



Illinois Early Learning Council Planning Process

**Survey Results and Potential Governance
Models for Consideration**

Early Childhood Governance



The exercise of political, economic and administrative authority to manage the state's funding and programs on behalf of young children

Good Early Childhood Governance



Public resources on behalf of young children are managed effectively, efficiently and in response to critical needs and opportunities

Illinois Early Childhood System Goals



- **EQUITY**
- **EFFECTIVENESS**
- **STABILITY AND
SUSTAINABILITY**

What You Said



SURVEY RESULTS

Equitable Access - Issues



- We continue to have fewer services than children who need them
- Mismatch between current program models and the need of the families we are trying to reach
- Geographic mismatch between where highest risk families are and where our programs are located
- Lack of and underfunding for infant toddler services
- Siloed approach

“[There is] Too little attention to priority populations and too many barriers created by the silos in State government. DCFS, DHS and ISBE which control and administer the vast majority of ECE resources do not have a commonly articulated vision of what each is trying to achieve for young children and families. There should be a common policy, vision and program metrics that all ECE programs share with regard to increasing access to services by the most at risk populations.”

Equitable Access - Solutions



- Common policy, vision, and program metrics
- Research how we are serving high-risk sub populations
- Specify target goals by race/ethnicity, poverty, geography
- Improve blending and braiding policies
- More effective parent education and recruitment
- Better share data and information across all funding streams (including Head Start)
- Create local accountability requiring that providers reach and serve the poorest kids and families
- Abandon the one size fits all funding and program model structures

Effectiveness of Services



- Lack of data is a major issue for understanding systems effectiveness. We do not currently have the cross-systems data infrastructure (and in many cases the single agency data systems) to understand how the system is functioning and make informed decisions to improve effectiveness.
- Need clarity in how decisions are made, how policy direction is decided, who administers programs, and systems for communications between agencies, stakeholders and the field

“The State should be able to articulate: who, where and how families are presenting for services, who is not being served effectively, why and where, what kind of services are currently available and needed from the perspective of providers and end users and how effective is local collaboration in addressing the needs of their community or sub-region of the State.”

Sustainability and Stability



- Not enough funding to achieve goals of reaching priority populations
- True cost of quality not adequately funded
- Staff not adequately compensated
- Staff capacity infrastructure substantially eroded

Potential Solutions

- Identify a dedicated source of revenue as in other states (AZ)
- Re-engineer funding streams

“Our funding streams are still individually inadequate to support sustained quality on their own. Our braiding of funds is still not sufficient to support sustainability and necessary growth in services. Some of our infrastructure and our direct services are reliant on funding streams that will end or that we need to advocate for annually, including many of the federal funded initiatives.”

Structural Assets and Barriers

	Assets		Barriers	
Funding and Approach	Commitment to and funding for services prenatally to five incl. home visiting	10	General lack of funding	2
	Collaboration among health and education systems	2	Lack of local investment in most at risk children and families	1
	Ability to successfully win federal funds	4	State's current fiscal crisis incl. child care changes	2
	Strong private sector engagement	3	Failure to invest in infrastructure i.e. facilities and transportation	4
			Turf issues	1
Capacity	Infrastructure supports quality & coordination	5	Lack of staff capacity at state agencies	3
	Collaborative Networks, Early Learning Council, GOECD	5	Lack of meaningful feedback loops	2
	Improving data	1	Lack of systemic coordination in ECE system; no central driver; fragmentation	7
	Strong capacity for systems building	4	Data gaps, inconsistencies, comprehensive view of access, & lack of metrics/monitoring	8
	Established a set of system goals	1	Bureaucratic structures	2
Alignment	Collective will and talent benefits collaboration	6	Need to align allocation of existing assets incl. eligibility requirement	4
	Bi-partisan political support in GA and Gov Office	1	Regional disparities and inconsistencies	1
Matching Needs and Services	Commitment to serving bilingual children	2	Needed quality improvements (ex. diversity)	1
	Some promising local models developed to serve highest needs (Innovation Zones, grassroots models, etc.)	2	Need to tier priority populations & agree to services that will help overcome barriers to K readiness	1
	Emerging mental health capacity	1	Inconsistent credentialing of staff neg. impacts bilingual population	1
	Blending and braiding encouraged	1	Opposing and/or distinct eligibility req.	2
	Able to reach many children w/array of services	2		
	Growing PD supports	1	Need to increase pay for teachers and aides	1

Critical Elements to Maintain



- Services offered in a range of settings and modalities (14 responses 78%)
- A powerful advocacy network across all parts of the system (9 responses 50%)
- System includes a focus on services for families prenatally through school entry age (9 responses 50%)
- A substantial system of quality infrastructure supports (8 responses 44%)

Downsides to Address



- Children and families find it very complicated and confusing as a result of fragmented services that are neither seamless nor comprehensive (15 responses 83%)
- The lack of data (12 responses 67%)
- Bureaucratic silos regarding how contracts are managed (11 responses 61%)
- A lack of accountability due to the different metrics for allocation of different funding streams. Ultimate program goals and outcomes differ by funding stream (10 responses 56%)

What is Possible?




MODELS FOR CONSIDERATION

What might we be able to achieve through a unified system?



- A single contract to providers that combines PFA+CBPI+CCAP+CACFP
 - With unified data reporting!
- Joint monitoring and assessment system (CBPI, PFA, CC contracts, QRIS)

What might we be able to achieve through a unified system?

- 
- Joint monitoring and quality assurance systems for home visiting by program model rather than funding stream
 - A unified professional development system designed to meet the needs of staff at all levels

What might we be able to achieve through a unified system?

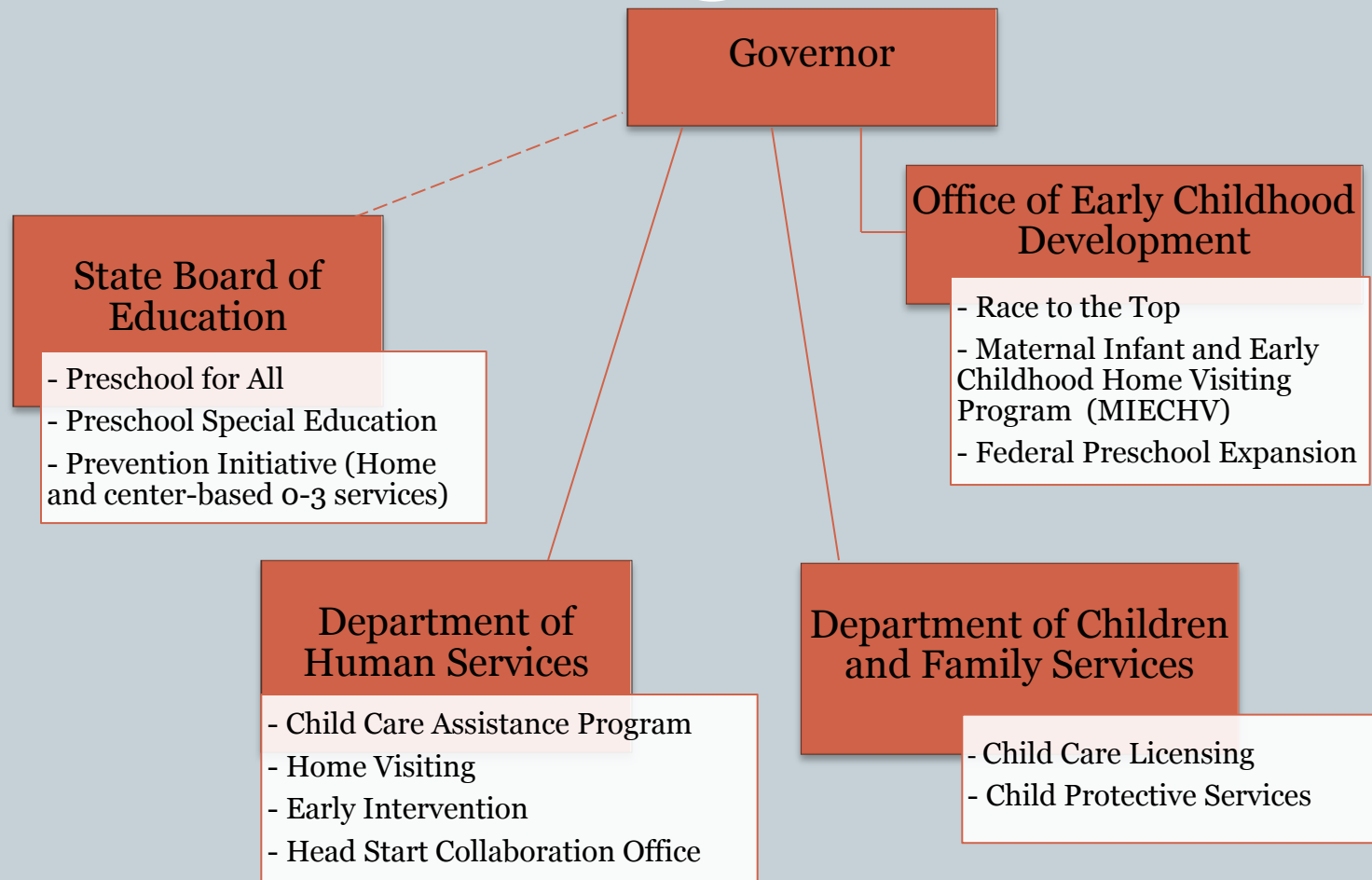


- A cohesive approach to bringing child care centers to PFA quality levels, especially those serving 50% of children whose families receive subsidies
- A coordinated system of mental health consultation and supports at community/regional level

Illinois State Agencies and Programs

Children and Family Services	<ul style="list-style-type: none"> • Child Protective Services • Child Care Licensing 	
Human Services	<ul style="list-style-type: none"> • Better Birth Outcomes • Child Care Assistance Program • Early Intervention (Part C) • Family Case Management • Healthy Families • Healthy Start • High Risk Infant Follow-up • Newborn Hearing Screening Program (with IDPH) 	<ul style="list-style-type: none"> • Parents Too Soon • Perinatal Depression • Refugee and Immigrant Services • SNAP, WIC • TANF • Systems Development Initiatives • AOK Early Childhood Networks • Child Care Resource and Referral • Local Interagency Councils
Healthcare and Family Services	<ul style="list-style-type: none"> • All Kids • Moms and Babies 	
Public Health	<ul style="list-style-type: none"> • Childhood Lead Poisoning Prevention • Children with Special Healthcare Needs • Genetics/Newborn Screening Program 	<ul style="list-style-type: none"> • Illinois Immunization Program • Newborn Hearing Screening Program (with IDHS) • Subsequent Pregnancy Program
State Board of Education - ISBE	<ul style="list-style-type: none"> • Prevention Initiative (ECBG) • Preschool for All (ECBG) • Special Education (Part B) 	

Current Organization of Illinois Early Childhood Programs

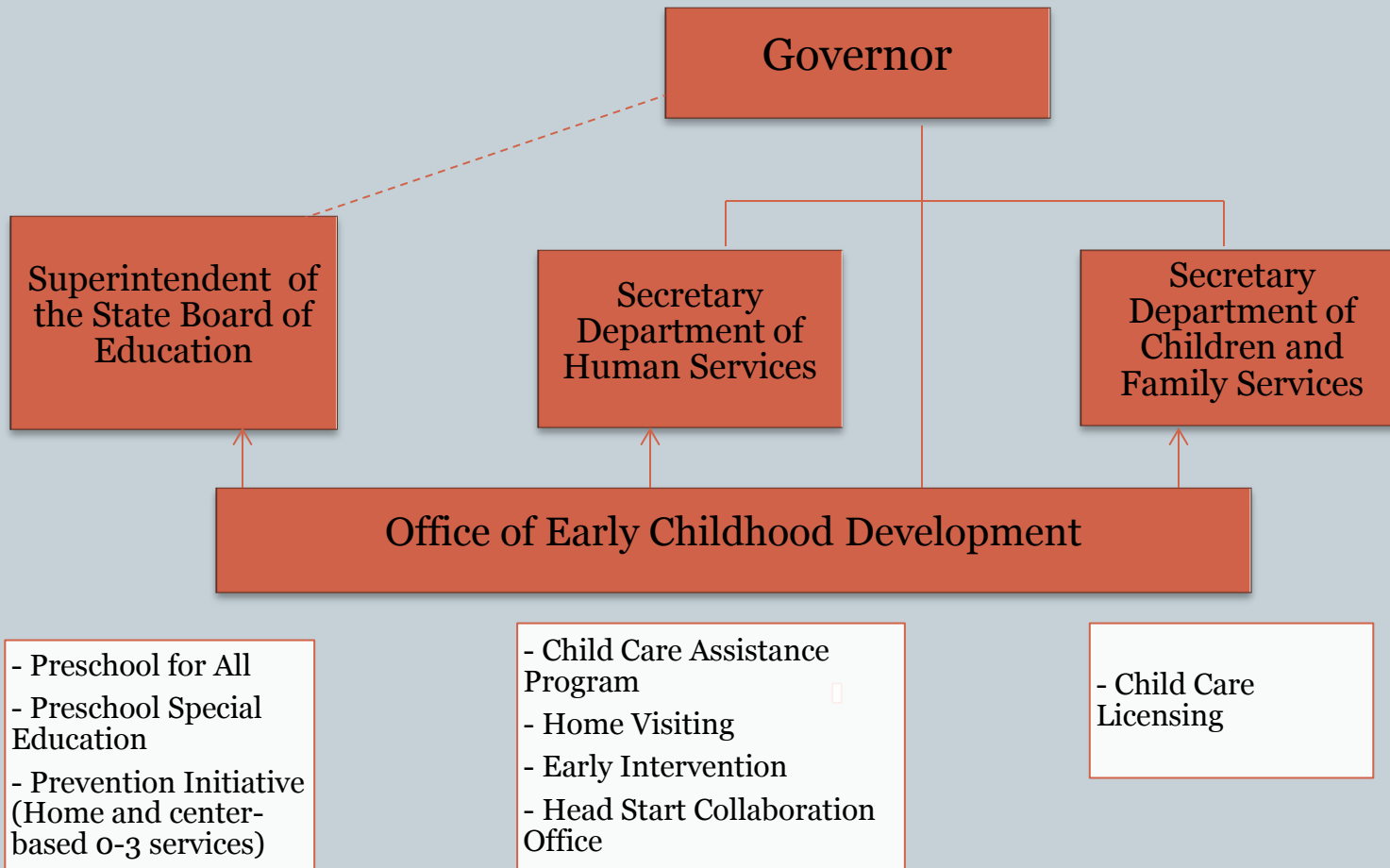


Model A



- Programs remain in agencies where they are currently situated
- OECD assumes policy authority over programs and becomes required signatory on contracts but contracts are still administered through individual agencies
- OECD is the central planning entity for all early childhood work

Model B



Model C



Governor

Department of Child Development

Programs

- Child Care Licensing
- CCAP
- ExceleRate

- PI Center-based
- Preschool for All
- Preschool Special Education
- Preschool Expansion

- Home Visiting
- MIECHV
- PI Home Visiting
- Early Intervention