

Early Childhood Education and Care Transition Advisory Committee

June 18, 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 the Department of Early Childhood
- ✓ Provide updates on regional summer engagement
- ✓ Receive an update from ChiByDesign on the co-design workshops and discuss findings
- ✓ Share and provide feedback on putting the TAC Equity Framework into action

Agenda

Welcome and Introductions	10 min
Updates: <ul style="list-style-type: none">• Department of Early Childhood• Regional Summer Engagement• Transition Ad Hoc Workgroups	20 min
Community Feedback <ul style="list-style-type: none">• Listening Sessions	5 min.
ChiByDesign Co-Design Workshop #2 <ul style="list-style-type: none">• Presentation• Findings Discussion	30 min
TAC Equity Framework: Putting the Framework into Action <ul style="list-style-type: none">• Presentation• Small group discussion	20 min
Looking Ahead and Next Steps	5 min



Welcome & Introductions



TAC Chat Introductions

We all wear many hats between our professional and personal lives. Beyond your title or role, what background, skills or lived experience do you bring to the TAC conversations that you want to share with this group?





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 Update



Next Steps for SB1 and Building the Capacity of Department of Early Childhood



Introduced in Senate Committee



SB1 passed out of Senate committee with bipartisan unanimous support

Introduce in House Committee



SB1 passed out of House committee with bipartisan unanimous support

Governor signs Bill into Law



SB1 passed out of the Senate with bipartisan unanimous support

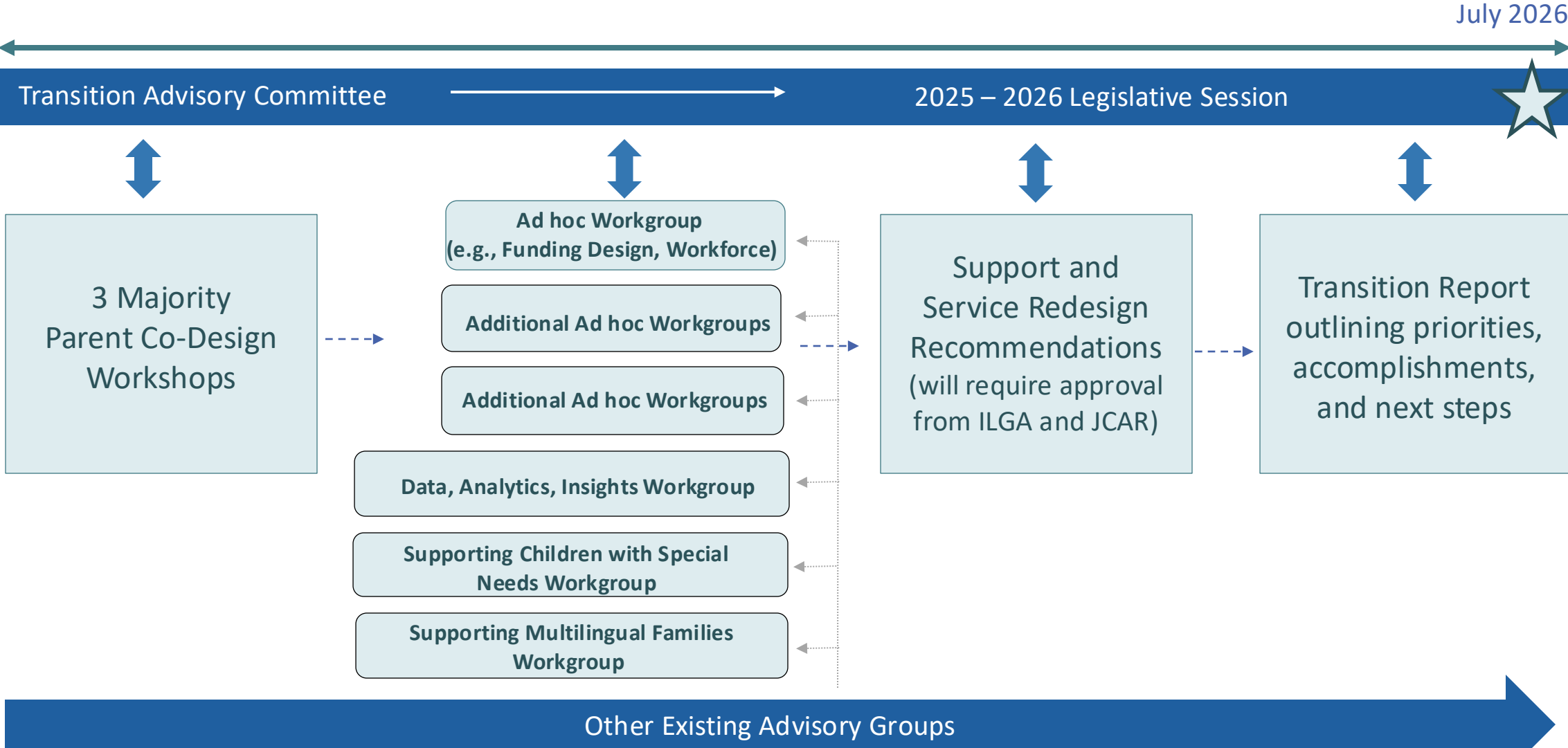


SB1 passed out of the House 93-10 with bipartisan support

Floor Debate and Vote in Senate Chamber

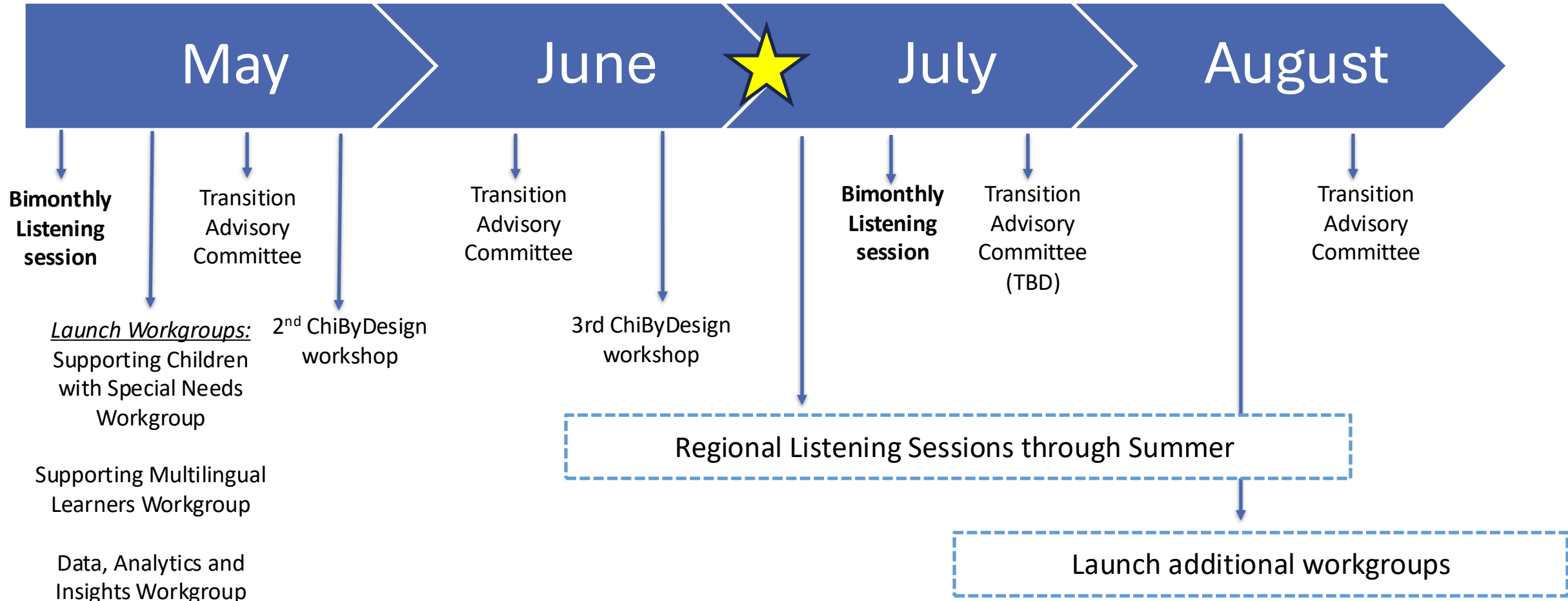
Floor Debate and Vote in House Chamber

Phase 2 Approach to Redesign & Engagement



Summer 2024 Engagement

July 1, 2024- Launch
Department of Early Childhood



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.

Transition Ad Hoc Workgroup Update



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.

Composition

The Workgroup includes > 65% of members representing a provider, parent and/ or workforce perspective.

TAC Members: Tonya Frehner, Janice Moenster, Johnna Darrah - Ernst, Rochelle Golliday, Robin Steans, Angel Powell-Muldro, Marcy Mendenhall

Updates

- In May, the DAI Workgroup members discussed the **importance of data in informing the new agency's** decision-making processes. *Data can be a powerful tool for better understanding the experiences of children, families, providers, and/or workforce members. To address disparities, we must not only have access to more and better data, but also be deliberate in how we use those data.*
- Workgroup is seeking your feedback on a set of **Data, Analytics and Insights Guiding Principles** for how it can use data to promote greater equity for children and families.
- The set of Guiding Principles will inform who benefits from an Early Childhood data system, how data can identify inequities, and how data is shared responsibly and meaningfully.
- DAI Guiding Principles Survey in **English** [here](#) / **Spanish** [here](#). The survey will remain open until **this Thursday, June 20, 2024**. All responses will be kept confidential.
- Next DAI Workgroup meeting is also this Thursday, June 20, 2024.
- To learn more about the DAI Workgroup, please visit the Early Childhood Transition Planning [website](#).

Workgroup Update: Supporting Multilingual Learners



Workgroup Update: Supporting Children with Special Needs



Community Feedback



May Feedback Survey Participation

51 participants from the following stakeholder groups responded to the survey

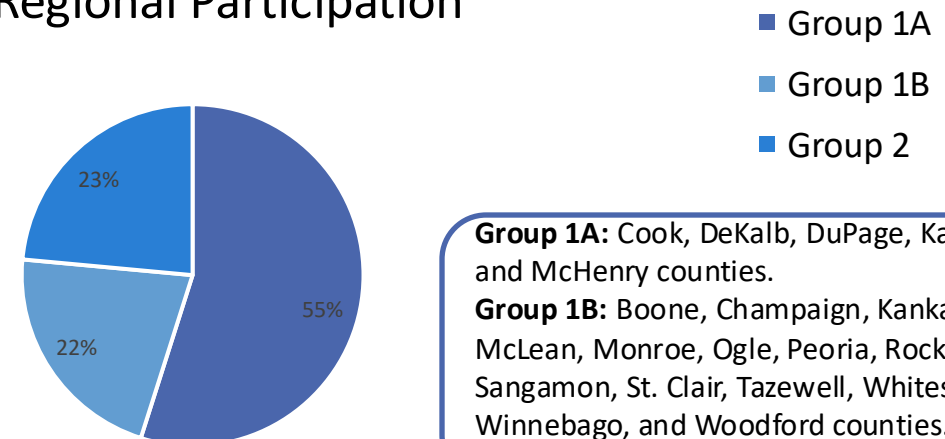
- ✓ Advocate
- ✓ Businesses
- ✓ Communities & Community Based Organization
- ✓ Data & Evaluation
- ✓ ECE Providers
- ✓ Intermediary Organizations (ex: CCR&Rs, ROEs)
- ✓ K12 & Higher Ed Systems
- ✓ Parents
- ✓ State, regional, & local agencies
- ✓ Workforce

Survey respondent demographics

Racial / Ethnic Breakdown



Regional Participation



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

May Listening Session & Feedback Survey Question Themes: Leveraging Data & Transition Feedback

Key Uses of Data

Decision-Making, Quality Improvement, & Advocacy

- ✓ Identifies service gaps, aids with grant writing, tracks progress, informs policy decisions, and reporting to funders.
- ✓ Monitors performance indicators and evaluate program effectiveness to enhance service quality.
- ✓ Critical for advocating for targeted interventions to support children's development and well-being.

Additional Data Needs

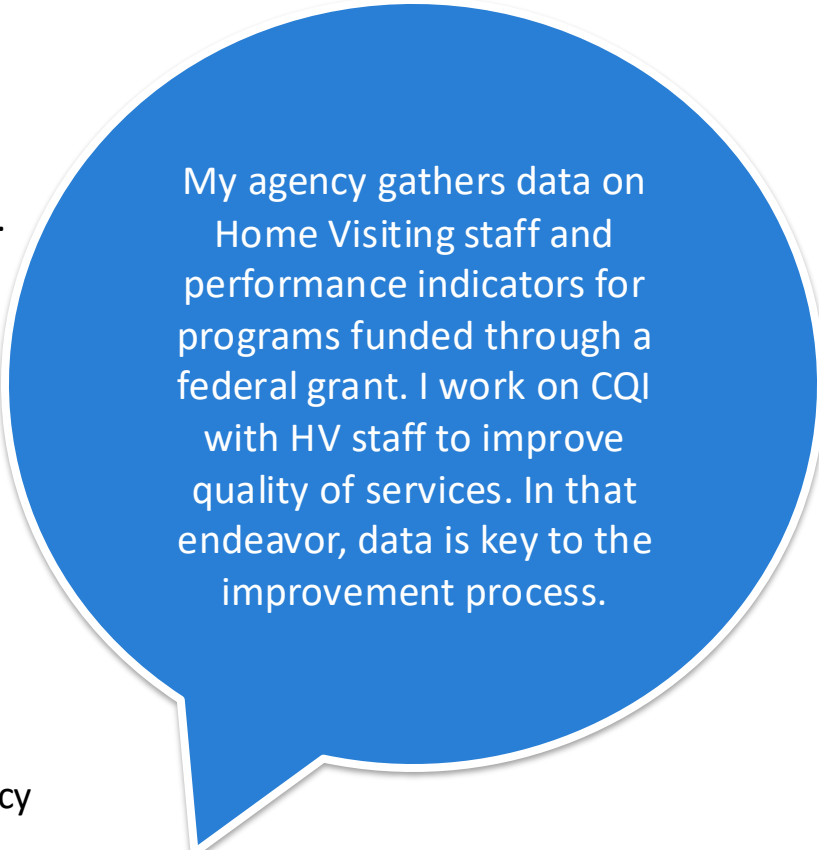
Program Improvement & State Agency Assistance

- ✓ Data to support programs, improve service quality, and assess resource allocation, such as enrollment data for Head Start/Early Head Start and the impact of play-based learning approaches.
- ✓ Centralized source of local health data, health outcomes information, provider availability within a county, and timely data to support state agencies

General Feedback

Clear Communication & Equitable Representation

- ✓ Need for clarity on future roles in ECE, guidance on service expansion or reduction, and transparency in choosing workgroup members
- ✓ Important to include diverse perspectives in decision-making and ensuring inclusivity and representation in engagement sessions.



My agency gathers data on Home Visiting staff and performance indicators for programs funded through a federal grant. I work on CQI with HV staff to improve quality of services. In that endeavor, data is key to the improvement process.

ChiByDesign: Co-Design Workshop #2 Update



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>
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TAC Equity Framework

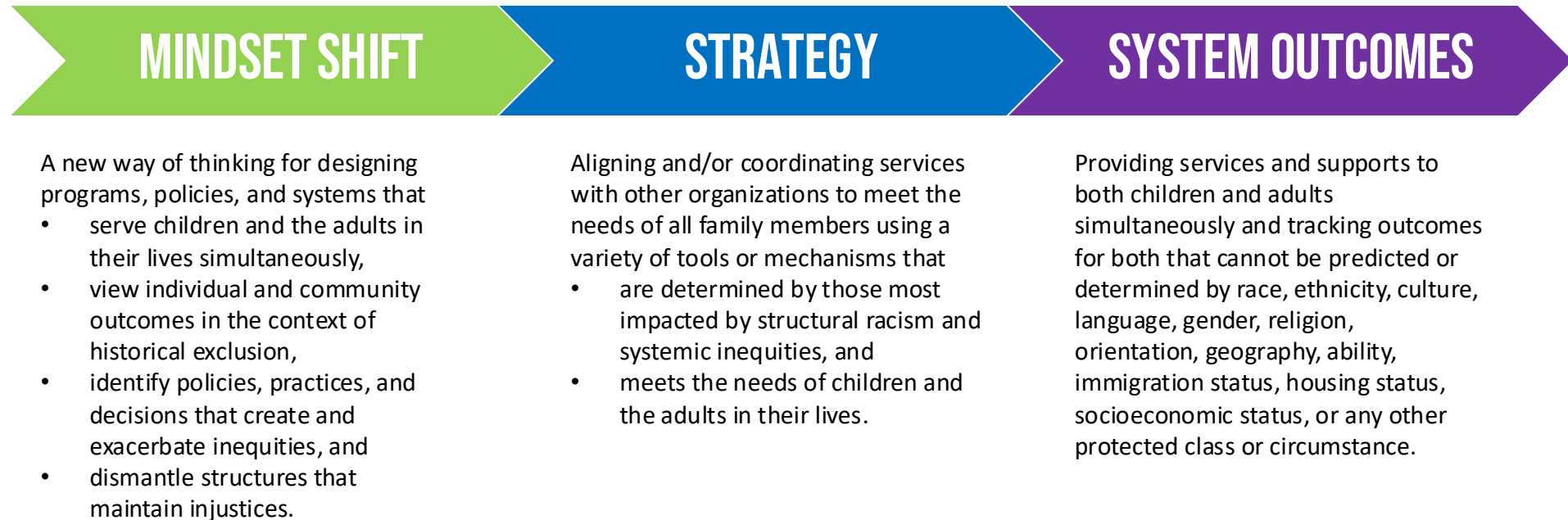


Updated TAC Equity Framework

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.



We the Village Letter Recommendations

Recommendations

- Continue to focus on equity, inclusivity, and stakeholder engagement
- Develop clear benchmarks and accountability mechanisms
- Enhance communication strategies
- Implement structured feedback mechanisms, such as Listening Sessions, to continuously capture stakeholder input

TAC Equity Framework Considerations

- TAC Equity Workgroup reviewed the Coalition's recommendations
- Opportunity to align and integrate benchmarking and accountability recommendations through discussions about putting the framework into action
- Continue to discuss opportunities to incorporate strategies into the transition's stakeholder engagement efforts



Draft TAC Equity Framework Supplemental Resources: Framework Visual & Glossary of Terms

Visual Framework Purpose

The TAC Equity Workgroup aimed to create a concise visual summary of the equity framework, making it accessible for families and other stakeholders not directly involved with the TAC.



Glossary of Terms Purpose

The TAC Equity Workgroup developed the glossary to define key equity concepts within the framework to help with comprehension and context. For example, while “institutional racism” isn’t mentioned directly, it helps readers grasp the framework’s relevance. The definitions in the glossary are adopted from Chicago United for Equity and Race Forward.

Defined Terms

- Bias
- Explicit bias
- Implicit bias
- Institutional racism
- Internalized racism
- Intersectionality
- Interpersonal racism
- Racial equity
- Structural racism

Putting the TAC Equity Framework Into Action

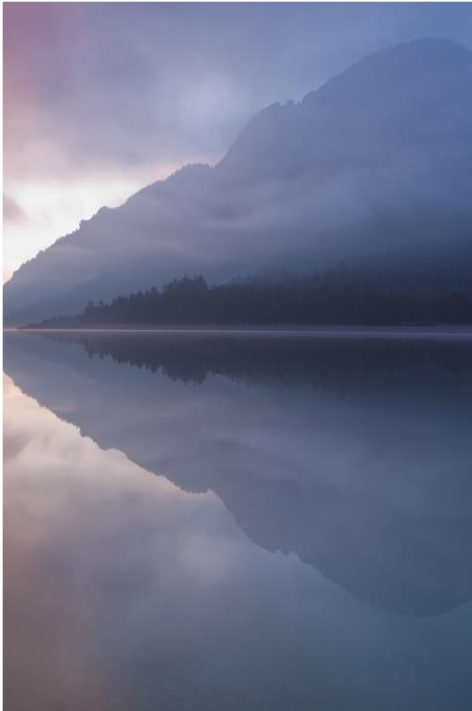
The TAC Equity Workgroup outlined three strategies for ensuring the Equity Framework is an integral part of TAC discussions, meaning-making process, and decision-making.

Using the Equity Framework as an Accountability Reflection Tool to Support Meaning-Making

Using the Framework to Support Recommendations Decision-Making

Promoting Continuous Learning and Improvement

Using the Equity Framework as an Accountability Reflection Tool to Support Meaning-Making



At the beginning of each TAC meeting, we will review the Equity Framework. After each meeting, we will reflect on our discussions and actions as individuals and a group with two questions that will be added to the TAC feedback survey:

- ✓ Did our conversations move us closer to equity, maintain existing inequities, or move us away from equity? If not closer to equity, what do we need to change?
- ✓ Did my actions and comments bring us closer to equity, maintain existing inequities, or move us away from equity? If not closer to equity, what do I need to change?

Using the Equity Framework to Support Recommendations Decision-Making



The TAC will leverage these key questions to determine recommendations for the new agency:

- ✓ Does this recommendation address one or more principles within the TAC Equity Framework?
- ✓ Does this recommendation bring us closer to equity, maintain existing inequities, or worsen inequities?
- ✓ Who does this recommendation leave behind?

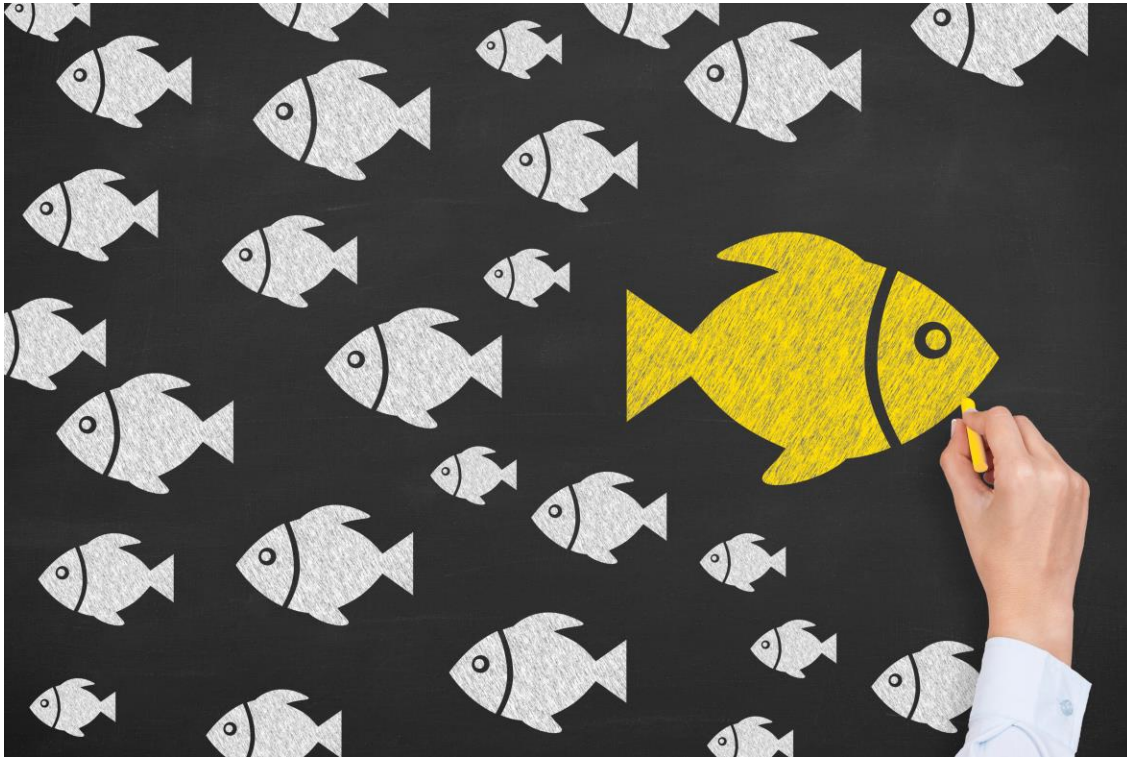
Promoting Continuous Learning and Improvement



The TAC Equity Workgroup will convene quarterly to evaluate the accountability reflections and make recommended changes as needed. This may include:

- ✓ Recommending changes to the Framework.
- ✓ Recommending changes to the implementation or accountability process.
- ✓ Proposing community learning topics for TAC members.

Reflection & Feedback: Putting the Equity Framework into Action



What do you like about the strategies outlined to put the Equity Framework into action?

What is missing from the strategies? Are there opportunities to strengthen the approach?

What questions do you have about putting the Equity Framework into action?

Small groups in session. Meeting will resume momentarily.



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

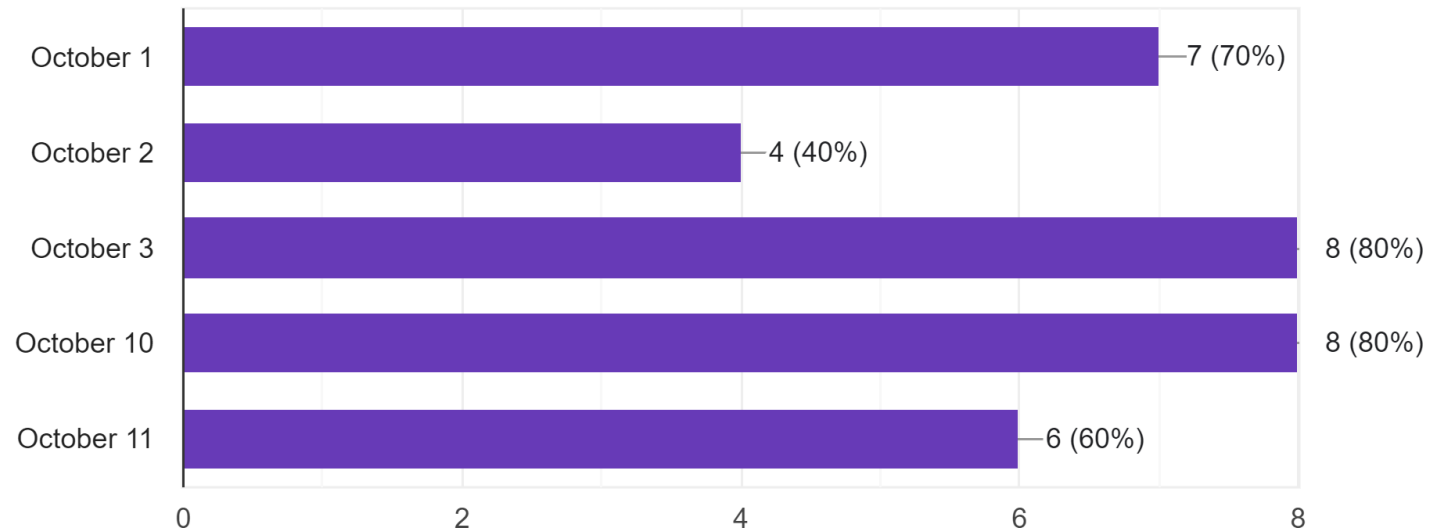
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- Provide feedback via survey
 - English: <https://forms.gle/4b9egPz6nXJ4XR427>
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Looking Ahead



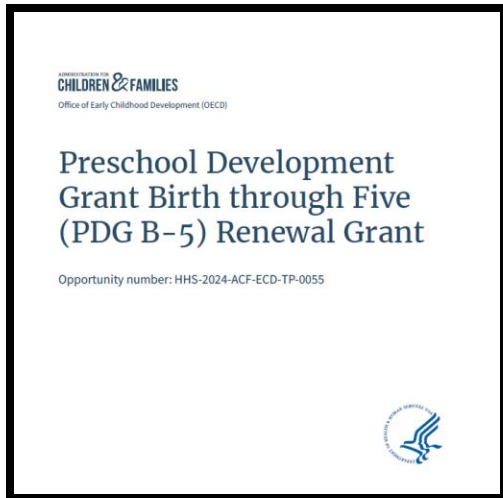
October In-Person Meeting Poll Results

- Dates that worked for most are Thursday **October 3** and **October 10**



Thank you for your responses!

Federal Preschool Development Grant Opportunity



The PDG B-5 Grant:

- Aims to strengthen existing ECE programs in a mixed delivery system across the state and give children access to high-quality early childhood care and education from birth through kindergarten.
- Focuses on the programs and systems that prepare and support underserved children to enter kindergarten.
- Allows states to build to their Planning grant efforts by investing in the early childhood workforce and expanding access to high-quality ECE programs through a mixed delivery system to address ongoing needs in preparing children to enter kindergarten.
- Allows state to make sure that underserved children and their families—including those in high-poverty and rural communities—can access ECE services and support.

Next Steps & Close



- Follow up email to be sent next week with meeting summary
- A Unified Agency in Illinois: Making Access to Early Childhood Simpler, Better, Fairer.
 - Thursday, June 20, 3:00 PM – 4:00 PM
- TAC Member updates?
- PDG B-5 Renewal Grant
- TAC members should reach out to Ann Whalen or Bela Moté with any feedback
- Next Meeting:
 - **Tuesday, July 9, 2024 5:30 – 7 pm**

Thank you!