Agenda

1. Welcome and Introductions
2. Results of Stakeholder Survey
3. State Department Updates
4. Leveraging Competency-Based Education to Support Early Childhood Workforce Development in Illinois
5. Break
6. 2020 Census and Potential Implications for Illinois
7. Committee Reports
8. Announcements & Public Comments
9. Adjourn
Results of Stakeholder Survey

Shauna Ejeh
State Department Update: IDHS

Kisha Davis
State Department Update: ISBE

Carisa Hurley
Leveraging Competency-Based Education to Support Early Childhood Workforce Development in Illinois

Joni Scritchlow and Stephanie Bernoteit
Gateways to Opportunity® Credentials & Competency-Based Education

June 17, 2019
Illinois: the First State to Transform Early Childhood System

• Ensure high-quality early childhood programs
• Address urgent teacher shortage
• Equip the early childhood workforce for the 21st century
• Bring great benefits to Illinois for generations
Features of a Competency-Based System

• Signifies an educator has learned particular skills
• Indicates knowledge, professional judgment
• Shows educator applies skills in classroom with children
• Requires educator to demonstrate skills to advance
• Values on-the-job learning
Gateways Credentials: Building Blocks for Teacher Preparation in Illinois

- **Secured in Administrative Rule by IDHS**
  - Utilized in state’s quality rating and improvement system- ExceleRate Illinois
  - Highly diverse workforce mirroring IL families with significant dual-language capacity
  - Over 28,000 credentials awarded (55,000+ including Level 1)

- **Recognized/Embedded by Illinois colleges/universities**
  - Stackable and scaffolded – vehicle for consistency between/among IHE
  - Positioned in Illinois Articulation Initiative (IAI) transferrable coursework

- **Required by ISBE for licensure/EC programs 2014 eff. 2019**
  - Embedded in Preschool-for-All RFP

- **IBHE INCCRRRA ICCB Research: tenacity of EC workforce**
  - Higher rates of degree completion, retention and persistence than other students
System is Flexible, Streamlined

- Meets needs of students working full-time
- Provides multiple entry, exit points
- Gives ongoing guidance
- Creates personalized career paths
- Acknowledges knowledge and skills learned through experience
Gateways to Opportunity Credentials

Gateways to Opportunity® Early Childhood Educator Career Lattice

- ECE: Foundational Early Childhood Educator requirements for all Credentials
- FCC: Family Child Care Credential
- ITC: Infant Toddler Credential
- IDC: Illinois Director Credential
- TA: Technical Assistance Credential

The ECE Credential is the foundation for these Gateways Credentials.

More details on each Credential can be found at www.ilgateways.com
Competencies Defined

- **Knowledge**: What do I need to *know*? What theories or ideas?
- **Skills & Abilities**: What do I need to be able to *do*?
- **Intellectual Behaviors**: What dispositions must I display?
- **Application & Transfer**: Where must I be able to apply these KSAs, and at what level?

Understands the theory of XXX, and has the skills and dispositions to successfully apply all of these at the XXX level in XXX situation.

**Focus on what’s needed to be successful – outcomes.**
Practitioners Can Move Up More Quickly

• Competency-based system meets students where they are
• More choices, more opportunities
• Greater earning potential
• Receive credit for knowledge, skills learned through experience
• Multiple entry/exit points across sectors of profession
• Flexible system meets needs of full-time workers
Benefits to Professional Development

• More opportunities for professional development organizations
• Fully integrated professional development
• Stronger bonds with higher education institutions
• Partnerships with employers
• More clear guidelines enhance training programs
# ECE Credential Entitled Institutions

<table>
<thead>
<tr>
<th>College</th>
<th>City, State</th>
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<tbody>
<tr>
<td>Black Hawk College</td>
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<td>Illinois Institute*</td>
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<tr>
<td>Southern Illinois University Carbondale**</td>
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*Professional Educator License entitled
**Both Professional Educator License and Early Childhood Endorsement
Gateways Credentials as Part of the 60 x 2025 Goal

Tracking the Trend*
Percentage of the state’s working population (25-64) with a quality postsecondary credential

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage</th>
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<td>2008</td>
<td>40.8%</td>
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<tr>
<td>2009</td>
<td>41.4%</td>
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<tr>
<td>2010</td>
<td>41.3%</td>
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<tr>
<td>2011</td>
<td>41.7%</td>
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<tr>
<td>2012</td>
<td>42.5%</td>
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<tr>
<td>2013</td>
<td>43.0%</td>
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<tr>
<td>2014</td>
<td>49.6%</td>
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</table>

2014 includes an estimate of certificates, adding about 6%.

