Every Child Ready Chicago

Working Group Pre-Meeting Packet

December 11, 2020

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Community Agreements

SRC has developed a set of community agreements to facilitate productive discussion. Below are the expectations for dialogue that grew out of our internal work on race and equity, and which we strive to uphold in all aspects of our work.

- Speak your truth without blame or judgment.

- Listen attentively, with your eyes, ears, and heart.

- Notice moments of discomfort, and stay curious.

- Be open to the experience of this time/space together and to each other.

- Create space so everyone can share.

- Keep information shared confidential.

- Hold one another accountable to using the parking lot to capture important non-agenda items that arise for later discussion

CHICAGO

Zoom Tips

How to Join a Zoom Meeting

There are multiple ways to join a Zoom meeting.

- Click on the Zoom link shared with you.
  - » If you have the Zoom app downloaded on your device, it will ask you if you want to open the app.
  - » If you do not have the Zoom app, it will ask you to download it.
  - » If you do not have the Zoom app and do not want to download it, you can join from your internet browser by clicking "Join from Browser".
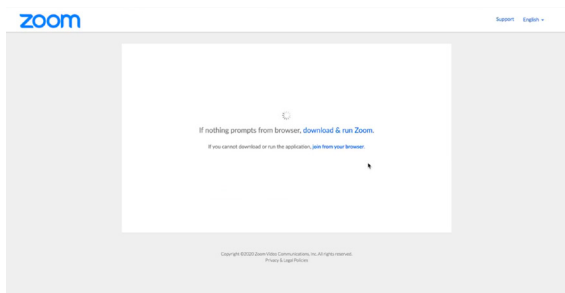
- Go to **http://www.zoom.us** and click "Join a Meeting" then type in the Meeting ID and password provided in your confirmation and reminder emails.

- Download the Zoom app, click "Join", and type in the Meeting ID and password provided in your confirmation and reminder emails.

Participating in a Zoom Meeting

- **Attendee Controls in a Meeting**

- To limit background noise, we recommend muting yourself when you are not speaking.

- If you are having trouble or have a question, you can use the chat feature to send a message to everyone or just to the host.
  - » **In-Meeting Chat**

- At the completion of the meeting, everyone says good-bye and leaves the meeting by clicking on the *leave meeting* button on the bottom right of your screen.

When you Join a Zoom Meeting

- Check your audio, microphone, and camera
  - » Check your *audio* and *video* by clicking on the icons located in the bottom left of your screen, or across the top of your screen if you are in full screen mode.
  - » Your video will be off by default but you are welcome to enable it. We find it adds to the overall experience of a virtual meeting.
  - » **Joining and Configuring Audio and Video**

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Miro Tips

To support virtual participation, we will be using a collaborative platform called Miro. Miro is an online whiteboarding platform that allows a team to visually brainstorm, plan, and design together.
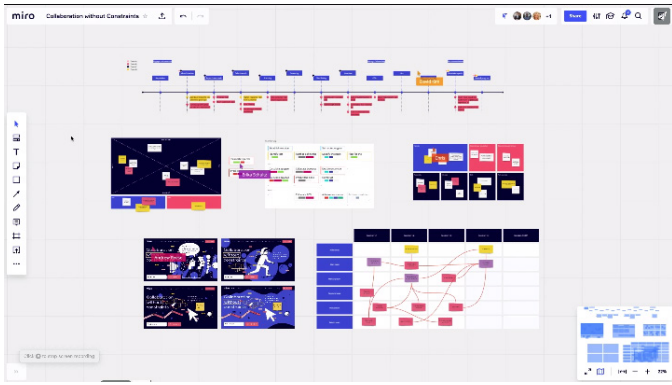

Accessing Miro

You will be sent a link to the appropriate Miro board. Clicking that link will bring you directly to the correct board. You do not need to have a Miro account to participate.

Using Miro

The following short tutorials will provide you with the basic knowledge necessary to participate on a Miro board.

- **Navigation** (3 min video)
- **Collaboration** (3 min video)
- **Getting started section: Sticky Notes** (1 min read)
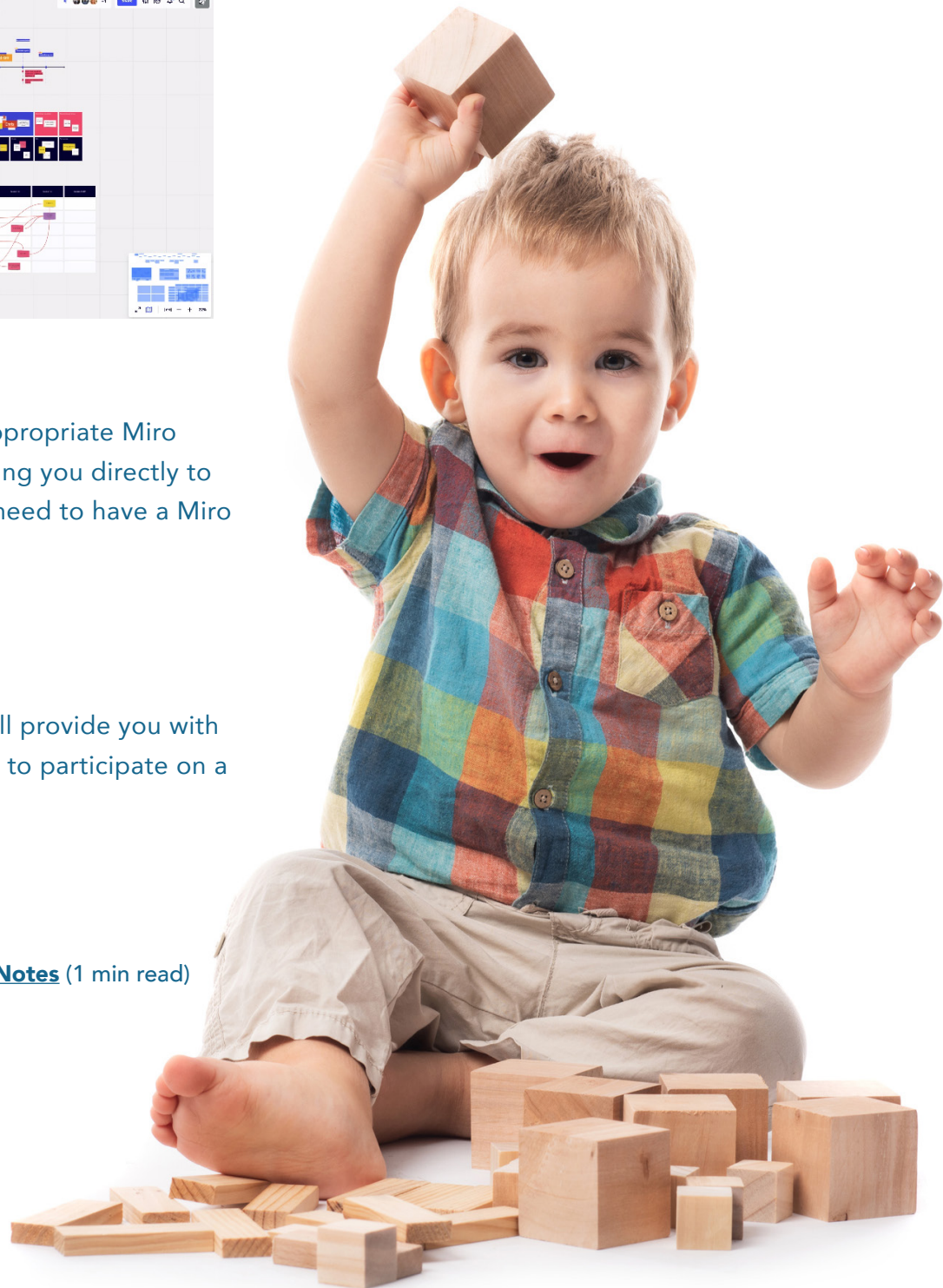
PRE-MEETING REFLECTION SPACE

During the Working Group meeting, you will be asked to share your thoughts, contextual knowledge, and feedback.

Please feel free to use this space to consider your responses before and during the Working Group Meeting.

Honing Vision and Values

VISION STATEMENTS

A. In every Chicago neighborhood, young children thrive in the care of strong families, supported by quality programs, and upheld by communities that put children first.

B. Families in every Chicago community have what they need for their young children to grow strong, live joyful lives, and realize their greatest potential.

C. Every child in Chicago is supported by strong families, effective programs, and well-resourced communities so they can learn, achieve, and step into a bright future.

	ADD *What might be needed to add more clarity to the vision statement?*	ASK *What questions do I have about the vision statement?*	AFFIRM *What do I like about the vision statement?*
OPTION A			
OPTION B			
OPTION C			

VALUE STATEMENTS

TRANSPARENCY Building trust through communication, integration of family and community voice, and clear decision-making processes that prioritize children and families

DIVERSITY & INCLUSIVENESS Ensuring that stakeholders across all roles, identities and interests have a seat at decision-making tables

EQUITY Breaking the barriers that have kept early childhood opportunities and positive outcomes out of reach for many of Chicago's children

ACCOUNTABILITY Establishing clear roles, time-bound actions, and measurable benchmarks of progress toward shared and meaningful goals

TRANSFORMATION Partnering with families and communities to improve the system and bring lasting

ADD *What might be needed to add more clarity to the value statements?*	ASK *What questions do I have about the value statement?*	AFFIRM *What do I like about the value statement?*

Identifying Strategic Priorities

It will be helpful to have the [Miro board](#) open or reference the pages included in the packet to help inform your feedback.

PRIORITY AREAS

ACCESS Refers to whether early childhood programs and services are accessible, available at a reasonable cost, and using reasonable effort

What else is happening in this area that should be considered?	*What will be needed to make progress in this area?*

QUALITY Refers to 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

What else is happening in this area that should be considered?	*What will be needed to make progress in this area?*

WORKFORCE Refers to 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

What else is happening in this area that should be considered?	*What will be needed to make progress in this area?*

LEADERSHIP & DECISION MAKING Refers to the organizational structure and the coordination of authority and accountability for making program, policy, financing, and implementation decisions

What else is happening in this area that should be considered?	*What will be needed to make progress in this area?*

FUNDING Refers to funding mechanisms and approaches that support early childhood services

What else is happening in this area that should be considered?	*What will be needed to make progress in this area?*

DATA & RESEARCH Refers to 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

What else is happening in this area that should be considered?	*What will be needed to make progress in this area?*

POTENTIAL VISION STATEMENTS

OPTION A. Young children in every Chicago neighborhood thrive in the care of strong families, supported by quality programs, and upheld by communities that put children first.

OPTION B. Families in every Chicago community have what they need for their young children to grow strong, live joyful lives, and realize their greatest potential.

OPTION C. Every child in Chicago is supported by strong families, effective programs, and well-resourced communities so they can learn, achieve, and step into a bright future.

ADD: What might need to be added to the vision and value statements to make them more clear?	ASK: What questions do you still have?	AFFIRM: Which vision statement most resonates with you?

ACCESS

Refers to whether early childhood programs and services are accessible, available at a reasonable cost, and using reasonable effort

What we heard so far....

What else is happening in this area that should be considered?

There are opportunities to continue targeted expansion of preschool and other early learning programs to address gaps based on location, culture, cost, or other barriers

Chicago's Roadmap for Implementing Universal Pre-K (2019) is a joint plan by the Mayor's office, CPS, and DFSS to provide all 4-year-olds and their families with access to free, universal Pre-K

Chicago Public School's Five-Year Vision (2019-2024) includes "provide universal full-day pre-k"

DFSS RFP: In 2019, DFSS released an RFP that aimed to provide access to Chicago Early Learning programs in neighborhoods across the city and maximize funding streams.

According to IFF's Access and Quality for Illinois Children: Illinois Early Childhood Education Needs Assessment (2019), access to early childhood education is below the state average in many of Chicago's high-poverty communities, especially Chicago's westside neighborhoods.

Universal Pre-K (UPK): Initiative to provide all Chicago four-year-olds with access to free, full-day preschool that is being rolled out on a community-by-community basis. Four-year-olds can access services in CPS or at a community-based program (eligibility criteria may apply for community programs).

Mayor Lightfoot's Transition Report (2019) includes the recommendation to "operationalize the commitment to universal preschool while maintaining a mixed-delivery system that responds to the needs of families and community-based organizations (CBOs)"

There are opportunities to continue to expand access to prenatal and 0-3 programs alongside preschool expansion

Infant mortality is a key driver of the racial life expectancy gap in Chicago, per the Healthy Chicago 2025 plan.

Family Connects pilot: In-home nurse service available to Chicago families with newborns that is being piloted at Norwegian American Hospital, Rush University Medical Center, Mount Sinai Hospital and St. Bernard Hospital.

Early Head Start Expansion: In 2019, DFSS was awarded federal funds to support an additional 200 EHS slots (targeted to city's highest need areas)

Based on data from the Early Childhood Care Program Supply and Demand website, only 10.9% of children ages 0-2 living in families at or below 200% FPL are enrolled in a CEL program, compared to 61.3% of children ages 3-5.

DFSS RFP: In 2019, DFSS released an RFP that aimed to grow 0-3 programs in the city

Other?

There may be an opportunity to leverage city assets to improve outreach, recruitment, enrollment, and attendance

Mayor Lightfoot's Transition Report (2019) includes "funding recruitment, enrollment and attendance efforts" and "consider models for serving priority populations in the settings in which they enroll" as a priority for the administration's first 100 days.

The city's parks, libraries, and transit systems were identifed as key resources by parents and providers, per DFSS's Children of Chicago: A Community Assessment (2019).

Chicago Early Learning Portal and Preschool Application: Online portal to explore and enroll in Chicago Early Learning programs

Where should we go next?
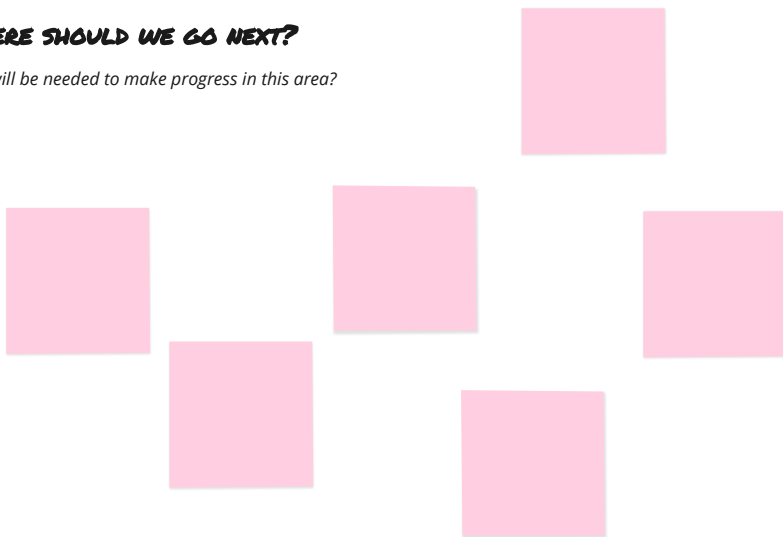
What will be needed to make progress in this area?

QUALITY

Refers to 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

What we heard so far....

What else is happening in this area that should be considered?

There have been efforts to consistently define and ensure quality across settings and expand supports for providers to meet quality standards

Mayor Lightfoot's Transition Report (2019) includes "develop consensus on high-quality standards for all birth-to-age-five providers; expand support to meet them" as a priority for the first 100 days

DFSS RFP: In 2019, DFSS released an RFP that aimed to improve quality standards.

Chicago Early Learning Standards Manual (CELS 2.0): Provides guidance on program expectations for all Chicago Early Learning programs funded by the City of Chicago, regardless of their funding stream.

There may be additional opportunities to align standards and continuous quality improvement initiatives across local and state efforts and across early learning settings

Illinois Statewide Strategic Plan includes "Modify QRIS Standards and Strengthen Support Systems" as a goal (Goal 14)

Illinois Statewide Strategic Plan includes "Improve the Quality of Home-Based Child Care Settings as a goal (Goal 15)

There may be opportunities to strengthen bilingual and culturally responsive programming and supports

Mayor Lightfoot's Transition Report (2019) recommends adding "dual-language programs and educators with early childhood expertise"

CPS's Five-Year Vision (2019-2024) includes "strengthen supports for English Learners"

"Importance of cultural and linguistic responsiveness across programs and initiatives. A vision that does not only hinge on promoting children's readiness, but places programs and schools that are ready to support ALL children's development and learning at the center."
-- Working Group Member

There may be opportunities to strengthen alignment and transitions to create a more seamless system for young children and families

There are different benchmarks and measures used to assess kindergarten readiness. Per the DFSS Children's Services Division 2018-2019 Annual Report, DFSS uses Teaching Strategies Gold (TSG) Online Assessment System to track children's development in six categories prior to kindergarten entry, while CPS uses the state's Kindergarten Individual Development Survey (KIDS) to assess the developmental readiness of children entering kindergarten.

DFSS Continuity of Relationships for Infants and Toddlers: Beginning in the fall of 2019, DFSS and its agencies began pursuing a learning agenda in support of planning and implementing policies and procedures to to implement continuity of relationship across all CEL infant/toddler programs (per the DFSS S2019-2020 Self-Assessment Report and Action Plan)

"Definitely making certain that it's important that you fully understand the Illinois Learning Guidelines and Standards [and use of previous CPS Kindergarten Readiness Tool] because when you understand what those standards look like, in terms of preparing your environment to make certain that your early learning setting is a strong pipeline to the Kindergarten classroom. "
-- Early Childhood Provider

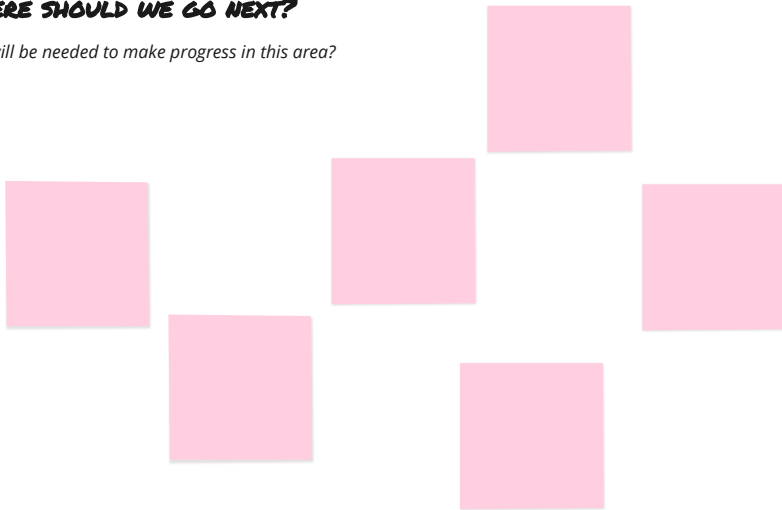### There may be opportunities to expand mental health and other comprehensive supports for children and families

Mayor Lightfoot's Transition Report (2019) includes expand mental health consultation, trauma training, and social support for families" as a priority for the administration's first 100 days.

Family Support Specialists: Per the DFSS 2019-2020 Self-Assessment Report and Action Plan, beginning in the fall of 2019, DFSS and its agencies began pursuing a learning agenda in support of planning and implementing policies and procedures to reduce Family Service Worker caseloads and increase FSW credential requirements

Illinois Statewide Strategic Plan includes "Expand Early Childhood Mental Health Efforts" as a goal (Goal 16).

"I would love to have more support...and I know other schools would as well...from a mental health consultant and more family support specialists. Because if we do not tackle and address or nurture the families that are experiencing the frequent crisis, sometimes it's just a revolving door. But when they're paired with that support system...that's what moves our academic needle. Because once I've helped my parents achieve short term goals...the sky's the limit." -- Early Childhood Provider

Other?

Where should we go next?

What will be needed to make progress in this area?

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WORKFORCE

Refers to 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

What we heard so far....

What else is happening in this area that should be considered?

There is a need to continue to focus on increasing job quality for early childhood educators, including increasing salaries and benefits

Bellwether Education Partners Report (2019): "Most early childhood educators are women of color, and too often their work has been undervalued and underpaid. For equity reasons, workforce development must include focus on increasing job quality (e.g., compensation, development opportunities, working conditions)."

Per the DFSS 2019-2020 Self-Assessment Report and Action Plan, beginning in the fall of 2019, DFSS and its agencies began pursuing a learning agenda in support of planning and implementing policies and procedures to increase teacher credential requirements and compensation.

Mayor Lightfoot's Transition Report (2019) includes the recommendation to "eliminate discrepancies in benefits and salary for early childhood educators."

DFSS RFP: In 2019, DFSS released an RFP that aimed to increase teacher salaries minimums.

"Definitely making certain that the pay... in terms of pay parity is equitable. We know early learning facilities versus Chicago Public Schools, that looks very, very different...They're the very same classrooms, same criteria, but the pay parities looks very, very different. The teachers in early learning community-based schools need to have it too. I think it's a birthright that they should have health benefits afforded to them in early learning facilities. But lots of times they're not if your school doesn't have blended funding. Making certain that the blended funding is in place so that the school can offer the teacher vacation time. Just the same opportunities that's afforded in our Chicago Public Schools... those same rights should be afforded to the community partner space. So it can prevent the teachers from going into a burnout state or having to compromise, 'I can't take time off from work, because if I do, I can't pay my rent.' So, that's why those blended fundings are so important. That's definitely a big support." -- Early Childhood Provider

Other?

There have been efforts to support early childhood educators in obtaining higher education credentials, and there may be additional opportunities to address gaps in specific credentials

Mayor Lightfoot's Transition Report (2019) includes the recommendation to "maintain and expand City College and university scholarships for early childhood educators" as work that should continue or expand.

Bellwether Education Partners Report (2019) notes there is a shortage of alternative early childhood and early childhood special education programs and a shortage of infant toddler and family support and early childhood director credential-granting programs.

Chicago Early Learning Workforce Scholarships: These scholarships are available at several local higher education institutions and aim to support Chicagoans as they pursue coursework to earn a credential, degree, endorsement, or licensure to work with young children and families in Chicago Early Learning programs.

Family Support Specialists: Per the DFSS 2019-2020 Self-Assessment Report and Action Plan, beginning in the fall of 2019, DFSS and its agencies began pursuing a learning agenda in support of planning and implementing policies and procedures to reduce Family Service Worker caseloads and increase FSW credential requirements

There is currently a collaborative effort underway to support the creation of a large, highly-qualified, thriving early childhood workforce in Chicago

As it increases early childhood access and quality, Chicago has significant early childhood workforce needs and challenges, per a 2019 Bellwether Education Partners report.

Early Childhood Workforce Partnership: In 2020, more than 20 early childhood employers agreed to partner to elevate the early childhood profession; attract and retain more educators; implement systemic strategies that enhance job quality, educator development, and fair compensation; and increase the impact and sustainability of organizations across the sector.

There may be an opportunity to create a more diverse workforce with educators and leadership that reflect the children in Chicago

Mayor Lightfoot's Transition Report (2019) notes that prioritizing the cultivation of bilingual and bicultural community members into the workforce

Bellwether Education Partners Report (2019) notes that Latinx and bilingual educators are underrepresented in senior roles in Chicago.

Where should we go next?
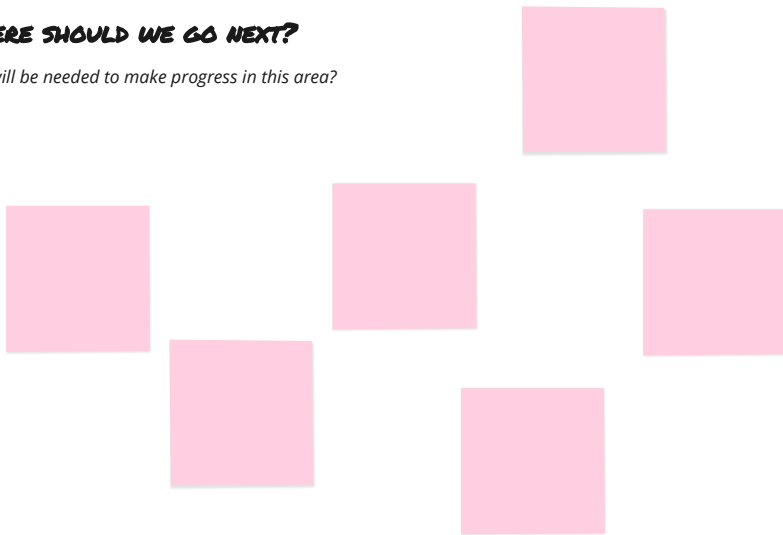
What will be needed to make progress in this area?

LEADERSHIP & DECISION-MAKING

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

What we heard so far...

What else is happening in this area that should be considered?

There is an opportunity to continue to build on efforts to elevate family, teacher, and provider voice in decision-making

Early childhood programs have infrastructure that can support engaging families in decision-making and empowering them as leaders, such as Head Start Citywide Parent Policy Council, Health Services Advisory Committee and Family Connects Advisory Council

"If I was writing the plan for the Chicago early childhood system, what would be the most important? My most important thing would be to make certain that families are at the table... a variety of families...families from a variety of communities...and to make certain that systems are in place that have an up close, personal effect on them"
-- Early Childhood Provider

"Diverse voices, remembering one size doesn't fit all, as well as innovation and flexibility to ideate and create need to be part of our joint solutions." - Working Group Member

"Foster democratic participation and equity through community-driven decision-making. Bridge the divide between community & governance." - Working Group Member

"We need to regularly test and check our assumptions, beliefs and ideas with stakeholders who will be most affected if our recommendations were implemented. Our values are being upheld if those stakeholders report that our recommendations would improve the part of the system that touches them directly." - Working Group Member

Other?

There are ongoing efforts and space to improve governance, communication, and coordination across and within city agencies and early childhood stakeholders

Shared governance structure between the Mayor's Office, CPS, and DFSS

Per the DFSS 2019-2020 Self-Assessment Report and Action Plan, 2020 Action Plan Goals include strengthening the grantee Health Services Advisory Council and strengthening the grantee program governance system.

"Once the visioning and strategic plan is completed, the City could do an assessment of the plan and outline how the values are being upheld. The City could also commit to conducting a Racial Equity Impact Assessment of the plan. In addition, as mentioned for accountability, the City could create an advisory body to support the City in its efforts to hold itself accountable." -- Working Group Member

It is important to consider how various state and local strategic plans, policy agendas, initiatives, etc. that directly address the early childhood system converge and align

Members of the Working Group noted various plans and initiatives that intersect with this work. Recent strategic plans, agendas, and initiatives include:
- Illinois Statewide Strategic Plan
- Illinois Prenatal-3 Policy Agenda
- Chicago Public Schools Five Year Vision
- DFSS 2019-2020 Self-Assessment Report and Action Plan
- Mayor Lightfoot's Transition Committee Report
- Chicago Board of Education Early Childhood Committee

"Collaboration might be one for consideration. Ensuring the city, while the largest in the state, should be operating with the rest of Illinois in an intentional manner. Valuing collaboration, meaning that all providers in Illinois will have access to the same resources, information, guidance and be held to the same level of accountability for managing state funding. This will ensure that Illinois is building a truly equitable and unified service delivery system." -- Working Group Member

Where should we go next?

What will be needed to make progress in this area?
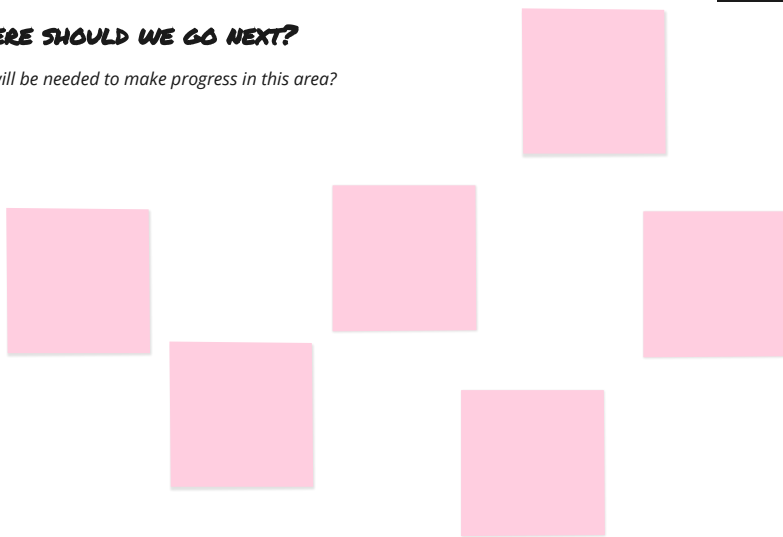
FUNDING

Refers to funding mechanisms and approaches that support early childhood services

What we heard so far....

What else is happening in this area that should be considered?

There have been significant changes to how early childhood dollars are distributed to city agencies and allocated to providers, and more changes are on the horizon

Members of the Working Group noted that the upcoming Head Start recompetition could have significant impacts on funding and the the Chicago early learning landscape overall.

Mayor Lightfoot's Transition Report (2019) includes the recommendation to "restructure and simplify CBO funding streams to ensure sustainability, equity, and quality."

Restructuring of early childhood funding between CPS and DFSS: In 2017, the city consolidated funding for school-based programs within CPS and funding for community-based programs within DFSS

Illinois Commission on Equitable Early Childhood Education and Care Funding: In December 2019, the Governor established the Illinois Commission on Equitable Early Childhood Education and Care Funding to study and make recommendations on funding goals and mechanisms to provide equitable access to high-quality early childhood education and care services for all children birth to age five and advise the Governor in planning and implementing these recommendations. The Commission will submit these recommendations to the Governor on or before January 15, 2021.

DFSS RFP: In 2019, DFSS released an RFP that overall increased the funding allocated to community-based organizations.

Various and complex funding streams support early learning in Chicago, and there may be opportunities to support providers in blending/braiding these funds to improve access/quality

The Chicago Early Childhood Systems Map developed by Start Early demonstrates the complex funding early learning landscape in the city.

DFSS RFP: In 2019, DFSS released an RFP that prioritized blending of federal and state dollars to fund early learning at the level necessary to deliver quality.

There may be a need to seek increased child care reimbursement rates and capital dollars to support efforts to expand equitable access and quality

According to IFF's Access and Quality for Illinois Children: Illinois Early Childhood Education Needs Assessment (2019), CCAP reimbursements do not meet the actual cost of care and providers need access to funding to allow for facilities development and expansion.

Other?

Where should we go next?
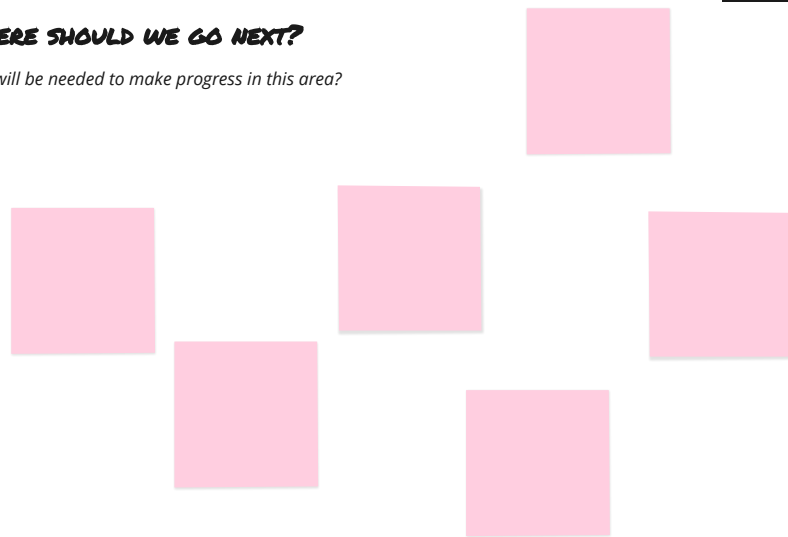
What will be needed to make progress in this area?

DATA & RESEARCH

Refers to 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

What we heard so far...

What else is happening in this area that should be considered?

There are recent reports that illuminate gaps and disparities in the prenatal - five system, specifically around need, access, and maternal and infant health

Chicago's Roadmap for Implementing Universal Pre-K (2019): Provides the implementation plan for universal pre-k

Per **Start Early/NORC's Closer to Home report,** enrollment tripled in school-based full-day pre-k among Black students and students living in lowest income neighborhoods after shifting the location of full-day pre-k slots

CDPH Data Report: Maternal Morbidity and Mortality in Chicago (2019): Provides data on severe maternal morbidity and pregnancy associated mortality

Healthy Chicago 2025 Report and **Data Compendium (2020):** Report sets forth the city's plan to close the racial life expectancy gap; compendium includes quantitative data to support the plan

Per the **Healthy Chicago 2025 Data Compendium,** infants born to mothers living in community areas of high economic hardship experience the greatest mortality.

Access and Quality for Illinois Children: Illinois Early Childhood Education Needs Assessment (2019): Examines access to quality early childhood education across the state, including Chicago

Chicago Community Needs Assessment (2019): Provides quantitative and qualitative data regarding child, family and community well-being

Closer to Home: More Equitable Pre-K Access and Enrollment in Chicago (2020): Explores CPS's efforts to expand equitable access to pre-k

Non-Hispanic Black women have the highest rates of severe maternal morbidity (per 10,000 deliveries).

Non-Hispanic Black women have the highest pregnancy-associated mortality ratios (per 100,000 births).

Source: Healthy Chicago Data Compendium

All Chicago: 74.1

| NH Black | NH Asian/Pacific Islander | Latino | NH White |
| 120.8 | 63.3 | 60.0 | 46.9 |

All Chicago: 48.6

| NH Black | NH Asian/Pacific Islander* | Latina | NH White |
| 98.8 | | 24.3 | 17.0 |

*Rates are not calculated for counts less than 5.

There are a variety of data and evaluation resources that are available to inform strategies going forward

Cook County Child Care Data, Cook County Census Data, and Chicago Community Area Profiles: These are regular data reports available on the Illinois Action for Children website

Illinois Early Childhood Asset Map (IECAM): Online data system maintained by the University of Illinois that provides data on demographics, access, and quality for Illinois' early childhood system.

DFSS/Chapin Hall Young Children in Chicago: Online data resource maintained by DFSS and the University of Chicago that has specific demographic data for young children

DFSS/Chapin Hall Early Care and Education Programs Supply and Demand: Online data resource maintained by DFSS and the University of Chicago that has specific Chicago Early Learning data

"Evaluation is a critical element for early childhood programs. The historical gains of early childhood programs have come from high quality, comprehensive programming with access to other forms of support for families experiencing adversity. There is ample evidence to serve as model." - Working Group Member

"It may be important to ratify that the actions and strategies attached to the values are informed by current knowledge about children's development and parenting. However, it is important that this knowledge should intentionally incorporate the research of a variety of voices, particularly academic voices that problematize dominant discourses, and address unbalanced power dynamics in how new knowledge is built and shared." - Working Group Member

There may be opportunities to build from past or current data/research collaboratives
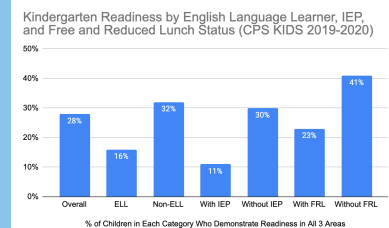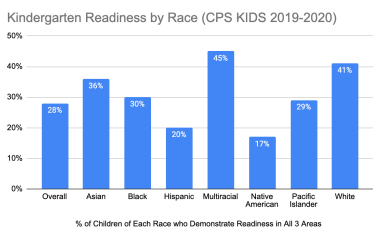
Chicago Benchmarking Collaborative (CBC): A collaboration of education and human services agencies that capitalize on each others' strengths to make data-informed program improvements and tangibly improve outcomes for the low-income individuals and families they serve. The agencies involved in the CBC are: (1) Albany Park Community Center; (2) Chicago Commons; (3) Christopher House; (4) Children's Home & Aid; (5) Chinese American Service League; (6) Erie Neighborhood House; and (7) Gads Hill Center.

Chicago Early Childhood Data Infrastructure Launch Committee

Other?

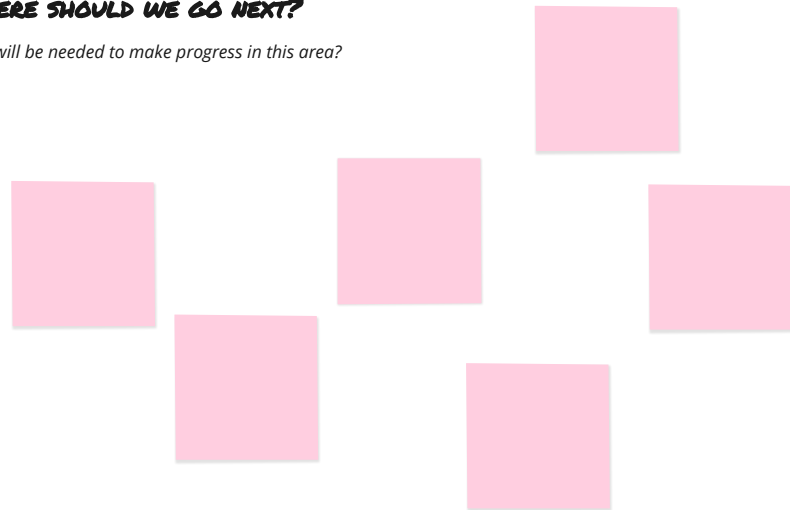### There are opportunities to address disparities in kindergarten readiness as indicated by KIDS data

Mayor Lightfoot's Transition Report (2019) includes the recommendation to continue/expand "using high-quality assessments and data with a focus on addressing disparities."

Illinois Kindergarten Individual Development Survey (KIDS) and alignment around goal of kindergarten readiness

Kindergarten Readiness by Race (CPS KIDS 2019-2020)

| Overall | Asian | Black | Hispanic | Multiracial | Native American | Pacific Islander | White |
| 28% | 36% | 30% | 20% | 45% | 17% | 29% | 41% |

% of Children of Each Race who Demonstrate Readiness in All 3 Areas

Kindergarten Readiness by English Language Learner, IEP, and Free and Reduced Lunch Status (CPS KIDS 2019-2020)

| Overall | ELL | Non-ELL | With IEP | Without IEP | With FRL | Without FRL |
| 28% | 16% | 32% | 11% | 30% | 23% | 41% |

% of Children in Each Category Who Demonstrate Readiness in All 3 Areas

Where should we go next?

What will be needed to make progress in this area?

ECRC Working Group Meeting

December 11, 2020

Agenda

Welcome from the Mayor's Office

Agenda Review & Community Agreements

Who is at the Table?

Reflections from Meeting #1

Honing the Vision and Values

Identifying Priorities & Strategic Directions

Closing and Next Steps

Community Agreements

- Speak your truth without blame or judgment.

- Listen attentively, with your eyes, ears, and heart.

- Notice moments of discomfort, and stay curious.

- Be open to the experience of this time/space together and to each other.

- Create space so everyone can share.

- Keep information shared confidential.

- Hold one another accountable to using the parking lot to capture important non-agenda items that arise for later discussion.

Who is at the Table?

REFLECTIONS FROM MEETING #1

What We Heard

- **Role of the Executive Steering Committee**

  What guidance is the committee providing?

- **Decision Making Process with Working Group**

  What decisions will be made by the Working Group and how will we reach consensus?

- **Timeline Review**

  What will be accomplished during this phase of the work?

Renaming the Executive Steering Committee

- **Steering Committee**

  Provide strategic guidance to the overall process *(e.g. establishing timelines and feedback on meeting content)*

  Provide contextual information and align decisions to key agencies coordinating implementation

  (Mayor's Office, CPS, DFSS, Start Early)

Decision Making Strategies

VOTING

An easy way to generate a group decision. To avoid generating conformity, the use of anonymous polls is useful.

RANKING

Gives greater insight into where and to what degree the group preferences converge, rather than simply where they divide. Often best accomplished before or after the meeting.
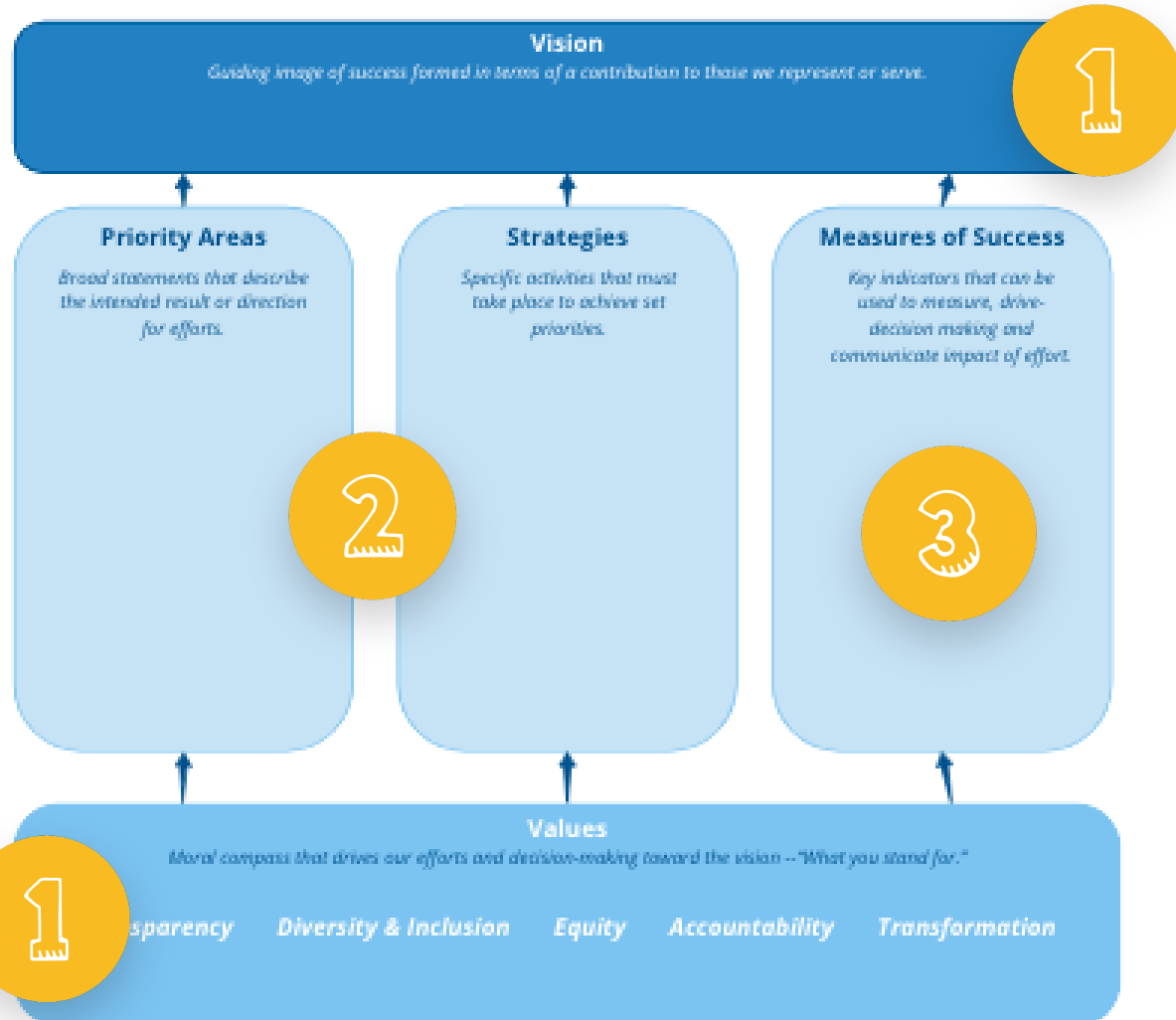
SCORING

Comparing opinions and preferences in order to reach a decision may require analyzing each choice on several elements (alignment to values, available funds, potential partnerships).

MULTIPLE VOTES & VOTING ROUNDS

A "dotmocracy" system in which people are given multiple votes and the possible decisions with the highest scoring options go on to the next round in which fewer options are given.

Timeline

Vision
Guiding image of success formed in terms of a contribution to those we represent or serve.

Priority Areas
Broad statements that describe the intended result or direction for efforts.

Strategies
Specific activities that must take place to achieve set priorities.

Measures of Success
Key indicators that can be used to measure, drive decision making and communicate impact of effort.

Values
Moral compass that drives our efforts and decision-making toward the vision -- "What you stand for."

...sparency   Diversity & Inclusion   Equity   Accountability   Transformation

CYCLE 1: Vision and Values

November - December 2020

CYCLE 2: Set Priorities & Develop Strategies

December 2020

CYCLE 3: Measures of Success

January 2021

CYCLE 4: Final Strategy Map

February 2021

HONING VISION & VALUES

the sticky note to write in it. (10 min)
2. In small groups, use the responses to collaboratively draft a vision statement. (20 min)
3. Write your group's draft on one of the big pink sticky notes.

smooth transitions

and fulfilled

Inspirational Motivating

Families embraced

mothers/parents

families with children B-5

City

The whole community

Catalytic

Poverty being defeated

Equitable (as a pillar - weaved through all work)

Equity achieved

supports and opportunities for all children to ...

Children 0-5

Children 0-5

Families, communities and early childhood workforce

Getting from being a coordinated system and advancing to being an inter-connected system

agree. professional learning across ECE spaces

significantly reducing maternal morbidity and mortality

loved

Commitment to communities and city as a whole

we also have people moving here from other cities and moving to other cities - what do other cities do well?

A vision and system that stretches beyond one mayoral administration

Easy for families

Equitable +2

For a parent, it will feel like I have what I need (to help my child be successful)

eliminating the kindergarten readiness gaps that currently exist

Professionalized and well-compensated workforce

Data-informed practice and decision-making

empowered

Balanced

Inspirational and motivating

ECE Teachers/Staff

ECE Workforce

Families

Outcomes

inclusiveness of all impacted

Collective Impact

accessible, easy to access, appropriate language access

Families and communities -- in need of 0-5 services

Like everyone had an equal and fair shot in the world.

Prepared

children, families, ECE workforce

prenatal to age 5 population, families, and communities

equity achieved

Thriving

everyone

Our Communities

strength of our collective workpartnerships

A city-wide cohesive vision

seamless transitions across programs/services

-quality -universality -supportive of families -advance workforce

children families communities

Successful/ productive future adults.

Families would feel secure, safe and fulfilled

Hopeful

Intentionality

An intentional, high-quality, mixed-delivery system that prioritizes families who are furthest from opportunity

focus on resilience and asset

Data-driven

The language of every child and family is ...

birth to 5 children and their families

poorest as priority

Safe

engagement

family and ...

strength's ...

Thriving

Inclusive

agree with most in need as a priority

Serious about data and outcomes

Incorporating the knowledge, experiences, and strengths of every child, family, and community

Accessible

Families would feel safe and supported = equity

inclusive

Black and Latinx children; the poorest of the poor; those who aren't K ready

the childcare workforce

all children, knowing that their needs are not all the same

The best city to be a member of the EC workforce

Equitable outcomes

Funding

Redefined Early childhood supports and services as a public good

Families have access to a seamless process - particularly in most underresourced communities

Equitable access

equitable

families!

Diverse neighborhoods

Diversity

Equitable access

It would be Just!

Thriving

Whole

Empowering!

Supported

Staff

Communities

adequate investment in 0-5 education and development

it depends... how/ where does Chicago stand? - why are we competing>

Family driven

Outcomes

Pre-natal to 5 year old -- calling the earliest year out

- redefining "school readiness" to place the focus on the system
- expanding to include building future citizens - K readiness is not the end point
- yes strengths based - but also need to address equity - both/and
- must address systemic inequities - b/c of all the isms
- system changes (will set us apart)
- assets and resilience (adversities are not distributed equally AND all families have assets)
- workforce -systems that create the opportunity for
- the workforce need the tools to get the work done - more expansive to include ppl like librarians and other comm. based fols- not perpetuating the status quo and being sure we do not perpetuate inequities

equitable access to high-quality early childhood experiences for prenatal to age five children, families and communities = thriving and flourishing (outcomes) diversity of Chicago

- prenatal to age five children, their families, and our communities
-prepared
-cohesive vision
equitable outcomes -collective impact
-flourishing families
focusing on equitable outcomes
we want children to thrive by kindergarten
-everyone

-Every child is reading by third grade
-children are mentally and physically healthy and their adults understand how to support them
-With the support of families and communities, every child has the ability

equitable system that ensures all children and their families, regardless of where they start in life, will achieve their full

2. We found some common themes.

- ## Centering Children & Families

  Focusing on the readiness and strength of the system vs. performance of children

- ## Equity

  Ensuring that race, language, ability and other social factors are not predictors of children's success

- ## Whole Child, Whole Family Approach

  Acknowledging that a child's development and well being are inextricably linked to multiple family, program, and community factors

- ## Strength in Diversity

  Emphasizing the capacity and resilience of families alongside the injustices and shortfalls of the system

OPTION A. Young children in every Chicago neighborhood thrive in the care of strong families, supported by quality programs, and upheld by communities that put children first.

OPTION B. Families in every Chicago community have what they need for their young children to grow strong, live joyful lives, and realize their greatest potential.

OPTION C. Every child in Chicago is supported by strong families, effective programs, and well-resourced communities so they can learn, achieve, and step into a bright future.

3. We drafted potential vision statements and guiding values.

- Transparency

  Building trust through communication, integration of family and community voice, and clear decision-making processes that prioritize children and families

- Diversity & Inclusiveness

  Ensuring that stakeholders across all roles, identities and interests have a seat at decision-making tables

- Equity

  Breaking the barriers that have kept early childhood opportunities and positive outcomes out of reach for many of Chicago's children and families

- Accountability

  Establishing clear roles, time-bound actions, and measurable benchmarks of progress toward shared and meaningful goals

- Transformation

  Partnering with families and communities to improve the system and bring lasting change

Add/Ask/Affirm

- Start in Miro or use your pre-meeting materials

- Take a few moments to review the vision and value statements

- Discuss as a small group and add to Miro as you are comfortable
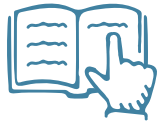
What would you add?

What questions do you still have?

Which vision statement most resonates with you?

IDENTIFYING PRIORITIES & STRATEGIC DIRECTIONS

Here's what we've heard so far . . .

Synthesis of key landscape documents

Meetings and surveys with the Working Group and Steering Committee

Initial themes from stakeholder interviews

Emerging Themes

- Resource distribution that prioritizes children, families and communities who have historically lacked access

  This includes children of color, children growing up in poverty/low-income conditions, dual language learners, and children with special needs

- A diverse, prepared, and well-compensated workforce

- Well-resourced programs that meet the needs of children and families

- An integrated system that addresses the "big picture" and is designed with children and families in mind

- Moving beyond collaboration - creating alignment and convergence around key areas

Potential Priority Areas

1 ## Access

Refers to whether early childhood programs and services are accessible, available at a reasonable cost, and using reasonable effort

2 ## Quality

Refers to 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

3 ## Workforce

Refers to 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

4 ## Leadership & Decision Making

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

5 ## Funding

Refers to funding mechanisms and approaches that support early childhood services

6 ## Data & Research

Refers to 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

Walking Tour of the Landscape

- Start in Miro or use your pre-meeting materials

- STEP 1: Working in small groups, review what the team has heard and learned so far

  Add any other efforts you are aware of.

- STEP 2: Spend the majority of your time generating potential strategies

  Be sure to keep the vision and values in mind while generating strategies.

- STEP 3: Move to the next board and repeat step 1

- STEP 4: Review the strategies developed by the group before you

  Consider the ways in which the strategies reflect the values of the initiative. Add any information that may be needed to make the strategy actionable or add a new strategy.

Next Steps

- ## Homework

  Opportunity to provide feedback on all priority areas
  Rank priority areas
  Nominations for beneficiary interviews

- ## Upcoming Meetings

  January 8, 2021 - Steering Committee
  January 20, 2021 - Working Group Meeting
  February 4, 2021 - Steering Committee