



# **Commission on Equitable Early Childhood Education and Care Funding**

Racial Equity Working Group Meeting 4  
11/30/20

# Today's Agenda

| Agenda Item                                      | Time      |
|--|-----------|
| Welcome, introductions, and review               | 3:00-3:20 |
| Engagement and decision-making in implementation | 3:20-4:05 |
| Evaluating and reporting on implementation       | 4:05-4:45 |
| Wrap up, next steps, and public comment          | 4:45-5:00 |

# Housekeeping

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- Ok to record?
- Confirm your name is on your Zoom (click on the 3 dots)
- Stay on video (if possible)
- Mute when you're not speaking
- Use the chat and verbally call attention to chats that need to be discussed
- Internet trouble? Switch to phone for audio
- Time for public comment at the end

# Community Agreements

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- Be transparent about who we're centering
- Acknowledge your power and privilege
- Separate intent from impact
- Use "I" statements
- No unsolicited advice
- Debate rather than argue
- Names stay, lessons leave
- Don't make any assumptions
- Anything else?

# Racial Equity Working Group

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- **Charge:**
  - Evaluate the Commission’s draft recommendations using a racial equity lens
  - Recommend **revisions, implementation guidance, or accountability guidance** to the Commission
- **Deliverable:** Presentation to the Commission on December 8, 2020, synthesizing:
  - Chicago United for Equity Senior Fellow analysis
  - Provider and parent focus group analysis
  - Racial Equity Working Group analysis

# Our evaluation will be inspired by a Racial Equity Impact Assessment

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## **STEP 3: MEASURE BENEFITS AND BURDENS.**

Q9. What are the benefits and who is most likely to receive them?

Q10. What are the burdens and who is most likely to bear them?

Q11. What are different options to make this policy racially equitable?

## **STEP 4: EVALUATE AND BE ACCOUNTABLE.**

Q12. How will we evaluate the impacts of your solution?

Q13. How will our stakeholders engage in ensuring equitable outcomes?

Q14. How will we report back on these outcomes?

Q15. How will our evaluation impact improvements to the policy?

# Racial Equity Working Group Timeline

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- Oct. 21-23: CUE Senior Fellow Analysis
- **Oct. 26: Recommendation overview; identification of who is most impacted**
- **Oct. 29: Who will be impacted and how?**
- Oct. 30-Nov. 1: Stakeholder Focus Groups
- *November Commission Meeting: Preliminary Findings*
- **Nov. 20: Do the recommendations promote racial equity?**
- **Nov. 30: Accountability in implementation**
- *December Commission Meeting: Updated Findings*

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*Refresher: Do the recommendations promote racial equity?*

# *Refresher:* How can the recommendations be more racially equitable?

***Funding goals:* Equitable access to high-quality ECEC requires \$11.7B in public funds.**

- Include in the adequacy model an estimate of funding for:
  - Community infrastructure and capacity building.
  - Community collaborations so they can help shape policy and funding distribution in support of racial equity.
  - Facilities construction and renovation costs.
  - Training and engagement for families at the local level.
  - Stipends to families to participate in trainings and meetings.
  - State agency capacity to build relationships with community members and leaders
- Model the cost to get to a state of adequate funding, including:
  - Supports for higher education and professional development for educators of color.
- Model the cost of providing high-quality ECEC services specifically for child care deserts.
- Engage the Black and Brown workforce and communities in the process of designing equitable and sustainable system changes.
- Provide technical assistance, funding, and data to help move toward adequacy

# *Refresher:* How can the recommendations be more racially equitable?

## Funding mechanisms: Centralize funding allocation and disbursal.

- Train and support state agency staff so they can support Black and Brown communities and children.
- Tailor supports for different types of providers: large and small; home, center, and school; etc.
  - Offer capacity to providers to help them write funding proposals and, once they receive funds, remain fiscally sound and meet program requirements. Could offer webinars like Head Start has done.
  - Have a flexible approach to communities and be responsive to what they want and need.
- Build IT and data systems that allow for data analysis by race/ethnicity to support decision-making.
- Include funding to providers for facilities construction and renovation
- Include funding to communities for infrastructure and capacity building
- Building trust with families and the workforce will be key to successful participation and engagement.

# *Refresher:* How can the recommendations be more racially equitable?

## **Implementation: Centralize ECEC services in a new state agency.**

- Centralization alone will not ensure racial equity in ECEC.
- Train and support state agency staff so they can support Black and Brown communities and children.
- Tailor supports for different types of providers: large and small; home, center, and school; etc.
- The new agency must simultaneously invest in expanding access to high-quality ECEC and building infrastructure and capacity.
- Advocate at the federal level to remove barriers for some funding sources
- Incentivize school districts to collaborate with community partners to build and sustain partnerships.
- The Governor must demonstrate a commitment to racial equity as the basis for creating a new state agency. Must use a shared set of goals and objectives across state agency leaders.
  - The new agency should rely on the Governor's Chief Diversity Officer.
  - If the new agency creates its own equity office, that role(s) must be intentionally defined and must come with a mandate to act.

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*Implementation:  
Engagement and Decision-Making*

# How can the State ensure that implementation of the recommendations promotes racial equity?

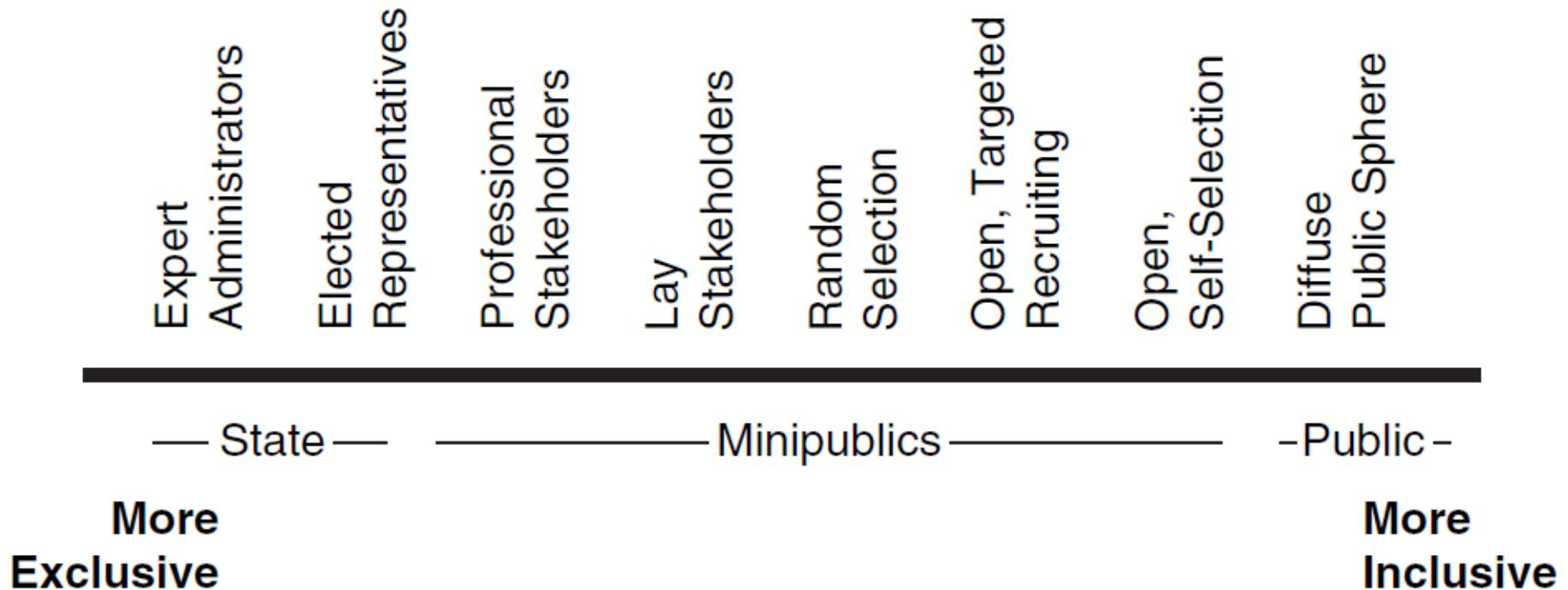
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Stakeholder engagement to ensure equitable outcomes

Decision supports  
(e.g., equity council, REIA-style questions, etc.)

