

# 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



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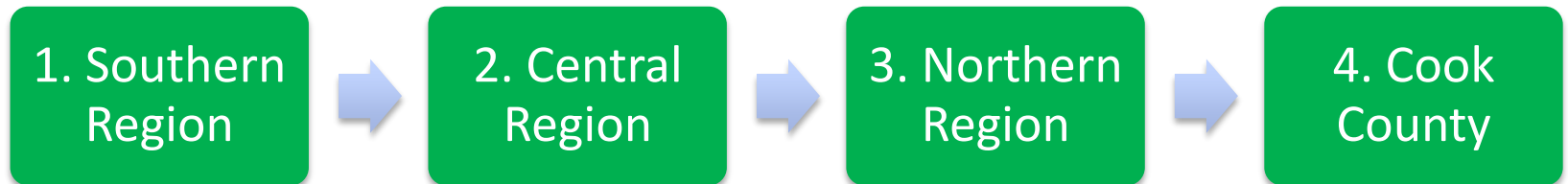
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# Who are you?

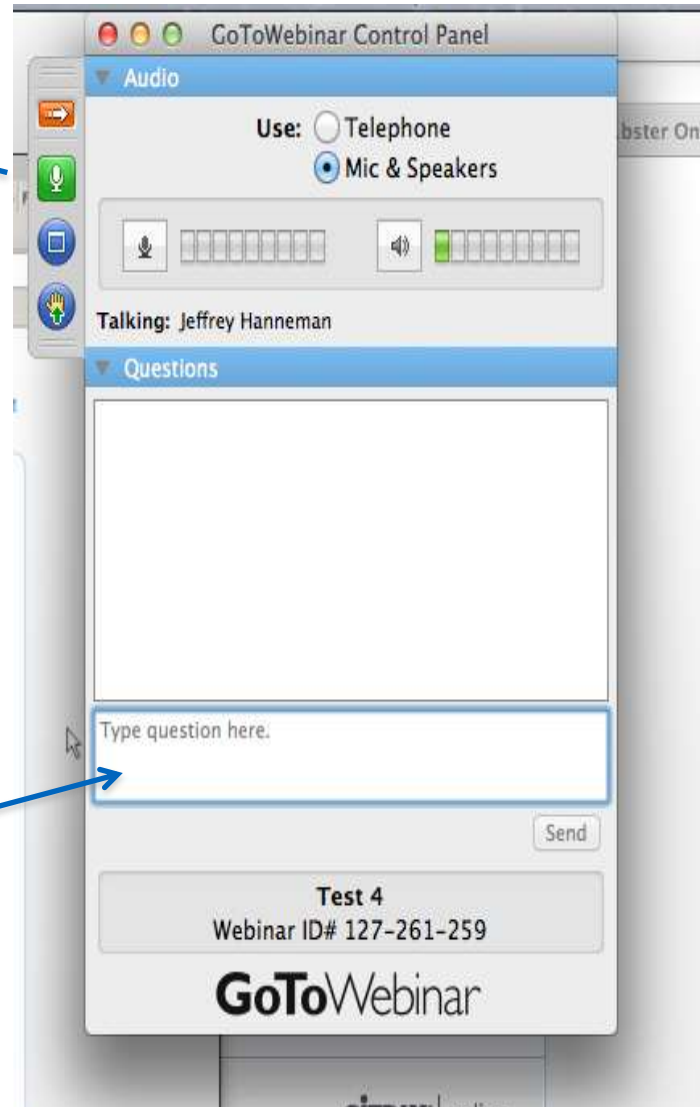


# Where are you from?



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](mailto:leah.pouw@actforchildren.org)

# 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



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# 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.**



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# 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 3<sup>rd</sup> grade)
- Examples and additional resources



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# Illinois Early Childhood Vision



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# 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



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# Children 0-5 with High Needs in Illinois

| Category                           | Number of Children,<br>Birth to K entry |
|------------------------------------|---|
| Total children                     | 882,298                                 |
| Deep poverty (below 50% FPL)       | 99,271                                  |
| Developmental disabilities/ delays | 58,928                                  |
| Homeless                           | 27,302                                  |
| Foster care                        | 5,818                                   |
| Poverty (50- 100% FPL)             | 117,261                                 |
| English learners                   | 68,179                                  |

There are more families with high needs than are currently being served by programs.

