

Professional Development Advisory Council

Strategic Plan • Phase VIII • 2018–2021



GATEWAYS TO OPPORTUNITY®
Illinois Professional Development System

The Professional Development Advisory Council (PDAC)

The Professional Development Advisory Council (PDAC) is a group of highly qualified practitioners, educators, organizational representatives, and advocates from around the state convened and established in December 2002 by the Illinois Department of Human Services (IDHS) Bureau of Child Care and Development. PDAC introduced Gateways to Opportunity, Illinois Professional Development System, for early care and education, school-age and youth development professionals in March 2005. In 2016, Gateways to Opportunity® Credentials all moved to Competencies which were reviewed and vetted by state councils, committees and agencies including PDAC.

PDAC is committed to broadening its lens as it continues to develop a fully integrated, cross-sector, statewide professional development system along with its partners. PDAC promotes professionalism within the early care and education, school-age, youth development, and family support fields, and provides opportunities for professionals to further their education and training.

Vision

Illinois early care and education, school-age, youth development, and family support practitioners are well-qualified professionals who nurture and support the development and learning of children, youth and families.

Mission

To develop, support, and promote a professional development system for all early care and education, school-age, youth development, and family support practitioners.

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.

We value a Professional Development System that:

- Reaches across all geographic areas.
- Includes diverse representation of culture, linguistics, ability, ethnicity, gender, and age.
- Is accessible, affordable, and diverse in opportunities.
- Develops and expands core knowledge, skills, and dispositions.
- Respects and cultivates education, training, and experience.
- Recognizes and equitably compensates achievement based on levels of competence.
- Supports inclusive, high-quality, culturally responsive care and education for all children, youth, and families in all settings.

The Planning Process

The PDAC Steering Committee initiated development for Phase VIII of the PDAC Strategic Plan in January and completed in June 2018. The goal was to continue the design and implementation of a comprehensive, growing, professional development system inclusive of all sectors and funding streams for the state of Illinois. Goals for each committee within the configuration includes a set of strategic objectives that identify and outline work to be accomplished over the next three years. The work of these committees is integral to achievement of the goals as identified in the PDAC Strategic Plan Phase VIII.

PDAC Committees:

- Financial Supports
- Information and Trends
- Qualifications and Credentials
- Workforce Development and Pathways
- Higher Education
- PDAC Steering
- PDAC Governance



Financial Supports

Goal: Advance identified recommendations from the Illinois Achieving Compensation Parity Report.

Objectives:

- Recommend tax incentives as one means to engage the business community.
- Recommend adjustments to local and state rates, contracts and financial incentives to achieve compensation parity.
- Review and recommend 80% of all rate enhancements and quality incentives, regardless of funding source, be budgeted for compensation.

Goal: Identify advancement opportunities supporting workforce compensation strategies using intentionality with existing funding and new or increased funding.

Objectives:

- Analyze program specifics within Great START and Gateways Scholarship and prioritize incentives targeted to programs who meet ExceleRate Illinois staff requirements.
- Explore other statewide initiatives for opportunities to increase compensation, scholarship, and education reimbursements.

Goal: Identify and advance potential and future workforce funding opportunities.

Objectives:

- Strengthen the workforce through additional federal programs and other innovative initiatives designed to reduce or eliminate student debt (e.g. student loan).
- Research potential financial and revenue streams identified in the Transforming the Financing of Early Care and Education Report and Power to the Profession as well as other sources.
- Explore multiple state models for uses of federal resources and funding.

Goal: Identify and advance non-compensation retention strategies.

Objectives:

- Identify technical assistance for program leaders that address all aspects of workplace conditions – supports, technical assistance, salary schedules and benefits packages that lead to workplace conditions, effective classroom practices, and staff retention.
- Research and identify the true cost and causes of staff turnover.
- Research and identify sources to finance retention strategies.

Information and Trends

Goal: Explore and identify intentional connections with partners to bring expertise to our work around equity/diversity and trauma-informed care, and implications for the field of ECE.

Objectives:

- Identify and recruit individuals with expertise in equity/diversity to join the committee or to be resources.
- Identify and recruit individuals with expertise in trauma-informed care to join the committee or to be resources.
- Continue to engage with experts on these topics and begin to explore how they relate to the work of PDAC and to professional development for the field of ECE as a whole.

Goal: Disseminate information through PDAC on the latest work as it relates to equity/diversity and trauma-informed care.

Objectives:

- Work with committee-identified resources/experts to create messages specific to the professional development system in Illinois.
- Identify the most appropriate communication channel(s) to share the messages and disseminate through those channels.

Goal: Examine work happening nationally and in other states, as well as related fields, to identify promising practices that may be valuable in Illinois.

Objectives:

- Conduct a scan of work happening at national and state levels to identify exemplars and innovative thinking for potential implementation.
- Update work on role definitions as the need arises based on revisions to the Gateways to Opportunity Early Childhood Educator Career Lattice and direction from PDAC Steering.



