Joint Board Meeting of the
Board of Education of Oak Park Elementary School District No. 97 (District 97), the Board
of Education of Oak Park and River Forest High School District No. 200 (District 200), the
Board of Trustees of the Village of Oak Park (VOP), and the Collaboration of Early
Childhood Care and Education (CEC) Governing Board

Wednesday, November 18, 2015
7:00 p.m.
Oak Park River Forest High School
201 N. Scoville
2nd Floor Library, Room 293
Oak Park, Illinois

Agenda

A.   Call to Order

B.   Roll Call

C.   Public Comments

D.   Review and approval of the Agenda

E.   Governing Board Report (Jeff Weissglass -District 200)
      a.   Future Meeting Dates and Planned Topics for Discussion
      b.   Administrative Report

F.   Collaboration Annual Report (Carolyn Newberry Schwartz)
      a.   Financial – Audit
      b.   Report on Progress

G.   Special Focus – The Early Childhood Workforce in Oak Park and River Forest:
      Increasing Program Quality and Promoting Professional Achievement

H.   Call to the Board – issues, concerns, and topics for future agendas

I.   Adjournment

If you require assistance to participate in this meeting, please contact Gail Kalmerton at (708)
434-3511 at least 48 hours before the scheduled activity.

Informational Items:
      Collaboration Report on Database Development and Baseline Measures May 6
      Collaboration Report on Measuring Progress to IGA Governing Board 9.30

REPORT TO THE IGA GOVERNING BOARD

ABSTRACT

The Collaboration for Early Childhood has a contract with the Village of Oak Park, Oak Park Elementary School District 97 and Oak Park River Forest High School District 200 to develop an integrated system of high quality early childhood programs and services to benefit all children birth to kindergarten age living in Oak Park and River Forest. Data collection and use of data to: better understand Oak Park's and River Forest's youngest children; monitor service delivery and usage; and measure impact is integral to the contract. During the first two years of the contract, the Collaboration is required to: develop a database, establish methods for collecting the data and establish baseline measures. The Collaboration is also required to establish ways to measure progress beginning in year three of the Contract for Services and establish an annual target for each measure in cooperation with the IGA Governing Board. This report details the work completed to develop the database, establish methods for collecting data and provides the initial measures for the eleven outcomes described in the Contract for Services. It also contains recommendations for refining the outcomes to be more in line with available data.

Submitted May 6, 2015

Table of Contents

Collaboration for Early Childhood Report to IGA Governing Board, May 6, 2015

Collaboration for Early Childhood Report to IGA Governing Board, May 6, 2015

Executive Summary

Project Background

The Collaboration for Early Childhood has a contractual agreement with the three governmental bodies providing the majority of the Collaboration's funding: the Village of Oak Park, Elementary School District 97, and High School District 200. The work of the Collaboration for Early Childhood was initially planned for by a team of local policy makers and subject matter experts in early childhood, which met over the course of 12 months in 2008. The final planning document, *Partnership for Human Development,* articulated eleven outcome measures to enable the Collaboration to report on progress. The Collaboration's contract with District 97, District 200 and the Village of Oak Park incorporates these measures and identifies key milestones for these reports during the initial five year funding period:

1. During the first two years, the Collaboration is responsible for building a "unified early childhood database" to better understand the characteristics and needs of the birth to five population of Oak Park and River Forest. The database is to be used to monitor progress on the development of an integrated system of high quality programs and services, and to ensure that the programs and strategies being implemented across the Oak Park and River Forest communities make a meaningful difference in children's development.
2. At the conclusion of Year Two, the Collaboration will establish a baseline measurement for each of the eleven outcome measures.
3. Starting at the end of the Year Three, and continuing at the end of Years Four and Five, the Collaboration will issue a report measuring progress from the initial baseline established at the end of Year Two and each subsequent year.

We issue this report two months prior to the end of Year Two, and address the first two of the Collaboration's milestones.

Milestone 1: Building the Unified Early Childhood Database

The unified early childhood database is the Collaboration's "mission control" for bringing together disparate sources of information about the early childhood population in our community, their participation in early childhood services, the quality of the staff who provide early childhood services, and the quality of the various types of early childhood centers that provide care.

After a competitive proposal and selection process, the Collaboration entered into a contract with Chapin Hall at the University of Chicago – a nationally-recognized research institution with the technical expertise we need to bring together multiple data sources that do not easily match, and with the policy expertise to help us draw appropriate conclusions from the data.

Our full report includes a "data scorecard" that provides a detailed report on the Collaboration's progress toward this milestone. The amassing of the data into a central location is itself a complex technical endeavor, due to the need to connect data from children at a very young age (where limited individual data is collected) with data from District 97's kindergarten readiness assessment. Chapin Hall's expertise in this endeavor allows us to establish a rich database with the potential for significant longitudinal analysis to inform early childhood policy and practice in Oak Park and River Forest.

Collaboration for Early Childhood Report to IGA Governing Board, May 6, 2015

As the data scorecard shows, there were a number of challenges to be addressed during this initial database development period. Across our entire universe of data sources, the most significant challenges included:

- Only some of the data needed to address the eleven outcome measures is directly collected by the Collaboration, or by entities (such as District 97) with which the Collaboration has a direct data-sharing relationship. Other sources of data are controlled by state agencies such as the Illinois Department of Human Services, which had to be educated about the Collaboration's work before being willing to consider allowing the Collaboration to receive detailed state data for children and families residing in Oak Park and River Forest. The process of seeking and receiving this data-sharing permission with state leaders has been very slow, and has slowed down even further during the gubernatorial transition, but we are very optimistic about our data access in the near future.
- Some data provided by third parties turned out to be incomplete, or was not covering the exact population we requested. While this was a hindrance in being able to put together a complete unified database, the Collaboration was able to share observations and recommendations about data quality with the owners of the data. This scrutiny is an important factor in improving data quality over time.
- Some data is for programs that are just getting underway. Like any new programs, there are details to be worked out, and improvements to be identified. In some cases, program data can be inconsistent from year to year as enhancements are made.

Milestone 2: Setting Baseline for Outcome Measures

The unified early childhood database brings together three categories of data that allows us to establish a baseline on the eleven different outcome measures established in our contract. The outcome measures fall into three distinct categories:

- **Child Outcomes.** These outcome measures are designed to measure progress toward the goal that *all children begin kindergarten ready to learn.* These measures focus on early childhood program participation, service usage, and the impact of these programs and services on children's development at kindergarten entry.
- **Service Delivery Outcomes.** These outcome measures are designed to measure the extent to which children and families in our target population *receive the early childhood care and education and parenting education and support services they need*. These measures focus on participation in specific programs by families at risk.
- **System Outcomes**. These outcome measures were designed to assess whether the early childhood services in our community reflect our goal to *provide a high-quality, coordinated early childhood system.* These measures focus on our local options for child care and preschool, and their participation and progress in the Illinois Quality Rating System, ExceleRate.

In this summary, we share highlights of the early childhood population in Oak Park and River Forest, along with highlights of findings from each of the three outcome categories. In the full report, we present a detailed assessment of all eleven outcome measures.

Child Outcome Highlights:

- Sixty-nine of the 73 children who had received services through the Early Intervention program and were referred to District 97 received services as 3-5 year olds in 2013-14.

    o This tells us that there is a high level of continuity between services from 0-3 and services from 3-5, which are provided by two different entities. We look forward to seeing how many of the 4-year-olds in this group (in 2013-14) have IEPs when they are enrolled in kindergarten in 2014-15. We expect that there will be some drop-off in the number of children served as they move into kindergarten, as some children will no longer need services.

    o Because each new cohort of children has different needs, it is impossible to place a preference on higher percentages of children who receive EI services continuing to receive services as they progress through the system. However, we are focusing our efforts on ensuring all children who demonstrate a need for assessment are in fact accurately assessed.

- For Preschool for All children (PFA) who enrolled as kindergartners in D97 in 2013-14, 93 percent were rated as proficient or advanced on a selection of objectives determined by local experts as indicative of a child's developmental level across domains.

    o This data is based on assessment using the Teaching Strategies GOLD instrument. It is an observational assessment over time, not a sit-down snapshot of the student.

- Across all kindergartners in District 97 in 2013-2014, 79 percent demonstrated readiness using the Kindergarten Readiness Test (KRT). Students who were in the PFA/Head Start who attend District 97 kindergarten had the same percentage of demonstrated readiness.

    o We recognize that there are differences between the KRT, which is administered one time by a teacher who does not know the student, and administered during the summer prior to kindergarten and the GOLD assessment.

    o District 97 is also administering the Kindergarten Individual Development Survey (KIDS), which is also an observational assessment, in the fall of the kindergarten year. The Illinois State Board of Education has not yet indicated when they will begin releasing this data to school districts for local analysis. When this data is available, we plan to compare GOLD, KRT, and KIDS.

    o The numbers of PFA/Head Start children progressing to kindergarten and being assessed are small. Therefore, differences in scores between the two assessment instruments can be highly influenced by a very small number of children. Therefore, it is important to watch this trend over time to see if it appears to be a consistent pattern.

Service Delivery Outcome Highlights:

- Twenty percent of 2013-2014 kindergartners in District 97 received free and reduced price lunch. Of this group, 34 percent of children reported that they had attended Preschool for All, Head Start, or a NAEYC-accredited preschool program.

- o Of this same group, we do not know the preschool history for 28 percent of the children.
- o We also identified some discrepancies between the self-reported preschool history provided during kindergarten registration and information we have about their preschool enrollment from other sources.

- The Collaboration funds a home-visiting program at Parenthesis Family Center. During the program's initial 3-month period we were able to engage 27 families with infants and toddlers meeting risk criteria which includes income, age of the mother, physical and mental health status, employment, and education levels, and developmental concerns about the child.

  - o Over a three-year period, we hope to have a minimum of 80 -90 families actively engaged in the program annually, in additional to the home visiting programs funded through other sources. .

- Nearly 60% of District 97 kindergarten students attended a center-based or school-based preschool in Oak Park or River Forest.

  - o We will be examining other data and research about how families meet their children's early learning and child care needs. We recognize that many families will seek child care close to where the parents work, not necessarily within our community.
  - o Other families are forced to make decisions based on affordability and the availability of full-day care. Many of the high quality programs provide only half-day services. Full day, full year is expensive, even with a child care subsidy and some families do the best they can by stringing together a variety of care settings for their children.

- About 10 percent of all 2013-2014 Kindergartners have IEPs and slightly over a quarter of them are low-income.

  - o There are significant challenges with using this historical data to assess information about IEPs. The previous emphasis on data entry into the District 97's system was on compliance. We are collaborating with District 97 to shift this emphasis on using the data for policy analysis.
  - o Because of the high threshold of delay required to be eligible for an IEP, some students may be in need of additional services, but are not qualifying. The number of children who need support may in fact be higher.

System Outcome Highlights:

- It is very challenging to get accurate information from the entire set of early childhood service providers.

  - o The central organization responsible for collecting this data has not been able to provide us with a subset of the workforce that works in our community in a usable format or in a timely fashion. The Collaboration has routinely conducted its own survey of qualifications, but is not able to reach all providers.

- There are about 405 people working in Oak Park and River Forest who comprise the center-based early childhood workforce in our community. About half of the surveyed early childhood workforce (center directors, teachers, and teacher/assistants) in Oak Park and River Forest has exceeded the required minimum state educational requirements.

- Approximately three quarters of the early childhood workforce in Oak Park and River Forest have met (21%) or exceeded (53%) the state annual professional development requirement of 15 hours.

Measuring Progress: Looking Ahead to Year Three and Beyond

We have provided the first report on the status of data collection and baseline measures for all eleven outcome measures and we have made progress on each one. The processes of data collection and analysis shed bright light on how vulnerable children fall through the cracks of programs *and* data. Identifying these cracks, asking questions in order to understand why the cracks exist, and working to make critical connections in order to obtain the data are all part of the effort to improve program and service delivery. Future reports will describe progress with respect to each of these measures. However, as we work over the next few years, the progress targets cannot become our singular focus. We must also establish a culture of using data for program improvement and policy decisions.

It is vital to the success of the effort that we connect the programming of the Collaboration to the development of the targets. Some targets will focus more on the process or programming needed to make progress. Others may simply identify the progress expected on the target. The data collection and monitoring process should establish a high quality feedback loop whose purpose is to focus our efforts on serving children well – providing strong services, generating useful data and setting ambitious and realistic targets.

The Collaboration and the Measurement and Evaluation Committee propose to work during June to September to establish baseline targets and recommendations for the IGA Governing Board to consider at its September meeting. Some data from Year Two of the contract will be available for this work. Furthermore, we would like to identify a calendar for when different types of reports can be provided so that they will inform the work of the Collaboration and its many partners, including District 97, in a timely way. We propose the following process:

1. Review the baseline measures with the Collaboration Council at the May 29, 2015, Annual Meeting to receive input from Council members in the development of targets of 2015-2016.
2. Provide baseline measures and data concerns to appropriate Collaboration committees to receive guidance in the establishment of targets and related program development strategies.
3. Present recommendations to the IGA Governing Board at the September meeting.

Milestone 1: Building the Unified Early Childhood Database

The Collaboration for Early Childhood entered into a five-year contract with Chapin Hall at the University of Chicago in November 2013 to build a unified early childhood database, and assist the collaboration with using the data to analyze the Collaboration's activities and draw appropriate policy conclusions. Tasks in this initial contract period have included:

- Operationalizing the Collaboration's eleven outcome measures. This effort included detailed discussion of each measure and determining what data existed that could be used to establish a baseline for each one.
- Negotiating data sharing agreements actually accessing the data for each data source needed. For most of the outcome measures, multiple data sources are required, sometimes from multiple agencies.
- Reconciling jurisdictional and other geographic boundary definitions within the community to determine the desired population of interest.
- Seeking community-level information from administrative and research data sources.
- Increasing primary data collection strategies and developing proxy measures from data available from school districts, human services agencies, and other program activities when direct measures are not available.

Database Development

Database development during the first two years of this project has been focused on five activities: 1) identifying the data that is needed; 2) accessing that data; 3) cleaning and documenting datasets; 4) combining multiple datasets; and 5) analysis of the data.

Identifying the data
We have completed this task and the data scorecard shows the array of datasets that we have identified and how they relate to each other.

Accessing the data
The first step in accessing the data that is not currently held by the Collaboration is making a formal request to the organization that holds the data. We have executed an agreement and Chapin Hall has received District 97 enrollment and special education data. Chapin Hall has requested to receive and use Early Intervention (EI), WIC, subsidized child care, SNAP and TANF data from the Illinois Department of Human Services for the Collaboration for Early Childhood contract. The EI data is highly sensitive and HIPAA-protected. It therefore requires a new agreement to be drafted by DHS lawyers. That has been held up by leadership changes due to the gubernatorial transition and other priorities. Although we could get permission for the other data before the EI permission, DHS has linked the permission of all of these. We are attempting to de-link the EI request from the other datasets.

We have begun the request for Medicaid data. However, that request is also being delayed by personnel changes and the fact that Illinois Department of Healthcare and Family Services (HFS) is delayed in producing the data that we would need.

In some cases, Chapin Hall already has the required data and is requires written permission from the agency. The gubernatorial transition has slowed the process that was begun over a year ago.

Cleaning and documenting datasets
Chapin Hall has built a pilot data management website that will provide Collaboration staff information about the status of datasets and all of the contents of each dataset. Chapin Hall is currently putting in place the security required to provide access to external users. Once this is done, Collaboration staff will be provided access.

Combining multiple datasets
The fact that the needed data comes from multiple datasets requires that data on individual children be linked. For example, the Preschool for All and Head Start database (described below) must be linked to the District 97 data so that the data on children in kindergarten can be on the same record as their PFA data for analysis purposes. In some cases, there is a unique identifier that can be used for linking records. In other cases, when a unique identifier is not available, special purpose record-linkage software is used to determine which records in two different datasets belong to the same child. Names and birthdates are the primary pieces of data that are used to compare records to determine records that belong to the same child. For example, the District 97 data and the state DHS CCTS data do not contain the same unique ID. Therefore, these databases have to be linked using the record-linkage software.

Analyzing the data
The challenge of analyzing the data is primarily that for some groups of high-risk children, the numbers are quite small. Therefore, while the Collaboration can discuss these numbers, it is difficult to publish them because of the risk of disclosing the identities of these children in the community. We have attempted in this report to provide as much detail as possible to provide readers a sense of the data that is available and the challenges to be addressed.

Oak Park Collaboration for Early Childhood
Integrated Database Schema

Collaboration for Early Childhood Report to IGA Governing Board, May 6, 2015
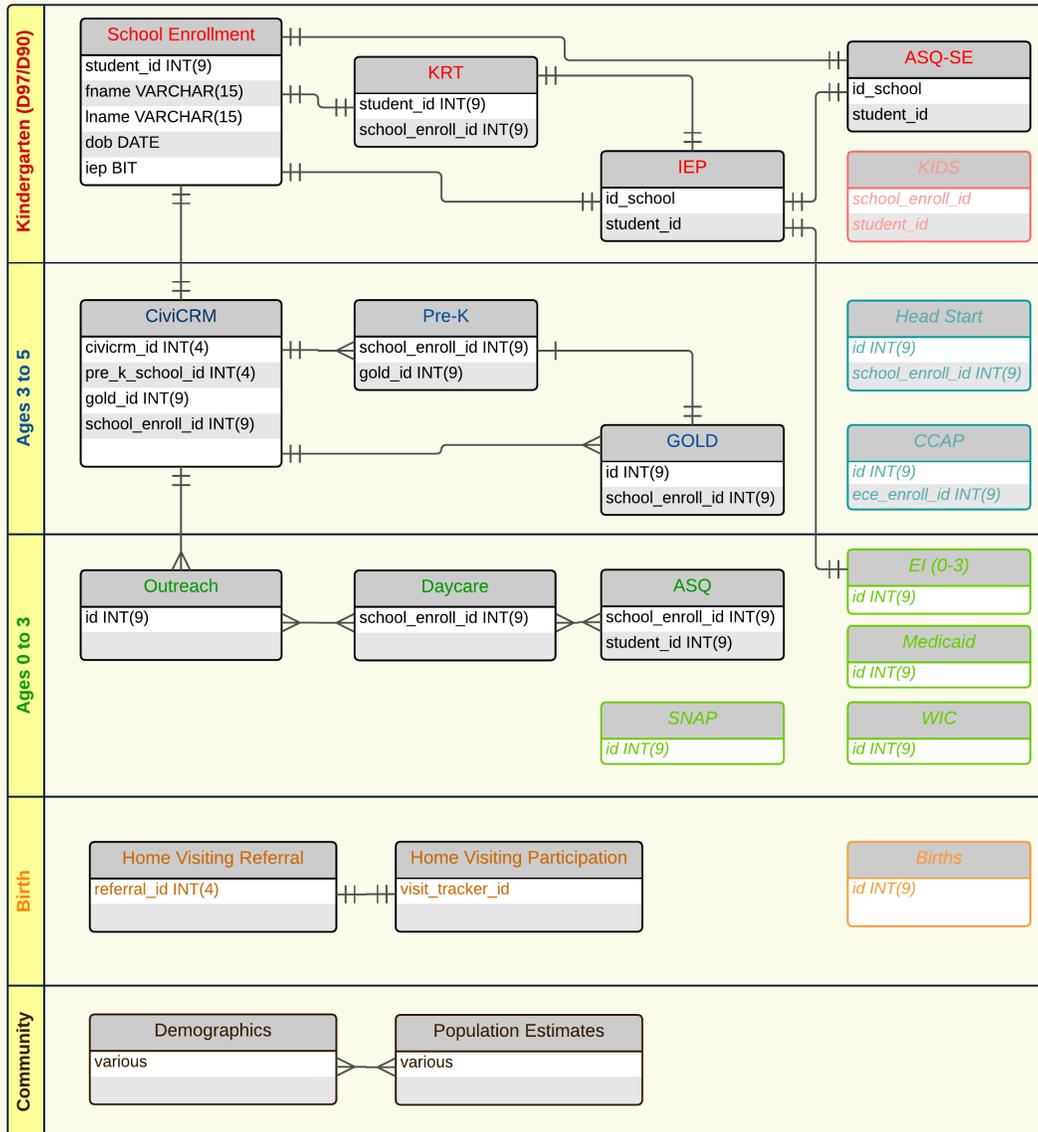
Improvement in Primary Data Collection

The Collaboration has worked over the past two years to improve primary data collection and to develop data collection strategies when administrative data from state agencies is not available due to limitations on available reports or the inadequacies of state data systems. The following describe the results of these efforts.

a. Parenthesis Family Center

The Collaboration's contract with Parenthesis Family Center to provide intensive home visiting services to families with children birth to three and parent support and information to all families requires extensive data collection. Data recorded in the Visit Tracker database for families engaged in the intensive home visiting program, Parents as Teachers, provides demographic information about the children and their parents, services provided, screenings and assessments. The contract provides for information sharing between Parenthesis and the Collaboration and parent authorization so that this data can be transferred to the unified Early Childhood Database at Chapin Hall. This effort will allow for monitoring the children's development and progress as move through the early childhood years and enroll in District 97.

The Collaboration entered into a contract with Co-Knowledge in November 2014 to provide a database to collect information about families who participate in the lighter touch parent information and support programs through the contract with Parenthesis Family Center. This database collects information about parents who voluntarily share their names and contact information and the array of activities in which they participate. This information enables some monitoring of the number of families with children birth to five who are receiving important information about child development, support services and resources available in the community.

b. Preschool for All and Head Start

The Collaboration contracted with Chapin Hall and Emphanos to improve security of the database used to collect information about children enrolled in the Preschool for All and Head Start programs. Time was spent by Collaboration staff, program staff and volunteers to review the data collection forms and improve them. The data entry forms were revised to correspond to these changes and each site was provided with its own space in the database so that staff could enter the data directly during the registration and screening process. In the past this was done on paper and the Collaboration entered the information into the database. All data from this database and form Teaching Strategies GOLD Assessment System is transferred to Chapin Hall for the unified Early Childhood database.

c. Developmental Screening, Referral, Assessment and Service Receipt

A major strategy that the Collaboration is pursuing is to ensure that all children ages birth to five receive periodic developmental screenings with a valid and reliable tool, that children who may need further assessments receive them and that those who are deemed eligible to receive developmental services receive the services. Meaningful information on these activities has been difficult to obtain, especially for the birth to three year old children. The state Early Intervention System holds most of this information. To respond to this issue, the Collaboration launched a developmental screening pilot program in July 2014. The Collaboration has engaged 18 child care centers, preschools and family child care providers, one medical practice and one social service agency in the pilot project. Through interagency data sharing agreements and parent authorizations the Collaboration is able to collect data

Collaboration for Early Childhood Report to IGA Governing Board, May 6, 2015

about the number of children screened, the results of the screenings, referrals for assessments and whether children are receiving the services they need. This is a substantial effort and improvement to the data collection effort

   d. *Professional information about teachers and directors*
For the past several years, the Collaboration collected information about the educational levels and professional development activities of the staff at the centers with which it works intensively. Other preschools and child care centers participated voluntarily. In January 2014, the Collaboration requested a report from the Illinois Network of Child Care Resource and Referral Agencies (INCCRRA) This agency maintains the registry for the state of Illinois' early childhood workforce. The data is difficult to summarize and fit into the measure we adopted. It also took almost an entire year to obtain. While the data from these two sources helps the Collaboration monitor the impact of its professional development work, it does not provide a comprehensive picture of the early childhood workforce in Oak Park and River Forest. In March 2015, the Collaboration launched an Early Childhood Workforce Survey to try to obtain a more complete picture of the educational levels and professional development activities of the early childhood workforce in Oak Park. The results of the survey will be used to report on progress in the next report to the IGA Governing Board.

Data Scorecard

We have prepared a "data scorecard" to provide an overview of the data for each of the eleven outcome measures. The following chart describes each outcome measure with respect to several categories:

- **Have Permission.** Just because the data exists doesn't mean we have permission to use it. This is especially true of data controlled by state agencies where we have to specifically ask permission to get the detailed data for Oak Park and River Forest.
- **Have Data**. Just because we have permission does not mean the entity has been cooperative in sharing the data with us in a timely fashion.
- **Accessibility.** The ease with which the data file extract can be obtained from the administrative agency. This includes the suitability of the form or medium for transferring the data, confidentiality constraints and cost.
- **Coherence.** The degree to which the administrative data are comparable with other data sources and consistent over time and across geographical areas. This includes evaluation of data concepts, classifications, questionnaire wording, data collection methodologies, reference period and the target population.
- **Accuracy.** The closeness of the administrative record data values to their (unknown) true values. This includes information on any known sources of errors in the administrative data such as missing records, missing values of individual data items, misinterpretation of questions, and keying, coding, and duplication errors.
- **Sufficient for Setting Baseline**. In some cases, the current data will not be sufficient for setting the baseline. We will seek additional data or manipulate available data in order to improve the measure so that the data is sufficient.

- **Prospects for Improvement**. In many cases, agencies that provide the data for this project are in the process of upgrading their information systems or making data available that previously was not available. We will take advantage of this for future measurement purposes.

Oak Park Collaboration for Early Childhood
Data Scorecard for 11 Outcome Measures

	Measure	Source	Have Permission	Have Data	Accessibility	Coherence	Accuracy	Sufficient for Setting Baseline	Prospects for Improvement	Notes
Child Outcome #1	Pct. of children identified through screening as needing assessment or services that receive them	IDHS	🔴	🔴	🟡	🟢	🟢	🟢	🟢	IDHS data has been requested and should be high quality
Child Outcome #2	Pct. of kids in Oak Park / River Forest Preschool for All & Head Start demonstrating age-appropriate proficiency in GOLD	GOLD	🟢	🟢	🟢	🟢	🟡	🟢	🟢	GOLD is widely used and respected, but subjective
Child Outcome #3	Pct. of children entering kindergarten demonstrating age-appropriate proficiency in the kindergarten readiness test (KRT)	D97	🟢	🟢	🟢	🟢	🟢	🟡	🟢	KRT is widely used and comprehensive
Service Outcome #1	Kindergarteners receiving free/reduced lunch have attended a PFA/ HS/ NAEYC accredited program, or program in Excelerate GOLD Circle	D97	🟢	🟢	🟡	🟡	🟡	🟡	🟡	Preschool attendance is self-reported; new D97 enrollment forms should help
Service Outcome #2	Teen parents receiving up through All Kids Level 1 health insurance for kids under age 3 are referred to intensive parent education program	IDHFS Parenthesis	🔴	🔴	🔴	🟡	🟡	🟡	🟢	All Kids data has been requested; data on teen parent births is problematic
Service Outcome #3	Pct. of referred parents choosing to participate in the intensive parent education program	Parenthesis	🟢	🟢	🟡	🟡	🟡	🟢	🟢	Provided by Parenthesis
Service Outcome #4	Pct. of K & 1st grade students with Individual Educational Plans (IEPs) receiving services in early childhood (if in Oak Park / River Forest in early childhood)	D97	🟡	🟡	🟡	🟡	🟡	🟡	🟡	Data received from D97; requested from D90, CFC and IDHS but status is unclear
System Outcome #1	# of families with kids under 5 who are in the voluntary database and receive developmental information and an early childhood resource directory	Collab	🟢	🟢	🟢	🟢	🟢	🟢	🟢	The Collaboration tracks its outreach activities
System Outcome #2	Pct. of teachers and directors in Oak Park early childhood programs who exceed minimum state educational requirements for their role	INCCRRA & Collab	🟡	🟡	🟡	🟡	🟡	🟡	🟡	INCCRRA data is incomplete; Collaboration survey is self-reported but reaches many centers
System Outcome #3	Pct. of teachers and child care providers reporting more than the state-mandated 20 hours of continuing professional education each year	INCCRRA & Collab	🟡	🟡	🟡	🟡	🟡	🟡	🟡	INCCRRA data is incomplete; Collaboration survey is self-reported but reaches many centers
System Outcome #4	Pct. of preschools, child care centers, and homes engaged in the Illinois Quality Rating System (ExceleRate), and improve their scores each year	ExceleRate & Collab	🟢	🟢	🟢	🟡	🟡	🟡	🟢	Many centers do not participate in ExceleRate

Milestone 2: Outcome Measures

Portrait of Children in Oak Park – Ages 0-5 in 2013-14

The table below shows the number of children ages 0-5 in Oak Park and River Forest, the percent that live in a household below the federal poverty level (FPL) and the combined population of the two cities.[1] The FPL for a family of four in 2013 is income of $23,550. Eight percent of all children, 0-5, in Oak Park and 1.7 percent in River Forest live below the FPL. What is noteworthy is that a over a quarter of African-American children and children of other races in Oak Park and Asian children in Oak Park and River Forest live below the federal poverty level. Also, 15 percent of Hispanic children in Oak Park live in a household below the FPL.

Children Ages 0-5 (2013)	Oak Park	Oak Park, % below FPL	River Forest	River Forest, % below FPL	Oak Park and River Forest combined
White	2738	1.5%	521	0%	3,259
Black/African-American	691	26%	117	0%	808
American Indian / Alaskan Native	0	n/a	0	n/a	0
Asian	234	26.9%	38	31.6%	272
Hawaiian / Pacific	0	n/a	0	n/a	0
Other Race	106	26.4%	0	n/a	106
Two or more races	451	5.8%	43	0%	494
Children 0–5 Total	**4220**	**8%**	**719**	**1.7%**	**4,939**
Of which, Hispanic/Latino Children 0-5	300	15.3%	0	n/a	300

Sources: U.S.Census Bureau, American Community Survey (ACS), 2009-2013 5-year estimates; tables B17020 A-I.

---

[1] The federal poverty level (FPL) is the term used for the federal poverty threshold. See http://aspe.hhs.gov/poverty/15poverty.cfm#thresholds for more details.

Collaboration for Early Childhood Report to IGA Governing Board, May 6, 2015

Relative to households with children under the age of six (0-5), the table below shows that Oak Park has 13.1 percent of all households with children of these ages, while River Forest has 11.8 percent.

Households with Children Ages 0-5 (2010)	Oak Park	Oak Park pct. households with children ages 0-5	River Forest	River Forest pct. households with children ages 0-5	Oak Park and River Forest combined
Households with Children Ages 0-5 (2010), and as Pct. of All Households	2,979	13.1	469	11.8	3,448
All Households (2010)	22,670		3,961		26,631

Source: U.S. Census Bureau, 2010 Decennial Census; table P20;

It is important to identify the number and percent of children at 130 and 185 percent of the FPL. These children are eligible for the free and reduced school lunch program, as well as other benefit programs, including Medicaid. The table below identifies the number and percent of children in Oak Park and River Forest at these ratios to the FPL. Roughly 1 out of 6 children 0-5 in Oak Park lived in a household where the income was below $44,000 in 2013.

Ratio of Income to FPL for Children Ages 0-5	Oak Park	As pct. of All Oak Park Children Ages 0-5	River Forest	As pct. of All River Forest Children Ages 0-5	Oak Park and River Forest Combined	As pct. of All Oak Park and River Forest Children Ages 0-5 Combined
Children Ages 0-5 below 130% of FPL	390	9.20%	21	2.90%	411	8.30%
Children Ages 0-5 below 185% of FPL	609	14.40%	21	2.90%	630	12.80%
Children Ages 0-5 below 400% of FPL	1337	31.70%	156	21.70%	1493	30.20%
All Children Ages 0-5	4220		719		4939	

Source: U.S. Census Bureau, 2009-2013 American Community Survey 5-Year Estimates, table B17024.

Collaboration for Early Childhood Report to IGA Governing Board, May 6, 2015

Ratio of Income to FPL for Families with Related Children Ages 0-5	Oak Park	As pct. of All Oak Park Families with Related Children	River Forest	As pct. of All River Forest Families with Related Children	Oak Park and River Forest Combined	As pct. of All Oak Park and River Forest Families with Related Children, Combined
Families below 130% of FPL	268	10.40%	13	3.80%	281	9.60%
Families below 185% of FPL	354	13.70%	13	3.80%	367	12.50%
All Families with Related Children	2,587		343		2,930	

Source: U.S. Census Bureau, 2009-2013 American Community Survey 5-Year Estimates, table B17022.

Child Outcome 1: Children identified through screening as needing assessment or services receive them.

```
Initial Screening through Home Visiting, Child
Care, Preschool, or Physician

Referral to CFC (0-3) or
District 97 (3-5)

Receive
Services
```
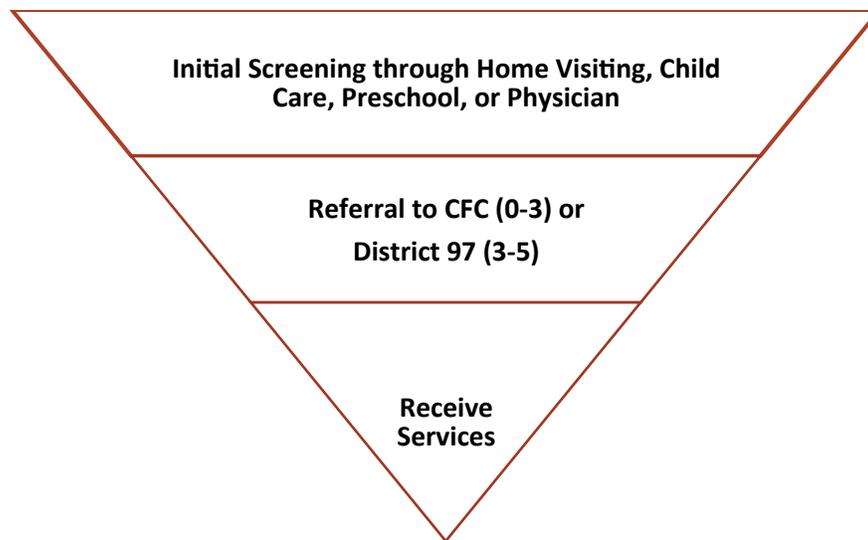
- Screenings are initial evaluations of various aspects of child development that provide a high-level indication of whether a child is progressing normally for his/her age. We screen for physical development – such as hearing and vision, gross and fine motor skills, – as well as social and emotional development, communication skills, and problem solving skills.
- If a screening shows that a child exhibits some delays or other issues, he/she is referred to either Child/Family Connections (for children 0-3), which has the contract to conduct assessments for the State of IL. If the child is ages 3-5, he/she is referred to the local elementary school district for assessment.
- Assessments are more detailed evaluations of each child's development. Some assessments will show that a child could benefit from services to address his/her developmental delays, while in other situations, the assessment may show that the child is still within the normal range for development, and does not need intervention services.
- We do not expect every screening to lead to a referral for assessment, nor do we expect every assessment to lead to recommendation for services. Our goal is to make sure that all children who have been identified through valid and reliable screenings as needing an assessment receive that assessment and are given the opportunity to receive services if they qualify – that there are no systematic barriers. Children who receive services for developmental delays when they are very young generally are more responsive to treatment and often need services for shorter periods.

What We Know

We do not have ideal data to help us understand the range of activities related to this outcome measure because some of the screening, subsequent assessment, and eventual service provision happens outside of the public realm. Some families choose to have screenings, assessments, and services all provided by

private parties, paid for either out-of-pocket or through private insurance. None of these providers are obligated to report their activities to any public entity.

Additionally, community level data related to screening, assessments and service provision is not available from the Illinois Early intervention Program for birth to three year olds.

Initial Screening

Meaningful screening requires a valid and reliable tool. The Ages & Stages Questionnaires (ASQ) are considered a set of quality screening tools that provide a high level of accuracy for identifying children who may be at-risk for delays across the full spectrum of development.

An ASQ screen is completed by parents and administered by a trained home visiting professional, child care provider, early childhood educator, developmental therapists, or by a physician. The providers refer children to the state early intervention program and school districts for additional assessments when their screening scores indicate that a deeper look into the child's development is needed.

The State Early Intervention program and school districts also screen children as part of their Child Find responsibilities. They will engage in deeper assessments of the children whose scores indicate they may have a developmental delay.

Screening data is not collected from the disparate providers making it a challenge to obtain meaningful community level information about the number of children screened and referred for additional assessments. Chapin Hall has been working to secure permission to receive data from Early Intervention and Medicaid about the number of children in Oak Park and River Forest who have received developmental screenings. While not complete information, Medicaid and Early intervention data will provide some information about the number of children screened. The initial data transfer from District 97 did not include information about the number of children screened as part of the Child Find process. We are working with staff to ensure that this data is included in future data transfers.

The Collaboration provided hearing and vision screening to three to four year old children enrolled in child care centers and preschools. The numbers reported do not include children who were screened by the school district as part of the Child Find process. The number also includes children who do not live in Oak Park and River Forest but attend preschool or receive child care in the villages.

- 1,206 children received hearing screenings
- 1,094 children received vision screenings

Referrals for Assessments to Early intervention (birth to three year olds 0-3) or District 97 (3-5 year olds)

- We do not have data from Early Intervention to know the total number of children who were referred for assessments.
- Seventy-three preschool age children enrolled in District 97 were referred by Early Intervention for transition assessment and meetings.
- Twenty four children not in the Early Intervention System were assessed by District 97 during 2013-2014.

- Twenty seven of the 37 children referred for assessments due to concerns identified through the Collaboration's vision screening received the assessment.
- Six of the 11 children were referred for assessments due to concerns identified though the hearing screening received the assessment.

Services for Children Birth to Three Years Old

- Chapin Hall has not been able to secure data sharing agreements with Early Intervention or Medicaid to provide information about the early intervention services children receive.
- We will not know about services paid for out of pocket or by private insurance.

Services for Children 3-5 Years Old

- One hundred thirty 3-5 year old children received special education services from District 97.
- Sixty-nine of the 73 children who had received services from through the Early Intervention program and were referred to District 97 received services as 3-5 year olds.
- Twelve of the 24 children assessed by District 97 during 2013-2014 received services from District 97.
- All 6 of the children who were assessed for hearing concerns required and received treatment.
- Twenty five of the children who were assessed for vision concerns received treatment. Two of the 27 had normal assessments.

Child Outcome 1: Baseline Discussion

Collecting data for this measure has been a challenge. The lack of access to meaningful community level data about the number of children screened and assessed for developmental delays, evaluated as needing services, and the number who received services has made it impossible to gather credible baseline data for the 2013-2014 fiscal year.

To address the problem, the Collaboration is pursuing a number of data collection and programmatic responses:

1. Chapin Hall is working to secure data-sharing agreements with the Illinois Department of Human Services' Early Intervention program to use administrative data to determine the number of children who are screened, the number of children who are referred for assessments, and the number of children who receive services.
2. Chapin Hall is working to secure a similar agreement with the Illinois Department of Healthcare and Family Services regarding Medicaid data to determine the number of Medicaid eligible children living in Oak Park and River Forest who have been screened, assessed to determine eligibility for services, and the number who receive services. While this will not provide information about the complete group of children birth to age three, it will provide information about the subset of the birth to three population eligible for Medicaid, whose poverty puts them at significant risk.
3. The Collaboration is working with District 97 to ensure that the data transfer for 2014-2015 includes information about the total number of children assessed.
4. The Collaboration launched a pilot program to do our own tracking, and ensure children are being screened and referred for additional assessments when indicated. The project also provides reliable data about the number of screenings conducted and a system to track referrals, as well as service eligibility based on assessment outcomes. The Collaboration entered into an agreement with District 97 to use its web-based Enterprise account to access the ASQ questionnaires, and trained and supported twenty early childhood service providers in the implementation of a developmental screening program at their sites: 18 child care centers, preschools and family child care homes, one social service agency and one medical practice. The data for the pilot will be included for the report on the 2014-2015 school year. The Collaboration will work to expand the number of providers participating in the program during 2015-2016.
5. We will measure our progress by showing that increasing percentages of children are screened, and receive needed assessments and services.

Child Outcome 2: Percent of children in Oak Park and River Forest Preschool for All (PFA) and Head Start who demonstrate age-appropriate proficiency in each domain of development in accordance with the Illinois Early Learning Standards.

- Proficiency is measured using the Teaching Strategies GOLD (TSG) Assessment System, which is administered by teachers 3 times a year in preschool classrooms. It is completed by observing the child, not by the child completing a traditional "test".
- Assessment is done in the fall, winter, and spring.
- The Collaboration has access to all TSG assessment data in the Preschool for All and Head Start classrooms through information sharing agreements with all programs.

What We Know

Teaching Strategies Gold evaluation, Spring 2013 (4-year-olds group) -- Preschool-for-All children enrolled in D97 Kindergarten ONLY	Number of Children	Percent
Below Expectations or Basic/Emerging skills	4	7%
Proficient or Advanced	55	93%
Total	59	100%

Proficiency on Teaching Strategies GOLD evaluation, Spring 2013 (4-year-olds group)	% Below Expectations or Basic/Emerging skills	% Proficient or Advanced
African-American	17%	83%
White	3%	97%
Other (could not be split out due to small number)	0%	100%

Child Outcome 2: Baseline Discussion

- For Preschool for All children who enrolled as kindergartners in District 97 in 2013-14, 93 percent were rated as proficient or advanced on a selection of objectives determined by local experts as indicative of a child's developmental level across domains.
- There were difference by race, where 17 percent of African-American students were not assessed as being proficient or above, while only 3 percent of white children and 0 of all non-white, non-African-American children were assessed at below proficient.
- These measures provide us with a starting point. We will monitor the trend for the entire group in ensuing years and pay close attention to the disparity in scores, working with the programs to reduce the disparities.
- As we gather TSG scores for different cohorts of children over time, we will be able to relate each cohort scores to how they perform as a group as they move through the elementary system.

Child Outcome 3: Percent of Children entering kindergarten demonstrating age-appropriate proficiency in the kindergarten readiness assessment administered by District 97.

- District 97 administers the Kindergarten Readiness Test (KRT) and Ages and Stages Questionnaire: Social-Emotional to all incoming kindergarten students. The data from these tools provides us with "readiness" measures.
- The Kindergarten Individual Development Survey (KIDS), under development by the Illinois State Board of Education, is scheduled to be required of all Illinois school districts in school year 2016-2017. It was piloted by District 97 beginning in school year 2012-2013. Kindergarten teachers administer KIDs three times per year in the fall, winter and spring. The fall data will provide important information about children's development across all domains as a first indicator of who they are performing in school.
- We are also interested in how KIDS and KRT data compares to how these same children performed on their spring TSG assessments (for children who were enrolled in Preschool for All).

What We Know

D97 Kindergartners, School year 2013-2014		Number of children	Number Proficient in KRT	Pct. Proficient in KRT
All children, paid/free/reduced lunch (with KRT scores)	All children with KRT scores	467	371	79%
All children, paid/free/reduced lunch (with KRT scores	Children in PFA/Head Start with KRT scores	71	56	79%
Paid lunch (with KRT scores)	All children with KRT scores	400	331	83%
Paid lunch (with KRT scores)	Children in PFA/Head Start with KRT scores	53	44	83%
Free/Reduced Lunch (with KRT scores)	All children with KRT scores	67	40	60%
Free/Reduced Lunch (with KRT scores)	Children in PFA/Head Start with KRT scores	18	11	61%

Child Outcome 3: Baseline Discussion

- Across all kindergartners in D97 in 2013-2014 79 percent demonstrated readiness. Students who were in the PFA/Head Start who attend D97 kindergarten had the same readiness.
- Low-income kindergartners, as defined by the free/reduced lunch status, who had participated in PFA/Head Start had significantly poorer readiness, although there were only 18 of those students.
- We recognize that there are differences in scores KRT and GOLD scores reported for low-income children enrolled in the PFA and Head Start. The KRT is administered one time by a teacher who does not know the student, and administered during the summer prior to kindergarten. The GOLD Assessment is an observational assessment completed by the teacher over time.
- The numbers of PFA/Head Start children progressing to kindergarten and being assessed are small. Therefore, differences in scores between the two assessment instruments can be highly influenced by a very small number of children. Therefore, it is important to watch this trend over time to see if it appears to be a consistent pattern.
- District 97 is also administering the KIDS assessment in the fall of the kindergarten year, and is also an observational assessment. The Illinois State Board of Education has not yet indicated when they will begin releasing this data to school districts for local analysis. When this data is available, we plan to compare GOLD, KRT, and KIDS.

Service Delivery Outcome 1: Kindergarten students with Free or Reduced Price Lunch (FRPL) assistance have a history of participation in PFA/HS/NAEYC accredited program, or a program meeting the Illinois Quality Rating System (ExceleRate) GOLD Circle of Quality.

- Kindergarten students receiving FRPL is our proxy for family income, which is a significant risk factor for lower achievement.
- We will also include kindergarten students who are enrolled in Medicaid, since the criteria for qualification is similar.
- Preschool for All, Head Start, and NAEYC and the ExceleRate Illinois GOLD Circle of Quality all meet rigorous criteria to ensure teacher quality, alignment with Illinois Early Learning standards, strong curriculum, appropriate physical environments for young children, parental support and regular and positive teacher-parent interactions.

What We Know

District 97 Students in Kindergarten in 2013-2014	Receiving FRPL	Not Receiving FRPL	All kindergarten Students
Number of Students	109	452	561
Attended preschool in Oak Park or River Forest	43	286	330 (58.8% of Kindergarteners)
Did not provide information about preschool attendance	4	10	14
No preschool history	27	30	57
Attended Preschool for All in Oak Park	22	61	83 (15.1% of Kindergarteners)
Attended Head Start in Oak park	5	3	8 (1.4% of Kindergarteners)
Attended NAEYC accredited preschool in Oak Park River Forest	12	120	132 (23.5% of Kindergarteners)
Total of Children enrolled in PFA Head Start and NAEYC accredited preschool program	**39** **(35.8%)**	**184** **(40.7%)**	**223** **(39.7%)**

NOTE: Students who attended Preschool for All are easier to track because they received an ISBE ID in preschool. Preschool information for all other students is based on self-reported information at kindergarten registration.

Service Delivery Outcome 1: Baseline Discussion

- Our baseline year tells us that about 36% of children receiving free and reduced price lunch attended a Preschool for All, Head Start or a NAEYC accredited program.
- 20 percent of 2013-2014 Kindergartners received free and reduced schools lunch.
- Nearly 60% of kindergarten students attended preschool in Oak Park or River Forest.
- 13% of 2013-2014 Kindergartners who attended preschool in OP or RF received free and reduced schools lunch.
- For 10 percent of 2013-2014 Kindergartners, we have no preschool history, this includes just under one-third of children receiving free and reduced price lunch.
- A quarter of at-risk Kindergartners (those receiving FRPL) did not attend any preschool program.
- We will be reviewing outreach strategies to make sure that we are reaching families and also review intake procedures to make sure that children who meet the risk criteria are not being turned away from the Head Start and Preschool programs.
- We have worked with District 97 to improve the kindergarten registration form to collect additional and more accurate information about children's early learning experiences to learn where children are enrolling in preschool.
- We will be examining other data and research about how families meet their children's early learning and child care needs. We recognize that many families will seek child care close to where the parents work, not necessarily within our community.
- Some families are forced to make decisions based on affordability and the availability of full-day care. Many of the high quality programs provide only half-day services and those that provide full-day, full-year programs are often too costly for lower income families even with the support of the Child Care assistance Program.
- We will be working closely with the Preschool for All and Head Start programs to make sure that we accurately record where children are going after they leave the programs in order to understand if and why children may not be matriculating into District 97.

Collaboration for Early Childhood Report to IGA Governing Board, May 6, 2015

Service Delivery Outcome 2: Teen parents and families receiving up through All Kids Level 1 health insurance for their child under age 3 receive referral to intensive parent education program.

- All Kids Level 1 Health Insurance is managed by the Illinois Department of Healthcare and Family Services. In order to be eligible, families must meet income requirements based on their family size. The state has not yet granted permission to Chapin Hall to use administrative Medicaid data for this project.
- We do not have a good source of data for the number of teen parents, other than the number of student-parents at Oak Park River Forest High School.
- All families seeking services are referred to Parenthesis Family Center in Oak Park. Referrals come from a variety of sources, including schools, doctors, social service agencies.
- It is difficult to determine how many of the families referred meet the qualifications in the denominator. A number of referred families do not follow up on the referral and engage in the program. When this occurs, we often only have a first and last name and a cell phone number or email address. Referring agencies are reluctant to share income or health insurance status with Parenthesis when making a referral.
- Parenthesis did not maintain records of teens, and low income families referred to the home visiting programs that were funded outside of its contract with the Collaboration programs (Parenteen and Mothering on Our Own) who did not enroll in the home visiting program during 2013-2014.

What We Know

	Teen Parents	Non-Teen Parents
Number of families in Oak Park and River Forest receiving All Kids Level 1 (also includes families who qualify for All Kids Assist and All Kids Share, which are for lower income families)	NA	NA
Number of families referred to Parenthesis Family Center	NA	55

Service Delivery Outcome 2: Baseline Discussion

- During 2015-2016 we will continue to work to secure permission to receive and use Medicaid data from the state to help establish the number of children for the denominator of this measure.
- Parenthesis Family Center began to maintain records of children referred to their intensive home visiting program in 2015 to ensure we have an accurate count of the number of families referred for home visiting.
- Matching the referred families to the Medicaid data will continue to be a challenge due to the limited information referring agencies are willing to provide about the family – often only a first and last name and a phone number. Parenthesis Family Center often receives on a first name and telephone number.
- We expect to see increasing numbers of families referred during 2014-2015 and 2015-2016 as Parenthesis Family Center works to achieve a full case load of 80-100 families under its contract with the Collaboration.
- We may revise this indicator. Teen parents and families receiving subsidized health insurance are not the only families confronting risk and hardship -– mental and physical health status of all family members, parents serving in military, incarceration, mother's education, homelessness, family trauma or crisis, foster parents and so on all contribute to excessive stress in families that can negatively impact children's healthy development.

Service Delivery Outcome 3: Percent of referred parents who choose to participate in the intensive parent education program.

- Intensive parent education is offered by Parenthesis Family Center through the Parents as Teachers Program. This program offers in home parenting education, developmental screening, referrals and group connections meetings. Children's development and parent effectiveness are monitored for growth. Parenthesis Family Center enrolled its first families through its contract with the Collaboration in May 2014.
- Parenthesis tracks all of its home visiting services in VisitTracker, a software tool provided by the state to all providers following the Parents as Teachers model. In addition to the data generated through the Collaboration's contract with Parenthesis, an inter-agency data sharing agreement enables the Collaboration to analyze all of the data related to all of the home visiting programs.

What We Know

	2014
Number of families referred for home visiting to Parenthesis Family Center	55
Number of families who participated in home visiting	27
Percentage	49

Service Delivery Outcome 3: Baseline Discussion

- Given the relative recent investment of the federal and state government in home-visiting, this is an area in which we will learn a great deal more in future years.
- There are many factors that affect how many families who are referred to home visiting actually participate in home visiting, including trust, functional status, and parenting confidence. (Goyal et al., 2014.)
- Having half of referrals participate is on par with the performance of other jurisdictions, although there is information from relatively few other places.
- When we have richer information on families from other state data sources, we will be better able to differentiate who participates and the characteristics of those who do and do not.
- We have a good system in place for collecting better data on this topic in the future.

Service Delivery Outcome 4: Percent of kindergarten and 1st grade students with Individual Educational Plans (IEPs) who have documentation of receiving services in early childhood (if they lived in Oak Park or River Forest during their early childhood years).

- For children from birth to age 3, families can be assessed by Child Family Connections (CFC), which is the gateway to publicly-funded services. CFC reports that it cannot provide data on Oak Park/River Forest residents, so we are attempting to understand who received publicly funded services during this age range by relying on Medicaid data.
- For children ages 3-5, school districts provide services. We have clear information about current K and 1st grade students in D97 to know whether or not they received services when they were ages 3-5. We also know the number of those children who had a history of involvement with the Early Intervention System.
- We are working with District 90 to receive the same service history information about their current K and 1st grade students.

What We Know

	Kindergarten	First Grade
Number of Students	561	641
Number (%) of students with IEPs	69 (12.2%)	83 (12.9%)
Number (%) of students with IEPs who received early childhood special education services from D97	35 (50.7%)	15 (18%)
Number (%) of students with IEPs who received services birth – 3.	19 (27%)	11 (13%)

Service Delivery Outcome 4: Baseline Discussion

- About 12 percent of all 2013-2014 Kindergartners have IEPs.
- A slightly higher percentage of 2013-2014 1st graders have IEPs.
- Half of the kindergartners who have IEPs received early childhood special education services from D97. A quarter of them received early intervention services before they were three.
- We will continue to work to obtain aggregated data from District 97 regarding the number of kindergarten and first grade students with IEPs and a history of involvement in Early Childhood Special Education and Early Intervention.
- As we learned about the data collection and capabilities of the databases District 97 uses it became clear that obtaining reliable longitudinal data bout children involved in Special Education is challenging. We will be working with District 97 during 2015-2016 to identify the best strategies for obtaining longitudinal information about the number of children receiving special education services.
- We are not trying to suppress the number of children with IEPs. We are hoping to follow the children who received IEPs or Early Intervention support early to determine if they do in fact have fewer IEPs as they progress through elementary school.
- We are working with District 97 to make sure we understand the level of services children are receiving, in order to assess the impact of early services.

System Level Outcome 1: Percent of families with children under 5 are included in the voluntary database and receive developmental information and an early childhood resource directory.

- We can establish an estimate for the number of families with children under kindergarten age using U.S. census data and updates.
- We are constrained in our ability to report on this outcome by the absence of a single way to track everyone who has received information from the Collaboration. There are far more distribution channels available to us now than were envisioned when these outcomes were developed in 2009. Therefore, we have approached measurement of this outcome by including as broad a group as possible in estimating our reach. For 2013-2014 we include:
  - ✓ Families served by Parenthesis in both their home visiting and "light touch" programs
  - ✓ Families who with children enrolled in Head Start and Preschool for All who agreed to share their information with the Collaboration.
  - ✓ People who connect with the Collaboration and Parenthesis on social media.
  - ✓ Email list developed through Collaboration staff outreach and inquiries to the Collaboration that are specific to the provision of information to families about child development and programs and resources.
  - ✓ The early childhood resource directory was originally a printed directory of the services available in our community. It is still printed and distributed widely, but also exists online, making it more challenging to quantify the full magnitude of the reach.
- The multiple distribution channels also make it very difficult to track duplication of families who receive information from multiple sources.

What We Know

	June 2014
Number of people in Oak Park and River Forest	63,159
Number of families with children under age 6 in Oak Park and River Forest	3,448
Number of families in Oak Park and River Forest who are part of the voluntary database and are receiving services through Collaboration programs and contracts. (Preschool for All and Head Start, Parenthesis work)	303
Number of people on the Collaboration's email distribution list for early childhood information	118
Number of families participating in the Parenting Resource Program through the contract with parenthesis Family Center and receiving childhood development information and information about programs and services	453
Number of people following Collaboration's Facebook page for parenting resources and information about early childhood	190
Number of people following Parenthesis Facebook page for parenting information and information about early childhood	680
Number of printed Resource Directories distributed	6,500

System Delivery Outcome 1: Baseline Discussion

We recommend updating the way in which our outreach is measured to reflect an ever-expanding set of distribution channels. We believe this measure should be broadened to show the extent to which the Collaboration's system development work is reaching more families. We will report on:

1. The number of families receiving services through Collaboration programs and contracts who agree to share their information with the Collaboration in order to monitor the impact of the Collaboration's efforts on children over time. These children will constitute the longitudinal database and the Collaboration will be able to report on their progress through the school district as their data is linked to the data provided by District 97.

2. The number of families with children between the ages of birth to five who received information about child development, resources and programs available in the Oak Park River Forest communities. These counts will be reported separately because we cannot know the extents to which families are counted more than one time.

In addition,

- 2013-2014 was the first year that the Collaboration ramped up programs and integration of efforts as a result of the contract with the Intergovernmental Agreement to purchase Early childhood Services.
- We expect the number of families who agree to share their information with the Collaboration to grow significantly for 2014-2015 and continue to grow over time as the work of creating an integrated system of programs and services ramps up significantly.
- Children participating in the Collaboration's developmental screening project will be counted in this measure beginning 2014-2015, the pilot year.

System Level Outcome 2: Percent of teachers and directors in Oak Park early childhood programs who have above minimum state educational requirements for their role.

Teacher levels of educational attainment and training are closely associated with high quality programs. Teacher education is also associated with the responsive and innovative teaching that greatly benefits children and better prepares them for kindergarten entry. The Collaboration's goal is to increase the number of people working in the early childhood field who have extensive coursework and/or hold degrees in early childhood education or child development.

The Illinois Department of Children and Family Services establishes baseline requirements for educational backgrounds for early childhood professionals in order to receive and maintain a license to operate in an early childhood program. There are various levels of staff – program directors, assistant directors, teachers, and teacher aides/assistants.

Based on information from a survey it conducted in fall 2015, the Collaboration estimates that there are 425 people working in child care centers and preschools in Oak Park and River Forest.

- Obtaining data for this measure is challenging. The Illinois Network of Child Care Resource and referral Agencies (INCCRRA) hosts the early childhood workforce registry and is charged with collecting data for all early childhood professionals in licensed centers. The Collaboration submitted a request for information about the educational backgrounds and professional development activities of early childhood providers in Oak Park and River Forest from INCCRRA in January 2014 and received the information in December 2014 - almost one full year later. INCCRRA does not regularly clean the data for individuals who may be duplicated because they moved to another center or preschool. It also provided aggregated numbers across all staff levels; we cannot distinguish between the types of staff and different levels of education attained within each staff level.
- The Collaboration collected information about post-secondary educational attainment and coursework on paper and spreadsheets for calendar year 2013. Participation is voluntary, and does not capture the entirety of the early childhood workforce. Family child care providers are not included in either data set.

	Number	Above minimum requirements
Number (%) of directors in Oak Park and River Forest with above minimum state educational requirements	21	15 (71.4%)
Number (%) of teachers in Oak Park and River Forest with above minimum state educational requirements	105	54 (48.6%)
Number (%) of assistant teachers in Oak Park and River Forest with above minimum state educational requirements	63	27 (42.9%)
Number of assistant directors in Oak Park and River Forest with above minimum state educational requirements	12	8 (66.7%)
Number (%) of early childhood workforce in Oak Park and River Forest with above state minimum state education requirements	202	104 (51.5%)

System Level Outcome 2: Baseline Discussion

- Nearly three-quarters of directors surveyed met or exceeded the minimum educational requirements.
- About half of the teachers surveyed met or exceeded the minimum educational requirements.
- The limitations of the data described above make it very challenging to establish a meaningful baseline measure. To address the problem, the Collaboration piloted a new approach to data collection for the 2014-2015 fiscal year, conducting an online survey in March 2015. Staff at all Oak Park and River Forest child care centers and preschools, including those outside of the licensing requirements, were invited to participate in the survey. Licensed family child care providers were also invited to participate. Respondents were asked to provide identifying information so that we can track their professional growth and activity from one year to the next. The hope is that this data will be more complete and allow better monitoring of changes and trends in the professional development activities of the early childhood workforce in Oak Park and River Forest.
- In order to expand the data, the Collaboration will weigh whether working to obtain information from staff at Montessori schools and parochial schools yields results with significant additional information about the early childhood workforce.

The Collaboration's programmatic approach to improve baseline educational levels is to:
- Link early childhood professionals working in Oak Park and River Forest to Professional Development Advisors through the Illinois Gateways system.
- Provide early childhood professionals with guidance when warranted with applications and the financial aid processes.
- Encourage individuals working in similar child care centers to take the same courses so that they have a support group as they engage in college coursework.
- Encourage individuals to opt for college level coursework to obtain professional development credit as a way to advance their career and satisfy professional development training requirements.

System Level Outcome 3: Percent of teachers and child care providers reporting more than the state-mandated 15 documented hours of continuing professional education each year.

Like K-12 schools, highly trained early childhood professionals who are committed to professional growth are associated with providing high-quality early learning environments and programs. The Collaboration's goal is to increase the number of people working in the early childhood field who value ongoing, meaningful professional development and exceed the minimum requirement for professional development hours.

The Illinois Department of Children and Family Services establishes a baseline annual professional development requirement of 15 hours for every early childhood professionals at all levels – program directors, assistant directors, teachers, and teacher aides/assistants - in order to receive and maintain a license to operate.

Typical ways early childhood providers receiving continuing professional education include:

- Participating in an individual workshop or a workshop series sponsored by organizations such as the Collaboration or Illinois Action for Children.
- Attending conferences and symposia.
- Participating in workshops provided by local school districts or higher education institutions, including Concordia, Dominican, Districts 97 and 90 and Triton College.
- Taking classes for credit at higher education institutions toward a degree.
- Online training webinars.

What We Know

	Number	15 hours	20 or more hours
Directors in Oak Park and River Forest	21	3	13
Teachers in Oak Park and River Forest	105	16	62
Assistant teachers in Oak Park and River Forest	63	20	24
Assistant directors in Oak Park and River Forest	12	3	8
Number (%) of early childhood workforce in Oak Park and River Forest	202	42 (20.8%)	107 (53.0%)

Collaboration for Early Childhood Report to IGA Governing Board, May 6, 2015

System Level Outcome 3: Baseline Discussion

The discussion related to System Outcome 2 also pertains to this outcome. The data reported does not enable the Collaboration to establish a meaningful baseline measure due to the limitations of the two data sets described above. To address the problem, the Collaboration piloted a new approach to data collection for the 2014-2015 fiscal year.

The Collaboration's programmatic approach to improve baseline educational levels is:
- Maintain status of the Collaboration as an entitled agency for the Gateways System in Illinois. This means that all of our trainings and workshops receive approval for registry credit.
- Align workshop offerings with requirements of the ExceleRate Quality Rating system so that early childhood professionals are sure that their professional development hours will help improve the quality score of their center or preschool.
- Provide some coaching after workshops are offered to help ensure that the learning is integrated into the practice of the early childhood professionals.
- Provide workshop series that build on topics rather than lots of one-time sessions. Ensure that enough workshop hours are offered so that early childhood professionals can acquire more than the minimum requirement for professional development hours.
- Encourage individuals to take the same courses so that they have a support group as they engage in college coursework.
- Encourage individuals to opt for college level coursework to obtain professional development credit as a way to advance their career and satisfy professional development training requirements.

System Level Outcome 4: Percent of preschools, child care centers, and homes are engaged in the Illinois Quality Rating System (ExceleRate) and improve their scores each year.

- ExceleRate was launched in July 2014 to standardize the expectations of quality for all Illinois early childhood programs from child care centers to preschool programs to state funded Preschool for All programs to the federally funded Head Start programs. Rather than numeric scores, ExceleRate is using quality circles of green, bronze, silver and gold. Providers can also earn awards of excellence for specific aspects of their programs such including children with special needs, infant and toddler services, family engagement and so on. A license to operate earns an automatic award of a Green Circle of Quality. Licensed centers, preschools and homes are required to be involved in the ExceleRate program. Unlicensed preschools and child care centers (16 total) – Montessoris, church-based programs, programs housed in public schools – can choose to participate but are not required to do so. Montessori programs and faith-based programs see themselves as separate from public and state systems. The Collaboration anticipates that most, if not all, will continue to choose not to participate in ExceleRate. It will make recommendations for next year about how to account for programs that are outside of state requirements and accountability efforts.
- During fiscal year 2013-2014, Illinois rated *licensed* preschools, child care centers and licensed family child care homes through the Illinois Quality Rating System. Half day-preschool programs were not allowed to participate in this program until July 2014, disqualifying six of the 26 licensed programs in Oak Park and River Forest.
- The Collaboration collects data through phone interviews, on-site visits and at trainings it provides from centers, preschools, and family child care homes about their involvement in the Illinois Quality Rating System. The data reported on this measure provides the baseline for the number of centers and family child care homes that had a Quality Rating through the state system.
- Of the 6 centers that had scores, three centers worked to improve their scores over the course of the year. The three centers and five child care family homes that had not participated in the Illinois Quality Rating System took the necessary first steps to participate in order to receive a score. Because Illinois was in the process of launching a revised system for quality rating, now named ExceleRate, in July 2014, none of these sites submitted an application for a score. They decided to wait until they fully understood how the new system would work. 2013-2014 marked the first year that any family child care home providers began to engage in the quality rating process.

What We Know

	June 2014
Number of preschools and child care centers	42
Number of licensed preschools and child care centers	26
Number (%) of preschools and child care centers involved in the Illinois Quality Rating System and have received a score.	6 (14%)
Number (%) of licensed preschools and child care centers involved in the Illinois Quality Rating System and have received a score. (Note: Licensed half-day programs were not eligible to participate in the system in 2013-2014.)	6 (23%)
Number (%) of preschools and child care centers involved in the Illinois Quality Rating system that improved their scores.	0
Number of licensed family child care homes	38
Number of licensed family child care homes that participated in the Illinois Quality Rating System.	0

System Delivery Outcome 4: Baseline Discussion

2013-2014 was a transitional year for the Illinois Quality Rating System as the new program was launched in July 2014. This transition stopped the participation of Oak Park and River Forest centers and preschools as they waited to learn what the new system would look like. However, this did not keep six centers and six family child care homes from preparing to engage once the new system was launched. The following is the Collaboration's approach to measuring progress during 2014-2015:

- The Collaboration has determined that it is more appropriate to focus on changes in the overall quality circle rating centers, preschools and family child care providers receive from year to year. This is a broader measure will not be as sensitive as reporting on incremental numeric changes in scores and will impact the rate at which scores look like they are improving. However, the Collaboration believes it will provide a more reliable indication of improvement. The many variables in play including different raters providing scores, changes in scoring emphasis or rubrics on as many as 15 different standards across four domains covering the environment, administrative processes, curriculum, faculty and staff training and educational background, parent engagement -- within one circle of quality -- all make incremental change a less reliable measure. Beginning with the report for 2014-2015, improvements in scores will only be reported for centers, preschools and family child care providers who have moved from one circle of quality to another.
- The Illinois Network of Child Care Resource and Referral Agencies (INCCRRA) is charged with collecting and maintaining data for ExceleRate. It has determined that it will not share information beyond the quality circle posted on their website for any program that has earned a score. We will use the information provided by INCCRRA in its reports as well as the information the Collaboration collects through the phone interviews, site visits and information gathered at our trainings to report on the level of engagement and progress in the ExceleRate Quality Rating System.
- The Collaboration will report on the number of child care centers, preschool and family child care providers engaged in the ExceleRate Quality Rating System, the number who have worked to improve their scores (submitted an application for a new score) and the number who have moved from one Circle of Quality to a higher Circle of Quality or vice versa. The Collaboration expects to see increasing numbers in all three areas for fiscal year 2014-2015.

Collaboration for Early Childhood Report to IGA Governing Board, May 6, 2015

Recommendations for Measuring Progress

Data collection and analysis are an integral part of the Collaboration's contract through the Intergovernmental Agreement with District 97, District 200 and the Village of Oak Park. The building of a unified database that links information about children across disparate data sources is the first step in making data useful for the purposes of connecting systems and services so that children and their families are well served. The scope of work around data collection and analysis that the Collaboration has undertaken is enabling the community as a whole to improve its data collection processes and service delivery for our very youngest and vulnerable children.

The processes of data collection and analysis shed bright light on how vulnerable children fall through the cracks of programs *and* data. Identifying the cracks, asking questions in order to understand why the cracks exist and working to make critical connections in order to obtain the data are all part of the effort to improve program and service delivery to better support our youngest children and their families. It is also part of our most important task, that of understanding whom the most vulnerable children are, where they are and what barriers they face to obtaining high quality early childhood services.

The Unified Early Childhood Database will enable us to design analyses and measure progress from year-to-year. Progress will be aimed at improving the infrastructure of programs and how they relate to each other. The data will help us understand where services are adequate, inadequate or underutilized and identify quality programs and their contributing factors. We will also be able to report on how the system of programs and services is impacting children. We will be able to report percentage changes as well as differences in absolute numbers. We will be able to adjust for other factors such as changes in the characteristics of children and providers. It's important to note that data becomes more valuable over time, longitudinal data provides the best picture about how children are faring in our community. However, there are limitations.

Data is only meaningful when understood in context. Progress has to be defined both in terms of in a context of multiple factors. For example:

- An increase or decrease in a particular indicator may not mean progress. It may mean that services are being provided to children who do not need them or that the eligibility pool for services is being cast too wide. However, if we design the analysis well, we will be able to adjust for some of the factors that may be biasing our results.
- The composition of children in Oak Park/River Forest changes over time and it may be the case that the targets change as a result of the compositional change and not as a result of the actual systemic changes being implemented. For example, if families with lower incomes moving into Oak Park increase, we can attempt to adjust our calculations to take this into account.
- The size of a particular group of interest poses challenges to measuring progress. While a particular outcome may change, how do we interpret a small change with a large group of children versus a smaller group? A change of 1 child in a group of 10 may mean a lot more that a change of 3 children in a group of 50, depending on the indicator.
- Finally, we are not measuring every possible factor that might affect a particular outcome measure. While we may be able to explain some increases or decreases, there will be simply some for which we do not have data. For example, we do not know a great deal about the families of children, which is clearly an important factor in children's lives. While we may be able to adjust for some characteristics of families, it will be hard to adjust comprehensively for the family characteristics that matter on a particular topic.

Collaboration for Early Childhood Report to IGA Governing Board, May 6, 2015

We have provided the first report on the status of data collection and baseline measures for all eleven indicators and made progress on each one. In many ways, the first year and one-half has involved a data needs assessment and a community/program needs assessment. Future reports will describe progress on these measures. As we work over the next few years, the targets cannot become an end within themselves. It is vital to the success of the effort that we connect the programming of the Collaboration to the development of the targets. Some targets will focus more on the process or programming needed to make progress. Others may simply identify the movement of the target. The data collection and monitoring process should establish a high quality feedback loop whose purpose is to focus our efforts on serving children well – providing strong services, generating useful data and setting ambitious and realistic targets.

The Collaboration and the Measurement and Evaluation Committee propose to work during June to September to establish baseline targets and recommendations for the IGA Governing Board to consider at its September meeting. Some data from Year Two of the contract will be available for this work. Furthermore, we would like to identify a calendar for when different types of reports can be provided so that they will inform the work of the Collaboration and its many partners, including District 97, in a timely way.

We propose the following process:

1. Review the baseline measures with the Collaboration Council at the May 29, 2015 Annual Meeting to receive input from Council members in the development of targets of 2015-2016.
2. Provide baseline measures and data concerns to appropriate Collaboration Committees to receive guidance in the establishment of targets and related program development strategies.
3. Present recommendations to the IGA Governing Board at the September meeting.

Collaboration for
Early Childhood
Strong Start, Bright Future

ChapinHall at the University of Chicago
Policy research that benefits children, families, and their communities

REPORT TO THE IGA GOVERNING BOARD

ABSTRACT

The Collaboration for Early Childhood has a contract with the Village of Oak Park, Oak Park Elementary School District 97 and Oak Park River Forest High School District 200 to develop an integrated system of high quality early childhood programs and services to benefit all children birth to kindergarten age living in Oak Park and River Forest.

The Collaboration submits this report to the IGA Government Board to provide recommendations for changes to our 11 outcome measures, how to measure progress for each measure, and action plans to support progress.

Submitted September 30, 2015

Introduction

Data collection and analysis are an integral part of the Collaboration's contract through the Intergovernmental Agreement with District 97, District 200 and the Village of Oak Park. Building a unified database that links information about children across disparate sources is the first step in making data useful for the purposes of connecting systems and services so that children and their families are well-served. The scope of work around data collection and analysis that the Collaboration has undertaken is enabling the community as a whole to improve its data collection processes and service delivery for our very youngest and vulnerable children. This report includes our recommendations for measuring the Collaboration's progress, as measured across eleven contractual outcomes.

Context for Research in Oak Park and River Forest

In considering progress goals for each outcome measure, it is critical to take the context for our research and service delivery into account. One reality of urban family life is mobility—both residential and economic. Residential mobility affects who lives in Oak Park and River Forest, while economic mobility affects the financial well-being of these families. When producing statistics about program performance in a particular place, both the movement in and out of that place AND the change in the financial well-being has to be taken into account.

In a place with a relatively small population like Oak Park, the characteristics of children under 5 and their families can change significantly from one year to the next, even without significant changes in the regional economy. Therefore, any statistics on program performance or child and family needs have to take the changes in the composition of the population into consideration. For example, as the economy improves, more parents of young children in Oak Park may be employed and fewer 0-5 year-olds may be at risk of school failure because of improvements in the resources that families have to offer their children. This may be due to more families with employed parents moving into Oak Park to take advantage of the resources it has to offer or it may be due to more parents already living in Oak Park obtaining employment or improving their wages. During times of economic downturn, the needs of families in Oak Park and River Forest become greater, which happened a few years ago.

Our partners at Chapin Hall employ statistical methods to adjust for these types of changes whenever possible. However, given the relatively small population of Oak Park, we may not always be able to when we are describing children with relatively rare problems, who may have the greatest need. In cases where we cannot employ statistical methods, we will simply have to note the changes in the population and take educated guesses about their potential impact on the statistics that we are compiling. We are not employing scientific methods to adjust for these changes, which would mean keeping some services from a group of children and families. Therefore, we must use both statistical and non-statistical means for explaining how our performance may change as a result of changes in the population.

State level policy also has a significant impact on the context in which services are delivered. We are currently at risk for having such a change in subsidized child care. How the school districts and providers will respond to these policy and budget changes is unknown. Some service providers may weather such policy changes with additional resources, while others may have to alter their programs. These changes

are more difficult for us to control statistically and need to be described in detail to see how they affect the services provided and the children of Oak Park.

Measuring Progress

The processes of data collection and analysis shed bright light on how vulnerable children fall through the cracks of both programs *and* data. Identifying the cracks, asking questions in order to understand why the cracks exist and working to make critical connections in order to obtain the data are all part of the effort to improve program and service delivery to better support our youngest children and their families. It is also part of our most important task: understanding who the most vulnerable children are, where they are, and what barriers they face to obtaining high quality early childhood services.

Each year progress will be aimed at improving the infrastructure of programs and how they relate to each other. Improving access to data and data collection is an integral part of increasing the positive impact of programs and services on children and their families. The data will help us understand where services are adequate, inadequate, or underutilized and identify quality programs and their contributing factors. We will report on how the system of programs and services is impacting children. And, we will report ways in which a lack of data and information is hurting our ability to serve children well. It's important to note that data becomes more valuable over time; longitudinal data provides the best picture about how children are faring in our community. However, there are limitations.

Throughout this report, we have provided important contextual considerations for understanding the work of the Collaboration and our ability to make progress on the 11 indicators in our contract. Data is only meaningful when understood in context. Progress has to be defined both in terms if a numeric gain and in a context of multiple factors.

For example: An increase or decrease in a particular indicator may not mean progress. It may mean that services are being provided to children who do not need them or that the eligibility pool for services is being cast too wide. However, if we design the analysis well, we will be able to adjust for some of the factors that may be biasing our results.

As we work over the next few years, the progress targets cannot become an end unto themselves. Some targets will focus more on the process or programming needed to make progress. Others may simply identify the movement of the target. The data collection and monitoring process should establish a high quality feedback loop whose purpose is to focus our efforts on serving children well – providing strong services, generating useful data and setting ambitious and realistic targets.

Executive Summary

At the May 2015 meeting of the board that governs the Collaboration's intergovernmental agreement with the Village of Oak Park, District 200, and District 97, the Collaboration agreed to deliver a report in September 2015 that addresses the following areas:

- Explanation of the changing context that impacts the work of the Collaboration
- Recommended changes to the outcome measures
- Proposed Collaboration program-related action plans based on what we learned from the baseline measures for each outcome presented in the May 2015 report
- Proposed ways for measuring progress for each outcome, to be reported on in the next full report

Overview

The Collaboration leverages the efforts and resources of more than 60 partner organizations to establish an integrated system of high quality programs. It is the back bone organization that drives and supports a common agenda organized around the 11 indicators contained in this report. The program and measurement activities proposed in this document are the results of the thought and work of the Collaboration's many partners. These activities will be implemented through the combined efforts of our 60 partnering organizations, Collaboration staff, volunteers and board members. At the forefront of all the work is the focus on using data to develop program and inform practice to improve services for children, which is the primary purpose of collecting data and working to measure progress.

The Collaboration's working committees addressed each of the outcome measures during June and July 2015 to develop the recommendations contained in this report. Members of the Measurement and Evaluation committee served as facilitators for these meetings. Specific committee assignments are shown in the table below:

Committee	Outcome Measures
Publicly-Funded Preschool	Child Outcomes 2 and 3, Service Delivery Outcome 1
Professional Development	System Outcomes 2, 3, and 4
Developmental Screening	Child Outcome 1 and Service Delivery Outcome 4
Measurement and Evaluation	System Outcome 1, Service Delivery Outcomes 2 and 3

Draft recommendations were reviewed by the Measurement and Evaluation Committee, project team members from Chapin Hall, and Collaboration staff. This final report was prepared by representatives from all three of these teams.

Recommended Change to Reporting Schedule

In addition to proposed changes to the wording of some outcome measures described in the body of the report, the Collaboration also recommends changing the reporting timeline. The baseline report released in May 2015 was based on 2013-14 school year data – the first year for which data from all of

the Collaboration's sources was consistently available. In developing the baseline data, we established data sharing procedures and timelines with key partners, including District 97.

There are two major data transfer times during the year – October (covering registration data for the school year just started), and June (covering achievement-related and special education services data for the school year just completed). Issuing a report in May limits the Collaboration to using data for the previous school year, which by May is an entire year out of date. This limits the Collaboration's ability to utilize trends revealed by that data to shape current practice.

Therefore, the Collaboration recommends a shift in the reporting schedule. We propose that we issue progress reports on all outcome measures at the annual September meeting of the IGA Board, using data from the school year completed the previous June, which significantly reduces the gap in time between data collection and reporting. Collaboration committees would develop action plans on this data and issue their progress reports at the February meeting.

In order to migrate to this reporting schedule, the Collaboration recommends a transitional report on progress on each outcome measure to be issued in February 2016, based on 2014-15 school year data, with program-related progress reports to be presented in May. The first report issued on the new schedule would be in September 2016, based on 2015-16 school year data.

Highlights

Each committee developed specific plans for using data from the outcome measures related to their work to inform their future programs and services. The plans include identifying contextual issues that may impact the work, specifying the expected progress on each goal, program activities to achieve the progress and measurement activities to improve data. The following chart summarizes the planned progress on each measure.

	Measure	Source	Progress on Measure	Progress on Data Collection
Child #1	**Pct. of children identified through screening as needing assessment or services that receive them.**	IDHS	🟡	🟡
	Context and Comments • Recommended changes to the measure by adding in a number of sub-measures to increase understanding of children's experiences. • Chapin Hall continues to work to finalize data sharing agreements with IDHS to increase amount and quality of data. • State budget is negatively impacting Early Intervention service provision.			
Child #2	**Pct. of kids in Oak Park / River Forest Preschool for All & Head Start demonstrating age- appropriate proficiency in GOLD.**	GOLD	🟢	🟢
	Context and Comments • Changes in Child Care Assistance Program at the state level may negatively impact enrollments of children from low income working families who meet eligibility criteria due to their need to also have affordable child care wrapped around the preschool program.			

	Measure	Source	Progress on Measure	Progress on Data Collection
Child #3	**Pct. of children entering kindergarten demonstrating age-appropriate proficiency in the kindergarten readiness test (KRT).**	D97	🟢	🟢
	Context and Comments • District 97 plans to increase the percentage of children who take the kindergarten assessments prior to the start of the school year. • Different cohorts of children with differing risk factors participate in the preschool programs each year leading to variability in each cohort's proficiency scores.			
Service Delivery #1	**Kindergarteners receiving free/reduced lunch have attended a PFA/ HS/ NAEYC accredited program, or program in ExceleRate GOLD Circle.**	D97	🟡	🟢
	Context and Comments • Collaboration is working with District 97 to improve data collection about early childhood experiences. • Our recommended sub-measures will help identify more clearly how children with a variety of risk factors (not just poverty) have been served in preschool.			
Service Delivery #2	**Teen parents and families receiving up through All Kids Level 1 health insurance for kids under age 3 are referred to intensive parent education program.**	IDHS and Home Visiting Agencies	🟡	🔴
	Context and Comments • All Kids data has been requested; data on teen parent births is problematic. • While lack of data for the specific measure makes it hard to know the denominator, we do expect to reach more families.			
Service Delivery# 3	**Pct. of referred parents choosing to participate in the intensive parent education program.**	Home Visiting Agencies	🟢	🟢
	Context and Comments • Collaboration is transitioning the home visiting program; this may impact enrollment during the transition period.			
Service Delivery #4	**Pct. of K & 1st grade students with Individual Educational Plans (IEPs) receiving services in early childhood (if in Oak Park / River Forest in early childhood).**	District 97 District 90	🟡	🟡
	Context and Comments • Data received from D97; requested from D90, CFC and IDHS but status is unclear. • State budget may negatively impact children's receipt of needed assessments and services.			

	MEASURE	Source	Progress on Measure	Progress on Data Collection
System #1	**Number of families with kids under 5 who are in the voluntary database and receive developmental information and an early childhood resource directory.**	Collaboration	🟡	🟡
	Context and Comments • Proposed change to measure to capture breadth of Collaboration's reach and activities. • Reliable data regarding # of families with children under age 5 is difficult to obtain between each decennial census.			
System #2	**Pct. of teachers and directors in Oak Park early childhood programs who exceed minimum state educational requirements for their role.**	INCCRRA & Collaboration	🟡	🟢
	Context and Comments • Collaboration is focused on helping early childhood staff obtain credentials rather than higher education course work due to lack of funding for the latter. State budget negatively impact early childhood providers' access to higher education.			
System #3	**Pct. of teachers and child care providers reporting more than the state-mandated 20 hours of continuing professional education each year.**	INCCRRA & Collaboration	🟢	🟢
	Context and Comments • Collaboration will focus on increasing survey participation to gain more complete information about continuing professional education. • Collaboration is also hoping to mitigate some of the effects of budget cuts through its own professional development offerings.			
System #4	**Pct. of preschools, child care centers, and homes engaged in the Illinois Quality Rating System (ExceleRate), and improve their scores each year.**	ExceleRate & Collaboration	🟢	🟡
	Context and Comments • The state budget is negatively impacting training opportunities and staff to provide ratings. Collaboration hopes its professional development training and advising will mitigate the effect of these problems.			

Child Outcome 1: Children identified through screening as needing assessment or services receive them.

Recommended sub-measures

Number (percent) of children receiving developmental screenings. Number (percent) of children whose developmental screening results indicate a concern are referred for assessments.

- Number (percent) of children referred for assessments receive them.
- Number (percent) of children assessed are found eligible for services
- Number (percent) of children identified as eligible for services receive them.

Rationale: Not every child receives regular developmental screenings. The goal is to ensure that every child receives at least one developmental screening each year. For this outcome measure to be meaningful, the number of children who receive developmental screenings needs to be increased. (If lower numbers of children are screened but they all receive services, the measure looks good but the impact is low.) Additionally, reporting on all of the sub-measures provides a measure of how well the system is working on behalf of children.

Context

- Much of the screening, subsequent assessment, and eventual service provision happens outside of the public realm. Some families choose to have screenings, assessments, and services all provided by private parties, paid for either out-of-pocket or through private insurance. None of these providers are obligated to report their activities to any public entity. **The Collaboration has no way to track the provision of these services.**
- Community level data related to screening, referrals, assessments and service provision in the public realm has not been available from the Illinois Early intervention Program for birth to three year olds.
- The state budget impasse impacts Early Intervention funding and delays in service provider reimbursement. Uncertainty about eligibility and rates has negatively affected all aspects of the program, including intake capacity, staff turnover rates, and service levels.

Progress Goals

- Increase the number of children receiving screenings by 15% over the 2014-2015 level as measured through a combination of state data and locally collected data.
- Establish baseline of children known to be referred for additional assessments when screening results indicate a developmental concern as measured through a combination of state data and locally collected data.
- Establish a baseline of children known to receive services when assessments indicate a developmental delay as measured through state data and locally collected data.

Program Activities in Support of Progress Goals

- Increase the number of child care centers, preschools, family child care providers and medical practices participating in the Collaboration's developmental screening project to 30. This program

was initiated in 2014-2015 to support these providers' use of the web-based Ages and Stages Questionnaire (ASQ) in order to ensure children are receiving at least one screening each year and to collect data on who is screened, whether concerns are identified, referrals for assessments are made, and services are received.

- Promote the use of newly added fields to the ASQ online system by participating providers to track referrals, assessments and services children are receiving.
- Promote wide use of a standard communication form to ensure that all adults involved with the children are informed about referrals, assessments and services. This includes early learning, healthcare, and developmental service providers and parents.

Measurement Activities

- Establish agreed-upon estimate of the number of children ages birth to three and three to five who live in Oak Park and River Forest.
- Secure data-sharing agreements with the Illinois Department of Human Services' Early Intervention program to use administrative data to determine the number of children participating in the state funded program who are screened, referred for assessments, receive assessments, are found eligible and receive services.
- Secure a similar agreement with the Illinois Department of Healthcare and Family Services regarding Medicaid data to determine the number of Medicaid eligible children living in Oak Park and River Forest who have been screened, assessed to determine eligibility for services, and the number who receive services. While this will not provide information about the complete group of children birth to age three, it will provide information about the subset of the birth to three population eligible for Medicaid, whose poverty puts them at significant risk.
- Work with District 97 to ensure that the data transfer for 2014-2015 includes information about the total number of children assessed through the District 97 screening program.
- Monitor state funding for Early Intervention as a relevant data point to indicate service capacity that will impact number of children who are served.

Child Outcome 2: Percent of children in Oak Park and River Forest Preschool for All (PFA) and Head Start who demonstrate age-appropriate proficiency in each domain of development in accordance with the Illinois Early Learning Standards.

Context

- Preschool for All and Head Start programs are free. However, they are funded for only three hours of the day during a regular academic year. Many lower income working families require wrap around child care for the remaining portion of the work day and the work year. Lower income working families are challenged to afford child care, even with support from the Child Care Assistance Program (CCAP). This situation has worsened with the CCAP rule changes enacted in August and low income working families may opt not to enroll their children in the preschool programs with wrap around child care at higher rates.
- Different cohorts of children with differing risk factors participate in the preschool programs each year. This can lead to variability in each cohort's scores on proficiency standards.

Progress Goals

- 93% of children met or exceeded proficiency standards using the Teaching Strategies GOLD Assessment System™ (GOLD) during the 2013-2014 academic year. The Preschool for All and Head Start programs will work to maintain that standard at 90% or above.

Program Activities in Support of Progress Goals

- Review GOLD outcome scores by developmental domain and strengthen curriculum where there is an indication that a classroom of children are lagging in an area.
- Analyze individual child scores to modify curriculum and instruction to best meet the child's needs.
- Educate parents whose children are often late or absent about the vital importance of early learning on a child's success in school.
- Work with District 97 to develop strategies to increase the data collection rate and the accuracy of the data collected at kindergarten registration on children's early learning experiences.
- Review GOLD outcome measures and determine which of the Illinois Early Learning Standards it aligns to. Ensure teachers align curriculum with the Illinois Early Learning Standards and record which standards each lesson plan is addressing.

Measurement Activities

- Provide GOLD outcome scores by developmental domain in addition to a composite score.
- Review GOLD data to determine if there are any patterns related to specific eligibility criteria/risk factors.
- Review tardy and attendance data to ascertain if there are any correlations to specific GOLD outcomes.

- Monitor differences in outcome scores by race/ethnicity and increase sensitivity to bias in scoring, if needed, to reduce disparities.
- Compare children's GOLD scores to the fall KIDS scores when and if KIDS scores are made available. Determine alignment of tools and scores.
- Relate each cohort's scores to how they perform as a group as they move through the elementary system.

Child Outcome 3: Percent of Children entering kindergarten demonstrating age-appropriate proficiency in the kindergarten readiness assessment administered by District 97.

Context

- 144 children did not take the kindergarten readiness test administered by District 97 at kindergarten entry for the 2013-2014 academic year. The district worked to address this issue during the 2015-2016 registration process. This may affect the percentage of students who demonstrate age-appropriate proficiency in the kindergarten readiness.
- Children who qualify for Free or Reduced Price Lunch in Kindergarten may not have held that income status in their 0-5 years and vice versa. The cohort of children holding low income status is not static.

Progress Goals

Establishing a target for improvement on this outcome is difficult when the baseline measure for 2013-2014 leaves out a significant number of the cohort. Therefore, we are going to focus attention this year on the activities associated with developing a better baseline.

Program Activities in Support of Progress Goals

All of the activities of the Collaboration including the program activities described for other measures in this document impact this measure. This is the summative measure of the Collaboration's work.

Measurement Activities

- Work with District 97 to increase the percentage of children who take the kindergarten readiness assessment in order to establish a meaningful baseline measure.
- Work with District 97 to ascertain where children with Free or Reduced Price Lunch (but DID NOT attend PFA/HS in Oak Park) attend preschool and the type of early learning experiences they had.
- Review Preschool for All and Head Start data to learn about factors that may have contributed to some of the children receiving lower proficiency scores: 1 or two years in preschool, absentee and tardy rates, interruptions in preschool attendance or experience and so on.
- Compare the District readiness assessment data to KIDS data when the state makes the KIDs data available to school districts to ascertain alignment of the two assessments.
- Relate each cohort's scores to how they perform as a group as they move through the elementary system.

Service Delivery Outcome 1: Kindergarten students with Free or Reduced Price Lunch (FRPL) assistance have a history of participation in PFA/HS/NAEYC accredited program, or a program meeting the Illinois Quality Rating System (ExceleRate) GOLD Circle of Quality.

Recommended sub-measures

- What percent of kindergarten students with an IEP or 504 plan were enrolled in one of the programs described above?
- What percent of kindergarten students with an IEP or 504 plan were enrolled in a preschool special education program?
- Provide a retrospective look at where the 2015-2016 kindergarten students were enrolled in preschool to show who was served in local programs.
- What percent of first grade students with an IEP or 504 plan were enrolled in one of the programs described above?

Rationale: Preschool for All mandates automatic enrollment for children who are homeless, in foster care, meet federal poverty guidelines or whose screening scores indicate a developmental delay in two or more developmental domains. The outcome currently is prioritizing only low income children and creates the expectation that a child on Free or Reduced Price Lunch will secure a space in a publicly funded preschool program over children whose screening scores indicate that s/he has two or more developmental delays.

Context

- The Collaboration will provide a description of the eligibility criteria for the publicly funded preschool programs and the number of children who meet each one to better describe the population served through the publicly-funded programs.
- Preschool for All and Head Start programs are free. However, they are funded for only three hours of the day during a regular academic year. Many lower-income working families require additional child care for the remaining portion of the work day and the work year. Lower-income working families are challenged to afford child care, even with support from the Child Care Assistance Program (CCAP). This situation has worsened with the CCAP rule changes enacted in August and low income working families may opt not to enroll their children in the preschool programs with wrap around child care at higher rates.
- Children who qualify for Free or Reduced Price Lunch in Kindergarten may not have held that income status in their 0-5 years and vice versa. The cohort of children holding low income status is not static.
- Children who were enrolled in the programs described above as preschoolers may have moved out of Oak Park and others who meet the eligibility criteria for the publicly funded programs may not have lived in Oak Park but have moved in for kindergarten.
- Working parents whose children qualify for Preschool for All but who also need the wrap around child care may no longer qualify for subsidy or a co-payment is cost prohibitive as a result of the changes in the Child Care Assistance Program. These parents may no longer be able to enroll their children in the Preschool for All programs offered in the full day, full year child care settings.

Progress Goals

The Collaboration cannot establish a target on these measures until it obtains improved data at kindergarten registration and has a solid baseline measure.

Program Activities in Support of Progress Goals
- Review and revise outreach and recruitment strategies to ensure that families with children meeting eligibility criteria are aware of the publicly funded preschool programs and encouraged to enroll in them.
- Review and tighten referral and screening processes to ensure that children with the greatest need are enrolled in the programs.

Measurement Activities

- Work with District 97 to develop strategies to increase the data collection rate and the accuracy of the data collected at kindergarten registration on children's early learning experiences.
- Review research and data to ascertain how families meet their children's early learning needs and what factors drive those decisions.
- Work with Preschool for All and Head Start programs to incase the accuracy in recording where children intend to matriculate as they transition from preschool to kindergarten.

Service Delivery Outcome 2: Teen parents and families receiving up through All Kids Level 1 health insurance for their child under age 3 receive referral to intensive parent education program.

Context

- All Kids Level 1 Health Insurance is managed by the Illinois Department of Healthcare and Family Services. In order to be eligible, families must meet income requirements based on their family size. The state has not yet granted permission to Chapin Hall to use administrative Medicaid data for this project.
- We do not have a good source of data for the number of teen parents, other than the number of student-parents at Oak Park River Forest High School.
- It is difficult to determine how many of the families referred meet the qualifications in the denominator. A number of referred families do not follow up on the referral and engage in the program. When this occurs, we often only have a first and last name and a cell phone number or email address. Referring agencies are reluctant to share income or health insurance status with Parenthesis when making a referral.
- Parenthesis did not maintain records of teens, and low income families referred to the home visiting programs that were funded outside of its contract with the Collaboration programs (Parenteen and Mothering on Our Own) who did not enroll in the home visiting program during 2013-2014, so we were not able to establish a baseline percent.
- The Collaboration determined in June 2015 that it needed to begin to actively explore options for a different vendor due to Parenthesis's ongoing operational and financial issues. The Collaboration is working quickly to identify a new vendor and most likely will contract with another service provider by the end of 2015.
- The staff position of the Nurse Family Case Manager for the Village of Oak Park has been open since December 2014. This person has traditionally been the strongest referral source for the home visiting program because of the position is funded through a contract with the Illinois Department of Public Health and benefits from referral relationships established through that contract.

Progress Goals

The Collaboration cannot establish a target on this measures until it obtains improved data to derive a denominator. However, through increased outreach efforts, we expect to see an increased number of families referred to the home visiting programs and will report on the numbers referred and quantify the increase over 2013-2014.

Program Activities in Support of Progress Goals

- Continue to work to establish strong referral connections to agencies that have contact with low income and vulnerable families, with a focus on WIC and public health providers.
- Work with referring agencies to establish referral practices that include more than a first name and a cell phone number.
- Utilize peer recruitment to help identify families who meet the eligibility criteria of the program.
- Establish an outreach and recruitment strategy with the Oak Park Housing Authority to reach families in their buildings and those receiving Section 8 vouchers.

Service Delivery Outcome 3: Percent of referred parents who choose to participate in the intensive parent education program.

Context

- There are many factors that affect how many families who are referred to home visiting programs actually participate in home visiting, including trust, functional status, and parenting confidence. (Goyal et al., 2014.)
- Having half of referrals participate is on par with or exceeds the performance of other jurisdictions, although there is information from relatively few other places.
- The Collaboration is actively seeking a new vendor to provide the home visiting services and most likely will contract with another service provider by the end of 2015.

Progress Goals

Increase the number of families who elect to participate in home visiting programs by 5 percent and at a minimum maintain a 50 percent enrollment rate.

Program Activities in Support of Progress Goals

- Continue to work to establish strong referral connections that help families transition to the home visiting program.
- Identify and implement peer recruitment strategies to increase the rate at which families choose to engage in the program.
- The Collaboration is actively seeking a new vendor to provide the home visiting services. If the contract is moved to a new vendor, the transition may impact enrollment levels during 2015-2016.

Measurement Activities

- We will continue to work with Parenthesis Family Center to share records of children whose parents engage in home visiting programs funded outside of the contract with the Collaboration in 2015. This information will help us ensure we have an accurate count of the number of families participating in the program.
- We will talk with and work with Parenthesis Family Center about using the Collaboration's database to enable their staff to answer questions about the long term impact of the program on their participants.
- We will continue to monitor research about home visiting that provides information about the factors that contribute to parents choosing to participate in these programs, and will apply this information to our outreach and recruitment efforts.
- When we have richer information on families from other state data sources, we will be better able to delineate the differences in characteristics between families who participate in home visiting and those who do not.

Service Delivery Outcome 4: Percent of kindergarten and 1st grade students with Individual Educational Plans (IEPs) who have documentation of receiving services in early childhood (if they lived in Oak Park or River Forest during their early childhood years).

Context

- The purpose of this measure is to show that children with IEPs received services during their early childhood years. The purpose is not necessarily to reduce the number of children with IEPs, but to track whether children showing delays at age 5 or 6 received the benefit of services at the earliest and most impactful point possible to maximize their progress. This measure also follows the children who received IEPs or Early Intervention support early to determine if they do in fact have fewer IEPs or a reduction in the level of services as they progress through elementary school.
- Many of the screenings, subsequent assessment, and eventual service provision happens outside of the public realm. Some families choose to have screenings, assessments, and services all provided by private parties, paid for either out-of-pocket or through private insurance. None of these providers are obligated to report their activities to any public entity.
- Community level data related to screening, referrals, assessments and service provision in the public realm has not been available from the Illinois Early intervention Program for birth to three year olds.
- The state budget impasse impacts Early Intervention funding and has negatively affected all aspects of the program - intake capacity, staff turnover rates, and service levels - due to delays in service provider reimbursements.

Progress Goals

Demonstrate a trend of increasing numbers of children with IEPs, whose developmental delays should have been identified in early childhood, that have documentation of receiving services prior to kindergarten entry. This measure will take some time to show an impact because the developmental screening program is being phased in and children need to grow to kindergarten age.

Program Activities in Support of Progress Goals

- Increase early screening and general awareness of the availability of Early Intervention services and early childhood special education through increased parent workshops on development, questions to ask schools and therapists and a social marketing campaign.
- Study the dynamic between 0-5 service provision and development of IEPs during the kindergarten and 1st grade years to better understand the relationship and reasons that the percent may increase or decrease.
- Work to understand and increase the alignment between Early Intervention service eligibility and school district eligibility criteria at the transition from Early Intervention (services from birth to three) to early childhood special education (services from ages three to five). Some children eligible to receive service through Early Intervention are not eligible for early childhood special education services from school districts. Their delays may become more apparent in kindergarten and first grade.

Measurement Activities

- Work with District 90 during 2015-2016 to identify the best strategies for obtaining longitudinal information about the number of children receiving special education services.
- Work with District 97 and District 90 to make sure we understand the level of services children are receiving in order to assess the impact of early services.
- Secure data-sharing agreements with the Illinois Department of Human Services' Early Intervention program to determine the number of children participating in the state funded program who are screened, referred for assessments, receive assessments, are found eligible and receive services.
- Work with Districts 90 and 97 to ascertain feasibility of collecting information related to children involved in Response to Intervention strategies (RTI) who had received the benefit of services at the earliest and most impactful point possible to maximize their progress.
- Monitor state funding for Early Intervention as a relevant data point to indicate service capacity that will impact number of children who would have received services between birth and age three.

System Level Outcome 1: Percent of families with children under 5 who are included in the voluntary database and receive developmental information and an early childhood resource directory.

Recommended Changes to the Measure

Estimate the Collaboration's connection with all families in Oak Park and River Forest with children under 5 via direct and indirect measures:

- Estimated percent of families with children under 5 touched by Collaboration services
    - o Direct: Number of families reached through collaboration-sponsored outreach activities and services who provide information voluntarily and are included in our database.
    - o Indirect: Counts of information distributed, subscribers to information (social media, other open distribution channels).

Context

- This measure was developed in 2009 to monitor the Collaboration's efforts to serve <u>all</u> families with young children in the Oak Park/River Forest Community, not just those with identifiable risk factors.
    - o At the time, being included in the database of email addresses to receive developmental information based on children's ages, and receiving a paper copy of the early childhood resource directory, were reasonable ways to measure the Collaboration's reach.
- In 2015, the Collaboration faces challenges on two fronts regarding this outcome measure:
    - o There is no consistent, reliable data currently available to provide a denominator of all families with children birth to five in the community. Census data between decennial censuses is based on population estimates derived from extremely small samples sizes, and therefore does not provide a reliable number.
    - o There are now many more channels through which families receive information about the Collaboration's activities, including social media channels that are difficult to measure. These include:
        - "Likes" and "views" on Facebook – it is difficult to determine exactly how many "likes" and "views" come from people actually in the community, or whether they have young children, or whether they have some other connection to the Collaboration (either personally or professionally).
        - Twitter followers – same challenges as Facebook.
        - Website "hits" – same challenges as Facebook.

Progress Goals

We will increase the number of families with children under five who are engaged in Collaboration-sponsored and supported activities and participate in our voluntary database by 150% between the academic year ending in June 2014 and the academic year ending in June 2016.

In recognition that the purpose of this outcome is to measure the extent that all families with young children have the opportunity to benefit from available services and information about developmental milestones, we will work to increase the number of families who receive information and support to the greatest extent possible.

Program Activities in Support of Progress Goals

- Include families participating in the developmental screening project in the voluntary database.
- Continue to implement information sharing agreements with providers of home visiting services and publicly funded preschool programs so that we can count their participation.
- Expand ways that families are able to connect to the Collaboration as a resource. Additional paths we are exploring to broaden our reach include:
  - Put our website on marquee signs throughout the community.
  - Add a mobile-friendly sign-up form on the website to register to receive information.
  - Put information about the Collaboration in the Park District's mailings, the Village newsletter etc..
  - Have pamphlets with information about the Collaboration and ways to access its website available in drug stores by the pharmacy section, in the Lake Theatre, grocery stores, nail salons, liquor stores, locations CTA passes are sold, etc..
  - Form stronger links with PTOs, youth sports leagues (AYSO, OPYBS), Tae Kwon Do, etc..
  - Actively use social media to communicate with people who subscribe to the various channels.
  - Make the back page of the directory an easy mail-back form to allow families to easily request more information from the Collaboration.
- Expand partnerships with early childhood service providers.
  - Link the Collaboration's website to service providers' websites, and request reciprocal linking.
  - Connect with labor and delivery nurses at hospitals to share information.
  - Ensure social service and community organizations have information about available services.
  - Determine which child care providers are not participating actively in Collaboration activities and try to obtain their involvement.
  - **When we get access to birth data in a timely fashion,** the Collaboration could also extend its reach using birth data by providing a home visit (through the partnership with agencies providing home visiting programs) for each family with a newborn in our community. This would be an excellent way to ensure that every family has the opportunity to learn about the Collaboration's services from the beginning of the child's life.

Measurement Activities

- Focus efforts on advocacy around getting birth data so that we can build a more accurate denominator for this outcome measure. In order to provide any information in terms of percentages (of families with children under 5), we must have access to better data that allows us to know how many families with children under 5 exist in our community.
- In the meantime, we are focusing on improving the quality of data we have to represent the numerator – how many families are we reaching. New possibilities include:
  - Partner with District 97 to ask at kindergarten registration whether people had knowledge of Collaboration services.
  - Document activities that are aimed at getting information in people's hands, especially those involved with targeting high risk families.

System Level Outcome 2: Percent of teachers and directors in Oak Park early childhood programs who have above minimum state educational requirements for their role.

Recommended sub-measure

- Percent of teachers and directors who hold or who increase the level of an Illinois Early Childhood Certificate.

Rationale: Illinois is encouraging members of the early childhood workforce who cannot or do not hold early childhood degrees to obtain credentials as a way to ensure appropriate training and content knowledge for their roles in the early childhood workforce. Most levels of the credentials require some college level coursework in early childhood and they are a legitimate alternative to holding a college degree. The Collaboration believes this will be an important measure of the qualifications of the Oak Park and River Forest early childhood workforce.

Context

- The Collaboration will use the data obtained from its own survey of early childhood providers for the 2014-2015 fiscal year. This was an online survey with personally identifiable information to enable growth in professional qualifications of individuals from year to year.
- The Collaboration plans to administer the survey to align with its fiscal year (July 1 – June 30) and the academic year. Surveys will be collected in August and September each year. Because the Collaboration just completed a survey in March and April 2015, the next one will not be administered until August and September 2016.
- Staff turnover impacts the survey results and progress on this measure; different individuals are being surveyed each year, making it difficult to compare credentials on a year over year basis.
- State budget problems are reducing the professional development advising available to early childhood staff. The IL Gateways scholarship and salary enhancements that are used as incentives for the early childhood workforce to take college level course work have been zeroed out until the state budget stand-off is resolved.
- Instability in the Child Care Assistance Program created by the state budget impasse is leading to staff turnover, as some centers are unable to meet payroll.
- Triton College is reducing its early childhood class offerings. This is the community college attended by the majority of Oak Park and River Forest early childhood workforce.
- Because of the last three issues described above, the Collaboration cannot establish a target for a percentage increase in the number of early childhood workforce members who will exceed state minimum level of educational requirements for their role.

Progress Goals
- Increase the number of early childhood workforce members who hold an Illinois early childhood credential by 20%, from 87 to 104 during 2015-2016.
- Increase survey participation for 2016-17 - obtain a 5% increase in the survey completion rate over the survey conducted for 2014-2015.

Program Activities in Support of Progress Goals

- Link early childhood workforce members to professional development advisors through the Illinois Gateways system.
- Provide early childhood professionals with guidance about college coursework and scholarships when warranted.
- Encourage early childhood workforce members to enroll in and complete college level coursework rather than professional development workshops and conferences (to the extent possible, given the threats to the compensation and scholarship programs).
- Promote engagement in and provide guidance on the IL Early Childhood Certificate Program.

Measurement Activities

- Survey-related activities:
  - Engage Professional Development Committee members in survey implementation
  - Consider requiring survey participation in exchange for training, professional development advising and developmental screening support and if deemed appropriate, implement in 2015-2016.

Improve data collection and value of data:
- Develop improved understanding of the report periods utilized by the state agencies collecting information about the professional qualifications of early childhood workforce members and align the Collaboration survey.
- Continue dialogue with INCCRRA to improve quality of data received from its database on the qualifications of the Early Childhood Workforce.
- Review information about who is completing the Collaboration's annual survey to estimate the annual turnover rate.
- Advocate with state agencies to obtain improved data from INCCRRA including unduplicated counts for the professional development qualifications of the early childhood workforce and reports broken down by position. Utilize INCCRRA data if possible.

System Level Outcome 3: Percent of teachers and child care providers reporting more than the state-mandated 15 documented hours of continuing professional education each year.

Context

- State budget issues are reducing the professional development trainings available during 2015-2016.
- Instability in the Child Care Assistance Program created by the state budget impasse is exacerbating staff turnover as enrollment declines and some centers are unable to meet payroll.
- Staff turnover impacts the survey results and progress on this measure; different individuals are being surveyed each year, making it difficult to compare continuing professional education on a year over year basis.

Progress Goals

- Increase the number of early childhood workforce members who report 15 hours or more of professional development by 5%, from 73% to 78% during 2015-2016.
- Increase survey participation for 2016-17 - obtain a 5% increase in the survey completion rate over the survey conducted for 2014-2015.

Program Activities in Support of Progress Goals

- Offer more than 15 hours of professional development trainings to the Oak Park/River Forest early childhood workforce.
- Provide early childhood professionals with guidance about trainings available through the state Child Care Resource and Referral centers if the state budget impasse is resolved and this activity is funded.
- Promote use of professional development advising services if these are reinstated after the state budget impasse is resolved. Provide professional development advising to the extent possible within the limits of the Collaboration's resources.
- Encourage engagement in online trainings available through the state ExceleRate program.

Measurement Activities

- Engage Professional Development Committee members in survey implementation.
- Consider requiring survey participation in exchange for training, professional development advising and developmental screening support and if deemed appropriate, implement in 2015-2016.
- Determine how many people receive professional development credit hours through Collaboration sponsored activities by providing Chapin Hall with the names of people who attend Collaboration workshops and the Symposium.
- Provide trainings to early childhood professionals about the use of the state registry and how to monitor their professional growth.
- The Collaboration will use the data obtained from its own survey for the 2014-2015 fiscal year. This was an online survey with personally identifiable information to enable growth in professional qualifications of individuals from year to year.
- Develop improved understanding of the report periods utilized by the state agencies collecting information about the professional qualifications of early childhood workforce members and align with the Collaboration survey.

- Review information about who is completing the Collaboration's annual survey to estimate the annual turnover rate.
- Advocate with state agencies to obtain improved data from INCCRRA including unduplicated counts for the professional development qualifications of the early childhood workforce and reports broken down by position. Utilize INCCRRA data if possible.

System Level Outcome 4: Percent of preschools, child care centers, and homes are engaged in the Illinois Quality Rating System (ExceleRate) and improve their scores each year.

Note: ExceleRate was launched in July 2014 to standardize the expectations of quality for all Illinois early childhood programs from child care centers to preschools programs to Head Start to Preschool for All. Rather than numeric scores, ExceleRate uses quality circles of green, bronze, silver and gold. A DCFS license earns an automatic award of a green circle of quality. Gold is the highest level.

Context

- The state budget impasse has led to reduced trainings available to staff at child care centers and preschools, which are needed to effectively engage in ExceleRate.
- The number of ExceleRate staff who rate the centers and preschools is reduced and others are working reduced hours due to the state budget impasse, making it difficult for centers to obtain a score.
- Some centers and preschools are unable to move to a higher circle of quality due to physical constraints of their facility that are beyond their control. For example, one center is unable to get her landlord to provide a fresh water source in each classroom. Some sites do not have outdoor space adequate to for playground equipment.

Progress Goals

- Increase the number of preschools and child care centers that actively engage in ExceleRate to improve their scores from 9 centers to 15 centers, an increase of 66% %of the number of centers participating over 2013-2014 levels. Since every DCFS-licensed facility is given a green score, engaging in ExceleRate refers to the effort to attain a bronze, silver, or gold score.
- Increase the number of family child care centers who participate in ExceleRate to improve their scores from zero in 2013-2014 to six.
- Five centers will improve their scores to the extent that they move from one circle of quality to a higher circle of quality.

Program Activities in Support of Progress Goals

- Survey center/preschool directors and family child care providers about their level of engagement with ExceleRate. Have them specify the areas they believe they need to address to improve their scores.
- Place priority on providing support services to centers/preschools and family child care homes who are at the basic green level to help them improve their scores.
- Promote the completion of Continuous Quality Improvement Plans (CQIP). These plans are required to increase scores.
- Provide technical assistance and trainings to help center/preschool directors and family child care providers address their identified needs in the CQIP.
- Provide early childhood professionals with guidance about trainings available through the state Child Care Resource and Referral Agency if the state budget impasse is resolved and this activity is funded.
- Encourage engagement in online trainings available through the state ExceleRate program.

Measurement Activities

- Conduct a survey to obtain information from child care centers/preschools and family child care providers about their level of engagement in ExceleRate.
- Approach the state about providing aggregated data about the number of centers, preschools and family child care homes whose scores have increased.
- Consider requiring survey participation in exchange for training, professional development advising and developmental screening support and if deemed appropriate, implement in 2016-17.

COLLABORATION FOR EARLY
CHILDHOOD CARE AND EDUCATION

FINANCIAL STATEMENTS

JUNE 30, 2015 AND 2014 (as adjusted)

Board of Directors
Collaboration for Early
Childhood Care and Education
Oak Park, Illinois

INDEPENDENT AUDITORS' REPORT

We have audited the accompanying financial statements of **Collaboration for Early Childhood Care and Education** (a nonprofit organization) which comprise the statements of financial position as of June 30, 2015 and 2014, and the related statements of activities, functional expenses, and cash flows for the years then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of **Collaboration for Early Childhood Care and Education** as of June 30, 2015 and 2014, and the changes in its net assets and its cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

Sassetti LLC

Oak Park, Illinois
October 5, 2015

2

COLLABORATION FOR EARLY CHILDHOOD CARE AND EDUCATION

STATEMENTS OF FINANCIAL POSITION

JUNE 30, 2015 AND 2014

	2015	2014 (as adjusted)
ASSETS		
Cash and cash equivalents	$ 770,924	$ 490,615
Grants and accounts receivable	49,615	3,417
Pledge receivable, net	28,590	38,431
Prepaid insurance	6,126	6,686
Advance to subcontractor	25,000	25,000
Property and equipment, net	9,680	4,248
Construction in progess	86,541	32,206
Total Assets	$ 976,476	$ 600,603
LIABILITIES		
Accounts payable and accrued expenses	$ 137,328	$ 56,355
Due to governments	246,256	77,256
Total Liabilities	383,584	133,611
NET ASSETS		
Unrestricted	438,713	329,959
Board designated	70,100	53,100
Total Unrestricted Net Assets	508,813	383,059
Temporarily restricted	84,079	83,933
Total Net Assets	592,892	466,992
Total Liabilities and Net Assets	$ 976,476	$ 600,603

See accompanying notes and accountants' report.

COLLABORATION FOR EARLY CHILDHOOD CARE AND EDUCATION

STATEMENTS OF ACTIVITIES

YEARS ENDED JUNE 30, 2015 AND 2014

	2015			2014		
	Unrestricted	Temporarily Restricted	Totals	Unrestricted (as adjusted)	Temporarily Restricted	Totals
REVENUES AND SUPPORT						
Contributions - individuals, businesses and foundations	$ 100,397	$ 90,000	$ 190,397	$ 107,381	$ 55,000	$ 162,381
Government contracts and grants	825,862	-	825,862	541,860	-	541,860
Interest income	690	-	690	503	-	503
Special event revenue	593	-	593	551	-	551
In-kind	810	-	810	3,801	-	3,801
Other income	99	-	99	-	-	-
Gain on disposal on equipment	1,248	-	1,248	-	-	-
Net assets released from restrictions	89,854	(89,854)	-	66,566	(66,566)	-
Total Revenues and Support	1,019,553	146	1,019,699	720,662	(11,566)	709,096
EXPENSES						
Program	808,440	-	808,440	452,110	-	452,110
Management and general	74,054	-	74,054	51,906	-	51,906
Fundraising	11,305	-	11,305	9,231	-	9,231
Total Expenses	893,799	-	893,799	513,247	-	513,247
CHANGE IN NET ASSETS	125,754	146	125,900	207,415	(11,566)	195,849
NET ASSETS						
Beginning of the year	383,059	83,933	466,992	175,644	95,499	271,143
End of the year	$ 508,813	$ 84,079	$ 592,892	$ 383,059	$ 83,933	$ 466,992

See accompanying notes and accountants' report.

4

COLLABORATION FOR EARLY CHILDHOOD CARE AND EDUCATION

STATEMENTS OF FUNCTIONAL EXPENSES

YEARS ENDED JUNE 30, 2015 AND 2014

| | 2015 | | | | 2014 | | | |
	Program	Management and General	Fundraising	Totals	Program	Management and General	Fundraising	Totals
Salaries	$ 184,872	$ 37,803	$ 9,903	$ 232,578	$ 152,570	$ 31,123	$ 7,788	$ 191,481
Payroll taxes	14,433	2,884	722	18,039	11,717	2,341	586	14,644
Employee benefits	20,725	1,261	-	21,986	8,532	519	-	9,051
Depreciation	1,519	176	70	1,765	1,472	171	68	1,711
Dues and subscriptions	-	375	-	375	-	499	-	499
Equipment expense	2,505	133	-	2,638	2,069	110	-	2,179
Insurance	9,266	2,563	-	11,829	8,542	2,363	-	10,905
Miscellaneous	2,102	3,402	-	5,504	627	1,016	-	1,643
Outside contractors	528,562	18,582	-	547,144	221,389	7,783	-	229,172
Postage and delivery	1,930	478	-	2,408	1,240	307	-	1,547
Printing and production	6,622	595	301	7,518	12,163	1,093	552	13,808
Program food	6,180	1,699	-	7,879	5,321	1,463	-	6,784
Rent	3,100	775	-	3,875	2,400	600	-	3,000
Site rental	1,109	137	-	1,246	937	116	-	1,053
Staff volunteer development	1,603	470	-	2,073	519	152	-	671
Supplies	15,843	2,057	-	17,900	13,169	1,710	-	14,879
Telecommunications	6,887	526	309	7,722	5,274	403	237	5,914
Agency advertising	372	138	-	510	368	137	-	505
In-kind services	810	-	-	810	3,801	-	-	3,801
	$ 808,440	$ 74,054	$ 11,305	$ 893,799	$ 452,110	$ 51,906	$ 9,231	$ 513,247

See accompanying notes and accountants' report.

COLLABORATION FOR EARLY CHILDHOOD CARE AND EDUCATION
STATEMENTS OF CASH FLOWS
YEARS ENDED JUNE 30, 2015 AND 2014

	2015	2014 (as adjusted)
CASH FLOWS FROM OPERATING ACTIVITIES		
Change in net assets	$ 125,900	$ 195,849
Adjustments to reconcile net cash provided by operating activities -		
Depreciation	1,765	1,711
(Increase) Decrease in receivables	(46,198)	89,795
Decrease (Increase) in pledge receivables	9,841	(38,431)
Increase in advance to subcontactor	-	(25,000)
Increase in due to governments	169,000	77,256
Decrease (Increase) in prepaid insurance	560	(4,541)
Increase in liabilities	80,973	44,577
Net Cash Provided by Operating Activities	341,841	341,216
CASH FLOWS FROM INVESTING ACTIVITIES		
Purchase of property and equipment	(61,532)	(33,830)
Net Cash Used in Investing Activities	(61,532)	(33,830)
NET INCREASE IN CASH AND CASH EQUIVALENTS	280,309	307,386
CASH AND CASH EQUIVALENTS -		
Beginning of year	490,615	183,229
End of year	$ 770,924	$ 490,615
SUPPLEMENTARY CASH FLOW INFORMATION		
Cash paid for income taxes	$ -	$ -
Cash paid for interest expense	$ -	$ -

See accompanying notes and accountants' report.

COLLABORATION FOR EARLY CHILDHOOD CARE AND EDUCATION

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2015 AND 2014

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Nature of Organization - **COLLABORATION FOR EARLY CHILDHOOD CARE AND EDUCATION** is a unique public/private partnership whose mission is to promote strategies to make high quality, affordable early care and education available to all children from birth to age five, in Oak Park and River Forest. Participants include representatives of local governing bodies, institutions of higher learning, preschools, childcare centers, home providers, agencies serving the needs of families with young children, early childhood policy experts, and community advocates. The Organization is supported through contracts with Oak Park's governing agencies. Foundation, individual and corporate gifts also provide significant financial support.

Basis of Presentation - As required by generally accepted accounting principles for not for profit entities, the Organization is required to report information regarding its financial position and activities according to three classes of net assets: unrestricted net assets, temporarily restricted net assets and permanently restricted net assets. At June 30, 2015 and 2014, the Organization had no permanently restricted net assets.

Income Taxes - The Organization is exempt from federal income taxes under the provisions of Section 501 (c) (3) of the Internal Revenue Code. Management believes that it did not engage in any unrelated business activities; thus, no provision for income tax has been provided for in the financial statements. The Organization's form 990, *Return of Organization Exempt from Income Tax,* for the years ending June 30, 2014, 2013 and 2012 are subject to examination by the IRS, generally for three years after they were filed.

Use of Accounting Estimates - The preparation of financial statements in conformity with generally accepted accounting principles requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

Donated Services - The Organization pays for most services requiring specific expertise. In addition, many individuals volunteer their time and perform a variety of tasks that assist the Organization with specific assistance programs and various committee assignments. Donated services totaled $810 and $3,801 for the years ended June 30, 2015 and 2014, respectively.

Cash Flow Information - The Organization considers all highly liquid investments with an initial maturity of three months or less to be cash equivalents.

Subsequent Events - The Organization has evaluated subsequent events through October 5, 2015, the date the financial statements were available.

COLLABORATION FOR EARLY CHILDHOOD CARE AND EDUCATION

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2015 AND 2014

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Property and Equipment - Property and equipment are carried at cost or, if donated, at the approximate fair value at the date of donation. Depreciation is computed using the straight line method over the estimated useful lives of the assets ranging from five to ten years. The Organization capitalizes amounts of $500 or greater.

Grants and Accounts Receivable - The Organization considers grants receivable fully collectible, thus no allowance for doubtful accounts has been established.

Expense Allocation - The costs of providing various programs and other activities have been summarized on a functional basis in the Statements of Activities and Statements of Functional Expenses. Accordingly, certain costs have been allocated among the programs and supporting services benefited.

Reclassifications - Certain amounts in the June 30, 2014 financial statements have been reclassified to conform to the current presentation.

2. PROPERTY AND EQUIPMENT

Balances of major classes of depreciable assets as of June 30, 2015 and 2014, were as follows (at cost):

	2015	2014
Furniture and fixtures	$ 871	$ 871
Office equipment	14,511	8,362
Less accumulated depreciation	(5,702)	(4,985)
Property and equipment, net	$ 9,680	$ 4,248

3. COMMITMENTS

The Organization leases its facility for $250 a month, under a month to month agreement. During each of the years ended June 30, 2015 and 2014, lease expense was $3,875 and $3,000, respectively.

4. ADVANCE TO SUBCONTRACTOR

During the year ended June 30, 2014, the Organization advanced $25,000 to a subcontractor, Parenthesis, a not-for-profit organization, in order to provide cash flow for a new program initiative. The advance is interest free and payable at the end of the contract.

5 BOARD DESIGNATED UNRESTRICTED NET ASSETS

Board designated unrestricted net assets totaled $70,100 and $53,100 as of June 30, 2015 and 2014, respectively. These funds are to be used for future medical costs and strategic projects.

COLLABORATION FOR EARLY CHILDHOOD CARE AND EDUCATION

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2015 AND 2014

6. TEMPORARILY RESTRICTED NET ASSETS

Temporarily restricted net assets consist of the following components as of June 30, 2015 and 2014:

	2015	2014
Database	$ 43,750	$ 8,750
Foundation for success	-	9,855
Children vision screening	10,000	-
Total purpose restricted	53,750	18,605
Total time restricted	30,329	65,328
Total temporarily restricted funds	$ 84,079	$ 83,933

Net assets were released from restrictions by incurring expenses to satisfy restrictions totaling $89,854 and $66,566 during the years ended June 30, 2015 and 2014, respectively.

7. GOVERNMENT CONTRACTS AND GRANTS

Government contracts and grants consisted of the following sources for the years ended June 30, 2015 and 2014:

	2015	2014
Village of Oak Park	$ 262,577	$ 161,554
Oak Park Township	10,400	9,814
Oak Park School District 97	382,191	233,354
Oak Park School District 200	330,652	203,438
Park District of Oak Park	6,000	5,000
Oak Park Library	1,000	1,000
State of Illinois Department of Public Health	4,956	4,956
Less amount to be repaid	-	(77,256)
Less estimated amount to be repaid	(169,000)	-
	$ 828,776	$ 541,860

8. PRIOR PERIOD ADJUSTMENT

During fiscal year 2015, management of the Organization determined that a portion of the unspent 2014 fiscal government contracts will have to be returned. Management has made a prior period adjustment of $77,256 to decrease the government contract and grants revenues for the year ended June 30, 2014. This amount is reflected on the Statement of Financial Position as due to governments.

MEMO

To:	IGA Governing Board
From:	David Weindling, Collaboration Board Treasurer
Date:	September 22, 2015
Subjection:	Transfer of Unspent 2013-2014 Contract Funds to IGA Administrative District

Per the resolution adopted by the IGA Governing Board at its meeting on May 6, 2015, the Collaboration will be returning $77,256 in unspent funds from fiscal year 2013-2014 related to the its Contract with District 97, District 200 and the Village of Oak Park. Attached to this memo is the calculation sued to derive the return amount.

The Resolution regarding retention of unspent funds specified that funds received pursuant to the Payment Schedule under Exhibit A of the IGA which are not fully expended during the fiscal year for which they are received will be deemed savings and carry forwarded to the next fiscal year up to 11% of total annual contractual payments It also specified that at the time of the annual audit pursuant to 3.8, the Collaboration shall report the amount of funds at fiscal year-end that are in excess of the 11% cap (if any) and remit those funds to the Administrative District within 30 days of completion of the Annual Audit. After the Collaboration reaches a total amount of 3 months operating reserve based on the contract year budget, the remaining dollars, even if the 11% cap has not been reached, are to be returned to the Administrative District.

The unspent contractual funds for fiscal year 2014-2015 will be calculated in October 2015 when the audit is complete and returned to the Administrative District.

Calculations to determine unspent contract dollars to retain for reserve.

Net revenue per audit 6/30/14	$ 273,105.00
Restricted and designated funds	$ (168,704.00)
Net unrestricted revenue	$ 104,401.00
Jurisdiction contribution to net revenue is calculated at 74% based on share of total revenue raised	0.74
Unspent contract funds	**$ 77,256.00**
Net assets per audit 6/30/14	$ 544,248.00
Restricted and designated funds	$ (168,704.00)
Unrestricted net assets (Reserve)	**$ 375,544.00**
Reserve target (25% of $1,200,000 current budget)	$ 300,000.00
Gap between unrestricted net assets and reserve target	$ -
Unspent contract funds	$ 77,256.00
Amount to retain to meet reserve target	**$ -**
Amount to return to jurisdictions	**$ 77,256.00**
Contributions from Jurisdictions for year ending 6/30/14	$ 598,336.00
Per resolution, Collaboration can retain up to 11% toward building a 33% reserve	0.11
Maximum amount available for reserve	**$ 65,816.00**

Calculations to Determine Unspent Contract Dollars to Return
to IGA Jurisdictions
(Fiscal year ending June 30, 2015)

Net revenue per audit 6/30/14	$ 294,754.00
Restricted and designated funds	$ (84,079.00)
Net unrestricted revenue	$ 210,675.00
Jurisdiction contribution to net revenue is calculated at 74% based on share of total revenue raised	0.8
Unspent contract funds	**$ 168,540.00**
Net assets per audit 6/30/14	$ 662,992.00
Restricted and designated funds	$ (154,179.00)
Unrestricted net assets (Reserve)	**$ 508,813.00**
Reserve target (25% of $1,200,000 current budget)	$ 368,000.00
Gap between unrestricted net assets and reserve target	$ (145,813.00)
Unspent contract funds	$ 168,540.00
Amount to to retain to meet reserve target	$ -
Amount to return to jusrisdictions	**$ 168,540.00**
Contributions from IGA Jurisdictions for year ending 6/30/15	$ 972,506.00
Per resolution, Collaboration can retain up to 11% toward building a 33% reserve	0.11
Maximum amount available for reserve	**$ 106,975.00**

Collaboration for Early Childhood
Profit & Loss Budget vs. Actual
July through October 2015

	Oct 15	Jul - Oct 15	Budget	% of Budget
Ordinary Income/Expense				
Income				
4000 · Public Support				
4010 · Individual Contributions	15,149.05	17,335.71	75,000.00	23.11%
4020 · Foundations	0.00	5,000.00	55,000.00	9.09%
4030 · Corporate Income	0.00	0.00	4,000.00	0.0%
4040 · Organizational Donations	25,024.00	28,275.42	2,500.00	1,131.02%
4060 · Fees	0.00	0.00	10,000.00	0.0%
4080 · Fundraising Event	0.00	0.00	5,000.00	0.0%
Total 4000 · Public Support	40,173.05	50,611.13	151,500.00	33.41%
4200 · Government Contracts				
4210 · Village of Oak Park	0.00	169,050.00	338,100.00	50.0%
4220 · Oak Park Township	0.00	0.00	10,400.00	0.0%
4230 · District 97	0.00	244,184.00	488,367.00	50.0%
4240 · District 200	0.00	212,878.00	425,756.00	50.0%
4250 · Park District of Oak Park	0.00	0.00	6,000.00	0.0%
4260 · Oak Park Library	500.00	500.00	1,200.00	41.67%
4280 · Illinois Dept of Public Health	0.00	0.00	4,600.00	0.0%
Total 4200 · Government Contracts	500.00	626,612.00	1,274,423.00	49.17%
4800 · Bank Interest	85.36	245.36	500.00	49.07%
4910 · Misc Income	461.00	461.00		
4990 · Temporarily Restricted Net Asst				
4991 · Released From Temporarily Restr (1)	18,750.00	18,750.00	55,000.00	34.09%
Total 4990 · Temporarily Restricted Net Asst	18,750.00	18,750.00	55,000.00	34.09%
Total Income	60,469.41	696,679.49	1,481,423.00	47.03%
Gross Profit	60,469.41	696,679.49	1,481,423.00	47.03%
Expense				
5000 · Wages				
5001 · Executive Director	9,479.28	26,226.01	83,797.00	31.3%
5002 · Administrator	4,413.45	12,210.54	38,250.00	31.92%
5003 · Prof. Development Coordinator	6,840.72	18,925.99	61,326.00	30.86%
5004 · Clerical Support	790.90	1,925.81	12,000.00	16.05%
5007 · Developmental Screening Coordin	6,002.31	16,606.39	52,020.00	31.92%
5005 · Payroll Expenses-Taxes	2,105.77	5,805.93	19,802.00	29.32%
5006 · Employee Benefits	1,321.03	5,184.13	41,100.00	12.61%
Total 5000 · Wages	30,953.46	86,884.80	308,295.00	28.18%

Collaboration for Early Childhood
Profit & Loss Budget vs. Actual
July through October 2015

	Oct 15	Jul - Oct 15	Budget	% of Budget
5100 · Contracted Services				
5115 · Home Visiting Program	36,743.00	108,372.00	680,000.00	15.94%
5110 · Training Specialist	0.00	0.00	25,000.00	0.0%
5120 · Grantwriter	940.00	3,120.00	50,000.00	6.24%
5130 · Bookkeeper	956.25	3,915.00	18,000.00	21.75%
5140 · Outreach Worker	0.00	0.00	10,000.00	0.0%
5170 · Donor Development	2,319.00	5,268.00	25,000.00	21.07%
5210 · Program Facilitators	0.00	0.00	15,000.00	0.0%
5215 · Database Development/Analyst	12,617.00	12,617.00	88,000.00	14.34%
5220 · Accounting/Audit	0.00	5,000.00	15,000.00	33.33%
5230 · General Consulting	0.00	0.00	8,000.00	0.0%
5245 · Compu Consultant/Tech Support	0.00	562.50	12,000.00	4.69%
5250 · Legal Fees	0.00	0.00	12,000.00	0.0%
5270 · Audiology Technician	2,749.50	2,749.50	20,000.00	13.75%
5275 · Data Management	870.00	870.00	30,000.00	2.9%
5280 · Web Development	0.00	0.00	9,000.00	0.0%
5285 · Graphic Design	0.00	0.00	8,000.00	0.0%
5290 · Communications	1,300.00	1,300.00	20,000.00	6.5%
Total 5100 · Contracted Services	58,494.75	143,774.00	1,045,000.00	13.76%
5300 · Insurance				
5315 · Dishonesty Assurity	34.28	137.12	450.00	30.47%
5314 · Volunteer Accident Insurance	35.00	140.00	525.00	26.67%
5305 · General Liability	488.54	3,419.78	9,000.00	38.0%
5310 · Directors and Officers	116.83	467.32	2,160.00	21.64%
5312 · Workers Comp Insurance	120.50	482.00	3,000.00	16.07%
5313 · Unemployment Insur Prg Fees	154.25	308.50	5,000.00	6.17%
Total 5300 · Insurance	949.40	4,954.72	20,135.00	24.61%
5500 · Operating Expenses				
5501 · Service Charges	0.00	15.88	750.00	2.12%
5503 · Program or Workshop Supplies	58.99	3,208.82	12,000.00	26.74%
5504 · Program Food	855.00	2,112.46	15,000.00	14.08%
5505 · Office Supplies	154.90	448.68	5,000.00	8.97%
5506 · Site Rental	0.00	30.00	3,500.00	0.86%
5508 · Office Equipment	0.00	0.00	2,000.00	0.0%
5509 · Payroll Processing	15.75	49.80		
Total 5500 · Operating Expenses	1,084.64	5,865.64	38,250.00	15.34%
6100 · Telephone/Telecommunications				
6101 · Telephone	316.20	1,180.55	4,480.00	26.35%
6103 · Webhosting	0.00	0.00	3,220.00	0.0%
6105 · Internet	92.40	341.10	1,400.00	24.36%

Collaboration for Early Childhood
Profit & Loss Budget vs. Actual
July through October 2015

	Oct 15	Jul - Oct 15	Budget	% of Budget
Total 6100 · Telephone/Telecommunications	408.60	1,521.65	9,100.00	16.72%
6201 · Postage and Delivery	138.83	913.76	3,400.00	26.88%
6250 · Printed Materials				
6251 · Printing/Film Development	637.71	1,562.90	16,000.00	9.77%
6252 · Subscriptions & Dues	0.00	249.00	1,200.00	20.75%
Total 6250 · Printed Materials	637.71	1,811.90	17,200.00	10.53%
6290 · Rent	338.00	1,352.00	7,500.00	18.03%
6291 · Computer Hardware & Software	0.00	553.97	3,500.00	15.83%
6300 · Staff Volunteer Development				
6310 · Staff/Volunteer Travel	35.31	156.03	5,000.00	3.12%
6320 · Staff/volunteer Training	0.00	0.00	5,000.00	0.0%
Total 6300 · Staff Volunteer Development	35.31	156.03	10,000.00	1.56%
6400 · Licenses and Filing Fees	13.00	13.00	500.00	2.6%
6500 · Agency Advertising	0.00	0.00	2,000.00	0.0%
6900 · Miscellaneous Expense (2)	-3,071.47	-707.00	8,000.00	-8.84%
Total Expense	89,982.23	247,094.47	1,472,880.00	16.78%
Net Ordinary Income	-29,512.82	449,585.02	8,543.00	5,262.61%
Other Income/Expense				
Other Income				
4994 · Unrealizd gains (losses) on Invm	0.00	-0.03	0.00	
4992 · Carryover To Temporarily Restr	0.00	0.00	0.00	0.0%
Total Other Income	0.00	-0.03	0.00	100.0%
Other Expense				
7200 · Capital Expense	0.00	0.00	7,000.00	0.0%
Total Other Expense	0.00	0.00	7,000.00	0.0%
Net Other Income/Expense	0.00	-0.03	-7,000.00	0.0%
Net Income	-29,512.82	449,584.99	1,543.00	29,137.07%

1. Income released from temporarily restricted funds included the remaining $8,750 from the Grand Victoria grant and $10,000 from the two-year grant receieved from Oak Park River Forest Community Foundation.

2. The negative balance in the Miscellaneous line item includes the credit from an erroneous transaction related to a payment to a vendor whose bank processed the transaction two times for $825.00. This occurred in June (2015 fiscal year) and was refunded in July (2016 fiscal year).

Collaboration for Early Childhood
Balance Sheet
As of October 31, 2015

	Oct 31, 15
ASSETS	
Current Assets	
Checking/Savings	
1100 · Cash	
1125 · Community Bank Non-Prof Checkg	59,682.01
1120 · Community Bank Checking Acct	-700.17
1151 · Community Bank Money Mkt	954,389.63
1152 · PayPal	100.00
Total 1100 · Cash	1,013,471.47
1153 · First NonProfit	
1156 · First Nonprofit Investment Inc.	162.74
1154 · Unemployment Insurance Fund	3,200.00
1155 · Unemployment Insurance Reserves	800.00
Total 1153 · First NonProfit	4,162.74
Total Checking/Savings	1,017,634.21
Accounts Receivable	
1600 · Pledge Receivable	
1610 · Discounted Pledge Receivable	-1,409.58
1600 · Pledge Receivable - Other	30,000.00
Total 1600 · Pledge Receivable	28,590.42
1500 · Accounts Receivable	825.00
Total Accounts Receivable	29,415.42
Other Current Assets	
1130 · Charles Schwab Account	10,599.50
1510 · Grants Receivable	35,000.00
Total Other Current Assets	45,599.50
Total Current Assets	1,092,649.13
Fixed Assets	
1402 · Database	87,197.00
1400 · Furniture & Fixtures	871.15
1401 · Office & Computer Equipment	14,510.78
1410 · Less Accumulated Depreciation	-5,702.00
Total Fixed Assets	96,876.93
Other Assets	
1300 · Prepaid Expenses	
1310 · Prepaid Insurance	

Collaboration for Early Childhood
Balance Sheet
As of October 31, 2015

	Oct 31, 15
1311 · Workman's Comp	637.78
1312 · D&O Insurance	489.23
1313 · Gen Liability	1,152.02
1310 · Prepaid Insurance - Other	514.17
Total 1310 · Prepaid Insurance	2,793.20
1340 · Prepaid Maintenance Expense	-11.34
1350 · Advance on Contract to Parenth.	25,000.00
Total 1300 · Prepaid Expenses	27,781.86
Total Other Assets	27,781.86
TOTAL ASSETS	**1,217,307.92**

LIABILITIES & EQUITY

Liabilities

  Current Liabilities

    Accounts Payable

2000 · Accounts Payable	7,239.14
Total Accounts Payable	7,239.14

    Credit Cards

2160 · Chase Credit Card	955.21
Total Credit Cards	955.21

    Other Current Liabilities

2210 · Return of Unspnt Contract Funds (1)	168,540.00
2120 · Accrued Vacation	6,920.18
1502 · Temporarily Restricted Funds	65,328.73
2100 · Payroll Liabilities	4,451.74
Total Other Current Liabilities	245,240.65
Total Current Liabilities	253,435.00

  Long Term Liabilities

2125 · Lexmark Copier/Printer Lease	5,017.84
Total Long Term Liabilities	5,017.84
Total Liabilities	258,452.84

Equity

1140 · Designated Health Insurance	16,000.00
1150 · Board Designated Legal Fund	17,000.00
1160 · Designated Database Funds	37,100.00

Collaboration for Early Childhood
Balance Sheet
As of October 31, 2015

	Oct 31, 15
9999 · Compilation Adj To Reconcile	30.00
1110 · Unrestricted Net Assets (R/E)	439,140.09
Net Income	449,584.99
Total Equity	958,855.08
TOTAL LIABILITIES & EQUITY	**1,217,307.92**

1. The return of the unspent contract funds will be made to the Administrative District (District 97) for the Intergovernmental Agreement (IGA) in November after the Collaboration Board accepted the audit and the calculation at its board meeting in October.

The $77,256 in unspent contract funds from 2013-2014 was returned to the Administrative District for the IGA in October 2015 after the IGA Governing Board reviewed the method for calculating the amount and accepted it at its September 30, 2015 meeting.

Collaboration for
Early Childhood
Strong Start, Bright Future

**Report on Contract Implementation Progress
to the IGA Governing Board
Period Covered by Report: 9/1/14 – 10/31/15**

The Collaboration for Early Childhood is pleased and proud to present this update in accordance with our contract with the Village of Oak Park, Oak Park Elementary School District 97, and Oak Park/River Forest School District 200.

History
Founded in 2002 by all six of Oak Park's governing bodies, the Collaboration for Early Childhood is a public/private partnership that uses a collective impact model leveraging the resources of more than 60 local agencies to promote the development of a comprehensive, community-wide system of high-quality programs and services to foster physical, cognitive and social-emotional development during the critical first five years of life.

In April 2013, the Village of Oak Park, Oak Park Elementary School District 97, and Oak Park River Forest High School District 200 approved a contract for services with the Collaboration for Early Childhood to establish a comprehensive, high-quality system of services over a three-year period beginning in July 2013.

Summary
The Collaboration for Early Childhood made significant progress toward establishing an integrated early childhood system of high quality services and programs in our community during 2014 -2015. In this Annual Report to the Village of Oak Park, Oak Park District 97 and Oak Park River Forest High School, we discuss our work in five key areas:
  (1) **Incorporating Developmental Screening in Child Care and Health Provider Settings**. We report on a pilot project that has grown to involve 30 organizations, including 27 early learning providers (child care centers, preschools and family child care providers) and 3 medical practices. We also report on the Hearing and Vision Screening program that provided these important services to 1,327 three to five year old children.
  (2) **Providing Information and Support for Families of Infants and Children**. We discuss and summarize the outreach, education, and information sessions that help parents shape and promote children's optimal development and provide an update on the home visiting program programs.
  (3) **Conducting Professional Development for Early Care Providers and Promoting High Quality Public Preschool Programs.**
  We discuss our training activities around the ExceleRate Quality Rating program, our Annual Symposium, and our other professional development activities and continuing education programs. We describe our engagement with four local preschool programs, helping them to incorporate the new Teaching Strategies GOLD performance measures.

(4) **Building and Implementing a Unified Early Childhood Database**.
We provide an update on our work with Chapin Hall to build a Unified Early Childhood Database and use of the Database to guide program action plans and monitor progress.

Finally, we summarize efforts to strengthen the Collaboration's internal operations, and provide an outline of work plans for 2015-2016.

Our program, policy and evaluation activities are recognized among providers and policymakers locally, regionally, and nationally. We are proud to report that the Collaboration's efforts in Oak Park and River Forest now serve as a model for connecting critical components of early childhood systems.

(1) **Developmental Screening and Referral System**
Early identification of developmental delays, coupled with effective intervention, allows children to maximize their learning potential. The American Academy of Pediatricians recommends that all children receive *at least three developmental screenings between birth and age three*. Unfortunately, many families do not have ready information about or access to early childhood screening services. Only 50% of children nationwide receive developmental screening before age five, but in Illinois, the rate is lower, with only around 28% of children in our state receiving a screening before Kindergarten. Many children enter school at age five with previously unidentified special needs that put them at risk for falling behind academically or socially and emotionally. Both medical and early care providers cite the lack of time, the cost of conducting the screening, reimbursement uncertainty, insufficient training, and limited knowledge or availability of referral options for follow-up services as some of the reasons they do not incorporate developmental screening into their programs and practices.

Over the past year, the Collaboration worked with medical providers and early care providers to improve our community's Developmental Screening and Referral System to ensure that more children receive early and periodic screening to assess for developmental delays and social-emotional issues. We also provided 1,327 children with hearing and vision screenings at 36 child care and preschool sites in Oak Park and River Forest.

We launched a pilot project during the summer of 2014 with 20 early learning sites including nine child care centers and preschools, nine family child care providers, one social service agency and one medical practice to participate in a pilot project to implement a formal developmental screening program using the web-based Ages and Stages Questionnaire-3 (ASQ-3) and Ages and Stages Questionnaire: Social Emotional (ASQ: SE). More than 77 staff members from the 20 sites participated extensive training for implementing a successful screening program, with 30 staff members completing all 15 hours of the training. The Collaboration's Developmental Screening Coordinator provided up to six hours of technical support each month to participating sites to support their successful implementation. The participating programs achieved a 93% completion rate; 1,037 children out of a possible 1,114 children received screenings in all developmental domains.

In July 2015, the program expanded to 10 additional sites including two medical practices, six child care centers/preschools and two family child care providers. Staff from these sites are receiving the same level of training and support provided to participants during the 2014-2015 fiscal year. Since this past September 1, 1,006 out of a possible of 1,489 children have received a developmental screening: 971 have received the ASQ -3 Screen and 888 children received the ASQ: SE/SE-2. Eight hundred and fifty-four (854) children have received both screenings.

The Collaboration also hosted three educational meetings with pediatricians' practices to provide information and resources about the many benefits of breast feeding on children's development, and on ways in which the physicians can partner with parents, preschools and child care programs around children's challenging behaviors, strategies for addressing the behaviors during office visits, and knowing when to refer a child for additional assessments. The Collaboration has produced and distributed a directory of referral procedures and available local early intervention services for physicians and child care centers, to support them in screening and to help families obtain interventions early, when they will make the biggest difference in the lives of the children they serve.

(2) **Parent Information and Support Programs**
An integral component of the Collaboration's work is providing information, resources and supports to parents, so that they can make the best decisions about quality early care and services for their children.

The Collaboration's staff worked closely with Parenthesis Family Center to expand home visiting and parenting support programs. As of October 31, 2015, 59 families were actively engaged in the *Parents as Teachers Program,* a research-based and evidence-informed home visiting program for families with children age prenatal to three years, who confront multiple risks. In addition, Parenthesis reported more than 1,400 contacts with parents of very young children through an array of activities including workshops on child development and parenting issues, facilitated playgroups, parent coaching, discussion groups, print and electronic information about parenting and child development and welcome baby visits.

When Parenthesis encountered difficulties with the data collection, the Collaboration secured technical assistance for the agency. The Collaboration also arranged for staff from the Governor's Office of Early Childhood Development to meet bimonthly with Parenthesis's program leadership and the Collaboration's executive director to help improve data collection. The Ounce of Prevention Fund also provided technical support to the Parenthesis Family Center program supervisor on the Collaboration's contract in this effort. In addition, the UIC Center for Prevention Research and Development helped Parenthesis with data collection processes and quality improvement activities to increase data accuracy and completeness.

Despite the program growth and improvements obtained through the extensive supports described above from Collaboration staff and from third parties, the Collaboration determined in June 2015 that it needed to explore options for a different vendor due to Parenthesis's ongoing operational and financial issues. On June 6, 2015, Parenthesis notified the Collaboration that Parenthesis would end its 2014-2015 fiscal year with grave financial difficulties. After careful review the Collaboration's Board determined that it was no longer confident that Parenthesis would be able to reliably provide the infrastructure and support needed for a contract and program that was a foundational aspect of the system development incorporated into the Collaboration's contract under the IGA. In July, the Collaboration notified Parenthesis and the IGA Governing Board of its concerns and that it was actively seeking a new vendor. The Collaboration terminated its contract with Parenthesis Family Center effective December 31, 2015.

The work of identifying a new vendor for these services and of providing a solid transition for the program began in July, and the Collaboration enthusiastically entered into a contract on October 19, 2015, with Easter Seals of Metropolitan Chicago to serve the families being served

under the Collaboration's terminated contract with Parenthesis and to further expand service levels to reach 80-90 families in its *Partnering With Parents* home-visiting program. Easter Seals is in the midst of hiring program staff and the Collaboration will support their efforts to establish referral relationships over the next two months so that they are ready to engage families starting in January 2016.

Easter Seals Metropolitan Chicago currently serves more than 38,000 children, adults and families through an array of child development programs and family support services. It is one of 74 affiliates in a national network of programs, which collectively serve more than one million people annually and has operated a wide range of programs in Oak Park since 1968, including medical rehabilitation, workforce development and military and veteran services. Easter Seals Metropolitan Chicago's Head Start/Early Head Start services, based in Oak Park, will complement the addition of the *Partnering wth Parents* program.

On November 4, 2015, Parenthesis notified the Collaboration that it had obtained significant private funding and intends to continue serving the 59 families they had engaged in home visiting services under our contract. As of the writing of this report, Parenthesis has not shared information about the amount and duration of the private funding it has secured. Additionally, Hephzibah Children's Association entered into a contract with Children's Home + Aid to provide Early Head Start Service to 12 children. The transition to Easter Seals Metropolitan Chicago and the ways in which the Collaboration plans to move forward in this new environment of expanded home visiting services with a new partner is described in the section titled Plans for 2015-2016.

Parenthesis' decision to continue serving the families in the *Parents as Teachers Program* was unexpected. However, we are pleased that new funding is being committed to early childhood programs in Oak Park and River Forest. We celebrate Parenthesis' new success, and we will encourage them to voluntarily provide data from their programs in order to contribute to the measurement of our progress in implementing an integrated system of high quality programs. Collaboration partners freely share data as part of their commitment to work toward developing this coordinated system of early childhood supports and measuring its impact.

Furthermore, this development potentially allows the community to offer home visiting services beyond the originally planned level of 150 families to better meet the existing need. Over the next year, we will work with Easter Seals to find at-risk families that are currently not receiving home visiting but could greatly benefit from it.

During spring 2015, the Collaboration began to revamp its website and expand its use of social media to make a vibrant and useful resource for parents and the community of early learning and care providers. A soft launch of the website occurred in the early fall and we plan to broadly promote the new website as the local resource for early childhood information during late fall and early winter. This past year, the Collaboration once again hosted *Saturday Morning Fever*, a popular family dance party to promote awareness of the Collaboration and the resources available through participating agencies and our website. We will also continue to publish the paper copy of the Resource Directory, currently being updated for release next month.

(3) Professional Development and Public Preschool Coordination
In 2013, Illinois launched ExceleRate, its system for measuring quality and supporting continuous quality improvement in programs run by childcare facilities, Head Start, and School Districts. The Collaboration worked hard over the past twelve months to help providers and

4

programs in our community understand, apply, and benefit from the State's new quality improvement vehicle. Specifically, the Collaboration offered a series of eight trainings on ExceleRate, the Illinois Quality Rating System, the Illinois Early Learning Guidelines and the Illinois Early Learning and Development Standards for providers. Ninety-eight people from 34 early learning programs (including 31 family childcare providers from 15 homes) participated in these trainings. The Collaboration provided mentoring and coaching to 19 programs to support their engagement in the ExceleRate and help them publicize the quality ratings of their early learning programs.

Since July 1, 2015 seven additional trainings have been provided to support the staff requirements for increasing quality rating scores for centers, preschools and family child care providers in ExceleRate. A total of 91 people (78 child care center and preschool staff and 13 family child care providers) have participated in the 19 hour series that will provide each participant with one credential point. As part of the Race to the Top Early Learning Challenge grant, Illinois has created a credentialing system to promote educational achievement and professional development activity as a way to recognize highly trained early learning providers.

At our Annual Symposium, "The Dance of Diversity: Meeting the Unique Needs of Every Child," held on February 21, 2015, the Collaboration hosted 360 early childhood teachers, developmental therapists, teaching assistants, directors and early elementary school teachers. At 26 workshops, we provided a variety of innovative methods and information on supporting every child's learning needs and understanding of the full range of diversity in our community. Nine play stations offered attendees hands-on activities that they could take back to their own programs. Kelly Matthews, a leader in education and human services with a specialty in early childhood, delivered the keynote. Attendees earned up to five professional development credits for the day.

Throughout the year, the Collaboration held Roundtables for childcare directors (16 regular participants) and family childcare providers (13 regular participants). These bimonthly meetings provided two hours of professional development credit. In addition to our work with early learning professionals, we provided an in-service for 166 police officers in the Oak Park Police Department on the work of the Collaboration and their role in identifying and referring children for programs and services. We also trained twenty-four District 97 faculty members in a program titled Math through Literacy.

The Collaboration also provided staff development and workshops to the faculty at four publicly-funded preschools to inform classroom observations, teacher assessments, staff development and mentoring. We promoted and supported use of a performance and growth report from Teaching Strategies GOLD that enabled teachers to observe incremental growth in individual children. We provided site-specific training and supported staff in efforts to use assessments and tailor instruction to meet individual children's needs. In response to research by the University of Chicago Consortium that shows a high correlation between chronic absenteeism and tardiness in the preschool years with chronic absenteeism and learning loss in elementary school years, the Collaboration helped preschools implement a protocol for monitoring absences and tardiness.

(4) Unified Early Childhood Database
The Collaboration contracted with Chapin Hall to build a Unified Early Childhood Database. We presented the first full report on this work to the Intergovernmental Agreement Governing Board at its meeting on May 6, 2015, attached to this report. The report details our work developing the database, collecting and loading the data and establishing the first baseline measures. The

Collaboration also developed and launched an online survey in an effort to obtain a more complete picture of the qualifications and professional development activities of the early childhood workforce in Oak Park and River Forest, modified an existing database in use by Chicago Public Schools to capture the data related to the Parenting Resource Program, and also revised the data forms for the database used for the Publicly-Funded Preschools in an effort to improve the ease and efficiency of data entry. The Collaboration worked to build a culture among our early childhood partners that supports data collection through dedicated staff time and use of data for continuous quality improvement and progress/impact monitoring.

During the summer months, the Collaboration committee members worked with the data produced by the Unified Early Childhood Database to articulate program-related action plans to make progress on the measures, identify methods to improve data collection and quality, obtain data from the State of Illinois and alternative data measures, and make recommendations about refining or revising measures to improve the way in which they captured the work and progress of the Collaboration. This report was delivered to the IGA Governing Board on September 30, 2015.

(5) The Collaboration's Organizational Growth and Increased Visibility
The Collaboration's growing scope of work and programming in 2014-2015 resulted in significant budget increases. To help offset the cost of operations, the Collaboration's Board of Directors expanded the annual board appeal and generated gifts that exceeded the individual income projection for the year. The Collaboration also established two standing committees, one to focus on development and the other to focus on governance. We developed a donor development plan, which we implemented in the spring of 2015. We also began to revise our website to make it more accessible to a wide audience, including potential donors.

As our work gains recognition, the Collaboration is increasingly involved with state and regional efforts to improve early childhood systems. The Illinois Early Learning Council asked the Collaboration to join its Community Systems and Alignment Committee to help develop and improve the communication and referral processes between early learning programs, physicians, Early Intervention and Early Childhood Special Education. The Collaboration is also helping to pilot the new Illinois Family Child Care provider credential, created by a state committee chaired by Diana Rosenbrock, our Professional Development Coordinator. We presented our work on Developmental Screenings to the Illinois Office of Early Childhood Development (OECD); we also participated in two workshops on childhood mental health sponsored by OECD, the Illinois Children's Mental Health Project, the Ounce of Prevention Fund, Voices for Illinois Children and the Irving Harris Foundation.

PLANS FOR 2015-2016

Developmental Screening
Over the next year we plan to focus our efforts on deepening the establishment of the Developmental Screening Program in the following ways:
1. Continue to support the expanded developmental screening program at 30 sites and evaluate it for areas of improvement. Continue to provide technical support and consultation to the 20 sites already participating in the project. Coordinate outreach and information to families to increase understanding of the importance of developmental screening. Prepare for additional expansion during 2016-2017.
2. Continue to host breakfast seminars for area pediatricians.

3. Continue to work with Early Intervention, Early Childhood Special Education, and school districts to align programs and smooth transitions for families so that needed services are provided.

Parent Information and Support
Significant change is occurring in the home-visiting landscape in Oak Park and River Forest that will greatly expand home visiting services to families with children birth to three. Hephzibah Children's Association now offers Early Head Start for up to 12 children. Parenthesis has announced that it has secured funding that will increase its capacity to serve families and that it intends to serve the 59 families currently engaged via jurisdictional funding. The Collaboration's contract with Easter Seals Metropolitan Chicago supports home visiting services for up to 80 families.

The long-term stability of a research-based and evidence-informed visiting program is crucial to the success of the jurisdictions' groundbreaking investment in a comprehensive coordinated system of early childhood supports. The Collaboration plans to focus its effort related to home visiting over the next 18-24 months as described below:

1. Work with Easter Seals Metropolitan Chicago, Parenthesis Family Center, and Hephzibah Children's Association to develop a coordinated outreach and intake process through the work of the Home Visiting Task Force to ensure that families meeting risk criteria are placed in the program that best meets their needs. Working collaboratively to set up efficient referral systems and effective communication between the three organizations will be an important program effort over the next couple of years. Coordinated intake is a strategy that other communities have utilized effectively to ensure engagement of families most in need of home visiting supports receive them and that they are enrolled in the most appropriate programs to address their needs.
2. Continue to work with local, regional and state partners to identify methods for identifying families with children under kindergarten age and strategies that promote voluntary provision of this information to the Collaboration. Finding newborns and infants continues to be the biggest challenge. The Collaboration intends to explore and possibly implement a community organizing approach to support these three agencies' efforts to find and engage families meeting criteria for their programs.
3. Work toward a successful conclusion of the contractual relationship with Parenthesis Family Center that will include the return of unspent funds, computer equipment and program materials purchased with contract funds, program files and information related to service provision. This includes a safe and secure transfer of data related to all clients served by Parenthesis so that program impact can continue to be measured.
4. Work with Parenthesis to ensure that data sharing for the Unified Early Childhood Database related to the families they serve occurs under the same conditions as those in use with other partners that share information. The Collaboration's partners voluntarily share information without compensation as part of their contribution to the project of developing an integrated system of high quality services and an affirmation their commitment to measuring progress in this area.
5. Work with Easter Seals Metropolitan Chicago to expand the number of families actively engaged in the home visiting program, working with all home visiting providers to coordinate intake and ensure that programs funded through other local and federal sources are prioritized for enrollment so that the Contract funds are used to expand upon existing programs. We will closely monitor the implementation of the Partnering with Parents to ensure (a) fidelity to the Parents as Teachers model; (b) success in meeting performance benchmarks, (c) planned

implementation of the measures associated with performance benchmarks; and (d) accurate and complete data collection.

The Parenting Resource Program will undergo a review and the Collaboration plans to more deeply engage all of its partners in this activity rather than relying on a single agency to offer parenting support and information to all families with children under age five. In order to achieve this, the Collaboration plans to engage its partners, including Parenthesis, in a thorough review of parental needs for children birth to five through a community scan including focus groups with parents and interviews with providers. We will review program activities that had been offered through the Parenting Resource Program by Parenthesis to assess their relevance in light of identified needs. We then plan to develop program services and delivery strategies that are shared by Collaboration partners and engages them more fully in implementation of these services.

Professional Development and Publicly Funded Preschool Coordination
The Professional Development and Publicly Funded Preschool components of the early childhood system are functioning well and align with recent state efforts to significantly increase the quality of all early learning programs. We will continue to align our efforts with the state activities to maximize our impact in the following ways:
1. Work to ensure that all local providers are informed about the new program quality standards and professional development requirements developed as part of the Race to the Top Early Learning Challenge grant. Complete the 19-hour training series to provide focus on Creative Curriculum. Tailor training, coaching and mentoring to ensure engagement in the new rating systems and progress in meeting new credentialing standards.
2. Promote and support the participation of up to 35 family child care providers and child care and preschool staff in the Illinois Credential Program.
3. Offer a symposium, "Turning Obstacles into Opportunities: Navigating the Tough Stuff" on February 27, 2016.
4. Identify additional strategies to find and enroll children eligible for Head Start and Preschool for All. Explore implementing a community-organizing approach to outreach and determine if it is a viable method for finding children under age five and engaging families who are not yet connected in a meaningful way to the Oak Park/River Forest community and not yet receiving services they need.
5. Continue to work with Preschool for All and Head Start sites to promote use of GOLD assessment data to inform instruction tailored to meet individual children's developmental needs.

Unified Early Childhood Database
1. Issue a second report on benchmarks in January 2016 and use the data to inform program strategies and practice.
2. Develop a user-friendly front-end interface for use by Collaboration staff.
3. Continue to transfer and link data across multiple data sources.
4. Continue to work to obtain needed information sharing agreements with the State of Illinois through Chapin Hall to be able to establish benchmark measures.
5. Continue to identify data sources, modify data collection strategies and identify possible new tools in order to improve accuracy and completeness of data collection.

Organization Capacity
1. Continue board development to enable members to meet the funding needs of the organization, and to provide professional expertise and guidance to operations when appropriate.
2. Engage in robust grant-seeking.
3. Review the organizational infrastructure and identify best practices for staffing and practices to ensure adequate human resources to meet the demands of the growing early childhood system in Oak Park and River Forest.
4. Expand communications efforts to increase understanding of the Collaboration's work, the importance of early learning and the innovative approach Oak Park has taken to address shortages and inequities in early childhood.

The Early Childhood Workforce in Oak Park and River Forest: Increasing Program Quality and Promoting Professional Achievement

November 18, 2015

Who is Involved

- Professional Development Coordinator (Collaboration Employee)
- Oak Park and River Forest Early Childhood Professionals
  - Center based programs (39)
  - Family Child Care programs (35)
  - Representing an estimated 425 people
- Professional Development Committee (volunteers)
  - ECE professionals in and out of the community
    - Directors
    - Teachers/assistants
    - Leaders of ECE professional organizations

What research tells us - Why focus on Professional Development

➢ Teacher levels of educational attainment and training are closely associated with high quality programs.

➢ Teacher education is also associated with the responsive and innovative teaching that greatly benefits children and better prepares them for kindergarten entry.

➢ Highly trained early childhood professionals who are committed to professional growth are associated with providing high-quality early learning environments and programs.

Needs of Oak Park River Forest Early Childhood Workforce

- Poorly compensated; limited resources to pay for professional development and continuing education.

- Work in isolated settings with limited to no access to professional development opportunities.

- Schedules are dedicated to caring for children, hours are long and rarely include time for planning, individually or as a team.

- Support in decoding the state's Early Childhood System.

What is the state's ECE system that the Collaboration works to align with?

ISBE   GOEC   IDHS

ELC   PDAC   IDCFS   QRIS

INCCRRA   GATEWAYS   CCRRs

PDA   Great START

CONFUSING !

These agencies and programs have been around for years but not connected or working together…along comes

Federal Race to the Top

Early Childhood System in Illinois

Early Childhood in Illinois

ISBE
Illinois State Board
Of Education

GOEC
Governor's office
of Early Childhood

IDHS
Illinois Department of
Human Services

ELC
Early Learning Council

PDAC
Professional Development
Advisory Council

IDCFS
Illinois Department of Children
and Family Services

INCCRRA
Illinois Network of Child Care Resource and Referral Agencies
A statewide organization which – in partnership with its 16 local Child Care Resources and Referral (CCR&R)

ExceleRate Illinois
http://www.excelerateillinois.com/
http://www.excelerateillinoisproviders.com/
Quality rating and improvement system
for licensed child care, Preschool for All/
Prevention Initiative and, Head Start/
Early Head Start programs.
QRS for Family Child Care

Illinois Gateways
http://www.ilgateways.com/en/
A statewide professional development
system designed to provide guidance,
Encouragement, and recognition to
Individuals & programs serving children,
youth, and families.

PDA	**Great START**
Credentials	Scholarships
Registry	

CCRR Agencies
http://www.ilgateways.com/en/
INCCRRA provides professional development,
technical assistance and training opportunities
through Community Partners. Illinois Action for
Children is Oak Park and River Forests CCR&R.

We Align our work to the early childhood state system

- Provide training programs in best practice which are linked to state systems and requirements
  - The Collaboration is an "Approved Entity" with Gateways, the early learning accreditation agency for the Illinois early childhood workforce. *All* trainings offered are registry approved and align with state Professional Development Framework
- Coach ECE programs on quality improvement and engagement in ExceleRate Illinois
- Connect ECE professionals to state support systems
  - ExceleRate support specialists
  - Great START (wage enhancement)
  - Gateways Scholarships
  - Infant/toddler Specialists

ExceleRate Illinois

- Encourage early learning providers to participate in ExceleRate. The state's continuous quality rating improvement system.

  Represents 4 plus levels along the lines of Olympic medals.

  Involves extensive requirements across 4 domains
  - Teaching and Learning
  - Family and Community Engagement
  - Leadership and Management
  - Qualifications & Continuing Education

- We provide coaching on quality improvement and how to effectively engage in ExceleRate.

- All of our trainings align with the professional requirements staff need to enable their sites to advance along the continuum of quality criteria.

- Connect ECE professionals to state support systems
  - ExceleRate support specialists
  - Great START (wage enhancement)
  - Gateways Scholarships
  - Infant/toddler Specialists

ExceleRate Illinois

http://www.excelerateillinois.com/

Ensure Providers are accessing State Supports and Resources

- Connect Early Childhood Educational professionals to state support systems
  - ExceleRate support specialists provide baseline scores and identify areas for improvement before a final score is established .
  - Great START (wage enhancement)
  - Gateways Scholarships
  - Infant/toddler Specialists provide consultation to programs on curriculum, environment, teacher child interactions.

Cont. The work we do

- Career development advising to early childhood staff in all types of programs around
  - Credentials
  - Degrees and Certificates
  - Professional Development; quality trainings (Gateways Registry Approved)
- Offer an annual symposium
  - 13th Annual Symposium "Turning Obstacles into Opportunities: Navigating the Tough Stuff", February 27, 2016. This has become a regional event attended by 350 -400 people each year.
- Provide leadership coaching to center directors and Family Child Care Providers (round tables)

	Fiscal year 2014-2015	Fiscal year 2015-2016
Numbers of trainings aimed at connecting with state systems	11 trainings for the year	10 trainings (only 5 months into the year)
Developmental screening trainings	7 trainings	7 trainings
Roundtables (Family Child Care & Center Directors)	6 meetings	2 meetings
Unduplicated count of participants	155	107
Centers represented	18	19
Family Child Care programs represented	20	23

Struggles & Challenges

➢ Specific classroom and program challenges
  ➢ Appropriate curriculum/environment
  ➢ Guidance and behavior issues
  ➢ Getting to know and trust state programs & systems
➢ Schedules
  ➢ Staff
  ➢ Course work (availability as well)
➢ New systems, lack of understanding about opportunities
  ➢ Fear
  ➢ Credential – degrees – certificates
  ➢ ExceleRate

System outcome work

People who work with our children

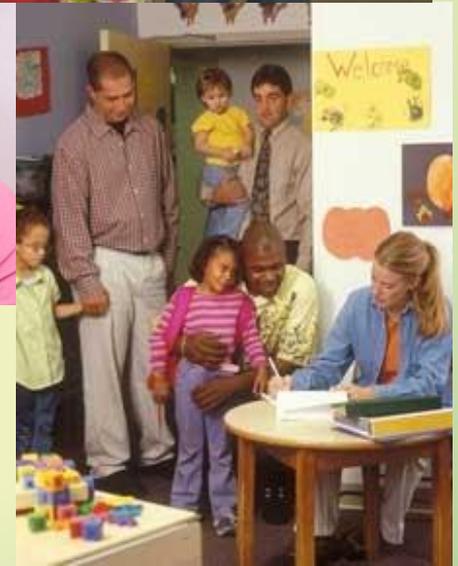# People who work in children's environments

People who work in schools with young children

People who work with the parents of young children

Thank you for your time and most importantly thank you for your commitment to the teachers of our youngest most vulnerable citizens.

"Anyone who does anything to help a child in his life is a hero to me"

Mr. Rogers