Collaboration for Early Childhood
Strong Start, Bright Future

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

REPORT TO THE IGA GOVERNING BOARD

ABSTRACT

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

The Collaboration submits this report to the IGA Governing Board to provide the values achieved during the 2014-2015 fiscal year for the eleven outcomes described in the Contract for Services. It also contains an updated demographic profile of Oak Park's youngest children and contextual information for understanding the outcomes. The work to make progress on these measures occurred while data collection strategies and the database were being developed and baseline measures were established. Target measures to define progress had not yet been established.

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Introduction

The Collaboration for Early Childhood has a contractual agreement with the three governmental bodies providing the majority of the Collaboration's funding: the Village of Oak Park, Oak Park Elementary School District 97, and Oak Park River Forest High School District 200. The final planning document, *Partnership for Human Development,* articulated 11 outcome measures to enable the Collaboration to report on progress. The Collaboration identifies key milestones for these reports during the initial five-year funding period.

On May 6, 2015, the Collaboration provided a report to the IGA Governing Board that addressed two key milestones. The first report provided detailed information about the progress made in building the Unified Early Childhood Database. It described progress and challenges in collecting data needed for reporting on the 11 outcome measures. It provided demographic information to improve our understanding of the characteristics and needs of the birth to five population of Oak Park and River Forest. Finally, it provided baseline measurements for each of the 11 outcome measures.

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

This is the third report provided to the IGA Governing Board. It provides the values achieved for each of the baseline measures that are the focal points for the longitudinal analysis that the Collaboration has undertaken to monitor the impact of its work to build an integrated system of high-quality programs and services for children prenatal to kindergarten age. The report covers the period from July 2014 to June 2015.

Executive Summary

This report provides a second data point. In many instances it shows progress on increasing and improving collection of data and progress on the indicators, and for others it does not. It is important to keep in mind that the data in this report was collected during a year in which the Collaboration was operating "in the dark." Data collection processes were being refined, the Unified Early Childhood Database was under construction and baseline measures for the 11 indicators had not been obtained. While this report provides a second data point in our long-term effort to measure our progress, it is still too early to detect trends. The data in this report is descriptive of the characteristics of children and services. It is still too early to take these analyses and be evaluative. We anticipate beginning a richer analysis of the data during the spring and summer of 2016 after a third data point is derived for each measure and as we develop our capacity to use the Unified Early Childhood Database to look more deeply at the contributing variables and changes and the context that is impacting the outcomes. There continue to be challenges with obtaining data needed for these measures but our understanding

of the composition of the population we serve is improving and will enable us to hone our efforts to ensure that we are having the impact where it is most needed.

Portrait of the Early Childhood Population

Child Outcome Highlights:

- 1,229 children from 1,172 families received developmental screens using the ASQ-3 or ASQ:SE during 2014-2015. Of these children, 1,065 were screened using the ASQ-3 and 1,096 children were screened for social-emotional delays using the ASQ:SE. This dramatic increase is due to the Developmental Screening Project the Collaboration launched with child care centers, preschools, family child care providers and a medical practice.

- Sixty of the 65 children who had received services through the Early Intervention (EI) program and were referred to District 97 received services as 3-5 year olds in 2014-15.
    - This tells us that there is an effective transition between services from 0-3 to 3-5, which are provided by two different entities.
    - Because each new cohort of children has different needs, it is impossible to place a preference on higher percentages of children who continue to receive services as they progress through the system. However, we are focusing our efforts on ensuring all children who demonstrate a need for assessment are in fact accurately assessed.

- 89% percent of Preschool for All and Head Start (PFA/HS) children who enrolled as kindergartners in District 97 in 2014-15 (42 of 47) were rated as proficient or advanced on a selection of objectives determined by local experts as indicative of a child's developmental level across domains.
    - This data is based on assessment using the Teaching Strategies GOLD instrument. It is an observational assessment over time, not a one-time snapshot of the student.

- Across all kindergartners in District 97 in 2014-2015, 77% demonstrated readiness using the Kindergarten Readiness Test (KRT). Students who were in the PFA/HS programs who attended District 97 kindergarten had a lower rate of proficiency (68%). In the current school year, District 97 has made tremendous progress in increasing the number of students that have completed KRTs, so we expect the next set of numbers to be more comprehensive.

- The percentage of low-income children enrolled in PFA/HS increased by 9%, from 32% to 41%. The percentage of these children demonstrating readiness on the KRT remained about the same, increasing by 1%. The percentage of children in paid lunch status who attended PFA/HS declined slightly - by 5%, suggesting an increase in poverty among the PFA/HS group.
    - We recognize that there are differences between the KRT, which is administered one time during the summer prior to kindergarten by a teacher who does not

know the student, and the GOLD, which is administered three times a year by a teacher familiar with the student.

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

Service Delivery Outcome Highlights:

● In 2014-2015, 19% of kindergartners in District 97 received free and reduced price lunch. Of this group, 46% of children reported that they had attended Preschool for All, Head Start, or a Gold Level Circle of Quality or NAEYC-accredited preschool program. This is an increase of 10% over the previous year.

● The percentage of District 97 kindergarteners who attended a center-based or school-based preschool in Oak Park or River Forest rose from 59% to 75%.

● In 2014-2015, 10% of all kindergartners had IEPs, and 34% of those with IEPs were low-income.

○ Because of the high threshold of delay required to be eligible for an IEP, some students may be in need of additional services, but are not qualifying. The number of children who need support may in fact be higher.

● Through a contractual arrangement, the Collaboration funded a home-visiting program at Parenthesis Family Center. Parenthesis reported a total of 67 families engaged in home visiting through the contract during the course of the year and 53 were actively engaged as of June 30, 2015. Parenthesis reported that they served a total of 81 families in all of their home visiting programs during the year. The program targeted families with infants and toddlers meeting risk criteria which includes income, age of the mother, physical and mental health status, employment, education level, and developmental concerns about the child.

System Outcome Highlights:

● The number of families participating voluntarily in the Collaboration's databases grew significantly during 2014-2015. This is due largely to the implementation of the Developmental Screening Project, which served 1,229 children in 1,172 families. However, program growth in home visiting and parenting support also contributed to this increase.

● Contacts through less formal means such as social media, email newsletters, and outreach at events also contributed to the expanded reach of the Collaboration in providing families with information about early childhood development and support.

● The Collaboration launched its direct survey of providers to obtain identifiable information about their educational qualifications and professional development activities. A broader and different representation (respondents from 29 centers

compared to 21 centers) of the early childhood workforce participated, yielding very different results from prior surveys that directors completed on behalf of their staff.

- Survey respondents reported high levels of educational qualifications compared to the survey completed by directors in 2013-2014. For example, just under 49% of teachers reported above state minimum educational requirements in 2013 compared to 84% in 2014. The Collaboration will need to monitor the responses from each professional and seek to achieve a similar completion rate so that we can begin to make meaningful statements and comparisons from year to year.

- Different results were obtained regarding involvement in professional development training. While 71% reported 15 or more hours of professional development, the distribution differed and dropped slightly for each group in 2014-2015. This was despite increased training offerings from the Collaboration and increased participation at training workshops. It is not possible to compare or draw solid conclusions about the professional development training hours reported for the professionals in preschool and child care settings during 2013 and the hours reported for 2014. For example, some early childhood professionals may not have reported professional development hours because they were engaged in college/university coursework. DCFS allows college/university coursework to be used as DCFS-approved training hours. Additionally, 35 professionals from license-exempt centers and preschools responded to the survey when they were not part of the survey in the past. These centers do not need to conform to licensing standards that set baseline expectations for professional development training hours.

- The number of centers and preschools that engaged in the ExceleRate Quality Rating System grew significantly during 2014-2015, from six that had a history of engagement to 20. This was due to several factors: the new standards and requirements were finalized in July 2014; half day programs and unlicensed centers were able to participate; and the rating of each center or preschool is now on several public websites so that parents can learn about the level of quality for each program they are considering. The Collaboration also vigorously promoted and supported engagement in the system.

- Family child care providers were able to participate in ExceleRate as of July 2014 as well. The Collaboration's Professional Development Coordinator worked hard to promote and support family child care provider engagement in the new system. Seventeen (46%) of the 37 family child care providers completed initial steps to participate with the goal of receiving a score within the next year or two.

- Eleven centers and preschools out of the 12 that applied for a score were able to improve their scores.

Measuring Progress

Because the report provides a second data point for each indicator, the work to derive each value was more complex. It required more filtering and effort to link data in order to create a strong foundation for the longitudinal aspects of the work. Chapin Hall and the Collaboration will work over the next three months to develop a strong conceptual framework for the longitudinal analyses. We will identify questions and sub-measures, including ones for subpopulations, with each iteration of a report. This will increase the depth of our understanding about the impact of our work and enable us to frame appropriate and strong responses to the information we gain.

The current report will be shared with the Collaboration committees to determine if there will be any adjustment in the strategies and activities they identified in September. Any program or strategic adjustments based on this second set of data points will be provided with the May report. A third report on measures, changes in context and responses to the data by the committees will be provided to the IGA Governing Board in September 2016.

