

**PDAC Steering Committee**  
**February 10, 2021**  
**Meeting Minutes**

Bela Mote  
Beth Knight  
Carie Bires  
Christi Chadwick  
Gail Nelson  
Joellyn Whitehead

Johnna Darragh Ernst  
Joni Scritchlow  
Karen McCarthy  
Kate Connor  
Lauri Morrison Frichtl  
Marcy Mendenhall

Marsha Hawley  
Olga Torres  
Shauna Ejuh  
Sinthu Ramalingam  
Stephanie Bernoteit  
Stephanie Hellmer  
Teri Talan

**Attendees were welcomed to the meeting by the PDAC Steering Tri-chairs**

**Review and Approval of Minutes**

- December 9, 2020 and January 27, 2021
  - Christi Chadwick moved to accept the minutes.
  - Shauna Ejuh seconded the motion.
  - Approval given by thumbs up on zoom.

**PDAC Strategic Plan IX**

- Recap of January 27, 2021 Meeting
  - Using Jamboard from the January 27<sup>th</sup> Steering meeting, the committee reviewed the clustering of topics that each committee brought forward.



- Equity is an overall priority of PDAC Steering, with specific charges within each committee to embed equity into their goals/objectives.
  - What does equity mean (anti-racism, inclusive etc.)? How will we define it and how will we communicate about it? What questions are we asking to hold ourselves accountable?
  - Should Steering bring in an expert or have training around equity to help inform our strategic plan work?
    - Healing Circle was recommended as a training for the Steering Committee to undertake.

- The PDAC Strategic Plan goes to the Illinois Department of Human Services (IDHS) to approve for PDAC implementation.
  - We need to give IDHS detail in the goal, but the strategies to get there are fluid.
  - The goals and objectives can be modified during the three-year period.
  - Need to be intentional in our work in order to mitigate duplication between committees.
- Steering members agreed that placement of the following GOECD recommendations within the identified PDAC committees were appropriate.
  - Workforce Development & Pathways: Outline, explain, and communicate the various parts of the early childhood professional development system and how they relate to one another.
  - Qualifications and Credentials: State policies and funding initiatives should emphasize and support high-quality, job embedded professional development for all early childhood practitioners, regardless of program type.
  - Higher Education: Support efforts to develop new alternative and innovative ways for teachers to become qualified (with possible cross work with Higher Education Committee, Qualifications & Credentials Committee) and for friend, family and neighbor providers outreach (with possible cross work with Workforce Development and Pathways Committee).
  - Steering: Cross-sector collaboration and planning for integrated and equitable professional development systems at the governance level – IAT and cross-sector early childhood professional development leadership team.

Committees broke into smaller groups to develop draft goals and objectives and then bring these back to the whole of Steering for review. Items placed on the Jamboard included:

Higher Education – Kate Connor, Stephanie Bernoteit, Julie Lindstrom

- Support aligning systems of qualifications to help teachers align workforce expectations with higher education programs.
- Innovation access: what role does CCB play in this work?
- How to make transfer and higher ed. innovation less about the people involved and more about the systems to make it easier.
- Crosswalk goals and strategies within the IBHE strategic plan and the HE committee.
- Explore ways to increase hiring of faculty of color across the state in early childhood.
- Explore program access and completion supports for students in the field – where does attrition happen in the teacher pathway inclusive through a doctorate degree if teachers so choose.
- Support for building workforce partnerships with sustainability and mirroring into the internally in higher ed systems – what does partnership with early college across look like? – what does cross-institutional collaboration look like to leverage access-transfer and transfer of PLA has to be addressed.
- Plan ways to be competency informed programs across institutions and within institutions for retention and completion of the workforce.
- Breaking down barriers ease of pathway – PLA, IAI ease of movement of PLA, credit, general ed. requirements within ISBE. Addressing a math pathway. AAS more transferable.
- Create a guide regarding partnerships with community.
- Integration of student voice onto HE committee.

Workforce Development and Pathways – Shauna Ejeh, Christi Chadwick, Johnna Darragh Ernst

- Look at disaggregated data on access and outcomes in all these areas to better understand how women of color, from low-income families, from rural communities are impacted.
- Aligned PD system tied to cohesive career pathways that fully supports entry and progression across varied sectors of the field.

