

**Illinois Early Learning Council Quality Committee
Ad Hoc Long Term Strategies
December 19, 2017 Meeting Notes**

Anna Perry	Joni Scritchlow
Anita Ramage	Joyce Weiner
Bethany Patten	Melissa Szymczak
Cathy Main	Rebecca Pruitt
Claudia Fabian	Shauna Ejeh
Donna Emmons	Teri Lamb
Gail Nelson	Teri Talan

Welcome— Teri Talan

December 5, 2017 meeting notes

- Meeting notes reviewed and approved with correction of meeting date as noted (change Dec. 18 to Dec. 19).

Prioritize Committee Focus within previously identified areas

- **Compensation Parity**
 - Compensation Parity can mean different things depending upon viewpoint. For example, from licensed child care perspectives, what compensation parity is viewed as could be quite different than from a PFA or LE lens.
 - Don't limit thinking to working on compensation parity only for teachers with PELs working in community based or school based settings.
 - Another way of looking at parity is to say that early childhood teachers with AA degrees, should be assured compensation parity with other occupations that require an associate's degree. Need to consider compensation parity more broadly in order to address multiple ways it impacts programs.
 - This lens would align with the recommendations from the joint PDAC Financial Supports Committee and the ELC Workforce Compensation Ad Hoc Committee that looked at compensation parity based upon similar levels of degrees.
 - Benefits are a key component as well in overall compensation parity.
 - This Ad Hoc should align with previous work and link parity to education attainment levels rather than the Great Start scale which has several different levels.
 - What are the levers that this committee can identify and use to improve compensation?
 - One lever could be QRIS.
 - A redistribution of quality dollars might support approving (as an example) providing a Gold program a 20% add on in tiered reimbursement if they were able to document their salaries.
 - Several years ago, PDAC made a recommendation to the Illinois Early Learning Council that *new* federal early childhood funding entering the state should have compensation parity built into rule or statute. This recommendation is not being utilized. It acknowledged that funds already in place were allocated, and was focused on incremental movement going forward to begin to address compensation inequity.

- IDHS: Quality dollars support a range of quality initiatives in the state, including professional development, quality improvement funds for programs, and scholarships to name a few.
 - How much does the state contribute in addition to quality set- aside from the block grant?
 - The challenge is more about increasing revenue to support compensation. There are insufficient dollars to fund compensation parity. The approach we take should be about what it truly costs to provide high quality care, what we pay, and then what is the gap?
 - The question that needs to be worked on is: how do we find revenue to fill that gap?
 - Other states have used investment approach, but we need to know cost of high quality care.
 - OECD has a cost modeling report for every region of the state and for every type of care. Kate Ritter shared the information with IDHS.
 - *Bethany Patten was asked to share this information with the committee at the next meeting to help inform the committee's discussions.*
 - Federal pre-print for the FY19-22 Block Grant has been released, and is open for public comment. It would be helpful if the federal government required some sort of compensation parity.
 - IOM report from Illinois will likely show that although Illinois is positioned well, the next "Big Thing" is compensation and more revenue needed to address inequities.
- **Model pathways to move from the ECE Level 5 or Type 29 to the PEL**
 - Ways to fund model pathways or guidelines were developed and included in the recommendations from the Latino Policy/Ounce Recommendation and the ILAECTE Recommendation.
 - Current Illinois State Board of Education (ISBE) rules on the PEL do not lend themselves to the type of models outlined in the ILAECTE recommendations. Need to make better pathways for people interested in the PEL.
 - Higher education institutions need to come together to create these models.
 - Should these models be developed before we know if SB 1829 will be approved?
 - At the December ISBE meeting they did open Part 25 (teacher licensure) for public comment.
 - To be effective, we need to think about the academic calendar because it takes time internally to get approval and for changes to be implemented in the curricula.
 - One strategy would be to have input into the rule process and make recommendations that include ECE.
 - **Development of alternative pathway for ESL or Bilingual Endorsement for Non-PEL Teachers**
 - One of the challenges in the joint recommendation (Latino Policy Forum/Ounce and ILAECTE) document is that there are so many recommendations it is challenging to focus.
 - Comment: the recommendations are listed in priority order within the document.
 - Within the Latino Policy Forum/Ounce Recommendations, some will be easier to accomplish (low hanging fruit) and other things might be harder, but are more impactful.

- **Strategies to maximize support for ILAECTE and Latino Policy Forum/Ounce recommendation**
 - Need to prioritize the recommendations moving forward through the ISBE system.
 - Must be mindful of all of the candidates coming from community based programs and schools based programs in terms of who offers supervision , a lot of programs are written with school based in mind but we need alternatives.

Prioritizing

- There are multiple suggestions and recommendations, what priorities can we surface that should be worked on first? They might be low hanging fruit, or might be more impactful – either.
 - One suggested priority: Pay people more who are bilingual because they have more skills
 - Question: Could this be paid to Great Start scale do to a special skill?
 - Gateways and INCCRRA could bring together (Illinois Community College Board) ICCB and ISBE to create an AA level bilingual ESL credential.
 - So much structure is already in place, this wouldn't be high cost/a heavy lift.

Senate Bill 1829 Recommendation Updates

- SB1829 is making its way through the ISBE processes.
 - When posted for public comment, committee members will be notified to get the word out so (supportive) comments can be made.
- The ILCAETE recommendation has not moved forward as this recommendation is completely dependent upon the SB1829 recommendation being accepted.
- Emergency rules have gone out and are now in place for the special approval.
 - The State Board of Education tends to make public policy by/through public comment. Policy is much stronger if there is broader input into the process and we are not just making policy based on public comment.
 - Could this committee ensure key representatives from the state agencies to these conversations at the beginning to strengthen the process?
 - Are there representatives from ISBE that could inform or have ownership or expertise to bring to the table? Such as those who move recommendations forward or who write the recommendations? Could they attend the next meeting for a presentation?
 - Licensure should be included in these types of conversations. Perhaps Tina Dimmitt Salinas would attend the January 3 meeting.

Next Steps

- Devote the next Ad Hoc meeting to meeting with ISBE and pathways to the PEL.
- ISBE will be asked to attend the January 3rd telenet to support discussion per above.
- What can this Ad Hoc Committee can do in terms of compensation and compensation levers?
- How can suggested priorities be advanced?

Adjourn

- Next telenet will be held on January 3, 2018 – 1:30PM -3:00PM