Other?

# Authentic stakeholder engagement can take many forms



# Authentic stakeholder engagement can take many forms

**Less resource-intensive for the State**

## 1 **INFORM**

Provide the community with relevant information

2

## **CONSULT**

Gather input from the community

3

## **INVOLVE**

Ensure community needs and assets are integrated into process and inform planning

4

## **COLLABORATE**

Ensure community capacity to play a leadership role in implementation of decisions

5

## **DEFER TO**

Foster democratic participation and equity by bridging the divide between community and governance, through community-driven decision-making

**More resource-intensive for the State**

# There are many types of racial equity-focused decision-making tools

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## Early Learning Council and Illinois BUILD Team Racial Equity Impact Assessment

- **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?

# There are many types of racial equity-focused decision-making tools

Chicago United for Equity

Racial Equity Impact Assessment

## **STEP 1: DETERMINE OUTCOMES AND STAKEHOLDERS.**

- Q1. What is the policy and what problem is it trying to solve?
- Q2. What other issues can this proposal impact?
- Q3. Who are the key groups impacted by this issue?
- Q4. How will these groups be involved in decision-making?

## **STEP 2: LOOK AT NUMBERS AND NARRATIVES.**

- Q5. What data will we collect and look at? Why?
- Q6. Where do we see disparities in the numbers?
- Q7. What can we learn from histories and narratives to better understand these numbers?
- Q8. What questions still remain? What information do we wish we had?

## **STEP 3: MEASURE BENEFITS AND BURDENS.**

- Q9. What are the benefits and who is most likely to receive them?
- Q10. What are the burdens and who is most likely to bear them?
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## **STEP 4: EVALUATE AND BE ACCOUNTABLE.**

- Q12. How will we evaluate the impacts of your solution?
- Q13. How will our stakeholders engage in ensuring equitable outcomes?
- Q14. How will we report back on these outcomes?
- Q15. How will our evaluation impact improvements to the policy?

# There are many types of racial equity-focused decision-making tools

## Oregon Education Investment Board

## Equity Lens

### Basic Features of the Equity Lens:

**Objective:** By utilizing an equity lens, the OEIB aims to provide a common vocabulary and protocol for resource allocation and evaluating strategic investments.

The following questions will be considered for resource allocation and evaluating strategic investments:

1. Who are the racial/ethnic and underserved groups affected? What is the potential impact of the resource allocation and strategic investment to these groups?
2. Does the decision being made ignore or worsen existing disparities or produce other unintended consequences? What is the impact on eliminating the opportunity gap?
3. How does the investment or resource allocation advance the 40/40/20 goal?
4. What are the barriers to more equitable outcomes? (e.g. mandated, political, emotional, financial, programmatic or managerial)
5. How have you intentionally involved stakeholders who are also members of the communities affected by the strategic investment or resource allocation? How do you validate your assessment in (1), (2) and (3)?
6. How will you modify or enhance your strategies to ensure each learner and communities' individual and cultural needs are met?
7. How are you collecting data on race, ethnicity, and native language?
8. What is your commitment to P-20 professional learning for equity? What resources are you allocating for training in cultural responsive instruction?

Creating a culture of equity requires monitoring, encouragement, resources, data, and opportunity. OEIB will apply the equity lens to strategic investment proposals reviews, as well as its practices as a board.

# How can the State ensure that the recommendations promote racial equity?

| <p><b>How will stakeholders, specifically those most directly impacted, engage in ensuring this work improves equity in outcomes?</b></p> <p><b>How will they have co-ownership of this work?</b></p> | <p><b>What protocols should be put in place that can guide policymaking and decision-making in implementation?</b></p> <p><b>E.g., equity office, REIA-style question protocol, etc.</b></p> | <p><b>What else should the Commission consider?</b></p> |
|---|--|---|
|   |  |   |

**Note: Recommendations are summarized on slides 24-40.**

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*Implementation:  
Evaluation and Reporting*

# How can the State ensure that implementation of the recommendations promotes racial equity?

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Evaluating  
implementation

Reporting on  
implementation

Other?

# How can the State ensure that the recommendations promote racial equity?

| <b>How will implementation be evaluated?</b><br><b>Who will evaluate implementation?</b> | <b>How will implementation and outcomes be communicated or reported on? To whom?</b><br><b>E.g., racial equity scorecard</b> | <b>What else should the Commission consider?</b> |
|--|--|--|
|  |  |  |

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*Wrap up and next steps*

# Where do we go from here?

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- **December 8:** Present updated findings at Commission meeting
- **Mid-December:** Finalize CUE report, including recommendations from Racial Equity Working Group, in response to any Commission feedback
- **December-January:** Incorporate CUE report into Commission final report
- **March 2021:** Submit Commission report to Governor

# Next Steps for the Racial Equity Working Group

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- How would you like to review the synthesis of findings from our meetings?
- What would you like to see the Commission do with your recommendations prior to submitting their report?
- How will you hold the Commission accountable?
- *Debrief*: How do you think this process went?

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## *Public Comment*

# Thank You



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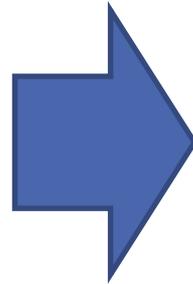
# *Appendix*

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*Overview:*  
*Commission recommendations*

# Commission's Charge

"The Commission shall study and **make recommendations** to establish **funding goals and funding mechanisms** to provide equitable access to high-quality early childhood education and care services for all children birth to age five and **advise the Governor in planning and implementing** these recommendations."



1. Funding Goals: How much **increased investment** is required to reach **funding adequacy** across the state for early childhood education and care
2. Funding Mechanism: How the **system of funding** should be redesigned to promote the Commission's Guiding Principles
3. Implementation: How **management & oversight** should be structured to implement the new system of funding



# The Commission's deliberations and draft recommendations have been consistently informed by our Guiding Principles

These Guiding Principles reflect the Commission's values and beliefs, guide how it operates, and lay a foundation for decision-making.

## High Quality ECEC is a Public Priority

- It should be invested in as such as this is critical to our State's workforce, economy, and welfare of its residents.

## Ensure Equity

- We will endorse a system that ensures equitable outcomes for children, with intentional focus on race, ethnicity, culture, language, income, children's individual needs, and geography.

## Embrace Bold System-Level Changes

- Everything is on the table, including how funding flows, how funding decisions are made, and who makes them, to better serve all children and families.

## Build Upon the Solid Foundation

- We will build upon the successes of Illinois' past and current system, its commitment to a prenatal to five system, the lessons from other states, and the expertise and research in the field.

## Prioritize Family Perspectives, Needs, and Choices

- We will prioritize families' perspectives, needs, and choices as we make recommendations to improve the system.

## Design for Stability and Sustainability

- We recognize our system must provide funding stability for providers, educators, and staff across mixed delivery settings to better serve families. System must embrace flexibility to respond to changing circumstances and family needs and must possess the human and technical capacity to do so.

## Require System Transparency, Efficiency, and Accountability

- We see these as necessary conditions for all stakeholders, funding distributors, and funding recipients for any future ECEC funding structure.

## Recognize Implementation Realities

- We will plan for meaningful change over a multi-year time horizon. We will respond to disruptions in the system to meet the reality of changing needs.

# Draft Recommendation: Funding Goals

*Charge: Establish **funding goals** to provide equitable access to high-quality ECEC services for all children birth to age five*



**Articulate the cost of adequacy for ECEC in Illinois**

Propose the investment necessary to meet the charge and the model that can guide funding decisions to get there.



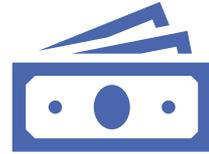
**Adequately fund EI and ECSE services**

Model the cost necessary to adequately fund EI and ECSE services. Reevaluate the ECSE calculation in EBF.

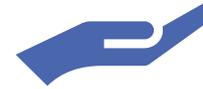
# This would create a *high quality, equitable* experience for children and families



More staff per children in classrooms; especially for children from households under 200% FPL



Appropriately paid staff



Consultative services and family engagement



Supports for special education needs & multilingual learners at their location



Smaller group/class sizes than today; especially for children from households under 200% FPL



Supportive infrastructure and administration



Choice of full-day, school-day, part-day care



Availability at the location of family choice



Mental health supports

The cost to provide equitable access to high-quality ECEC in Illinois is **\$11.7B** in public funds (**\$13.6B** total).

| TOTAL STATEWIDE COST                       |                      |                         |
|--|----------------------|-------------------------|
| Service                                    |                      | Projected Cost (\$bils) |
| Center-Based                               |                      | \$5.607                 |
|  | <i>Infants</i>       | \$0.695                 |
|  | <i>Toddlers</i>      | \$1.232                 |
|  | <i>Two year olds</i> | \$1.183                 |
|  | <i>Preschool</i>     | \$2.498                 |
| Center-Based Transportation                |                      | \$0.129                 |
| School-Based                               |                      | \$2.827                 |
| School-Based Transportation                |                      | \$0.110                 |
| English Learners (in CBO/FCCs)             |                      | \$0.048                 |
| Special Needs/Inclusion in CBOs            |                      | \$0.680                 |
| Special Needs/Inclusion in School PreK     |                      | \$0.357                 |
| Licensed Family Child Care                 |                      | \$1.596                 |
| Relative Care                              |                      | \$0.292                 |
| Early Intervention                         |                      | \$0.394                 |
| <b>Sub-total</b>                           |                      | \$12.041                |
| Infrastructure                             | 8%                   | \$0.963                 |
| Home Visiting*                             |                      | \$0.620                 |
| <b>TOTAL COST</b>                          |                      | <b>\$13.624</b>         |
| <b>TOTAL PARENT CONTRIBUTION</b>           |                      | <b>\$1.959</b>          |
| <b>TOTAL COST WITH PARENT CONTRIBUTION</b> |                      | <b>\$11.665</b>         |

- Families under 200% of Federal Poverty Line: eliminates CCAP co-pay
- Families 200-400% of Federal Poverty Line: graduated co-pays
- Families over 400% of Federal Poverty Line: pay no more than 7% of income
- Increases number of children served by 4x
- Increases compensation for early childhood professionals
- Increases quality supports for providers

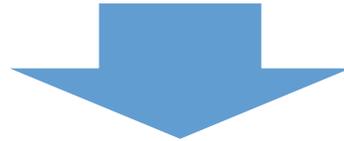
# Guard rails can support progress toward achieving the funding goal

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1. The funding adequacy model should be used to **inform stakeholder engagement, policy, and funding priorities and policies**
2. The cost model should be **updated at minimum every four years** in alignment with the Commission's Guiding Principles and values, and an annual update should be conducted for inflationary factors and any material changes
3. An **advisory body** should be created to support the **periodic re-evaluation** of funding adequacy
4. A study should be conducted to **assess current local funding and identify options and incentives** for longer-term local contributions

# Draft Recommendation: Funding Mechanisms

Charge: *Establish **funding mechanisms** to provide equitable access to high-quality ECEC services for all children birth to age five*



## **Centralize funding allocation and disbursement**

Streamline how funding is distributed from the state to providers in order to promote the Commission's Guiding Principles.

