

Collaboration for Early Childhood  
Annual Report to the Governing Board  
2012-2013

Fiscal year 2012-2013 was a pivotal year for early childhood in Oak Park, with two notable milestones. In November the Collaboration hosted a widely attended lecture by Nobel Laureate James Heckman, who laid out the case for public investment in our youngest children. And in April the Collaboration entered into a contract with District 97, District 200 and the Village of Oak Park to create the infrastructure to provide every child birth to age five and family with high quality services to support their developmental needs.

The Collaboration gained recognition over the past year as an innovative model for integrating and expanding early childhood services. The executive director consulted with three other municipalities and presented at a state-wide conference on building collaborations to improve early childhood. The executive director and a board member presented a workshop on building collaborative systems at the Smart Start Conference in North Carolina in April 2013. Two Collaboration Board members worked as TA consultants to Illinois Action for Children's Early Childhood Action Partnership project. The Collaboration's executive director participated on a panel at "Early Childhood Education for the Future: The Creative Use of Public-Private Partnerships to Provide Cost-effective, High Quality School Readiness Programs" hosted by the Child Law and Education Institute of Loyola University Chicago School of Law on March 15, 2013.

The Collaboration's strategic plan served as the organizing framework for its work during 2012-2013. More than 60 agencies and family child care providers were involved with the Collaboration. The four primary strategies pursued by the Collaboration included the advancement of Professional Development, Parent Information and Support, Developmental Screening and High Quality Public Preschool Programs. The following are highlights from the past year.

**Professional Development:**

Key accomplishments:

- Became an Authorized Entity of the Illinois Gateways to Opportunity enabling our professional development trainings to be Illinois Registry approved in October 2012 (a member of the first group of agencies in the state to become entitled).
- Secured a grant from the Community Foundation of Oak Park and River Forest to develop and implement training at nine child care/preschool sites and four family child care homes on social-emotional development. The training series also included purchasing and providing support for administration of a developmental screen in the social-emotional domains for the children enrolled in the nine centers — the Ages and Stages Questionnaire: Social-Emotional. Through this effort:
  - ✓ 208 hours of registry-approved trainings have been awarded to staff at nine centers (including Park District preschools) and four family child care providers. Training was focused on knowledge and implementation of Ages and Stages Questionnaire: Social-Emotional assessment tool. Along with the training, these programs are

receiving 430 hours of mentoring to develop a system to use the tool in their programs. The centers and family child care providers also received coaching in the Illinois Quality Rating System to achieve a level score as an indicator of quality. The Collaboration anticipates that all participants will submit applications for either a new rating or a first time score by December 2013.

- ✓ 602 hours of registry-approved training were awarded to staff at nine centers and four family child care providers around social emotional development using Creative Curriculum, which is also supported with the mentoring hours.
- ✓ 92 early childhood staff from 12 center-based programs and 16 family child care provider homes were awarded 184 registry approved hours for the training received through the workshop designed to provide them with information and strategies to help parents utilize the “Watch and Help Me Grow” guidebook including the Park District preschools.

#### • **Symposium**

The 2013 Symposium, *Community: Building Relationships in Early Childhood* was held February 23, 2013, at Percy Julian Middle School, with nearly 400 early childhood educators, care providers and community members participating. Through funding support from the Oak Park Public Library, Community Foundation of Oak Park River Forest, Oak Park Elementary Schools District 97, and District 97 PTOs, and by leveraging tremendous volunteer resources in the community, receipt of in-kind contributions of space, janitorial and technical support from District 97, and breakfast fare from Whole Foods, the Collaboration was able to offer a high-quality learning and networking opportunity at low cost to this broad-based audience. The Symposium featured 19 different workshops and a keynote address by Dr. Marie Masterson. Dr. Masterson is on the faculty of Dominican University in River Forest. Child care workers, preschool teachers and classroom aides received up to four and a half hours of in-service credits toward the 15-hour professional development requirement.

- During the 2012 school year, through the Collaboration’s Professional Development Advising:
  - ✓ Spring 2012, 8 individuals obtained 33 college credit hours
  - ✓ Summer 2012, 4 individuals obtained 14 college credit hours
  - ✓ Fall 2012, 11 individuals obtained 48 college credit hours
- Continued to offer the Directors Roundtable for [how many?] preschool and child care directors. The Roundtable provides a forum for professional development for directors, shared problem solving, and information exchange. Provided a roundtable for family child care providers focused on meeting their professional growth needs. Twenty-five family child care providers regularly participate in this activity.

#### **Developmental Screening and Parent Support:**

- Conducted hearing and vision screenings for more than 1,100 children (including all children enrolled in Park District preschool programs) and achieved an 86% completion rate for children referred for additional assessments and services.
- Produced and distributed a guidebook for parents on early childhood development titled “Watch and Help Me Grow: Developmental Milestones Birth to Five,” Created a web page for parents to access the information and learn of other resources.

- Secured support of the Governor’s Office of Early Childhood (OECD) in the development of a model-fidelity home visiting program and parent support program Request for Proposal. OECD has provided the Collaboration and its contractor with its database for program monitoring and service delivery.
- Developed and hosted a workshop for parents on developmental milestones and accessing early intervention and early childhood support services.
- Hosted two Physicians Breakfast meetings, each attended by 35 family practice physicians and pediatricians. The topics included the use of motivational interviewing to address childhood obesity and sleep issues in early childhood.

### **Public Preschool Coordination**

- Identified and enrolled 21 children from hard to reach families in publicly funded preschool programs for at-risk children for the academic year 2013-2014.
- Worked with District 97 to help ensure accurate collection of information about children’s early learning experiences at kindergarten registration as part of the effort to establish baseline data about children’s kindergarten readiness.
- Continued to develop and improve a database that supports the work of the publicly funded preschools. Began to use the database to guide program improvements.
- Provided ongoing technical support for curriculum development and improvement at each public preschool site and professional development.
- Promoted, supported and monitored inter-rater reliability training for the Teaching Strategies GOLD assessment system.



Collaboration for  
Early Childhood  
*Strong Start, Bright Future*

Report to the Governing Board for the Intergovernmental Agreement  
Pertaining to Early Childhood Services  
November 20, 2013

This report focuses on the primary efforts to expand programs described in the Scope of Services under the Contract for Early Childhood Services (Contract) in the period beginning July 1, 2013.

Two initiatives were prioritized during the discussions leading up to the signing of the Intergovernmental Agreement (IGA) and the Contract on April 24, 2013.

1. Implementing a research-based and evidence-informed home visiting program for at-risk children ages birth to three and their parents, and a wide-reaching parent support program for all families with children ages birth to three; and
2. Developing a unified early childhood database to increase understanding of Oak Park and River Forest's youngest children, monitor program delivery and assess impact.

Significant progress has been made in both of these areas over the past four and one-half months.

#### Home Visiting and Parent Support Programs

In mid-October, the Collaboration awarded the contract for providing the Parents as Teachers program to families meeting risk criteria and parents support programs to all families living in Oak Park and River Forest to Parenthesis Family Center. For the past 33 years, Parenthesis Family Center has provided a host of services to families to help strengthen family bonds and promote the development of parents and young children by affirming the parent/child relationship, improving parenting skills, and alleviating family isolation. Parenthesis provides a host of services to the community from workshops, to peer group meeting sessions with clinical social worker support. Parenthesis currently provides assistance to teen parents and single parents through the Parents as Teachers home visiting program to support the educational growth of both the child and family. Parenthesis continues to maintain the original intent by continuing to host an open "drop in" program for community parents, allowing for age-appropriate educational activities for children while parents seek peer support and respite.

The Collaboration also entered into a contract with the Birth to Three Institute of the Ounce of Prevention Fund to provide technical assistance and quality assurance to Parenthesis Family Center as it works to quickly expand the Parents as Teachers program over the next two and one-half years. The Birth to Three Institute is the leading training and technical assistance

provider to early childhood programs, including home visiting and doula programs, funded by the Illinois State Board of Education (ISBE), the Illinois Department of Human Services (IDHS), and Chicago Public Schools (CPS). Their expertise in training is based on the Ounce's experience developing, testing, and refining innovative programs. Their trainings and technical assistance help early childhood professionals use research results to most effectively serve low-income children and their families.

After consulting with the Governor's Office for Early Childhood Development and the Illinois Department of Human Services, Bureau of Child and Adolescent Health, the Collaboration identified two research-based and evidence-informed home visiting programs as best meeting the needs of the Oak Park and River Forest families. A Request for Proposals (RFP) was issued on June 26, specifying either Healthy Families America or Parents as Teachers as the home visiting program to be implemented, and seeking innovative approaches for extensive outreach to, and programming for, all of Oak Park and River Forest families. The Collaboration secured significant consultative support from the Office of Early Childhood Development in the preparation of the RFP and the scoring framework. The RFP was also shaped through the guidance received from members of the Collaboration's Parent Information and Support Committee which is comprised of parents with young children, child development specialists, social workers, and early childhood educators. The RFP was sent to 10 organizations with a history of providing high-quality home visiting programs and also distributed through contacts at the Illinois Early Learning Council.

An ad-hoc administrative committee, comprised of people with significant expertise in home visiting and parent support and understanding of the Oak Park and River Forest communities and the Contract, reviewed the proposals. The closing date for the proposals was August 14. Four proposals were received. The review team scored the proposals and then interviewed each applicant agency because all of the proposals were very strong. Interviews were held on September 9. After intensive analysis and discussion, the review team identified the Ounce of Prevention Fund and Parenthesis Family Center as the preferred providers.

The staff in the Office of Early Childhood are greatly impressed with the level of commitment to home visiting by the Oak Park jurisdictions and have offered to make available to our programs supports being provided to agencies who are part of the federal Maternal Infant Early Childhood Home Visiting (MIECHV) programs in Illinois. These supports include training and use of the database developed for these programs at no cost to the Collaboration. It's important to note that the investment through the Contract has leveraged resources into the Oak Park and River Forest communities that we were unable to access over the past few years. The contracts for services are attached to this report. Members of the review team are listed below.

### Home Visiting and Parent Support Proposal Review Team

Susan Breitenstein  
Robert Wood Johnson Nurse Faculty Scholar  
Assistant Professor  
Rush University College of Nursing  
Board Member, Collaboration for Early Childhood

Eric Gershenson  
Founders Board Member  
Collaboration for Early Childhood

Paul Goyette  
Chair, Parent Information and Support Committee  
Collaboration for Early Childhood

Teresa Kelly  
Project Director  
Strong Foundations Partnership  
Office of Early Childhood  
Office of the Governor Development

Andrea Palmer  
Program Services Administrator  
Bureau of Child and Adolescent Health  
Illinois Department of Human Services  
Division of Family and Community Services

Carolyn Newberry Schwartz  
Executive Director  
Collaboration for Early Childhood

#### Unified Early Childhood Database

The Collaboration entered into a contract with Chapin Hall, a leading research and policy center affiliated with the University of Chicago and with a mission of improving the well-being of children and youth, families, and their communities. The work of Chapin Hall focuses on the child-services-systems nexus needed to effectively monitor and assess the progress of the Collaboration in implementing the integrated early childhood system and the impact on children living in Oak Park and River Forest. Chapin Hall's work encompasses "a distinctive marriage of the most rigorous academic research with innovative partnerships with the public systems, institutions, organizations, and programs that are in a position to best deploy that research."

A Request for Information (RFI) for the Unified Early Childhood Database was issued on July 1, 2013. The Collaboration secured expert guidance in crafting the RFI and reviewing it from a committee comprised of community residents with deep knowledge in database development, research, and technology systems. The RFI was sent to 58 research organizations, universities, and software companies across the country. The closing date for submitting a response to the RFI was August 16; 10 organizations submitted a response.

The review team scored the proposals and then determined to interview three applicants. Interviews were held on September 12. After discussion, the review team identified a preferred vendor and entered into a contract with Chapin Hall. The contract with Chapin Hall is included with this report.

## Unified Early Childhood Database Review Team

Laura Crawford  
Nonprofit Technology Specialist

Jeff Hanneman  
Director of Information Technology  
Illinois Action for Children

Debbie McCann  
Partner, W4Sight, LLC  
Specialist, Software Selection and  
Implementation

Denis Roarty  
Institutional Researcher  
College of Education  
University of Illinois – Chicago

Rupa Datta  
Vice President and Senior Fellow  
Center for Excellence in Survey Research  
National Opinion Research Center

Marie Masterson  
Assist. Professor of Early Childhood Ed.  
Dominican University

Carolyn Newberry Schwartz  
Executive Director  
Collaboration for Early Childhood

Bob Spatz  
Director of Technology – Subscriber Product  
Products  
CRSP | Center for Research  
In Security Prices  
University of Chicago  
Booth School of Business

### Developmental Screening

The Collaboration Board approved the posting of a job opening in September 2013 for the Developmental Screening Network Coordinator. The position was developed in consultation with pediatricians, child development specialists with experience in Early Intervention, health agency executives, parents and higher education faculty in early childhood. This position is designed to coordinate developmental screening efforts across the community at primary health care provider sites and offices, child care and preschool sites, and the home visiting program. Fifty-nine people responded to the announcement and 15 have been identified for further review. The position will be filled in late November early December. The position job description is included with this report.

The Director of Early Childhood Initiatives of the Illinois Chapter of the American Academy of Pediatrics' (ICAAP) has committed to supporting the Collaboration's efforts around developmental screening and referrals for assessment and services which should help to strengthen the Collaboration's connection to primary medical care providers. The Collaboration's work in this area aligns closely with:

1. ICAAP's Healthy Beginnings II project to promote strong communications between pediatric clinicians and developmental service providers including Early Intervention to ensure children are screened and referred for assessments and services developmental; 2. The work of ICAAP to foster strong connections between pediatric clinicians and home visiting providers; and 3. ICAAP's efforts to ensure that pediatric clinicians work with children and families who experience trauma to access to quality treatment and resources to prevent adverse developmental outcomes for children.

#### Additional Activity

- A Professional Development Forum was held at Beye Elementary School on September 23 showcasing the training and learning of staff at child care centers and child care family homes around supporting children's social-emotional growth. Seven family child care providers have been added to the training cohort this year and the Collaboration has embarked on the second year of implementation of training and coaching staff on practices that promote children's social emotional development.
- Vision and hearing screening program has been expanded to include children three to five years old in child care centers and preschools in River Forest.
- The Collaboration's professional development coordinator participates in the Illinois Professional Development Advisory Council of the Illinois Department of Human Services, co-chairs the Family Child Care Providers Credential Development Committee for the State of Illinois, and is involved with the state's Credential Advisory Committee for child care and preschool workers.
- The executive director is participating in the Consortium for Community Systems development led by Illinois Action for Children as part of the Race to the Top – Early Learning Challenge grant. This group will drive a strategic planning process designed to result in a vision and framework for what it means to be a local early childhood system in Illinois. A team from the Build Initiative is facilitating the strategic planning process. She participates in Erikson Institute's initiative, Envisioning Change: Improving Education and Developmental Outcomes of Young African American Students in Illinois, participates in the Systems Integration and Alignment Committee of the Early Learning Council, and has held a seat on the Early Learning Council since January 2004.
- The Collaboration participated in a panel on early childhood partnerships at the Mayor's Innovation Project Summer Meeting in August 2013.
- The Collaboration presented its model and highlighted specific initiatives at the Innovation Zone Conference sponsored by the Governor's Office of Early Childhood Education in Sept. 2013. The Collaboration also offered its assistance to Innovation Zones in their planning and implementation phases of work over the next three years.



COLLABORATION FOR EARLY  
CHILDHOOD CARE AND EDUCATION  
FINANCIAL STATEMENTS  
JUNE 30, 2013 (AUDITED) AND  
2012 (UNAUDITED)



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

## INDEPENDENT AUDITORS' REPORT

We have audited the accompanying financial statements of **Collaboration for Early Childhood Care and Education** (a nonprofit organization) which comprise the statement of financial position as of June 30, 2013, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements.

### **Management's Responsibility for the Financial Statements**

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

### **Auditor's Responsibility**

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

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

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



**Opinion**

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of **Collaboration for Early Childhood Care and Education** as of June 30, 2013, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

**Other Matter**

The 2012 financial statements were compiled by us and our report thereon, dated August 21, 2012, stated we did not audit or review those financial statements and, accordingly, express no opinion or other form of assurance on them.

*Sassetti LLC*

Oak Park, Illinois  
September 25, 2013

COLLABORATION FOR EARLY CHILDHOOD CARE AND EDUCATION

STATEMENTS OF FINANCIAL POSITION

JUNE 30, 2013 AND 2012

	2013 (Audited)	2012 (Unaudited)
<b>ASSETS</b>		
Cash and cash equivalents	\$ 183,229	\$ 110,672
Grants and accounts receivable	93,212	32,711
Prepaid insurance	2,145	1,403
Property and equipment, net	4,335	4,016
	<u>282,921</u>	<u>148,802</u>
Total Assets	<u>\$ 282,921</u>	<u>\$ 148,802</u>
<b>LIABILITIES</b>		
Accounts payable and accrued expenses	<u>\$ 11,778</u>	<u>\$ 3,005</u>
<b>NET ASSETS</b>		
Unrestricted	175,644	124,971
Temporarily restricted	95,499	20,826
	<u>271,143</u>	<u>145,797</u>
Total Net Assets	<u>271,143</u>	<u>145,797</u>
Total Liabilities and Net Assets	<u>\$ 282,921</u>	<u>\$ 148,802</u>

See accompanying notes and accountants' report.

COLLABORATION FOR EARLY CHILDHOOD CARE AND EDUCATION

STATEMENTS OF ACTIVITIES

YEARS ENDED JUNE 30, 2013 AND 2012

	2013 (Audited)		2012 (Unaudited)			
	Unrestricted	Temporarily Restricted	Totals	Unrestricted	Temporarily Restricted	Totals
<b>REVENUES AND SUPPORT</b>						
Contributions - individuals, businesses and foundations	\$ 158,121	\$ 94,157	\$ 252,278	\$ 97,982	\$ 51,000	\$ 148,982
Government grants	130,006	1,013	131,019	81,682	48,600	130,282
Interest income	100	-	100	143	-	143
Special event revenue	9,500	-	9,500	-	-	-
Other income	3,350	-	3,350	58	-	58
Net assets released from restrictions	20,497	(20,497)	-	94,169	(94,169)	-
<b>Total Revenues and Support</b>	<b>321,574</b>	<b>74,673</b>	<b>396,247</b>	<b>274,034</b>	<b>5,431</b>	<b>279,465</b>
<b>EXPENSES</b>						
Program	217,126	-	217,126	197,479	-	197,479
Management and general	46,798	-	46,798	36,448	-	36,448
Fundraising	6,977	-	6,977	5,349	-	5,349
<b>Total Expenses</b>	<b>270,901</b>	<b>-</b>	<b>270,901</b>	<b>239,276</b>	<b>-</b>	<b>239,276</b>
<b>CHANGE IN NET ASSETS</b>						
	50,673	74,673	125,346	34,758	5,431	40,189
<b>NET ASSETS</b>						
Beginning of the year	124,971	20,826	145,797	90,213	15,395	105,608
End of the year	\$ 175,644	\$ 95,499	\$ 271,143	\$ 124,971	\$ 20,826	\$ 145,797

See accompanying notes and accountants' report.

COLLABORATION FOR EARLY CHILDHOOD CARE AND EDUCATION  
STATEMENTS OF FUNCTIONAL EXPENSES  
YEARS ENDED JUNE 30, 2013 AND 2012

	2013 (Audited)		2012 (Unaudited)					
	Program	Management and General	Fundraising	Totals	Program	Management and General	Fundraising	Totals
Salaries	\$ 115,960	\$ 29,641	\$ 6,067	\$ 151,668	\$ 112,848	\$ 21,203	\$ 4,821	\$ 138,872
Payroll taxes	5,038	6,432	478	11,948	8,309	1,751	419	10,479
Depreciation	1,003	117	53	1,173	709	83	42	834
Dues and subscriptions	-	100	-	100	-	-	-	-
Equipment expense	520	53	-	573	210	70	-	280
Insurance	4,271	1,327	-	5,598	2,417	1,600	-	4,017
Miscellaneous	467	202	-	669	-	134	-	134
Outside contractors	52,605	3,916	-	56,521	40,472	7,859	-	48,331
Postage and delivery	1,459	168	-	1,627	1,020	235	-	1,255
Printing and production	5,149	979	304	6,432	15,303	817	-	16,120
Program food	10,124	541	-	10,665	4,099	636	-	4,735
Rent	2,200	800	-	3,000	2,400	600	-	3,000
Site rental	1,504	-	-	1,504	926	-	-	926
Staff volunteer development	1,147	1,124	-	2,271	1,058	521	-	1,579
Supplies	13,134	998	-	14,132	6,305	432	-	6,737
Telecommunications	2,297	338	75	2,710	1,284	317	67	1,668
Agency advertising	248	62	-	310	119	190	-	309
	<u>\$ 217,126</u>	<u>\$ 46,798</u>	<u>\$ 6,977</u>	<u>\$ 270,901</u>	<u>\$ 197,479</u>	<u>\$ 36,448</u>	<u>\$ 5,349</u>	<u>\$ 239,276</u>

See accompanying notes and accountants' report.

COLLABORATION FOR EARLY CHILDHOOD CARE AND EDUCATION  
 STATEMENTS OF CASH FLOWS  
 YEARS ENDED JUNE 30, 2013 AND 2012

	<u>2013</u> (Audited)	<u>2012</u> (Unaudited)
<b>CASH FLOWS FROM OPERATING ACTIVITIES</b>		
Change in net assets	\$ 125,346	\$ 40,189
Adjustments to reconcile net cash provided by operating activities -		
Depreciation	1,173	834
Increase in receivables	(60,501)	(25,965)
Increase in prepaid insurance	(742)	(106)
Increase (decrease) in liabilities	8,773	(2,329)
Net Cash Provided by Operating Activities	<u>74,049</u>	<u>12,623</u>
<b>CASH FLOWS FROM INVESTING ACTIVITIES</b>		
Purchase of office equipment	<u>(1,492)</u>	<u>(1,849)</u>
Net Cash Used in Investing Activities	<u>(1,492)</u>	<u>(1,849)</u>
<b>NET INCREASE IN CASH AND CASH EQUIVALENTS</b>	72,557	10,774
<b>CASH AND CASH EQUIVALENTS -</b>		
Beginning of year	<u>110,672</u>	<u>99,898</u>
End of year	<u>\$ 183,229</u>	<u>\$ 110,672</u>
<b>SUPPLEMENTARY CASH FLOW INFORMATION</b>		
Cash paid for income taxes	<u>\$ -</u>	<u>\$ -</u>
Cash paid for interest expense	<u>\$ -</u>	<u>\$ -</u>

See accompanying notes and accountants' report.

COLLABORATION FOR EARLY CHILDHOOD CARE AND EDUCATION  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2013 (AUDITED) AND 2012 (UNAUDITED)

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

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

Basis of Presentation - As required by generally accepted accounting principles for not for profit entities, the Organization is required to report information regarding its financial position and activities according to three classes of net assets: unrestricted net assets, temporarily restricted net assets and permanently restricted net assets. At June 30, 2013 and 2012, the Organization had no permanently restricted net assets.

Income Taxes - The Organization is exempt from federal income taxes under the provisions of Section 501 (c) (3) of the Internal Revenue Code. Management believes that it did not engage in any unrelated business activities; thus, no provision for income tax has been provided for in the financial statements. The Organization's form 990, *Return of Organization Exempt from Income Tax*, for the years ending June 30, 2010, 2011 and 2012 are subject to examination by the IRS, generally for three years after they were filed.

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

Donated Services - The Organization pays for most services requiring specific expertise. In addition, many individuals volunteer their time and perform a variety of tasks that assist the Organization with specific assistance programs and various committee assignments.

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

Subsequent Events - The Organization has evaluated subsequent events through September 25, 2013, the date the financial statements were available.

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



COLLABORATION FOR EARLY CHILDHOOD CARE AND EDUCATION

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2013 (AUDITED) AND 2012 (UNAUDITED)

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

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

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

2. PROPERTY AND EQUIPMENT

Balances of major classes of depreciable assets as of June 30, 2013 and 2012, were as follows (at cost):

	2013	2012
Furniture and fixtures	\$ 871	\$ 871
Office equipment	6,738	5,246
Less accumulated depreciation	(3,274)	(2,101)
	<u>\$ 4,335</u>	<u>\$ 4,016</u>

3. COMMITMENTS

The Organization leases its facility for \$250 a month, under a month to month agreement. During the years ended June 30, 2013 and 2012, lease expense was \$3,000.

4. TEMPORARILY RESTRICTED NET ASSETS

Temporarily restricted net assets consist of the following components as of June 30, 2013 and 2012:

	2013	2012
Grand Victoria Foundation	\$ 43,750	\$ 6,674
Communityworks Social and Emotional grant	40,408	-
Lumpkin Family Foundation	10,000	-
Oak Park Township	1,013	3,191
Oak Park Community Foundation	328	7,547
Oak Park School District 97	-	3,414
Total purpose restricted	<u>\$ 95,499</u>	<u>\$ 20,826</u>

Net assets were released from restrictions by incurring expenses to satisfy restrictions totaling \$20,497 and \$94,169 during the years ended June 30, 2013 and 2012, respectively.

COLLABORATION FOR EARLY CHILDHOOD CARE AND EDUCATION

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2013 (AUDITED) AND 2012 (UNAUDITED)

5. GOVERNMENT GRANTS

Government grants consisted of the following sources for the years ended June 30, 2013 and 2012:

	<u>2013</u>	<u>2012</u>
Village of Oak Park	\$ 30,000	\$ 30,000
Oak Park Township	5,000	10,682
Oak Park School District 97	50,000	50,000
Oak Park School District 200	30,600	30,000
Park District of Oak Park	5,000	5,000
Oak Park Library	1,100	1,000
State of Illinois Department of Public Health	4,600	3,600
State of Illinois - Early Childhood Action Partnership	4,719	-
	<u>\$ 131,019</u>	<u>\$ 130,282</u>

## SERVICES AGREEMENT

### UNIFIED EARLY CHILDHOOD DATABASE

This Services Agreement (the "Agreement") is made and entered into as of the 8<sup>th</sup> day of November 2013 ("Effective Date") by and between the Collaboration for Early Childhood Care and Education, a Illinois not-for-profit corporation with its principal office located at Oak Park Village Hall, 123 Madison Street, Room 209 Oak Park, Illinois 60302 ("the Collaboration") and Chapin Hall Center for Children ("Chapin Hall"), an Illinois not-for-profit corporation with offices located at 1313 E 60<sup>th</sup> Street, Chicago IL 60637, each individually referred to herein as a "Party" and collectively as the "Parties."

#### RECITALS

**WHEREAS**, the Collaboration issued a Unified Early Childhood Database Solicitation Document (the "Solicitation"), a copy of which is attached hereto as Exhibit A, pursuant to which the Collaboration has requested responses from responsible vendors to enter into a multi-year contract to develop the database;

**WHEREAS**, Chapin Hall submitted to the Collaboration its response to the Solicitation and has been selected by the Collaboration to perform the service;

**WHEREAS**, this Agreement is intended to define the responsibility of Chapin Hall and the Collaboration under the Unified Early Childhood Database to develop the data base and provide the research expertise needed to (i) increase understanding of the characteristics and needs of the birth to five (5) year old population in Oak Park and River Forest, Illinois; and (b) monitor service usage and the Collaboration's progress in establishing an integrated, high quality, early childhood system of programs and services;

**WHEREAS**, Chapin Hall is a children's policy research center affiliated with The University of Chicago;

**WHEREAS**, the Collaboration is a non-profit organization conducting business in Oak Park and River Forest working to create a community-wide system of high quality early childhood programs;

**WHEREAS**, Chapin Hall and the Collaboration desire to enter into this Agreement whereby the Chapin Hall shall provide the services required to be performed in accordance with this Agreement described in Exhibit B attached hereto; and

**WHEREAS**, Chapin Hall is willing to enter into this Agreement with the Collaboration and the Collaboration is willing to enter into this Agreement with Chapin Hall on the terms and provisions and conditions hereinafter set forth.

**NOW, THEREFORE**, in consideration of the promises and the mutual covenants, terms and conditions hereinafter expressed, and other good and valuable consideration, the receipt and adequacy and sufficiency of which the Parties hereto acknowledge, the Parties agree as follows:

1. SCOPE OF WORK.

- a. Chapin Hall, under the direction of the Principal Investigator, Robert Goerge, will perform and carry out the work described in Exhibit B ("Services") attached hereto and made a part of this Agreement.
- b. Chapin Hall agrees to perform the tasks and services specified in the scope of Services set forth on Exhibit B for the initial year starting on the Effective Date and ending June 30, 2014. It is understood and agreed that Exhibit B contains an estimate of the scope of Services and compensation therefor for each year of the term of this Agreement after the initial year. Chapin Hall and the Collaboration agree to further develop and refine the scope of work for years two (2) through five (5) including tasks, deliverables and compensation by May 15 of each year applicable to the next year of Services under this Agreement. Consequently, Exhibit B shall be amended each year of the term to incorporate the revised scope of work and compensation. The Collaboration and Chapin Hall shall meet within ten (10) days after each May 15 to review the costs for such changes and if they reach agreement, the agreement shall be reflected in a written amendment to Exhibit B.

2. TERM. This Agreement shall become effective as of the Effective Date and the term (the "Term") shall be as follows: (i) the first year shall commence on the Effective Date and end June 30, 2014; (ii) the second year shall commence July 1, 2014 and end June 30, 2015; (iii) the third year shall commence July 1, 2015 and end June 30, 2016; (iv) the fourth year shall commence July 1, 2016 and end June 30, 2017; and (v) the fifth year shall commence July 1, 2017 and end June 30, 2018. Either the Collaboration or Chapin Hall shall have the right to terminate this agreement upon thirty (30) days prior written notice to the other party.

3. CONSIDERATION. For the first year of the Term, the Collaboration shall reimburse Chapin Hall for the performance of work under this Agreement in the amount of \$77,336, in accordance with Exhibit B. Following agreement between the Collaboration and Chapin Hall on the scope of work and compensation therefor for the years after the initial year of the Term as provided in Section 1(b) hereof, there shall be no change in scope or compensation except pursuant to a change order agreed in writing by the Parties to this Agreement..

4. PAYMENT REQUIREMENTS:

- a. Chapin Hall shall submit invoices on a quarterly basis. Invoices shall be endorsed by an authorized party, contain an itemized description of the Services rendered including, without limitation, activities and time associated with such activities and, when applicable, the product developed and when delivered, and contain the following information: invoice date, contact name, "remit to" address and telephone number, project name, project number, and current billed amounts through the period indicated on the invoice.

Invoices should be sent to: Carolyn Newberry Schwartz  
Executive Director  
The Collaboration for Early Childhood  
Oak Park Village Hall  
123 Madison Street, Room 209  
Oak Park, Illinois 60302.

- b. **Payment Terms:** The Collaboration shall pay Chapin Hall within thirty (30) days following its submission to The Collaboration of an invoice that contains all of the information listed in (a) above and otherwise consistent with the terms of this Agreement.
5. **KEY PERSONNEL.** The individuals identified below are considered essential to the work being performed under this Agreement.

Designated Key Personnel: Robert Goerge

The Collaboration shall have the right to approve any change in the Designated Key Personnel.

6. **RELATIONSHIP OF PARTIES.** All Parties are and shall remain independent contractors and nothing herein shall be deemed to cause this Agreement to create an employment, partnership, joint venture, or other relationship between the Parties.
7. **OWNERSHIP RIGHTS/CONFIDENTIALITY.**
  - a. Any and all materials, analyses, reports and information developed by Chapin Hall and delivered to the Collaborative as a result of the Services performed by Chapin Hall under this Agreement (the "Work Product") shall be the property of and owned by the Collaboration and shall be deemed "Confidential Information" as provided in (b) below. If any Work Product provided to the Collaboration was in the possession of Chapin Hall as of the Effective Date or comes into the possession of Chapin Hall after the Effective Date other than as a result of the performance of Services under this Agreement, any such portion of the Work Product shall continue to be owned by Chapin Hall but shall be subject to an irrevocable license granted in favor of the Collaboration to use, reproduce, publish and/or distribute as part of the Work Product or as necessary in connection with the performance by the Collaboration of its responsibilities and obligations under any agreements to which it is a party or as otherwise deemed necessary by the Collaboration. The Collaboration and Chapin Hall shall recognize the use and ownership rights of each Party in connection with the Work Product according to the foregoing provisions.
  - b. Chapin Hall shall not disclose to any third party the Work Product without approval of the Collaboration and, except as excluded from the definition of Confidential Information as provided in this Section 7, the Work Product shall be deemed proprietary and/or confidential information under this Agreement ("Confidential Information"). In addition, either Party hereto may disclose to the other information which such disclosing Party may deem proprietary or confidential which may consist of: (i) written information clearly marked as "proprietary" or "confidential" and pertaining to such Party; (ii) oral information reduced to writing within thirty (30) days of oral disclosure and clearly marked "proprietary" or "confidential"; and pertaining to such Party; and (iii) information regarding specific individuals, families and service providers; and, in each case, such information shall be deemed Confidential Information hereunder. The Party Receiving such information shall use such Confidential Information solely for the purposes of this Agreement and shall otherwise protect the other Party's Confidential Information from disclosure using at least the same degree of care as it uses to protect its own Confidential Information. Except as otherwise provided herein relating to the use of Confidential Information pursuant to this Agreement, the disclosure and receipt of Confidential Information shall not of itself be construed as a grant or any license with respect to the information so disclosed and received.

- c. For purposes of this Agreement, Confidential Information shall not be deemed to include: (i) any information which a Party can demonstrate was public knowledge or becomes public knowledge without the fault of any Party; (ii) any information that is or has been provided to such Party by an independent source that has no obligation of confidentiality to the disclosing Party; or (iii) any information that is independently developed by a Party without reference to Confidential Information disclosed to such Party under this Agreement as party of the Services to be performed hereunder.
  - d. In the event that a Party is required by law, regulation or judicial or administrative process or procedure to disclose any Confidential Information, that Party shall promptly notify the other Party in writing and, if permitted by law and if the other Party objects to the disclosure, shall not disclose such Confidential Information until the other Party has taken appropriate steps to seek a protective order or other appropriate remedy to prevent or limit disclosure.
  - e. Upon termination of this Agreement, either upon expiration of the Term or sooner as herein provided, all Confidential Information of the Collaboration in the possession of Chapin Hall shall be turned over to and delivered to the Collaboration.
8. TERMINATION. Either Party may terminate this Agreement at any time by giving the other Party thirty (30) days prior written notice to the other Party. In the event of termination, Chapin Hall will be entitled to payment for services rendered up to the date of termination less any amounts owed to the Collaboration hereunder.
9. INDEMNIFICATION. Each Party shall be responsible for its negligent and willful acts or omissions and the negligent and willful acts or omissions of its employees, officers or directors, to the extent allowed by law and will indemnify, defend and hold harmless the other for such acts.
10. REPRESENTATIONS AND WARRANTIES.
- a. Services Performed: Chapin Hall agrees that the Services performed by its employees, agents and subcontractors, will be of a high quality and performed in a professional manner and in compliance with all applicable laws and regulations, including but not limited to all applicable licensing requirements. Chapin Hall also agrees that the Services will meet the requirements of this Agreement.
  - b. Original Work: Chapin Hall agrees that any and all work delivered to the Collaboration in the course of Services performed under this agreement shall be its original work, has been developed by Chapin Hall, its employees, agents and subcontractors, and does not, to the best of its knowledge, infringe upon or misappropriate any third party's copyrights, patents, trade secrets or other intellectual property rights or the terms of any license or contract applicable to Chapin Hall.
11. NOTICES. Any notices to be given under this Agreement shall be in writing and shall be deemed duly given on (i) the date of personal or courier delivery; (ii) the date of transmission by telecopy or other electronic transmission service, provided a confirmation copy is also sent no later than the next business day by first-class mail, return receipt requested, postage prepaid; or (iii) three business days after the date of deposit in the United States mail, sent by registered or certified mail, return receipt requested, postage prepaid, addressed as follows:

For the Collaboration:  
Carolyn Newberry Schwartz  
Executive Director  
Collaboration for Early Childhood  
Oak Park Village Hall

123 Madison Street, Room 209  
Oak Park, IL 60302

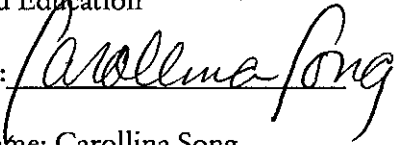
For Chapin Hall:  
Camille Turner  
Manager of Research Administration & Compliance  
1313 East 60th Street  
Chicago, IL 60637  
cturner@chapinhall.org  
Telephone: 773.256.5146  
Fax: 773.256.5346

12. PUBLICITY. Neither Party shall make reference to the other Party in a press release or any other written statement in connection with the Services and the Project without the other Party's prior approval.
13. GOVERNING LAW. This Agreement shall be governed by and construed in accordance with the internal substantive and procedural laws of the State of Illinois without regard to conflict of law principles.
14. ASSIGNMENT. This Agreement shall be binding on the Parties hereto and upon their respective successors and assigns. Chapin Hall may not assign or delegate any right or obligation hereunder without the prior written consent of the Collaboration, which consent shall not be unreasonably withheld, and any attempted assignment or delegation in violation thereof shall be void.
15. THIRD PARTY BENEFICIARIES. The Parties acknowledge that there are no intended third party beneficiaries of this Agreement.
16. FORCE MAJEURE. Chapin Hall shall not be liable for any failure to perform as required by this Agreement, to the extent such failure to perform is caused by any reason beyond Chapin Hall's reasonable control, or by reason of any of the following occurrences: labor disturbances or labor disputes of any kind, accidents, failure of any governmental approval required for full performance, civil disorders or commotion's, acts of aggression, floods, earthquakes, acts of God, energy or other conservation measures, explosion, failure of utilities, mechanical breakdowns, material shortages, disease, or other such occurrences. Chapin Hall shall take all reasonable steps within its control to mitigate the effect of any of the foregoing events in the performance of the Services hereunder.
17. SEVERABILITY. In the event a court of competent jurisdiction holds any provision of this Agreement to be invalid, such holding shall have no effect on the remaining provisions of this Agreement, and they shall continue in full force and effect.
18. ENTIRE AGREEMENT. This Agreement with its incorporated exhibits, if any, constitutes the entire services agreement between the Parties and supersedes all prior negotiations, representations, commitments, offers, contracts and writings. Any amendments or further addenda hereafter made shall be in writing and executed with the same formality.

IN WITNESS WHEREOF, the Parties hereto have executed this Agreement in duplicate by proper persons thereunto duly authorized.

Collaboration for Early Childhood Care and Education

Chapin Hall Center for Children

By: 

By: \_\_\_\_\_

Name: Carollina Song

Name: Bryan Samuels

Title: Board Chair

Title: Executive Director

Date: 11/8/13

Date: \_\_\_\_\_



EXHIBIT A  
Solicitation

**Request for Information (RFI)  
Collaboration for Early Childhood**

**Information Session Webinar:** July 18, 2013, 10AM  
(See Timeline for details.)  
**Letter of Interest Due:** August 1, 2013, 5PM  
**Responses Due:** August 16, 2013, 5PM  
**Interview with Top Respondents:** TBA

**Contact:** Carolyn Newberry Schwartz  
cnewberry@collab4kids.org  
Phone: 708-613-6122

**Deliver to:** Carolyn Newberry Schwartz  
cnewberry@collab4kids.org

**OVERVIEW**

The non-profit Collaboration for Early Childhood recently entered into a five-year contract for early childhood services with Oak Park Elementary School District 97, Oak Park and River Forest High School District 200, and the Village of Oak Park to establish a comprehensive, high-quality system of services. The contract for services calls for: 1) the development of an information system, 2) the establishment of baseline measures for service delivery in the first two years, and 3) continued measurement against those baselines in the remaining three years. The start date for this work is July 1, 2013.

The Collaboration is issuing this RFI to determine the potential partnerships that can be established to provide the services outlined below. Respondents should provide their interest and qualifications for all or part of the requirements, and demonstrate their experience with partnering with other entities to provide a complete array of services to the Collaboration. The respondent's ability to function as the prime entity coordinating various partners is encouraged, but the Collaboration is also interested in responses from providers with commercial off-the-shelf (COTS) database products who propose to work in partnership with a professional services provider.

The goals of the Collaboration's new information system are to:

1. Describe Oak Park's and River Forest's very youngest children and lead to a consent-based data collection effort;
2. Track service delivery levels;
3. Allow for the assessment of the impact of the Collaboration's programs.

## **BACKGROUND**

The Collaboration for Early Childhood is a public/private partnership that leverages the resources of more than 60 local agencies to promote the development of a comprehensive, community-wide system of high-quality programs and services to foster physical, cognitive and social-emotional development during the critical first five years of life. All Oak Park jurisdictions participate in the Collaboration for Early Childhood: the Village of Oak Park, District 97, District 200, Oak Park Township, Oak Park Public Library and Park District of Oak Park. In addition to the jurisdictions, the Collaboration's partners include a wide range of early childhood service providers and stakeholders. The Collaboration serves as the local "table" at which virtually all stakeholders in the early childhood system meet regularly.

The work of the Collaboration is organized around four key areas:

Developmental Screening: The Collaboration works with area pediatricians, family practice physicians and preschool and child care providers to promote universal developmental screening for children birth to five. The Collaboration also provides hearing and vision screening to more than 1,100 preschool children, and works with all providers to ensure that children who need further assessment and services receive them.

Professional Development: The Collaboration works to increase the professional qualifications and skills of early care and education teachers and family child care providers through participation in professional development activities, college-level classes, and statewide quality enhancement initiatives like Great START, Quality Rating System and Gateways to Opportunity. The Collaboration fosters professional communities through its Directors Round Table and Family Child Care Provider Round Table.

Parent Information and Support: Through contracts with family support agencies, the Collaboration seeks to engage parents of at-risk children birth to three in a home visiting program, to provide all parents of children birth to three with opportunities to receive periodic guidance through home visits, and to participate in a parent group or network. It also works to ensure that every parent has information about child development and services available in the community.

Public Preschool Coordination: The Collaboration works with three Preschool for All agencies and Head Start to find and enroll all at-risk children in Oak Park and River

Forest in high-quality preschool (part-day or enriched, full-day program). It also provides technical support, training, and mentoring to ensure a strong curriculum and high-quality interactions between staff and children.

## **SCOPE OF WORK**

The database(s) described in this RFI will enable the Collaboration to better understand the characteristics and needs of the birth to five population in Oak Park and River Forest, to monitor progress, and to ensure that the programs and strategies being implemented across the Oak Park and River Forest communities make a meaningful difference in children's development.

Information system: The different components of the database should achieve the following:

1. Information about families with young children: where they live, socioeconomic information and other relevant data.
2. Program participation, service usage and program impact.
3. Early childhood care and education staff qualifications, professional development activities, participation in Illinois State quality enhancement programs and participation in Collaboration programs and services.

As such, in creating this new system, respondents should:

1. Perform the following tasks related to database development and management: design, build, maintain, data cleansing, import, export. This includes streamlining data cleaning procedures for data validity and controls.
2. Work with the Collaboration to capture relevant data from existing databases and determine new data fields. This will include developing components to capture data from partner agencies.
3. Work with Oak Park School District 97, River Forest School District 90 and the State of Illinois to coordinate data systems.
4. Provide both the front end interface and back end structure of the new system.
5. Develop report forms and create reports.
6. Provide a system that is easily accessed from multiple, non-networked locations by non-technical staff who may not work together regularly.
7. Provide a system easily supported and maintained by non-technical staff.
8. Train staff in data entry best practices and report writing.
9. Either customize an existing service or system, or create a new one to meet the Collaboration's requirements.
10. Measure against the baseline.
  - a. Streamline data cleansing procedures for data validity and controls.
  - b. Encompass components that capture data from partner agencies and other sources.

## **Program Goals and Measures**

**Child Outcome Goal:** Every child has access to high-quality early childhood care and education, and arrives at kindergarten healthy, safe, ready to succeed and eager to learn.

Benchmarks/Annual Targets, starting in FY 2016:

1. % of children who are identified through screening as needing assessment and or services received them.
2. % of children in Oak Park and River Forest Preschool for All and Head Start programs who demonstrate age-appropriate proficiency in each domain of development in accordance with the Illinois Early Learning Standards.
3. % of children entering kindergarten who demonstrate age-appropriate proficiency in the kindergarten readiness assessment administered by District 97 and District 90.

**Service Delivery Outcome Goal:** Parents and children receive the early childhood care and education and parenting education and support services they need.

Benchmark/Annual Targets, starting in FY 2016:

1. % of kindergarten students with Free or Reduced Price Lunch assistance who have a history of participation in Preschool for All / Head Start, a National Association for the Education of the Young Child (NAEYC) accredited program or a program meeting the Illinois Quality Rating System of 3 or 4.
2. % of teen parents and families receiving All Kids Level 1 health insurance for their child under age 3 who receive referral to intensive parent education program.
3. % of referred parents who choose to participate in the intensive parent education program.
4. % 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).

**System Outcome Goal:** Oak Park has a high-quality, coordinated early childhood system.

Benchmarks/Annual Targets, starting in FY 2016:

1. % of families with children under age five who are included in the voluntary database and receive developmental information and an early childhood resource directory.

2. % of teachers and directors in Oak Park and River Forest early childhood programs who have above minimum state educational requirements for their role.
3. % of teachers and child care providers who have more than the state mandated 15 documented hours of continuing professional development each year.
4. % of preschools, child care centers and homes who are engaged in the Illinois Quality Rating System, and improve their scores each year.

### **Database Environment**

The Collaboration for Early Childhood must collect and manage several types of data in order to fulfill the requirements described above. Data sources fall into three broad categories: data the Collaboration collects directly, data from commercial tools, and data collected by Oak Park School District 97. The attached spreadsheet provides a more detailed set of information about each of the data sources under each category. The Collaboration needs database support services **within** each of the three categories, with the type of service differing according to the category. In addition, the Collaboration requires support to build a summary database for research purposes that brings together the data **across** all three categories.

**Category 1: Data collected directly by the Collaboration.** Through staff outreach directly to the community and public preschool programs, the Collaboration collects data about children, families, and child care/preschool providers. These data collection vehicles are designed and developed by Collaboration staff, and they are returned directly to Collaboration staff, often on paper.

- Most data sources include individually identifiable sources of information (names, ID numbers, etc.).
- The Collaboration “owns” this data — the Collaboration is able to change the questions being asked, the options for each question, etc.

The Collaboration has worked with volunteers and an outside developer to set up an initial database using CiviCRM. The attached spreadsheet identifies which data sources are currently in CiviCRM and which are not yet included. The goal is to have a single point of entry for all data in this category so that it is easy for non-technical staff to add to and access the data.

#### *Services needed:*

- a. Evaluate the Collaboration’s current CiviCRM database to determine whether it should be expanded to include all data in this category or whether a different database and application platform is recommended.
- b. Design a data model to accommodate the additional data being collected but not yet stored.
- c. Develop a simple user interface for centralized data entry by Collaboration data entry staff.
- d. Develop basic reports for self-service by Collaboration staff.

- e. Review data thoroughly before combining sources.
- f. Develop an app or web form for end-user direct data collection via iPad or website, to go directly into the database.
- g. Assess if there should there be a separate database/app for each type of data being collected or one database with several interfaces.

**Category 2: Data collected via commercial tools on behalf of the Collaboration.** Through staff outreach to child care centers in the community, center staff and parents now participate in structured assessments of children being served using commercial tools such as Ages and Stages – Social Emotional and Teaching Strategies Gold.

- The licensing costs associated with the center conducting the assessments are paid by the Collaboration, and the center is not using the data for its own purposes.
- The data is provided directly to the Collaboration by the commercial entity, and includes individually identifiable sources of information.
- The Collaboration cannot change what data is collected.

*Services needed:*

- a. Develop a data model to store the data being collected — longitudinal data for individuals is anticipated.
- b. Clean and load new data as it is available.
- c. Develop basic reports for self-service by admin user for each data source.
- d. Assess if there should there be a separate database/app for each type of data being collected or one database with several interfaces.

**Category 3: Data collected by 3rd parties to be shared with the Collaboration.**

This is an important distinction from the second category. This category includes student assessment data collected by Oak Park District 97, which serves PK – 8. The data collection process — what data to collect, how often, and all detailed response processes — is entirely controlled and managed by the school district for its own purposes.

- All costs associated with the collecting the data are the responsibility of the 3rd party.
- The data sharing agreement allows District 97 to share individually identifiable data with the Collaboration for the purposes of conducting longitudinal analysis.

*Services needed:*

- a. Develop a data model to store the data being collected — longitudinal data for individuals is anticipated.
- b. Clean and load new data as it is available.
- c. Develop basic reports for self-service by admin user for each data source.

**Research Database.** In order for the Collaboration to provide reports and analysis, as required by the contract with our funders, the Collaboration must be able to connect our various data sources (data about the same child from multiple sources, including longitudinal data, etc.) in one place. Furthermore, the Collaboration must comply with all relevant FERPA regulations and seeks assistance to:

- a. Develop a methodology to assign a Collaboration identifier to each entity that translates back to personally identifiable data from other data sources (and maintain the translation tables).
- b. Design a data model that joins together as much data as possible to facilitate research.
- c. Populate the database and update tables on a regular basis as refreshed data becomes available.
- d. Determine the most efficient approach to making a data set available to outside researchers on an ongoing basis, without allowing access to the translation tables that trace back to individually identifiable data. This might result in creating a separate database on a regular basis, or developing a secure view or set of views of the main database.
- e. Develop reports designed to address specific outcome measures the Collaboration is required to produce.
- f. Work with Collaboration staff and volunteers to develop additional research questions and methodology to demonstrate how the Collaboration's resources and efforts are related to specific outcomes or trends.

