



PDAC Steering Committee

Agenda

December 9, 2020

Mission: To promote, support and recognize professional preparation and training for all current and future early care and education, school-age, and youth development practitioners.

Vision: Illinois early care and education, school-age, and youth development practitioners are well-qualified professionals who educate, nurture, and meet the needs of children and youth in partnership with their families.

Values: We believe an effective professional development system is inclusive of practitioners in all settings serving children, youth, and families; service providers and program staff; and educators and trainers.

10:00AM **Welcome** –Stephanie Bernoteit and Johnna Darragh Ernst

10:10AM **Review and Approval of Minutes**

- October 14, 2020

10:15AM **PDAC Strategic Plan IX**

- **DREAM BIG What's your DREAM or VISION for 2030?:** how did we get Gateways to Opportunity?, A 101,186 workforce Registry and The Credentialing system, with 45,461 Gateways Credential holders By Dreaming BIG!
 - Make your dreams big about where you want to be in 2030 – this plan will launch the first triad in the next decade of work

11:00AM **Illinois PD System Alignment: Recommendations for Next Steps:** Lori Orr and Sara Beach

11:30AM **Around the Room Perspectives:**

- What matters/landscape/key updates/identify what must be included
 - IBHE
 - IDHS
 - Advocates
 - IHSA
 - Teach Plus
 - Advance Illinois
 - Faculty and Higher Education Administrators
 - McCormick Center for Early Childhood Leadership
 - INCCRRA
 - Steans Foundation/funders
 - Centers
 - CCR&R

12:10 PM **PDAC Priorities/Dreams/Goals**

12:45PM **Review Groupings**

- What structure allows us to do this work?
- Do we need a new committee to change anything?

1:15PM **Next Steps**

1:30PM Adjourn

Meeting times for Steering and PDAC

PDAC Steering:

February 10, 2020

March 17, 2021

May 19, 2021

PDAC:

January 27, 2021

April 21, 2021

June 2, 2021

PDAC Steering Goals:

Build and expand the diversity of PDAC representation to maintain connectors to support and improve the quality and stability of early care and education and school age and youth development.

Set the strategic direction of PDAC in response to state and federal initiatives.

Develop Leadership Plan and implement leadership that is reflective and supports Illinois' rich diversity of knowledge and experience.



PDAC Steering
October 14, 2020
Zoom Meeting

Bela Mote
Carie Bires
Christi Chadwick
Dawn Thomas
Elva DeLuna
Gail Nelson

Joellyn Whitehead
Johnna Darragh Ernst
Joni Scritchlow
Julie Lindstrom
Kate Connor
Lauri Morrison Frichtl

Laurie Rhodes
Marsha Hawley
Olga Torres
Rebecca Livengood
Sinthu Ramalingam
Stephanie Bernoteit
Teri Talan

PDAC Steering Welcome

- Teri Talan read the PDAC Mission
- Kate Connor read the PDAC Vision
- Johnna Darragh Ernst read the PDAC Values

Review and Approval of Minutes

- **August 19, 2020 (Attachment 1)**
 - Teri Talan moved to accept the minutes
 - Laurie Rhodes seconded the motion

Recommendation from Qualifications and Credentials Committee (Attachment 2)

- **Recommendation:** The Qualifications & Credentials (QC) Committee recommends the Infant Toddler Mental Health 7.5 clock hours of training required for the renewal for the Infant Toddler Credential be lowered to 6 clock hours.
 - **Rationale:** All Gateways Credentials must be renewed every five years. Currently, the Infant Toddler Credential requires 7.5 clock hours specific to infant toddler mental health (ITMH). The QC Committee recommends lowering the ITMH training hours required for renewal of the Infant Toddler Credential to 6 hours. This aligns with common training delivery models of a full day of training (6 hours of professional development) or a series of three webinars/workshops (2 hours of professional development).
 - **Recommendation approved.**

Strategic Planning 2021

- Strategic Plan Phase IX will kick-off planning at the PDAC Steering meeting on December 9, 2020 and will look at themes and ideas for the next plan.
- Strategic planning will be introduced to the full PDAC members during the January meeting. Will introduce the timeline and committee expectations.
- Steering will meet in February, building off the work of the December meeting. Goals and objectives will be drafted.

- Committees will work on drafts in February and March to share and refine the work of the February Steering meeting.
- At the March Steering meeting will review the committee goals and objectives to see if there is overlap, work that could lead to joint work, areas that are missing, and assure goals and objectives are achievable and adhere to the overall PDAC goals.
- Committees will review and approve their goals and objectives during their April/May meetings.
- All goals and objectives come back to Steering in May for approval and then on to full PDAC at the June 2nd meeting for approval and implementation.

