



**PDAC Steering Committee
August 3, 2022 Minutes**

Bela Mote	Johnna Darragh Ernst	Mercedes Mondragon
Beth Knight	Joni Scritchlow	Norma Moore
Christi Chadwick	Julie Lindstrom	Olga Torres
Elva DeLuna	Kate Connor	Rebecca Pruitt
Gail Nelson	Lauri Morrison-Frichtl	Stephanie Bernoteit
Hollie Hoole	Marcus Brown	Teri Talan
Joellyn Whitehead	Marcy Mendenhall	

Welcome and Review of Minutes – Johnna Darragh Ernst, Stephanie Bernoteit and Marsha Hawley

- May 4, 2022
 - Christi Chadwick moved to accept the minutes.
 - Lauri Morrison Frichtl seconded the motion with correction.
 - Mercedes Mondragon of Start Early was welcomed as the newest member of the PDAC Steering Committee.

Recommendations from Workforce Development and Pathways Committee: (Attachment A and B)

- **Recommendation:** The Workforce Development and Pathways committee recommends approval of a standardized definition of Professional Development for the ECE field in Illinois. *Professional development includes the continuum of professional preparation, ongoing professional development and skill building. It includes training, higher education, and technical assistance. It can take place in person or e-learning and take the form of university/college credit-bearing coursework, preservice and in-service training sessions, observation with feedback and reflection with a colleague or supervisor; peer learning communities; and mentoring, coaching, and other forms of job-related technical assistance. High-quality professional development includes an opportunity for the learner to participate in planning their professional development, as well as access credit-bearing course work, valued credentials, and instructors with appropriate knowledge, skills, and experience in early childhood education and principles of adult learning.*
 - **Rationale including financial impact/monetary breakdown this recommendation would have if applicable):** This recommendation is in response to the PDAC Strategic Plan (Phase IX) goal to define professional development for all early childhood practitioners regardless of program type. Research in order to inform the PDAC definition was collected from a variety of national entities (e.g., Build it Better – NAEYC and Learning Forward – Standards for

Professional Learning) regarding professional development and job-embedded professional development definitions. The definition will provide consistency for the ECE workforce.

- **The recommendation was approved.**

- **Recommendation:** The Workforce Development and Pathways committee recommends approval of a standardized definition of Job-embedded professional development (JEPD) for the ECE field in Illinois. *Job-embedded professional development (JEPD) refers to the continuum of learning that is grounded in day-to-day practice. It is integrated into the work and includes assessing and finding solutions for authentic and immediate problems of practice as part of a cycle of continuous improvement. JEPD is a shared, ongoing process that is locally rooted and makes a direct connection between learning and application in daily practice, thereby requiring active involvement in collaborative, inquiry-based work. High-quality JEPD is aligned with best practice standards and relevant federal, state and local standards for early learning and any related agency, program, center, or school related goals.*
 - **Rationale including financial impact/monetary breakdown this recommendation would have if applicable):** This recommendation is in response to the PDAC Strategic Plan (Phase IX) goal to define high-quality job-embedded professional development for all early childhood practitioners regardless of program type. Research in order to inform the PDAC definition was collected from a variety of national entities (e.g., Build it Better NAEYC, Learning Forward – Standards for Professional Learning) regarding professional development and job-embedded professional development definitions. The definition will provide consistency for the ECE workforce.
 - **The recommendation was approved.**

New ECEC Enrollment Campaign

- “I Got Love/¡Siento Amor!” state-wide campaign was introduced and the [Early Childhood Education & Care \(ECEC\) Programs - Illinois Cares for Kids](#) video was shared.

Reports

- Illinois Board of Higher Education
 - Illinois Student Debt Assistance Act: Effective immediately institutions of higher education (public and private) may not withhold transcripts from individuals who have attended that institution if they owe the institution money.
 - Early Childhood Access Consortium for Equity (ECACE) is now in its second year. Last year there were 900 scholarship applicants with 500 receiving the scholarship. The second year of the scholarship launched in June and as of August more than 1,000 applications have been received. At this time funds are still available, and applications are still being accepted.
 - Currently 30 navigators have been hired across the state to assist the workforce in connecting with higher education institutions. Mentors are being hired at

higher education institutions to help connect the workforce to the ECE programs at higher education institutions.

- The Consortium was charged with deciding on how to award credit for the Child Development Associate (CDA). It was decided to provide six hours of credit without contingencies. There are some exceptions, but this is to be a first step for the learner. The Preschool CDA will be implemented by January 31, 2023, and then no later than January 2024 for the Infant Toddler CDA.
- Illinois Department of Human Services
 - Child Care Assistant Program update:
 - Provider reimbursement rates were increased to all providers by 3.5%.
 - Monthly co-pays are being reduced to \$1 for CCAP eligible families with a parent or guardian working in child care.
 - Parents or guardians who are unemployed and are seeking to reenter the workforce continue to be eligible to receive three months of free child care assistance through December 2022.
 - Co-pays will be eliminated for families experiencing homelessness.
 - CCAP income eligibility limit will be increased to include families with incomes below 225% of the Federal poverty line.
 - Chelsea Guillen has left the Bureau of Quality Initiatives.
 - IDHS is still reviewing recent PDAC recommendations.
- Illinois Head Start Association
 - Currently monitoring the FY23 Federal budget. Reconciliation did not include any early childhood funding.
 - Currently serving 13,000 less children than in 2017.
 - Children above the age of two are still required to wear masks in Head Start programs.
- Illinois Community College Board
 - Mentor/coaches are being hired at higher education institutions in order to help with the warm hand-off from the field to the institution as students begin the enrollment process.
 - ICCB continues to support the Mursion learning project in collaboration with the McCormick Foundation and INCCRRA through the next year and then ICCB will make assessments around the longevity of the project.
 - Effective January 1, 2023, the High School Equivalency Certificate will have a new name – State of Illinois High School Diploma.
 - New resources are now available for students:
 - Higher Education Benefits Navigator
 - The Higher Education Housing and Opportunities Act, states that every public institution will have a Homeless Liaison
 - Undocumented Student Liaison
- Illinois State Board of Education
 - StarNet will no longer be providing support on ECERS and the compliance checklist. They will focus on early childhood special education.

- Early Childhood Professional Learning (ECPL) will continue to support ECERS and the compliance checklist.
- ECPL has added webinars for the upcoming school year.

Gateways to Opportunity Credentials and Curriculum

- Higher Education Institutions: Gateways ECE Credential Competency-Based Curriculum
 - Faculty at 39 different higher education institutions have requested access to the ECE modules.
 - ECE Credential Level 2 curriculum modules have been translated into Spanish.
 - Pilot institutions for the Spanish Level 2 include: Western Illinois University, National Louis University, and College of Lake County.
- Higher Education Institutions: Gateways ECE 5 to PEL Competency-Based Curriculum
 - The project aligned the Gateways to Opportunity ECE Level 5 with the new proposed Illinois State Board of Education (ISBE) standards (competencies) for teacher preparation.
 - Faculty from 17 higher education institutions that have an ISBE approved PEL program have accessed the curriculum.
 - ISBE has given approval to institutions to make a program change under existing PEL programs to utilize the bridge during this fall semester.
- Gateways Infant Toddler Credential Competency-Based Curriculum Pilot
 - Northern Illinois University, Chicago State University, Roosevelt University, Erikson Institute, National Louis University, College of Lake County, Heartland Community College, Southwestern Illinois College are currently piloting the 52 ITC modules with hundreds of students.
 - Any revisions will be made based on the feedback and data from the pilot. A state-wide release of the modules is expected in early 2023.
- Gateways Illinois Director Credential Competency-Based Curriculum Development
 - Faculty are currently creating competency-based curriculum. Higher education institutions currently participating in the module development include:
 - Northern Illinois University, National Louis University, Oakton Community College, and College of Lake County
 - At this time, funding is not available for piloting once the modules are complete as the PDG B5 funding is ending in December 2023.
- Gateways ECE Credential Level 2 Assessment of Prior Learning
 - This past year, faculty from 23 higher education Institutions designed scenarios using Mursion software for the ECE Level 2. All twelve ECE Level 2 competencies were built out for various scenarios.
 - The scenarios were shared with a national Diversity, Equity and Inclusion review team. Recommendations from the review team will be shared with an Illinois State Team and they will determine if recommended changes will be accepted.
 - Eastern Illinois University, Western Illinois University, Chicago State University, Governors State University, National Louis University, Heartland Community College, McHenry College, and Lake Land College are participating in a pilot of the PLA scenarios using Mursion software during the fall semester.

- Western Illinois University will hold a “mini-pilot” with up to ten students starting next week.
- Later this year all the scenarios will be translated into Spanish.
- Gateways Credential Applications
 - 15,000 plus applications came in from 8,440 distinctly different people in fiscal year 2022.
 - Of the 15,000 applications, about 5,300 were for the ECE Level 1.
 - More than 9,000 credential applications were reviewed by credential counselors with more than 3,600 credentials were awarded on just existing college coursework.

Adjourn





Professional Development Advisory Council (PDAC)

RECOMMENDATION FOR APPROVAL

DATE: June 15, 2022

COMMITTEE MAKING RECOMMENDATION: Workforce Development and Pathways Committee

RECOMMENDATION: The Workforce Development and Pathways committee recommends approval of a standardized definition of Professional Development for the ECE field in Illinois. *Professional development includes the continuum of professional preparation and ongoing professional learning and skill building. It includes training, higher education, and technical assistance. It can take place in person or e-learning and take the form of university/college credit-bearing coursework, preservice and in-service training sessions, observation with feedback and reflection with a colleague or supervisor; peer learning communities; and mentoring, coaching, and other forms of job-related technical assistance. High-quality professional development includes an opportunity for the learner to participate in planning their professional development, as well as access credit-bearing course work, valued credentials, and instructors with appropriate knowledge, skills, and experience in early childhood education and principles of adult learning.*

RATIONALE including financial impact/monetary breakdown this recommendation would have if applicable): This recommendation is in response to the PDAC Strategic Plan (Phase IX) goal to define professional development for all early childhood practitioners regardless of program type. Research in order to inform the PDAC definition was collected from a variety of national entities (e.g. Build it Better – NAEYC and Learning Forward – Standards for Professional Learning) regarding professional development and job-embedded professional development definitions. The definition will provide consistency for the ECE workforce.

DISPOSITION:

WDP Committee

Approved: x

Date: 7/26/22

Disapproved:

Date:

DISPOSITION:

PDAC Steering Committee

Approved: X

Date: 8.3.22

Disapproved:

Date:

DISPOSITION:

PDAC

Approved:

Date:

Disapproved:

Date:

DISPOSITION:

IDHS, Office of Early Childhood

Approved:

Date:

Disapproved:

Date:





GATEWAYS TO OPPORTUNITY®

Illinois Professional Development System

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DISPOSITION:

IDHS, Office of Early Childhood

Approved: Date:
 Disapproved: Date:

