

**PDAC Steering
July 31, 2019
Meeting Minutes**

Bela Mote	Johnna Darragh Ernst	Marsha Hawley
Beth Knight	Joni Scritchlow	Olga Torres
Cathy Main	Julie Lindstrom	Rebecca Livengood
Dawn Thomas	Karen McCarthy	Rebecca Pruitt
Elva DeLuna	Kate Connor	Shauna Ejeh
Jamilah R. Jor'dan	Laurie Rhodes	Stephanie Bernoteit
		Teri Talan

PDAC Steering Welcome

- Laurie Rhodes read the vision statement.
- Dawn Thomas read the mission statement.
- Bela Mote read the values statement.

Review and Approval of Minutes (Attachment 1)

- Jamilah R. Jor'dan moved to accept the minutes.
- Dawn Thomas seconded the motion.

Workforce Development and Pathways and the Financial Supports Committees Recommendation in support of Early Childhood Educator Compensation (Attachment 2)

The consensus statement is a draft, with the possibility of refinement as the document is shared by the Governor's Office Early Childhood Development (GEOCD) with groups from around the state.

- **RECOMMENDATION:** The Workforce Development and Pathways Committee and the Financial Supports Committee approves and supports the Compensation Consensus Statement brought forward by the work of the Governor's Office of Early Childhood Development.
 - **RATIONALE:** The Compensation Consensus Statement was part of a grant from the National Governors Association Center for Best Practices **whose purpose was to support states in exploring policy improvements related to the early care and education workforce.** See attached report for specific proposals for the ECE workforce.
 - The Recommendation was approved.

Financial Supports Committee Great START Recommendation (Attachment 3)

- **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 six months 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.
 - The Recommendation was approved

Information Connected to the Work of PDAC

Governor's Office of Early Childhood Development

- Jamilah shared a document (Attachment 4) with the name of the project lead associated with the activity component of the PDG-B5 grant.
- The contracts for the Needs Assessment and the Strategic Plan have been approved.
- The PDG-B5 funding announcement is expected in September, and the application is due in November for years two through four.
- The Work Force Project: The Governor's Cabinet is now referred to as the Early Childhood Educator Workforce Development Project.
 - A brochure is being developed related to careers. The draft of the brochure along with a survey was sent to community colleges, counselors, and higher education faculty for feedback.
 - Another survey regarding dual credit/dual enrollment was sent to current ECE Level 1 teachers. 135 teachers from 115 high schools completed the survey. Results could be shared at the next PDAC Steering Meeting.
 - The Gateways Credentials in DCFS licensing rules cross walk is moving forward.
 - The Early Childhood Construction Grant program: an ad hoc committee was convened through the Access Committee in response to Public Act 101029. As part of the program, 100 million dollars was allocated for the early childhood construction grant. This funding is for school districts and child care centers. A draft report with six recommendations will be forwarded to the Early Learning Council Executive Board.

City of Chicago

- Funding has been allocated from the City of Chicago to help address the shortage of early childhood teachers. The intention of this funding is to increase the number of ECE teachers and their educational level. Funding will allow teachers in Chicago to take additional course work.

Illinois Department of Human Services

- Effective July 1, 2019, Great START maximum wage for participation increased from \$15 per hour to \$18 per hour.
- Effective July 1, 2019, IDHS doubled the investment in the Gateways to Opportunity Scholarship Program from 1.2 million dollars to 2.4 million dollars.
 - It is estimated that an additional 600 individuals will benefit from the increase.
- During FY20, IDHS is exploring a reduction in parent co-payments to no more than 7% of a family's gross income.
- Effective July 1, 2019, the income eligibility guidelines for CCAP have been re-indexed.
 - Currently: Initial income eligibility at 185% of the federal poverty level (FPL) and an exit ramp of 200% of FPL at the time of redetermination.
 - For FY20, IDHS will increase the eligibility threshold to 200% FPL for new applicants and create and exit ramp of 225% FPL.
 - New eligibility guidelines will go into effect on October 1, 2019.
- A CCAP website page will launch on August 1, 2019.

Illinois Head Start Association

- Lauri Morrison Frichtl was unable to attend. Lauri submitted the handout "ABCs of Federal Early Learning and Care Funding Systems" to be shared with the PDAC Steering Committee. (Attachment 5)

Lunch and Group Sharing of *A Leader's Guide to Competency-Based Education* Book

- Chapter Assignments
 - Each team reported back on their chapter and highlighted a meaningful and/or relevant passage.
 - It was recommended that everyone read the introduction of the book as it gives a good overview. It could be shared with other committees and audiences.

