

Illinois Early Learning Council (ELC) Quality Committee
July 31, 2018
Meeting Notes

Allison Lowe Fotos	Cornelia Grumman	Marge Holland
Amanda Heinz	Dan Harris	Maria Estland
Andres Krugly	Debrah Clark	Melissa Batchelor
Anita Ramage	Donna Emmons	Melissa Johnson
Anna Perry	Jamilah R. Jor'dan	Melissa Szymczak
Brenda Lee Smith	Joni Scritchlow	Rebecca Pruitt
Brynn Siebert	Josh Kaufmann	Rebecca Vonderlack Navarro
Carol Morris	Joyce Weiner	Safiyah Jackson
Cathy Main	Judith Walker Kendrick	Sergio Hernandez
Cathy Mannen	Karen McCarthy	Teri Talan
Cindy Berrey	Karen Zehnal	Tom Layman
Cindy Mahr	Kathy Slattery	Toni Potenza
Colleen Bandy	Lucy Gomez	Tonya Glaze
	Maggie Koller	Wendy Uptain

Welcome & Review of Meeting Notes – Dan Harris & Teri Talan, Co-Chairs

- April meeting notes were shared for review/edits in advance of the meeting. Any suggested edits/revisions to the meeting notes should be sent to jscritchlow@inccrra.org.

Data, Research and Evaluation Research Discussion – Jamilah R. Jor'dan, GOECD (Attachment 1)

- The Illinois Early Learning Council Research Agenda: Priority Questions.
 - The priorities were developed from a cross-walk of what was put forward in 2015 and in 2018 and will be referenced as our “priority questions”.
- Our goal today is to narrow the questions rather than broaden the questions.
 - To what extent do at-risk children have access to programs? (Comment: define access)
- We are challenged in capturing an unduplicated head count.
- In context of expulsion legislation: when we are identifying children and how are we providing continuity of services?
 - The ELC Inclusion Committee will look at this question at their September meeting
- How do programs differentiate between language development/cultural barriers? (are we able to differentiate between children who are dual language learners and might appear to be delayed and those who have actual development delays - and/or both?)
- Questions related to the workforce pipeline: should differentiate between leaving a specific job within ECE for a similar job in ECE or leaving the ECE field altogether.
 - more context needed around the question to garner information needed.
- Impact of absenteeism/attendance are well known. Is this question about identifying effective intervention instead?
 - Will do a deep dive into this topic using the Illinois Attendance Commission. Yes – we do want to know what works in order to address this issue.
 - The Illinois State Board has included chronic absenteeism as part of their accountability plan. Perhaps some of that research could be used to answer this question.

- Any additional feedback on the priority questions should be sent to Elliot Regenstein Elliot.Regenstein@FLPadvisors.com or Bethany Patten at Bethany.Patten@illinois.gov

ELC Executive Committee: Equity Update - Dan Harris, INCCRRA & Teri Talan, McCECL

- The ELC Executive Committee utilized Dr. Aisha Ray of the Erikson Institute to provide background and facilitate discussion on how the Early Learning Council can bring a racial equity lens to its work.
 - Work is currently underway to define racial equity.
 - Goal is for Illinois to be at a place where a child’s background/culture/race/ethnicity does not define their outcomes.
 - The Executive Committee is committed to the work. Through the membership and work of the council we want to insure we bring a racial equity lens to what we do.
 - When finalized, it will be shared to ensure unity and inform the work of all of the committees.

Initiatives and highlights from State Partners

- **Governor’s Office of Early Childhood Development** - Jamilah R. Jor’dan, GOECD
 - Thank you on behalf of GOECD for everyone’s support on SB 1829.
 - In the continuity phase of the Early Childhood Workforce Development Project.
 - Dual Credit and Dual Enrollment: have made significant progress in placing the Gateways ECE Credential Level 1 in high schools.
 - Considering placement of the Gateways ECE Credential Level 2
 - Have developed a survey: more information is needed from high schools as well as from higher education institutions.
 - We received a grant from the National Governor’s Association and had a recent site visit. The NGA will provide technical assistance to support us in the development of an action plan designed to address compensation.
 - The BUILD/QRIS National conference focused on next steps post RTT.
 - There was a lot of feedback regarding ExceleRate post RTT.
 - Focused efforts are underway to place the Gateways Credentials within DCFS Licensing standards as indicators of meeting educational attainment required by licensing.
 - The Inter Agency Team continues discussions on data points related to suspension/expulsion.
 - The BUILD Initiative Illinois Early Childhood System Report of Findings was just published in June. Everyone is encouraged to read it. It can be found at the following link:
 - <https://www2.illinois.gov/sites/OECD/Events/Event%20Documents/BUILD%20Survey%20Report.pdf#search=Illinois%20Early%20Childhood%20system%20Report%20finding%20BUILD>
 - BUILD summary: To sustain progress, a unified vision, funding, and focused attention are needed.
 - A “re-booted” vision to ensure equitable access.
 - Provide adequate funding – and an entity responsible for the early childhood system.
 - Support different state structures to align policy, programs and procedures.
 - Message and communicate the benefits of building the infrastructure for system work (building a system that includes better outcomes for children)
- **Illinois Department of Children and Family Services** – Carol Morris, IDCFS
 - Work is underway in partnership with IDHS to embed Gateways Credentials within DCFS licensing.

