

**Professional Development Advisory Council
Steering Committee
Meeting Minutes
December 1, 2021**

Bela Mote	Johnna Darragh Ernst	Marsha Shigeyo Hawley
Beth Knight	Julie Lindstrom	Olga Torres
Carie Bires	Kate Connor	Rebecca Livengood
Christi Chadwick	Lauri Morrison-Frichtl	Rebecca Pruitt
Elva DeLuna	Laurie Rhodes	Shauna Ejeh
Gail Nelson	Lori Orr	Sinthu Ramalingam
Hollie Hoole	Marcy Mendenhall	Teri Talan

PDAC Steering Welcome

- Marsha Hawley and Johnna Darragh Ernst welcomed members to the meeting.

Review and approval of the minutes (Attachment A)

- October 6, 2021
 - Elva DeLuna moved to accept the minutes.
 - Shauna Ejeh seconded the motion. The minutes were approved.

Qualifications and Credentials Recommendation (Attachment B) – Teri Talan, Bela Mote, and Elva DeLuna

- Committee Making Recommendation: ESL & Bilingual Ad Hoc Credential Committee
- Recommendation: The ESL & Bilingual Ad Hoc Credential Committee recommends approval of the attached Gateways to Opportunity® ESL & Bilingual Credential Framework and Competencies for statewide implementation.
- Rationale: Illinois has seen a 42% increase in English language learners/students since 2010*. This underscores the need for all early childhood teachers to have explicit knowledge and skills in supporting multilingual children and language development throughout Illinois. The Gateways to Opportunity ESL & Bilingual Credential Framework and Competencies will inform the design of coursework that will be available and accessible to all early childhood educators. The ESL & Bilingual Credential has been intentionally designed to scaffold seamlessly to the ESL/Bilingual endorsement. (Note: The 18 semester hours of coursework required to gain an ESL or Bilingual endorsement that are offered by institutions with Illinois State Board of Education approval are only available to individuals who hold a Professional Educator License.) Faculty from the piloting institutions found no competency redundancies or gaps in content.
 - Recommendation was approved by PDAC Steering. The recommendation will move to PDAC for their review and vote.

GOECD Professional Development Systems Alignment Project – Guest: Karen Yarbrough

- Project Overview
 - Align Professional Development System Across Early Care and Education Programs
 - Stepwise recommendations for near term and longer-term changes in governance, financing and contracting
 - End state from different perspectives -program, funders, and practitioners
 - Create common definitions
- Project Background
 - Recommendation #1a) Ensure that cross-sector collaboration and equitable planning takes place at the governance level first, by including Professional Development as a key component of the work addressed by the Early Childhood Interagency Team (IAT)
 - The IAT has the authority and responsibility to influence not only policies and procedures, but also funding decisions within their respective departments.
 - The goal of including professional development as a high priority within the IAT is that this high-level governing body with unified vision, mission, and objectives will ensure that the highest levels of leadership are responsible for governance and for leading their departments in the implementation of unifying, cross-sector PD initiatives across ECCE.
- Desired End State
 - Implementation Plan Aligned with IAT vision for an Aligned System
 - Goals
 - What do we want to achieve by developing or advancing an aligned professional development system?
 - How to define alignment
 - How can this effort be used to move toward and aligned cross-sector field?
 - Next Steps: Convene working groups to get to the next level of detail
 - Aligning specific components or initiatives across a few sectors
 - Aligning specific components or initiatives all sectors
 - Aligning specific components or initiatives all sectors and related systems
- How do we consistently define, create parameters around, get clarity on purpose of, and describe how the following are interrelated:
 - As continuum of learning and support mechanisms to improve knowledge and skills and enhance professional practice: training, technical assistance, consultation, coaching, mentoring, reflective practice.
 - Information from these data gathering processes issued to inform ongoing improvement to program quality and the PD system: continuous quality improvement, assessment, monitoring.
- Questions to address in next level planning
 - What is currently working well?
 - Where are the growth areas?
 - What funding resources can be accessed to support system planning and coordination?
 - What organizations are best positioned to implement, grow and sustain the work?

Illinois Head Start Association – Lauri Morrison Frichtl

- The Office of Head Start released the vaccine and mask mandate this past Monday. Everyone employed by Head Start and/or Early Head Start, some contractors, and volunteers must have the vaccine no later than January 31st. Very few exceptions will be given for not having the vaccine, and there is no testing out. Concern about the number in the workforce who will not comply with the mandate.

Strategic Plan IX

- **Illinois Department of Human Services Revisions**
 - Edits from IDHS were shared with committee members. See attached document (Attachment C) which highlights the changes to each committee plan.
 - Financial Supports:
 - Chairs will work with the new adaptation of the plan for their committee and appreciate the feedback
 - Changes were self-explanatory
 - Appreciated the consideration of their original plan
 - Qualifications and Credentials:
 - Chairs understood that two of their objectives were redundant for Goal 2
 - Revision captured the meaning of the objective
 - Higher Education:
 - IDHS suggested revisions included: modification of objectives for Goal 2 and removal of Goal 6.
 - Some of the changes were based on the work of The Consortium and new legislation.
 - IDHS felt it cannot execute recommendation resulting from Goal 6.
 - Add title to Goal 2 and action steps to inform intent.
 - Question should the higher education committee only explore recommendations that relate to IDHS?
 - PDAC receives funding and is convened by IDHS.
 - A parking lot could be created for items that are not specific to IDHS and delineate items that fall under other agencies.
 - What ability does IDHS have to move these goals and objectives forward – what is the outcome?
 - Hollie expressed that she is open to further information to revisit the goals, if that is something PDAC feels should happen.
 - Open to further conversation with PDAC.
 - Steering:
 - PDAC Steering members accepted the plan regarding defining equity and equity lens (using national and state definitions)
 - Workforce Development & Pathways:
 - Chairs felt the change was minor and added clarity to the objective

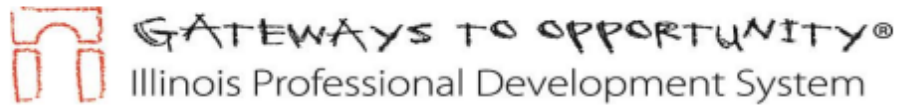
- Committee chairs were asked to bring these changes to their next committee meetings to share and receive feedback and get a consensus from committee members.

Announcements

- Teri Talan asked what is PDAC's official role relative to The Consortium? Marsha answered that she was unsure and is unaware if an ask has been made for a representative to be a part of The Consortium. Teri wondered as an entity should PDAC be a part of it.
- Christi Chadwick announced that ISAC opened the applications for the Early Childhood Access Consortium for Equity Scholarships.

Adjourn





Professional Development Advisory Council (PDAC)

RECOMMENDATION FOR APPROVAL

DATE: October 21, 2021

COMMITTEE MAKING RECOMMENDATION: ESL & Bilingual Ad Hoc Credential Committee

RECOMMENDATION: The ESL & Bilingual Ad Hoc Credential Committee recommends approval of the attached Gateways to Opportunity® ESL & Bilingual Credential Framework and Competencies for statewide implementation.

RATIONALE: Illinois has seen a 42% increase in English language learners/students since 2010*. This underscores the need for all early childhood teachers to have explicit knowledge and skills in supporting multilingual children and language development throughout Illinois. The Gateways to Opportunity ESL & Bilingual Credential Framework and Competencies will inform the design of coursework that will be available and accessible to all early childhood educators. The ESL & Bilingual Credential has been intentionally designed to scaffold seamlessly to the ESL/Bilingual endorsement. (Note: The 18 semester hours of coursework required to gain an ESL or Bilingual endorsement that are offered by institutions with Illinois State Board of Education approval are *only* available to individuals who hold a Professional Educator License.) Faculty from the piloting institutions found no competency redundancies or gaps in content.

***Illinois Early Childhood Education Workforce 2020 Report**

DISPOSITION:
PDAC Qualifications and Credentials ESL & Bilingual Ad Hoc Credential Committee

Approved: X Date: 10/21/2021
Disapproved: Date:

DISPOSITION:
PDAC Qualifications and Credentials Committee

Approved: X Date: 11/16/2021
Disapproved: Date:

DISPOSITION:
Steering

Approved: Date :
Disapproved: Date:

DISPOSITION:

PDAC

Approved:

Date:

Disapproved:

Date:

DISPOSITION:

IDHS

Approved:

Date:

Disapproved:

Date:



Gateways to Opportunity® ESL & Bilingual Credential Framework

	EDUCATION REQUIREMENTS	COLLEGE EDUCATION & TRAINING REQUIRED COMPETENCIES TO SUPPORT DUAL LANGUAGE LEARNERS	WORK & PRACTICAL EXPERIENCE WITH DUAL LANGUAGE LEARNERS
LEVEL 5	Professional Educators License (ECE Credential Level 5 or higher)	ISBE ESL or Bilingual Endorsement Standards	ISBE ESL or Bilingual Endorsement <i>Requires - 100 clock hours</i>
LEVEL 4	ECE Credential Level 4 or higher	<i>Must meet all previous level competencies plus:</i> Human Growth and Development (HGD8) Observation and Assessment (OA5, OA6, OA7, OA8) Curriculum or Program Design (CPD5, CPD6, CPD7, CPD8) Interactions, Relationships, and Environments (IRE7, IRE8) Family and Community Relationships (FCR7, FCR8, FCR9) Personal and Professional Development (PPD4, PPD5, PPD6)	50 total hours of supervised experience with dual language learners and their families or 900 total hours of documented dual language learners work experience
LEVEL 3	ECE Credential Level 3 or higher	<i>Must meet all previous level competencies plus:</i> Human Growth and Development (HGD5, HGD6, HGD7) Observation and Assessment (OA3, OA4) Curriculum or Program Design (CPD2, CPD3, CPD4) Interactions, Relationships, and Environments (IRE4, IRE5, IRE6) Family and Community Relationships (FCR5, FCR6) Personal and Professional Development (PPD2, PPD3)	10 hours of supervised experience with dual language learners and their families or 450 total hours of documented dual language learners work experience
LEVEL 2	ECE Credential Level 2 or higher	<i>Must meet all previous level competencies plus:</i> Human Growth and Development (HGD1, HGD2, HGD3, HGD4) Health, Safety, and Well-Being (HSW1, HSW2, HSW3) Observation and Assessment (OA1, OA2) Curriculum or Program Design (CPD1) Interactions, Relationships, and Environments (IRE1, IRE2, IRE3) Family and Community Relationships (FCR1, FCR2, FCR3, FCR4) Personal and Professional Development (PPD1)	5 hours of observation with dual language learners and their families or 200 hours of documented dual language learners work experience



Up to 18 competencies may be documented through credential approved training for Levels 2–4

ESL & Bilingual Credential Competencies

HGD | Human Growth and Development

- 1 Identifies that exposure to more than one language during the early years has implications for young children's development and learning.
- 2 Describes the relationship between home language development and the development of English.
- 3 Describes the relationship between early socio-emotional and identity development to the development of all languages relevant to the child.
- 4 Describes how languages relevant at home, in the early childhood setting, and the community influence children's early multilingual development.
- 5 Names basic differences across the continuum of simultaneous and/or sequential multilingual development.
- 6 Summarizes the benefits of growing up multilingual across all developmental domains.
- 7 Explains the developmental and learning implications of simultaneous or sequential exposure to two or more languages during the early years.
- 8 Integrates knowledge of how children growing up with more than one language use all their language capacities to communicate with others and understand the world around them.

HSW | Health, Safety, and Well-Being

- 1 Describes the potential effect of family stressors associated with certain features of the sociocultural context.
- 2 Describes the relationship between early social and emotional development and identity development.
- 3 Describes how the use of home language and English impacts a child's sense of well-being.

IRE | Interactions, Relationships, and Environments

- 1 Outlines the importance of the quantity and quality of multilingual exposure at home and in the larger community.
- 2 Articulates the benefits of home language development and maintenance for strong relationships with family, including extended family.
- 3 Identifies the role that the home language plays in fostering strong connections to family and community in young children.
- 4 Implements relationship based strategies to support family knowledge of the benefits of multilingualism.
- 5 Describes and provides examples of how the use of all the languages relevant to the child at home, in the early childhood setting, and in the community influences children's multilingual development.
- 6 Identifies and utilizes evidence-based practices to support the use of children's home language(s) in the early childhood setting.
- 7 Incorporates prints and artifacts representative of the children's language(s) and culture(s) in the early childhood setting.
- 8 Demonstrates intentional and consistent use of language(s) throughout the day.

OA | Observation and Assessment

- 1** Identifies methods of collecting observational data related to language use.
- 2** Describes legal and ethical practices for identifying multilingual children and children with special needs.
- 3** Describes language assessment procedures, screening tools and observation methods in all relevant languages of the child to identify multilingual children.
- 4** Applies family friendly assessment strategies to assure families are part of the process.
- 5** Identifies evidence based instruments and practices for assessing multilingual children with special needs.
- 6** Selects and implements ethical, valid and reliable tools and techniques for assessing multilingual development and learning to inform group and individual planning and instruction according to the classroom language model.
- 7** Incorporates family goals regarding children's multilingual development in assessment and individual planning.
- 8** Adapts observation, screening and assessment strategies for multilingual children for all languages relevant to the child to inform individual planning and instruction.

CPD | Curriculum or Program Design

- 1** Identifies language models used in early childhood settings.
- 2** Identifies strategies for collecting information about a child's/family's assets and resources.
- 3** Identifies features of various classroom language models for multilingual children.
- 4** Plans culturally relevant learning experiences that are differentiated according the developmental profiles of the languages relevant to the child and that incorporate appropriate language development standards/ guidelines for multilingual children.
- 5** Implements appropriate learning experiences utilizing all languages relevant to the child as aligned with classroom language model.
- 6** Describes a variety of evidence-based pedagogical practices that support development and learning in all languages relevant to child and in alignment with language model used in early childhood setting.
- 7** Selects and implements evidence-based pedagogical methods and instructional strategies in all the languages relevant for children with all kinds of diversities.
- 8** Differentiates instruction through the incorporation of a child's/family's cultural knowledge, language, and experiences.

FCR | Family and Community Relationships

- 1 Identifies the potential impact of family and community's attitudes towards multilingualism on early multilingual development.
- 2 Identifies evidence based strategies to facilitate the use of all languages relevant to the child in the early childhood setting and when sharing information about children's care with families.
- 3 Explains the benefits of multilingualism to families.
- 4 Explains the relationship between the family's values and practices of multilingual and multicultural families and child development.
- 5 Describes and gives examples of the communication preferences of multilingual and multicultural families in terms of language and modality.
- 6 Identifies strategies to gather information about families' goals and preferences regarding children's multilingual development.
- 7 Accesses and applies knowledge about family and community resources to support early multilingual, multicultural development and strengthen the status and appreciation for the home language(s) and culture of the children.
- 8 Integrates families' goals regarding children's multilingual development into practices in early childhood setting.
- 9 Identifies areas of strengths, whether individual and/or communal, such as family composition, availability of support networks, and their potential impact on children's resilience.

PPD | Personal and Professional Development

- 1 Uses reflective strategies to identify and explore personal capacities and potential challenges related to role and responsibilities with multilingual, multicultural children, and families.
- 2 Works collaboratively with families, colleagues and administrators to advocate for children.
- 3 Engages in reflection and design of professional development plan that includes language and culture.
- 4 Creates a professional philosophy that elevates the status of home language and promotes diversity as it relates to language parity in programs, policies and practices.
- 5 Engages in ongoing, proactive work to dismantle biases and prejudices in programs and the larger professional community.
- 6 Manages interpretation/translation responsibilities of staff based on their skills and family needs in an ethical manner reflective of individual skills.



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P0229-02017 INCCORRA Revised 09/11/2019

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PDAC Strategic Plan Phase IX

PDAC Financial Supports

Goal 1: Explore ways to utilize early childhood funding resources to fully compensate staff, including Great START.

- Objective 1: Review Illinois funding commission recommendations around compensation and consensus statement published by GOECD in 2020.
- 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.
 - Action Step: Determine which benefits should be included in recommendation: (e.g.) paid holiday/training days insurance/401K
 - Action Step: Consider recommending state pool (e.g. insurance) for affordability
- Objective 2: Fully fund Gateways Credential processing and credential renewals: eliminate the barrier of significant fees for the underpaid workforce.

Goal 3: Increase workforce awareness of existing financial supports to complete degrees and/or Gateways to Opportunity Credentials at all levels.

- 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 for a onetime immediate bonus structure for completion.

Goal 4: Work in partnership with IDHS to improve Gateways Scholarship design and workforce supports.

- Objective 1: Explore funding mechanisms for higher education institutions that supports cohorts and fills the gap remaining after Gateways Scholarship funding, thus increasing participation and completion by targeting underserved geographic, workforce, and credentials instructional RFP.
- Objective 2: Explore benefits and barriers in 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: In partnership with IDHS, suggest revisions to existing quality improvement funds to improve quality

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

PDAC Qualifications and Credentials

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.
 - Action Step: Support ESL Bilingual state-wide implementation
- 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 **including incentivizing**
- Objective 4: 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 Higher Education

The committee is encouraged to revisit goals and objectives to ensure what aligns within the scope of PDAC. Aspects which are embedded in legislation and/or part of the IBHE Strategic Plan connect to ICCB and IBHE (not IDHS). Please move recommendations forward to IDHS based on applicability. The IBHE Strategic Plan was completed during the timeframe that these goals were developed – most of Goal 2 was removed/is redundant.

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.
 - Action Step: Align data with barriers.
 - Action Step: Determine attrition in the teacher pathway/barriers to completion.
 - Action Step: Use data to show the impact of the teacher shortage.
 - Action Step: Identify resource needs and attrition differences between traditional and non-traditional students.
- Objective 2: Identify, review and college data surround barriers for minoritized students.
 - Action Step: Create 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).
- Objective 3 Determine and recommend strategies supporting student completion (e.g. transcripts, debt forgiveness, near completion etc.) that meet the unique needs of students new to the field and students incumbent to the workforce and students across diverse geographic settings.
- Objective 4: Identify and recommend strategies and supports for all levels of credential or degree attainment (Associate through Doctorate).

Goal 2 – (Removed majority of objectives/need to revise goal accordingly)

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.

Goal 3: Build sustainable partnerships within higher education systems.

- Objective 1: Expand early college access partnerships.
 - Action Step: Identify and explore existing avenues that could be replicated or expanded.
- Objective 2: Advance and participate in statewide system discussions related to Prior Learning Assessment (PLA) using a model of cross institutional collaboration to leverage access and transfer of PLA.
 - Action Step: use modules to give structure to PLA credit.
- Objective 3: Strengthen communication systems with the Illinois State Board of Education (ISBE).
 - Action Step: Invite an ISBE representative to join the committee or design on-going communication strategies.
- Objective 4: Finalize alignment of Gateways Competencies with National Association for the Education of Young Children (NAEYC) competencies and accreditation process.
 - Action Step: Explore how NAEYC accreditation could support or connect to the Gateways Level 4 ECE Credential.
 - Action Step: Higher Education Institution submit their aligned program (assessments/rubrics to NAEYC for approval) or that a HEI pilots a self-study with NAEYC and share findings.
 - Action Step: Review findings from faculty group alignment of Gateways rubrics (behaviors and skills) and competencies with NAEYC standards and competencies.
- Action Step: Statewide funding support for NAEYC accreditation

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”.
 - Action Step: Are there levels of being competency informed?
- Objective 2: Identify and outline existing communication structure and develop strategies as needed to expand and ensure transparency.
 - Action Step: Create a timeline or map of expectations or stages (timeline for institutions or workforce?)
 - Action Step: Increase more opportunities for sharing information to the field.
- Objective 3: Develop opportunities for reciprocal input with the State Competency Leadership Team.

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

- Objective 1: Explore all the (workforce) pathways that currently exist and identify gaps.
 - Action Step: What already exists at institutions.
 - Action Step: Identify real needs.
- Objective 2: Develop strategies to mitigate general credit barriers.

PDAC Steering

Goals and Objectives

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

- Objective 1: Define “equity” and “equity lens” in alignment with other existing state and national definitions in early childhood or workforce development field.
- Objective 2: Review the PDAC mission, vision, and values with an equity lens.
- Objective 3: Engage in study to deepen understanding and knowledge of equity.
- Objective 4: Develop equity impact analysis framework or tool that can be used by PDAC Committees .

Goal 2: Membership and Leadership – Expand the diversity of the 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: Guide 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 models 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 recommendations 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 **of range strategies.**

- 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.
- Objective 3: Enhance friend, family, and neighbor provider outreach.
- Objective 4: **Propose recommendations to further align** Illinois Department of Human Services (IDHS) and Department of Children and Family Services (DCFS) system requirements to make more cohesive.

Goal 5: Create a range of feedback loops and mechanisms for the 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.