

**PDAC Workforce Development and Pathways**  
Meeting

September 21, 2016 [Type a quote from the document or the summary of an interesting point. You can position the text box anywhere in the document. Use the Drawing Tools tab to change the formatting of the pull quote text box.]

10:00AM – 3:00PM

Minutes

Allison Lowe Fotos	Joni Scritchlow
Beth Knight	Joyce Weiner
Cerathel Burnett	Julie Lindstrom
Chris Bzdon	Lou Anne Burton
Cindy Berrey	Lynn Burgett
Faith Arnold	Tara Mathien
Johnna Darragh Ernst	

**Welcome** – Johnna Darragh-Ernst and Cerathel Burnett, Co-chairs

**Approval of the Minutes**

- March 2, 2016
  - Lou Anne Burton moved to approve the minutes.
  - Chris Bzdon seconded the motion.
  - Minutes approved.

**Competencies: Inventory of the Roles, Benchmarks and Credentials** – Johnna Darragh-Ernst

- Competencies encapsulate knowledge, skills, and dispositions and represent the assessment points of all of these areas.
- Uber Competencies are now known as Illinois ECE Competencies.
- There are 55 competencies with the benchmarks encapsulated within them.
- The competencies are leveled.
- Johnna reviewed an example of the Competencies of the ECE Credential – Content Area F. (Attachment 2)
  - Benchmarks are included in the descriptor section along with the alignment to National Association for the Education of Young Children (NAEYC) and Illinois Professional Teaching Standards (IPTS).
- The competencies need to be looked at through the lens of providers and trainers as we move forward. In addition, need to be thoughtful and intentional in how to market and educate providers and trainers regarding the competencies.
- We will need to start conversations with higher education institutions, training entities, and the INCCRRA direct route staff regarding the impact of a competency based system.
- The competencies could be used as a resource for supervisors when looking at professional development, reflective practices, and helping staff move from one level to the next. Competencies could also be used for hiring, supervision, training, professional development and could be embedded in job descriptions.

**New Design of the Career Lattice** – Johnna Darragh-Ernst

- Lattice Pathway (Attachment 3)
  - Document shows what the levels look like and potential courses at Higher Education Institutions within the levels.
- ECE Competency Pathway (Attachment 4)
  - Document shows where the competencies completion would be placed within the levels.

#### **DCFS Ad Hoc for Staff Qualification – Beth Knight**

- Beth is the co-chair for the Training Committee of the DCFS Advisory Council.
  - On-going conversation around the challenges related to professional development, staffing, and compensation.
- The Ad Hoc workgroup on workforce issues held their first meeting in July 2016.
- Topics included:
  - Access to professional development hours and opportunities that can be used currently with limited resources.
  - Inadequate compensation to attract and retain a workforce.
    - Need to be mindful of Chicago’s minimum wage increase and federal overtime requirements.
  - Decreased course offerings at higher education institutions and limited understanding of many guidance counselors of ECE opportunities.
    - How can we encourage higher education institutions to offer different types of classes including weekend, hybrid, and online courses.
  - How do we collect and use data to help inform conversations in an intentional way.
  - Dual credit for high school students and ECE Credential Level 1 for high school students.
  - Assessment of prior learning, cohort models, and apprentice models were also brought up during the meeting.

#### **Workforce Development and Pathways Strategic Plan Goals – Cerathel Burnett**

- Develop a more comprehensive career lattice that clearly articulates varied pathways in the early childhood system.
- Analyze stackability of Gateways Credentials, and how they are offered and utilized, with the goal of providing multiple pathways.
- Explore how levers and supports, including Gateways Scholarships and Great START, can be used to strengthen Gateways Credentials.
  - The Financial Supports Committee is currently focusing on compensation, and are producing an infographic on compensation. WDP will ask the Financial Supports Committee for updates on their work, or will be invited to attend an upcoming telenet/meeting.
- Create continuity between Illinois Department of Children and Family Services and Gateways Credentials
  - Currently a high priority of the WDP Committee. The committee has drafted recommendations.
- Explore responsive practices for supporting Gateways Credentials attainment inclusive of direct and entitled routes.
  - WDP Committee has spent time discussing the continuity between the routes.
- Support state efforts for meaningful articulation between 2- and 4-year higher education institutions.
  - Focus on competencies and systems from the WDP Committee.

