

Illinois Early Learning Council Meeting

June 25, 2012

11:00 am- 2:00 pm

Erikson Institute

Polk Bros. Lecture Hall

451 North LaSalle St.

Chicago, IL 60654

Conference Line: 888-494-4032

Access Code: 7198518485

I. Welcome and Announcements

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

II. Updates

- a. State Update
- b. Federal Update
- c. Chicago Update

III. Committee Work

- a. Action Item: Consideration of Committee Work Plans
 - Home Visiting Task Force
 - Data, Research, and Evaluation
 - Family and Community Engagement

Lunch

- Program Standards and Quality
- Systems Integration and Alignment
- Ad Hoc Committee

IV. Reports

- a. Needs Assessment

V. Closing and Adjournments

Next Meeting is October 22nd

Early Learning Council

February 27, 2012
11:00 am – 2:00 pm

Erikson Institute, 451 N. LaSalle, Chicago, IL 60654

Conference Call line: (877) 873-8018
Pass code: 3790934

Meeting Participants: Martha Arnston, Barbara Bowman, Jeanna Capito, Mary Ellen Caron, Tim Carpenter, Ellen Chavez, Daniel Fitzgerald, Jana Fleming, Gaylord Gieseke, Phyllis Glink, Vinni Hall, Gloria Harris, Harriette Herrera, Teresa Kelly, Jan Maruna, Mark McHugh, Harriet Meyer, Janice Moenster, Lauri Morrison-Frichtl, Joe Neri, Carolyn Newberry Schwartz, Donna Nylander, Andrea Palmer, Sylvia Puente, Barbara Quinn, Diana Rauner, Elliot Regenstein, Pam Reising Rechner, Vanessa Rich, Gina Ruther, Kathy Ryg, Michelle Saddler, Linda Saterfield, Jodi Scott, Brynn Seibert, Sara Slaughter, Luz Maria Solis, Teri Talan, Martin Torres, Sheridan Turner, Kathy Villano, Joan Vitale, Judith Walker-Kendrick, Maria Whelan, Granada Williams, Kay Wilmoth, Cass Wolfe, Josie Yanguas, Cindy Zumwalt

Minutes

- I. **Welcome and Introductions – Co-chair Harriet Meyer (IL Early Learning Council)**
- II. **State Updates**
 - a. **State Budget – Jerry Stermer (Governor’s Office)**

Jerry presented on the Governor’s strategic priorities and proposals for reducing the deficit and stabilizing the economy within the context of the current State budget. Key initiatives included reductions to spending, Medicaid and pension stabilization, and job growth. He highlighted successes over the past few years including reforms to the workers compensation system, investments in infrastructure, and targeted tax relief. He also mentioned Budgeting for Results, a new initiative aimed at improving transparency and accountability which enables the State to identify funding priorities based on efficiency and effectiveness of programs. He shared the Governor’s plan to continue investment in education including enhanced early childhood and Monetary Award Program (MAP) funding.

The Council provided feedback on the importance of maintaining current levels of funding for early childhood programs and services at a minimum particularly in light of reduced funding for related programs in recent years. Jerry thanked the Council for their comments and expressed that early learning remains a priority for the administration. He closed by indicating that continued discussions would be had with the General Assembly which would likely make additional reductions.

- b. **Department of Human Services (DHS) – Secretary Michelle Saddler**

The Secretary provided an update on expectations for the Department’s budget which includes short falls in the areas of substance abuse prevention and treatment, teen pregnancy prevention, and child care. She added that

emergency food subsidies would be increased. The Department also indicated that it has also undergone restructuring to enhance efficiency and is participating in the Budgeting for Results process.

The Council expressed their disappointed with reductions to social services which are vital to the growing number of families in need. She thanked the Council for their comments as well as their continued support for young children and families.

c. Illinois State Board of Education – Reyna Hernandez & Cindy Zumwalt

The Governor has proposed increasing the budget for early childhood programs including a \$20M addition to the Early Childhood Block Grant (ECBG). ISBE is emphasizing services to high need children. The Board also intends to redistribute \$1.4M to Preschool for All (PFA) sites around the state. Their focus is on quality improvement such as the Quality Ratings and Improvement System (QRIS), 0-3 program monitoring, and Kindergarten Individual Development Survey (KIDS) implementation.

III. Federal Updates

a. Head Start Designation Renewal – Kay Wilmoth (Regional Program Manager, Office of Head Start)

Effective December 9, 2011, Head Start implemented new rules for renewal of current contracts which includes 7 conditions which could result in the need for recompetition. In effort to ensure children are receiving high quality, comprehensive experiences, the conditions include deficiency in meeting program standards, substandard CLASS scores, concerns over school readiness goals, license revocation, financial viability of the organization, and dismissal from program or denial of funds within the past 5 years.

Recomplete designations are for five year project periods. Thirty-two providers were notified of their need to recomplete in Region V with 7 of them being in Illinois. Minimizing disruptions to families being served currently is the goal.

Technical assistance will be provided to those slated for program expansion.

IV. Strategic Planning

The Strategic planning timeline and process was outlined. Current committee co-chairs will work with incoming co-chairs to ensure a smooth transition of work and clear communication with membership. Nominations for members of the Ad Hoc Committee should be directed to the Council co-chairs. The Ad Hoc Committee will identify benchmarks and indicators to be monitored and reported on in assessing progress towards Council goals. The Executive Committee will review benchmarks and indicators identified by the Ad Hoc Committee and provide feedback. The Council will review them at the June 25th Council meeting.

February 27, 2012 – Council reviews and approves committee structure, mission, vision and guiding principles.

March 7, 2012 – Committee co-chair nominations are due to Julie and Harriet.

March 15, 2012 – Julie and Harriet approve co-chairs and at large members of the Executive Committee.

April 15, 2012 – Executive Committee will determine work priorities, budget, and staffing needs for Council, Committees and Work Groups.

a. Review and Approval of:

i. Mission - Elliot Regenstein (Education Counsel)

Statutory mission of the Council will not change however the operating mission has been updated. Following brief discussion, updated mission was approved as presented.

ii. Vision – Elliot Regenstein

Elliot introduced the vision statement and guiding principles. He noted that the Ad Hoc Committee will develop 2 documents which describe the work and impact of the Council on early childhood, both an external document and a more detailed internal document. Following brief discussion, the vision was approved with the understanding that the Executive Committee would review and approve the work of the Ad Hoc Committee which will define measures of progress and design documents to share this information with various audiences.

iii. Guiding Principles – Elliot Regenstein

Elliot opened the discussion on the guiding principles noting that the expectation moving forward is that the Executive Committee will play a more active role in terms of ensuring the coordination of work and alignment of efforts across committees and work groups. Establishing a set of guiding principles helps prioritize work of the committees and subgroups.

Council discussed the need to take into consideration resources, reach, and capacity to influence systems change. Council noted the need to be intentional about links to related bodies in order to leverage resources and opportunities. Council was asked to send names and contact information for related advisory bodies which the Council should be coordinating with to Kim to be compiled.

Council moved to approve updated guiding principles.

iv. Committee Structure – Elliot Regenstein

Council was asked to review and approve the Executive Committee's recommended structure which included 5 committees and potential work areas within each. General work areas of each committee were discussed with the understanding that specific activities and objectives would be decided by committee co-chairs with approval of the Executive Committee. Elliot also noted that some work which previously took place in dedicated committees will now be expected to be woven across committees. Josie asked that the Council revisit the status of the work after committees have begun working to identify any gaps that may arise.

Committees and Work Areas

- 1) Program Standards and Quality** – Quality Ratings and Improvement System (QRIS), licensing, professional development, enhancing infant and toddler programs and services
- 2) Systems Integration and Alignment** – Community systems development, integration of special education and health, examination of funding streams, alignment early learning of standards, curriculum and assessment
- 3) Data** – Data collection, links between early childhood data, use of data to inform policy and practice
- 4) Family and Community Engagement** – Barriers to access, space capacity, engaging hard to reach families

5) Home Visiting Task Force – assist with the coordination of MIECHVP, continued work of existing work groups

Following discussion Council moved to approve committee structure.

b. Discussion of Governance

Reconstituted Executive Committee was recommended to be comprised of committee co-chairs and a small group of at-large members. Executive Committee will be expected to take on a more active and accountable role in guiding the work of the Council and its committees. Committees will likely form work groups around specific topics or projects which will also have chairs. These chairs will report to committee co-chairs who will represent the Committee at the Executive Committee level. Council felt additional conversation around the governance structure was needed and elected to allocate time at the next meeting for further discussion.

V. Break for Lunch

VI. Committee Updates

- a. Special Populations – Initial Evaluations for Special Education and Related Services for Children Ages 3 – 5 Memo – Donna Nylander (Valley View Early Childhood Center) & Daniel Fitzgerald (IL Dept. of Children & Family Services)**

After extensive collaboration with ISBE, the committee was able to finalize the memo which provides guidance on initial requests for special education screenings including clarity around the roles and responsibilities of districts when receiving requests for evaluations of children 3-5. Families must be responded to with a decision within 14 days. Document includes tips for avoiding delays, timelines, and other resources. Document is available online through both ISBE and the Governor’s Office of Early Childhood Development’s (OECD) site.

