

PDAC Steering Committee Minutes
May 1, 2024

Bela Mote	Joellyn Whitehead	Marcy Mendenhall
Beth Knight	Johnna Darragh Ernst	Marsha Hawley
Christi Chadwick	Julie Lindstrom	Rebecca Livengood
Gabriel Holmes	Kate Connor	Shauna Ejeh
Gail Nelson	Laurie Rhodes	Toni Porter
Hollie Hoole	Lisa Downey	

Welcome

- PDAC Chairs welcomed members to the meeting.

Review of Minutes

- April 17, 2024
 - Gail Nelson made a motion to accept the minutes.
 - Christi Chadwick seconded the motion.
 - Minutes approved.

PDAC Strategic Planning

- Workforce Development and Pathways (Attachment A)
 - The goals and objectives presented by the Workforce Development and Pathways Committee for the PDAC Strategic Plan X were voted on and approved by PDAC Steering. The goals and objectives will be included in the draft plan that will be voted on by PDAC – At – Large in June.
 - **Goal 1:** Improve access to education, credentials, endorsements, and degrees for current and potential (prenatal to age 5) workforce members.
Objectives:
 1. Identify and recommend needed revisions and/or modifications to the current policies and processes for accessing opportunities.
 2. Recommend ways to use technology to improve the current and changing ECE workforces' access to various programs offered.
 3. Identify and address workforce entry point challenges.
 - **Goal 2:** Develop targeted communication and messaging tools.
Objectives:
 1. Simplify and streamline communication tools that appeal to a diverse potential and current (prenatal to age 5) workforce members in all early childhood settings.
 2. Communicate the mapped career pathways (and associated degrees, credentials, competencies, and endorsements) in a systematic way to educators in all early childhood settings.
 - **Goal 3:** Develop systems for identifying and sharing high quality, innovative practices that strengthen recruitment and retention for the prenatal to age 5 workforce.
Objectives:

1. Identify innovative and evolving strategies that help employers attract, develop, stabilize, and retain a high quality and diverse workforce.
- **Goal 4:** Recommend a system to effect reciprocity among qualifications and credentials required by multiple state and regulatory systems. (Inform and partner with the Qualifications and Credentials Committee where needed)
Objectives:
 1. Identify barriers to reciprocity (e.g. CDA, director credentials (national /state), Montessori, out of state candidates, home visiting).
 2. Determine how flexibility of competencies can support reciprocity.
 3. Assess and map competencies met by other credentialing programs.
 - Steering Committee replaced effect with strengthen in goal 4.

Gateways ECE Level 1 Ad Hoc Committee Update – Beth Knight

- The topic of the ECE Level 1 was brought forward during the PDAC Steering Strategic Planning meeting in September.
- An Ad Hoc began meeting earlier this year and have held three meetings with a fourth scheduled for later this month.
- The Ad Hoc conversation is around the status of Level 1 in terms of the use across the system and a chance to revisit it, and where it might need to be reframed, and how it has evolved in terms of use.
- Level 1 is used in a foundational or in a compliance fashion.
- It counts as a training tier for family childcare licensed exempt and the clock hours you can earn with it.
- It has a high school pathway.
- It qualifies and meets federal mandates around health and safety trainings for programs that receive the child care assistance program.
- It is paired in work and as a training source that is delivered through SEIU and aspects that ties to Department of Children and Family Services (DCFS) licensing.
- It is used an introductory or refresher training for the training population.
- A lot of the conversation of the Ad Hoc centers around stackability is it part of the college credit path? The Ad Hoc continues to explore the idea regarding: Does the Level 1 warrant the potential of two paths, a training path and a credit path? Level 1 currently is at a sixth to eighth grade reading level with introductory content.
- Ad Hoc is reviewing the scope of need and feasibility for an alternate credit bearing path. Wherever the Ad Hoc lands it needs to be well communicated to the field (e.g. what does the Level 1 get you, how does it fit in the system, what does it count for, where might this take you).

PDAC Mission Vision and Values Statements (Attachment B)

- Review the draft of the revised statements

Current Mission: To promote, support and recognize professional preparation and training for all current and future early care and education, school-age, and youth development practitioners.

Draft Mission: To promote, support and recognize engaging professional preparation and training opportunities for all current and future early care and education, school age, and youth development practitioners.

Current Vision: Illinois early care and education, school-age, and youth development practitioners are well-qualified professionals who educate, nurture, and meet the needs of children and youth in partnership with their families.

Draft Vision: We envision an inclusive and efficient system of preparation and training of early care and education, school age and youth development professionals who nurture, engage, and serve the needs of children and youth in partnership with their families and communities.

Current Values: We believe an effective professional development system is inclusive of practitioners in all settings serving children, youth, and families; service providers and program staff; and educators and trainers.
Draft Values: We believe an equitable and effective professional development system serves practitioners in all settings and is engaging, inclusive and efficient.

Engaging: Respects and cultivates education, training, and experience; recognizes and equitably compensates achievements based on levels of competence.

Inclusive: Has diverse representation of culture, linguistics, ability, ethnicity, gender, age and geography; supports inclusive, high-quality, culturally responsive care and education for all children, youth and families in all settings.

Efficient: Is accessible, affordable, and diverse in opportunities; develops and expands core knowledge, skills, and dispositions.

- Changes were made to the Draft Values section to now read: We believe in an engaging, inclusive and efficient professional development system serving practitioners in all settings.
 - Steering Committee voted on and approved the new mission, vision, and values statement. This will be brought to PDAC in June for a vote and inclusion in the Strategic Plan X.

Adjourn





Workforce Development and Pathways Goals and Objectives for the PDAC Strategic Plan X

Goal 1: Improve access to education, credentials, endorsements, and degrees for current and potential (prenatal to age 5) workforce members.

Objectives:

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2. Recommend ways to use technology to improve the current and changing ECE workforces' access to various programs offered.
3. Identify and address workforce entry point challenges.

Goal 2: Develop targeted communication and messaging tools.

Objectives:

1. Simplify and streamline communication tools that appeal to a diverse potential and current (prenatal to age 5) workforce members in all early childhood settings.
2. Communicate the mapped career pathways (and associated degrees, credentials, competencies, and endorsements) in a systematic way to educators in all early childhood settings.

Goal 3: Develop systems for identifying and sharing high quality, innovative practices that strengthen recruitment and retention for the prenatal to age 5 workforce.

Objectives:

1. Identify innovative and evolving strategies that help employers attract, develop, stabilize, and retain a high quality and diverse workforce.

Goal 4: Recommend a system to effect strengthen reciprocity among qualifications and credentials required by multiple state and regulatory systems. (Inform and partner with the Qualifications and Credentials Committee where needed)

Objectives:

1. Identify barriers to reciprocity (e.g. CDA, director credentials (national /state), Montessori, out of state candidates, home visiting).
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