*2013 data presented in the 2015-16 RTT-ELC Annual Performance Report.*

# Data on High Needs for your Community

- IECAM Resources for FY18 ECBG Planning:
- ([www.iecam.illinois.edu](http://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>



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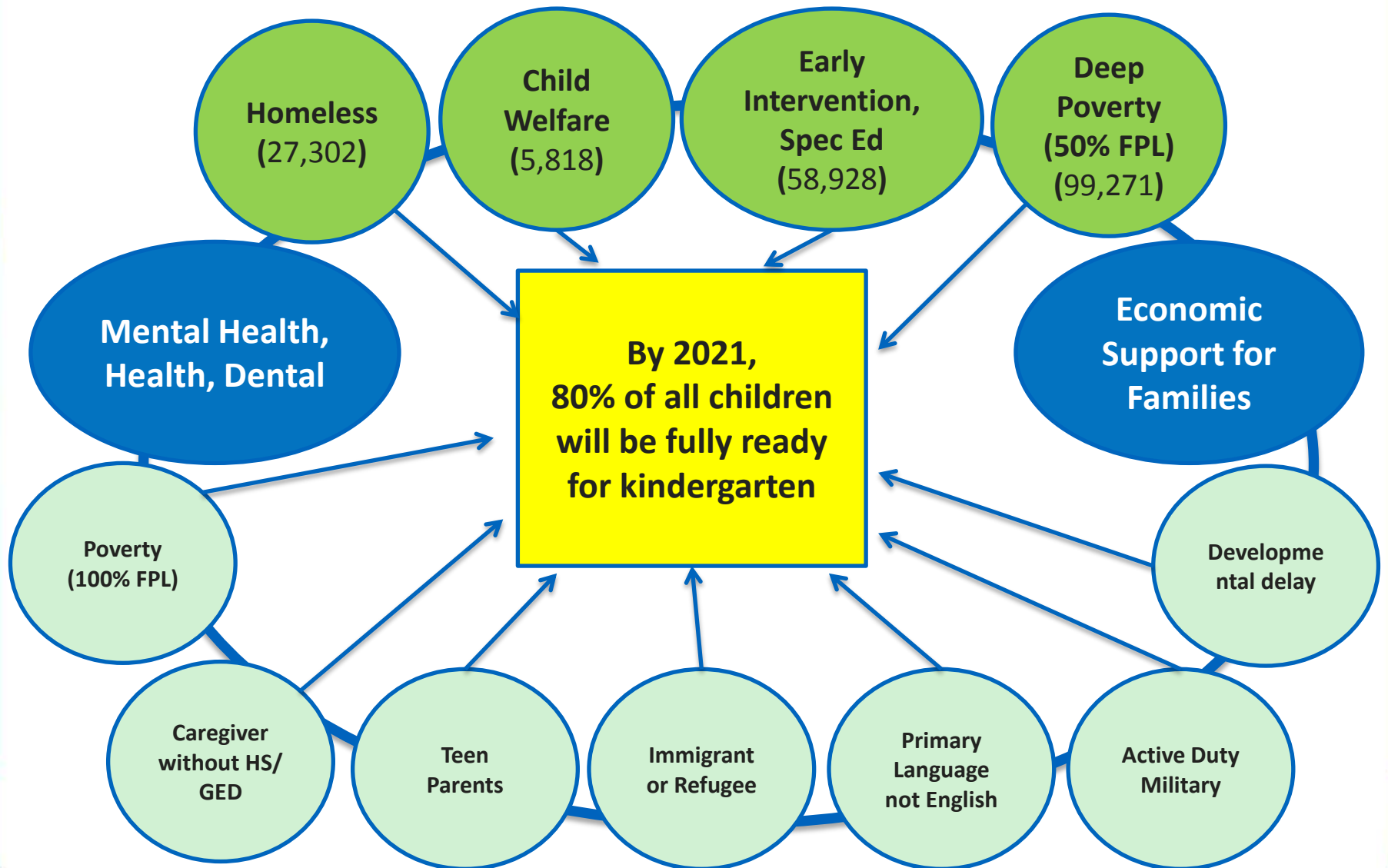
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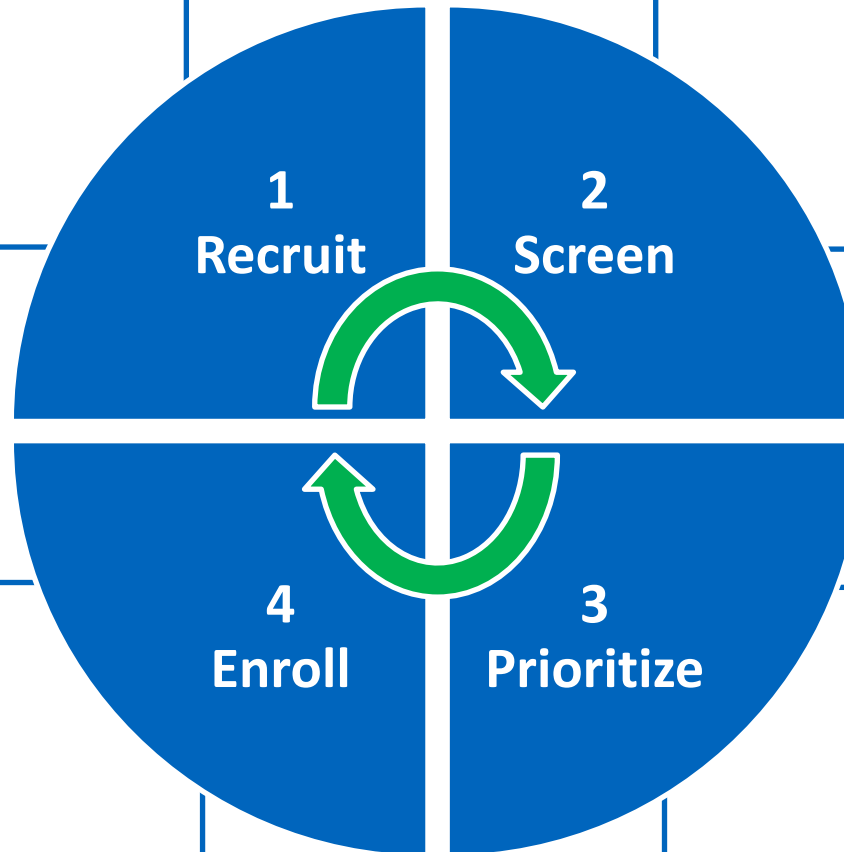
# Eligibility and Priority



