



**PDAC Workforce Development and Pathways and Information and Trends Committee Meeting**

**March 11, 2021**

Christi Chadwick	Jamilah R. Jor'dan	Marie Donovan
Cindy Berrey	Joni Scritchlow	Melissa Szymczak
Darlene Wills	Julie Lindstrom	Sara Beach
Emily Dorsey	Lauri Morrison Frichtl	Shauna Ejeh
Gail Nelson	Lynn Burgett	Tom Pavkov
		Wendy Uptain

**Welcome and Announcements**

- The Workforce Development and Pathways (WDP) and the Information and Trends (IT) Committees have been merged into one committee.
- Jamilah R. Jor'dan was thanked for her years of service as a Tri-chair of the WDP committee.
- The Tri-Chairs of the merged committees are Shauna Ejeh, Christi Chadwick and Lauri Morrison Frichtl.
- Introduction of Committee Members
  - Each committee member introduced themselves and told a little bit about their pathways into the ECE field.

**Review and Approval of Minutes**

- November 30, 2020
  - Christi Chadwick moved to approve.
  - Wendy Uptain seconded the motion.
  - Minutes approved.

**Review and Input into PDAC Strategic Plan IX**

- Goals and objectives will be placed in the Strategic Plan and voted on.
  - Action steps can be added to the plan as it moves forward.
- Goal 1: Emphasize and support high-quality job embedded professional development for all early childhood practitioners regardless of program type.
  - Objective 1: Identify and explore state policies related to job embedded professional development and funding initiatives.
  - Objective 2: Aligned professional development system tied to cohesive career pathway that fully supports entry and progression across varied sectors of the field.
    - Action Step: Outline, explain, and communicate the various parts of the early childhood professional development system and how they relate to one another.
    - Action Step: Explore cross-system credit.
    - Action Step: Explore cross-system opportunities for shared professional development and clear communication strategies.
    - Action Step: Emphasize infant toddler teachers in child care centers and Head Start.
  - Objective 3: How can we make sure practitioners are getting credit for this?
    - Can we review this for coaching and other job embedded supported by competencies.
    - Action step: How to get credit to the person.
    - Currently hard to translate/use the credit
  - Objective 4: Relationship Based Professional Development and mentor/mentorship and apprenticeships are all forms of job-embedded professional development. (Relationship Based Professional

Development (RBPD) uses professional relationships established through formalized agreements, as a primary method to support professional growth and development for adult learners. RBPD implements a reflective cycle of inquiry using an evidence-based adult learning process of goal-setting, observation, assessment, action planning, reflection, and feedback to improve practice.)

- Need to define reflective supervision versus coaching and how these align with competencies.
- Goal 2: Explore Illinois Board of Higher Education (IBHE) and other cohorts impact on pathways to Gateways to Opportunity credentials and degrees.
  - Objective 1: Analyze data to determine those close to degree or credentials. Provide targeted outreach counseling support and financial aid to address shortage and increase diversity.
  - Objective 2: Make recommendations to advance or replicate successful models.
  - Objective 3: Ensure transparency in workforce pathways.
    - Action Step: Use data to think about how to better inform outreach.
    - Action Step: Utilize PDR with competencies to increase transparency.
    - Action Step: Design use of PLA. *(This topics continues to be of great importance how can this topic be given greater focus on the strategic plan? - Can this be made into an objective? per committee and where is the best placement – could this be shared with the Higher Education plan?)*
- Goal 3: Review data on access to Gateways programs (such as Great Start and Scholarship) and services and outcomes to better understand impact to various communities (e.g. rural communities, low-income, race, ethnicity, etc.) workforce access to enrolling in school or credentials etc.)
  - Objective 1: Increase workforce access to credential applications by placing on-line through the Gateways Website.
    - Action Step: Use a survey or focus group as to why individuals have overall access application barriers.
  - Objective 2: Review the data and results from the PDG funded pilot especially related to success rates of rural communities and women of color.
    - Action step: Analyze teacher data and provide targeted outreach, coaching and resources to address teacher shortage and increase diversity.
- Goal 4: Engage new providers and broaden the pipeline.
  - Objective 1: Friend, family and neighbor providers outreach.
  - Objective 2: Determine where providers are with health and safety training.
    - Action Step: Could a pathway be developed to bring back those who have left the system. In order to support the children and families receiving care in a quality environment.
  - Objective 3: DHS and DCFS requirements –make more cohesive. (might want to rethink this – too much? – or cross walk the requirements to see commonality
- Goal 5: Build a feedback loop that identifies new and easy ways for frontline practitioners to be heard.
  - Goal needs objectives
    - It is important to get stakeholders voice/end users involved in the conversation. Being intentional to get voices not just statistics. Sharing lived experiences.

## Adjourn

