



**PDAC Steering Committee
Meeting**

**August 16, 2017
10:00AM – 3:00PM**

Beth Knight	Joellyn Whitehead	Laurie Rhodes
Cathy Main	Johnna Darragh Ernst	Lynn Burgett
Cerathel Burnett	Joni Scritchlow	Marsha Hawley
Christy Allen	Joyce Weiner*	Rebecca Livengood
Claudia Fabian	Julie Lindstrom	Sharyl Robin*
Deb Widenhofer	Karen McCarthy	Stephanie Bernoteit
Diana Rosenbrock	Lauri Morrison Frichtl*	Tammy Notter
		Teri Talan

* Phone

Welcome – Marsha Hawley welcomed attendees to the meeting.

- Claudia Fabian and Cathy Main were welcomed as new members of the PDAC Committee by Marsha Hawley.

Review and Approval of the Minutes (Attachment 1)

- May 10, 2017
 - Christy Allen moved to accept the minutes.
 - Teri Talan seconded the motion.

Gateways Credentials and Competencies

- **Credential Frameworks**
 - The ECE Credential draft framework was shared. Points are no longer used on the frameworks. The competencies are listed by name and number on the front. The specific competencies within the content areas are listed on the documents. The other credentials will model this format.
- **Career Lattice**
 - The draft career lattice illustrates how a practitioner can move up ECE Levels and add additional credentials. The lattice also shows corresponding higher education degrees.
- **Timelines**
 - On June 1, 2017 all two-year higher education institutions were required to turn in their documentation of the initial transition to competencies. Final documentation of their transition to competencies will include their assessments, course syllabi, and rubrics are due December 31, 2017.
 - Four- year institutions will submit their documentation of their transition to competencies in December 2017.
 - In 2018 Gateways will begin to message to the field the transition to competencies.
 - The goal is that all applications that come to Gateways beginning in January 2019 will be using competencies.

- **Technical Assistance**
 - Wendy Mertes and Diane Christianson have provided technical assistance for the competency application processes for two- year higher education institutions and Toni Potenza is providing support to four- year institutions.
 - Webinars were held with college advisors/admission staff to bring greater awareness of the possibilities of careers in the early childhood field and the Gateways credentials.
 - Webinars will be held with faculty on August 30th and 31st to provide information and answer questions regarding Gateways Credentials and the competencies.
- **Next Steps**
 - At the Illinois Trainers Network conference in June, Johnna Darragh Ernst and Joni Scritchlow gave a presentation on the transition of credentials to competencies. A small ad hoc group will be formed with trainers to look at competencies, trainings, and infrastructure with a goal of developing some documents on how to move forward that can be shared with the Illinois Trainers Network.
 - The new PDAC Higher Education Committee will begin meeting in October and one topic they will address are the ranges (competencies and training percentages) especially for the ECE Level 5, PEL, and non-certification routes for the four- year institutions.

ECE Pipeline

- 1B: Reduce the turnover rate among license exempt providers. The group is currently developing a survey.
- 1C: Increase ECE Credential Level 1 high schools. The group has focused on increasing the number of schools in Chicago. The conversation has also expanded to review the possibility of having students leave high school with a Level 2.
- 1D: Train up to 10,000 Child Care providers in earning an ECE Credential Level 1. The committee completed a crosswalk of the CDA training requirements with CCDBG training requirements. The CDA recommendation has been sent to IDHS, awaiting their decision. Required modules for SAYD Level 1 are available on-line and in Spanish. Since February 1, 2017 more than 8,000 ECE Level 1 Credentials have been awarded.
- 1E: Increase the pipeline of PEL teachers with an early childhood endorsement. Committee is reviewing strategies to increase use of alternative licensure. Cathy Main is developing a toolkit to support centers that have staff using the center as their student teaching placement.
- 1F: Develop broad messaging campaign to promote early childhood careers, focused on PEL attainment. The Workforce Innovation and Opportunity Act (WIOA) brings federal dollars through each states Regional Workforce Development Board for the purpose of job training. A standard has been applied as to how those funds are dispersed, one of which is employment wage outcome. A waiver has been sought so funds could be accessed by people working in early childhood in order to advance in the field. We do have the exception in place in our state, but are working to make it widely understood and a reality.
- 2A: Education Reimbursement Initiative. Data has been collected and the data will be used to develop a resource such as an infographic to better share information.
- 2B: Level 1 to Level 2 Transition. Will be messaging through an email targeted to those who currently hold a Level 1 to move to Level 2.
- 2C: Level 2 to Level 3 Transition. Two webinars were held with community college advisors and counselors regarding the range of opportunities in early childhood and how their certificate programs fit into career pathways that lead to careers that are discernable, and it is an opportunity to help students see the paths that are available. Next step regarding math classes is getting higher ed to institute math courses that meet the Level 3 Credential. Need greater

buy-in from two-year higher education institutions as to why these types of classes are important.

- 3A : Develop data analytic capacity to track movement of workforce through pathways. Data work group is focused on trying to prioritize data questions for the system that we can answer more quickly, short term and long term questions. Short term questions currently being worked on include: Questions that support the rest of these initiatives:
 - Do we have a consistent way to report how many high schools are offering ECE Level 1?
 - A bigger goal is how can we get an unduplicated count of the early childhood workforce?
 - How can we use the Registry as a primary source for the workforce data? The Registry will now include the licensed exempt practitioners who receive CCAP funding.
- **i2I Survey** (Attachment 2)
 - The survey collected data on the challenges related to recruiting, hiring, and retaining staff.
 - 706 responses were received.
 - The data will be refined using urban, suburban and rural categories.
 - Data illustrates how challenging it is to hire qualified staff.
 - For the lead teacher role, the report reveals that 70% of respondents say it is very difficult or extremely difficult to fill the position.
- **Advancing the Early Childhood Education Workforce**
 - Have shared the document with Marica Cox Mitchell at NAEYC, hopefully to position it as a helpful supporting set of ideas and work to broaden Power to the Profession aims.
 - Stephanie Bernoteit, Nancy Latham and Johnna Darragh Ernst are working with the Illinois Education Research Council on a publication to highlight the process for writing and developing good competencies.
- **Senate Bill 1829**
 - Senate Bill 1829 was introduced by State Senator Toi Hutchinson to address the shortage of Preschool for All teachers.
 - The Illinois Early Learning Council asked the Quality Committee to create an Ad Hoc group to address the issue and bring forward recommendations. Members of the PDAC Qualifications and Credentials and Steering Committees were included on the Ad Hoc Committee.
 - The revised guiding principles were reviewed (Attachment 3).
 - The draft recommendations were included (Attachment 4).
 - Recommendations for Senate Bill 1829 include both current and proposed additions to the bill.
 - As of now a teacher must hold a current Professional Educator License (PEL) with an Early Childhood endorsement, or under current ISBE Emergency Rules 25.430 Short-Term Approval for Teachers at All Grade Levels, a teacher must hold a current PEL and have passed the ECE content test or have 9 semester hours of ECE course content.
 - The following recommendations come from the ELC Quality Committee Ad Hoc Group:
 - A teacher must hold a current Illinois Gateways to Opportunity ECE Credential Level 5 and obtain a PEL with an Early Childhood endorsement within five years of hire, or

what students should know about college and career each year from middle school through high school.

- PWR also includes a focus on improving students preparation for and movement into math experiences.
- Postsecondary and Career Expectations (PaCE), has been adopted by IBHE, ICCB and ISBE. It outlines a series of experiences for middle and high school students to plan for a career, have meaningful experiences that might help them know what they are interested in, develop a personal plan, and help to attain a pre-industry credential.
- Illinois Department of Human Services – Claudia Fabian
 - Claudia took Holly Knicker’s position; Olga Torres replaced Anne Wharff.
 - TANF clients are going through several steps of training to potentially qualify and be hired by CCR&R’s as licensed exempt monitors.
- Advocacy – Joyce Weiner
 - The Senate overrode the Governor’s veto of Senate Bill 1 (school funding). The bill next goes to the House for a potential override of the Governor’s veto. This vote could be more difficult as it is not clear at this time if the House has the votes.
- DCFS Licensing Advisory Council – Cerathel Burnett
 - In partnership with the Department of Public Health, a survey will be sent to centers regarding the date of their building’s construction to create a data base of the number of providers that will have to have their water tested for lead levels.
 - Forums will be held in October for exempt and non-exempt to hear about licensing updates.
 - Licensing reps are being trained on mobile monitoring. Reps will have hand held mobile devices to take with them when they are in the field in order to retrieve real time information.
 - The Sunshine website has been revamped.
- Power to the Profession – Teri Talan
 - Teri encouraged everyone to register for the Power to the Profession emails by visiting www.p2p@naeyc.org in order to stay informed and give feedback to the initiative.

Maximizing Opportunities at September and November PDAC Meetings

- The joint meeting between PDAC, ACCESS and ILAECTE will be held on September 15, 2017.
 - Workforce data from Joellyn Whitehead and Cathy Main will be shared.
 - Senate Bill 1829 will be addressed along with the NAEYC Power to the Profession.
- The Annual Meeting will be held at Eastland Suites in Bloomington on November 17, 2017.
 - At this time staff is finalizing speaker plans. Aisha Ray has reserved time on her schedule to speak at the meeting. Staff will continue to reach out to Professor Heckman, but will also reach out to Professor Heckman’s colleagues including Jorge Garcia.

PDAC Qualifications and Credentials Recommendations and IDC Revisions (Attachments 5 & 6)

- **Committee Making Recommendation: Qualifications & Credentials (QC) Committee**
 - **Recommendation:** Remove Professional Contributions Gateways Credential renewal requirements.
 - **Rationale:** All Gateways Credentials must be renewed every 5 years. Currently renewal requirements include: 45 clock hours of training or 3 semester hours of coursework (and may include specificity related to individual credentials) and a range of 1–3 professional contributions (number and type specific to each credential). The QC Committee recommends removing professional

contributions from all credential renewal requirements. Other professional certification and renewal processes (i.e. Professional Educator Licensure/PEL, Licensed Social Work/LCSW) do not require applicants to verify professional contributions. Renewal requirements for professional licenses and credentials are typically based on continuing education and training.

When professional contributions were embedded within Gateways Credentials two decades ago, it was part of an intentional effort to professionalize the field. Within the past twenty years, significant progress has been and this is no longer as applicable.

Additionally, in Illinois there has been a significant increase in education and training expectations for staff working in licensed programs, licensed exempt programs, and for family providers receiving Child Care Assistance Program (CCAP) funds. The added burden of meeting professional contribution requirements, and of maintaining verification documentation of such for the five year intervals between renewals, is troublesome and time consuming for staff.

- **The Recommendation passed.**
- **Committee Making the Recommendation:** Qualifications & Credentials (QC) Committee
 - **Recommendation:** The QC Committee recommends the addition of 3 Competencies, modification to 2 competencies, and small language revisions to the Illinois Director Credential (IDC) to strengthen pedagogical leadership within the IDC competencies.
 - **Rationale:** This recommendation is in response to the recommendations within the Institute of Medicine and National Research Council's report, *Transforming the Workforce for Children Birth through Age 8: A Unifying Foundation*. Leadership is emerging as an important component for increasing workforce capacity in early childhood education. As Gateways Credentials moved to a competency basis, it was noted that the pedagogical leadership competencies needed to be strengthened. The IDC was structured into three domains: leadership essentials, administrative leadership, and pedagogical leadership (IDC Content Areas remain the same).

