

**PDAC Steering Committee Minutes**  
**March 13, 2019**

Bela Mote	Johnna Darragh Ernst	Marcy Mendenhall
Beth Knight	Joyce Weiner	Marsha Hawley
Dawn Thomas	Julie Lindstrom	Rebecca Livengood
Elva DeLuna	Karen McCarthy	Rebecca Vonderlack Navarro
Gail Nelson	Lauri Morrison Frichtl	Shauna Egeh
Joellyn Whitehead	Laurie Rhodes	Stephanie Bernoteit
	Lynn Burgett	Teri Talan

**PDAC Steering Welcome**

- The PDAC Mission, Vision & Values were read by committee members.

**Review and Approval of Minutes**

- December 11, 2018 minutes were approved by silence. (Attachment 1)

**PDAC Survey Results**

- The survey is a follow-up to a suggestion from the PDAC Annual Meeting.
- Received a 38% response rate.
- It was suggested to add a question on the Annual PDAC Membership form asking the member to include their role.

**Qualifications & Credentials Committee: Ad Hoc Gateways ESL & Bilingual Credential Recommendation**

- Joyce Weiner, Rebecca Vonderlack Navarro and Sergio Hernandez are the tri-chairs of the ESL & Bilingual Credential Ad Hoc Committee. Pat Chamberlain and Luisiana Melendez from Erikson Institute are our credential consultants.
- Developing the ESL & Bilingual Gateways Credential Levels 2, 3, 4 built on the ECE.
- Level 5 is already defined by the Illinois State Board of Education (ISBE) as to what is required for the ESL & Bilingual Credential.
- The ESL & Bilingual Credential Framework was shared with Steering. (Attachment 2)
- Currently screening higher education institutions for the pilot.
- **Committee Making Recommendation:** ESL & Bilingual Ad Hoc Credential Committee (Attachment 3)
  - **Recommendation:** The ESL & Bilingual Ad Hoc Credential Committee recommends approval of the attached Gateways to Opportunity ESL & Bilingual Credential Framework and Competencies for purposes of a pilot beginning spring of 2019.
  - **Rationale:** The ESL & Bilingual Credential Framework and Competencies specify requirements for professionals to obtain an ESL & Bilingual Credential and are ready to be piloted (tested).
    - Recommendation passed.

**Information from State Partners/Connectors to PDAC's Work**

- Advocacy – Joyce Weiner
  - Joyce Weiner shared updates to newly appointed state agency heads including: Sol Flores as Deputy Governor, Grace Hou as the new Secretary of the Illinois Department of Human Services, and Linda Satterfield as a senior advisor. A national search is underway for the Department of Children and Family Services.

- Minimum wage will rise to \$15.00 per hour by 2025. Many teachers are concerned that with the increase in pay they will no longer be eligible for GreatSTART and other supplemental programs. Center directors are concerned they will be unable to pay the \$15.00 per hour.
- Governor Pritzker’s priorities include Higher Education as it has been under funded for years. Priorities include funding for MAP grants and scholarships. The intent is to rebuild higher education.
- Illinois State Board of Education – Lynn Burgett
  - Working on RFPs for PreSchool for All, Prevention Initiative, and Preschool for All Expansion. Focus is on locations with high needs and low services.
  - Kindergarten Individual Development Survey (KIDS) – It is anticipated that districts will get scores and data shortly. The report will be released statewide.
- Illinois Board of Higher Education (IBHE) – Stephanie Bernoteit
  - During the past 40 years Illinois has been an exporter of students as higher education institutions in surrounding states don’t have enough high school graduates to fill slots so they have recruited in Illinois.
  - In 2002, 29.3% of students left Illinois to attend a higher education institution. In 2019, 50% of students leave Illinois to attend a higher education institution.
  - Earning outcomes for the ECE field are not the lowest, fine arts and religion are lower.
  - IBHE requested a 10% budget increase from the Governor.
  - See attached document Illinois Proud regarding additional stats and information. (Attachment 4)
- Governor’s Office of Early Childhood Development
  - Jamilah R. Jor’dan from Governor’s Office of Early Childhood Development was unable to attend, but a handout was submitted (Attachment 5).
- State Legislative Action on Higher Education Issues
  - PDAC Steering voted to support Cathy Main’s testimony in support of HB 2932 to support removing the basic skills test in teacher licensure.

