

# Illinois Early Learning Council Meeting

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**February 25, 2013**

11:00 a.m. - 2:00 p.m.

Roosevelt University

425 S. Wabash Avenue

Room 418

Chicago, IL 60605

Conference Line: 888-494-4032

Access Code: 7198518485

**I. Pre-Meeting Introductions (10:50)**

*Introduce yourself to someone on the Council you do not know.*

**II. Welcome (11:00)**

**III. Introductions, Minutes, and Announcements (11:15)**

- a. Introductions
- b. Minutes
- c. Announcements

**IV. ELC Big Picture Presentation (11:30)**

*Break for Lunch (12:00-12:15)*

**V. Early Childhood Action Partnerships Presentation and Discussion (12:15)**

**VI. State of Early Childhood in Illinois Presentation and Discussion (1:00)**

**VII. Committee Recommendations (1:40)**

- a. Family and Community Engagement Recommendation:  
*Family and Community Engagement: Recommendation to Governor Quinn to support Illinois' expansion of early childhood facilities in high-need communities in his FY14 capital budget.*
- b. Systems Integration and Alignment Recommendation:  
*System Integration and Alignment Committee's recommendation for changes to Rule 407 and its procedures related to obesity prevention (nutrition, physical activity and screen-time standards) for consideration by DCFS.*
- c. Quality Rating and Improvement System:  
*Levels 1-4 and the Cultural and Linguistic, Infant and Toddler, and Preschool Instructional Excellence Awards.*

**VIII. Closing and Adjournments (1:55)**

*Next Meeting is June 24, 2013*

# Illinois Early Learning Council

October 22, 2012  
11:00 am – 2:00 pm

Roosevelt University  
425 S. Wabash Ave.  
Room 418  
Chicago, IL 60605  
Conference Line: 888-494-4032  
Access Code: 7198518485

## Meeting Minutes

Members participating: Lori Baas, Karen Berman, Jeanna Capito, Tim Carpenter, George Davis, Daniel Fitzgerald, Jana Fleming, Maricela Garcia, Gaylord Gieseke, Phyllis Glink, Daniel Harris, Harriette Herrera, Colleen Jones, Sarah Madson, Janet Maruna, Beth Mascitti-Miller, Harriet Meyer, Lauri Morrison-Frichtl, Joe Neri, Beatrice Nichols, Donna Nylander, Geoffrey Obrzut, Sylvia Puente, Claudia Quigg, Diana Rauner, Elliot Regenstein, Pam Reising Rechner, Vanessa Rich, Gina Ruther, Byrnn Seibert, Sara Slaughter, Julie Smith, Luz Maria Solis, Teri Talan, Joan Vitale, Judith Walker-Kendrick, Maria Whelan, Granada Williams, Cass Wolfe, Josie Yanguas, Karen Yarbrough, Cindy Zumwalt

Phone participants: Andrea Palmer, Linda Saterfield

### I. **Welcome and Announcements**

#### a. **Introductions**

Holly Stadler, Dean of Roosevelt University's College of Education, welcomed participants and highlighted Roosevelt University's education innovations.

Co-Chair Harriet Meyer announced that she and Julie Smith will be creating a small ad hoc group to discuss communications and that Harriet will be the chair of the group. This ad hoc committee will take over the responsibilities of the Public Awareness Committee. All nominations should be sent to Kim Collins.

#### b. **Approval of June Meeting Minutes**

Minutes for June 25, 2012 Council meeting were approved with the amendment that the motion on Infant-Toddler guidelines be added.

### II. **Updates**

#### a. **Federal Update**

Katie Williams from the U.S. Department of Health and Human Services shared updates, noting that the new fiscal year was started with a budget supported by

a continuing resolution for six months, during which time grantees are being funded at 80%. She mentioned that the designee renewal process will shift from an indefinite period to a five year grantee period. She also mentioned a focus on school readiness and family engagement at the federal level.

**b. State Update**

Linda Saterfield of the Department of Human Services shared updates pertaining to the FY 14 budget planning. The department's childcare caseload has remained steady at around 160,000 and DHS is preparing for January negotiations with SEIU on a new collective bargaining agreement. She also noted that early intervention programs may see a shortfall due to the new requirement of obtaining parental permission. The closure of state facilities has been delayed due to the process of placing residents in community care.

Cindy Zumwalt from the Illinois State Board of Education provided a capacity update for PFA. She mentioned that the \$380 million and 95,000 Preschool For All slots from FY09 should serve as the benchmark. In FY12, there was \$325 million and 85,000 PFA slots; in FY13, \$300 million and 73,000 PFA slots. She also mentioned that birth-to-three monitoring funds should be released soon through an RFP and that 250 teachers have already been trained to implement KIDS.

**c. Local Update**

Vanessa Rich shared an update on the Chicago: Ready to Learn! process, noting that applications are sent electronically to an independent assessor that will return scores to the City by November 19. She also presented a handout that detailed the selection criteria. The City of Chicago will review the recommendations from the independent reviewer and then the Federal Government will approve the delegate agencies.

- 56 applicants
  - 44 currently delegates
  - 8 currently child care partners with delegates
  - 9 new applicants

Beth Mascitti-Miller thanked everyone involved for their cooperation regarding Chicago: Ready to Learn! and relayed Chicago Public Schools' efforts to work with continuing and new principals and schools to get their applications in.

Maria Whelan inquired about the current number of community-based slots. Beth said that there were about 6,000.

Maria asked if there was a "flunk point" below which an application would be automatically rejected. Beth indicated that there was not, because of the need to first look at the entire applicant pool. She noted that they had received

enough applications for slots beyond the number of slots available. Lastly, Chapin Hall engaged many families and resources to determine high need communities.

III. **Race to the Top – Early Learning Challenge**

Julie Smith thanked all involved for their efforts in compiling the application. She noted that the Executive Committee gave feedback in early October, which was combined with feedback from the Phase 1 application and the ongoing meetings of the Leadership Team. She also reminded members that this second phase is not a competition with other states, but rather a negotiation with the Departments of Education and Health & Human Services.

a. **Overview**

Theresa Hawley gave an overview of the Phase 2 application. She stated that the overall purpose remains the same and that it is still built around the same initiatives, but that the scale of many initiatives has decreased and that the goals are slightly less aggressive. This is a function of the limitations placed on Phase 2 applications, most notably that only half of the Phase 1 funding requested is available and that no new activities may be introduced.

b. **Application Review**

Governance Structure – There will be a Leadership Team, and Inter-Agency Team and Inter-Agency Project Teams (Data, QRIS, Community Collaborations, Workforce Development, etc.). This is different from the consortia that were proposed in Phase 1. The work that was proposed for the consortia will now be done by the OECD because of changes in the contracting requirements.

The team will work toward a coordinated budget proposal and took the first step last year with joint budget hearings.

QRIS – Theresa mentioned that the QRIS has been restructured to reflect the change in available resources, but is still in line with what was originally proposed. However, it will still be much broader than the existing system and will include common definitions, parent-friendly information and a roadmap for providers' improvement. She stated that there will now be multiple ways for programs to show evidence of meeting specific standards.

Theresa also gave an overview of what each QRIS level represents: Level 1 is “licensing,” Level 2 is about training, Level 3 is about programs “engaging in rigorous self-assessment”), Level 4 is “good” (and the State will send an assessor to verify) and Level 5 is centered around Quality Awards (in such subcategories as Preschool Instruction, SPED Instruction, Cultural & Linguistic Diversity, etc.). She noted that it is unlikely that the same rate enhancement that currently exists will be possible.

Karen Yarbrough asked to what extent the grant focuses on the worth of the levels and their distinctions. Theresa replied that there will be a validation study in the second and third years that focuses on child outcomes. It should show whether or not there are any significant differences between the levels.

Harriet Meyer inquired about how the Leadership Team will ensure it received input from various sectors given that the Phase 2 application removes the consortium component. Theresa responded that links are intentionally created to the committees and subcommittees of the Early Learning Council, and that partnerships exist through contracts with groups such as INCCRRA.

Timeline – Theresa stated that the application is due October 26, 2012. A scope will then be created and submitted within 90 days of January 2013. The federal departments will then take up to 90 days to respond, meaning that only a small portion of the work outlined in the grant will start before the summer of 2013.

Budget – Theresa went through the application’s spending allocations. She highlighted the flexible resource pool and the fact that 6-10 high-need communities will be selected based on existing needs analysis.

Members discussed the definition of “high need” children. Theresa noted that based on the federal definition there are about 400,000 in Illinois (about 70,000 per age cohort). Gaylord Gieseke and other members highlighted the importance of considering factors beyond poverty in calculating “high need.” Low income children living in communities considered to be high income were highlighted.

Theresa noted that the Leadership Team is going to work with the Latino Policy Forum to ensure that students take advantage of the existing ELL scholarships.

Theresa was asked how providers will be notified about the changes in the QRIS and Theresa replied that working with DCFS to notify all programs is a number one priority and at the top of the work plan.

Julie Smith informed members that at this point, no statutory changes will be necessary in order to implement the grant. Some rule changes may become necessary further on, but for now the current rules will suffice.

Claudia Quigg inquired about specifics around family engagement. Theresa encouraged members to email her before October 31 with input on family engagement. She informed them that a Level 5 Quality Award will lay out a robust vision for what the ideal vision of family engagement is, but that it is less defined below that award level.

Theresa Hawley noted that these funds represent less than a 1% increase in early childhood spending year to year. It will help to sharpen the focus of our current state investments.

Theresa and Julie thanked INCCRRA, McCormick, CPS, ISBE, DHS, DCFS, Kim Collins, Sara Slaughter, Phyllis Glink and John Furr for their hard work in completing the application.

i. **Action Item: Review and Approve Application**

The application was approved with an amendment of thanks to Theresa and her team introduced by Maria Whelan and seconded by Phyllis Glink. The motion was approved unanimously.

IV. **Committee Updates**

a. **Home Visiting Task Force**

Diana Rauner updated members on the committee's focus on MIECHV implementation. She introduced Leslie Schwartz and Joanna Su as new members of the Office of Early Childhood Development. She also announced that the Task Force created two subcommittees: Sustainability and Health Outcomes.

b. **Data, Research and Evaluation**

Elliot Regenstein updated members on the unified data system that John Snow Inc. has been working on. They will come out with a report that reviews 22 systems and looks at other states' efforts. He stated that it will be linked to Race to the Top – Early Learning Challenge work.

Teri Talan shared the committee's desire to be a repository of data and reports. The committee is currently considering an ad hoc committee on research and evaluation gaps that can inform proposed work.

c. **Family and Community Engagement**

i. **Action Items**

- a. Maria Whelan moved to expand the scope of the Capital/Infrastructure Subcommittee to address transportation barriers. The motion passed by consensus.
- b. Maria Whelan moved to create a Parent Engagement Subcommittee. The motion passed by consensus.
  - a. The subcommittee will be focused on exploring meaningful ways of engaging parents in the work of the ELC.
- c. Maria Whelan removed her motion regarding the submission of a letter to the City of Chicago regarding the coordination of the

Early Child Care Construction Grants Program and the City of Chicago Early Childhood Competitive Application.

- a. Julie Smith noted that there are a couple of steps still to go in the review process. Everything is moving along but there is not a date on when the awards will be announced. The Governor included additional Capital funds in his FY 13 budget and remains committed to the program but the legislature did not take action.

d. **Program Standards and Quality**

Members were informed that the committee is working closely with the RTT-ELC team and cross walking well. In August, it invited the Workforce Development Committee to join PDAC. An increase to 29,000 (from 18,000) of Gateways Registry Members was highlighted. Jeanna Capito noted that birth-to-three benchmarks for infant-toddler guidelines were being reviewed.

e. **Systems Integration and Alignment**

The Health Subcommittee is partnering with DCFS to examine licensing in Chicago and dashboard health indicators. Work is being done to explore braiding/blending options and Title 1 funds.

V. **Adjourn**

*Next Meeting is February 25, 2013*

**Family and Community Engagement Committee Recommendation**

**Recommendation to Governor Quinn to support Illinois' expansion of early childhood facilities in high-need communities in his FY14 capital budget.**

Whereas, Illinois was the first state in the nation to invest \$45 million in an early childhood construction program; and

Whereas, the Illinois Capital Development Board (CDB), in coordination with the Illinois State Board of Education (ISBE) and the Governor's Office of Early Childhood Development, administered the early childhood construction program through a competitive grant process; and

Whereas, the CDB received 227 applications requesting nearly \$540 million in capital projects in high-need communities in 54 counties throughout the state; and

Whereas, the CDB recently awarded 15 grants worth \$45 million to providers throughout the state for the construction, renovation, or expansion of facilities in high-need communities; and

Whereas, there remains a significant demand for resources to subsidize early childhood capital projects in high-need communities as evidenced by the hundreds of worthy applications that were not funded by the state; therefore

The Illinois Early Learning Council (ELC) recommends that Governor Pat Quinn propose at least an additional \$45 million in his FY14 capital budget to continue supporting the state's expansion of early childhood facilities in high-need communities.

**Illinois Early Learning Council, Systems Integration and Alignment Committee**  
Recommendations for STANDARDS ON NUTRITION, PHYSICAL ACTIVITY, AND  
PASSIVE USE OF NON-INTERACTIVE TECHNOLOGY AND MEDIA in DCFS Licensing Standards  
for Day Care Centers (Rule 407)

**SECTION I – Background and Process**

The Department of Child and Family Services (DCFS) is currently undertaking a complete revision of Rule 407 (Licensing Standards for Day Care Centers) and its accompanying procedures. In doing so, DCFS has expressed interest in considering new standards related to obesity prevention. Members from the Systems Integration and Alignment Committee’s Health Subcommittee, and staff from the Governor’s office, the City of Chicago and the Department of Child and Family Services convened a meeting in November of 2012 to determine a process for the Systems Integration and Alignment Committee to present recommendations for changes to Rule 407 and its procedures related to obesity prevention (nutrition, physical activity and passive use of non-interactive and media standards) for consideration by DCFS.<sup>1</sup> The purpose of developing these recommendations for DCFS was to expand the nutrition, physical activity and screen time standards in City of Chicago child day care centers statewide. In 2009, the City of Chicago Department of Public Health, acting through the Commissioner, and the Chicago Board of Health adopted a joint resolution to recommend nutritional, physical activity, and screen viewing standards for Child Day Care Centers in the City of Chicago. These standards are consistent with best practice standards for early childhood settings and to date have been successfully implemented in Chicago. In expanding upon the standards, the Systems Integration and Alignment Committee is promoting the alignment of child care standards state-wide and the collaboration of local and state systems working together to combat childhood obesity.

