

# DVR Meeting

## October 29, 2018

### Child Care Advisory Council Meeting

Members Present: Jen Maldonado (Leyden), Alicia Kadlitz (Leyden), Valarie Berger (Leyden), Connie Jesukatis(Proviso West), Patty Heidel (Proviso East), Jackie Morris (Oak Park River Forest), Ally Miller(Triton), Natalie Hornik (Oak Park River Forest), Natalie Young (NIU), Tim Nystrom (Triton), Kristina Wilson (Sitters Studio), Kevin Li (Triton), Ric Segoria (Triton), Carol Barbahen (Bright Horizons), Colleen Loew (Bright Horizons), Angela Staunton (Triton), Cindy Mentone (Triton), Victoria Tenuta (Oak Park River Forest), Josephine Sarvis (Dominican)

#### 1. Introductions

- a. The group made introductions, as there were a lot of new faces at the meeting.
- b. Lunch was provided by Triton.

#### 2. Program Updates

- a. Triton is in the brainstorming stage of offering cohorts within the community.
  - i. This would be a great opportunity for an employer to offer their staff the classes to expand their certification.
  - ii. Employees would form the cohort and work together through the program.
  - iii. This would also allow Triton the ability to work very closely with the cohort.
- b. Triton is also working on a course to incorporate the soft skills into their curriculum requirements.
- c. Triton is considering discontinuing the paraprofessional program due to lack of interest.
  - i. ISBE is allowing ECE students to work in the school prior to program completion.
  - ii. ISBE requires 60 hours of college work in any field to work as a paraprofessional
- d. Triton would like to start an Early Childhood Club.
  - i. Increase involvement
  - ii. Attend workshops and conferences outside of the classroom.
- e. Connie discussed the FCCLA events that are in the ECE area.
  - i. There is Perkin's money for districts starting a CTSO. (Career Technical Student Organization)
  - ii. Some schools run FCCLA as a club that is also supported in the classroom.

#### 3. Dual Credit

- a. Course must be articulated with Triton.
  - i. Content must be aligned with Triton's outline as well as meet ISBE Requirements.
  - ii. Instructor must be approved to teach the course.
    1. Resume
    2. Philosophy of teaching/Cover letter
    3. Transcripts
    4. Application
- b. Dual credit students must apply to the college and take the Accuplacer test.
  - i. The group discussed the hurdles regarding the Accuplacer test.
  - ii. Triton faces the same hurdles and the current board requirements.
  - iii. Could high school PSAT scores be used?
  - iv. Why test students at all? They should retest upon entering Triton, so double the cost for Triton.
  - v. Dual credit numbers would be much higher without the Accuplacer requirement.
- c. Valarie Berger discussed the DVR Chair position for FACS, and encourage members to consider the position for 1920 school year.
- d. High Education Dual Credit Quality Act (attached at end of minutes.)
  - i. Program must be in compliance with state laws.
  - ii. Courses must be college level courses.
  - iii. Triton will need copies of all syllabi to ensure learning objectives are comparable to Triton's courses. Requirements needed on the syllabus are attached after these minutes.
    1. High Schools should have a syllabus that meets the ISBE requirements or their content on the front page.

2. Then add subsequent pages that meet the college requirement for a syllabus. The high school students will then see the college syllabus as well.

#### **4. Early Childhood Workforce**

- a. Curriculum is now child led and built rather than themed.
- b. Students start with a theme based at Triton and progress and to a child based curriculum.
- c. There is a shortage in applicants, so companies will hire for attitude and train on site.
- d. New hires struggle with customer service and building parent relationships.
  - i. Communication with parent regarding concerns in the classroom.
  - ii. Communicating issues with a positive tone.
- e. Employers are surveying soft skills in addition to references and applications.
- f. Employees need to be tech savvy. Employers are using ECE programs and storing lesson plans online.
- g. ECE teachers need to be non-linear creative thinkers, who can quickly improvise as unwritten/unplanned situation arise.
- h. Average position takes approximately 6 months to fill.
- i. Bright Horizons is offering scholarships to employees to help them earn the certification while they work at the center as an assistant.