#### **DCFS Licensing, Registry and Transcripts Recommendation – Cerathel Burnett (Attachment 5)**

The committee added the word current to the draft recommendation.

- Recommendation: The PDAC Workforce Development and Pathways Committee recommends to the Illinois Department of Children and Family Services (DCFS) that teachers in a DCFS

licensed setting be a current member of the Gateways Registry and also have official current transcripts on file with INCCRRA by 2020.

- Rationale: These changes would allow the Day Care Licensing Representative (DCLR) to have one depository in order to review any qualifications of a teacher working in the DCFS licensed setting.

- **The recommendation was approved.**

#### **i2I Incubation to Innovation – Joni Scritchlow**

- Draft Goals and Recommendations
  - All working directly with children on a regular basis hold foundational level of competencies.
  - Ultimately, all teachers hold a Level 5 Credential, representing a Bachelor’s and specialized competencies. Recommendation to DCFS. Goal: all teachers will hold a Level 4 credential by 2030.
  - Ultimately, all assistant teachers will hold a Level 4 Credential, representing an Associates with specialized early childhood competencies. Recommendation to DCFS and Illinois State Board of Education. Goal: all assistant teachers will hold a Level 2 credential by 2025.

#### **Strategies for Promoting Bilingual/ESL – Joyce Weiner (Attachment 6)**

- The Higher Education Learning and Professional Development Work Group (HELP) have developed strategies and objectives for promoting bilingual/ESL and cultural competency pedagogy within Early Childhood teacher preparation programs. The objectives are intended to increase Illinois’ efforts in cultivating a linguistically and culturally diverse early childhood workforce.
  - Document highlights places where we are missing opportunities to either recruit or train candidates in early childhood.
  - Objectives two and three are the most relevant to the work of WDP Committee.
    - No portfolio for direct route.
    - Erikson Institute is doing a research study on bilingual emersion program.
    - It might be possible to require a portion of training hours at renewal to a topic related to multicultural and/or multilingual children and their families.

#### **Infograph – Julie Lindstrom**

- Draft Compensation Parity Report Infographic
  - Parity infograph was shared with the committee. The Financial Supports Committee is currently designing a compensation infograph. Staff will review documents and evaluate appropriate use and dissemination of the infographs.

#### **Adjourn**





**GATEWAYS TO OPPORTUNITY®**  
Illinois Professional Development System  
Competencies of the ECE Credential (Levels 2-5)

