

**Professional Development Advisory Council
Steering Committee
May 19, 2021
Zoom Meeting Minutes**

Beth Knight	Julie Lindstrom	Marsha Hawley
Carie Bires	Karen McCarthy	Rebecca Livengood
Christi Chadwick	Kate Connor	Rebecca Pruitt
Gail Nelson	Lauri Morrison Frichtl	Shauna Ejeh
Jamilah R. Jor'dan	Laurie Rhodes	Sinthu Ramalingam
Joni Scritchlow	Lori Orr	Teri Talan

Welcome and Review of Minutes –Marsha Hawley

- March 17, 2021 (Attachment A)
- Teri Talan moved to accept the minutes.
- Lori Orr seconded the motion. Minutes approved.

Diversity, Equity and Inclusion Training

- Prerna Richards, CEO Together We Grow gave a presentation: Diversity, Inclusion, Equality and Equity! What's the Difference?
 - The presentation had four objectives:
 - Difference between diversity, inclusion, equality and equity
 - The role of emotional intelligence in supporting DEI
 - Ways to become an anti-biased educator
 - Supporting children
 - Moving beyond trainings:
 - Create a culture of courageous conversations
 - How safe do you feel to share your thoughts?
 - Are you asking people for input?
 - Are you including people in the decision-making process?
 - The importance of knowing the difference between self-awareness and social awareness.
 - Self Awareness: Awareness of our reactions, responses and our unconscious biases.
 - Social Awareness: Empathy for other's perspectives and experiences.
 - Importance of what message your organization is sending using:
 - Website
 - Social media
 - Job postings
 - Hiring
 - Not quota's but DEI goals
 - The Wheel of Power was shared with attendees
 - Graphic shows how power and privilege are used in society
- Prerna will present at the June PDAC meeting
 - Prerna will develop materials that can be used in PDAC committees to continue the conversation and incorporation of DEI into the implementation of the PDAC Strategic Plan.

PDAC Strategic Plan IX Draft Documents (Attachment B)

- Steering Committee
 - The PDAC Steering committee reviewed the goals and objectives of the Steering Committee.
 - Goal 1 Equity – Ensure that each committee develops recommendations that adopt an equity lens.
 - Goal 2 Membership and leadership – Expand the diversity of PDAC representation to improve and maintain quality and stability of the early care and education and school age and youth development.
 - Goal 3 Develop and implement a leadership succession plan that is aligned with PDAC’s equity lens.
 - Goal 4 Strategic Direction – Set and monitor the strategic direction of PDAC.
 - The goals and objectives were approved by a vote of the Steering Committee.
- Committee chairs reviewed the goals and objectives of their section of the PDAC Strategic Plan.
 - Financial Supports
 - Higher Education
 - Qualification & Credentials
 - Workforce Development & Pathways
- Vote on Strategic Plan IX. The Professional Development Advisory Council Strategic Plan Phase IX 2021-2024 was voted on and approved by the Steering Committee. The plan will be brought to the full PDAC in June for a final review and vote.

Information Connected to Work - Agency Reports

- Illinois State Board of Education
 - Prevention Initiative had its training and technical assistance provided by Start Early.
 - Prevention Initiative held a forum in collaboration with Start Early.
 - All sessions were archived and available on the Start Early website.
 - An RFP will be issued for FY 22.
 - KIDS will have extensive training for Chicago Public School administrators in the fall.
 - KIDS Coaching Project is seeking additional coaches.
 - Preschool for All had a chat/txt project with parents that will be coming to a close by June 30, 2021.
 - Pyramid Model cohorts were implemented by StarNET and The Center and will end soon.
 - ISBE will implement a jump start kindergarten program. Funds will be provided to applicants in currently funded Preschool For All and Preschool For All Expansion programs that are in Tiers I and II.
 - Karen McCarthy will be retiring from ISBE on June 15th.
- Illinois Head Start Association
 - Dr. Bernadine Futrell is the new director of the national office of Head Start
 - Laurie will share a recording of a conversation on the workforce with Dr. Futrell in honor of Head Start’s anniversary.
- Advocacy
 - Focus is on the federal dollars coming into Illinois and how to make sure Illinois is providing relief and supports that people need.
 - Recommendations have been put forth regarding workforce needs.
 - Budget negotiations are on-going, push for language in the budget bills on compensation in regards to contracts.
- Funding Commission
 - Recommendations were published and have been made public by the Governor.
 - Meetings are being held about next steps.


