

Early Childhood Education and Care Transition Advisory Committee

April 16, 2024

5:30-7:00pm



Welcome!

Here are our virtual meeting protocols for TAC Members



- **Please be on video** as much as possible to help with overall engagement
- **Mute self** when not speaking
- Use **Chat feature** or **“raise hand” button** for questions or comments
- Technical issues can happen to anyone – **chat privately to Liz Garza for any needs**
- If you are experiencing an unstable connection - **switch to phone call or close other applications**



Notes regarding this Meeting

- **TAC Meetings are open to the public**
 - While not subject to Open Meetings Act, we will follow the intent of OMA as closely as possible
 - Meeting materials and a summary of minutes will be posted on the EC Transition website
 - <https://oecd.illinois.gov/early-childhood-education-and-care-transition-planning.html>
- **Members of public are in “listen only” mode**
 - Anyone may provide input/feedback on the TAC meeting via the input/feedback form; a link will be shared in chat
 - TAC members can expect a summary of public input prior to each meeting
 - Additional public input will be gathered in Listening Sessions, held every other month, the open feedback form, and in multiple other forums throughout the Transition process
 - English: <https://forms.gle/4b9egPz6nXJ4XR427>
 - Spanish: <https://forms.gle/TCQu7sqr4MQpaxEu9>
- **This meeting has Spanish translation**

Today's Goals

- ✓ Build community amongst TAC members
- ✓ Provide updates on legislation and TAC workgroup prep activity
- ✓ Apply a family-centered lens to continue defining racial equity to support the TAC's charge
- ✓ Engage in discussion and provide feedback on the draft TAC Equity Approach
- ✓ Preview upcoming activities

Agenda

Welcome and Introductions	10 min
Department of Early Childhood Legislation Update	5 min
Workgroup Updates	5 min
Voices from the Field: Listening Session and Survey Feedback	15 min
TAC Equity Workgroup Report: Proposed Equity Approach	20 min
Small Group Discussion	30 min
Looking Ahead and Next Steps	5 min



Welcome & Introductions





TAC Charge

The state has established the **Transition Advisory Committee (TAC)**, comprised of representatives with diverse perspectives from across the state, to serve as an external advisory committee as the state moves toward a single ECE agency.

The TAC will **seek and help the state make meaning of stakeholder input** in preparation for the transition, with a **particular emphasis on understanding families' goals and needs** from a comprehensive ECE system for Illinois children.

The Transition Advisory Committee will work with the State's Early Childhood Transition Director, Ann Whalen, to **release a report by December 31, 2025.**

Community Agreements

Engage in respectful dialogue

- Assume best intent and attend to impact
- Ask clarifying questions
- Step up, step back
- One mic
- Be curious and seek to clarify differences

Actively participate

- Show up prepared
- Be fully present
- Be open-minded and respectful
- Think outside the box

