EQUITY TASK FORCE VIRTUAL MEETING

ILLINOIS WORKFORCE INNOVATION BOARD

Governor JB Pritzker
John Rico, Co-Chair (IWIB)
Sylvia Garcia, Co-Chair (IWIB)

Equity Task Force Co-Chairs:
Dr. Lisa Bly-Jones
Ms. Elba Aranda-Suh

February 24, 2021

ACCESS AND PARTICIPATION GUIDELINES

Ms. Gina Wells

MEETING ACCESS
☑ We highly recommend using your video to fully participate in chats, polls, etc.
☑ Select the Call Me Option on Zoom to use your phone for audio while using the video option, if you choose. The meeting will also include closed captioning
☑ If accessing solely on audio, we recommend sending an email to mcook12@ilstu.edu with your questions to be posted on your behalf.

MEETING PARTICIPATION
☒ Please remain on mute when you're not speaking.
☒ Please use Chat to ask questions
☒ Send Chat to "Everyone" for questions and comments on content during discussion.
☒ A Parking Lot will be created to track items raised during a meeting but not discussed.
☒ Materials shared during the meeting will be available on workNet.

This meeting is subject to the Open Meetings Act and will be recorded. It will follow Robert's Rules of Order.

ROLL CALL

Ms. Kelly Burrello

Elba Aranda-Suh, Co-Chair	Adrian Esquivel	Jerome Holston	Carlotta Roman
Lisa Bly-Jones, Co-Chair	Jamie Ewing	Aime'e Julian	Emily Rusca
Diana Alfaro	Pastor Ford	Jason Keller	Itedal Shalabi
Bridget Altenburg	Jennifer Foster	Jonathan Lanning	Daniel Sullivan
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Pat Devaney	Delmar L. Gillus, Jr.	Magdalena Rivera	Laura Wilhelm
Morgan Diamond	Teresa Haley	Julio Rodriguez	Audra Wilson, Esq.
Antoinette Golden	Greg Harle	Manny Rodriguez	

AGENDA

Ms. Elba Aranda-Suh and Dr. Lisa Bly-Jones, Co-Chairs

Introductions and Remarks	Ms. Elba Aranda-Suh and Dr. Lisa Bly-Jones
Presentation: IL Board of Higher Education	Ms. Ginger Ostro
Introduction of Maher & Maher Team	Ms. Lisa Jones
Approval of Minutes (Action Item)	Ms. Elba Aranda-Suh and Dr. Lisa Bly-Jones
Vote: Working Vision of Equity and Definition of Equity Lens (Action Item)	Ms. Elba Aranda-Suh and Dr. Lisa Bly-Jones
Presentation: Data Workgroup Update	Ms. Yolanda Clark
Work Group Reports and Discussion	Elba Aranda-Suh, Dr. Lisa Bly-Jones, Mr. Dan Sullivan, Mr. Sergio Mendoza, Ms. Angela Morrison, Mr. Adrian Esquivel
Next Steps	Ms. Elba Aranda-Suh and Dr. Lisa Bly-Jones
Public Comment	Ms. Jeannette Tamayo
Closing Remarks and Adjournment	Ms. Elba Aranda-Suh and Dr. Lisa Bly-Jones

Presentation: Illinois Board of Higher Education

Ms. Ginger Ostro, Executive Director

Facilitation Updates
Introducing Maher & Maher

Dr. Lisa Bly-Jones, Co-Chair

APPROVAL OF FEBRUARY MINUTES

Ms. Elba Aranda-Suh, Co-Chair

- Approve minutes from February meeting
- Link to February 2021 meeting minutes

VOICE VOTE (February Minutes)

Ms. Elba Aranda-Suh, Co-Chair

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Action Item: Vote on Key Terms

Dr. Lisa Bly-Jones, Co-Chair

Key Equity Terms

"**An equity lens** is an ongoing process for analyzing or diagnosing the impact of the design and implementation of policies on under-served and marginalized individuals and groups, and to identify and potentially eliminate barriers."

University of Minnesota University Policy Library Definition

Our Working Vision for Equity *is "The state, quality, or ideal of being just, impartial and fair. The concept of equity is synonymous with fairness and justice. It is helpful to think of equity as not simply a desired state of affairs or lofty value. To be achieved and sustained, equity needs to be thought of as a structural and systemic concept."*

Adapted from the Annie E. Casey Foundation

ROLL CALL VOTE (to move forward to the IWIB Executive Committee the Vision Equity and the Equity Lens Definition)

Ms. Gina Wells

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EQUITY TASK FORCE
DATA ANALYSIS WORK GROUP

ILLINOIS WORKFORCE INNOVATION BOARD

Co-Lead: Dan Sullivan
Staff: Brian Richard; Yolanda Clark

June 23, 2021

Data Workgroup Charge

Assessing, analyzing, and recommending education and workforce tools that can track program access and outcomes and disaggregate data to reveal disparities in policies and program delivery.

Disproportionate Impact

- The first step in addressing equity gaps is to identify them.

- How can we determine, with some degree of certainty, whether one or more groups within the IL workforce system customer base needs specialized assistance in order to succeed?

- When one subgroup of workforce system customers attains an outcome at a rate substantially lower than the benchmark rate, that subgroup may be referred to as "**disproportionately impacted**."

Three Approaches to Measuring Disproportionate Impact

- **Percentage Point Gap Index**: The percentage point gap approach measures the difference in percentage points between a given demographic group's educational outcomes and the overall average (or mean) for those outcomes across all demographic groups.

- **The 80% Rule Index**: Do any subgroups achieve a particular outcome less than 80% of the time that the highest achieving subgroup successfully attains that outcome?

- **The Proportionality Index (PI):** If a subgroup of students represents 45% of workforce system customers, does that subgroup also represent at least 45% of the customers achieve a specific outcome?

Disproportionate Impact Methods

80% Rule Index will be the primary method of the Data Workgroup

Disproportionate Impact (DI) is evident if the performance outcome rate of any subgroup is less than 80% of the group with the highest outcome rate.

How the 80% Index is calculated:

Cohort Group Rate/ Reference Group Rate

Proportionality Index and **Percentage Gap Index** DI measures were not used because of the very small number of participants in various subgroups.

Demonstrating the 80% Index with sample data analysis

We selected measures for analysis based on the customer's journey through the workforce system

We wanted to determine the extent to which the customer's experience through the workforce system is equitable, so we looked at . . .

- Wages three quarters before entering the program
- Career services they receive once in the program
- Wage they gained after they exit the program

Title I- Adult Average Quarterly Wages Three Quarters Prior to Enrollment
[Race, Sex, and Level of Education]

Participants come to the workforce system with very different experiences in the labor market:
- Black males and Asian females have disproportionate impact across many education levels
- Asian Females had the most DI – 6 Levels of Education

	White		Asian		Black		Hispanic	
	Male	Female	Male	Female	Male	Female	Male	Female
	ADULT Average Quarterly Wage 3 Quarters Prior to Enrollment							
LT HS	$ 3,447	$ 2,313		$ 308	$ 1,979	$ 2,171	$ 3,640	$ 4,211
HS	$ 3,163	$ 2,943	$ 3,731	$ 2,643	$ 2,799	$ 3,316	$ 3,678	$ 3,109
HS equiv	$ 2,564	$ 2,691	$ 1,770	$ 4,156	$ 2,102	$ 2,780	$ 3,161	$ 3,545
some PS educ	$ 2,868	$ 2,948		$ 2,956	$ 2,656	$ 2,963	$ 3,764	$ 3,171
PS cert	$ 3,885	$ 3,738			$ 3,472	$ 4,288	$ 3,886	$ 3,186
Assoc	$ 3,694	$ 3,273	$ 2,875	$ 1,680	$ 2,469	$ 3,693	$ 3,796	$ 3,558
Bach	$ 4,488	$ 3,814	$ 1,657	$ 2,535	$ 3,847	$ 4,058	$ 3,064	$ 4,063
Grad	$ 2,367	$ 3,409	$ 3,885	$ 2,301	$ 4,467	$ 4,230		
All Exiters	$ 3,208	$ 3,037	$ 2,879	$ 2,506	$ 2,676	$ 3,294	$ 3,544	$ 3,345

Green — Reference Groups (group in that level of education with the highest average wage)

Yellow — Groups exhibiting disproportionate impact (less than 80% of the reference group's wages)

Title I- Staff-Assisted Career Services
[Race and Sex]

Staff assisted career services are generally delivered equitably, but a few groups receive fewer of this type of service than others.

➢ Three groups experience disproportionate impact: Asian males and females and American Indian females

Received Staff Assisted Service Career Services							
	Hispanic	AmerInd	Asian	Black	NatvHaw	White	Did Not ID
Male	1,409	79	246	2,863	16	3,157	874
Female	1,155	48	233	3,423	19	3,336	692
Percent Received Staff Assisted Service Career Services							
	Hispanic	AmerInd	Asian	Black	NatvHaw	White	Did Not ID
Male	47%	54%	43%	48%	53%	47%	45%
Female	48%	44%	44%	49%	48%	56%	47%
80% Rule Index							
	Hispanic	AmerInd	Asian	Black	NatvHaw	White	Did Not ID
Male	84%	97%	76%	85%	95%	84%	81%
Female	85%	78%	78%	88%	84%	100%	84%

Green Reference Groups (group in that level of education with the highest average wage)

Yellow Groups exhibiting disproportionate impact (less than 80% of the reference group's wages)

Title I- Self-Service Career Services
[Race and Sex]

White males and females access self-service career services more frequently than other groups. *The workgroups will further explore the implications of what we see here.*

Received Self Service Career Services							
	Hispanic	AmerInd	Asian	Black	NatvHaw	White	Did Not ID
Male	556	24	166	1,262	5	2,114	391
Female	490	29	139	1,749	13	2,024	313
Percent Received Self Service Career Services							
	Hispanic	AmerInd	Asian	Black	NatvHaw	White	Did Not ID
Male	19%	17%	29%	21%	17%	32%	20%
Female	20%	27%	26%	25%	33%	34%	21%
80% Rule Index							
	Hispanic	AmerInd	Asian	Black	NatvHaw	White	Did Not ID
Male	55%	48%	85%	62%	49%	93%	59%
Female	59%	78%	77%	74%	95%	100%	62%

Green	Reference Groups (group in that level of education with the highest average wage)
Yellow	Groups exhibiting disproportionate impact (less than 80% of the reference group's wages)

Title I- Adult Average Quarterly Wage Gain
[Race, Sex, and Level of Education]

Black females experience disproportionate impact at all levels of education.

	White Male	White Female	Asian Male	Asian Female	Black Male	Black Female	Hispanic Male	Hispanic Female
				ADULT Average Quarterly Wage Gain				
LT HS	$ 2,333	$ 2,756		$ 4,626	$ 2,629	$ 2,972	$ 2,157	$ 2,918
HS	$ 3,655	$ 3,488	$ 2,380	$ 3,976	$ 3,588	$ 2,520	$ 3,692	$ 2,677
HS equiv	$ 2,439	$ 2,308	$ 1,841	$ 4,141	$ 3,630	$ 2,493	$ 2,552	$ 1,521
some PS educ	$ 3,107	$ 6,106		$ 4,080	$ 3,384	$ 4,311	$ 2,593	$ 5,106
PS cert	$ 4,843	$ 4,405			$ 1,666	$ 2,899	$ 3,208	$ 3,556
Assoc	$ 4,330	$ 4,694	$ 3,385	$ 2,795	$ 2,870	$ 3,291	$ 5,142	$ 3,262
Bach	$ 3,968	$ 4,787	$ 5,058	$ 3,854	$ 4,786	$ 3,987	$ 5,566	$ 3,662
Grad	$ 6,042	$ 3,187	$ 11,920	$ 7,108	$ (81)	$ 5,255		
All Exiters	$ 3,496	$ 4,285	$ 4,192	$ 4,187	$ 3,426	$ 3,018	$ 3,374	$ 2,978

Green — Reference Groups (group in that level of education with the highest average wage)

Yellow — Groups exhibiting disproportionate impact (less than 80% of the reference group's wages)

The Data Tells Only Part of the Story

- The data workgroup is looking at disproportionate impact across many dimensions, including education level and barriers to employment.

- Our preliminary analysis reveals significant gaps across many dimensions but the data will not tell us why those gaps exist.

- There is a need to explore the root causes of the disproportionate impact.

Data Workgroup Next Steps

Ms. Yolanda Clark

- Compile a list of research questions – what questions do we want to be able to answer about equity in the IL workforce system?

- Identify data gaps

- Complete analysis using the 80% Rule Index for WIOA title I

- Request same analysis from partners for WIOA title II, III, and IV

WORKGROUP REPORTS

Ms. Elba Aranda-Suh and Dr. Lisa Bly-Jones
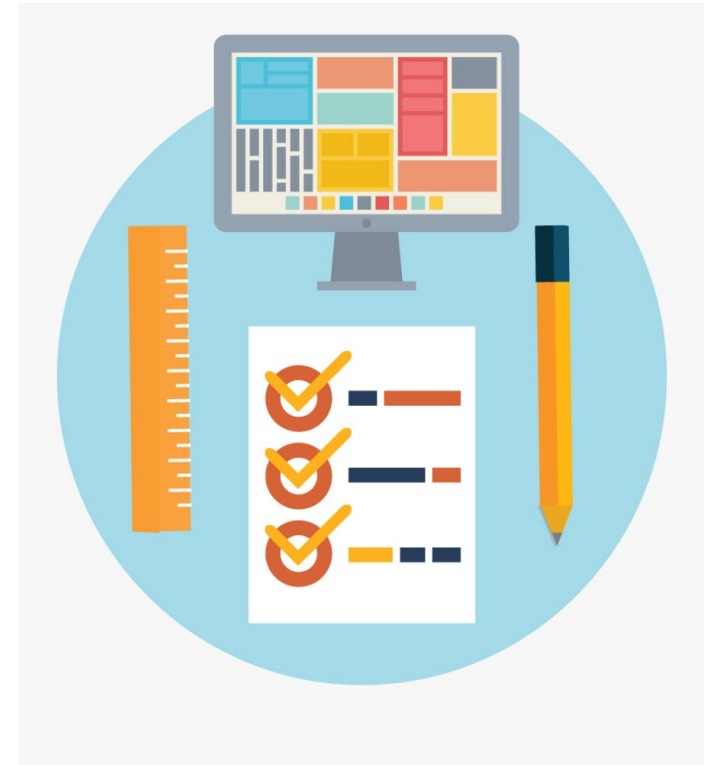
Data Analysis Workgroup

Assessing, analyzing, and recommending education and workforce tools that can track program access and outcomes and disaggregate data to reveal disparities in policies and program delivery.

Policy Workgroup

Examining programs, policies, and practices to infuse issues of equity and inclusion into these programs, policies, and practices as authorized by law.

Program Workgroup

Making recommendations regarding inclusive and diverse approaches, including professional development of staff, to ensure use of an equity lens in serving their diverse populations.

IWIB

DATA ANALYSIS WORKGROUP

Mr. Dan Sullivan

- Selected analytical tools to understand disparate impact.

- Identified preliminary data gaps.

Next Steps

- Compile a list of research questions.

- Finalize analysis of data gaps.

- Complete analysis using the 80% Rule Index for WIOA title I.

- Request same analysis from partners for WIOA title II, III, and IV.

POLICY WORKGROUP

Mr. Sergio Mendoza and Ms. Angela Morrison

- Discussed state and local workforce system policies with greatest impact on equity.
- Examined equity tools to support equitable policy and program development.

Next Steps
- Testing an equity tool by using it to analyze IL's ETPL policy.
- Identifying additional policies and programs to analyze using the tool.
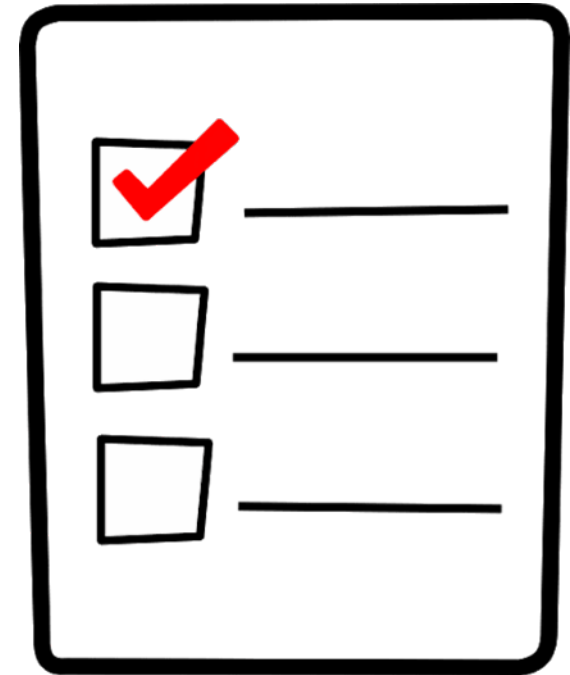
PROGRAM WORKGROUP

Mr. Adrian Esquivel

- Discussed professional development, education, and other approaches for building awareness of inequity and developing skills and strategies to build equity.

Next Steps
- Develop recommendations on professional development and education approaches and options.
- Discuss options to support equitable decision making.
- Discuss approaches to developing options for evaluating organizational capacity and service delivery.

CLOSING REMARKS

Dr. Lisa Bly-Jones, Co-Chair

Thank you for dedicating your vision, energy, and time to our Equity Task Force!

Next Task Force Meeting Date: August 25 , 2021

·   Check your email for a Zoom calendar invite.
·   Visit Illinois workNet to view additional Task Force information. Learn how here.

Public Comment

Ms. Kelly Burrello

Five Minutes are reserved at the end of each meeting

for Public Comment.

MEETING CONCLUSION VOTE

Elba Aranda-Suh

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