# Recruit, Screen, Prioritize, Enroll

- Identify community partners
- Educate and engage families from priority populations

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



- **Enroll eligible families!**

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



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# Strategies of the Early Childhood Block Grant



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# Comprehensive Services



- Medical and Dental Homes
- Mental Health Services
- Economic Supports



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# 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



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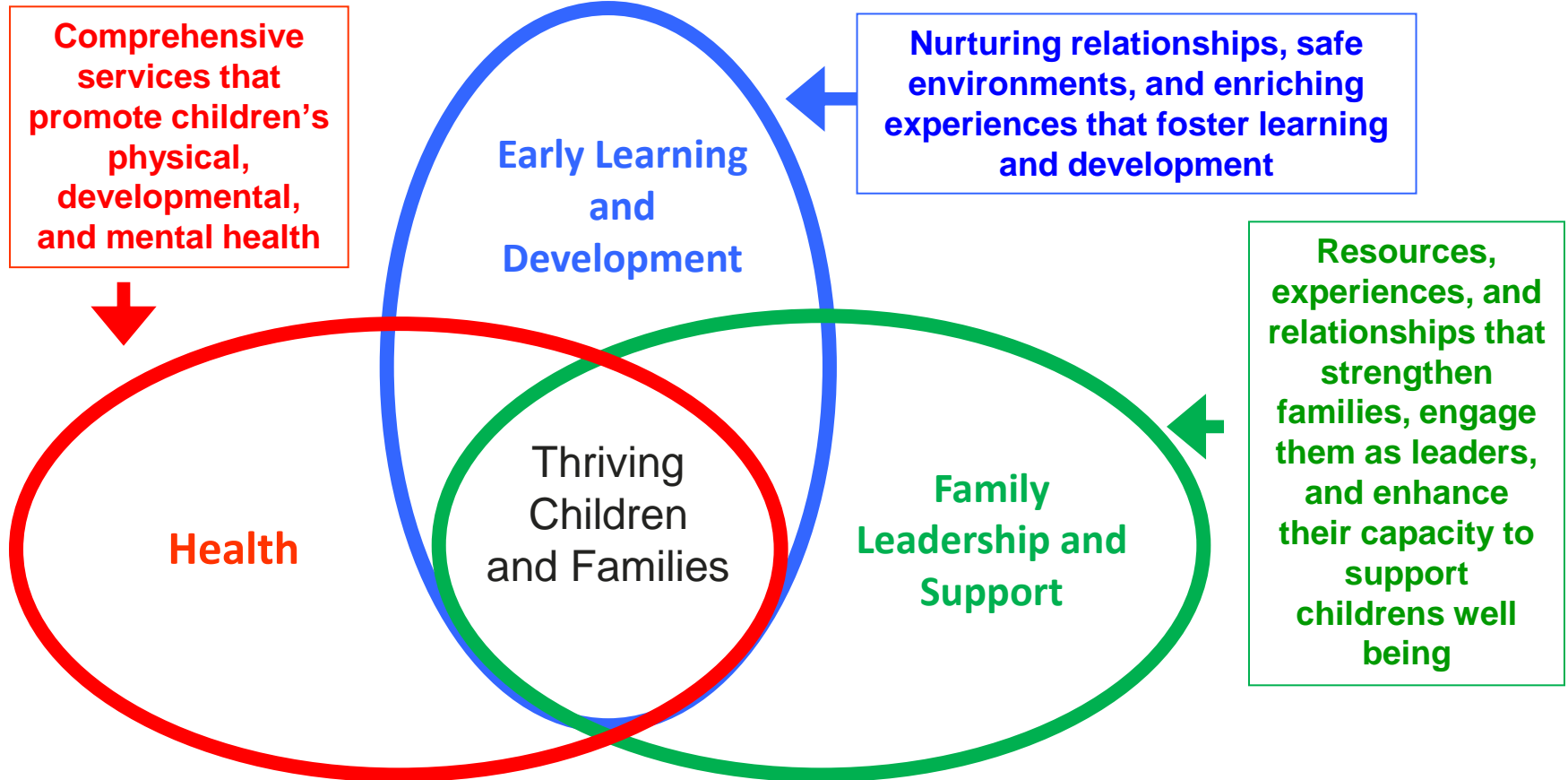
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# Early Childhood Community System