Make space for vulnerability

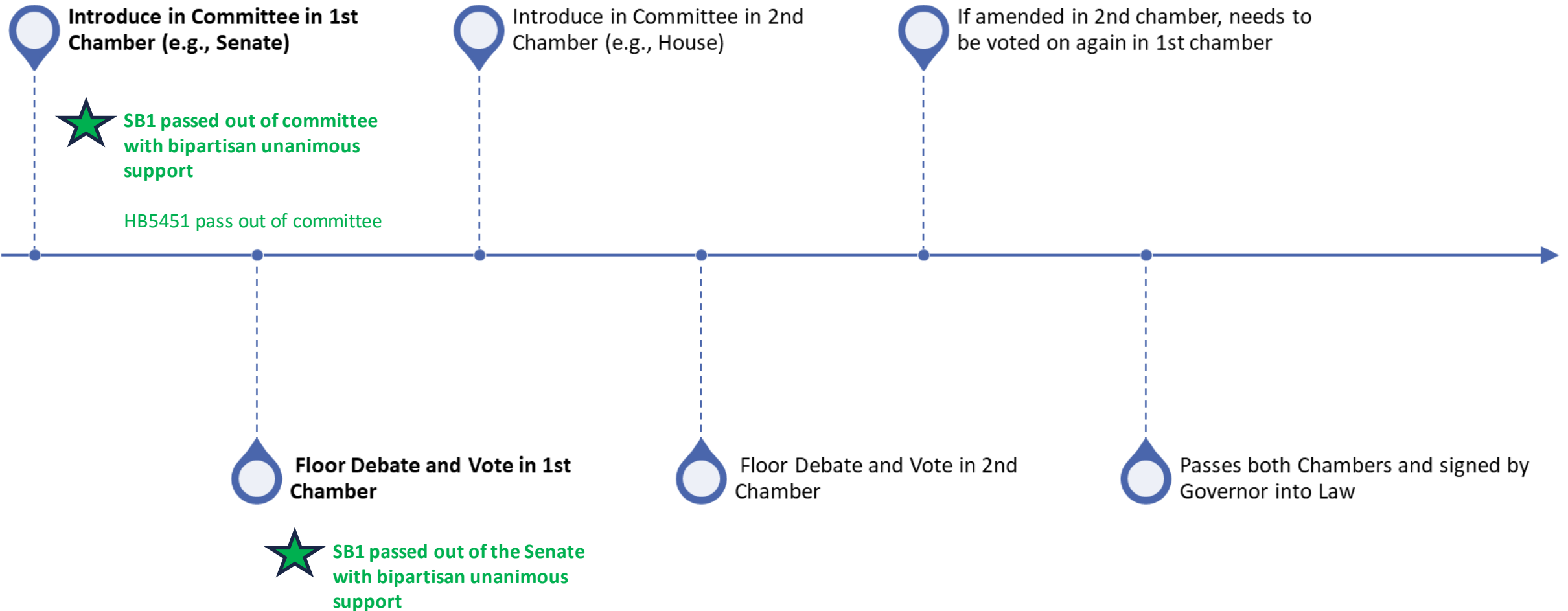
- Continually check we are centering families and equity
- Lean into discomfort
- Engage in self-reflection to understand our own reactions first

Extend technology grace!

Department of Early Childhood Legislation Update



SB1/HB5451 Update



Workgroup Update



ChiByDesign Co-Design Workshop Update

Thank you for your recommendations for participants!

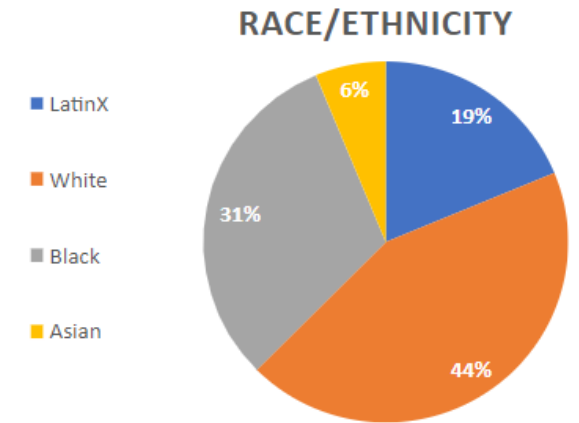
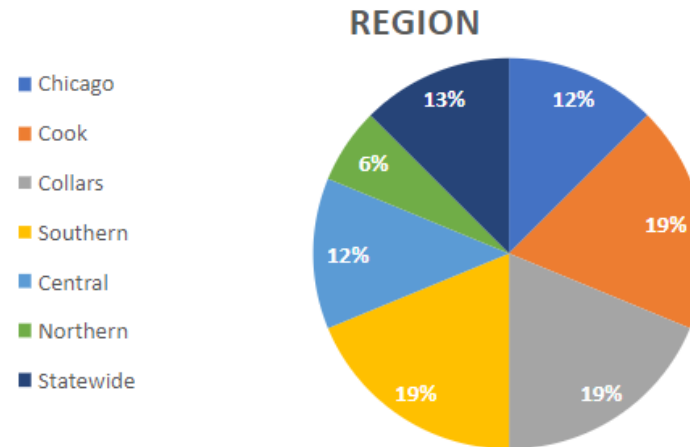
We had ~400 individuals from across Illinois raise their hands to participate.

