

Early Childhood Education and Care Transition Advisory Committee

May 21, 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 Transition workgroup activities
- ✓ Share and provide feedback on the updated draft Equity Framework
- ✓ Receive an update from ChiByDesign on the first co-design workshop and discuss findings
- ✓ Discuss findings from the April Quarterly Pulse Check survey and how input will inform future planning

Agenda

Welcome and Introductions	10 min
Department of Early Childhood Legislation Update	5 min
Transition Ad Hoc Workgroup Updates	5 min
TAC Equity Framework Update	7 min
Reflection & Feedback on the Draft Framework	5 min
ChiByDesign Update	20 min
Small Group Discussion #2: Reacting to ChiByDesign Update	20 min
April Pulse Check Survey Results	8 min
Looking Ahead and Next Steps	8 min

Welcome & Introductions



TAC Chat Introductions

Share a word, phrase, image, or emoji describing how you feel about Senate Bill 1's passing 🥰





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

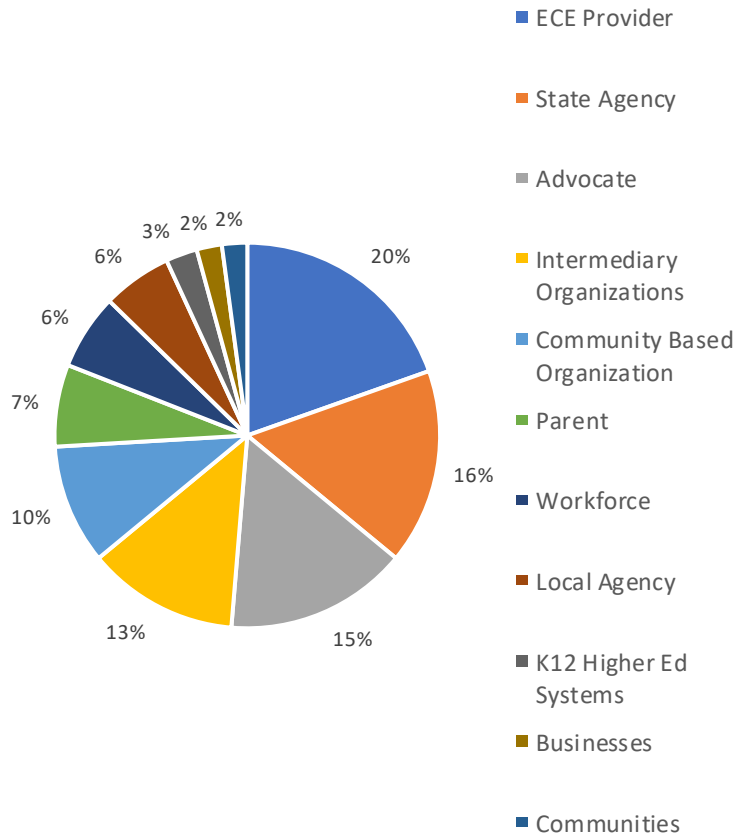
- Continually check we are centering families and equity
- Lean into discomfort
- Engage in self-reflection to understand our own reactions first

Extend technology grace!

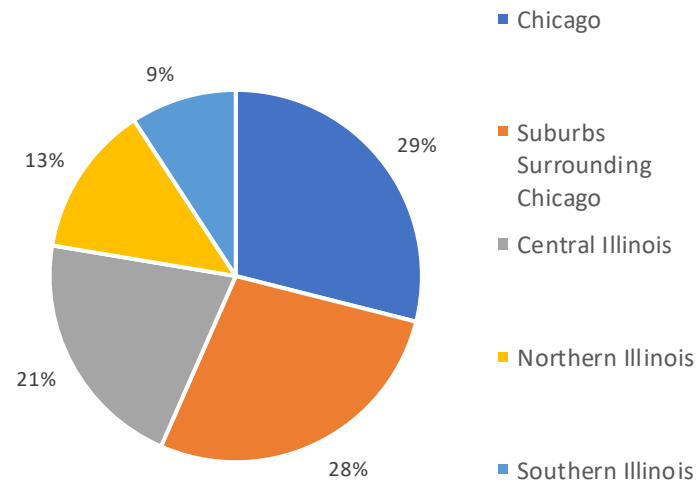
May Live Listening Session Feedback: Participant Breakdown & Feedback Highlights

Who Attended: 178 total stakeholders

What voice / perspective do you represent?



What region of the state are you located in?



What We Heard:

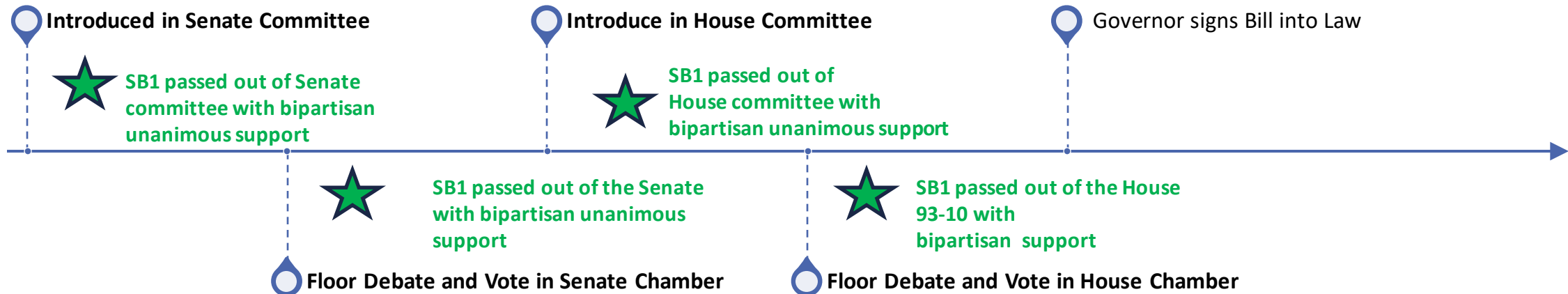
- ✓ Data plays a critical role in **decision-making, improving program quality, and ensuring alignment** with community needs and resources
- ✓ Access to equitable, comprehensive, and detailed data is essential for **addressing gaps, improving outcomes for underserved groups, and enhancing overall services**
- ✓ Data on workforce trends and investments is crucial for **attracting and retaining qualified staff and ensuring program quality**
- ✓ **Inclusive engagement, accessibility, and transparent communication** are essential to ensure **everyone** is prepared for the upcoming changes in the ECE landscape

“Data drives the legitimacy of my work, encouraging professionals to work toward fully inclusive preschool.”