**Content Area F: FAMILY AND COMMUNITY RELATIONSHIPS**

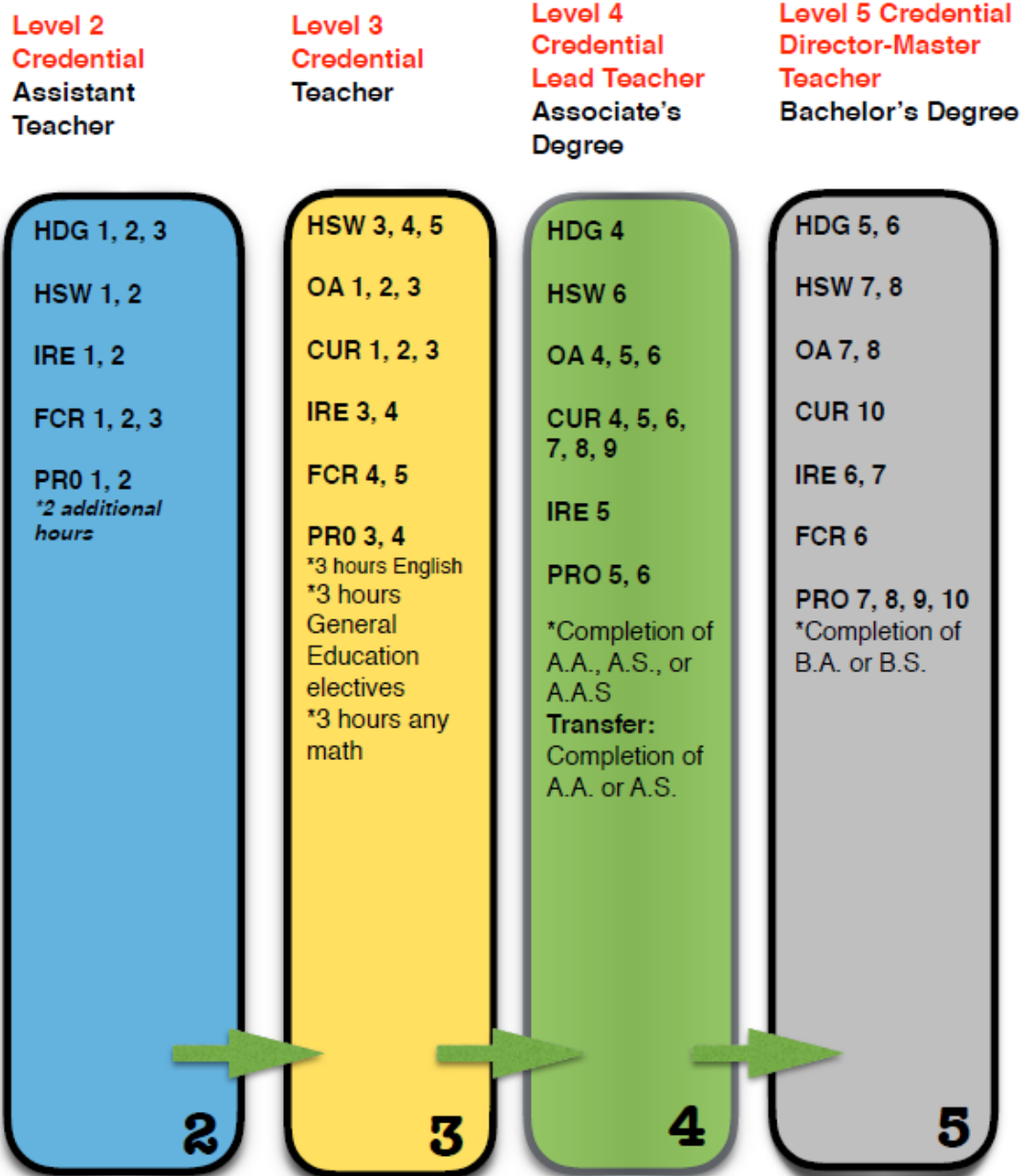
Early childhood practitioners understand and value the critical role of positive, collaborative partnerships with families, colleagues, and community service agencies. They respect multiple perspectives and demonstrate integrity in conveying their own personal and professional perspectives and values. They use their knowledge of family and social systems to create reciprocal, productive interpersonal relationships that recognize and enhance the contributions of family, program, and community participants to the development, learning, and wellbeing of young children, birth through age 8\*, and their families.

Level	Competency	Descriptor	NAEYC	IPTS
2	FCR1: Outlines the role and influence of families and communities on children's development, learning, and the early childhood setting.	<ul style="list-style-type: none"> <li>*Integrates information about the family system to develop goals for the child and/or family.</li> <li>*Recognizes challenges faced by families caring for children with diverse abilities.</li> <li>*Outlines ways the family and community members contribute to early care and education programs.</li> <li>*Describes the roles of family members, community agencies, and other community sources that can work together to create quality care and education programs.</li> <li>*Describes the various influences on families in relation to children, communities, and the larger society.</li> <li>*Cites examples of ways family structure and social, cultural, and linguistic backgrounds influence families in their interactions with each other and in their goals for their children.</li> </ul>	1b, 2a, 2c, 6c	1A, 1C, 8B, 8H, 8Q, 8T
2	FCR2: Identifies culturally and linguistically responsive communication and collaboration strategies designed to engage families in their children's care and education.	<ul style="list-style-type: none"> <li>*Identifies ways to show respect for variations in communication styles and home languages.</li> <li>*Describes the benefits and limitations of a variety of communication formats, including verbal, non-verbal, and written formats to engage families in effective and meaningful dialogue.</li> <li>*Describes how family context, including language, influences children's development and family priorities.</li> <li>*Gives examples of ways to show respect for life's diversities and influences on family's involvement in programs.</li> <li>*Gives examples of ways to engage in frequent contact and to collaborate with parents through a variety of communication strategies.</li> <li>*Identifies ways to collaborate with families to involve them in their children's care and education</li> </ul>	1b, 2a, 2b, 2c, 4a	1C, 1E, 1G, 3F, 6C, 8B, 8D, 8Q, 9L, 9Q
2	FCR3: Identifies and models respect for families by using strengths-based, culturally responsive practices.	<ul style="list-style-type: none"> <li>*Discusses variations across cultures in terms of family strengths, expectations, values, and childrearing practices.</li> <li>*Demonstrates respect for individual families relative to differences in family strengths, challenges, perspectives, and actions.</li> <li>*Identifies and explains potential influence of differences among families and cultures on practices within early care and education settings.</li> </ul>	1a, 1b, 1c, 2a, 2b, 2c	1A, 1C, 1E, 8A, 8D, 8O, 8P, 8Q, 9I

Level	Competency	Descriptor	NAEYC	IFTS
3	FCR4: Describes culturally and linguistically responsive communication and collaboration strategies which facilitate culturally sensitive expectations for children's development and learning and family engagement in assessment and goal setting.	<ul style="list-style-type: none"> <li>*Describes ways to foster family involvement in the assessment and goal-setting process.</li> <li>*Describes ways to foster partnerships between families and staff in order to inform curriculum planning.</li> <li>*Describes ways to collaborate with families to develop individually appropriate expectations for children's behaviors.</li> <li>*Identifies strategies to communicate with families regarding areas of concern, developing cooperative strategies to address potential difficulties.</li> <li>*Describes ways to incorporate families' desires and goals for their children into the early care and education setting.</li> <li>*Identifies ways to involve families in their children's care and education, including communication in the home language of the child when possible.</li> <li>*Relates to others the importance of acquiring knowledge about, and being responsive to, the diversity and complexity of dynamic family systems.</li> <li>*Develops a family profile based on family systems theory.</li> </ul>	2a, 2b, 2c, 3d, 4a, 5a, 5b, 5c, 6e	1A, 1C, 1E, 1G, 1I, 3F, 3K, 3L, 3O, 3P, 4E, 4H, 7P, 8B, 8D, 8F, 8K, 8L, 8P, 8Q, 8S, 8T, 9I, 9L, 9Q
3	FCR5: Selects and implements culturally and linguistically appropriate procedures designed to gather information about children and families, including child and family strengths, priorities, concerns, and needs, and collaboratively integrates this information into child, family, and program goals.	<ul style="list-style-type: none"> <li>*Chooses methods for gathering information about children and families, including their home lives and priorities.</li> <li>*Describes the general procedures, advantages, and problems of working with a multi-disciplinary team for different purposes.</li> <li>*Describes and discusses guidance techniques and opportunities for social interaction that lead to young children's healthy concept of self, self-regulation, and ability to interact appropriately with others.</li> <li>*Describes how a child's identity is developed within the family and community setting.</li> <li>*Demonstrates a variety of strategies for identifying family concerns and priorities related to their child and family.</li> </ul>	2a, 2b, 2c, 3d, 4a, 4b, 4c, 4d	1A, 1C, 1E, 3E, 3F, 3I, 3O, 7P, 8B, 8D, 8I, 8P, 8Q, 8S, 9L
5	FCR6: Designs collaborative assessment procedures and plans, informing child and program goals, with families as team members.	<ul style="list-style-type: none"> <li>*Recognizes and identifies family role and contributions to program processes. Develops reciprocal, productive interpersonal relationships that demonstrate the value of family contributions.</li> <li>*Creates policies and procedures to facilitate family participation in the assessment process.</li> <li>*Formulates strategies for collaboration with families and recognizes how that information informs the assessment process.</li> <li>*Collaborates with families and others in assessing children's developmental strengths and needs in developing individual and program goals</li> <li>*Gives examples of ways to show respect for life's diversities and influences on family's involvement in programs.</li> <li>*Formulates plans to capitalize on the family's importance as part of the team.</li> <li>Differentiates the elements of various family-oriented services.</li> </ul>	1a, 1b, 2a, 2b, 2c, 3a, 3d, 4a, 5c	1D, 1G, 1L, 2N, 3E, 3F, 3H, 3O, 7F, 7P, 7R, 8D, 8F, 8H, 8P, 8Q, 8S, 9L, 9M, 9N, 9Q, 9R



