

Community Equity and Access Committee Meeting
Wednesday, March 15, 2023, 10:00 am – 12:00 noon
[WebEx](#) | Call-in #: 1-312-535-8110 | Access Code: 2455 936 3418

AGENDA

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| I. | Welcome, Introductions and Reading of Equity Statement | 10 minutes |
| | <ul style="list-style-type: none">• Co-Chairs: Carisa Hurley and Trish Rooney• GOECD Staffer: Anita Ramage• Equity Statement Reader: TBD | |
| II. | Foundational Information | 5 minutes |
| | <ul style="list-style-type: none">• Reading of the Meeting Norms<ul style="list-style-type: none">○ Speak our truth without blame or judgment.○ Community directly and authentically.○ Be open to the experience of this time and space together and to each other.○ Listen for understanding: Mirror what was said to make sure what we heard was intended before formulating a response. (i.e., “What I heard you say was...” “Is that right?”)○ Assume good intent: Acknowledge harm happens regardless of intents.○ Slow down our interactions to allow for silence, processing and thoughtful discussion.○ Create space for everyone: step back if you talk a lot: step up if you don’t.○ Use process to get through difficult discussion or decisions.○ Value the voice and perspective of everyone and encourage and support all participants to share, listen and learn from one another.
• Reading of the Committee Charge<p style="margin-left: 40px;">Increase access to a high quality, equitable and just Early Childhood Education and Care (ECEC) system of services from prenatal to school-age services by informing and providing input to identify gaps, address disparities, and support best practice efforts.</p>
• Reading of the Committee Objectives<ul style="list-style-type: none">○ Objective 1: “Identify program policies and procedures in ensuring equitable access into high quality programs”<p style="margin-left: 40px;">Strategy: Criteria for measuring equity</p>
○ Objective 2: “Extend the recommendations from the Funding Commission to leverage and build capacity to ensure the sustainability of local early childhood community collaborations.” | |
| III. | Approval of Minutes from 10/12/22 Meeting | 5 minutes |
| IV. | Brief summary of Governor Pritzker’s proposed budget | 10 minutes |

- V. Objective 1 Discussion** 75 minutes
- What is the criteria for measuring equity?
 - What is the criteria for measuring access?
 - What is the criteria for measuring “high quality”?
- VI. Schedule of Meetings** 3 minutes
- Next Meeting – Wednesday, June 7, 2023 10 am – 12 noon
 - Cadence: 1st Wednesdays, 10 am – 12 pm, quarterly
 - Evening committee meetings: September 2023
- VII. Meeting Logistics** 2 minutes
- Submission of agenda items and presentation requests
 - Accessing meeting materials – Currently the [GOECD Website](#) is undergoing a migration. Please contact the co-chairs for meeting information
- VIII. Public Comments** – Submit request to co-chairs via Webex Chat 10 minutes

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.