- b. Infant and Toddler – Teacher Licensure – Jeanna Capitol (Positive Parenting DuPage) & Karen Yarbrough (Ounce)**

ISBE’s teacher certification system has recently changed. Paper certificates will no longer be issued. Instead, all licenses will be a single electronic document with all endorsements and specializations including grade ranges and content areas listed. Over the past year, ISBE has convened stakeholder groups to advise on implementation and outreach related to these changes via the Elementary and Middle Advisory Group as well as the Early Childhood Advisory Group. The Infant and Toddler Committee plans to meet to propose recommendations to ISBE around the grade span configuration. This topic has also been discussed by the ELC Workforce Development Committee. The Professional Development Advisory Council has also provided recommendations to ISBE on the subject.

- c. Space Capacity – Early Childhood Construction Grants – Martin Torres (Latino Policy Forum) & Mark McHugh (One Hope United)**

With a total of \$45M available in capital funds to support increasing capacity of early childhood programs, the program received \$540M worth of requests in the form of 227 applications. Chicago received a \$9M set aside for the program. The Committee is advising the Chicago Public Schools (CPS) on their portion. CPS intends to split the awards evenly between community based organizations (CBO’s) and school based programs. Applications are still under review.

VII. Agency Staff Announcements

Reyna Hernandez formerly of the Latino Policy Forum and staffer to the Linguistic and Cultural Diversity Committee has joined ISBE as Deputy Superintendent- Center for Language and Early Child Development.

Dan Harris formerly of the Ounce of Prevention Fund (Ounce) has joined DHS as Assistant Director – Division of Family and Community Services.

VIII. Federal Updates Continued

c. Maternal, Infant, and Early Childhood Home Visiting (MIECHV) Grants – Teresa Kelly (Governor’s Office of Early Childhood Development)

Contracts are under review at the community level and are in the process of being returned to DHS. Funds have begun to be disbursed to lead entities within the community collaborations. MIECHVP is partnering with the Ounce to provide training to communities. A kickoff training summit is planned for April.

d. Early Childhood State Advisory Council (SAC) Grant – Kim Collins (Governor’s Office of Early Childhood Development)

Hard to Reach Grants – Six pilot sites throughout the state are now under contract to participate in strategies for engaging hard to reach families.

Unified Early Childhood Data System – The Request for Proposals (RFP) was released and 10 responses were received. Selected vendor is expected to be announced in March.

Community Systems Development – Four applications were received proposing a variety of models for developing community collaborations to improve early childhood outcomes. A vendor is expected to be selected shortly.

Early Childhood Construction Grants – Mark and Martin provided an overview of this project during their committee update.

Gateways Scholarships – Seventy-five thousand dollars per year are allocated to individuals studying early learning and development. In the first year of the program, 65 scholarships were awarded.

IX. Adjourn

Harriet thanked Kim, Karen, and Amber for their staffing support during the strategic planning process as well as Elliot for his leadership. Dates for future Council meetings were shared in meeting materials.

Governor's Office of Early Childhood Development

SAC GRANT UPDATE- JUNE 2012

Unified Early Childhood Data System

The contract with John Snow Inc. (JSI) is signed and JSI has started their work. June 25th is the Data Kickoff meeting and June 26th JSI will begin meeting with early childhood IT and program staff to begin understanding the data landscape in Illinois. Interviews with IT and program staff will begin in early July.

Community Systems Development

Illinois Action for Children was selected as the entity to provide TA to communities to support the development and strengthening of early childhood partnership at the local level. IAFC is currently working to implement a community identification and selection process for mini-grants and complementary technical assistance.

Home Visiting Coach Technical Assistance Project

Positive Parenting DuPage will serve as the Home Visiting Coach. Positive will work with home visiting programs throughout the state to improve quality of program functioning, based on the home visiting national model's credentialing process. Positive is currently creating a baseline assessment tool that will be used to help 70 programs consider quality of program functioning and initiate the credentialing process.

Hard to Reach Pilot Projects

Plans for the six pilot projects are all finalized including logic models which the University of Illinois will incorporate into their evaluation. All programs also attended trainings hosted by COFI on parent engagement. The pilots have begun implementing their plans.

Early Childhood Facilities

The OECD has asked to amend the SAC Grant to allow for the funding of Quality Counts Child Care Grants. These grants support center/community based and family child care to improve the quality of care provided to infants, toddlers, preschool, and school age children. These funds also support planned program improvements. Funds will be prioritized to high need areas.

Please log on to www.earlychildhood.illinois.gov for the most up-to-date information on the Early Learning Council and Governor's Office of Early Childhood Development

MIECHV Progress Report 6/25/12

1. Funds Spend Down Timeframe:

- Formula A – funds must be obligated by 9/29/12 and liquidated by 12/29/12
- Formula B – funds must be obligated by 9/29/13 and liquidated by 12/29/13
- Competitive – funds must be obligated by 9/30/12 and liquidated by 1/30/13

2. Money to Communities:

- **FY10 (Formula A)** –All communities have their funding for home visiting and coordinated intake. Each community has also received \$80,000 for Community Systems Development Staff. This position is charged with developing the collaborative and working on sustainability.
- **Competitive** - The Fussy Baby quasi-experimental and the Doula RCT has begun.
- **FY11 (Formula B)** – Money has gone out to communities and services are underway.

3. Grant Projects:

- **Training:** A meeting was held with the Ounce of Prevention to discuss the FY13 training to support the MIECHV communities. The following trainings are occurring/being developed:
 - 4 P's Plus and brief intervention
 - Illinois Coalition Against Domestic Violence 40 hour certification
 - Training by the Illinois Chapter of American Pediatrics on strengthening medical home connections
 - Strong Foundations
 - Social Solutions database implementation
 - Benchmarks and assessment tools
 - Coordinated Intake and Community Systems Development
- **Strong Foundations training evaluation by Chapin Hall:** Discussions continue to take place with Julie Spielberger, Elissa Gitlow and IBTI regarding this evaluation and plans for FY13.
- **Universal Screen:** the Universal Screening Committee chaired by Deb Daro has met and discussed the charge of the committee. This committee will work to promote a “Universal Touch” as it relates to home visiting and a system of care. “Universal” is to try to touch every mother. There are other states that can access birth certificates in real time. Director Hamos has been contacted to ascertain if this is a possibility through Medicaid births in Illinois.
- **Data System:** Development of the ETO Database with Social Solutions is underway for comprehensive database to track benchmark outcomes as well as act as a case management tool for HFA, PAT and EHS. The Project Manager will be attending the Illinois Unified Data Systems Kick off on 6/26/12. A meeting was held with Elliot Regenstein and Dan Harris of the Data Work Group to advise them of the status of the project. The RFP for the out years is being developed.
- **Staff Hiring:**
 - The Manager of Program Evaluation position has been filled by Lesley Schwartz, LCSW, ACSW.

- Data Analyst position has been posted for Springfield.
 - Community Systems and Capacity Building position will be a contractual position and is being processed through the DHS system.
 - **Provider Database Update and access to HV:** IGA is now in DCFS and is being processed.
 - **Service Referral Application:** Work is occurring with the DCFS Service Provider Database and Social Solutions to determine how HV can provide immediate referrals for participants in real time to community services.
 - **MIECHV Training:** Kick-off training was April 19th and 20th . It was well attended and evaluations indicated attendees were very satisfied with the program, breakout sessions, information exchange, and ability to network with other communities. There have been preliminary discussions with the Ounce of Prevention to hold a second MIECHV conference next spring.
 - **Benchmarks:** These have been approved by all home visiting models and HRSA. Sites are collecting benchmark data.
 - **Administration of Questionnaires:** Peter Mullhal of UIUC CPRD is aggregating benchmark data. He is currently considering the most efficacious method of administering data collection tools.
 - **Medical Home Linkage:** A contract has been developed with the Illinois Chapter of the American Academy of Pediatrics to work with communities on strengthening their relationship between home visiting and the medical care providers.
 - **Mobile** –MIECHV funds are supporting the completion of the Mobile Video from Illinois Childhood Trauma Coalition.
4. **Financial Reporting** – DHS is closely reviewing the MIECHV grants to ensure funds will not be lapsed.

Data, Research, and Evaluation Committee

Co-Chairs: Elliot Regenstein and Teri Talan
Government Liaison: Dan Harris
Staffer: Nicole Gillis

The goal of the Data, Research, and Evaluation Committee will be to guide the development and implementation of a unified data system; research initiatives; and quality program and system evaluations – in order to provide better information to support and further improve early childhood programs throughout the state. To achieve this goal, the Committee will work to fulfill the following four objectives:

- 1) To develop the design for an early childhood data system that provides better information to providers, parents, policymakers, advocates and the public about the operation of Illinois’ early childhood system;
- 2) To support the specific data, research, and evaluation needs of the Early Learning Council by collaborating with other committees to assist with current projects and more generally, by acting as a resource for existing and current research in the field;
- 3) To provide recommendations that would define and address the larger scope of research and evaluation needs for publicly funded early childhood programs and services throughout the state of Illinois; and
- 4) To remain informed about the progress of existing early childhood data collection systems in Illinois and provide input on early childhood data to other bodies or agencies as needed.