- Announcements have been made regarding the Implementation Team that will be led by Theresa Hawley at Northern Illinois University. Will begin work on items not addressed by the Funding Commission.
- Implementation of the fifteen regional entities will begin late summer/early fall. This will be managed by INCCRRA.
- **Project Announcements**
 - Information was shared from “The Workforce Behind the Workforce” snapshot:
 - Percentage of educators holding a Gateways Credentials Level 2-6 from 2015-2020
 - 33% center directors
 - 23% teachers
 - Black and Latin x center teachers and licensed FCC are more likely to hold Gateways Credentials than other races.
 - More than 25% of center directors now hold a Gateways Illinois Director Credential (IDC) compared to just 5% in 2015.
 - The documents can be found at: <https://www.inccrra.org/data-reports/reports>
 - Through the Preschool Development Grant Birth – 5 ((PDGB-5), RFPs were sent to higher education institutions regarding the Gateways to Opportunity Infant Toddler Credential Competency Project. The project will build out ITC coursework modularization.
 - The credential fee waivers have been extended into 2021 and now include renewal fee waivers.
 - The Gateways ECE Credential Level 5 to PEL Bridge project will invite four-year institutions to identify gaps in education content and then build a state agreed upon bridge from the Gateways ECE Level 5 to Professional Educator competencies.
 - Included in the PDG B5 is a project on the Prior Learning Assessments. Two and four-year Higher Education Institutions will partner on a prior learning assessment process, using existing Gateways ECE Level 2 competencies and innovative technology resources.


PDAC 2021-2022

- PDAC Annual membership forms will be sent in late summer and will also include a PDAC survey.

Adjourn







**Professional Development
Advisory Council**

Strategic Plan • Phase IX • 2021-2024

The Professional Development Advisory Council (PDAC)

The Professional Development Advisory Council (PDAC) is a group of highly qualified practitioners, educators, organizational representatives, and advocates from around the state convened and established in December 2002 by the Illinois Department of Human Services (IDHS) Bureau of Child Care and Development. PDAC introduced Gateways to Opportunity, Illinois Professional Development System, for early care and education, school-age and youth development professionals in March 2005.

PDAC is committed to broadening its lens as it continues to develop a fully integrated, cross-sector, statewide professional development system along with its partners. PDAC promotes professionalism within the early care and education, school-age, youth development, and family supports fields, and provides opportunities for professionals to further their education and training.

Vision

Illinois early care and education, school-age, youth development, and family support practitioners are well-qualified professionals who nurture and support the development and learning of children, youth and families.

Mission

To Develop, support, and promote a professional development system for all early care and education, school-age, youth development, and family support practitioners.

Values

To Develop, support, and promote a professional development system for all early care and education, school-age, youth development, and family support practitioners.

We value a Professional Development System that:

- Reaches across all geographic areas.
- Includes diverse representation of culture, linguistics, ability, ethnicity, gender and age.
- Is accessible, affordable, and diverse in opportunities.
- Develops and expands core knowledge, skills and dispositions.
- Respects and cultivates education, training and experience.
- Recognizes and equitably compensates achievements based on levels of competence.
- Supports inclusive, high-quality, culturally responsive care and education for all children, youth and families in all settings.

The Planning Process

The PDAC Steering Committee initiated development for Phase IX of the PDAC Strategic plan in December 2020 and completed in June 2021. The goal was to continue the design and implementation of a comprehensive, growing professional development system inclusive of all sectors and funding streams for the state of Illinois. Goals for each committee within the configuration includes a set of strategic objectives that identify and outline work to be accomplished over the next three years. The work these committee is integral to achievement of the goals as identified in the DPAC Strategic Plan Phase IX.

PDAC Committees:

- Financial Supports
- Higher Education
- PDAC Steering
- Qualifications and Credentials
- Workforce Development & Pathways/Information and Trends

PDAC Financial Supports

Goals and Objectives

Goal 1: Increase Great START funding pool until early childhood funding resources fully compensate staff and Great START is not needed.

- Objective 1: Review Illinois funding commission recommendations around compensation.
- Objective 2: Partner with Illinois Department of Human Services (IDHS) Child Care Advisory Council and other appropriate workgroups regarding workforce compensation.

Goal 2: Build out financial supports and incentives for Illinois early childhood workforce.

- Objective 1: Create a robust continuum of fringe benefits based on the Illinois Department of Human Services (IDHS) Salary and Staffing Survey, and other data/sources of information.
- Objective 2: Fully fund Gateways Credential processing and credential renewals: eliminate the barrier of significant fees for the underpaid workforce.
- Objective 3: Partner with key groups (e.g., the Black Caucus, Latino Policy Forum) to advance legislation that proposes the ECEC workforce receives student debt relief.

Goal 3: Incentivize workforce to complete degrees and/or Gateways to Opportunity Credentials at all levels and CDAs.

- Objective 1: Research barriers to advancement on the Career Lattice from entry level/CDA to Credentials and/or degrees.
- Objective 2: Consider the use of Gateways Scholarship and/or Great START for a onetime immediate bonus structure.
- Objective 3: Explore ways to offer incentives to the entry level workforce to complete a CDA to address critical staffing shortages.

Goal 4: Improve Gateways Scholarship design and workforce supports.

- Objective 1: Create a separate pool of money to directly fund institutions to support higher education cohorts to fill the gap remaining after Scholarship funding, thus increasing participation and completion by targeting underserved geographic, workforce, and credentials instructional Request for Proposal (RFP).
- Objective 2: Explore benefits and barriers to considering Gateways to Opportunity Scholarships for use only by entitled institutions to incentivize state system participation.

Goal 5: Create a suggested pay differential for multi-lingual workforce.

- Objective 1: Explore what would qualify an individual to receive a pay differential.
- Objective 2: Explore funding mechanisms to support multi-lingual workforce.

Goal 6: Offer unrestricted funds via an RFP to licensed providers to use to improve quality.

- Objective 1: Explore the learnings from offering one-time flexible funding to center-based programs.
- Objective 2: Engage licensed centers and licensed family child care in an RFP structure for a 2-year implementation window to fund innovative problem solving at the local level.

PDAC Higher Education

Goals and Objectives

Goal 1: Explore program access and completion (e.g. licensure, transfer, degree, credential) supports for students in the field.

- Objective 1: Identify, review, and collect workforce and student data.
- Objective 2: Determine and recommend strategies supporting student completion (e.g. transcripts, debt forgiveness, near completion etc.) that meet the unique needs of new to the field and students incumbent to the workforce.
- Objective 3: Identify and recommend strategies and supports for all levels of credential or degree attainment (Associate through Doctorate).
- Objective 4: Determine actionable steps Illinois higher education institutions can take to be inclusive to minoritized students (including, but not limited to: institutional culture and access, ECE curriculum, and student supports).

Goal 2: Cross walk goals, strategies and lessons learned within the Illinois Board of Higher Education (IBHE) Strategic Plan.

- Objective 1: Recommend strategies that support articulation agreements (e.g. AAS degrees).
- Objective 2: Increase use of the Illinois Articulation Initiative (IAI) to increase the number of courses for student pathways (e.g. Bachelor degree programs).
- Objective 3: Identify and support higher education innovations supportive of increased access and opportunities (e.g. rural areas and place-bound).
- Objective 4: Identify ways in which Illinois higher education institutions can infuse competency informed approaches as part of programs.
- Objective 5: Explore the role apprenticeships play and create a guide for Illinois higher education institutions and workforce partners looking to implement.
- Objective 6: Work with Illinois higher education institutions to understand what is needed in ECE programs to increase access to high-quality flexible learning modalities (e.g. online/hybrid, cohorts, evenings /weekends, synchronous) programming.
- Objective 7: Examine options on how Community Colleges Applied Baccalaureate degrees might support the incumbent workforce (e.g. rural areas and place-bound).
- Objective 8: Explore innovative solutions to support existing infrastructure for ECE baccalaureate attainment (e.g. consortium) to support rural areas and place-bound etc.

Goal 3: Build sustainable partnerships within higher education systems.

- Objective 1: Expand early college access partnerships.
- Objective 2: Advance and participate in state-wide system discussions related to Prior Learning Assessment (PLA) using a model of cross institutional collaboration to leverage access and transfer of PLA.
- Objective 3: Strengthen communication systems with the Illinois State Board of Education (ISBE).
- Objective 4: Finalize alignment of Gateways Competencies with National Association for the Education of Young Children (NAEYC) competencies and accreditation process.

PDAC Higher Education Continued

Goal 4: Develop ways to be competency informed across and within institutions for retention and advancement of the workforce.

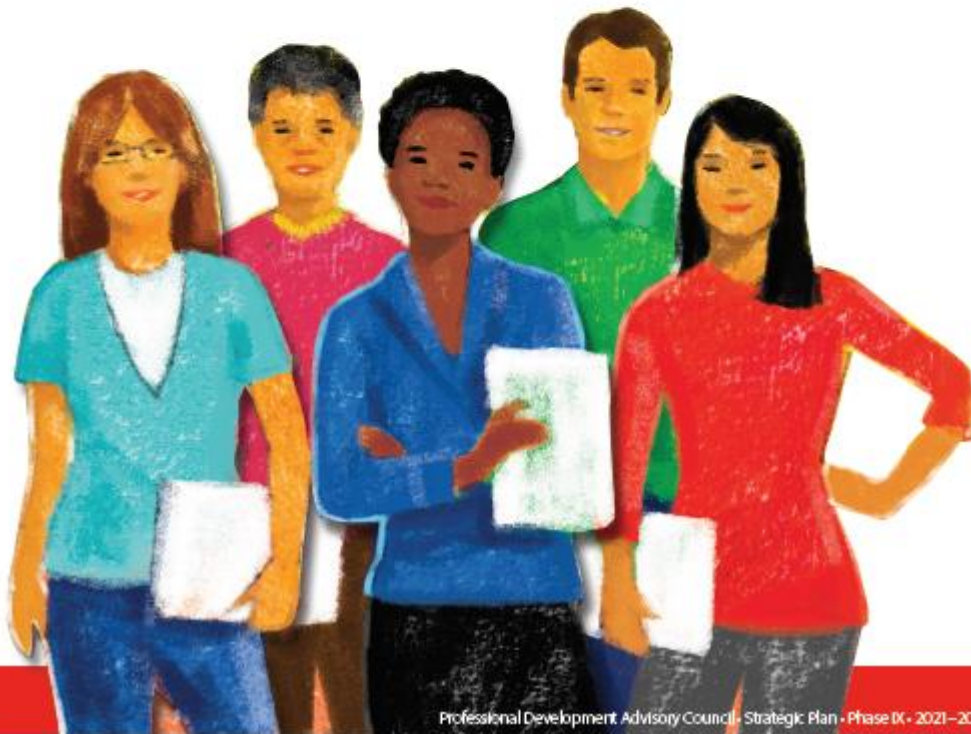
- Objective 1: Develop a definition of what it means to be "competency informed".
- Objective 2: Identify and outline existing communication structure and develop strategies as needed to expand and ensure transparency.
- Objective 3: Develop opportunities for reciprocal input. PDAC Higher Education.

Goal 5: Identify and address pathway challenges for new and incumbent workforce (Degree attainment, Gateways Credential attainment, workforce needs).

- Objective 1: Explore all the (workforce) pathways that currently exist and identify gaps.
- Objective 2: Develop strategies to mitigate general credit barriers.

Goal 6: Assess and address the higher education faculty and programmatic capacity and bandwidth to meet the goals of the strategic plan.

- Objective 1: Develop recommendations for staffing and supports.
- Objective 2: Identify and recommend necessary budget and funding resources.



PDAC Qualifications and Credentials

Goals and Objectives

Goal 1: Support Implementation of all Gateways Credentials within state systems.

- Objective 1: Support the ESL and Bilingual Credential through the final review and credential recommendation approval process.
- Objective 2: Survey existing utilization of credentials, align credentials with existing qualifications in cross-sector systems, and expand credential usage in cross-sector systems when feasible.

Goal 2: Promote and incentivize mechanisms that advance incremental steps to increase attainment of Gateways Credentials at all levels.

- Objective 1: Encourage a dashboard of progress within the Gateways Registry Professional Development Record toward competency completion for each credential.
- Objective 2: Support center directors and other leaders in understanding the credential process.
- Objective 3: Identify potential barriers and create multiple strategies to increase participation in Gateways Credentials.
- Objective 4: Support and advance strategies that incentivize the Gateways Credentials (including but not limited to compensation).
- Objective 5: Increase participation in the Credentialing system.

Goal 3: Identify how Relationship Based Professional Development (RBPD) can support competency attainment and achievement of Gateways Credentials.

- Objective 1: Investigate and expand the utilization of RBPD within cross-sector Professional Development Systems.
- Objective 2: Research innovative strategies supporting Prior Learning Assessment credit (Higher Education committee) including Relationship Based Professional Development (RBPD) efforts to support students and practitioners in gaining college credit.

Goal 4: Ensure Gateways to Opportunity Credentials align with state and national initiatives, incorporate current research and validated practices, and are responsive to workforce needs.

- Objective 1: Explore alignment of Gateways Credentials with national initiatives.
- Objective 2: Review findings from the faculty driven (National Association for the Education of Young Children) NAEYC crosswalk alignment in FY22.
- Objective 3: Enrich Gateways Credential review processes by incorporating diversity, equity, and inclusion lens.
- Objective 4: Deepen knowledge of credentialed and noncredentialed workforce through data collection focused on current and emerging demographics and ongoing inequities.



PDAC Steering

Goals and Objectives

Goal 1: Equity – Ensure that each committee develops recommendations that adopt an equity lens.

- Objective 1: Define equity.
- Objective 2: Review the mission vision values with an equity lens.
- Objective 3: Engage in study to deepen understanding and knowledge of equity.
- Objective 4: Develop equity impact analysis tool.

Goal 2: Membership and Leadership – Expand the diversity of Professional Development Advisory Council (PDAC) representation to improve and maintain quality and stability of the early care and education and school age and youth development.

- Objective 1: Identify forms of diversity that need to be represented (e.g. role, language, region, race etc.).
- Objective 2: Identify barriers that prohibit participation, and design strategies that mitigate them.

Goal 3: Develop and implement a leadership succession plan that is aligned with PDAC's equity lens.

- Objective 1: Create a map of existing leadership demographics including strengths, assets, roles, and population served.
- Objective 2: Develop a leadership training plan that shares PDAC protocols and inclusive culture.

Goal 4: Strategic Direction - Set and monitor the strategic direction of PDAC.

- Objective 1: Monitor relevant State and Federal plans and initiatives to ensure PDAC works in alignment and able to partner effectively.
- Objective 2: Guidance and facilitate statewide, cross-sector collaboration and planning to support an integrated and equitable professional development system.



PDAC Workforce Development and Pathways

Goals and Objectives

Goal 1: Strengthen alignment of state’s professional development system tied to cohesive career pathways that fully support entry and progression across varied sectors of the field.

- Objective 1: Promote (research/define) high-quality job embedded professional development for all early childhood practitioners regardless of program type.
- Objective 2: Create strategies to strengthen and align professional development system tied to cohesive and transparent career pathways that fully support entry and progression across varied sectors of the field.
- Objective 3: Advance intentional/comprehensive opportunities to collaborate and engage in cross-sector professional development planning and implementation.

Goal 2: Explore cohort and other successful model impact on pathways to attainment of the Gateways to Opportunity Credentials and/or degree attainment and/or Professional Educator License.

- Objective 1: Identify and make recommendation to advance or replicate successful models.

Goal 3: Increase access to Gateways programs and services by reviewing data to understand and identify barriers and opportunities of various communities (e.g. rural communities, low-income, race, ethnicity, etc. and workforce access to enrolling in school or Gateways Credentials).

- Objective 1: Review data and identify gaps.
- Objective 2: Review the data and results from the Preschool Development Grant Birth through Five (PDG B-5) funded pilot especially related to success rates of rural communities and women of color.

Goal 4: Broaden the workforce pipeline through a range of strategies (e.g. Prior Learning Assessment, analysis of data, expanded high school/dual college credit, licensure, etc.) all pathways – high school/Level 1.

- Objective 1: Explore Prior Learning Assessment (PLA) in partnership with PDAC Higher Education Committee.
- Objective 2: Analyze data to determine individuals close to degree or Gateways Credential attainment. Provide targeted outreach counseling support and financial aid to address shortage and increase diversity and track outcomes.
- Objective 3: Friend, family and neighbor provider outreach.
- Objective 4: Align Illinois Department of Human Services (IDHS) and Department of Children and Family Services (DCFS) requirements to make more cohesive.

Goal 5: Create a range of feedback loops and mechanisms for workforce to provide input into and to inform programs/processes.

- Objective 1: Identify new and easy ways for frontline practitioners to be heard.
- Objective 2: Create strategies to improve processes/programs based on input collected.

Professional Development Advisory Council Steering Committee Members

Bela Mote	Carole Robertson Center for Learning
Carie Bires	Start Early
Christi Chadwick	Advance Illinois
Gail Nelson	Steans Family Foundation
Johnna Darragh Ernst*	Heartland Community College
Kate Connor	City Colleges of Chicago
Laurie Rhodes	Lincoln Land Community College Child Development Center
Marcy Mendenhall	Skip-a-Long Family and Community Services
Marsha Hawley*	McCormick Center for Early Childhood Leadership, National Louis University
Rebecca Pruitt	Lewis University
Rebecca Vonderlack-Navarro	Latino Policy Forum
Sinthu Ramalingam	TeachPlus
Shauna Ejeh	Illinois Action for Children
Teri Talan	McCormick Center for Early Childhood Leadership, National Louis University

Illinois Department of Human Services Representatives:

Olga Torres	Illinois Department of Human Services, Bureau of Child Care and Development
Elva DeLuna	Illinois Department of Human Services, Migrant Head Start

Illinois State Board of Education Representatives:

Karen McCarthy	Illinois State Board of Education, Early Childhood Division
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Illinois Governor's Office of Early Childhood Development Representative:

Dr. Jamilah R. Jor'dan	Governor's Office of Early Childhood Development
Lori Orr	Governor's Office of Early Childhood Development

Illinois Board of Higher Education Representative:

Dr. Stephanie Bernoteit*	Illinois Board of Higher Education
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Illinois Head Start Association Representative:

Lauri Morrison Frichtl	Illinois Head Start Association
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Staffed by:

Illinois Network of Child Care Resource and Referral Agencies

Funders:

Illinois Department of Humans Services
Robert R. McCormick Foundation

*Tri-Chair