



**PDAC Workforce, Development, and Pathways Committee**

**February 9, 2015**

**1:30 PM – 3:00 PM**

**Telenet Minutes**

Cerathel Burnett  
Christi Chadwick  
Johnna Darragh-Ernst

Julie Lindstrom  
Lou Anne Burton  
Melissa Johnson  
Rita Elliot Greathouse

**Welcome** – Johnna Darragh-Ernst and Cerathel Burnett, co-chairs

**Approval of the Minutes**

- December 10, 2014 (Attachment 1)
  - Melissa Johnson moved to approve the minutes.
  - Christi Chadwick seconded the motion.
  - Minutes approved.

**Workforce, Development and Pathways Strategic Plan Phase VII**

- The Strategic Plan timeline. (Attachment 2)
  - During the February meeting, committee members provide feedback on objectives and action steps.
  - During the April meeting, committee members will ensure objectives are measurable and give approval.
  - The final version of the Strategic Plan will be reviewed at the May Steering meeting.
  - The entire Strategic Plan is shared with council members at the June PDAC meeting.
  - The Strategic Plan is now a three year plan.
- Draft of the WDP Strategic Plan from Steering Retreat. (Attachment 3)
  - *Goal: Develop more comprehensive career lattice that clearly articulates varied pathways in the system (role based not credentialed based).*
    - Objective: Inventory roles and qualifications.
    - Objective: Identify career pathways.
      - Co-chairs/committee comments: Need to articulate what the various roles and pathways are within the system for practitioners, students looking at becoming practitioners, and those looking for a new role. Support movement within the structure.
  - *Goal: Analyze if credentials are stackable and how they are offered and utilized with the goal of providing multiple pathways.*
    - Objective: How students and practitioners are using them (pathways).

- Objective: Determine if policies and practices within present stackable model has unintended consequences in terms of usage.
    - Co-chairs/committee comments: People are missing the Level 3 credential. Many go straight from Level 2 to Level 4 due to college math requirements at Level 3.
- *Goal: Explore how levers and supports including scholarships and Great START can be used to support credentials.*
  - Objective: (Policy) Have to have credential application in (when utilizing scholarships).
  - Objective: Provide comprehensive overview of potential levers and supports.
    - Co-chairs/committee comments:
    - Are we maximizing Great START effectiveness?
    - Should policies be in place around people demonstrating that they are actually in a specific program and working towards some type of credential or degree?
    - The next step: use supports to encourage people to participate in the statewide system of quality.
    - We have a lot of people who get scholarships, but are not completers and never get a degree.
- *Goal: Explore responsive practices for direct and entitled routes and supporting credential attainment.*
  - Objective: Looking at what kinds of responses/practices might be in place.
  - Objective: Looking at creating the most responsive system.
  - Objective: What issue exists for higher education?
  - Objective: Create the most supportive pathway.
    - Co-chairs/committee comments: Institutional based, looking at creating the most responsive system.
- *Goal: Create continuity between DCFS and credentials.*
  - Objective: Creation of a complementary relationship between DCFS and credentials in terms of quality measures and expectations.
    - Co-chairs/committee comments:
    - Expectations in terms of credentials, ExceleRate and DCFS are not necessarily all in alignment, how can the committee look at how to create congruence between those points?
    - What is not congruent and what type of recommendations could there be to create congruency between those points?
    - Credentials are in the Addendum, have them move into licensing so that it is very clearly articulated to anyone who reads through licensing where the credentials are imbedded and what is acceptable for any given level for teacher, director etc.

- *Goal: Support state efforts of meaningful articulation between 2- and 4-year institutions.*
  - Objective: This is an on-going goal.
    - Co-chairs/committee comments: There have been efforts across the state, including the Illinois Articulation Initiative, to support the articulation between 2- and 4-year institutions. Is there any potential policy recommendations that can be facilitated within the context of the Workforce Development Committee?
- Next Steps
  - Revisions made to the document will be shared with WDP committee members at the April Workforce, Development and Pathways meeting, for final input and review.

#### **Infographs**

- Committee members were asked to send to INCCRRA staff any committees, groups, or venues where the infographs are shared for a dissemination list.

#### **Updates/Announcements**

- The April Workforce, Development, and Pathways meeting will be a face-to-face meeting at INCCRRA. Date and time will be sent to committee members.

