



MEETING NOTES

Region 1-B-C Action Council Meeting

Location: Zoom Meeting

Date & Time: 12/6/2022 5:00-7:00 PM

Council Members present: Adelia Brienzo, Marlene Christ, Leatha Asbury, Billy Hubbert, Sharhianna Fulce, Kelly Burke, Elizabeth Rodgers, Janice Martin, Daniela Rivera, Rochelle Golliday, Felicia McBride, Gretchen Bailey, Joyce Scott, Michelle Zurita-Sharpe

Council Members absent: Kimiya Lewis, Janis Jones, Kimberly Sawyer

5:00p: Welcomes (15 mins)

Notes:

- Action Council Icebreaker: Members discussed some of their favorite children's books.
- Marvelous Adventures, Ramona the Pest, Dear God it's Me Margaret, Eric Carl Books, 1,2,3 by Mary Little, Knuckle Bunny, Clifford the Red Dog, Smallpox the year I got Polio, and Brown Bear were some of the books discussed.

Decisions made: N/A

Next Steps: N/A

5:15p: Review of Community Agreements and Best Practices (5 mins)

Notes:

- Action Council Members don't want their names to be included on the notes that are posted on the Birth to Five Illinois: Region 1-B-C website.

Decisions made: The notes will be detailed general notes that doesn't include their names.

Next Steps: Action Council Members First and Last names will appear on the meeting notes when confirming who was present and who was absent that day of the meeting.

5:20p Explanation of Breakout sessions and Data. (10 Mins)

Notes:

- Our FACE specialist went over directions for the Jam board activity.

Decisions made: The Action Council will be divided into 2 groups to complete the Jam board activity.

Next Steps: Breakout Groups



5:30p: Breakout Session 1 (25 Mins) ECEC: Supply vs. Demand, Capacity, Location, Poverty Guidelines/Affordability

Notes:

- Funds are overlapped for many of the childcare spaces, we particularly overlap funds for PFA and CCAP.
- Some areas in the region are underrepresented and there are more children than seats available (i.e., PFA, PFAE, PI, HS, EHS).
- Families might take their children closer to where they work rather than where they live, referencing the CCAP measure.
- License capacity and session do not correlate all the time.
- Slots are more likely to be filled based on funding rather than capacity.
- The date does not reflect the number of children identified for EI/EC SPED services (i.e., many PFA programs are blended).
- The numbers do not reflect all the slots available, just what's on the low-income side.
- The numbers across the data do not match up. License capacity and session do not correlate all the time.
- Slots are more likely to be filled based on funding rather than capacity.
- Students are double enrolled-ECSE students receiving services at a CBO and a PFA program.
- Being in a PFA the 1st half of the day and bused to their head start CBO in the afternoon.
- Blue Island data in IECAM isn't correct.

Decisions made: N/A

Next Steps: We will finish gathering more information at our meeting on January 12th.

5:55p Break (5 mins)

6:00p: Breakout Session 2 (25 Mins) Family: Location, Race, Ethnicity, Household Composition, Language, Poverty

Notes:

- The demographics show all Arabic families are being identified as white.
- IECAM is using 2020 census data, it was inaccurate due to the pandemic.
- Marginalized families are being misrepresented.
- The lower poverty level families aren't filling out the census, It's just not accurate.



- Working parents-young single moms use grandparents as childcare providers.
- A lot of teen moms, their parents take the role as a parent and a grandparent.
- What do non-working parents really mean?
- Wanting to learn a lot more about the other languages-it shouldn't be grouped into one group.
- All languages need to be highlighted not just Hispanic and non-Hispanic.
- A lot of questions are centered around the 2-parent household (are these households in the upper income?)
- No data about home visiting.
- Hesitant about the data.
- The demographics around what white means considering Arabic speaking families.
- 2020 census inaccuracy concerns because of pandemic.
- There are more than 30 different languages that are spoken in the Tinley Park, Orland Park, and Oak Forest area alone.
- Families below the federal poverty level who are less likely to fill out the census are not reflected.
- Referencing the 2-parent household measure, how do we read that?
- Does that mean there are 2 parents that do not have to work, are they rich or what? Concerns about the definition of working parents.
- Working parents who use their parents as caretakers? Young parents? Parents who have disabilities?
- Other language concerns-it's a large number to group into other-can this be broken down?
- Pockets of the federal poverty line don't always correlate with high child count.
- Home visiting programs are not represented in this data.
- Village of Thornton-large population of children are served at the parks and rec center.
- They are also participating in preschools that are not funded through the grant-not counted.
- Families are still struggling even with the raises that the families are receiving, they are still falling in the federal poverty level.
- Families still need the services and resources.

Decisions made: N/A

Next Steps: We will finish gathering more information at our meeting on January 12th.

6:25p: Discussion on findings and recommendations (30 Mins)



Notes:

- This was a lot of information than intended. It was very hard trying to find qualified teachers for certifications.
- Enhancing their own teachers. PFA don't cover all the resources needed.
- Some districts don't have the resources fit for the budget.
- It's sad and bothers some of the council members.
- It's not the districts' fault, it is how the state is set up.
- We need to have a center-based program that covers it all.
- It's a need-if they knew about grants that are available maybe they would have written it.
- Unless you are connected to someone to know about the grants then you are out of luck.
- The governor's website has a distribution list that tells you about money available.
- The PFA grant takes a long time to fill out.
- You have written your grant around the IECAM data.
- Grant writing is a big challenge, find a friend who can give you tips and pointers.
- They have network groups that can help but the grants are competitive and sometimes people don't want to assist you.
- The last few years there has been quite a few of money, most people missed the mark on what was needed to write the grants.
- They ask a question in the paragraph just make sure you answer it when it comes to grant writing.

Decisions made: ECEC: Needs and Recommendations:

- We need more home visiting data.
- We need information about when grants are available.
- Need for data that reflects EI/ECSE students.
- School districts should not overlap between communities.
- Children should not be double counted.
- Need more information on specific languages spoken.
- More specific data is needed on multilingual speakers (not just LEP, not just households).
- Need for data that reflects number of educators and educator demographics-to help identify teacher shortages because it can impact the number of slots that are filled when available.



- School districts with limited funding need extra support to apply for grants and provide programs (facilities, grant writers, admin support, salaries).
- The pandemic impacted staffing the most.
- Need data on Home schooled, family caring for children, private slots.
- Covid impacted ECEC staff, and many places have staffing issues

Next Steps: N/A

6:55p: Closing (5 mins)

Notes:

- We discussed our upcoming Action Council Meeting dates and times.

Decisions made: Action Council Meeting will be January 12th, 4:30-6:30 PM and it will be a Zoom Meeting.

Next Steps: N/A

Follow-up/Next Steps:

- Prepare for our future upcoming Action Council Meetings and continue to familiarize ourselves with data and demographics in ECEC.