Integrated Database Schema

Oak Park Collaboration for Early Childhood
Integrated Database Schema
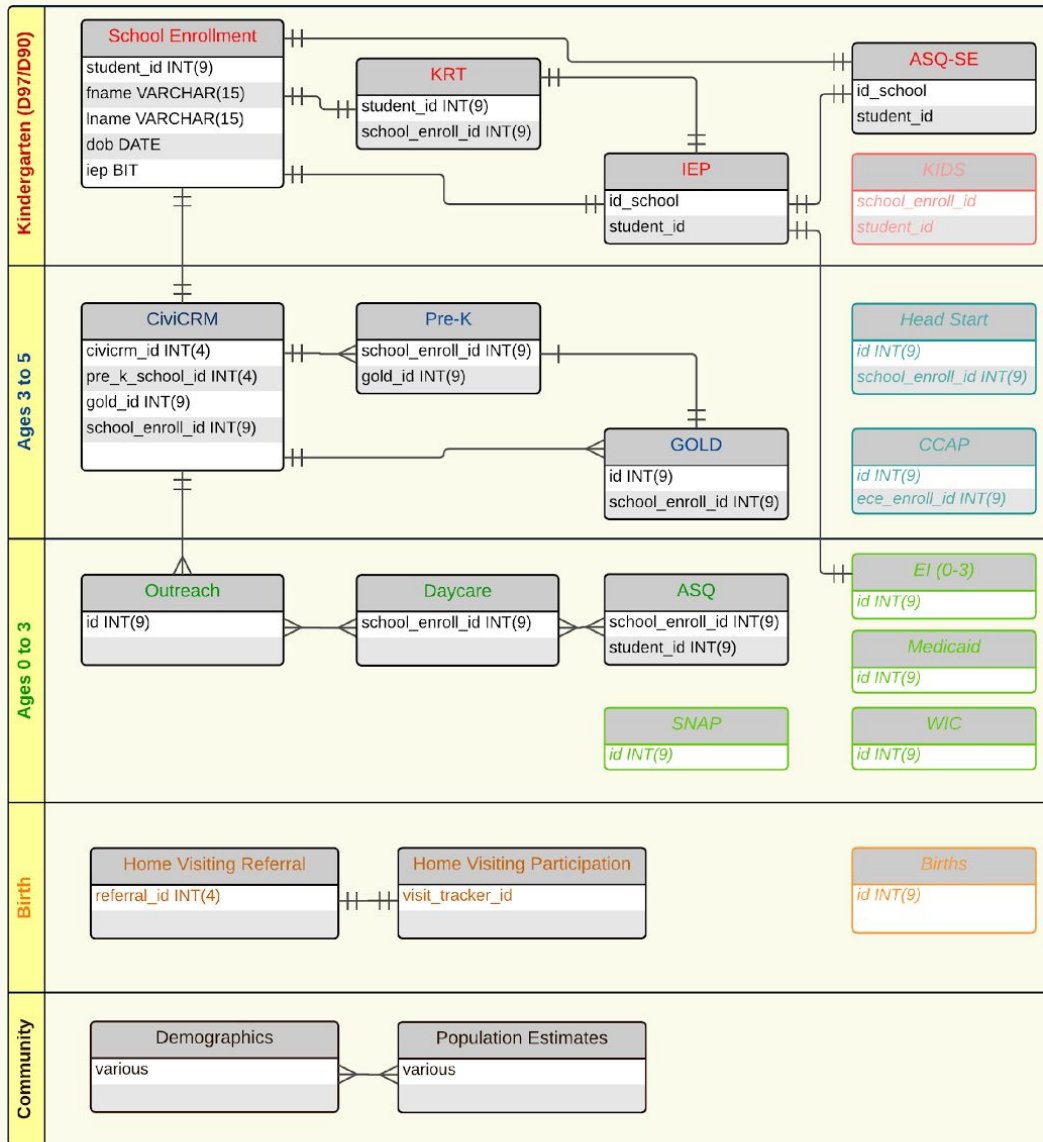
Progress on Data Collecting

We have been actively seeking permission from the Illinois Department of Human Services (IDHS) to access multiple data sets for the purposes of this comprehensive data effort. We have expected permission to be granted for a number of months and have been told that the agreement has been approved and is being drafted. Timing on this is unknown, but Chapin Hall staff checks in with the relevant IDHS staff every 10 days to get updates on progress.

Data included in the request includes Early Intervention (EI), Child Care Assistance Program (CCAP), Supplemental Nutritional Assistance Program (SNAP), Medicaid, Women, Infants, and Children Nutritional Program (WIC), and Temporary Assistance for Needy Families (TANF). Except for WIC and EI, which Chapin Hall has analyzed in the past, the remainder of these datasets are already in-house at Chapin Hall. Use of these in-house datasets for the Collaboration for Early Childhood requires permission from IDHS. For WIC and EI, Chapin Hall requires the receipt of updated data.

Significant progress was made in collecting information about the number of children screened during 2014-2015 through the initiation of the Collaboration's web-based Developmental Screening Project involving 18 child care centers, preschools, family child care providers, one medical practice and a social service agency. This project will provide a reliable data source about developmental screening, referrals, assessments and services for many children in the Oak Park and River Forest communities as the program grows and is embedded into the practice of participating early childhood providers.

Portrait of Children Ages 0-5 in Oak Park in 2014-15

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

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

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

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

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

- Oak Park experienced a 5% decrease in the number of children 0-5 who identify as African-American and a 5% decrease in the number of children 0-5 who identify as Asian.

- Oak Park experienced a 34% increase in the number of children 0-5 who identify as Other Race.

- River Forest experienced a 53% decrease in the number of children 0-5 who identify as African-American.

- River Forest experienced a 24% increase in the number of children 0-5 at 400% of the Federal Poverty Level.

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

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

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

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

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

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

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

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

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

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

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

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

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

Child Outcome 1: Children identified through screening as needing assessment or services receive them.
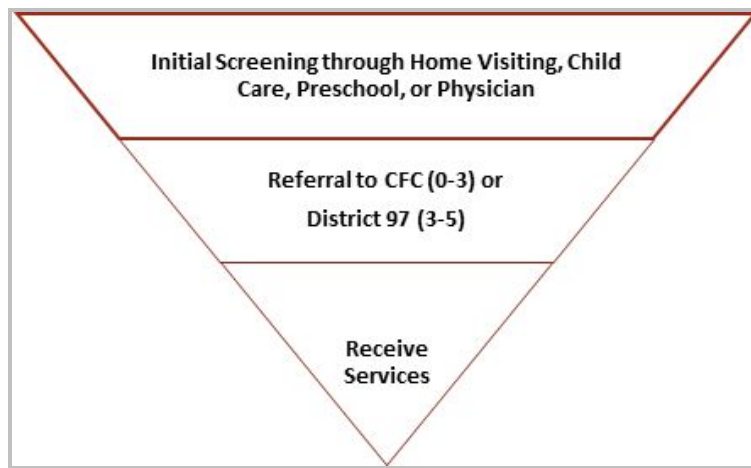
Submeasure 1: Number of children screened.
- 1,229 children from 1,172 families received developmental screens using the ASQ-3 or ASQ:SE during 2014-2015.
- 1,065 were screened using the ASQ-3.
- 1,096 children were screened for social-emotional delays using the ASQ:SE.
- 1,273 children received hearing screenings.
- 1,288 children received vision screenings.

Submeasure 2: Number (percent) of children referred for assessments receive them.
- We do not have data from Early Intervention to know the total number of children who were referred for assessments.
- In spring 2015, the Collaboration introduced a referral field in the ASQ web application to monitor the number of referrals made to Early Intervention and Early Childhood Special Education. This is a new program element and data was not accurate or complete.
- Sixty-five children were referred to District 97 by Early Intervention for transition assessment and meetings.
- Sixty-one children came to District 97 through Child Find for screenings and the Collaboration referred an additional 12 children. Of these children, 29 received further assessments to determine service eligibility by District 97 during 2014-2015.
- Forty-five children were referred for assessments due to concerns identified through the Collaboration's vision screening.
- Ten children were referred for assessments due to concerns identified through the hearing screening.

Submeasure 3: Number (percent) of children assessed are found eligible for services.
- Sixty of the 65 (92%) children referred by CFC 7 and assessed by District 97 were found eligible for services.
- Fourteen of the 29 (48%) children who came through Child Find or were referred by the Collaboration and were assessed by District 97 were found eligible for services.

- Thirty-five of the 48 (78%) children referred for vision assessments received them.
- In spring 2015, the Collaboration introduced a referral field in the ASQ web application to monitor the number of referrals made to Early Intervention and Early Childhood Special Education. This is a new program element and data was not accurate or complete.

Submeasure 4: Number (percent) of children identified as eligible for services receive them.
- All of 100% of the children found eligible for services from District 97 enrolled in the District's special education program.
- Thirty-three (69%) of the children referred for further vision assessments received them and the treatments indicated. An additional child was found to have normal vision and another was found with a condition that did not require treatment.
- Eight (80%) of the children referred for further hearing assessments received them and the treatments required.

Services for Children Birth to Three Years Old

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

Child Outcome 1
- The Collaboration's Developmental Screening Project has added a significant data collection component for this measure that will enable us to begin to make more meaningful statements about this measure over the next 2-3 years as referral and assessment data become more complete.

- Chapin Hall is working to secure data-sharing agreements with the Illinois Department of Human Services' Early Intervention program to use administrative data to determine the number of children who are screened, the number of children who are referred for assessments, and the number of children who receive services.

- Chapin Hall is working to secure a similar agreement with the Illinois Department of Healthcare and Family Services regarding Medicaid data to determine the number of Medicaid-eligible children living in Oak Park and River Forest who have been screened, assessed to determine eligibility for services, and the number who receive services. While this will not provide information about the complete group of children birth to age three, it will provide information about the subset of the birth to three population eligible for Medicaid, whose poverty puts them at significant risk.

- That 60 out of 65 children referred from the Early Intervention Program to District 97 had an IEP during their kindergarten year continues to show a high level of continuity of service between the District and the Early Intervention program.

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

Teaching Strategies GOLD evaluation given in Spring prior to kindergarten		
Includes ONLY Preschool for All and Head Start children		
	2014-2015	
	Number of Children	**Percent**
Older 4 year-olds and younger 5-year-olds who enrolled in D97 kindergarten for school year 2014-15 (Note: some Head Start data is incomplete) **(Scores from Spring term, 2014)**		
Below Expectations or Basic/Emerging skills	5	11%
Proficient or Advanced	42	89%
Total	47	100%
Younger 4 year-olds who did not enroll in Kindergarten until 2015-16 **(Scores from Spring term, 2014)**		
Below Expectations or Basic/Emerging skills	12	35%
Proficient or Advanced	22	65%
Total	34	100%

2013-14 Preschool for All and Head Start		
	Percent Below Expectations or Basic/Emerging Skills	**Percent Proficient or Advanced**
African-American	28%	72%
White	19%	81%
Other (could not be split out due to small number)	21%	79%

Child Outcome 2

- Proficiency is measured using the Teaching Strategies GOLD (TSG) Assessment System, which is administered by teachers three times a year in preschool classrooms. It is completed fall, winter, and spring by observing the child, not by the child completing a traditional "test."

- For Preschool for All and Head Start children (older 4-year-olds and younger 5-year-olds) who enrolled as kindergartners in District 97 in 2014-15, 89% (42 of 47) were rated as proficient or advanced on a selection of objectives determined by local experts as indicative of a child's developmental level across domains.

- There were important differences by race: 28% of African-American students were not assessed as being proficient or above in Spring 2014. White children were not proficient 19% of the time, while all other children were not proficient 21% of the time. This data suggests a smaller gap in proficiency between African-American and white children than previous PFA statistics.

- There is not a significant number of children who attended Preschool for All for three years prior to kindergarten. The vast majority attended for two years.

- These measures provide us with a starting point. We will monitor the trend for the entire group in ensuing years and pay close attention to the disparity in scores, working with the programs to reduce the disparities.

- As we gather TSG scores for different cohorts of children over time, we will be able to relate each cohort's scores to how they perform as a group as they move through the elementary system.

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

We relied on the Kindergarten Readiness Test (KRT) for assessing the proficiency of children entering kindergarten in 2014-2015 and compared these children to those who entered the previous year. Only about 80% of kindergarten students in each year have complete KRTs. This makes comparing from one year to the next difficult because we are missing 20% in each year and do not know how different those 20% are from one year to the next. For example, if those children missing in this year have greater proficiency that those last year, we might be underestimating the difference in proficiency of the current kindergarten class relative to the last one. This problem (called selection bias in the research vernacular) can be addressed statistically, but only after we have common information on all kindergartners across years that might suggest differences in why KRTs have not been completed. The data we describe below does not do a satisfactory job in suggesting why there are not completed KRTs for 20% of the kindergartners in each year. For example, we know that fewer Free/Reduced Price Lunch (FRPL) children completed KRTs, but those numbers did not change from one year to the next, thereby the FRPL status is not helpful in describing the year-to-year differences. However, if more FRPL students did have complete KRTs, we may be able to learn more about differences across years.

D97 Kindergartners with KRT Scores		2013-2014			2014-2015		
		# of children	# Proficient in KRT	% Proficient in KRT	# of children	# Proficient in KRT	% Proficient in KRT
All lunch categories	All children w/ KRT scores	447	351	79%	497	383	77%
All lunch categories	Children in PFA/Head Start w/ KRT scores	70	52	74%	75	51	68%
Paid lunch	All children w/ KRT scores	385	316	82%	429	345	80%
Paid lunch	Children in PFA/Head Start w/ KRT scores	52	42	81%	47	35	74%
Free/Reduced Lunch	All children w/ KRT scores	62	35	56%	68	38	56%
Free/Reduced Lunch	Children in PFA/Head Start w/ KRT scores	18	10	56%	28	16	57%

Child Outcome 3

- There was a larger cohort of kindergartners in 2014-15: 609 vs. 561, a 9% increase.
- A larger number of these kindergartners had attended Preschool for All (PFA) or Head Start (HS): 94 vs. 88, an increase of 7%.
- Children in Free/Reduced Lunch remained steady as a percentage: 19%.
- Among PFA/HS kindergartners, the percentage of children receiving Free/Reduced Lunch rose significantly, from 32% to 41%.
- The percentage of children in all lunch categories with Kindergarten Readiness Test (KRT) scores remained about the same: 80% vs. 82%.
- The percentage of children receiving Free/Reduced Lunch who attended PFA/HS and who had KRT scores rose: 64% vs. 70%.
- The percentage of children in all lunch categories who achieved proficiency in the KRT dropped from 79% to 77%.
- The percentage of PFA/HS students in all lunch categories achieving proficiency in the KRT dropped from 74% to 68%.
- We recognize that there continues to be a difference in KRT scores and Teaching Strategies GOLD scores reported for low-income children enrolled in Preschool for All and Head Start. The KRT is administered one time by a teacher who does not know the student, and it's administered during the summer prior to kindergarten. The GOLD is an observational assessment completed by the teacher over time.
- The numbers of PFA/Head Start children progressing to kindergarten and being assessed are small. Therefore, differences in scores between the two assessment instruments can be highly influenced by a very small number of children. Therefore, it is important to watch this trend over time to see if it appears to be a consistent pattern.

Service Delivery Outcome 1: Kindergarten students with Free or 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.

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

Note: These sub-measures were added by the Program Committee in September 2015.

- Kindergarten students receiving free or reduced price lunch (FRPL) is our proxy for family income, which is a significant risk factor for lower achievement.

- We will also include kindergarten students who are enrolled in Medicaid, once we have access to that data, since the criteria for qualification is similar.

- Preschool for All, Head Start, NAEYC, and the ExceleRate Gold Circle of Quality all meet rigorous criteria to ensure teacher quality, alignment with Illinois Early Learning standards, strong curriculum, appropriate physical environments for young children, parental support and regular and positive teacher-parent interactions.

- The improved District 97 intake forms indicating preschool attendance were not yet in place for the 2014-15 school year and we expect to have this information for the next report.

- We will include comparisons for students with 504 plans when that data becomes available.

- We will provide a retrospective look at where the 2015-2016 kindergarten students were enrolled in preschool and we will show what percent of first grade students with an IEP were enrolled in high-quality programs when we report on these new sub-measures beginning next year.

	2013-14			2014-15		
	FRPL	Not receiving FRPL	All Kndg Students	FRPL	Not receiving FRPL	All Kndg Students
Number of Students	109	452	561	114	495	609
Attended preschool in Oak Park or River Forest	43	286	330 (59% of K)	72	382	454 (75% of K)
Did not provide information about preschool attendance	4	10	14	1	9	10
No preschool history	27	30	57	24	19	43
Attended Preschool for All in Oak Park	22	61	83 (15% of K)	32	57	89 (15% of K)
Attended Head Start in Oak Park	5	3	8 (1.4% of K)	8	0	8 (1.3% pf K)
Attended NAEYC-accredited preschool in Oak Park or River Forest	12	120	132 (24% of K)	13	156	169 (28% of K)
Number (%) of students with IEPs				22 (34%)	35 (61%)	57 (10%)
Number (%) of students with IEPs who participated in PFA, Head Start and NAEYC-accredited preschools						21 (33%)
Total of children enrolled in PFA, Head Start and NAEYC-accredited preschool programs	39 (36%)	184 (41%)	223 (41%)	53 (46%)	213 (43%)	266 (44%)

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

Service Delivery Outcome 1

- The percentage of kindergarteners who attended preschool in Oak Park or River Forest jumped from 59% to 75%.

- The percentage of all kindergarteners attending PFA/HS/NAEYC-accredited preschools increased from 41% to 44%.

- The percentage of kindergarten children receiving free and reduced price lunch who attended a PFA/HS/NAEYC-accredited program increased from 36% in 2013-2014 to 46% in 2014-0215.

- The percentage of kindergartners participating in the FRPL program remained the same at 19% for both 2013-2014 and 2014-2015.

