



Family, Friend & Neighbor Care Subcommittee

December 11, 2025



Meeting Expectations

Introductions:

1. Name
2. Location
3. Role & Organization
4. What's bringing you joy this season?

- **Please be on video** as much as possible
- **Mute self** when not speaking
- Use **Chat feature** or **"raise hand" button** for questions or comments
- Technical issues can happen to anyone – **chat privately to Crystal Roman for any needs**
- If you are experiencing an unstable connection - **switch to phone call or close other applications**

For Public Participants:

- Attendees can provide input through public comment during discussions and at the end of the meeting, as well as contributing to Padlet



Note: This meeting has Spanish translation

Subcommittee Norms

- Process is part of the solution
- Step Up, Step Back
- Questions seek to understand, be curious
- Prioritize parent experience and provider experience
- Act with courage and vulnerability
- Recognize the difference between intent and impact; *I might not intend to hurt or offend but the impact may be to hurt or offend*

Today's Goals and Agenda

Goals

- Share where we are with the funding design process and why it matters for family, friend, and neighbor care providers
- Build a shared understanding of resources involved in providing FFN care
- Identify factors that influence the cost of FFN care, including work hours, number of children cared for, and related expenses

Agenda

- Introductions to IDEC and the transition process
- Background & context for funding design and the subcommittees
- Scope and role of the FFN subcommittee
- Discussion: Understanding costs for FFN care
- Public comment, next steps and adjourn

Introduction to IDEC & The Transition Process



Overview | Early Childhood Services can be less burdensome, more efficient and equitable



Children and families experience difficulties with inputting the same info repeatedly, deciphering eligibility requirements, and accessing resources



Providers spend too much time on administration and experience challenges with sustaining multiple state funding streams



State cannot track funding for providers across multiple streams, deliver services equitably and efficiently, and view services a single child accesses or does not access



★ North Star

Illinois is on a path to be the best state in the country to raise a family with young children

👤 Short-term goal

Ensure seamless transition of services for parents & providers

🎯 Agency redesign priorities

- 1 Align programs and program standards toward kindergarten readiness
- 2 Bring data transparency to deliver equity and efficiency
- 3 Design 0-3 services to support families in the most critical years
- 4 Licensing & regulatory processes support the rich diversity of families and providers that serve them
- 5 Align funding streams at the state level, relieving complexity from local and shifting to the state



Developing the Future of Service Delivery

Macro Steps in the **Transition Innovation Lifecycle**

Identify
Families'
Wants/Needs

Identify what
providers need
to deliver
services to
families

Identify how to
align state
policy
operations,
grants,
contracts, etc.

ILGA/GOV/
Agency Action
on Budget/
Policy

Implementation
& Continued
Improvement

Immediate Redesign Priorities for IDEC

Child Care Licensing Process

Create and communicate a package of licensing changes that simultaneously simplify and strengthen regulations for child care settings that seamlessly connect to a continuum of quality and support.

0-3 Early Intervention Services

Design ways to increase access to and participation in essential 0-3 services for families with young children with special needs, differentiated by region and community assets and needs.

Funding Alignment

Design early childhood funding approach that promotes equitable and inclusive access to quality services that meet the needs of children and families, with a particular focus on investment prioritization and system sustainability.

Technology Improvements

Ensure technology infrastructure is in place to simplify and ease the burden for families and providers while enabling the state to efficiently and equitably administer services that meet the diverse needs of families in the state.



Focus of the Funding Design Workgroup

Funding Design is shaped by three groups:

Internal Agency Leaders

15-20 early childhood system leaders from the new Illinois Department of Early Childhood as well as early childhood legacy agencies like IDHS, DCFS and ISBE that inform direction of funding design.

