



GATEWAYS TO OPPORTUNITY

Illinois Professional Development System

PDAC Steering Committee Minutes

January 11, 2018

January 12, 2018

Beth Knight	Joellyn Whitehead	Lynn Burgett
Cathy Main	Johnna Darragh Ernst	Marsha Hawley
Claudia Fabian phone	Joni Scritchlow	Stephanie Bernoteit
Dawn Thomas	Joyce Weiner	Stephanie Hellmer
Diana Rosenbrock	Julie Lindstrom	Tammy Notter
Jamilah Jor'dan	Lauri Morrison Frichtl	Teri Talan

Welcome – Marsha Hawley, Co-Chair

- Marsha welcomed participants to the meeting and reviewed the agenda for the day.
- Tammy Notter read the mission. Joyce, Teri, and Jamilah will work on the possible revision regarding the mission wording.
- Teri Talan read the vision.
- Diana Rosenbrock read the values statement.

Review and Approval of Minutes

- December 13, 2017 (Attachment 1)
 - Teri Talan moved to accept the minutes.
 - Tammy Notter seconded the motion.

Perspectives: What Perspectives do we each bring to PDAC?

- Everyone was asked to list two or three perspectives that they bring to PDAC. These perspectives were shared with the group.

Setting the Stage: Federal/National and State Landscape

- **Workforce Data - Recap of Critical Points**
 - Illinois Early Childhood Education Workforce Report
 - Licensed exempt staff were not included in the analyses
 - Demographics
 - 93% of the workforce is female
 - 40% of assistant teachers are under the age of 25
 - Race/Ethnicity
 - Assistant teachers and Licensed Family Child care providers have the greatest diversity
 - Language
 - 19% of licensed center teachers in the registry report being bilingual
 - Gateways to Opportunity Credentials
 - As of March 1, 2017 26% of all licensed center directors, 23% of licensed center teachers, 10% of licensed center assistant teachers and 12% of family child care providers held an ECE Credential
 - Wages
 - Early childhood educators with a bachelor's degree would earn 21% more than those with only a high school diploma over 30 years
 - Supports should be put into place for the workforce to complete degrees

- The Illinois Early Childhood Education Workforce report is a general report intended for stakeholders within the field to look for the policy implications and educational purposes.
 - **U.S. Department of Health & Humans Services and Illinois Department of Human Services**
 - IDHS is focusing on the Child Care Development Block Grant (CCDBG) plan and associated deadlines.
 - Waivers have been requested regarding the graduated breakdowns for monitoring, licensed inspections, ratio of licensed inspectors, the consumer education website, and the 12 months of eligibility.
 - The Child Care Advisory Council has a new work group. The group will look at the trainings on health, safety and child development, and language obstacles.
 - The last notice regarding the Child Safety and Child Development Training did not include dates for completion. In order to meet Federal requirements trainings must be completed. CCR&R's have been very creative about getting these trainings completed.
 - Looking at completing the CDA crosswalk for Tiers 2 and 3.
 - Strategies are being developed in order to give supports to providers for those still needing to finalize their trainings. An estimated 80% of providers still needing to complete trainings for CCDBG.
 - **NAEYC Power to the Profession**
 - There are eight Decision Cycles of which two have been completed.
 - Decision Cycle 1: Professional Identity and Boundary
 - Name of the professional: early childhood educator
 - Name of the profession: early childhood education
 - Decision Cycle 2: Competencies (General)
 - What do early childhood educators need to know and be able to do?
 - Refine the competencies of the NAEYC competencies with emphasis on compensation and equity and deeper content area
 - Current Decision Cycle 3: Competencies (Specialized)
 - In January 2018, the Task Force will begin strategic discussions about roles, responsibilities and implementation beyond 2018.
 - A public awareness campaign will be launched in 2019.
 - One of the values identified early in Power to the Profession is to encourage the field to make pathways accessible for diverse language speakers, diverse learners, and to facilitate more accessible pathways.
 - Specializations – if you are in the early childhood profession you will need to have Level I, II, or III to be in the profession if not you are an ally.
 - Potential comparison: Gateways Level 2 and Level 3 is NAEYC's Early Childhood Educator I, Gateways Level 3 and Level 4 is NAEYC's Educator II, and Gateways Level 5 and Level 6 is the Early Childhood Educator III.
 - Marcia Cox Mitchell from NAEYC will be the keynote speaker at Leadership Connections in May.
 - Concern expressed regarding chart on page 27: kindergarten through third grade setting could lead to the bifurcation of preschool and kindergarten to 3rd Grade. (Attachment 2)
 - **Workforce Survey**
 - Focus was on the ages of zero to 5.
 - Conducted a comprehensive review, identified priority areas, and aligned priorities with National Academy of Medicine report.
 - Recommendations would focus on qualifications, pathways, and data.
 - Survey sent to more than 700 ECE hiring managers.
 - Findings confirm that it is challenging to hire and retain. Study indicates a cycle that impacts program quality, with the main issue of qualifications and compensation.

