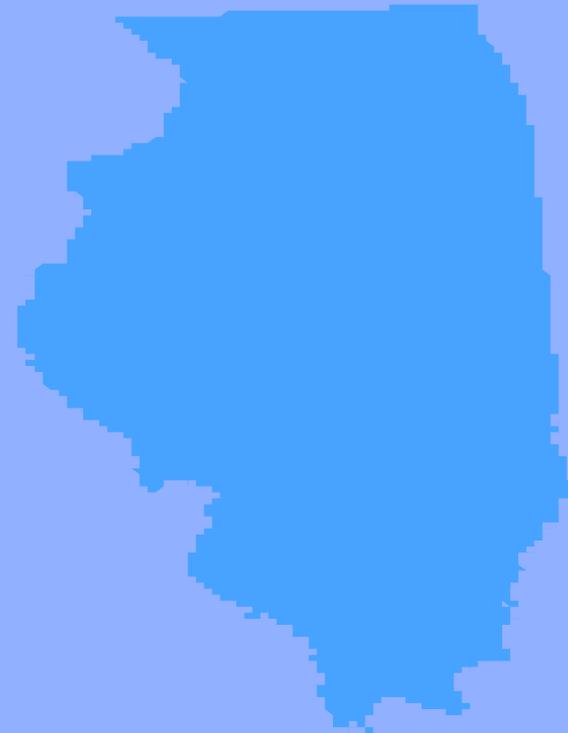




Illinois Early Learning Council

June 22, 2020



Agenda

1. Welcome and Introductions
2. Honoring Maria Whelan
3. Voices from the Field
4. ELC Membership & Governance Update
5. Racial Equity Discussion: COVID-19 State Response
6. Announcements & Public Comments
7. Adjourn

Honoring Maria Whelan

Voices from the Field

Katie Day & Brandye Kizer



Sharing Our Story

BRANDYE KIZER, MED, LEAD EARLY CHILDHOOD COORDINATOR, DANVILLE
CONSOLIDATED SCHOOL DISTRICT #118 H.O.M.E IGROW

JUNE 22, 2020

“This is a new learning curve for all of us but I see so many great and positive things that can come out of this, if we really take the time to look at what can be taken away from this experience and used in the future to better serve our families and community! “





“What has been most useful is giving me a community to meet others with children in similar age ranges. It is a fun and healthy way to get out of the house.”

“My Parent Educator is so supportive and helps with everything, even if she doesn’t have an immediate answer, she always finds a way and she listens instead of doing all the talking. I wish visits were longer because an hour isn’t long enough.”





“What I find most valuable about the program is the resources brought to my family and the ability to set goals for my family.”

“We love our parent educator, we can talk about anything without feeling judged.”



I once asked the Principal of the school our program is housed at—who is of a woman of color—“Why do these children do so poorly as they get older in school? When I am in the home and talk with parents, I see how important education is to them and they truly want their children to succeed. They work really hard to encourage learning with their child, and these children are so bright, I don’t understand what is happening as they get older”.

Her response was “It comes down to experiences. These children do not have the same experiences that other children get who have resources, and that makes a world of difference”.

THANK YOU!

ELC Membership & Governance Update

Phyllis Glink

Racial Equity Discussion: COVID-19 State Response

Facilitated by Cristina Pacione-Zayas

**Background:
Racial Equity & the Work of the
Governor's Early Childhood
Funding Commission**

A Racial Equity Plan for the Commission's Work

Viewing the Commission's charge through a racial equity lens

Early Learning Council definition of racial equity:

- A racially equitable society values and embraces all racial/ethnic identities. In such a society, one's racial/ethnic identity (particularly Black, Latinx, Indigenous, and Asian) is not a factor in an individual's ability to prosper.
- An early learning system that is racially equitable is driven by data and ensures that:
 - Every young child and family regardless of race, ethnicity, and social circumstance has everything s/he/they need to develop optimally;
 - Resources, opportunities, rewards, and burdens are fairly distributed across groups and communities, so they are supported and not further disadvantaged; and
 - Systems and policies are designed, reframed, or eliminated to promote greater justice for children and families.

Early Learning Council racial equity priorities:

- Align and standardize race/ethnicity data collection and reporting.
- Transform processes for distributing resources to facilitate racial equity, including agency contracting.
- Ensure compensation equity and access to advancement across demographics in workforce.
- Eliminate racial/ethnic disparities for children participating in all programs that contribute to school readiness and life success starting with:
 - Enrollment in preschool for 3- and 4- year olds
 - Enrollment in prenatal to age 3 services and programs.

Should the Commission adopt this definition of racial equity?

Racial Equity Impact Assessment

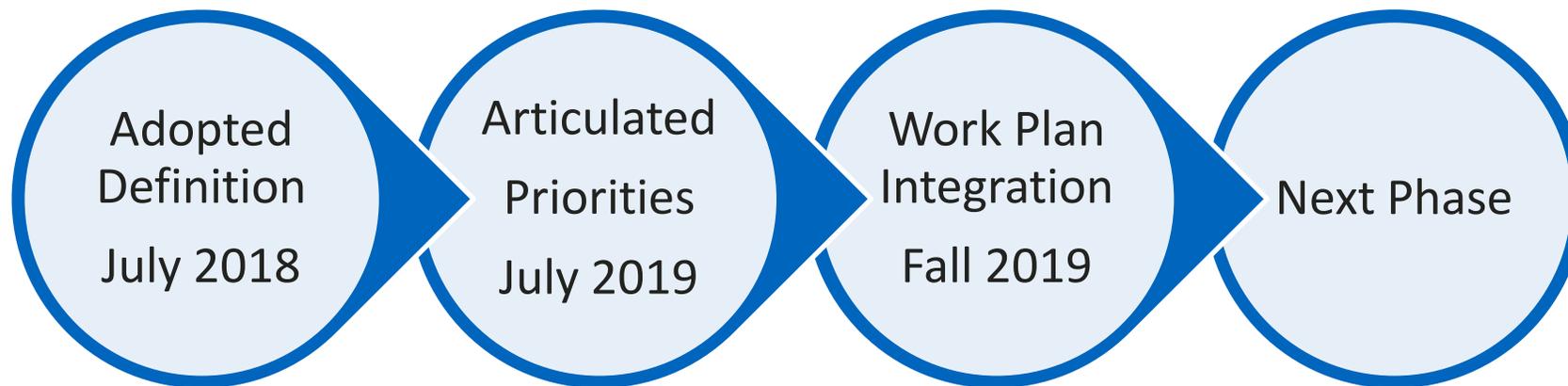
A Racial Equity Impact Assessment is a tool used to evaluate the benefits and burdens of a policy or practice to promote racial equity in decision making.

- **Considering Adverse Impacts**
 - What adverse impacts or unintended consequences could result from this policy?
 - Which racial/ethnic groups could be negatively affected?
 - How could adverse impacts be prevented or minimized?
- **Advancing Equitable Impacts**
 - What positive impacts on equity and inclusion, if any, could result from this proposal?
 - Which racial/ethnic groups could benefit?
 - Are there further ways to maximize equitable opportunities and impacts?
- **Examining Alternatives or Improvements**
 - Are there better ways to reduce racial disparities and advance racial equity?
 - What provisions could be changed or added to ensure positive impacts on racial equity and inclusion?

Should the Commission establish a working group to conduct a Racial Equity Impact Assessment?

Background: Racial Equity & the Work of the Early Learning Council

ELC Racial Equity Journey



ELC Racial Equity Definition

Adopted in July 2018

A racially equitable society values and embraces all racial/ethnic identities. In such a society, one's racial/ethnic identity (particularly Black, Latino, Indigenous, and Asian) is not a factor in an individual's ability to prosper.

An early learning system that is racially equitable is driven by data and ensures that:

- Every young child and family regardless of race, ethnicity, and social circumstance has everything s/he/they need to develop optimally;
- Resources, opportunities, rewards, and burdens are fairly distributed across groups and communities so that those with the greatest challenges are adequately supported and not further disadvantaged; and
- Systems and policies are designed, reframed, or eliminated to promote greater justice for children and families.

Racial Equity Priorities for the ELC

Adopted in July 2019

The four priorities that the Executive Committee identified for the committees of the Early Learning Council during the July 2019 Racial Equity Retreat are:

- 1) Align and standardize race/ethnicity data collection and reporting;
- 2) Evaluate and identify whether processes for distributing resources exacerbate racial disparities, including agency contracting;
- 3) Address race/ethnicity disparities in terms of workforce compensation and advancement;
- 4) 4) Eliminate racial/ethnic disparities for children participating in all programs that contribute to school readiness and life success by addressing racial disparities in enrollment in preschool for 3- and 4-year-olds and in prenatal to age 3 services.

