



PDAC Workforce Development and Pathways

October 29, 2018

Telenet

Welcome and Introductions – Johnna Darragh Ernst

- Johnna Darragh Ernst welcomed everyone to the telenet and introduced the new Tri-Chairs for WDP, Jamilah R. Jor’dan, Christi Chadwick, and Shauna Egeh.

Approval of Minutes

- April 18, 2018
- Shanna Edison moved to approve the minutes.
- Gail Nelson seconded the motion.

PDAC Strategic Plan -Phase VIII: PDAC Workforce Development and Pathways Goals and Objectives

- Goal 1 – Objective 1 Identify and support state efforts to increase articulation.
 - A discussion at a recent Illinois Articulation Initiative (IAI) Panel meeting could impact the work of the WDP Committee. Potential change to the number of courses that can be placed in the articulation agreement due to change in specialization allotment. Presently, the Early Childhood IAI Panel has three courses with the fourth course being the possible ESL and Bilingual endorsement unless there is the capacity to have specializations. Specific courses could be identified for specialization to expand the opportunity for articulated courses.
 - The WDP Committee could come into play by offering a recommendation to encourage the IAI Panel to consider looking at the ECE credential as the core with specializations.
 - At the next WDP meeting have an overview of what the IAI panel does and its responsibility.
- Goal 1 – Objective 2 Identify and disseminate innovative career lattice implementation models, inclusive of prior-learning assessment.
 - ECE Credential is the core credential with the other credentials being specializations.
 - Competencies allow the inclusion of Prior Learning Assessment.
 - The McCormick planning grant will help to operationalize competencies within our credentialing system. An opportunity might be prior learning assessment.
 - The WDP Committee will need to capture and gather examples of other lattice models being used and replicate if successful we would want to be able to replicate or share the information with others to use. The challenge of the WDP Committee will be capturing those models and bringing them forward to share and discuss and think about statewide replication.
- Goal 2 – encompassing all objectives:
 - A great deal of information is captured though the Gateways Registry.
 - National Louis University has also collected information as it relates to ExceleRate.
 - At the Governor’s Office of Early Childhood Development, Tom Layman reviews data from state agency partners to monitor the state landscape.

- In regards to competency work, discussions are on-going to ensure the system is robust enough to be able to track credential attainment.
- At the next WDP meeting in December staff will provide the most updated information from the Registry to help inform our discussions.
- The document *The Understanding Teacher Shortages: 2018 Update* was shared with the committee. The website is located at:
<https://learningpolicyinstitute.org/product/understanding-teacher-shortages-interactive>
- - The document reflects the teacher supply and attrition in Illinois, for K-12 teachers. The document was an example of data collected regarding the teaching field as a whole.
 - Illinois has a teaching attractiveness rating of 3.15 out of 5.
 - Illinois has a pupil-teacher ratio of 16: 1
 - 6.6% of teachers have a plans to leave the field vs a national average of 7.3%
 - Illinois teachers gave a 2.6 rating on working conditions out of 5.
 - % of inexperienced teachers in low minority schools had an average of 9.5%
 - % of inexperienced teachers in high minority schools had an average of 14. 84%
- Faith Arnold shared information regarding a cohort with Quiroga College for the Latino community.
 - When facing teacher shortages that students should be aware of accredited colleges and universities in order to attain licenses/credentials. In other states when there have been shortages non-accredited institutions have come in to serve populations with certificates/degrees with unfortunate results.
- For the next WDP meeting existing infographs will be shared.
- A possible new infograph could be designed to highlight the importance of accredited college and universities along with using information from the Teacher Shortages document to create a pathway/need infograph.

Update on State Work

- As part of the Governor’s Cabinet Children and Youth: A strategy related to dual enrollment and dual credit, Senate Bill 2527 which the Governor has signed, allows students to enroll in an unlimited number of dual credit courses and earn unlimited number of academic credits. It prohibits school boards from limiting the number of dual credits that a student may enroll in or receive dual credit. The courses must be taught by teachers who meet the qualifications of the Dual Quality Act.
- At the recent ACCESS meeting, discussion around the dual credit and challenges community colleges are facing with their partner high schools. One of the challenges is teacher qualifications.
 - Dual credit might expand to juniors and sophomores in high schools, versus the more typical seniors and juniors.
- Governor’s Cabinet is looking at Gateways Level 1 and Level 2 regarding dual credit. A survey was sent out to high schools trying to get a sense of the landscape as it relates to dual credit.
- Senate Bill 1829 has been signed and expands the number of educators eligible to teach in Preschool for All classrooms; for the next five years, educators with a Gateways ECE Credential Level 5 will be eligible to teach in these classrooms while working toward their Professional Educator License (PEL).

- A recent meeting was held between an AD Hoc Committee and the Department of Children and Family Services (DCFS) to align the Gateways Credentials with DCFS job requirements. The alignments have been completed and have been approved by the DCFS Advisory Council. The next step is to share these alignments with DCFS Director Walker.
- Legislation is still being worked on regarding suspension and expulsion, in the meantime GEOCD has put together resources related to the topic on the GEOCD website <https://www2.illinois.gov/sites/OECD/Pages/Suspension-and-Expulsion-Resources.aspx>.

11:30 AM Adjourn