## **WORKING RELATIONSHIPS**

The Collaboration's Database Committee, comprised of researchers, database developers, database administrators and data analysts, will work cooperatively with the Vendor on this contract by providing guidance and feedback. This committee meets monthly and also guides the research projects and measurement/impact studies for the Collaboration. The Collaboration's Executive Director will provide the primary interface between the Collaboration, its partners, volunteers and the Vendor to coordinate and manage the day-to-day work on the project. The Vendor will be expected to engage in regular communication with the Database Committee and any third party contractors or partners through the Executive Director. While the committee will provide important guidance and will make recommendations, all final decisions will rest with the Executive Director and ultimately with the Board of Directors of the Collaboration. The Vendor will be asked to provide status updates at a mutually agreed upon schedule. The Collaboration's funders and/or Board may require an annual presentation of the status of the data work in which the contractor may be asked to participate.

## **PRIVACY**

The Collaboration and its partners work with data that is often protected by the

FERPA (Federal Educational Rights and Privacy Act) or HIPAA (Health Insurance Portability and Accountability Act) and their Illinois counterparts (e.g. Illinois School Students Records Act).

Respondent should describe their experience working with these types of privacy constraints and the ways in which they can assist the Collaboration in adhering to the spirit and the letter of these regulations.

## **RESPONSE REQUIREMENTS**

Responses should include the following:

1. Qualifications for part or all of the Scope of Work.
2. Ability to partner with other respondents, if applicable.
3. Resources the respondent brings to the project (personnel, technology systems, etc.).
4. Resources the respondent requires of the Collaboration or other partners (personnel, technology systems, time, etc.). Include communication and project management expectations.
5. A rate structure for the personnel and resources involved, and an explanation of cost drivers for the first two years that focuses on developing an information system, and for the next three years that focuses on measuring against baselines.
6. Assets (non-personnel) that can assist this project (e.g. similar databases, hardware/software, etc.). Include concurrent or future work that could provide economies of scale or other benefits.
7. Flexibility in handling an ebb and flow of workload.
8. Explanation of technical approach, including how your firm 1) understands the requirements and purposes of the Collaboration's database needs, 2) would develop a work plan, and 3) envisions communication roles and coordination with the Collaboration.
9. Example. For illustrative purposes, discuss your technical approach and an associated level of effort (by staff category) for the first two steps identified under 'Research Database' tasks: "a. Develop a methodology to assign a Collaboration identifier to each entity that translates back to personally identifiable data from other data sources (and maintain the translation tables)" and "b. Design a data model that joins together as much data as possible to facilitate research." Briefly explain key challenges in undertaking each task and how you would handle them, the assumptions underlying your level of effort estimates, and a reasonable schedule of activities for implementation. This example is for illustration only and does not represent a quote of budget, scope or timeline by the respondent.
10. Share with us why you're interested in this project. What is your experience and understanding of community-based systems and capacity building?



Include thoughts on how local database work can inform and improve larger efforts at the state, regional and even national levels.

11. Brief corporate history.

12. Agency fiscal position. Provide evidence of Vendor fiscal position.

13. Responses should not exceed 25 pages.

## **TIMELINE**

The information system must be fully functional and providing reports based on valid data no later than July 1, 2015. Therefore, the system must be technically solid, data must be entered and validated, and staff trained prior to that date.

- July 18, 2013, 10AM: An Information Session will be conducted via webinar to answer questions. Provide email addresses for all webinar participants to Carolyn Newberry Schwartz, [cnewberry@collab4kids.org](mailto:cnewberry@collab4kids.org) by July 17, 12PM. Firms may have multiple participants.
- August 1: Letter of Interest due. This is highly recommended, but not required.
- August 16: Responses are due in full.
- August 17 to August 27: The Collaboration reviews responses and interview firms.
- August 28 to September 20: Contract negotiations and approval.
- **Note:** A key milestone will be due approximately 45 days after contract approval — a project plan should be in place by mid-November, 2013.

## **SELECTION CRITERIA**

The Collaboration will evaluate responses and select the partner(s) for services as they relate to the experience and qualifications of the respondent to provide the required services. The criteria that will be considered include but are not limited to:

1. Work with data of children birth to age five and their families.
2. Dealing with data sharing issues under FERPA, HIPAA, and other confidentiality concerns.
3. All deliverables as listed in the Scope of Work.
4. Commitment and ability of the project team to handle varying workloads.
5. Ability to bring economies of scale or other resources to this project to keep the Collaboration's cost down.
6. Past performance doing analogous work on projects of similar scope and complexity.
7. Commitment and ability to work with an innovative organization that is rapidly growing and which utilizes a combination of paid staff, highly qualified volunteers, and in-kind contribution of staff from partner organizations.

## **CONDITIONS AND CONSIDERATIONS**

The Collaboration reserves the right to waive any and all requirements of this RFI if it determines that such waiver is in the best interest of the Collaboration. The Collaboration reserves the right to partner with more than one entity, if that is in the best interest of the Collaboration (i.e. the qualifications are complimentary and serve different needs). The Collaboration may ask the respondents to enter into conversations and negotiations about how their services can be blended. All subcontractors must be pre-approved by the Collaboration.

The Collaboration anticipates entering into a five-year contract with the selected Vendor. However, its continuation will be reviewed annually for performance and also depends upon the maintenance of the contract for services between the Collaboration and the Village of Oak Park, Oak Park Elementary School District 97 and Oak Park and River Forest High School District 200 that is the basis for the purchase of this service. The budget for the work reflected above is a minimum of \$60,000 annually with the expectation of a multi-year relationship and potential growth in the future.

### **ATTACHMENTS:**

- Contract for Services between the Collaboration and funding agencies.
- List of associated databases.

See [www.collab4kids.org](http://www.collab4kids.org) for more background.

Exhibit B

Collaboration for Early Childhood  
Chapin Hall Tasks, Timeline, and Activity Costs for Year 1

Project Year 1: November 2013 to June 2014			
Activities	Tasks	Deliverables	Timeline and Costs
Administrative Activities	Monthly status phone calls	Phone updates to discuss work completed, any concerns, etc.	Throughout the Project Year  Cost = absorbed throughout activities below
	Quarterly and final status and fiscal reports	* Quarterly and final reports (ying work completed during the reporting period and hours/budget expended). Reports should track a cumulative % of budget expended for each activity and cumulative % complete for work each activity.	
1. CIVICRM database trage	Host for new data model and application	* Environment in compliance with all regulatory requirements (HIPAA, FERPA, appropriate security measures)	November 2013 – January 15, 2014  Cost = \$13,970
	Identify year 2 activities and deliverables		
2. Operationalize Benchmarks	1a. Review CIVICRM database and transfer data into a platform that can be accessed for reporting	* CIVICRM database hosted at Chapin Hall in original format or in MySQL.	November 2013 – February 2014  Cost = \$26,602
	1b. Outline Collaborator's immediate report needs and produce reports to meet these	* Recommend reporting strategy to Collaboration - provide requested reports OR develop simple reporting platform for self-service reporting. * Reports or reporting platform, depending on previous deliverable.	
2c. Review data sources and calculations with Measurement and Evaluation Committee: main objective is to align the design of indicators so that they are responsive to the objectives of, and easy to interpret by the Collaboration	2a. Identify data needs and sources for each indicator (based on key outcomes of interest: children, service delivery and coordinated early childhood system)	* Methodological Plan that outlines each measure and its formula for calculation. The document will include specifications for the manipulation of raw data needed to produce the outcome measures and an overall assessment of the data quality associated with producing each measure. In addition, the document will identify any measures that are not possible to produce given the data available, as well as any potential alternative sources of data or reasonable proxies to obtain similar outcome information.	November 2013 – February 2014  Cost = \$26,602
	2b. Specify how each indicator will be calculated: design a methodological plan to translate data fields into indicators that provide interpretable measures	* Hold a half-day workshop for the Measurement and Evaluation committee to educate the members on the methodological plan. The goal is for all members of the committee to be able to speak clearly and accurately about the measures we will be establishing baselines for and measuring progress against. The workshop should include an explanation of why specific data sources were chosen or eliminated and what the limits of analysis are, given the quality and linkages of the data.	

**Exhibit B**

	<p>2d. Develop timeline and plan to produce indicators</p> <p>3a. Document existing data already available to the Collaboration and their sources</p> <p>3b. Assess and document data needs including any future or desired data (i.e. Head Start data) and their sources; to be aligned with the Collaboration's goals</p>	<p>2d. Develop timeline and plan to produce indicators</p>
<p>3. Inventory of Data</p>	<p>3a. Document existing data already available to the Collaboration and their sources</p> <p>3b. Assess and document data needs including any future or desired data (i.e. Head Start data) and their sources; to be aligned with the Collaboration's goals</p> <p>3c. Develop a coordination plan and a data collection strategy for agency partners and public entities</p> <p>3d. Develop a model for data request to public agencies by the Collaboration</p> <p>3e. Data sharing agreements</p> <p>3f. Review with Measurement and Evaluation Committee</p>	<p>3c. Develop a coordination plan and a data collection strategy for agency partners and public entities</p> <p>3d. Develop a model for data request to public agencies by the Collaboration</p> <p>3e. Data sharing agreements</p> <p>3f. Review with Measurement and Evaluation Committee</p>
<p>4. Develop a new solution for primary data collection and database</p>	<p>4a. Clarify and document all user needs and potential future needs</p> <p>4b. Identify alternatives and review with Measurement and Evaluation Committee</p> <p>4c. Begin development of chosen alternative</p> <p>4d. Develop a model for data request to public agencies by the Collaboration</p>	<p>4a. Clarify and document all user needs and potential future needs</p> <p>4b. Identify alternatives and review with Measurement and Evaluation Committee</p> <p>4c. Begin development of chosen alternative</p> <p>4d. Develop a model for data request to public agencies by the Collaboration</p>
<p>5. Transfer of Data into New Database</p>	<p>5a. Create data model (relational database of linked administrative data with publicly available census records)</p> <p>5b. Determine who has access to what data for collection and process for loading existing data into new system</p>	<p>5a. Create data model (relational database of linked administrative data with publicly available census records)</p> <p>5b. Determine who has access to what data for collection and process for loading existing data into new system</p>
<p align="center">TOTAL Year 1 BUDGET = \$77,336</p>		

Exhibit B

Collaboration for Early Childhood  
Chapin Hall Tasks, Timeline, and Activity Costs for Years 2 – 5

Activities	Tasks	Deliverables	Timeline
Database Development	Extract, transform, and load data	* Transfer data currently in CIVICRM and data currently in other formats, including spreadsheets, system extracts, and assessment/screening data from commercial providers into new system.	July 2014 - December 2014 est. budget \$42,000
	Develop backend application: record linkage and transfer of administrative records from data providers and from existing data systems		
Data Collection	Develop frontend application: create an user-friendly interface, organize the metadata	* Report on the benchmarks defined and data collected to be provided to the Collaboration's Governing Board	July 2014 - January 2015 est. budget \$17,000
	Continue to meet with and engage stakeholders to: develop tools to collect and capture data and coordinate data systems		
Database Training	Formatting, standardization and documenting data	* Development of any training materials	July 2014 - February 2015 est budget \$8,000
	Baseline Data and benchmarks defined for Governance Board		
Reports	Orientation to the database for the Collaboration and partner agencies	* Training held for Staff	Throughout Project Year est. budget \$11,000
	Identify report needs	* Basic reports developed	
Data Analysis	Develop standard reports	* Preliminary data analysis on service delivery and population served	April 2015 - June 2015 est. budget \$7,000
	Develop basic reports for self-service by Collaboration staff		
Other	Track service delivery levels	* Quarterly and final reports tying work completed during the reporting period and hours/budget expended.	TOTAL Year 2 BUDGET = \$85,000
	Demographic analysis of population served and not served		
	IRB		
	Data sharing agreements		
	Quarterly and end of year project status reports		
	Identify Year 3 activities and deliverables		

Exhibit B

Collaboration for Early Childhood  
Chaplin Hall Tasks, Timeline, and Activity Costs for Years 2 – 5

Project Year 2: July 2015 to June 2016 Database Maintenance, Reports,

Training

Activities	Tasks	Deliverables	Timeline
Data Collection	Refine any tools to collect and capture data, coordinate data systems Formatting, standardization and documenting data Transfer of administrative records from data providers		Throughout Project Year est. budget \$20,000
Database Maintenance	Refine backend and front-end application as needed Ongoing transfer of administrative records from data providers, transfer of data from existing data systems		Throughout Project Year est. budget \$15,000
Database Training	Database training for the Collaboration and partner agencies	*Training materials and in-person training	JULY 2015 - December 2015 est. budget \$10,000
Reports	Develop needed reports and report functionality for self-service by Collaboration staff Track service delivery levels		Throughout project Year est. budget \$10,000
Data Analysis	Impact of programs on population (educational, development, etc. outcomes) Report on outcomes	*Preliminary report	January 1, 2016 - June 2016 est. budget \$25,000
Other	IRB Data sharing agreements Explore partnerships to connect to Chaplin Hall's work with the City of Chicago Bi-yearly and end of year project status reports Identify Year 4 activities and deliverables	*Reports tying work completed during the reporting period and hours/budget expended.	Throughout Project Year
<b>Estimated Total Year 3 Budget = \$80,000</b>			

**Exhibit B**

**Collaboration for Early Childhood  
Chapin Hall Tasks, Timeline, and Activity Costs for Years 2 – 5**

<b>Project Year 4, July 2016 to June 2017: Deliverables, Reports, Data Analysis</b>			
<b>Activities</b>	<b>Tasks</b>	<b>Deliverables</b>	<b>Timeline and Costs</b>
Database Maintenance	Maintenance, uploading of data, etc.	* Plan for migrating hosting responsibilities of database	July 2016 - December 2016
	Develop solution for migrating host responsibilities from Chapin Hall		est. budget \$35,000
Reports	Develop needed reports and report functionality for self-service by Collaboration staff	* Report functionality in database	Throughout Project Year est. budget \$20,000
Data Analysis	Track service delivery levels	* Preliminary report	By end of Project Year est. \$20,000
	Impact of programs on population (educational, development, etc. outcomes)		
	Identify patterns and trends in the aggregate data		
	Report on outcomes		
Other	IRB	* Reports tying work completed during the reporting period and hours/budget expended.	est. \$5,000
	Data sharing agreements		
	Explore partnerships to connect to Chapin Hall's work with the City of Chicago		
	Bi-yearly and end of year project status reports		
	Identify Year 5 activities and tasks		
		<b>Estimated Total Year 4 Budget = \$80,000</b>	

Exhibit B

Collaboration for Early Childhood  
Chapin Hall Tasks, Timeline, and Activity Costs for Years 2 – 5

Project Year 5: July 2017 to June 2018 Database Migration, Reports, Data Analysis			
Activities	Tasks	Deliverables	Timeline and Costs <small>(by month or project year)</small>
Database Support and Migration	Transfer host responsibilities from Chapin Hall to a third party	* Database transferred to a third party	est. budget \$40,000
Data Analysis	Track service delivery levels	* Outcome Report	By the end of the project year
	Impact of programs on population (educational, development, etc. outcomes)		
	Identify patterns and trends in the aggregate data		
	Report on outcomes		
	IRB		est. budget \$40,000
	Data sharing agreements		
Other	Explore partnerships to connect to Chapin Hall's work with the City of Chicago	* Reports tying work completed during the reporting period and hours/budget expended.	Throughout Project Year
		Estimated Total Year 5 Budget = \$80,000	



## Collaboration for Early Childhood Budget vs. Actual July through October 2013

	October 2013	Jul - Oct 13	Budget	% of Budget
<b>Ordinary Income/Expense</b>				
<b>Income</b>				
<b>4000 - Public Support</b>				
4010 - Individual Contributions	943.30	27,290.08	55,510.00	49.16%
4020 - Foundations	5,000.00	5,000.00	90,000.00	5.56%
4030 - Corporate Income	608.00	608.00	3,500.00	17.37%
4040 - Organizational Donations	0.00	2,000.00	5,000.00	40.0%
4060 - Fees	0.00	0.00	8,800.00	0.0%
4080 - Fundraising Event	0.00	0.00	3,000.00	0.0%
<b>Total 4000 - Public Support</b>	<b>6,551.30</b>	<b>34,898.08</b>	<b>165,810.00</b>	<b>21.05%</b>
<b>4200 - Government Contracts</b>				
4210 - Village of Oak Park	0.00	85,848.00	161,544.00	53.14%
4220 - Oak Park Township	0.00	0.00	10,200.00	0.0%
4230 - District 97	0.00	124,002.00	233,354.00	53.14%
4240 - District 200	0.00	108,104.00	203,438.00	53.14%
4250 - Park District of Oak Park	5,000.00	5,000.00	5,000.00	100.0%
4260 - Oak Park Library	0.00	0.00	1,500.00	0.0%
4280 - Illinois Dept of Public Health	0.00	0.00	3,600.00	0.0%
<b>Total 4200 - Government Contracts</b>	<b>5,000.00</b>	<b>322,954.00</b>	<b>618,636.00</b>	<b>52.2%</b>
4800 - Bank Interest	34.05	102.62	150.00	68.41%
4900 - Sale of Equipment	0.00	0.00	0.00	0.0%
4910 - Misc Income	0.00	0.00	6,300.00	0.0%
<b>4990 - Temporarily Restricted Net Asst</b>				
4991 - Released From Temporarily Restr	0.00	9,762.57	5,200.00	187.74%
4990 - Temporarily Restricted Net Asst - Other	0.00	0.00	0.00	0.0%
<b>Total 4990 - Temporarily Restricted Net Asst</b>	<b>0.00</b>	<b>9,762.57</b>	<b>5,200.00</b>	<b>187.74%</b>
<b>Total Income</b>	<b>11,585.35</b>	<b>367,717.27</b>	<b>796,096.00</b>	<b>46.19%</b>
<b>Gross Profit</b>	<b>11,585.35</b>	<b>367,717.27</b>	<b>796,096.00</b>	<b>46.19%</b>
<b>Expense</b>				
<b>5000 - Wages</b>				
5001 - Executive Director	6,044.86	22,668.23	76,682.00	29.56%
5002 - Administrative Assistant	1,469.10	5,890.92	19,905.00	29.6%
5003 - Prof. Development Coordinator	4,381.00	16,428.75	56,984.00	28.83%
5004 - Clerical Support	510.84	1,731.39	7,839.00	22.09%
5007 - Developmental Screening Coordin	0.00	0.00	35,000.00	0.0%
5005 - Payroll Expenses-Taxes	949.05	3,570.08	15,025.00	23.76%
5006 - Employee Benefits	373.86	750.66	31,426.00	2.39%
<b>Total 5000 - Wages</b>	<b>13,728.71</b>	<b>51,040.03</b>	<b>242,861.00</b>	<b>21.02%</b>

## Collaboration for Early Childhood Budget vs. Actual July through October 2013

	October 2013	Jul - Oct 13	Budget	% of Budget
<b>510(5114 - Home Visiting Program</b>	780.00			
<b>5115 - Home Visiting Program</b>	50,000.00	50,000.00	218,300.00	22.9%
<b>5110 - Training Specialist</b>		2,981.00	19,600.00	15.21%
<b>5120 - Grantwriter</b>	0.00	0.00	24,480.00	0.0%
<b>5130 - Bookkeeper</b>	877.50	3,240.00	14,000.00	23.14%
<b>5140 - Outreach Worker</b>	0.00	98.00	5,000.00	1.96%
<b>5210 - Program Facilitators</b>	463.00	1,213.00	10,000.00	12.13%
<b>5215 - Database Development/Analyst</b>	0.00	0.00	83,830.00	0.0%
<b>5220 - Accounting/Audit</b>	2,000.00	5,009.42	11,000.00	45.54%
<b>5230 - General Consulting</b>	0.00	0.00	6,000.00	0.0%
<b>5240 - Computer Consultant</b>	0.00	0.00	0.00	0.0%
<b>5245 - Compu Consultant/Tech Support</b>	0.00	6,895.26	18,400.00	37.47%
<b>5250 - Legal Fees</b>	0.00	0.00	7,000.00	0.0%
<b>5260 - In Kind Consulting</b>	0.00	0.00	0.00	0.0%
<b>5270 - Audiology Technician</b>	0.00	0.00	18,500.00	0.0%
<b>5280 - Web Development</b>	0.00	0.00	5,500.00	0.0%
<b>5285 - Graphic Design</b>	150.00	150.00	3,500.00	4.29%
<b>5290 - Communications</b>	0.00	0.00	4,500.00	0.0%
<b>Total 5100 - Contracted Services</b>	54,270.50	69,586.68	449,610.00	15.48%
<b>5300 - Insurance</b>				
<b>Total 5300 - Insurance</b>	266.93	4,578.59	21,805.00	21.0%
<b>5500 - Operating Expenses</b>				
<b>5501 - Service Charges</b>	1.80	1.80		
<b>5503 - Program or Workshop Supplies</b>	159.96	786.73	10,500.00	7.49%
<b>5504 - Program Food</b>	842.73	1,366.95	12,250.00	11.16%
<b>5505 - Office Supplies</b>	37.75	1,890.35	2,300.00	82.19%
<b>5506 - Site Rental</b>	0.00	30.00	1,600.00	1.88%
<b>5508 - Office Equipment</b>	0.00	0.00	2,000.00	0.0%
<b>Total 5500 - Operating Expenses</b>	1,042.24	4,075.83	28,650.00	14.23%
<b>6100 - Telephone/Telecommunications</b>				
<b>Total 6100 - Telephone/Telecommunications</b>	692.96	2,091.80	8,000.00	26.15%
<b>6201 - Postage and Delivery</b>	200.52	625.26	2,705.00	23.12%
<b>6250 - Printed Materials</b>				
<b>Total 6250 - Printed Materials</b>	231.15	709.65	14,400.00	4.93%
<b>6290 - Rent</b>	250.00	1,000.00	5,000.00	20.0%
<b>6291 - Computer Hardware &amp; Software</b>	0.00	300.95	0.00	
<b>6300 - Staff Volunteer Development</b>				
<b>Total 6300 - Staff Volunteer Development</b>	0.00	127.54	4,500.00	2.83%

**Collaboration for Early Childhood  
 Budget vs. Actual  
 July through October 2013**

	October 2013	Jul - Oct 13	Budget	% of Budget
6400 - Licenses and Filing Fees	15.00	190.00	200.00	95.0%
6500 - Agency Advertising	120.00	120.00	1,000.00	12.0%
6900 - Miscellaneous Expense	0.00	0.00	8,500.00	0.0%
<b>Total Expense</b>	<b>70,818.01</b>	<b>134,446.33</b>	<b>787,231.00</b>	<b>17.08%</b>
<b>Net Ordinary Income</b>	<b>-59,232.66</b>	<b>233,270.94</b>	<b>8,865.00</b>	<b>2,631.37%</b>
<b>Other Income/Expense</b>				
<b>Other Expense</b>				
7200 - Capital Expense	0.00	1,959.90	8,865.00	22.11%
<b>Total Other Expense</b>	<b>0.00</b>	<b>1,959.90</b>	<b>8,865.00</b>	<b>22.11%</b>
<b>Net Other Income</b>	<b>0.00</b>	<b>-1,959.90</b>	<b>-8,865.00</b>	<b>22.11%</b>
<b>Net Income</b>	<b>-59,232.66</b>	<b>231,311.04</b>	<b>0.00</b>	<b>100.0%</b>

1. The income from restricted reserves related to carryover grant funds. The carryover amount was estimated at the time of budget development in May. The actual amount will be \$15,165.

**Collaboration for Early Childhood Care and Education  
Professional Services Contract**

This agreement is entered into between the **Collaboration for Early Childhood Care and Education** (hereinafter referred to as "Collaboration") and **Birth to Three Institute of the Ounce of Prevention Fund**. (Hereinafter referred to as "Contractor"). This agreement may only be modified in written form with changes signed by both parties.

**Article I. Terms of the Contract**

**Section 1.** This Agreement shall become effective on October 15, 2013 and shall continue in effect until September 30, 2014, unless terminated in accordance with the provisions of Article VII of this Agreement.

**Article II. Independent Contractor Status**

**Section 1.** It is the express intention of the parties that Contractor is an independent contractor and not an employee, agent, joint venturer, or partner of the Collaboration. Nothing in this Agreement shall be interpreted or construed as creating or establishing the relationship of employer and employee between the Collaboration and Contractor or between the Collaboration and any person employed by Contractor.

**Section 2.** As the Contractor is not an employee of the Collaboration, Contractor is responsible for paying all required local, state and federal taxes. Thus, the Collaboration shall not withhold social security or state or federal income tax from payments due Contractor; the Collaboration shall not make state or federal unemployment insurance contributions or disability insurance contributions on behalf of Contractor.

**Section 3.** Consistent with Contractor's status as an independent contractor, Contractor shall retain the right to perform services for others during the term of this Agreement, provided this does not conflict with, or adversely affect Contractor's work for the Collaboration.