Impact of the Funding Commission

- The Commission's Guiding Principles include:
 - High quality ECEC is a public priority
 - Ensure equity
 - Embrace bold system-level changes
 - Build upon the solid foundation
 - Prioritize family, perspectives, needs and choices
 - Design for stability and sustainability
 - Require system transparency
 - Recognize implementation realities
- The Commission has four working groups:
 - Inclusion
 - Funding Adequacy
 - Funding Mechanism
 - Management and Oversight
 - These four working groups report to the full commission and they report findings to the Governor.
 - Two additional groups will soon start their work for the commission, racial equity and the technical working group are conducting due diligence and vetting. The new groups will begin meeting at the end of October.
- The Commission's draft recommendation come from three working groups: Management and Oversight; Funding Mechanisms, and Funding Adequacy:
 - One re-designed funding system – streamline how funding is distributed from the state to providers
 - One new state agency – centralize ECEC state agency programs from three (Illinois State Board of Education, Illinois Department of Human Services and Illinois Department of Child and Family Services) to one new agency.
 - One funding goal – Articulated ECEC funding adequacy to 13.6 billion (11 billion from the state and 2 billion from families).
- Stakeholder information is posted to the Governor's Office of Early Childhood Development website on the Funding Commission page.
- Priorities through the end of the year includes:
 - Racial equity and technical working groups starting
 - Gather stakeholder feedback
 - Draft final report
- Next Steps

- Need to keep the momentum going
- Recommendations will need timelines which the technical committee will address

Information Connected to the Work of PDAC

- Governor’s Office of Early Childhood Development
 - PDG-B5 credential fee waivers are still available. INCCRRA continues to message to the field that the free credentials are available. INCCRRA is collecting data of those who have received credentials and will share this information in their final report.
 - Higher Education faculty involved in the PDG Illinois Gateways to Opportunity® ECE Credential Competency project are designing specific curriculum opportunities that will be part of state system access and could be used virtually.
 - The project has robust feedback loops within the faculty involved in the project, consultants and Faculty Fellows.
- Illinois Board of Higher Education
 - Thank you to Steering members who have completed the IBHE Strategic Planning Survey.
 - The survey has had more than 3,000 respondents.
 - The survey is still available until the end of the month.
- Illinois Head Start Association
 - Currently under a short-term continuing resolution until December 11, 2020. Currently no budget for FY21, but have a carry over from FY20, which maintains current levels of funding.
 - The T &TA contracts have been announced for the next 5 years.
 - The National Training Center announced their contracts and Start Early was awarded the contract for family and community engagement.
- Advance Illinois
 - Approximately 45 organization convened to work on issues related to educator pipeline with a focus on PK -12 educators in public school settings.
 - Priority areas include:
 - Expand early pathways
 - Increase understanding and practices of implicit bias and diversity, equity, and inclusion (DEI) among educators
 - Increase PK-12 leader diversity
 - Strengthen affordability and academic supports
 - Have been meeting for nearly a year, reviewing data, creating strategies and have created “Big Rocks Document” that captures planned areas of focus

ADJOURN Steering Meeting – Start of the KIDS Data Presentation with PDAC

April Berthiaume	Gail Nelson	Melissa Batchelor
Bela Mote	Harold Pursy	Michlle Escapa
Brenda Smith	Joan Logntin	Nichole Miller
Carie Bires	Joellyn Whitehead	Olga Torres
Carolyn Beal	Johnna Darragh Ernst	Pam Womack
Christi Chadwick	Joni Scritchlow	Pat Steinhaus
Cindy Berry	Julie Lindstrom	Rebecca Livengood
Danyle Watkins	Kate Connor	Sinthu Ramalingam

Dawn Thomas
Debbie Rogers Jaye
Diane King
Elva DeLuna
Emma Vibber

Lauri Morrison Frichtl
Laurie Rhodes
Luisiana Melendez
Madelyn James
Marsha Hawley

Stephanie Bernoteit
Stephanie Hellmer
Stephanie Herling
Tammy Notter

Presentation on the KIDS Data presented by Teri Lamb of the Illinois State Board of Education (attachment 3)

- The Kindergarten Individual Development Survey (KIDS) is an observation tool designed to improve understanding of children’s development.
- Areas of learning include:
 - Social and emotional learning
 - Language and literacy
 - Mathematics
 - Approaches to learning
- Fall 2019 Overall Data
 - 36% of kindergartners were previously enrolled in state-funded pre-K
 - 761 districts in Illinois have kindergarten classrooms
 - 130,707 eligible students are enrolled in kindergarten
 - 11% of kindergartners have individualized education programs (IEP)
 - 17% of kindergartners are English Learners (EL)
 - 91% of kindergartners were fully assessed by KIDS with 6,053 kindergarten teachers implementing KIDS
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 - Overall readiness
 - 29% of kindergartners demonstrated readiness in all three developmental areas
 - 18% ready in 2 developmental areas
 - 17% ready in 1 development area
 - 37% ready in 0 developmental areas
 - Readiness by developmental area
 - 56% social and emotional development
 - 47% language and literacy
 - 35% Mathematics