



What is meant by “B-3 work?”

The following areas comprise an aligned B-3 continuum:

1. **Community partnerships:** to strengthen education, supports and services for children and families from early childhood programs into early elementary settings
2. **Comprehensive services:** including assistance in obtaining health, mental health and dental services, nutrition services and education, and linkages to other community services
3. **Family Engagement & Parent Leadership:** schools and engaged families partner in children’s formal education such as school-parent communication about school programs and students’ progress, involving parents in school decision-making and school-community collaborations
4. **Supported Transitions:** increased access to early childhood programs and smooth transitions that focus on the continuum provided to each child and sustain gains into the early grades
5. **Joint Professional development:** to ensure highly-effective teaching staff whose professional development is aligned from birth through third grade and is grounded in child development and effective instructional practices
6. **Aligned Curriculum and Instruction:** to represent a coherent system with shared expectations for student growth and a focus on both academic and social-emotional skills, support a wide range of development, and are reflective of children’s families and cultures
7. **Aligned Assessments:** sharing assessment practices and data across the full early childhood continuum with particular focus on the implementation of the KIDS
8. **Data-driven improvement:** using meaningful child-based assessments and program data to drive instruction, identify achievement gaps, allocate resources, and determine areas for professional development



Summary of RFP Narratives

- The RFP rubrics should be closely followed.
- When considering ways to **ensure your communities B-3 Pipeline is present in your narrative**, the following is a summary of tips that are intersections with the outlined B-3 Strategies.
- Responses from the presented questions and suggested content should be considered for inclusion.

B-3 Continuity Project

PROPOSAL ABSTRACT

- Where applicable, ensure that inclusive language of the B-3 Continuum is included.
 - Consider touchpoints along continuum (Birth to Age 8)
 - Are there intersections of your services that are enhanced by collaboration?

PROJECT NEED

- Have conversations been held to agree upon community needs?
 - Are there established and agreed upon at-risk factors?
 - What process was used to determine community needs? Where community partners involved?



Illinois Birth through Third Grade (B-3) Continuity Program B-3 Overview & Tips for How to Including B-3 in Grant Narratives

POPULATIONS TO BE SERVED

- Effective Community Outreach requires collaboration
- Consider what community providers also serve targeted families, how are these stakeholders working together

SCREENING PROCESS

- “Conducted on a community-wide basis” - consider ways that stakeholders are working together
- Describe how existing pipeline works
 - Are consistent tools used between providers?
 - Needs of children should be holistically be considered

APPROPRIATE EDUCATIONAL PROGRAM

- Show “collaboration with other services and resources available in the community”
 - Review B-3 strategies for alignment
 - How is development of the *whole child* supported?
- Does your mission statement reflect student inclusion and community supports?
- Show alignment with Early Learning & Development Standards
- What efforts exist to support alignment of curriculum, instruction and assessments both vertically and horizontally? (articulation across grades, buildings and programs)

PARENT EDUCATION & INVOLVEMENT

- Consideration of comprehensive services available to meet identified family needs
 - What referral/pipeline (Birth to Age 8) connections exist?
 - How do partnerships move beyond MOU’s to support families
- Transitions are critical - supports to both children and families
- Are conversations between different settings, ages and grades to ensure consistency for families?
- What structures exist to ensure that parents are included in program planning and leadership?

COMMUNITY COLLABORATION

- Tie together collaborative partners from across different narratives - highlight any local collaboration
- Are there community goals set for Kindergarten Readiness or Early Childhood?
- When applicable, provide examples beyond an MOU - how do regular community, coordination of services & joint activities occur?
- What does the pipeline (Birth-3rd Grade) of services look like - including outreach, intake and transitions?
- Are any relationships bi-directional?

PROFESSIONAL DEVELOPMENT

- Grounded child development & effective instructional practices
- Aligned from birth-to-third grade (educators learning with those above and below them)
- Reflective of children & families cultures
- Partnerships across schools and community-based programs

EVALUATION

- Consider ways that Developmentally Appropriate Practices can enhance assessments
- Are you utilizing KIDS to its full capacity?
- How do your assessment practices reflect children and families’ cultures as well as native languages?
- Ensure that family participation is reflected