

Early Childhood Education and Care Transition Advisory Committee

October 8, 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 Kristen García** 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**
 - Meeting materials and a summary of minutes will be posted on the IDEC Transition website
 - <https://idec.illinois.gov/>
- **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
 - Anyone may provide input/feedback on the TAC's discussion via a public stakeholder Padlet; a link will be shared in the chat
 - 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**
 - Please speak slowly and avoid using acronyms to help us ensure accessible translation

Today's Goals

- ✓ Build community amongst TAC members
- ✓ Provide updates on the Department of Early Childhood and transition activities
- ✓ Provide feedback on how the TAC and Transition Workgroups will support one another
- ✓ Discuss TAC timeline and phases of work

Agenda

Welcome and Introductions	15 min
Department of Early Childhood Updates	10 min
TAC Continuous Improvement Updates <ul style="list-style-type: none">• 1-1 Feedback themes and next steps• TAC Equity Framework – Quarterly Reflections	15 min
Community Feedback <ul style="list-style-type: none">• Participation Analysis• Regional Listening Sessions• September Listening Session Themes• Discussion	20 min
TAC Timeline and Phases of Work <ul style="list-style-type: none">• Discussion	25 min
Looking Ahead and Next Steps	5 min

Welcome & Introductions



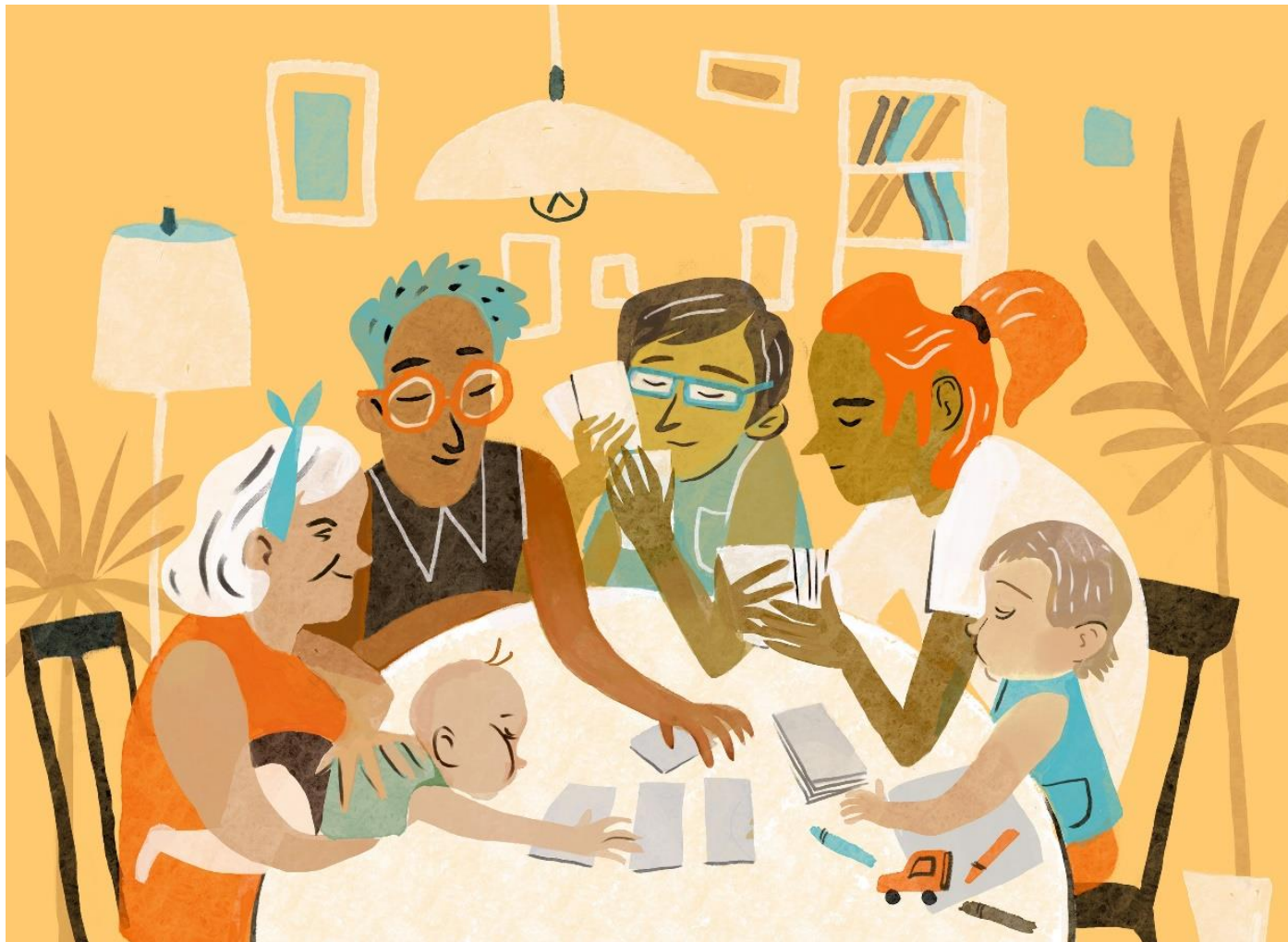
TAC Chat Introductions

What is your favorite thing about the fall season?

Feel free to use emojis or images in the chat!



Family Spotlight



What has or hasn't worked well from your experience accessing services?

“The welcoming atmosphere and availability of information made accessing services smooth. I valued the staff's friendliness and would like to see the same level of care going forward. I noticed a lack of culturally diverse options in services. The new agency should focus on increasing diversity and inclusion to meet the needs of all families.”

- Regional Listening Session participant



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

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

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

Extend technology grace!

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.