**Article III. Services and Subletting of Contract:**

**Section 1.** The Collaboration and Contractor agree that the Scope of Services, attached hereto and incorporated herein as Attachment "A" outlines the process by which the services shall be undertaken and the final products created.

**Section 2.** Contractor agrees that this Agreement may not be assigned or any part subcontracted without the written consent of the Collaboration. In no case shall such consent relieve Contractor from his obligations or change the terms of the agreement.

**Section 3.** Contractor acknowledges that any employees of Contractor are the sole and exclusive agents of Contractor and not the Collaboration. Contractor is solely and exclusively responsible for directing his employees. The Collaboration will have no obligation or responsibility for any action or inaction of the employees of Contractor.

#### **Article IV. Compensation and Billing Procedures**

**Section 1.** Contractor shall be paid according to the services provided \$75 per hour for services provided under this Contract and Contractor shall be paid the standard cost for individual participation in training upon the submission of the report referenced in Section 2 of this Article 4. The total cost of the professional services pursuant to this agreement shall not exceed \$12,000.

**Section 2.** Contractor shall submit to the Executive Director, a monthly report for work performed. In addition to the description of the services provided, the report will include an invoice containing a breakdown of all time spent on work for the Collaboration. Contractor shall not exceed 12 billable hours or \$1,000 in any monthly billing period without the prior written approval of the Executive Director of the Collaboration. Contractor and the Executive Director of the Collaboration shall meet quarterly to review Contractor's performance of the Scope of Services, Attachment A, including the time spent by Contractor completing these services.

#### **Article V. Confidentiality**

**Section 1.** "Confidential Information" means any Collaboration proprietary information, data, records or other information regarding specific individuals, families, service providers, or units of government, or other business information disclosed by the Collaboration either directly or indirectly, orally or in writing

**Section 2.** Contractor shall not, during or subsequent to the term of this agreement, use the Collaboration's confidential information for any purpose whatsoever other than the performance of the services on behalf of the Collaboration. Contractor shall not disclose Collaboration's confidential information to any third party unless authorized by Collaboration for specific business purposes, and understands that said confidential information shall remain the sole property of the Collaboration. Contractor further agrees to take all reasonable precautions to prevent any unauthorized disclosure of such confidential information including, but not limited to, having each employee of Contractor with access to any confidential information execute a nondisclosure agreement containing provisions in Collaboration's favor substantially similar to Articles V and VI of this Agreement. Confidential information does not include information which (i) is known to Contractor at the time of disclosure to Contractor by the Collaboration as evidenced by written records of Contractor, (ii) has become publicly known and made generally available through no wrongful act of Contractor, or (iii) has been rightfully received by Contractor from a third party who is authorized to make such disclosure. It is not a breach of Contractor's obligations under Article V to disclose confidential information as required by law or in response to a subpoena.

**Section 3.** Contractor agrees that Contractor shall not, during the term of this Agreement, improperly use or disclose any proprietary information, records, or data of any person or entity with which Contractor has an agreement or duty to keep in confidence information acquired by Contractor in confidence, if any, and further agrees that Contractor shall not bring onto the premises of the Collaboration any unpublished document or proprietary information belonging to any such person or entity unless consented to in writing by such person or entity. Contractor shall indemnify the Collaboration and hold it harmless from and against all claims, liabilities, damages and expenses, including reasonable attorneys' fees and costs of suit, arising out of or in

connection with any violation or claimed violation of a third party's rights resulting in whole or in part from the services provided by Contractor under this Agreement.

**Section 4.** Contractor recognizes that the Collaboration has received and in the future will receive from third parties their confidential or proprietary information subject to a duty on the Collaboration's part to maintain the confidentiality of such information and to use it only for certain limited purposes. Contractor agrees that Contractor owes the Collaboration and such third parties, during the term of this Agreement and thereafter, a duty to hold all such confidential or proprietary information in the strictest confidence and not to disclose it to any person, firm or corporation or to use it except as necessary in carrying out the services for the Collaboration consistent with the Collaboration's agreement with such third party.

**Section 5.** Upon the termination of this Agreement, or upon the Collaboration's earlier request, Contractor shall deliver to Collaboration all of Collaboration's property or confidential information in tangible form that Contractor may have in Contractor's possession of control.

**Article VI. End Product Document:**

**Section 1.** The Collaboration will have the sole and exclusive common law copyright and the right to use in any manner any (written, etc.) material produced by Contractor and provided to the Collaboration by Contractor pursuant to this Agreement. Contractor may not use such (written, etc.) material for her own purposes without the express written permission of the Collaboration, which shall not be unreasonably withheld. It is not a breach of Contractor's obligations under Article V to disclose confidential information as required by law or in response to a subpoena.

**Article VII. Hold Harmless.**

**Section 1.** Contractor shall indemnify and hold the Collaboration harmless against any and all liability imposed or claimed, including attorneys' fees and other legal expenses, arising directly or indirectly from any act or failure of Contractor or Contractor's employees in performing the services under this Agreement, including all claims relating to the injury or death of any person or damage to any property.

**Article VIII. Obligations of Collaboration**

**Section 1.** The Collaboration shall comply with all reasonable requests of Contractor (and provide access to all documents reasonably) necessary to the performance of the services under this Agreement.

**Section 2.** Neither this agreement nor any duties or obligations of the Collaboration under this Agreement may be assigned by the Collaboration without the prior, written consent of Contractor.

**Article IX. Agreement Termination**

**Section 1.** Contractor and the Collaboration shall each have the right to terminate this Agreement without cause with written notice to the other party. The notice of termination shall be effective upon receipt by the other party.

**Section 2.** Upon termination of this Agreement, Contractor will be responsible for providing any written or other work product to the Collaboration produced pursuant to the Scope of Services

provisions. Upon termination of this Agreement, the Collaboration will be responsible for the payment of reasonable costs of services rendered by Contractor before termination. However, the Collaboration's total liability under this Agreement for reasonable costs of Contractor's services shall be no more than \$12,000 without the written consent of the Collaboration.

**Article X. General Provisions**

**Section 1.** Any notices to be given hereunder by either party to the other may be effected by personal delivery in writing or by mail, registered or certified, postage prepaid, with return receipt requested. Mailed notices shall be addressed to Contractor at 33 West Monroe, Suite 2400 and to the Collaboration at Oak Park Village Hall, 123 Madison Street, Room 209, Oak Park, Illinois 60302, but each party may change the address by written notice in accordance with this section.

**Section 2.** This Agreement supersedes any and all agreements, either oral or written, between the parties hereto with respect to the rendering of Services by Contractor for Collaboration and contains all the covenants and agreements between the parties with respect to the rendering of such Services in any manner whatsoever. Each party to this Agreement acknowledges that no representations, inducements, promises, or agreements, oral or otherwise, have been made by any party, or anyone acting on behalf of any party, which are not embodied herein, and that no other agreement, statement, or promise not contained in this Agreement shall be valid and binding. Any modification of this Agreement will be effective only if it is in writing and signed by both parties.

**Section 3.** If any provision in this Agreement is held by a court of competent jurisdiction to be invalid, void, or unenforceable, the remaining provisions shall nevertheless continue in full force and effect without being impaired or invalidated in any way.

**Section 4.** This Agreement shall be governed by and construed in accordance with the laws of the State of Illinois.

The provisions herein are obligatory and binding and not merely recital

Executed at Chicago, Illinois:

Birth to Three Institute  
Ounce of Prevention Fund

By: Mark Valentine Date: 11-4-13  
Mark Valentine, Director

Federal Employer Identification Number: 363184328

The Collaboration for Early Childhood Care and Education

By: Carollina Song Date: 11/1/13  
Carollina Song, Board Chair

## **Attachment A**

### **Scope of Services**

The Birth to Three Institute of the Ounce of Prevention Fund will provide the following services to Parenthesis Family Center to support and promote the successful expansion of Parents as Teachers in Oak Park and River Forest.

1. Help working out agreements to receive names of children/family enrolled in WIC -- this includes all children birth to 5 living in Oak Park and River Forest.
2. Program Expansion
  - a. Work with Parenthesis to develop a plan for program ramp-up
  - b. Work with Parenthesis to recruit and identify new staff-- communicating job openings through Ounce networks and identifying outreach strategies that will help promote a diverse and culturally competent staff with a range of experiences, education and training background.
  - c. Identify and facilitate Parenthesis staff participation in training on the 4Ps Plus
  - d. Support the development of interagency referral, communication and follow-up agreements. (November-December 2013)
  - e. Articulate strategies and develop documentation for minimizing attrition of participants (April 2014)
  - f. Developing a written protocol for persistent outreach and identifying ways to ensure it is followed. (April 2014)
  - g. Consultation around developing and implementing a plan for group meetings to supplement home visit. (January 2014)
3. Promote a high level of Model Fidelity to Parents as Teachers.
  - a. Identify and regularly review data that will provide a window into program adherence to PAT standards
  - b. Provide Group and Home Visit observations
  - c. Review case files
  - d. Interview staff to obtain information related to model adherence and constructive ways to support high quality implementation of the program and staff satisfaction
  - e. Provide initial and ongoing review using PAT self-assessment instrument
4. Continuous Quality Improvement
  - a. Provide ongoing consultation around reflective practice and supervision
  - b. Support around home visiting work (participant engagement and retention, IFSP development, observing parent-child relationship, motivational interviewing, developmental screening, etc.)
  - c. Establish linkages to networks and learning communities (e.g. PAT Supervisors, Network, Infant Mental Health Learning Group (if applicable), Bilingual Supervisors Network (if applicable).
  - d. Identify opportunities for program enhancements such as DTSP, FANA, Doula, Domestic Violence and Maternal Depression Screening and Response Protocols, Heart-to-Heart, etc. and



- e. Support for developing professional development plans for staff, particularly insofar as use of the Ounce Institute is involved.
5. Develop a Site Support Plan prior to the start of the new fiscal year beginning July 10, 2014. Review progress on the plan at least monthly. Provide a formal quarterly review of the program based on data and information provided in quarterly reports and through information gathered from Parenthesis staff.

# Collaboration for Early Childhood Balance Sheet

As of October 31, 2013

Oct 31, 13

## ASSETS

### Current Assets

#### Checking/Savings

1100 · Cash	
1120 · Community Bank Checking Acct	9,678.41
1151 · Community Bank Money Mkt	394,256.88
1152 · PayPal	<u>100.00</u>
Total 1100 · Cash	404,035.29

1153 · First NonProfit	
1154 · Claims	1,600.00
1155 · Reserves	<u>400.00</u>
Total 1153 · First NonProfit	<u>2,000.00</u>

Total Checking/Savings 406,035.29

#### Other Current Assets

1510 · Grants Receivable	<u>80,000.00</u>
Total Other Current Assets	<u>80,000.00</u>

Total Current Assets 486,035.29

### Fixed Assets

1400 · Furniture & Fixtures	871.15
1401 · Office & Computer Equipment	8,697.68
1410 · Less Accumulated Depreciation	<u>-3,274.00</u>
Total Fixed Assets	6,294.83

### Other Assets

1300 · Prepaid Expenses	
1340 · Prepaid Maintenance Expense	457.42
1310 · Prepaid Insurance	
1311 · Workman's Comp	1,466.82
1312 · D&O Insurance	600.25
1313 · Gen Liability	<u>1,504.62</u>
Total 1310 · Prepaid Insurance	<u>3,571.69</u>

Total 1300 · Prepaid Expenses 4,029.11

Total Other Assets 4,029.11

TOTAL ASSETS 496,359.23

## LIABILITIES & EQUITY

### Liabilities

# Collaboration for Early Childhood Balance Sheet

As of October 31, 2013

Oct 31, 13

**Current Liabilities**

**Accounts Payable**

2000 - Accounts Payable 1,708.28

**Total Accounts Payable** 1,708.28

**Other Current Liabilities**

1502 - Due To Temp Restricted Fund 2 85,736.60

**Total Other Current Liabilities** 85,736.60

**Total Current Liabilities** 87,444.88

**Total Liabilities** 87,444.88

**Equity**

9999 - Compilation Adj To Reconcile 30.00

1110 - Unrestricted Net Assets (R/E) 175,613.41

**Net Income** 233,270.94

**Total Equity** 408,914.35

**TOTAL LIABILITIES & EQUITY** 496,359.23

**Collaboration for Early Childhood Care and Education  
Professional Services Contract**

This Agreement (“Agreement”) is entered into as of the 21st day of October, 2013 (“Effective Date”) by and between (i) the **Collaboration for Early Childhood Care and Education, d/b/a/ Collaboration for Early Childhood, an Illinois not-for-profit corporation** (hereinafter referred to as "Collaboration") and (ii) **Parenthesis Family Center** (hereinafter referred to as "Contractor"). This agreement, together with the Exhibits attached hereto and incorporated herein by reference, constitutes the entire agreement between the Collaboration and Contractor, is not subject to any other oral or written agreements between the parties which are not specifically referenced or made a part of this Agreement and may only be modified by written agreement executed by both parties intending to be bound thereby.

**RECITALS:**

The Collaboration has entered into that certain Contract for Early Childhood Education Services with the Board of Education of Oak Park and River Forest High School District No. 200, the Board of Education of Oak Park Elementary School District No. 97 and the Village of Oak Park (the “Collaboration Agreement”) for the purpose of establishing a high-quality system for providing early childhood education services to implement a comprehensive, coordinated approach to early childhood care and education. Pursuant to the terms of the Collaboration Agreement, the Collaboration has issued a Home Visiting and Parent Support Program Solicitation Document (the “Solicitation”), a copy of which is attached hereto as Exhibit A, pursuant to which the Collaboration has requested proposals from responsible vendors to enter into a multi-year contract to implement home visiting and parent support programs in Oak Park, Illinois and River Forest, Illinois (the “Program”). Contractor has submitted to the Collaboration its response to the Solicitation and has been selected by the Collaboration to perform the Program subject to and in compliance with the terms, covenants and conditions set forth in the Scope of Services described on Exhibit B attached hereto, the Performance Objectives described on Exhibit C attached hereto, this Agreement and the Collaboration Agreement.

**Article I. Terms of the Contract**

**Section 1.** Pursuant to the terms of the Collaboration Agreement, the Collaboration hereby hires and retains Contractor to perform services in connection with the Program as set forth in and in accordance with the Scope of Services described on Exhibit B and the Performance Objectives described in Exhibit C during the term “(Term)” of this Agreement as set forth in Section 2 below.

**Section 2.** This Agreement shall become effective as of the Effective Date and shall continue for a maximum Term as follows: (a) the initial year of the Term shall run from the Effective Date until June 30, 2014; and (b) the remaining four (4) full years of the Term shall run from July 1 and end June 30 of the succeeding year. The last date of the Term shall be June 30, 2018 unless this Agreement is sooner terminated by either the Collaboration or Contractor by at least forty-five (45) days prior written notice to the other.

**Article II. Independent Contractor Status**

**Section 1.** It is the express intention of the parties that Contractor is an independent contractor and not an employee, agent, joint venturer, or partner of the Collaboration. Nothing in this Agreement shall be interpreted or construed as creating or establishing the relationship of employer and employee, partnership or venture between the Collaboration and Contractor or between the Collaboration and any person employed by Contractor. Any person or entity employed by Contractor to perform any services in connection with the Program, subject to and with consent of the Collaboration, shall be solely the

responsibility of Contractor and the Collaboration shall have no liability or responsibility to any such person or entity employed by Contractor.

**Section 2.** As the Contractor is not an employee of or partner or venturer with the Collaboration, Contractor is responsible for paying all required local, state and federal taxes. Thus, the Collaboration shall not withhold social security or state or federal income tax from payments due Contractor and; the Collaboration shall not make state or federal unemployment insurance contributions or disability insurance contributions on behalf of Contractor or any employee of Contractor.

**Section 3.** Consistent with Contractor's status as an independent contractor, Contractor shall retain the right to perform services for others during the term of this Agreement, provided that Contractor shall at all times devote such time, energy and resources as shall be necessary to adequately and completely perform its services for the Collaboration as required under this Agreement and so long as any services performed for others shall not interfere with the services to be provided to the Collaboration hereunder.

**Article III. Services and Subletting of Contract:**

**Section 1.** The Collaboration and Contractor agree that services to be performed by Contractor shall be as defined by, implemented and described in the Program and as further provided in Exhibit B, Exhibit C and this Agreement. Contractor further agrees and acknowledges that all of the services to be provided to the Collaboration as provided in this Agreement are subject to the terms of the Collaboration Agreement. Contractor has reviewed the Collaboration Agreement, or relevant portions thereof made available by the Collaboration, and agrees to act in all respects in compliance with the Collaboration Agreement including, without limitation, the provisions of Section 2.7 of the Collaboration Agreement (**Equal Employment and Fair Practices**). Although Contractor is not a party to the Collaboration Agreement and shall make no claims or have any recourse against any party to the Collaboration Agreement other than the Collaboration, Contractor and the Collaboration agree that in the event of any conflict between this Agreement and the Collaboration Agreement, the Collaboration Agreement shall govern in all material respects.

**Section 2.** Contractor agrees that this Agreement may not be assigned, and services to be performed by Contractor hereunder may not be subcontracted, without the written consent of the Collaboration which may be withheld in the Collaboration's sole discretion.

**Section 3.** Contractor acknowledges that any employees of Contractor are the sole and exclusive agents of Contractor and not the Collaboration. Contractor is solely and exclusively responsible for directing its employees. The Collaboration will have no obligation or responsibility for any action or inaction of the employees of Contractor. Contractor shall provide a full and complete list of any such employees to the Collaboration. With respect to Contractor's employees, Contractor shall perform criminal background checks for all employees or personnel who have direct contract with children in accordance with the requirements of Section 10-21.9 of the Illinois School Code (105 ILCS 5/10-21.9) prior to having any such employee or personnel perform services under this Agreement. Contractor shall provide to the Collaboration copies of all criminal background checks performed on its employees or personnel and shall obtain any consents required to enable the Collaboration to disclose such background checks as required pursuant to the Collaboration Agreement or as the Collaboration shall otherwise deem appropriate.

**Section 4.** Subject to Article V of this Agreement, Contractor and the Collaboration acknowledge that information and data gathering and sharing is an integral part of the services to be provided by Contractor under this Agreement and to enable the Collaboration to fulfill its obligations under the Collaboration Agreement. Contractor and the Collaboration have developed reporting procedures and requirements of

Contractor as set forth on Exhibit E attached hereto (“Reporting Requirements”). Such Reporting Requirements may be amended and modified from time to time by the Collaboration after consultation with Contractor during the term of this Agreement to enable the Collaboration to better and more completely perform its obligations under the Collaboration Agreement and as the Collaboration shall determine is required to better obtain the information needed to evaluate Contractor’s performance of its duties under this Agreement. Contractor hereby agrees and acknowledges that the Collaboration may enter into information and data sharing agreements with other agencies or bodies in the performance of the Collaboration Agreement and other agreements to which the Collaboration is a party and that the Collaboration may, at its option, use the information obtained from Contractor under this Agreement for such purposes. Contractor shall take all reasonable steps to assure the accuracy of the information it has provided to the Collaboration and the Collaboration may ask the Contractor from time to time during the term of this Agreement to enter into such information sharing agreements with other agencies or bodies where appropriate and Contractor shall agree to so act at the direction of the Collaboration.

**Section 5.** As further obligations under this Agreement, Contractor shall work with the Collaboration to: (a) review records relating to service levels and outcome measures currently specified in Exhibit C and, if deemed necessary by the Collaboration, redefine the specific service levels and outcome measures by an amendment or other agreement which shall become a part of this Agreement; (b) work with the Collaboration to establish screening mechanisms, eligibility criteria and requirements for program participation in the model program that generally conform to State of Illinois standards as defined by the Governor’s Office of Early Childhood; (c) work with the Collaboration to meet any further information sharing requirements identified by the Collaboration during the term of this Agreement including, without limitation, compliance with the provisions of Section 4 hereof and entering into an interagency data-sharing agreement with the Collaboration regarding information obtained by Contractor relating to children and families served by Contractor under programs operated by Contractor not covered by this Agreement; (d) work with and be involved with Collaboration committees; create and implement a Community/Parent Advisory Council to the Contractor’s programs under this Agreement and create and implement a Home Visiting Task Force to meet monthly as a sub-subcommittee of the Collaboration’s Parent Information and Support Committee; and (e) annually provide evidence of affiliate status with Parents as Teachers.

**Section 6.** Contractor’s representatives shall meet in person with the Collaboration at such time and from time to time as the Executive Director of the Collaboration shall require to discuss the status of Contractor’s performance of the services required under this Agreement, review reports submitted by Contractor as required under this Agreement, including billing reports and documentation regarding Contractor’s compensation as provided in Article IV hereof, and review the status of all matters relating to Contractor’s performance under this Agreement. Initially, meetings shall take place monthly on a day and at a time and place mutually agreed upon by the Collaboration and Contractor or, in absence of agreement, on such day, time and place as determined by the Executive Director. Such meeting times and place shall be adjusted as necessary to accommodate reasonable unavailability of personnel to attend and participate and, if necessary, may be held by phone or other electronic media that allows representatives of the Collaboration and Contractor to participate with one another.

**Section 7.** Contractor shall provide evidence to the Collaboration that Contractor is in good standing with all required professional organizations and committees including, without limitation, Parents as Teachers. In addition, Contractor shall provide copies of all State of Illinois and local licenses required to enable Contractor to lawfully conduct its activities under this Agreement to the Collaboration.

**Section 8.** Contractor shall provide to the Collaboration evidence that Contractor remains a validly existing Illinois not-for-profit corporation and that all professional and governmental licenses required to enable Contractor to perform its services and obligations under this Agreement remain in effect during the

term of this Agreement, together with copies thereof. Contractor shall provide notice to the Collaboration of any investigations, litigation or administrative proceedings initiated or instituted against Contractor at any time, shall advise the Collaboration of any material adverse change or event in the business and affairs of Contractor that might reasonably be expected to impact or affect its performance of its obligations under this Agreement and shall reasonably respond to any inquiries from the Collaboration regarding any such matters.

**Article IV. Compensation and Billing Procedure.**

**Section 1.** Contractor's budgets for performance of services required under this Agreement for the first fiscal year (Effective Date through 6/30/14), the second fiscal years (7/1/14 through 6/30/15) and the third fiscal year (7/1/15 through 6/30/16) are attached hereto as Exhibit F. The budgets for the fourth fiscal year (7/1/16 through 6/30/17) and the fifth fiscal year (7/1/17 through 6/30/18) shall be determined no later than April 1 of the year preceding the beginning of each such fiscal year and shall be based upon the last approved budget for the services to be provided hereunder, subject to a two percent (2%) escalation over the amount in the last approved budget.

**Section 2.** Within fifteen (15) days after the Effective Date, the Collaboration shall pay to the Contractor the sum of Fifty Thousand Dollars (\$50,000), fifty percent (50%) of which ("Initial Amount") shall be an advance by the Collaboration against the costs to be incurred by Contractor during the first fiscal year of this Agreement, and the remaining fifty percent (50%) of which ("Reserved Amount") shall be placed in a restricted account by Contractor to be available for use by Contractor from time to time during the Term to pay costs and expenses incurred in connection with the services to be provided under this Agreement. The maximum budgeted amount and amounts paid to Contractor pursuant thereto for any fiscal year of the Term shall not be increased by application of the Reserved Amount by Contractor and any remaining unspent balance of the Reserved Amount shall be returned to the Collaboration upon expiration of the Term or sooner termination of this Agreement, as applicable. Expenditures from the Initial Amount and the Reserved Amount shall be subject to the invoicing, reporting and record-keeping requirements set forth on Exhibit E and Exhibit G.

**Section 3.** The Initial Amount shall be used by Contractor to pay costs incurred under this Agreement during the first fiscal year and the balance of the budgeted amount to be paid to Contractor for such fiscal year shall be paid in [monthly] installments following utilization of the Initial Amount by Contractor in full. The payments to Contractor in any fiscal year shall not exceed the maximum budgeted amount for such year, including any use of the Reserved Amount by Contractor and there shall be no variation of more than ten percent (10%) in any budget line item (subject to the overall budget cap for such years) including as a result of any use of the Reserved Amount which would increase a line-item expenditure so as to exceed the ten percent (10%) limit without the written approval of the Collaboration. In the event that the amount paid to Contractor during any fiscal year shall be less than the maximum budgeted amount for such year, then the unused balance of such maximum budgeted amount shall be applied against the amount payable to Contractor for the next fiscal year and shall be treated as a credit against amounts payable by the Collaboration under the budget for such next fiscal year under this Agreement.

**Section 4.** The payments to Contractor for its services under this Agreement, and the documentation and billing reports required to be submitted by Contractor to the Collaboration as a condition to any payments under this Agreement, shall be as set forth and described on Exhibit E and Exhibit G attached hereto.

**Section 5.** Contractor shall submit the required documentation to the Executive Director of the Collaboration and shall meet with the Executive Director on a periodic basis as required by the Executive Director to review the time spent and performance of services by Contractor required under this Agreement.

## **Article V. Confidentiality.**

**Section 1.** "Confidential Information" means any proprietary information, data, records or other information regarding specific individuals, families, service providers, or units of government, or other business information either (a) obtained by Contractor in the performance of its duties under this Agreement and disclosed to the Collaboration either directly or indirectly, orally or in writing by Contractor as required under this Agreement; or (b) any information in the possession of the Collaboration which is divulged or made available to Contractor by the Collaboration. All such Confidential Information is acknowledged by Contractor to be the property of and owned by the Collaboration in all respects.

**Section 2.** Contractor shall not, during or subsequent to the term of this agreement, use the Collaboration's Confidential Information for any purpose whatsoever other than the performance of the services on behalf of the Collaboration and shall not disclose such Confidential Information to any third party without the permission of the Collaboration provided, however, that Contractor shall be entitled to use information obtained by Contractor in the performance of its duties under this Agreement as provided in Article VI hereof. Contractor further agrees to take all reasonable precautions to prevent any unauthorized disclosure of Confidential Information including, but not limited to, having each employee of Contractor with access to any Confidential Information execute a nondisclosure agreement in the form attached hereto as Exhibit H containing provisions in Collaboration's favor substantially similar to Articles V and VI of this Agreement.

**Section 3.** Confidential information does not include information which (a) is known to Contractor at the time of disclosure to Contractor by the Collaboration as evidenced by written records of Contractor, (b) has become publicly known and made generally available through no wrongful act of Contractor, (c) has been rightfully received by Contractor from a third party who is authorized to make such disclosure, or (d) is required to be disclosed pursuant to any legally issued subpoena, discovery request, or court order in any litigation or other proceeding provided, however, that Contractor shall promptly advise the Collaboration of any such required disclosure and provide the Collaboration with an opportunity to contest any such disclosure requirement.

**Section 4.** Both Contractor and the Collaboration agree that they shall not, during the term of this Agreement, improperly use or disclose any Confidential Information, records, or data of any person or entity with respect to which Contractor or the Collaboration has an agreement or duty to keep in confidence, whether by separate agreement or by applicable laws. Contractor further agrees that Contractor shall not bring onto the premises of the Collaboration any unpublished document or proprietary information belonging to any person or entity unless consented to in writing by such person or entity. Contractor agrees that it shall obtain all consents and approvals in writing from any and all individuals or third parties required to enable Contractor to provide and disclose the information to be obtained by Contractor under this Agreement to the Collaboration. Each party acknowledges that it is solely responsible for the actions of the personnel it employs.

**Section 5.** Contractor recognizes that the Collaboration has received and in the future will receive from third parties their Confidential Information subject to a duty on the Collaboration's part to maintain the confidentiality of such information and to use it only for certain limited purposes. Contractor agrees that Contractor owes the Collaboration and such third parties, during the term of this Agreement and thereafter, a duty to hold all such Confidential Information in the strictest confidence and not to disclose it to any person, firm or corporation or to use it except as necessary in carrying out the services for the Collaboration consistent with the Collaboration's agreement with such third party or as required by a subpoena, discovery request, or court order.



**Section 6.** Upon the termination of this Agreement, Contractor shall deliver to Collaboration all relevant Confidential Information and any other Collaboration property in tangible form that Contractor may have in Contractor's possession or control.

**Section 7.** In performing its services and obligations under this Agreement, Contractor shall at all times comply with the Privacy and Security Policy of the Collaboration set forth on Exhibit I attached hereto.

**Article VI. End Product Document.**

**Section 1.** The Collaboration shall own and have the sole right to use in any manner any (written, etc.) material produced by Contractor and provided to the Collaboration by Contractor pursuant to this Agreement provided, however, that Contractor shall be able to use any and all data collected pursuant to this Contract for purposes of enabling Contractor to apply for and report to grant-making institutions and other funds providers as part of Contractor's business so long as Contractor keeps the Collaboration reasonably informed in advance of such use and disclosure.

**Article VII. Hold Harmless and Insurance.**

**Section 1.** Contractor shall indemnify and hold harmless the Collaboration from and against any loss, costs, claims, damages or liability imposed upon, claimed or asserted against the Collaboration, including reasonable attorneys' fees and other legal expenses, arising directly or indirectly from any negligent actions taken by Contractor, or by its employees, personnel, subcontractors or its permitted assigns, or arising or resulting from any violation or breach of this Agreement by Contractor. The Collaboration shall indemnify and hold harmless Contractor from and against any loss, costs, claims, damages or liability imposed upon, claimed or asserted against Contractor, including reasonable attorneys' fees and other legal expenses, arising directly or indirectly from any negligent actions taken by the Collaboration, or by its employees, personnel, subcontractors or its permitted assigned, or arising or resulting from any violation or breach of this Agreement by the Collaboration.

**Section 2.** Contractor shall obtain and maintain at its sole cost the insurance coverages during the term of this Agreement as set forth on Exhibit J attached hereto. Contractor shall provide evidence of the existence of such coverages including, without limitation, delivering to the Collaboration insurance certificates showing the required coverages and listing the Collaboration as an additional insured party under any such insurance as required under Exhibit J including, without limitation, liability and umbrella insurance and workers compensation insurance within fourteen (14) days of the Effective Date. The Collaboration shall have the right to approve all such insurance and the underwriters providing such coverage. At the request of the Collaboration, the other parties to the Collaboration Agreement shall be listed as additional insured parties on any insurance required to be maintained by Contractor hereunder. In addition, Contractor shall provide copies of insurance policies at the request of the Collaboration. All insurance coverages required under this Agreement shall be in place as of the Effective Date.

**Article VIII. Obligations of Collaboration.**

**Section 1.** The Collaboration shall reasonably cooperate with and comply with all reasonable requests of Contractor, including providing as soon as practical all documents in the possession of the Collaboration that are reasonably requested by Contractor to enable Contractor to perform its services under this Agreement.

**Section 2.** The Collaboration shall promptly notify Contractor of any obligations of Contractor under this Agreement which the Collaboration believes are not being performed in the manner required under this Agreement. The Collaboration and Contractor shall notify the other party of any claims received by the

Collaboration or Contractor which are covered by the indemnification and/or insurance as provided in Article VII hereof.

**Article IX. Agreement Termination.**

**Section 1.** This Agreement may be terminated by the Collaboration or Contractor as provided in Article I, Section 1 hereof or and shall be automatically terminated effective upon occurrence of the following events:

- a. termination of the Collaboration Agreement;
- b. dissolution or insolvency of Contractor; or
- c. failure of the Contractor to maintain its legal existence or to maintain licenses, permits or other approvals required for Contractor to perform its services as provided in this Agreement.

**Section 2.** Upon termination of this Agreement, Collaboration shall pay to Contractor any amounts due to Contractor which are accrued and unpaid as of the effective date of termination, less any amounts owed or claimed to be due from Contractor to the Collaboration under this Agreement.

**Section 3.** Upon termination of this Agreement, Contractor will be responsible for providing any written or other work product to the Collaboration produced pursuant to the performance of services under this Agreement.

**Section 4.** Upon termination of this Agreement, any unused funds (including any portion of the Reserve Amount) then held by Contractor that have been provided by the Collaboration shall be returned provided, however, that the Collaboration shall have the right to direct Contractor as to the disposition of any such unused funds and Contractor shall comply with such directions.

**Article X. General Provisions.**

**Section 1.** Any notices to be given hereunder by either party to the other may be effected by personal delivery in writing or by mail, registered or certified, postage prepaid, with return receipt requested. Mailed notices shall be addressed to Contractor at 405 South Euclid, Oak Park, Illinois 60302 and to the Collaboration at Oak Park Village Hall, 123 Madison Street, Room 209, Oak Park, Illinois 60302, but each party may change the address by written notice in accordance with this Section.

**Section 2.** This Agreement supersedes any and all agreements, either oral or written, between the parties hereto with respect to the subject matter of this agreement. Each party to this Agreement acknowledges that no representations, inducements, promises, or agreements, oral or otherwise, have been made by any party, or anyone acting on behalf of any party, which are not embodied herein, and that no other agreement, statement, or promise not contained in this Agreement shall be valid and binding. Any modification of this Agreement will be effective only if it is in writing and signed by both parties.

**Section 3.** If any provision in this Agreement is held by a court of competent jurisdiction to be invalid, void, or unenforceable, the remaining provisions shall nevertheless continue in full force and effect without being impaired or invalidated in any way.

**Section 4.** This Agreement shall be governed by and construed in accordance with the laws of the State of Illinois without regard to its conflict of laws principles.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement as of the date and year first above written.

CONTRACTOR: Parenthesis Family Center

Stephanie Keedy

By: Board, President

(NAME AND IF APPLICABLE, TITLE)

Social Security or Taxpayer Identification Number: 36-3083195

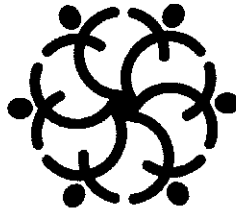
THE COLLABORATION FOR EARLY CHILDHOOD CARE AND EDUCATION

By: Arrollina Song

BOARD CHAIR

(Title)

## Exhibit A



Collaboration for  
Early Childhood

*Strong Start, Bright Future*

### The Collaboration for Early Childhood Oak Park River Forest Home Visiting And Parent Support Program Solicitation Document

The Collaboration for Early Childhood (Collaboration) is requesting Proposals from responsible vendors to enter into a multi-year contract to implement home visiting and parent support programs in Oak Park and River Forest. Below is a brief description of the Collaboration, and of the program with detailed requirements in subsequent sections of this solicitation. If you are interested and able to meet these requirements, please submit a Proposal. The Collaboration anticipates entering into a five-year contract with the selected agency, however, its continuation will be reviewed annually for performance and also depends upon the maintenance of the contract for services between the Collaboration and the Village of Oak Park, Oak Park Elementary School District 97 and Oak Park River Forest High School District 200 that is the basis for the purchase of this service.

#### **Background Information about the Collaboration for Early Childhood**

Founded in 2002 by all six of Oak Park's governing bodies, the Collaboration for Early Childhood is a public/private partnership that leverages the resources of more than 60 local agencies to promote the development of a comprehensive, community-wide system of high-quality programs and services to foster physical, cognitive and social-emotional development during the critical first five years of life. All Oak Park jurisdictions participate in the Collaboration for Early Childhood: the Village of Oak Park, District 97, District 200, Oak Park Township, Oak Park Public Library and Park District of Oak Park. In addition to the jurisdictions, the Collaboration's partners include a wide range of early childhood service providers and stakeholders. The Collaboration serves as the local "table" at which virtually all stakeholders in the early childhood system meet regularly.

The Collaboration estimates that there are 5,400 children birth to kindergarten age living in the Oak Park and River Forest community and that 800 are at-risk due to family income, status, developmental delays and stressed family situations. Its programs and activities are designed to benefit all children, with a special focus on at-risk children.

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

Oak Park supports the implementation of model fidelity home visiting and low-intensity parenting support programs to benefit all children ages birth to three living in Oak Park and River Forest.

The work of the Collaboration is organized around four key areas:

**Parent Information and Support:** Through contracts with family support agencies, the Collaboration seeks to engage parents of at-risk children ages birth to three (approximately 350-400 children) in a home visiting program, to provide a low-intensity parenting support program for all parents with children birth to age three and to provide every parent with information about child development and services available in the community.

**Developmental Screening:** The Collaboration works with area pediatricians, family practice physicians and preschool and child care providers to promote universal developmental screening for children birth to five. The Collaboration also provides hearing and vision screening to more than 1,100 preschool children and works with all providers to ensure that children who need further assessment and services receive them.

**Professional Development:** The Collaboration works to increase the professional qualifications and skills of early care and education teachers and family child care providers through participation in professional development activities, college-level classes, and statewide quality enhancement initiatives like Great START, Quality Rating System and Gateways to Opportunity. The Collaboration also fosters professional communities through its Directors Round Table and Family Child Care Provider Round Table.

**Public Preschool Coordination:** The Collaboration works with three Preschool for All agencies and Head Start to find and enroll all at-risk children in Oak Park in high-quality preschool (part-day or enriched, full-day program). It also provides technical support, training, and mentoring to ensure a strong curriculum and high-quality interactions between staff and children.

To monitor its progress and ensure that its approach is impactful, the Collaboration is developing a voluntary database with appropriate security features to house information about Oak Park's very youngest children, to track service usage, identify any shortages and underused services, track the coordination and integration of services and to allow for assessment data collection and impact analysis.

### **Description of Oak Park River Forest Home Visiting and Parent Support Program**

*Program Goal: The Collaboration for Early Childhood Oak Park River Forest Home Visiting Program will contribute to developing a comprehensive, high-quality, early childhood system that promotes maternal, infant, and early childhood health, safety, and development, and strong parent-child relationships.*

Program Scope:

1. To provide home visiting for families with children ages birth to three meeting risk criteria with fidelity to one of the following evidence based models: Parents as Teachers or Healthy Families America (model program).
2. To develop, in cooperation with the Collaboration, and implement a low-intensity, parenting support program for all families with children ages birth to three (low-intensity program);
3. To collect data on children from prenatal to age five who are receiving Collaboration-funded home visiting services;

4. To ensure the home visiting program is effectively connected to required community-based organizations and services;
5. To further develop and strengthen the Collaboration and local infrastructure necessary to support effective service delivery. This will include participation in the development and testing of a Home Visiting screening and coordinated intake system.

**Objectives:**

- Operating home visiting programs with fidelity to the selected model for at-risk children ages birth to three
- Operating a “low-intensity” home visiting/parenting support program for all families with children birth to age three
- Developing strong referral networks for home visiting program participants in order to achieve performance measures
- Testing a home visiting screening and coordinated intake system
- Strengthening the early childhood system

**Key Dates**

<b>July 10, 2013 1:00 pm</b>	Information Session in Community Room 101 Oak Park Village Hall, 123 Madison Street. Send notification of attendance to <a href="mailto:cnewberry@collab4kids.org">cnewberry@collab4kids.org</a>
<b>July 17, 2013</b>	Letter of Interest is requested to assist with planning. Include, agency name, contact information and selected home visiting model. Send via email to <a href="mailto:cnewberry@collab4kids.org">cnewberry@collab4kids.org</a>
<b>August 14, 2103</b>	Applications due by 5:00 pm. Send via email to <a href="mailto:cnewberry@collab4kids.org">cnewberry@collab4kids.org</a>
<b>TBA at Information Session</b>	Interviews/Meeting date with top scoring agencies

- 
- 
- 
- 

**Program Plan**

**Agencies should describe their plans for operation of their proposed home visiting model using this framework.**

**1. Organizational Background (20 points)**

- a. *Agency Experience:* Agencies should discuss their experience in operating home visiting or other family support programs for families who have young children or may be expecting a newborn in Oak Park and River Forest. If agency operates in Oak Park and River Forest, please describe the program. If agency has experience operating home visiting programs but does not have experience in Oak Park and River Forest, then

agency should describe their programs in other communities and discuss how they would establish services in Oak Park and River Forest.

- b. *Fiscal Condition:* Provide evidence of agency fiscal condition: June 30, 2013, budget to actual comparison report, balance sheet and most recent audit.
- c. *Proposal Cover Sheet:* Complete the proposal coversheet attached to this document.
- d. *Insurance Requirements Affirmation Statement:* Complete the Insurance Requirement Affirmation Statement attached to this document.

## 2. **Project Description Model Fidelity Program (55 Total points)**

- a. *Model.* Agencies should identify the evidence-based model chosen and describe how the model/home visits will incorporate “The Principles and Premises of Family Support Practice”<sup>1</sup> and the Strengthening Families Illinois Protective Factors.<sup>2</sup> Agencies should describe how their proposed model reflects a trauma-informed approach to services,<sup>3</sup> including screening for the effects of childhood trauma, appropriate referrals and conducting home visits with an appreciation of the serious impact of exposure to trauma for parents, children and other family members. Agencies should also describe the inclusion of the Illinois Early Learning and Development Guidelines (the IELG are comprehensive developmental learning standards for Illinois’ youngest learners that form the foundation for all learning and development that is to follow. The guidelines provide broad statements that provide teachers and caregivers with useful information and direction that is needed as part of the daily early childhood environment <http://illinoisearlylearning.org/guidelines/guidelines.pdf> ).
- b. *Target Populations and Strategy for Identifying Families.*  
The Collaboration estimates that there are 350 to 400 at-risk children ages birth to three living in Oak Park and River Forest based on family income status, developmental delays and stressful family situations. Describe your agency’s target population for the model program, include a specification of family circumstances: maternal gravidity, family income, the child’s age [including intake during pregnancy], risk for maltreatment and other characteristics required by the model’s specifications. The specified target population must conform to the requirements of the selected model.  
Minor Adaptations. Describe any modifications to the evidence model, which your agency believes are necessary to adapt it to the needs of their target population. If adaptations are made a letter from the selected national model indicating approval of the adaptation is required.
- c. *Home Visitor Characteristics.* Present a staffing plan and describe the characteristics that will be considered in selecting home visitors for the model program, including education, professional licensure and work experience. The proposed plan will be compared with the model developer’s guidelines.

---

<sup>1</sup> Family Support America. (1996). Guidelines for Family Support Practice Chicago: Family Resource Coalition.

<sup>2</sup> Protecting Children by Strengthening Families: 6 Ways to Keep Families Strong Through Early Care and Education. [http://www.strengtheningfamiliesillinois.org/downloads/6\\_Factors.pdf](http://www.strengtheningfamiliesillinois.org/downloads/6_Factors.pdf)

<sup>3</sup> Harris, M. and Fallot, R.D. (Eds.) (2001) Using trauma theory to design service systems: New directions for mental health services. San Francisco, CA, US: Jossey-Bass.

*Note: The staffing plan for the model program and the low-intensity program is expected to utilize a single program supervisor to develop and manage the programs. The Collaboration also anticipates agencies hiring home visitors, and support staff (for data entry and other purposes), depending upon the program model selected and the anticipated program offerings in the low-intensity component.*

- d. *Training.* Present a plan for obtaining training from national, state and local sources, depending upon the selected model. This will be compared to the requirements of the selected model and must include trauma informed practice, breastfeeding, domestic violence, substance abuse, maternal depression/mental health, child maltreatment and parents with special needs.
- e. *Service Intensity.* Specify the frequency of home visits and the criteria for increasing or decreasing the frequency of home visits for the model program. Responses will be compared with the guidelines for each model.
- f. *Content of the Home Visit in Model Program.* Describe the content that will be included in a home visit. This will include content to support parents, promote parent-child interaction and promote child development. Agencies are to specify that visits will be conducted one-on-one between the home visitor and the parent(s) and visits will be conducted in the home setting. The proposed content will be compared to the requirements of each model developer.
- g. *Number to be Served.* Estimate the number of families to be served each year in the model program and explain the procedure for creating this estimate. The estimate will be compared with the selected model's guidelines for caseload size and the applicant's proposed staffing plan.
- h. *Time to Meet Caseload.* Prepare a timeline for implementation, including hiring staff, training and building caseload requirements for the model program.
- i. *Strategies to Minimize Attrition.* Describe strategies for minimizing attrition after initiation of services in the model program.
- j. *Persistent Outreach.* Agencies that have selected Healthy Families Illinois should describe their approach to "creative" or persistent outreach as required by the national model. Agencies that have selected Parents as Teachers are asked to include this element as well.
- k. *Limited Caseloads.* Describe the policy for limiting caseloads of home visitors in the model program and the mixture of families at various levels of program experience and risk that can be served by one home visitor. This plan will be compared with the model developer's guidelines.

### **3. Project Description Low-Intensity Program (45 Total Points)**

- a. *Low Intensity Program.* The Collaboration intends this program component to serve Oak Park and River Forest families with children birth to age three and with limited or



no risk factors. It seeks to ensure that all families have 1) information about child development; 2) have opportunities to combat social isolation through increased awareness of community resources with contact names and numbers and connections with other parents through support groups. Agency should describe the program components it considers important for a successful low-intensity home visiting/parent support program for families, e.g., frequency of a home visit, information sharing strategies including type of information to be shared, sources and method of distribution, and strategies for creating group connections including frequency of group meetings, methods of engagement, and anticipated use of the model program selected for at-risk children. Describe and explain your use of any elements of the model program selected for at-risk children identified in section 2a.

- b. *Target Population and Strategy for Identifying Families.* Describe how your agency will identify families for the low-intensity program, how it will determine if families who have been identified for and participating in the low-intensity program warrant enrollment in the model program, and the process for facilitating the transition.
- c. *Home Visitor Characteristics.* Describe the anticipated staffing plan and characteristics/qualifications required to provide low-intensity services for Oak Park and River Forest families.

*Note: The staffing plan for the model program and the low-intensity program is expected to utilize a single program supervisor to develop and manage the programs. The Collaboration also anticipates agencies hiring home visitors, and support staff (for data entry and other purposes), depending upon the program model selected and the anticipated program offerings in the low-intensity component.*

- d. *Training.* Provide a description of the training anticipated for the low-intensity model. For example, Parents as Teachers core training.
- e. *Anticipated Service Intensity.* Specify the anticipated or recommended frequency of home visits, phone or electronic contacts, group meetings etc., for the low-intensity program. Responses should include a rationale for the frequency.
- f. *Number to be Served.* Estimate the number to be served each year in the “low-intensity” program and explain the procedures for creating this estimate.
- g. *Time to Meet Caseload.* Prepare a timeline for implementation, including hiring staff, training and building caseload requirements for the low-intensity program.
- h. *Strategies to minimize attrition.* Describe strategies to maintain contact with parents participating in the low-intensity program and to keep them engaged in services.
- i. *Persistent Outreach.* Agencies should also describe outreach strategies it will implement to locate and engage families in the low-intensity program.

- j. *Caseload.* Describe important considerations for determining the size of the caseload for staff in the low-intensity program.

**4. Considerations for model and low-intensity programs (Total 30 points)**

- a. *Screening.* The Collaboration will consider the working relationships that have been established with organizations serving Oak Park and River Forest families who may be eligible for home visiting, such as family planning clinics, prenatal care providers, hospital obstetric units, family practice and pediatric practices, providers of the Special Supplemental Nutrition Program for Women, Infants and Children, Family Case Management and similar programs, including local schools. The agency will work with the Collaboration to develop a home visiting screening tool that meets the Collaboration and the State of Illinois' needs. The protocol for administering, scoring and interpreting will be defined by the Collaboration in cooperation with the agency. The agency will be responsible for administering the screening tool, however, the Collaboration will have access and oversight to all data as it relates to screening and assignment. The Collaboration expects the scope of this function will feed into a longitudinal data system (yet to be developed). The agency will be required to meet the data entry requirements of the Collaboration, which anticipates using Visit Tracker through the Governor's of Early Childhood Development.

The agency should identify their screening and intake processes and the logistics of the enrollment into the model program and the low-intensity program including timelines from referral to case opening.

- b. *Reflective Supervision.* Present a plan for training supervisors in reflective supervision and for ensuring that supervisors continue to practice this approach. Describe how much reflective supervision time will be provided to each home visitor and staff member providing services to clients.
- c. *Voluntary Participation.* Agencies should assure that services will be offered on a voluntary basis.
- d. *Cultural Competence.* Describe the approaches the agency will take to ensure that home visitors, curricula and other aspects of both programs (model program and low-intensity program) will demonstrate cultural competence.

**5. Linkages to Primary Care and Other Services (10 points)**

Describe the way in which the agency will implement the assessment, referral and service coordination as a part of the home visiting program and to ensure that families will receive an individualized assessment. Agencies are required to identify the organizations they will be partnering with to ensure that participating families have a source of primary medical care (including family practice, internal medicine and obstetric and gynecological care for adults and pediatric care for children). The Illinois Department of Healthcare and Family Services has made a substantial commitment to the use of medical homes for preventive and primary care and to coordinate access to specialized medical care for children who are covered by All Kids. Home visiting programs will be informed of and encouraged to work closely with each family's medical home per the protocol the Governor's Office of Early Childhood Development has developed with the Illinois Chapter of the American Academy of Pediatrics.

Agencies should also describe the relationship between their home visiting program and other service providers in the Oak Park River Forest Community, including mental health, substance abuse treatment, domestic violence, parental developmental delay or disability, homelessness and limited English proficiency (to address all of Illinois' high-risk populations), and other agencies that serve families who have young children or are expecting a newborn.

Agencies must assure that all participating children will be screened for developmental delay using the ASQ-3 and ASQ-SE and referred when necessary for services under Part B or Part C of the Individuals with Disabilities Education Act.

**6. Groups (10 points)**

Agencies that select Parents as Teachers should present a plan for supplementing home visits with group meetings. The plan will be compared to PAT's Essential Requirements to ensure that the proposed plan meets model specifications. If Healthy Families model is chosen groups should be implemented for best practice and should be described.

Agencies should also describe the anticipated use of groups to foster parent connections in the low-intensity component of the program.