3 co-design workshops planned this Spring:

- 1) **UNDERSTANDING THE NEED SESSION**
- 2) **FUTURE FRAMING SESSION**
- 3) **PROTOTYPING SESSION**

Workshop #1 Participation:

- Over 70% of participants were parents and/or providers
 - Plurality was parents



Next Steps:

- Share summary at May TAC meeting

"Thank you for valuing my voice in this group discussion. I look forward to future meetings and cannot emphasize enough how important the work C.B.D is doing!" workshop participant

Workgroup Planning Update: Early Childhood Special Education & Multilingual Learners

Thank you for volunteering to represent the TAC on the Transition Workgroups!

Supporting Children with Special Needs Workgroup volunteers:

Johnna Darragh - Ernst, Janice Moenster

Supporting Multilingual Learners Workgroup volunteers:

Edgar Ramirez, Rebecca Vonderlack-Navarro

Membership:

- At least half of the workgroup participants will be parents or those who work directly with children.
- Proposed applications and selection criteria for parents and providers/educators have been drafted.
- TAC workgroup members will help inform the selection of members.
- TAC and State team members will share updates with the full TAC.

Next Steps:

- Meetings will start in May.
- Workgroup will finalize charter and work towards developing recommendations to TAC.
- By winter 2024, both workgroups will submit recommendations focusing on children with special needs and children who speak multiple languages (and their families and adults in their lives).

Workgroup Planning Update: Data & Learning

Thank you for volunteering to represent the TAC on the Transition Workgroups!

Data & Learning Workgroup volunteers:

Tonya Frehner, Janice Moenster, Johnna Darrah - Ernst, Edgar Ramirez, Rochelle Golliday, Robin Steans, Angel Powell-Muldrow, Marcy Mendenhall

Proposed Membership*

- TAC Member Representative(s)
- Parent Representative(s)
- Provider Representative(s)
- Workforce Representative(s)
- State Agency Representative(s)
- Early Learning Council, RED (Research, Evaluation and Data) Committee Representative(s)
- TAC workgroup members will help inform the process.

Next Steps

- Pre-planning meeting with TAC members in April
- Kick-off meeting in May
- Workgroup will develop recommendations related to data and learning to inform the redesign of the state's EC programs and services
- TAC and State team members will share updates with the full TAC.

** Individuals may fall into multiple groups, but at least one parent must solely represent the parent perspective.*

Voices from the Field



TAC Meeting Survey Feedback

Between December and March, 20 people responded to the TAC Meeting Survey.

Survey respondents would like additional information about:

- The selection process for TAC membership and how TAC members can serve as representatives/voices for constituencies that they represent;
- The transition generally and the TAC's progress; and
- How diverse ECEC stakeholders and constituencies will be represented in absence of TAC representation.

Survey respondents had ideas for engagement in TAC meetings including:

- Receiving recordings of the meetings;
- Joining breakout groups;
- Ability to join via phone;
- Earlier access to the agenda; and
- Expanded representation and engagement from specific stakeholder groups.

Survey respondents are eager to share information about the transition with their communities.

March Listening Session Participation

Stakeholder input was captured using multiple intake options for **176 virtual participants**:

- ✓ Zoom Polling
- ✓ Padlet
- ✓ Verbal
- ✓ Chat
- ✓ Google Survey

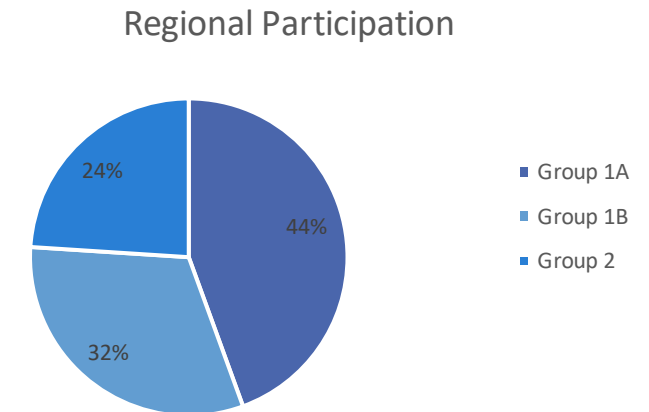
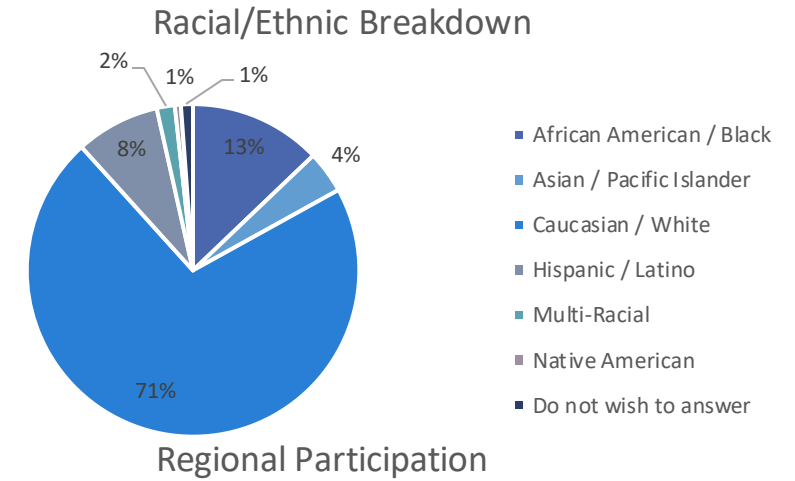


March Listening and Feedback Survey Participation

169 participants from the following stakeholder groups responded to the survey.

- ✓ ECE Providers
- ✓ Workforce
- ✓ State, regional, and local agencies
- ✓ Intermediary Organizations (ex: CCR&Rs, ROEs)
- ✓ K12 and Higher Ed Systems
- ✓ Parents
- ✓ Advocates
- ✓ Businesses
- ✓ Communities and Community Based Organizations

Survey respondent demographics




Group 1A: Cook, DeKalb, DuPage, Kane, Kendall, Lake, and McHenry counties.

Group 1B: Boone, Champaign, Kankakee, Madison, McLean, Monroe, Ogle, Peoria, Rock Island, Sangamon, St. Clair, Tazewell, Whiteside, Will, Winnebago, and Woodford counties.

Group 2: all counties not listed in Group 1A or 1B

How can we ensure the voices of those farthest from opportunity are included in the transition process?

- Leverage virtual listening sessions, but also providing in-person opportunities
- Leverage school districts, organizations that have existing relationships with families
- Make sure that access to internet and technology isn't the only way to get access to information
- Ensure that materials are linguistically appropriate and diverse
- Appreciate existing platforms but ensure folks who are not at the sessions can also learn information
- Leverage Birth to 5 regional groups and HS agencies



"It's important to physically go to underserved communities to provide opportunities to hear their voices. Holding Town Halls at libraries, community spaces, etc. could help facilitate this."

-Anonymous

What priorities would you like the state to focus on to manage change effectively throughout the transition?

- On-time payments
- Collecting/analyzing local, regional, and state data
- Streamline paperwork for families
- Ensure the systems aren't bringing existing siloes
- Equity across the existing programs and resource sharing

“Providers should be notified via mass email when a policy changes, rather than assuming reps will interpret rules and communicate to us. I get most of my information from Facebook provider groups, which may or may not be communicated correctly.”

– ECE Provider, Coles County

What else is on people's minds?

Feedback:

- Continue to inform and **involve stakeholders** in decision-making processes.
- Consider **intersectional identities** such as race, income, and disabilities in the planning process to ensure equity.
- Provide **more clarity** on how funding will be distributed, how programs will be coordinated, and how existing services will be sustained during the transition.
- Stakeholders want to be involved in workgroups, focus groups, and committees – **leverage their voices and enthusiasm.**
- Continue to **invest in the workforce** to ensure high-quality services for children and families.