#### **5. Gateways to Opportunity**

- a. Credentials are being evaluated and adding a bilingual piece to them
- b. Gateways flyer is attached at the end of the minutes.

#### **6. University Partners**

- a. Dominican has k-12, secondary, and ECE programs.
- b. Illinois now requires all public colleges to accept AP scores of 3 or higher.
- c. Students must pass the test prior to student teaching.
  - i. ISBE will not allow the test of academic proficiency as the test.
  - ii. College students will need to earn a 22 on the ACT or 1110 on the SAT.
- iii. Students will also need to pass the EDTPA during student teaching.
- iv. Students also need to pass their content test.
- v. Students will need a digital portfolio.
- vi. Universities are looking for an option for students who cannot pass the required tests.
- vii. NIU has embedded ELL into their curriculum, so their teachers have it upon graduation.

TRITON COLLEGE BOARD POLICY

**BOARD OF TRUSTEES, DISTRICT 504**

**ACADEMIC AFFAIRS**

**COURSE SYLLABI**

**POLICY 6080**  
**ADOPTED: 06/25/91**  
**AMENDED: 05/18/93**  
**AMENDED: 08/17/99**  
**AMENDED: 04/28/09**

The Triton College Board of Trustees and the College President require that an up-to-date instructor-developed syllabus based on the college-approved course outline be required for each course.

The syllabus is to include:

1. Course, semester, and instructor identification
2. Conference availability
3. Required text and supplemental texts
4. Course objectives
5. Course structure
6. Course requirements
7. Grading policy
8. Attendance policy
9. Automatic withdrawals and penalties
10. Course content covered each week
11. A statement of academic honesty

Instructors must give a copy of the course syllabus to each student enrolled in the class and an electronic copy to their appropriate supervisor as determined by the Vice President of Academic Affairs.

## Information maintained by the Legislative Reference Bureau

Updating the database of the Illinois Compiled Statutes (ILCS) is an ongoing process. Recent laws may not yet be included in the ILCS database, but they are found on this site as Public Acts soon after they become law. For information concerning the relationship between statutes and Public Acts, refer to the Guide.

Because the statute database is maintained primarily for legislative drafting purposes, statutory changes are sometimes included in the statute database before they take effect. If the source note at the end of a Section of the statutes includes a Public Act that has not yet taken effect, the version of the law that is currently in effect may have already been removed from the database and you should refer to that Public Act to see the changes made to the current law.

## HIGHER EDUCATION (110 ILCS 27/) Dual Credit Quality Act.

(110 ILCS 27/1)

Sec. 1. Short title. This Act may be cited as the Dual Credit Quality Act.  
(Source: P.A. 96-194, eff. 1-1-10.)

(110 ILCS 27/5)

Sec. 5. Definitions. In this Act:  
"Dual credit course" means a college course taken by a high school student for credit at both the college and high school level.  
"Institution" means an "institution of higher learning" as defined in the Higher Education Student Assistance Act.  
(Source: P.A. 96-194, eff. 1-1-10.)

(110 ILCS 27/10)

Sec. 10. Purpose. The purpose of this Act is to accomplish all of the following:

- (1) To reduce college costs.
- (2) To speed time to degree completion.
- (3) To improve the curriculum for high school students and the alignment of the curriculum with college and workplace expectations.
- (4) To facilitate the transition between high school and college.
- (5) To enhance communication between high schools and colleges.
- (6) To offer opportunities for improving degree attainment for underserved student populations.

(Source: P.A. 96-194, eff. 1-1-10.)

(110 ILCS 27/15)

(Text of Section before amendment by P.A. 100-1049)  
Sec. 15. Student access, eligibility, and attainment.

