



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 a report on the values achieved during the 2015-2016 fiscal year for nine of the eleven outcomes described in the Contract for Services. The Collaboration will provide an update to this report including the values for the two outcomes for which data is still being collected.

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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. During the Collaboration's early efforts, it engaged in a strategic planning process to get broad input on where resources should be focused. The final planning document, *Partnership for Human Development*, articulated 11 outcome measures to enable the Collaboration to report on progress. This report is the fourth in a series released by the Collaboration during the initial five-year funding period. This report primarily uses data from the 2015-16 school year just completed, and provides the third major data point in our longitudinal analysis of the eleven outcome measures.

Report 1: On May 6, 2015, the Collaboration provided its first full report to the IGA Governing Board, which addressed two key milestones:

- 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, using data primarily from the 2013-14 school year.

Report 2: 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 updated ways for measuring progress for each outcome, based on new information about the various data sources, to be reported on in the next full report.

At this meeting, we also made the recommendation (which was accepted by the Governing Board) to shift the analysis schedule so that our major data analysis reports would be issued in September, rather than in May. A May reporting schedule required us to use school year data that was, at the time of the report's release, almost 2 years old, as was the case with the May 2015 report using 2013-14 data. Our goal was to release a report in September 2016, based on 2015-16 data.

Report 3: The report to the IGA Governing Board on February 24, 2016 provided the values achieved for each of the outcome measures that are the focal points for the longitudinal analysis, using data from the 2014-15 school year. This report was issued with less time for additional analysis than was originally intended (just nine months after the first report, using data from the subsequent school year), as a way to transition into our new schedule. The report also contained 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 still being developed.

Executive Summary

This report provides a third data point in our longitudinal series, the second 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 that this third touchpoint 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 be impacting 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.

There are two important global items that impact the Collaboration's work as well as the children and families we serve. First, there has been an exciting development in the past several months in the execution of data sharing agreements between Chapin Hall and the Illinois Department of Human Services to have and use data from SNAP (Supplemental Nutrition Assistance Program), WIC, (Women, Infants and Children), Medicaid, Early Intervention, TANF (Temporary Assistance for Needy Families), and CCAP (Child Care Assistance Program). While the agreements were not executed in time to include the data in this report, Chapin Hall expects most of the data sets to be transferred to our database for use over the next few months. They have already begun the initial technical steps in this process. This data will significantly enrich our picture of children under kindergarten age living in Oak Park and River Forest. It will also provide important values needed to obtain outcome measures.

The other item that is impacting our measures is the challenge of applying low-income status in a consistent manner longitudinally. We know that families move in and out of low-income status, particularly during the early childhood years when a parent's employment status can change and the cost of child care affects family budgets. Administrative changes also have a noticeable impact on tracking income. Preliminary information has shown that there was a change in the state administrative practice around determining how children enrolled in Medicaid qualify for the Free and Reduced Lunch Program. Changes took place this past school year which may have been a factor in the lower FRPL student numbers in this report. Medicaid, SNAP, TANF and WIC data are forthcoming, and should help solidify our understanding of our low-income families. Even with our improved enrollment forms, preschool history is still unknown for more than a third of children who participated in FRLP in kindergarten. At the same time, we notice a decrease in low-income families attending the publicly-funded Preschool For All and Head Start programs. We also notice steady improvements in kindergarten readiness for low-income children who attended these public programs. We will continue to sharpen the focus on our picture of low-income families in particular.

The Collaboration is committed to using the data in this report to further reflect on policy and practice. Next steps include reviewing the new results for the measures with appropriate committees to identify possible explanations for current values and to identify new targets for progress on measures and data collection. As data collection continues to improve over time, our analyses become richer and our partners become increasingly skilled at using data to understand how different variables and changes in context can be used to inform their work.

This is the heart of our work and our challenge is to create a responsive early childhood system that provides a strong web of support for our youngest children and their families.

Child Outcome Highlights:

- **Our Developmental Screening program continues to grow.** While estimating the total number of children birth to five who live in our community is difficult and requires additional data, we believe the more children we can screen, the greater the chance we have of identifying every child who should be assessed for needing some kind of intervention. In 2015-16, 29% more children were screened than in 2014-15.
- **The GOLD assessment scores for children in Preschool for All and Head Start who entered kindergarten in fall 2015 continued to hover around 90% proficiency (89% for children entering kindergarten in fall 2015).** Differences in proficiency scores between African-American and white students narrowed. Eighty-five percent of African-American students were rated proficient in 2014-15 compared to 72% in 2013-14. White children were proficient 96% of the time. While the incremental change suggests a smaller difference in proficiency between African-American and white children, it is a one-time change and the scores in 2015-2016 were very close to those for 2012-13. Furthermore the proficiency for both groups of students was significantly lower in the spring of 2014 (81% for white and 72% African-American). While the improvement is welcome news, we will continue to work with the Preschool for All and Head Start programs to promote consistency and reliability in the scoring for the purpose of comparing cohorts from one year to the next.
- **Eighty-seven percent of all kindergarten children had KRT scores in fall 2015.** This is an increase from fall 2014 (82%) and fall 2013 (79%). For kindergarten children who attended Preschool for All and Head Start, 90% had KRT scores in fall 2015 compared to 77% in fall 2014. This represents an improvement in the number of children enrolled in Preschool for All and Head Start.
- **The Collaboration worked closely with District 97 to administer the Kindergarten Readiness Test (KRT) to all Preschool for All and Head Start children whose families said they would enroll in District 97 in fall 2016.** This will hopefully lessen the number of children whose scores are missing to well under 10%. The KRT was administered in their preschool classrooms, which we believe will lead to better information about these students as they enter kindergarten starting with this school year. This meets our progress goals of engaging in activity that improves the data collection and helping District 97 prepare for incoming kindergarteners, and allows us to improve the monitoring of kindergarten readiness.
- **Across all kindergartners in District 97 in 2015-16, 80% demonstrated readiness using using the KRT.**
 - Students who were in the Preschool For All or Head Start (PFA/HS) programs who attended District 97 kindergarten had a lower rate of proficiency (72%) than all children who took the KRT. This was up from 68% the prior year.

- Children in PHA/HS and receiving free/reduced price lunch demonstrated readiness on the KRT with an increase of 2% from 57% to 59%.

Service Delivery Outcome Highlights:

The Service Delivery Outcomes represent an area where we have made significant progress with data collection due to the data sharing agreements that Chapin Hall was able to enact with the Illinois Department of Health and Human Services.

However, we also experienced a setback with data collection for the home visiting program. While Easterseals as our new contractor is providing information about all of the families they work with, we were unable to secure a data sharing agreement with Parenthesis for any of the families they serve in home visiting programs, including those who had been served under our contract with them.

The Collaboration plans to approach New Moms, the agency that recently acquired Parenthesis, over the course of the next year to see if we can enact an information sharing agreement that is mutually beneficial. Additionally, the Collaboration is working to expand its current information-sharing agreement with Hephzibah to include the families they are serving in Early Head Start. They have capacity to serve 12 families.

- **The percentage of low-income children enrolled in PFA/HS declined by 4 percentage points, from 35% to 31%.** We will work with District 97 to ensure that these children complete the Free and Reduced Price Lunch application in order to increase confidence that the count for these children is accurate.
- **There has been a noticeable decline in the number of children who receive Free and Reduced Price Lunch as reported by District 97.** Preliminary information from District 97 indicates that this may be due to an administrative change at the state level in the way children qualify for this program. Prior to 2015-16, the Illinois State Board of Education (ISBE) certified children for this benefit based on a list of Medicaid recipients provided by the Illinois Department of Human Services. Beginning in 2015-16, families historically certified for enrollment by ISBE had to complete mailed applications and return them to District 97. It appears that this new process may have a significantly lower number of children who received benefits as many parents did not complete the mailed application for the program. The Collaboration plans to hold further discussions with District 97 to better understand the change, its potential impact on children and their families and to support efforts through our work with the preschools and child care centers to ensure all children eligible for FRPL receive the benefit and to help ensure that District 97's Title I funds are not negatively impacted by an administrative change.
- **A great majority of students who attend kindergarten in District 97 attended preschools in our community.** The percentage of District 97 kindergarteners who attended a center-based or school-based preschool in Oak Park or River Forest declined slightly from 75% in 2014-15 to 73% in 2015-16. However, the number of kindergarten children who attended preschool in Oak Park is still 16% higher than the 59% who attended preschool in Oak Park during 2013-14.
- **The percent of children receiving free and reduced price declined six percentage points from the previous year.** In 2015-16, 13% of kindergartners in District 97 received Free and Reduced Price Lunch, as compared to 19% the previous year. This is

a noticeable drop and District 97 has suggested that it is due to an administrative change in the way children who receive health insurance through Medicaid now qualify for the Free and Reduced Price Lunch Program. Families now have to complete a written application whereas before they were pre-certified by ISBE after receiving the names of children from the Department of Human Services. Of this group, 44% of children reported that they had attended Preschool for All, Head Start, or NAEYC-accredited preschool program. This is about the same rate as the year before, when 46% of kindergartners who received FRPL attended these programs. It is an 8% increase over 2013-14.

- **In 2015-2016, 11% of all kindergartners had IEPs, and 31% of those with IEPs were low-income.** Similarly, in 2014-15, 10% of all kindergartners had IEPs, and 35% 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.
- **The transition to a new service provider for the the home visiting program is complete.** The Collaboration transitioned its home visiting programs from the Parenthesis Family Center to Easterseals starting January 1, 2016. As a result, our participation reporting for the time period in this report was disrupted. However, we are pleased to note that Easterseals has established an outreach and referral system and enrolled 15 new families into the Parents as Teachers program by June 30, 2016. Additionally, Hephzibah now offers an Early Head Start program to up to 12 families.

System Outcome Highlights:

- **Our reach is wider than ever.** The number of families participating in the Collaboration's voluntary database grew by 39% during 2015-16 and increased more than 8 times over the 2013-14 level. This is due to the initiation and growth 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 through the term of their contract and Easterseals, and families who provided some contact information through the Parenting Resource Program are all part of this database. We know the number of families included in our voluntary database continues to include duplicates, however, we hope to be able to determine the unduplicated count during the 2016-17 fiscal year.
- **Social media and online resources are an effective way to share information.** Contacts through less formal means such as social media, email newsletters, and outreach at events also contributed to the continued growth in the expanded reach of the Collaboration in providing families with information about early childhood development. The number of people following the Collaboration on Facebook rose by 96% this year. The Collaboration posted 142 parent information pieces that received 979 likes and 262 shares during the past fiscal year. A new edition of the Early Childhood Resource Directory was printed in January 2016 and approximately 10,000 were distributed as of June 2016. The Resource Directory is also available online in a searchable format, and as of June 2016 it had been viewed 3,847 times, with an average of 12 times a day. The Collaboration will continue to leverage technology to share information with as wide an audience as possible.

- **Updated information on our service providers is not yet available.** The Collaboration is not yet reporting on the levels of educational qualifications and professional development activities in this report because our direct survey of providers was administered in August and September. At the writing of this report, we are finishing up the survey and analysis will begin in October. We are working to obtain a broad representation of respondents again.
- **The number of child care centers and preschools participating in the ExceleRate Quality Rating System increased by 166% since we started.** We started with 9 in the baseline year of 2013-14 to 24 in 2015-16. This number exceeded the target of 15 by the end of June 2016. The greatest growth occurred in 2014-15 due to the Collaboration's increased ability to promote and support center and preschool engagement. While all of these sites continued to work on their Continuous Quality Improvement Plans during 2015-16, none were able to move to a higher level. We continue to promote and encourage child care centers in the efforts to improve the quality of their programs. Cost and unpredictable state funding contribute to the challenges these providers face.
- **Family Child Care centers can now be rated.** 2014-15 marked the first year that family child care homes could participate in the ExceleRate Quality Improvement Rating System. The number of participating homes increased to 19 during 2015-16, up from 17 that became involved during 2014-15. The Collaboration supported all of these providers in the process of outlining their improvement goals in order to obtain an ExceleRate score. Participating in ExceleRate is a daunting process for providers and we will continue to assist them. One provider earned a Bronze Circle of Quality, one level above the baseline of green/licensed. One participating program closed in the spring of 2016.

Measuring Progress

Like the last two data reports, we will share this report with the Collaboration committees to identify program activities and data collection improvements 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 should establish 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.

The 11 high-level outcome measures have also led us to identify more detailed research areas or areas for deeper analysis that we would like to examine over the next couple of years. We

believe obtaining answers to these questions will significantly advance the Collaboration's ability to tailor its work to address *local* conditions impacting children's early learning and family engagement rather than relying exclusively on larger national or state data and studies.





(a) Child profile: Working with Chapin Hall, we will identify and develop a research agenda that results in a robust profile of children in the community. Due to the recently secured data sharing agreement by Chapin Hall with the State of Illinois to use administrative data, the Collaboration will be able to examine variables to include in the child profile, such as Medicaid, CCAP, WIC, SNAP, TANF, Early Intervention, home visiting qualifying criteria and other factors. Combined with the kindergarten registration data, GOLD and KRT scores, as well as the ASQ screenings, a robust profile of children in our community can thereafter become the basis for further research questions and help to direct our activities.



















(b) Child Development factors: Our independent and localized research agenda will also help us gain an understanding of the factors that influence child development, including the program activities, strategies for ensuring that programs are effectively integrated, and a plan to address these factors to improve outcomes for children. Based on the data stored in our database, the Collaboration will be able to identify significant research questions to help us understand the factors, in our local context, that impact children's development. We will identify ways to address these factors and report on impact to our committees and the IGA board.

Each year progress will be aimed at improving the infrastructure of programs and how they relate to each other. We are able to take the steps described above because our data collection is both expanding and improving. However, we are keenly aware that access to data and data collection is an integral part of increasing the positive impact of programs and services on children and their families. We are also keenly aware that we need to remain sensitive to and cognizant of contextual changes and the ways in which they may be impacting not only our work, but the experiences of children and families.

Data Scorecard

For six of the nine progress outcome measures reported on, we either met or exceeded the target. One progress measure shows backward movement and the other two require deeper analysis over the next several months. The quality and quantity of data collected improved in four of the measures reported on, one experienced backward movement and four remained the same. Our data scorecard, below, provides more detail.

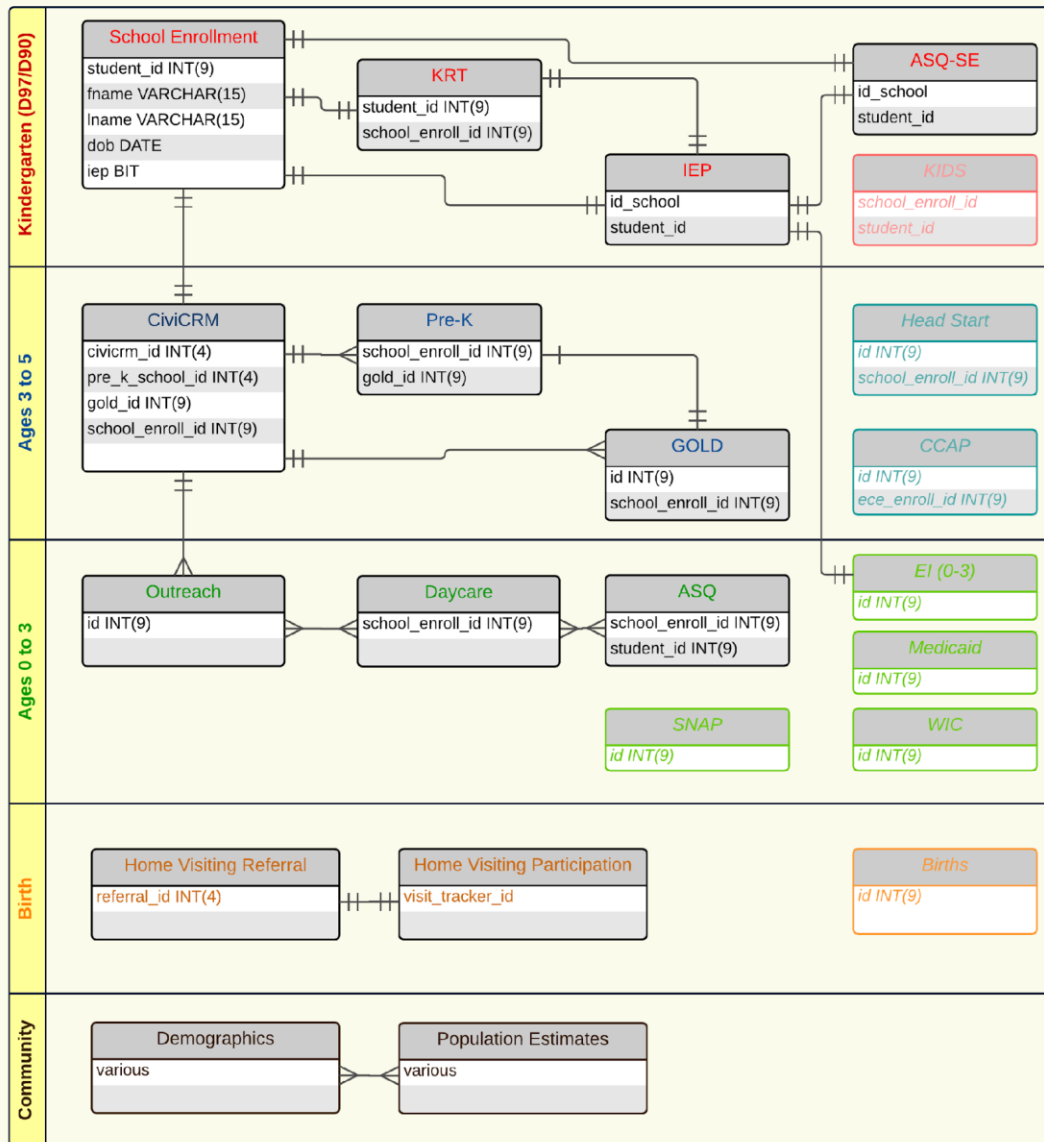
	Measure	Source	Progress on Measure	Progress on Data Collection
Child #1	Pct. of children identified through screening as needing assessment or services that receive them.	IDHS		
	<ul style="list-style-type: none"> The Developmental Screening Project grew by 29%, exceeding its goal to increase by 15% the number of children screened. Chapin Hall is in the final stages of obtaining IDHS data for Early Intervention. District 97 has moved to a new database for its special education programs, requiring an analysis and possible re-alignment of our data fields. 			
Child #2	Pct. 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"> Progress on this measure is light green because PFA/HS children who enrolled in D97 kindergarten scored at 89% proficient on the KRT while our goal is 90% proficient. Data collection continues to go well. 			

