



GATEWAYS TO OPPORTUNITY

Illinois Professional Development System

PDAC Steering Committee

May Retreat

May 20, 2015 11:00AM – 5:30PM

May 21, 2015 8:00AM – 3:00PM

Eastland Suites – Urbana, IL

Agenda

Anne Wharff	Diana Rosenbrock	Lauri Morrison-Frichtl
Beth Knight	Donna Emmons	Laurie Rhodes
Cass Wolfe	Jamilah R. Jor'dan	Marsha Hawley
Cerathel Burnett	Joellyn Whitehead	Sandra Cole
Christi Chadwick	Johnna Darragh-Ernst	Sharyl Robin
Christy Allen	Joni Scritchlow	Sue Deason
Dawn Thomas	Julie Lindstrom	Tammy Notter
Deb Widenhofer	Karen McCarthy	Teri Talan

Welcome – Deb Widenhofer welcomed participants to the retreat and reviewed the agenda for the day.

Celebrations – Jamilah R. Jor'dan reported that the PDAC Family Specialist Credential Committee approved 7 direct route and 4 entitled route credentials at their May 19, 2015, meeting.

IOM Report – Lauri Morrison-Frichtl and Dawn Thomas

- The IOM Report is a concerted effort to change the perception of the ECE workforce.
- The ECE field is not seen as cohesive, it has fragmented services, and not enough value is placed on the competencies of the workforce.
- Report Topics Include:
 - Bachelor's degrees for lead teachers/educators.
 - Develop and enhance programs in higher education.
 - Professional learning and ongoing practice.
 - Evaluation of performance and continuous improvement.
 - The critical role of leadership.
 - Guidance, standards, and funding.
 - Support for implementation models.
 - Improving knowledge base.
- Recommendations from the report will drive policy and professional development for the next ten years.
- PDAC needs to be cognizant of the IOM Report in conjunction with the PDAC Strategic Plan.
- Not enough messaging of the IOM Report to higher education faculty or department heads.
- Transforming the Workforce Statewide Discussion Group. Six webinars will be held starting Monday, 29, 2015. (Attachment #1)
 - Additional audiences (higher education faculty, CCR&Rs, principals, and state councils) should be invited to join the discussion group.
 - Use the Annual Meeting in November to focus on the next steps.

Announcement

- Cass Wolfe has taken a position in North Carolina, and will be resigning from PDAC following the June meeting.

Federal Initiatives:

- **Early Head Start/Child Care Partnerships** – Laurie Morrison-Frichtl
 - Four programs were awarded grants: City of Chicago will serve 1,100 children, Child Care Resource & Referral in Joliet will serve 104 children, City of Rockford will serve 40 children, and Proviso Leyden Council for Community Action in Maywood will serve 98 children.
 - Estimated need of 335 teachers with an Infant Toddler Credential Level 2 or CDA in order to meet the demand from the Early Head Start/Child Care Partnership Grant.
 - Both teachers in the classroom will need to be teacher qualified, including fill-in teachers.
 - Staffing plans within a center will be greatly affected.
 - All programs must be in full compliance within 18 months.
 - Some adult learners who have a degree (social work, social service, psychology etc.) are going back to get the CDA rather than the Gateways Infant Toddler Credential Level 2.
 - Issue: Individuals don't know the Gateways Infant Toddler Credential Level 2 can be an option for them.
- **Illinois State Board of Education** – Donna Emmons and Karen McCarthy (Attachment #2)
 - Need to give more support and guidance related to assessments to teaching staff.
 - Train the Trainers training will roll out late summer.
 - Update on early childhood grants:
 - Cuts in response to House Bill 317 signed by the Governor in March. All early childhood block grants and all state funded projects in early childhood received a 2.18% reduction. These cuts did not affect the Race To the Top Early Learning Grants or Preschool Development Expansion Grants.
 - Bi-lingual/ESL Endorsement: ISBE has tried to do rough estimates of the number of teachers needed. Districts in fall 2015 will submit numbers to ISBE.
 - The revised rules for Early Childhood Block Grant part 235 are out and are specific to ExceleRate; program monitoring and Illinois Early Learning Guidelines for birth to three have been added.
 - In 2014 Illinois was awarded a grant of \$80,000,000 for Preschool Expansion.
 - Brian Stokes has been named the Preschool Expansion Policy Director.
- **Illinois Department of Human Services** – Anne Wharff
 - State Budget – waiting on the General Assembly and the Governor for a budget. Even with level funding, IDHS will have to make changes such as freeze intake or increase co-pays.
 - IDHS received supplemental funding. CCAP payments are being made.
 - Child Care Development Block Grant.
 - Reauthorized in November 2014.
 - Change from six month eligibility to 12 month eligibility, which could cost the state more than \$100,000,000 a year.
 - Health and safety training for and monitoring of all child care providers who receive CCDF, including licensed exempt, will be required.
 - The state plan is due March 1, 2016.
 - The CCDP Planning Implementation and Compliance (PIC) Task Force has been formed.

