EVERY CHILD READY CHICAGO
October 18, 2022
Welcome & Introductions
Please share your name, organization, and title in the chat

Ice Breaker
If you could be a cartoon character or a superhero who would you be?
Housekeeping Items

1. Remember to keep your mic on mute
2. Be open and respectful of all collaborative voices
3. Please place all questions in the chat
Introductions

Candace Moore
Director of Early Learning for the Mayor’s Office

Edna Navarro, Birth to Five Illinois
Regional Manager Chicago 1-A
Welcome and introductions
• Review ECRC vision statement
• Purpose and role of ECRC
• Review ECRC work to date
• Plans and priorities for FY23
• Proposed governance structure
• CECIDS (Christina Krasov)
• Workforce (Sandy De Leon)
• Birth to Five Illinois
• Announcements and Q&A
• Adjourn
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.
Purpose, Role, and Goal of ECRC

**Purpose**
- To build a coherent prenatal to five system that provides equitable access to the supports and services families need.

**Role**
- Advise the Mayor’s Office, Chicago Public Schools, Department of Family and Support Services and other relevant city agencies on priorities and activities related to building a strong early learning system in Chicago.
- Provide a space for transparent and timely sharing of information and resources.
- Provide a platform for supporting collaboration across the early childhood community in Chicago

**Goal**
- Co-design a strategic plan for implementation of a strong system that ensures equitable access to quality services and positive outcomes for all children.
ECRC: Where We’ve Been

- COVID-19 Pandemic (March 2020-present)
- ECRC Working Group Launch (August-November 2020)
- ECRC Landscape Summary and Strategy Map Completed (April 2021)
- State Regional Council Announcement (April 2021)
  - ECRC postpones strategic planning in order to ensure alignment with new state initiative
- Major Landscape Shifts (Summer 2021)
  - New Head Start Awards announced
  - Leadership Transitions in the Mayor’s Office
- Family and Community Engagement Committee Convened (Fall 2021-Spring 2022)
  - Final recommendation presented to Mayor’s Office and Birth to Five Leadership for consideration
- ECRC/Birth to Five Launch (April 2022)
- Period of Staffing and Planning for ECRC/Birth to Five (April 2022-October 2022)
- Reconvening ECRC/Birth to Five (October 2022)
ECRC: Where We’re Going Next: FY23

- Establish regular meeting cadence
  - ECRC Advisory Council Quarterly
  - Executive Committee - Monthly
  - Committee - Monthly
- Finalize ECRC Governance Structure
  - Form working committees, nominate, and appoint co-chairs
  - From Executive Committee
- Set priorities
  - Co-construct a one-year action agenda that identifies short-term projects to support the field
  - Establish a strategic plan timeline
- Collaborate with Birth to Five Illinois on Regional Scan for the state
  - Finalize selection for Family and Action Councils
CECIDS 101
What is CECIDS?

- CECIDS stands for Chicago Early Childhood Integrated Data System
- It is a cloud-based platform for efficient, timely analysis and reporting of integrated EC data
- It builds on successes of Data Warehouse and CPS/DFSS data integrations
- It relies on an innovative Public/Private Governance model involving multiple ‘Data Governors’
- It is an ongoing effort that will help ensure broader use of early childhood data – from parents to providers to advocates.
**Why CECIDS: Using data to improve systems for all Chicago children**

<table>
<thead>
<tr>
<th>For Children</th>
<th>For Communities</th>
</tr>
</thead>
</table>
| We need to more closely target childhood outcomes and the prerequisites that go into achieving those outcomes  
  • We know we have **access desserts** in certain neighborhoods, especially for infant / toddler programming  
  • We know that Chicago’s early childhood system at large prepares **only 28% of children** adequately for school*  
  • Despite millions in public dollars spent annually for early childhood in Chicago, **there is no consistent, actionable measure of quality**  
  • There is an early childhood **teacher shortage**  
  • **Parents do not have necessary tools** to decide what program is best for their child | Chicago communities need complete and accurate early childhood data in order to maximize and equitably drawdown additional city, state, and federal dollars  
  • City Hall can use CECIDS data to inform the early childhood allocations in the **future city budgets**.  
  • The Governor’s office for Early Childhood has projected the need for $12B annually for early childhood across the state.  
  • Whether through competitive grants or large-scale legislation, there may be **opportunities for additional federal funds**, if Chicago is prepared. |

