



PDAC Workforce Development and Pathways

February 28, 2018

Telenet

Anni Reinking
Cindy Berrey
Gail Nelson

Johnna Darragh Ernst
Joyce Weiner
Julie Lindstrom

Pam Womack
Safiyah Jackson
Shana Edison
Terri Lamb

Welcome – Johnna Darragh-Ernst, co-chair

Approval of Minutes – Johnna Darragh-Ernst

- December 6, 2017
 - Joyce Weiner moved to approve the minutes. The date of February telenet changed following the meeting.
 - Cindy Berrey seconded the motion.
 - Minutes approved.

Strategic Plan Timeline – Julie Lindstrom

- Committee goals and objectives were drafted during the PDAC Steering retreat in January.
- Each committee will review and revise their goals and objectives where needed. Updates will be submitted to Steering for their March 21, 2018 meeting.
- Steering will review for any committee or goal overlap.
- Committees will have the opportunity to revise and need to vote on their goals and objectives before a final submission to PDAC Steering on May 2nd.
- Steering will vote on May 2nd and PDAC on June 20th.

PDAC Workforce Development and Pathways Strategic Plan Goals and Objectives – Johnna Darragh Ernst

- A first round of draft revisions were undertaken by the committee during their review of the strategic plan.
 - Additional revisions and edits will be made to the document following a review by steering at their March 21, 2018 meeting.
- **Goal 1** Implement ~~(educate/support)~~(ADD: guidance and coordination for a) comprehensive career lattice
 - Objective 1 Partner with HE Committee to support state efforts to increase articulation
 - Objective 2 Provide effective messages (ADD: and distribution to different constituents within and outside the field) supporting usage of career lattice
 - Possible new objective (ADD: Develop explanatory materials, coordinated with state partners, to support full implementation)

- **Goal 2** Analyze effectiveness of multiple pathways of the Gateways Credentials
 - Objective 1 Collect data regarding credential attainment amongst the following population
 - Practitioners (Licensed Exempt (LE), DIV)
 - Specialization
 - Objective 2 Ensure responsiveness to changing multiple and complex needs of children and families (HIPCAT model)
 - Objective 3 Explore utilization (**benefits and barriers for practitioners in the field**) of core competencies Institute of Medicine (IOM) across multiple fields supporting children and families
 - (**Should this be its own objective?**) Monitor landscape and continued opportunity to create a complementary relationship between Department and DCFS licensing, ExceleRate and Gateways Credentials in terms of quality measures and expectations.
 - Under objective 3 there is an opportunity to talk about providing communication or opportunities for input in terms of how all of this in terms of a circular loop and then impacting providers particularly since we are calling out providers this could be a full objective or a goal.
 - Discussion regarding making it either a separate Goal or should it be embedded across objectives.
- **Goal 3** Explore how levers and supports including (**but not limited to**) Great START and Gateways Scholarship can be used to strengthen utilization of Gateways Credentials
 - Objective 1: Make recommendations that support policies that fully integrate Gateways Credentials within Great START and Gateways Scholarship Program
 - Objective 2: Monitoring collect data/utilization and efficacy of Great START and Gateways Scholarship funds
 - Objective 3: Explore policies regarding Great START increase based on credential/specialization attainment
 - **ADD: Objective 4: Monitor additional emerging opportunities and strategies, in coordination with financial supports committee...**
 - When monitoring Great START do we have a demographic breakdown of who utilizes Great START?
 - Can a report be produced that shows the geographic location, what kind of program they work in, do we see an association between receiving Great START or scholarship and retention?
 - Julie will ask Joellyn if this information is captured in one of her reports.
 - Could create a Workforce Development and Pathways “Dashboard” to collect all of the data points since three of the four goals have a data related component. Would need to coordinate what those data points and information needed to create a “Dashboard” so we are all on the same page. The “Dashboard” could also be placed under Goal 1 as well.
 - Another example regarding policies or barriers to help the field could be student loan forgiveness.
- **Goal 4** Explore responsive practices for supporting Gateways Credential attainment within competency based system/framework
 - Objective 1: Collect data on the effectiveness of:
 - Level 3 changes
 - Stacked credential changes
 - Objective 2: Supporting usage of specialization attainment across all areas

- Objective 3: Support and disseminate innovative credential attainment practices within competency based system framework
- Johnna will review the wording of objectives two and three for better clarification, or if they are need to remain as objectives.

Announcements – Johnna Darragh-Ernst

- An Ad Hoc Group through the Children’s Cabinet crafted a set of recommendation to the Department of Children and Family Services (DCFS).
 - In licensed settings to be an early childhood or school age assistant individuals could evidence having the SAYD, ECE, and/or ITC (depending on what classrooms they are placed in) a Level 2 and for teachers in infant toddler, early childhood or school age classrooms an ECE, ITC or SAYD Level 4 would evidence that an individual would meet the qualifications.
- The recommendations passed the Daycare Licensing Advisory Council and the rules are now open for public comment.

Next Meeting – Julie Lindstrom

- At this time we are still planning on holding a face to face meeting on April 18th from 10:00AM – 3:00PM at INCCRRA.
- Julie will send out the revised WDP goals and objectives to the committee to review and give feedback before the March 21st Steering meeting.

Adjourn