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

SYSTEM OUTCOMES

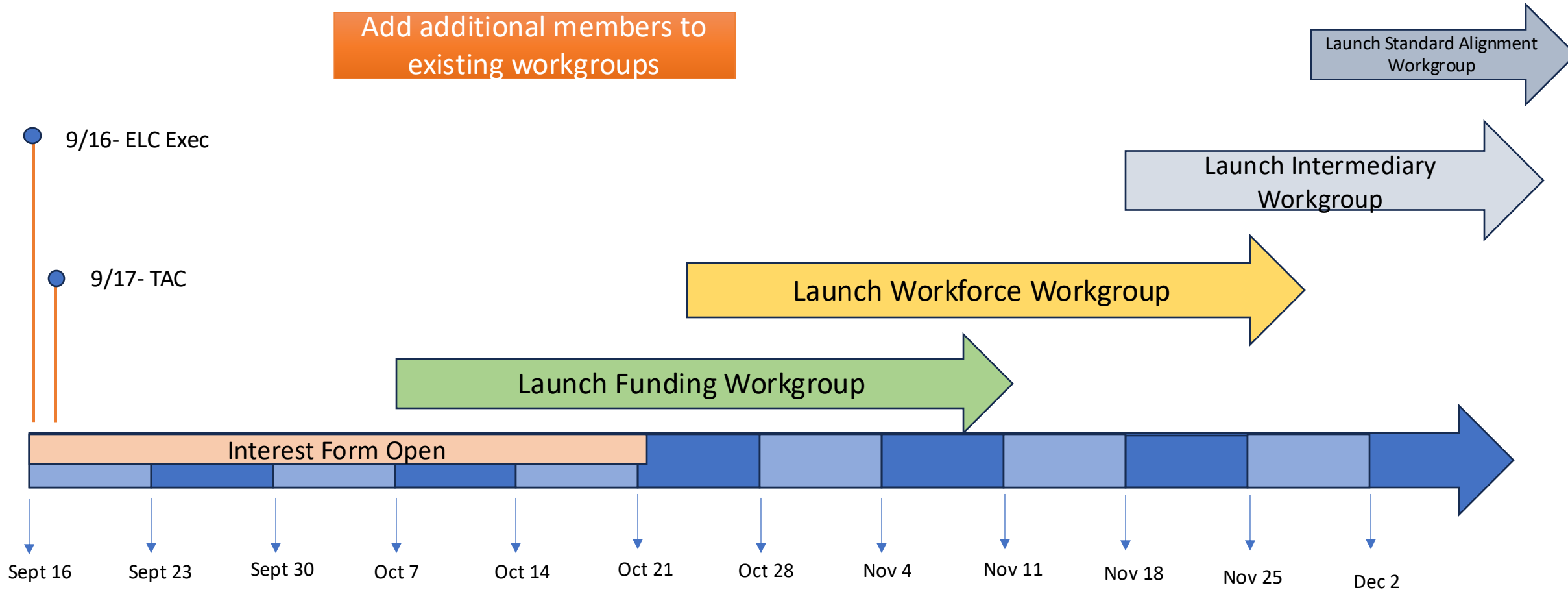
Providing services and supports to both children and adults simultaneously and tracking outcomes for both that cannot be predicted or determined by race, ethnicity, culture, language, gender, religion, orientation, geography, ability, immigration status, housing status, socioeconomic status, or any other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

Department of Early Childhood Update



Illinois Department of Early Childhood

Estimated roll out timeline for next wave of workgroups



WORKGROUP HIERARCHY/WORKFLOW

“Don’t Let the Tail Wag the Dog”

Transition Advisory Committee (TAC)



FSWs

- Largest stakeholder group is family/parents
- Second largest stakeholder group is provider



Support Workgroups

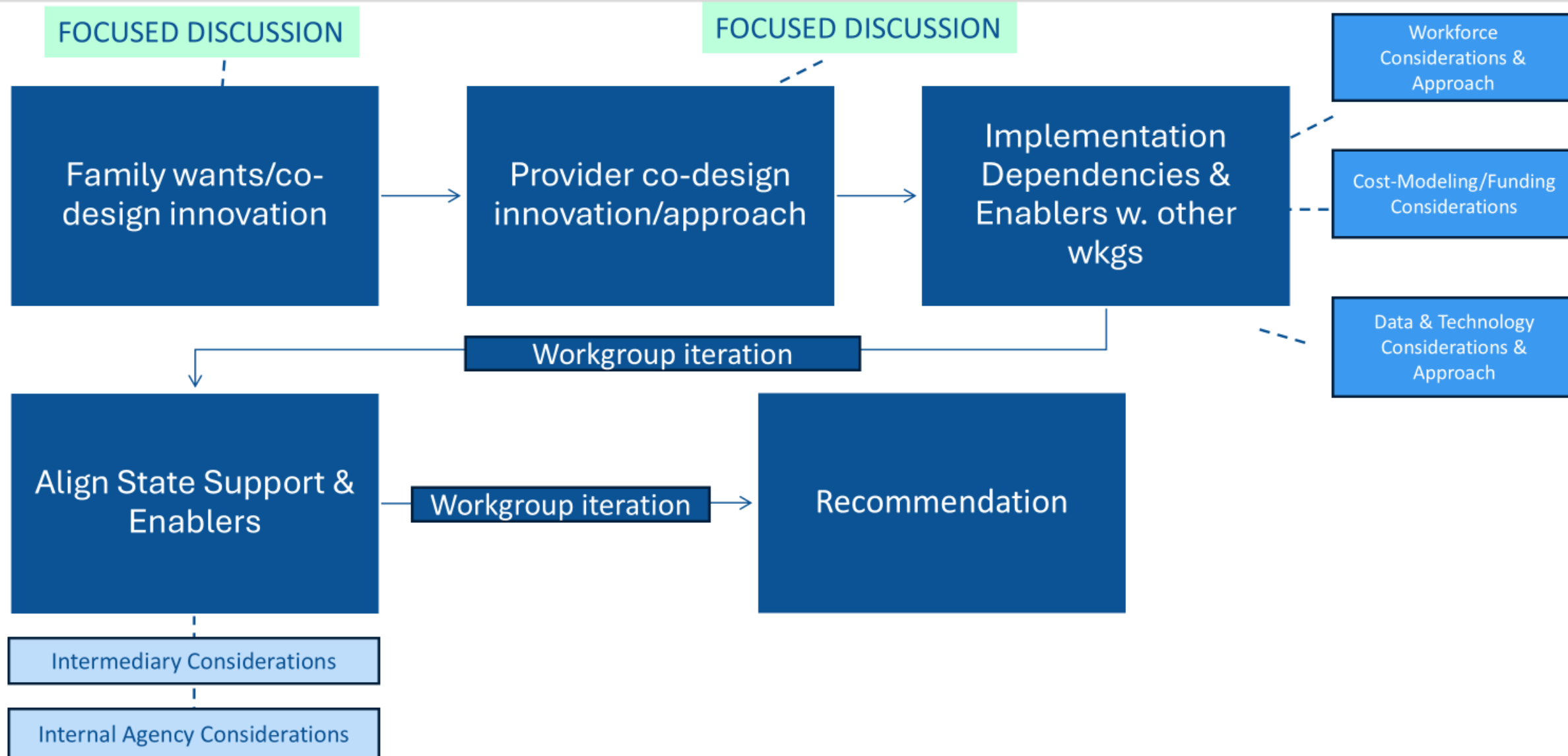
- Building systems in service to programs families want/need
- Starting with mapping current state
- Starting with mechanics of alignment
- Innovations come or go through Family Service Wgs.