Department of Early Childhood Legislation Update



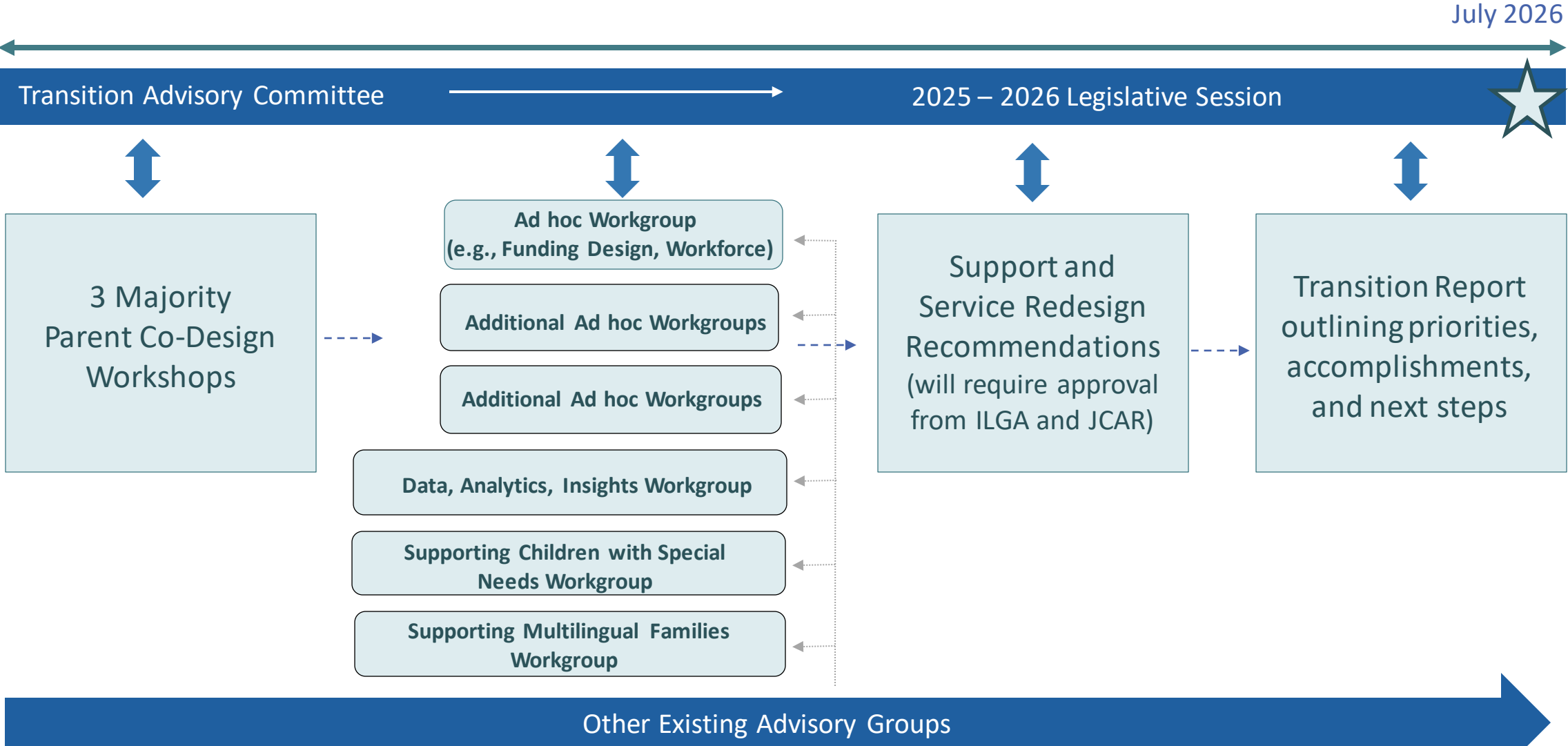
Senate Bill 1 passes out of the Illinois General Assembly!



Workgroup Update



Phase 2 Approach to Redesign & Engagement



Workgroup Update: Data, Analytics & Insights

Purpose

To help develop recommendations related to data and learning to inform the redesign of the state's EC programs and services, the Data and Learning Workgroup will:

- Inform the strategic 'building blocks' for the Data and Learning function in the new agency.
- Build a shared knowledge base for best practices in data and learning.
- Inform the FY25 & FY26 Data & Learning implementation plan.

TAC Volunteers

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

Updates

At the kickoff meeting held May 16, the Workgroup discussed the

- **Importance of data in informing the new agency's** decision-making processes and the need to outline a longer-term strategy to promote data use among early childhood parents, providers and administrators as a tool for greater equity.
- Workgroup's objectives, timeline and composition, which includes **over 65% of members representing a provider, parent and/ or workforce perspective.**
- The importance of starting with a strong **Commitment Statement and Guiding Principles** to lay a strong foundation for the future Data, Analytics and Insights function of the new EC agency.
- Alignment with the draft **TAC Equity Framework** and committed to periodically reviewing their progress against that framework.

Next Steps

- The Workgroup will meet monthly to continue informing the strategy and advise on the upcoming data-related implementation needs during the new agency's first year.
- **WE NEED YOUR INPUT!** Workgroup will **disseminate survey to capture input on Guiding Principles** for the Data, Analytics and Insights function starting in June.

Workgroup Update: Supporting Multilingual Learners

Purpose

- Identifying multilingual learners consistently across programs (and ensuring recommendations align with all identification processes);
- Providing appropriate linguistic and cultural supports for children in early childhood programs (e.g., professional development), and
- Creating recommendations for seamless transitions from early childhood to K-12 for multilingual learners and their families.

