

**PDAC Steering  
October 16, 2019  
Minutes**

Bela Mote	Joellyn Whitehead	Laurie Rhodes
Beth Knight	Johnna Darragh Ernst	Marcy Mendenhall
Cathy Main	Joni Scritchlow	Marsha Hawley
Christi Chadwick	Joyce Weiner	Rebecca Livengood
Cindy Wall	Julie Lindstrom	Shauna Ejeh
Elva DeLuna	Karen McCarthy	Stephanie Bernoteit
Gail Nelson	Kate Connor	Teri Talan

**PDAC Steering Welcome** – Marsha Hawley, Johnna Darragh Ernst and Stephanie Bernoteit

- Cindy Wall read the Mission, Vision & Values

**Review and Approval of Minutes** – Marsha Hawley, Johnna Darragh Ernst and Stephanie Bernoteit

- July 31, 2019 (document 1)
- Elva DeLuna moved to accept the minutes.
- Bela Mote seconded the motion.

**Recap of the PDAC Joint Meeting with ACCESS and ILAECTE**

- The joint PDAC, ACCESS and ILAECTE meeting has traditionally been held every other year providing opportunities to connect PDAC to a larger audience of higher education faculty and increase partnerships.
- The meeting allowed for deeper higher education perspective of the compensation and teacher shortage issues.
- It was important to share state systems information with higher education as some of the information was not widely known by faculty.

**Pulse Check** - each member provides two topics they feel are critical at this time

- Top issues in the field raised by Steering members:
  - Compensation
    - Teacher qualifications/shortage
      - Students are not encouraged to enter the field
  - High quality and workforce intersection
  - Impact of implicit bias
  - Teachers feeling not ready to enter the classroom
  - Responsive pathways
  - Inequity in professional development, compensation, prep time
  - Teacher well-being (supports/environment)
  - Educators not being treated as professionals
  - Challenges of parity within the 0-5 continuum
- Additional questions/thoughts:
  - Reality of waiting lists – not enough spaces available
  - Can our mixed delivery system survive?
  - Living wage should be the floor and build from there based on qualifications
  - Need for comprehensive data
  - Don't dilute what we know children need vs the need to bring in a warm body
  - Challenges in higher education (structurally) can impede our ability to innovate the workforce
    - Often under-resourced

- The Iron Triangle
  - The concept of the Iron Triangle refers to the three major challenges in higher education: cost, quality and access. There is an unbreakable interdependence between the three. An impact on one is an impact on the others. Very hard to unbundled them.
- PDAC Information & Trends handout: Top 3 Key Trends/What is Bubbling Up (document 2)
  - Shortage of qualified staff
  - Prenatal to 3 Initiative
  - PDG – B5
  - Is the chart a mindful way to move forward?
    - The document provided by Information and Trends mirrors and validates the concerns outlined by Steering earlier today.
    - It helps to organize and sort work that needs to stay with PDAC to lead, PDAC to be a part of, or let others coordinate.

### Qualifications and Credential Recommendations

- **RECOMMENDATION:** The PDAC QC Committee recommends the approval of the attached Gateways to Opportunity School-Age & Youth Development Career Lattice. (document 3)
  - **RATIONALE:** The Gateways School-Age & Youth Development Career Lattice shows the School-Age & Youth Development (SAYD) Credential as the foundation for the Gateways Family Child Care Credential, Illinois Director Credential, and Technical Assistance Credential. The career lattice gives clarity of pathway(s) to gaining higher levels of Gateways Credentials. By advancing on the Career Lattice, a practitioner can potentially open additional career opportunities for themselves.
    - The Recommendation was approved.
  
- **RECOMMENDATION:** The PDAC QC Committee recommends the approval of the attached Gateways to Opportunity Gateways Family Specialist Career Lattice. (document 4)
  - **RATIONALE:** The Gateways Family Specialist Career Lattice shows the Family Specialist Credential as the foundation for the Gateways Technical Assistance Credential. The IDHS Division of Family and Community Services ultimate goal is to help individuals and families achieve and maintain self-sufficiency (<https://eclkc.ohs.acf.hhs.gov/programs/Illinois-head-start-collaboration-office>). The Family Specialist Credential was designed specifically for those who work in direct partnership with families using a strength-based relationship model. The career lattice gives clarity of pathway(s) to gaining higher levels of Gateways Family Specialist Credentials. By advancing on the Career Lattice, a practitioner can potentially open additional career opportunities for themselves.
    - The recommendation was sent back to the committee for clarification regarding BSW accreditation requirements.
  
- **RECOMMENDATION:** The PDAC QC and FS Committees recommend adding Gateways to Opportunity Credentials to the Great START Wage Supplement Scale (document 5).
  - **RATIONALE:** The Great START Wage Supplement Scale promotes and incentivizes providers to go above minimum licensing requirements. Adding the Gateways ECE Credential, Infant Toddler Credential, Family Child Care Credential, and School-Age & Youth Development Credential to the Great START Wage Supplement Scale incentivizes providers to advance on the Gateways Career Lattice by earning Credentials that provide wage supplement.
 

The proposed scale includes an additional level that recognizes those with Graduate level Credentials. If an additional level cannot be added at this time, all Gateways Credentials listed at Level 11 should be incorporated in Level 10.

    - The recommendation was approved.

## State Agencies: Information Connected to the Work of PDAC

- Advocacy
  - Nothing formal being presented during the veto session.
  - The winter session is traditionally the major legislative session.
    - The compensation issue is an underlying issue for the session.
- Governor's Office of Early Childhood Development handout provided:
  - Preschool Development Grant Birth – 5 (PDG-B5) the renewal grant application is due November 5, 2019 and will be submitted in the amount of \$15million. Multiple states applying for PDG-B5 funding.
  - The Early Learning Council-ExceleRate Subcommittee are addressing two components (1) Continuous Quality Improvement (CQI) and (2) link staffing standards, staff/child ratios qualifications and compensation- link standards to tiered systems of funding. This is an opportunity to call out innovative practices.

## P2P NAEYC Cross walk (Alignment congruence)

- Next phase of the P2P Conversation
  - Cycle 3,4,5 & 6 had a lot to do with the structure of the educator role.
  - Levels include: Early Childhood Education Professional Training Programs, Early Childhood Education Associate Degree Programs, Early Childhood Education Bachelor's Degree Program and Early Childhood Education Master's Degree Programs. They are designed to articulate and feed into each other.
  - NAEYC does not have a final document regarding leveling.
  - Due to input and responsiveness to groups like PDAC, NAEYC is more open to state systems and the diversity and flexibility of local needs.
  - Cycles 7 & 8 highlight that professionals need support and professional development; an infrastructure must be developed and enhanced to support professionals' readiness to meet these expectations.
  - Individuals must have access to funding and supports that lead to affordable professional preparation.
  - Individuals who practice must meet the guidelines of the profession.
  - Preparation programs must have Federal and state legislation, regulations, and funding targeted to professional preparation program that demonstrate alignment to preparing candidates in the Professional Standards and Competencies for Early Childhood Educators and to the appropriate ECE I, II, III levels.
  - Individuals will have a license at either a Level I, II, or III that is regulated by a state body.
  - Resources and public funding to incentivize programs of study that are aligned to the Professional Standards and Competencies for Early Childhood Educators.
    - Faculty with qualifications aligned to the expectations set by early childhood professional preparation accreditation.
    - High quality field experiences.
    - Adequate data systems to monitor individual's progress.
    - Faculty to reflect the diversity of their students.
  - Employers must provide working conditions that support the well-being of their staff.
  - Illinois has a long way to go to meet these proposed recommendations.

## Financial Supports Recommendation

- **RECOMMENDATION:** The Illinois Department of Human Services put priority on reviewing the eligibility for School-age providers within the Great START wage supplement program and making needed revisions to policy to allow School-age providers to access Great START. (document 6)
  - **RATIONALE:** Over 50% of children participating in CCAP fall between 5-12 years of age. School-Age only workers often make lower wages than their pre-school counterparts. However often school-age providers are found ineligible for Great START. This could be because of the number of hours they work per day, or the way the center uses them in different roles while school-age children are in school, or for several other reasons. As a Committee we are not able to look at specific school-age applicants within Great START due to confidentiality. However, we would encourage IDHS to work with INCCRRA to review school-age providers, and the eligibility that is negatively impacting their ability to access Great START.
    - The recommendation was sent back to the Financial Supports Committee for further review (Great START in statute) and financial impact. Any comments or input that Steering members would like to make should be sent to Rebecca Livengood.

