



Illinois State Board of Education



## Early Childhood Block Grant (ECBG) FY18 Re-competition

May 10, 2016

Reyna Hernandez  
Assistant Superintendent  
Center of Language and Early Child Development  
Illinois State Board of Education



Illinois State Board of Education


## Webinar Overview

- \* Illinois vision/ECBG history
- \* FY 17 decisions
- \* FY 18 re-competition overview
- \* Recommendations
- \* Discussion





Illinois State Board of Education



## Illinois State Board of Education


**Vision:**  
Illinois is a state of whole, healthy children nested in whole, healthy systems supporting communities wherein all citizens are socially and economically secure.

**Mission:**  
Provide leadership and resources to achieve excellence across all Illinois districts through engaging legislators, school administrators, teachers, students, parents, and other stakeholders in formulating and advocating for policies that enhance education, empower districts, and ensure equitable outcomes for all students.

**Goals:**  
Every child in each public school system in the state of Illinois deserves to attend a system wherein...

- All kindergarteners are assessed for readiness.
- Ninety percent or more third-grade students are reading at or above grade level.
- Ninety percent or more fifth-grade students meet or exceed expectations in mathematics.
- Ninety percent or more of ninth-graders are on track to graduate with their cohort.
- Ninety percent or more students graduate from high school ready for college and career.
- All students are supported by highly prepared and effective teachers and school leaders.
- Every school offers a safe and healthy learning environment for all students.

10/15



Illinois State Board of Education

## Illinois Early Childhood Policy Goals

### Overall Goals:

- \* Increase the percentage of children who begin kindergarten healthy, safe, eager to learn and ready to succeed in a rigorous, developmentally appropriate K-12 curriculum.
- \* Decrease disparities (racial, economic, geographic, etc.) in “readiness” at kindergarten entry and in achievement by third grade.
- \* By 2021, 80% of all children will be fully ready for kindergarten

**System Goals:** Equity, Effectiveness, and Sustainability/Stability



## Equitable Access

- \* While holding as our priority meeting the needs of the highest-need\* children first, increase equity in access to high-quality early learning services.
  - Aspects of equity to consider include race/ethnicity, geography, age, SES, disability status
  - *By 2016, 65% of children with high needs\* have at least 1 year high quality early learning services (40% have at least 2 years, 10% have at least 5 full years)*

Highest need: Children with multiple risk factors, including family income below 200% of Federal Poverty Level (and especially below 100% FPL), linguistically isolated homes, children from families involved in the child welfare system, disabilities/developmental delays, low parental education, and other factors shown to be strongly related to poor outcomes in school and later life.



## Effectiveness of Services

- \* Increase the effectiveness of early childhood services in supporting the healthy growth and development of all young children birth to age five, especially those with the highest needs.
  - \* Effectiveness to be measured (at least in the short term) by extent to which services are at level of “quality” that research has linked to better outcomes for young children, as summarized in:
    - \* Center, School, and Family Child Care – Gold Circle of Quality and Awards of Excellence in ExceleRate
    - \* Home Visiting—evidence-based and/or high-quality implementation of Illinois Birth to Five Program Standards
  - \* *By 2016, 50% of all licensed child care centers will achieve above the licensed level in ExceleRate Illinois, and 25% will achieve the Gold Circle of Quality*



Illinois State Board of Education

## Effectiveness of Services (continued)

- \* Ensure comprehensiveness of services; the range of early childhood services (early learning, health, mental health, social services, etc.) are connected so that families experience a “seamless system”
  - \* Incorporation of best practices to support social-emotional health (including trauma-informed practices) and physical health
  - \* Incorporation of culturally-appropriate family engagement and support strategies in all services
- \* Ensure a well-prepared and well-supported workforce across all early childhood programs.



Illinois State Board of Education

## Sustainability and Stability of Services/System

- \* Reduce strain on providers caused by:
  - \* Inconsistent and/or conflicting requirements of and eligibility for public funding streams.
  - \* Fluctuations in funding and/or child eligibility for services.
- \* Maximize ability to capture current and future federal funds for services and infrastructure.
- \* Increase local investment in early childhood services.
- \* Maximize efficiency of infrastructure investments across all types of early childhood services.



