

PDG B-5 Planning Grant Quarterly Performance Progress Report

Activity One: Conduct or Update Comprehensive Statewide B-5 Needs Assessment**1. Major activities and accomplishments during this period**

Home Visitor Workforce Needs Assessment Project: The Illinois Network of Child Care Resources and Referrals (INCCRRA) is leading the Home Visitor Needs Assessment Project. During Q2, INCCRRA identified 10 areas within the state to host focus groups, based on the analysis of home visitor locations and demographic criteria. The target areas were City of Chicago, Lake County, DuPage/Kane County, Winnebago County, Lee/LaSalle/Whiteside County, Peoria/McLean/Champaign County, East Central Illinois, Madison/St. Clair County, West Central Illinois, Southern Illinois. INCCRRA also distributed an interest survey to home visitors across the state to gauge interest in participation by location. They received 156 responses with 141 indicating interest in participating. In June 2023, INCCRRA hosted five focus groups in the following areas: 1.) Gurnee, 2.) Chicago, 3.) Addison, 4.) Sterling and 5.) Rockford. An analysis was conducted to determine the best locations to host focus groups. INCCRRA also considered the areas across the state where there were a large number of Black Indigenous People of Color (BIPOC) and Home Visitors who worked in rural communities.

Integrate Gateways Registry Data into Illinois Longitudinal Data System (ILDS) Project: INCCRRA was also selected as the vendor to facilitate the Integrate Gateways Registry Data into Illinois Longitudinal Data System (ILDS) Project. During Q2, INCCRRA requested access to the CloudPak system through the Illinois Department of Human Services (IDHS). Due to changes in staffing, the request was delayed. INCCRRA has a scheduled meeting in July with the ILDS Coordinator to discuss access to the CloudPak system. In the meantime, they will prepare the data files to ensure they are able to move forward quickly once they gain access to the system.

Educator Workforce Dataset Project: In Q2, Northern Illinois University (NIU) began working on the Educator Workforce Dataset Project. They collaborated with the Illinois State Board of Education (ISBE) to develop a plan which was approved by ISBE. NIU held multiple discussions with the ISBE team regarding access to data and the curated dataset process; these discussions are ongoing. Additionally, NIU met with the Illinois Student Assistance Commission (ISAC) and updated the Educator Workforce Charter. The Charter was shared with ISBE's Executive Director of Teaching and Learning. NIU secured the fully executed extension to the High School to College to Career (HS2C2C) Data Sharing Agreement through calendar year 2023 (CY23).

Support for Developing Regional/Local Data Reports and Systems Project: In addition to the Educator Workforce Dataset Project, NIU serves as the facilitator for the Support for

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Developing Regional/Local Data Reports and Systems Project: During Q2, NIU led the bi-annual Illinois Longitudinal Dataset (ILDS) Executive Committee Meeting and facilitated the monthly Early Childhood Participation Dataset (ECPDS) Steering Committee Meeting.

Regarding the Early Childhood Participation Dataset (ECPDS) User Interface Design for Regional and Local Reporting, NIU partnered with Collaborative Communication (contractor) in developing the wireframe design for the ECPDS User Interface (UI) (please note that the contractor is not funded by the PDG B-5 grant). The Discovery Phase, which consisted of individual and small group interviews and an online informal survey with early childhood stakeholders (including local communities) was completed. Collaborative Communication provided reports and presented a summary of the online survey and interviews and its prioritized list of recommendations for designing the ECPDS user interface.

2. Problems/Challenges

Home Visitor Workforce Needs Assessment Project: A delay in finalizing the contract between ISBE and INCCRRA created the need to adjust some of the initial timelines related to the deliverables for the Home Visitor Workforce Needs Assessment Project.

Integrate Gateways Registry Data into Illinois Longitudinal Data System (ILDS) Project: INCCRRA shared there has been a delay in accessing the CloudPak system.

3. Significant findings and events

Support for Developing Regional/Local Data Reports and Systems Project: NIU shared no school superintendents responded to Collaborative Communication's informal online survey regarding the design of the front-end tools, therefore the contractor was requested to include the superintendents in the next stakeholder contact point, which will be the review of the draft wireframe user interface design. NIU will continue to work on reviewing possible Eligibility Models to determine whether the Chicago Early Childhood Integrated Data Set (CECIDS) model is the best approach.

4. Dissemination activities

N/A

5. Equity-related activities

Home Visitor Workforce Needs Assessment Project: INCCRRA conducted an analysis for the Home Visitor Workforce Needs Assessment to determine the best locations to host focus groups. They considered areas of the state where there were a large proportion of BIPOC home visitors, as well as the inclusion of home visitors who worked in rural

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communities. Funding has been included in the grant to allow INCCRRA to reimburse participants for their mileage to attend focus group meetings, which is expected to help reduce a potential barrier to participation.

6. Other activities

Support for Developing Regional/Local Data Reports and Systems Project: During Q2, NIU onboarded the new Senior Policy Advisor at the Illinois Department of Human Services (IDHS) whose responsibilities include working with the ILDS team to develop data agreements and gain access to Illinois Network of Child Care Resource and Referral Agencies (INCCRRA) data. Additionally, NIU continued to work with the Illinois Head Start Association (IHSA) and Head Start MIS vendors (COPA/Nulinx/KinderSystems and ChildPlus) to secure contracts for State Fiscal Year 2024 and data from nonCOPA/ChildPlus Head Start grantees. NIU continued to work with IHSA contractor to secure Data Access and use Agreements (DAUA) with the remaining five (or the 55) Illinois Head Start grantees and onboarded an Educations Pioneer Fellow (EdSys/NIU) for the summer to assist in developing the Communications Strategy for ECPDS and ILDS overall.

7. Activities planned for next reporting period

Home Visiting Workforce Needs Assessment Project: In Q3, INCCRRA will complete the following activities: 1.) continue to conduct in-person and virtual focus groups to collect thoughts and recommendations regarding salary increases, incentives, credentials, and pathways to home visiting, as well as barriers, 2.) develop and finalize questions for the second round of focus groups and 3.) host second round of focus groups.

Integrate Gateways Registry Data into ILDS Project: In Q3, INCCRRA will connect Gateways data to CloudPak.

Educator Workforce Dataset Project: During the next reporting period, NIU will complete the following activities: 1.) facilitate ILDS Executive Committee Meeting, 2.) extend High School to College to Career (HS2C2C) agreement, 3.) support INCCRRA in connecting with the Illinois Department of Human Services to request access to the CloudPak system and 4.) meet with the six participating HS2C2C agencies (IDHS, ISBE, Illinois Board of Higher Education (IBHE), Illinois Department of Employment Security (IDES), Illinois Community College Board (ICCB) and ISAC to discuss the data that needs to be shared by each agency to support the Education Workforce Dataset.

Local Support for Developing Regional/Local Data Reports and Systems Project: Activities planned for the next reporting period include: 1.) initial version of wireframe UI design for ECPDS, 2.) receive ISBE's updated data for joining into the ECPDS, 3.) meet with

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DoIT's Chief Data Officer to determine the appropriate technology IECAM should use for building the ECPDS UI once the wireframe designs have been approved and 4.) meet with ISBE and IDHS/IECAM to review the contractor's ECPDS UI design road map and agree on the near-term scope and UI deliverables to be completed by year end.

Activity Two: Develop or Update Comprehensive Statewide B-5 Strategic Plan

1. Major activities and accomplishments during this period

The contract for this activity is pending therefore work related to this project has not begun yet.

2. Problems/Challenges

N/A

3. Significant findings and events

N/A

4. Dissemination activities

N/A

5. Equity-related activities

N/A

6. Other activities

N/A

7. Activities planned for next reporting period

N/A

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Activity Three: Maximize Parent and Family Engagement in B-5 System**1. Major activities and accomplishments during this period***Staff the Family Advisory Committee of the Early Learning Council (FAC) Project:*

Illinois Action for Children (IAFC) is the vendor that has been selected to staff the Family Advisory Committee of the Early Learning Council (FAC). During Q2, IAFC held introductory meetings with the FAC co-chairs, the FAC members, and with Community Organizing and Family Issues (COFI), a training partner on the project. FAC members attended the full Early Learning Council (ELC) meeting in June 2023 and participated in a listening session regarding the review of regional intermediary structures, which is another project funded through the Preschool Development Grant Birth through Five Planning Grant. The FAC held its first official meeting of the year in June. This meeting was attended by 31 participants, including the ELC co-chairs, and ELC full Committee members. Additionally, the FAC members completed new stipend agreements during this quarter. Finally, IAFC and COFI began developing potential training models for the FAC.