## State Agencies: Information Connected to the Work of PDAC

- Illinois Board of Higher Education
  - The Higher Education sub-committee has had discussion regarding responsive pathways to help people progress in their attainment of credentials and degrees.
    - IBHE released a statewide interactive transfer data dashboard on the IBHE website.
    - In the Spring of 2019 the Illinois senate passed a joint resolution SJR22 which calls on the Illinois Board of Higher Education and the Illinois Community College Board to do a comprehensive review of transfer in Illinois.
      - Under SJR22 IBHE will be convening a variety of stakeholders from across the state to review the umbrella policy structure. One of the rub areas, in regards to transfer, is the extent to which AAS degree has been conceptualized as a terminal degree. Another rub includes cases of specialize accreditation are involved.
  - The Governor has reconstituted the board at IBHE. One of the board's first tasks is to work on a new master plan for higher education in Illinois. Will launch in January. Hope to see embedded in the work substantial efforts to help institutions reimagine their programs.
  - Stephanie Bernoteit will share a link to the Lumina Foundation report "Unlocking the potential" with Steering members.
- Illinois State Board of Education
  - Christina Pacione-Zayas from Erikson Institute has been appointed to the Illinois State Board of Education. She has a background in early education.
  - Have received funding for FY20.
  - An RFP went out regarding a monitoring contract for Prevention Initiative.
  - Suspension and expulsion language is under review by JCAR.
  - KIDS is nearing the 40-day mark where observations should have taken place and data entered.
  - 20 programs have been provided resources through the Pyramid Model training.

## ECE State Competency Leadership and Operational Plans

- The Leadership and Operational plans were shared with the committee.
- The documents list the members of the State Competency Leadership team who have been critical in moving work forward.
- The Operational Plan lists the focus areas for current and future work.
- Tools developed by the Faculty Fellows such as the Assessment Guide will be refined following input of faculty at the regional meetings, and a final version will be placed on the Gateways website.
- Charla Long, Executive Director, of the Competency-Based Education Network will meet with the ECE State Competency Leadership team the first week of November.

**PDAC Annual Meeting:** The Annual Meeting will be held on November 15<sup>th</sup> at the Doubletree Hotel in Bloomington. During the meeting we will show the movie No Small Matter.

**Adjourn**



## Professional Development Across Illinois: Top Trends

### Top Trends (contributed by IT Committee members)

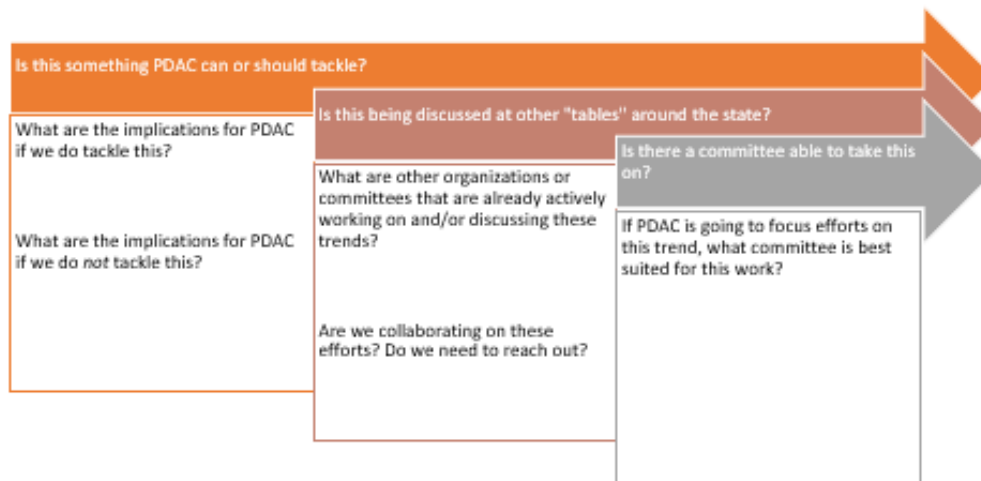
**Shortage of qualified staff:** This was brought up by a majority of committee members, with the following being the most pertinent elements showing up around the state—in rural and urban settings, across different program types, and various staff positions.