The Health Subcommittee convened the Obesity Prevention Ad Hoc Work Group in December 2012 and January 2013 to begin work on developing its recommendations to DCFS. The Ad Hoc Work Group used the Nutrition, Physical Activity and Screen Time Standards for Child Care Centers in the City of Chicago and the Caring for Our Children: National Health and Safety Performance Standards as the main resources in the development of these recommendations.<sup>2</sup> Over the course of approximately two months, the recommendations were developed following an iterative process of sharing and revising based on feedback given at two in-depth meetings and multiple email exchanges between Early Learning Council participants and other stakeholders.<sup>3</sup> The recommendations were then reviewed and approved by both the full Health Subcommittee and the Systems Integration and Alignment Committee.<sup>4</sup>

On behalf of the Systems Integration and Alignment Committee, co-chairs Karen Berman and Vanessa Rich present these recommendations for review and approval by the Executive Committee and the full Early Learning Council to submit to DCFS for their consideration in their revision of Rule 407 and its procedures.

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<sup>1</sup> See Appendix A for list of meeting participants

<sup>2</sup> Other resources used to help develop the recommended standards include US Department of Labor, USDA’s Child and Adult Care Food Program Guidelines, NAEYC and the Fred Rogers Center, Academy of Breastfeeding Medicine, CDC, NAP SACC, Institute of Medicine and the Let’s Move! White House Initiative

<sup>3</sup> See Appendix B for list of Subcommittee members, Committee members and other individuals who were consulted in the formation of recommendations

<sup>4</sup> See Appendix C and D for lists of Health Subcommittee and System Integration and Alignment Committee members

## **SECTION II – The Issue of Childhood Obesity**

Approximately 20 percent of U.S. children are already overweight or obese before they enter school, and rates are even higher (about 33 percent) among low-income children and among African American and Latino children.<sup>i</sup> According to the Pediatric Nutrition Surveillance Survey, approximately 15 percent of low-income children under 5 in Illinois are obese.<sup>ii</sup> The consequences of overweight and obesity in early childhood are severe. Being overweight and obese in childhood is associated with diabetes, liver disease, asthma and sleep disorders from obstructed breathing. Evidence also indicates that excessive weight gain in the first years of life can alter developing neural, metabolic, and behavioral systems in ways that increase the risk for obesity and chronic disease later in life.<sup>iii</sup> Overweight and obese children are also more likely to experience academic problems related to chronic absenteeism, anxiety, and depression. Researchers predict that this generation of children is likely to have a shorter life expectancy than the generation before it because of the negative consequences of obesity.<sup>iv</sup>

Opportunities for mediating risk factors associated with early childhood obesity can be found within the early childhood systems; especially since young children are spending an increasing amount of time outside of their homes in early childhood programs such as child care.<sup>v</sup> Early care and education professionals play a significant role in the lives of young children. These professionals can have an early influence on the healthy lifestyle behaviors and habits of young children through role modeling, education, and communication with parents and caregivers about the development of young children.<sup>vi</sup> Early care and education professionals can have a direct impact on children's behaviors through institutional policies and practices implemented that govern food served and activities undertaken while children are in out-of-home care. In adhering to more robust obesity prevention standards, early care and education professionals are likely to make a substantial impact on reducing early childhood obesity and in influencing later health outcomes of the children they serve.

## **SECTION III – Recommendations**

In order strengthen obesity prevention in early childhood, DCFS should expand Rule 407 to reflect the current Nutrition, Physical Activity and Screen Time Standards for Child Care Centers in the City of Chicago<sup>vii</sup> and consider adopting additional best practice standards for preventing childhood obesity, including the Caring for Our Children: National and Safety Performance Standards.<sup>viii</sup>

The following standards apply to all children in licensed day care centers:

### **NUTRITION**

- A. Safe drinking water must be readily accessible and served to children during the time they are on the premises.<sup>ix</sup>
- B. Beverages with added sweeteners (such as flavored milk and other flavored drinks), whether artificial or natural, shall not be provided to children.<sup>x</sup>
- C. Avoid concentrated sweets, such as candy.<sup>xi</sup>
- D. No foods shall be given to children as a reward for good behavior
- E. No juice is permitted for children before twelve months of age.<sup>xii</sup>
- F. Children older than 12 months of age shall receive no more than 4 ounces of 100% juice per day.<sup>xiii</sup>

- G. Unless milk with a higher fat content is medically recommended for a child, as documented by the child’s medical provider, the content of fat in milk served to children ages 24 months and older shall not be more than 1 percent.<sup>xiv</sup>
- H. Meals shall be prepared so as to moderate fat and sodium content.<sup>xv</sup>
  - 1. Choose monounsaturated and polyunsaturated fats (olive oil, safflower oil) and soft margarines; avoid trans fats, saturated fats and fried foods.<sup>xvi</sup>
  - 2. Limit salty foods, such as pretzels or chips.<sup>xvii</sup>
- I. Meal planning, including snacks, should be consistent with the healthy meal patterns & nutrition standards of CACFP or other best-practice and evidence based requirements put forth by federal food program(s) governing childcare.
- J. Human milk or infant formula shall be provided for infants at least up to one year of age.<sup>xviii</sup>
  - 1. Infants should always be held for bottle feeding and bottles should never be propped: Caregivers/teachers should hold infants in the caregiver/teacher’s arms or sitting up on the caregiver/teacher’s lap.<sup>xix</sup>
  - 2. The facility should not permit infants to have bottles in the crib.<sup>xx</sup>
  - 3. The facility should not permit an infant to carry a bottle while standing, walking, or running around.<sup>xxi</sup>
- K. The child care facility should encourage, provide arrangements for, and support breastfeeding<sup>xxii</sup> :
  - 1. Facilities should provide a private place for breastfeeding mothers who want to come to breastfeed their child or to pump their breast milk on site.<sup>xxiii</sup> “Private place” is a place, other than a bathroom, that is shielded from view, and free from any intrusion from center staff, children, and the public.<sup>xxiv</sup> The location provided must be functional as a space for expressing breast milk.<sup>xxv</sup> If the space is not dedicated to the nursing mothers’ use, it must be available when needed.<sup>xxvi</sup>
  - 2. Ensure that all staff are trained in the proper handling and feeding of each milk product, including human milk or infant formula<sup>xxvii</sup> :
    - i. Human milk should be stored in accordance with the milk storage guidelines from the Academy of Breastfeeding Medicine.<sup>xxviii</sup>
    - ii. Human milk should be prepared and handled in accordance with the guidelines provided by the Centers for Disease Control and Prevention and the American Academy for Pediatrics.<sup>xxix</sup>
  - 3. Providers should notify parents of the options for breastfeeding described above.

## PHYSICAL ACTIVITY

- L. Infants should have supervised tummy time every day when they are awake: Caregivers/teachers should interact with an awake infant on their tummy for short periods of time (three to five minutes), increasing the amount of time as the infant shows he/she enjoys the activity.<sup>xxx</sup>
- M. As already in Rule 407, Infants and toddlers “shall be free to creep, crawl, toddle and walk as they are physically able. Walkers are not permitted unless prescribed by a physician” (Section 407.210/h/2, p. 53).
- N. As already in Rule 407, “for awake infants who cannot move about the room, the staff shall hold, rock and/or carry the child at least every 30 minutes and change the place and position of the child and the selection of toys available” (Section 407.210/h/6, p. 53).

- O. Children ages 12 months or older shall participate in 60 minutes of age-appropriate moderate to vigorous physical activity per day.<sup>xxxvi</sup> For children ages 3 years (36 months) and older, at least 30 of the 60 minutes shall be structured and guided moderate to vigorous physical activity; the remainder of the physical activity may be concurrent with other active play, learning and movement activities.<sup>xxxvii</sup>
  - 1. Structured and guided physical activity shall be facilitated by teachers and/or child care providers and shall promote basic movement, creative movement, motor skills development, and general coordination.<sup>xxxviii</sup>
  - 2. Children attending a program less than six hours shall be scheduled to participate in a proportionate amount of such activities.<sup>xxxix</sup>
- P. Children of all ages should participate daily in at least two occasions of age-appropriate outdoor time, with active movement or play for children who are mobile, weather permitting and in a safe environment<sup>xxxv</sup>;
  - 1. In inclement weather, active play shall be encouraged and supported in safe indoor play areas.<sup>xxxvi</sup>
  - 2. During outdoor play, children shall be dressed appropriately for weather and temperature.<sup>xxxvii</sup>
  - 3. Children attending a program less than six hours shall be scheduled to participate in at least one occasion of age-appropriate outdoor time.
- Q. Children shall not be allowed to remain sedentary or to sit passively for more than 30 minutes continuously, except during scheduled rest or naptime.<sup>xxxviii</sup>
- R. Active play should never be withheld from children who misbehave; however, children with out-of-control behavior may need five minutes or less to calm or settle down before resuming cooperative play or activities.<sup>xxxix</sup>

## **PASSIVE USE OF NON-INTERACTIVE TECHNOLOGY AND MEDIA**

- S. Prohibit the passive use of television, videos, DVDs, and other non-interactive technologies and media in early childhood programs for children younger than 2 years old.<sup>xl</sup>
- T. For children two and older, who are in the program for six or more hours in a day, passive screen use shall be limited to no more than 60 minutes per day of age-appropriate and educational media.<sup>xli</sup>
  - 1. Each passive use “session” shall be limited to maximum of 30 minutes.<sup>xlii</sup>
  - 2. Children attending a program for less than six hours in a day shall be limited to a proportionate amount of passive use.<sup>xliii</sup>
- U. During meal or snack time, TV, video, or DVD viewing should not be allowed.<sup>xliv</sup>
- V. Any screen media, interactive and non-interactive, used shall be free of food advertising and food brand placement.<sup>xlv</sup>

### **Appendix A**

Meeting Participants present at initial discussion regarding the process of developing recommendations through the Systems Integration and Alignment Committee for changes to Rule 407 and its procedures related to obesity prevention (nutrition, physical activity and passive use of non-interactive and media standards) for consideration by the Department of Child and Family Services

<b>SIAC, Health Subcommittee, DCFS Licensing and Health meeting Wednesday, November 7, 2012 10:00am – 12:00pm</b>	
Adam Becker	CLOCC
Karen Berman	Ounce
Vincent Champagne	DCFS
Greg Donathan	DCFS
Theresa Hawley	OECD
Jennifer Herd	CDPH
Janine Lewis	IMCHC
Deborah McCarrel	DCFS
Meryl Paniak	DCFS
Kate Ritter	IAFC
Christy Serrano	Ounce
Cherlyn Shelby	DCFS

## Appendix B

Subcommittee members, Committee members and other individuals who reviewed and/or provided feedback in the development of the recommendations

<b>SIAC, Health Subcommittee, Obesity Prevention Ad Hoc Group meeting Meeting Participants Wednesday, January 16, 2013 3:00 PM – 5:00 PM</b>	
Sam Aigner Treworgy	CPS
Tony Raden	Ounce
Tom Browning	IAFC
Natalie Ramos Castillos	Voices
Charita Webb	DFSS
Paula Mercurius	DFSS
Adam Becker	CLOCC
Alexis Macias	CLOCC
Andrea Densham	Child Network of Evanston
Kate Ritter	IAFC
Lula Mundson Smith	Hayes
Linda McDonell	Dominican Health/Nutrition
Felicia Fair-Thompson	DHS/Statewide Project LAUNCH Coordinator
Karen Berman	Ounce
Jen Herd	City of Chicago, CDPH
Carol Morris	DCFS
Libby Mitchell	INCCRRA

<b>Systems Integration and Alignment Committee meeting Meeting Participants Friday, January 25, 2013 1:30pm – 3:30 pm</b>	
Amanda Ciatti	Oral Health America
Andrea Densham	Child Care Network of Evanston
Angela Hubbard	Ounce
Ann Hanson	Ounce
Artishia Hunter	Positive Parenting DuPage
Ashley Robinson	Voices
Beatrice Nichols	City of Chicago
Carlos Fortenberry	IAFC, Director, Early Learning Programs
Carol Morris	DCFS

**Systems Integration and Alignment Committee meeting  
Meeting Participants  
Friday, January 25, 2013  
1:30pm – 3:30 pm**

Chelsea Guillen	Illinois EI Training Program
Cindy Zumwalt	ISBE
Donna Dreiske	PBA
Ellen Walsh	baby talk
Gina Ruther	DHS
Granada Williams	DHS Head Start Collaboration Office
Janine Lewis	IMCHC
Jeanna Capito	Positive Parenting Dupage
Joanna Su	Governor's office
Juanona Brewster	ICAAP
Judy Walker Kendrick	Chicago Coalition of Site Administered Child Care Programs
Karen Berman	Ounce
Kim Collins	Governor's office
Margaret Provost-Fyfe	The Village of Oak Park, Department of Public Health, Health Director
Peter Byrne	Easter Seals
Reyna Hernandez	ISBE
Sam Aigner Treworgy	CPS
Theresa Hawley	Governor's Office
Tom Layman	IL Action for Children
Tony Raden	Ounce
Tracy Ocomy	COFI
Trish Rooney	SPARK, Fox Valley
Vanessa Rich	City of Chicago

**Individuals who provided feedback via email  
January 2013**

Kathy Chan	IL Maternal Child Health Coalition
Leticia Reyes	IL Department of Public Health
Conny Mueller Moody	IL Department of Public Health
Elissa Bassler	Illinois Public Health Institute

