

Professional Development Advisory Council
June 2, 2021
Zoom Meeting Minutes

Bela Mote	Joni Scritchlow	Pam Womack
Beth Knight	Julia Auch	Pat Chamberlain
Carolyn Beal	Julie Lindstrom	Pat Steinhaus
Cathy Main	Karen McCarthy	Paula Burris
Connie Shugart	Kate Connor	Paula Schnicker Johnson
Cynthia Wall	Larissa Mulholland	Rebecca Livengood
Darlene Wills	Lauri Morrison Frichtl	Robert Hughes
Dawn Munson	Leslie Layman	Ruth Kimble
Diane King	Lynn Burgett	Sandy Young
Elva DeLuna	Madelyn James	Shanna Edison
Emily Dorsey	Marcy Mendenhall	Sharyl Robin
Gail Nelson	Marie Donovan	Shauna Ejeh
Harold Pursey	Marilyn Toliver	Sherry Fang
Heidi Elliott	Marilynn Ward	Sinthu Ramalingam
Hollie Hoole	Marsha Hawley	Stephanie Bernoteit
Jenny Kemp Berchtold	Medina Bailey	Stephanie Hellmer
Jill Bella	Melissa Batchelor	Tamara Notter
Joan Longtin	Melissa Szymczak	Tammy Landgraf
Johnna Darragh Ernst	Miranda Lin	Tom Pavkov
Joleen Patton	Nichole Miller	Wendy Uptain
	Olga Torres	William Hill

PDAC Welcome Marsha Hawley, Johnna Darragh Ernst and Stephanie Bernoteit

Review and Approval of Minutes (Attachment A)

- April 21, 2021
 - Marie Donovan moved to approve.
 - Marcy Mendenhall seconded the motion.
 - Minutes were approved.

Presentation by Prerna Richards:

“Diversity, Inclusion, Equality and Equity! – What’s the Difference.

- Objectives of the Presentation
 - Name the differences between diversity, inclusion, equality and equity
 - Describe the role of emotional intelligence in support DEI
 - Ways of becoming an anti-biased educator
 - Ways to support children self-esteem and confidence
- Discussion around recognizing the need to change

- The role of emotional intelligence
- Self-awareness and social awareness
 - Self-awareness: awareness of our reactions, responses, and our unconscious biases
 - Social awareness: empathy for other’s perspectives and experiences
- Diversity:
 - It means understanding that each individual is unique and recognizing our individual differences. These can be along the dimension of race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, learning differences, religious beliefs, political beliefs, or other ideologies.
- Inclusion:
 - The act of including someone or something as part of a group, list etc., or a person or thing that is included. It is a feeling of being accepted, and a deliberate act of acceptance.
- Equality
 - Equality means having access to equal opportunities, universal access no matter the race and socio-economic status.
- Equity:
 - Equity means making the playing field level, giving what each person needs to succeed keeping their individual circumstances in mind.
- Breakout rooms used to facilitate conversations on:
 - Do you remember how old you were when you became aware of your race and your reaction to it?

What is the right age to talk about differences?



- Have you heard or used the phrase “color blind” what are your thoughts regarding it?
- The Wheel of Power and Privilege was shared – power at the center of the wheel, power decreases as you expand from the center.



- Creating an inclusive organization program
 - It starts at the top
 - Inclusion is an emotion
 - Inclusive and acceptance policies but also actions
 - Cultural intelligence
- How can your organization message its commitment to diversity, equity and inclusion?
 - Website
 - Social media
 - Job postings
 - Hiring
 - Not quotas, but DEI goals
- Breakout rooms used to explore how members would like to use DEI within PDAC committees.

Approval of the Professional Development Advisory Council’s Strategic Plan Phase IX 2021-2024 (Attachment B)

- Each tri-chair reviewed the goals that were placed in the plan for their committee. These included: Financial Supports, Higher Education, Qualifications and Credentials, Steering, and Workforce Development and Pathways.
- The recommendation to approve the PDAC Strategic Plan Phase IX was brought forward for a vote.
 - The Professional Development Advisory Council Strategic Plan IX was approved.
 - The PDAC Strategic Plan IX will be forwarded to the Illinois Department of Human Services (IDHS) for review and potential approval and placement in the Illinois State Plan.

Adjourn



 **GATEWAYS TO OPPORTUNITY**
Illinois Professional Development System



Professional Development Advisory Council

Strategic Plan • Phase IX • 2021-2024

The Professional Development Advisory Council (PDAC)

The Professional Development Advisory Council (PDAC) is a group of highly qualified practitioners, educators, organizational representatives, and advocates from around the state convened and established in December 2002 by the Illinois Department of Human Services (IDHS) Bureau of Child Care and Development. PDAC introduced Gateways to Opportunity®, Illinois Professional Development System, for early care and education, school-age and youth development professionals in March 2005.

