



PDAC Steering Telenet
December 11, 2019

Bela Mote	Johnna Darragh Ernst	Rebecca Livengood
Beth Knight	Joni Scritchlow	Rebecca Pruitt
Cathy Main	Joyce Weiner	Shauna Ejeh
Cindy Wall	Julie Lindstrom	Stephanie Bernoteit
Gail Nelson	Kate Connor	Stephanie Hellmer
Jamilah R. Jor'dan	Marcy Mendenhall	Teri Talan

PDAC Steering Welcome

- Johnna and Stephanie welcomed Steering members to the telenet.
- Beth Knight read the vision statement.
- Jamilah R. Jor'dan read the values statement.
- Joyce Weiner read the mission statement.

Review and Approval of the October 16, 2019 Minutes

- Marcy Mendenhall moved to accept the minutes.
- Shauna Ejeh seconded the motion.

Recap of the Annual Meeting

- The theme of the PDAC Annual Meeting was What Matters. The during the meeting the movie No Small Matter was shown. Brie Weaver, Teri Talan, and Pat Chamberlain spoke during the meeting reflecting on their experiences in the ECE field.
- Themes that were brought up during the movie and resonated with audience include:
 - How to connect with the business community and other unusual partners in these discussions.
 - How to get the ECE message to a broader audience rather than within the field.

Recommendations

COMMITTEE MAKING RECOMMENDATION: PDAC Qualifications and Credentials Committees' Ad Hoc ESL & Bilingual Credential Committee.

- **Recommendation:** The ESL & Bilingual Credential Committee recommends that up to a total of 18 competencies be allowed from Credential Approved trainings at Levels 2-4.
 - **Rationale:** Recognizing and valuing trainings through integration into the Gateways ESL & Bilingual Credential will create consistency with other existing Credentials and support those working with multicultural/multilingual families. Allowing Credential applicants, the option of utilizing trainings to cover all 18 competencies at the ESL & Bilingual Credential Level 2 would incentivize development of a cadre of trainings to distinctly meet the Level 2 competencies so that there is a clear training pathway as well as a college course pathway. Trainings could also be designed to meet the gaps in competencies identified at other levels of the Credential. This model aligns with

the Level 2 for the Infant and Toddler Credential, Family Child Care Credential, Family Specialist Credential, and the School-Age and Youth Development Credential.

- **Recommendation approved.**

- This recommendation will be held at PDAC Steering until the pilot is completed. Once the pilot has been completed the recommendation could possibly move forward, with potential changes to incorporate revisions, findings, feedback etc.

COMMITTEE MAKING RECOMMENDATION: PDAC Qualifications & Credentials (QC) Committee

- **Recommendation:** The PDAC QC Committee recommends any Gateways to Opportunity Credential applications remain open for up to 3 years.
 - **Rationale:** Gateways Credentials awarded data shows 99% of all Gateways Credentials (excluding Level 1) are awarded with the first 36 months (3 years) of applying. The PDAC QC Committee recommends Gateways Credential applications remain open for up to 3 years.
- Those currently in the process pipeline will remain in the credential timeline process. If the recommendation is approved by IDHS an implementation date would be set to start the new timeline using 3 years.
 - **Recommendation approved.**

COMMITTEE MAKING RECOMMENDATION: PDAC Qualifications & Credentials (QC) Committee

- **Recommendation:** The PDAC QC Committee recommends the approval of the attached Gateways to Opportunity Gateways Family Specialist Career Lattice.
 - **Rationale:** The Gateways Family Specialist Career Lattice shows the Family Specialist Credential as the foundation for the Gateways Technical Assistance Credential. The IDHS Division of Family and Community Services ultimate goal is to help individuals and families achieve and maintain self-sufficiency (<https://eclkc.ohs.acf.hhs.gov/programs/illinois-head-start-collaboration-office>). The Family Specialist Credential was designed specifically for those who work in direct partnership with families using a strength-based relationship model. The career lattice gives clarity of pathway(s) to gaining higher levels of Gateways Family Specialist Credentials. By advancing on the Career Lattice, a practitioner can potentially open additional career opportunities for themselves.
- Following discussion, the document will include the following information - Bachelors degree in Social Work (BSW), Licensed Social Worker (LSW), Licensed Clinical Social Worker (LCSW), from a *Nationally Accredited program* (CSWE) is one way to achieve the FSC Credential.
- In order to confirm transparency, consistency, and clarity for all the Gateways Career Lattices, the WDP Committee will review all of the Gateways Career Lattices at their upcoming meeting.
 - **Recommendation approved.**

COMMITTEE MAKING RECOMMENDATION: PDAC Higher Education Committee

- **Recommendation: (Level 1)** Coursework from an entitled institution of higher education (IHE) at ECE levels 2 through 6, also be entitled for the Level 1 ECE credential. Level 1 content (foundational information in child development, health, nutrition, safety, child observation and guidance, creating relationship-based environments, family and community, personal and

professional development, child development from birth to 3, and social, emotional, physical, language, and cognitive development for young children) is embedded in coursework at ECE levels 2 and higher. Language on “Entitlement confirmations” sent to IHEs should include Level 1 and the Level 1 should be indicated on individual Professional Development Records (PDRs) for any individuals who completed the aligned coursework towards a higher-level credential (levels 2-6). Additionally, those who have completed college level coursework aligned with the Level 1 competencies should be able to submit for a Level 1 credential on their PDR prior to having completed all Level 2 coursework.

- **Rationale:** Gateways to Opportunity credentials are designed to be stackable to ensure that professionals receive the preparation required for their position within a system that avoids unnecessary duplication of content. The fact that the Level 1 is “training only” undermines the structure and spirit of stackable credentials and the larger goal to increase the educational attainment of the Illinois ECE workforce. The current system creates additional burdens for individuals enrolled in college coursework. Awarding IHE’s with ECE Levels 2-6 entitlement for ECE Level 1 would eliminate these burdens and further support professionalization of the first step of the state’s career lattice. This would allow candidates to more effectively build their careers by earning stackable credentials toward more advanced levels via coursework that supports their attainment of college degrees and increases their transfer and advanced degree options while simultaneously meeting state/industry workforce employment requirements.
 - **The recommendation was not approved and was sent back to the committee for additional review.**

Recommendation to IDHS re: Approved training for CCDBG standards in health and safety for childcare providers serving children and families with subsidies from CCDF.

- **Recommendation:** Coursework from an accredited institution of higher education (IHE) be approved to meet the health and safety standards required of childcare providers serving children and families receiving subsidies through Childcare and Development Funds (CCDF). The coursework must align specifically with the CCDBG required standards (see supplemental document) in health and safety for childcare providers and be offered through an II Gateways entitled institution.
 - **Rationale:** The CCDBG Act requires Lead Agencies (i.e. Illinois DHS) to certify that there are health and safety requirements for licensed and license-exempt providers receiving CCDF and that states provide both pre-service and ongoing minimum health and safety training to meet those requirements.¹ The Administration for Children and Families (ACF), a division of the Department of Health & Human Services, further recommends that these trainings will be part of a **broader systematic approach and progression of professional development** within each state that will result in opportunities for child care providers to accumulate knowledge, competencies, and credits toward eventual completion of professional certification or **higher education**. The law requires states to implement a progression of professional development that is based on current research

¹ <https://ccdf-fundamentals.icfcloud.com/health-and-safety-requirements>

and best practices and aimed toward improving the quality and stability of the childcare workforce.²

Coursework from an accredited IHE, entitled by Illinois Gateways, already meet the health and safety standards required of the CCDBG Act when bundled as coursework as part of a Level 2 credential. Yet, under existing guidelines, students at these institutions are not being awarded credit for this learning. Coursework from those institutions is already approved to meet the Health, Safety, and Well-Being (HSW) competencies outlined in the Illinois Gateways ECE credential framework. The competencies in the framework should align, if they do not already, with CCDBG requirements. We should not have separate systems and requirements of training and professional development for our workforce--it creates financial, professional, and time burdens for our workforce by requiring them to repeat training in areas in which they have already demonstrated competencies.

To include in a supplemental document: List of CCDBG Health and Safety Standards:

1. Prevention and control of infectious diseases (including immunization)
2. Prevention of sudden infant death syndrome and use of safe sleep practices
3. Administration of medication, consistent with standards for parental consent
4. Prevention and response to emergencies due to food and allergic reactions
5. Building and physical premises safety, including identification of and protection from hazards, bodies of water, and vehicular traffic
6. Prevention of shaken baby syndrome, abusive head trauma, and child maltreatment
7. Emergency preparedness and response planning for emergencies resulting from a natural disaster or a man-caused event (such as violence at a child care facility), within the meaning of those terms under section 602(a)(1) of the Robert T. Stafford Disaster Relief and Emergency Assistance Act [42 U.S.C. 5195a(a)(1)]
8. Handling and storage of hazardous materials and the appropriate disposal of bio contaminants
9. Appropriate precautions in transporting children (if applicable)
10. Pediatric first-aid and CPR
11. Recognition and reporting of child abuse and neglect

DISPOSITION:

PDAC Higher Education Committee

Approved: X Date: 10.18.19

Disapproved: Date:

DISPOSITION:

PDAC Steering

Approved: Date:

Disapproved: Date:

DISPOSITION:

PDAC

Approved: Date:

Disapproved: Date:

² CCDBG Act of 2014 658E(c)(2)(G)(ii)(I); Child Care and Development Fund, 45 C.F.R. § 98.44 (2016).

IDHS

Approved: Date:

Disapproved: Date:

- **The recommendation was not brought forward for a vote. This recommendation will be brought back for review.**

Discussion began with the recommendation regarding ECE Level 1 and then folded in the CCDBG recommendation.

- Cathy Main gave background regarding the recommendations.
 - In Illinois there was a push to get practitioners trained on the new standards.
 - The challenge is the pathway to get the ECE Level 1 credential is only attained by training.
 - The PDAC Higher Education Committee is trying to figure out how someone could demonstrate that they met CCDBG standards/ Level 1 through course work.
- Cindy Wall representing DHS shared:
 - Health and safety trainings have been a part of on-going negotiations with the unions. The contract has been ratified and IDHS is waiting for a final copy. Part of the negotiations have been a joint commission on the training requirements which is made up of the union and the state, and as needed, will bring in additional people.
 - Cindy put forward that the recommendation conversation can be put on hold until negotiations are finalized, and what IDHS is going to ask providers to take in order to meet the health and safety requirements.
- The PDAC Higher Education Committee wants to ensure practitioners who need to get into the workforce quickly, have college credit options similar to the ECE Level 1.
- For health and safety there are two identified pathways for CCDBG – Basics Training which is 2 hours online/face to face. You could also complete Tier 1 which is 12 hours face to face and then 8 hours online. The full ECE Level 1 is 48 hours face to face and then approximately 32 hours online. Basics meets CCDGB requirements, as does Tier 1. Some people opt to take the Full ECE Level 1.
- The Higher Education Committee believes in terms of building credential access there should be a college level equivalency so people are on the pathways through the credentialing system to be able to expand and build their careers should they choose to do so.
- Question: Is there a way to say that entitlement exists within the ECE Level 1 because we already know that content is covered because of the ECE Level 2, and we can crosswalk that back because of the stackability?
 - Answer: Part of what we are saying is the capacity for our higher education institutions is to pull out two or three courses a person can get the ECE Level 1, or when they complete 4 or 5 courses, they can award the ECE Level 2.

- Health and Safety requirements are part of the CCDBG final rule. Illinois must be accountable, and Illinois must sign off with what Illinois opted to be the Health and Safety child care assistance program requirements.
- Both the Basics and the ECE Level 1 are completely automated. If a person goes online and completes the ECE Level 1 modules they are completely automated, and it reports to their PDR.
- As the discussion was confusing it was recommended to set aside the CCDBG recommendation and concentrate on the Level 1 recommendation.
- There is a process in place for entitling higher education institutions. Gateways would need to reach out to institutions that are entitled for the Level 2 and look at current entitled applications, in order to figure out where the courses that lead to the Level 1.
- There is a \$65 credential application fee and the applicant would need to pay for the transcript when they complete the cadre of classes to get their ECE Level 1.
 - This would result in a group of people in the state who completed their ECE Level 1 using the college pathway through entitled institutions and a group of people using training who attain the credential for free.
- The Higher Education Tri-chairs asked to call for the vote.
- The Level 1 recommendation did not meet the threshold of moving forward to PDAC. The recommendation moves back to the Higher Education Committee for review and potential revision to bring back to PDAC Steering.
- Due to time constraints the CCDBG recommendation was not called for a vote.

The telenet was adjourned.



Professional Development Advisory Council (PDAC)

RECOMMENDATION FOR APPROVAL

DATE: October 30, 2019

COMMITTEE MAKING RECOMMENDATION: ESL & Bilingual Ad Hoc Credential Committee

RECOMMENDATION: The ESL & Bilingual Credential Committee recommends that up to a total of 18 competencies be allowed from Credential Approved trainings at Levels 2-4.

RATIONALE: Recognizing and valuing trainings through integration into the Gateways ESL & Bilingual Credential will create consistency with other existing Credentials and support those working with multicultural/multilingual families. Allowing Credential applicants the option of utilizing trainings to cover all 18 competencies at the ESL & Bilingual Credential Level 2 would incentivize development of a cadre of trainings to distinctly meet the Level 2 competencies so that there is a clear training pathway as well as a college course pathway. Trainings could also be designed to meet the gaps in competencies identified at other levels of the Credential. This model aligns with the Level 2 for the Infant and Toddler Credential, Family Child Care Credential, Family Specialist Credential, and the School-Age and Youth Development Credential.

DISPOSITION:

PDAC Qualifications and Credentials ESL & Bilingual Ad Hoc Credential Committee

Approved: X **Date: 10.30.19**

Disapproved: **Date:**

DISPOSITION:

PDAC Qualifications and Credentials Committee

Approved: X **Date: 11.5.19**

Disapproved: **Date:**

DISPOSITION:

Steering

Approved: **Date**

Disapproved: **Date:**



Gateways to Opportunity® ESL & Bilingual Credential Framework

	EDUCATION REQUIREMENTS	COLLEGE EDUCATION & TRAINING REQUIRED COMPETENCIES TO SUPPORT DUAL LANGUAGE LEARNERS	WORK & PRACTICAL EXPERIENCE WITH DUAL LANGUAGE LEARNERS	
LEVEL 5	Professional Educators License (ECE Credential Level 5 or higher)	ISBE ESL or Bilingual Endorsement Standards	ISBE ESL or Bilingual Endorsement Requires - 100 clock hours	LEVEL 5
LEVEL 4	ECE Credential Level 4 or higher	<i>Must meet all previous level competencies plus:</i> Human Growth and Development (HGD8) Observation and Assessment (OAS, OA5, OA6, OA7, OA8) Curriculum or Program Design (CPD5, CPD6, CPD7, CPD8) Interactions, Relationships, and Environments (IRE7, IRE8) Family and Community Relationships (FCR7, FCR8, FCR9) Personal and Professional Development (PPD4, PPD5, PPD6)	50 total hours of supervised experience with dual language learners and their families or 500 total hours of documented dual language learners work experience	LEVEL 4
LEVEL 3	ECE Credential Level 3 or higher	<i>Must meet all previous level competencies plus:</i> Human Growth and Development (HGD5, HGD6, HGD7) Observation and Assessment (OA3, OA4) Curriculum or Program Design (CPD2, CPD3, CPD4) Interactions, Relationships, and Environments (IRE4, IRE5, IRE6) Family and Community Relationships (FCR5, FCR6) Personal and Professional Development (PPD2, PPD3)	10 hours of supervised experience with dual language learners and their families or 450 total hours of documented dual language learners work experience	LEVEL 3
LEVEL 2	ECE Credential Level 2 or higher	<i>Must meet all previous level competencies plus:</i> Human Growth and Development (HGD1, HGD2, HGD3, HGD4) Health, Safety, and Well-Being (HSW1, HSW2, HSW3) Observation and Assessment (OA1, OA2) Curriculum or Program Design (CPD1) Interactions, Relationships, and Environments (IRE1, IRE2, IRE3) Family and Community Relationships (FCR1, FCR2, FCR3, FCR4) Personal and Professional Development (PPD1)	5 hours of observation with dual language learners and their families or 200 hours of documented dual language learners work experience	LEVEL 2

Up to 18 competencies may be documented through credential approved training for Levels 2–4

ESL & Bilingual Credential Competencies

HGD | Human Growth and Development

- 1 Identifies that exposure to more than one language during the early years has implications for young children's development and learning.
- 2 Describes the relationship between home language development and the development of English.
- 3 Describes the relationship between early socio-emotional and identity development to the development of all languages relevant to the child.
- 4 Describes how languages relevant at home, in the early childhood setting, and the community influence children's early multilingual development.
- 5 Names basic differences across the continuum of simultaneous and/or sequential multilingual development.
- 6 Summarizes the benefits of growing up multilingual across all developmental domains.
- 7 Explains the developmental and learning implications of simultaneous or sequential exposure to two or more languages during the early years.
- 8 Integrates knowledge of how children growing up with more than one language use all their language capacities to communicate with others and understand the world around them.

HSW | Health, Safety, and Well-Being

- 1 Describes the potential effect of family stressors associated with certain features of the sociocultural context.
- 2 Describes the relationship between early social and emotional development and identity development.
- 3 Describes how the use of home language and English impacts a child's sense of well-being.

IRE | Interactions, Relationships, and Environments

- 1 Outlines the importance of the quantity and quality of multilingual exposure at home and in the larger community.
- 2 Articulates the benefits of home language development and maintenance for strong relationships with family, including extended family.
- 3 Identifies the role that the home language plays in fostering strong connections to family and community in young children.
- 4 Implements relationship based strategies to support family knowledge of the benefits of multilingualism.
- 5 Describes and provides examples of how the use of all the languages relevant to the child at home, in the early childhood setting, and in the community influences children's multilingual development.
- 6 Identifies and utilizes evidence-based practices to support the use of children's home language(s) in the early childhood setting.
- 7 Incorporates prints and artifacts representative of the children's language(s) and culture(s) in the early childhood setting.
- 8 Demonstrates intentional and consistent use of language(s) throughout the day.

OA | Observation and Assessment

- 1 Identifies methods of collecting observational data related to language use.
- 2 Describes legal and ethical practices for identifying multilingual children and children with special needs.
- 3 Describes language assessment procedures, screening tools and observation methods in all relevant languages of the child to identify multilingual children.
- 4 Applies family friendly assessment strategies to assure families are part of the process.
- 5 Identifies evidence based instruments and practices for assessing multilingual children with special needs.
- 6 Selects and implements ethical, valid and reliable tools and techniques for assessing multilingual development and learning to inform group and individual planning and instruction according to the classroom language model.
- 7 Incorporates family goals regarding children's multilingual development in assessment and individual planning.
- 8 Adapts observation, screening and assessment strategies for multilingual children for all languages relevant to the child to inform individual planning and instruction.

CPD | Curriculum or Program Design

- 1 Identifies language models used in early childhood settings.
- 2 Identifies strategies for collecting information about a child's/family's assets and resources.
- 3 Identifies features of various classroom language models for multilingual children.
- 4 Plans culturally relevant learning experiences that are differentiated according the developmental profiles of the languages relevant to the child and that incorporate appropriate language development standards/ guidelines for multilingual children.
- 5 Implements appropriate learning experiences utilizing all languages relevant to the child as aligned with classroom language model.
- 6 Describes a variety of evidence-based pedagogical practices that support development and learning in all languages relevant to child and in alignment with language model used in early childhood setting.
- 7 Selects and implements evidence-based pedagogical methods and instructional strategies in all the languages relevant for children with all kinds of diversities.
- 8 Differentiates instruction through the incorporation of a child's/family's cultural knowledge, language, and experiences.

FCR | Family and Community Relationships

- 1 Identifies the potential impact of family and community's attitudes towards multilingualism on early multilingual development.
- 2 Identifies evidence based strategies to facilitate the use of all languages relevant to the child in the early childhood setting and when sharing information about children's care with families.
- 3 Explains the benefits of multilingualism to families.
- 4 Explains the relationship between the family's values and practices of multilingual and multicultural families and child development.
- 5 Describes and gives examples of the communication preferences of multilingual and multicultural families in terms of language and modality.
- 6 Identifies strategies to gather information about families' goals and preferences regarding children's multilingual development.
- 7 Accesses and applies knowledge about family and community resources to support early multilingual, multicultural development and strengthen the status and appreciation for the home language(s) and culture of the children.
- 8 Integrates families' goals regarding children's multilingual development into practices in early childhood setting.
- 9 Identifies areas of strengths, whether individual and/or communal, such as family composition, availability of support networks, and their potential impact on children's resilience.

PPD | Personal and Professional Development

- 1 Uses reflective strategies to identify and explore personal capacities and potential challenges related to role and responsibilities with multilingual, multicultural children, and families.
- 2 Works collaboratively with families, colleagues and administrators to advocate for children.
- 3 Engages in reflection and design of professional development plan that includes language and culture.
- 4 Creates a professional philosophy that elevates the status of home language and promotes diversity as it relates to language parity in programs, policies and practices.
- 5 Engages in ongoing, proactive work to dismantle biases and prejudices in programs and the larger professional community.
- 6 Manages interpretation/translation responsibilities of staff based on their skills and family needs in an ethical manner reflective of individual skills.



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PD229-6/2017 INCCORRA Revised 09/11/2019

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GATEWAYS TO OPPORTUNITY®

Illinois Professional Development System

Professional Development Advisory Council (PDAC)

RECOMMENDATION FOR APPROVAL

DATE: November 5, 2019

COMMITTEE MAKING RECOMMENDATION: PDAC Qualifications & Credentials (QC) Committee

RECOMMENDATION: The PDAC QC Committee recommends any Gateways to Opportunity Credential applications remain open for up to 3 years.

RATIONALE: Gateways Credentials awarded data shows 99% of all Gateways Credentials (excluding Level 1) are awarded with the first 36 months (3 years) of applying. The PDAC QC Committee recommends Gateways Credential applications remain open for up to 3 years.

DISPOSITION:

Qualifications & Credentials Committee

Approved: X Date: 11.5.19

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:





Professional Development Advisory Council (PDAC)

RECOMMENDATION FOR APPROVAL

DATE: September 11, 2019

COMMITTEE MAKING RECOMMENDATION: PDAC Qualifications & Credentials (QC) Committee

RECOMMENDATION: The PDAC QC Committee recommends the approval of the attached Gateways to Opportunity Gateways Family Specialist Career Lattice.

RATIONALE: The Gateways Family Specialist Career Lattice shows the Family Specialist Credential as the foundation for the Gateways Technical Assistance Credential. The IDHS Division of Family and Community Services ultimate goal is to help individuals and families achieve and maintain self-sufficiency (<https://eclkc.ohs.acf.hhs.gov/programs/illinois-head-start-collaboration-office>). The Family Specialist Credential was designed specifically for those who work in direct partnership with families using a strength-based relationship model. The career lattice gives clarity of pathway(s) to gaining higher levels of Gateways Family Specialist Credentials. By advancing on the Career Lattice, a practitioner can potentially open additional career opportunities for themselves.

DISPOSITION:

PDAC Qualifications & Credentials Committee

Approved: X Date: 9/11/2019
Disapproved: Date:

DISPOSITION:

PDAC Steering Committee

Approved: Date:
Disapproved: Date:

DISPOSITION:

PDAC

Approved: Date:
Disapproved: Date:

DISPOSITION:

IDHS, Bureau of Child Care and Development

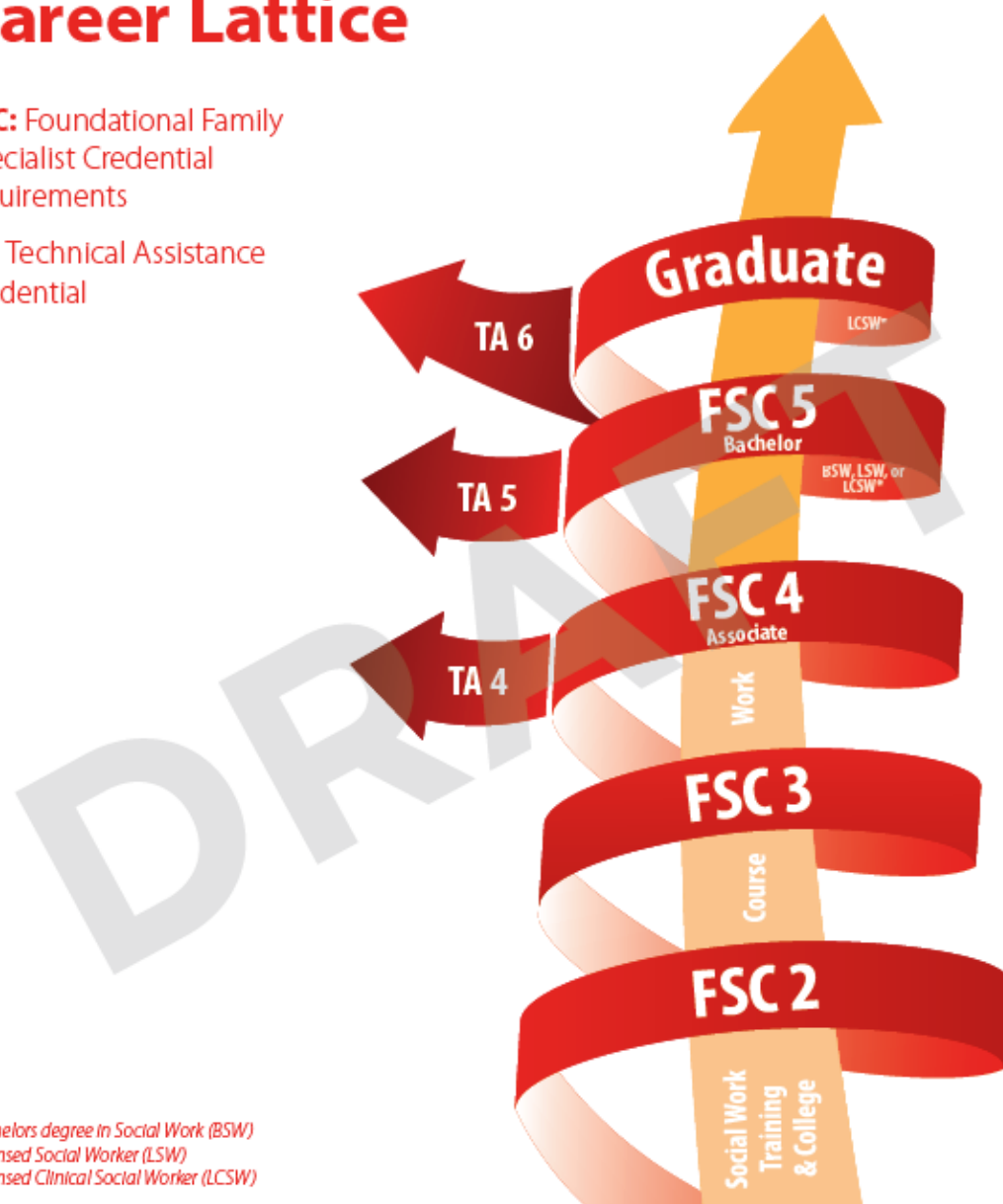
Approved: Date:
Disapproved: Date:



Gateways to Opportunity® Family Specialist Career Lattice

FSC: Foundational Family Specialist Credential requirements

TA: Technical Assistance Credential



*Bachelors degree in Social Work (BSW)
Licensed Social Worker (LSW)
Licensed Clinical Social Worker (LCSW)



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

RECOMMENDATION FOR APPROVAL

DATE: October 18, 2019

COMMITTEE MAKING RECOMMENDATION: Higher Education Committee

Recommendation:

Coursework from an entitled institution of higher education (IHE) at ECE levels 2 through 6, also be entitled for the Level 1 ECE credential. Level 1 content (foundational information in child development, health, nutrition, safety, child observation and guidance, creating relationship-based environments, family and community, personal and professional development, child development from birth to 3, and social, emotional, physical, language, and cognitive development for young children) is embedded in coursework at ECE levels 2 and higher. Language on "Entitlement confirmations" sent to IHEs should include Level 1 and the Level 1 should be indicated on individual Professional Development Records (PDRs) for any individuals who completed the aligned coursework towards a higher-level credential (levels 2-6). Additionally, those who have completed college level coursework aligned with the Level 1 competencies should be able to submit for a Level 1 credential on their PDR prior to having completed all Level 2 coursework.

Rationale:

Gateways to Opportunity credentials are designed to be stackable to ensure that professionals receive the preparation required for their position within a system that avoids unnecessary duplication of content. The fact that the Level 1 is "training only" undermines the structure and spirit of stackable credentials and the larger goal to increase the educational attainment of the Illinois ECE workforce. The current system creates additional burdens for individuals enrolled in college coursework. Awarding IHE's with ECE Levels 2-6 entitlement for ECE Level 1 would eliminate these burdens and further support professionalization of the first step of the state's career lattice. This would allow candidates to more effectively build their careers by earning stackable credentials toward more advanced levels via coursework that supports their attainment of college degrees and increases their transfer and advanced degree options while simultaneously meeting state/industry workforce employment requirements.

DISPOSITION:

PDAC Higher Education Committee

Approved: X Date: 10.18.19
 Disapproved: Date:

DISPOSITION:

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GATEWAYS TO OPPORTUNITY®

Illinois Professional Development System

Professional Development Advisory Council (PDAC)

RECOMMENDATION FOR APPROVAL

Date: October 18, 2019

Recommendation to IDHS re: Approved training for CCDBG standards in health and safety for childcare providers serving children and families with subsidies from CCDF.

Recommendation:

Coursework from an accredited institution of higher education (IHE) be approved to meet the health and safety standards required of childcare providers serving children and families receiving subsidies through Childcare and Development Funds (CCDF). The coursework must align specifically with the CCDBG required standards (see supplemental document) in health and safety for childcare providers and be offered through an I Gateways entitled institution.

Rationale:

The CCDBG Act requires Lead Agencies (i.e. Illinois DHS) to certify that there are health and safety requirements for licensed and license-exempt providers receiving CCDF and that states provide both pre-service and ongoing minimum health and safety training to meet those requirements.¹ The Administration for Children and Families (ACF), a division of the Department of Health & Human Services, further recommends that these trainings will be part of a broader systematic approach and progression of professional development within each state that will result in opportunities for child care providers to accumulate knowledge, competencies, and credits toward eventual completion of professional certification or higher education. The law requires states to implement a progression of professional development that is based on current research and best practices and aimed toward improving the quality and stability of the childcare workforce.²

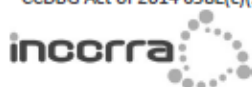
Coursework from an accredited IHE, entitled by Illinois Gateways, already meet the health and safety standards required of the CCDBG Act when bundled as coursework as part of a Level 2 credential. Yet, under existing guidelines, students at these institutions are not being awarded credit for this learning. Coursework from those institutions is already approved to meet the Health, Safety, and Well-Being (HSW) competencies outlined in the Illinois Gateways ECE credential framework. The competencies in the framework should align, if they do not already, with CCDBG requirements. We should not have separate systems and requirements of training and professional development for our workforce—it creates financial, professional, and time burdens for our workforce by requiring them to repeat training in areas in which they have already demonstrated competencies.

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5. Building and physical premises safety, including identification of and protection from hazards, bodies of water, and vehicular traffic
6. Prevention of shaken baby syndrome, abusive head trauma, and child maltreatment
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8. Handling and storage of hazardous materials and the appropriate disposal of bio contaminants
9. Appropriate precautions in transporting children (if applicable)
10. Pediatric first-aid and CPR
11. Recognition and reporting of child abuse and neglect

DISPOSITION:

PDAC Higher Education Committee

Approved: X Date: 10.18.19

Disapproved: Date:

DISPOSITION:

PDAC Steering

Approved: Date:

Disapproved: Date:

DISPOSITION:

PDAC

Approved: Date:

Disapproved: Date:

IDHS

Approved: Date:

Disapproved: Date:

