



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.

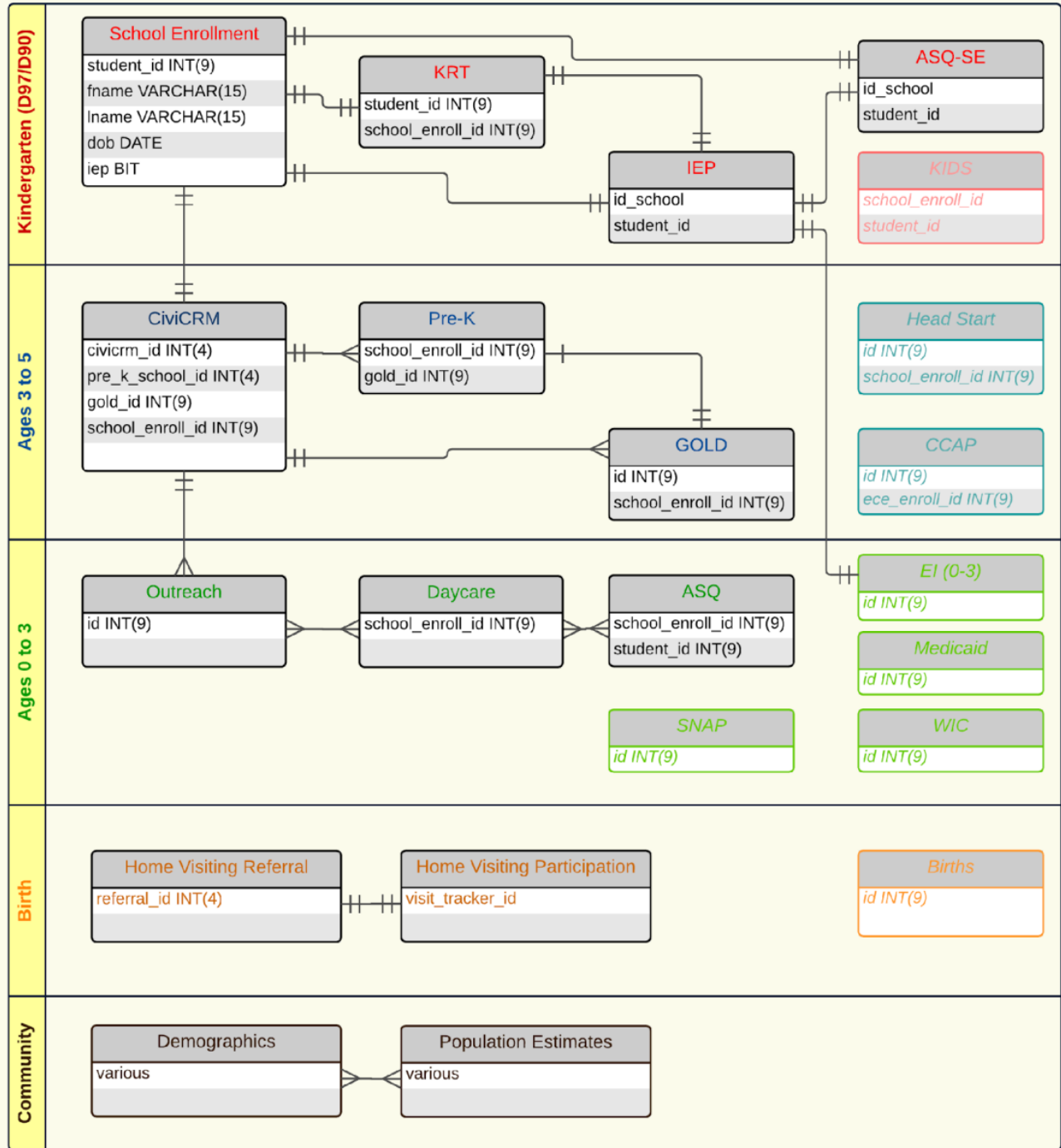
As we have noted before, an increase or decrease in a particular indicator may not mean progress. It may mean that services are being provided to children who do not need them or that the eligibility pool for services is being cast too wide. However, if we design the analysis well, we will be able to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

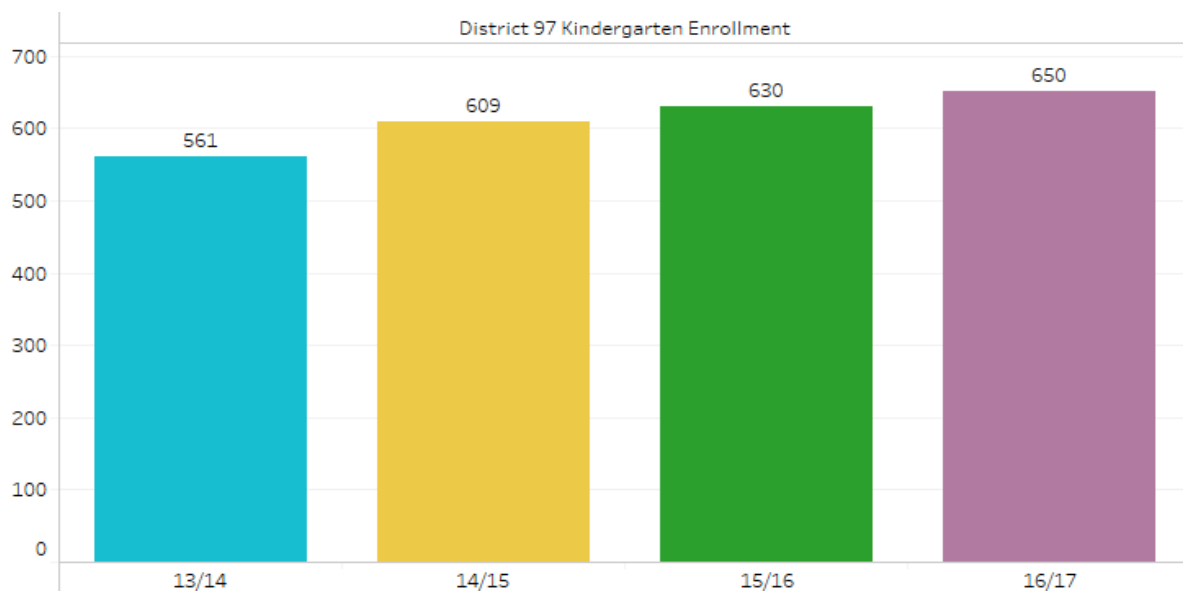
400% of FPL = income bracket for Preschool for All

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:

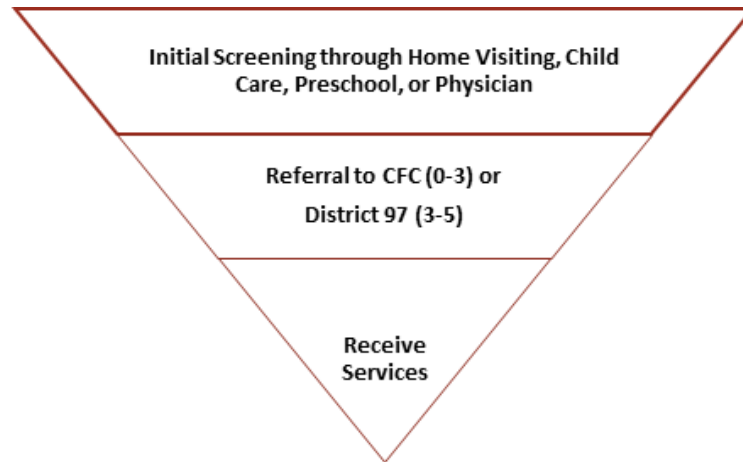
- Nearly one out of every six children - 15% (a total of 97 out of the 633 children in the 2015-16 kindergarten cohort) - come from families that received SNAP benefits at or before the time they enrolled in kindergarten in District 97.
- 58% of African-American children received SNAP during or prior 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	% Below/Basic	% Proficient or Advanced	% Below/Basic	% Proficient or Advanced	% 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

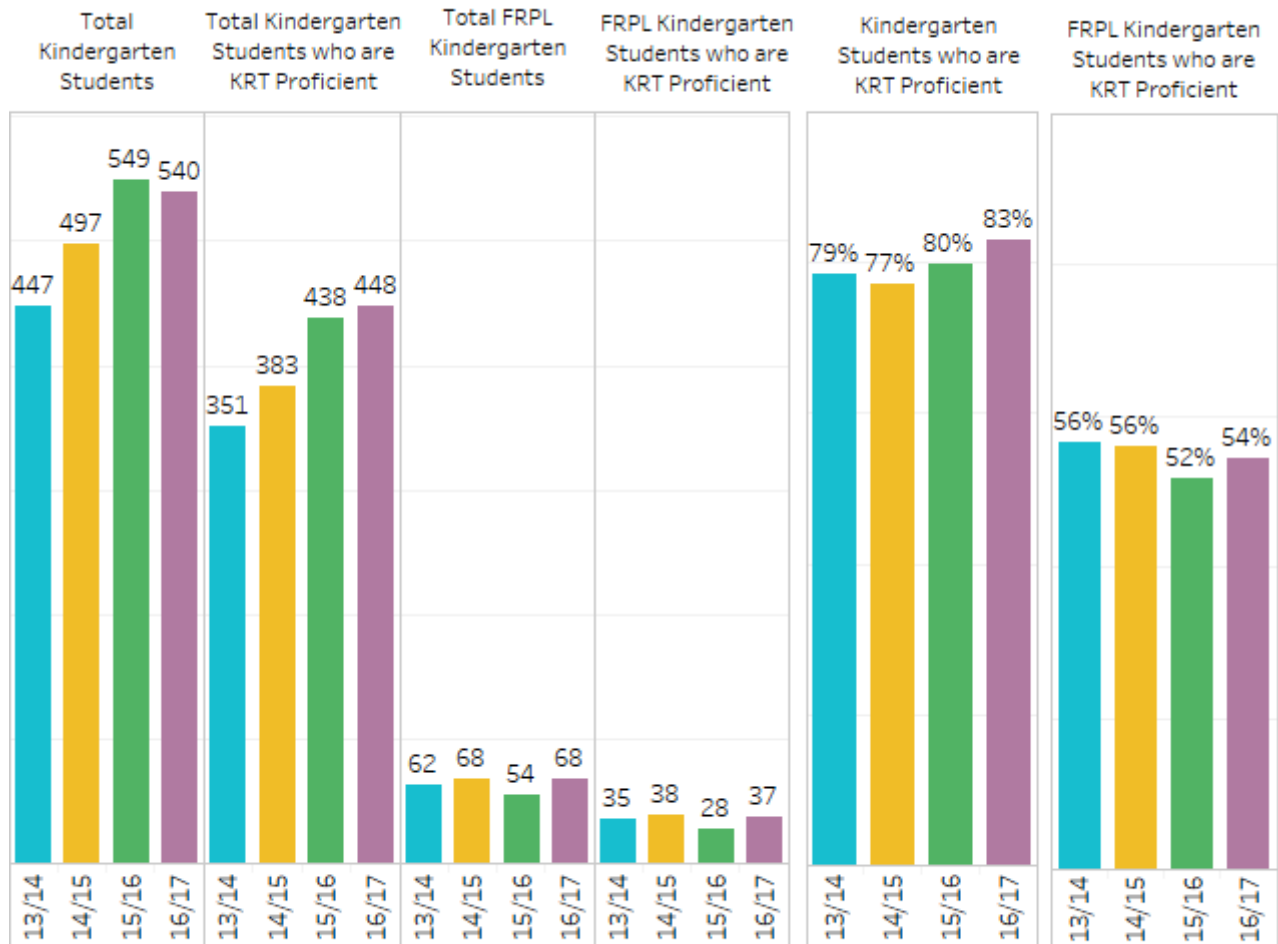
- The percent of children who scored proficient in all domains decreased slightly, by 2%. While we have noted this decrease, we also note that we have significantly increased the number of children who have complete records (74%). This may have led to a more complete picture of children in the program. 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



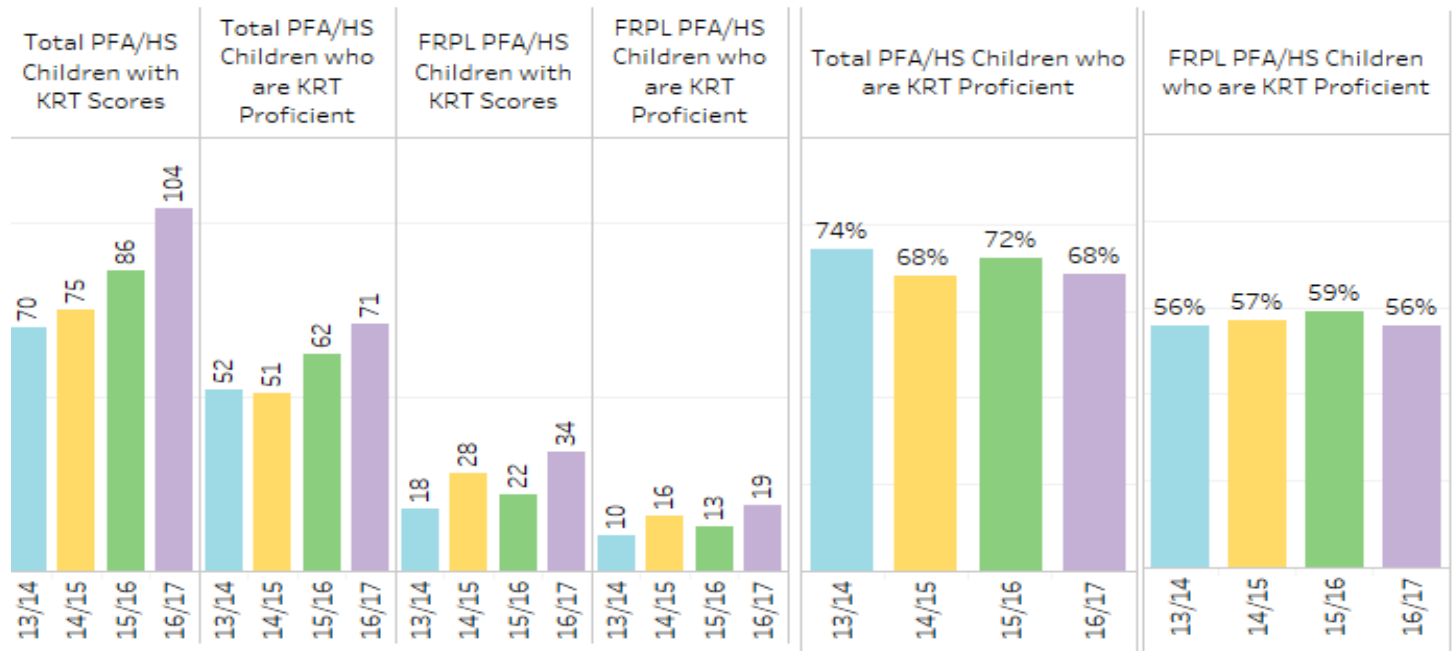
Total kindergarten class size: 2013/14 - 561; 2014/15 - 609; 2015/16 - 630; 2016/17 - 650

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%.

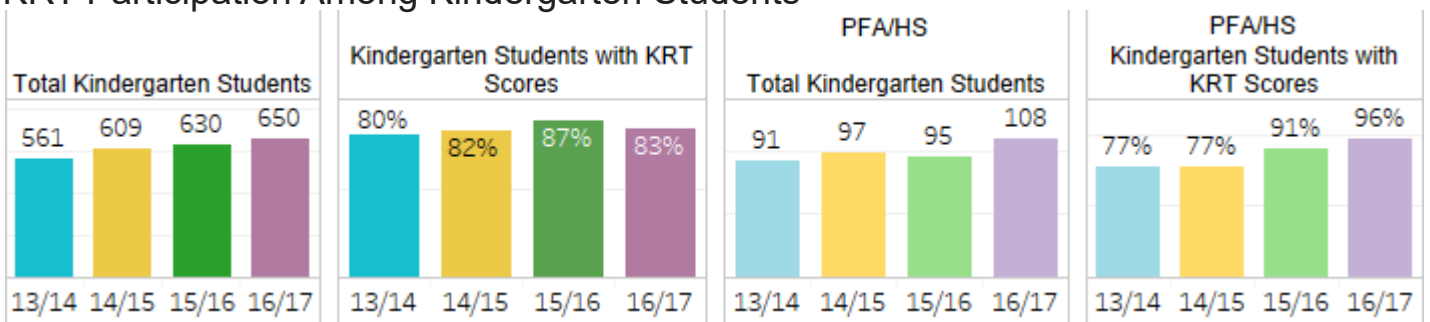
Child Outcome 3 continued

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



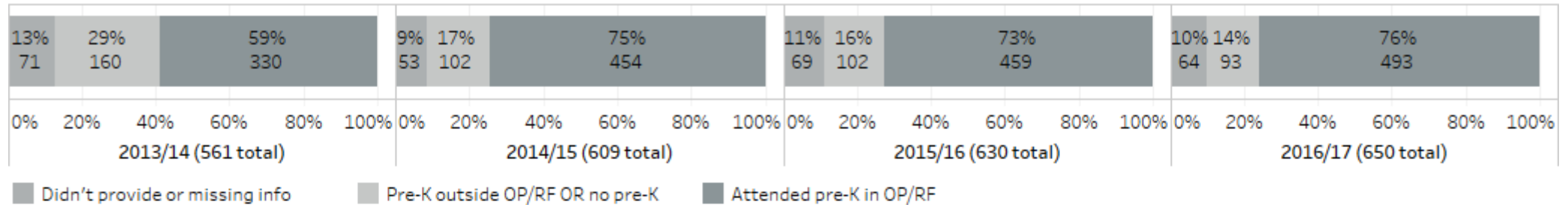
- The percentage of children enrolled in the Preschool for All and Head Start programs who took the KRT increased significantly, from 77% to 91% to 96%. Our target was 95% of PFA/HS students taking the KRT.
- Of the 110 students who did not take the KRT, 26 (24%) were in the Free/Reduced Lunch Program 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.

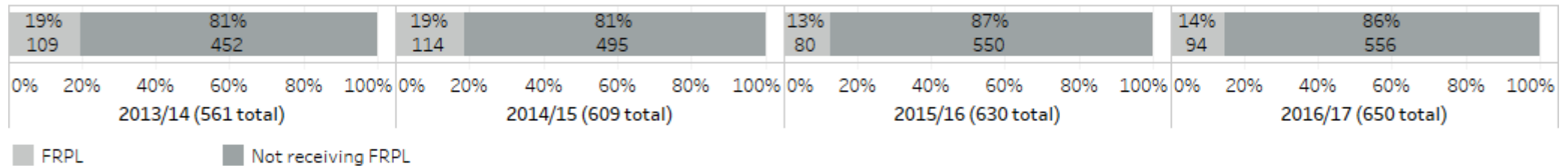
Sub-measure: What percent of kindergarten students with an IEP were enrolled in one of the programs described above?

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

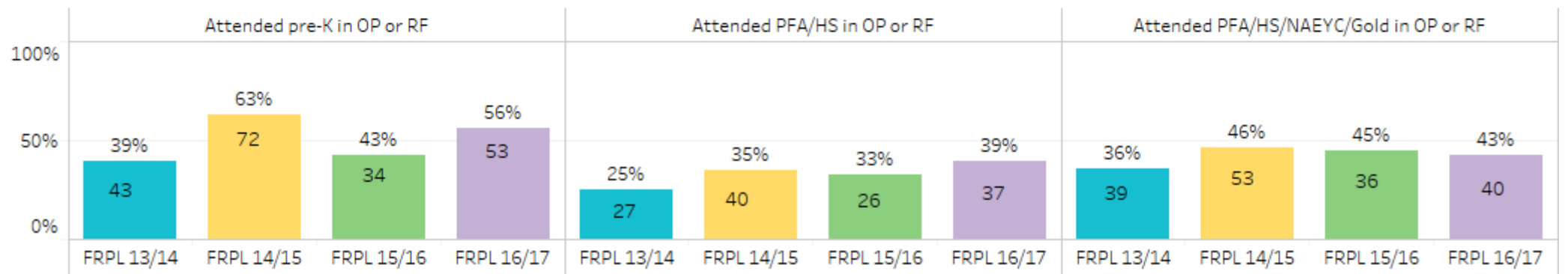
Attended Pre-K Inside/Outside OP/RF



Free/Reduced Price Lunch (FRPL) Status



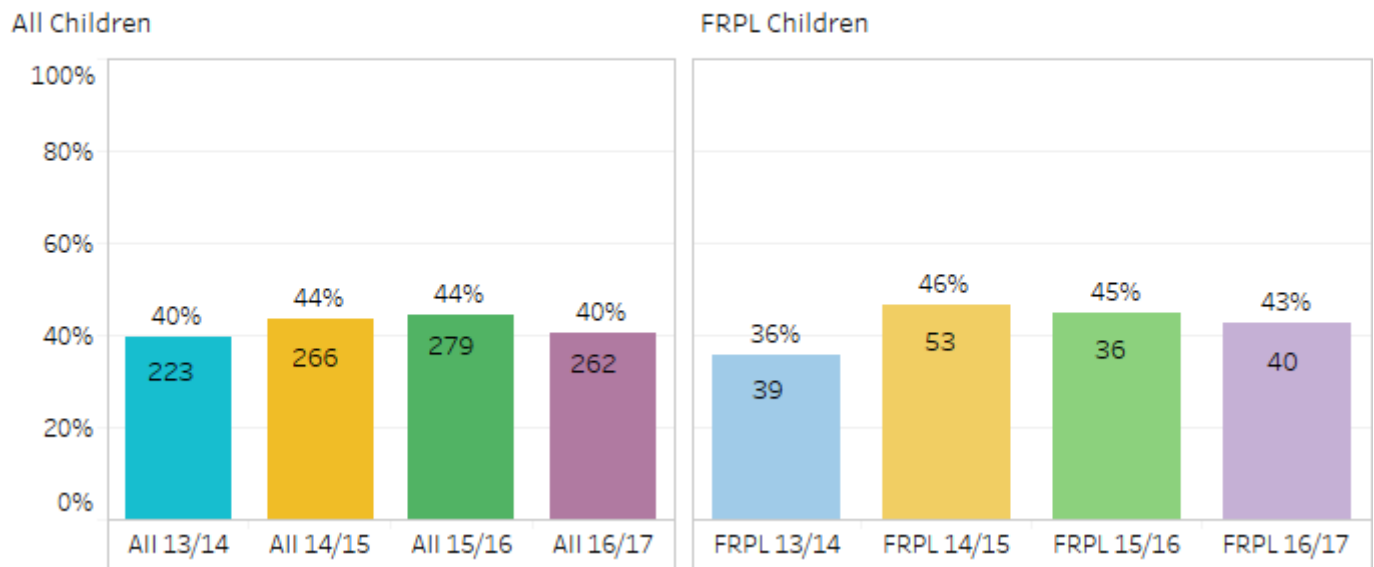
FRPL Pre-K History



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	Not avail	Not avail	Not avail	Not avail	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.

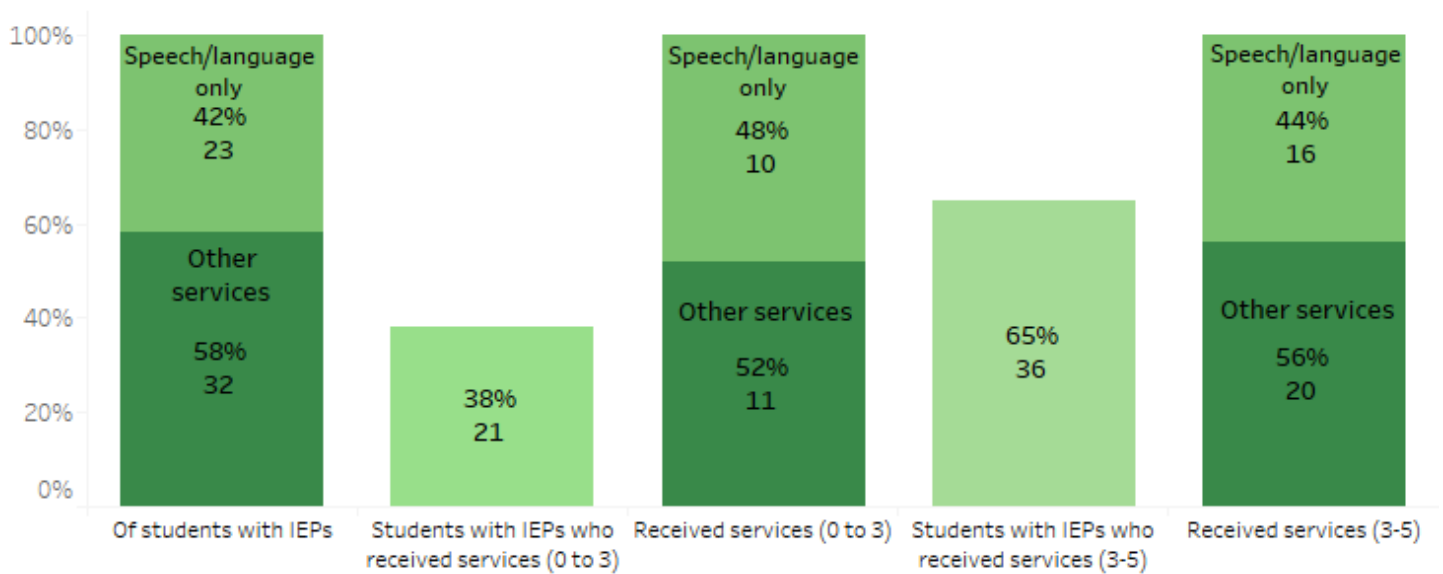
Service Delivery Outcome 4: Percent of kindergarten and 1st grade students with Individual Educational Plans (IEPs) who have documentation of receiving services in early childhood (if they lived in Oak Park or River Forest during their early childhood years).

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

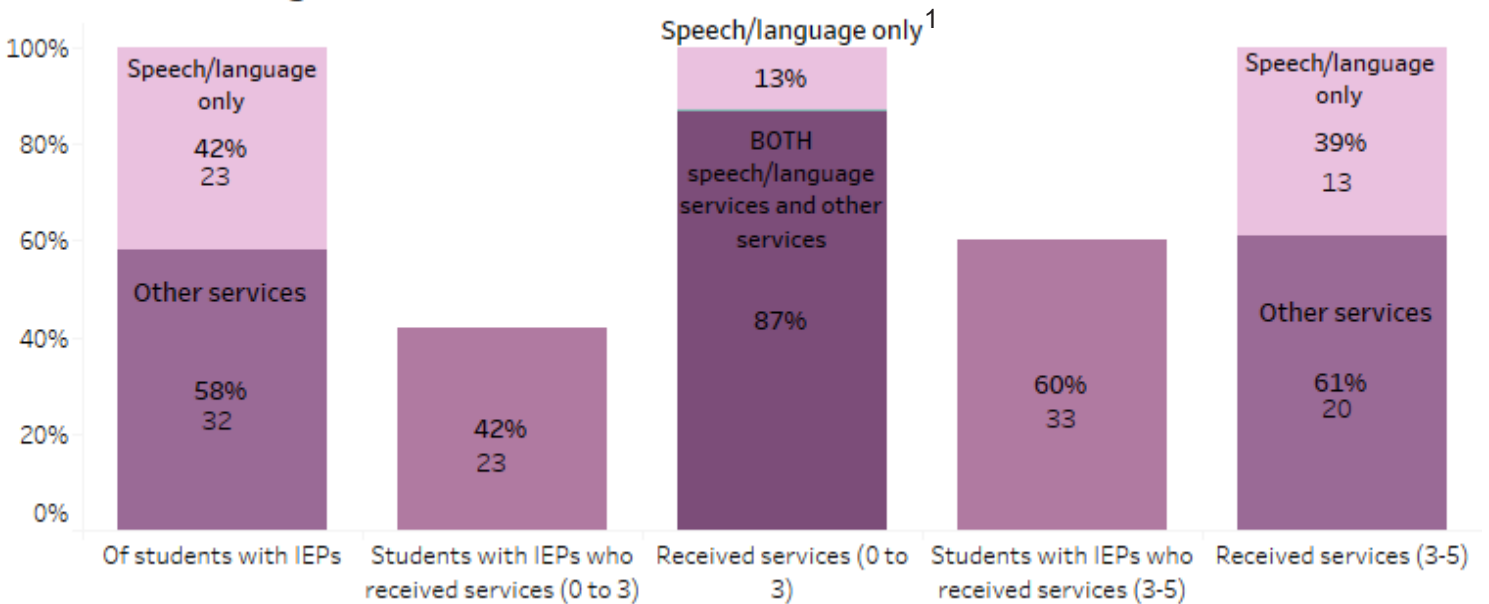
The data collection in this area has improved significantly over the last two years and we will work with District 97 to ensure this progress continues.

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

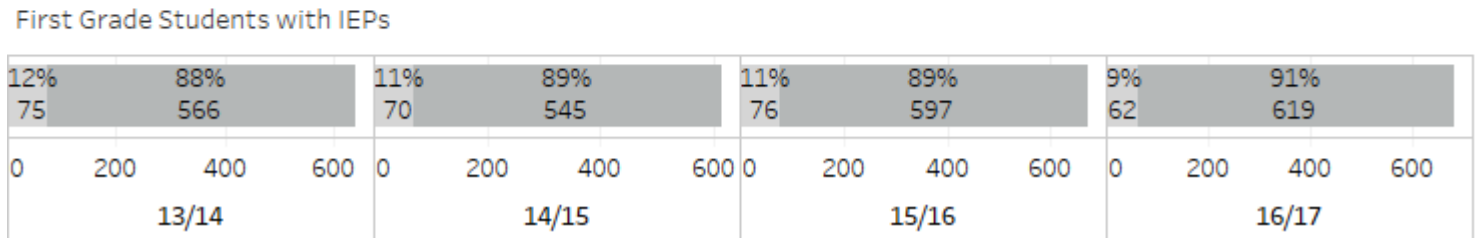
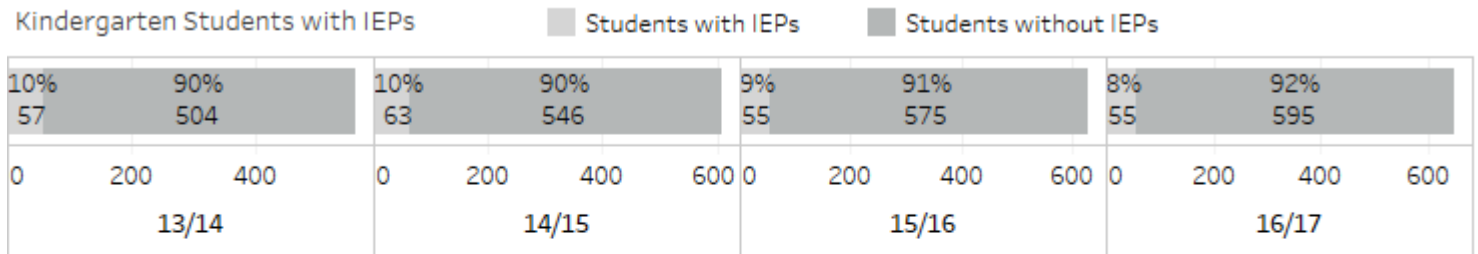


2016-17 Kindergarten Cohort



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.