Review of Regional Intermediary Structures Project: Wendy McCullough, LLC serves as the consultant to lead the Review of Regional Intermediary Structures Project. During Q2, she facilitated an initial meeting with the Integration and Alignment Committee of the Early Learning Council (IAC) in which the Committee defined and aligned the scope for this work (e.g., entities and functions to focus on) and set impact goals for the recommendation. As a result of this meeting, Wendy developed a facilitation model to help the IAC create a stakeholder engagement plan for the project and form a recommendation to present to the Governor's Office (e.g., outlining the order of discussions that need to be completed and defining the guiding questions that need to be answered).

In Q2, Wendy also completed an initial review of the five (5) priority functions identified, which include Child Care Resource and Referral, Case Management, Eligibility Determination, Training and Technical Assistance (T&TA), and Community Development. This analysis included reviewing contracts and other documentation, and interviewing State program leaders and subject matter experts, to map how regional intermediaries provide these functions, with a focus on how families and providers experience these supports across entities (e.g., duplication, silos).

Additionally, Wendy began to execute the stakeholder engagement model, including interviewing 11 IAC members (50%) and facilitating 10 listening sessions (65 participants) with parents, providers, regional intermediaries, and community collaborations across Illinois to gather diverse input on opportunity areas for this

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recommendation. The information was summarized into presentation material that will be provided during the next IAC meeting that will be held in July 2023.

2. Problems/Challenges

Staff the Family Advisory Committee of the Early Learning Council (FAC) Project: The original scope of work provides that the timeline for Staff the Family Advisory Committee of the Early Learning Council Project is from 2/15/2023 until 12/30/2023. However, work commenced in mid-April when the contract with ISBE was finalized, and the FAC co-chairs and IAFC are working diligently to ensure that the FAC's goals as well as the deliverables for the project are met in this shortened timeframe.

3. Significant findings and events

Staff the Family Advisory Committee of the Early Learning Council (FAC) Project: There was a gap in time between when the FAC was last convened (December 2022) and when work under the current grant began due to the time in which Illinois received notification of award. At the recommendation of the FAC co-chairs, an internal meeting was held as a first step to reconvening the FAC. During the meeting, IAFC staff had the opportunity to meet the FAC members and learn more about their experiences with the FAC thus far. Following the meeting, IAFC and the FAC co-chairs worked together to plan for the first FAC meeting to include an opportunity for the FAC members to share their experiences with the ELC co-chairs and hear directly back from the ELC co-chairs so that the FAC could work towards a stronger partnership with the ELC.

During the official FAC Meeting in June 2023, FAC members assessed their original goals, which were: 1. due to the pandemic and staffing shortages, enrollment is down in early childhood education and care settings across the state of Illinois. This committee will seek to identify additional barriers and brainstorm solutions to increase enrollment, 2. create a standardized process that effectively supports and embeds parent engagement across all early childhood education and care programs and systems in the state of Illinois and 3. identify barriers and potential solutions for inclusion related to disabilities, racial disparities, economic disparities, and culturally responsive practices in Early Intervention and within early childhood education and care settings. The FAC members found that their first goal had largely been met; the second goal had not yet been worked on; and that there had been some progress on the third goal. The next steps include scheduling monthly FAC meetings going forward and revisiting Goals 2 and 3.

Review of Regional Intermediary Structures Project: The IAC interviews revealed that the Committee hopes this recommendation will 1.) be visionary, not just small improvements 2.) enable the system's entry points to provide more comprehensive

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services (“one-door” approach) and 3.) design how regional intermediaries should work together, which has not been done before in a comprehensive way.

Listening sessions with additional stakeholders identified several potential opportunities to improve regional supports through greater alignment or integration, including 1.) aligning and streamlining the intake process so families could provide their needs and eligibility information only one time, to one entity, for resource and referral support (e.g., create intake hubs), 2.) building capacity for cross-program case management to provide consistent support to families to help them access supports and service providers across different programs, 3.) merging community councils, meetings, needs assessments, parent surveys, and planning/gathering support to pool resources for community development and form shared agendas and 4.) aligning service area boundaries, and possibly merging or collocating staff, of these regional structures to streamline support and make it easier to collaborate.

In addition, both the IAC and additional stakeholder groups acknowledged that some regional alignment opportunities are reliant on alignment at the State/program level first, in particular-1.) aligning requirements and data systems across programs to enable regional entities to determine eligibility and support families more comprehensively and 2.) aligning training requirements and unifying training registration and tracking systems across ECEC programs to increase access to training and ensure credit is attained.

