



PDAC FINANCIAL SUPPORTS COMMITTEE

Tuesday July 26, 2016

Meeting Minuets

10:00am – 2:00pm

Welcome and Introductions

In attendance: Alethia Travis, Amanda Cardin, Cindy Mahr, Debbie Rogers-Jaye, Jill Bella, Joni Scritchlow, Laurie Rhodes, Marcy Mendenhall, Rebecca Livengood, Robert Hitchen & Toni Porter

Ice Breaker – paired up and asked would you rather and then introduced your partner.

Review Strategic Plan Goals & Objectives

- Laurie reviewed each goal and objective from the strategic plan.
- Asked if there was anything missing and spoke about the plan being fluid and we can add to or remove from the plan as needed.
- We spoke about being able to check off the first objective under Goal 1
- Discussed that the Compensation report is final and can be shared. It was shared at PDAC and shared at the ELC.
- The question to the committee is next steps

Achieving Compensation Parity: Illinois Goal for the Field of Early Childhood Care and Education

- Review of report
- Possible executive summary
- **ACTION:** Rebecca to check with Joni if there was an executive summary.
 - Checked with Joni and there is an executive summary. Will attach to minuets.
- 1st paragraph under why compensation parity - is important
- Or maybe do a bullet point for each paragraph under this section of why is it important.
- Think of different audiences.
- Rationale of why in the report is targeted at those who don't know the field.
- Compensation is a problem across the nation
- This report partners well with the IOM report
- Will we need to clarify why we only chose to look at Bachelor Degree teachers?
- The thought was the rest would follow – so if a wage was set for bachelors then it would raise everybody.
- Looking at centers do we feel that the Bachelor's degree is limiting.
- We had to limit the work... we couldn't look at compensation parity at all levels so we limited it to the bachelors knowing that everyone else would come along
- How do we make sure that the audience sees that the majority of the programs are spending the major percentage of profit on teacher salaries already?
- Note on bottom of page 7 says \$63,722 is average profit – is this misleading?

- Programs that only meet minimum standards (and don't voluntarily meet higher standards of quality) could make more profit.
- It was agreed that the note on page 7 is misleading.
- It was noted that report is final and committee cannot make changes to this compensation report. So committees focus should be on what we do next with the final report.
- Do we need to start with who we want to target and executive summary or bullet points?
- Page 8 – do other people with a bachelor's degree worry about feeding their family?
- **ACTION** – send link to DHS Salary & Staffing Report 2015
 - Reports can be found here <https://www.inccrra.org/data-reports/reports>. This includes the 2015 Salary & Staffing Survey that we passed around at the committee meeting and the 2015 Market Rate Survey.
- Often times our system is working against students to get a bachelors and be a teacher
- Basic Skills Test is a barrier – after 3 times you're through. But if they can't pass the basic skills test do we want them working with the children?
- We are asking for bachelor's degree but we have created a system that you can't get the degree unless you give up things.
- Until we raise the compensation level we will not be able to recruit the students needed to pass the test.
- Feel as though the compensation should have come first. We are raising the bar for qualifications and the compensation is not there.
- Is Objective number 3 under goal 1 the main work? "Analyze the ELC PSQ Workforce Compensation Ad Hoc Committee findings and recommendations for implications for future Financial Supports committee work.
- Business communities and economics should be targeted because child care provides a valuable service.
- What is the average cost to educate a child?
- **ACTION:** Rebecca to see if there is a child care cost of care calculator through Child Care Aware.
 - The Office of Child Care has a provider cost of quality calculator. It required a log in and can be found here <https://www.ecequalitycalculator.com/Login.aspx>
- **ACTION:** share link to Berkeley study
 - Interactive Map <http://cscce.berkeley.edu/state-of-the-early-childhood-workforce/interactive-map/>
 - Illinois Specific page <http://cscce.berkeley.edu/files/2016/Index-2016-Illinois.pdf>
 - Overview page about the study <http://cscce.berkeley.edu/state-of-the-early-childhood-workforce/>
- Ready Nation – looking at stem in early childhood, reboot Illinois. Could be interesting website for us as we do this work. www.readynation.org then select state of Illinois.

Brainstorm next steps for committee – Goal 1 Objective 3

- Those interested in joining a smaller group to look to move this work forward. This conversation continued at the end of the meeting with groups being formed.

Lunch – Rebecca demoed the Berkeley interactive map

Gateways Scholarship – Toni Porter

- Director of Professional Development at INCCRRA
- Manages a team that does eligibility for scholarship, Great START, ExceleRate etc...
- Shared GSP FAQ
- Provided history of the Scholarship program and how additional funding was able to open eligibility to a larger group, but when funding went away so did that opening.
- For example: SAC funds and ARRA funds – reached out to individuals in PFA programs.
- Opened 04 certificate, student teaching, ESL bilingual endorsement, infant toddler coursework to scholarship.
- Head Start and Early Head Start – typically are not full day full year so they didn't qualify. ARRA funds opened up access to them. Had good response from Head Start practitioners
- These dollars were limited so we continued ISBE and Head Start but those funds were depleted and those audiences are no longer able to use scholarship.
- This takes main audience to licensed child care only. And removes these additional audiences we were able to fund in the past.
- Licensed child care does include those working at centers and homes.
- Within RTT we were able to focus on cohorts of people. CPS and Rockford. Main goal ESL/Bilingual Endorsement. New population as teachers are based in the school districts. 123 teachers through cohort and 102 of them completed the ESL bilingual endorsement.
- Scholarship is a program that has seen opening of eligibility and narrowing of eligibility based on funding that is available.
- Is there a higher need for infant toddler coursework? Anecdotal the group was seeing that based on ExceleRate requirements, yes there is a higher need.
- Site jumpers – requirement is that you must be working at location for a year before you become eligible. If they are at one site and administration moves them to another site that affects their eligibility.
- Able to give special considerations if they didn't have the possibility to not move.
- RTT cohorts – very specific audience and the school district did promotion and choose individuals and filled the cohorts. The school side, they worked with a specific college or university. So the school was a big piece of that. Many times offered on site. Instead of meeting on campus. INCCRRA worked on contract side taking that burden off school district and having the individual pay into it at some point. Chicago has 100's of applications for 100 spots so it was highly received. They also tested for commitment making sure to choose people that would stay till the end.
- The school district did sorting and eligibility and provided INCCRRA a list.
- What is the success rate of general scholarship individuals for completers?
- **ACTION**- Toni suggested Financial Supports Committee work with Joellyn to pull information on how many individuals complete degrees within scholarship.
 - Request has been sent to Joellyn for data
- How much of the pool of money is going to people that somewhere in the middle drop out, or change careers, or just get teacher qualified and then quit and don't earn a degree. Does inccrra track any of this?

