



# Preschool Development Grant B-5 2022

Presentation to the Early Learning Council

10-17-2022

# Preschool Development Grant Birth – Five Planning Grant 2022

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## AGENDA

- Review the PDG B-5 Opportunity
- Report back on proposal evaluation process to date
- Discuss identified priorities
- Review next steps

# The Opportunity

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- A **one-year** grant for Illinois to improve their early childhood education and care system
- A **planning** grant that builds on the state's existing Preschool Development Grant
- Expand upon/dig deeper into the existing Needs Assessment and Strategic Plan
- Maximum award is \$4 million for one year
- Application is **due November 7<sup>th</sup>**
- Center for Early Learning Funding Equity (CELFE) is managing the State's application development process

# Federal priorities

These are not a required focus (don't earn points) but are worth paying attention to

- **Workforce, workforce, workforce**
- Promote an integrated B-5 ECCE system
- Promote ECCE program sustainability
- Expand meaningful community and family engagement and leadership
- Ensure inclusion of children with, or at risk of, disabilities
- Address suspensions, expulsions, and other exclusions
- Incorporate trauma-informed approaches
- Develop and implement coordinated application, eligibility, and enrollment systems
- Support effective and appropriate transitions
- Build infant-toddler care capacity
- Provide services to underserved children

# Illinois Priorities

## Early Learning Council Values

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**Racial equity** in our system and in this application should ensure that:

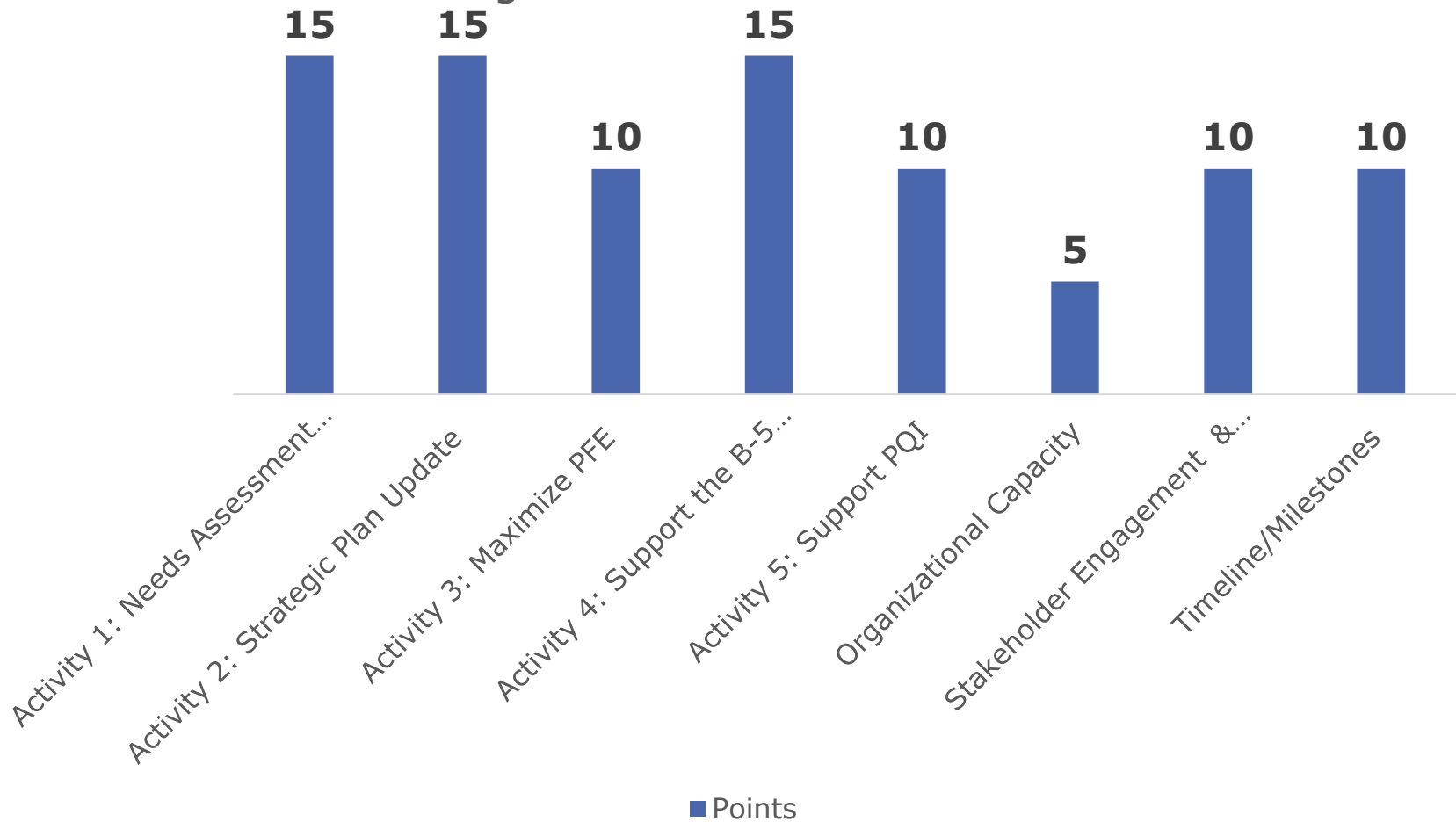
- ✓ Every young child and family regardless of race, ethnicity, and social circumstance has everything s/he/they need to develop optimally;
- ✓ Resources, opportunities, rewards, and burdens are fairly distributed across groups and communities so that those with the greatest challenges are adequately supported and not further disadvantaged; and
- ✓ Systems and policies are **designed, reframed, or eliminated to promote greater justice for children and families.**