## Appendix C

<b>SIAC Health Subcommittee Members</b>	
<b>Name</b>	<b>Organization</b>
Adam Becker	CLOCC
Anne Clancy	Chicago Community Oral Health Forum
Alexis Macias	CLOCC
Amanda Ciatti	Oral Health America
Anne Lionberger	CPS
Adrienne M Stewart	CPS
Anne Studzinski	Voices
Amy Zimmerman	Health and Disability Advocates
Beth Truett	Oral Health America
Brooke Fisher	Ounce
Tom Browning	IAFC
Bradley Stokes	Gads Hill Center
Brad Stolbach	La Rabida Children's Hospital
Carol Morris	DCFS
Carie Bires	Heartland Alliance
Caryn Curry	Mental Health America of Illinois (MHAI)
Cherlyn Shelby	DCFS
Carol Gall Wozniewski, MA	Mental Health America of Illinois (MHAI)
Dan Harris	DHS
David Miller	DPH
Donna Chech	Illinois Physical Therapy Association
Donna Dreiske	Prevent Blindness America
Deanna Durica	Cook County Department of Public Health
Deborah McCarrel	DCFS
Andrea Densham	Child Care Network of Evanston
Dionne Haney	Illinois State Dental Society (ISDS)
Dan Hausman	Health and Disability Advocates
Debra Evans	CPS
Lisa Doot	Access Community Health
Elissa Bassler	Illinois Public Health Institute
Erica Okezie-Phillips	McCormick Foundation
Felicia.M.Fair-Thompson	DHS Project Launch
Gaylord Gieseke	Voices
Gina Ruther	DHS
Gina Swehla	HFS
Gordana Krkic	Illinois Academy of Family Physicians
Glendean Sisk	DHS

Greg Donathan	DCFS
Gwen Smith	CHIPRA, HFS
Jaci Vaughn	HFS dental
Juanona Brewster	ICAAP
Jeanna Capito	Positive Parenting DuPage
Jennifer Cartland	Lurie Childrens Hospital
Jennifer Herd	Chicago Department of Health
Janine Lewis	IMCHC
Joanna Su	Governor's Office
Joy D'Amico	Ounce
Jessica Roberts	Voices
Julie Doetsch	HFS
Julie Janssen	DPH
Karen Freel	Ounce
Kim Bartolomucci	Chicago Community Oral Health Forum
Karen Berman	Ounce
Kendall Stagg	Chicago Department of Health
Karen Scott Parker	Mercy Family Health Center
Kandace Thomas	Irving B. Harris Foundation
Leticia Reyes	DPH
Kate Ritter	IAFC
Misty Drake	Access Community Health
Madelyn James	Voices
Megan O. Erskine	CPS
Mary Popelar	ICAAP
Mona VanKanegan	Chicago Community Oral Health Forum
Natalie Ramos Castillo	Voices
Pam Borchardt	Borchardt Consulting
Peter Byrne	Easter Seals, Tinley Park
Phyllis Glink	Irving B. Harris Foundation
Reyna Hernandez	ISBE
Christine Robinson	IAFC
Scott Allen	ICAAP
Sam Aigner	CPS
Sarah Martinez	Child and Family Connections, PACT
Sally Stovall	IAFC
Teresa Kelly	Governor's Office
Vanessa Rich	DFSS
Vincent Champagne	DCFS

## Appendix D

<b>Systems Integration and Alignment Committee Members</b>		
<b>First</b>	<b>Last</b>	<b>Organization</b>
Dave	Andel	ISBE
Samantha	Aigner-Treworgy	Chicago Public Schools
Karen	Berman	Ounce of Prevention
Carie	Bires	Heartland Health Outreach
Pam	Borchardt	Borchardt Consulting
Jeanna	Capito	Positive Parenting DuPage
Michele	Carmichael	ISBE
Lynette	Chandler	Northern Illinois University
Andrea	Densham	Childcare Network of Evanston
Susan	Fowler	University of Illinois
Melanie	Garrett, AM, LCSW	HealthConnect One
Gaylord	Gieseke	Voices for Illinois Children
Chelsea	Guillen	Illinois EI Training Program
Beth	Hanselman	ISBE
Teresa	Hawley	Governor's Office
Reyna	Hernandez	ISBE
Angela	Hubbard	Ounce of Prevention
Artishia	Hunter	Positive Parenting DuPage
Madelyn	James	Voices for Illinois Children
Amber	Kirchhoff	Office of the Governor
Janine	Lewis	IMCHC
Carolyn	Newberry Schwartz	Collaboration for Early Childhood Care and Education
Donna	Nylander	Valley View EC District 365U
Nancy	Radner	Ounce of Prevention
Vanessa	Rich	Chicago of Chicago
Trish	Rooney	Aurora Early Childhood Collaboration
Allen	Rosales	Christopher House
Gina	Ruther	DHS, Office of Early Childhood; Child Care Bureau
Jodi L.	Scott	Regional Office of Education #27
Christy	Serrano	Ounce of Prevention
Kathy	Vilano	
Judy	Walker-Kendrick	Chicago Coalition of Site Administered Child Care Programs
Ellen	Walsh	Baby TALK
Dennice	Ward Epstein	Oak Lawn School District
Candace	Williams	Erikson Institute
Granada	Williams	Head Start
Amy	Zimmerman	Health & Disability Advocates

Cindy	Zumwalt	ISBE
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## Appendix E

### Guidelines for the Proper Handling and Storage of Human Milk from the Centers for Disease Control and Prevention

#### Proper Handling and Storage of Human Milk

By following safe preparation and storage techniques, nursing mothers and caretakers of breastfed infants and children can maintain the high quality of expressed breast milk and the health of the baby.

#### Safely Preparing And Storing Expressed Breast Milk

- Be sure to wash your hands before expressing or handling breast milk.
- When collecting milk, be sure to store it in clean containers, such as screw cap bottles, hard plastic cups with tight caps, or heavy-duty bags that fit directly into nursery bottles. Avoid using ordinary plastic storage bags or formula bottle bags, as these could easily leak or spill.
- If delivering breast milk to a child care provider, clearly label the container with the child's name and date.
- Clearly label the milk with the date it was expressed to facilitate using the oldest milk first.
- Do not add fresh milk to already frozen milk within a storage container. It is best not to mix the two.
- Do not save milk from a used bottle for use at another feeding.

#### Safely Thawing Breast Milk

- As time permits, thaw frozen breast milk by transferring it to the refrigerator for thawing or by swirling it in a bowl of warm water.
- Avoid using a microwave oven to thaw or heat bottles of breast milk
  - Microwave ovens do not heat liquids evenly. Uneven heating could easily scald a baby or damage the milk
  - Bottles may explode if left in the microwave too long.
  - Excess heat can destroy the nutrient quality of the expressed milk.
- Do not re-freeze breast milk once it has been thawed.

Source: [American Academy of Pediatrics](#).

## Storage Duration of Fresh Human Milk for Use with Healthy Full Term Infants

Location	Temperature	Duration	Comments
<b>Countertop, table</b>	Room temperature (up to 77°F or 25°C)	6–8 hours	Containers should be covered and kept as cool as possible; covering the container with a cool towel may keep milk cooler.
<b>Insulated cooler bag</b>	5-39°F or -15-4°C	24 hours	Keep ice packs in contact with milk containers at all times, limit opening cooler bag.
<b>Refrigerator</b>	39°F or 4°C	5 days	Store milk in the back of the main body of the refrigerator.
<b>Freezer</b>			Store milk toward the back of the freezer, where temperature is most constant. Milk stored for longer durations in the ranges listed is safe, but some of the lipids in the milk undergo degradation resulting in lower quality.
<b>Freezer compartment of a refrigerator</b>	5°F or -15°C	2 weeks	
<b>Freezer compartment of refrigerator with separate doors</b>	0°F or -18°C	3–6 months	
<b>Chest or upright deep freezer</b>	-4°F or -20°C	6–12 months	

Reference: Academy of Breastfeeding Medicine. (2004) [Clinical Protocol Number #8: Human Milk Storage Information for Home Use for Healthy Full Term Infants](#) [PDF-125k]. Princeton Junction, New Jersey: Academy of Breastfeeding Medicine. Available

<sup>i</sup> Institute of Medicine (IOM). (2011). *Early Childhood Obesity Prevention Policies*. Washington, DC: The National Academies Press.

<sup>ii</sup> Dalenius K, Borland E, Smith B, Polhamus B, Grummer-Strawn L. (2012). *Pediatric Nutrition Surveillance 2010 Report*. Atlanta: U.S. Department of Health and Human Services, Centers for Disease Control and Prevention.

<sup>iii</sup> Institute of Medicine (IOM). (2011). *Early Childhood Obesity Prevention Policies*. Washington, DC: The National Academies Press.

<sup>iv</sup> Olshansky SJ, Passaro DJ, Hershow RC, Layden J, Carnes BA, Brody J, Hayflick L, Butler RN, Allison DB, Ludwig, DS. (2005) *A potential decline in life expectancy in the United States in the 21<sup>st</sup> century*. *New England Journal of Medicine*. Vol. 352:1138-1145.

<sup>v</sup> Kaphingst K and Story M. (2009) *Child care as an untapped setting for obesity prevention: state child care licensing regulations related to nutrition, physical activity, and media use for preschool-aged children in the United States*. *Preventing Chronic Disease*, Vol. 6(1):A11.

<sup>vi</sup> Kathleen Sellers, Theresa J. Russo, Ida Baker and Barbara A. Dennison. (2005). *The role of childcare providers in the prevention of childhood overweight*. *Journal of Early Childhood Research*. Vol 3(3). 227–242.

<sup>vii</sup> Nutritional, physical activity, and screen viewing standards for Child Day Care Centers in the City of Chicago

<sup>viii</sup> American Academy of Pediatrics, American Public Health Association, and National Resource Center for Health and Safety in Child Care and Early Education. 2012. *Preventing Childhood Obesity in Early Care and Education: Selected Standards from Caring for Our Children: National Health and Safety Performance Standards; Guidelines for Early Care and Education Programs*, 3rd Edition. [http://nrckids.org/CFOC3/PDFVersion/preventing\\_obesity.pdf](http://nrckids.org/CFOC3/PDFVersion/preventing_obesity.pdf)

<sup>ix</sup> Nutritional, physical activity, and screen viewing standards for Child Day Care Centers in the City of Chicago

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<sup>x</sup> Standard is aligned with the following standards, except that we added the examples of “flavored milk and other flavored drinks” to this standards: Nutritional, physical activity, and screen viewing standards for Child Day Care Centers in the City of Chicago

<sup>xi</sup> Standard is aligned with the following standards, except that we removed sodas, sweetened drinks, fruit nectars, and flavored milk since they are addressed in other parts of our recommendations: American Academy of Pediatrics, American Public Health Association, and National Resource Center for Health and Safety in Child Care and Early Education. 2012. Preventing Childhood Obesity in Early Care and Education: Selected Standards from Caring for Our Children: National Health and Safety Performance Standards; Guidelines for Early Care and Education Programs, 3rd Edition.

[http://nrckids.org/CFOC3/PDFVersion/preventing\\_obesity.pdf](http://nrckids.org/CFOC3/PDFVersion/preventing_obesity.pdf)

<sup>xii</sup> Nutritional, physical activity, and screen viewing standards for Child Day Care Centers in the City of Chicago

<sup>xiii</sup> Nutritional, physical activity, and screen viewing standards for Child Day Care Centers in the City of Chicago

<sup>xiv</sup> Nutritional, physical activity, and screen viewing standards for Child Day Care Centers in the City of Chicago

<sup>xv</sup> Nutritional, physical activity, and screen viewing standards for Child Day Care Centers in the City of Chicago

<sup>xvi</sup> American Academy of Pediatrics, American Public Health Association, and National Resource Center for Health and Safety in Child Care and Early Education. 2012. Preventing Childhood Obesity in Early Care and Education: Selected Standards from Caring for Our Children: National Health and Safety Performance Standards; Guidelines for Early Care and Education Programs, 3rd Edition. [http://nrckids.org/CFOC3/PDFVersion/preventing\\_obesity.pdf](http://nrckids.org/CFOC3/PDFVersion/preventing_obesity.pdf)

<sup>xvii</sup> American Academy of Pediatrics, American Public Health Association, and National Resource Center for Health and Safety in Child Care and Early Education. 2012. Preventing Childhood Obesity in Early Care and Education: Selected Standards from Caring for Our Children: National Health and Safety Performance Standards; Guidelines for Early Care and Education Programs, 3rd Edition. [http://nrckids.org/CFOC3/PDFVersion/preventing\\_obesity.pdf](http://nrckids.org/CFOC3/PDFVersion/preventing_obesity.pdf)

<sup>xviii</sup> American Academy of Pediatrics, American Public Health Association, and National Resource Center for Health and Safety in Child Care and Early Education. 2012. Preventing Childhood Obesity in Early Care and Education: Selected Standards from Caring for Our Children: National Health and Safety Performance Standards; Guidelines for Early Care and Education Programs, 3rd Edition. [http://nrckids.org/CFOC3/PDFVersion/preventing\\_obesity.pdf](http://nrckids.org/CFOC3/PDFVersion/preventing_obesity.pdf)

<sup>xix</sup> American Academy of Pediatrics, American Public Health Association, and National Resource Center for Health and Safety in Child Care and Early Education. 2012. Preventing Childhood Obesity in Early Care and Education: Selected Standards from Caring for Our Children: National Health and Safety Performance Standards; Guidelines for Early Care and Education Programs, 3rd Edition. [http://nrckids.org/CFOC3/PDFVersion/preventing\\_obesity.pdf](http://nrckids.org/CFOC3/PDFVersion/preventing_obesity.pdf)

<sup>xx</sup> American Academy of Pediatrics, American Public Health Association, and National Resource Center for Health and Safety in Child Care and Early Education. 2012. Preventing Childhood Obesity in Early Care and Education: Selected Standards from Caring for Our Children: National Health and Safety Performance Standards; Guidelines for Early Care and Education Programs, 3rd Edition. [http://nrckids.org/CFOC3/PDFVersion/preventing\\_obesity.pdf](http://nrckids.org/CFOC3/PDFVersion/preventing_obesity.pdf)

<sup>xxi</sup> American Academy of Pediatrics, American Public Health Association, and National Resource Center for Health and Safety in Child Care and Early Education. 2012. Preventing Childhood Obesity in Early Care and Education: Selected Standards from Caring for Our Children: National Health and Safety Performance Standards; Guidelines for Early Care and Education Programs, 3rd Edition. [http://nrckids.org/CFOC3/PDFVersion/preventing\\_obesity.pdf](http://nrckids.org/CFOC3/PDFVersion/preventing_obesity.pdf)

<sup>xxii</sup> American Academy of Pediatrics, American Public Health Association, and National Resource Center for Health and Safety in Child Care and Early Education. 2012. Preventing Childhood Obesity in Early Care and Education: Selected Standards from Caring for Our Children: National Health and Safety Performance Standards; Guidelines for Early Care and Education Programs, 3rd Edition. [http://nrckids.org/CFOC3/PDFVersion/preventing\\_obesity.pdf](http://nrckids.org/CFOC3/PDFVersion/preventing_obesity.pdf)