- Review of comments from recent release of public rule changes are now underway.
 - The Day Care Licensing Advisory Council meeting is scheduled for Thursday, August 1, 2018. Prior to the Advisory Council meeting a call will be held regarding the alignment of the Montessori with DCFS licensing requirements.
 - Work continues with ISBE on the Expulsion and Suspension bill.
 - Reviewing public comments on the emergency rule related to lead testing and water.
- **Illinois Department of Human Services**
 - No representative available for the call.
 - Dan Harris, INCCRRA, shared information regarding the Health and Safety requirements:
 - In order for providers to continue to participate in the CCAP program after October 1, 2018, the provider must have completed four trainings:
 - *Mandated Reporter* training through the Department of Children and Family Services
 - *CPR- First Aid Training*
 - Completion of the *Basics Training* or Tier One/ECE Credential Level 1 (or higher levels of Gateways Credentials count as well)
 - *What is CCAP?* (for those responsible for billing or if a Director of a CCAP program)
 - CCR&R's and DHS will be holding trainings on Saturdays through September to help meet the needs for CPR and Mandated Reporting trainings.
 - Providers who have completed the CRP-First Aid and Mandated Reporter trainings will get an additional 90 days to complete the remaining trainings and remain a CCAP provider, but will not be able to enroll new children into their program.
 - Approximately 2/3 of licensed exempt family child care providers have been identified in the Gateways Registry, and ¼ of all providers have completed some portions of the required trainings.
- **Illinois State Board of Education** – Sergio Hernandez, ISBE
 - SB 1829 was signed by the Governor and went into effect immediately. ISBE is now examining implementation strategies.
 - ISBE will provide guidance for PFA programs about the change and how to support candidates.
 - ISBE will track candidates, possibly creating a code for people employed in PFA programs that links to ELLIS (educator licensure information system).
 - SB 3536 - Alternative avenues for programs and the evaluation of candidates by people who are qualified with an early childhood background. This bill is currently with the Governor.
- **Professional Development Advisory Council (PDAC)**–Teri Talan, McCECL & Joni Scritchlow, INCCRRA
 - The PDAC Strategic Plan Phase VIII (Attachment #2) was shared with the Quality Committee. The plan covers the time frame of 2018-2021.
 - The PDAC Qualifications and Credentials committee will development and implement a Gateways ESL/Bilingual Credential based on the recommendations created through the joint work of the Latino Policy Form and the Ounce.
 - The PDAC Financial Supports Committee and the PDAC Information and Trends Committee will host a series of webinars highlighting the information contained in the Institute of Medicine's *Transforming the Financing* report.

- The PDAC Workforce Development and Pathways Committee will utilize and disseminate the Gateways Career Lattice.

ExceleRate Subcommittee – Tom Layman, GOECD

- The State Agency Partners Group which oversees ExceleRate has developed five priority areas of work.
 - One of the priorities is to make recommendations for working with program leaders at the site level to take ownership of quality and quality improvement(s) at their own sites.
 - The sub-committee has split the work into two parts.
 - Part one: what are expectations if programs take ownership of quality?
 - Part two: How can we emphasize CQI – where it already exists and how it can be supported across multiple sectors in coordination with the work needed to support program leaders.

Advocacy Partners – Maria Estland, IAFC & Joyce Weiner, Ounce

- The bill to extend CCAP eligibility to 12 months is on the Governor’s desk to be signed. IDHS will implement 12-month eligibility in the fall regardless of signature. Able to extend the eligibility due to increase in federal funds.
- SB 3536 mentioned earlier is on the Governor’s desk as well and has been prioritized by advocates.
- Regarding the Early Childhood Block grant awards, yesterday the State Board of Education began notifying school districts and Pre-K programs if they met a score of 60 or above in the evaluation process they can expect a letter detailing grant award information. An additional \$20 million dollars was generated to pay for the grants to both districts and Pre-K programs.
 - Advocates will need to make sure that extra funds are there for each consecutive year as this is a five-year grant.
- The majority of the FY 19 budget is level funded. Exceptions are another \$50 million in early childhood block grants and \$12 million to revise the stalled capital grant programs for early childhood programs.

Child Care Tax Credit – Dan Harris, INCCRRA

- Legislation was introduced this spring with House Bill 1132 House Amendment 1 which provided three kinds of tax credit.
 - Parent Tax Credit: A refundable tax credit per (each) child, tied to poverty index and graduated by parent income levels, based on what level of quality program the child attended as defined by ExceleRate.
 - Provider Tax Credit: a tax credit to providers serving children participating in Child Care Assistance Program based on number of (CCAP) children served. (incentivizing serving low-income or at-risk children)
 - Staff Tax Credit: a tax credit for employees working in licensed centers who hold a Gateways to Opportunity credential; the amount of the credit tied to their level of credential (higher levels/education would equal a larger tax credit thereby incentivizing educational attainment)
- The Bill was never heard in committee, but several subject matters hearings were held.
 - A great deal of interest was generated by the Bill.

- This Bill was a Representative initiative. The Illinois Early Care and Education Advocacy community was not initially aware of the bill, so there was not a group of people (key stakeholder/advocates) in Springfield pushing for the Bill. This may be why the Bill did not get much traction.
- Comment: tax credits do not put money to work for low income families on a weekly or monthly basis when the rent/mortgage or car payment is due. It is unfair and a major issue that tax credits are viewed as a way to support poverty/inequity.
- Efforts to date have focused on tax credits. The real need is to adequately fund early care and education programs so that they can attain a high level of quality. That includes compensation equity for their staff. Staff shouldn't need to rely on a tax credit as part of their wages.

Meeting Adjourned 1:35PM