Information Connected to the Work of PDAC

Illinois Board of Higher Education

- Illinois State Board of Education (ISBE) has taken under review moving teacher standards to a competency-based system.

- Meetings to begin this work took place earlier this week. Johnna Darragh Ernst is representing PDAC at these meetings.
- The Illinois Community College Board (ICCB) and the Illinois Board of Higher Education (IBHE) are involved in this work.
- This work will take up to three years.

Illinois State Board of Education

- FY20 RFPs were posted closed on June 10, 2019. At this time all proposals for Preschool For All, Prevention Initiative, and Preschool for All Expansion have been reviewed and are in the final stages of the awarding process. No date has been set for when those grants will be announced.
- FY19 continuation grants which includes Preschool For All, Prevention Initiatives, and Preschool For All Expansion working to get those awarded by the end of July.
- Approximately 128 public comments were made regarding the new rules around expulsion and suspension. These comments will be shared at the August board meeting.
- Technical assistance coaches will be assigned to all new PFA grantees.
- Looking at using virtual conversations for check-ins with grantees to assist with technical assistance and facilitate conversations between awardees.
- The lead testing information/training is loaded onto the Gateways i-learning website in both English and Spanish.

KIDS Data

- The Kindergarten Individual Development Survey (KIDS) report was published on June 25th. The data represents the 2018/2019 school year with data collected in the fall of 2018.
- The report included both state and district level data.
- In terms of overall readiness 26% of children are ready in all 3 developmental areas, 17% demonstrated readiness in 2 developmental areas, 18% demonstrated readiness in 1 developmental area and, 39% of children demonstrated readiness in 0 developmental areas. The lowest area was in math with 33% showing readiness.
- Not enough districts are using the coaches that are available. Districts that are using the coaches are seeing an increase in their scores.
- Teri Lamb is the ISBE representative for any questions regarding KIDS. tlamb@isbe.net

ECE Level 5 to PEL Pathway

- Faculty are working to make the pathway easier for students to navigate, including alternative licensure.

Advocacy

- Joyce was unable to attend the meeting. She shared a document with legislation passed during the Spring 2019 session related to teacher licensure. (Attachment 6)

ESL/Bilingual Credential Development

- Will pilot the ESL/Bilingual Credential with Moraine Valley Community College, Elgin Community College, Waubensee Community College and Lewis University.
- The draft ESL & Bilingual Credential application and work experience verification forms are being reviewed by the committee.
- This credential is for Level 2-4.
- The committee will be reviewing training aspects to the credential.

Gateways Competencies, Faculty Fellows and Virtual Learning Environments

- Faculty Fellows will finalize their work by August 9th with the Faculty Fellows Leadership team taking a holistic review of the work on August 30th in order to capture any issues with the assessments and rubrics.
- Suggested technology components are being added by Dr. Anni Reinking to the assessments.
- A national consultant will review the work and give feedback to the Faculty Fellows Leadership team.
- Faculty Fellows Regional meetings will be held in September, October, and November to share assessment work with other faculty, deans, state agency leaders, and stakeholders.

- The McCormick Foundation is interested in virtual learning and is supportive of recent initiatives. The Illinois Community College Board is looking at using Perkins Funding to purchase virtual simulation software or licenses for community colleges. This would be an option for community colleges.

Strategic Plan

- Committee Tri-Chairs reviewed their committee's strategic plan and used a system of color coding to highlight what goals and objectives have been achieved, currently working on, or need to be addressed before the end of the strategic plan timeline.
- Tri-Chairs will use this information to inform their committee's work as the committees begin to reconvene this fall.

Adjourn





GATEWAYS TO OPPORTUNITY®

Illinois Professional Development System

Professional Development Advisory Council (PDAC)

RECOMMENDATION FOR APPROVAL

DATE: July 23, 2019

COMMITTEE MAKING RECOMMENDATION: Workforce Development and Pathways Committee & Financial Supports Committee

RECOMMENDATION: The Workforce Development and Pathways Committee and the Financial Supports Committee approves and supports the Compensation Consensus Statement brought forward by the work of the Governor's Office of Early Childhood Development.

RATIONALE: The Compensation Consensus Statement was part of a grant from the National Governors Association Center for Best Practices whose purpose was to support states in exploring policy improvements related to the early care and education workforce. See attached report for specific proposals for the ECE workforce.