# 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



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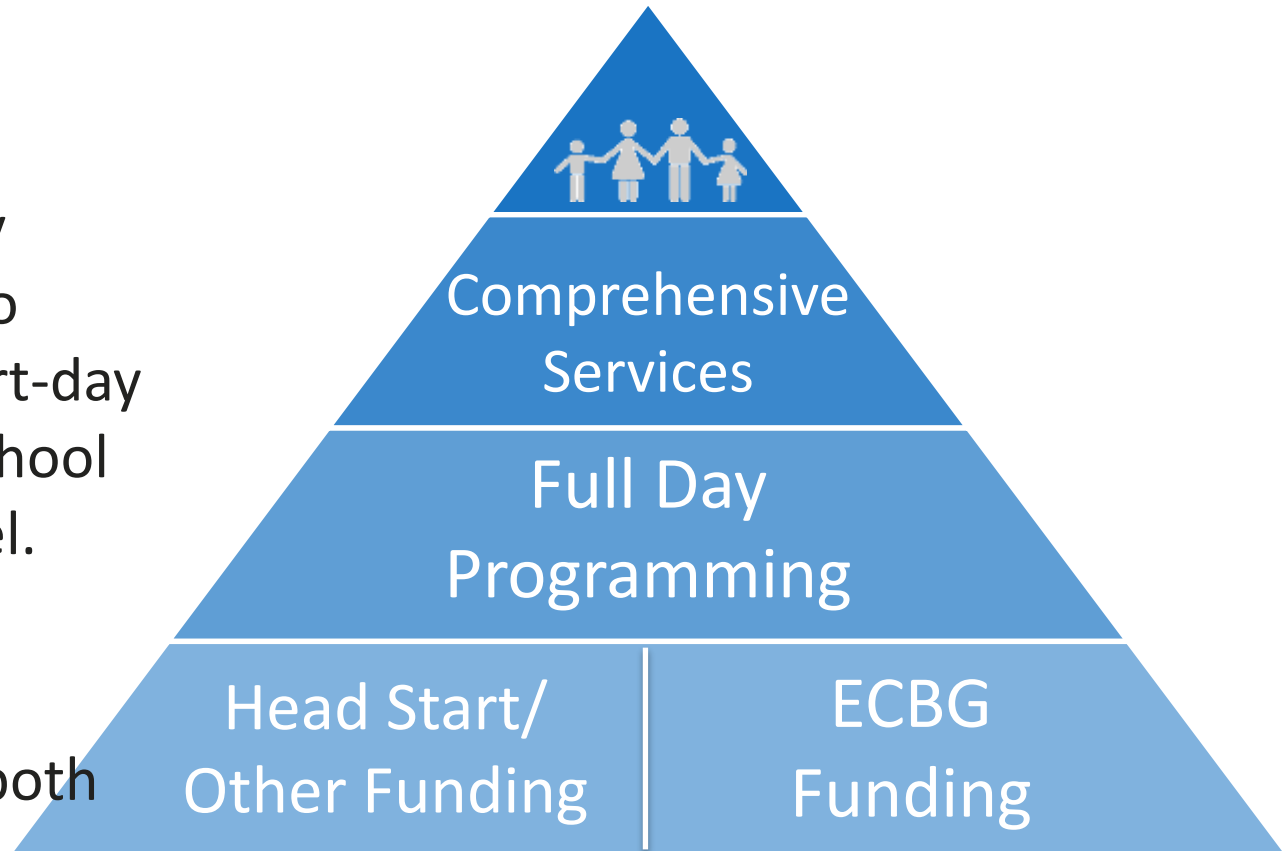
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# Braided Funding Model example

- 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



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# Partner Relationship example

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



Partners implement the selected program model with quality and fidelity.



