



GATEWAYS TO OPPORTUNITY

Illinois Professional Development System

PDAC Steering Committee Meeting

March 21, 2018

Beth Knight	Jamilah R. Jor'dan	Lauri Morrison Frichtl
Cathy Main	Johnna Darragh Ernst	Laurie Rhodes
Christy Allen	Joni Scritchlow	Olga Torres*
Dawn Thomas*	Joyce Weiner	Rebecca Livengood
Deb Widenhofer	Julie Lindstrom	Stephanie Bernoteit
Debbie Rogers Jaye	Karen McCarthy	Tammy Notter
		Teri Talan

Welcome – Deb Widenhofer welcomed Steering members to the meeting.

Review and Approval of Minutes (Attachment 1) – Johnna Darragh Ernst

- Christy Allen moved to accept the minutes.
- Laurie Rhodes seconded the motion.

State Agency Focus to Inform PDAC Strategic Planning

Illinois Board of Higher Education – Stephanie Bernoteit

- Full time students at Illinois public universities graduated at a rate of 86.42% which is more than two percentage points higher than the national average.
- Illinois has the highest percentage (27%) of full-time community college students completing degrees at both their initial community college and at a four-year institution.
- Illinois ranks first in the nation with a 74.4% completion rate for adult learners at public universities.
- Illinois ranks fourth in the nation for degree completion among full-time community colleges.

Illinois Department of Human Services – Olga Torres

- Focus of the department now through September 30, 2018, is the completion of the child development health and safety training for all CCAP providers.
- A revised streamlined training has been developed in order to meet the requirements. It is the Child Development, Health, and Safety Basics. This training will be available in April.
- CPR/First Aid Certification and Child Abuse and Neglect/Mandated Reporter Trainings are required for all, while directors must complete “What is CCAP?”
- The CCR&Rs have prioritized the health and safety trainings.

Governor’s Office of Early Childhood Development – Jamilah R. Jor’dan

- Jamilah gave updates along with new tasks for the seven strategies of the Early Childhood Workforce Development Project Plan (Attachment 2).
- New Children’s Cabinet initiatives:
 - Childcare Subsidies and Self-Sufficiency
 - Dually Involved Multi-System Collaboration
 - Statewide Community-Based Mentoring Network
 - College & Career Readiness through Transitional Math and Alternative High School Equivalency (HSE) Credentials: collaboratively develop transitional programs to facilitate post-secondary degrees and credentials
- The ExceleRate Illinois Validation Study Report was shared with attendees. The study can be found at https://www2.illinois.gov/sites/OECD/Documents/FINAL_ExceleRate%20Illinois_Validation%20Study%20and%20Ch

[ild%20Outcomes%20Report_12-31-17.pdf](#) and the Early Learning Council's 2017 Annual Report can be found at <https://www2.illinois.gov/sites/OECD/Events/Event%20Documents/ELCAAnnualReportFY17.pdf>

- Stephanie Bernoteit reported on the Transition Math Project which is part of the Cabinet initiative. Math can be perceived as, or is, a real barrier to many in the field. One element of the initiative is to advance the idea of robust or varied approaches to assessing math competency in order to move past a one-time assessment.

Steering members discussed the development of a PDAC annual report highlighting the accomplishments of PDAC and its various committees. This document could highlight the previous year or the last strategic plan.

PDAC Committee Strategic Planning – Deb Widenhofer and Johnna Darragh Ernst

Members of the Steering Committee were paired together to review at each committee's strategic plan using the lens of collaboration, state activities, and overlap between committee work.

Steering – Deb Widenhofer

- Goal 2 Objective 1 – Steering is providing strategic direction or oversight while other committees coordinate a response.
- Need a messaging document about PDAC, could be placed under Goal 3 or Goal 2.
- Steering should be proactive to issues regarding communicating the collective will of the body and disseminating information from Steering.

