

**Illinois Early Learning Council (IELC)
Program Standards and Quality (PSQ)
Workforce Compensation Ad Hoc Work Group
February 5, 2015
10:00 AM – 2:30 PM
Meeting and Telenet Minutes**

Alison Drake	Cindy Mahr	Pam Womack
Allison Lowe-Fotos	Jill Bella	Penny Kotal
Amanda Cardin	Joni Scritchlow*	Tonya Glaze
Anne Wharff	Julie Lindstrom	Valerie Krajec*
Bob Hitchen	Laurie Rhodes	Madelyn James

* co-chairs

Welcome

- Joni Scritchlow welcomed members to the meeting and Telenet.

Acceptance of the Meeting Notes

- Notes from the December 9, 2014 meeting were presented.
 - Jill Bella asked that the word climate be added to the end of the seventh bullet point from the bottom.
 - Notes approved with change.

Review of the Charge to the Committee

- Joni reviewed the Charge to the Committee from the current Early Learning Council Program Standards and Quality Committee work plan.
 - Review state and national workforce data and demographics that inform recruitment and retention of a professionally qualified workforce
 - Develop suggested ranges for compensation parity aligned with qualifications/roles
 - Identify various strategies that can be combined to secure and retain a professionally qualified and compensated workforce
- The end result of the committee's work could be one, two, or three white papers. The white papers could include a summary of the key thoughts and strategies with suggested benefits, compensation, and workplace conditions.

Sub-group Reports:

Compensation

- Illinois Early Childhood Teacher Average Hourly Wage from 2013 is \$12.55.
 - Average comes from teachers who have worked one to forty-two years. Actual average is eight years and the mean average is ten years.
 - For a blended teacher-director role the wage is \$14.08. Average length is thirteen years.
- National Median Hourly Wage (center based) is \$10.60.
- **Decision Points within the Committee**
 - What is the wage we are striving for?
 - Tie to role/education
 - How do we define that wage?
 - Average across the field with a range of experience.

- How do we define full-time?
 - National studies and norms above 35 hours.
- **Fields of comparisons – average salary associated with educational attainment (of those fields researched)**
 - High School Diploma (2) \$29,000
 - Associate/Trade (14) \$43,000
 - Bachelor (22) \$65,000
 - Master's (10) \$75,000
 - PhD (2) \$93,000
- Issue: We call ourselves different things depending on where we work. This causes confusion to the public. The public perception does not translate into educator when we call ourselves different titles depending on what specific field we work in. We have gained some similarity of language. Continued disparity regarding what does the role of “teacher” mean education wise. Is the name identified with a specific degree/education?
- Teachers are not included in the chart used in today’s meeting. Data on teachers could be used to inform our white paper.
- Data is available regarding the economic value of the early care and education field, this information could be included in one of the papers.

Benefits

- Monster.com survey of what benefits matter the most in looking at a potential job (a wide variety of career fields are included).
 - Health Insurance is the most important benefit offered (especially to lower income employees when choosing a job or staying at a job).
 - Paid leave
 - Includes personal time off, vacation, and sick time.
 - Potential candidates for positions need to know what the job expectations are for the position.
 - Paid leave could also be part of the workplace conditions.
 - Retirement
 - More important to older employees.
 - Professional Development Benefits
 - Release time to attend professional development trainings.
 - Release time to prepare lesson plans and follow-up on issues.
 - Flexibility
 - Examples include: four days a week schedule, alternate schedules to open or close, summer or winter schedule.
 - Flexibility could also be part of workplace conditions.
- **Decision Points within the Committee**
 - What is full time?
 - We will have to come up with a number of hours for the white papers.
 - What is the health insurance cost-sharing percentage that we are striving for?
 - By law everyone is to have access, what percent of insurance is/or should be covered by the employer?
 - The Affordable Care Act handout (Attachment 2) regarding ACA for small businesses was reviewed.
 - Question: What is the average number of employees at a center?
 - Staff will look to see if there is documentation on employee size.

- Question: Do we need to make distinctions in the report based on the size of the center?
 - Center size could be included if it is relevant.
- How do we pay for the white paper recommendations?
 - Need to find other sources to pay for the recommendations, as it will not come from the employers.
 - This is not just an Illinois issue, but a national issue.
- How do we form public/private partnerships?
- The white paper will need a multi-pronged approach that includes items that can be accomplished, and those items the committee can advocate for, and those which are beyond the committee's control or need partnerships.
- Public Private Partnerships – look to business and industry. Businesses are thinking of the students as future employees, and the need for the best teachers to get the best out of the students. It is the economic benefit to the businesses bottom line.
- Part-time employees – should they receive benefits?
 - Not legally required, but if you want to keep staff it is something employers do. Can be prorated to reflect time worked.

Workplace Conditions

- Duty-free prep time breaks and space to hold a break (also included in the benefits section) – there is a cost associated with prep time for the center.
- Attention to staff mental health/reduction of stress.
- Opportunities to participate in decision making. (Included in the PAS/BAS)
- Adult –friendly furniture and work space. (Included in the PAS/BAS)
- Adequate resources. (for the classroom)
- Safety (should be a given) in addition to a bright, attractive, and positive environment as a benefit.

How do we make this happen?

- Administrative Practices:
 - Director and staff qualifications that address communication, stress/time management, shared decision making. (credentials)
 - ExceleRate requirements. (PAS/BAS)
 - Licensing requirements. (qualifications, content of training)
- Funding, financing, and partnerships:
 - Current funding mechanisms. (Great START, Gateways Scholarships, service delivery contracts)
 - New public funding. (allocations that support recommended wages and benefits for all staff, based on adult/child ratios for number of children served)
 - Blending and braided funding. (eligibility and program policies that foster and sustain partnerships)

Child Care Block Development Grant (CCBDG) Ramifications

- The Feds are encouraging states to have grants with child care programs that would be like our site administered contracts plus some comprehensive child care programs so that it is a grant rather than a fee for service.
- Health and safety now have ten topic areas that all child care providers who receive federal funding must comply with. Centers will receive pre-service training as well as annual training. This includes licensed exempt providers as well as any licensed providers.

- The state will do annual on-site monitoring of every facility that receives federal CCBGDG funding.
- Funding has been increased, but it is not enough to cover requirements.

Next Steps

- Sharing information the committee has complied.
 - Two options:
 - A comprehensive paper (5-8 pages), but include infographs for quick reference and/or use as a separate tool.
 - Series of white papers on benefits, compensation, and workplace conditions.
 - Who is the target audience and who will be champions for us, use the materials to distribute to their constituents, and is most effective?
 - Policy makers will not have time to read lengthy white papers, but might find the infograph useful for quick reference.
 - Early Learning Council (ELC) might be receptive to an issue brief with specific information and infographs.
 - Whatever type of document the committee creates, it will need to move to the Program Standards and Quality Committee in its entirety, and then shared with the ELC and from that point can be used as a point of discussion around the state.
 - The committee liked the idea of framing the paper in short and long term goals, strategies and concepts that are easily attainable, those strategies or concepts that need funding or collaboration in order to be successful.
- Valerie and Joni will send out a first draft before April 2, 2015 for you to review the document for discussion and feedback during the meeting.
- Next meetings:
 - April 2, 2015 telenet
 - May 6, 2015 telenet

Adjourn