PDAC Workforce Development and Pathways

Approved: Date: 6/12/19
Disapproved: Date:

PDAC Financial Supports

Approved: Date: 7/23/19
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:



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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: Date: 7/23/19

Disapproved: Date:

DISPOSITION:

PDAC Steering Committee

Approved: Date:

Disapproved: Date:

DISPOSITION:

PDAC

Approved: Date:

Disapproved: Date:

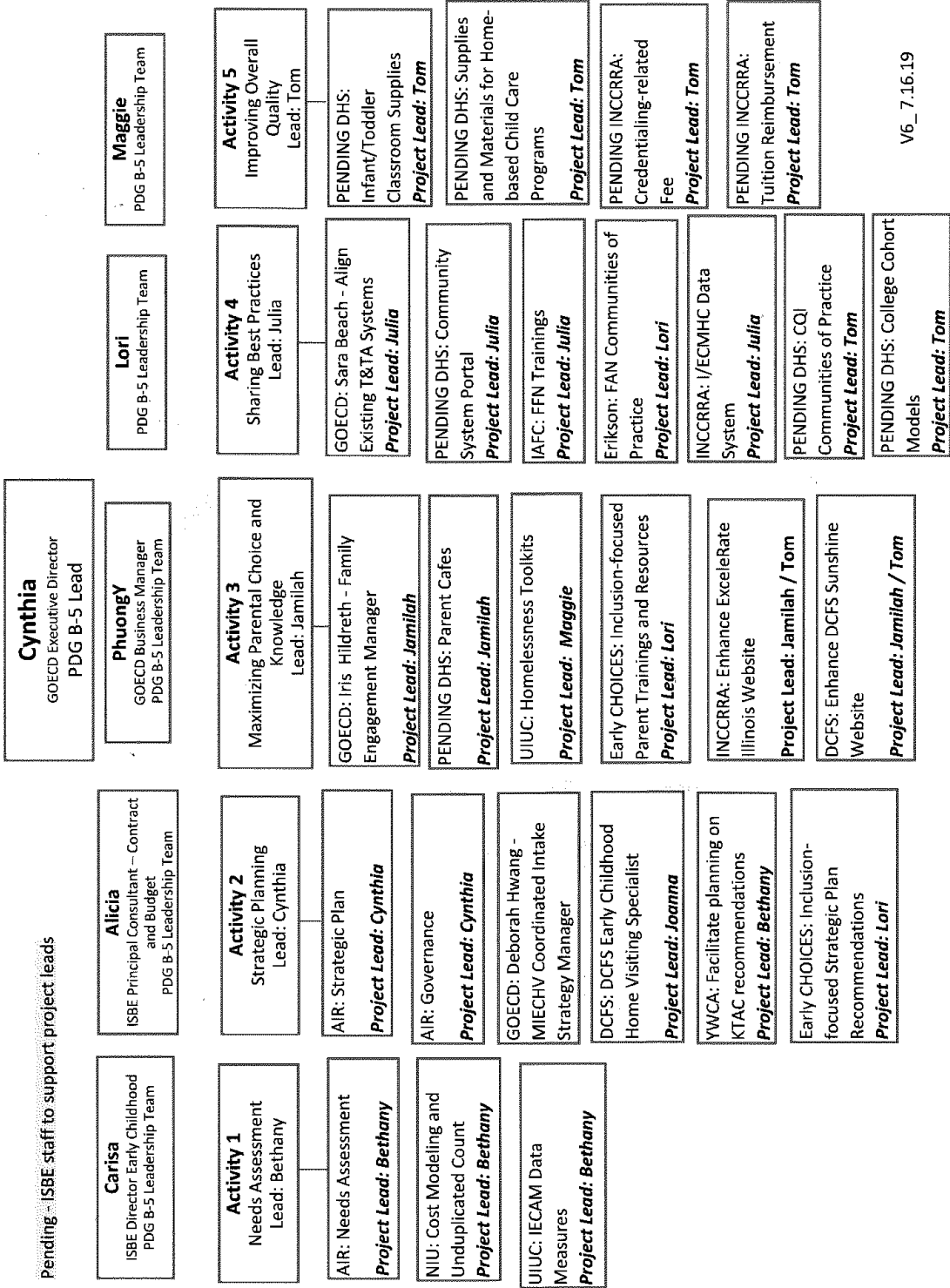
DISPOSITION:

IDHS, Bureau of Child Care and Development

Approved: Date:

Disapproved: Date:

Pending - ISBE staff to support project leads



V6_ 7.16.19

ABCs of Federal Early Learning and Care Funding Streams



Every year, millions of low-income children from birth through age five benefit from the array of federal early learning and care programs. Each is governed by specific legislative and regulatory requirements; targets different age groups; and serves families in a variety of settings, including home visiting and

home- and center-based opportunities. Together, they form an effective mixed-delivery system supporting the care, education, and healthy development of children living in poverty that prioritizes parental choice and children's individual needs.

