Welcome from the Mayor's Office
Agenda

Introducing Miro

Overview of Every Child Ready Chicago
What is the Strategic Planning Process?
Who is Involved?
How is the Work Happening?

Envisioning the Future

Identifying Initial Priorities

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.
What is the Strategic Planning Process?
What is Every Child Ready Chicago?

- Every Child Ready Chicago (ECRC), a public-private partnership led by the Mayor’s Office in partnership with the Ounce of Prevention Fund, will work to ensure all children in Chicago enter kindergarten ready to succeed in school and life.

- This new initiative will build a coherent prenatal-to-five system that provides equitable access to the supports and services.
The goal of this part of the effort will be to design a **strategic plan for implementation** of a strong system that ensures equitable access to quality services and positive outcomes for all children.

- Build upon the vision, priorities and progress made to strengthen the existing early childhood system
- Develop a clear and practical approach to effectively center existing efforts, articulate a clear theory of change, and advance an actionable strategic plan for Chicago’s 0-5 work in the coming years.
<table>
<thead>
<tr>
<th>Phase 1</th>
<th>Phase 2</th>
<th>Phase 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manage Project</td>
<td>Co-Creative Initiative</td>
<td>Ground in Context</td>
</tr>
<tr>
<td>Establish the support needed to successfully manage the project</td>
<td>Partner to define the intent and process of the Every Child Ready Chicago initiative</td>
<td>Conduct a landscape analysis to understand the existing early childhood system in Chicago</td>
</tr>
<tr>
<td>Engage Stakeholders</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gather insights from early childhood leaders and stakeholders</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Develop a Strategy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lead a strategic planning process with a diverse set of key stakeholders</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Design a Plan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Develop an actionable plan that captures the shared vision and strategic priorities for the early childhood system</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

When Will the Work Happen?
Who is Involved?
What are the Roles & Responsibilities?

**Executive Steering Committee**
Provides strategic oversight and makes final project-related decisions

**Working Group**
Provides contextual feedback and supports development of key strategies and metrics for strategic plan

**Project Team**
Provides logistical support; prepares meeting agendas and materials
How is Information Shared?

- Working Group
- Project Team
- Steering Committee
How is the Work Happening?
# CYCLE #1: Visioning and Setting Priorities

<table>
<thead>
<tr>
<th>TOPICS</th>
<th>KEY DECISIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Working Group</td>
<td></td>
</tr>
<tr>
<td>November 6, 2020</td>
<td></td>
</tr>
<tr>
<td>Vision Setting</td>
<td>What are the potential strategic directions that will lead to the shared vision for the 0-5 system?</td>
</tr>
<tr>
<td>Brainstorm Priority Areas</td>
<td></td>
</tr>
<tr>
<td><strong>Executive Steering Committee</strong></td>
<td></td>
</tr>
<tr>
<td>November 20, 2020</td>
<td></td>
</tr>
<tr>
<td>Feedback on Initial Strategy Map</td>
<td>In what ways does the strategy map represent the stated vision, values and initial priorities for strengthening the 0-5 system?</td>
</tr>
</tbody>
</table>
## CYCLE #2: Develop Strategies

<table>
<thead>
<tr>
<th>TOPICS</th>
<th>KEY DECISIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Working Group</strong></td>
<td></td>
</tr>
<tr>
<td><strong>December 11, 2020</strong></td>
<td></td>
</tr>
<tr>
<td>Share Initial Strategy Map</td>
<td>How will the strengths, needs and opportunities expressed by stakeholders (via interviews) drive strategy development?</td>
</tr>
<tr>
<td>Reflect on Stakeholder Insights</td>
<td></td>
</tr>
<tr>
<td>Develop Strategies</td>
<td>What are the key components of work in each priority area?</td>
</tr>
<tr>
<td><strong>Executive Steering Committee</strong></td>
<td></td>
</tr>
<tr>
<td><strong>January 2021</strong></td>
<td></td>
</tr>
<tr>
<td>Hone Strategies</td>
<td>What elements are rising to the top as priorities for strategic planning?</td>
</tr>
</tbody>
</table>
# CYCLE #3: Measuring Success