Committee Workplans & Priorities

Integrated into existing Committee workplans Fall 2019

Numerous priorities were identified for:

- Governance & Membership
- Access Committee
- Quality Committee
- Integration & Alignment Committee (IAC)
- Home Visiting Task Force (HVTF)

Work During the “Next Phase”

- During the December 2019 and February 2020 ELC Executive Committee meetings, the BUILD Team posed the following questions to members for discussion:
 - What are the ways we can ensure that racial equity, in principle and process, is advanced regardless of who is at the table?
 - Is the current structure of the ELC advancing our desired goals and outcomes, and if not, what does it need to be?
 - To what extent are we satisfied with how the ELC Executive Committee is currently organizing itself and its structures to advance racial equity in the current EC system?
 - What does the ELC Executive Committee need from the BUILD Team to move this work forward?
 - Does the ELC Executive Committee want to function like a Racial Equity Oversight committee, or build one out like the structure of the Oregon model?

Survey to the Executive Committee

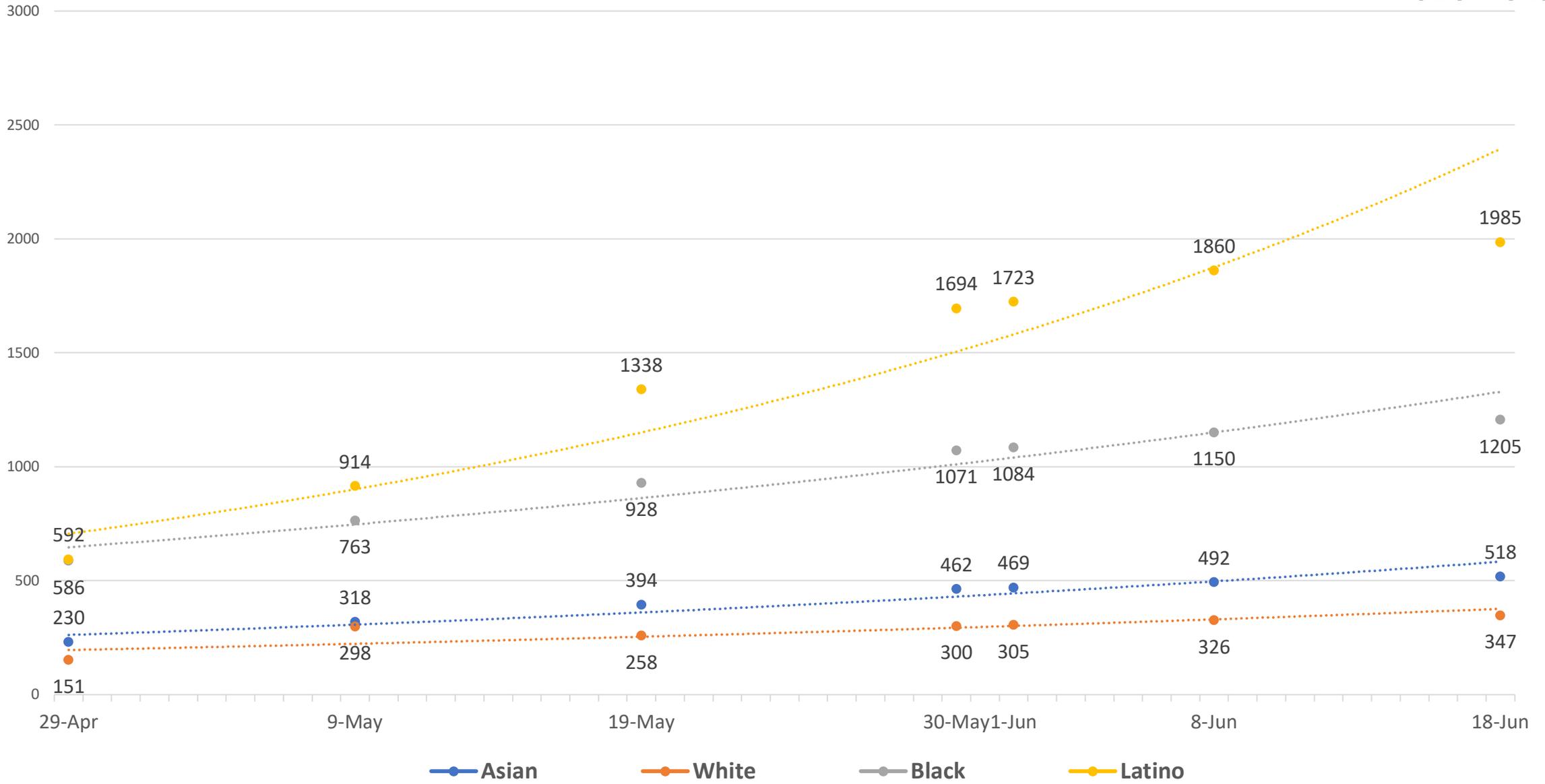
Sent to Executive Committee Members in February 2020