## Illinois ECE Competency Pathway



## Illinois ECE Lattice Pathway

**Level 2  
Credential  
Assistant  
Teacher**

\*Child Growth and Development  
\*Health Safety and Nutrition for the Young Child  
\*Child, Family and Community  
\*3 additional hours supporting competencies in Interactions, Relationships, and Environments and Personal and Professional Development  
\*2 additional hours

**2**

**Level 3  
Credential  
Teacher**

\*Observation and Assessment of the Young Child  
\*Curriculum  
\*3 hours English  
\*3 hours General Education electives  
\*3 hours any math

**3**

**Level 4  
Credential  
Lead Teacher  
Associate's  
Degree**

\*Child Development Practicum  
\*3 additional hours ECE  
\*Completion of A.A., A.S., or A.A.S.  
**Transfer:**  
Completion of A.A. or A.S.

**4**

**Level 5 Credential  
Director-Master  
Teacher  
Bachelor's Degree**

\*Additional required ECE coursework (minimum of 6 plus supervised experience)  
\*Completion of B.A. or B.S.

**5**





**RECOMMENDATION FOR APPROVAL**

**DATE:** September 21, 2016

**COMMITTEE MAKING RECOMMENDATION:** Workforce Development and Pathways

**RECOMMENDATION:** The PDAC Workforce Development and Pathways Committee recommends to the Illinois Department of Children and Family Services (DCFS) that teachers in a DCFS licensed setting be a current member of the Gateways Registry and also have official transcripts on file with INCCRRA by 2020.

**RATIONALE:** These changes would allow the Day Care Licensing Representative (DCLR) to have one depository in order to review any qualifications of a teacher working in the DCFS licensed settings.

**DISPOSITION:**

**PDAC Workforce Development and Pathways Committee**

**Approved:** **Date:**

**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:**





## **Higher Education Learning and Professional Development Work Group (HELP) Strategies for Promoting Bilingual/ESL and Cultural Competency Pedagogy within Early Childhood Teacher Preparation Programs**

A growing number of Illinois' children from birth through the early elementary grades have a home language other than English and are emerging dual language learners - that is they are simultaneously learning two or more languages including their home language and English. The U.S. Departments of Health and Human Services and Education have released a Policy Statement making clear that supporting bilingualism from the earliest years has wide ranging personal and societal benefits including enriched cognitive skills, social aptitude, and expanded employment opportunities for individuals as well as increased longer-term U.S. competitiveness in the world market.

The following objectives are intended to accelerate Illinois' efforts in cultivating a linguistically and culturally diverse early childhood workforce. Early childhood programs, regardless of funding stream, require staff with the knowledge, pedagogy and experience to promote healthy development for each child across all domains of learning including cognitive and social/emotional development.

### **Policy/Program Strategies**

#### **Objective 1 – Early Childhood Competencies**

- Ensure that resources are available to higher education faculty to support them in conveying relevant content and experiences with their students so that those learning to work with children and families have skills and knowledge for promoting development of children's home language and English, and that a foundation for bi-literacy and culturally responsive teaching practices is incorporated into the Gateways to Opportunity Early Childhood Competencies.
  - Uniform early childhood competencies and rubrics for demonstrating abilities will advance teacher preparation experiences at the Associate and Baccalaureate levels regardless of early childhood program funding streams supporting their classrooms.
  - Early childhood staff often take coursework without completing a degree program or they complete a program over an extended time frame. Embedding relevant content will strengthen staff knowledge and skills for engaging multilingual, multicultural children and families while staff are pursuing a degree over time.

