

Illinois Early Learning Council (IELC)
Programs Standards and Quality (PSQ)
Workforce Compensation Ad Hoc Work Group
May 6, 2015
10:00AM – Noon
Telenet

Alice Giordano	Debbie Rogers Jaye	Karen Zehnal
Allison Lowe-Fotos	Faith Arnold	Marcy Mendenhall
Anne Wharff	Isolda Davila	Patty Oji
Bob Hitchen	Jill Bella	Ruth Kimble
Bob Hughes	Joni Scritchlow	Valerie Krajec
Cindy Mahr	Julie Lindstrom	

Welcome

- Joni Scritchlow welcomed members to the telenet.

Review of the Charge to the Committee

- Joni reviewed the charge to the committee.
- The document will be shared with the Illinois Early Learning Council Programs Standards and Quality (ELC PSQ) Committee on May 18, 2015 and the Professional Development Advisory Council (PDAC) Steering Committee on May 20, 2015. Any comments or suggestions from the groups will be forwarded to this committee for inclusion in the document. Intended audiences include PDAC, ELC, the Governor's Office of Early Childhood Development (OECD), Illinois Department of Human Services (IDHS), Illinois State Board of Education (ISBE), and other state agencies.
 - Forming a task force to continue clarifying next steps is a possibility.

Illinois' Early Childhood Workforce Compensation Considerations – What Do We Know and What Can We Do?

- Frame in which to think of the document:
 - Does the document accurately capture the discussions we have had during the past 12 months?
 - Anything missing from our discussions?
 - New reports that have recently been released, should be added to the report.
 - Structure of the brief.
 - Sub-headers will be added.
 - Does the document flow for the reader?
 - Is the document phrased in the most powerful and direct way possible?
 - *What We Can Do* section of the document needs input from the committee members.
- Questions or general thoughts about the document:
 - The document should be optimistic to reflect possibilities for the future workforce.
 - Question: Will there be any focus groups formed to give input and around the results of the document?
 - Answer: Focus groups from the field could be included to help future work proceed.
 - More emphasis to those reading the document that this a starting point or a first step in addressing the issue of compensation; this is not a quick fix.

- Convey the message that this document is the not the only solution to the issues brought forward through the charge to the committee.
- Emphasize at the beginning of the paper that the focus is on teachers in early childhood workforce. It is not encompassing the entire childhood workforce.
- The first paragraph is a quote from the current administration.
 - The Ready Nation report pointed specifically what needed to be done in early childhood education and the value of current research.
- The first two pages have to be the most powerful and appeal to the broadest audience for buy in to the report.
- Focus the beginning of the report on the knowledge, aptitude, and competencies of the field, and not lead with the bachelor degree angle.
 - Emphasize that Illinois has a highly skilled workforce.
- Need to acknowledge the new federal message of emphasizing a more educated, high qualified, and stable workforce, if the Feds acknowledge requirements - funding might come with it.
- Graphs and charts should be used to emphasize the most important data.
- On page 8 under salaries and wages; would it be possible to add information about the role of experience?
- Issue: If we require people to get a degree it is possible they would be more likely to leave the field to attain higher wages. This issue should be addressed.
 - Critical to raise wages commiserate with qualifications, to avoid putting ourselves on a trajectory of higher or increased turnover.
 - We recognize that the more degrees, the more educated people are, the more employment choices they will have.
- If you have additional sources of information that you think Valerie should include in the document please feel free to forward to her for review and inclusion.
- Conclusions, considerations, implications, and strategies:
 - Possible inclusion of the Louisiana State tax incentive to private businesses for donations to highly qualified centers.
 - Possible inclusion of shared services.
 - Tuition and parent fees are not where they should be.
 - Can we encourage or require centers (silver and gold level programs) to use their stipend for teacher salaries?
 - Rewards associated with reaching specific standards.
 - This section of the paper lends itself to charts:
 - Chart one: Licensed child care centers and programs with tuitions and parent fees, public funding, and other funding.
 - Chart two: preschool for all funding: shows nothing for tuition or parent fees, just public funding.
 - Show the wages of those working in the different settings.
 - Chart could show average with a bachelor's degree salary across fields using public school settings, ECE/SA settings, and average salaries from the committee's work.
 - The solution is not the subsidy rate, but it is one part of the entire issue.

Next Steps

- The document will be shared with the ELC PSQ and PDAC during their May meetings.

- A meeting or teleconference will be scheduled following the ELC PSQ and PDAC meetings for a review of the document by the Workforce Compensation Ad Hoc Work Group.

Acceptance of the April 2, 2015 Meeting Notes

- The meeting notes were not reviewed, as the phone line was experiencing technical difficulties.
- Meeting was adjourned.

Adjourn

Next Meeting

- A meeting will be scheduled for summer 2015.