- Would we ever look to separate a chunk of money for a priority audience of those close to completing a degree?
- That might be a nightmare to administer.
- Right now we have plenty of money to pay for both.
- How does the group perceive a priority chunk... does that disengage people? If they think they are not part of the priority? Or as long as money is available for both it wouldn't matter?
- What are the most common reasons people cannot access scholarship funds? Possibilities would be working at the site full year, full day, and then making too much.
- **ACTION:** Joellyn may be able to pull reports based on ineligible reason.
 - Request has been sent to Joellyn for data
- Is there any exit survey that happens? If they complete their contracts there is a commitment to the field that must be met. After degree must commit for one year to the field. If they drop off currently there is little to no follow up done. So in many cases we don't know the why?
- Possibly every few years do a follow-up, and what are DHS goals for the funding?
- Identify gaps is one of our goals
- We are an advisory group what we put forward is not fact but goes to DHS for approval. However our committee works across the different settings child care, Head Start and PFA.
- Great START and Scholarship work well together. Where the 10% owed can be taken out of the Great START and then school is no cost for individuals.
- Changes were submitted to the Great START rule but they stalled out through the JCAR process.
- **ACTION: Look to see if Great START rule changes are online or available**
 - Checked with DHS and those rule changes are no longer online and have stalled out for long enough that they will need to be redone and started again.

Goal 2 Broaden parameters for the Gateways Scholarship Program

Objectives 1 Identify potential funding gaps in Gateways Scholarship participation

Objectives 2 Research potential funders to expand Gateways Scholarship and additional professional development system capacity.

- For DHS supported programs we are in good shape.
- So objective 2 is more of the priority
- Is there a possibility of getting federal dollars to support Head Start
- Getting ISBE dollars for those needs of 04, student teaching, bilingual/ESL endorsement.
- Head Start has degree requirements for a percentage by 2015 or 16 and typically get professional development dollars individually for that.
- Identify the state and or federal goals that need professional development available to meet and then look at what needs to happen to have them ready for the funds
- Committee is very interested in cohort model.
- Lots of students take every ECE course but don't want to take gen ed courses to finish degree.
- How do we get the data and how do we solve the problem?
- Do we look at cohort models to help students with gen eds? Or through the basic courses.

- No financial supports to pay for remedial courses to get to the math that scholarship will support.
- Market the scholarship program to completion on the Great START scale as the incentive.
- The scholarship program used to have incentives for completion of degrees but that was removed several years back.
- **ACTION**- do we have data that shows why people are not completing the degree?
 - Request has been sent to Joellyn for data
- Completers are a priority for the state and especially for higher education.
- Programs that will embed credentials into their policy and professional development within centers will contribute to the completion rates.
- However the programs that will not increase quality and look at bottom line and bottom requirements don't help the need for professional development.
- Feeling a sense of worry about the shortage of qualified teachers.

Discussion Goal 3 Analyze current financial supports for added efficiency and effectiveness in alignment to state partner agency's priorities

- Our morning discussions were robust and left little time for this discussion.
- Look to split up goals and break into small working groups.
- Do we have priorities – maybe tackle one thing instead of all 3 goals
- Goal 1 – we need to distribute to target audiences
- Goal 3 – Great START is a priority
- Fear is do we miss the how... to make compensation. Work needs to be done on the how in compensation parity.
- Next Steps – Start with goal 1 and look at distribution and recommendations in the final pages of the report. Work on those will push other conversations around the secondary goals.
- **ACTION** – share info graphics from WFD committee as an idea of something we could create for the compensation report.
 - Attached to minutes
- Do we split into two groups 1. On communication of report and 2. On recommendations and next steps. Committee consensus was yes split into two groups.
- **ACTION** - Goal 1 objective 2 – determine talking points by audience (field, stakeholders and policy holders) Led by Amanda with Cindy, Rebecca, Jill
- **ACTION** - Goal 1 objective 3 – look through recommendations in the report and next steps and future work Led by Laurie with Debbie, Alethia, Bob
- Will provide opportunity to other committee members that were not able to attend meeting to choose to be on one of these smaller working groups.
- Goal of the groups is to use the call time on August 23rd (except we will meet separately) to discuss and lay out next steps and work to be done.

Review Upcoming Meeting Schedule & Announcements

Adjourn

Next Committee Dates:

- August 23 telnet 1-3 do two separate calls simultaneously
- September 27 telnet 1-3
- October 25 1-3 telnet
- Take a break in Nov & Dec – unless a call is needed
- January 10 1-3 telnet
- March 21 1-3 telnet
- May 16 1-3 telnet