**Working Lunch:**

- During the working lunch each committee either attended a discussion regarding:
  - The book: A Leader’s Guide to Competency-Based Education
  - The article: Avoiding the Road to Education Hell
  - Watch the You Tube video on KIDS

**Information from State Partners/Connectors to PDAC’s work**

- Illinois Head Start Association – Lauri Morrison Frichtl
  - Head Start was flat funded.
  - Watching the development of the 2020 budget very carefully.
  - Lauri shared the statistic that with the increase in the minimum wage that a single mother with 2 children making \$10.25 an hour is over income by \$130 for Head Start.

**Recommendations from the Financial Supports Committee (Attachment 6, 7, 8, 9)**

The Financial Support Committee, chaired by Marcy Mendenhall, Lauri Rhodes and Gail Nelson brought forward four recommendations regarding workforce support.

- **COMMITTEE MAKING RECOMMENDATIONS: PDAC Financial Supports Committee**
  - **RECOMMENDATION:** Individuals working at a Silver or Gold Circle of Quality ExceleRate Illinois child care center and/or family child care/group home could access Great START after 90 days of employment. All other eligibility requirements must also be met.

- **RATIONALE:** Current eligibility for Great START requires a full year of employment. Lowering the employment requirement will incentivize child care programs to participate in ExceleRate and reward those programs that have already achieved a Silver or Gold Circle of Quality. The field has expressed the struggle to find and retain qualified staff. This would allow high quality programs to reward and retain staff quicker using the Great START wage supplements.
  - Recommendation passed.
  
- **RECOMMENDATION:** Individuals working at a Bronze, Silver or Gold Circle of Quality ExceleRate Illinois child care center and/or family child care/group home could access the Gateways Scholarship Program after 90 days of employment. All other eligibility requirements must also be met.
- **RATIONALE:** Current eligibility for the Gateways Scholarship Program requires a full year of employment. Lowering the employment requirement will incentivize child care programs to participate in ExceleRate and reward those programs that have already achieved a Bronze, Silver or Gold Circle of Quality. The field has expressed the struggle to find and retain qualified staff. This would allow programs to place staff on a professional development path using the Gateways Scholarship soon after employment.
  - Recommendation passed.
  
- **RECOMMENDATION:** Prioritize federal and state funding to Great START and Gateways Scholarship.
- **RATIONALE:** Recommendations from the Financial Supports committee will increase the number of applicants that are able to access Great START and the Gateways Scholarship Program. Having these programs stable and reliable are key to individuals accessing and using the resources to increase education levels and compensation. The Gateways Scholarship program depleted funding in January of FY19. Additional funding is needed to continue to offer this resource to increase the education level of child care providers. As additional funding is made available through the Child Care Development Block Grant and other initiatives these two programs should be given priority.
  - Recommendation passed.
  
- **RECOMMENDATION:** Raise the maximum salary for Great START to \$20 per hour or \$41,600.
- **RATIONALE:** The Great START maximum hourly wage is currently set at \$15 per hour or \$31,200. The maximum wage has not been increased since the inception of the Great START program in 2001. However, minimum wage in Illinois has increased seven times since 2003 from \$5.15 per hour in 2003 to \$8.25 per hour currently. Minimum wage will increase July 2019 to \$13.00 within the city of Chicago. Increasing the minimum wage to \$15.00 statewide has been identified as a priority in the current administration. The Great START program is overdue for a maximum wage increase to match and align to the Illinois minimum wage.
 