- Early Childhood Education and the Return on Investing in the Family shared by Jorge Garcia at the PDAC Annual Meeting
 - Rate of Return
 - Every dollar spent on high quality, birth-to-five programs for disadvantaged children delivers:
 - Overall return of 13.7%
 - Males return of 14%
 - Females return 10%
- The Challenge of Equity: Developing a Diverse, Credentialed and Competent Early Childhood Workforce in Illinois shared by Aisha Ray
 - 6 issues related to the early childhood workforce in Illinois were highlighted:
 - Income inequality
 - Retention and recruitment
 - Access to good working conditions and benefits
 - Insufficient diversity including race, linguistic and gender
 - Demonstrated cultural competence
 - Racial and ethnic differences
- **U.S. Department of Health and Human Services – Head Start**
 - 2018 is an election year, so not expecting initiatives from the Federal government.
 - Under short term continuing resolutions regarding the budget. These resolutions continue to weaken programs and movement forward.
 - The tax reform passed in December will have an impact on social service programs.
 - Quality Ratings Systems– waiting for Illinois’s evaluation.
- **Illinois State Board of Education and U.S. Department of Education – Preschool For All**
 - ISBE is cognizant of distributing the funds in an equal and equitable manner.
 - In the RFP bonus points were given to known areas of need with the idea that if ISBE got the funds to the right places then quality could be a focus.
 - ISBE is going to focus on building quality within the programs and sustain it. Quality includes a high quality workforce and community systems development.
 - In the process of writing the rules with Department of Children and Family Services (DCFS) around expulsion. Once the rules are written will need to develop a system of support.
 - Anticipate that the Kindergarten Individual Development Survey (KIDS) observation based assessment will give information to inform where quality needs to be improved.
 - ISBE job posting for a K-3rd grade person for the early childhood division.
 - The Preschool Development Expansion grant will end December 2018. A plan is in place to sustain the grant until the end of FY20. Current grant holders are submitting grants that would cover FY21, and would be sustained with a no compete for FY22 and FY23.
 - Supplemental funds were requested in a proposal and were received in order to fund: racial equity training for program administrators, a community system dashboard for the website, and the Pyramid Model.
- **Illinois Board of Higher Education**
 - Congress is looking at reauthorizing the Higher Education Act.
 - Illinois and Federal government looking for more transparency.
 - Possible emphasis on apprenticeship programs.
 - IBHE has partnered with ICCB, the Governor’s Office, and the Department of Commerce and Economic Opportunity to create a public app and dashboard that will allow users to compare costs of attendance at Illinois institutions and income outcomes.