- (a) The Illinois Community College Board and the Board of Higher Education shall develop policies to permit multiple appropriate measures using differentiated assessment for granting eligibility for dual credit to students. The measures developed shall ensure that a student is prepared for any coursework in which the student enrolls.
- (b) Institutions may adopt policies to protect the academic standing of students who are not successful in dual credit courses, including, but not limited to, options for (i) late withdrawal from a course, or (ii) taking the course on a pass-fail basis, or both. All institutional policies relating to the academic standing of students enrolled in dual credit courses or the transfer of credit for dual credit courses must be made

publicly available by the institution and provided to each student enrolled in dual credit courses offered by that institution.

(Source: P.A. 96-194, eff. 1-1-10.)

(Text of Section after amendment by P.A. 100-1049)

Sec. 15. Student academic standing.

Institutions may adopt policies to protect the academic standing of students who are not successful in dual credit courses, including, but not limited to, options for (i) late withdrawal from a course, or (ii) taking the course on a pass-fail basis, or both. All institutional policies relating to the academic standing of students enrolled in dual credit courses or the transfer of credit for dual credit courses must be made publicly available by the institution and provided to each student enrolled in dual credit courses offered by that institution.

(Source: P.A. 100-1049, eff. 1-1-19.)

(110 ILCS 27/16)

(This Section may contain text from a Public Act with a delayed effective date)

Sec. 16. High school and community college partnership agreements; dual credit. A community college district shall, upon the request of a school district within the jurisdiction of the community college district, enter into a partnership agreement with the school district to offer dual credit coursework.

A school district may offer any course identified in the Illinois Articulation Initiative General Education Core Curriculum package under the Illinois Articulation Initiative Act as a dual credit course on the campus of a high school of the school district and may use a high school instructor who has met the academic credential requirements under this Act to teach the dual credit course.

The partnership agreement shall include all of the following:

(1) The establishment of the school district's and the community college district's respective roles and responsibilities in providing the program and ensuring the quality and instructional rigor of the program. This must include an assurance that the community college district has appropriate academic control of the curriculum, consistent with any State or federal law and as required or negotiated with the Higher Learning Commission or other applicable accrediting agency.

(2) The dual credit courses that the school district will offer its students and whether those courses will be offered on the high school or community college campus or through an online platform established by the Illinois Community College Board.

(3) The establishment of academic criteria for granting eligibility for high school students to enroll in dual credit coursework. The academic criteria shall be evidence-based and shall include multiple appropriate measures to determine whether a student is prepared for any dual credit coursework in which the student enrolls.

(4) The establishment of any limitations that the school district or community college district may put on course offerings due to availability of instructors, the

availability of students for specific course offerings, or local board policy.

(5) The requirement that the dual credit instructor meet the academic credential requirements to teach a dual credit course, consistent with paragraphs (1), (2), and (3) of Section 20 of this Act, but shall not be required to exceed those credentials.

(6) The collaborative process and criteria by which the school district shall identify and recommend and the community college district shall review and approve high school instructors of dual credit courses taught on the campus of a high school. This provision shall require that the school district be responsible for hiring and compensating the instructor.

(7) The requirement that a community college district take the appropriate steps to ensure that dual credit courses are equivalent to those courses offered at the community college in quality and rigor to qualify for college credit. The dual credit programs shall encompass the following characteristics:

(A) Student learning outcomes expected for dual credit courses in General Education Core Curriculum courses and the professional and career and technical disciplines shall be the same as the student learning outcomes expected for the same courses taught on the postsecondary campus.

(B) Course content, course delivery, and course rigor shall be evaluated by the community college chief academic officer or his or her designee, in consultation with the school district's superintendent or his or her designee. The evaluation shall be conducted in a manner that is consistent with the community college district's review and evaluation policy and procedures for on-campus adjunct faculty, including visits to the secondary class. This evaluation shall be limited to the course and the ability of the instructor to deliver quality, rigorous college credit coursework. This evaluation shall not impact the instructor's performance evaluation under Article 24A of the School Code.