Parity must be established for educated child care professionals to receive compensation equal to teachers in the public school system. Using a \$40,000 minimum teacher salary passed by legislators, but vetoed by our last governor, the Great START program can be leveraged to fill the parity gap across education systems. Data shows that the current median hourly wage for teachers in a licensed center was \$12.50. By setting the maximum hourly wage at \$20 per hour it allows Great START to be one tool used to bring child care professionals closer to compensation parity at the proposed minimum starting salary for teachers in the public school system.

  - Recommendation passed.

#### **INCCRRA & IBHE: State Progress in Competency Movement**

- INCCRRA and the Illinois board of Higher Education received a grant from the Robert R. McCormick Foundation.
  - The purpose of the grant is to consider how to fully realize the potential of competencies. Three main components of the grant include:

- Deepen the existing work with higher education institutions to fully implement the opportunities that competencies bring to teacher preparation.
  - Begin to think more intentionally about the possibility of Gateways to Opportunity Registry approved trainings/professional development offerings.
  - Leveraging technology to advance efficiency.
- Faculty Fellows
  - 40 fellows will engage in cross-institutional work to expand the assessment repository of the Gateways Competency toolbox by reviewing, creating and compiling additional assessments. In addition, they will capture any potential assessment data.
  - Faculty Fellows represent a combination of 2- year and 4-year faculty. Faculty also represent institutions from across the state.
  - Antonia Potenza and Jen Asimow are our Faculty Fellow leads. Anni Reinking is serving as a technology consultant.

### **NAEYC Power to the Profession: Implications for PDAC**

- In the folders is a copy of the letter sent to NAEYC on behalf of PDAC/PDAC Steering in response to recent decision cycles of the Power to the Profession work. The letter highlighted the concern regarding the lack of a content area, standard, or competencies in regards to health and safety.
- Teri encouraged members to take the opportunity to respond to the cycles as NAEYC has on their website the ability for responses and feedback.
- The second draft of Decision Cycles 3, 4, 5, and 6 were included in your meeting materials.
  - The draft has addressed concerns raised during the first draft, plus they have added decision cycle 6 which has to do with compensation. The draft addressed the equity issue and addresses concerns about the level by acknowledging that they have to have a timeframe.
  - Teri highlighted page 6: “Getting from Here to There: The Unifying Pathway” chart it is a vision that all early childhood educators have a bachelor’s degree in early childhood plus competencies. Teri also highlighted on page 15 a compensation wage scale based on education attainment.
  - The survey is open until March 23<sup>rd</sup>.
  - One area that should be on our radar is the potential to simplify higher education regarding limiting the number of degrees that are offered/ specializations.

### **Announcements**

Meeting dates for FY2020:

- A draft calendar of FY 2020 PDAC and PDAC Steering dates were shared for any feedback. This document is subject to change, a final version will be shared at the May PDAC Steering meeting and at the June PDAC telenet.