Levels of education for Illinois residents, ages 25-64*

- Less than ninth grade: 294,951 (4.31%)
- Ninth to 12th grade, no diploma: 408,483 (5.96%)
- High school graduate (including equivalency): 1,888,315 (24.84%)
- Some college, no degree: 1,471,520 (21.48%)
- Associate degree: 586,529 (8.56%)
- Bachelor’s degree: 1,502,236 (21.83%)
- Graduate or professional degree: 869,188 (13.12%)

TOTAL 6,851,222

Estimated attainment of certificates: 6%


Note: For years prior to 2014, this graph denotes attainment of associate degrees and higher. For 2014, it also includes the estimated percentage of state residents who have earned high-value postsecondary certificates. This percentage — again, an estimate — was derived from Census and IPEDS data by labor market experts at the Center on Education and the Workforce at Georgetown University Center on Education and the Workforce used Survey of Income Program Participation 2006 Wave 12 data (2012) and data from the Integrated Postsecondary Education System (IPEDS) 2014.

*Excerpted from the Lumina Foundation’s A Stronger Nation Illinois policy brief.
# IBHE Illinois Early Childhood Educator Preparation Pathway

## Gateways: ECE Credentials

### Level 5: Lead Teacher (Level 5)
- Nature, Growth and Development (HG25, HG26)
- Health Safety and Well-Being (HSSW)
- Observation and Assessment (OA, OAB)
- Curriculum or Program Design (CDPP, CDPD)
- Interactions, Relationships, and Environments (IREL, IREL7)
- Family and Community Relationships (FCR)
- Personal and Professional Development (PPD, PPDB, PPDC, PPDS)

#### Postsecondary Competencies
- Completion of additional ECE coursework, supervisory experience, and possible specialization in:
  - Infra/Toddler
  - ESL/ELL
  - Early Childhood Special Education

#### Additional Postsecondary Education

#### Preparation
- Prepares competent early childhood classroom lead teachers with leadership and advocacy knowledge and skills, and possible educator innovation through IBHE.

### Level 4: Teacher (Level 4)
- Nature, Growth and Development (HG24)
- Health Safety and Well-Being (HSSW)
- Observation and Assessment (OA, OAB, OAS, OA2)
- Curriculum or Program Design (CDPP, CDPM, CDPPD, CPDP, CFP)
- Interactions, Relationships, and Environments (IREL, IREL7)
- Family and Community Relationships (FCR, FCR7, FCRC)
- Personal and Professional Development (PPD, PPDB, PPDC, PPDS)

#### Postsecondary Competencies
- Completion of general education, 3 additional hours of ECE, and child development practicum

#### Additional Postsecondary Education

#### Preparation
- Prepares competent early childhood classroom teachers with pedagogical knowledge and skills.

### Level 3: Entry-Level Teacher (Level 3)
- Health Safety & Well-Being (HSSW, HSBE, HSBB, HSBD)
- Observation and Assessment (OA, OAB, OA2, OA3)
- Curriculum or Program Design (CDPP, CDPM, CDPPD, CPDP, CFP)
- Interactions, Relationships, and Environments (IREL, IREL7)
- Family and Community Relationships (FCR, FCR7, FCRC)
- Personal and Professional Development (PPD, PPDB, PPDC, PPDS)

#### Postsecondary Competencies
- Completion of 3 hours each of English, math, and general education

#### Additional Postsecondary Education

#### Preparation
- Prepares competent entry-level early childhood classroom teachers with basic knowledge and skills.

### Level 2: Assistant Teacher (Level 2)
- Nature, Growth and Development (HG22, HG23)
- Health Safety and Well-Being (HSSW, HSWT)
- Interactions, Relationships, and Environments (IREL, IREL7)
- Family and Community Relationships (FCR, FCR7, FCRC)
- Personal and Professional Development (PPD, PPDB, PPDC, PPDS)

#### Postsecondary Competencies
- Completion of 2 additional hours

#### Additional Postsecondary Education

#### Preparation
- Prepares competent early childhood assistant teachers with foundational knowledge and skills.

### Level 1: High School Diploma or GED

#### Postsecondary Competencies
- A series of basic training in health, safety, and other topics aligned with the Illinois Department of Human Services requirements that may be used to supplement a high school education.