- Higher education programs will make every effort to provide students with field opportunities that support skills for teaching multilingual, multicultural children.

### **Objective 2 – Gateways to Opportunity Credentials**

- Candidates seeking Gateways to Opportunity Credentials via the direct route should be instructed to include documentation within their portfolios of planning and executing classroom/group experiences with multilingual, multicultural children and their families.
  - Panel members who are reviewing direct route portfolios and other professional documentation should intentionally engage candidates who lack these experiences in discussions on how they can develop knowledge, skills, and capacity for supporting dual language learning children and their families.
    - ✓ Approximately 75% of Gateways credentials are currently granted through the direct route.
- Design a series of Gateways approved trainings that would provide knowledge and skills to existing teachers, assistant teachers, and program directors on instructional practices to enhance learning environments for dual language learners and children from non-white racial and cultural backgrounds.

### **Objective 3 – Associate Level Bilingual/ESL Credential or Certificate**

- Develop Bilingual/ESL credential or certificate at the Associate degree level to prepare all early childhood staff, including those in child care and Head Start settings, to work successfully with children and families in multilingual, multicultural early learning environments.
  - Identify the early childhood and bilingual experts through which an Associate level credential or certificate can be designed and a body of experts for vetting and feedback.
  - Align content of Associate level credential or certificate with the BA level Endorsement to permit courses at the Associate level to articulate towards an ISBE Bilingual/ESL Endorsement at the Baccalaureate level.
    - ✓ An Associate level credential or certificate would allow non-licensed staff to demonstrate proficiency in supporting children who are English Learners and increase their marketability and compensation to better meet the needs of IL's high-demand market.

### **Objective 4 – Bilingual/ESL Endorsement for Non-Licensed BA Early Childhood Teachers**

- Provide non-licensure Baccalaureate early childhood candidates access to ISBE Bilingual/ESL Endorsement coursework to increase the number of teaching staff with the knowledge and skills to support children's language and literacy development as well as culturally responsive teaching practices in early learning environments regardless of funding stream.
  - Increased access to coursework would allow non-licensed staff working in child care and Head Start programs to demonstrate proficiency in supporting children who are English Learners and increase their marketability and compensation to better meet the needs of IL's high-demand market.

- Encourage bilingual baccalaureate/graduate degreed teachers to take the language exam in conjunction with Endorsement courses in order to expand the number of early childhood teachers able to teach multilingual children in child care and Head Start settings.
  - ✓ These teachers will also increase the pool of candidates eligible to earn a 5<sup>th</sup> year Master’s degree and teaching license at several IL institutions.

**Objective 5 – Engage High School Graduates who hold a Seal of Biliteracy**

- Recruit and support IL high school graduates who hold a Seal of Biliteracy into the early childhood field.
  - Advocate for the IL Seal of Biliteracy serving as equivalency for a passing score on the language test towards a Bilingual Endorsement since it demonstrates a high level of proficiency in English and in reading, writing, listening and speaking in another language.
  - Advocate for the Seal of Biliteracy articulating towards 12 hours of World Language credit towards a college degree.

**Objective 6 – IL Articulation Initiative Panel**

- Ensure that courses approved by the IL Early Childhood Articulation Initiative include pedagogy, theory, and experiences for promoting English Learner language and literacy development and culturally responsive practices as a foundation for candidates to advance their knowledge and skills at the B.A. level.
  - Align content in Language and Literacy Development and Family and Community courses as well as other Associate level courses with the Bilingual/ESL Endorsement so that AA level courses can count towards a Bilingual/ESL certificate or Endorsement.

**Objective 7 – ExceleRate Quality Rating System**

- Provide expectations and guidance for culturally and linguistically responsive practice at the Bronze, Silver, and Goal levels of quality so that early childhood staff and programs will have a pathway for effectively instructing and engaging multilingual, multicultural children and families across all early childhood funding streams.

DRAFT DOCUMENT