- Co-Chaired by Phyllis Glink and Gail Nourse.
 - PDAC will review the recommendations regarding health and safety training and professional development.
 - Anne requested volunteers for an ad hoc committee to work on a recommendation regarding requirement for preservice training on health and safety/training (30 hours preservice and 24 to 30 hours annually).
- **Federal Impact** – Joni Scritchlow, Beth Knight and Joellyn Whitehead
 - 76% of all Illinois Higher Education Institutions with early childhood programs have become entitled for one or more Gateways Credentials.
 - 80 institutions (two- and four-year) have early childhood development programs.
 - 58 schools have the ECE Credential, 36 schools have the ITC Credential, 28 have the IDC Credential.
 - In FY15: 4,059 Gateways Credentials were awarded.
 - In FY15: 11,758 Credential applications received.
 - As of May 20, 2015, the number of Gateways Credentials awarded, including the Gateways ECE Level 1 was 10,593.
 - Currently have 65,000 on the Gateways Registry.
 - 48% of this number report they are a teacher or teacher's assistant.
 - 44% of this number self-reports as working with infants and toddlers.
 - 14% anticipated growth in Early Childhood careers.
 - According to our Gateways Registry 75% of teachers working in licensed settings have a college degree with 32% of teacher's assistants having a college degree.
 - The Child Care and Development Block Grant Reauthorization:
 - ECE Credential Level 1 has a strong role in helping to meet the training and pre-service needs included in the grant. The health and nutrition modules meet about 90% of what is required.
 - 65 high school classrooms are currently participating in the ECE Credential Level 1.
 - Expect 2,500 to achieve their ECE Level 1 this year.
 - Moving to an electronic manual model which will be more cost effective.
 - Race to the Top Early Learning Challenge Grant
 - A director's portal for early learning programs has been created. Directors request access for information about their staff.
 - Directors can view if staff has completed ExceleRate requirements, required trainings, and credentials.
 - Home Visitors who are funded through the Maternal, Infant, and Early Childhood Home Visiting (MIECHV) project will join the Registry in FY16.
- **EPPI Grants** – Stephanie Bernoteit, Illinois Board of Higher Education
 - Goals of the Early Childhood Educator Preparation Program Innovation (EPPI) Grant
 - Develop models of effective early childhood educator preparation.
 - Foster partnership development between 2- and 4- year institutions.
 - Promote articulation (all grant partners had to address this goal).
 - Incorporate Gateways Credentials (all grant partners had to consider Gateways entitlement if they were not already entitled in one or more areas).

