

**Professional Development Advisory Council  
Workforce Development and Pathways Committee Meeting  
August 29, 2024  
Minutes**

Christi Chadwick	Lauri Morrison Frichtl
Gabriel Holmes	Lynn Burgett
Jacqueline Melendez	Marsha Hawley
Julie Lindstrom	Mercedes Mondragon
Kimberlee Hendricks	Natalie Vesga

**Welcome and Review of Minutes** Tri-Chairs welcomed members to the meeting.

Review of Minutes

- April 15, 2024
  - Lynn Burgett made a motion to accept the minutes.
  - Christi Chadwick seconded the motion.
    - Minutes were approved.

**PDAC Strategic Planning Phase X**

The Committee was asked to prioritize goals for FY25.

Goal 1: Improve access to education, credentials, endorsements, and degrees for current and potential (prenatal to age 5) workforce members.

Goal 2: Develop targeted communication and messaging tools.

Goal 3: Develop systems for identifying and sharing high quality, innovative practices that strengthen recruitment and retention for the prenatal to age 5 workforce.

Goal 4: Recommend a system to effect reciprocity among qualifications and credentials required by multiple state and regulatory systems. (Inform and partner with the Qualifications and Credentials Committee where needed)

- Each goal was reviewed and given background information to help reset and remind Committee members of the goals included in the PDAC Strategic Plan.
- Review of Goal 4: A first step would be to identify who has expertise in the different types of credentials (i.e. home visiting, Montessori) to begin to identify barriers.
  - **Mercedes** will try to locate the crosswalk for Montessori and DCFS educational requirement(s) on the path to licensure information that could be useful for future conversations and actions on Goal 4.
- Review of Goal 1: **Lauri** felt Goal 1 was important for Head Start as they struggle to find individuals to fill positions. Identify what barriers are keeping individuals out of the profession. The other goals and objectives of the plan blend into Goal 1.
- Review of Goal 2: Need additional communication approaches to guide individuals (i.e. high school students) into the field. Good communication helps to grow the field. Give them information on which courses they should start with, inform them of opportunities such as the apprenticeship program, and the efforts of the navigators to engage with high school students to graduate with their CDA.

- The Committee could **review prior communication materials and examine resources that others are using.**
- Ensure communication with two- and four- year institutions with recruiters regarding opportunities for high school students.
- Potential current barriers for accessing credentials include confusion regarding credentials, can the Professional Development Record (PDR) be better utilized, unclear how credentials and competencies related, better development of the relationship between the navigators and the professional development advisors, and more user-friendly website with all credential applications available.
- Higher education institutions have asked if there is some way to use technology to make connections between Higher Ed. and the Gateways systems.
  - **Is it possible to share data on the workforce, a quicker way to verify information such as the PDR, or data transfer on scholarship information?**
- Can we use technology to better share or make transparent to students' what courses are entitled?
- Review Goal 3: The Committee could review research on what other states have done, or a focus group could be convened to identify best practices and strategies. Share data INCCRRA collected that could help the Committee focus on practices and retention of the workforce.
  - **Need to incorporate center directors and hear what they think would reach the workforce.**
  - A focused survey could be utilized to gather information on how to identify practices or innovative ways to maintain retention (compensation/benefits, career pathways, career development, working conditions/environments).
- Goal 1 will help the Committee decide what should be communicated to the field. Need to see what is working/ identify success then identify the barriers and look for solutions, and communicate what works best. Need to identify and address workforce entry point challenges, are the barriers identified in the action steps the only items or will others need to be explored?
- Review whether the reports that Joellyn Whitehead and team provided in the past have addressed access? **The Committee could review reports for any data points to address access or entry points issues.**
- Could there be an agreement between the Council for Professional Recognition and Gateways? This would also be beneficial for higher education institutions. INCCRRA staff will follow up with Joellyn to see the status of this potential agreement.
- Barriers for the Infant Toddler workforce include number of classes offered, pay scale, new Head Start Standards on pay, and emphasis on Preschool for All.
  - Committee to look at better understanding of the use of CDA (Is this increasing for infants and toddlers, thinking about the pathways for CDA, what are CCR&R happening around specialists).
- How do we make people understand the importance of Infant Toddler teachers and the Gateways Credential. Discussion regarding a communication campaign and innovation strategies to retain infant toddler teachers.
- Staff will outreach to Joellyn to ask her to attend the WDP November meeting to review the status of items brought forward during this meeting. She can give updates or share timelines on current efforts.
  - Is data collected at INCCRRA on the CDA and entered the Registry, and the use of the CDA in acquiring a credential?
  - Challenge for the field is there are not enough PD specialists for the CDA verification visits. In addition, higher education must verify, and they must get verification from the Council for Professional Recognition.
  - Could information be placed into the Registry, so it appears on the PDR for institutions to quickly verify information.
- In addition to data, stories and testimonials should be included in a messaging tool to highlight the field for Goal 2 and Goal 3.

- We need to understand what we don't know, where are the issues, challenges and pinch points. Data collected over the past year will help to inform our work or hold a focus group to gather additional data. Infant Toddler could be the starting point.
  - Data on how many people have the credential
    - What other data currently exists on ITC and CDA that INCCRRA already has or is collecting
  - Are there enough programs
  - Are there enough courses being offered
  - Focus groups – give the opportunity tell stories
  - Collect data on verification specialists
  - Surveys could also be utilized regarding recruitment and retention
- Can we use the high school work on CDAs as an innovative model that can be shared.

**Starting with data next steps for the Committee:**

- What data does INCCRRA/Gateways have
- Which higher education institutions are entitled and offer Infant Toddler Credential
- Compile a list of high schools offering the CDA
- Reach out to the Council for data on the CDA
- Staff will reach out to Joellyn for data and will contact INCCRRA staff on high school data regarding the CDA

**Julie will send out the power point slides on the stats collected from the membership survey on the demographics of the WDP committee.**

**The next WDP meeting will be held on November 21<sup>st</sup>.**

**Action Steps:**

**WDP staff will follow up on:**

Pull previous communication materials 1- pagers one the workforce

Make available the IL Salary & Staffin Survey FY2023

Staff will provide a list of entitled higher education institutions

Staff will pull data on Level 2 ITC numbers

**WDP staff will meet with Joellyn Whitehead regarding:**

Pulling any recent reports on the workforce/ high level overview of trends, information and data

Steps to develop survey, Registry lists, Survey Monkey to send to the workforce, directors etc.

Does Joellyn have access to the high school data that L&D keep? – could be a separate ask to Beth Knight.

What are the capabilities to use the PDR for additional uses