- **Illinois Early Learning Council**
 - Recommendation was proposed regarding Senate Bill 1829 that a teacher must hold a current Gateways ECE Level 5 and obtain a PEL with an ECE endorsement within five years, or a teacher must hold a Type 29 License and pass the ECE content test or have 9 semester hours of ECE content within five years.
 - This recommendation has been forwarded to ISBE for review.
 - ELC Quality Ad Hoc Committee now working on long term strategies to ensure teachers achieve their PEL within five years.
- **Governor's Office of Early Childhood Development**
 - Effective December 18, 2017, Jamilah Jor'dan is the new Deputy Director of the Governor's Office of Early Childhood Development.
 - Tom Layman has been named the QRIS Director.
 - GEOCD will be implementing the Pyramid Model.
 - Illinois is one of three states (Washington and Connecticut) involved in the Multi System Trauma Informed Collaborative (MSTIC). Coordinated by OECD state partners will develop a strategic plan and to bring a trauma informed lens to developmental screenings.
- **Children's Cabinet**
 - The Governor's Annual Report on children and youth was submitted to the General Assembly.
 - Joyce shared the document "Children's Cabinet Early Childhood Workforce Development Advisory Team Meeting Notes for December 19, 2017". (Attachment 3)
 - The report lists strategic areas of focus with the agency and person responsible for follow-up including:
 - Bilingual teachers
 - PEL alternative pathways
 - Level transitions
- **P-20 Council**
 - Recently, the Council has been focused on the state's Every Student Succeeds Act (ESSA) plan.
 - At the last P-20 Council meeting Nancy Latham and Stephanie Bernoteit gave a presentation on competencies.
 - 96% of the school districts were compliant in administering the KIDS assessment.
 - Educator shortages are another focus.

Highlights from articles shared

- The Logan Square report showed the need to support cohorts for completion.
- The U.S. Department of Health and Human Services Policy Statement on ECE Career Pathways validates the current and on-going work happening in Illinois.
- The need to look at models and cohorts and how they can be scalable.
- From the Achieving Compensation Parity document put together from the ELC Workforce Ad Hoc Committee recommendation supports the establish a base rate of no less than \$12.50 per hour.
- Paraprofessionals are an untapped resource.

Leadership Activities

- Using the Where's the Line activity members were able to see to who will be retiring in the next 5 years, who will be semi-retired and who will still be in the field full time.
- Committee members wrote down characteristics and perspectives needed for people who will move into leadership roles.

PDAC Steering Survey Information – Leadership Planning

- People who are leading the work should be in the field.
- Need to think about who and how we build leadership.
- Need to mentor people to bring them up in the ranks of leadership, not just to co-chairs but to using their strengths in participation.
- Could look at leadership development as a specific objective for the strategic plan.
- Using opportunities to bring people into PDAC, invite people to annual meeting as guests of current PDAC members.

Summarizing the Brainstorming Session

- Financial Supports
 - Education Reimbursement
 - Student Loan Forgiveness
 - Compensation
- Qualifications and Credentials
 - Develop bilingual credential
 - Criteria for developing trainings for competencies
- Workforce Development and Pathways
 - Competency based pathways
 - Target groups to increase diversity
 - Develop supports for infant toddler teachers
- Steering
 - Development of a leadership plan
 - Expand the diversity of PDAC
 - Implications of Power to the Profession
- Higher Education
 - Create innovative pathways
 - Competency based pathways
 - More options for higher learning credit
- Information and Trends
 - Sharing data
 - Linking technology systems

Celebration

- McCormick Planning Grant
 - In partnership with IBHE, INCCRRA secured a planning grant from the McCormick Foundation in December 2017, which will cover the 2018 calendar year.
 - Goal of the planning grant is to have a 3 -5 year strategic plan.
 - The plan is to advance the full articulation of embedding competencies in early childhood educator preparation pathways, map out a shared assessment system inclusive of 2 and 4-year higher education institutions, and embed these competencies within the training system.

DAY 2 January 12, 2018

Beth Knight	Joni Scritchlow	Marsha Hawley
Cathy Main	Joyce Weiner	Stephanie Bernoteit
Diana Rosenbrock	Julie Lindstrom	Stephanie Hellmer
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Start of Second Day: Recap Yesterday's Work

- Perspective was the theme for the day.
- Joellyn and Cathy shared data to help inform our work.
- Updates and impact of decisions from Federal and State levels were given.
- Remaining mindful of the stressors, exhaustion, and demands that are being made on the field at this time.
- The importance of supporting quality.
- The impact of the NAEYC's Power to the Profession work.
- The concept of a tri-chair for PDAC committees.