- Support ECE programs in designing curriculum to incorporate new program requirements.
 - Create opportunities for innovation program implementation.
- First Round (2014-2015) of EPPI Grants
 - 66% of institutions with EC programs across all regions of the state received grants.
 - \$545,000 in awards from the Race to the Top Early Learning Challenge funds.
 - 35 institutions participated.
 - 12 public and private universities.
 - 23 community colleges.
- Early Outcomes:
 - Increase in Gateways entitlement.
 - Development of EC major articulation agreements.
 - Redesign of EC programs.
 - Collaborative advising.
 - Exciting work around reframing non-licensure baccalaureate programs, traditionally designed for non-licensure candidates to serve even more intentionally early childhood candidates.
- Major Findings:
 - Most of the partners moving towards achieving goals.
 - Positive impacts:
 - Partnerships development.
 - Enhancing articulation pathways between partners.
 - Integration of the Gateways Credentials into programs and into the transfer process.
 - Identified barriers tied to a catalyst.
- Next Steps:
 - New Partnership Grants (2015-2016)
 - Seven new partnerships representative of all regions in the state.
 - Sustainability Implementation Grants
 - Five partnership renewal grants were awarded in order to continue the work accomplished in the first round of grants.
- **Governor's Office of Early Childhood Development** – Christi Chadwick
 - Illinois was one of five states selected by the National Governor's Association for a grant to develop a comprehensive strategy for early care and education system in Illinois.
 - There are two phases of the grant:
 - Phase One: Getting the new administration up to speed on early childhood education in Illinois, and their input on early childhood.
 - Phase Two: In conjunction with a grant from the Grand Victoria Foundation, working on a vision (sustainability, how state agencies interact, and governance) for Illinois for the next five years. The grant builds on existing foundational work.

ECE Credential Work Group – Christi Chadwick

- State team began meeting in the summer of 2014.
 - Discussion on ways to better align higher education system with Gateways Credentials.
 - Discussions at the 2014 Higher Education Forum included:

- Students having a lot of credits or coursework but not getting a degree or credential. They are known as “non-completers”.
 - Students having difficulty in managing both a higher education and credential pathways. How to bring the two systems together.
- Faculty advisory group along with the state team convened a series of meetings to further discuss issues.
 - At two- year institutions there are certificates awarded prior to the four year degree, with little alignment between the certificates (certificates are not universal) and the Gateways Credentials. The higher education institution wants the student to get a certificate so they can count them as a completer, and then have the student apply for the credential.
 - Recommendations or Next Steps:
 - Higher education institutions should align certificates to Gateways Credentials.
 - Illinois Board of Higher Education (IBHE) and Illinois Community College Board (ICCB) should ensure programs are aligned to the Gateways Credentials. If not they should be sent back.
 - Review stackability to make sure there are no unintended consequences.
 - Gateway Scholarships should only go to students who attend entitled institutions and students demonstrating progress towards the degree/credential.
 - Entitlement Process between INCCRRA and higher education institutions; split the relationship of who does what- more of a data transfer versus a reverification of the information.
 - Need to put these recommendations in an order of what is feasible for the field.

DAY 2: May 20, 2015

Welcome back – Deb Widenhofer

Training Landscape – Beth Knight

- Recap from 2014 Steering Spring Retreat
 - Identified areas of focus and thoughts to maximize professional development.
 - Add-ons for credential credit.
 - Talking about the training continuum – notion of 201’s and 301’s.
- Topic revisited at July 2014 Steering Meeting
 - Categorize efforts into topics of effectiveness and integration.
 - Dialog regarding technical assistance and follow up for training and training linkages to credentials.
- Current Capacity
 - Registry Trainers: 2014 – 441 and in 2015 – 583.
 - Registry Approved Trainings: 2014 – 542 and in 2015 – 716.
 - Authorized Entities: 2014 – 45 and in 2015 – 80.
 - Online Trainings hosted on ilearning site: 2015 – 58 with 7 in development.
 - Online Unduplicated Users: 2015 – 24,056
 - Credential-Approved Trainings: 2014 – 72 and in 2015 – 107.