	Measure	Source	Progress on Measure	Progress on Data Collection
Child #3	Pct. of children entering kindergarten demonstrating age-appropriate proficiency in the Kindergarten Readiness Test (KRT).	D97		
	<ul style="list-style-type: none"> Children from PFA/HS and receiving free/reduced lunch who demonstrated readiness on the KRT increased by 5%. The Collaboration worked closely with D97 to administer the KRT. 87% of children took the KRT, up from 81% the previous year. 			
Service Delivery #1	Kindergarteners receiving free/reduced lunch have attended a PFA/HS/ NAEYC accredited program, or program in ExceleRate GOLD Circle.	D97		
	<ul style="list-style-type: none"> Scores dropped in 2015-16, corresponding with D97's decline in the free/reduced lunch population. The % of D97 kindergartners receiving Free and Reduced Lunch who attended a PFA/HS or NAEYC-accredited preschool dropped slightly. Due to improvements in D97's online kindergarten enrollment 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"> While lack of data for the specific measure makes it hard to know the denominator, we do expect to reach more families. Data on teen parent births is problematic. However, new data sharing from the State should provide some insight. 			
Service Delivery #3	Pct. of referred parents choosing to participate in the intensive parent education program.	Home Visiting Agencies		
	<ul style="list-style-type: none"> Having more than half of referrals engage in the program exceeds the national average. The Collaboration transitioned the home visiting program this past year from Parenthesis to Easterseals and was unable to secure a data sharing agreement for families in the original program. 			
Service Delivery #4	Pct. 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 drop in the number of kindergartners 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 D97 is now detailed while 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 or IDHS, although data from IDHS is expected. 			
System #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 in the ASQ program and those who sign up for information continues to grow. Reliable data regarding # of families with children under age 5 is difficult to obtain between each decennial census. 			
System #2	Pct. of teachers and directors in Oak Park early childhood programs who exceed minimum state educational requirements for their role.	INCCRRA & Collaboration		
	<ul style="list-style-type: none"> Not available at this time since the workforce survey is currently underway. Results will be provided in November, 2016. 			
System #3	Pct. of teachers and child care providers reporting more than the state-mandated 20 hours of continuing professional education each year.	INCCRRA & Collaboration		
	<ul style="list-style-type: none"> Not available at this time since the workforce survey is currently underway. Results will be provided in November, 2016. 			
System #4	Pct. of preschools, child care centers, and homes engaged in the Illinois Quality Rating System (ExceleRate), and improve their scores each year	ExceleRate & Collaboration		
	<ul style="list-style-type: none"> The number of child care centers and preschools participating in ExceleRate increased to 24, well above our goal of 15. The number of family child care providers participating in ExceleRate increased to 19, up from 17 the year prior, and well above our initial goal of 6. The state agency that oversees ExceleRate will only share limited data on scores, therefore the Collaboration tracks participation itself. 			

Integrated Database Schema

Oak Park Collaboration for Early Childhood

Integrated Database Schema



Portrait of Children Ages 0-5 in Oak Park in 2015-16

This is the same portrait provided in the February 2016 IGA report. The new American Community Survey data and report was not available in time for this report. Assuming it will be available, we plan to update this section with our next report and also include newly obtained State data to draw a richer portrait of the children under kindergarten age living in Oak Park and River Forest.

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%

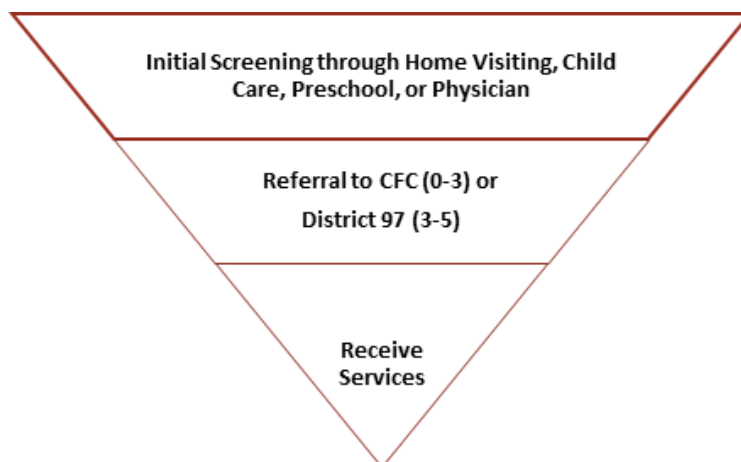
Ratio of Income to FPL for Children, ages 0-5*	Oak Park and River Forest combined, 2013	Oak Park and River Forest combined, 2014	Percent Change
Children below 125% of FPL**	411	428	4.1%
Children below 185% of FPL	630	641	1.7%
Children below 400% of FPL	1493	1563	4.7%
All Children, ages 0-5	4939	4682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



We continue to receive aggregate numbers from District 97 for sub-measures two to four. During 2015-16, District 97 moved to a different database for special education. Because of the change, we are less confident in the numbers. We plan to work with District 97 to determine if data fields incorporating these sub-measure can be included in the students' records to ensure a reliable data point from year to year.

