An Introduction to the FY18 Early Childhood Block Grant and Community Systems:
What to know about Enrollment of Priority Populations, Comprehensive Services, Collaboration and Community Systems, and Continuum of Services
Who are you?

1. Early Childhood Provider
2. Collaboration leader
3. Cross-sector partner (health, social services, etc.)
4. State leader
5. Other
Where are you from?

1. Southern Region
2. Central Region
3. Northern Region
4. Cook County
Illinois Action for Children is a catalyst for organizing, developing and supporting strong families and powerful communities where children matter most.

All participants will be muted.

Type your question here, then hit “send”

Technical issues? Type your issue in the chat box or send an email to Leah Pouw at leah.pouw@actforchildren.org

Partner • Plan • Act
an Illinois Action for Children Community Systems Development Initiative
Objectives

• Provide an **overview** of the community systems and collaboration aspects of the FY18 Early Childhood Block Grant

• Provide **examples** of how communities have successfully implemented systems strategies

• Share links to additional **resources** with more in-depth information
Technical Assistance for PFA/E

- Workshops on Professional Development & Technical Assistance for ISBE's RFPs are being held on December 11 and 12. Materials from these events will be posted to the Center for the Study of Education Policy’s website.
- An additional webinar will be held Friday, December 15, 10:00 am - 12:30 pm. RSVPs will open soon.
Outline

• Illinois early childhood vision
  – Young children with high needs
  – Enrolling priority populations
• ECBG’s strategies
  – Comprehensive services
  – Collaboration and community systems
  – Continuum of services (birth to 3rd grade)
• Examples and additional resources
Illinois Early Childhood Vision
ELC Vision and ECBG Goals

• **Early childhood vision for Illinois**: Every child enters kindergarten safe, healthy, eager to learn, and ready to succeed.

• **Early childhood systems vision for Illinois**: Policies and practices promote equitable access, effectiveness of services, and sustainability and stability of services and the system as a whole.
ECBG: Five Policy Priorities

- Prioritizing high need communities
- Serving more children from **priority populations**
- Increasing number of slots that meet the Preschool Expansion model (full-day, **comprehensive services**)
- Encouraging/supporting **community collaborations**
- Building **birth to 3rd grade continuum** of high quality services
### Children 0-5 with High Needs in Illinois

<table>
<thead>
<tr>
<th>Category</th>
<th>Number of Children, Birth to K entry</th>
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<tbody>
<tr>
<td>Total children</td>
<td>882,298</td>
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<tr>
<td>Deep poverty (below 50% FPL)</td>
<td>99,271</td>
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<tr>
<td>Developmental disabilities/ delays</td>
<td>58,928</td>
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<tr>
<td>Homeless</td>
<td>27,302</td>
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<tr>
<td>Foster care</td>
<td>5,818</td>
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<tr>
<td>Poverty (50- 100% FPL)</td>
<td>117,261</td>
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<tr>
<td>English learners</td>
<td>68,179</td>
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There are more families with high needs than are currently being served by programs.

Data on High Needs for your Community

• IECAM Resources for FY18 ECBG Planning:
  • (www.iecam.illinois.edu)
    – Data on priority populations
    – Data on early childhood slots
    – Kindergarten demographic data

• Other local community needs assessments, health department data

• Visit the ISBE Early Childhood webpage for resources: https://www.isbe.net/Pages/RFPs.aspx
Eligibility and Priority

By 2021, 80% of all children will be fully ready for kindergarten

- Homeless (27,302)
- Child Welfare (5,818)
- Early Intervention, Spec Ed (58,928)
- Deep Poverty (50% FPL) (99,271)
- Mental Health, Health, Dental
- Poverty (100% FPL)
- Caregiver without HS/GED
- Teen Parents
- Immigrant or Refugee
- Primary Language not English
- Active Duty Military
- Economic Support for Families
- Developmental delay

Additional categories mentioned:
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Recruit, Screen, Prioritize, Enroll

1. Recruit
   - Identify community partners
   - Educate and engage families from priority populations

2. Screen
   - Collect eligibility information (a weighted eligibility form is available)
   - Maintain contact

3. Prioritize
   - Prioritize families
   - Refer families from non-priority populations to other programs (as appropriate)

4. Enroll
   - Enroll eligible families!

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Illinois State Board of Education
James T. Meeks, Chairman
Tony Smith, Ph.D., State Superintendent of Education

Governor’s Office of Early Childhood Development
Strategies of the Early Childhood Block Grant
Comprehensive Services

• Medical and Dental Homes
• Mental Health Services
• Economic Supports
Comprehensive Services

• Families with high needs have complex lives that call for comprehensive supports and integrated, seamless systems.

• Collaborative partnerships are more than an MOU:
  • Informed consent and data sharing
  • Ongoing communication between partners
  • Prompt response and feedback on referrals
Early Childhood Community System

Comprehensive services that promote children’s physical, developmental, and mental health

Early Learning and Development

Nurturing relationships, safe environments, and enriching experiences that foster learning and development

Resources, experiences, and relationships that strengthen families, engage them as leaders, and enhance their capacity to support children’s well-being

Health

Thriving Children and Families

Family Leadership and Support

BUILD Initiative, Early Childhood Systems Working Group
Types of Collaboration in ECBG

**Goal:** All ECBG programs actively collaborate with other local early childhood programs for the benefit of children and families.

- Braided Funding
- Partner Relationship
- Coordinated Intake
- Shared Goals
Braided Funding Model example

- Two sources of funding, **one program**.
- Program directly receives funds to expand from part-day to full-day Preschool Expansion model.
- Program tracks funding and is accountable to both funding sources.
**Partner Relationship example**

Grantee partners with a high-quality early childhood program (such as a Head Start grantee), guided by a written agreement.

ISBE grants funds to a community-based organization or school district (the Grantee).

High Quality Partner

Partners implement the selected program model with quality and fidelity.

Directly Operated Program

Grantees may also continue to directly operate their own high-quality program.
Coordinated Intake and Referral example

- Community stakeholders commit to collaboration on:
  - Recruitment
  - Eligibility screening
  - Placement

Recruitment from Non ECE Partners

Shared Community Outreach and Screening

Collaborative Placement

PI, Home Visiting

PDG/PFA, Head Start

Other High-Quality Options

Illinois State Board of Education
Governor’s Office of Early Childhood Development
Coordinated Intake partners are also Comprehensive Services partners

The same community partners that refer TO ECE for early learning can receive referrals FROM ECE for comprehensive services.
Shared Goals

- Mutual Referral
- Shared Resources
- Collaborative PD
- Family Engagement
- Community Outreach
Birth to 3rd Grade Continuity

• A coherent set of educational experiences and supports for children, families, and the professionals and organizations that serve them.

• Allows children to maintain and expand upon the gains they make in early childhood education, preventing fade out.
Birth through 3rd Grade Continuity

ISU Birth through Third Grade Continuity Project:

https://education.illinoisstate.edu/csep/b3/
Examples from the Field
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*City of Chicago
Learn More

Visit the ISBE Early Childhood webpage for additional information and resources, including:

– Archived webinars
– Upcoming professional development
– Sample job descriptions
– Tools and best practices

https://www.isbe.net/Pages/RFPs.aspx
Closing

On a scale of 1 to 5, how valuable was your participation in today’s webinar?

1. Not valuable  
2. Slightly valuable  
3. Moderately valuable  
4. Valuable  
5. Very valuable
Thank you for joining us today.

For additional information, please contact:

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