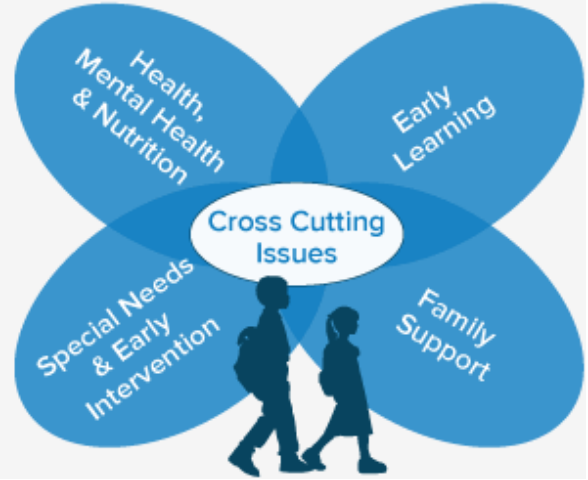

Community Systems Update

June 16, 2016

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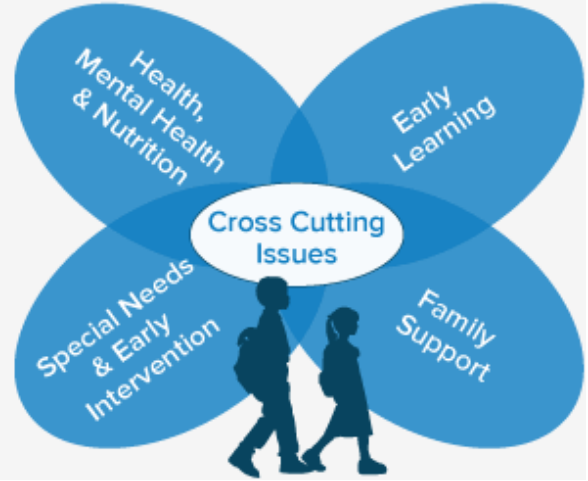
Governor's Office of Early Childhood Development

Early Childhood Vision

- Our **vision** as a state is for every child to enter kindergarten safe, healthy, eager to learn, and ready to succeed.

Community Systems



- An early childhood comprehensive system is **defined** as an organized, purposeful partnership of interrelated and interdependent agencies/ organizations representing health, mental health, social services, families and caregivers, and early childhood education to develop seamless systems of care for children from birth through kindergarten entry.
- The **purpose** of these systems is to help children grow up healthy and ready to learn by addressing their physical, emotional and social health in a broad-based and coordinated way.

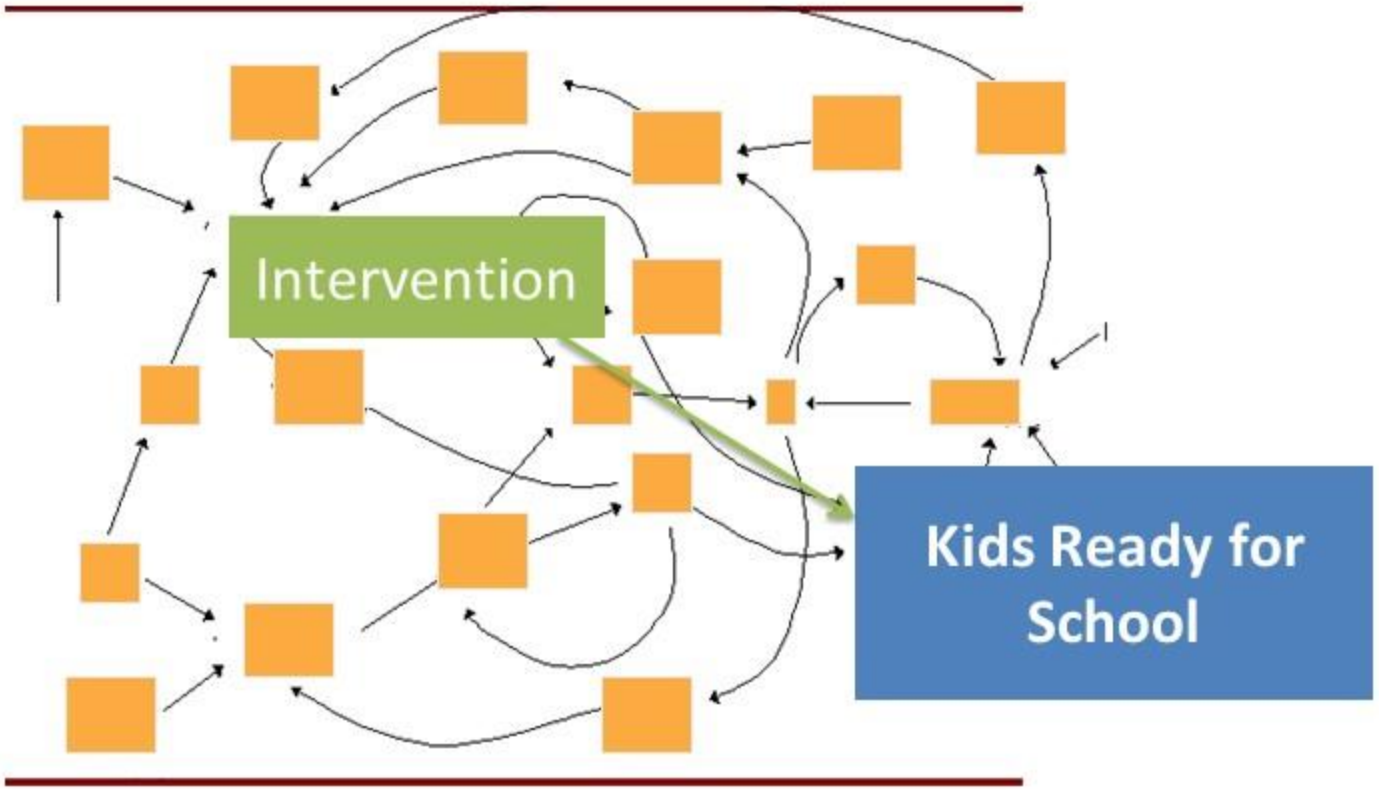
Why a Systems Building Approach?

BUILD Initiative video:

https://www.youtube.com/watch?v=th4jBTtaxhI

Typical Programmatic Approach to Community Change

What do Community Problems Really Look Like?



Foster-Fishman, et al., 2007

Solely a Program Focus	Adding a Systems Focus
Isolated, uncoordinated efforts	Interdependent and interconnected
"My client" mindset	"Our children" and "our partner" mindset
Emphasis on addressing immediate needs, not solving entrenched problems	Emphasis on solving entrenched problems by targeting root causes
Program improvement and expansion	System transformation
Isolated learning	Shared feedback and learning

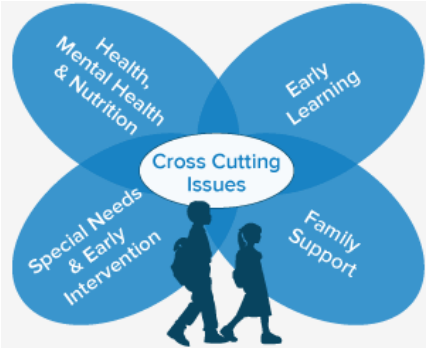
Community Systems: Alignment with Children's Cabinet

Children's Cabinet	Community Systems
Work at the intersection of health and human services	Connect health, human services, and other support services
Ensure that we are focusing on children holistically	Create a comprehensive system to serve holistic needs of children and families
Ensure that we are making data-driven decisions	Align and link data from multiple sectors to understand and improve outcomes
Hold ourselves accountable in a public forum	Build a feedback loop between communities and state agencies
Eliminate bureaucracy, where possible, and streamline decision-making	Improve access to services and transitions between services

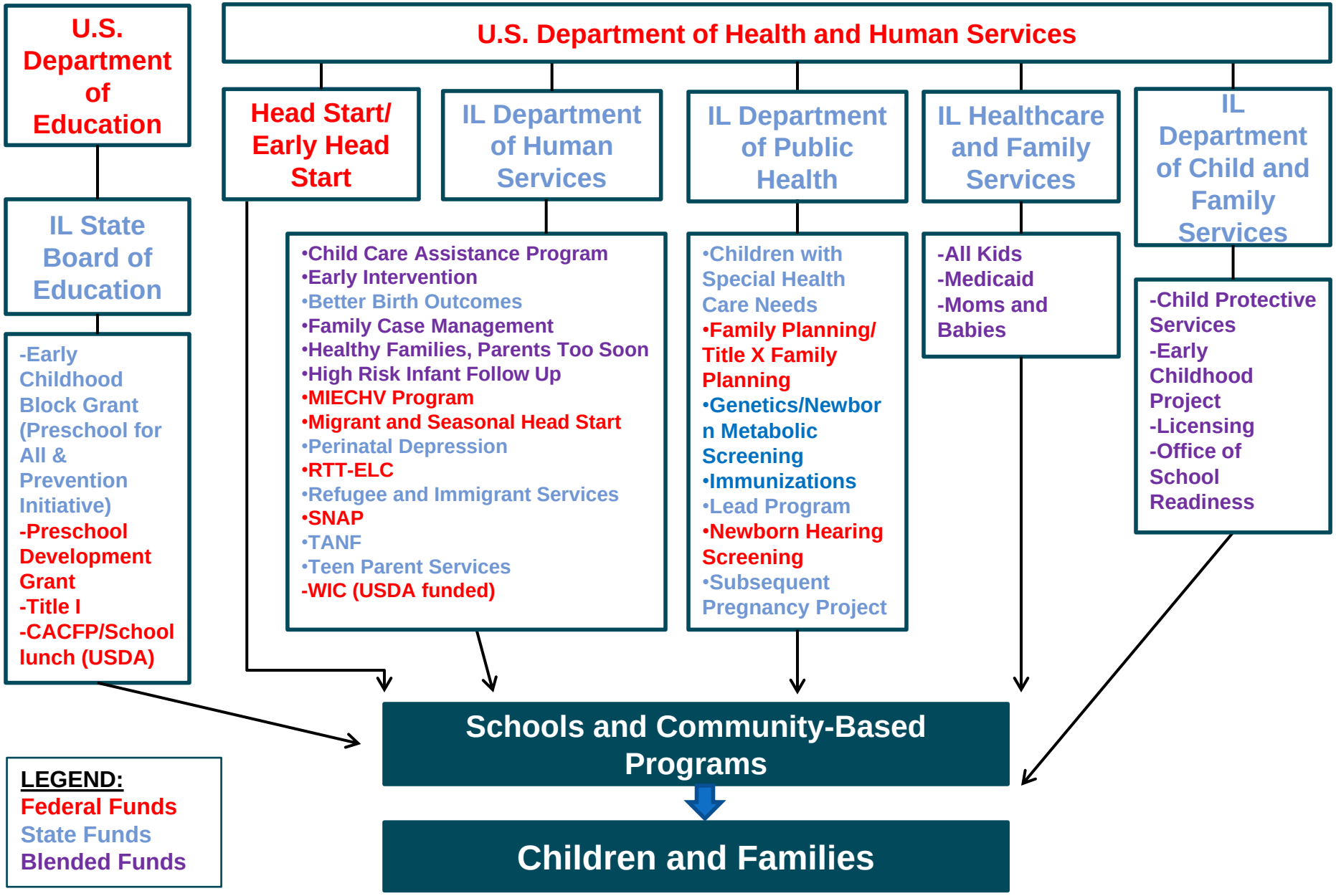
Community Systems are Cross-Sector and Cross-Agency

Effective community systems include coordination and smooth transitions among the following sectors and agencies:

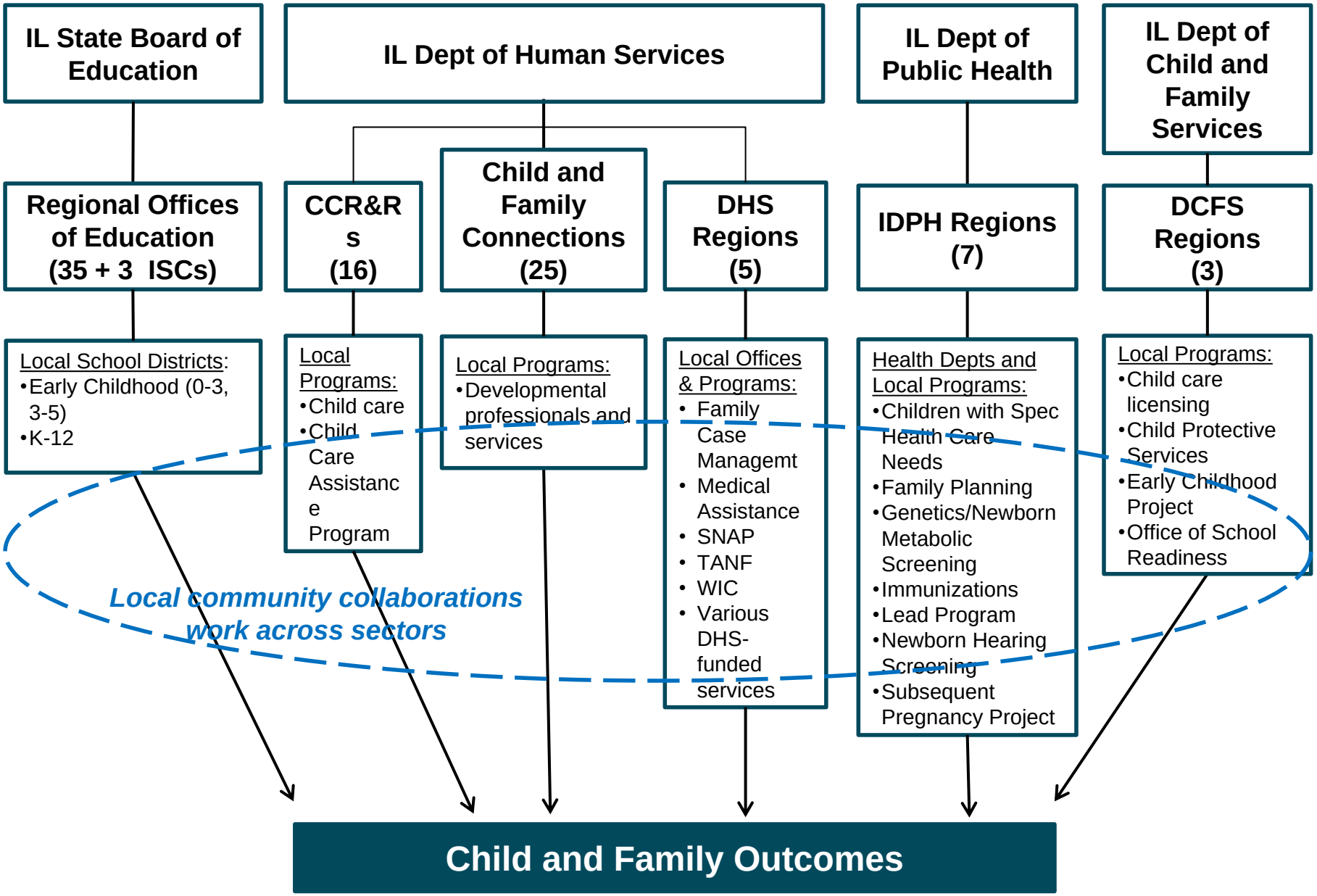
- **Early Childhood Education** (DHS, Head Start, ISBE)
- **Early Intervention** and **Special Education** (DHS, ISBE)
- **Families** and **Caregivers**
- **Health** (DHS, Healthy Start, HFS, IDPH)
- **Home Visiting** (DHS, Head Start, ISBE)
- **K-12 Education** (ISBE)
- **Mental Health** (DHS, HFS, IDPH)
- **Social Services** (DCFS, DHS, IDPH)
- **Workforce Development** (DHS, IBHE, ICCB)



Birth to Five programs and funding streams are complex



Illinois EC infrastructure is complex:



Why Local Cross-Sector Collaboration?

- Each community has a **unique combination of services**
- Each community provider may have a **different spin on services** offered
- Connect families with multiple needs to **comprehensive services**
- Develop a **continuous and coherent stream of services** from prenatal to school age (with smooth transitions from prenatal to 0-3, 0-3 to 3-5, 3-5 to kindergarten)
- **Increase cost-effectiveness and efficiencies** and **reduce duplication of effort**, through shared mechanisms like coordinated intake and referral

- **Improved child and family outcomes**

Illinois Community Collaborations include:

Funding Source	State Agency	Type of Collaboration
State	DHS	All Our Kids (AOK) Networks
DOE, State	DHS	Local Interagency Councils (LICs)
HRSA	DHS	MIECHV Collaborations
DOE	DHS	RTT-ELC Innovation Zones
ACF	DHS*	Early Head Start-Child Care Partnerships
HRSA	None	Healthy Start Community Action Networks (CANs)
Private and/or local funders (such as municipalities, foundations, United Ways)	None	Various organically-grown collaborations (e.g., Collaboration for Early Childhood, Success by Six)

Role of Regional Entities

- Regional entities can **combine sector-specific data** and expertise to **holistically assess regional needs** and work together to plan high-quality services that address families' comprehensive needs.
- Regional entities have the ear of local programs and are well-positioned to:
  - **Send a unified message** to local programs about collaboration and comprehensive services.
  - **Align trainings and supports** to local programs to reflect shared priorities.
  - **Elevate local barriers and concerns** to state agencies.

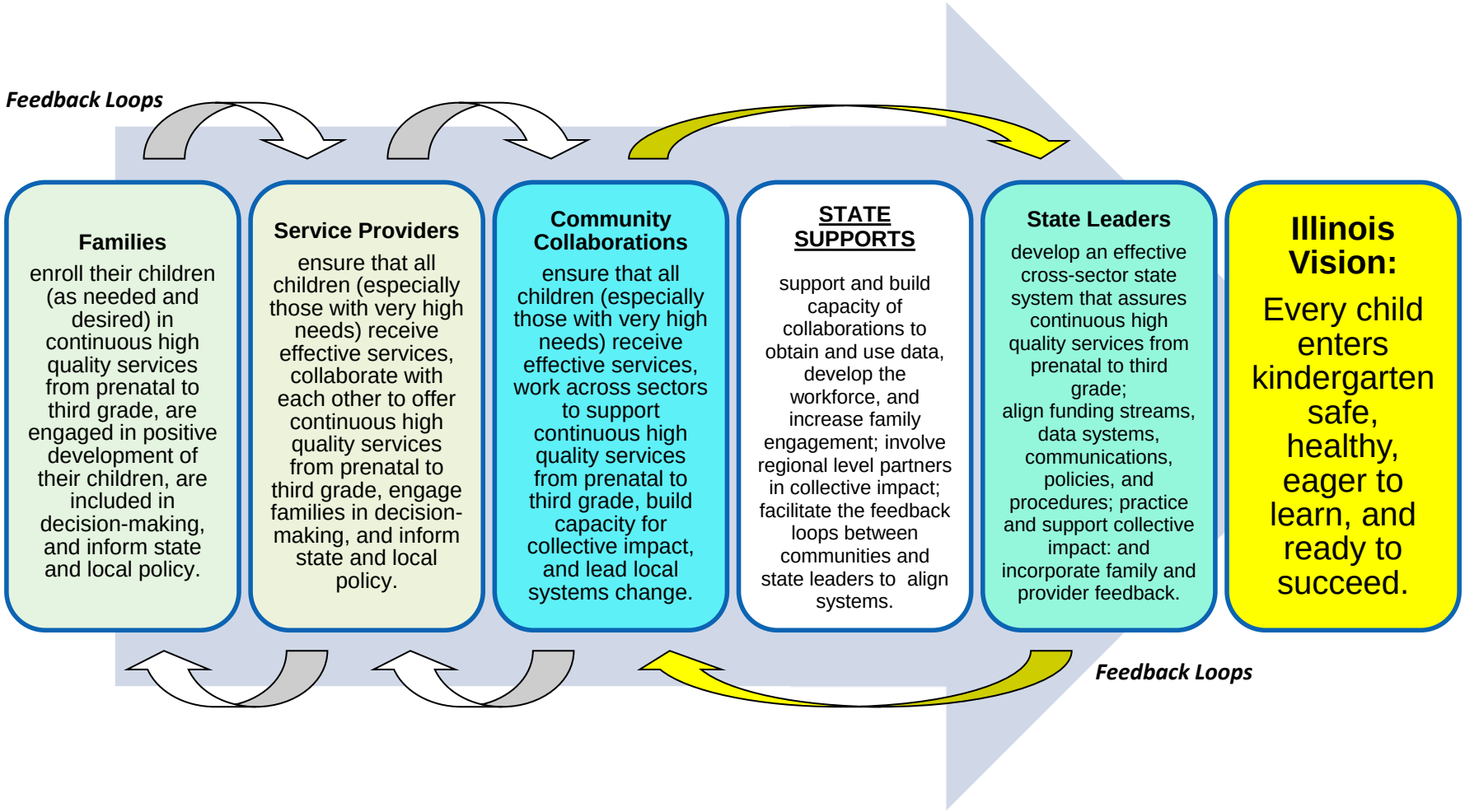
- **Improved child and family outcomes**

Role of State Agencies

- **Develop a unified message** to local programs about collaboration, comprehensive services, and serving the holistic needs of families and children.
  - Send this unified message vertically throughout each agency
- Share data across systems to **monitor progress on shared outcomes** and to **improve systems**.
- Problem-solve across state agencies and complex funding sources to **eliminate barriers** to family enrollment, quality improvement, and/or program collaboration.

- **Improved child and family outcomes**

Goal: Improved outcomes for children and families through effective community systems



Theory of Change

- Capacity-building on **collaboration skills** and **systems strategies**
- Data
- Family engagement
- Policy feedback loop
- Messaging
- Neutral convener

- **How we work together**
- **Examples**:
- Inclusion of diverse sectors/providers
- Use of data to inform priorities and strategies
- Development of shared agenda
- Adoption of action learning cycles

- **What we do together**
- **Examples:**
- Alignment of birth to third grade programs
- Continuous stream/ pipeline of comprehensive services
- Coordinated intake or referral systems
- Targeted outreach to and enrollment of priority populations

- **Intermediate:** Improved local systems
- **Long-Term:** Improved child and family outcomes

on State Supports

- **Capacity-building** on **collaboration skills** and **systems strategies**
  - ISBE SFY18 re-competition
  - Alignment and coordination of PD for community systems
- **Data**
  - New features available on IECAM
  - Promising data from NIU (ILDS) with racial and ethnic disaggregation
- **Family engagement**
  - Subcommittee of ELC Family and Community Engagement
- **Policy feedback loop**
  - IZ team working with OECD on a responsive process
- **Messaging**
- **Neutral convener**

on State Level Coordination

- State level program managers' meetings facilitated by BUILD
  - **Why:** to operationalize key elements from the CSD State Plan and build a system of supports for community collaborations
  - **Who:** DCFS, DHS, Head Start, IDPH, ISBE, Innovation Zones, MIECHV, OECD
- Discussion has focused around how to:
  - ***Align community outcomes*** with the ELC Dashboard, Children's Cabinet
  - ***Develop policies and practices*** that support increased enrollment of the state's priority populations in a continuous, coherent stream of services
  - ***Communicate clearly*** on the "what", "why", and "who" of community systems
  - ***Strengthen feedback loops*** between community and state level
  - ***Integrate system development efforts*** across programs and initiatives
  - ***Provide training and technical assistance*** to local communities
  - ***Build in improvement strategies*** **i**nto the process
- A proposed plan will be taken to the State's EC Inter-Agency Team
  - Will include action steps that can be accomplished with current resources

Thank you!

The complex landscape that affects children ages birth to five.