



# Preschool Development Grant, Birth to Five Renewal Grant, 2024

Summary of Illinois' Application

8/15/2024

# Welcome!

Here are our virtual meeting protocols for today:

- **Mute self** when not speaking.
- Use **the Chat feature** for questions or comments.
- If you are experiencing an unstable connection - **switch to phone call or close other applications.**

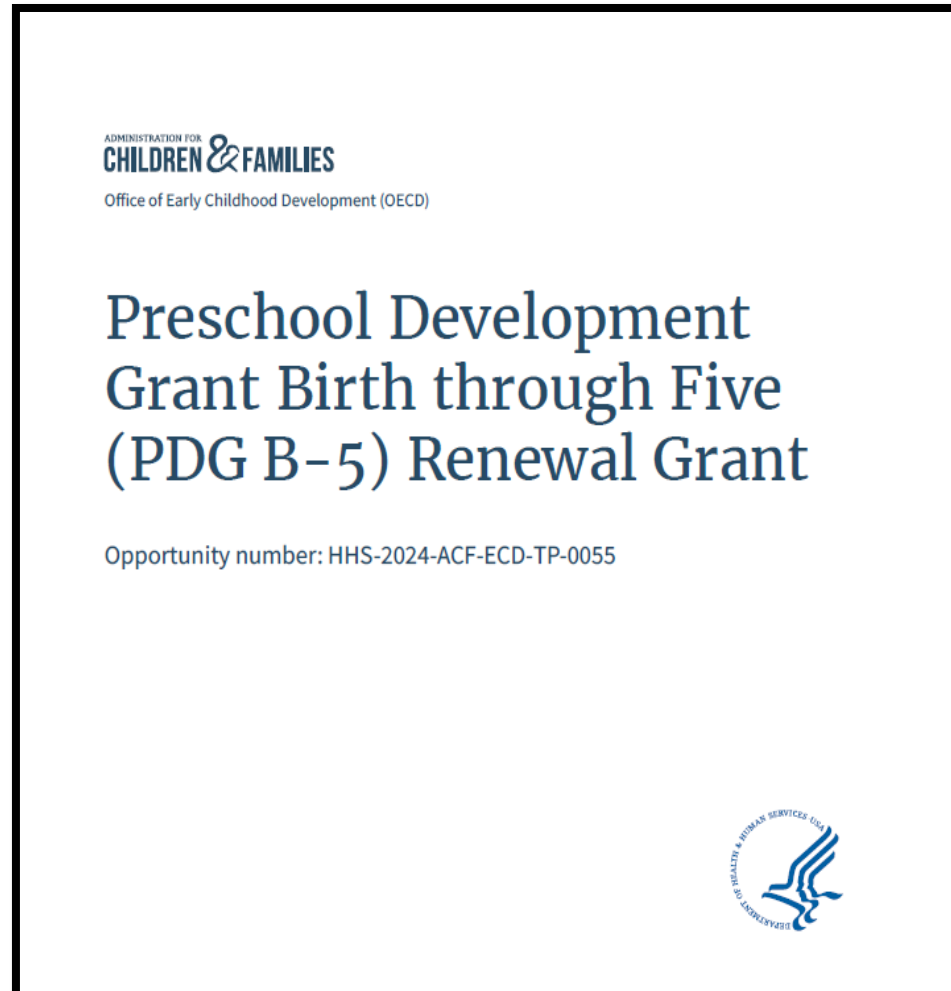
**Materials will be posted** on the IDEC website, under events, on the calendar, under the date of the meeting.



# Today's Agenda

- 1) Quick reminder and overview of Preschool Development Grant B-5 Renewal opportunity, parameters, process, and timeline
- 2) Guiding Principles used to inform projects and activities in our application
- 3) Proposal structure
- 4) Overview of projects included in various sections of the proposal
- 5) Timeline and next steps

# 2024 PDG B-5: Three Year Renewal Grant



The PDG B-5 Renewal Grant provides Illinois an opportunity to:

- **Strengthen existing ECE programs in a mixed delivery system** across the state and give children access to high-quality early childhood care and education from birth through kindergarten.
- Focus on the programs and systems that **prepare and support children & families underserved**— including those from rural communities and low-income families -- enter kindergarten.
- **Build on successful early childhood work in the State** (Funding Commission, PDG B-5 Planning Grant, Transition Work, Smart Start, Regional Infrastructure).
- **Innovate, pilot, and research** ideas that otherwise would be challenging.

# 2024 PDG B-5: Three Year Renewal Grant

## Funding:

- Federal, competitive, available to 25 states
- Anticipate 10 awards will be made
- Much more competitive than prior years

## Timeline:

- Three Years (9/30/24 -9/30/27)

## Maximum Award:

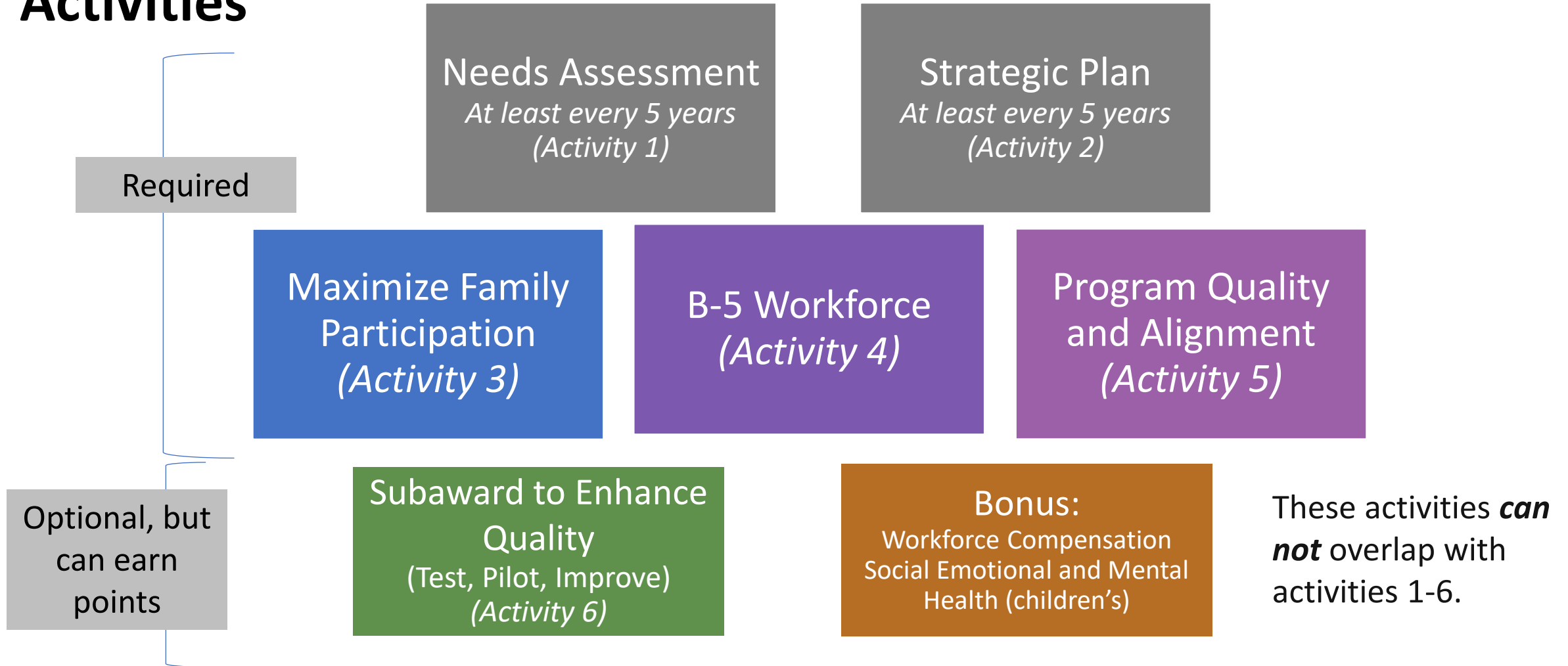
- IL is eligible for up to \$9m/year over 3 years (**\$27m**)

