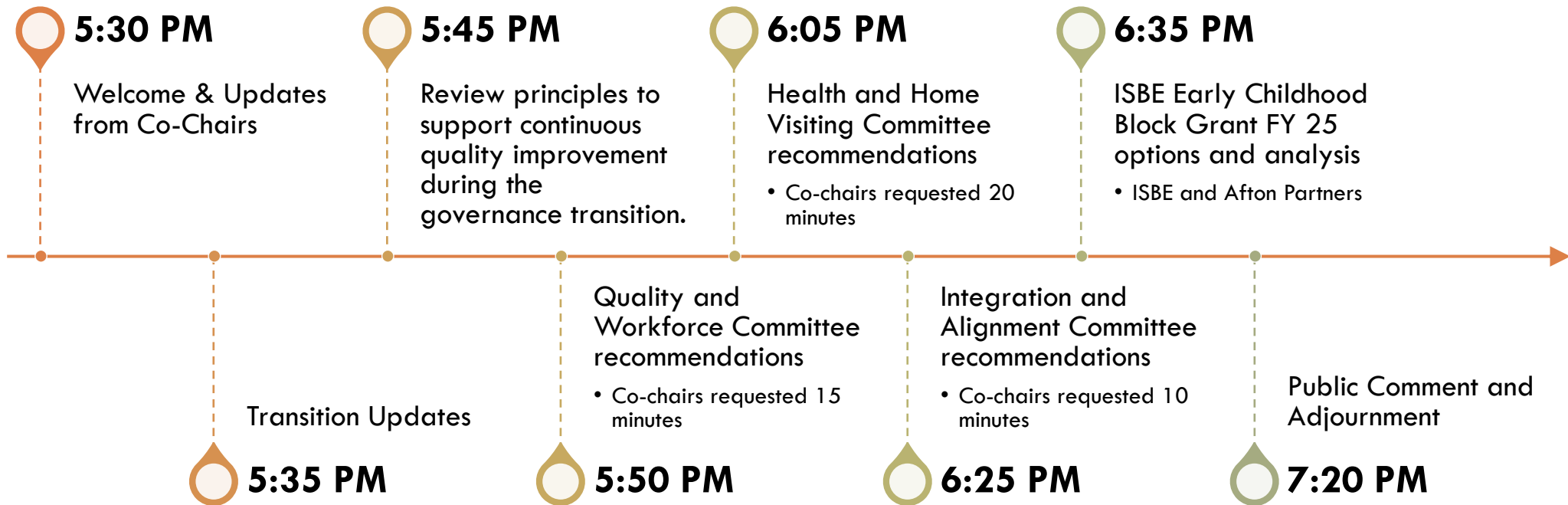


EARLY LEARNING COUNCIL EXECUTIVE COMMITTEE MEETING

February 5, 2024

WELCOME & AGENDA



- **Speak our truth** without blame or judgment.
- **Communicate directly and authentically.**
- Be **open** to the experience of this time and space together and to each other.
- **Listen for understanding: Mirror what was said** to make sure what we heard was intended **before formulating a response.** (i.e. “What I heard you say was...” “Is that right?”)
- **Assume good intent; Acknowledge harm happens regardless of intent**
- **Slow down** our interactions to allow for silence, processing and thoughtful discussion.
- **Create space for everyone—step back if you talk a lot; step up if you don’t.**
- **Use process to get through difficult discussion or decisions.**

COMMUNITY AGREEMENTS

2018 RACIAL EQUITY DEFINITION

A racially equitable society values and embraces all racial/ethnic identities. In such a society, one's racial/ethnic identity (particularly Black, Latino, Indigenous, and Asian) is not a factor in an individual's ability to prosper.

- ❖ An early learning system that is racially equitable is driven by data and ensures that:
- ❖ Every young child and family regardless of race, ethnicity, and social circumstance has everything s/he/they need to develop optimally;
- ❖ Resources, opportunities, rewards, and burdens are fairly distributed across groups and communities so that those with the greatest challenges are adequately supported and not further disadvantaged; and
- ❖ Systems and policies are designed, reframed, or eliminated to promote greater justice for children and families.

Racial Equity Priorities:

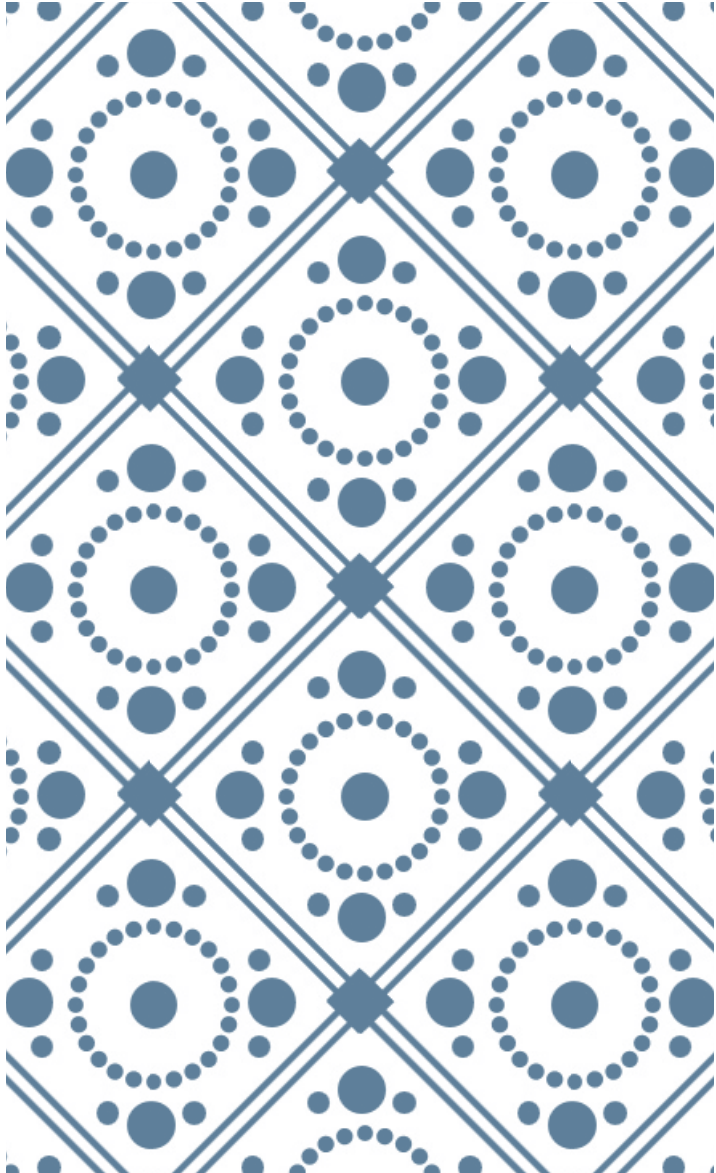
- ❖ Align and standardize race/ethnicity data collection and reporting;
- ❖ Evaluate and identify whether processes for distributing resources exacerbate racial disparities, including agency contracting;
- ❖ Address race/ethnicity disparities in terms of workforce compensation and advancement



UPDATES

PREVIEW FOR NEXT ELC EXECUTIVE COMMITTEE

- ❖ ELC Co-Chairs will propose changes to ELC Bylaws to include role for parents for all ELC committees
- ❖ Propose adjusting committee times to accommodate parents