### **Adjourn**

Information from state agencies



Gateways to Opportunity® **ESL & Bilingual Credential** Framework

	<b>EDUCATION REQUIREMENTS</b>	<b>COLLEGE EDUCATION &amp; TRAINING REQUIRED COMPETENCIES TO SUPPORT DUAL LANGUAGE LEARNERS</b>	<b>WORK &amp; PRACTICAL EXPERIENCE WITH DUAL LANGUAGE LEARNERS</b>
<b>LEVEL 5</b>	Professional Educators License (ECE Credential Level 5 or higher)	ISBE ESL or Bilingual Endorsement Standards	ISBE ESL or Bilingual Endorsement Requires - 100 clock hours
<b>LEVEL 4</b>	ECE Credential Level 4 or higher	<i>Must meet all previous level competencies plus:</i> Human Growth and Development (HGD8) Observation and Assessment (OA5, OA6, OA7, OA8) Curriculum or Program Design (CPD5, CPD6, CPD7, CPD8) Interactions, Relationships, and Environments (IRE7, IRE8) Family and Community Relationships (FCR7, FCR8, FCR9) Personal and Professional Development (PPD4, PPD5, PPD6)	50 total hours of supervised experience with dual language learners and their families <i>or</i> 900 total hours of documented dual language learners work experience
<b>LEVEL 3</b>	ECE Credential Level 3 or higher	<i>Must meet all previous level competencies plus:</i> Human Growth and Development (HGD5, HGD6, HGD7) Observation and Assessment (OA3, OA4) Curriculum or Program Design (CPD2, CPD3, CPD4) Interactions, Relationships, and Environments (IRE4, IRE5, IRE6) Family and Community Relationships (FCR5, FCR6) Personal and Professional Development (PPD2, PPD3)	10 hours of supervised experience with dual language learners and their families <i>or</i> 450 total hours of documented dual language learners work experience
<b>LEVEL 2</b>	ECE Credential Level 2 or higher	<i>Must meet all previous level competencies plus:</i> Human Growth and Development (HGD1, HGD2, HGD3, HGD4) Health, Safety, and Well-Being (HSW1, HSW2, HSW3) Observation and Assessment (OA1, OA2) Curriculum or Program Design (CPD1) Interactions, Relationships, and Environments (IRE1, IRE2, IRE3) Family and Community Relationships (FCR1, FCR2, FCR3, FCR4) Personal and Professional Development (PPD1)	5 hours of observation with dual language learners and their families <i>or</i> 200 hours of documented dual language learners work experience

Per Gateways Credential policies, up to 30% of competencies may be documented through credential approved training



Professional Development Advisory Council (PDAC)

**RECOMMENDATION FOR APPROVAL**

DATE: February 12, 2019

COMMITTEE MAKING RECOMMENDATION: ESL & Bilingual Ad Hoc Credential Committee

RECOMMENDATION: The ESL & Bilingual Ad Hoc Credential Committee recommends approval of the attached Gateways to Opportunity ESL & Bilingual Credential Framework and Competencies for purposes of a pilot beginning Spring of 2019.

RATIONALE: The ESL & Bilingual Credential Framework and Competencies specify requirements for professionals to obtain an ESL & Bilingual Credential and are ready to be piloted (tested).

DISPOSITION:

PDAC Qualifications and Credentials ESL & Bilingual Ad Hoc Credential Committee

Approved: X                      Date: 2.13.19  
Disapproved:                      Date:

DISPOSITION:

PDAC Qualifications and Credentials Committee

Approved: X                      Date: 2.21.19  
Disapproved:                      Date:

DISPOSITION:

Steering

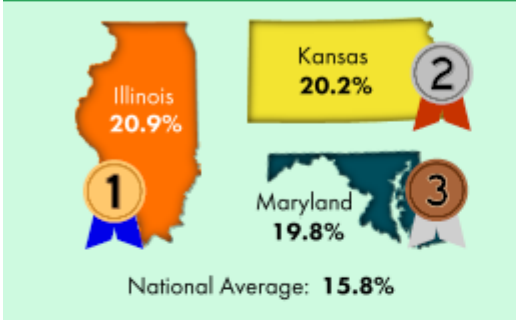
Approved:                      Date  
Disapproved:                      Date:

Note: after the pilot is completed, a recommendation for a Gateways ESL & Bilingual Credential, inclusive of a Framework with corresponding educational content/competencies, will follow PDAC recommendation protocol which includes a review by the full Professional Development Advisory Council before moving to the Illinois Department of Human Services for final determination.