- In 2014-2015, 16% of kindergartners who attended preschool in Oak Park or River Forest received free or reduced price lunch, up from 13% in 2013-2014.

- In 2014-2015, 7% of kindergartners' parents reported no preschool history, down from 10% the prior year. This includes about 21% of children receiving free and reduced price lunch.

- There was a slight decrease in the percent of kindergarteners in 2014-2015 receiving free or reduced price lunch who did not attend any preschool program (21%) compared to 25% in 2013-2014.

- In 2014-2015, 10% of kindergartners had IEPs.

- One-third of these children (21 of 63) participated in NAEYC/PFA/Head Start preschools prior to kindergarten.

- We will continue to review outreach strategies to make sure that we are reaching families and also review intake procedures to make sure that children who meet the risk criteria are not being turned away from the Head Start and Preschool programs.

- We will examine other data and research about how families meet their children's early learning and child care needs. We recognize that many families will seek child care close to where the parents work, not necessarily within our community.

- Some families are forced to make decisions based on affordability and the availability of full-day care. Many of the high-quality programs provide only half-day services and those that provide full-day, full-year programs are often too costly for lower income families even with the support of the Child Care Assistance Program.

- We will be working closely with the Preschool for All and Head Start programs to make sure that we accurately record where children are going after they leave the programs in order to understand if and why children may not be matriculating into District 97.

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.

	Teen Parents 2013-2014	Non-Teen Parents 2013-2014	Teen Parents 2014-2015	Non-Teen Parents 2014-2015
Number of families in Oak Park and River Forest receiving up through All Kids Level 1 (also includes families who qualify for All Kids Assist and All Kids Share, which are for lower income families)	NA	NA	NA	NA
Number of families referred to Parenthesis Family Center	NA	55	NA	62

Service Delivery Outcome 2

- All families seeking services during 2014-2015 were referred to Parenthesis Family Center in Oak Park. Referrals come from a variety of sources, including schools, doctors and social service agencies. Parenthesis maintained an accurate count of the number of families referred for services through the contract with the Collaboration and that is the number reported in this chart.

- Parenthesis reported that in March 2015 they began to maintain records of teens and low-income families who were referred but did not enroll in their home visiting programs that were funded *outside of its contract with the Collaboration.* Because this data collection began so late in the fiscal year, an accurate number could not be provided for this report.

- All Kids Level 1 Health Insurance is managed by the Illinois Department of Healthcare and Family Services. In order to be eligible, families must meet income requirements based on their family size. The state has not yet granted permission to Chapin Hall to use administrative Medicaid data for this project.

- We do not have a good source of data for the number of teen parents, other than the number of student-parents at Oak Park-River Forest High School.

- Matching the referred families to the Medicaid data once it is received will continue to be a challenge due to the limited information referring agencies are willing to provide about the family – often only a first and last name and a phone number.

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

In 2014-2015, intensive parent education was offered by Parenthesis Family Center through the Parents as Teachers Program. This program offers in-home parenting education, developmental screening, referrals and group connection meetings. Children's development and parent effectiveness are monitored for growth. Parenthesis Family Center enrolled its first families through its contract with the Collaboration in May 2014.

Parenthesis also provided home visiting services through the Parents as Teachers program through other funding sources. This is a research-based and evidence-informed home visiting program for families with children age prenatal to three confronting multiple risks. In addition, Parenthesis had more than 1,400 contacts with parents of very young children through an array of activities including workshops on child development and parenting issues, facilitated playgroups, parent coaching, discussion groups, print and electronic information about parenting and child development and welcome baby visits.

	2014	2015
Number of families referred for home visiting to Parenthesis Family Center	55	62
Number of families who actively engaged as *new families* in the home visiting program funded through the Collaboration	27	40
Percentage of referred families who engaged in the program	49%	65%
Total number of families engaged in the home visiting program funded through the Collaboration	27	67
Total number of Oak Park and River Forest families engaged in home visiting - all programs offered by Parenthesis Family center	NA	81

Service Delivery Outcome 3

- Parenthesis reported a total of 67 families engaged in this program during the course of the year and 53 were actively engaged as of June 30, 2015. Parenthesis reported that they served a total of 81 families in all of their home visiting programs during the year. The additional 14 families provides a count only for those who agreed to have their information shared with the Collaboration.

- Having more than half of referrals engage in the program funded through the Collaboration contract significantly exceeds the performance over the prior year.

- There are many factors that affect how many families who are referred to home visiting actually participate in home visiting, including trust, functional status, and parenting confidence. (Goyal et al., 2014.)

- We will need to develop richer information about how and when families are entered into the database as recruits and determine the level of data that can be recorded in the database about prospective participants.

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).

	K 2014	K 2015	K Change 2014 to 2015	First Grade 2014	First Grade 2015	First Grade Change 2014 to 2015
Number of students	561	609	9%	641	615	-4%
Number (%) of students with IEPs	57 (10.0%)	65 (10.6%)	14%	75 (11.7%)	70 (11.4%)	-7%
Number (%) of students with IEPs who received early childhood special education services from D97 (ages 3-5)*	35* (60.9%)	39 (60%)	11%	15 (20%)	35* (50%)	133%
Number (%) of students with IEPs who received services birth to age 3	19 (33%)	16 (24.6%)	-16%	11 (15%)	16 (22.8%)	45%

*Note: The data received from District 97 for the first grade cohort did not show whether they had received early childhood special education services. This was due to a change in reporting. For this reason, we retained the the number of students who are shown as having received special education services during their preschool years from their kindergarten year. We will not be able to monitor the change in this indicator for this cohort going forward.

