



# Smart Start Child Care

Ad Hoc Advisory Committee Meeting #20

**February 7, 2025**

## GOALS

- Share data from Round 1 Smart Start Workforce Grant applications
- Discuss how implementation in Round 1 aligns with the goals and guiding principles for Smart Start Workforce Grants and suggest areas of improvement



## AGENDA

- Welcome and introductions
- Smart Start Quality Support Program status update
- Smart Start Workforce Grants Round 1 implementation data
  - Discussion
- Public comment

## Public Comment Instructions

- We set aside dedicated time for public comment at the end of the meeting.
- If you would like to provide public comment, please send a private chat to Trinita Winston. We will take comments in the order Trinita receives the names.

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# General Updates



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Build **understanding and alignment** on strategic intent and goals



Provide **input and feedback** throughout the design process



**Review and pressure-test** relevant cost analyses, potential policy options, and administrative options

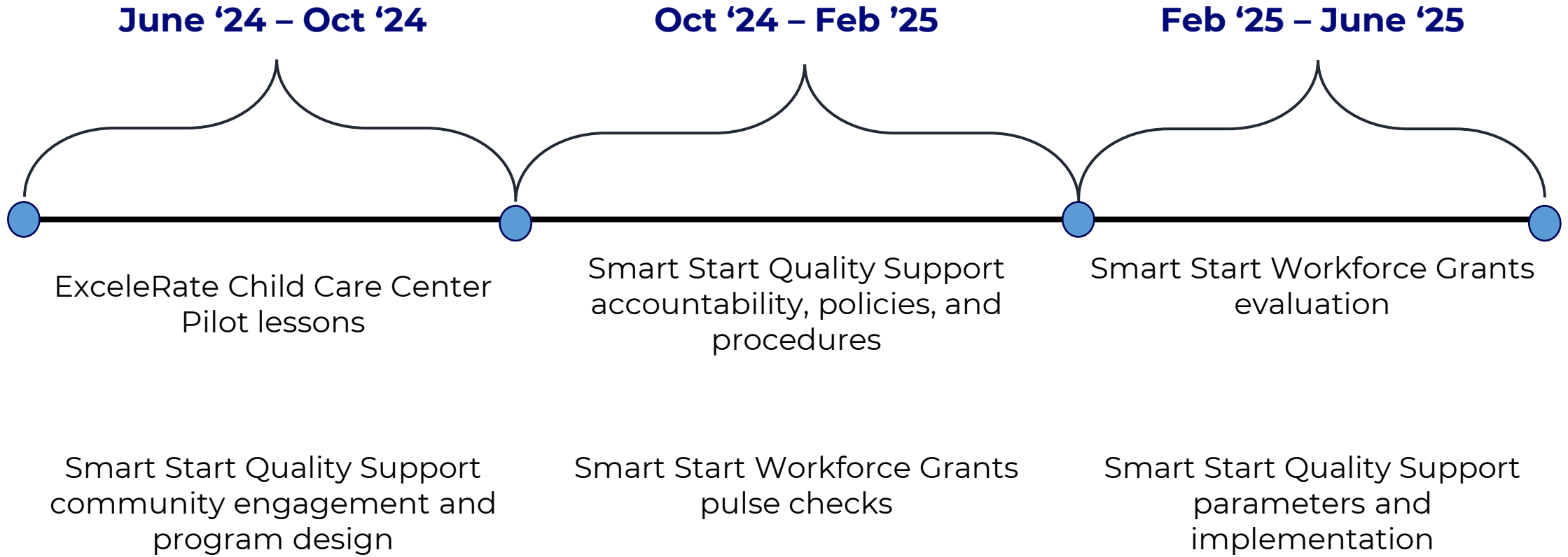


Surface any **potential risks and opportunities**



Support overall plan development and to **champion it among stakeholder groups**

# A year of planning year for Smart Start Quality Support Program expansion





## Common Themes

- Participants agreed that the proposed Smart Start Quality Support (SSQS) wage scale supports improving quality but offered suggestions for specific changes, including enhancing the add-on amount for the bilingual and other specialized credentials.
- Participants discussed the tradeoffs involved with several SSQS eligibility scenarios and shared ideas about other ways to prioritize programs for participation.
- Participants weighed in on accountability principles and measures of success for SSQS, with suggestions of how to evaluate the child care environment, leadership and culture, family engagement and child growth.

## Questions and Concerns

- Participants asked questions about Smart Start Workforce Grants (SSWG) Implementation and impact of eligibility criteria and classroom-based funding.
- Participants raised concerns about proposed eligibility parameters for SSQS.
- Participants shared that family child care (FCC) homes face unique barriers in the SSQS framework because of limited time and resources to engage in professional development, coaching, and credential attainment.
- Participants also shared that accountability measures for FCC will need to address the unique context of FCC providers.
- Participants asked about funding availability in FY 26 and implications for SSQS.



# Smart Start Quality Support

Status update



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## Planning for the potential expansion of the Quality Support Program has involved community engagement

### What we've done so far

- Community engagement to inform future expansion/program design:
  - Focus groups (172 participants, across settings and roles)
  - Ad hoc advisory council meetings (August, September, October, November)
  - SSQS Wage scale feedback session
  - FCC provider interview

### Gaps

- Deeper engagement with FCC providers to inform FCC program design

### Next steps

- Integrate feedback into expansion design for centers
- Create design opportunities for FCC providers
- Continue learning from current SSQS participating programs
- Focus on cost model and CQI programming

# Smart Start Workforce Grants

Year 1: Mid-point Implementation Pulse-check  
February 2024



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## SSWG Pulse-check section overview

- Smart Start Workforce Grants purpose and goals
  - Data sources and limitations
- Impact stories
- Meeting program goals:
  - Maximizing program reach, within budget
  - Serving ELC priority populations
  - Raising wages



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# SSWG Purpose and Goals



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The **PURPOSE** of Smart Start Workforce Grants is to support recruitment and retention of child care workers to expand access to and improve the quality of child care.

Supporting goals:

➤ **Raise wages for child care workers**

- Wages need to increase by at least \$2-\$3 per hour to help child care to better compete with other industries (targeting between \$17-\$19 per hour)

➤ **Stabilize the industry**

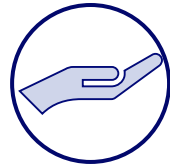
- Funding must be as stable and predictable as possible, available to all child care providers who are determined eligible
- Grants should reach a majority of the market to impact market dynamics

➤ **Expand the supply of child care, especially for children enrolled in the Child Care Assistance Program (CCAP)**

- Prioritize funding for providers participating in (CCAP)



## Guiding principles have informed Smart Start Workforce Grants decisions



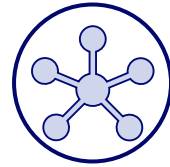
Decisions must be grounded in equity, **prioritizing programs with limited access to funding**



Decisions must be informed by child care providers and educators who stand to be most impacted by them



The program must **stay within the allocated budget and meet the Governor's stated goals**



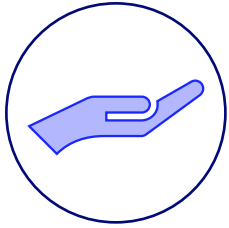
Grants should **maximize program reach** while also **setting a wage scale that creates competitive wages** for the field



Grants must provide eligible programs with enough funding to cover the costs associated with requirements



We recognize that we need to make decisions on a timeline with the best information we have



## Equity considerations informed Smart Start Workforce Grants decisions

- **Center children and families, especially the ELC priority populations, focusing on racial equity**
- **Focus on the needs and priorities of historically disenfranchised children and families, providers, workforce, and communities**
- Consider how our decisions may benefit or harm historically disenfranchised children and families, providers, workforce, and communities
- Seek the expertise and input from stakeholders already engaged with our historically disenfranchised children and families, providers, workforce, and communities
- Where possible, consider data that provides insight into the relative impact on historically disenfranchised children and families, providers, workforce, and communities



These guiding questions for evaluation are based on the Smart Start Workforce Grants purpose, goals, guiding principles and equity considerations.

### Program reach

- Did the Smart Start Workforce Grant program reach a maximum number of providers and stay within the budget?

### Serving priority populations

- Are Smart Start Workforce Grants reaching child care programs serving priority populations (as defined by the Early Learning Council), including members of the workforce who have been historically disenfranchised?

### Raising wages

- Are Smart Start Workforce Grants raising wages for the field?

## Sources

- Smart Start Workforce Grants Applications (Rounds 1 and 2)
- Participant satisfaction survey (January 2025)
- Gateways to Opportunity Professional Development Records

## Limitations

- Smart Start Workforce Grants Round 1 Reporting is not yet complete for analysis.
  - The reporting window closed January 31, but corrections and supplemental information will be accepted through February 14.

# Impact stories



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“It has helped to ease the cost of running a daycare, prices for everything associated with daycare has skyrocketed in price. **It has allowed me to remain open and provide good quality childcare**, without it I don’t know if I could continue to operate, would be a tough choice.”

-- Denise Allen, Pekin

“This has **helped us retain teachers** by increasing their pay. It also has given teachers **motivation to complete the CDA program** to become certified teachers. It has helped them financially and taken stress/worry off their shoulders. The teachers love their job and love teaching **but financial burden has always been a concern prior to this Grant.**”

-- Cadence Academy Preschool, East Peoria

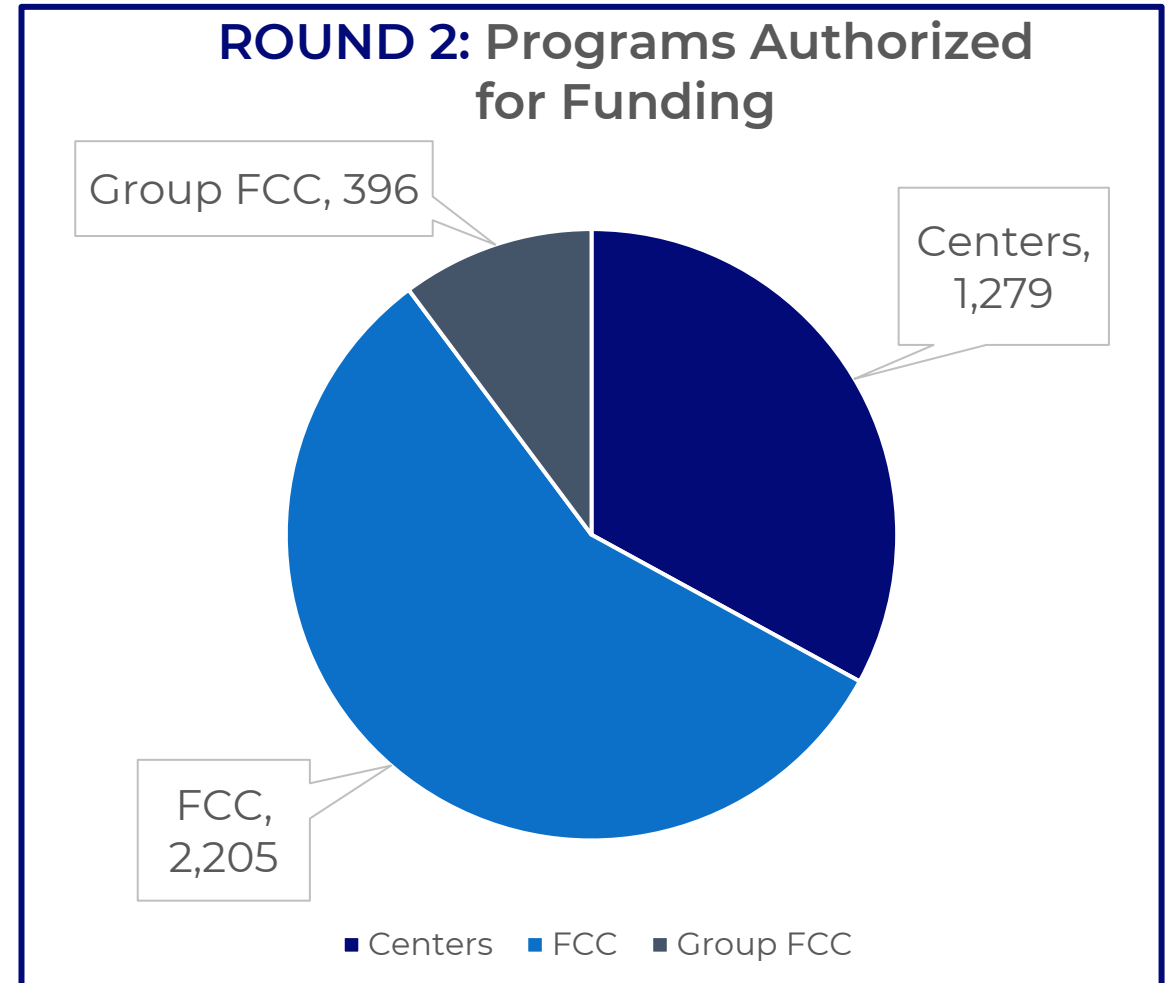
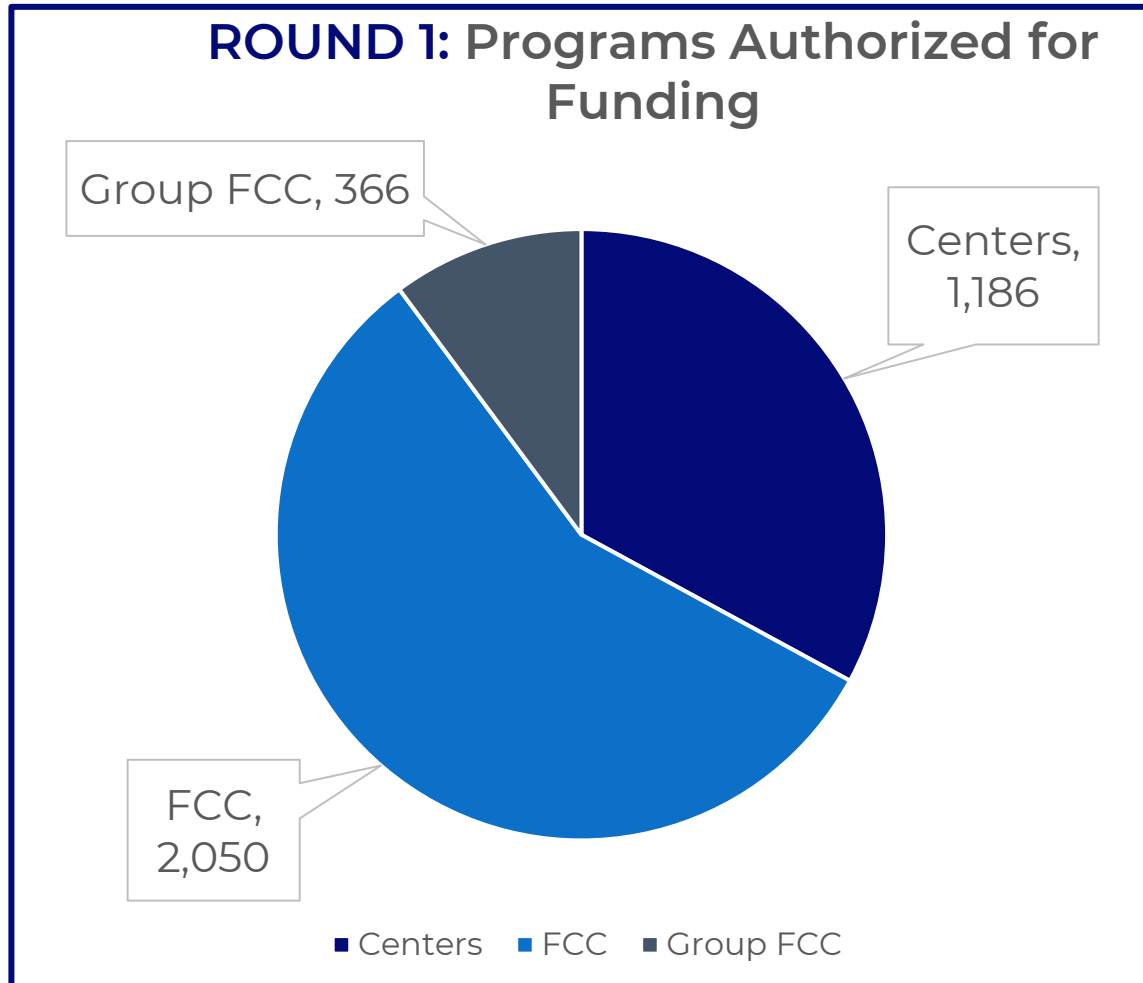
# Program reach