Illinois State Board of Education

## Early Childhood Block Grant (ECBG) History

- \* The Prekindergarten Program for Children at Risk of Academic Failure began in 1985
- \* Prevention Initiative and the Early Childhood Model Parental Training Program both began in 1988
- \* The three programs were combined into the ECBG in 1998
- \* From 1998 to 2003, 8 percent of ECBG funding was to be used for programs serving children 0 to 3. This increased to 14 percent of the ECBG in 2009 and is moving to 20% as the ECBG funding increases.
- \* The Preschool for All Children (PFA) program was established and became effective on July 25, 2006. In 2010, the PFA program replaced the Prekindergarten Program for Children at Risk of Academic Failure.
- \* As of FY 2012, all funding for the parental training program is through preschool education grants for families with children ages 3 to 5 and through prevention initiative grants for expecting families and those with children from birth to 3 years of age.
- \* This program supports the overall goal that 80% of all children will be fully ready for kindergarten by 2021.



Illinois State Board of Education

## Feedback Process

- \* Early Learning Council Executive Committee
- \* Systems Integration and Alignment Committee
  - All Families Served Subcommittee
- \* Family and Community Engagement Committee
- \* Public webinar on recommendations for feedback



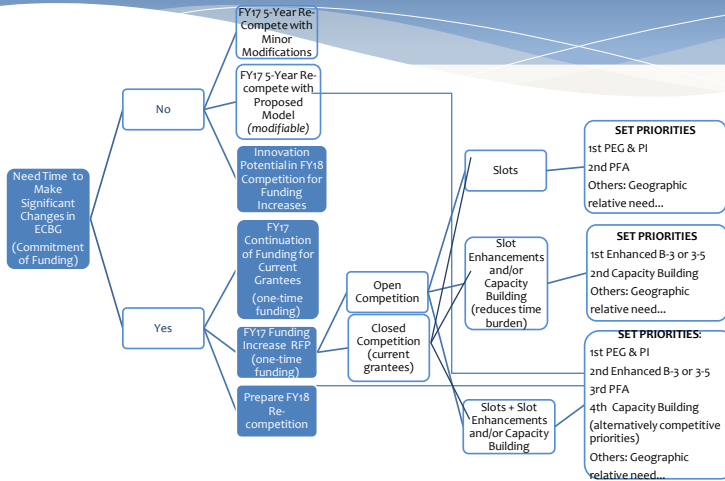


# Key Decisions for FY17 ECBG Funding

- \* Rationale for delaying five year re-competition
  - \* Recommendation from the Illinois Early Learning Council to engage in key discussions prior to committing the ECBG resources for five years under the current model until a plan can be developed to align to the current policy priorities of the ELC
  - \* Develop a system that enables funding to reach communities and children who have been identified as priorities
  - \* Provide a stable funding source that meets program needs
  - \* Reduce unnecessary administrative and time burden to ISBE and to programs



# Key Decisions for FY 17 ECBG Funding





## Key Decisions for FY17 ECBG Funding

- \* Continuation of Funding for Current Grantees (PI & PFA) for one more year
- \* Recommendations for additional \$75 million requested by ISBE and the Governor  
(subject to the additional funding being appropriated by the Illinois General Assembly)
  - \* Chicago Public Schools receives 37% of the funding
  - \* PFA grantees restored to FY 12 funding plus a 3% COLA  
(PI grantees funding was restored and a 3% COLA added in FY16)
  - \* Competitive PI RFP for current grantees to increase/improve the quality supports in their program and to serve additional children and families
  - \* Competitive PFA Expansion RFP for current grantees to increase the number of classrooms that meet the Preschool Expansion model of a full-day program with comprehensive service



## FY18 Re-competition Overview



- \* Timeline for FY18
- \* Open competition in FY18
- \* An effort to support applicants in their capacity to apply for funds



Illinois State Board of Education

## Five Policy Priorities

- \* Prioritizing High Need Communities
- \* Serving more children from priority populations
- \* Increasing number of slots that meet the Preschool Expansion model of full-day and comprehensive services
- \* Encouraging/supporting community collaborations
- \* Building Birth to 3<sup>rd</sup> grade continuum of high quality services



Illinois State Board of Education

## Programs and Services to be Funded

### Prevention Initiative

- \* Serves children 0 to 3 years old
- \* Current set aside at 14% of ECBG
- \* Home visits, links to community resources, screening and developmental monitoring, and individual family service planning/goal setting
- \* PI programs may identify as Home Visiting, Child Care Center-Based, or Family Literacy, based on community needs







## Programs and Services to be Funded

- \* **Preschool for All**
  - \* Serves children 3 -5 years of age
  - \* Weighted eligibility based on multiple risk factors per an initial screening process
  - \* Services include comprehensive developmental screening, licensed teacher with early childhood education endorsement, standards-aligned research-based curriculum, ongoing authentic assessment, family involvement and education and community collaboration
- \* **Enhanced Services**
  - \* Mixed ages and incomes
  - \* To include components from Preschool Expansion (PEG) model, such as full day schedule and comprehensive services



## Programs and Services to be Funded

- \* **Preschool Expansion (PEG)**
  - \* Federally eligible (4 year olds and 200% below FPL)
  - \* Full day and full school year (1<sup>st</sup> grade equivalent)
  - \* Qualified staff and salary parity
  - \* Recruitment of the most at-risk
  - \* Comprehensive services
  - \* Instructional leadership
  - \* Birth to 3<sup>rd</sup> Grade alignment



Illinois State Board of Education

## Recommendations for Re-competition Process

- \* AFS and SIAC subcommittees reviewed the ECBG FY 17 planning document and provided feedback
- \* Two-prong approach to serving more children from priority populations and strategies to achieve goals
  - \* Increase the number of children served from the defined priority populations and increase their capacity to deliver effective services
  - \* Funding be redirected or added to expand programs to priority populations using an adapted PEG model



Illinois State Board of Education

## Prioritizing High Need Communities

- \* In the FY 12 re-competition, applicants were ranked by quality of application; high need areas were identified and programs were funded in these areas
- \* Review recommendations:
  - \* Consider the changing landscape of early childhood and strive for a more systematic and intentional approach for re-competition
  - \* Applications should be ranked using a weighted point system in order to best assess risk across state geography and take into account communities with concentrated need and communities with pockets of high need
  - \* Take into consideration three data components:
    - \* Student data
    - \* Community data
    - \* Early Childhood data



## Student Data

- \* Kindergarten Demographic Profile could be used as a major data set for assessing needs at the child level
  - \* Includes free and reduced lunch, homeless, IEP, and LEP indicators
- \* Utilize data to set enrollment targets to serve the highest risk children and create community level accountability
- \* Goal is to have report available online for applicants to use when RFP process opens
- \* Feedback Received
  - \* May have duplication
  - \* Could use data to identify how many children with FRL also have other indicators



## Community Data

- \* Need to look at both community risk and community need
- \* Concentrated Disadvantage (CD) Index
  - \* Calculated from 5 indicators
  - \* Q value assigned based on level of concentrated disadvantage
  - \* Calculated at county level or census tract
  - \* Allows one to see where in the state there is less opportunity to produce or generate local revenue
- \* Feedback Received
  - \* May need to look at poverty instead of percent on public aide
  - \* Consider looking at poverty alone based on IECAM study.
  - \* Need to account for equity issues
  - \* Expectation needed that programs coordinate with community
  - \* The method needs to allow for objectivity and simple for communities to understand



## Early Childhood Data

- \* Need to take into account other programs in community with the goals of meeting the most at-risk first
- \* Feedback Received
  - \* Slot gap analysis for communities should not take into account “child care only” slots
  - \* Head Start Collaboration office’s work around mapping state-wide data on HS slots should inform slot gap analysis. Changes in HS program models should also proactively inform analysis
    - \* Should most at-risk be served by Head Start and next tier of risk be served by ECBG?
  - \* Changes occurring through MIECHV, PI expansion, and PreK expansion, Early Head Start/Child Care Partnerships and its impact on communities’ saturation of services and type of slots should be considered in order to best coordinate with ECBG funded slots



## Eligibility

- \* Relative need (not absolute eligibility)
- \* Utilize PEG Eligibility and Weighted Priority Enrollment Form
  - \* Allows for flexible categories based on local conditions
  - \* AFS Subcommittee recommends limiting any addition categories to no more than two categories for statewide tracking, should a community find additional categories necessary



Illinois State Board of Education

## Additional Supports

- \* Local cross-sector coordination
- \* Partners develop networks to provide comprehensive services to enrolled children
- \* Develop Birth to 3<sup>rd</sup> grade continuum of high quality services
- \* Additional professional development for staff



Illinois State Board of Education

## Discussion

- \* What additional issues or program modifications should ISBE consider?
  - \* Prevention Initiative Program
    - \* Allocation of slots and improvements to center based programs
    - \* State's capacity to expand birth to three
  - \* Preschool for All
    - \* Requiring paraprofessionals to hold Gateways to Opportunity Level 2 Credential
- \* Additional considerations regarding poverty and community risk assessment



Illinois State Board of Education

## Are you ready for the FY18 Re-Competition

- \* Very ready (we think we're exemplars)
- \* Ready (feeling okay)
- \* Somewhat ready (need to do some more thinking and planning)
- \* Not ready (we need some support)
- \* Freaking out here



Illinois State Board of Education

## Next Steps/Comments/Questions

- \* Review any pending next steps (if applicable)
- \* Q/A
- \* Feedback on webinar
- \* Please submit additional input or questions to [sdeleon@theounce.org](mailto:sdeleon@theounce.org)

