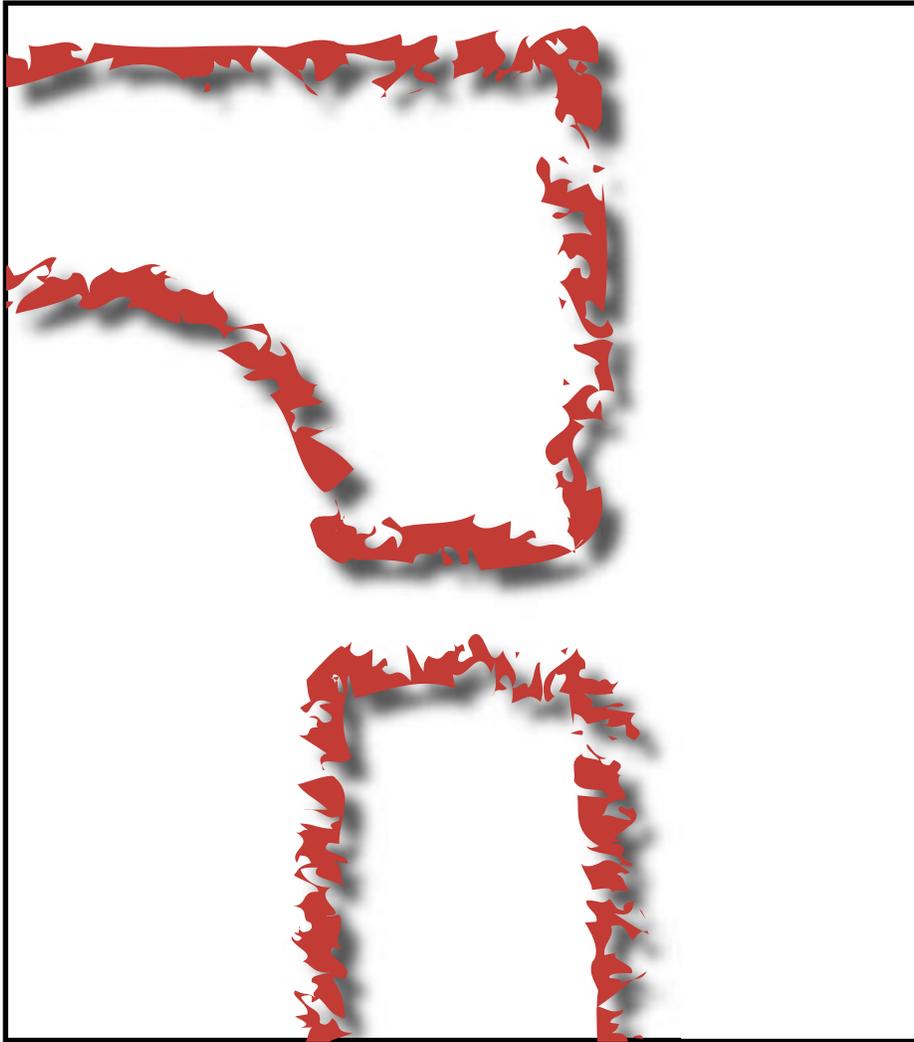


# PROFESSIONAL DEVELOPMENT ADVISORY COUNCIL



## **STRATEGIC PLAN PHASE II**

OCTOBER 2005



**GATEWAYS TO OPPORTUNITY**  
The Illinois Early Care & Education Professional Development Network



GATEWAYS TO OPPORTUNITY

The Illinois Early Care & Education Professional Development Network

## Professional Development Advisory Council

*"A collaboration of professional organizations whose strategy is to improve the stability of the early care and education workforce through increased professional development and improved opportunities for career advancement."*

## VISION

Illinois early care and education practitioners are well-qualified professionals who educate, nurture and meet the needs of children in partnership with their parents.

## MISSION

To promote, support and recognize professional preparation and training for all current and future early care and education practitioners.

