**Community Equity and Access Committee Meeting**

**Wednesday, March 15, 2023, 10:00 am – 12:00 noon**

[WebEx](https://illinois.webex.com/illinois/j.php?MTID=mc3377bd195e06964d19bb6ed8eedb43c)| Call-in #: 1-312-535-8110 | Access Code: 2455 936 3418

**MINUTES**

**Attendance:**

Committee Members: April Janney, Bela Mote, Carisa Hurley Davis, Chevelle Bailey, Courtney Hatcher, Daniel Harris, Dawn Thomas, Eugene Howell, Karen Berman, Kenya McRae, Martina Rochas, Mitchell Lifson, Patricia Rooney, Rochelle Golliday, Ruth Kimble, Sara Slaughter, Sean Noble, Sergio Hernandez, Jr., Sylvia Puente, Wendy Williams

Committee Participants: Alexander Bui, Ana Maria Accove, Annie Behrens, Arielle Jones, Brittain Ayres, Carman Garcia, Carrie Pullie, Danette Conners, Darby Pool, Jaclyn Vasquez, Kristin Kaufman, Emily Klonicki, Kim Peterson, Laura Crawford, Lauri Morrison-Frichtl, Leatha Asbury, Lori Longueville, Janice Moenster, Penny Smith, Rebecca Anderson, Rebecca Williams, Shannon Ellison, Susannah Levine

GOECD Staffer: Anita Rumage

ISBE Assistant: Ann Erikson

**Welcome, Introductions, Reading of Equity Statement and Approval of 10.12.22 Minutes**

Carisa Hurley Davis, Co-Chair

Trich Rooney, Co-Chair

April Janney, Committee Member

Co-Chair Carisa Hurley Davis welcomed everyone to the Community Access and Equity Meeting. Attendees were instructed to use the chat for attendance by listing their name, affiliation and committee role (member or participant). Co-Chair Carisa Hurley Davis introduced Co-Chair Trish Rooney and GOECD Staffer Anita Rumage.

Committee Member, April Janney read the Equity Statement and Equity Priorities.

Co-Chair Trish Rooney read the committee’s foundational information: Meeting Norms, Committee Charge, and Committee Objectives.

Co-Chair Carisa Hurley Davis asked Committee Members to review and approve the minutes from the October 12, 2022 committee meeting.

Motion was made to approve the October 12, 2022 Committee Meeting Minutes

Motion approved.

**Brief Summary of Governor Pritzker’s Proposed Budget**

Co-Chair Trish Rooney provided a brief summary of Governor Pritzker’s proposed FY24 budget. She shared the following key points:

* Governor Pritzker is proposing “a multi-year investment that will provide every three and four-year-old with access to a preschool program and ensure more of our most vulnerable families can receive evidence based early intervention and home visitation services, provide more equitable access to our child care system and increase the pipeline of early childhood educators, setting our kids up for success from cradle to career.
* Governor Pritzker is proposing a historic expansion of child care in Illinois by launching the nation’s first early childhood workforce compensation contract program, bringing stability to this field by increasing wages for a workforce that is primarily women and primarily people of color so that we can attacked and retain more people into the child care field. The program begins by adding $250 million in programs in FY24 and $100 million in new or renovated facilities across the state.

Co-Chair Trish Rooney stated, “our committee charge situates us to be in a position, not only be supportive of the Governor’s proposal, but to also contribute our collective expertise to be thought-partners in the immense amount of work that will be required by the early childhood field to inform the work in the areas of access and equity. The path that our committee is currently on does, in fact, support and contribute to the work ahead.”

**Objective 1 Discussion**

Co-Chair Carisa Hurley Davis reminded the group that during the last meeting, it was decided that we need to identify our criteria for measuring equity, measuring access and measuring “high quality” in an early childhood environment. These terms are utilized in Objective 1: which is “Identify program policies and procedures in ensuring equitable access into high quality programs.”

Discussion included the following:

* What are the criteria for measuring equity?
* It is very hard to consider equity when there is no access.
* Should we consider short-term and long-term equity?
* How will the State look at the KIDS assessment? Is it possible that KIDS can be used as a piece of the toolbox for measuring equity?
* For the longitudinal study on expulsion, violence and graduation rates were considered.
* 60% of students receive some type of birth – 5 services. Could this be a goal that is reset to reflect 75% of children receive some type of birth-5 services. We can then look at other goals once we understand how these children break down the 75% into race, location to see if what is offered is equitable.
* Do we need to look at the number of years the child is connected to the resources? Does one year make a different? We need to know how they measure up because they need to catch up. How do we measure that, by kindergarten readiness? If the child is behind, what do we need to do to have more access earlier and more supports later to play catch-up?
* When we think of equity/access outcomes, what is the definition or difference between equity and access?
* Should be talking more about inclusion? When we consider children with health needs who are in pre-k, are they involved with inclusion or is it separate but equal?
* We need to consider a program inequitable if the program is not available to the child at the right time and in the right place.
* ISBE has an equity tool that is used on everything that is produced from the agency: ISBE Equity Impact Analysis Tool <https://www.isbe.net/Documents/EIAT-flyer.pdf>
* We need to look at equity from the parent’s viewpoint. How do we ensure parents have knowledge to make informed decisions/choices?
* We need to look at measuring equity in our priority populations.
* How do we measure how we have reached and service specific populations?
* Equity is always inclusive of racial equity.
* Equity looks different from different perspectives. For example, if you are a parent or a program. Shouldn’t we be looking at equity from the parent’s perspective?
* We need to have different data points that are holistic. The birth – 5 regional scan reaches families through several different points. They have focus groups, online surveys, parent(caregiver) one-on-one meetings, meetings focusing on single dad’s perspective, single mom perspectives, etc.
  + - What are the criteria for measuring access?
* What is access and how does it relate to equity?
* How do we work within the existing system to make access equitable?
* Learning what is needed in the community and who needs access, helps us to determine how to help with navigating the current system.
* Would it be best to start out grass roots to learn the need, access and how to provide this information to parents?
* We have to be aware that sometimes parents do not have the knowledge of what they need and how to access support.
* If the parents are not knowing what they need is that equitable?
* Grass roots could be how we build knowledge and access.
* Each aspect of a program is so different when looking at access. For example: it is different when looking at enrollment vs planning.
* While everyone is welcome, how do we address barriers that limit access? When we speak of barriers, we need to look at large system barrier like transportation.
* Maybe when looking at large barriers, we need to look at various delivery systems to reach everyone.
* We need to consider that some families may not want access but do want to expand their knowledge. Perhaps we look at providing services to these families through activities such as playgroups.
* Is the need for the playgroup, a need for the parent or the child? Or Both?
* Playgroups are not typically funded as stand alone, but maybe groups could be funded through summer grants or at least extended through the summer.
* Do we look at access from a time perspective, year-round vs typical school year?
* What different ways can we engage parents to ensure access and equity.
* Local chambers of commerce can support access and equity in early childhood education.

They are working with local Birth-5 programs to support in families.

* What areas of opportunities can we look at? Do we look at in-home, EHS, centers?
* As we consider access, we must learn if we have the workforce to support more access for families. Do we have enough teacher with ESL or ASL for the children and families?
  + - What are the criteria for measuring “high quality”?
* Compensation for workforce leads to high quality. You can’t have high quality programs without high quality workers.
* Are quality and environment the same or different?
* What is out there for ESL? Is it inclusive? What are the barriers?
* The standard in Illinois for high quality is ExceleRate. We have already defined quality. Will we be using ExceleRate as our standard of quality?
* The challenge with ExceleRate is the question of whether we are setting programs up for failure.
* Quality support for workforce comes with accessibility to quality professional development.
* We need to look at high quality from an equity and justice lens. We need to look for societal and multi-language individuals who need multi-level support.

**Meeting Schedule & Logistics**

**Co-Chair Trish Rooney state that our next meeting is scheduled for Wednesday, June 7, 2023 from 10 AM to noon.**

**Co-Chair Carisa Hurley Davis shared the following meeting logistic:**

* Submission of agenda items and presentation requests: Agenda items must directly relate to/advance the committee charge. Please send all items to the co-chairs at least one week prior to the meeting for approval and inclusion on the agenda.
* While the migration of the GOECD Website continues, we will continue to email meeting materials. Please be sure to let the co-chairs know if you need any information about the meetings.

**Public Comment**

There were no public comments.

The Public Comment platform is available for 3 minutes per public comment and requests for public comment should be submitted to co-chairs via Webchat during the meeting.

The meeting was adjourned.

**Racial Equity Definition:** 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:**

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. 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.