<sup>xxiii</sup> Standard aligns with the following standards, except that we also added breast pumping in addition to breast feeding: American Academy of Pediatrics, American Public Health Association, and National Resource Center for Health and Safety in Child Care and Early Education. 2012. Preventing Childhood Obesity in Early Care and Education: Selected Standards from Caring for Our Children: National Health and Safety Performance Standards; Guidelines for Early Care and Education Programs, 3rd Edition. [http://nrckids.org/CFOC3/PDFVersion/preventing\\_obesity.pdf](http://nrckids.org/CFOC3/PDFVersion/preventing_obesity.pdf)

<sup>xxiv</sup> US Department of Labor, Wage and Hour Division. Fact Sheet #73: Break Time for Nursing Mothers under the Fair Labor Standards Act: <http://www.dol.gov/whd/regs/compliance/whdfs73.htm#UPmZ6x1EHTo>

<sup>xxv</sup> US Department of Labor, Wage and Hour Division. Fact Sheet #73: Break Time for Nursing Mothers under the Fair Labor Standards Act: <http://www.dol.gov/whd/regs/compliance/whdfs73.htm#UPmZ6x1EHTo>

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<sup>xxvi</sup> US Department of Labor, Wage and Hour Division. Fact Sheet #73: Break Time for Nursing Mothers under the Fair Labor Standards Act: <http://www.dol.gov/whd/regs/compliance/whdfs73.htm#UPmZ6x1EHTo>

<sup>xxvii</sup> American Academy of Pediatrics, American Public Health Association, and National Resource Center for Health and Safety in Child Care and Early Education. 2012. Preventing Childhood Obesity in Early Care and Education: Selected Standards from Caring for Our Children: National Health and Safety Performance Standards; Guidelines for Early Care and Education Programs, 3rd Edition. [http://nrckids.org/CFOC3/PDFVersion/preventing\\_obesity.pdf](http://nrckids.org/CFOC3/PDFVersion/preventing_obesity.pdf)

<sup>xxviii</sup> Academy of Breastfeeding Medicine. 2010. Clinical protocol #8: Human milk storage information for home use for healthy full term infants. Rev. ed. Princeton Junction, NJ: ABM.

<sup>xxix</sup> See guidelines at: [http://www.cdc.gov/breastfeeding/recommendations/handling\\_breastmilk.htm](http://www.cdc.gov/breastfeeding/recommendations/handling_breastmilk.htm) and Appendix E

<sup>xxx</sup> American Academy of Pediatrics, American Public Health Association, and National Resource Center for Health and Safety in Child Care and Early Education. 2012. Preventing Childhood Obesity in Early Care and Education: Selected Standards from Caring for Our Children: National Health and Safety Performance Standards; Guidelines for Early Care and Education Programs, 3rd Edition. [http://nrckids.org/CFOC3/PDFVersion/preventing\\_obesity.pdf](http://nrckids.org/CFOC3/PDFVersion/preventing_obesity.pdf)

<sup>xxxi</sup> Nutritional, physical activity, and screen viewing standards for Child Day Care Centers in the City of Chicago

<sup>xxxii</sup> Nutritional, physical activity, and screen viewing standards for Child Day Care Centers in the City of Chicago

<sup>xxxiii</sup> Nutritional, physical activity, and screen viewing standards for Child Day Care Centers in the City of Chicago

<sup>xxxiv</sup> Nutritional, physical activity, and screen viewing standards for Child Day Care Centers in the City of Chicago

<sup>xxxv</sup> Standard is aligned with the following standards except that we included all children in this standard, not just 0-6, and added the description of “with active movement or play for children who are mobile, weather permitting and in a safe environment”: American Academy of Pediatrics, American Public Health Association, and National Resource Center for Health and Safety in Child Care and Early Education. 2012. Preventing Childhood Obesity in Early Care and Education: Selected Standards from Caring for Our Children: National Health and Safety Performance Standards; Guidelines for Early Care and Education Programs, 3rd Edition. [http://nrckids.org/CFOC3/PDFVersion/preventing\\_obesity.pdf](http://nrckids.org/CFOC3/PDFVersion/preventing_obesity.pdf)

<sup>xxxvi</sup> Nutritional, physical activity, and screen viewing standards for Child Day Care Centers in the City of Chicago

<sup>xxxvii</sup> Nutritional, physical activity, and screen viewing standards for Child Day Care Centers in the City of Chicago

<sup>xxxviii</sup> NAP SACC Program Best Practices Recommendations, Center for Health Promotion and Disease Prevention, The University of North Carolina, Chapel Hill, NC, May 2007

<sup>xxxix</sup> American Academy of Pediatrics, American Public Health Association, and National Resource Center for Health and Safety in Child Care and Early Education. 2012. Preventing Childhood Obesity in Early Care and Education: Selected Standards from Caring for Our Children: National Health and Safety Performance Standards; Guidelines for Early Care and Education Programs, 3rd Edition. [http://nrckids.org/CFOC3/PDFVersion/preventing\\_obesity.pdf](http://nrckids.org/CFOC3/PDFVersion/preventing_obesity.pdf)

<sup>xl</sup> National Association for the Education of Young Children and the Fred Rogers Center for Early Learning and Children’s Media at Saint Vincent College. (2012). Technology and Interactive Media as Tools in Early Childhood Programs Serving Children from Birth through Age 8.. [http://www.naeyc.org/files/naeyc/file/positions/PS\\_technology\\_WEB2.pdf](http://www.naeyc.org/files/naeyc/file/positions/PS_technology_WEB2.pdf)

<sup>xli</sup> Standard is aligned with the nutritional, physical activity, and screen viewing standards for Child Day Care Centers in the City of Chicago but it references passive use of non-interactive technologies and media instead of general screen use

<sup>xlii</sup> Standard is aligned with the nutritional, physical activity, and screen viewing standards for Child Day Care Centers in the City of Chicago but it references passive use of non-interactive technologies and media instead of general screen use

<sup>xliii</sup> Standard is aligned with the nutritional, physical activity, and screen viewing standards for Child Day Care Centers in the City of Chicago but it references passive use of non-interactive technologies and media instead of general screen use

<sup>xliiv</sup> American Academy of Pediatrics, American Public Health Association, and National Resource Center for Health and Safety in Child Care and Early Education. 2012. Preventing Childhood Obesity in Early Care and Education: Selected Standards from Caring for Our Children: National Health and Safety Performance Standards; Guidelines for Early Care and Education Programs, 3rd Edition. [http://nrckids.org/CFOC3/PDFVersion/preventing\\_obesity.pdf](http://nrckids.org/CFOC3/PDFVersion/preventing_obesity.pdf)

<sup>xliv</sup> Standard is aligned with the following standards, except that it highlights both “interactive and non-interactive media” and specifies “food advertising and food brand placement” instead of “advertising and brand placement” more generally: American Academy of Pediatrics, American Public Health Association, and National Resource Center for Health and Safety in Child Care and Early Education. 2012. Preventing Childhood Obesity in Early Care and Education: Selected Standards from Caring for Our Children: National Health and Safety Performance Standards; Guidelines for Early Care and Education Programs, 3rd Edition. [http://nrckids.org/CFOC3/PDFVersion/preventing\\_obesity.pdf](http://nrckids.org/CFOC3/PDFVersion/preventing_obesity.pdf)

**Illinois MIECHV Update**  
**February, 2013**

**Federal Updates**

- HRSA site visit: conducted on January 8-10, including a visit with the Southside Cluster grantees. Our Project Officer felt very positive about our accomplishments and will be drafting a report with recommendations that include:
  - Continue Illinois' focus on raising quality of HV throughout state (beyond MIECHV agencies)
  - Increase the frequency of state team meetings
  - Consider how to align MIECHV with AOK, to avoid duplication and maximize efforts
  - Develop an approach to address HV salary issues, in collaboration with other state funders
  - Amend contracts so that sites promptly notify the state of key changes (including staff changes)
  - Review how we are looking at the number of home visits for each agency (in relation to the expected number of visits)
  - Work on CI capacity and collaborate with other state funders to bring non-MIECHV HV programs into CI
  - Develop a Learning Community for state-level leadership (peer group strategic planning support)
  - Emphasize collective impact model for community systems development
  - Explore resources for a public awareness campaign
  - Include HFA sample analysis and previous DHS HV monitoring tools in our CQI process
  - Integrate ECCS (Early Childhood into state MIECHV approach
  - Explore partnership opportunities with Project Launch
  - Encourage providers to include sufficient professional development funds in their MIECHV budgets
  - Develop advanced practice trainings for HVs, on topics including trauma-informed practice
- Strong Start: Official information will be coming from HRSA soon regarding Strong Start, a new randomized control study that seeks to look at 110 HV sites and 10,000 MIECHV HFA families and 10,000 NFP families nationwide. This will focus on birth outcomes and Medicaid usage in the child's first year. MDRC is the national contractor (who is also leading MIHOPE, the federal MIECHV evaluation). Sites expect to enter the study possibly this summer, through September 2015. Details for Illinois have not been announced yet.
- MIHOPE (federal MIECHV evaluation): Mathematica (the Illinois contractor) has had calls with all 4 Illinois MIHOPE sites to work out contract details, and is finalizing the "funnel" (how the process of the randomization will occur). Essentially, after a referral goes from Coordinated Intake to the HV agency, the HV agency will confirm that the family is interested and eligible, and then the randomization will occur. The March kickoff trainings for MIECHV providers will take place on March 5 and 7.
- Technical Assistance: We will be seeking TA from HRSA on topics including: other states' approaches to community systems development; CQI, and database development.
- Reports: The Competitive Grant narrative report was submitted by January 4 and the Formula Grant narrative report was submitted January 18. Benchmark data reports were submitted February 4; OECD and UIUC CPRD staff are working to analyze the data for public consumption.

- Resources: HRSA is working to develop a compendium of MIECHV competitive grant projects, so that information can be shared nationwide. In addition, a national table of benchmark constructs is being developed as a resource to states.
- Funding: IL will continue to receive our current allocations, most likely without increases, through 2015. There may be additional rounds of competitive grants but current grantees (like IL) will not be eligible. As of January 10, no details were available regarding the impact of sequestration on MIECHV. It is possible that there could be reauthorization of MIECHV funds after 2015, but things are unclear given the current fiscal situation. IL should consider how to advocate for reauthorization.

## State Updates

- Staffing: Lydia McAfee joined DHS to assist and Ebony Hoskin joined OECD as the Office Coordinator.
- Infrastructure: In response to provider requests, we have developed and disseminated updated contact lists, training requirements, and fiscal guidance (these documents will be shortly added to the OECD website). Initiated in January of 2013, DHS and OECD are holding quarterly fiscal calls with each MIECHV provider agency to review spending and discuss any related issues. The DHS-OECD team will also begin meeting more frequently to jointly plan and review progress.
- Professional development: Coordinated by the Ounce, professional Learning Communities (LCs) were held in December 2012 and January and February 2013 with home visitors, supervisors, and coordinated intake/community systems developers. In the LCs, peers come together for a conversation co-facilitated by state and Ounce staff, to reduce isolation and process other kinds of trainings and job experiences. OECD and DHS staff trained home visitors and supervisors on the Futures Without Violence DV screening tool that was developed specifically for home visiting. Mental Health First Aid training for home visitors and supervisors is also planned in the next quarter.
- Database: OECD is continuing to work with our current vendor to address ongoing concerns with the usability of the database. The state team has received TA from HRSA regarding expectations and approaches regarding database development. An RFP has been released.
- CQI: We are in the process of updating the state's CQI plan for submission to HRSA and we are receiving TA from HRSA regarding this. There will be a state CQI team as well as provider-level CQI teams dedicated to this process. University of Illinois Urbana-Champaign Center for Preventions and Research Development will be leading this process.
- Homeless families: Through the Ounce, working in conjunction with FACT, there will be some pilot activities and cross-training so that MIECHV is better able to assist families who are homeless or at risk of becoming homeless (doubled-up, etc.).
- Strong Foundations evaluation: Chapin Hall is in the process of writing the draft 3<sup>rd</sup>-year evaluation report. (Strong Foundations is the Illinois project for Evidence-Based HV programs, focused on building infrastructure.) The report looks at qualitative and quantitative data across the state, including interviews with state leaders, case studies from 15 HV programs representing 3 models (HFI, PAT, NFP), and a review of professional development in the "Big Four" topics – DV, DD, perinatal depression, and substance abuse).

## Formula Grant Update

- Coordinated Intake: All 6 communities are using CI for their MIECHV HV programs. Rockford and Elgin have also integrated non-MIECHV HV programs and we will be moving the other 4 communities in this direction.
- Caseload – All communities are either near full or have waitlists.
- Community systems development: There has been some transition in the CSD positions. Rockford filled their CSD position and Elgin is in the process of hiring. Each CSD is completing two assessment forms (one from the Pathways model used by ECAP grantees, and one from the 2010 CSD Resource Toolkit developed by the CSD Subcommittee of the ELC) to identify strengths and areas for development. We have developed a checklist of key CSD components based largely on the CSD Toolkit, and OECD and CH+A staff will be working one-on-one with each CSD to develop a specific action plan and timeline for achieving these components.

## Competitive Grant Update

- Doula Expansion (Ounce)
  - All 5 sites are up and running in Danville, Rock Island, Garfield Park, and Waukegan.
  - 9 doulas and 4 HVs were funded through the expansion.
  - Danville is around 77% capacity; other sites are more than halfway full.
  - Enrollment is a little bit behind, and it took some time to get new staff trained to use the OunceNet MIS system.
- Doula Randomized Control Trial (Chapin Hall)
  - 300 families will be randomized. Eligible families will receive either HV + doula services, or some kind of alternative case management services.
  - Two sites are fully operational and 68 pregnant teens have been randomized to date.
  - The third site (Rockford, also a MIECHV formula site) will launch in January.
- Fussy Baby Network (Erikson Institute)
  - This project's goal is to infuse the Fussy Baby approach into selected HFA programs, while incorporating Infant Mental Health (IMH) consultants to be part of the program.
  - Pilot sites (Joliet and HFA Chicago) have been running since mid-2012, with regular meetings with each site to provide guidance, process feedback, and incorporate lessons learned.
  - The Wave 1 sites are Metropolitan Family Services-Chicago, Family Focus Englewood, CH+A Bloomington, Children's Home Association in Peoria, and Macon County HD and pre-program data collection has begun.

