

**PDAC Steering**  
**December 9, 2020**  
**Zoom Meeting**

Bela Mote	Johnna Darragh Ernst	Rebecca Livengood
Beth Knight	Joni Scritchlow	Rebecca Pruitt
Carie Bires	Joyce Weiner	Shauna Ejeh
Christi Chadwick	Julie Lindstrom	Sinthu Ramalingam
Gail Nelson	Kate Connor	Stephanie Bernoteit
Jamilah R. Jor'dan	Lauri Morrison Frichtl	Teri Talan
Joellyn Whitehead	Olga Torres	

**PDAC Steering Welcome**

- Jamilah R. Jor'dan read the PDAC Mission
- Kate Connor read the Vision
- Lauri Morrison Frichtl read the Values

**Review and Approval of Minutes**

- October 14, 2020 (Attachment 1)
  - Gail Nelson moved to accept the minutes.
  - Bela Mote seconded the motion.

**PDAC Strategic Plan IX**

- This is a three-year plan.
- Think not only of the next three years, but the next ten years.
  - Planning starts with Steering Committee - think big, national landscape, and what needs to be incorporated.
  - Next Steering meeting will be held in February to review and refine today's work in order to send to committees.
  - Overarching goals and objectives will then be brought to committees for additions, review, and revision in late February and March.
  - Work from the committees comes back to Steering in March for overlap, assignment, and revisions.
  - Committees have another chance for review and revision in March and April before coming back for approval in May by Steering.
  - Full PDAC will approve in June and then send to the Illinois Department of Human Services (IDHS) for potential implementation in July.
- JAMBOARD – Dream and Vision of PDAC (Collected statements from Steering members using JAMBOARD) that will help form Strategic Plan IX.
  - Centralized data collections regardless of sector (childcare, PreK, EI etc.).
  - Illinois will have a diverse effective workforce that is well compensated for their work. There are clear/affordable pathways for those entering the field and/or advancing their career. (Equity)
  - Aligned professional development system tied to cohesive career pathways that fully supports entry and progression across varied sectors of the field.
  - Compensation will be at parity and equity improved.
  - Integrate and aligned professional development and preparation system across ECE – no more silos.

- All teachers will see a path forward for attaining their desired degree in a way that is supported and compensated.
- To have a highly qualified pipeline of ECE staff that is well compensated and in the field for a long time. ECE is considered a lynchpin in improving society outcomes.
- One registry to encompass all workforce.
- Compensation data collection to ensure equity and continuously improve quality in the workforce, voice in decision making. (Equity)
- The Gateways credentials are fully embedded in licensure requirements. Professionals in the field have enhanced compensation for attainment of credentials.
- More/better designed supports for workforce to gain degree/education debt assistance. (Equity)
- PDAC serves as the centralized system for Illinois professional development.
- Bifurcated ECEC workforce is no longer the norm.
- Decisions are made using the best and most current data available.
- College coursework free.
- Baseline compensation (set a living wage) that is tied to the value of the profession and the skills necessary to effectively do the work. Education and credentials will lead to higher respect.
- College credit is available for professional development that demonstrate achievement of competencies. Have a robust and uniform assessment system for professional development.
- Compensation parity across school, community-based settings and across infant toddler, PreK, K-12. (Equity)
- Diverse workforce that is well compensated and everyone wants to work in ECE because it is the best job to have. (Equity)
- All teachers will see a path forward for attaining their desired degree in a way that is supportive and compassionate to an already employed workforce. (Equity)
- Will use these JAMBOARD notes to organize into a dedicated vision to start the strategic planning session.
- Growing a Highly Qualified ECEC Workforce Presentation by Lori Orr and Sara Beech
  - Recommendations for the Growing a Higher Qualified ECEC Workforce Presentation could be taken under consideration to inform and advance PDAC recommendations.
    - Recommendation: 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.
    - Recommendation: Outline, explain, and communicate the various parts of the early childhood professional development system and how they relate to one another.
    - Recommendation: State policies, and funding initiatives should emphasize and support high-quality, job embedded professional development for all early childhood practitioners, regardless of program type.
    - Recommendation: Support efforts to develop new alternative and innovative ways for teachers to become qualified and for friend, family and neighbor providers to be reached.
- Around the Room Perspectives:
  - Illinois Department of Human Services:
    - Announcement that Bethany Patten is the new Associate Director for the Office of Early Childhood.
  - Illinois Head Start Association:
    - Monitoring the budget situation, currently under a continuing resolution.
    - Concern regarding finding qualified staff to continue to keep programs and services open due to pandemic. Will need to keep the pandemic recovery in our strategic planning process.
  - Teach Plus:
    - Final report will be shared shortly.
    - The report calls for collaboration between agencies. Which could be incorporated into the PDAC strategic plan.

