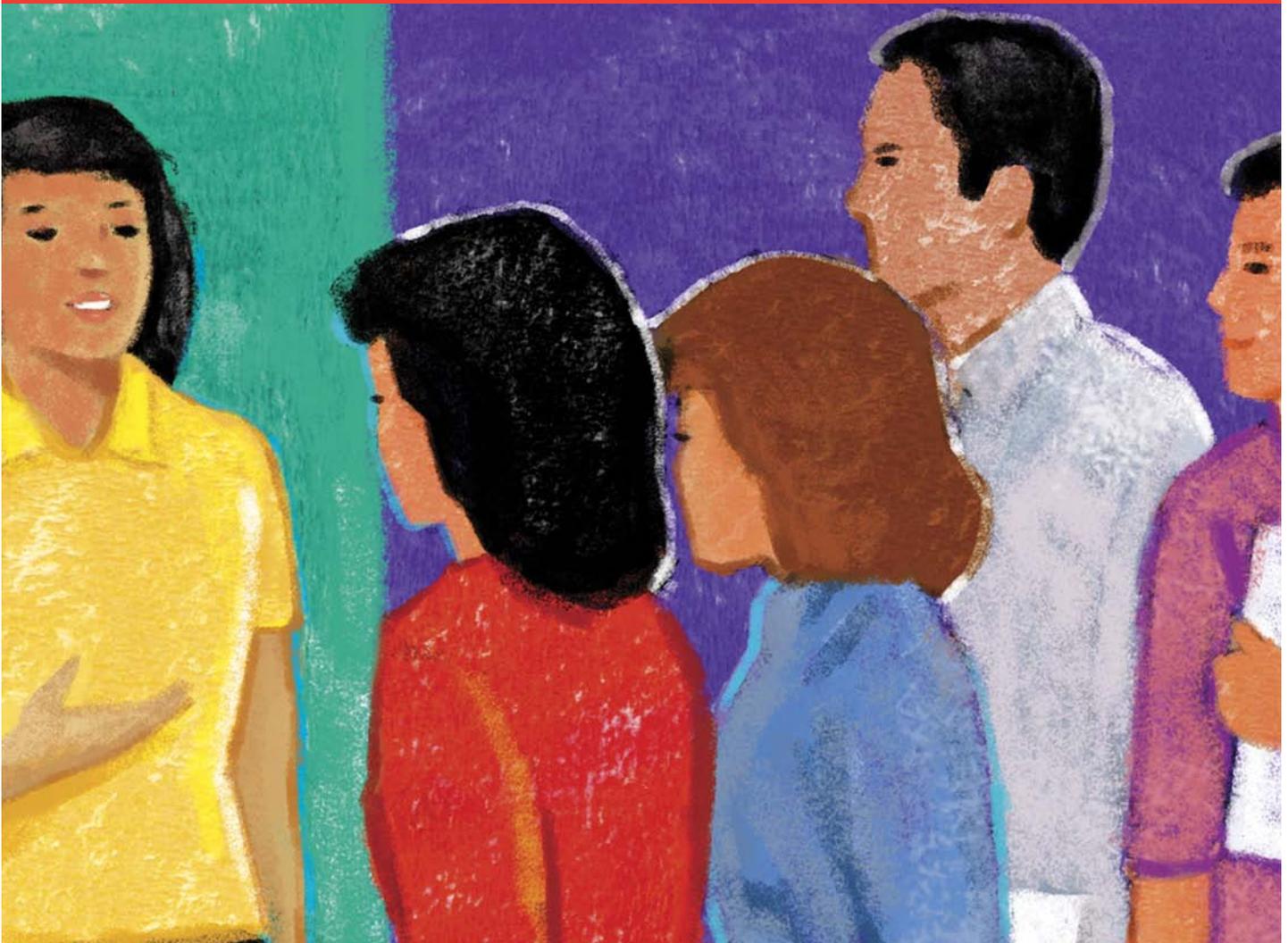


# Professional Development Advisory Council



Strategic Plan • Phase IV • 2009-2011



GATEWAYS TO OPPORTUNITY  
Illinois Professional Development System

# Professional Development Advisory Council

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“A collaboration of professional organizations whose strategy is to improve the quality and stability of the early care and education, school-age, youth development and family support workforce through increased professional development and improved opportunities for career advancement.”

## 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; educators and trainers.

## We value a Professional Development System that:

- reaches across all geographic areas
- includes diverse representation of gender, ability, ethnicity, linguistics, 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 care and education for all children, youth and families in all settings

## The Planning Process

The Professional Development Advisory Council (PDAC) Steering Committee came together to create Phase IV of the Strategic Plan to design and implement a comprehensive professional development system for the state of Illinois. This Strategic Plan began with a 2-day planning retreat on January 8 & 9, 2009 and was completed May 21, 2009.

This Strategic Plan focuses on five major goal areas that were identified in Phase II of the 2005 Strategic Plan. The five original goal areas, which are also recognized by the National Child Care Information & Technical Assistance Center (NCCIC) as elements of a professional development system are:

- Core Knowledge
- Qualifications, Credentials & Pathways
- Quality Assurance
- Access and Outreach
- Financial Supports

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. For this reason, PDAC Steering Committee felt it was important to add a sixth goal area related to the work of PDAC as a whole.

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 ongoing development and evaluation.

In 2006, PDAC expanded beyond professional development for early care and education practitioners to include those who serve children from birth to 21. This comprehensive Strategic Plan has embedded early care and education, school-age and youth development within the five goal areas.





**Core Knowledge**

**Quality Assurance**

**Qualifications  
Credentials  
& Pathways**

**Financial Supports**

**Access & Outreach**

# Core Knowledge

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## Goal:

Ensure that the Gateways to Opportunity Content Areas provide the framework for the development and sustainability of all credentials under Gateways.

## Objectives

- Complete core knowledge and benchmarks for the School-Age and Youth Development Credential.
- Complete Level 6 ECE Credential requirements relating to core content and benchmarks.
- Complete review of credential requirements related to Gateways to Opportunity Content Areas.
- Assist interested groups in development of credential requirements related to Gateways to Opportunity Content Areas.
- Increase involvement and participation of 2 and 4 year institutions of higher education in the Gateways to Opportunity credentialing system.
- Utilize relevant technologies for communication about core knowledge, with entities seeking to establish or working to maintain credentials through Gateways to Opportunity.
- Identify individuals who indicate interest in, and capacity to, serve as leaders in the work of the Core Knowledge Committee.



## Quality Assurance

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### Goal:

Implement a unified data collection and dissemination system for early care and education, school-age and youth development training and professional development (aka the Gateways to Opportunity Registry), including practitioner membership, trainer approval, and training approval.

### Objectives

- Continue the development of the Registry elements for approving trainings to count for Gateways Credentials.
- Continue the development of Registry elements for approving conferences.
- Continue the development of Registry elements for approving e-Learning.
- Investigate whether the Registry should include relationship-based professional development and what role RBPD plays as part of an overall professional development system.
- Begin to examine the potential for additional types of trainers (e.g. "Master Trainers") and feasibility of a trainer credential.

### Goal:

Evaluate the Gateways to Opportunity Registry.

### Objectives

- Systematize a feedback process to inform the evolution of the Registry.

### Goal:

Examine the effectiveness of the Gateways to Opportunity System.

### Objectives

- Determine and prioritize which components should be evaluated.
- Examine the effectiveness of the interrelatedness of Gateways professional development system components.

# Qualifications, Credentials & Pathways

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## Goal:

Establish pathways and parameters for recognizing professional achievement through credentials.

### Objectives

- Establish guidelines for the structure, addition, renewal and review of Gateways to Opportunity credentials.
- Develop the School-Age and Youth Development Credential within the Gateways to Opportunity credential structure.
- Pilot the Level 1 School-Age and Youth Development Credential.
- Finalize framework for ECE Level 6 credential.
- Evaluate the current Assessment of Prior Learning process for Gateways to Opportunity credentials.
- Identify different models of technology to support the achievement of points toward Gateways to Opportunity credentials.

## Goal:

Establish framework for linking Gateways to Opportunity credentials to roles and compensation.

### Objectives

- Explore linkages to roles, compensation and credentials in other states' professional development systems.
- Develop recommendations to revise administrative rules regarding Great START to appropriately value Gateways to Opportunity credentials.
- Explore strategies to incentivize credentials.
- Identify agencies, system and structures to incentivize the I-SAY Credential (ages 5-21).



## Financial Supports

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### Goal:

In partnership with INCCRRA staff, identify financial support opportunities to sustain the work of Gateways to Opportunity professional development system.

### Objectives:

- Identify potential grant funding and programs/initiatives to expand Higher Ed capacity in early care and education, school-age, youth development and family support practitioners related to teacher preparation models and cohorts that meet the needs of working practitioners and bilingual practitioners.
- Assist in identifying grants or funding opportunities that may assure infrastructure and development of Gateways to Opportunity.

### Goal:

Strengthen the financial support systems for practitioners.

### Objectives:

- Explore avenues of support to provide scholarship opportunities for all Gateways to Opportunity credentials.
- Inform existing policies and procedures that govern scholarships and wage supplement programs in relation to all Gateways to Opportunity credentials and to help increase accessibility.
- Research and promote workforce development policies and financing that supports compensation equivalent to positions within and across fields that require similar preparation and experience.

## Access & Outreach

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### Goal:

To support and promote Gateways to Opportunity, Illinois Professional Development System, through marketing, public relations and leadership development.

### Objectives

- Work with the INCCRRA marketing and public relations department to promote Gateways to Opportunity, Illinois Professional Development System.
- Expand skills and opportunities for developing leadership among those serving children and youth.



## Steering Committee

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### Goal:

Create an organizational structure for the Professional Development Advisory Council that assures cross-sector, diverse representation and member engagement in developing and informing the Illinois Professional Development System.

#### Objective:

- Identify and effectively engage diverse PDAC member representation from cross-sector agencies and programs
- Ensure communication strategies are transparent.

### Goal:

Support Professional Development Advisory Council committees in fully utilizing technology to advance Gateways to Opportunity, Illinois Professional Development System.

#### Objective:

- Explore availability and usefulness of new technologies.

### Goal:

Ensure sustainability of Gateways to Opportunity and support for practitioners as related to professional development.

#### Objective:

- Establish a PDAC Committee related to Resource Development/Financial Support.

### Goal:

Link Gateways to Opportunity, to other professional development or related systems in Illinois.

#### Objective:

- Identify opportunities for Gateways to Opportunity to be recognized and incorporated into other statewide systems.

### Goal:

Provide Leadership to the fields of early care and education, school-age and youth development in Illinois to improve the quality and stability of the workforce.

#### Objective:

- Initiate cross-sector support in developing leadership to move systems forward.

## Acknowledgments

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