* These numbers based on pre-pandemic 2019 ISBE reporting.
CECIDS is not just a ‘data warehouse,’ but a **smart, new platform**.
CECIDS requires a **three-pronged infrastructure**

**CECIDS is changing the data landscape through...**

**Public / Private Governance**
Creating comprehensive stewardship of child outcomes through public / private governance

**Modern Technology**
Leveraging modern technology with integrated, timely data to inform solutions

**Connecting Data to People and Communities**
Leveraging the Data Governors leadership in early childhood to begin generating citywide demand for using data towards better childhood outcomes and elevate community and family voices to understand underlying causes

Catalyzing additional private & public investments to sustain CECIDS in 2023+
<table>
<thead>
<tr>
<th>WINTER</th>
<th>SPRING</th>
<th>FALL</th>
<th>FALL/WINTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Legal Agreements executed</td>
<td>Operational dashboards turn on</td>
<td>Citywide views become available</td>
<td>Conduct follow-up series to inform next generation of data tools</td>
</tr>
<tr>
<td>Identify and ingest data into secure NIU cloud DW</td>
<td></td>
<td></td>
<td>Begin refining data tools based on stakeholder feedback</td>
</tr>
<tr>
<td>Install existing 3Si code</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Preview initial data tools</td>
<td></td>
<td></td>
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<tr>
<td>Inform stakeholder engagement plan with those data tools</td>
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</tbody>
</table>

CECIDS initial data products (contingent on data availability)
CECIDS Executive Committee

CECIDS Technical Infrastructure
NIU as Technical Administrator

DATA GOVERNORS TIER

INCCRA – Birth to Five Illinois
CPS
DFSS
Head Start
(1 as Co-chair)

STAKEHOLDERS TIER

ISBE
GOECD
CHICAGO COUNCIL MANAGER
IAFC (SDA 6 CCR&R)
PRIVATE CARE REP
FFN REP
CDPH
CITY (Co-chair)
AT-LARGE (Parent)
AT-LARGE (Philanthropy)
AT-LARGE (Research)

*3rd Co-Chair elected from full membership

Identification of Head Start programs is representative; more than 5 may participate

DATA GOVERNORS CONSULT

IDHS

CONSULT

CPS

CONSULT

DFSS

CONSULT

Head Start

CONSULT
Guiding principles

As Chicago institutions and entities committed to using data to achieve better early childhood outcomes, we agree to the following guiding principles that describe the human capital, commitment, and effort it takes to translate the data into meaningful policy and practice change.

**Comprehensive**
- Pursue greater visibility into the needs and experiences of all children birth through five in Chicago.

**Equity**
- Use data as a powerful tool to achieve more equitable outcomes for children, and more equitable distribution of resources where they are needed most.

**Inclusive**
- Ensure that the voices of communities and families are integrated into the effort throughout, from informing the measures selected, the collection of data, to creation of research agendas, to governance, to usage.

**Trust**
- Build trust in a data governance model with well-defined roles and decision-making protocols, as well as clear and transparent processes for ingesting, analyzing, and sharing data with stakeholders.

**Accessible**
- Ensure data are made available to all early childhood stakeholders, including families, program administrators, funders, advocates and policy-makers, in ways that are most valuable to them.

**Transparent**
- Establish a clear and transparent delineation of what data, statistics, and findings can be shared publicly to the extent allowable under state and federal law.

**Innovative**
- Leverage the latest technology to allow greater real-time access to data across the system in forms that are accessible and actionable.

**Capacity**
- Build data literacy and analytic capacity, at all levels, to contextualize information and identify root causes of inequities.

**Improvement**
- Promote use of data for continuous quality improvement to track outcomes and achieve goals and support policy and practice priorities.
2022 CECIDS Data

Modern technology to create integrated, timely data that informs solutions

- Building a secure analytical environment in the cloud
- Reducing redundant data entry to improve data quality
- Implementing shared APIs / data portals for more streamlined data acquisition and integration
- Deployed two initial data products in 2022