To achieve these objectives, the Data, Research, and Evaluation Committee will work collaboratively with other committees within the Early Learning Council, with other committees or workgroups outside of the Early Learning Council (such as the P-20 Council), and with any other entity as listed in the work plan or otherwise relevant to the work.

Objective 1	Action Steps	Responsibility	Timeframe/Status
<p>To develop the design for an early childhood data system that provides better information to providers, parents, policymakers, advocates and the public about the operation of Illinois' early childhood system.</p>	<p>1. Complete contract process for the consultant to begin work on the design for a unified early childhood data system</p>	<p>OECD</p>	<p>Completed</p>
	<p>2. Oversee and facilitate the consultant's work, which includes:</p> <ul style="list-style-type: none"> a. Develop and conduct interviews with key state and local agencies around their current systems and vision b. Create process flow diagram and narrative functional analysis on all government and partially government funded data systems and provide a report to OECD and DRE Committee c. Review relevant systems used by other states d. Provide analysis and recommendations for common early childhood data standards e. Provide analysis and recommendations for the extension of the Recipient Identification Number (RIN) to all DHS Early Childhood Systems and other DHS system integrations and enhancements f. Create gap analysis report on early childhood data that is collected in the IDLS and Framework system g. Provide gap analysis to OECD, DRE Committee, ISBE, and DHS h. Create and present general system design on how to fill the gaps between IDLS and Framework and link the two data systems to create a coordinated data system to the OECD and DRE Committee i. Provide analysis and recommendations for inclusion of Head Start/Early Head Start data in state data collection processes and systems j. Develop comprehensive technical architecture of systems and data k. Identify position risks and issues that may arise during system development (i.e. legal, administrative, technical, and political)¹ l. Provide recommendations for necessary interagency agreement, policy, business and staffing changes necessary to implement data sharing m. Create an RFI for data system design that will inform the creation of an RFP for services (optional) 	<p>DHS, OECD, DRE Committee</p>	<p>Begin by June 2012 and completed by end of grant period</p>

¹ This includes security and privacy (HIPAA/FERPA) concerns.

Objective 1	Action Steps	Responsibility	Timeframe/Status
	n. Create the RFP to solicit IT solutions for development of the unified early childhood data system		
	3. Recommend a governance framework for the unified early childhood data system a. Research governance frameworks in use and under development in Illinois b. Research governance frameworks in use and under development in other states c. Identify areas for the governance framework to address related to creation of the system d. Identify areas for the governance framework to address to maintain the system e. Create framework f. Propose policy changes necessary to implement framework	DRE Committee, agencies, P-20 Council	Completed by end of grant period <i>*contingent upon presentation of general system design by contractor</i>
	4. Propose framework for using data collected by system to strengthen the data-driven decision-making used to inform early childhood program and system improvement a. Research and create an inventory of potential “end users” for an early childhood data system (i.e. providers, parents, policymakers, and other relevant local and state stakeholders) b. Identify opportunities for strengthening decision-making in the state through use of data system, in collaboration with other committees c. Identify data elements that could be useful to decision-makers based on identified priorities d. Create framework	DRE Committee	Begin June 2012 and to be completed by end of grant period
Outcomes	1. Hired contractor to complete design for the early childhood data system 2. Completed design for unified early childhood data system 3. Completed governance framework for early childhood data system 4. Completed framework for use of data to drive decision-making for program and system improvement		Completed by end of grant period
Comments	If determined by the issued guidelines for the Race to the Top – Early Learning Challenge that the unified early childhood data system may be a part of the upcoming application, the DRE Committee will also work to provide input to support this effort.		

Objective 2	Action Steps	Responsibility	Timeframe/Status
<p>To support the specific data, research, and evaluation needs of the Early Learning Council by collaborating with other committees to assist with current projects and more generally, by acting as a resource for existing and current research in the field.</p>	<p>1. Identify and help prioritize the specific data, research, evaluation needs of other ELC committees and other relevant entities through attending cross-committee meetings, gathering feedback at Executive Committee meetings, maintaining relationships with other relevant bodies, and whatever other means are appropriate and necessary.</p>	<p>Chairs with DRE Committee support</p>	<p>Initial wave in spring/summer 2012; then ongoing</p>
	<p>2. Act as a resource to help guide the development of ELC projects</p> <ul style="list-style-type: none"> a. Be a source for information about relevant research in the field (i.e. through development of a research database), which includes collecting relevant information from the appropriate entities and people b. Provide access to individuals with data expertise either from within the DRE committee or through external networks c. Connect committees with different funding streams, grants, etc. to complete work 	<p>Staffer with DRE Committee support</p>	<p>Ongoing</p>
	<p>3. Share suggestions for related work in ELC committees</p> <ul style="list-style-type: none"> a. Be informed of emerging areas/gaps in data, research, or evaluation that other ELC committees may consider addressing through their work b. Identify areas where work could be connected and completed cross-committee or areas where there might be duplication of efforts c. Share recommendations with Executive Committee 	<p>DRE Committee</p>	<p>Ongoing</p>
<p>Outcomes</p>	<ul style="list-style-type: none"> 1. Development of an inventory of needs for ELC projects related to data, research, and evaluation 2. Development of research database 3. Increased guidance and funding for ELC data, research, and evaluation projects 		<p>Begin in spring/summer 2012; then ongoing</p>
<p>Comments</p>			

Objective 3	Action Steps	Responsibility	Timeframe/Status
To provide recommendations that would define and address the larger scope of research and evaluation needs for publicly funded early childhood programs and services throughout the state of Illinois.	1. Determine and create a database of relevant research and evaluation projects currently occurring in the state	Committee	Begin in spring/summer 2012; then ongoing
	2. Identify relevant research and evaluation projects currently underway in other states	Staffer with DRE Committee support	fall/winter 2012
	3. Identify gaps in research and evaluation that would lend to improving early childhood programming and services	DRE Committee	spring/summer 2013
	4. Share collected information with other committees, government agencies, collaborative, etc. for feedback	Chairs/Staffer	fall 2013
	5. Develop recommendations for a comprehensive agenda	DRE Committee	fall/winter 2013
Outcomes	1. Database of current research and evaluation projects and related gap analysis 2. Recommendations for future research and evaluation projects for the state		Ongoing Completed by end of 2013 for distribution in 2014
Comments			

Objective 4	Action Steps	Responsibility	Timeframe/Status
<p>To remain informed about the progress of existing early childhood data collection systems in Illinois and provide input on early childhood data to other bodies or agencies as needed.</p>	<p>1. Identify and coordinate with other data-related committees, councils, and collaboratives outside of Early Learning Council, such as Illinois Collaborative of Educational Policy Research (ICEPR), P-20 Council, and any other related bodies.</p>	<p>Identification: Staffer with DRE Committee support; Coordination: Chairs</p>	<p>Ongoing</p>
	<p>2. Remain informed about progress of current data initiatives in state government, including but not limited to:</p> <ul style="list-style-type: none"> a. Illinois Longitudinal Data System (ILDS) b. Illinois Early Childhood Asset Map (IECAM) c. Illinois Kindergarten Individual Development Survey (KIDS) d. ISBE Student Information System (SIS) e. Illinois Shared Learning Environment (ISLE) f. DHS Framework g. Gateways to Opportunity Registry h. MIECHV Database i. Early Intervention Web-based Data System (YEIDS) 	<p>DRE Committee</p>	<p>Ongoing</p>
	<p>3. Provide input to state agencies about the content of early childhood data currently being collected , reported, and utilized</p> <ul style="list-style-type: none"> a. Provide input to ISBE on including 0-3 data and expanding 3-5 data being collected in the ILDS b. Provide input to DHS and ISBE on collection and tracking information on all children referred for special education under IDEA (0-5) c. Provide input to ISBE related to collection of data on ISBE’s statutory requirement to respond to requests for evaluation within 14 school days d. Determine current progress of data system for Child Care Assistance Program and provide input as needed 	<p>DRE Committee</p>	<p>Ongoing</p>
	<p>4. Collaborate with state agencies to ensure data is made publicly accessible in a timely and user-friendly manner, and that the data itself</p>	<p>DRE Committee</p>	<p>Ongoing</p>

Objective 4	Action Steps	Responsibility	Timeframe/Status
	<p>is accurate and handled properly</p> <ul style="list-style-type: none"> a. Request access to relevant data for analysis b. Develop recommendations (if needed) for improving accessibility and/or accuracy c. Ensuring that data reporting includes disaggregated data reflecting the state's linguistic and cultural diversity 		
	<ul style="list-style-type: none"> 5. Act as a resource to help guide the development of new data initiatives in the state <ul style="list-style-type: none"> a. Identify new data initiatives b. Coordinate with agencies during the development process c. Offer recommendations/input 	DRE Committee	Ongoing
Outcomes	<ul style="list-style-type: none"> 1. Increased collaboration with other data-related committees, councils, and collaboratives outside of Early Learning Council 2. Provided input to state agencies: <ul style="list-style-type: none"> a. Increased accessibility and accuracy of current data b. Coordinated with ISBE around including 0-3 data and expanding 3-5 data in the ILDS c. Coordinated with ISBE and DHS around data collection for children referred for special education d. Guided progress of current data system for Child Care Assistance Program 3. Provided input during the development of new data initiatives 		Ongoing
Comments			