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



Grantees may also continue to directly operate their own high-quality program.



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# Coordinated Intake and Referral example



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



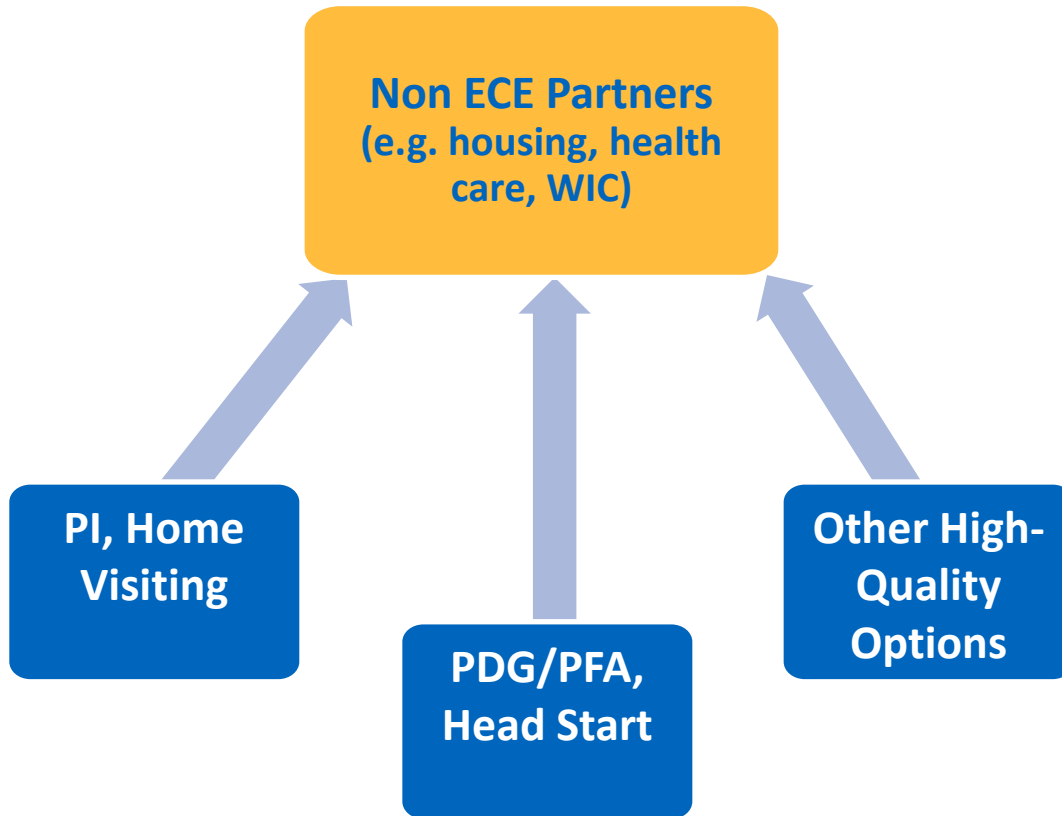
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# Coordinated Intake partners are also Comprehensive Services partners



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



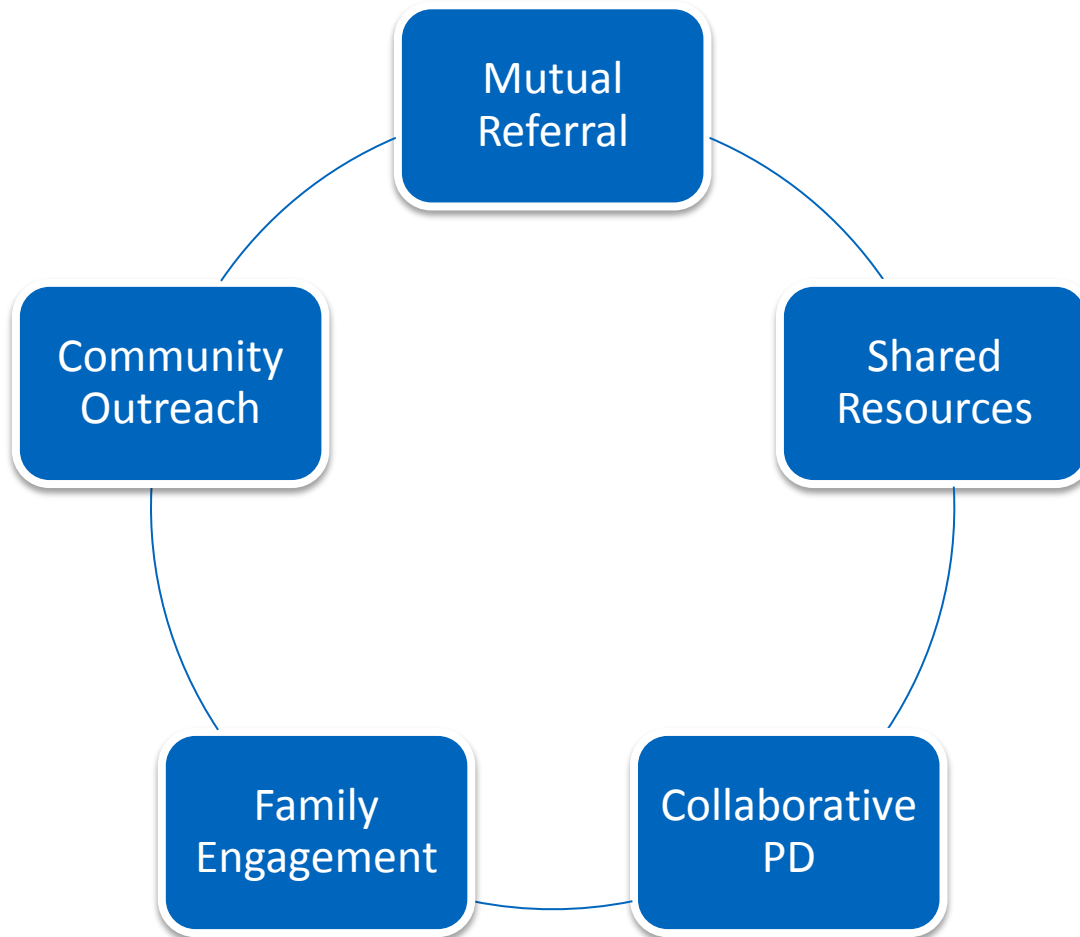
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# Shared Goals



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# Birth to 3<sup>rd</sup> 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.