Family Services Workgroups (FSWs): Family articulation, design, redesign of supports they need alongside providers articulating what they need to deliver for families.

Support Workgroups: Actions that enable innovations in systems and processes

SAMPLE WORKFLOW FOR FAMILY SERVICE WORKGROUP



THERE ARE MULTIPLE OPPORTUNITIES TO ENGAGE AND GATHER INPUT FROM DIVERSE PERSPECTIVES

Bi-monthly
Listening Sessions

Chi by Design
Family / Caregiver
Design Sessions

Transition Advisory
Committee

Full Early Learning
Council

Early Learning
Council
Committees

Child Care Advisory
Council

Illinois Interagency
Council on Early
Intervention

ECACE Consortium
Advisory Council

Workgroups

Other Regional or
Program Specific
Advisories

Listening Survey on
Illinois ECE
Governance
Transition

Regional listening
sessions

More to come!

TAC Updates





Purpose:

- Hear from TAC members about their overall experience on the committee
- Receive insights on what processes and meeting structures are working well for them and what can be improved
- Understand which resources are needed (if any) to support engagement in TAC meetings

TAC 1-1 Check-ins: Themes

Successes

- Overall, the TAC feels inclusive, meaningful and engaging.
- TAC members feel their contributions are valued, and the planning team is responsive to feedback.
- Small group discussions are valuable and the balance between full group and small group conversations is well received.
- Appreciation for content shared including updates and community engagement data.

Challenges

- Some members are looking for more clarity about their roles and responsibilities.
- Disappointment with cancelling of the in-person meeting.
- Balance between feeling overwhelmed by the high content volume and feeling that the process is moving slowly.
- Need to further engage parents and families with multilingual learners.

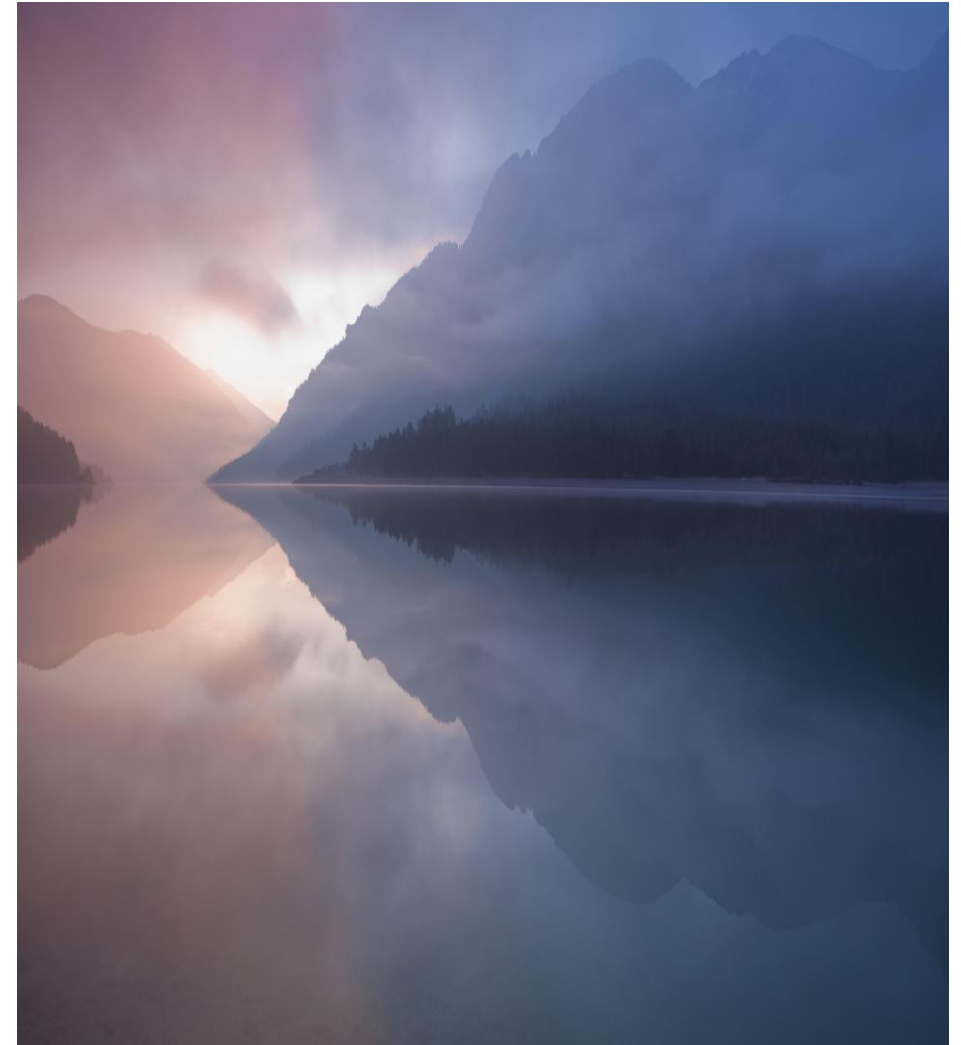
TAC 1-1 Check-ins: Recommendations for improvement