The 10 Gateways Illinois Director Credential Administrative Content Areas and corresponding competencies were categorized into three domains as follows:

1. Administrative Leadership

Legal and Fiscal Management
Human Resources Development
Marketing and Public Relations
Program Operations and Facilities Management

2. Pedagogical Leadership

Educational Programming
Family Partnerships

3. Leadership Essentials

Personal and Professional Self-Awareness
Leadership and Advocacy
Oral and Written Communication

Technology

Three additional competencies were added to the IDC Educational Programming (EP) Administrative Content Area under the Pedagogical Leadership domain as follows:

1. EP4: Utilize data generated from children and families to ensure integrity in program design, decision-making, and goals.
Utilize results of informal data generated from children and families to inform program design, decision-making, and goals.
Utilize results of data generated from formal, standardized instruments to modify/refine program design in support of children, family, and staffing needs.
2. EP7: Aggregate and analyze data to identify opportunities for program improvement and to inform program goals.
Identify evidence-based strategies to aggregate and analyze data.
Utilizes aggregate data and analysis to identify opportunities for continuous quality program improvement.
Utilizes aggregate data and analysis to inform program goals.
3. EP8: Develop, implement, and evaluate system for providing feedback and support to teaching staff.
Utilize a variety of strategies to promote effective teaching including modeling, observation and feedback, and peer to peer learning opportunities.
Demonstrate adult learning principles including strength based coaching and appreciation of individual differences in knowledge, experience, and development.

Revisions were also made to 2 competencies and descriptors in IDC Educational Programming Administrative Content Area under the Pedagogical Leadership domain as follows:

1. EP9 (previously EP6)—Collaborate with external organizations and agencies to promote smooth transitions for children entering and exiting the program.
Demonstrate collaboration skills that build cross-sector and/or cross-program supports for children and their families.
Develop written policies and procedures about sharing and using confidential data about children’s development and learning.
- ❖ *Previously: Collaboration skills reflect visionary leadership and support others in developing as professionals.*
- Collaborate with community organizations and local schools to promote smooth transitions for children entering and exiting the program.*
2. EP10 (previously EP7)— Utilize aggregate data to inform program planning and improvement, advocacy supportive of funding and policy changes, and collaborative community partnerships that support community/program teaching and learning goals.
Create a continuous quality improvement plan based on aggregated data that supports program planning and improvement.
Demonstrate the use of aggregate data as an advocacy tool, supporting funding and policy changes.

Collaborate with community partners utilizing aggregate data across community and program contexts to develop collaborative goals that are responsive to the strengths, needs, and goals of young children and their families.

- ❖ *Previously: Utilizes results of data gathered to impact program decision-making and design.*

Utilizes results of data generated from formal, standardized instruments to modify/refine program to better meet children, family, and staffing needs

- | | | |
|--------|------------------------|--------|
| • LFM3 | • HRD4 | • FP1 |
| • LFM4 | • EP2 | • FP2 |
| • HRD1 | • EP5 (previously EP4) | • PPS3 |
| • HRD2 | | |

Minor changes to improve clarity (but which did not alter original intent) were also made to the Competencies of the IDC Credential Levels I-III.

- **The Recommendation passed.**

ITTQI Recommendation Document and Cultural and Linguistic Principle

- Attached documents were shared with the committee (Attached 5).
 - The documents can help to inform our strategic plan.

Books

- Members were encouraged to take one of the books (*Grit, The Energy Bus* and *Contagious*) to use as a professional development tool.

Adjourn



Illinois Early Childhood Workforce Supply and Demand Survey Summary

Purpose

Examine the relationship between Illinois supply of qualified ECE teachers and assistants and the demand across targeted age ranges (e.g. infant toddlers vs. prek), program types (e.g. school based vs. child care and within child care – center versus family), and funding sources (PFA, CCAP, private tuition, Headstart). Identify perspectives and experiences related to recruiting, hiring, and retaining qualified staff.

