



GATEWAYS TO OPPORTUNITY

Illinois Professional Development System

PDAC Financial Supports Committee

Meeting Minutes

August 7, 2012

9:30 AM- 11:30 AM

Attendees:

Amanda Cardin

Cindy Mahr

Dawn Thomas

Deb Widenhofer

Debbie Rogers-Jaye

Janice Crow

Janice Moenster

Joni Scritchlow

Mary Gonsalves

Robert Hitchen

Robert Hughes

Welcome

- All meeting participants were welcomed to the telenet.

Minutes

- June 14, 2012
 - Dawn Thomas motioned to approve the minutes, Cindy Mahr seconded the motion. Minutes approved unanimously.
- June 28, 2012
 - Dawn Thomas motioned to approve the minutes, Cindy Mahr seconded the motion. Minutes approved unanimously.

Share Feedback

- Wage Disparity Recommendations
 - See Financial Supports Recommendation handouts.
 - **Note:** Both recommendations were passed by the PDAC Steering Committee!
 - The committee brought forth two recommendations to the PDAC Steering Committee.
 - There was much discussion around the work that the Qualifications, Credentials, and Pathway (QCP) Committee has done regarding future education levels. This committee's recommendation is connected with this work. We cannot address requiring increased education levels without increasing compensation.
 - The education vision recommendation of the QCP Committee was passed at the June PDAC meeting, but there was a rich discussion regarding this vision. The recommendation had to be clear that it was a vision and would not be implemented in the near future.
 - This committee must be aware of these concerns as the wage disparity recommendation is connected to the QCP Committee. Therefore, we took a step back with the recommendation to ensure that all are in agreement that wages for child care practitioners must be increased.
 - The previous recommendations contained numbers and charts and we became aware that we need to remove these before moving forward.

- We will take the work that this committee has done and convene an Ad Hoc Committee to define what a competitively compensated early care and education workforce looks like.
 - **Note:** The PDW Center white paper is critical to these recommendations.
 - The second recommendation addresses funding and as it becomes available and brings compensative compensation to the forefront.
 - It does seem that the committee has taken a step backwards. However, this at least gets us to a starting point. Putting this in writing, especially making competitive compensation a priority for state agencies, is imperative.
 - There seems to be a fear factor regarding the recommendations. There might be a concern that the second recommendation addresses state programs rather than state agencies. It is important that the QCP Future Education Levels Recommendation and these recommendations move forward together. Otherwise, there may be a concern that one will move forward without the other.
 - That is why the recommendation addresses state agencies rather than programs.
 - This is also a reason why the first recommendation was not passed by the PDAC Steering Committee. We knew the vision, but it was not coming through clearly. However, we were able to take a step back and make the recommendation and vision more clear.
 - **Note:** These recommendations open up a way to define the vision. Also, by one recommendation addressing state agencies, it is saying this is to come from the state rather than from programs.
- Recommendation Next Steps
 - Convene Ad Hoc Joint Committee
 - Our hope is that members of the Financial Supports Committee will heavily participate in this Ad Hoc Committee.
 - It is imperative that the research this committee has done is articulated to this group.
 - We hope to reach out to former members of the Early Learning Council Workforce Development Committee to see if they would be interested in participating in this Ad Hoc Committee.
 - If any committee member knows of individuals that may be interested in working with this Ad Hoc Committee, please contact Debbie or Joni.
 - If any committee member has input or strategies as to how to convene this group, please also contact Debbie or Joni.
 - **Question:** When will invitations go out and what is the commitment?
 - **Answer:** Typically, we do not have Ad Hoc Committees meet for over a year. Once the recommendations are approved by PDAC, then they will move to DHS for approval. That puts us in the middle of October for inviting individuals to participate in the Ad Hoc Committee.
 - **Note:** We anticipate that most meetings will be held via telenet, however, we may need to have a face to face meeting.

- **Note:** This Ad Hoc Committee will be convened through the Financial Supports Committee. Therefore the work of this committee is crucial to the Ad Hoc Committee.

Committee Next Steps

- Review Research Questions/Priorities for Committee
 - Explore possible use of Gateways to Opportunity Scholarship Program (GSP) to positively impact the number of articulation agreements between two- and four- year colleges and universities.
 - We can always follow the example of other states in relation to scholarships. Some states use their TEACH Program or their state’s scholarship program as an incentive for articulation agreements. The memorandum of agreement has a clause that the institution will articulate with community colleges.
 - This is an excellent idea as it forces higher education institutions to find a way to make articulation agreements if they want these scholarships.
 - How could we use the GSP as a lever? Could we say that an institution must have at least one articulation agreement or they have to increase their articulation agreements?
 - Historically, the University of Illinois has not been a good “player” with community colleges. However, this is something that all institutions need to do throughout the state.
 - **Note:** This does get complicated as institutions and community colleges must work together to ensure courses are equivalent. Units do not match well.
 - Committee members are encouraged to continue to think about this and we will address this more at the next committee meeting.
 - **Action:** INCCRRA staff will research what other states have done.
 - Explore ways to use financial supports to recruit and support culturally, linguistically, and ability diverse (CLAD) practitioners.
 - Some CLAD practitioners need support in writing and getting ready for the college experience.
 - If we are going to recruit these types of professionals, these are hurdles for them academically. They are not ready for the rigor of academic life.
 - At some colleges, there is a college bound success program that some students are able to go into before taking regular classes.
 - The former Basic Skills Test has been replaced with the Test of Academic Proficiency (TAPS). Previously, there was a chart of those who were passing the Basic Skills Test located on the ISBE website. This showed that a high number of minority students were not able to pass the Basic Skills Test. It was thought that the problem was math, but the problem really was understanding reading and writing.
 - **Action:** INCCRRA Staff will see if they can find data on the TAPS test.
 - The P-20 Council as an Educator Pipeline Committee.

