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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PLAN
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Record answers on the green stickies

- Some CPS and CBO sites have coordinated enrollment but need to identify program/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
- Child Parent Centers (CPCs) as a model to build upon
- Look to quality home visiting programs to expand
- 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
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

ADD

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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

PLAN

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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"

Overlay of a Racial/Social Justice Framework

2 Year degrees, experience and other options seen as quality

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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- Have a city-wide scholarship - we have a way to onboard folk 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
- Federal opportunities to add ECE in career pathways
- Roles of the teachers of color - and they often serve as asst. teachers
- 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
- RTT funds - articulation efforts to build on? - there are some relationships/partnerships that could be built upon
- PLA requires a fee (cannot use financial aid) - establish a fund for this
- More info about the demographics of the current workforce - some work happening around this
- Efforts to allow community colleges to provide 4 year degrees in ECE - needs some more advocacy - but it a potential pathway
- Add “degree” to credentials
- Also add in licensure - and not create dead-ends where folk are stuck
- Add “degree” to credentials (re: access to credentials)
- Connection to IHE (re: access to credentials)
- Access to degrees and credentials more realistic. How is experience taken into account (re: competency based)
- More info about the demographics of the current workforce - some work happening around this
- How can we make sure folk are aware of funding opportunities
- 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
- What can we learn from the Truman Center efforts? Scholarship that isn’t meeting the need
- What 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

Record answers on the green stickies
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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Develop a strategy re: pipeline BIPOC and other diverse in leadership

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

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

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

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 learning

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

Recall 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

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?

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

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

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?

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

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

Salaries should be comparable 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

Record answers on the blue stickies
FUNDING
Funding mechanisms and approaches that support early childhood services

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**Consider...**

- 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.
- 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.
- CCAP: challenging ourselves here. Going to 225 FPL is great for state but we need to expand for our working families.
- 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.
- Impacts of trauma/ACEs. And how we are supporting children, families and the 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.
- Potential opp to engage city council in a true prenatal - 5 system for every child in the city.

**Record answers on the blue stickies**

- Role of philanthropy in funding (and leadership/decision-making). What role are funders playing, what role would they like to play
- Is it possible to see Chicago portion of the "big" number in the commission report. This north star could be game changer.
- Any shovel ready projects? City working with IFF on quality facilities for all. Need for construction/renovation but funding often doesn't support.
- 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.

**Record answers on the green stickies**

- 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.
- Threats -- sequestration. Future funding cuts are possible.
- Collab piece -- for fams that get HS and CCAP, CCAP fees should be waived. FPL of HS families should qualify them for this.
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

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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 framework within a social justice framework (dissaggregated)
- Warehouse: what is the plan, provides opportunities as well as potential misuse (accountability)
- 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
- Opportunity to grow data literacy - using what we have to build capacity to use what we have
- Opportunity to understand what data is available, crosswalk, (quality/accessibility/barriers to access, what’s missing?)
- Opportunity to alignment amongst the gathering of data/the research and evaluation plan, etc.

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)

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