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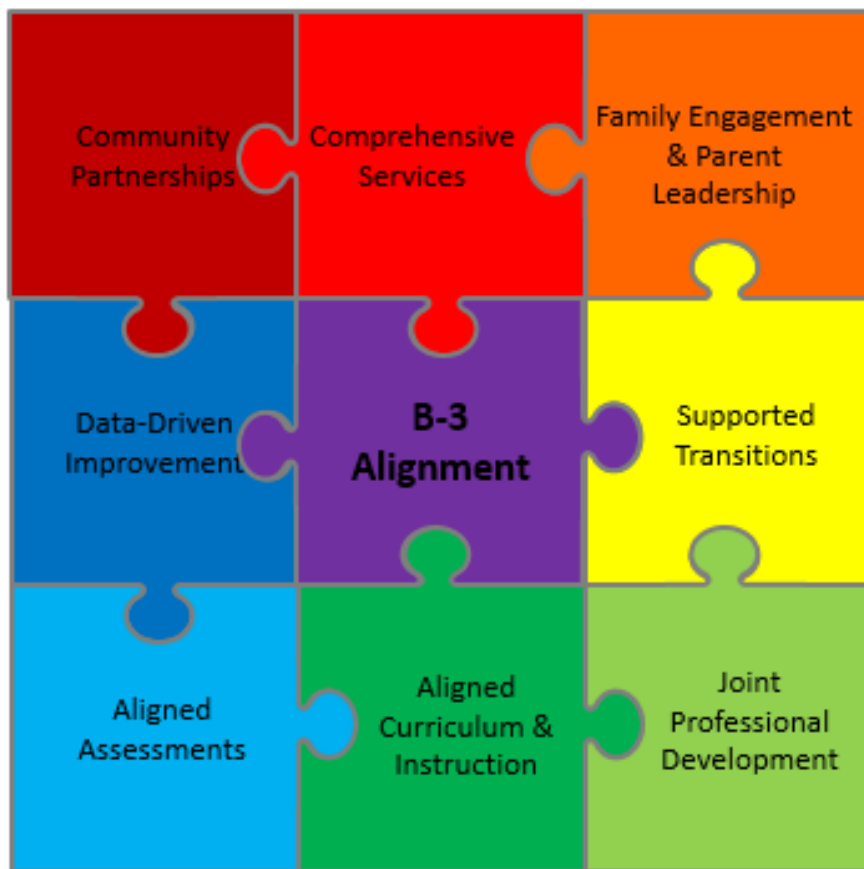
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# Birth through 3<sup>rd</sup> Grade Continuity



## ISU Birth through Third Grade Continuity Project:

<https://education.illinoisstate.edu/cs/ep/b3/>



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# Examples from the Field



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# Partnership Examples from the Field

| Community              | Child Welfare | EI | Health Care | Home Visiting | Homeless Shelters | Immigrant / Refugee Services | Parent Leaders | Public Housing | WIC/ DHS/ CCR&R |
|------------------------|---------------|----|-------------|---------------|-------------------|------------------------------|----------------|----------------|-----------------|
| Altgeld-Riverdale*     |               |    | X           | X             |                   |                              | X              | X              | X               |
| Aurora                 | X             | X  | X           | X             | X                 | X                            | X              |                | X               |
| Austin*                |               |    | X           |               |                   |                              | X              |                |                 |
| Cicero                 |               |    |             |               |                   | X                            | X              |                |                 |
| Elgin                  |               | X  | X           | X             | X                 |                              | X              | X              | X               |
| Greater East St. Louis | X             | X  | X           | X             | X                 |                              | X              | X              | X               |
| North Lawndale*        | X             | X  | X           | X             | X                 |                              | X              | X              | X               |
| Pilsen-Little Village* |               | X  | X           |               |                   | X                            | X              |                |                 |
| Southside*             | X             | X  | X           | X             | X                 |                              | X              |                | X               |
| South Suburbs          | X             |    |             |               |                   |                              |                |                |                 |
| Williamson County      |               | X  | X           |               | X                 |                              |                | X              | X               |

\*City of Chicago



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# 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>



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# Closing

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



# Thank you for joining us today.

For additional information, please contact:

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