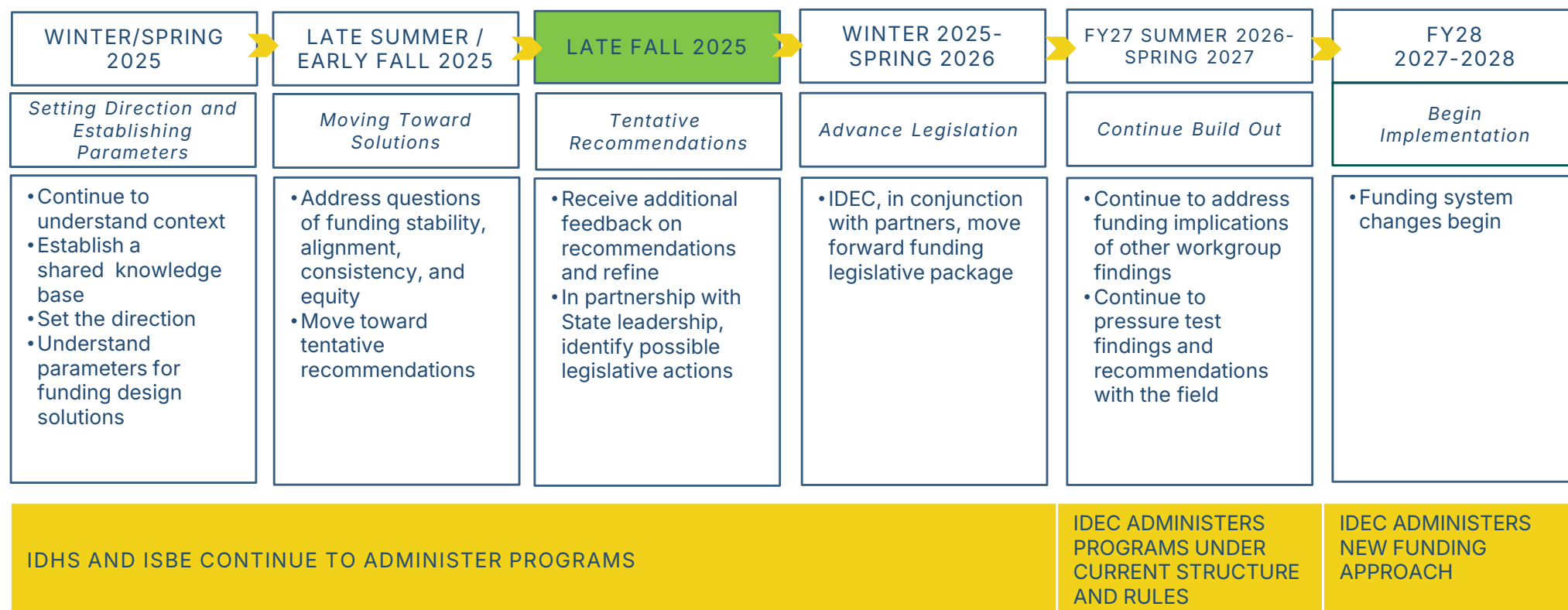
Transition Advisory Committee (TAC)

15+ community members, including parents, providers, advocates and experts that serve as an external advisory committee for the transition towards a unified early childhood agency.

Funding Design Workgroup

30+ community members that advise on the design and use of ECEC funding with a particular focus on investment prioritization and system sustainability.

Anticipated Timeline



Background and Context for Subcommittees



Funding Design Goals

Develop a funding system for Illinois' early childhood education and care programs that:



Promotes an **equitable, inclusive, family-centered system** of quality choice for families of all races, home languages, incomes, and geographies



Works toward **fair resources for all types of providers**, responsive to family choice



Supports **opportunity, fair compensation, and high-quality working conditions** for the ECEC workforce



Improves **predictability and stability for families, providers, and the workforce**



Reduces complexity and burden on ECEC providers



Promotes long-term **system-wide sustainability** through clear and balanced priorities and effective use of all available funds (federal, state, local, and private)

Emerging Design Principles – drawing on input from communities, working groups, and state leadership

1

Reduce administrative burden by streamlining current funding streams

- Combine state funds into fewer funding streams with similar purposes and recipients
- Reduce burden of managing multiple state and federal funding streams by aligning requirements wherever possible
- Simplify applications and reporting wherever possible

2

Builds a transparent road map to full costs of early learning services that enables equity and efficiency

- Ensures **operational funding** from all sources that is adequate to deliver services that meet licensing standards for all children and allows transparency in how much existing funding from all sources covers costs
- Enables a **family-centered definition of quality**, and is tied to the **services families want to see** based on children's needs, including for children with disabilities and developmental delays, multi-lingual learners, and historically underserved communities
- Promotes **competitive workforce compensation**
- Reflects the **different structure** of costs and services in centers, homes, and school districts across programs and requirements
- **Maximizes** federal funds

3

Assess gaps between current funding and need to inform equitable prioritization for future investments

4

Work for existing and new programs and programs with a mix of children being served by **public and private funds**

- New programs can enter the system through a transparent process that assesses quality, capacity, and community need
- Funding design incorporates local funding and parent tuition alongside state and federal dollars while acknowledging the needs of providers who serve school-age children