Short Term Improvements	Long Term Improvements
Clarify roles and expectations for TAC members, including the application process for upcoming workgroups.	Consider adjustments to the meeting structure to offer more opportunities to reflect and build connections. Schedule more in-person meetings.
Revisit the TAC Equity framework to ensure members know how to engage with it.	Consider extending the meeting time to allow for deeper discussions.
Elevate priorities from community engagement for further exploration.	Invite guest speakers and subject matter experts to address key areas such as workforce development.
Continue to look for the right balance between pre-reading, in-meeting updates, and discussion time to prioritize discussion.	

TAC Equity Framework: Quarterly Reflections

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.



Equity Reflections from TAC Feedback Survey

- 100% of respondents (4 total responses) felt the conversation moved the group closer to equity.
- 75% of survey respondents (3 total responses) believed their individual actions and comments moved the group closer to equity.

Recommendations

- Hold space at the end of the meeting to remind TAC members of our equity commitments and emphasize the importance of completing the equity reflection (delivered by TAC equity workgroup member).
- Add questions to the survey that help TAC members reflect on "what would make you feel more comfortable with equity conversations?" and "how can we support you with being more vulnerable during equity discussions?"
- During meaning making discussions, always include a question about the equity implications/considerations of community engagement findings.
- Continue to include reminders about the equity reflections in meeting follow-up emails.

Community Feedback



Community Feedback Overview: Participation Analysis December 2023 – September 2024

As of September 2024, **2,730** stakeholder responses have been captured through the state's transition stakeholder activities.

Total cumulative participation in each of the activities includes:

- 760 TAC Attendees;
- 876 Listening Session Attendees;
- 537 TAC and Listening Session Feedback Survey Responses and
- 557 Regional Listening Session Attendees

Spanish language engagement:

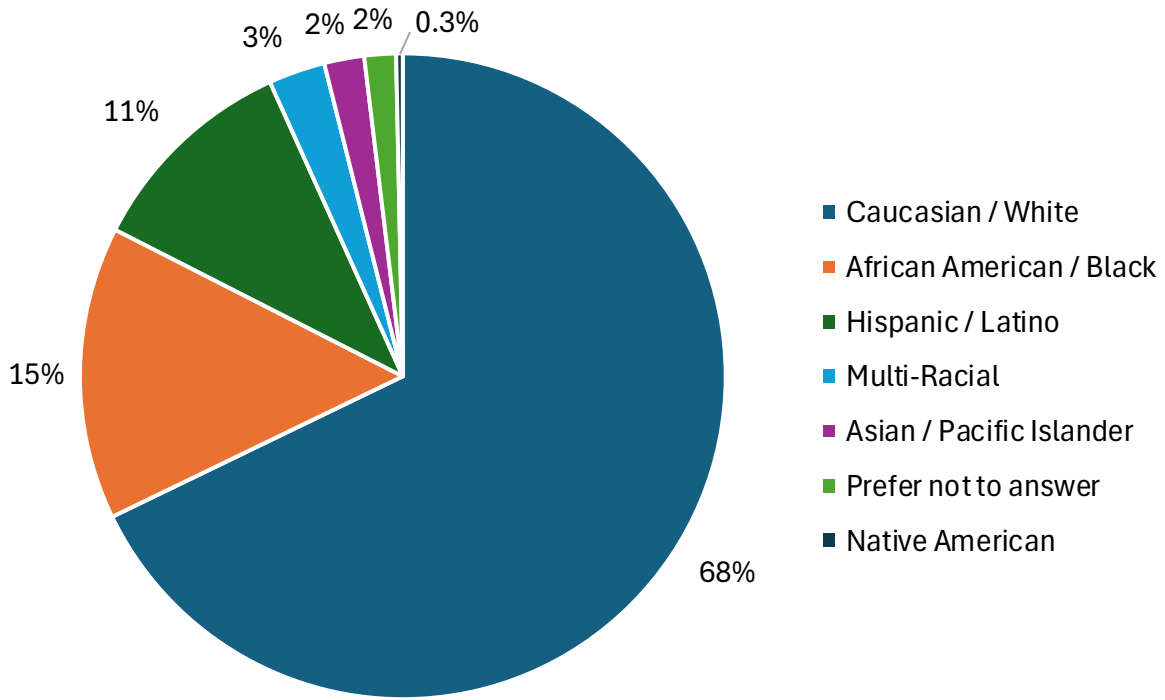
- 16 Listening Session Feedback Survey Responses
- 27 Padlet comments (January – September Listening sessions)



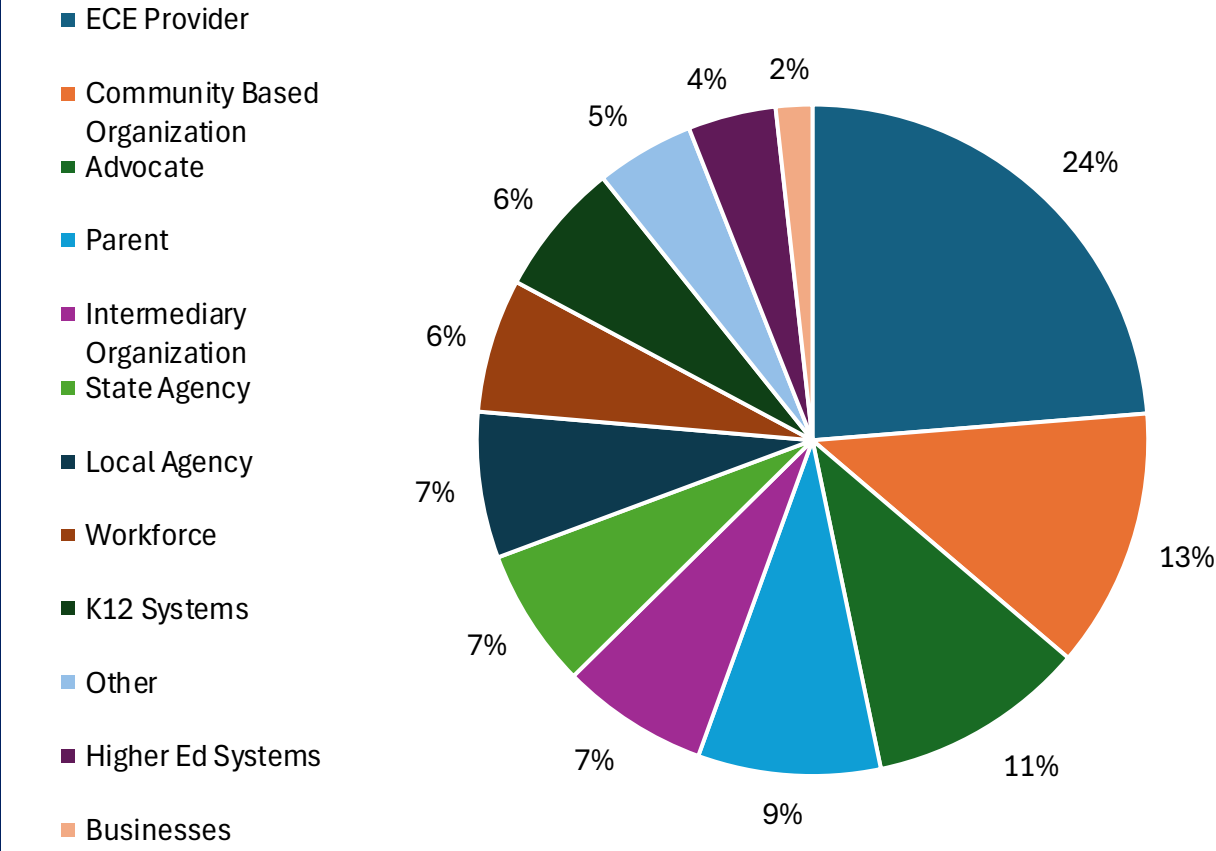
Community Feedback Overview: Participation Analysis December 2023 – September 2024



Racial and Ethnic Breakdown



Stakeholder Group Breakdown

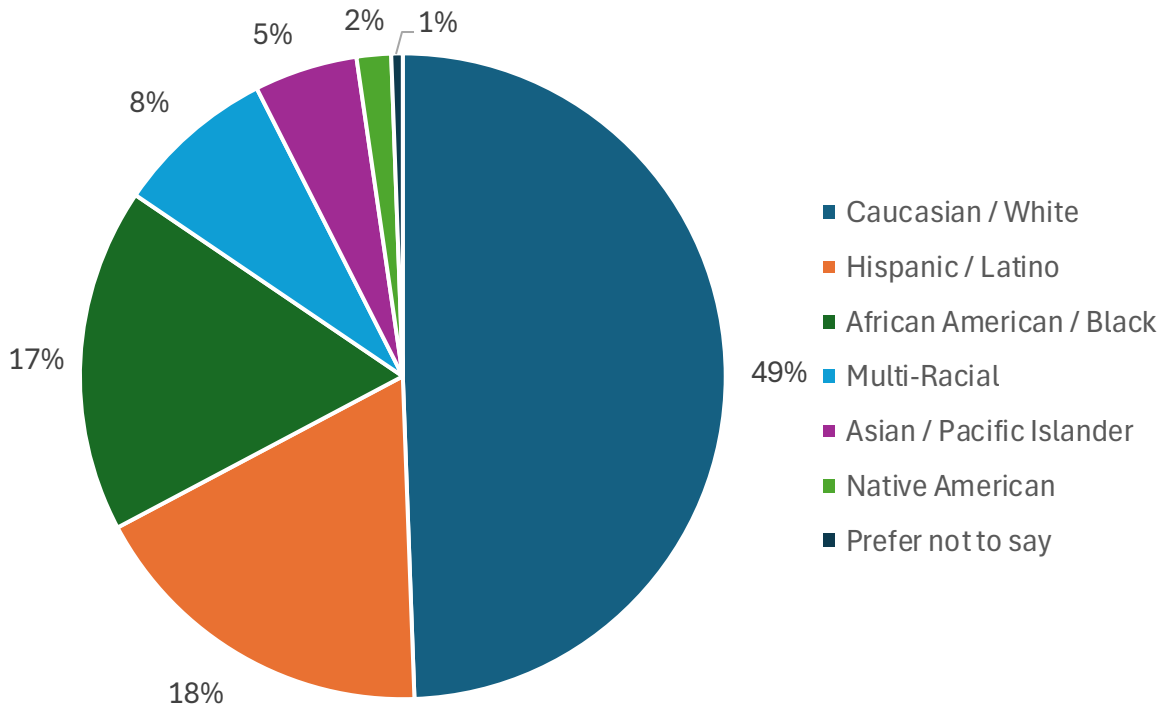


Data from TAC and Listening Session feedback surveys, Regional Listening Session Participant Information form, May, August and September Listening Session Meeting polls, and August and September TAC Meeting registration

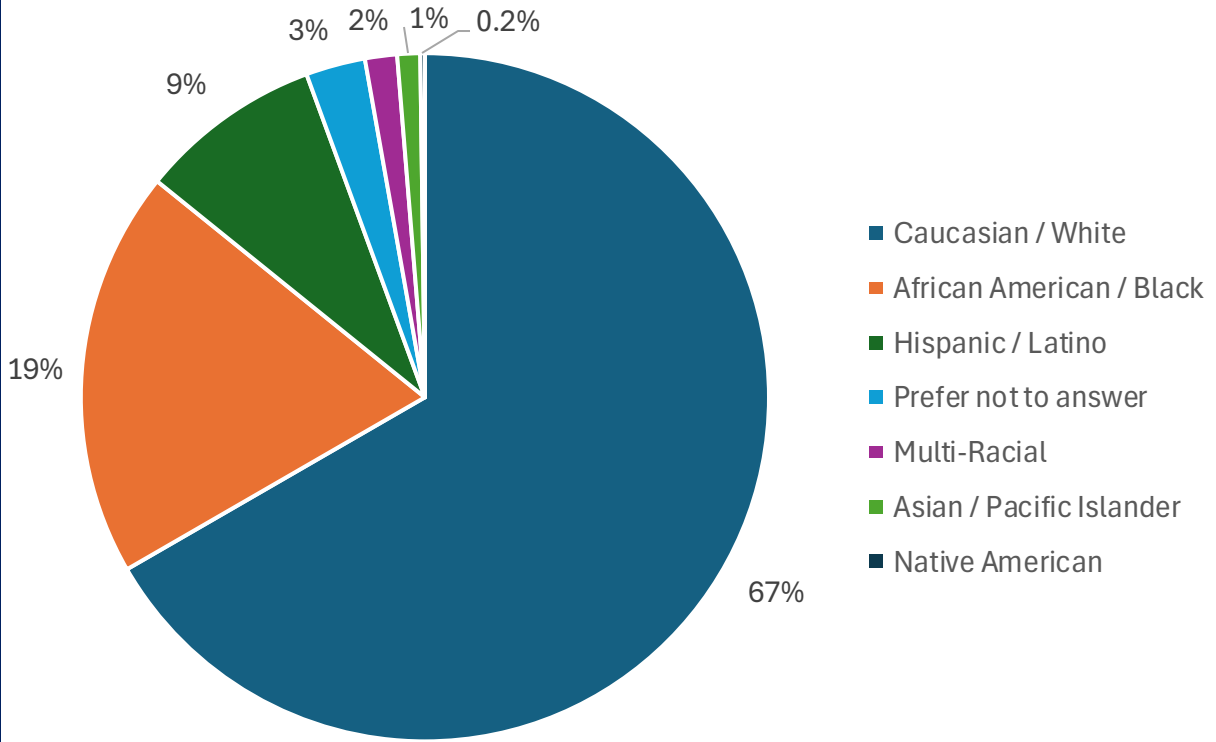
Community Feedback Overview: Participation Analysis December 2023 – September 2024



Racial and Ethnic Breakdown- Parents



Racial and Ethnic Breakdown- Providers



Data from TAC and Listening Session feedback surveys, Regional Listening Session Participant Information form, May, August and September Listening Session Meeting polls, and August and September TAC Meeting registration

Regional Listening Sessions are Underway

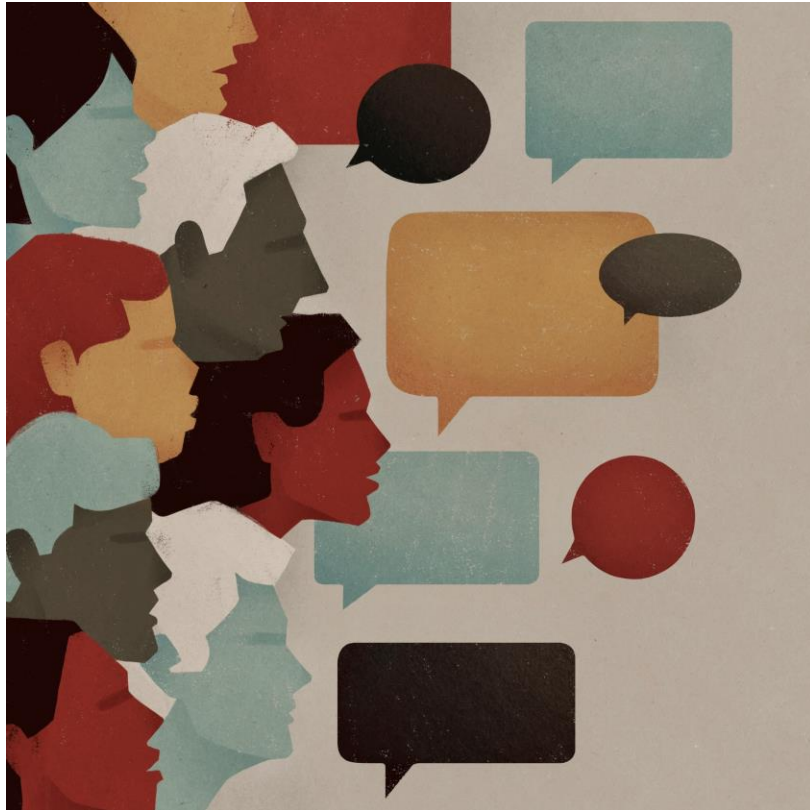
Regional listening sessions provide regional forums for stakeholders to learn more about the new Department of Early Childhood, and opportunities for communities to share their experiences with the current early childhood education and care system and their hopes for the new agency.

As of October 1, **60 regional listening sessions** have been completed or are scheduled that include individuals or organizations **representing all 102 counties**.

- **46** regional listening sessions completed
- **14** regional listening sessions scheduled

**Listening session materials available in English and Spanish
Listening sessions will be conducted through the end of October*

Regional Listening Sessions: Testimonials



LaKeesha James-Smith and Johnna
Darragh-Ernst

Thank you to TAC members who have hosted
Regional Listening Sessions!

September Virtual Listening Session Feedback

Advocates, families and providers expressed concerns and provided recommendations to the agency after hearing IDEC workgroup updates.

Advocates

- Advocacy for holistic family support and emphasized the importance of accessibility and affordability of resources for student parents.
- Services need to address MLL and children with disabilities and their families
- Excitement about expanding the data workgroups, including home visiting funders.
- Concerned about Professional Development Advisory Council not being included and seeking clarity to how they will be

Families

- Concerned that separating ECBG from 3-5 IDEA Part B funds will negatively impact funding for children with disabilities.
- Highlighted that parents need children to receive SPED services in CBO settings.

Providers

- Concerned about the requirement for parents to provide income verification, especially for immigrant families.
- Providers feel caught between following rules and addressing barriers that prevent families from accessing services.
- Seeking clarification on how the new agency will collaborate with grantees like home day cares that partner with Head Start
- A bilingual FCC provider noted that it is hard to join sessions.

Think, Pair, Share

- What resonates with you from the community engagement update?
- What are the equity implications of the September Listening Session feedback?



Small groups in session. Meeting will resume momentarily.



Non-TAC public participants may also use this time to:

Explore the Early Childhood Transition website

▪ <https://idec.illinois.gov/>

Provide feedback via survey

▪ English: <https://forms.gle/4b9egPz6nXJ4XR427>

▪ Spanish: <https://forms.gle/TCQu7sqr4MQpaxEu9>

Non-TAC public participants are encouraged to use this time to respond to discussion questions via Padlet:

- **Advocates:** https://padlet.com/kristengarcia4/OctoberTAC_thinkpairshare_Advocates
- **Families (English & Spanish):** https://padlet.com/kristengarcia4/thinkpairshare_families_familias
- **Providers (English & Spanish):** [https://padlet.com/kristengarcia4/thinkpairshare_provedores](https://padlet.com/kristengarcia4/thinkpairshare_providers_provedores)
- **Service organizations:** https://padlet.com/kristengarcia4/thinkpairshare_service_organizations
- **State and local agencies:** https://padlet.com/kristengarcia4/thinkpairshare_state_local_agencies
- **Spanish (all other roles):** https://padlet.com/kristengarcia4/thinkpairshare_todos_los_demas_roles

Share!

Share 1 takeaway from your conversation in the chat or verbally.