#### **Adjourn**





**GATEWAYS TO OPPORTUNITY**  
Illinois Professional Development System

***Steering Committee  
Strategic Planning Timeline***

**January 8 & 9, 2015:**

- Create the vision
- Establish workplan/focus for each committee
- Establish broad goals for each committee

**January 12-February 28, 2015:**

- Broad goals shared with committee members
- Committee members provide feedback
- Modify/revise goals
- Develop measurable objectives

**March 1, 2015:**

- Committee chairs send revised goals and measurable objectives to INCCRRA staff for compilation.

**March 19, 2015:**

- Steering meets to review compiled work from all committees to determine:
  - Work load – too much/overlapping areas
  - Do the committee goals cover what needs to be accomplished to follow vision?
  - What feedback is needed for committee chairs?

**March 23-April 30, 2015:**

- Committee co-chairs take feedback back to committee
- Committee members ensure objectives are measurable
- Determine steps to meet objectives

**April 17, 2015:**

- Tentative PDAC approves PDAC Strategic Plan: Phase VII – Goals and Objectives

**May 1, 2015:**

- Committee co-chairs send drafts to INCCRRA staff to compile

**May 20-21, 2015 – Spring Retreat:**

- Steering reviews final compilation: PDAC Strategic Plan: Phase VI

**May 22 – June 6, 2015:**

- INCCRRA Marketing set up Strategic Plan: Phase VII in format for sharing

**June 19, 2015:**

- Strategic Plan shared with PDAC for July 1, 2015 implementation

**July 1, 2015**

- Start of FY15 – PDAC Strategic Plan: Phase VII goes into effect

Professional Development Advisory Council\* Strategic Planning Tool  
July 1, 2015–June 30, 2017

Date completed:

Names of those involved: Johnna Darragh-Ernst and Cerathel Burnett (@ PDAC Retreat)

Committee (System Element):

☒ Workforce Development and Pathways (WDP)      ☐ Qualifications and Credentials (QC)      ☐ PDAC Governance (GOV)  
☐ Information, Analysis and Trends (IAT)      ☐ Special Focus: Registry (SFR)      ☐ Financial Support (FS)  
☐ Steering Committee

Goals:

Develop more comprehensive career lattice that clearly articulates varied pathways in the system (role based not credentialed based)

Analyze if credentials are stackable and how they are offered and utilized with the goal of providing multiple pathways

Explore how levers and supports including scholarships and Great START can be used to support credentials.

Create continuity between DCFS and credentials

Explore responsive practices for direct and entitled routes and supporting credential attainment

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

*\*PDAC and PDAC Committee members represent a variety of institutions/agencies (e.g., higher education institutions), which are not listed as individual partners, but assumed partnerships.*

Goal: Develop more comprehensive career lattice that clearly articulates varied pathways in the system (role based not credentialed based)

OBJECTIVE	ACTION STEPS	LEADERS	PARTNERS*	TIMELINE
Inventory roles /qualifications				
Identify pathways				

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Goal: Analyze if credentials are stackable and how they are offered and utilized with the goal of providing multiple pathways\_\_\_\_\_.

OBJECTIVE	ACTION STEPS	LEADERS	PARTNERS*	TIMELINE
How students and practitioners are using them				

Goal: Explore how levers and supports including scholarships and Great START can be used to support credentials.

OBJECTIVE	ACTION STEPS	LEADERS	PARTNERS*	TIMELINE
Have to have credential application in (when utilizing scholarships)				
Requiring scholarships go to entitled institutions				
Requiring meaningful articulation				
Exploring other level (levers?) requirements	Role requirements in RFPs			

Goal: Create continuity between DCFS and credentials

OBJECTIVE	ACTION STEPS	LEADERS	PARTNERS*	TIMELINE
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Complementary relationship in terms of expectations.				

Goal: Explore responsive practices for direct and entitled routes and supporting credential attainment

OBJECTIVE	ACTION STEPS	LEADERS	PARTNERS*	TIMELINE

Looking at what kinds of responses/practices might be in place				
Looking at creating the most responsive system				
What issue exists for higher ed				
Create the most supportive pathway				

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

OBJECTIVE	ACTION STEPS	LEADERS	PARTNERS*	TIMELINE