Federally Funded Early Learning Support by Ages Served



Child Care and Development Block Grant

WHAT IT DOES Funds states, territories, and tribal entities to develop and implement a subsidy program for low-income families with children under age 13 (the majority of children served are under 5; subsidies can be used for care of children ages 5-13 while they are not in school) and improve the quality of child care available

WHO IT SERVES Children from families with income below 85% of the state median income (average \$50,808 annually for a family of 3); additional state limits allowed



2,100,000

Children Served Nationwide

FY 2019 Funding

\$8,193,000,000

(\$50 million above FY 2018)

Head Start

WHAT IT DOES Funds public and private organizations and tribal entities to provide high-quality early childhood education and other health, nutrition, and family engagement and support services to three- and four-year-old children living in poverty

WHO IT SERVES Children from families with income below federal poverty guidelines (under \$25,750 for a family of 4); who are receiving TANF or supplemental security income (SSI); or who are experiencing homelessness; children in foster care

31% Eligible Served²



732,711

Children Served Nationwide

FY 2019 Funding

\$10,060,000,000

(\$197 million above FY 2018)

Early Head Start*

WHAT IT DOES Provides services to infants and toddlers from low-income families to promote their physical, cognitive, social, and emotional development and enable parents to fulfill their roles as primary caregivers and teachers of their children

WHO IT SERVES Children from families with income below federal poverty guidelines (under \$25,750 for a family of 4); are receiving TANF or SSI; or are experiencing homelessness; children in foster care

7% Eligible Served²



154,352

Children Served Nationwide

FY 2019 Funding

\$10,060,000,000

(\$197 million above FY 2018)

¹ FY 2015; Government Accountability Office (<https://www.gao.gov/assets/700/696930.pdf>)

*Funding provided within Head Start

² 2017; National Head Start Association (https://www.nhsa.org/files/resources/2017-fact-sheet_national.pdf)

³ .ibid.



Early Head Start-Child Care Partnerships*

WHAT IT DOES Early Head Start grantees partner with local child care providers—both home- and center-based—who serve low-income children receiving child care subsidies to support the child care providers in meeting Head Start Performance Standards and providing comprehensive wrap-around services to meet children’s health, nutrition, and other comprehensive development needs

WHO IT SERVES Children from families with income below federal poverty guidelines (under \$25,750 for a family of 4); are receiving TANF or SSI; or are experiencing homelessness; children in foster care

32,000⁴ **\$805,000,000**
Number of Children Directly Benefiting FY 2019 Funding (\$50 million above FY 2018)

Maternal, Infant, and Early Childhood Home Visiting

WHAT IT DOES Funds states, territories, and tribal entities to develop and implement evidence-based, voluntary home visiting services to families considered at-risk; home visitors meet with parents in their homes from pregnancy through their child’s kindergarten entry to help lay the foundation for the health, education, development, and economic self-sufficiency of the entire family

WHO IT SERVES Children from families living in at-risk communities as identified in a statewide needs assessment

156,297⁵ **\$400,000,000**
Families Served Nationwide FY 2019 Funding (equal to FY 2018)

Temporary Assistance for Needy Families

WHAT IT DOES Awards block grants to states to design and operate programs that help low-income families achieve self-sufficiency, including child care, state preschool, and other early education programs

WHO IT SERVES Financially needy families with children; exact financial eligibility rules and benefit amounts are determined by states as they have discretion over program requirements

\$1,529,468,501
FY 2017 Funding (\$141 million above FY 2016)

Preschool Development Grant Birth Through Five

WHAT IT DOES Competitive grant program to help states strengthen early childhood systems for children from birth through age five. In the first year, funds state-level needs assessments and strategic planning with the goals of maximizing parental choice, improving transitions within early care and learning programs and with elementary schools and improving overall quality of programs; subsequent years will focus on implementation

WHO IT SERVES All 56 states, territories, and commonwealths were eligible to apply

