

**PDG B-5 Renewal Grant**

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**Needs Assessment**

<b>Title</b>	<b>Key project features/brief summary</b>
EARLY CHILDHOOD INTERACTIVE DATA HUB	This project proposes to build upon and complete the architecture required to develop the working Early Childhood Data Hub. Work is necessary to bring the Data Hub to a point where data is able to be prepared for the interactive nature of the tool.
ILDS1 EC provider data +funding	Load IECAM data and funding data into the ILDS to provide an ability to better understand service provisions by different entities and connect it with child-level data for research and analytics on the contextual factors of different providers. This could eventually be linked to the ILDS’s Early Childhood Educator Workforce data to understand the relationship between funding, educator pathways, and employment experiences.

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<p>ILDS2: EC Participation Data Sect + Sped</p>	<p>Add special education data to the Early Childhood Participation Dataset (ECPDS), allowing analysis and research of children's early childhood experiences in special education and the relationship of Early Intervention and special education.</p>
<p>Illinois Early Childhood Data Access and Utilization Initiative</p>	<p>Updating relevant Illinois early childhood data and expanding access to early childhood data for communities across Illinois. The goal is to create a centralized, accessible and user-friendly platform that consolidates data on early childhood services, funding, demographics, and outcomes.</p>
<p>Updating GEAM</p>	<p>Resources to update the GEAM (aka., Equity Map Analysis), using a public-facing process, and make the tool widely available and accessible to the public. Additionally, the state should consider a sustainability plan such that the tool is updated annually and embedded within the state's toolbox to use as state administrators are considering how to spend current and new ECE dollars.</p>
<p>Illinois Study of Child Care for Children with Disabilities</p>	<p>Expand recent Chicago study of child care for children with disabilities; how well does our child care system support children w/disabilities.</p>
<p>IL Early Childhood Data Analysis Center</p>	<p>Expand workforce data analysis (geo code and longitudinal data).</p>
<p>Spanish EC Glossary/Dictionary and Acronym Guide</p>	<p>Create Spanish Early Childhood (EC) glossary/dictionary of terms and EC acronym guide (as was done at the federal level) to ensure consistence in language by state agencies and as a resource for communities, programs, and advocates to better support families.</p>

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<p>Low Incidence (Sensory) Disorder/ Disability Equity and Inclusion to Support Language, Literacy and Kindergarten Readiness</p>	<p>The Project would work to expand the enrollment of providers in Early Intervention who have the specialized skills and education to be Developmental Therapists – Hearing (DTH) and Developmental Therapists – Vision (DTV) and RE-establish the technical assistance center for DHH, Blind, Low Vision or Deaf-Blind service providers, families, and community partners as a collaborative effort with the School for the Deaf and School for the Visually Impaired.</p>
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## Strategic Plan

Title	Key project features/brief summary
EARLY CHILDHOOD INTERACTIVE DATA HUB	This project proposes to build upon and complete the architecture required to develop the working Early Childhood Data Hub. Work is necessary to bring the Data Hub to a point where data is able to be prepared for the interactive nature of the tool.
ILDS1 EC provider data +funding	Load IECAM data and funding data into the ILDS to provide an ability to better understand service provisions by different entities and connect it with child-level data for research and analytics on the contextual factors of different providers. This could eventually be linked to the ILDS’s Early Childhood Educator Workforce data to understand the relationship between funding, educator pathways, and employment experiences.
ILDS2: EC Participation Data Sect + Sped	Add special education data to the Early Childhood Participation Dataset (ECPDS), allowing analysis and research of children's early childhood experiences in special education and the relationship of Early Intervention and special education.
Spanish EC Glossary/Dictionary and Acronym Guide	Create Spanish Early Childhood (EC) glossary/dictionary of terms and EC acronym guide (as was done at the federal level) to ensure consistence in language by state agencies and as a resource for communities, programs, and advocates to better support families.

## Maximize Family Engagement and Participation

Title	Key project features/brief summary
Train the trainer model on Emoters; empower early educators and families across the state to foster emotional competence in children	Train the trainer on Emoters - promote teacher emotional competence- a tool that works w/curriculum like Pyramid or Conscious Dis; helps adults focus more narrowly on teaching practices. Conduct in person and online training for use in higher ed, pd; create content for home visiting and MH consultants and aligned material for families; help adults better support children; MH consultation and also has been used as a coaching model for student teachers.
Chat2Learn Suite	Pilot and begin scaling Chat2Learn for Classrooms in PreK classrooms (and Kindergarten classrooms in a separate initiative) serving low-income families across Illinois with a special focus on reaching Spanish-speaking families. Widely scale Chat2Learn for Families (its current version has already been piloted and implemented).
Scaling Pyramid Model Infrastructure for Early Childhood Development Cross-Sector in Illinois	Proposes to scale Pyramid model to address suspension, expulsion, inclusion, FE, equity, and to enhance quality and data collection.
Single Early Childhood Education Application/Portal	Create a single application/portal to apply for a wide range of ECE programs/services including child care and early education, health and safety providers, special needs and early intervention services, food and nutrition services, and parenting and family supports.
Behavior Support Helpline	Expulsion /suspension Behavior Support Helpline (staffing, structure, cost/funding) for providers of any program /system, as well as parents.
Culturally and Linguistically Resp Practice	Develop a culturally and linguistically responsive practice rubric and framework that will serve as a resource for the IL ECE landscape to support more humanizing and culturally and linguistically responsive practices when engaging with our diverse parents and families.

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<p>Nurturing Wellness in Illinois Youngest Learners: MH Services to S Cook County</p>	<p>Provide comprehensive mental health services to early childhood and development centers throughout South Cook County, Illinois, including bilingual mental health services.</p>
<p>Family Voice: Expanding Family Engagement and Participation in Illinois B-5 Systems Design and Policy Making</p>	<p>Conduct a National Parent Governance Scan, seek input and Support a Parent Table and Peer Learning that builds from previous Family Advisory Committee (FAC) and FAC+ work and NORC recommendations (developed with previous PDG grants).</p>
<p>Engaging and Supporting Illinois Family, Friend, and Neighbor (FFN) Providers in Quality</p>	<p>Conduct a statewide Family, Friend, and Neighbor (FFN) Cost Study and pilot a FFN Quality Supports program to test the portability of and enhancements to current model to engage FFN providers and offer them paths to resources, training, and career development to meet their needs.</p>
<p>Realign and Streamline Intermediary Structures</p>	<p>Builds upon PDG B-5 Planning Grant, which engaged local advisory groups and regional intermediary structures to map structures and supports for parent navigation, as led by the ELC Integration and Alignment Committee; leverage recommendations developed via previous Activity to develop and execute an approach through the transition to the Illinois Department of Early Childhood.</p>
<p>In Depth Sensemaking for Equitable Family Engagement in Policy and Decision-making</p>	<p>Continued engagement of key stakeholders (families, early child care providers, and early child care organizational staff who hold influence in state-wide policy and decision-making) in the sense-making of the equity framework completed under the initial PDG funding.</p>
<p>Parent Café</p>	<p>Host statewide, regionally based Parent Cafés that support a formal, systemic process to engage the parent voice and inform state policy work; led by parent leaders.</p>
<p>Understanding Parent Engagement/Governance and Authentically Engaging Families</p>	<p>Video for state leaders, council members to recognize implicit bias and about engaging parents: Nurture "welcome partners" - coach/mentor for incoming parents; stipends for parents to attend.</p>
<p>Illinois Study of Child Care for Children with Disabilities</p>	<p>Expand recent Chicago study of child care for children with disabilities; how well does our child care system support children w/disabilities.</p>

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<p>Inclusion Community of Practice and Ongoing Support for Professional Development Providers</p>	<p>Online Community of Practice (COP) to engage professional development (PD) providers and CCR&amp;R inclusion specialists statewide.</p>
<p>Inclusion of young children with delays or disabilities included in Community Based settings.</p>	<p>Build on Early CHOICES’ prior Preschool Development Grant (PDG) work, in which Early CHOICES supported communities with developing Community Inclusion Teams (CITs) and action plans for increasing access to inclusive early childhood education for children with disabilities. Support existing and create more CITs, facilitate statewide advisory.</p>
<p>Spanish EC Glossary/Dictionary and Acronym Guide</p>	<p>Create Spanish Early Childhood (EC) glossary/dictionary of terms and EC acronym guide (as was done at the federal level) to ensure consistence in language by state agencies and as a resource for communities, programs, and advocates to better support families.</p>
<p>Low Incidence (Sensory) Disorder/ Disability Equity and Inclusion to Support Language, Literacy and Kindergarten Readiness</p>	<p>The Project would work to expand the enrollment of providers in Early Intervention who have the specialized skills and education to be Developmental Therapists – Hearing (DTH) and Developmental Therapists – Vision (DTV) and RE-establish the technical assistance center for DHH, Blind, Low Vision or Deaf-Blind service providers, families, and community partners as a collaborative effort with the School for the Deaf and School for the Visually Impaired.</p>
<p>Elevating MLs in Early Care and Education Through Workforce Development- Phase 2 of the Illinois ML Practice-Research Partnership</p>	<p>1)Improve identification and screening of Birth to 5 Multilingual and English Learners in early childhood settings outside public PreK, including center and home-based options through an action research process. 2) Provide training to ECE teachers 3) Validate 4) Gateways aligned Dual Language training modules (added with PDG), Gateways Bilingual/ESL credential, and an ESL/Bilingual Education approval in ECE settings.</p>
<p>Infant/Early Childhood Mental Health Consultation (I/ECMHC) infrastructure</p>	<p>Reinstate a position to serve as the Infant and Early Childhood Mentals Health Manager to facilitate leadership team meetings across community and state agencies, coord w/INCCRRA, conduct the public campaign; work w/higher ed, ensure equitable distribution of funding streams; seek out other funding streams.</p>

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<p>Strengthening the Multidisciplinary Infant/Early Childhood Workforce to Promote Children’s Social Emotional Well-being and Mental Health</p>	<p>Credential cohorts for Masters-trained Directors and IECMH Consultants (12-14 Directors and Consultants) and two Reflective Practice Group (RPG) cohorts for 12-14 early childhood practitioners across the spectrum of infant and early childhood professionals.</p>
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## B-5 Workforce

Title	Key project features/brief summary
Train the trainer model on Emoters; empower early educators and families across the state to foster emotional competence in children	Train the trainer on Emoters - promote teacher emotional competence- a tool that works w/curriculum like Pyramid or Conscious Dis; helps adults focus more narrowly on teaching practices. Conduct in person and online training for use in higher ed, pd; create content for home visiting and MH consultants and aligned material for families; help adults better support children; MH consultation and also has been used as a coaching model for student teachers.
ILDS3: EC Workforce	This project would link the EC Educator Workforce data with data from higher education and employment to allow for further analysis of how individuals obtain licensure and their employment trajectory. This data can be used for research and analytics, including research into compensation and comparing compensation with other professions that credentialled individuals may enter.
Preparing Effective Bilingual Teachers By Bringing In More Bilingual Instructors	Resources to bring in bilingual faculty to teach non-English speaking workforce members or build pipeline; also working w/Centers (El valor) to support those seeking a BA degree; support to community.
Feasibility Study for Early Childhood Workforce Compensation Parity	Analyze the capacity for multi-year contracts and funding formulas that ensure fair wages and benefits for early childhood providers and educators.
Scaling Pyramid Model Infrastructure for Early Childhood Development Cross-Sector in Illinois	Proposes to scale Pyramid model to address suspension, expulsion, inclusion, FE, equity, and to enhance quality and data collection.
Comprehensive Study on Early Childhood Workforce Benefits	Conduct a comprehensive ECE benefits study – particularly on retirement and health insurance.

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Workforce Support Program	Implement EC Workforce Support program - non-judgmental space for early childhood workers to engage in reflective consultation to promote self-awareness of the internal and external influences that affect their work; work by clinician to help workers regulate MH.
Culturally and Linguistically Resp Practice	Develop a culturally and linguistically responsive practice rubric and framework that will serve as a resource for the IL ECE landscape to support more humanizing and culturally and linguistically responsive practices when engaging with our diverse parents and families.
Scholarships for Master of Science in Early Childhood Education (MSECE)-Early Intervention	Scholarship support for tuition and fees for 2 cohorts of 20 students.
Scholarships for Infant and Early Childhood Mental Health Certificate Program	3 cohorts of 20 for IECMH Cert Program.
Online Knowledge Repository for Early Childhood Workforce and Parents	Online repository to support EC + Virtual support and mentoring-- focus on supporting workforce + training videos on Beh health, multilingual families, special needs, competencies of adults.
Home Visiting Grow-Your-Own Caregiver Pathway	A “grow-your-own” participant-to-home visitor pathway for bilingual former participants of home visiting/doula programs to enter the field.
Early Intervention (EI) and Hospital Care Coordination for Infants/Toddlers with Specialized Health Care Needs	Pilot a co-location model of Early Intervention (EI) service coordination in hospitals so that infants/toddlers and their families who are automatically eligible for EI due to a diagnosed medical condition have smoother connections and increased access to EI.