**Application Due Date: July 31, 2024 – SUBMITTED!**

# Federal Priorities

1. **Maximize family participation and engagement in the state's mixed delivery system**
  - Ensure meaningful participation of parents and stakeholders
  - Increase access through application and enrollment systems
  - Increase access for infants/toddlers and reach “underserved” children
    - Including families living in rural areas, low , in the child welfare system, experiencing homeless, are multilingual, have children with special needs, children's social-emotional needs, and more
2. **B-5 Workforce: compensation, pathways, mental health & well being, diversity, support to use inclusive and culturally and linguistically responsive practices**
3. **Program quality and alignment**
  - Integrated B-5 ECE system
  - Suspensions, expulsions, and other exclusionary practices
  - Transitions (infant/toddler to preschool to K)
  - Mental health and well being
  - ECE program sustainability

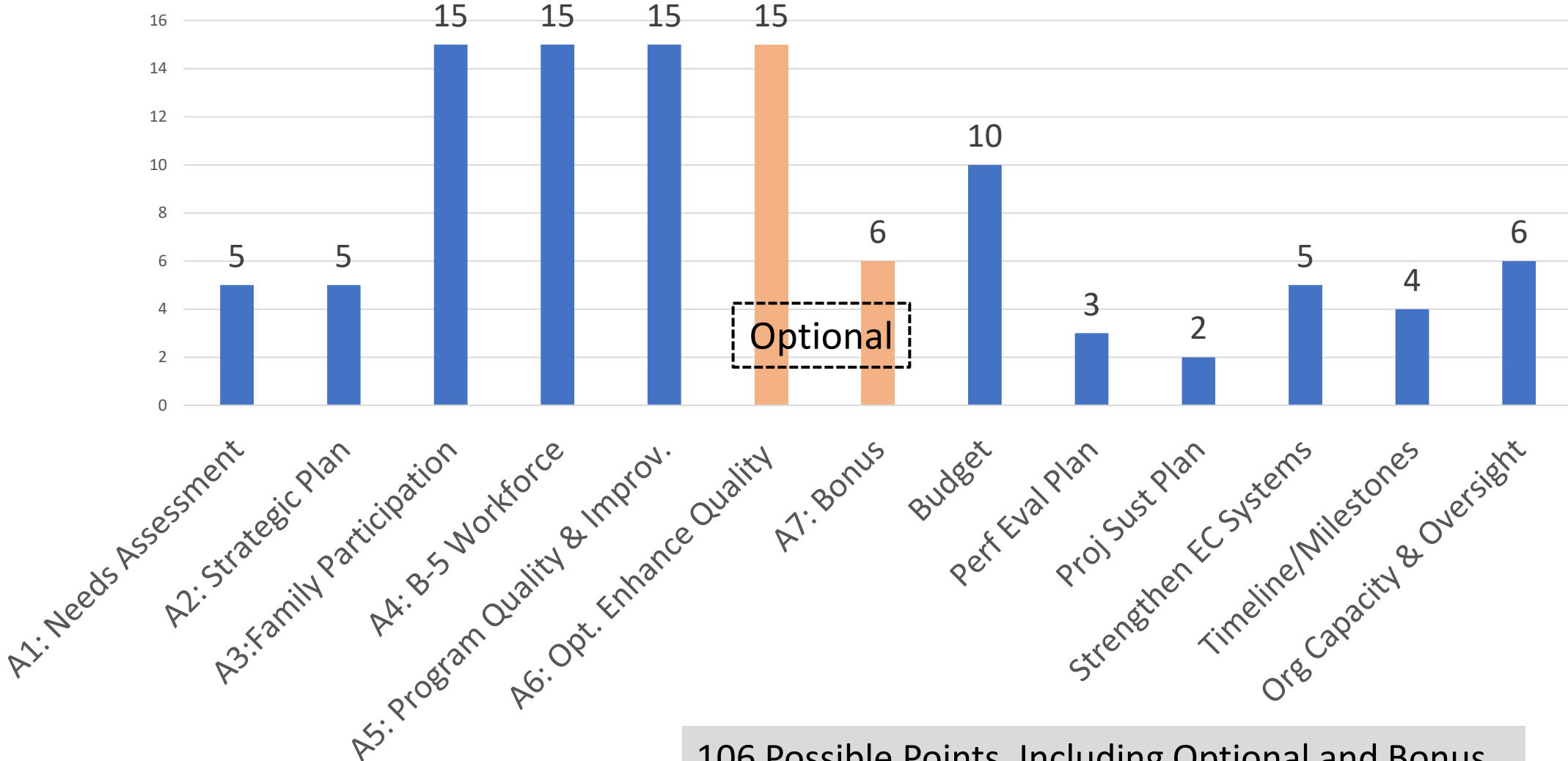
# Activities



*Also, must include how the state will **leverage additional funding**, work to link **data** across systems, consider how to **build on prior work and lessons learned**, and include a **performance evaluation**.*

# Scoring: Possible Points

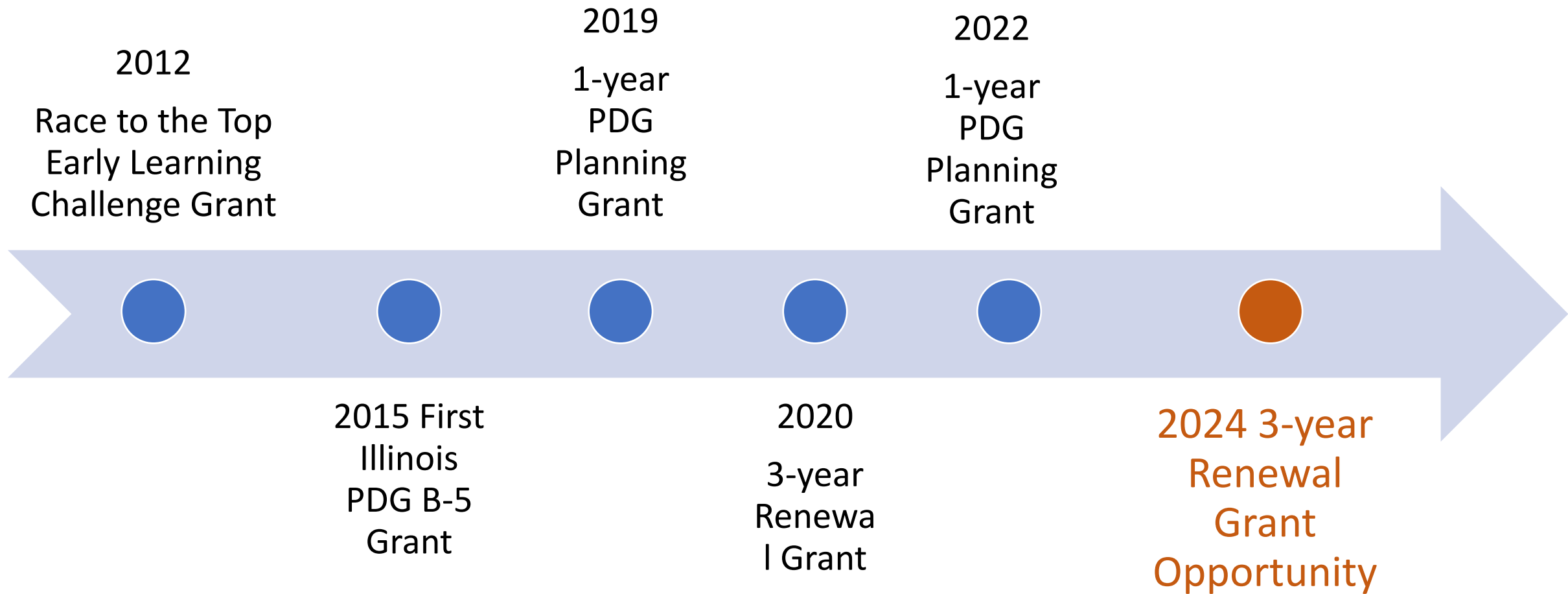
**Our approach:**  
Score as many points as possible in all areas, including subaward and bonus areas.