## Benchmark Data and Evaluation (UIUC CPRD)

- The Benchmark Evaluation kickoff was held on January 11 and 14 for all MIECHV sites
- CPRD is working to coordinate their activities with MIHOPE to minimize the impact as much as possible.

# Governor's Office of Early Childhood Development

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## **SAC GRANT UPDATE- FEBRUARY 2013**

*This will be the last SAC grant update because the grant ends April 30, 2013.  
A final report on the results of the SAC grant will be available later this summer.*

### **Unified Early Childhood Data System**

Building on previous project deliverables and activities, John Snow Inc. (JSI) has completed the review of common education data standards (CEDS) and the extent to which they are used in the Illinois Early Childhood domain. The review included the extent to which CEDS compliant data is collected by participating early childhood data systems and the extent to which CEDS compliant data supports early childhood policy questions and program standards. JSI also reviewed the extent to which DHS programs and data systems use the Recipient Identification Number (RIN), and also reviewed other State initiatives that are addressing the lack of an established statewide unique identifier for Illinois citizens. To promote collaboration among participating agencies and programs in support for the Unified System, JSI performed a risk analysis of and developed recommendations for interagency governance, communications, and organizational requirements. JSI also developed a recommended technical architecture and system design for the Unified System that will inform the development of RFIs and/or RFPs which will in turn, support vendor engagement and the eventual development and implementation of the Unified System.

### **Community Systems Development**

The TA, training, and mini-grant project (named "Early Childhood Action Partnerships" or "ECAP" by lead agency Illinois Action for Children) is working in 22 communities statewide to develop and strengthen local early childhood partnerships. Twenty-three "managing partners" are managing mini-grants ranging from \$1,000 to \$9,999 to support a variety of projects including collaboration start-up and strategic planning, incorporating parent leaders into collaborative structures, and implementation of specific systems-change strategies. A cadre of eight consultants are working with the grantees to provide guidance, support, and technical assistance to meet their project goals and to build sustainable partnership capacity. In addition to ongoing monitoring and oversight of the mini-grants, the ECAP project has also accomplished the following:

- Launch of the Partner, Plan, Act website ([www.partnerplanact.org](http://www.partnerplanact.org))
- Launch of the online planning tool kit in partnership with the National Center for Children in Poverty's Pathways to Early School Success project ([www.http://pathways.nccp.org](http://pathways.nccp.org))
- ECAP Conference (11/14/12)
- Training sessions for Managing Partners and ECAP Facilitators
- Monthly webinars and provision of systems awareness training statewide

### **Home Visiting Coach Technical Assistance Project**

Projects focused on advancing the quality of Home Visiting in Illinois, through both program model developers and public funders, continue across ISBE, PAT, BabyTALK, and HFI. Project work includes creating and upgrading tools in place to guide and measure program adherence to quality standards with direct involvement and input from community providers. Over four dozen community providers from across the state are involved in these quality projects providing crucial input to the systems. A statewide summit on quality innovations in home

visiting is being planned for April and will be held twice to accommodate attendance by programs across the state; April 2nd in the Chicago area and April 5th in Bloomington.

### **Hard to Reach Pilot Projects**

The University of Illinois Urban Champaign is compiling its evaluation of the pilot programs. All pilots are fully implementing their logic models and working to enroll the hardest to reach children in high quality early childhood programs by the end of April.

### **Early Childhood Facilities**

On December 19<sup>th</sup> Governor Quinn announced the 12 recipients of Early Childhood Construction Grants at Through A Child's Eyes in Cicero. The awards will be used to acquire or construct a facility, expand an existing facility, or purchase equipment and make safety improvements. Early childhood providers in Cook, McHenry, Will, Winnebago, St. Clair, Kane and Kankakee counties were selected. Additional information on the grantees can be found on the OECD website.

*Please log on to [www.earlychildhood.illinois.gov](http://www.earlychildhood.illinois.gov) for the most up-to-date information on the Early Learning Council and Governor's Office of Early Childhood Development*

# Early Learning Council

Ad Hoc Metrics/Dashboard

Executive Committee

Ad Hoc Communications

Home Visiting Task Force

Program Standards and Quality

Data, Research and Evaluation

Systems Integration and Alignment

Family and Community Engagement

Health Connections

Ad Hoc TQRIS

Blending, Braiding and Sustainable Funding

Hard to Reach

Universal Screening

Licensing Advisory Committee (DCFS)

Community Systems Development

Principles and Practices

Research & Evaluation

Child Care Advisory Committee (IDHS)

Special Education

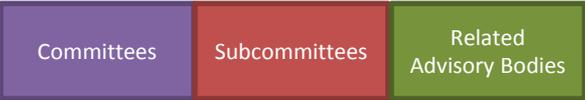
Capital/Infrastructure

Sustainability

Professional Development Advisory Committee

Health

Interagency Council on Early Intervention



**Early Learning Council  
Data, Research, and Evaluation Committee  
Committee Update for 2/25**

1) Unified Early Childhood Data System

- John Snow, Inc. (JSI) is on target with developing the design for the unified early childhood data system.
- During the last DRE Committee meeting on 1/28, JSI provided an overview of its key findings and preliminary recommendations related to the use of unique identifiers and for the use of Common Education Data Standards (CEDs).
- JSI has recently completed recommendations for 1) a system design and technical architecture for the unified system; 2) promoting collaboration between Head Start and the State in support of data sharing; and 3) interagency governance and organizational requirements necessary to support the unified system.
- These last deliverables have currently been shared with the Core Team members (includes agency leadership, OECD, and DRE Committee Co-chairs) and will be shared with the full DRE Committee for feedback in late Feb./March.

2) Collaboration with ELC Committees and Other External Advisory Bodies

- DRE Committee is working to formalize the communication process between ELC Committees and other external advisory bodies to further support/promote collaboration.
- A survey was created to help identify the overlap of DRE Committee members who have joined other ELC committees and/or other external advisory bodies related to data, research, and evaluation.
- This information will be shared with the DRE Committee along with a form that members can use to report back specific data, research, or evaluation needs of other committees. The intent is that members will act a “liaisons” and help to support information and resource sharing across committees.

3) Development of Recommendations for Early Childhood Research Agenda

- Co-chairs met with IECAM to begin developing a database that allows members to collect and share information about relevant research and evaluation projects. This information will help to inform the work of the ELC, as well as be used to inform the development of recommendations for a comprehensive early childhood research agenda.
- Co-chairs have begun to coordinate efforts with Illinois Collaborative of Educational Policy Research (ICEPR) as they begin their work around developing a K-12 focused research agenda for the state.
- DRE Committee is in the process of creating an Ad Hoc Committee or other substructure of the committee to help guide this work.

**Next DRE Committee Meeting  
March 5<sup>th</sup>  
10:00 - 12:00pm  
JRTC - 100 W. Randolph, 9<sup>th</sup> floor (room 9-036)**

**Family & Community Engagement Committee**  
**Executive Committee Update**  
**February 19, 2013**

The Family & Community Engagement Committee met on January 24, 2013. Prior to the meeting each subcommittee met to discuss their ongoing work. The Committee meeting focused on the subcommittee updates, summarized below. Our next meeting will be on March 28<sup>th</sup>, 2013 from 10:00-12:00.

Practices & Principles Subcommittee

The Practices & Principles Subcommittee (formerly Parent Engagement) had their first subcommittee meeting on January 24, 2013. Granada Williams from the Illinois Head Start Association and Choua Vue from Illinois Action for Children have agreed to co-chair the subcommittee. As requested by OECD, the subcommittee is working on their first task of drafting the Level 5 Award of Excellence for Family Engagement description for the QRIS. The subcommittee met again on February 15<sup>th</sup> and discussed the previous QRIS work for levels 1-4, reviewed other documents and measures of family and community engagement, and planned for the work moving forward. The Subcommittee will meet next on March 28<sup>th</sup> at 9:00 AM before the Committee meeting.

Capital/Infrastructure Subcommittee

The Capital/Infrastructure Subcommittee met on January 24, 2013. They are actively working on two tasks: 1) developing a recommendation that Governor Quinn support Illinois' expansion of early childhood facilities in high-need communities in his FY14 capital budget, and 2) building capacity for transportation work. The subcommittee is presenting the recommendation for the capital work in today's meeting. For building capacity, the staffers are continuing to recruit new members with expertise in providing transportation to children (4 new members). In mid-February a survey was distributed to Head Start providers asking them about the transportation services they provide to children, the cost, and the number of children served. Findings will be used to help identify transportation needs and goals. The subcommittee will meet next on February 20<sup>th</sup> from 11-12 to focus on the transportation work.

Hard to Reach Subcommittee

The Hard to Reach Subcommittee met on January 24, 2013 and February 19, 2013. They are making progress on identifying hard to reach populations within the state. The subcommittee is breaking into smaller work groups to focus on barriers that keep children from accessing programs and identifying successful approaches or programs to reduce these barriers. These work groups are developing recommendations for the Council on how the state can better address these barriers through policy and funding.

For more information on the upcoming meetings or committee work, please contact Natalie Tucker at [ntucker@air.org](mailto:ntucker@air.org).

**Systems Integration and Alignment Committee (SIAC)**  
**Update to ELC Executive Committee - February 11, 2013**

Since its first meeting in June 2012, SIAC has convened three Subcommittees to move the work under the SIAC work plan (see below for work in progress for each Subcommittee). Currently, SIAC is planning to convene the Special Education Subcommittee later this month and is working with the Governor's Office and ISBE to better define its role in advising the development and implementation of the 0-5 Early Learning Guidelines and Standards and Program Standards. SIAC includes the work of the following Subcommittees:

The Community Systems Development Subcommittee (co-chairs Jeanna Capito and Joanna Su) is in the process of revising the Community Systems Development Toolkit (50% complete), updating statewide Community Partnership Profiles (75% complete), monitoring and supporting the Community Partnerships project under SAC funding (ends April 2013), and developing a definition for "high quality community system" for review by the ELC Ad Hoc Work Group charged with developing the IL Early Childhood Dashboard.

The Health Subcommittee (co-chairs Janine Lewis and Adam Becker) has been finalizing its Subcommittee charge and work plan since Subcommittee Co-Chairs were selected in fall 2012. The Health Subcommittee has been focused on developing action steps for Objective 1 in the Health Subcommittee Work Plan to "develop strategies for supporting and promoting children's health across early childhood systems", and has charged Ad Hoc Work Groups to work on developing actions steps for other work objectives on the Health Subcommittee Work Plan (i.e. obesity prevention ad hoc (initial charge was to develop recommendations to Rule 407), oral health ad hoc (focused on action steps pertaining to prenatal and 0-3 oral health), and INCCRRA survey questions ad hoc (developed provider questions related to meeting the health needs of children the providers serve)). The Subcommittee is also developing a Glossary of Early Childhood and Health Terms to help members interact but also to aid in conversation around increasing collaboration between the two systems. Staff at the Ounce of Prevention is developing several Early Childhood Programs and Health matrices to help identify current linkages and gaps between the two systems. The Health Subcommittee has also developed criteria for selecting health issues and topics it might add to the Health Subcommittee Work Plan in the future. In August 2012, the Health Subcommittee submitted recommendations to the ELC Ad Hoc Committee on primary and secondary child health quality indicators for inclusion in the IL Early Childhood Dashboard.

The Braiding Blending and Sustainable Funding Subcommittee (co-chairs Gina Ruther and Sam Aigner-Treworgy) is making progress towards the following current work plan deliverables: 1) making recommendations to the ELC about how public agencies can improve implementation & program guidance for braiding/blending funding (action steps include conducting Round Tables to identify unintended consequences and nuances of results of braiding/blending funding and aggregating information gathered from Round Tables) and 2) making recommendations to IL early childhood systems for identifying and securing sustainable funding (action steps include identifying opportunities for leveraging Title I and collaborating with the new QRIS system to analyze costs of quality care).

## Early Learning Council Webinar Series

The Office of Early Childhood Development hosts periodic webinars on topics of interest to the Early Learning Council and the broader early learning community. The presentations are intended to serve as both general introductions and timely updates on the respective topics.

The audio and video of all webinars (including October's ISLE webinar and last month's Gateways to Opportunity Registry) is posted to the ELC page of the OECD site.

The webinars typically take place from 12pm – 1pm on the second and fourth Wednesday of each month.