- Center directors are moving to lower qualifications for staff through legislation or directly with DCFS.
- Centers are closing because they are unable to meet basic requirements of state ratios. They are unable to find and/or hire staff. This impacts rural and urban settings and program types.
- The workforce shortage covers not only *qualified* applicants, but *appropriate* applicants. It is being reported across the state that many applicants (particularly in child care, although not limited to that program type) (1) accept the job offer, only to fail to show up or quit within 2 weeks; (2) exhibit little commitment to following staff policies (e.g., taking mental health days) that are in place to maintain staffing ratios; (3) are habitually tardy for work; and/or (4) present a compromised appearance at work (e.g., smelling like marijuana/alcohol, dressing inappropriately).
- The minimum wage increase is trending across committee meetings, discussion boards, and director meetings. The impact on CBO's and child care programs is expected to reach critical proportions.
- Staff report leaving their positions for several reasons, among them compensation, but also because of the environment in the classroom (e.g., children experiencing trauma, children exhibiting challenging behaviors).

**Prenatal to 3 Initiative:** The vision is to expand equitable access to and participation in high quality services for more infants and toddlers and their families by 2023. The coalition had a kickoff meeting September 18, 2019. Next meetings are October 16, November 12, and December 11. Workgroups have been formed to focus their energies on needed data, objectives, and strategies related to family economic security, child care, etc.

**PDG B-5:** The strategic plan and needs assessment section of the PDG B-5 grant are currently in process. In addition, the renewal application for the upcoming year is underway.

### Implications for PDAC





# GATEWAYS TO OPPORTUNITY

Illinois Professional Development System

## Professional Development Advisory Council (PDAC)

### RECOMMENDATION FOR APPROVAL

DATE: September 11, 2019

COMMITTEE MAKING RECOMMENDATION: PDAC Qualifications & Credentials (QC) Committee

RECOMMENDATION: The PDAC QC Committee recommends the approval of the attached Gateways to Opportunity School-Age & Youth Development Career Lattice.

RATIONALE: The Gateways School-Age & Youth Development Career Lattice shows the School-Age & Youth Development (SAYD) Credential as the foundation for the Gateways Family Child Care Credential, Illinois Director Credential, and Technical Assistance Credential. The career lattice gives clarity of pathway(s) to gaining higher levels of Gateways Credentials. By advancing on the Career Lattice, a practitioner can potentially open additional career opportunities for themselves.

#### DISPOSITION:

PDAC Qualifications & Credentials Committee

Approved:  Date: 9/11/2019

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:



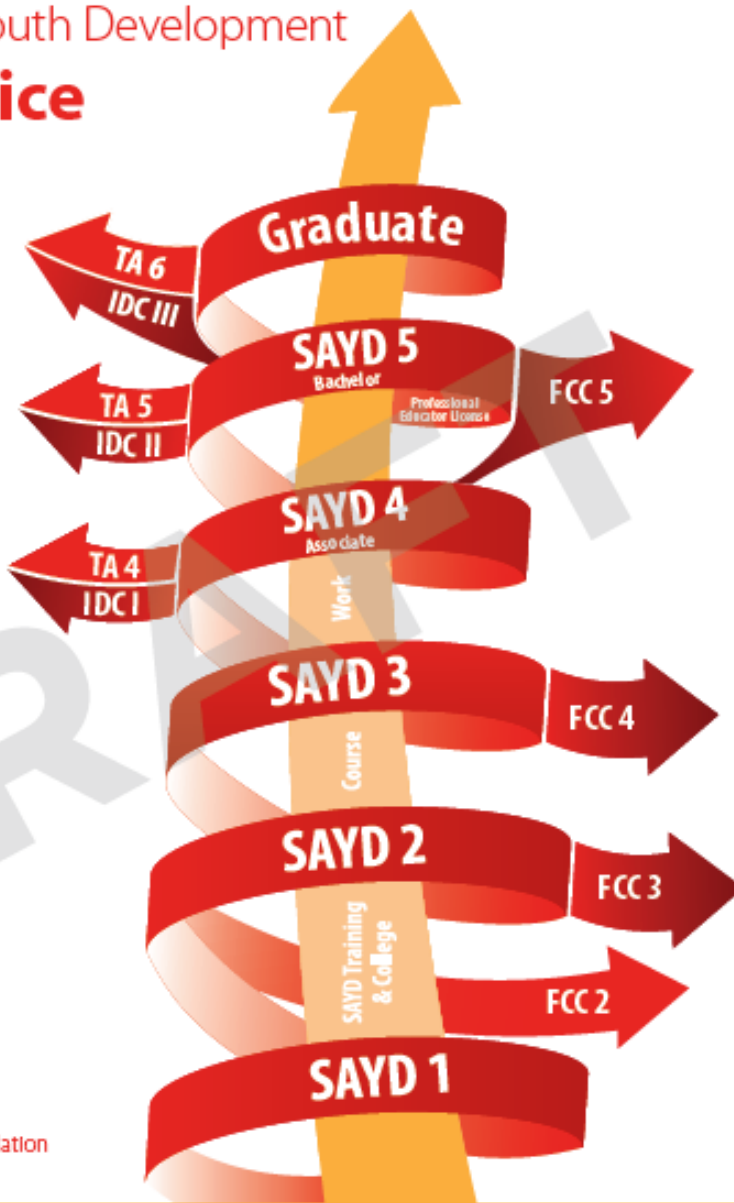
# Gateways to Opportunity® School-Age and Youth Development Career Lattice

