

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 Executive Committee Meeting

Monday April 28, 2025

5-7:30pm

Join from the meeting link:

<https://illinois.webex.com/illinois/j.php?MTID=mf3de503684cb974ed778845ebca7aa09>

Meeting number (access code): 2632 417 6027

Meeting password: 2DEnAHJPJ87

Agenda

1. 5:00 p.m.: Welcome from the co-chairs Phyllis Glink & Martin Torres
 - a. Housekeeping
 - b. Updates from Governor's Office
 - i. Legislative Updates
 1. Community College Baccalaureate Proposal
2. 5:20 p.m.: Federal Context & Conversation
 - a. Update from the Illinois Head Start Association
3. 6:00 p.m.: ISBE Early Childhood Block Grant (ECBG) Updates
4. 6:40 p.m.: [CCAP Take Up: Accessing Patterns & Geographies of Child Care Subsidy Take Up for Illinois-Chapin Hall](#) -Leah Gjertson and Bob Goerge
5. 7:10 p.m.: Agency Updates
6. 7:25 p.m.: Public Comment & Adjournment

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.