



# Application Nuts and Bolts

**Jeffrey Capizzano, Policy Equity Group, LLC**

**Harriet Dichter, BUILD Consultant**

**Tracy Zimmerman, North Carolina Early Childhood Foundation**

**Reyna Hernandez, National Association of Family, School, and  
Community Engagement**

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# Purpose of the Session

1. Create a sense of community and environment for shared learning
2. Create a common understanding of application requirements
3. Provide important context that will be helpful as you work in the TA sessions
4. Provide systems-building approach to the application with state examples/experiences



# “Just Like Me” Activity

I am going to say a statement. If you agree with it, or if it is something that happens to you, raise your hand and say:

Just like me.



# “Just Like Me”

*Example:*  
I am in Chicago.



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# “Just Like Me”

*Example:*

I am not interested in winning a PDG B-5 grant for my state.



# “Just Like Me”

I’ve worked on a successful RTT-ELC or PDG grant application before.



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# “Just Like Me”

I am from a state that has never won an RTT-ELC or PDG grant before.



# “Just Like Me”

I administer or help administer my state's CCDBG program.



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# “Just Like Me”

I administer or help administer my  
state’s QRIS.



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# “Just Like Me”

The focus of my work is on child nutrition.



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# “Just Like Me”

I administer or help to administer  
my state’s IDEA-funded programs.



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# “Just Like Me”

I work with Head Start programs  
in my state.



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# “Just Like Me”

I want to use the PDG B-5 opportunity to support the well-being of vulnerable children and families in my state.



# “Just Like Me”

## You are in the right place!



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# Things to remember...



- This is one way to approach the FOA, but not the only way
- Approach is fairly comprehensive- don't have to do everything in guide
- Based on interpretation of FOA and experience with RTT-ELC, PDG, and other federal grants
- Always use the FOA as last word on what should be in the application

# The Basics of Funding Opportunity Announcement (FOA)



- Due November 6<sup>th</sup>
  - Not a lot of time given state clearance windows
- 75 pages across two files
  - Not a lot of pages given 12-point font and double spacing
  - Speaks to planning first and writing second