Steering members break into groups to begin work on draft goals and objectives for Phase VIII of the Strategic Plan. Committees Share Goals and Summarize Objectives

• **Higher Education Committee:**

- Goal 1: Broaden Competency to licensure, credentials, endorsement & degree attainment
 - Objective 1: Partner with ISBE to broaden parameters that allow more flexible pathways to add multiple endorsements (e.g. ECE to middle school)
 - Objective 2: Develop model to gain PEL with ECE endorsement building from ECE Level 5 Credential
 - Objective 3: Develop model pathways from Type 29 to PEL with ECE (or other endorsement)
 - Objective 4: Create pathway (credential) to ESL endorsement
 - Objective 5: Increase utilization of FCC Level 2 for licensure (for licensed and licensed exempt)
- Goal 2: Maximize use of technology tools for higher education programming & advising and field experience
 - Objective 1: Identify for sharing technology that enriches adult learning – higher education and training
 - Objective 2: Expand links between technology used in (e.g. ECE Level 1) college outlet (gaming success = college online success)
 - Objective 3: Explore use of technology tools in competency assessment
 - Objective 4: Identify and implement ways technology can be used to support on-time accurate advising (cross- institutional technology advising support)
- Goal 3: Develop and implement Shared Competency Based Assessment
 - Objective 1: Explore options for credit for prior learning and create models
 - Objective 2: Create and distribute competency assessment tools
- Goal 4: Monitor National Initiatives (NAEYC's Power to the Profession)
 - Objective 1: Ensure alignment with NAEYC's Power to the Profession at all levels
 - Objective 2: Identify implications of apprenticeship/ teacher residency
- Goal 5: Build intentional connections between higher education and broader professional development system
 - Objective 1: Speaker Bureau – use of higher education expertise
 - Objective 2: Trainings are competency aligned

• **Information and Trends:**

- Goal 1: Intentional connections with partners
 - Objective 1: Equity/Diversity
 - Objective 2: Trauma Informed Care
- Goal 2: Intentional connections with current information and resources
 - Objective 1: Trauma Informed Care
 - Objective 2: Equity/Diversity
 - Immigration/opioid

• **Financial Supports:**

- Goal 1: Advance identified recommendations from the Achieving Compensation Parity Report
 - Objective 1: Offer tax incentive as one means to engage business community (p.17)
 - Objective 2: Adjust rates across sector (p.16)
- Goal 2: Monitor the political climate to identify advancement opportunities supporting the workforce.
1. Increase funding 2. But be intentional with existing funding
 - Objective 1: Gateways Scholarship Program
 - Objective 2: Great START (p. 16)
 - Objective 3: ExceleRate QRIS (p.15)
 - Staff are CCAP Eligibility
 - Education Reimbursement
 - High School Scholarships (p. 17)
- Goal 3: Identify potential federal workforce funding opportunities.
 - Workforce Innovation and Opportunity Act (WIOA) – Apprenticeship model for TANF

- Student Loan Forgiveness (p.17)
 - Research other federal possibilities
 - Goal 4: Identify non-compensation retention strategies
 - Objective 1: Job satisfaction
 - Culture/climate
 - TA/Coaching
 - RBPD (p.18)
 - Objective 2: Cost/Cause of Turnover
- **Qualifications and Credentials**
 - Goal 1: Pilot, Renew, Develop and Implement Gateways to Opportunity Credentials
 - Objective 1: Complete pilot, review, revise and implement a bilingual credential
 - Objective 2: Convene review groups for existing credentials (FSC, FCC, SAYD, TA) and ITC and ECE reviews
 - Objective 3: Review potential for new credentials
 - Goal 2: Incentivizing of Gateways to Opportunity Credentials
 - Objective 1: Increase knowledge and understanding of Gateways Credentials
 - Objective 2: Embed Gateways Credentials in licensing standards and systems
 - Goal 3: Credential Renewal: Identify Relationship Based Professional Development
 - Objective 1: Embed relationship based professional development into credential review.
 - Goal 4: Engage with, knowledgeable of, respond to, NAYEC's Power to the Profession on behalf of PDAC
 - Objective 1: To Align and Engage with the information.
- **Workforce Development and Pathways**
 - Goal 1: Implement (educate/support) comprehensive career lattice
 - Objective 1: Partner with HE Committee to support state efforts to increase articulation
 - Objective 2: Provide effective messaging support of the career lattice
 - Goal 2: Analyze efficacy of multiple pathways of the Gateways Credentials
 - Objective 1: Collect data among populations
 - Objective 2: Ensure responsiveness to changing multiple and complex needs of children and families
 - Objective 3: Explore utilization of core competencies (relates to IOM model) across multiple fields that support children and families
 - Goal 3: Explore how levers and supports including Great START and Gateways Scholarship can be used to strengthen utilization of Gateways Credentials
 - Objective 1: Make recommendations that support policies that fully integrate Gateways Credentials within Great START and Gateways Scholarship Program
 - Objective 2: Collect data/utilization of Great START and Gateways Scholarship funds
 - Goal 4: Support continuity between DCFS and Gateways Credentials
 - Objective 1: Support a complementary relationship between DCFS licensing, ExceleRate and Gateways Credentials in terms of quality measures and expectations
 - Goal 5: Explore responsive practices for supporting Gateways Credential attainment within competency based system/framework
 - Objective 1: Collect data on the effectiveness of Gateways Level 3 changes and stacked credentials changes
 - Objective 2: Support usage of specialization attainment across all areas
 - Objective 3: Support and disseminate innovative credential attainment practices within competency based systems. Discussion should take place if this is should be placed on the HE committee's goals and objectives.