Listening Session Feedback: Large Group Discussion



Does anything from the listening session input stand out to you?

Were there any surprises or unexpected insights in the feedback?

What would you like to explore further?

DRAFT TAC Equity Framework: Equitably Centering Families



Essential Question

How should the state equitably center family needs, with an emphasis on racial equity, during the transition and in the development of the new agency?



TAC Equity Workgroup

Workgroup members: Johnna Darragh – Ernst, Tonya Frehner, LaKeesha James – Smith, Marcy Mendenhall, and Mariana Osoria

Workgroup charge:

- ✓ Review equity resources and previous report recommendations
- ✓ Incorporate TAC input from discussions during the February and March meetings
- ✓ Develop a proposed equity framework
- Share proposal and reflections during the April TAC meeting for discussion
- Regroup to incorporate feedback from the TAC
- Share updated framework with TAC at May meeting



TAC Equity Workgroup Reflections

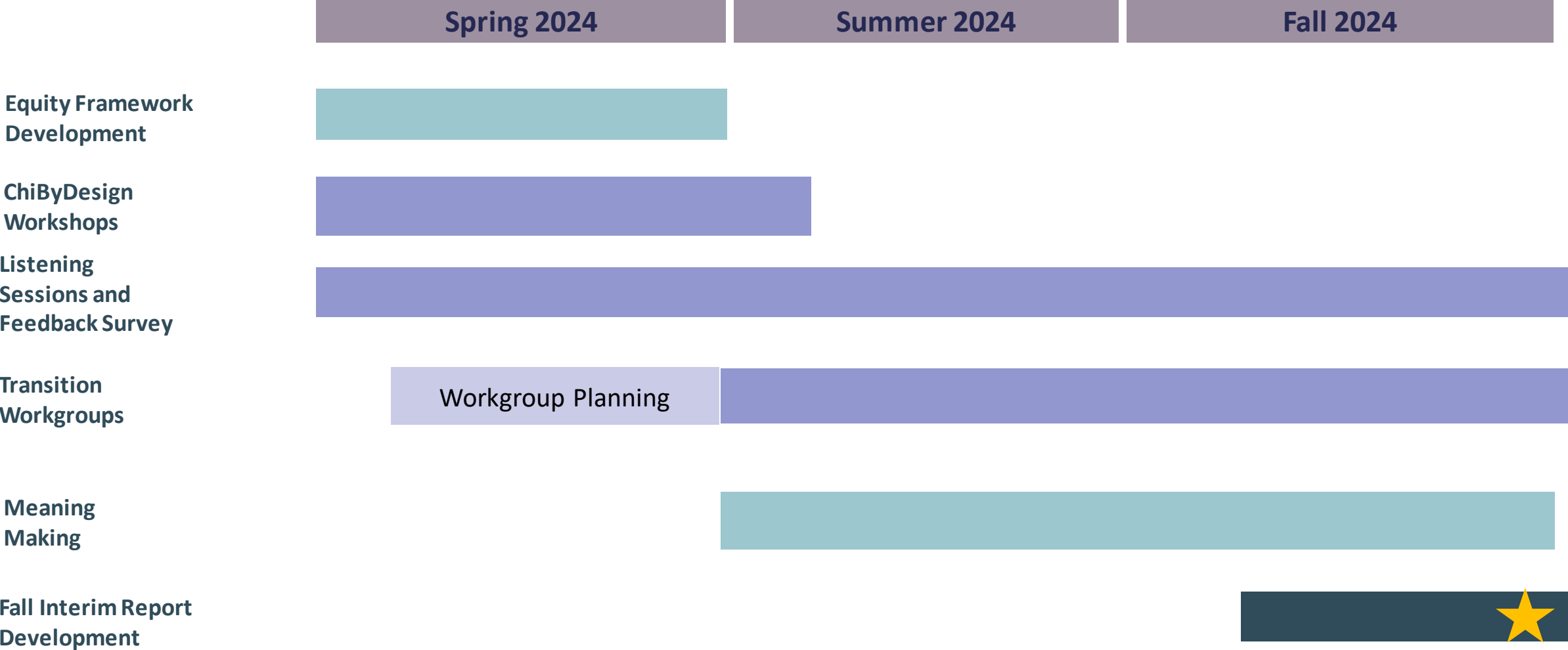
- "Creating space for vulnerability" requires trust and connection.
- Intentionally create more time to process information before diving into a discussion.
- Need a better understanding of the impact of historical exclusion and systemic racism on our current ECEC system to inform mindset shifts.
- "Don't just meet families where they are, meet us where we dream." What outcomes are we striving for in a family-centered system?
- Create a glossary to accompany the framework (e.g. farthest from opportunity).

What is an Equity Framework?



- **Definition**, a shared understanding of what equity means to us
- **Principles** that we believe must be true to design an equitable system for families
- **Process** that we can apply to take action, make meaning of stakeholder input, identify inequities, and make decisions
- **Ways to check ourselves** and hold ourselves accountable to our commitments

TAC Year 1 Timeline



Approximation based on current planning

TAC Equity Framework Development Process

Equity Workgroup Meeting 1

- Identified the critical components that must be included in the TAC's equity framework to support its charge:
 - What do we mean by “centering families”?
 - What do we mean by “equity”?
 - How do we ensure we’re centering equity for the family and the child (how do we make our definition actionable)?

Between meeting work

- Erin and Aressa compiled the workgroup's feedback and developed and circulated a draft framework

Equity Workgroup Meeting 2

- Reviewed and refined the draft framework
- Discussed the presentation and facilitation approach for the April TAC meeting

April 16 TAC meeting

- Present draft framework

Equity Workgroup Meeting 3

- Review and incorporate TAC feedback

May 7 TAC

- Share revised framework

June 18 TAC

- Discuss how the TAC will apply the framework to support decision-making and recommendation development

Draft TAC Equity Framework

MINDSET SHIFT

A new way of thinking for designing programs, policies, and systems that:

- serve children and parents simultaneously,
- view individual and community outcomes in the context of historical exclusion,
- identify policies, practices, and decisions that create and exacerbate inequities, and
- dismantle structures that maintain injustices.

STRATEGY

Aligning and/or coordinating services with other organizations to meet the needs of all family members using a variety of tools or mechanisms that:

- are determined by those furthest from opportunity, and
- meets the needs of children and the adults in their lives.

SYSTEM OUTCOMES

Providing services and supports to both children and adults simultaneously and tracking outcomes for both that cannot be predicted or determined by race, ethnicity, culture, language, gender, religion, orientation, geography, ability, or socioeconomic status.

Draft TAC Equity Framework

An equitable system is one that meets the needs of all children and families, resulting in individual outcomes that cannot be predicted or determined by race, ethnicity, culture, language, gender, religion, orientation, geography, ability, or socioeconomic status.

Achieving an equitable system requires a **mindset shift** that honors and embraces each family's unique racial, ethnic, cultural, linguistic, gender, religious, orientation, geographic, ability, and socioeconomic identities. This new way of thinking about how programs, policies and systems can serve children and families simultaneously, views individual and community outcomes in the context of historical exclusion, identifies policies, practices and decisions that create and exacerbate inequities, and dismantles structures that maintain injustices.

Achieving this vision for equity within the context of the transition to the new IL Department of Early Childhood requires all of us to make decisions that prioritize those most impacted by structural racism and systemic inequities. This calls for a **strategic approach** that aligns and coordinates holistic services and maximizes parental choice to meet the needs of children and the adults in their lives. The process used to achieve this vision should use a variety of mechanisms that are inclusive of local voices and community partners and determined by those most impacted by structural racism and systemic inequities. Analyzing and reporting disaggregated **outcomes** is critical to provide transparency about the impact and inform future changes that bring us closer to our vision of equitable family outcomes.

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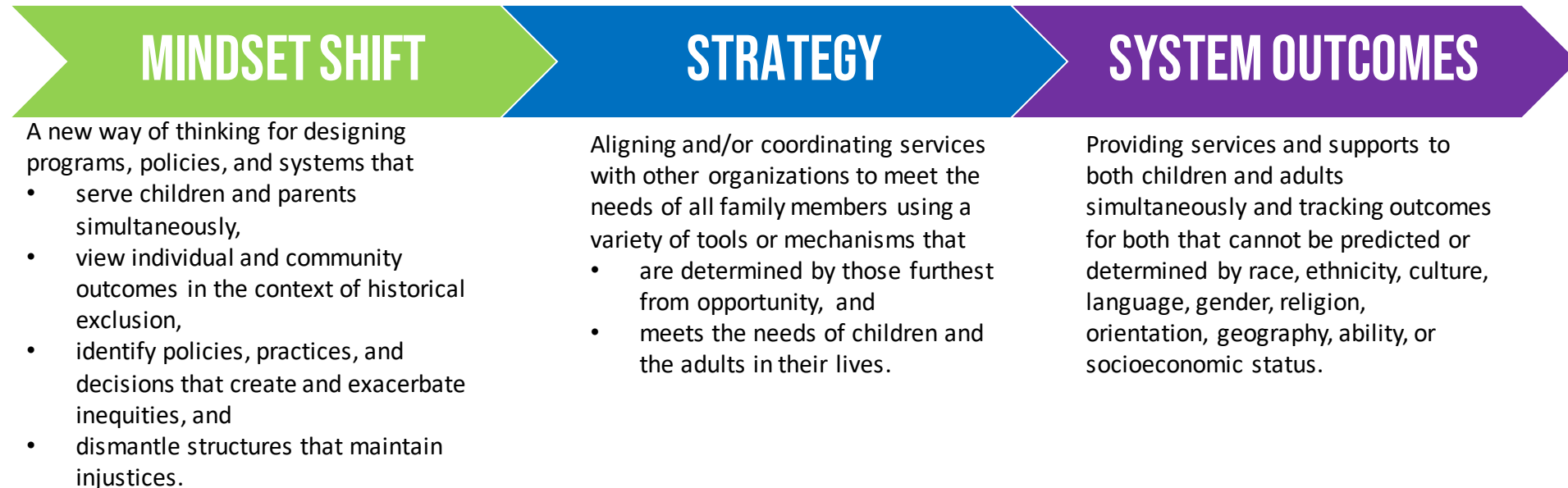
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Actively participate

- Show up prepared
- Be fully present
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- Think outside the box

Make space for vulnerability

- Continually check we are centering families and equity
- Lean into discomfort
- Engage in self-reflection to understand our own reactions first

Extend technology grace!

Small Group Discussion: TAC Equity Framework



What questions do you have about the draft Equity Framework?

What do you like about the draft Equity Framework?

What needs to be added or clarified in the draft Equity Framework?

What do we need to explore further?

Small groups in session. Meeting will resume momentarily.



Non-TAC public participants are encouraged to use this time to:

- Explore the Early Childhood Transition website
 - <https://oecd.illinois.gov/early-childhood-education-and-care-transition-planning.html>
- Provide feedback via survey
 - English: <https://forms.gle/4b9egPz6nXJ4XR427>
 - Spanish: <https://forms.gle/TCQu7sqr4MQpaxEu9>

Large Group Share Out

Invite a representative from each group to share:

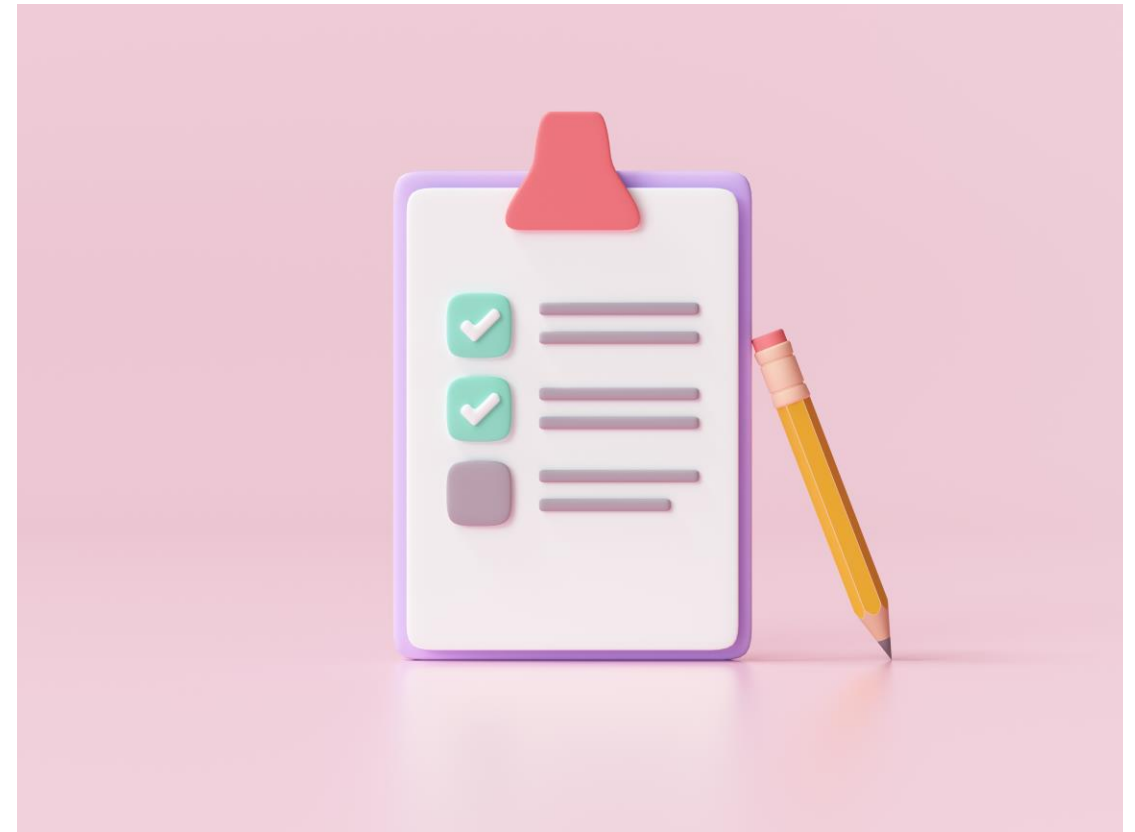
1. An aspect of the draft approach or development process that you like.
2. A question or recommendation you have to inform the next steps.



Quarterly Pulse Check

Disseminate a survey to check-in on aspects of the TAC's meeting structure:

- Length of meetings
- Amount of pre-reading
- Frequency of updates between meetings
- In-person meeting preferences
- General reflections on our process



Looking Ahead



Our next meeting will focus on:

- Finalizing and adopting the TAC's equity approach
- Update on the first ChiByDesign Workshop
- Updates from the Transition Workgroups
- Reviewing findings from the Quarterly Pulse Check survey

Next Steps & Close



- Follow up email to be sent next week with meeting summary
- TAC members should reach out to Ann Whalen or Bela Moté with any feedback
- Data and Learning Series #3: Using Analytics for more Equitable EC Policy: A panel discussion with Massachusetts, Washington & Georgia
 - Friday, Apr 19, 2024 1–3pm
- Transition Listening Session #3
 - Friday, May 17, 2024 12–1 pm
- Next Meeting:
Tuesday, May 7, 2024
5:30-7pm

Thank you!

Appendix

ABOUT THE TWO-GENERATION (2GEN) APPROACH

2Gen builds family well-being by intentionally and simultaneously working with children and the adults in their lives *together*.

