

**Illinois Early Learning Council
Family and Community Engagement
Principles & Practices Subcommittee**

Illinois Action for Children
*** 4753 N Broadway ***
(Bridgeview Bank Building)
12th Floor, Large Conference Room
Chicago, IL 60640

***Cars parked in Broadview Bank building will be towed.
Ample metered parking available in the lot across from the Bridgeview Bank Building (north side of
Lawrence Ave, immediately west of El tracks)***

July 22, 2015 • 1:30pm – 3pm

**Toll-Free Dial-in Number: 1-866-802-6672
Participant Passcode: 247 437**

Agenda

- Welcome and Introductions (10 min)
 - Leticia Parker, Rose Gallagher, Carmen Garcia, Julia Zhu, Stephanie Hellmer (INCCRRA), Jamilah Jor'dan (Chicago State), Joni Scritchlow (INCCRRA), Adrienne Stewart, Becky McBroom, Donna Emmons, Shauna Egeh, Toni Porter, Beth Lakier, Jill Bradley, Choua Vue
- Approval of minutes from 5/14/15 meeting. Minutes were approved.
- Presentation + Discussion: Gateways Family Specialist Credential, *Jamilah Jor'dan*
 - Background/Milestones:
 - Quality Practice Partnership convened in 2007-09 to look at supporting individuals as engaged in Family Support Work. Was looking at NY (Cornell University developed a framework used in about 20 states). In 2009, approached Gateways, began focusing the work. In 2012, had opportunity to survey over 100 key respondents (97% had staff working with families, 81% indicated need for professional development).

- In May 2015, launched pilot (ending December 2015), to look at framework, content, benchmarks. 279 practitioners have expressed interest in the pilot. 216 applicants as of June 2015 (190 “direct route” and 27 from “entitled route”). Currently 16 practitioners have been credentialed. Full state roll-out in July 2016.
 - “Direct route”: manually review each course on participant’s transcript, reviewed by blind committee. Way to validate and recognize not push everybody to start from scratch in school
 - “Entitled route”: 6 institutions agreed to align their coursework with these descriptions. Students graduating from these two-year & four-year institutions automatically align. Over time, encourage educational institutions to align.
 - Pilot Goals included engaging 4 to 6 two/four year universities, minimum of 150 practitioners, already surpassed both goals.
- Family Specialist Credential Framework:
 - Contains 5 levels, general education requirements, specific content area requirements, work and practical experience requirements, and professional contributions
 - The pilot is testing to see if type of content, as well as amount of content, are applicable.
 - At follow-up meeting, will provide more research background behind the benchmarks
 - Eventually will be able to search statewide course catalogue for courses that can meet Credential requirements
- Ways subcommittee can be helpful:
 - With P/P Subcommittee goal of exploring the community engagement piece, the credential doesn’t separate the two, thinking of family engagement, within the context of their community
 - Recommend we look at NAEYC accreditation standards as family and community engagement is addressed there.

- P/P members could help distribute needs surveys to those directly working in field and employers in the field. Use this feedback to help refine the credential.
 - As larger roll-out approaches, P/P members can help spread word, enrollment, advertise. Pilot still accepting applicants.
- Can P/P collaborate to compile a resource of existing Family and Community Engagement training opportunities? If so, where would it be housed? For example, on ExceleRate website, some Awards of Excellence have done this.
- Providers interested in peer-to-peer networks:
 - Suggestion: Go to NAEYC website, look up "Interest Forums" to see if one has been convened around
- Work Plan Discussion:
 - Objective #2: Assess the professional development opportunities in Family and Community Engagement
 - Action Step #1: Survey and compile existing professional development resources focused on Family and Community Engagement
 - Action Step #2: Research various types of models for developing peer-learning networks, communities of practice, and peer-to-peer support systems focused on improving Family and Community Engagement.
- Next Steps (10 min)
- FY16 Principles & Practices Subcommittee meetings (1:30pm – 3pm)
 - September 9, 2015
 - December 9, 2015
 - March 9, 2016
 - June 8, 2016