106 Possible Points, Including Optional and Bonus



# History of Federal EC Grants in Illinois

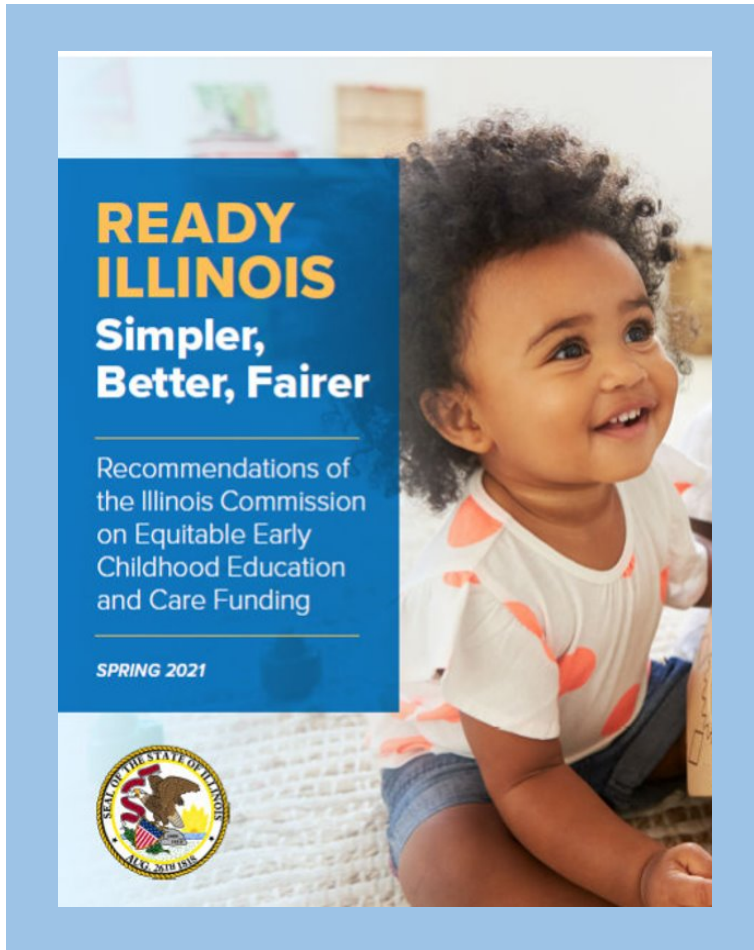


We received  
over 50  
ideas/projects  
to consider

Topic Area	Number of Proposals
Workforce	18
Mental Health (MH)	7
Supporting Children with Special Needs	5
Data	6
Home Visiting	3
Research	2
Multilingual Services and/or Support	6
Compensation	2
Family Engagement	5

Other proposals included provider business supports, cost modeling, continuing existing programs and supports.

# Goals of the Renewal Grant



**Goal for Illinois is to leverage grant funds to move towards a more equitable and coherent system**

## **Simpler, Better, Fairer**

- Aligns to the vision of the new Department of Early Childhood
- Supports families' choice and strengthens the IL's ECEC mixed delivery system for children birth to five across the state
- Ensures a strong B-5 workforce
- Ensures services for IL's least well served, including families with young children with special needs, multilingual learners, children who need additional social emotional supports, and those in FFN care

# Guiding Principles for Selecting Projects

- Centers equity for families with young children and advances equity, and diversity in providing services.
- Aligns with transition to goal for the Department of Early Childhood: A simpler, better, fairer system for families with young children.
- Builds upon current continuous improvement/innovative work when possible.
- Includes a focus on underserved populations (income, home language, rural, etc.) and/or Illinois Priority Populations and/or populations identified in the draft TAC equity framework.
- Are individual projects reasonable to complete, considering time it takes to execute contracts, hire staff or contractors, etc.
- Fewer larger projects.

# Approach to the Application

NOFO outlines priorities, suggested activities, and a rubric by which the application will be scored.

- Some projects could fit in multiple activity areas (e.g., workforce, program quality).
- Projects in the bonus sections cannot overlap with activities in the other sections.
- Strict page limit and formatting rules

*Consequently, we:*

- Put together a proposal that would meet the rubric description for points and highlight projects that meet priorities.
- Picked one area to include projects or, at times, split projects across sections (e.g., PD in one section and other project activities in another section).
- Used language, descriptions, titles that would best align with language in the NOFO proposal, and we were concise!
- Referenced work already happening in Illinois.