Methods

Using listservs from Illinois Headstart, INCCRRA, ISBE, City of Chicago DFSS and CPS, and OECD an online survey link was sent to ECE administrators responsible for hiring ECE teachers and assistants across all sectors and funding streams (PFA programs, Headstart, license Child care centers and family child care). The survey was accompanied with a letter from Secretary Purvis (attached). The survey will close on Tuesday, June 6, 2017. Preliminary data analysis completed Summer 2017 and Survey report available Fall 2017.

Preliminary Data

706 respondents “responsible for hiring”

Representation across all The survey was available in English

and open between April 11 th , 2016 and May 12 th , 2016,

78% licensed children care (76% center-based, 24% home-based), 18% school based, 4% other

57% had open position for prek teacher in the last 12 month

Questions

Basic organization questions:

- Location(s)
- Size of program:
 - Numbers of staff
 - Number of sites
- Ages served
- Funding source(s) and approximate mix of funding

Hiring practices and experiences (both experiential and belief/opinion questions):

- Turnover / frequency of need of positions with particular qualifications
 - How long it takes to fill positions
 - Average length of stay in positions and at agency
 - Reasons for staff leaving
- Average salary and benefits

- Barriers to hiring appropriate staff
- Needs for bilingual teachers
- Needs for special education teachers
- Union participation of staff

To what extent are the following barriers to hiring:

	Is a barrier to a large extent	Is a barrier to some extent (2)	Not at all a barrier (3)
Applicants do not have necessary experience in early learning (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Applicants desire higher pay (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Applicants do not meet necessary education requirements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Applicants do not have required license (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Applicants do not have required credential (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Applicants desire better benefits (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work schedule does not work for applicants (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Slow hiring process because of slow state systems and processes (i.e. background checks) (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Slow hiring process because of delays with internal agency or institutional hiring process (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Applicants do not reflect culture of the community served	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Applicants do not have desired language proficiency (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Applicants do not pass background check (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Impact of hiring:

- Impact of hiring difficulties on overall program operations/quality
- Why people leave their positions
- Use of long-term substitutes
- Use of non-teaching staff in classrooms
- Beliefs regarding important of staff qualifications and experiences to program quality
- Impact of ExceleRate IL (TQRIS system) on hiring

Open-ended questions:

- How has participation in ExceleRate Illinois impacted your program hiring?
- What do you need for your program to be able to hire the staff you want? (Resources, processes, etc.)
- Please tell us about your best (most satisfying) hiring experience and/or your most challenging hiring experience.

- If there is any additional information or comments you would like to share with us about your hiring practices, recruitment, retention or related experiences, please type in the box below. Feel free to provide illustrative anecdotes and/or any other issues this survey has not touched upon.

Revised Guiding principles for SB 1829 Ad Hoc Committee recommendations:

- 1. We are committed to ensuring well-qualified teachers for all children enrolled in a PFA program regardless of setting (public schools, Head Start, community-based organizations).**
- 2. We are committed to a coherent set of policies and rules for all PFA programs struggling to address a teacher shortage (teachers with PEL in ECE).**
- 3. We are committed to finding both short-term solutions (e.g., expansion of the emergency rules) and long-term solutions (e.g., alternative licensure; changes/alternatives to the TAP) solutions to the teacher shortage.**
- 4. Recommendations for long-term solutions will include **total** compensation parity for comparably qualified PFA teachers (with PEL in early childhood education) working in the public and private sectors.**
- 5. Recommendations for solutions will be evidence-based.**

Reviewed 7.26.17

Addition noted in red

8.2.17 Revised DRAFT RECOMMENDATIONS FOR SB 1829

Recommendations for Senate Bill 1829 to address short term challenges in hiring qualified staff by increasing the pool of available teachers for PFA classrooms through expanding the Emergency Rule (attached).

