

**Professional Development Advisory Council
April 10, 2024
Meeting Minutes**

Barb Christmas	Gwyn Moss	Marsha Hawley
Bela Mote	Heidi Elliott	Mellissa Ferguson
Beth Knight	Hollie Hoole	Nichole Miller
Brooke Walker	Jacqueline Melendez	Pam Womack
Carisa Hurley Davis	Jamie Nichols	Paula Schnicker Johnson
Cerathel Burgess Burnett	Joan Longtin	Rebecca Livengood
Christi Chadwick	Johnna Darragh Ernst	Rebecca Pruitt
Cindy Berrey	Julia Auch	Shauna Ejuh
Connie Shugart	Julie Lindstrom	Sherial McKinney
Danen Busch	Kate Connor	Stephanie Hellmer
Debbie Rogers Jaye	Laurie Rhodes	Susan Murphy
Denise Monnier	Leslie Layman	Tammy King
Elva DeLuna	Lisa Downey	Tammy Notter
Emily Dorsey	Lynn Burgett	Thomas Pavkov
Gabriel Holmes	Marcy Mendenhall	Tina Wiegel
Gail Nelson	Marie Donovan	Toni Porter
		Wendy Connell

PDAC Welcome

Attendees were welcomed to the zoom meeting by Johnna Darragh Ernst and Shauna Ejuh.

- Remarks by Marsha Hawley – Senior Director of Innovation and Collaboration.
 - Excited to get to know, work collaboratively, and hear everyone’s voice as members of PDAC.
 - Will work to make sure PDAC has active participation, as well as keep members informed of the initiatives happening in the ECE field.

Review and Approval of the minutes

- February 21, 2024
 - Kate Connor moved to accept the meeting minutes.
 - Bela Mote seconded the motion to approve the minutes.
 - Minutes approved.
- Mission Vision and Values
 - During the recent PDAC Steering meeting it was decided to review the PDAC mission, vision and values statement to determine if they need to be updated based as PDAC is drafting a new strategic plan. Want to make sure the statements reflect the work we are addressing in the strategic plan. The revisions will be presented at Steering and then to PDAC for adoption.

Qualification and Credentials Strategic Plan for Phase X (Attachment A)

The goals and objectives from the committee were presented by Bela Mote and Elva DeLuna.

Goal 1: Utilize PDAC approved definitions for Relationship-Based Professional Development and Job-Embedded Professional Development (JEPD) by placing within Credential frameworks to expand opportunities for workforce development.

Objectives:

1. Review/identify the agreed upon definitions for relationship based professional development (RBPD) and Job-Embedded Professional Development (JEPD).
 - a. Compare and contrast similarities and differences between RBPD and JEPD.
 - b. Identify ways to promote the consistent use of existing competency infrastructure and language across state agencies/stakeholders.
2. Review competencies and/or training topics that could be taught through RBPD/JEPD.
 - a. Prioritize training development recommendations.
 - i. Provide guidance for best practices that includes evaluative components.
3. Integrate RBPD/JEPD into Credential frameworks.
 - a. Review all RBPD or JEPD pilots held throughout the state.
 - b. Provide consistency in application of competency attainment through RBPD/JEPD models that leads to Credentials for the workforce.
 - c. Make recommendation(s) for statewide scale-up of successful models.

Goal 2: Inform and refine existing efforts to expand use of competency infrastructure for Gateways Credentials. (In partnership with the Higher Education Committee)

Objectives:

1. Expand the readily accessed Professional Development Record to include opportunities that highlight competency attainment.
 - a. Build upon structures already in place.
2. Review micro-credentialing and badging systems to determine relevancy to Illinois' work.
 - a. Determine if use of micro-credentials to award educational advancement in smaller increments would be beneficial to the field.
 - b. Identify gaps and supports needed to create a badging system for competencies.

Goal 3: Utilize and maximize Illinois' well-developed existing competency infrastructure for Gateways Credentials by making it accessible and transparent to the field.

Objectives:

1. Standardize all professional development (RBPD, JEPD, and trainings) to identify content using competency language.
 - a. Training(s) list competency(s) on certificates (where applicable)

Goal 4: Monitor and document progress of recommendations made to the Illinois Department of Child and Family Services (IDCFS) to streamline pathways through utilization of Gateways Credentials in licensing to increase access and transparency for the workforce.