Family and Community Engagement Committee

Co-Chairs: Maria Whelan & George Davis

Staffer: Natalie Tucker

The Family and Community Engagement Committee aims to increase access for children, families, and communities with the greatest need to high-quality early learning programs. The Committee's three work groups—Public Awareness, Space Capacity, and Hardest to Reach—work will focus on five goals:

- 1) Increase the space capacity in communities to serve children in high quality classrooms, infant-toddler care, and education settings, especially in areas of greatest need (Space Capacity Work Group)
- 2) Serve more of the highest need families in early childhood programs (Hard-to-Reach Work Group)
- 3) Provide oversight and direction for the Maternal, Infant and Early Childhood Home Visiting (MIECHV) program public awareness campaign (Public Awareness Work Group)
- 4) Coordinate public awareness around the 14 Day Memo developed by the former Special Populations committee (Public Awareness Work Group)
- 5) Coordinate Public Awareness activities as appropriate for future funding initiatives awarded to Illinois birth-five programs (i.e., KIDS, Race to the Top Early Learning Challenge, TQRIS implementation) (Public Awareness Work Group)

We will know our work is successful when we can demonstrate evidence of increased access and use of high-quality early learning programs by the most at-risk children, families, and communities. This work plan outlines the objectives and action steps of the three work groups to reach these goals.

Space Capacity Work Group

Co-Chairs: Mark McHugh and Martin Torres
Staffer: Angela Farwig

Goal 1: Increase the space capacity in communities to serve children in high quality classrooms, infant-toddler care, and education settings, especially in areas of greatest need

Objective 1	Action Steps	Responsibility	Timeframe/Status
Monitor, track, advise, and learn from the implementation of the Early Childhood Construction Grants (ECCG) program	1.1.1 Monitor the state-wide ECCG process and advocate for decisions and implementation as soon as possible. Maintain ongoing communication with the governor’s office and CDB.	Co-Chairs	Minimum monthly contacts
	1.1.2 Support Chicago Public Schools in administration of Chicago ECCG program, including assisting in the successful execution of the RFP to community-based early childhood organizations for ECCG program funds.	Space Capacity Work Group	Pending release of CPS RFP
	1.1.3. Analyze application data requested from Governor’s Office of Early Childhood Development (OECD) regarding applications for statewide ECCG program funds to inform future funding cycles, including potential areas to be targeted and needs to be addressed.	Space Capacity Work Group	Pending release of data from OECD
	1.1.4. Develop materials regarding ECCG history for dissemination within Illinois and to other states.	Staffer with Space Capacity Work Group and Co-Chair input	2013
Outcomes	1.1.1. Transparent communication from the governor’s office. Begin implementation of program in 2012.	Governor’s office	Calendar year 2012
	1.1.2. Technical assistance provided to programs interested in applying to Chicago ECCG program (e.g., webinar, printed materials).	Staffer with support from	Pending release of CPS RFP

		external partners	
	1.1.3. Memo analyzing ECCG application data developed.	Staffer/ Space Capacity Work Group	Pending release of data from OECD
	1.1.4. Memo regarding history of ECCG program developed.	Staffer with Space Capacity Work Group and Co-Chair input	2013
Comments	Former staffer Olivia Roanhorse is developing the ECCG history memo. Current staffer will work with Work Group and Co-Chairs to finalize. Additional details will be provided soon.		

Objective 2	Action Steps	Responsibility	Timeframe/Status
Identify funding for additional early childhood slots created by programs through Early Childhood Construction Grants and other initiatives that increase capacity.	1.2.1. Continue advocacy with elected officials, the Illinois State Board of Education, the Illinois Department of Human Services, the Chicago Public Schools, and Head Start grantees to emphasize the importance of planning for additional slots created by the ECCG program.	Co-Chairs/ Space Capacity Work Group	Ongoing
Outcomes	1.2.1. Commitment by the legislature and administration to commit an adequate amount of CCAP and/or Preschool for All funds to support the level of capacity granted by the ECCG program.	DHS/ISBE Co-Chairs	Administration: 2012 for FY14; Legislature: 2013 for FY14; and annually thereafter.

	1.2.2. Recommendation(s) to Early Learning Council on positions to take on operational funding with the governor’s office.	Space Capacity Work Group	2012
	1.2.3. Materials that provide guidance on funding sources to early childhood programs interested in increasing their capacity developed.	Space Capacity Work Group	2013
Comments			

Objective 3	Action Steps	Responsibility	Timeframe/Status
Monitor, track, and advise the use of State Advisory Council (SAC) facilities grant funds	1.3.1. Work with DHS and other stakeholders to target Quality Counts Child Care grants funded by the SAC grant funds to high need communities in the state as identified by the IECAM rankings developed for the ECCG program.	Space Capacity Work Group	2012/2013
	1.3.2. Facilitate technical assistance for select successful ECCG program applicants.	Space Capacity Work Group	Pending ECCG award decisions
Outcomes	1.3.1. Award of Quality Counts Child Care grants for facilities improvements to programs in high need areas across the state.	Space Capacity Work Group serves in advisory role in the SAC grant process	2012/2013
	1.3.2. Technical assistance support for implementation of ECCG funds provided to a select number of high-need communities.	Space Capacity Work Group serves in advisory role in the SAC grant process	Pending ECCG award decisions

Comments	All work and outcomes for Objective 3 is TBD based on approval of revised SAC grant application.
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Objective 4	Action Steps	Responsibility	Timeframe/Status
Develop strategies for continued expansion of early childhood facilities space	1.4.1. Recommend changes in law and rule that create a permanent stream of capital and related operational funding to meet the need for high quality early childhood centers into the future.	Space Capacity Work Group	Ongoing
	1.4.2. Work with researchers from IECAM, Chapin Hall, and other relevant organizations and universities to refine existing data sources and analyses. Recommend what new information should be collected and/or analyses should be conducted over the next two years to further refine capital planning and funding decisions. Coordinate cross-work with other relevant ELC entities, such as the Hard to Reach work group and the Data, Research and Evaluation Committee.	Space Capacity Work Group	2012-2014
	1.4.3. Explore opportunities for new dedicated space for early childhood services among charter school operators.	Space Capacity Work Group	2012-2014
	1.4.4. Seek input from a range of stakeholders across the state, including community-based and school district providers on potential strategies to support expansion of high-quality early childhood facilities.	Space Capacity Work Group	2013
	1.4.5. Utilize existing research and data and lessons learned from the ECCG program to inform future policy advocacy efforts and share information with other advocacy organizations and key stakeholders working to promote the expansion of high-quality early childhood facilities.	Space Capacity Work Group	2013-2014

	1.4.6. Identify potential non-state funding sources to fund additional projects and/or to support government match requirements.	Space Capacity Work Group	2013-2014
Outcomes	1.4.1. Institutionalize consideration of early childhood services as an aspect of community need within Illinois' charter school authorization process.	Space Capacity Work Group	2012-2013
	1.4.2. New law authorizing annual commitments of early childhood capital dollars.	Space Capacity Work Group	2013-2014
	1.4.3. New rules creating a process that connects capital funding, operational funds, prioritization of need and implementation of new and renovated early childhood facilities.	Space Capacity Work Group	2013-2014
Comments			

Hard-to-Reach Families Work Group

Co-Chairs: Tom Layman & TBD
 Staffer: TBD

Goal 2: Serve more of the highest need families in early childhood programs

Objective 1	Action Steps	Responsibility	Timeframe/Status
<i>Demographics.</i> Develop a conceptual framework that defines hard-to-reach families and identifies demographic data sources consistent with the definition. <i>“Who are hard-to-reach families & why are they hard to reach?”</i>	2.1.1. Make list of hard-to-reach populations targeted or prioritized by the major funding streams. Edit the list to reflect the neediest or hardest-to-reach as viewed by the work group.	Hard-to-Reach Work Group	Complete by August 31, 2012
	2.1.2. Ask researchers from Chapin Hall, IECAM and other places to identify demographic data sources and limitations in reference to the populations listed. Discuss ways to collect relevant data to determine if funding streams are serving more such families over time.	Hard-to-Reach Work Group, Chapin Hall & IECAM	September
	2.1.3. Write report on recommended framework and data sources.	TBD	October
Outcomes	2.1.1. Report on framework and data sources is delivered to the full committee.	Hard-to-Reach Work Group	October 31, 2012
Comments	Need help from Governor’s office to identify and invite researchers to one or two meetings during September.		