Operational Dashboards

Launched May 2022

Citywide Analytics

Launched September 2022
Citywide views
<table>
<thead>
<tr>
<th>Population Data</th>
<th>Service Data</th>
<th>Provider Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Census data helping to define each neighborhood’s population and their related demographics.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Location</td>
<td>Child level records from Head Start grantees</td>
<td>Provider data from Head Start grantees</td>
</tr>
<tr>
<td>● Age</td>
<td>● Enrollment</td>
<td>● Site details</td>
</tr>
<tr>
<td>● Income</td>
<td>● Funding details</td>
<td>● Funded slots</td>
</tr>
<tr>
<td>● Labor force participation</td>
<td>● Attendance</td>
<td>● Staff information</td>
</tr>
<tr>
<td></td>
<td>● Assessment results (TS Gold and CLASS)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Child level records from Chicago Public Schools</td>
<td></td>
<td>School information from Chicago Public Schools</td>
</tr>
<tr>
<td>● Enrollment</td>
<td></td>
<td>● School detail</td>
</tr>
<tr>
<td>● Attendance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Assessment results</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aggregate subsidy records from IDHS</td>
<td></td>
<td>Provider data from IDHS</td>
</tr>
<tr>
<td>● Enrollment counts by age and provider</td>
<td></td>
<td>● Address and name</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Licensed capacity</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provider data from the DCFS Sunshine database</td>
<td></td>
<td>Provider data from the DCFS Sunshine database</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Licensed provider information from the public portal</td>
</tr>
<tr>
<td>Provider data from INCRAA</td>
<td></td>
<td>Provider data from INCRAA</td>
</tr>
<tr>
<td></td>
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<td>● QRIS</td>
</tr>
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</table>
Employer Council of Early Childhood Workforce Partnership

ECRC Meeting
OCTOBER 2022
EMPLOYER COUNCIL

Chicago Early Childhood Workforce Partnership Co-Chairs:

**Anita Andrews-Hutchinson**  
Chief Operating Officer at It Takes A Village

**Bela Moté**  
Chief Executive Officer at Carole Robertson Center for Learning

**Leslie McKinily**  
Interim Chief, Early Childhood Education at CPS

Employer Council Members:

ADA S MCKINLEY COMMUNITY SERVICES INC  
ASIAN HUMAN SERVICES  
CHICAGO COMMONS ASSOCIATION  
CHILDREN’S HOME & AID SOCIETY OF ILLINOIS  
CHRISTOPHER HOUSE  
CONCORDIA PLACE  
EASTERSEALS SERVING CHICAGOLAND & GREATER ROCKFORD  
EL HOGAR DEL NINO  
EL VALOR CORPORATION  
ERIE NEIGHBORHOOD HOUSE  
EYES ON THE FUTURE CHILD CARE  
GADS HILL CENTER  
HENRY BOOTH  
MARILLAC ST. VINCENT FAMILY SERVICES INC
Three Key Strategies

**Pathways**
If we create strategic partnerships with local higher education institutions, then we can create pathways that are more affordable, achievable, valuable, attainable and ultimately lead to increasing the degree attainment for our incumbent workforce.

**Compensation**
If we advocate for teacher pay parity with CPS (and in doing so, acknowledge that pay parity requires the PEL), then we can retain and ultimately attract more teachers.

**Pipeline**
If we have better pathways to degree completion and we increase compensation, and we also create new talent channels and collectively bring awareness to opportunities then we can attract more new teachers into the profession.

Theory of Action

- Increased degree attainment
- Increased teacher retention
- Increased Compensation
- Decreased pay inequity
GOALS

City agencies collaborated to launch the Chicago Early Learning Workforce Scholarship (CELWS) initiative in 2018.

- CELWS aims to support Chicagoans and the current Chicago Early Learning workforce as they pursue coursework to earn a credential, degree, endorsement, or licensure to work with young children (birth through Pre-k) and families in Chicago Early Learning programs.

- The scholarship serves an important role in Chicago’s efforts to expand access to early learning across the city and build a more robust workforce that can help Chicago expand high quality early learning programs.

- CELWS provides recipients with meaningful career pathways through partnerships with Institutions of Higher Education, which also offer students personalized supports as they navigate their desired course of study.
HOW DOES CELWS WORK?

- **Eligibility:** Chicago resident OR current Chicago Early Learning program staff
- **Amount:** The scholarship will serve as a “last dollar” scholarship, meaning it will cover everything that students’ federal grants and other scholarships do not cover:
  - Tuition & eligible fees at 100%
  - Books up to $250/course
- **How to Apply:** During the open period, applications are completed on the Chicago Early Learning website. Once complete, the applicant will receive follow-up as opportunities become available.
- **Education Partners:** CELWS awardees are matched to a specific program at one of our partner institutions based on highest degree or licensure attained and the type of program the applicant is seeking.
- **Work Requirement:** Chicago Early Learning Workforce Scholarship recipients must commit to work in a Chicago Early Learning (CEL) Program (DFSS-funded community-based organization or CPS birth through Pre-K program) for a minimum of three years after completion of their degree or approved academic program.
IHE PARTNERS & AVAILABLE ACADEMIC/DEGREE PATHWAYS

- Basic & Advanced Certificates
- Associates Degree
  - Child Development
  - Human Development & Family Studies
  - Social Work
- Bachelors Degree (AA to BA)
  - Early Childhood Education- W/or w/out Licensure
  - Infant-Toddler Studies
  - Applied Education Studies
- Coursework to earn:
  - Endorsements
  - Gateways Credentials
  - Transfer to 4-year
- Alternative Licensure (ALP)
CELWS BENEFITS

- 1:1 Scholarship Advising at IHE you will attend
- Support from CELWS Admin team & Screening team (INCCRA)
- AA→BA Continuum Scholarships
- Gateways Credentialing fee coverage (upon graduation/completion)
- Communication from CELWS post-graduation/completion
- Access to CELWS Scholar community
- Career opportunities- Placement and Job Fairs
- Networking Events
FAQS

Q: When do I apply for a Chicago Early Learning Workforce Scholarship?
A: All applications will open mid-January for the following academic year.

Q: How long may I participate in the Chicago Early Learning Workforce Scholarship program?
A: CELWS will support awardees through Academic program/Degree attainment, contingent on funding, as long as students meet following requirements:
- Maintain Good Standing and Continued Enrollment at your selected college/university
- Earn a GPA of 2.0 or higher
- Commit to work in a birth through Pre-K Chicago Early Learning Program (community-based organization or Chicago Public School) for three years after completion of the academic program or degree

Q: How many credits can I be registered for?
A: Maximum of 15 semester hours or 23 quarter hours per term.
CELWS BY THE $S$

SNAPSHOT
CELWS BY THE #S: 2021-22 ACADEMIC YEAR

- Engaged
  - 552
- New awardees
  - 142
- Degrees and Academic pathways completed
  - 192
- Associates → Bachelors Transfer Scholarships awarded
  - 32
- Endorsements (ESL, ECSE, SPED, ECE) Scholars are eligible to earn
  - 46
- Gateways Credentials (ECE, FSC, ITC) eligible to earn
  - 118
- Content exams passed for Licensure
  - 80
- Retention across years
  - 82%
# Translating Graduations/Completions

## 2021-22 Academic Year

<table>
<thead>
<tr>
<th>Program</th>
<th>#</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate degree</td>
<td>43</td>
<td>24.16%</td>
</tr>
<tr>
<td>Bachelor's degree</td>
<td>52</td>
<td>29.21%</td>
</tr>
<tr>
<td>College Certificate</td>
<td>42</td>
<td>23.60%</td>
</tr>
<tr>
<td>Masters</td>
<td>3</td>
<td>1.69%</td>
</tr>
<tr>
<td>Alternative Licensure program</td>
<td>38</td>
<td>21.35%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>178</td>
<td></td>
</tr>
</tbody>
</table>

*Not inclusive of coursework-only completions - 14

## 2021-22 Academic Year - Gateways Credential equivalency for degrees/certs

<table>
<thead>
<tr>
<th>Credential</th>
<th>#</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECE Level 2</td>
<td>18</td>
<td>15.25%</td>
</tr>
<tr>
<td>ECE Level 3</td>
<td>3</td>
<td>2.54%</td>
</tr>
<tr>
<td>ECE Level 4</td>
<td>20</td>
<td>16.95%</td>
</tr>
<tr>
<td>ECE Level 5</td>
<td>55</td>
<td>46.61%</td>
</tr>
<tr>
<td>FSC Level 2</td>
<td>2</td>
<td>1.69%</td>
</tr>
<tr>
<td>FSC Level 3</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>FSC Level 4</td>
<td>4</td>
<td>3.39%</td>
</tr>
<tr>
<td>FSC Level 5</td>
<td>1</td>
<td>0.85%</td>
</tr>
<tr>
<td>ITC Level 3</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>ITC Level 4</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>ITC Level 5</td>
<td>15</td>
<td>12.71%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>118</td>
<td></td>
</tr>
</tbody>
</table>