(C) The academic supports and, if applicable, guidance that will be provided to students participating in the program by the high school and the community college district.

(8) Identify all fees and costs to be assessed by the community college district for dual credit courses. This provision shall require that any fees and costs assessed for dual credit courses shall be reasonable and promote student access to those courses, and may take into account regional considerations and differences.

(9) The community college district shall establish a mechanism for evaluating and documenting on a regular basis the performance of students who complete dual credit courses, consistent with paragraph (9) of Section 20 and Section 30 of this Act, and for sharing that data in a meaningful and timely manner with the school district. This evaluation shall be limited to the course and the coursework. This evaluation shall not impact the instructor's performance evaluation under Article 24A of the School Code.

If, within 180 calendar days of the school district's initial request to enter into a partnership agreement with the community college district, the school district and the

community college district do not reach agreement on the partnership agreement, then the school district and community college district shall jointly implement the provisions of the Model Partnership Agreement established under Section 19 of this Act for which local agreement could not be reached. A community college district may combine its negotiations with multiple school districts to establish one multi-district partnership agreement or may negotiate individual partnership agreements at its discretion.

(Source: P.A. 100-1049, eff. 1-1-19.)

(110 ILCS 27/17)

(This Section may contain text from a Public Act with a delayed effective date)

Sec. 17. Out-of-state dual credit contracts. On or after the effective date of this amendatory Act of the 100th General Assembly, a school district may not enter into a new contract with an out-of-state institution to provide a dual credit course without first offering the community college district in the district in which the school district is located the opportunity to provide the course. Prior to entering into a contract with an out-of-state institution, the school district shall notify the Board of Higher Education of its intent to enter into an agreement with an out-of-state institution. The Board of Higher Education shall have 30 days to provide the school district with a list of in-state institutions that can provide the school district an equivalent dual credit opportunity. In deciding which dual credit courses to offer, a school district reserves the right to evaluate any dual credit course offered by any institution for quality, rigor, and alignment with the school district's students' needs.

Agreements to provide dual credit courses between a school district and an out-of-state institution in existence on the effective date of this amendatory Act of the 100th General Assembly shall remain in effect and shall not be impacted by this Section.

(Source: P.A. 100-1049, eff. 1-1-19.)

(110 ILCS 27/18)

(This Section may contain text from a Public Act with a delayed effective date)

Sec. 18. Recognition of dual credit coursework completion. Any General Education Core Curriculum dual credit coursework completed by a high school student under this Act must be recognized as credit-bearing college-level coursework meeting General Education Core Curriculum requirements, consistent with the Illinois Articulation Initiative Act, if the course or courses have an existing Illinois Articulation Initiative code at the community college. Dual credit coursework completed by a high school student under this Act is transferrable to all public institutions in this State on the same basis as coursework completed by a public community college student who has previously earned a high school diploma in the manner set forth under the Illinois Articulation Initiative Act.

(Source: P.A. 100-1049, eff. 1-1-19.)

(110 ILCS 27/19)

(This Section may contain text from a Public Act with a delayed effective date)

Sec. 19. Model Partnership Agreement and Dual Credit Committee. A Model Partnership Agreement shall be developed

through a Dual Credit Committee involving collaboration between the Illinois Community College Board and the State Board of Education by June 30, 2019. The Committee shall consist of 5 members appointed by the State Superintendent of Education and 5 members appointed by the Executive Director of the Illinois Community College Board. The Model Partnership Agreement shall address all of the matters set forth in Section 16 of this Act. (Source: P.A. 100-1049, eff. 1-1-19.)

(110 ILCS 27/20)

(Text of Section before amendment by P.A. 100-1049)

Sec. 20. Standards. All institutions offering dual credit courses shall meet the following standards:

(1) Instructors teaching credit-bearing college-level courses for dual credit must meet the same academic credential requirements as faculty teaching on campus and need not meet certification requirements set out in Article 21 of the School Code.

(2) Instructors in career and technical education courses must possess the credentials and demonstrated teaching competencies appropriate to the field of instruction.