Service Delivery Outcome 4

- The Collaboration and Chapin Hall worked with District 97 over the past year to receive direct exports of student-level records. This data includes detail about the Early Childhood Special Education and Early Intervention experiences of children in kindergarten and first grade with an IEP over the past year. These exports showed significant disparities from the aggregated report we received for 2013-2014 that were reported to the IGA on May 6, 2015. Because we believe the direct exports are more accurate and will be more comparable over time, we altered the values in the 2013-2014 columns to reflect the new data.

- 10.6% of all 2014-2015 kindergartners have IEPs, a slightly higher percent (0.6) than the kindergarteners in the preceding year.

- There was a very small percentage decrease in the number of 2014-2015 first graders with IEPs, than 2013-2014 first graders.

- In 2014-2015, 60% of kindergartners who had IEPs received Early Childhood Special Education services from District 97, a 1% decrease over the number who had received these services services in 2013-2014. A quarter of the kindergartners in 2014-2015 received Early Intervention services before they were three, compared to 33% of the kindergarten children with IEPs in 2013-2014.

- The percentage of first grade children with IEPs who had received Early Intervention services was significantly higher in 2014-2015 (50%) than the first grade children with IEPs in 2013-2014 (20%).

- Among kindergarteners with IEPs, about one third were receiving free or reduced price lunch (22 of 65).

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

- We will continue working with District 97 to make sure we understand the level of services children are receiving, in order to assess the impact of early services.

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

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

Note: This measure was updated by the Measurement & Evaluation Committee in Sept 2015.

	June 2014	June 2015
Number of people in Oak Park and River Forest	63,199	63,199
Number of families with children < age 6 in Oak Park and River Forest*	3,448	3,448
Families participating in the voluntary database:		
Number of families with children enrolled in publicly funded preschool (Preschool for All and Head Start)	218	227
Number of families participating in the developmental screening program	NA	1,172
Number of families participating in the Parents As Teachers home visiting parent education program	27	81
Number of families participating in the Parenting Resource Program through the contract with Parenthesis Family Center and receiving information about childhood development and programs and services	NA	184
Families receiving information or support through the Collaboration's efforts:		
Number of people on the Collaboration's email list for early childhood information	190	486
Number of people following the Collaboration's Facebook page for parenting resources and information about early childhood	118	158
Number of people following Parenthesis' Facebook page for parenting resources and information about early childhood	680	826
Number of families receiving information and support through the Parenting Resource Program	483	700
Number of printed Early Childhood Resource Directories distributed	6,500	4,000

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

System Delivery Outcome 1

- The number of families participating in the Collaboration's voluntary database grew dramatically during 2014-2015. This is largely due to the launch of the Developmental Screening Project (see Child Outcome 1). Families participating in the Preschool for All and Head Start Programs, the home visiting programs offered by Parenthesis Family Center, and families who provided some contact information through the Parenting Resource Program are all part of this database. There was growth in these programs. We will report on their progress through the school district as their data is linked to the data provided by District 97.

- Multiple distribution channels mean there is likely duplication of families who receive information from multiple sources. For instance, someone who already picked up a Resource Directory may be given one by a friend.

- We know the number of families included in our voluntary database includes duplicates, however, as we refine this new system we will report on unduplicated counts of participants.

- The number of families in Preschool for All or Head Start remains relatively stable since there are certain eligibility requirements for a certain number of children.

- In 2014-2015, the Collaboration looked to Parenthesis as the primary provider of outreach on Facebook, given their pre-existing number of followers was already established from their fundraising efforts. On Facebook, they created 50 parent information posts, which received a total of 309 likes and 18 shares in 2014-2015.

- In 2015-2016, the Collaboration has allocated more resources to boost our social media outreach directly and to improve our digital presence to engage families. We will closely track the activity of followers in order to keep building these networks.

- Fewer Early Childhood Resource Directories were distributed during 2014-2015 because it was the second year of distribution for this edition.

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.

Note: This submeasure was added by the Program Committee in September 2015. The survey conducted during March and April of 2015 did not include questions related to this submeasure.

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

System Level Outcome 2

- Teacher levels of educational attainment and training are closely associated with high-quality programs. The Collaboration's goal is to increase the number of people working in the early childhood field who hold degrees in early childhood education or child development or hold early childhood credentials issued by the State of Illinois.

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

- Based on a survey conducted by the Collaboration for Early Childhood in fall 2014, there are approximately 400 people working in child care centers and preschools in Oak Park and River Forest.

- It is not possible to compare or draw solid conclusions about the educational levels reported for the professionals in preschool and child care settings during 2013-2014 as compared to the reported educational levels reported for 2014-2015. The Collaboration conducted a direct survey of early childhood professionals, achieving more than a 50% response rate. The responses came from professionals who identified themselves and their places of employment in 29 settings in 2014-2015 versus 21 settings in 2013-2014. By contrast, the responses for the 2013-2014 report year were provided in summary format, without names, by site directors. Professionals employed at Montessori schools, faith-based schools and other sites participated in the survey for the first time during spring 2015.

- Of note is the high level of professional qualifications reported by the respondents in 2014-2015. The Collaboration will need to monitor the responses from each professional and seek to achieve a similar completion rate so that we can begin to make meaningful statements and comparisons from year to year. Because the survey provides identifying information, the hope is that this data will be more complete and allow better monitoring of changes and trends in the professional development activities of the early childhood workforce in Oak Park and River Forest.

