

Meeting Minutes**August 15, 2024, 4-5 PM****Meeting Objectives:**

- Review agreements made during July meeting.
 - Centering [WIDA's Guiding Principles](#).
 - Focusing on the need for standardized definitions and identification tools, common training requirements, and targeted funding.
- Provide feedback on the Data, Analytics & Insights Workgroup Guiding Principles.
- Identify opportunities and barriers for multilingual learners and their families within early care and education system.
- Identify workgroup next steps.

Agenda:

Welcome, agenda and review	10 minutes
Data, Analytics & Insights Workgroup Guiding Principles	15 minutes
Discuss opportunities and barriers within early care and education system	25 minutes
Public comment	5 minutes
Next steps	5 minutes

Participants:

Luis Narvaez

Edgar Ramirez

Michelle Ramirez

Rebecca Vonderlack-Navarro

Guests:

Ann Whalen

Members of the public

Next Steps

- Erin will share Data, Analytics & Insights Padlet link to group for feedback on Guiding Principles; members will provide feedback on Padlet by August 27.
- Erin will share opportunities document for workgroup member feedback by September 9.
- Erin to review public comments.

Welcome

Erin opened the meeting by welcoming workgroup members and public members (who were able to provide public comment), and shared the agenda, community agreements, and dreams for children with special needs. She also reminded the group of its purpose and emphasized a focus on providing feedback on the guiding principles and discussing a new multilingual learner opportunities document.

Data, Analytics & Insights Guiding Principles Discussion

Erin introduced Christina, discussed the guiding principles related to data, analytics, and insights. Christina explained the purpose of the data, analytics, and insights work group, which aims to develop strategic building blocks for new agencies and support the implementation of data-driven strategies over the next two years. She emphasized the importance of using data equitably and with an awareness of its potential to reinforce structural inequities. Christina then presented draft guiding principles, which were developed based on feedback from a statewide survey.

One member emphasized the importance of identifying multilingual children from birth to age three in Illinois, given the current lack of a standardized approach. This member further highlighted the need for a landscape analysis to understand how organizations identify multilingual learners and their languages.

Another member pointed out the valuable feedback teachers and administrators can provide on emerging trends and data context. Christina then reiterated the eighth guiding principle about redefining data experts to include a broader range of voices, beyond traditional research-oriented institutions.

Another member discussed the role of post-secondary partners and teacher prep programs in preparing educators. They also talked about the need for streamlining data collection and reducing the burden of data entry, noting they had a positive experience with the integrated referral and intake system (IRIS).

Christina shared a slide deck about the Data, Analytics & Insights workgroup Guiding Principles and encouraged members to share feedback and questions on Padlet by August 27.

Background Information on Priority Areas for Workgroup

Erin set the stage for the upcoming discussion related to the Inclusion Guiding Principles, Strategic Plan Framework, and the previous work on Padlet.

Discussion on Opportunities for Multilingual Learners Document

Erin presented a draft document on the early care and education system landscape for multilingual learners from birth to age 5. The workgroup discussed multiple topics and provided historical and cultural context. The group agreed on the need to amplify the value of retaining one's language and culture and to challenge the negative narrative surrounding multilingualism.

The workgroup discussed the importance of family engagement, supporting home language, and the need for adequate resources and materials. They also emphasized the necessity of understanding and respecting cultural, linguistic, and other similarities and differences among populations.

Erin outlined next steps, including the creation of a living document to gather feedback and make recommendations. One member of the public suggested including home visiting as part of the early childhood education system.

Conclusion

Erin ended the meeting with next steps which includes sending an email to all workgroup members with links to the resources.