<table>
<thead>
<tr>
<th>TOPICS</th>
<th>KEY DECISIONS</th>
</tr>
</thead>
</table>
| **Working Group**  
*January 20, 2021* |  
Continue Strategy Development (as needed)  
Brainstorm Indicators for Measuring Success  
Implementation Considerations |  
What are the keys components of work in each strategic area? (continued)  
How might success be measured?  
What are the key considerations for implementation of the identified strategic actions? |
| **Executive Steering Committee**  
*February 2021* |  
Hone Strategies & Measures of Success |  
What elements are rising to the top as priorities for strategic planning? |
# CYCLE #4: Finalize Strategy Map

<table>
<thead>
<tr>
<th>TOPICS</th>
<th>KEY DECISIONS</th>
</tr>
</thead>
</table>
| Working Group & Executive Steering Committee  
February 2021 | Feedback Loop to Finalize Strategy Map  
(*virtual via survey)  
| Does the final strategy map capture the vision, values, strategic priorities and measures of success for the 0-5 system? |
Envisioning the Future
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.”

- Transparency
- Diversity & Inclusion
- Equity
- Accountability
- Transformation

*Descriptions adapted from Denver Preschool Program Strategic Plan*
A good vision...

<table>
<thead>
<tr>
<th>Is understood and shared</th>
<th>Inspires and uplifts, evoking emotion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anyone can understand what it means, and everyone that interacts with the organization owns it. It is jargon-free, and uses plain language.</td>
<td>Uses affirmative instead of negative language to describe what we aspire to. Uses language that connects with people on an emotional level.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Clearly identifies who is being served</th>
<th>Is easy to communicate - includes a powerful and repeatable phrase</th>
</tr>
</thead>
<tbody>
<tr>
<td>It is clear who the beneficiary is and who will be impacted by the vision.</td>
<td>All (or a key part) of the statement is impactful and concise enough to easily commit to memory.</td>
</tr>
</tbody>
</table>

Examples of vision-type language...

"Illinois is committed to becoming the best place in the nation for families raising young children"
- Illinois

"To ensure all children in Chicago enter kindergarten ready to succeed in school and life."
- ECRC initial summary

Executive Steering Committee initial brainstorm:
- “Seamless”
- “De-siloed”
- “Shared vision and outcomes”
- “Shared practices and common knowledge”

Working Group survey:
- “High-level, high-quality facilities”
- “Pipeline of qualified linguistically and culturally diverse staff”
- “Ensuring a whole family approach to ECE”
- “High-quality, well-funded program options”
- “Strong and truly collaborative partnerships...coherent vision and sufficient funding”
- “Integrated, high-quality, accessible to families in every sense”

Other cities:
- Detroit - “By 2027, Detroit will be a city that puts its children and families first.”
- Atlanta - “Families in the City of Atlanta have what they need to ensure that all children starting at birth are healthy, learning, and developing so that they enter school ready for success, thrive once in school, and are prepared to reach their full potential as citizens of our city.”
- San Francisco - “Every San Francisco child has equal opportunity from birth”
- Washington DC - “To improve outcomes for children beginning at birth and throughout their childhood by addressing racial and social inequities in the District of Columbia”

“"We envision Illinois as a place where every young child – regardless of race, ethnicity, income, language, geography, ability, immigration status, or other circumstance – receives the strongest possible start to life so they grow up safe, healthy, happy, ready to succeed, and eager to learn.”
- Early Learning Council
DIRECTIONS:
1. On a sticky note, write one word or phrase in answer to each question. Click and drag to move a sticky note. Double click on 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.

What is one word or phrase that captures how it would feel if Chicago’s aspirations for young children and families were realized?