**7. Data Collection Quality Assurance and Continuous Quality Improvement (25 points)**

*a. Data Collection.* Agencies are expected to participate in the data collection, program monitoring and continuous quality improvement activities of the model developer and the Collaboration.

Agencies should describe how they are prepared to work with the Collaboration on a data collection system and meet the Collaboration's data collection requirements. Describe the current data system your agency is using and how client confidentiality is protected. Also describe strategies for monitoring data integrity.

Note: The Collaboration will ask agencies to use the Visit Tracker program available through the Governor's Office of Early Childhood Development. The agency will be expected to sign an interagency data sharing agreement with the Collaboration and seek client permission to share information.

*b. Present a plan for quality assurance and continuous quality improvement.*

The plan should describe the frequency with which quality assurance activities will be conducted as well as who within the applicant organization will participate in this process. Agencies are expected to describe how data drives their own quality assurance and continuous quality improvement procedure.

Agencies are required to complete the quality assurance requirements of the national model, including requirements to affiliate with the national model developer's organization and to complete any long-term quality assurance process, such as accreditation, credentialing, affiliation, and/or commendation.

Agencies are required to participate in the collection of data in order to measure progress on performance standards and performance measures. Agencies will also be expected to include this information in their own quality assurance and continuous quality improvement procedure.

**8. Community Advisory Board and Parent Engagement (20 points)**

Agencies are asked to establish a parent advisory board for the project. Include a plan for parent engagement describing a continuum of parent involvement with their efforts to support their children to involvement with the project. Agencies should also define meaningful ways for parent leaders to participate in the Collaboration's Committees and Council. Agencies should be sure to include their common definition of parent (e.g. does it include grandparents raising children? Any relative who is the primary caretaker?).

**9. Home Visiting Network (10 points)**

To promote transparency of services, agencies should plan to develop and participate in the Parent Information and Support Committee of the Collaboration, the Collaboration Council and other relevant committees of the Collaboration such as the Developmental Screening Coordination Committee. The agency will be asked to help plan, convene and participate in an Oak Park River Forest Home Visiting Task Force, a subcommittee of the Parent Information and Support Committee, comprised of agencies providing home visiting services, referral sources, and service providers to discuss the progress of the project, hard to reach populations, caseload capacity, retention issues, frequency of maternal depression, positive domestic violence and substance abuse screens, and service referrals. Present a plan to work with the Collaboration to develop this Oak Park River Forest Home Visiting Task Force and further community systems building over the course of the grant period.

**10. Implementation Work Plan and Timeline (10 points)**

Submit an implementation work plan and timeline, which identifies major activities and milestones for program implementation and operation. This timeline should include: goal, implementation activities, who is responsible, and the time frame.

**11. Project Budget (15 points)**

Agencies should submit a budget for the home visiting program they will be implementing. Budget Template: [http://www.collab4kids.org/images/uploads/Budget Detail Worksheet and Summary Final.xlsx](http://www.collab4kids.org/images/uploads/Budget%20Detail%20Worksheet%20and%20Summary%20Final.xlsx)

The project is designed to ramp up to full capacity over a three-year period. Incremental growth in funding is planned to support increased program services and will involve a multi-year contract with selected vendor(s). Funding available over the three-year period is as follows.

September 1, 2013 - June 30, 2014:	\$210,000
July 1, 2014 - June 30, 2015:	\$450,000
July 1, 2015 - June 30, 2016:	\$675,000

Develop the budget using the attached template and be as complete and detailed as possible. Keep the following considerations in mind.

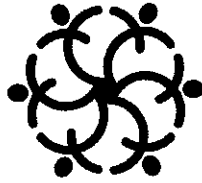
- a. Program supervisor should be hired to develop and manage the model program and low-intensity program in year one as the first staff person hired.
- b. The Collaboration and its funders have prioritized the implementation of the model program for at-risk families and expect staff to be hired and services to begin in year one. The Collaboration anticipates that agencies will stage the hiring of home visitors to expand program services in the first year is anticipated.

c. The Collaboration and its funders also expect implementation of the low-intensity program in year 1, however, they anticipate a slower rate of program expansion and staff hiring in years one and two than that for the model program.

d. Describe the agency contribution (funding and in-kind support) for the project. Be as specific as possible and include a description of sources of funding to be used on the last page of the budget template *for each project year*.

### **Proposal Checklist**

- \_\_\_\_\_ Proposal Cover Sheet
- \_\_\_\_\_ Complete Proposal (no more than 20 Pages)
- \_\_\_\_\_ Budget detail and summary with any needed narrative support
- \_\_\_\_\_ Most recent audit or financial statement
- \_\_\_\_\_ June 30, 2013, year-to-date, budget-to-actual comparison report
- \_\_\_\_\_ June 30, 2013, Balance Sheet
- \_\_\_\_\_ Insurance Requirements Affirmation statement



Collaboration for  
Early Childhood  
*Strong Start, Bright Future*

The Collaboration for Early Childhood Oak Park River Forest Home Visiting Program  
Request for Proposal Cover Sheet

Date of Application Submittal: \_\_\_\_\_

Agency Name and Address: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Contact Person Name \_\_\_\_\_ Email Address \_\_\_\_\_

Phone Number: \_\_\_\_\_

Model Chosen for Model Fidelity Program \_\_\_\_\_

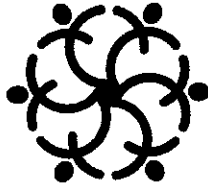
Amount Requested in proposed Budget Year 1 \_\_\_\_\_

Amount Requested in proposed Budget Year 2 \_\_\_\_\_

Amount Requested in proposed Budget Year 3 \_\_\_\_\_

Proposal Checklist

- \_\_\_\_\_ Proposal Cover Sheet
- \_\_\_\_\_ Complete Proposal (no more than 20 Pages)
- \_\_\_\_\_ Budget detail and summary with any needed narrative support
- \_\_\_\_\_ Most recent audit or financial statement
- \_\_\_\_\_ June 30, 2013 year to date budget to actual comparison report
- \_\_\_\_\_ June 30, 2013 Balance Sheet
- \_\_\_\_\_ Insurance Requirements Affirmation statement



Collaboration for  
Early Childhood  
*Strong Start, Bright Future*

### Insurance Requirements Affirmation

The Collaboration for Early Childhood Care & Education has contractual commitments as part of the contract it holds with the Village of Oak Park, Oak Park Elementary School District 97 and Oak Park River Forest High School District 200. The contract stipulates that the Collaboration and its subcontractors meet the following insurance requirements:

General Liability: Not less than **\$1,000,000** per occurrence

Including Sexual Misconduct Liability: Not less than **\$1,000,000** per occurrence (if children are involved)

Professional Liability: Not less than **\$1,000,000** per occurrence (if warranted by scope of activities)

Umbrella Liability: Not less than **\$5,000,000** per occurrence (if warranted by scope of activities)

Automobile Liability: Not less than **\$1,000,000** per occurrence (if autos are involved in activities)

Workers Compensation/Employers Liability: Not less than **\$1,000,000**

Cancellation Clause: Not less than thirty (30) days notice.

Additional Insured for General Liability: Collaboration for Early Childhood Care & Education  
123 Madison St., Room 209  
Oak Park, IL 60302

Special Condition(s) Appear on Certificate:

- “Includes Waiver of Transfer of Rights of Recovery Against Others To Us for General Liability”
- “Waiver of Subrogation for Workers Compensation”

Certificate Holder: Same as Additional Insured listed above.

Prior to the start of work, and annually thereafter, the Certificate of Liability Insurance with Additional Insured and Waiver should be forwarded to Collaboration for Early Childhood Care & Education, email: [cnewberry@collab4kids.org](mailto:cnewberry@collab4kids.org), or fax: (708)434-1259

On behalf of \_\_\_\_\_, I have read and understand these requirements and am authorized to provide assurances that they will be fulfilled if \_\_\_\_\_ is selected as the contractor for the Oak Park River Forest Home Visiting Program.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

Name

Title



## Exhibit B

### Scope of Services

Parenthesis Family Center will implement a model program, Parents as Teacher (PAT) with fidelity to serve at-risk children and their parents/guardians. Parents as Teachers provides information, support and encouragement to expectant parents and parents with children ages birth to preschool age.

Parenthesis will also implement a parent support program to serve Oak Park and River Forest families with children birth to age three and with limited or no risk factors. This program is intended to provide all parents with information about child development and combat social isolation through awareness of community resources and connections with other parents.

The following activities will support the successful implementation of PAT and the Parent Support Program.

1. Recruit and hire a program supervisor to begin the position to oversee both programs by January 6, 2014.
2. Ensure that the Program Supervisor receives core training in PAT, if needed, within 90 days of being hired.
3. By March 2014 establish a Community Advisory Board to Parents as Teachers Program and the Parent Support Program.
4. Involve parents in the Advisory Board, and promote the involvement of parents in the Collaboration Council and its committees.

### Parents as Teachers

1. Receive and make meaningful use of the consultation and training provided through the Collaboration contract with the Ounce of Prevention Fund and through the Collaboration's arrangements with the Governor's Office of Early Childhood Development – Maternal Infant Early Childhood Home Visiting. These services may include assistance in hiring staff, developing a timeline for implementation, establishing inter-agency referral and follow-up agreements, plan for staff development, time management, caseload growth, continuous quality improvement activities, strategies to ensure adherence to model fidelity.
2. Recruit and hire a Parent Educator to begin work by January 6, 2014. Staff hired and trained in year 2 and year 3 of the contract will be hired according to a schedule described in a written memorandum that will be agreed to by both parties prior to April 1, 2014 and April 1, 2015 respectively. Special attention should be paid to cultural competence of candidates when making hiring decisions. All staff will receive core training within 90 days of hire.
3. Provide reflective supervision of all Parents as Teachers staff at least 1-1.5 hours weekly. Convene staff meetings of all home visitors on at least a bi-weekly basis.
4. Define the target population and develop a home visiting screening tool with the Collaboration's approval by January 31, 2014.
5. Screen children and their parents for eligibility for the Parents as Teachers Program, starting no later than February 1, 2014.

6. Conduct Home Visiting with fidelity to PAT, beginning in February, 2014.
7. In consultation with the Ounce of Prevention Fund and the Collaboration, develop and implement strategies to minimize attrition by April, 2014.
8. In consultation with the Ounce of Prevention Fund and the Collaboration, develop and implement a protocol for persistent outreach by April, 2014.
9. In consultation with the Ounce of Prevention Fund and the Collaboration, develop a plan by January 2014 and begin implementation of group meetings group meetings in March, 2014.
10. Ensure staff participate in trainings recommended by the Ounce of Prevention Fund, and in the Maternal Infant Early Childhood Trainings made available through the Governor's Office of Early Childhood Development. These trainings should include a 40 hour in service training on domestic violence from a Domestic Violence training provider to be completed by Parent Educators within 6 months of hiring.
11. Implement, according to a schedule developed in consultation with the Collaboration, the Ounce of Prevention Fund and the Governor's Office of Early Childhood Development, screens and assessments designed to help measure impact of the program services and to identify any potential needs for additional services and supports, including domestic violence, developmental screenings, maternal depression, mental health and substance abuse.
12. In accordance with a schedule developed in consultation with the Ounce of Prevention Fund and the Collaboration, develop and implement specific response protocols for children and their parents/guardians requiring services for the for depression and mental health issues, physical and sexual abuse, domestic violence, and substance abuse.
13. Establish referral relationships with community agencies, including but not limited to the Women Infant Child (WIC) Program, the Village of Oak Park's Family Case Management Program, area hospitals, clinics, food pantries, shelters, and other social service agencies for the Village of Oak Park. Develop a written agreement with each of these agencies to receive referrals for the Parents as Teachers Program and to refer children and their parents for any needed services. Written agreements shall also include protocols for ensuring that each agency is kept abreast of their client's engagement in the relevant program and that all programs work together to advance the well-being of their clients. Written agreements with WIC, Family Case Management and other key referral sources will be in place by January, 2014.
14. Ensure all participating families have a source of primary medical care (including family practice, internal medicine, and obstetric and gynecological care for adults and pediatric care for children. Utilize the Care Coordination form developed by the Illinois Chapter of the American Academy of Pediatrics (ICAAP) to promote communication between the child's or parents' medical provider and home visitors in order to insure that the exchange of information complies with the HIPPA and FERPA requirements.
15. Begin the active use of the referral relationships in January 2014, and adhere to the written Agreements.
16. Develop a Home Visiting Task Force in cooperation with the Collaboration, as a subcommittee of the Collaboration's Parent Information and Support Committee, to convene for the first time no later than January, 2014. The Task Force shall meet monthly and be comprised of agencies that are referral sources for home visiting, and service providers. Record attendance and take minutes of the meetings.

## **Parent Support Program**

The Collaboration and Contractor recognize that the Parent Support Program is a new initiative in Oak Park and River Forest and needs to be developed, implemented and modified over the term of the contract. The plan for the program will be incorporated into a Memorandum of Understanding agreed to by both parties by January 31, 2014. Any modifications to the program will also be recorded and agreed to in the form of a Memorandum of Understanding.

1. The Parent Support Program will be developed in consultation with the Collaboration's Parent Information and Support Committee and its executive director. Elements of the Program to be incorporated into the MOU include the following:

- a. A plan for program activities that will include frequency of different types of activities, numbers of families to be used, identify information to be shared with families and frequency of the delivery of the information.
- b. An expansive outreach program to all Oak Park and River Forest families to ensure they are aware of this new initiative.
- c. Estimates of the number of children and their families that will be served through the various activities each year.
- d. Strategies for collecting information on all program participants including name, birthdate of children, racial ethnic background, addresses, and phone numbers and strategies for obtaining informed consent to share this information.
- e. The intake processes for the program and the strategies and methods to be used to move participants between the programs based on need.
- f. Strategies for collecting information on all program participants including name, birthdate of children, racial ethnic background, addresses, and phone numbers obtaining informed consent to share this information.

2. Recruit and hire a Parent Educator to begin work by January 6, 2014. Staff hired and trained in year 2 and year 3 of the contract will be hired according to a schedule described in a written memorandum that will be agreed to by both parties prior to April 1, 2014 and April 1, 2015 respectively. All staff will receive core training within 90 days of hire. Special attention should be paid to cultural competence of candidates when making hiring decisions.

3. Provide reflective supervision of staff on a weekly basis and convene staff meetings of all parent educators on a bi-weekly basis.

4. Determine whether the Visit Tracker Program will support the data warehousing needs for this program in consultation with the Collaboration and obtain alternate software or database programs if needed by January 31, 2014.

## **Exhibit C Performance Standards and Benchmarks**

The Collaboration and Contractor recognize that the Parent Support Program is a new initiative in Oak Park and River Forest and needs to be developed, implemented and modified over the term of the contract as described in Exhibit B. The memorandum will include performance standards. Any modifications to the performance standards over the term of this Contract will also be recorded and agreed to in the form of a Memorandum of Understanding.

The performance objectives for the Parent Support Program will be developed in consultation with the Collaboration's Parent Information and Support Committee and its executive director. Performance Standards will address but are not limited to the following:

- a. Outreach activities
- b. Program activities including the number and frequency of activities – group activities, workshops, special events, home visits, and so on
- c. Numbers of families served
- d. Description of information shared with families and frequency of the delivery of the information.
- e. Collection of information about specific children and their families and number of families that agree to information sharing with Contractor and the Collaboration
- f. Number of families transitioned between the Parents as Teachers model program and the Parent Support Program.
- g. Families enrolled in groups and or receiving at least one home visit will be asked to complete surveys/scales – along the lines of the family support scale and or family resource scale available through Winterberry Press.
- h. Contractor will work with the Collaboration to identify or create a brief survey tool to be administered to as many families as possible to ascertain their needs and to determine if the parent support program is making a difference at the community level.

### **Parents as Teachers**

Number to be served:

25 - 30 children will be actively engaged in the program by June 30, 2104

75 – 90 children will be actively engaged in the program by June 30, 2015

100 – 120 children will be actively engaged in the program by June 30, 2016.

### **Family Engagement and Participation**

- Each Parent Educator will maintain at least 85% of caseload capacity.
- Parent Educators will contact parents within 2 business days of receipt of referral.
- Parent Educators will work to enroll referred families over a two month period and make no fewer than 5 contacts to engage families in the program and obtain supervisor approval before closing the referral due to non-enrollment by a family.
- Upon enrollment, 98% of participants will receive their first home visit within 10 business days.
- 75% of participants must receive at least 75% of the home visits expected for their assigned home visitation level.
- Parent Educators will make proactive attempts over a period of three months to reengage a family whose participation as stopped and obtain supervisor approval before filling a slot with another family.
- Parent Educators will provide immediate referrals to community resources for 100% of clients presenting with emergency needs.

- Parent Educators will complete a comprehensive, family-centered assessment on each family within 90 days of case opening and at least annually thereafter.
- Parent Educators will develop an individualized Family Support Plan with each family within 45 days of case opening and review and adjust the plan at least every six months thereafter.

#### Health Standards

##### Well-Child Visits

- 98% of enrolled children, age twelve months, had two well-child visits during the first year of life.
- 97% of enrolled children, age twenty-four months, had one well-child visit during the second year of life.
- 90% of enrolled children, age thirty-six months, had one well-child visit during the third year of life.
- 90% of children are up to date with immunizations and well-child visits.
- 92 % of children have a documented primary care provider.

##### Immunizations

- 96% of enrolled have completed the 3-2-2 immunization series by age twelve months.
- 90% of enrolled children will have completed the 4-3-3-1 immunizations by age twenty-four months.

##### Developmental Delay Screening

- 95% of enrolled children have two documented screenings for developmental delay during the first year of life.
- 95% of enrolled children have one documented screening for developmental delay during the second year of life.
- 96% of enrolled children will have one documented screening for developmental delay during the third year of life.
- 90% of children are up to date with expected developmental screenings.

##### Breastfeeding

- 75% of mothers who give birth each fiscal year initiated breastfeeding.

## Benchmarks and Collection Tools & Chart

The Collaboration and Contractor recognize that the Benchmarks described below will be phased in over the first three years of the term of the Contract. At a minimum, the following benchmark data will be collected beginning in year One.

1. Benchmark data collected through parent-report to the home visitor through prompts in Visit Tracker.
2. Benchmark data related to Ages and Stages Questionnaire and Ages and Stages Questionnaire-Social Emotional.
3. Benchmark data related to maternal depression and collected through the Edinburgh Postnatal Depression Scale

Benchmark 1	Improved Maternal and Newborn Health
Measure	Kotelchuck's Adequacy of Utilization of Prenatal Care Index <sup>1</sup>
Improvement is:	Improvement over time in the proportion of women who obtain at least an "adequate" <sup>2</sup> number of prenatal care visits by comparing annual cohorts.
Metric or Criterion:	Number of women in a cohort who gave birth during the reporting period who began prenatal care in the 1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> or 4 <sup>th</sup> month of pregnancy and received at least 80 percent of the number of prenatal care visits recommend by the American College of Obstetricians and Gynecologists from the time service began until delivery, divided by the number of women in the cohort who gave birth during the reporting period.
<u>Data Collection</u>	
Method	Mother's self-report Information Tracking (IT) system will track mother reported data to Home Visitor in response to case management system prompt at construct defined interval
Administered To:	Collected from all women participating in home visiting
Collection Schedule	At program intake and at delivery.
Administered By:	Collected by the home visitor
Barriers / Challenges	Data will be collected by self report.

\*Women who enrolled in home visiting during a particular time period.

<sup>1</sup> Kotelchuck, M. 1994. An evaluation of the Kessner Adequacy of Prenatal Care Index and a Proposed Adequacy of Prenatal Care Utilization Index. *Am. J. Public Health* 1994;84:1414-1420

<sup>2</sup> "Adequate" is defined by the Index as initiating prenatal care in the first four months of pregnancy and obtaining at least 80 percent of the number of visits recommended by the American College of Obstetricians and Gynecologists for the remaining time between initiation of care and delivery.

Benchmark 2	Improved Maternal and Newborn Health
Construct	Parental use of alcohol, tobacco or illicit drugs
Measure	Comparing the rate of alcohol and tobacco use at intake with the rate of use at delivery
Improvement is:	A decrease in the rate of use of alcohol, tobacco, and other drugs among pregnant mothers from enrollment to delivery
Metric or Criterion:	Number of women using at enrollment: # women who decreased use b/w enrollment and delivery divided by # women who were identified as using at enrollment
<u>Data Collection</u>	
Method	Parent self-report. Information Tracking (IT) system will track participant reported data to Home Visitor in response to case management system prompt at construct defined interval.
Limitations	Depends on self-report
Administered To:	Women who are pregnant at the time of program enrollment or become pregnant while participating in the program
Collection Schedule	At program enrollment or beginning of pregnancy and at the time of delivery
Administered By:	Home visitor
Barriers / Challenges	Will require participant's consent for the substance abuse treatment provider to information about the participant's progress in treatment to the home visiting agency.

Benchmark 3	Improved Maternal and Newborn Health
Measure	Postpartum use of contraception
Improvement is:	An increase in the proportion of women at six weeks post-partum in the program who regularly use contraception comparing annual cohorts.
Metric or Criterion:	Number of women in a cohort who gave birth during the reporting period who initiate use of contraception within six weeks postpartum, divided by the number of women in the cohort who gave birth during the reporting period.
Measure	Outcome
<u>Data Collection</u>	
Method	Mother's self-report. Information Tracking (IT) system will track Mother's reported data to Home Visitor in response to case management system prompt at construct defined interval
Limitations	Depends on Self-report
Administered To:	Women in the program who give birth during the reporting period.
Collection Schedule	Within six weeks postpartum
Administered By:	Home visitor
Barriers / Challenges	Participants may not consent to data collection.

Benchmark 4	Improved Maternal and Newborn Health
Measure	Increase or maintain the rate of mothers who were provided information/education on the benefits of inter-birth spacing by comparing annual cohorts.
Improvement is:	Increase or maintain over time the rate of women who receive information/education on the benefits of inter-birth spacing within 6 weeks postpartum by comparing annual cohorts.
Metric or Criterion:	The number of women in each annual cohort who receive education within 6 weeks postpartum on family planning and the benefits of an inter-partum interval of at least 18 months / total number of women in the annual cohort who are at least 6 months postpartum compared to women in other cohorts.
<u>Data Collection</u>	
Method	Maternal self-report; Client records. Information Tracking (IT) system will track Mother's reported data to Home Visitor in response to case management system prompt at construct defined interval
Limitations	Limited to self-report
Administered To:	Women who become pregnant while participating in home visiting
Collection Schedule	At the time of delivery or within 6 weeks postpartum
Administered By:	Self-report collected by home visitor
Barriers / Challenges	Self-report

Benchmark 5	Improvement in Maternal and Newborn Health
Measure	Edinburgh Postnatal Depression Scale (EPDS)
Improvement is:	Increase or maintain the proportion of women who are in the third trimester of pregnancy or who are within 2 months postpartum who are screened for symptoms of depression by comparing annual cohorts
Metric or Criterion:	Number of women in each cohort who gave birth during the reporting period compared to each prior cohort, who were screened at least once during the third trimester of pregnancy or the first two months postpartum, divided by the number of women in each cohort who gave birth
<u>Data Collection</u>	
Method	Administration of a standardized questionnaire by a trained interviewer
Limitations	None reported in the literature
Administered To:	Pregnant women who give birth while participating in home visiting
Collection Schedule	The Edinburgh Postnatal Depression Scale will be administered at least once between the third trimester of pregnancy and the first two months postpartum
Administered By:	Parent Educator or Program Supervisor
Req'd Credentials	None- Self-Administered
Req'd Training	None Self-Administered
Barriers / Challenges	Women may not consent to screening



<b>Benchmark 6</b>	<b>Improvement in Maternal and Newborn Health</b>
Measure	Duration of breastfeeding
Improvement is:	An increase in the proportion of women who breastfeed their infants for at least one month by comparing each prior cohort.
Metric or Criterion:	Number of infants in a cohort who were born during the reporting period who were breastfed for six months, divided by the number of infants in the cohort who were born during the reporting period.
<u>Data Collection</u>	
Method	Self-Report maternal self-report of number of weeks breastfed. Information Tracking (IT) system will track Mother's reported data to Home Visitor in response to case management system prompt at construct defined interval
Limitations	Self-Report
Justification	Direct measure of the construct
Administered To:	Mothers of infants less than 6 months old
Administered By:	Parent Educator
Barriers / Challenges	Self-report

<b>Benchmark 7</b>	<b>Improvement in Maternal and Newborn Health</b>
Measure	Percentage of children participating in the home visiting program who received five or more well-child visits with a primary care practitioner during their first 15 months of life, adjusted for the period of program participation.
Improvement is:	An increase in the proportion of children who obtain at least five well-child visits before reaching age 15 months by comparing each annual cohort .
Metric or Criterion:	The number of children in the program who reached 15 months of age during the reporting period and who obtained at least five well-child visits before reaching 15 months of age, divided by the number of children active in the program who reached 15 months of age during the reporting period
<u>Data Collection</u>	
Method	Mother's self-report and child's health records. Information Tracking (IT) system will track Mother's reported data to Home Visitor in response to case management system prompt at construct defined interval
Limitations	Depends on number of All Kids-eligible children. (A high rate of All Kids enrollment is expected.) or participant's consent for health records
Administered To:	Self-report collected from the parents of participating children; children's health care providers
Collection Schedule	Requests submitted by home visitor for child's health care records after each well child visit recommended milestone
Administered By:	Self-report by home visitors; information provided by health care providers
Barriers / Challenges	Will require participant's consent

Benchmark 8	Improvement in Maternal and Newborn Health
Measure	Eligibility for Medicaid, FamilyCare or other health insurance which covers preventive and primary health care
Improvement is:	Increase or maintain between each annual cohort the proportion of women and children who have health insurance
Metric or Criterion:	The number of women and children who have health insurance at 12 months post enrollment divided by the total number of women and children who have been enrolled for 12 months, comparing each annual cohort
<b><u>Data Collection</u></b>	
Method	Maternal self-report. Information Tracking (IT) system will track Mother's reported data to Home Visitor in response to case management system prompt at construct defined interval
Administered To:	Collected from women participating in home visiting
Collection Schedule	At the end of pre-defined reporting periods (e.g., quarterly)
Administered By:	Home visitors
Barriers / Challenges	Self-report

Benchmark 9	Child Injuries, Child Abuse, Neglect, or Maltreatment and Reduction of Emergency Department Visits
Measure	Proportion of children with an injury which requires medical treatment.
Improvement is:	A reduction in the rate of injuries requiring medical treatment at 12 months post enrollment by comparing annual cohorts.
Metric or Criterion:	The number of injuries requiring medical treatment (based on diagnosis or procedure code) which occur to participating children during the reporting period, divided by the number of children participating in home visiting during the reporting period who are at least 12 months post enrollment, comparing annual cohorts.
<b><u>Data Collection</u></b>	
Method	Parental self-report and IDHFS claims data. Information Tracking (IT) system will track Mother's reported data to home visitor in response to case management system prompt at construct defined interval
Limitations	Limited to self-report and to children who are eligible for All Kids.
Justification	Direct measure of the construct
Administered To:	Collected from parents of participating children and by health care providers
Collection Schedule	Self-report to home visitors; reports from health care providers at time of service
Administered By:	Collected by home visitors; reports from health care providers at the time services are rendered.
Barriers / Challenges	Interpretation depends on the accuracy of diagnostic and procedure codes. Health care providers have two years to submit claims for payment from All Kids.

Benchmark 10	Child Injuries, Child Abuse, Neglect, or Maltreatment and Reduction of Emergency Department Visits
Measure	Rate of children reported for suspected maltreatment allegations that were not "indicated". (The Illinois Department of Children and Family Services' term for a substantiated report of abuse or neglect.)
Improvement is:	A decrease in the proportion of children reported for suspected maltreatment at 12 months post enrollment by comparing annual cohorts.
Metric or Criterion:	The number of children participating in home visiting who were reported for suspected maltreatment during the reporting period, divided by the number of children participating in home visiting during the reporting period who are at least 12 months post enrollment.
<i>Data Collection</i>	
Method	Matching participant data to unsubstantiated reports of child maltreatment
MOU Needed?	Yes, with DCFS
Limitations	Reporting of suspected child maltreatment is subject to the opportunity to observe suspected maltreatment and the propensity to report it to the authorities.
Collection Schedule	Annually
Administered By:	Matching participants in the home visiting program to records of unsubstantiated reports of maltreatment in the Department of Children and Family Services' "SACWIS" database.
Barriers / Challenges	Participating adults may not consent to release of their child's name and other identifying information for use in matching participant records to DCFS data.

Benchmark 11	Child Injuries, Child Abuse, Neglect, or Maltreatment and Reduction of Emergency Department Visits
Measure	Rate of maltreatment (allegations that were “indicated” [The Illinois Department of Children and Family Services’ term for a substantiated report of abuse or neglect] among participating children.
Improvement is:	A decrease in the proportion of participating children who are maltreated by comparing annual cohorts at 12 months post enrollment.
Metric or Criterion:	The number of children participating in home visiting who were found to be maltreated within 12 months post enrollment, divided by the number of children participating in home visiting for at least 12 months.
<u>Data Collection</u>	
By?	The Illinois Department of Children and Family Services
MOU Needed?	Yes with DCFS
Limitations	Reporting of child maltreatment is subject to the opportunity to observe suspected maltreatment and the propensity to report it to the authorities.
Collection Schedule	Annually
Administered By:	Matching participants in the home visiting program to records of indicated reports of maltreatment in the Department of Children and Family Services’ Statewide Automated Child Welfare Information System (SACWIS) database.
Barriers / Challenges	Participating adults may not consent to release of their child’s name and other identifying information for use in matching participant records to DCFS data.

Benchmark 12	Improvements in School Readiness and Achievement
Measure	Parenting Interactions with Children: Checklist of Observations Linked to Outcomes (PICCOLO) <sup>3</sup>
Improvement is:	An increase in parent support for children’s learning and development by comparing annual Cohorts at 12 months post enrollment.
Metric or Criterion:	The number of parents who obtain a “normal” score at 12 months post enrollment divided by total number of parents enrolled for 12 or more months, comparing rates between annual cohorts
<u>Data Collection</u>	
Method	Administration of a standardized instrument by an independent trained interviewer
Limitations	Requires in-home observations of parent-child
Justification	Tool addresses many of the underlying constructs related to positive child development and the ability of parent to nurture and guide their child’s learning
Administered To:	Parents
Collection Schedule	Collected at intake; 6-month; 12-month; annually; termination
Administered By:	MSW required
Req’d Credentials	None cited by the developers
Req’d Training	Supporting material, including a DVD based training program are under development by Utah State University (Roggman and Innocenti)
Barriers / Challenges	Families may not consent to participating in data collection.

<sup>3</sup> Cook, G. A. & Roggman, L. (2009). *PICCOLO Technical Report*. Logan: Utah State University, Early Intervention Research Institute; Cook, G.A., Innocenti, M.S. & Roggman, L.A. (2010, February). *PICCOLO: An Easy to Use Observational Measure of Parent-Child Interactions to Guide Parenting Interventions and Track Program Outcomes*. Santa Barbara, CA: The Zigler Institute.

Benchmark 13	Improvements in School Readiness and Achievement
Measure	Knowledge of Infant Development Inventory (KIDI) <sup>4</sup>
Improvement is:	An increase in parent's knowledge of child development and of their child's developmental progress by comparing Cohort 1 to Cohort 2 at 12 months post enrollment.
Metric or Criterion:	Number of parents active in the program who obtain a "normal" score on the KIDI for each observation at 12 months post enrollment, divided by the number of parents active in the program to whom the KIDI was administered for each observation at 12 months post enrollment
<u>Data Collection</u>	
Method	Administration of a standardized instrument by a trained interviewer
Limitations	None reported in the literature
Administered To:	Parents
Collection Schedule	Collected at intake; 6-month; 12-month; annually; termination
Administered By:	MSW
Req'd Credentials	None- Self-Administered
Req'd Training	None- Self-Administered
Barriers / Challenges	Families may not consent to participating in data collection.

<sup>4</sup>Knowledge of Infant Development Inventory (KIDI). MacPhee, D. (1981). *Manual: Knowledge of Infant Development Inventory*. Unpublished manuscript, University of North Carolina; MacPhee, D. (1983). *The Nature of Parents' Experiences with and Knowledge About Infant Development*. Paper presented at the Society for Research in Child Development; MacPhee, D. (1984). *The Relationship Between Children's Delayed Development and Their Mothers' Perceptions of Development*. Paper presented at the Southwestern Society for Research in Human Development; MacPhee, D. (1984) *Mothers' Acquisition and Reconstruction of Knowledge About Infancy*. Paper presented at the Southwestern Society for Research in Human Development.

Benchmark 14	Improvements in School Readiness and Achievement
Measure	Parenting Interactions with Children: Checklist of Observations Linked to Outcomes (PICCOLO) <sup>5</sup>
Improvement is:	An improvement in parent-child interaction comparing cohorts by target child's first birthday.
Metric or Criterion:	Number of parents active in the program who obtain a "normal" score on the PICCOLO for each observation at 12 months post enrollment, divided by the number of parents active in the program to whom the PICCOLO was administered at 12 months post enrollment.
<u>Data Collection</u>	
Method	Administration of a standardized instrument by a trained interviewer
Limitations	Requires in-home observations of parent-child
Administered To:	Parents
Collection Schedule	Collected at intake; 6-month; 12-month; annually; termination
Administered By:	MSW
Req'd Credentials	None cited by the developers
Req'd Training	Supporting material, including a DVD based training program are under development by Utah State University (Roggman and Innocenti)
Barriers / Challenges	Families may not consent to participating in data collection.

Benchmark 15	Improvements in School Readiness and Achievement
Measure	Conflict Tactics Scale for Parent and Child <sup>6</sup>
Improvement is:	An decrease in the proportion of parents who are using harsh disciplinary tactics by comparing Cohort 1 to Cohort 2 at target child's first birthday
Metric or Criterion:	Number of parents who score in the "harsh measures" range at each on each administration of the CTS at 12 months post enrollment, divided by the number of parents to whom the CTS was administered at 12 months post enrollment
<u>Data Collection</u>	
Method	Administration of a standardized instrument by a trained interviewer
Limitations	Questions may be of concern to respondents in that they address adverse parenting behaviors. Also the reported interactions may not be fully relevant until the child is at least 18 months of age.
Administered To:	Parents
Collection Schedule	Collected at intake; 6-month; 12-month; annually; termination
Administered By:	Parent Educator
Req'd Credentials	None- Self-Administered
Req'd Training	None – Self-Administered
Barriers / Challenges	Families may not consent to participating in data collection.

<sup>5</sup> PICCOLO, Op. cit.

<sup>6</sup> Conflict Tactics Scale for Parent and Child (CTSS). Straus, M.A., Hamby, S.L., Boney-McCoy, S., Sugarman, D. B. (1996). *The Revised Conflict Tactics Scale (CTS2): development and preliminary psychometric data*. Journal of Family Issues, 17: 283-316.

Benchmark 16	Improvements in School Readiness and Achievement
Measure	Parenting Stress Index <sup>7</sup>
Improvement is:	A decrease in the level of parental stress by comparing Cohort 1 to Cohort 2 at target child's first birthday
Metric or Criterion:	Number of parents obtaining a score in the "normal" range on the for each observation at 12 months post enrollment divided by the number of parents to whom the Parenting Stress Index was administered for each observation at 12 months post enrollment.
<i>Data Collection</i>	
Method	Administration of a standardized instrument by a trained interviewer
Limitations	None reported in the literature
Administered To:	Parents
Collection Schedule	Collected at intake; 6-month; 12-month; annually; termination
Administered By:	Parent Educator
Barriers / Challenges	Families may not consent to participating in data collection.

Benchmark 17	Improvements in School Readiness and Achievement
Construct	Child's communication, language and emergent literacy
Improvement is:	An increase in the proportion of children who are in the normal developmental range by comparing annual cohorts at target child's first birthday.
Metric or Criterion:	The number of children who score in the normal range on the ASQ-3 at the 12-month assessment divided by the number of children who are at least 12 months old, comparing the rate between annual cohorts.
<i>Data Collection</i>	
Method	Administration of a standardized instrument by a trained interviewer
Limitations	None noted in the literature
Administered To:	Parents
Collection Schedule	Collected at 6-months; 12-month; annually
Administered By:	Parent Educator
Req'd Credentials	Professionals or trained paraprofessionals
Req'd Training	User guide contains complete instructions for each of the phases of the questionnaire. Other support material includes guidelines for choosing referral criteria, activities sheets that correspond to the ASQ age intervals. Training is also provided by the Michigan Public Health Institute. A videotape is available that provides guidance on using the ASQ in a home visiting context.
Barriers / Challenges	Families may not consent to participating in data collection.

<sup>7</sup> Parenting Stress Index, 3<sup>rd</sup> Edition (PSI). Abidin, R.R. (1995). Parenting Stress Index, Third Edition, Odessa, FL.: Psychological Assessment Resources.



Benchmark 18	Improvements in School Readiness and Achievement
Measure	Ages and Stages Questionnaire, Third Edition (ASQ-3) <sup>8</sup>
Improvement is:	An increase in the proportion of children who are in the normal range for general cognitive skills by comparing Cohort 1 to Cohort 2 at target child's first birthday.
Metric or Criterion:	The number of children who score in the normal range on the ASQ-3 at the 12-month assessment divided by the number of children who are at least 12 months old, comparing the rate between annual cohorts.
<i>Data Collection</i>	
Method	Administration of a standardized instrument by a trained interviewer
Limitations	None noted in the literature
Administered To:	Parents
Collection Schedule	Collected at 6-month; 12-month; annually
Administered By:	Self-administered
Req'd Credentials	Professionals or trained paraprofessionals
Req'd Training	User guide contains complete instructions for each of the phases of the questionnaire. Other support material includes guidelines for choosing referral criteria, activities sheets that correspond to the ASQ age intervals. Training is also provided by the Michigan Public Health Institute. A videotape is available that provides guidance on using the ASQ in a home visiting context.
Barriers / Challenges	Families may not consent to data collection

Benchmark 19	Improvements in School Readiness and Achievement
Measure	Ages and Stages Questionnaire: Social Emotional scales
Improvement is:	An increase in the proportion of children who are in the "normal" range for positive approaches to learning by comparing Cohort 1 to Cohort 2 at target child's first birthday.
Metric or Criterion:	The number of children who score in the normal range on the ASQ-3 at the 12-month assessment divided by the number of children who are at least 12 months old, comparing the rate from cohort 1 to cohort 2.
<i>Data Collection</i>	
Method	Administration of a standardized instrument by a trained interviewer
Limitations	None noted.
Administered To:	Parents
Collection Schedule	Collected at 1-month, 6 months and 12-months
Administered By:	Parent Educator
Req'd Credentials	None
Req'd Training	Directions provided in the ASQ:SE User's Guide
Barriers / Challenges	Families may not consent to participating in data collection.

<sup>8</sup> Ages & Stages Third Edition (ASQ-3). Ibid.

Benchmark 20	Improvements in School Readiness and Achievement
Measure	Ages and Stages Questionnaire: Social Emotional scales (ASQ:SE)
Improvement is:	An increase in the proportion of children who are in the “normal” range for social behavior, emotional regulation and emotional well-being by comparing Cohort 1 to Cohort 2 at target child’s first birthday .
Metric or Criterion:	: The number of children who score in the normal range on the ASQ-3 at the 12-month assessment divided by the number of children who are at least 12 months old, comparing the rate from cohort 1 to cohort 2.
Measure	Outcome
<i>Data Collection</i>	
Method	Administration of a standardized instrument by a trained interviewer
Limitations	None noted.
Justification	The tool is strength based that assesses the presence of protective factors as well as screens for social and emotional risks in very young children.
Administered To:	Parents
Collection Schedule	Collected at 1-month, 6 months and 12-months
Administered By:	Parent Educator
Req’d Credentials	None
Req’d Training	Directions provided in the ASQ:SE User’s Guide
Barriers / Challenges	Families may not consent to participating in data collection.

Benchmark 21	Improvements in School Readiness and Achievement
Measure	Height (or length) and weight
Improvement is:	An increase in the proportion of children between the 10 <sup>th</sup> and 85 <sup>th</sup> percentile on height and weight by comparing annual cohorts at target child’s annual birthday (first, second and third) birthday.
Metric or Criterion:	The number of children between 10 <sup>th</sup> and 85 <sup>th</sup> percentile for height and weight at on their birthdays divided by the total number of children enrolled in the program, comparing rates between annual cohorts.
<i>Data Collection</i>	
Method	Measuring target child’s head circumference, height and weight
Administered To:	Primary medical care provider or when possible home visitor
Collection Schedule	At enrollment and every six months thereafter.
Administered By:	Medical provider or home visitor
Req’d Training	WIC certifying health professional
Barriers / Challenges	Families may not consent to participating in data collection.

Benchmark 22	Domestic Violence
Measure	4P's Plus® Screen for Behavioral Health Risk
Improvement is:	Increase or maintain the rate of women who are screened for domestic violence by comparing annual cohorts at one year post enrollment.
Metric or Criterion:	The number of women participating in home visiting for at least 1 year who were screened for domestic violence using the 4P's Plus, divided by the number of women participating in home visiting for at least 1 year
<u>Data Collection</u>	
Method	Interview at prenatal care visit or at home visit
Limitations	The 4P's Plus® was purposely designed to be highly sensitive with relatively low specificity. The follow up "field assessment" that is conducted in conjunction with a positive screen resolves the issue of specificity but allows identification of all women at risk.
Administered To:	Pregnant, post-partum, and parenting women
Collection Schedule	First visit with repeated follow ups as needed
Administered By:	Home visitor
Req'd Credentials	None
Req'd Training	Yes
Barriers / Challenges	Families may not consent to participating in data collection.

Benchmark 23	Domestic Violence
Measure	Proportion of women experiencing domestic violence who are referred to relevant domestic violence services.
Improvement is:	Increase and maintain the proportion of women experiencing domestic violence who are referred to appropriate domestic violence services by comparing annual cohorts at 1 year post enrollment
Metric or Criterion:	The number of women identified as experiencing domestic violence during the reporting period that are referred for relevant domestic violence services, divided by the number of women who screened positive for domestic violence.
<u>Data Collection</u>	
Method	Referral reported by the home visitor
Already collected?	No
Limitations	N/A – documentation found in case records
Administered To:	Mothers, unless the home visitor suspects that the mother is perpetrating the abuse.
Collection Schedule	Immediately following a positive screening result for domestic violence
Administered By:	Home visitor
Req'd Training	Completion of 40 hours of domestic violence in-service training
Barriers / Challenges	Families may not consent to participating in data collection.

Benchmark 24	Domestic Violence
Measure	Proportion of women referred to relevant domestic violence services that develop a safety plan.
Improvement is:	Increase and maintain in the proportion of women referred to appropriate domestic violence services who develop a safety plan by comparing annual cohorts at one year post enrollment
Metric or Criterion:	The number of women referred for relevant domestic violence services who develop a safety plan during the reporting period, divided by the number of women who were referred for relevant domestic violence services during the reporting period.
<u>Data Collection</u>	
Method	Home Visitor and mother develop a safety plan
Limitations	Self-reported information.
Justification	Direct measure of the construct.
Administered To:	Self-report from mothers, unless the home visitor suspects that the mother is perpetrating the abuse (in which case, data are collected from her partner.
Collection Schedule	After completion of a referral for relevant domestic violence services.
Administered By:	Home visitor
Req'd Credentials	None
Req'd Training	Completion of 40 hours of domestic violence in-service training
Barriers / Challenges	Families may not consent to participating in data collection.

Benchmark 25	Family Economic Self-Sufficiency
Measure	The proportion of families who report an increase in household income and benefits after one year of program participation
Improvement is:	An increase from enrollment to 1-year post enrollment in total household income and benefits.
Metric or Criterion:	The number of families, whose total household income and benefits one year after enrollment is greater than it was at the time of enrollment, divided the number of families who have participated in the program for one year.
<u>Data Collection</u>	
Method	Parental self-report. Information Tracking (IT) system will track parent's reported data to home visitor in response to case management system prompt at construct defined interval
Limitations	Self-reported income and benefits
Administered To:	Families
Collection Schedule	During the month of enrollment and one year after enrollment
Administered By:	Home visitor
Barriers / Challenges	Families may be unwilling to disclose total income and benefits.

Benchmark 26	Family Economic Self-Sufficiency
Measure	The number adult household members who have graduated from high school or obtained a General Equivalency Diploma
Improvement is:	An increase in the proportion of families who, within one year of setting educational attainment as a program goal, have completed high school, obtained a General Equivalency Diploma, or enrolled in a post-secondary training or education comparing annual cohorts.
Metric or Criterion:	The number of families participating in the program who identify educational attainment as part of their goal plan, who graduate from high school, obtain a General Equivalency Diploma, or enroll in a post-secondary training or education program by the end of 1 year of services, divided by those participants who identify educational attainment as part of their goal plan and have been enrolled for at least 1 year
<u>Data Collection</u>	
Method	Parental self-report. Information Tracking (IT) system will track parent's reported data to home visitor in response to case management system prompt at construct defined interval
Limitations	Self-reported information
Justification	Direct measure of the construct
Administered To:	Collected from participating families
Collection Schedule	Annually
Administered By:	Home visitor
Barriers / Challenges	Families may not consent to participate in data collection

Benchmark 27	Family Economic Self-Sufficiency
Measure	The average number of hours per month spent by each adult household member in employment, educational programs and care of the target child
Improvement is:	An increase in the average number of hours that adult household members spend per month in employment, educational activities and care of the target child (up to 30 hours per week) comparing annual cohorts.
Metric or Criterion:	The number of families participating in the program who report an increase in the average number of hours that adult members of the household have spent in employment, participating in educational activities and providing care for an infant (up to 30 hours per week) divided by the number of households enrolled in the program.
Method	Parental Self-Report. Information Tracking (IT) system will track parent's reported data to home visitor in response to case management system prompt at construct defined interval
Limitations	Self-reported information
Administered To:	Collected from participating families
Collection Schedule	During the first month of enrollment and during the same month each year after enrollment.
Administered By:	Home visitor
Barriers / Challenges	Families may not consent to participate in data collection.

Benchmark 28	Family Economic Self-Sufficiency
Measure	the # of household members with insurance divided by total # household members
Improvement is:	An increase in the number of household members who have health insurance by comparing annual cohorts at one year post enrollment.
Metric or Criterion:	The number of families with all family members covered by public or private health insurance at the end of 1 year of service, divided by the number of active families in the program for at least 1 year.
Measure	Outcome
<u>Data Collection</u>	
Method	Parental self-report. Information Tracking (IT) system will track parent's reported data to home visitor in response to case management system prompt at construct defined interval
Limitations	Self-reported information, taken at one point in time each year, will only reflect coverage at one point in time.
Justification	Direct measure of the construct
Administered To:	Collected from participating families
Collection Schedule	Annually
Administered By:	Home visitor
Barriers / Challenges	Community unemployment rates will adversely affect family health insurance coverage

<b>Benchmark 29</b>	<b>Coordination and Referrals for Other Community Resources and Supports</b>
<b>Measure</b>	The number of families assessed for service related to primary medical care, basic needs, ATOD, domestic violence, mental health, behavioral health, child developmental delays, education, employment , housing
<b>Improvement is:</b>	Increase or maintain between annual cohorts, the proportion of families assessed for primary medical care, basic needs, ATOD, domestic violence, mental health, behavioral health, child developmental delays, education, employment, and housing within year one post enrollment.
<b>Metric or Criterion:</b>	The number of participating families who have been assessed for service needs during the first year of services, divided by the number of families participating for at least 12 months.
<u><i>Data Collection</i></u>	
<b>Method</b>	Report by the home visitor
<b>Limitations</b>	N/A – administrative data
<b>Administered To:</b>	Collected from home visitors
<b>Collection Schedule</b>	Quarterly
<b>Administered By:</b>	Reported by the home visitor
<b>Req'd Training</b>	Case management training
<b>Barriers / Challenges</b>	None.

<b>Benchmark 30</b>	<b>Coordination and Referrals for Other Community Resources and Supports</b>
<b>Measure</b>	The number of families referred to available community resources to address service needs
<b>Improvement is:</b>	Increase or maintain the proportion of families with identified service needs who are referred to available community within one month of receiving a positive screening, by comparing annual cohorts.
<b>Metric or Criterion:</b>	The number of participating families with an identified service need who are referred to an available community service within one month of positive screening, divided by the number of families identified as having a service need.
<u><i>Data Collection</i></u>	
<b>Method</b>	Report by the home visitor
<b>Limitations</b>	N/A – administrative data
<b>Administered To:</b>	Collected from home visitors
<b>Collection Schedule</b>	Quarterly
<b>Administered By:</b>	Reported by the home visitor
<b>Req'd Training</b>	Case management training
<b>Barriers / Challenges</b>	None.

Benchmark 31	Coordination and Referrals for Other Community Resources and Supports
Measure	The number of families who complete referrals to available community resources
Improvement is:	An increase in the proportion of families referred for services that complete the referral by comparing annual cohorts.
Metric or Criterion:	The number of participating families referred to an available community who complete the service referral, divided by the number of families referred for services.
Measure	Outcome
<u>Data Collection</u>	
Method	Report by the home visitor
Limitations	N/A – administrative data
Justification	Direct measure of the construct
Administered To:	Collected from home visitors
Collection Schedule	Quarterly
Administered By:	Reported by the home visitor
Req'd Training	Case management training
Barriers / Challenges	None.