Working Lunch Conversations

- Will these goals advance our vision for the workforce?
- Need to look at ways to communicate with younger people in the field.
- Will need to cultivate communication along the lattice and pathways.

- Could work with Registry verified conference coordinators to include a PDAC interest card in their materials, include PDAC information in the McCormick Leadership Conference materials, and/ or at the DCFS licensing meetings.
- PDAC could sponsor a professional development webinar for credit.
- Put a link about general information regarding PDAC in the Registry newsletter.
- Could include in the strategic plan a PDAC communications strategy to highlight PDAC efforts and accomplishments.

Next Steps for Committees

- **Timeline**
 - Goals and objectives were drafted at the retreat for each committee.
 - Staff will collect and type up each committee’s goals and objectives.
 - Co-chairs will share goals and objectives with committee’s members for revision during February and March.
 - Revised goals and objectives will be shared at the March 2018 Steering meeting.
 - Final revisions and approvals from committee members to happen before May 2 Steering telenet where Steering will vote on final compilation.
 - Strategic Plan is shared with PDAC for vote in June with document being given to IDHS.
 - PDAC Strategic Plan Phase VIII goes into effect July 1, 2018.

Gateways Career Lattice Recommendation (Attachment 4 and 5)

- **Committee Making the Recommendation:** Workforce Development and Pathways and Qualifications and Credentials.
- **Recommendation:** The Workforce Development and Pathways and Qualifications and Credentials Committees are recommending the approval of the attached Gateways to Opportunity Early Childhood Educator Career Lattice.
- **Rationale:** This recommendation supports the change in the design layout of the Gateways to Opportunity career lattice. This career lattice would replace the current, but outdated career lattice. The career lattice shows the ECE Credential as the foundation for the Gateways FCC, ITC, IDC and TA Credentials. The career lattice gives clarity of pathway(s) to gaining higher levels of Gateways Credentials.
 - Recommendation was approved.

Wrap Up of the Retreat

- Participants were thanked for their participation.

Next PDAC Meetings:

January 20, 2018	10:00AM – Noon Telenet
April 27, 2018	10:00AM – 3:00PM INCCRRA
June 20, 2018	1:30PM – 3:00PM Telenet

Next PDAC Steering Meetings:

February 21, 2018	10:00AM – Noon Telenet
March 21, 2018	10:00AM – 3:00PM INCCRRA
May 2, 2018	10:00AM – Noon Telenet
June 20, 2018	10:00AM – 3:00PM INCCRRA w/ PDAC telenet