Qualifications and Credentials – Teri Talan, co-chair

- Most of the comments had to do with coordination
 - Goal 3 “Coordinate Illinois’ response to national and local workforce development initiatives” is connected to work of the Information and Trends Committee. QC using this information to assure that PDAC is aligning the content of the credentials in terms of those initiatives.
 - Goal 4 Objective 2 – need to be more specific regarding ExceleRate.
 - Goal 2 – remove Objective 1 leaving only Objective 2, but add action steps regarding alignment with Latino Policy Forum and Ounce of Prevention recommendations. Recommendations are cross walked with the ISBE PEL ESL Bilingual Endorsement.

Higher Education – Cathy Main and Stephanie Bernoteit, co-chairs

- Goal 1 Objective 1 – should be more about the connections that need to happen between two- and four-year institutions.
- Regarding perceived overlap between Higher Education and Information and Trends committee goals content, when revisiting competencies higher education can provide expertise.
- Goal 3 will now be listed as Goal 1.

Financial Supports – Laurie Rhodes and Debbie Rogers Jaye, co-chairs

- Place Goal 2 Objective 2 under Goal 1 making it Objective 3.
- Under Goal 3 Objective 2 will list the reports to be used.
- Goal 4 rewrote Goal to read “Identify sources to finance non-compensation retention strategies” and removed Objective 1.

Information and Trends – Dawn Thomas and Lauri Morrison Frichtl, co-chairs

- Added racial of diversity.
- At a glance looks like overlap with Financial Supports, but after discussion there are no overlap as the focus is different.

Workforce Development and Pathways – Johnna Darragh Ernst, co-chair

- Goal 3 Objective 4 for the Workforce Development and Pathways Committee – Intent is regarding data collection. Will modify due to potential overlap with Financial Supports.
- Goal 4 – will clarify language related to promote and incentivize Gateways Credentials collecting and analyzing data.
- With any possible overlap with Higher Education Committee, WDP looks at infrastructure while Higher Education focuses on implementation, need to be cognizant of the differences.

PDAC's Influence on Power to the Profession – Teri Talan

- Power to the Profession is structured into a series of decision cycles. Power to the Profession is currently taking feedback on Decision Cycles 3, 4, and 5.
- Power to the Profession proposes an Early Educator I (professional training program), Early Educator II (Associate Degree Program) and Early Educator III (Bachelor's Degree Program and or Master's Degree Program).
- Concern was expressed on page 27 (Attachment 3) of the Power to the Profession Document regarding – Early Childhood Educator II column “Direct Supervision and Ongoing Support: Practice under the appropriate guidance of Educator III in kindergarten through third grade settings”.
 - Concern about the bifurcation of the field.
- An ad hoc (Teri Talan, Debbie Jaye, Cathy Main and Johnna Darragh Ernst) will be formed to draft a response to Decision Cycle 3.

Deb tabled the discussion Leadership and Tri-Chair Future Innovations until more time can be given.

- Deb asked that co-chairs continue to think of committee members that could be brought forward to fill a tri-chair role.

Illinois Early Learning Council Quality Committee Connection to PDAC –Joni Scritchlow

- The Illinois Early Learning Council Quality Committee's submitted priorities and metrics for the upcoming fiscal year.
 - The document highlights the integrations and connections to other groups, agencies, committees around the state.
- Document shared with the committee contains the current language of Senate Bill 1829. Potential for individuals who have their Gateways ECE Level 5 for them to teach in a Pre-School For All program while at the same time on a pathway that within five years to gain the Professional Educator License.
- The timeframe included in SB1829 is from the 2018-2019 school year and until 2023-2024 school year for teachers to get their PEL.
 - If passed, SB1829 would allow consistency in higher education programs for people who have their ECE Level 5 to gain their PEL.
 - Key win to date in making the transition to gain a PEL, you do not have to take the basic skills test.

