PDG B-5

# National TA Collaborative to Maximize Early Childhood Investments

September 28, 2022

# Agenda

Welcome → History → Overview

Needs Assessments & Strategic Plans → Data, Data Systems → Resources & TA

Questions???
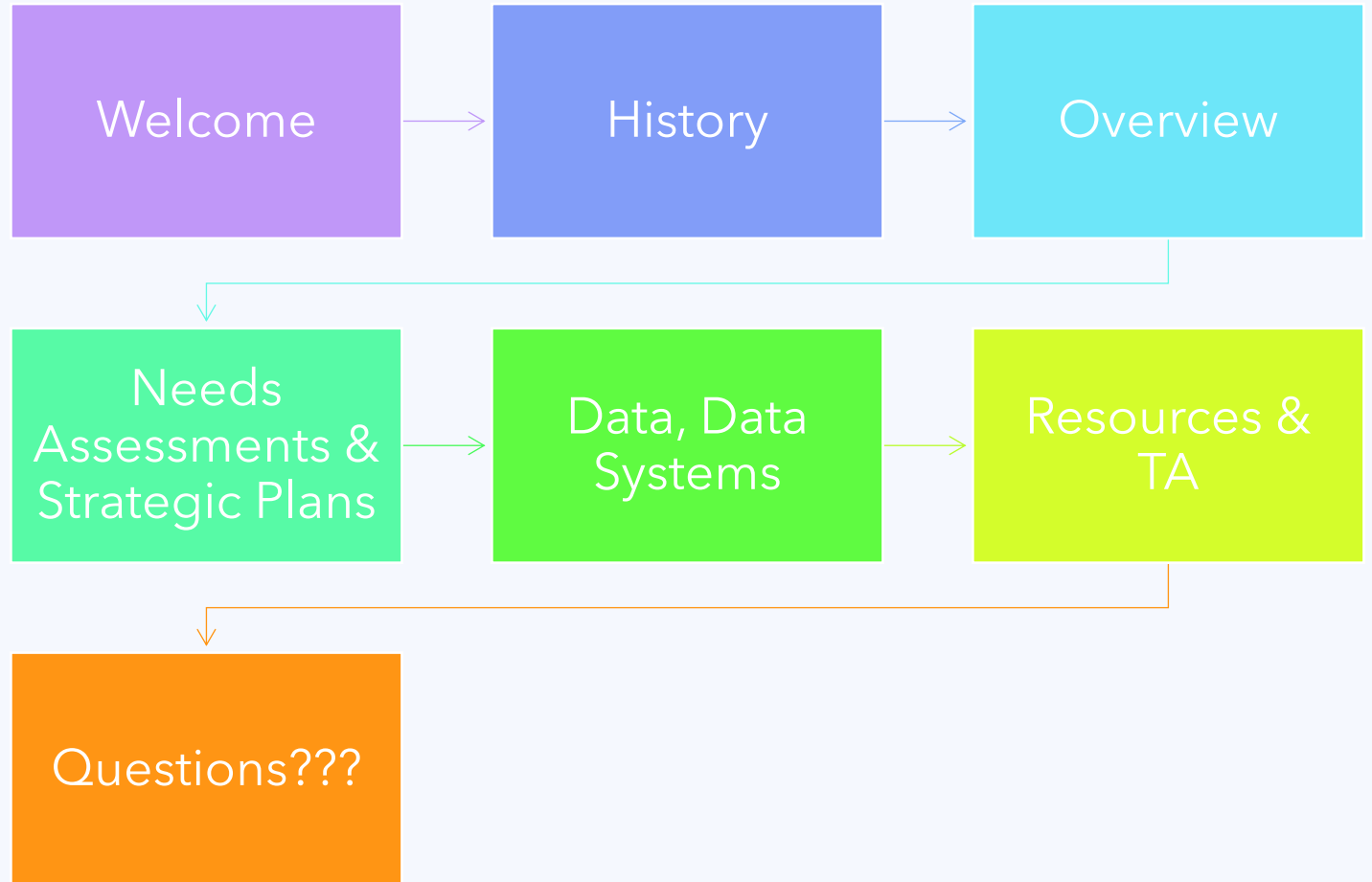
# Welcome

Please put your name and state in the chat

# History: About Us

- Early Learning Challenge Collaborative
- Early Head Start-Child Care Partnership (2014)
- PDG B-5 (2018)
- PDG B-5 (2019)
- PDG B-5 (2020)
- Federal Recovery & Stimulus Funds

We share the vision of an early childhood system including prenatal maternal health through the important K-3 years. We recognize that the social determinants of health are also the social determinants of education and must be addressed. We know that young children's healthy growth and development is deeply connected to the wellbeing of their families and communities. We help states increase awareness of and capacity to engage with the **whole child** in **whole families** and **communities** through **whole systems** work.

We seek to help states advance toward a vision of comprehensive, racially equitable early childhood systems that are inclusive and of high quality. Although we are always mindful of identifying for states ways to maximize points on grant applications, we do not encourage writing to the application, but rather, seek to assist states to write to their vision and values and see the grant or other opportunity as a funding stream that helps them take steps toward achieving the vision.

# Who We Are

AllianceforEarlySuccessBUILDCLASPChildren'sFundingProjectFFYFStartEarlyNewAmericaChildTrendsHuntInstituteUrbanInstitueBankStreet EDCNHSAEducationCounselNAEYCNIEERNASBEFirstChildren'sFinanceBUILDCLASPChildren'sFundingProjectFFYFStartEarlyNewAmericaP 5FSChildTrendsHuntInstituteUrbanInstituteBankStreetEDCNationalHeadStartAssociationEdCounselNAEYCNIEERNASBEFirstChildren'sFinan ceCLASPChildren'sFundingProjectFFYFP5FSStartEarlyNewAmericaChildTrendsHuntInstituteUrbanInstituteBankStreetAllianceforEarlySucces sBUILDCLASPChildren'sFundingProjectFFYFStartEarlyNewAmericaChildTrendsHuntInstituteUrbanInstitueBankStreetEDCNHSAEducationCo unselNAEYCNIEERNASBEFirstChildren'sFinanceBUILDCLASPChildren'sFundingProjectFFYFStartEarlyNewAmericaP5FSChildTrendsHuntInst ituteUrbanInstituteBankStreetEDCNationalHeadStartAssociationEdCounselNAEYCNIEERNASBEFirstChildren'sFinanceCLASPChildren'sFund 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# What We Heard: Who You Are

From 44 states, DC, and 2 US Territories

Of the 230 webinar registrants who indicated your race/ethnicity:

- 63% White
- 22% African American/Black
- 7% Latino/a/e
- 3% Asian American
- 3% American Indian or Alaskan Native
- 2% Other

# What We Heard: Your PDG B-5 Role

# Overview

Issued 09/13/22 – Due 11/07/22

ACF announced $266 million in PDG B-5 grants for states and territories

10 one-year planning grants of $500,000 to $4 million

24 three-year renewal grants of $500,000 to $16 million

# Overview (continued)

**Planning Grants (10)**

- American Samoa, South Dakota, Tennessee, & West Virginia

- Alabama, California, Colorado, Connecticut, Florida, Georgia, Illinois, Kansas, Louisiana, Maryland, Michigan, Minnesota, Missouri, Nebraska, New Hampshire, New Jersey, New York, North Carolina, Oregon, Rhode Island, South Carolina, Virginia, and Washington.

**Renewal Grants (24)**

- Alaska, Arizona, Arkansas, Northern Mariana Islands, Delaware, District of Columbia, Hawaii, Indiana, Idaho, Iowa, Kentucky, Maine, Massachusetts, Mississippi, Montana, Nevada, New Mexico, North Dakota, Ohio, Oklahoma, Pennsylvania, Texas, Virgin Islands, Utah, and Vermont.

# Grant Goals

| | |
|---|---|
| **Coordinate** | Coordinate early care and learning programs and services |
| **Help** | Help child from low-income families enter kindergarten prepared and ready to succeed in school |
| **Improve** | Improve transitions from ECE settings to K-12 |

# Focus

The changing needs of children and families created or exacerbated by COVID.

Children & families need safe and supportive environments that promote child development & access to high-quality programs that meet families' unique logistical, linguistic, cultural, and financial needs.

Strengthen the ECCE workforce.

Support systems that attract, prepare, support, and retain a qualified, diverse workforce across settings and programs!

# So, What's Different?

Workforce, Workforce, Workforce!

Not as pointed a focus on infants & toddlers but woven throughout.

An emphasis on having states focus on what the pandemic laid bare.

# Some of our Advice

**Focus on**
- The Workforce!

**Be**
- Bold!

**Take**
- Successful pilots and spread them.

**Keep**
- Doing good things; use this money to sustain efforts.

**Use**
- If you are getting planning money, use it in ways that build toward implementation next year.

# Build
## INITIATIVE
### Strong Foundations For Our Youngest Children

THE | **POLICY EQUITY** | GROUP
EMPOWERING THE SOCIALLY CONSCIOUS

## Table of contents:

Find the application here: https://ami.grantsolutions.gov/HHS-2018-ACF-OCC-TP-1379

## Writing a *Preschool Development Grant Birth through Five* Application that Will Continue State Progress toward Greater System Efficiency, Higher Program Quality, and Improved Child Outcomes:

An Application Guide[1]
September 2018

*Jeffrey Capizzano*          *Harriet Dichter*
*Policy Equity Group, LLC*   *BUILD Initiative*

## Introduction

No one knows better than a state administrator how difficult it is to coordinate federal and state early childhood programs. State early childhood administrators—often housed in different agencies—have responsibility for numerous programs designed to support young children and their families. These programs frequently have different program goals, eligibility criteria, and standards, which makes coordination exceptionally difficult. In some cases—as with the federal Head Start program—state administrators have little control over the program, creating an additional set of coordination challenges. In contrast, other programs, like the Maternal, Infant, and Early Childhood Home Visiting (MIECHV) Program, give states greater control and flexibility over the delivery of services. These differences across programs

LINK: https://buildinitiative.org/wp-content/uploads/2021/06/PDG_GuidanceFinal.pdf

Figure 1. Alignment of Approach Steps to the FOA Sections

**Approach Steps**

**Step 1:** Define terms/Describe state system

**Step 2:** Create a vision/logic model/ state level goals

**Step 3:** Use goals and logic model to generate questions for needs assessment

**Step 4:** Incorporate the input and perspectives of families into system planning

**Step 5:** Outline a strategic planning approach

**Step 6:** Highlight the state's training and technical assistance system and describe quality improvement activities

**Step 7:** Reflect on the organizational capacity of the agencies involved

**Step 8:** Create a timeline, budget, and sustainability plan

**Step 9:** Create a program performance evaluation plan

**FOA Sections**

**Activity 1:** B-5 Needs Assessment

**Activity 2:** B-5 Strategic Plan

**Activity 3:** Maximizing Parent Knowledge and Choice

**Activity 4:** Sharing Best Practices

**Activity 5:** Improving Overall Quality

Organizational Capacity and Management

State B-5 Mixed Delivery Description and Vision Statement

Timeline

Program Performance Evaluation Plan

Logic Model

Sustainability Plan

Budget and Budget Justification

OCTOBER 2019

**Preparing the Preschool Development Grant Birth through Five (PDG B-5) Renewal Application**

Insights and Recommendations Based on an Analysis of the Initial Applications

Jeffrey Capizzano, Melissa Dahlin, Soumya Bhat, Felisa Concepcion, and Brian Kim | **Policy Equity Group, LLC**

LINK: https://policyequity.com/wp-content/uploads/2020/08/Preparing-the-Preschool-Development-Grant-Birth-through-Five-PDG-B-5-Renewal-Application-Insights-and-Recommendations-Based-on-an-Analysis-of-the-Initial-Applications.pdf

# Needs Assessment: Understanding ECE Systems in 2022 and Beyond

**COVID-19**: How has the pandemic changed providers, parents, and children?

**Federal COVID-19 relief funding**: How was the money used and what can we learn from what was funded?

**Equity:** What have we learned about the structural issues within state ECE systems that perpetuate inequities for providers, parents, and children?

**\*Think about the potential for future capacity-building funding in CCDBG reauthorization.**

# Needs Assessment: Questions on the Impact of COVID-19

- **System Capacity:** Decline in number of ECE workers; Differences by geography and ages served; Facilities needs assessment

  [FLICCA 4.1 | Anita Zucker Center (ufl.edu)](ufl.edu)

- **Parental work and child care decisions:** How are parents working differently? How are they choosing care differently?

- **Impact of child care capacity on the business community:** Understanding of child care on business productivity

- **Impact on children:** Impact on mental health/connecting to other adults

# Needs Assessment: Questions on Federal COVID-19 Funding

- **Allocation:** Who received the funding and why? Did the allocation formulas produce an equitable distribution geographically, by provider type, etc.? Impact of allocation methods on who received the funding and lessons learned.

- **Take-up:** When eligibility thresholds increased, did the newly eligible take up the subsidy? Did increased subsidy reimbursement increase provider participation in the subsidy program?

- **Impact:** What are the impacts of state changes among those who participated? What is the best way to increase provider wages? Did the retention bonuses work, for example?

# Needs Assessment: Questions/ Methods from an Equity Lens

- **Barriers to participation for providers and parents:** Administrative, language, transportation, technological barriers

- **Who are your "institutions of trust"?:** Those on the ground that can be leveraged to support information dissemination and gather input?

- **Innovations in engaging stakeholders:** Human-centered design; dialogue circles; process mapping

# Needs Assessment considerations specific to the workforce

- **Wage comparability study:** How do the wages of child care providers compare to other sectors that require similar degrees or credentials?

- **Workforce survey:** Wages and benefits; Stress level, workplace culture and morale, PD needed, difficulty paying bills, plan to be in the field in the next five years?

- **Higher-education/PD inventory:** How well does higher education coursework and PD offerings align to workforce competencies

- **Leadership survey:** Who are your state's ECE leaders? How diverse are they? Will they still be in the field in five years?
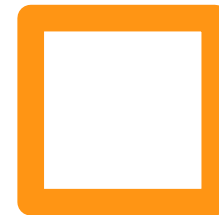
# Considerations for the strategic planning section

- **Replicate Needs Assessment methodology:** Circle back to stakeholders, this is what we heard/found and this is what we feel needs to change in the current SP (focus groups become strategic planning teams)

- **Provide template for strategic plan organized by state's vision:** (Vision area and goal)

- **Make the case for fidelity of implementation of the strategic plan:** Stakeholder buy-in, adequate state capacity, clear communication of plan, monitoring of plan progress

Vision for Grant

Goals

Activities

Consistent w/ Kerwin Commission...

Healthy Body → ↓BMI → ?

Clear Mind → ↑SE → ↓MH

Knowledge + Skills → KRA Lite

Family Resources → FE Framework

Prenatal → FSS

CACFP Participation ↑ How?

Awareness @ Health

Judy Centers :

MH Consultatn
ACES Trainin

Funding to Local ECACs

4 year-old Curriculum + Supp & Families...

EXCELS Participation → Oct-Oct 19 Offer Bonuses... to incent TA

Family Engagemt Website

WIDA EC Consortium PD for providers

Learning Party

MPI Strengthening Families

Access 4 Non-English Speaking Families

Pilot - Waterford (w/ OURA) / Home School...

State

ECACS

Title I Schools → July    Judy

Prepare

Grants to ECAC to follow (Implemental Plans)
PDG Model...

Own Need
- Strategic plan
- Training

County

Community Expansion

IDEA
CACFP
CCDBG
Head Start
WIC
Medicaid

FARM

Aggregation + Distribution
· Comm Market
· Global Kitch

Resources
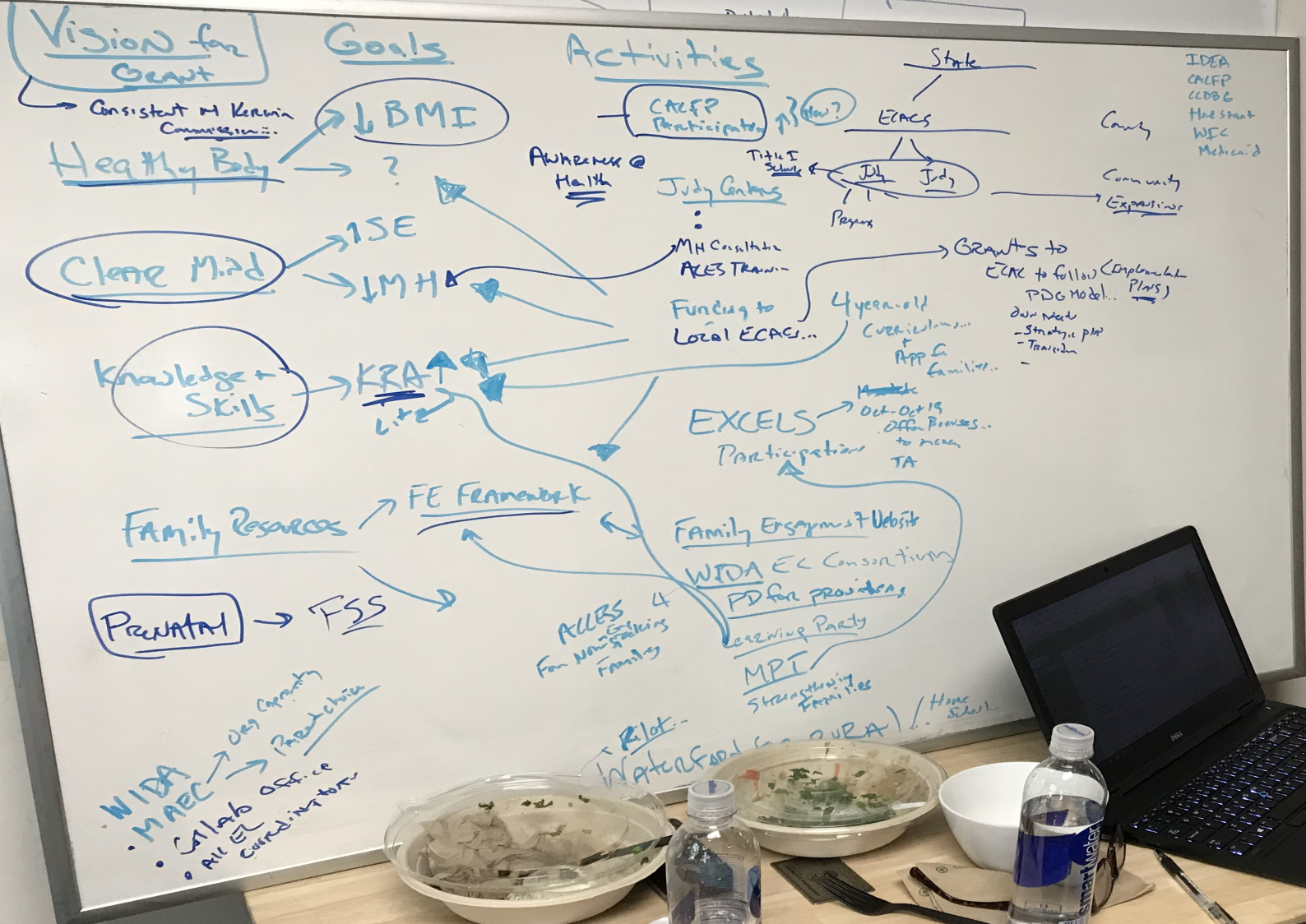
WIDA
· MAEC → Org Capacity → Parent choice
· Collab Office
· All EL Coordinators
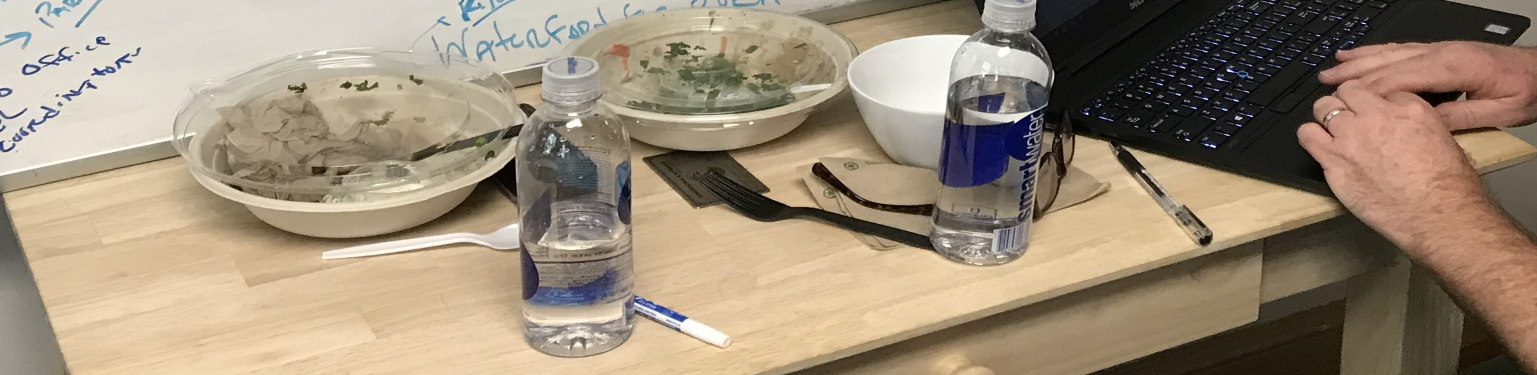
# Using data to inform strategic planning and systems integration

## September 28, 2022

Presentation by
**Carlise King & Dale Richards**

**The Early Childhood DATA Collaborative**

# Key data considerations for PDG planning and renewal grants

1. Conduct needs assessment to inform strategic planning
2. Document how COVID-19 has impacted systems
3. Identify and combat inequity
4. Target implementation to serve high-need communities
5. Identify effective models and/or programs
6. Assess and track of state goals (e.g., access, quality, equity, prevention, progress)
7. Use longitudinal data to track trends over time; focus on progress versus snapshots

# Connecting Early Childhood Data About Young Children, Families, Programs, and Workforce
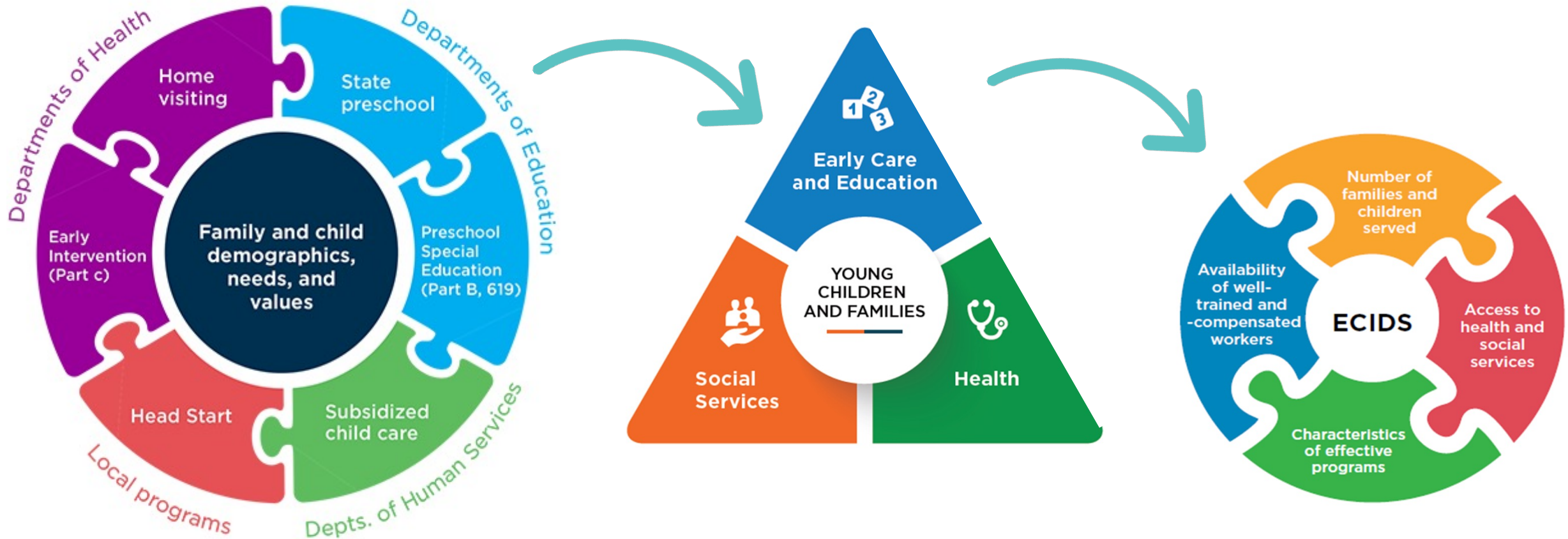
# Using Workforce Data to Create Equitable Workforce Systems

**Build the ECE workforce pipeline**

**Support language accessibility for educators and families**

**Achieve compensation parity for ECE workers**

**Access to professional development and financial assistance resources**

**Support ECE educators along career pathways**
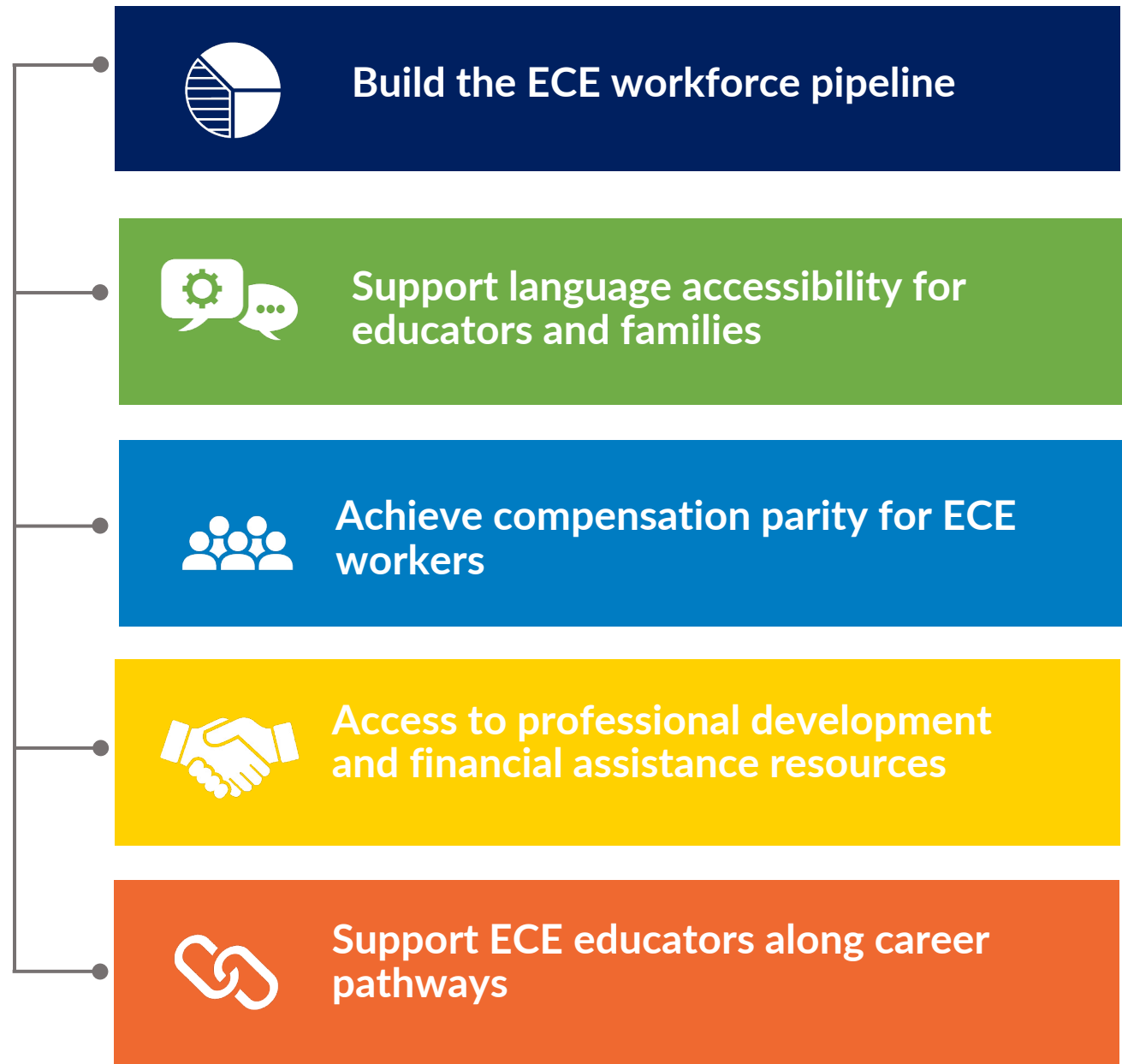
# Strategies to center equity in data use

**The Early Childhood DATA Collaborative**

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| Prioritize equity-driven questions to guide data integration efforts | Engage and empower stakeholders in data decisions | Maximize benefits and reduce harm of data use for families and providers | Use more than one type of evidence to improve equity | Communicate and share data equitably |

# Guiding policy questions to center equity

| Children | |
|---|---|
| | 1. Do **ECE systems** support <u>all</u> *children's development* for success at school entry and beyond? |

| Programs | |
|---|---|
| | 2. Are **ECE programs** *easily accessible and designed to meet* <u>all</u> *children and families needs?* |
| | 3. Is the number of **ECE programs** *increasing* or *decreasing*? |
| | 4. Which **ECE program characteristics and policies** *elevate the strengths and address the needs* of <u>all</u> children and families? |

| Workforce | |
|---|---|
| | 5. Do <u>all</u> **ECE educators,** have opportunities to grow, strengthen, and apply their professional skills, to meet the needs of <u>all</u> children? |
| | 6. What **policies and investments** equitably lead to a skilled and stable early childhood workforce? |

# Important components of data coordination and use

The Early Childhood
DATA
Collaborative

| Data governance structure and representation | Data sharing agreements | Data request processes |
| --- | --- | --- |
| Dedicated staff or a data coordinator | Dedicated funding to support sustainability | Ongoing stakeholder engagement |

# Technical components of data coordination and use

- Development of unique identifiers or a matching strategy
- A process to align data through data exchange standards or common data definitions
- A mechanism to support data interoperability
- Tools to support data accessibility (e.g., role-based access)
- Reporting and dissemination of data
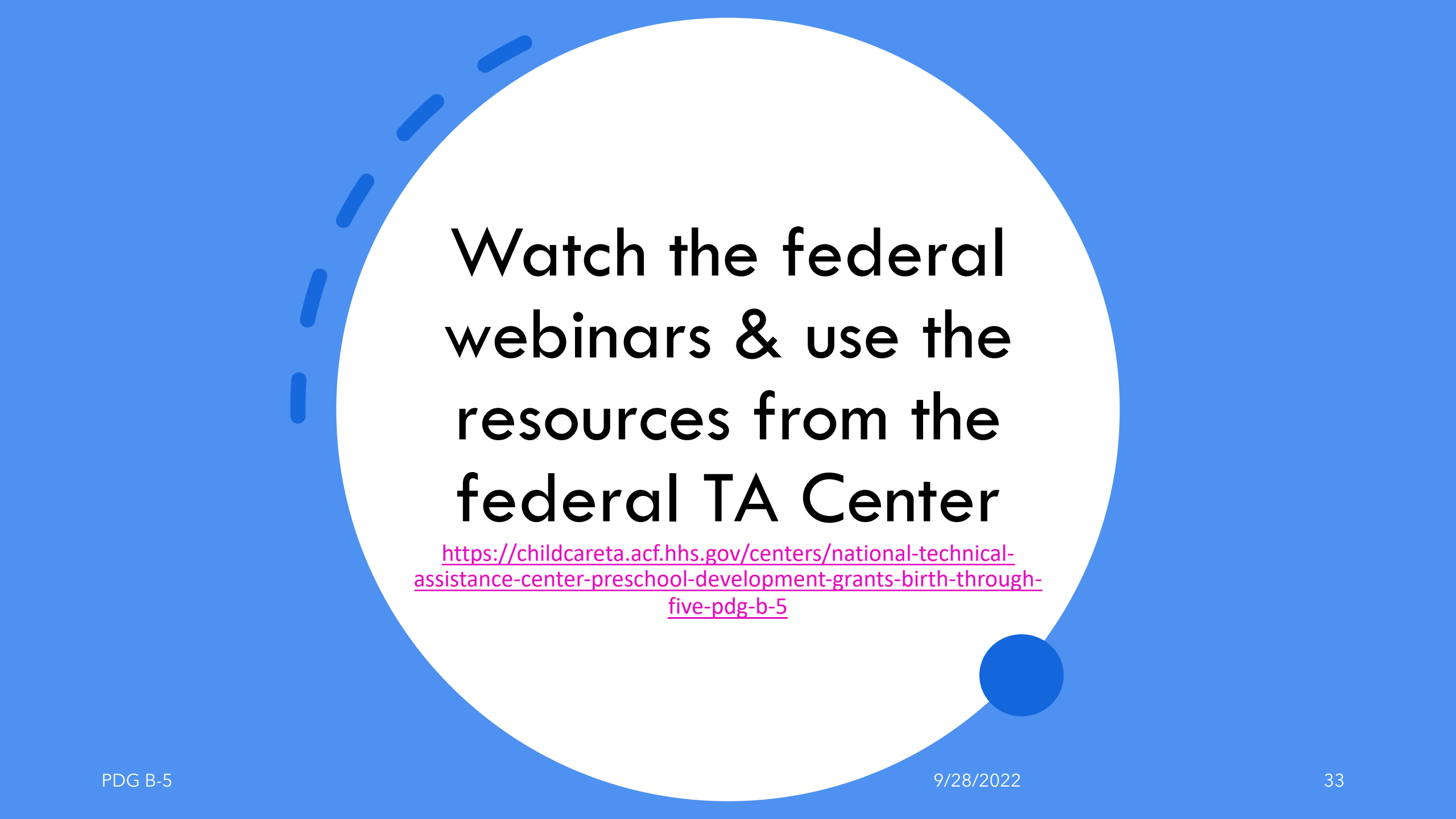- Data security systems and protocols (including data privacy policies)

# Resources & TA

Offers:

1) Application reviews for any state or territory—two reviewers per state or territory

2) Consultations with subject-matter experts

3) Resources aligned with FOA sections at https://bit.ly/PDGB5RESOURCES

# Watch the federal webinars & use the resources from the federal TA Center

https://childcareta.acf.hhs.gov/centers/national-technical-assistance-center-preschool-development-grants-birth-through-five-pdg-b-5

# Questions

# THANK YOU!