Racial Equity Priorities:

1. Align and standardize race/ethnicity data collection and reporting;
2. Evaluate and identify whether processes for **distributing resources** exacerbate racial disparities, **including agency contracting**;
3. Address race/ethnicity disparities in terms of **workforce compensation and advancement**;

# Scoring Criteria

Grant Scoring Criteria – Total Points Per Section



# Process for Stakeholder Input

## Stakeholder Engagement Strategy/Plan for the PDG B-5

1. Conversations and input from **ECEC state agency leaders**
2. To capture **Parent & Community Voice** - we have met with and heard from ELC Family Advisory Council, We the Village, Birth to Five Action Councils, and others
3. Organizational and individual input forms were submitted by **Providers and Advocates** for deep content information, support, and topic specific stakeholder input as needed
4. Priority Populations were highlighted in almost all submissions in all the input received, aligning with the ELC and Funding Commission, the ELC and the state's strategic plan
5. Input forms were posted on the GOECD website to allow for broader stakeholder input and engagement.

# ELC Conversation last meeting focused on the five core Activities of the PDG B-5 Grant

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1. Needs Assessment
2. Strategic Plan
3. Parent and Family Engagement
4. Workforce and Sharing Best Practices
5. Program Quality Improvement



# How we evaluated proposals

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1. We identified proposals that largely reflected work that is **already happening** within state agencies or that is planned to be done in the coming year with other sources of funding
2. We evaluated the remaining proposals against our criteria for selecting projects
3. We will build a budget that matches the maximum amount we can request, prioritizing as needed

# Work already in progress

<b>Project/Work Stream</b> <b>Needs Assessment &amp; Strategic Planning</b>	<b>Agency, notes, etc.</b>
<p>Local/regional needs assessment throughout the state focused on needs of families, providers and workforce</p> <ul style="list-style-type: none"><li>• Prioritizing authentic engagement and parent voice</li><li>• Incorporating racial equity lens</li><li>• With emphasis on impact of COVID-19 on family &amp; provider needs</li></ul>	<p>Birth to Five Illinois Action Councils <i>With support from Community Systems Statewide Support</i></p> <p>Local collaborations that have received funding through Birth to Five Illinois</p>
<p>Identify communities with chronic lack of services and build capacity for applying for funding, etc.</p>	<p>Birth to Five Illinois Action Councils <i>With support from Community Systems Statewide Support</i></p>
<p>Strategic planning for intermediary structures (mapping functions, geographies, goals, etc.)</p>	<p>ELC Integration and Alignment Committee</p>

# Work already in progress

<b>Project/Work Stream</b> <b>Parent &amp; Family Engagement</b>	<b>Agency, notes, etc.</b>
Community-level engagement of parents through parent cafes and similar strategies	Birth to Five Illinois Action Councils <i>With support from Community Systems Statewide Support</i> Local collaborations that have received funding through Birth to Five Illinois
Local collaboration support to enhance coordinated outreach, recruitment and enrollment	Communities funded through: <ul style="list-style-type: none"><li>• Enrollment campaign</li><li>• Birth to Five IL Local Collab grants</li></ul>