## Activity 1: Update comprehensive statewide B-5 needs assessment

- If you have recently conducted a statewide needs assessment, the reviewers will assess your assurance that you conducted or updated a statewide B-5 needs assessment within the past five years, and that the findings will guide your proposed program approach. **(0 to 5 points)**

## Activity 2: Update comprehensive statewide B-5 strategic plan

- If you have recently updated the statewide strategic plan, the reviewers will assess your assurance that within the past five years you developed or updated a statewide B-5 strategic plan, and that this strategic plan guides your proposed program approach. **(0 to 5 points)**

- Illinois opted *not* to complete an additional needs assessment and strategic plan.
- We reviewed past work and confirmed that the needs and plan both reflect the state's current needs.
- The proposal provided a cross walk of key needs assessment and strategic plan elements with PDG proposed work.

### **Activity 3:**

Provide a plan to maximize parent and family enrollment and participation in the B-5 system. (15 points)

- Provide a plan to maximize parent and family enrollment and engagement in the B-5 system. **(0 to 5 points)**
- Provide an approach to ensuring families and caregivers are involved in ways that are accessible to them. **(0 to 5 points)**
- Provide an approach to measuring your results. **(0 to 5 points)**

**Activity 3.1:** Maximizing Family Enrollment and Involvement in the Birth to Five System

**Activity 3.2:** Expanding Meaningful Family Participation and Leadership

# Activity 3.1 – Maximizing Family Enrollment and Involvement in the Birth to Five System

Maximize  
Family  
Participation

## **Service Blueprint, *ChiByDesign* (GRF)**

- Map family/parent needs and the opportunities or challenges for providers to deliver services equitably and simply. This will serve as a map for the technical assistance and support regional intermediaries provide.

## **Co-Design Family Portal, *ChiByDesign***

- A single place to support families, including an application, eligibility, and enrollment system.
- Co-design with families, particularly those with children with special needs and multilingual learner.

## **Realignment and Streamlining Intermediary Structures, *Wendy McCullough***

- Build upon efforts underway to realign and streamline intermediary structures to better serve families.
- Guiding principles, stakeholder engagement, and a proposed implementation timeline.

## **Universal Newborn Support System (UNSS) Support and Pilot, *Start Early***

- Universal Newborn Support System, building on the work of the Early Childhood Comprehensive Systems Grant (HRSA).
- Determine a structure for governance, conduct pilots.



# Activity 3.1 – Maximizing Family Enrollment and Involvement in the Birth to Five System

Maximize  
Family  
Participation

## **Community Inclusion Team (CIT) Expansion (Implementation Pilot and Planning Pilot), *West 40***

- Pilot approaches to designing inclusive education for preschool children, including integrating services in CBOs.
- Implement CIT action plans in 3 sites.
- Launch CITs in 2 additional communities.

## **Home Visiting and Early Intervention Collaboration Pilot, *Shine Family Services***

- HV and EI providers in Peoria area will pilot collaborative work (i.e., community of practice, developmental playgroups, professional development) that will increase efficiencies of shared visits, increase referrals, and improve provider skills.

## Activity 3.2: Expand Meaningful Family Participation and Leadership

Maximize  
Family  
Participation

- **Parent Surveys, *Illinois Action for Children***
  - Quarterly, online surveys in English and Spanish to inform the work.
- **Master Classes (staff capacity building), *ChiByDesign***
  - Training for staff at ISBE, IDEC, IDHS, and DCFS on co-design and human-centered design facilitation, to build agency capacity.

