

## ExceleRate Subcommittee, Minutes of November 2019 meeting

Thursday, November 21, 2019, 10:30 – 12:30

National-Louis University's Chicago campus, 122 S. Michigan Ave, and by conference phone

### Present

Allison Perkins-Caldwell, Ann Hentschel, Artiya Nash, Beth Knight, Bethany Patten, Carie Bires, Cindy Wall, Deborah Chalmers, Debra Clark, Donna Emmons, Emily Ropars, Felichia Crawford, Gail Nelson, Heidi Elliott, Iris Hildreth, Jamilah R. Jor'dan, Jenny Metcalf, Kisha D. Davis, Loren Lansdale (Ounce), Maribel Centeno, Marsha Hawley, Michell Vilchez, Pam Wicking, Pat Chamberlain, Pat Twymon, Tamara Sanders-Carter, Teresa Ramos, Teri Talan, Tom Layman, Toni Porter

#### 1. **Welcome and introductions**

#### 2. **Minutes of previous meeting**

Donna Emmons moved to approve the minutes of the Sept. 19 meeting. Pat Chamberlain seconded and the motion passed unanimously.

#### 3. **PDG B5 proposal, including pilot-testing our system change recommendations**

Artiya Nash, PDG B5 Project Director, and Tom Layman gave a brief description of the PDG B5 proposal just submitted to the federal Dept. of Health & Human Services. One proposed initiative is for Illinois to pilot the "tiered funding/tiered QRIS" approach recommended by the ExceleRate and Mixed Delivery System subcommittees. IDHS would provide child care contracts to centers in selected rural counties. The contracts would support the staffing and CQI requirements developed by this subcommittee. Revised ExceleRate standards would be tested.

Donna Emmons suggested that the role of ECBG and HS/EHS layered funding could have been stated better. The proposal talks about improving programs to the highest level, where they would be eligible for those funding streams. Donna pointed out that those streams help programs get to the highest level. The group agreed.

The subcommittee discussed the need to communicate with the field in general about the purpose, time frame and other details of the pilot. Also, the group recommended defining how and when experience with the pilot would lead to statewide implementation of the changes. Finally, the group emphasized the need for robust supports for programs to implement the revised standards including the CQI practices.

#### 4. **Report from the combined Standards and Measures workgroups; discussion of issues raised**

Teri Talan reported on the recommendations of the combined workgroups. Workgroup members agreed that the *Minutes of ExceleRate Standards & Measures Combined Workgroups, 10-17-19* captured the recommendation and discussion. The subcommittee affirmed the recommendation that global assessment scores are needed but should not be high stakes for programs. The subcommittee edited the recommendation slightly, so that the final version is: **"The scores on global assessments (ERS and CLASS) should be used for formative assessment purposes and for programs to track improvement over time and to provide accountability at the state level for the use of public dollars."**

Discussion followed, especially around the question of how global assessments can contribute to accountability if they are not high stakes for programs. The subcommittee elaborated on the recommendation by pointing out the following:

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- (a) Global assessment results can be aggregated to identify overall levels and trends in program quality, and to determine support system effectiveness. Sampling could be used at the state level.
- (b) Individual programs' accountability can be measured through a compliance checklist that does not include global assessment scores. Accountability measures can include financial reporting, enrollment, staffing, and selected professional practice measures such as family engagement, inclusion, etc. ISBE's ECBG programs (PFA and PI) use such a framework.
- (c) The subcommittee noted that the posting of ISBE programs' Circles of Quality on the ExceleRate website is useful and acceptable because ratings are not tied to program funding, but they can still inform families and incentivize improvement.

Further discussion added the following considerations:

- (a) *State level accountability for funds and system improvement.* Subcommittee members suggested that the state needs to identify the key goals and metrics of its ECE funding streams, monitor programs and collect the relevant data, and evaluate interventions and supports to determine their effectiveness. Global assessment scores can be part of this work at the state level.
- (b) *Individual programs' accountability.* Toni Porter pointed out that for child care programs, every item in ExceleRate is now high stakes because we have a block system. Poor performance on any one item could be enough to affect a program's reimbursement. Further discussion is needed to determine which ExceleRate indicators will be considered compliance or high stakes items, and which are intended for program improvement and recognition use only.

Further discussion suggested that compliance or "block" items should include a requirement that programs collect data, including global assessments (ERS, CLASS) and workplace culture surveys (Early Education Essentials, Early Childhood Work Environment Survey), and that programs demonstrate use of that data for improvement – by documenting team reflection, learning, planning and implementing changes in professional practice. Administrators who are compliance oriented would be motivated by such compliance requirements.

### **5. Review and approval of document: *Vision for Quality System and Funding System Integration***

There was not time for this agenda item.

### **6. Work for 2020**

- a. Review of standards for pilot
- b. Develop parallel standards for family child care
- c. School-age standards & considerations

### **7. Next meeting Thursday, January 16, 2020, 10:30 – 12:30, NLU Lisle campus**