Funding Design Working Group Process: Where we've been

Winter 2024-2025

Built Knowledge & Set Context

- Aligned on goals for the project
- Built knowledge about funding design principles
- Heard from parents, providers and state administrators about current experience
- Considered valuable aspects of current ECEC funding to build upon

Spring 2025

Established Parameters

- Grappled with funding system tensions, including universal vs targeted approach
- Learned from other states and countries
- Connected to other workgroups supporting the transition to the new agency

Summer 2025

Moved Towards Solutions

- Launched and completed Funding Distribution & Alignment Subcommittees
- Began addressing questions of funding stability, alignment, consistency, and equity
- Developed emerging recommendations

Fall 2025

Exploring Additional Costs

- Consider open questions around funding targets
- Launched Child Care/Pre-K, Home Visiting and FFN subcommittees
- Working towards tentative family-driven cost factor recommendations

Preliminary Funding Design Recommendations – Summary

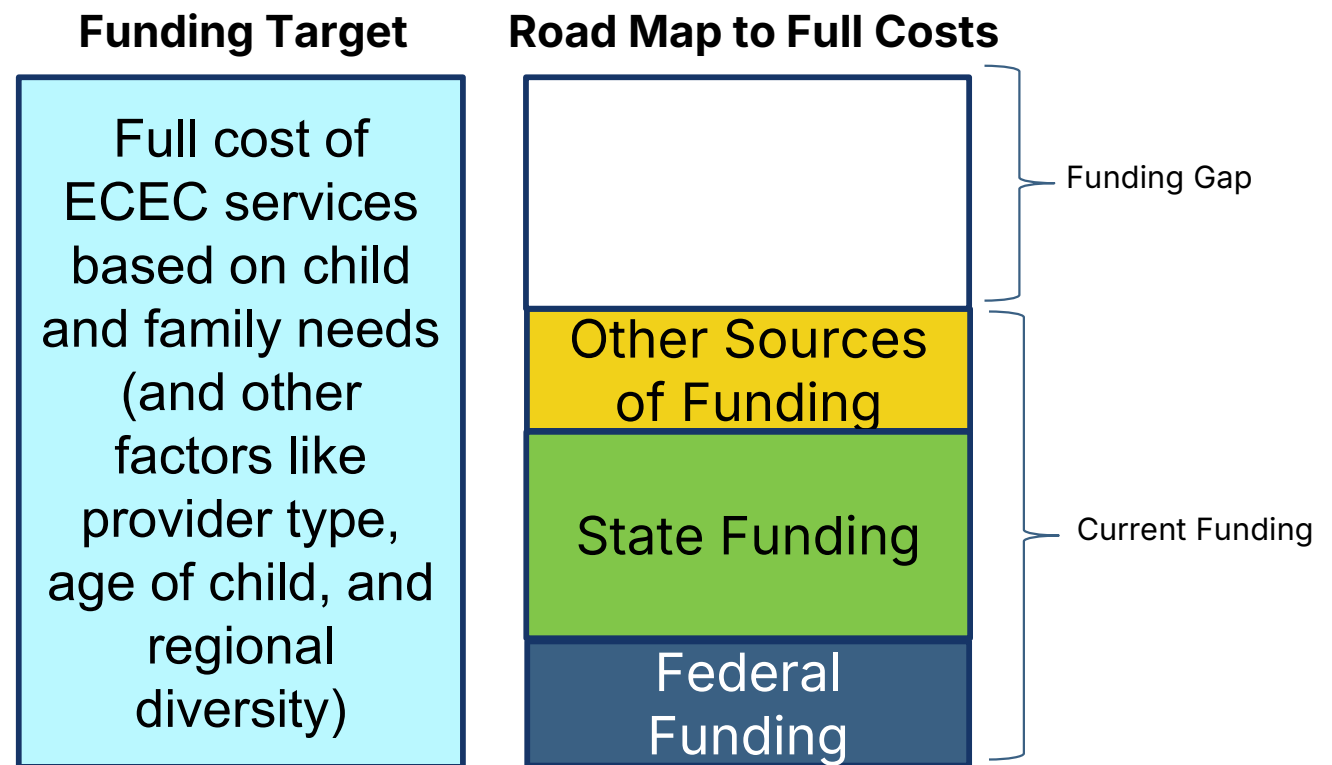
<i>Identified Challenge</i>	<i>Preliminary Funding Design Recommendations</i>
Funding misalignment	Align funding streams with common purposes, simplifying from 12 to 4 core funding streams
Funding instability	Prioritize predictable and stable distribution strategies , providing base funding through non-competitive grants/contracts wherever possible
Funding does not match cost	Define long-term targets for full funding that covers the cost of services that families want and need*

**Expanding on this recommendation is the goal for this set of subcommittees.*

Creating an Adequacy-based Approach for ECEC

One of the design principles for ECEC funding is to ***“build a transparent road map to full costs of early learning services that enables equity and efficiency, using all available sources of funds.”***

Visualizing the Funding Target & Road Map to Full Costs (Illustrative):



Defining Statewide ECEC Funding Targets Based on Costs

Statewide Target

Full cost of ECEC services based on child and family needs (and other factors like regional diversity)

ECEC funding target must:

- Be driven by **family input** about the services they desire and need
- Account for the costs associated with providing care to **multilingual learners** and **children with disabilities and developmental delays**
- Consider federal and other funding resources

*This phase of funding design work will **build on family input to better define the** that will inform funding model and targets.*

To define an accurate statewide funding target, we need a more comprehensive understanding of the costs across all parts of the mixed delivery system, including FFN care.



Fall Subcommittees Overview and Objectives:

- **Overview**: Subcommittees will focus on **providing feedback on assumptions that will inform the development of IDEC's funding framework** for child care/pre-k, home visiting & FFN across the mixed delivery system, and provider types*
- **Objectives**: At the end of this round of subcommittees, we will have a deeper understanding of:
 - A recommended initial set of **family-driven** to consider embedding in definitions of adequacy targets
 - Qualitative input on **known and unknown** to inform development of adequacy targets
 - Input on variations required based on the experiences and **needs of different provider types**
 - Questions needing **further consideration and research** to inform the funding framework

**EI and ECSE work is ongoing in separate workstreams*

Fall Funding Design Subcommittees Structure

All subcommittees will focus on priority populations, including **multilingual learners** and **children with disabilities and developmental delays**.

Child Care/Pre-K (Ages 0-5)

- Including licensed centers, homes, and school-based settings
- Topics may include:
 - What are the costs associated with family-driven vision of quality?
 - How does funding design impact providers in the mixed delivery system?
 - What are the considerations around funding structures to support family and community needs?

Family, Friend, and Neighbor (FFN) Providers

- Topics may include:
 - What are the unique needs of Family Friend Neighbor (FFN) providers?
 - How should funding design and the road map to full costs account for FFN providers' structure?

Home Visiting

- Topics may include:
 - What else should be considered to reflect families' priorities
 - What are the considerations around access of Home Visiting and impact on funding design?

Scope & Role of the FFN Subcommittee



What is Family, Friend and Neighbor (FFN) Care?



- Family, Friend, and Neighbor (FFN) care is child care provided by someone the family already knows and trusts, such as a **relative, family friend, or neighbor**, rather than a formal child care program
- FFN care is often **home-based**, typically happening in the caregiver's home or the child's home
- It is frequently used for **flexible, non-traditional, or variable schedules** (evenings, weekends, rotating shifts)
- FFN providers are **license-exempt**
- Illinois recognizes FFN providers as part of the **Child Care Assistance Program (CCAP)** system; eligible families can use CCAP for care from a relative, friend, or neighbor
- Access to CCAP requires FFN providers **to complete core trainings**: CPR/FIRST AID, Child Development, Health, and Safety Basics Training, Child Abuse and Neglect/Mandated Reporter Training, "What is CCAP?" orientation

FFN Subcommittee



Essential Questions:

- How can **funding and payment systems** better reflect the costs of FFN care?
- How do different FFN caregiving arrangements affect the **cost of providing quality care**?
- What support, systems, or funding approaches are needed to ensure **FFN providers can sustain quality care**?

The Family, Friend & Neighbor Subcommittee will meet twice to develop cost considerations for providing FFN care.

Meeting 1- Dec 11

- Welcome, introductions, and level setting
- **Costs related to the people caring for children:** hours of service, compensation, training
- Costs related to receiving state payment

Meeting 2- January

- **Costs related to children-** cost differences for caring for multiple children
- Supporting children with disabilities, developmental delays, and multilingual learners
- Costs related to early mornings, overnight and evening/weekend care
- Costs related to supplies- food, housing, laundry, etc.



Discuss emerging recommendations with Funding Design Workgroup

How will the subcommittees work together and maintain alignment?

Workgroup & Subcommittee Relationship





Questions?



Understanding Costs for Family, Friend & Neighbor Care



Illinois has been a long-standing leader in FFN care, enabling providers to deliver care while receiving support through CCAP funding



Use of FFN Care

- About **26,000 children** (20% of CCAP-enrolled children) are in FFN care each month in Illinois
- **87% of providers are relatives**; 13% are non-relatives
- Most **providers care for 1–2 children**; the median number of children in care is two
- Most providers (73%) **care for school-age children (6+)**



Subsidy Overview

- On average, **11,600 FFN providers** serve CCAP children monthly
- Approximately **\$11 million** of \$100 million total CCAP funding goes to FFN providers each month
- On average, **FFN providers receive \$372 per child per month**



Payment Process

- FFN providers are reimbursed monthly after submitting attendance-based vouchers (certificates)
- The FY26 **CCAP daily rate for FFN care is \$25.76** per child for full day (5-12 hours)
- To receive CCAP payment, FFN providers must meet specific requirements such as: background checks, fingerprinting, keeping attendance records and compliance with billing, and attending training

What Families and Providers Are Saying About FFN Care

- FFN care provides **trusted, flexible, and culturally familiar** care for families who might otherwise struggle to find options that meet their needs
- FFN providers fill a need for child care when licensed programs are **closed, unaffordable, or unavailable** during non-traditional hours
- Despite their essential role, many FFN providers and families experience gaps in **support, stability, and recognition** within the broader child care system

"How can we make sure that we have options that work for the family, friend, and neighbor providers who play such a vital role in the child care system, especially for some of our most vulnerable children and families?"
- Advocate

Asked what the State could do to better support FFN providers:

"Demonstrate respect and value of FFN providers, offer it as a positive option for families..."

"Develop more stable funding mechanisms for FFN providers"

"Pay FFN providers more and give incentives for quality. Provide additional compensation for unique care circumstances (caring for a child with disabilities)."

Today's conversation will help us to better understand costs associated with providing Family, Friend and Neighbor (FFN) Care

We'll Explore:

- ✓ Time required from FFN providers, including hours of care, preparation, training, and professional development
- ✓ Full scope of responsibilities involved in delivering FFN care beyond directly caring for children
- ✓ Administrative processes and time costs related to billing, paperwork, and receiving reimbursement

Discussion: What does a typical day look like for a FFN provider?

- What hours do you typically provide care (e.g. morning, afternoon, overnight...)? How long do children stay in your care each day?
- How many children do you typically care for?
- On a day-to-day basis how much additional time do you spend preparing to provide care? (e.g. preparing activities, clean-up, transportation, meal preparation & shopping, etc.)
- What other preparation tasks are missing from this list?

Discussion: Time spent on administrative tasks and billing

Current CCAP administrative requirements

- Maintain child attendance records and submit attendance for reimbursement
- Child Abuse and Neglect Tracking System (CANTS) check
- Fingerprint-based criminal history record check

- How much time per month do you spend on CCAP billing or payment paperwork?
- What works for you about the way you get paid? What would you change?
- What tools, resources, or supports (if any) would make CCAP billing or submitting vouchers/certificates easier?
- When CCAP billing or payment issues come up, how easy is it to get help or clarify information?
- Who do you typically reach out to for help with CCAP billing?

Discussion: Time spent on training and professional development

Current training requirements for FFN providers receiving CCAP

- CPR/FIRST AID
- Child Development, Health, and Safety Basics Training
- Child Abuse and Neglect/Mandated Reporter Training
- What is CCAP?

Providers also must be registered in the Gateways to Opportunity registry

- Do you seek training/professional development in your caregiving role? How often and how much time per month do you spend on these activities?
- How do you access training? What are your costs related to accessing training virtually?
- Have you participated in required CCAP trainings? What was your experience like? How much time do you spend on these activities?
- What kinds of incentives would be most beneficial for completing additional training or professional development?

Public Comment, Next Steps & Adjourn



Public Comment

To join the line to provide public comment, please raise your hand via Zoom.



Next Steps



Upcoming Meetings:

- **Next Funding Design Workgroup Meeting:** December 17 at 5:00 PM
- **Next FFN Subcommittee Meeting:** January 2026, date TBD
- Please complete the feedback survey here: <https://forms.gle/83cuZUNYxKdb2PoLA>

Thank you!



 @idec_illinois

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