ACCESS

Whether early childhood programs and services are accessible, available at a reasonable cost, and using reasonable effort

ADD

What other information is needed to get a fuller picture of the landscape?

Consider...

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Record answers on the blue stickies

Some CPS and CBO sites have coordinated enrollment but need to identify programs/best practices to build on across the system

Language supports (including/beyond Spanish) are often ad hoc; could use citywide coordination

Need parent voice and coordinated intake-enrollment processes are very complex and cumbersome (sometimes tied to funder requirements)

No universal access place for all programs

-Family Connects

Also need to think about trauma-informed coordinated enrollment

Think about digital divide and how that impacts family access

Inconsistent messaging and fatigue are real challenges that must be addressed

Because of pandemic families aren't seeking information or may require new engagement strategies

PLAN

What next steps should be considered?

☑ What are the key strengths of the current system that can be built upon?

☑ What strategic opportunities exist to advance equity?

☑ What are the threats that could hinder our ability to reach our vision?

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How do we ensure correct, consistent information? e.g where it's stores, how to access

Better understand priorities at state and local level to break out of silos

Use of social media (multiple platforms, multiple pages, multiple languages) to support communication with families

Child Parent Centers (CPCs) as a model to build upon

Look to quality home visiting programs to expand

QUALITY

The extent to which an early learning environment promotes the physical, social, emotional, and cognitive development of young children while responding to the needs of families

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	Modify QRIS: Early Learning Council Quality Subcommittee	Quality included in other areas (e.g., workforce, etc.)	More high quality spots for children with special learning needs; projects have gone away with funding (e.g., Erie work)
		Mental health inclusion	

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Quality program for kids with special learning needs	Thinking on what is "quality" needs to include racially/culturally affirming aspects and exposure	Conversations with families about "quality"	
2 Year degrees, experience and other options seen as quality	Overlay of a Racial/Social Justice Framework	More on care for infants and toddlers and credentials	

WORKFORCE

The broad range of individuals engaged in the care and education of young children -- including the supports that ensure preparation, training, compensation and well-being

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- How can we make sure folx are aware of funding opportunities

- Access to degrees and credentials more realistic. How is experience taken into account (re: competency based)

- Add "degree" to credentials

  Also add in licensure - and not create dead-ends where folx are stuck

- Connection to IHE (re: access to credentials)

  As well as intersectionality to funding - some things happening that can impact the workforce (ready to learn, HS, CPS, DFSS)

- How can we also address the PD needs across the city - esp. that is more agile

- Support for non-traditional students (hours, locations, etc.)

- Efforts to allow community colleges to provide 4 year degrees in ECE - needs some more advocacy- but it a potential pathway

- More info about the demographics of the current workforce - some work happening around this

- What can we learn from the Truman Center efforts? Scholarship that isn't meeting the need

- How can we create systems to support IHE and employers to work together

- We need transfer options (course by course AND how we support ppl moving through the system) - how do we address attrition points

- Address wages, AND working conditions

- Body currently working on workforce: Early Childhood Workforce Partnership Employers Council

- SB 1832

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- have a city-wide scholarship - we have a way to onboard folx that we can leverage

- PLA (prior learning assessment) - use community college as a lever could cause harm if a 4 year school won't take the credits

- PLA requires a fee (cannot use financial aid) - establish a fund for this

- there is a legislative solution (somewhat controversial) to have an associate's degree accepted as a package

- IL Board of Higher Ed is going through a strategic planning process right now - more alignment b/w IHE and ECE

- Federal opportunities to add ECE in career pathways

- Roles of the teachers of color - and they often serve as asst. teachers

- RTT funds - articulation efforts to build on? - there are some relationships/partnerships that could be built upon

LEADERSHIP & DECISION-MAKING

The organizational structure and the coordination of authority and accountability for making program, policy, financing, and implementation decisions

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Blue stickies:

- Knowing fiscal part -- operational budgets and how that impacts funding models

- Who at the city is responsible for justice, equity, inclusion? There are specific requirements -- Rapid Response Team for COVID -- responded to crisis. Where is there leadership for the early childhood space?

- Wanting to know benefits as part of compensation

- Research available about the best practices -- also that lead to school readiness to create a clear path -- particularly on a specific population) --> trainings is not the only way -- accountability needs to be built in the outcomes. For example -- increasing school readiness rates and addressing disparities

- Data available on turn-over specific to ece workforce (site directors and managers)

- Salaries should be comprable to school teachers -- but not the goal -- thinking big picture about compensation

- Data on salaries (understanding Chicago is different than the state) -- helpful to drill down on

Green stickies:

- If we don't center racial equity and address it head on -- will create a system that doesn't work from BIPOC communities -- need to keep in mind who we are trying to serve

- City is the funder // relationship -- needs to have a shared philosophy of partnership and that there is continuity over time with city leadership -- how is that being brought top and center?

- Table and place for organizations that are in the space but not direct child care provider (e.g.. libraries) -- make connections in a systematic way to complement the needs of families --> opportunity to comprehensively support families

- Develop a strategy re: pipeline BIPOC and other diverse in leadership

- Need another position focused on DEI as an umbrella to ec work in the City

- Recognize the disconnect or separation between providers and policy/advocacy -- leadership level need to recognize that they are interdependent (without voice of those who run organizations -- clear implications for what happens in classrooms and programs = implementation

- Economies of scale and pedagogies -- training institute/program. Many organizations don't have $ can be a request of the full system

- Involving parents and community members in the CREATION not just checking the box --> how can the City do this different to move beyond buy-in

- Perpetuating systems by creating checklists -- how do you move beyond / create authentic space to drive vision forward -- true leadership and decision-making

- Way conditioned to work -- as delegate of the city -- compliant centric (which is baseline) when you concentrate resources on that --> innovation, capacity, etc. falls behind. Public funding can have a threshold, but need to move beyond for quality care and leraning

- Employers are different across the ec field -- need to think about how to mobilize to create the accountability and outcomes

- Co-creating --> need to recognize barriers in families to participate (time of day of the meeting, travel, child care, etc.) that can hinder engagement

FUNDING
Funding mechanisms and approaches that support early childhood services

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Role of philanthropy in funding (and leadership/decision-making). What role are funders playing, what role would they like to play

Any shovel ready projects? City working with IFF on quality facilities for all. Need for construction/renovation but funding often doesn't support

We often plan things but don't have funding to support it -- need to be mindful that plans can cost $. Money sometimes doesn't catch up to plans.

Threats -- sequestration. Future funding cuts are possible

Impacts of trauma/ACEs. And how we are supporting children, families and hte workforce

Thinking about stimulus across systems - child care is getting a lot of attention, but what about IDEA, HV, infrastructure

Hearing that we need to look at structural change -- threat and opportunity.. So we can use this now but what do we do when it goes away

Often when we "blend" we are actually braiding. So to get to true blending -- need the people at the top to talk about alignment (HHS, CCDF) and then supported by the states

Potential opp to engage city council in a true prenatal -5 system for every child in the city

CCAP: challenging ourselves here. Going to 225 FPL is great for state but we need to expand for our working families

Where is city council on early childhood funding? (We always engage the Gen Assembly). Is there an understanding among city council of how funding flows? There has been education to city council-- this is opportunity to educate as we get people up to speed on changes

Is it possible to see Chicago portion of the "big" number in the commission report. This north star could be game changer.

Collab piece -- for fams that get HS and CCAP, CCAP fees should be waived. FPL of HS families should quality them for this.

Funding commission: ways to test mechanisms and how to scale --this is info that will be needed. How does the city plan for its priorities and how they fit into new mechanisms

DFSS increased cost per child -- this was controversial. It's very hard to get this changed . Upcoming recomp -- costs might vary. What is the true cost of quality. We need to come together on this across the city. Funding should not be the reason -- convene a conversation on cost of quality and ensuring alignment across city grantees

DATA & RESEARCH

The collection, use, and sharing of information (data) among key stakeholders in the system and/or the in-depth analysis of an issue, event, entity or process related to the early childhood system
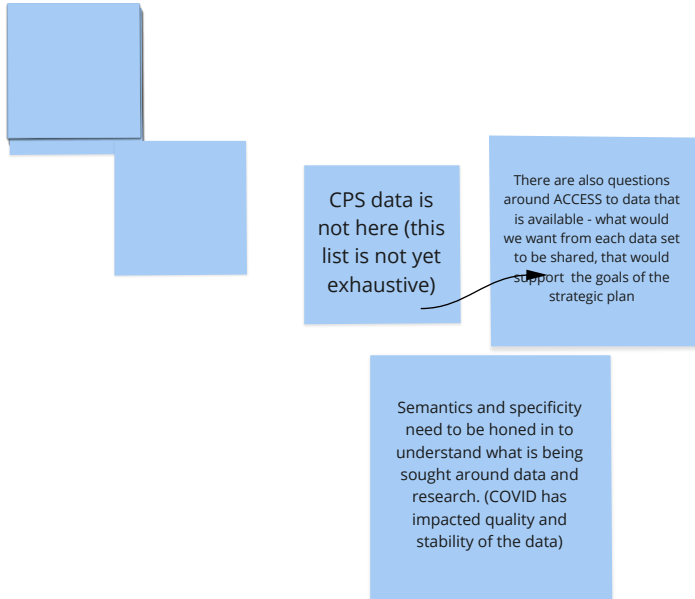
ADD

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CPS data is not here (this list is not yet exhaustive)

There are also questions around ACCESS to data that is available - what would we want from each data set to be shared, that would support the goals of the strategic plan

Semantics and specificity need to be honed in to understand what is being sought around data and research. (COVID has impacted quality and stability of the data)

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Data to what end? Needing to define what we need and for what purpose.

City, community, center and individuals and families - WHAT ARE THE EVALUATION QUESTIONS THAT WE WANT TO ANSWER (i.e. CQI efforts, etc.)

Using data from an equity frame-within a social justice framework (dissagregated)

Warehouse: what is the plan, provides opportunities as well as potential misuse (accountability)

HB 2170

Opportunity to have Identifiable/useable and accessible data and the buildout of a research agenda - this could be developed by a cohort of researchers that are already engaged in the city. B/c Chicago is so large

Distinguishing research and evaluation: purpose and goals and grounding data we collect in specific goals. Lifting up what do we want to evaluate and how we do that in a way that helps us identify needs and focus on improvement

Opportunity to understand what data is available, crosswalk, (quality/accessibility/ barriers to access, what's missing?)

Opportunity to grow data literacy - using what we have to build capacity to use what what we have

Opportunity to alignment amongst the gathering of data/the research and evaluation plan, etc.