellyn Whitehead	Lynn Burgett	Teri Talan

Welcome– Deb Widenhofer and Marsha Hawley welcomed participants to the meeting and reviewed the agenda for the day.

Review and Approval of Minutes (Attachment 1)

- December 14, 2016
 - Christy Allen moved to accept the minutes.
 - Dawn Thomas seconded the motion.

Competencies and Credentials

- Movement of Credentials to Competencies
 - Competency work has built off the findings of the EPPI Grants. Race to the Top and Illinois Board of Higher Education have assisted with funding the work.
 - Competency sub-groups have been formed to review the ECE, Infant Toddler, Illinois Director, Family Specialist, and Family Child Care Gateways Credentials. Technical Assistance and School-Age and Youth Development sub-groups will begin meeting later this month.
 - At the Gateways Higher Education Forum in April the competencies will be shared with state agencies and faculty. Faculty will have additional opportunities to ask questions or share program layouts with the competency consultants.
 - Regional meetings have been held on the competencies since June 2016 with faculty from two- and four- year institutions.
 - Illinois Community College Board (ICCB) will hold a call later this month with all two-year institutions to encourage all to be entitled.
- General Overview and Update of the Competencies

- Gateways Competencies, Credentials and Workforce Pathways document was shared with the committee. (Attachment #2)
 - The document is a general overview of how the competencies fit together.
 - The document highlights the ECE, ITC, FCC and IDC Gateways Credentials.
 - What the documents show are how the ITC, FCC and the IDC Gateways Credentials are built off of the ECE Level 2, 3, 4, and 5 credentials.
- The Family Specialist is unique and does not build off the ECE.
- The competency binder was reviewed. Johnna highlighted the competencies of the ECE Credential Level 2 -5. The document includes the level, competency, descriptor, alignments to the National Association for the Education of Young Children (NAEYC) and the Illinois Professional Teaching Standards (IPTS), and the original benchmarks.
- Stephanie Bernoteit recognized the current work on competencies would not be possible without the thoughtful, diligent, and foundational work of those who originated the Gateways Credential Benchmarks.
- INCCRRA has an email from Anne Wharff stating IDHS supporting competencies.
- The ITC, FCC and FSC competency tables were reviewed.
- IDC is composed of 17 content areas: 7 are the Gateways Content Areas for ECE and SA and then 10 additional administrative areas were added. Using the ECE/SA as a core for the IDC will allow practitioners to focus on coursework/training in the administration (10) areas.
 - There are 3 overarching IDC competencies: Administrative Leadership, Pedagogical Leadership and Leadership Essentials.
- Other states are working on competencies, but do not have the underlying assessment that Illinois has included.
- The way the competencies are leveled supports a sequence of courses.
- Tammy sees the competencies as the auger and the silos as funding sources of early childhood including; Head Start, Illinois State Board of Higher Education, and community based childcare. Another analogy could include higher education, the field of ECE, and Society, so that the auger is constantly putting in and putting out information, driving the competencies in all three areas and educating.
- Career Lattice Implications Draft Document (Attachment #3)
 - The document is not to supplant or replace the current career lattice work that has been done, but rather a companion with a targeted focus for how institutions of higher education can be supportive of the career lattice.
 - Work continues with the Illinois Education Research Council on the bridging around the potential of the competencies to further realize the vision we have for the workforce.
 - The document helps to reframe the “Illinois ECE Lattice Pathway” and “Illinois ECE Competency Pathway” that Johnna has shared with us in the past.
 - Information captured in the document includes: the Gateways Credential levels, postsecondary competencies, any additional coursework, degree attainment, job

titles, potential employment entry points into the workforce. A wrap-around policy brief will be explained about how the work has emerged and will be published under auspices of the IERC.

- The job titles used on the document are “place holders” titles.
- **Competency Utilization with Trainings**
 - Levels of Learning are categorized as introductory, intermediate and advanced for trainings.
 - When you develop a training (for registry approval) reviewed assessment components for a training you would review the objectives, assessments and content areas and then check the level that has been assigned to it.
 - Will use the Summit of Trainers to start to introduce the concept of competencies to the field.
 - Will need to review the semester hours/points on the frameworks through committee work. So possibly points from training going towards a credential, you could address so many competencies.