Shared Agency Information

Illinois State Board of Education – Karen McCarthy

- 500 Preschool for All grant proposals have been received for FY19.
- 100 Preschool for All expansion grant proposals have been received for FY19.
- 150 Prevention Initiative grant proposals have been received for FY19.
- 95% of the schools districts provide information regarding the Kindergarten Individual Development Survey (KIDS).
- FY19 coaching will focus on new programs who have never had grants before.

Illinois Head Start – Lauri Morrison Frichtl

- The Office of Head Start has issued comments for how CLASS is used for Federal monitoring and is looking for suggestions or ideas.
- The Program Information Report (PIR) is being revised, feedback welcomed.
- Head Start (for those 3 -5 years old) is currently serving 7,000 less children than in FY16. Causes included: the increase in Preschool for All (PFA) and Preschool for All Expansion, less funding/reduction in enrollment to maintain quality, and a small shift in serving younger children.
- By 2019 50% of enrollment in a full day /school year requirement has been removed, but the 2021 requirement of 100% enrollment in full day/full school year was kept.

Adjourn

Next Steering Meetings: May 2, 2018 (Telenet)
June 20, 2018 (Meeting)

Next PDAC Meetings: April 27, 2018 (To be held as a Meeting)
June 20, 2018 (1:30 – 3:00 Telenet)



Early Childhood Workforce Development Project Plan

Provide high quality early care and education to Illinois children with high needs by: 1) Increasing the number of ECE professionals and trained caregivers, including those from diverse populations, and; 2) Creating clear pathways to increasing career opportunities.

Strategy	Team
Expand access to ECE Credential Level 2 coursework for high schoolers through dual credit and dual enrollment and continue support for attainment of ECE Credential Level 1.	Lead: Jamilah R. Jordan (GOECD) Beth Knight (INCCRRA) Joni Scritchlow (INCCRRA) Sam Aigner-Treworgy (Chicago) Ashley Becker (ICCB) Kate Connor (CCC) Johanna Darragh Ernst (HCC)
Indicator Number of IHEs partnering with high schools Number of courses offered through high schools or IHEs Number of students participating in dual credit and dual enrollment in coursework leading to an ECE Credential Level 1 or 2 Number of ECE Credentials Level 1 or 2 attained Number of students who continue their education after credential attainment Number of students who enter and remain in the workforce	
Previous Tasks Convene meeting with IDHS, INCCRRA, and City of Chicago to develop an outreach plan. Complete two teacher trainings in June. CPS will identify capacity of teachers to roll out program offering ECE Credential Levels 1 and 2 for college transition prior to high school graduation. Identify other regions where community college may be working with high schools to offer coursework toward ECE Credential Level 2 and gather lessons learned (ex. HCC).	
What actions will this strategy take to accomplish the goal?	On what timeline will this strategy accomplish this task?
Gather information on students who continue their education after credential attainment	
Survey participating high schools regarding opportunities/challenges related to Credential Level 1 or 2 attainment and dual credit and dual enrollment	Jun-18
Map dual credit and dual enrollment programs/initiatives statewide	Fall 2018
Gather information about ECE Level 2 dual credit and dual enrollment programs statewide and their outcomes and challenges.	Fall 2018
Determine interest of participating Level 1 high schools in dual credit and dual enrollment partnerships	Oct-18
Gather data on the number of qualified high school teachers available to teach ECE Level 2 courses (statewide?)	
Strategy Review Gateways ECE Credentials to explore the possibility of incorporating the attainment of a credential as an additional pathway to meet the DCFS job requirements. Based on conclusions, if warranted, introduce language to amend the licensing standards	Lead: Cindy Wall (IDHS) Ashley Becker (ICCB) Stephanie Bernotelt (IBHE) Carol Morris (DCFS) Marsha Hawley (Ounce) Teri Talan (NLU) Joni Scritchlow (INCCRRA) Bethany Patten (OECD) Cathy Main (UIC) Jamilah R. Jordan (GOECD)
Indicator Recommendations created across one or more credential and levels Expand appropriate DCFS Licensing Standards Long Term: Increase in workforce size in response to rules change	
Previous Tasks Determine if a rule change is necessary. Explore the possibility of increasing the number of training points from assessment of prior learning. Target mailing to providers currently holding an ECE Level 1 Credential. Analyze response to and interaction with mailing to providers. As providers receiving OCAP payment complete ECE Level 1 Credential, provide information on credential framework.	
What actions will this strategy take to accomplish the goal?	On what timeline will this strategy accomplish this task?
Review any previous work done on this topic (e.g., PDAC, DCFS)	Completed
Draft/confirm list of community partners	Completed
Set first meeting date, Draft invitation letter & send	Completed
Review existing DCFS job qualifications	Completed
Develop a crosswalk of current DCFS qualifications to Gateways ECE Credentials (or does this already exist)	Completed
Determine which, if any, credentials and levels could serve as an alternate pathway	Completed
Draft recommendations for Day Care Licensing Advisory Council	2/15/2018
New Tasks	