Objective 2	Action Steps	Responsibility	Timeframe/Status
<p><i>Approaches.</i> Develop a list of program and system approaches, modifications, or models that engage hard-to-reach families. Identify administrative & funding barriers.</p> <p><i>“What works to engage hard-to-reach families and what can we do differently?”</i></p>	<p>2.2.1. Review definitions and categories of hard-to-reach families developed under Objective 1 and decide whether Objectives 2 and 3 can realistically address all categories or be limited to those with highest priority.</p>	<p>Hard-to-Reach Work Group</p>	<p>November</p>
	<p>2.2.2. Follow the evaluation of the SAC grants and distill lessons learned.</p>	<p>Hard-to-Reach Work Group</p>	<p>Periodic updates from evaluator</p>
	<p>2.2.3. Collect information on other models for engaging hard-to-reach families and develop a list of such programs to serve as a resource guide. Identify the specific hard-to-reach population that would be served by each program or strategy. Strategies may include removal of administrative barriers, provision of supplemental services or modification of program design. Work with funding systems to plan implementation of selected strategies.</p>	<p>Hard-to-Reach Work Group & funding system administrators</p>	<p>November, December, January</p>
<p>Outcomes</p>	<p>2.2.1. Resource list of programs and strategies is delivered to the full committee.</p>	<p>Hard-to-Reach Work Group</p>	<p>Jan. 31, 2013</p>
<p>Comments</p>			

Objective 3	Action Steps	Responsibility	Timeframe/Status
<p><i>Policy and funding.</i> Recommend policy and/or funding changes to serve more hard-to-reach families. Address administrative</p>	<p>2.3.1. Review demographic and program reports generated for Objectives 1 and 2. Identify potential policy and/or funding changes that would advance those recommendations.</p>	<p>Hard-to-Reach Work Group</p>	<p>February, 2013</p>
	<p>2.3.2. Working with the full committee co-chairs, discuss the feasibility of policy and funding changes with state administrators.</p>	<p>Hard-to-Reach</p>	<p>March</p>

barriers and funding disincentives. <i>“What policy and funding changes would make programs accessible to the identified families?”</i>		Work Group, full committee co-chairs, and state administrators	
	2.3.3. Finalize recommendations in a report to the full committee.	Hard-to-Reach Work Group	March
Outcomes	2.3.1. Policy and funding recommendations are delivered to the full committee.	Hard-to-Reach Work Group	March 31, 2013
	2.3.2. Full committee transmits selected recommendations to the Early Learning Council.	Full committee co-chairs	May 30, 2013
Comments			

Objective 4	Action Steps (Note that these steps are scheduled in conjunction with Objective 3 steps)	Responsibility	Timeframe/Status
<i>Resource allocation.</i> Explore ways to achieve a better match between resources and needs. <i>“The goal of serving all young children is far off. How can we target the limited resources to those families most in need?”</i>	2.4.1. Compare population data to program utilization data to identify underserved high need populations.	Hard-to-Reach Work Group, Chapin Hall, IECAM	February, 2013
	2.4.2. Develop a vision for equitable distribution of existing resources given the state’s demographic make-up.	Hard-to-Reach Work Group	February
	2.4.3. Identify potential policy and/or funding changes that would drive a gradual re-allocation of slots to the underserved high-need families.	Hard-to-Reach Work Group	March

	2.4.4. Working with the full committee co-chairs, discuss the feasibility of policy and funding changes with state administrators.	Hard-to-Reach Work Group, full committee co-chairs, and state administrators	March
	2.4.5. Finalize recommendations in a report to the full committee.	Hard-to-Reach Work Group	March
Outcomes	2.4.1. Policy and funding recommendations are delivered to the full committee.	Hard-to-Reach Work Group	March 31, 2013
	2.4.2. Full committee transmits selected recommendations to the Early Learning Council.	Full committee co-chairs	May 30, 2013
Comments			

Public Awareness Work Group

**Co-Chairs: Joan Vitale and Kathy Villano
Staffer: TBD**

Goal 3: Provide oversight and direction for the Maternal, Infant and Early Childhood Home Visiting (MIECHV) program public awareness campaign

Objective 1	Action Steps	Responsibility	Timeframe/Status
Review draft campaign plan developed by Stifel Consulting	3.1.1 Convene workgroup	Kathy Villano and Joan Vitale	June 2012
	3.1.2 Disseminate and review materials from Stifel Consulting	Public Awareness Work Group	June 2012
	3.1.3 Collect work group feedback and provide to the Governor's Office	Kathy Villano and Joan Vitale	July 3, 2012
Outcomes	3.1.1. The Committee will inform the Governor's Office for disseminating with key stakeholders	Kathy Villano and Joan Vitale	July 3, 2012
Comments	Joan Vitale is chairing MIECHV Public Education campaign		

Objective 2	Action Steps	Responsibility	Timeframe/Status
Provide support to the public	3.2.1 Provide feedback on selecting an organization to run the MIECHV	Kathy Villano	Ongoing

awareness campaign	public awareness plan	and Joan Vitale	
	3.2.2 Monitor timeline and deliverables of the campaign as outlined in the Public Education Campaign Plan for Illinois' MIECHV Program	Public Awareness Work group	Ongoing (begin July 2012)
	3.2.3 Monitor the campaign's progress in reaching the three goals outlined in the Public Education Campaign Plan for Illinois' MIECHV Program: Build Awareness, Drive Messages, and Enlist Participation.	Public Awareness Work group	Ongoing (begin July 2012)
	3.2.4 Monitor timeline and deliverables of the campaign as outlined in the Public Education Campaign Plan for Illinois' MIECHV Program	Public Awareness Work group	Ongoing (begin July 2012)
Outcomes	3.1.1. Have a high quality public education campaign for MIECHV	Kathy Villano and Joan Vitale	Ongoing
Comments			

Goal 4: Coordinate public awareness around the 14 Day Memo developed by the former Special Populations committee

Objective 1	Action Steps	Responsibility	Timeframe/Status
Develop content for the brochure	4.1.1 Review materials from the 14 day material and identify key points and language to be included in the brochure	Selected members of Public Awareness work group; ISBE representative(s)	TBD

	4.1.2 Draft key sections of the brochure	Donna Nylander; Staffer	TBD
	4.1.3 Solicit approval from the Illinois State Board of Education about phrasing of draft in alignment with the original memo	Donna Nylander; Staffer	TBD
Outcomes	4.1.1. A downloadable and print copy of the 14 day memo public awareness information	TBD	TBD
Comments			

Objective 2	Action Steps	Responsibility	Timeframe/Status
Identify resources to cover the costs of reproduction	4.2.1 Create a scope of work for the brochure development and an estimate of costs	Kathy Villano, Joan Vitale, Staffer	July 2012
	4.2.2 Work with the Governor’s Office to identify resources to develop brochure	Kathy Villano, Joan Vitale, Staffer, Governor’s Office	July 2012
	4.2.3 Work with a publication service to produce a hard copy and downloadable document	Kathy Villano, Joan Vitale, Staffer	Fall/Winter 2012
Outcomes	4.1.1. Secure approximately \$10,000 for reproduction and dissemination costs		TBD
Comments			

Objective 3	Action Steps	Responsibility	Timeframe/Status
Disseminate the Brochure	4.3.1 Identify websites that the brochure should be included on (e.g., ISBE, INCCRRA, CPS, Illinois Early Learning Council)	Public Awareness Work group	TBD
	4.3.2 Investigate available list serves for who is included and additional people may need to be targeted	Public Awareness Work group	TBD
	4.3.3 Disseminate the brochure to ISBE, INCCRRA, CPS, and Illinois Early Learning Council and ask that it be posted on their websites	Public Awareness Work group	TBD
Outcomes	4.1.1. The brochure will be available to multiple audiences		
Comments			

Goal 5: Coordinate Public Awareness activities as appropriate for future funding initiatives awarded to Illinois birth-five programs (i.e., KIDS, Race to the Top Early Learning Challenge, TQRIS implementation)

Objective 1	Action Steps	Responsibility	Timeframe/Status
Public Awareness about KIDS	5.1.1 Coordinate with ISBE about specific instruments for KIDS	Public Awareness Work group	TBD
	5.1.2 Coordinate with ISBE about statewide consultant for KIDS	Public Awareness Work group	TBD

	5.1.3 Coordinate with ISBE about pilot sites for KIDS	Public Awareness Work group	TBD
Outcomes			
Comments			

Objective 2	Action Steps	Responsibility	Timeframe/Status
Inform Committee about new initiatives occurring in other committees	5.2.1 Provide updates on new initiatives to Committee and co-chairs at each Family and Community Engagement meeting	Kathy Villano and Joan Vitale	Ongoing
Outcomes			
Comments			

Illinois Early Learning Council Program Standards and Quality Committee

Co-Chairs: Jan Maruna & Jeanna Capito

IDHS Liaison: Linda Saterfield

Staffer: Joni Scritchlow

The Illinois Early Learning Council Program Standards and Quality Committee will focus on best practices and implementation of programmatic changes that support quality in all sectors and all components of work. Initial priorities of the Committee will cluster around four key areas: (1) Coordinate the development and implementation of a comprehensive cross-sector Total Quality Rating Improvement System (TQRIS) designed to measure and support quality “improvement” across all settings (2) Support implementation of proposed revisions to Child Day Care Licensing rules and regulations which support quality environments for children (3) Support a well-educated, well-compensated workforce who nurture and support the development and learning of all children in Illinois and (4) Integrate infant toddler best practices throughout all early childhood systems and improve coordination across infant and toddler programs and services at state and local community levels.