PDAC Strategic Plan Implementation Review and Next Steps

- **Priorities from the Strategic Plan Review**
 - Financial Supports
 - PDAC is not an advocacy group; the committee is working to partner with other groups to advance work through their advocacy.
 - Changed goal number two to read Secure the Gateways Scholarship Program.
 - Potentially, use money to give scholarships for Assessment of Prior Learning students.
 - Use the Ready Nation information to advance work.
 - Information and Trends
 - The committee continues to focus on roles and terminology that would be consistent for the field. Terminology would be incorporated into the competencies.
 - Need to be mindful of any potential shifts in policy or funding priorities with the new administration.
 - Qualifications and Credentials
 - The committee is considering convening a review group for IDC based on movement to competencies.
 - Race to the Top has helped to incentivize the credentials.
 - Work is needed on the third goal.
 - Review course work and training to see if it is sufficient to meet the needs of the credentials with the change to the competencies.
 - Talk to credential staff about where competencies don't have access to quality training.
 - Workforce Development and Pathways
 - The committee has spent time this past year on the continuity between Illinois Department of Children and Family Services (DCFS) and Gateways

- Credentials. The committee will continue to examine and explore supportive practices to ensure they are responsive.
- Develop a more comprehensive career lattice that clearly articulates varied pathways in the early childhood system. SAYD and TA will move to competencies in March.
 - Committee will monitor data to see if there has been an increase in the number of applicants receiving the Level 3 due to the “any Math” policy.
- PDAC Governance
 - The committee has been considering leadership models in PDAC and ways to work on protocols that support PDAC, such as our new voting model.
 - We need to use the collective leadership at Steering to message the idea of moving towards a competency-based system.
 - PDAC Steering
 - Steering members will take time tomorrow to consider who should be a part of PDAC from state agencies.
 - How do we strengthen our contacts and connections to state agencies?
 - Need to increase diversity, possibly including business people on the Council.
 - Steering recognizes competencies are a shift and are shaping the direction of PDAC.

Wrap Up Day: Review/Address Parking Lot Items

- Committee members were encouraged to summarize their thoughts, an “a-ha” moment, or big ideas from today’s meeting on cards that will be shared to kick-off tomorrow’s session.
- At dinner the committee will be split into groups and will rotate between three presentations and/or document reviews on the *Infant Toddler Workforce Professional Development Needs and Gap Assessment*, The Lumina Foundation’s *Fueling the Race to Postsecondary Success* and the Illinois Education Research Council’s *Innovations for High Quality, Aligned Early Childhood Educator Preparation*.

DAY TWO – January 17, 2017

Opening – Recap Yesterday’s Work – Deb Widenhofer and Marsha Hawley, Co-Chairs

- Suggestions, questions, validations and insights from day 1
 - Diverse representation on PDAC: the Steering Committee could consider someone from the business community. Would PDAC be able to find a business person that was passionate about professional development or workforce development in early childhood?
 - Review companies with strong parent/childcare policies and United Way Councils.

- Is Prior Learning Assessment one to one (prior learning assessment per competency), as opposed to an assessment that might be able to assess true competency simultaneously?
- Consider connecting ExceleRate credentialing staff missing coursework to the PLA pilot.
- What are the implications for the qualifications of an individual responsible for assessing competency?
 - Do we need to ensure trainers have sufficient qualifications to assess the competency? Would they need to use the rubric, and would they need to have their assessment approved?
- Outside of higher education, would the assessment of a competency have to be tied to training, or could the assessment be a stand-alone? (It may be possible that a way to encourage TA/coaching as a means to develop the knowledge and skills then get the competency assessment.)
- Importance of communicating competencies; what they are, where they came from, their benefits, and how they are used.
- When the competencies are implemented, it will make a clearer pathway for those in the field.
- A thought: Capacity of competency-based system to support the existing workforce in being recognized for their experience is a positive step for early childhood. A hope: To increase PFA assistants' early childhood preparation.
- In the end, for the workforce, competencies will help practitioners move in a clear pathway to their professional goals.
- The shift to competencies is like a kaleidoscope with many shapes, colors and pieces. A new picture forms, but it is made-up of same pieces, colors and shapes. It looks different, but has same or almost all the same components.

State Landscape: Children's Cabinet, P20 Council, ELC and PDAC decision-making bodies

- **The Children's Cabinet**

- The Children's Cabinet is comprised of agency heads and staff members from those agencies.
- A fair amount of shifting has happened on how to operationalize the ideals of the Cabinet. Currently, the Cabinet is bringing agencies together on shared challenges.
- The Governor's Office of Early Childhood Development is supporting the convening the Children's Cabinet along with the Secretary of Education's staff.
- An early plan for advancing early childhood workforce development was presented to the Governor earlier this week.
 - There is a focus on licensed exempt providers (Level 1 modular training). It could be a pipeline for the workforce and for credentials.
 - Survey was sent to employers around staffing and hiring – done in conjunction with the i2I work group.
 - Staff have made recommendations that key stakeholders be invited to advise and support the work of the Cabinet.