TRANSITION UPDATE

THE FUNDING COMMISSION PRODUCED THREE PRIMARY RECOMMENDATIONS: SIMPLER, BETTER, FAIRER



USE A LONG-TERM FUNDING GOAL IN POLICYMAKING

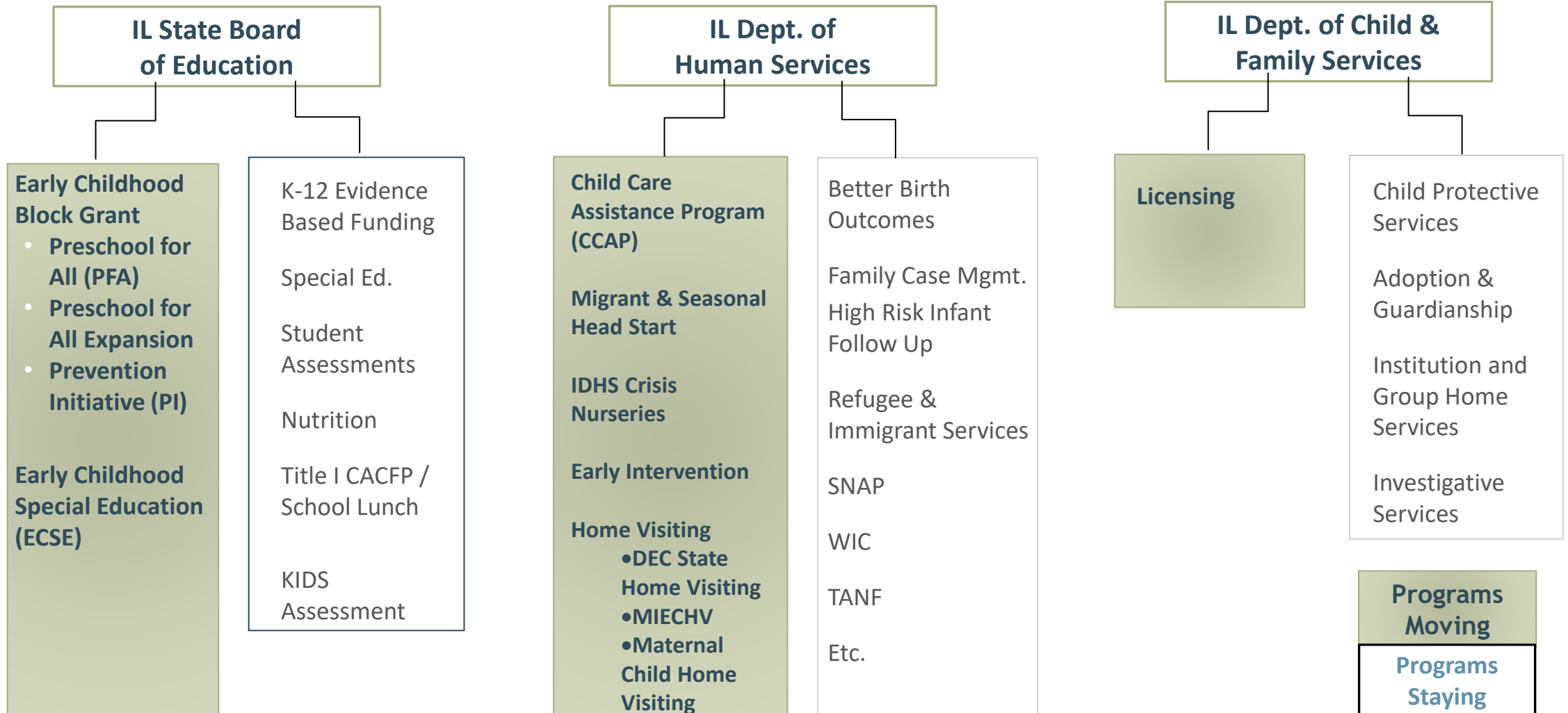


COORDINATE FUNDING

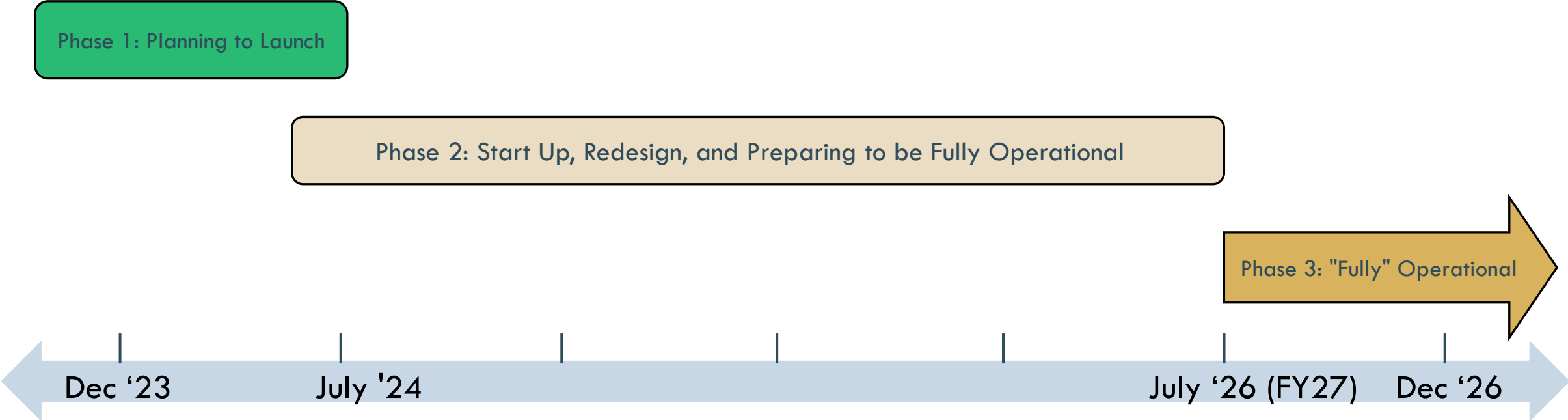


CENTRALIZE PROGRAMS INTO ONE AGENCY

