



PDAC FINANCIAL SUPPORTS COMMITTEE

Tuesday September 27, 2016

Telnet

1:00am – 3:00pm

Minuets

In attendance: Debbie Rogers-Jaye, Rebecca Livengood, Amanda Cardin, Jill Bella, Bob Hughes, Robert Hitchen

Revisit Financial Supports Strategic Plan

- Debbie Jaye reviewed the strategic plan with comments of movement toward goal completion.

Review small group discussion and summarize. What thoughts were surfaced?

- Rebecca reviewed group 1s notes
 - Picked 4 audiences providers (classroom & owner/director, legislative state/local, business, families)
 - Decided we needed to start with providers
 - Look at this being a big task and where do we start. Discussed building a tool kit
 - In the end decided to start with an announcement in the Registry member's newsletter.
 - Concern that teachers will be thrilled, but owner/directors will have concern of how this is going to happen.
- Debbie Jaye reviewed group 2s notes
 - One important conclusion is to include private business.
 - Prioritize use of financial supports – had conversation with Toni earlier. How do we look to do that in the future. Look at wage supplements and scholarships.
 - Update and explore the loan forgiveness document
 - What is immediate, short term and long term
 - Reviewed 8 immediate and short term recommendations from group 2s notes.
- Loan forgiveness – there are staff that can't get their transcripts because they owe money which also keeps them from being able to get a credential. If we can't get full loan forgiveness can we get enough to be able to get transcripts?
- Great START being paid as a 2x year supplement doesn't actually increase a person's wage. At least on paper (or in their head). They get paid blank an hour and then oh yeah they get a supplement twice a year. So in the end the wage supplement program is not actually reporting an increase in their wage.
- Do we do something that helps the provider see the wage increase they get from the 2x year supplement?
- Debbie Jaye then reviewed the longer term goals from the notes
 - Offer scholarships to high school students who major in ECE and commit to a term limit of teaching in the field – some states are already doing this.
 - Fund administration of shared services – how are programs sharing staff?

- Ensure all new requests for funding include funding for salaries. We are not sure who is at the table and if those requests are being made.

Review and discuss compensation graphics

- Like how it laid out average salary and what was the plan for using these?
- Probably best to combine them into one
- Maybe two versions better if we are approaching two different audiences.
- Like the three steps with the pencils from the inccrra document.
- Two strong facts – wages remained flat for two decades, and ECE was college major with lowest average pay. Maybe these two get incorporated into the other one.
- Can we brand these inccrra or gateways? Are they too close to the advocacy line?
- Can we combine the two based on discussions during this call.
 - We like the pencil graphic, we like the average wage graphic
 - We like the two strong facts listed above.
 - Can we delete some of the not needed content
- Meet with the Workforce Development & Pathways group to ask them what they were planning to use this graphic for? Did they have an intended audience?

Discussion of who carries this message?

- Who advocates for this salary?
- Do we reach to Illinois AEYC? Action? Ounce? Voices? Is it a collaborative approach?
- Do we supply information and talking points, but they take the information.
- Is anyone already sitting at the table with these groups to promote compensation parity? And should they be part of our committee
- Jill at the McCormick Center has the ability to do some outreach, but is in much the same place as inccrra.

Prioritize Financial Supports committee plan

- Do we need to stay two groups or do we combine back into one and prioritize some of the work?
- Based on workforce development and pathways and what they are planning to do with the info graphic we may not need to do the outreach. They may be doing that. Then we can focus on the “how” of compensation parity.
- Is it realistic to combine the groups now?
- We are a small group and when we divide we divide our experiences. The group feels that they should join and meet together again, and keep all the work moving forward.
- The next step would be to prioritize work into short and long term goals.
- Move up the issue of owed money being a barrier to transcript attainment.
- Next telnet or the one after – could Toni join us again to review the prioritization of wage supplements and scholarships and look at individual staff within ExceleRate programs
- We also have responses from Toni from our last meeting that can be shared with the committee. Goes with #5 on group 2 notes
- Need to look at current document of loan forgiveness and get it updated. Debbie Jaye has agreed to do update this document.

Asking committee members to look at both groups documents and lets look as a whole committee to start to prioritize the actual work. Where do we want to start and what is the priority? Come ready to the next telnet with where you want to spend your energies.

Who else and what else is needed to complete committee goals?

- An advocacy group – action for children, Ounce, McCormick, Illinois AEYC
- Keep NAEYC in mind based on professionalizing the field. We could be a resource to them with data. <http://www.naeyc.org/profession/national-organizations>
- We need more data for the load forgiveness piece
- Business partnerships
- Workforce Development and Pathways (possible joint work)
- Identifying current federal and state goals (our objective 1) what committee might help with this? Information Analysis & Trends

Meeting adjourned at 2:30pm

Next Committee Dates:

- 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