# Work already in progress

<b>Project/Work Stream</b> <b>Workforce &amp; Sharing Best Practices</b>	<b>Agency, notes, etc.</b>
Implement/sustain contracts to support stability and adequate compensation	IDHS (ELC/CAC joint committee)
Create a salary scale that incorporates credential system and can be used in contracting	Initial draft was developed by inter-agency team with support of EC Transformation Team
Translate Gateways competencies and credential modules into Spanish	Done through current PDG grant
Explore/pilot an apprenticeship program for ECEC staff	IDHS exploring for possible implementation with CCDF/ARPA funds
Support business skills development for center directors and Family Child Care providers	IDHS exploring for possible implementation with CCDF/ARPA funds

# Work already in progress

<b>Project/Work Stream</b> <b>Program Quality Improvement</b>	<b>Agency, notes, etc.</b>
Scale up ExceleRate pilot as a “funding-first” approach to quality improvement	IDHS exploring for possible implementation with CCDF/ARPA funds
Develop simplified funding mechanisms for programs using layered funding	IDHS exploring for possible implementation with CCDF/ARPA funds
Build more coherent and better articulated pathways for credential and degree attainment in Early Childhood (ECACE)	IBHE, ICCB, IDHS

# Guiding principles for choosing projects

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- Clearly defined and ready to implement
- Projects that can reasonably be completed in 9 months
  - Anticipate contract execution delays
  - External organizations/consultants can be written into the grant to help accomplish our goals within the life of the grant
- Already within someone's scope to oversee
  - Won't be able to add a lot of staff for this short-term work
- Focused on systems alignment to improve the experiences of children ages 0-5 in Illinois

# Evaluation of proposed projects

<b>Suggested Project</b>	Clearly Defined & Ready?	Doable in time frame?	Focused on System Alignment?	State capacity to oversee?
<b>Sustain Key Investments</b>				
Family Advisory Council of the ELC	✓	✓	✓	✓
Pyramid Model Supports (addressing harsh discipline and suspension/expulsion, social-emotional learning)	✓	✓	✓	✓
<b>Integrate Data and Strengthen Data Systems</b>				
EC Educator Workforce Database (Integrate Gateways Registry and ISBE teacher licensure data (ELIS))	✓	✓	✓	✓
Create improved data resources (reports, interactive systems) for use by local communities	✓	✓	✓	✓
<b>Improve Services for Priority Populations</b>				
Strengthen EL identification across program type and funding stream	✓	✓	✓	✓
Support Implementation of new models of ECSE inclusion in community-based settings; Early intervention	✓	✓	✓	✓
Disaggregate data on different types of disabilities and their prevalence	✓	✓	✓	✓
Deeper study of needs of children in child welfare system			✓	

# Evaluation of proposed projects, cont.

Suggested Project	Clearly Defined & Ready?	Doable in time frame?	Focused on System Alignment?	State capacity to oversee?
<b>Build an ECEC Equity Framework</b>				
Facilitated process to build a framework for engaging parent and community voice to inform state decision-making	✓	✓	✓	✓
<b>Assess the Needs of the Workforce</b>				
Home Visiting staffing/salary survey & needs assessment	✓	✓	✓	✓
I/ECMH and EI workforce needs assessments	✓	✓	✓	✓
In-depth ECEC workforce study--initial work	✓	✓	✓	✓
<b>Strengthen Supports for the Workforce</b>				
Prior Learning Assessment infrastructure	✓	✓	✓	✓
Director's Credential course modularization	✓	✓	✓	✓
FAN curriculum for center-based settings			✓	
EC-ACE type scholarships for Home Visitors			✓	
Expand mental health supports for the workforce			✓	
Create shared services model for ECEC programs			✓	
Develop approach to recognize credentials from other			✓	
Create an AA degree path in Spanish			✓	
Disaggregate data on different types of disabilities and their prevalence			✓	
Strengthen licensing system and supports provided by Licensing Representatives			✓	16



# Break-Out Sessions

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## Assignment

- Reactions and Discussion on Priorities outlined in the PDG B-5 Application
  - What surprised you?
  - What seems aligned?
  - What is needed to make these projects successful?
  - What role should the ELC have in supporting this work?
  - Where do we need more information?

## Directions

- Assign a Note-taker to capture high-level reactions and comments by activity area

# Timeline and Next Steps

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- Application due November 7<sup>th</sup>, final draft due October 31<sup>st</sup>.
- Ongoing Engagement to gather input and ideas
  - Input still being gathered through questionnaires
  - Questionnaire (will be) posted on the GOECD website
- Circle back to FAC, ELC as appropriate
- Send questions and comments to Sessy Nyman at [nnyman@niu.edu](mailto:nnyman@niu.edu)