Objectives:

1. Provide information and documentation to the state transition director of the recommendations.
2. Engage/partner with key state agency representatives (New State Agency, DCFS, IDHS, etc.) to support the progress of the recommendation.
 - The Qualifications and Credentials strategic plan goals and objectives were approved by a 5 finger vote of PDAC members.

State Agency Reports

- Illinois Head Start
 - Lauri Morrison Frichtl was unable to join but submitted a written update with key highlights by Julie Lindstrom. (Attachment B)
 - Highlights shared:
 - Congress passes the final FY24 budget package. The budget included funding levels for the Labor, Health and Human Services, Education and Related Agencies

- bill, which funds Head Start, includes a \$275 million increase for a Head Start cost of living adjustment (COLA) which amounts to a 2.3% COLA.
 - The President’s FY 25 budget proposal includes a \$544 million increase for Head Start and Early Head Start that is entirely dedicated to COLA for the workforce roughly a 4.4% COLA.
- Illinois Department of Human Services - Hollie Hoole
 - State Fiscal Year 25 Budget Updates
 - \$122 million General Revenue Fund (GRF) pickup of American Rescue Plan Act (ARPA) funding to support SMART Start workforce grants, quality support contracts and early childhood apprenticeship program.
 - \$5 million SMART Start expansion in Home Visiting Program
 - \$6 million new funding for Early Intervention program liability growth of 1,800 net new children
 - \$36.5 million GRF proposed to support the child care assistance program liability
 - Proposed for Navigators in FY25
 - IDHS – DEC has proposed for the Navigator position to remain at the CCR&R
 - IDHS and IBHE have proposed expansion of the scope of work for the position.
 - Technical assistance for Child Development Associate
 - Support incumbent workforce with available funding and professional development opportunities in the state.
 - Work with INCCRRA’s Professional Development Advisor to support workforce on Gateways Credentials, Scholarship/financial opportunities and higher education institution connections.
 - FFY 2025-2027 The Child Care and Development Block Grant (CCDBG) State Plan
 - What is the same:
 - Three- year funding cycle, plan covers all required provisions due to Office of Child Care (OCC) July 1, 2024,
 - OCC will make the compliance determinations
 - On-site validation will cover subset of the plan
 - Annual reports will continue as the primary way to assesses quality and initiatives and expenditures
 - What is different:
 - Reorganized to emphasize and organize policy themes
 - More direct questions
 - More focused on policy action than policy process
 - No additional documentation
 - Shorter timeframe between plan and on-site validation
 - Timeline:
 - July 1, 2024- state plan submission
 - December 1, 2024- plan appendix submission
 - Spring 2025 – Fall 2026- OCC On-site validation and updated plan appendix submitted.
 - Illinois Early Childhood Apprenticeship Pilot Program:
 - Partners include INCCRRA, University of Illinois Chicago, and City Colleges of Chicago.
 - Currently has 30 apprentices at 4 sites (Carole Robertson Center for Learning, Heartland Community College Child Development Lab, It Takes a Village Family of Schools and Skip-A-Long Childhood Centers) with a mentor at each site.

- Scholarships are on pause, students may still submit applications and are put on a waiting list, if funds do become available then payments will be made.
 - Have opened the ECACE Act up in order to place the scholarship in the Act.
 - A link was shared to the latest report from ECACE:
https://www.ecace.org/assets/documents/2024/ECACE_FY24_Mid-Year_Report.pdf
- ExceleRate Revised Framework Update – Bela Mote and Christi Chadwick
 - The Illinois Early Learning Council’s (ELC) Quality Committee in 2018 began reviewing why so few centers were moving up the quality ladder. The Committee continued to meet over the next few years and put together a framework. What the Committee would like to see is that ExceleRate, and any future versions, would support a culture of improvement.
 - Programs need funding, standards, and supports to achieve quality.
 - Standards should be updated to reflect culturally and linguistically responsive teaching practices to support children with disabilities and developmental delays.
 - These recommendations went to the ELC Executive Committee. They agreed that the recommendations were important but felt that the new state agency will need to be reviewed.
 - The framework was adopted as a general vision, but no big changes will be adopted to the framework knowing the new state agency will need to give input.

Announcements

- Lisa Downey announced that will be the new executive director of the McCormick Institute for Early Childhood at National Louis University.

Adjourn





Qualifications and Credentials Goals and Objectives for the PDAC Strategic Plan X.