PDAC is committed to broadening its lens as it continues to develop a fully integrated, cross-sector, statewide professional development system along with its partners. PDAC promotes professionalism within the early care and education, school-age, youth development, and family supports fields, and provides opportunities for professionals to further their education and training.

Vision

Illinois early care and education, school-age, youth development, and family support practitioners are well-qualified professionals who nurture and support the development and learning of children, youth and families.

Mission

To develop, support, and promote a professional development system for all early care and education, school-age, youth development, and family support practitioners.

Values

We believe an effective professional development system is inclusive of practitioners in all settings serving children, youth and families; service providers and program staff, and educators and trainers.

We value a Professional Development System that:

- Reaches across all geographic areas.
- Includes diverse representation of culture, linguistics, ability, ethnicity, gender and age.
- Is accessible, affordable, and diverse in opportunities.
- Develops and expands core knowledge, skills and dispositions.
- Respects and cultivates education, training and experience.
- Recognizes and equitably compensates achievements based on levels of competence.
- Supports inclusive, high-quality, culturally responsive care and education for all children, youth and families in all settings.

The Planning Process

The PDAC Steering Committee initiated development for Phase IX of the PDAC Strategic plan in December 2020 and completed in June 2021. The goal was to continue the design and implementation of a comprehensive, growing professional development system inclusive of all sectors and funding streams for the state of Illinois. Goals for each committee within the configuration includes a set of strategic objectives that identify and outline work to be accomplished over the next three years. The work these committee is integral to achievement of the goals as identified in the PDAC Strategic Plan Phase IX.

PDAC Committees:

- Financial Supports
- Higher Education
- PDAC Steering
- Qualifications and Credentials
- Workforce Development & Pathways

PDAC Financial Supports

Goals and Objectives

Goal 1: Increase Great START funding pool until early childhood funding resources fully compensate staff and Great START is not needed.

- Objective 1: Review Illinois funding commission recommendations around compensation.
- Objective 2: Partner with Illinois Department of Human Services (IDHS) Child Care Advisory Council and other appropriate workgroups regarding workforce compensation.

Goal 2: Build out financial supports and incentives for Illinois early childhood workforce.

- Objective 1: Create a robust continuum of fringe benefits based on the Illinois Department of Human Services (IDHS) Salary and Staffing Survey, and other data/sources of information.
- Objective 2: Fully fund Gateways Credential processing and credential renewals: eliminate the barrier of significant fees for the underpaid workforce.
- Objective 3: Partner with key groups (e.g., the Black Caucus, Latino Policy Forum) to advance legislation that proposes the ECEC workforce receives student debt relief.

Goal 3: Incentivize workforce to complete degrees and/or Gateways to Opportunity Credentials at all levels and CDAs.

- Objective 1: Research barriers to advancement on the Career Lattice from entry level/CDA to Credentials and/or degrees.
- Objective 2: Consider the use of Gateways Scholarship and/or Great START for a onetime immediate bonus structure.
- Objective 3: Explore ways to offer incentives to the entry level workforce to complete a CDA to address critical staffing shortages.

Goal 4: Improve Gateways Scholarship design and workforce supports.

- Objective 1: Create a separate pool of money to directly fund institutions to support higher education cohorts to fill the gap remaining after Gateways Scholarship funding, thus increasing participation and completion by targeting underserved geographic, workforce, and credentials instructional RFP.
- Objective 2: Explore benefits and barriers in considering Gateways to Opportunity Scholarships for use only by entitled institutions to incentivize state system participation.

Goal 5: Create a suggested pay differential for multi-lingual workforce.

- Objective 1: Explore what would qualify an individual to receive a pay differential.
- Objective 2: Explore funding mechanisms to support multi-lingual workforce.

Goal 6: Offer unrestricted funds via an RFP to licensed providers to use to improve quality.

- Objective 1: Explore the learnings from offering one-time flexible funding to center-based programs.
- Objective 2: Engage licensed centers and licensed family child care in an RFP structure for a 2-year implementation window to fund innovative problem solving at the local level.

PDAC Higher Education

Goals and Objectives

Goal 1: Explore program access and completion (e.g. licensure, transfer, degree, credential) supports for students in the field.

- Objective 1: Identify, review, and collect workforce and student data.
- Objective 2: Determine and recommend strategies supporting student completion (e.g. transcripts, debt forgiveness, near completion etc.) that meet the unique needs of new to the field and students incumbent to the workforce.
- Objective 3: Identify and recommend strategies and supports for all levels of credential or degree attainment (Associate through Doctorate).
- Objective 4: Determine actionable steps Illinois higher education institutions can take to be inclusive to minoritized students (including, but not limited to: institutional culture and access, ECE curriculum, and student supports).