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<p>Scalable Competency Based Workforce Solutions</p>	<p>Competency Based: Spanish, MH Pathway; modularize other credentials; Modularizing all other credentials (Beyond EC/ITC/IDC) and translating into Spanish; shared for statewide distribution; coalition of faculty to help create and write; new learning journeys; PD for incumbent workforce; CPL for completers to get credit for PD; Partnership w/IAIMH for path to mental health consultancy for BA ECE teachers.</p>
<p>Research on Scalable ECE Workforce Solutions</p>	<p>Research on efficacy of Competency Based and Taking the Lead (TTL) Leadership Academy (for home-based providers and admins).</p>
<p>In Depth Sensemaking for Equitable Family Engagement in Policy and Decision-making</p>	<p>Continued engagement of key stakeholders (families, early child care providers, and early child care organizational staff who hold influence in state-wide policy and decision-making) in the sense-making of the equity framework completed under the initial PDG funding.</p>
<p>Business Admin Support</p>	<p>Define business support needs of providers; recruit subject matter experts (smes); intensive trainings to Bus Support Specialists; implement, measure success.</p>
<p>Mental health and well-being of Early Childhood Education (ECE) Online Workforce Program Students</p>	<p>Support for non-traditional students/working adults in ECE; Mentors (former students), content test support, Wellness provider, instructional designer; subsc to Teaching Channel.</p>
<p>Spanish Early Childhood (EC) Glossary/Dictionary and Acronym Guide</p>	<p>Create Spanish Early Childhood (EC) glossary/dictionary of terms and EC acronym guide (as was done at the federal level) to ensure consistence in language by state agencies and as a resource for communities, programs, and advocates to better support families.</p>
<p>Low Incidence (Sensory) Disorder/ Disability Equity and Inclusion to Support Language, Literacy and Kindergarten Readiness</p>	<p>The Project would work to expand the enrollment of providers in Early Intervention who have the specialized skills and education to be Developmental Therapists – Hearing (DTH) and Developmental Therapists – Vision (DTV) and RE-establish the technical assistance center for DHH, Blind, Low Vision or Deaf-Blind service providers, families, and community partners as a collaborative effort with the School for the Deaf and School for the Visually Impaired.</p>

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<p>Expansion of the Illinois Early Childhood Apprenticeship Pilot (IECAP) Program</p>	<p>Expansion of the current pilot, which has 4 employers and 6 IHEs; Expand to 8 employers and 2 - 3 additional IHEs; includes assessing working environments w/Sequal.</p>
<p>Elevating MLs in Early Care and Education Through Workforce Development- Phase 2 of the Illinois ML Practice-Research Partnership</p>	<p>1) Improve identification and screening of Birth to 5 Multilingual and English Learners in early childhood settings outside public PreK, including center and home-based options through an action research process. 2) Provide training to ECE teachers 3) Validate 4) Gateways aligned Dual Language training modules (added with PDG), Gateways Bilingual/ESL credential, and an ESL/Bilingual Education approval in ECE settings.</p>
<p>Infant/Early Childhood Mental Health Consultation (I/ECMHC) infrastructure</p>	<p>Reinstate a position to serve as the Infant and Early Childhood Mentals Health Manager to facilitate leadership team meetings across community and state agencies, coord w/INCCRRA, conduct the public campaign; work w/higher ed, ensure equitable distribution of funding streams; seek out other funding streams.</p>
<p>IL Early Childhood Data Analysis Center</p>	<p>Expand workforce data analysis (geo code and longitudinal data).</p>
<p>IL Early Childhood Data Analysis Center</p>	<p>A new project to use the Early Childhood Participation Dataset (ECPDS) to examine how children in Illinois enter into interact with special education services in Illinois.</p>
<p>Expanding High Quality Sustainable and Accessible STEM Professional Development</p>	<p>Proposes the continued engagement of key stakeholders (families, early child care providers, and early child care organizational staff who hold influence in state-wide policy and decision-making) in the sense-making of the equity framework completed under.</p>
<p>Strengthening the Multidisciplinary Infant/Early Childhood Workforce to Promote Children’s Social Emotional Well-being and Mental Health</p>	<p>Credential cohorts for Masters-trained Directors and IECMH Consultants (12-14 Directors and Consultants) and two Reflective Practice Group (RPG) cohorts for 12-14 early childhood practitioners across the spectrum of infant and early childhood professionals.</p>

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Developing a Standardized Assessment System for Awarding Credit for Prior Learning to the Early Childhood Workforce	Statewide guidance for Early Childhood (EC) Credit for Prior Learning, including a working group, document collection and assessment, etc.
ECACE	ECACE Higher Education Consortium work to further pathway alignment and supports for incumbent workforce; Working groups for Bilingual programming; infusing mental health into the curriculum and programs for faculty and students; Asset mapping across the Consortium.

## B-5 Program Quality and Alignment and Subaward for Quality

Title	Key project features/brief summary
Chat2Learn Suite	Pilot and begin scaling Chat2Learn for Classrooms in PreK classrooms (and Kindergarten classrooms in a separate initiative) serving low-income families across Illinois with a special focus on reaching Spanish-speaking families. Widely scale Chat2Learn for Families (its current version has already been piloted and implemented).
Illinois Early Childhood Data Access and Utilization Initiative	Updating relevant Illinois early childhood data and expanding access to early childhood data for communities across Illinois. The goal is to create a centralized, accessible and user-friendly platform that consolidates data on early childhood services, funding, demographics, and outcomes.
Scaling Pyramid Model Infrastructure for Early Childhood Development Cross-Sector in Illinois	Proposes to scale Pyramid model to address suspension, expulsion, inclusion, FE, equity, and to enhance quality and data collection.
Updating GEAM	Resources to update the GEAM (aka., Equity Map Analysis), using a public-facing process, and make the tool widely available and accessible to the public. Additionally, the state should consider a sustainability plan such that the tool is updated annually and embedded within the state’s toolbox to use as state administrators are considering how to spend current and new ECE dollars.
Single Early Childhood Education Application/Portal	Create a single application/portal to apply for a wide range of ECE programs/services including child care and early education, health and safety providers, special needs and early intervention services, food and nutrition services, and parenting and family supports.
Workforce Support Program	Implement EC Workforce Support program - non-judgmental space for early childhood workers to engage in reflective consultation to promote self-awareness of the internal and external influences that affect their work; work by clinician to help workers regulate MH.

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Behavior Support Helpline	Expulsion /suspension Behavior Support Helpline (staffing, structure, cost/funding) for providers of any program /system, as well as parents.
Culturally and Linguistically Responsive Practice	Develop a culturally and linguistically responsive practice rubric and framework that will serve as a resource for the IL ECE landscape to support more humanizing and culturally and linguistically responsive practices when engaging with our diverse parents and families.
Nurturing Wellness in Illinois Youngest Learners: MH Services to S Cook County	Provide comprehensive mental health services to early childhood and development centers throughout South Cook County, Illinois, including bilingual mental health services.
Home Visiting Grow-Your-Own Caregiver Pathway	A “grow-your-own” participant-to-home visitor pathway for bilingual former participants of home visiting/doula programs to enter the field.
Early Intervention (EI) and Hospital Care Coordination for Infants/Toddlers with Specialized Health Care Needs	Pilot a co-location model of Early Intervention (EI) service coordination in hospitals so that infants/toddlers and their families who are automatically eligible for EI due to a diagnosed medical condition have smoother connections and increased access to EI.
Realign and Streamline Intermediary Structures	Builds upon PDG B-5 Planning Grant, which engaged local advisory groups and regional intermediary structures to map structures and supports for parent navigation, as led by the ELC Integration and Alignment Committee; leverage recommendations developed via previous Activity to develop and execute an approach through the transition to the Illinois Department of Early Childhood.
In Depth Sensemaking for Equitable Family Engagement in Policy and Decision-making	Continued engagement of key stakeholders (families, early child care providers, and early child care organizational staff who hold influence in state-wide policy and decision-making) in the sense-making of the equity framework completed under the initial PDG funding.
Parent Café	Host statewide, regionally based Parent Cafés that support a formal, systemic process to engage the parent voice and inform state policy work; led by parent leaders.

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<p>Illinois Study of Child Care for Children with Disabilities</p>	<p>Expand recent Chicago study of child care for children with disabilities; how well does our child care system support children w/disabilities.</p>
<p>Inclusion Community of Practice and Ongoing Support for Professional Development Providers</p>	<p>Online Community of Practice (COP) to engage professional development (PD) providers and CCR&amp;R inclusion specialists statewide.</p>
<p>Inclusion of young children with delays or disabilities included in Community Based settings.</p>	<p>Build on Early CHOICES’ prior Preschool Development Grant (PDG) work, in which Early CHOICES supported communities with developing Community Inclusion Teams (CITs) and action plans for increasing access to inclusive early childhood education for children with disabilities. Support existing and create more CITs, facilitate statewide advisory.</p>
<p>Spanish Early Childhood (EC) Glossary/Dictionary and Acronym Guide</p>	<p>Create Spanish Early Childhood (EC) glossary/dictionary of terms and EC acronym guide (as was done at the federal level) to ensure consistence in language by state agencies and as a resource for communities, programs, and advocates to better support families.</p>
<p>Low Incidence (Sensory) Disorder/ Disability Equity and Inclusion to Support Language, Literacy and Kindergarten Readiness</p>	<p>The Project would work to expand the enrollment of providers in Early Intervention who have the specialized skills and education to be Developmental Therapists – Hearing (DTH) and Developmental Therapists – Vision (DTV) and RE-establish the technical assistance center for DHH, Blind, Low Vision or Deaf-Blind service providers, families, and community partners as a collaborative effort with the School for the Deaf and School for the Visually Impaired.</p>
<p>Elevating MLs in Early Care and Education Through Workforce Development- Phase 2 of the Illinois ML Practice-Research Partnership</p>	<p>1) Improve identification and screening of Birth to 5 Multilingual and English Learners in early childhood settings outside public PreK, including center and home-based options through an action research process. 2) Provide training to ECE teachers 3) Validate 4) Gateways aligned Dual Language training modules (added with PDG), Gateways Bilingual/ESL credential, and an ESL/Bilingual Education approval in ECE settings.</p>
<p>Infant/Early Childhood Mental Health Consultation (I/ECMHC) infrastructure</p>	<p>Reinstate a position to serve as the Infant and Early Childhood Mentals Health Manager to facilitate leadership team meetings across community and state agencies, coordinate with INCCRRA, conduct the public campaign; work w/higher ed, ensure equitable distribution of funding streams; seek out other funding streams.</p>



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<p>Strengthening the Multidisciplinary Infant/Early Childhood Workforce to Promote Children’s Social Emotional Well-being and Mental Health</p>	<p>Credential cohorts for Masters-trained Directors and IECMH Consultants (12-14 Directors and Consultants) and two Reflective Practice Group (RPG) cohorts for 12-14 early childhood practitioners across the spectrum of infant and early childhood professionals.</p>
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## Bonus – Children’s Social Emotional Development and Mental Health

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Train the trainer model on Emoters; empower early educators and families across the state to foster emotional competence in children	Train the trainer on Emoters - promote teacher emotional competence- a tool that works w/curriculum like Pyramid or Conscious Dis; helps adults focus more narrowly on teaching practices. Conduct in person and online training for use in higher ed, pd; create content for home visiting and MH consultants and aligned material for families; help adults better support children; MH consultation and also has been used as a coaching model for student teachers.
Chat2Learn Suite	Pilot and begin scaling Chat2Learn for Classrooms in PreK classrooms (and Kindergarten classrooms in a separate initiative) serving low-income families across Illinois with a special focus on reaching Spanish-speaking families. Widely scale Chat2Learn for Families (its current version has already been piloted and implemented).
Shine Therapy: Community Collab to align HV and EI services in the Peoria Tazewell area	This project aims to connect providers across Home Visting (HV) and Early Intervention (EI), provides support as we grow in our understanding of both programs, and improve efficiency/increase access for families in our local area.
Scaling Pyramid Model Infrastructure for Early Childhood Development Cross-Sector in Illinois	Proposes to scale Pyramid model to address suspension, expulsion, inclusion, FE, equity, and to enhance quality and data collection.
Workforce Support Program	Implement Early Childhood (EC) Workforce Support program - non-judgmental space for early childhood workers to engage in reflective consultation to promote self-awareness of the internal and external influences that affect their work; work by clinician to help workers regulate mental health.
Behavior Support Helpline	Expulsion /suspension Behavior Support Helpline (staffing, structure, cost/funding) for providers of any program /system, as well as parents.
Nurturing Wellness in Illinois Youngest Learners: MH Services to S Cook County	Provide comprehensive mental health services to early childhood and development centers throughout South Cook County, Illinois, including bilingual mental health services.