Strategy	<p>Strengthen the pathway to a PEL with endorsements (ECE, ESL/Bilingual) through strategies including:</p> <ul style="list-style-type: none"> - Bridging the Gateways ECE Level 5 and the PEL (coursework, data systems, etc.) - Building an ESL/Bilingual endorsement for non-licensed teachers - Developing supports for providers interested in serving as student teaching sites for educators moving along the career pathway 	<p>Lead: Sergio Hernandez (ISBE) Terri Lamb (ISBE) Cristina Dimmitt-Salinas (ISBE) IDHS (to be identified) DCFS (to be identified) ISBE (to be identified) Bryan Stokes (IAFC) Teri Talan (NLU) Cathy Main (UIC) Sam Aigner-Treworgy (Chicago) Naldsha Hobbs (VLA) Joyce Weiner (Ounce) Joel Lynn Whitehead (INCCRRA) Rebecca Vonderlack-Navarro (LPP) Rebecca Pruitt (NLU) Joni Scritchlow (INCCRRA)</p>
Indicator	<p>Changes to statute and administrative rule resulting from the recommendations of this and prior groups</p> <p>Development and implementation of bridge programs between the Gateways ECE Level 5 and PEL</p> <p>Number of educators with a Gateways Level 5 and/or PEL teaching in PFA classrooms</p>	
Previous Tasks	<p>Support development of SB 1829 recommendations</p> <p>Support implementation of SB 1829 recommendations</p> <p>Crosswalk and align requirements for ECE Credential Level 5 and PEL</p> <p>Convene workgroup to discuss alternative programs and policies that create obstacles to a pipeline of bilingual teachers.</p> <p>Convene meeting with ISBE Licensure, Division of ELL, Division of EC, and key stakeholders to discuss strategies.</p> <p>Draft recommendations for increasing the number of bilingual/ESL endorsed teachers.</p> <p>What actions will this strategy take to accomplish the goal?</p>	
New Tasks	<p>Support implementation of recommendations related to SB 1829 via legislative and administrative processes</p> <p>Develop a model bridge between the Gateways Credential Level 5 and the PEL within institutions of higher education</p> <p>Propose regulatory changes necessary to implement a model bridge program between the Gateways Level 5 and the PEL within IHEs</p>	<p>On what timeline will this strategy accomplish this task?</p> <p>6/1/2018</p> <p>3/1/2018</p> <p>5/1/2018</p>
Strategy	<p>Develop and disseminate messaging that:</p> <ul style="list-style-type: none"> - helps higher education advisors, counselors, and faculty to encourage students to enter the ECE field - informs institutions of higher education, providers, and educators of policy changes that affect pipeline/pathways - elevates awareness and prestige of the ECE field 	<p>Lead: Terri Lamb (ISBE) Bryan Stokes (IAFC) Safiyah Jackson (McCormick) Joni Scritchlow (INCCRRA)</p>
Indicator	<ul style="list-style-type: none"> • Final messaging campaign represents a multilayered approach with segmented messages aligned to an overall unified message Re: the value and possibilities of ECE careers • Higher education advisors, counselors, and faculty express increased understanding of professional opportunities in the ECE field • Higher education advisors, counselors, and faculty express increased effort to share ECE professional opportunities with students • Staff at institutions of higher education, ECE educators and program leaders express increased understanding of recent policy efforts to strengthen career pipeline/pathways • Metrics are available that help us understand reach of various ECE workforce messaging 	
Previous Tasks	<p>Identify target audience for and resources to support a messaging campaign.</p> <p>Convene workgroup to develop messaging campaign's key messages (multiple, for different purposes).</p> <p>What actions will this strategy take to accomplish the goal?</p>	<p>On what timeline will this strategy accomplish this task?</p>
New Tasks	<p>Find data necessary to back up messaging strategy, to include a realistic view of average salaries at each qualification and position level as well as demand for educators at each level.</p> <ol style="list-style-type: none"> Gather existing, relevant data and materials <ol style="list-style-type: none"> Obtain data on IHEs using WIDA statewide exception to support ECE programs Career lattice document from INCCRRA Position demand and openings Average compensation rates Qualifications for each position Supports available (articulation agreements, documentation of in-program supports) Layer existing data and materials to form realistic look at all possible careers/pathways in the field Put this information in context with data (average salary and available positions) to support messaging for: PFA teachers, PFA paraprofessionals, Head Start teachers, etc. Invite INCCRRA representative to get involved to provide data on compensation and open positions Meet to compile and analyze the available data Conduct outreach to potential partners and external stakeholders via a survey that includes "gatekeeper" knowledge of the ECE workforce and positions, based on the above Launch campaign Collate measured results from campaign 	<p>February-March, 2018</p> <p>April-May, 2018</p> <p>Fall 2018</p> <p>Fall 2019</p>