Goal 2: Cross walk goals, strategies and lessons learned within the Illinois Board of Higher Education (IBHE) Strategic Plan.

- Objective 1: Recommend strategies that support articulation agreements (e.g. AAS degrees).
- Objective 2: Increase use of the Illinois Articulation Initiative (IAI) to increase the number of courses for student pathways (e.g. Bachelor degree programs).
- Objective 3: Identify and support higher education innovations supportive of increased access and opportunities (e.g. rural areas and place-bound).
- Objective 4: Identify ways in which Illinois higher education institutions can infuse competency informed approaches as part of programs.
- Objective 5: Explore the role apprenticeships play and create a guide for Illinois higher education institutions and workforce partners looking to implement.
- Objective 6: Work with Illinois higher education institutions to understand what is needed in ECE programs to increase access to high-quality flexible learning modalities (e.g. online/hybrid, cohorts, evenings /weekends, synchronous) programming.
- Objective 7: Examine options on how Community College Applied Baccalaureate degrees might support the incumbent workforce (e.g. rural areas and place-bound).
- Objective 8: Explore innovative solutions to support existing infrastructure for ECE baccalaureate attainment (e.g. consortium) to support rural areas and place-bound etc.

Goal 3: Build sustainable partnerships within higher education systems.

- Objective 1: Expand early college access partnerships.
- Objective 2: Advance and participate in statewide system discussions related to Prior Learning Assessment (PLA) using a model of cross institutional collaboration to leverage access and transfer of PLA.
- Objective 3: Strengthen communication systems with the Illinois State Board of Education (ISBE).
- Objective 4: Finalize alignment of Gateways Competencies with the National Association for the Education of Young Children (NAEYC) competencies and accreditation process.

PDAC Higher Education Continued

Goal 4: Develop ways to be competency informed across and within institutions for retention and advancement of the workforce.

- Objective 1: Develop a definition of what it means to be “competency informed”.
- Objective 2: Identify and outline existing communication structure and develop strategies as needed to expand and ensure transparency.
- Objective 3: Develop opportunities for reciprocal input with the State Competency Leadership Team.

Goal 5: Identify and address pathway challenges for new and incumbent workforce (e.g. degree attainment, Gateways Credential attainment, workforce needs).

- Objective 1: Explore all the (workforce) pathways that currently exist and identify gaps.
- Objective 2: Develop strategies to mitigate general credit barriers.

Goal 6: Assess and address the higher education faculty and programmatic capacity and bandwidth to meet the goals of the PDAC strategic plan.

- Objective 1: Develop recommendations for staffing and supports.
- Objective 2: Identify and recommend necessary budget and funding resources.



PDAC Qualifications and Credentials

Goals and Objectives

Goal 1: Support implementation of all Gateways Credentials within state systems.

- Objective 1: Support the ESL and Bilingual Credential through the final review and credential recommendation approval process.
- Objective 2: Survey existing utilization of credentials, align credentials with existing qualifications in cross-sector systems, and expand credential usage in cross-sector systems when feasible.

Goal 2: Promote and incentivize mechanisms that advance incremental steps to increase attainment of Gateways Credentials at all levels.

- Objective 1: Encourage a dashboard of progress within the Gateways Registry Professional Development Record toward competency completion for each credential.
- Objective 2: Support center directors and other leaders in understanding the credential process.
- Objective 3: Identify potential barriers and create multiple strategies to increase participation in Gateways Credentials.
- Objective 4: Support and advance strategies that incentivize the Gateways Credentials (including but not limited to compensation).
- Objective 5: Increase participation in the credentialing system.

Goal 3: Identify how Relationship Based Professional Development (RBPD) can support competency attainment and achievement of Gateways Credentials.

- Objective 1: Investigate and expand the utilization of RBPD within cross-sector Professional Development Systems.
- Objective 2: Research innovative strategies supporting Prior Learning Assessment credit (Higher Education Committee) including Relationship Based Professional Development (RBPD) efforts to support students and practitioners in gaining college credit.

Goal 4: Ensure Gateways to Opportunity Credentials align with state and national initiatives, incorporate current research and validated practices, and are responsive to workforce needs.

- Objective 1: Explore alignment of Gateways Credentials with national initiatives.
- Objective 2: Review findings from the faculty driven National Association for the Education of Young Children (NAEYC) crosswalk alignment in FY22.
- Objective 3: Enrich Gateways Credential review processes by incorporating diversity, equity, and inclusion lens.
- Objective 4: Deepen knowledge of credentialed and noncredentialed workforce through data collection focused on current and emerging demographics and ongoing inequities.



PDAC Steering

Goals and Objectives

Goal 1: Equity – Ensure that each committee develops recommendations that adopt an equity lens.