Draft – Decision Cycles 3, 4, 5

Professional Designation	Early Childhood Educator I	Early Childhood Educator II	Early Childhood Educator III
Professional Preparation	Professional Training Program	Associate Degree Program	Bachelor’s Degree Program Master’s Degree Program (initial prep)
Variation in Professional Roles (continued)	<p><u>Assessment:</u> <i>Support</i> the collection and use of assessment data to inform practice and support young children and their families in <i>kindergarten through third grade settings</i></p> <p><u>Curriculum:</u> <i>Support</i> the development and implementation of developmentally, culturally, and linguistically appropriate curriculum in <i>birth through third grade settings</i></p> <p><u>Direct Supervision and Ongoing Support:</u> <i>Practice</i> under the <i>appropriate</i> guidance of Educator II or Educator III</p> <p>Innovative supervisory models should be developed to support home-based early childhood education programs and other settings</p> <p>Has access to ongoing instructional support and professional development</p>	<p><u>Assessment:</u> Select, collect, and use assessment data to inform practice and support young children and their families in <i>birth through pre-k settings</i></p> <p>Support the collection and use of assessment data to inform practice and support young children and their families in <i>kindergarten through third grade settings</i></p> <p><u>Curriculum:</u> Develop and implement developmentally, culturally, and linguistically appropriate curriculum in <i>birth through pre-k settings</i></p> <p><i>Support</i> the development and implementation of developmentally, culturally, and linguistically appropriate curriculum in kindergarten through third grade settings</p> <p><u>Direct Supervision and Ongoing Support:</u> <i>Practice</i> under the <i>appropriate</i> guidance of Educator III in <i>kindergarten through third grade settings</i>.</p> <p>Innovative supervisory models should be developed to support home-based early childhood education programs and other settings</p> <p>Has access to ongoing instructional support and professional development</p>	<p><u>Assessment:</u> Select, collect, and use assessment data to inform practice and support young children and their families in <i>birth through third grade settings</i></p> <p><u>Curriculum:</u> Develop and implement developmentally, culturally, and linguistically appropriate curriculum in <i>birth through third grade settings</i></p> <p><u>Direct Supervision and Ongoing Support:</u> Has access to ongoing instructional support and professional development</p>

Children's Cabinet Early Childhood Workforce Development Advisory Team Meeting Notes Dec. 19, 2017

How should the work of this project evolve in continuity phase?

Pathway Development

- Dual credit and dual enrollment
- Assessments for competency based education and prior learning
- Support for Level 1 Credential holders
- In-service support
 - Ⓜ Compensation, professional development, retention

Credential and Licensure Alignment

- Incorporate Gateways Credentials requirements into DCFS licensure rules
- Align Gateways Level 5 requirements with PEL requirements
- Build ESL/bilingual endorsement for non-licensed providers
- Systems alignment (i.e., center licensure)

Messaging

- Recruitment and advising communications support
 - Ⓜ Involves higher education + other agencies
 - Ⓜ Informed by license exempt workforce turnover study
- Messaging to the field on policy changes that affect their pathways or PD

Education (Financial) Support

- Cohort model expansion and financial support
- WIOA exception
 - Ⓜ Could include support for field experiences and student teaching
- Grow Your Own support
 - Ⓜ Following statutory language changes
 - Ⓜ Requires private and wraparound supports

Data and Research

- Performance measurement
- License exempt workforce turnover survey and focus groups
- Distinct count of children and educators
- Compensation
- Further educator pipeline research
 - Ⓜ Market analysis of available jobs by title, salary/wage, and Credential/other requirements
 - Ⓜ Engagement with higher education

Other?

Strategic Areas of Focus:

- 1A (Bilingual teachers) – Sergio Hernandez, ISBE
- 1B (Reduce turnover among license exempt home providers) – Barb Payne, IDHS
- 1C (Level 1 High Schools) – Beth Knight, INCCRRA
- 1D (Level 1 training) – Joni Scritchlow, INCCRRA
- 1E (PEL alternative pathways) – Bryan Stokes, IAFCA
- 1F (Messaging campaign) – Terri Lamb, ISBE
- 2A (Education Reimbursement Initiative) – Toni Porter, INCCRRA
- 2B (Level 1-2 transition) – Cindy Wall, IDHS
- 2C (Level 2-3 transition) – Ashley Becker, ICCB
- 3A (data analytic capacity) – Kevin Harrison, DoIT

Gateways to Opportunity® Early Childhood Educator Career Lattice

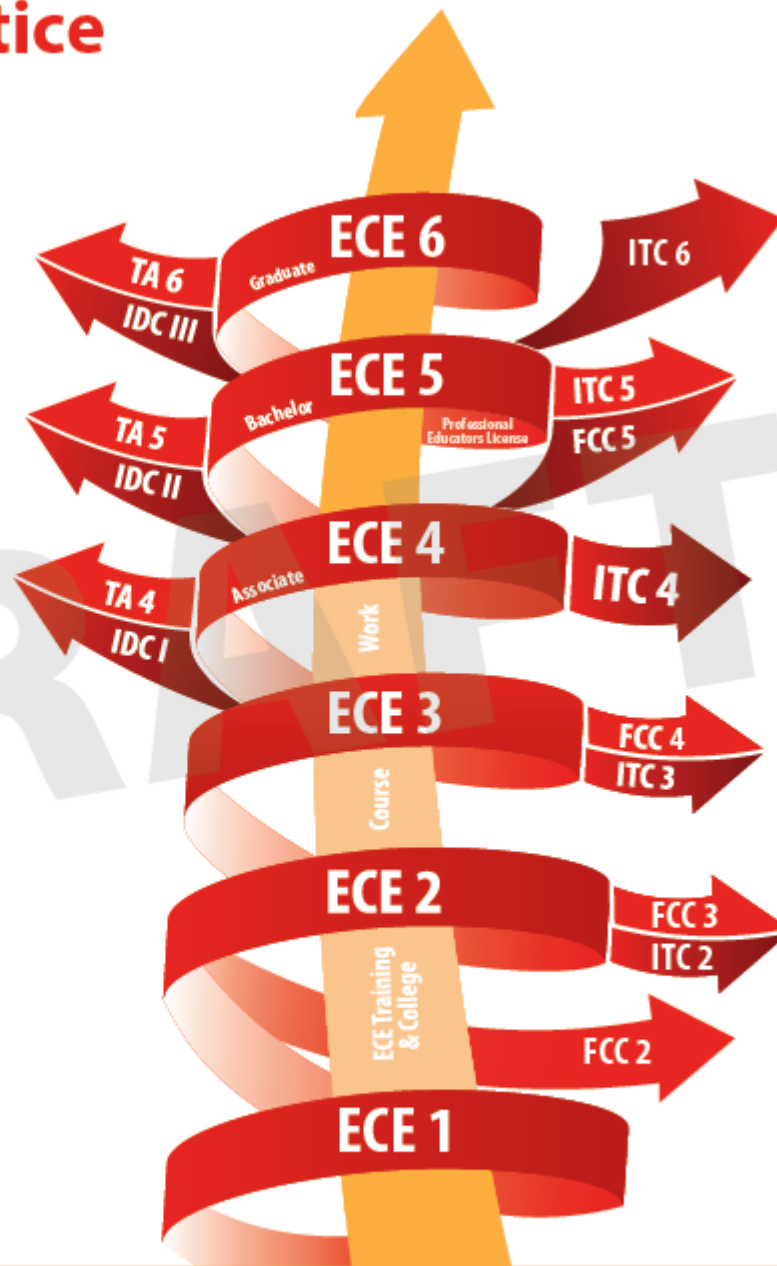
ECE: Foundational Early Childhood Educator requirements for all Credentials

FCC: Family Child Care Credential

ITC: Infant Toddler Credential

IDC: Illinois Director Credential

TA: Technical Assistance Credential



The ECE Credential is the foundation for these Gateways Credentials.



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More details on each Credential can be found at www.ilgateways.com



Professional Development Advisory Council (PDAC)

RECOMMENDATION FOR APPROVAL

DATE: October 31, 2017

COMMITTEE MAKING RECOMMENDATION: Workforce Development and Pathways and Qualifications and Credentials

RECOMMENDATION: The Workforce Development and Pathways and Qualifications and Credentials Committees are recommending the approval of the attached Gateways to Opportunity Early Childhood Educator Career Lattice.

RATIONALE: This recommendation supports the change in the design layout of the Gateways to Opportunity career lattice. This career lattice would replace the current, but outdated career lattice. The career lattice shows the ECE Credential as the foundation for the Gateways FCC, ITC, IDC and TA Credentials. The career lattice gives clarity of pathway(s) to gaining higher levels of Gateways Credentials.

DISPOSITION:

Workforce Development and Pathways

Approved: X Date: 10.31.2017
Disapproved: Date:

DISPOSITION:

Qualifications and Credentials

Approved: X Date: 1.2.18
Disapproved Date:

DISPOSITION:

PDAC Steering Committee

Approved: Date:
Disapproved: Date:

DISPOSITION:

PDAC

Approved: Date:
Disapproved: Date:

