

**PDAC Steering Committee Minutes  
November 2, 2022**

Beth Knight	Kate Connor	Rebecca Livengood
Christi Chadwick	Laurie Rhodes	Rebecca Pruitt
Johnna Darragh Ernst	Marcus Brown	Shauna Ejeh
Joni Scritchlow	Marsha Hawley	Stephanie Bernoteit
Julie Lindstrom	Mercedes Mondragon	Teri Talan

**Welcome and Review of Minutes**

- PDAC Leadership Transition
  - Marsha Hawley was recognized for her leadership in PDAC, including as PDAC Tri-Chair. Marsha will be stepping down as PDAC Tri-Chair after the December PDAC meeting. Marsha will transition to a Tri-Chair of the PDAC Higher Education Committee.
  - Shauna Ejeh was welcomed as the new PDAC Tri-Chair.
- September 28, 2022 Minutes
  - Lauri Rhodes moved to accept the minutes.
  - Marcus Brown seconded the motion.

**Recommendation from Financial Supports and Qualifications and Credentials Committees (Attached)**

- **RECOMMENDATION:** The Financial Supports and Qualifications and Credentials Committees jointly recommend the Gateways English as a Second Language/Bilingual Credential be added to the Great START Wage Supplement Scale.
  - **RATIONALE:** We value and elevate Credentials that allow us to more effectively serve the diverse children and families in Illinois. We have developed Credentials over time that are not reflected in the financial incentive programs i.e. Great START. Adding the ESL/B Credential to the Great START scale allows us to offer an incentive and honor providers who earn this credential for their knowledge and skills. This ESL/B Credential promotes culturally and linguistically responsive education and care and enables effective communication with families. This aligns with the equity focus of the strategic plan of PDAC and the goals of the Financial Supports committee addressing Goal 2 and Goal 5 (build out financial incentives for Illinois early childhood workforce and create a suggested pay differential for multi-lingual workforce).
    - The recommendation was approved.

**State Agency Reports**

- Illinois Community College Board (ICCB) – Marcus Brown
  - The Prior Learning Assessment rules have gone to the Joint Committee on Administrative Rule (JCAR).
  - Currently formalizing the recommendations for the ICCB Board meeting in December related to dual credit including:
    - Mixed classrooms
    - Professional development for faculty

- Ensuring students with disabilities have appropriate access to dual credit
  - The Early Childhood Access Consortium for Equity (ECACE) Advisory Committee will meet November 10, 2022.
    - Updates on compensation for the early childhood field will be given at the meeting.
    - Joni Scritchlow will give a presentation on Gateways to Opportunity® Credentials.
  - Continued emphasis on the implementation of the CDA with a webinar focusing on reviewing the requirements and presenting models on how institutions are implementing the CDA.
  - A small focus group will be convened to review parameters and survey questions on how information collected will be used when reporting on the work of the Consortium.
- Illinois Board of Higher Education (IBHE) – Stephanie Bernoteit
  - Earlier this fall the IBHE Board issued a call for proposals for institutions that would be interested in offering cohort programs for individuals who would be seeking to become faculty in early childhood programs. The call for proposals is now closed and reviews are being conducted.

### Students First Book Questions

- Three questions were shared in the pre meeting materials regarding the book *Students First* by Paul LeBlanc
  1. Compare the ideas from the chapter on Assessment (The Hardest Work) with some of the early childhood assessments: CLASS, ITERS, ECERS, CDA, Work Sampling System (WSS) and/or assessment(s) you use as a trainer or a faculty member assessing students.
  2. As you read examples of real-life applications demonstrating rigorous assessments by experts, what can we think about ways we might use this in early childhood programs, trainings, education?
  3. What does this book say to you about the need to develop models that are workforce centric? What does this mean for PDAC?
    - Talking points from committee members:
      - Early Childhood does it right.
      - The education system is broken. There is a need for smaller classrooms and one-on-one connections with children and teachers at every age.
      - Teachers ensuring that the student is grasping the content and having the time to do that in a meaningful way is important if we expect students to master concepts.
      - Getting as many students as possible through and pass the test, shows the disconnect regarding critical thinking. What do A's and B's measure these days compared to 1960 for example.
      - We live in a time-based world; how do we support those learners that take longer periods of time to be competent?
      - Assessments are often a good motivator, the book had good examples.
      - The book gave real-life applications and illustrated competencies.
      - How do we navigate the field to a place that is better suited for delivery of what we are trying have students accomplish?
      - It's easy to remain where we are at with current methods. Change is hard with many barriers to keep the status quo.
      - Society is experiencing profound change and the old systems are not keeping up. We know something needs to change.
        - The structure in Illinois has changed, we moved our early childhood teacher preparation structure to identified competencies.
      - Competencies can be looked at as common currency, could help to bring together different systems.

- We need to be more responsive to workforce needs. The structure of competencies allows us to help better meet workforce needs.

### Announcements

- No announcements

### Adjourn





Professional Development Advisory Council (PDAC)

**RECOMMENDATION FOR APPROVAL**

**DATE:** October 25, 2022

**COMMITTEE MAKING RECOMMENDATION:** Financial Supports and Qualifications and Credentials

**RECOMMENDATION:** The Financial Supports and Qualifications and Credentials Committees jointly recommend the Gateways English as a Second Language/Bilingual (ESL/B) Credential be added to the Great START Wage Supplement Scale. See attached draft scale.

**RATIONALE:**

We value and elevate Credentials that allow us to more effectively serve the diverse children and families in Illinois. We have developed Credentials over time that are not reflected in the financial incentive programs i.e. Great START. Adding the ESL/B Credential to the Great START scale allows us to offer an incentive and honor providers who earn this credential for their knowledge and skills. This ESL/B Credential promotes culturally and linguistically responsive education and care and enables effective communication with families.

This aligns with the equity focus of the strategic plan of PDAC and the goals of the Financial Supports committee addressing Goal 2 and Goal 5 (build out financial incentives for Illinois early childhood workforce and create a suggested pay differential for multi-lingual workforce).

**DISPOSITION:**

**PDAC Financial Supports Committee**

Approved: X                      Date: 10/25/22  
Disapproved:                      Date:

**PDAC Qualifications and Credentials Committee**

Approved: X                      Date: 11/1/22  
Disapproved:                      Date:

**DISPOSITION:**

**PDAC Steering Committee**

Approved: x                      Date: 11.2.23  
Disapproved:                      Date:

**DISPOSITION:**

**PDAC**

Approved:                      Date:  
Disapproved:                      Date:

**DISPOSITION:**



**IDHS, Bureau of Child Care and Development**

Approved:                      Date:  
Disapproved:                      Date: