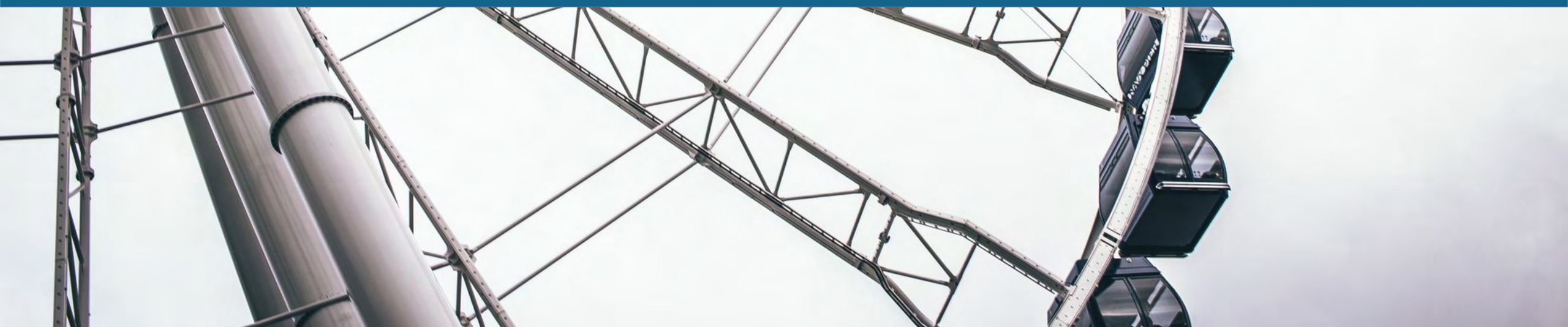




ECRC Working Group Meeting

April 27, 2021





OPENING REFLECTION

What is top of mind as you join the meeting today?

Add your thoughts to the chat.

Welcome from the Mayor





EVERY CHILD READY CHICAGO VISION

Every child in Chicago can thrive within well-supported families, effective programs, and well-resourced communities so they grow strong, live joyful lives, and realize their greatest potential.

EVERY CHILD READY CHICAGO VALUES

- **Equity:** Prioritizing resources for families who have been most impacted by systemic inequities to create the conditions in which child outcomes are no longer predicted by race, zip code, or other social factors
- **Diversity & Inclusiveness:** Ensuring that stakeholders across all roles, identities, and interests have a voice in decision-making
- **Transformation:** Partnering with families and communities to re-imagine a stronger, more equitable early childhood system that brings lasting change
- **Transparency:** Building trust through communication and a clear decision-making process that prioritizes children and families
- **Accountability:** Establishing clear roles, timebound actions, and measurable benchmarks as evidence of progress to be shared with the community



SRC was brought on to support the city's initial steps towards strategic planning -- this meeting represents the official handoff between SRC and the Mayor's Office



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.
- Create space so everyone can share (use the parking lot)



SHARED LEARNING JOURNEYS

Shared Learning Journey Vote (December 2020)

Proposed Topics	Votes
Prenatal to 3 Initiative (PN3)	12
Early Intervention & Special Education	12
Workforce Development	11
Data	7
English Language Learners	7
Governance	3
Understanding the aftermath of COVID – promising strategies & practices from other cities	2
IL Funding Commission	1
Family engagement/enrollment in Early Head Start/Head Start programs	1
Latino Policy Forum analysis that integrated CPS classroom data with DFSS to indicate need by neighborhood	
Communication channels	
The EHS/HS Re-Competition	
Define “equity” in the group	

Role in the Visioning & Strategic Planning Process

Purpose: The ECRC Working Group identified the need to explore how the ECRC strategic plan should align with state and local initiatives that are already underway as to not duplicate efforts and to build on existing priorities and objectives.



Utilize the expertise of ECRC Working Group members to examine key state and local initiatives



Ensure all Working Group members have a shared knowledge and understanding of key initiatives



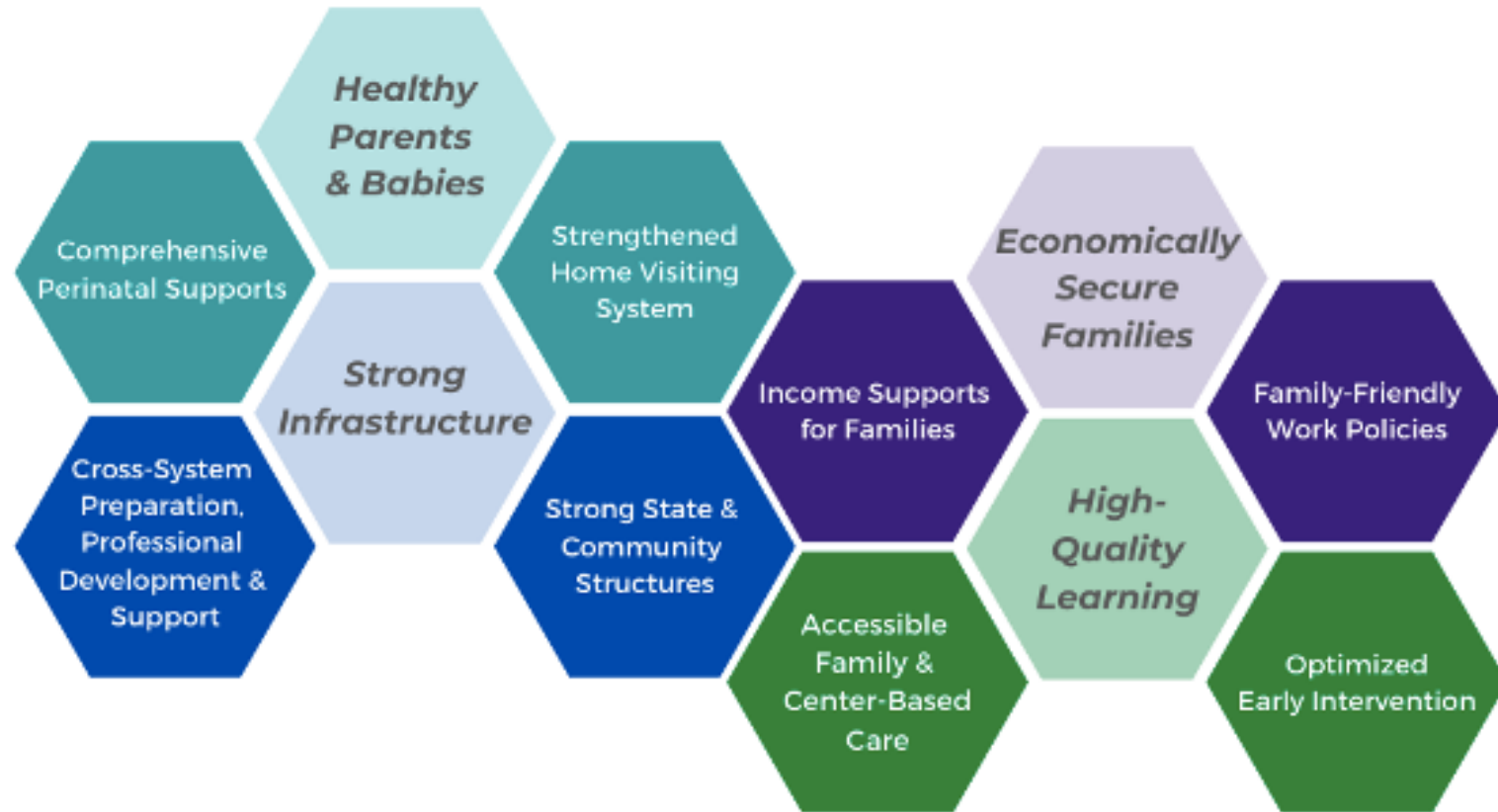
Begin to explore how current state and local initiatives can inform the ECRC visioning process & strategic plan (including the strategy map and the formation of Working Group subcommittees this summer)

PN3 Shared Learning Journey Recap

PN3 Impact Goal: 100,000 more expecting families and infants and toddlers across Illinois receive the services and supports they need by 2025.

4 policy goals connected by 8 strategies:

1. Healthy Parents & Babies
2. Strong Infrastructure
3. Economically Secure Families
4. High-quality Early Learning





PN3 Alignment with State & Local Initiatives

ALIGNMENT TO STATE INITIATIVES

- The Funding Commission
- The GOECD Strategic Plan for the Preschool Development Grant B-5
- The Early Learning Council

ALIGNMENT TO CHICAGO INITIATIVES

- Family Connects
- Home Visiting – Early Head Start
- Healthy Chicago 2025
- Chicago’s Racial Equity Rapid Response Team (RERRT)



- **Workforce Shared Learning Journey**

Wednesday, May 12th, 9:00-10:15 am

- **Special Education and Early Intervention Shared Learning Journey**

Week of May 24th

- **Data Repository and Research Consortium Shared Learning Journey**

Week of June 7th



WHAT'S NEXT FOR THE WORKING GROUP

Transitioning from a Working Group to an Advisory Council

ECE Advisory Council:

1. Support the implementation, coordination, accountability and communication for strategic plan
2. Ensure ongoing engagement and collaboration of a diverse group of ECE stakeholders
3. Direct line of communication to MO and city agencies; Inform and elevate policies and programs for systemic improvements, act as a sounding board to consider new initiatives and promote innovation.

Desired Outcomes

1

Effective Representation

2

Increase Transparency and Collaboration

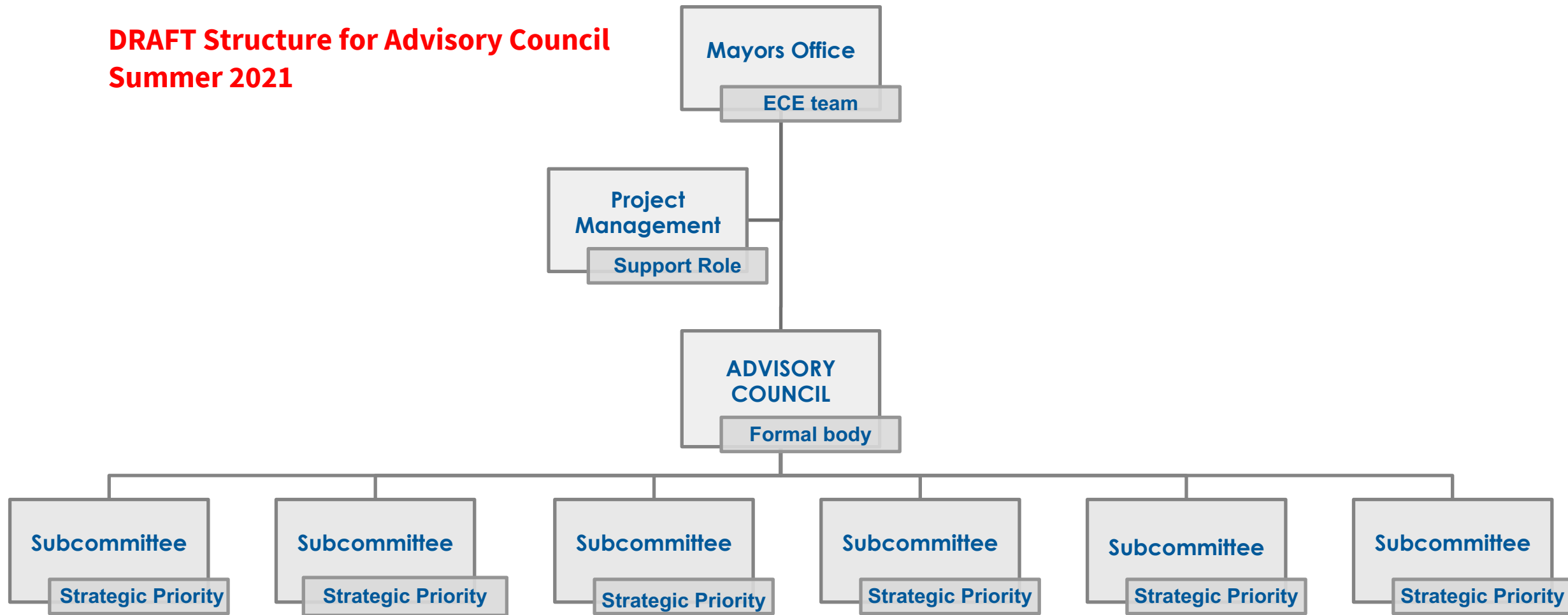
3

Alignment and Not Duplication

4

Responsive to both to the Moment and Long-term Needs

**DRAFT Structure for Advisory Council
Summer 2021**



Subcommittees

Formed based on the strategic priorities identified through the strategic planning process.



Process Overview: Establishing an Early Learning Advisory Council

Build on Landscape

May

- ❑ **Host two shared learning journeys** (Workforce and Special Education)
- ❑ Host 1on1's with WG members to inform next steps
- ❑ Update Strategy Map (as needed)
- ❑ Identify project management resources

Design & Build Council Infrastructure

June-July

- ❑ Host shared Learning Journey (Data and Research)
- ❑ **Convene ECRC working group/ once per month**; Present recommendations for Governance Structure:
 - ❑ Strategic priorities and objectives
 - ❑ Membership structure and recruitment strategy
- ❑ Develop playbook for meetings including template, onboarding, and management tools,
- ❑ Secure project management resources
- ❑ Implement recruitment strategy

Launch ECE Advisory Council

August

- ❑ Onboard current/new workgroup members
- ❑ **Host first advisory council meeting**
- ❑ Schedule advisory and subcommittee meetings

HS Funding Results, COVID19 Reopening, ARP Funds, etc.....

Key Questions:



Structure: What are the strategic priorities that will make up the subcommittees? What are the roles/responsibilities of serving on a subcommittee? How do we support the work of the sub-committees?



Membership: Who should serve on the council? How do we ensure family voice? How do we build inclusive spaces to support engagement?



Resources: What resources are needed for effective implementation and on-going support?



Next Steps

- Communications: Mayor's Office main point of contact moving forward!
 - Jennifer Alexander- Jennifer.alexander@cityofchicago.org
 - Nataly Barrera- nataly.barrera@cityofchicago.org
- RSVP for Workforce Shared Learning Journey
 - 9am-10:15 on May 12th
 - please complete the [survey](#) by COB Today!!
- Working group reconvening in June and July- Calendar invites to come!

LANDSCAPE REFLECTIONS AND INITIAL PLANNING



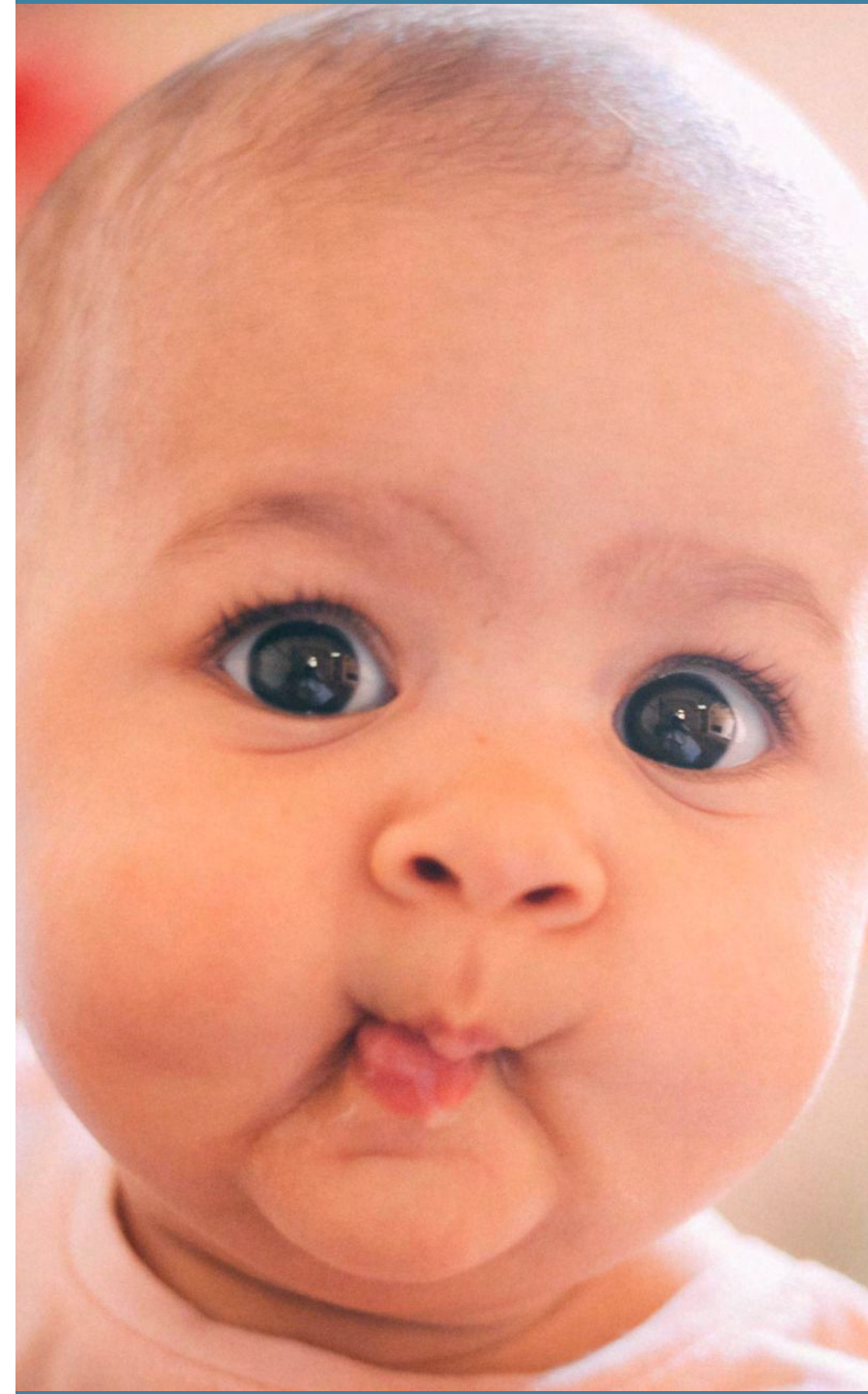
Reflections from March Working Group Meeting



Access

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

- Expand coordinated intake and enrollment – including ensuring approaches and practices are informed by family voice and experiences
- Improve access to language supports - including and beyond Spanish
- Increase use of social media (multiple platforms, multiple pages, multiple languages) to support communication with families
- Expand quality home visiting programs



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



- Define “quality” – includes racially/culturally affirming aspects and exposure and should be co-created with families
- Expand high-quality programming for children with special needs
- Expand support for infant and early childhood mental health
- Increase trauma-informed practice
- Improve the quality care for infants and toddlers



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

- Increase access to degrees and credentials – including valuing work experience
- Support for non-traditional students (e.g., hours, locations, etc.)
- Examine efforts to leverage community colleges including providing or aligning with 4-year degrees in early childhood
- Expand citywide scholarship efforts
- Address compensation (including pay and benefits) and work conditions
- Support to expand diversity of workforce and supporting a pipeline of BIPOC professionals in leadership positions

