

**IGA Governing Board
Contract for
Early childhood Educational Services
Regular Meeting
Wednesday – September 27, 2017
7:00 p.m. – 9:00 p.m.
Oak Park Elementary School District 97
260 Madison Street, Board Room
Oak Park, IL**

1. Call to Order
2. Approval of Agenda
3. Required Items
 3. 1. Election of IGA Governing Board Officers (continued rotation would have D97 be chair for 2017-2018, D200 for 2018-2019, and Village for 2019-2020).
 3. 2. Public Comment
 3. 3. Approve Minutes from February 2017 3
4. Report on Contract Implementation 7
5. Measuring Progress: Report on Contract Indicators 18
6. Financial Reports
 6. 1. Collaboration Financial Report for fiscal year ending June 30, 2017 51
 6. 2. Year-to-Date - July 1 to August 31, 2017 61
7. Early development Instrument - Overview of Process and Update on Implementation
8. Administrative Update on the IGA
 8. 1. Finance
 8. 2. Return of unspent contract funds
 8. 3. Planning for Tri Board Meeting - Date and Primary Topic
9. Miscellaneous Updates
 9. 1. Erikson - Early Childhood Leadership Academy
 9. 1. 1. Barbara Bowman Leadership Fellows - Felicia Starks-Turner and Carolyn Newberry-Schwartz
 9. 1. 2. McCormick Foundation Executive Fellows - Bob Spatz and Carol Kelley
 9. 2. State Changes
 9. 2. 1. Re-application process for early childhood funding
 9. 2. 2. Developmental screening requirements
 9. 2. 3. Budget update
10. Adjourn

The Oak Park School District 97 does not discriminate on the basis of disabilities in the admission or access to its programs or activities. We invite individuals requiring reasonable accommodation to contact the ADA Coordinator (524-3030) at least 48 hours before the scheduled meeting time. This agenda can also be made available on audiotape.

Minutes

**IGA Governing Board
Contract for
Early Childhood Educational Services
Regular Meeting
Wednesday, February 22, 2017
OPRFHS High School Board Room**

The meeting commenced at 7:10 p.m.

Present: Peter Barber, Jennifer Cassell, Rupa Datta, Gordon Hellwig, Carol Kelly, Joylynn Pruitt-Adams, Carolyn Newberry Schwartz, Cara Pavlicek, Bob Spatz and Penny Wallingford. Teresa Powell, recording secretary.

Absent: Colette Lueck, Jackie Moore

Visitors: Laura Crawford, Michelle Harton, Penny Williams-Wolford

Approval of Agenda

Mr. Barber moved to approve the agenda, as presented; seconded by Dr. Pruitt-Adams. The motion was approved by voice vote.

Approval of Minutes

Ms. Pavlicek moved to approve the minutes of September 28, 2016; seconded by Mr. Spatz. The motion was approved by voice vote.

Public Comment: None

Report on Contract Implementation 7/1/16-1/31/17

Ms. Wallingford, Vice Chair of the Collaboration Board, acknowledged the support of the Village, D200 and D97 boards for the work of the Collaboration and also acknowledged the support of the Collaboration staff.

Incorporating Developmental Screening in Childcare, Preschool and Health Provider Settings

Ms. Wallingford reviewed the developmental screening process which now includes more than 30 sites including three medical practices that use the ASQ-3 and the ASQ:SE-2. Staff at these sites received 15 hours of training on the screening program and up to six technical support hours per month. The Collaboration is talking with the Oak Park Public Library and Wonderworks about making kits available for parent use. 1364 children, have already received vision and hearing screening.

Providing Information and Support for Families of Infants and Children

To facilitate coordinated intake among the three agencies working with the Collaboration the Village of Oak Park is in the process of hiring a Nurse Family Case Manager through a contract

with the Collaboration. This position has been open for more than 2 years and will provide medical home visits for medically fragile and low-income families.

Conducting Professional Development for Early Care Providers

The 14th Annual Symposium will be held on Saturday, February 25 with more than 30 workshops offered. Luis Hernandez will give the keynote on social-emotional development. Other professional training will be offered to 154 early childhood professionals for Gateways credentials for early childhood. Social emotional coaching and technical assistance are being offered at 12 early childhood programs (both center and home-based).

Promoting High Quality Public Preschool Programs

The Collaboration is working with three public preschool programs to assist with re-application for the Preschool for All (PFA) grant from the state by writing the needs assessment for their applications and providing supporting data. The Kindergarten Readiness Test will be administered to over 100 children in their natural school setting this year, to reduce the stress of the test-taking process that may impact their performance.

Building and Implementing a Unified Early Childhood Database

Working with Chapin Hall, the Collaboration issued two reports. The first in September 2016 identified progress targets for data collection. The second report in November 2016 followed up to provide values for two professional development outcome measures. We have provided you with our plan for progress using the data with the materials for this meeting.

A grant from the Grand Victoria Foundation will allow the Collaboration to continue and enhance areas of inquiry beyond the 11 indicators of the IGA contract.

Efforts to Strengthen the Collaboration's Internal Operations and

Carolyn Newberry Schwartz and Bob Goerge of Chapin Hall presented at the Data, Research and Evaluation Committee of the Illinois Early Learning Council. Shannon Ellison and Carolyn Newberry Schwartz attended a Developmental Screening Summit of the Early Learning Council and the Ounce of Prevention Fund.

Fundraising exceeded the \$95,000 goal with 26% from individual donors. An upcoming benefit, Karaoke for Kids, is scheduled for June 22, 2017.

Mr. Barber asked for more detail about the hiring of a nurse-practitioner, and Ms. Newberry Schwartz discussed the position and duties. Ms. Pavlicek added that this is grant-funded position with the Village's Department of Public Health. Mr. Barber suggested using success stories on the website. Ms. Datta noted the importance of coordinating intake among the three agencies with divided loyalties. The focus is on those who are low income or confront other challenges they may impact their development.

To date the State of Illinois has paid nothing for the PFA program and some smaller programs are borrowing to meet payroll. Mr. Spatz noted that programs are being advertised by the State

but no monies are available; Ms. Pavlicek noted that this was true for Village Health programs too.

Ms. Cassell asked if the developmental screening program was being marketed to patrons at the library and at WonderWorks. Carolyn Newberry Schwartz responded that they would be marketing it through the Collaboration and through Wonderworks and the Library once it is on solid footing.

Collaboration Financial Report

Mr. Hellwig, Collaboration Board Treasurer, reviewed the financial statements, noting that net income was greater than budgeted. A new coordinator was hired on January 30, 2017 for the Parent Resource program.

Ms. Newberry Schwartz noted that the proposed budget is in line with natural growth of the organization and anticipated bigger growth in home visits. Mr. Spatz noted that there has been slower growth in the past year due to transition to Easter Seals. Ms. Newberry Schwartz added that she expects that the invoices for the program for this year will be for a smaller amount than budgeted.

Early Development Instrument Pilot Project: Consideration of Participation

The application for the Early Development Instrument, which the IGA and Collaboration considered participating in last year, will be out next week and due in early April. Because of the timing last year, the Collaboration did not participate, but Ms. Newberry-Schwartz will apply this year. She reminded the IGA Governing Board members that they had set aside \$28,000 from the reserve administrative account to cover costs of teacher participation time.

Candidate Information Meetings

There was discussion of a survey of all candidates with two questions on their familiarity with the Collaboration. Mr. Barber suggested a format like that used by I-Gov, a forum to present information to all candidates about the Collaboration. Mr. Spatz added that the Collaboration might present jointly with I-Gov in the next election. It was noted that all D200 candidates stated that they support the Collaboration at a recent forum, demonstrating some familiarity with the organization. Ms. Pavlicek suggested that past elected officials, such as David Pope and Colette Lueck, serve as “mentors” to newly elected officials to familiarize them with the Collaboration. Ms. Newberry-Schwartz proposed doing this immediately after the election. Ms. Pavlicek will reach out to Mr. Pope and Ms. Lueck.

Administrative Update on the IGA: Finance

Mr. Spatz will send an administrative update tomorrow.

Next Meeting

The next meeting, which is the annual tri-board meeting, is scheduled for Wednesday, Thursday, May 18, 2017 a dinner meeting with the Collaboration Board and Council members. The location and details will be announced later.

Additional IGA Board Comments/Concerns

Ms. Cassell thanked the group for all their work. Ms. Pavlicek offered thanks.

Ms. Datta read a message from Amy Felton asking that the IGA start to plan for the renewal of the IGA contract as the group will reach year five on July 1, 2017. Ms. Newberry-Schwartz explained that the current contract allows for ongoing operation and that a governmental member would have to give notice if they wish to withdraw.

Ms. Datta added that Ms. Felton asked if new objectives needed to be established for the next five years. Ms. Newberry-Schwartz will talk with Chapin Hall about this; the data-sharing process is still being ramped up. Ms. Datta added that the current indicators may not always be the most important indicators; other pressing questions may also arise now that the program has been in operation for a while.

Ms. Pavlicek noted that there was a sense of a need for a longer view, a 10 year process through 2023 when the contract was written, and asked about when a review and possible revision would make sense. Should this be sooner than 10 years. Ms. Datta noted that a couple of years of data are helpful to begin to identify an needed revisions.

Ms. Spatz noted three issues which can impact things. The D97 referendum, the Early Development Instrument which will collect data that could lead to the transformation of the early childhood programs, and the enrollment in the Preschool for All program and the transformation experienced.

Mr. Barber asked what would happen if the D97 referenda fails, and whether the funding for IGA is in jeopardy. Ms. Spatz said it was unlikely, but possible.

Mr. Barber asked about the joint meeting plans for May 18 and whether the issues would be different from the IGA regular meetings. Ms. Newberry-Schwartz said that a program update and financials would be provided. The meeting will focus on a couple of the key issues that the Collaboration wants to address over the next year in addition to the election of new board members. Mr. Spatz added that if there are any issues specific to either group, they could meet immediately before or after the joint meeting.

Mr. Spatz will attend a world forum in May in New Zealand and participate in a panel.

Adjournment

At 8:15 p.m., it was moved by Peter Barber and seconded by Cara Pavlicek to adjourn. A voice vote resulted in all ayes. Motion carried.

Submitted by
Teresa Powell



Collaboration for
Early Childhood
Strong Start, Bright Future

IGA Progress Report 7/1/16 -6/30/17

EXECUTIVE SUMMARY: Highlights from FY 2017

FY 2017 was a year of extraordinary program growth and organizational development at the Collaboration for Early Childhood. Major strides were made in building the comprehensive system of integrated high-quality early learning programs envisioned by our founders and restated in our newly worded mission statement.

Creation of New Parenting Resource Program A major accomplishment in 2017 was the redesign of the Parenting Resource Program (PRP). A needs assessment conducted in the spring of 2016 provided the foundation for the development of strategies for improving access to information on child development, early childhood resources, and child-centered activities for parents and child development professionals. The first step in restructuring the program was to hire a full-time Parent Resource Coordinator in February who will coordinate the expanded agenda.

Steady Growth of Early Detection Screening The developmental screening program, now in its third year, continues to grow, screening more pre-k children every year. A record number of pre-k children were screened in FY 2017 for vision, hearing, developmental progress and social-emotional well-being at child care centers and homes and preschools, and, now, the Oak Park Public Library and Wonder Works Children's Museum. The steady growth in the reach of this program is due in large part to the efforts of our Developmental Screening Coordinator whose responsibilities include educating providers and parents on the importance of early detection and helping the former set up developmental screening programs. Notable progress was also made in tracking post-screening referrals and linkages by improving provider follow-up documentation.

Preliminary Screening for PreKindergarten Partnership The Collaboration now conducts preliminary screening for the PKP program at Longfellow School. By screening families for PKP, the Collaboration helps ensure that the most at-risk children in the Village are able to avail themselves of this quality early education resource. The Collaboration's role as the entry point for PKP also provides meaningful support to District 97.

Engagement of License-Exempt Providers We have, for the first time, made contact with 42 of the previously unknown license-exempt providers in the Village (family, friends and neighbors who provide child care in the home) thanks to a data-sharing agreement with Illinois Action for

Children, which gives us unprecedented access to their contact information. The significance of this development cannot be understated. There are more license-exempt providers in Oak Park and River Forest than all of the licensed child care centers and homes and preschools combined. As such, they have a considerable influence on the school readiness of a substantial number of our pre-k children. Our Early Childhood Consultant began to engage these providers in a variety of professional development activities this summer.

Selection for the Early Development Instrument Pilot Project The Collaboration was one of four Illinois communities selected by the Erikson Institute as a site for their ground-breaking Early Development Instrument Pilot Project (EDI). EDI will map children’s development and the early childhood environment in Oak Park in order to “identify needs and strengths to promote more targeted interventions, equitable distribution and alignment of resources.” Executive Director Carolyn Newberry Schwartz is the point person for the Collaboration on this initiative, which will involve leading and coordinating the effort with D97 Superintendent Carol Kelley.

Building of Unified Early Childhood Database There have been several noteworthy advancements in the development of the Early Childhood Database. We have secured major data-sharing agreements with the State of Illinois (for CCAP, EI, SNAP, TANF and WIC administrative data), several non-profit agencies, and District 97, which will allow us to create a more complete profile of our youngest children. We have raised private funding for the project through a \$90,000 multi-year grant from the Grand Victoria Foundation. The funds will enable us to conduct an in-depth analysis of school readiness by examining the impact of several different variables on school readiness such as participation in Preschool for All (PFA) and Early Intervention as well as race and income. In terms of the longitudinal study, we now have four data points and are beginning to detect trends and identify patterns.

DETAILED ACTIVITY BY PROGRAM AREA

Developmental Screening

Screenings The developmental screening program experienced an exponential increase in the number of children reached for developmental, social-emotional, hearing and vision screenings:

- 30 sites (17 child care centers and preschools, 9 family child care providers, 1 social service agency, and 3 medical practices) participated in the developmental screening program.
- 1,806 children received a social-emotional screen, a 13% increase in children screened from FY 2016, exceeding the 7% increase projected.
- 1,726 children received a developmental screen, a 14.5% increase from FY 2016.
- 1,566 children received a social-emotional screen, a 19.5% increase from FY 2016.
- 1,353 children received a hearing screening at 38 child care and preschool sites, an 8% increase from FY 2016.
- 1,411 children received a vision screening at 38 child care and preschool sites, a 7.6% increase from FY 2016.

Training and Support Our Developmental Screening Coordinator continued to provide training and support for sites participating in the screening program.

- 8 staff from 3 new participating sites received 15 hours of training on how to implement a successful screening program.
- 120 hours of mentoring on program implementation was provided to 3 new sites (up to 6 hours each per month), 27 existing sites (up to 4 hours each per month), and 3 medical practices (up to 15 hours of technical support each per month).
- 43 early childhood providers from 21 sites attended 5 workshops on the referral process for Early Intervention and Early Childhood Special Education Services and how to support children with delays in the classroom.
- 30 pediatricians and family medical professionals attended a Physicians Network Breakfast meeting on sensory processing and 33 attended a second breakfast on gender identity.

Assessments and Referrals Participating sites have improved in making referrals for additional assessments or services when indicated after a developmental screening and in recording their actions in the Ages and Stages Questionnaire (ASQ) database. A total of 47 children were referred for additional assessments. Ninety percent of participating sites now record their follow up activities. We have received information from 24 parents (53%) confirming that their child was assessed and received treatment, if indicated, for vision and 9 parents (60%) reported that their child's hearing was assessed and received treatment, if indicated. Additionally:

- 22 children were referred to Early Intervention (EI) for an assessment, up from 17 in FY 2016.
- 11 children were referred to Early Childhood Special Education in Districts 97, 90 and other area school districts as appropriate.

- 14 children were referred to physicians and private service providers for developmental assessments and 60 children were referred for hearing or vision assessments.

Parent Information and Support

Restructuring the Program The Parenting Resource Program (PRP), previously housed at Parenthesis Family Center, was absorbed into the Collaboration and revamped in FY 2017. The framework for the reimagined program began in May and June 2016 with a needs assessment conducted through electronic surveys of Oak Park and River Forest parents and early childhood professionals, parent focus groups, and professional interviews. Parent respondents indicated an eagerness to connect with other parents, bemoaned their lack of access to parenting resources, and expressed an interest in learning more about social-emotional and cognitive development and discipline. The professionals who responded identified the need for service coordination and collaboration and communicated an interest in offering more education, support and activities for parents. Recommendations included the hiring of a PRP Coordinator to be housed at the Collaboration and Jennifer Little was hired for the position in February. A 7-member Parent Resource Committee was assembled to plan activities and coordinate resources. In its brief existence, PRP has accomplished the following:

Communications Improved communications with parents

- Developed a communication strategy to reach more families and providers through web development, Twitter, frequent postings on Facebook, Instagram and Pinterest
- Promoted the **Week of the Young Child** in April through online communication, social media and the distribution of 1,500 flyers
- Launched a **Kindergarten Readiness Awareness Campaign** in August, sharing information on school registration and tips for making a smooth transition, through online communication, social media and the June Collaboration e-newsletter.

Outreach in the Community Increased outreach efforts and dissemination of information for parents, both online and at community events.

- Produced and distributed 750 summer information outreach cards with summer activity ideas
- Created a playgroup page on the website, providing a forum for connecting with other parents and a resource for finding playgroups
- Created a scholarship page on the website to disseminate information about free and reduced fee activities and programs and those that offer scholarships
- Distributed information on early childhood at A Day in Our Village in June and Barrie Fest and Oaktoberfest in September.

Survey Follow-Up Conducted 2 follow-up surveys to ascertain how and where parents acquire information on parenting and how often they search for information on early childhood programs and activities. The surveys also helped identify parents interested in leading playgroups and serving on the Collaboration's parent committee.

New Coordinated Intake Process for Home Visiting In December 2016, the Collaboration signed a contract with the Oak Park Department of Public Health to establish a coordinated

intake system for the three home visiting programs operating in Oak Park -- Easterseals, the Collaboration's home visiting subcontractor, Hephzibah Children's Association, and New Moms. Studies show that simplifying intake for home visiting programs by centralizing the intake process increases referrals for all programs. The contract stipulates that the Village of Oak Park's Nurse Family Case Manager, hired in June, will be the sole point of contact for all home visiting program referrals and will conduct preliminary screening for program applicants. We believe that the new process will reduce confusion about to whom referrals should be made and help improve the rate of referrals from social service agencies.

Easterseals, our subcontractor for Partnering with Parents, reports the following accomplishments over the past 12 months:

- Hired and trained 2 full-time parent educators
- Received 46 referrals
- Completed 395 home visits
- Actively engaged 19 new families, for a total of 26 families participating in the program by the end of the fiscal year. Four families discontinued service primarily due to work schedule conflicts and moving outside the community. Families referred to the program due to developmental concerns at birth often cited frequent medical appointments and conflicting work schedules as reasons for nonparticipation, reducing the uptake rate.
- Held 13 Group Connections to promote socialization of the children and increase social connections and parent knowledge about important early childhood milestones
- Extended program eligibility from 36 months to 48 months
- Provided a 6-week parenting workshop for 4 families with 5 children
- Provided 2 playgroups for 10 families, including 7 fathers.

Professional Development

Progress on professional development goals and objectives for the year were impeded by the state budget impasse, which reduced state-supported training and created instability in the Child Care Assistance Program. As a result, staff turnover increased as child care enrollment declined.

License-Exempt Providers For the first time, we have made contact with license-exempt providers (family, friends and neighbors who provide child care), a group of providers to whom we previously had no access, thanks to a data-sharing agreement with Illinois Action for Children. This is a major development as there are more license-exempt providers in Oak Park and River Forest than licensed ones. By June, the Collaboration had engaged 22 of the 42 license-exempt providers who receive state child care subsidies.

Annual Symposium 384 early childhood teachers, developmental therapists, teaching assistants, directors, and early elementary school teachers attended 30 workshops at the Collaboration's 14th Annual Symposium, "Here and Now: Respecting Childhood," on February 25th. Luis Hernandez, MA, education specialist, author, and speaker, delivered the keynote address, "The Fire Within: Rekindling Our Professional Passion." Attendees earned up to 5.5 professional development hours, approved by Early Intervention, ISBE, and the Gateways Registry.

Workshops 133 early childhood staff from 31 child care centers and 24 child care homes attended the Collaboration professional development trainings.

- One hundred and twelve early learning professionals attended 20 workshops on “**Project Social-Emotional: Using Project-Based Learning to Promote Social-Emotional Competence.**” Attendees earned 2 hours of professional development credit for each workshop.
- Forty-three early childhood providers attended one or more **intervention-specific trainings**. The following trainings were offered: Social-Emotional/Behavioral Development: The Top 5 Things Children Wish Their Early Childhood Teachers Knew; Sensory Integration and Its Impact on Social-Emotional Development; Moving From What’s Wrong with This Kid to What’s Happened to This Kid: Effective Responses When You Recognize Trauma in Your Classroom, and You Don’t Have to Be a Therapist to be Therapeutic.

Coaching 200 hours of coaching on integrating social-emotional learning objectives into the curriculum using a project-based learning approach were provided at 6 child care centers and 4 child care homes.

Roundtables An average of 12 child care directors and 10 family child care providers participated in bi-monthly roundtables sponsored by the Collaboration for 2 hours of Gateways Registry approved professional development credit. Topics for the 5 director’s roundtables were: What’s New: Policies That Impact Your Business; Stop Thinking about It and Leap into a Higher Circle of Quality; Multi-Tiered System of Supports: Improving Outcomes for All Children; Implementing a Program-Wide Model of Response to Intervention in Early Childhood Settings; and Professional Development. Topics for the 5 family child care provider roundtables were identical to the director’s roundtable topics except for the final one which was Taking Care of You: Self-Care for the Family Child Care Professional.

Family Child Care Credentials Three licensed family providers received the new Family Child Care Credential (FCC) with assistance from our Professional Development Coordinator. The FCC, unveiled in July 2016, is the first step that family child care providers need to complete in Illinois’ ExceleRate Quality Rating and Improvement System.

Public Preschool Coordination

Intake for PKP In an effort to strengthen the intake process in D97’s PreKindergarten Partnership (PKP) program and increase program participation for the most at-risk children, D97 asked the Collaboration to conduct preliminary intakes for the program. As a result, the number of intakes conducted by the Collaboration more than doubled in FY 2017 to 186 from 83 in FY 2016.

Head Start The Collaboration provides additional professional support for Oak Park’s Head Start teachers. In FY 2017, our Early Childhood Consultant:

- Conducted 8 hours of classroom observation and led 8 hours of post-observation discussion with Head Start staff, tying classroom reflections to social-emotional

development and the Project Approach. Administered a pre and post social-emotional questionnaire after training and coaching to facilitate the reflection process

- Provided 6 hours of coaching on the use of the Teaching Strategies GOLD Fidelity Tool for Administrators and Teachers and developed a worksheet to use at weekly staff meetings. (Teaching Strategies GOLD is an observation-based assessment tool for evaluating individual child development.)
- Completed the Administrator's Fidelity Checklist for one classroom, reviewed and discussed the results with the teachers, and helped them compile documentation for their Continuous Quality Improvement Plans.

Support for Preschool for All Programs

- Promoted the use of Teaching Strategies GOLD's assessment system to increase the number of complete records
- Provided coaching and training to the OPRF Day Nursery and ABC Toon Town on implementing project-based learning and the Creative Curriculum, tying lessons to specific Early Learning Standards including social-emotional standards
- Hosted a "Lunch and Learn In" for the staff at the OPRF Day Nursery to help them prepare for the new school year.

Unified Early Childhood Database

The Collaboration has made significant progress on the complicated and lengthy process of building a Unified Early Childhood Database, thanks to a 2-year \$90,000 grant from the Grand Victoria Foundation.

- Laid the groundwork for a profile of Oak Park and River Forest children under 5 by securing data-sharing agreements with the State of Illinois for CCAP, EI, SNAP, TANF and WIC administrative data. Chapin Hall is currently in the process of formatting the data from these programs for the project's database requirements. When the formatting is complete, Chapin Hall will be able to overlay participation in these programs with enrollment in Preschool for All and Head Start to begin to explain the early childhood experiences of at-risk children who enroll in District 97.
- Improved our in-house capacity to run reports and create graphics that translate the data collected into actionable information for program committees and staff
- Renewed data sharing agreements with District 97 and Hephzibah, and negotiated a new agreement with New Moms (formerly, Parenthesis). These agreements ensure that the Unified Early Childhood Database will have the data needed for the longitudinal data study.
- Produced three major reports:
 - The September 2016 Report to the IGA Governing Board presented a third data point on 9 of the 11 outcome measures delineated in the IGA contract.
 - The November 2016 Report to the IGA Governing Board presented findings on the remaining 2 outcome measures, which are on a different reporting schedule due to the timing of our annual survey of the early childhood professional workforce.

- The 2017 Plan for Progress was developed using the targets and activities established using the outcome measures from these reports.
- Expanded the size and qualifications of the Data Committee, adding new members with expertise in data collection and analysis.

Organizational Growth and Visibility

- Collaboration staff served on numerous state committees focused on early childhood issues, professional development, developmental screening, community systems development, and systems integration and alignment.
- A part-time grants and contracts manager was hired to improve our ability to secure new sources of funding and to support written communications including reporting.
- Internet communications increased through monthly e-newsletters, more frequent Facebook posts, and new Twitter and Instagram accounts.
- Mission, values and vision statements were revised to accurately reflect and succinctly communicate the work we do. The new version is attached.

GOALS AND OBJECTIVES FOR FY 2018

Developmental Screening

- Increase the number of children screened by 5%
- Add 2 new child care programs, 2 medical practices and 2 community service organizations to the screening program
- Increase the number of completed screens by including the screening consent form in center and preschool enrollment packets
- Improve the documentation of follow-up activities by making the developmental screening online system more user-friendly and sending email reminders
- Host 2 breakfast seminars for pediatricians and other medical providers
- Continue to provide technical support and consultation to participating sites
- Continued to coordinate outreach and provide information to families on the value of early detection screening
- Continue to offer developmental screening program implementation training for participating sites
- Continue to explore and increase the use of online and hybrid training modules for developmental screening
- Continue to work with Early Intervention, Early Childhood Special Education, and school districts to align programs and ensure that children referred for additional testing and services receive them.

Parent Information and Support

Home Visiting

- Increase identification and enrollment of eligible families by changing outreach strategies, from phone calls and snail mail to drop-bys and offering office visits in lieu of home visits
- Hire at least one additional parent educator
- Strengthen referral relationships with other agencies in the community
- Increase visibility in the community by marketing Group Connections to families not currently in the program
- Produce a monthly parent newsletter
- Increase father involvement
- Improve staff support, training and professional development.

Parenting Resource Program

- Stage an Early Childhood Resource Fair
- Improve parent engagement in Collaboration sponsored and supported activities
- Increase parent participation in the voluntary database
- Increase communication and outreach by improving our calendar format and capabilities.

Professional Development

Provide professional development for all early childhood providers:

- Organize a day-long annual symposium on growth mindset in February 2018
- Offer 20 hours of professional development training
- Provide training on the Creative Curriculum with an emphasis on social-emotional learning
- Provide support and coaching on the new Teaching Strategies GOLD platform
- Administer pre and post social-emotional questionnaires at trainings to facilitate the reflection process
- Observe classrooms, share observations with staff, and provide coaching and mentoring based on classroom observations.

Provide specialized professional development for Head Start teachers:

- Orient new Head Start staff to the Creative Curriculum, Teaching Strategies GOLD and the Fidelity Tool
- Continue a second year of support for teachers who participated in last year's Fidelity Tool workshop.

Public Preschool Coordination

- Develop a community organizing program to reach hard to engage at-risk families and encourage them to enroll their children in publicly-funded preschool
- Work with the Oak Park Department of Public Health to ensure that 100% of families receiving family care are referred for home visiting.

Unified Early Childhood Database

- Continue progress on targets set in the 2017 Plan for Progress
- Complete the development of a user-friendly front-end interface for the Unified Early Childhood Database
- Continue to transfer and link data across multiple data sources
- Create a profile of Oak Park and River Forest children under five using the newly acquired data from CCAP, EI, SNAP, TANF and WIC
- Continue to modify data collection strategies and identify new tools in order to improve the accuracy and completeness of data collection.

Organizational Capacity

- Identify new board candidates who are willing and able to support the funding needs of the organization and use their professional expertise to oversee organization operations
- Increase efforts to identify and secure new sources of grant funding
- Identify best practices for early childhood staffing and hiring to help local providers meet the increased demand for early childhood care
- Use new communications infrastructure to increase community awareness of the Collaboration, the services we provide, Oak Park's innovative approach to addressing the need for quality early childhood education, and the short and long-term benefits of early learning

- Participate in Erikson Institute's Early Development Instrument (EDI) Pilot Project to map the early childhood environment in Oak Park. We will be working throughout the year with District 97 and community partners to create a portrait of our kindergarteners, the developmental strengths and needs by location, and initiate a conversation on how the Village and school districts should respond to these findings. The EDI will allow Oak Park to determine precisely where to intervene and better align resources as well as help identify policy responses and the need for additional assets and programs by community area.



Collaboration for
Early Childhood
Strong Start, Bright Future

ChapinHall
at the University of Chicago

REPORT TO THE IGA GOVERNING BOARD

ABSTRACT

The Collaboration for Early Childhood has a contract with the Village of Oak Park, Oak Park Elementary School District 97 and Oak Park River Forest High School District 200 to develop an integrated system of high-quality early childhood programs and services to benefit all children birth to kindergarten age living in Oak Park and River Forest. Data collection and use of data are integral to the Contract for Services to better understand Oak Park's and River Forest's youngest children, monitor service delivery and usage, and measure impact.

The Collaboration is pleased to present this report to the IGA Governing Board to show the results of activity during the 2016-2017 school year. This marks the fourth year of data collection for most of the eleven outcomes. This is the fourth report about our progress on the indicators and corresponding data collection since contract initiation. We issued the initial report in May 2015.

Submitted September 27, 2017

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Introduction

The Collaboration for Early Childhood proudly presents to the Intergovernmental Agreement (IGA) Governing Board our progress report on our eleven contractual measures. We have made dramatic and important progress in our work to measure our impact, provide actionable information to our partners, and continue our commitment to ask questions about the data we have to ensure we understand its significance and relevance. Our data work helps to imbue an orientation to continuous improvement. Importantly, the Collaboration's work with data continues to break ground: no other community or the State of Illinois itself looks at this range of data, linked to inform their work. Foundations, school districts and other community early childhood systems groups call us for guidance and see us as a resource in developing their measurement capacities. We are excited about what we have accomplished and hope the IGA Board shares our enthusiasm and pride.

- We have more linked data about children and services for longitudinal analyses in one location than any other community.
- We have a growing number of partners participating in our efforts and contributing to outcomes and data collection.
- We have increased our sources of data through the execution of data sharing agreements between Chapin Hall and the Illinois Department of Human Services and by enacting data sharing agreements with all three home visiting agencies.
- Data collection by the Collaboration staff and key partners continues to improve in accuracy and completeness.
- We have created a plan that we will implement in 2017-2018 with funding from Grand Victoria Foundation (\$90,000 over two years) to develop a robust profile of the 2015-2016 kindergarten children including their risk characteristics. We will engage in analyses of trends and characteristics related to engagement in early childhood education and early intervention.

Executive Summary

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

Data Scorecard

We have introduced a new circle to communicate our progress – a green circle with a hole in the center. This figure signifies progress in either data collection or on our measure. It also conveys a caution. In the case of data collection, it means that we have advanced our efforts as far as we can and that while there may still be gaps in the data, it is as good as we will be able to achieve into the foreseeable future. The limitations are due to data collection such as the inability to know the number of children receiving developmental services through private insurance or quality rating scores other than circles of quality. In conveying progress on our measures, the new circle indicates that the measures are in the range of where we'd like them to be or that a slight backward movement needs to be understood in the context of significantly changing denominators or an increase in the number of valid data points upon which the measure is based. For example, the number of Preschool for All children with full assessment scores increased by 74% from the previous year suggesting that the new year may have more representative scores.

We met or exceeded the target on eight of the nine outcome measures included in this report. The quality and quantity of data collection improved in all but two of the nine measures. Data collection issues for one of the measures remained unchanged (teen births and Medicaid data) and for another, the data collection for families referred and participating in home visiting programs improved somewhat through aggregate reporting. A new data sharing agreement will change that circle to green in 2017- 2018. Our data scorecard, below, provides more detail.

	Measure	Source	Progress on Measure	Progress on Data Collection
Child #1	Percent of children identified through screening as needing assessment or services that receive them.	IDHS		
	<ul style="list-style-type: none"> The number of children screened increased by 13% exceeding our goal of 7%. An increasing number of children are being referred for assessments to Early Intervention and Early Childhood Special Education. Data collection has changed to green now that Chapin Hall has Early Intervention data from IDHS. However, there will always be EI data that we are not able to access (i.e. private insurers). We believe that data collection is as good as we can achieve into the foreseeable future, hence we have indicated the status of data collection as green with a hole. 			
Child #2	Percent of children in Oak Park / River Forest Preschool for All & Head Start demonstrating age-appropriate proficiency in each domain of development according to the Illinois Early Learning Standards.	GOLD		
	<ul style="list-style-type: none"> We are retaining the indication of green because of the marginal change in the scores for children. A change from 89% to 87% proficient on the GOLD assessment is not especially meaningful for this indicator when the number of children we report on increased by 74%. The prior year's measure may not have been representative. Data collection continues to improve, as more children have complete scores across all objectives at all of the publicly funded programs. 			
Child #3	Percent of children entering kindergarten demonstrating age-appropriate proficiency in the Kindergarten Readiness Test (KRT).	D97		
	<ul style="list-style-type: none"> While we made positive progress overall on this indicator, we have cut a hole in the middle because while the percentage of FRPL students achieving proficiency increased by 2%, the percentage of FRPL students in PFA/HS decreased by 3%. Data collection improved this past year for the children enrolled in the publicly funded programs; 96% completed the KRT. However, the percentage of all children with KRT scores in this cohort is at 83%. 			

Data Scorecard

	Measure	Source	Progress on Measure	Progress on Data Collection
Service Delivery #1	Kindergarteners receiving Free/Reduced Price Lunch have attended a PFA/HS/NAEYC accredited program, or program in ExceleRate GOLD Circle of Quality	D97		
	<ul style="list-style-type: none"> Progress has been upgraded to green since more low income children have a history of attending high-quality preschool. However, there is still significant work that needs to be done to find and enroll more of our lower income children in Preschool for All and Head Start programs. Due to improvements in D97's enrollment system with input from the Collaboration, we have better data on preschool attendance. 			
Service Delivery #2	Teen parents and families receiving up through All Kids Level 1 health insurance for kids under age 3 are referred to intensive parent education program.	IDHS and Home Visiting Agencies		
	<ul style="list-style-type: none"> The three home visiting programs are expanding their outreach capacity, and have committed to participating in a coordinated intake program led by the Village's Nurse Family Case Manager. However, there is still a paucity of referrals from social service agencies and WIC. We do not have a solid source for the number of births to teen moms or children enrolled in All Kids. 			
Service Delivery #3	Percent of referred parents choosing to participate in the intensive parent education program.	Home Visiting Agencies		
	<ul style="list-style-type: none"> We continued to exceed the national average by engaging into the program more than half of all families who are referred for services. Data on home visiting from one of three programs was provided in aggregate form rather than with detail on individual families. This should improve in the next year as a result of a newly executed data sharing agreement. 			
Service Delivery #4	Percent of K & 1st grade students with Individual Educational Plans (IEPs) receiving services in early childhood (if in Oak Park / River Forest in early childhood).	District 97 and District 90		
	<ul style="list-style-type: none"> There was a very slight drop in the percentage of kindergarteners with IEPs, and a 1% drop in first graders with IEPs. However, the purpose of this outcome is to ensure that children received services they need during early childhood. A drop or rise in this number is difficult to interpret. Data received from District 97 is now detailed when previously it was in aggregate form, enabling the Collaboration and Chapin Hall to engage in a richer analysis over the next year. The Collaboration does not currently have any data from District 90 but has received data from IDHS. 			
System Level #1	Number of families with kids under 5 who are in the voluntary database.	Collaboration		
	<ul style="list-style-type: none"> The number of families who receive information about the Collaboration via the ASQ and Parenting Resource programs has increased steadily. The number of families choosing to participate in the voluntary database continues to grow. We are exploring ways to capture information about the number of families served through our partner agencies in their workshops and other activities that the Collaboration does not directly sponsor. 			

Data Scorecard continued

	Measure	Source	Progress on Measure	Progress on Data Collection
System Level #2	Percent of teachers and directors in Oak Park early childhood programs who exceed minimum state educational requirements for their role.	INCCRRA and Collaboration		
	<ul style="list-style-type: none"> Progress on this measure will be reported in November 2017 after our workforce survey is complete and analyzed. 			
System Level #3	Percent of teachers and child care providers reporting more than the state-mandated 20 hours of continuing professional education each year.	INCCRRA and Collaboration		
	<ul style="list-style-type: none"> Progress on this measure will be reported in November 2017 after our workforce survey is complete and analyzed. 			
System Level #4	Percent of preschools, child care centers, and homes engaged in the Illinois Quality Rating System (ExceleRate), and improve their scores each year	ExceleRate and Collaboration		
	<ul style="list-style-type: none"> Fewer family child care providers actively engaged in the quality rating system during 2016-2017. Their participation may have been over-stated in the past and we are applying a more stringent standard on what "engagement" means from now on. Fewer child care centers and preschools engaged in the state quality rating system as well. Three chose to participate in a national system instead. However, a number of child care centers and preschools did improve their scores. Data is collected via self-reports from centers and family child care providers. The state agency that oversees ExceleRate shares only publicly available information on scores. We do not anticipate that this will change in the near future. 			

Progress Highlights

Our Developmental Screening program continues to grow. We screened 13% more children than last year. We now have access to EI data that will contribute to our understanding of children's experiences as they enter kindergarten. Additionally, participating sites are beginning to increase their use of the ASQ database to record information about referrals and receipt of services showing growth in their understanding of the importance of data collection and reports to inform their work. We are excited about the continued growth in the program. We believe that the more children we screen, the greater the chance we have of identifying every child who should be assessed for needing some kind of intervention.

Children are entering kindergarten eager to learn and ready to succeed at about the same levels as prior years as shown on the Teaching Strategies GOLD and Kindergarten Readiness Test (KRT) scores. The percentage of children demonstrating proficiency on the KRT increased over 2015-2016 for the total cohort by 3% but children enrolled in the Preschool for All and Head Start programs did not score as well as the previous year. The percentage of children enrolled in these programs who scored proficient declined by 4%. Similarly, GOLD proficiency scores for the 4-year-old cohort in the public preschool programs also declined by 2%. However, the percentage of low income children in these programs who earned a proficient score was higher at 89%. African-American children also showed gains while the percentage of white children demonstrating proficiency decreased (92% and 86% respectively).

Progress Highlights continued

The changes in GOLD and KRT scores underline several important considerations as we continue to work with our partners. Our improved data collection for the GOLD (74% increase in complete records) may have provided a more accurate representation of the children enrolled in the Preschool for All and Head Start programs. Our new ability to analyze cohorts for risk profiles and differences in early learning experiences helps us to understand whom we serve. We are also making gains in ensuring that children with highest needs are prioritized for enrollment in the Preschool for All and Head Start programs. This means that they are starting their preschool and kindergarten years at different developmental stages and with greater challenges than prior cohorts.

We have also made gains to ensure that more children with the highest needs are prioritized for enrollment in the Preschool for All and Head Start programs. This means that this cohort is starting their preschool and kindergarten years at different developmental stages and with greater challenges than prior cohorts.

While we are pleased with the progress in enrolling children confronting risks, we are not satisfied with our gains at finding and enrolling our highest needs children. For example, in looking at the number of low income children who benefited from the Preschool for All and Head Start programs last year, the data show that there was a significant jump in the number of children enrolled in the Free/Reduced Price Lunch program who participated in Preschool for All and Head Start programs, from 26 to 37, or 42%. While we are pleased with this progress, it still constitutes only 39% of low income children accessing these important programs.

We have also made important strides in collecting data from the three home visiting programs, and they are exceeding the national standard of enrolling 50% of children who are referred. Service levels have returned to where they were prior to a contract transition two years ago, although there is significantly more capacity in the system. Finding and engaging families continues to be a priority.

Our report shows that initial work to implement the Parenting Resource Program has increased our ability to connect with families. We anticipate continued growth over the next two years as the program develops.

Next Steps

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

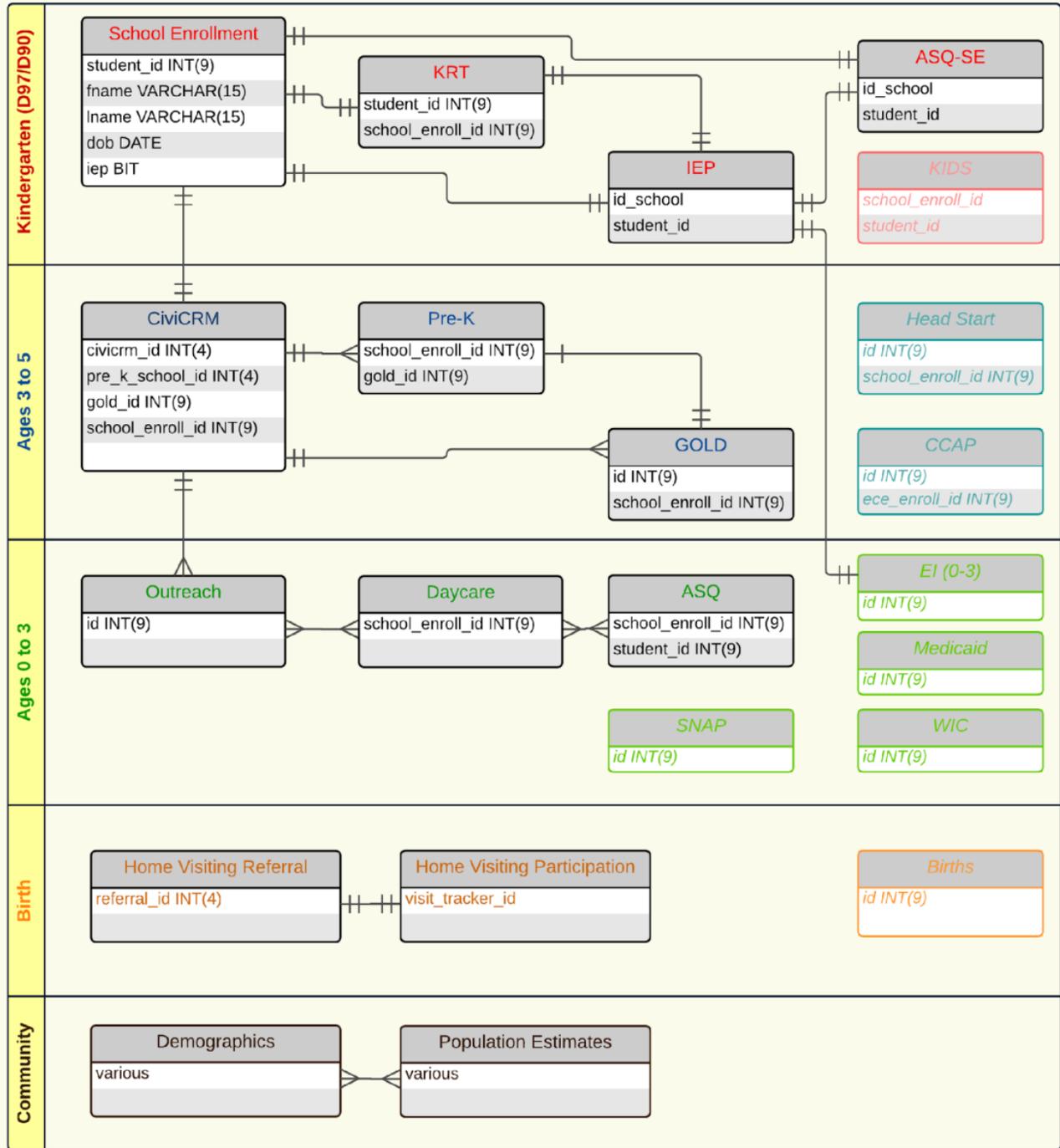
As we have noted before, an increase or decrease in a particular indicator may not mean progress. It may mean that services are being provided to children who do not need them or that the eligibility pool for services is being cast too wide. However, if we design the analysis well, we will be able to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

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

Integrated Database Schema

Oak Park Collaboration for Early Childhood

Integrated Database Schema



Portrait of Children Ages 0-5 in Oak Park and River Forest

Census Figures

The population figures come from the American Community Survey 5-year averages. This means that for any year that we report, the data could have been collected in any of the five previous years and there is potentially overlap in the cases that make up each of the statistics from 2013-2015. This makes it difficult, along with the small sample size, to discern trends from one year to the next.

The tables provide trends in the number of children 0-5 in Oak Park and River Forest from 2013-2015. For Oak Park, the margin of error for the total children 0-5 is close enough to the difference between 2013 and 2015 to suggest that there really is not a change in the number of children in Oak Park over this time period. One can conclude that there are roughly 4,000 children 0-5 in Oak Park.

However, the decrease in the number of African-American children is a real one, from a statistical point of view, and a significant one, from a substantive point of view. Though we are not precisely sure of the decrease, we are certain that there is one. Given the stability in the number of children in Oak Park, the best explanation for the change is that there has been an increase in children age 0-5 who identify as "Other Race."

There is even less certainty around the statistics in River Forest. It may be the case that there are more children who are reported as being of two or more races, but we would need more data to be certain of that.

When we look at the percent of children who live in poverty, the number of children 0-5 in Oak Park below 185% of the Federal Poverty Level (FPL) has decreased.

U.S. Census Bureau, 2015 American Community Survey
 The 2015 Federal Poverty Level (FPL) is defined as \$24,250 for a family of four.

Children Ages 0 - 5, Oak Park	2013	2014	2015	% Change 2013 to 2014	% Change 2014 to 2015	% Change 2013 to 2015
White	2,738	2,503	2,704	-8.6%	8.0%	-1.2%
Black/African-American	691	680	493	-1.6%	-27.5%	-28.7%
American Indian/Alaskan Native	0	0	0	NA	NA	NA
Asian	234	233	208	-0.4%	-10.7%	-11.1%
Hawaiian / Pacific	0	0	0	NA	NA	NA
Other Race ¹	106	143	127	34.9%	-11.2%	19.8%
Two or More races	451	426	381	-5.5%	-10.6%	-15.5%
Total Children, 0-5	4,220	3,985	3,913	-5.6%	-1.8%	-7.3%
Of Which, Hispanic / Latino ²	300	338	293	12.7%	-13.3%	-2.3%

Children Ages 0 - 5, Oak Park	% below FPL 2013	% below FPL 2014	% below FPL 2015	% Change in % below FPL 2013 to 2014	% Change in % below FPL 2014 to 2015	% Change in % below FPL 2013 to 2015
White	1.5%	4.1%	5.7%	2.6%	1.6%	4.2%
Black/African-American	26.0%	20.9%	10.1%	-5.1%	-10.8%	-15.9%
American Indian/Alaskan Native	NA	NA	NA	NA	NA	NA
Asian	26.9%	21.5%	8.2%	-5.4%	-13.3%	-18.7%
Hawaiian / Pacific	NA	NA	NA	NA	NA	NA
Other Race ¹	26.4%	22.4%	23.6%	-4.0%	1.2%	-2.8%
Two or More races	5.8%	5.9%	13.1%	0.1%	7.2%	7.3%
Total Children, 0-5	8.0%	8.8%	7.7%	0.8%	-1.1%	-0.3%
Of Which, Hispanic / Latino ²	15.3%	14.8%	12.6%	-0.5%	-2.2%	-2.7%

Children Ages 0 - 5, River Forest	2013	2014	2015	% Change 2013 to 2014	% Change 2014 to 2015	% Change 2013 to 2015
White	521	541	548	3.8%	1.3%	5.2%
Black/African-American	117	55	91	-53.0%	65.5%	-22.2%
American Indian/Alaskan Native	0	0	0	NA	NA	NA
Asian	38	42	36	10.5%	-14.3%	-5.3%
Hawaiian / Pacific	0	0	0	NA	NA	NA
Other Race ¹	0	0	0	NA	NA	NA
Two or More races	43	59	129	37.2%	118.6%	200.0%
Total Children, 0-5	719	697	804	-3.1%	15.4%	11.8%
Of Which, Hispanic / Latino ²	0	16	59	NA	268.8%	NA

Children Ages 0 - 5, River Forest	% below FPL 2013	% below FPL 2014	% below FPL 2015	% Change in % below FPL 2013 to 2014	% Change in % below FPL 2014 to 2015	% Change in % below FPL 2013 to 2015
White	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Black/African-American	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian/Alaskan Native	NA	NA	NA	NA	NA	NA
Asian	31.6%	35.7%	41.7%	4.1%	6.0%	10.1%
Hawaiian / Pacific	NA	NA	NA	NA	NA	NA
Other Race ¹	NA	NA	NA	NA	NA	NA
Two or More races	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Total Children, 0-5	1.7%	2.2%	1.9%	0.5%	-0.3%	0.2%
Of Which, Hispanic / Latino ²	NA	0.0%	0.0%	NA	0.0%	NA

¹ "Other Race" includes all other responses not included in the white, Black or African-American, American Indian or Alaskan Native, Asian, and Native Hawaiian or Other Pacific Islander race categories described above. Respondents reporting entries such as multiracial, mixed, interracial, or a Hispanic or Latino group (for example, Mexican, Puerto Rican, Cuban, or Spanish) in response to the race question are included in this category.

² Children identified as Hispanic/Latino may be from any of the race categories above.

Children Ages 0 - 5, Oak Park and River Forest	2013	2014	2015	% Change 2013 to 2014	% Change 2014 to 2015	% Change 2013 to 2015
White	3,259	3,044	3,252	-6.6%	6.8%	-0.2%
Black/African-American	808	735	584	-9.0%	-20.5%	-27.7%
American Indian/Alaskan Native	0	0	0	NA	NA	NA
Asian	272	275	244	1.1%	-11.3%	-10.3%
Hawaiian / Pacific	0	0	0	NA	NA	NA
Other Race	106	143	127	34.9%	-11.2%	19.8%
Two or More races	494	485	510	-1.8%	5.2%	3.2%
Total Children, 0-5	4,939	4,682	4,717	-5.2%	0.7%	-4.5%
Of Which, Hispanic / Latino	300	354	352	18.0%	-0.6%	17.3%

Children Ages 0 - 5, Oak Park and River Forest	% below FPL 2013	% below FPL 2014	% below FPL 2015	% Change in % below FPL 2013 to 2014	% Change in % below FPL 2014 to 2015	% Change in % below FPL 2013 to 2015
White	1.2%	3.4%	4.7%	2.2%	1.3%	3.5%
Black/African-American	22.3%	19.3%	8.6%	-3.0%	-10.7%	-13.7%
American Indian/Alaskan Native	NA	NA	NA	NA	NA	NA
Asian	27.6%	23.6%	13.1%	-4.0%	-10.5%	-14.5%
Hawaiian / Pacific	NA	NA	NA	NA	NA	NA
Other Race	26.4%	22.4%	23.6%	-4.0%	1.2%	-2.8%
Two or More races	5.3%	5.2%	9.8%	-0.1%	4.6%	4.5%
Total Children, 0-5	7.1%	7.8%	6.7%	0.7%	-1.1%	-0.4%
Of Which, Hispanic / Latino	15.3%	14.1%	10.5%	-1.2%	-3.6%	-4.8%

Ratio of Income to FPL for Children Ages 0 - 5¹ Oak Park	2013	2014	2015	% Change 2013 to 2014	% Change 2014 to 2015	% Change 2013 to 2015
Children below 125% of FPL	390	405	332	3.8%	-18.0%	-14.9%
Children below 185% of FPL	609	618	492	1.5%	-20.4%	-19.2%
Children below 400% of FPL	1,337	1,369	1,141	2.4%	-16.7%	-14.7%
All Children, ages 0-5	4,220	3,985	3,913	-5.6%	-1.8%	-7.3%

Ratio of Income to FPL for Children Ages 0 - 5¹ River Forest	2013	2014	2015	% Change 2013 to 2014	% Change 2014 to 2015	% Change 2013 to 2015
Children below 125% of FPL	21	23	25	9.5%	8.7%	19.0%
Children below 185% of FPL	21	23	25	9.5%	8.7%	19.0%
Children below 400% of FPL	156	194	221	24.4%	13.9%	41.7%
All Children, ages 0-5	719	697	804	-3.1%	15.4%	11.8%

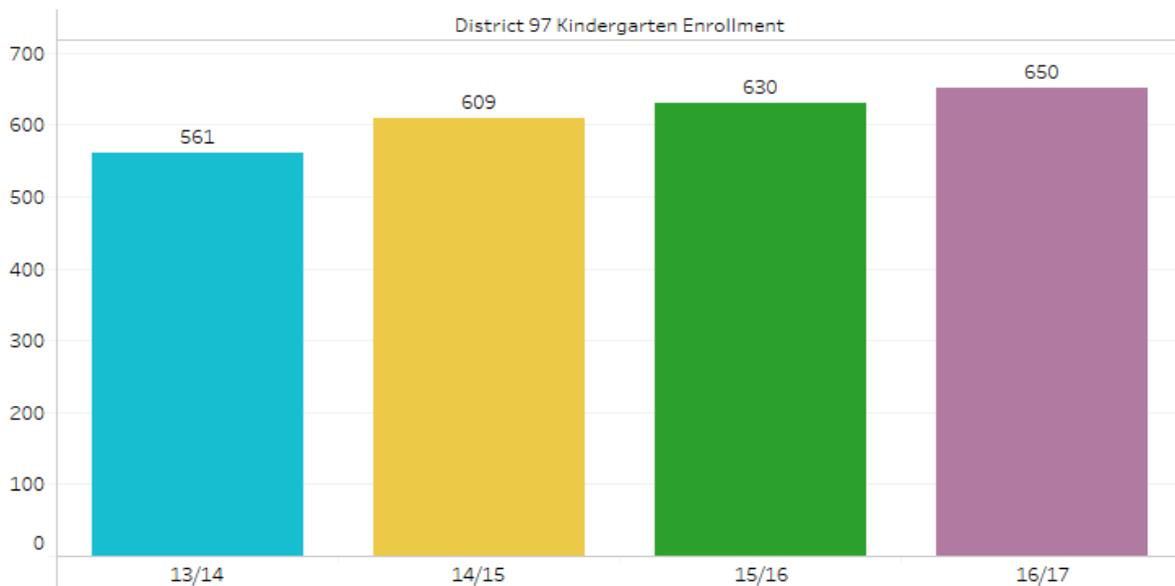
400% of FPL = income bracket for Preschool for All

185% of FPL = qualification for Free/Reduced Price Lunch

125% of FPL = qualification for state subsidies such as the Supplemental Nutrition Assistance Program (formerly known as food stamps)

¹ The ratio of the household income to the 2015 poverty threshold

Kindergarten Enrollment Oak Park District 97	% Change 2013 to 2014	% Change 2014 to 2015	% Change 2013 to 2015	% Change 2013 to 2016
Kindergarten Students	8.6%	3.5%	12.3%	15.9%



The 2016-17 kindergarten cohort had the following racial composition: 56.6% white, 13.8% African-American, 13.5% Hispanic, 11.4% Mixed Race, and 4.6% Asian.

Regarding the race/ethnicity composition of the 203 children from families who moved to Oak Park before entering kindergarten, the majority were white (53%) while African-American and Hispanics make up considerably smaller percentages of that population (15% and 12% correspondingly).

We are demonstrating the potential utility of linking multiple sources of data to the District 97 data by starting analysis of the 2015-2016 Kindergarten cohort. We start by reporting some socioeconomic (poverty) and demographic (in-migration) characteristics. In the future, we will be able to add additional statistics, particularly around school readiness and disability.

Poverty

New state-level administrative data adds an additional perspective to the census figures. For this project, Chapin Hall secured the use of Oak Park data from the Supplemental Nutrition Assistance Program, or SNAP (formerly known as food stamps). While we are in the initial phase of diving into this new resource, these are some initial findings:

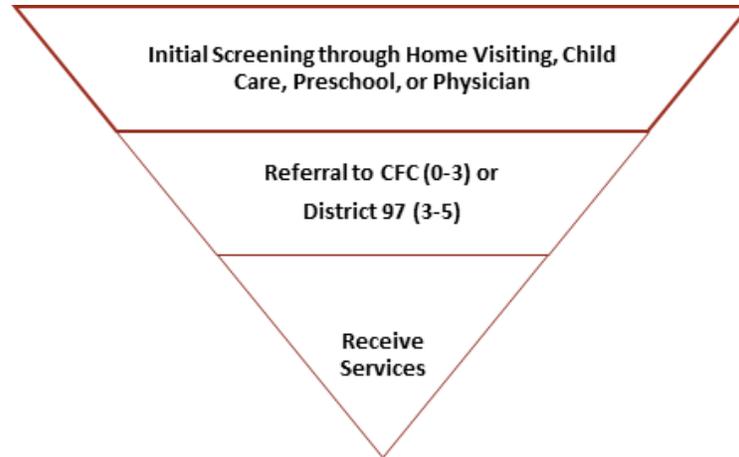
- Nearly one out of every six children - 15% (a total of 97 out of the 633 children in the 2015-16 kindergarten cohort) - come from families that received SNAP benefits at or before the time they enrolled in kindergarten in District 97.
- 58% of African-American children received SNAP during or prior to their kindergarten enrollment, compared to 24% of Hispanic and 2% of white children.

In-Migration

Chapin Hall has also analyzed the self-reported information families provide about their residential history during kindergarten registration.

- About 1/3 of all incoming 2015-2016 District 97 kindergarten students moved into Oak Park prior to entering kindergarten. This seems to be the case for all sub-groups of children, as we did not find differences in the rate of mobility by race, gender or age in months at kindergarten entry.

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



Submeasure 1: Number of children screened.

- Our goal was a 7% increase in the number of total developmental screenings from last year. Our actual increase was 13%, to 1,806 total screenings.

	2014/15	2015/16	2016/17
Total children receiving ASQ-3 <i>or</i> ASQ: SE-2	1,229	1,586	1,806
Total children receiving ASQ-3 <i>and</i> ASQ: SE-2	N/A	N/A	1,524
Total children receiving ASQ-3	1,065	1,508	1,726
Total children receiving ASQ:SE-2	1,096	1,310	1,604
Hearing screenings	1,273	1,249	1,353
Vision screenings	1,288	1,311	1,411

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

- 90% of programs participating in the ASQ use the Collaboration’s follow up fields in the ASQ web application to monitor activities for children in response to screenings, including the number of referrals made to Early Intervention and Early Childhood Special Education. Two of the three medical practices are also using these fields. Collaboration documentation shows that 22 children were referred to Early Intervention for assessments and 20 received the assessment.
- 51 children were referred to District 97 by Early Intervention for transition assessment and meetings.
- Sixty-one children came to District 97 through Child Find or via the Collaboration’s screening program. Of these children, 26 received further assessments to determine service eligibility for District 97, and two families declined further evaluation of their child.
- 60% of the children who were referred for assessments due to concerns identified through the hearing screening were assessed and received treatment.

Child Outcome 1 continued

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

- 20 children (out of 22 referred) were found eligible for services through the Early Intervention program.
- 29 of the 51 children (57%) referred by CFC #7 (Child and Family Connections #7) and assessed by District 97 were found eligible for services.
- 18 of the 26 children (69%) who received further assessments after a screening through Child Find were found eligible for services.
- An additional six children were found eligible for other services by private providers
- This is not a submeasure where we should be setting a target. We monitor and record this number, which varies from year to year.

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

Services for children birth to three years old

- Nineteen of the 20 children found eligible for Early Intervention Services are receiving them.
- We hope to receive a fuller picture of the number of children being assessed and receiving services from Early Intervention with the new data available through Chapin Hall's data sharing agreements with the state. We will not know about services paid for out of pocket or by private insurance companies or parents other than through provider reports in the ASQ database.

Services for children three to five years old

- Parents of all of the children found eligible for services enrolled in D97 services.

Our ASQ database shows that 37 children received services through private providers. This number includes children who may have begun receiving services prior to enrollment in a site participating in our screening or whose parents sought services other than through the channels established by our program.

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

Proficiency is measured using the Teaching Strategies GOLD assessment system, which is administered by teachers in fall, winter, and spring in Preschool for All and Head Start classrooms. It is an observation-based portfolio assessment. The scores discussed in this report are based on spring scores.

The GOLD assessment has 38 objectives across 8 domains. The Preschool for All committee, with the guidance of a researcher at Loyola University who studies preschool transitions to kindergarten, identified 10 of these objectives as representative of proficiency in the different domains. We plan to review this practice over the next couple of years to determine if we are monitoring the best objectives to indicate proficiency.

Importantly this year, the number of students we are reporting on increased by 74%, from 47 in Spring 2015 to 82 in Spring 2016. For accuracy’s sake, we can only report on GOLD proficiency for those students who have complete scores for all 10 of the target objectives. A combination of factors improved this result. The increase in complete records is due primarily to the Collaboration coaching the teaching staff in the importance of complete documentation. Additionally, our internal capacity to look at data closely and to analyze any gaps has greatly increased.

This is also the first year we are reporting on “Other” as a race category. In past years, the numbers have been too statistically small to report on.

Proficiency on Teaching Strategies GOLD

PFA/HS Children Enrolled in District 97 Kindergarten	Spring 2013	Spring 2014	Spring 2015	Spring 2016
% (number) of Students Proficient or Advanced	93% (55)	90% (36)	89% (47)	87% (82)
% (number) of FRPL Students Proficient or Advanced	N/A	N/A	N/A	89% (24)

Proficiency on Teaching Strategies GOLD by Race

	Spring 2013		Spring 2014		Spring 2015		Spring 2016	
	% Below/Basic	% Proficient or Advanced						
African-American	17%	83%	28%	72%	15%	85%	8%	92%
White	3%	97%	19%	81%	4%	96%	14%	86%
Other	*	*	*	*	*	*	17%	83%

* “Other” could not be broken out due to small number (under 10) in previous years. “Other” includes all other responses not included in the white, Black or African-American, American Indian or Alaskan Native, Asian, and Native Hawaiian or Other pacific Islander race categories described above. Respondents reporting entries such as multiracial, mixed, interracial, or a Hispanic or Latino group (for example, Mexican, Puerto Rican, Cuban, or Spanish) in response to the race question are included in this category. Children identified as Hispanic/Latino may be from any of the race categories above.

Child Outcome 2 continued

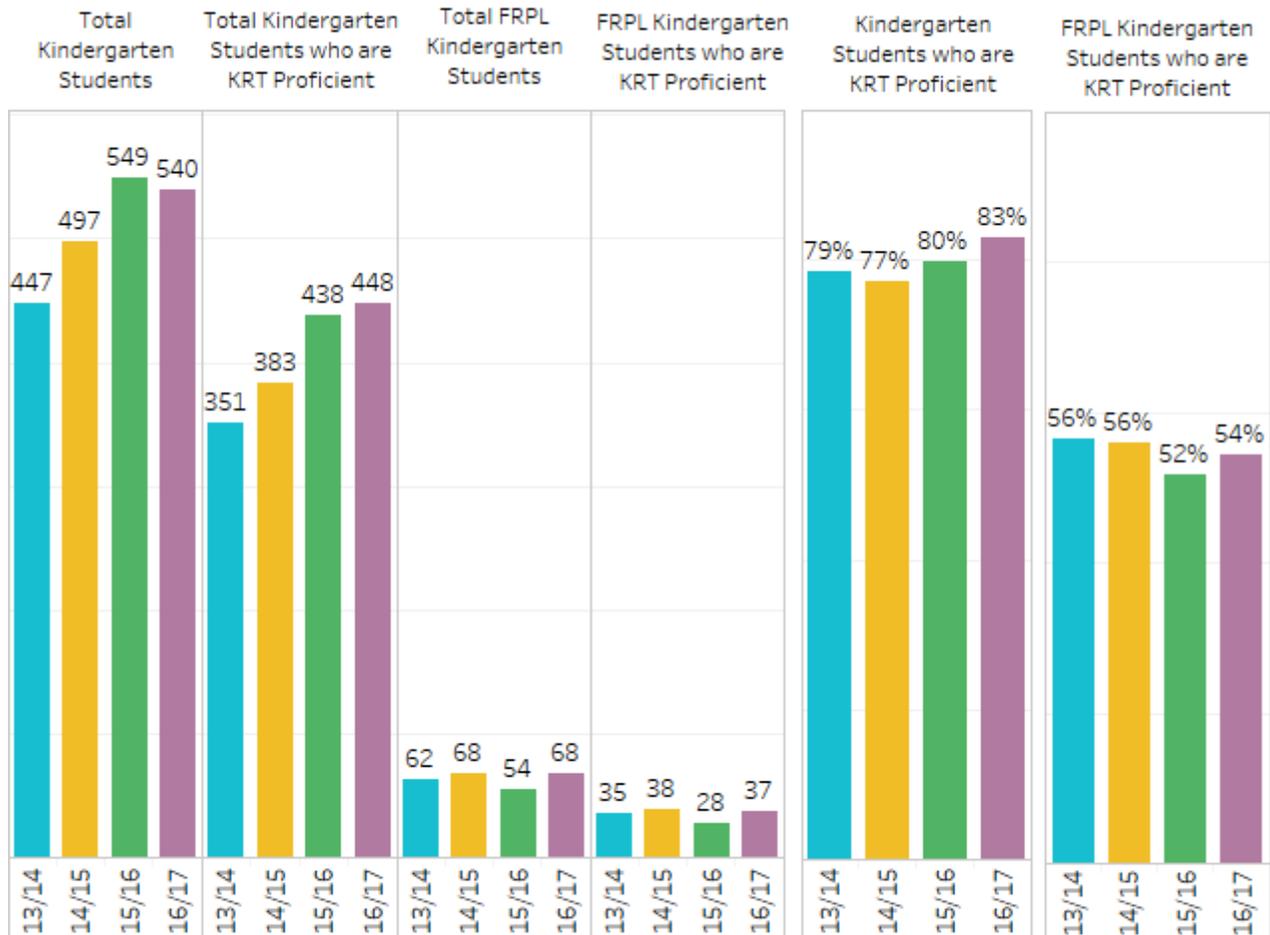
- The percent of children who scored proficient in all domains decreased slightly, by 2%. While we have noted this decrease, we also note that we have significantly increased the number of children who have complete records (74%). This may have led to a more complete picture of children in the program. The Collaboration continues to target 90% proficiency rates.
- African-American students had a proficiency rate of 92%, up from 85% the previous year, while proficiency in white students dropped from 96% to 86%. Different cohorts of children with differing risk factors enroll in PFA/HS programs each year, which can lead to variability in each cohort's scores on proficiency standards. For example, the number of children from PFA/HS who received early childhood developmental services is already small, and when we look at them by how they perform on a certain GOLD domain, they get smaller. However, by keeping track of small groups over time, we will be able to see patterns of how prior history predicts likely experiences in the school system and the impact of teachers and curriculum on students.
- For the first time, we are able to examine the GOLD scores of children who participated in the Free/Reduced Price Lunch program. Disaggregating the data in this way shows that low income children as a group are doing as well (89% proficient) as the total group of children enrolled in Preschool for All and Head Start children for whom we have complete scores. We have complete GOLD scores for 27 of the 37 children enrolled in FRPL who also attended PFA/HS in the spring. We will further monitor the GOLD scores to ensure we have more complete records for low income children.
- Of all students who took the GOLD, 43% were white, 29% were African-American, and 28% were in the "Other" race category.

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

While the KRT assessment rate for children enrolled in Preschool for All and Head Start programs has reached 96% due to the Collaboration’s onsite assessment in these programs, the assessment rate for all kindergarten children is at 83%.

[The full, interactive, version of these results is online.](#) In the online version, you can filter by year or breakout groups.

Of All Children with KRT Scores



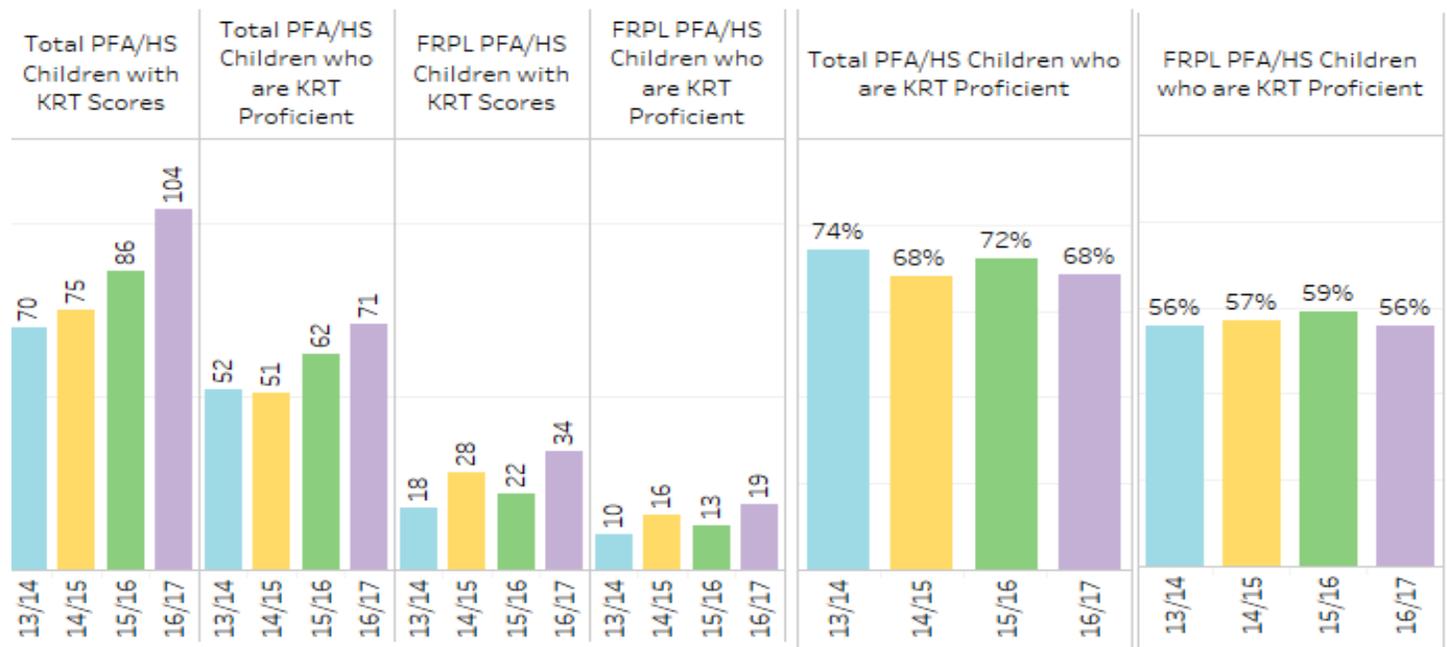
Total kindergarten class size: 2013/14 - 561; 2014/15 - 609; 2015/16 - 630; 2016/17 - 650

Total number of FRPL students: 2013/14 - 109; 2014/15 - 114; 2015/16 - 80; 2016/17 - 94

- We rely on the Kindergarten Readiness Test (KRT) for assessing the proficiency of children entering kindergarten. The KRT is administered to incoming kindergarten students over the summer and goes through the third week of school.
- Comparing one year to the next is difficult because we are missing scores for a set of children each year, and we do not know how different those students are from one year to the next. However, we are continuing to collect KRT scores for more children in the PFA and Head Start programs.
- Our target for improvement is a 2% increase in proficiency on the KRT each year. We surpassed this for academic year 2016-17, improving from 80% to 83%.

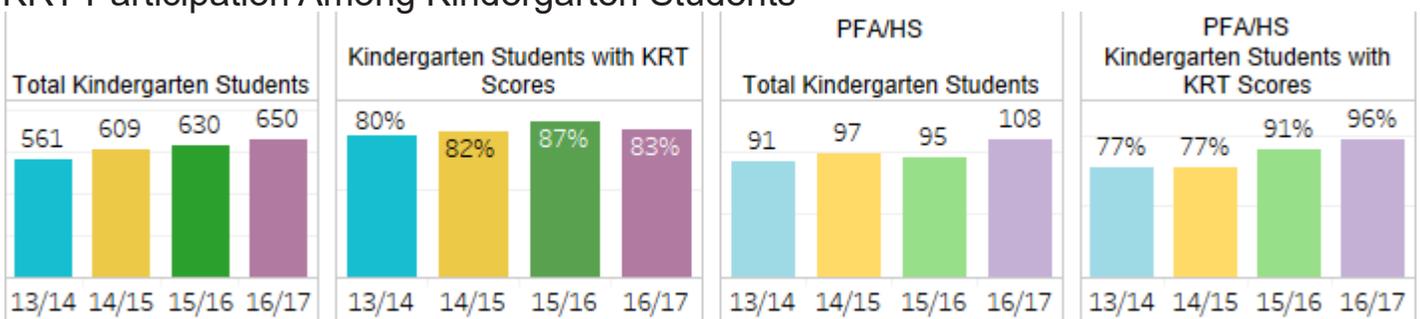
Child Outcome 3 continued

Of PFA/HS Children with KRT Scores



- Unlike the complete cohort of children who received a proficient score on the KRT, the percentage of children who were proficient, participated in the Free/Reduced Lunch Program, and who attended PFA/HS decreased by 3%, from 59% to 56%. This decline aligns with the proficiency scores of all children enrolled in the PFA/ Head Start programs (4%). This may be due to the increase in the number of children (18) who took the KRT. We are working with all of the programs to understand what may have contributed to this decline and we are eager to review the proficiency scores of children entering kindergarten in 2017 to determine if this was an aberration or a trend. We may also be able to determine a better baseline if in fact the higher proficiency scores for the years preceding fall 2016 were due to lower rates of participation, and we will work to better understand the characteristics of the children who are not achieving proficiency.

KRT Participation Among Kindergarten Students



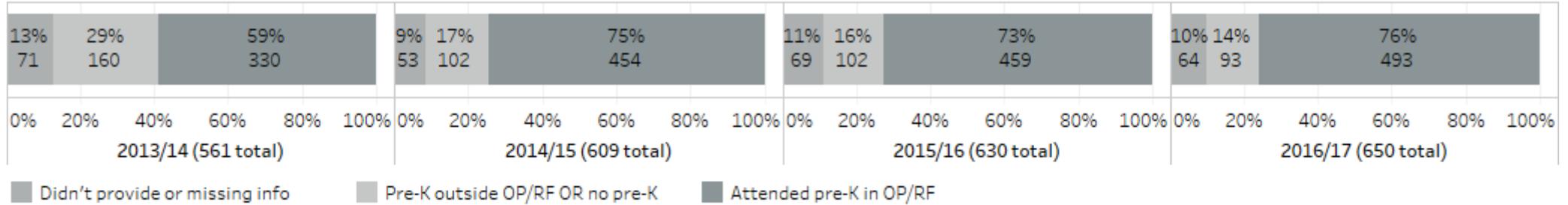
- The percentage of children enrolled in the Preschool for All and Head Start programs who took the KRT increased significantly, from 77% to 91% to 96%. Our target was 95% of PFA/HS students taking the KRT.
- Of the 110 students who did not take the KRT, 26 (24%) were in the Free/Reduced Lunch Program and 19 (17%) had an IEP. Adjusting for entry date and IEP status, we expect that approximately 60 (55%) students who did not take the KRT should have taken it. We can overlay preschool history as well to see if there are ways we can work with District 97 to increase the number of students who take the KRT each year.

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

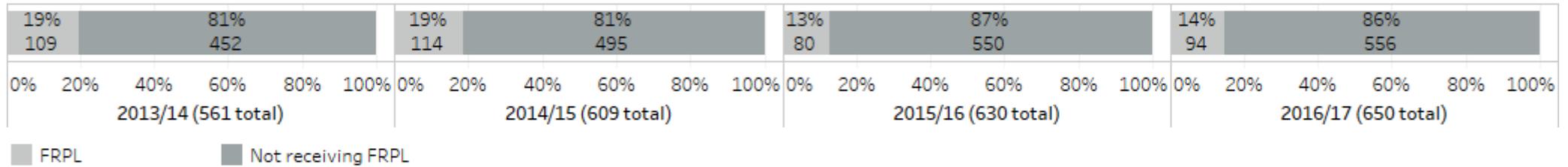
Sub-measure: What percent of kindergarten students with an IEP were enrolled in one of the programs described above?

[The full, interactive version of these results is online.](#) In the online version you can filter by year or breakout groups.

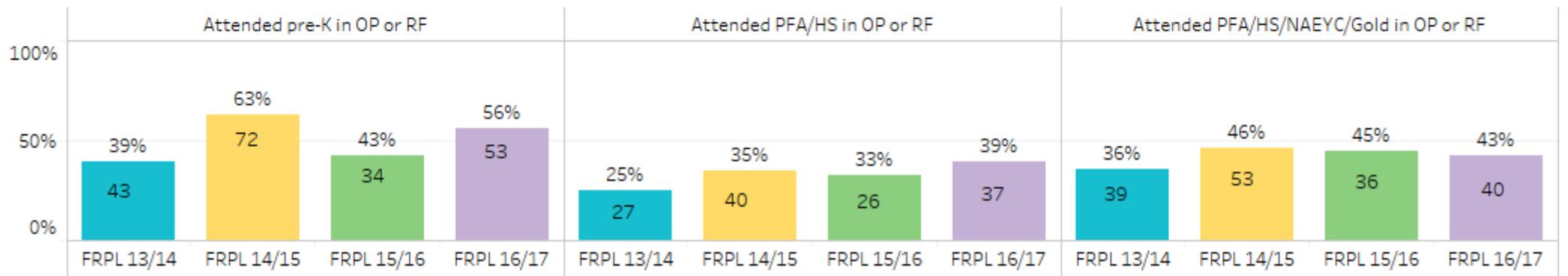
Attended Pre-K Inside/Outside OP/RF



Free/Reduced Price Lunch (FRPL) Status



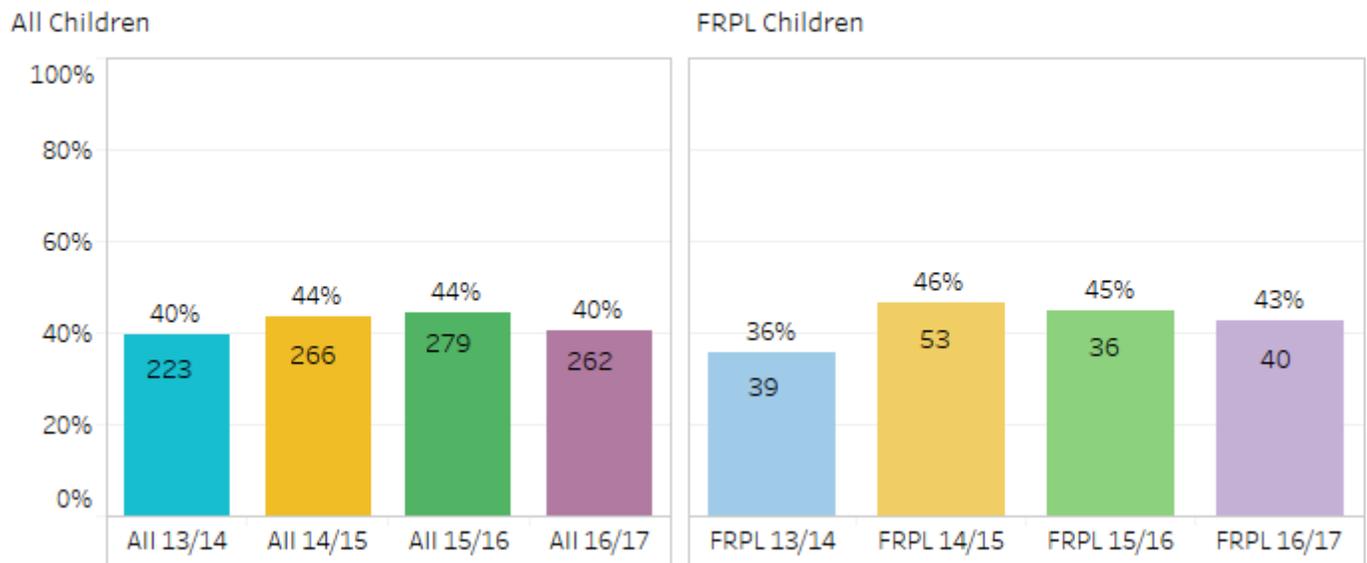
FRPL Pre-K History



Service Delivery Outcome 1 continued

- The number of students of any income level who enrolled in early learning programs in Oak Park or River Forest has increased each year, with a 3% increase over the past year.
- The number of students receiving Free/Reduced Price Lunch who had an early learning experience in Oak Park or River Forest increased over last year from 43% to 56%. While this increase is important, it is hard to extract much meaning from it when the total number of students enrolled in the Free/Reduced Price Lunch program may be inaccurate due to an administrative change at the state level. Additionally, we'd like to see significantly more low income children enrolled in these programs.
- The Collaboration plans to establish a target on this measure next year when we are more confident that we have an accurate method for collecting information about kindergarten children who are eligible to participate in the Free/Reduced Price Lunch program. The data collection method was changed in 2015-16 by the Illinois State Board of Education and this resulted in significantly lower numbers of children being counted as participating in the program. The enrollment process was changed for the current school year 2017-18, bringing it back in line with the previous processes. This change will provide a more reliable count of children who are living in low income households.
- Forty percent of all kindergarten students and 43% of kindergarten students receiving Free/Reduced Price Lunch attended a high-quality preschool in Oak Park or River Forest - either Preschool for All or Head Start or a NAEYC-accredited program or a program with ExceleRate Gold status. While there has been a slight decrease in the percentage of children receiving Free/Reduced Price Lunch in high quality preschool programs, there is an increase in the number of children attending PFA/HS/NAEYC/Gold programs (36 to 40).

Children Enrolled in PFA/HS/NAEYC/Gold Pre-K in OP/RF



- The number of students receiving Free/Reduced Price Lunch who attended a NAEYC-accredited or ExceleRate Gold preschool program doubled, from 10 to 21 (see [interactive chart](#) for detail).
- This year, the 40 children who attended a PFA/HS/NAEYC/Gold program is unduplicated. Some PFA/HS sites also have NAEYC/Gold accreditation. In years past, this number was a combination of PFA/HS students and students from NAEYC/Gold programs.

Service Delivery Outcome 1 continued

- The number of students receiving Free/Reduced Price Lunch who attended PFA/HS increased from 26 to 37, or 42%. While we are pleased by this increase, we are not satisfied with the number of low income children who are accessing our high-quality, free and accredited preschool programs. We are placing a greater emphasis on outreach by implementing a parent leadership and engagement program to ensure we are reaching as many low income children as possible. We also need to better understand whether and why low income families are choosing not to attend these programs.
- Preschool history is unavailable for 75 kindergarten students (12%), either because they did not provide it during enrollment or because they did not have an early learning experience. Of these 75, 46 students indicated they did not attend preschool. All families have to indicate whether their child participated in preschool, so parents of 29 students did not report where their child participated in programs.

Kindergarten Students with IEPs

	2014/15	2015/16	2016/17
# of students with IEPs	63	55	55
# of students with IEPs who went to PFA/HS/NAEYC pre-k	21	19	24
# of FRPL students with IEPs	22	17	15
% of students with IEPs	10%	8%	8%
% of students with IEPs who went to PFA/HS/NAEYC pre-k	33%	34%	43%
% of FRPL students with IEPs	19%	21%	16%

- The percent of students with IEPs who had a history of attending a high-quality preschool increased from 34% to 43%. However, changes in percent are strongly influenced by the small number of children involved and by the specific reasons that qualify them for an IEP.

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

This measure continues to be difficult to obtain due to the limitations of available data on the number of parenting teens and the number of families receiving All Kids health insurance. However, there are now three programs operating in Oak Park, and all are providing some level of reporting to the Collaboration about the number of families who have been referred to their programs.

We received the numbers for one program in aggregate form. We anticipate that with the new data sharing agreements (finalized over the summer of 2017), we will be able to derive numbers based on data exports rather than staff report.

Teen or Non-Teen Parents	Teen June 2014	Non-Teen June 2014	Teen June 2015	Non-Teen June 2015	Teen June 2016	Non-Teen June 2016	Teen June 2017	Non-Teen June 2017
Number of families in Oak Park and River Forest receiving up through All Kids Level 1*	Not avail	Not avail						
Number of families referred to Easterseals, Hephzibah or New Moms for parenting support	Not avail	55	Not avail	62	Not avail	36	*	63

*Also includes families who qualify for All Kids Assist and All Kids Share, which is managed by the Illinois Department of Healthcare and Family Services. To qualify, families must meet income requirements based on their family size.

- We do not have a good source of data for the number of teen parents or the number of families participating in All Kids. Further, we have few referrals from service agencies and those that do refer often will not disclose the family income.
- The total number of families being referred to the three home visiting programs is back to the numbers from the 2015 fiscal year. This represents a recovery from the disruption to services brought about by transferring the program to a new vendor in 2015-16. The number does not include the number of families referred to one program as they had not been reporting that number to us. It also includes a significant number of self-referrals at a second site. The number of referrals from social service agencies and partner medical clinics and partner early childhood programs is very low. We are initiating a coordinated intake process in fall 2017 and hope that this will help to increase referrals.
- The Village of Oak Park’s Nurse Family Case Manager has traditionally been our main source of referrals. However, this position has been open since December 2014 and nurse family case management services were not offered during fiscal year 2016-17. A new hire was made and began work as this reporting period was ending, and this person will be leading the coordinated intake process beginning in November of this year.

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

Easterseals, Hephzibah and New Moms (formerly Parenthesis Family Center) offer the Parents as Teachers model program. The Easterseals program, funded by the Collaboration, combines Parents as Teacher program requirements with Maternal, Infant, and Early Childhood Home Visiting (MIECHV) requirements and standards. The first two and a half years of this program were offered by Parenthesis Family Center. Easterseals became our contractor as of January 2016 and they started enrolling families in March 2016. In the past twelve months of operation, the Easterseals program has accomplished tasks related to family engagement, community leadership, and program growth. Home visiting staff monitor child development and parenting effectiveness, offering resources and guidance to families.

The numbers in the chart include an aggregated report from one of the three programs. We anticipate that with the new data sharing agreements (finalized over the summer of 2017), we will be able to derive numbers based on data exports rather than staff report.

	June 2014	June 2015	June 2016	June 2017
Number of families referred for home visiting	55	62	36	63
Number of families who actively engaged as <i>new families</i> in the home visiting program funded through the Collaboration.	27	40	20	35
Percentage of referred families who engaged in the program.	49%	65%	56%	56%
Total number of families engaged in the home visiting programs in Oak Park and River Forest.	27	67	72	86

- The number families choosing to engage in home visiting services increased this year. This is a reflection of Easterseals program growth combined with the efforts of two other programs.
- Our target on this measure was to increase the rate at which referred families choose to engage in the home visiting programs by 5% and at a minimum to maintain of 50% rate of engagement. While we did not increase the rate at which families were engaged the prior year, we did continue to exceed the national average.
- Of those who were referred to the program but did not enroll, the reasons why people declined services included being ineligible due to residency, declining home visiting services, already engaging with another home visiting agency, or generally deciding they don't want home visiting services. There are many factors that affect how many families who are referred actually participate in home visiting, including trust, financial status, and parenting confidence.
- The programs' largest challenge continues to be receiving referrals from diverse service providers. Program staff have continued to meet formally with agencies, hang up marketing material throughout the community (particularly in places where likely clients might visit such as laundromats), and provide information packets and incentives to potential referral sources. Program administrators will continue to form relationships with other agency administration throughout Oak Park and River Forest. The establishment of coordinated intake through the Village should also assist in referrals.

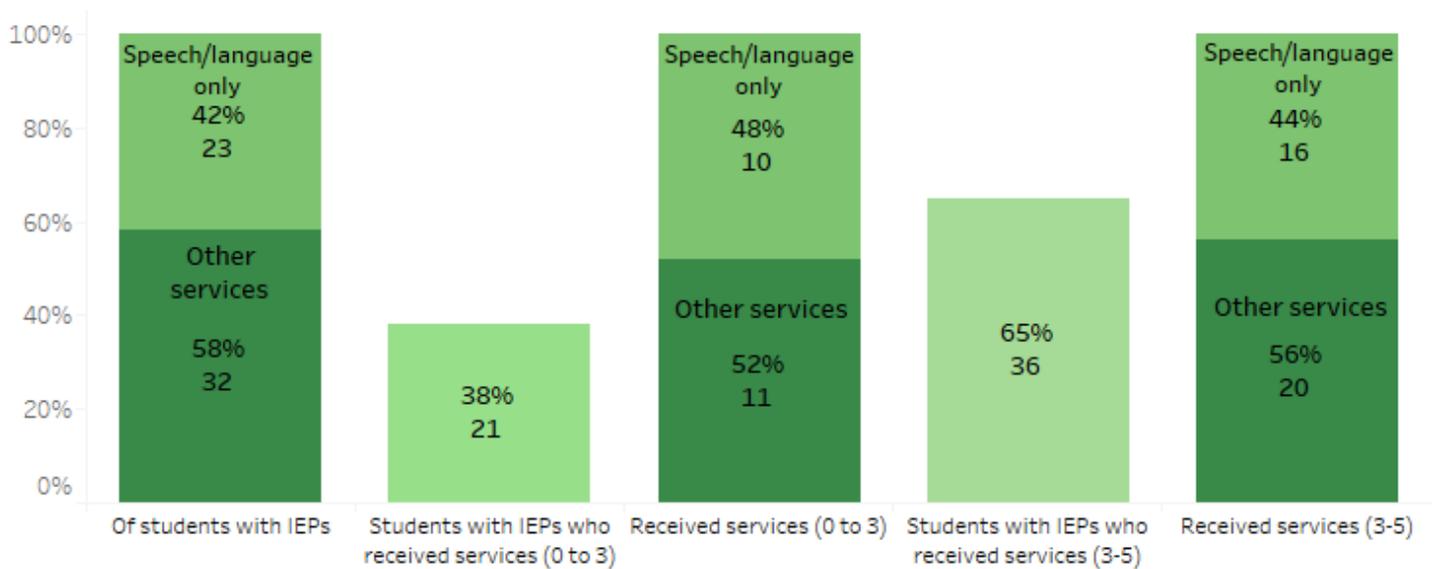
Service Delivery Outcome 4: Percent of kindergarten and 1st grade students with Individual Educational Plans (IEPs) who have documentation of receiving services in early childhood (if they lived in Oak Park or River Forest during their early childhood years).

[The full, interactive version of these results is online.](#) In the online version you can filter by year or breakout groups.

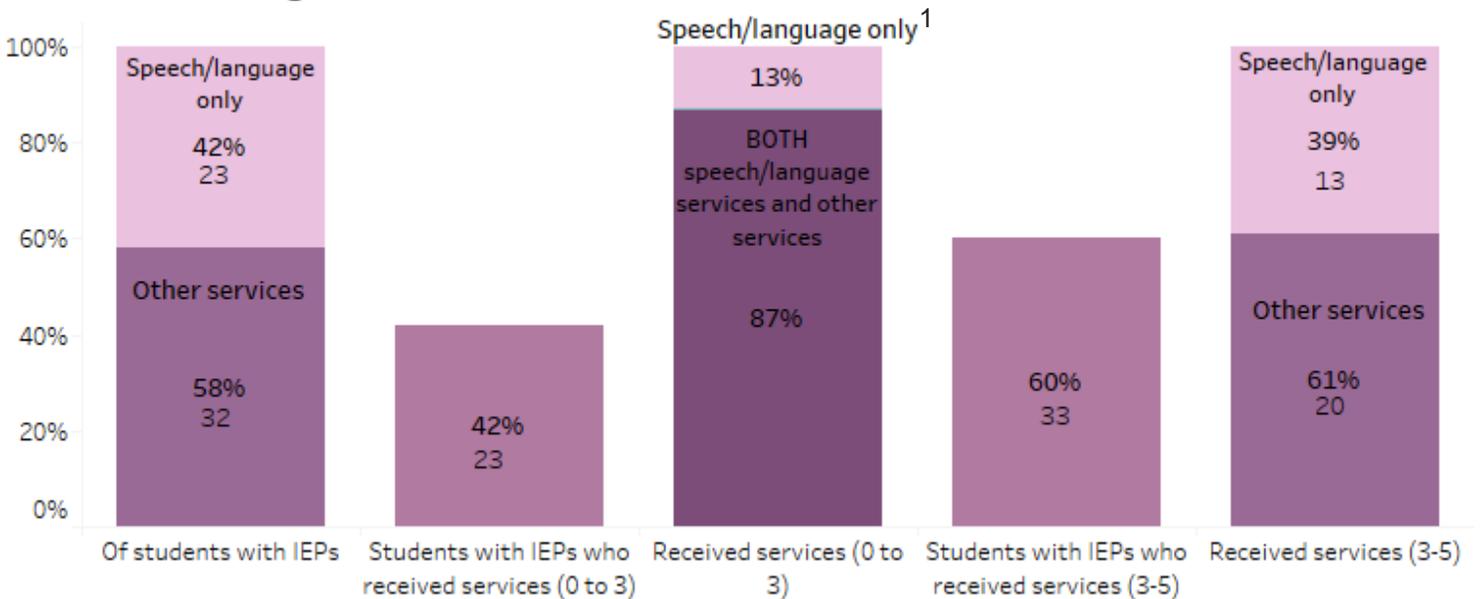
The data collection in this area has improved significantly over the last two years and we will work with District 97 to ensure this progress continues.

We are not trying to suppress the number of children with IEPs. We are hoping to follow the children who received IEPs or Early Intervention support early to determine if they do in fact have fewer IEPs as they progress through elementary school.

2015-16 Kindergarten Cohort

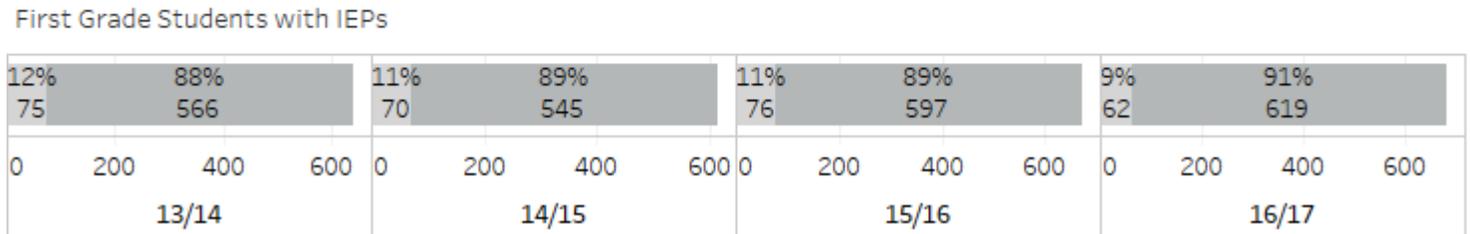
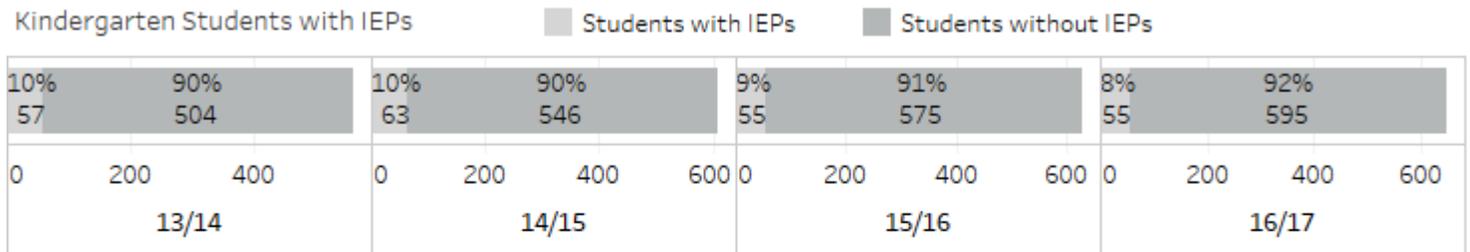


2016-17 Kindergarten Cohort



¹Specific numbers for the 2016-17 Kindergarten cohort have been suppressed due to statistically small amounts.

Service Delivery Outcome 4 continued



- The percentage of kindergarteners and first graders with IEPs has remained about the same across all years.
- The 2015 kindergarten class of 55 students with IEPs grew into a class of 62 first grade students with IEPs. However, the total number of students in this class also grew so that the percentage of students in this cohort with IEPs remained the same at 9%.
- This year we have included the number of students who received BOTH speech/language and other services when they were age 0-3. Almost all parents reported that their children received speech/language services and other developmental services. None of them reported receiving services without receiving speech/language. We are looking at the registration survey to determine if there is a way to clarify the information we are seeking.
- Of the children who received services due to a developmental delay when they were age 0-5, 83% attended preschool and 68% of these children attended a program run by District 97. An additional 9% attended other preschool programs in Oak Park or River Forest.

System Level Outcome 1: Estimate the Collaboration’s connection with all families in Oak Park and River Forest with children under five via direct and indirect measures.

Estimated percent of families with children under five touched by Collaboration services:

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

	June 2014	June 2015	June 2016	June 2017
Number of people in Oak Park and River Forest	63,199	63,199	63,199	63,199
Number of families with children < age 6 in Oak Park and River Forest	3,448*	3,448*	3,448*	3,448*
Direct: Oak Park/River Forest participants in the voluntary database:				
Number of children enrolled in publicly funded preschool (Preschool for All and Head Start)	218	227	202	212
Number of children participating in the developmental screening program	N/A	1,229	1,586	1,806
Number of families participating in the Parents As Teachers home visiting parent education program	27	81	67	53
Indirect: Families receiving information or support through the Collaboration’s efforts**:				
Number of families receiving outreach materials from the Parenting Resource Program	483	700	912	2,700**
Number of people on the Collaboration’s email list who receive early childhood information	190	486	942	1,808
Number of unduplicated visitors to the Collaboration’s website	N/A	N/A	5,911	7,925
Number of people following the Collaboration’s Facebook page for parenting resources and information about early childhood	118	158	309	465
Number of printed Early Childhood Resource Directories distributed	6,500	4,000	10,000	2,500

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

** Many of the indirect counts are duplicated since people encounter our materials in many ways.

- Over the course of the past year, we increased participation in the Collaboration’s voluntary database by 8%. We are well on our way to meeting our goal to increase by 10% the number of families with children under five who are engaged in Collaboration sponsored and/or supported activities who participate in our voluntary database by June 2018
- Our Early Childhood Resource Directory is published every two years, making distribution lower in the second year. A new edition is in the works for early 2018.

System Level Outcome 1 continued

- We committed to increasing the number of families who receive information and support through the Collaboration and our partners to the greatest extent possible. The new Parenting Resource Program launched in February 2017. The results of the program work thus far led to:
 - We have successfully increased web activity (34% growth in unique visitors) through additional online linkages with our partners and a greatly increased subscription to our monthly newsletter (92%). We launched a new Parent Newsletter after this reporting period due to the requests we are receiving from parents for a news publication related specifically to parenting.
 - Our Facebook page has increased the number of followers by 50%.
 - Our web page analytics show a significant increase from last year in the number of people who searched the online Resource Directory for child care providers that accept CCAP (the state's Child Care Assistance Program). In fact, it was the most searched category after the general "Child Care Center" listing, accounting for 14% of the page visits to the online Resource Directory versus 9% last year.
 - We are in the process of developing a new system to collect family engagement activities through the Parenting Resource Program. A beta version of this system is in place.
- Our new Parent Resource Program (PRP) committee includes seven community partners whose missions are to provide parenting support and information and low organized activities for children birth to five. They meet monthly to plan activities and share resources. The PRP committee coordinated education campaigns and events like promoting NAEYC's Week of the Young Child, in which they distributed 1,500 flyers of tips for engaging with children at home and a listing of local activities. The group worked together to distribute over 750 summer information cards with information about summer reading, playgroups, free lunch, and scholarships available for early childhood activities.

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

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

This outcome will be updated in the November 2017 IGA report.

All survey respondents	2015 #	2016 #	2015 Above minimum requirements*	2016 Above minimum requirements*
Number (%) of directors	24	21	15 (63%)	14 (67%)
Number (%) of assistant directors	18	16	10 (56%)	10 (63%)
Number (%) of teachers	107	127	81 (76%)	95 (75%)
Number (%) of assistant teachers	61	57	51 (84%)	52 (91%)
Number (%) of early childhood professionals in Oak Park & River Forest responding to survey	210	221	157 (76%)	171 (77%)

Those who responded to survey in 2015 and 2016	Above minimum requirements* % change
2 of 10 directors increased qualifications	20%
5 of 10 assistant directors increased qualifications	50%
26 of 58 teachers increased qualifications	45%
7 of 18 assistant teachers increased qualifications	39%
Number (%) of early childhood professionals in Oak Park & River Forest responding to survey in 2015 & 2016	96

* We know there are people in all positions who hold bachelor's degrees in fields other than early childhood. These people must have 6-18 credit hours in early childhood coursework, depending on their position, in order to meet licensing standards. Some of these workers may have more than the minimum coursework required. We plan to enhance the 2017 survey in order to see if we can determine how many people exceed this minimum standard.

System Level Outcome 2 continued

Calendar Year 2013 Results Completed by Site Directors*	2014 #	Above minimum requirements	20 or more hours
Directors	21	15 (71%)	13
Teachers	12	8 (67%)	62
Assistant teachers	105	54 (49%)	24
Assistant directors	63	27 (43%)	<10
Number (%) of early childhood professionals in Oak Park and River Forest responding to survey	202	104 (52%)	107 (53%)

* The 2013 survey was completed by site directors, which was different from the 2015 and 2016 self-reported surveys.

Illinois Early Childhood Certificate	2015	2016
Have submitted a Gateways Credential Application	126 people 58%	136 people 59%
Have a Gateways Illinois Director's Credential	20 people Level 1 5% Level 2 3% Level 3 1%	21 people Level 1 5% Level 2 2% Level 3 2%
Have a Gateways Infant Toddler Credential	13 people Level 2 4% Level 3 1% Level 4 0.5% Level 5 0%	24 people Level 2 7% Level 3 2% Level 4 0.4% Level 5 2%
Have a Gateways Early Childhood Education Credential	48 people Level 1 7% Level 2 2% Level 3 1% Level 4 2% Level 5 7% Level 6 1%	86 people Level 1 10% Level 2 3% Level 3 6% Level 4 5% Level 5 13% Level 6 0.4%
Have an Illinois State Board of Education Professional Educators License (PEL)	62 people 28%	59 people 25%

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

This outcome will be updated in the November 2017 IGA report.

All License Categories, Self Reported	Number		Less than 15 hours		15-19 hours	15 hours	16-19 hours	20 or more hours	
	2015	2016	2015	2016	2015	2016	2016	2015	2016
Directors	24	21	<10	<10	<10	<10	<10	14	14
Assistant directors	18	16	<10	<10	<10	<10	<10	<10	<10
Teachers	107	127	29	37	30	22	25	48	43
Assistant teachers	61	57	24	25	20	10	<10	17	19
Number (%) of early childhood professionals in Oak Park & River Forest responding to survey	210	221	63 (30%)	68 (31%)	59 (28%)	37 (17%)	34 (15%)	88 (42%)	82 (37%)

Licensed Centers Only, Self Reported	Number	Less than 15 hours	15 hours	16-19 hours	20 or more hours
Directors	19	<10	<10	<10	14
Assistant directors	15	<10	<10	<10	<10
Teachers	109	26	20	24	39
Assistant teachers	44	12	<10	<10	19
Number (%) of early childhood professionals in Oak Park & River Forest responding to survey	187	42 (22%)	34 (18%)	33 (18%)	78 (42%)

All License Categories, Self Reported, Those Responding Both Years	Number	Less than 15 hours	15 hours	16-19 hours	20 or more hours
Directors	10	<10	<10	<10	<10
Assistant directors	10	<10	<10	<10	<10
Teachers	58	11	<10	12	26
Assistant teachers	18	<10	<10	<10	10
Number (%) of early childhood professionals in Oak Park & River Forest responding to survey in 2015 & 2016	96	18 (19%)	16 (17%)	15 (16%)	47 (49%)

System Level Outcome 3 continued

Those who responded to survey in 2015 and 2016	Above minimum requirements* % change
6 of 10 directors increased qualifications	60%
2 of 10 assistant directors increased qualifications	20%
24 of 58 teachers increased qualifications	41%
10 of 18 assistant teachers increased qualifications	56%
Number (%) of early childhood professionals in Oak Park & River Forest responding to survey in 2015 & 2016	96 (44%)

Calendar Year 2013 Results Completed by Site Directors*	Number	15 hours	20 or more hours
Directors	21	<10	13
Teachers	105	16	62
Assistant teachers	63	20	24
Assistant directors	12	<10	<10
Number (%) of early childhood professionals in Oak Park and River Forest responding to survey	202	42 (21%)	107 (53%)

* The 2013 survey was completed by site directors, which was different from the 2015 and 2016 self-reported surveys.

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

The number of licensed preschools changed when Good Shepherd opened an additional location for infants and toddlers, and ABC Toon Town merged their two physical locations into one new building. Here we are noting ABC Toon Town as two centers in order to be consistent with previous reports, but in the next report they will be considered one program. One site (Children’s Garden) closed at the start of this report year.

	June 2014	June 2015	June 2016	June 2017
Center-Based Programs				
Number of licensed and exempt preschools and child care centers.	42	42	44	46
Number of licensed preschools and child care centers.	26	27	27	29
A. Number (%) of licensed and exempt preschools and child care centers that engaged in the ExceleRate program.	9 (21%)	20 (48%)	24 (55%)	20 (43%)
B.1 Number (%) of licensed and exempt preschools and child care centers engaged in ExceleRate and have received a score.	6 (14%)	12 (29%)	12 (27%)	15 (33%)
B.2 Number (%) of licensed preschools and child care centers engaged in ExceleRate and have received a score.	6 (23%)	11 (41%)	10 (37%)	15 (52%)
C. Number (%) of licensed and exempt preschools and child care centers involved in ExceleRate that improved their scores.	0 (0%)	11 (26%)	0 (0%)	4 (9%)
D. Number (%) of centers initially involved with ExceleRate and choosing NAEYC-accreditation	--	--	--	4 (9%)
Family Child Care Providers				
Number of licensed family child care homes.	38	37	36	34
A. Number (%) of licensed family child care homes that engaged in ExceleRate.	Not Avail.	17 (46%)	19 (53%)	10 (29%)
B. Number (%) of licensed family child care homes engaged in ExceleRate who received a score.	Not Avail.	0	0	2 (6%)
C. Number (%) licensed family child care homes engaged in ExceleRate who improved their scores.	Not Avail.	0	1 (3%)	1 (3%)

1. Licensed half-day programs were not eligible to participate in the system in 2013-14. One preschool who had a GOLD and NAEYC rating in 2014-15 needed to re-apply for new ratings in 2015-16. Rather than completing both applications in one year, the preschool chose to obtain its NAEYC accreditation and is submitting its application for its GOLD status during 2016-17.

2. The number of unlicensed family child care providers is unavailable, however, in the future we expect to know the number of unlicensed family child care programs that receive CCAP.

System Level Outcome 4 continued

A. Engaged in ExceleRate: A program is considered “engaged” in ExceleRate when 1) all staff meet requirements in order to apply for a credential through Gateways to Opportunity, OR 2) all staff submit credential applications to Gateways to Opportunity, OR 3) the staff registered for or attended Early Childhood Environment Rating Scale-Revised (ECERS-R) trainings.

B. Received a score: A program “receives a score” from a state-approved assessor when they reach the Gold Circle of Quality. Prior to reaching the Gold Circle of Quality, programs complete self-assessments using ECERS-R.

C. Improved a score: A program’s score is considered “improved” if it is higher than the previous year’s score. A score can be given by an independent, state-approved assessor or by self-assessment using ECERS-R.

- Our goal is to increase the number of preschools and child care centers that engage in ExceleRate to 31 by June 2018. As of June 2017, 20 providers are engaged in ExceleRate. This represents a decrease of four sites from the prior year. This decrease is due to three sites deciding not to participate in ExceleRate and limiting their involvement in quality rating systems to the accreditation process of the National Association of the Education of the Young Child (NAEYC). These programs are: Pilgrim Community Nursery School, Glasser Preschool, West Suburban Temple Har-Zion Early Childhood Center and Oak Park Friends. We plan to encourage these programs to re-engage in ExceleRate to maintain their Gold quality ratings during 2017-18 in an effort to increase consistency in ratings for the parent community as they review programs.
- Eleven child care centers and preschools participated in ExceleRate and received a score. We have met our goal of 11 preschools and child care centers that engage in ExceleRate by submitting paperwork and receiving a score. Twelve providers received an ExceleRate score. Of these, seven maintained their Silver and Gold ratings.
- By June 2018, our goal is that 12 preschools and child care centers improve their scores by moving up in an ExceleRate circle of quality over the two year period of July 1, 2016-June 30, 2017. As of June 2017, four have done so.
- Progress on the family child care provider engagement in ExceleRate declined over the past year. In retrospect, we believe we should have applied a more stringent standard to counting family child care provider involvement during 2015-16 by ensuring that they fully understood the credential requirements and that they intended to complete the necessary courses and trainings for a credential or earn a circle of quality. Nineteen providers submitted applications for a credential during 2015-16, however, 3 providers informed us that they planned to retire within the next year or two and would not be engaging further in the program. Others have shared that they find the credential requirements daunting and are not certain about continuing work to complete the coursework and training needed for the credential and ExceleRate.
- We plan to establish a cohort of providers to help them complete the online trainings necessary for advancement in ExceleRate. We have received assurances from Illinois Action for Children (the training organization for the state ExceleRate system in Cook County) that they will offer the required in-person trainings in Oak Park over the next year.
- Each program has to submit a Continuous Quality Improvement Plan (CQUIP) annually in order to increase their score. We have worked with programs to see what their plan requires and to offer guidance, which ties into the one-on-one coaching and technical assistance we provide, and we offered referrals to additional professional development opportunities.

Collaboration for Early Childhood
Budget vs. Actual
July 2016 through June 2017

	<u>Jul '16 - Jun 17</u>	<u>Budget</u>	<u>% of Budget</u>
Ordinary Income/Expense			
Income			
4000 · Public Support			
4010 · Individual Contributions (1)	88,310.33	72,000.00	122.65%
4020 · Foundations (2)	8,750.00	50,000.00	17.5%
4030 · Corporate Income (3)	854.00	3,000.00	28.47%
4040 · Organizational Donations (4)	21,834.00	12,500.00	174.67%
4060 · Fees (5)	11,496.00	10,000.00	114.96%
4080 · Fundraising Event (6)	10,694.50	8,000.00	133.68%
4100 · Grant Income (7)	32,250.00		
Total 4000 · Public Support	<u>174,188.83</u>	<u>155,500.00</u>	<u>112.02%</u>
4200 · Government Contracts			
4210 · Village of Oak Park(8)	231,034.66	346,552.00	66.67%
4220 · Oak Park Township	10,500.00	10,600.00	99.06%
4230 · District 97 (8)	333,717.32	500,576.00	66.67%
4240 · District 200 (8)	290,833.34	436,300.00	66.66%
4250 · Park District of Oak Park	6,500.00	6,500.00	100.0%
4260 · Oak Park Library	1,500.00	1,400.00	107.14%
4280 · Illinois Dept of Public Health (9)	5,887.00	0.00	100.0%
Total 4200 · Government Contracts	<u>879,972.32</u>	<u>1,301,928.00</u>	<u>67.59%</u>
4300 * Temporarily Restricted Income (10)			
4800 · Bank Interest	777.07	500.00	155.41%
4910 · Misc Income	1,590.50	1,000.00	159.05%
4990 · Temporarily Restricted Net Asst			
4991 · Released From Temporarily Restr (11)	8,750.00	18,750.00	46.67%
Total 4990 · Temporarily Restricted Net Asst	<u>8,750.00</u>	<u>18,750.00</u>	<u>46.67%</u>
Total Income	<u>1,065,278.72</u>	<u>1,477,678.00</u>	<u>72.09%</u>
Gross Profit	<u>1,065,278.72</u>	<u>1,477,678.00</u>	<u>72.09%</u>
Expense			
5000 · Wages			
5009 · Grants & Contracts Manager (12)	6,259.58	7,153.00	87.51%
5001 · Executive Director	87,322.19	87,000.00	100.37%
5002 · Administrator (13)	32,497.79	35,000.00	92.85%
5003 · Prof. Development Coordinator (14)	50,092.79	53,530.00	93.58%
5004 · Clerical Support (15)	29.23	9,090.00	0.32%
5007 · Developmental Screening Coordin (16)	55,970.08	57,000.00	98.19%
5008 · Parenting Resource Program Coor (17)	21,153.88	23,080.00	91.66%
5005 · Payroll Expenses-Taxes	18,479.71	18,239.00	101.32%
5006 · Employee Benefits (18)	22,798.68	39,000.00	58.46%
Total 5000 · Wages	<u>294,603.93</u>	<u>329,092.00</u>	<u>89.52%</u>
5100 · Contracted Services			
5115 · Home Visiting Program (19)	211,402.58	410,089.00	51.55%
5110 · Training Specialist	48,690.00	47,000.00	103.6%
5120 · Grantwriter (20)	3,570.00	30,000.00	11.9%
5130 · Bookkeeper (21)	8,337.50	15,500.00	53.79%
5140 · Outreach Worker (22)	1,043.00		
5170 · Donor Development (23)	8,616.00	15,000.00	57.44%
5175 · Parent Support (24)	6,910.00	260,000.00	2.66%
5210 · Program Facilitators	10,971.25	12,000.00	91.43%

Collaboration for Early Childhood
Budget vs. Actual
July 2016 through June 2017

	<u>Jul '16 - Jun 17</u>	<u>Budget</u>	<u>% of Budget</u>
5215 · Database Development/Analyst (25)	62,102.36	100,618.00	61.72%
5220 · Accounting/Audit (26)	9,665.00	15,000.00	64.43%
5230 · General Consulting	4,725.00	8,000.00	59.06%
5245 · Compu Consultant/Tech Support (27)	2,063.21	12,000.00	17.19%
5250 · Legal Fees (28)	0.00	12,000.00	0.0%
5270 · Audiology Technician (29)	16,861.35	19,000.00	88.74%
5275 · Data Management (30)	20,722.00	30,000.00	69.07%
5280 · Web Development (31)	7,044.00	9,000.00	78.27%
5285 · Graphic Design (32)	2,565.00	7,000.00	36.64%
5290 · Communications (33)	18,254.00	35,000.00	52.15%
Total 5100 · Contracted Services	443,542.25	1,037,207.00	42.76%
5300 · Insurance			
5315 · Dishonesty Assurity	455.70	475.00	95.94%
5314 · Volunteer Accident Insurance	420.00	445.00	94.38%
5305 · General Liability	6,999.45	9,720.00	72.01%
5310 · Directors and Officers	1,514.04	2,000.00	75.7%
5312 · Workers Comp Insurance	2,132.84	2,700.00	78.99%
5313 · Unemployment Insur Prg Fees (34)	668.50	5,000.00	13.37%
Total 5300 · Insurance	12,190.53	20,340.00	59.93%
5500 · Operating Expenses			
5511 · Childcare for Programs	75.00	0.00	100.0%
5501 · Service Charges	955.39	1,000.00	95.54%
5503 · Program or Workshop Supplies (35)	15,971.84	13,000.00	122.86%
5504 · Program Food	12,974.36	15,000.00	86.5%
5505 · Office Supplies	3,536.51	5,000.00	70.73%
5506 · Site Rental (36)	829.00	2,500.00	33.16%
5508 · Office Equipment (37)	201.24	2,200.00	9.15%
5509 · Payroll Processing (38)	157.50	450.00	35.0%
Total 5500 · Operating Expenses	34,700.84	39,150.00	88.64%
6100 · Telephone/Telecommunications			
6101 · Telephone	5,476.20	6,300.00	86.92%
6103 · Webhosting (39)	1,494.48	3,500.00	42.7%
6105 · Internet (40)	1,018.80	2,000.00	50.94%
Total 6100 · Telephone/Telecommunications	7,989.48	11,800.00	67.71%
6201 · Postage and Delivery (41)	1,372.17	3,400.00	40.36%
6250 · Printed/Online Materials			
6251 · Printing/Film Development	13,283.48	16,000.00	83.02%
6252 · Subscriptions & Dues (42)	1,366.33	800.00	170.79%
Total 6250 · Printed/Online Materials	14,649.81	16,800.00	87.2%
6290 · Rent (43)	4,374.00	7,500.00	58.32%
6291 · Computer Hardware & Software (44)	5,647.53	4,000.00	141.19%
6300 · Staff Volunteer Development			
6310 · Staff/Volunteer Travel	2,318.54	5,500.00	42.16%
6320 · Staff/volunteer Training (45)	660.00	5,000.00	13.2%
6340 · Staff/Volunteer Recognition	667.42	500.00	133.48%
Total 6300 · Staff Volunteer Development	3,645.96	11,000.00	33.15%
6400 · Licenses and Filing Fees	205.00	500.00	41.0%
6500 · Agency Advertising (46)	1,724.56	6,000.00	28.74%
6600 · Special Event Costs (47)	0.00	5,000.00	0.0%

Collaboration for Early Childhood
Budget vs. Actual
 July 2016 through June 2017

	<u>Jul '16 - Jun 17</u>	<u>Budget</u>	<u>% of Budget</u>
6900 · Miscellaneous Expense (48)	768.45	5,000.00	15.37%
Total Expense	825,414.51	1,496,789.00	55.15%
Net Ordinary Income	239,864.21	-19,111.00	-1,255.11%
Other Income/Expense			
Other Income			
4994 · Unrealzd gains (losses) on Invm	1,400.08		
Total Other Income	1,400.08		
Other Expense			
7200 · Capital Expense	0.00	5,000.00	0.0%
Total Other Expense	0.00	5,000.00	0.0%
Net Other Income	1,400.08	-5,000.00	-28.0%
Net Income	241,264.29	-24,111.00	-1,000.64%

Collaboration for Early Childhood

Notes to Year to Date Budget Comparison Report (Preliminary – Pre Audit) Explanations for Variances from Budget

1. We experienced greater success than anticipated in soliciting individual donations. Some major donors who had indicated that they may not be able to continue with their donations at prior levels maintained the giving level of the prior year.
2. Foundations: this amount appears lower because we moved grants received for the current year to its own line item. Foundation income represents gifts from individual donors who use family foundations to make their gifts.
3. Corporate donations were lower than anticipated. We had hoped to obtain more sponsorships of Karaoke4Kids.
4. Organizational donations are greater than budgeted due to a larger than anticipated donation from the Oak Park Runners Club. We expected the Club to provide an even split in a donation between the Collaboration and another nonprofit. However, the Club provided the same donation as the year prior.
5. We had the highest attendance ever at our annual Symposium resulting in higher than anticipated revenue from fees.
6. The fundraising event did better than we expected. We will not be as conservative as in the next fiscal year.
7. Grant income includes funds received from grants that were expended during the fiscal year. They are restricted by purpose and by time. \$18,750 is being moved to the temporarily restricted line item on our balance sheet because the grant runs through October and we have not fully expended the funds. This is a new line item recommended by our consulting accountant to address grant funds.
8. Per a new billing arrangement with the Village of Oak Park, Districts 97 and 200, we are billing every other month on the contract through the IGA to try to keep the revenue closer to the expenditures. We did not bill for 1/3 of the amount of the contract. This is largely because we are still ramping up the home visiting program, and revised and adopted a plan for the Parenting Resource Program after terminating a contract for these services in December 2015.
9. We did not budget revenue through the Illinois Department of Public Health for the Hearing and Vision Screening Program because of the lack of an Illinois State budget. We did not think the State would be issuing contracts for these services last year.
10. Temporarily restricted income reflects funds committed by the OPRF Community Foundation and Grand Victoria for fiscal year 2017-2018 and November 1 2017- October 31, 2018 respectively.
11. Temporarily restricted income includes revenue from Grand Victoria Foundation for the grant period ending October 31, 2016. It also includes revenue from a \$10,000 pledge made in 2013.

12. We hired a 20 hour per week grant writer in May. This position had been a contract position and was not working well for us. The lower than budgeted amount in the wage line item is because the grant writer took an unpaid vacation in June.
13. The administrator was given an increase to \$35,000/year in January. Because the increase was 6 months into the fiscal year, the budgeted amount was not expended.
14. Professional Development Coordinator position is underspent because the person in this position took unpaid personal leave.
15. The person in the clerical position left employment during the summer of 2016. We did not refill this position. The administrator was able to take on this work.
16. The Developmental Screening Coordinator was given an increase to \$57,000/year in January 2017. Because the increase was 6 months into the fiscal year, the budgeted amount was not expended.
17. The Parenting Resource Program Coordinator was hired two weeks later than planned.
18. Benefits did not reach the amount budgeted because we hired the Parenting Resource Program Coordinator mid-year, and the executive director did not use the health benefit. The Collaboration always budgets for all staff to use the health insurance stipend and also budgets for a combination of individual and family stipends. The staff used the individual stipend only this past year.
19. The home visiting program is in the growth phase. We decided to keep the budgeted amount consistent with the contract so that we would be aware of the obligation to fully fund the contract as the program begins to reach capacity.
20. Grant writer line time is underspent because the consultant was unable to provide us with the hours we had contracted for. We re-thought the work and position and brought it in house as a half-time position in May.
21. The Bookkeeper continues to work fewer than anticipated hours. We are evaluating this arrangement over the course of the next six months.
22. We had hoped to hire an outreach worker as staff. The many growing components of the organization caused us to delay this until the 2017-2018 fiscal year. We hired someone over the summer 2016 to engage in outreach for us to enroll children in the publicly funded preschools.
23. Donor development was also underspent. We are increasing the role of this position in the next fiscal year and will evaluate the number of hours required over the course of the next year.
24. Parent Support is a new line item. The Collaboration adopted a plan to relaunch the Parenting Resource Program in September 2017. The Parenting Resource Program Coordinator was hired as a staff member in late January 2017. This line item will be reduced in 2017-2018 but will still provide funds for program initiatives/subcontracts as contemplated in the Parenting Resource Program plan.
25. Database Development/ Analyst looks underspent. The \$100,618 budgeted includes the cost of the building of the database valued at \$19,851 during the fiscal year. This amount is shown on the balance

sheet and not on the profit and loss statement. The total amount spent on database development and analysis was \$81,953.46. A key staff member at Chapin Hall, our contractor, was ill and there was a change in position of another person resulting in \$18,665 that will be carried over for the following fiscal year. These funds appear in the designated database base fund.

26. We have not spent the amount budgeted for the consulting accountant. The amount of consulting needed was lower than anticipated.

27. Computer/tech support was very low this year. We upgraded equipment and experienced fewer problems.

28. The Collaboration maintains a practice of budgeting for legal counsel should the need arise. We also are working to grow a reserve fund to \$30,000. There was not a need for an attorney's services this year.

29. One center decided not to have the hearing of their children checked resulting in a lower than anticipated cost for the audiology technician contract.

30. Data services are underspent but the need is increasing as our services and data collection grow.

31. The Parenting Resource Program Coordinator is supporting the development of our web and social media platforms reducing the number of hours required from a consultant.

32. We had planned to engage a graphic designer in the redevelopment of all of our marketing materials. This has been put off until 2017-2018. We also thought that we would produce more material for our Parenting Resource Program.

33. The board had contemplated expanding the communications contract. The Parenting Resource Program Coordinator has these skills and is contributing to this effort, reducing the revenue required for this work.

34. Some of the costs for this line item are on our balance sheet in an unemployment insurance account. We keep this high in case we have any claims that cause payments to increase.

35. We purchased additional screening kits and tablets for community programs this past spring causing us to go over budget in this line item. This was part of a new initiative in our Developmental Screening Program. We also purchased more than usual materials for use in our Parenting Resource Program outreach activities since we are expanding this program component.

36. Site rental budget anticipated possible costs for use of space for a Baby Fair which did not occur and other program activities including space rental for Karaoke4Kids if needed. We used venues that waived fees or did not charge fees.

37. We always budget for office equipment in case something breaks unexpectedly or has aged out. Nothing aged out this year and we did not need to replace any furniture or equipment.

38. Payroll processing is lower than budgeted because we moved the cost for the Intuit Payroll service to the subscriptions and dues line item. Costs shown in this line item are for direct deposit fees.

39. Webhosting cost less than anticipated because we have yet to receive a bill for the 4th quarter. We also paid for the collab4kids website in one, three year lump sum two years ago so the cost for the hosting does not show on the profit and loss report.
40. We added an additional office space this past year. Initially our tech people thought we would have to add an additional access and router but we found that adding a booster was sufficient.
41. We reduced costs for postage and delivery this year by coordinating drop offs of directories and other resources to centers and preschools with our consultative visits and by bringing more items to meetings. Fewer people are requesting Symposium registration materials in hard copy and are using the online information and registration tool.
42. Expenditures were higher than budgeted because we placed the Intuit Payroll support cost into this line item this year. This occurred after we adopted the budget. In prior years it had gone in the computer hardware and software line item.
43. We had budgeted a higher amount for rent because we are now occupying two office spaces at Village Hall. We learned after the start of the year that there would not be an increase in rent so we came in significantly under budget.
44. We purchased four computers this past year. Three needed replacement due to poor functioning and we purchased a new one for the new Parenting Resource Program Coordinator position.
45. Staff accessed free trainings this year except for one conference. All trainings except for the conference were local, limiting the need for air travel and hotel costs.
46. A planned launch of new communications materials was delayed. These funds were also meant to support the Parenting Resource Program which is just now ramping up to reach parents of very young children.
47. We were advised by Sassetti to place special event costs in a program number rather than in a separate account line item. It is now in program #80.
48. We budget some funds every year for unanticipated expenses. We have been working to grow programs and adding new activities over the past four years. The amount budgeted is half of what it was the prior year. We will continue to ratchet down the amount as we have more confidence that our experience truly reflects costs.

Collaboration for Early Childhood Balance Sheet

As of June 30, 2017

Jun 30, 17

ASSETS

Current Assets

Checking/Savings

1100 - Cash

1125 - Community Bank Non-Prof Checkg 80,894.66

1151 - Community Bank Money Mkt 809,378.72

1152 - PayPal 100.00

Total 1100 - Cash 890,373.38

Total Checking/Savings 890,373.38

Accounts Receivable

1600 - Pledge Receivable

1610 - Discounted Pledge Receivable -1,092.87

1600 - Pledge Receivable - Other 10,000.00

Total 1600 - Pledge Receivable 8,907.13

1500 - Accounts Receivable 6,336.25

Total Accounts Receivable 15,243.38

Other Current Assets

1310 - Prepaid Insurance

1311 - Workman's Comp 843.51

1312 - D&O Insurance 956.51

1313 - Gen Liability 315.45

1310 - Prepaid Insurance - Other 1,189.37

Total 1310 - Prepaid Insurance 3,304.84

1130 - Charles Schwab Account 25,690.50

1510 - Grants Receivable (1) 51,000.00

Total Other Current Assets 79,995.34

Total Current Assets 985,612.10

Fixed Assets

1400 - Furniture & Fixtures 871.15

1401 - Office & Computer Equipment 17,817.50

1402 - Database Asset 125,117.09

1410 - Less Accumulated Depreciation -37,047.00

Total Fixed Assets 106,758.74

Other Assets

1153 - First NonProfit

1155 - Unemployment Insurance Reserves 1,100.00

1154 - Unemployment Insurance Fund 4,400.00

1156 - First Nonprofit Investment Inc. 316.30

Total 1153 - First NonProfit 5,816.30

Total Other Assets 5,816.30

TOTAL ASSETS 1,098,187.14

LIABILITIES & EQUITY

Liabilities

Current Liabilities

Accounts Payable

Collaboration for Early Childhood Balance Sheet

As of June 30, 2017

Jun 30, 17

2000 - Accounts Payable	123,788.97
Total Accounts Payable	123,788.97
Credit Cards	
2160 - Chase Credit Card	7,933.67
Total Credit Cards	7,933.67
Other Current Liabilities	
2120 - Accrued Vacation	4,329.88
2150 - Accrued Wages (2)	11,760.74
2100 - Payroll Liabilities	927.70
Total Other Current Liabilities	17,018.32
Total Current Liabilities	148,740.96
Long Term Liabilities	
2125 - Lexmark Copier/Printer Lease	1,545.64
Total Long Term Liabilities	1,545.64
Total Liabilities	150,286.60
Equity	
1110-01 - Unrestr Net Ass/Rel fr TempRest	10,000.00
1140 - Designated Health Insurance (3)	25,000.00
1150 - Board Designated Legal Fund (4)	29,000.00
1160 - Designated Database Funds (5)	52,100.00
1170 - Home Visiting Fund (6)	10,000.00
1110 - Unrestricted Net Assets (R/E)	498,819.25
1502 - Temporarily Restr Net Assets	80,585.94
Net Income	242,395.35
Total Equity	947,900.54
TOTAL LIABILITIES & EQUITY	1,098,187.14

Collaboration for Early Childhood
Balance Sheet June 2017 Notes

1. Grants receivable includes a \$45,000 grant commitment from Grand Victoria and a \$6,000 grant commitment from Oak Park River Forest Community Foundation.
2. Accrued wages reflects staff earnings during the last 2 week pay period in June 2017 but paid in July 2017.
3. The board decided to increase the health insurance fund due to the instability in the market place and the possibility of significantly increased costs to employees during the next couple of years.
4. The Board routinely places unspent, budgeted dollars for legal counsel into a designated fund in case of any future need for legal services.
5. Designated Database funds grew significant this year due to more than \$18,000 in unspent contract funds by Chapin Hall. These funds and an additional \$35,000 of the designated funds are scheduled to be spent in FY 2018.
6. The home visiting fund was established in FY 2016 when a transition to a new contractor resulted in lower than anticipated expenditures and a potential need for capital purchases by the contract in future years due to a slower ramp up in services.

Collaboration for Early Childhood Budget vs. Actual July through August 2017

	Aug 17	Jul - Aug 17	Budget	% of Budget
Ordinary Income/Expense				
Income				
4000 - Public Support				
4010 - Individual Contributions	702.00	1,453.33	85,000.00	1.71%
4020 - Foundations (1)	1,000.00	1,000.00	6,000.00	16.67%
4030 - Corporate Income	500.00	2,000.00	3,000.00	66.67%
4040 - Organizational Donations (2)	17,000.00	17,000.00	5,000.00	340.0%
4060 - Fees	0.00	0.00	11,120.00	0.0%
4080 - Fundraising Event	0.00	0.00	12,000.00	0.0%
4100 - Grant Income (3)	0.00	0.00	65,000.00	0.0%
Total 4000 - Public Support	19,202.00	21,453.33	187,120.00	11.47%
4200 - Government Contracts (4)				
4210 - Village of Oak Park	0.00	0.00	355,216.00	0.0%
4220 - Oak Park Township	0.00	0.00	10,500.00	0.0%
4230 - District 97	0.00	0.00	513,090.00	0.0%
4240 - District 200	0.00	0.00	447,310.00	0.0%
4250 - Park District of Oak Park	0.00	0.00	6,650.00	0.0%
4260 - Oak Park Library	0.00	0.00	1,500.00	0.0%
4280 - Illinois Dept of Public Health	0.00	0.00	5,800.00	0.0%
Total 4200 - Government Contracts	0.00	0.00	1,340,066.00	0.0%
4800 - Bank Interest	45.32	91.64	750.00	12.22%
4910 - Misc Income (5)	215.60	215.60	1,500.00	14.37%
4960 - Release of Desig. Database Fund	0.00	0.00	35,000.00	0.0%
4970 - Miscellaneous from Reserve	0.00	0.00	5,000.00	0.0%
4990 - Temporarily Restricted Net Asst	0.00	0.00	0.00	0.0%
4991 - Released From Temporarily Restr	0.00	0.00	18,750.00	0.0%
Total 4990 - Temporarily Restricted Net Asst	0.00	0.00	18,750.00	0.0%
Total Income	19,462.92	21,760.57	1,588,186.00	1.37%
Gross Profit	19,462.92	21,760.57	1,588,186.00	1.37%
Expense				
5000 - Wages				
5001 - Executive Director	7,026.92	10,540.38	91,350.00	11.54%
5002 - Administrator	2,743.46	4,115.19	35,665.00	11.54%
5003 - Prof. Development Coordinator	4,195.92	6,293.88	54,547.00	11.54%
5007 - Developmental Screening Coordin	4,467.92	6,701.88	58,083.00	11.54%
5008 - Parenting Resource Program Coor	3,919.24	5,878.86	50,950.00	11.54%
5009 - Grants & Contracts Manager	3,576.92	5,365.38	46,500.00	11.54%
5010 - Outreach Worker (6)	0.00	0.00	25,000.00	0.0%
5005 - Payroll Expenses-Taxes	1,983.67	3,875.19	28,560.00	13.57%
5006 - Employee Benefits	2,638.74	5,843.42	43,119.00	13.55%
Total 5000 - Wages	30,552.79	48,614.18	433,774.00	11.21%
5100 - Contracted Services				
5115 - Home Visiting Program (7)	20,281.70	20,506.70	398,000.00	5.15%
5110 - Training Specialist (8)	5,050.00	7,850.00	45,000.00	17.44%

Collaboration for Early Childhood Budget vs. Actual July through August 2017

	Aug 17	Jul - Aug 17	Budget	% of Budget
5130 - Bookkeeper	897.00	1,679.00	12,500.00	13.43%
5140 - Outreach Worker	0.00	385.00	0.00	100.0%
5180 - Coordinated Intake Consultant (9)	0.00	0.00	10,000.00	0.0%
5170 - Donor Development	980.00	2,200.00	15,000.00	14.67%
5175 - Parent Support (10)	0.00	0.00	180,000.00	0.0%
5210 - Program Facilitators	0.00	0.00	11,000.00	0.0%
5215 - Database Development/Analyst (11)	0.00	0.00	160,000.00	0.0%
5220 - Accounting/Audit	0.00	180.00	13,000.00	1.39%
5230 - General Consulting	0.00	0.00	10,000.00	0.0%
5245 - Compu Consultant/Tech Support	0.00	0.00	6,000.00	0.0%
5250 - Legal Fees	0.00	0.00	12,000.00	0.0%
5270 - Audiology Technician	0.00	0.00	16,000.00	0.0%
5275 - Data Management	0.00	2,356.00	31,000.00	7.6%
5280 - Web Development	0.00	640.00	11,000.00	5.82%
5285 - Graphic Design	0.00	0.00	7,000.00	0.0%
5290 - Communications	0.00	900.00	35,000.00	2.57%
Total 5100 - Contracted Services	27,208.70	36,696.70	972,500.00	3.77%
5300 - Insurance				
5315 - Dishonesty Assurity	38.24	76.48	500.00	15.3%
5314 - Volunteer Accident Insurance	35.00	70.00	475.00	14.74%
5305 - General Liability	984.92	1,969.88	10,880.00	18.11%
5310 - Directors and Officers	126.17	252.34	2,200.00	11.47%
5312 - Workers Comp Insurance	281.96	471.88	3,300.00	14.3%
5313 - Unemployment Insur Prg Fees	0.00	186.75	2,760.00	6.77%
Total 5300 - Insurance	1,466.29	3,027.33	20,115.00	15.05%
5500 - Operating Expenses				
5511 - Childcare for Programs	50.00	50.00	0.00	100.0%
5501 - Service Charges	33.13	36.26	350.00	10.36%
5503 - Program or Workshop Supplies	28.58	701.79	16,000.00	4.39%
5504 - Program Food	76.65	309.62	14,000.00	2.21%
5505 - Office Supplies	85.32	161.85	4,500.00	3.6%
5506 - Site Rental	0.00	30.00	2,500.00	1.2%
5508 - Office Equipment	0.00	0.00	2,500.00	0.0%
5509 - Payroll Processing	26.25	42.00	300.00	14.0%
Total 5500 - Operating Expenses	299.93	1,331.52	40,150.00	3.32%
6100 - Telephone/Telecommunications				
6101 - Telephone	496.70	1,023.40	6,000.00	17.06%
6103 - Webhosting	0.00	0.00	3,750.00	0.0%
6105 - Internet	84.90	169.80	2,200.00	7.72%
Total 6100 - Telephone/Telecommunications	581.60	1,193.20	11,950.00	9.99%
6201 - Postage and Delivery		334.30	1,500.00	22.29%
6250 - Printed/Online Materials				
6251 - Printing/Film Development	27.74	117.87	18,000.00	0.66%
6252 - Subscriptions & Dues	50.00	100.00	1,500.00	6.67%

Collaboration for Early Childhood Budget vs. Actual July through August 2017

	Aug 17	Jul - Aug 17	Budget	% of Budget
Total 6250 - Printed/Online Materials	77.74	217.87	19,500.00	1.12%
6290 - Rent	351.00	702.00	7,500.00	9.36%
6291 - Computer Hardware & Software	69.00	138.00	5,000.00	2.76%
6300 - Staff Volunteer Development				
6310 - Staff/Volunteer Travel	26.00	180.18	5,500.00	3.28%
6320 - Staff/volunteer Training	31.40	31.40	5,000.00	0.63%
6340 - Staff/Volunteer Recognition	0.00	0.00	600.00	0.0%
Total 6300 - Staff Volunteer Development	57.40	211.58	11,100.00	1.91%
6400 - Licenses and Filing Fees	0.00	0.00	250.00	0.0%
6500 - Agency Advertising	0.00	0.00	3,500.00	0.0%
6600 - Special Event Costs	0.00	0.00	7,000.00	0.0%
6900 - Miscellaneous Expense	0.00	0.00	3,000.00	0.0%
Total Expense	60,664.45	92,466.68	1,536,839.00	6.02%
Net Ordinary Income	-41,201.53	-70,706.11	51,347.00	-137.7%
Other Income/Expense				
Other Expense				
7200 - Capital Expense	0.00	0.00	5,000.00	0.0%
Total Other Expense	0.00	0.00	5,000.00	0.0%
Net Other Income	0.00	0.00	-5,000.00	0.0%
Net Income	-41,201.53	-70,706.11	46,347.00	-152.56%

1. The foundation line item is significantly lower because we have designated this income for receipts of donations from individuals who utilize a foundation for their giving.
2. The Collaboration received a portion of the proceeds from the Good Life Race from the Oak Park Runners Club.
3. The income in this line item is from the Edelman Foundation. Grant income is used to show receipt of income from foundations that we have solicited through grant applications.
4. Government income is at zero because we have not invoiced any jurisdictions for income to date. An invoice will be submitted to the Village and Districts 97 and 200 in September.
5. Misc. Income reflects payments made for ASQ screenings from participating programs.
6. The outreach worker position has not been filled. We anticipate filling this position with 2-3 individuals working 10 hours per week after a parent leadership training is completed. The target date for hire is mid January to early February.
7. The Collaboration has received only the July invoice from Easterseals.
8. This line is expected to increase as Diana Rosenbrock fills in for the Professional Development Coordinator and training consultants provide services until the position is filled.
9. The Village will submit its first invoice in early October for the first quarter of services. The invoice will cover September only since that is the first month that services will be provided.
10. The Parent leadership training contract with COFI will be supported with funds from this line item. The contract will begin in October 2017. The Parenting Resource Program Committee is reviewing parenting support options to fill gaps in services and will be issuing RFPs for those services later in the fiscal year.
11. Chapin Hall submits invoices every quarter for its work on the database. We anticipate receiving an invoice in late October to mid November.

**Collaboration for Early Childhood
Balance Sheet
As of August 31, 2017**

	Aug 31, 17
ASSETS	
Current Assets	
Checking/Savings	
1100 - Cash	
1125 - Community Bank Non-Prof Checkg	186,470.31
1151 - Community Bank Money Mkt	509,465.75
1152 - PayPal	525.04
Total 1100 - Cash	696,461.10
Total Checking/Savings	696,461.10
Accounts Receivable	
1600 - Pledge Receivable	
1610 - Discounted Pledge Receivable	-1,092.87
1600 - Pledge Receivable - Other	10,000.00
Total 1600 - Pledge Receivable	8,907.13
1500 - Accounts Receivable (1)	4,231.75
Total Accounts Receivable	13,138.88
Other Current Assets	
1310 - Prepaid Insurance	
1311 - Workman's Comp	371.63
1312 - D&O Insurance	704.17
1313 - Gen Liability	1,230.37
1310 - Prepaid Insurance - Other	1,112.89
Total 1310 - Prepaid Insurance	3,419.06
1130 - Charles Schwab Account	25,690.50
1510 - Grants Receivable	51,000.00
Total Other Current Assets	80,109.56
Total Current Assets	789,709.54
Fixed Assets	
1400 - Furniture & Fixtures	871.15
1401 - Office & Computer Equipment	17,817.50
1402 - Database Asset	125,117.09
1410 - Less Accumulated Depreciation	-37,047.00
Total Fixed Assets	106,758.74
Other Assets	
1153 - First NonProfit	
1155 - Unemployment Insurance Reserves	1,150.00
1154 - Unemployment Insurance Fund	4,600.00
1156 - First Nonprofit Investment Inc.	316.30
Total 1153 - First NonProfit	6,066.30
Total Other Assets	6,066.30
TOTAL ASSETS	902,534.58
LIABILITIES & EQUITY	
Liabilities	
Current Liabilities	

Collaboration for Early Childhood Balance Sheet As of August 31, 2017

	Aug 31, 17
Accounts Payable	
2000 - Accounts Payable (2)	26,616.13
Total Accounts Payable	26,616.13
Other Current Liabilities	
2110 - Direct Deposit Liabilities (3)	-7,017.38
2120 - Accrued Vacation	4,329.88
2100 - Payroll Liabilities	1,148.86
Total Other Current Liabilities	-1,538.64
Total Current Liabilities	25,077.49
Long Term Liabilities	
2125 - Lexmark Copier/Printer Lease	1,198.42
Total Long Term Liabilities	1,198.42
Total Liabilities	26,275.91
Equity	
1110-01 - Unrestr Net Ass/Rel fr TempRest	10,000.00
1140 - Designated Health Insurance	25,000.00
1150 - Board Designated Legal Fund	29,000.00
1160 - Designated Database Funds	70,764.00
1170 - Home Visiting Fund	10,000.00
1110 - Unrestricted Net Assets (R/E)	721,614.84
1502 - Temporarily Restr Net Assets	80,585.94
Net Income	-70,706.11
Total Equity	876,258.67
TOTAL LIABILITIES & EQUITY	902,534.58

1. This line includes ASQ screening invoices to partner programs and two significant invoices to District 97 for Teaching Strategies Gold archive and portfolio management.
2. This line reflects bills dated August 31 but paid in September. The majority of this line is the July invoice from Easterseals for home visiting.
3. The amount of direct deposit payments is debited the day before pay day (debited Thursday and paid to staff Friday), each pay period. Due to the timing of the payroll at the end of August, the Collaboration was debited the direct deposit amount on August 31 (Thursday), to be paid to employees on September 1(Friday). Since this coincided with the end of a month, the direct deposit amount is reflected on the balance sheet as a negative for August. It was reconciled on September 1.