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*Gateways to Opportunity*
http://www.illgateways.com

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Outreach to the Community
Other Statewide CBE Projects

• Ohio, Georgia, and Texas – helping to equip, encouraging
• New Hampshire – K-12 to Higher Ed Bridge
• North Carolina – Technology degree, multi-institutional, shared assessment
• Tennessee – Multiple state agencies, 60k direct care workers, community colleges and 4-year institutions
C-BEN Quality Framework for CBE

- Clear, Measurable, Meaningful and Integrated Competencies
- Coherent Program and Curriculum Design
- Credential-Level Assessment Strategy with Robust Implementation
- Intentionally Designed and Engaged Learner Experience
- Collaborative Engagement with External Partners
- Transparency of Student Learning
- Evidence-Driven Continuous Improvement
- Demonstrated Institutional Commitment To and Capacity For CBE Innovation
Competency-Based System Offers Solutions

- Transparent, sustainable system
- More chances to advance
- Reflects best practices in workforce development
- Aligns qualifications, credentialing across profession and state
- Clearly maps routes to for career progression
- Supports diversity in early childhood workforce
Adult students with PLA credit were two and a half times more likely to earn a postsecondary degree than similar students with no PLA.
Cautions and Misperceptions

• You can just rename standards and call them competencies. [Competencies are distinguished from standards in that they are intentionally designed with assessment in mind.]

• CBE programs can give credit for prior experience. [Title IV rules do not allow funds to be used for prior experience. Designated experimental sites can conduct prior learning assessment.]

• All prior learning should/will be granted college credit. [Not all prior learning equates to collegiate-level work.]

• CBE programs are quicker and less expensive. [Not necessarily]
NEXT STEPS FOR OUR COLLABORATIVE WORK

Illinois Gateways Early Childhood Education Competency Movement
Embedded Competency Framework

- Identify, celebrate, and acquire resource needed by entitled institutions, determine scope of and design framework for transfer repository/registry, define quality metrics and data collection points and processes, and establish best practices exchange.

- Focus Area 1: Determine Entitled Institutions
- Focus Area 2: Leverage Existing Convenings to Showcase Initiative
- Focus Area 3: Recognize and Reward Entitled Institutions
- Focus Area 4: Create a Transfer or Competency Repository System
- Focus Area 5: Define Quality Metrics and Data Collection Points and Processes
- Focus Area 6: Establish Best Practices Exchange
Contact Information

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Joni Scritchlow, M.S
Senior Program Director
Illinois Network of Child Care Resource and Referral Agencies (INCCRRA)
jscritchlow@inccrra.org
309-829-5327
Break
2020 Census and Potential Implications for Illinois
John Williams, Anita Banerji, and Yoselyn Ovalle
ELC 2020 Census Update: Potential Implications for Illinois

June 17, 2019

Anita Banerji
Democracy Initiative Director
Yoselyn Ovalle
Democracy Initiative Assoc. Manager

John Williams
Operations and Communications Manager
Agenda

• Overview of Key Census 2020 Challenges
• Potential Implications for Illinois
• Undercounting of the Youngest Children
• Planned and Ongoing Get Out the Count (GOTC) Efforts and How You Can Engage
• Q&A

How the Census Bureau knows it missed a million kids

To check its survey count, the bureau added up the 21,120,000 birth records from the five years leading up to the 2010 census and adjusted that number by subtracting the 154,000 death records and adding 240,000 to account for net international immigration.

This resulted in an estimated total of 21,206,000 children age 0-4.

The 2010 census survey counted 20,201,000 children age 0-4, which is 1,005,000 less than the estimated totals.
What Are Some Ways Census Data Is Used?
Critical Challenges with the 2020 Census

- First Internet Census – only 20% will get paper form initially
- Under-resourced until 2018
  - Fewer offices and enumerators
  - Cancelled testing in 2018
  - Limited print budget
- Low unemployment level/tight labor market
- Lack of leadership
- Distrust of government – especially for immigrant communities
- For IL, multiple kinds of Hard-to-Count (HTC) populations to address
Potential Implications for Illinois
This is Illinois’ Congressional Map right now.
Imagine Illinois losing a Congressional district.
Now imagine what will happen if we lose 2, which is what could happen if everyone isn’t counted.
Each State stands to lose an average of $1,800 per year for each person who goes uncounted. For Illinois, this could be close to $1,400 a person, per year.
Undercounting of the Youngest Children
Youngest Children Have Highest Net Undercount – By Far!

Source: U.S. Census Bureau, May 2012 DA release
Kids Count 2020/Partnership for America’s Children
Trend is Worsening while Counting of Adults has Improved

Source: O’Hare 2015, Chapter4 and Kids Count 2020/Partnership for America’s Children
Why Are Young Children Being Undercounted?

- “Missed” Kids
  - Living in an address not counted (16%)
  - Missed in a unit that was counted (16%)
  - Missed with other members of household (68%)

- More likely to be missed when person filling out the form is not a biological or adopted parent

- Children more likely to be in “complex” households (multi-generational, extended family, multi-family, etc.)