Summary of Results:

- Be action oriented
- Be informed by the data
- Hold ourselves accountable to the data (though it is imperfect)
- Periodically revisit the data to ensure our decision-making has made a positive difference
- Develop a Racial Equity Data Dashboard (IECAM, PDG B-5, Risk & Reach)
- Utilize adapted Racial Equity Impact Assessment
- Offer professional learning opportunities on anti-racist education
- Intentionally create space for beneficiary voice

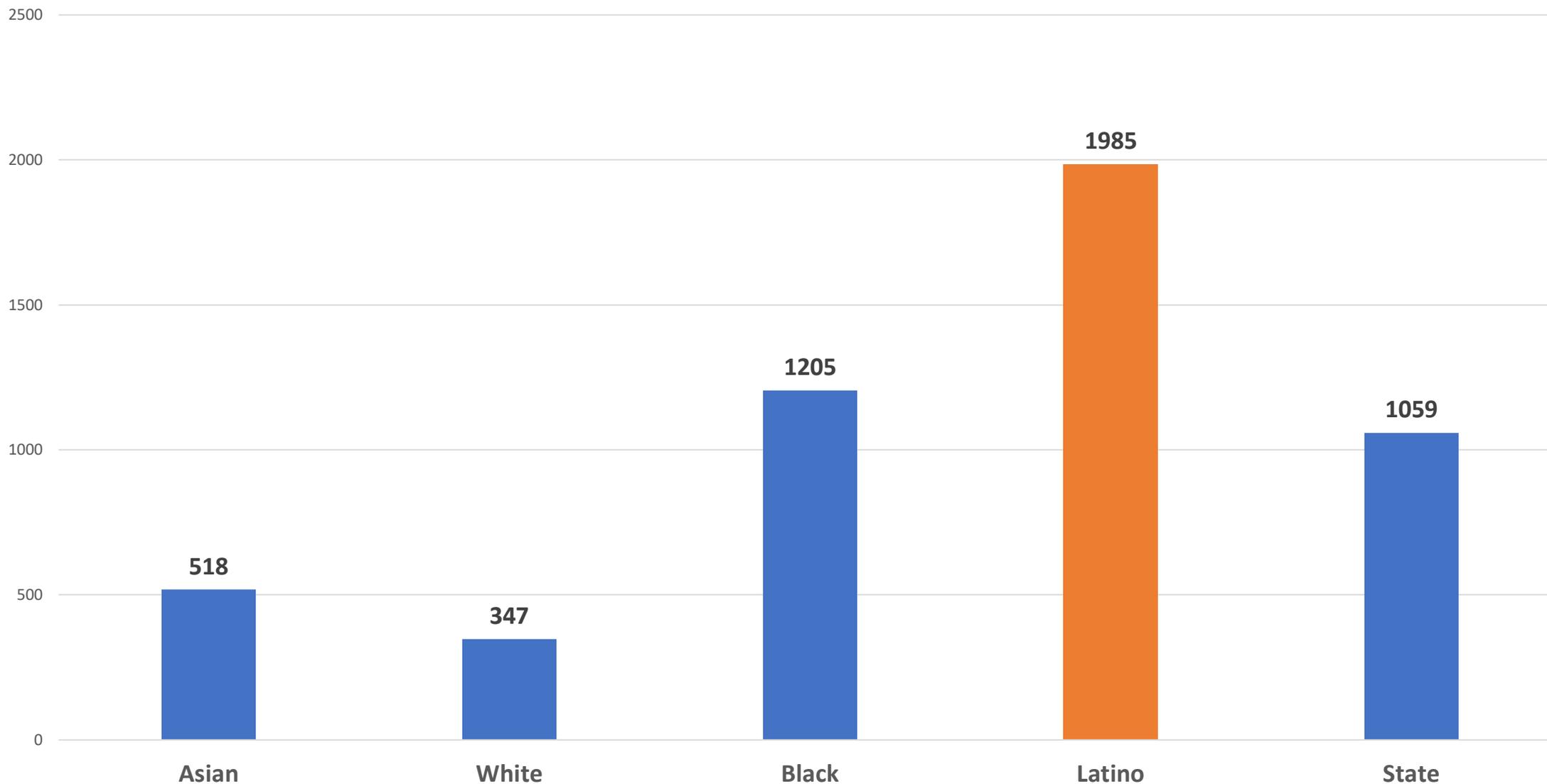
Background: Disparities Due to COVID-19

Cases of COVID-19 per 100,000 Population for Select Races/Ethnicities, Select Dates (April 29 - June 18, 2020), Illinois