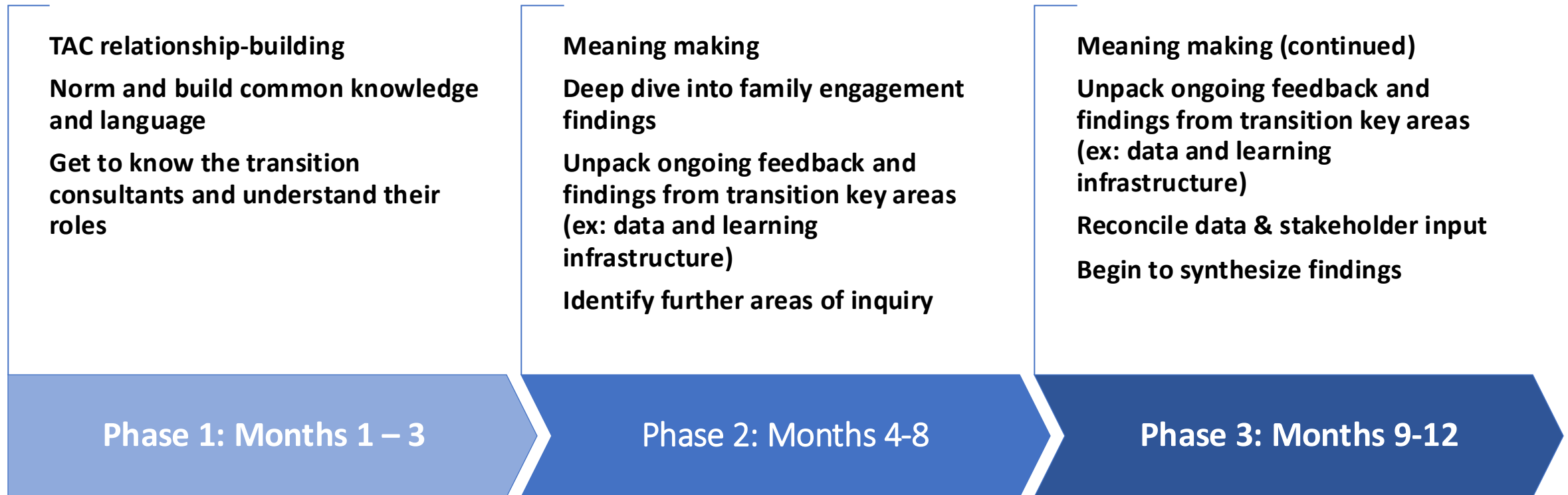


TAC Timeline and Phases of Work

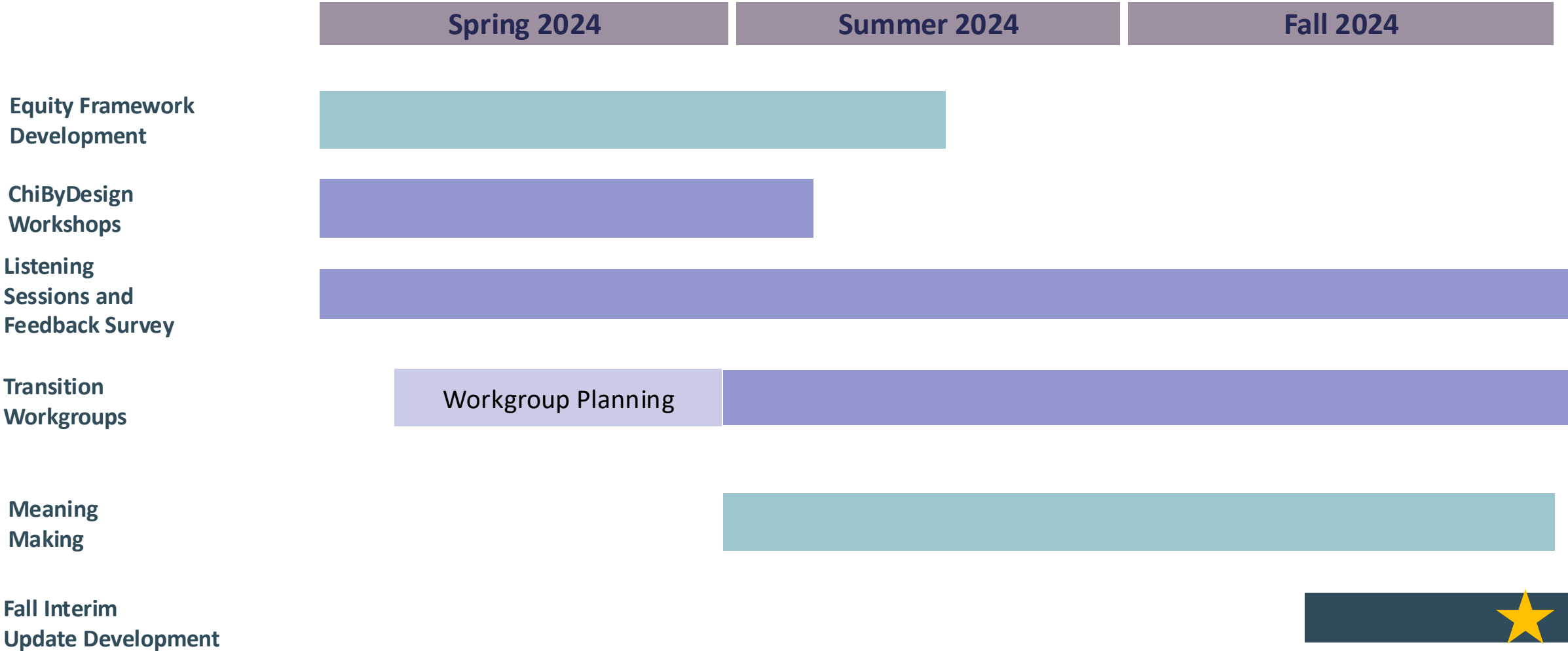


TAC Year 1 Timeline and Priorities

Year 1: December 2023 – December 2024



TAC Year 1 Timeline



*Approximation based on current planning
Originally shared during the April TAC meeting*

TAC Milestones/Deliverables

The TAC's charge is to seek and help the state make meaning of stakeholder feedback, with a **particular emphasis on understanding families' goals and needs** from a comprehensive ECE system for Illinois children.

The TAC will use stakeholder feedback to inform recommendations for a Simpler, Better, Fairer early childhood system.

Workgroup Interaction (ongoing)

- Cross-pollination of members to connect community engagement and meaning-making conducted through the TAC to each workgroup
- Workgroup – specific discussions during TAC meetings.

Interim update (Jan. 2025)

- Summarize community engagement key themes, through the lens of centering children and families
- Identify knowledge gaps and participation gaps to explore in Year 2.

Final Report (Dec. 2025)

- Recommendations for how the new agency can equitably center children and families.
- Will include summary and analysis of all community feedback

TAC Interim Update

Purpose:

- 1) To summarize community engagement key themes, through the lens of centering children and families, and
- 2) To identify knowledge gaps and participation gaps to address in Year 2.

Timeline:

October: **Interim update workgroup** identifies themes and knowledge gaps

November: **TAC** reacts to proposed themes and knowledge gaps

December: **TAC** reviews draft interim update

January: Final interim update



Small group discussion

1. As we plan the agenda for the in-person meeting, what activities should we focus on to foster relationship building?
2. What additional workgroups would you like to see prioritized?
3. Are there topics/priorities that haven't come up through community feedback that you're interested in exploring?



Small groups in session. Meeting will resume momentarily.



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▪ <https://idec.illinois.gov/>

Provide feedback via survey

▪ English: <https://forms.gle/4b9egPz6nXJ4XR427>

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- **Providers (English & Spanish):** https://padlet.com/kristengarcia4/OctoberTAC_smallgroups_providers_proveedores
- **Service organizations:** https://padlet.com/kristengarcia4/OctoberTAC_smallgroups_serviceorgs
- **State and local agencies:** https://padlet.com/kristengarcia4/OctoberTAC_smallgroups_state_local_agencies
- **Spanish (all other roles):** https://padlet.com/kristengarcia4/OctoberTAC_grupospequenos_doslosdemasroles

Large group share out

Invite a representative from each group to share:

1. One recommendation for how we can foster relationships and community during the in-person meeting.
2. One recommendation for an additional workgroup and/or one topic/priority for further exploration.



TAC Feedback Survey and Equity Reflection Reminder

Please take a moment to fill out the TAC feedback survey, including the equity reflection questions.

https://docs.google.com/forms/d/e/1FAIpQLSdG8kADUM9TG9XRdJaaCMiLHdHiCj7sQ_5PYT4tKsq6yBwp0A/viewform



Next Steps & Close



- Please complete the TAC Feedback Survey and respond to the equity reflection prompts
- 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
- Listening Session:
 - **Friday, November 15, 2024 12 – 1 pm**
- Next Meeting:
 - **Tuesday, November 12, 2024, 5:30 – 7 pm**

Thank you!