Qualifications and Credentials

Goal: Ensure Gateways to Opportunity Credentials align with state and national initiatives, incorporate current research and validated practices, and are responsive to workforce needs.

Objectives:

- Create credential renewal pathways that are evidence-based and ensure consistency across all credentials.
- Coordinate and oversee regular review of all credentials and their competencies and ensure integration of current research and validated practices.
- Coordinate review of Gateways to Opportunity Credential Frameworks to ensure responsiveness to workforce needs.

Goal: Guide the development and implementation of a Gateways ESL/Bilingual Credential to ensure workforce capacity in meeting the needs of Illinois' diverse children and families.

Objectives:

- Align content of Gateways ESL/Bilingual Credential with Illinois State Board of Education Professional Educators License ESL Bilingual Endorsement.
- Pilot, review, develop, and implement a Gateways ESL/Bilingual Credential.

Goal: Coordinate Illinois' response to national and local workforce development initiatives (e.g., Power to the Profession; i2I Innovation to Incubation) through the lens of the QIC committee.

Objectives:

- Engage Illinois stakeholders in discussion of national and local workforce development initiatives.
- Provide feedback to national and local initiatives on behalf of Illinois' early childhood professional development system.

Goal: Promote and incentivize Gateways to Opportunity Credentials.

Objectives:

- Increase knowledge and understanding of Gateways Credentials and competencies-based system within higher education institutions and among public and private employers of early educators.
- Embed Gateways Credentials in state systems (e.g. Illinois Department of Children and Family Services (IDCFS) Child Care licensing standards, Illinois State Board of Education (ISBE) Early Childhood Block Grant standards/rules, ExceleRate® Illinois, etc.).



Workforce Development and Pathways

Goal: Develop and disseminate, in collaboration with stakeholders, strategies that support implementation of the comprehensive Gateways to Opportunity Early Childhood Educator Career Lattice.

Objectives:

- Identify and support state efforts to increase articulation.
- Identify and disseminate innovative career lattice implementation models, inclusive of prior-learning assessment.
- Identify and/ or develop effective career lattice implementation messaging and distribution strategies for varied constituencies within and outside of the early childhood field.

Goal: Analyze effectiveness of various pathways of the Gateways Credentials.

Objectives:

- Collect and analyze data regarding Credential attainment across: practitioner role (Licensed Exempt and Licensed) and Credential specializations.
- Collect data on the effectiveness of historical changes to Gateways framework, including: changes in Level 3 requirements and creation of stacked Credential framework.
- Monitor credential responsiveness to current and emerging needs of children, families and practitioners.
- Identify career lattice utilization benefits and barriers in collaboration with practitioners and state partners.
- Monitor landscape and continued opportunity to create a complementary relationship between the Illinois Department of Human Services (IDHS), DCFS licensing, ExceleRate Illinois and Gateways Credentials in terms of quality measures and expectations.
- Support and disseminate innovative credential attainment practices within competency-based system framework.

Goal: Collect and analyze data evaluating how levers and supports including, but not limited to, Great START and Gateways Scholarship, can be used to strengthen utilization of Gateways Credentials.

Objectives:

- Review and analyze data (inclusive of demographic variables, program participation, and retention) to evaluate the utilization and efficacy of Great START and Gateways Scholarship funds.
- Identify and support, based on data collection, policy recommendations to fully integrate Gateways Credentials within GreatSTART and Gateways Scholarship Program, inclusive of credential/specialization attainment and emerging opportunities for competency model implementation (e.g. prior learning assessment).
- Utilize data collection and analysis to identify relevant emerging opportunities and strategies to strengthen programing and practitioners, in coordination with Financial Supports Committee.

Higher Education

Goal: Support the ongoing development and implementation of a competency based qualification system for the ECE workforce.

Objectives:

- Align programs with competencies outlined in Gateways Credentials.
- Engage in responsive reciprocal communication to develop a shared common language around competency based work.
- Participate in the development and utilization of shared assessments to support student transfer across institutions and advancement on the Illinois Gateways to Opportunity Early Childhood Educator Career Lattice.
- Explore opportunities for using the Gateways competencies and their related assessments to assess prior learning experiences.

Goal: Increase opportunities for the ECE workforce to advance proficiency in working with children who are culturally and linguistically diverse at different levels of credentials and degrees along the entire career lattice.

Objectives:

- Partner with the PDAC Qualifications & Credentials Committee to implement a Gateways Bilingual/ESL Credential that aligns with the ISBE Bilingual/ESL endorsement.
- Develop and pilot model program(s) for individuals with a BA and an Illinois Gateways ECE Level 5 Credential to earn an Illinois Professional Educator License (PEL) with endorsement in ECE through both traditional and alternative routes.
- Develop and pilot model program(s) for individuals with an Illinois Educator License with Stipulations (ELS) in Transitional Bilingual Education (TBE) to earn an Illinois PEL with an endorsement in ECE.
- Develop and implement endorsement programs for individuals with existing non-ECE PELs to add a secondary endorsement of ECE.

Goal: Support increased use of technology tools for higher education advising, instruction and assessment.

Objectives:

- Inventory technology currently being used to advise, support, instruct, and assess adult learners.
- Develop strategies for sharing technology that enriches adult learning.
- Identify needed technology to enhance advising, instruction, assessment, and articulation.

Goal: Demonstrate the need for increased capacity in early childhood education faculty and advisors at institutions of higher education (IHEs).

Objectives:

- Leverage all state data to examine ECE and ECE related data on enrollment and completions.
- Leverage national initiatives (NAEYC's Power to the Profession) and state initiatives that highlight the need for increased capacity and innovation in ECE teacher preparation programs.
- Engage in responsive and reciprocal communication strategies in collaboration with state agencies and relevant partners (e.g. Illinois Higher Education (IHE) presidents, deans and other administrators) regarding need for increased capacity in ECE teacher preparation programs.
- Strengthen connections among IHEs and across IHEs and the broader professional development system to build more collective capacity and partnerships.

PDAC Steering

Goal: Build and expand the diversity of PDAC representation to maintain connectors to support and improve the quality and stability of early care and education and school age and youth development workforce.

Objectives:

- Identify key state partners to be represented (e.g. DCFS, Illinois Community College Board (ICCB), special education) on PDAC Steering.
- Ensure representation across fields, geographic location, ethnicity and expertise in age ranges throughout PDAC.

Goal: Set the strategic direction of PDAC in response to state and federal initiatives.

Objectives:

- Plan and set strategies for PDAC incorporating key national research, direction and findings including the National Association for the Education of Young Children (NAEYC) Power to the Profession, and the Institute of Medicine (IOM) reports into overall professional development plan.
- Monitor state and federal decision cycles for impact and alignment to PDAC Strategic Plan and on-going work in Illinois.

Goal: Develop Leadership Plan and implement leadership that is reflective and supports Illinois' rich diversity of knowledge and experience.

Objectives:

- Identify defined leadership competencies relevant to PDAC.
- Identify potential leadership capacity in committee members.

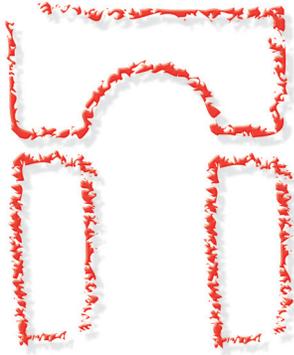
Governance

Goal: Maintain well-defined processes and protocols to support PDAC.

Objective:

- Review and make recommendations for the Illinois Professional Development Advisory Council Operating Guidelines and Procedures as needed.





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Professional Development Advisory Council Steering Committee Members guiding strategic plan development:

Catherine Main	University of Illinois at Chicago
Cerathel Burnett	Department of Family and Support Services, City of Chicago
Christine Allen	Community Connection Point
Dawn Thomas	Early Childhood Collective, University of Illinois Urbana Champaign
Deb Widenhofer*	Baby TALK, Inc.
Debbie Rogers Jaye	Harold Washington College
Diana Rosenbrock	Collaboration for Early Childhood
Diane Scruggs	Healthy Families Chicago
Johnna Darragh Ernst	Heartland Community College
Joyce Weiner	Ounce of Prevention Fund
Laurie Rhodes	Lincoln Land Community College Child Development Center
Lisa Downey	National Louis University
Marsha Hawley*	Ounce of Prevention Fund
Sandra Cole	Sandra K. Cole Family Child Care
Sharyl Robin	Children's Home + Aid
Tammy Notter	Child Care Resource and Referral
Teri Talan	McCormick Center for Early Childhood Leadership, National Louis University

Additional PDAC Steering Members who will guide strategic plan implementation:

Bela Mote	Carole Robertson Center for Learning
Christi Chadwick	City of Chicago, Office of Mayor Rahm Emanuel
Elva DeLuna	Illinois Department of Human Services, Migrant & Seasonal Head Start
Kate Connor	Truman College
Marcy Mendenhall	SAL Family and Community Services
Rebecca Pruitt	Lewis University
Rebecca Vonderlack Navarro	Latino Policy Forum
Shauna Ejeh	Illinois Action for Children

Illinois Department of Human Services Representatives:

Claudia Fabian	Illinois Department of Human Services, Bureau of Child Care and Development
Olga Torres	Illinois Department of Human Services, Bureau of Child Care and Development

Illinois State Board of Education Representatives:

Karen McCarthy	Illinois State Board of Education, Early Childhood Division
M. Lynn Burgett	Illinois State Board of Education, Early Childhood Division

Illinois Governor's Office of Early Childhood Development Representative:

Jamilah R. Jor'dan	Governor's Office of Early Childhood Development
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Illinois Board of Higher Education Representative:

Stephanie Bernoteit	Illinois Board of Higher Education
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Illinois Head Start Association Representative:

Lauri Morrison-Frichtl	Illinois Head Start Association
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Staffed by:

Illinois Network of Child Care Resource and Referral Agencies

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