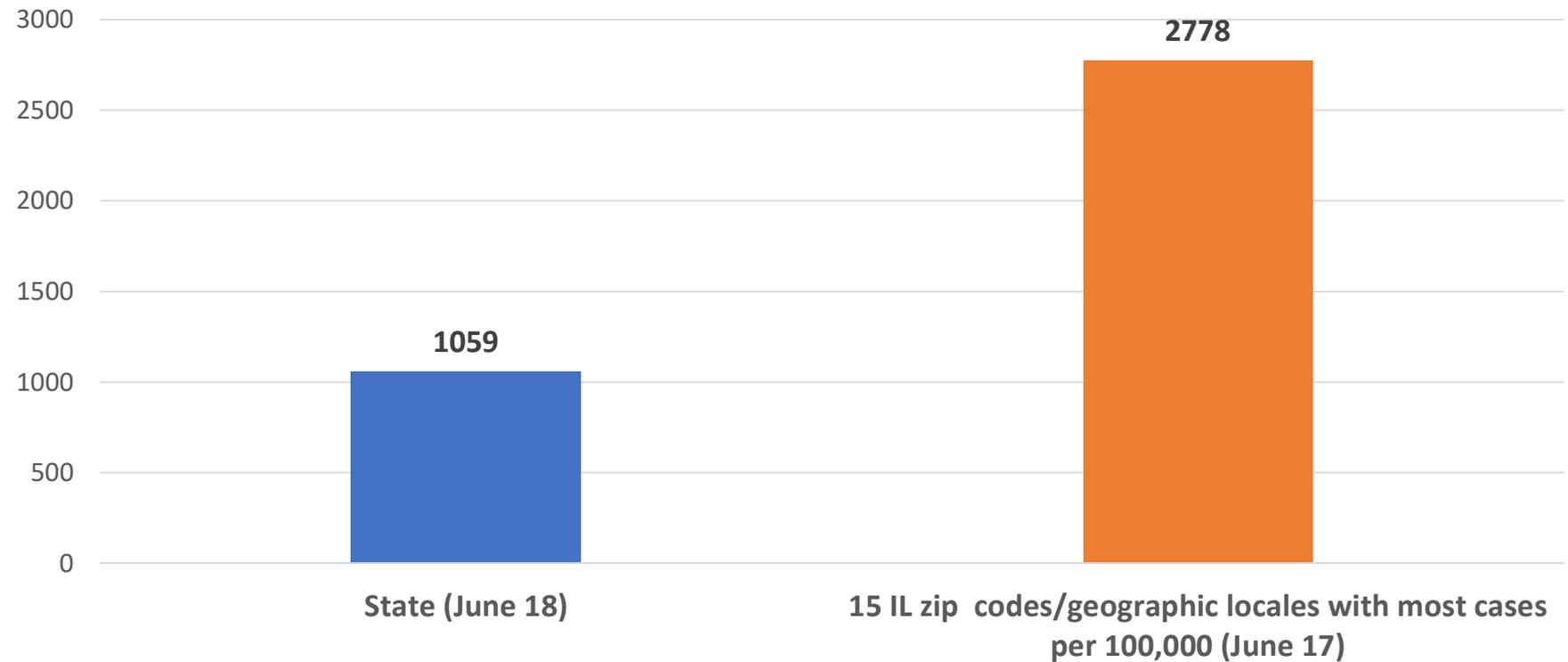
Data Source: IDPH, The US Census, Illinois Latino COVID-19 Initiative; Data Analysis: The Latino Policy Forum

Cases of COVID-19 per 100,000 Population for Select Races/Ethnicities, June 18, 2020, Illinois



Data Source: IDPH, The US Census (July 2019), Illinois Latino COVID-19 Initiative

Cases of COVID-19 per 100,000 Population for Select Zip Codes/Geographic Locales, June 18, 2020, Illinois



*11 of 15 IL zip codes/geographic locales with most cases per 100,000 have majority-Latino populations.

Data source for zip codes/geographic locales: Orestes Aguillon, Latin American Matrix, June 17, 2020
Data source for population: The US Census (July 2019)

**Discussion Question:
How do we build it back better?**

**Discussion Question:
How can the ELC and its
committees be engaged in ways that
will support the State as they
develop their policies and
procedures?**

Announcements & Public Comments

Adjourn