

**IGA Governing Board
Contract for
Early Childhood Educational Services
Regular Meeting
Wednesday, September 28, 2016
7:00 p.m. – 9:00 p.m.
Oak Park Elementary School District 97
970 West Madison Street, Board Room
Oak Park, Illinois**

Agenda

1. Call to Order
2. Approval of Agenda
3. Approval of Minutes: May 11, 2016
4. Public Comment
5. Measuring Progress: Report on Contract Indicators
6. Report on Contract Implementation
7. Collaboration Financial Report for year ending June 30, 2016 and through August 31, 2016 for new fiscal year 2016-2017
8. Early Development Instrument – Approval of Participation in Early Development Instrument Pilot Project: Application to Erikson Institute regarding use of unspent contract funds held in the IGA Administrative Account
9. Administrative Update on the IGA
 - a. Finance
 - b. Return of unspent contract funds
 - c. Planning for Tri Board Meeting – Date and Primary Topic
 - d. Government Relations Liaisons to Educate Future Elected Officials of the Parties
10. Additional IGA Board Comments/Concerns

Adjourn

**Minutes
IGA Governing Board
Contract for
Early Childhood Educational Services
Regular Meeting
Wednesday, May 11, 2016
OPRFHS High School Board Room**

The meeting commenced at 7:07 p.m.

Present: Peter Barber, Ann Courter, Rupa Datta, Dr. Steven Isoye and Dr. Carol Kelley, Colette Lueck, Dr. Jackie Moore, Cara Pavlicek, Bob Spatz, and Jeff Weissglass. Gail Kalmerton, recording secretary.

Absent: Dr. Carol Kelly

Visitors: Laura Crawford, Carolyn Newberry Schwartz, Bruce McNulty, Amy Starin, Dr. Diana Rosenbrock, Greg Sanders, Carrollina Song, and David Weindling, Amy McCormack, Eric Christiansen, Penny Williams Walter

Approval of Agenda

Mr. Weissglass moved to approve the agenda, as presented; seconded by Dr. Moore. A voice vote resulted in motion carried.

Approval of Minutes

Mr. Weissglass moved to approve the minutes of February 24, 2016; seconded by Ms. Datta. A voice vote resulted in motion carried.

Public Comment: None

Progress Report—Collaboration for Early Childhood

Ms. Courter presented the progress report on the Collaboration for Early Childhood that covers the period since the last report provided to the Intergovernmental Agreement Governing Board in February 2016. Early child care leaders across the state know of Carolyn Newberry Schwartz and the work of the Collaboration and have the highest of praise for both. They are very envious of the support that the schools and village have provided for the collaboration. The Collaboration is fortunate to have its dedicated staff, community partners, families, and children. This report describes the activities and highlights initiatives in the five strategic areas. The committee is guiding the work in each of the strategic areas described below. It reviewed the report from the Measurement and Evaluation Committee on the 2014-2015 outcomes and the 11 indicators the Collaboration tracks to measure progress. Any identified changes to the work plans were incorporated in the report. In general, all of the committees believed the work plans they had developed last summer were appropriate, and the new information did not lead to changes in their plans.

Developmental Screening and Referral System

A second screening period for the year opened in February leading to more than 1,400 children receiving at least one screening this year. The Developmental Screening Coordinator is focusing efforts on helping the 28 participating programs use the ASQ-online system to accurately record when children are referred for additional assessments, and whether they are found eligible to receive services through Early Intervention or Early Childhood Special Education and are receiving those services. Providers are trained and developed to meet parental needs in the evaluation process. At a recent physician networking breakfast, doctors were helped to understand the complicated process of making referrals to the school district after the physical. Doctors are continuing to use the data that the Collaboration is gathering on all indicators to look for ways to adjust their policies. Note over 1000 students were screened in River Forest.

Publicly Funded Preschool

The Collaboration has increased its support to two of the publicly-funded preschool programs. At one site, a consultant is providing weekly training on effective implementation of the GOLD assessment. At the second site, a consultant observed staff and identified staff training needs. She determined that a workshop for teachers and parents on growth mindset based on Carol Dweck's work would positively affect the way in which they approached their work with the children. They developed tools to guide their work and language used during class time. Follow-up observations and coaching will continue through May. Outreach has started for the fall. The Collaboration is working with Dr. Felicia Starks of District 97 to establish a screening and intake protocol for the Preschool for All to ensure that children with the greatest needs are accepted into the program.

- The Collaboration started outreach for fall 2016. This year the effort has expanded to include Oak Park Regional Housing Center, Oak Park Township, Housing Forward and the District 97 social workers, psychologists and nurses. Street outreach is also occurring.
- Last spring, the Collaboration noted that 20% of incoming kindergarten students in 2014-2015 did not participate in District 97's assessments as part of the registration process. Many of the children who did not participate were in the Preschool for All programs and Head Start program. To address this issue and ensure that these children have the opportunity to participate in Prep for Success if they are eligible, the Collaboration is working with Dr. Starks at D97 to assist District 97 with assessing children enrolled in these programs in their classroom settings. The Collaboration hosted a Kindergarten Readiness Testing training for five early childhood professionals in April. One hundred and fourteen children will be assessed in May 2016.
- The Collaboration is closely monitoring the process being developed for the "re-competition" of Preschool for All grants. ISBE is working a creating a "needs score." The way in which this gets developed may impact the size of the grants and the number of children Oak Park will be able to serve.

Unified Early Childhood Database

Chapin Hall has revised the data list for District 97. Data is reviewed every year to see if longitudinal analysis can be done and approval is awaiting from Dr. Kelly. It is hoped that this data will meet the needs of the children coming to the school. The collaboration serves as a model to other communities. It continues to be well recognized on state committees focused on early childhood around professional development and community systems development and systems integration and alignment.

Developmental Screening and Referral System

- To date, the Collaboration has provided 954 children with hearing and 955 vision screenings at 36 child care and preschool sites in Oak Park and River Forest. It is anticipated that the Collaboration will provide an additional 137 hearing and vision screenings by the end of the program year.
- Twenty-three children have been referred for additional vision assessments and 12 of them have received the assessments. Six children were referred for hearing assessments and four have completed them.
- A community hearing and vision screening event was held on April 16, 2016 at Percy Julian Middle School, in conjunction with the Oak Park Public Library, 1st Annual Baby Fair. The event is designed to reach children who are 3-5 years of age, not in kindergarten, not affiliated with a child care center or preschool, and who did not receive a screening at a child care center or preschool in Oak Park or River Forest. The Collaboration had particularly hoped to reach children enrolled in family child care. Thirteen children were screened during this event, one of whom is enrolled in a family child care program. The other 12 are all enrolled in child care centers or preschool programs. The Collaboration is evaluating its marketing strategies for this event and assessing community need.
- As of March 31, 2016, 1,446 children have received at least one screening at the 28 participating sites. Of those children, 1,410 children received the ASQ-3 screening. 1,270 children received the ASQ: SE and 1,234 received both screenings. Screening each child at least once per year meets the Gold circle of quality for the ExceleRate early childhood rating system.
- This year, the Developmental Screening Coordinator has been working with providers to document follow-up to screening for those children whose scores indicate that additional support may be needed. The process has involved supporting and educating providers on ways to support development, meeting parent support needs and utilizing the custom fields now in the system, to document follow-up activities.
- The developmental screening coordinator continues to monitor the use of the online database to track children who are being monitored, children who are referred and children who receive services. Forty children have been referred for additional assessments: sixteen to Early Intervention, twenty-four to Early Childhood Special Education, eleven to a physician and six to a private provider. Twenty-three of the children are eligible for services and a total of 50 children are currently receiving services. Eight were found ineligible for services. Of the children determined eligible for services, four families declined them. The Developmental Screening Coordinator is following up with centers and preschool on the remaining nine children whose disposition is not known to ensure that follow-up support is provided.
- The developmental screening coordinator has continued to provide up to six hours of technical support and coaching to the 28 participating sites each month. The topics and support most recently provided include: using the ASQ Online system to document follow-up, the importance of reviewing screenings and following-up with parents in a timely manner, and outlining program modifications to better address children's individual needs.
- This year, program participants received additional training to learn strategies to meet children's needs while development is monitored and to help them to better determine when referral is warranted. The training topics offered have been focused on red flags and strategies for use in the early childhood classroom focused on social/emotional and behavior

concerns, sensory integration/fine motor concerns, communication challenges, impact of stress and trauma on young children, and ADD/ADHD/ASD (scheduled for May 17, 2016).

- The Collaboration hosted the second of its two Physicians Network Breakfast meetings on Tuesday, April 19, 2016. The topics addressed during this program year have been “Thriving through Early Childhood: Building Social-Emotional Resiliency” and “Helping Doctors and Families Navigate Support Services for Children Ages 3-5”. Both events were well attended.
- Easterseals has been working diligently to establish working relationships with many providers across the Oak Park and River Forest community. They have developed a referral agreement and in addition to working with the known service providers, the Oak Park Regional Housing Center is distributing the brochures to renters known to have very young children. The Housing Center is also working with landlords to place posters in many apartment buildings across the community. They have begun to identify and work with faith-based organizations, and have met with District 97’s social workers, psychologists and nurses to inform them about the home visiting program and encouraged them to refer families with whom they work who have infants and toddlers that they believe would benefit from this service.
- Easterseals has engaged seven families in Partnering with Parents, the name of their home visiting program. This is a strong beginning for service provision when considering the context for program development that Easterseals entered.
- Easterseals is continues to receive technical consultation from the University of Illinois on data collection and continuous program quality improvement.
- The Collaboration received an inquiry in March from the executive director of Parenthesis Family Center about the data desired and that had been discussed in December prior to the end of the contract. The Collaboration has yet to receive a response to the information that it shared. The Collaboration will continue to work towards a post-contractual data sharing agreement especially for the children who had been engaged in home visiting under our contract. The information identified by a subgroup of the Measurement and Evaluation Committee is a minimal amount of information that would enable us to know what children are receiving home visiting services, the frequency and duration of home visiting support children have received and to monitor how the children are looking as they enter preschool and kindergarten.
- The Collaboration has met with Hephzibah and provided background in order to expand the current information-sharing agreement to include the families they are serving in Early Head Start. They have a capacity of 12 families. The information that would be shared is the same as that requested from Parenthesis. Easter Seals has offered to involve Hephzibah’s home visitor in the Infant Mental Health Consultation they receive from the State as part of our association with the Maternal Infant Early Childhood Home Visiting Program (MIECHV). Information about this program has been provided to Hephzibah. Hephzibah is currently reviewing this information.
- The Home Visiting Task Force continued to meet to determine the most effective and efficient way for referring agencies to refer families to the home-visiting programs. The referring agencies continue to express their belief that outreach and intake would be easier and more effective if a coordinated system were developed with a single and neutral party performing the work on behalf of all three home-visiting agencies. Ms. Kelly, who oversees all of the state’s home visiting programs and Lesley Schwartz who works on evaluation for the MIECHV communities, met with members of the Home Visiting Task Force on March

23. Ms. Kelly shared her insights and experiences in working with communities across the state to develop Coordinated Outreach and Intake. She noted the following:

- Coordinated intake creates a focused way for a community to identify, screen, refer and make sure children and their families engage in a program that best meets their needs and that no family falls through the cracks. Ms. Kelly stated that research shows that coordinated intake is necessary to supporting families well and provides a strong web of support to meet the range of families' needs.
- Coordinated Intake places the family at the center of everyone's efforts. It eliminates competition between agencies, which is detrimental to children, families, and communities because the effort is coordinated and transparent.
- Ms. Kelly and Ms. Schwartz shared that their evaluations show that enrollments increase when communities effectively implement a coordinated intake system. The referral mechanisms are stronger, communication among agencies improves, and referring agencies make referrals more readily when there is one number or person for them to refer a family to and who has a full and complete understanding of the programs so that they can refer the family to the program that will best serve them.

The members of the Home Visiting Task force expressed support for this concept. Working collaboratively with the leadership of the three home visiting agencies to develop efficient referral systems and effective communication between the three organizations will be an important program effort over the next couple of years.

- The Collaboration retained a consultant, Jeanna Capito, to help re-develop the Parenting Resource Program. Ms. Capito has a lot of experience with collaborations, consulting on projects like this, and understands parent support and the home visiting landscape. She came highly recommended by people involved in state-level work in early childhood. More importantly, she is excited about this work and sees this as an important need for not only this community but also that it can help inform collaborations both locally and nationally. The Collaboration are confident that she will bring the project to a successful conclusion, which will enable us to have a plan to begin to implement in the summer.
- Ms. Capito will facilitate focus groups and conduct a survey to better understand the needs of families with very young children. She will also conduct a community scan including key stakeholder interviews to ensure knowledge of the resources currently available and the development of a strategy to address unmet needs. The report is due during the summer, and the Collaboration plans to start implementation immediately following completion of the report. The Collaboration will involve its partners in the delivery of the identified services rather than relying on one agency to implement the program.

Professional Development

- The 13th Annual Symposium, "Turning Obstacles into Opportunities: Navigating the Tough Stuff" was held Saturday, February 27, 2016. Holly Elissa Bruno, MA, JD, an educator, author, attorney, internationally acclaimed keynote speaker, and radio host delivered the keynote address: "Play's the Thing: Using Humor and Fun to Uplift Your Workplace." Three hundred and sixty teachers, developmental therapists, teaching assistants, directors, early

elementary school teachers, and family child care providers attended the event. Twenty-eight different workshops were offered, providing information to attendees on appropriate expectations for children's development and how to address developmental delays in the childcare and preschool settings, addressing staff conflict, dealing with stress related to the challenges of meeting young children's needs, effective communication strategies with parents and colleagues, developing effective curriculum to promote children's development, and more. The symposium also provided 12 play stations for attendees to learn and walk away with hands-on activities that they could implement immediately in their classrooms. The Symposium is an approved professional development activity by Early Intervention (EI), Continuing Education (ISBE) and Early Childhood Gateways Registry. Attendees earned up to five professional development hours.

- The training this year focuses on implementing *Creative Curriculum* in center-based and home-based settings. *Creative Curriculum* meets the criteria for use established by the Illinois State Board of Education. These workshops are part of the 19 hours of professional development that will enable participants who attend 16 hours of *Creative Curriculum* trainings to receive one Gateways credential point (equivalent to one college credit hour) towards an early childhood Gateways credential. These workshops also cover the essential Gateways Registry-approved professional development required of staff by ExceleRate for programs to earn or maintain their circle of quality rating. 112 early childhood professionals have participated in the series thus far.
- As part of the series described above, the Collaboration provided seven workshops attended by 94 people in three content areas during this report period: Creative Arts, Science, and Mathematics. Staff earned two hours of approved professional development credits for each workshop.
- The Collaboration continues to work towards increasing the qualifications of the family child care (FCC) workforce. 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 childhood providers. The last day to apply for free for Gateways Family Child Care Pilot Credential was March 31st. Penny Williams-Wolford, Professional Development Coordinator, worked with FCC providers and submitted Gateways credentials applications for 16 family child care providers and three family child care assistants. This is the first stepfamily child care providers need to complete in order to engage in the ExceleRate Quality Rating & Improvement System. The Family Child Care Credential is being piloted and Gateways is projected to unveil this credential in July 2016.
- The Collaboration continues to encourage family child care providers and centers with the lowest level quality rating to engage in the ExceleRate Quality Rating System. However, due to Illinois's budget impasse the local Child Care Resource and Referral agencies were forced to cancel or reduce critical trainings needed for this engagement. This will negatively impact these programs ability to participate in the ExceleRate program and improve their scores.
- Roundtables continue for child care directors (16 regular participants) and family child care providers (15 regular participants). These bimonthly meetings provide two hours of Gateways Registry-approved professional development credit. Over the past three months, the meetings have covered topics such as: Yikes It's Tax Time, Unpacking Town Square (an online training program offered by the Erikson Institute) to Strengthen Family Child Care, and Teacher Induction.

- Three of the child care centers were required to renew their ExceleRate Circle of Quality Ratings. Since, the Collaboration provided the directors and center staff Gateways Registry-approved professional development trainings, developmental screenings for children from birth to five years old, and Professional Development Advising these centers were able to maintain their Silver Circle of Quality Ratings.