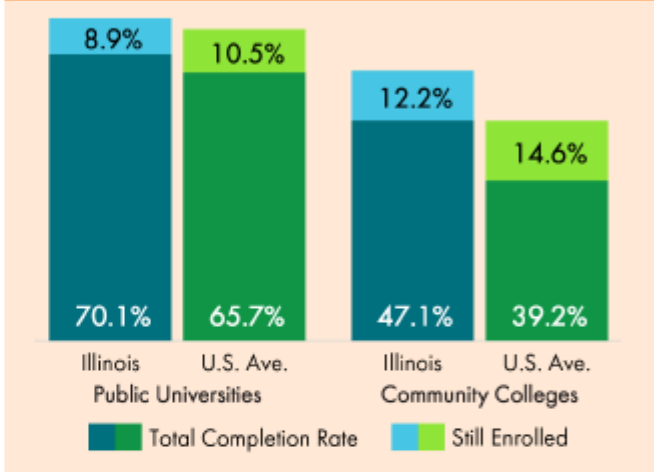


ILLINOIS BOARD OF HIGHER EDUCATION  
**ILLINOIS PROUD: COMPLETING COLLEGE**  
 A COMPARATIVE PROFILE OF ILLINOIS HIGHER EDUCATION

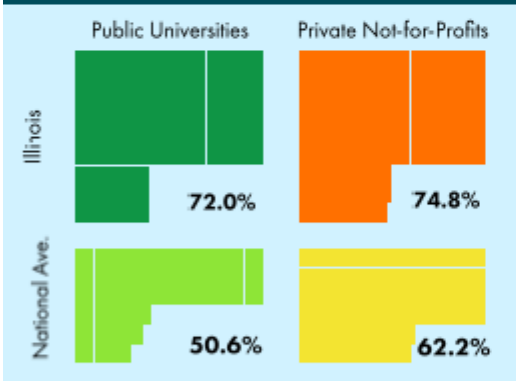
Illinois is **best in the nation** for completion rates at four-year institutions among all community college students (part-time and full-time).



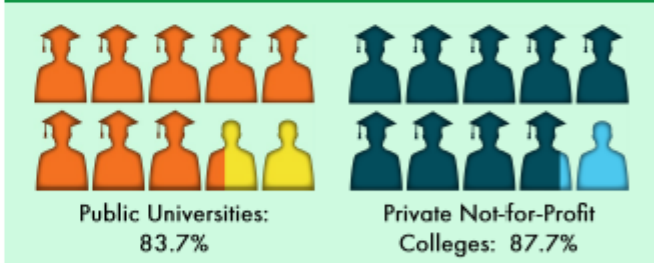
Illinois public colleges **substantially outpace** the national averages in terms of six-year completion rates.



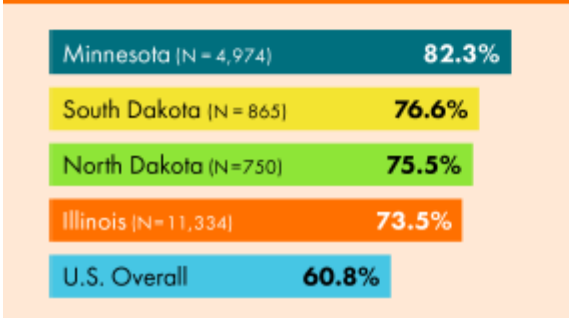
Illinois is **third in the nation** in completion rates for **adult learners** at public universities and not-for-profit private colleges.



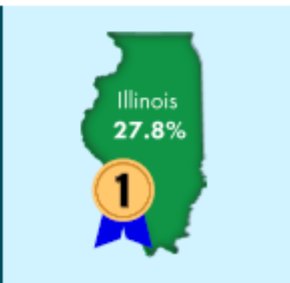
The **overwhelming majority of full-time students** at Illinois not-for-profit private colleges and public universities complete a degree within six-years.



Illinois is **fourth in the nation** for overall degree completion among full-time community college students.



