



1. State Vision Success Stories Activity Instructions

Activity Objective: To determine which part of Illinois’s vision for CSD is exemplified in the provided scenarios.

Instructions:

1. Use the “Illinois Vision for CSD” list to determine which part(s) of Illinois’s vision for CSD is/are exemplified in the provided scenarios.

IL State Vision for Community Systems Development

Families can:

- Go anywhere to get access; there is no “wrong door”
- Know what it takes to qualify for services before they get there
- Get help figuring it all out
- Have all their kids taken care of in their communities, no matter what age they are or what needs they have
- Count on quality care and education at every point in their children’s developmental trajectory
- Afford what they need

Scenarios

1. *A mother of three has an infant and a toddler in an early learning program. Her toddler has a screening completed by a pediatrician who identifies some areas of developmental concern. The pediatrician provides the mother with the contact information for a person at an early intervention center who can complete a full evaluation and determine eligibility for services. Once the toddler is determined as eligible, the early learning program he attends arranges to have the therapist come to their building to provide the toddler’s services.*
2. *Rather than having families go to different places for services, a community works together to provide families access to information in multiple places. For example, families can go to either a library or a clinic to register for early learning programs. They can fill out an application for public benefits while at their library or school. Or through their early learning programs, they can sign up for library programs/cards.*
3. *The community brings together leaders of home visiting programs, family childcare programs, and schools on a regular basis to talk about the quality of their programs. They discuss what their programs look like and determine how to make them better. In the course of their conversations, a preschool and kindergarten program realize they are using two different approaches to instruction, with the preschool program being more play-based. They have found that this creates confusion for new kindergartners. To address this, kindergarten teachers and preschool teachers began to meet on a regular basis to talk about how they can align their teaching practices across preschool and kindergarten.*

2. Collaboration Role Activity Instructions

Activity Objective: To determine the main role of the collaboration in the provided scenarios

Instructions:

1. Determine if the collaboration’s role in each scenario is Continuous Improvement, Improved System Functioning, or Diverse Stakeholder Engagement.

Collaboration Roles

Continuous Improvement	Improved System Functioning	Diverse Stakeholder Engagement
<ul style="list-style-type: none"> • Assure programs and supports in the community are responsive to family needs, accessible, high-quality, well-coordinated, and equitable. 	<ul style="list-style-type: none"> • Use systems thinking and strategies to align parts of the system, build new structures and processes, and address system barriers and their root causes. 	<ul style="list-style-type: none"> • Engage and convene diverse stakeholders to co-create a shared vision and execute a cross-system assessment, planning, implementation, and action learning process.

Scenarios

1. *Local community leaders and healthcare workers are meeting to discuss how they can improve communication around screenings that are conducted during home visits. In order to fully understand the issue, the community leaders and healthcare workers begin by brainstorming who else needs to be part of the conversation. They determine that families, social workers, and those who conduct screenings during those home visits should be invited to the next meeting. The agenda for the next meeting will focus on understanding the issue from all perspectives and identifying the desired outcomes for what the group wants to achieve.*
2. *There are a number of effective early childhood programs providing services in your community. Your collaboration is meeting this week to discuss a concern that has been raised by several of these programs. They want to talk about how they can better provide early childhood program and service information to dual language homes in low-income areas of your community. The group has generated a number of great ideas, including translating materials into the main languages spoken in the community and connecting with local institutions and businesses such as mosques, churches, restaurants, and barber shops to see if they are willing to post the information for their patrons.*
3. *A group of stakeholders is working to track the root cause for chronic absences of children in their community, both before and in kindergarten. The group has decided they need to gather all available information into a shared database in order to begin analyzing the issue in earnest.*



3. Small Group Discussion Activity Instructions

Activity Objective: To reflect on your role in your regional Action Council

Instructions:

1. Answer the following questions:

- What part of your involvement in your regional Action Council do you most look forward to and why?
- What supports do you think you'll need to do your work?
- Who will you reach out to for support?