Public Preschool Coordination

- The Collaboration has increased its support to two of the publicly funded preschool programs. At one site, a consultant is providing weekly training on effective implementation of *Creative Curriculum*, tying lesson plans to specific Early Learning Standards and using GOLD assessment scores to modify the curriculum to better meet children’s needs. At the second site, a consultant observed staff and identified staff training needs. She determined that a workshop for teachers and parents on growth mindset based on Carol Dweck’s work would positively affect the way in which they approached their work with the children. They developed tools to guide their work and language used during class time. Follow-up observations and coaching will occur in May.
- The Collaboration is working with Dr. Felicia Starks of District 97 to establish a screening and intake protocol for the Preschool for All to ensure that children with the greatest needs are accepted into the program.
- The Collaboration started outreach for fall 2016. This year the effort has expanded to include Oak Park Regional Housing Center, Oak Park Township, Housing Forward and the District 97 social workers, psychologists and nurses. Street outreach is also occurring.
- Last spring, the Collaboration noted that 20% of incoming kindergarten students in 2014-2015 did not participate in District 97’s assessments as part of the registration process. Many of the children who did not participate were in the Preschool for All programs and Head Start program. To address this issue and ensure that these children have the opportunity to participate in Prep for Success if they are eligible, the Collaboration is working with Dr. Starks at District 97 to assist District 97 with assessing children enrolled in these programs in their classroom settings. The Collaboration hosted a Kindergarten Readiness Testing training for five early childhood professionals in April. One hundred and fourteen children will be assessed in May 2016.
- The Collaboration is closely monitoring the process being developed for the “re-competition” of Preschool for All grants. ISBE is working a creating a “needs score.” The way in which this gets developed may impact the size of the grants and the number of children Oak Park will be able to serve.

Unified Early Childhood Database

- The Collaboration and Chapin Hall worked during the past two months to begin to develop a research agenda. This requires a deeper analysis of the data and should help provide an improved understanding how different variables are impacting our progress in developing a coordinated system, gain insight into what works and what does not for service delivery and where programs need to focus their attention. The Measurement and Evaluation Committee will review the agenda at its meeting in May.
- Chapin Hall and the Collaboration reviewed and slightly revised the data list for District 97. The Collaboration reviewed the data received from the District each year to ensure that it will be able to have a solid longitudinal analysis of the impact of our work. Approval of the list is pending.

- Collaboration staff are now able to run reports from CiviCRM. This provides us with more timely information about the children enrolled in the publicly-funded preschool programs.

Serving as a Model to Other Communities

The Collaboration has participated in the early childhood community across the state of Illinois in the following ways over the past quarter:

- The Collaboration continues to be well represented on state committees focused on early childhood around professional development and community systems development and systems integration and alignment.
- The Collaboration's developmental screening coordinator has been asked to join the Early Childhood Subcommittee of the Illinois Children's Mental Health Partnership.
- The Collaboration's executive director, professional development training consultant, and board chair met with Elizabeth Rothkopf of the Governor's Office of Early Childhood Development (OEDC) about birth-to-grade three alignment of expectations, curriculum and instruction between early childhood providers and school systems and our efforts in this area in Oak Park. Birth-to-Three alignment is a new effort on the part of ISBE and OECD.

Discussion ensued. It was reported that Parenthesis provides support to teen parents at the high school.

Mr. Spatz noted that his committee talked about screening. One of the goals was to be able to report at the county level. The level that the Collaboration is at cannot be understated. Some of the early home-visited children are approaching three years old, and it is important that they are in the pipeline for the screenings. Every year he is amazed at the fact people line up at 6:45 p.m. in the morning for most of the unpaid professional development. Attendance at the last meeting was 360 which is quite impressive and represents the quality of the symposium over the years.

Collaboration March Financial Statements

March 2016 Budget to Actual Comparison Report

The following was noted on the Budget.

- 1) The Collaboration underspent in a couple of areas.
- 2) The Collaboration is rethinking the PRP.
- 3) Parenthesis retained the relationship with the families, and the Collaboration is starting at a different level with Easter Seals.
- 4) Expenditures are down for Chaplin Hill
- 5) Staff salary is higher for PD because Debra Rosenquist was retained and some accrued vacation was associated with that expense
- 6) Grant writing had decreased.
- 7) The money will be returned per the resolution, the 11%, and that calculation will come in November.

March 2016 Balance Sheet

The following items were highlighted regarding the March balance sheet.

- 1) The balance sheet was strong.
- 2) Expenditures were higher this month because of activity around consultants and more activity with communications

- 3) Whenever a payment for the database is made related to data linkage, the auditors consider it a new process and an asset under development. One member noted that this might help with grant writing. Investors may be attractive to the Collaboration's investment of "x" dollars in building a database. The longer the history, the more valuable it becomes. Ms. Newberry-Schwartz will speak with the accountants about this being considered a new investment every time. A database is not intellectual property. It is something that the Collaboration is investing in, similar to how one would use a computer.

Discussion ensued about a large amount of unused money, close to \$400,000, and whether the contributions should be lowered. Ms. Newberry Schwartz asked the Collaboration to wait a couple of years due to the change to parent resource program and home visiting expenses. Easter Seals will grow, but it will take a while. She anticipated more real expenses next year.

Review of Proposed Amendments to the Contract for Early Childhood Services

Ms. Pavlicek reported that in 2013, the IGA was created and while the contract for services was put forward with all of the best intentions, not everything could have been anticipated. The governing body addressed an agreed upon process for unspent funds during the first year in May 2015. The Collaboration was entering its third year and some elected officials may cycle out of their public lives and the Collaboration wanted a contract that reflected the changes desired. Mr. Spatz, Mr. Weissglass, Ms. Pavlicek and Ms. Newberry-Schwartz conferred about the desired concepts and then Ms. Newberry Schwartz and Ms. Pavlicek drafted the amendments. It was suggested that the Collaboration review these amendments before an attorney reviewed them. After this discussion, Dr. Isoye and Dr. Kelley will bring it forward to their respective boards. The amendments were reviewed.

Ms. Pavlicek advocated for retired elected officials to be liaisons for newly people elected people in order to give them the historical knowledge so that they understand and can make informed decisions and have an influence. Being a board member is a huge learning curve, and the educational piece will be beneficial. Ms. Lueck agreed that turnover is a challenging issue. The goal is to buy support and figure out engagement. The IGA should develop a process, a working subcommittee or group, to designate liaisons. The historical memory of an organization and its process and policies is invaluable, and it should be beyond the election phase. Adding a power in the IGA would need to be voted on before implementation. Ms. Lueck noted that every jurisdiction has a goal setting process, and if everyone had a goal around the Collaboration or working together to save money, then home exists for the Collaboration under its overarching goals which can be beneficial. Mr. Spatz felt a home could be found in existing goals, but it was not front and center.

It was suggested that the merits of a two-tiered system be explored as the library may want to participate at a different level.

Discussion ensued about the optics of the financial situation of the Collaboration as it seeks grants. It is about changing the way the administrative district takes monies to make it more functional. Ms. Newberry-Schwartz stated that she would ask the administrative district to do the invoices because when she issues an invoice, it shows up as a profit, whether there is one or

not. Next session was putting in the resolution with regard to the fund balance adopted in May 2015.

Mr. Spatz stated that District 97's new Chief Financial Officer would be in place July 1, 2016. District 97 will continue to be the administrative district.

Ms. Pavlicek will amend the amendments and bring them to the individual boards before June 30, 2016.

Election of Officers

President

Ms. Lueck was elected president of the IGA Governing Board by acclamation.

Vice President

Ms. Rutta was elected as the vice president of the IGA Governing Board by acclamation.

Secretary

Dr. Moore was elected as the secretary of the IGA Governing Board by acclamation.

Outreach to River Forest Jurisdictions Update

Dr. Moore and Ms. McCormack will talk about outreach to River Forest jurisdictions.

The Collaboration plans to do an RFP for an Early Development Instruction (EDI). This will be an opportunity for funding, and it is considering 3 or 4 communities for year 1.

Mr. Weissglass will be stepping down at the September meeting in order to get people in different election cycles involved.

Meeting Schedule for 2016-17

The next meeting dates are: September 28, 2016, November 30, 2016 (Joint Board meeting at District 97's new administrative offices), and February 22, 2017

Proposed Agenda Topics

September

RF Outreach

Data Update

Approval of RFP for EDI along with TECCs at UCLA, payment for doing each child.

Liaison group

November

Data Report

Additional Board Comments/Concerns

Mr. Spatz reported that the IASB West Cook Executive Board had expressed interest in having the Collaboration present at one of the West Cook Dinners and that the superintendent of Argo

Community High School lives in Oak Park and wants to learn more about the Collaboration and about being involved.

Ms. Ruppia was excited about the Collaboration's solution to the under-screening problem and data collection. District 97 had stepped up its collaboration. She noted that the Collaboration would not get access to all children, but a disconnect occurs with different scores and between those rated as proficient in each grade and at the preschool. Being in the classroom takes away another variable.

Ms. Ruppia acknowledged how prominently the library has been featuring the Collaboration. Ms. Newberry-Schwartz noted that the Collaboration is part of the Library's strategic plan and as such the working relationship is strengthening.

Ms. Newberry-Schwartz reported that FSG just released a report on the value of investing in early childhood education and the different investing mechanism.

Next Meeting

The next meeting is scheduled for Wednesday, September 28, 2016. Agenda items will include new officers, contracts, outreach with River Forest, and Data.

Upcoming events include:

May 19: The Collaboration's annual meeting with board and council members at the Oak Park Public Library at 6:00 p.m. to update the mission and vision statements and to engage everyone in the opportunities for continuous feedback and early insight into early childhood and school systems.

June 23: Race for Life Fundraising events

Ms. Amy McCormack was welcomed as the new chair of the Collaboration. Mr. Weissglass stated that it had been an honor to work with each of the members of the IGA and that it was exciting for the community and he personally enjoyed it. Mr. Weissglass thanked Ms. Song for her leadership.

Adjournment

At 8:41 p.m., Mr. Weissglass moved to adjourn; seconded by Ms. Courter. A voice vote resulted in all ayes. Motion carried.

Submitted by
Gail Kalmerton



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. Data collection and use of data is integral to the Contract for Services to better understand Oak Park's and River Forest's youngest children, monitor service delivery and usage, and measure impact.

The Collaboration submits this report to the IGA Governing Board to provide a report on the values achieved during the 2015-2016 fiscal year for nine of the eleven outcomes described in the Contract for Services. The Collaboration will provide an update to this report including the values for the two outcomes for which data is still being collected.

Submitted September 28, 2016

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Introduction

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, Oak Park Elementary School District 97, and Oak Park River Forest High School District 200. During the Collaboration's early efforts, it engaged in a strategic planning process to get broad input on where resources should be focused. The final planning document, *Partnership for Human Development*, articulated 11 outcome measures to enable the Collaboration to report on progress. This report is the fourth in a series released by the Collaboration during the initial five-year funding period. This report primarily uses data from the 2015-16 school year just completed, and provides the third major data point in our longitudinal analysis of the eleven outcome measures.

Report 1: On May 6, 2015, the Collaboration provided its first full report to the IGA Governing Board, which addressed two key milestones:

- Progress made in building the Unified Early Childhood Database. It described progress and challenges in collecting data needed for reporting on the 11 outcome measures.
- It provided demographic information to improve our understanding of the characteristics and needs of the birth to five population of Oak Park and River Forest. Finally, it provided baseline measurements for each of the 11 outcome measures, using data primarily from the 2013-14 school year.

Report 2: At the September 30, 2015 IGA Governing Board meeting, the Collaboration delivered a report that explained the changing context that impacts the work of the Collaboration and recommended changes to the outcome measures. The Collaboration proposed program-related action plans based on what we learned from the baseline measures for each outcome presented in the May 2015 report. Lastly, we proposed updated ways for measuring progress for each outcome, based on new information about the various data sources, to be reported on in the next full report.

At this meeting, we also made the recommendation (which was accepted by the Governing Board) to shift the analysis schedule so that our major data analysis reports would be issued in September, rather than in May. A May reporting schedule required us to use school year data that was, at the time of the report's release, almost 2 years old, as was the case with the May 2015 report using 2013-14 data. Our goal was to release a report in September 2016, based on 2015-16 data.

Report 3: The report to the IGA Governing Board on February 24, 2016 provided the values achieved for each of the outcome measures that are the focal points for the longitudinal analysis, using data from the 2014-15 school year. This report was issued with less time for additional analysis than was originally intended (just nine months after the first report, using data from the subsequent school year), as a way to transition into our new schedule. The report also contained an updated demographic profile of Oak Park's youngest children and contextual information for understanding the outcomes. The work to make progress on these measures occurred while data collection strategies and the database were still being developed.

Executive Summary

This report provides a third data point in our longitudinal series, the second after the initial baseline for the 2013-14 school year. While we might expect to see trends in the trajectory of progress on indicators, we have found that this third touchpoint provides a richer set of information that opens up more areas of inquiry. The important work is in continually improving both our data collection and our program activities based on each new point of information. We do see some trends, noted below, and other results invite us to delve deeper to understand the context and scenarios that may be impacting our measures. This process is part of our ongoing cycle to evaluate and refine programs in order to improve the lives of children and families.

There are two important global items that impact the Collaboration's work as well as the children and families we serve. First, there has been an exciting development in the past several months in the execution of data sharing agreements between Chapin Hall and the Illinois Department of Human Services to have and use data from SNAP (Supplemental Nutrition Assistance Program), WIC, (Women, Infants and Children), Medicaid, Early Intervention, TANF (Temporary Assistance for Needy Families), and CCAP (Child Care Assistance Program). While the agreements were not executed in time to include the data in this report, Chapin Hall expects most of the data sets to be transferred to our database for use over the next few months. They have already begun the initial technical steps in this process. This data will significantly enrich our picture of children under kindergarten age living in Oak Park and River Forest. It will also provide important values needed to obtain outcome measures.

The other item that is impacting our measures is the challenge of applying low-income status in a consistent manner longitudinally. We know that families move in and out of low-income status, particularly during the early childhood years when a parent's employment status can change and the cost of child care affects family budgets. Administrative changes also have a noticeable impact on tracking income. Preliminary information has shown that there was a change in the state administrative practice around determining how children enrolled in Medicaid qualify for the Free and Reduced Lunch Program. Changes took place this past school year which may have been a factor in the lower FRPL student numbers in this report. Medicaid, SNAP, TANF and WIC data are forthcoming, and should help solidify our understanding of our low-income families. Even with our improved enrollment forms, preschool history is still unknown for more than a third of children who participated in FRLP in kindergarten. At the same time, we notice a decrease in low-income families attending the publicly-funded Preschool For All and Head Start programs. We also notice steady improvements in kindergarten readiness for low-income children who attended these public programs. We will continue to sharpen the focus on our picture of low-income families in particular.

The Collaboration is committed to using the data in this report to further reflect on policy and practice. Next steps include reviewing the new results for the measures with appropriate committees to identify possible explanations for current values and to identify new targets for progress on measures and data collection. As data collection continues to improve over time, our analyses become richer and our partners become increasingly skilled at using data to understand how different variables and changes in context can be used to inform their work.

This is the heart of our work and our challenge is to create a responsive early childhood system that provides a strong web of support for our youngest children and their families.

Child Outcome Highlights:

- **Our Developmental Screening program continues to grow.** While estimating the total number of children birth to five who live in our community is difficult and requires additional data, we believe the more children we can screen, the greater the chance we have of identifying every child who should be assessed for needing some kind of intervention. In 2015-16, 29% more children were screened than in 2014-15.
- **The GOLD assessment scores for children in Preschool for All and Head Start who entered kindergarten in fall 2015 continued to hover around 90% proficiency (89% for children entering kindergarten in fall 2015).** Differences in proficiency scores between African-American and white students narrowed. Eighty-five percent of African-American students were rated proficient in 2014-15 compared to 72% in 2013-14. White children were proficient 96% of the time. While the incremental change suggests a smaller difference in proficiency between African-American and white children, it is a one-time change and the scores in 2015-2016 were very close to those for 2012-13. Furthermore the proficiency for both groups of students was significantly lower in the spring of 2014 (81% for white and 72% African-American). While the improvement is welcome news, we will continue to work with the Preschool for All and Head Start programs to promote consistency and reliability in the scoring for the purpose of comparing cohorts from one year to the next.
- **Eighty-seven percent of all kindergarten children had KRT scores in fall 2015.** This is an increase from fall 2014 (82%) and fall 2013 (79%). For kindergarten children who attended Preschool for All and Head Start, 90% had KRT scores in fall 2015 compared to 77% in fall 2014. This represents an improvement in the number of children enrolled in Preschool for All and Head Start.
- **The Collaboration worked closely with District 97 to administer the Kindergarten Readiness Test (KRT) to all Preschool for All and Head Start children whose families said they would enroll in District 97 in fall 2016.** This will hopefully lessen the number of children whose scores are missing to well under 10%. The KRT was administered in their preschool classrooms, which we believe will lead to better information about these students as they enter kindergarten starting with this school year. This meets our progress goals of engaging in activity that improves the data collection and helping District 97 prepare for incoming kindergarteners, and allows us to improve the monitoring of kindergarten readiness.
- **Across all kindergartners in District 97 in 2015-16, 80% demonstrated readiness using using the KRT.**
 - Students who were in the Preschool For All or Head Start (PFA/HS) programs who attended District 97 kindergarten had a lower rate of proficiency (72%) than all children who took the KRT. This was up from 68% the prior year.

- Children in PHA/HS and receiving free/reduced price lunch demonstrated readiness on the KRT with an increase of 2% from 57% to 59%.

Service Delivery Outcome Highlights:

The Service Delivery Outcomes represent an area where we have made significant progress with data collection due to the data sharing agreements that Chapin Hall was able to enact with the Illinois Department of Health and Human Services.

However, we also experienced a setback with data collection for the home visiting program. While Easterseals as our new contractor is providing information about all of the families they work with, we were unable to secure a data sharing agreement with Parenthesis for any of the families they serve in home visiting programs, including those who had been served under our contract with them.

The Collaboration plans to approach New Moms, the agency that recently acquired Parenthesis, over the course of the next year to see if we can enact an information sharing agreement that is mutually beneficial. Additionally, the Collaboration is working to expand its current information-sharing agreement with Hephzibah to include the families they are serving in Early Head Start. They have capacity to serve 12 families.

- **The percentage of low-income children enrolled in PFA/HS declined by 4 percentage points, from 35% to 31%.** We will work with District 97 to ensure that these children complete the Free and Reduced Price Lunch application in order to increase confidence that the count for these children is accurate.
- **There has been a noticeable decline in the number of children who receive Free and Reduced Price Lunch as reported by District 97.** Preliminary information from District 97 indicates that this may be due to an administrative change at the state level in the way children qualify for this program. Prior to 2015-16, the Illinois State Board of Education (ISBE) certified children for this benefit based on a list of Medicaid recipients provided by the Illinois Department of Human Services. Beginning in 2015-16, families historically certified for enrollment by ISBE had to complete mailed applications and return them to District 97. It appears that this new process may have a significantly lower number of children who received benefits as many parents did not complete the mailed application for the program. The Collaboration plans to hold further discussions with District 97 to better understand the change, its potential impact on children and their families and to support efforts through our work with the preschools and child care centers to ensure all children eligible for FRPL receive the benefit and to help ensure that District 97's Title I funds are not negatively impacted by an administrative change.
- **A great majority of students who attend kindergarten in District 97 attended preschools in our community.** The percentage of District 97 kindergarteners who attended a center-based or school-based preschool in Oak Park or River Forest declined slightly from 75% in 2014-15 to 73% in 2015-16. However, the number of kindergarten children who attended preschool in Oak Park is still 16% higher than the 59% who attended preschool in Oak Park during 2013-14.
- **The percent of children receiving free and reduced price declined six percentage points from the previous year.** In 2015-16, 13% of kindergartners in District 97 received Free and Reduced Price Lunch, as compared to 19% the previous year. This is

a noticeable drop and District 97 has suggested that it is due to an administrative change in the way children who receive health insurance through Medicaid now qualify for the Free and Reduced Price Lunch Program. Families now have to complete a written application whereas before they were pre-certified by ISBE after receiving the names of children from the Department of Human Services. Of this group, 44% of children reported that they had attended Preschool for All, Head Start, or NAEYC-accredited preschool program. This is about the same rate as the year before, when 46% of kindergartners who received FRPL attended these programs. It is an 8% increase over 2013-14.

- **In 2015-2016, 11% of all kindergartners had IEPs, and 31% of those with IEPs were low-income.** Similarly, in 2014-15, 10% of all kindergartners had IEPs, and 35% of those with IEPs were low-income.
 - 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.
- **The transition to a new service provider for the the home visiting program is complete.** The Collaboration transitioned its home visiting programs from the Parenthesis Family Center to Easterseals starting January 1, 2016. As a result, our participation reporting for the time period in this report was disrupted. However, we are pleased to note that Easterseals has established an outreach and referral system and enrolled 15 new families into the Parents as Teachers program by June 30, 2016. Additionally, Hephzibah now offers an Early Head Start program to up to 12 families.

System Outcome Highlights:

- **Our reach is wider than ever.** The number of families participating in the Collaboration's voluntary database grew by 39% during 2015-16 and increased more than 8 times over the 2013-14 level. This is due to the initiation and growth of the Developmental Screening Project (see Child Outcome 1). Families participating in the Preschool for All and Head Start Programs, the home visiting programs offered by Parenthesis Family Center through the term of their contract and Easterseals, and families who provided some contact information through the Parenting Resource Program are all part of this database. We know the number of families included in our voluntary database continues to include duplicates, however, we hope to be able to determine the unduplicated count during the 2016-17 fiscal year.
- **Social media and online resources are an effective way to share information.** Contacts through less formal means such as social media, email newsletters, and outreach at events also contributed to the continued growth in the expanded reach of the Collaboration in providing families with information about early childhood development. The number of people following the Collaboration on Facebook rose by 96% this year. The Collaboration posted 142 parent information pieces that received 979 likes and 262 shares during the past fiscal year. A new edition of the Early Childhood Resource Directory was printed in January 2016 and approximately 10,000 were distributed as of June 2016. The Resource Directory is also available online in a searchable format, and as of June 2016 it had been viewed 3,847 times, with an average of 12 times a day. The Collaboration will continue to leverage technology to share information with as wide an audience as possible.

- **Updated information on our service providers is not yet available.** The Collaboration is not yet reporting on the levels of educational qualifications and professional development activities in this report because our direct survey of providers was administered in August and September. At the writing of this report, we are finishing up the survey and analysis will begin in October. We are working to obtain a broad representation of respondents again.
- **The number of child care centers and preschools participating in the ExceleRate Quality Rating System increased by 166% since we started.** We started with 9 in the baseline year of 2013-14 to 24 in 2015-16. This number exceeded the target of 15 by the end of June 2016. The greatest growth occurred in 2014-15 due to the Collaboration's increased ability to promote and support center and preschool engagement. While all of these sites continued to work on their Continuous Quality Improvement Plans during 2015-16, none were able to move to a higher level. We continue to promote and encourage child care centers in the efforts to improve the quality of their programs. Cost and unpredictable state funding contribute to the challenges these providers face.
- **Family Child Care centers can now be rated.** 2014-15 marked the first year that family child care homes could participate in the ExceleRate Quality Improvement Rating System. The number of participating homes increased to 19 during 2015-16, up from 17 that became involved during 2014-15. The Collaboration supported all of these providers in the process of outlining their improvement goals in order to obtain an ExceleRate score. Participating in ExceleRate is a daunting process for providers and we will continue to assist them. One provider earned a Bronze Circle of Quality, one level above the baseline of green/licensed. One participating program closed in the spring of 2016.

Measuring Progress

Like the last two data reports, we will share this report with the Collaboration committees to identify program activities and data collection improvements that support improved services for children and families. However, contextual considerations remain critically important when looking at data and determining progress on the 11 indicators in our contract. Data is only meaningful when understood in context. Progress has to be defined both in terms of a numeric change and in a context of multiple factors.

As we have noted before, 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.

The 11 high-level outcome measures have also led us to identify more detailed research areas or areas for deeper analysis that we would like to examine over the next couple of years. We

believe obtaining answers to these questions will significantly advance the Collaboration’s ability to tailor its work to address *local* conditions impacting children’s early learning and family engagement rather than relying exclusively on larger national or state data and studies.





(a) Child profile: Working with Chapin Hall, we will identify and develop a research agenda that results in a robust profile of children in the community. Due to the recently secured data sharing agreement by Chapin Hall with the State of Illinois to use administrative data, the Collaboration will be able to examine variables to include in the child profile, such as Medicaid, CCAP, WIC, SNAP, TANF, Early Intervention, home visiting qualifying criteria and other factors. Combined with the kindergarten registration data, GOLD and KRT scores, as well as the ASQ screenings, a robust profile of children in our community can thereafter become the basis for further research questions and help to direct our activities.

(b) Child Development factors: Our independent and localized research agenda will also help us gain an understanding of the factors that influence child development, including the program activities, strategies for ensuring that programs are effectively integrated, and a plan to address these factors to improve outcomes for children. Based on the data stored in our database, the Collaboration will be able to identify significant research questions to help us understand the factors, in our local context, that impact children's development. We will identify ways to address these factors and report on impact to our committees and the IGA board.

Each year progress will be aimed at improving the infrastructure of programs and how they relate to each other. We are able to take the steps described above because our data collection is both expanding and improving. However, we are keenly aware that access to data and data collection is an integral part of increasing the positive impact of programs and services on children and their families. We are also keenly aware that we need to remain sensitive to and cognizant of contextual changes and the ways in which they may be impacting not only our work, but the experiences of children and families.

Data Scorecard

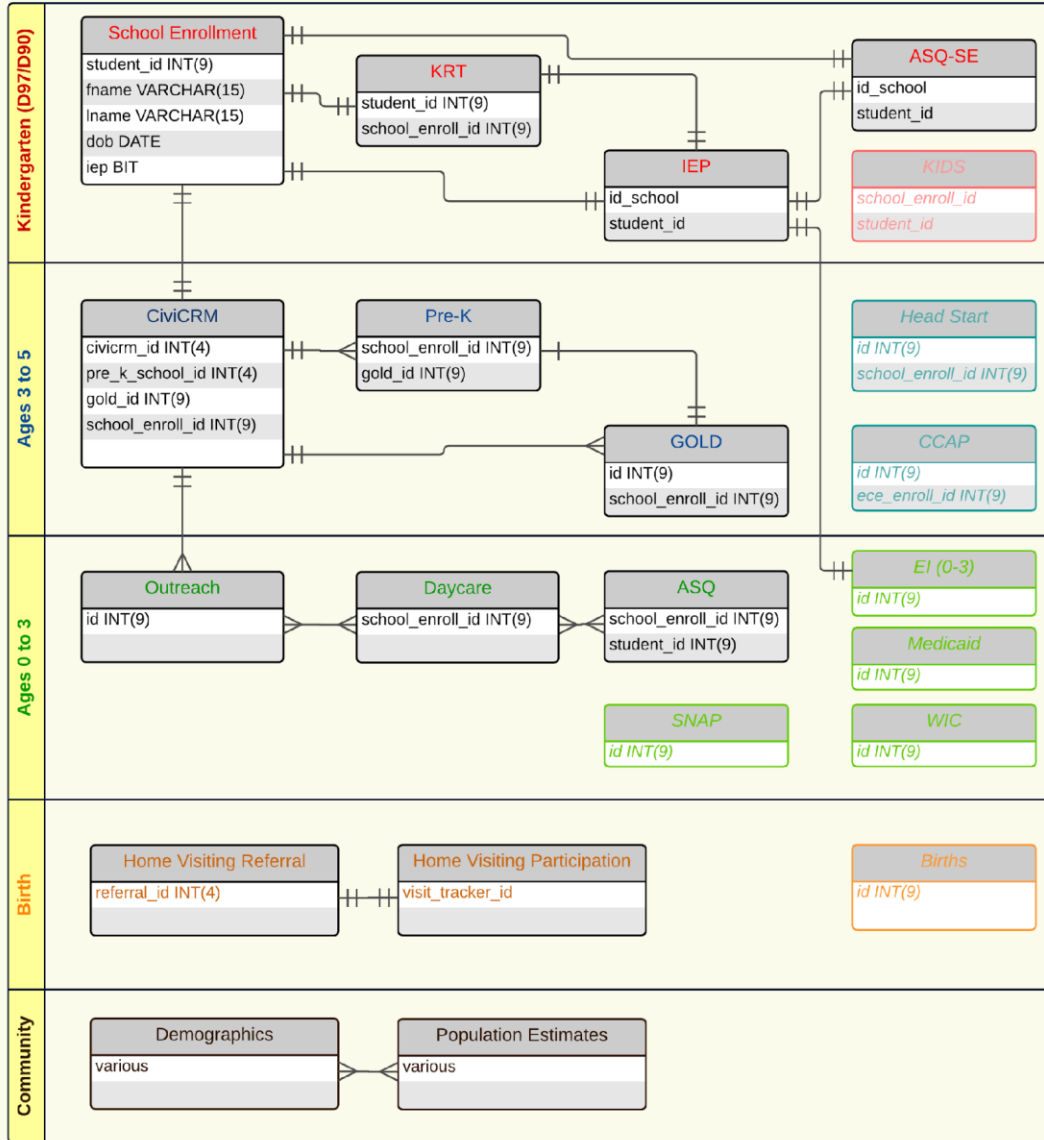
For six of the nine progress outcome measures reported on, we either met or exceeded the target. One progress measure shows backward movement and the other two require deeper analysis over the next several months. The quality and quantity of data collected improved in four of the measures reported on, one experienced backward movement and four remained the same. Our data scorecard, below, provides more detail.

	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		
	<ul style="list-style-type: none"> The Developmental Screening Project grew by 29%, exceeding its goal to increase by 15% the number of children screened. Chapin Hall is in the final stages of obtaining IDHS data for Early Intervention. District 97 has moved to a new database for its special education programs, requiring an analysis and possible re-alignment of our data fields. 			
Child #2	Pct. of children in Oak Park / River Forest Preschool for All & Head Start demonstrating age-appropriate proficiency in each domain of development according to the Illinois Early Learning Standards.	GOLD		
	<ul style="list-style-type: none"> Progress on this measure is light green because PFA/HS children who enrolled in D97 kindergarten scored at 89% proficient on the KRT while our goal is 90% proficient. Data collection continues to go well. 			

	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		
	<ul style="list-style-type: none"> Children from PFA/HS and receiving free/reduced lunch who demonstrated readiness on the KRT increased by 5%. The Collaboration worked closely with D97 to administer the KRT. 87% of children took the KRT, up from 81% the previous year. 			
Service Delivery #1	Kindergarteners receiving free/reduced lunch have attended a PFA/HS/ NAEYC accredited program, or program in ExceleRate GOLD Circle.	D97		
	<ul style="list-style-type: none"> Scores dropped in 2015-16, corresponding with D97's decline in the free/reduced lunch population. The % of D97 kindergartners receiving Free and Reduced Lunch who attended a PFA/HS or NAEYC-accredited preschool dropped slightly. Due to improvements in D97's online kindergarten enrollment with input from the Collaboration, we have better data on preschool attendance. 			
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		
	<ul style="list-style-type: none"> While lack of data for the specific measure makes it hard to know the denominator, we do expect to reach more families. Data on teen parent births is problematic. However, new data sharing from the State should provide some insight. 			
Service Delivery #3	Pct. of referred parents choosing to participate in the intensive parent education program.	Home Visiting Agencies		
	<ul style="list-style-type: none"> Having more than half of referrals engage in the program exceeds the national average. The Collaboration transitioned the home visiting program this past year from Parentthesis to Easterseals and was unable to secure a data sharing agreement for families in the original program. 			
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 and District 90		
	<ul style="list-style-type: none"> There was a drop in the number of kindergartners with IEPs. However, the purpose of this outcome is to ensure that children received services they need during early childhood. A drop or rise in this number is difficult to interpret. Data received from D97 is now detailed while previously it was in aggregate form, enabling the Collaboration and Chapin Hall to engage in a richer analysis over the next year. The Collaboration does not currently have any data from District 90 or IDHS, although data from IDHS is expected. 			
System #1	Number of families with kids under 5 who are in the voluntary database.	Collaboration		
	<ul style="list-style-type: none"> The number of families in the ASQ program and those who sign up for information continues to grow. 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		
	<ul style="list-style-type: none"> Not available at this time since the workforce survey is currently underway. Results will be provided in November, 2016. 			
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		
	<ul style="list-style-type: none"> Not available at this time since the workforce survey is currently underway. Results will be provided in November, 2016. 			
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		
	<ul style="list-style-type: none"> The number of child care centers and preschools participating in ExceleRate increased to 24, well above our goal of 15. The number of family child care providers participating in ExceleRate increased to 19, up from 17 the year prior, and well above our initial goal of 6. The state agency that oversees ExceleRate will only share limited data on scores, therefore the Collaboration tracks participation itself. 			

Integrated Database Schema

Oak Park Collaboration for Early Childhood Integrated Database Schema



Portrait of Children Ages 0-5 in Oak Park in 2015-16

This is the same portrait provided in the February 2016 IGA report. The new American Community Survey data and report was not available in time for this report. Assuming it will be available, we plan to update this section with our next report and also include newly obtained State data to draw a richer portrait of the children under kindergarten age living in Oak Park and River Forest.

Understanding the demographic changes in the 0-5 year-old population is fundamental for any analysis of the characteristics of the services provided to them and the outcomes that they will experience. However, we are constrained in our ability to do a satisfying profile because of the relatively small size of Oak Park and River Forest and the fact that the Census Bureau only samples a small part of the population every year. All of the differences in the tables below would fall within the margin of error of the estimates provided in the Census Bureau's American Community Survey (ACS).

That being said, we can make some educated guesses about the general direction of change which may resonate with both demographic experts and the residents of Oak Park and River Forest. The Census estimates show that the number of people living in Oak Park and River Forest has stayed the same since 2010. The question now is whether the composition of the villages have changed and the statistics provide us with some clues.

We know from birth certificate statistics that the number of births in suburban Cook County is decreasing through 2013, albeit not as quickly as it is in Chicago. It is therefore reasonable to believe that there has been a slight decrease in the number of 0-5 year olds over the past few years. However, it is also reasonable to believe that there is variation by race and ethnicity. It has been projected that the number of Hispanic/Latino children will increase, while the number of African-American and white children will drop slightly. That is confirmed, although not very robustly, by the Oak Park statistics shown here.

As we compile more years of these statistics, as the birth data in Illinois becomes available in a timely fashion, and as we access more data about welfare program participants from state agencies, we anticipate that we will be able to conduct more precise demographic analyses in subsequent reports. In the meantime, the kindergarten statistics provide additional demographic insights into the population that the Collaboration intends to impact.

Below are highlights of the demographic changes. However, they should be approached with some caution because all of these highlights are not outside the margin of error.

- Oak Park experienced a 5% decrease in the number of children 0-5 who identify as African-American and a 5% decrease in the number of children 0-5 who identify as Asian.
- Oak Park experienced a 34% increase in the number of children 0-5 who identify as Other Race.
- River Forest experienced a 53% decrease in the number of children 0-5 who identify as African-American.
- River Forest experienced a 24% increase in the number of children 0-5 at 400% of the Federal Poverty Level.

The 2014 Federal Poverty Level (FPL) is defined as \$23,850 for a family of four.

Children, Ages 0-5	Oak Park, 2013	Oak Park, 2014	Percent Change	% below FPL, 2013	% below FPL, 2014	Percent Change in % below FPL
White	2738	2503	-8.6%	1.5%	4.1%	2.6%
Black/African-American	691	680	-1.6%	26.0%	20.9%	-5.1%
American Indian/Alaskan Native	0	0	NA	NA	NA	NA
Asian	234	233	-0.4%	26.9%	21.5%	-5.4%
Hawaiian/Pacific	0	0	NA	NA	NA	NA
Other Race*	106	143	34.9%	26.4%	22.4%	-4.0%
Two or more races	451	426	-5.5%	5.8%	5.9%	0.1%
Total, Children 0-5	4220	3985	-5.6%	8.0%	8.8%	0.8%
Of which, Hispanic/Latino**	300	338	12.7%	15.3%	14.8%	-0.5%

Children, Ages 0-5	River Forest, 2013	River Forest, 2014	Percent Change	% below FPL, 2013	% below FPL, 2014	Percent Change in % below FPL
White	521	541	3.8%	0.0%	0.0%	0.0%
Black/African-American	117	55	-53.0%	0.0%	0.0%	0.0%
American Indian/Alaskan Native	0	0	NA	NA	NA	NA
Asian	38	42	10.5%	31.6%	35.7%	4.1%
Hawaiian/Pacific	0	0	NA	NA	NA	NA
Other Race*	0	0	NA	NA	NA	NA
Two or more races	43	59	37.2%	0.0%	0.0%	0.0%
Total, Children 0-5	719	697	-3.1%	1.7%	2.2%	0.5%
Of which, Hispanic/Latino**	0	16	NA	NA	0.0%	NA

Source: U.S. Census Bureau, 2010-2014 American Community Survey 5-Year Estimates.

* "Other Race" includes all other responses not included in the White, Black or African American, American Indian or Alaska Native, Asian, and Native Hawaiian or Other Pacific Islander race categories described above. Respondents reporting entries such as multiracial, mixed, interracial, or a Hispanic or Latino group (for example, Mexican, Puerto Rican, Cuban, or Spanish) in response to the race question are included in this category.

**Children identified as Hispanic/Latino may be from any of the race categories above.

Children, Ages 0-5	Oak Park and River Forest combined, 2013	Oak Park and River Forest combined, 2014	Percent Change
White	3259	3044	-6.6%
Black/African-American	808	735	-9.0%
American Indian/Alaskan Native	0	0	NA
Asian	272	275	1.1%
Hawaiian/Pacific	0	0	NA
Other Race	106	143	34.9%
Two or more races	494	485	-1.8%
Total, Children 0-5	4939	4682	-5.2%
Of which, Hispanic/Latino	300	354	18.0%

Ratio of Income to FPL for Children, ages 0-5*	Oak Park, 2013	Oak Park, 2014	Percent Change
Children below 125% of FPL**	390	405	3.8%
Children below 185% of FPL	609	618	1.5%
Children below 400% of FPL	1337	1369	2.4%
All Children, ages 0-5	4220	3985	-5.6%

Ratio of Income to FPL for Children, ages 0-5*	River Forest, 2013	River Forest, 2014	Percent Change
Children below 125% of FPL**	21	23	9.5%
Children below 185% of FPL	21	23	9.5%
Children below 400% of FPL	156	194	24.4%
All Children, ages 0-5	719	697	-3.1%

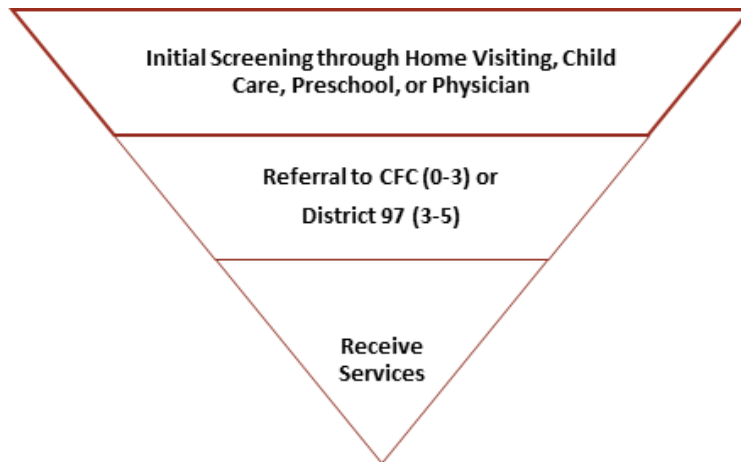
Ratio of Income to FPL for Children, ages 0-5*	Oak Park and River Forest combined, 2013	Oak Park and River Forest combined, 2014	Percent Change
Children below 125% of FPL**	411	428	4.1%
Children below 185% of FPL	630	641	1.7%
Children below 400% of FPL	1493	1563	4.7%
All Children, ages 0-5	4939	4682	-5.2%

Source: U.S. Census Bureau, 2010-2014 American Community Survey 5-Year Estimates.

*The ratio of the household income to the 2014 poverty threshold.

** In the May 2015 IGA report, 130% was used, however, 125% is a more accurate data point and the 2013 numbers reflect this.

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



We continue to receive aggregate numbers from District 97 for sub-measures two to four. During 2015-16, District 97 moved to a different database for special education. Because of the change, we are less confident in the numbers. We plan to work with District 97 to determine if data fields incorporating these sub-measure can be included in the students' records to ensure a reliable data point from year to year.

Submeasure 1: Number of children screened.

- 1,586 children received developmental screens using the ASQ-3 or ASQ:SE/SE-2 during 2015-16. This is a 29% increase in children screened from the previous year and it exceeds the 15% increase we had targeted for this measure.

	2014-15	2015-16
Total developmental screenings using the ASQ-3 or ASQ:SE	1,229	1,586
Hearing screenings	1,273	1,249
Vision screenings	1,288	1,311
Social-emotional screening (ASQ:SE-2)	1,096	1,310
ASQ-3	1,065	1,508

Submeasure 2: Number (percent) of children referred for assessments receive them.

- The Data Sharing Agreement (DSA) between Chapin Hall and the Illinois Department of Human Services (DHS) regarding Early Intervention was signed on August 30, 2016. Because this accomplishment is so recent, DHS had not transferred the data to Chapin Hall in time for its use in this report. For this reason, we do not yet know the total number of children who were referred to Early Intervention for additional assessments.
- In spring 2015, the Collaboration introduced a referral field in the ASQ web application to monitor the number of referrals made to Early Intervention and Early Childhood Special

Education. While 86% of participating programs used these new fields, the data recording was not always complete. Further, the medical practices did not use this field. The Collaboration has records that showed that 17 children were referred to Early Intervention for assessments, but we have no data that tells us whether this is an increase or a decrease from the previous year.

- Fifty-seven children were referred to District 97 by Early Intervention for transition assessment and meetings.
- Forty-seven children came to District 97 through Child Find or through the Collaboration's screening program. Of these children, 18 received further assessments to determine service eligibility by District 97.
- Twenty-three of 34 children who were referred for assessments due to concerns identified through the Collaboration's vision screening were assessed. Two children were found to have normal vision.
- Seventy-seven percent of the children who were referred for assessments due to concerns identified through the hearing screening were assessed and received the needed treatments - tubes, antibiotics, ear wax removal.

Submeasure 3: Number (percent) of children assessed are found eligible for services.

- Forty-four of the 57 children (77%) referred by CFC #7 (Child and Family Connections #7) and assessed by District 97 were found eligible for services.
- Eight of the 18 children who received further assessments after a screening through Child Find were found eligible for services.
- Twenty-one of the 23 children (91%) referred for vision assessments received a diagnosis for treatment.
- In spring 2015, the Collaboration introduced a referral field in the ASQ web application to monitor the outcome of referrals made to Early Intervention. Because this is a new record-keeping tool and process, records were not as complete and accurate as we would have liked. There are five records for children that show they were eligible for Early Intervention services.

Submeasure 4: Number (percent) of children identified as eligible for services receive them.

Services for Children Three to Five Years Old

- All of the children found eligible for services enrolled in D97 and received services.
- In the past we received aggregate numbers from District 97 about the number of children who were found eligible for services and who actually received services through Early Childhood Special Education. We plan to work with District 97 to determine if data fields incorporating this submeasure can be included in the students' records.

Services for Children Birth to Three Years Old

- Chapin Hall recently secured data sharing agreements with Early Intervention and 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.

Child Outcome 1

- The Collaboration's Developmental Screening Project continues to grow, adding a significant data collection component that will enable us to make more meaningful statements about this measure over the next few years as referral and assessment data become more complete.
- The Developmental Screening Project has seen significant increases in the number of children who receive periodic developmental screening. The program saw a 29% increase in the number of children screened over 2014-15.
- Chapin Hall has succeeded in enacting a data sharing agreement 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. Chapin Hall has not yet received the data to begin the process of cleaning, linking and analyzing, but securing the agreement is a very important step in obtaining meaningful data to inform our work. Without this agreement, we had no way to get information about assessments or treatment provided to children aged birth to three.
- Chapin Hall also secured a similar agreement with the Illinois Department of Healthcare and Family Services regarding Medicaid data. This will allow us 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. Again, the agreement, enacted on August 30, 2016, did not allow for the use of the data in this report but it will provide important information in the future. Medicaid data 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 for lower academic achievement.

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.

Preschool for All & Head Start children enrolled in D97 K	2012-13		2013-14		2014-15	
	# of Children	%	# of Children	%	# of Children	%
Proficient or Advanced	55	93%	36	90%	47	89%

Proficiency on Teaching Strategies GOLD evaluation	Spring 2013		Spring 2014		Spring 2015	
	% Below Expectations or Basic/Emerging Skills	% Proficient or Advanced	% Below Expectations or Basic/Emerging Skills	% Proficient or Advanced	% Below Expectations or Basic/Emerging Skills	% Proficient or Advanced
African-American	17%	83%	28%	72%	15%	85%
White	3%	97%	19%	81%	4%	96%
Other (could not be split out due to small number)	<10	<10	<10	<10	<10	<10

Child Outcome 2

- Proficiency is measured using the Teaching Strategies GOLD (TSG) Assessment System, which is administered by teachers three times a year in preschool classrooms. It is completed fall, winter, and spring by observing the child, not by the child completing a traditional “test.” Proficiency levels are based on spring scores.
- For Preschool for All and Head Start children (older 4-year-olds and younger 5-year-olds) who enrolled as kindergartners in District 97, proficiency was down very slightly from 90% in 2014-15 to 89% rated as proficient or advanced on a selection of objectives determined by local experts as indicative of a child’s developmental level across developmental domains. The Collaboration continues to target 90% proficiency ratings.
- Differences by race narrowed. Eighty-five percent of African-American students were rated proficient in 2014-15 compared to 72% in 2013-14. White children were proficient 96% of the time. While the incremental change suggests a smaller difference in proficiency between African-American and white children, it is a one-time change and the scores in 2015-16 were very close to those for 2012-13.
- 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’s scores to how they perform as a group as they move through the school district.

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

We continue to rely on the Kindergarten Readiness Test (KRT) for assessing the proficiency of children entering kindergarten. This year 87% of kindergarten students had complete KRTs. In the previous two years it was about 80%. While progress is being made in the number of children taking the KRT, comparing from one year to the next is difficult because we are missing a certain percentage in each year and do not know how different those students are from one year to the next. For example, if those children missing in this year have greater proficiency than those last year, we might be underestimating the difference in proficiency of the current kindergarten class relative to the last one. This problem (called selection bias in the research vernacular) can be addressed statistically, but only after we have common information on all kindergartners across years that might suggest differences in why KRTs have not been completed.

D97 Kindergartners with KRT Scores		2013-14			2014-15			2015-16		
		# of children	# Proficient in KRT	% Proficient in KRT	# of children	# Proficient in KRT	% Proficient in KRT	# of children	# Proficient in KRT	% Proficient in KRT
All lunch categories	All children w/ KRT scores	447	351	79%	497	383	77%	549	438	80%
All lunch categories	Children in PFA/Head Start w/ KRT scores	70	52	74%	75	51	68%	86	62	72%
Paid lunch	All children w/ KRT scores	385	316	82%	429	345	80%	495	410	83%
Paid lunch	Children in PFA/Head Start w/ KRT scores	52	42	81%	47	35	74%	64	49	77%
Free/reduced lunch	All children w/ KRT scores	62	35	56%	68	38	56%	54	28	52%
Free/reduced lunch	Children in PFA/Head Start w/ KRT scores	18	10	56%	28	16	57%	22	13	59%

Child Outcome 3

- The percentage of children in all lunch categories with Kindergarten Readiness Test (KRT) scores increased in fall 2015 to 87%, up from 82% the prior year. The percentage of children who attended Preschool for All and Head Start with KRT scores in fall 2015 increased from 53% in fall 2014 to 80% in fall 2015.
- Eighty percent of children in all lunch categories achieved proficiency in 2015-16.
- The percentage of children participating in the Free and Reduced Lunch Program and who attended PFA/HS achieving proficiency increased over the prior two years: from 56% to 57% to 59%.
- We recognize that there continues to be a difference in KRT scores and Teaching Strategies GOLD scores reported for low-income children enrolled in Preschool for All and Head Start. The KRT was administered one time by a teacher who does not know the student, and it was administered during the summer prior to kindergarten. The GOLD 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.

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

Sub-measures:

- What percent of kindergarten students with an IEP were enrolled in one of the programs described above?
- What percent of kindergarten students with an IEP 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 were enrolled in one of the programs described above?

	2013-14			2014-15			2015-16		
	FRPL	Not receiving FRPL	All Kndg Students	FRPL	Not receiving FRPL	All Kndg Students	FRPL	Not receiving FRPL	All Kndg Students
Number of students	109 (19%)	452	561	114 (19%)	495	609	80 (13%)	550	630
Attended preschool in Oak Park or River Forest	43	286	330 (59% of K)	72	382	454 (75% of K)	34	425	459 (73% of K)
Did not provide information about preschool attendance	<10	<10	14	<10	<10	10	24	45	69
Missing response about preschool history	27	30	57	24	19	43	0	0	0
Attended PFA/HS in Oak Park	27	64	91 (16% of K)	40	57	97 (16% of K)	26	69	95 (15%)
Attended NAEYC-accredited preschool in Oak Park or River Forest	12	120	132 (24% of K)	13	156	169 (28% of K)	10	174	184 (29% of K)
Number (%) of students with IEPs				22	41	63 (10%)	17	38	55 (9%)
Number (%) of children with IEPs who participated in PFA/HS or NAEYC-accredited preschools						21 (33%)	<10	<10	19 (35%)
Number (%) of children enrolled in PFA/HS or NAEYC-accredited preschools	39 (36%)	184 (41%)	223 (41%)	53 (46%)	213 (43%)	266 (44%)	36 (45%)	243 (44%)	279 (44%)

Service Delivery Outcome 1:

- The percentage of kindergartners participating in the FRPL program remained relatively the same at 19% for both 2013-14 and 2014-15, and dropped significantly to 13% for 2015-16. This drop was caused by a change in the way children receiving Medicaid became eligible for the program. In the past, Medicaid recipients (as listed by DHS) were automatically considered eligible and directly certified by ISBE. This changed in 2015-2016 when Medicaid recipients had to complete a paper application which was then approved or denied based on the information provided by the family. District 97 reports that many families chose not to complete the application that was mailed to them.
- The percentage of all kindergartners who attended PFA/HS decreased slightly from 16% in 2014-15 to 15% in 2015-16.
- Among PFA/HS kindergartners, the percentage of children receiving Free and Reduced Lunch dropped significantly from 41% to 27%. We believe this change may be due to the change in the way low income children qualify for the Free and Reduced Price Lunch Program.
- The percentage of kindergartners who attended preschool in Oak Park or River Forest declined slightly from 75% in 2014-15 to 73% in 2015-16 and was up significantly from 59% in 2013-14.
- After increasing from 41% in 2013-14 to 44% in 2014-15, the number of all kindergartners attending PFA/HS/NAEYC-accredited preschools changed to 44% in 2015-16.
- The percentage of kindergarten children receiving Free and Reduced Price Lunch who attended a PFA/HS/NAEYC-accredited program increased from 36% in 2013-14 to 46% in 2014-15 and declined slightly to 44% in 2015-16.
- Sixty-nine kindergarten parents did not provide information about their child's preschool attendance in 2015-16 even with the improved enrollment forms, which include an option for "no preschool." We plan to compare the response rate for enrollments in 2016-17 to begin to figure out if the change to an online registration process with increased fields to provide accurate information contributed to this change.
- Children participating in the FRPL program comprise a larger percentage (35%) of children whose parents did not report the names of their child's preschool than they comprise of the total kindergarten cohort (13%).
- The percent of kindergartners with IEPs stayed the same at 9%.
- Thirty-five percent of children with IEPs participated in NAEYC/PFA/Head Start preschools prior to kindergarten, similar to the previous year.
- Preschool for All and Head Start enrollment has been combined due to statistically small numbers in the Head Start program.
- We worked closely with the Preschool for All and Head Start programs to track the reasons why children exit these programs at any point in the school year. The 2015-

16 school year is the first for which we have complete exit data. Twenty children left during the year and they are in statistically small groups. Reasons for leaving included: moving, job relocation, transferring to another program, and some remain unknown.

- Of the children matriculating into school districts, 94% entered District 97. The rest entered District 91 (Forest Park), District 98 (Berwyn North) or an unknown school district.
- We continue to review outreach strategies and intake procedures to support the programs' efforts to make sure that children who meet the risk criteria are not being turned away from the Head Start and Preschool for All programs.
- We will examine 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.
- Kindergarten students receiving free and reduced price lunch (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, once we have that data, since the criteria for qualification is similar.
- Preschool for All, Head Start, NAEYC, and the ExceleRate 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.
- 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 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.

This report includes the families referred and engaged in the home visiting program at Parenthesis Family Center funded by and through the term of our contract, which ended December 31, 2015. The availability of information available to measure progress on this indicator has been impacted by the transition of the home visiting contract from Parenthesis Family Center to Easterseals on January 1, 2016.

Unfortunately, we have been unable to secure Parenthesis Family Center’s agreement to share the information that would enable us to know which children are referred for home visiting services, which children are receiving home visiting services, and the frequency and duration of home visiting support children have received,. Without this information, the Collaboration will not be able to monitor these children’s progress in preschool and their readiness for kindergarten.

However, the Collaboration is working to expand its current information-sharing agreement with Hephzibah to include the families they are serving in Early Head Start. They have capacity to serve 12 families. We hope to be able to follow the progress of these children who are receiving support from a very early age. The information that would be shared is the same as that requested from Parenthesis.

	Teen Parents 2013-14	Non-Teen Parents 2013-14	Teen Parents 2014-15	Non-Teen Parents 2014-15	Teen Parents 2015-16	Non-Teen Parents 2015-16
Number of families in Oak Park and River Forest receiving up through All Kids Level 1 (also includes families who qualify for All Kids Assist and All Kids Share, which are for lower income families)	Not avail	Not avail	Not avail	Not avail	Not avail	Not avail
Number of families referred to Parenthesis Family Center or Easterseals for parenting support	Not avail	55	Not avail	62	Not avail	36

Service Delivery Outcome 2

- Families seeking services during 2015-16 were referred to Parenthesis Family Center in Oak Park through December 31, 2015. Easterseals began to accept referrals for its home visiting program, *Partnering With Parents*, in February 2016. Referrals come from a variety of sources, including schools, doctors and social service agencies. The Collaboration, Parenthesis and Easterseals maintained an accurate count of the number of families referred for services through their contracts with the Collaboration and that is the number reported in this chart.
- Parenthesis did not share records of teens and low-income families who were referred but did not enroll in their home visiting programs that were funded *outside of its contract with the Collaboration*.
- 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. While Chapin Hall has secured permission to use the Medicaid data for this project, it has not received all of the data needed for this measure.
- 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.
- Matching the referred families to the Medicaid data once it is received 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.

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

In 2015-16, intensive parent education was offered by Parenthesis Family Center and Easterseals through the Parents as Teachers Program. This program offers in-home parenting education, developmental screening, referrals and group connection 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 and that contract ended on December 31, 2015. Easterseals began enrolling families in the parents as Teachers program in March 2016. Parenthesis also offered the Parents as Teachers Program to Teen Moms and single, low income moms through other funding sources. The numbers provided in this report for 2015-16 include only families funded through the Collaboration’s contract. At the time the contract ended, Parenthesis reported 56 families actively engaged in the program.

	2014	2015	2016
Number of families referred for home visiting to Parenthesis Family Center or Easterseals.	55	62	36
Number of families who actively engaged as <i>new families</i> in the home visiting program funded through the Collaboration.	27	40	20
Percentage of referred families who engaged in the program	49%	65%	56%
Total number of families engaged in the home visiting program funded through the Collaboration.	27	67	72

Service Delivery Outcome 3

- Parenthesis reported a total of 59 families engaged in this program during the period July 1 - December 31, 2015. Easterseals engaged an additional thirteen families during spring 2016.
- Having more than half of referrals engage in the program funded through the Collaboration contract exceeds the national average. Parenthesis did not engage families referred to them in September - December in the Collaboration-funded programs but did report on the number of referrals. This lowered the rate of engagement from the prior year.
- 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.)
- Easterseals has a reliable way of counting the families who are entered into the database as recruits and knowing when the families are first entered as prospective participants and when they are entered as actively engaged.

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).

	2013-14 School Year		2014-15 School Year		2015-16 School Year	
	K	First Grade	K	First Grade	K	First Grade
Number of students	561	641	609	615	630	673
Number and percent of students with IEP's	57 (10%)	75 (12%)	63 (10%)	70 (11%)	55 (9%)	76 (11%)
Number and percent of students with IEPs related to speech/language only	--	--	--	--	23 (42%)	33 (43%)
Number and percent of students with IEPs, other than speech/language	--	--	--	--	32 (58%)	43 (57%)
Number and percent of students with IEPs who also received early childhood education services from D97	35 (61%)	15 (20%)	39 (60%)	35 (50%)	36 (65%)	39 (51%)
Of students with IEPs who received early childhood services, receiving speech/language services only	--	--	--	--	16 (44%)	Not Avail.
Of students with IEPs who received early childhood services, number receiving services other than speech/language	--	--	--	--	20 (56%)	Not Avail.
Number and percent of students with IEPs who received services birth to age 3	19 (33%)	11 (15%)	16 (25%)	16 (23%)	21 (38%)	16 (21%)
Of students with IEPs who received services birth to age 3, number receiving speech/language services only	--	--	--	--	10 (48%)	Not Avail.
Number and percent of students with IEPs who received services birth to age 3, other than speech/language	--	--	--	--	11 (52%)	Not Avail.

*Note: The data received from District 97 for the first grade cohort for school year 2014-2015 and 2015-2016 did not show whether they had received early childhood special education services. We retained the the number of students who are shown as having received special education services during their preschool years from their kindergarten year. We will not be able to monitor the change in this indicator for this cohort going forward.

Service Delivery Outcome 4

- The Collaboration and Chapin Hall worked with District 97 over the past year to receive direct exports of student-level records. This data includes detail about the Early Childhood Special Education and Early Intervention experiences of children in kindergarten and first grade with an IEP over the past year. These exports showed significant disparities from the aggregated report we received for 2013-14 that were reported to the IGA on May 6, 2015. Because we believe the direct exports are more accurate and will be more comparable over time, we altered the values in the 2013-14 columns to reflect the new data.
- The percentage of kindergartners and first graders with IEPs has remained about the same across all three years.
- Sixty-five percent of kindergarten children who had IEPs in 2015-16, compared to 60% in 2014-15 who received Early Childhood Special Education services from District 97.
- The percentage of kindergarten children with IEPs in 2015-16 who received Early Intervention services increased dramatically to 42% from 25% in 2014-15 and up from 33% in 2013-14. This increase may be partially explained by the introduction of questions about early learning experiences in the online registration process.
- We now have solid information about early services and about type of disability going forward, but not for previous years. For example, for the 2015-16 Grade 1 students, we know something about their kindergarten year, because we have fairly solid special education data from 2014-15. But prior to their kindergarten year, we do not have solid data, especially for history of early services. (The only backwards-looking special education data field is for the CFC referral.)
- 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 will continue 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: Estimate the Collaboration’s connection with all families in Oak Park and River Forest with children under five via direct and indirect measures.

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

	June 2014	June 2015	June 2016
Number of people in Oak Park and River Forest	63,199	63,199	63,199
Number of families with children < age 6 in Oak Park and River Forest*	3,448	3,448	3,448
Oak Park/River Forest participants in the voluntary database:			
Number of children enrolled in publicly funded preschool (Preschool for All and Head Start)	218	227	202
Number of children participating in the developmental screening program	NA	1,172	1,586
Number of families participating in the Parents As Teachers home visiting parent education program	27	81	67
Number of families who provided contact details in order to receive information about childhood development and programs and services	NA	184	460
Families receiving information or support through the Collaboration's efforts:			
Number of people on the Collaboration’s email list for early childhood information	190	486	942
Number of people following the Collaboration’s Facebook page for parenting resources and information about early childhood	118	158	309
Number of people following Parenthesis’ Facebook page for parenting resources and information about early childhood	680	826	980
Number of families receiving information and support through the Parenting Resource Program	483	700	912**
Number of printed Early Childhood Resource Directories distributed	6,500	4,000	10,000
Number of attendees at Collaboration special events targeting parents	--	--	185

* Source: U.S. Census Bureau, 2010 Decennial Census; table P20. Updates to this number are not available until the next census.

** Reported by Parenthesis Family Center as a duplicated count in December 2015.

System Delivery Outcome 1

- The number of families participating in the Collaboration's voluntary database continued to grow by 39% during 2015-16 and increased more than 8 times over the 2013-14 level. This is due to the initiation and growth of the Developmental Screening Project (see Child Outcome 1). Families participating in the Preschool for All and Head Start Programs, the home visiting programs offered by Parenthesis Family Center through the term of their contract and Easterseals, and families who provided some contact information through the Parenting Resource Program are all part of this database. We will report on their progress through the school district as their data is linked to the data provided by District 97.
- We know the number of families included in our voluntary database continues to include duplicates, however, we hope to be able to determine the unduplicated count during the 2016-17 fiscal year.
- The number of families in the database in Preschool for All or Head Start remains relatively stable since there are certain eligibility requirements for a certain number of children. There was a decline in the numbers we are reporting on this year due to several families not agreeing to the information sharing with the Collaboration, and the number of enrolled families living outside of Oak Park increased slightly.
- Throughout the term of the contract with Parenthesis Family Center, the Collaboration looked to Parenthesis as the primary provider of outreach on Facebook, given their pre-existing number of followers was already established from their fundraising efforts. On Facebook, they created 50 parent information posts, which received a total of 125 likes and 16 shares primarily related to workshop announcements during the 6 months of their contract in 2015-16. The Collaboration posted 142 parent information pieces that received 979 likes and 262 shares during the past fiscal year. The number of people following the Collaboration on Facebook rose by 96% this year.
- The Collaboration has allocated more resources to boost our social media outreach directly and to improve our digital presence to engage families during 2016-17. We will closely track the activity of followers in order to keep building these networks.
- A new edition of the Early Childhood Resource Directory was printed in January 2016 and approximately 10,000 were distributed as of June 2016. The Resource Directory is also available online in a searchable format, and as of June 2016 it had been viewed 3,847 times, with an average of 12 times a day.
- As part of its increased outreach efforts, the Collaboration has begun to track the number of people attending special events that highlight our work. This year we had 185 people attend a presentation by author Dr. Dana Suskind and the Baby Fair. Interest at outreach events like A Day In Our Village and Barrie Fest are tracked by the number of people who sign-up for our email list and the count of materials distributed.

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.

Submeasure: Percent of teachers and directors who hold or who increase their level of an Illinois Early Childhood Certificate.

This outcome will be updated in the November 2016 IGA report. Placeholders are below to indicate values we are currently gathering in the survey.

As planned, the Collaboration is conducting a new survey of the early childhood workforce in Oak Park and River Forest. This survey began in August 2016 and is being administered at the time of this report. Adjustments were made to better track professionals at Montessori schools, faith-based schools and other license-exempt locations to provide a more robust profile of the landscape.

	2014 #	2015 #	2016 #	2014 Above minimum requirements	2015 Above minimum requirements	2016 Above minimum requirements
Number (%) of directors in Oak Park and River Forest with above minimum state educational requirements	21	27	30	15 (71.4%)	25 (93%)	--
Number (%) of teachers in Oak Park and River Forest with above minimum state educational requirements	105	108	--	54 (48.6%)	91 (84%)	--
Number (%) of assistant teachers in Oak Park and River Forest with above minimum state educational requirements	63	60	--	27 (42.9%)	33 (55%)	--
Number (%) of assistant directors in Oak Park and River Forest with above minimum state educational requirements	12	18	--	8 (66.7%)	15 (83%)	--
Number (%) of early childhood workforce in Oak Park and River Forest with above state minimum state education requirements	202	213	--	104 (51.5%)	164 (77%)	--

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.

This outcome will be updated in the November 2016 IGA report. Placeholders are below to indicate values we are currently gathering in the survey.

As planned, the Collaboration is conducting a new survey of the early childhood workforce in Oak Park and River Forest. This survey began in August 2016 and is ongoing at the time of this report. Adjustments were made to better track professionals at Montessori schools, faith-based schools and other license-exempt locations to provide a more robust profile of the landscape.

Self Reported	Number		Less than 15 hours		15-19 hours		20 or more hours	
	2014-2015	2015-2016	2014-2015	2015-2016	2014-2015	2015-2016	2014-2015	2015-2016
Directors in Oak Park & River Forest	27	30	7 (26%)	--	5 (18%)	--	15 (56%)	--
Teachers in Oak Park & River Forest	108	--	29 (27%)	--	31 (29%)	--	48 (44%)	--
Assistant teachers in Oak Park & River Forest	60	--	24 (40%)	--	20 (33%)	--	16 (27%)	--
Assistant directors in Oak Park & River Forest	18	--	3 (17%)	--	5 (28%)	--	10 (56%)	--
Number (%) of early childhood workforce in Oak Park & River Forest	213	--	63 (30%)	--	61 (29%)	--	89 (42%)	--

Calendar Year 2013 Results Completed by Site Directors	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%)

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.

	June 2014	June 2015	June 2016
Number of preschools and child care centers	42	42	44
Number of licensed preschools and child care centers	26	27	30
Number of preschools and child care centers who engaged in the ExceleRate program	9	20	24
Number (%) of preschools and child care centers involved in ExceleRate and have received a score.	6 (14%)	12 (29%)	12 (26%)
Number (%) of licensed preschools and child care centers involved in ExceleRate and have received a score. (Note: Licensed half-day programs were not eligible to participate in the system in 2013-14.) *	6 (23%)	11 (41%)	10 (37%)
Number of preschools and child care centers involved in ExceleRate that improved their scores.	0	11	0
Number of licensed family child care homes.	38	37	36
Number of licensed family child care homes that participated in ExceleRate.	0	17	19
Number licensed family child care homes involved in ExceleRate who improved their scores (increased a level in the rating system).	Not Avail.	0	1

*Note: One preschool who had a GOLD and NAEYC rating in 2014-15 needed to re-apply for new ratings in 2015-16. Rather than completing both applications in one year, the preschool chose to obtain its NAEYC accreditation and is submitting its application for its GOLD status during 2016-17.

System Delivery Outcome 4

- The number of child care centers and preschools participating in the ExceleRate Quality Rating System increased from 9 in the baseline year of 2013-14 to 22 in 2015-16. This exceeded the target of 15 by the end of June 2016. The number of center/preschools engaged in ExceleRate grew by two during 2015-16. The greatest growth occurred in 2014-15 due to the Collaboration's increased ability to promote and support center and preschool engagement. The fact that ExceleRate opened to half-day programs and is publicizing the Quality Rating Circle rating for every licensed program is providing an incentive to programs to participate.
- 2014-15 marked the first year that family child care homes could participate in ExceleRate. The number of participating homes increased to 19 during 2015-16 up from 17 in 2014-15. The Collaboration supported all of these providers in the process of outlining their improvement goals in order to obtain an ExceleRate score. Participating in ExceleRate is a daunting process for providers and we will continue to assist them. One provider earned a Bronze Circle of Quality, one level above the baseline of green or licensed and one program who participated closed in the spring of 2016.
- Centers/preschools report that they are working hard to maintain their level of quality and find the challenge of going to a higher level rating expensive and administratively challenging. Paying staff adequate wages in an environment when families are challenged by the costs of child care and when state supports are unreliable has added to the challenge. The Collaboration is focusing on keeping centers / preschools engaged and moving in incremental steps toward a higher level of quality.
- Unlicensed preschools and child care centers (16 total) – Montessoris, faith-based programs, programs housed in public schools and park district facilities – 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 has determined that it is more appropriate to focus on changes in the overall quality circle rating that centers, preschools and family child care providers receive from year to year. This 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, it will provide a more reliable indication of improvement. The many variables in play include 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, and parent engagement -- within one circle of quality -- all make incremental change a less reliable measure.
- 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. We will use INCCRRA's 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.



Collaboration for
Early Childhood
Strong Start, Bright Future

**Report on Contract Implementation Progress
to the IGA Governing Board
Period Covered by Report: 7/1/15 -6/30/16**

A. Summary of Activities

The Collaboration for Early Childhood is pleased to report on progress toward establishing an integrated early childhood system of high quality services and programs in our community during the period from July 1, 2015 through June 30, 2016. In this Annual Report to the IGA Governing Board, the Collaboration provides a summary of our work in five key areas:

1. Incorporating Developmental Screening in Early Childhood Care and

Health Provider Settings. We report on our efforts to engage all early learning providers in the Oak Park River Forest community in conducting developmental screenings of children from birth through age five years. During the last year, the Collaboration's Developmental Screening Coordinator provided training and support to 30 early childhood care and education and medical provider sites, up from 20 in the prior year. Because of these efforts, the Collaboration ensured that 1,508 children from birth through age 5 years received developmental screenings and 1,310 children received Social-Emotional screenings. In addition, our Hearing and Vision Screening program provided screenings to 1,311 children aged three to five years.

2. Providing Information and Support for Families of Infants and Children

The Collaboration summarizes our efforts to help parents shape and promote their children's optimal development. In January 2016, the Collaboration began working with Easterseals (through their Oak Park office) to provide the Partnering with Parents program in Oak Park River Forest community. This program supports parents with children prenatally to three years of age through home visiting and group activities. Parents grow as their child's first teacher, build parent-to-parent connections, and receive referrals and linkages to other supports and services as needed. Over the course of the year, 72 families participated in the two agencies home visiting programs funded through their contracts with the Collaboration.

3. Conducting Professional Development for Early Care Providers and Promoting High Quality Public Preschool Programs.

We discuss training activities at our Annual Symposium held on February 27, 2016, "Turning Obstacles into Opportunities: Navigating the Tough Stuff," and other professional development and continuing education programs. We describe our work training early learning professionals on *Creative Curriculum*. In addition, we document our work assisting family childcare providers applying for credentials through Illinois's system and describe the ways in

which we have supported the publicly funded preschools in terms of outreach, instruction and assessment.

4. Building and Implementing a Unified Early Childhood Database.

We provide an update on our work with Chapin Hall over the past two years to measure our progress on contractual benchmarks and to utilize the data to inform our work and that of our partners. We also describe our plans to engage in deeper analyses of an unprecedented wealth of information about children and early childhood programs in our community.

Finally, we summarize efforts to strengthen the Collaboration's internal operations, and provide an outline of work plans for 2016-2017.

B. Key Activities from July 1, 2015 – June 30, 2016

Developmental Screening and Referral System: Our Work to Ensure Early and Periodic Screenings for All Children in the Community

Early identification of developmental delays, coupled with effective intervention, allows children to maximize their learning potential. The American Academy of Pediatrics 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 early care providers and medical 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.

What the Collaboration has done to increase early and periodic screenings in our community:

- The Collaboration expanded the reach of developmental screening work from 20 sites in 2015 to 30 sites in 2016. Included in the 30 sites are 16 child care centers and preschools, 11 family child care providers, one social service agency, and three medical practices.
- All 30 providers implemented a formal developmental screening program using the web-based Ages and Stages Questionnaire-3 (ASQ-3) and Ages and Stages Questionnaire: Social Emotional, 2 (ASQ:SE-2).
- Fifteen staff members from the 10 new sites participated in 15 hours of training on implementing a successful screening program. The Collaboration's Developmental Screening Coordinator provided up to six hours of technical support each month to the 10 new participating sites and up to two hours per month to the sites that participated in the program the prior year. The three medical practices each received 15 hours of technical support during the year to help ensure successful implementation.
- The participating early learning and medical programs achieved a 77% completion rate for the ASQ-3, with 1,508 out of a possible 1,913 children completing developmental screenings. The

participating programs achieved a 72% completion rate for the ASQ: SE-2 (social and emotional screening), with 1,310 out of a possible 1,813 children completing social-emotional screenings.

- The Collaboration also provided 1,311 children with hearing vision screenings at 35 childcare and preschool sites in Oak Park and River Forest.
- The Collaboration's Development Screening Coordinator has worked closely with providers this year to ensure that they document follow-up referrals for children whose screenings indicate a need for extra support. The Collaboration is collecting data on how many children are referred to Early Intervention services, Early Childhood Special Education, medical providers, or private therapists.
- The Collaboration offered five workshops to participating providers aimed at increasing their familiarity and comfort with referral processes to Early Intervention and Early Childhood Special Education services for children with identified needs. The workshops also provided strategies and information to providers about ways to best support children with mild delays in their classrooms. Workshops topics included: Social-Emotional/Behavioral Development, Sensory Integration and Fine Motor Intervention - Information and Strategies You Can Use, Communication Challenges Impact of Stress and Trauma in Early Childhood ADD/ADHD/Autism Spectrum Disorder.
- The Collaboration also hosted two educational meetings with pediatricians' practices to provide information and resources on making referrals to early childhood special education and supporting parents and children in building social emotional resiliency in early childhood. Topics addressed at these Physicians Network Breakfast meetings included: "Thriving through Early Childhood: Building Social-Emotional Resiliency," and "Helping Doctors and Families Navigate Support Services for Children Ages 3-5."

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 contract with Parenthesis Family Center ended December 31, 2015. On that date, Parenthesis reported that 56 families were actively engaged in the Parents as Teachers Program. In addition, Parenthesis reported more than 900 contacts with parents of very young children through an array of activities. Of the 900 contacts, 490 consisted of information packets distributed at outreach activities and events.
- The Collaboration transitioned the home visiting portion of the contract to Easterseals and the Partnering with Parents program began in late January. From January 1 through June 30, 2016, Easterseals has established good working relationships with many providers across the Oak Park and River Forest community. The Oak Park Regional Housing Center has agreed to distribute brochures about the Partnering with Parents program to renters known to have very young children and to ask apartment building owners to place posters up in their common

areas. Easterseals has also identified and begun work with faith-based organizations, and has met with District 97's social workers, psychologists and nurses to inform them about the home visiting program and encouraged them to refer families with whom they work who have infants and toddlers that they believe would benefit from this service. Twelve families were involved in the program at the end of June.

- Parenthesis's retention of the 56 families actively engaged in Parents as Teachers at the end of the Contract with the Collaboration impacted the work plan between the Collaboration and Easterseals. Easterseals' caseload is lower than anticipated when the contract was executed because Parenthesis families were not transitioned. We also experienced a setback with data collection for the home visiting program. While Easterseals, as our new contractor, is providing information about all of the families they work with, we were unable to secure a data sharing agreement with Parenthesis for the families they serve in home visiting programs, including those who had been served under our contract with them. The Collaboration plans to work over the course of the next year to see if we can enact an information sharing agreement that is mutually beneficial. Additionally, the Collaboration is working to expand its current information-sharing agreement with Hephzibah to include the families they are serving in Early Head Start.
- The Collaboration hired a consultant, Jeanna Capito, to help us restructure our Parenting Resource Program. She provided expertise to a committee that is guiding the re-development process; she facilitated eight focus groups, prepared, distributed and analyzed a survey completed by 444 parents/guardians to better understand the needs of families with very young children. She also conducted a community scan including key stakeholder interviews to ensure knowledge of the resources currently available and the development of a strategy to address unmet needs. The report is complete and is in the review process with the Collaboration. One key strategy going forward will be to involve multiple Collaboration partners in the delivery of the identified services, rather than relying on one agency to implement the Parenting Resource Program.
- The Collaboration launched a re-designed website in September 2015 to provide a more vibrant and useful resource for parents and early learning and care providers. The redesign included increased postings on social media.
- The Collaboration published our 2016-2017 edition of the Early Childhood Resource Directory in January 2016. By June 30, 2016 we had distributed more than 10,000 copies.
- On November 12, 2015, the Collaboration worked with several local sponsors, including Oak Park Public Library, River Forest Public Library, OPRF Community Foundation, and The Book Table, to host a talk by Dr. Dana Suskind, M.D., author of Thirty Millions Words: Building a Child's Brain. Despite inclement weather, the event was well-attended at a packed Holmes School auditorium.

3. Professional Development and Public Preschool Coordination

This year, the Collaboration conducted the following professional development activities:

- At our 13th Annual Symposium on February 27, 2016, "Turning Obstacles into Opportunities: Navigating the Tough Stuff," the Collaboration hosted 365 early childhood teachers, developmental therapists, teaching assistants, directors and early elementary school teachers. At 28 workshops, we provided a variety of innovative methods and information on supporting every child's learning needs. Holly Elissa Bruno, MA, JD, an educator, author, attorney and radio host, delivered the keynote address, "Play's the Thing: Using Humor and Fun to Uplift Your Workplace." Attendees earned up to five professional development hours, approved by Early Intervention (EI), ISBE, and Early Childhood Gateways Registry.
- The Collaboration's Professional Development Coordinator providing a series of trainings on *Creative Curriculum*, a comprehensive research based program that promotes best practices in early learning settings and meets the criteria for use established by the Illinois State Board of Education. Ninety-four early learning professionals attended seven workshops focused on three content areas: Creative Arts, Science, and Mathematics. Attendees earned two hours of professional development credit for each workshop. Participants who attend 16 hours of *Creative Curriculum* trainings receive one Gateways credential point (equivalent to one college credit hour)
- Our Professional Development Coordinator helped sixteen family childcare providers and three family childcare assistants apply for Illinois's new Family Child Care Credential (FCC), which was unveiled in July 2016. The FCC is the first step that family child care providers need to complete in order to engage in Illinois's ExceleRate Quality Rating and Improvement System.
- The Collaboration also provided staff development and workshops to the faculty at two publicly funded preschools. At one site, a consultant provided weekly training on implementation of Creative Curriculum, tying lessons to specific Early Learning Standards and using GOLD assessment scores to modify the curriculum to better meet children's needs. At the second site, a consultant observed staff and made recommendations for a workshop for parents and teachers; they developed tools to guide work and language used during class time.
- 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 helped staff use assessments and tailor instruction to meet individual children's needs.
- The Collaboration continued to support Roundtables for childcare directors (12 regular participants) and family childcare providers (10 regular participants). These bimonthly meetings provide two-hours of Gateways Registry-approved professional development credit.

4. Unified Early Childhood Database

- The Collaboration worked with Chapin Hall this past year to issue two reports using the data collected and linked in the Unified Early Childhood Database. The first report in September 2015 identified progress targets for both data collection and outcome measures and

the activities that would support the progress. The second report issued in February 2016 provided a second data point for the 11 outcome indicators incorporated in the contract.

- The Collaboration worked with Chapin Hall to develop a research agenda, drawing from the wealth of data we are collecting in the Unified Early Childhood Database. This work will help us understand how different variables affect our progress towards creating a coordinated system of early childhood programs and supports. The Measurement and Evaluation Committee has reviewed and approved our research agenda.
- We reviewed the data we received from District 97 with the District and Chapin Hall to ensure that it provides the data needed for a robust longitudinal study. We adopted the new data list this past spring.
- We have worked with Chapin Hall to ensure that Collaboration staff can now run reports directly from our CiviCRM database. This has provided us with more independence and timeliness in gathering information about the children enrolled in publicly-funded preschool programs.

5. The Collaboration's Organizational Growth and Increased Visibility

As our work gains recognition, the Collaboration is increasingly involved with state and regional efforts to improve early childhood systems.

- The Collaboration is well-represented on state committees focused on early childhood issues, professional development, community systems development, and systems integration and alignment.
- The Collaboration's Developmental Screening Coordinator was asked to join the Early Childhood Subcommittee of the Illinois Children's Mental Health Partnership.
- The Collaboration's Executive Director, Professional Development Training Consultant, and Board Chair met with Elizabeth Rothkopf of the Governor's Office of Early Childhood Development to discuss birth to grade 3 alignment of expectations, curriculum, and instruction between early childhood providers and school systems. Birth to three alignment is a new effort on the part of ISBE and the Office of Early Childhood Development. The Collaboration was happy to share our expertise in this area.

PLANS FOR 2016-2017

Developmental Screening

1. Expand the ASQ-3 developmental screening program to a minimum of three additional sites. Continue to provide technical support and consultation to the 30 sites already participating in the project with a focus on increasing the number of completed screens and the number of referrals and follow up with children whose screenings indicate a need for further assessment. Coordinate outreach and information to families to increase understanding of the importance of developmental screening. Additionally, we expect the number of sites to grow in smaller

increments each year so we are exploring a hybrid (self-paced online and face-to-face) training modules to allow programs to complete training modules throughout the year and begin to screen with new enrollment or at the next structured developmental screening round.

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

1. Continue to work with local, regional and state partners to identify methods for identifying families with children under kindergarten age, newborns, and strategies that promote voluntary provision of this information to the Collaboration. Finding newborns and infants continues to be the biggest challenge.
2. Expand the number of families actively engaged in the home visiting program offered by Easterseals to 35-40, 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.
3. Continue to identify and implement creative strategies for outreach to families with infants and toddlers that meet eligibility criteria for home visiting and to establish a coordinated intake approach to among agencies that are in a position to make referrals to home visiting programs.
3. Closely monitor Easterseals' implementation of the home visiting program 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.
4. Adopt the Parenting Resource Program strategic framework and implement prioritized objectives in conjunction with the Parenting Resource Program Guidance Committee
5. Continue to promote the website and increase the number of connections to our social media outlets to promote increased use as a resource for parents and early childhood providers.

Professional Development and Publicly Funded Preschool Coordination

1. Promote and support the participation of up to 35 family child care providers and child care and preschool staff in the Illinois Credential Program.
2. Build on the *Creative Curriculum* Training series by offering a training series of 6-10 workshops that use the Learning Studies and Project Approach Component of Creative Curriculum. Project Approach is a method of teaching that incorporates all learning areas: literacy and communication, problem solving and math, technology, the arts and social emotional. The focus of the trainings will be to identify social-emotional learning objectives and integrate strategies to support these objectives into all learning activities.
3. Offer a symposium, "Here and Now: Respecting Early Childhood" on February 25, 2017.
4. Promote strategies with the Publicly Funded Preschool sites to find and enroll children with the highest needs in Head Start and Preschool for All. Explore a community organizing approach to the outreach and determine if it is a viable method for finding children under age five whose families are not yet connected in a meaningful way to the Oak Park River Forest community.

5. Support the Preschool for All Programs in the spring 2017 re-competition process for contracts.
6. 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. Establish strategies and targets for making progress on benchmarks.
2. Complete the development of a user-friendly front-end interface for use by Collaboration staff.
3. Continue to transfer and link data across multiple data sources.
4. Develop a stronger profile of children under age five using the information from SNAP, TANF, CCAP, EI and WIC.
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. Effectively use our new communications infrastructure to further 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.

**Collaboration for Early Childhood
 Balance Sheet
 As of June 30, 2016**

	Jun 30, 16
ASSETS	
Current Assets	
Checking/Savings	
1100 - Cash	
1125 - Community Bank Non-Prof Checkg	340,082.83
1151 - Community Bank Money Mkt	681,115.79
1152 - PayPal	4,166.69
Total 1100 - Cash	1,025,365.31
Total Checking/Savings	1,025,365.31
Accounts Receivable	
1600 - Pledge Receivable	
1610 - Discounted Pledge Receivable	-1,409.58
1600 - Pledge Receivable - Other	20,000.00
Total 1600 - Pledge Receivable	18,590.42
1500 - Accounts Receivable (1)	9,245.40
Total Accounts Receivable	27,835.82
Other Current Assets	
1310 - Prepaid Insurance	
1311 - Workman's Comp	2,137.35
1312 - D&O Insurance	956.55
1313 - Gen Liability	3,253.70
1310 - Prepaid Insurance - Other	268.52
Total 1310 - Prepaid Insurance	6,616.12
1130 - Charles Schwab Account	19,193.27
1499 - Undeposited Funds	716.38
Total Other Current Assets	26,525.77
Total Current Assets	1,079,726.90
Fixed Assets	
1400 - Furniture & Fixtures	871.15
1401 - Office & Computer Equipment	14,510.78
1410 - Less Accumulated Depreciation	-5,702.00
Total Fixed Assets	9,679.93
Other Assets	
1153 - First NonProfit	
1155 - Unemployment Insurance Reserves	900.00
1154 - Unemployment Insurance Fund	3,600.00
1156 - First Nonprofit Investment Inc.	245.56
Total 1153 - First NonProfit	4,745.56
1700 - Database (2)	105,266.00
Total Other Assets	110,011.56
TOTAL ASSETS	1,199,418.39
LIABILITIES & EQUITY	
Liabilities	
Current Liabilities	

Collaboration for Early Childhood Balance Sheet As of June 30, 2016

	Jun 30, 16
Accounts Payable	
2000 - Accounts Payable (3)	63,818.76
Total Accounts Payable	63,818.76
Credit Cards	
2160 -Chase Credit Card 4()	9,057.43
Total Credit Cards	9,057.43
Other Current Liabilities	
2120 - Accrued Vacation	4,329.88
2150 - Accrued Wages (5)	8,358.06
2100 - Payroll Liabilities (6)	3,782.88
Total Other Current Liabilities	16,470.82
Total Current Liabilities	89,347.01
Long Term Liabilities	
2125 - Lexmark Copier/Printer Lease	3,628.96
Total Long Term Liabilities	3,628.96
Total Liabilities	92,975.97
Equity	
1140 - Designated Health Insurance	16,000.00
1150 - Board Designated Legal Fund	17,000.00
1160 - Designated Database Funds	52,100.00
1170 * Home Visiting Fund	10,000.00
9999 - Compilation Adj To Reconcile	30.00
1110 - Unrestricted Net Assets (R/E)	414,448.43
1502 - Temporarily Restricted Net Assets	29,585.94
Net Income	567,278.05
Total Equity	1,106,442.42
TOTAL LIABILITIES & EQUITY	1,199,418.39

Notes:

1. Accounts receivable includes \$1,000 for the Dana Suskind event and payment from District 97 and the Day nursery to reimburse the Collaboration for the preschool GOLD Assessment subscriptions for the children in their programs.
2. \$18,069 was added through the payments on the development and maintenance of the database in 2015-2016 and recorded on the balance sheet per the auditor's instructions. A depreciation amount for 2015 will be determined as a result of the auditing process
3. Accounts payable includes all invoices received with a June 2016 date on them but paid in July.
4. The Chase credit card included the total bill received in June and additional charges made during the last two weeks in June. The latter were part of the July bill but charged to the fiscal year 2015-2016. Charges during the last two weeks in June include the purchase of 2 desks, chairs and a book case for the new office and file cabinets for both offices, the cost for Fitzgerald's, food for training and the regular monthly bills for Comcast, storage locker, Ring Central etc.
5. Accrued wages reflect the amount earned by the staff in June but paid in July -- one day short of a full pay period.

**Collaboration for Early Childhood
Balance Sheet
As of June 30, 2016**

Jun 30, 16

6. Payroll liabilities are payroll taxes for the month of June that are paid after the close of the month.

Collaboration for Early Childhood Profit & Loss Budget vs. Actual July 2015 through June 2016

	Jul '15 - Jun 16	Budget	% of Budget
Ordinary Income/Expense			
Income			
4000 · Public Support			
4010 · Individual Contributions	79,547.84	78,000.00	101.98%
4020 · Foundations	14,000.00	15,000.00	93.33%
4030 · Corporate Income	2,292.79	3,000.00	76.43%
4040 · Organizational Donations	30,367.42	29,000.00	104.72%
4060 · Fees	10,148.82	10,000.00	101.49%
4080 · Fundraising Event	11,712.00	4,000.00	292.8%
4095 * Donated Services	595.00	0.00	100.0%
Total 4000 · Public Support	148,663.87	139,000.00	106.95%
4200 · Government Contracts			
4210 · Village of Oak Park	338,100.00	338,100.00	100.0%
4220 · Oak Park Township	10,400.00	10,400.00	100.0%
4225 · OP Community Mental Health Brd	1,910.44		
4230 · District 97	488,367.00	488,367.00	100.0%
4240 · District 200	425,756.00	425,756.00	100.0%
4250 · Park District of Oak Park	6,500.00	6,500.00	100.0%
4255 · River Forest Library	250.00		
4260 · Oak Park Library	1,700.00	1,300.00	130.77%
4280 · Illinois Dept of Public Health	4,557.00	0.00	100.0%
Total 4200 · Government Contracts	1,277,540.44	1,270,423.00	100.56%
4800 · Bank Interest	961.30	500.00	192.26%
4910 · Misc Income	2,320.49	1,000.00	232.05%
4990 · Temporarily Restricted Net Asst			
4991 · Released From Temporarily Restr (1)	55,000.00	83,600.00	65.79%
Total 4990 · Temporarily Restricted Net Asst	55,000.00	83,600.00	65.79%
Total Income	1,484,486.10	1,494,523.00	99.33%
Gross Profit	1,484,486.10	1,494,523.00	99.33%
Expense			
5000 · Wages			
5001 · Executive Director	84,485.53	83,797.00	100.82%
5002 · Administrator	35,233.35	38,250.00	92.11%
5003 · Prof. Development Coordinator	66,784.14	61,326.00	108.9%
5004 · Clerical Support	5,517.01	9,000.00	61.3%
5007 · Developmental Screening Coordin	52,420.17	52,020.00	100.77%
5005 · Payroll Expenses-Taxes	18,699.68	19,575.00	95.53%
5006 · Employee Benefits	14,085.19	37,000.00	38.07%
Total 5000 · Wages	277,225.07	300,968.00	92.11%
5100 · Contracted Services			
5115 · Home Visiting Program (2)	341,434.94	540,000.00	63.23%
5110 · Training Specialist (3)	14,125.00	25,000.00	56.5%
5120 · Grantwriter	9,340.00	25,000.00	37.36%
5130 · Bookkeeper	11,452.50	15,000.00	76.35%

Collaboration for Early Childhood Profit & Loss Budget vs. Actual July 2015 through June 2016

	Jul '15 - Jun 16	Budget	% of Budget
5140 · Outreach Worker	2,086.00	10,000.00	20.86%
5170 · Donor Development	13,923.00	18,000.00	77.35%
5210 · Program Facilitators	7,747.50	13,000.00	59.6%
5215 · Database Development/Analyst (4)	84,392.45	108,600.00	77.71%
5220 · Accounting/Audit	9,440.00	15,000.00	62.93%
5230 · General Consulting	4,445.00	8,000.00	55.56%
5245 · Compu Consultant/Tech Support	2,830.00	8,000.00	35.38%
5250 · Legal Fees	0.00	12,000.00	0.0%
5260 * In Kind Consulting	595.00	0.00	100.0%
5270 · Audiology Technician	14,535.30	18,000.00	80.75%
5275 · Data Management	10,170.00	30,000.00	33.9%
5280 · Web Development	5,530.00	9,000.00	61.44%
5285 · Graphic Design	3,995.00	8,000.00	49.94%
5290 · Communications	18,759.94	25,000.00	75.04%
Total 5100 · Contracted Services	554,801.63	887,600.00	62.51%
5300 · Insurance			
5315 · Dishonesty Assurity	421.65	450.00	93.7%
5314 · Volunteer Accident Insurance	420.00	420.00	100.0%
5305 · General Liability	7,328.10	9,000.00	81.42%
5310 · Directors and Officers	1,476.64	2,160.00	68.36%
5312 · Workers Comp Insurance	1,546.43	2,400.00	64.44%
5313 · Unemployment Insur Prg Fees	603.50	5,000.00	12.07%
Total 5300 · Insurance	11,796.32	19,430.00	60.71%
5500 · Operating Expenses			
5511 · Childcare for Programs	88.00	0.00	0.0%
5501 · Service Charges	465.30	1,000.00	46.53%
5503 · Program or Workshop Supplies	15,522.35	12,000.00	129.35%
5504 · Program Food	12,241.47	15,000.00	81.61%
5505 · Office Supplies	6,553.76	5,000.00	131.08%
5506 · Site Rental	1,708.00	2,500.00	68.32%
5508 · Office Equipment	474.25	2,200.00	21.56%
5509 · Payroll Processing	406.99	302.00	134.77%
Total 5500 · Operating Expenses	37,460.12	38,002.00	98.57%
6100 · Telephone/Telecommunications			
6101 · Telephone	4,265.17	5,395.00	79.06%
6103 · Webhosting	900.00	3,220.00	27.95%
6105 · Internet	1,003.40	1,400.00	71.67%
Total 6100 · Telephone/Telecommunications	6,168.57	10,015.00	61.59%
6201 · Postage and Delivery	1,709.80	3,000.00	56.99%
6250 · Printed Materials			
6251 · Printing/Film Development	14,820.62	18,000.00	82.34%
6252 · Subscriptions & Dues	988.95	800.00	123.62%
6250 · Printed Materials - Other	42.00		
Total 6250 · Printed Materials	15,851.57	18,800.00	84.32%

Collaboration for Early Childhood Profit & Loss Budget vs. Actual July 2015 through June 2016

	Jul '15 - Jun 16	Budget	% of Budget
6290 - Rent	4,109.00	7,500.00	54.79%
6291 - Computer Hardware & Software	2,262.06	3,500.00	64.63%
6300 - Staff Volunteer Development			
6310 - Staff/Volunteer Travel	1,546.87	5,000.00	30.94%
6320 - Staff/volunteer Training	460.24	2,500.00	18.41%
6340 - Staff/Volunteer Recognition	425.82	500.00	85.16%
6300 - Staff Volunteer Development - Other	0.00		
Total 6300 - Staff Volunteer Development	2,432.93	8,000.00	30.41%
6400 - Licenses and Filing Fees	106.25	500.00	21.25%
6500 - Agency Advertising	1,351.69	4,000.00	33.79%
6600 - Special Event Costs	0.00	2,000.00	0.0%
6560 - Payroll Expenses	0.00		
6900 - Miscellaneous Expense	236.12	7,000.00	3.37%
Total Expense	915,511.13	1,310,315.00	69.87%
Net Ordinary Income	568,974.97	184,208.00	308.88%
Other Income/Expense			
Other Income			
4994 - Unrealzd gains (losses) on Invm	-113.42		
4992 - Carryover To Temporarily Restr	0.00	0.00	0.0%
Total Other Income	-113.42	0.00	100.0%
Other Expense			
7200 - Capital Expense	1,583.50	7,000.00	22.62%
Total Other Expense	1,583.50	7,000.00	22.62%
Net Other Income	-1,696.92	-7,000.00	24.24%
Net Income (5)	567,278.05	177,208.00	320.12%

Notes:

- Income released from temporarily restricted funds from included \$8,750 carried from the prior fiscal year from Grand Victoria grant, \$10,000 from the two-year grant received from Oak Park River Forest Community Foundation, \$35,000 from the two-year grant received from Grand Victoria Foundation and \$10,000 donation that had been pledged and now received by an anonymous donor. An anticipated use of \$20,000 from the Board Designated Database Fund was not required.
- Spending in this line item is significantly lower than budgeted due to the transition of the contract for home visiting to Easterseals in January 2016. Easter Seals has spent limited funds due to a slower start in service provision resulting from Parenthesis's retention of the families they had served through the contract with the Collaboration. Additionally a \$25,000 cash advance was used in the final payment to Parenthesis. Because of this, an adjustment to remove the advance on the contract was made to the Balance sheet in March and the offset on the asset was made on the income statement in March. The Collaboration suspended the parent support program intended to support every parent in Oak Park and River Forest in January while it worked to conduct a needs assessment and scan of resources and develop a framework for implementation that is shared among Collaboration partners. An agreement with District 97, District 200 and the Village of Oak Park requires that the unspent contract funds for this line item be returned to them after the audit for fiscal year 2015 - 2016.

**Collaboration for Early Childhood
Profit & Loss Budget vs. Actual
July 2015 through June 2016**

Jul '15 - Jun 16	Budget	% of Budget
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3. Expenditures in the training specialist line item are lower than anticipated due to the professional development coordinator delivering a number of trainings early in the fiscal year. A consultant was retained for this position in March in order to support increased need for training and coaching as the Early Childhood Education workforce needs to obtain higher levels for education and training in order to meet increased expectations in these areas.

4. Data Analyst expenditures reflect the payment to Chapin Hall. The balance of the costs (\$18,069) that are not shown in the expense report are recorded on the Collaboration's Balance Sheet. These are costs related to the development and maintenance of the Unified Early Childhood database and thus add to its value as an asset.

5. The Collaboration has an agreement with the Village of Oak Park and School district 97 and 200 who provide the greatest share of the funding under our contract with them, to return unspent contract funds after a formal audit.

**Collaboration for Early Childhood
 Balance Sheet
 As of August 31, 2016**

	Aug 31, 16
ASSETS	
Current Assets	
Checking/Savings	
1100 - Cash	
1125 - Community Bank Non-Prof Checkg	231,032.54
1151 - Community Bank Money Mkt	681,231.18
1152 - PayPal	100.00
Total 1100 - Cash	912,363.72
Total Checking/Savings	912,363.72
Accounts Receivable	
1600 - Pledge Receivable	
1610 - Discounted Pledge Receivable	-1,409.58
1600 - Pledge Receivable - Other	20,000.00
Total 1600 - Pledge Receivable	18,590.42
1500 - Accounts Receivable	214,937.33
Total Accounts Receivable	233,527.75
Other Current Assets	
1310 - Prepaid Insurance	
1311 - Workman's Comp	1,726.75
1312 - D&O Insurance	704.21
1313 - Gen Liability	1,224.50
1310 - Prepaid Insurance - Other	193.10
Total 1310 - Prepaid Insurance	3,848.56
1130 - Charles Schwab Account	19,193.27
Total Other Current Assets	23,041.83
Total Current Assets	1,168,933.30
Fixed Assets	
1400 - Furniture & Fixtures	871.15
1401 - Office & Computer Equipment	14,510.78
1410 - Less Accumulated Depreciation	-5,702.00
Total Fixed Assets	9,679.93
Other Assets	
1153 - First NonProfit	
1155 - Unemployment Insurance Reserves	950.00
1154 - Unemployment Insurance Fund	3,800.00
1156 - First Nonprofit Investment Inc.	245.56
Total 1153 - First NonProfit	4,995.56
1700 - Database	105,266.00
Total Other Assets	110,261.56
TOTAL ASSETS	1,288,874.79
LIABILITIES & EQUITY	
Liabilities	
Current Liabilities	
Accounts Payable	

Collaboration for Early Childhood Balance Sheet As of August 31, 2016

	Aug 31, 16
2000 - Accounts Payable (1)	2,855.66
Total Accounts Payable	2,855.66
Other Current Liabilities	
2120 - Accrued Vacation	4,329.88
2100 - Payroll Liabilities (2)	686.68
Total Other Current Liabilities	5,016.56
Total Current Liabilities	7,872.22
Long Term Liabilities	
2125 - Lexmark Copier/Printer Lease	3,281.74
Total Long Term Liabilities	3,281.74
Total Liabilities	11,153.96
Equity	
1140 - Designated Health Insurance	16,000.00
1150 - Board Designated Legal Fund	17,000.00
1160 - Designated Database Funds	52,100.00
1170 - Home Visiting Fund	10,000.00
9999 - Compilation Adj To Reconcile	30.00
1110 - Unrestricted Net Assets (R/E)	981,726.48
1502 - Temporarily Restr Net Assets	29,585.94
Net Income (3)	171,278.41
Total Equity	1,277,720.83
TOTAL LIABILITIES & EQUITY	1,288,874.79

1. Accounts payable includes bills dated August 31 or earlier that were paid in September.
2. Payroll taxes for August paid during September.
3. Net income is the cumulative income from July and August (amount found on the Year to Date Budget-to-Actual report).

Collaboration for Early Childhood July 1, 2016 - June 30, 2017 Budget to Actual Comparison Report

	Aug 16	Jul - Aug 16	Budget	% of Budget
Ordinary Income/Expense				
Income				
4000 - Public Support				
4010 - Individual Contributions	1,113.76	1,823.46	72,000.00	2.53%
4020 - Foundations	0.00	0.00	50,000.00	0.0%
4030 - Corporate Income	0.00	0.00	3,000.00	0.0%
4040 - Organizational Donations	384.00	17,884.00	12,500.00	143.07%
4060 - Fees	0.00	0.00	10,000.00	0.0%
4080 - Fundraising Event (1)	0.00	-40.00	8,000.00	-0.5%
4090 - In-Kind Donations	0.00	0.00	0.00	0.0%
4095 - Donated Services	0.00	0.00	0.00	0.0%
Total 4000 - Public Support	1,497.76	19,667.46	155,500.00	12.65%
4200 - Government Contracts (2)				
4290 - State of Illinois - ECAP	0.00	0.00	0.00	0.0%
4210 - Village of Oak Park	0.00	57,758.67	346,552.00	16.67%
4220 - Oak Park Township	0.00	0.00	10,600.00	0.0%
4225 - OP Community Mental Health Brd	0.00	0.00	0.00	0.0%
4230 - District 97	0.00	83,429.33	500,576.00	16.67%
4240 - District 200	0.00	72,733.33	436,300.00	16.67%
4250 - Park District of Oak Park	0.00	0.00	6,500.00	0.0%
4255 - River Forest Library	0.00	0.00	0.00	0.0%
4260 - Oak Park Library	0.00	0.00	1,400.00	0.0%
4280 - Illinois Dept of Public Health	0.00	0.00	0.00	0.0%
Total 4200 - Government Contracts	0.00	213,921.33	1,301,928.00	16.43%
4800 - Bank Interest	60.02	120.53	500.00	24.11%
4910 - Misc Income	139.00	139.00	1,000.00	13.9%
4990 - Temporarily Restricted Net Asst				
4991 - Released From Temporarily Restr	0.00	0.00	18,750.00	0.0%
Total 4990 - Temporarily Restricted Net Asst	0.00	0.00	18,750.00	0.0%
Total Income	1,696.78	233,848.32	1,477,678.00	15.83%
Gross Profit	1,696.78	233,848.32	1,477,678.00	15.83%
Expense				
5000 - Wages				
5001 - Executive Director	6,692.30	10,360.74	87,000.00	11.91%
5002 - Administrator	2,307.70	3,576.93	30,000.00	11.92%
5003 - Prof. Development Coordinator	4,117.70	6,380.40	54,000.00	11.82%
5004 - Clerical Support	0.00	29.23	9,090.00	0.32%
5007 - Developmental Screening Coordin	4,195.38	6,493.15	54,540.00	11.91%
5005 - Payroll Expenses-Taxes	1,324.46	2,053.29	18,239.00	11.26%
5006 - Employee Benefits	1,372.22	2,754.03	39,000.00	7.06%
Total 5000 - Wages	20,009.76	31,647.77	291,869.00	10.84%
5100 - Contracted Services				
5115 - Home Visiting Program (3)	225.00	225.00	410,089.00	0.06%
5110 - Training Specialist	2,800.00	5,600.00	47,000.00	11.92%

Collaboration for Early Childhood July 1, 2016 - June 30, 2017 Budget to Actual Comparison Report

	Aug 16	Jul - Aug 16	Budget	% of Budget
5120 - Grantwriter	560.00	1,500.00	30,000.00	5.0%
5130 - Bookkeeper	563.50	1,897.50	15,500.00	12.24%
5140 - Outreach Worker	0.00	1,001.00		
5170 - Donor Development	450.00	972.00	15,000.00	6.48%
5175 - Parent Support (4)	6,750.00	6,750.00	260,000.00	2.6%
5210 - Program Facilitators	0.00	0.00	12,000.00	0.0%
5215 - Database Development/Analyst (5)	0.00	0.00	80,000.00	0.0%
5220 - Accounting/Audit	0.00	275.00	15,000.00	1.83%
5230 - General Consulting	0.00	0.00	8,000.00	0.0%
5245 - Compu Consultant/Tech Support	118.75	118.75	12,000.00	0.99%
5250 - Legal Fees	0.00	0.00	12,000.00	0.0%
5260 - In Kind Consulting	0.00	0.00	0.00	0.0%
5270 - Audiology Technician	0.00	0.00	19,000.00	0.0%
5275 - Data Management (6)	0.00	1,830.00	30,000.00	6.1%
5280 - Web Development (7)	0.00	480.00	9,000.00	5.33%
5285 - Graphic Design	0.00	0.00	7,000.00	0.0%
5290 - Communications (8)	0.00	900.00	35,000.00	2.57%
5295 - Donated Services	0.00	0.00	0.00	0.0%
Total 5100 - Contracted Services	11,467.25	21,549.25	1,016,589.00	2.12%
5300 - Insurance				
5315 - Dishonesty Assurity	37.71	75.42	475.00	15.88%
5314 - Volunteer Accident Insurance	35.00	70.00	445.00	15.73%
5305 - General Liability	979.60	1,959.20	9,720.00	20.16%
5310 - Directors and Officers	126.17	252.34	2,000.00	12.62%
5312 - Workers Comp Insurance	0.00	410.60	2,700.00	15.21%
5313 - Unemployment Insur Prg Fees	205.30	147.50	5,000.00	2.95%
Total 5300 - Insurance	1,383.78	2,915.06	20,340.00	14.33%
5500 - Operating Expenses				
5511 - Childcare for Programs	0.00	0.00	0.00	0.0%
5501 - Service Charges	4.69	29.68	1,000.00	2.97%
5503 - Program or Workshop Supplies (9)	1,698.77	1,698.77	13,000.00	13.07%
5504 - Program Food	345.68	1,002.24	15,000.00	6.68%
5505 - Office Supplies	0.00	138.40	5,000.00	2.77%
5506 - Site Rental	30.00	30.00	2,500.00	1.2%
5508 - Office Equipment	0.00	0.00	2,200.00	0.0%
5509 - Payroll Processing	10.50	29.75	450.00	6.61%
Total 5500 - Operating Expenses	2,089.64	2,928.84	39,150.00	7.48%
6100 - Telephone/Telecommunications				
6101 - Telephone	429.51	829.02	6,300.00	13.16%
6103 - Webhosting (10)	144.48	144.48	3,500.00	4.13%
6105 - Internet	84.90	169.80	2,000.00	8.49%
Total 6100 - Telephone/Telecommunications	658.89	1,143.30	11,800.00	9.69%
6201 - Postage and Delivery	57.45	57.45	3,400.00	1.69%

Collaboration for Early Childhood July 1, 2016 - June 30, 2017 Budget to Actual Comparison Report

	Aug 16	Jul - Aug 16	Budget	% of Budget
6250 - Printed Materials				
6251 - Printing/Film Development	235.43	808.35	16,000.00	5.05%
6252 - Subscriptions & Dues	0.00	551.44	800.00	68.93%
Total 6250 - Printed Materials	235.43	1,359.79	16,800.00	8.09%
6290 - Rent	343.00	686.00	7,500.00	9.15%
6291 - Computer Hardware & Software	69.00	138.00	4,000.00	3.45%
6300 - Staff Volunteer Development				
6310 - Staff/Volunteer Travel	43.74	53.03	5,500.00	0.96%
6320 - Staff/volunteer Training	0.00	0.00	5,000.00	0.0%
6340 - Staff/Volunteer Recognition	68.59	68.59	500.00	13.72%
Total 6300 - Staff Volunteer Development	112.33	121.62	11,000.00	1.11%
6400 - Licenses and Filing Fees	0.00	0.00	500.00	0.0%
6500 - Agency Advertising	0.00	0.00	6,000.00	0.0%
6600 - Special Event Costs	0.00	0.00	5,000.00	0.0%
6900 - Miscellaneous Expense	0.00	22.83	5,000.00	0.46%
Total Expense	36,426.53	62,569.91	1,438,948.00	4.35%
Net Ordinary Income	-34,729.75	171,278.41	38,730.00	442.24%
Other Income/Expense				
Other Expense				
7200 - Capital Expense	0.00	0.00	5,000.00	0.0%
Total Other Expense	0.00	0.00	5,000.00	0.0%
Net Other Income	0.00	0.00	-5,000.00	0.0%
Net Income	-34,729.75	171,278.41	33,730.00	507.79%

1. Karaoke4Kids attendee did not recognize the charge for his ticket and initiated a chargeback through his credit card. After explaining the charge, he said he canceled the chargeback request but PayPal had already removed \$40.00 from the account and, at the time of this report, had not returned the funds. We are following up with PayPal to resolve this issue.
2. The administrative body of the IGA Board, District 97, has been billed for the amount shown for District 97, District 200, and the Village of Oak Park. The Collaboration has not yet received payment.
3. Easterseals experienced a change in staff in the finance department and the Collaboration has not received an invoice for July or August (at the time of this report).
4. The expenses in this line are payments to the Parent Resource Program consultant.
5. Chapin Hall bills the Collaboration quarterly.
6. Invoices for these services in August have not yet been received.
7. Invoices for these services in August have not yet been received.
8. Invoices for these services in August have not yet been received.
9. The expenses in this line include the Teaching Strategies Project Approach - Infants and Toddler curriculum, and incentives for the early care and education workforce to complete the annual qualifications survey.
10. The expense in this line is a two year domain renewal for collab4kids.org/com/net.



Collaboration for
Early Childhood
Strong Start, Bright Future

MEMO

To: Governing Board for the Intergovernmental Agreement to Purchase Early Childhood Educational Services

From: Carolyn Newberry Schwartz, Executive Director, Collaboration for Early Childhood

Subject: Early Development Instrument (EDI)/ Transforming Early Childhood Community Systems (TECCS)

Date: September 21, 2016

The Erikson Institute has obtained significant funding from the McCormick Foundation to launch a pilot project involving a survey of children's development at a population level with several selected communities. They issued an RFP on August 26. The formal application is due on October 10 and we would take responsibility for putting it together. I have attached a one - page overview of the EDI.

The survey, Early Development Instrument (EDI), is completed by kindergarten teachers in January and provides a picture to the community about how children are developing and it also predicts health, education, and social outcomes. To obtain that picture, it is very important that as many schools as possible in a community participate. EDI results are reported at a population level as the percentage of children vulnerable in each of five domains. The pilot that Erikson is proposing comes with additional components that enable communities to tie children's developmental progress to their geographic location (down to block clusters within the census tracts) in order to understand the relationship between children's EDI results and other important factors that may influence their health and well-being (e.g. poverty rates, resident mobility, and the availability of community assets like preschools, family support providers, park district programs, libraries, and health providers).

The Collaboration is very interested in participating as a pilot community given its relevance to our work. We had discussed this as a possible opportunity that did not get fully realized with the IGA Governing Board in 2014. At that time, the group supported Oak Park's participation and had cited this type of study as one that could be supported through use of the reserve funds. We estimate the value of being selected as a pilot community at around \$100,000. We

would be expected to cover the costs related to the teacher time for training (2 hours) and completing the surveys. We estimated this cost at \$25,000 - \$28,000. District 97 has indicated that they are interested in the project and is working through a process to inform and receive feedback from kindergarten teachers before making a formal decision. I have approached District 90, Ascension Catholic School and St. Giles School. Ascension has indicated that they are interested and District 90 and St. Giles are considering whether it makes sense for them to be involved. District 97 and private schools would be expected to participate in a Pilot Team and we would encourage our other partners such as the Village, District 200, the Community Foundation, Park District and Library to participate as well

The Collaboration is enthused about the opportunity to participate in the pilot project. It provides a snapshot of the kindergarten population in its entirety, a picture that will not be provided through our database because it does not include the entire population of kindergarten children and different data sets are collected on children depending on the program they are enrolled in. The Collaboration believes that EDI/TECCS will also provide an important indicator for the Oak Park River Forest Community Foundation's Success of All Youth effort. Thus far, an indicator of children's development at kindergarten entry has not been identified. Districts 90 and 97 use different tools and the private schools may not use any tool to assess kindergarten readiness. The EDI would address this problem.

The Collaboration believes that this is an important opportunity to leverage additional resources into Oak Park and River Forest through the highly regarded Erikson Institute, and to integrate the effort with Success of All Youth. We ask the IGA Governing Board to approve the set aside of funds up to \$28,000 to support this project.