

**Professional Development Advisory Council  
Workforce Development and Pathways Committee Meeting  
Minutes  
January 27, 2025**

Christi Chadwick	Kimberlee Hendricks	Mercedes Mondragon
Cindy Berrey	Leslie Layman	Pam Womack
Gabriel Holmes	Lynn Burgett	Ruth Kimble
Jackie Melendez	Marie Donovan	Sandy De Leon
Julie Lindstrom	Marsha Hawley	Tina Wiegel

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

**Review Minutes**

- November 21, 2024
  - Cindy Berrey made a motion to approve the minutes.
  - Kimberlee Hendricks seconded the motion.
    - Minutes were approved.

**WDP Goals and Objectives: PDAC Strategic Plan Phase X**

- Goal 3: Develop systems for identifying and sharing high quality, innovative practices that strengthen recruitment and retention for the prenatal to age 5 workforce.
- ITC Level 2
  - Data was collected from the Registry regarding the last two years of information on the Infant Toddler Credential Level 2:
    - Age of those with an Infant Toddler Credential (ITC) Level 2.
      - Ages 18-25: 121
      - Ages: 26-30: 190
      - Ages: 31-40: 339
      - Ages 41-50: 305
      - Ages: 51-60: 257
      - Age: 60+: 128
    - Length of time with employer of those with ITC Level 2:
      - Less than 2 years: 427
      - 3 years – 4.9 years: 187
      - 5 years – 9.9 years: 310
      - 10+ years: 380
    - Largest SDA's of those with the ITC Level 2
      - SDA 6: 548
      - SDA: 4: 144
    - Highest Education Level for those with the ITC Level 2
      - High School: 153
      - CDA: 42
      - Some College: 11
      - Approved Community College ECE Certificate: 140
      - Associate: 347

- Bachelor: 312
    - Master: 129
  - Those with ITC Level 2 and self-reported CDA:
    - Yes: 8%
    - No 92%
- The Committee would like to explore:
  - What is the demand or need for the Infant Toddler Credential from employers?
  - What is the demand for higher education to offer ITC coursework in order for students to take specialized courses?
  - The importance of the Infant Toddler Credential related to ExceleRate standards.
- CDA and High Schools
  - Higher education institutions know that the CDA exists, specifically the CDA training that is available in the high schools.
  - INCCRRA data does not have CDA information as to which high schools offer the CDA training, INCCRRA only has information for the ECE Level 1 in high schools.
    - A challenge with the CDA in high schools is the work experience requirements.
    - Community Colleges might have connections to high schools that are providing CDA options.
    - The Committee would like to know if navigators would have any information about high schools and the CDA.
- ECACE and CDA
  - Higher education programs need to provide a pathway from the CDA to higher levels of credentials or degrees, and credit awarded must count toward that credential or degree. This requirement is for both 2- and 4-years institutions. For the CDA higher education institutions must provide a minimum of six credit hours for early childhood and infant toddler.
  - Innovations for the workforce:
    - How to share information to people in the field, need to have quality checks to the training provided such as those that are Registry approved.
  - Could a tool be developed to help students or potential students know of a higher education institutions acceptance of PLA, such as a centralized system of information sharing.
  - The Committee could review the Illinois State Board of Education dashboard for professional preparation for PEL programs.
    - Explore additional dashboards (federal and state) with similar information.
- Goal 2: Develop targeted communication and messaging tools.
  - How are previous ECE educational campaigns being used to inform about the field?
    - The WDP Committee developed infographs several years ago with information about the workforce. Are those tools still relevant with the use of social media and new ways of marketing?
    - The Committee could review the recent IDHS campaign that was used to help recruit new workforce members into the field. What lessons were learned or outcomes shared from those efforts?
    - Information campaigns need to inform of the other roles within early childhood. You can be part of the ECE outside of the classroom/teacher roles, and this might appeal to more of a potential workforce.
    - Need to have different messages for different audiences.
      - Comprehensive
      - Targeted
        - Social Impact to attract Gen Z.

- Create Space to connect with one another and share stories to engage people.
- Could include in materials Illinois recent focus on compensation for the field.

**Adjourn**