The committee intends to utilize and build on the work of key, current statewide groups such as the IDHS Child Care Advisory Council and the Professional Development Advisory Council as well as other topic specific advisory bodies to assure cross-sector work in meeting the goals of the Illinois Early Learning Council Strategic Plan.

Goal 1: Fully support integration/implementation of all Program Standards and Quality Committee approved recommendations into larger statewide system.

	Action Steps	Responsibility	Timeframe/Status
Objective: Provide necessary supports to ensure successful integration and implementation of all approved Program Standards and Quality (PSQ) committee recommendations	<ul style="list-style-type: none"> Provide necessary background/research or other supports to ensure implementation of IELC PSQ approved committee recommendations (and ELC previously approved recommendations) 	Joint work: full Illinois Early Learning Council, ELC Executive committee, and PSQ Steering Committee	July 1, 2012 – June 30, 2015 (entire time period of Strategic Plan)
	<ul style="list-style-type: none"> Establish “report-back” process as part of ongoing ELC meetings to provide opportunities for communication related to implementation progress 	Joint work: full Illinois Early Learning Council, ELC Exec. Committee and PSQ Steering Committee	July 1, 2012 – June 30, 2015 (entire time period of Strategic Plan)

Measurable Outcomes			
Comments	ELC PSQ Work Plan to be reviewed, with action steps and measurable outcomes developed in conjunction with timelines under direction of PSQ Steering Committee upon ELC Strategic Plan approval in conjunction with key councils/committees (e.g. IDHS Child Care Advisory Council; IDCFS Advisory Council, Professional Development Advisory Council) and any others as identified.		July 1, 2012 – Dec. 31, 2012

Goal 2: Coordinate the development and implementation of a comprehensive cross-sector TQRIS System in Illinois designed to measure and support quality “improvement” across all settings.

Objective 1:	Action Steps	Responsibility	Timeframe/Status
Review Illinois 2011 Early Learning Challenge Race-to-the-Top Application proposed (TQRIS) program revisions for current viability and potential implementation to strengthen 2012 RTT application	<ul style="list-style-type: none"> Help support formation and coordination of interagency TQRIS Leadership Team (e.g. IDHS, ISBE, Head Start, IDCFS) to develop a comprehensive TQRIS framework for Illinois 	Joint work: RTT Interagency Team, Illinois Early Learning Council, IDHS Child Care Advisory Council, IDCFS Advisory Council	July 1, 2012 – Dec. 31, 2012
	<ul style="list-style-type: none"> Review current cross-sector Early Learning Challenge RTT guidance and complete comparative analysis to TQRIS proposed program, identifying critical program requirements and (any) potential redesign required to meet federal guidelines 		
Objective 2: Ensure interagency support for TQRIS implementation processes and guidelines	<ul style="list-style-type: none"> Review and provide evidence based research and suggest program implementation requirements necessary for cross-sector alignment that ensure inclusion of cross-sector statewide Gateways to Opportunity Credentials into TQRIS framework; embedding nutrition, inclusion and family engagement/partnership quality indicators 		
	<ul style="list-style-type: none"> Ensure TQRIS development provides support for programs and providers, and information/education on quality readily available to parents 		

	<ul style="list-style-type: none"> • Support TQRIS program redesign and implementation 		
	<ul style="list-style-type: none"> • Support interagency program review and approval processes 		
	<ul style="list-style-type: none"> • Develop and support strategies for statewide implementation 		
	<ul style="list-style-type: none"> • Support development and implementation of quality indicators for birth to three programs under TQRIS program 		
Measurable Outcomes			
Comments	Key Partnerships: IDHS Child Care Advisory Council; RTT Interagency Team and Systems Integration and Alignment Committee		

Goal 3: Ensure Child Day Care Licensing rules and regulations support quality environments for children.

Objective 1:	Action Steps	Responsibility	Timeframe/Status
Review current IDCFS licensing rules and regulations and make recommendations, if needed, to strengthen requirements that support quality care for children	<ul style="list-style-type: none"> • Current IDCFS Advisory Council Strategic Plan and/or goals to be reviewed, integrated within ELC PSQ work plan 	Joint work: IDCFS Advisory Council	July 1, 2012 – Dec. 31, 2012
	<ul style="list-style-type: none"> • Complete comparative analysis of current IDCFS licensing rules and regulations with federal guidelines/priorities 		
	<ul style="list-style-type: none"> • Suggest revisions to IDCFS licensing rules and regulations (if necessary) to support quality environments for children 		
	<ul style="list-style-type: none"> • Scan RTT application guidelines for changes necessary in day care licensing to support/strengthen Illinois application 		
	<ul style="list-style-type: none"> • Require Gateways to Opportunity Registry membership for all licensed providers 		
Objective 2: Ensure interagency support for any proposed IDCFS licensing changes	<ul style="list-style-type: none"> • Embed Gateways to Opportunity credentials (in Illinois statute) in licensing language as meeting staff qualification requirements 		
	<ul style="list-style-type: none"> • Provide recommendations to strengthen IDCFS Day Care Licensing requirements for health and safety to improve/support quality care for children 		
Objective 3: Help support current IDCFS Advisory Committee integration into ELC Program	<ul style="list-style-type: none"> • Support interagency program review and approval processes including implementation 		
	<ul style="list-style-type: none"> • Develop strategies to support implementation of the cross-sector recommendations passed by the joint ELC (former) Oversight & Coordination and Workforce Development 		

Standards and Quality Committee	Committees in 2011 to increase administrator qualifications for licensed early childhood programs		
	<ul style="list-style-type: none"> Develop strategies to support implementation of the cross-sector recommendations passed by the Infant Toddler Committee (former) and DCFS Licensing Advisory Committee in 2010 - 2012 to increase quality of infant toddler care in licensed center based programs 		
	<ul style="list-style-type: none"> Work with current IDCFS Advisory Council to assure integration of priorities and representation 		
Measurable Outcomes			
Comments	<p>Key Partnership: IDCFS Advisory Council or integrated committee</p> <p>Current IDCFS Advisory Committee Strategic Plan and/or goals will be integrated into ELC PSQ work plan</p>		

Goal 4: Ensure early care and education practitioners are well-qualified, well-compensated professionals who nurture and support the development and learning of *all* children in Illinois

Objective	Action Steps	Responsibility	Timeframe/Status
Objective 1: Ensure an adequate and stable supply of diverse, well-educated, fully prepared/qualified early childhood professional workforce	<ul style="list-style-type: none"> Review and integrate relevant work plans/strategic plans into ELC PSQ work plan (e.g. former ELC Workforce Development Work Plan, Professional Development Advisory Council (PDAC) Strategic Plan, joint former ELC Workforce Diversity Work Plan) 	Joint work with Professional Development Advisory Council	July 1, 2012 – Dec. 31, 2012
	<ul style="list-style-type: none"> Increase awareness and understanding within field of the Professional Educator Licensure changes. (Note: new Illinois Professional Educator License direction will come from the Illinois State Board of Education in 2012) 	Joint work with ELC System Integration & Alignment, ISBE and PDAC	
Objective 2: Advance a high-quality professional development system that	<ul style="list-style-type: none"> Oversee implementation of collaborative Faculty Institutes for ECE faculty members to increase pedagogical and researched-based knowledge of cultural and linguistic diversity 	Joint work with Higher Education, PDAC and ISBE/IRC	July 1, 2012 – May 30, 2013
	<ul style="list-style-type: none"> Develop strategies to address findings from the Berkley Workforce Study and from the collection of workforce data through the 		

<p>includes and recognizes the valuable characteristics and variety of professional development organizations, services and programs which are currently operating and being utilized by Illinois early care and education practitioners</p> <p>Objective 3: Develop and assure implementation of a wide range of professional development workforce supports that address challenges of recruitment, diversity, retention and access</p> <p>Objective 4: Identify strategies to remove or mitigate barriers for workforce professional development</p>	Gateways to Opportunity Registry and Gateways programs		
	<ul style="list-style-type: none"> Explore ways to use financial supports to potentially recruit culturally and linguistically diverse practitioners 		
	<ul style="list-style-type: none"> Develop strategies to assure implementation of statewide, cross-sector Cultural and Linguistic Principles (currently in development) 		
	<ul style="list-style-type: none"> Continue the coordination and development of state plans to assure existing workforce receives professional development on Cultural, Linguistic and Ability Diversity (CLAD) across multiple agencies and funding streams 		
	<ul style="list-style-type: none"> Develop strategies to integrate policies for appropriate education levels to support the future vision of a well-educated, qualified workforce for early childhood across all sectors 		
	<ul style="list-style-type: none"> Identify and develop additional credentials necessary to support a well-educated workforce (e.g. Family Child Care Credential, Family Specialist Credential; Relationship-Based Professional Development Credential (coach/mentor), Home Visitor Credential) 		
	<ul style="list-style-type: none"> Develop strategies for implementation of workforce compensation models tied to education levels of early childhood practitioners (<i>utilize PDAC Financial Supports committee research and findings</i>) 		
	<ul style="list-style-type: none"> Continue to pursue workforce development strategies including providing financial support in the form of scholarships to train and certify an adequate number of teachers to meet the estimated demand of at least 1,000 teachers by 2014 		
	<ul style="list-style-type: none"> Build quality training related to child health, mental health, and nutrition into the birth to three (as well through age 8) into the early childhood professional development system 		
	<ul style="list-style-type: none"> Continue the development and coordination of plans for future workforce, teacher, and Principal preparation - including recruitment, retention, and training 		
<ul style="list-style-type: none"> Develop and implement statewide policies that require articulation between two-and four-year higher education institutions (e.g. explore possible use of Gateways to Opportunity Scholarship Program as an incentive for schools to develop articulation agreements) 			
<ul style="list-style-type: none"> Explore ways to expand current Gateways to Opportunity Scholarship Program across multiple funding streams to provide cross-sector, comprehensive support 			

	<ul style="list-style-type: none"> Review and make recommendations to remove identified barriers toward progression on Illinois Career Lattice for early childhood professionals (approved by ELC in 2005) 		
	<ul style="list-style-type: none"> Integrate education and Gateways to Opportunity Credentials into Great START scale and align scale with Career Lattice 		
	<ul style="list-style-type: none"> Complete the Infant Toddler Credential Level 6 (graduate degree level credential) pilot in preparation for statewide rollout and implementation 		
Measurable Outcomes			
Comments	Key partnerships include P-20 Council and Systems Integration and Alignment		

Goal 5: Ensure well qualified, diverse early learning and development workforce in Illinois.

	Action Steps	Responsibility	Timeframe/Status
Objective 1: Develop strategies for increasing the number of well-prepared bilingual early childhood practitioners	<ul style="list-style-type: none"> Work to ensure that English as a Second Language practitioners have access to professional development opportunities including financial incentives (e.g. Gateways Scholarship Program, etc.) 		
	<ul style="list-style-type: none"> Ensure targeted ARRA funds are utilized by diverse practitioners including those who are English Language Learners 		
	<ul style="list-style-type: none"> Continue to support cultural and linguistic competence including identification of best preparation practices, including clinical experiences, for early childhood teachers 		
Objective 2: Create quality models for cultural and linguistic competence training to support staff	<ul style="list-style-type: none"> Promote Professional Educator Licensure (former Type 04 certification programs) which include bilingual/ English as a second language coursework and credentials, and address barriers (such as ICTS Test of Academic Proficiency/TAP) 		
Measurable Outcomes			
Comments			

Goal 6: Ensure quality practices and programming across systems serving birth to three

Objective 1: Assure implementation of quality monitoring, standards, and guidelines for birth to three services		Responsibility	Timeframe/Status
	<ul style="list-style-type: none"> Implement and revise, as needed, recommendations for monitoring of birth to five home visiting programs, including recommendations on applying joint monitoring and quality coaching principles across all sectors 	Joint work between PSQ, Home Visiting Task Force, and System Integration & Alignment Committees	
	<ul style="list-style-type: none"> Monitor quality of birth to three early learning guidelines while aligning with early learning standards and K-12 common core 	Joint work between PSQ and System Integration & Alignment Committees	
	<ul style="list-style-type: none"> Embed Infant Toddler Early Learning Guidelines within TQRIS 	Joint work with PSQ and System Integration & Alignment Committees	
	<ul style="list-style-type: none"> Integrate Infant Toddler Early Learning Guidelines within Gateways to Opportunity Infant Toddler Credential benchmarks to assure systemic utilization 	Joint work with PSQ and PDAC	
	<ul style="list-style-type: none"> Increase awareness and utilization of Infant Toddler Early Learning Guidelines within higher education institutions and among training entities 	Joint work with PSQ, PDAC and System Integration & Alignment Committees	
	<ul style="list-style-type: none"> Coordinate utilization of Infant Toddler Early Learning Guidelines in partnership with DCFS 	PSQ, IDCFS Licensing and System Integration and Alignment Committee	
Measurable Outcomes			
Comments	Additional responsibilities related to birth to three will be identified and embedded as action steps throughout entire work plan		

Systems Integration and Alignment Committee

Co-Chairs: Karen Berman and Vanessa Rich

ISBE Liaison: Reyna Hernandez

Staffer: Christy Serrano

Committee Charge: *The Systems Integration and Alignment Committee will work to recommend appropriate changes to early childhood systems and will work to improve coordination and integration across early childhood programs in order to address the comprehensive nature of children’s healthy development and readiness for school. The Committee will provide input and feedback on key federal and state early childhood initiatives that impact cross sector early childhood systems, such as Race to the Top – Early Learning Challenge. In moving this work forward, the Committee will identify external tables and other ELC Committees and Workgroups to ensure work is informed and coordinated.*

Objective 1.1	Action Steps	Responsibility	Timeframe/Status
Embed 0-5 Early Learning Guidelines and Standards across all early childhood systems, training institutes, higher education, and in TQRIS	Collaborate with the Program Standards and Quality Committee and all appropriate agencies to complete development and revision 0-5 Early Learning Guidelines (0-3) and Standards (3-5)	Program Standards and Quality Committee, SIAC, ISBE	June/July 2012
	Embed 0-5 Early Learning Guidelines and Standards across all early childhood care and education programs, training institutes, higher education, and in TQRIS	Committee	TBD
Outcomes	Roll out and embed 0-3 guidelines and 3-5 standards across all early childhood systems, including higher education institutions	TBD	TBD
Comments			
Objective 1.2	Action Steps	Responsibility	Timeframe/Status
Ensure alignment and oversee cross sector implementation of birth to 5 program standards	Collaborate with Program Standards and Quality Committee to examine birth to 5 program standards, ensure their alignment and integration across all early learning systems, and oversee cross sector implementation of program standards	Program Standards and Quality Committee, SIAC, ISBE	TBD

Outcomes	TBD	TBD	TBD
Comments			

Objective 2	Action Steps	Responsibility	Timeframe/Status
Improve Birth through Third grade alignment across the education continuum	Identify and address key areas within K-12 that have implications for early childhood and where early childhood can better align practices and policy. Areas include alignment of birth to five Early Learning Guidelines and Standards with KRA and Common Core, leveraging Title I guidelines, RTTT and i3	Committee	Ongoing
	Connect with work being done at the Data, Research and Evaluation Committee and other K-12 tables for best practices in aligning the early childhood and K-12 systems	Committee	Ongoing
Outcomes	Potential deliverable: Provide recommendations to local education and state agencies for improving alignment of early childhood programs with the K-12 system	TBD	TBD
Comments			

Objective 3.1	Action Steps	Responsibility	Timeframe/Status
Reduce barriers to utilizing multiple funding streams for braiding and blending funding to improve quality of programs and services available to children	Identify strategies to reduce program barriers to braiding and/or blending funding in a sustainable way. Possible strategies include the following:	Work Group	Work Group will convene during Fall 2012
	<ul style="list-style-type: none"> • Create crosswalk of program requirements in order to develop guidance for programs to overcome such barriers • Coordinate with Childcare Advisory Council and their recommendations to reduce barriers to accessing child care dollars • Develop tool kit for programs to navigate accessing funding from multiple streams 		Ongoing

	<ul style="list-style-type: none"> Identify stake holders and conduct research on groups who routinely blend funding streams Potentially convene focus groups for research, including public agencies, such as the ISBE Budget Office, to inform funding process 		
Outcomes	Potential deliverable: Provide a tool kit informing early childhood programs about how to navigate and leverage potential funding opportunities using braiding and/or blending in order to improve quality of programs and services available to children	Work Group	2014
	Potential deliverable: Make recommendations to public agencies to improve implementation and program guidance based on identified program challenges in blending/braiding funding	Work Group	TBD
Comments			
Objective 3.2	Action Steps	Responsibility	Timeframe/Status
Maximize opportunities for sustainable funding in early childhood systems	<p>Identify strategies to maximize opportunities for sustainable funding in early childhood systems. Possible strategies include the following:</p> <ul style="list-style-type: none"> Identify opportunities for leveraging Title I guidance to sustain and expand pre-k programs and improve linkages between 0-5 and K-12 Conduct research on phase-in from early childhood block grant to state funding formula while maintaining community based programs and quality of programs Research tuition based pre-k as mechanism to improve quality and inclusion opportunities in early childhood programs 	Work Group	<p>Work Group will convene during Fall 2012</p> <p>Ongoing</p>
Outcomes	Potential deliverable: Complete research and make recommendations to early childhood systems for identifying and securing sustainable funding	Work Group	2014
Comments			

Objective 4	Action Steps	Responsibility	Timeframe/Status
Ensure health is integrated and coordinated across all early childhood care, education and medical systems to support children’s healthy development and school readiness	Identify and convene health stakeholders to determine priority work areas for health systems integration and alignment not adequately addressed at other tables <ul style="list-style-type: none"> • Draft Health Group Work Plan • Begin work on supporting health systems integration work priorities as outlined by Work Group and address any identified barriers for successful integration 	Committee, Work Group	Convene first stakeholders meeting mid-late July 2012
	Align and support state and local childhood initiatives that focus on integrating health into school readiness	Work Group	Ongoing
Outcomes	Deliverable(s) will depend on work priorities of Health Work Group	Work Group	TBD
Comments			

Objective 5	Action Steps	Responsibility	Timeframe/Status
Support the ability of local community partnerships to improve outcomes for children and families in their communities through effective state policies and practices	Community Systems Development Work Group will advise on implementation and monitoring of the State Advisory Council on Early Education and Care (SAC) grant as outlined in the RFP including: <ul style="list-style-type: none"> • Advise the ARRA State Advisory Council Grant process in developing and implementing a technical assistance model to support and enhance the work of new and existing local collaborative partnerships • Coordinate and build on existing community partnership work in Illinois that addresses partnership building across all sectors of early childhood development and education services • Convene a series of awareness-building outreach and information sessions to encourage effective early childhood community collaborations and partnerships 	Work Group	2012-2014 (see RFP for specific milestones)

	<ul style="list-style-type: none"> • Create and implement tools to evaluate progress and outcomes at the community level • Implement collaborative (state and local) leadership practices and strategies that build community leadership and capacity to innovate and work together toward long-lasting change • Research and develop State policies and practices that will support the funding and accountability of local community systems 		
	Define “high quality community system”	Work Group	TBD
	Research how government bodies engage and seek input from community systems to ensure effective engagement of community systems in the creation and implementation of state policies	Work Group	TBD
	Advise the Home Visiting Task Force (HVTF) as needed	Work Group	Ongoing
Outcomes	Various (see SAC Grant RFP for milestones)		2013-2014
Comments			

Objective 6	Action Steps	Responsibility	Timeframe/Status
Improve delivery and coordination of Special Education services for children 0-5 across all early childhood care and education systems	<p>Convene stakeholders to identify State policies and practices that can improve the delivery of special education services to children 0-5 and their families, including opportunities to blend funding, joint professional development, and seamless transition. Possible work includes the following:</p> <ul style="list-style-type: none"> • Explore opportunities to improve State and local policies and practices to promote seamless transition of children between Early Intervention (EI) and pre-K special education services (Part C to Part B). • Research best practices to ensure that children 0-3 with substantiated cases of abuse and neglect are referred to EI and 	Committee, Work Group (if appropriate)	Fall 2012

	<p>connected to appropriate services through coordinated system of referral evaluation and service delivery between DCFS and DHS</p> <ul style="list-style-type: none"> ○ Coordinate with other special education tables including the IICEI, the Attorney General’s Committee on Disabilities, etc. to develop or identify best practices ● Examination of policies and practices that ensure that children referred for early intervention and special education 0-5 are tracked in a unified manner from birth through 21, including decisions of ineligibility <ul style="list-style-type: none"> ○ Potentially coordinate work with the Data, Research and Evaluation Committee on this work ● Promote state policies and practices that ensure that LEAs respond to all requests for initial special education eligibility from children 2 ½ - 5 within 14 school days and provide families opportunity to consent to evaluation (building off of the work completed in Special Populations Committee) 		
Outcomes	Deliverable(s) will depend on work priorities of the Work Group	TBD	TBD
Comments			

Ad Hoc Committee

Committee Members: Karen Berman, Jeanna Capito, Gaylord Gieseke, Theresa Hawley, Harriette Herrera, Elliot Regenstein, Layla Suleiman, Dawn Thomas

Staffing: Kim Collins and Amber Kirchhoff

Meeting Dates: May 1, 17, and 25th

Responsibilities:

1. Develop a plan for a statewide early childhood system/ birth to eight framework including child, family, program, and system outcomes, goals, measures/targets, action plans and a dashboard/monitoring process. The plan will include benchmarks tied to child outcomes related to goals for increased program quality, increased access to programs and improved connections to community resources.
2. Create a companion document for external audiences that outlines a framework which incorporates Illinois' vision for a statewide system of early childhood programs and services, including goals, strategies and measures of success based on child.

Accomplishments:

The Ad Hoc Committee was tasked with creating an external document describing the work of the Early Learning Council (ELC) and identifying indicators for system components identified in the Council's vision.

- The Committee has identified six primary indicators and the metrics that will measure them, which are intended to represent the key measures of the health of Illinois' early childhood system. These measures are meant to be easy to understand for policymakers and the general public. To facilitate public discussion, the committee has designed a one page external document featuring these indicators, briefly describing the significance of these indicators, and providing benchmarks as a point of comparison in a dashboard format.
- It has also identified secondary indicators that provide a fuller picture of the health of the system and is in the process of identifying corresponding metrics. These indicators will be included in a more detailed report that will analyze the results of both the primary and secondary metrics.

Throughout the summer, the committee will work with experts to set the targets for the metrics for each primary indicator. It will also define metrics for the secondary indicators, and work to create a logic model that will map the work of the Council and the new committees.

Primary Indicators: The Committee is proposing six primary indicators on the health of Illinois' early childhood system, with metrics identified for each. These metrics would be reported primarily through a single statewide number, but could also be analyzed by demographic group, geographic subdivision, and in other ways.

Indicator	Metric
Safe & Supportive Environment	IECAM Composite Risk Index (TBD)
Access to High Quality Early Care & Education for Infants and Toddlers	# of children ages 0 - 5 enrolled in DHS & ISBE home visiting, Early Head Start, subsidized child care with QRIS rating of 4 stars or above/ # of children ages 0 -5 from families at or below 185% FPL
Access to High Quality Early Care & Education for 3-5 Year Olds	# of children ages 3-5 enrolled in 4 and 5 star programs/ all children ages 3-5
Coordinated Community Systems	# of children ages 0 -5 in communities with high quality collaborations/ all children ages 0- 5
Health	# of Medicaid children ages 0 – 5 who have an identified medical home/all Medicaid children ages 0 -5
Kindergarten Development	# of children fully ready for school/# of children in the LDS

Secondary Indicators

While the Committee is not making a formal recommendation with regard to secondary indicators at this time, it has identified some areas that it plans to include as secondary indicators. Its ideas are shared here to solicit feedback from the larger group.

- Access to High Quality Early Care & Education for All 0-3 Year Olds
- High Quality Slot Gap for Infants & Toddlers
- Healthy Children
 - Consistent Insurance Coverage
 - Developmental Screenings
 - Nutrition
 - Oral Health
 - Mental Health
 - Prenatal Care
 - Maternal & Infant Health
 - English Language Learners (ELL's)
 - Additional sub-group data and discussion of variation among ELL's to be included in the more in depth report
 - Achievement Gap
 - Special Education
 - State Investment/Finance
 - Child Welfare
 - Homelessness
 - Family Engagement

Deliverables

- One page dashboard featuring primary indicators, associated metric, and brief explanation of significance with information on the Early Learning Council as well as its work to advance the goal of a unified, high quality early childhood system (draft dashboard enclosed)
- More comprehensive document to provide definitions of metrics, more detailed discussion of logic for selection of primary indicators and metrics as well as additional data on secondary indicators and sub-groups
- Framework/logic model outlining Council's overarching goal, specific objectives, and strategic activities for realizing a comprehensive system of high quality early care and education

Illinois Early Childhood Dashboard

Change from Last Year

2012 %

Safe & Supportive Environment
Access for Infants and Toddlers
Access for 3-5 Year Olds
Coordinated Community Systems
Health
Kindergarten Growth

% of children 0 – 5 in safe, stable, and supportive environments
Factors included in this measure such as family's economic stability, child health, and safe home environment help us understand a child's readiness for success.
% of children 0 – 3 in high quality early care & education settings
Studies show that infants & toddlers who have benefited from quality early childhood experience are more likely to not only do better in school but are also less likely to be unemployed, incarcerated, and chronically ill.
% of children 4 – 5 in high quality early care & education settings
Data tells us that children who participate in quality early childhood programs prior to entering school are more likely to achieve academic success, attain economic independence, and even enjoy healthier lives.
% of children 0-5 in communities working together to support families with young children
To ensure that children are healthy & prepared to learn, communities must work together to meet the needs of their families including connecting them to supports like special education services, English language learner programs, & early learning centers.
% of children 0 – 5 enrolled in Medicaid with a high quality medical home
Consistent access to health care increases the likelihood that a child receives appropriate screenings, vaccinations, & preventative care, to be sure they are healthy & developing properly.
% of kindergarteners developing on track for academic success
The Kindergarten Individual Development Survey (KIDS) is an assessment of the growth in a child's skills during the first year of school, offering an early indicator of individual strengths & areas where additional support may be needed.

High Need Index Coming Soon!	
Number	
Number	
Coordinated Community Systems Index Coming Soon!	
Number	
KIDS coming soon!	

Tentative Early Learning Council Meeting Dates

Monday, October 22, 2012

Monday, February 25, 2013

Monday, June 24, 2013

Tentative Executive Committee Meeting Dates

Monday, October 1, 2012

Monday, February 4, 2013

Monday, April 8, 2013

Monday June 3, 2013