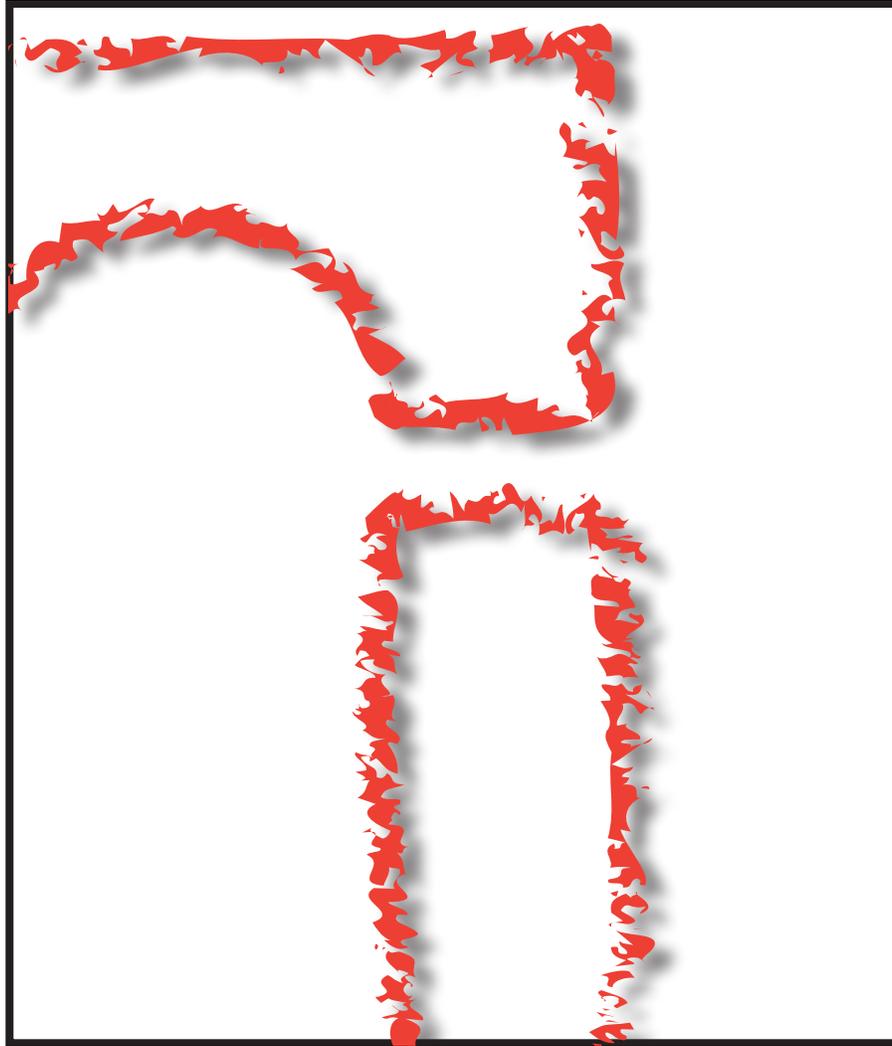


PROFESSIONAL DEVELOPMENT
ADVISORY COUNCIL

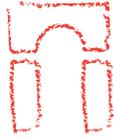


**STRATEGIC PLAN
PHASE III**

SEPTEMBER 2007



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 quality and 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 accessibility, affordability and diversity in professional development.

WE VALUE common core knowledge, skills and dispositions.

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.

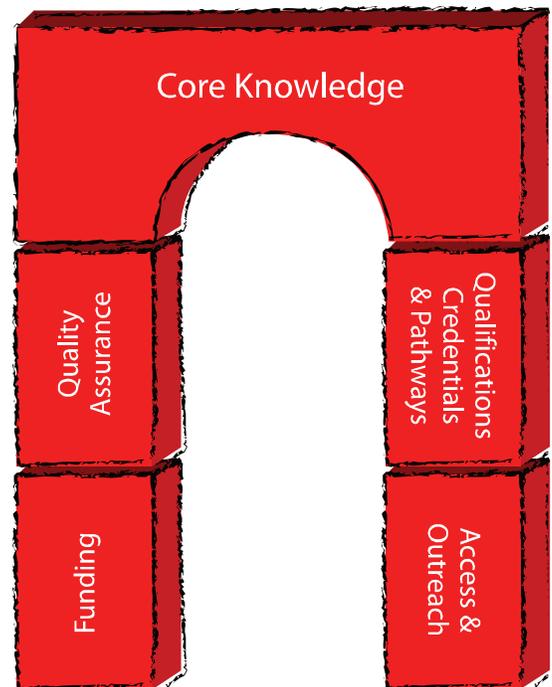
The Planning Process

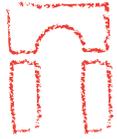
This strategic plan is the result of a 2-day planning retreat on July 24 and 25, 2007. Seventeen representatives of the Professional Development Advisory Council Steering Committee came together to create Phase III of the Strategic Plan to design and implement a comprehensive professional development system for the state of Illinois.

The plan focuses on five major goal areas that were identified in Phase II of the strategic plan, developed in 2005.

These five goal areas, which are also recognized by the National Child Care Information Center (NCCIC) as elements of a professional development system, are: Core Knowledge, Financial Support, Qualifications and Credentials, Quality Assurance, and Access and Outreach. NCCIC also contends 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 the support of a committee structure and has a set of strategic objectives that identify and outline work to be accomplished. This list is not all inclusive and will continue to be a focus of evaluation and development.





PROFESSIONAL DEVELOPMENT ADVISORY COUNCIL

STRATEGIC PLAN – PHASE III

September 2007

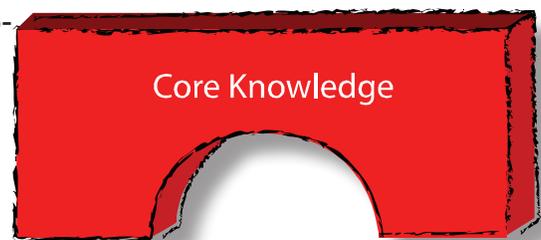
GOAL

To ensure core content remains the framework for professional development for early care and education practitioners in Illinois.

Professional Development Area: **CORE KNOWLEDGE**

Objectives:

1. Disseminate core content to all stakeholders
2. Continue to work closely with institutions to align early childhood programs with core content and requirements for credentials
3. Work with state agencies (organizations) to implement credentials in their program requirements
4. Work within PDAC committee structure to meet appropriate objectives
5. Align Core content with direct service roles in the field
6. Develop Core Knowledge for School Age and Youth credential



GOAL

Provide sustainability of Gateways to Opportunity and financial support to practitioners

Professional Development Area: **FUNDING**

Objectives —

Scholarship and Compensation:

1. Continue to work with ISBE to increase T.E.A.C.H. funding
2. Explore scholarship opportunities to support all Gateways to Opportunity credentials
3. Increase accessibility for practitioners on the state border by developing cost-effective collaborations with out-of-state universities through T.E.A.C.H.
4. Inform existing policies and procedures that govern scholarships and wage supplement programs to help increase accessibility

Funding Stream:

1. Research grants, cooperative agreements and contracts that will provide funding to assure pilots of credentials, registry, etc
2. Research ECE vendors for support to professional development systems
3. Explore opportunities with universities for research and evaluation of common definitions in professional development systems nationally
4. Expand funding for marketing and outreach activities to front-line practitioners





GOAL

Maintain and refine a system for recognizing professional achievement

Professional Development Area: **QUALIFICATIONS & CREDENTIALS**

Objectives:

1. Finalize Early Care & Education Credentials and framework, levels 2-6
2. Develop a policy manual for implementing credentials
3. Establish guidelines for additional credentials
4. Explore the potential for a Family Child Care Credential using the Business Administrators Scale (BAS) score to evaluate
5. Create a policy review group for each credential specialization
6. Develop a system for assessment of prior learning for all Early Care & Education Credentials

GOAL

Embed Early Care & Education Credentials in state government

Professional Development Area: **QUALIFICATIONS & CREDENTIALS**

Objectives:

1. Redesign layout of Career Lattice and frameworks to be more clearly understood
2. Work with Illinois Department of Human Services (IDHS) to revise administrative rules regarding Great START to include (recognize) the Early Care & Education Credentials
3. Work with the Illinois Department of Children and Family Services (IDCFSS) to revise licensing to include Early Care & Education credentials
4. Work with Illinois State Board of Education (ISBE) to revise administrative rules for Preschool For All to include Early Care & Education credentials

GOAL

Develop a system linking Early Care & Education Credentials to roles and compensation

Professional Development Area: **QUALIFICATIONS & CREDENTIALS**

Objectives:

1. Explore other state's professional development systems
2. Articulate and market current strategies

GOAL

Support and promote the implementation of Gateways to Opportunity through marketing, public relations and policy awareness

Professional Development Area: **ACCESS & OUTREACH**

Objectives:

1. Design, disseminate and evaluate a marketing plan in conjunction with the INCCRRA marketing department
2. Develop and evaluate public relations plans targeting specific audiences (e.g. direct service providers, higher education faculty, early childhood training organizations, public policy organizations, advocates) in conjunction with INCCRRA marketing department
3. Increase awareness of early care & education policies impacting Gateways to Opportunity constituents.





GOAL

Create and implement an early care and education Registry of practitioners, trainers and trainings

Professional Development Area: **QUALITY ASSURANCE**

Objectives for the Registry:

1. Ensure format of online training calendar meets Registry needs
2. Identify standard data reports available for practitioners, trainers, agencies, and organizations
3. Establish policies and procedures related to confidentiality of data and data access
4. Develop formal relationships with other agencies
5. Develop reciprocity agreements with other states

Objectives for the Practitioner Registry:

1. Determine policies and procedures for practitioners
2. Develop a system for introducing the Registry to practitioners, practitioner organizations and CCR&R's

Objectives for the Trainer Registry:

1. Establish qualifications for approved trainers
2. Determine policies and procedures for trainer approval
3. Establish a system for monitoring compliance with Registry policies and procedures
5. Develop a system for introducing trainers to the Registry
6. Pilot the trainer approval forms, policies, and procedures
7. Determine system for recording and reporting to the Registry

Objectives for the Training Registry:

1. Establish standards for Registry approved trainings, including conferences, distance-learning, online and traditional workshops
2. Determine policies and procedures for training approval
3. Pilot the training approval forms, policies and procedures
4. Decide what training will count for within the Registry in relation to formal coursework and credentials

STEERING COMMITTEE

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 system for early care and education professionals in Illinois

Objectives:

1. Define PDAC's committee structure
2. Recruit and develop membership for PDAC
3. Develop and monitor internal communication 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. Continually review and evaluate PDAC's strategic plan



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