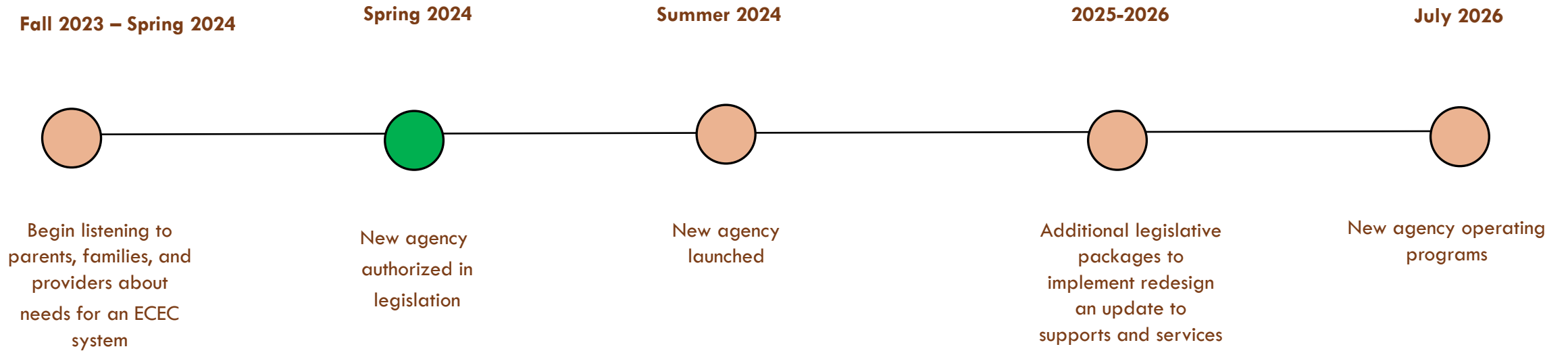
EARLY EDUCATION AND CARE SERVICES WILL MOVE, AND BROADER FAMILY AND SCHOOL SUPPORT WILL REMAIN AT HOME AGENCIES



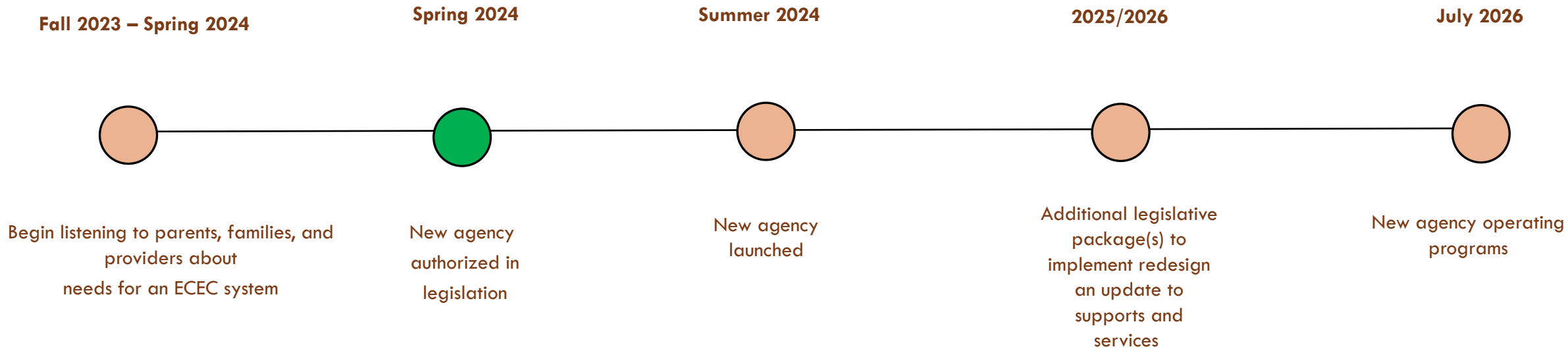
THE TRANSITION TO THE NEW AGENCY WILL BE OVER A MULTI-YEAR TIMELINE WITH MULTIPLE DISTINCT PHASES.



LEGISLATIVE TIMELINE



TIMELINE



Transition Advisory Committee

IMPLICATIONS FOR REDESIGN & ENGAGEMENT

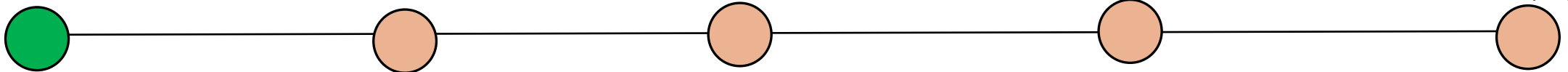
Fall 2023 – Spring 2024

Spring 2024
New agency
authorized in
legislation

Summer 2024
New agency
launched

2025/2026
Additional legislative
package(s)

July 2026
New agency
administers and
oversees programs



Transition Advisory Committee

Other Existing Advisory Groups

IMPLICATIONS FOR REDESIGN & ENGAGEMENT

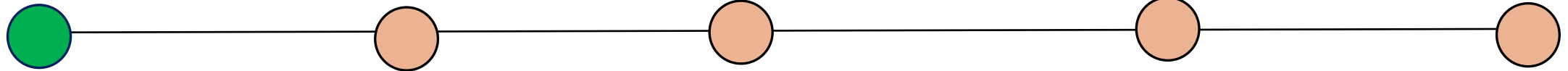
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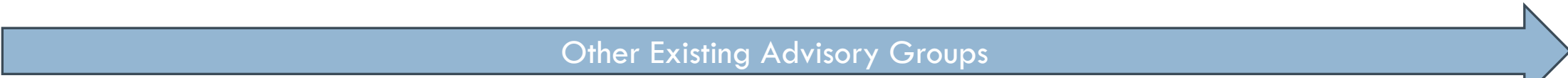
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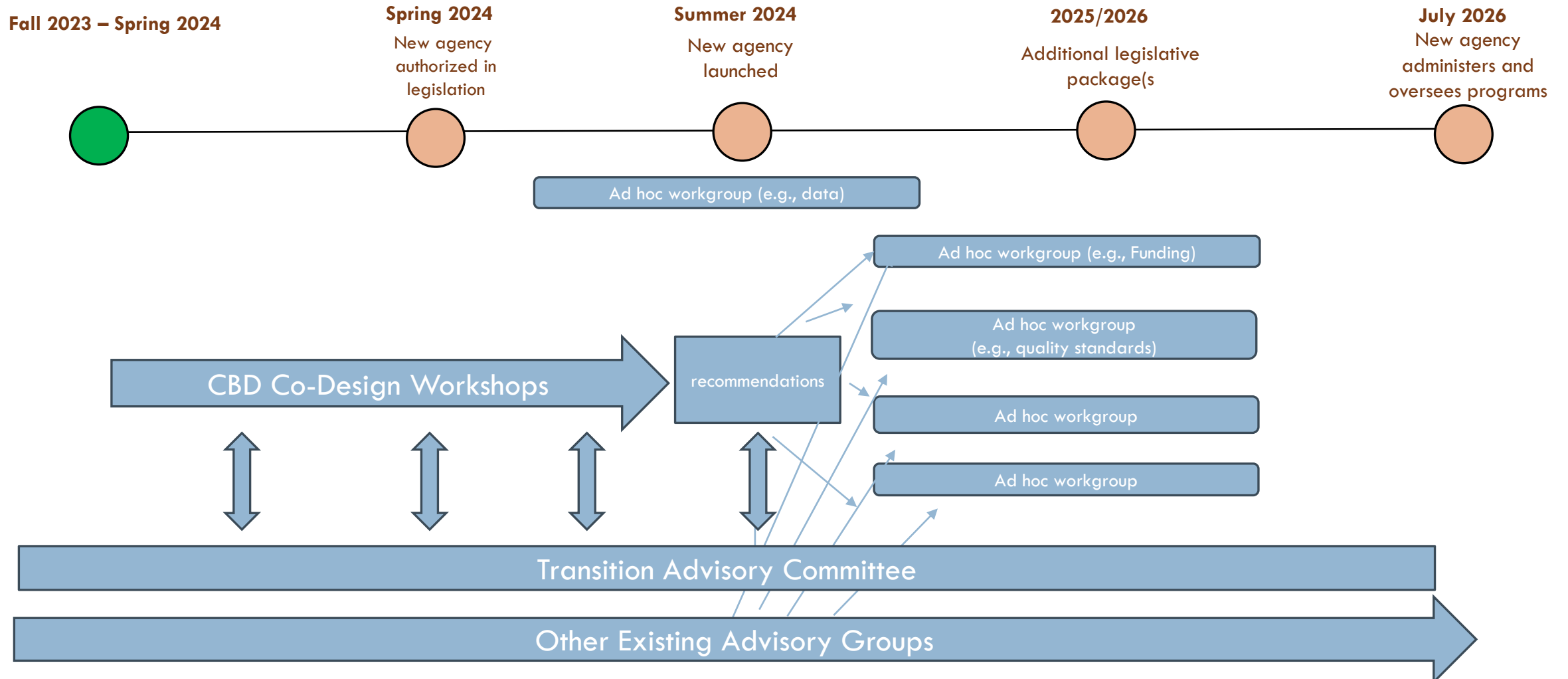
July 2026
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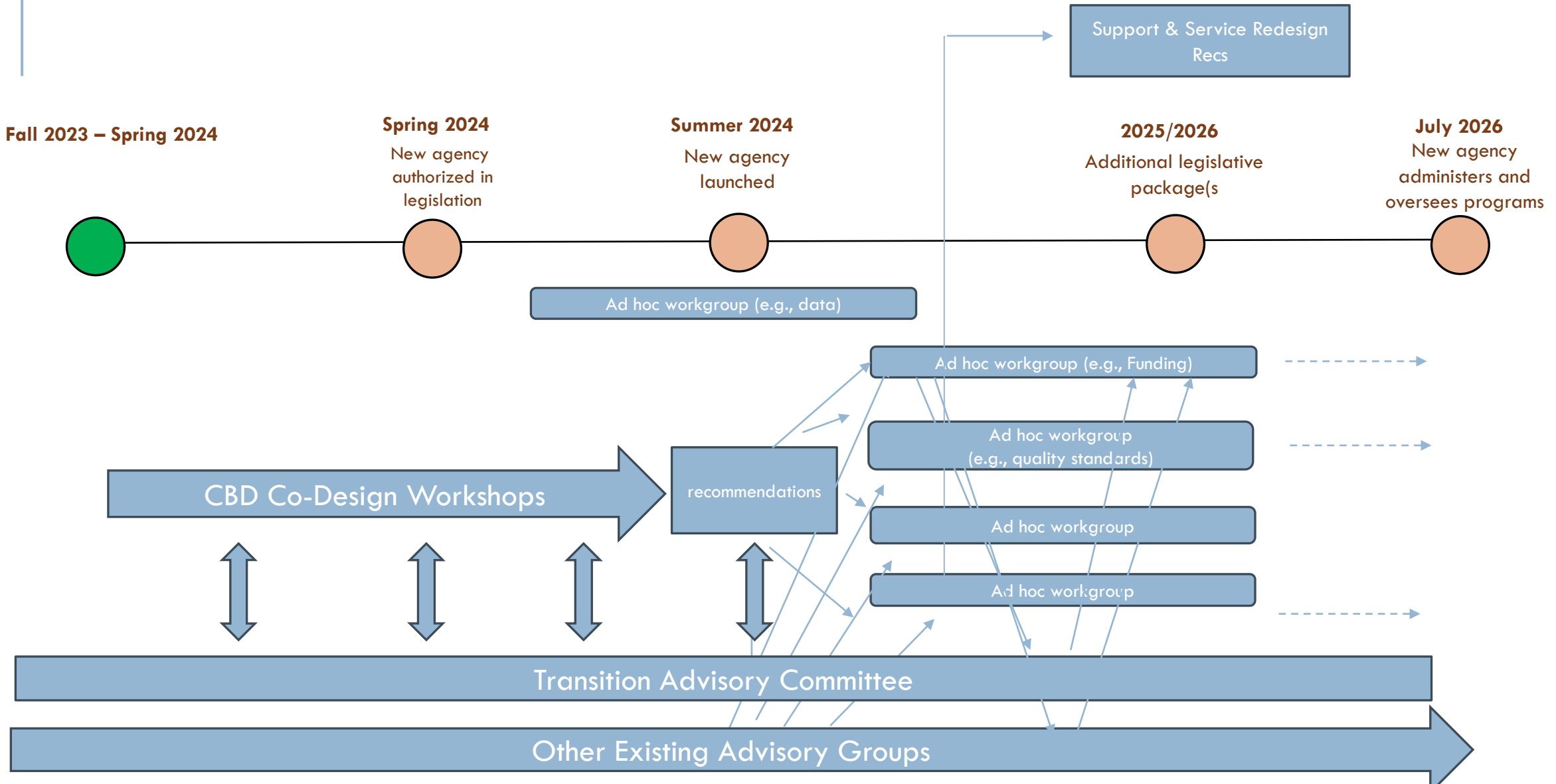
Ad hoc workgroup (e.g., data)



IMPLICATIONS FOR REDESIGN & ENGAGEMENT



IMPLICATIONS FOR REDESIGN & ENGAGEMENT



MULTIPLE OPPORTUNITIES TO ENGAGE AND GATHER INPUT FROM DIVERSE VOICES AND PERSPECTIVES.



New opportunities to engage specifically around Transition and ECEC governance

EARLY FEEDBACK FROM EXTERNAL STAKEHOLDERS

People are excited about....

Streamlined communication and processes that **reduce the burden** for ECE providers and other system partners.

A system that is **simpler** and **easier** for families to access.

Increased collaboration that results in more **consistency**.

Increased **respect** and **value** for the ECE field.

Participating and providing input for the creation of the new agency.

Centering **equity** for the workforce and for families.

Areas of opportunity.....

More consistency and collaboration between various agencies that work in ECE.

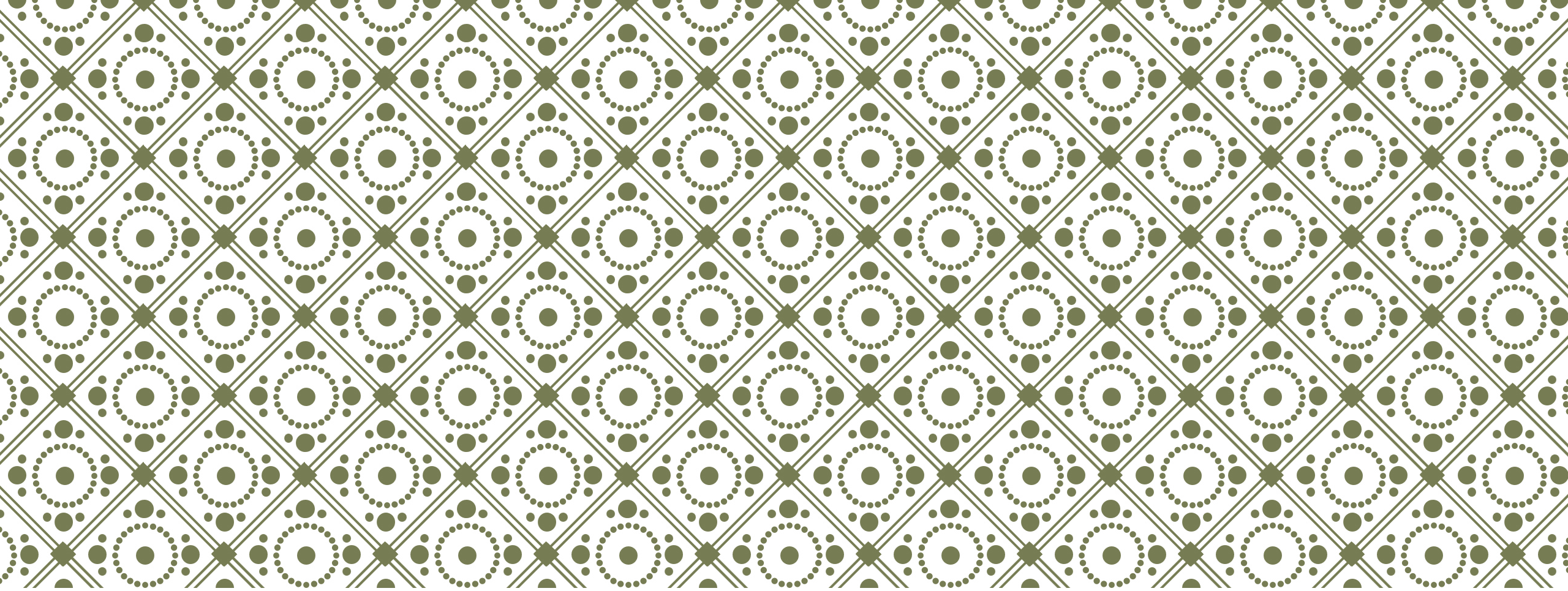
Need for clearer communication.

Challenging for families to **access** needed services, specifically addressing both the **complexity** and **timeliness** of services.

Equitable data-driven approaches that center priority populations to improve services.

More support for providers and workforce:

- Supporting programs and providers to meet requirements
- Strengthening workforce via fair and equitable **compensation**.



PRINCIPLES FOR CONTINUOUS QUALITY IMPROVEMENT



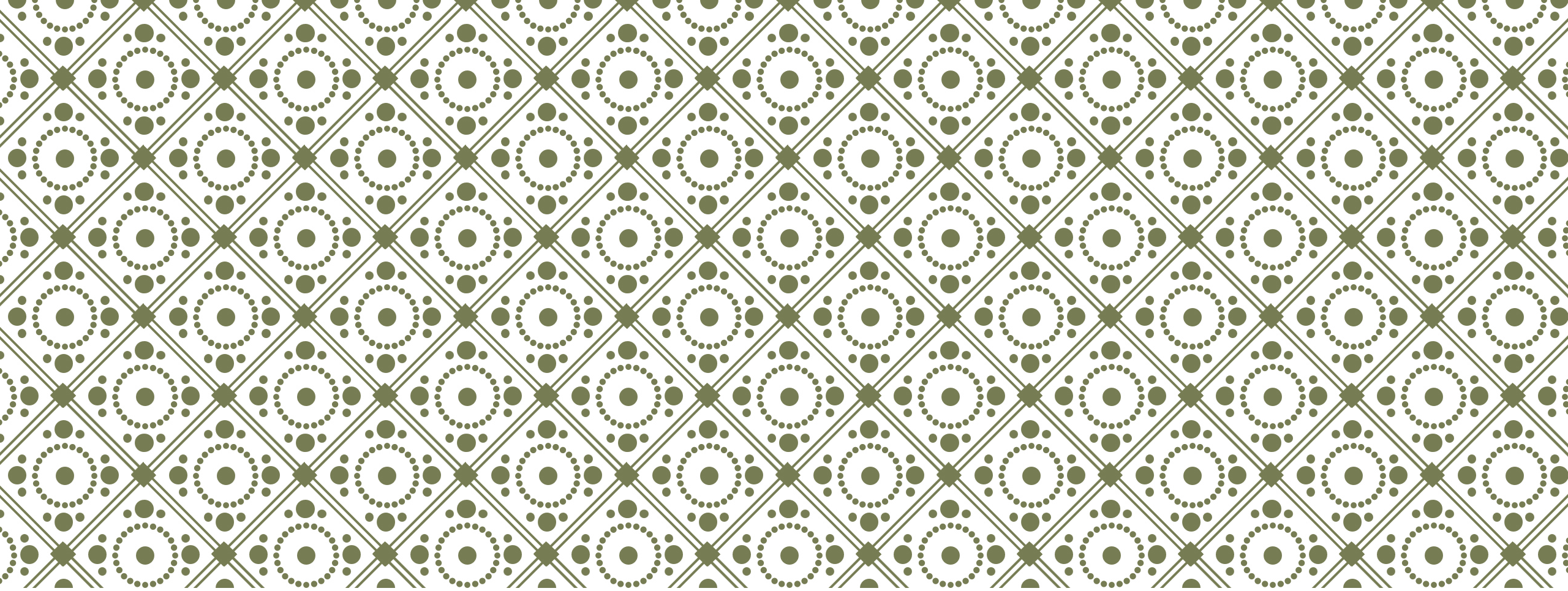
CONTINUOUS QUALITY IMPROVEMENT PRINCIPLES DURING TRANSITION

Do the proposed improvements:

- center equity, in particular racial equity, and parent hopes for care while proposing improvements;
- maintain flexibility for community/parent choice in strategies for care services;
- strive to reduce early childhood deserts and address geographic distinctions and needs;
- enable diverse types of providers to succeed; reduce or eliminate bias to any one type of provider or way of receiving services;
- reduce burden and complexity for providers and parents;
- respect all workers who power the early childhood system - private and government; and
- minimize the extent to which the State enters into contracts beyond FY26 prior to launch of new agency

POTENTIAL QUESTIONS

- 1. What are potentials impacts of the proposed improvement to the field (e.g., parents and providers)?**
 - Parental choice in all regions?
 - Access to quality providers in all regions?
 - Decreased time and bureaucracy for parents to enroll their children into care?
 - Decreased time and bureaucracy for providers to access government funding and supports?
- 2. What are potentials impacts (if any) of the proposed improvement to the transition?**
 - What type of state staff capacity does this take?
 - Is this change going to take a lot of capacity and likely to change again as a result of the transition?
- 3. What are potential impacts (if any) of the proposed improvement to support children?**
 - Greater percentage of eligible children in early learning and early childhood supports?
 - Greater percentage of Kindergarten ready youth?
 - Improved transitions/hand offs across service and supports?



COMMITTEE RECOMMENDATIONS



SECTION 9- BYLAWS FOR VOTING

All recommendations coming before the Executive Committee will be determined by vote of the members.

All Executive Committee members shall have one (1) vote.

A majority of vote of the members of the Executive Committee is required to approve any formal action.

All decisions made will represent the advice of the Executive Committee and of the Illinois Early Learning Council.

Approved recommendations are then shared with a) governing agencies that oversee early childhood for consideration in policy making, b) the full Early Learning Council, who in turn disseminates the information with their respective communities and networks, and c) posted for members of the public.



PUBLIC COMMENT

2024
PROPOSED
SCHEDULE—
ALL
MEETINGS
5:30-7:30PM



THANK YOU