## VALUES

WE VALUE a professional development system that is inclusive of practitioners in all settings serving

- Children and Families
- Service providers/Program Staff
- Educators/Trainers.

WE VALUE a system that serves across all geographic areas, genders, ethnicity and ages.

WE VALUE a accessibility, affordability and diversity in professional development.

WE VALUE common core knowledge, skills and dispositions.

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WE VALUE education, training and experience.

WE VALUE recognition and compensation for achievement of levels of competence.

WE VALUE compensation that is commensurate with competency.

WE BELIEVE in access to quality care and education

for all children and their families regardless of setting.

# The Planning Process

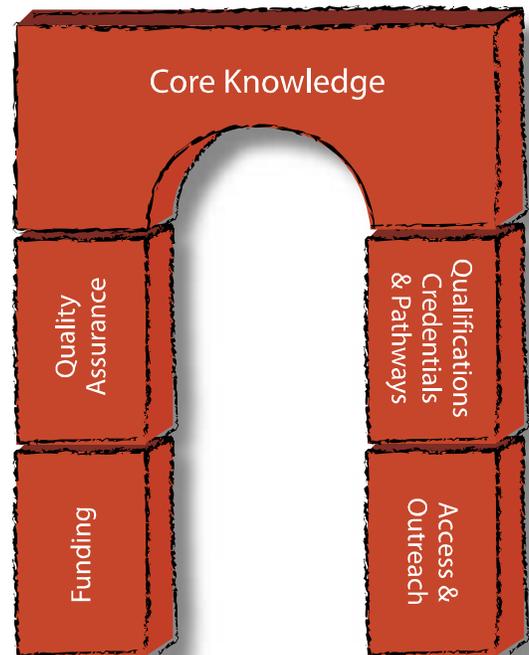
This strategic plan is a result of three 2-day planning advances conducted between April and September 2005. Twenty-two representatives of the Professional Development Advisory Council came together to collaborate on the design and implementation of a comprehensive professional development system for the state of Illinois.

The National Child Care Information Center (NCCIC), a service of the Child Care Bureau, facilitated the planning.

NCCIC is a national clearinghouse and technical assistance center that links parents, providers, policy-makers, researchers, and the public to early care and education information.

The plan focuses on five major goal areas: Core Knowledge, Funding, Qualifications and Credentials, Quality Assurance, and Access and Outreach. These five areas were identified by NCCIC as elements of a professional development system for early care and education. They also contend that a professional development system itself is never a finished product and should continually evolve and be refined to best meet the needs of the population it serves.

Each goal area has a set of strategic objectives that identify and outline work to be accomplished. This list is not inclusive and will continue to be a focus of evaluation and development.





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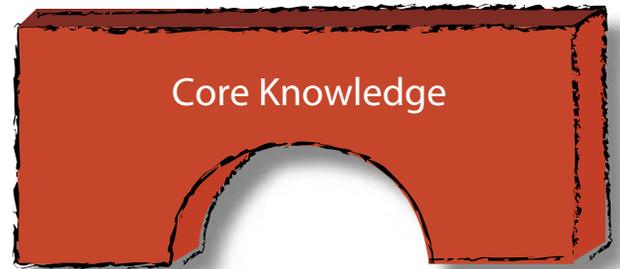
## **GOAL**

**To establish core knowledge, skills, and dispositions as the framework for professionals, preparation, training and development for all early care and education providers.**

Professional Development Area: **Core Knowledge**

### **Objectives:**

1. Formalize core knowledge, skills and dispositions
2. Make core knowledge, skills, and dispositions available to all stakeholders
3. Establish core knowledge, skills, and dispositions as “standards” for Illinois’ early care and education field
4. Work with faculty, trainers, and other stakeholders to implement core knowledge, skills, and dispositions for each credential level
5. Support the implementation of the AAT-ECE statewide so that it is available at most Community Colleges in Illinois and accepted for transfer at most 4-year Higher Education Institutions (HEI)
6. Implement core content by ensuring that they meet the needs of early childhood programs and HEI’s
7. Work on the state policy level and the individual HEI level to produce more Type 04 certified teachers
8. Develop smooth transitions between levels of education and training
9. Develop early childhood non-certification programs (e.g., family & consumer sciences, child development, child and family studies, etc.)



## **GOAL**

**Provide sustainability of Gateways to Opportunity.**

Professional Development Area: **Funding**

### **Objectives:**

1. Identify funding sources/stakeholders
2. Identify “fee(s)” for services
3. Expand all services that Gateways to Opportunity offers
4. Identify grant funding and programs/initiatives to expand Higher Ed capacity in early care and education, i.e., teacher preparation models and cohorts that meet the needs of working practitioners and bilingual practitioners





## GOAL

**To develop a system for recognizing professional achievements and work to embed identified pieces in state government.**

Professional Development Area: **Qualifications and Credentials**

### **Objectives:**

1. Identify expectations for each credential level
2. Initialize, pilot, and implement credentials by levels
3. Develop a plan for specializations (i.e. School age specialization, Infant toddler specialization, and a bilingual/ESL specialization)
4. Revise and implement Level 1 training and credentialing
5. Evaluate the role of the CDA and its place in Gateways to Opportunity
6. Develop system for assessment of prior learning
7. Develop new program models and expand coursework offerings that meet the Illinois Director Credential standards
8. Develop new program models that meet the proposed Infant Toddler Credential standards

## GOAL

**To create an early care and education career information system that includes a comprehensive registry of practitioners, approved trainers and approved trainings.**

Professional Development Area: **Quality Assurance**

### **Objectives:**

1. Develop a process for approving trainers
2. Develop an approval system for training content or curriculum
3. Create a comprehensive early care and education registry
4. Develop recommendations and policies for data sharing and linkages
5. Develop policies and procedures for the registry
6. Decide what training will count for within the registry in relation to formal coursework, credentials, recognition levels, etc.



## GOAL

**To support and promote the implementation of Gateways to Opportunity through marketing, public relations, policy implementation and community awareness.**

Professional Development Area: **Access and Outreach**

### **Objectives:**

1. Work with early childhood stakeholders (direct service providers, higher ed faculty, early childhood training organizations, public policy organizations, and advocates) to promote Gateways to Opportunity
2. Review and revise Gateways to Opportunity website so it is useful to all audiences and stakeholders
3. Roll out phase II of the Gateways to Opportunity website
4. Establish the core knowledge content as a "standard" within the early care and education field
5. Disseminate core knowledge, skills, and dispositions to key stakeholder groups and develop a system to incorporate feedback
6. Assist in establishing a full working professional development advisor and mentoring program
7. Work with DCFS to include credentials as a part of licensing
8. Add language of the credentials to the Great START scale, tiered reimbursement, and the Illinois School Code
9. Review the ISBE School code (considering where Level 5 fits in relation to the Type 04 certification)
10. Work in the collaboration with ISBE, IDCFS, and IDHS, and the Illinois Early Learning Council to establish a credentialing entity
11. Identify and develop new training leadership particularly among underserved populations
12. Develop a recruitment process for the Training Registry
13. Assist in establishing grant proposals to funding entities

## GOAL

To create an organizational structure that will utilize the skills of its membership to develop and promote Gateways to Opportunity as the professional development network for early care and education professionals in Illinois.

PDAC Structure: **Steering Committee**

### **Objectives:**

1. Define PDAC's committee structure
2. Recruit and develop membership for PDAC
3. Develop and monitor internal communication systems within the PDAC committee structure
4. Develop and monitor external communication systems between PDAC and groups or individuals outside of PDAC
5. Develop a system of evaluation of PDAC's goals
6. Ensure the use of consistent terminology
7. Continuous review and evaluation of PDAC's strategic plan

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**Sarah LeMoine**, National Child Care Information Center

### **Professional Development Advisory Council Members**

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