- Flourishing families
- smooth transitions
- Equity achieved
- Easy for families
- Inspirational
- motivating
- Balanced
- Prepared
- Empowering
- Whole
- safe
- Thriving
- deployed
- supported
- accessible
- inclusive
- strengthened

Who should the vision serve?

- Children and families
- ECE providers and teachers
- Pregnant/respectin g mothers/parents
- Expectant families, families with children B-5
- Families, communities and early childhood workforce
- Families, communities and early childhood workforce
- Communities

What will set you apart from other cities?

- Room and support for testing new ideas & innovations
- Systemic support that spurs program improvement and support quality
- Getting from being a coordinated system and advancing to being an inter-connected system
- A vision and system that stretches beyond one mayoral administration
- Professionalized and well-compensated workforce
- Data-driven

equitable outcomes

- strong of our collective workpartnerships
- An intentional, high-quality, mixed delivery system that prioritizes families who are furthest from opportunity
- The best city to be a member of the EC workforce
- Adequate investment in 0-5 education and development
- Pre-natal to 5 year olds – calling the earliest year out

- every child is reading by third grade
- every child is reading by third grade

- With the support of families and communities, every child has the ability to grow up safe, healthy, happy and ready to succeed
- Healthy children, nestled in whole, healthy systems within the community
- Pre- natal to 5

- Comprehensive Collaboration
- Data-driven
- Diversity
- Family driven
- Collective Impact

Equitable system that ensures all children and their families, regardless of where they start in life, will achieve their full potential.
- being sure in include emergent language learners
- include children with disabilities in the statement

- 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 to grow up safe, healthy, happy and ready to succeed
- Healthy children, nestled in whole, healthy systems within the community
- Equitable educational opportunities for every child birth 5, especially those most at risk

- 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 to grow up safe, healthy, happy and ready to succeed
- Healthy children, nestled in whole, healthy systems within the community
- Equitable educational opportunities for every child birth 5, especially those most at risk

- 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 to grow up safe, healthy, happy and ready to succeed
- Healthy children, nestled in whole, healthy systems within the community
- Equitable educational opportunities for every child birth 5, especially those most at risk

- 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 to grow up safe, healthy, happy and ready to succeed
- Healthy children, nestled in whole, healthy systems within the community
- Equitable educational opportunities for every child birth 5, especially those most at risk

- 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 to grow up safe, healthy, happy and ready to succeed
- Healthy children, nestled in whole, healthy systems within the community
- Equitable educational opportunities for every child birth 5, especially those most at risk

- 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 to grow up safe, healthy, happy and ready to succeed
- Healthy children, nestled in whole, healthy systems within the community
- Equitable educational opportunities for every child birth 5, especially those most at risk

- 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 to grow up safe, healthy, happy and ready to succeed
- Healthy children, nestled in whole, healthy systems within the community
- Equitable educational opportunities for every child birth 5, especially those most at risk

- 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 to grow up safe, healthy, happy and ready to succeed
- Healthy children, nestled in whole, healthy systems within the community
- Equitable educational opportunities for every child birth 5, especially those most at risk

- 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 to grow up safe, healthy, happy and ready to succeed
- Healthy children, nestled in whole, healthy systems within the community
- Equitable educational opportunities for every child birth 5, especially those most at risk

- 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 to grow up safe, healthy, happy and ready to succeed
- Healthy children, nestled in whole, healthy systems within the community
- Equitable educational opportunities for every child birth 5, especially those most at risk

- 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 to grow up safe, healthy, happy and ready to succeed
- Healthy children, nestled in whole, healthy systems within the community
- Equitable educational opportunities for every child birth 5, especially those most at risk

- 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 to grow up safe, healthy, happy and ready to succeed
- Healthy children, nestled in whole, healthy systems within the community
- Equitable educational opportunities for every child birth 5, especially those most at risk
Closing and Next Steps
Looking Ahead

• Meeting Materials will be uploaded to the ECRC website

• Homework: Complete the survey by COB 11/13

• ECRC Working Group Meetings
  • December 11, 2020
  • January 20, 2021