Illinois also has the **highest percentage** of full-time community college students earning degrees at both their community college and a four-year institution.  
 National Average: 18.4%



## **PDAC Steering Committee Report**

March 13, 2019

### **Preschool Development Grant Birth-5 (PDG B5)**

GOECD has been awarded the Preschool Development Grant Birth-5 (PDG B-5) from the Department of Health and Human Services, The Administration for Children and Families—Office of Child Care. The overall goal of the grant is to support States in their efforts to analyze the current landscape of their ECE mixed delivery system and implement changes to the system that maximize the availability of high-quality early childhood education options for low-income and disadvantaged families across providers and partners, improve the quality of care, streamline administrative infrastructure, and improve State-level early childhood care and education funding efficiencies. The Request for Proposals (RFPs) along with budget amounts have been posted on the ISBE website. Questions related to the RFPs may be posted to the bid website. In addition, GOECD is hiring for several positions to support the grant implementation. The positions are listed on the GOECD website.

### **Early Childhood Educator Workforce Development Project**

The Early Childhood Educator Workforce Development Project strategies continue to move forward. Accomplishments within the Project are the result of collaboration across agencies and sectors.

Updates:

### **Dual Credit / Dual Enrollment**

An online survey was sent to all high schools offering ECE Level 1. There is a commitment to the ECE Level 2 Credential, however, there was a need to separate the indicators for Level 1 from Level 2. This was accomplished in collaboration with Beth Knight and Joellyn Whitehead. The indicators have been revised for the ECE Level 1 Credential. We added 3 new indicators that are tracked by INCCRRA. These are the number of high school students who have attained the ECE Level 1 Credential since inception, which is 8,731. The number of teachers participating in the Level 1 Trainer of Trainers, which is 323. The number of schools represented is 201.

The number of high schools currently offering the ECE Level 1 Credential is 99. ECE Credential Level 1 was piloted in 2007 and went to full implementation in 2008. INCCRRA started with 6 schools and are now at 99. Implementation barriers: Currently, we're not able to pull data by Credential Level. Individuals are attaining ECE Level 2 Credentials, but there is not a central location to pull the information specific to high school students. Challenges identifying teachers who are qualified to teach the courses.



### **Pathway to a PEL with Endorsements**

Clarification and guidance are needed related to SB1829. SB1829 does not require that educators with a Gateways Level 5 Credential demonstrate proof of enrollment in coursework and working towards their PEL. The goal is to ensure that individuals impacted by the law are informed. Data collection related to this strategy is being discussed. Note: Educators who have not attained a PEL by 2023 will not be able to be a lead teacher in ECBG funded classrooms.

### **Messaging**

A draft brochure (Careers in Early Childhood) has been developed and vetted by the Strategy Group. The draft brochure will be sent to gatekeepers for their review/feedback on content. Advisors will be included which is the targeted audience. It was also proposed to solicit feedback from the PDAC Higher Education Committee. The brochure will be revised based on reviews.

### **Compensation**

The Strategy Group has selected Illinois Action for Children as the contractor to complete the policy analysis that will support a consensus statement on compensation. Three proposals will be analyzed related to early childhood educator compensation: (1) creation of a wage or salary schedule, (2) increased integration of compensation into the QRIS or tiered reimbursement system, and (3) increased use of language related to compensation into contracting or grant documents for the Early Childhood Block Grant or Child Care Assistance Program (CCAP). Once the analysis is complete it will be shared with various stakeholders to inform the recommendations and consensus statement with the intent to share it with policymakers.

Submitted By:

Jamilah R. Jor'dan, PhD

Deputy Director, GOECD



Professional Development Advisory Council (PDAC)

**RECOMMENDATION FOR APPROVAL**

DATE: February 5, 2019

**COMMITTEE MAKING RECOMMENDATION: PDAC Financial Supports Committee**

**RECOMMENDATION:** Individuals working at a Silver or Gold Circle of Quality ExceleRate Illinois child care center and/or family child care/group home could access Great START after 90 days of employment. All other eligibility requirements must also be met.

**RATIONALE:** Current eligibility for Great START requires a full year of employment. Lowering the employment requirement will incentivize child care programs to participate in ExceleRate and reward those programs that have already achieved a Silver or Gold Circle of Quality. The field has expressed the struggle to find and retain qualified staff. This would allow high quality programs to reward and retain staff quicker using the Great START wage supplements.