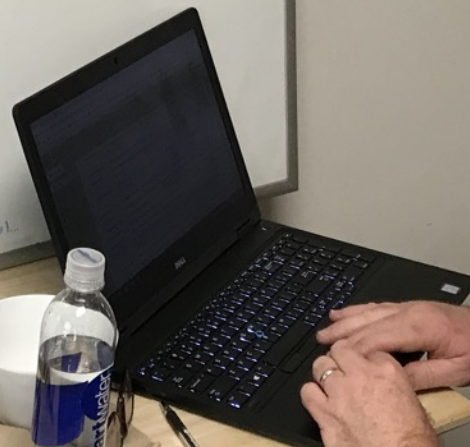
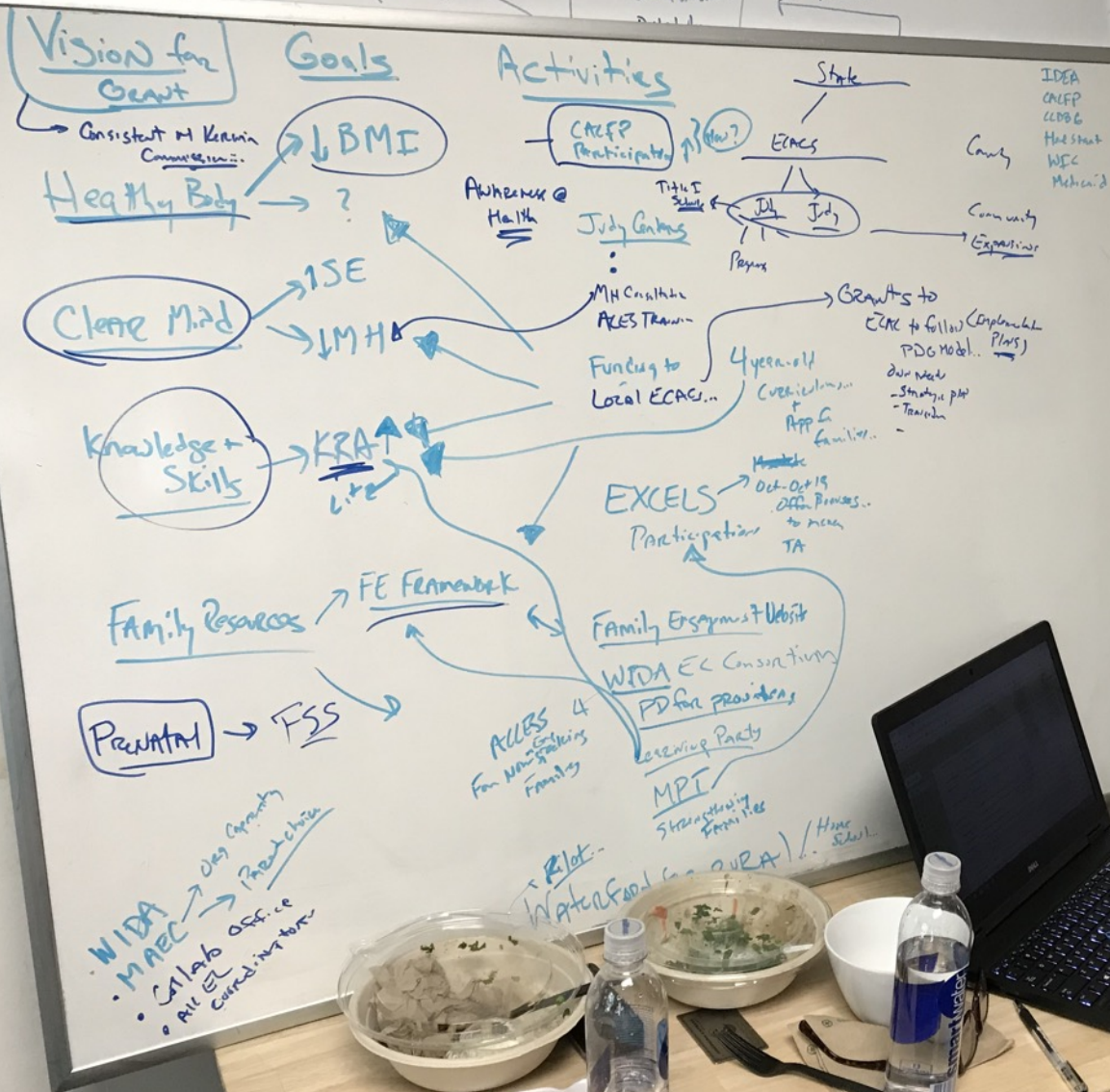


FARM

Apprenticeship - Distribution

- Common Market
- Central Kitchen
- District

Resources



# Three Purposes of Grant Funding



- **Strategic plan:** coordination, collaboration, alignment, efficiency, transition, participation, and quality improvement
- **Partnerships:** Head Start, local governments, Tribes, LEAs, faith-based organizations, CBOs
- **Maximize parental choice**



# PDG B-5 Section Order and Point Allocation

Table 1: PDG B-5 Section Order and Point Allocation

1	Introduction	0
2	Project Summary/Abstract	0
3	Expected Outcomes	0
4	Project Approach (see Activity sections below)	
	Activity 1: B-5 Needs Assessment	10
	Activity 2: B-5 Strategic Plan	9
	Activity 3: Maximizing Parent Knowledge and Choice	7
	Activity 4: Sharing Best Practices	7
	Activity 5: Improving Overall Quality	8
5	Organizational Capacity and Management	8
6	State B-5 Mixed Delivery Description and Vision Statement	8
7	Timeline	7
8	Program Performance Evaluation Plan	12
9	Logic Model	9
10	Sustainability Plan	4
11	Budget and Budget Justification	11
12	Bonus Points <sup>2</sup>	5

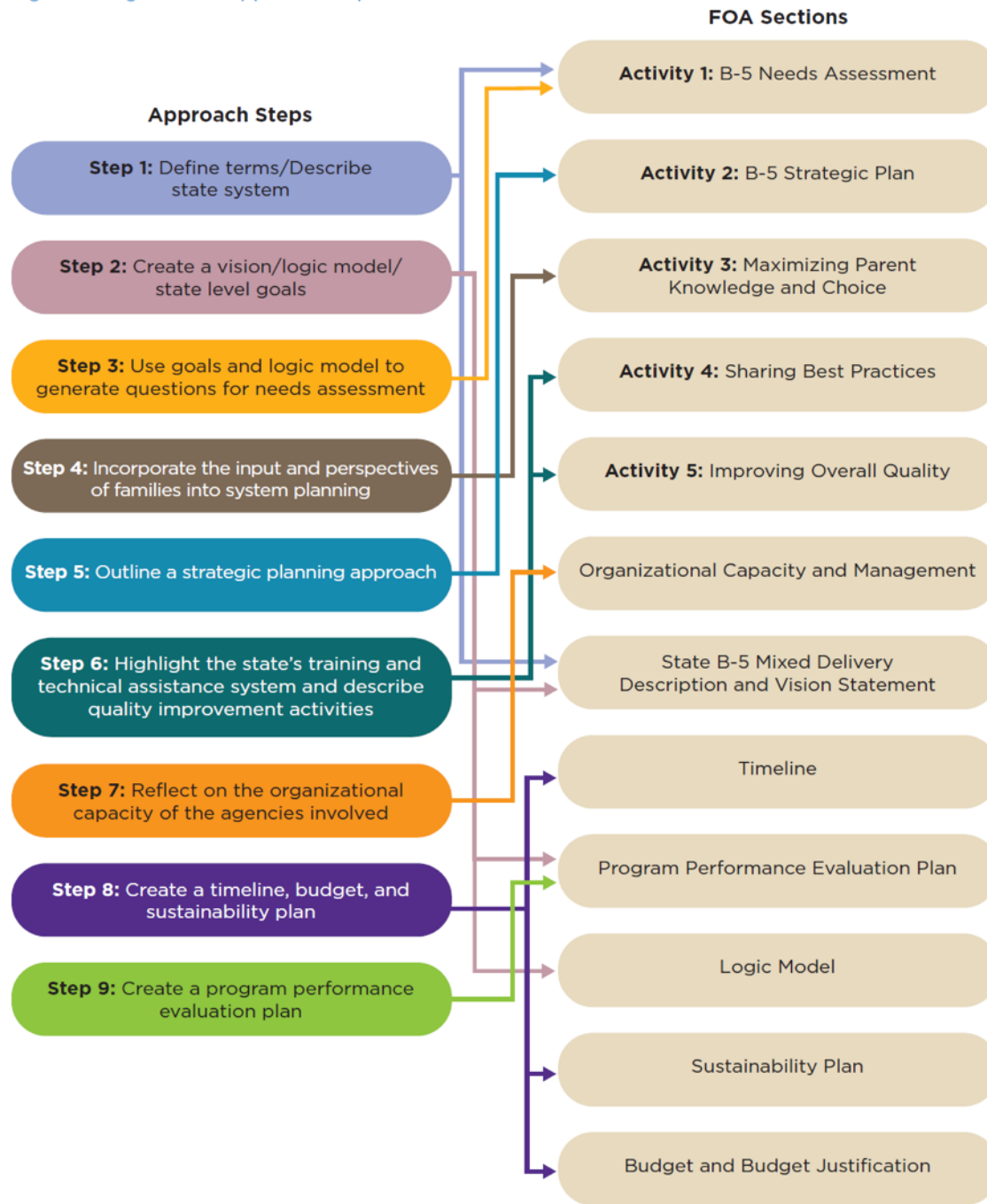


# The Basics of Funding Opportunity Announcement (FOA)

- Grant affords flexibility based on where states are
- Activities 1-4 can be funded on day 1 of grant
- Funding for Activity 5 contingent on approved strategic plan
- “Best practice,” “maximizing parent choice,” and “improving overall quality” subject to interpretation
  - What distinguishes Activity 5 is that the activities should derive from the needs assessment and strategic plan



Figure 1. Alignment of Approach Steps to the FOA Sections



# Instructions Are Repeated in Three Sections of the FOA



- Program Description, Program Activities (2-4)
- The Project Description, Approach (25-34)
- Criteria (47-51)
- Consider rearranging to see all the instructions for one section together

# Key Themes from the FOA to Always Have in Mind

- Collaboration and coordination
- Maximizing parent knowledge and choice
- Partner/stakeholder engagement
- Connection between vision, goals, and activities
- Plan to plan, and plan to do, plan to respond



# Collaboration and Coordination



- Defines the system broadly (“programs and services that strengthen, engage and stabilize families...”)
- Mixed delivery perspective a must



# Maximizing Parental Knowledge and Choice



- Family supports
- Parental choice
- Support families as child's first/best teacher
- IDEA connection
- Transitions



# Partner/Stakeholder Engagement



- “Meaningfully engage and develop application jointly with a full range of stakeholders”
- FOA contains long list of stakeholders (page 5)

# Connection among Vision, Goals, and Strategic Plan Activities



- Goals should derive from vision
- Activities should move state toward goals
- Strategic plan connects needs, goals, and recommended activities

# IDENTIFYING PRESCHOOL DEVELOPMENT GRANT GOALS AT THE SYSTEM-, PROGRAM-, AND FAMILY/CHILD LEVELS

## STATE LEVEL GOALS

### Governance

- Governance structure that promotes accountability, coordination, alignment, efficiency, and sustainability

### Workforce Development

- Increased number of high-qualified early childhood professionals
- Improved compensation, benefits, and financial resources for early childhood workers
- Improved early childhood work environments
- Improved collection of key workforce data

### Program Quality Measurement and Improvement

- Efficient, valid, and reliable indicators of program quality that protect child health and safety and are predictive of school readiness
- Subsidy and quality enhancement funding commensurate with quality expectations
- Quality improvement initiatives aligned to quality indicators
- Transparent communication infrastructure that clearly and simply outlines health and safety record and distinguishes quality for parents
- Increased percent of programs participating in quality rating and improvement system

### Early Intervention/Early Childhood Special Education

- Child and family outcomes identified in State Systems Improvement Plan (SSIP) reports

### Data Systems

- Establish statewide data system that connects child, family, program, and workforce data

### Monitoring and Accountability

- Efficient, coordinated oversight of early childhood programs that support program improvement

## PROGRAM/PROVIDER LEVEL GOALS

### Early Childhood Program/Provider Outcomes

- Higher quality as measured by the state QRIS
- Stronger connection to food and nutrition programs, early intervention, early childhood special education, health and mental health services, and K-12 education

## FAMILY/CHILD LEVEL GOALS

### Child Outcomes (Derived from State Early Learning Standards)

- Social-Emotional Development
- Executive Functioning
- Cognitive Development
- Language Development
- Literacy
- Mathematical Thinking
- Creativity

### Family Outcomes (Derived from State Family Engagement Framework or Head Start PFCEF)

- Economic self-sufficiency
- Strong parent-child relationships
- Support and provide resources to parents to be their child's first and most important teacher
- Enhanced parental leadership and advocacy

# A Plan to Plan, a Plan to Do, and a Plan to Respond



- Write Activities 1 and 2 as a plan for more planning
- Write Activities 3 and 4 as a plan of what you are going to do
- Write activity 5 as a response to finding in Activities 1 and 2

# Voices from the Field

Tracy Zimmerman

North Carolina Early Childhood Foundation



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# PATHWAYS

*to grade-level reading*



[www.buildthefoundation.org](http://www.buildthefoundation.org)



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# Relentless Optimism



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# What Would be Possible

If we adopted shared, whole-child, birth-to-eight measures that put children on a pathway to grade-level reading?

If we coordinated strategies to support children's optimal development beginning at birth?

If we aligned policies and practices that were rooted in how children develop?





**Get on  
the train  
that is  
leaving  
the  
station!**



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# Lean into Collaboration



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# Collaborative Decision-Making

Together we can realize greater outcomes for young children than any of us can produce on our own.

All decision-making has been collaborative and based on a **shared definition of consensus**: Even though the decision may not be exactly what I want, I can live with and support it.



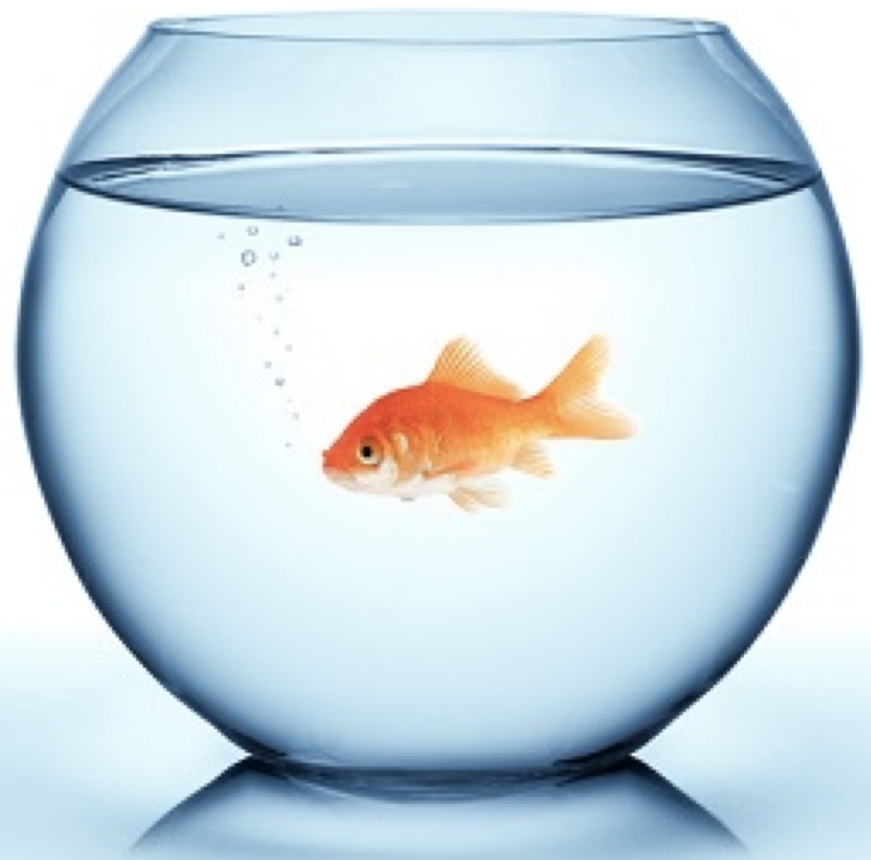
# Collaborative Decision-Making

Shared principles provide guardrails.

- We will be data-and research-driven and informed by developmental science.
- We commit to acknowledging and eliminating systemic inequities and racial, ethnic, socioeconomic and ability disparities in early childhood experiences, opportunities, and outcomes.
- We will be transparent, collaborative and accountable to one another.
- We will prioritize solutions that are actionable and sustainable, and we will have high expectations of what is achievable.
- We will be results-oriented, embracing innovation and seeing change as opportunity.



# Start with Equity



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# Are We Asking?

- How do we lift up people's lived experience as meaningful data on which to base decisions?
- Who sits at the table to help make decisions that affect children and families of color?
- How do we lead with families' unique strengths and assets to improve outcomes?
- What policies and practices across our child-serving systems will improve outcomes for children of color
- How will we ensure that the most resources are employed in the smartest ways to support those with the highest structural barriers to success?



# Lead with Data and Research

NC Childhood  
FOUNDATION

**What Works for Third Grade Reading**  
An Overview of the NC Pathways to Grade-Level  
Working Papers and Suggested Guidance



**SHARED MEASURES  
OF SUCCESS TO PUT NORTH  
CAROLINA CHILDREN ON A PATHWAY  
TO GRADE-LEVEL READING**



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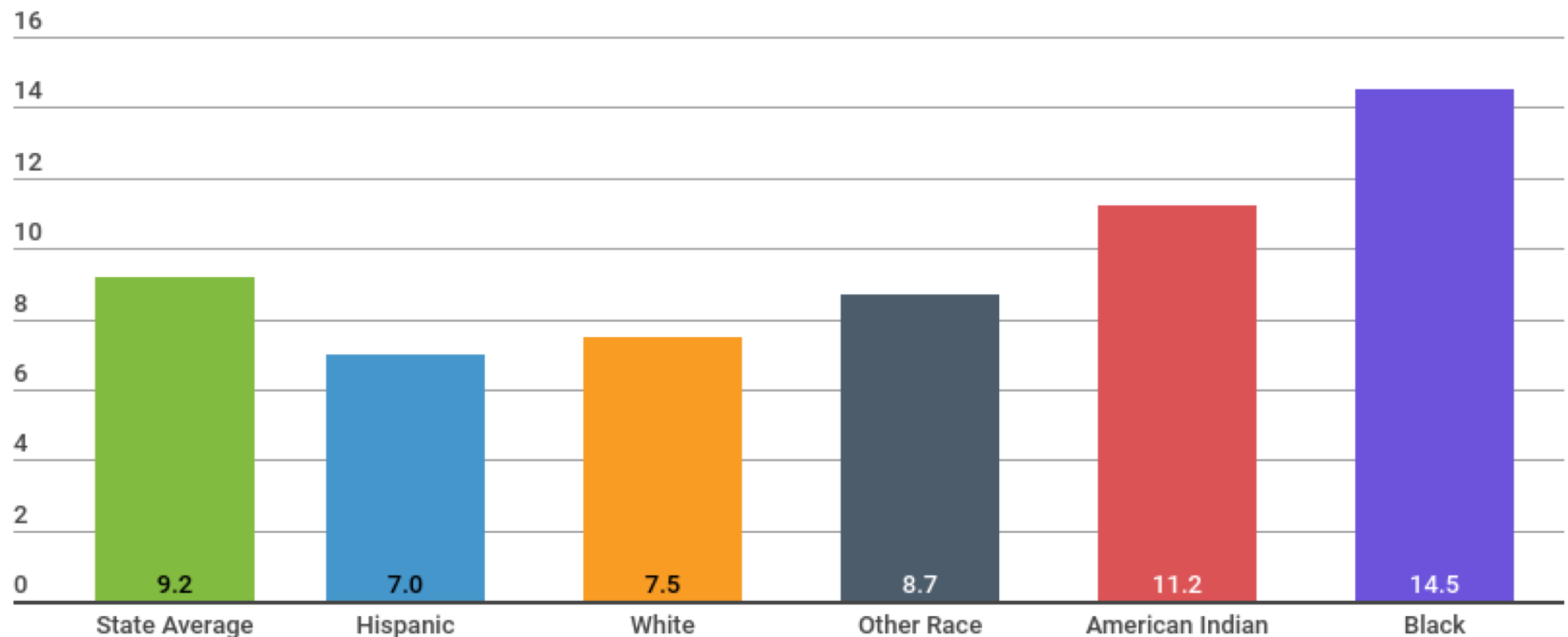
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# % of Low Birthweight Babies by Race and Ethnicity (2015)



Source: NC State Center for Health Statistics, Vital Statistics



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# Pathways Measures of Success Framework



**Language  
Skills on Track  
at 24, 36, and  
48 Months**

**Developmentally  
on Track at  
Kindergarten  
Entry**

**Meeting  
Expected  
Reading  
Growth (K-3)**

**Reading at  
Grade-Level by  
the End of  
Third Grade**

# Diversity of Opinion

Have you considered?

- Sectors and Systems
- Geography
- Political Identification
- Race and Ethnicity
- Families and Providers

And, who needs to act for change to happen?

Whose actions could prevent change?

Who influences those actors?







# Process as Strategy. If a tree fell . . .



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# Be Transparent



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# Pathways Drivers (and Lessons)

- Be relentlessly optimistic
- Leverage your context
- Lean in to collaborative action
- Start the process with an equity frame
- Lead with data
- Ensure diversity of opinion
- Use process as a strategy
- Be transparent



# Voices from the Field

Reyna Hernandez, National Association of  
Family, School, and Community Engagement



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## **Engaging Families in the Preschool Development Grant**

**Reyna Hernandez**

Director of Research and Policy Development  
NAFSCE



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# Partners in Education: A Dual Capacity-Building Framework for Family-School Partnerships



## Organizational Conditions:

- **Systemic**
- **Integrated**
- **Sustained**

## Process Conditions:

- **Linked to learning**
- **Relational**
- **Development vs. service orientation**
- **Collaborative**
- **Interactive**

## Outcomes:

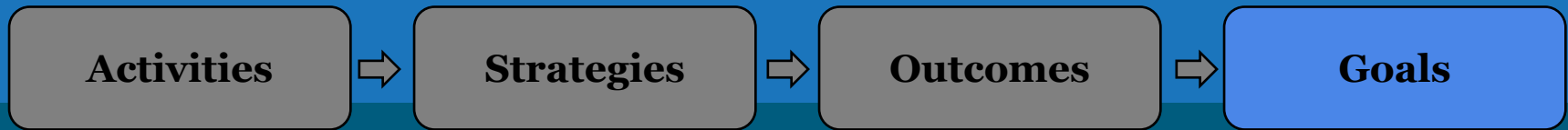
**[State] School and Program Staff who can:**

- **Honor and recognize families' funds of Knowledge**
- **Connect family engagement to student learning**
- **Create welcoming, inviting cultures**



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## What are states trying to accomplish for children?

### PDG B-5

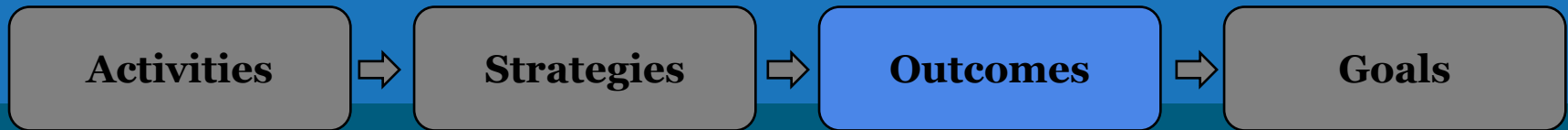
- Promoting “children’s learning and healthy development... to build the foundation for ongoing growth, learning, and services... [so they can] be successful in school and later in life”

### How do families fit:

- Are children and families at the center of ec systems and initiatives?
- Have families been engaged as collaborators and joint decision-makers in defining what their expectations and hopes and goals are for their children (i.e. defining success and readiness) and for the learning and development opportunities available to them?
- Are the voices of those “most vulnerable or underserved populations” being included in shaping goals?







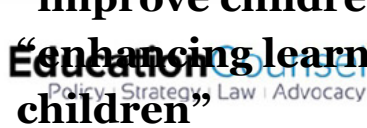
**What immediate results will we see from PDG?**

### PDG B-5

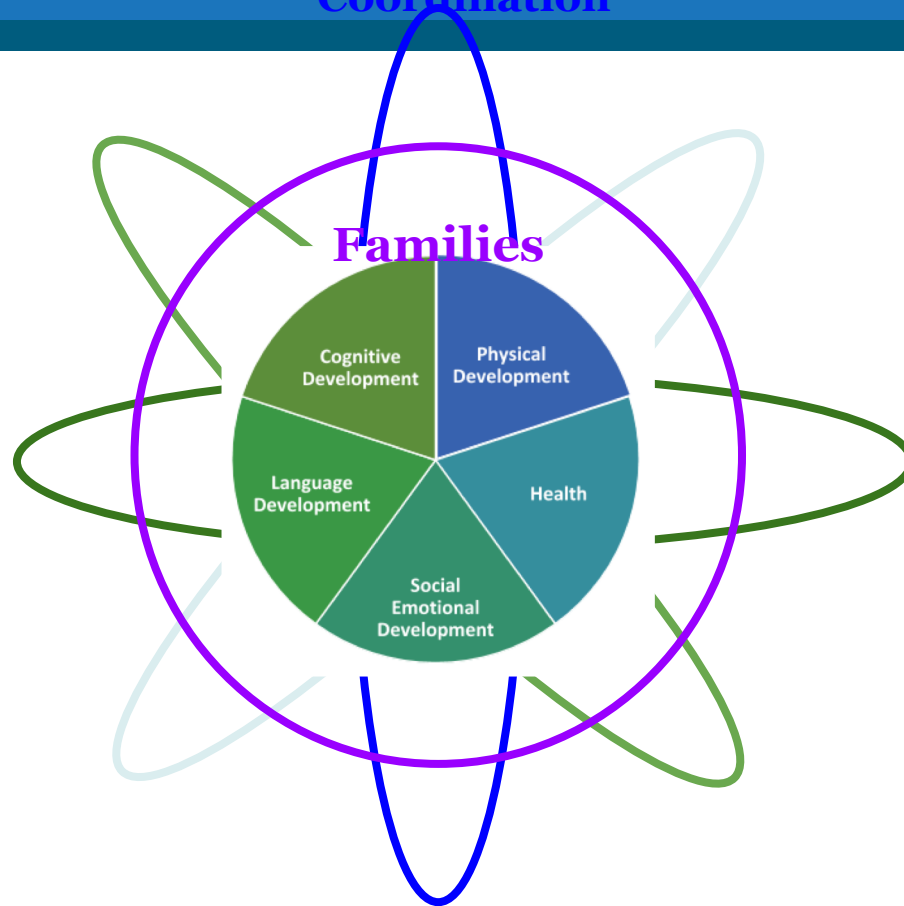
- “Maximize parental choice and knowledge”
- “promoting and increasing involvement... in the development of their children and the transition of those children from an early childhood care and education program into an elementary school”
- “to support parents in their decisions”
- “serving the most vulnerable or underserved populations and children in rural areas”
- “improve children’s transition”
- “enhancing learning opportunities for children”

### How do families fit:

- Are programs meeting families where they are?
- Do systems honor and recognize families’ funds of knowledge?
- Are families being engaged as capable, trusted, and valued partners and supporters of their children?
- Is the family transition experience the focus of coordination and collaboration efforts?



## B-3 Program Coordination



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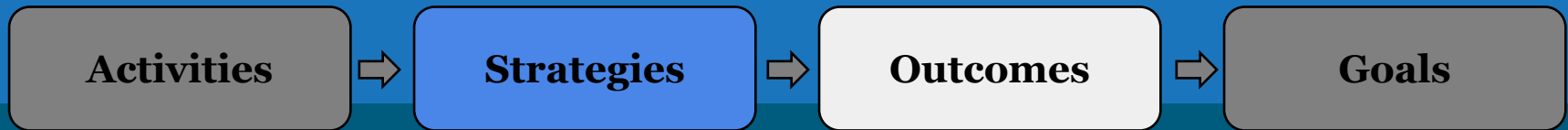
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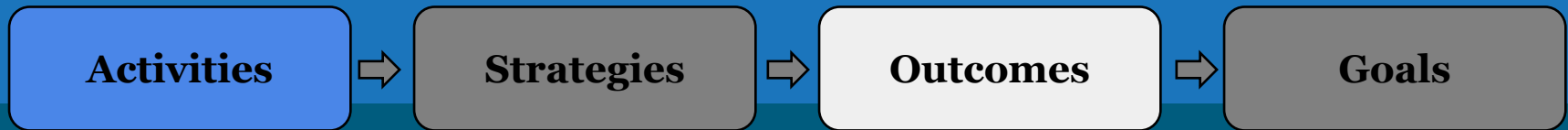
**What role can the state play to accomplish this?**

**PDG B-5**

- **Coordination of Services**
- **“ensuring that parents are provided information about the variety of early childhood care and education programs for children from birth to kindergarten entry in the State's mixed delivery system”**
- **“Increase collaboration and efficiency of services, including to improve transitions from such programs to elementary school”**
- **“improve the overall quality of early childhood care and education programs**

**How do families fit:**

- **Is quality defined in a way that reflects family voice and choice?**
- **Are families being engaged as capable, trusted collaborators, partners, decision-makers?**
- **Is information being provided in an effective way to reach families who need it most?**
- **Do strategies build the Capabilities, Connections, Cognition, and Confidence of families to engage with early learning systems and support their child's learning and development?**



## What will the state do?

### PDG B-5

- “Statewide birth through five needs assessment”
- “Development of a strategic plan”
- Coordination of Services
- Activities within the grant and plan

### How do families fit:

- How is authentic family voice, representative of those being served, being included in needs assessment and strategic planning process?
- Are activities being carried out in a way that demonstrates authentic partnership and collaboration with families?
- Are families’ funds of knowledge being valued and respected?



# Table Discussions



- What do you think will be the strongest part of your PDG B-5 application?
- Where do you think you need the most help?



# Questions, Reflections, Comments



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