Strategy	Conduct analysis and produce findings that show the returns to the field for the Education Reimbursement Initiative (individual and cohort-based); use findings to discuss potential for resources and investment in cohort model	Lead: Toni Porter (INCCRRA) Lynn Burgatt (ISBE) IBHE (to be identified) Bryan Stokes (IAFC) Joyce Weiner (Dunce)
Indicator	One pager of findings, including: coursework completed by awardees, credentials or degrees received by awardees, job promotions or wage increases received by awardees Template for use to guide replication of education initiative Resource document of potential funding streams to support initiative	
Previous Tasks	Conduct outreach and accept applications for \$250,000 fund for education reimbursements. Pay out reimbursements to accepted individuals. Analyze information collected through application and develop and disseminate report on analysis.	
New Tasks	If additional funds become available, continue with disbursements.	
	Develop external facing one-pager on initiative.	
	What actions will this strategy take to accomplish the goal?	On what timeline will this strategy accomplish this task?
Strategy	Develop external one page summary for ESL cohort initiative	18-Mar
	Analyze data / summaries to determine trends and potential replication	18-Jun
	Gather resources and review potential funding to support this strategy	18-Sep
Strategy	Research and identify best practices for improving compensation adequacy and parity. - Consider local and national research on compensation strategies and cost modeling - Work with ELC Quality Committee ad hoc group	Lead: Bethany Patten (GOECD), temporary Ashley Becker (BCCB) Terri Lamb (ISBE) Teri Talan (NLUJ) Joni Scritchlow (INCCRRA) IAFC (to be identified) Cathy Main (UIC) Sam Aigner-Treworgy (Chicago) Rebecca Livergood (INCCRRA) Deborah Rogers-Jaye (Harold Washington) Laurie Rhodes (LLCC)
Indicator	Federal funds leveraged to support early childhood educator preparation Compensation report recommendations successfully implemented	
Previous Tasks	Develop 2 webinars for smoothing transitions, geared toward counselors and admissions advisors and faculty. What actions will this strategy take to accomplish the goal?	On what timeline will this strategy accomplish this task?
New Tasks	Build out WIOA exception for early childhood educators to participate in apprenticeship pathways to careers	May-18
	Identify prioritized recommendations from the 2016 report "Achieving Compensation Parity"	Apr-18
	Support PDAC Financial Supports Committee and Early Learning Council in implementing their prioritized recommendations from the 2016 report "Achieving Compensation Parity"	Apr-18
Strategy	Research other states' best practices regarding compensation, either internal or via an external research organization Build upon existing information systems that collect and provide data to inform workforce development efforts.	May-18
Strategy		Lead: Kevin Harrison (DoIT) Bryan Ricketts (DoIT) John Shaka (ISBE) Travis Matthews (ISBE) Ken Yordy (DCFS) Chris Pacaut (DHS) Jana Ferguson (ICCB) Joellyn Whitehead (INCCRRA) Charlie Rosemond (NIU/DECD) Safiyah Jackson (McCormick) Lesh Pouw (IAFC) Cathy Main (UIC)
Indicator	Project indicator data collected, analyzed, and visualized on the Children's Cabinet website What actions will this strategy take to accomplish the goal?	On what timeline will this strategy accomplish this task?
Tasks	Establish, monitor, and automate indicators for tracking progress toward strategies.	3/8/2018
	Provide data structure and analysis support to other strategies	Ongoing
	Track and analyze the distinct count and characteristics of the children enrolled in the full ECE system in Illinois across funding streams and settings.	Mar-18
	Track and analyze the distinct count and characteristics of the full ECE workforce across funding streams and settings.	Aug-18
	Determine the number and share of ECE professionals qualified or credentialed within the state's framework for credentialing and licensure	Aug-18
Strategy	Pursue financial support to continue study of the "typical" pathway for an early childhood teacher to earn a bachelor's degree	Aug-18