## Endorsements

<table>
<thead>
<tr>
<th>Endorsement</th>
<th>#</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>English as a Second Language (ESL)</td>
<td>30</td>
<td>65%</td>
</tr>
<tr>
<td>Early Childhood Special Education (ECSE)</td>
<td>3</td>
<td>7%</td>
</tr>
<tr>
<td>Special Education</td>
<td>10</td>
<td>22%</td>
</tr>
<tr>
<td>Early Childhood Education (ECE)</td>
<td>3</td>
<td>7%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>46</td>
<td></td>
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</tbody>
</table>
WHO IS CELWS?
WHO IS CELWS?

- 95% identify as Non-White
  - 92% identify as Black/African American or Hispanic/Latino@x
- Average age is 40
  - Mode is 34 years old
- 96% identify as female
- 67% employed at CEL site vs 33% not CEL-employed (prospective workforce)
  - 51% CBO (DFSS site funded)
  - 16% CPS
How would you rate your overall experience throughout the CELWS program?

- Excellent: 45 (88.24%)
- Good: 4 (7.84%)
- Average: 2 (3.92%)

Total: 51 responses
Obtaining the scholarship was the main factor in deciding to begin or continue my education.
WHAT WAS YOUR MOST POSITIVE EXPERIENCE(S) WITH THE CELWS PROGRAM?

- “It gave me the freedom to continue my education without the stress of figuring out the finances.”
- “Everything! Resources and mentorship. Scholarship funding”
- “I would not have been able to attain my education had it not been for the scholarship”
- “I had the opportunity to acquire new knowledge that will help me provide better educational experiences”
- “The support of the professors while navigating through the program and meeting future teachers.”
- “The support and plethora of resources offered to use in the learning environment for the children.”
WHAT’S TO COME…

- Mapping across 77
  - Employment & Residency
- Work commitment data
  - Completion across years
  - Sites of employment
- Employment results- Changes across:
  - Settings
  - Sites
  - Salary
  - Promotions – positions
- Build capacity to work on career exploration & placement
- Explore strategies to increase retention and recruitment into workforce
- Increased exposure & awareness
  - External
  - Internal
- Networking opportunities
Advance Your Career in Early Childhood Education
At No Cost to You!

Current Chicago Early Learning (birth through Pre-K) staff and Chicagoans interested in becoming early childhood educators, the Workforce Scholarship will match you with the right higher education program for you to earn one of the following:

- Basic & Advanced Certificates
- Associates Degree
- Bachelor’s Degree
  (Associate to Bachelor pathway)
- Professional Educator License-Alternative
  (Alt-PEL)
- Coursework to earn:
  Endorsements
  Gateways Credentials

Learn more and apply at ChicagoEarlyLearning.org/Scholarships

Avance en su carrera en La Educación de la Primera Infancia
¡Sin costo para usted!

Personal actual de Chicago Early Learning (desde el nacimiento hasta el pre kinder) y habitantes de Chicago interesados en convertirse en educadores de la primera infancia, la Beca de la Fuerza Laboral lo conectará con el programa de educación superior adecuado para que pueda optar por uno de los siguientes:

- Certificados Básicos y Avanzados
- Título Asociado
- Licenciatura/Título de Bachillerato
  (Ruta Asociado a Licenciatura)
- Licencia Alternativa de Educador
  (Alt-PEL)
- Cursos para obtener:
  Aprobaciones
  Credenciales de Gateways

Infórmate y aplica en ChicagoEarlyLearning.org/Scholarships
Birth to Five Illinois Region 1-A

- Staff Introductions
- Council kickoff (purpose, member engagement, etc)
- Council selection
- Family Council recruitment
- More info visit https://www.birthtofiveil.com/region1a
  - Sign up to receive updates here

www.birthtofiveil.com
Next Steps

● Next meeting is in January
● Between now and then expect:
  ● Regular meeting cadence
  ● How to sign up for committees
  ● Communications from ECRC about where to ask questions, updates, etc.
  ● Feedback on governance structure
● Watch for follow up information in your email and the ECRC website
  ○ Signing up for committees
  ○ Distribution list
  ○ Feedback surveys
Thank you!

Please put your contact information in the chat.