



Transition Advisory Committee

April 8, 2025

5:00 – 7:15 pm



Illinois Department of Early Childhood

Welcome!

Here are our virtual meeting protocols for TAC Members

- ✓ **Please be on video** as much as possibly 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**

A green rectangular sign with the words "ON AIR" in white, bold, sans-serif capital letters. The sign has a slight 3D effect with a darker green border and a lighter green center.

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



Goals and Agenda

Today's Goals

- ✓ Build community amongst TAC members
- ✓ Provide updates on the Department of Early Childhood and transition activities
- ✓ Engage in a discussion and meaning-making based on emerging insights from the Funding Design Workgroup
- ✓ Respond to the IDEC Data Vision: The art of the possible
- ✓ Discuss the Licensing Co-Design Sprint Proposal

Agenda

Welcome and Introductions	10 min
IDEC Update	20 min
• New staff introductions • Governor's FY 26 Budget Proposal • Additional updates • Birth to Three Co-Design Sprint updates	
IDEC Data and 360 View Technology	40 min
• Overview of Vision: The art of the possible • Small group discussion • Full group reflections	
Break	5 min
Emerging Insights: Funding Design Workgroup	40 min
• Overview and emerging insights • Small group discussion • Full group reflections	
Licensing Co-Design Sprint Proposal	15 min
• Q&A	
Looking Ahead and Next Steps	5 min
• TAC interim update feedback • Equity reflection survey	



Welcome & Introductions



TAC Introductions

Respond in the chat:

*What are you looking forward to
as spring arrives?*

Family Spotlight

“Birth to five years is such a crucial time and small window that the **lack of services can be detrimental to these children.** We need to support all families to get what they need. **Each child is an individual and has different needs.**”

- Parent in Macon County, 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.

MINDSET SHIFT

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



Welcome our new IDEC Staff!

- Thomas Bazan, Chief Fiscal Officer
- Joslyne Carson, Private Secretary
- Jennifer Cohen-Deihl, General Counsel
- Christina Krasov, Chief Data Officer
- Matthew Lehman, Agency Procurement Officer
- Bethany Patten, 100% Detail to IDEC

Early Childhood Funding in the Governor's Budget

- **\$21.7 million** in operational funding for the Illinois Department of Early Childhood
- **\$748 million** to maintain investment in ISBE Early Childhood Block Grant funding.
- Approximately **\$200 million** investment in funding for nation-leading Early Childhood Workforce Compensation Contracts
 - **\$90 million increase** to annualize the cost of the contracts and replace expired federal childcare funding.
- Other Early Childhood Investments include:
 - **\$85 million** in additional investment to cover expected increased participation in the Child Care Assistance Program.
 - **\$3.3 million** to continue expansion of Dolly Parton's Imagination Library. • Today, more 61,000 children under the age of five have been signed up to receive free books in the mail every month.
 - **\$10 million** to support rate enhancements for the Early Intervention service providers.

Budget Request: Department of Early Childhood

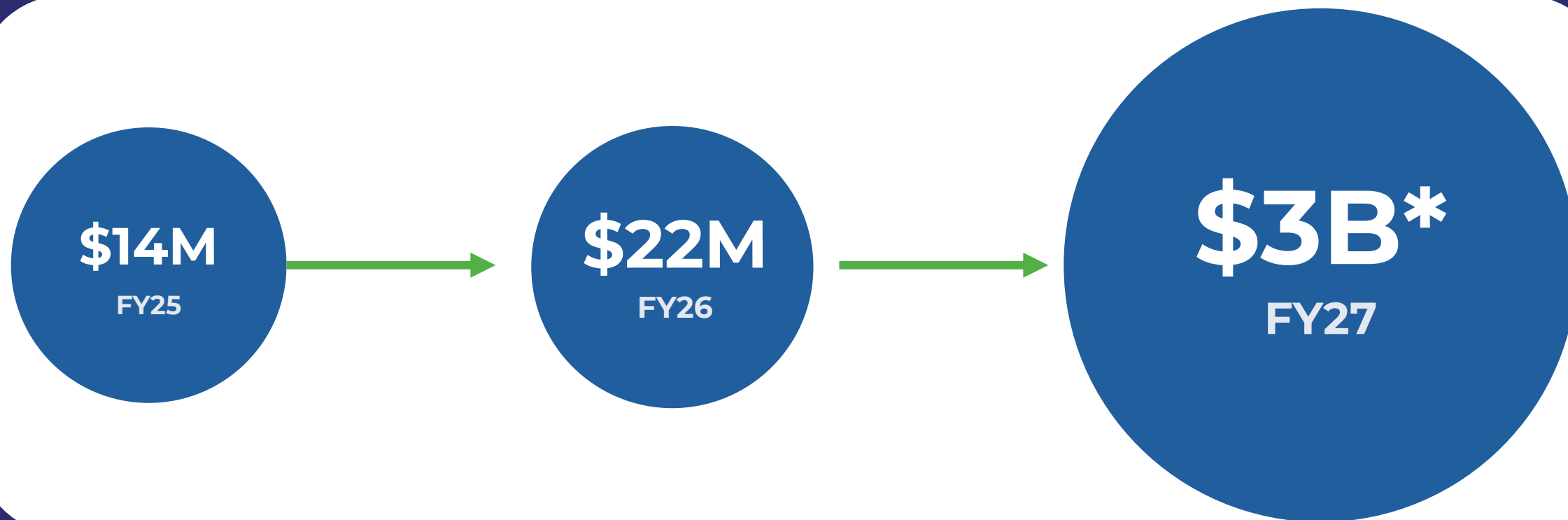
Fiscal Year 2026 ~\$21.7 million lump sum includes resources for the following functions:

- **Staffing and operations** support (~\$5.4 M)
 - ~55 FTE and Social Security
- **Operation costs, such as facilities, computers, licensing, and services** (~2.0 M)
- **Evaluating and reconciling the multiple state agency procedures, processes, systems** and the development of **Service Blueprint** (i.e., map and analyze existing workflow processes and essential functions and map services needs and pathways for parents and providers. (~\$900k)
- **Data & Technology Infrastructure** to provide simple way for families and providers to access state services and provide ongoing insight to the effective coordination of the early childhood system (this will include contractual support, software equipment and licensing to perform such activities as technology assessment, data discovery, data Integration and outputs) (~\$7.0M)
- Financial modeling to support **program specific redesign efforts** (~\$2.4M)
- **Communication and the improved engagement of parents, families, providers, educators,** and other stakeholders in systems design for the new agency (~\$2.6M)
- **Professional development and staff training** to support current and incoming staff and change management efforts (~\$420K)
- **Relocation** support to prepare for legacy agency staff to move to IDEC locations. (~\$930k)

We estimate a fully staffed agency for FY27 has between 450-500 FTE



Early Priorities Build Toward Future Equity and Efficiency



Starting in FY27, IDEC will administer ~\$3 Billion
in program funding

*This will allow for up to \$4.35B in appropriation authority to allow for fluctuations in federal resources.

Evolving Federal Context

- There have been over 100 Federal Executive Orders (EOs) signed since 1/20/25, and these include impacts to:
 - Federal spending including grants and contracts
 - Federal employees
 - Immigration
 - Diversity, equity, inclusion, and accessibility
 - Census and community engagement
- Some EOs have gone into effect, others have been challenged in court, and others have been rescinded.
- Recent actions have included:
 - The elimination of HHS-ACF Regional Office 5 and Head Start staff as well as other HHS teams
 - Reductions in force that have impacted key USDOE teams, including OELA, OCR, Migrant and Seasonal Title III, IES, OPEPD
 - April 3, 2025 Title VI "Request for Certification"
 - Termination of extension for remaining ED stimulus funds
 - Termination of Teacher Training grants



Birth to Three Co-Design Sprint

Update and Next
Steps



Birth to Three Co-Design Sprint Feedback

Over the last month, we have engaged and received feedback from:

- Transition Advisory Committee
- Family Service Workgroups
- Illinois Interagency Council on Early Intervention Workforce Committee
- Public Feedback (Padlets & emails)
- Individuals and organizations
- Staff

Draft-For Discussion

Developmental Support Services- Birth to 3

Co-Design System Proposal "Sprint"

February 7, 2025

Goal: Design ways to increase access to and participation in essential 0-3 services for families with young children with special needs, differentiated by region and community assets and needs. Equitable access and participation in 0-3 services will increase family and child autonomy, decrease reliance on state services (e.g., fewer students will need more intensive intervention and supports later in school if we are able to provide needed developmental supports early), and increase dependability of the state.

Approach: Over the next 12 months, in partnership with DHS, IDEC will assemble a team of partners to create implement a "co-design sprint" to develop a strategic plan for 0-3 services for families with young children with special needs. Over the next 6-9 months, this will include:

- engaging 2-3 regional communities in a co-design, human centered process to design better approaches to information access and participation models for 0-3 services.
- conducting a deep dive with the field, DHS, HFS and other legacy agencies, to map the current state of 0-3 services, with a focus on Early Intervention (including how it intersects with Home Visiting), to explore how to map the current opportunities and by leveraging the engagement and analytical support of the IDEC transition workstreams.
- mapping how to get from the current state to the desired future state.

The TAC and Workgroup on Families with Children with Special needs will get monthly updates on the work. The Illinois Interagency Council on Early Intervention (IICEI) will receive quarterly updates on the work.

What does success look like?

- IDEC is able to create a package of policy and system changes that: a) address the regional and racial disparities that persist in access to high quality services and supports – enabling more families, particularly black and rural families, (inclusive of linguistic diversity) to receive services in their setting of choice in a timely manner, and b) improve provider experience ensuring a strong and stable network of providers that reflect the diversity of Illinois' families.
- IDEC/IDHS is able to easily and effectively communicate eligibility and process for services and supports.
- IDEC has an approach to transition and more effectively bill Medicaid and private insurance for eligible services.

Feedback Themes: Birth to Three Co-Design Sprint

- **Clarify expectations:**

- Clearly connect timeline to TAC timelines
- There is a perceived tension between the need for immediate action to support the EI workforce and further co-design – clarify how they work together
- Distinguish between areas targeted for mandatory actions and immediate change versus aspirational goals to work toward over time
- Provide more contours to the "current crisis" (i.e., its multi-dimensional)
- Include short-term ("quick wins") and long-term actions and strategies, including strategies to increase efficiency

- **Improve the proposed process:**

- Identify local community organizations for partnership
- Continue to include the voices of parents and providers who have experienced or are experiencing or being directly impacted by the work in the mapping process
- Elaborate on how EI fits into broader ECE systems and give more attention to the needs of multilingual families
- Make sure all data collected can be disaggregated by race and geography
- There are many different committees and subcommittees mentioned – clarify how the structure will work
- Identify what's working too

Feedback Themes: Birth to Three Co-Design Sprint

- **Leverage existing data and resources:**

- Crosswalk the requirements for each funding stream to maximize available funding resources for birth to 3 and EI
- Engage workgroups to review recommendations from existing reports to evaluate feasibility
- Consult with the IICEI Workforce Workgroup on recruitment and retention issues in EI
- We received additional resources and links (THANK YOU)

- **Supporting children across settings**

- Conversations should include all settings and provider types: Early Intervention, home visiting, Head Start and Early Head Start, childcare, ECSE across all ECEC settings
- Challenges vary by sector and should be differentiated for clarity

- **Other feedback**

- Clarify terms/acronyms in the proposal
- Use less design work
- Question re: if we will compensate parents and providers for their time “co-designing”



IDEC Data & 360 Views Technology



About Me

- ✓ **Chief Data Officer** with prior 12 months as a data consultant for IDEC transition
- ✓ Nearly **20 years experience** leveraging data and partnerships to support the Illinois children and youth
- ✓ I started my career in academia, but it's never just about the data, its always Data *and...*



First
Generation



Mom



Collective
Impact



Illinoisan



Continuous
Quality
Improvement



Thank you!

**Data, Analytics,
and Insights (DAI)
Workgroup
&
TAC Members**

Today

- **Data &....360 Views?**
 - **Myth busters about data**
 - **How technology can support the family journey**
(and those that support them)
- **Our roadmap and how you can help**

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Myth #1

When people say....

“I am not a data person”

You use data everyday

Examples:

When can I enroll my child?

Can I afford this?

How much can I pay my staff?

Where should I invest?

Myth #2

Data is only numeric

**Data can be processed
from many formats,
including everyday language**
(more qualitative)

Myth #3

Data is for compliance

Data is for exploration

Myth #4

Data is perfect

Reality #4

34

Data is *pragmatic*
(and is always *imperfect*)

EXAMPLE: There are not 365 days a year
—that is only an *average* (365.2425).

Today

- **Data &....360 Views?**
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(and those that support them)
- **Our roadmap and how you can help**

Currently the system is *too complex and burdensome*.



Children, Families, Providers This Means:

- ✗ **In-putting the same information repeatedly**
- ✗ Deciphering unclear eligibility requirements
- ✗ Confusion on where to access resources
- ✗ Long waitlists
- ✗ **Faxing paperwork is sometimes required and required to send in paper copies**
- ✗ Too much time spent on administration and not on children
- ✗ **Difficulty applying and sustaining multiple state funding streams**
- ✗ Struggle to find educators and culturally responsive care



For The State, This Means:

- ✗ Inability to track how much funding is going to providers across multiple funding streams
- ✗ Inability to deliver services equitably and efficiently in ways that make it simpler
- ✗ Duplicated counts in data systems (no clear picture of what services a single child is accessing/unable to access)
- ✗ Pressure to loosen safety standards to ease stressors for providers
- ✗ Inefficiencies in processing request (when pen and paper or faxed!)

Leveraging modern technology can help alleviate many of these burdens, allowing families, providers and administrators more time to focus on the child's experience



“

I have had a hard time finding an opportunity to allow my child to interact with other children and struggle with figuring out what I should be focusing on for her development.

**Parent in
Jo Daviess County**



“

I've found that navigating the system can be confusing, with unclear communication about resources and eligibility.

**Parent in
DuPage County**



“

Long waitlist, insufficient information sharing among providers for available resources and complex enrollment processes [have been a challenge].

**Parent in
Cook County**



“

Early Intervention Services, never enough therapists available for your child and waiting for months to be able to start services. Not enough Daycare Centers, always having a waiting list.

**Parent in
Lake County**



And the family journey can be frustrating to navigate...



A future that leverages modern technology to seamlessly support a family across their journey

- ✓ Policy Simplification
- ✓ Process Optimization
- ✓ Technology Digitization
- ✓ Human Experience



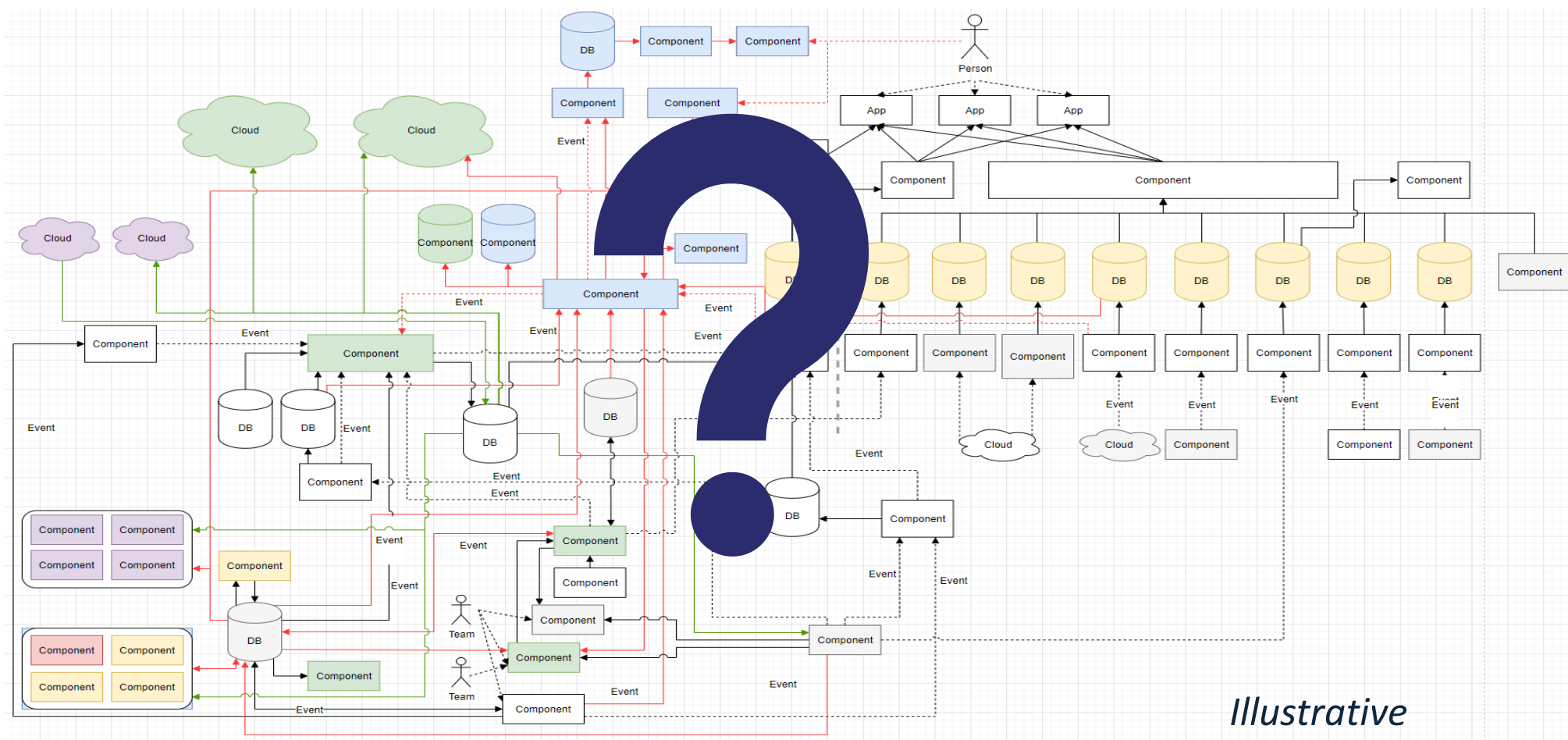
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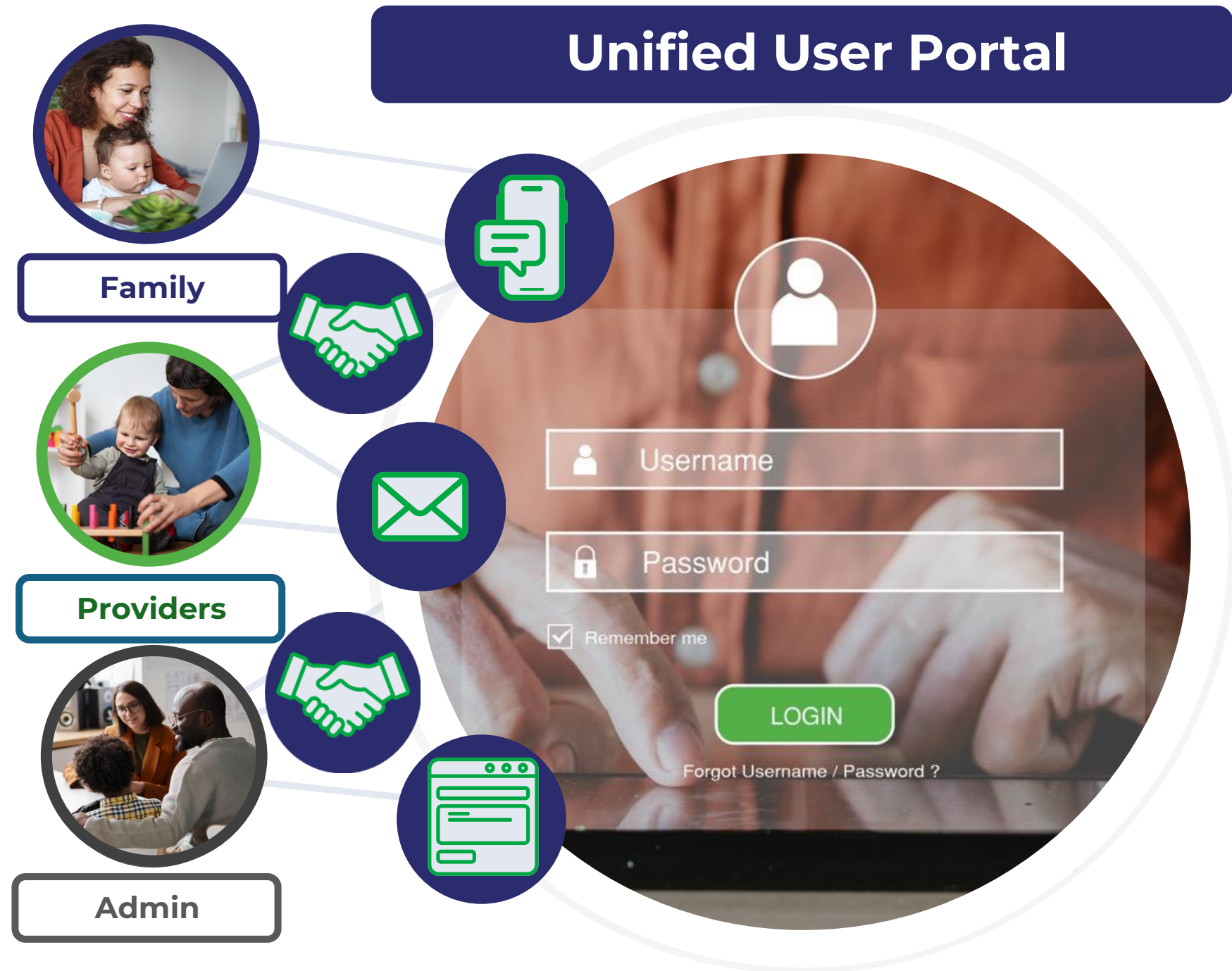
**This is not a “Lift and Shift”–
It’s a Redesign for equity
and efficiency.**

**Initial Technology Assessment
revealed over 40 different
applications and that ~1/3 are
out of date, aren’t
currently supported, or
have major gaps**

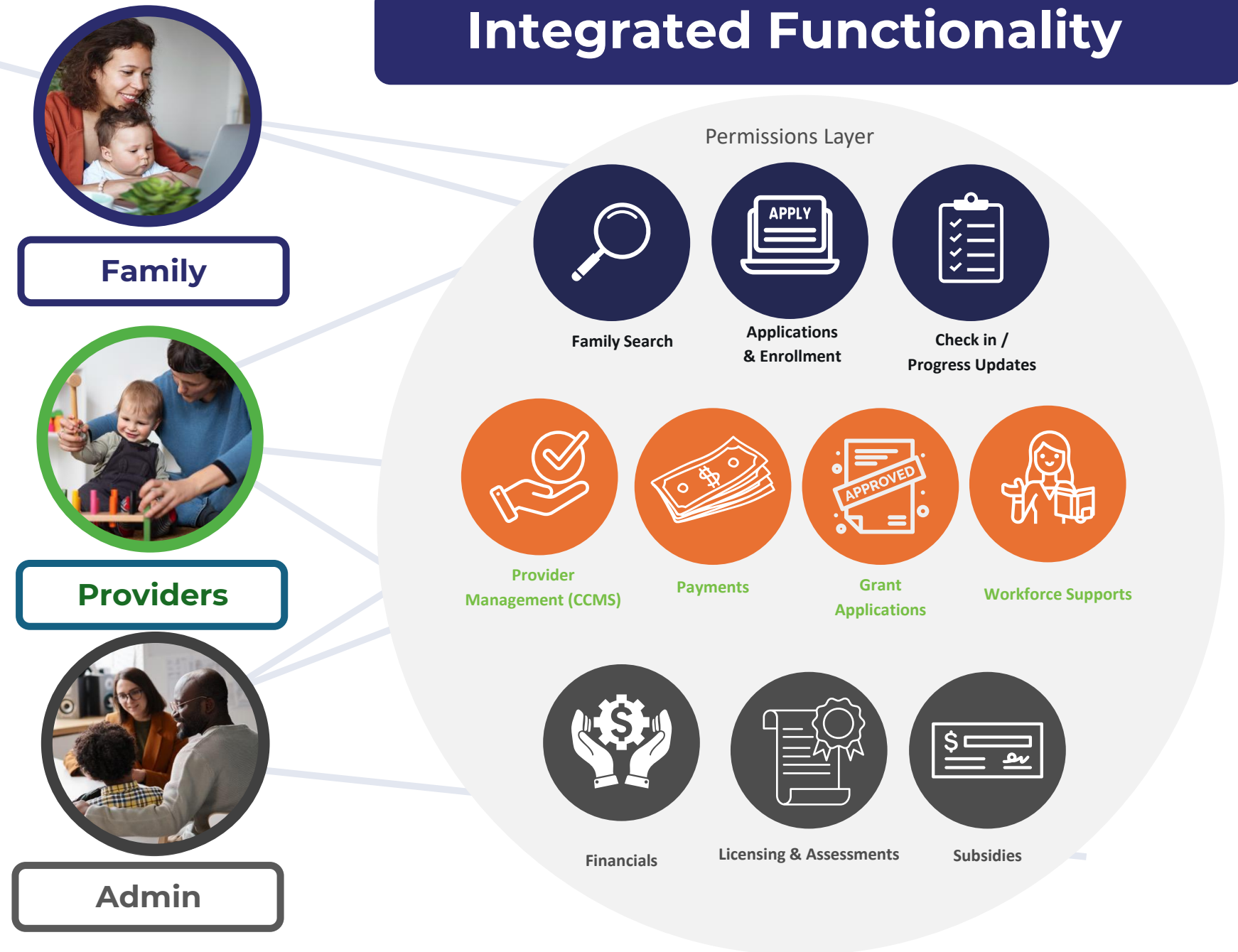




Leveraging
modern
technology to
be more
responsive to
user needs



Behind the scenes integrations that make the user experience more seamless, more 360



With the ability to share **permissioned** data back to families and providers.



Family



Providers



Admin

Insights Layer

Permissions Layer



Learning what is possible

Customer Experience & Business Mapping

Tools to map the family, provider and administrator journey for the sake of alleviating pain points

Data Models

Tools to quickly ingest, analyze, visualize and share data with stakeholders

Customer Relationship Management (CRM) System

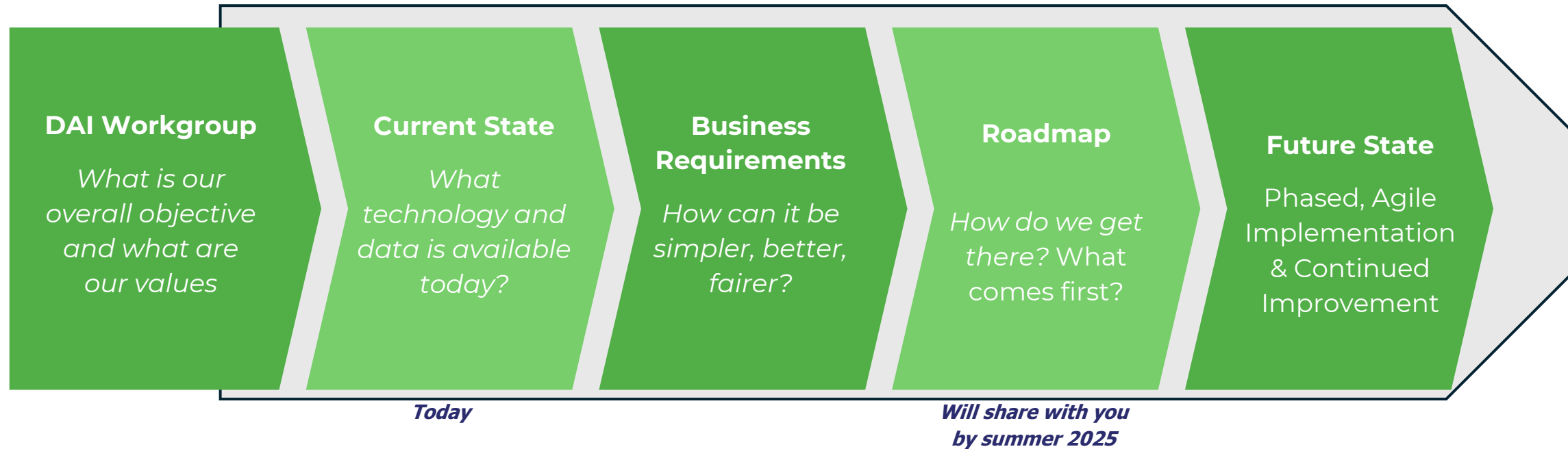
Tools that can help manage and nurture relationships among families and providers

Digitization & Artificial Intelligence

Tools to automate re-occurring tasks and speed up the processing of complex information

Our path ahead

From concept to reality



Small group discussion

1. What data do you use in your role today?
2. What data do you wish you had?
3. How can we ensure that data and technology solutions are equitably designed to meet families' and providers' diverse needs?



Small groups in session. Meeting will resume momentarily.

49

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

- **Advocates:** https://padlet.com/kristengarcia4/Data_Advocates
- **Families (English & Spanish):** https://padlet.com/kristengarcia4/Data_Families_Families
- **Providers (English & Spanish):** https://padlet.com/kristengarcia4/Data_Providers_Proveedores
- **Service organizations:** https://padlet.com/kristengarcia4/Data_Service_Orgs
- **State and local agencies:** https://padlet.com/kristengarcia4/Data_State_Local_Agencies
- **All other roles (English & Spanish):** https://padlet.com/kristengarcia4/Data_AllRoles_TodosLosRoles

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>
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Transition Feedback Survey

Full group reflections

Share 2-3 key takeaways from your small group discussion.



Break

51

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Transition Feedback Survey





Funding Design Workgroup

Emerging Insights



Illinois Department of Early Childhood

Connecting the Dots Across Workgroups and TAC

- Family Service Work Groups
- Co-Design Workshops
- Focused Discussion
- Surveys and Interviews
- Listening Sessions

Vision: What do families want and need?
What do providers want and need to deliver to families?

- Support Work Groups ★
- Focused Discussions
- Surveys and Interviews
- Interagency Team

How do we get from current state to our vision?
What infrastructure is needed to make the vision possible?

- Family Service Work Groups
- Focused Discussion
- Surveys and Interviews
- Co-Design Workshops
- Listening Sessions

Current state: what are the pain points in family services?

TAC

Funding Design Workgroup

Purpose of the Funding Design Workgroup:

The Funding Design Workgroup will **advise on the design and use of ECEC funding to promote equitable and inclusive access to quality services** that meet the needs of children and families, with a **particular focus on investment prioritization and system sustainability.**

Specifically, the Funding Design Workgroup

- Provides insight on tradeoffs and how to order funding priorities
- Recommends opportunities to improve existing challenges and build on successes
- Raises concerns about implementation and potential unintended consequences

Learn more about the current funding system in Illinois, check out the [Illinois Early Childhood Programs and Funding Streams Guide](#)

The Funding Design Workgroup brings together over 30 community members, including, but not limited to:

- Parents (representing ECE services such as child care, Head Start, and Early Intervention)
- Providers (representing various settings and regions)
- IL General Assembly Members
- State administrators (from IDHS, ISBE, DCFS)
- School districts/LEAs
- Intermediaries
- Advocates
- TAC Members: Kesha Harris, Marcy Mendenhall, Robin Steans



Funding design means intentionally shaping the way payment supports system goals.

Funding design has two major components:



Funding allocations

How is funding for each recipient determined?



Distribution mechanisms

How should funding move from the state to recipients?

This is connected to but somewhat distinct from funding amounts:



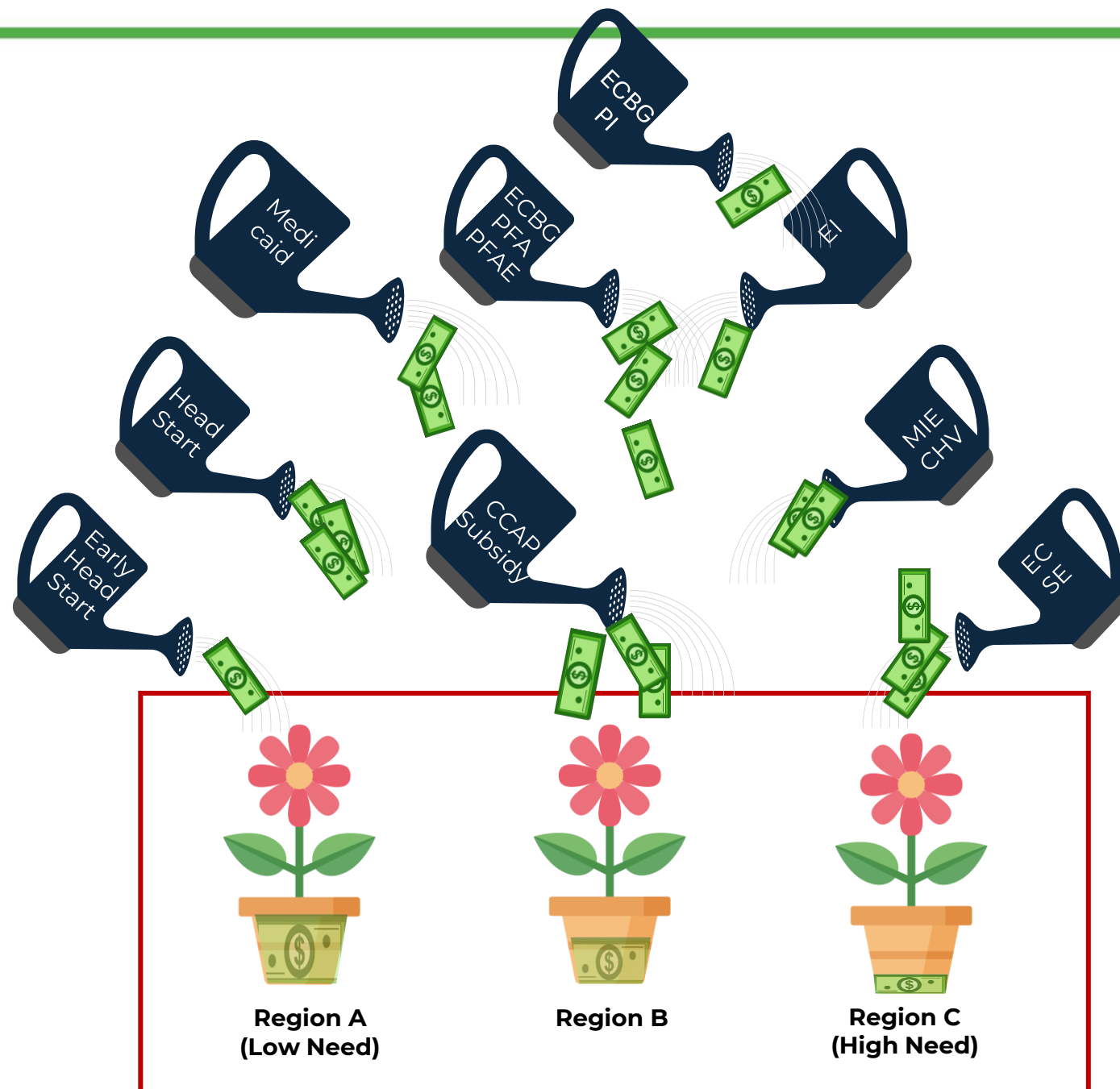
Funding amounts

How much funding is available in the system?

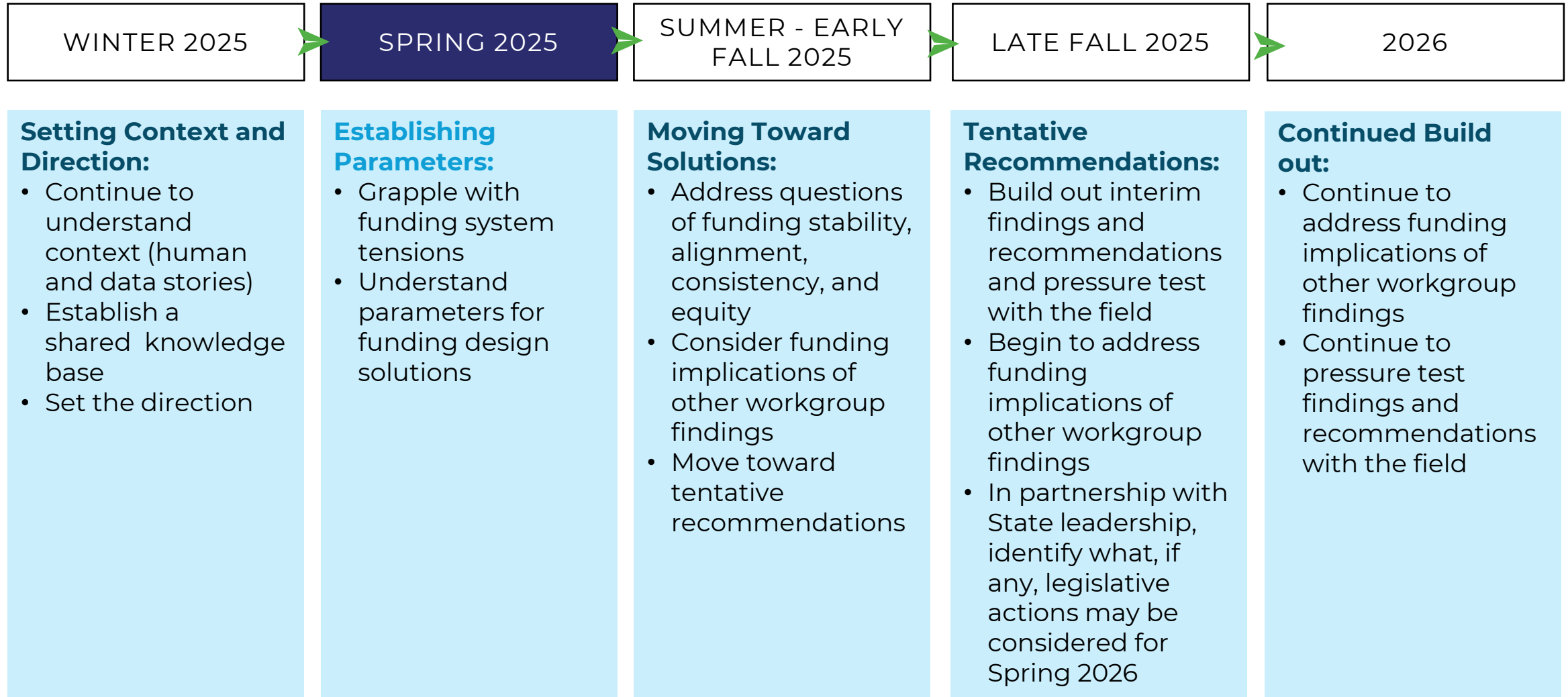
Today's systems limit the State's ability to equitably distribute ECE funding

Funding distribution has been focused on the “watering can” perspective, with each program making independent decisions on priorities and distribution.

But what if funding distribution was considered through the “flower” perspective?



Direction of Funding Design



Possible Discussion Topics

- Topics that other workgroups are examining will be slated for later in the year to give an opportunity to incorporate their findings
- Other topics may arise through this group's discussions

EARLIER TOPICS

Funding Stability, Alignment, and Consistency

- Sustainability of business models
- Program funding alignment (i.e. Layered Funders)
- Administrative burden
- Accountability & Reporting

Funding Tensions to Balance

- Benefits, challenges and unintended consequences of funding cost of services (cost modeling)
- Competition process vs formula
- Prioritizing broad access vs. intensive supports

Equitable Access to Funding

- Fair funding across settings
- Set asides (Chicago, Infant/Toddler)
- Service deserts and new program incubation

LATER TOPICS

Workforce Compensation, Development, and Support

- Wage scales and pay parity across settings
- Benefits
- Funding for professional development

Funding for Quality and Inclusion

- Funding for children with special needs
- Funding for multi-lingual learners
- Alignment of funding to quality factors (e.g. ratio/group size, teacher qualifications)

Governance Implications

- Role of Intermediaries in funding allocations and distribution

What we have heard so far

Family perspective

- Families **struggle to understand and navigate the early childhood education and care (ECEC) services that are** available to support their children creating a barrier to access.
- **Waitlists for child care and delays for Early Intervention** result in families not being able access the ECEC services they need in a timely manner.
- Early childhood education and care **services do not always meet children and families' unique needs**, including access to culturally responsive services in their home language.
- **Families cannot afford the high cost of child care**, especially those who do not qualify for subsidies.
- **Children with special needs may not be able to access a full day of care in one setting** and could require mid-day transitions.

What we have heard so far

Provider perspective

- Providers are **eager for stable and adequate funding to allow them to compensate their staff** and provide **consistency for families**.
- Funding needs **to cover the cost of expectations**.
- Different providers have unique strengths, and **more collaboration among providers could facilitate better access** for children and families.
- **Administrative burden** related to applying for and maintaining multiple funding streams makes it challenging to access funding to improve quality.

State administrator perspective

- Current **funding is fragmented and lacks coordination**, with different funding streams and programs being siloed within their own departments.
- Under the current system, **funding is not always directed to children and families who are most in need**.
- There is a **high burden on families and providers to access the funding** and support they need to access quality services.
- The unified agency will provide **opportunities to maximize existing funding sources, better target assistance** to support children and families and **reduce administrative burden** on providers.

March Funding Design Workgroup meeting takeaways

March's funding design workgroup focused on **exploring funding formulas** as a potential option to for early childhood funding in Illinois.

Key questions raised from this discussion included:

- How does a **funding formula work in an underfunded system** where not all children are eligible for funding?
- **How does quality fit** within a funding formula?
- What **revenue would be included** in a funding formula? What models would need to be modified to fit within a funding formula?
- **How would local and family contributions work** in a funding formula designed for early childhood?
- What is the **experience of providers and parents within systems** funded through a formula?

Emerging Productive Tensions:

- Investing in more comprehensive services/workforce compensation vs. expanding access
- Building on current system vs. creating something new
- Simplicity of funding vs. using funding to incentivize desired behaviors/outcomes

Discussion

1. What are your initial reactions?
2. How do the perspectives from the funding design workgroup connect with what we have already heard? Is anything missing?
3. Do you have any questions about the funding design process or workgroup?



Small groups in session. Meeting will resume momentarily.

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- **State and local agencies:** https://padlet.com/ssmillie2/TAC_Meeting16_discussion1_StateAndLocalAgencies
- **All other roles (English & Spanish):** https://padlet.com/ssmillie2/TAC_Meeting16_discussion1_AllOther

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Transition Feedback Survey

Full group reflections

Share 2-3 key takeaways from your small group discussion.





[DHS Data Sharing
Outline.docx](#)

Licensing Co-Design Proposal



Immediate Redesign Priorities for IDEC

Child Care Licensing Process

Create and communicate a package of licensing changes that simultaneously simplify and strengthen regulations for child care settings that seamlessly connect to a continuum of quality and support.

Early Intervention Services

Design ways to increase access to and participation in essential 0-3 services for families with young children with special needs, differentiated by region and community assets and needs.

Funding Alignment

Design early childhood funding approach that promotes equitable and inclusive access to quality services that meet the needs of children and families, with a particular focus on investment prioritization and system sustainability.

Technology Improvements

Ensure technology infrastructure is in place to simplify and ease the burden for families and providers while enabling the state to efficiently and equitably administer services that meet the diverse needs of families in the state.

Year 1 Feedback: Licensing

What we heard from providers

- ✗ Licensing rules are out of date, burdensome, and unclear
- ✗ Reporting is redundant
- ✗ Licensed programs need more intensive support to maintain requirements
- ✗ Desire for more connectivity between licensing requirements, funding streams, and data
- ✗ Providers are hopeful for a seamless transition that will not bring abrupt or more restrictive licensing changes.

By connecting licensing, funding streams, and all data into a single agency, there is an extraordinary opportunity to help support new childcare providers in opening and current providers in staying open to increase options for families.

- January 2024 Listening Session Participant

More concerned than excited. I hope that DCFS licensing standards can be revised to be more doable for teacher qualification, etc, but I'm concerned that whole standards will be revised to the point that they will be even more challenging to work with.

- January 2024 Listening Session Participant

Year 1 Feedback: Licensing

Feedback:

- More clarity around licensing requirements and licensure pathways (e.g., staff qualifications, fingerprinting, etc.)
- Address equity and access issues in licensing, such as language barriers, translating documents, improved trainings, and support for rural providers
- There is a need for consistent monitoring and credentialing processes across the board
- Ensure that data systems are easy for providers to access, understand, and reduce violations.
- Clear communication to licensed providers is needed as licensing and monitoring changes are made

For licensing have a listening session just for licensing so we can get an idea what all of this entails as we do not have a need to hear about some of the other agencies at this time. Each agency probably has their own specific questions they would like answered that other agencies don't have.

- State Agency Member, March 2024
Transition Listening Session

There seems to be a lack of consideration in regard to child care providers and how this will affect them in regards to licensing, monitoring and licensing Rules.

- ECE Provider, August 2024
Listening Session

We need the power to translate state documents (licensing regulations) or have a state agency that can legally do it. Training many women to become home child care providers but there is no French translation of documents and trainings are not in French. Not Equitable! Lots of barriers.

- ECE Provider, Transition Feedback Survey,
March 2024



As part of the first phase of the transition, we worked with ChiByDesign to get a diverse group of stakeholders to do high-level co-design for the new agency. One aspect of that work was explicit to child care licensing, although the full report should be a start not end point.

Early Childhood Evaluation Reimagined

- Bring clarity to the evaluation process
- Ensure providers are aware of expectations and guidelines
- Notify providers of evaluation purpose
- Ensures bi-directional communication, enabling providers to communicate the needs of the communities they serve and their goals, needs, and experiences
- Create a new role of “compliance coordinator”
- Diminish information gaps for families by building addressing the design of the system (e.g. systems designed for an “average family” that doesn’t exist and not for the specific needs of communities that vary across region)

Illinois Child Care Licensing Reimagined— Transition Planning for the Illinois Department of Early Childhood

Proposed Goal:

Design and advance a **comprehensive, equitable model** for child care (day care) licensing that is **safe for families, simpler for providers, and anchored in a continuum of quality** that is in-development.

• PHASE 2



Vision: What do families want and need?
What do providers want and need to deliver to families?

• PHASE 3



How do we get from current state to our vision?
What infrastructure is needed to make the vision possible?

• PHASE 1



Current state: what are the pain points in services?

Process Proposal:

- **Design Sprint: Proposed 9-month sprint**
- **Currently: Phase 0**
 - Seeking feedback and thoughts on draft process and scope
 - In the process of securing additional support (legal and consulting)

- IDEC is able to create a **package of licensing changes** that simultaneously **simplify and strengthen regulations** for child care settings that seamlessly connect to a continuum of quality and support (this should start at incubation and start up and progress through the growth and life cycle of providers).
- IDEC is able to clearly and **transparently communicate** regulations and information.
- IDEC is able to **inform the design of the agency's structure, systems, and supports** to act on this work, including:
 - revising job descriptions for IDEC staff;
 - updating and implementing technical solutions (e.g., improved technology, simplifying processes); and
 - informing technical assistance and organizational structure (IDEC and intermediary).

- Define desired future state of licensing
- Create plan to transition from current state to future state
- Understand and organize the current state of child care licensing

Public Act and Regulations
Communications
Technical
Assistance (both incubation/ start up and ongoing)
What is the business process for the licensing team (process map/journey map)
Accountability/ Enforcement

What's missing?

Areas we may need to go deeper?

Areas for further differentiation?

Engagement and existing materials

Next Steps

1. We will send you a draft Process Proposal and ask you to send back any feedback, questions, ideas.
2. We will share with additional stakeholders for feedback.
3. Come back with an update scope.





Looking Ahead and Next Steps



TAC Interim Update – Feedback Summary

Thank you, reviewers!

TAC members generally felt the interim update was comprehensive and reflective of the TAC's charge and discussions.

Suggestions to provide additional detail or clarification have been incorporated.

Next steps: Interim update will be updated, formatted and designed, and posted on the IDEC website.



"The report **reflects the TAC's charge for centering family needs and racial equity** in the transition, and the **engagement themes align with the concerns that have been raised** by stakeholders."

TAC Feedback Survey

Please take a moment to fill out the TAC feedback survey.

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
- Next TAC Meeting:
 - **Tuesday, May 13, 5:30 – 7 pm**
- Next Listening Session:
 - **Friday, May 16, 12 – 1 pm**

Thank you!