**DISPOSITION:**

PDAC Financial Supports Committee

Approved: X Date: 2/21/19

Disapproved: Date:

**DISPOSITION:**

PDAC Steering Committee

Approved: Date:

Disapproved: Date:

**DISPOSITION:**

PDAC

Approved: Date:

Disapproved: Date:

**DISPOSITION:**

IDHS, Bureau of Child Care and Development

Approved: Date:

Disapproved: Date:





Professional Development Advisory Council (PDAC)

**RECOMMENDATION FOR APPROVAL**

DATE: February 5, 2019

COMMITTEE MAKING RECOMMENDATION: PDAC Financial Supports Committee

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DISPOSITION:

IDHS, Bureau of Child Care and Development

Approved: Date:

Disapproved: Date:





Professional Development Advisory Council (PDAC)

**RECOMMENDATION FOR APPROVAL**

DATE: February 5, 2019

COMMITTEE MAKING RECOMMENDATION: PDAC Financial Supports Committee

RECOMMENDATION: Prioritize federal and state funding to Great START and Gateways Scholarship.

RATIONALE: Recommendations from the Financial Supports committee will increase the number of applicants that are able to access Great START and the Gateways Scholarship Program. Having these programs stable and reliable are key to individuals accessing and using the resources to increase education levels and compensation. The Gateways Scholarship program depleted funding in January of FY19. Additional funding is needed to continue to offer this resource to increase the education level of child care providers. As additional funding is made available through the Child Care Development Block Grant and other initiatives these two programs should be given priority.

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IDHS, Bureau of Child Care and Development

Approved: Date:  
Disapproved: Date:





## Professional Development Advisory Council (PDAC)

**RECOMMENDATION FOR APPROVAL**

DATE: February 5, 2019

COMMITTEE MAKING RECOMMENDATION: PDAC Financial Supports Committee

RECOMMENDATION: Raise the maximum salary for Great START to \$20 per hour or \$41,600.

**RATIONALE:** The Great START maximum hourly wage is currently set at \$15 per hour or \$31,200. The maximum wage has not been increased since the inception of the Great START program in 2001. However, minimum wage in Illinois has increased seven times since 2003 from \$5.15 per hour in 2003 to \$8.25 per hour currently. Minimum wage will increase July 2019 to \$13.00 within the city of Chicago. Increasing the minimum wage to \$15.00 statewide has been identified as a priority in the current administration. The Great START program is overdue for a maximum wage increase to match and align to the Illinois minimum wage.

Parity must be established for educated child care professionals to receive compensation equal to teachers in the public school system. Using a \$40,000 minimum teacher salary passed by legislators, but vetoed by our last governor, the Great START program can be leveraged to fill the parity gap across education systems. Data shows that the current median hourly wage for teachers in a licensed center was \$12.50. By setting the maximum hourly wage at \$20 per hour it allows Great START to be one tool used to bring child care professionals closer to compensation parity at the proposed minimum starting salary for teachers in the public school system.

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PDAC Financial Supports Committee

Approved: Date: 2/5/19

Disapproved: Date:

**DISPOSITION:**

PDAC Steering Committee

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Disapproved: Date:

**DISPOSITION:**

PDAC

Approved: Date:

Disapproved: Date:

**DISPOSITION:**

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Approved: Date:

Disapproved: Date:

Sources: <https://www2.illinois.gov/Pages/news-item.aspx?ReleaseID=19609>[https://www.huffingtonpost.com/reboot-illinois/a-minimum-wage-history-in\\_b\\_3569831.html](https://www.huffingtonpost.com/reboot-illinois/a-minimum-wage-history-in_b_3569831.html)<https://www.chicagotribune.com/news/local/politics/ct-met-bruce-rauner-minimum-teacher-salary-20180826-story.html>