4. Dissemination activities

Staff the Family Advisory Committee of the Early Learning Council (FAC) Project: Illinois Action for Children posted its evaluation of the second year of the FAC, *Elevating Parent Voices: An Evaluation of the Family Advisory Committee of the Illinois Early Learning Council in Year Two*, on the IAFC website. This report was also shared during the Early Learning Council meeting and with FAC members. The report can be found here: [..\Elevating Parent Voices-Illinois Action for Children.pdf](https://www.iafc.org/~/media/iafc/2023/07/Elevating-Parent-Voices-Illinois-Action-for-Children.pdf).

Review of Regional Intermediary Structures Project: Analyses on intermediary functions and feedback from stakeholder listening sessions were shared with the Integration and Alignment Committee as a pre-read for the upcoming Committee meeting that will be held in Q3.

5. Equity-related activities

Staff the Family Advisory Committee of the Early Learning Council (FAC) Project: Illinois Action for Children provided simultaneous Spanish translation during the house meeting that was held in May 2023, as well as the official FAC meeting held in June 2023.

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Review of Regional Intermediary Structures Project: Wendy McCullough, Consultant, worked closely with the Co-Chairs of the Integration and Alignment Committee to design a stakeholder engagement model focused on ensuring the recommendations from this work consider perspectives from diverse stakeholders, especially those who will be most impacted. The model includes facilitating initial listening sessions with parents, providers, regional intermediaries, and community collaborations across Illinois to gather their input on opportunity areas for this recommendation. In addition, expanding equitable access to services was established as an impact goal.

6. Other activities

N/A

7. Activities planned for next reporting period

Staff the Family Advisory Committee of the Early Learning Council (FAC) Project: During the next reporting period, Illinois Action for Children will continue to staff monthly FAC meetings, distribute stipends to FAC members and connect FAC members to engagement opportunities across the early childhood education and care system. IAFC also plans to hire a Staffer to support the FAC during their monthly meetings by documenting minutes, managing virtual platforms such as Zoom and developing monthly meeting agendas.

Review of Regional Intermediary Structures Project: In Q3, Wendy McCullough, Consultant, will prepare and facilitate the IAC meetings that will be held in July and September, develop a workplan for the next phase of work, analyze and formulate opportunity areas / prioritized solutions to help the IAC develop preliminary recommendations, including identifying root causes, outlining solutions, and determining decision criteria.

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Activity Four: Support the B-5 Workforce and Disseminate Best Practices**1. Major activities and accomplishments during this period**

Prior Learning Assessment Project: The Illinois Network of Child Care Resource and Referrals (INCCRRA) leads the work related to the Prior Learning Assessment Project. In Q2, monthly meetings were held with partnering institutions: Heartland Community College, Kishwaukee College, McHenry College, College of Lake County, Eastern Illinois University, Western Illinois University, National Louis University and Governors State University.

Meetings were held between INCCRRA staff and state and national consultants to monitor progress, address questions, and share information regarding assessments that will be shared at the monthly faculty meetings. An initial meeting was held between INCCRRA staff, selected faculty members and the CBEN marketing consultant to develop a plan for resources/tools (inclusive or videos) for the Illinois ECE workforce this quarter.

Pyramid Model Implementation Project: The Pyramid Model Consortium serves as the consultant to facilitate the work related to the Pyramid Model Implementation Project. In Q2, the Pyramid Model Consortium (PMC) designed the framework and timeline for the Family Child Care & Pyramid Model Pilot and contracted with an independent consultant to assist in coordination of pilot efforts. Four agencies were selected to recruit programs for the pilot and Process Coaches from each agency were identified to work with programs. PMC created and shared resources with targeted agencies for family child care program recruitment. As a result of these efforts, twenty-two (22) family child care programs were selected to participate in the pilot.

The Family Child Care & Pyramid Model Launch was held in May 2023. The selected programs were given access tokens to the Birth – Five eModules. Programs received individual coaching and participated in communities of practice with their process coach(es) during the months of May and June.

2. Problems/Challenges

Pyramid Model Implementation Project: Due to scheduling conflicts, PMC was unable to enter program information into Pyramid Implementation Data Systems. Also, the newly hired staff member's start date was later than expected, thus PMC was unable to enter program information into Pyramid Implementation Data Systems.

3. Significant findings and events

Prior Learning Assessment Project: Significant findings in Q2 include 1.) data from piloting/testing in 2022 showed 100% (4 of 4) of scenarios from the 2022 tested

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scenarios were modified based on pilot findings, 2.) 92% (11 of 12) untested scenarios were modified based on 2022 feedback, 3.) no modifications to the assessment rubrics indicators need to be made based on faculty feedback and 4) strong interrater reliability (75-85%) evidenced during the pilot indicated no formal retraining of faculty is needed.

Pyramid Model Implementation Project: In Q2, the following events occurred: 1.) INCCRRA, StarNet, ECPL met to ensure sustainability of implementation sites, 2.) core cross-sector state leaders met to discuss the sustainability of Pyramid Model after January 1, 2023, and 3.) the National Training Institute (NTI) on Challenging Behavior received over forty-four participants from cross-sector agencies and programs from Illinois.

4. Dissemination activities

Prior Learning Assessment Project: Institutions provided outreach to local workforce members to enroll in the Prior Learning Assessment.

5. Equity-related activities

Prior Learning Assessment Project: During Q2, English and Spanish assessments continued to be offered to learners participating in the Prior Learning Assessment (PLA) project from the participating pilot higher education institutions. There were thirty-one (31) learners who participated. Fifty-eight percent of the learners were Spanish-speaking participants.

6. Other activities

Prior Learning Assessment Project: INCCRRA staff and C-BEN consultants continue to support learners (English and Spanish) in registering and scheduling for Prior Learning Assessment sessions with Mursion.

7. Activities planned for next reporting period

Prior Learning Assessment Project: In Q3, INCCRRA will continue testing PLA scenarios and supporting learners.

Pyramid Model Implementation Project: The Pyramid Model Consortium will complete the following activities in Q3: 1.) gather Benchmarks of Quality (BoQ) from the pilot programs, 2.) enter family child care programs into Pyramid Implementation Data System, 3.) order Pyramid Model Classroom Kits and send the kits to programs and/or process coaches to distribute, 4.) assign new implementation sites to a process coach and 5.) prepare for PFA/E Cohort Pyramid launch in fall 2023.

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Activity Five: Support Program Quality Improvement**1. Major activities and accomplishments during this period***Pilot Strategies for Inclusive Community-Based Early Childhood Special Education*

Project: The School Association for Special Education in DuPage (SASED) serves as the contractor to lead the work related to the Pilot Strategies for Inclusive Community-Based Early Childhood Special Education Project. SASED has sub-contracted with Early CHOICES, Inc. to facilitate the activities listed in the contract deliverables. To create public awareness, share models for testing and engage partners, Early CHOICES, Inc. created a launch event during Q2 which attracted 200 participants. The event was recorded and posted on Early CHOICES, Inc website. An informational webinar was held in May 2023 for parties who were interested in applying for a \$25,000 stipend to participate in a Community Inclusion Team (CIT). To be eligible, the community must have commitments from at least one Local Education Agency (LEA), and at least one Community Based Organization (CBO) that serve the same geographic area. Applications require the signature of each district superintendent or authorized official and both parties must agree to participate in the CIT.

CITs will be required to convene a team with members from the lead agency and partner agencies to address how the itinerant Inclusion model will be delivered in the community-based organization. Each CIT will need a lead person to convene meetings, communicate with Early CHOICES, Inc and members of the CIT. CITs will develop agreements to implement the model based on the community's needs and develop an implementation plan to ensure quality services are delivered to all children and families beginning fall 2024. Action plans will be developed to guide and support the availability of high-quality inclusive early care and education environments throughout the community.

In June 2023, Early CHOICES, Inc awarded the \$25,000 CIT stipends to the following three communities: 1.) Collinsville, 2.) Quad Cities and 3.) Peoria County. Collinsville will implement Option A: LEA provides early childhood special education services to all children attending a program and residing within their district. Peoria County and the Quad Cities will implement Option C: Regional Co-op itinerant arrangements provide service to children at community-based sites, including those who reside outside of the district. Early CHOICES, Inc. will meet with each community to begin the contracting process.

