

Establishing a Comprehensive, Integrated Early Childhood System in Oak Park

January 8 2013



The Strategic Plan

In January 2009 the strategic planning process was completed. The result of the efforts was a recommendation to implement four primary strategies to establish and comprehensive and integrated early childhood system in Oak Park that supports the vision of all children arriving at kindergarten safe, healthy, ready to succeed and eager to learn by the time they enter kindergarten.



Early Experiences Make a Critical Difference

- •85 -90% of brain development occurs by age 3
- •Forty years of research have shown that high quality early learning environments and support for at-risk families lead to:
- > Lower rates of participation in special education
- > Lower rates of involvement with the criminal justice system
- > Higher rates of high school graduation
- > Higher incomes and rates of home ownership
- •Investment in high quality early childhood programs produces aggregate rates of return of at least 7% -10% annually



Why Build an Early Childhood System?

- 1. Forty years of research and core Oak Park values establish a public obligation to assure that all children have access to programs and resources they need to become successful.
- 2. The scale of the challenge: a growing general population of children under six, 4800, and of young children at-risk, 800, require a coordinated approach.
- 1. Early childhood services in Oak Park are highly fragmented; because of this a coordinated, systemic approach is needed.
- In an era of scarcity and stress on the budgets of jurisdictions and nonprofits, it is essential to assure maximum leveraging and efficient use of existing resources.
- 1. Aspects of the challenge affect all public entities, nonprofits, and much of the private sector, and all stand to benefit if the challenge is successfully met.



Vision for Oak Park: Children arrive at kindergarten safe, healthy, ready to succeed and eager to learn







Every child has access to high quality early care and education

All parents have the information and support they need in their role as a child's first and most important teacher

The most at-risk children and their families receive intensive services to ensure healthy development and school readiness



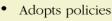
Integrated Early Childhood System

Task Group/Executive Board

- Supervises Executive Director
- Acts as finance committee
- Promulgates recommendations regarding policy, direction



- Votes on all decisions
- Sets direction



Jurisdictional Oversight Board

- · Reviews annual budget and audit
- Reviews program services and outcomes



Early Detection Screenings

- Establish system to assure all children birth to five receive periodic developmental screening
- Conduct vision and hearing screenings at preschools
- Implement follow-up processes to ensure all children needing assessments and services receive them
- Maintain accurate, up-to-date inventory of services and disseminate to all providers and families

Parent Information and Support

- Provide information about child development and services to every parent
- Offer every at-risk family intensive parent education/support
- Make available group support and periodic visits to all families
- Publish Early Childhood Resource Directory bi-annually

Professional Development

- Provide training programs in best practice and career development advice to preschool and child care staff
- Coach centers on quality improvement and qualify them for state recognition and financial incentives
- Provide leadership coaching to center directors
- Develop loan/scholarship program for college credit and training programs
- Offer annual symposium on critical early childhood issues

Public Preschool Coordination

- Coordinate outreach for, and referral to, all programs for at-risk children
- Lead curriculum planning, instructional improvement, and unified assessment by programs to ensure high quality
- Work with all early education providers to establish community expectations for incoming kindergarteners





Includes all children birth to five to monitor program participation, service usage and program impact

Includes staff of early care and education programs to monitor staff qualifications, professional development activities and participation in Illinois State quality enhancement programs to monitor impact of programs



Benchmarks for Success



- Child Outcomes: Every child arrives at kindergarten safe, healthy, ready to succeed and eager to learn
- Service Delivery Outcomes: Parents and children receive the early childhood care and education and parenting education and support services they need
- System Outcomes: Oak Park has a high quality, coordinated early childhood system



Current Funding Landscape

Due to state fiscal woes and changes in grant making priorities of regional foundations that have provided funding in the past, Oak Park is unable to garner significant operating support from outside sources.



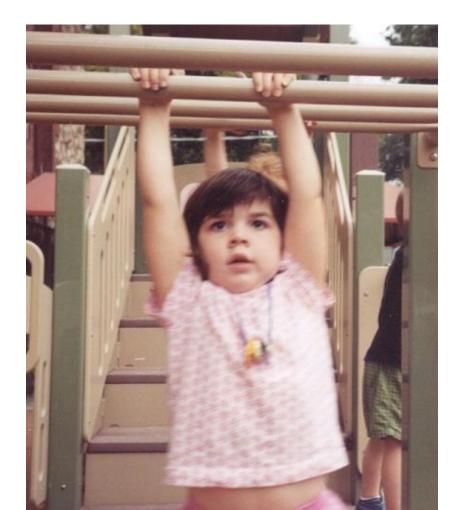


Viable funding streams identified in 2009 to support the full implementation of the Collaboration's strategic plan are no longer available.



Working Concept for Intergovernmental Cooperation

District 97, District 200 and the Village of Oak Park enter into an Intergovernmental Agreement for the provision and funding of the comprehensive, integrated system of early childhood programs and services articulated in the Strategic Plan of 2009.





Working Concepts for Sustainable Funding

- The working group examined different phase in scenarios and identified a 3-year ramp up to full implementation as the preferable option.
- Total cost for the system comes in at just under \$1.5 million. The cost supported by the jurisdictions will be less due to the commitment to continue to seek private funding to help shore up the budget.
- •The group currently recommends establishing contribution amounts based on proportionate share of each of the three jurisdictions' combined primary operating funds (education funds for the school districts and general fund less pension obligations for the Village). The projected cost to District 97 for the first year of implementation is \$248,000.
- •At full implementation, in fiscal year 2016 the cost will be less than 1% of the education fund expenses for District 97's fiscal year 2012.
- •The group has also discussed making sure that the costs do not increase dramatically over time and is looking at a cap one tied to the PTEL law (CPI or 5% whichever is lower) is the one currently under discussion.



Resolution of intent to to work with other governing jurisdictions to develop and put forward for adoption an Intergovernmental Agreement to establish a comprehensive, fully integrated early childhood system of highquality programs and services that foster physical, cognitive, and social-emotional development during the critical first five years of life, as contemplated in the strategic plan of 2009.