Here are the upcoming webinars:

**February 13, 2013 - MIECHV Program** – Teresa Kelly

**February 27, 2013 - Updates in Child Care Licensing** – Carol Morris

**March 14, 2013 - Kindergarten Individual Development Survey** – Cindy Zumwalt

**March 27, 2013 - Exploring Local Partnerships and Federal Funding** – Kathy Stohr

**April 11, 2013 - Special Education/Early Intervention** – Karen Berman

**April 24, 2013 - Infant Mental Health** – Gaylord Gieseke & Collette Lueck

**May 8, 2013 - The Common Core** – ISBE representative TBD

**May 22, 2013 - Home Visiting Models** – Janelle Weldin-Frisch

*Exact dates and starting times will be confirmed by email 1-2 weeks before each webinar.*

For more information, or to suggest a webinar topic, contact Adam Weiner at [adam.weiner@illinois.gov](mailto:adam.weiner@illinois.gov)

# **The Big Picture**

**Where OECD and the Early Learning  
Council will be focused over  
the next four years**

# The State's Education Goal

Increase the proportion of Illinoisians with a  
high quality, industry recognized degree or  
credential from 43% to 60% by 2025

# Our Early Childhood Goal

***80% of all children and  
65% of children with high needs  
will demonstrate “full readiness”  
at kindergarten entry by 2021***

# Our Strategic Focus: Ensuring High-Need Children Receive High Quality Early Learning Services...

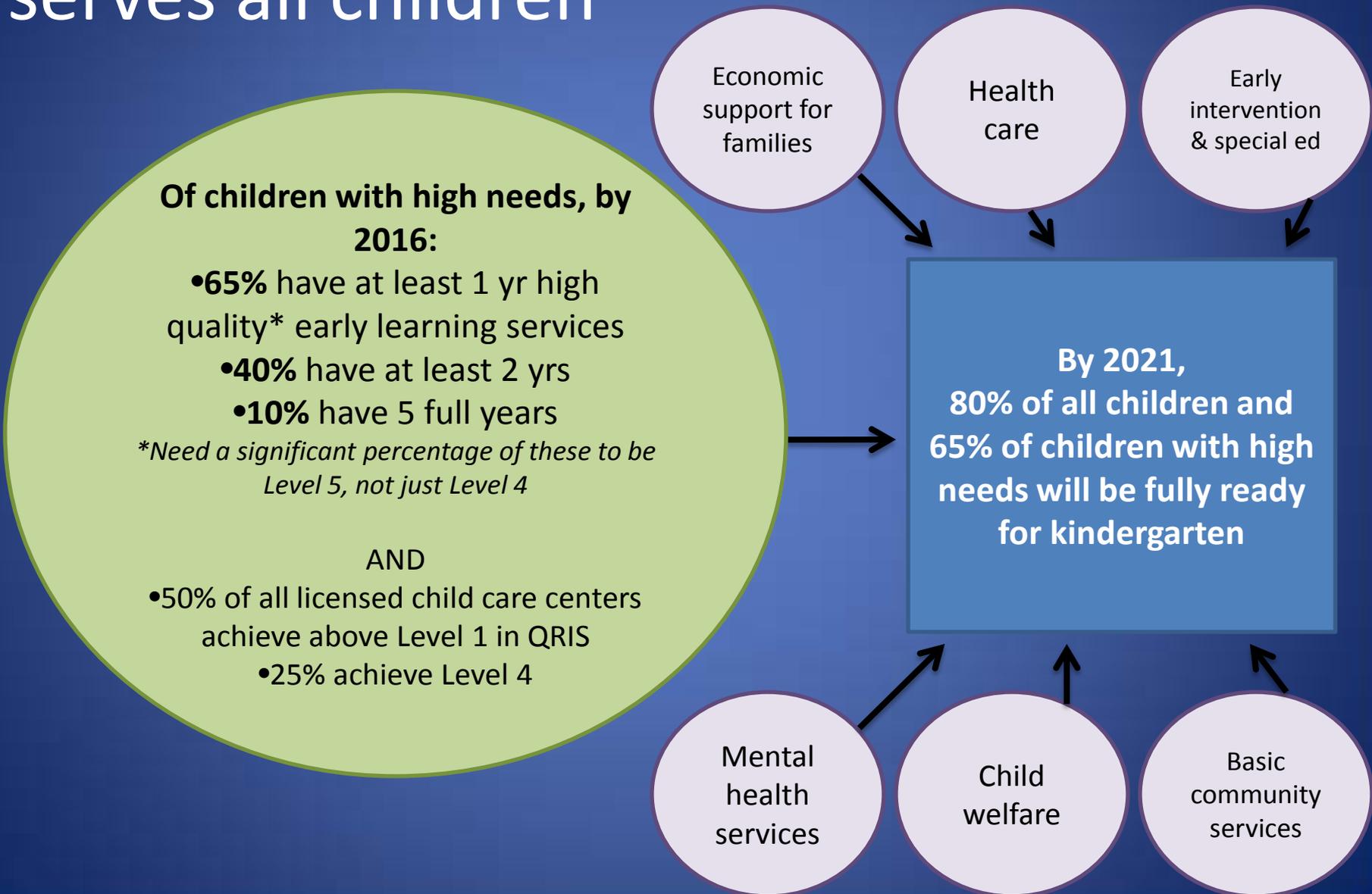
## Of children with high needs, by 2016:

- **65%** have at least 1 yr high quality\* early learning services
- **40%** have at least 2 yrs
- **10%** have 5 full years

*\*Need a significant percentage of these to be Level 5, not just Level 4*

**By 2021,  
80% of all children and  
65% of children with high  
needs will be fully ready  
for kindergarten**

# ...within a comprehensive system that serves all children





**SO WHAT DO WE NEED TO DO?**

# Define Kindergarten Readiness

- Develop an operational definition of what we mean by “demonstrate full readiness” at kindergarten entry
  - Communicate to & confirm with a wide range of stakeholders (including K-12 education, business, civic leadership) our conception of K readiness
  - Operationalize this via KIDS
  - Develop baseline data



# Deploy New Early Learning Standards

- Mapping out the route to kindergarten readiness for children
  - Birth to Three Early Learning Guidelines
  - Three to Five Early Learning Standards
- Develop resources and trainings for the entire field to better understand what children should know and be able to do at different ages/stages

# Define High Quality Early Learning

- Implement the new QRIS
  - Where Level 4 = traditional definition of “high quality”
- Continue to refine the Level 5 awards
  - Reflect new research-based understanding of what is necessary for highly effective intervention for at-risk children



# Deploy New Support Systems For Early Learning Providers

- Engage the un-engaged
  - Get all child care programs to at least participate in training toward Level 2
- Support programs interested in providing quality care & education
  - Move programs along quality continuum
- Engage parents in demanding quality
  - Get as many programs as possible up to level 4
- Shore up weak publicly funded programs
  - No PFA or HS programs should be below level 4!

# Push Programs To New Levels

- By 2016, at least 20% of programs with PFA, PI, HS and/or EHS funding will receive
  - Preschool Instructional Excellence Award and/or
  - Infant/Toddler Excellence Award
- Must set targets for other excellence awards
- Need to figure out how to get programs there!



# Connect Children With Services

- Need to take a hard look at where services are not matching actual child & family needs
  - Full day vs part day
  - Linkage with family, friend & neighbor care or other wrap around services
- Remove barriers to participation for children in highest need
  - Policy & funding stream barriers
  - Other access barriers, like transportation, geographic availability, etc.
- Build community-level systems responsible for ensuring high need children receive services

# Focus On All Ages

- Keep focus on birth to three
  - Home visiting services
  - Quality child care & other center based services
  - Develop options for center based even for parents who are not working?
- Strengthen preschool programs
  - Quality, intensity, comprehensiveness
  - Focus on both child and parents



# Strengthen Our Workforce

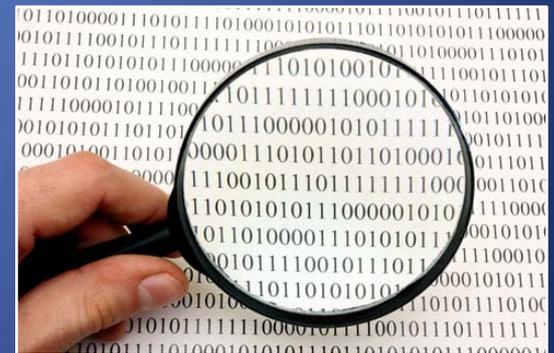
- Engage much higher percentage of workforce in credential system
- Strengthen quality of higher education coursework in early care & education
- Prepare for 2014 mandate around bilingual education in preschool
- Sharpen focus of professional development
  - Multi-session with focus on application vs one-shot trainings
  - Unified state plan to maximize use of resources

# Keep A Comprehensive Focus

- Connect with health care
  - Ensure all children are receiving primary care
  - Connect health care providers with EI and other early learning services
  - Make sure early learning settings are healthy settings
- Strengthen early childhood mental health services
  - Always remember primacy of relationships and social emotional development
  - Ensure services are available for children who experience trauma
- Support comprehensive parent engagement strategies
  - Focus on parent-child relationships
  - Engaging parents in educational system and in supporting learning at home
  - Recognize parent engagement is the only way to have a lasting impact

# Become Data-Driven

- Agree on set of metrics for tracking progress toward our goals
- Develop data systems that produce information around these metrics
- Develop and maintain a shared understanding of “what is”
  - Who & where the children are
  - Characteristics of programs/services
  - Who is accessing what
  - What outcomes we are seeing





## Early Childhood Action Partnerships (ECAP) Project Update (February, 2013)

### Grants to Support Partnership Development

The ECAP project is disbursing \$160,000 in grants to develop or strengthen early childhood partnerships in communities across the state. Thirty-five applications were submitted; 23 agencies representing 22 communities were selected for grants ranging from \$1,000 to \$9,999. The Managing Partner for each grant has submitted a detailed work plan and budget. Grantees are required to submit regular expenditure reports to IDHS and progress towards work plan deliverables to IAFC.

### Technical Assistance

Each grantee has worked with ECAP project staff to identify specific TA needs to meet project goals. IAFC recruited potential TA consultants from across the state; not just for the purpose of this project but to grow the field as well. In October, IAFC conducted two trainings with a total participation of 52. IAFC has retained the services of 8 consultants to support ECAP work statewide.

The scope of TA work is tailored to specific partnership needs. The broad categories of assistance currently being provided are: planning and facilitation of community meetings; consultation on issues such as stakeholder involvement, collaboration structure & governance; facilitation of processes to develop vision, mission, guiding principles, etc; and support for use of Pathways strategic planning tools. ECAP is also connecting grantees to consultants outside the scope of provided TA (e.g, COFI).

IAFC has contracted with the National Center for Children in Poverty (NCCP) to customize and expand their web-based tools and resources developed through the Pathways to Early School Success project. This evidence-based approach was the focus of training for facilitators as well as Managing Partners. While NCCP had planned for the website to be fully functional in November, unanticipated problems delayed the launch of the full complement of tools until January.

### Training Opportunities

- 140 people attended the Partner. Plan. Act. Conference in November.
- Training held (11/14) for all ECAP grantees and non-funded applicants.
- IAFC's annual *Spring into Action* Conference (April 9 & 10) has a focus on partnership development and a specific "track" for ECAP grantees
- Training offered to all ECAP grantees on local systems building, collaborative leadership, and organizing for systems change.
- Webinar series is ongoing. Upcoming topics:
  - "Models for Collaboration: AOK & MIECHV" (March 12)
  - "Putting it Together: A Guide to Financing Comprehensive Services in Child Care and Early Education" (March 27, co-sponsored with ELC)

- ECAP grantees are invited to participate in a wide range of opportunities from IAFC, outside the scope of the ECAP project, bi-annual public policy caucuses, webinars, informational updates, etc.

### **Web-Based Resources**

The ECAP website, [www.PartnerPlanAct.org](http://www.PartnerPlanAct.org) was launched in November and is continually being updated. The goal for this website is to be a resource as well as online forum for networking and support.

### **Evaluation**

IAFC research staff is contributing time and expertise to develop a comprehensive survey for ECAP Managing Partners, which will be administered in April. Additionally, one of the Pathways tools (which all ECAP grantees are required to complete) is designed to assess the strength of individual local partnerships and will provide useful baseline data.

## **ECAP Mini-Grants: Community and Managing Partner(s)**

### **Full Grants**

East St. Louis (Children's Home + Aid, AOK Network)  
 East St. Louis (East St. Louis Early Learning Committee)  
 Kankakee County (Community Foundation of Kankakee River Valley, United Way of Kankakee County & CCR&R)  
 Champaign County (Junior League of Champaign-Urbana)  
 Chicago-Austin (Austin Coming Together)  
 Chicago-Logan Square (Logan Square Neighborhood Association)  
 Henderson and Warren Counties (Regional Office of Education)  
 Whiteside County (Sinnissippi Centers & 4-C; Community Coordinated Child Care)  
 Addison (YWCA of Metropolitan Chicago & Positive Parenting DuPage)  
 Southern 15 Counties (John A. Logan Community College)  
 Elgin (United Way of Elgin)  
 Ottawa (Easter Seals of LaSalle and Bureau Counties)

### **Partial Grants**

Aurora (SPARK, Fox Valley United Way)  
 Oak Park (Collaboration for Early Childhood)  
 Evanston (Childcare Network of Evanston)  
 Rock Island County (Early Childhood Coalition)  
 Lake County (Lake County Child Care Coalition/United Way of Lake County)

### **Micro Grants**

Coles County (Eastern Illinois University/CCR&R)  
 Jefferson County (Project CHILD)  
 South Suburban Cook (SPEED)  
 Logan County (Christian Child Care)  
 Adams County (Adams County Children's Mental Health Partnership)  
 Belvidere/Boone County (First Step Learning)

# FINAL CRITERIA FOR QRIS LEVELS 1-4

For Approval by Early Learning Council Executive Committee - January 2013

	Licensing	Level 2	Level 3	Level 4
<b>1. TEACHING AND LEARNING</b>				
<b>1A. Learning Environment</b>	Licensing standards	<p>Program administrator and at least one teacher per classroom are trained on use of the Environmental Rating Scales for program design and continuous improvement.</p> <p>Evidence: Documentation of completion of Gateways Registry-approved training on ERS</p>	<p>Demonstrate commitment to quality improvement of classroom environment by completing self-assessment of classroom quality AND verification of classroom quality by Quality Specialist</p> <p>Evidence: Submission of scores completed by Quality Specialist that show: average overall ERS score between 3.25 and 4.5 and no classroom below 3.0, with quality improvement plan developed to address any subscale score below 4.5 and/or any classroom overall score below 4.0 <b>OR</b> CLASS Emotional Support and Classroom Organization average scores between 4.0 and 5.0 (no classroom below 3.0) with quality improvement plan to address scores below 4.0.</p>	<p>Demonstrate high quality of classroom environment</p> <p>Evidence: On-site assessment by state-approved assessor showing overall average ERS score of at least 4.5 (no classroom below 4.0) <b>OR</b> CLASS Emotional Support and Classroom Organization average scores above 5.0 (no classroom below 4.0) <b>OR</b> Accredited sites may meet by submitting evidence of classroom quality from approved accreditation body</p>

# FINAL CRITERIA FOR QRIS LEVELS 1-4

For Approval by Early Learning Council Executive Committee - January 2013

	Licensing	Level 2	Level 3	Level 4
<b>1B. Curriculum</b>	Licensing standards	<p>Program administrator and at least one teacher per classroom complete Gateways Registry approved training on: 1) Illinois Early Learning Guidelines/Standards (IELGS) AND 2) either an overview of aligned curricula or training on a specific curriculum that is aligned to the IELGS</p> <p>Evidence: Documentation of completion of Gateways Registry-approved training on early learning standards and aligned curricula</p>	<p>Program implements curriculum that is aligned with IELGS (at least one teacher per classroom must receive training on the identified curriculum)</p> <p>Evidence: Identification of selected curriculum that aligns with IELGS <b>AND</b> evidence that all lead teachers have completed Registry-approved training or other ISBE-approved training in that curriculum</p>	<p>Program implements research-based curriculum that aligns with IELGS and lesson plans show connection with IELGS</p> <p>Evidence: Identification of selected curriculum that is research-based and is aligned with IELGS <b>AND</b> on-site verification of connection with lesson plans by state-approved assessor or accrediting body <b>OR</b> No findings of non-compliance from federal Head Start Review or Preschool for All Program Monitoring</p>