Draft – Decision Cycles 3, 4, 5

Professional Designation	Early Childhood Educator I	Early Childhood Educator II	Early Childhood Educator III
Professional Preparation	Professional Training Program	Associate Degree Program	Bachelor's Degree Program Master's Degree Program (initial prep)
Variation In Professional Roles (continued)	<p><u>Assessment:</u> Support the collection and use of assessment data to inform practice and support young children and their families in <i>kindergarten through third grade settings</i></p> <p><u>Curriculum:</u> Support the development and implementation of developmentally, culturally, and linguistically appropriate curriculum in <i>birth through third grade settings</i></p> <p><u>Direct Supervision and Ongoing Support:</u> Practice under the appropriate guidance of Educator II or Educator III</p> <p>Innovative supervisory models should be developed to support home-based early childhood education programs and other settings</p> <p>Has access to ongoing instructional support and professional development</p>	<p><u>Assessment:</u> Select, collect, and use assessment data to inform practice and support young children and their families in <i>birth through pre-k settings</i></p> <p>Support the collection and use of assessment data to inform practice and support young children and their families in <i>kindergarten through third grade settings</i></p> <p><u>Curriculum:</u> Develop and implement developmentally, culturally, and linguistically appropriate curriculum in <i>birth through pre-k settings</i></p> <p>Support the development and implementation of developmentally, culturally, and linguistically appropriate curriculum in <i>kindergarten through third grade settings</i></p> <p><u>Direct Supervision and Ongoing Support:</u> Practice under the appropriate guidance of Educator III in <i>kindergarten through third grade settings</i>.</p> <p>Innovative supervisory models should be developed to support home-based early childhood education programs and other settings</p> <p>Has access to ongoing instructional support and professional development</p>	<p><u>Assessment:</u> Select, collect, and use assessment data to inform practice and support young children and their families in <i>birth through third grade settings</i></p> <p><u>Curriculum:</u> Develop and implement developmentally, culturally, and linguistically appropriate curriculum in <i>birth through third grade settings</i></p> <p><u>Direct Supervision and Ongoing Support:</u> Has access to ongoing instructional support and professional development</p>