- Need to count youngest children differently than adults because they’re missed for different reasons

- Research identifying characteristics of areas who had lots of undercounted kids to be released around Aug/Sept

Source: Kids Count 2020/Partnership for America’s Children
Get Out the Count (GOTC) –
Ongoing Efforts and How You Can Engage
National and State Efforts

• Count All Kids hub led by Partnership for America’s Children

• Advocacy to ensure adequate and on-time funding for FY2020
• Variety of potential follow-up to Supreme Court decision on citizenship question

• Forefront and a number of advocates and funders came together in 2017 to start working on this, including beginning state funding conversations
• One of first states to get money out the door - $1.5 million through SOS and $1.75 million through IL Count Me In Collaborative
• Additional $29 million just appropriated through DHS
• Over 170 Complete Count Committees (CCCs) set up across the state already
How You Can Engage

• Sign up for Count All Kids 2020 updates at: [https://countallkids.org/](https://countallkids.org/)
  o Join Count All Kids webinar on overall strategy on June 24th

• Get involved with Complete Count Committees
  o Build awareness around the Census and why it is important
  o Make sure they are using data effectively to target HTCs populations in their respective locations
    ▪ Shouldn’t finalize their plans until after the children’s data is incorporated into the system in the fall
  o Encourage collaboration with other CCCs and community-based organizations

• Take advantage of opportunities for Direct Outreach
  o Schools, child care centers, faith communities, medical providers, agencies, libraries, etc.

• Collaborate with organizations already doing work around the Census
Voices’ planned Census work in the coming year

Voices will be conducting the following work that it will disseminate through policy briefs, website postings, and social media:

- A closer examination and mapping of those counties and census tracts most at-risk of a census undercount in 2020.

- Disaggregated data on the demographics of young children within the hard-to-count census tracts.

- A listing of those federal programs serving Illinois children that utilize census information in their allocation of funds.

- An examination of how those federally-funded programs assist residents in hard-to-count communities to illustrate the potential impact of an undercount of young people.

Voices will also be including segments of the undercount overview in all of its KIDS COUNT presentations during the year.

For more info, contact: Mitch Lifson (mlifson@voices4kids.org) or Tasha Green Cruzat (tcruzat@voices4kids.org)
Latino Policy Forum is curating toolkits and outreach materials and using its networks to increase response rates

The Urban Institute projects as many as 2.2 million (3.57%) Latinos could be undercounted in the 2020 census. As many as 79,300 Latinos in Illinois could be missed or miscounted!

Latino Policy Forum Census 2020 Goal: Mobilized grassroots voices from online platforms to offline action, engagement and Census participation

Project Strategies

• Promote census outreach via established network of over 100 participating organizations, CBO’s, school districts, and Latin American consulates

• Provide best practices media tool-kits curated to meet cultural and linguistic needs of Latino community for greater impact.

• Develop specific programming with media partners, including Univision and regional radio stations, with the prospect of reaching more than 1 million Latinos, especially Spanish speakers.

Completed/Ongoing/Planned Activities

• Coordinated Latino Unity Day on May 8 in Springfield, an annual day of advocacy focused on the importance of Census 2020 for Illinois

• Engaging with media partners: Telemundo, iHeart Media and WTTW to promote Census.

• Curating messages to be shared in various formats and distributed via social media on: Latinos in general, Young children Birth to 5, Citizenship question, Economic & Congressional Impact for IL, Confidentiality of Census

For more info, contact: Dolores Ponce de León (dponcedeleon@latinopolicyforum.org) or Manny Gonzales (mogonzales@latinopolicyforum.com)
IL Action for Children is leveraging existing networks and 2010 Census experience to increase response rate

• In 2018, IAFC’s family resources department served 59,445 families, 105,795 children, and 17,050 providers in Cook County, 65% of which are in the communities at right
• IAFC will embed census outreach and education in all aspects of its work, as nearly all programs engage HTC families and communities.
  o All staff will be trained to engage parents and providers on the importance of completing the census form to increase the completion rate.
• IAFC will also partner with John A. Logan College in Carlinville to engage hard to reach rural populations
• In 2010, IAFC used 50,000 pledge cards to help increase response rates by 11% in priority communities. This year we hope to increase response rates even more with the use of text reminders rather than pledge cards.

