



November Work Group Meeting

November 6, 2023.

Attendees

Council members present: Kelly Burke, Camesha Wilks, Simone Gatlin, Gretchen Bailey, Lisa Lightning, Regina Harden, Adelicia Brienzo

Council members absent: Laura Douglas, Janice Martin, Brenda Lopez, LaDonna Reynolds

Agenda

1. Introduction.
2. Icebreaker.
3. Group Agreements.
 - a. Group agreements were reviewed. No questions, corrections, or additions are needed.
4. Review of SMART Goals.
 - a. The SMART Acronym was reviewed.
5. Brief overview of Illinois Early Learning Standards.
 - a. Social and Emotional Learning Standards.
 - i. S&ELS from the state were reviewed.
6. **Recommendation 1** (Encourage programs to hire staff trained in social and emotional learning and provide continuous professional development in social and emotional development (SEL) at little or no cost to staff).

The recommendation was reviewed along with the

 - a. Why was this recommendation made?
 - i. Social and emotional competence in children 0-5 is essential for school readiness. (as a provider there are surveys that providers must take geared around the social-emotional skills of the children in their care).
 - ii. Families on Medicaid have been fighting for months to get EI referrals from their pediatricians. In contrast, affluent families with private insurance see specialists - neuropsychologists, developmental pediatricians, private OT/speech, BCBAs, etc.
 1. I am dealing with so many families that are struggling with this right now. No insurance or Medicaid and they have nowhere to turn.
 - iii. I think SEL can be broken into a few areas, ex., trauma-informed teaching, classroom strategies for behavior regulation support, instruction on feelings/emotions, positive behavioral supports, etc...



- iv. "Federal education data revealed in June that black preschoolers are 3.6 times more likely to be suspended from school than their white counterparts. Though black children make up only 19 percent of preschool students nationwide, they account for 47 percent of out-of-school suspensions. In comparison, white children represent 41 percent of preschoolers and 28 percent of out-of-school suspensions."
 - v. Lack of training on differentiation and communication delays. We also need funding to provide wrap-around services for families. Many families I'm working with need therapy and mental health support.
 - vi. We see an aspirated number of behaviors from the children; she tries to train her staff consistently.
 - 1. Seeing a lot of children who are struggling with a lot of things (single-parent homes, COVID-19 homes, trauma).
 - 2. We need way more money and specialists for ECEC teachers.
 - vii. some children are just sitting at home waiting on placement, or they have been outsourced.
 - 1. There can be a lot more added to this recommendation.
 - viii. Children should all be included in an inclusive environment; many children are being misdiagnosed due to many staff not being adequately trained initially.
 - 1. Some kids are being misdiagnosed/undiagnosed or need more one-on-one attention.
 - 2. Dysregulated adults are where our parent education focus needs to be in schools. How to support our staff to become more regulated
 - ix. Attending a webinar discussing young males, they are expected young males to sit and not do anything.
 - 1. Giving children extra work and activities works; children with color get slapped with these labels.
 - x. One of our council members works with a school district with 100% restraining methods and can get some data to back it up.
 - 1. Most of the children are Hispanic and African American.
 - 2. Having a special needs child is challenging enough, and know that their environment is playing a significant role in this.
 - 3. Many school districts aren't giving funds for these programs.
- b. What data supports the recommendation?
- i. Quantitative
 - 1. Early Learning Standards-Illinois Cares for Kids
 - 2. Social and Emotional Standards-ISBE



- ii. Qualitative
 - 1. <https://www.illinoisreportcard.com/State.aspx?source=studentcharacteristics&source2=studentdiscipline&Stateid=IL>
 - 2. <https://www.isbe.net/Documents/Guidance-FAQs-Time-out-Restraint.pdf>
 - 3. <https://www.usnews.com/news/articles/2016-09-28/yale-study-finds-preschool-teachers-watch-black-boys-closer-for-bad-behavior>
 - 4. <https://www.traumainformedcare.chcs.org/what-is-trauma-informed-care/>
 - 5. <https://docs.google.com/document/d/1ZHxUF8PUAmbUJdlzxA3EicZ6wnaPbEp7cYpcUk1qlyl/edit>
 - 6.
- 7. **Recommendation 2** (Implementing child care cost caps/limits or relaxed income restrictions allowing all children, regardless of family income, to attend a high-quality program).
 - a. Why was this recommendation made?
 - i. Families and caregivers in Region 1-B-C are affected by childcare costs.
 - b. What data supports the recommendation?
 - i. Quantitative
 - ii. Qualitative
 - 1. Illinois Action for Children Cook County Child Care Report
 - 2. IECAM
 - 3. IDHS
 - 4. ISBE
 - 5. DCFS?
 - c. What are the goals that must be achieved to implement the recommendation?
 - i. Weighted eligibility checklist.

Before the next meeting...