Benchmark 32	Coordination and Referrals for Other Community Resources and Supports
Measure	The number of community agencies with which the home visiting provider has an identified contact person.
Improvement is:	An increase from year 1 to year 3 in the number of community agencies with which the home visiting provider has an identified contact person
Metric or Criterion:	The number of agencies in the community which serve families with young children with which the home visiting provider has an identified contact person.
<u>Data Collection</u>	
Method	Report by the home visiting agency
Justification	Direct measure of the construct
Administered To:	Collected from home visitors
Collection Schedule	Quarterly
Administered By:	Reported by the home visiting agency
Barriers / Challenges	None

Benchmark 33	Coordination and Referrals for Other Community Resources and Supports
Measure	The number of community agencies with which the home visiting provider has established a formal Memorandum of Understanding
Improvement is:	An increase from year 1 to year 2 to year 3 in the number of community agencies with which the home visiting provider has established formal memoranda of understanding for the coordination of services and exchange of information.
Metric or Criterion:	The number of agencies in the community which serve families with young children with which the home visiting provider has established a formal memorandum of understanding.
Measure	Outcome
<u>Data Collection</u>	
Method	Report by the home visiting agency
Limitations	N/A – administrative data
Administered To:	Collected from home visitors
Collection Schedule	Quarterly
Administered By:	Reported by the home visiting agency
Barriers / Challenges	None

## Exhibit D

### Subcontracted Services

No Services under this contract have been identified to be subcontracted or sublet. Any services which the Contractor wants to subcontract will be agreed to in a Memorandum of Understanding and appended to this contract.

Exhibit E  
Program Records and Reporting Requirements

1. Home visitors will maintain, at a minimum, an individual case record for each family enrolled in the Parents as Teachers program.
2. Home visitors will provide valid, consistent and complete information via the MIECHV Visit Tracker Database to record all information on program participants, and the activities of program staff. Information is to be entered by the last day of every month.
3. Contractor and the Collaboration will evaluate the Visit Tracker Database to determine if it is a viable tool for collecting information about children and their families for the Parent Support Program. Either Visit Tracker or a different data collection tool will be used to provide valid, consistent and complete information on program participants and the activities of program staff.
4. Contractor will maintain records and make available to the Collaboration at reasonable times and upon request, records of individual home visits, group plans, and workshop plan or special event activities plans.
5. Contractor will maintain records of all outreach activities, referrals to Parents as Teachers and the Parent Support Program, engagement activities and enrollments. These activities are to be reported monthly in summary form by program to the Collaboration.
6. Utilizing a report form provided by the Collaboration, Contractor will submit a Quarterly Report by the last day of the month following the end of each Quarter. The Parents as Teacher quarterly Report is included with this Exhibit. The Quarterly Report for the Parent Support Program will be developed by the end of January and incorporated into the Memorandum of Understanding described in Exhibit B.
7. Contractor will submit an annual report within 30 days of contract closing date.
8. All required reports must be submitted on time in order to receive payment on the corresponding month invoice described in Exhibit G.
9. Contractor will maintain all records described in this Exhibit E for a period of no less than 10 years and longer if necessary to conform to the requirements of the Collaboration's funders, and agrees to make the records available to the Collaboration at reasonable times.

**Collaboration for Early Childhood  
Parenthesis Family Center  
Parents as Teachers Quarterly Report for Fiscal Year 2014**

Please indicate the quarter for which you are reporting:

1<sup>st</sup> Quarter       2<sup>nd</sup> Quarter       3<sup>rd</sup> Quarter       4<sup>th</sup> Quarter   
 July, Aug, Sept      Oct, Nov, Dec      Jan, Feb, March      April, May, June  
 Due: **01/31/2014**      Due: 04/30/2014      Due: 07/31/2014

Program Contact:	
Phone Number:	
E-Mail Address:	

<b>1. Enrollment, Staffing and Caseload Capacity</b>			
<b>a. Participant enrollment</b>	<b>New Participants</b>	<b>Participants Discontinued</b>	<b>Participants in Persistent Outreach</b>
<b>Total for Quarter</b>			
<b>b. Employee Name and Role</b>	<b>Capacity</b>	<b>Active Cases</b>	<b>Percent of Full Capacity</b>
<b>c. If an employee's caseload is not full, please describe the reasons, challenges, or barriers involved for each employee whose caseload is not full.</b>			
<b>2.</b>	<b>Program Activities: Please briefly describe:</b> (Sections highlighted in yellow will be complete as these activities are phased in.)		
<b>a.</b>	Home Visits – Highlight strategies for successful visits and sustaining engagement of participants.		
<b>b.</b>	Prenatal and Parenting Groups		

	Outreach activities to engage families in the program – include # of events, phone calls, door knocks and home visit contacts, meeting at referring agency and any other ways staff worked to enroll families in the program	
c.	How your program has integrated the Infant Mental Health Consultation Project. What are the benefits, challenges, or barriers?	
d.	How your program has integrated the Medical Home connections project (led by ICAAP). What are the benefits, challenges, or barriers?	
e.	How your program has integrated the 4P's Screening Tool and brief intervention. What are the benefits, challenges, or barriers?	
f.	Any agency/ local activities for increasing community awareness regarding the benefits of home visiting.	
g.	Any other special events or activities.	
h.	Participant success stories.	
i.	Program successes.	
<b>3.</b>	<b>Partnerships and Referrals:</b>	
a.	<b>What is the number of agencies for which you have a specific contact name and contact information, for making referrals in order for your families to obtain additional services? Please list the agencies and associated services.</b>	

<b>b.</b>	<p><b>What is the number of agencies for which you have a written agreement to receive referrals. Please list.</b>  <b>How many referrals have you received from each agency?</b>  <b>How many referred families enrolled in the Program?</b>  <b>How many agencies were contacted to inform them of their client's engagement of lack of engagement in the program and to coordinate services and work with the client/family?</b></p>	
<b>c.</b>	<p><b>Please describe the activities of the Home Visiting Task Force and any recommendations they have made or actions taken to enhance the functioning of the program.</b></p>	
<b>d.</b>	<p><b>Please describe any new partnerships that will provide program resources, information, and increased visibility.</b></p>	

**4. Outreach Activities: (Please list the total number for each activity)**

<b>Phone Call Attempts</b>	<b>Phone Calls with Contact</b>	<b>Door Knocks at Prospective Participant's Home</b>	<b>Contact through Home Visit</b>	<b>Meet Prospective Client at referring Agency</b>

**Please list and describe any outreach events and any other outreach activities.**

<b>4. Program Operations: Please briefly describe:</b>		
<b>a.</b>	Any current successes and/or challenges related to outreach and referral.	
<b>b.</b>	Any barriers that have affected program operation. If resolved, include strategies used.	
<b>c.</b>	Issues or concerns with the MIECHV Visit Tracker Program.	
<b>d.</b>	Any new supports or training identified to enhance staff skills and program effectiveness.	
<b>e.</b>	One suggested change or improvement the Collaboration should advocate for at the State level that would make your work easier.	

**OPTIONAL: Please include any additional questions, comments or suggestions.**

**Exhibit F**

**Parenthesis Family Center Parents as Teachers and Parent Support Program Budget 2014, 2015, and 2016**

	Year 1	Year 2	Year 3
A. Personnel			
1 Supervisor	\$ 44,070.00	\$ 59,935.00	\$ 60,590.00
2 Parent Educators	\$ 71,761.00	\$ 217,110.00	\$ 338,998.00
.25 Support Staff	\$ 3,300.00	\$ 11,934.00	\$ 16,432.00
3 Child Care Staff	\$ 4,950.00	\$ 19,734.00	\$ 20,380.00
Sub total	\$ 124,081.00	\$ 308,713.00	\$ 436,400.00
B. Fringe Benefits			
FICA ,Health Care, insurance	\$ 28,692.00	\$ 64,367.00	\$ 93,864.00
C. Training & Professional Dev.			
PAT training, Other, Dues	\$ 5,050.00	\$ 5,350.00	\$ 8,850.00
D. Travel			
Mileage, PAT training travel	\$ 4,340.00	\$ 7,891.00	\$ 13,607.00
Client Transportation			
E. Equipment			
Laptops, cell phones	\$ 1,650.00	\$ 1,800.00	\$ 3,300.00
F. Supplies			
Office, literacy, GC mtgs	\$ 12,617.00	\$ 15,813.00	\$ 23,268.00
special events, postage/printing			
G. Consultant/Contractor	\$ -	\$ -	\$ 10,000.00
<b>Total Direct Costs</b>	<b><u>\$176,430.00</u></b>	<b><u>\$403,934.00</u></b>	<b><u>\$589,289.00</u></b>
H. Indirect Costs	\$18,570.00	\$31,066.00	\$70,711.00
<b>TOTAL PROJECT COSTS</b>	<b><u>\$195,000.00</u></b>	<b><u>\$435,000.00</u></b>	<b><u>\$660,000.00</u></b>



## Exhibit G

### Compensation, Billing, Financial Reports and Records

The Collaboration will make payments to the Contractor according to the schedule below, upon timely receipt of the reports specified below and upon timely receipt of the program reports specified in Exhibit E.

#### Payment Schedule

1. Within 15 days of the signing of this contract, the Collaboration will pay the Contractor \$50,000 as an initial payment to begin the provision of services under this contract. Contractor will provide the Collaboration with an invoice for this amount to trigger the payment process.
2. Contractor will provide an accurate report accounting for each month's expenses and an invoice for those expenses no later than 4:00 pm on the 15<sup>th</sup> of each month. The report shall include a line item report on the activities of the prior month, a year-to-date budget to actual comparison and an indication of the percent of the annual budget that has been expended to date. Reports are due on the next business day if the due date falls on a weekend or holiday. This report will include an explanation of any variances to the budget.
3. Contractor will reconcile the contract year expenses with payments received from the Collaboration no later than July 15 of the succeeding fiscal year by providing an annual budget-to-actual comparison report. The contractor will provide the Collaboration with an invoice to cover any outstanding balances. If the Collaboration provided the Contractor with payments that exceeded expenditures incurred under the Agreement, then such excess shall be credited against the obligation of the Collaboration to reimburse Contractor for expenses for the next fiscal year unless the Collaboration requests that Contractor repay the excess to the Collaboration. In the event that the expenses incurred by the Contractor are less than the maximum budgeted amount for a fiscal year, then such excess shall be applied against the amount payable to Contractor for the next fiscal year and treated as a credit against the amount payable by the Collaboration for such fiscal year. Reimbursement will be provided by the last business day in July. Variances in each line item shall not exceed 10% without the prior written approval of the Collaboration.

Annual Payment Amount	
Fiscal Year	Payment Amount Limit
2013-2014	\$195,000.00
2014-2015	\$435,000.00
2015-2016	\$660,000.00
2016-2017	\$673,200.00
2017-2018	\$686,664.00

#### Reports

In addition to the reports described in the Payment Schedule Section, the Contractor will provide the following financial reports to the Collaboration:

1. Independent Audit Report of the prior fiscal year July – June no later than October 31 of the succeeding contract year. The audit report must be prepared in accordance with Generally Accepted Auditing Standards and Government Auditing Standards issued by the Comptroller of the United States.
2. Quarterly Balance Sheet

## Records

1. Contractor will maintain records of revenues and expenses related to this contract separately on its books of account, charge contract related expenditures as described in the attached budget against the revenue received as a result of the contract, and keep records in a manner adequate to enable the use of the contract revenue to be checked readily.
2. Contractor will maintain and make available at the request of the Collaboration the following documents: Payroll Register, General Ledger Records, Cash Disbursement Journal, Cash Receipt Journal, Deposit Receipts, canceled checks to verify use of contract funds if deemed necessary.
3. Contractor will maintain all records described in this Exhibit G for a period of no less than 10 years and longer if necessary to conform to IRS requirements, and agrees to make the records available to the Collaboration at reasonable times.

## Exhibit H

### Non-Disclosure Agreement

"Confidential Information" means any proprietary information, data, records or other information regarding specific individuals, families, service providers, or units of government, or other business information either (a) obtained by in the performance of duties under the Parenthesis Family Center's (Contractor) Contract for Services (Agreement) with the Collaboration for Early Childhood and disclosed to the Collaboration either directly or indirectly, orally or in writing by Contractor; or (b) any information in the possession of the Collaboration which is divulged or made available to Contractor by the Collaboration. All such Confidential Information is acknowledged to be the property of and owned by the Collaboration in all respects.

As an Employee of Parenthesis Family Center employed under this Agreement, I agree to the following:

- I shall not, during or subsequent to the term of the Agreement, use the Collaboration's Confidential Information for any purpose whatsoever other than the performance of the services on behalf of the Collaboration.
- I shall not disclose Collaboration's confidential information to any third party unless authorized by Collaboration for specific business purposes, and understand that said Confidential Information shall remain the sole property of the Collaboration.
- I shall take all reasonable precautions to prevent any unauthorized disclosure of such Confidential Information.
- I shall not, during the term of this Agreement, improperly use or disclose any Confidential Information, records, or data of any person or entity with which Parenthesis Family Center has an agreement or duty to keep in confidence, whether by separate agreement or by applicable laws.
- I shall not bring onto the premises of the Collaboration any unpublished document or proprietary information belonging to any person or entity unless consented to in writing by such person or entity.

I shall obtain all consents and approvals in writing pursuant to the policies and procedures of the Collaboration and Parenthesis Family Center.

I further recognize that the Collaboration has received and in the future will receive from third parties their Confidential Information or other proprietary information subject to a duty on the Collaboration's part to maintain the confidentiality of such information and to use it only for certain limited purposes. I agree to hold all such Confidential Information and other proprietary information in the strictest confidence and not to disclose it to any person, firm or corporation or to use it except as necessary in carrying out my responsibilities as an employee of Parenthesis Family Center.

I have received and read a copy of the attached Privacy and Security Policy of the Collaboration for Early Childhood Care & Education. As an employee of Parenthesis Family Center, I understand the policy and agree to abide by it.

---

Name Date

---

Name (Print)

---

Executive Director, Parenthesis Family Center Date

---

Executive Director, Collaboration for Early Childhood Date

## Exhibit I

### **Collaboration for Early Childhood Care and Education Privacy and Security Policy**

Maintaining the privacy of Confidential Information is a serious matter to the Collaboration for Early Childhood Care and Education (Collaboration). This Privacy and Security Policy governs the collection, maintenance, use, and distribution of data by the Collaboration.

This policy covers any Confidential Information the Collaboration either collects under its own auspices for its operations and programs or receives from collaborating organizations with whom it has an interagency agreement for information sharing.

#### **Definition of Confidential Information.**

"Confidential Information" is all information outside the public domain, including but not limited to documents, data, records, summaries, tables and studies, whether written or oral, fixed in hard copy or contained in any computer database or computer-readable file that identifies or otherwise can be linked to a particular child or such child's parent or guardian, and also any other information specifically identified as confidential that is provided by or on behalf of a Program to the Collaboration, and all data bases, analyses, extracts and other derivative works that were prepared by or for the Collaboration and contain such information, to the extent such can still be linked to a particular child or such child's parent or guardian. Such information shall include enrollment information, demographic information, progress reports, health information, and other files and records, for so long as the child or the parent or guardian can still be identified from such information. The term "Confidential Information" will not, however, include information which is or becomes available to the general public other than as a result of a direct or indirect disclosure by the Collaboration or its partners or contractors.

#### **Types of Data**

In order to be able to monitor demographic information as it relates to Oak Park's very youngest children (children under age six) and to monitor the effectiveness of the Collaboration's work, the Collaboration may collect the following information:

- Contact information such as address, email address, and phone number of the parent or guardian with whom a very young child resides, attendees to events, program participants, and donors;
- Demographic information for very young children such as birth date, gender, race/ethnicity, family income, marital status of parents, country of origin, language spoken in the home and so on;

- Intake/Screening information for children and families enrolled in programs sponsored by the Collaboration, including vision and hearing screening, and home visiting and family support programs, and for children and families enrolled in programs sponsored by agencies with which the Collaboration works, including publicly funded preschool, Head Start, child care, Early Intervention. The information may include medical history, name of medical providers, scores on developmental screening assessments, notation of early intervention therapies; referrals for additional services; screening for family risks such as domestic violence, maternal depression, substance use and abuse;
- Records of outreach and recruitment activities that document the types of activities, number of contacts, and efforts made to enroll children and families in partner agency programs, such as the publicly funded preschool and home visiting/parent support programs;
- Child growth, development, and learning data collected through program assessment activities.
- Participation records, assessments of participants engaged in Collaboration sponsored programs.

### **Uses of Information and Information Sharing**

The Collaboration will report data primarily in the aggregate form to engage in program assessment and to describe the population of very young children (under age 6) living in and or receiving services in Oak Park and River Forest.

The Collaboration shall adhere to the following limitations and procedures regarding Confidential Information and provide the following assurances to individuals and agencies from whom they have received Confidential Information:

- Confidential Information will be obtained by the Collaboration upon prior permission from a parent or guardian, either directly or through its partner agencies, or through other means that lawfully authorize the release of the Confidential Information to the Collaboration.
- The Collaboration will not disseminate, sell in whole or in part, assign, lease, or license to any third party outside the Collaboration, nor exploit in any way, Confidential Information regarding individuals in its database.
- Upon the written request of an individual child's parent, guardian, or partner agency attended by child, the Collaboration shall remove the name(s) and address(es) of the child and his or her family from any Confidential Information maintained by the Collaboration.

The Collaboration will make its data and analyses available in the following ways:

- Contact and recruitment information will be shared with agencies providing services being sought by a child's parent or guardian or an early childhood worker and only with advance notice to the person seeking services.
- Enrollment or screening data that may include personally identifiable information of children (and of their parents) will be shared only with the agencies with which the Collaboration has executed data sharing agreements.
- Aggregate summaries of data without any personally identifiable information may be shared with participating agencies, funders and the public.
- Any other Confidential Information obtained by the Collaboration regarding individuals or another agency's program will be shared with another organization or individual only with the prior permission or agreement of the parent/guardian or the agency whose information is to be shared.

### **Legal Disclosures**

The Collaboration may disclose Confidential Information and other data we collect or aggregate to government authorities, and to other third parties when compelled to do so by government authorities, at our discretion, or otherwise as required or permitted by law, including but not limited to in response to court orders and subpoenas.

### **Security**

The Executive Director or her designee will promulgate procedures to assure responsible implementation of this policy. The Collaboration will designate the employees, independent contractors, volunteers, agents and representatives who require access to data to carry out needed tasks related to data entry, data analysis and program assessment. All such individuals will sign an acknowledgement that they understand and accept relevant privacy and security policies and procedures of the Collaboration.

Hard copy of Confidential Information received by the Collaboration will be stored in a locked file cabinet in the Collaboration's office and will be destroyed once it has been accurately entered into the database

All data in the Collaboration database will be held on a secure, hosted database service. One or two System administrators will control access to the database. A standard web-based authentication process will control access to the web-based tool that will manage the data.

The Collaboration shall secure all necessary services to ensure that the backup provisions meet industry standards for safety and privacy. The Collaboration will also perform periodic secure backups. The Collaboration's backup files will be maintained to industry standards for safety and privacy.

The Collaboration will conduct a risk analysis annually and will make any reasonable adjustments in its security practices. A record of the analysis and determination of needed changes shall be maintained at the Collaboration's offices.

This privacy and security policy incorporates and extends any security and privacy statement made by the Collaboration's hosting company. The Collaboration shall make its hosting company's Terms of Service, Privacy Policy and any other security and privacy assurances available to partnering agencies upon request.

### **Consent to Processing Collaboration Information**

The Collaboration shall enter into interagency data sharing agreements and obtain all necessary consents and permissions required by applicable law prior to receiving, aggregating, analyzing, and sharing Confidential Information.

### **Destruction of Collaboration Information**

At least annually, the Collaboration will review records in the database that are more than 1 year old and purge any information that it determines it no longer needs to maintain in an individual record format. Records in the Collaboration database will be maintained for a period of up to 30 years. Annually, all records that are older than the applicable retention period will be deleted. When the Collaboration dissolves, all records will be deleted, otherwise destroyed or transferred to another institution or organization with a comparable privacy policy.

### **Changes to this Privacy and Security Policy**

Collaboration reserves the right to change or update this Privacy Policy, or any other of our policies or practices, at any time, and will notify participating agencies of changes to this policy via US mail within 30 days of the change to Policy, and a revised notice will also be posted on the Collaboration's web site within 15 days of the change to Policy.



## Exhibit J

### Insurance Requirements

The Collaboration for Early Childhood has contractual commitments as part of the contract it holds with the Village of Oak Park, Oak Park Elementary School District 97 and Oak Park River Forest High School District 200. As a Contractor with the Collaboration providing services under the Agreement, the Contractor will meet the following insurance requirements:

General Liability: Not less than **\$1,000,000** per occurrence

Including Sexual Misconduct Liability: Not less than **\$1,000,000** per occurrence (if children are involved)

Professional Liability: Not less than **\$1,000,000** per occurrence (if warranted by scope of activities)

Umbrella Liability: Not less than **\$5,000,000** per occurrence (if warranted by scope of activities)

Automobile Liability: Not less than **\$1,000,000** per occurrence (if autos are involved in activities)

Workers Compensation/Employers Liability: Not less than **\$1,000,000**

Cancellation Clause: Not less than thirty (30) days notice.

Additional Insured for General Liability and Workers Compensation: Collaboration for Early Childhood Care & Education  
123 Madison St., Room 209  
Oak Park, IL 60302

Oak Park Elementary School District 97  
970 Madison Street  
Oak Park, IL 60302

Oak Park River Forest High School  
201 N. Scoville Avenue  
Oak Park, IL 60302

Village of Oak Park  
123 Madison Street  
Oak Park, IL 60302

Special Condition(s) Appear on Certificate:

- "Includes Waiver of Transfer of Rights of Recovery Against Others To Additional Insured for General Liability"
- "Waiver of Subrogation for Workers Compensation"

Certificate Holder: Same as Additional Insured listed above.

Prior to the start of work, and annually thereafter, the Certificate of Liability Insurance with Additional Insured and Waiver should be forwarded to each organization listed above.



Collaboration for  
Early Childhood  
*Strong Start, Bright Future*

## **Position Announcement**

**Position Title:** Developmental Screening Network Coordinator

**Reports to:** Executive Director

### **Essential Function:**

Establish and manage a Developmental Screening and Referral System to support the successful development of children ages birth to five in Oak Park and River Forest.

### **Major Responsibilities:**

1. Work with physicians, child care providers, preschool providers, early intervention providers and early childhood special education providers to develop consensus on the screening approach for reaching all children, including identification of the preferred screening tool.
2. Promote the broad adoption of developmental screening in the Oak Park and River Forest community, and where appropriate, purchase the screening tool.
3. Develop training strategies to reach all early childhood providers and interested health care providers.
4. Develop outreach strategies to reach all children (in conjunction with all aspects of the integrated early childhood system).
5. Study the transition from Early Intervention to Preschool Early Childhood Special Education to determine the extent to which children fall through cracks in services, and work with both systems to remedy any gaps.
6. Promote broad use of a Standard Referral form by all service providers – early care and education programs, health care providers, social service providers, faith communities, and others.
7. Establish collaborative relationships with the local Early Intervention office, Child Family Connections (CFC 7), Oak Park and River Forest Elementary School Districts, the Illinois Chapter, American Academy of Pediatrics – Early Childhood Development, early intervention and developmental service providers, and other state agencies to promote and stay abreast of emerging trends in developmental screenings, effective referral and follow-up processes, and developments in services offered.
8. Disseminate widely the procedures for referrals to Early Intervention and District 97 and District 90 Early Childhood Special Education.
9. Develop mechanisms for Early Intervention and Districts 97 and 90 to provide

- feedback on every referral.
10. Staff the Developmental Screening and Referral Committee of the Collaboration.
  11. Support Breakfast seminars for area physicians to promote a stronger connection between the early childhood community and health practitioners, and to increase their awareness of early childhood developmental issues and services.
  12. Work with the Developmental Screening Services Committee and the Database Committee to identify indicators and data sources to collect accurate information about the number of children who are referred to Early Intervention and Early Childhood Special Education programs for assessment and that the number of children who are identified as needing additional services receive them.
  13. Ensure data is collected, and work with the executive director, and the Measurement and Evaluation Committee to establish benchmarks and monitor progress.
  14. Produce and distribute informational pieces including web-based materials for practitioners and parents.
  15. When possible, promote use of perinatal depression screening and autism screening by health care providers and support referrals when needed.
  16. Work collaboratively with Collaboration partners and contractors to promote and support developmental screening and referral processes.

**Knowledge and Skills:**

- Strong interpersonal and relationship building skills.
- Ability to work with racially and culturally diverse people possessing differing professional skills and backgrounds, including medical professionals.
- Confident public speaker.
- Excellent writing skills.
- Proven ability to problem solve within a team context and a strong commitment to collaborative work.
- Knowledge of and familiarity with Developmental Screening Tools such as Ages and Stages Questionnaire and the MCHAT

**Requirements:**

- Masters in Early Childhood, Child Development, Social Work or Psychology.
- Five years of work experience in Early Intervention or Early Childhood Special Education with administrative responsibilities.

To Apply: Please send cover letter and resume to Karen Baldwin,  
[kbaldwin@collab4kids.org](mailto:kbaldwin@collab4kids.org) by October 30, 2013