Submeasure 1: Number of children screened.

- 1,586 children received developmental screens using the ASQ-3 or ASQ:SE/SE-2 during 2015-16. This is a 29% increase in children screened from the previous year and it exceeds the 15% increase we had targeted for this measure.

	2014-15	2015-16
Total developmental screenings using the ASQ-3 or ASQ:SE	1,229	1,586
Hearing screenings	1,273	1,249
Vision screenings	1,288	1,311
Social-emotional screening (ASQ:SE-2)	1,096	1,310
ASQ-3	1,065	1,508

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

- The Data Sharing Agreement (DSA) between Chapin Hall and the Illinois Department of Human Services (DHS) regarding Early Intervention was signed on August 30, 2016. Because this accomplishment is so recent, DHS had not transferred the data to Chapin Hall in time for its use in this report. For this reason, we do not yet know the total number of children who were referred to Early Intervention for additional 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. While 86% of participating programs used these new fields, the data recording was not always complete. Further, the medical practices did not use this field. The Collaboration has records that showed that 17 children were referred to Early Intervention for assessments, but we have no data that tells us whether this is an increase or a decrease from the previous year.

- Fifty-seven children were referred to District 97 by Early Intervention for transition assessment and meetings.
- Forty-seven children came to District 97 through Child Find or through the Collaboration's screening program. Of these children, 18 received further assessments to determine service eligibility by District 97.
- Twenty-three of 34 children who were referred for assessments due to concerns identified through the Collaboration's vision screening were assessed. Two children were found to have normal vision.
- Seventy-seven percent of the children who were referred for assessments due to concerns identified through the hearing screening were assessed and received the needed treatments - tubes, antibiotics, ear wax removal.

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

- Forty-four of the 57 children (77%) referred by CFC #7 (Child and Family Connections #7) and assessed by District 97 were found eligible for services.
- Eight of the 18 children who received further assessments after a screening through Child Find were found eligible for services.
- Twenty-one of the 23 children (91%) referred for vision assessments received a diagnosis for treatment.
- In spring 2015, the Collaboration introduced a referral field in the ASQ web application to monitor the outcome of referrals made to Early Intervention. Because this is a new record-keeping tool and process, records were not as complete and accurate as we would have liked. There are five records for children that show they were eligible for Early Intervention services.

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

Services for Children Three to Five Years Old

- All of the children found eligible for services enrolled in D97 and received services.
- In the past we received aggregate numbers from District 97 about the number of children who were found eligible for services and who actually received services through Early Childhood Special Education. We plan to work with District 97 to determine if data fields incorporating this submeasure can be included in the students' records.

Services for Children Birth to Three Years Old

- Chapin Hall recently secured data sharing agreements with Early Intervention and 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 continues to grow, adding a significant data collection component that will enable us to make more meaningful statements about this measure over the next few years as referral and assessment data become more complete.
- The Developmental Screening Project has seen significant increases in the number of children who receive periodic developmental screening. The program saw a 29% increase in the number of children screened over 2014-15.
- Chapin Hall has succeeded in enacting a data sharing agreement 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 has not yet received the data to begin the process of cleaning, linking and analyzing, but securing the agreement is a very important step in obtaining meaningful data to inform our work. Without this agreement, we had no way to get information about assessments or treatment provided to children aged birth to three.
- Chapin Hall also secured a similar agreement with the Illinois Department of Healthcare and Family Services regarding Medicaid data. This will allow us 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. Again, the agreement, enacted on August 30, 2016, did not allow for the use of the data in this report but it will provide important information in the future. Medicaid data 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 for lower academic achievement.

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.

Preschool for All & Head Start children enrolled in D97 K	2012-13		2013-14		2014-15	
	# of Children	%	# of Children	%	# of Children	%
Proficient or Advanced	55	93%	36	90%	47	89%

Proficiency on Teaching Strategies GOLD evaluation	Spring 2013		Spring 2014		Spring 2015	
	% Below Expectations or Basic/Emerging Skills	% Proficient or Advanced	% Below Expectations or Basic/Emerging Skills	% Proficient or Advanced	% Below Expectations or Basic/Emerging Skills	% Proficient or Advanced
African-American	17%	83%	28%	72%	15%	85%
White	3%	97%	19%	81%	4%	96%
Other (could not be split out due to small number)	<10	<10	<10	<10	<10	<10

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.” Proficiency levels are based on spring scores.
- For Preschool for All and Head Start children (older 4-year-olds and younger 5-year-olds) who enrolled as kindergartners in District 97, proficiency was down very slightly from 90% in 2014-15 to 89% rated as proficient or advanced on a selection of objectives determined by local experts as indicative of a child’s developmental level across developmental domains. The Collaboration continues to target 90% proficiency ratings.
- Differences by race narrowed. Eighty-five percent of African-American students were rated proficient in 2014-15 compared to 72% in 2013-14. White children were proficient 96% of the time. While the incremental change suggests a smaller difference in proficiency between African-American and white children, it is a one-time change and the scores in 2015-16 were very close to those for 2012-13.
- 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 school district.

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

We continue to rely on the Kindergarten Readiness Test (KRT) for assessing the proficiency of children entering kindergarten. This year 87% of kindergarten students had complete KRTs. In the previous two years it was about 80%. While progress is being made in the number of children taking the KRT, comparing from one year to the next is difficult because we are missing a certain percentage in each year and do not know how different those students are from one year to the next. For example, if those children missing in this year have greater proficiency than 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.

D97 Kindergartners with KRT Scores		2013-14			2014-15			2015-16		
		# of children	# Proficient in KRT	% Proficient in KRT	# 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%	549	438	80%
All lunch categories	Children in PFA/Head Start w/ KRT scores	70	52	74%	75	51	68%	86	62	72%
Paid lunch	All children w/ KRT scores	385	316	82%	429	345	80%	495	410	83%
Paid lunch	Children in PFA/Head Start w/ KRT scores	52	42	81%	47	35	74%	64	49	77%
Free/reduced lunch	All children w/ KRT scores	62	35	56%	68	38	56%	54	28	52%
Free/reduced lunch	Children in PFA/Head Start w/ KRT scores	18	10	56%	28	16	57%	22	13	59%

Child Outcome 3

- The percentage of children in all lunch categories with Kindergarten Readiness Test (KRT) scores increased in fall 2015 to 87%, up from 82% the prior year. The percentage of children who attended Preschool for All and Head Start with KRT scores in fall 2015 increased from 53% in fall 2014 to 80% in fall 2015.
- Eighty percent of children in all lunch categories achieved proficiency in 2015-16.
- The percentage of children participating in the Free and Reduced Lunch Program and who attended PFA/HS achieving proficiency increased over the prior two years: from 56% to 57% to 59%.
- 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 was administered one time by a teacher who does not know the student, and it was 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 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-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?

	2013-14			2014-15			2015-16		
	FRPL	Not receiving FRPL	All Kndg Students	FRPL	Not receiving FRPL	All Kndg Students	FRPL	Not receiving FRPL	All Kndg Students
Number of students	109 (19%)	452	561	114 (19%)	495	609	80 (13%)	550	630
Attended preschool in Oak Park or River Forest	43	286	330 (59% of K)	72	382	454 (75% of K)	34	425	459 (73% of K)
Did not provide information about preschool attendance	<10	<10	14	<10	<10	10	24	45	69
Missing response about preschool history	27	30	57	24	19	43	0	0	0
Attended PFA/HS in Oak Park	27	64	91 (16% of K)	40	57	97 (16% of K)	26	69	95 (15%)
Attended NAEYC-accredited preschool in Oak Park or River Forest	12	120	132 (24% of K)	13	156	169 (28% of K)	10	174	184 (29% of K)
Number (%) of students with IEPs				22	41	63 (10%)	17	38	55 (9%)
Number (%) of children with IEPs who participated in PFA/HS or NAEYC-accredited preschools						21 (33%)	<10	<10	19 (35%)
Number (%) of children enrolled in PFA/HS or NAEYC-accredited preschools	39 (36%)	184 (41%)	223 (41%)	53 (46%)	213 (43%)	266 (44%)	36 (45%)	243 (44%)	279 (44%)

Service Delivery Outcome 1:

- The percentage of kindergartners participating in the FRPL program remained relatively the same at 19% for both 2013-14 and 2014-15, and dropped significantly to 13% for 2015-16. This drop was caused by a change in the way children receiving Medicaid became eligible for the program. In the past, Medicaid recipients (as listed by DHS) were automatically considered eligible and directly certified by ISBE. This changed in 2015-2016 when Medicaid recipients had to complete a paper application which was then approved or denied based on the information provided by the family. District 97 reports that many families chose not to complete the application that was mailed to them.
- The percentage of all kindergartners who attended PFA/HS decreased slightly from 16% in 2014-15 to 15% in 2015-16.
- Among PFA/HS kindergartners, the percentage of children receiving Free and Reduced Lunch dropped significantly from 41% to 27%. We believe this change may be due to the change in the way low income children qualify for the Free and Reduced Price Lunch Program.
- The percentage of kindergartners who attended preschool in Oak Park or River Forest declined slightly from 75% in 2014-15 to 73% in 2015-16 and was up significantly from 59% in 2013-14.
- After increasing from 41% in 2013-14 to 44% in 2014-15, the number of all kindergartners attending PFA/HS/NAEYC-accredited preschools changed to 44% in 2015-16.
- The percentage of kindergarten children receiving Free and Reduced Price Lunch who attended a PFA/HS/NAEYC-accredited program increased from 36% in 2013-14 to 46% in 2014-15 and declined slightly to 44% in 2015-16.
- Sixty-nine kindergarten parents did not provide information about their child's preschool attendance in 2015-16 even with the improved enrollment forms, which include an option for "no preschool." We plan to compare the response rate for enrollments in 2016-17 to begin to figure out if the change to an online registration process with increased fields to provide accurate information contributed to this change.
- Children participating in the FRPL program comprise a larger percentage (35%) of children whose parents did not report the names of their child's preschool than they comprise of the total kindergarten cohort (13%).
- The percent of kindergartners with IEPs stayed the same at 9%.
- Thirty-five percent of children with IEPs participated in NAEYC/PFA/Head Start preschools prior to kindergarten, similar to the previous year.
- Preschool for All and Head Start enrollment has been combined due to statistically small numbers in the Head Start program.
- We worked closely with the Preschool for All and Head Start programs to track the reasons why children exit these programs at any point in the school year. The 2015-

16 school year is the first for which we have complete exit data. Twenty children left during the year and they are in statistically small groups. Reasons for leaving included: moving, job relocation, transferring to another program, and some remain unknown.

- Of the children matriculating into school districts, 94% entered District 97. The rest entered District 91 (Forest Park), District 98 (Berwyn North) or an unknown school district.
- We continue to review outreach strategies and intake procedures to support the programs' efforts to make sure that children who meet the risk criteria are not being turned away from the Head Start and Preschool for All 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.
- Kindergarten students receiving free and 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 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.
- 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 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 report includes the families referred and engaged in the home visiting program at Parenthesis Family Center funded by and through the term of our contract, which ended December 31, 2015. The availability of information available to measure progress on this indicator has been impacted by the transition of the home visiting contract from Parenthesis Family Center to Easterseals on January 1, 2016.

Unfortunately, we have been unable to secure Parenthesis Family Center's agreement to share the information that would enable us to know which children are referred for home visiting services, which children are receiving home visiting services, and the frequency and duration of home visiting support children have received,. Without this information, the Collaboration will not be able to monitor these children's progress in preschool and their readiness for kindergarten.