- The next survey is planned for July - August 2016, and will align with the Collaboration's fiscal year and the academic year.

- Next year we will begin to explore whether we can track turnover of staff in a meaningful way by linking data to this year's staff.

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.

The Illinois Department of Children and Family Services establishes a baseline annual professional development requirement of 15 hours for every early childhood professional at all levels – program directors, assistant directors, teachers, and teacher aides/assistants - in order to receive and maintain a license to operate. In order for a center to receive a higher level of certification (ExceleRate Gold), 20 hours are required.

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

Calendar Year 2013 Results Completed by Site Directors	Number	15 hours	20 or more hours
Directors in Oak Park and River Forest	21	3	13
Teachers in Oak Park and River Forest	105	16	62
Assistant teachers in Oak Park and River Forest	63	20	24
Assistant directors in Oak Park and River Forest	12	3	8
Number (%) of early childhood workforce in Oak Park and River Forest	202	42 (20.8%)	107 (53.0%)

System Level Outcome 3

- Based on a survey conducted by the Collaboration for Early Childhood in fall 2014, there are approximately 400 people working in child care centers and preschools in Oak Park and River Forest.

- Like the information provided for System Outcome 2, it is not possible to compare or draw solid conclusions about the professional development training hours reported for the professionals in preschool and child care settings during 2013-2014 and the hours reported for 2014-2015. The Collaboration conducted a direct survey of early childhood professionals achieving more than a 50% response rate. The responses came from professionals who identified themselves and their places of employment in 29 settings in 2014-2015 versus 21 settings in 2013-2014. The responses for the 2013-2014 report year were provided in summary format, without names by site directors. Professionals employed at Montessori schools, faith-based schools and other sites participated in the survey for the first time during spring 2015.

- The values for this outcome measure provide an interesting (and a little confounding) contrast to the values reported for the preceding outcome. In contrast to high levels of educational attainment, the early childhood professionals responding to the survey in 2014-2015 reported significantly lower numbers of professional development training hours. The survey was a retrospective one that asked about calendar year 2014.

- Some early childhood professionals may not have marked trainings because they were engaged in college/university coursework. DCFS allows college/university coursework to be used as DCFS approved training hours

- Thirty-five professionals from license-exempt centers and preschools responded to the survey when they were not part of the survey in the past. These centers do not need to conform to licensing standards that set baseline expectations for professional development training hours. During 2015-2016, the Collaboration will need to add a marker to staff in license-exempt centers to better understand if the lack of a training requirement is correlated with lower levels of professional development hours.

- In 2014, four child care programs were cited by DCFS because staff did not meet the required 15 professional development-training hours they required. Nineteen early childhood professionals from these centers completed the survey. These are centers that we historically, have not been able to engage in professional development training.

- Like Outcome 2, the Collaboration will monitor the responses from each professional and seek to achieve a similar completion rate so that we can begin to make meaningful statements and comparisons from year to year. Because the survey provides identifying information, we hope that this data will allow better monitoring of changes and trends in the professional development activities of the early childhood workforce in Oak Park and River Forest.

- The next survey is planned for July - August 2016.

- Next year we will begin to explore whether we can track turnover of staff in a meaningful way by linking data to the staff who completed the survey for 2014-2015.

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

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

System Delivery Outcome 4

- In 2014-2015, several license exempt centers, including District 97's Preschool for All, the Park District whose programs are licensed, and two Montessori schools, participated in ExceleRate for the first time. Preschool for All was the only center that actually submitted documentation to receive a score. They were awarded a silver level of quality, the second highest level.

- Through phone interviews, on-site visits and at its trainings, the Collaboration collects data from centers, preschools, and family child care homes about their involvement in the Illinois Quality Rating System. The data reported on this measure provides the baseline for the number of centers and family child care homes that had a quality rating through the state system.

- The number of preschools and child care centers that participated in ExceleRate, increased significantly during 2014-2015 from six to 20. This is due to the Collaboration's efforts to promote and support their engagement. The fact that ExceleRate is now open to half-day programs and is publicizing the Quality Rating Circle rating for every licensed program is providing an incentive to programs to participate.

- 2014-2015 marked the first year that family child care homes could participate in the ExceleRate Quality Improvement Rating System. This is a daunting process for providers and we will continue to assist them.

- Unlicensed preschools and child care centers (16 total) – Montessoris, faith-based programs, programs housed in public schools and park district facilities – can choose to participate but are not required to do so. Montessori programs and faith-based programs see themselves as separate from public and state systems.

- The Collaboration has determined that it is more appropriate to focus on changes in the overall quality circle rating that centers, preschools and family child care providers receive from year to year. This broader measure will not be as sensitive as reporting on incremental numeric changes in scores and will impact the rate at which scores look like they are improving. However, the Collaboration believes it will provide a more reliable indication of improvement. The many variables in play include different raters providing scores, changes in scoring emphasis or rubrics on as many as 15 different standards across four domains covering the environment, administrative processes, curriculum, faculty and staff training and educational background, and parent engagement -- within one circle of quality -- all make incremental change a less reliable measure.

- The Illinois Network of Child Care Resource and Referral Agencies (INCCRRA) is charged with collecting and maintaining data for ExceleRate. It has determined that it will not share information beyond the quality circle posted on their website for any program that has earned a score. We will use the information provided by INCCRRA in its reports as well as the information the Collaboration collects through the phone interviews, site visits and information gathered at our trainings to report on the level of engagement and progress in the ExceleRate Quality Rating System.