# Draft Recommendation: EI and ECSE Funding Mechanisms

Charge: *Establish **funding mechanisms** to provide equitable access to high-quality ECEC services for all children birth to age five*



- ✓ For the time being, state appropriations for Early Childhood Special Education (ECSE) should remain in the K-12 Evidence-Based Funding Formula (EBF).
- ✓ Further define how to best serve ECSE children ages 3-5 wherever they are in the mixed delivery system, at the location of family choice and informed by the IEP team. Define the funding mechanism parameters that transparently and effectively support providers in offering a continuum of services to meet child and family need in a high-quality setting for children with disabilities and typically developing children.
- ✓ Evaluate options for an Early Intervention (EI) system of payments that can incentivize smooth, equitable family service delivery and effective collaboration, effectively recruit and retain qualified service providers, and promote smooth transitions between programs.

# These **funding sources** could be administered by an ECEC agency in a centralized process

## Early Childhood Block Grant

State General Revenue funds

## Child Care Assistance Program

State General Revenue and Federal funds

## Home Visiting

State General Revenue and Federal funds

## Licensing

State General Revenue and Federal funds

Currently  
ISBE

Currently  
IDHS

Currently  
DCFS

# These **funding distributions** could be the new services that are funded

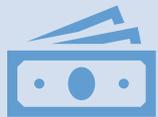
Services above the line could be part of the ECEC agency's centralized funding distribution process to existing & potential ECEC providers



Supports below the line are envisioned as part of the agency's budget to conduct all management & oversight capacities

*Funding Mechanisms for **Early Intervention** and **Early Childhood Special Education** require further study.*

# Centralized **allocation and disbursal mechanisms** will promote equity, transparency, efficiency, and stability



## Funding allocation: formula-based grants

**Goal: minimize reimbursement-based and delayed funding**

**ECEC and Home Visiting:** grants based on equity-informed per-child or per-classroom formulas

**Capacity building, start-up, and incubation:** targeted, equity-informed grants



## Funding disbursal: multi-year contracts

**Goal: increase consistency and stability**

**New Providers:** targeted, equity-informed RFP process

**Returning Providers:** multi-year contracts, with reauthorization based on uniform accountability standards

# An example ...

## TODAY

### Provider gets funds by:

- Applying for competitive grants
- Receiving CCAP subsidy

### Provider may receive:

- 1) CCAP
- 2) Preschool for All
- 3) Prevention Initiative for center-based care



## NEW SYSTEM

### Provider gets funds by:

- New providers: equity-informed RFP
- Returning providers: multi-year service contract

### Provider may receive:

Formula-based disbursement for education & care services\*

\*could be weighted for age of children, level of service, need designation, region, etc. 42

# Draft Recommendation: Implementation

To implement centralized ECEC funding allocation and disbursement...



**Centralize ECEC services in a new state agency**

Centralize ECEC state agency programs and capacities from three agencies to one new agency to implement the new system of funding.



**In the long term, consider centralizing EI and ECSE in the new state agency.**

In the short term, EI should centralize in the new ECEC agency while ECSE should remain in ISBE during further evaluation.

# To implement centralized ECEC funding, the State should centralize ECEC into one agency



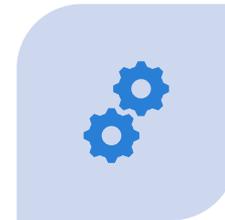
## **POLICY LEADERSHIP**

ONE ECEC VISION  
ONE SET OF ECEC  
QUALITY STANDARDS  
ONE AUTHORITY FOR  
PROVIDERS  
ONE ECEC VOICE OF  
COLLABORATION WITH  
THE EARLY  
CHILDHOOD ECO-  
SYSTEM



## **FUNDING & OVERSIGHT**

SIMPLIFIED,  
STREAMLINED  
FUNDING ALLOCATION  
AND DISTRIBUTION



## **INFRASTRUCTURE**

SYSTEMWIDE DATA  
UNIFIED PROFESSIONAL &  
WORKFORCE  
DEVELOPMENT  
UNIFIED QUALITY  
IMPROVEMENT



## **COMMUNICATIONS**

CLEAR, UNIFIED  
LISTENING AND  
ENGAGEMENT

# The Commission adopted the Early Learning Council definition of racial equity

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- 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.