- Current Models
 - Deb Widenhofer and Baby Talk:
 - Content doesn't change behavior, yet we always come back to content.
 - Need time for practice, where we learn.
 - Need knowledge, but need the time to practice what we have learned. Must have both, one without the other is not best practice.
 - Need to create a culture of reflection.
 - Baby Talk incorporates post training calls and site visits as part of the reflection.
 - Baby Talk is considering video taping as part of reflection.
 - The work is about improvisation.
 - Accept trial and error.
 - The importance of maturation in a practitioner.
 - Marsha Hawley and Ounce of Prevention:
 - Lead Learn Excel as part of the Awards of Excellence/ExceleRate Illinois.
 - Lead Learn Excel reviews the quality of relationships between teachers and children; teachers and administrators; and everyone's relationship with the families. If centers increase those relationships it will increase student outcomes.
 - The first year saw gains in emotional supports for children; year two saw greater gains, and in year three realized need to bring in executive directors, owners and operators who can support the system.
 - Used the framework of the five essential supports.
 - Went from four centers in Chicago to targeting 250 sites across Illinois.
 - Looking at embedded professional development in the framework. Focus starts with our collaboration with the McCormick Foundation Center for Early Childhood Leadership.
 - All about facilitating job embedded professional development. Putting knowledge into practice and then coming together to talk in peer reflection groups.
 - To be a part of Lead Learn Excel – must be at least silver and or gold.
- Scaling Discussion and Design
 - What is it going to take to make an idea a reality/feasible.
 - Look at the research that has already been completed.
 - What pieces of the system, of coaching and mentoring, have the biggest impact? We could integrate those pieces into what we are doing as far as the best outcomes and build those pieces into a framework.
 - Capitalize on earlier work of PDAC – looked at the utilization of professional development advisors as a way of helping to provide direct technical assistance to someone to gain credit toward credentials.
 - Need to find better ways to connect the practice part vs reflective practice.
 - We have a large number of introductory trainings, how do we move to more of the application piece?
 - With the introduction of Levels of Training, and being thoughtful about how to build more 201's and 301's with those components and where possible credential credit will connect a lot of components in the system.
 - What are the thoughts about PDA and moving that forward?

- Option around personal and professional development: how to make it more widely available and utilizing that.
- Beth will bring models to the Steering Meeting in August.
- ECE Credential Work Group Recommendations – Christi Chadwick**
- Two stackability issues related to Higher Education and early childhood credentials.
 - Looking at Gateways Credentials that may affect easy seamless stackability pathways for students.
 - Looking at Level 2 ECE Credential:
 - ECE Credential Level 2 is 12 hours; in order to get financial aid with a certificate at an institution must be 16 hours (regardless of the time you are taking the courses, the coursework must be 16 hours).
 - Financial Aid:
 - Students must be pursuing an associate's or bachelor's degree in order to receive financial aid. A certificate has to be a minimum of 16 hours in order to receive financial aid.
 - Gateways Credential Level 2 does not qualify if the student declares they are working for a Level 2. The Level 3 and above would if it was during one academic year.
 - How is this handled at the Higher Education Level?: Some "faculty are disconnected and don't have to deal with this", "yes it is a problem so I ask people to get a Gateways Scholarship, it is the reason why our certificate is 16 hours and not 12 hours", "we encourage them to say they are working towards their associate's degree".
 - If working toward a degree a student may receive financial aid.
 - Concern about the non-traditional student – make sure the steps in our system are not too large that it would sway a student away from moving to the next step.
 - A move from 12 to 16 hours, might include not just one class, but possibly two classes, which could be too much for a student.
 - Level 3: Transferable Math
 - Transferable math is required for ECE Level 3 (and Level 4 (60 hours)) if no Associates is earned).
 - Perception that people are not earning the Level 3 Credential.
 - Anecdotally, faculty told us that students find this "harder" than the Associates. Often advised not to pursue the Level 3.
 - Students may skip Level 3 and go directly to Associates/Level 4.
 - Level 2 – of those who have earned a Gateways Credential is 12%.
 - Level 3 – of those who have earned a Gateways Credential is 5%.
 - Level 4 – of those who have earned a Gateways Credential is 42%.
 - Level 5 – of those who have earned a Gateways Credential is 41%.
 - Level 6 – of those who have earned a Gateways Credential is .2%.
 - People are not feeling like the pathway is stackable, the pathway is more like:

- Level 2 to Level 4.
- Level 3 to Level 5.
- What to do with the transferable math?
 - Consideration of the importance of math.
 - Importance to have the competencies we want in teachers.
 - Too many are bypassing.
- Options include:
 - Leave the system as is.
 - Create two pathways.
 - Take off the transferable math, and let people be advised at their own colleges.
- Next Steps:
 - Continued conversation with faculty.
 - Review more data.
 - Talk to programs that are coming up for renewal.
 - Creating two pathways.
 - Take the word transferable math off.
 - Move the math to a higher level.
 - Look to other states – reframe and retool it, but not water it down.

Workforce Compensation Overview – Joni Scritchlow

- Charge to the Committee:
 - Review state and national workforce data.
 - Develop ranges for compensation parity.
 - Identify strategies to secure and retain a highly-skilled and professionally compensated workforce.
- Focus of the committee: Salaries, benefits, and workplace conditions.
- Specific focus on Illinois data using the Salary and Staffing Survey, the PAS, the U.S. Census and Gateways data.
- Education levels of other fields with varying roles were used to find an average to compare the ECE field.
- Recent Federal early childhood funding has had a compensation level tied to the award.
- According to Georgetown University’s Center on Education and the Workforce report “Economic Value of College Majors” early childhood education has the lowest average pay for a major.
- 15% of the early care and education workforce in Illinois lives below the poverty line.
- The median hourly wage in Illinois for an early childhood teacher is \$11.50.
- The committee looked at:
 - Center based teachers.
 - Most common benefits (vacation, sick time, and health insurance).
 - Workplace conditions.
- Recommendations to pay equity:
 - Step 1: Establish a base of \$12.50 per hour (base salary \$26,000).
 - Step 2: Establish parity with Head Start wages (base salary \$35,000).
 - Step 3: Establish parity with public school teacher wages (base salary \$52,000).
- The committee has drafted an ECE compensation parity report entitled “Illinois Childhood Workforce Compensation Considerations: What Do We Know and What Can We Do?”
 - The report has been shared with the Illinois Department of Human Services and the Governor’s Office of Early Childhood Development.

- A recommendation on compensation parity and the final report will be shared with the Executive Board of the Illinois Early Learning Council in September.

Shared Credential Framework – Joni Scritchlow

- The ECE, ITC, and the IDC draft frameworks were shared.
 - Frameworks will be rolled out in July 2015.
 - Use of “Rollout July 2015” implies the entire document not just Level 6.
 - Does renewal only mean only Level 5, or does it extend to all lower levels? (add arrows all the way down to make more clear)
 - Possible narrative of explanations on the back of the page.
 - Could take out Level 1, to make more room.

Approval of the Minutes – Deb Widenhofer (Attachment 3)

- March 19, 2015
 - Diana Rosenbrock moved to accept the minutes.
 - Cerathel Burnett seconded the motion.

Review and final approval of the PDAC Strategic Plan – Deb Widenhofer (Attachment 4)

- Each committee reviewed their goals and objectives.
- Changes to the document:
 - Add Christi Chadwick to the PDAC Steering list.
 - Make changes to the IT committee goals.
- Christy Allen moved to accept the document as corrected.
- Marsha Hawley seconded the motion.
 - Vote: Unanimous approval.

FY Meeting Lists, FY 16 Meeting Dates and Annual Meeting

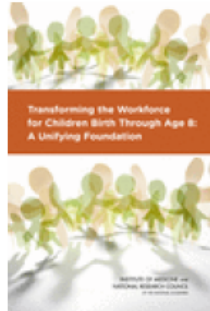
- PDAC Committee lists were shared with the Steering Committee; committee co-chairs will review their rosters and follow-up as needed.
- Handout with the FY2016 meeting dates were shared with the committee. (Attachment 5)
- The PDAC Annual Meeting will be held on November 13, 2015. Details will be shared as soon as they are finalized.

Adjourn



An Invitation to Join the Discussion:

Monday, June 29th from 11:30 am to 1:00 pm



TRANSFORMING THE WORKFORCE FOR CHILDREN BIRTH THROUGH AGE 8: A UNIFYING FOUNDATION

This Report:

- ❖ Is a blueprint for action to connect what is *known* about how to support children to what is *done* in the settings where children grow and development
- ❖ Focuses on professionals responsible for regular and periodic care and education of young children birth through age 8, professionals in leadership positions, those who provide professional development, and professionals who work in closely-related sectors such as health and social services
- ❖ Emphasizes the competencies and professional learning that need to be shared among care and education professionals across professional roles and practice settings
- ❖ Supports greater consistency in practices to support development and high-quality learning for young children
- ❖ Provides seven principles that support quality professional practice
- ❖ Offers recommendations that provide a unifying foundation of the science of child development and early learning, professional development, leadership, evaluation and assessment, and improvement of the knowledge base.

The Information and Trends Committee, of the Professional Development Advisory Council (PDAC), invites you to participate in a series of webinars during the Summer 2015 designed to provide opportunities to discuss the:

- ❖ content of the report
- ❖ implications of the report on the field as a whole

Excerpted from the January, 2015 Board Packet---**Early Childhood Education**

An increase of \$50 million over the FY2015 appropriation of \$300.2 million is being recommended by the Superintendent for Early Childhood Education. It is estimated that over 250,000 children from birth to age five years are living in families that are at or below 200% of the federal poverty level and are not being served by an Early Head Start, Head Start, Prevention Initiative, or Preschool for All program. Funding for Early Childhood Education has been reduced by \$30 million since FY2009. ISBE staff is requesting a budget increase of \$50 million which was initially approved by the State Board at their meeting in September 2014 as part of the application process for the Preschool Development Grant - Expansion Grant application. The application incorporated the State plan to increase State investments in early childhood education and to increase access to quality, effective services for the most at-risk children in the State.

On December 10, 2014, Illinois was awarded a grant of \$80,000,000 (\$20,000,000 per year for four years from January 1, 2015, through December 31, 2018) for Preschool Expansion by the US Department of Education. An increase in State funding for the Early Childhood Block Grant of \$750,000,000 (\$50,000,000 of new monies per year for five years) starting in FY2016 was part of the 2014 Federal Preschool Development – Expansion Grant Proposal. The funding plan is illustrated in the table below. The state plan would:

- Increase the number of intensive, full-day slots for four-year-olds through a new program option in its Preschool for All state-funded preschool program "More at Four". It is a new full day, comprehensive program for children with very high needs.
- Increasing funding to Preschool for All, which would include services for three-year-olds not eligible for the federal slots.
- Restore the historic 8% cut to currently funded Preschool for All Programs and provide a cost of living adjustment increase

Preschool Development - Expansion Grant Funding Commitments for Early Childhood Block Grant

	More at Four Funding Increase*	Other Preschool for All Funding (3- 5 years old)	Prevention Initiative Funding (0-3 years old)**	Total Early Childhood Block Grant Funding	ECBG Increase over FY15
SFY15		\$258,165,464	\$42,026,936	\$300,192,400	
SFY16	\$1,660,000	\$278,493,920	\$70,038,480	\$350,192,400	\$50,000,000
SFY17	\$27,750,000	\$292,403,920	\$80,038,480	\$400,192,400	\$100,000,000
SFY18	\$61,000,000	\$299,153,920	\$90,038,480	\$450,192,400	\$150,000,000
SFY19	\$93,600,000	\$306,553,920	\$100,038,480	\$500,192,400	\$200,000,000
SFY20	\$125,000,000	\$315,153,920	\$110,038,480	\$550,192,400	\$250,000,000
Total	\$309,010,000	\$1,749,925,064	\$492,219,336	\$2,551,154,400	\$750,000,000

*Required Per Preschool Development - Expansion Grant Proposal

** Public Act Public Act 98-0645 effective July 1, 2014, requires that the percentage of the ECBG to be used for programs serving children birth-three will increase to at least 20% by fiscal year 2016

The proposal for the Federal grant included estimates of the number of children to be served by each Early Childhood Education program. Those estimates are included in the table below.

Anticipated Children Served with Early Childhood Block Grant and Pre School – Expansion Grant

Slots for Children in the Following Programs	Current	Additional Program Slots Created Annually						Total Additional Slots Created Over Current	Total Slots Available in 2021
		2015	2016	2017	2018	2019	2020		
Prevention Initiative (0-3 year old Children)	13,870		3,112	1,111	1,111	1,111	1,111	7,556	21,426
Preschool For All (3-5 year old Children)	73,145		4,517	3,091	1,500	1,644	1,911	12,663	85,808
Preschool Expansion (4 year old Children)		2,600	2,080	3,540	2,540	3,251	3,132	17,143	17,143
Total Slots	87,015	2,600	9,709	7,742	5,151	6,006	6,154	37,362	124,377

The recommended funding would also be used in part to provide for enhancement of preschool for four year olds by extending current half day slots to full day preschool. The following chart describes the number of anticipated enhanced slots by year.

Preschool Expansion Slot Enhancement Estimates

	2015	2016	2017	2018
Enhanced Slots	680	1,420	2,200	3,000

PROFESSIONAL DEVELOPMENT ADVISORY COUNCIL

Strategic Plan • Phase VII • 2015–2018



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. PDAC is supported through public/private partnerships and continues to advance professional development opportunities.

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 and compensation 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

A professional development system is always a work in progress, continually evolving, and must be refined to meet the needs of the population it serves. A comprehensive review of the Professional Development Advisory Council (PDAC) committee structure was completed in the fall of 2012. This led to the formation of a new committee configuration, implemented in January 2013, and representative of the key elements needed to support an integrated, progressive professional development system.

The PDAC Steering Committee initiated development for Phase VI of the PDAC Strategic Plan in January and completed in June 2015. 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. The work of these committees is integral to achievement of the goals as identified in the PDAC Strategic Plan Phase VII.

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

Financial Supports

Goal:

Build consensus across the state about equitable compensation, benefits and workplace conditions.

Objectives:

- Partner to ensure intentional alignment with the Early Learning Council Program Standards and Quality (ELC PSQ) Workforce Compensation Ad Hoc Committee.
- Facilitate distribution of Ad Hoc Committee findings.
- Analyze the ELC PSQ Ad Hoc Committee findings and recommendations for implications for future Financial Supports committee work.

Goal:

Broaden parameters for the Gateways Scholarship Program.

Objectives:

- Identify potential funding gaps in Gateways Scholarship participation.
- Research potential funders to expand Gateways Scholarship and additional professional development system capacity.

Goal:

Analyze current financial supports for efficiency and effectiveness in alignment to state partner agencies priorities.

Objectives:

- Identify current federal and state goals and initiatives related to professional development.
- Review current financial supports for linkages to federal and state goals identified.
- Develop recommendations to prioritize usage of financial supports.
- Explore and update current loan forgiveness document.

Information and Trends

Goal:

Identify key research questions related to Gateways to Opportunity Illinois Professional Development System.

Objective:

- Investigate whether additional questions should be added to key policy questions document within the Data, Research and Evaluation Committee of the Early Learning Council.

Goal:

Establish and implement a framework for disseminating information.

Objective:

- Explore innovative professional development practices in other states.

Goal:

Synthesize available information, trends, research and policy around issues critical to professional development and professional development systems.

Objective:

- Utilize the results of Kindergarten Individual Development Survey (KIDS) to inform the professional development system.

Goal:

Explore innovative professional development practices in other states.

Objectives:

- Review comprehensive inventory of roles in our field.
- Research leadership models in other states.



Qualifications and Credentials

Goal:

Pilot, review, develop and implement Gateways to Opportunity Credentials.

Objectives:

- Pilot, review, revise and implement the Family Child Care Credential.
- Pilot, review, revise and implement the Family Specialist Credential.
- Complete pilot, review, revise and implement School Age Levels 2-5 Credential.
- Complete pilot, review, revise and implement Youth Development Levels 2-5 Credential.
- Pilot, review, revise and implement the Technical Assistance Credential.
- Implement the ECE Level 6 Credential.
- Implement the ITC Level 6 Credential.
- Convene ECE Review Group.
- Convene ITC Review Group.
- Identify additional Credentials needed to meet the growing demands of the field.

Goal:

Improve access and incentivizing of Gateways to Opportunity Credentials.

Objectives:

- Embed Credentials in licensing standards.
- Incentivize Gateways Credentials.
- Increase knowledge and understanding of Gateways Credentials.

Goal:

Determine if current coursework and training is sufficient to meet the needs of practitioners to achieve Gateways to Opportunity Credentials.

Objectives:

- Develop and identify coursework and training to help meet Credential requirement.
- Weave pre-service into existing coursework/training to develop a pathway.



Workforce Development and Pathways

Goal:

Develop a more comprehensive career lattice that clearly articulates varied pathways in the system. (role based vs. Credentialed based)

Objectives:

- Inventory roles and qualifications.
- Identify comprehensive career pathways.

Goal:

Analyze stackability of Credentials, and how they are offered and utilized, with the goal of providing multiple pathways.

Objective:

- Define how students and practitioners are using Credentials.

Goal:

Explore how levers and supports, including scholarships and Great START, can be used to strengthen Credentials.

