

Illinois Early Learning Council (ELC) Quality Committee

Facilitated by Co-Chairs Dan Harris and Teri Talan

April 9, 2019 11:30AM – 1:30PM

Meeting Notes

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| Amanda Heinz | Debbie Rogers Jaye | Marge Holland |
| Andrew Krugly | Denise (unknown) | Maria Estlund |
| Angela Cotromanes | Diane King | Melissa Johnson |
| Anita Ramage | Donna Emmons | Melissa Szymczak |
| Anne Pradzinski | Jamilah R. Jor'dan | Phyllis Glink |
| Bethany Patten | Joyce Weiner | Rebecca Vonderlack-Navaro |
| Cathy Main | Karen McCarthy | Sergio Hernandez |
| Cathy Mannen | Karen Zehnal | Teri Talan |
| Cindy Mahr | Kelly Cox | Tola Alao |
| Dan Harris | Marcus Brown | Tom Layman |
| Deb Clark | Marcy Mendenhall | Toni Potenza |

Welcome & Introductions

- December meeting notes accepted. Any further edits/revisions to the meeting notes should be sent to jscritchlow@inccrra.org

ExceleRate Illinois

- Recommendations from the ELC Quality Committee were approved by the ELC Executive Committee.
- The recommendation included 8 CQI component categories.
 - Added the component *engage families, community and staff to shape program's mission and values*
- A few Quality Committee members did not vote to approve the recommendation. Members are concerned about the impact of quality recommendations on struggling community programs. The Quality Committee is also concerned about issues facing the field such as wages and compensation, especially in community based programs.
- In terms of recommendations
 - Consider scale in FY 20 state budgets.
 - Provide flexibility in FY 20 to support services contracts around the means of supporting CQI, and hold providers accountable.
 - The recommendations are broad.
- Next Steps:
 - Meeting with the program administrators about what it would look like and could be done in the fiscal year, and what would be targeted for the following fiscal year.
- Contact Tom Lyman Tom.Layman@illinois.gov with questions.
- Next Step of the ExceleRate Committee:
 - Look at standards and think about ways to make the system more accessible and get people more interested in participating and perhaps think about ways to simplify the standards or evidence and create a hybrid model rather than a block model.
 - When working with state agencies move these recommendations forward to have in the conversation some component of collecting baseline data.

GOECD Work Group on Compensation and NGA Report

- The work is funded by the National Governor's Association.
- GOECD applied for funding through the Early Childhood Workforce Development project. GOECD has been working with a diverse group of non-profits, providers, and state agencies to think through what it would be like to put forward proposals around compensation parity in Illinois.
- Yearlong grant concludes in summer 2019:
 - Conducted a national review and scan of promising compensation parity policies
 - Ran modeling to see what Illinois could replicate
 - Have had conversations with stakeholders to put together a proposal on compensation parity policies for the state
 - Wrapping up analysis and modeling
 - Engage stakeholders
 - Draft consensus statement
- Proposed policies:
 - Develop wage and salary schedule
 - Expand compensation language in contracts
 - Incorporate compensation into QRIS and tiered reimbursement
- Goal is to increase take home pay for educators
- Contracted with Illinois Action for Children to analyze and model selected policies in the Illinois context.
- Will engage stakeholders to seek experiences, feedback, and sign-off on draft consensus statement and then will discuss consensus statement with policymakers.
- The work was built off the PDAC Compensation Parity report.

Racial Equity Focus

- ELC Executive Committee has taken on the charge of addressing racial equity in committee work.
- The work plan was reviewed with a racial equity lens for additions or revisions that needed to be made. (See attached)
- Changes to the document:
 - Change to Goal 1: Promote and advance the integration of continuous quality improvement policies and practices through alignment of early childhood services that support the healthy growth and development of all young children birth to age five, especially those with the highest needs *and those adversely affected by allocation of resources*.
 - Page 4 of the document within the Measurable Outcomes/Metrics section/ 2nd box add: *racially* after the word linguistic
- The plan is submitted to the ELC Executive Committee, and it helps to inform the Quality Committee's on-going work.

Initiatives/ Key Highlights from State Partners

- Illinois Department of Human Services –No Report
- Illinois Department of Children and Family Services – No Report
- Illinois State Board of Education – Sergio Hernandez
 - Public comment period has ended for Suspension and Expulsion is now moving through the process to JCAR.
 - Kindergarten Individual Development Survey (KIDS) is in its second full year.
 - Working on a cohort with families and holding town meetings.

- Illinois Community College Board – Marcus Brown
 - Recently the Dual Credit Report came out. Working on dual credit – how students are accessing dual credit especially related to Gateways to Opportunity Credential Level 2.
 - Working through reauthorization of the state plan of the Perkins Act - issues centered around competency-based education and it might provide pathways and how community college students might access Gateways Credentials.
- Illinois Board of Higher Education – Stephanie Bernoteit
 - Shared the Postsecondary and Career Expectations (PACE) Framework document. **(See attached)**
 - The Postsecondary & Workforce Readiness Act (PWR) is designed to support middle and high schools students in their transition from secondary education to college and/or career. One of the features of the PWR Act is the framework.
 - The framework is organized around three key areas
 - Career Exploration and Development
 - Postsecondary Education Exploration, Preparation and Selection
 - Financial Aid and Literacy
 - The framework shows a set of recommended experiences for young people to think about potential career areas. The Gateways to Opportunity Credential Framework was also included in your packet showing the pathway of credentials which is another supporting document for career advancement. The framework shows the Credential Level 1 which begins in high school with trainings and potential college class work.
 - Following the ELC meeting Joni Scritchlow will share a document with committee members – *Illinois Proud: Completing College*. The infograph highlights successes in Illinois higher education.
 - Illinois is best in the nation for completion rates at four- year institutions among all community college students (full- time and part- time).
 - Illinois also has the highest percentage of full-time community college students earning degrees at both their community college and a four- year institution.
 - Illinois is third in the nation in completion rates for adult learners at public universities and not-for-profit private colleges.
- Governor’s Office of Early Childhood Development – Bethany Patten
 - Illinois has been awarded a Preschool Development Grant - Birth through Five (PDG B -5)
 - Grant award of \$3.7 million
 - Currently in the contract stage and identifying vendors
 - GEOCD will conduct the following five activities:
 - Statewide B-5 assessment
 - Statewide strategic plan
 - Maximize parental choice
 - Share best practices
 - Improve quality
- Advocacy Partners – Joyce Weiner
 - Currently two bills (HB 2932 and HB 2056) are moving forward that would allow an applicant seeking a Professional Educator License or and Educator License with Stipulations who holds a bachelor’s degree from an regionally accredited institution of higher education is not required to pass a test of basic skills to be issued the license.

Next meeting will be July 23, 2019
Adjourn

Illinois Early Learning Council Quality Committee

Co-Chairs: Dan Harris & Terri Talan
IDHS Liaison:
Staffing: Joni Sritchlow

The over-arching purpose of the ELC Quality Committee is to increase the comprehensiveness and effectiveness of early childhood services in supporting the healthy growth and development of all young children birth to age five, especially those with the highest needs. The Quality Committee's charge is twofold:

- ensure a coordinated early childhood system of aligned standards, professional development, monitoring, and support through oversight of the Excelerate Illinois QRIS and
- ensure early care and education professionals, including center directors and principals, have the knowledge, skills, and are fairly compensated, to effectively support the development and learning of all young children in Illinois.

The ELC Quality Committee will include an Excelerate sub-committee with additional ad hoc work groups convened as needed.

Goal 1: Promote and advance the integration of continuous quality improvement policies and practices through alignment of early childhood services that support the healthy growth and development of all young children birth to age five, especially those with the highest needs.

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| <p>Objective 1: Coordinate the ongoing refinement and evaluation of Excelerate Illinois – the comprehensive cross-sector QRIS system designed to measure and support quality improvement across all settings in partnership with key state agencies.</p> <p>Objective 2: In partnership with state agencies, support development and implementation of racial equity goals for Excelerate Illinois.</p> | <p>Action Steps</p> <ul style="list-style-type: none"> • Form a workgroup to consider findings from validation study and develop recommendations for refinement of Excelerate • Present recommendations to Early Learning Executive Committee and Interagency Team • Develop summative report on Awards of Excellence • Form workgroup to study impact and ongoing potential for sustaining intent of Awards of Excellence and make recommendations for next phase of work (process and content) • Develop strategies for streamlining and increasing efficiencies for programs to participate in Excelerate Illinois • Identify racial equity assessment tool for Excelerate programs to utilize. | <p>Strategic Engagement & Key Partnerships</p> <ul style="list-style-type: none"> • GOECD & IDHS with Interagency Team • GOECD & IDHS • GOECD, IDHS, ISBE • GOECD, IDHS, ISBE, and other experts • GOECD & IDHS in partnership with Interagency Team | <p>Timeframe</p> <p>Dec 2017</p> <p>Shared 2018</p> <p>2018</p> <p>2018</p> <p>2018 - 2020</p> | <p>Status</p> <p>Excelerate validation study completed December 2017</p> <p>Study validated</p> <p>assessors measure quality accurately; indicators placed in gold and silver measure quality</p> <p>Excelerate Subcommittee mtg</p> <p>Children's Cabinet workforce project: State agencies mtg</p> |
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| <p>Objective 3: In partnership with state agencies, work towards integration of License Exempt care as a critical part of the provision of seamless services to Illinois families.</p> | <ul style="list-style-type: none"> Gather and analyze data on children in license-exempt home settings (current and trends) as well as best practice within Illinois and nationally | <ul style="list-style-type: none"> GOECD with IDHS, ISBE, DCFS and other experts | | <ul style="list-style-type: none"> Bilingual/ESL/ECE Level 1/ High Schools ECE Level 1 – Level 2 ECE Level 2 – Level 3 Data |
| <p>Objective 4: In partnership with state agencies, develop set of recommended strategies for ensuring access to quality care and education for children in license-exempt home settings.</p> | <ul style="list-style-type: none"> Assist DHS with defining the most salient parts of quality that are critical to maintain in a resource constrained environment and help identify cost-effective strategies to ensure access to quality Gather and analyze data on children in license-exempt home settings (current and trends) as well as best practice within Illinois and nationally Develop brief including recommendations to be presented to ELC (may be done in concert with the Access committee and Child Care Advisory Committee) | <ul style="list-style-type: none"> GOECD | | <p>Phase-based approach to project – moving to a 3 to 5 year continuity phase supporting system change</p> |
| <p>Measurable Outcomes/Metrics</p> | <p>Number and percentage of children dually enrolled in LE home care and PFA or HS</p> <p>Number of LE providers with Level 1 credential</p> | | | |
| <p>Comments</p> <p>The Quality Committee will coordinate across state agencies (e.g. IDHS, ISBE, GOECD etc.) and corresponding councils/committees (e.g. Child Care Advisory Board) oversight of ExceleRate Illinois – the comprehensive cross-sector QRIS system.</p> | | | | |

Goal 2: Ensure early care and education educators, including leaders, are professionally qualified and compensated, possessing the knowledge and skills to nurture and support the development and learning of all children in Illinois.

| Objective 1: Assure implementation of a wide range of professional development workforce supports that address key challenges of racial equity, recruitment, retention and access. | Action Steps | Strategic Engagement & Key Partnerships | Timeframe | Status |
|--|---|---|--|--|
| <p>Objective 2: Applying a racial equity lens, partner with higher education and other experts to identify and develop strategies that remove or mitigate barriers to workforce attainment of degrees and credentials.</p> <p>Objective 3: Applying a racial equity lens, develop strategies to link policies for workforce compensation to appropriate education levels to support the vision of a racially and culturally diverse, educated, and professional workforce for early childhood across all sectors.</p> | <ul style="list-style-type: none"> Support development of ESL/bilingual transferable coursework at community college level by developing ELL/Bilingual Gateways Credentials that articulates to PEL, ESL, & Bilingual endorsements Expand workforce ESL/bilingual knowledge and capacity by increasing access to (this) coursework at community colleges Increase understanding of the early childhood educator supply and demand across settings through utilization of data In partnership with IHE's, elevate, recruit, retain and support specific strategies and programs to attract and retain linguistically, culturally and racially diverse EC educators (e.g. cohort models, intensive advising, credit for prior learning, etc.) Promote sharing of best practices and assessment tools/systems among IHE's In partnership with PDAC, support identification of efficiencies in credential/degree attainment that minimizes cost to practitioners (e.g. AP_L, nominal credential fees, use of GSP for AP_L, articulation etc.) Identify and support effective teacher preparation program design and implementation inclusive of diversity-informed and inclusive practices Partner with higher education and other experts to increase the number of linguistically, culturally and racially diverse practitioners that attain initial and more advanced degrees within the field In partnership with PDAC, IDHS and ISBE, build out aligned pathways to educator careers across funding streams using a competency-based ECE Credential framework | <p>PDAC, Latino Policy Forum, ISBE, IBHE, ICCB</p> <p>PDAC, INCCRRA ICCB – with community colleges</p> <p>GOECD with IDHS, ISBE, IBHE, ICCB, IZI PDAC & INCCRRA</p> <p>ICCB, IBHE, ISBE and INCCRRA</p> <p>IDHS, INCCRRA, PDAC, GOECD, IBHE, ICCB,</p> <p>ISBE, IBHE & ICCB</p> | <p>2018-2020</p> <p>2020-2022</p> <p>2017-2019</p> | <p>Gateways Multi-lingual Credential in development</p> <p>Ongoing data analysis</p> |
| <p>Objective 4: Increase knowledge and skills of Early Childhood leaders, including knowledge of racial equity, in all settings.</p> <p>Objective 5: Increase the evidence base regarding the importance and impact of workforce development, and specifically diversity informed knowledge and credential and degree attainment on program quality.</p> | | <p>IDHS, PDAC, INCCRRA, IBHE, ICCB and ISBE</p> <p>IDHS, PDAC, INCCRRA, IBHE, ICCB and ISBE</p> | <p>2018-2019</p> | |
| <p>Objective 6: Serve as Advisory Team to Governor's Cabinet on Children and Youth, ECE Workforce Workgroup.</p> | | <p>IDHS & PDAC</p> | | |

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| Measurable Outcomes/Metrics | <ul style="list-style-type: none"> Review existing data and research on ECE compensation | | | Address identified barriers (e.g. compensation parity) |
| | <p>Increase ECE educators access and participation (by %) in professional development systems that leads to best practice and credential attainment</p> <p>Increase ECE educators (by %) specifically educator's representative of linguistic and culturally diverse population of young children in Illinois, in degree or credentialing programs leading to initial and/or advanced degrees and entitlement of credentials and/or licensure</p> <p>Increase number and % of program directors with their Illinois Director Credential</p> <p>Increase number and % of program directors who advance their IDC</p> <p>Require Principals licensed prior to ?? to submit evidence that (20%) of ongoing CEU's for license renewal utilize early childhood focused content consider revising this statement</p> | | <p>2018 - 2019</p> <p>2018</p> <p>2018-2019</p> | <p>Passed SB 1829</p> <p>Build PEL bridge</p> |
| <p>Comments: The Quality Committee will coordinate the implementation of comprehensive workforce professional development and compensation supports in partnership with key state agencies (e.g. IBHE, ISBE, ICCB, IDHS, GOECD etc.) and corresponding councils/committees (e.g. Children's Cabinet, PDAC, P-20 Council).</p> | | | | |



Illinois PACE Postsecondary and Career Expectations

Each student should have an individualized learning plan to help make decisions about career and post-secondary (PS) education or training, to plan a course of study, and to make financial aid assessments with family members.

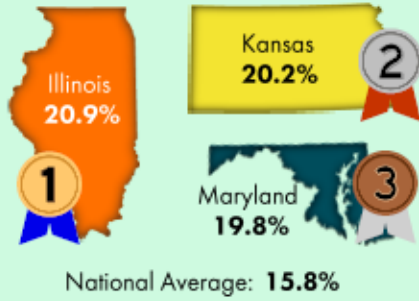
| By the end of 8th grade | By the end of 9th grade | By the end of 10th grade | By the end of 11th grade | By the end of 12th grade |
|--|---|--|--|--|
| <p>A student should be supported to:</p> <ul style="list-style-type: none"> complete a career cluster survey attend a career exploration day complete a unit on education planning be exposed to a financial literacy unit in a course or workshop <p>A student should know:</p> <ul style="list-style-type: none"> the concept of career clusters of interest relationship between community service/extracurricular activities and postsecondary (PS)/career goals | <p>A student should be supported to:</p> <ul style="list-style-type: none"> revisit career cluster interest survey and take a career interest survey complete an orientation to career clusters attend a PS options workshop meet with a counselor to discuss coursework and PS/career plans using the ISBE College and Career Readiness Indicators begin determining eligibility for advanced placement (AP) courses outline a plan for community service and extracurricular activities related to PS plans complete a financial aid assessment with a family member <p>A student should know:</p> <ul style="list-style-type: none"> one or two career clusters for further exploration and development the relationship between HS coursework, attendance, and graders to PS plans importance of community service and extracurricular activities to PS and career plans general cost ranges of various PS options | <p>A student should be supported to:</p> <ul style="list-style-type: none"> visit at least one workplace aligned with career interests complete an orientation course to a particular career cluster or cluster grouping select a career pathway (CP) within a career cluster of interest begin determining eligibility for AP courses identify 2-3 adults to support the student through the PS and career selection process review coursework, and PS/career plans in relation to the ISBE College and Career Readiness Indicators (every year) attend a PS affordability workshop with a family member <p>A student should know:</p> <ul style="list-style-type: none"> educational requirements, cost, expected entry level, and midpoint salary for occupations in selected CP different types of PS credentials and institutions general timing of PS entrance exams and applications benefit of early college credit opportunities to PS access and completion | <p>A student should be supported to:</p> <ul style="list-style-type: none"> revisit the career survey participate in a mock job interview create a resume and personal statement identify an internship opportunity related to the CP determine readiness for college-level coursework in math/ELA and enrollment in either "catch up" or "speed up" course complete or enroll in at least one early college credit opportunity attend a college fair visit at least 3 PS institutions take at least one college entrance exam <p>A student should know:</p> <ul style="list-style-type: none"> application deadlines, test timing, cost, and preparation for industry-based certification for CP career attributes related to career interests entrance requirements, including application deadlines, for application PS programs of study 3-5 match schools, one safety, one reach school for PS program of study negative impact of remediation on PS goals financial aid deadlines for chosen PS options | <p>By 12/31 of 12th grade a student should have:</p> <ul style="list-style-type: none"> completed 3 or more admissions applications to PS institutions met with a school counselor to ensure all steps in the PS admissions process are completed on time attended a FAFSA completion workshop completed the FAFSA <p>By the end of 12th grade a student should be supported to:</p> <ul style="list-style-type: none"> address any remedial needs in math/ELA obtain an internship opportunity related to the CP if applicable, receive industry-based certification(s) related to the CP complete one or more team-based challenges or projects related to the CP attend a financial aid award letter workshop <p>A student should know:</p> <ul style="list-style-type: none"> how CP courses and experiences articulate to degree programs at PS options estimated cost of each PS option affordability of PS options in relation to expected entry-level career salary and anticipated debt terms and conditions of any scholarship or loan |



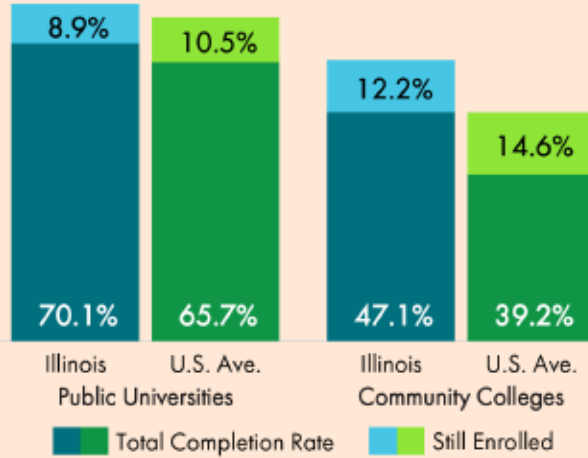
ILLINOIS PROUD: COMPLETING COLLEGE

A COMPARATIVE PROFILE OF ILLINOIS HIGHER EDUCATION

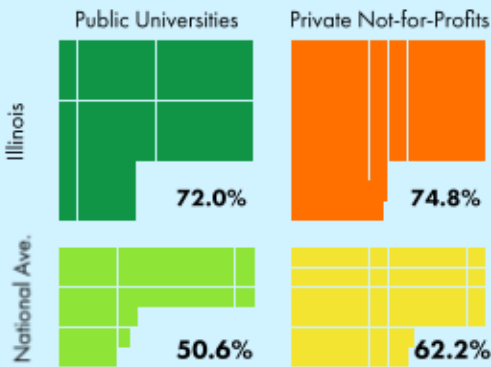
Illinois is **best in the nation** for completion rates at four-year institutions among all community college students (part-time and full-time).



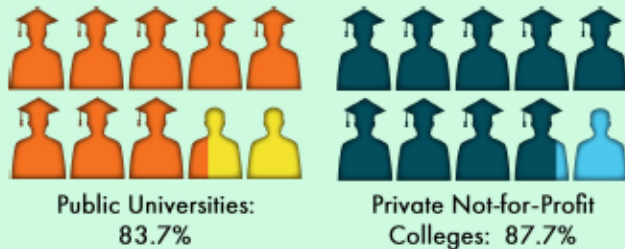
Illinois public colleges **substantially outpace** the national averages in terms of six-year completion rates.



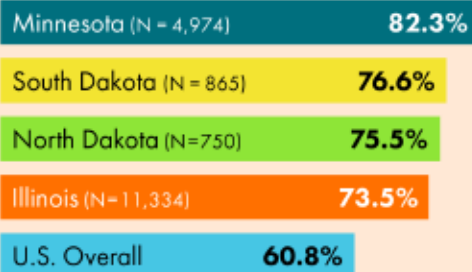
Illinois is **third in the nation** in completion rates for **adult learners** at public universities and not-for-profit private colleges.



The **overwhelming majority of full-time students** at Illinois not-for-profit private colleges and public universities complete a degree within six-years.



Illinois is **fourth in the nation** for overall degree completion among full-time community college students.



Illinois also has the **highest percentage** of full-time community college students earning degrees at both their community college and a four-year institution.

National Average: 18.4%



2019 | Sources available at ibhe.org