Leadership

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



- Examine role of city leadership in ensuring diversity, equity and inclusion in early childhood system (e.g., dedicated staff focused on DEI as an umbrella to early childhood work in the city)
- Ensure those in leadership positions reflect the diversity of stakeholders
- Increase meaningful engagement of families and providers in co-creating and decision-making for the early childhood system
- Improve accountability across the early childhood system, particularly as it relates to disparities in child outcomes

Funding

Refers to funding mechanisms and approaches that support early childhood services



- Examine and plan for citywide implementation of state efforts driving change for early childhood funding (e.g., IL Early Childhood Funding Commission)
- Leverage opportunities for more efficient use of funds – including increasing alignment of requirements across funding streams, support to blend and braid funds, etc.
- Establish clear messaging and communication to secure continued and new funding
- Strengthen partnerships with philanthropic community
- Conduct a study that examines the true cost of high-quality early childhood programming in the city

Data & Research

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



- Conduct a crosswalk to inventory existing data and define new data that may be needed to advance the early childhood system
- Strengthen use of disaggregated data to drive citywide decision-making that leads to equitable outcomes for children
- Increase training, technical assistance and other supports on data literacy to build capacity of stakeholders to use and leverage data
- Establish cohort of researchers to identify pressing evaluation questions and build out a collective research agenda

Initial Landscape & Strategy Map Overview

WHAT IS INCLUDED:

- Vision & Values
- Initial Landscape
- Potential Strategic Directions
- Strategy Map

HOW IT CAN SUPPORT THE ECRC STRATEGIC PLANNING PROCESS:

- Inform the development of priority areas, strategies, and action steps
- Guide development of Advisory Council sub-committees



Strategy Map

EVERY CHILD READY CHICAGO STRATEGY MAP

April 2021

VALUES

EQUITY

Prioritizing resources for families who have been most impacted by systemic inequities to create the conditions in which child outcomes are no longer predicted by race, zip code, or other social factors

DIVERSITY & INCLUSIVENESS

Ensuring that stakeholders across all roles, identities, and interests have a voice in decision-making

TRANSFORMATION

Partnering with families and communities to re-imagine a stronger, more equitable early childhood system that brings lasting

VISION

Every child in Chicago can thrive within well-supported families, effective programs, and well-resourced communities so they grow strong, live joyful lives, and realize their greatest potential

CONSIDERATIONS

ACCESS

How to best to connect with families?

What must be done to expand programs to meet families' needs?

POTENTIAL STRATEGIC DIRECTIONS

- Expand culturally and linguistically responsive outreach to families to further support BIPOC communities in accessing early childhood supports
- Improve and broaden citywide communication about early childhood programs and initiatives (e.g., public awareness campaigns)
- Increase resources to trusted, local organizations within communities to support families as they navigate the early childhood system
- Explore new and different approaches to connect with families and communities – including expanding use of virtual platforms as leveraged during COVID-19 pandemic

- Increase understanding of the supply of early childhood programs (e.g., where they are located, who is providing services, and which families are participating) as the city experiences shifts due to the COVID-19 pandemic, changes in the allocation of major funding mechanisms, and seeks to provide services in communities that have been historically underserved
- Increase availability of affordable preschool programming that meet families' diverse needs and builds on Universal Pre-K (UPK) efforts
- Expand prenatal-to-3 supports – including perinatal supports, home visiting, early intervention, and infant and toddler child care



Reflection Questions

Does the strategy map represent the Working Group's initial understanding of where there are potential opportunities to strengthen the early childhood system? Is there anything that needs to be further refined at this moment?

How might these potential strategic directions inform next steps in the planning process (e.g., creating priorities, strategies and action steps)?

How might it also be used to support the development of the Advisory Council sub-committees?

5 min: Individual reflection on the strategy map

25 min: Small group discussion in self-selected breakout rooms

5 min: Large group share out

CLOSING REFLECTIONS



As we close out the meeting, add a word or phrase of gratitude for your colleagues in the chat

- Communications: Mayor's Office main point of contact moving forward!
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