Objectives:

- Make recommendations that support policies that fully integrate Credentials within Great START and Gateways Scholarship Program.
- Create a comprehensive overview of potential levers and supports.

Goal:

Create continuity between DCFS and Credentials.

Objective:

- Create a complementary relationship between DCFS licensing, ExceleRate and Credentials in terms of quality measures and expectations.

Goal:

Explore responsive practices for direct and entitled routes and supporting Credential attainment.

Objectives:

- Review what kinds of responses/practices might be in place.
- Develop the most responsive system.
- Analyze what issues exist for higher education.
- Create the most supportive pathway.

Goal:

Support state efforts for meaningful articulation between 2- and 4- year institutions.

Objective:

- Develop strategies to complement state efforts for articulation.

PDAC Governance

Goal:

Create and implement a leadership development plan.

Objectives:

- Develop leadership model(s) for PDAC.
- Implement the leadership model(s).

Goal:

Maintain well-defined processes and protocols to support PDAC.

Objectives:

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

PDAC Steering

Goal:

Build effective relationships with state agencies, advocates, and key stakeholders to support professional development in Illinois.

Objectives:

- Work closely with Illinois' early childhood Intergovernmental Agency Team and other identified partners to improve the quality and stability of the early care and education and school age and youth development workforce. Build and maintain strong partnerships with all relevant state agencies and state boards to support early childhood, youth development and school age professional development.
- Support the alignment of PDAC goals with relevant state agencies, advocates and key stakeholders through various joint committees, work groups, and work plans.

Goal:

Set the strategic direction of PDAC.

Objectives:

- Plan and set strategies for PDAC, integrating knowledge gained from ever-changing state and federal landscapes.
- Provide regular (on-going) monitoring/oversight of work underway within each committee.

Goal:

Maintain a diverse, fully cross-sector PDAC membership.

Objectives:

- Review current policies and procedures intended to support a diverse, cross-sector membership.
- Review PDAC Member protocols at a minimum biennially.
- Implement the leadership plan as developed from PDAC's Governance committee.





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

Professional Development Advisory Council Steering Committee Members:

Cass Wolfe*	Infant Welfare Society of Evanston
Cerathel Burnett	Carole Robertson Center for Learning
Christine Allen	Community Child Care Connection, Inc. (CCR&R SDA 13)
Dawn Thomas	Early Childhood and Parenting Collaborative, University of Illinois
Deb Widenhofer*	Baby TALK, Inc.
Debbie Rogers-Jaye	Chicago Public Schools, Community Partnership Programs
Diana Rosenbrock	Collaboration for Early Childhood
Diane Scruggs	Healthy Families Chicago
Jamilah Jor'dan	Chicago State University
Johnna Darragh-Ernst	Heartland Community College
Lauri Morrison-Frichtl	Illinois Head Start Association
Laurie Rhodes	LLCC 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 (CCR&R SDA6)
Tammy Notter	Child Care Resource and Referral (CCR&R SDA 5)
Teri Talan	McCormick Center for Early Childhood Leadership, National Louis University

Illinois Department of Human Services Representative:

Anne Wharff	Illinois Department of Human Services, Bureau of Child Care and Development
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Illinois State Board of Education Representatives:

Karen McCarthy	Illinois State Board of Education, Early Childhood Division
Donna Emmons	Illinois State Board of Education, Early Childhood Division

Staffed by:

Illinois Network of Child Care Resource and Referral Agencies

Funders:

Grand Victoria Foundation
Illinois Department of Human Services
Robert R. McCormick Foundation

FY 2016 Meeting Dates**PDAC Steering**

Wednesday, August 19th (face-to-face meeting) 10-3

Wednesday, October 21st (face-to-face meeting) 10 -3

Wednesday, December 16th (telenet) 10-noon

Thursday and Friday, January 7th and 8th (Retreat)

Wednesday, March 23rd (face-to-face meeting) 10-3

Wednesday and Thursday, May 18th and 19th (Retreat)

PDAC

Friday, September 18th (face-to-face) with ACCESS

Friday, November 13th Annual Meeting

Friday, January 22nd (telenet) 10-noon

Friday, April 22nd (face-to-face) 10-3

Friday, June 17th (face-to-face) 10-3