Goal 1: Utilize PDAC approved definitions for Relationship-Based Professional Development and Job-Embedded Professional Development (JEPD) by placing within Credential frameworks to expand opportunities for workforce development.

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 - b. Identify ways to promote the consistent use of existing competency infrastructure and language across state agencies/stakeholders.
5. Review competencies and/or training topics that could be taught through RBPD/JEPD.
 - a. Prioritize training development recommendations.
 - i. Provide guidance for best practices that includes evaluative components.
6. Integrate RBPD/JEPD into Credential frameworks.
 - a. Review all RBPD or JEPD pilots held throughout the state.
 - b. Provide consistency in application of competency attainment through RBPD/JEPD models that leads to Credentials for the workforce.
 - c. Make recommendation(s) for statewide scale-up of successful models.

In partnership with the Higher Education Committee

Goal 2: Inform and refine existing efforts to expand use of competency infrastructure for Gateways Credentials.

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 - a. Build upon structures already in place.
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3. Provide information and documentation to the state transition director of the recommendations.
4. Engage/partner with key state agency representatives (New State Agency, DCFS, IDHS, etc.) to support the progress of the recommendation.

Congress passes budget/Disappointment for Head Start

On Saturday, March 23rd, Congress passed the final FY2024 budget package. The bill that included funding levels for the Labor, Health and Human Services, Education, and Related Agencies bill, which funds Head Start, includes a \$275 million increase for a Head Start cost of living adjustment (COLA), which amounts to approximately a 2.3% COLA.

Unpacking the FY24 Budget

The MarketPlace Morning News shared the following ([MarketPlace Morning Report 1 billion for child care](#))

The child care crisis in America just got a bit of relief. In the latest government funding bill just approved by the White House, there's a \$1 billion increase for programs focused on child care and early childhood learning. This new funding includes an additional \$275 million for the Head Start program and \$725 million for the Child Care and Development Block Grant. That's roughly a 30% increase in the funds, which states choose how to spend.

President's FY 25 Budget Proposal

What's in the Budget – The President's proposed budget includes a \$544 million increase for Head Start and Early Head Start that is entirely dedicated to COLA for the workforce (roughly 4.4%). The proposed budget also includes an increase of \$500 million for child care, several policy changes that support Tribal early learning, and **a substantial proposal through mandatory funding for universal Pre-K and massively expanded child care that would require the passage of a large and new piece of legislation.**

NHSA Reviewed NPRM Comments on Proposed Changes to the Head Start Program Performance Standards

Interesting, please read. After reviewing comments from partner organizations and peers, we have learned that most support the rule and did not echo our comments. Most attention was paid to workforce compensation issues. While we all support higher compensation for teachers, staff turnover and retention, etc.; however, we diverge from our partners in that we are deeply concerned for the slot loss and they are not. The review of their comments showed a low amount of attention paid to mental health requirements and child incident reporting. Perhaps these organizations are not as informed on these issues in the Head Start setting. We had some organizations, such as the Bipartisan Policy Center, who commented on federal level issues, mandates, and the Child Welfare League of America with comments on child incidents that align with our comments. We will continue to be the voice of Head Start and work with a focus on the need for funding. Related, but dramatically different, the CCDF rule was finalized, and it appears the Administration stayed true to their proposed rule. It is unsure whether this will be similar for the Head Start NPRM.

OHS launches F4EQ Survey - Financing for Early Care and Education Quality and Access for All

The survey went to HS/EHS program directors. According to the letter from Director Garvin the study "is an important federal effort to better understand at a national level how and under what conditions Head Start programs either combine or do not combine their Head Start funds with other funding sources to provide early care and education services". According to the letter your responses will provide the OHS with essential information about"

1. whether and how HS programs bring together federal, state, and local funding sources to provide high-quality, comprehensive early care and education, and
2. the state policy contexts in which HS programs make those decisions.

GAO Report

Head Start: Opportunities Exist to Better Align Resources with Child Poverty. [Read Here](#). Draws attention to a discrepancy of resources going to programs without a clear process to compare the number of children in poverty and the needs in the communities with limited resources. Encourage you to read it and welcome any additional thoughts. We will need to unpack this report further as we look toward reauthorization.

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Lauri Morrison-Frichtl
Executive Director
Illinois Head Start Association
3435 Liberty Drive
Springfield, IL 62704
PH: 217-241-3511
FAX: 217-241-3508
www.ilheadstart.org