Early Childhood Transformation Team

NORTHERN ILLINOIS UNIVERSITY

In partnership with the Office of the Governor

AFTON

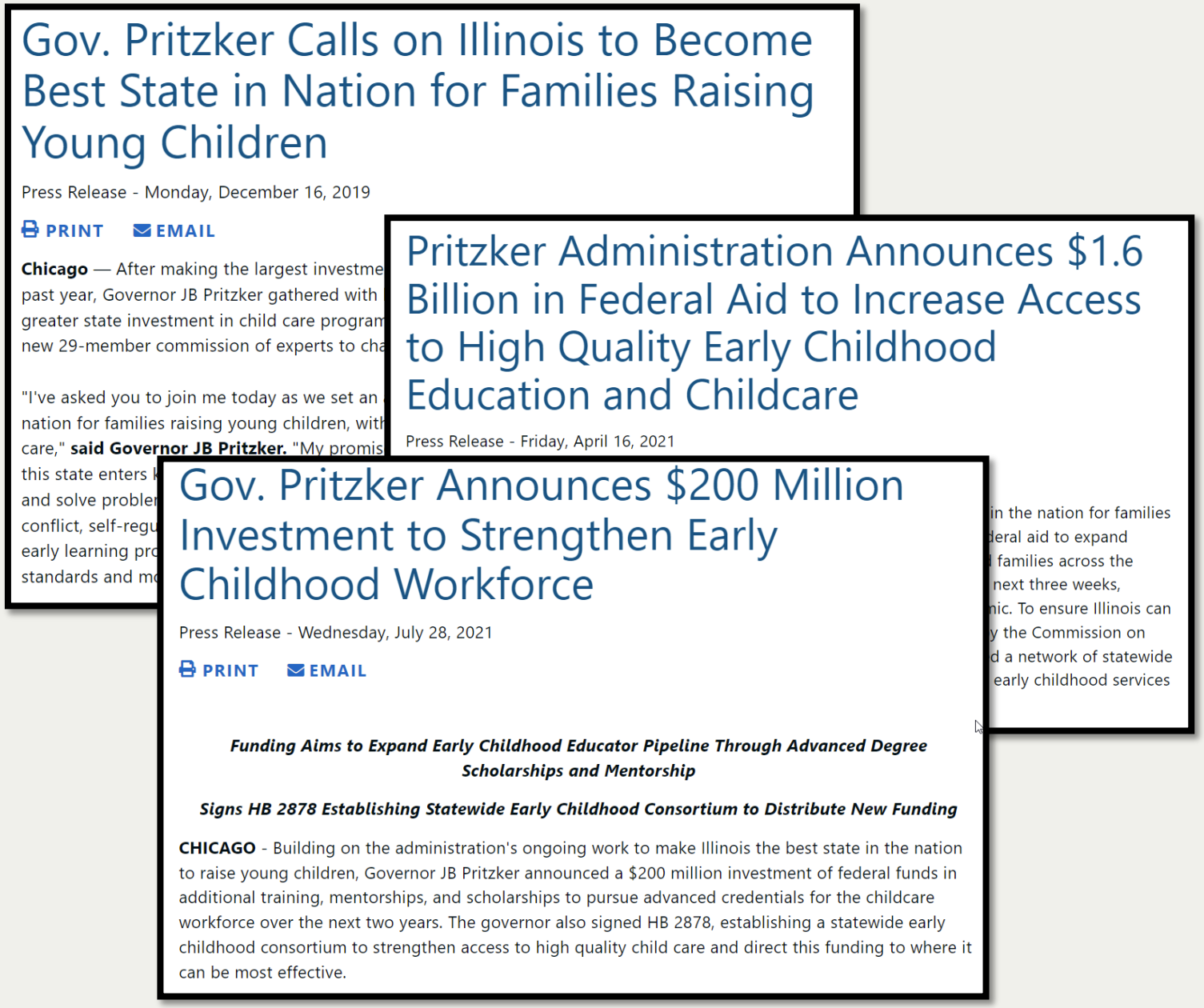
Assessing Equity of Early Childhood Resource Allocation in Illinois

Equitable Resource Distribution Matters

“THE HIGHEST RATE OF RETURN IN EARLY CHILDHOOD DEVELOPMENT COMES FROM INVESTING AS EARLY AS POSSIBLE, FROM BIRTH THROUGH AGE FIVE, IN DISADVANTAGED FAMILIES.

—JAMES J. HECKMAN, NOBEL MEMORIAL PRIZE WINNER IN ECONOMICS & UNIVERSITY OF CHICAGO PROFESSOR, DECEMBER 7, 2012

There is significant momentum and investment to address early childhood funding resource equity



Gov. Pritzker Calls on Illinois to Become Best State in Nation for Families Raising Young Children

Press Release - Monday, December 16, 2019

PRINT EMAIL

Chicago — After making the largest investme
past year, Governor JB Pritzker gathered with
greater state investment in child care program
new 29-member commission of experts to cha

"I've asked you to join me today as we set an
nation for families raising young children, with
care," **said Governor JB Pritzker.** "My promis
this state enters k
and solve proble
conflict, self-regu
early learning pro
standards and m

Pritzker Administration Announces $1.6 Billion in Federal Aid to Increase Access to High Quality Early Childhood Education and Childcare

Press Release - Friday, April 16, 2021

in the nation for families
deral aid to expand
families across the
next three weeks,
nic. To ensure Illinois can
y the Commission on
d a network of statewide
early childhood services

Gov. Pritzker Announces $200 Million Investment to Strengthen Early Childhood Workforce

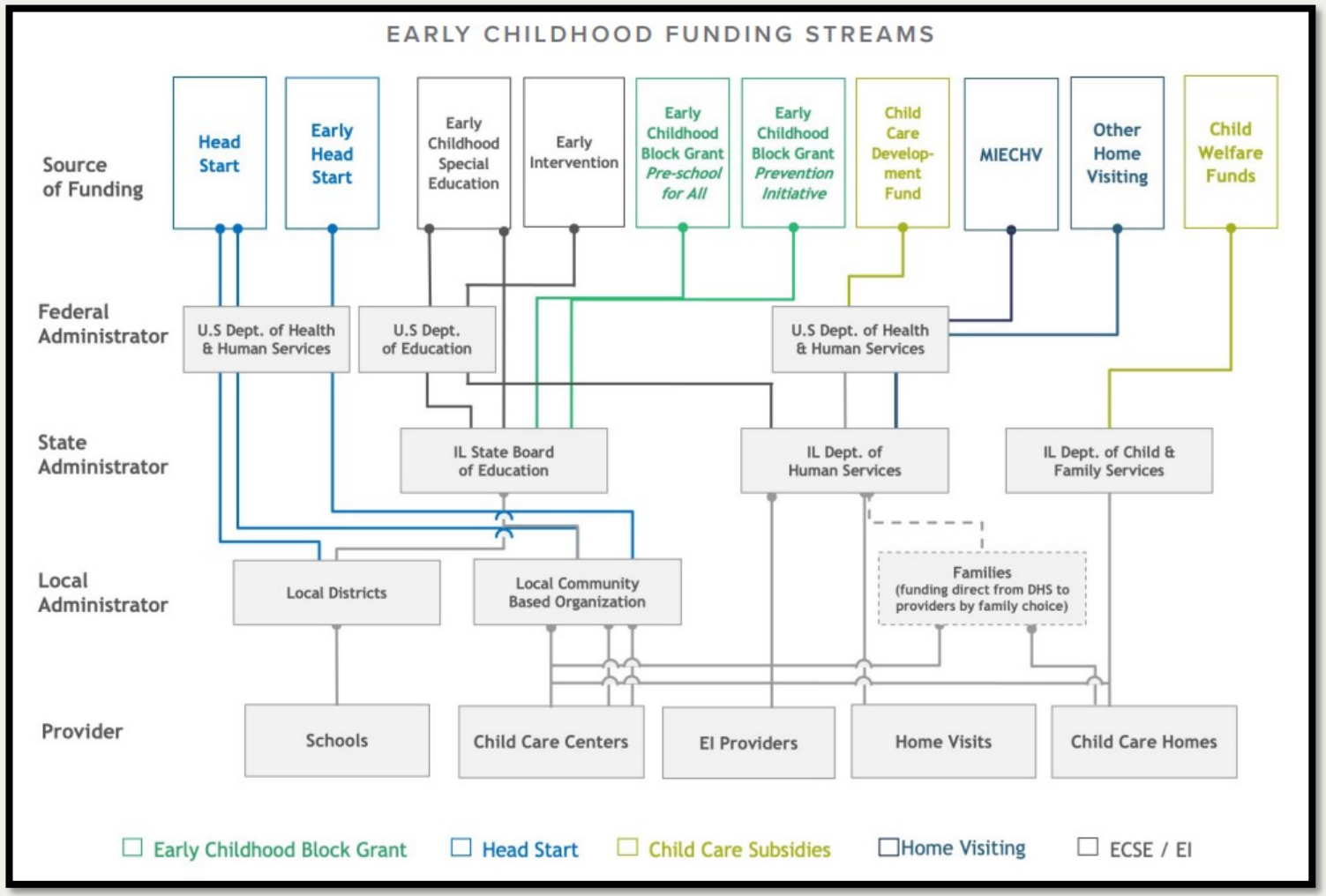
Press Release - Wednesday, July 28, 2021

PRINT EMAIL

Funding Aims to Expand Early Childhood Educator Pipeline Through Advanced Degree Scholarships and Mentorship

Signs HB 2878 Establishing Statewide Early Childhood Consortium to Distribute New Funding

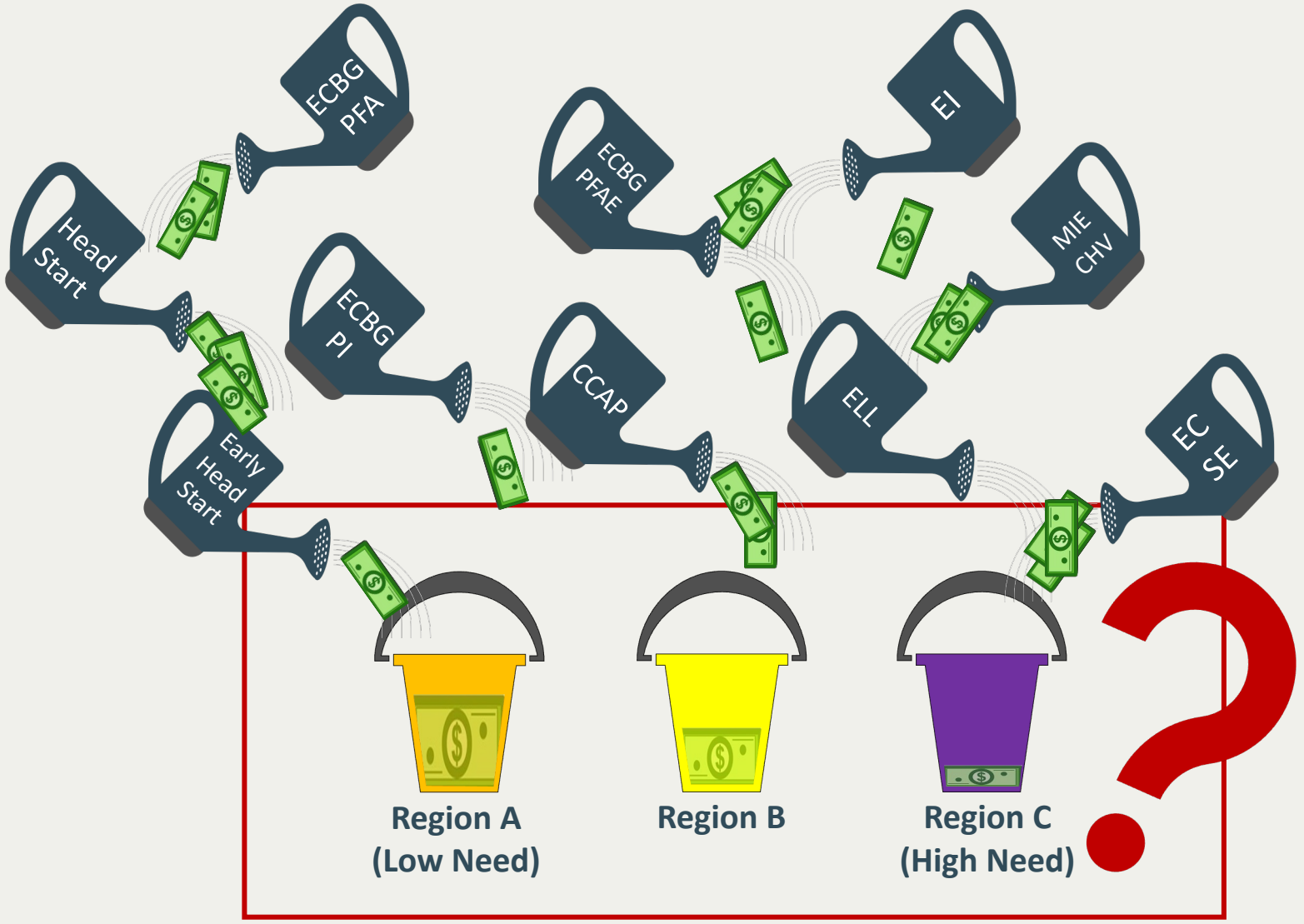
CHICAGO - Building on the administration's ongoing work to make Illinois the best state in the nation to raise young children, Governor JB Pritzker announced a $200 million investment of federal funds in additional training, mentorships, and scholarships to pursue advanced credentials for the childcare workforce over the next two years. The governor also signed HB 2878, establishing a statewide early childhood consortium to strengthen access to high quality child care and direct this funding to where it can be most effective.



From Illinois Commission on Equitable Early Childhood Education and Care Funding Commission Report of Findings and Recommendations Spring 2021

But distribution across funding sources lacks cohesion, which can lead to unintended equity issues.

Today's systems limit the State's ability to comprehensively understand how equitable - *or inequitable* - ECEC funding is today.



Funding distribution has been focused on the "watering can"-perspective.
But what if funding distribution was thought through the "bucket"-perspective?

The State's K-12 system has a way to measure current funding and compare against need across the State. The ECEC system doesn't.

Kindergarten – 12th Grade

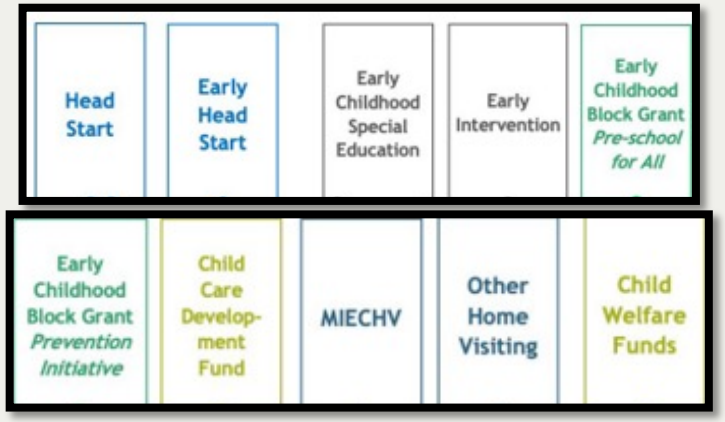
ISBE's Evidence Based Funding (EBF)

- Provides a uniform way of estimating the funded needed to provide an "adequate" education, based on the characteristics of the children to be served
- Considers each school district's current state and local funding resources, and sends more resources to the State's most under-resourced students
- Takes the necessary first steps toward ensuring all schools have the resources they need to provide a safe, rigorous, and well-rounded learning environment for all students

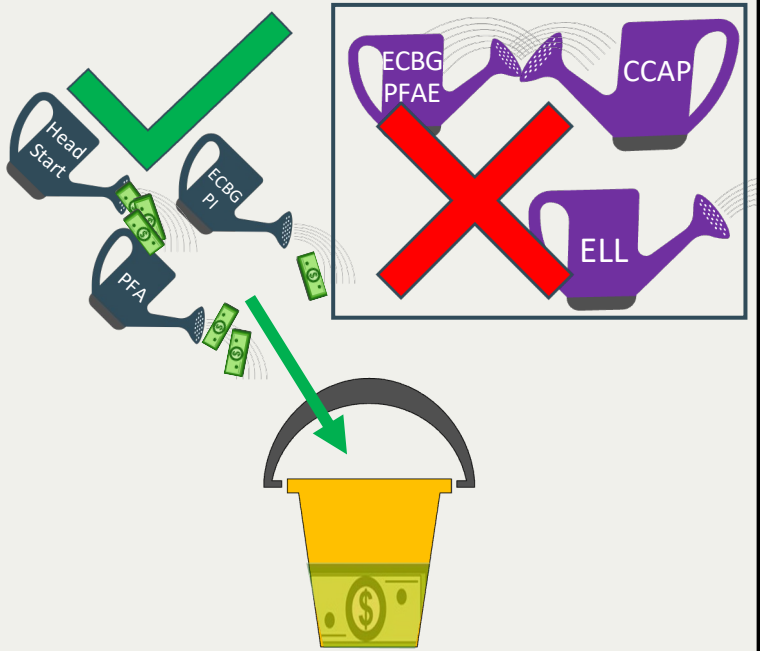
0 to 5-Year-Old ECEC

In order to meet its vision of equity, the State needs to understand…

How are all funding streams in Illinois allocated?



Who has access to which funds?



What level of funding is needed?

Understanding Equity and Adequacy Today

The State has completed an analysis, the GEAM, to understand Equity and Adequacy

Geographic

Compares ECEC funding across 750+ Unit and Elementary school district geographies.

Equity

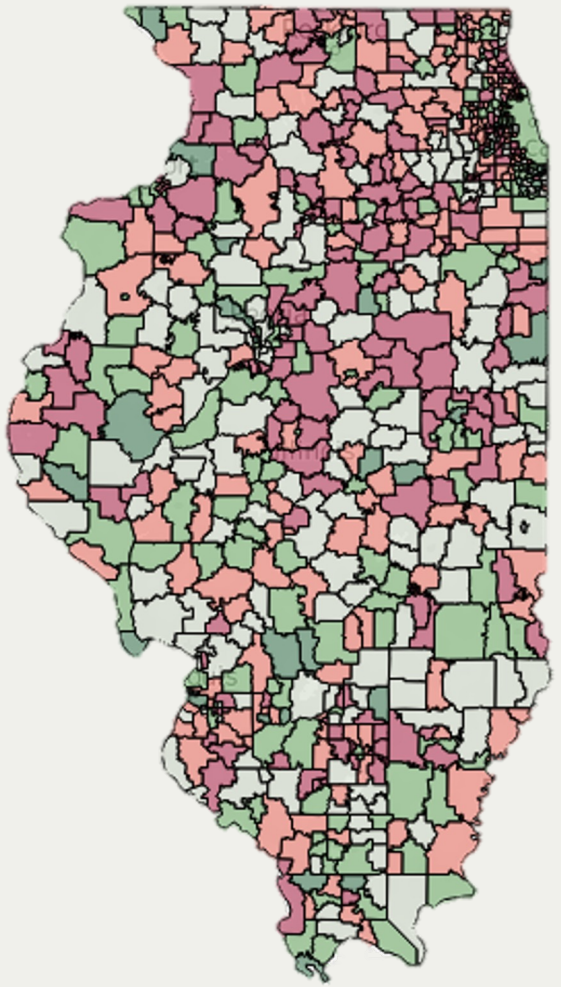
Compares funding equity across demographic attributes of families and children.

Adequacy

Compares current funding to the adequate level of funding needed for families and children based on demographics.

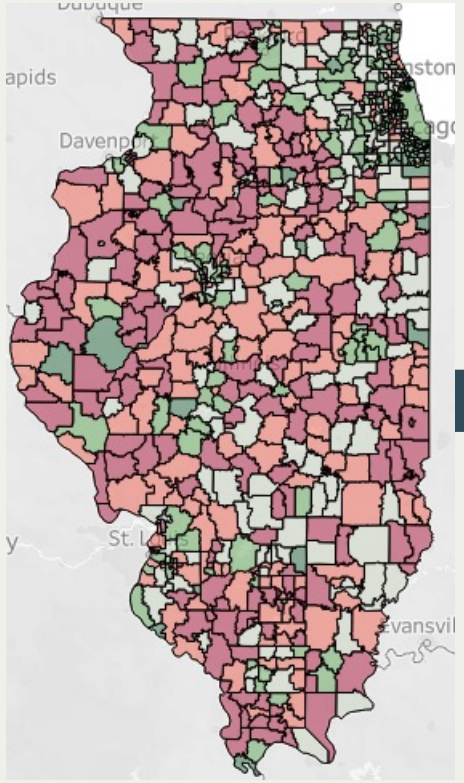
Mapping

Compares funding and adequacy levels across geographies.

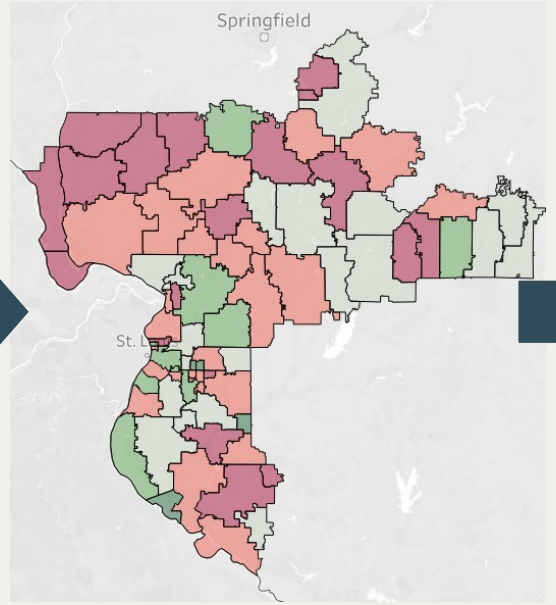


GEAM allows for a comprehensive understanding of *where funding is currently allocated* along these geographic levels of detail

Statewide

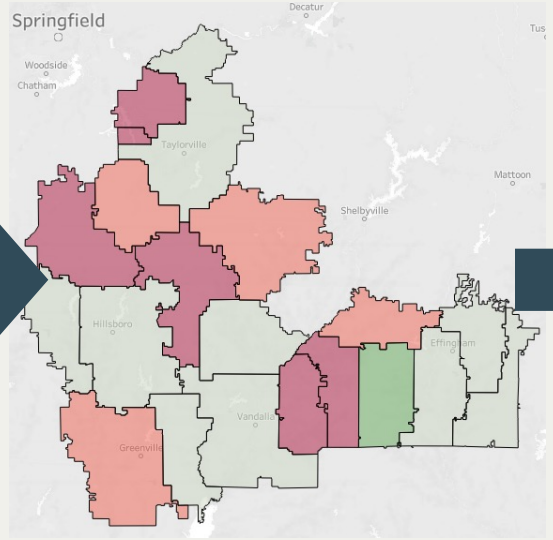


Region



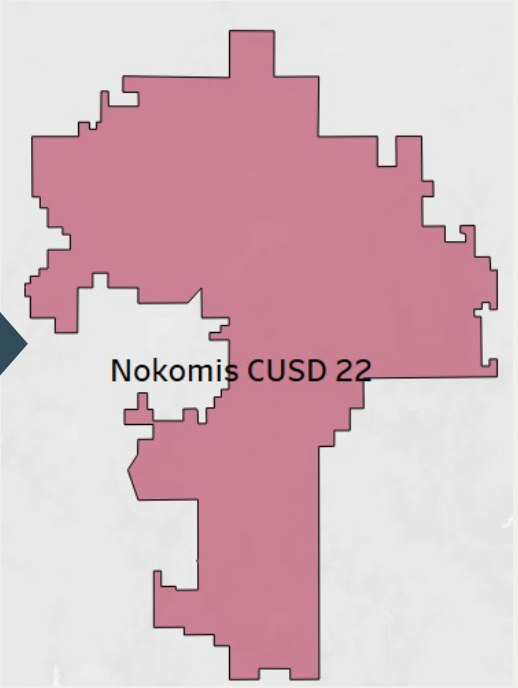
Southwest Region

Regional Office of Education (ROE)



Bond/Christian/Effingham/ Montgomery ROE

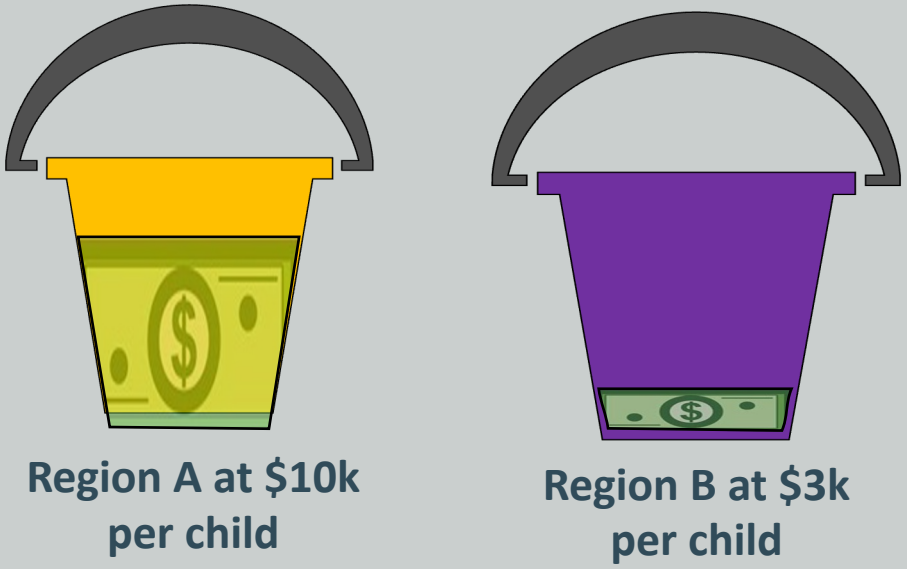
School District



Nokomis CUSD 22

The GEAM database establishes both how equitably available funding is distributed today and how far current funding levels are from target amounts needed

Today's System



Region A at $10k per child

Region B at $3k per child

How equitably are funds distributed today?

Adequate System

Region at 10% of Adequacy

How far from adequacy is each region?

GEAM identifies the count of priority-eligible children living in each geographic boundary and allows us to compare funding per priority-eligible child across the State

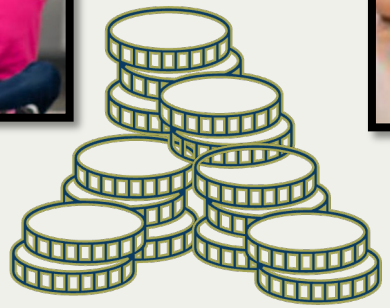
For the purpose of this analysis, "priority-eligible children" are defined as children in families at or below 200% the Federal Poverty Level (FPL) + 10% of all children >200% FPL (for children at risk of or with development delays or disabilities).

GEAM Data Insights

Total ECEC funding per priority-eligible child varies widely across similar school district regions in Illinois

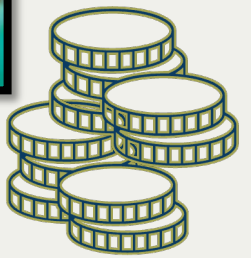
Region A

$8,600 per priority-eligible child



Region B

$4,600 per priority-eligible child

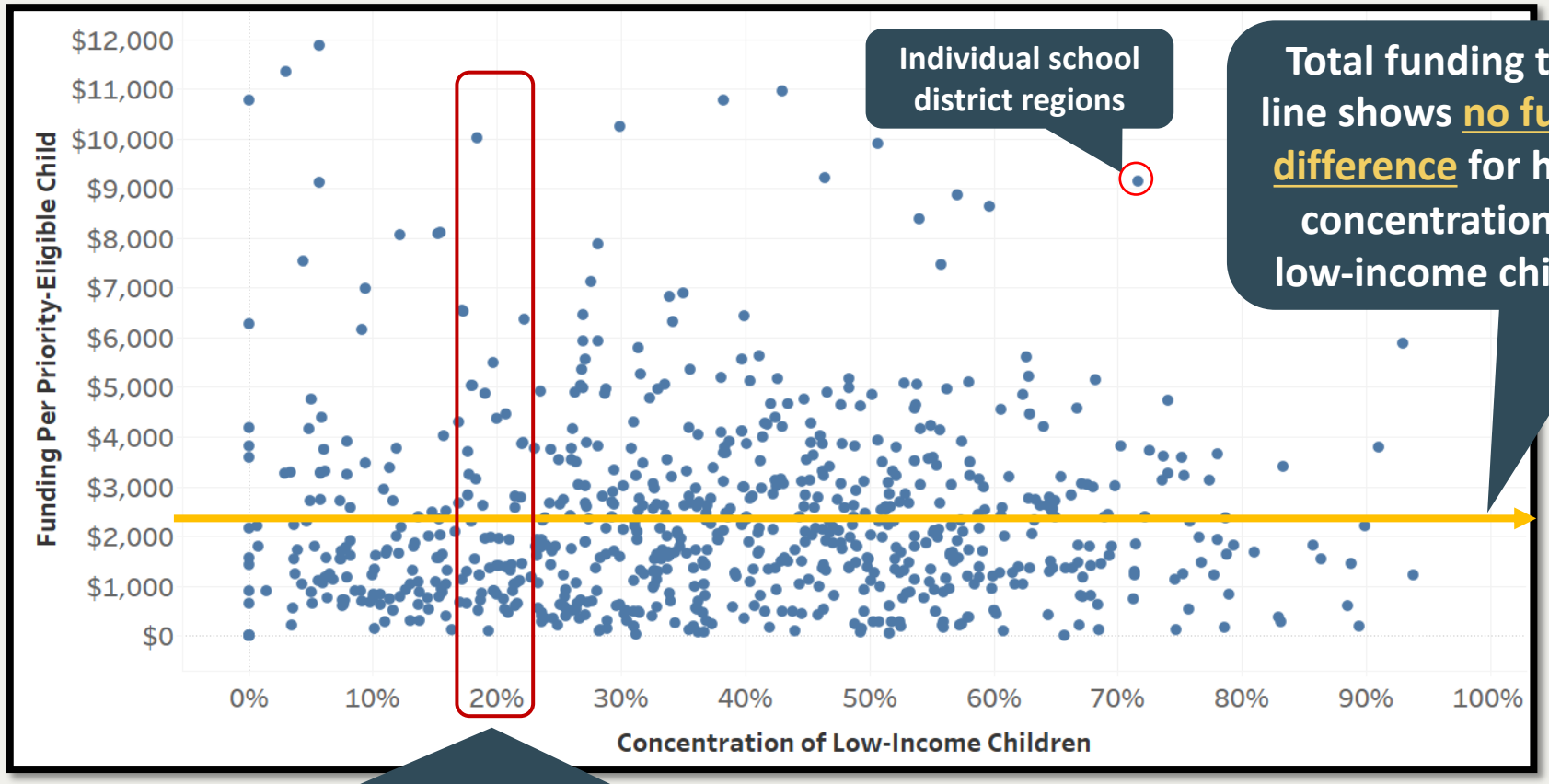


With GEAM, we can meaningfully compare funding across geographies and needs

Funding per priority-eligible child is not correlated to concentration of low-income children

Children Ages 0 - 5

Total State and Federal ECEC Funding per Priority-Eligible Child

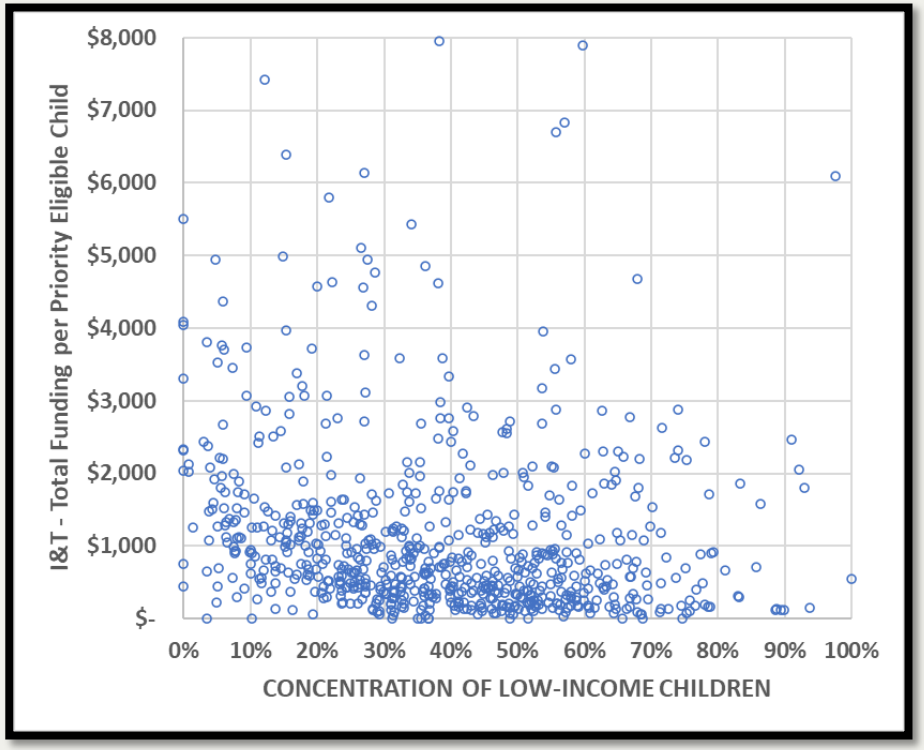


Variability in funding per priority-eligible child is high, even for school district regions with similar levels of concentration of low-income children

*FY19 data – DRAFT, FOR INTERNAL DISCUSSION ONLY; excluding Home Visiting
*Only showing max $12K per priority-eligible child

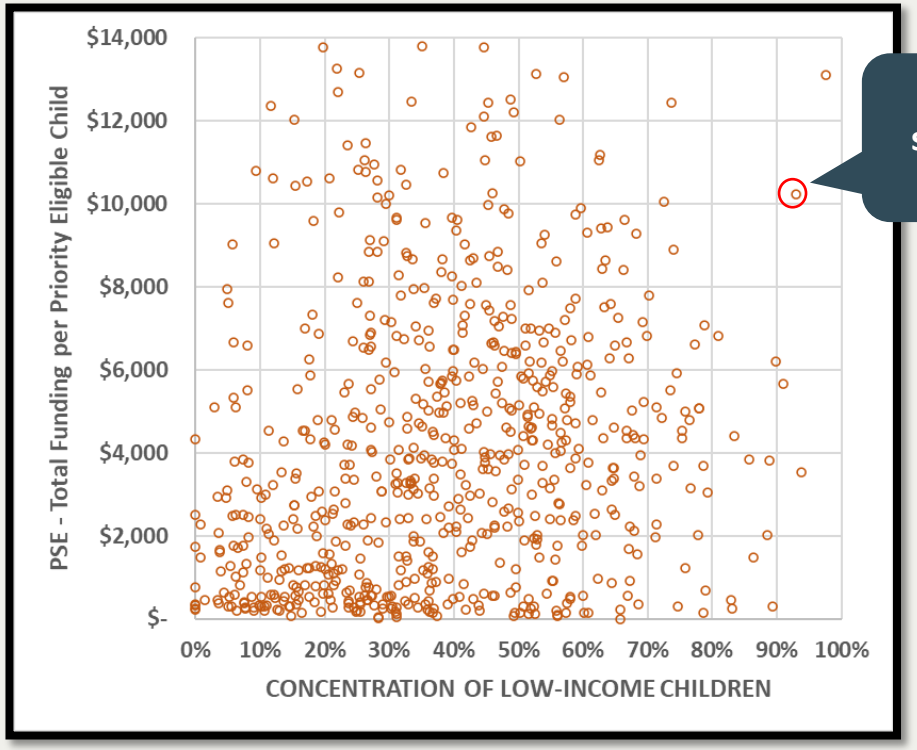
Comparing funding and concentrations of low-income children for Infants and Toddlers (I&T) looks different from Preschool Eligible (PSE) children

Infants and Toddlers



not showing data points >$8K

Preschool Eligible Aged Children

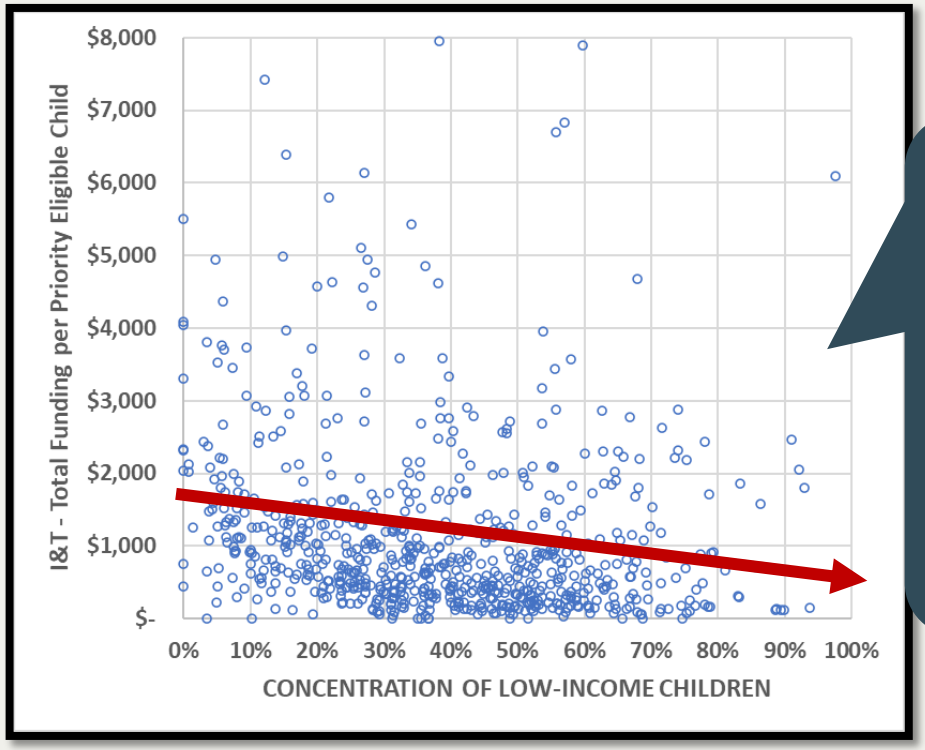


not showing data points >$14K

*FY19 data – DRAFT, FOR INTERNAL DISCUSSION ONLY; excluding Home Visiting

Funding for both age groups look inequitable with high "scatteredness", though trend lines differ

Infants and Toddlers



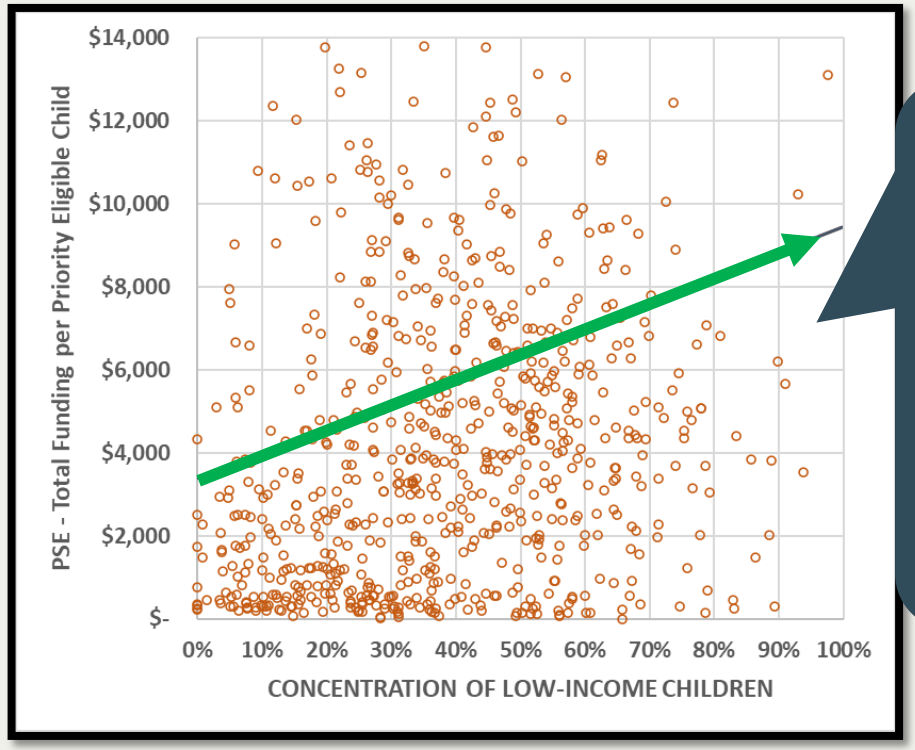
More regressive trendline

Slightly lower scatteredness

Lower average funding per priority-eligible child

Correlation: -0.11; R squared: 0.00123

Preschool Eligible Aged Children



More progressive trendline

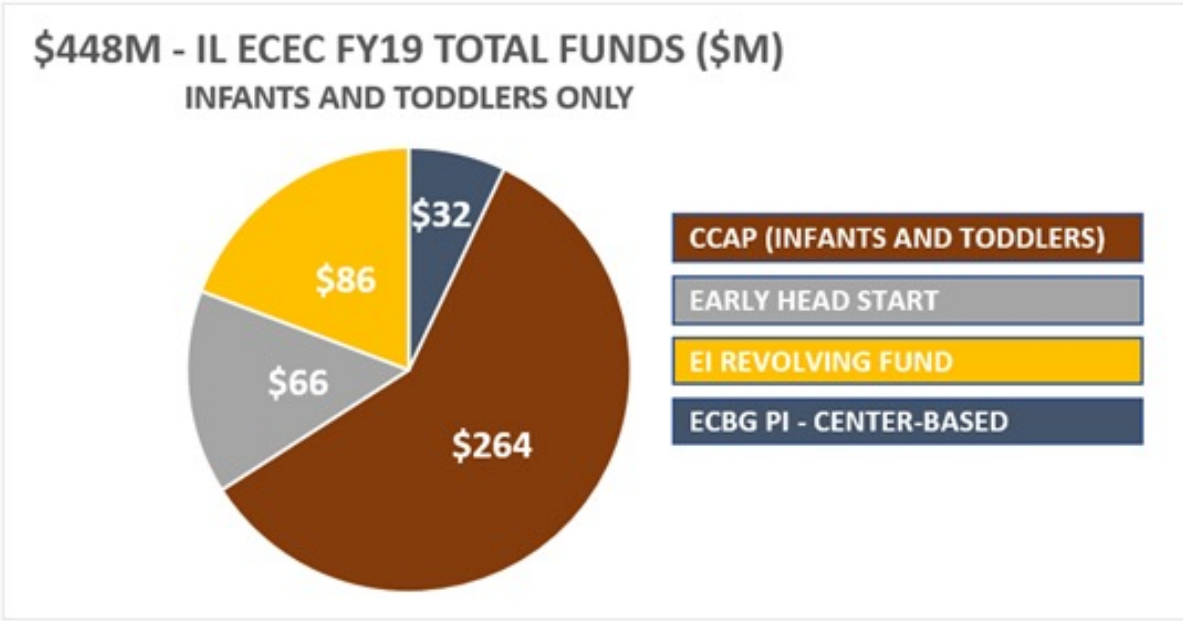
Slightly higher scatteredness

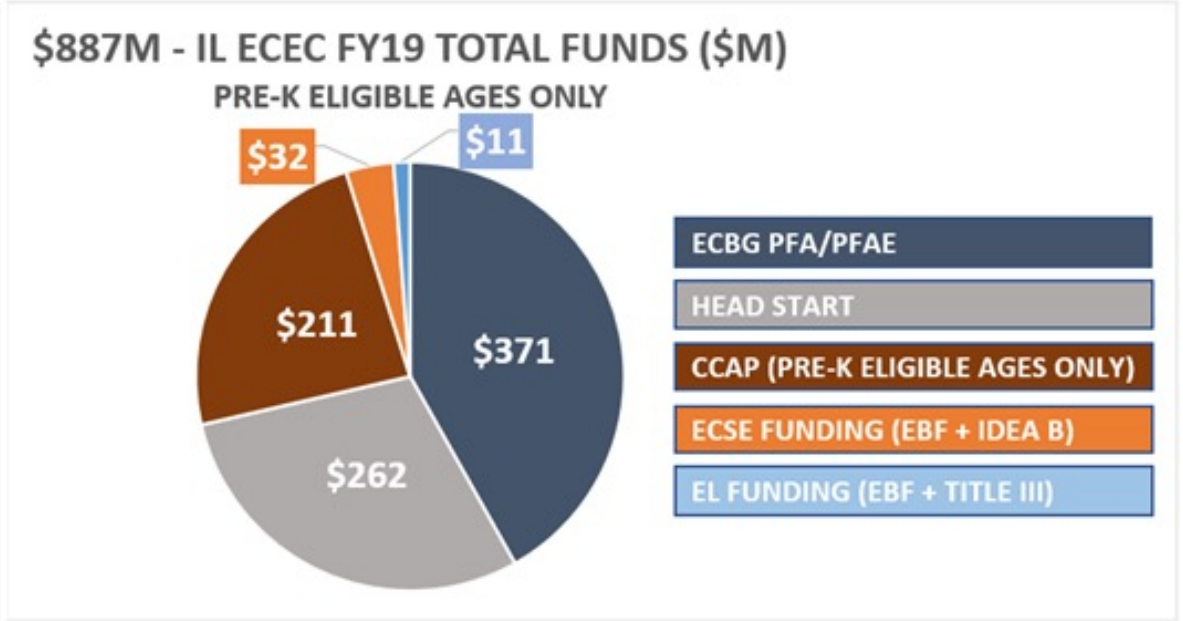
Higher average funding per priority-eligible child

Correlation: +0.12; R squared: 0.00141

*FY19 data – DRAFT, FOR INTERNAL DISCUSSION ONLY; excluding Home Visiting

In FY19, Illinois distributed $448M of State and federal funds for Infants and Toddlers and $887M for Preschool Eligible children, excluding home visiting funding





With GEAM, we can assess equity of individual funding streams

*FY19 data – DRAFT, FOR INTERNAL DISCUSSION ONLY; excluding Home Visiting

Funding for Infants and Toddlers (I&T) signals inequity with high scatteredness and weak negative correlation with concentration of low-income children.

- **CCAP (55% total)** – very high scatteredness, negative correlation
- **EI (21% total)** – relatively low scatteredness, negative correlation
- **Early Head Start (16% total)** – high scatteredness, positive correlation, few regions receiving funds
- **ECBG Center-based PI (8% total)** – very high scatteredness, positive correlation, few regions receiving funds

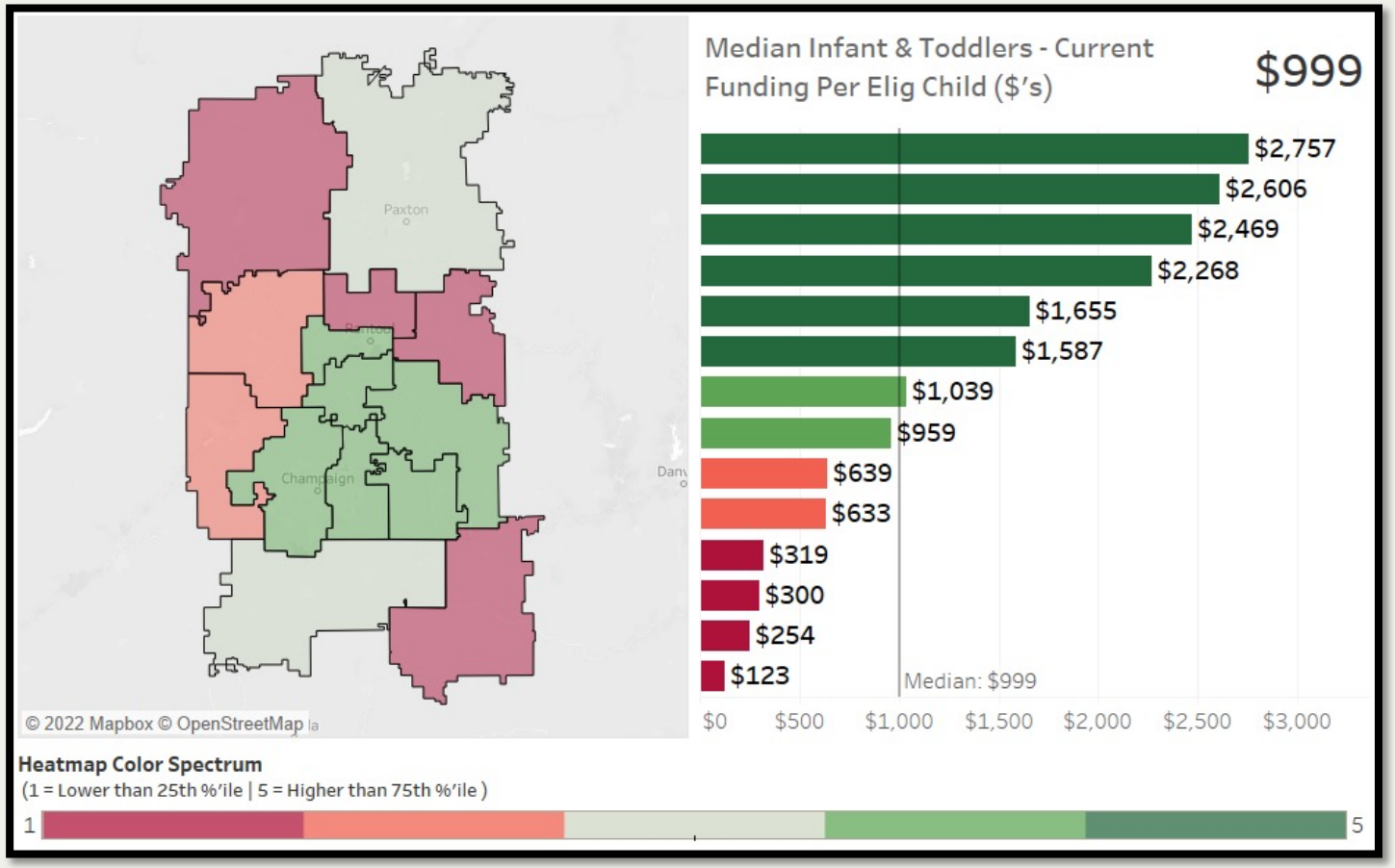
*See appendix for details by funding source

*FY19 data – DRAFT, FOR INTERNAL DISCUSSION ONLY; excluding Home Visiting

Funding for Preschool Eligible Aged Children (PSE) signals inequity with high scatteredness and weak positive correlation with concentration of low-income children.

- **ECBG PFA/E (43% total)** – high scatteredness, negative correlation
- **Head Start (31% total)** – high scatteredness, positive correlation, only ~1/4 of regions receiving funds
- **CCAP (21% total)** – very high scatteredness, negative correlation
- **Other** – ECSE Portion of EBF (2% total); IDEA Part B Section 619 (2% total); EL PreK Funding (TITLE III AND EBF) (1% total) exhibit weak correlation with concentration of children in poverty

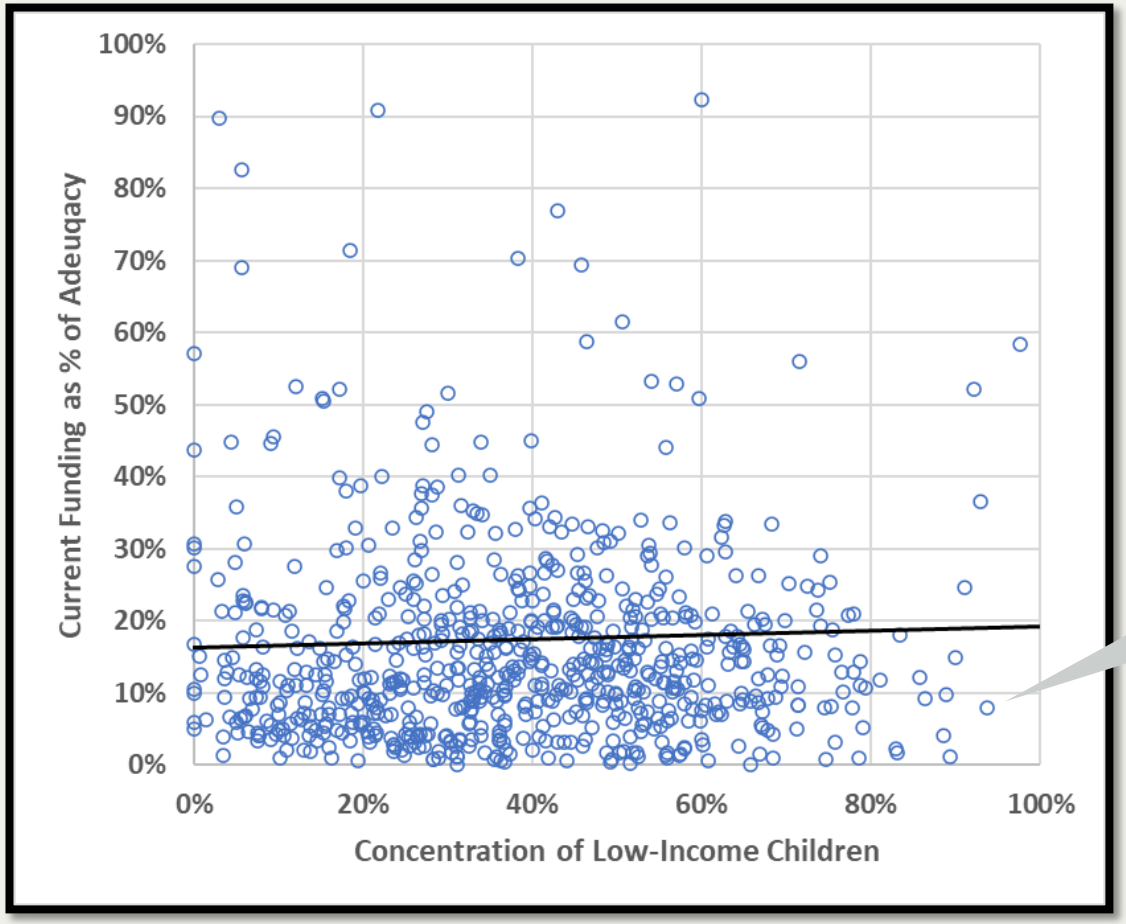
Champaign/Ford ROE



Total ECEC funding varies widely, not just across the entire State, but also *within* specific geographies

*FY19 data – DRAFT, FOR INTERNAL DISCUSSION ONLY; excluding Home Visiting

Current Funding as % of Adequacy Ranges By Concentration of Low-Income Children



**excludes home visiting; not showing 10 district regions with 100%+ adequacy*

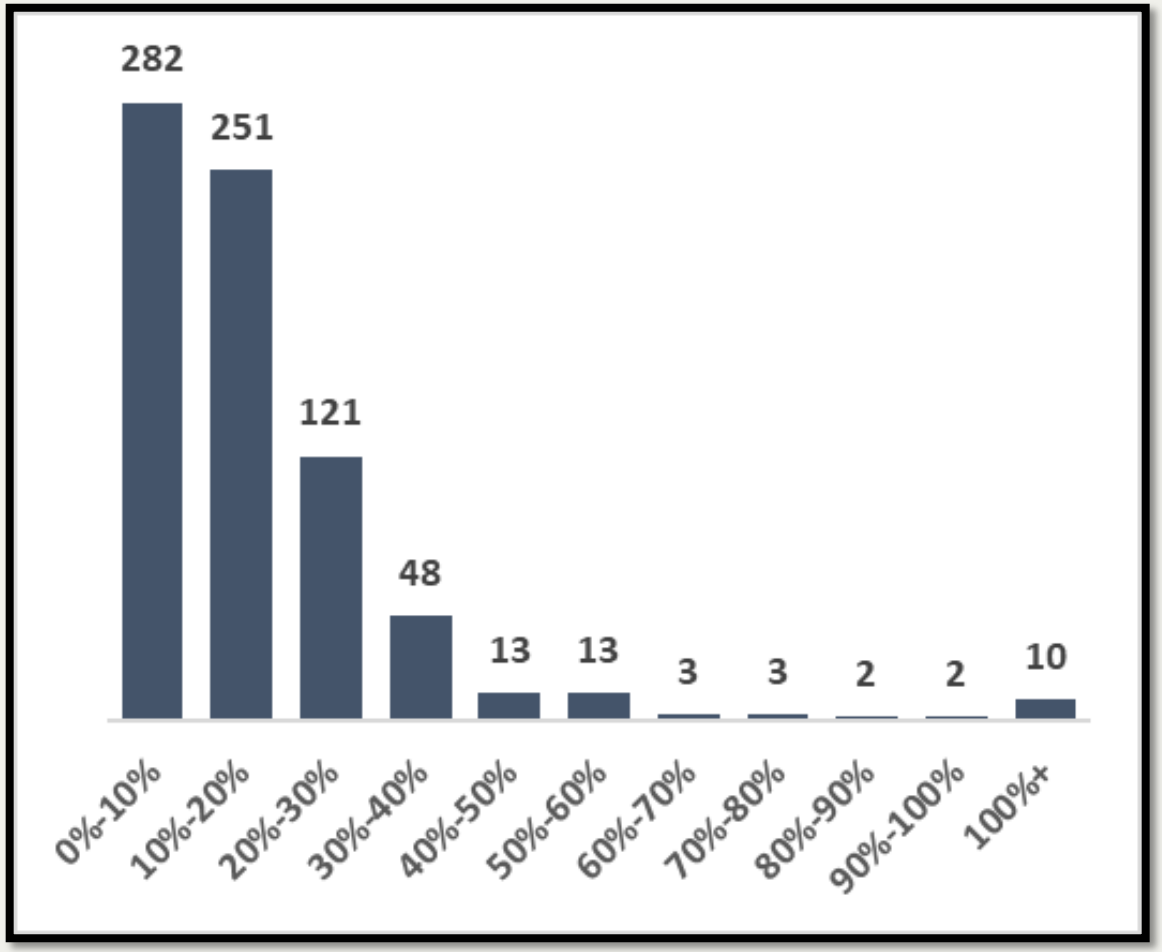
Considering current funding as a percentage of each region's adequacy target, we can see that % adequacy varies widely across the State as well.

Regions with lower % adequacy represent regions that are further from adequacy. This helps us understand where funding is needed most.

Correlation between % adequacy and concentration of low-income children shows that higher poverty districts are not necessarily further from adequacy

*FY19 data – DRAFT, FOR INTERNAL DISCUSSION ONLY; excluding Home Visiting

Count of School District Regions
Current Funding as % of Adequacy Ranges



533 (71%) school district regions in the State are currently funded at 20% of adequacy or lower.

As a reminder, there is more work to do to update the definition of adequacy to be more in line with short-term goals. Please see the written study for details.

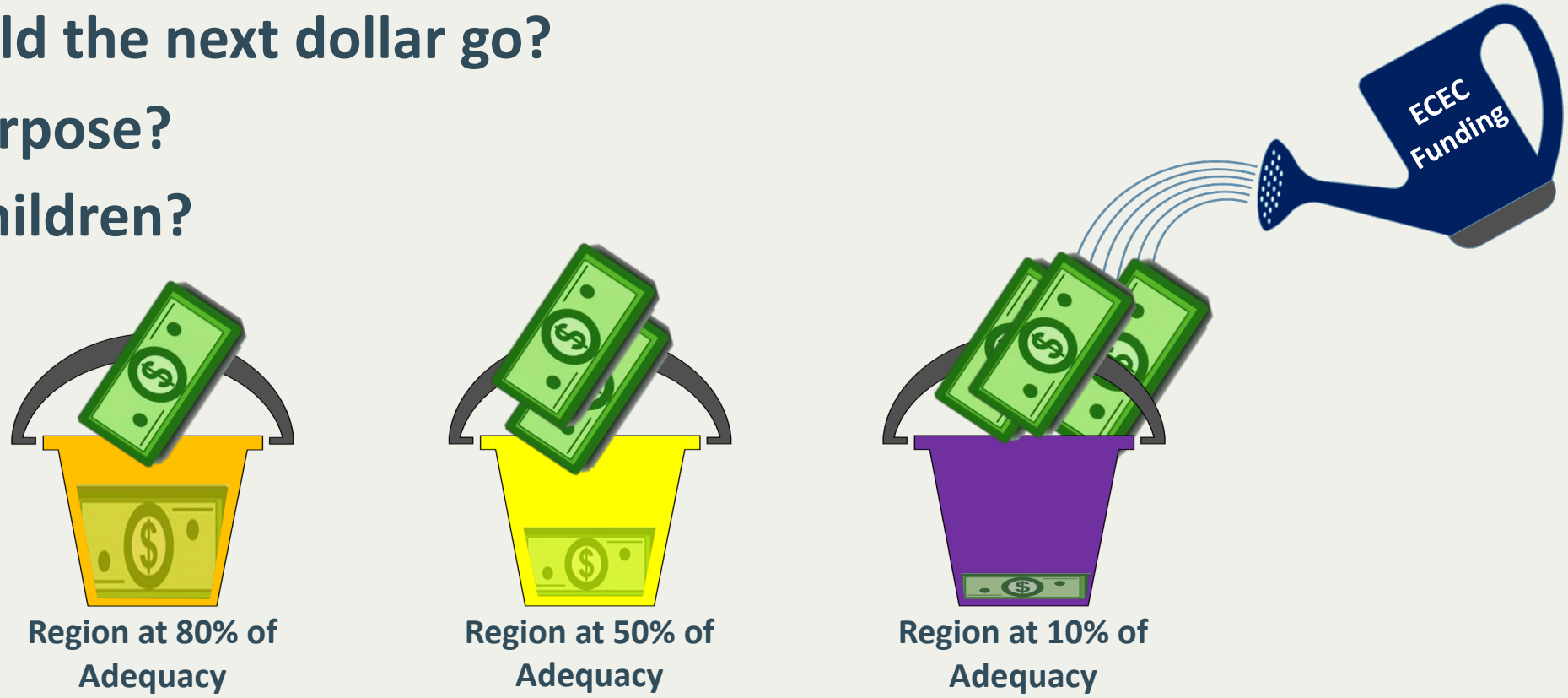
*FY19 data – DRAFT, FOR INTERNAL DISCUSSION ONLY; excluding Home Visiting



Governance Implications

The State – *through its governance planning* – has an opportunity to rethink its funding approach to center equity

- Where should the next dollar go?
- For what purpose?
- For which children?



By taking the "bucket-focused" approach, the GEAM allows us to think about funding distribution where it is needed most.

Governance Priorities for Equitable Funding

Understand **root causes of inequity today** and develop plans to address

Align on **priorities for future funding**

Support **revisions to funding adequacy** understanding

Collaborate across agencies and departments to assess how any **upcoming allocation decisions** will impact equity and progress toward adequacy

Establish a process to **update and review GEAM analysis on an annual basis** to assess progress toward equity and adequacy, as part of broader data strategy

Determine what **laws, policies, or practices** may need to be updated to support equitable allocations in the future

The GEAM will be a critical tool to tackling the State's funding equity and adequacy issues

The **GEAM** will assist decision-makers in:

- Providing insight into the **current level of funding** across different regions of the state.
- Deciphering the impact of **individual or combined funding sources.**
- Focusing on **how equitable today's funding levels** are and **understanding distance to adequacy** based on each region's needs.
- Informing **strategic investment decision-making** aligned to priorities, especially in times of rapid expansion.
- Monitoring, on an annual basis, the **State's progress toward funding equity and adequacy**.

Over time, newly formed Birth to Five Action Councils will inform investment priorities and support needed service expansion in “deserts”

https://www.birthtofiveil.com/councils

The B5 Action Councils in each region will:

- ***Identify gaps in early childhood needs and make recommendations to expand services***
- ***Work at the regional and local levels to increase capacity and readiness for service expansion***
- Amplify voices of families
- Work closely with local coalitions to support state and community goals
- Communicate regularly with families, providers, communities, policy makers, and legislators about this work
- Connect early childhood systems with support services such as housing and health systems
- Work closely with the Birth to Five Illinois State Team, Action Council staff, the Early Childhood Transformation Team (ECTT), and other partners in the region
- Create an annual report

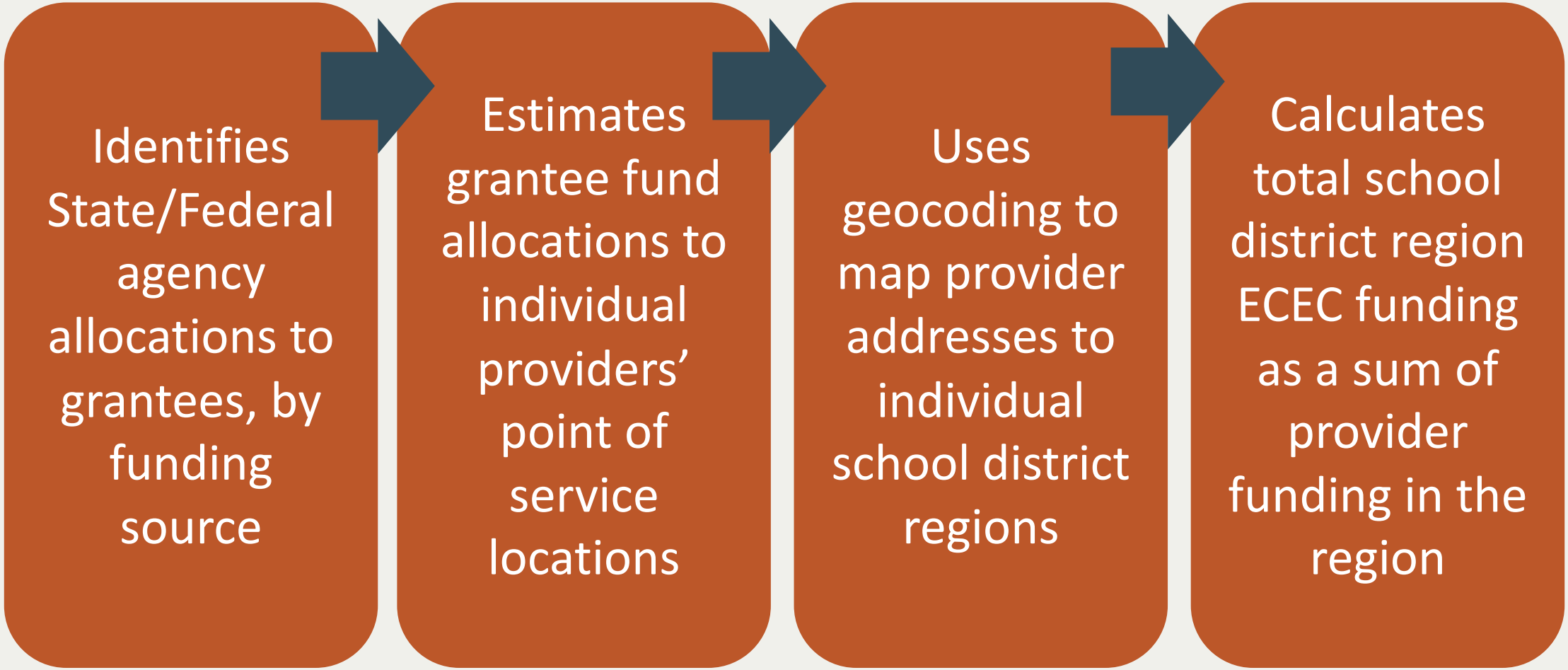
Thank You.
Questions?

This analysis has been developed through a partnership between the Early Childhood Transformation Team and Afton Partners, and funded through PDG B-5 through support of the Governor's Office of Early Childhood Development.

Appendix

Appendix I:
Additional Context on GEAM Methodology

The GEAM estimates current funding allocations by funding source, by geography



The GEAM calculates a funding adequacy target and adequacy gap for each geography

Uses census data to identify and estimate the count of priority-eligible children living in each school district region boundary

Uses "take rates" from the adequacy cost model, differentiated by poverty level and age group, to calculate adequate level of capacity need by service type/setting

Uses the adequacy cost model's calculated cost-per-seat (by age, by setting) and multiplies by needed slots to get total cost of adequacy for each service type/setting

Layers in incremental costs for EI, ECSE, ELL, and other child needs

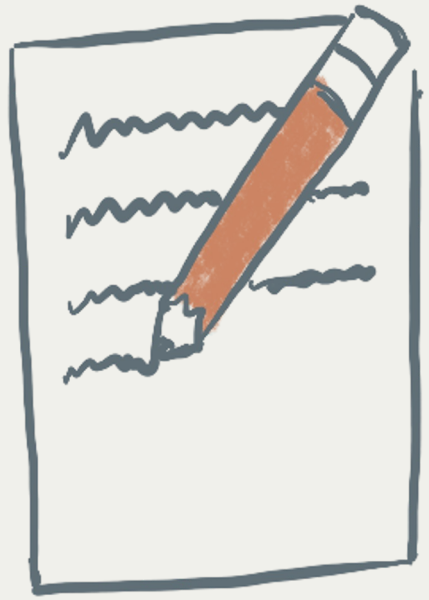
Estimates each region's funding adequacy target

Compares each region's current funding to the adequacy target to identify the adequacy gap

With an understanding of where funds are going today, we can begin to assess levels of 'equity' and regional 'funding adequacy'

Equity is when we meet communities and people where they are and allocate resources and opportunities according to their respective needs.

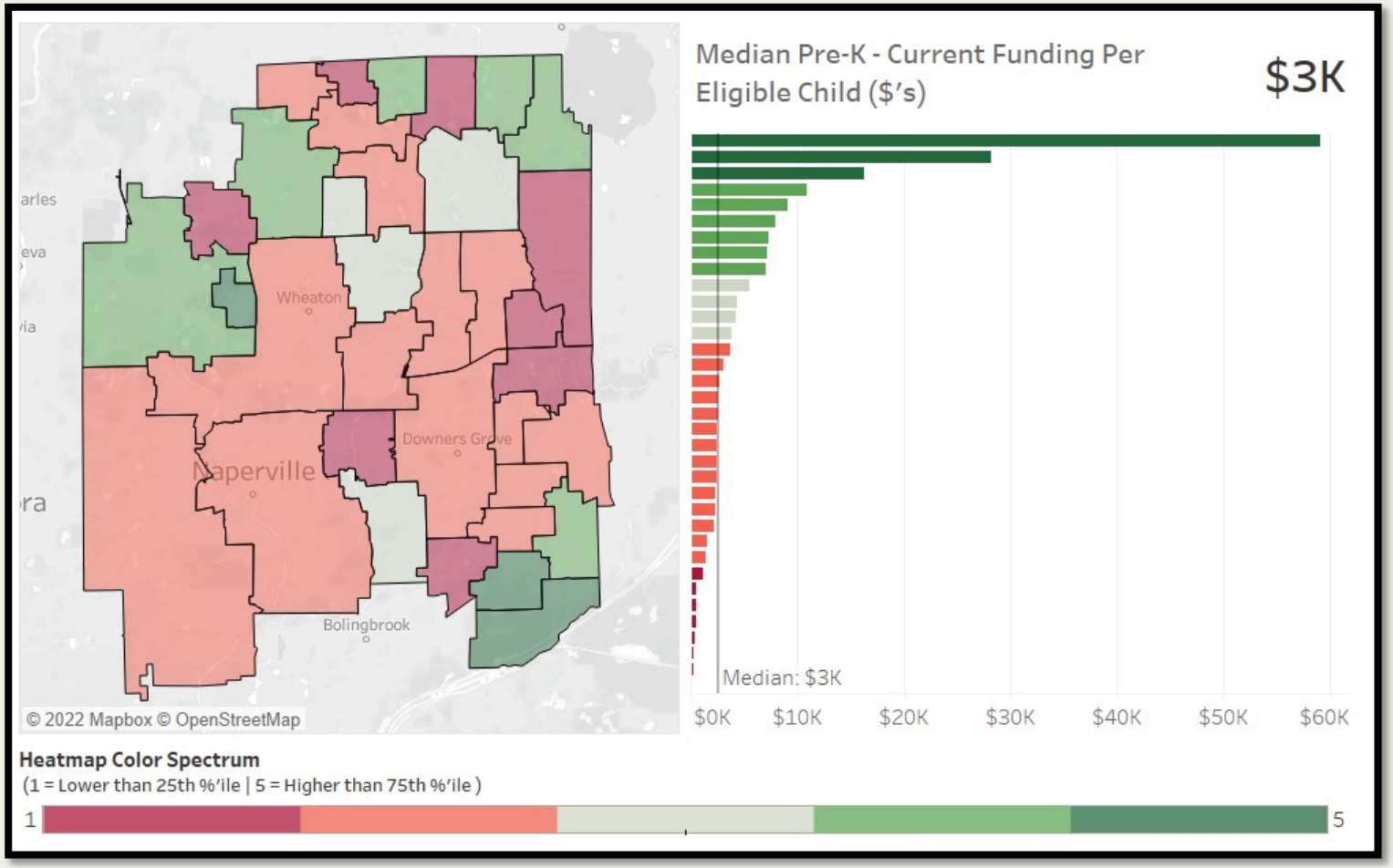
Funding Adequacy is the target amount needed to meet families' learning needs and preferences with comprehensive services that are sufficient to address the needs of children who are furthest from opportunity.



GEAM enables useful comparison of current funding levels and adequacy gaps within geographies, such as Regional Offices of Education (ROE)

Current Funding
DuPage ROE

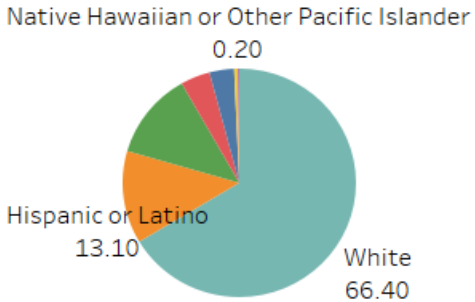
Per Priority-Eligible Child (Pre-K)



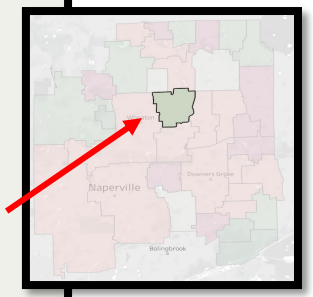
GEAM enables useful comparison of current funding levels and adequacy gaps across similar school district regions

Glen Ellyn SD 41

Pre-K - Current Funding Per Eligible Child ($'s): $4,200



Racial Group	
White	66.40
Hispanic or Latino	13.10
Asian	12.30
Two or More Rac..	4.10
Black or African ..	3.40
American Indian ..	0.50
Native Hawaiian ..	0.20

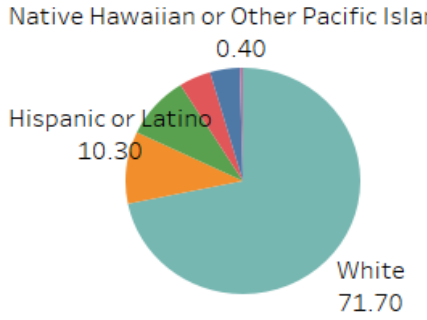


% Poverty (200% FPL): 0-PK	20%
% of Limited English-Speaking Households	4.9%

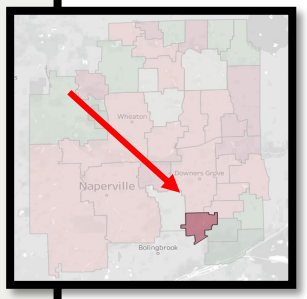
12% adequacy

Center Cass SD 66

Pre-K - Current Funding Per Eligible Child ($'s): $528



Racial Group	
White	71.70
Hispanic or Latino	10.30
Asian	9.00
Two or More Rac..	4.40
Black or African ..	4.10
Native Hawaiian ..	0.40



% Poverty (200% FPL): 0-PK	10%
% of Limited English-Speaking Households	2.9%

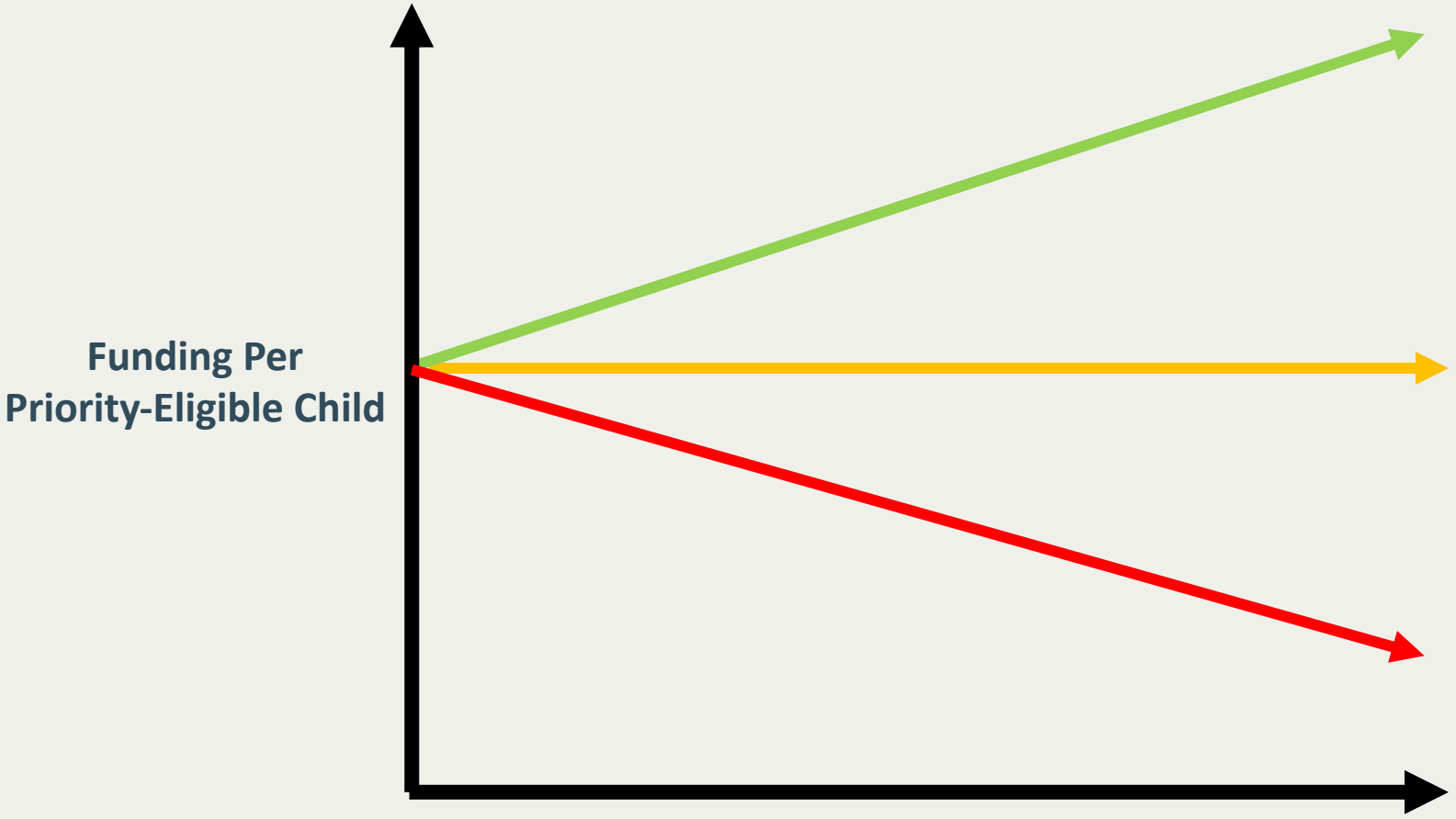
5% adequacy

DuPage ROE
Per Priority-Eligible Child (Pre-K)



Appendix II:
Interpreting Analysis Results

Relationships between funding and concentration of low-income children can "trend" one of three ways



Progressive

More funding for higher concentrations of Low-Income Children

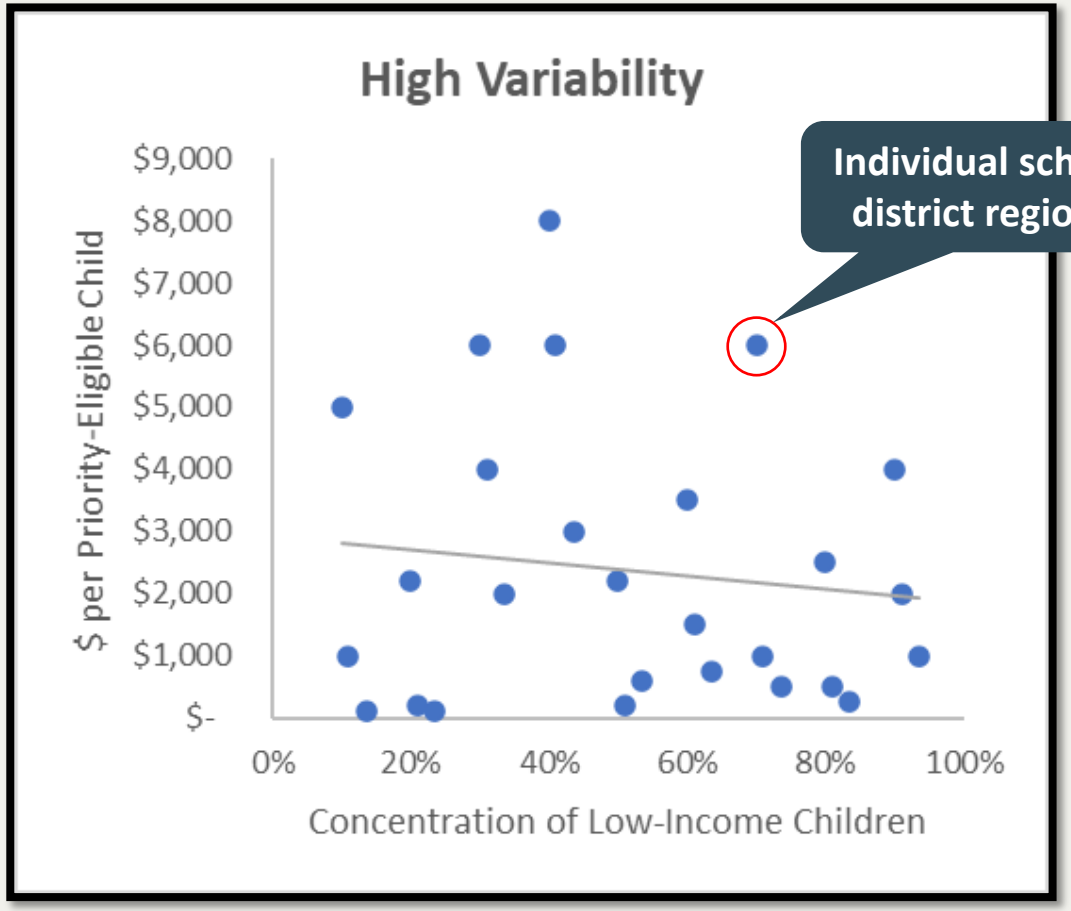
Flat

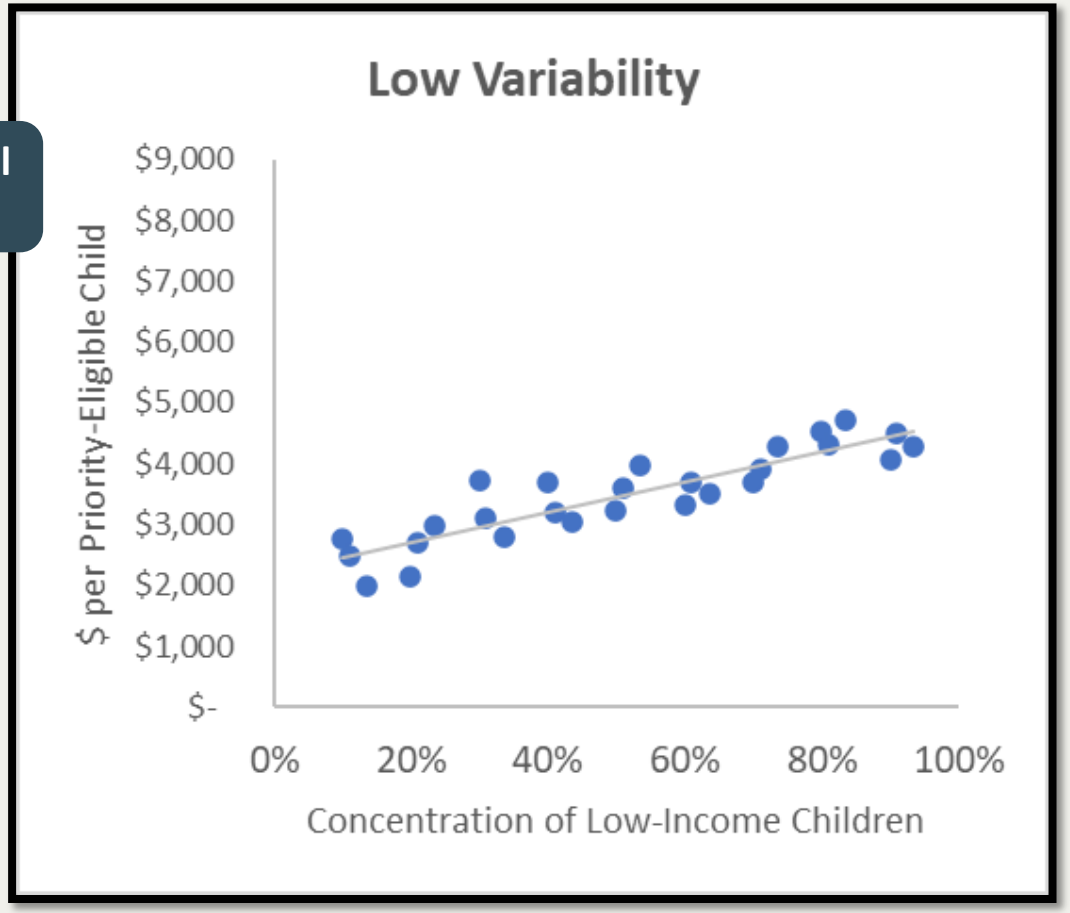
No funding difference between concentrations of Low-Income Children

Regressive

Less funding for higher concentrations of Low-Income Children

Relationships between funding and concentration of low-income can range in variability or “scatteredness”





High variability is an indicator of inequity in the system.

Major assumptions and data limitations to keep in mind

1. GEAM analysis utilizes FY19 data – the last full pre-pandemic year of data
2. This analysis assumes funding allocations to geographies based on point-of-service address of the providers delivering services
3. Count of children by geography is based on IECAM's extrapolated 2019 Census counts and demographic detail
4. When comparing per-eligible child funding and concentration of low-income children, there are reasons beyond the State's control that data may not exhibit a perfectly correlated flat-to-progressive trendline
    a) Federal policy restrictions
    b) Family choice
5. A note on individual funding stream data limitations:
    a) After much consideration, Home Visiting funds are excluded from this analysis due to data integrity issues and existing data structure. Informed assumptions were used to exclude estimated Home Visiting funding by grantee from ECBG PI, Head Start, and Early Head Start funding.
    b) CCAP data excludes $62M (13%) of "unmappable funding" for providers that IECAM was unable to map to geographies.
    c) For Early Intervention Funding, we allocated EI funding proportionately to geographies based on active child count data. Data differentiating intensity of services provided by child or by region was not available.

*See Appendix E of the Geographic Equity and Adequacy Mapping (GEAM) Study for assumptions and approach by funding source data

Appendix III:
Fund-specific Analysis Results

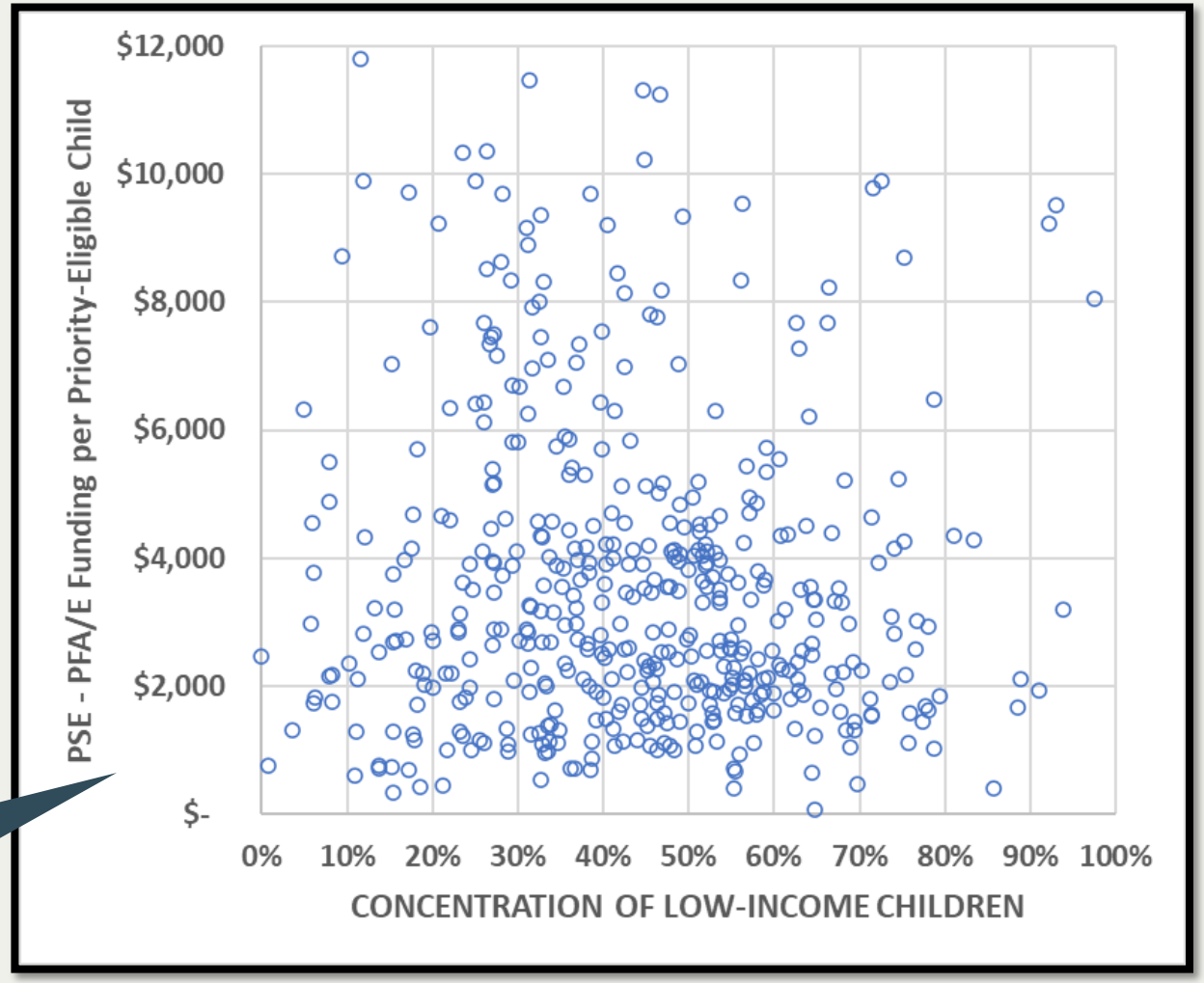
ECBG allocation policies drive inequity in the system for Preschool Eligible aged children

ECBG PFA/E is the largest funding source for Preschool Eligible aged children, representing **43%** of total State and Federal funds (excl. HV)

ECBG PFA/E funding per priority-eligible child is highly variable across the State

Preschool Eligible Aged Children

PFA + PFAE Funding per Priority-Eligible Child



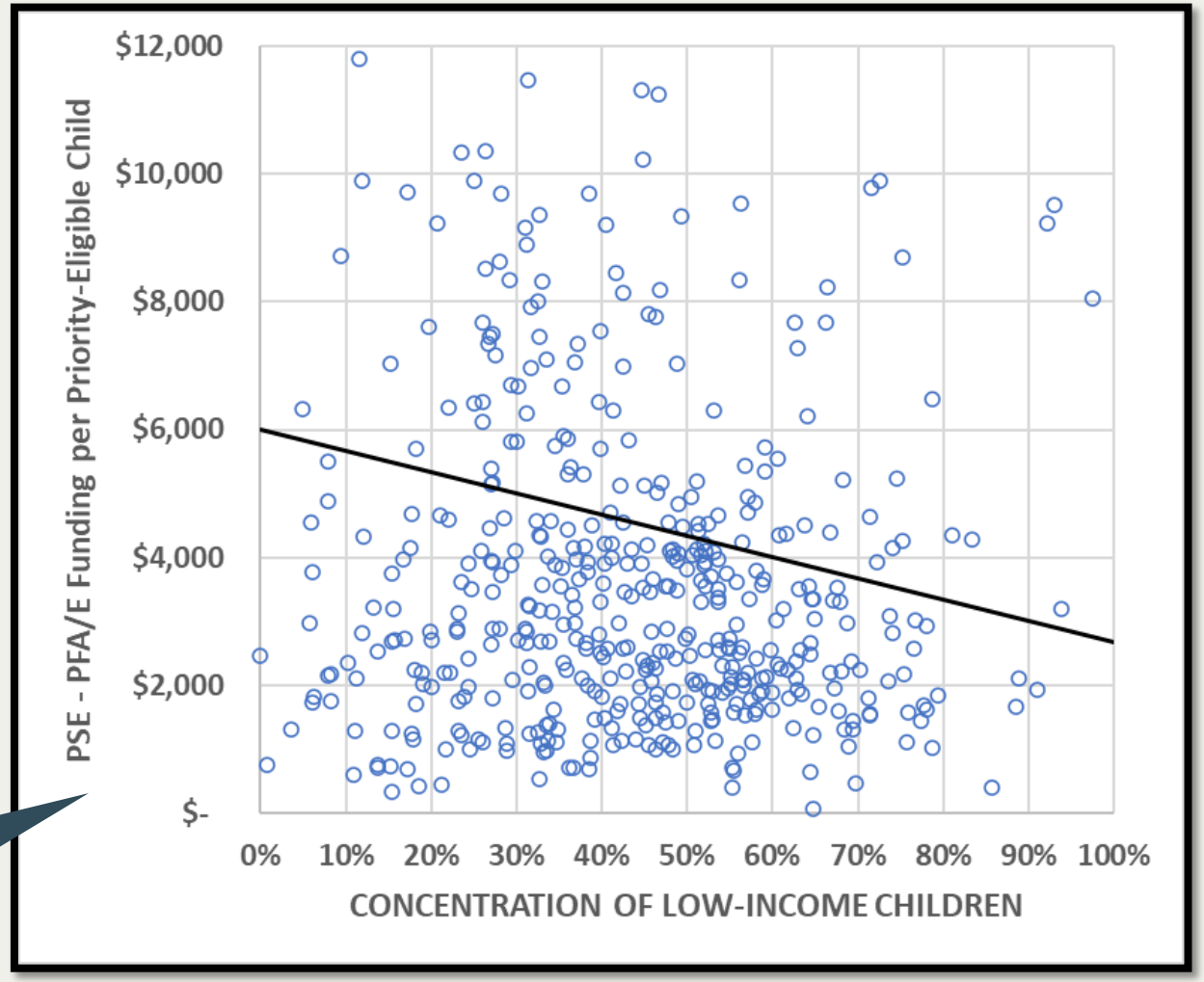
Only showing max $12K per priority-eligible child – 24 SD regions >$12K

*FY19 data – DRAFT, FOR INTERNAL DISCUSSION ONLY

On average, wealthier districts have more ECBG PFA/E funding per priority-eligible child, driven by capacity/slot inequity

Funding per slot varies, but slot distribution is the major driver

ECBG PFA/E is REGRESSIVE towards districts with higher concentrations of low-income children and families



Only showing max $12K per priority-eligible child – 24 SD regions >$12K

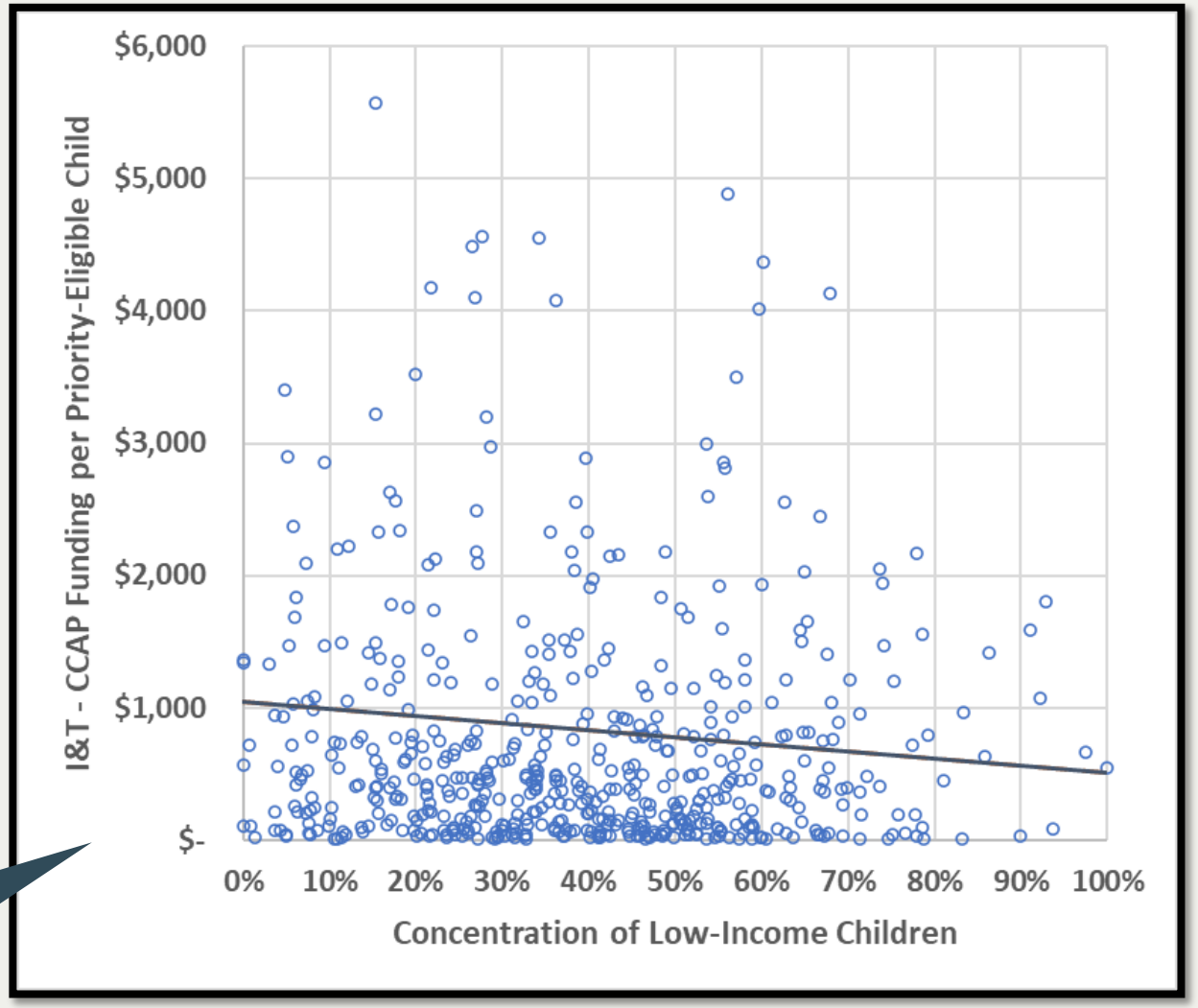
*FY19 data – DRAFT, FOR INTERNAL DISCUSSION ONLY

CCAP funding for Infants and Toddlers signals inequity, with high scatteredness and negative correlation

CCAP is the largest single funding source for Infants and Toddlers, representing **55%** of total State and Federal funds (excl. HV)

I&T CCAP funding per priority-eligible child is highly variable across the State, with a regressive trendline

Infants and Toddlers – CCAP funding



Only showing max $6K per priority-eligible child

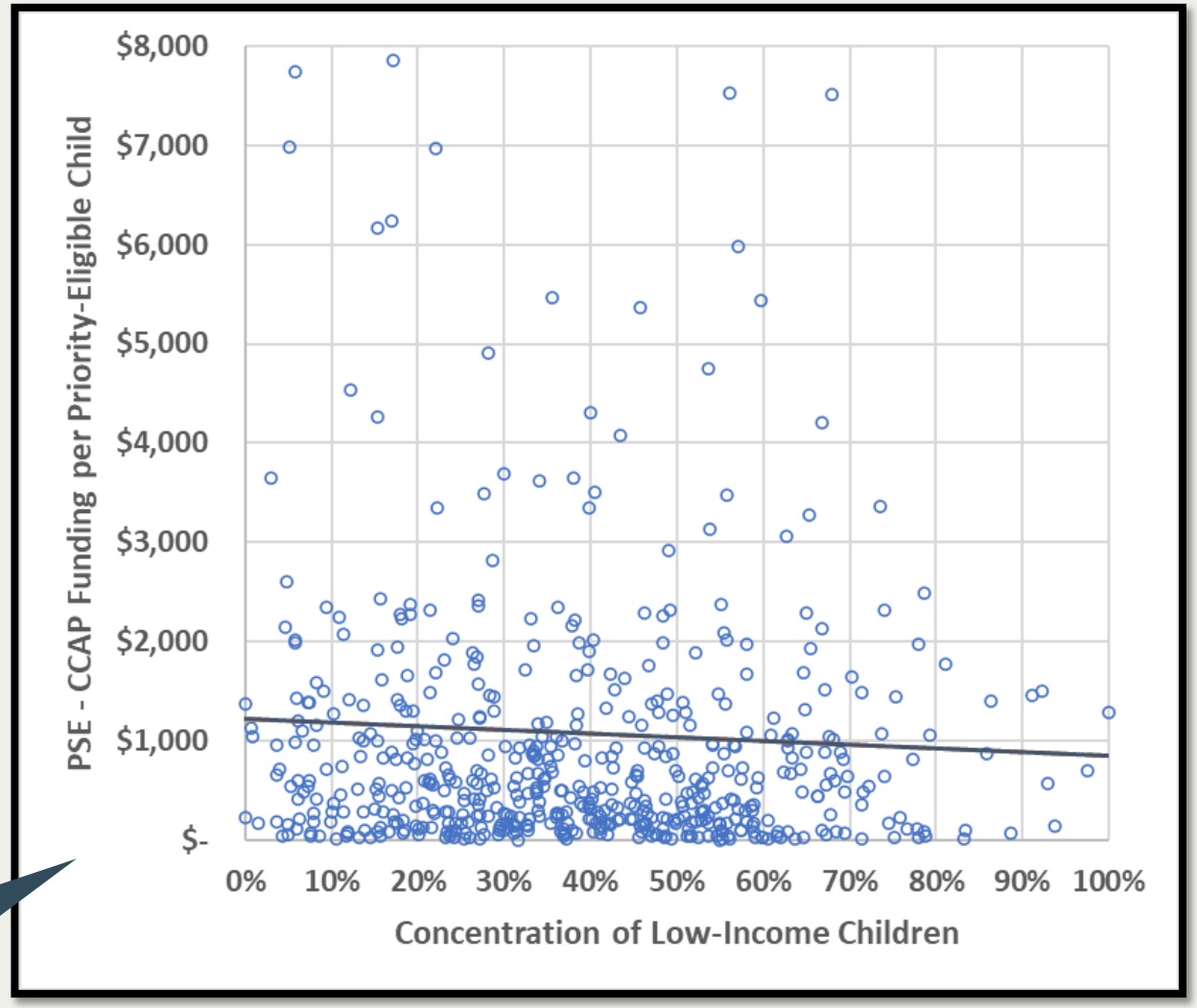
*FY19 data – DRAFT, FOR INTERNAL DISCUSSION ONLY

CCAP funding for Preschool Eligible aged children signals inequity, with the highest scatteredness of PSE funding streams

CCAP is the third largest funding source for Preschool Eligible aged children, representing **21%** of total State and Federal funds (excl. HV)

PSE CCAP funding per priority-eligible child is highly variable across the State, with a slightly regressive trendline

Preschool Eligible Aged (PSE) Children - CCAP funding



Only showing max $8K per priority-eligible child

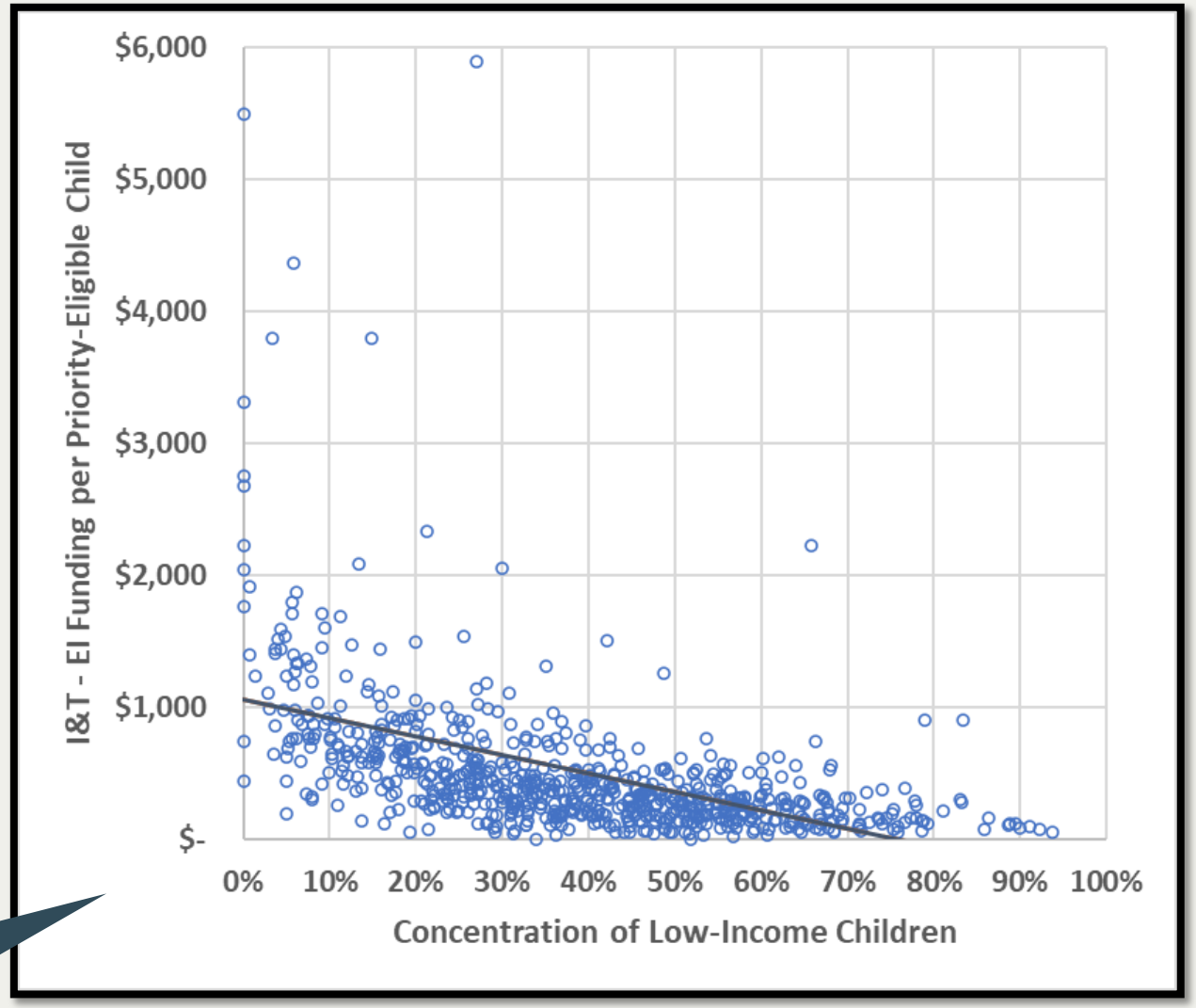
*FY19 data – DRAFT, FOR INTERNAL DISCUSSION ONLY

For Early Intervention funding is regressive, with wealthier geographies receiving more funding per priority-eligible child

EI is the second largest funding source for Infants and Toddlers, representing **21%** of total State and Federal funds (excl. HV)

EI funding per priority-eligible child is regressive, but with relatively low variability

Infants and Toddlers – Early Intervention Funding

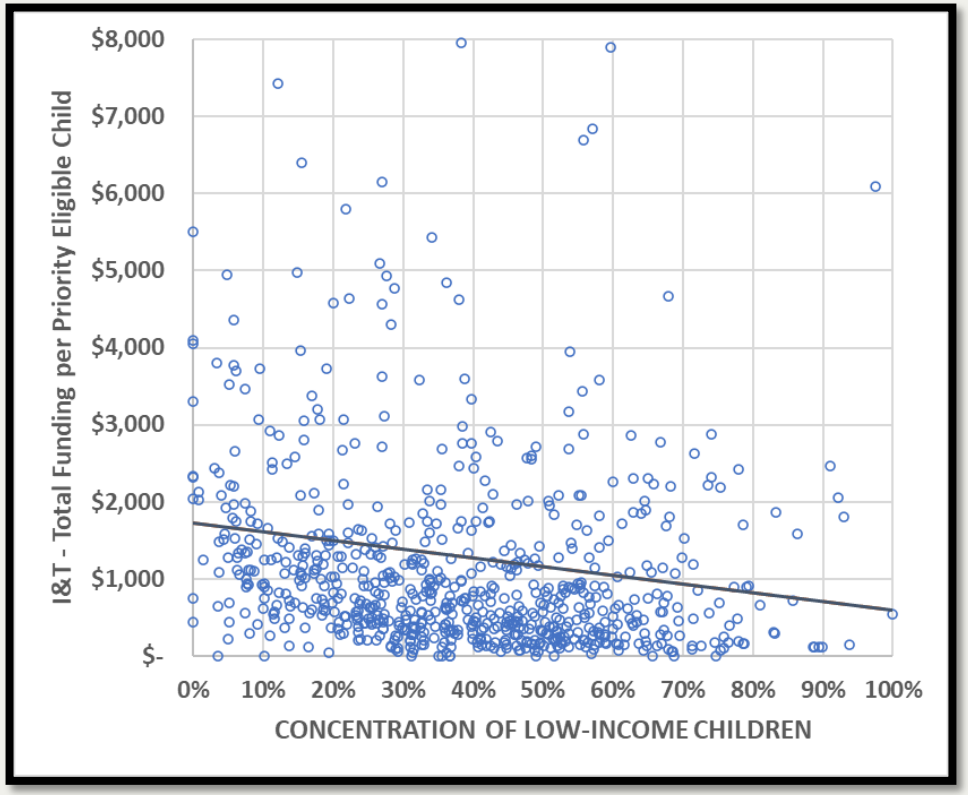


Only showing max $6K per priority-eligible child

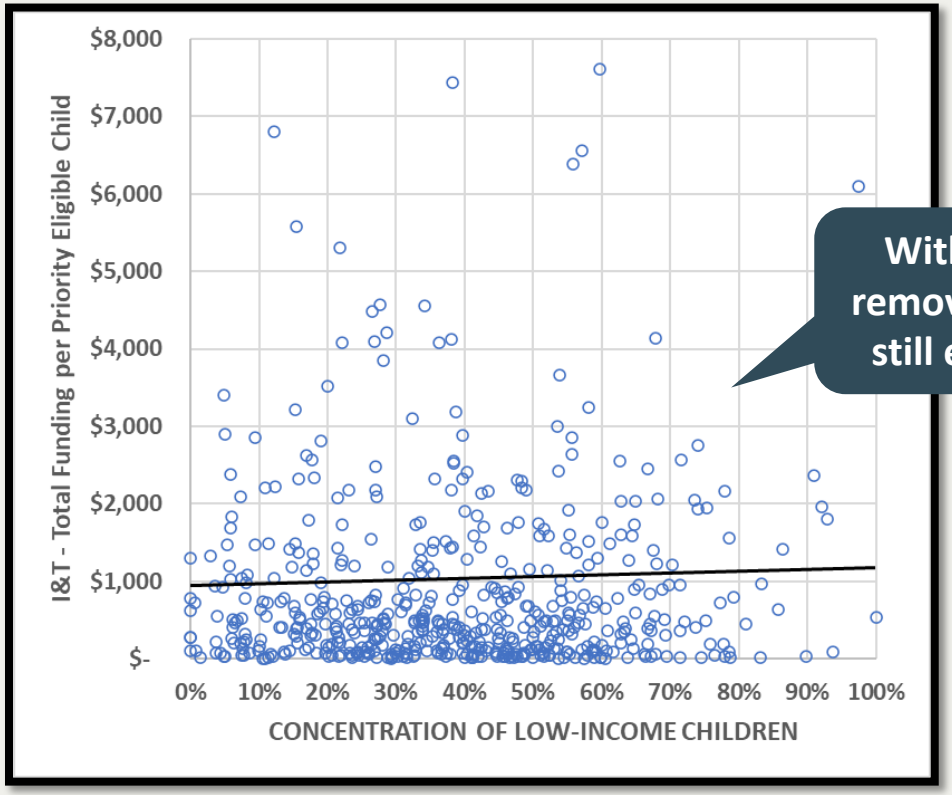
*FY19 data – DRAFT, FOR INTERNAL DISCUSSION ONLY

When removing EI funding, the trend line improves but scatteredness increases

I&T – Total Funding (Incl. EI)



I&T – Total Funding (Excl. EI)



With EI funding removed, there are still equity issues

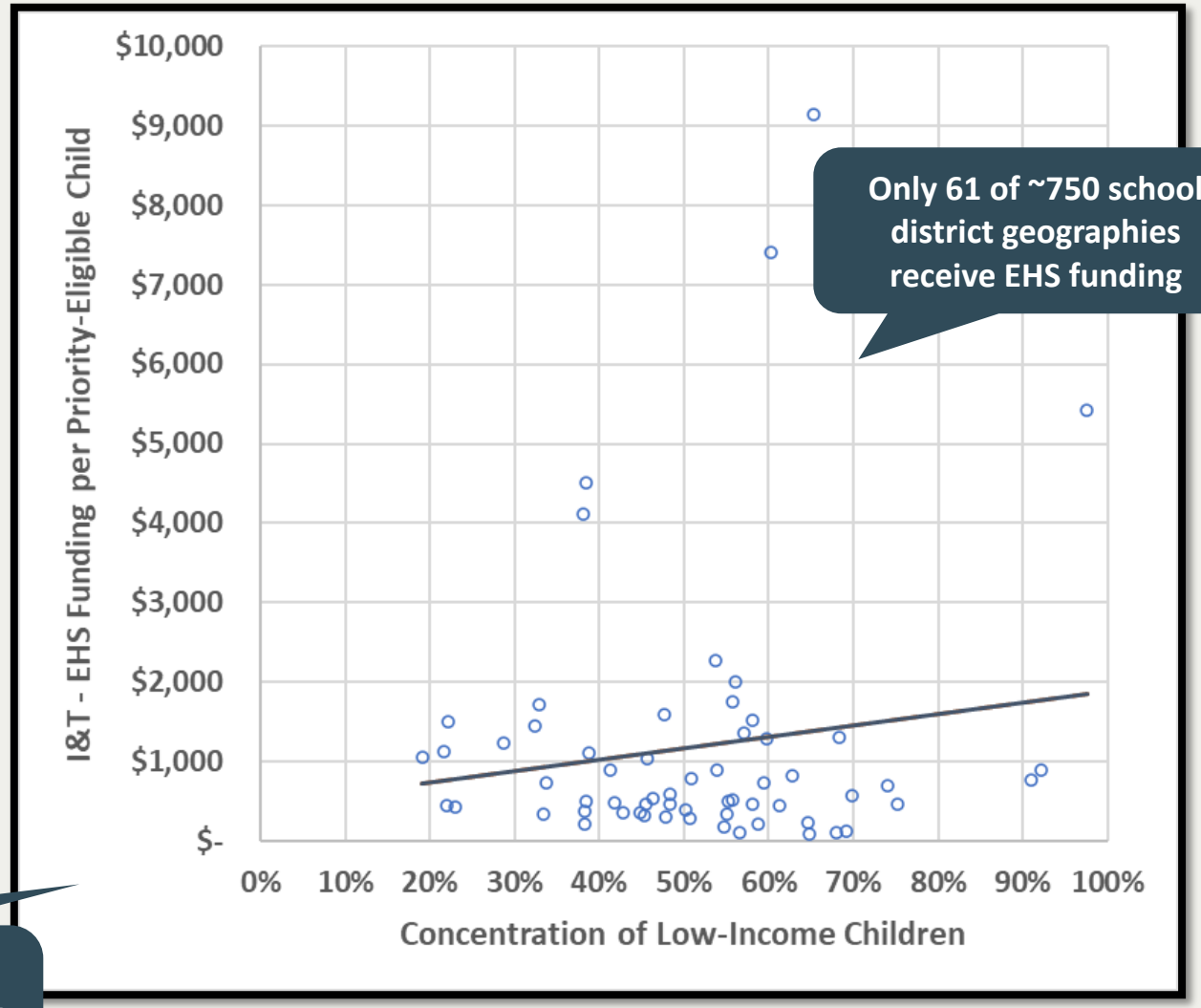
**excluding district regions with $0 funding once EI removed*

*FY19 data – DRAFT, FOR INTERNAL DISCUSSION ONLY

Early Head Start (EHS) funding for Infants and Toddlers is relatively more equitable compared to other I&T funding streams, though scatteredness remains high

EHS is the third largest funding source for Infants and Toddlers, representing 16% of total State and Federal funds (excl. HV)

Infants and Toddlers – EHS funding



Only showing max $10K per priority-eligible child

Steepest positive trend line and strongest positive correlation (still weak) of I&T funding streams

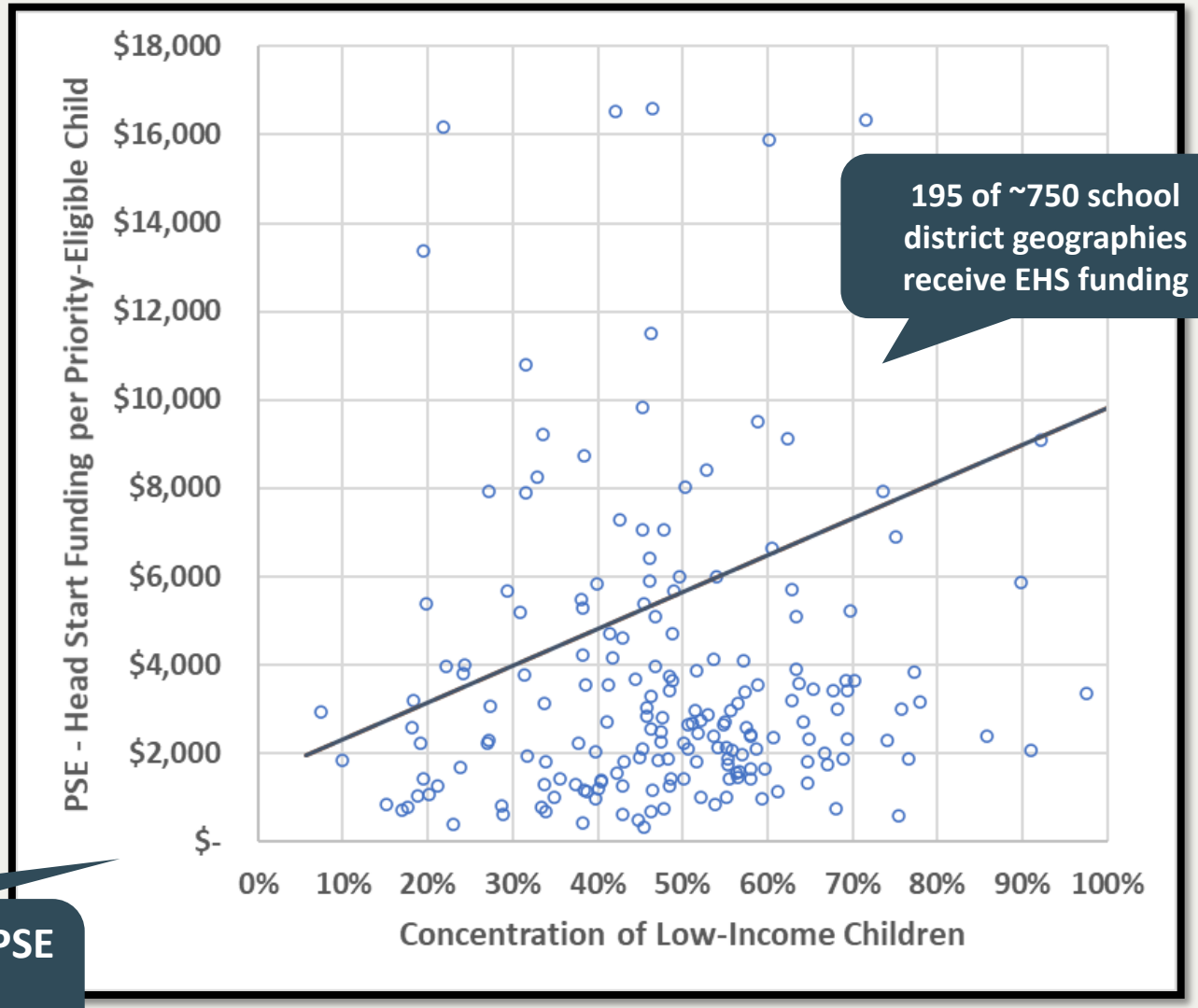
*FY19 data – DRAFT, FOR INTERNAL DISCUSSION ONLY; excluding Home Visiting

Head Start (HS) funding for Preschool Eligible is relatively more equitable compared to other PSE funding streams, with a progressive trendline, though correlation is weak

HS is the second largest funding source for Preschool Eligible aged children, representing **30%** of total State and Federal funds (excl. HV)

Steepest positive trend line of PSE funding streams, though scatteredness is still high

Preschool Eligible Aged Children - HS funding



Only showing max $18K per priority-eligible child

*FY19 data – DRAFT, FOR INTERNAL DISCUSSION ONLY; excluding Home Visiting

Equity Metrics by Funding Stream

		Total $		values of $0 removed per child scatterplot - funding stream alone				values of $0 removed $ per eligible child - funding stream alone					
		Total $	% Total Funding	slope of regression line	slope of line (value)	r value (correlation)	r squared value	count of SDs with positive value	average	median	min	max	range
I&T	**Total Funding**	**$412,235,684**	**100%**	**negative**	**(1,130)**	**(0.111)**	**0.01230**						
I&T	CCAP	$227,981,827	55%	negative	(541)	(0.079)	0.00620	555	$ 838	$ 428	$ 4	$17,019	$17,015
I&T	EI Revolving Fund	$86,162,146	21%	negative	(1,393)	(0.322)	0.10390	732	$ 534	$ 364	$ 1	$17,444	$17,443
I&T	Early Head Start	$66,459,632	16%	positive	1,430	0.144	0.02070	61	$ 1,184	$ 579	$ 87	$ 9,148	$ 9,061
I&T	ECBG - PI	$31,672,664	8%	positive	474	0.040	0.00160	49	$ 929	$ 393	$ 30	$ 9,128	$ 9,098
PreK Eligible	**Total Funding**	**$860,226,421**	**100%**	**positive**	**6,067**	**0.119**	**0.01410**						
PreK Eligible	ECBG - PFA	$339,343,257	39%	negative	(3,252)	(0.111)	0.01230	485	$ 4,207	$ 2,833	$ 72	$61,692	$61,621
PreK Eligible	ECBG - PFAE	$31,761,203	4%	negative	(2,952)	(0.125)	0.01560	78	$ 2,724	$ 1,018	$ 81	$28,939	$28,858
PreK Eligible	HEAD START	$261,739,948	30%	positive	8,335	0.126	0.01590	195	$ 5,492	$ 2,694	$ 311	$96,066	$95,755
PreK Eligible	CCAP	$184,601,143	21%	negative	(189)	(0.040)	0.00050	560	$ 1,073	$ 542	$ 0	$20,618	$20,617
PreK Eligible	ECSE Portion of EBF	$18,129,928	2%	positive	19	0.006	0.00040	705	$ 243	$ 137	$ 1	$14,103	$14,103
PreK Eligible	IDEA Part B Section 619	$13,715,955	2%	negative	(298)	(0.341)	0.11630	746	$ 191	$ 141	$ 3	$ 1,981	$ 1,978
PreK Eligible	*EL PREK FUNDING (TITLE III AND EBF)	$10,934,988	1%	positive	60	0.106	0.01120	190	$ 100	$ 67	$ 0	$ 897	$ 897

*FY19 data – DRAFT, FOR INTERNAL DISCUSSION ONLY; excluding Home Visiting

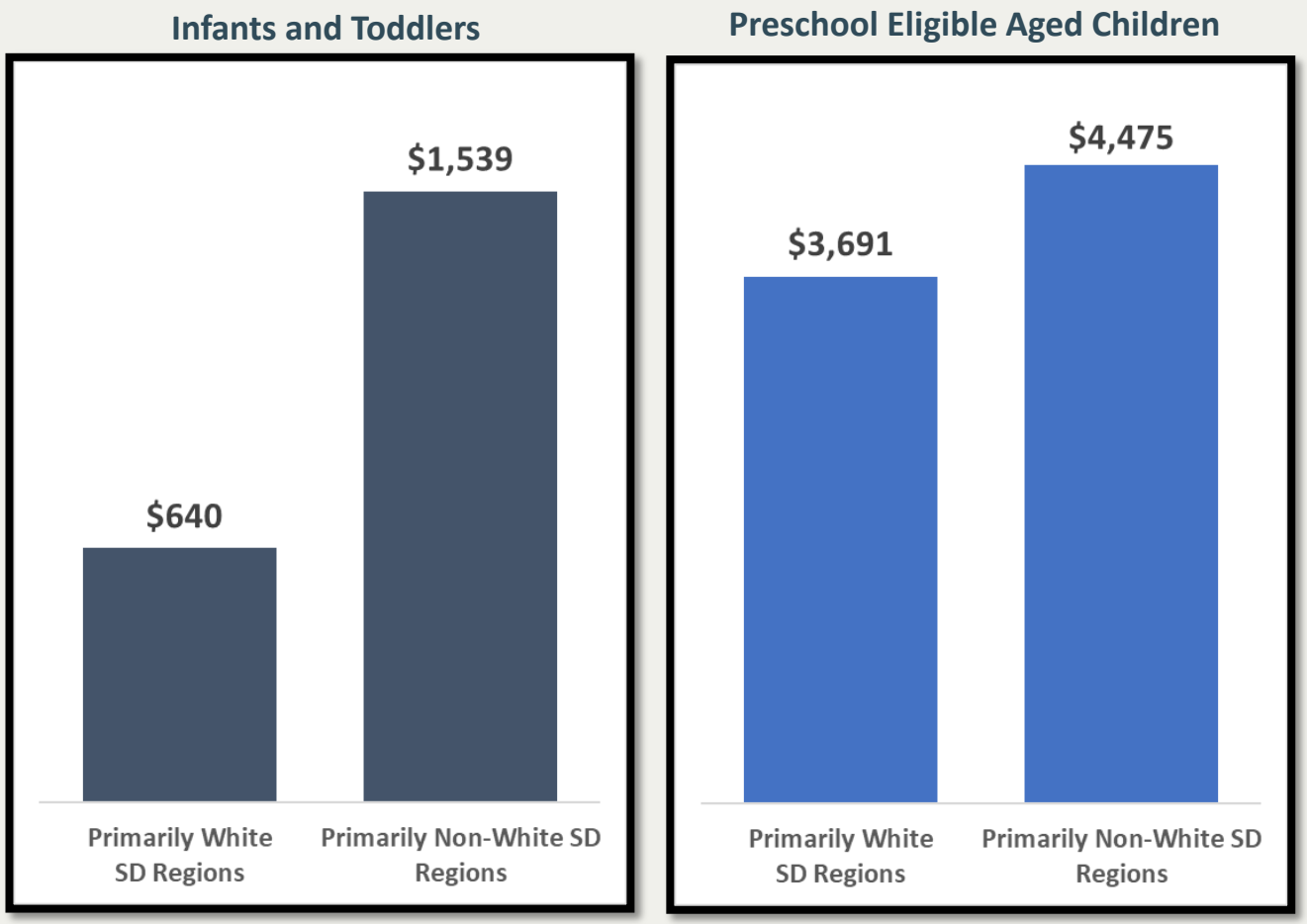
Appendix IV:
Demographic-specific Analyses

The GEAM can also be used to spotlight equity and adequacy across other factors, demographics, and priority populations in Illinois:

- Race / Ethnicity
- English Language Learners
- Region Size
- Kindergarten Readiness Scores

Currently, primarily non-white school district regions receive more funding per priority-eligible child than primarily white regions

Note that this is not true for all districts, as variability in funding is high. Comparing the median level experience.

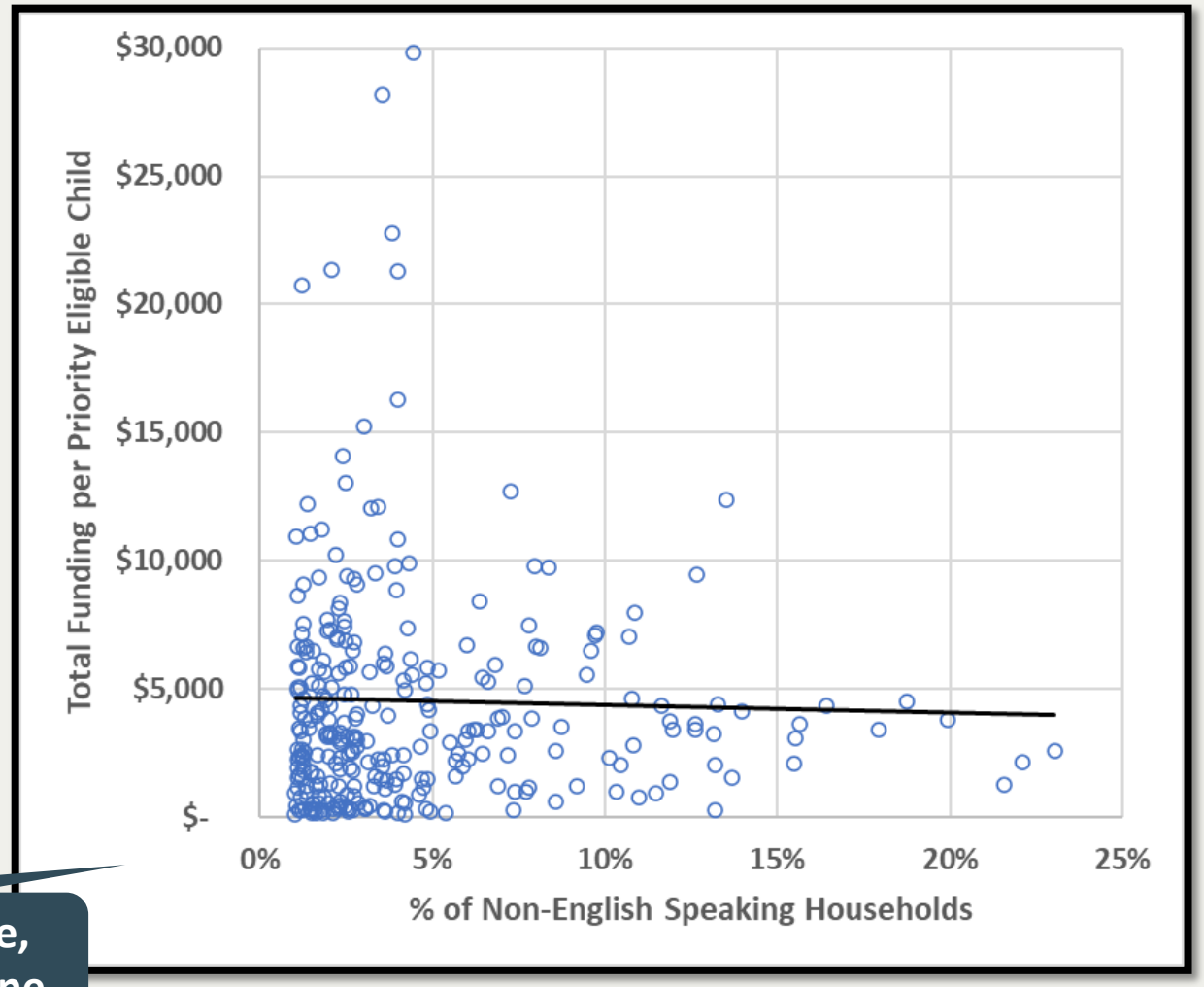


*FY19 data – DRAFT, FOR INTERNAL DISCUSSION ONLY; excluding Home Visiting

Concentration of non-English speaking households (proxy for EL children) does not appear to be correlated with funding per priority-eligible child

Only showing 292 SD regions with >1% Non-English-Speaking households

Total Funding per Priority-Eligible Child and % of Non-English-Speaking Households



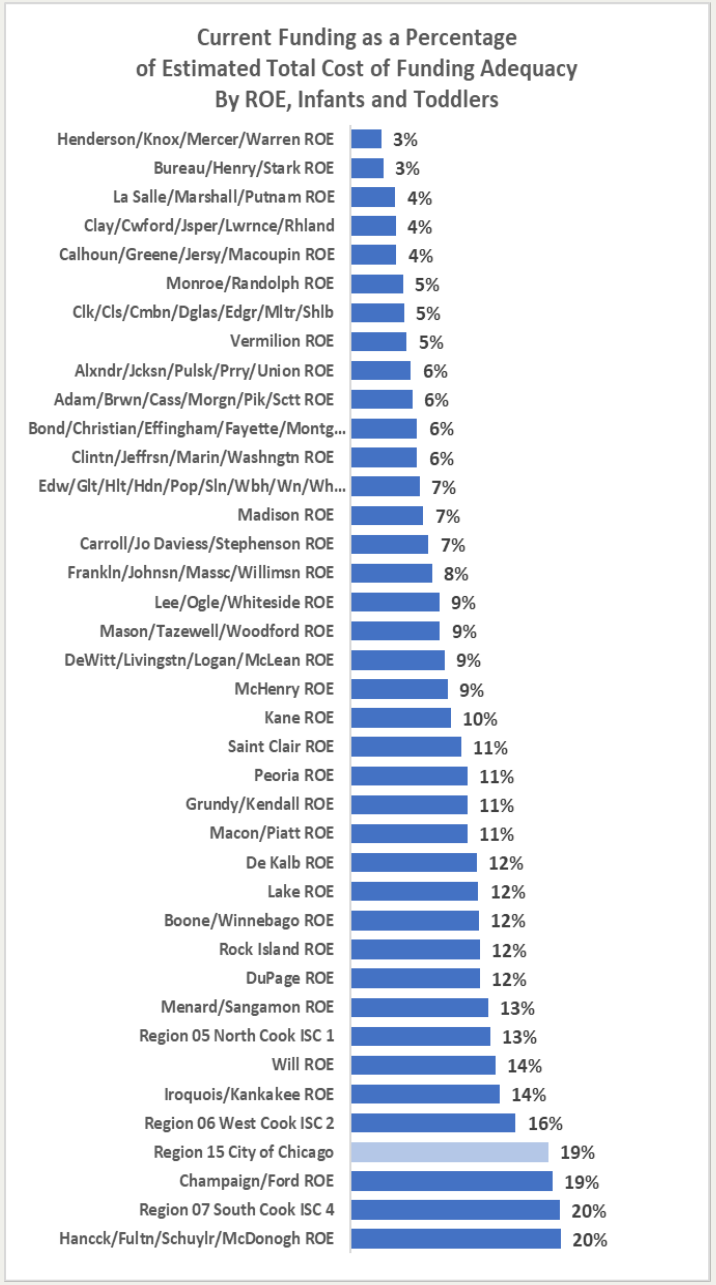
Highly variable across the State, with a flat-to-regressive trendline

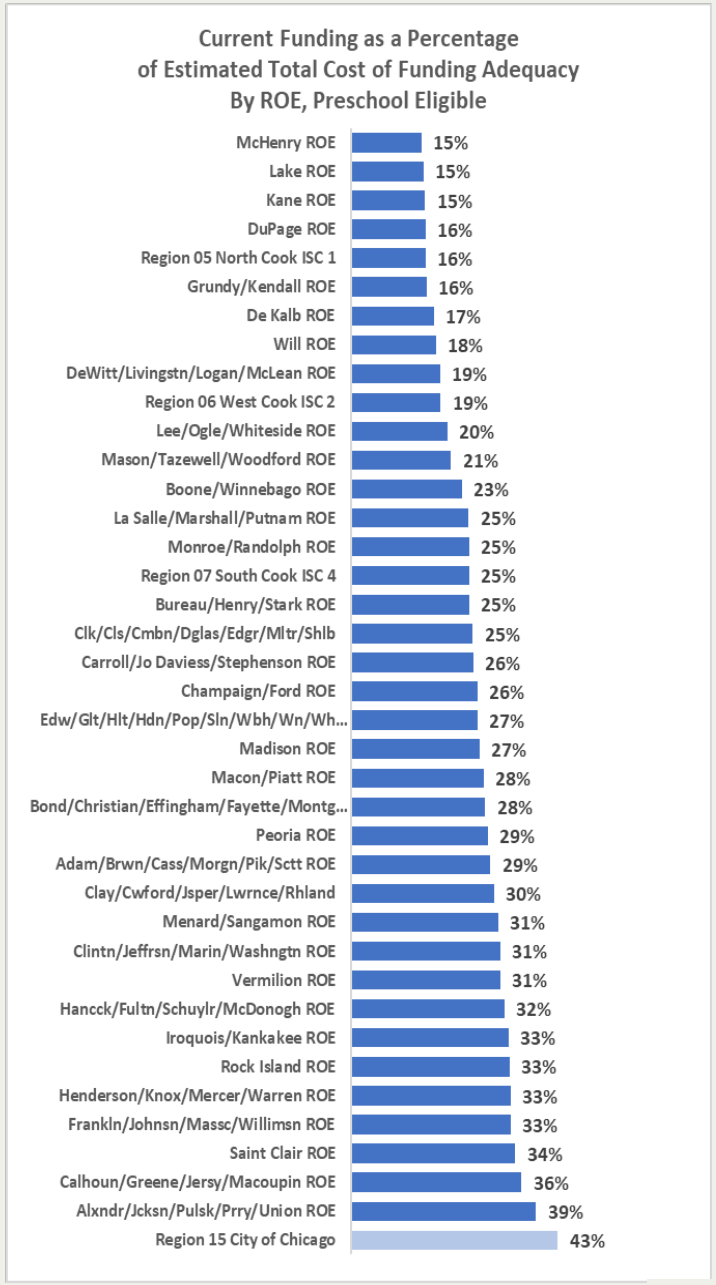
*FY19 data – DRAFT, FOR INTERNAL DISCUSSION ONLY; excludes home visiting

*FY19 data – DRAFT, FOR INTERNAL DISCUSSION ONLY; excluding Home Visiting

Appendix V:
% Adequacy by ROE View

ROE % adequacy ranges from 3%-20% for Infants and Toddlers and 13%-43% for Preschool Eligible aged services.





*FY19 data – DRAFT, FOR INTERNAL DISCUSSION ONLY; excludes home visiting

Appendix VI:
Summary of Initial Takeaways

DRAFT AND SUBJECT TO CHANGE. INTENDED FOR INTERNAL DISCUSSION ONLY.

Summary of initial takeaways:

1. **System Overview.** In FY19 In FY19, IL distributed $448M of state and federal funds for Infants and Toddlers and $887M for Preschool Eligible children. While the count of children eligible for services is lower for Preschool Eligible children, compared to Infants and Toddlers, they receive nearly double the amount of funding for services.

2. **Current Per-child Funding – Variation and Wide Ranges.** For each age group, per-child funding and per-eligible-child funding for school district regions ranges significantly, with large standard deviations for each dataset. High variability in per-child funding across the State and within each categorical grouping is true for each of the subsequent analyses.

3. **Total Funding and Low-Income Child Concentration.** We see that the majority of funding goes to SD regions with a higher concentration of low-income children. Excluding CPS, while 40% of children reside in school district regions with 40% or higher low-income concentration, these regions receive 62% of total ECEC funding.

4. **Current Funding per Child and Low-Income Child Concentration.** In general, when looking at funding per total child (using count of census children, regardless of low-income status or eligibility), we can see that that school district regions with higher concentrations of low-income children tend to experience more funding per total child. This makes sense, as the system is designed to prioritize serving children with higher needs and in poverty.

DRAFT AND SUBJECT TO CHANGE. INTENDED FOR INTERNAL DISCUSSION ONLY.

Summary of initial takeaways - continued:

5. **Low-Income Child Concentration and Current Funding per Priority-Eligible Child.** When comparing funding per-priority-eligible-child, we can see that there is a wide range of per-priority-eligible-child funding not only across the entire system, but also within each low-income band.

    a) For Infants and Toddlers, with the exception of 6 school district regions in the 90-100% low-income band and CPS, we can see that per-priority-eligible-child funding decreases as concentration of low-income children increases (up to 60%) – the wealthiest district regions receive more funding per priority-eligible child (true of both the average and median school district region experience). This is driven in large part by Early Intervention, a funding stream intended to serve all children at risk of developmental delays or disabilities, regardless of low-income status.

    b) For Preschool Eligible aged children, we see that generally per-priority-eligible-child funding increases as concentration of low-income children increases (up to 50%). SD regions in the 40-80% low-income range experience a similar range and similar median per-priority-eligible-child funding experience, greater than wealthier districts. Then there is a slightly lower per-priority-eligible-child funding experience for the 80-90% low-income band, with the highest per-priority-eligible-child funding experience in the 90-100% low-income band (note, there are only 6 school district region data points in the 90-100% low-income band).

6. **Race/Ethnicity and Current Funding per Eligible Child.** For Infants and Toddlers, per-priority-eligible-child funding is higher in districts with higher percentages of non-white populations (true of average and median SD region experience). For Preschool Eligible ages, per-eligible-child funding is relatively flat, though we see slightly higher per-priority-eligible-child funding in more diverse regions. When categorizing districts into primarily white vs. primarily non-white district regions, we see that per-priority-eligible-child funding is higher for primarily non-white district regions (true for both age groups' averages and medians).

DRAFT AND SUBJECT TO CHANGE. INTENDED FOR INTERNAL DISCUSSION ONLY.

Summary of initial takeaways - continued:

7. **English Learner Status and Current Funding per Eligible Child.** While there are funds specifically for English-learner children in preschool settings, EL status does not appear to have a meaningful relationship to allocation of funding, when considering all funding sources together and all school district regions. Of the 754 school district regions, only 292 have greater than 1% of families categorized as limited English-speaking households. For those regions with greater than 1% of families categorized as limited English-speaking households, funding per eligible child tends to increase slightly as % of families categorized as limited English-speaking increases. Though the relationship is not strong, and variation is high, this holds for both age groups.

8. **Kindergarten Readiness and Current Funding per Eligible Child.** We can see that while variability is high, and low-income concentration is not a perfect predictor of kindergarten readiness scores, generally as concentration of low-income children increases, kindergarten readiness decreases. We see that, again while variability is quite high, for Preschool Eligible ages, the more funding per-priority-eligible-child, the greater the readiness score. When combining both age groups together, there is almost no correlation between regions' per-priority-eligible-child funding and Kindergarten Readiness scores.

9. **Region Size and Current Funding per Eligible Child.** When comparing region size to per-priority-eligible-child funding, we see that for preschool eligible ages, the more children living in a region, the lower the funding per priority-eligible child. The opposite is true, and the correlation is weaker, for Infants and Toddlers.

DRAFT AND SUBJECT TO CHANGE. INTENDED FOR INTERNAL DISCUSSION ONLY.

Summary of initial takeaways - continued:

10. **Funding Adequacy Gap.** The funding adequacy gap for IL ECEC, as defined for the purposes of this analysis, is an estimated $4.78Bn. Adequacy gaps for each region range substantially - we see some regions with calculated negative gaps (where current funding exceeds adequate funding) and some regions where gaps exceed $100M (excluding CPS). On a per-priority-eligible-child-basis for adequacy gaps, there is high variability and large standard deviation across regions. Adequacy gaps per priority-eligible child are generally higher for Infants and Toddlers than for Preschool Eligible ages.

11. **Low-Income Child Concentration and Funding Adequacy Gap.** The majority of funding required to achieve adequacy is needed for school district regions with higher concentrations of low-income children. On a per-priority-eligible-child basis, the adequacy gap varies across the state and within each low-income band. The adequacy gap per priority-eligible child for each region generally increases as concentration of low-income children increases for Infants and Toddlers and generally decreases as concentration of low-income children increases for Preschool Eligible children. This is the inverse of what we see for current funding per priority-eligible child.

As a reminder, there is more work to do to update the definition of adequacy to be more in line with short-term goals and considering federal legislation. Please see the written study for details.