



# Preschool Development Grant B-5 2022

Presentation to the Early Learning Council

10-3-2022

# Preschool Development Grant Birth – Five Planning Grant 2022

## AGENDA

- Provide an Overview of the PDG B-5 Opportunity
- Review process to prepare the state's application
- Ground our work in the state's ECEC priorities
- Share initial systems change framework
- Review Illinois' ECEC priorities to include in the PDG identified through input (so far)
- Break-out Groups for Further Discussion
  1. Needs Assessment and Strategic Plan
  2. Family and Community Engagement
  3. Workforce
  4. Quality Strategies

# 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

# Planning Grant, but not entirely

## Goal is a more equitable and coherent system

- Required to do needs assessment and strategic planning
  - Focus on impact of COVID-19 funding & federal relief funds on state ECEC system
- Heavy focus on investments and strategies in workforce
- Required to include parent & community engagement
- Can invest in quality improvement
- Helps to build on prior work funded by PDG B-5
- Goals are tied to systems alignment, workforce, equity and family/community engagement for our ECEC system.

*You can do substantive work while doing the planning*

# 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

**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**;

# Guiding principles for developing the application

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- Fewer, large projects
  - Not much room to include anything completely ‘new’
- 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
  - \$4 million isn’t enough money and there isn’t enough time to hire new staff – so we need to build on what folks are already doing.
  - Include activities we are already doing that don’t necessarily need funding
- Systems alignment to improve the experiences of children ages 0-5 in Illinois

# Opportunities for Stakeholder Input

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

1. ECEC state agency leaders
2. Parent & Community Voice - ELC Family Advisory Council, We the Village, Birth to Five Action Councils, and others
3. Providers and Advocates – reaching out to a ‘bench’ for deep content support, and topic specific stakeholder input as needed
4. Priority Populations – look to the ELC and Funding Commission work to guide a deeper dive
5. Statewide community input – already existing entities, like Child Care Advisory Committee, Raising Illinois, Birth to Five Action Councils, CCRRs, CFCs, other
6. Opportunity for more input through questionnaire on GOECD website



# Systems Change Framework *(in development)*



Improving the environment that surrounds the system, so it produces the policy and funding changes needed to build and sustain it.

Establish effective programs and services so that children, families, and ECE professionals benefit.

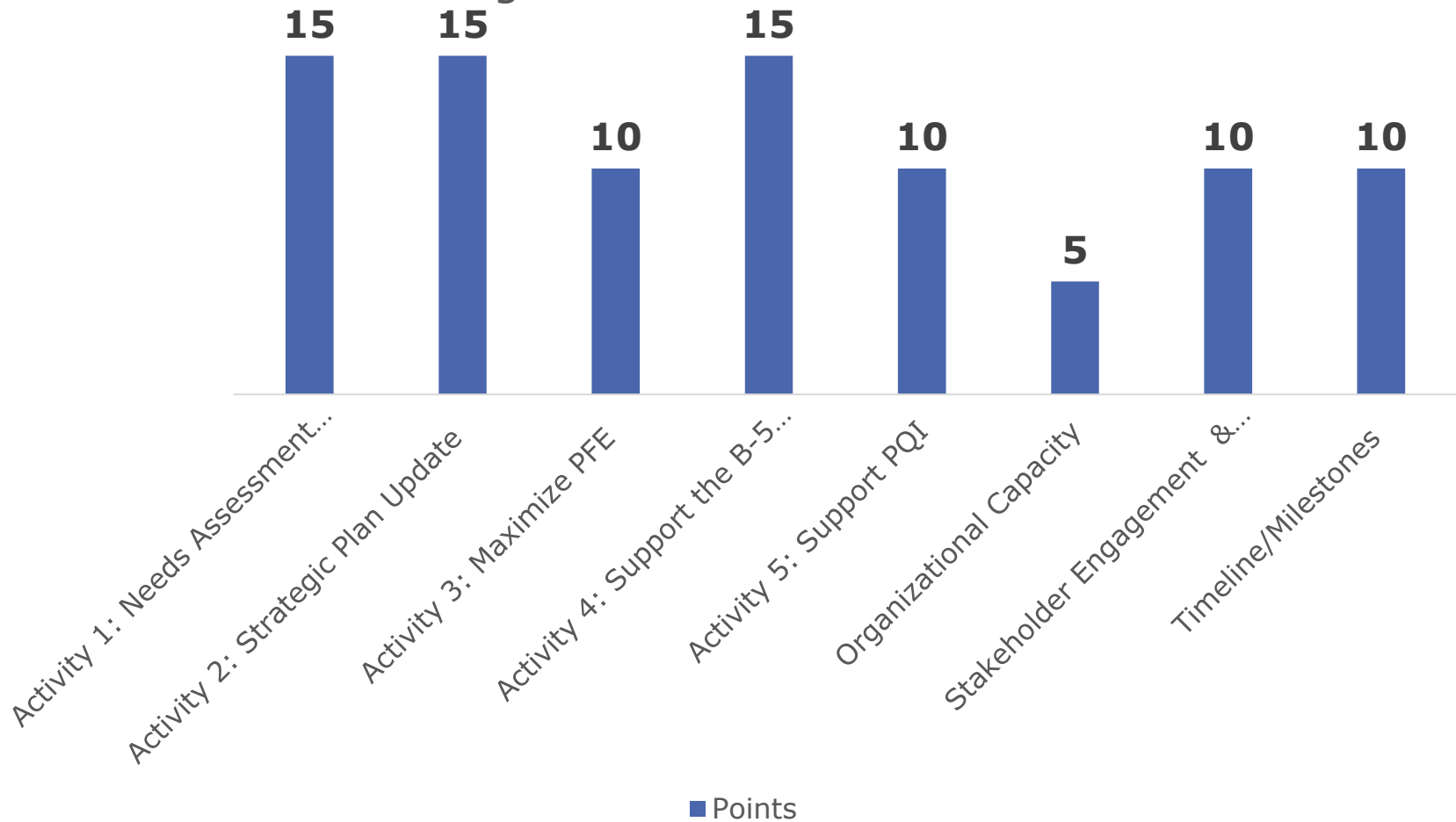
Creating strong and effective links across system components that further improve results for beneficiaries.

Developing the supports systems need to function effectively.

Ensuring the system is available to as many people as possible so it produces broad inclusive results for beneficiaries

# Scoring Criteria

Grant Scoring Criteria – Total Points Per Section



# Activity #1 & #2 – Needs Assessment & Strategic Plan

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- Illinois Plan: dig deeper/expand 2021 Needs Assessment

Question: What about our system do we need to understand better?

Question: Where do we need to dig deeper to plan?

Describes how the plan will comprehensively address the needs of the ECCE workforce

- other key priorities
- How we meaningfully engage stakeholders in the development of the strategic plan

# Needs Assessment & Strategic Plan Activity

## What we heard (so far)

\*also found in another activity section

## Early Learning Council Executive Committee Input

Develop strategies to ensure ECEC funds are equitably distributed; prioritizing priority populations above all else (contracts as a funding mechanism)

Compensation strategies

Better alignment across our ECEC infrastructure, including CCRR, CFC, ROE & Birth to Five (and more) boundaries and functions. Include intermediary functions.

Role of DCFS licensing, needs to strengthen their work and capacity

\*Family Friend and Neighbor (FFN) – how, where does it fit in our ECEC ecosystem?

Plans for addressing racial equity/disparities

Coordinated/aligned approach to home visiting services, including coordinated intake

Plans for expanding services in high-need, low-capacity areas

Expand efforts to provide preschool education to children with disabilities in inclusive environments, especially CBOs

\*Explore funding mechanisms (contracting) for Early Intervention services to improve family participation, experience and bring stability to the EI workforce.

Early intervention

# Needs Assessment & Strategic Planning

## Needs Assessment and Strategic Planning Breakout Session

Better understand the impact of COVID-19 on family need, provider capacity and workforce

Disaggregated data on the types of disabilities children ages 0-5 who need care have. Getting data on disabilities at birth (IDPH Div f Special Health Care nEeds).

Needs for non-working families w kids w disabilities

Workforce data system– where are the greatest shortages in workforce (by geography, race, language, level of credential/education, etc.

Local and regionally-led needs assessment focused on the need for ECEC services, and the workforce needed to support equitable access for children and families

Levels of access to appropriate services for English Learners; particular focus on migrant or seasonal workers

Capacity to identify EL students at time of enrollment.

Screeners that levels EL proficiency, esp in preschool age services

Home Visiting workforce analysis

Deeper understanding of suspension and expulsion practices for children 0-5 by race, ethnicity, geography and type of care setting (inc. schools)HAPPENING THROUGH PYRAMID MODEL

Clear and explicit focus on racial equity in the needs assessment.

Need for really focusing on where services are lacking

Funding allocation analysis—matters for access. Break down to local level. \*\*

Applying racial equity lens to this.

I/ECMH consultation workforce needs

Understanding link between unidentified disabilities and expulsion/suspensions

Parents' need for education—parent education and support

Assessing needs of children in care, children experiencing homelessness (through ILDS, and more)

## Develop strategies to ensure ECEC funds are equitably distributed; prioritizing priority populations above all else (contracts as a funding mechanism)

Better alignment across our ECEC infrastructure, including CCRR, CFC, ROE & Birth to Five (and more) boundaries and functions. Also AOKs, local collabs,

Need to get clearer about these varied functions on how these entities contribute to the system. Intermediary support functions

\*Family Friend and Neighbor (FFN) – how, where does it fit in our ECEC ecosystem?

Coordinated/aligned approach to home visiting services, including coordinated intake; Compensation strategies here, especially for bilingual workforce

Expand efforts to provide preschool education to children with disabilities in inclusive environments, especially CBOs

\*Explore funding mechanisms (contracting) for Early Intervention services to improve family participation, experience and bring stability to the EI workforce.

Early intervention

Role of DCFS licensing, needs to strengthen their work/capacity

Plans for addressing racial equity, disparities

Communities where there is no capacity to even apply for more funding—how do we support them and build that capacity. Not just “hoping” someone emerges—fund capacity-building.

# Activity #3: Maximize Parent and Family Engagement in the B-5 System

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- How will we improve family and community engagement as part of our B-5 system
  - Focus on all parts of our ECEC B-5 system
  - How will the state collaborate with stakeholders and partners?
  - How will you operationalize family & community engagement?
- How do we improve families' equitable access to the services they need & want for their children?

# Parent and Family Engagement

<b>What we heard (so far)</b>  <small>*also found in another activity section</small>	<b>ELC Executive Input</b>
Support the ELC Family Advisory Council	Funding to maintain advisory councils
Support the Birth to Five regional infrastructure, including Family Councils	Developing protocols and standardizing practices used for workforce; assessment of what is happening at the regional and local level;
*Local and regionally-led needs assessment focused on the need for ECEC services, and the workforce needed to support equitable access for children and families	Landscape assessment of how we are doing parent engagement / leadership; strategic planning how do integrate the voices of parents that are hardest to reach (teen parents); to elevate parent voice; common standards for family leadership
Parent Cafes	Used to build community and to obtain feedback; avoid the formality of a formal setting; peer to peer support; Funds for local community collaborations to support Parent Café's; Build capacity for families to lead and engage in Parent Café's provide stipends for families to be at the table leading those conversations.
Kindergarten Transitions Project expansion	Expand beyond the 4 communities currently served by this project. CPS is interested in developing a community-based transition framework
English Learner Framework	
Statewide translation/interpretations services for ECEC, with the establishment of protocols and practice around translation and interpretation for family access and participation in the ECEC system	Integrate native language assessment; funding for translation and family support for childcare centers; staff within centers that engage with families in their home languages; workforce strategies where we train bilingual parents to support program language needs
*FFN Care to honor parent choice and meet the work schedules of many families	Where does FFN fit in a new system; how does this get executed and funded when we look at new contracts (needs assessment)
Improved identification of EL students upon enrollment in community-based ECEC programs to improve equitable access to programs.	

# Parent and Community Engagement

<b>What we heard (so far)</b> <b>*also found in another activity section</b>	<b>Digging Deeper and New IDEAS</b>
Support the ELC Family Advisory Council	Funding to maintain advisory councils
Support the Birth to Five regional infrastructure, including Family Councils	Developing protocols and standardizing practices used for workforce; assessment of what is happening at the regional and local level;
*Local and regionally-led needs assessment focused on the need for ECEC services, and the workforce needed to support equitable access for children and families	Landscape assessment of how we are doing parent engagement / leadership; strategic planning how do integrate the voices of parents that are hardest to reach (teen parents); to elevate parent voice; common standards for family leadership
Parent Cafes	Used to build community and to obtain feedback; avoid the formality of a formal setting; peer to peer support; Funds for local community collaborations to support Parent Café's; Build capacity for families to lead and engage in Parent Café's provide stipends for families to be at the table leading those conversations.
Kindergarten Transitions Project expansion	Expand beyond the 4 communities currently served by this project. CPS is interested in developing a community-based transition framework
English Learner Framework Statewide translation/interpretations services for ECEC, with the establishment of protocols and practice around translation and interpretation for family access and participation in the ECEC system	Integrate native language assessment; funding for translation and family support for childcare centers; staff within centers that engage with families in their home languages; workforce strategies where we train bilingual parents to support program language needs
*FFN Care to honor parent choice and meet the work schedules of many families	Where does FFN fit in a new system; how does this get executed and funded when we look at new contracts (needs assessment)
Improved identification of EL students upon enrollment in community-based ECEC programs to improve equitable access to programs.	Project where we gather feedback for the entire state from families; collect data on: what services do they need, are they aware of services; access points; use key questions from other surveys; IL Action for Children (already working on a project)
Need information about racial equity; systemic issues and barriers around racial equity; how we can target and how we can touch families where issues really are and how we reach families and communities in areas that are greatly impacted by racial equity factors; how do we overcome trust issues; how do we engage "hard to reach populations" – how can we engage schools and childcare programs in this process? How do we make engagement intentional to address equity issues.	Parent Café's; parent to parent ambassadors; FAC (Family Advisory Committee – 16 parents throughout the state) that are connected to families; leverage this group to overcome trust issues and barriers;  Operationalizing the various councils; what are we going to do to solidify the statewide infrastructure for parent engagement; how do we focus our previous investments;



# Parent and Community Engagement con't

<p><b>Local collaboration – on the ground enrollment support (why are families not accessing services); how do we connect all the bodies that are in place;</b></p> <p><b>Set up local collaborations as community resource hubs; intentional about funding infrastructure; Hire community residents (parents) and create and fund positions on the collaborative (link to employment and cultural responsiveness and trust); Provide training to parent leaders; create an expanded base of parent leaders to engage in the system; hire case managers/navigators (we need this in areas where they lack infrastructure); acknowledge and support communities without capacity in applying for grants; direct resources to communities that don't have the ability to prepare a competitive application – use schools other institutions, groups to build capacity.</b></p>	<p><b>Needs Assessment Update – Dig deeper on what we need to know from families; how do we engage families in policies; how do we engage families and to enroll in services (childcare programs);</b></p>
<p>Local collaboration – on the ground enrollment support (why are families not accessing services); how do we connect all the bodies that are in place;</p> <p>Set up local collaborations as community resource hubs; intentional about funding infrastructure; Hire community residents (parents) and create and fund positions on the collaborative (link to employment and cultural responsiveness and trust); Provide training to parent leaders; create an expanded base of parent leaders to engage in the system; hire case managers/navigators (we need this in areas where they lack infrastructure); acknowledge and support communities without capacity in applying for grants; direct resources to communities that don't have the ability to prepare a competitive application – use schools other institutions, groups to build capacity.</p>	<p>Needs Assessment Update – Dig deeper on what we need to know from families; how do we engage families in policies; how do we engage families and to enroll in services (childcare programs);</p>
<p>Expansion to five new communities for Community Based Planning for Expansion (CBP) to provide underserved communities with systems-knowledge, demographic data, planning capacity to establish 'readiness' for funding opportunities to increase access quality and affordability of ECEC services in a community. (IAFC \$225,000)</p>	

# Activity #4: Support the B-5 Workforce and Develop Best Practices

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- What are our most powerful strategies to support and disseminate best practices, workforce supports and trainings for the ECEC workforce?
- What are the greatest challenges in our ECEC system related to [workforce](#)?
- How might we address those challenges through this grant opportunity?

# Workforce

<b>What we heard (so far)</b> <small>*also found in another activity section</small>	<b>Early Learning Council Executive Committee Input</b>
Contract expansion to build stability and consistency to the workforce and support better compensation	Scaling up from ExceleRate pilot; Reforming ExceleRate standards to align with CQI and equity – process was inclusive and recommendations and should be integrated and aligned with the pilot.
Implement an ECEC Apprenticeship program to bridge/connect scholarship program to credentials/degree	
Pyramid model continuation	
FAN – development for developmentally appropriate curriculum for ECEC providers	
ECACE addresses equity in access to credential and degrees in ECEC	HV included and doulas – build out supports for all providers. Pathways for parents.
Community College support and training for ESL in partnership with CBOs serving EL children	<p>Very specific to say EL and native language instruction and develop during 0-5. Build on gateways work to develop multi-lingual credential attached to ECE that outlines the series of competencies in ECEC settings – officially part of the gateway credentials implemented in CC.</p> <p>Translating competency by providers – increase linguistic diversity in the workforce – improve services to children growing up with more than one language</p>
*ILDS with specific focus on continued development and evolution of the Early Childhood Participation Dataset and parallel EC workforce dataset	<p>We don't gather compensation data – broadening the INCCRRA report or collect standardized questions – need to know the baseline salary to know to solve for the delta – to get where we need to go</p> <p>How quickly will this system be built out so they are usable by agencies to design/reform program delivery, etc. (++)</p>
Director Credential Competency	
Prior Learning Assessment (PLA) project	
Expand Course Modularization and job-embedded professional learning	
Update Gateway Credential System and Linkage Project	

# Workforce con't

<b>What we heard (so far)</b> <small>*also found in another activity section</small>	<b>What we heard (so far)</b>
develop a wage supplement scale for early educators with additional skill sets (SE)	Continue translation of ECE Credential into Spanish (SE)
Conduct a study on the possibility of creating an early childhood AA degree available in Spanish (SE)	
Incumbent teachers – could they just take exams at ISBE vs. going through the coursework. Expand into more high schools/recruitment of more schools to participate (isn't this the same as PLA?)	Shared services model to support ECEC business.
Capture high school students who are reaching level one – how are we capturing these students into the larger pipeline strategy.	
Respect individuals who chose this profession	Business administration supports –current system doesn't provide adequate supports –esp. for FCC. Turnover is high for multiple reasons. Need small business supports for all providers – they need to be better equipped to run a business.
Recognizing credentials/training from other countries. Public school system has a process to recognize their degrees/licenses...	Grow your own programs will help with workforce.

# Workforce con't

<b>What we heard (so far)</b> <small>*also found in another activity section</small>	<b>What we heard (so far)</b>
<p>Compensation for those already in the workforce regardless of added credentials/education. Need to keep the workforce we have.</p>	<p>Who are the ECEC workforce we are talking about – across the ECEC system – not just classroom staff. If we are saying everyone in ECEC – we need a clear roadmap for what to do/how to get there.</p>
<p>Apprenticeship programs/bridges/on the job training</p>	<p>Need for embedded training in the work day that will leave to college credit. Not just wages; must address benefits package/health insurance especially (and sick days)</p>
<p>Alternative pathways for existing ECEC providers; strain COVID has come under as a result – thinking about retention and recruitment to expand capacity.</p>	<p>Mental health supports for the workforce; especially since covid. Mental health initiative does provide some of that – room to build on that more.</p>
<p>Trauma/violence in communities – support workforce who work in these communities (and sometime live in these communities). What support can the system build for these providers</p>	<p>Consortium (higher ed) – make sure providers are getting degrees/the education that will translate into compensation. How do we help them succeed? Focus on degree attainment</p>
<p>Design a statewide compensation scale and degree completion. `degree insurance` – once you graduate with a degree you will earn a certain wage – if not, the `insurance` kicks in to solve for the delta. Want workforce to stay in CBOs – and not always go to the schools</p>	<p>Keep focus on long-term workforce supports and development – consider and take risk in how we assess what teachers know that lends to quality ECEC.</p>
<p>Prior learning assessment should be available in Spanish to ensure we are growing a workforce the serve childrens needs</p>	<p>Seasoned professionals currently in the field – how do we retain them while also requiring more of those coming into the field</p>
<p>BA compensation is almost a wage penalty – so need to really analyze the data of compensation commensurate with education.</p>	<p>Marketing to increase the pipeline – do we need to test what resonate to attract people into ECEC - and then dedicate resources towards that `campaign`</p>
<p>Retain the staff we have because they usually like working kids</p>	<p>Move away from scarcity mindset – instead – all staff should be well compensated – along the education continuum</p>
<p>Contract expansion – funding mechanisms to get compensation specifically to workforce compensation</p>	<p>Living wage – needs to be the starting point (at a minimum). We are competing with other employers that don't required as much as ECEC workers – so set a baseline and then reach for the starts</p>
<p>Respect individuals who chose this profession</p>	<p>Business administration supports –current system doesn't provide adequate supports – esp. for FCC. Turnover is high for multiple reasons. Need small business supports for all providers – they need to be better equipped to run a business.</p>
<p>Recognizing credentials/training from other countries</p>	<p>Grow your own programs will help with workforce</p>

# Workforce con't

<b>What we heard (so far)</b> <small>*also found in another activity section</small>	<b>ELC Executive Committee Input</b>
ILAIMH's Infant and Early Childhood Mental Health Credential (I/ECMH Credential and Reflective Practice Groups (RPG) for multidisciplinary professionals in the EC system. (SE)	UNSS– provide racial/linguistic alignment with family need – scan of related workforces to contribute to models to understand workforce needs – underscores our commitment to prenatal strategies to support healthy development of children birth to five.
*Illinois Director Credential Competency work (0-3, 3-5) (IBHE, INCCRRA)	Learning cohorts – expand/build upon for HV
Update Gateway Credential System and Linkage Project	Impact of regionality..equity access at regional level re: how families access to services and how we address those differences by region re: how families access services/what the inroads are and how they can improve
*Develop funding strategy that layers funds at the state level from all ECEC programs to ensure simplicity, equity and improved quality/stability for families and the ECEC programs (IDHS, GOECD, SE, - said also as Excelebrate pilot, SGCC continuation)	Endorsements for bilingual and special education – streamline pathways and ensuring scholarships (LPF)
Planning workforce and PD needs related to the state's ECCS universal newborn supports system five-year planning grant (SE)	Salary scale that recognized credentials, etc.
*Explore funding mechanisms (contracting) for Early Intervention services to improve family participation, experience and bring stability to the EI workforce (IDHS, SE)	Translating of credentials – continuation (already happening – no need for PDG Funding)
Develop a wage compensation scale aligned to IL ECE competencies and credentialing system and the ISBE PEL; including differentiation for additional endorsements/skills including ESL, Infant/toddler, etc. (completed by ECTT)	Financial incentive to improve credentials/education for the provider workforce – tied to shared services model. Allowing folks not yet meeting the required credential to come in and move through the PD process
Apprenticeship programs for FCC as well as for centers (CA has done it well) (IDHS)	Explore a 'shared services model' for ECEC workforce that includes compensation , strategies to address staffing needs (substitute pool), and salary subsidies. An intermediary provides back office function who could employ qualified teachers to programs at a subsidized and oversight would include reflective supervision for ongoing PD and to reduce turnover and burnout. (recommended by McCormick Tribune, INCCRRA, and is like the IAFC model in south suburban Cook County)

# Workforce con't

<b>What we heard (so far)</b> <small>*also found in another activity section</small>	<b>Early Learning Council Executive Committee Input</b>
Contract expansion to build stability and consistency to the workforce and support better compensation (IDHS, FAC, and others in reference to SGCC)	Scaling up from ExceleRate pilot; Reforming ExceleRate standards to align with CQI and equity – process was inclusive and recommendations and should be integrated and aligned with the pilot. (GOECD, similar to contract expansion and SGCC continuation)
Implement an ECEC Apprenticeship program to bridge/connect scholarship program to credentials/degree (IDHS)	Update Gateway Credential System and Linkage Project
Pyramid model continuation (IBHE, Pyramid Model, SFF)	Expand Course Modularization and job-embedded professional learning (IBHE, INCCRRA)
FAN – development for developmentally appropriate curriculum for ECEC providers (ISBE)	
ECACE addresses equity in access to credential and degrees in ECEC (IBHE)	HV included and doulas – build out supports for all providers. Pathways for parents.
Community College support and training for ESL in partnership with CBOs serving EL children (ICCB)	Very specific to say EL and native language instruction and develop during 0-5. Build on gateways work to develop multi-lingual credential attached to ECE that outlines the series of competencies in ECEC settings – officially part of the gateway credentials implemented in CC.  Translating competency by providers – increase linguistic diversity in the workforce – improve services to children growing up with more than one language
*ILDS with specific focus on continued development and evolution of the Early Childhood Participation Dataset and parallel EC workforce dataset (NIU, INCCRRA, IBHE)	We don't gather compensation data – broadening the INCCRRA report or collect standardized questions across the ECEC workforce (so we understand what the baseline salary is to then know to solve for the delta – to get where we need to go
Director Credential Competency	Prior Learning Assessment (PLA) project (IBHE, IDHS, INCCRRA)

# Activity #5: Support Program Quality Improvement

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- What are the greatest challenges in our ECEC system related to **workforce**?
- What are the greatest challenges in our ECEC System related to **quality care** for children 0-5?
- How might we address those challenges through this grant opportunity?