46 states **\$250,000,000**
Received 1-year planning grants FY 2019 Funding (equal to FY 2018)

Individuals with Disabilities Education Act (IDEA)

WHAT IT DOES IDEA Part C provides early intervention services to infants and toddlers with disabilities and their families; IDEA Part B provides special education and related services to children and youth ages 3 through 21

WHO IT SERVES Children with a disability

IDEA PART C
390,216

IDEA PART B (AGES 3-5)
773,595⁷
Children Served Nationwide

IDEA PART C
\$470 million
(21.3 million above FY 2018)

IDEA PART B, SEC. 619
\$391.12 million
(\$7.28 million above FY 2018)
FY 2019 Funding

Child Care Access Means Parents in School

WHAT IT DOES Provides campus-based child care programs to college students, including before- and after-school services

WHO IT SERVES Low-income parents who are eligible for a Federal Pell grant

5,000 **\$50,000,000**
Approximate Parents Served FY 2019 Funding (equal to FY 2018)

* 2017 (https://www.acf.hhs.gov/sites/default/files/ecd/ehs_ccp_brochure.pdf)
⁴ FY 2017 (<https://mchb.hrsa.gov/sites/default/files/mchb/MaternalChildHealthInitiatives/homeVisiting/pdf/programbrief.pdf>)
⁵ FY 2017 Early Care and Learning Expenditures (<https://www.acf.hhs.gov/ofa/resource/tanf-financial-data-fy-2017>)
⁷ 2017-18 (<https://www2.ed.gov/programs/ospeidea/818-data/static-tables/index.html>)



Bills Related to Teacher Licensure

- **IL - HB355** SCH CD-EDU LIC RENEW-TRAINING

Sent to the Governor (6/14/19) Primary Sponsor: [Representative Mark Batinick \(R\)](#)

Summary - Amends the School Code regarding Professional Educator License renewal, beginning with the next 5-year renewal cycle after the effective date of the amendatory Act, no less than 15 of the 120 required hours of professional development must include training on inclusive practices in the classroom that examines instructional and behavioral strategies that improve academic and social-emotional outcomes for all students, with or without disabilities, in a general education setting.

- **IL - SB1952** TEACHERS-VARIOUS

Passed Both Houses (May 29, 2019) Primary Sponsor: [Senator Andy Manar \(D\)](#)

Summary: Provides that for an early childhood education endorsement, an individual can meet the student teaching requirement of his or her early childhood teacher preparation program through placement in a setting with children from birth through grade 2, and the individual may be paid and receive credit while student teaching. The student teaching experience must meet the requirements of and be approved by the Individual's early childhood teacher preparation program. Also allows that each school district may provide a salary to a student teacher employed by the district and the school district may fix the amount of salary to pay student teachers. Subject to appropriation, an individual who holds a Professional Educator License and is employed for a minimum of one school year by a school district designated as Tier 1 under Section 18-8.15 may, after application to the State Board, receive from the State Board a refund for any costs associated with completing the teacher performance assessment under this subsection.

SB1952 also removes all requirements for passing a test of basic skills as required under Section 21B-30 of the IL Compiled Statutes (ILCS). Effective immediately following the Governor signing.

- **IL – HB423** Teacher Licensure

Passed both Houses and sent to Governor 6/14/19. Primary Sponsor: Rep. Sue Scherer

Summary: Restores provisions requiring the completion of a teacher performance assessment and a test of content area knowledge for the issuance of certain educator licenses. Makes the provisions removing the requirement of passage of a test of basic skills applicable only until June 30, 2025. Provides that, on or before

July 1, 2025, the State Board of Education must reevaluate the method it uses to score a content area knowledge test and may adopt rules to make any changes to those methods. Removes the provision requiring a candidate in a teacher preparation program to receive a letter grade of at least a "C", or its equivalent, in his or her student teaching program to obtain the license. Adds an immediate effective date (rather than a July 1, 2020 effective date).

Bills Related to Student Finances

- **IL - HB35 GROW YOUR OWN TEACH**

Passed both Houses (May 21, 2019) Primary Sponsor: Rep. Rita Mayfield (D)

Summary: Amends the Grow Your Own Teacher Education Act. Makes changes to the definitions of "cohort", "eligible school", and "hard-to-staff school", and defines "dual credit course". Provides that Grown Your Own Illinois (rather than IBHE) administers the Grow Your Own Teacher Education Initiative as a grant competition to fund consortia that will carry out Grow Your Own Teacher preparation programs. Provides that IBHE will, subject to appropriation, allocate funds to Grow Your Own Illinois for the purpose of administering the program and awarding grants under the Act. Provides that, subject to the requirements under the Dual Credit Quality Act, an institution of higher education may offer a high school student a dual credit course under the program Effective immediately following Governor's signature.