- Staff hope to help the Cabinet embrace the strong work already underway throughout the state, and help advance the work through their endorsement and support.
- **P20 Council**
 - The Council has gone through a process of collecting information to submit to the State Board on an on-going basis regarding Every Child Succeeds Act (ESSA). There were a number of early childhood responses through the P20 Teacher Leader Effectiveness Committee that were reinforced with comments from the Early Learning Council.
 - The state ESSA recommendations included:
 - School districts will be required to partner with their community early learning/childhood settings for transitioning.
 - There has been a valuing of Gateways Credentials and credentialing in conversations around qualifications and professional development.
- **Early Learning Council**
 - The ELC Executive Committee was restructured to be more effective. Overall the ELC committee structure has been reduced to conserve resources including staff costs and to redistribute the work.
 - Goal is that the Council will be able to inform policy through the overlapping work of the five committees.
 - Per ELC guidelines, the ELC Council is an informational sharing body.
- **Professional Development Advisory Council**
 - PDAC needs to be knowledgeable about the shifts and changes to the landscape within the state.
 - It is important for PDAC to know what people outside of PDAC think of PDAC.
 - The field might know of PDAC's work, but how is it perceived?

Building Intentional Relationships: Past, Present and Future

- A template of organizational charts from the different state agencies including; Illinois Department of Human Services (IDHS)/Children's Advisory Council, OECD, Illinois Board of Higher Education (IBHE)/ Illinois Community College Board (ICCB), Illinois State Board of Education (ISBE), Department of Children and Family Services (DCFS), Illinois State Board of Education (ISBE), P-20, and Children's Cabinet were placed around the room.
 - PDAC Steering members attempted to fill-in or put new names on the organizational charts for various positions. Some blanks remain open and may (or may not) be filled.

Summary Statements

FSC - CDA Home Visitor Recommendation (Attachment #4)

- COMMITTEE MAKING RECOMMENDATION: Family Specialist Credential Committee
 - RECOMMENDATION: The Family Specialist Credential (FSC) Committee recommends the Council for Professional Recognition's Home Visitor CDA be counted toward FSC attainment as meeting half of the education and training

requirements for the FSC Level 2 and can be used as three points of credential approved training for the FSC Level 3. The point distribution is as follows:

- 1 point Human Growth & Development
- 1 point in Health, Safety, & Well-Being
- 1 point Interactions, Relationships & Environments

The Home Visitor CDA also meets the work and practical experience for the FSC Level 2 and 3.

- **RATIONALE:** The Home Visitor CDA requires a minimum of 120 clock hours of formal early childhood training, covering the growth and development of children ages birth to five, including health & safety and interactions & relationships, plus 480 hours of work experience in a home visitor program serving families with children aged birth to five years. This is well above the work experience requirements for the FSC Levels 2 and 3. Successful completion of the Home Visitor CDA matches the committee’s vision statement—“The Family Specialist Credential validates family systems knowledge, skills, and competencies required for direct service staff who work in relationship with families to promote optimal child and family outcomes”.

- **The recommendation passed.**

New Gateways Website Overview

- Rebecca Livengood gave a demonstration of the new INCCRRA website. The website is still under construction with information and updates being added. Website will launch in early spring 2017.

Adjourn

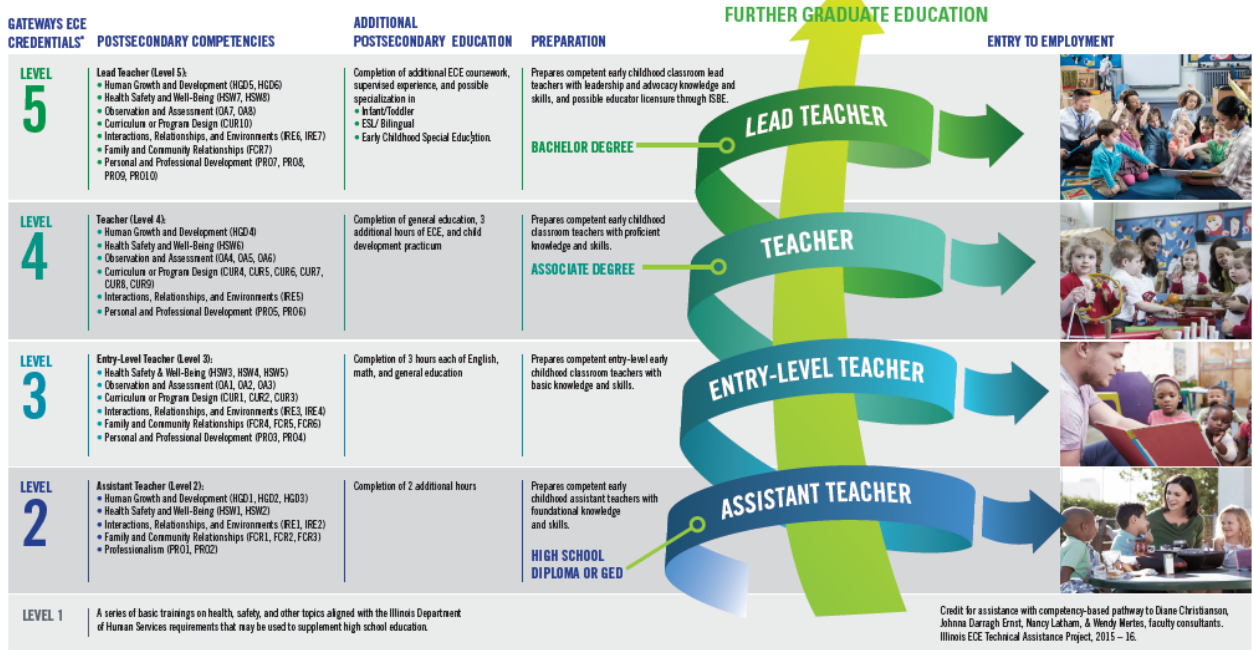
Next PDAC Steering Meeting: March 15, 2017