**Activity 4:  
Support the B-5 workforce.  
(15 points)**

- Provide a plan to support the B-5 workforce, including (0 to 10 points):
  - An approach to recruiting and retaining new providers.
  - An approach to supporting the mental health and well-being of the ECE workforce.
  - An approach to strengthen career pathways and professional development opportunities.
- Describe your approach to sharing best practices with ECE providers. (0 to 3 points)
- Describe your approach to measuring the results of this activity. (0 to 2 points)

**Activity 4.1:** Increased Pay and Benefits

**Activity 4.2:** Strengthening Professional Development Opportunities

**Activity 4.3:** Strengthening Career Pathways Opportunities

**Activity 4.4:** Supporting the Mental Health and Well-Being of the Workforce

## Activity 4.1 – Increased Pay and Benefits



### **Current and Proposed EC Compensation Analysis, IDHS (not PDG Funded)**

- *Smart Start Workforce Grants*: Support increased compensation and quality through grants to providers.
- *Salary Scale*: Update the salary scale with post-pandemic data and include data for home visitors and early interventionists.

### **Benefits Navigators and Impact Study, Illinois Department of Insurance**

- Work with the Dept of Insurance to launch benefits navigators to enroll workforce members in the new state-based marketplace (SBM).
- Conduct an impact study to understand implementation and outcomes.

# Activity 4.2 – Strengthening Professional Development Opportunities

Support the  
Workforce

**Multilingual Professional Development, *IWERC (w/Meeker, Latino Policy Forum, and EC-Reach) (Also see Activity 5)***

- Training for teachers & assistants on screening, identification, and evidence-based classroom practices for multilingual learners.
- Stipends for teachers to take three English as a Second Language (ESL)/bilingual education courses.

**Community of Practice for Professional Development Providers, *West 40***

- Virtual Community of Practice for professional development providers statewide to enhance their understanding of and share evidence-based inclusive practices for young children with disabilities.

**Low Incidence Disability Services, *Illinois School of the Deaf, Illinois School of the Visually Impaired (w/IDHS and IDRS)***

- Virtual trainings and mentoring for public school, EI and HV personnel about screening, identification, and intervention for children with a sensory disability.
- Train the trainer model for a program that supports the mental and social-emotional health of children with low-incidence disability and their families.

## Activity 4.3 – Strengthening Career Pathways Opportunities

### **Multilingual Educator Pathway, ECACE, with the Competency-Based Network (C-BEN)**

- Design and build a competency-based early childhood pathway to degrees and credentials for Spanish speakers, which will result in a bilingual credential (at the associate level) and teacher licensure in both early childhood and bilingual education.

### **ECACE Scholarship, ECACE, IBHE, ICCB, ISAC (GRF, already funded, not new \$)**

- State-funded scholarship to support the incumbent workforce to attain credentials and degree.

### **Consortium Asset Map, ECACE**

- Repository of tools and resources shared by consortium institutions in order to allow institutions to share best practices and to benefit from the work of their partners.

### **Evaluation of the Early Childhood Apprenticeship Program, DHS, UIC**

- Evaluation to assess the implementation and outcomes of the pilot program to inform feasibility, cost, potential impact, and appropriateness of scaling the pilot.

# Activity 4.4 – Supporting the Mental Health and Well-Being of the Workforce

Support the  
Workforce

## **Mental Health Working Group, ECACE**

- Working Group of colleges and universities to explore, develop, and pilot ways to better infuse workforce mental health and well-being into higher education.

## Activity 5: Support program quality improvements.

- Provide a plan to improve ECE programs. (0 to 7 points)
- Provide an approach to include programs that serve traditionally marginalized communities. (0 to 4 points)
- Provide an approach to add to and align with other state efforts to improve programs, such as those funded by the Child Care and Development Block Grant. (0 to 4 points)

**Activity 5.1:** Improving the Quality of ECEC Programs

**Activity 5.2:** Programs that Serve Traditionally Marginalized Communities

**Activity 5.3:** Adding to and Aligning with Other State Efforts to Improve Programs



# Activity 5.1 – Improving The Quality of ECEC Programs

## **Governance and Decision Structure, *Foresight Law and Policy***

- Center parent feedback/design, leverage work groups, advisory committees and inter-agency meetings to develop recommendations for agency structure, program operations, and to maximize equity and efficiency in our mixed delivery system in Illinois.

## **Unified Funding Model, *Afton Partners (GRF)***

- Work with stakeholders to develop recommendations for a unified funding model that will equitably distribute funding, ensuring providers and underserved communities are able to provide quality supports.

## **Robust Data and Research Systems, *(See next page)***

- Build an integrated ECIDS to perform more timely data analysis to inform our system building decisions and opportunities for further exploration with local partners.

# Data Consultants and TA Support

Support  
Program Quality  
Improvements

NIU/ EdSystems  
(ILDS)

Illinois Early  
Childhood Asset  
Map (IECAM)

UIUC & UIC

INCCRRA

IWERC

Afton Partners

# Activity 5.2 – Programs That Serve Traditionally Marginalized Communities

## **Screening for Multilingual Children, *IWERC, LPF, Meeker Consulting, and EC-Reach***

- Create a process to identify, screen, and support more multilingual children from birth to 5 in a variety of community-based child care settings in 28 sites across the state.

## **Stronger Supports for FFN Providers, *IAFC and Home Grown***

- FFN work group to better understand how to support, scale, define, and foster quality FFN care.

## **Social-Emotional Support Work Group, *TBD***

- Work group to identify and recommend approaches that promote the mental health and well-being of children, families, and providers and address trauma and adverse childhood experiences.

# Workgroups

Support  
Program Quality  
Improvements

PDG  
Continues

Support Multilingual  
Families

Support Families with  
Children with Special  
Needs

Data, Analytics and  
Insights

PDG Proposes  
New

Workforce

Funding Approach

ECACE Consortium Working  
Groups

Family, Friend, and  
Neighbor Care

Social-Emotional  
Supports

# Activity 5.3 – Adding to and Aligning with Other State Efforts to Improve Programs

Support  
Program Quality  
Improvements

Smart Start Illinois

ECACE

Birth to Five Councils

Apprenticeship Pilot

Prof Development and TA for the Workforce

IECAM Data and Demographics

## Activity 6:

Subawards to enhance quality and expand access to programs and services (15 points)

- Describe your approach to making subgrants, including (0 to 10 points):
  - A strong rationale for your plan.
  - How the plan will help low-income and disadvantaged children.
  - How you will ensure that programs are high quality.
  - The scope of the activities, such as number of new slots and number of communities served.
- Provide a timeline for conducting subgranting activities. (0 to 5 points)

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### 3.2 Home Visiting and Early Intervention Collaboration Pilot

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### 5.2 Identify, Screen, And Support Multilingual Children In Birth To Five Settings

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### 3.1 Increase the Inclusion of Children With or At Risk of Disabilities in Community-Based Settings

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### 3.1 Universal Newborn Support Services

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### 4.1 Benefits Navigators & Implementation Study

## Bonus Activities (optional, 6 points)

For bonus option 1, the reviewer will determine how well you:

- Provide an approach to improving workforce pay and benefits. (0 to 1 point)
- Describe how you will determine whether the activity has succeeded. (0 to 2 points)

For bonus option 2, the reviewer will determine how well you:

- Provide an approach to supporting the social-emotional development and mental health of children. (0 to 1 point)
- Describe how you will determine whether the activity has succeeded. (0 to 2 points)

**Bonus Option 1:** Benefits Task Force and Utilization Study, Pillars Research + Strategy

**Bonus Option 2:** Support Social-Emotional Development and Mental Health Community Subgrants for Social-Emotional Development and Mental Health

# Performance Evaluation

- Center for Culturally Responsive Evaluation and Assessment (CREA) at the University of Illinois Urbana Champaign (UIUC)
  - Resource center, research and evaluation service provider, and community of scholars and practitioners who promote a culturally responsive stance in all forms of systematic inquiry including evaluation, assessment, policy analysis, applied research, and action research.
  - Dr. Melissa Goodnight will be the principal investigator.
- Will serve as a partner to the state and will support projects to develop indicators of success, collect and share data to inform continuous improvement, and evaluate the success of the work, and will provide actionable data to inform state policy.





# Timeline/next steps

- We anticipate awards to be announced in late September.
- If awarded:
  - ISBE will continue to be the fiscal agent for the work.
  - We will let everyone know about the award.
  - Project leads will be contacted to finalize project scopes and agreements.

Until then....we keep our fingers crossed!

# Questions?