Currently: A teacher of preschool children in the PFA program may alternatively meet one of the following requirements:

- 1. A teacher must hold a current Professional Educator License (PEL) with an Early Childhood endorsement, or**
- 2. Under ISBE Emergency Rules 25.430 *Short-Term Approval for Teachers at All Grade Levels*—**

A teacher must hold a current PEL and have passed the ECE content test or have 9 semester hours of ECE course content, or

PROPOSED ADDITIONS:

- 3. A teacher must hold a current Illinois Gateways to Opportunity ECE Credential Level 5 and obtain a PEL with an Early Childhood endorsement within five years of hire, or**
- 4. A teacher must hold a Type 29 Transitional Bilingual License and have passed the ECE Content Test or have 9 semester hours of ECE course content and obtain a PEL with an Early Childhood endorsement within five years of hire.**

In Part 25, ISBE modified the current rules on short term assignments. *Section 25.430 states that a teacher with nine credit hours in a content area may teach in that content area and has three years to complete the coursework requirements for the endorsement. In order to ensure that districts have the greatest flexibility, districts can either use the nine-hour requirement or successful completion of an appropriate content test.*

Background #3: The Illinois Gateways to Opportunity ECE Credential Level 5 requires a bachelor's degree and 30 semester hours of ECE content. There has been significant work on the development of a coherent system of ECE credentials, based on competencies and shared assessments. The Illinois Gateways Credentials are in Administrative Rule allowing for the systemic embedding of these credentials into early childhood program requirements. ISBE recognized the credential's concentration of ECE content knowledge when it required, through Part 26, that all Illinois teacher preparation programs leading to a Professional Educator License with an early childhood endorsement must integrate the Gateways ECE Credential Level 5 content into their approved programs by July 2019.

Background #4: The Illinois State Board of Education (ISBE) allows the Type 29 Transitional Bilingual License as a pathway to teaching transitional bilingual courses in a Pre K-Grade 12 setting and English as a Second Language (ESL) in Kindergarten – Grade 6. Allowing PFA programs to employ Type 29 teachers recognizes that home language serves as an essential medium for a child to meaningfully access ECE experience. To ensure consistency in quality through early childhood specific preparation, it is proposed that PFA Rules accept the Type 29 licensure with the additional requirement that either the teacher have 9 semester hours of ECE course content or pass the ECE Content Test.

See link <https://www.isbe.net/Pages/Educator-License-with-Stipulations.aspx>



Professional Development Advisory Council (PDAC)

RECOMMENDATION FOR APPROVAL

DATE: August 1, 2017

COMMITTEE MAKING RECOMMENDATION: Qualifications & Credentials (QC) Committee

RECOMMENDATION: The QC Committee recommends the addition of 3 Competencies, modification to 2 competencies, and small language revisions to the Illinois Director Credential (IDC) to strengthen pedagogical leadership within the IDC competencies.

RATIONALE: This recommendation is in response to the recommendations within the Institute of Medicine and National Research Council's report, *Transforming the Workforce for Children Birth through Age 8: A Unifying Foundation*. Leadership is emerging as an important component for increasing workforce capacity in early childhood education. As Gateways Credentials moved to a competency basis, it was noted that the pedagogical leadership competencies needed to be strengthened. The IDC was structured into three domains: leadership essentials, administrative leadership, and pedagogical leadership (IDC Content Areas remain the same).

The 10 Gateways Illinois Director Credential Administrative Content Areas and corresponding competencies were categorized into three domains as follows:

4. Administrative Leadership

- Legal and Fiscal Management
- Human Resources Development
- Marketing and Public Relations
- Program Operations and Facilities Management

2. Pedagogical Leadership

- Educational Programming
- Family Partnerships

3. Leadership Essentials

- Personal and Professional Self-Awareness
- Leadership and Advocacy
- Oral and Written Communication
- Technology

Three additional competencies were added to the IDC Educational Programming (EP) Administrative Content Area under the Pedagogical Leadership domain as follows:

4. EP4: Utilize data generated from children and families to ensure integrity in program design, decision-making, and goals.
 - Utilize results of informal data generated from children and families to inform program design, decision-making, and goals.