Gateways Competencies, Credentials and Workforce Pathways

	ECE	ITC	FCC	IDC
Level 2	ECE Level 2 Credential: HGD 1; HGD 2; HGD 3 HSW 1; HSW 2 IRE 1; IRE 2 FCR 1; FCR 2; FCR 3 PRO 1; PRO 2 Additional Education Requirements Completion of 2 additional hours	ECE Level 2 plus: ITC HGD1; ITC HGD2; ITC HGD3; ITC HSW1; ITC HSW2 ITC IRE1; ITC IRE2; ITC IRE3 ITC FCR1; ITC FCR2; ITC FCR3 ITC PRO 1; ITC PRO 2	ECE Level 2 plus: FCC BUS1 FCC FCEM1; FCC FCEM2; FCC FCEM3; FCC FCEM4; FCC FCEM5; FCC FCEM6	
Level 3	ECE Level 3 Credential: HSW3; HSW4; HSW5 O&A1; O&A2; O&A3 CUR1; CUR2; CUR3 IRE3; IRE4 FCR4; FCR5 FCR6 PRO3; PRO4 Additional Education Requirements Completion of 3 hours each of English, math, and general education	ECE Level 3 plus: ITC HSW3; ITC HSW4 ITC O&A1; O&A2 ITC CUR1; ITC CUR2; ITC CUR3 ITC IRE4; ITC IRE5; ITC IRE6 ITC FCR4 ITC PRO3	ECE Level 3 plus: FCC L&A1 FCC BUS2 FCC FCEM7; FCC FCEM7; FCC FCEM8	ECE Level 3 plus: LFM1; LFM2 HRD1 MPR1 POFM1; POFM2 EP1; EP2; EP3; FP1 PPS1; PPS2 OWC1 T1
Level 4	ECE Level 4 Credential: HGD4 O&A4; O&A5; O&A6 CUR4; CUR5; CUR6; CUR7; CUR8; CUR9 IRE5 PRO5; PRO6 Additional Education Requirements Completion of additional general education hours and 6 additional hours in ECE	ECE Level 4 plus: ITC HGD6 ITC HSW5 ITC O&A3 ITC CUR4 ITC IRE7 ITC FCR5; ITC FCR6 ITC PRO4	ECE Level 4 plus: FCC LA2; FCC LA3; FCC LA4; FCC LA5 FCC BUS 3; FCC BUS4; FCC BUS5 FCC FCEM 9	ECE Level 4 plus: LFM3 HRD2; HRD3; HRD4; MPR2 EP4; EP5 PPS3 LA1; LA2 OWC 2; OWC3 T2; T3
Level 5	ECE Level 5 Credential: HGD5; HDG6; HGD7 HSW7 CUR10 IRE6; IRE7	ECE Level 5 plus: ITC HGD7 ITC CUR5 ITC FCR7 ITC PRO5	ECE Level 5 plus: FCC LA6; FCC LA7 FCC BUS6; FCC BUS7	ECE Level 5 plus: LFM4 MPR3 POFM3 EP6; EP7

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RECOMMENDATION FOR APPROVAL

DATE: October 14, 2016

COMMITTEE MAKING RECOMMENDATION: Family Specialist Credential Committee

RECOMMENDATION: The Family Specialist Credential (FSC) Committee recommends the Council for Professional Recognition's Home Visitor CDA be counted toward FSC attainment as meeting half of the education and training requirements for the FSC Level 2 and can be used as three points of credential approved training for the FSC Level 3. The point distribution is as follows:

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DISPOSITION:

PDAC Family Specialist Credential Committee

Approved: X Date: 10/14/2016
Disapproved: Date:

PDAC Qualifications and Credentials Committee

Approved: X Date: 12/20/2016
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:



