

# Early Childhood Education and Care Transition Advisory Committee

January 14, 2025

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**
  - 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
- ✓ Reflect on themes and discussion at the December TAC meeting to inform Year 2 planning
- ✓ Gather TAC Feedback on Year 2 priorities for further learning and outreach strategies
- ✓ Share progress and timeline for the TAC Interim Update



## Agenda

Welcome and Introductions	15 min
Department of Early Childhood Updates	15 min
December Meeting Reflections & Key Takeaways <ul style="list-style-type: none"><li>• Small group discussion</li></ul>	30 min
TAC Year 2 Community Engagement & Meaning Making Planning <ul style="list-style-type: none"><li>• Small group discussions</li></ul>	20 min
TAC Interim Update	5 min
Looking Ahead and Next Steps <ul style="list-style-type: none"><li>• Equity reflection survey</li></ul>	5 min



# Welcome & Introductions



# TAC Chat Introductions

What was a highlight from  
your holiday break?

Feel free to use emojis or  
images in the chat!



# Family Spotlight



I'm hopeful about the potential for better services but concerned about **maintaining continuity for families** during the transition. Clear communication about changes is essential, so families know what to expect. I also want to ensure that staff are well-prepared to support children and families effectively as the new agency rolls out its programs. **Keeping families informed and involved throughout the process is crucial.**  
*- Parent in DuPage County (RLS participant)*



A decorative graphic on the left side of the slide consists of several thick, colorful ribbons in shades of blue, red, yellow, pink, and black. These ribbons are braided together at the top and then fan out downwards, creating a dynamic, multi-colored vertical element.

# 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



**Illinois Department of Early Childhood**

- Secretary Ramos has officially started!
  - Listening Sessions/Meet and Greet
    - January 23rd from 6-7pm (posted on website)
    - January 24th from 12-1pm (posted on website)
- Gerson Ramirez, Director of Legislative Affairs
- IDEC Offices in Springfield and Chicago

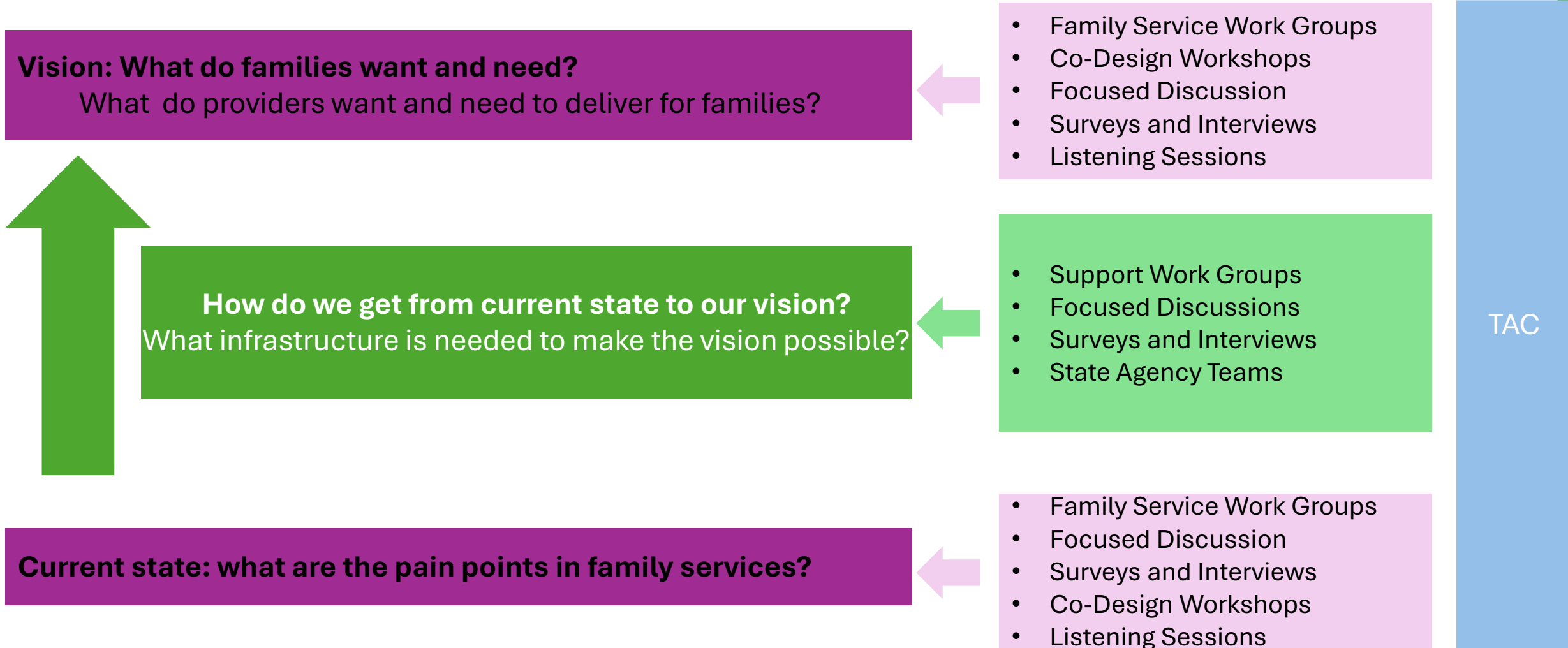


# Macro steps in the transition innovation lifecycle



Innovations don't always mean new ideas!

# Workgroup Process and Roles



# December TAC Meeting Key Takeaways



# December TAC Meeting: Key Takeaways

Reflecting on the TAC's charge, how well did we accomplish what we set out to do in year 1?



TAC members **celebrated progress** toward the TAC's charge including **building trust** with one another.

- TAC members feel progress has been made in trust-building and developing a shared understanding of equity.
- TAC members created an equity framework and integrated it into their processes.
- The TAC has deepened insights into families' needs through regional listening sessions and other engagement sessions with families.



# December TAC Meeting: Knowledge gaps for further exploration

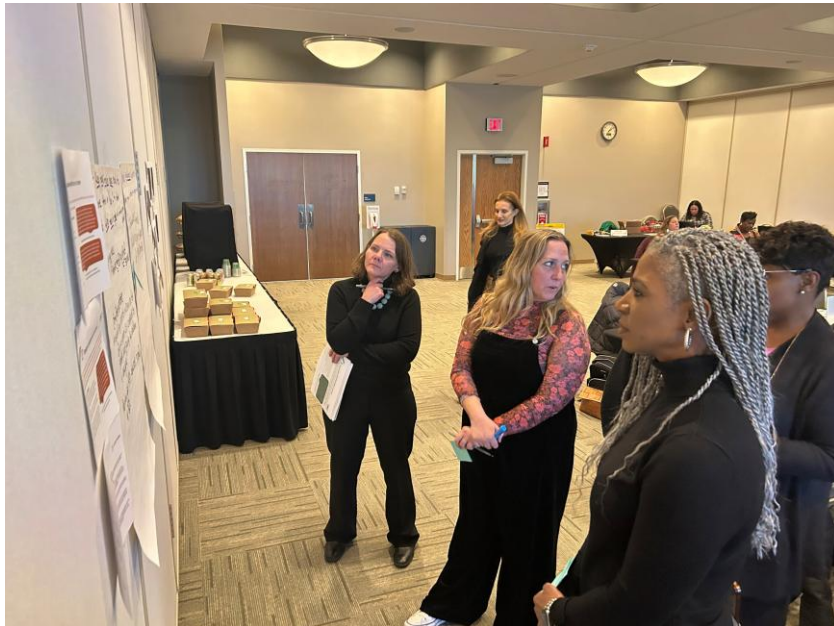
**What key topic areas should the TAC explore further in Year 2 to better understand families' needs and goals for a family-centered system?**

The TAC is interested in hearing directly from families to **deepen understanding** of the themes that emerged in Year 1, including **elevating successes**.

- Barriers to accessing services
  - How do barriers such as lack of transportation, housing and food deserts impact families' ability to access ECEC services?
  - Which programs do families access together/concurrently and how can cross-sector support be improved?
- Consistent and culturally responsive relationships
  - How do families define cultural responsiveness?
  - How does this definition differ based on family identities?
  - What does a culturally responsive program or practice look like and feel like to families?
- Communication and coordination
  - What are successful examples of local and regional coordination?
  - What are the pain points for child transitions (between providers or programs)? What do families expect smooth transitions to feel like?
- Inequities in the current system
  - How do resources and services differ across provider types (i.e. ECSE and SPED differences between CBOs and schools)?
  - How do language gaps impact families' ability to access the services their children need?

# December TAC Meeting: Deepening our understanding of family experiences

**Which additional populations do we need to hear from?**



TAC members want to hear more directly from **families/children who are least well-served** about their experiences accessing (or not accessing) services.

This includes:

- Families with children in the child welfare system
- Undocumented families
- Refugee families
- Multilingual families\*
- Unhoused families
- Families with children with disabilities\*
- Families in rural areas
- Fathers
- Teenage parents and
- Multigenerational households (e.g. Grandparents raising grandchildren)

TAC members also highlighted a need to hear more from the **workforce, specifically workers in the child welfare system and CBOs serving children with disabilities.**

*\*Family service workgroups dedicated to gathering input from these families.*

# December TAC Meeting: Process Improvements

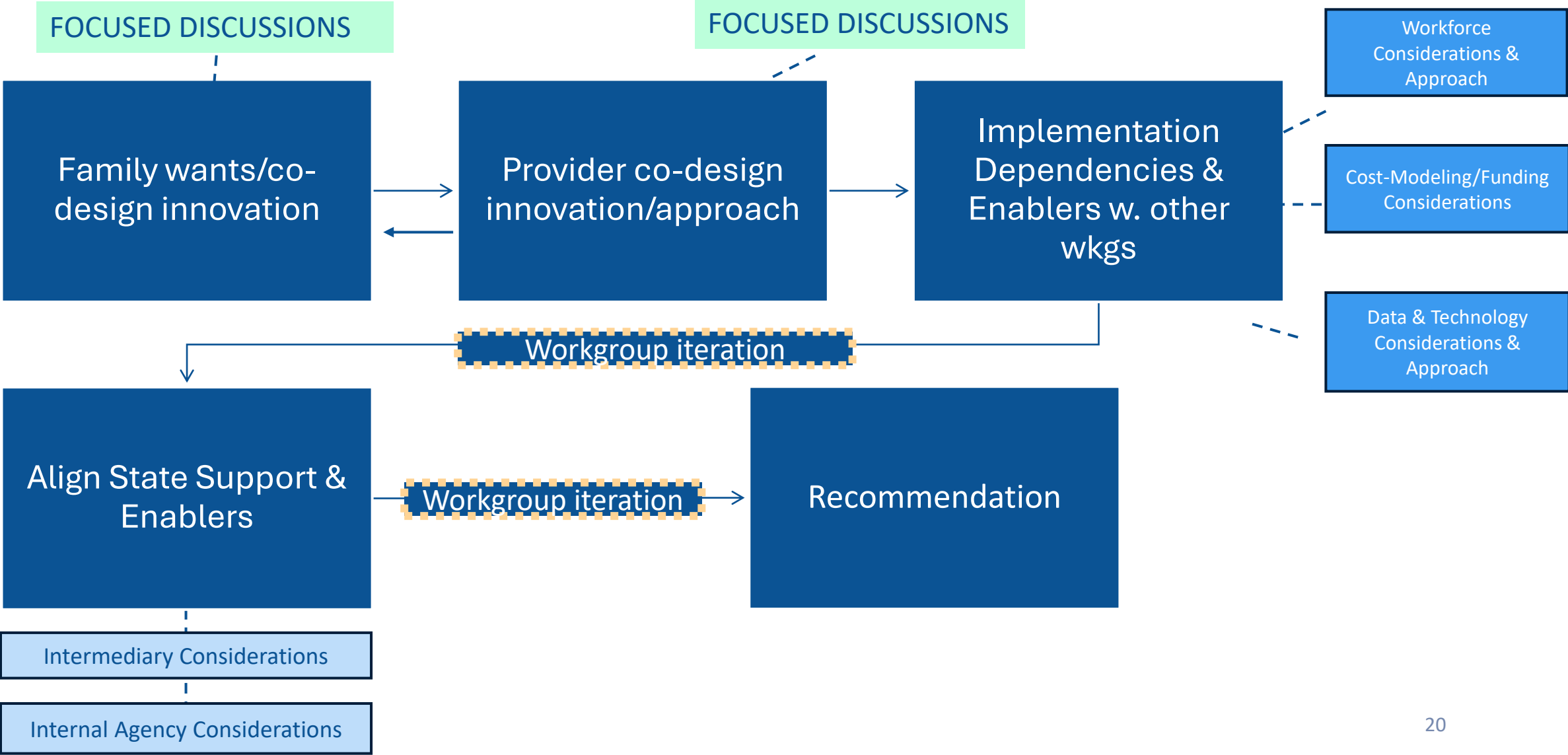
What are opportunities to enhance the TAC's process in Year 2?



TAC members suggested **continuing current processes**, while taking an opportunity to **go deeper** by:

- Operationalizing the equity framework.
- Developing actionable plans for equity principles.
- Deepening understanding of local contexts and practices.
- Connecting through more in-person meetings.

# Sample workflow for Family Service Workgroup





# TAC and Family Service Workgroup Meaning-making

The next slide represents a sample of emerging insights from the *Supporting Multilingual Learners Workgroup* connected to TAC inquiry areas

- First, we will hear from TAC members serving on the workgroup
- In small groups, we will make meaning of these insights, infusing the with TAC perspective
- These reflections will be shared back with the full Workgroup
- Later in the meeting, we will ask for reflections about the best process to make these connections and make meaning of feedback



# Connection: Supporting Multilingual Learners Workgroup

## Barriers to accessing services

Which programs do families access together/concurrently?  
How can cross-sector support be improved?

The most common **programs families are concurrently accessing** include Early Intervention, child care, and home visiting.