However, the Collaboration is working to expand its current information-sharing agreement with Hephzibah to include the families they are serving in Early Head Start. They have capacity to serve 12 families. We hope to be able to follow the progress of these children who are receiving support from a very early age. The information that would be shared is the same as that requested from Parenthesis.

	Teen Parents 2013-14	Non- Teen Parents 2013-14	Teen Parents 2014-15	Non- Teen Parents 2014-15	Teen Parents 2015-16	Non- Teen Parents 2015-16
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)	Not avail	Not avail	Not avail	Not avail	Not avail	Not avail
Number of families referred to Parenthesis Family Center or Easterseals for parenting support	Not avail	55	Not avail	62	Not avail	36

Service Delivery Outcome 2

- Families seeking services during 2015-16 were referred to Parenthesis Family Center in Oak Park through December 31, 2015. Easterseals began to accept referrals for its home visiting program, *Partnering With Parents*, in February 2016. Referrals come from a variety of sources, including schools, doctors and social service agencies. The Collaboration, Parenthesis and Easterseals maintained an accurate count of the number of families referred for services through their contracts with the Collaboration and that is the number reported in this chart.
- Parenthesis did not share 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*.
- 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. While Chapin Hall has secured permission to use the Medicaid data for this project, it has not received all of the data needed for this measure.
- 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 2015-16, intensive parent education was offered by Parenthesis Family Center and Easterseals 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 and that contract ended on December 31, 2015. Easterseals began enrolling families in the parents as Teachers program in March 2016. Parenthesis also offered the Parents as Teachers Program to Teen Moms and single, low income moms through other funding sources. The numbers provided in this report for 2015-16 include only families funded through the Collaboration's contract. At the time the contract ended, Parenthesis reported 56 families actively engaged in the program.

	2014	2015	2016
Number of families referred for home visiting to Parenthesis Family Center or Easterseals.	55	62	36
Number of families who actively engaged as <i>new families</i> in the home visiting program funded through the Collaboration.	27	40	20
Percentage of referred families who engaged in the program	49%	65%	56%
Total number of families engaged in the home visiting program funded through the Collaboration.	27	67	72

Service Delivery Outcome 3

- Parenthesis reported a total of 59 families engaged in this program during the period July 1 - December 31, 2015. Easterseals engaged an additional thirteen families during spring 2016.
- Having more than half of referrals engage in the program funded through the Collaboration contract exceeds the national average. Parenthesis did not engage families referred to them in September - December in the Collaboration-funded programs but did report on the number of referrals. This lowered the rate of engagement from 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.)
- Easterseals has a reliable way of counting the families who are entered into the database as recruits and knowing when the families are first entered as prospective participants and when they are entered as actively engaged.

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).

	2013-14 School Year		2014-15 School Year		2015-16 School Year	
	K	First Grade	K	First Grade	K	First Grade
Number of students	561	641	609	615	630	673
Number and percent of students with IEP's	57 (10%)	75 (12%)	63 (10%)	70 (11%)	55 (9%)	76 (11%)
Number and percent of students with IEPs related to speech/language only	--	--	--	--	23 (42%)	33 (43%)
Number and percent of students with IEPs, other than speech/language	--	--	--	--	32 (58%)	43 (57%)
Number and percent of students with IEPs who also received early childhood education services from D97	35 (61%)	15 (20%)	39 (60%)	35 (50%)	36 (65%)	39 (51%)
Of students with IEPs who received early childhood services, receiving speech/language services only	--	--	--	--	16 (44%)	Not Avail.
Of students with IEPs who received early childhood services, number receiving services other than speech/language	--	--	--	--	20 (56%)	Not Avail.
Number and percent of students with IEPs who received services birth to age 3	19 (33%)	11 (15%)	16 (25%)	16 (23%)	21 (38%)	16 (21%)
Of students with IEPs who received services birth to age 3, number receiving speech/language services only	--	--	--	--	10 (48%)	Not Avail.
Number and percent of students with IEPs who received services birth to age 3, other than speech/language	--	--	--	--	11 (52%)	Not Avail.

*Note: The data received from District 97 for the first grade cohort for school year 2014-2015 and 2015-2016 did not show whether they had received early childhood special education services. 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 2013-14 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 2013-14 columns to reflect the new data.
- The percentage of kindergartners and first graders with IEPs has remained about the same across all three years.
- Sixty-five percent of kindergarten children who had IEPs in 2015-16, compared to 60% in 2014-15 who received Early Childhood Special Education services from District 97.
- The percentage of kindergarten children with IEPs in 2015-16 who received Early Intervention services increased dramatically to 42% from 25% in 2014-15 and up from 33% in 2013-14. This increase may be partially explained by the introduction of questions about early learning experiences in the online registration process.
- We now have solid information about early services and about type of disability going forward, but not for previous years. For example, for the 2015-16 Grade 1 students, we know something about their kindergarten year, because we have fairly solid special education data from 2014-15. But prior to their kindergarten year, we do not have solid data, especially for history of early services. (The only backwards-looking special education data field is for the CFC referral.)
- 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.
 - o Direct: Number of families reached through collaboration-sponsored outreach activities and services who provide information voluntarily and are included in our database.
 - o Indirect: Counts of information distributed, subscribers to information (social media, other open distribution channels).

