

Community Systems Overview

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with

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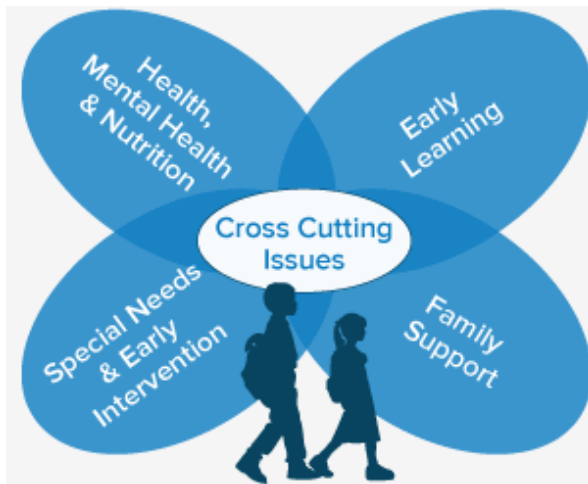
Leah Pouw, Illinois Action for Children

Early Childhood Vision

- Our **vision** as a state is for every child to enter kindergarten safe, healthy, eager to learn, and ready to succeed in a rigorous, developmentally appropriate K-12 curriculum.

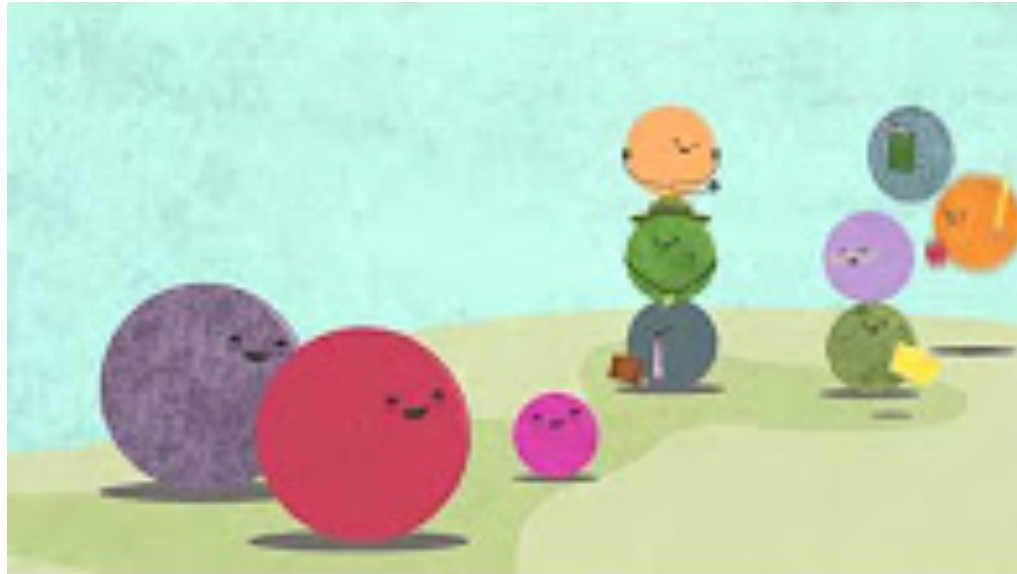


Community Systems



- 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?



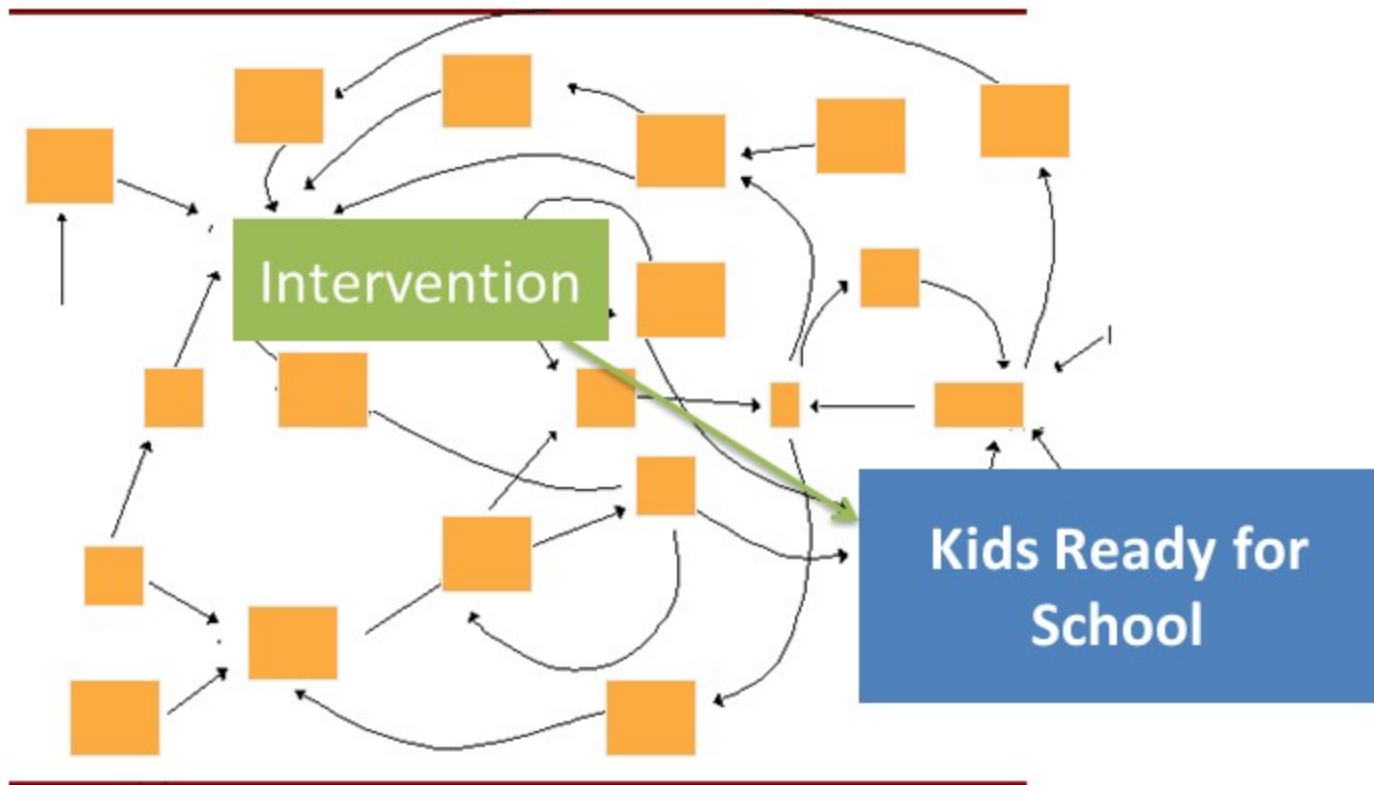
BUILD Initiative video:

<https://www.youtube.com/watch?v=th4jBTtaxhl>

Typical Programmatic Approach to Community Change



What do Community Problems Really Look Like?



Solely a Program Focus

Isolated, uncoordinated efforts

“My client” mindset

Emphasis on addressing immediate needs, not solving entrenched problems

Program improvement and expansion

Isolated learning

Adding a Systems Focus

Interdependent and interconnected

“Our children” and “our partner” mindset

Emphasis on solving entrenched problems by targeting root causes

System transformation

Shared feedback and learning

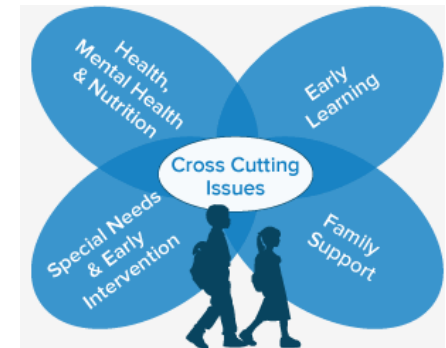
Community Systems: Alignment with Children's Cabinet

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

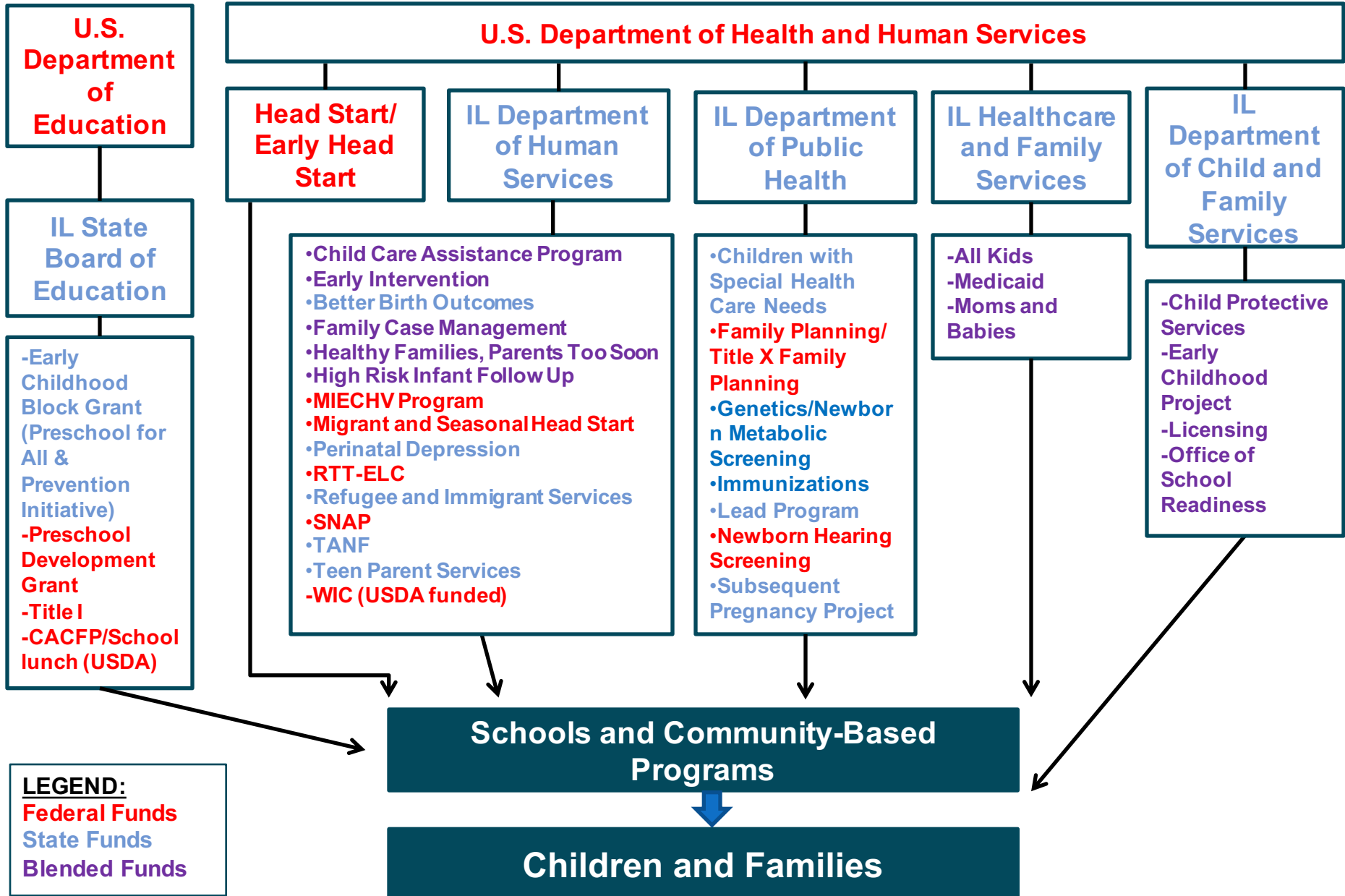
Community Systems are Cross-Sector and Cross-Agency

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

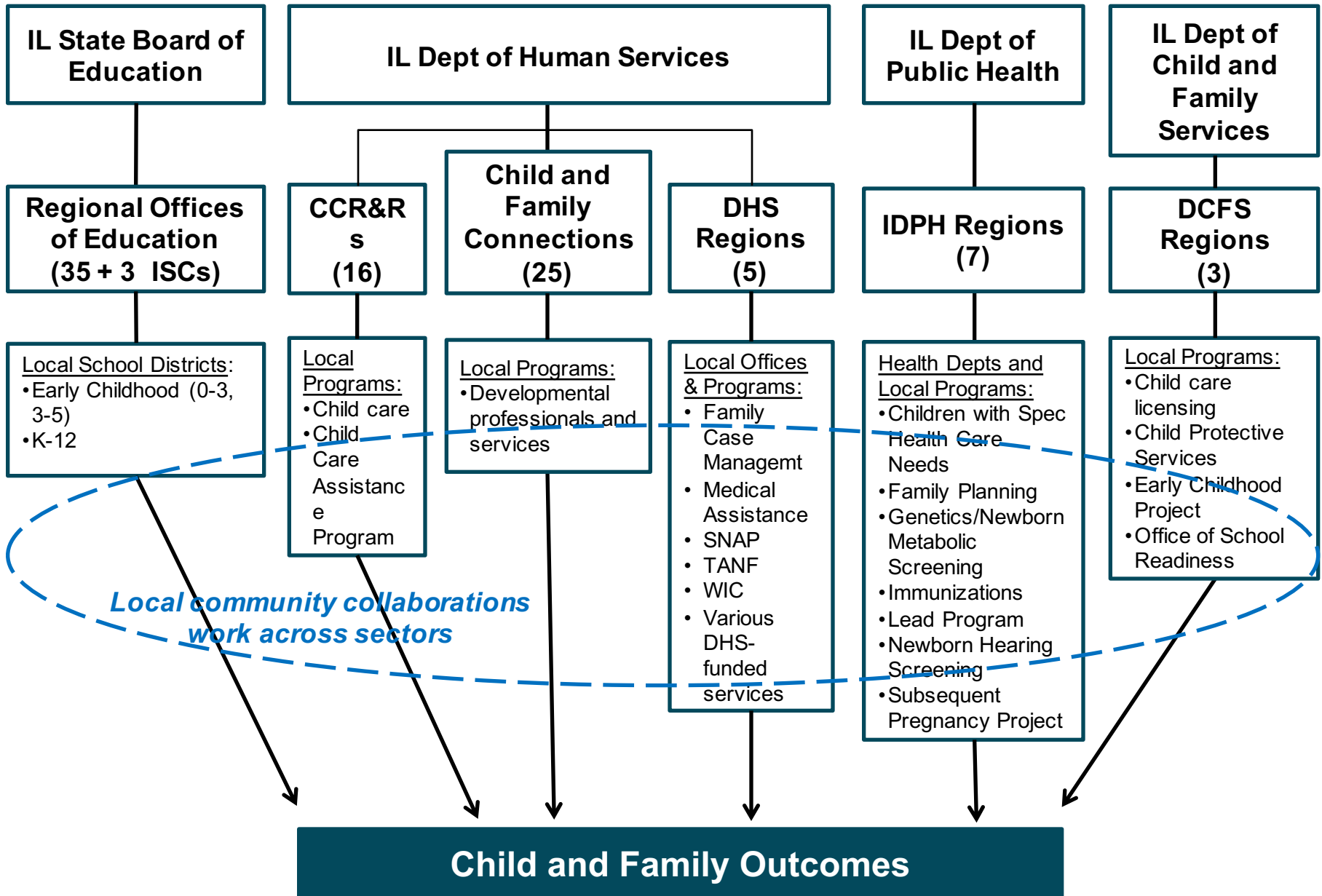
- **Early Childhood Education** (DHS, Head Start, ISBE)
- **Early Intervention and Special Education** (DHS, ISBE)
- **Families and Caregivers**
- **Health** (DHS, Healthy Start, HFS, IDPH)
- **Home Visiting** (DHS, Head Start, ISBE)
- **K-12 Education** (ISBE)
- **Mental Health** (DHS, HFS, IDPH)
- **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 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**

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**

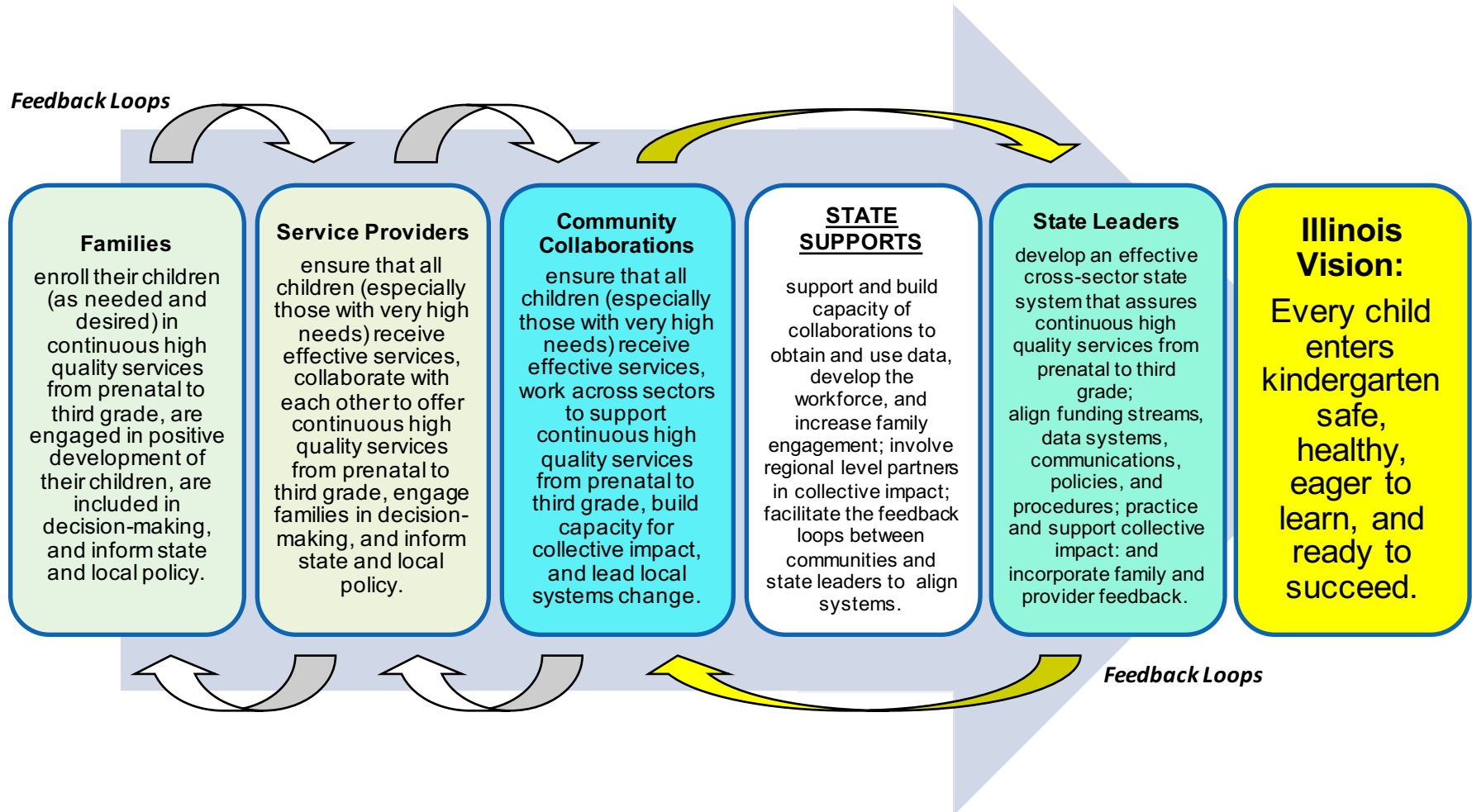
Role of State Agencies

- **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



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, SPARK)

Theory of Change

State level supports

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

Increased capacity of community collaborations

- **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

Increased systemic strategies

- **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

Improved outcomes

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

Example: All Our Kids (AOK) Early Childhood Networks

State level supports

- Professional development, coaching and TA on Network governance, strategic planning, collaboration and leadership development
- Facilitated peer learning networks
- Monthly coordinator teleconferences and three in-person statewide meetings
- ABLe Change training and coaching

Increased capacity of community collaborations

- Four core areas:
 - Shared Agenda
 - Collaborative Leadership and Engagement
 - Continual Learning and Adaptive Action
 - Network Infrastructure

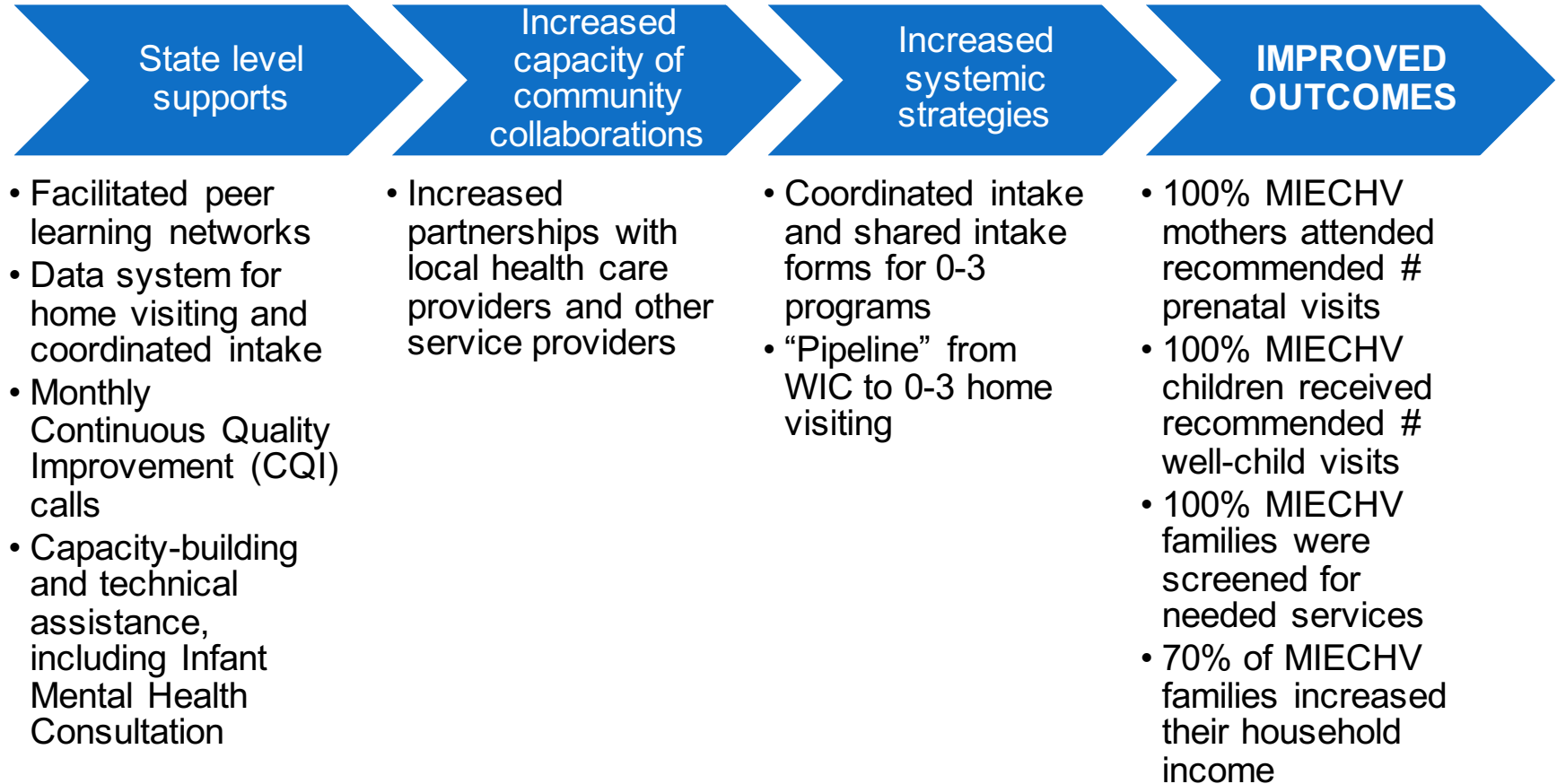
Increased systemic strategies

- Early Identification
- Public Information and Education
- Information and Referral
- Coordination of Care
- Service Needs and Utilization
- Workforce Training and Development
- State and Local Policy

Improved outcomes

- **System Impacts:**
 - Access
 - Quality
 - Equity
 - Capacity
 - Satisfaction
- **Child / Family:**
 - Babies are born healthy
 - Children maintain physical and emotional health and well being
 - Children enter school ready to learn
 - Parent are leaders in their families and communities

Example: Rockford MIECHV collaboration



Example: Innovation Zones

State level supports

- Set clear expectations, vision
- Train on models and methods
- Provide data analysis and guidance
- Facilitate peer learning networks
- Coach leaders as they implement
- Sponsor professional development
- Elevate system obstacles to decision makers

Increased capacity of community collaborations

- More diverse perspectives are engaged
- More systemic thinking and design thinking is used
- Changes are implemented using small wins
- Quick adaptations are made through continuous learning cycles and feedback loops

Increased systemic strategies

- Child level: Increased enrollment of children from priority populations using “pipeline” approaches
- Program level: Improved program quality (ExceleRate) using communities of practice and mentors
- Community level: Collaborations routinely use active learning cycles to solve emerging or new problems using system change

IMPROVED OUTCOMES

- Full enrollment in school-based early learning programs in two Chicago community areas
- 500+ children screened in one downstate community
- 1,300+ children entered in outreach database
- Parents engaged across continuum

Questions?



Visit www.PartnerPlanAct.org

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