

PDAC Steering Committee

December 4, 2024

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.

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.

Values: We believe in an engaging, inclusive and efficient professional development system serving practitioners in all settings.

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.

Welcome and Review of Minutes

- October 9, 2024

Gateways English as a Second Language & Bilingual Renewal Recommendation

- Qualifications and Credentials Tri-Chairs

Potential for a PDAC Steering Meeting in Spring 2025

- Potential dates for in-person meeting

Strategic Plan X Year 1: FY 2025 Priorities

Qualification and Credentials Committee

- Goal 2: Objective 2: Review micro-credentialing and badging systems to determine relevancy to Illinois work.
 - a. Determine if use of micro-credentialing to award educational advancement in smaller increments would be beneficial to the field.
 - b. Identify gaps and supports needed to create a badging system for competencies.
 - c. Action step: Invite Joellyn to the next committee meeting on 2/17/2024.
- Goal 3: Utilize and maximize Illinois' well-developed existing competency infrastructure for Gateways Credentials by making it accessible and transparent to the field.
 - d. Standardize all professional development to identify content using competency language. Trainings list competency/competencies on certificates (where applicable).
- The QC Committee recently convened a small review group to make recommendations for the ESL/Bilingual Credential renewal.

Higher Education Committee

- Goal 1: Developing systems for identifying, sharing, and promoting flexible and innovative higher education early childhood/child development program models.
 - a. Consider how this could be a resource for employers, a knowledge center on PDAC's website, increase access to the field.
 - b. Use the Higher Education Forum to bring out Innovation and Reaching the Workforce.
- Goal 3: Gather and disseminate information on approaches to support new and/or incumbent early childhood professionals in entering or sustaining the field and/or workforce.
 - c. Find ways to welcome new faculty
 - d. Find ways to highlight credit for prior learning as an advocacy effort to bring in the workforce.

Workforce Development and Pathways

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

- a. Goal 1 is important for Head Start as they struggle to find individuals to fill positions. Identify what barriers are keeping individuals out of the profession. The other goals and objectives of the plan blend into Goal 1.
- b. Goal 1 will help the Committee decide what should be communicated to the field. Need to see what works and identify successes, then identify the barriers and look for solutions, and communicate what works best.
- c. Need to identify and address workforce entry point challenges, are the barriers identified in the action steps the only items or will others need to be explored?
- 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).
 - d. A first step would be to identify who has expertise in the different types of credentials (i.e. home visiting, Montessori) to begin to identify barriers.
 - e. Starting with data next steps for the Committee:
 - i. What data does INCCRRA/Gateways have
 - ii. Which higher education institutions are entitled and offer Infant Toddler Credential
 - iii. Compile a list of high schools offering the CDA
 - iv. Reach out to the Council for data on the CDA
 - v. Staff will reach out to Joellyn for data and will contact INCCRRA staff on high school data regarding the CDA

Financial Supports

- Goal 2: Identify and support ways to advance compensation for the field.
 - a. Monitor impact of Smart Start – intended and unintended financial consequences.
 - b. Consider intersection and integration of Gateways Initiatives (i.e. Great START, Gateways Scholarship) and Smart Start.
 - c. Identify quality support levers for bilingual staff and explore pay differential models.
 - i. Made a recommendation in September to link the Gateways ESL/Bilingual Credential to a pay increase using the base salary of the SMART START Quality Supports Wage Scale.
 - d. Compare and contrast pay scales across programs throughout the state.

Steering Committee

- Goal 1: Ensure PDAC Steering and all PDAC members have awareness of the depth, breadth, history and importance of PDAC's work.
 - a. Review onboarding process for new PDAC members.
 - b. Develop a more structured approach for new PDAC members.
 - c. Capture history of PDAC and incorporate into onboarding.

Reports

- Illinois Community College Board
- Illinois Head Start Association
- Transition Advisory Committee
- Illinois State Board of Education

Adjourn