- Utilize results of data generated from formal, standardized instruments to modify/refine program design in support of children, family, and staffing needs.
- 2. EP7: Aggregate and analyze data to identify opportunities for program improvement and to inform program goals.
 - Identify evidence-based strategies to aggregate and analyze data.
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 - Utilize a variety of strategies to promote effective teaching including modeling, observation and feedback, and peer to peer learning opportunities.
 - Demonstrate adult learning principles including strength based coaching and appreciation of individual differences in knowledge, experience, and development.

Revisions were also made to 2 competencies and descriptors in IDC Educational Programming Administrative Content Area under the Pedagogical Leadership domain as follows:

- 3. EP9 (previously EP6)—Collaborate with external organizations and agencies to promote smooth transitions for children entering and exiting the program.
 - Demonstrate collaboration skills that build cross-sector and/or cross-program supports for children and their families.
 - Develop written policies and procedures about sharing and using confidential data about children’s development and learning.
 - ❖ *Previously: Collaboration skills reflect visionary leadership and support others in developing as professionals.*
 - *Collaborate with community organizations and local schools to promote smooth transitions for children entering and exiting the program.*
- 4. EP10 (previously EP7)— Utilize aggregate data to inform program planning and improvement, advocacy supportive of funding and policy changes, and collaborative community partnerships that support community/program teaching and learning goals.
 - Create a continuous quality improvement plan based on aggregated data that supports program planning and improvement.
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 - ❖ *Previously: Utilizes results of data gathered to impact program decision-making and design.*
 - *Utilizes results of data generated from formal, standardized instruments to modify/refine program to better meet children, family, and staffing needs*

Minor changes to improve clarity (but which did not alter original intent) were also made to the following competencies:

- | | | |
|--------|------------------------|--------|
| ● LFM3 | ● HRD4 | ● FP1 |
| ● LFM4 | ● EP2 | ● FP2 |
| ● HRD1 | ● EP5 (previously EP4) | ● PPS3 |
| ● HRD2 | | |

DISPOSITION:

PDAC Qualifications and Credentials Committee

Approved: X **Date:** 8/1/2017

Disapproved: **Date:**

DISPOSITION:

PDAC Steering Committee

Approved: X **Date:** 8.16.17

Disapproved: **Date:**

DISPOSITION:

PDAC

Approved: **Date:**

Disapproved: **Date:**

DISPOSITION:

IDHS, Bureau of Child Care and Development

Approved: **Date:**

Disapproved: **Date:**





Professional Development Advisory Council (PDAC)

RECOMMENDATION FOR APPROVAL

DATE: August 1, 2017

COMMITTEE MAKING RECOMMENDATION: Qualifications & Credentials (QC) Committee

RECOMMENDATION: Remove Professional Contributions Gateways Credential renewal requirements.

RATIONALE: All Gateways Credentials must be renewed every 5 years. Currently renewal requirements include: 45 clock hours of training or 3 semester hours of coursework (and may include specificity related to individual credentials) and a range of 1–3 professional contributions (number and type specific to each credential). The QC Committee recommends removing professional contributions from all credential renewal requirements. Other professional certification and renewal processes (i.e. Professional Educator Licensure/PEL, Licensed Social Work/LCSW) do not require applicants to verify professional contributions. Renewal requirements for professional licenses and credentials are typically based on continuing education and training.

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Additionally, in Illinois there has been a significant increase in education and training expectations for staff working in licensed programs, licensed exempt programs, and for family providers receiving Child Care Assistance Program (CCAP) funds. The added burden of meeting professional contribution requirements, and of maintaining verification documentation of such for the five year intervals between renewals, is troublesome and time consuming for staff.

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PDAC Qualifications and Credentials Committee

Approved: X **Date:** 8/1/2017

Disapproved: **Date:**

DISPOSITION:

PDAC Steering Committee

Approved: X **Date:** 8.16.17

Disapproved: **Date:**

DISPOSITION:

PDAC

Approved: **Date:**

Disapproved: **Date:**

DISPOSITION:

IDHS, Bureau of Child Care and Development

Approved: **Date:**

Disapproved: **Date:**