- The workgroup will explore other ECE programs plus adjacent services like WIC, SNAP and other local supports in the future

Families are looking for **cross-system support** and it could look different depending on needs, ideas include:

- Local navigator with trusted organization who represents culture and speaks language of family
- Regular communication with families, therapists, and program staff using common language that is accessible to families (home language, no jargon or acronyms, etc.)
- Shared/common resources that are culturally affirming and translated into all home languages and includes the importance of home language
- Simplified and streamlined eligibility and application process across ECE programs (and adjacent programs – housing, nutrition, etc.)
- Shared data and family information across programs
- Incorporating technology as a solution
- Identifying local solutions with support from Birth-to-5 Councils
- Support for fathers and foster/kindship parents

This slide reflects an example of emerging insights from the Supporting Multilingual Learners Family Support Workgroup about the barriers families currently experience in the system.

# Small Group Discussion

Based on the emerging insights from the Supporting Multilingual Learners Family Service Workgroups...

1. What resonates with you?
2. How do the needs of multilingual learners compare with other populations?
3. What questions do you have about these insights (for the workgroup, each other, other stakeholders, etc.)?



# 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/Advocates\\_Discussion\\_1](https://padlet.com/kristengarcia4/Advocates_Discussion_1)
- **Families (English & Spanish):**  
[https://padlet.com/kristengarcia4/Families\\_Familias\\_Discussion\\_1](https://padlet.com/kristengarcia4/Families_Familias_Discussion_1)
- **Providers (English & Spanish):** [https://padlet.com/kristengarcia4/Discussion\\_1\\_Providers\\_Proveedores](https://padlet.com/kristengarcia4/Discussion_1_Providers_Proveedores)
- **Service organizations:**  
[https://padlet.com/kristengarcia4/Discussion\\_1\\_Service\\_Orgs](https://padlet.com/kristengarcia4/Discussion_1_Service_Orgs)
- **State and local agencies:** [https://padlet.com/kristengarcia4/Discussion\\_1\\_State\\_Local\\_Agencies](https://padlet.com/kristengarcia4/Discussion_1_State_Local_Agencies)
- **All other roles (English & Spanish):**  
[https://padlet.com/kristengarcia4/Discussion\\_1\\_Other\\_Roles\\_English\\_Spanish](https://padlet.com/kristengarcia4/Discussion_1_Other_Roles_English_Spanish)





# TAC Year 2 Community Engagement & Meaning Making Planning



# Small Group Discussion

1. How can we enhance our meaning - making process?
2. How can we strengthen connections between existing transition engagement and design spaces?
3. Are there any other knowledge or population gaps the TAC should focus on in Year 2?



# Small groups in session. Meeting will resume momentarily.



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

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- **Providers (English & Spanish):** [https://padlet.com/kristengarcia4/Discussion\\_2\\_Providers\\_Proveedores](https://padlet.com/kristengarcia4/Discussion_2_Providers_Proveedores)
- **Service organizations:**  
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- **State and local agencies:** [https://padlet.com/kristengarcia4/Discussion\\_2\\_State\\_Local\\_Agencies](https://padlet.com/kristengarcia4/Discussion_2_State_Local_Agencies)
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# Developmental Support Services- Birth to 3: Co-Design System Proposal

## Modeling the Cost of Early Intervention in Illinois:

### Analysis and Recommendations

Prepared by Afton Partners for the Illinois Department of Human Services –  
Division of Early Childhood

November 2024



Next month we will review our proposal and have an opportunity for feedback and input.

# Transition Advisory Committee

## Interim Update





# Interim Update Purpose

The interim TAC update will summarize community engagement key themes, through the lens of centering children and families, and identify knowledge gaps and participation gaps to address in Year 2.

The final report, due December 2025, will include the TAC's recommendations for how systems, policies, and programs should be designed within the guiding frame.



# Interim Update feedback process

- Draft interim update will be sent to the full TAC later this month
- Will have 1 week to review and respond to the following questions in Padlet
  - Is the update reflective of the TAC's charge and discussions?
  - What significant gaps in content do you see?
  - What sections or phrases need additional clarification?
  - *Please note: we are not looking for specific wording edits*
- We will incorporate edits and share the final version with the full TAC and post on the IDEC website

## Quarterly Equity Check

- The TAC Equity Workgroup invites TAC members to join the quarterly equity reflection conversation
- Meeting information will be included in the follow-up email from today's meeting

## Reminder

- Please fill out the TAC feedback survey after our meeting to ensure we are holding ourselves accountable to the TAC Equity Framework

# 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](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.
- Regional Listening Session Summary Report will be shared and posted in the next 3-4 weeks.
- TAC members should reach out to Ann Whalen or Bela Moté with any feedback
- Listening Session:
  - **Thursday, January 23, 2025 6-7pm**
  - **Friday, January 24, 2025 12 – 1 pm**
- Next Meeting:
  - **Tuesday, February 11, 5:30 – 7 pm**

**Thank you!**





# Appendix

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