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Developing a Common Process to Identify English Language Learners: The Center: Resources for Teaching and Learning serves as the contractor to lead the work related to the Developing a Common Process to Identify English Language Learners Project. Early Childhood Professional Learning (ECPL) is a division within The Center: Resources for Teaching and Learning that facilitates the activities outlined in the deliverables of the contract. During Q2, ECPL worked in collaboration with Illinois State Board of Education (ISBE) to identify data needed regarding community-based organizations that received Preschool for All funding. The ECPL and ISBE teams created a flowchart of the identification process, identified relevant SIS data fields and authorized SIS users in community-based organizations. During this reporting period, ECPL began analyzing IECAM and PDG B-5 data in order to identify sites to target for this project. ECPL also began working with ISBE to determine how community-based organizations can upload relevant data into the SIS system.

2. Problems/Challenges

Developing a Common Process to Identify English Language Learners: A list of data needed from ISBE is part of the Statement of Work for this project. ISBE provided the majority of the data needed for this project in June 2023. The data included the names of Preschool for All (PFA) community-based programs, corresponding PFA sites, and some contact information for each site. Estimated enrollment per site was only provided for programs outside Chicago Public Schools (CPS). ECPL also received a list of the sites that CPS oversees. However, the estimated enrollment for the CPS-affiliated sites was not included in the data. Also, no home language data was provided. The delay in receiving the data (which was requested in February and in May) has delayed the project.

This project was designed to screen 7,600 children in PFA community-based programs. A preliminary review of the data shows approximately 9,500 PFA students in downstate non-school district programs. In addition, 27,455 PFA students are served in CPS affiliated programs. Many of these CPS students are attending PFA programs operated by Chicago community-based organizations (CBOs), and therefore could potentially be screened as part of this project. Given the large number of children needing screening and the limited funding of this project, ECPL staff is currently creating a list of priority programs.

3. Significant findings and events

Pilot Strategies for Inclusive Community-Based Early Childhood Special Education Project: In Q2, Early CHOICES, Inc. hosted an informational webinar to provide an overview regarding the application process to apply for a Community Inclusion Team stipend. The application was released in May 2023 and the communities were selected

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in June 2023. Additionally, Early CHOICES, Inc. formed an Advisory Group to support the work of this project.

Developing a Common Process to Identify English Language Learners:

ECPL's preliminary analysis of the data provided in June 2023 is as follows:

Total PFA students across the state: 85,010

- 5,813 PFA students in child care programs (e.g. gov't entity, for profit and not for profit), Not for profit preschools, CBOs, Joint Agreement, Joint Application
- 3,216 PFA student in Regional Office of Education (ROE)-some in non-district sites and Special Education Coop (many in districts)
- Additional PFA students are served in charter schools, high schools, higher education and private PreK-12 school system (Archdiocesan suburban sites)
- Total PFA in school districts: 75,495
- Total PFA in CPS: 27,455 – including school site and CBOs. No data given on # children per site.

4. Dissemination activities

Developing a Common Process to Identify English Language Learners:

In Q2, an overview of the Developing a Common Process to Identify English Language Learners project was presented to:

- ECPL coaches and program support specialists (PSS) at the Preschool English Learner Community of Practice meeting
- Semiannual State Leadership Committee meeting
- Illinois Advisory Council on Bilingual Education's Early Childhood Subcommittee
- ECPL coaches and program support specialists

5. Equity-related activities

Developing a Common Process to Identify English Language Learners:

The English Learner Identification Project is an equity initiative. According to Illinois School Code, PFA programs operated by school districts are required to screen, identify and serve English Learners. PFA programs operated by CBOs do not have these requirements. This project seeks to determine, for the first time, the number of English Learners in PFA community-based organizations across the state by screening an estimated 7,600 children using the two-step ISBE screening process of the Home Language Survey and, when indicated, the Pre-IPT.

6. Other activities

N/A

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7. Activities planned for next reporting period

Pilot Strategies for Inclusive Community-Based Early Childhood Special Education Project: In Q3, Early CHOICES, Inc. will 1.) establish contract agreements with the three communities selected to serve on the Community Inclusion Team, 2.) develop a Community of Practice for Community Inclusion Team leaders and 3.) create materials as needed to support community-based organizations and school districts.

Developing a Common Process to Identify English Language Learners: Activities planned for the next reporting period include: 1.) determine which sites qualify to have on-site test examiners, 2.) purchase Pre-IPT test kits, 3.) hire and train Traveling Test Examiners and order iPads, 4.) begin screening with Home Language Surveys and determine students needing Pre-IPT assessments, 5.) set testing schedules for Pre-IPT test administration and 6.) on-site test examiners will complete the online Pre-IPT training and submit their certificate to ECPL.