- **Action:** INCCRRA staff will reach out to them to see what type of data can be shared with this committee.
 - Their data showed that over the last few years there was a downward trend of minority professionals who were entering the education pipeline. This was opposite of what they were hoping to see as the number of minority children going into schools is increasing. It is important that these children have teachers that they can relate to.
 - **Question:** Are higher education faculty, specifically Debbie Jay and Bob Hughes, seeing any trends in the students they are seeing?
 - **Answer:** Both Debbie and Bob are seeing a lot of students that need support in writing.
 - St. Augustine just became entitled for Gateways credentials. Some of the faculty INCCRRA staff worked with mentioned that they offered beginning courses in dual languages. That way Spanish-speaking students receive supports in English classes. Morton College also has strong supports for Spanish-speaking providers.
 - **Action:** INCCRRA staff will reach out to these schools to see what supports they have and will report back to the committee at the next telenet.
 - Explore ways to increase financial supports for workforce preparation necessary to provide culturally, linguistically, and ability appropriate services to diverse populations.
 - **Question:** What was the work that Johnna Darragh-Ernst was doing around culture?
 - **Answer:** The Heartland Equity Inclusion Paraprofessional Project grant was written to align a set of courses with Gateways credentials and also align courses with what paraprofessionals throughout the state should know. ARRA funds have also been used to increase higher education faculty's knowledge on how they could embed cultural, linguistic, diversity in their courses.
 - Gateways had a wonderful speaker come to the Higher Education Forum and there will also be a telenet in September regarding the Berkley Workforce Study.
 - ARRA funding ends in April. Part of the charge of this committee is to find future funding to continue the inclusion of CLAD.
 - **Action:** INCCRRA staff will pull key pieces that have already been completed around this work to share with the committee during the next telenet.
- **Question:** Does the committee want to review those who are using Gateways Programs? Especially to see if the programs are inclusive?
 - **Answer:** Yes.
 - **Action:** INCCRRA staff will share this information at the next Financial Supports meeting.
 - **Question:** What type of information do PDAs gather about practitioners?
 - **Answer:** Practitioners provide information about themselves on their Participant Application.
- INCCRRA staff attended a wonderful conference; College Changes Everything. Recently, staff have pulled Registry data regarding those who have many college credits, but no degree. It was thought that this was unique to the ECE field. However, this is true across all fields.

- There is also a term for those who take courses at many colleges called “swirlers.”
- Institutions are also seeing reverse transfers. This is when four-year institutions are seeing applicants who have 70-100 credit hours at a community college but no degree. They are encouraging those individuals to go back to their community college to equate those credit hours to an Associate Degree before receiving a Bachelor’s Degree.
- Data did show that those who went to school full time were more likely to receive a degree over those who took courses part-time.
 - This data will help the committee define financial supports for students.
 - PDAs are seeing this trend too. Students are piecing classes together and are not sure what they really want to do. College advisors also have a responsibility in helping students choose the right courses in order to help them attain their degree.
 - Students are also willing to take any classes so they do not lose scholarships or Pell Grants.
- **Question:** Are these students traditional or non-traditional?
 - **Answer:** Both.
- **Action:** INCCRRA staff will share data from the College Changes Everything conference during the next telenet.
 - Based upon the data presented at this conference, our viewpoint may have to change. For example, the following was presented during the conference:
 - Of those going to school full time to attain their Associate Degree, 18% graduate with their degree in four years.
 - Of those going to school part time to attain their Associate Degree, 7% graduate with their degree in four years.
 - That means 75% do not get their Associate Degree within four years.
 - **Note:** This varies based upon the institution. For example, a very high percentage (within the 80th percentile) of students at the University of Illinois graduate with a degree within four to four and a half years. This must be looked at institution by institution to get a real picture.
 - Supports may need to be different based upon where an individual lives and what schools are in that area.
 - We have to help students be good consumers of college education. Students have to want to help themselves, but at the same time there is a lack of direction.
- **Note:** The next committee meeting will be a webinar in order to better share data and information gathered.

Adjourn