# FINAL CRITERIA FOR QRIS LEVELS 1-4

For Approval by Early Learning Council Executive Committee - January 2013

	Licensing	Level 2	Level 3	Level 4
<b>1C. Instructional Quality</b>	Licensing standards	<p>As above</p> <p>Evidence: as above (1B)</p>	<p>Program demonstrates developmentally appropriate instructional practices</p> <p>Evidence: Submission of scores completed by Quality Specialist showing: minimum of 4.0 average on Interactions and Language Reasoning/Listening and Talking subscales of ERS with quality improvement plan addressing any classroom with less than 3.0 average on these subscales <b>OR</b> CLASS Instructional Support average scores above 2.75 with quality improvement plan addressing any classroom with less than 2.0 score on this subscale</p>	<p>Program demonstrates high quality, developmentally appropriate instructional practices</p> <p>Evidence: On-site assessment by state-approved assessor showing minimum of 5.0 average (no classroom below 4.0) on Interactions and Language Reasoning/Listening and Talking subscales of ERS <b>OR</b> CLASS Instructional Support average scores above 3.25 (no classroom below 2.75) <b>OR</b> Accredited sites may meet by submitting evidence of instructional quality from approved accreditation body</p>
<b>1D. Child Screening</b>	Licensing standards	<p>Program administrator completes Gateways Registry-approved training on screening tools.</p> <p>Evidence: Documentation of completion of Gateways Registry-approved trainings on screening tools</p>	<p>Program has policies and procedures in place to ensure that all children (birth-5 years) are screened at least annually for the purpose of identifying special needs and parents are provided screening results and information on where they can go for additional evaluation and services</p> <p>Evidence: Self-assessment of screening policies and practices and verification by Quality Specialist</p>	<p>Program has policies and procedures in place to ensure all children (birth-5 years) are screened annually no later than 60 days after entry into program; parents are provided information on screening results; and children for whom the screening identifies a developmental concern are referred for further evaluation by CFC or school district</p> <p>Evidence: On-site assessment by state-approved assessor verifies implementation of screening (score of 5 or higher on PAS item #10) <b>OR</b> Evidence from approved accreditation process <b>OR</b> no finding of non-compliance on federal Head Start review or Preschool for All/Prevention Initiative Monitoring visit</p>

## FINAL CRITERIA FOR QRIS LEVELS 1-4

For Approval by Early Learning Council Executive Committee - January 2013

	Licensing	Level 2	Level 3	Level 4
<b>1E. Child Assessment</b>	Licensing standards	<p>Program administrator completes Gateways Registry-approved introductory training on assessment tools.</p> <p>Evidence: Documentation of completion of Gateways Registry-approved training on assessment tools</p>	<p>Choose approved child assessment tool and train staff to use</p> <p>Evidence: Identification of selected assessment tool(s) that aligns with IELDS and documentation of staff training on use of tools</p>	<p>The program utilizes an appropriate assessment tool or tools that align with the curriculum to document children's progress over time with measurable outcomes; assessment results are used to inform instruction for individual children</p> <p>Evidence: On-site assessment by state-approved assessor verifies implementation of assessment (score of 5 or higher on PAS item # 11) <b>OR</b> Evidence from approved accreditation process <b>OR</b> no finding of non-compliance on federal Head Start review or Preschool for All/Prevention Initiative Monitoring visit</p>
<b>1F. Inclusion of children with special needs</b>	Licensing standards	<p>Program administrator and one teacher in each classroom have completed Gateways Registry-approved training on inclusion of children with special needs.</p> <p>Evidence: Documentation of completion of Gateways Registry-approved training on inclusion of children with special needs.</p>	<p>Program has policies and procedures in place for supporting inclusion of children with special needs <b>AND</b> program administrator and one teacher in each classroom have completed Gateways Registry approved training on inclusion of children with special needs.</p> <p>Evidence: Self-assessment of policies and procedures and documentation of completion of Gateways Registry-approved training on inclusion of children with special needs.</p>	<p>All classroom teaching staff have completed Gateways Registry-approved training* on inclusion of children with special needs. Program submits annual data on number of children with special needs served. Program has written Memorandum of Understanding with Child &amp; Family Connections (if serving children ages birth to three) and implements written policies and procedures detailing how the program supports children who have IEPs or IFSPs. By July 2016, program must also have an written Memorandum of Understanding with at least one Local Education Agency concerning services to children with special needs.</p> <p>Evidence: On-site assessment by state-approved assessor verifies implementation <b>OR</b> Evidence from approved accreditation process <b>OR</b> no finding of non-compliance on federal Head Start review or Preschool for All/Prevention Initiative Monitoring visit</p>

# FINAL CRITERIA FOR QRIS LEVELS 1-4

For Approval by Early Learning Council Executive Committee - January 2013

	Licensing	Level 2	Level 3	Level 4
<b>2. Family and Community Engagement</b>				
<b>2A. Family &amp; Community Engagement</b>	Licensing standards	<p>Program administrator completes Gateways Registry approved training on family engagement strategies.</p> <p>Evidence: Documentation of Gateways Registry-approved training on family engagement strategies</p>	<p>Program implements at least five family supports (see list in PAS item 17) and two parent-staff conferences per year.</p> <p>Self-assessment of family engagement and verification by Quality Specialist</p>	<p>Program implements at least five family supports (see list in PAS item 17), two parent-staff conferences per year, a plan for daily communication between teaching staff and families, and a plan for family involvement in routine classroom activities and/or program planning. Program also implements written plan for referring families as appropriate to social, mental health, educational, wellness, and medical services.</p> <p>Evidence: On-site assessment by state-approved assessor verifies implementation of family engagement (score of 5 or higher on PAS items #16, 17 and 19) <b>OR</b> Evidence from approved accreditation process <b>OR</b> no finding of non-compliance on federal Head Start review or Preschool for All/Prevention Initiative Monitoring visit</p>

## FINAL CRITERIA FOR QRIS LEVELS 1-4

For Approval by Early Learning Council Executive Committee - January 2013

	Licensing	Level 2	Level 3	Level 4
<b>2B. Transitions</b>	Licensing standards	Program administrator completes Gateways Registry-approved training on transition strategies	Program implements policies and practices to provide general information about transitions and engages parents in discussions and/or activities addressing child and family transitions	Program implements a written plan of activities and strategies that facilitates the transition of children and families into and out of classrooms, early learning environments, community services, and school settings (including transition to kindergarten). Program shares this plan with parents and community/school stakeholders
		Evidence: Documentation of Gateways Registry-approved training on transition strategies	Self-assessment of transition activities	On-site assessment by state-approved assessor verifies implementation and communication of transition plan <b>OR</b> Evidence from approved accreditation process <b>OR</b> no finding of non-compliance on federal Early/Head Start review or Preschool for All/Prevention Initiative Monitoring visit

# FINAL CRITERIA FOR QRIS LEVELS 1-4

For Approval by Early Learning Council Executive Committee - January 2013

	Licensing	Level 2	Level 3	Level 4
<b>3. LEADERSHIP AND MANAGEMENT</b>				
<b>3A. Program Administration</b>	Licensing standards	<p>Program administrator has received Gateways Registry-approved introductory training on Program Administration Scale</p> <p>Evidence: Documentation of Gateways Registry-approved training on PAS</p>	<p>Program demonstrates commitment to quality improvement of administrative practices</p> <p>Evidence: Documentation of PAS self-assessment and assessment completed by Quality Specialist with a Quality Improvement Plan for any subscale score below 4.5</p>	<p>Program demonstrates high quality program administration practices</p> <p>Evidence: On-site assessment by state-approved assessor with subscale scores of 5.0 or above on on four program-selected subscales of the PAS (other than Child Assessment or Family Partnerships) <b>OR</b> Accreditation <b>OR</b> no finding of non-compliance on federal Head Start review or Preschool for All/Prevention Initiative Monitoring visit</p>
<b>3B. Group Size and Staff/Child Ratios</b>	Licensing standards	Licensing standards	Licensing Standards	<p>Infants 6w-14m Ratio 1:4; max group=8 Toddlers 15m-23m Ratio 1:4; max group=12 Two Yr olds Ratio 1:6, max group=12 Ages Three to Five Ratio 1:10 max group=20</p> <p>Evidence: On-site confirmation of group sizes and ratios** <b>OR</b> Evidence from approved accreditation process <b>OR</b> no finding of non-compliance on federal Head Start review or Preschool for All/Prevention Initiative Monitoring visit</p>

# FINAL CRITERIA FOR QRIS LEVELS 1-4

For Approval by Early Learning Council Executive Committee - January 2013

	Licensing	Level 2	Level 3	Level 4
<b>3C. Continuous Quality Improvement</b>	Licensing standards	<p>Program administrator completes Gateways Registry-approved training on quality improvement planning</p> <p>Evidence: Documentation of completion of Gateways Registry-approved training on quality improvement planning</p>	<p>Develop Quality Improvement Plan using self-assessment results</p> <p>Evidence: Submit Quality Improvement Plan and annual update</p>	<p>Program demonstrates progress towards meeting objectives of Quality Improvement Plan based on self-assessment results</p> <p>Evidence: On-site assessment by state-approved assessor verifies progress made on implementation of self-assessment and continuous program improvement planning <b>OR</b> Evidence from approved accreditation process <b>OR</b> no finding of non-compliance on federal Head Start review or Preschool for All/Prevention Initiative Monitoring visit</p>
<b>3D. Culturally and Linguistically Appropriate Practice</b>	Licensing standards	<p>Program administrator and at least one teacher per classroom complete Gateways Registry-approved training on diversity that addresses the relationship between culture, race, and language development and usage</p> <p>Evidence: Documentation of Gateways Registry-approved training on cultural/linguistic/racial diversity</p>	<p>Program completes a self-assessment of the cultural and linguistical appropriateness policies and practices, and based on self-assessment using a recommended tool and creates a continuous improvement plan based on the results; AND children are encouraged to use their home language in play and learning experiences and wherever possible, program communicates with families in their home language</p> <p>Evidence: Self-assessment of support for cultural/linguistic diversity AND improvement plan</p>	<p>Program implements evidence-based policies, practices, curriculum and assessments that support that the development of culturally/racially/linguistically diverse children &amp; families</p> <p>Evidence: Minimum average score of 6 on the ERS Promoting Acceptance of Diversity item AND evidence of communications with families in home language (e.g. PAS item #16) OR Accreditation OR no finding of non-compliance on federal Head Start review or Preschool for All/Prevention Initiative Monitoring visit</p>

# FINAL CRITERIA FOR QRIS LEVELS 1-4

For Approval by Early Learning Council Executive Committee - January 2013

	Licensing	Level 2	Level 3	Level 4
<b>4. QUALIFICATIONS AND CONTINUING EDUCATION</b>				
<b>4A. Director Qualifications</b>	Licensing standards	Licensing standards	IL Director Credential Level 1 or IL Principal Endorsement (beginning July 2016)	Licensing Standards; IL Director Credential Level 2 or IL Principal Endorsement (beginning July 2016)
<b>4B. Staff Qualifications</b>	Licensing standards	At least 30% of teaching staff with a minimum of ECE Credential level 2  Evidence: Staff qualifications verified by Gateways registry	At least 30% of teaching staff with a minimum of ECE Credential level 3 AND beginning July, 2016, 30% of teaching staff in infant-toddler classrooms have IT Credential Level 2  Evidence: Staff qualifications verified by Gateways registry	At least 20% of teaching staff with a minimum of ECE Credential level 5 (or equivalent) AND an additional 20% of teaching staff with a minimum of ECE Credential Level 4 (or equivalent) AND beginning July, 2016, 40% of teaching staff in infant-toddler classrooms have IT Credential Level 3 (or equivalent)  Evidence: No finding of non-compliance on federal Head Start review or Preschool for All/Prevention Initiative Monitoring visit <b>OR</b> Accreditation (only through July 2016) <b>OR</b> Staff qualifications verified by Gateways registry
<b>4C. Staff Development</b>	Licensing standards	Program administrator or the staff member responsible for professional development planning completes Gateways-Registry approved training on developing Individualized Professional Development Plans  Evidence: Documentation of completion of training on individualized professional development planning	Individualized, written staff development plans developed for all classroom staff; minimum of 20 hours PD per year  Evidence: Self-assessment	Individualized, written staff development plans implemented for all staff; minimum of 20 hours PD per year including minimum of 5 hours Registry-approved training per year  Evidence: On-site assessment by state-approved assessor <b>OR</b> Accreditation <b>OR</b> no finding of non-compliance on federal Head Start review or Preschool for All/Prevention Initiative Monitoring visit

# FINAL CRITERIA FOR QRIS LEVELS 1-4

For Approval by Early Learning Council Executive Committee - January 2013

	Licensing	Level 2	Level 3	Level 4
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\*Or other ISBE-approved training on inclusion of children with special needs

\*Programs may be exempted from the ratio and group size requirements at level 4 if they receive NAEYC accreditation OR have an average score in infant, toddler and two-year-old classroom of 5.0 on the ITERS (no classroom below 4.5); every infant, toddler and two-year-old classroom has at least one staff person with an Infant Toddler Level 3 Credential or equivalent; and the program receives an overall PAS score of at least 4.5.



DEPARTMENT OF FAMILY AND SUPPORT SERVICES  
CITY OF CHICAGO

**Chicago Ready to Learn  
Head Start & Early Head Start Summary Report**

**Overview**

In August of 2012 Mayor Rahm Emanuel launched the Chicago Ready to Learn Initiative, a city-wide early childhood education and services system-coordination, access-enhancement, and quality-improvement campaign.

This Initiative is built on the research consensus that high-quality early childhood education plays a critical role in success in school and in life. Various studies have demonstrated the impact of high-quality early learning experiences, linking such experiences to increased high school graduation rates, reduced need for remedial coursework, lower juvenile crime rates, and higher lifetime earnings.

Despite this consensus, nearly half of high need three year olds and nearly 25 percent of high need four year olds in Chicago are not enrolled in an early childhood program. Chicago Ready to Learn intends to address some of the unmet need in the city by

- Increasing enrollment in early childhood education and care programs;
- Developing programs that best meet the needs of children, families, and neighborhoods; and
- Making sure that early childhood programs in Chicago are high quality and help children develop cognitive and non-cognitive skills.

