

**Illinois Early Learning Council**  
**November 19, 2018, 11am-2pm**

Roosevelt University, Wabash Building Room 418, 425 S. Wabash Ave., Chicago, IL 60605

Conference Line: 888-494-4032, Access code: 6113045703

**Agenda**

1. **Welcome and Updates** – Emily Bastedo and Phyllis Glink (15 min)
2. **Committee Reports** (45 min)
  - Quality Committee – Dan Harris and Teri Talan
  - Access Committee – Maria Whelan and George Davis
  - Integration & Alignment Committee – Shauna Ejeh and Karen Berman
    - Mixed Delivery Systems Ad Hoc - Theresa Hawley and Jamilah R. Jor'dan
  - Home Visiting Taskforce – Gaylord Gieseke and Diana Rauner
3. **Break** (20 min)
4. **State Department Updates** (40 min)
  - City of Chicago – Cerathel Burnett
  - DHS – Nakisha Hobbs
  - ISBE – Carisa Hurley
  - GOECD – Cynthia Tate
5. **Racial Equity** – Cynthia Tate (10 minutes)
6. **No Small Matter** – Laura Fallsgraff (20 minutes)
7. **Public Charge** – Rocio Velazquez-Kato (20 minutes)
8. **Announcements and Public Comments** (10 min)
9. **Adjourn**

**Next Meeting:**

Monday, February 25, 2019, 11:00am-2:00pm

**Illinois Early Learning Council**

Our **vision** is that a continuous and strong, high-quality early learning system enables children to enter kindergarten and grow up safe, healthy, happy, ready to succeed, and eager to learn. Our **mission** is to collaborate with child-serving systems and families to meet the needs of young children, prioritizing those with the highest need. We do this via comprehensive early learning services for children and families prenatally to age five.

Our **strategy** is to serve as the voice of early childhood by calling for investment in critical components of the early childhood system, with a particular focus on high need, hard to reach children and families.

We **value** doing so in a way that is culturally and linguistically responsive, values the whole child, forwards community partnerships, relies upon collaboration across systems, increases equitable access, engages families, increases family self-sufficiency, and demonstrates high quality.

Our **intended impact** is to create greater access to high quality early learning programs, assessments, and supportive interventions so children, including those with special needs, enter school kindergarten ready.