- Broader steering tied to WFD. Investigate implementing and alignment and infrastructure. Ad Hoc WDP: How do we address cross-committee issues like equity, alignment, perception/communications?
- Explore cross-system opportunities for shared professional development and clear communication strategies.
- Explore cross-system credit.
- Outline, explain, and communicate the various parts of the early childhood professional development systems and how they related to one another.
- Identify and explore state policies and funding initiatives should emphasize and support high-quality, job-embedded professional development for all early childhood practitioners, regardless of program type.
- Job embedded professional – how can we make sure folks are getting credit for this? Can we review this and allowances and guardrails for coaching and other job embedded supported by competencies?
- RBPD and mentorships/mentoring and apprenticeships are all of these aspects of job-embedded PD.
- Explore IBHE cohorts’ impact on pathways to credentials.
- Evaluating strategies that lead to effective matriculation.
- Explore efficacy of strategies supporting student completion and identify strategies promoting student completion (e.g. transcripts, debt forgiveness, near completion, etc.)
- Look at debt relief policies regarding scholarship diversity of teacher pipelines target coaching landscape.
- Overarching goal strengthening system/student completion moving forward.
- Analyze teacher data and provide targeted outreach and coaching to address teacher shortage and increase diversity.
- Analyze data to determine those close to degree or credentials. Provide targeted outreach counseling support and financial aid to address shortage and increase diversity.
- Friend, family and neighbor provider’s outreach.
- Determine where providers are with mandated health and safety training. What trainings do they take outside health and safety? What trainings are being taken for mandated annual training.
- Use data to think about how to better frame outreach going forward.

#### Qualifications and Credentials – Teri Talan, Bela Mote, Karen McCarthy, Stephanie Hellmer, Beth Knight

- Add goal about linkage to competencies and job embedded PD (RBPD) to maximize all opportunities to get the necessary credits and credentials.
- State and national initiatives – alignment is critical as we advance QC efforts – add local.
- ESL/Bilingual pilot still underway and will conclude soon, but right now it is not statewide. How are we defining “fully implemented”? – need a status update.
- Build in equity lens for all credentials as part of 5 yr. review/renewal. (See which credentials are up for renewal during this new plan).
- Promote and incentivize through badges or other mechanisms (revisit how they could work – connect to modularization) that push incremental steps – would this get more attainment of lower-level credentials and increase overall participation?

#### Financial Supports – Marcy Mendenhall, Gail Nelson, Olga Torres, Joni Scritchlow

- Workforce Supports
  - Create a pay differential for multi-lingual workforce.
  - Create a robust continuum of fringe benefits based on the IDHS Salary and Staffing Survey- paid training days, paid holidays, health insurance 401k, (state pool for affordability).
  - Financial resources to support the equity and facial lens transformation.
  - Create a system for early childhood student loan debt relief.
  - Eliminate credentials and renewal fees to be free for workforce.

- Education
  - Create a separate pool of money to support institutions to support cohorts' models where participants are not using Gateways scholarships thus increasing participation and completion by targeting underserved geographic, workforce and credentials. (instructional RFP).
  - Incentivize workforce who complete degrees and/or credentials level with a one-time immediate bonus.
  - Direct Gateways Scholarships only to institutions who are entitled.
  - Increase GreatStart funding pool, and ultimately eliminate GreatStart, as all staff are fully compensated.
- Innovations
  - Throughout Illinois, erase the word of child care/day care and replace with early care and education to improve optics and understanding of our field.
  - Expand child care field vision to be comprehensive of all of the opportunities.
  - Create a monitoring and auditing system that is supportive to lift up early childhood field rather than bog down in details.
  - Create RFP system for licensed centers/homes for innovative ideas to solve local/internal issues (racial equity, workforce, other transformation with accountability standards).

Information and Trends – Lauri Morrison Frichtl, Carie Biers, Sinthu Ramalingam, Marsha Hawley, Joellyn Whitehead

- Build a feedback loop that identifies new and easy ways for frontline practitioners to be heard.
- Ensure frontline practitioners are at the decision-making table.
- Ensure feedback loops and decision making incorporate geographical, racial diversity.
  - Feedback loops how do we get practitioners feedback on our plans.
  - How do we ensure we get deeper than the management level of practitioners?
  - Engage frontline practitioners as equal partners – not just us listening to them and incorporating their feedback.
  - Receiving information and trends from frontline practitioners rather than giving I&T to them. Adds a bit of quality control, and accountability to our work.
  - Where can we improve? How does the field hold us accountable/what is our accountability check?
  - Centering equity and community within the work of PDAC – setting it up through this committee.

### Report out from Committees

- Since PDAC is about professional development there is an inherent cross-over between committee work, it is the separation and division of goals into a specific committee that we can concentrate on.
- Chairs will often have to divide up a goal between committees, so the work is efficient and focused.
- Question: How does PDAC fit within the State Funding Commission?
  - There is possible crossover of commission goals and PDAC, but at this time the Funding Commission has not finalized goals. Bela, Shauna, and Christi will monitor and report to PDAC Steering of any developments.

### Steering Goals/Objectives

- During the March PDAC Steering meeting will have another chance to review the work submitted with an equity lens.
- Barriers
  - Need to get specific about appropriate funding sources.
  - Need to use the last 11 months as a guide for change or how change can be implemented.
  - Might need to look at holding meetings at other times as this can be a barrier for some in the field.

### Recap, Questions, Next Steps

- Committees will be meeting during the next six weeks to review and refine the goals and objectives in order to bring to the March Steering meeting a more solidified set of goals and objectives. Following the March Steering meeting committees will need to finalize and vote on their plans to bring to the May Steering meeting.
- The next Steering meetings are March 17<sup>th</sup> and May 19<sup>th</sup>.

### Adjourn