As part of this effort, The Chicago Department of Family and Support Services (DFSS) and the Chicago Public Schools (CPS) released coordinated early childhood education and services requests for proposals (RFP) in August of 2012. CPS released RFPs for state-funded Pre-school for All (PFA) for 4 year olds and Prevention Initiative (PI) for 0-3 year olds. DFSS released RFPs for federally funded Head Start for 4-5 year olds and Early Head Start for 0-3 year olds.

Proposals were due October 1, 2012. DFSS and CPS intend to make a joint announcement of providers in the late spring of 2013 for services to begin in the fall of 2013.

**Preliminary Activity**

In anticipation of the release of a Request for Proposals for Head Start delegate agencies, DFSS took several preliminary steps:

1) DFSS contracted with the Illinois Head Start Association to conduct public Head Start informational sessions, which covered the basics of Head Start and Early Head Start, including operating a program and performance standards. 15 sessions were held from November 2011 through May 2012. DFSS publicized these events through outreach efforts to local and state officials, public notices placed in local



## DEPARTMENT OF FAMILY AND SUPPORT SERVICES CITY OF CHICAGO

newspapers, meeting with religious leaders, emails to current delegate and partner agencies and notices on COPA. Sessions were attended by approximately 80 people.

2) DFSS informed current delegate and partner agencies about the department's intent to release a Request for Proposals to provide Head Start and Early Head Start. Agencies were informed at quarterly executive director and program director meetings.

3) DFSS staff, in coordination with the Mayor's Office, drafted an RFP for Head Start and Early Head Start delegate agencies as well as a corresponding scoring rubric. The RFP and the scoring rubric were presented to DFSS's governing bodies, the Chicago Committee on Urban Opportunity and the Citywide Parent Policy Council, for approval, which was received.

### **Release of the RFP**

DFSS and CPS RFPs were released on August 3, 2012, through the City of Chicago's Chicago Ready to Learn website. DFSS publicized the release of the RFP by sending out blast emails to delegate, partner, and child care agencies, to other entities that had expressed interest in the RFP, and to licensed child care providers in the City. A link to the RFP was available through COPA. In addition, DFSS published public notices of the release in three Chicago newspapers: the *Chicago Sun-Times*, the *Chicago Defender*, and *La Raza*.

DFSS and CPS conducted three bidders' conferences on August 10, 11, and 22, at Malcolm X College. 377 people attended. Information from these sessions, including hand-outs, and FAQ, and a video of the presentation, were available on the Ready to Learn website. In addition DFSS responded to email and telephone inquiries concerning the RFP.

Applicants were required to submit separate proposals for Head Start and Early Head Start.

### **Submission of Proposals**

The due date for Head Start and Early Head Start proposals was October 1, 2012, 4:30 p.m. at DFSS central office. Applicants were required to submit a hard copy of the proposal with original signatures as well as two duplication hard copies. An electronic copy of the proposal was also required at that time.

Despite DFSS's best efforts, there were some challenges during intake. Because of this, DFSS allowed any applicant that intended to submit and reached out to us on the day of submission, to submit. This resulted in the submission of 25 proposals after deadline. The issues surrounding these submissions are as follows:

1) Duplicate Copies. DFSS required that all applicants submit an original copy of the proposal with signatures, two duplicate copies, and an electronic copy. The majority of applicants brought only one



## DEPARTMENT OF FAMILY AND SUPPORT SERVICES CITY OF CHICAGO

duplicate copy along with the original copy. In some cases, applicants arrived to submit only minutes before the deadline, and did not have the opportunity to make extra duplicate copy before deadline. In one case, the applicant was not allowed up to the second floor by security.

2) Electronic Submission. There were substantial challenges with submitting electronic copies, both on DFSS's end and on the applicants' end.

- The business day before submission, DFSS learned that the mailbox that had been set up to receive electronic copies of the proposal was rejecting them due to insufficient capacity. This was corrected by the City's Department of Information Technology, but not without having to reach out to applicants to assure them that the mailbox was working. Some of this follow-up took place after deadline.
- Some applicants had challenges managing the size of their electronic submissions. Despite a contact for technological difficulties, applicants were not able to zip their proposals or compress them in a way that made for smooth electronic submission.

### **Review of Proposals**

Proposals were reviewed by an outside agency with expertise in Head Start and Early Head Start using the review rubric that was released with the RFP. Proposals were scored using four criteria: 1) History and Experience; 2) Systems Management; 3) Services Management; and 4) Administrative and Fiscal Capacity. Proposals received rankings of Excellent (E), Meets Criteria (MC), or Does Not Meet Criteria (DNMC).

DFSS contracted with Western Kentucky University (WKU) Training and Technical Assistance to review and rank the Head Start and Early Head Start proposals. In addition to the review rubric, DFSS also provided WKU with a FYI for Reviewers and the FAQ sheet posted on the Ready to Learn website. DFSS forwarded all of the proposals to WKU through google.docs. During the time of review, the DFSS Head Start and Early Head Start program and policy team had no contact with WKU. Any questions WKU might have were fielded by a member of the DFSS Contracts Unit.

As part of the review process, each proposal was read and scored by a two person review team, each of whom reviewed the proposal independently. Reviewers were subject matter experts with experience in all aspects of Head Start. Review included scoring each proposal according to the four criteria and noticing the strengths and weaknesses for each criterion. WKU then aggregated the criterion scores and strengths/weakness into a final report for each proposal. WKU conducted a discussion between reviewers if their scores on any of the criterion differed markedly. Ranked proposals and review documents were returned to DFSS by November 16, 2012.



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**Delegate Agency and Slot Allocation Recommendations**

After receiving the ranking of proposals from WKU, DFSS will prepare recommendations for the DFSS executive team and US Department of Health and Human Services Office of Head Start on 1) which agencies to offer Head Start and Early Head Start delegate agency status; and 2) a preliminary slot allocation. The preliminary slot allocation will be informed by a community needs assessment conducted by the Chapin Hall Center for Children at the University of Chicago.

To understand the need for early childhood education and care services, Chapin Hall prepared an analysis of need across the city, by census tract, based on three indicators: poverty, crime, and children of teenaged mothers. All census tracts in the city were then coded to indicate where they fell according to five categories: greatest, significant, moderate, fair and least need. In addition, census tracts were coded by prevalence of English language learners and number of children eligible for Head Start (100% FPL for income eligibility).

**Home Visiting Task Force  
ELC Update  
February 25, 2013**

The full Home Visiting Task Force last met on January 29<sup>th</sup>. The meeting included:

- An introduction of the new staffer, Anna Torsney-Weir from the Ounce of Prevention Fund, who is replacing Rebecca Bunn;
- Updates on what we know about the state and federal budget processes and how they may impact home visiting funding, including a call to our members to be on the lookout for opportunities to advocate for sustained funding;
- An update on the implementation of our MIECHV grants from Teresa Kelly and her team, including a successful site visit from our HRSA federal project officer;
- A report from our colleagues at Chapin Hall, who recently completed their Year 3 evaluation of our federal Strong Foundations EBHV grant, finding that collaboration and communications have increased and professional development is effective, but that there are still some remaining challenges in ensuring training opportunities are available statewide; and
- An update from one of our 6 pilot MIECHV communities, the Southside Early Learning Network, on what they have learned since the beginning of the grant and how it has changed their practices in ways that could be applicable to the statewide home visiting system. They are experiencing growing collaboration and trust among the partner agencies as well as members of the community, and see it as a model of collective impact. The update generated a lot of excitement, and so we plan to continue having the pilot communities provide updates at our future meetings so we can all stay engaged in the work on the ground and think about how MIECHV can be used as a vehicle to leverage statewide improvements in the home visiting system.

Before the meeting, the Home Visiting Task Force Executive Committee, Sustainability Workgroup, and Health Connections workgroup met several times. The next full Task Force meeting is April 23<sup>rd</sup>.

**Sustainability Workgroup:**

The Sustainability Workgroup, which is co-chaired by Mike Shaver from Children's Home + Aid and Teresa Kelly from the Governor's Office of Early Childhood Development and staffed by Anna Torsney-Weir from the Ounce of Prevention Fund, has been meeting regularly since September. The charge of the workgroup is to explore sustainable state and federal financing mechanisms specifically for home visiting, applicable to both MIECHV as well as the larger statewide home visiting system. Since September, our work has been focused mostly on:

1. Creating a statewide picture of what home visiting programs are currently being funded and through what funding; and
2. Investigating the potential of using Medicaid to fund home visiting (especially given the expansion of Medicaid under the Affordable Care Act).

We are also exploring other funding mechanisms, and have been collaborating with the Braiding, Blending, and Sustainable Funding sub-committee of the Systems Integration and Alignment committee co-chaired by Samantha Aigner-Treaworgy and Gina Ruther. We will continue to update the Early Learning Council on our progress as we work towards recommendations. Our next meeting is March 21<sup>st</sup>.

**Health Connections Workgroup:**

The Health Connections Work Group is currently in the process of drafting its recommendations to the state for improving coordination between home visiting and maternal child health systems. For the past several months, small groups have been reporting out findings and proposed recommendations for discussion on select health areas (oral health, medical home, breast feeding, etc.) at each meeting. Our most recent meeting occurred on February 7<sup>th</sup>. The Work Group is planning to meet again in early to late March to

**Home Visiting Task Force**

**ELC Update**

**February 25, 2013**

review and finalize the compiled recommendations. Once final revisions have been made to the recommendations, the Work Group will submit the recommendations to the HVTF for approval. We anticipate sharing the recommendations with the HVTF in April or May at the latest, barring any unforeseen issues in finalizing the recommendations at our March meeting.

**Illinois Early Learning Council  
Program Standards and Quality Report  
October 2012 - February 2013**

**Program Standards and Quality QRIS Ad Hoc Work Group**

The Program Standards and Quality (PSQ) Committee coordinated the Quality Rating and Improvement System (QRIS) Ad Hoc Work Group to support Illinois Race to the Top Early Learning Challenge Grant Phase II. The QRIS Ad Hoc Work Group (meeting dates noted below) met to develop a comprehensive, cross-sector QRIS. The QRIS work group convened six additional work groups (listed below) to review research and best practices in developing Level 5 criteria/Award of Excellence recommendations.

**QRIS Ad Hoc Work Group meeting dates:**

- October 15, 2012 (teleconference)
- October 31, 2012 (face-to-face)
- December 12, 2012 (face-to-face)

**Level 5 Criteria/Award of Excellence** (Coordinators of focus groups noted):

- Program Administration: Coordinated by Teri Talan
- Preschool and Instructional Excellence: Coordinated by Debra Pacchiano
- Infant Toddler: Coordinated by Jeanna Capito
- Special Needs Inclusion: Coordinated by Pam Reising Rechner
- Family Engagement: Coordinated by Granada Williams
- Culturally and Linguistically Appropriate Practice: Coordinated by Karen McCarthy

*Note: Each Level 5 work group met as needed October through December 2012.*

**Program Standards and Quality Ad Hoc Infant Toddler Work Group**

The Program Standards and Quality Committee, in conjunction with the Professional Development Advisory Council (PDAC), convened a statewide work group to review a cross walk of the benchmarks for the Gateways to Opportunity Infant Toddler Credential. Note: Review of Gateways Credential components occurs on a regular basis to ensure the most current standards are utilized (e.g. Illinois Professional Teaching Standards, Illinois Early Learning Guidelines for Children Birth to Age 3, NAEYC etc.). Jeanna Capito and Marsha Hawley co-chaired the joint work and recommendations for revisions were completed in October. Recommendations were approved by PDAC and authorized by the Illinois Department of Human Services for implementation February 8, 2013.

**Programs Standards and Quality Communication and Coordination**

The PSQ Communication and Coordination work group met to further develop the PSQ work plan and establish overall priorities. The work plan was reviewed for alignment with various advisory groups and councils in the state. Work underway through PSQ Ad Hoc groups (see above) was shared.

**Meeting date:**

- January 14, 2013

**Program Standards and Quality Statewide Telenet**

During the January meeting telenet, state advisory bodies and councils provided updates on aligning PSQ work plan priorities. The RTT Early Learning Challenge Grant Phase II was discussed. Per member suggestion, an online survey was developed and implemented. Results from the survey will inform the PSQ as it continues to evolve to meet the needs of the IELC and work plan priorities.

**Meeting date:**

- January 3, 2013.

# Kellogg School of Management Nonprofit Executive Education Program

The Early Learning Council would like to notify its members of an exciting opportunity for leadership training. The Center for Nonprofit Management at Northwestern University's Kellogg School of Management offers an array of one, two and three-day courses for nonprofit leaders. The Center has found funding to provide these courses at a 50% discount for nonprofits.

Here is a selection of upcoming classes:

## **Developing High Performing People – March 11-12, 2013**

This program will teach participants to effectively communicate expectations, visions and values to various stakeholders. Participants will also learn how to develop and bring to life a focused people strategy, to understand emotional intelligence and the role it plays in having difficult yet effective conversations and to prepare the organization for a leadership transition.

## **Selling Your Impact – April 22-23, 2013**

This program will teach nonprofit leaders and board members why measuring performance is important, how to measure results in any type of organization and how measurement can be linked to more money for your organization.

## **Strategic Leadership – April 24-25, 2013 and October 21-22, 2013**

Through lecture, exercises and interactive dialogue, participants will learn how to build on their own leadership strengths and the strengths of team members to leverage their organization for success. Participants will also discuss how leaders engage others by communicating vision, message, core purpose and story to compel others to take action.

## **Leading for the Future – May 6-7, 2013**

This advanced program will discuss key developments in the theory and practice of effective leadership including team building, the science of social networks, diversity in organizations and crisis management.

**For the complete list of classes and more information about the program, visit:**

<http://www.kellogg.northwestern.edu/research/nonprofit/execed.aspx>

## **Logistical Details:**

### **Location**

Programs are held at 340 E. Superior Street, on Northwestern University's downtown Chicago campus.

### **Schedule**

Programs typically start promptly at 8:30am and end by 5:00pm each day. Once you have registered for a program, you will receive a detailed schedule which includes daily start/end times, session titles, and faculty names.

### **Cost**

All two and three-day programs cost \$950.00 each and one-day programs cost \$500.00 each. **50% scholarships are available for all of our executive education programs.**

*For more information, contact Jennifer Paul at 847-467-0866 or [j-paul@kellogg.northwestern.edu](mailto:j-paul@kellogg.northwestern.edu)*