# Support Program Quality Improvement

<b>What we heard (so far)</b> <small>*is included in another activity section</small>	<b>Early Learning Council Executive Committee Input</b>
*Prior Learning Assessment (PLA) project	UNSS – provide racial/linguistic alignment with family need – scan of related workforces to contribute to models to understand workforce needs – underscores our commitment to prenatal strategies to support healthy development of children birth to five.
*Illinois Director Credential Competency work (0-3, 3-5)	Chicago commons learning cohorts – expand/build upon for HV
Update Gateway Credential System and Linkage Project	Covid impact – research on families needs re: mental health needs (Gads Hill did this work throughout the pandemic). Is there other work that has been done to illuminate the need.
*Develop funding strategy that layers funds at the state level from all ECEC programs to ensure simplicity, equity and improved quality/stability for families and the ECEC programs	Impact of regionality--equity of access at regional level re: how families access to services and how we address those differences by region re: how families access services/what the inroads are and how they can improve
	<p style="text-align: right;">25</p>

# Quality

<b>What we heard (so far)</b> <b>*is included in another activity section</b>	<b>Early Learning Council Input</b>
*Prior Learning Assessment (PLA) project	UNSS – provide racial/linguistic alignment with family need – scan of related workforces to contribute to models to understand workforce needs – underscores our commitment to prenatal strategies to support healthy development of children birth to five.
*Illinois Director Credential Competency work (0-3, 3-5)	Pilot learning cohorts – expand/build upon for HV
Update Gateway Credential System and Linkage Project	Covid impact – research on families needs re: mental health needs (Gads Hill did this work throughout the pandemic). Is there other work that has been done to illuminate the need.
*Develop funding strategy that layers funds at the state level from all ECEC programs to ensure simplicity, equity and improved quality/stability for families and the ECEC programs	Impact of regionality--equity of access at regional level re: how families access to services and how we address those differences by region re: how families access services/what the inroads are and how they can improve (PART OF Birth to Five Action Council work in Year 2)
NEW ELC-Clarify the data infrastructure and transparency as a priority, even if not budgeted, as a way to score points (Value in mentioning ILDS 2.0 etc in activity 5)	NEW ELC-The system is too cumbersome and not transparent. External partners don't see the materials until its out for public comment. Sometimes it can be in public comment for some time. (Should this go to strategic planning/needs assessment?)
NEW ELC-Create a structure for ongoing data action (collection/dissemination) (reference strategic plan)	NEW ELC- supporting (home) providers in back office functions
NEW ELC-First stumbling block is licensing (in DCFS) without uniform policy and procedures to share with existing and incoming providers. More training for licensing reps—move from “just have a policy” to LRs being able to show what good policy looks like. Need consistency across agencies (i.e. ISBE versus DCFS on suspension/expulsion policies). (Need to check on status)	Expand ExceleRate pilot
NEW ELC- Embedded PD/coaching for providers for PFA. Could do it with an equity approach—flip to see as asset rather than punishment/remediation	

# Break Out Working Sessions (25 minutes)

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- Four Breakout Sessions
  - Needs Assessment and Strategic Planning
  - Family and Community Engagement
  - Workforce
  - Quality
- One Note-taker per Breakout Group
- Discussion: what is missing re: priorities from the state/current activities to continue that should be included in the PDG B-5.
- Report-Out: Be prepared to report out verbally only the items that are already not included on the activity list.
  - Any detailed notes from the breakout session can be sent to Sessy at [nnyman@niu.edu](mailto:nnyman@niu.edu)

# What is most important to include in this PDG B-5 Planning Grant (based on what you heard)?

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- What are the greatest challenges in our ECEC System related to **quality care** for children 0-5?
- What moves Illinois' needle the most for children and families, for systems alignment, for workforce and for equity?
- What can we not do unless we can fund it with the PDG B-5?
- How do we ensure integration of racial equity in policies, practices, and programs we submit for this grant?

# 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)