(3) Students must meet the same academic criteria as those enrolled in credit-bearing college courses, including taking appropriate placement testing.

(4) Course content must be the same as that required for credit-bearing college courses.

(5) Learning outcomes must be the same as for credit-bearing college courses and be appropriately measured.

(6) Institutions shall provide high school instructors with an orientation in course curriculum, assessment methods, and administrative requirements before high school instructors are permitted to teach dual credit courses.

(7) Dual credit instructors must be given the opportunity to participate in all activities available to other adjunct faculty, including professional development, seminars, site visits, and internal communication, provided that such opportunities do not interfere with an instructor's regular teaching duties.

(8) Every dual credit course must be reviewed annually by faculty through the appropriate department to ensure consistency with campus courses.

(9) Dual credit students must be assessed using methods consistent with students in traditional credit-bearing college courses.

(Source: P.A. 96-194, eff. 1-1-10.)

(Text of Section after amendment by P.A. 100-1049)

Sec. 20. Standards. All institutions offering dual credit courses shall meet the following standards:

(1) High school instructors teaching credit-bearing college-level courses for dual credit must meet any of the academic credential requirements set forth in paragraph (1), (2), or (3) of this Section and need not meet higher certification requirements or those set out in Article 21B of the School Code:

(A) Approved instructors of dual credit courses shall meet any of the faculty credential standards allowed by the Higher Learning Commission to determine



minimally qualified faculty. At the request of an instructor, an instructor who meets these credential standards shall be provided by the State Board of Education with a Dual Credit Endorsement, to be placed on the professional educator license, as established by the State Board of Education and as authorized under Article 21B of the School Code and promulgated through administrative rule in cooperation with the Illinois Community College Board and the Board of Higher Education.

(B) An instructor who does not meet the faculty credential standards allowed by the Higher Learning Commission to determine minimally qualified faculty may teach dual credit courses if the instructor has a professional development plan, approved by the institution and shared with the State Board of Education, within 4 years of the effective date of this amendatory Act of the 100th General Assembly, to raise his or her credentials to be in line with the credentials under subparagraph (A) of this paragraph (1). The institution shall have 30 days to review the plan and approve an instructor professional development plan that is in line with the credentials set forth in paragraph (2) of this Section. The institution shall not unreasonably withhold approval of a professional development plan. These approvals shall be good for as long as satisfactory progress toward the completion of the credential is demonstrated, but in no event shall a professional development plan be in effect for more than 3 years from the date of its approval. A high school instructor whose professional development plan is not approved by the institution may appeal to the Illinois Community College Board or the Board of Higher Education, as appropriate.

(C) The Illinois Community College Board shall report yearly on its Internet website the number of teachers who have approved professional development plans under this Section.

(2) A high school instructor shall qualify for a professional development plan if the instructor:

(A) has a master's degree in any discipline and has earned 9 graduate hours in a discipline in which he or she is currently teaching or expects to teach; or

(B) has a bachelor's degree with a minimum of 18 graduate hours in a discipline that he or she is currently teaching or expects to teach and is enrolled in a discipline-specific master's degree program; and

(C) agrees to demonstrate his or her progress toward completion to the supervising institution, as outlined in the professional development plan.

(3) An instructor in career and technical education courses must possess the credentials and demonstrated teaching competencies appropriate to the field of instruction.

(4) Course content must be equivalent to credit-bearing college-level courses offered at the community college.

(5) Learning outcomes must be the same as credit-bearing college-level courses and be appropriately measured.

(6) A high school instructor is expected to participate in any orientation developed by the institution

for dual credit instructors in course curriculum, assessment methods, and administrative requirements.

(7) Dual credit instructors must be given the opportunity to participate in all activities available to other adjunct faculty, including professional development, seminars, site visits, and internal communication, provided that such opportunities do not interfere with an instructor's regular teaching duties.

(8) Every dual credit course must be reviewed annually by faculty through the appropriate department to ensure consistency with campus courses.

(9) Dual credit students must be assessed using methods consistent with students in traditional credit-bearing college courses.

(Source: P.A. 100-1049, eff. 1-1-19.)

(110 ILCS 27/25)

Sec. 25. Oversight, review, and reporting.

(a) The Illinois Community College Board shall be responsible for oversight and review of dual credit programs offered jointly by public community colleges and high schools. The Illinois Community College Board shall implement a review process and criteria for evaluating dual credit program quality based upon the standards enumerated in Section 20 of this Act.

(b) The Board of Higher Education shall be responsible for oversight and review of dual credit programs offered jointly by high schools and institutions, except for public community colleges as provided in subsection (a) of this Section. The Board of Higher Education shall develop and implement a review process based on the standards enumerated in Section 20 of this Act.

(c) Each institution shall report annually to the appropriate agency, the Illinois Community College Board or the Board of Higher Education. The reports shall include, but not be limited to, the following data:

(1) Number and description of dual credit courses.

(2) Faculty teaching dual credit courses and their academic credentials.

(3) Enrollments in dual credit courses.

(4) Sites of dual credit offerings.

(Source: P.A. 96-194, eff. 1-1-10.)

(110 ILCS 27/30)

Sec. 30. Accountability.

(a) The State Board of Education, the Illinois Community College Board, and the Board of Higher Education shall include information regarding student participation and performance in dual credit programs and their success in postsecondary education in a statewide longitudinal data system.

(b) The data system shall track dual credit students and courses on student records.

(c) Analysis of data relating to student success in dual credit courses as well as performance in postsecondary education must be incorporated into the evaluation of dual credit programs in both high school and college.

(Source: P.A. 96-194, eff. 1-1-10.)

(110 ILCS 27/35)

(This Section may contain text from a Public Act with a delayed effective date)

Sec. 35. Dual Credit Grant. Subject to appropriation, the

Illinois Community College Board shall award funds to community college districts to expand their service and lower costs for high school students desiring to take college-level classes prior to receiving their high school diploma to accelerate their college coursework.

(Source: P.A. 100-1049, eff. 1-1-19.)

Gateways to Opportunity

**ECE, Infant Toddler and Illinois Director**

# Credentials

## Gateways to Opportunity

Gateways to Opportunity is a statewide professional development system, designed to support Illinois early care and education, school-age and youth development practitioners.

## Gateways to Opportunity Credentials and Higher Education Institutions

Triton College has aligned its coursework with the requirements for the ECE, Infant Toddler (ITC) and Illinois Director (IDC) Credentials. Students who complete specific required courses which meet Gateways Credential requirements may receive Credential(s) recognized by the state of Illinois.

## Triton College

Completion of the following courses at Triton College can lead to attainment of the Gateways Credentials.

### Take the following coursework to qualify for the ECE Credential Level 2:

ECE 110 Child, Growth, & Development  
ECE 111 Introduction to ECE  
ECE 118 Health, Safety, and Nutrition  
ECE 138 Observation & Guidance

### Add the following coursework and complete an Associate's Degree to qualify for ECE Credential Level 4:

ECE 121 Language Development  
ECE 233 Creative Activities for Young Children  
ECE 231 Science and Math for Young Children  
ECE 142 Students with Disabilities  
ECE 146 Child, Family, and Community  
ECE 251 Practicum  
ECE 252 Seminar

### Meet the requirements for ECE Credential Level 2 and add the following coursework to qualify for the ITC Level 2:

ECE 115 Infant/Toddler Development

### Meet the requirements for ITC Level 2, ECE Credential Level 4, and add the following coursework to qualify for the ITC Level 4:

ECE 122 Infant/Toddler Care and Curriculum

### Meet the requirements for ECE Credential Level 4 and add the following coursework to qualify for the IDC Level 4:

ECE 250 Administration & Supervision  
HIA 115 Food Service and Sanitation  
HIA 115 First Aid CPR