Membership

- Edgar Ramirez, TAC Member
- Rebecca Vonderlack-Navarro, TAC Member
- Debra DeValdivielso, Day Care Licensing Supervisor (DCFS)
- Trish Rooney, Associate Director of Child Care (IDHS)
- Joanne Clyde, Director Multilingual/Language Development (ISBE)
- *Educators/Providers/Practitioners -3
- *Parents - 3

** Members selected, waiting for acceptance*

May-June 2024

Establish workgroup, develop community agreements, and finalize charter

June-October 2024

Establish feedback loops and engage in iterative development process, draft initial recommendations for feedback, and ensure alignment across ECE system

October-December 2024

Prepare final recommendations for state agencies, TAC, and other stakeholders

Workgroup Update: Supporting Children with Special Needs

Purpose

- Promoting inclusion of children with special needs in their natural environment/least restrictive environments;
- Improving social-emotional skills and outcomes;
- Creating seamless transitions from services under IDEA Part C/Early Intervention to IDEA Part B 619/ECSE, and then onto IDEA Part B 611/K-12;
- Identifying opportunities for structural program alignment between Part C and Part B 619 and other ECE programs; and
- Identifying professional development opportunities for early childhood practitioners, providers, and educators.

Membership

- Johnna Darragh-Ernst, TAC Member
 - Janice Moenster, TAC Member
 - Theenshina Mayfield, Acting Regional Licensing Administrator Cook (DCFS)
 - Benny Delgado, Bureau Chief of Early Intervention (IDHS)
 - Kristy Doan, Principal Consultant, Section 619 Coordinator (ISBE)
 - *Educators/Providers/Practitioners - 4
 - *Parents - 4
 - *State Representative - 1
 - *Advocacy Organization - 1
- * Members selected, waiting for acceptance

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TAC Equity Approach



TAC Equity Framework Feedback

Considerations for **changes** to the TAC Equity Framework

- Comments that suggested specific edits or indicated a need for tweaks.

Considerations for **supplemental materials** or **information** for TAC members

- Comments that indicated a need for further exploration of concepts and a glossary to align on definitions of key terms or phrases.

Informs **implementation** of the TAC Equity Framework

- Comments that shaped the working group's ideas for implementing the Framework.

Outside the TAC's current focus to advance the TAC Equity Framework

- Comments that could not be directly addressed through the Framework itself or implementation.

Changes to the TAC Equity Framework

Based on feedback heard at the last TAC meeting, the workgroup voted to:

Include "unhoused, immigration status, or any other protected class or circumstance" into the framework to encompass diverse populations.

Incorporate intersectionality into the framework to account for the various identities families may hold.

Modify language under mindset shift from "parents" to "adults" to be inclusive of the different types of adults that play a significant role in children's lives.

Reflections and Other Considerations



The framework should have the right balance of detail



TAC members should regularly reflect on equity

Collectively, the group should consider the framework when making decisions



The framework should align with the TAC's specific scope

The Framework will continue to be iterated through this process

Next steps:

- Crosswalk of TAC framework and ELC's definition to identify where it aligns, differs, and determine any action needed to align
- Create a simplified visual of the framework to supplement the framework
- Include a glossary of terms to define concepts in the framework related to racial equity

Updated 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, immigration status, housing status, socioeconomic status, or any other protected class or circumstance.

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, and the intersections between and amongst them. 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 voice and community partners and determined by those most impacted by structural racism and systemic inequities. Analyzing and reporting of 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.



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

- serve children and the adults in their lives 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.

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 most impacted by structural racism and systemic inequities, and
- meets the needs of children and the adults in their lives.

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, immigration status, housing status, socioeconomic status, or any other protected class or circumstance.

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 21 TAC

- Share revised framework

June 18 TAC

- Discuss how the TAC will apply the framework to support make meaning of stakeholder engagement

Individual Reflection & Feedback: Draft TAC Equity Framework



Is there anything that needs to be added or clarified in the draft?

Do you feel comfortable moving forward with the current working version of the framework?

ChiByDesign Update



Small Group Discussion: ChiByDesign



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>

April Pulse Check

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

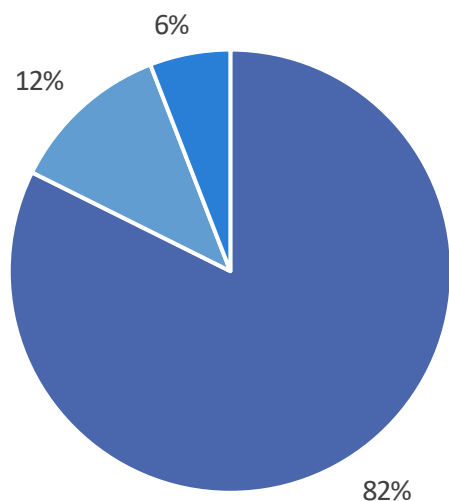
- Length of meetings
- Amount of pre-reading
- Frequency of updates between meetings
- In-person meeting preferences
- General reflections on our process

18 responses, 100% response rate!



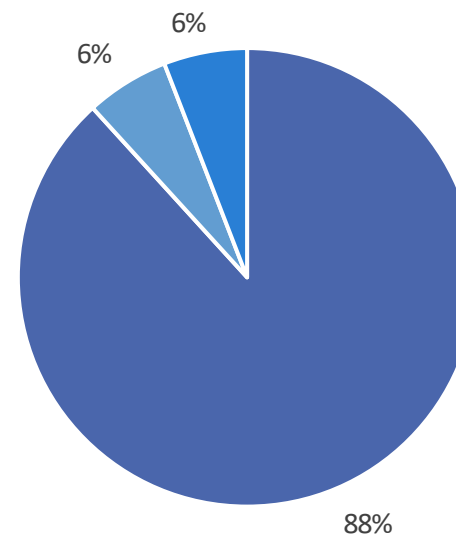
Most TAC members feel that the meeting frequency and length are about right.

Sentiments on the frequency of TAC meetings



- The meeting frequency is about right.
- We could meet less frequently.
- We could meet more frequently.

Sentiments on TAC meeting length



- The meeting length is about right.
- We could meet for a longer period of time.
- We could meet for a shorter period of time.

Most TAC members feel that the amount of information and pre-reading received is about right.

78% of members have indicated interest in an in-person TAC meeting

If there were to be an in-person meeting, preference on the frequency of in-person meetings is split

- 53% of members would like in-person meetings twice a year, while 47% of members would like in-person meetings once a year
- The most preferred month for an in-person meeting is **July** at 38%, followed by **October** at 31% although preferences are relatively split across the four suggested months.



69% of members believe the TAC committee is living up to the community agreement

Feedback on living up to the community agreement

Building Relationships:

- Challenges in fostering vulnerability without established relationships
- Limited familiarity with some members given virtual setting

Fostering Dialogue:

- Dialogue noted as respectful but sometimes lacking openness and willingness to share
- Anticipation for more open discussions as familiarity among members grows

Processing Time:

- Desire for more conversation and processing time on materials to gauge committee members' experiences

Empowering TAC to Lead Meetings:

- Recommendation for TAC to take ownership of meetings
- Suggestions for more open-ended conversations and facilitation sharing
- Advocacy for incorporating more lived/living experience conversations, moving away from reports and short breakout sessions



Feedback on TAC Progress

Key Feedback:

- Appreciation for the organization and laser focus.
- The foundation is being laid for building a strong agency.
- There's intentional approach towards fulfilling the charge.
- Process is slow, but necessary for comprehensive stakeholder input.
- Excitement to get into working groups to get more in-depth on specific issues

"I feel that we are intentional in everything we have done and that we are ensuring that we are fulfilling that charge."

"(I) Think TAC has done a great job in obtaining parent/community voice."

"I think that the process is moving slow. But that's a good thing. We need to take our time and get it right through input from all stakeholders no matter how long it takes."

"Progress is good but there's still room to dig deeper in engaging communities."

Growth Areas

General Areas for improvement:

- Utilize TAC members to gather input in communities with limited tech access.
- Inform local school districts and community leaders about ongoing work.

Improving Communication:

- Provide more updates during meetings; Reduce reporting and prioritize engagement among members and with the consulting team.
- Ensure members are informed about meeting dates and opportunities for stakeholder input.

"I think tech outreach/info seeking strategies are outstanding - going into communities to gather input for those with limited access to tech would be beneficial as well."

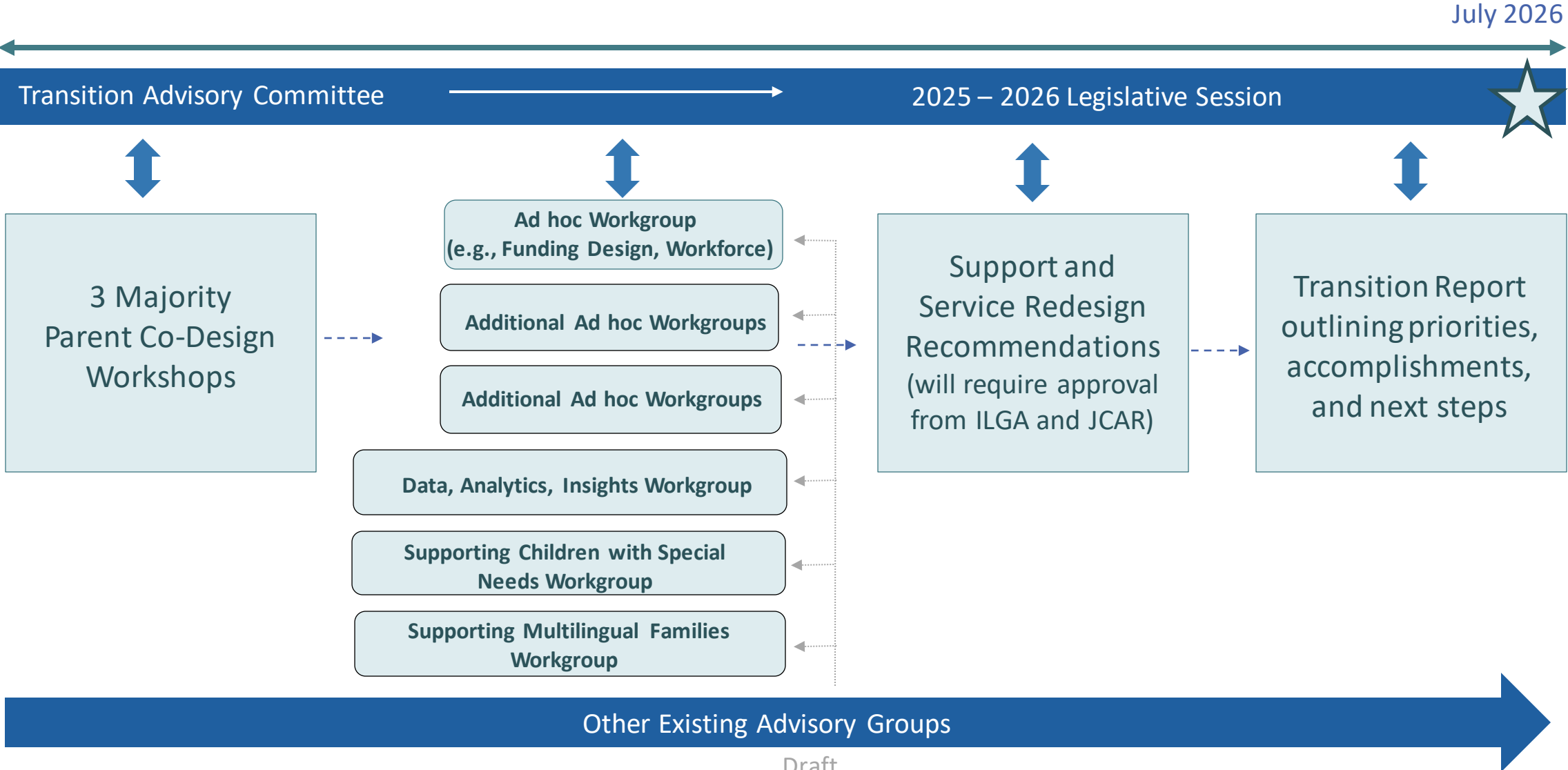
"Less reporting out and more engagement with each other and interactions with the full consulting team."

"Making sure TAC members have the dates of meetings to engage constituents, especially listening sessions, sharing the summary of feedback received at TAC."

Looking Ahead: Summer Regional Engagement

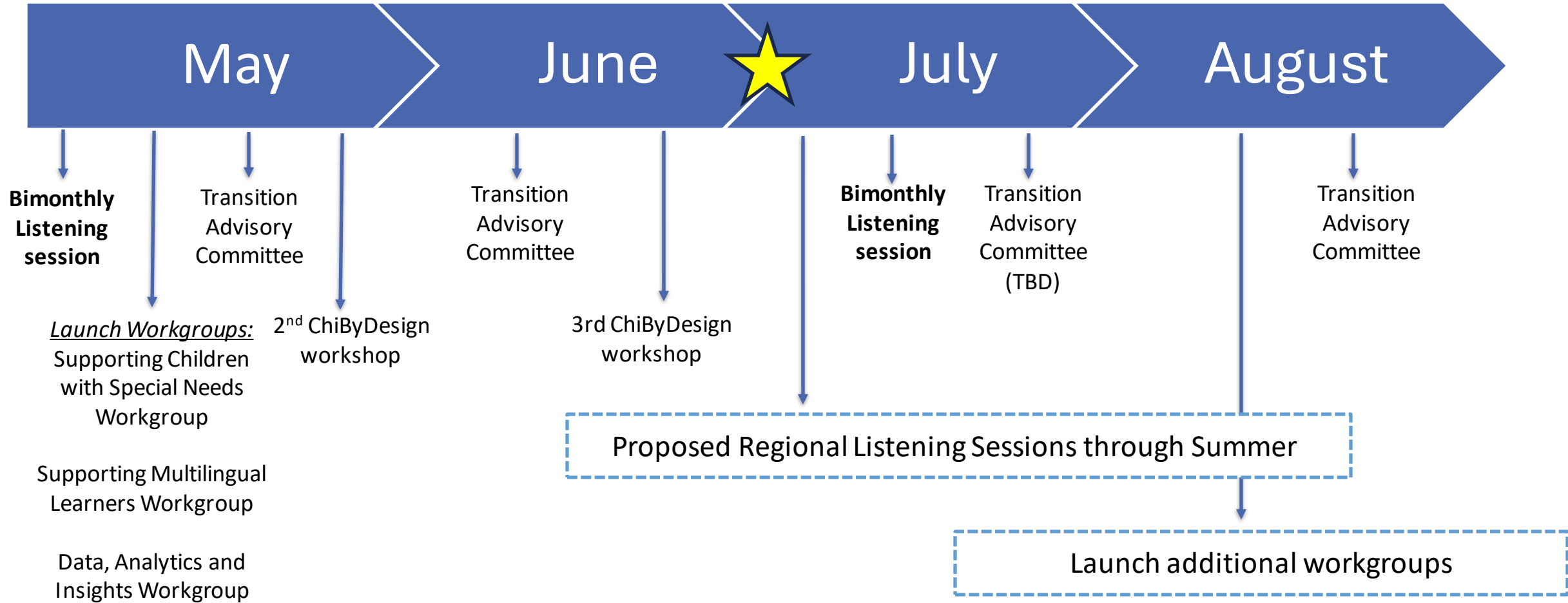


Phase 2 Approach to Redesign & Engagement



Summer 2024 Engagement

July 1, 2024- Launch
Department of Early Childhood



Proposed Regional Listening Sessions

Purpose: Provide regional forums for stakeholders to learn more about the new Department of Early Childhood and provide input on the transition (priorities, concerns, questions, etc.)

Design: State will work with external partners to host meetings. State may host a few, co-host others, provide protocols for TAC members or other stakeholders to host. We will provide slide deck, facilitator's guide, and data collection process for those who want to host/co-host).

Audience: Anyone interested in the new agency (parents, providers, CBOs, etc.)

Timeline: Start in June and aim to have at least 10 between June – August across the state.

Next Steps & Close



- Follow up email to be sent next week with meeting summary
- Please complete the TAC Regional Session Interest Form & poll re: in-person TAC meeting
- PDG B-5 Renewal Grant
- TAC members should reach out to Ann Whalen or Bela Moté with any feedback
- Next Meeting:
 - **Tuesday, June 18, 2024 5:30 – 7 pm**

Thank you!