*Did the Smart Start Workforce Grant program reach a maximum number of providers and stay within the budget?*



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In Round 1, 3,604 programs were authorized for Smart Start Workforce Grants funding, growing in Round 2 to 3,880 programs.

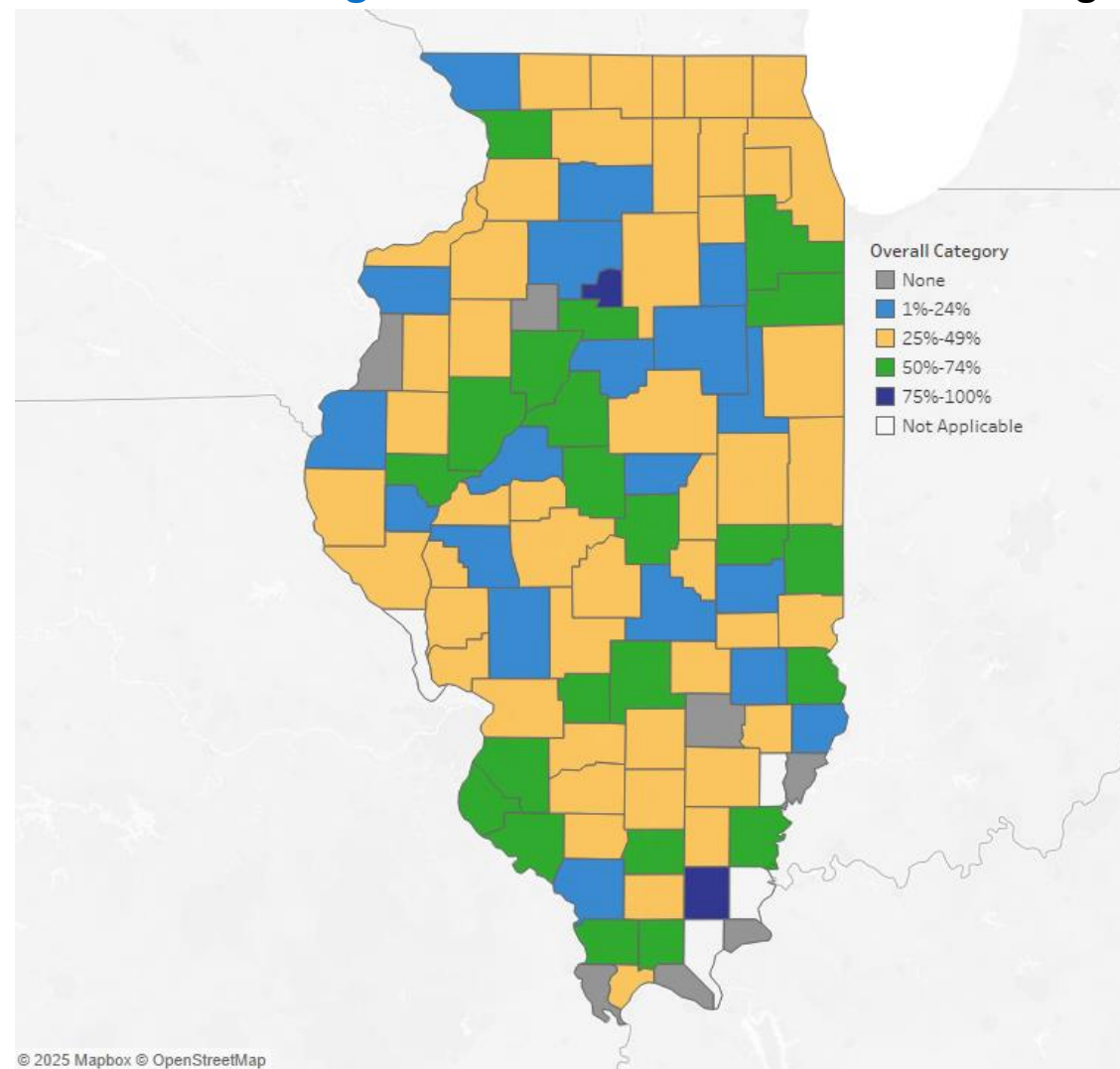


## Smart Start Workforce Grants serve nearly every community in Illinois, reaching 45% of all licensed programs in Round 1.

### Data notes:

- All licensed programs means the number of licensed providers on CCR&R database as of 11/19/24. Excludes providers if they were marked as any of the following:
  - Before/After School Only;
  - Head Start/Early Head Start Only;
  - Preschool for All Only;
  - Park/Recreation Only;
  - School Age Program

Round 1 Funded **Programs** as a Percent of All Licensed Programs

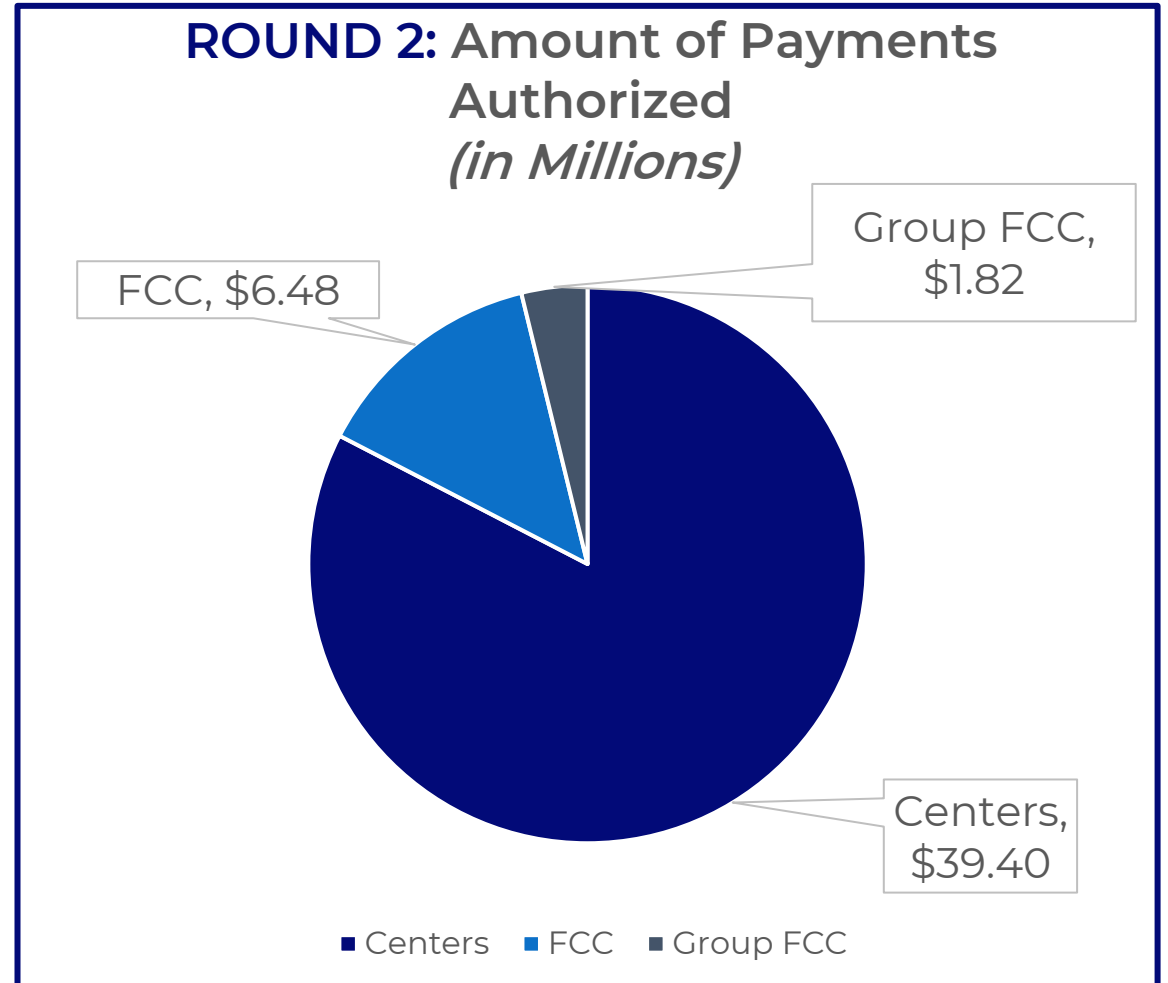
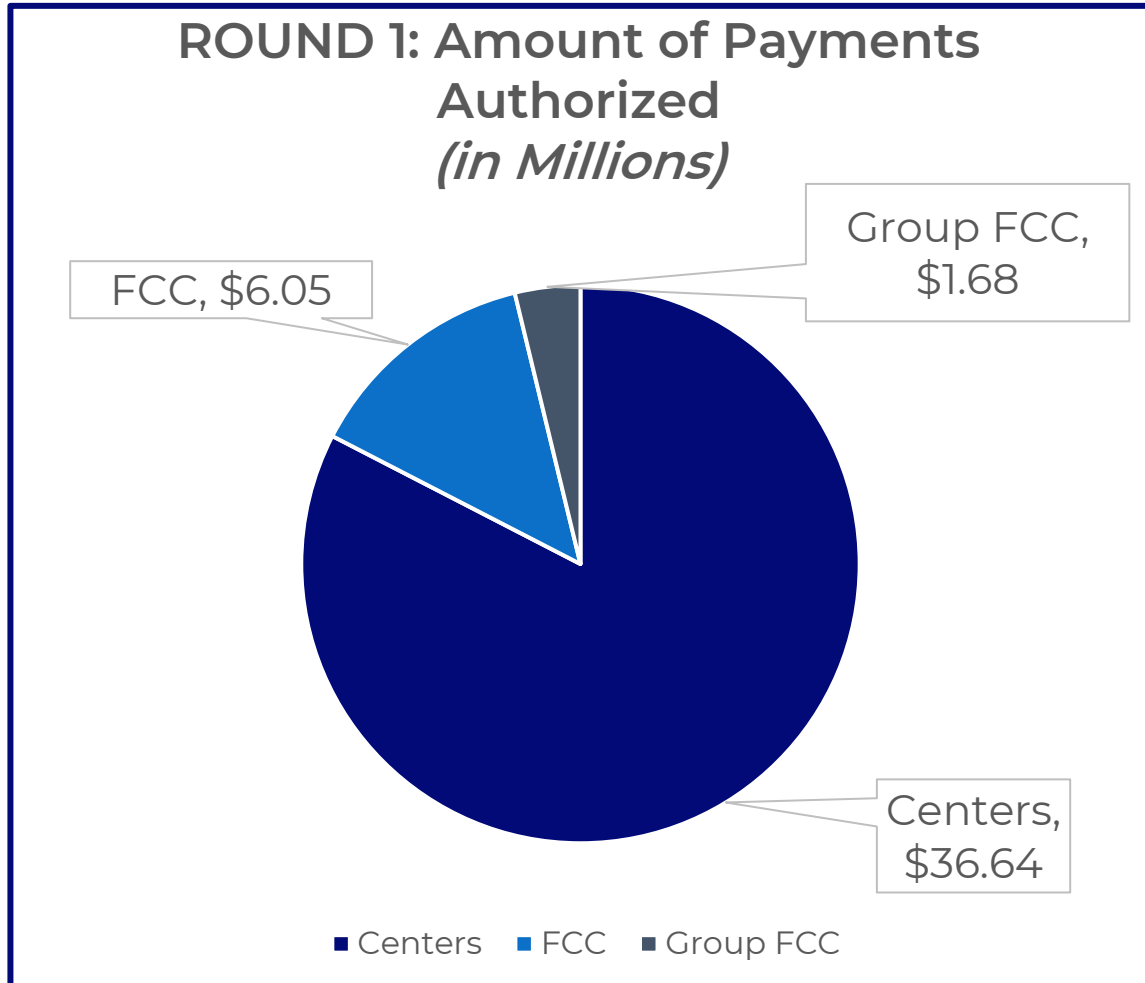


### Reach by program type

Centers	Family Child Care	Family Group Child Care
47%	43%	51%



Spending for Smart Start Workforce Grants is on target with budget projections, with \$44.37 million distributed in Round 1, and \$47.74 million in Round 2.



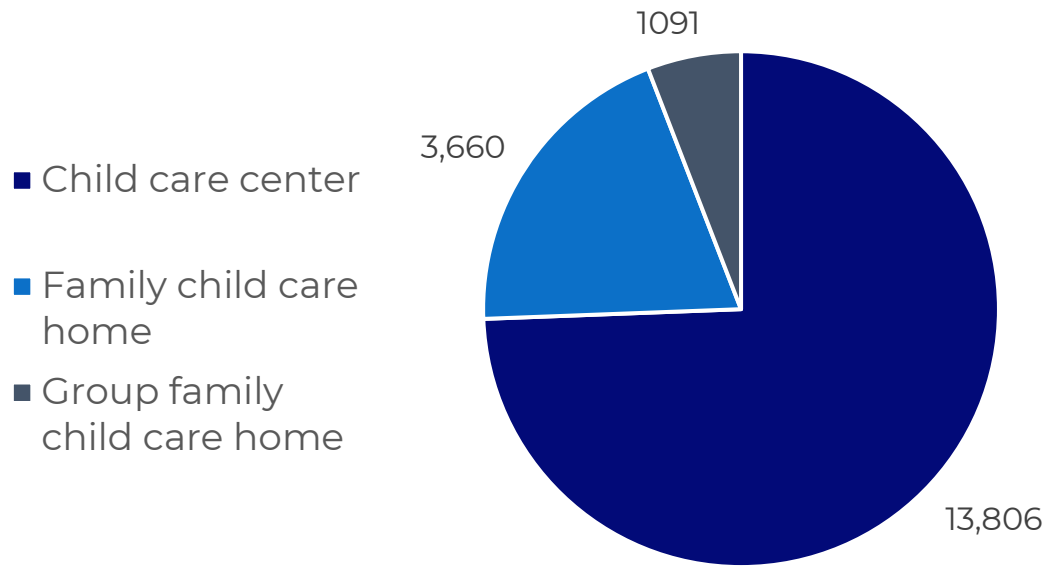
## Most eligible programs have been authorized for Smart Start Workforce Grants in Round 2

Program Type	Number of Licensed Programs (as of 2022)	Estimated Number of Eligible Programs*	Number of Programs Authorized for Funding in Rd. 2	Percent of Eligible Programs Authorized for Funding Rd. 2
Centers	2,243	1,389	1,279	92%
Homes	4,788	2,881	2,205	77%
Group Homes	674	516	396	77%

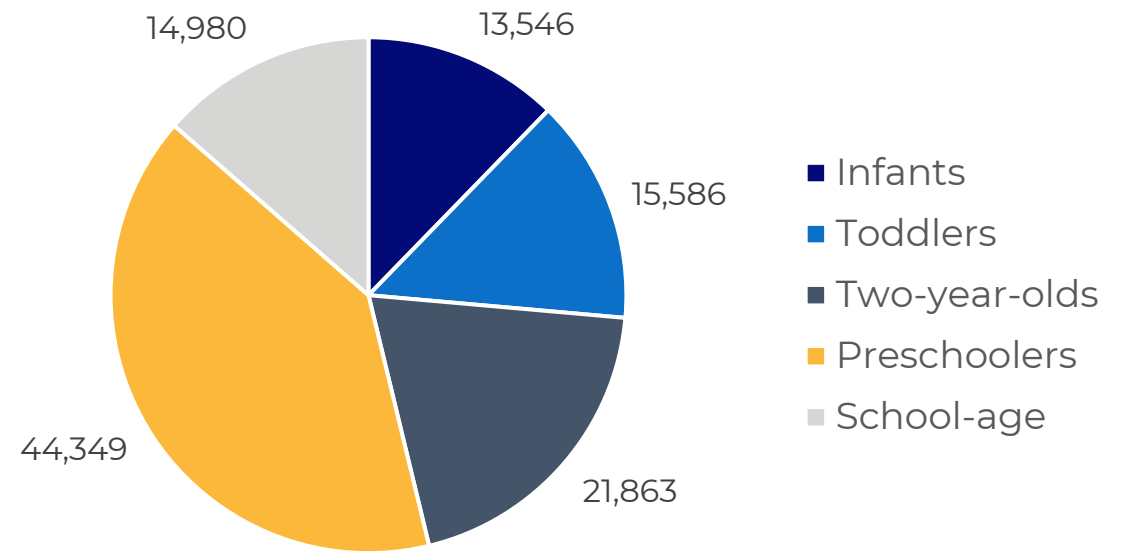
# Smart Start Workforce Grants Round 2 Highlights

**In Round 2, Smart Start Workforce Grants reached over 18,500 child care professionals, impacting over 110,000 children and their families.**

Over 18,500 professionals are receiving support for higher wages



Over 110,000 children have teachers receiving support for higher wages



### Targeted outreach and technical assistance from local experts helped providers successfully apply for and receive Smart Start Workforce Grants.

- Local Experts provided **4,336 hours of technical assistance** between May and October 2024
  - The average time spent per program was **44 minutes**
- Local Experts contacted 100% of eligible Smart Start Transition Grant recipients
  - Successfully **transitioned 85% of Round 4 Transition Grant recipients** to Smart Start Workforce Grants in Round 1, **exceeding the 80% goal**
- Local experts supported 55 information sessions
  - Information sessions **provided support for 544 providers, including 120 primarily Spanish-speaking** providers
- A technical assistance feedback survey demonstrated satisfaction with Local Expert support and resources, particularly for Spanish-speaking providers
  - 84% of respondents said they would utilize Local Expert TA again
  - **93.7% of Spanish-speaking providers surveyed would request Local Expert TA again**
  - When asked “How well did the technical assistance support answer your needs?” **Spanish-speaking providers gave an average of 4.7 out of 5 stars**

## Targeted support from local experts helped to increase successful applications between Round 1 and Round 2.

- The number of programs that applied but were not awarded funding dropped significantly across all program types between Round 1 and Round 2.
  - Round 1: 448 applicants not awarded
  - Round 2: 95 applicants not awarded
- 136 programs were awarded funds in Round 2 after unsuccessful Round 1 applications.
- Most programs that applied in both rounds but were not awarded funding did not submit the required information.

## Technical Assistance Success Story

Center in SDA 15 did not meet the CCAP eligibility requirement so could not apply for funding in Round 1.

Local expert and director discussed strategies to increase enrollment of children receiving CCAP.

Director worked hard to identify qualifying families and assisted families with applications.

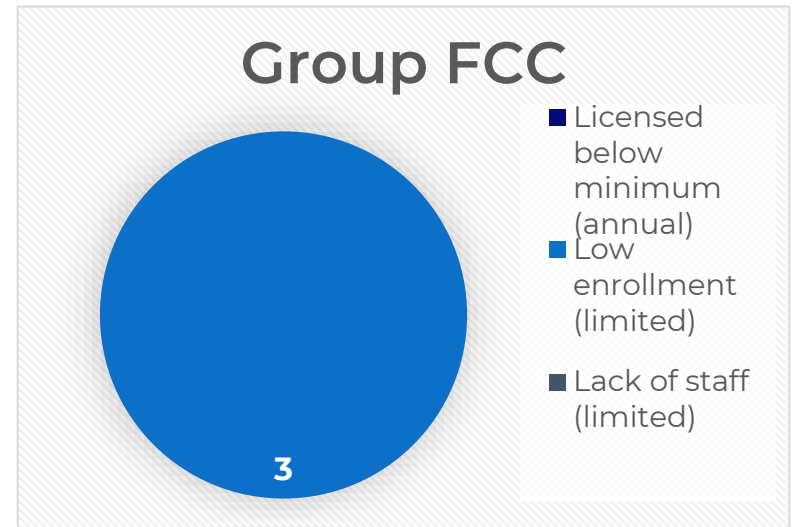
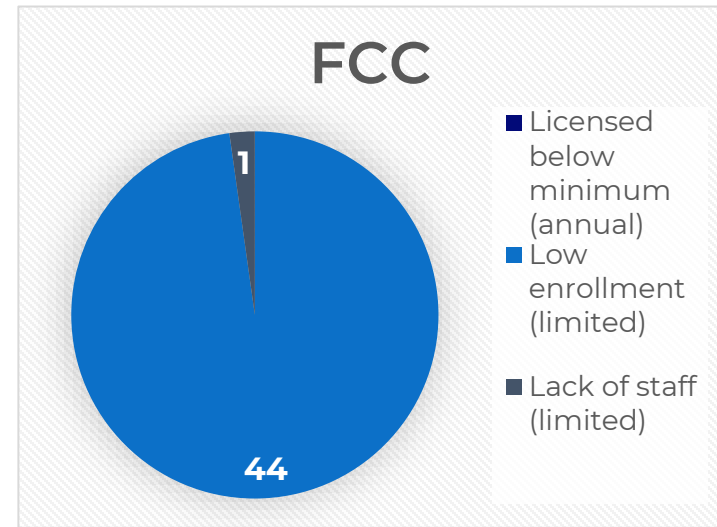
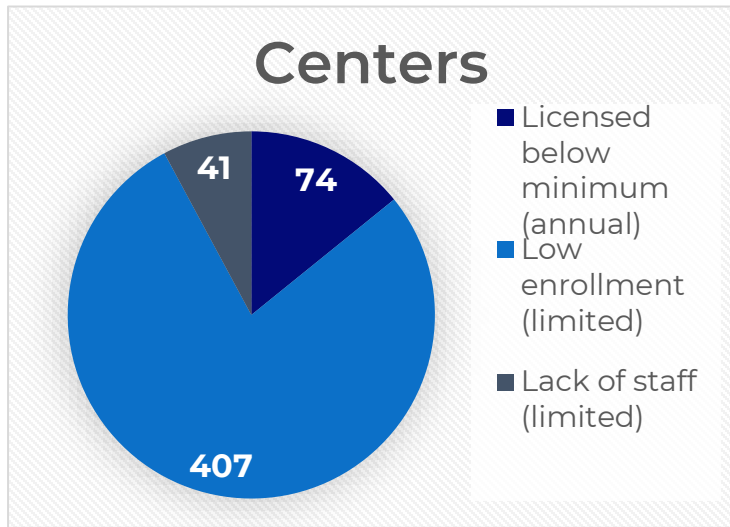
The program successfully met the CCAP eligibility requirement and was awarded funding in Round 2.

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Across all settings, the vast majority of waivers issued were temporary waivers due to low enrollment.



Waiver type	Number
Annual*	74
Limited – low enrollment	407
Limited – lack of staff	41
TOTAL	522

Waiver type	Number
Annual	0
Limited – low enrollment	44
Limited – lack of staff	1
TOTAL	45

Waiver type	Number
Annual	0
Limited – low enrollment	3
Limited – lack of staff	0
TOTAL	3

\*Annual waivers can be granted if the DCFS license is for fewer children than the classroom minimum



## Reflection and discussion – program reach

1. What stands out to you about these data points?
2. What resonates/makes sense?
3. What questions do you have about these data points?

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# Serving priority populations

*Are Smart Start Workforce Grants reaching child care programs serving ELC priority populations, including members of the workforce who have been historically disenfranchised?*



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Information about workforce educational attainment and race/ethnicity available through Gateways workforce registry can be compared to SSWG participants.

<b>Workforce identities who have been historically disenfranchised</b>	<b>Available data</b>
Limited access to education, especially post-secondary education	Gateways Registry – Gateways ECE credentials and degree attainment
Racial and ethnic identities including: <ul style="list-style-type: none"><li>• Black/African American</li><li>• Native American/Alaska Native</li><li>• Asian</li><li>• Hispanic/Latino</li><li>• multiracial</li><li>• Native Hawaiian or Pacific Islander</li></ul>	Gateways Registry – race and ethnicity

**Impacted providers – including teachers, assistant teachers, and FCC/FGCC providers – tend to have lower degree educational attainment but are more likely to have a Gateways ECE credential.**

Compared to all licensed **centers**...

- Lead teachers in Smart Start Workforce Grant classrooms have **lower education attainment** but are **slightly more likely to have a Gateways ECE credential**.
- Assistant teachers in Smart Start Workforce Grant classrooms have slightly **lower overall education attainment**

Compared to all licensed **FCC and FGCC homes**...

- FCC and FGCC provider/owners participating in Smart Start Workforce Grants are **more likely to have a Gateways ECE credential**.
- FCC and FGCC assistants participating in Smart Start Workforce Grants have **similar degree and Gateways credential attainment**.

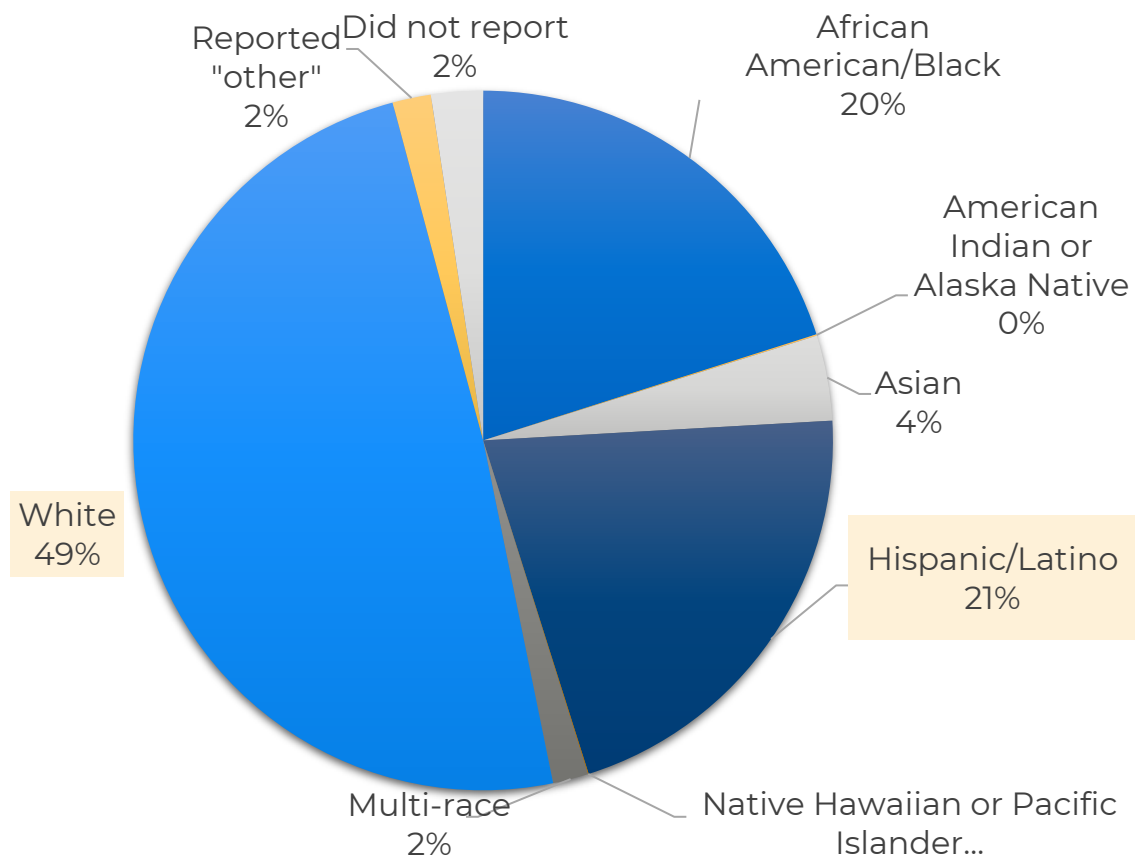
For example:

Gateways Credential - FCC and FGCC Providers		
	SSWG	All licensed FCC/FGCC
No Gateways ECE Credential	43.7%	57.9%
ECE Level 1	42.0%	33.0%
ECE Level 2	2.7%	1.5%
ECE Level 3	1.0%	0.3%
ECE Level 4	6.1%	4.6%
ECE Level 5	4.6%	2.6%
ECE Level 6	<0.1%	<0.1%
N	2,104	6,665

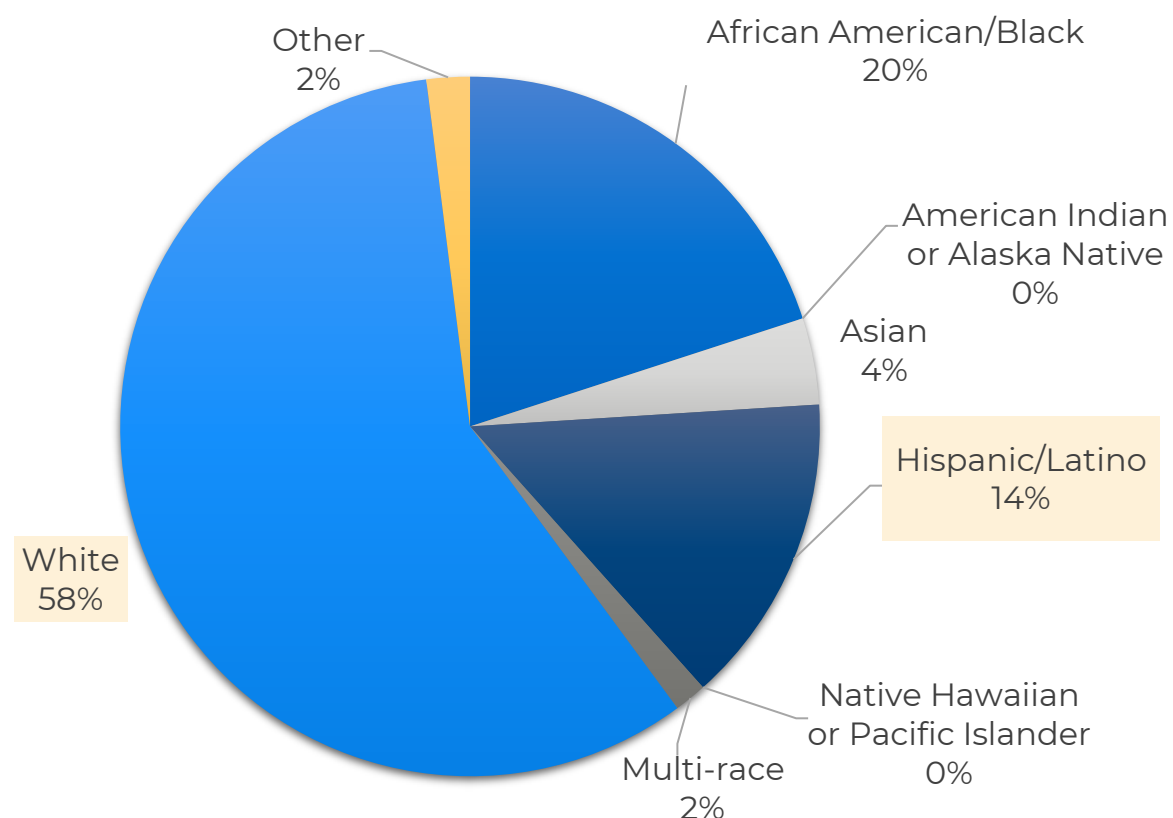
*Full data for each group included in the appendix.*

There is a greater representation of lead teachers who identify as Hispanic/Latino in Smart Start Workforce Grant classrooms than across all licensed centers

## Teacher Race/Ethnicity: SSWG Participants



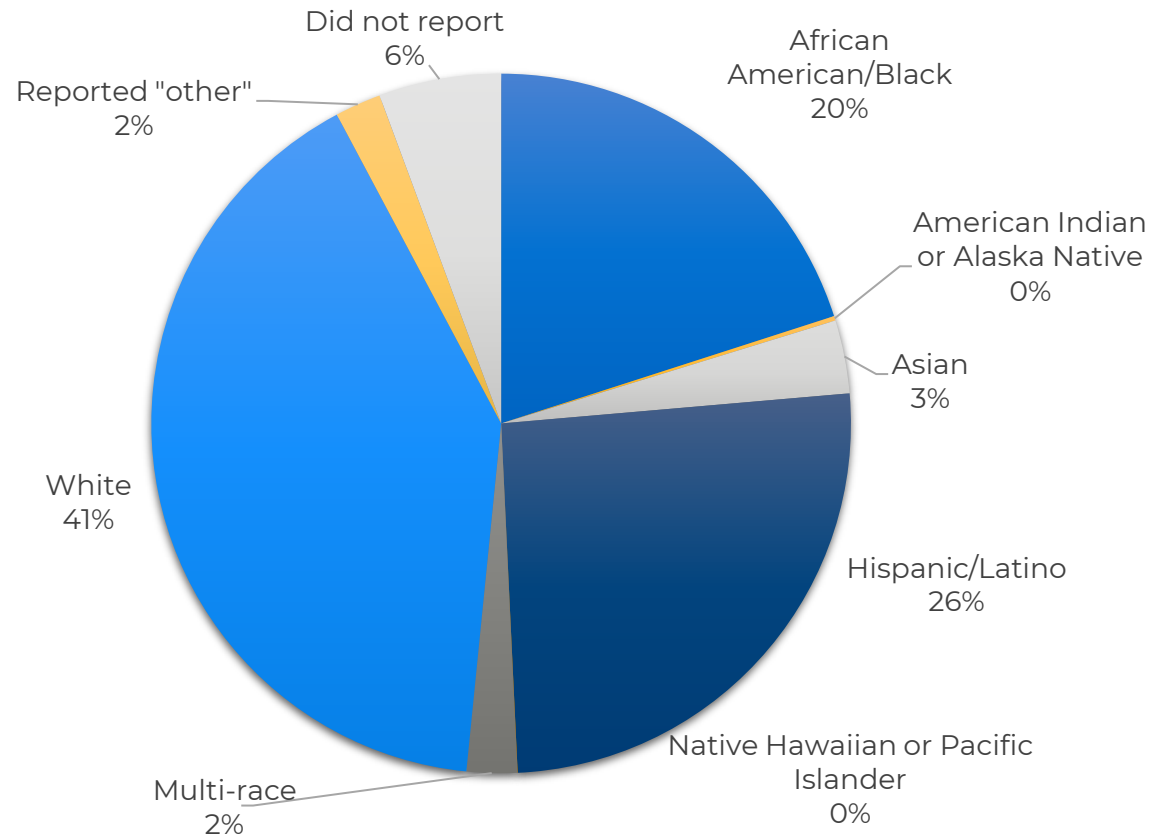
## Teacher Race/Ethnicity: All licensed centers



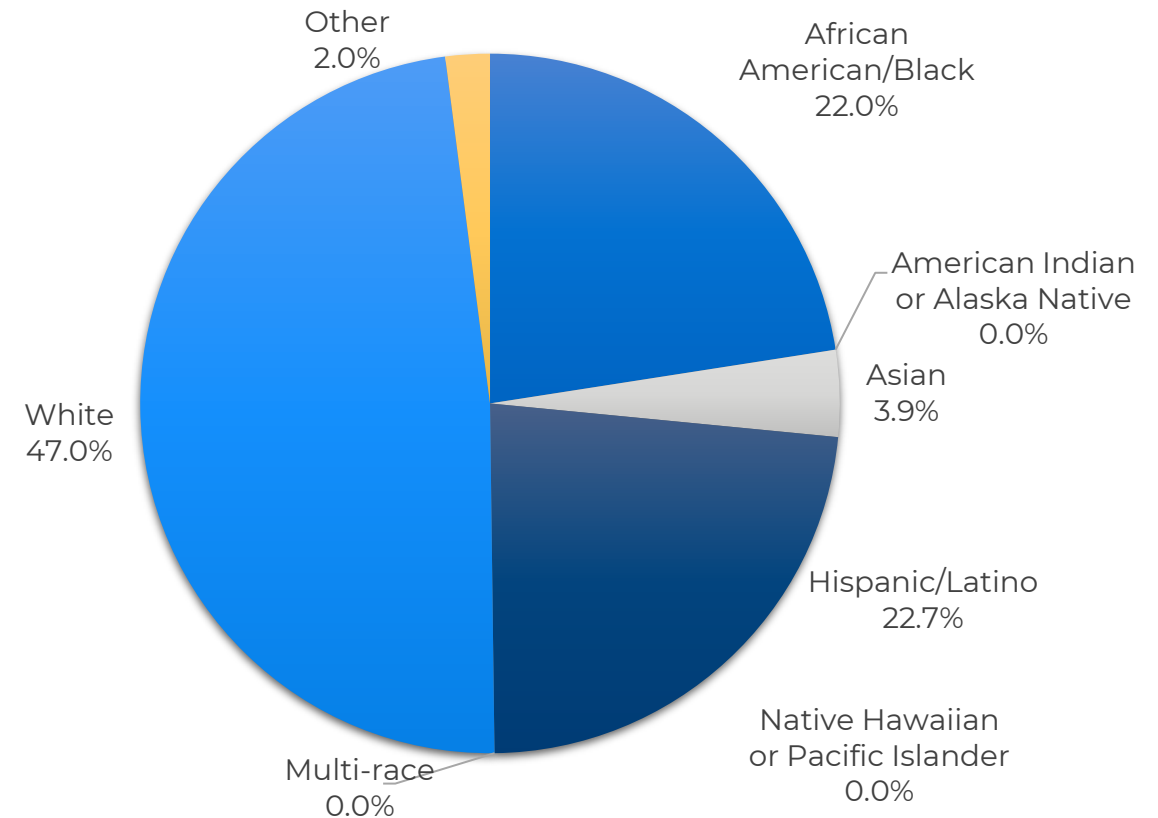
Source: Early Childhood Education Workforce 2020 Report, [https://www.inccrra.org/images/datareports/Illinois\\_Early\\_Childhood\\_Education\\_Workforce\\_2020\\_Report.pdf](https://www.inccrra.org/images/datareports/Illinois_Early_Childhood_Education_Workforce_2020_Report.pdf)

The racial/ethnic makeup of assistant teachers in Workforce Grant classrooms is similar to racial/ethnic demographics of assistant teachers across all licensed centers.

### Asst. teacher Race/Ethnicity: SSWG participants



### Asst. teacher Race/Ethnicity: all licensed centers

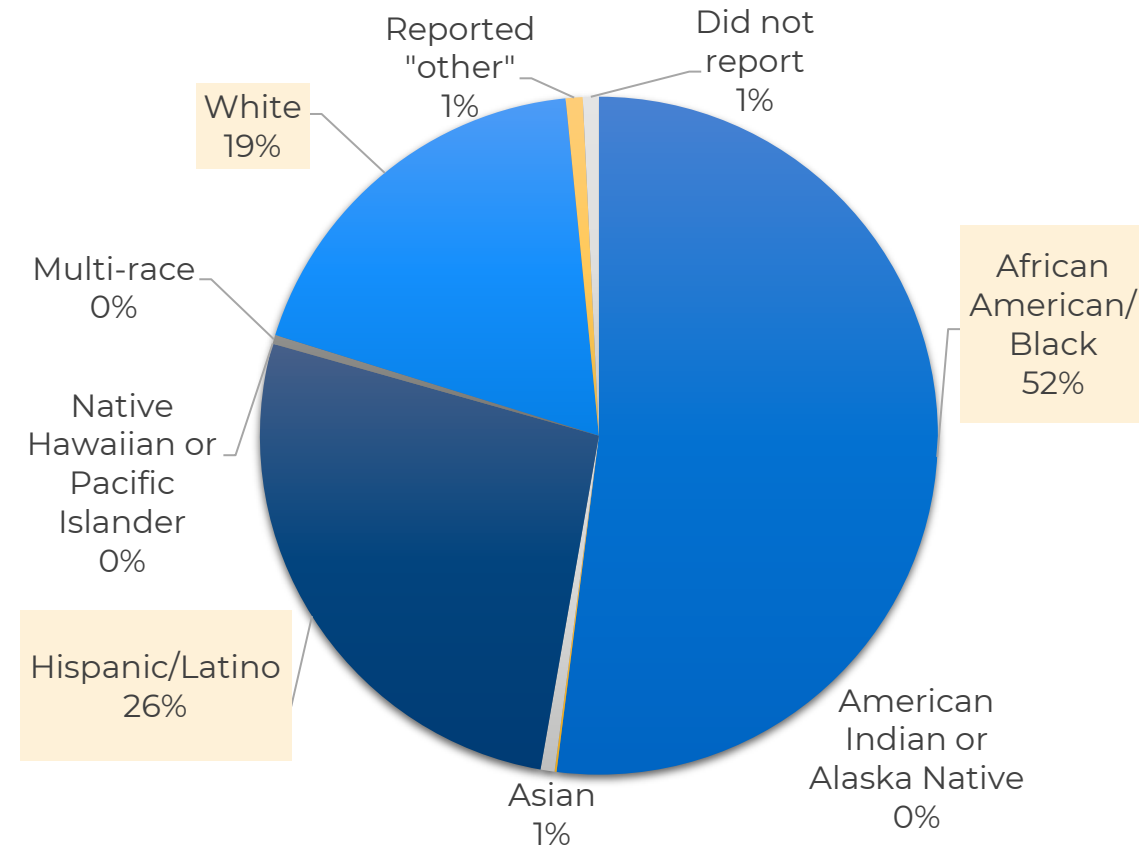


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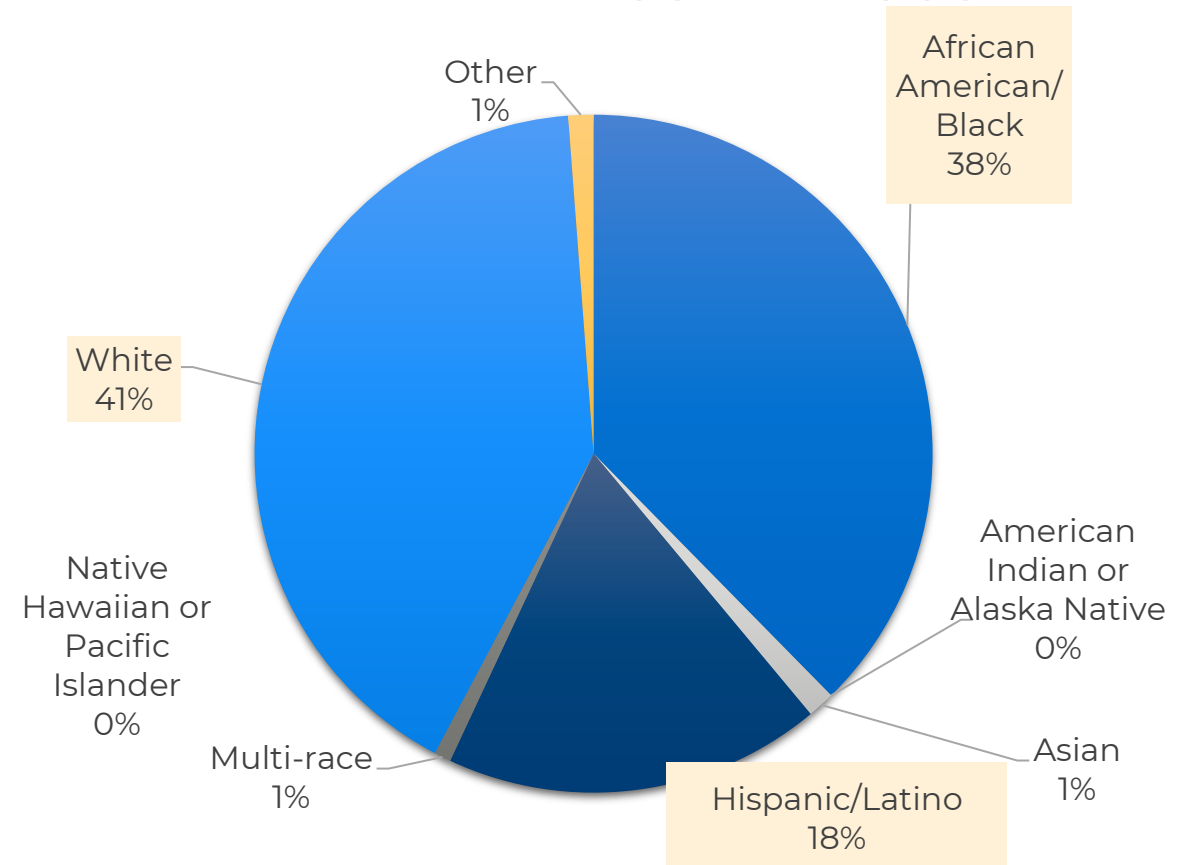
# Provider Participation – Race/Ethnicity of provider/owners of FAMILY CHILD CARE

FCC and FGCC providers participating in SSWG are more likely to identify as African American/Black and more likely to identify as Hispanic/Latino than licensed FCC and FGCC providers overall.

## Provider/owner Race/Ethnicity: SSWG participants



## Provider/owner Race/Ethnicity: all licensed FCC and FGCC

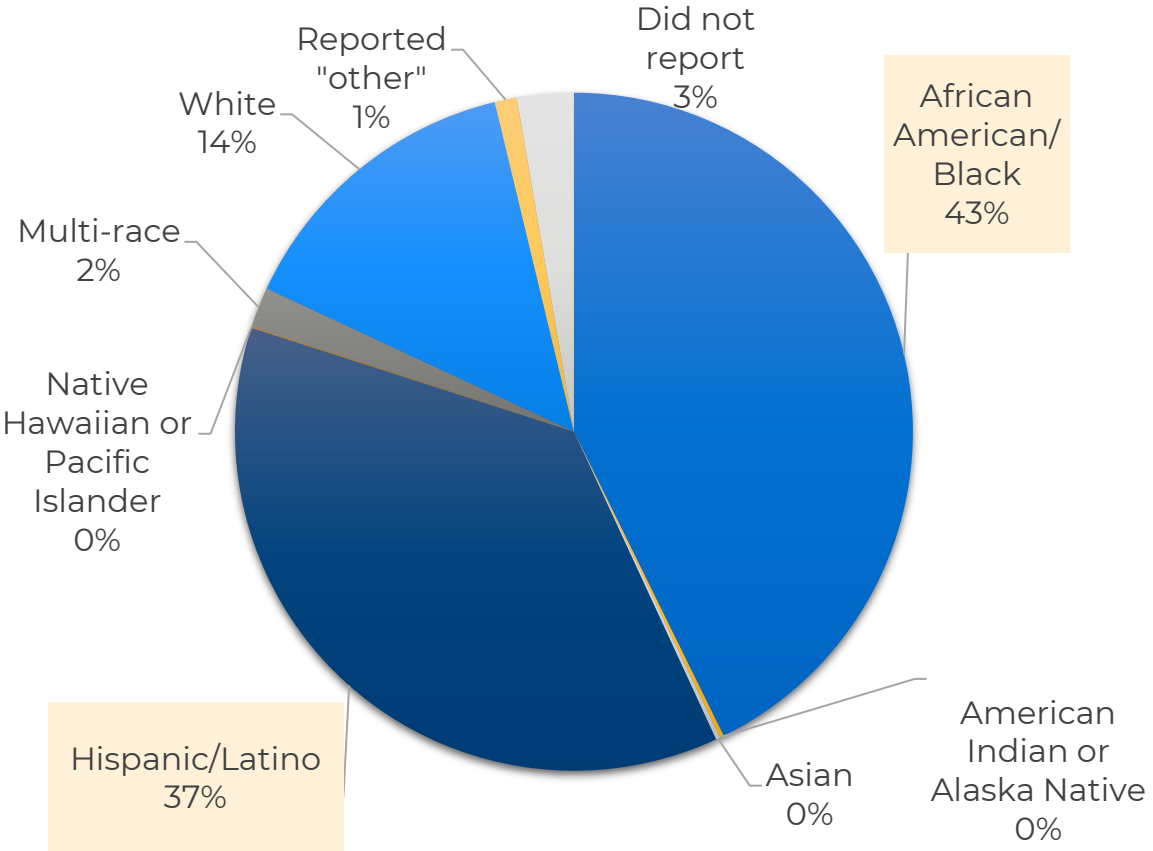


Source: Early Childhood Education Workforce 2020 Report, [https://www.inccrra.org/images/datareports/Illinois\\_Early\\_Childhood\\_Education\\_Workforce\\_2020\\_Report.pdf](https://www.inccrra.org/images/datareports/Illinois_Early_Childhood_Education_Workforce_2020_Report.pdf)

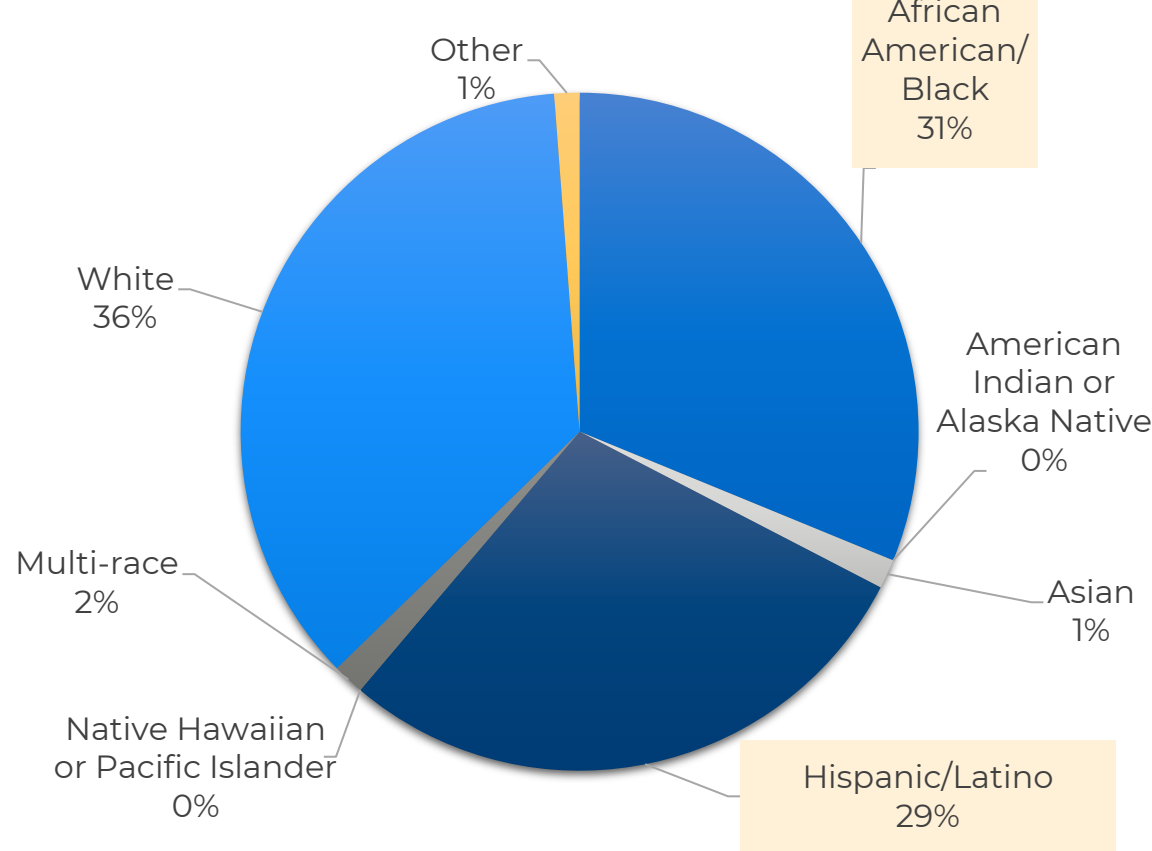


FCC/FGCC participants in Smart Start Workforce Grants are more likely to employ assistants who identify as African American/Black and those who identify as Hispanic/Latino.

Assistant Race/Ethnicity: SSWG participants



Assistant Race/Ethnicity: all licensed FCC and FGCC

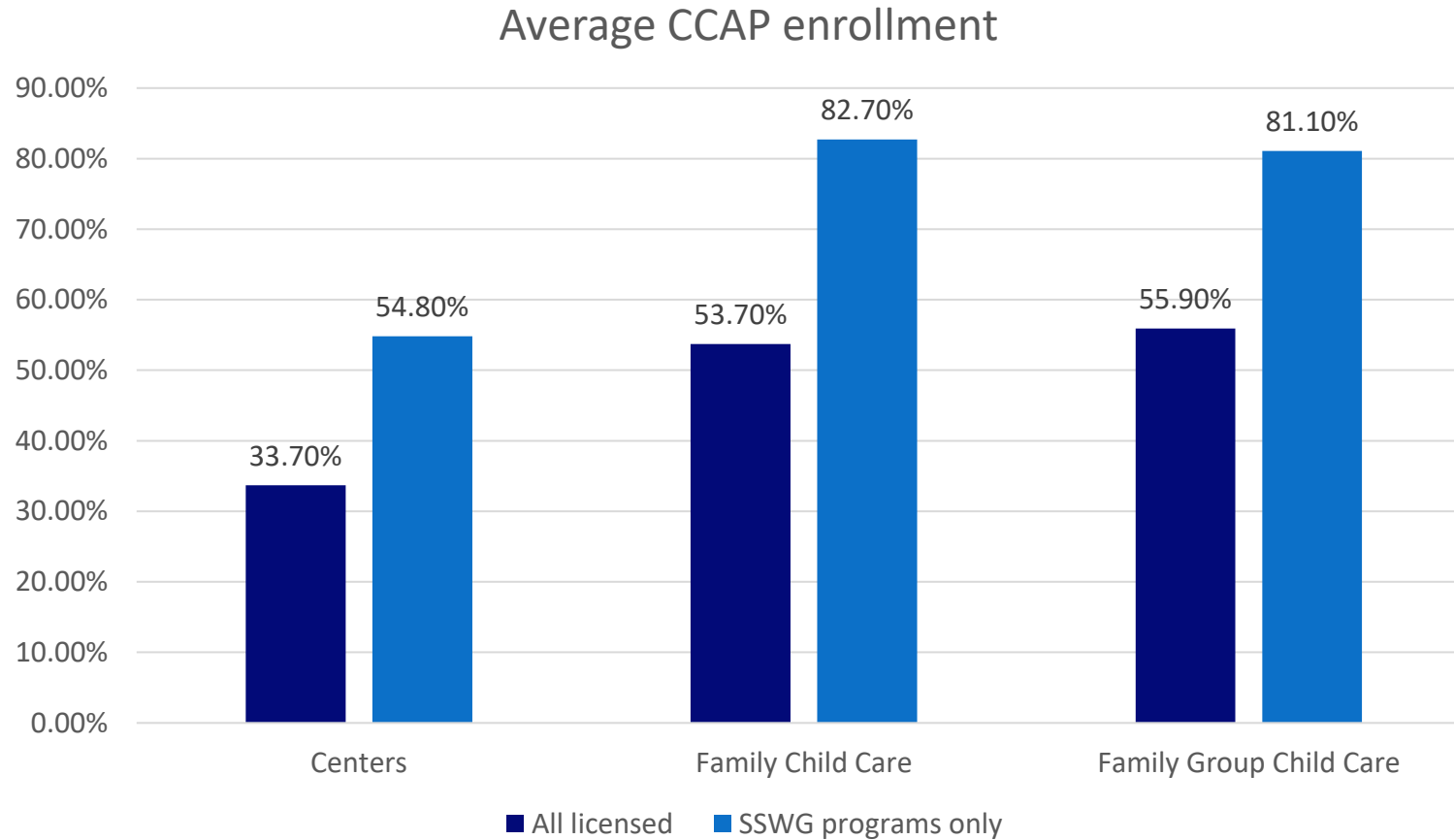


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**Analysis of priority populations served is limited by data availability, particularly regarding identities of children and families, but CCAP enrollment is a strong proxy.**

<b>Child and family identities included in the definition of priority populations</b>	<b>Available data</b>
<ul style="list-style-type: none"><li>• Children of teen parents</li><li>• Children experiencing homelessness</li><li>• Children in families in poverty or deep poverty</li><li>• Children/families with child welfare involvement</li><li>• Children with disabilities</li><li>• Children of migrant or seasonal workers</li><li>• Families with low caregiver education attainment</li><li>• Families that face barriers based on culture, language, and religion</li><li>• Children of a parent or legal guardian with a disability</li><li>• Children/families with refugee or asylee status</li><li>• Children in families who face barriers due to immigration status</li><li>• Children who are impacted by parental involvement in the criminal justice system</li></ul>	CCAP enrollment  Community demographics

## Providers receiving Smart Start Workforce Grants have a higher average enrollment of children receiving CCAP.

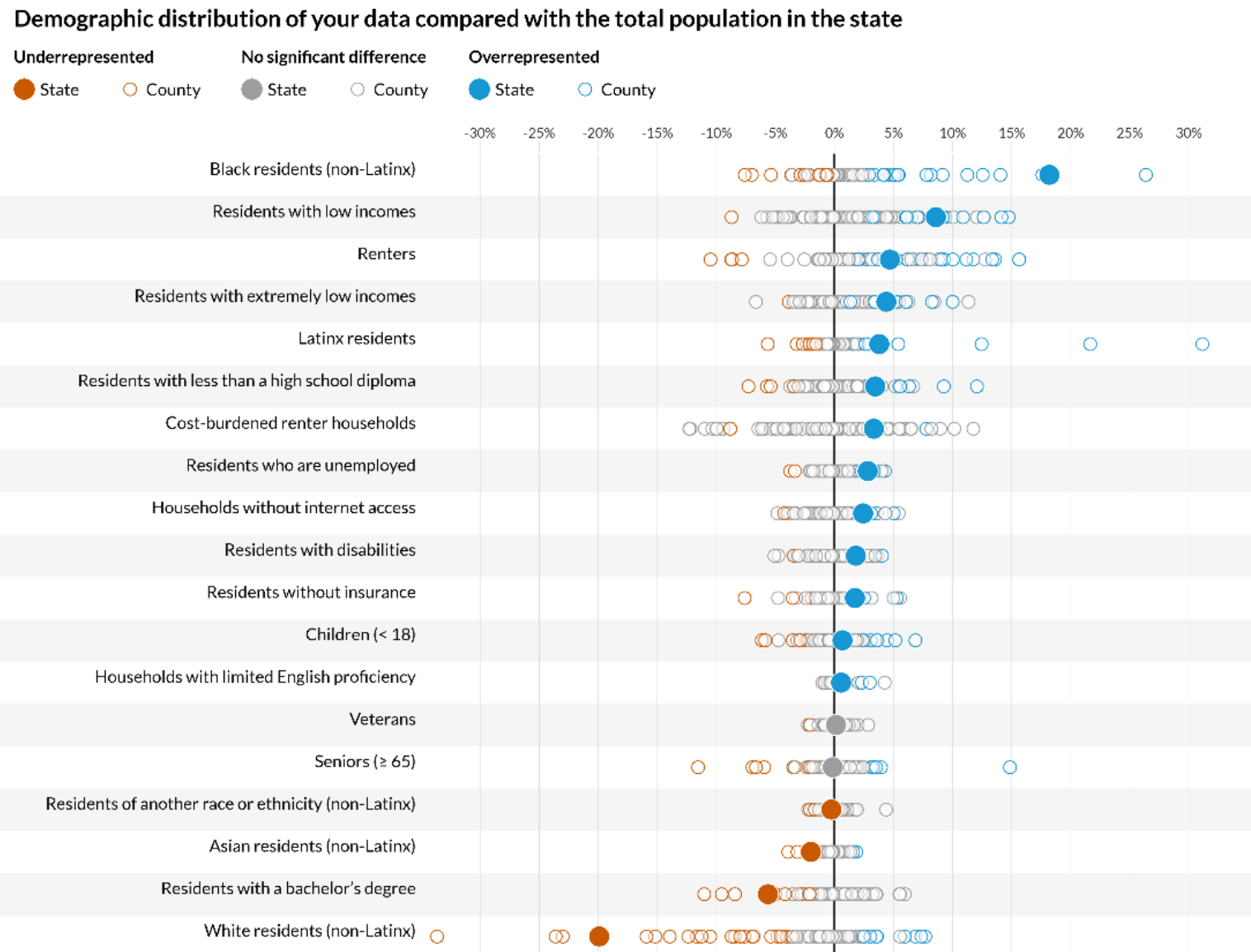


## The Urban Institute's Spatial Equity Data Tool assesses demographic and spatial disparities in data.

**Blue dots** represent groups that have **more access to Smart Start Workforce Grants than would be expected** based on Illinois' demographics. This includes:

- Black residents,
- Residents with low incomes,
- renters,
- residents with extremely low incomes,
- Latino residents, and
- residents with less than a high school diploma.

**Figure 1: All Programs Receiving Round 1 Grants; No Weighting**



Notes: Demographic categories for Asian, Black, White, and all other races and ethnicities include Latinx and non-Latinx residents, unless noted otherwise. When using "children under 18" as a baseline, the "uninsured" category includes 18-year-olds (i.e., children under 19).

## Reflection and discussion – serving priority populations

1. What stands out to you about these data points?
2. What resonates/makes sense?
3. What questions do you have about these data points?

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# Raising ECE wages

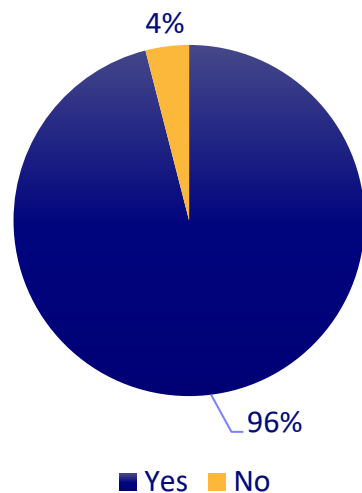
*Are Smart Start Workforce Grants raising wages  
for the field?*



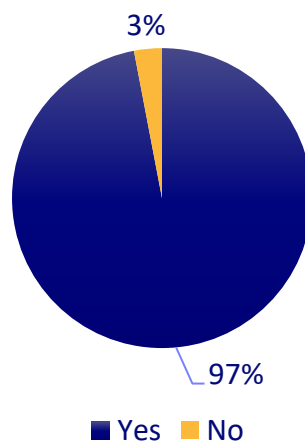
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## Smart Start Workforce Grants recipients in Round 1 overwhelmingly agree the grants have helped to stabilize their program, retain staff, and improve staff satisfaction.

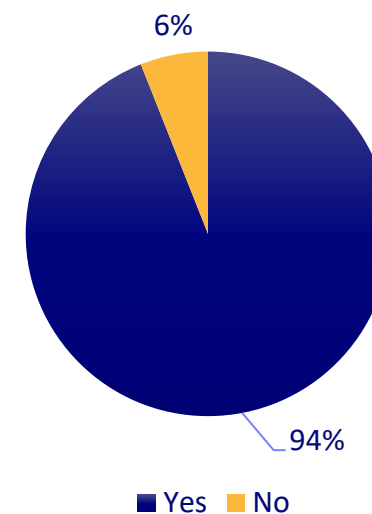
Have Smart Start Workforce Grants helped you to stabilize and sustain your program?



Do you believe Smart Start Workforce Grants helped or will help you retain staff and teachers?



Have staff's increased wages through SSWG improved the satisfaction of your staff and teachers?



Between January 9 – 22, 2025, 853 of 3,880 programs that received Smart Start Workforce Grants in Round 2 responded to the survey (22% response rate).

Response rate by program type:

- 248 Centers (19% response)
- 510 FCC (23% response)
- 95 Group FCC (24% response)



Family child care and family group child care participants were slightly more likely to agree that the Smart Start Workforce Grants have helped to stabilize their program and support their staff.

	Have Smart Start Workforce Grants helped you to stabilize and sustain your program?		Do you believe Smart Start Workforce Grants has helped or will help you retain staff and teachers?		Have staff's increased wages through Smart Start Workforce Grants improved the satisfaction of your staff and teachers?	
	Yes	No	Yes	No	Yes	No
<b>Centers</b>	92%	8%	96%	4%	90%	10%
<b>FCC</b>	98%	2%	97%	3%	95%	5%
<b>Group FCC</b>	97%	3%	97%	3%	96%	4%
<b>Overall</b>	96%	4%	97%	3%	94%	6%

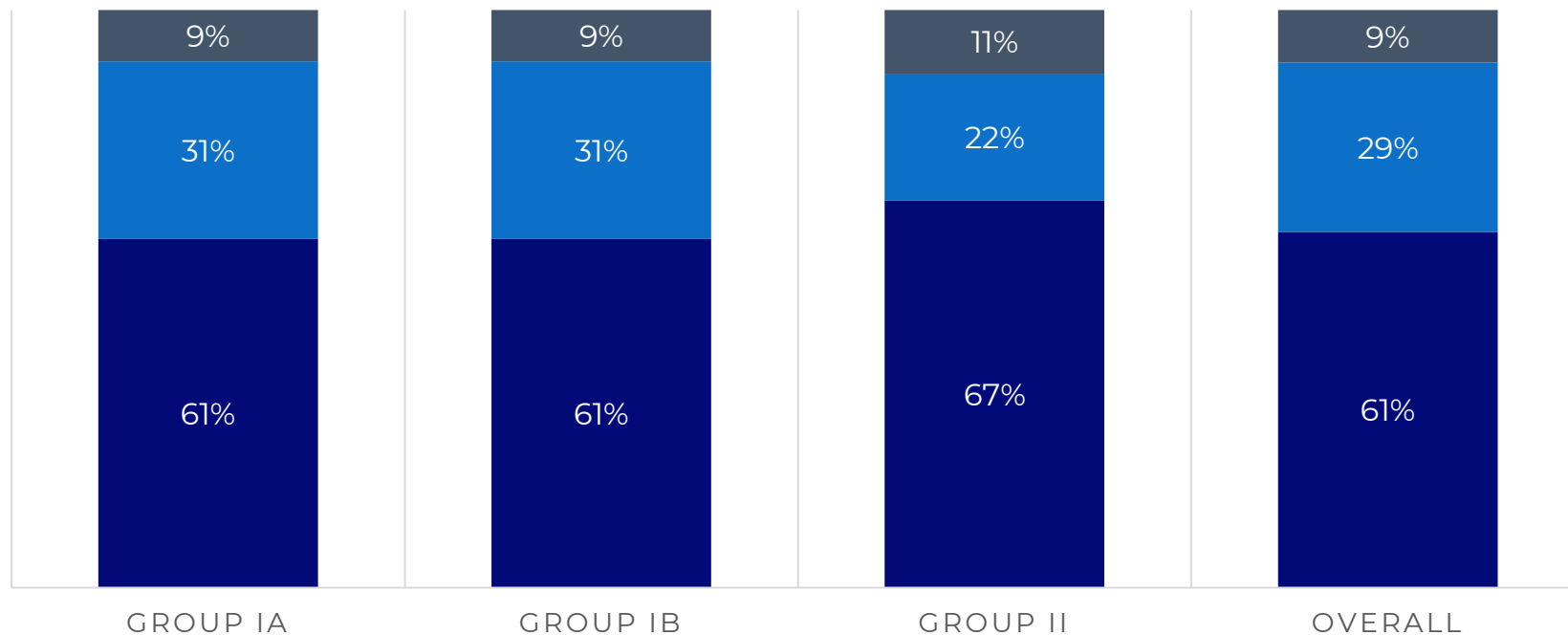
# Smart Start Workforce Grants – Round 1 baseline wages for lead teachers in CENTERS

Before Smart Start Workforce Grants, 61% of lead teachers in funded classrooms were not meeting the wage floor, with Group II teachers slightly more likely to be meeting the wage floor.

Were **lead teachers** meeting the wage floor at the start of Round 1?

■ No ■ Yes ■ Wage unknown

Group	Wage floor – teachers
Group 1A	\$19.25/hr
Group 1B	\$18.50/hr
Group II	\$18.25/hr



**Group 1A:** Cook, DeKalb, DuPage, Kane, Kendall, Lake, and McHenry counties.

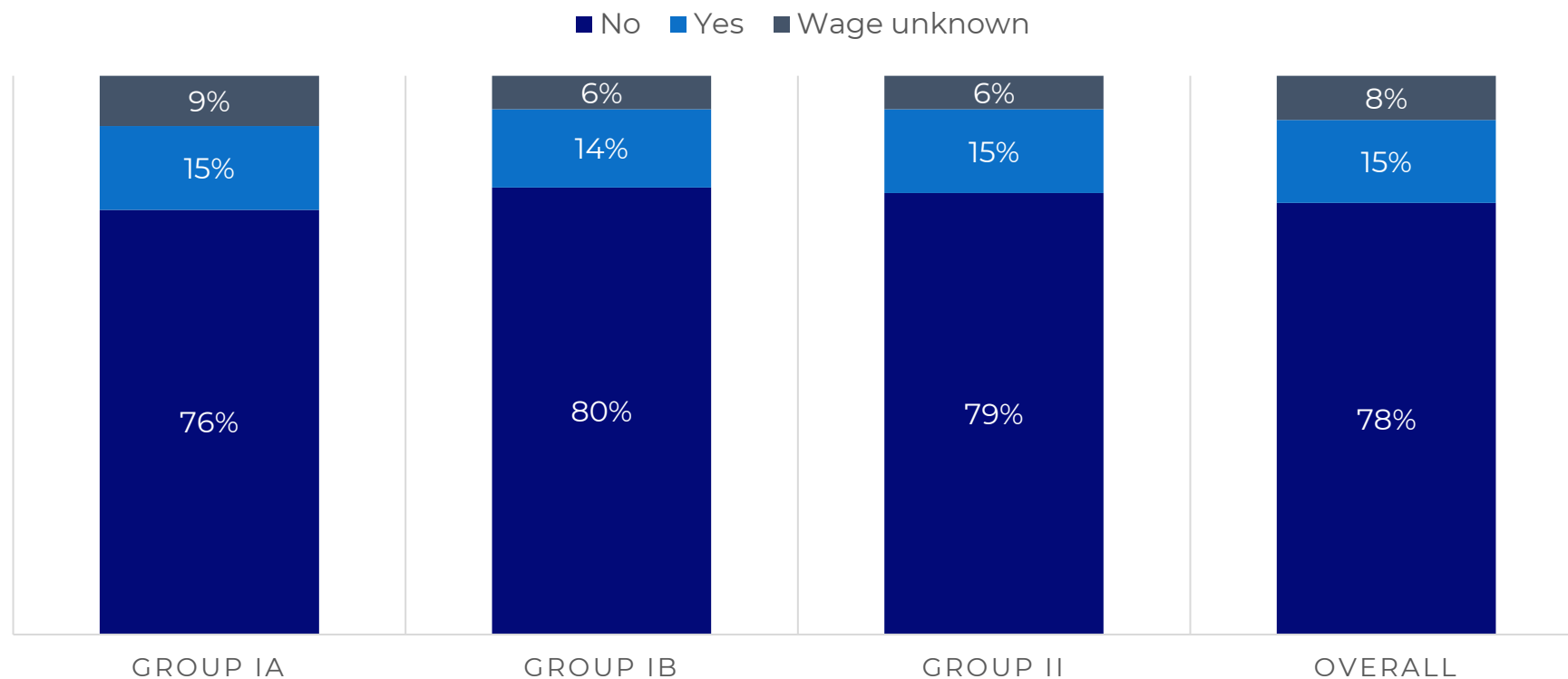
**Group 1B:** Boone, Champaign, Kankakee, Madison, McLean, Monroe, Ogle, Peoria, Rock Island, Sangamon, St. Clair, Tazewell, Whiteside, Will, Winnebago, and Woodford counties.

**Group 2:** all counties not listed in Group 1A or 1B

Before their program received a Smart Start Workforce Grant, just 15% of assistant teachers in funded classrooms were earning at least the wage floor.

Were **assistant teachers** meeting the wage floor at the start of Round 1?

Group	Wage floor – asst. teachers
Group 1A	\$18.00/hr
Group 1B	\$17.25/hr
Group II	\$17.00/hr



**Group 1A:** Cook, DeKalb, DuPage, Kane, Kendall, Lake, and McHenry counties.

**Group 1B:** Boone, Champaign, Kankakee, Madison, McLean, Monroe, Ogle, Peoria, Rock Island, Sangamon, St. Clair, Tazewell, Whiteside, Will, Winnebago, and Woodford counties.

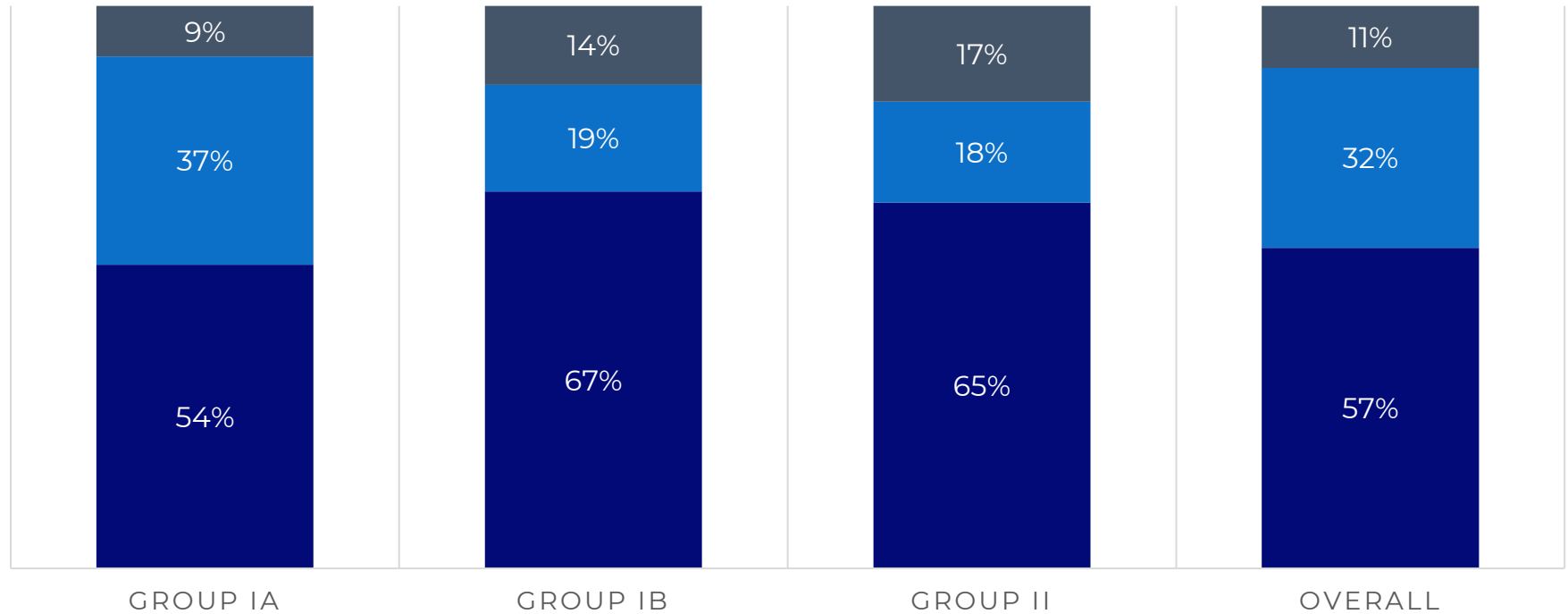
**Group 2:** all counties not listed in Group 1A or 1B

Before Smart Start Workforce Grants, less than 20% of assistants in participating family child care or family group child care homes in Groups 1B and II were earning at least the wage floor.

Were **FCC/FGCC assistants** meeting the wage floor at the start of Round 1?

■ No ■ Yes ■ Wage unknown

Group	Wage floor – FCC/FGCC assistants
Group 1A	\$18.00/hr
Group 1B	\$17.25/hr
Group II	\$17.00/hr



**Group 1A:** Cook, DeKalb, DuPage, Kane, Kendall, Lake, and McHenry counties.

**Group 1B:** Boone, Champaign, Kankakee, Madison, McLean, Monroe, Ogle, Peoria, Rock Island, Sangamon, St. Clair, Tazewell, Whiteside, Will, Winnebago, and Woodford counties.

**Group 2:** all counties not listed in Group 1A or 1B

## Reflection and discussion – raising wages

1. What stands out to you about these data points?
2. What resonates/makes sense?
3. What questions do you have about these data points?

**Help**  
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## Small group discussion

1. How are Smart Start Workforce Grants meeting the goals and guiding principles of the program through Round 1?
2. What more do we need to know about implementation to understand alignment with the goals and guiding principles?
3. What could be improved or changed?
4. What questions do you have about implementation after viewing the data?

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# Public Comment



## Next Smart Start Child Care Ad Hoc Advisory Committee Meeting

**Tuesday, April 1, 6 PM – 8 PM**

**Open Survey for Feedback:**

<https://forms.gle/3DPPyPUcPQiTgbwX9>



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Thank you!

# Appendix

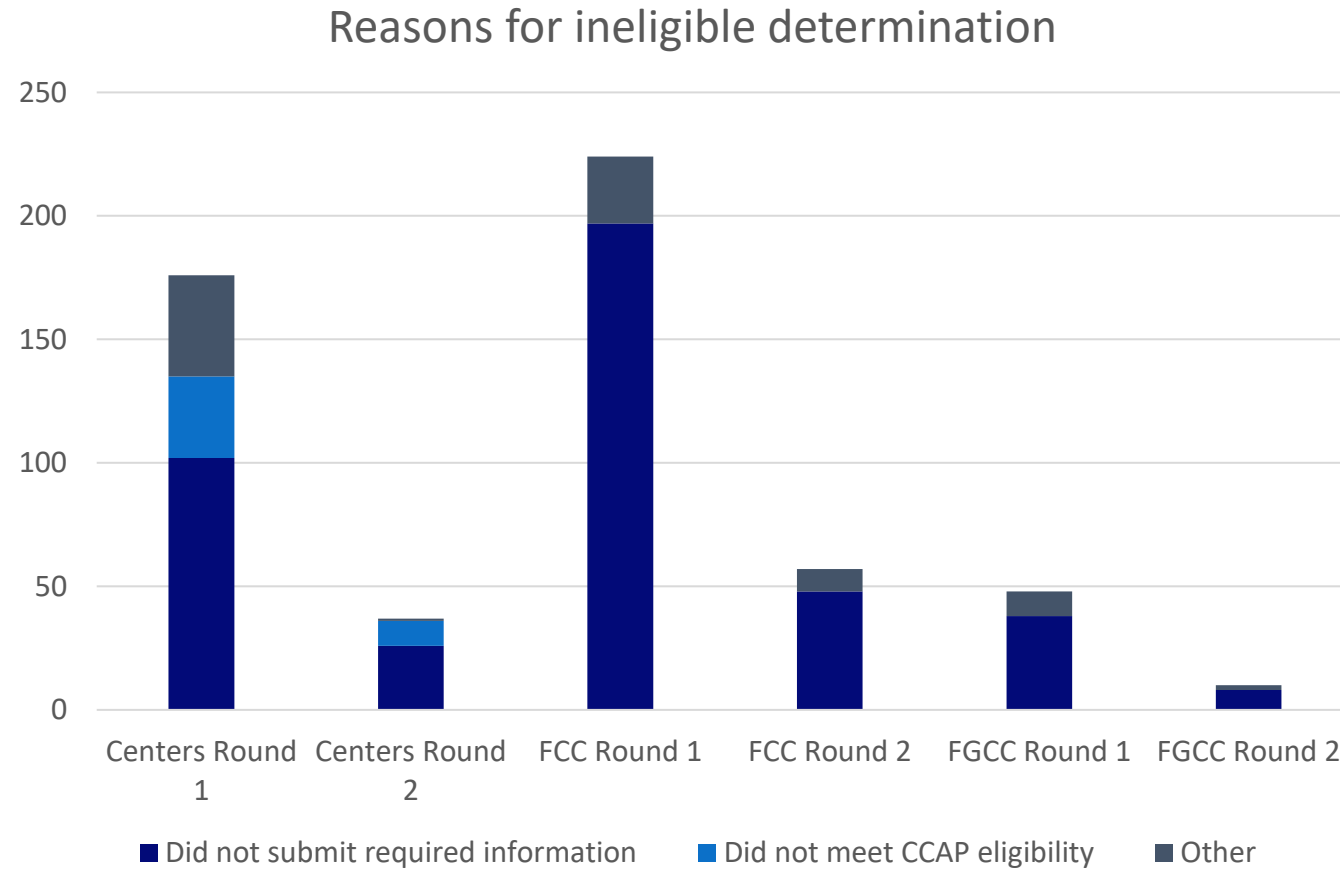


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## Smart Start Workforce Grants: Resources for Reporting

- Reporting Guidance: <https://www.ilgateways.com/docman-docs/smart-start/3720-smart-start-workforce-grants-reporting-guide/file>
- SSWG Reporting Webinar Slides, Centers: <https://www.ilgateways.com/docman-docs/smart-start/3709-smart-start-workforce-grants-reporting-webinar-slides/file>
- SSWG Reporting Webinar Slides, FCC & Group, English and Spanish: <https://www.ilgateways.com/docman-docs/smart-start/3710-smart-start-workforce-grants-family-and-group-family-child-care-reporting-webinar-slides/file>
- SSWG Reporting Webinar, FCC & Group, English: [Smart Start Reporting Webinar\\_FCC\\_01.14.25 - Made with Clipchamp\\_1736890417015.mp4](#)
- Guide to Reporting FCC & Group: <https://www.ilgateways.com/docman-docs/smart-start/3689-smart-start-workforce-grants-guide-to-reporting-fcc/file>
- Guide to Reporting Centers: <https://www.ilgateways.com/docman-docs/smart-start/3720-smart-start-workforce-grants-reporting-guide/file>

The number of programs that applied but were not awarded funding dropped significantly across all program types between Round 1 and Round 2.



**Most programs that applied in both rounds but were not awarded funding did not submit the required information.**

Program Type	Total number ineligible in Round 1 & 2	Round 1 Reason for Ineligibility
Center	15	<ul style="list-style-type: none"> <li>➤ <b>66.7% - did not submit required information</b></li> <li>➤ 13.3% did not meet CCAP eligibility</li> <li>➤ 13.3% withdrew application</li> <li>➤ 6.7% did not meet eligibility criteria</li> </ul>
Family Child Care	23	<ul style="list-style-type: none"> <li>➤ <b>87% did not submit required information</b></li> <li>➤ 8.7 did not meet CCAP eligibility</li> <li>➤ 4.4% did not meet eligibility</li> </ul>
Family Group Child Care	2	<ul style="list-style-type: none"> <li>➤ <b>100% did not submit required information</b></li> </ul>

136 programs were awarded funding in Round 2 after unsuccessful Round 1 applications.

Program Type	Total number accepted in Round 2	Round 1 Reason for Ineligibility
Center	52	<ul style="list-style-type: none"><li>➤ 73.1% - did not submit required information</li><li>➤ 15.4% - did not meet CCAP eligibility</li><li>➤ 11.5% - withdrew application</li></ul>
Family Child Care	67	<ul style="list-style-type: none"><li>➤ 97% - did not submit required information</li><li>➤ 3% - did not meet CCAP eligibility</li></ul>
Family Group Child Care	17	<ul style="list-style-type: none"><li>➤ 88.2% - did not submit required information</li><li>➤ 11.8% - withdrew application</li></ul>



## Provider participation – Lead Teacher credentials CENTERS

Compared to lead teachers in all licensed programs, those in in Workforce Grant classrooms have lower education attainment but are slightly more likely to have a Gateways ECE credential.

Gateways credentials – lead teachers		
	SSWG	All licensed centers
No Gateways ECE Credential	50.0%	55.8%
ECE Level 1	31.7%	24.9%
ECE Level 2	4.8%	3.2%
ECE Level 3	1.7%	1.1%
ECE Level 4	8.1%	7.7%
ECE Level 5	3.9%	7.4%
ECE Level 6	<0.1%	0.1%
N	4,847	23,712

Highest degree – lead teachers		
	SSWG	All licensed centers
High school/GED	43.6%	33.3%
Community College Certificate	7.1%	5.3%
Associate's Degree	24.8%	23.3%
Bachelor's Degree	19.9%	30.0%
Graduate Degree	4.6%	8.2%
N	4,626	19,847
*Unknown/no record in system	221	3,865

Assistant teachers in Smart Start Workforce Grant classrooms have slightly lower overall education attainment compared to peers across all licensed centers.

Gateways Credentials – assistant teachers		
	SSWG	All licensed centers
No Gateways ECE Credential	76.7%	76.3%
ECE Level 1	22.2%	20.9%
ECE Level 2	0.4%	0.7%
ECE Level 3	0.2%	0.2%
ECE Level 4	0.4%	1.5%
ECE Level 5	<0.1%	0.4%
ECE Level 6	0%	0%
N	4,847	23,712

Highest degree – assistant teachers		
	SSWG	All licensed centers
High school/GED	82.2%	72.8%
Community College Certificate	3.9%	4.1%
Associate’s Degree	5.2%	9.5%
Bachelor’s Degree	7.3%	11.4%
Graduate Degree	1.5%	2.2%
N	3,894	16,952
*Unknown/no record in system	423	6,670

FCC and FGCC providers participating in Smart Start Workforce Grants are more likely to have a Gateways ECE credential compared to all licensed FCC/FGCC providers.

Gateways Credential - FCC and FGCC Providers		
	SSWG	All licensed FCC/FGCC
No Gateways ECE Credential	43.7%	57.9%
ECE Level 1	42.0%	33.0%
ECE Level 2	2.7%	1.5%
ECE Level 3	1.0%	0.3%
ECE Level 4	6.1%	4.6%
ECE Level 5	4.6%	2.6%
ECE Level 6	<0.1%	<0.1%
N	2,104	6,665

Highest degree – FCC and FGCC providers		
	SSWG	All licensed centers
High school/GED	54.7%	56.2%
Community College Certificate	8.8%	7.7%
Associate's Degree	18.7%	17.1%
Bachelor's Degree	12.9%	13.8%
Graduate Degree	4.9%	5.2%
N	1,950	5,721
*Unknown/no record in system	154	944

FCC and FGCC assistants participating in Smart Start Workforce Grants have similar degree and Gateways credential attainment compared to assistants across all licensed FCC/FGCC programs.

Gateways credentials - FCC and FGCC Assistants		
	SSWG	All licensed FCC/FGCC
No Gateways ECE Credential	80.0%	83.5%
ECE Level 1	18.5%	15.4%
ECE Level 2	0.5%	0.4%
ECE Level 3	0%	<0.1%
ECE Level 4	0.7%	0.5%
ECE Level 5	0.4%	0.2%
ECE Level 6	0%	0%
N	1,517	4,246

Highest degree – FCC and FGCC assistants		
	SSWG	All licensed centers
High school/GED	73.2%	72.2%
Community College Certificate	4.5%	4.2%
Associate’s Degree	10.7%	10.3%
Bachelor’s Degree	9.6%	10.2%
Graduate Degree	2.0%	3.0%
N	1,203	2,874
*No record in system	314	1,372