2024 PDGB5 Stakeholder Proposals

Scholarships for Master of Science in Early Childhood Education (MSECE)-Early Intervention	Scholarship support for tuition and fees for 2 cohorts of 20 students.
Scholarships for Infant and Early Childhood Mental Health Certificate Program	3 cohorts of 20 for IECMH Cert Program.
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Home Visiting Grow-Your-Own Caregiver Pathway	A “grow-your-own” participant-to-home visitor pathway for bilingual former participants of home visiting/doula programs to enter the field.
Scalable Competency Based Workforce Solutions	Competency Based: Spanish, MH Pathway; modularize other credentials; Modularizing all other credentials (Beyond EC/ITC/IDC) and translating into Spanish; shared for statewide distribution; coalition of faculty to help create and write; new learning journeys; PD for incumbent workforce; CPL for completers to get credit for PD; Partnership w/IAIMH for path to mental health consultancy for BA ECE teachers.
Low Incidence (Sensory) Disorder/ Disability Equity and Inclusion to Support Language, Literacy and Kindergarten Readiness	The Project would work to expand the enrollment of providers in Early Intervention who have the specialized skills and education to be Developmental Therapists – Hearing (DTH) and Developmental Therapists – Vision (DTV) and RE-establish the technical assistance center for DHH, Blind, Low Vision or Deaf-Blind service providers, families, and community partners as a collaborative effort with the School for the Deaf and School for the Visually Impaired.
Expansion of the Illinois Early Childhood Apprenticeship Pilot (IECAP) Program	expansion of the current pilot, which has 4 employers and 6 IHEs; Expand to 8 employers and 2 - 3 additional IHEs; includes assessing working environments w/Sequal.

2024 PDGB5 Stakeholder Proposals

<p>Elevating MLs in Early Care and Education Through Workforce Development- Phase 2 of the Illinois ML Practice-Research Partnership</p>	<p>1) Improve identification and screening of Birth to 5 Multilingual and English Learners in early childhood settings outside public PreK, including center and home-based options through an action research process. 2) Provide training to ECE teachers 3) Validate 4) Gateways aligned Dual Language training modules (added with PDG), Gateways Bilingual/ESL credential, and an ESL/Bilingual Education approval in ECE settings.</p>
<p>Infant/Early Childhood Mental Health Consultation (I/ECMHC) infrastructure</p>	<p>Reinstate a position to serve as the Infant and Early Childhood Mentals Health Manager to facilitate leadership team meetings across community and state agencies, coord w/INCCRRA, conduct the public campaign; work w/higher ed, ensure equitable distribution of funding streams; seek out other funding streams.</p>
<p>Strengthening the Multidisciplinary Infant/Early Childhood Workforce to Promote Children’s Social Emotional Well-being and Mental Health</p>	<p>Credential cohorts for Masters-trained Directors and IECMH Consultants (12-14 Directors and Consultants) and two Reflective Practice Group (RPG) cohorts for 12-14 early childhood practitioners across the spectrum of infant and early childhood professionals.</p>
<p>Governance analysis, community engagement, and implementation for Universal Newborn Support Services</p>	<p>Build on the existing work of the Early Childhood Comprehensive Systems grant (ECCS) to establish a statewide Universal Newborn Support Systems (UNSS) throughout Illinois.</p>
<p>Engaging and Supporting Illinois Family, Friend, and Neighbor (FFN) Providers in Quality</p>	<p>Conduct a statewide Family, Friend, and Neighbor (FFN) Cost Study and pilot a FFN Quality Supports program to test the portability of and enhancements to current model to engage FFN providers and offer them paths to resources, training, and career development to meet their needs.</p>