- Advance Illinois:
  - Will release a report called “Education in the Pandemic” based on focus groups with families and students and their experiences in the pandemic.
  - The Education Pipeline Working Group is refining their priorities and are making sure to incorporate diversity, inclusion and equity.
- Faculty:
  - PDG B-5 cohorts and modularization projects will have an impact on the Strategic Plan.
- McCormick Center:
  - Will be notified of the EEIC grant in January.
  - Marsha Hawley has been named Director of Strategic Initiatives at the McCormick Center.
- Advocacy:
  - Legislative session coming up, expectation is that it will be a difficult session regarding the budget – hope to just maintain.
- Sterns Foundation:
  - The funding community understand the needs since the beginning of the pandemic. Want to help keep existing needs at the forefront, but also be responsive to the new and diverse issues that COVID is having on the system.
  - CCR&R: Emphasis is now on family, friends and neighbor providers. Need to think about quality to these places. Need to meet the provider with quality opportunities.
  - The pandemic could be used to help the system to show new ways of doing things – people have had to be innovative.
  - Need data on the number of providers that have closed or temporarily closed to see the full impact on the field.
- Illinois Board of Higher Education: Highlights from the IBHE report
  - Key Take A ways: Employer relationship
    - Institutional ability to meet employer needs.
    - Graduating college with a clear path to a job or pursue further education.
  - Key Take A ways: Improve, Affordability, Increase Access and Manage Costs
    - Address prohibitive costs.
    - Understand competing priorities and responsibilities for students.
    - Stabilize state funding structure.
    - Credential attainment – fully transparent and accessible.
  - Key Take A ways: Close Equity Gaps
    - Expand opportunities for asynchronous learning.
    - Hire more multi-lingual counselors/staff.
    - Prioritize equity driven decisions.
- INCCRRA:
  - From the Financial Supports Committee – emerging equitable compensation.
  - Childcare Restoration Grant funding going away, could additional help be found for providers.
  - Continue to be able to provide free credentials and address gaps related to credentials.
  - Need to define or redefine the new normal to professional development and the role of virtual learning and the varied sectors.
  - Will want to use potential of the professional development record. Need a repository for professional development.
  - Losing bachelor’s degree teachers, need to know where they are going.
- JAMBOARD – Priorities, Dreams, Goals for Strategic Plan
  - Entice into the field – No student debt, bring people into the field as opposed to reducing debt after in the field.

- Professional Development soliciting perspective from professional development providers access to professional development and ensuring board representation of varied sectors serving children and families. Their experiences inform future actions.
- Ensuring board representation and varied voices directly.
- Focus on job embedded professional development in order not to lose staff to other fields. Apprenticeship and mentoring opportunities, credit for breadth of learning and experiences.
- Coaching and mentoring for leveraging those models in present and future – reflective of evidence based.
- Cohesiveness across PD models including such things as RBPD, job embedded training, PLA. Barriers that have precluded attainment of college credit.
- How to synthesize innovation with existing requirements – responsiveness to requirements as well as needs of fold in way reflective quality.
- Engage more teachers to be at the decision table – need representation.
- Partnerships require varied voices.
- Next Steps
  - Will need to expand on the notes from the JAMBOARD. Staff will refine and arrange the JAMBORD input. These JAMBOARDS will be sent to Steering meeting in February to review in order to use towards the Strategic goals and objectives.

## Adjourn