For more info, contact: Samir Tanna (samir.tanna@actforchildren.org) or Stefi Hernandez (estafania.Hernandez@actforchildren.org)
Resources

Count All Kids 2020: [https://countallkids.org/](https://countallkids.org/)

IL Count Me In Collaborative: [https://ilcountmein2020.org](https://ilcountmein2020.org)

Census Counts: [https://censuscounts.org](https://censuscounts.org)


Q & A
Committee Report: Access Committee

Maria Whelan and George Davis
Committee Report: Home Visiting Task Force

Gaylord Gieseke and Diana Rauner
Committee Report: Integration & Alignment Committee

Shauna Ejeh and Karen Berman
Ensuring Equitable Access to Funding for All Birth to Five Classroom Based Early Childhood Programs
Mixed Delivery System Ad Hoc Committee

- A Committee of the ELC Integration and Alignment Committee.
- Convened in 2018.
- Builds on the 2014, Blending, Braiding and Sustainable Funding (BBSF) Subcommittee report examining challenges programs experienced navigating multiple funding streams to provide high-quality early learning services.
Committee Charge

• Document the extent to which PFA, PI-Center Based, Head Start and Child Care services are delivered in Community-Based Organizations across the state.

• Document the implications of the current implementation, including patterns of participation in PFA, PI, Head Start, and Child Care by race and geography to identify equity issues.
Committee Charge

• Identify policy barriers, including program model expectations, funding restrictions, eligibility requirements, and other issues, that impede the development of PFA and PI-center based programs in Community-Based Organizations to access these funds.
Committee Charge

• Identify supports and resources that might be needed to increase participation of community-based programs in Preschool for All and Prevention Initiative-center based programming.

• Develop recommendations for policy changes, model refinements, and new supports.
Current Status—What did the data tell us?

- Funding for Preschool for All outside of Chicago is mostly provided by school districts.
Current Status—What did the data tell us?

- Children receiving Child Care Assistance (CCAP) typically do not participate in Preschool for All or Prevention Initiative.
Current Status—What did the data tell us?

- Most Head Start programs are not combined with the Child Care Assistance Program.
- Few children served with CCAP in child care centers attend ExceleRate Illinois Gold Circle of Quality Programs. (About 20%)
In summary: Lower-income families who need full-workday, year-round care for their children have little access to programs that meet high-quality standards, especially outside the city of Chicago.
Challenges to implementing and accessing a Mixed Delivery System

• Lack of timely payments.
• Challenges in layering, blending and braiding funding streams.
• Lack of awareness.
Challenges to implementing and accessing a Mixed Delivery System

• Lack of funding for non-ECBG programs to achieve high quality.

• Lack of supports for child care programs to incrementally increase quality.

• Complex grant application process.
Challenges to implementing and accessing a Mixed Delivery System

- Uncertainty about grant funding.
- No state goals/accountability for building a Mixed Delivery System.
- Limited community-level planning.
Lessons Learned From Other States

• Georgia

• New York

• Pennsylvania

• North Carolina
Lessons Learned From Other States

• A strong infrastructure and integrated structure is needed to effectively implement a Mixed Delivery System.

• Intensive support and community-level planning are essential for a successful Mixed Delivery System.

• Funding needs to be stable and robust enough to attract and retain a highly-qualified early childhood workforce.
Recommendation #1

• Implement a funding mechanism that is timely, transparent and sustainable that Community-Based Organizations can access to deliver high-quality early care and education, meet evidence-based performance standards, and provide adequate compensation to teachers and staff.
Recommendation #2

- Create a system to support CBOs’ participation and retention in PFA/PI, focusing on incrementally improving staff qualifications and compensation, ratios, and instructional quality to build “readiness” to successfully meet the rigorous and comprehensive quality standards of PFA and PI.
Recommendation #3
• Strengthen and support robust community-level planning processes.

Recommendation #4
• Develop and implement a governance structure that is given the formal authority and responsibility to lead the state’s early childhood system.
Mixed Delivery System Ad Hoc Committee: Proposed Next Steps

• Develop and implement a new governance structure for early childhood funding.

• Develop a cross-agency model and statement on how to successfully layer funding from various funding streams.

• Produce tools as part of a layered funding program. Provide technical assistance and individualized support.
Mixed Delivery System Ad Hoc Committee: Proposed Next Steps

• Create shared definitions and understanding of program and funding requirements that can be used across programs/funding streams.

• Determine whether different approaches to distributing funding for PFA, PI and CCAP may be needed to support more equitable and dependable access to high-quality early childhood care and education for all children, including children whose families need them to receive full-workday, year-round care.
Mixed Delivery System Ad Hoc Committee

Thank You
Committee Report: Quality Committee

Dan Harris and Teri Talan
Committee Report:
ELC Membership Ad Hoc

Phyllis Glink
Announcements & Public Comments
Adjourn