- Objective 1: Define equity.
- Objective 2: Review the mission, vision, and values with an equity lens.
- Objective 3: Engage in study to deepen understanding and knowledge of equity.
- Objective 4: Develop equity impact analysis tool.

Goal 2: Membership and Leadership – Expand the diversity of Professional Development Advisory Council (PDAC) representation to improve and maintain quality and stability of the early care and education and school age and youth development.

- Objective 1: Identify forms of diversity that need to be represented (e.g. role, language, region, race etc.).
- Objective 2: Identify barriers that prohibit participation, and design strategies that mitigate them.

Goal 3: Develop and implement a leadership succession plan that is aligned with PDAC's equity lens.

- Objective 1: Create a map of existing leadership demographics including strengths, assets, roles, and population served.
- Objective 2: Develop a leadership training plan that shares PDAC protocols and inclusive culture.

Goal 4: Strategic Direction - Set and monitor the strategic direction of PDAC.

- Objective 1: Monitor relevant State and Federal plans and Initiatives to ensure PDAC works in alignment and able to partner effectively.
- Objective 2: Guide and facilitate statewide, cross-sector collaboration and planning to support an integrated and equitable professional development system.



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Professional Development Advisory Council - Strategic Plan - Phase IX - 2021-2026

PDAC Workforce Development and Pathways

Goals and Objectives

Goal 1: Strengthen alignment of state's professional development system tied to cohesive career pathways that fully support entry and progression across varied sectors of the field.

- Objective 1: Promote (research/define) high-quality job embedded professional development for all early childhood practitioners regardless of program type.
- Objective 2: Create strategies to strengthen and align professional development system tied to cohesive and transparent career pathways that fully support entry and progression across varied sectors of the field.
- Objective 3: Advance intentional/comprehensive opportunities to collaborate and engage in cross-sector professional development planning and implementation.

Goal 2: Explore cohort and other successful models impact on pathways to attainment of the Gateways to Opportunity Credentials and/or degree attainment and/or Professional Educator License.

- Objective 1: Identify and make recommendations to advance or replicate successful models.

Goal 3: Increase access to Gateways programs and services by reviewing data to understand and identify barriers and opportunities of various communities (e.g. rural communities, low-income, race, ethnicity, etc., and workforce access to enrolling in school or Gateways Credentials).

- Objective 1: Review data and identify gaps.
- Objective 2: Review the data and results from the Preschool Development Grant Birth through Five (PDG B-5) funded pilot especially related to success rates of rural communities and women of color.

Goal 4: Broaden the workforce pipeline through a range of strategies.

- Objective 1: Explore Prior Learning Assessment (PLA) in partnership with PDAC Higher Education Committee.
- Objective 2: Analyze data to determine individuals close to degree or Gateways Credential attainment.
- Objective 3: Enhance friend, family, and neighbor provider outreach.
- Objective 4: Align Illinois Department of Human Services (IDHS) and Department of Children and Family Services (DCFS) system requirements to make more cohesive.

Goal 5: Create a range of feedback loops and mechanisms for the workforce to provide input into and to inform programs/processes.

- Objective 1: Identify new and easy ways for frontline practitioners to be heard.
- Objective 2: Create strategies to improve processes/programs based on input collected.

Professional Development Advisory Council Steering Committee Members

Bela Mote	Carole Robertson Center for Learning
Carle Bires	Start Early
Christi Chadwick	Advance Illinois
Gail Nelson	Steans Family Foundation
Johnna Darragh Ernst*	Heartland Community College
Kate Connor	City Colleges of Chicago
Laurie Rhodes	Lincoln Land Community College Child Development Center
Marcy Mendenhall	Skip-a-Long Family and Community Services
Marsha Hawley*	McCormick Center for Early Childhood Leadership, National Louis University
Rebecca Prullt	Lewis University
Rebecca Vonderlack-Navarro	Latino Policy Forum
Sinthu Ramalingam	TeachPlus
Shauna Ejeh	Illinois Action for Children
Teri Talan	McCormick Center for Early Childhood Leadership, National Louis University

Illinois Department of Human Services Representatives:

Olga Torres	Illinois Department of Human Services, Bureau of Child Care and Development
Elva DeLuna	Illinois Department of Human Services, Migrant Head Start

Illinois State Board of Education Representatives:

Karen McCarthy	Illinois State Board of Education, Early Childhood Division
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Illinois Governor's Office of Early Childhood Development Representative:

Jamillah R. Jordan	Governor's Office of Early Childhood Development
Lori Orr	Governor's Office of Early Childhood Development

Illinois Board of Higher Education Representative:

Stephanie Bernotelt*	Illinois Board of Higher Education
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Illinois Head Start Association Representative:

Lauri Morrison Fritchli	Illinois Head Start Association
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Staffed by:

Illinois Network of Child Care Resource and Referral Agencies

Funders:

Illinois Department of Human Services

*Tri-Chair