	June 2014	June 2015	June 2016
Number of people in Oak Park and River Forest	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
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
Number of children participating in the developmental screening program	NA	1,172	1,586
Number of families participating in the Parents As Teachers home visiting parent education program	27	81	67
Number of families who provided contact details in order to receive information about childhood development and programs and services	NA	184	460
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	942
Number of people following the Collaboration's Facebook page for parenting resources and information about early childhood	118	158	309
Number of people following Parenthesis' Facebook page for parenting resources and information about early childhood	680	826	980
Number of families receiving information and support through the Parenting Resource Program	483	700	912**
Number of printed Early Childhood Resource Directories distributed	6,500	4,000	10,000
Number of attendees at Collaboration special events targeting parents	--	--	185

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

** Reported by Parenthesis Family Center as a duplicated count in December 2015.

System Delivery Outcome 1

- The number of families participating in the Collaboration's voluntary database continued to grow by 39% during 2015-16 and increased more than 8 times over the 2013-14 level. This is due to the initiation and growth 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 through the term of their contract and Easterseals, and families who provided some contact information through the Parenting Resource Program are all part of this database. We will report on their progress through the school district as their data is linked to the data provided by District 97.
- We know the number of families included in our voluntary database continues to include duplicates, however, we hope to be able to determine the unduplicated count during the 2016-17 fiscal year.
- The number of families in the database in Preschool for All or Head Start remains relatively stable since there are certain eligibility requirements for a certain number of children. There was a decline in the numbers we are reporting on this year due to several families not agreeing to the information sharing with the Collaboration, and the number of enrolled families living outside of Oak Park increased slightly.
- Throughout the term of the contract with Parenthesis Family Center, 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 125 likes and 16 shares primarily related to workshop announcements during the 6 months of their contract in 2015-16. The Collaboration posted 142 parent information pieces that received 979 likes and 262 shares during the past fiscal year. The number of people following the Collaboration on Facebook rose by 96% this year.
- The Collaboration has allocated more resources to boost our social media outreach directly and to improve our digital presence to engage families during 2016-17. We will closely track the activity of followers in order to keep building these networks.
- A new edition of the Early Childhood Resource Directory was printed in January 2016 and approximately 10,000 were distributed as of June 2016. The Resource Directory is also available online in a searchable format, and as of June 2016 it had been viewed 3,847 times, with an average of 12 times a day.
- As part of its increased outreach efforts, the Collaboration has begun to track the number of people attending special events that highlight our work. This year we had 185 people attend a presentation by author Dr. Dana Suskind and the Baby Fair. Interest at outreach events like A Day In Our Village and Barrie Fest are tracked by the number of people who sign-up for our email list and the count of materials distributed.

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 2016 IGA report. Placeholders are below to indicate values we are currently gathering in the survey.

As planned, the Collaboration is conducting a new survey of the early childhood workforce in Oak Park and River Forest. This survey began in August 2016 and is being administered at the time of this report. Adjustments were made to better track professionals at Montessori schools, faith-based schools and other license-exempt locations to provide a more robust profile of the landscape.

	2014 #	2015 #	2016 #	2014 Above minimum requirements	2015 Above minimum requirements	2016 Above minimum requirements
Number (%) of directors in Oak Park and River Forest with above minimum state educational requirements	21	27	30	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 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 2016 IGA report. Placeholders are below to indicate values we are currently gathering in the survey.

As planned, the Collaboration is conducting a new survey of the early childhood workforce in Oak Park and River Forest. This survey began in August 2016 and is ongoing at the time of this report. Adjustments were made to better track professionals at Montessori schools, faith-based schools and other license-exempt locations to provide a more robust profile of the landscape.

Self Reported	Number		Less than 15 hours		15-19 hours		20 or more hours	
	2014-2015	2015-2016	2014-2015	2015-2016	2014-2015	2015-2016	2014-2015	2015-2016
Directors in Oak Park & River Forest	27	30	7 (26%)	--	5 (18%)	--	15 (56%)	--
Teachers in Oak Park & River Forest	108	--	29 (27%)	--	31 (29%)	--	48 (44%)	--
Assistant teachers in Oak Park & River Forest	60	--	24 (40%)	--	20 (33%)	--	16 (27%)	--
Assistant directors in Oak Park & River Forest	18	--	3 (17%)	--	5 (28%)	--	10 (56%)	--
Number (%) of early childhood workforce in Oak Park & 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 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	June 2016
Number of preschools and child care centers	42	42	44
Number of licensed preschools and child care centers	26	27	30
Number of preschools and child care centers who engaged in the ExceleRate program	9	20	24
Number (%) of preschools and child care centers involved in ExceleRate and have received a score.	6 (14%)	12 (29%)	12 (26%)
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 2013-14.) *	6 (23%)	11 (41%)	10 (37%)
Number of preschools and child care centers involved in ExceleRate that improved their scores.	0	11	0
Number of licensed family child care homes.	38	37	36
Number of licensed family child care homes that participated in ExceleRate.	0	17	19
Number licensed family child care homes involved in ExceleRate who improved their scores (increased a level in the rating system).	Not Avail.	0	1

*Note: 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.

System Delivery Outcome 4

- The number of child care centers and preschools participating in the ExceleRate Quality Rating System increased from 9 in the baseline year of 2013-14 to 22 in 2015-16. This exceeded the target of 15 by the end of June 2016. The number of center/preschools engaged in ExceleRate grew by two during 2015-16. The greatest growth occurred in 2014-15 due to the Collaboration's increased ability to promote and support center and preschool engagement. The fact that ExceleRate opened to half-day programs and is publicizing the Quality Rating Circle rating for every licensed program is providing an incentive to programs to participate.
- 2014-15 marked the first year that family child care homes could participate in ExceleRate. The number of participating homes increased to 19 during 2015-16 up from 17 in 2014-15. The Collaboration supported all of these providers in the process of outlining their improvement goals in order to obtain an ExceleRate score. Participating in ExceleRate is a daunting process for providers and we will continue to assist them. One provider earned a Bronze Circle of Quality, one level above the baseline of green or licensed and one program who participated closed in the spring of 2016.
- Centers/preschools report that they are working hard to maintain their level of quality and find the challenge of going to a higher level rating expensive and administratively challenging. Paying staff adequate wages in an environment when families are challenged by the costs of child care and when state supports are unreliable has added to the challenge. The Collaboration is focusing on keeping centers / preschools engaged and moving in incremental steps toward a higher level of quality.
- 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, 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. We will use INCCRRA's 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.