- **IL - HB2237 HIGHER ED SAVINGS PROGRAM**

Passed Both Houses (May 29, 2019) Primary Sponsor: [Representative Robyn Gabel \(D\)](#)

Summary: Amends the State Treasurer Act. Provides that the State Treasurer shall establish the Illinois Higher Education Savings Program for the purpose of expanding access to higher education through savings. Creates the Illinois Higher Education Savings Program Fund as a fund held outside of the State treasury to be the official repository of all contributions, appropriations, interest, and dividend payments, gifts, or other financial assets received by the State Treasurer in connection with operation of the Program or related partnerships.

- **IL - HB2691 RETENTION OF IL STUDENTS ACT**

Sent to the Governor (June 6, 2019) Primary Sponsor: [Representative Elizabeth Hernandez \(D\)](#)

Summary: Creates the Retention of Illinois Students and Equity Act. Provides that, aside from any other provision of law to the contrary, a student attending an institution of higher learning in this State who is

deemed an Illinois resident for tuition purposes and is not otherwise eligible to receive federal financial aid shall be eligible to apply or receive consideration for State financial aid, including any student aid or benefit funded or administered by the State, a State agency, or any public institution of higher learning, including, but not limited to, scholarships, grants, awards, stipends, free room and board, tuition waivers, or other financial or in-kind assistance.

Amendments:

House Amendment 001: Provides that a student who is an Illinois resident and who is not otherwise eligible for federal financial aid, including, but not limited to, a transgender student who is disqualified for failure to register for selective service or a noncitizen student who has not obtained lawful permanent residence, is eligible for State financial aid and benefits and that, to ensure equity, success, and the retention of Illinois residents, a student who is an Illinois resident can not be subject to any caps on grant assistance available under the Monetary Award Program other than those required by State law. Provides that the eligibility requirements for any student aid or benefit funded or administered by the State shall be interpreted to promote the broadest eligibility for students who are Illinois residents in accordance with State law or policy.

- **IL - SB1641 SNAP-COLLEGE STUDENTS**

Passed Both Houses (May 31, 2019) Primary Sponsor: Senator Robert Peters (D)

Summary: Amends the Illinois Public Aid Code. Requires the Illinois Student Assistance Commission (ISAC) to identify and flag college students who are potentially eligible to receive Supplemental Nutrition Assistance Program (SNAP) benefits. Provides that the factors to be used to determine potential SNAP eligibility shall be prescribed by ISAC in consultation with the Department of Human Services, but at a minimum shall include income information reported on a college student's Free Application for Federal Student Aid. Requires ISAC, in consultation with the Department of Human Services, to develop a notice that ISAC shall make available electronically to institutions of higher education that includes, at a minimum, college student SNAP eligibility criteria, the Application for Benefits Eligibility's website address, and the Illinois Hunger Coalition's Hunger Hotline. Requires Illinois institutions of higher education that participate in the Monetary Award Program to provide the notice in writing to all students who are enrolled or accepted for enrollment and are identified by ISAC as potentially SNAP eligible. Requires ISAC to adopt rules. Effective immediately following Governor's signature.

Amendments:

House Amendment 001: Requires the Illinois Student Assistance Commission (ISAC) includes information about the Supplemental Nutrition Assistance Program (SNAP) in the language that schools are required to provide to students eligible for the Monetary Award Program grant (rather than requiring ISAC to identify and flag college students who are potentially eligible to receive SNAP benefits). Provides that, at a minimum, the language will direct students to information about college student eligibility criteria for SNAP, and direct students to the

Department of Human Services and to the Illinois Hunger Coalition's Hunger Hotline for additional information. Requires Illinois institutions of higher education that participate in the Monetary Award Program (MAP) to provide the notice to all students who are enrolled, or who are accepted for enrollment and intending to enroll, and who have been identified by ISAC as MAP-eligible at the institution (rather than requiring ISAC to develop, in consultation with the Department of Human Services, an electronic notice for institutions of higher education that includes, at a minimum, college student SNAP eligibility criteria, the Application for Benefits Eligibility's website address, and the Illinois Hunger Coalition's Hunger Hotline). Effective immediately following Governor's signature.