

We envision Illinois as a place where every young child – regardless of race, ethnicity, income, language, geography, ability, immigration status, or other circumstance – receives the strongest possible start to life so that they grow up safe, healthy, happy, ready to succeed, and eager to learn.

## **Illinois Early Learning Council Full Committee Meeting**

**January 21, 2025, 5:30pm-7:30pm**

**Join from the meeting link:**

<https://illinois.webex.com/illinois/j.php?MTID=m422403b39b2135f45f56e39b50181700>

Meeting number (access code): 2633 856 7903

Meeting password: eJ7kbFX7S3q

### **Agenda**

1. 5:30 p.m.: Welcome from the co-chairs Phyllis Glink & Martin Torres
  - a. Housekeeping
  - b. Updates from Governor’s Office
2. 5:35 p.m.: Isabella Hurtado and Grace Hou
3. 6:00 p.m.: Small Group Discussions in virtual breakout rooms

PROMPT 1: What are you holding as concerns or opportunities about the federal transition?

PROMPT 2: What/who do you think is most vulnerable and why?

PROMPT 3: In dialogue with state partners, please discuss what types of resources and relationships might be helpful?

  - a. Breakout 1:
  - b. Breakout 2:
  - c. Breakout 3:
  - d. Breakout 4:
4. 6:45 p.m.: Report out
5. 7:00 p.m.: Agency Updates
  - a. IDEC
  - b. ISBE
  - c. IDHS
  - d. DCFS
  - e. ICCB
  - f. IBHE
  - g. IDPH
  - h. HFS
6. 7:25 p.m.: Public comment & Adjournment

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**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.