**SAYD:** Foundational School-Age and Youth Development requirements for these Credentials

**FCC:** Family Child Care Credential

**IDC:** Illinois Director Credential

**TA:** Technical Assistance Credential



The SAYD Credential can be the foundation for these Gateways Credentials.



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# GATEWAYS TO OPPORTUNITY

## Illinois Professional Development System

Professional Development Advisory Council (PDAC)

### RECOMMENDATION FOR APPROVAL

DATE: September 11, 2019

COMMITTEE MAKING RECOMMENDATION: PDAC Qualifications & Credentials (QC) Committee

RECOMMENDATION: The PDAC QC Committee recommends the approval of the attached Gateways to Opportunity Gateways Family Specialist Career Lattice.

RATIONALE: The Gateways Family Specialist Career Lattice shows the Family Specialist Credential as the foundation for the Gateways Technical Assistance Credential. The IDHS Division of Family and Community Services ultimate goal is to help individuals and families achieve and maintain self-sufficiency (<https://ecfkc.ohs.acf.hhs.gov/programs/illinois-head-start-collaboration-office>). The Family Specialist Credential was designed specifically for those who work in direct partnership with families using a strength-based relationship model. The career lattice gives clarity of pathway(s) to gaining higher levels of Gateways Family Specialist Credentials. By advancing on the Career Lattice, a practitioner can potentially open additional career opportunities for themselves.

#### DISPOSITION:

PDAC Qualifications & Credentials Committee

Approved: X Date: 9/11/2019

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:

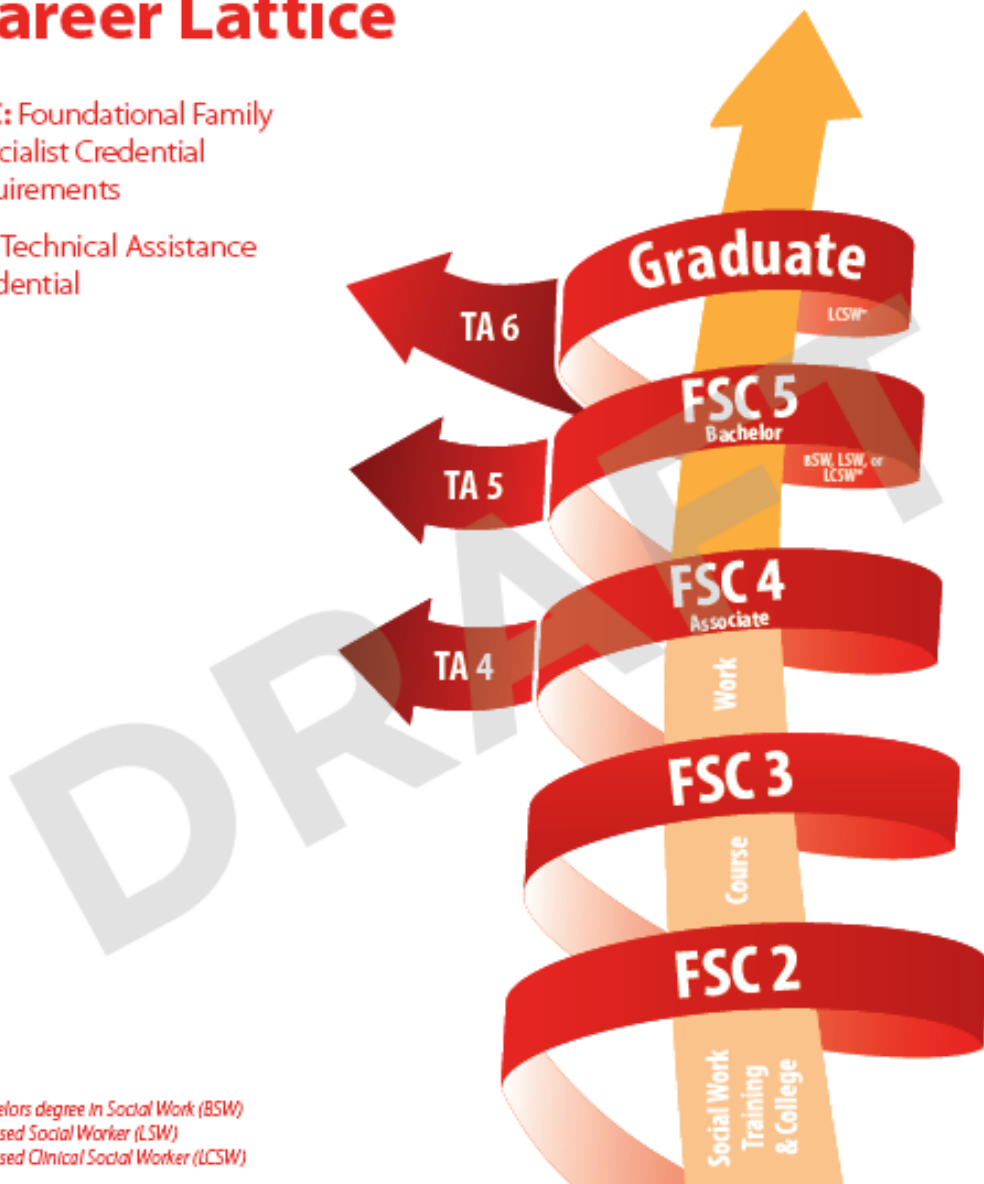
Disapproved: Date:



# Gateways to Opportunity® Family Specialist Career Lattice

**FSC:** Foundational Family Specialist Credential requirements

**TA:** Technical Assistance Credential



\*Bachelors degree in Social Work (BSW)  
Licensed Social Worker (LSW)  
Licensed Clinical Social Worker (LCSW)



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**Professional Development Advisory Council (PDAC)**

**RECOMMENDATION FOR APPROVAL**

**DATE:** September 11, 2019

**COMMITTEE MAKING RECOMMENDATION:** PDAC Qualifications & Credentials (QC) Committee

**RECOMMENDATION:** The PDAC QC and FS Committees recommend adding Gateways to Opportunity Credentials to the Great START Wage Supplement Scale (see attached).

**RATIONALE:** The Great START Wage Supplement Scale promotes and incentivizes providers to go above minimum licensing requirements. Adding the Gateways ECE Credential, Infant Toddler Credential, Family Child Care Credential, and School-Age & Youth Development Credential to the Great START Wage Supplement Scale incentivizes providers to advance on the Gateways Career Lattice by earning Credentials that provide wage supplement.

The proposed scale includes an additional level that recognizes those with Graduate level Credentials. If an additional level cannot be added at this time, all Gateways Credentials listed at Level 11 should be incorporated in Level 10.

**DISPOSITION:**

**Qualifications & Credentials Committee**

Approved: X                      Date: 9/20/2019  
 Disapproved:                      Date:

**Financial Supports Committee**

Approved: X                      Date: 9/20/2019  
 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: October 8, 2019

COMMITTEE MAKING RECOMMENDATION: PDAC Financial Supports Committee

**RECOMMENDATION:** The Illinois Department of Human Services put priority on reviewing the eligibility for School-age providers within the Great START wage supplement program and making needed revisions to policy to allow School-age providers to access Great START.

**RATIONALE:** Over 50% of children participating in CCAP fall between 5-12 years of age. School-Age only workers often make lower wages than their pre-school counterparts. However often school-age providers are found ineligible for Great START. This could be because of the number of hours they work per day, or the way the center uses them in different roles while school-age children are in school, or for several other reasons. As a Committee we are not able to look at specific school-age applicants within Great START due to confidentiality. However, we would encourage IDHS to work with INCCRRA to review school-age providers, and the eligibility that is negatively impacting their ability to access Great START.

**DISPOSITION:**

PDAC Financial Supports Committee

Approved: X Date: 10.8.19

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:

